



# Level 4 Book e

The Park Train

At the Zoo

Molly Monsters  
Party

Big Things

The Tennis Match

Santana

Lucy's Loose Tooth

The Fishing Trip

## The Tennis Match



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Illustrated by Rod Proud

Level 4

Word Count 85

Text Type Literary recount


High Frequency


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)

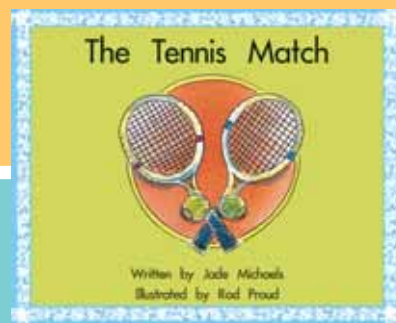
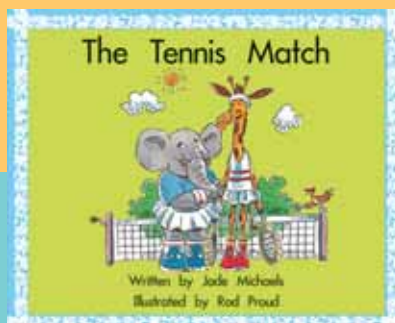
 This symbol relates to use (text user)

BEFORE READING

## Cover & Title Page



Ask the children to look at the cover and the title page and say what they think the book is about. Have them read the title. Help them if necessary. Discuss tennis with them so they know the basics. They need to know the aim of the game and the scoring system to understand the book.



Ask the children to respond to the story. Did they like it? Which part did they like best?



Discuss how well the children managed to read. What did they do when they came to words they did not know? Did their reading make sense and look right?

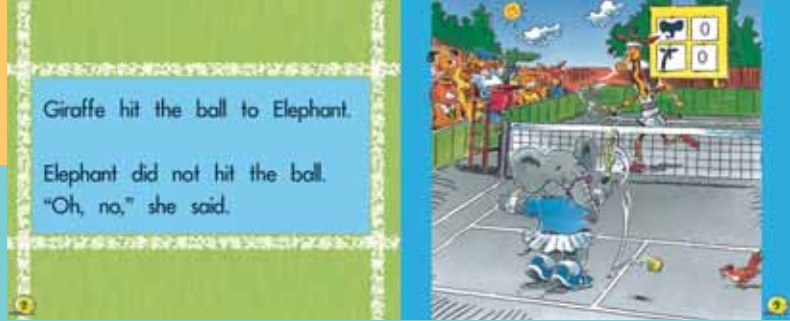
AFTER READING



Invite the children to look at the picture. What can they see? Who is playing in the tennis match? Who is the umpire? What is happening?



Ask the children to look at the information on the scoreboard. What does it tell them?



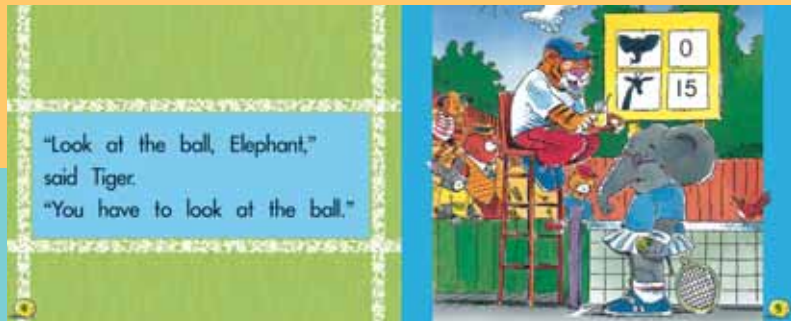
Talk to the children about the text type of this book. Tell them that there are characters, one of which is the main character. Ask them to say who they think the main character is.



Discuss this picture with the children. What do they think Tiger is saying to Elephant?

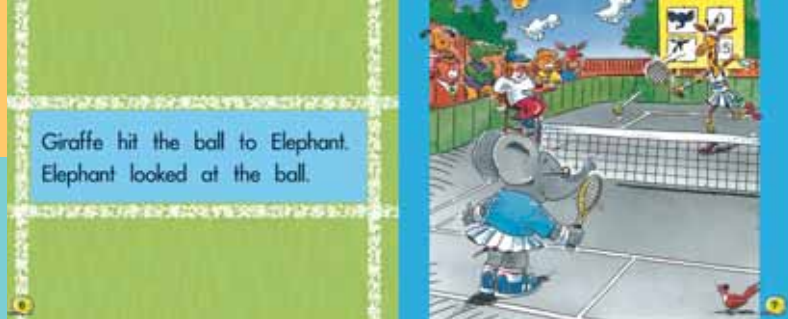


Ask the children to use the information on the scoreboard to say what the score is now.



