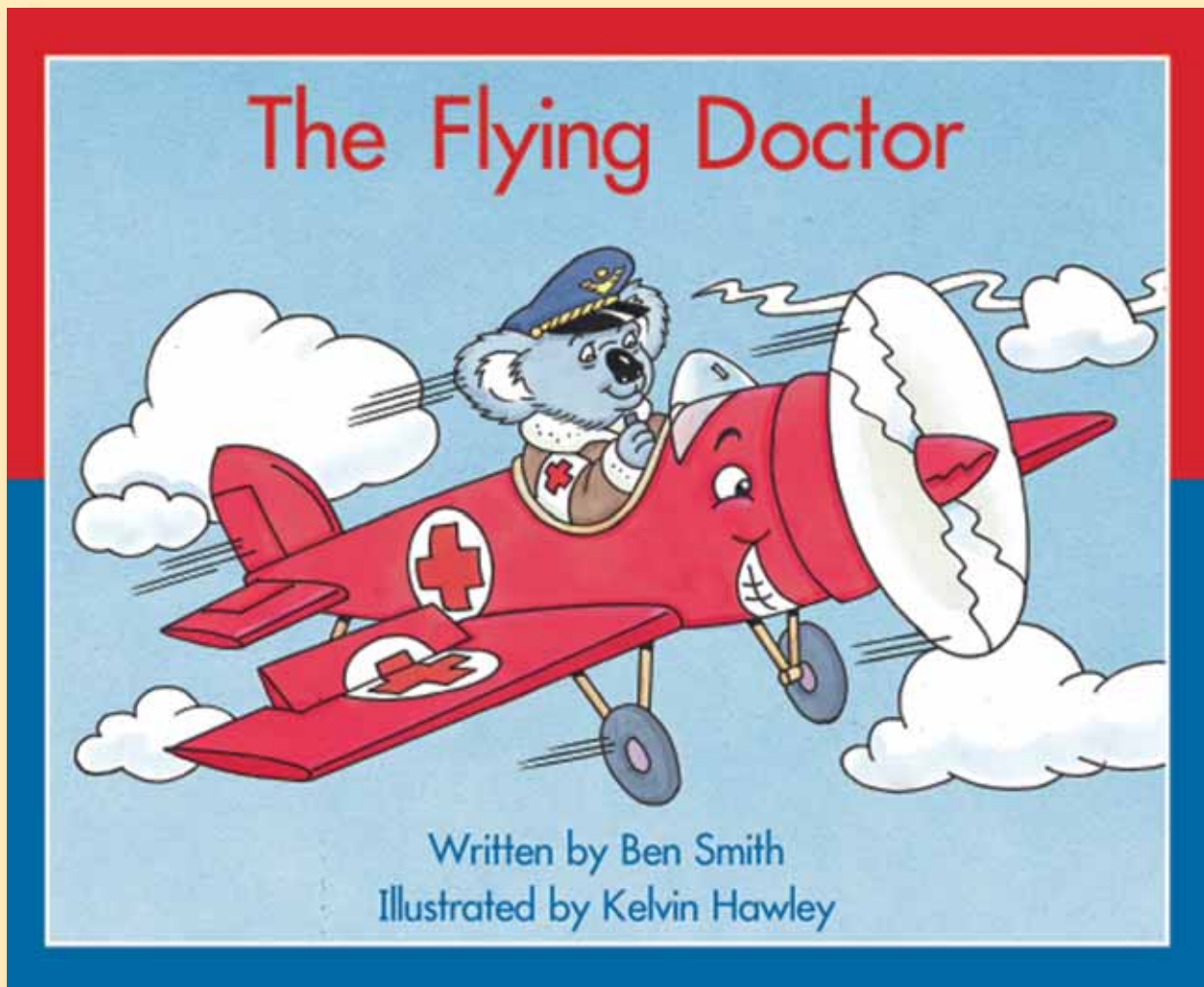




# Level 12

## Book a



Level	12
Word Count	246
Text Type	Literary recount
High Frequency Word/s Introduced	red, very

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*This symbol relates to decoding (code breaker)*



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



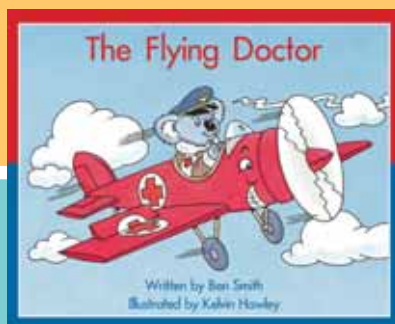
*This symbol relates to use (text user)*

BEFORE READING

## Cover & Title Page



Start a discussion with the students about flying doctors. What do they know about them? Where do they work? How do they travel?



AFTER READING



Ask the children to recap the events of the story. Who did the doctor visit? What took him there? What did he do when he got there? What did he do when he had finished visiting people?



Invite the children to discuss their reading. Have them share any parts of the story that they found difficult. What did they do to solve unknown words?



Discuss with the children why a doctor might have to run. Ask them why they think the doctor in this picture is running.



Have the children scan the text for *very*. Ask what letter *very* starts with.



