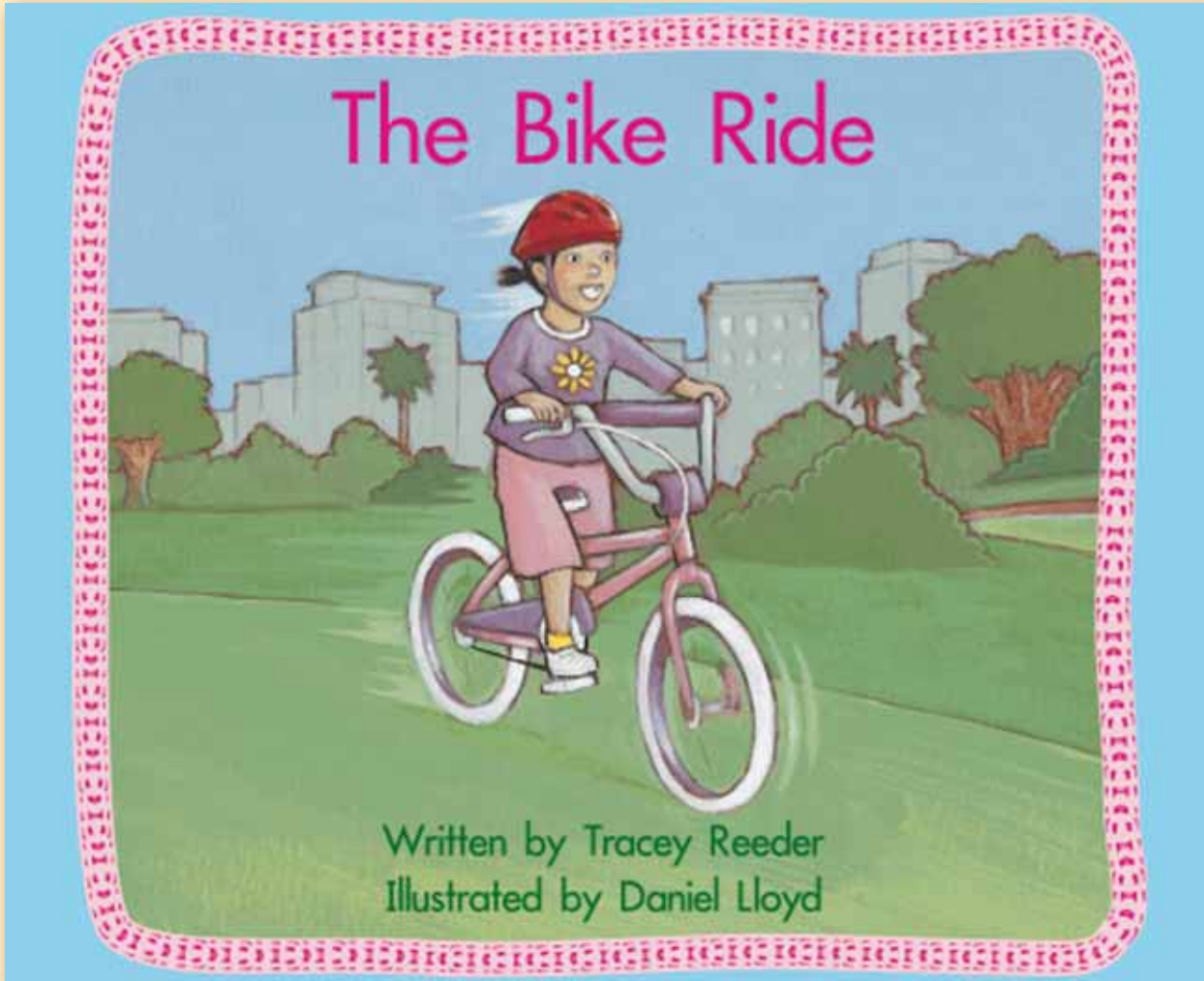




Level 7 Book 6



Level	7
Word Count	118
Text Type	Narrative
High Frequency Word/s Introduced	her



The Kite Day

The Bike Ride

June's New Car

Kangaroos

Beaver's Photo


The Zoo Trip


Pete and Katy
Go Skiing


Hot-Air Balloon Day


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)


Cover & Title Page

 Ask the children to look at the cover of this book and suggest what the story might be about. Who is the girl? What is she doing? Read the title. Ask the children to add to their suggestions.



 Ask the children to retell the story in their own words. Who are the characters? Where is the story set? What problem do Matt and Su Ling have? What happens? How does the story end?



 Ask the children to share the strategies they used to help decipher unknown words. Invite volunteers to share any points of difficulty.

BEFORE READING

2/3

Ask the children to look closely at this illustration and describe what they see. Who else is in the story? Where are they going? What are they going to do?

Ask the children to look at the first line of text and see if they can work out the names of the two children in the picture. Assist them if necessary.



AFTER READING

Talk with the children about the safety gear that Matt and Su Ling are wearing. Why do they wear helmets?

Ask the children to discuss this setting in more depth. Where is the park? Is it in the city or country? How do they know this? How is it the same/different from a park near where they live?

BEFORE READING

4/5

Ask the children to look at this illustration and describe what they see. Who or what is Su Ling pointing at? Ask the children to predict what they think will happen next.



Invite the children to discuss the setting. Who is in the park? Why is there a bike sign on the ground? Who might tend the gardens and mow the grass?

Ask the children to identify *her* on this page.

AFTER READING

Ask the children to discuss this picture. What do they think is happening? What are Matt and Su Ling trying to do?



