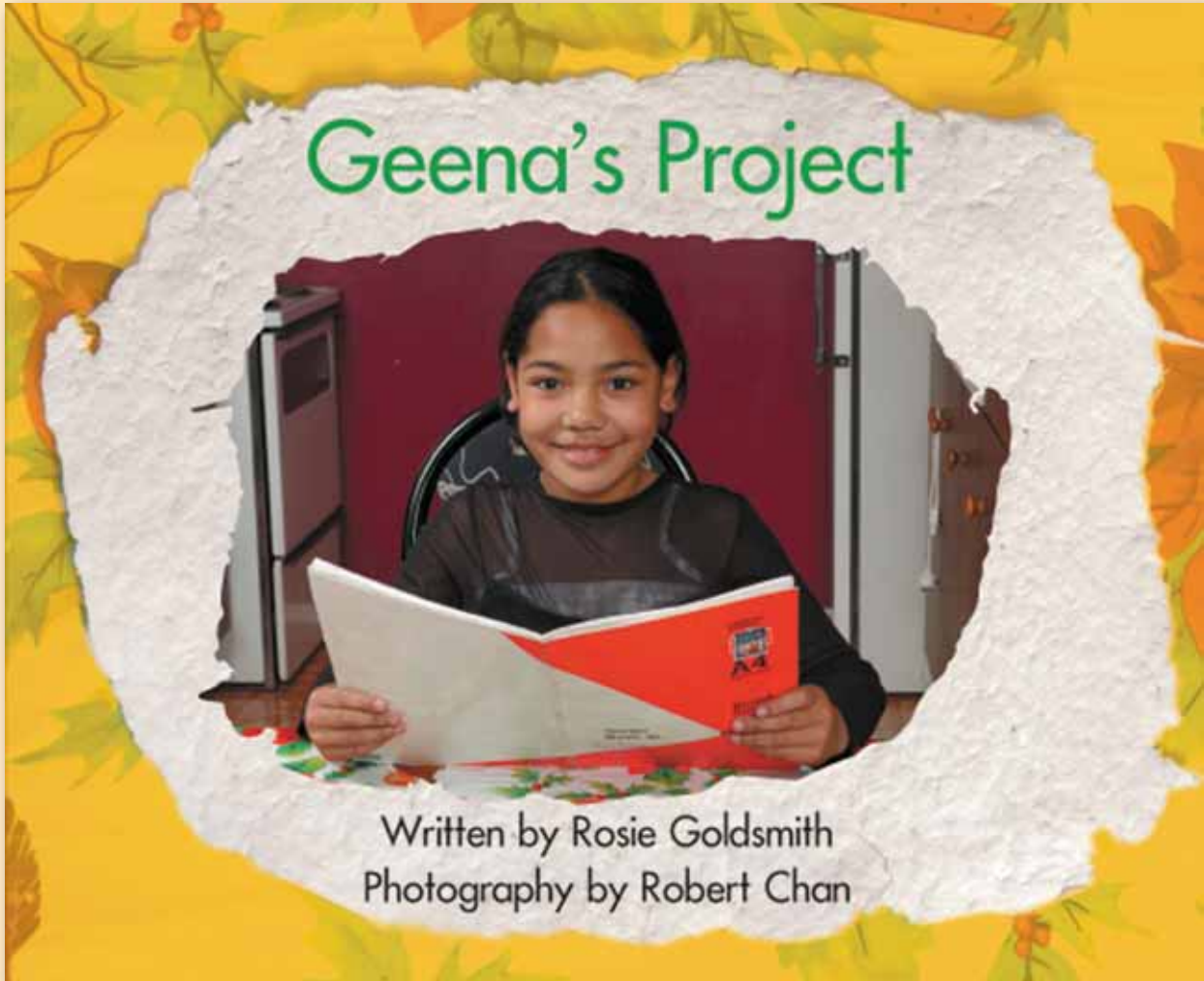




Level 11

Book d



Level	11
Word Count	212
Text Type	Explanation
High Frequency Introduced	but, how
Word/s Introduced	



The Snail Race

Outside Games

The Queen's
New Seat

Geena's Project

Joe's Letter

When I Looked out of
My Window

Big Cats
Little Cats

Carlos's
Big Yawn

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)



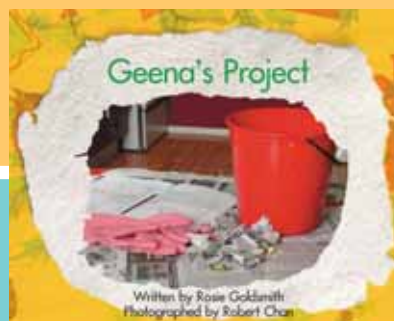
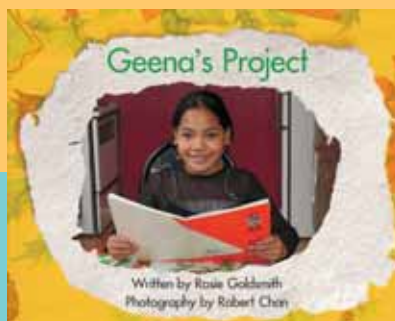
This symbol relates to use (text user)

BEFORE READING

Cover & Title Page



Ask the children if they know what a project is. If they do not, you may need to explain it to them. What kinds of things can be projects? What projects have the children ever done?



