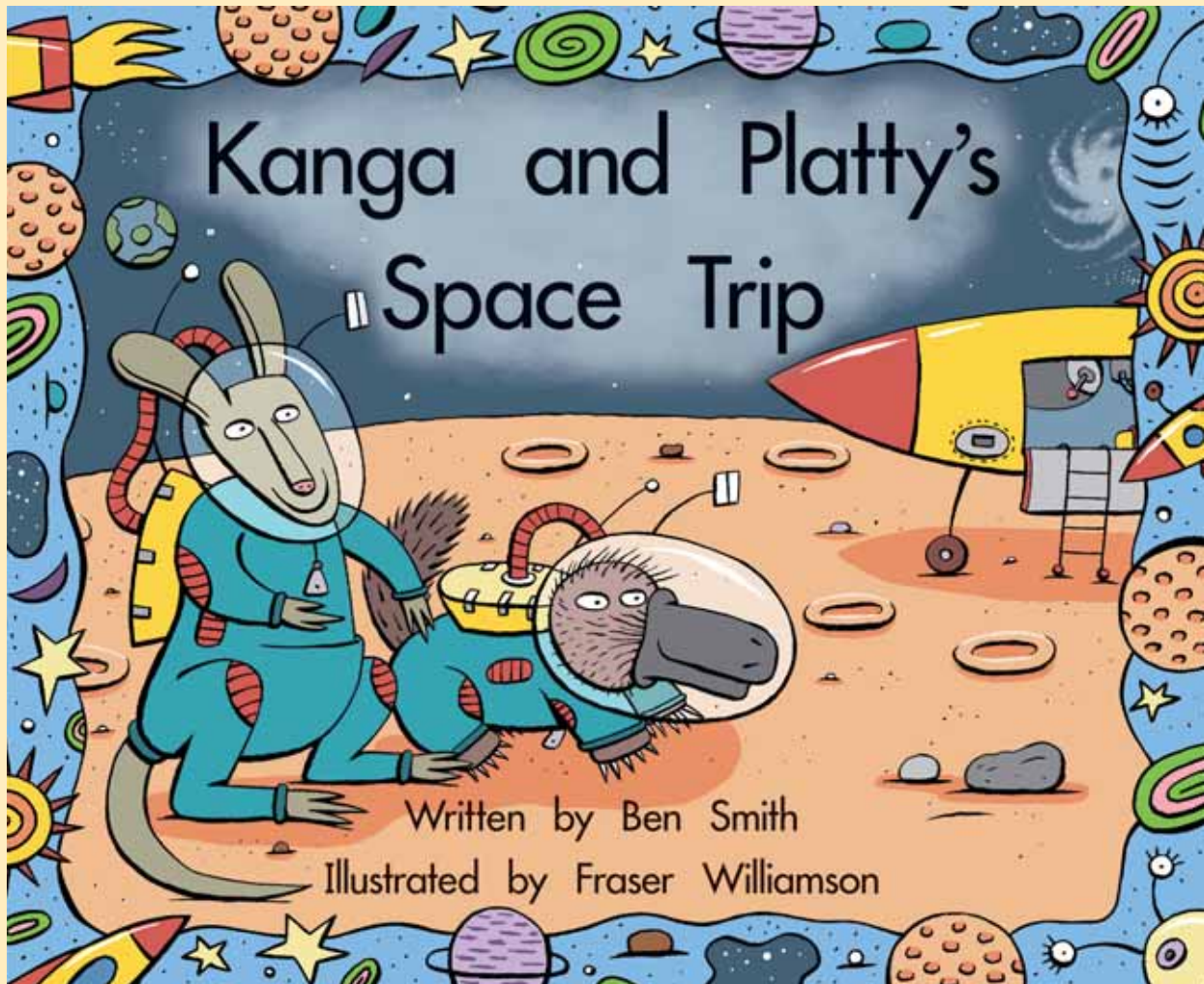




# Level 3 Book a



Level	3
Word Count	80
Text Type	Literary recount
High Frequency	they, up, went
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. 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

