



Level 7 Book e



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| Level | 7 |
| Word Count | 120 |
| Text Type | Narrative |
| High Frequency | him, of, take |
| 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. 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

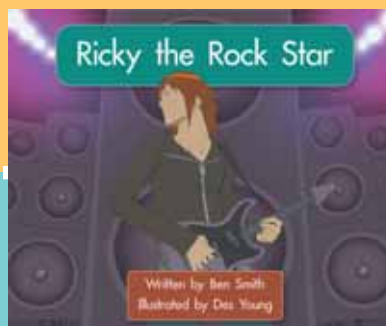
Cover & Title Page



Ask the children to describe the cover of this book, looking at the character and who he might be. Describe what he is doing and what he looks like.



Read the author and illustrator's names. Why are their names here? Identify book conventions.



Talk to the children about the style of the writing in this book – is it going to be a story book or an information book? Clarify with the children what the author's intention is for us – the readers.

AFTER READING

BEFORE READING

2/3

Encourage the children to look at the picture and describe what they see. Ask them to identify anything that reminds them of their own room at home.



AFTER READING

Ask the children to think about who these characters are and how they are related. Can they work out which one is Cindy and which one is Georgia?

Ask the children to point to the word *take*, spell it, and put it into sentences to share with the rest of the group. Discuss how this word is in the present tense and how it would change when used in the past tense. Compare some sentences to clarify meaning.

BEFORE READING

4/5

Look at the picture and describe how Cindy feels. What does her expression tell us about her? Can the children think of any people they know who they admire? Ask the children to think about what virtues these people have.



AFTER READING

Check reading strategies with the children. Remind them to match one spoken word with one written word as they read. Ask the children to identify the word *like*. Spell it and ask the children to think of other words with the same meaning. Put them in the sentences on page 4 to see if they make them sound better.

Ask if the children can see what Cindy is holding in her hands. What do they think she is doing at the moment?



Ask the children to use some adjectives to describe Cindy. What kind of person is she? Does she remind them of anyone they know?

Ask the children to identify the word *tunes*. Spell it and point out the long *u* vowel sound. Does it sound right if pronounced with a short vowel sound?

Ask the children to predict the conversation on this page by referring to the picture. Can they come up with something that would fit the author's style and vocabulary?



Invite the children to explain their likes or dislikes about this story so far. Can they explain why they are enjoying the story? If not, can they suggest anything the author could have added to make it more interesting?

Ask the children to identify the words *of* and *him*, spell them, and put them into sentences of their own to clarify meaning and use.

BEFORE READING 10/11

Ask the children what is happening in this picture and to describe the mood and feelings of the characters.

Ask the children if they can guess what the author might have written on this page.



Ask the children to identify the words *going* and *take*. Then spell them one-for-one and clarify their meaning in alternative sentences. Identify the long vowel sound in *take*.

AFTER READING

BEFORE READING 12/13

Ask the children to describe the excitement of this moment and what must be going through the girls' minds.



Ask the children where Georgia will put this photograph when she gets home. Talk to the children about any photos they may have that they are proud of and where they were taken.

Identify the words *Georgia* and *Cindy*. Point out the soft *g* and *c*. Make comparisons with words that have hard *g* and *c* sounds. Make lists.

AFTER READING

Encourage the children to predict what the author might have written on page 14. The children should use appropriate vocabulary that fits in with the author's style.



Ask the children to identify the direct speech punctuation. Ask them to explain how this punctuation highlights the words spoken by the characters.

Ask the children to identify the characters' feelings in this picture.

Invite the children to predict the text before reading, capturing the mood of the moment.



Ask the children to think about what might happen when Georgia and Cindy go home. Who might they show the photos to and what would they say?

Ask the children to identify the word *photos*, and draw their attention to the blend *ph*. Identify other words with the same blend and share them with the group. Then point out the word *took*. Ask the children to name the verb it comes from, and discuss irregular past tense.

7 e Ricky the Rock Star

Name _____

Write some words that rhyme with **take**.

b br c f j l m r st w

| | |
|-------|-------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

Write in the missing words.

