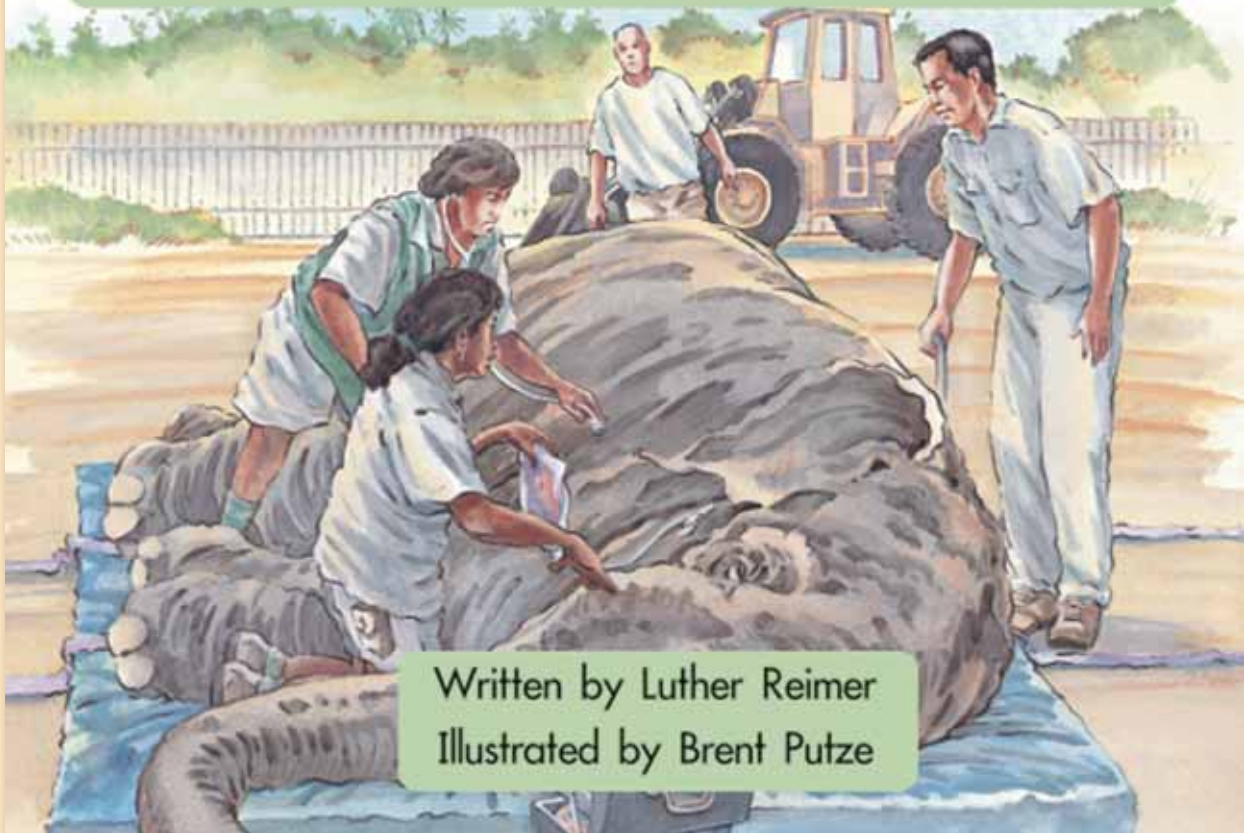




Level 9 Book h

Operation Elephant Foot



Written by Luther Reimer
Illustrated by Brent Putze

Level	9
Word Count	150
Text Type	Literary recount
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 discussions 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)

