



Level 8 Book e

Tim Gets
a Goldfish

Kookaburras

Lucy Little Crane

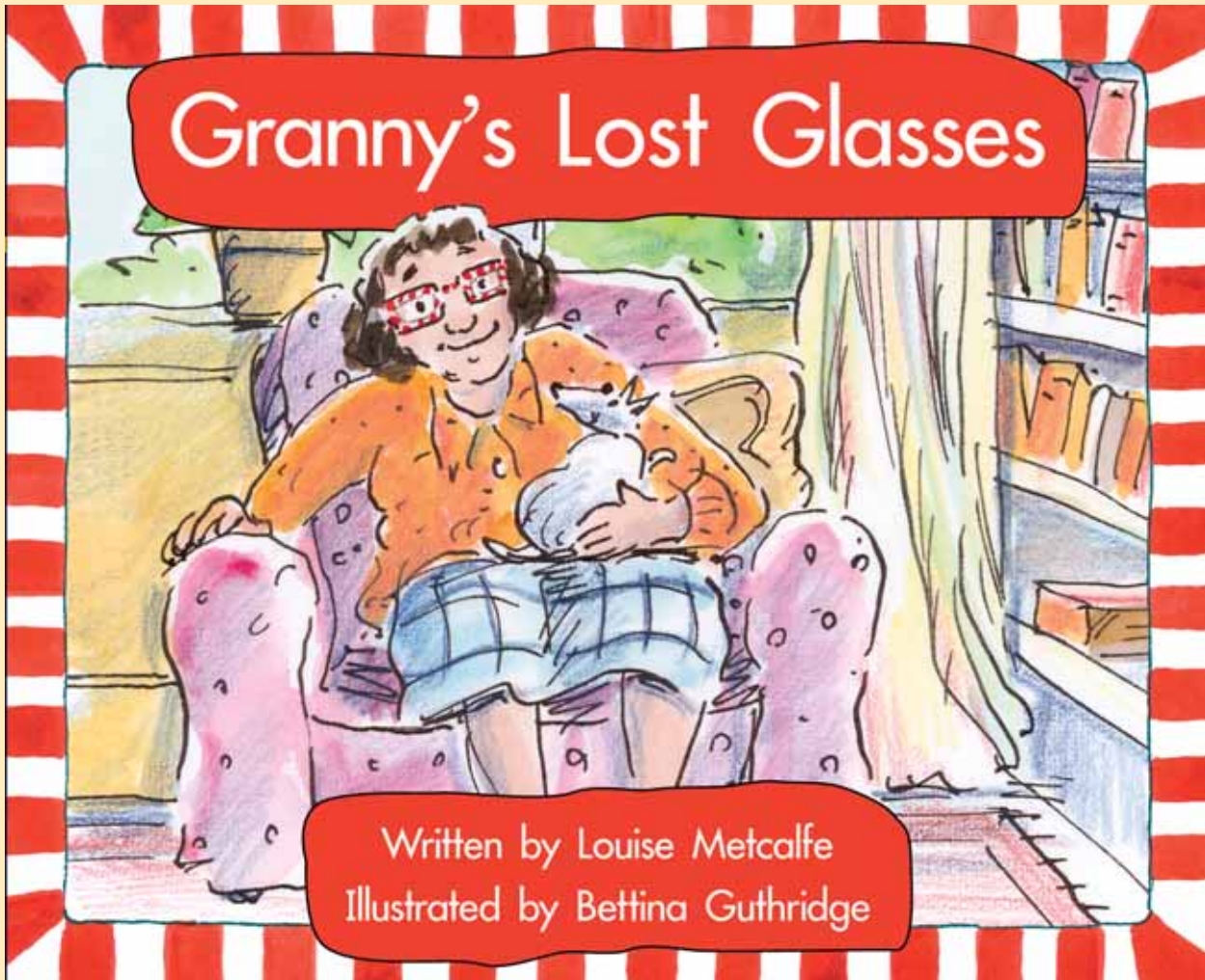
Tortoises Trip

Granny's Lost
Glasses

The Ferry
Boat Ride

The Blizzard

Cities



Level	8
Word Count	147
Text Type	Narrative
High Frequency Word/s Introduced	did, was, where



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

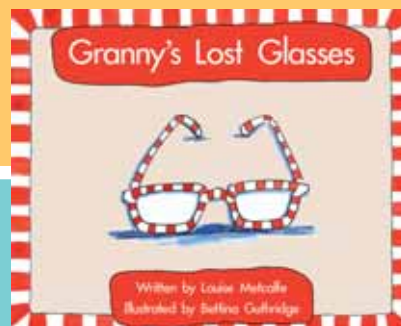
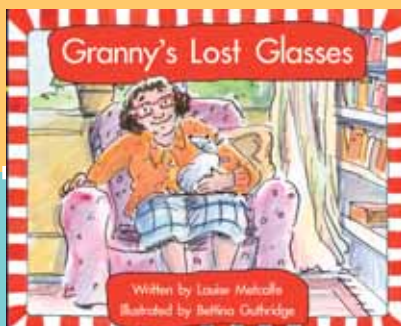
Cover & Title Page



Introduce the book and ask the children to describe what they see on the front cover. Can they guess whether this is going to be a story book or an information book? Ask them to give reasons.