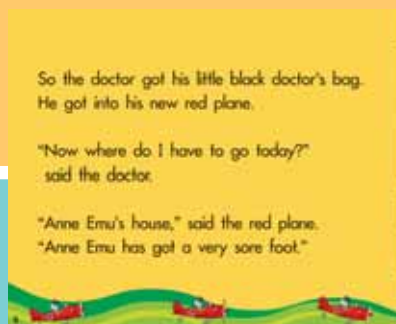
Discuss the red cross on the doctor's bag and on the plane on the cover picture. Do the children know the meaning of the red cross?



Discuss with the children if the illustrator has made it clear to them that the koala is a doctor. What information is in the picture to help them?



Discuss with the children why the doctor is getting into a plane. Where will he be going? Why is he going by plane instead of in a car?



Ask the children to talk about why they think the author had the plane talking. What other ways could the author have used to tell the doctor where to go?

Discuss with the children where the doctor is. Who is he with? What is he doing?

So the red plane flew the flying doctor to Anne Emu's house.

"Hello," said the flying doctor.  
"How is your foot today?"

"Very, very sore," said Anne.

"I will fix it for you," said the flying doctor.  
So he did.



Ask the children what they think is wrong with Emu's foot. Have them suggest how Emu might have hurt her foot.

Ask the children to locate the words *very* and *red* on this page.

Ask the children to discuss this picture. Who is the doctor visiting now? How old does he look? Can they predict from the picture which part of the wombat is sore?

"Goodbye," said the flying doctor as he got into his red plane.

"Now where?" he said.

"Grandpa Wombat has a very sore tummy," said the red plane.  
"You have to go to Grandpa Wombat's house."

So the red plane took the flying doctor to Grandpa Wombat's house.



Ask the children what the plane said to the doctor. What do they think made Grandpa Wombat's tummy sore?

Have the children scan the text for the words *red* and *very*.



# BEFORE READING 10/11

Ask the children to look at this picture. Was their prediction correct? Why does Grandpa Wombat have a bandage on his tummy? Is the doctor arriving?

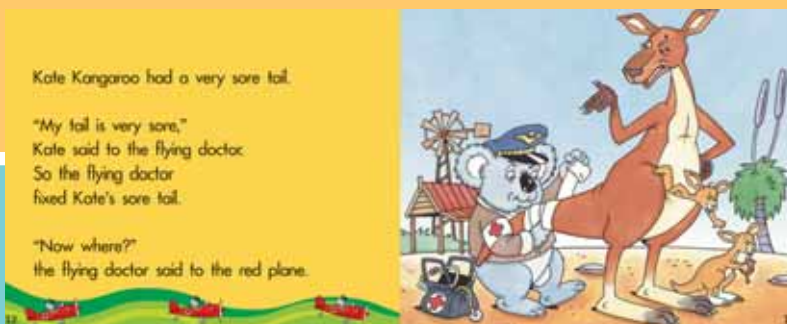


Ask the children how long they think the trip has taken the doctor so far. How long do they think it takes for each visit? How long does it take to fly from place to place?

## AFTER READING

# BEFORE READING 12/13

Discuss with the children what might be wrong with Kate Kangaroo. Why is the doctor bandaging her tail?



Discuss with the children what else the author could have had wrong with Kate Kangaroo.

Have the children scan the text for the words *very* and *red*. How many times does each word occur on this page?

## AFTER READING

The Flying Doctor

Joseph, the Greedy Octopus

Snake Gets Lost

Rubbish

The Bus Drivers' Birthday

Animals That Live in the Sea

Carmelita's Cabbage

Balloon Fun

Ask the children where they think the red plane will take the flying doctor next. Does he have time for more visits or will he go home?



Ask the children to revisit what they said about the time of day. Did they think that the doctor would be going home soon?

Ask the children where the doctor is now. Were their predictions correct?

Have the children return to the beginning of the book and read the story independently. Remind them to use the words as well as the pictures as they read.



Discuss with the children what other animals the author could have had the doctor visit. What kinds of problems could the author have described for these animals?

## 12 a The Flying Doctor      Name \_\_\_\_\_

1. Use the words **very** and **red** to complete the following sentences.

“I’m \_\_\_\_\_ late, I must fly.”

He got into his new \_\_\_\_\_ plane.

“\_\_\_\_\_, \_\_\_\_\_ sore” said Anne.

So the \_\_\_\_\_ plane took the flying doctor to Grandpa Wombat’s house.

2. Colour the picture.



## 12 a The Flying Doctor

Name \_\_\_\_\_

1. Draw a picture of each animal the flying doctor visited in the order that he saw them. Write the animal's name next to each picture.



