

Level	9
Word Count	158
Text Type	Narrative
High Frequency Word/s Introduced	

We have designed these lesson plans so that, if you wish, you can have the plan in front of you as you teach, rather than a copy of the book. Each page of the book is illustrated in the plans together with some suggestions for teaching. These have been divided into questions and discussion that you may have before the children read the book and after the children have completed the reading. This is not an arbitrary division. Some of you may prefer to explore the meaning and the language in more detail before the children read. Your decisions will depend on the gap between the children's current knowledge and the content, vocabulary, and language of the book they are about to read. Remember that the more information the children have up front, the easier it will be for them to read the text. However, this does not mean that you should read the text to them first.

We have addressed four areas that we think are important in developing good readers. As well as comprehension and decoding, we have addressed the issue of children being able to analyse and use the texts they read. The symbols below guide you to the type of question or discussion.



This symbol relates to comprehension (meaning maker)



This symbol relates to decoding (code breaker)



This symbol relates to critical analysis (text critic or analyser)



This symbol relates to use (text user)

Cover & Title Page



Discuss with the children if they have ever made a playhouse. What did they do in the playhouse? What are the people on the cover doing? Are they the same people on the title page? Why do they look older on the cover? What makes them look older?



Invite the children to retell the story in their own words. Who were the main characters? What did they do? Who were the other characters? What did they want? What did the boys do so that they could join in?



Invite the children to discuss the reading strategies they used. Did they use the beginnings and the endings of the names to help them read them? Did they look at the ends of other words to see which were singular and which were plural?

Discuss the kinds of places where a playhouse can be made. Have the children look at this picture and ask where these children are making their playhouse.

Review compound words with the children. Ask them to scan this page for compound words. What words have been combined to make these words? How can they use this information as they read?



Talk more with the children about the setting. Which word in the text says where the story is set? What other words could the author have used instead of *backyard*?

Ask the children why the girls look different in this picture. What have they done?

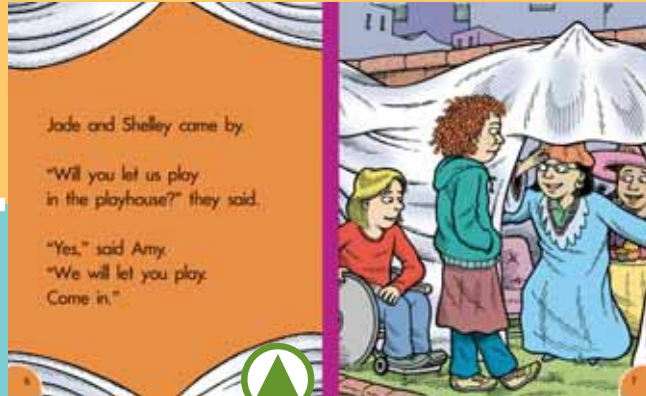
Write *Shari* and *Amy* on the board. Invite the children to read the two names. Talk with them about how both the *i* and the *y* on the ends of these words make the same *e* sound. Invite the children to share other names that they know that end in the same way.



Talk with the children about what the girls used to make their playhouse. What other things could they have used?

Have the children discuss why the author chose girls as the main characters. How might the story have changed if the main characters were boys? Would boys dress up?

Ask the children what is happening in this picture. What do they think the new people are saying to Shari and Amy? What might Shari and Amy say to them?

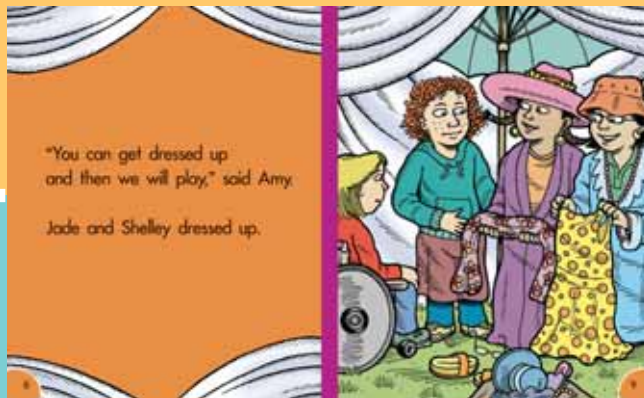


Talk with the children more about this page. Why did Amy and Shari let Jade and Shelley play?

