



Level 3 Book e

Kanga and Platypus's
Space Trip

Duck School

Look at the Cats

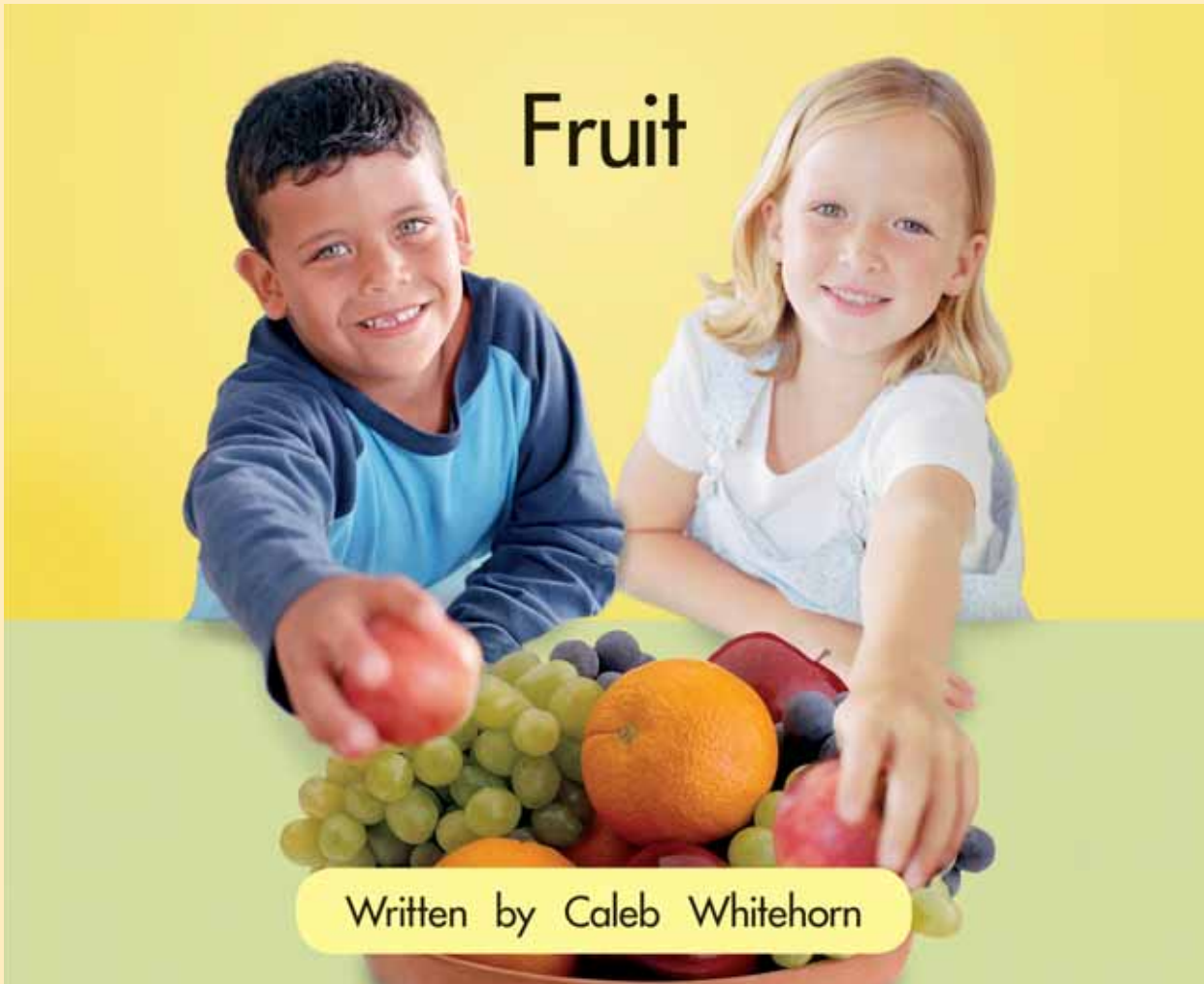
Where Is My Daddy?

Fruit

Where Is My Pet?