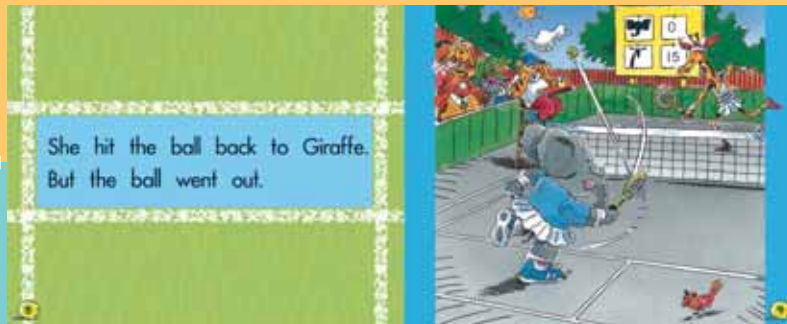
Tell the children that in this type of text, the main character often has a problem which he or she needs to solve. Can they say what Elephant's problem is?

Invite the children to discuss this picture. What has happened now? Will Elephant hit the ball this time?



In this text type Elephant will do certain things to try to fix her problem. What did Elephant do this time that she did not do before?

Did the children say that Elephant would hit the ball? What has happened? Will Elephant score a point or will Giraffe win the point?



Elephant looked at the ball, but did that solve her problem? Tell the children that this was one of the solutions that Elephant thought would fix her problem.



BEFORE READING 10/11

Did the children predict that Elephant would hit the ball out? Ask them to look at the picture. What do they think Elephant is saying?



Ask the children to analyse how they would be feeling if they tried hard and still hit the ball out. How do they think Elephant will be feeling?

AFTER READING

BEFORE READING 12/13

Tiger is talking to Elephant again. What do the children think he is saying now?

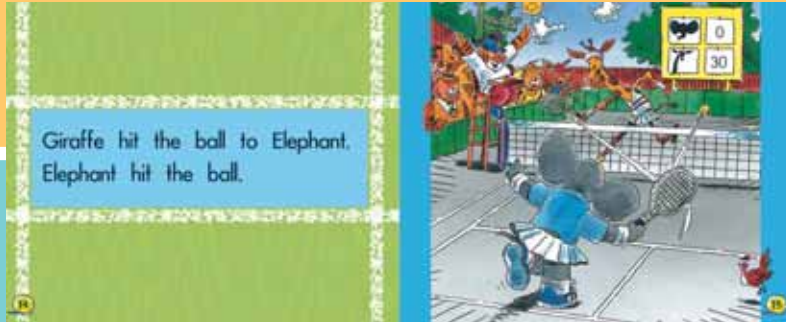
Invite the children to look at the scoreboard and use the information to say what the score is now.



Elephant has tried looking at the ball to fix her problem. Now she has hit it too hard. Ask the children what Elephant needs to do now to solve her problem.

AFTER READING

Have the children interpret this picture. What has happened now? What has Elephant managed to do? Will Elephant score a point? If she does, what will the scoreboard say?

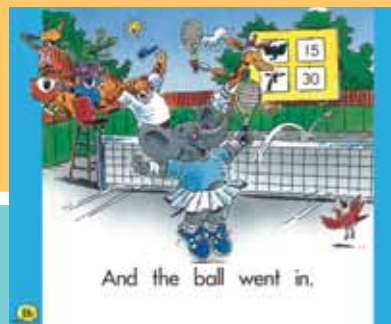


Have the children suggest what Elephant has to do each time she hits the ball.

Tell the children that when the character finally solves his/her problem it is called a resolution. Have them say what Elephant has to do to resolve her problem.

Were the children correct with their predictions? Did they predict the score?

Ask the children to return to the beginning of the book and read the story independently. Remind them to look at the words as well as the pictures as they read. Remind them that their reading must make sense and look right.



Discuss with the children what they think will happen next. What does Elephant need to do to win the match? Will she win the match if all she does is hit the ball in?

Tell the children that in this type of text, as well as characters, problems and solutions, there is also a setting. Ask them where this story was set. What could be another setting for a story with these characters and this type of problem?

## 4 e The Tennis Match

Name \_\_\_\_\_

1. Read the sentences.

Circle the one that is Elephant's problem.

Giraffe hit the ball to Elephant.

Elephant hit the ball in.

Giraffe hit the ball out.

Elephant did not hit the ball.

Elephant looked at the ball.

2. Draw a picture of the sentence you have circled.



#### 4 e The Tennis Match

Name \_\_\_\_\_

Use the following words to fill in the table:

tennis match

Elephant missed the ball.

Giraffe

Elephant

Tiger

Elephant hit the ball in.

Characters	Setting
Problem	Resolution