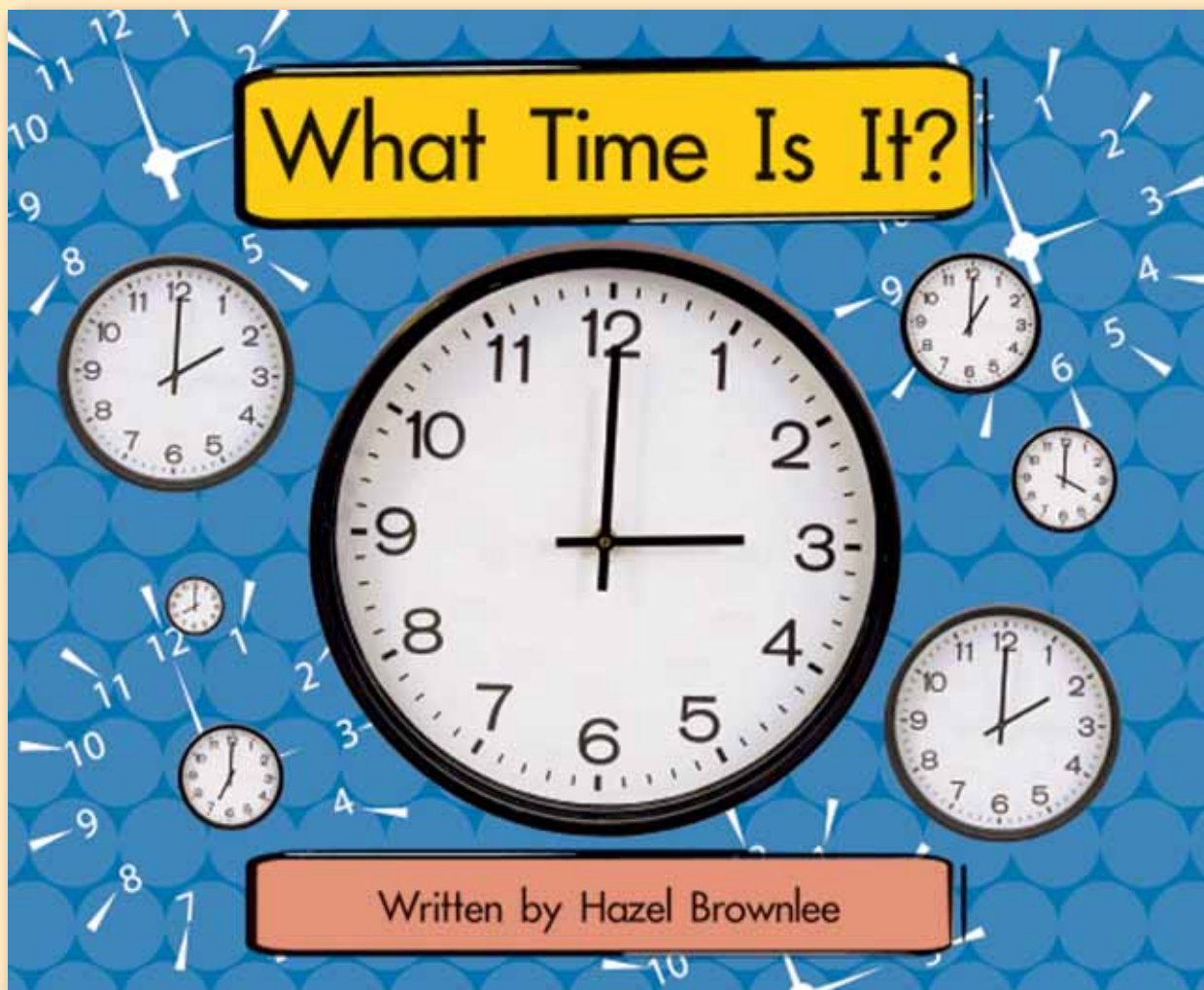




Level 10

Book a



Level	10
Word Count	207
Text Type	Information report
High Frequency	
Word/s Introduced	what

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This symbol relates to decoding (code breaker)



This symbol relates to critical analysis (text critic or analyser)



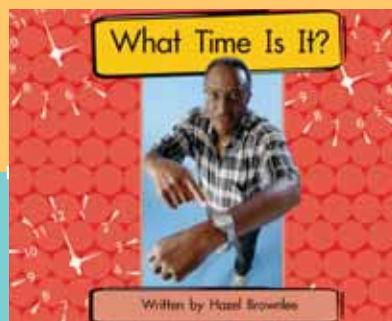
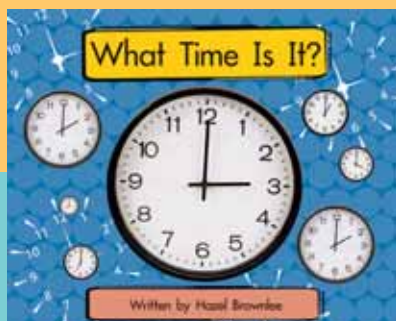
This symbol relates to use (text user)

BEFORE READING

Cover & Title Page



Discuss with the children what they know about telling the time. Discuss with them why we might need to tell the time.



Ask the children what the title of this book is. Can they tell the time on the cover?



Ask the children if the book helped them understand how to tell the time.

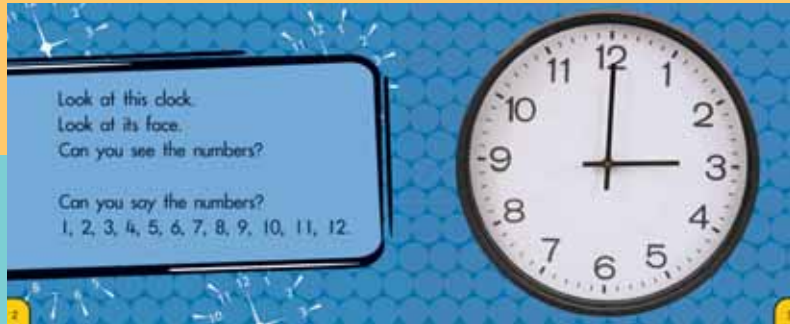
AFTER READING

BEFORE READING

2/3



Ask the children what they can tell about clocks by looking at the clock on this page.



Ask the children what part of the clock the face is. What numbers are on the face of the clock? Have them say the numbers again.

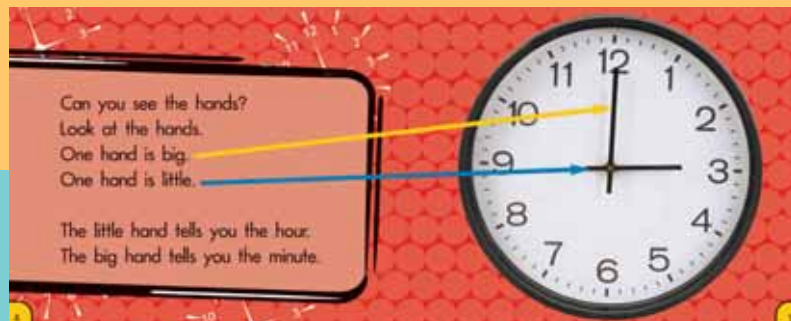
AFTER READING

BEFORE READING

4/5



Ask the children what the arrows on this page are pointing to. Ask the children what these are used for.



Ask the children what the book tells them to look at. What is the difference between the two hands? What does the big hand tell you? What does the little hand tell you?



Discuss with the children if the arrow from the text to the photo helps the reader understand telling the time. How?

AFTER READING



Ask the children what time they get up in the morning. Have them look at the photo. What clues are there in the photo about the time of day?



Have the children scan the text for the word *what*. Sentences that start with *what* are almost always questions. Discuss this with the children.



Ask the children what this man is doing. Where is the big hand on the clock? Where is the little hand? What is the time?



Ask the children what the writer wants them to learn from these two pages. What have they learned?



Ask the children what this woman is doing. Do they think it is earlier or later than the previous photo? What clues tell them what time of day it is?



Have the children scan the text for the word *what*. Does it begin a question? Have them find the word *eating*. Which word on the prior page also ended in *ing*?



Ask the children what this woman is doing. What does the text tell them to do? What does it ask them? What time is it?



Ask the children if the book makes it clear to them how to tell the time is eight o'clock.

BEFORE READING 10/11

Ask the children what people wear on their wrists to tell the time. How is it like a clock? What about it is the same as a clock?

Have the children scan the text on this page. What word can they find that ends in *ing*?



Ask the children what this man has. What questions does the book ask them? What time is it? What is the man doing?

Ask the children how they will know it is lunch time by using a clock or watch.

AFTER READING

BEFORE READING 12/13

Ask the children what the woman in this photo is looking at. Can they tell the time on it?

Have the children scan the text for a word that ends in *ing*. Ask them if the word *what* on this page begins a question. Which other word on this page begins a question?



Ask the children what this woman is looking at. What questions does the text on this page ask them?

Ask the children why people look at clocks and watches. How do they tell the time?

AFTER READING

What Time Is it?

Mrs Popinpop's Ghost

Dinosaur Dan

Bad Weather, Good Weather

Sunny Gets Lost

The Nosey Spider

Places Where People Live

The Moon Landing



Ask the children what schoolwork they have to do after school. What time do they usually sit down to do it? What is the boy in this photo doing? Can they tell the time on his clock?



Have the children find a word on this page that ends in *ing*. What word is it? What word do both the questions on this page start with?



Ask the children what the book tells them to do. What time is the clock on this page showing?



Have the children explain how to tell the time. What do they have to look at? Have them tell you the time in the classroom. What have they learnt from this book?



Ask the children how they could use this page to help them. What could they learn from this page? How can they use the information on this page to tell the time? Have the children read the book independently. Ask them to focus on how the book helps them to tell the time.



Discuss with the children how the progression of time through the day indicates daily activities. Ask the children what activities they do at these times.

10 a What Time Is It?

Name _____

1. Circle the words that end in *ing*.

having

big

time

clock

eating

face

numbers

doing

hand

little

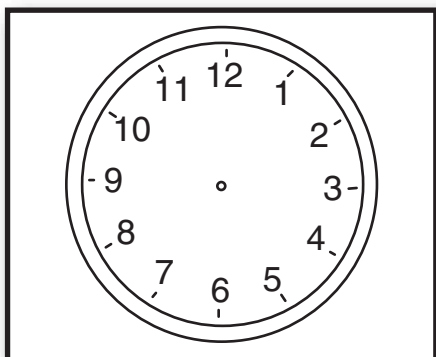
looking

getting

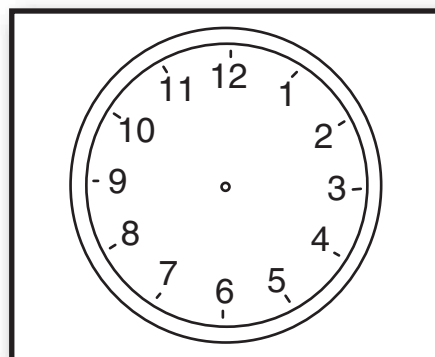
10 a What Time Is It?

Name _____

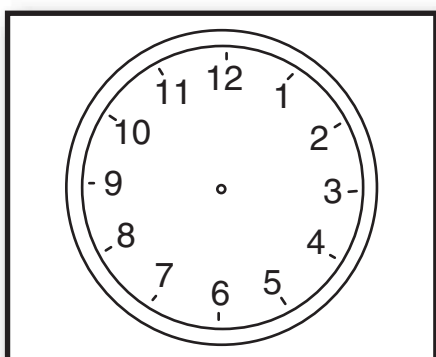
1. Draw the time on the clocks.



