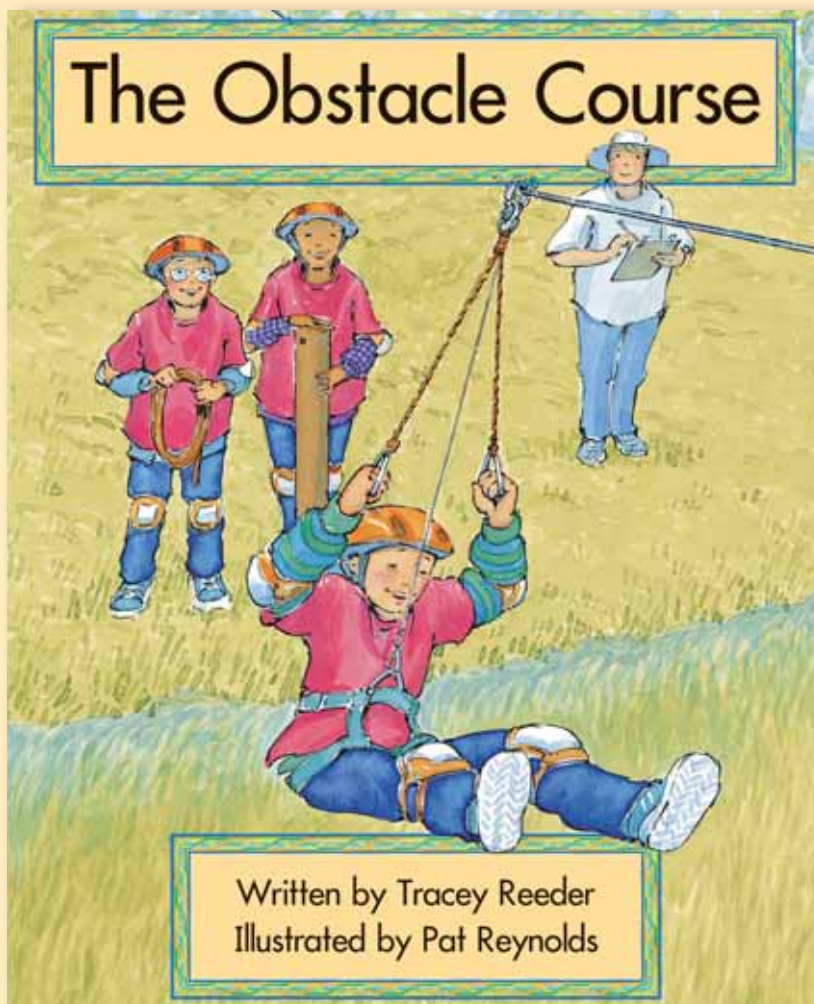




Level 21

Book e



Level	21
Word Count	531
Text Type	Narrative (realistic fiction)
High-Frequency Word/s Introduced	



MACMILLAN

The Spinach-Eating
Machine

Building a Nest

The Wise Eyes Club

All About
Boomerangs

The Obstacle Course

Three Big Cities

Big Greg
to the Rescue

The Incredible
Rescue of Apollo 13

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 students before, during, and after they read. This is not an arbitrary division. You may prefer to explore the meaning and the language in more detail before students read. Your decisions will depend on the gap between students' current knowledge and the content, vocabulary, and language of the book they are about to read. The more information 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 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

Ask students to read the title, and the names of the author and illustrator. Ask what is happening in the photograph? Have students discuss the theme of the story. Who has been on an obstacle course? What did you do on the obstacle course? Did you like it? Why or why not? Did the obstacle course have a flying fox? What is a flying fox?

Discuss with students if they think the narrative could be realistic fiction or not.

Read the title page. Ask students what the children are doing in the illustration.

DURING READING

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

Ask, before students read each page –

Pages 2–7 What did the Red Team have to do on the obstacle course?

Pages 8–9 How are they going to get the log across the rope bridge?

Pages 10–13 What happened to Dave and why does he want to carry on?

Pages 14–17 What did they do with the hanger?

Page 18–21 Why does Sia say she is a mud monster? What did the others do when they saw her?

Pages 22–24 Why are they all so happy?

AFTER READING

Ask students how many obstacles there are on the course. Have students discuss with the person next to them which obstacle they would like best and why.

Ask students to reread the book independently and to be prepared to discuss the characteristics that make the story realistic.



Discuss the story opening. Ask students how the opening sentence is linked to the title.

Developing Specific skills

Doubling rule – When adding word endings that start with a vowel, like *ed* and *ing*, double the last letter of the word if the vowel is short – drop, dropped, dropping, slipped (page 10), stopped, nodded (page 12), stepped (page 19), dragged (page 23)

Suffix – *ly* – slowly (page 7), suddenly (page 10), safely (page 15)

Prefix – *un* – untied (page 16)



Have students analyse how the writing form of realistic fiction, and the writer's purpose to write about a race, affected the story opening. Ask students to talk about how and why the author alerted their attention from the first word.

Have students draw and label the obstacle course, in order, from start to finish, in one picture.

Ask students to rewrite the story with a different problem and resolution.

MEANING MAKER



Ask students to make a list of words related to the book's topic, e.g. log, platform.

Have students discuss the reasons why obstacle courses are a good thing. What are the advantages of doing an obstacle course?

TEXT CRITIC



Ask students to think about how the story affected them. Did it make them want to try the obstacle course or not? Why or why not?

Have students comment on the importance of the illustrations for them to be able to understand, visualise, and follow the obstacle course.

1. Rule

When adding word endings that start with a vowel, like *ed* or *ing*, double the last letter of the word if the vowel in it is short.

drop

dropped

dropping

slip

step

stop

grab

2. Add the prefix *un* to the following words.

happy

do

well

tied

wrap

kind

21e The Obstacle Course

Name _____

1. Fill in the missing words.

Sia and Lenny _____ on the _____.
Dave and Janet _____ the _____.
_____ they _____ it up onto the _____.
Then Dave and Janet _____ up _____ it.

pushed after pulled slowly platform
rope log climbed pulled

2. Draw a picture that illustrates the meaning of the word *pull*.



3. Draw a picture that illustrates the meaning of the word *push*.



21e The Obstacle Course

Name _____

1. Write about what it means to be part of a team. Use the actions of Dave and his team mates to help you.

2. Write an explanation about what a flying fox is and how it works. Add your experiences (real or imagined) and how it feels, riding on a flying fox.