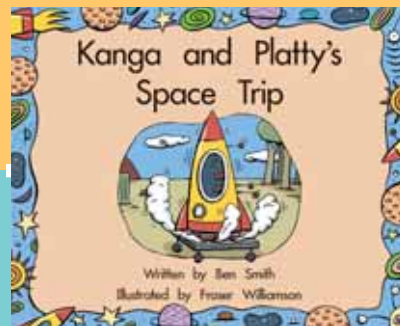
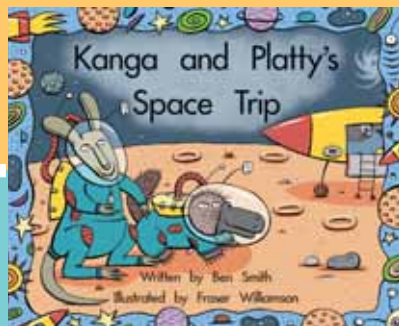
## Cover & Title Page



Direct the children's attention to the pictures. Ask the children to identify the animals in the picture. Then ask the children if they can tell you the setting of this story. See if they can tell you why they know it is set in space. Encourage them to use the picture clues.



Read the author's name. Why is there a name here? Identify book conventions. Read out the words *Illustrated by* and ask whether the children know what it means.



Invite the children to predict what the story might be about. Does the title give them some clues?



Check reading strategies with the children. Remind them to match one spoken word with one written word as they read. Ask about the words the children are confident with and the ones where the children struggle. Encourage breaking the words into syllables and reading the words phonetically.

AFTER READING

## BEFORE READING

2/3

Ask the children to describe what is happening in the picture. Does it remind them of any particular time they have had to pack for a trip? Talk about the things they would take and then describe the things that Kanga and Platty are taking. Who might the crying character be?



## AFTER READING

Ask the children about the type of book they think this is. Talk about the purpose of story books and what the author's intention might be in writing this book.

Draw the children's attention to the word *to*. Spell *to*. Ask the children to put this word into a sentence of their own and share with the group. Review the capital letter and full stop and ask the children to point to them.

## BEFORE READING

4/5

Ask the children to talk about what is in the picture. Talk about what it might be like to take off in a rocket. How might Kanga and Platty be feeling? How might the character on the ground be feeling?



Discuss why the author uses the word *up* three times on this page. Does it help with spelling? Do the words have more impact when they are repeated?

Encourage the children to identify the word *went*, spell it, and place it in sentences of their own to clarify meaning. Ask them to share their sentences with the group.

## AFTER READING

Invite the children to describe what Earth might look like from space, using the picture for help. Encourage the children to talk about how it might feel to be so far from Earth and rocketing through space. Ask the children if they would like to become astronauts.



Ask the children what Kanga and Platty like. They need to refer to the words to support their answer. Then ask the children why they think the characters like space.

Ask the children to point to the word *up* and say it aloud. Spell it and ask the children to put it into a sentence of their own. Now ask the children which short vowel sound appears in this word. Talk about other words with the *u* sound and share them with the group.

Encourage the children to explain what is happening in this picture. Talk about the things in space.

Invite the children to explain what they like about this story and why. Ask them to predict what might happen next.



Ask the children to point to the word *They*, spell it, and place it in sentences to clarify meaning and use. Ask the children if they would use the word *they* to refer to one person or more than one person.

BEFORE READING 10/11

Ask the children to talk about the picture and what is happening in the story. Can they explain why the stars look long? What else do they find interesting about the picture?



AFTER READING

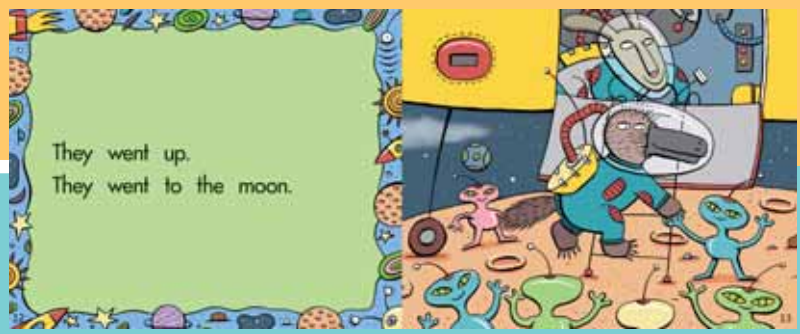
Ask the children if they can explain what Kanga and Platty like doing. They can either refer to the text to answer this question, pointing to the appropriate words, or use the picture.

