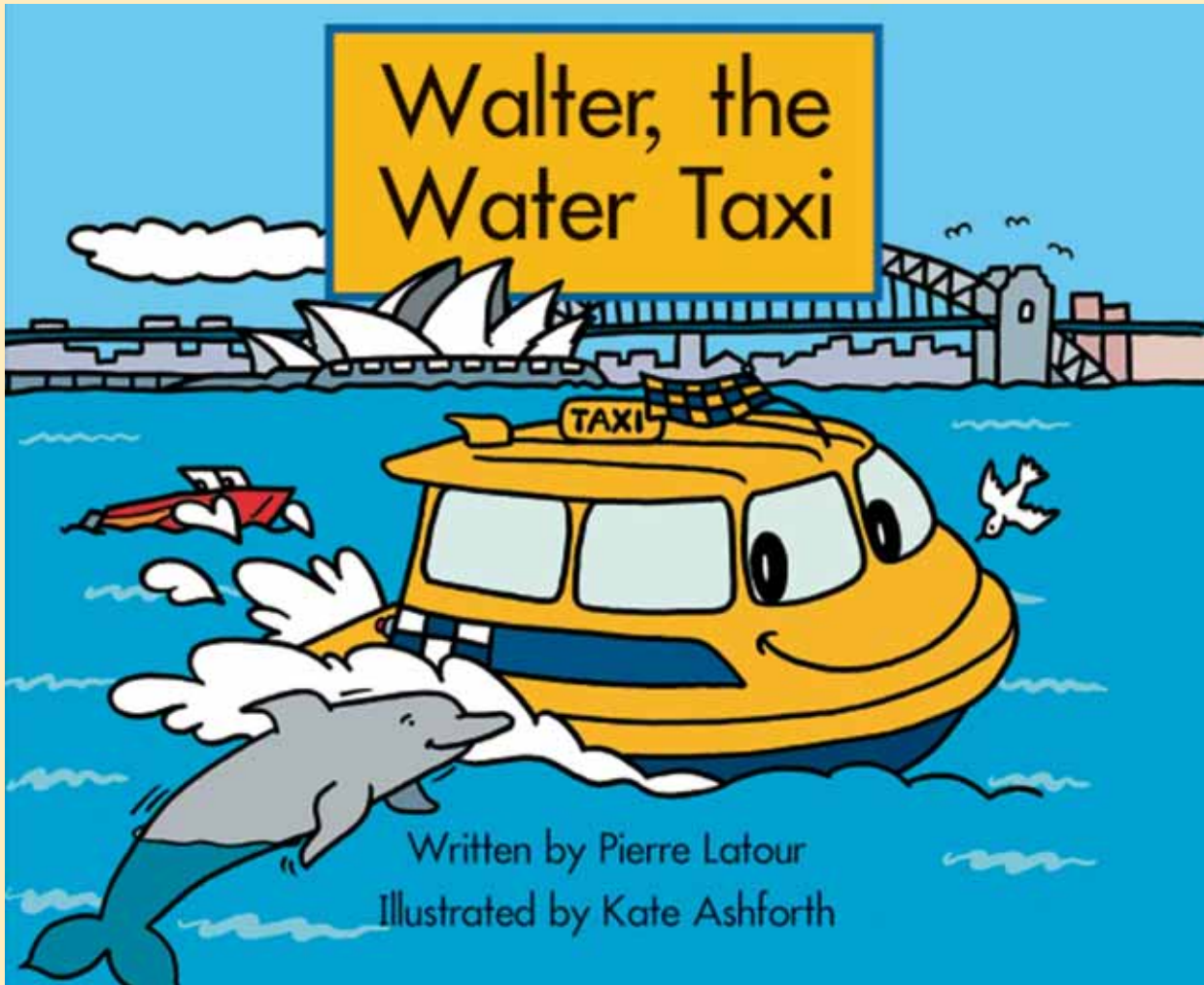




Level 8 Book c



Level	8
Word Count	140
Text Type	Narrative
High Frequency Word/s Introduced	want

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)

