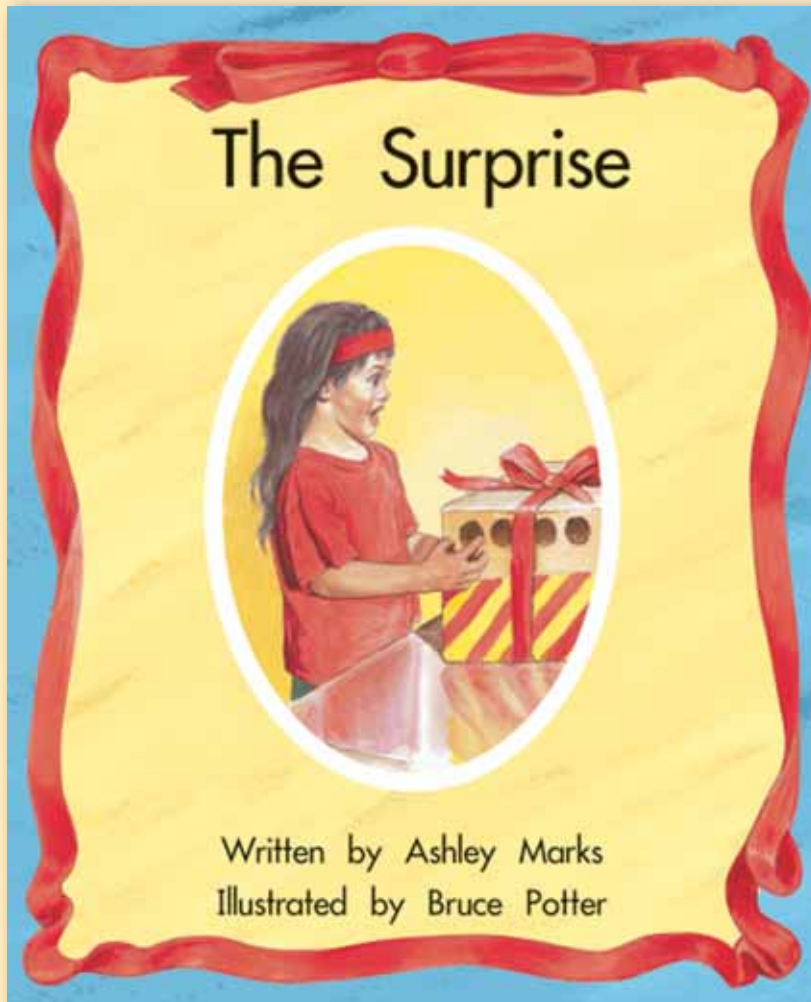




Level 6 Book a



Level	6
Word Count	101
Text Type	Literary recount
High Frequency Word/s Introduced	



The Surprise

Animals That Live
in the City

Escape From the
Zoo

The Moon Car Race

After School

Giraffe Goes
Skating

Make a
Fruit Salad

Lunch in the Park

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 discussions 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)

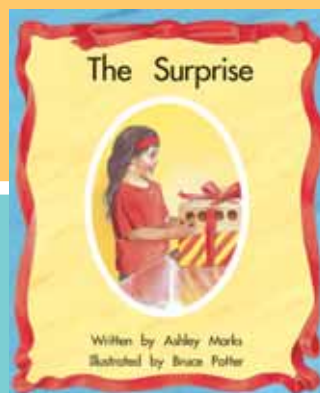


This symbol relates to use (text user)

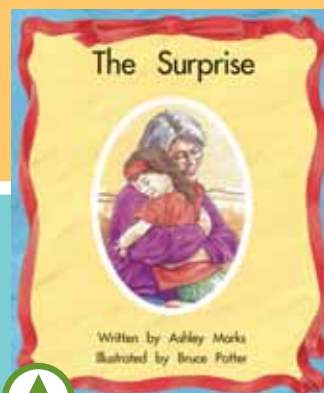
Cover & Title Page



Introduce the book by showing the children the cover and reading the title to them. Ask them to say what they think the surprise might be and why. Invite volunteers to talk about a surprise present they may have received.



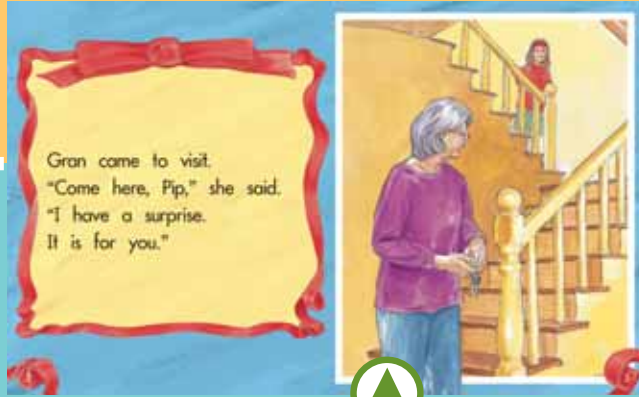
Ask the children to retell the story. What was on the cover that helped them guess what the surprise was going to be? What else helped as they read the book?



Recap the reading strategies that the children used to help when they came to unknown words. Praise any appropriate behaviour you noticed as they read.

Ask the children to look at the illustration to work out who has come to visit. What makes them think that?

