



Level 19

Book c



Level	19
Word Count	463
Text Type	Narrative (realistic fiction)
High-Frequency	six
Word/s Introduced	



MACMILLAN

The Mystery of the
Flattened Flowers

Have You Ever Seen
a Shell Walking?

New Schoolmates

What Lives in a
Rotting Log?

The Kite

Worker Magnetic
Termites

The Zigzag
Kayak Trip

Amazing
Humpback Whales

We have designed these lesson plans so that you can have the plan in front of you as you teach, along with a copy of the book. Suggestions for teaching have been divided into questions and discussion that you may have with students before, during, and after they read. This is not an arbitrary division. You may prefer to explore the meaning and the language in more detail before students read. Your decisions will depend on the gap between students' current knowledge and the content, vocabulary, and language of the book they are about to read. The more information students 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 we think are important in developing good readers. As well as comprehension and decoding, we have addressed the issue of students being able to analyse and use texts they read. The symbols below guide you to the type of question or discussion.



*This symbol relates to decoding
(code breaker)*



*This symbol relates to use
(text user)*



*This symbol relates to comprehension
(meaning maker)*



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

BEFORE READING

Ask students to read the title and the names of the author and illustrator. Ask students what information the title gives them about the characters, setting, and problem of the story. Explain to students that the children in the picture are at the school. Ask if they can decide which are the new children.

Explain to students that the story is a narrative. Ask them if they can predict if the story is realistic fiction or not. Why or why not?

Read the title page and discuss the picture. Ask students if they have had new children in their class recently. Have students think about what it was like, and what they did to make the new students welcome. Ask if they can make a prediction about how the story will finish.

DURING READING

Set students a purpose to read for, with a focus question for each page or several sections. Explain to students that you will be asking a question before they read each section, and that they should read silently. They should be ready to answer, when they have finished reading the section.

Ask, before students read each page –

Pages 2–3 What did Isabel think was weird?

Pages 4–9 Where did the new children come from?

Pages 10–13 What did Mr Foster do with the map?

Pages 14–19 What is weird about the children's names?

Pages 20–24 How did Isaac and Isabel become friends with the new children?

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AFTER READING

Discuss the pattern in the names of the eight children in the book.

Ask students if their predictions were right or not. Talk about why or why not. Have students confirm their opinions by referring to the book.

Ask students who the other characters in the book are, what part they played in the story, and how they interacted with the new children.

Have students reread the book silently, focusing on the roles of the characters.

CODE BREAKER



Developing Specific Skills

Exception to the rule – *i comes before e* – weird

Syllables – introduced, welcome, different

Discuss base words – happening, starting, slowly, really, children

Plural – *y* changes to *i* and add *es* – country/countries

Proper nouns

Suffix – *ly* – slowly

TEXT USER



Have students find out how the author started this text.

Ask students how they now know that the story is realistic fiction. Have them use personal experience to support their ideas.

MEANING MAKER



Discuss the plot. Talk about the problem and solution.

Discuss the major and minor characters. Talk about their personalities and how these affect the plot.

Discuss the author's message.

Ask students what the new children would be thinking about their new school at the conclusion of the story. What would they talk to each other about?

On a globe or world map, locate the countries the new children came from.

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TEXT CRITIC



Ask students why the author chose the title.

Ask students how the story would be different if it was written from the new children's perspective.

The Kite

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19c New Schoolmates

Name _____

1. Use your dictionary to find the meanings of these words.

introduce _____

weird _____

welcome _____

different _____

2. Choose two of the words and write one sentence for each.

a. _____

b. _____

19c New Schoolmates

Name _____

1. Write an epilogue for the new classmates.

(What will they be doing in a month's time? How will they be feeling at their new school?)

2. Write about a time you felt the same way as one of the characters in the book, or had a similar experience.

19c New Schoolmates

Name _____

1. Write the base word for these words.

happening _____ starting _____

children _____ introduced _____

really _____ trying _____

2. How many countries are in the story? _____

Write the names of the countries.

3. Why is there a different number of countries than new children?

Answer with a sentence.