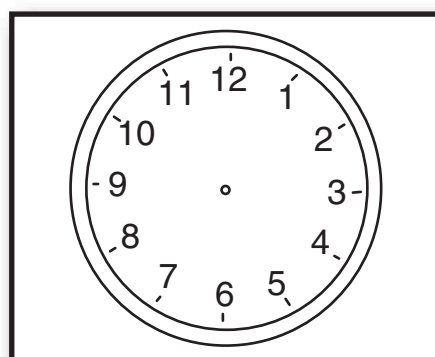
one o'clock



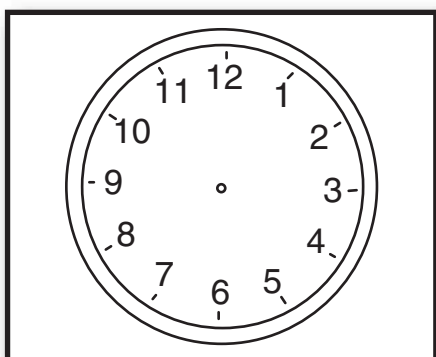
two o'clock



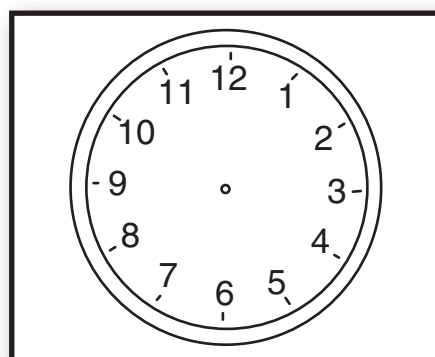
three o'clock



four o'clock



seven o'clock



eight o'clock



Level 10

Book b

Mrs Popinpop's Ghost



Written by Michele Ashley
Illustrated by Bettina Guthridge

Level	10
Word Count	186
Text Type	Narrative
High Frequency Word/s Introduced	



What Time
Is it?

Mrs Popinpop's
Ghost

Dinosaur Dan

Bad Weather, Good
Weather

Sonny Gets Lost

The Nosey Spider

Places Where People
Live

The Moon Landing

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This symbol relates to decoding (code breaker)



This symbol relates to critical analysis (text critic or analyser)

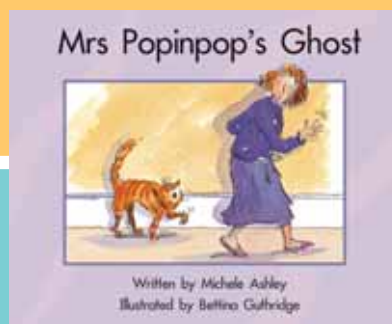
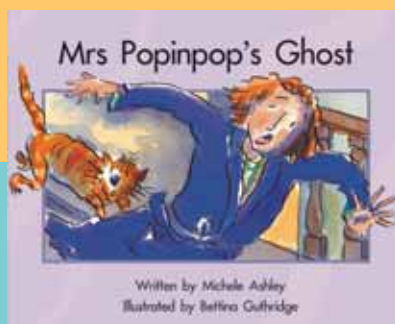


This symbol relates to use (text user)

Cover & Title Page

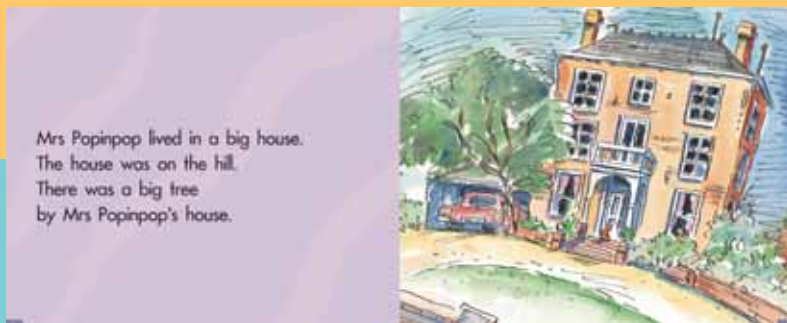


Discuss noises in the night with the children. Ask them if they believe in ghosts. What causes all the noises they hear in the night?



Ask the children what the name of the main character is. What is she doing in the pictures on the cover and title pages? Discuss why she might think she has a ghost.

Ask the children whose house they think this is. Have them tell you everything they can see in this picture.



Ask the children where Mrs Popinpop lived. Where was her house? What was beside her house?

Explain past and present tense to the children, and that one way of indicating past tense is to use the word ending *-ed*. What past-tense word can they find on this page?

Discuss with the children what this page is about. Which pictures support their ideas?

Ask the children why Goldie liked to sit on Mrs Popinpop's lap and sleep on her bed. Do the children know other cats that do this? Why do they do it?



Ask the children what kind of animal Mrs Popinpop has. What colour is it? What is it called? Where does it like to sit? Where does it like to sleep?

Ask the children what past-tense word they can locate on these pages. For a challenge, there are also two past-tense words that do not end in *ed*. Can they find these words as well?



Discuss what is happening in this picture with the children. What time is it? What is Mrs Popinpop doing?



Where does the picture suggest the "screech" is coming from? What does the word in the picture indicate?



Ask the children where Mrs Popinpop was. Where was Goldie? What happened?



Tell the children there is a past tense word on this page but it does not end with *ed*. Ask them to tell you what the word is.



Discuss with the children what they would do if they heard a loud screech in the middle of the night. What would they think it was?



Ask the children if this story is real or make-believe. What in the text/picture makes them think so?



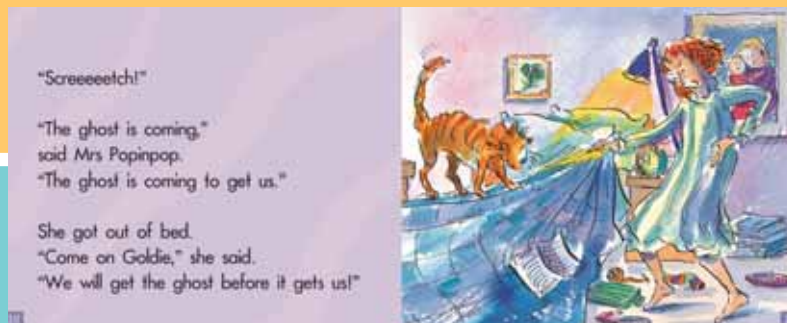
Ask the children what Mrs Popinpop does on this page. What does she say is in the house?



Tell the children the tense on this page has changed. Ask them what tense is being used now, and have them find examples of present tense words.

BEFORE READING 10/11

Discuss with the children what they would do if they thought there was a ghost in their house. What do they think Mrs Popinpop is doing in this picture?



Ask the children what Mrs Popinpop thinks the ghost is going to do. What does she decide to do? Could something else be making the "screetch" noise? Do you believe it is a ghost?

Explain future tense and tell the children that there are examples of all three tenses on this page. Have them find an example of words in each tense.

AFTER READING

BEFORE READING 12/13

Discuss with the children what Mrs Popinpop will have to do now that she has decided to "get the ghost." Have them look at the picture for ideas.

Explain compound words and ask which word on this page is a compound word. What two words is it made up of?



Ask the children where Mrs Popinpop went to get the ghost. Who went with her? What did they do downstairs?

Ask the children to use the picture to say where the author might want us to think Mrs Popinpop and Goldie are going next.

AFTER READING

What Time Is it?

Mrs Popinpop's Ghost

Dinosaur Dan

Bad Weather, Good Weather

Sonny Gets Lost

The Nosey Spider

Places Where People Live

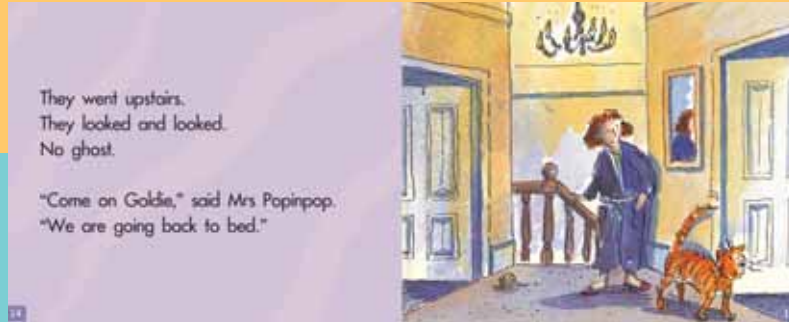
The Moon Landing



Ask the children to look at the picture. Where are Mrs Popinpop and Goldie looking now? What would the children do if they could not find the ghost?



Have the children locate a compound word on this page and explain what makes it a compound word.



Ask the children where Mrs Popinpop and Goldie looked next. Did they find the ghost? What did Mrs Popinpop decide to do?



Ask the children why Mrs Popinpop could not find the ghost when she looked for it in the house. Ask the children where the ghost was. What was the ghost in the end?



Have the children read the book independently. Ask them to cross-check with the pictures while they are reading, to reinforce their understanding.



Ask the children how they know the author knows about cats.



Ask the children which tense has been used on this page. Have them give an example of a word in this tense.

10 b Mrs Popinpop's Ghost

Name _____

1. Circle the past-tense words.

bed

had

get

sit

went

sleep

got

ghost

they

coming

upstairs

out

orange

sat

was

looked

liked

lived

10 b Mrs Popinpop's Ghost

Name _____

1. Complete the following sentences in the past, present, and future tenses. Then colour the picture.

Mrs Popinpop _ _ _ _ _ in a big house. past

Mrs Popinpop _ _ _ _ _ in a big house. present

Mrs Popinpop will _ _ _ _ _ in a big house. future

lives

live

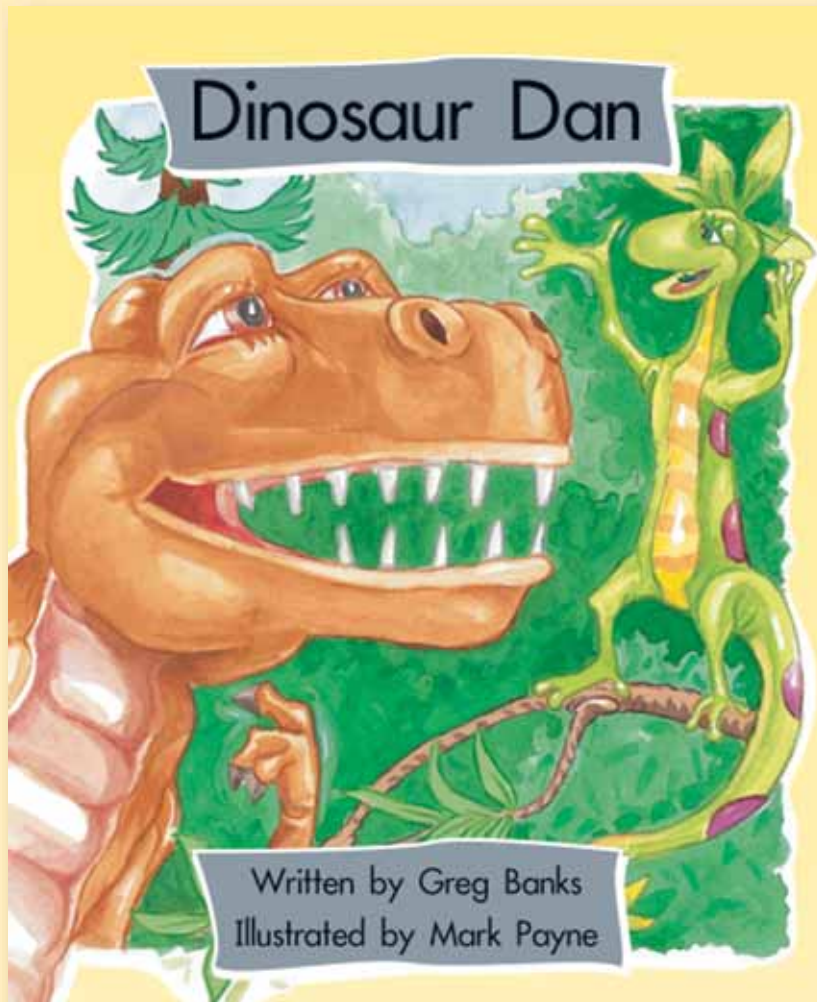
lived





Level 10

Book c



Level	10
Word Count	192
Text Type	Narrative
High Frequency	
Word/s Introduced	as, had, saw

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This symbol relates to decoding (code breaker)



This symbol relates to critical analysis (text critic or analyser)



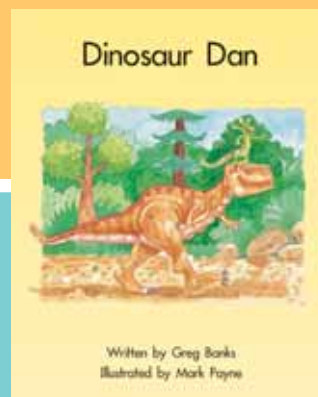
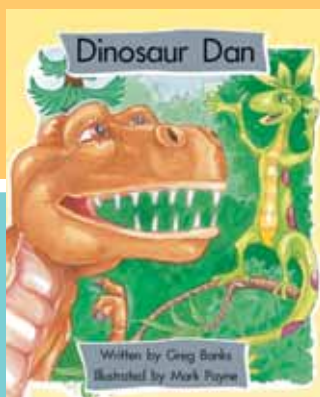
This symbol relates to use (text user)

BEFORE READING

Cover & Title Page



Discuss with the children what they know about dinosaurs. How big were dinosaurs? Ask them which of the animals on the cover and title pages is a dinosaur. What is the other animal?