BEFORE READING

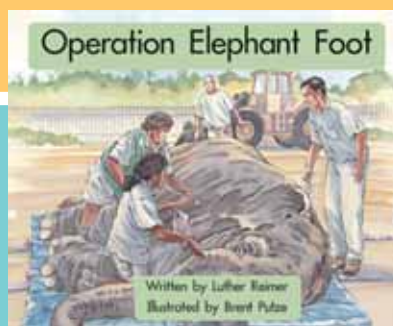
Cover & Title Page



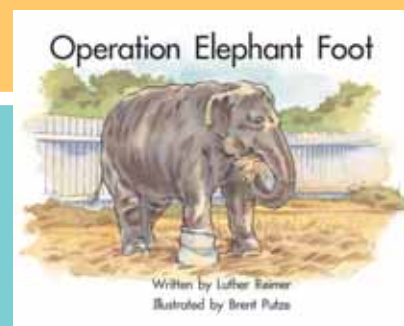
Invite the children to look at the cover illustration and title page. What is happening? Who are the people? What are they doing? Why do the children think there is a grader in the background? Read the title to the children and ask them to add further predictions now that they know the name of the book.



Have the children read the title of the story. Discuss the word *operation*. Look at the syllable *tion*. Have them brainstorm other words with *tion*.



Invite the children to retell the story in their own words. Discuss with them which part they liked and why.



Have the children analyse the story and discuss how it would have been different if Sharma had lived in the wild. Would it have been a better story? Why or why not?

AFTER READING

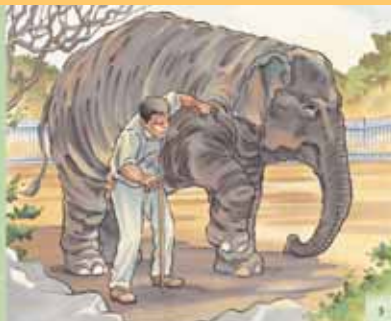
BEFORE READING

2/3

Discuss with the children if they have ever been injured. What part of their body did they hurt? How did they do it? What did they do to fix their injury?

Sharma, the elephant, was not happy.
She had a sore foot.

The zookeeper said,
"You have hurt your foot, Sharma.
I can see that it is sore.
I will get the vet."



AFTER READING

Discuss the roles of the characters. What does a zookeeper do? What does a vet do?

Discuss the word *elephant*. What sound does the *ph* make? Invite volunteers to suggest other words that have *ph* in them.

BEFORE READING

4/5

Ask the children to look at the illustration on page 5. What is happening? What is Sharma doing? Who else might the vet need to help her?

Pam, the vet, came to look at
Sharma's foot.
"That foot is sore," she said.
"I will have to fix it.
I will need help.
I will need a grader driver,
and I will need a nurse."



AFTER READING

Ask the children why the vet needed help. Why did she need a grader driver? Why did she need a nurse?

Discuss the children's reading strategies. Invite volunteers to say how they worked out the words *Sharma*, *sore*, and *nurse*.

Have the children look at the illustration on page 7. How do they think the vet is going to be able to fix the elephant's foot? Will it be an easy job if the elephant can move around while she is trying to fix it?

"I will have to put Sharma to sleep to fix her foot," Pam said.
"I will have to use a dart to put Sharma to sleep. The dart will not hurt Sharma."



Invite the children to share their experiences of having an operation. How were they put to sleep? How is it different from the way the vet put Sharma to sleep? Why did the vet have to use a dart? How does a small dart put a big elephant to sleep? Why do doctors and vets put people and animals to sleep before an operation?

Have the children look at the illustration and discuss what has happened to Sharma. What has Pam done to get Sharma to lie down?

Have the children look at the words *Bang! Thump! Crash!*. What do they know about these words? Discuss onomatopoeia and invite the children to suggest other words the author could have used. Discuss the use of the exclamation marks with each word.

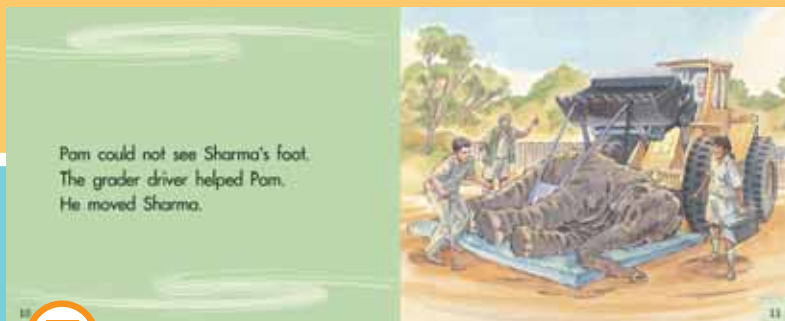
Bang! Thump! Crash!
Sharma fell down.
She was not hurt.
She was asleep.



