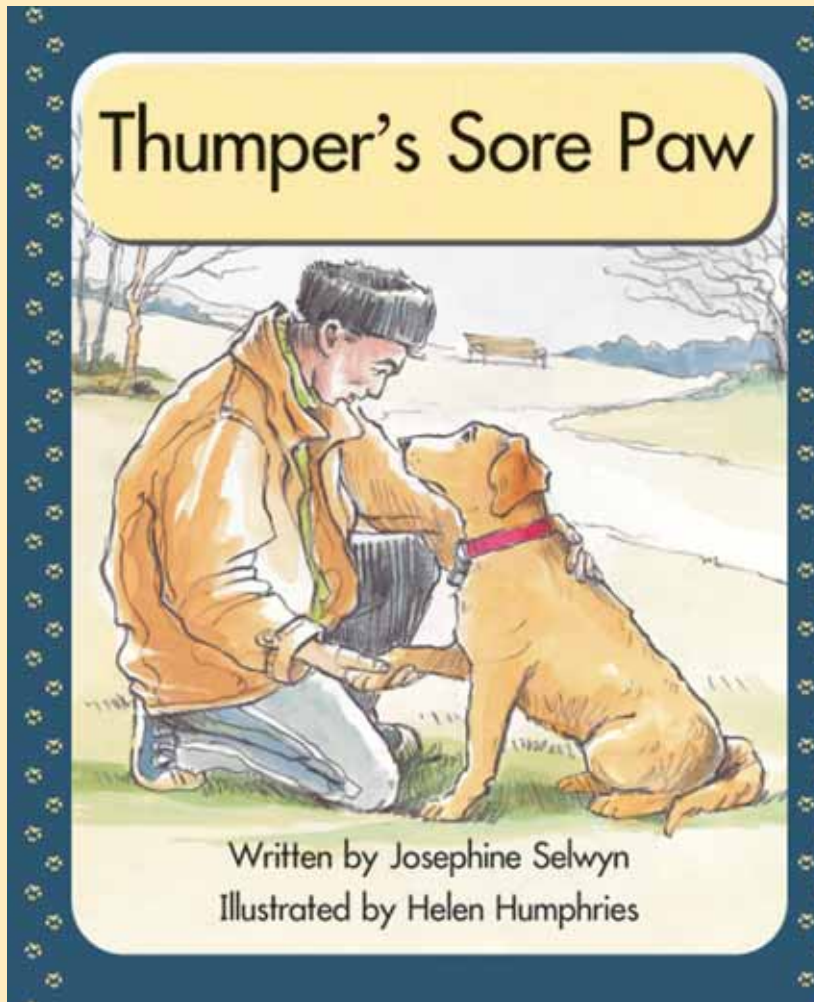




# Level 8 Book a



Level	8
Word Count	136
Text Type	Narrative
High Frequency Word/s Introduced	will, your

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)*

BEFORE READING

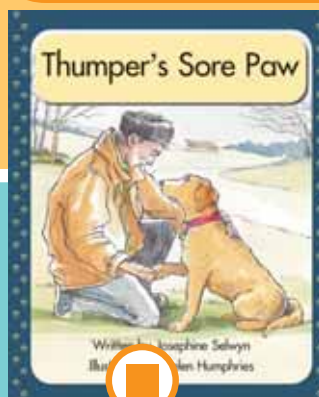
## Cover & Title Page



Invite the children to read the title and look at the cover illustration. What do they think the story will be about? Discuss with the children their predictions.



Have the children read the title of the story. Discuss with the children the words *sore* and *paw*. Explain to the children that they sound similar but the spelling is different.



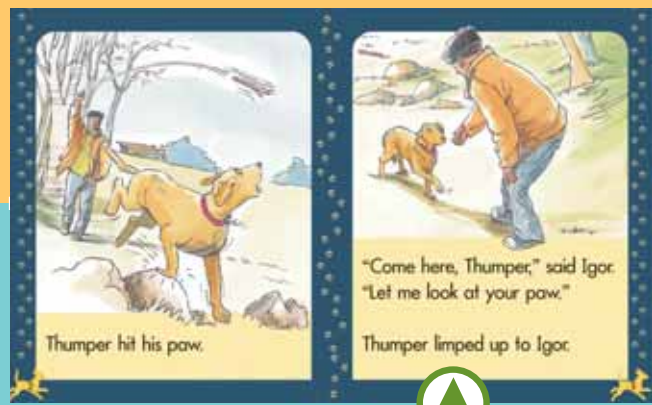
Ask the children to respond to the story. What do they now know about pets and vets? Have them share their information. How might a trip to the vet for a pet be different than when they go to the doctor? What is different or the same about doctors and vets?

AFTER READING

BEFORE READING 2/3

Discuss the children's pets. Do they have a pet? What sort of pet is it? Who looks after the pet? What do they think has happened to Thumper? What might Igor be saying to him?

