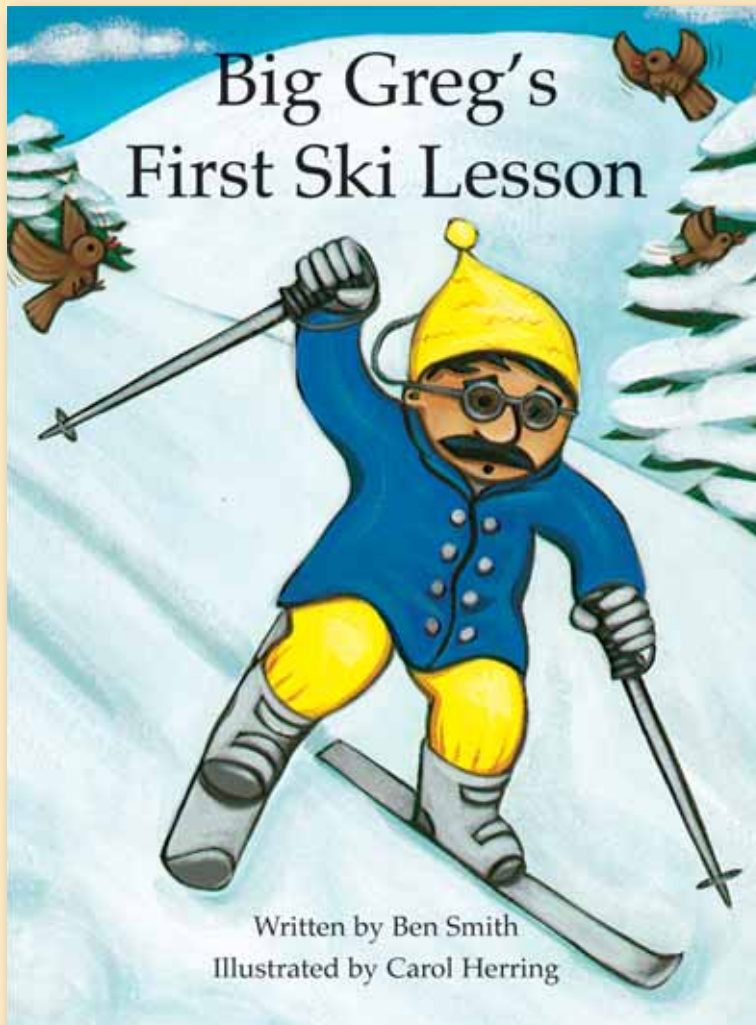




# Level 24

## Book e



Level	24
Word Count	696
Text Type	Narrative (Adventure)
High-Frequency	stop
Word/s Introduced	



Jackson's Bear

Pancakes

Extreme Racer

About Milk

Big Greg's First  
Ski Lesson

Blue Morpho  
Butterflies

A Clever Trick

How Animals Move

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 name of the author and illustrator on the front cover. Ask the students – *Have you ever been skiing? Have you had ski lessons? What does the illustration tell you about Big Greg's first ski lesson?*

## 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 students read each section, ask –

**Pages 2–5** *Where is Ruby going for the weekend? Why does Big Greg think he won't be able to go?*

**Pages 6–7** *What do Ruby and Greg hire in the chalet?*

**Pages 8–11** *How does Big Greg feel about going on the chairlift?*

**Pages 12–15** *What happened when Greg tried to get off the chairlift?*

**Pages 16–19** *In which direction does Ruby tell Greg to point his skis?*

**Pages 20–23** *What should Greg have done to slow himself?*

**Page 24** *What are the three important things Greg needs to learn in his first lesson?*

## AFTER READING

Ask the students to work with a partner. Have them each reread aloud half the book.

Model for the students the use of voice intonation to convey meaning, e.g., *"I won't ever get from here to the chairlift," wailed Big Greg.* (page 10)

## CODE BREAKER



### **Developing Specific Skills**

Spelling patterns – silent letters – *fighting, wrong*

Have the students find other examples of words with silent letters (e.g. *sigh* – page 24)

Foreign language words – *chalet*

Explain the origin and pronunciation of this word to the students.

## TEXT USER



Ask the students if they think skiing would be a hard skill to learn. Have them explain their answers.

Ask if they have ever had to do something over and over like Big Greg. How did they feel?

## MEANING MAKER



Ask the students – *How would you describe the characters of Ruby and Big Greg? Tell them that there are some clues in the story.*

Ask – *Why would Big Greg's firefighting clothes be suitable in the snow?*

In the story Big Greg is often scared. Ask the students – *Do you think this has an effect on his learning to ski? How many lessons do you think Big Greg will need?*

## TEXT CRITIC



Ask the students – *Does the author show the feelings of the characters well? How does he do this? Have them give some examples from the book.*

Ask the students if they think the illustrations add anything more to the story.

## 24e Big Greg's First Ski Lesson

Name \_\_\_\_\_

In our language we use words from other countries. One example is *chalet* from the book *Big Greg's First Ski Lesson*. Below are some other words we use from other languages. Use your dictionary to find the meanings of these words, then write the meanings next to them. The first one has been done for you.

ballet	style of dancing
pizza	_____
chauffeur	_____
café	_____

Now write these words in sentences.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

## 24e Big Greg's First Ski Lesson

Name \_\_\_\_\_

Look again at the book *Big Greg's First Ski Lesson*. Ruby gave Greg many instructions to teach him how to ski. Write down the steps that Ruby tells Greg. The first two have been done for you.

1. Do up snow boots and attach skis.
2. Sit on the chairlift.
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

There are a lot of things for Big Greg to remember. How many lessons do you think he will need before he can ski well?

## 24e Big Greg's First Ski Lesson

Name \_\_\_\_\_

Continue the story by writing about Big Greg's second ski lesson.  
Then draw an illustration.

---

---

---

---

---

---

