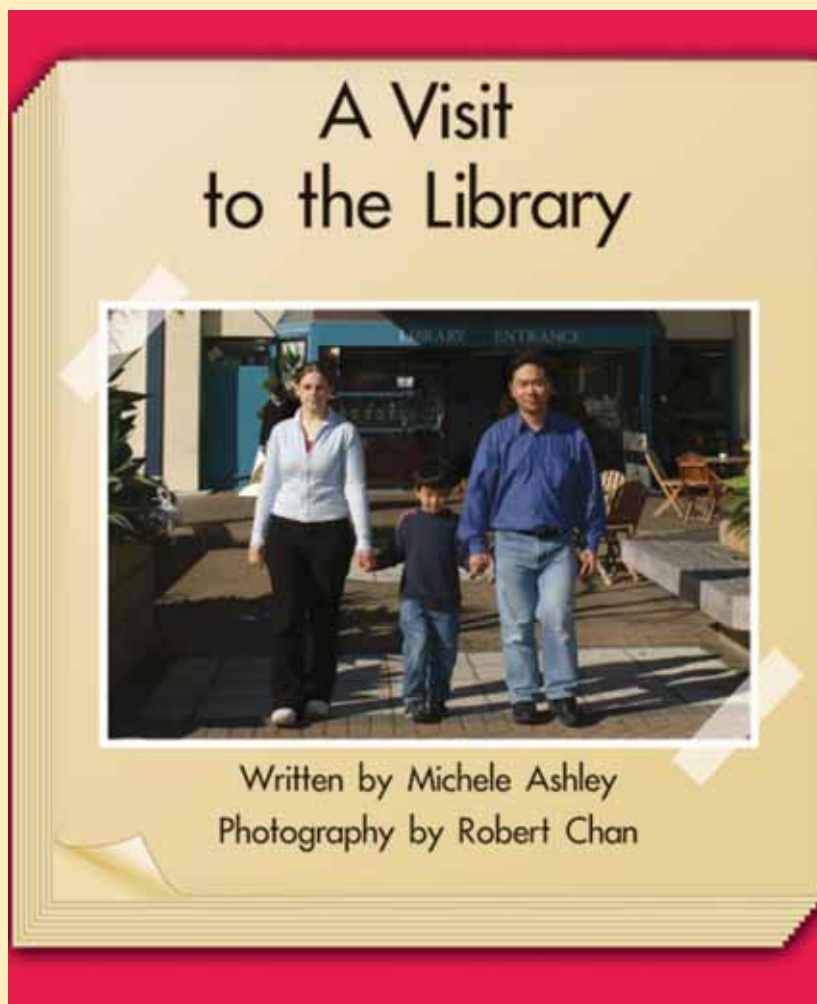




# Level 8 Book f



Level	8
Word Count	138
Text Type	Factual recount
High Frequency Word/s Introduced	



Thumper's Sore Paw

Life in the Trees

Walter the Water  
Taxi

A New Place to Live

Dad's Phone

A Visit to the  
Library

Zippy Zebra Finds a  
Friend

Trains

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)*



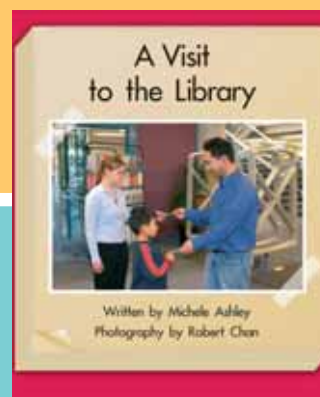
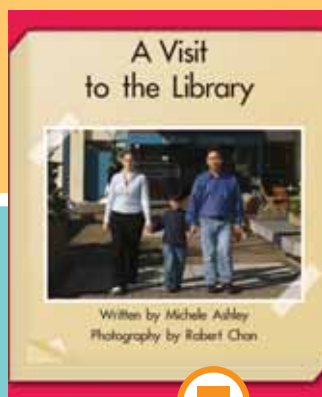
*This symbol relates to use (text user)*