Invite the children to talk more about the park setting. What else and who else is in this park in this picture? Where did the lady with the walker go? What could the illustrator have had other people in the park doing?

Ask the children to locate the word *her* on this page.

Ask the children to look closely at this picture and talk about the speed at which the children are riding. What in the pictures gives them clues? What is going to happen next?

Point to the exclamation mark. Tell the children what it is called. Explain its purpose. Ask the children how they think knowing about exclamation marks will help their reading.



Invite the children to talk more about the main characters, Matt and Su Ling. What do they think the relationship between them is? Who is the oldest? What can they tell about Matt and Su Ling from what they say to each other?

BEFORE READING 10/11

Ask the children to look at the illustration and describe what is happening. What made Matt fall off? Did they predict from the previous page that Matt would have an accident?



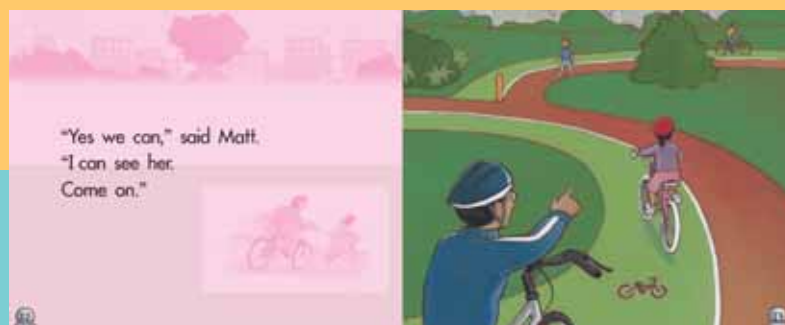
Invite the children to talk about Matt's accident. How is he feeling? Is he hurt? What might have happened if he hadn't had a helmet on?

Ask the children to look at the word *cannot*. Explain to them that this is a compound word. Ask them to say what the two smaller words in *cannot* are.

AFTER READING

BEFORE READING 12/13

Discuss this picture with the children. What has happened now? Do they think Matt and Su Ling will catch up to Mai?



Talk to the children more about Matt. Why did he tell Su Ling that they could still catch up to Mai? What does that tell them about both Matt and Su Ling?

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

AFTER READING

Discuss this picture with the children. Does Mai know that Matt and Su Ling are behind her? What is going to happen next?



Invite the children to go back through all the pictures and look more closely at the setting. Have them confirm or revise what they first said about whether the park was in the city or the country. Also have them discuss why they think there are not many people in the park.

Discuss the ending with the children. What might Matt and Su Ling be saying? Are they happy they caught up to Mai?

Ask the children to return to the beginning of the book and read the story independently. Remind them that their reading needs to make sense, look right and sound right.



Ask the children to talk about the relationship between the three people in the story. How do Matt, Su Ling and Mai know each other? Why was it so important for Matt and Su Ling to catch up with Mai?

7 b The Bike Ride

Name _____

1. Fill in the words.

went after her can and They

Su Ling _ _ _ Matt _ _ _ _ _ Mai.
_ _ _ _ _ fast.

“I _ _ _ see _ _ _ !

I _ _ _ see _ _ _ !” said Su Ling

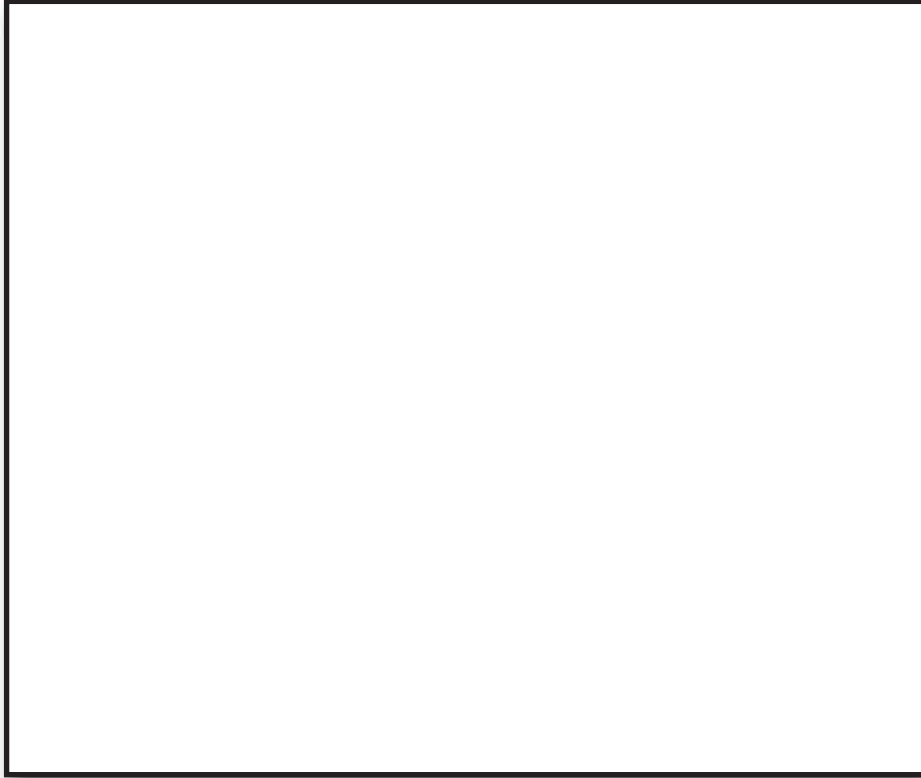
2. Draw a picture to go with the sentences.



7 b The Bike Ride

Name _____

1. Draw Su Ling and Matt at the park.



2. Write about your picture.