Read the author's name. Why is there a name here? Identify the illustrator's name. Explain what an illustrator's job is.



Talk about losing things and finding them later. Is there something that the children have lost in the classroom and then blamed someone else for taking, only to find it soon afterwards? Predict what this story might be about.



Check reading strategies with the children. Remind them to match one spoken word with one written word as they read.

BEFORE READING 2/3

Encourage the children to look at the picture and describe Granny. Why does she look like that? Can the children describe the expression on her face?



AFTER READING

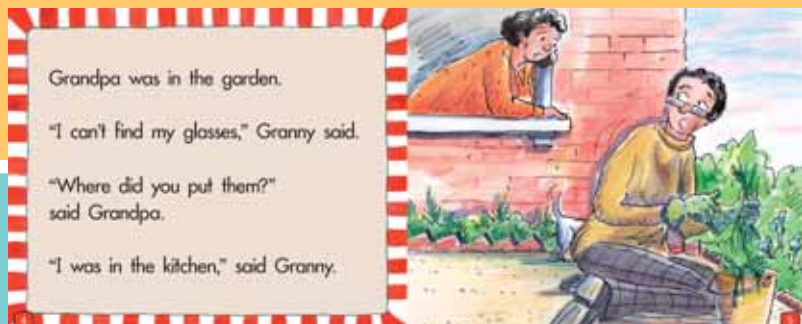
Ask the children to explain what has happened, referring to the text. Encourage them to refer to the exact words that explain Granny's predicament.

Ask the children to identify the word *Granny*. Ask the children what sound the *y* makes. Explain that the *y* sounds like a vowel. Then ask the children why there is a capital at the beginning of *Granny*. Talk about other reasons why we may use capital letters.

BEFORE READING 4/5

Ask the children who the other character in the picture might be. Ask them what Granny might be saying to Grandpa and why. Talk to the children about what their grandparents like to do.

Ask the children if they like the story so far. Encourage them to suggest reasons for their likes.



AFTER READING

Ask the children to tell you what Granny said to Grandpa and what he said in reply. Have the children find the exact words in the text. Ask them how they knew which words to look at. Talk about the words within the speech marks.

Identify the word *did*. Ask the children to spell it and think of some sentences to clarify its meaning and use. Share the sentences with the group. Ask the children to identify the word *find* and say what final blend sound it makes – *nd*. List other words with the same sound, such as *mind* and *wound*.

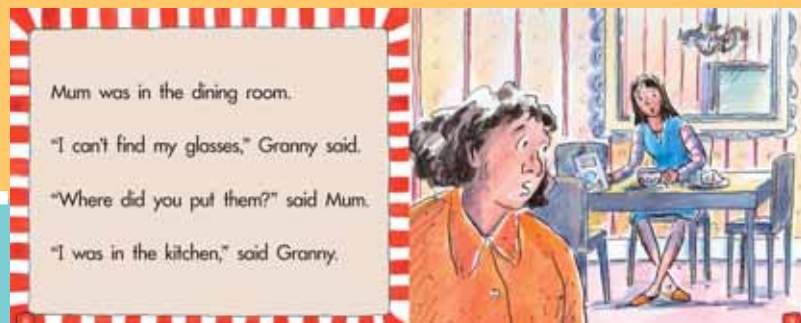
Ask the children to explain what is happening in this picture – Grandpa is going to help Granny look for her glasses. Talk about situations with the children where they have helped other people look for something, or someone has helped them.



Ask the children how Grandpa is trying to help Granny – by finding out where she was before she lost her glasses. Ask the children to look at the picture and tell where Granny is looking at the moment.

Ask the children to point to the words *Did* and *was*. Spell them and suggest sentences to clarify their meaning and use. Identify the word *bench* and clarify the final consonant digraph – *ch*. Can the children think of other words that end in *ch*?

Ask the children to explain where Granny is in the picture. Who might the other character be? Talk about what the other character is doing at the dining table. Can the children predict where Granny might have left her glasses?



Ask the children what Mum said to Granny. Encourage them to point to the words in the text.

Look at the word *can't*. Explain that this is called a contraction because two words have been made into one. Can the children tell you which words have been put together? Talk about how the letters *n* and *o* have been omitted to make the word *can't*, and an apostrophe has been put in the place where the omitted letters were.