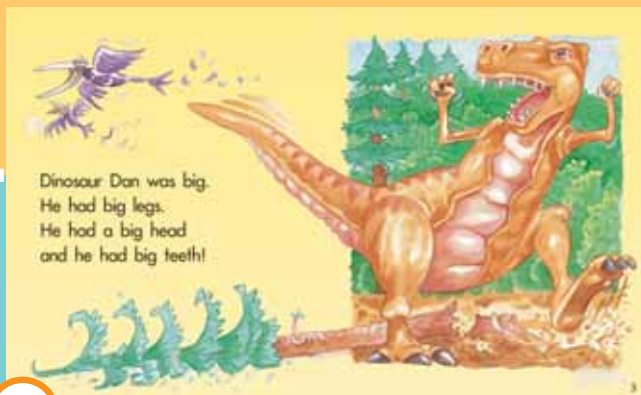


AFTER READING



Ask the children what the name of this dinosaur is. Are Dan and the lizard friends? What tells the children that they are friends?

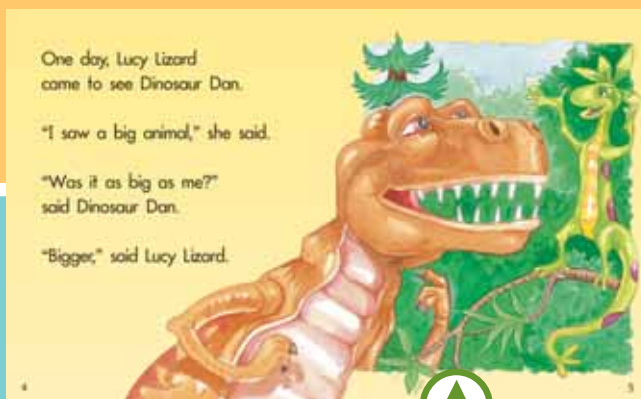
Have the children look at this picture of Dinosaur Dan. Ask them to describe him. What are his teeth like? What is his head like? What are his legs like?



Ask the children what size Dinosaur Dan is. What does he have that is big? Ask the children how they know what size Dinosaur Dan and his head, legs, and teeth are. Have them point to the text that tells them this.

Ask the children where they have seen this picture before. Ask them what they think Dinosaur Dan and the other animal are talking about.

Ask the children how big the animal that Lucy saw was. How has the illustrator shown that Lucy is talking about size?



Have the children name the creature that comes to see Dinosaur Dan. What did she see? What did Dan ask her about the animal she saw?

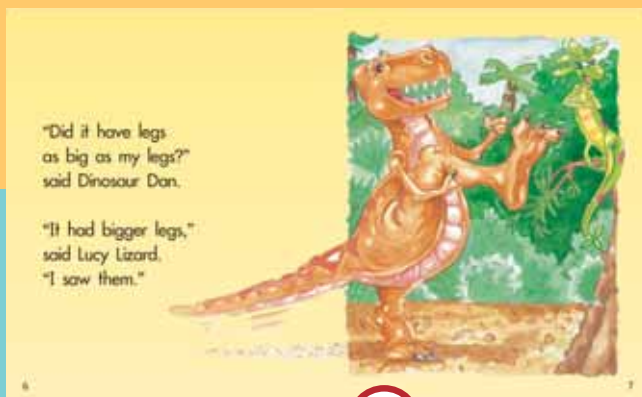
Have the children scan the text for the word as. What other words have an a in them that makes the same sounds as the "a" in as?



Discuss with the children if they think that Dinosaur Dan will believe that Lucy Lizard has seen an animal bigger than he is. What do they think he is doing in this picture?



Have the children scan the text for the word *bigger*. Ask them to find the base word for *bigger*.



Ask why Dan is comparing his legs with the animal Lucy saw.



Why is Dan worried that Lucy has seen a bigger animal? What do the children think the author wants them to understand?



Have the children look at the picture. Draw their attention to Dan's arms. What part of himself is Dan talking about now?



Compare the two uses of the word *big* on this page. How and why are they different?



Ask the children what question Dinosaur Dan asks Lucy Lizard. How does she answer the question?

BEFORE READING 10/11



Ask the children what part of himself Dinosaur Dan is talking about now. How can they tell?



Have the children demonstrate their understanding of the concept of big, bigger, and biggest.



"Did you see its teeth?"
said Dinosaur Dan.

"Yes," said Lucy Lizard.
"I saw its teeth.
It had the two biggest teeth
I have ever seen."

AFTER READING



Ask the children if Lucy saw the other animal's teeth. How big does she say they were?



Have the children think about what they have read. Ask them how Dinosaur Dan's question has changed from earlier pages.

What Time Is it?

Mrs Popinops Ghost

Dinosaur Dan

Bad Weather, Good Weather

BEFORE READING 12/13



Discuss the look on Dinosaur Dan's face with the children. Why does he look this way? What might he be saying?



Have the children scan the text for the word saw. Ask the children to tell you the meaning of the word *biggest*.



"That cannot be,"
said Dinosaur Dan.
"I am the biggest animal here.
I have the biggest legs.
I have the biggest head
and I have the biggest teeth."

"I saw it," said Lucy Lizard.
"Come with me and you will see."

AFTER READING



Ask the children who Dan says is the biggest animal. Who does he think has bigger teeth than his? What does Lucy say?



Discuss with the children what Lucy means by "Come with me and you will see." What will Dan see if he goes with Lucy? Why will the big dinosaur follow the little lizard? What does the author want the children to think?

Sorry Gets Lost

The Nosey Spider

Places Where People Live

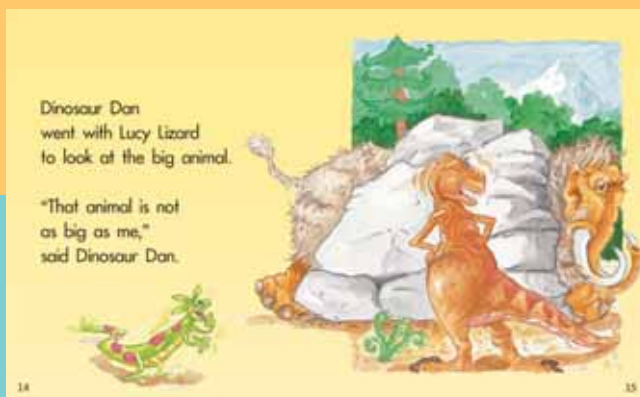
The Moon Landing



Ask the children if this animal is bigger than Dinosaur Dan. What parts look bigger?



What is the problem in this narrative?



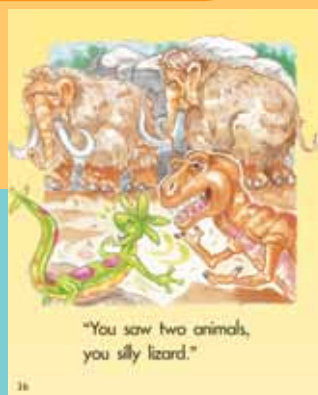
Ask the children if Dinosaur Dan went to see the other animal. What did he say when he saw the other animal? Discuss what Dan thinks about the other animal. Ask the children if they agree with Dan or not. And if not, why not?



Discuss change of perspective with the children. Ask them why they can now see two animals. What side of the rock are we now looking at? Ask the children why Dinosaur Dan calls Lucy Lizard "silly."



Have the children read the book independently. Ask them to respond to the punctuation when they read. Remind them to change their voice for direct speech.

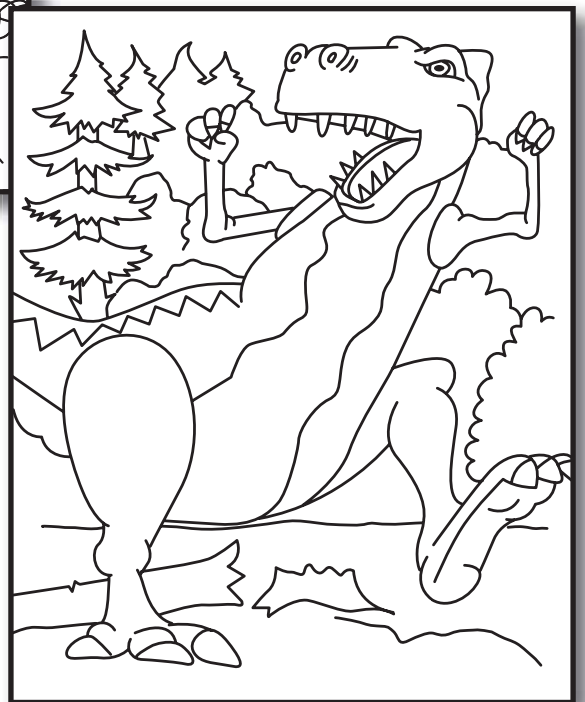
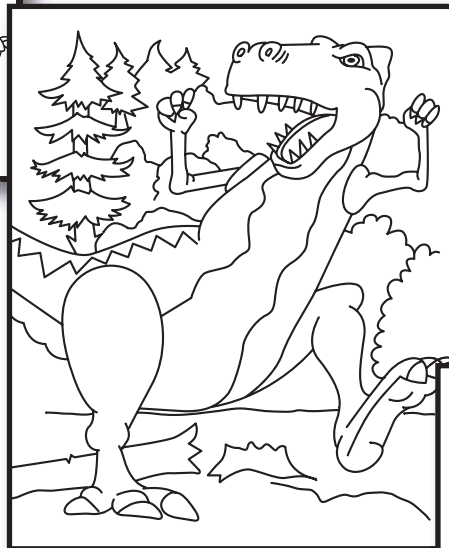
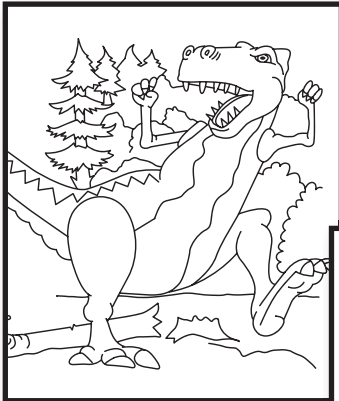


Discuss whether the author wanted the children to think that Lucy wanted another animal to be bigger than Dan. Why?

Use the following words to label the pictures below:

Bigger Biggest Big

Colour the pictures in when you have labelled them.



10 c Dinosaur Dan

Name _____

Use the words **as**, **saw**, and **had** to complete the following sentences. Then colour the picture.

“Did it have legs __ big __ my legs?”
said Dinosaur Dan.

“It ___ bigger legs,” said Lucy Lizard.

“I ___ them.”

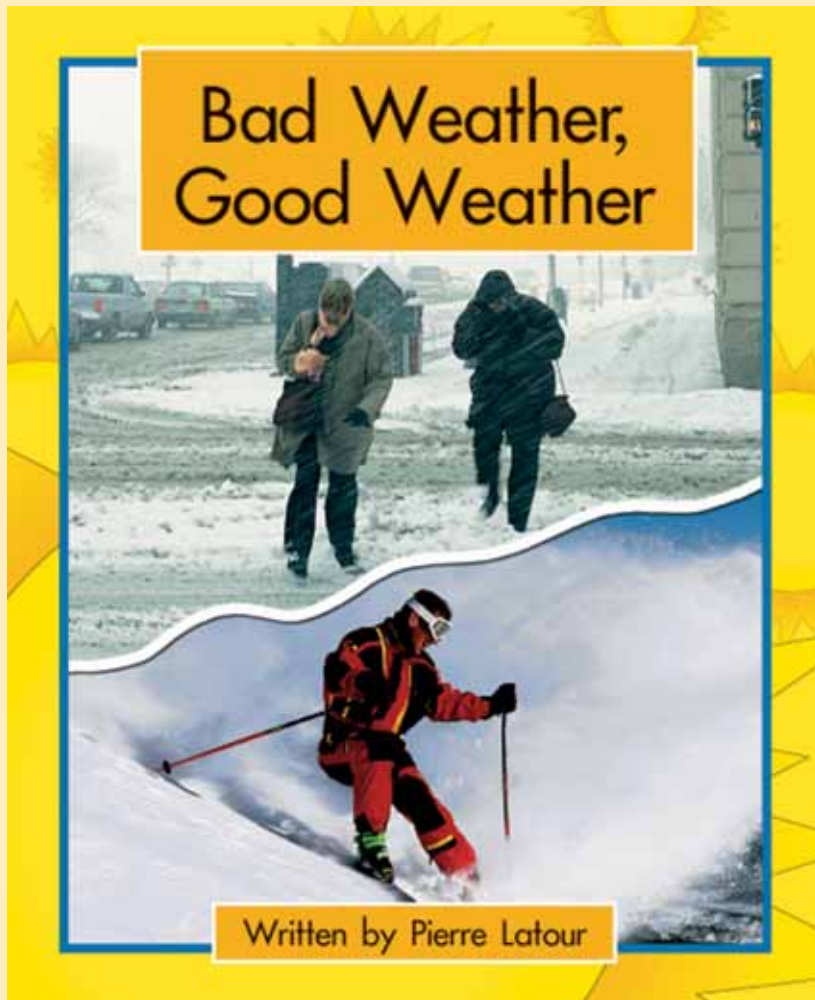
“I ___ its teeth. It ___ the two biggest teeth
I have ever seen.”