Review speech marks with the children. Explain that speech marks show the reader the direct speech. Have them locate the direct speech on page 3.

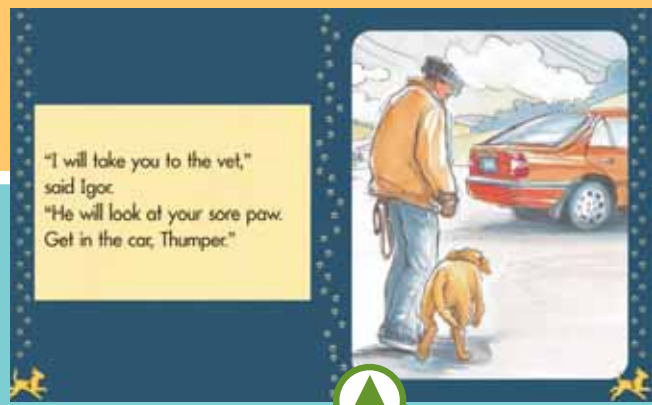


Discuss with the children how Igor knew Thumper had a sore paw. Invite the children to share their experiences with animals. What signs do pets give to let people know something is wrong?

Ask the children to locate the word *limped* in the text. Discuss with the children the meaning of this word. Can they suggest other words that the author could have used instead of *limped*?

BEFORE READING 4/5

Have the children look at the illustration on page 5. How do they think Thumper is feeling? What do they think Igor will do?

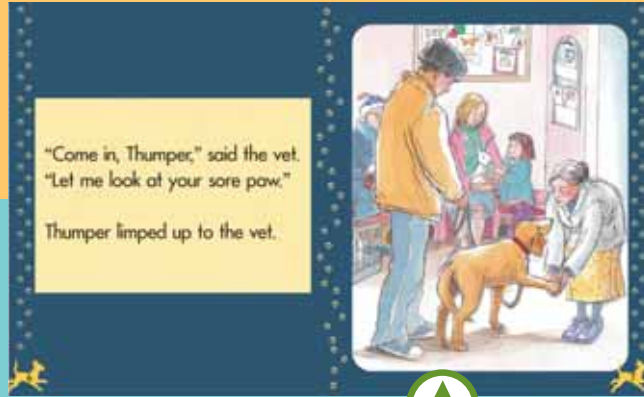


Discuss vets with the children. What are vets? What do they do? What special skills do you need to be a vet? Why did Igor decide to take Thumper to the vet?

Ask the children to locate *your* and *will* on this page. Write *your*, *sore* and *paw* on the board. Ask the children to read the words. Talk about the different spelling patterns.

AFTER READING

Invite the children to look at the picture on page 7. Where are Igor and Thumper? What are the other people in the background doing?



Discuss with the children their feelings when sitting in a doctor's waiting room. How did they feel? Compare these feelings to the animals'. Do they have feelings?

Ask the children to look at the direct speech on page 6. How do they know who is talking? What part of the text tells them who is talking?

Discuss with the children what is happening to Thumper. Where is he now? What is going to happen next?

Ask the children to comment on any difficulties they had reading the text so far. What did they do to sort out their reading problems?



Have the children discuss the vet putting Thumper to sleep. What does this mean? Where will Thumper sleep? Ask the children if they have been put to sleep before.

BEFORE READING 10/11



Ask the children to look at the illustration on page 11. Where is Thumper? What is happening to Thumper? What has the vet done?



Invite the children to share any experiences about operations. Why is the vet wearing those clothes, hat and face mask? Why are special rooms used for operations?

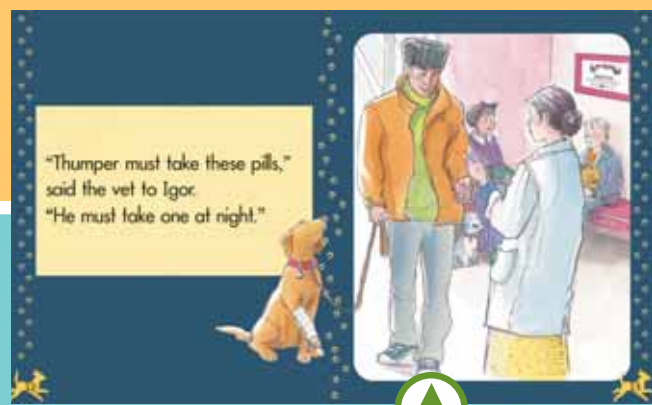


Have the children locate the word *fixed* in the text. Discuss the meaning of *fixed*. Could the author have used a different word? Would a different word change the meaning of the story?

BEFORE READING 12/13



Have the children look at the picture on page 13. What has happened to Thumper? What should he do now? What is the vet saying to Igor?