\_\_\_\_\_



\_\_\_\_\_



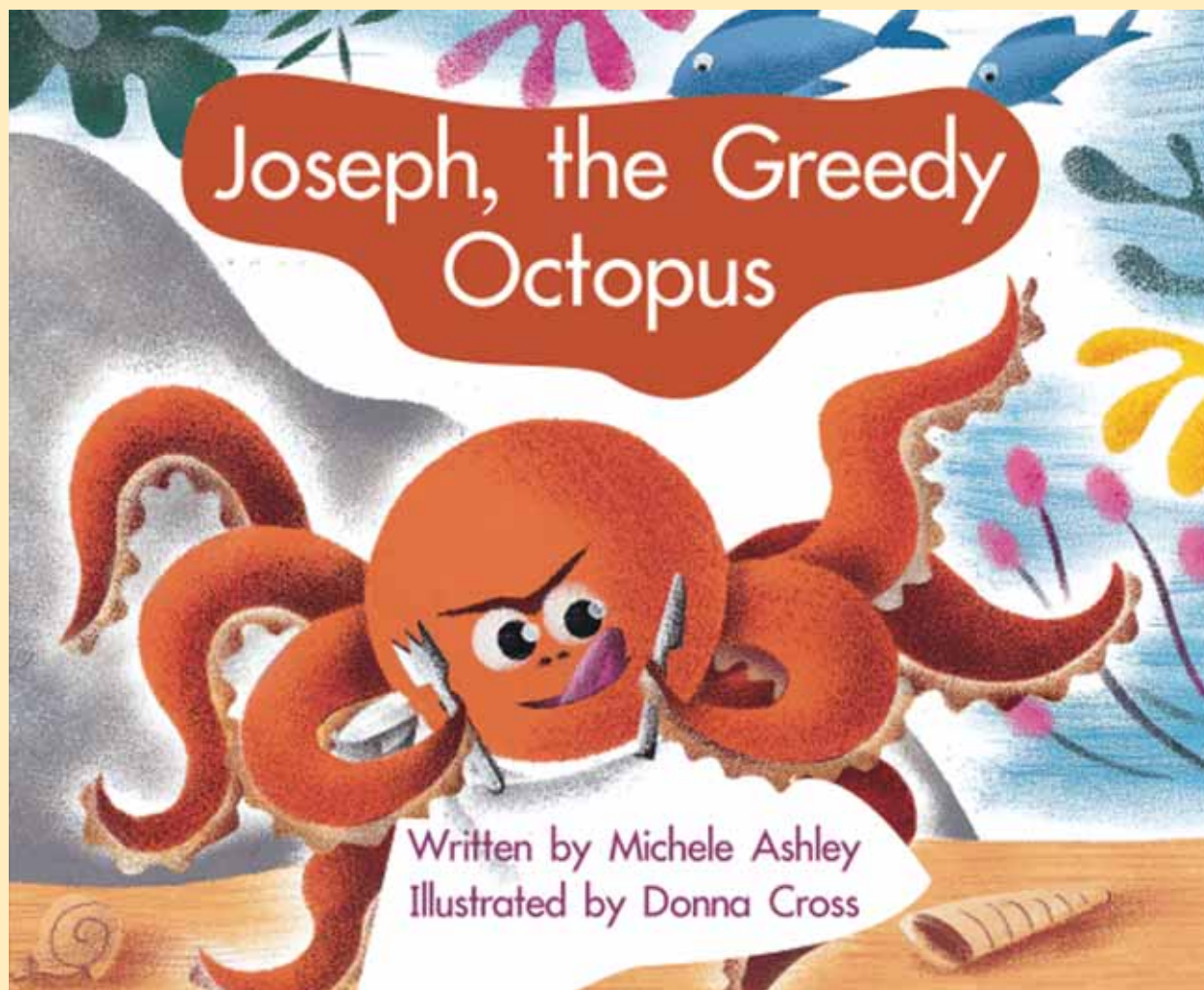
\_\_\_\_\_





# Level 12

## Book b



Level	12
Word Count	290
Text Type	Narrative
High Frequency Word/s Introduced	away

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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

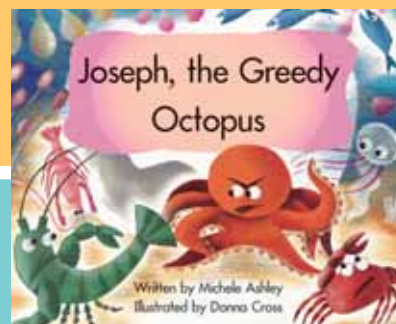
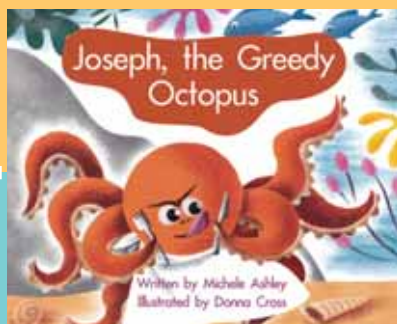
## Cover & Title Page



Ask the children to look at the pictures on the cover and the title page and say what kind of animal this story is about. Invite them to read the title.



Talk with the children about the meaning of the word greedy. What does it mean when someone says "You're greedy"?



AFTER READING



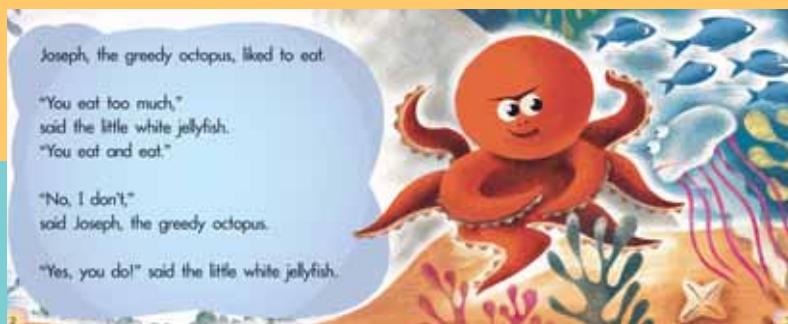
Ask the children who it is that is greedy. What do they think is happening on the title page? What kind of animal is Joseph?