Level 10

Book d



Level	10
Word Count	181
Text Type	Discussion
High Frequency Word/s Introduced	

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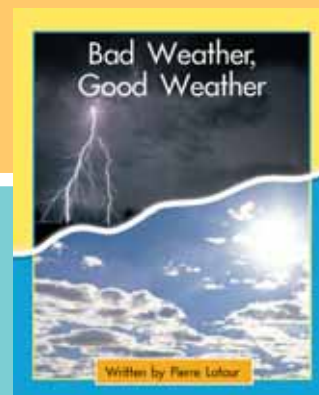
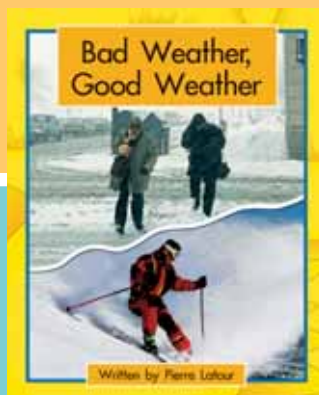
This symbol relates to use (text user)

BEFORE READING

Cover & Title Page



Discuss with the children how good weather could seem bad to some people and bad weather could seem good to others. How could rain be good?



Why did the author choose two pictures for each of these pages? How do they relate to the title?

AFTER READING

BEFORE READING

2/3

Discuss with the children what clouds mean. What do clouds bring with them?



Ask the children what colour the clouds are. What kind of clouds are they? What is there going to be a lot of?

Encourage the children to think about why a photo of clouds was selected for this book instead of a drawing.

AFTER READING

BEFORE READING

4/5

Have the children look at these two photos. Ask them which of these men thinks rain is good weather. Why? Discuss their reasons with them. Ask the children how the picture suggests what each man's job is.



Ask the children what they have learned about the rain. When is it good? When is it bad? Who likes it?

Explain compound words to the children, then have them scan the text for the word *cannot*. What two words make up this compound word?

AFTER READING



Ask the children what kind of weather this page will introduce. Ask them who likes hot, sunny weather. Can they think of anyone who may not like hot, sunny weather?



Ask the children what they were told to look at. What colour is it? What does it do to the land?



Why do you think this page is all yellow? How does this colour make you feel? If yellow is a hot colour, name a cold colour.



Have the children look at these two photos and ask which person likes the sun. Ask them why and discuss the reasons for their answers.



Why has the colour yellow been selected for these pages?



Ask the children what these pages tell them about why hot weather is good and bad. Who likes it? Who does not like it?



Have the children scan the text and tell you what compound word they can find on these pages. What two words is it made up of?

BEFORE READING 10/11

AFTER READING

Have the children look at this photo. Ask them what kind of weather is going to happen in this photo. What clues are there on the page about the type of weather?



Ask the children what colour the sky is in this picture. What is going to happen?

What can you add to the word *snow* to make a compound word?

What Time Is it?

Mrs Popinops Ghost

Dinosaur Dan

Bad Weather. Good Weather

BEFORE READING 12/13

AFTER READING

Ask the children which of these people likes the snow. Ask them for reasons for their answers and discuss their reasons.



This skier says, "I like the snow. I can ski in the snow. Snow is good weather."

This road worker says, "Snow is bad weather. Cars can crash in bad weather. I have to get the snow off the roads. I do not like snow."

Ask the children who likes the snow and who does not. Why does the skier like the snow? Why does the road worker not like the snow?

Have the children think carefully about what they have just read. Do they agree that the road worker has to get the snow off the roads?

Sorry Gets Lost

The Nosey Spider

Places Where People Live

The Moon Landing

Ask the children what they think of the snow. Do they think the children in this picture think the snow is good weather or bad weather?

What could change to make them say, "We do not like the snow"?



Ask the children what these children think of the snow. Why do they like the snow? What are they doing in this picture?

Have the children scan the text for compound words. What two words make up the compound words that they find?

Ask the children if they have seen a page like this before. What is it called? What do they use it for?

Ask the children to read the book independently. Have them think about what punctuation the writer has used to make this information book a discussion.

Index	
builder	5
farmer	4
firefighter	8
road worker	13
sailor	9
skier	12

Have the children demonstrate using an index. Ask them to find information on farmers. Then have them turn to the page on skiers.

Ask the children what compound word they can see on this page.

10 d Bad Weather, Good Weather

Name _____

1. Make compound words from the following words.

fighter

balls

can

fire

not

snow

man

snow

2. What did these people think of the weather?
Write them in the columns.

Good Weather	Bad Weather

builder

roadworker

sailor

farmer

skier

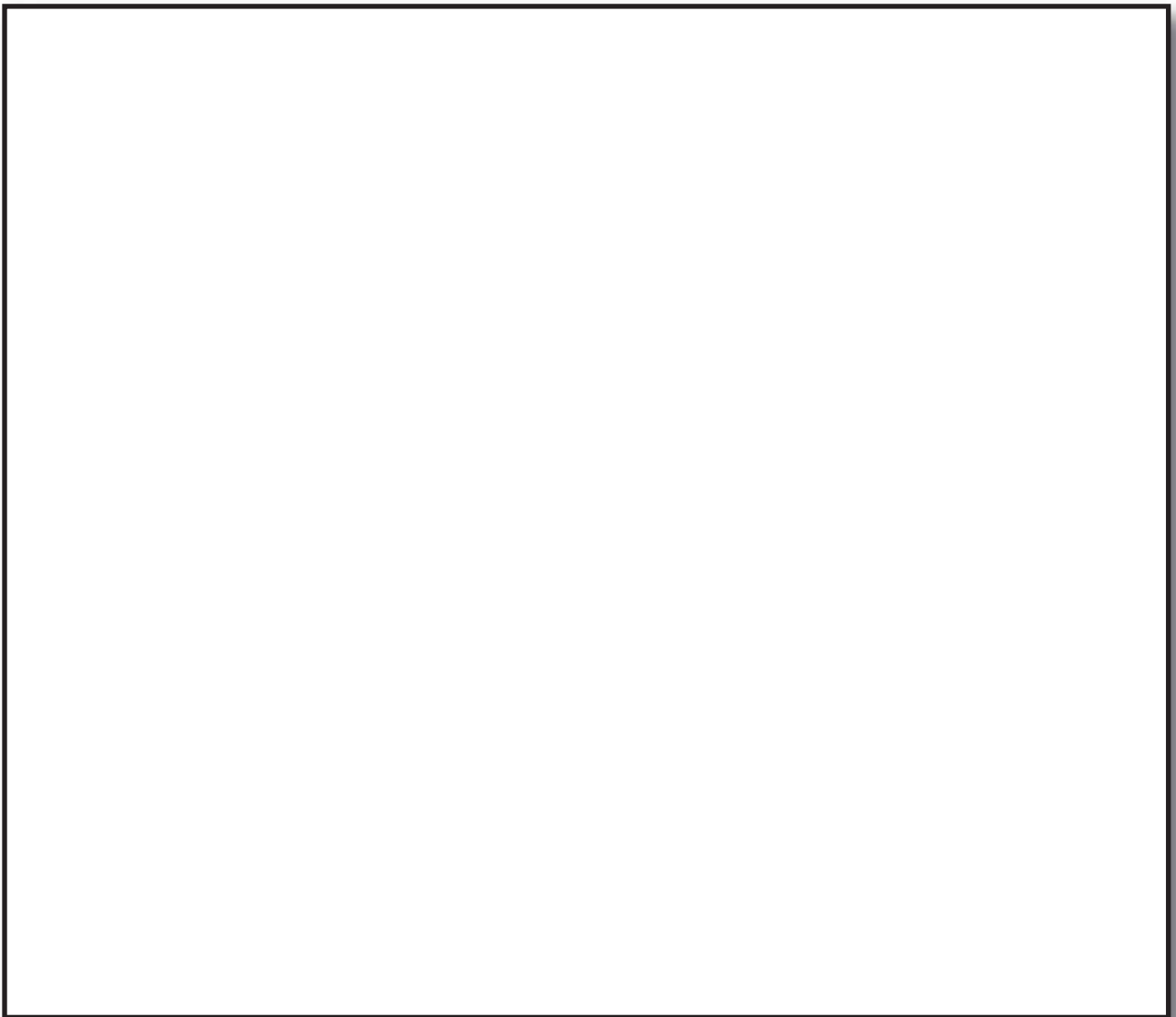
children

firefighter

**10 d Bad Weather,
Good Weather**

Name _____

1. Draw a picture of one of the people in the book who likes one of the weather types in the book.
2. Complete the sentence below the picture to say what type of weather your person likes and why.

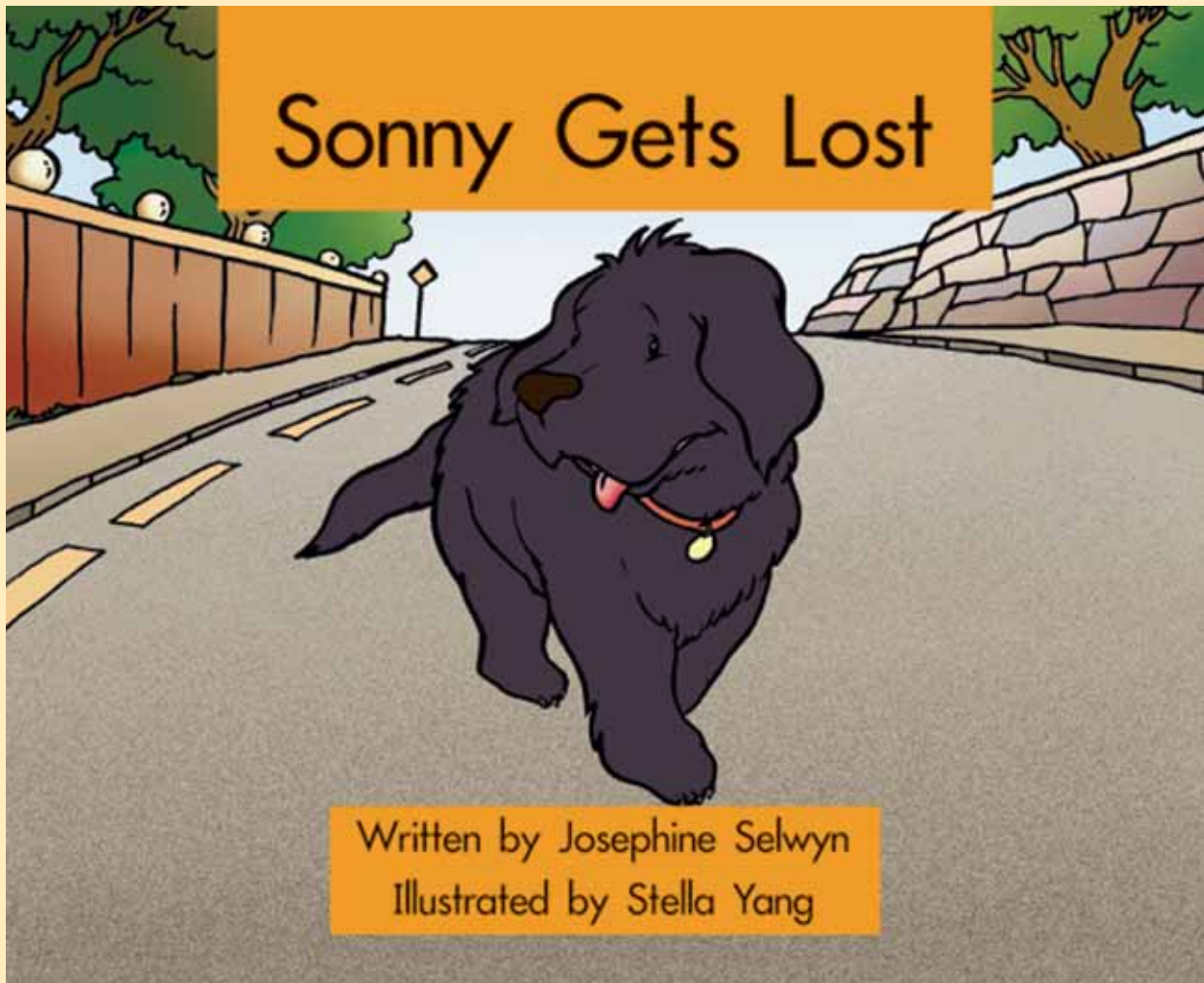


“I like _____ because _____.”



