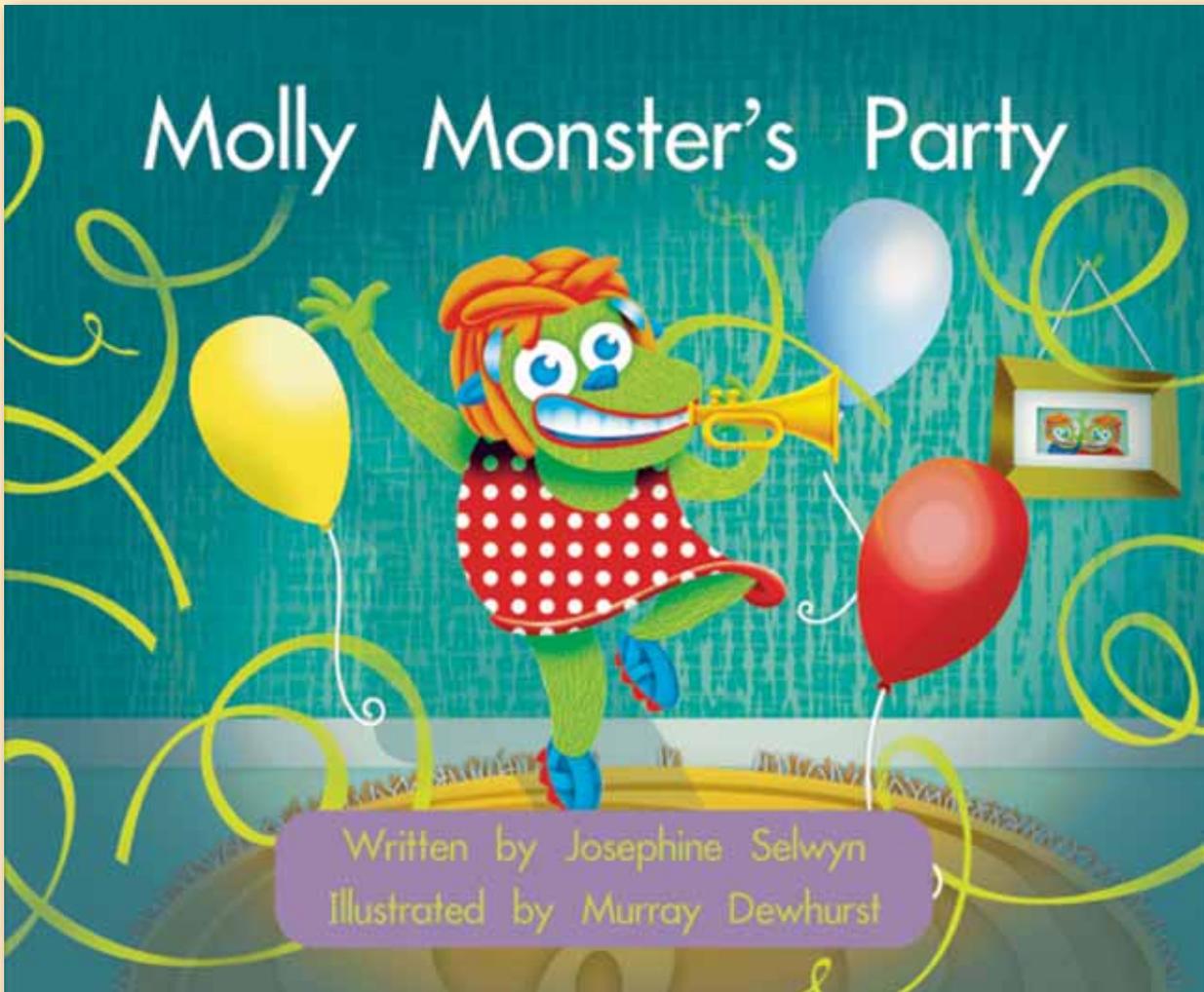




Level 4 Book c



Written by Josephine Selwyn
Illustrated by Murray Dewhurst

Level	4
Word Count	86
Text Type	Literary recount
High Frequency	made
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. This is not an arbitrary division. 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)

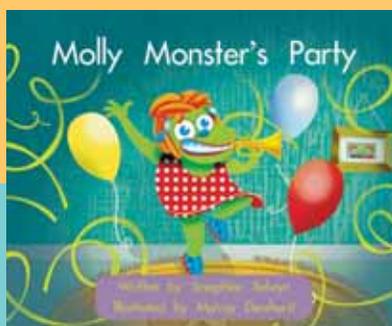
 This symbol relates to critical analysis (text critic or analyser)

 This symbol relates to use (text user)

BEFORE READING

Cover & Title Page

 Read the title to the children. Ask them to look at the cover and title page pictures and talk about Molly Monster. Is she a scary monster or a friendly monster?



 Ask the children to respond to the book. Have them share what they liked best. Ask them what Molly did to get ready for the party.



 Discuss the children's reading strategies with them. Ask them to talk about how they solved the words they did not know.

AFTER READING

BEFORE READING

2/3

Discuss parties with the children. Who comes to a party? What do people do at parties? What special things do people who are giving a party do?



