



Level 30

Book a



Level	30
Word Count	1,000
Text Type	Narrative (Realistic Fiction)
High-Frequency	word
Word/s Introduced	



Lost in English

Sadako and the
Thousand Cranes

Lost in Space

The History of
Bread

Cole, the Outback
Giant

Disaster around the
Indian Ocean

Window to the Past

Food Chains
and Webs

We have designed these lesson plans so that you can have the plan in front of you as you teach, along with a copy of the book. Suggestions for teaching have been divided into questions and discussion that you may have with the students before, during, and after they read. However, you may prefer to explore the meaning and language in more detail before the students read. Your decisions will depend on the gap between the students' current knowledge and the content, vocabulary, and language of the book they are about to read. The more information the students 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 we think are important in developing good readers. As well as comprehension and decoding, we have addressed the issue of the students being able to analyse and use texts they read. The symbols below guide you to the type of question or discussion.



*This symbol relates to decoding
(code breaker)*



*This symbol relates to use
(text user)*



*This symbol relates to comprehension
(meaning maker)*



*This symbol relates to critical analysis
(text critic or analyser)*

BEFORE READING

Have the students read the title and the names of the author and illustrators on the front cover. Ask the students – *Can you predict what this story will be about? What is the setting for this story?*

DURING READING

Set the students a purpose for reading, with a focus question for each page or several pages. Explain to the students that you will be asking a question before they read the text, and that they should read silently. They should be ready to answer when they have finished reading the page or pages.

Before the students read each section, ask –

Pages 2–3 *Why is Giacomo feeling scared? Can you guess which country he is from?*

Pages 4–5 *Where does Papa tell Giacomo to go for help? Why doesn't Papa go into the school with Giacomo?*

Pages 6–7 *What does ufficio mean?*

Pages 8–9 *What is Giacomo's home language? Did you guess Giacomo's country correctly?*

Pages 10–11 *Why was Giacomo looking for a cat in the classroom?*

Pages 12–13 *How did the other children react to Giacomo?*

Pages 14–15 *Why was the teacher cross with Giacomo?*

Pages 16–17 *What room did Giacomo run into? Who is the man in the corridor?*

Pages 18–19 *Why did Giacomo begin to cry? Do you think the man understood Giacomo?*

Pages 20–21 *What does grazie mean?*

Pages 22–23 *How did the principal solve Giacomo's difficulties?*

AFTER READING

Ask the students to work in a group. They should take turns to each reread aloud one page.

Encourage the students to participate in a group discussion. *The teacher did not make things easy for Giacomo when he first came into the classroom. As a group, come up with three things she could have done when Giacomo arrived. Share your suggestions with the class.*

See the BLM.

**Developing Specific Skills**

Anagrams – as a spelling tool, for example, *lost* and *lots*. Discuss anagrams with the students.

See the BLM.

Add these words to spelling lists – *principal, language, understand, embarrassed, Italian, English*



Ask the students – *Have you ever been in a situation similar to Giacomo? What would it feel like to have no one understand you or not to understand other people? What is the best way to help people in this situation? Think about how you would like to be helped.*

MEANING MAKER

Ask the students – *Why is the border around the text coloured in red, white, and green? Do you think Giacomo will be happy in his classroom now? Why do you think that? How long will it take for Giacomo to learn to speak English? Who will help him learn?*

TEXT CRITIC

Ask the students – *What do you think of the title Lost in English? What does this mean? Can you think of an alternative title to this story?*

The author has made several attempts at humour in this story. *Identify one part of the story that you think is humorous. Does it add interest to the story? Why do you think the author has included this section in the story?*

30a Lost in English

Name _____

Anagrams are made by rearranging the letters of one word to form a new word, for example, *lost* / *lots*.

Anagrams can help us learn to spell new words and are fun to try to solve. Here are some more anagrams and some words for you to find –

space – paces

mug – gum

north – thorn

tea _____

ten _____

was _____

tab _____

ram _____

tired _____

read _____

Italian words

In the book *Lost in English*, Giacomo knows only three English words. How many Italian words do you know? Write the meaning of these Italian words. Use a dictionary, or someone who speaks Italian, to help you.

ufficio _____

grazie _____

signor _____

ciao _____

scuola _____

gatto _____

cane _____

30a Lost in English

Name _____

Write a story. Imagine you are in a new school, in a new city, in a new country – just like Giacomo. Use the following to help you.

- Find a real city in Italy in which to set your story.
- Think of three Italian words that you know to use in your story.
- Give Italian names to the Italian people in your story.
- Think of a different solution to the problem of not knowing the language. Use some of the ideas from your group discussion.

30a Lost in English

Name _____

Imagine you are the character Giacomo from the book *Lost in English*. Answer the following questions. (You will need to find out some things about Italy in order to answer these questions.)

1. In which city did you live in Italy?

2. Why did you come to live in our country?

3. What sport did you like best in Italy?

4. What is the capital city of Italy?

5. What food from Italy do you like best? What food do you like from your new country?

On the back of this sheet, draw a picture of Giacomo and his family in Italy.