Write *play*, *played*, *playing*, and *playhouse* on the board. Ask the children to read each word. Discuss their different endings. Have the children find these words on pages 5 and 6 and reread the sentences they are in. Then ask them to comment on the different meanings.

Invite the children to discuss this picture. What do they think Amy and Shari are saying to Jade and Shelley? What in the picture gives them a clue?

Write *dressed* on the board. What would they need to do to turn *dressed* into *dress* or *dressing*?

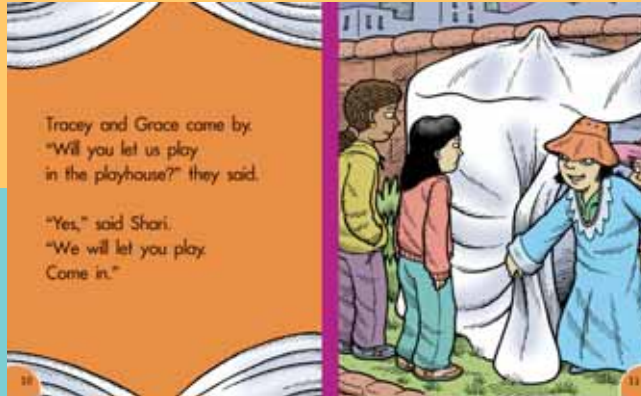


Talk with the children about why the girls need to get dressed up before they can play. Have the children comment on the dress-up clothes that the girls are wearing. What game will they play dressed up like that?

BEFORE READING 10/11

Ask the children what they think these two new people want. What will Amy and Shari say to them?

Write *Shelley* and *Tracey* on the board. Invite the children to read these names. What do they notice about the ending sounds and letters?

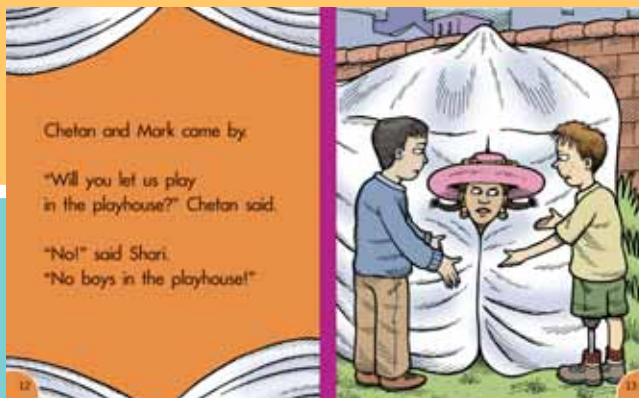


AFTER READING

Have the children continue the discussion about the girls. Do they think that Shari and Amy expected the others to come by? If they didn't, why did they have enough dress-up clothes?

BEFORE READING 12/13

Invite the children to look at this picture and describe what they see. Have them look at the expression on Shari's face. Why does she look like this? What do they think she might be saying?



Have the children talk about why the girls didn't want the boys to play. Do they think it would have been the same if all the characters except two had been boys? Would they have let two girls play? Why or why not?

AFTER READING

String Things

The Ski Race

The Playhouse

Where Does Mrs. Brown Live?

Who Took the Teacher's Scissors?

Hide and Seek with Carla Crocodile

Pizza Day

Operation Elephant Foot

Ask the children what Mark and Chetan are doing. Discuss with the children why they might be doing this. Who is helping them? What will happen next?



Ask the children to talk about what the boys decided to do. What did they go home and get and why? Would the girls let them in just because they brought food, or would they let them in because they are playing tea parties?

Have the children discuss this picture. What are Mark and Chetan doing with the food they got? What might they be saying? Is this what the children thought would happen?



Talk with the children about how this story ends. Will the girls let the boys in or not? If the children were the author, would they have left the ending up in the air like this?

9 c The Playhouse

Name _____

1. Turn the following words into plurals using *s* or *es*.

Then colour the picture.

shoe

hat

dress

boy

apple

banana

drink

cake



9 c The Playhouse

Name _____

1. Circle the compound words. Draw a line through the middle of each compound word to show where it breaks into two words.

backyard

dressed

playing

playhouse

bananas

came

then

said

2. Colour the picture.