Invite the children to discuss this picture. Which animals can they see? What colour are they? Who is talking to Joseph?



Explain contractions to the children then ask them to scan the text for the word *don't*. Ask them what two words *don't* stands for and what letter the apostrophe is replacing.



Ask the children what Joseph, the greedy octopus, likes to do. What does the jellyfish say to Joseph?



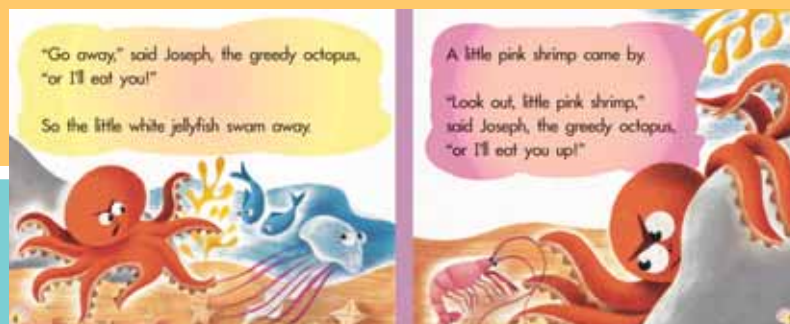
Invite the children to discuss why the little white jellyfish repeats the word *eat* so much.



Ask the children why Joseph is chasing the jellyfish. What do you think he is saying to it? What is he saying to the shrimp on page 5?



Have the children scan the text and ask them what the contraction on this page is. What two words have been replaced? What letters are missing?



Ask the children what Joseph threatened to do to the jellyfish. What animal came along next? What did Joseph say to it?



Ask the children to think about what they have just read. Ask them why the jellyfish swam away from Joseph. Why? Who is in control?





Have the children discuss why Joseph is chasing the shrimp. Ask them if they think Joseph looks hungry or angry. Why would Joseph be angry?



Ask the children what new contraction they can find on this page. What two words does it replace? What letters are missing?



Ask the children what the shrimp says as it swims away. What does Joseph say he is going to do to the shrimp?



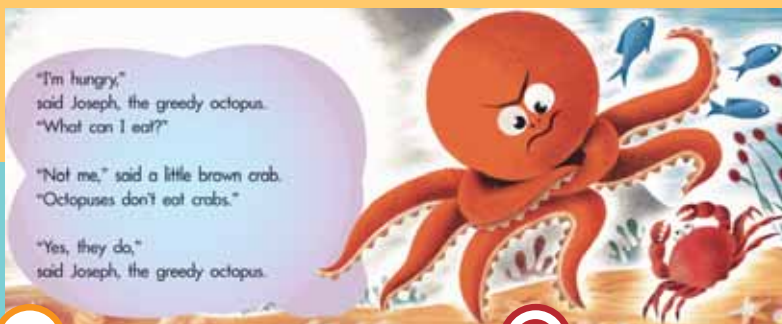
Discuss with the children if the picture helps them understand why the shrimp is swimming away.



Invite the children to tell you what they think is happening. Did Joseph catch the shrimp? What is Joseph going to eat now?



Have the children scan the text for the contractions *don't* and *I'm*. Ask them what each stands for.



Ask the children what question Joseph asks himself. Who answers his question?



Ask the children to think carefully about what they have just read. Ask them why the crab says "Not me." Explain to the children the strategy of bluffing. Do they think the little brown crab is bluffing? Why?

# BEFORE READING 10/11

Ask the children why Joseph is chasing the crab. Invite them to predict if they think he will catch the crab or not.

Ask the children to scan the text on this page. What is the contraction on this page? What does it stand for?



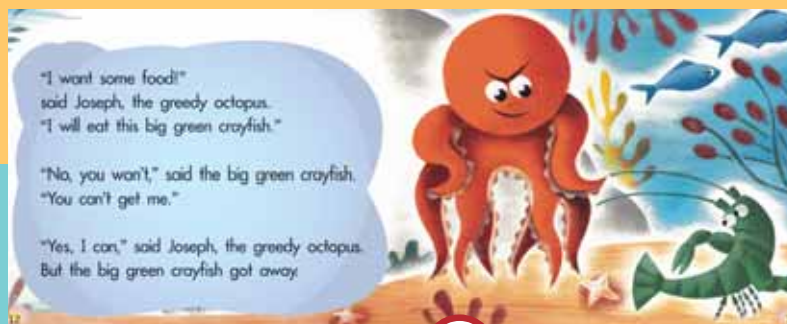
Ask the children what Joseph said to the crab. What did the crab do?

## AFTER READING

# BEFORE READING 12/13

Invite a discussion about Joseph. Has he caught anything yet? How do you think he is feeling? What animal will he try to eat next?

Write the words *will not* on the board. Have the children scan the text for a contraction that could take the place of the words *will not*. What other contraction is on this page?



Ask the children what the first thing Joseph said on this page was. What did he decide to eat? Did he catch it?

