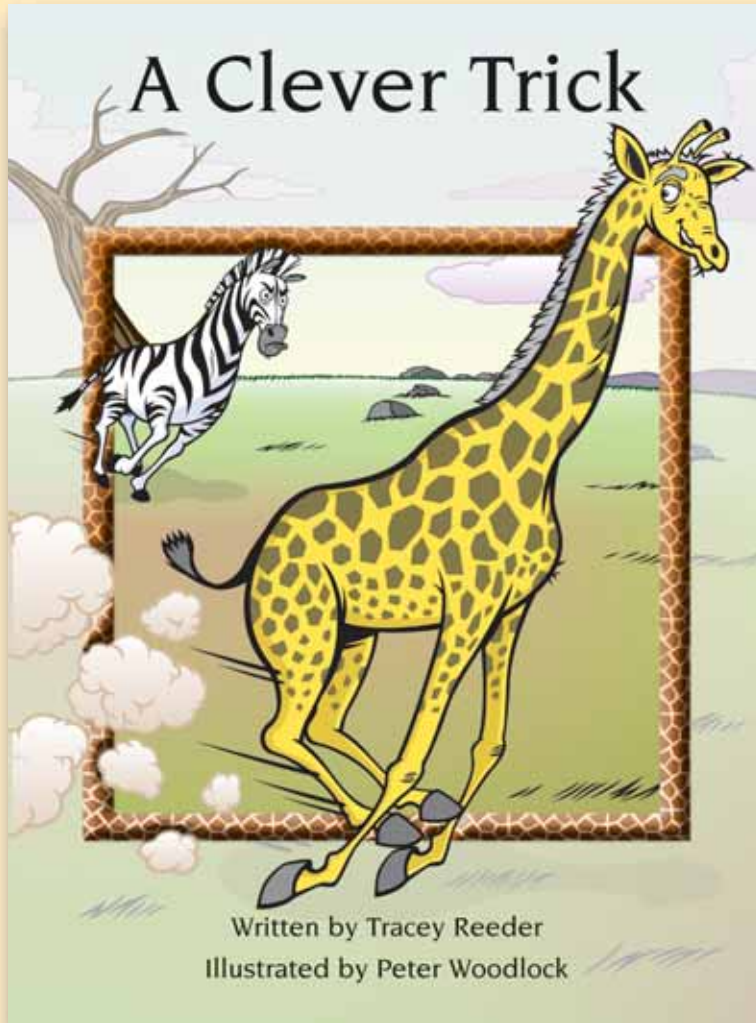




Level 24

Book g



Level	24
Word Count	669
Text Type	Narrative (Fable)
High-Frequency	same, those,
Word/s Introduced	tree



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 – *What country do you think this story is set in? What animals do you see on the front cover? Who do you think is playing the trick?*

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 2–5 *Who do the hippos believe plays the tricks?*

Pages 6–7 *Why are the giraffes afraid of Zebra?*

Pages 8–11 *The giraffes do not think they can outrun Zebra, so what do they plan to do?*

Pages 12–13 *Who will Zebra race against? Where will they race?*

Pages 14–17 *Can you guess what the giraffes' plan is?*

Pages 18–21 *How did the giraffes trick Zebra and win the race?*

Pages 22–24 *Why did the other animals agree that the giraffe had won the race? Do you think that Zebra will try to play this trick again?*

AFTER READING

Ask the students to reread the book aloud in a group. Have the students select a character each and read the words of that character. One or two students can read the rest of the text.

Revise with the students the use of quotation marks to define the spoken words. See also the BLM.

CODE BREAKER



Developing Specific Skills

Alliteration – the use of the same sound at the beginning of words. Identify for the students the use of alliteration on page 2. Ask the students to find other examples throughout the book and then to complete the BLM.

TEXT USER



Discuss with the students the idea of stories having a *moral* to teach the reader a lesson about the difference between right and wrong, or wise and foolish. Ask the students what they think is the *moral* of this story.

MEANING MAKER



Ask the students to retell the events of the race in their own words without further reference to the book.

TEXT CRITIC



Discuss with the students whether this is a good example of a story with a moral. Ask the students to think of other stories they know which also have a moral. List the stories on the board and call for a vote on which one they believe is the best example.

24g A Clever Trick

Name _____

Complete this list of characters in the order in which they appear in the story.

Harry Hippo _____

Harriet Hippo _____

Zebra _____

Write the names of the students in your group next to names of the characters. Now, act out the story as a play. You will need one student to be the narrator of the story. The narrator explains what happens in the story in between the character dialogue.

Point of View

The point of view describes who is telling the story. Stories may present different ideas depending on who is telling the story. For example, Zebra in the story *A Clever Trick* would tell the story in a different way to the wise old giraffe or Harriet Hippo. Choose one of the characters from your list and rewrite the story from their point of view. Read your story to someone else in the class to see if they can guess which character is telling the story.

24g A Clever Trick

Name _____

Alliteration is the use of the same sound at the beginning of words. Authors use alliteration to grab the reader's attention and to make the words sound interesting when read aloud. Alliteration is often used in advertising.

Underline the words that start with the same sound in the paragraph below from page 2:

“What’s going on over there by the old tree?” Harry Hippo asked his wife, Harriet, early one morning as he wallowed in the waterhole.

Here are some more examples of alliteration:

silver sails

marvellous moments

delicious dessert

cheeky chimpanzee

giant giraffes

slithering snakes

Now, write some of your own.

24g A Clever Trick

Name _____

Look closely at the illustrations in the story *A Clever Trick*. Write down all the animals in the illustrations that do not appear in the words. For example, on page 4 there is an elephant and a vulture that are not mentioned in the story.

Imagine if this story was set in another country, such as Australia, New Zealand, or Canada. Choose a country where this story might take place. Write a list of animals that could appear in your story.

Draw an illustration for your story.