Level 10

Book e



Written by Josephine Selwyn
Illustrated by Stella Yang

Level	10
Word Count	194
Text Type	Literary recount
High Frequency Word/s Introduced	black, when

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This symbol relates to decoding (code breaker)



This symbol relates to critical analysis (text critic or analyser)



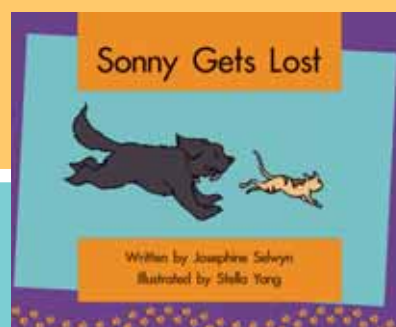
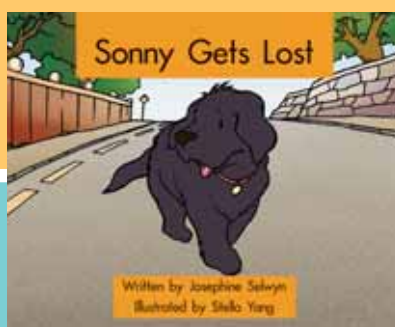
This symbol relates to use (text user)

BEFORE READING

Cover & Title Page



Ask the children what kind of animal is on the cover. What is this animal doing on the title page? What do they think might have happened because he chased the cat?



Ask the children what the name of this animal is. What happens to him?

AFTER READING

Ask the children what Sonny is doing in this picture. Who is the woman with him? Where are they?

Explain adjectives to the children. Explain that there can sometimes be several in a row. Have the children scan the text for words that describe Sonny.



Ask the children where Sonny likes to sleep. What three words are used to describe Sonny? What does Sonny like to do in the sun, on the mat, and on the chair?

Ask the children what is happening in this picture. Do they think that Sonny is a friendly dog?

Invite the children to locate the word *likes* in the text. What other word ends in *es*? Compare the sounds at the end of each word.



Ask the children what it is that Sonny likes. What are the names of some of the men that Sonny likes?



Ask the children what Sonny is doing in this picture. Have them look at the expression on Sonny's face. How do they think he is feeling?



Remind the children what adjectives are. Have them scan the page for adjectives that relate. What adjectives can they find? What do these adjectives describe?



Ask the children what Sonny likes most. Ask them if Sonny likes cats more than men. Have them point out the part of the text that tells them that he does. What does Sonny like to do to the cats? What kinds of cats does Sonny run after?



Ask the children where Sonny is chasing this cat. How is this different from the previous picture? What do the children think is going to happen?



Ask the children how the cat on this page could be described. Have them scan the text to see if they are right.



Ask the children what Sonny is doing. Why is he chasing the cat on the road? Why is the cat running away?



Discuss why the illustrator put footprints trailing a path along the bottom of the page. How do they clarify the main action in this recount, for the reader?

BEFORE READING 10/11

Ask the children if they can remember this lady's name. What is she doing? Why is she calling out? Where is Sonny? Is there any response? Why not?



Talk about substituting the word *said* with *called* to reflect more of Sandy's action in the picture. Discuss the use of the exclamation mark.

AFTER READING

BEFORE READING 12/13

Ask the children why they think Sandy is in a car now. Whose car do they think it is? If not Sandy's, why not? Who do they think is driving? If not Sandy, why not?



Ask the children which word describes how far down the road Sandy went.

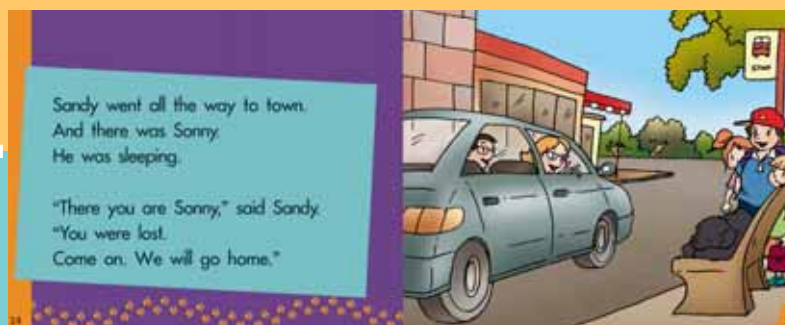
Ask the children what Sandy got into. Where did she go? What did she do as she went?

Discuss the technique the illustrator has used in the picture to indicate that the car is moving.

AFTER READING

- What Time Is it?
- Mrs Popinops Ghost
- Dinosaur Dan
- Bad Weather, Good Weather
- Sonny Gets Lost
- The Nosey Spider
- Places Where People Live
- The Moon Landing

Ask the children where Sandy has found Sonny. What clues are there in the picture that suggest he has gone a long way?



Ask the children where Sandy got to in her car. Why didn't Sonny come home? What was Sonny doing? What does Sandy say they will do now that Sonny has been found?

Write *sleeping* on the board. Ask the children to identify the initial consonant blend. Invite them to supply words that start with the same blend as *sleeping*.

Ask the children where Sandy and Sonny are now. What might Sandy be saying to Sonny?

Have the children read the book independently. Ask them to suggest what they will do if what they read does not make sense. Make suggestions where necessary.



Encourage the children to think carefully about what they have read on this page. Ask them why Sandy says to Sonny, "No more running after cats!"

Discuss the author's knowledge of dog's behaviour. From the children's point of view, could they add a sequel? Do they agree with the author that the story has ended?

10 e Sonny Gets Lost

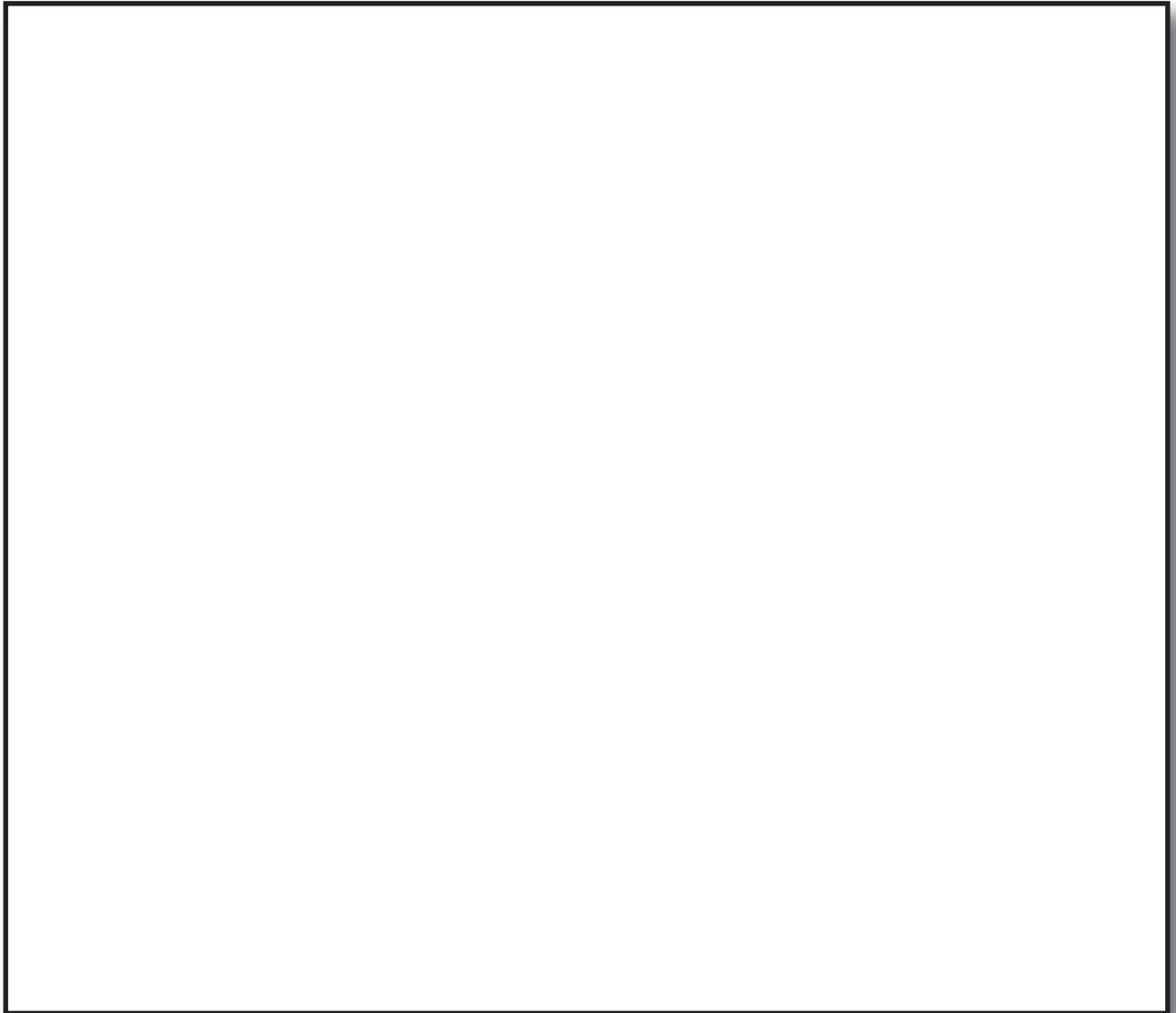
Name _____

1. Circle the adjectives that have been used in these sentences. Then draw a picture.

Sonny is a dog.

A big, black dog.

A big, black, shaggy dog.



10 e Sonny Gets Lost

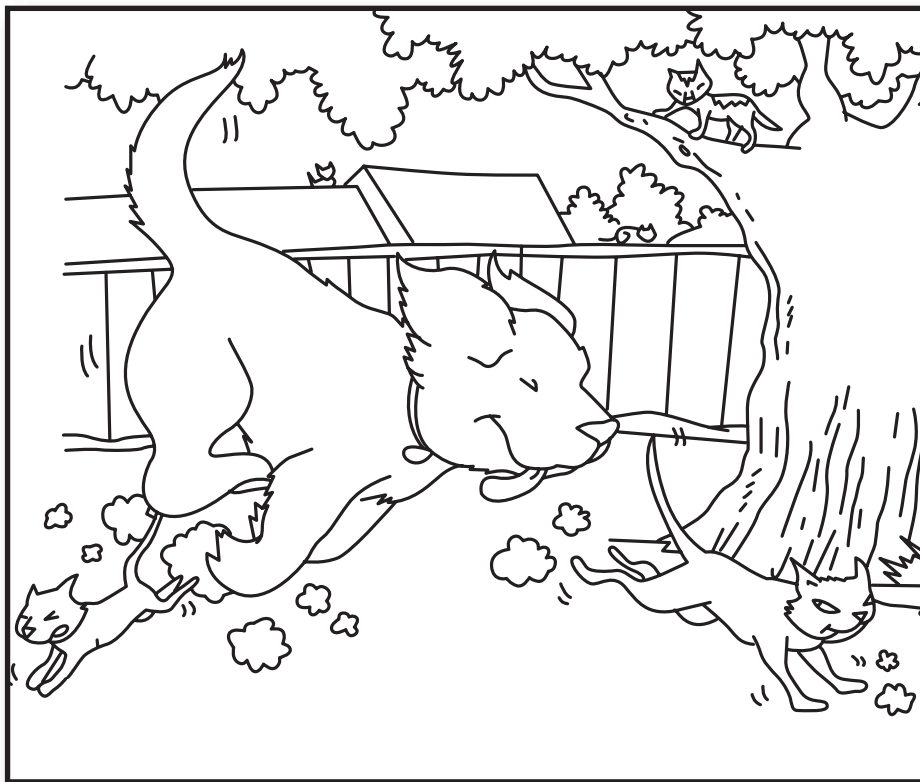
Name _____

2. Complete the sentence to answer the question. Then colour the picture.

Most of all, Sonny likes _____.