Ask the children what letter the word *came* starts with. Ask them what other letters they can hear in *came*. Have them locate *came* on the page.



Ask the children to look closely at the picture of Gran. What can they say about her from this picture? How is she the same/different from their grandma?

Ask the children to locate the word *came*. Ask them to suggest other words that rhyme with *came*. Use magnetic letters, or write the words on the board, changing the initial letter or letters.

Ask the children what they think the girl is thinking. How does she feel about the surprise?

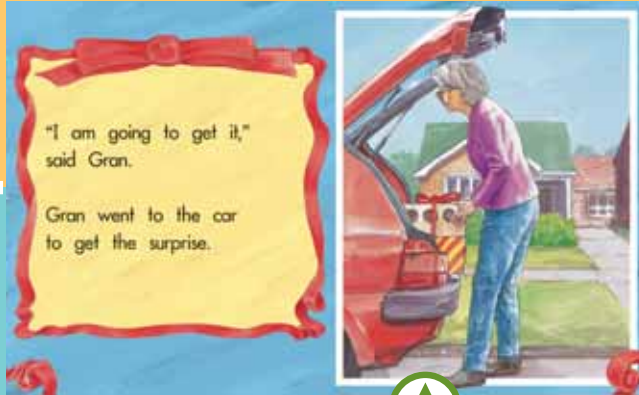
Remind the children what speech marks mean. Tell them any writing inside the " " is what someone is saying.



Have the children look closely at this picture. What can they say about the girl from this picture? Can they tell her age, her height, her ethnicity?

Ask the children to point out the speech marks. Ask them how they know who said what.

Have the children think about the predictions they made about the surprise at the beginning of the story. Do they want to add any new ideas?



Have the children think more about the surprise. Where do they think Gran bought it? Why is it wrapped the way it is?

Ask the children to find the word *going*. Make the word *go* with magnetic letters. Have the children suggest other endings and add them to *go* to make new words.

Have the children look carefully at the picture. Ask them what the girl thinks the surprise is. Why might she think that?

Explain to the children what a question mark is. Tell them they will find it when a person asks a question. Ask the children to find one on this page.



Discuss with the children the thought bubble in this picture. Why is it there? How does it help them understand the text?

BEFORE READING 10/11

Ask the children what the girl is thinking now. Why do they think that? Does the box give them any clues as to what the surprise is?

Point to the word *cat*. Ask the children if there is a small word in *cat* that they can see. Ask them what it is. Remind the children that if they come to an unknown word, they could look for smaller words to help them read the word.



Ask the children to suggest why the girl is holding the cushion like she is. Have them talk about the things that they do when they are anticipating something good.

AFTER READING

BEFORE READING 12/13

Ask the children what the girl is thinking now. Do they think that a bird would need a box as big as a cat or a dog? What other animal could the surprise be?



Ask the children what other things might make the girl think the surprise is an animal. For example, sounds or smells. What might the smells or sounds be?

AFTER READING

The Surprise

Animals That Live in the City

Escape From the Zoo

The Moon Car Race

After School

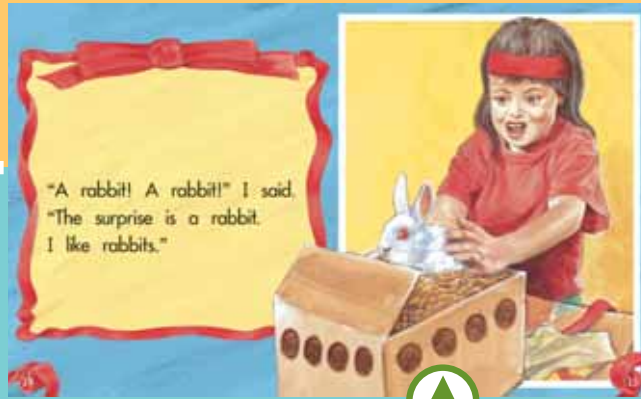
Giraffe Goes Skating

Make a Fruit Salad

Lunch in the Park



Discuss with the children what is happening in this picture. Ask the children what the surprise is. Did anyone make a correct prediction?



Ask the children to say how they think the girl is feeling now. What makes them think this? Invite volunteers to talk about a time that they felt the same way.



Write *rabbit* and *rabbits* on the board. Point out that the s on the end makes *rabbits* plural. Have the children suggest other words from the story that could be made into plurals.



Ask the children to look at the picture. Discuss what is happening now. What is the girl saying to her gran? What might her gran be saying to her?



Ask the children to return to the beginning of the book and read it independently. Discuss the reading strategies that will help them when they come to unknown words.



Ask the children to think about owning a rabbit. What things would they need to do to look after it? Where could they go to look for this sort of information?

6 a The Surprise

Name _____

1. The words on the left are scrambled on the right. Unscramble and write them.

went

ouy you

get

ekil _____

the

ma _____

am

het _____

like

etg _____

came

ecam _____

for

ofr _____

you

tenw _____

2. Make these words into contractions.

I am _____

I will _____

It is _____

We will _____

I have _____

6 a The Surprise

Name _____

Read and draw.



1. "I like cats," I said.

"Is it a cat?"



2. "Is it a bird?" I said.



3. "A rabbit! A rabbit!" I said.