Invite the children to comment on what they have just read. Ask them which line proves the crayfish was right when he said "You can't get me." Why do the children think all the sea creatures swim away from Joseph?

## AFTER READING





Ask the children to look at the new animal on this page. What is it? Do they think that Joseph will be able to eat this animal? Do they think he will try?



Have the children scan the text and tell you what contraction they find. How many times does it occur?



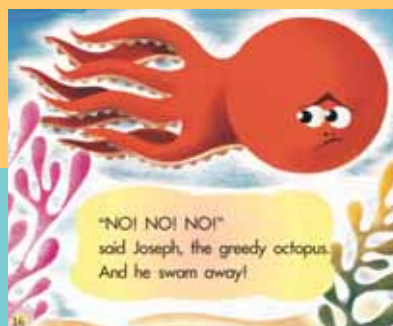
Ask the children how hungry Joseph said he was. Does the shark run away from Joseph? What happens instead? Why did Joseph try to eat the shark?



Discuss with the children how the control has changed from Joseph to the shark. Do they consider the story could carry on? Could a sea creature chase the shark away?



Have the children read the book independently. Ask the children to check with the pictures as they read the book.



Ask the children if there is a lesson they can learn from this story.

## 12 b Joseph, the Greedy Octopus

Name \_\_\_\_\_

1. Turn the following words into contractions.

I am \_\_\_\_\_

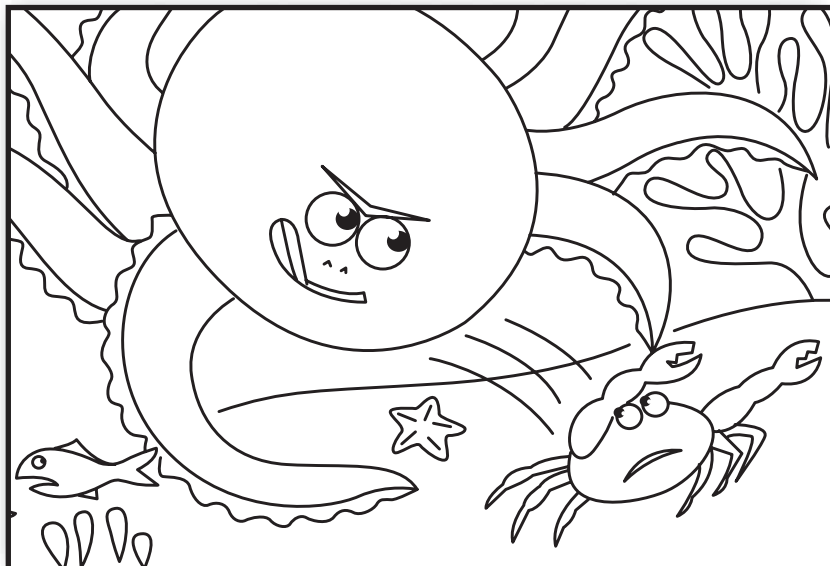
Will not \_\_\_\_\_

Can not \_\_\_\_\_

I will \_\_\_\_\_

Do not \_\_\_\_\_

2. Colour the picture.



## 12 b Joseph, the Greedy Octopus

Name \_\_\_\_\_

1. Arrange the following sentences into the order in which they appear in the book.

┌ — — — — — — — — — — — — — — ┐  
| So the little white jellyfish swam away. |  
└ — — — — — — — — — — — — — — ┘

┌ — — — — — — — — — — — — — — ┐  
| A little pink shrimp came by. |  
└ — — — — — — — — — — — — — — ┘

┌ — — — — — — — — — — — — — — ┐  
| “Not me,” said a little brown crab.  
| “Octopuses don’t eat crabs.”  
└ — — — — — — — — — — — — — — ┘