He likes _____ after _____!

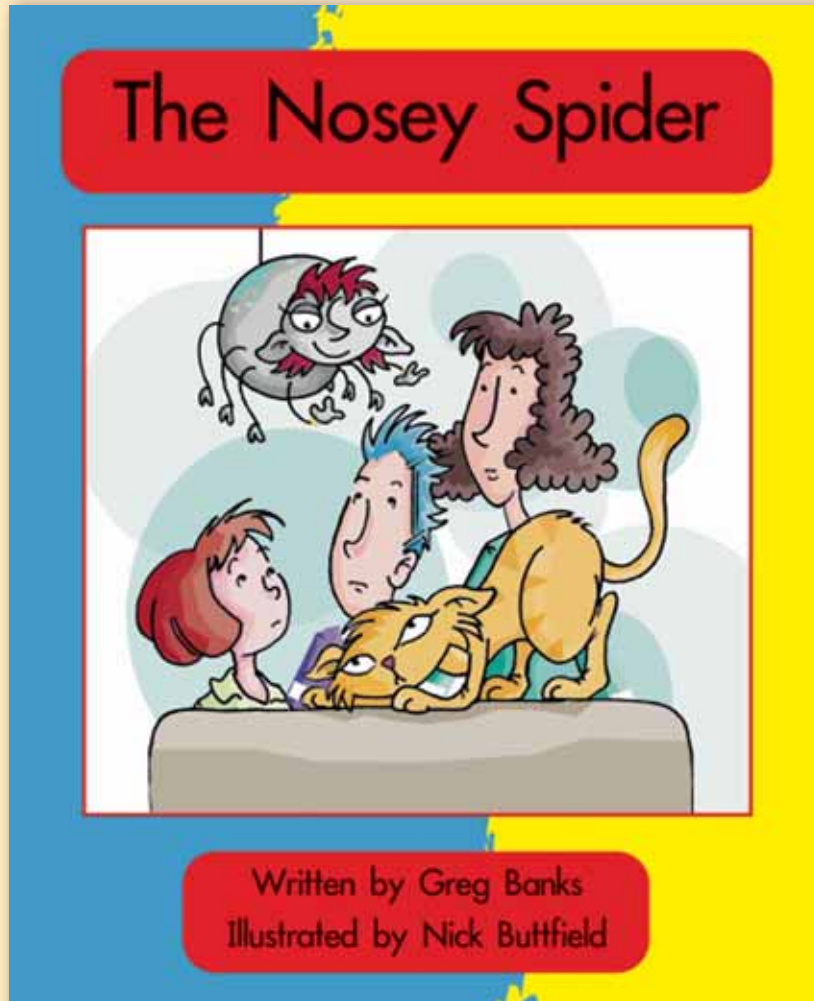
What does Sonny like best? _____





Level 10

Book f



Level	10
Word Count	199
Text Type	Narrative
High Frequency Word/s Introduced	

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This symbol relates to decoding (code breaker)



This symbol relates to critical analysis (text critic or analyser)



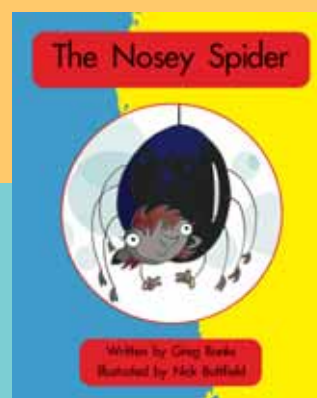
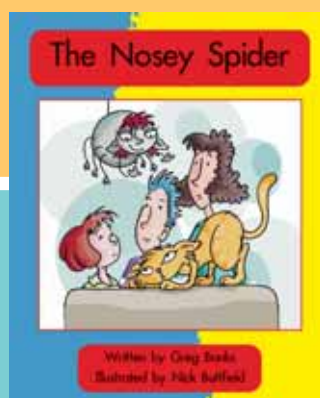
This symbol relates to use (text user)

BEFORE READING

Cover & Title Page



What sort of text is this? What genre is it? If it is a narrative, who do you think is the main character?



Ask the children if they were right about who the main character is.



Has the illustrator helped you to understand what noseys means, in the context of this story?

AFTER READING



Ask the children what it means to be nosey. Ask them where the nosey spider spun her web. Why do they think the nosey spider might have spun it there?



Explain compound words to the children. Ask them to scan the text for a compound word. What two words were put together to make this compound word?



Ask the children what she could hear from her web. Was it in a good place? Why?



Discuss with the children what is happening in this picture. Who are these people? Will the nosey spider be able to hear them?



Ask the children who in the picture has come into the room. Who sat down?



Discuss where the picture suggests the story is set so far. Is it inside or outside? Does it suggest if it might be daytime or nighttime? Have you seen a spider web inside your house?

Discuss with the children what the nosey spider is doing. Why has she dropped down on a thread? Encourage them to remember what the word nosey means.

Ask the children if the story is real or make believe. How can you tell?



Ask the children why the nosey spider goes down her thread. What does she do to go down a thread? Why is she called the nosey spider?

Explain contractions. Ask the children to scan the text for a contraction. What two words have been joined together? Which word has been shortened to make the contraction?

Ask the children what has happened in this picture. Why is this person pointing at the nosey spider? What do you think she might be saying?

Explain adjectives, and that more than one can be used together. Ask the children to find adjectives that describe the spider.



Ask the children which of the children in the picture pointed at the spider. What does she tell the others to do? What does she say about the spider?

Have the children think carefully about what they have just read. Ask them how they know that Jo is telling the others to do something. Discuss commands.

BEFORE READING 10/11

Discuss with the children how the characters in the story will react now that they are aware of the spider. What do they seem to be doing in this picture? Predict what will happen next.

Have the children scan the text for a compound word. What two words have been used to make this word? What word is the opposite of this word?



Ask the children what Mum says to the spider. What does she say she will do? What does the nosey spider do? Ask them why Mum says she will get the spider and its web. How do they think the spider feels about this?

Are the author/illustrator helping us understand what the spider is thinking? How have they done this?

AFTER READING

BEFORE READING 12/13

Ask the children what they would do now if they were the nosey spider. Have them look at the picture to see if what they would do is what the spider seems to be doing.

Have the children scan the text for a compound word. What two words have been used to make this word? What word is the opposite of this word?



Ask the children what the nosey spider decides to do. Where does she plan to make her new web? Why?

Discuss what clues tell you the setting is changing.

AFTER READING

What Time Is it?

Mrs Popinpop's Ghost

Dinosaur Dan

Bad Weather, Good Weather

Sonny Gets Lost

The Nosey Spider

Places Where People Live

The Moon Landing



Ask the children what they think will happen when the spider builds its new web outside. How will the people react when they find it?



Have the children scan the text for adjectives. Ask them what new adjective they can find in the text. What compound word can they find?



What does Paul tell the others to do? What does he say he will do? What does Mum say? Encourage the children to think about what they have read. Ask them what Paul means by "get the spider." Why won't Mum let him get the spider?



Have the children look at the picture. Ask them how everyone seems to be feeling. What is the nosey spider doing?



Have the children read the book independently. Ask them to think of the sequence of the story as they read. When they have finished, ask them to retell the main points to a partner.



Encourage the children to think about what they have read. Ask them why everyone is happy now.

10 f The Nosey Spider

Name _____

1. Pair the word to its opposite and circle the contraction.

Can

Down

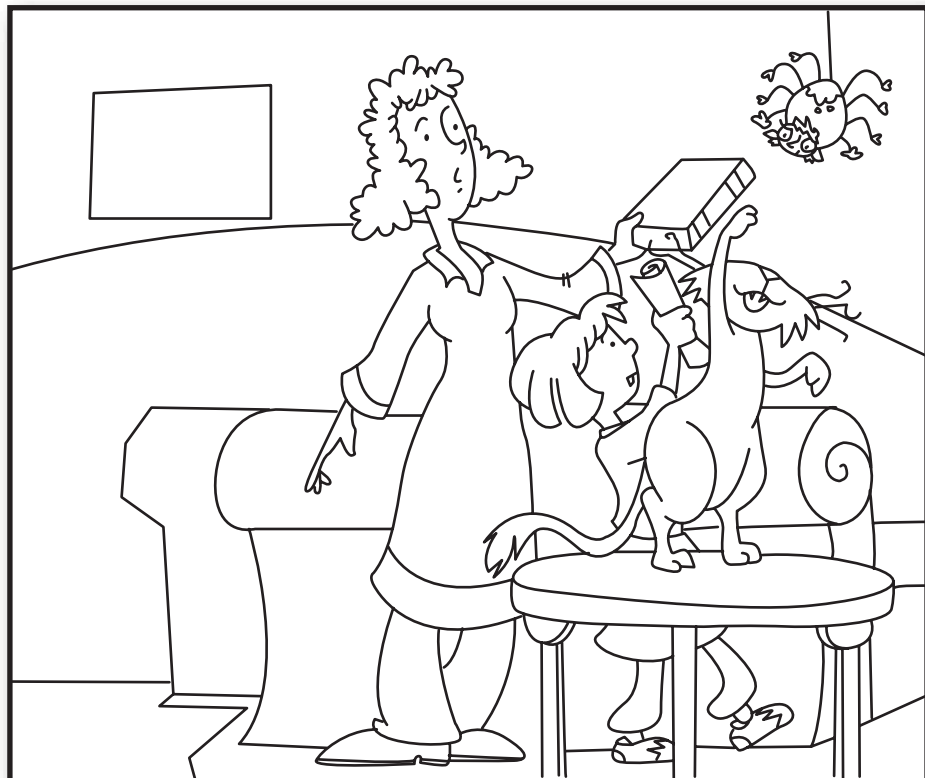
Inside

Can't

Up

Outside

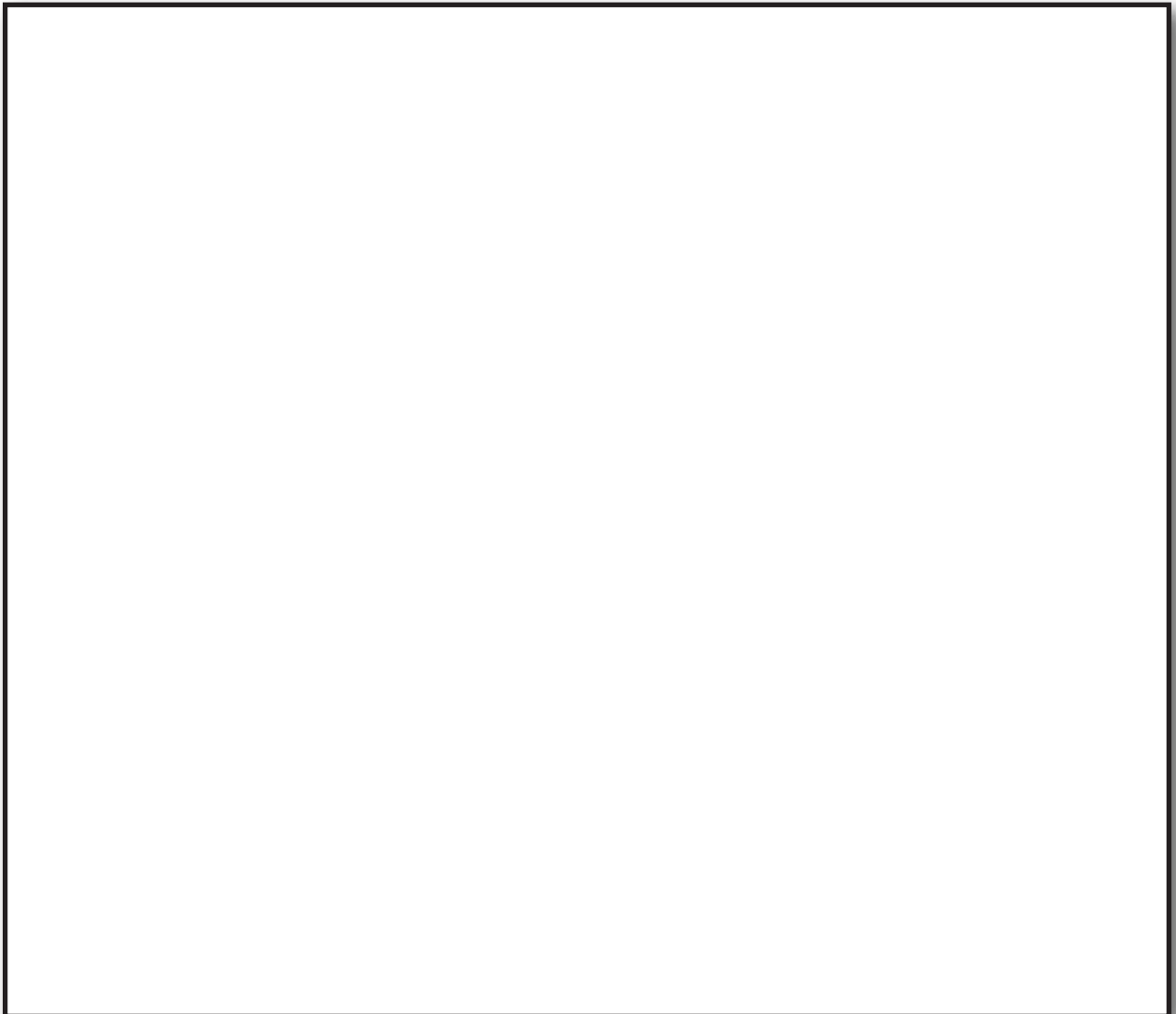
2. Colour the picture.