## BEFORE READING

# Cover & Title Page

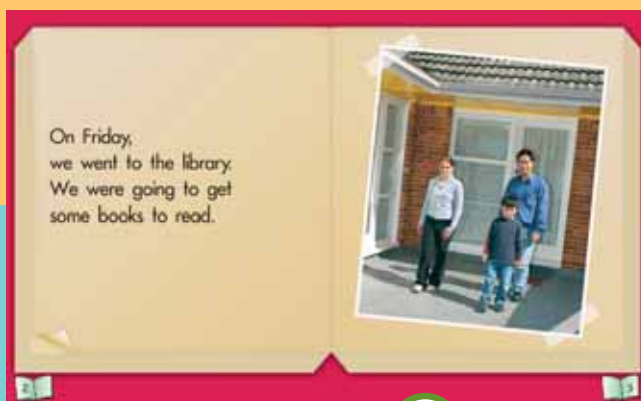


Ask the children to look at the cover photo and title. Explain to the children that they are going to be reading a recount about an event. What do they think is happening in the photo? What will the recount be about?



Ask the children to respond to the text. What new information did they find out? How is this family's visit to the library the same/different from their own? What information did they find interesting?

Invite the children to share their experiences of libraries. Have they been to one? What did they do there? What is the purpose of a library?

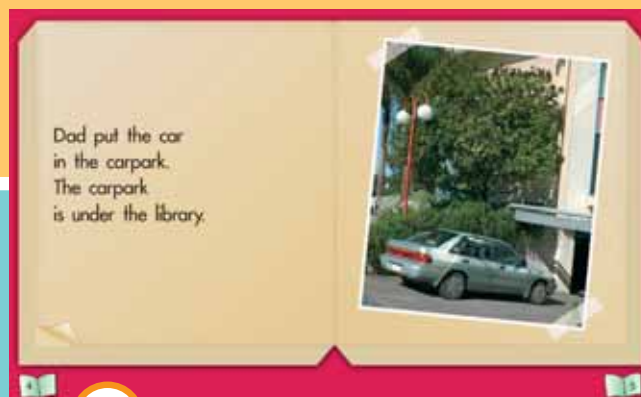


Discuss the recount text type with the children. Ask them to read the page again and talk about the things in the text that tell them it happened in the past.

Review plurals with the children. Ask them to find a plural word on the page. Invite a volunteer to say the singular of *books*. Discuss how the spelling would change.

Invite the children to look at the photo. What do they think is happening? How is this photo relevant to visiting the library?

Ask the children to find the word *carpark* on page 4. Review the term *compound word*. Explain that looking for the two words in the compound word will help the children with their reading.



Discuss with the children why the carpark may be under the library. What are the advantages of this? Ask the children where the carpark is for their library.



Invite the children to look at the photo. What are the people in the picture doing? Where are they going now?



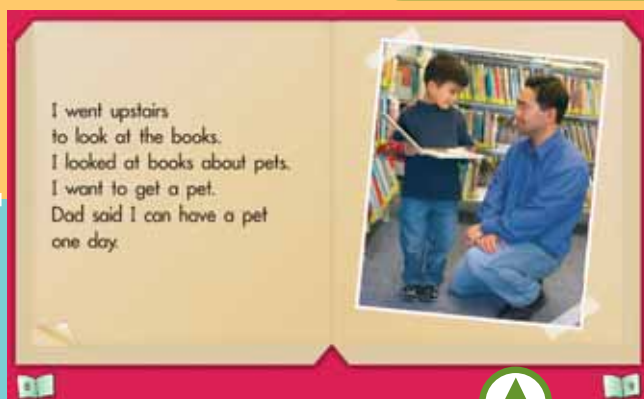
Discuss with the children the sentence ***We went up the path.*** Why are they going ***up*** the path? Where have they come from? Could there be another way into the library without going outside?



Have the children look at the photo and discuss what is happening. What sort of book do the children think the boy is looking at?



Invite the children to scan the first line of the text for a compound word. Ask them to read the word and the two little words in it. Remind them that this will help with their reading.



Discuss with the children what the boy will do with this book when he has finished looking at it. Will he put it back on the shelf? How will he know where to put it? What will happen if he puts it in the wrong place?

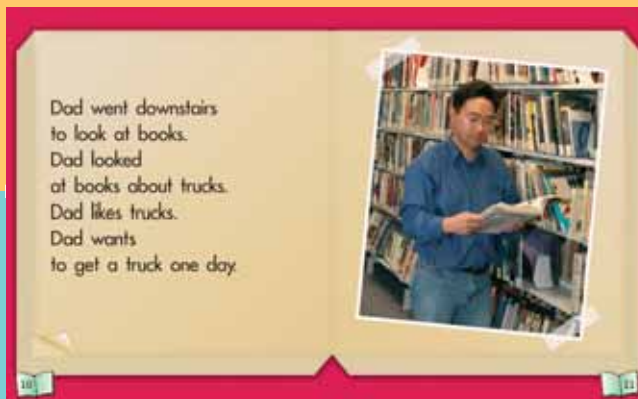


Have the children talk about the word ***upstairs***. What did it tell them about where the children's books are stored?