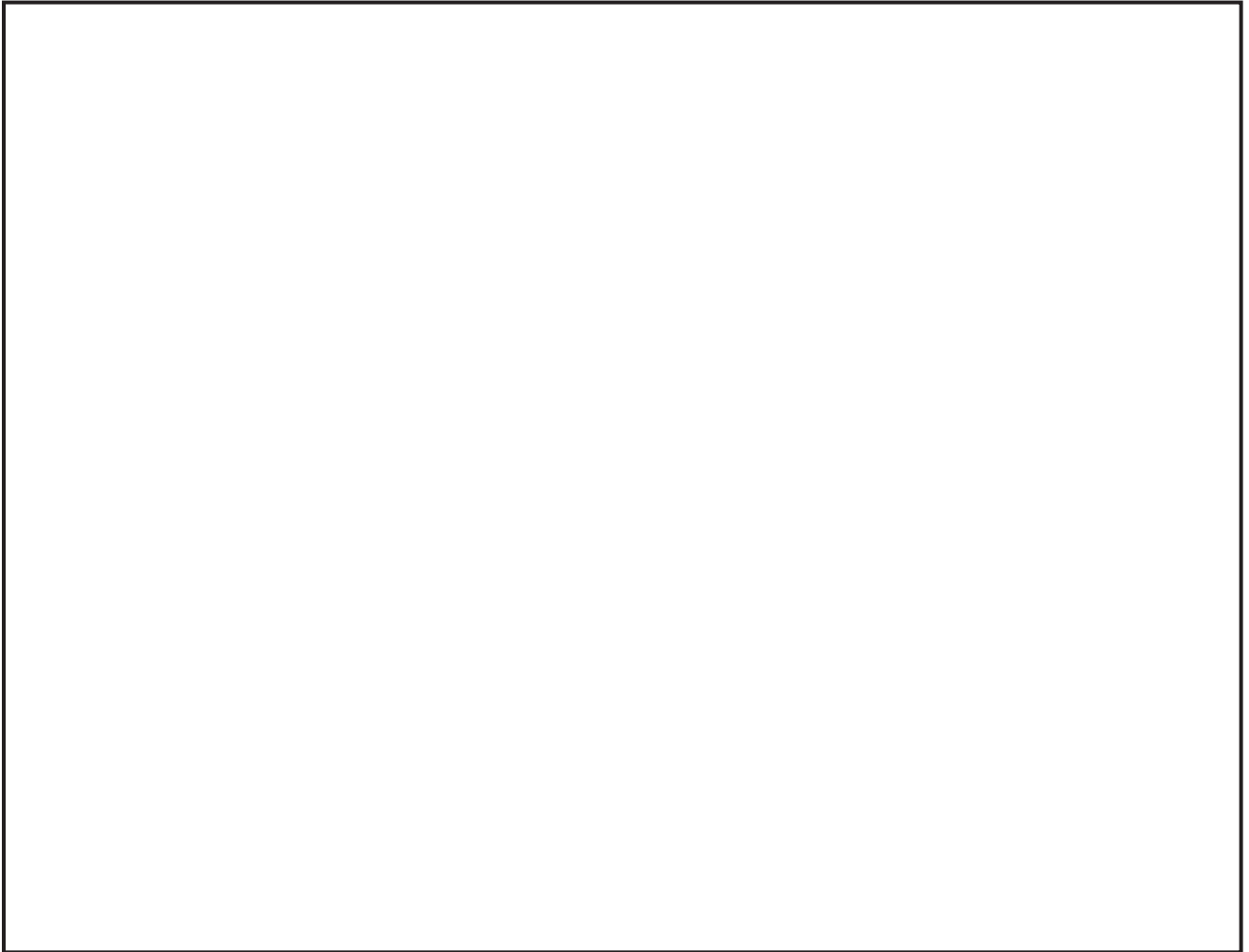
“I like Ricky the _____ Star,” _____ Cindy.

“I like the _____ he _____.”

7 e Ricky the Rock Star

Name _____

Draw a picture of Ricky.



What is Ricky doing?