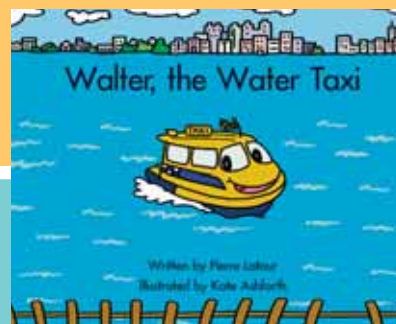
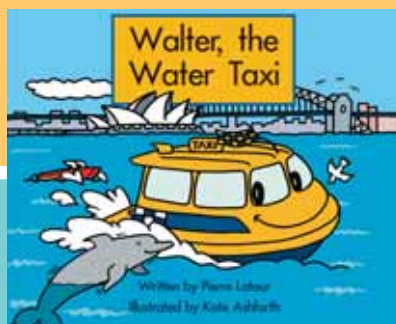
BEFORE READING Cover & Title Page



Ask the children to look at the cover and title page pictures and suggest what this story is about and where it may be set.



Read the title to the children and then write *Walter* and *Water* on the board. Ask the children what is the same and different about these two words.

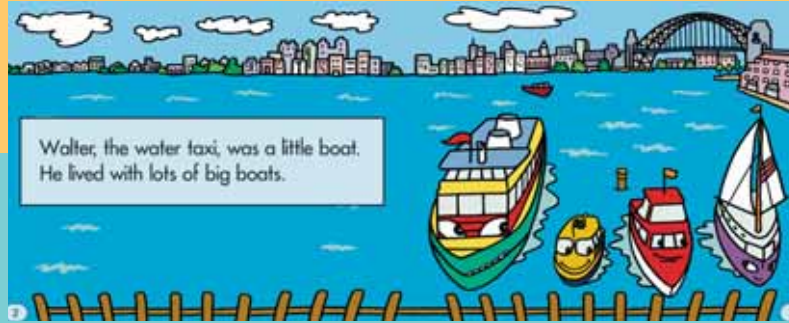


Have the children respond to the text. Did what they predicted come true? Which part did they like best and why?



Ask the children to comment on their reading strategies. What did they find hard? Easy? What did they do when they came to a point of difficulty?

Discuss this picture with the children. Ask them to add to their knowledge of where the story is set. Are there any landmarks that the children recognize? Can the children name the other boats that are in the story? What does a water taxi do?



Invite the children to share their personal experiences. Has anyone travelled on a water taxi? Has anyone been on a ferryboat? What is the difference between a sailboat and a speedboat?

Talk with the children about the picture on these pages. What kind of boat is Walter talking to? What is the function of this type of boat?



Ask the children to think about what they know about water taxis and ferryboats. Which one would travel faster? Why? When would people take a water taxi instead of a ferryboat? Why did the author have both of these boats in the story?

Write the words *to* and *too* on the board. Invite the children to find both words on page 4. Explain when you would use *too*. Ask the children if they know how to spell the number two.

Ask the children to discuss this picture. What is the other type of boat? What can this boat do that Walter can't do?

When the children have identified the other boat as a speedboat, ask them to locate *speedboat* and say the two words that make up the compound word.

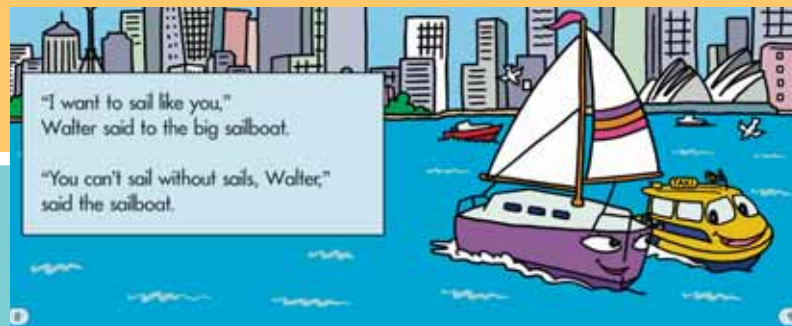


Have the children explain why the speedboat said, "The people will fall out if you go fast."