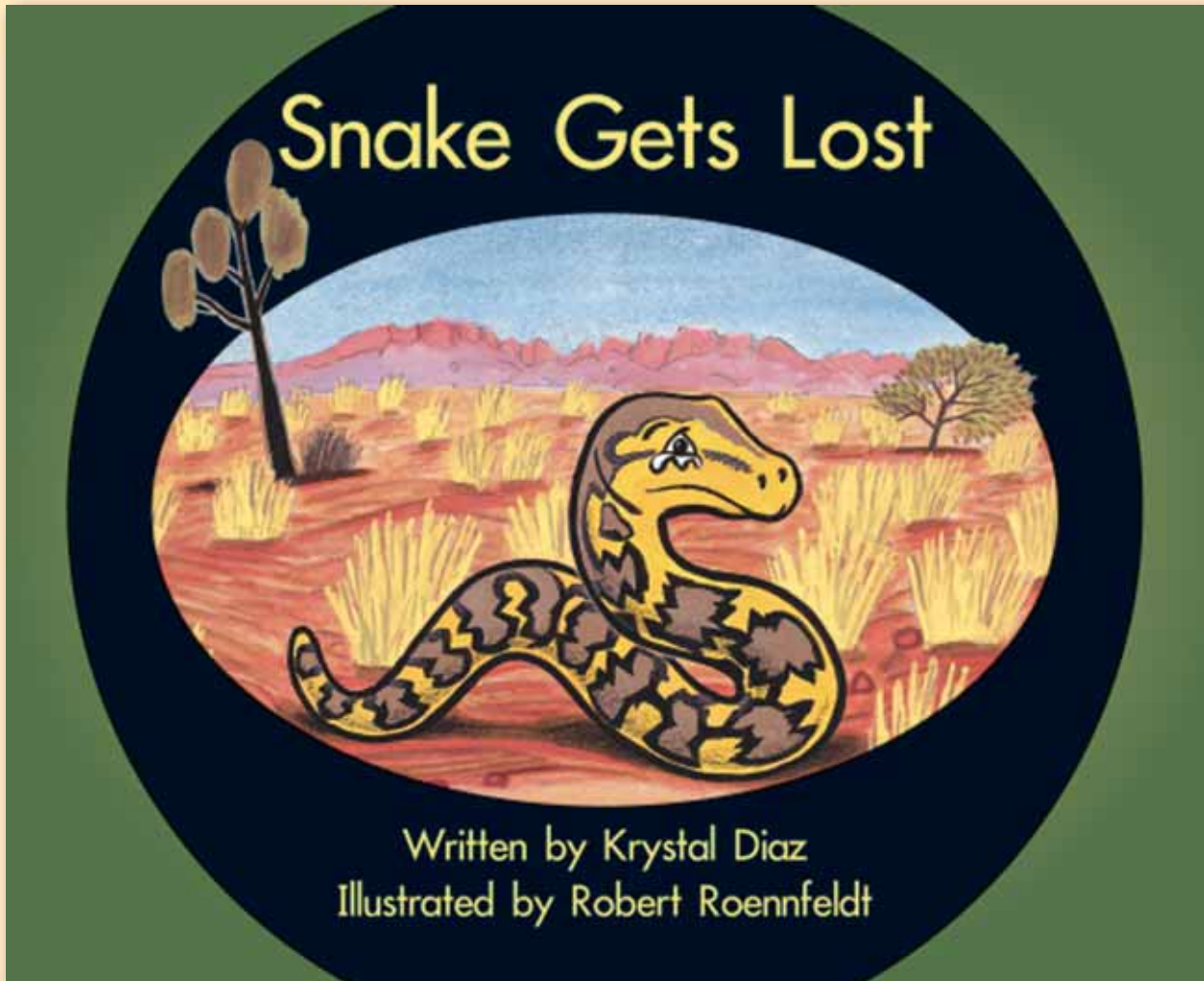
┌ — — — — — — — — — — — — — — ┐  
| But the big green crayfish got away.  
└ — — — — — — — — — — — — — — ┘

┌ — — — — — — — — — — — — — — ┐  
| “No, you are not,” said the big black shark.  
| “I’m going to eat YOU up!”  
└ — — — — — — — — — — — — — — ┘



# Level 12

## Book c



Level	12
Word Count	259
Text Type	Narrative
High Frequency	
Word/s Introduced	do

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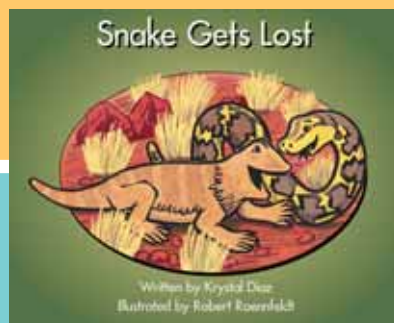
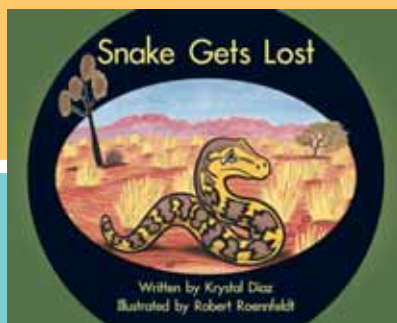
*This symbol relates to use (text user)*

BEFORE READING

## Cover & Title Page



Explain what a character is and that you can sometimes tell who some of the characters are by the pictures on the cover. Ask the children who the characters in this story are. Who do they think is the main character?



Ask the children which character is named in the title. What does the title say is going to happen to this character?

AFTER READING



Discuss the setting with the children. Ask them to point to the prickly plant in the picture and the old black tree. Talk about how snake could get lost in the desert.



Ask the children who went out to play. What did Mother Snake tell them not to go past? Why did she say not to go past them?

Write the word *prickly* on the board. Underline the *ly* ending. Ask the children to say the word *prickly* and think of more words that end with *ly*. Write them on the board. Read the list together.

Have the children look at the picture and ask them what game Snake and Lizard are playing.

Discuss with the children if they think Lizard has chosen a good hiding place. Ask them if they can predict whether it will be easy or hard for snake to find Lizard. Would it be easy to find a good hiding place in a desert?



Ask the children where Lizard hid. How high did Snake count?

Ask the children to find *come/coming* on page 4. Write both words on the board and discuss with the children the letter change with the addition of *ing*. Write *make* on the board and repeat the activity.



Ask the children what Snake is doing now. Why can't they see Lizard in these pictures?



Discuss with the children if the illustrations show that Snake is trying hard to look for Lizard.



Ask the children what Snake is looking for. Where does she look for him?



Talk to the children about syllables. With the children, clap *lizard*, then *bushes*. Discuss how many syllables each word has. Clap *look* then *under*, and compare.