10 f The Nosey Spider **Name** _____

1. Read these sentences. Circle the adjectives in one colour and the contraction in another colour. Then draw a picture that goes with the words.

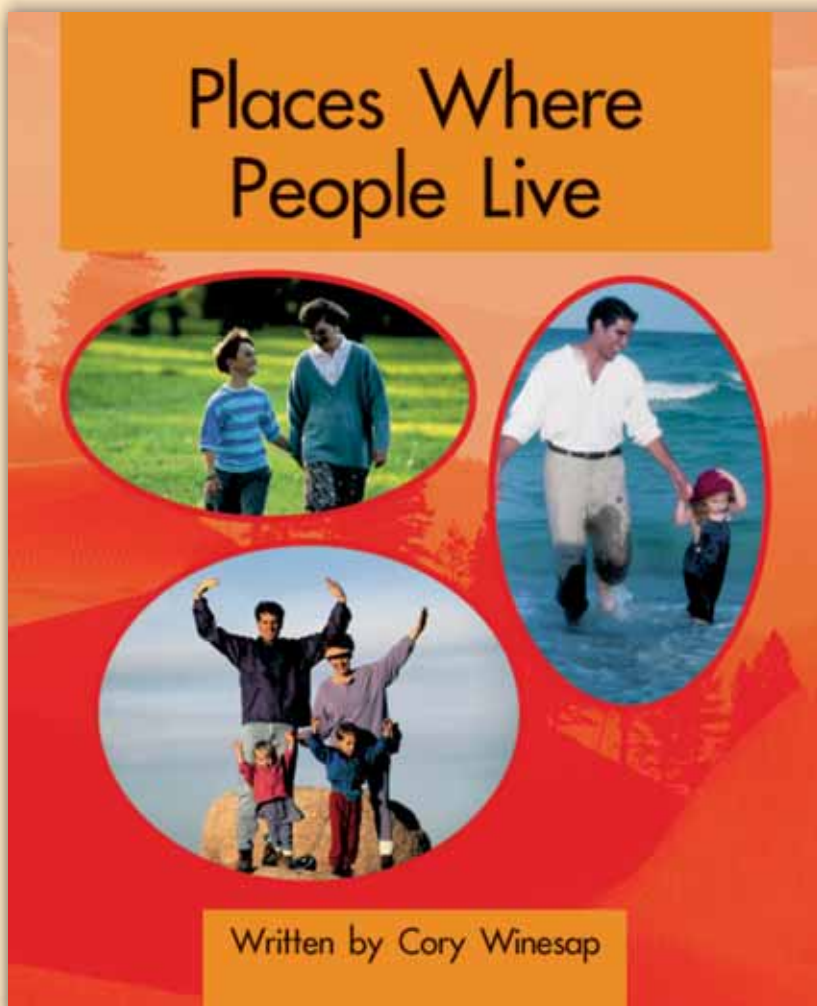
“Look at that big, black spider,” said Jo.
“It’s coming down a thread.”





Level 10

Book g



Level	10
Word Count	189
Text Type	Information report
High Frequency	
Word/s Introduced	

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This symbol relates to decoding (code breaker)



This symbol relates to critical analysis (text critic or analyser)



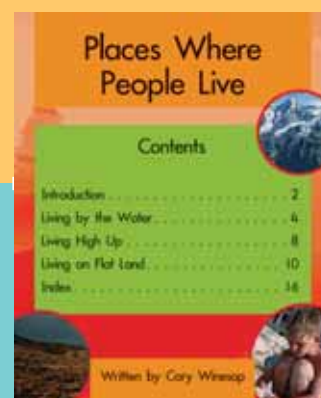
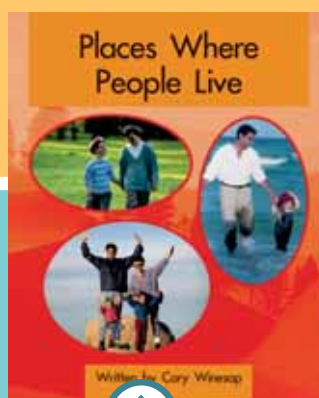
This symbol relates to use (text user)

BEFORE READING

Cover & Title Page



Discuss with the children where they live. Where do other people live? What sorts of things do they live near or on?



AFTER READING



Ask the children what they can see on the title page. What is this used for? What does it tell them about what is in the book? Does this page give a clear message about what they can learn in this book?

Have the children look at these pictures. Ask them where the people in each picture live. What is the land like there?

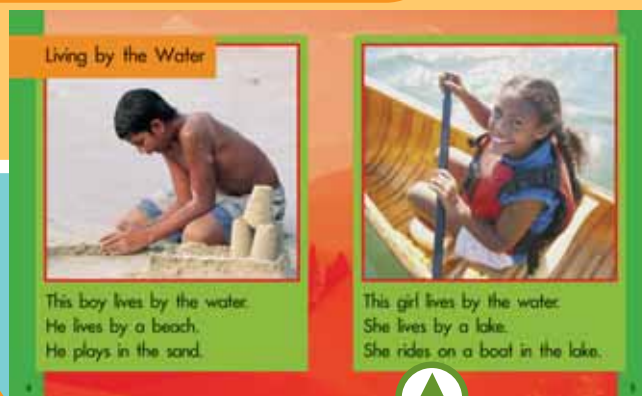


Encourage the children to think about what they have read. Ask them what people live **on** even if they live **by** the water.

Explain prepositions as location words. Use examples like *under*, *over* and *beside*. Ask the children what prepositions they can find on this page.

Ask the children what the boy lives by. What does he do there? Where does the girl live? What does she do there? Invite the children to compare the activities of the children on this page. How differently are the children dressed for each activity?

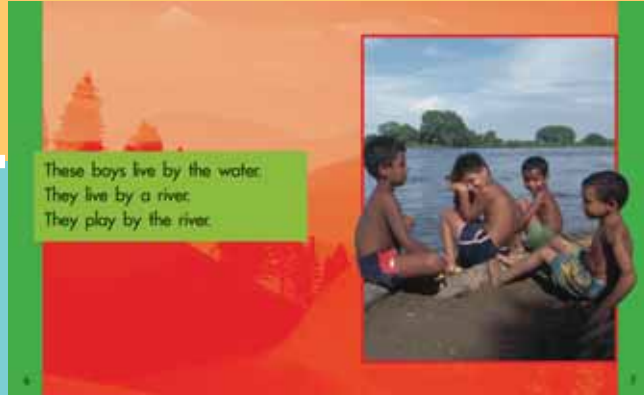
Compare the water in the lake with the water at the beach. How are they different? How do we know?



Discuss with the children what sorts of things they could do if they lived near the water.

Have the children scan the text for prepositions. Ask them to tell you which ones they find.

Ask the children what type of waterway was not mentioned on the previous page. Where do these boys live? Where do they play?



These boys live by the water.
They live by a river.
They play by the river.

Have the children think carefully about what they have just read. Ask them why these boys play by a river.

Ask the children which preposition has been used on this page.

Have the children look at these pictures. Discuss with them where they think these people live. Ask why they think that. Ask the children where the text says this girl lives. Where does the boy live? Are these places down low or high up?



Look at this girl.
She lives on land that is high up.
She lives on the top of a hill.
She is on her bike.

Look at this boy.
He lives on land that is high up.
He lives in the mountains.
It snows where this boy lives.

Ask the children about the places where this boy and girl live. What do they have in common?

Ask the children to continue scanning the text for prepositions. Have them tell you which prepositions they find on this page.

BEFORE READING 10/11

Ask the children what the land is like where this little girl lives. What is she riding on? Where do people use these? Who is the man with her?

Living on Flat Land

This girl lives on land that is flat. She lives on a farm. She is on the tractor with her dad.



AFTER READING

Have the children find the sub-heading on this page. Ask if they have read it on another page. Refer and check with the contents page. Why does the writer use a sub-heading?

Ask the children to scan the text and tell you what preposition has been used on this page.

What Time Is it?

Mrs Popinjoy's Ghost

Dinosaur Dan

Bad Weather, Good Weather

BEFORE READING 12/13

Discuss with the children what kind of places have flat land. Have them look at the picture on page 13 and ask if they know what this flat land is. Ask the children where this boy lives. What is the land like there? What is the weather like? Ask them why the boy is playing in water from a tap.



This boy lives where the land is flat.



He lives in a desert. It is very hot where this boy lives.

Ask the children what preposition has been used on this page.

Discuss why the writer has no sub-heading on this page.

Sonny Gets Lost

The Noisy Spider

Places Where People Live

The Moon Landing

AFTER READING

Invite the children to look at this picture. Discuss with them how the land is different from other pictures in this book.



Ask the children where this girl lives. What is the land like where she lives? Ask them what land types from earlier in the book are combined in the place this girl lives.

Ask the children what this page is called. What kind of information does this page have on it?

Have the children read the book independently. Ask them to tell a partner two facts from the book when they have read it. Ask if the sub-headings helped them to understand the information.

Index	
beach	4
desert	13
hill	8
lake	5
mountains	9
river	6

Have the children demonstrate using this page. Ask them to turn to the page about the desert. What information would they find on page 5?

10 g Places Where People Live

Name _____

1. Use the following prepositions to complete the sentences - **in**, **on**, **by**.

She lives _ _ a lake.

She lives _ _ the top of a hill.

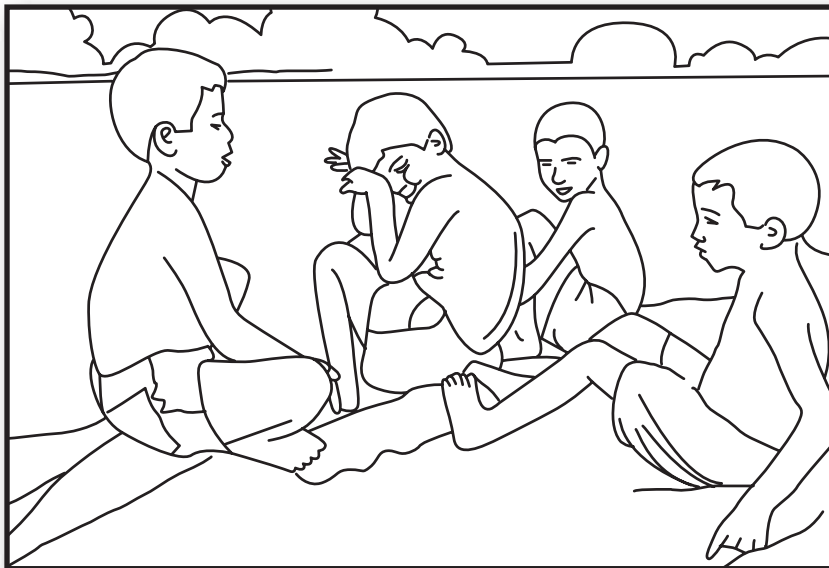
He lives _ _ the mountains.