Betty Bees Lunch

Ships



| | |
|-------------------------------------|--------------------|
| Level | 3 |
| Word Count | 70 |
| Text Type | Information report |
| High Frequency Word/s Introduced | are, these |



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

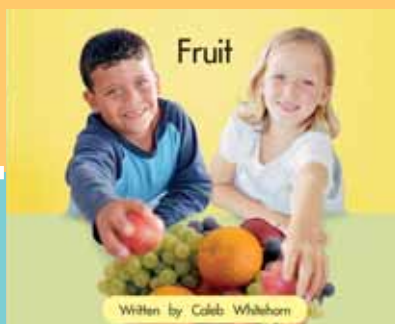
Cover & Title Page



Ask the children to look at the cover and suggest what this book is about. Ask the children if they like fruit and list as many types of fruit as they can think of, including the ones in the cover picture.



Read the author's name. Why is there a name on the cover? Identify book conventions.



Ask the children about where they get their fruit. Do they get fruit from the shops or is it grown at home or both? If they have fruit trees at home, what types of fruit do they grow? Encourage a discussion around the subject of fruit.

AFTER READING

BEFORE READING 2/3

Ask the children to look at the photos. Ask them to identify the two different colours of apples in the photo.

Invite a discussion about apples. Are they available in summer or winter or all year round?



AFTER READING

Identify the sentence *They are called apples*. Then ask the children if this refers to one apple or more than one apple. Point out the plural part of the word. Tell the children that we add an s when we are talking about more than one item.

BEFORE READING 4/5

Ask the children to identify the next fruit. Ask what they think can be made from oranges, commending them for answering *juice*. Ask them if they eat fruit regularly. Why is fruit good? Praise children for being enthusiastic fruit lovers.



AFTER READING

Look at the word *oranges* and ask the children to sound out the initial letter *o*. Then ask the children to identify other words with the same sound.



In the next picture ask the children to identify the new fruit. Discuss the idea of ripeness. Then ask the children if they think these bananas are ripe. How might they be able to tell the difference between ripe and unripe bananas?



Draw the children's attention to the word *Look*, read it out, and spell it. Ask the children to put the word *look* into their own sentences, then share the sentences with the group afterwards. Ask the children to sound out the initial letter of *banana*. Have them think of other words that start with the same letter.



Cover the text and ask the children to identify this fruit from the picture – they may need prompting. Discuss the difference in taste between peaches fresh and cooked, and the children's preferences.



Ask the children to point to all the words as you read them out. Identify the word *are* and ask them to put it into a sentence to clarify the meaning. Then direct the children to the word *peaches*, sounding out the initial letter.

BEFORE READING 10/11

Ask the children to identify the fruit. Ask if the children have ever eaten pears at home or if they have them in their lunch box sometimes.

Review the return sweep. Tell the children that when we get to the end of a line of text, we move our eyes down and to the left, to the start of the next line – a return sweep.



AFTER READING

Draw the children's attention to the word *They*. Ask them why there is a capital letter at the beginning of the word. Then ask the children if all words begin with a capital letter and what rules they already know about this convention. Then have the children put the word *they* into their own sentences.

BEFORE READING 12/13

Ask the children to describe what they see in the picture. Discuss the colour and characteristics of plums, such as *juicy*, *red*, and *delicious*. Encourage the children to use adjectives to describe plums.



AFTER READING

Identify the sentence *These are called plums*. Then ask the children if this refers to one plum or more than one plum. Draw the children's attention to the fact that we add an s when we are talking about more than one item.

Ask the children to look at this picture and describe the new fruit. Discuss what strawberries can be used to make, such as jam and sweets. Encourage the children to describe the taste of strawberries.



Draw the children's attention to the word *them*. Spell it and put it into a sentence. Finally review the sentence conventions on the page by naming the capital letters and full stops, clarifying their functions.

Point out the speech bubble on this page and previous pages. Have the children come across speech bubbles before? Discuss their purpose.

Ask the children to name all the fruit in the glossary and to identify their favourites. Do they have more than one favourite?



Ask the children to look at the word *Glossary*. Ask them to say it aloud, as it might not be familiar. Tell the children that the glossary is like a dictionary of the most important words used in the book. Ask them what is special about a dictionary, prompting for the alphabetical arrangement response. Ask the children if the glossary is in alphabetical order.

3 e Fruit

Name _____

Read the sentences and draw the pictures.

Look at these.

They are called bananas.



These are called pears.



3 e Fruit

Name _____

Write the names of the fruit.

Colour in the pictures.