Discuss with the children all the places that Snake has looked for Lizard. Where is she looking now? Will she find Lizard? How is Snake feeling?



Have the children consider whether the author and illustrator have helped them understand that Snake is worried.



Ask the children if Snake found Lizard on this page. Where was she looking? Can the children remember where Lizard is hiding?

Have the children look carefully at the background of this picture. What has Snake gone past? Why is she crying?



Ask the children the following questions: Why did Snake pass the old black tree? What else did she pass? Why did she start to cry?

Ask the children to think carefully about what they have read. Ask them why Snake got lost. Why did she go into the desert? What can she do now?

Discuss with the children why Lizard is with Mother Snake. What do they think he might be telling her? What will they do?

Ask the children how the tree and the plant are described. What words tell you what they look like? How many adjectives do the nouns have?



Ask the children who Lizard went to see. What did he tell her? Why will they have to go into the desert?

Invite the children to discuss what they have read. Ask them why Lizard goes to see Mother Snake. Was that a good idea? Who has to go and find Snake?



Ask the children if Mother Snake and Lizard have found Snake or if Snake found her own way home. Do they think Mother Snake is happy to see Snake? Why?



Have the children think about the way things are described. Ask them what words Mother Snake uses to describe Snake. Ask the children what Snake gets from Mother Snake. Who finds Snake? Where do they find her?



Invite the children to tell you where Snake, Mother Snake and Lizard are going now. Ask the children how the story ends. Ask them who says "Let's go home."



Have the children read the book independently. Ask the children to think about the sequence of the story. Tell a partner the beginning/middle/end of the book.



Invite the children to discuss a time when they have been lost and how they felt.

