



Level 3 Book 6

Kanga and Platypus's
Space Trip

Duck School

Look at the Cats

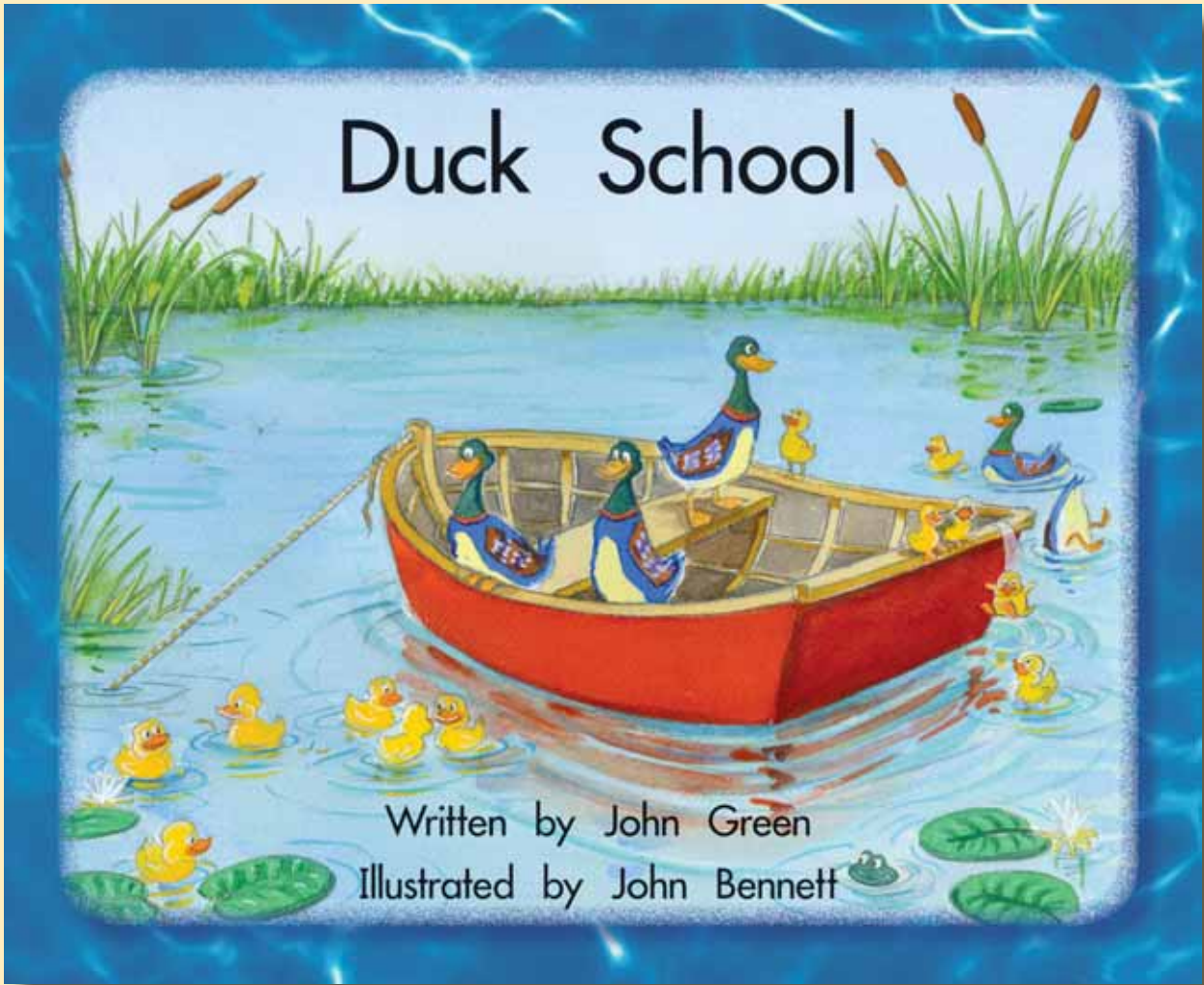
Where Is My Daddy?

Fruit

Where Is My Pet?

Betty Bees Lunch

Ships



Level	3
Word Count	80
Text Type	Narrative
High Frequency	come
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

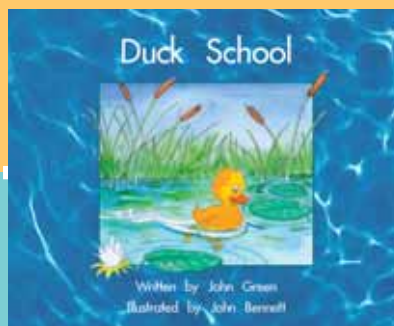
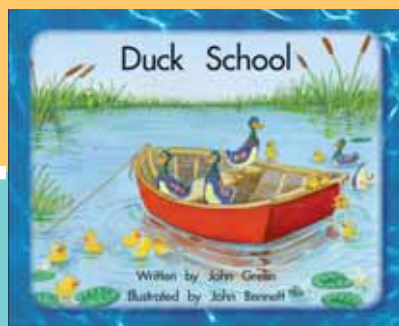
Cover & Title Page



Invite the children to describe what they see in the picture. Ask them to describe the characters and what they are doing, and to predict what the story will be about.



Read the author and illustrator's names. Why are there names here? Identify book conventions.