BEFORE READING 10/11

Have the children look at the photo. What sorts of books could Dad be looking at? Are his books in the same part of the library as the children's books?

Reiterate to the children the importance of using compound words to help with meaning as they read.



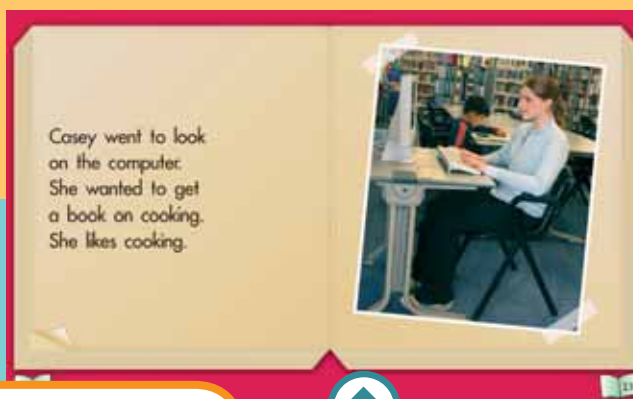
Have the children look at the picture and discuss what is happening. Why are libraries good places for adults to go? Ask them to share their ideas.

Write *upstairs* and *downstairs* on the board. Invite the children to talk about the similarities and differences in the two words.

AFTER READING

BEFORE READING 12/13

Invite the children to look at the photo. What is happening? Why is the girl using the computer?



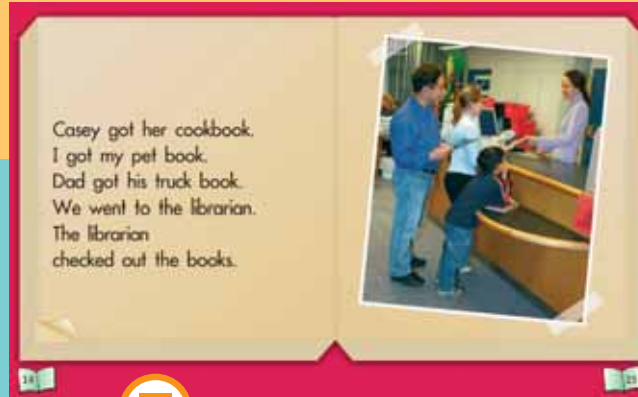
Explain to the children the purpose of a computer in the library. Have them brainstorm other reasons people might use the computers in the library. Make a list of other things that they would find in a library besides books.

Have the children use the text and photos so far to discuss the positive things about going to a library. List their responses on the board.

AFTER READING

Invite the children to talk about what is happening now. Who is the new person in the photo? What is she doing? What are the others doing?

Have the children check this page for compound words. What does that word mean? Can they use it in a sentence of their own?



Discuss with the children the role of librarians. What do they do? What does it mean to check out your books? Why is it important to do this?

Discuss with the children what is happening in the picture. Where is the car going? What has been accomplished?

Remind the children that their reading needs to make sense, sound right and look right. Remind them to use the little words in compound words to help them as they read the book independently.



Return to the text type. Ask the children to use this text as a model to recount their last visit to the school library. Which day was it? How did they get there? What did they do while they were there? How did they check out their books? What did they do after their library visit?



**8 f A Visit to the Library**    **Name** \_\_\_\_\_

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

They went to the library to buy some food. \_\_\_\_\_

They went to the library in the car. \_\_\_\_\_

There are books in the library about pets. \_\_\_\_\_

Dad likes to read truck books. \_\_\_\_\_

Casey hates to cook. \_\_\_\_\_

The librarian checked out their books. \_\_\_\_\_

2. Make a list of books you might want to read when you go to the library next.

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3. Write or draw different things you might find in a library.

**8 f A Visit to the Library**    **Name** \_\_\_\_\_

1. Finish the words to make compound words.

car \_\_\_\_\_

up \_\_\_\_\_

down \_\_\_\_\_

cook \_\_\_\_\_

some \_\_\_\_\_

every \_\_\_\_\_

2. Write your own recount of an event that happened last week.

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