BEFORE READING 10/11

Ask the children to describe what is happening in this picture. Where are Mum and Granny looking? Can the children explain why this room is the kitchen? Encourage them to identify objects associated with the kitchen.



Ask the children to identify the word *Where*. Ask them to spell it and put it in sentences of their own to share with the group. Then discuss the sound of the consonant digraph – *wh*. Talk about other words with the same sound.

AFTER READING

BEFORE READING 12/13

Ask the children to cover the text and describe what is happening in this picture. Can they predict who the new character is and what the conversation might be?

Encourage the children to use vocabulary similar to the author's style.



Ask the children what they think the author's message is in writing this book. What does the author want us to learn about?

Ask the children to identify the word *Granny*. Then ask them to identify the blend – *gr*. Brainstorm other words with the *gr* sound.

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Tortoises Trip

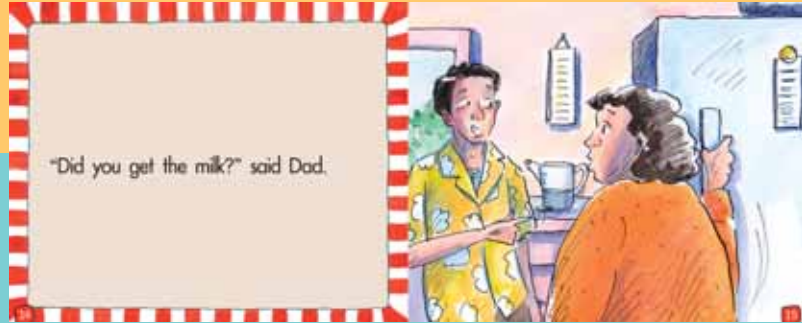
Granny's Lost Glasses

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Ask the children to tell you what is happening in this picture. What is Granny opening in the kitchen? Can they guess what is going to happen?



Ask the children what Dad asked Granny. Encourage them to refer to the text.

Ask the children to identify the word *milk*. Talk about the final consonant digraph – *lk*. Then ask the children to identify the punctuation – capital letters, question mark, speech marks, and full stop. Discuss their functions and uses.

Ask the children to cover the text and predict what the main characters might be saying. Where were Granny's glasses all the time? Can the children work out when Granny put them there?



Identify the word *got* and put it in sentences to clarify meaning. Then ask the children to look at the short *o* vowel sound it makes. Discuss other words with the same short vowel sound.

Invite the children to summarise the lesson of this story. Talk about their favourite part and why they liked it.

8 e Granny's Lost Glasses Name _____

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

Granny lost her glasses. _____

Granny found her glasses in the bucket. _____

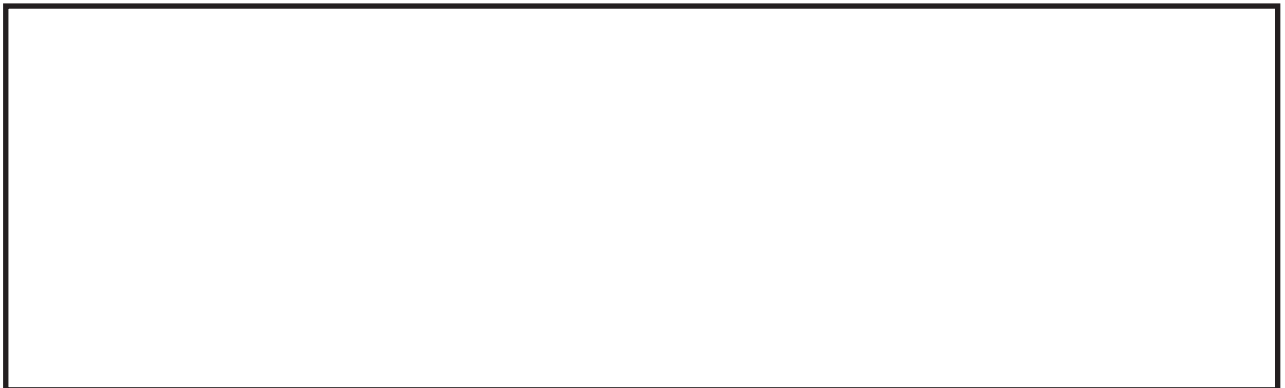
Grandpa helped find the glasses. _____

Granny's neighbour found the glasses. _____

Granny looked in the kitchen. _____

Cats wear glasses. _____

Draw Granny and write a sentence.



8 e Granny's Lost Glasses Name _____

Fill in the missing words.

was find did

“I can't _____ my glasses,” said Granny.

“Where _____ you put them?” said Grandpa.

“I _____ in the kitchen,” said Granny.

Complete the list of contractions
and the words they are made from.

_____	can't
did not	_____
_____	don't
have not	_____