



# Level 6 Book e

## After School



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Level	6
Word Count	107
Text Type	Factual recount
High Frequency	after
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)*

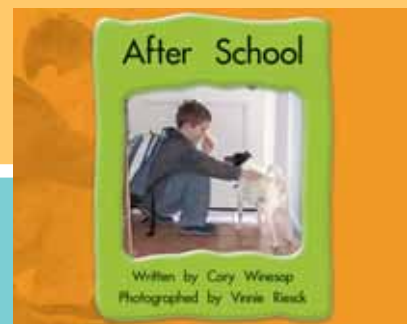
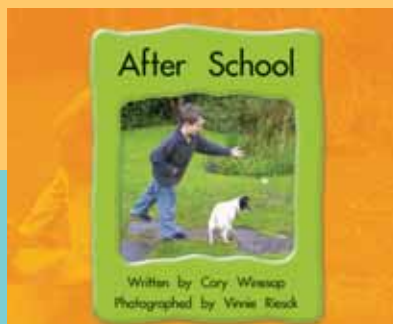


*This symbol relates to use (text user)*

## BEFORE READING Cover & Title Page



Read the title to the children and then ask them to share what they do after school. Have them look at the cover and title page and talk about what they know so far that this boy does after school.



Invite the children to respond to this book. What things does this boy do after school? How are these things the same/different from what they do?



Discuss the children's reading strategies. Did they use the photos to help them read? Did they use the photos to find out more information?

Ask the children to look at this photo. What are the boy and the dog doing? Make some predictions about other things they might do together.

Ask the children what letter *after* starts with then ask them to locate *after* on this page. This may be difficult for some children as they may think *after* begins with *r*. Assist as necessary.

After school I play  
with my dog.  
My dog likes playing with me.  
He gets the ball.



Talk to the children about why they think the author had a dog in this book. Why didn't he just describe things the boy alone did after school?

Ask the children to find the words *play* and *playing* on this page. Write them on the board and then compare them with *go* and *going*.

Ask the children to look at this photo and describe what they see. What are the boy and the dog doing now? Was this one of the things that they said they did after school?

After I play with my dog,  
I watch TV.  
I like watching TV.  
My dog likes watching TV, too.



Invite the children to think about the boy. What TV show is he watching? Is the dog really watching the TV?

Write *watch* and *watching* on the board. Compare them to *play* and *playing*.

Ask the children to look at this photo. Can they name the food on the boy's plate? Will the dog have the same things for his dinner?



After I watch TV,  
I eat my dinner.  
I have meat.

Ask the children to think about the boy and his dog in more depth. What is the relationship between them? What in the book tells them that?

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

Ask the children to look closely at this photo. Did they predict that the dog would eat meat? Ask them what they think the boy will do next. Will the dog do it, too?



My dog eats his dinner.  
He eats meat, too.

Discuss the dog's dinner with the children. Do they think the meat is the same as the boy's? Why or why not? What else do dogs typically eat? What do they drink?

BEFORE READING 10/11

Discuss this photo with the children. What are the boy and the dog doing now? Is this something they said that they did after school?



Invite the children to think about the boy and the dog in more depth. What books might the boy like reading? What books might the dog like having read to him? What other things could the author have the boy and the dog do in this room? Ask the children to be sure to use the photo before they answer.

AFTER READING

BEFORE READING 12/13

Have the children look at this photo. Is this the last thing that the boy and his dog are going to do after school?



Discuss with the children where the dog's bed is. Why is the dog's bed inside? What more does this tell them about the relationship between the boy and his dog?

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

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 this photo with the children. Did they predict that the boy and his dog would go to sleep at the end of the book?



Ask the children to think about the events of the day. Have them recall them in the order they happened. Do they think this is a typical day for the boy in the book? Why or why not?

Discuss the index with the children. Ask them which page they would look at to find information on what the dog eats.

Have the children return to the beginning of the book. Remind them to use the photos and the text as they read independently.

Index	
ball	2
book	10, 12
dog	2, 4, 8, 10, 12, 14
meal	6, 8

Ask the children to think back to the things that they do after school. What other things could the author have included in this book? What other things could the boy have done before dinner? After dinner?

## 6 e After School

Name \_\_\_\_\_

1. Make some new words that end in **ook**.

b c h t l n

book

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2. Make some new words by adding different endings to **play**.

ed ing er s

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## 6 e After School

Name \_\_\_\_\_

I. Read and draw.

After school I play  
with my dog.



After I play with my dog,  
I watch TV.



After I watch TV,  
I eat my dinner.



After I eat my dinner,  
I read my book.