Ask the children why they think Sharma was not injured when she fell. What precautions did the vet and the zookeeper take to ensure Sharma's safety?

BEFORE READING 10/11

Ask the children to look at the illustration on page 11 and discuss what is happening and why. Who is the new person that is arriving? Have the children predict what will happen next.



Discuss page 10 in more depth. Why didn't the vet move Sharma? What did the grader driver do to make sure that Sharma did not get injured further when he had to move her? Invite the children to discuss the difficulties in treating large animals. Which animal would be easier to treat – an elephant, mouse, or cat? List the positives and negatives of each.

AFTER READING

BEFORE READING 12/13

Invite the children to discuss this picture. Did they predict that the new person was a nurse? What is the nurse doing? What is the vet doing? What will happen next?



Discuss with the children the special tools that the vet and nurse are using. Have they seen these tools before? Would they use the same tools on humans? Have them justify their answers. Invite the children to speculate on the type of training vets and nurses need. What would be the same? What would be different? Who would need the most training, a vet or a nurse?

AFTER READING

Discuss with the children the illustrations on page 15. Did they predict that Sharma would be better already? How do they think Sharma got to her feet again?

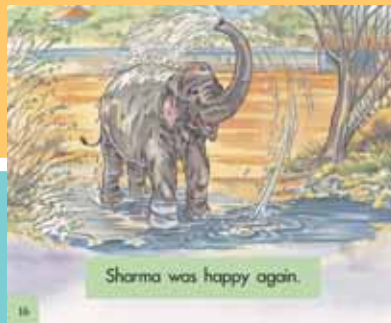


Discuss with the children the feeling of waking up after a sleep. How does it differ from waking up after an operation? How would Sharma be feeling?

Invite the children to talk about what has been left out of this story. Why do they think the author chose not to say and show how Sharma got up again? Would the story have been better if this information had been included? Why or why not?

Have the children look at the final illustration and compare how Sharma was feeling at the start of the book to how she is feeling now.

Invite the children to go back to the beginning and read the book independently. Remind the children that their reading needs to make sense. Explain that it is important that what they read sounds right and looks right.



Discuss with the children why it is important to rest after an injury. What could happen if you didn't rest? How will the zookeeper make Sharma rest?

Have the children discuss how this story would have been different if the title had been *Operation Crocodile Foot*.

9 h Operation Elephant Foot **Name** _____

1. Use the words from the Word Bank to fill in the gaps.

Sharma, the _____, was not happy.

She had a sore _____.

The _____ said, "You have _____ your foot, Sharma.

"I can see that it is sore.

I will get the _____."

Pam, the vet, came to _____ at Sharma's foot.

"That foot is _____," she said.

"I will have to _____ it. I will need help.

I will need a _____ driver, and I will need a _____."

Word Bank

elephant, zookeeper, vet, grader, hurt, look, foot, fix, nurse, sore

2. Draw a picture of Sharma and her sore foot.



9 h Operation Elephant Foot **Name** _____

1. Circle words that have **ph** in them. Read the words and listen for a **f** sound.

phone	plan	photo	pain
pop	pan	Phillip	fright
play	Sophie	plan	plop

2. Write three sentences using the **ph** words above.

3. Look at the sentences below. Place speech marks around the direct speech.

Come and clean your room, said Mum and Dad.

Look what I found, said Tom.

Here is my old truck, said Tom. It was under my bed.

Look what I found, said Troy.

Here is my old bear, said Troy. It was under my clothes.

Troy and Tom cleaned the room.

Now it is nice and clean, said Troy and Tom.