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

Ask the children to predict what Walter is saying to this boat and what the boat might be saying to Walter.

Ask the children to look for the compound word on this page. Ask them what the two words in *sailboat* are.



Ask the children to analyze what they have read so far. Which boat is able to go the fastest? Ask them to say why.

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

BEFORE READING 10/11

Invite the children to discuss what has happened. Have them predict what will happen next. What will the boats do?



Ask the children to discuss the predictions they made before they read the text. Did they predict that Walter would get the dolphin out? What made them say that?

Invite the children to bring their personal knowledge to discuss who may have set the net. How did a dolphin get caught in the net?

AFTER READING

Thumper's Sore Paw

Life in the Trees

Walter, the Water Taxi

A New Place to Live

BEFORE READING 12/13

Invite the children to say what they can see in the picture. What do they think the big boats are saying?



Invite the children to talk about what may have happened to the dolphin if Walter had not got him out.

Write *ferryboat*, *speedboat*, and *sailboat* on the board. Ask for a volunteer to come and circle the two little words in each compound word. Ask the children what is the same/different about the words.

AFTER READING

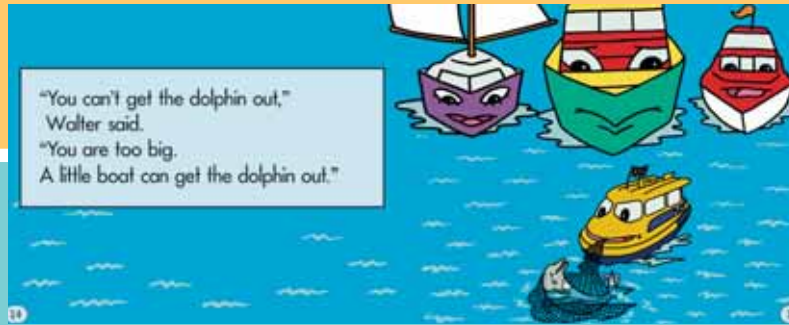
Dad's Phone

A Visit to the Library

Zippy Zebra Finds a Friend

Trains

Invite the children to say what they think is going to happen.
What is Walter doing?



Discuss with the children why Walter said, *"You can't get the dolphin out. You are too big."*

Ask the children to brainstorm who else could have come and got the dolphin out. Who might the author have introduced if Walter couldn't get the dolphin out of the net?

Discuss with the children what finally happened. Is the dolphin happy? Is Walter happy?

Remind the children to think about their reading strategies as they read. Remind them that what they read has to make sense, look right, and sound right.



Have the children discuss the boats they know. Which other boats could the author have used in this story?

Invite the children to discuss what they have learned from this story. What could they tell someone about different types of boats and rescuing dolphins?

8 c Walter, the Water Taxi Name _____

Read the sentences. Then answer **Yes** or **No**.

Walter, the water taxi was a
big boat. _____

The big ferryboat can carry lots
of people. _____

The speedboat can't go fast. _____

A sailboat has sails. _____

A dolphin swam into a net. _____

Walter did not get the dolphin out. _____

8 c Walter, the Water Taxi Name _____

Finish these sentences by adding **big** or **little**.

1. Walter, the water taxi was a
_____ boat.

He lived with a lot of _____ boats.

2. “You are too _____ to carry lots of
people,” said the ferryboat.

3. “I want to go fast like you,” Walter said to
the _____ speedboat.

4. “You can’t get the dolphin out,”
Walter said.

“You are too _____.

A _____ boat can get the dolphin out.”