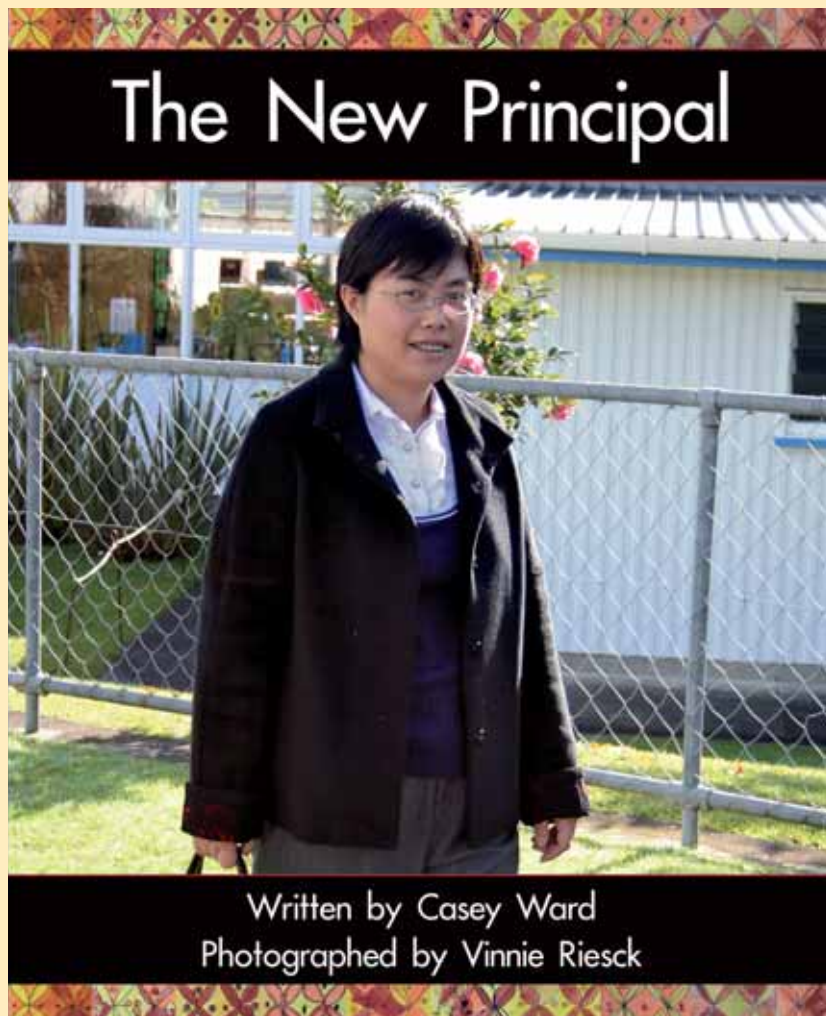




Level 7 Book f



Level	7
Word Count	115
Text Type	Factual recount
High Frequency Word/s Introduced	came, saw



Crossing the River

Parachuting

Luke's Flute

Emus

Ricky the Rock Star

The New Principal

Jenny's New Tree

At the Air Show

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



Introduce the book to the children and ask them to refer to the pictures and predict what this book might be about. Ask the children to guess who this person might be.



Read the author's name. Why is there a name here? Identify book conventions. Read out the words *Photographed by* and ask if the children know what this means.



Check reading strategies with the children. Remind them to match one spoken word with one written word as they read. Any unfamiliar words need to be broken into syllables and attempted individually – *prin-ci-pal*.

AFTER READING

BEFORE READING

2/3

Encourage the children to look at the picture and describe where the principal might be. Which part of the school has she gone to first? Have the children justify their answers by referring to the clues in the picture.



AFTER READING

Talk to the children about their principal and what she or he does in the school. What are all the jobs of the principal?

Ask the children to find the word *came* and point to it. Ask them what it means and have them put it into their own sentences to clarify meaning. Then ask them which long vowel sound it makes – *a*. Talk about other words with the same long *a* vowel sound.

BEFORE READING

4/5

Ask the children where the principal is visiting now, referring to the clues in the picture. Ask if anyone can tell a story of when the principal came to their classroom and explain why.



AFTER READING

Ask what the children in the book were doing when the principal came. The children need to refer to the text and/or the picture to justify their answer.

Identify the word *saw*. Ask the children to spell it and put it in some sentences to share with the group. Then identify the word *very*. Talk about the *y* sound and the vowel it sounds like. Explain that *y* endings have a long *e* sound.

Ask the children to cover the text and describe this picture. Ask the children to predict what the principal is going to say, using the picture to inform their prediction.

Encourage the children to use vocabulary and style similar to that of the author.



Ask the children to explain what they like about this story so far. Can they guess why the author has chosen a subject like this for the book? Why is it interesting?

Ask the children to explain where the principal is visiting now. Ask them to refer to the picture to justify their answers. Talk to the children about their own library and what they like there the most.



Ask the children to tell you what the principal said to the boy. They need to refer to the text to justify their answer.

Ask the children to identify the adjective – you may need to explain that it is a describing word. Identify the *br* blend in the word *library*. Then ask what sound the *y* makes.

BEFORE READING 10/11

Ask the children what they think of the story so far. Encourage them to talk about the things they like and give reasons. If there are things that could be improved, encourage them to make suggestions.

Ask the children to cover the text and predict what might be said on this page. Encourage them to use similar vocabulary and style to that of the author.



AFTER READING

Identify all the punctuation on this page – full stops, capital letters, comma, and speech marks. Have the children explain what they are all used for.

BEFORE READING 12/13

Ask the children what the new setting is for this picture. Talk to the children about what they do in the playground and how these children are possibly feeling at the moment. Praise them for using interesting adjectives.



AFTER READING

Ask the children where in the text it says where the setting is. Have them point to the word *playground*. Then ask them where it says what the children were doing. Have them point to the words *playing ball*.

Ask the children to identify the word *play* and tell you what the blend is – *pl*. Have them identify the two words used to make the word *playground*. Identify the meanings of these two words and how they make one word, a compound word.

Ask the children to cover the text and predict what the principal is saying to the children. Then ask the children what they like about this principal. Have them justify their ideas with reasons that refer to the text and pictures.



Ask the children what the principal would like to do. They need to refer to the words she said in the text.

Identify the word *too* and put it in sentences to share with the group to clarify meaning and use. Then identify the word *principal*. Ask the children to identify the blend – *pr*. Ask them what sound the *c* makes in this word, explaining that it is a soft *c*. Share other words with a soft *c*, such as *circle*. Compare it to words with a hard *c*.

Ask if the children know what this is on the back page. Explain that the index is a list of keywords with the numbers of the pages they appear on. Ask them what it can be used for.

Index	
art room.....	6
classroom.....	4
computer room.....	10
library.....	8

Ask the children to choose one of the index words and find it on the right page.

Identify the word *classroom* as a compound word and ask the children to tell you the two words that have been used to make this word. Have the children find the other compound word elsewhere in the book.

7 f The New Principal

Name _____

Cut out the sentences.

Arrange them in the correct order.

Write them out below.

She came to the playground.

A new principal came to school today.

She came into the computer room.

She came into our classroom.

1. _____

2. _____

3. _____

4. _____

7 f The New Principal

Name _____

Break the following words into syllables.

The first one has been done.

classroom

class-room

computer

play

played

playground

playing

principal

very