Have the children look at the cover and title pages. Ask them who Geena is. Ask them what the things in the photo on the title page are for. Will Geena use them in her project? Think about how Geena will use these things.

AFTER READING

Ask the children who the man in the photo is. What do they think that Geena is talking to him about?

Have the children scan the text for the word *but*. Then ask them to find the word *it's*. Explain contractions and ask them what *it's* is short for.



"I have to make something," said Geena.
"It's a project for school. I have to make something good."

"I can help you," said Dad.
"But what are you going to make?"

Ask the children what Geena has to do for school. What does her dad offer to do? What question does he ask?

Discuss how the photos in this book relate to the photograph on the front cover. Is p2 easier to understand because of the photo on p3? Why or why not?

Have the children scan the text for the words *but* and *how*. Then ask them to find two contractions on this page and say which two words have been put together.



"I'm going to make new paper," said Geena.

"That's good," said Dad.
"But how are you going to make new paper?"

"I'm going to get a lot of old paper," said Geena.
"I'm going to make the old paper into new paper."

Ask the children what it is that Geena plans to do for her project. What is going to be the first step in her project? Invite the children to consider what Geena will use to make new paper.

Have the children look closely at the picture on this page. What is Geena demonstrating? Why would she be doing this?

Have the children scan the text for the words *but* and *how*. Have them name the contractions on this page and tell you which words have been used to make them.



Ask the children what two things Geena is going to do to the paper. What question does Geena's dad ask her?

Invite the children to discuss the reasons the paper is being put into water for a long time. What happens to paper when it gets wet?

Ask the children to look at this picture. Do they think the paper has been in the water long enough? What is Geena doing now?

Have the children scan the text for the words *but* and *how*, then ask them what contraction on this page has been made from the words *I* and *will*.



Discuss with the children what they have learned so far about the steps in making new paper from old. What was done first? And second? And third?

Ask the children what Geena does on this page. What does she use to get the paper out? Why does she tell her dad she will get the paper out with her hands?

BEFORE READING 10/11

Ask the children what Geena will do with the paper now that she has got it out of the water. Have them look at the picture for help.

Have the children continue to scan the text for contractions and for the words *but* and *how*.



AFTER READING

Ask the children what Geena has to do to the paper on this page. What tool does she use to do it?

The Snail Race

Outside Games

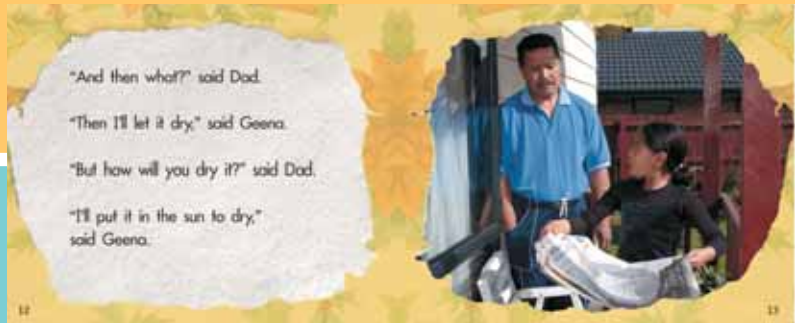
The Queen's New Seat

Geena's Project

BEFORE READING 12/13

Ask the children why Geena is taking her paper outside. What do they think she is going to do next?

Have the children continue to scan the text for the words *but* and *how* and any contractions they can find. How many contractions are there on this page?



AFTER READING

Ask the children what Geena is doing with her paper now. Where is she going to put it to dry?

Discuss whether the book is easier to understand because it has photographs instead of drawings. If yes, why?

Joe's Letter

When I Looked out of My Window

Big Cats Little Cats

Carlous's Big Yawn



Ask the children to find two words on this page that they could turn into a contraction. Hint - the words are at the beginning of the page.



Have the children look at the steps on p15. Ask how they would use these steps. How would they follow the steps? What will the steps help the children do?



Discuss whether Geena could have made paper if the steps on p15 were in a different order. Is the numbered sequence important in this book?



Ask the children what this page is called. What would they use it for?



Have the children read the book independently. Ask them to retell the steps to make paper, with a partner.



Invite the children to demonstrate how to use this page. Ask them to find information in the book about the sun. What page is that on?

11 d Geena's Project

Name _____

Arrange the steps of Geena's project in the correct order.



Flatten the paper.



Soak the paper.



Tear the paper.



Take out the paper.



Dry the paper.



Paper ready.

11 d Geena's Project

Name _____

1. Turn the following words into contractions.

Colour the picture.

I will I'll

It is _____

I am _____

That is _____

That will _____

I have _____