Draw the children's attention to the word *going*. Spell it. What word does it come from? Think of sentences for *go* and *going* to clarify their different uses and meaning. Explain to the children that *ing* is an ending we add to *go* and it is called a suffix.

BEFORE READING 12/13

Ask the children to describe what Kanga and Platty have found and where they have landed. The picture will give them all the information they need – see if they can access this information.

Ask the children if they had predicted this event. What do they think of the story so far? Has the author done a good job?



AFTER READING

Draw the children's attention to the word *went* and talk about the short vowel sound it makes. Ask them to think of other words with the e sound and share them with the group.

Ask the children what is happening in the picture. Would they like to be on the moon with the characters in the story? Ask them if they can work out why Kanga and Platty are wearing helmets and encourage them to use facts they already know to answer this question.



Invite the children to explain what Platty likes. Praise them for referring to the text to answer this question.

Ask the children to point to the words *on* and *the*. Ask them to spell them and point to the words as they do so, then clarify their meaning using sentences of their own.

After talking about the picture on this page, ask the children what the characters have enjoyed most about their trip.



Ask the children to point to the words *like* and *said*. Ask them to spell them and point to the words as they do so, then clarify their meaning using sentences of their own.

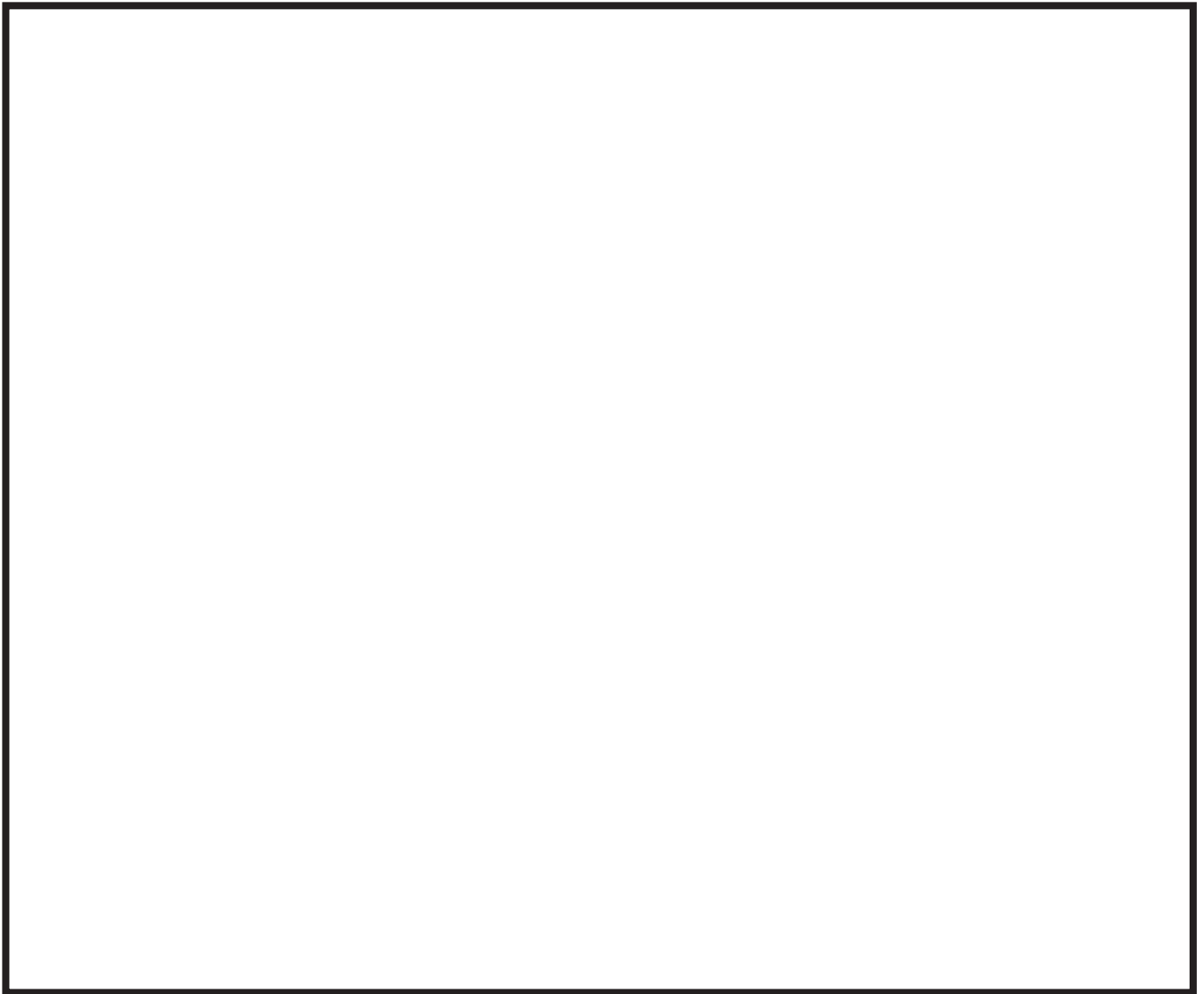
Ask the children to look through the book and find their favourite page. Can the children explain what they liked most about this story and why?

