



Level 8 Book 6

Tim Gets
a Goldfish

Kookaburras

Lucy Little Crane

Tortoises Trip

Granny's Lost
Glasses

The Ferry
Boat Ride

The Blizzard

Cities

Kookaburras





Written by Cory Winesap


Level	8
Word Count	132
Text Type	Information report
High Frequency 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)

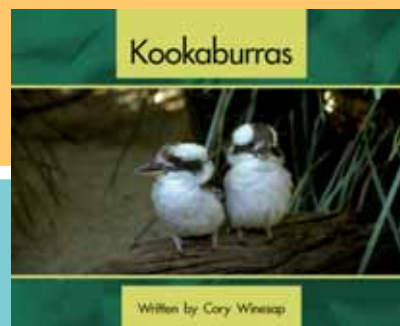
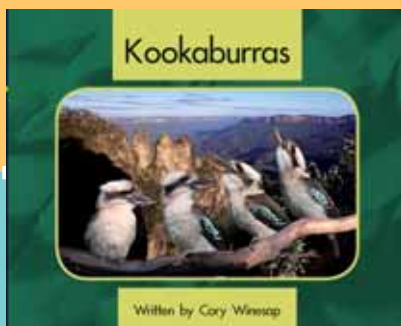
 This symbol relates to use (text user)


BEFORE READING


Cover & Title Page

 Introduce the book and ask the children to identify the bird in the pictures. Ask the children if they think this will be an information book or a story book. Encourage them to justify their answers.

 Read the author's name. Why is there a name here? Identify book conventions.



 Ask the children to guess what they are going to learn and to talk about what they would like to learn about kookaburras.

 Read the pages together. Discuss reading strategies with the children. What will they do when they come across a word they don't know? Have the children break the word *Kookaburras* into syllables and attempt each one individually – *kook-a-bu-rras*.

Encourage the children to look at the picture and describe what they see. Talk about what they may find in a forest, describing the plantlife, trees, and animals. Ask if the children have been in a forest before.

Review the function of question marks. Ask the children to find a question mark on this page. Explain that questions and answers are a feature of this text.



Ask the children to identify the word *treetops*. Focus on the initial blend – *tr*. Talk about other words with the same blend and list them. Then ask the children what two words were used to make this word. Talk about compound words and ask them to think of others.

Ask the children what this kookaburra is doing. Ask who has heard kookaburra song before and what it sounds like. Discuss other birds the children have heard in their garden and talk about the sound of birdsong.



Talk about the type of words the author uses – the particular words that tell us that this is an information book. How is the author trying to get us to learn? Ask the children if the author is succeeding.

Identify the word *laughing*. Ask the children to spell it and tell you which verb it comes from – *laugh*. Talk about the suffix *ing* and how it changes the word. Use sentences with both words to clarify meaning and use. Then look at the *gh* sound, discussing its similarity to *f*. List other words with the *gh* spelling.

Ask the children to cover the text and describe this picture – what is the kookaburra doing? Can the children predict what the text will say?

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



Ask the children to point to the word *white*. Spell it and identify the *wh* sound. List other words with the same sound. Then focus on the long *i* vowel sound. List other words with the same long vowel sound. Identify the blend in the word *brown* – *br*. Locate the word *yes*.

Ask the children to look very carefully and describe the kookaburra – focus on the colours of the beak, feathers, and claws. Discuss their functions.



Invite the children to answer the questions on this page. Encourage them to use full sentences and refer to exactly what the questions are asking for.

Ask the children to identify the words *short* and *black*. Focus on the sounds *bl*, *ck*, and *sh*. List words in these three blend categories.

BEFORE READING 10/11

Ask the children to describe the animals in these pictures. Talk about the children's reactions and feelings about snakes. Try to be positive about them as animals, but talk about always being cautious if they come close to one.



AFTER READING

Ask the children to tell you what the kookaburra likes to eat – they need to refer to the picture or the text to answer this question. Encourage them to find the answers in the text, pointing to the words *lizards* and *snakes*.

Identify the word *snake* and look at the blend – *sn*. Then look at the long *a* vowel sound. Talk about other words with the same characteristics. Then identify the word *too*, putting it into sentences to share with the group.

BEFORE READING 12/13

Ask the children what the kookaburra is doing in this picture. What information do they think they will find out when they read this page?



Ask the children to use the text to answer this question. How does the kookaburra kill its prey? The children need to refer to how the kookaburra *grabs* and *drops* the snake.

Ask the children to identify the word *down* and then put it into sentences to clarify their understanding of its uses.

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Ask the children to cover the text and predict what it will say about this picture. Praise the children for using words that are similar to the author's words.



Ask the children to explain what the kookaburra uses to kill the snake. The children need to refer to the word in the text – *beak*.

Identify the word *Then* and place it in sentences to share with the group to clarify meaning and use. Then identify the punctuation on this page, referring to the functions of each type.

Ask if anyone can guess what this is on the last page. Explain that a glossary is a list of words related to the topic in a book. In a picture glossary, each word has a picture.

Discuss reading strategies with the children. What do they do when they come across a word they don't know?



Ask the children to read all the words in the glossary and tell you what they have learned about kookaburras.

Identify the word *forest* and discuss the final blend sound – *st*. Consider other words with the same sound in them.

8 b Kookaburras

Name _____

Write **True** or **False** beside the following sentences.

Kookaburras have wings. _____

Kookaburras eat pizza. _____

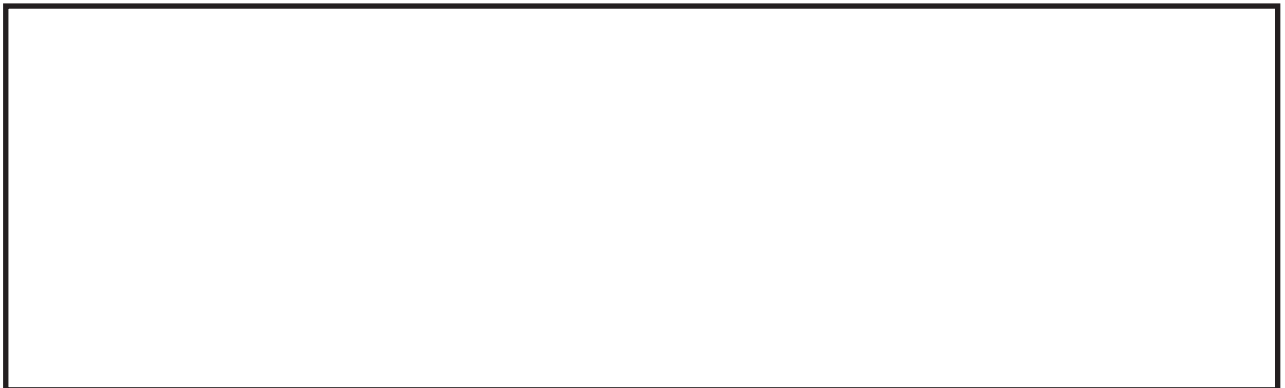
Kookaburras like to eat snakes. _____

Kookaburras have legs. _____

Kookaburras wear pyjamas. _____

Kookaburras live in trees. _____

Draw a kookaburra and write a sentence.



8 b Kookaburras

Name _____

Use the blends to complete the words.

Write them down.

The first one has been done.

bl br fl sh

sn st th

— — ack black

— — ort _____

— — en _____

— — ake _____

— — ies _____

— — own _____

fore — — _____