



Before Reading

Text Type *Date.../.../...*

- Draw students' attention to the:
 - title
 - illustrations
 - contents page.
- Ask, "What type of book is this?" (Narrative)

Visual Literacy

Examine the cover illustration to predict the content of the story. Discuss the colour scheme chosen to portray the setting. Why was this chosen?

Vocabulary:

afraid, banging, camera, engine, hungry, hunting, leaned, problem, rocked, shadow, skinny, steam



- Choose a high frequency word and draw each letter in the air with one finger. asking the student to guess the word.

Motivation / Purpose

story about three boys who encounter some lions when their truck breaks down.

During Reading

Vocabulary in Context *Date.../.../...*

Discuss with students the meaning of words in the vocabulary box. Assist students to decode unknown words by encouraging them to identify an appropriate strategy.

- rocked (p.6): discuss meanings of this word, i.e. sway gently; to shake suddenly; to feet or cause to feel shock. Re-read the story and determine the correct context.
- afraid (p.12); skinny (p.16): discuss these meanings and list suitable synonyms (e.g. scared, frightened; thin, lean, slender)
- camera (p.6); problem (p.8): use syllabification to assist with decoding words.
- Discuss the expression, 'put his foot down and took off'. What does this mean in the context of the story?

Checking for Meaning *Date.../.../...*

- Literal:**
 - Where were the lions walking? (pp.4-6)
 - How did the boys know there was a problem with the engine? (p.8)
- Inferential:**
 - Why would a lion keep out of sight if it was hunting you?
 - What caused Zac and Thomas to be thrown to the floor?

- Response:**
 - What would you have done when the truck broke down?
 - How do you think the boys felt when their truck broke down?

Grammatical Patterns *Date.../.../...*

Ensure students understand the following components of a narrative.

- Orientation - introduces the main characters and the setting. (pp.4-5)
- Complication - the sequence of events develops a problem for one or more of the characters: *The truck breaks down and the characters are stranded in the bog, with lions surrounding the vehicle.* (pp.6-13)
- Resolution - the problem is solved and things return to normal: *The truck restarts and the group is able to drive on.* (pp.14-16)
- Use of adjectives to describe nouns or build noun groups: *another* (p.6), *big* (p.13)
- Use of time connectives to sequence events through time: *Now, lac and Thomas were afraid.* (p.12)
- Use of adverbs and adverbial phrases to locate particular events: *in front of the truck* (p.4), *really* (p.4), *behind the truck* (p.5), *for his camera* (p.6)
- Use of past tense action verbs to indicate the actions: *looked* (p.4), *turned* (p.5), *reached* (p.6)

Fluency/Punctuation Patterns *Date.../.../...*

In this text many sentences are simple, as they contain only one idea: *Zoe looked tahis right.* (p.4) *The truck stopped.* (p.6)

In this text some sentences are compound as they contain two ideas, joined by a conjunction: *Zoe pointed to his left as another lion walked close to the truck.* (p.6)

Demonstrate to students how to read these sentences. (Use / to indicate phrasing)

... pointed to his left / as another lion walked close to the truck.

In this text the following sentence is complex, as it contains an independent and dependent clause: *"If a lion is hunting you, you won't see it."* (p.5).

- Demonstrate to students how to read this sentence. (Use / to indicate phrasing)
 - "If a lion is hunting you, / you won't see it."*
- These punctuation patterns occur at various intervals throughout the text:
- Use of the apostrophe in a contraction: *there's* (p.4), *I'm* (p.7), *wouldn't* (p.12), *can't* (p.12)
- Use of an apostrophe to indicate possession: *Abosi's father* (p.14)

- Use of a question mark at the end of sentences requiring an answer: *'Do you think they are hunting us?'* (p.5) *'Are you okay, lac?'* asked Thomas. (p.7)
- Use of italics to emphasise a word in a sentence: *"They look really hungry."* (p.6)
- Use of a comma to separate adverbs or dependent clauses from the main clause in a sentence: *"If a lion is hunting you, you won't see it."* (p.4)

Critical Literacy *Date.../.../...*

Why might the author have written this text? Although this is a narrative text, do you think any parts of the text could be true? Which parts? What message is the author trying to give us through this text?

Linking Visual and Written *Date.../.../...*

How many characters are mentioned in the text? How many can you see in the illustrations? Who do you think the other people are? How can you tell? How close did the lions get to the truck?

On page 14, the text says, "Abasi's father put his foot down and took off." How has the illustrator shown this?

Date.../.../...

After Reading

Ask which students have seen lions in the wild. Discuss how the students would feel when they saw the lions approaching the truck. Ask students to relate other occasions when they have been frightened by animals.

Activities

After reading the text, the students will:

- answer questions about the text
- sort given list of words into categories according to common phonological elements
- match words with their meanings

| Comprehension (meaning) | Vocabulary (structure) | Phonics (visual) | Writing (structure) |
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