**3 a Kanga and Platty's Space Trip** Name \_\_\_\_\_

Read the sentences. Draw the picture.

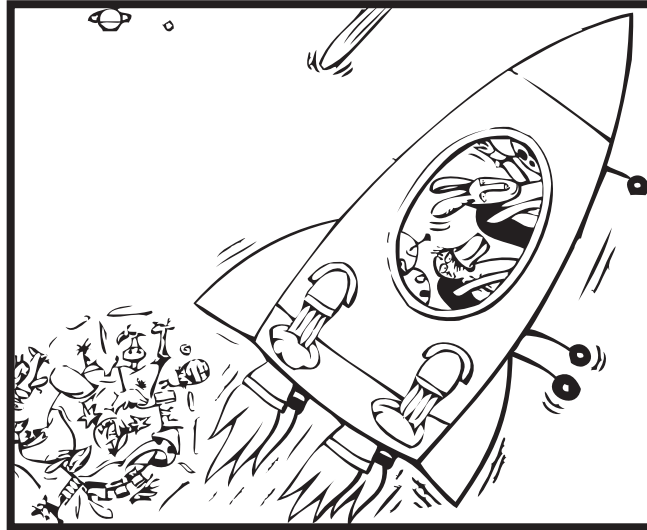
They went up.

They went up and up.

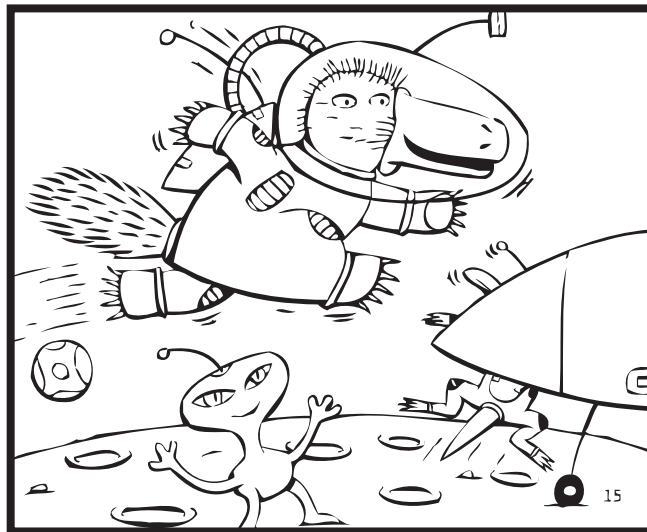


**3 a Kanga and Platty's Space Trip** Name \_\_\_\_\_

Complete the sentences under each picture.



“I \_\_\_\_\_ going up to space,”  
\_\_\_\_\_ Platty.



“\_\_\_ like it on \_\_\_ moon,” said Platty.

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