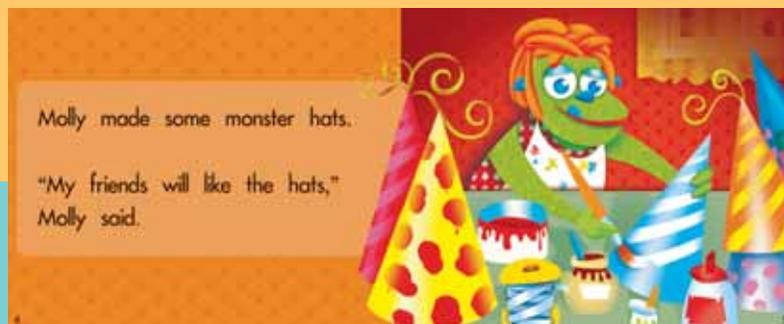
AFTER READING

Ask the children how Molly knew that her friends would come. Why do they think the author did not say that Molly would have to send invitations or ring her friends up? Invite the children to share how they invite people to parties.

BEFORE READING

4/5

Ask the children to look at the picture and say what Molly Monster is doing. What is she making for the party?



AFTER READING

Ask the children to say what they know about making hats. Have them look at the picture again and see if they make hats the same way as Molly. Have them discuss whether it is clear from the picture how Molly makes the hats.

Ask the children to locate *made* on this page.

Discuss this picture with the children. What has Molly got? What is she making?



Ask the children to use what they know about sandwiches to suggest what Molly may put in them. Have them check with the picture to see if they chose the same things as the author.

Write *sandwich* and *sandwiches* on the board. Explain that some words have *es*, not just *s*, on the end to make the plural.

Discuss this picture with the children. What has Molly made now? What do the children think Molly has made the drinks with?



Ask the children to use what they know about party drinks to say what types of drinks Molly has made.

Ask the children to locate *made* on this page.

BEFORE READING 10/11

Invite the children to discuss this picture. What has Molly made? Will her friends like this cake?



Ask the children to locate *made* on this page. Now ask them to point to and name all the other words starting the same way as *made*. Tell them that if they are unsure they should read the page again to help them.

AFTER READING

BEFORE READING 12/13

Invite the children to look at this picture and describe Molly's friends.



Have the children say how easy it is to describe what Molly's friends look like from the picture. Does this make it a good picture for the book?

AFTER READING

Ask the children to suggest what Molly's friends are saying. Do they like the things that Molly has made?



Invite the children to talk more about parties. Do they think Molly and her friends would play party games? Ask them to suggest some party games that monsters would play.

Discuss this picture with the children. What do they think Molly's friends liked most of all?

Have the children return to the beginning of the book. Remind them to make sure that what they are saying is what the words say. Remind them to use the words they know to help them read.



Ask the children what clues there were in the book that let them know that the monsters enjoyed the party.

Have the children say whether this party was like a real party or not. How was it the same or different?

4 c Molly Monster's Party Name _____

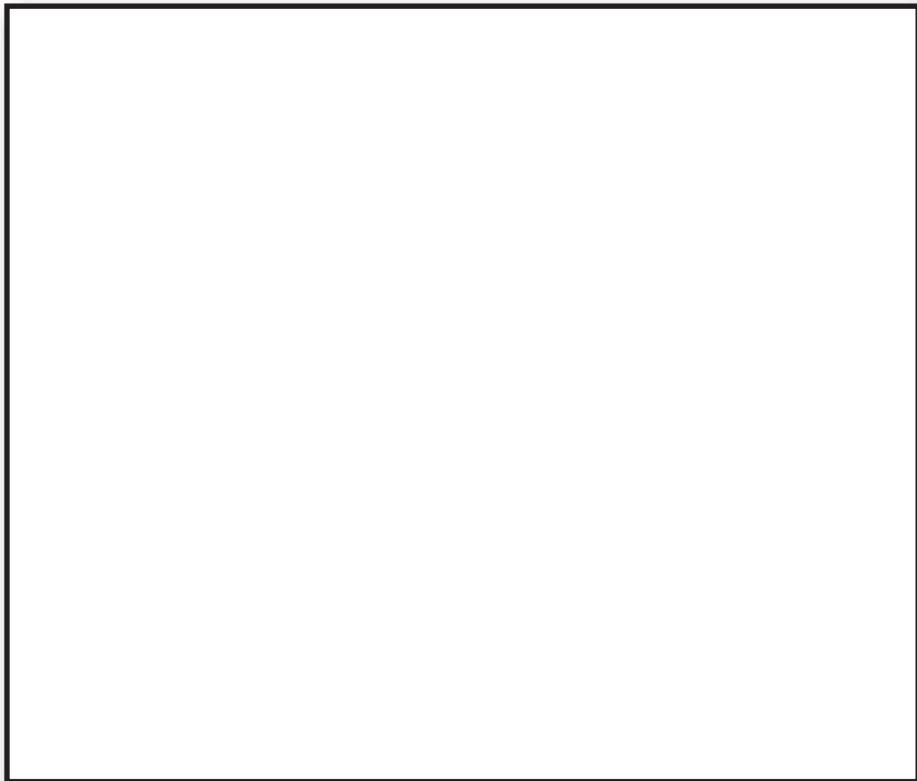
1. Read the sentences. Write in **s** or **es** to make these words plural.

Molly made some hat_____.

Molly made some drink_____.

Molly made some sandwich_____.

2. Read and draw.



Molly made a cake.

4 c Molly Monster's Party Name _____

Draw a picture of a party that you have been to.
Write a sentence to go with your picture.

