



Level 20

Book a

Jamila Joins
the Team

Common Wombats

The Secret
Fishing Gear

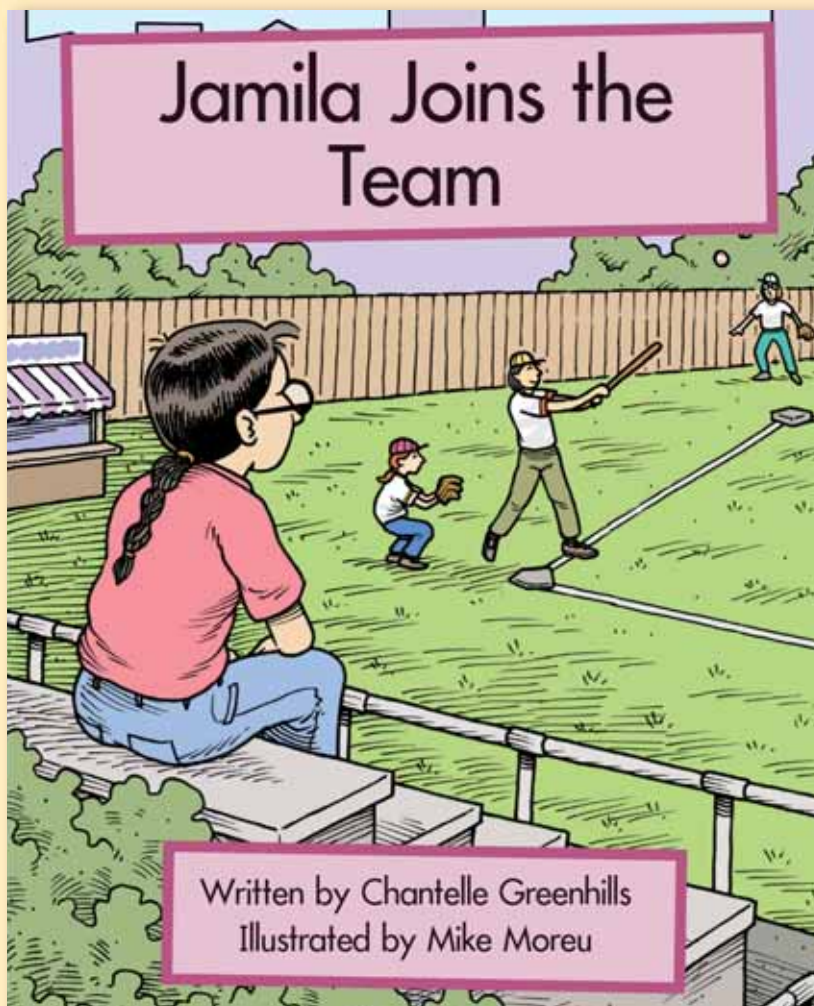
The Tree of Life

Cobber Dog and
Old Mary

Sea Turtles

Shooting the Sun

Consats and
Phone Calls



Level	20
Word Count	503
Text Type	Narrative (realistic fiction)
High-Frequency	called, maybe
Word/s Introduced	

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. From the illustration and title, have students discuss predictions they have made about the story. What team sport is being played? Which character could be Jamila?

Inform students that the story is in the form of realistic fiction. Have students discuss their experience of team sports. Have they played softball? Could they make up a story about a team sport? Why would the story seem real?

Read the title page. Is there more information to support their predictions? Could the glasses be significant in the story?

DURING READING

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

Ask, before students read each page –

Pages 2–5 Why is Jamila watching the game instead of playing in the team?

Pages 6–11 What two adaptations are the friends making to the game so that Jamila can play in their team?

Pages 12–19 What is Jamila going to do instead of hitting the ball?

Pages 20–24 Why is everyone so happy?

AFTER READING

Have students return to the page where Jamila thinks she will be able to play softball with her friends. Ask students to work with a partner to retell the story in sequence.

Have students reread the book with fluency and expression.

Developing Specific Skills

Focus on short and long vowel e – team, see, get, friends, let's, maybe, replied, me, these, we, met, she, next, them, check, bell, special, be, help, need, then, beside, idea, rest, best

Examine the letter clusters – sound, round, found, pound, wound, bound, ground, hound, mound

Discuss past tense of verbs – throw/threw

Discuss comparatives – fast/fastest

Discuss why the author wrote the book, how might a reader use the book, and what kind of readers would like the story.

Encourage students to talk about the interaction of the friends. Which character initiated the idea, who thought of more ideas, who provided support, and how?

Have students rewrite the story from Jamila's point of view.

MEANING MAKER



Have students write an explanation about how to organise a game of softball for partially sighted people.

Discuss the plot. Talk about the problem and the solution.

Discuss the text form of the narrative – realistic fiction. Compare it with other text forms students have read.

TEXT CRITIC



Have students discuss, as a group, whether the author has given a well-organised message about the relationship of the friends. Did their actions make a positive difference?

Ask students to consider the underlying theme of advantage/disadvantage and how the author bridged the gap – goal/action/outcome.

20a Jamila Joins the Team

Name _____

Create the plan of action.

Goal

Action

Outcome

20a Jamila Joins the Team

Name _____

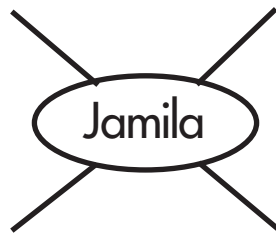
1. Write the action each character took to help reach the goal.

Hanna _____

Maddy _____

Antonia _____

2. Write a character web for Jamila.



20a Jamila Joins the Team

Name _____

1. Sort the words into long and short vowels.

team see friends she let maybe replied met next suggest

we these them check bell special be help need instead

Long e	Short e

2. Write the word families.

sound

air

ate