Ask the children to share any times when they have been to a duck pond. Ask them to describe the ducks they saw.



Read the page again together, pointing to each word. Can the children identify the spoken word with the written word – one-for-one?

AFTER READING

BEFORE READING 2/3

Encourage the children to look at the picture and describe what they see. Describe the characters and what they think their relationship to each other might be. Focus on the colours of the big duck's feathers.

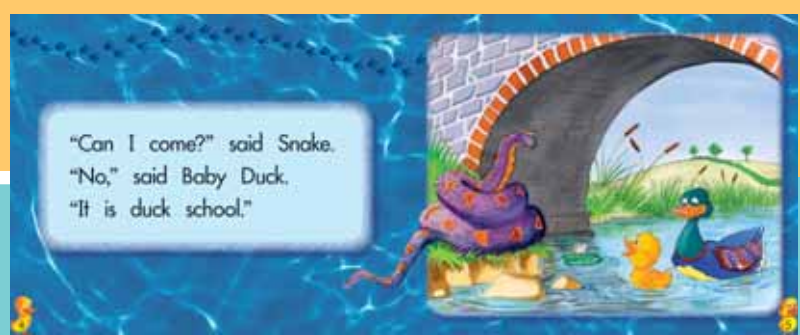


Invite the children to guess what might happen next in the story.

Ask the children to point to the word *Come*. Make sure they put their finger underneath the word. Spell it and ask them to turn to a friend and make a sentence with the word *come* in it. Share the sentence with the group afterwards.

BEFORE READING 4/5

Ask the children to look at the picture and describe the new character. Think of words to describe the new character and what they might be like. Praise good adjectives.



See if the children can predict what lessons might be taught at duck school.

Ask the children to identify the words *said* and *Can*. Spell them, identifying them in the text one-for-one, and ask the children to put them in some sentences to ascertain their understanding of the meaning. Identify the *ck* in *duck*. Suggest other words with the *ck* sound such as *click*, *black*, and *sick*.

AFTER READING

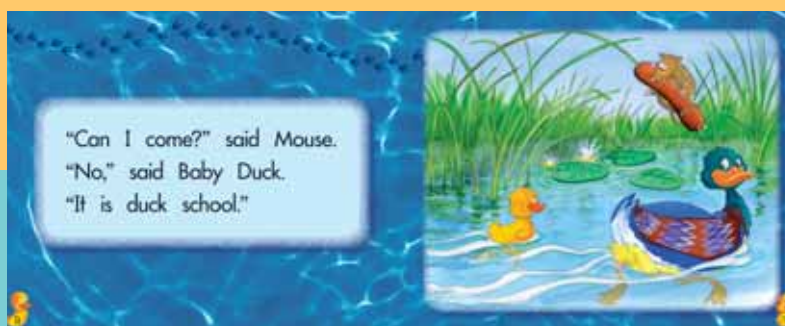
Ask the children if they know what is happening in this picture. Who is the new character? Ask them to describe rabbits, praising the good adjectives.



Ask the children if they like the story and its characters so far. Encourage them to explain why they like the story.

Ask the children to point to the words *is* and *it*, spell them, and place them in sentences of their own. Then identify the short vowel sound of these two words – *i*. Can they think of any more words with the same sound?

Ask the children to identify the new character in the story. Can the children predict what the words will be? Ask them to cover the page before reading it, so they can have a try.



Look at the expressions on the ducks' faces. What does this tell you about how they feel about going to duck school? Praise positive answers.

Talk to the children about the word *Can*. Spell it and identify the short vowel sound *a*, suggesting other words with the same vowel sound. Then identify the question mark and what it is used for. Ask the children to give examples of questions and say them to one another.

BEFORE READING 10/11

Ask the children to describe what is happening in this picture. Can they predict what the duck is saying to the mouse? Praise the children for using vocabulary that fits the author's style.

Ask the children about what they have liked so far in this book. Can they tell you what they have enjoyed most and why?



AFTER READING

Identify the word *We*. Ask the children to spell it and think of other sentences with the same word. Now ask the children to identify the punctuation – full stop, capital letter, and speech marks.

BEFORE READING 12/13

Ask the children to describe what is happening in this picture. See if the children can guess the name of the new animal. Encourage the children to predict what the animals say to one another.



AFTER READING

Ask the children to share all the things they like to do at school and what they look forward to each morning.

Identify the word *No*. Ask the children to turn to a friend, spell *no*, and put it in some sentences of their own to share with the group afterwards. Then identify the short vowel sound *u* in the word *Duck*. Suggest other words with the same sound.

Ask the children what the turtle has done in this picture. What is he trying to prove to the ducks?



Ask the children to identify the speech marks and what they signify – that someone is talking. Put an example on the board of someone speaking, without the speech marks, and ask the children to put them in the right place.

Talk about the last scene and all the animals there. See if the children can guess what is going to happen.



Ask the children to read through the book again and find their favourite page. Encourage them to explain why it is their favourite page.

Ask the children to identify the words *You* and *to* and put them in sentences to share with the group.

Write the missing words.



“Come on, Baby _____,”

said _____ Duck.

“Come to _____.”

3 b Duck School

Name _____

Read the sentences.

“Can I come?” said Snake.

“No,” said Baby Duck.

“It is duck school.”

Draw the picture.