She lives _ _ a farm.

He lives _ _ a desert.

They live _ _ a river.

2. Colour the picture.



10 g Places Where People Live

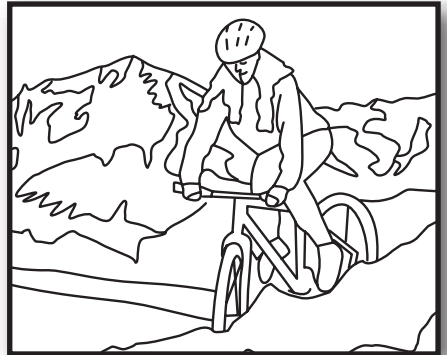
Name _____

1. In what areas do people live? Label the caption beside the picture. Then colour the picture.

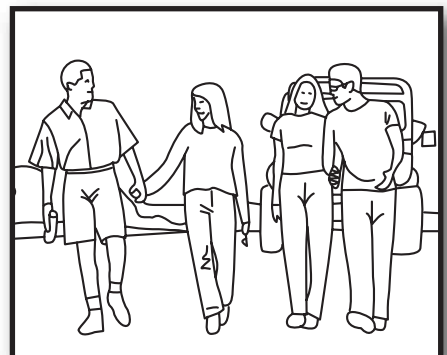
People live by the _____.



People live on _____ that
is _____.



People live on _____ that
is _____.

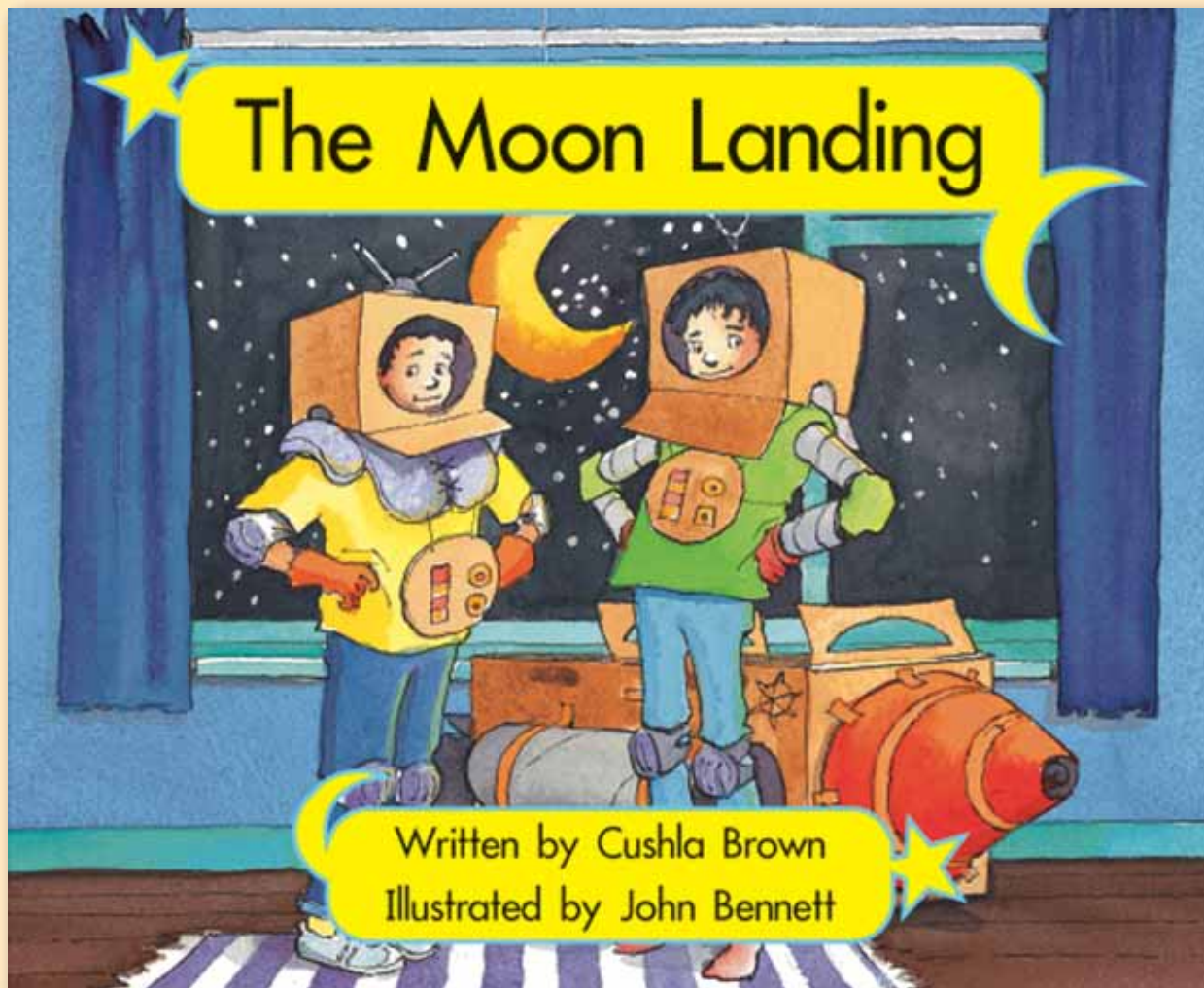


land water up flat high land



Level 10

Book h



Level	10
Word Count	189
Text Type	Literary recount
High Frequency	
Word/s Introduced	their

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(meaning maker)*



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(code breaker)*



*This symbol relates to critical analysis
(text critic or analyser)*



*This symbol relates to use
(text user)*

BEFORE READING

Cover & Title Page



Discuss with the children what it would be like to go to the moon. Ask them how they can get to the moon today. Discuss the power of imagination.



AFTER READING



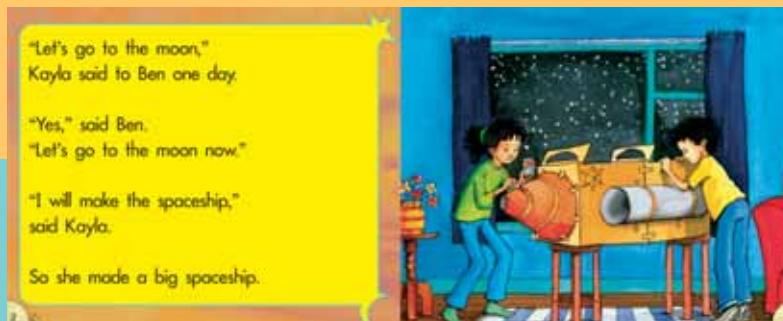
Have the children look closely at the pictures on the cover and title page. Ask them how these children could get to the moon. What moon things can they see in the picture?



Ask the children what they need to get to the moon. How could they get one? What are the children in this picture doing?



Explain compound words to the children. Ask them to scan the text for a compound word. What two words have been put together to make this word?



"Let's go to the moon," Kayla said to Ben one day.

"Yes," said Ben. "Let's go to the moon now."

"I will make the spaceship," said Kayla.

So she made a big spaceship.



Ask the children the names of the characters on this page. Where do they decide to go? What does Kayla make?



Why has the illustrator put night and not day in the picture, when Kayla and Ben are making the rocket?



Ask the children what they need once they are in space. What will they wear? What do Ben and Kayla seem to be doing now?



Have the children scan the text on this page for a compound word. Ask them what two words make up the compound word they find.



"I will make the space helmets," said Ben.

So he made two space helmets.

"Let's go and get our spacesuits on now," said Kayla.

So Kayla and Ben went and put their spacesuits on.



Ask the children what Ben does on this page. What do he and Kayla do after he has made the helmets? Encourage the children to look carefully at the pictures on this page. Where did Ben and Kayla get their spacesuits? What have they made these from?



Ask the children what Ben and Kayla are doing on these pages. Are they ready to go to the moon? How can the children tell?



Have the children scan the text for the word *their*. Ask them what the first sound in the word is. How many letters does it take to spell that sound?



Ask the children what it is that Kayla and Ben take to the moon. What do they put on? What do they do after putting on their helmets?



Discuss whether the author or illustrator have indicated the type of food Ben and Kayla take to the moon. Was that a good idea?



Ask the children what happens when a spaceship is getting ready to take off. Do they count up or down? Have the children recite the countdown then ask them how Ben and Kayla blast off. What makes the spaceship move?



Write *their* on the board. Explain the place of the word in connection to the words *space helmets*. Build a list with the children on the board: their rocket, their ____, their ____.



Discuss with the children how the illustrator has made the room seem like space. Has the picture helped them imagine Ben and Kayla going into space?

BEFORE READING 10/11

Encourage the children to use their imagination. Now that the spaceship has just blasted off, where are Ben and Kayla?

Ask the children why the author wrote *faster and faster* instead of *faster*.



Ask the children where Ben and Kayla are now. What are they on their way to? How did they get here?

Discuss with the children if the author and illustrator have made Kayla and Ben's spaceship to be speeding up, moving at the same speed, or slowing down. How do they know? Discuss with the children if the illustrator has made this clear to them.

AFTER READING

What Time Is it?

Mrs Popinpo's Ghost

Dinosaur Dan

Bad Weather, Good Weather

BEFORE READING 12/13

Discuss with the children what you have to do when you get to the moon. Have them imagine what the surface of the moon is like and what problems might they come across?



Ask the children if Ben and Kayla have arrived yet. What does Kayla want to do? What is in the way?

Ask the children to scan the text for the word *there*. Ask them how it is similar to the word *their*. Discuss the difference with the children.

AFTER READING

Sonny Gets Lost

The Nosey Spider

Places Where People Live

The Moon Landing

Ask the children how well they think Kayla and Ben landed. Ask them who the man at the door might be. Why might he have come into the room?



Ask the children what happened to the moon landing. Was it a good landing? Why did Dad come into the room?

Discuss with the children if the illustrator did a good job to show them that the light is on now. How did the illustrator do this? Compare this picture with the one on page 13.

Ask the children what Dad might say when he sees what Ben and Kayla have done. Have the children look closely at Dad. How does he seem to be feeling?

Have the children read the book independently. Ask them what they will do if what they read does not make sense. Make suggestions where necessary.



Encourage the children to think carefully about what they have read. Ask them if Ben and Kayla really went to the moon. Was the spaceship real? Then what were they doing? How were Kayla and Ben getting to the moon?

10 h The Moon Landing Name _____

1. Use *their* and *there* correctly to complete the following sentences. Then colour the picture.

there

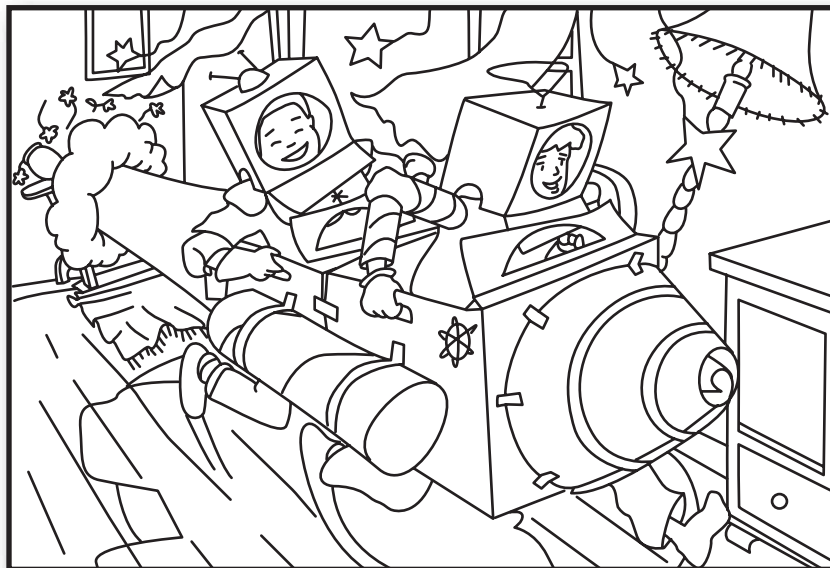
their

They went and put on _____ spacesuits.

So they put on _____ space helmets and got into _____ spaceship.

_____ is a big rock in the way!

The moon is over _____.



10 h The Moon Landing Name _____

1. Cut out and sort the sentences into the order in which they happen in the story.

So they put on their space helmets and got into their spaceship.

Kayla and Ben crash-landed.

They are going to the moon.

“I will make the spaceship,” said Kayla.

So Kayla and Ben went and put their spacesuits on.

“I will make the space helmets,” said Ben.