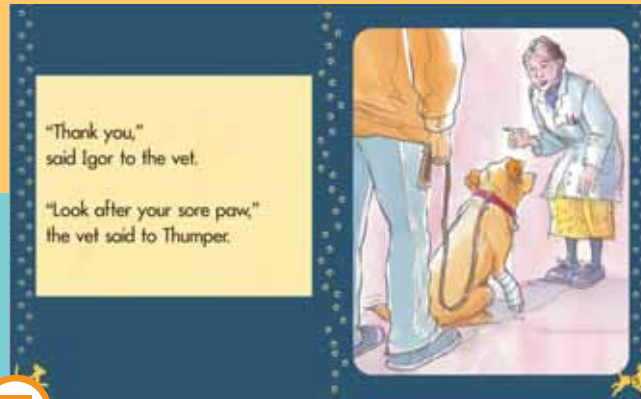
Discuss with the children the pills that Thumper is taking. Why must he take them? How will they help him? Tell the children that it is important to read the directions on the pill bottle.



Discuss with the children the speech marks on page 12. Who is talking? Who is that person talking to? How do the children know who is talking?

AFTER READING

Invite the children to look at the illustration on page 15. What is happening? What do they think the vet is saying to Thumper?



"Thank you,"  
said Igor to the vet.  
"Look after your sore paw,"  
the vet said to Thumper.

Discuss with the children the text on page 14. Why did the vet tell Thumper to look after his paw? Have the children compare a pet having a broken bone to a person having a broken bone. What are some of the difficulties people and pets might have caring for their injured bones?

Have the children look at the picture. How is Thumper feeling? How is Igor feeling? What will Igor do now?

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



"Come on Thumper," Igor said.  
"I will take you and  
your sore paw home."

Discuss with the children what they have learnt about pets. How should people who have pets care for them? What do pets need?

Invite the children to talk about how they could use this story. What would they do if they came across an injured animal? How would they know it was injured?

**8 a Thumper's Sore Paw**      **Name** \_\_\_\_\_

1. Answer **Yes** or **No** to the following questions.

Thumper hurt his nose.

\_\_\_\_\_

Igor took Thumper to the vet.

\_\_\_\_\_

The doctor looked at the sore paw.

\_\_\_\_\_

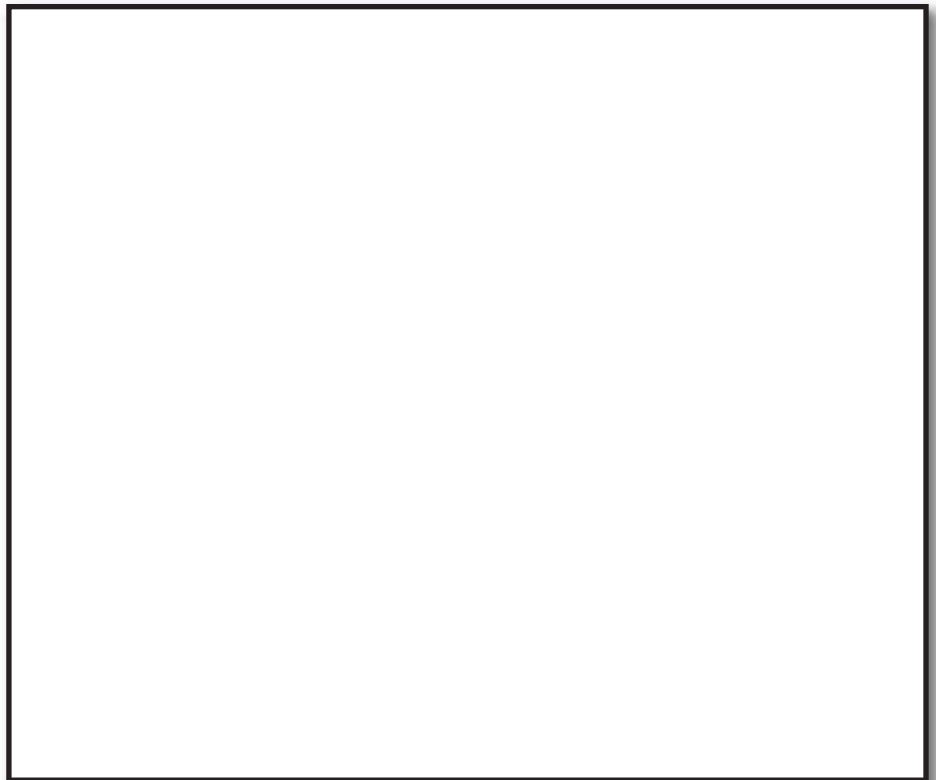
The vet fixed the sore paw.

\_\_\_\_\_

Thumper was awake when his paw  
was being fixed.

\_\_\_\_\_

2. Draw a picture of Thumper playing with Igor.



**8 a Thumper's Sore Paw**      **Name** \_\_\_\_\_

1. Draw a picture to match each word.



paw



crawl



saw



floor



claw

2. Place “speech marks” around the direct speech.

Underline who is talking.

“Here is your lunch, Sally,” said Mum.

Look after your foot, said the vet to Thumper.

Have a nice day, children, said the teacher.