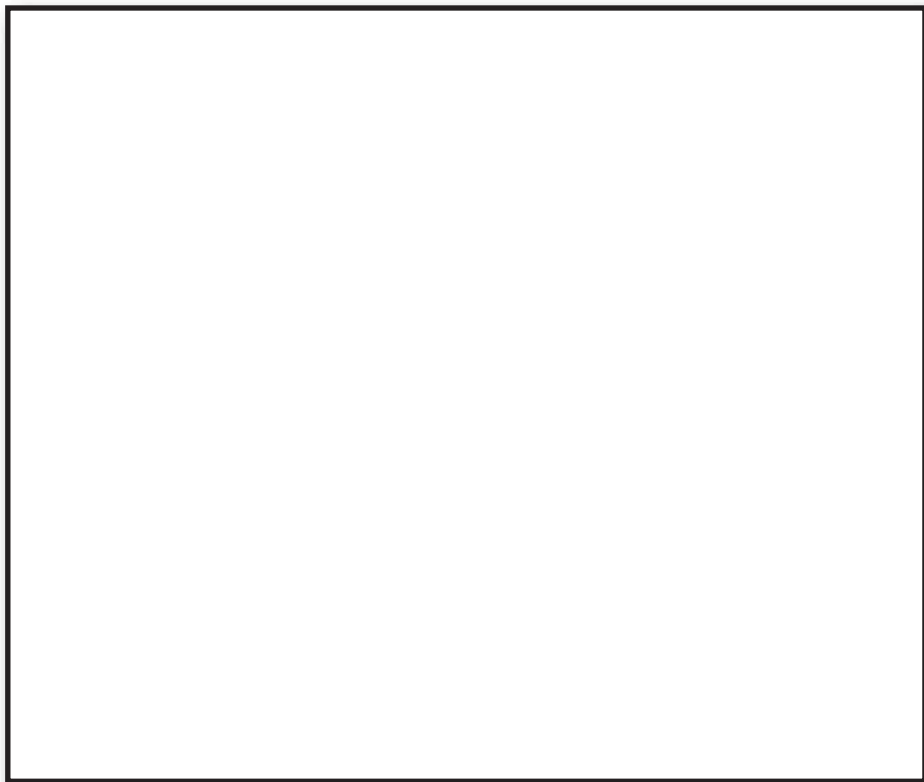
## 12 c Snake Gets Lost

Name \_\_\_\_\_

1. Fill in the words to describe the plant and the tree from the story. Draw a picture of them.

The \_\_\_\_\_ plant

The \_\_\_\_\_ tree





## 12 c Snake Gets Lost

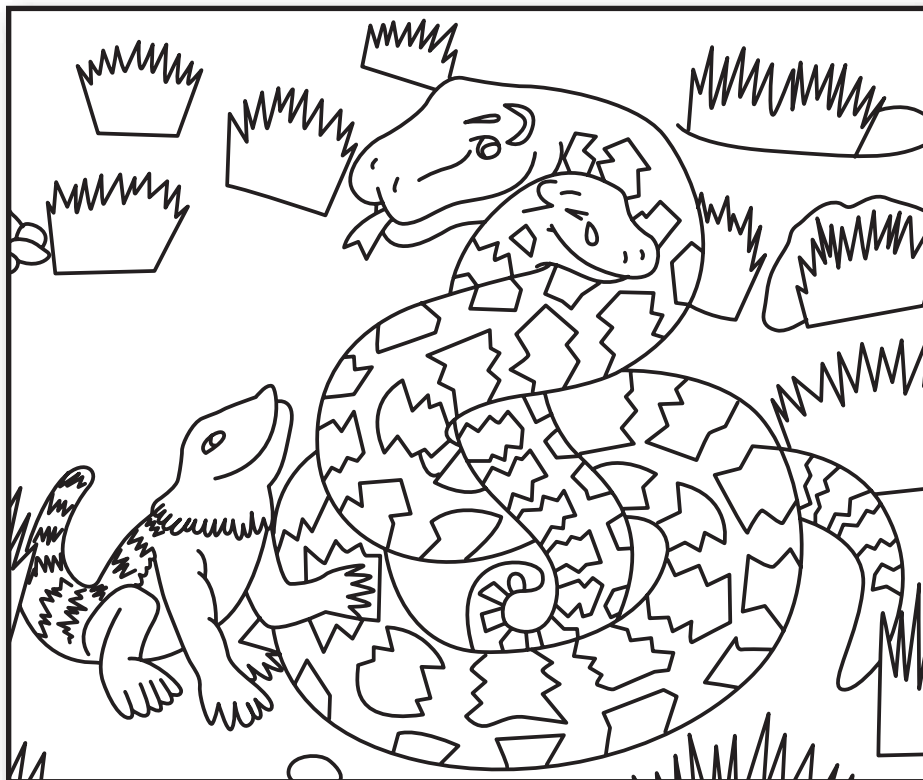
Name \_\_\_\_\_

1. Name the characters from the story, then colour in the picture.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_





# Level 12

## Book d



Level	12
Word Count	242
Text Type	Explanation
High Frequency Word/s Introduced	

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



*This symbol relates to use (text user)*

## Cover & Title Page



Have the children look at the cover and contents page. Ask them what they think this book will be about. What sorts of things do people throw away?



Ask the children what they think they will learn about rubbish from this text.



Have the children think about the contents they have just read. Ask them what two sections the main information has been divided into.

Engage the children in a discussion about rubbish. What is rubbish? When they throw it out where does it go? What happens to it?

Ask the children what the word *rubbish* looks like. Have them find it in the text and point to it. Ask them how many times it appears on this page. Clap the syllables in *rubbish*.



Ask the children what rubbish is put into. What then comes along and takes it away? Do the children know where the rubbish is taken to?

Have the children point to the heading, caption and photo. Discuss whether nonfiction or fiction books are usually organised in this way.

Have the children look at this picture. Ask them where this rubbish is. What happens to rubbish at the dump?

Ask the children to read the last word on p4. What two words describe *time*? Discuss why there are two adjectives. What do they think is the difference between *a long time* and *a very long time*?



Ask the children where the truck takes the rubbish. What is it that some things do quickly at the rubbish dump?

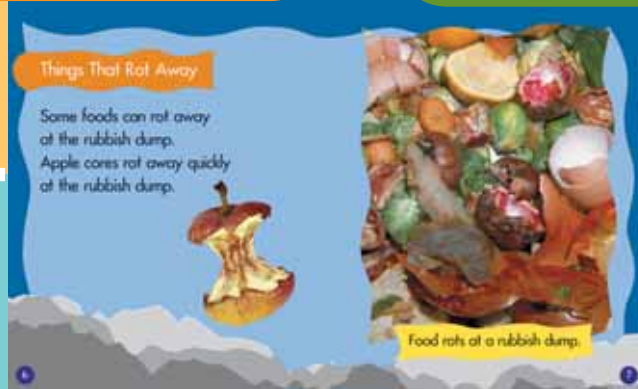
Invite the children to reread the text. Ask them what two types of rubbish are mentioned in the text.



Encourage a discussion with the children about the rubbish that rots quickly. What does rot mean? Check in the dictionary. What kinds of rubbish do they think rot? Do some rot faster than others?



Have the children scan the text for the word *rot*. Write *rot* on the board. Ask the children to add words that rhyme with *rot* to make a list. How many new words can they make?



Ask the children what this chapter is about. What food has been named that rots quickly?



Ask the children if they think that all foods rot at the same rate. Do they think banana and orange skins rot as fast as apple cores?



Ask the children if they have learnt facts they did not already know. What new facts have they learnt? Where are the new facts in the book?



Ask the children what two things can take up to two years to rot away.



Discuss with the children why there is no heading on p8.



Ask the children how quickly they think paper rots. Do they think it will rot faster or slower than banana peel?



Ask the children what is found at the rubbish dump that is talked about on this page. How long does it take to rot? Discuss how long it takes different things to rot. Ask the children how long paper takes compared to apple cores and banana and orange skins.

Write *paper* on the board. Underline the ending *er*. Help the children make a list of words ending in *er*. Read the list together.

Have the children read the heading. Ask them what sorts of things they think would not rot away.

Ask the children what letter is doubled in rubbish. Have them find two other words in which letters are doubled.



Have the children read these pages carefully. Ask them what they can learn about glass and plastic from these pages.

Plastic and glass have one thing in common at the rubbish dump. Ask the children what it is. Do the photo captions help them find this information?



Encourage a discussion with the children about things that do not rot. What things can they think of that do not rot? What happens to them?



Ask the children to scan the text for a word ending with *er*. Check the list of *er* words and add *longer* to the list if it isn't there.



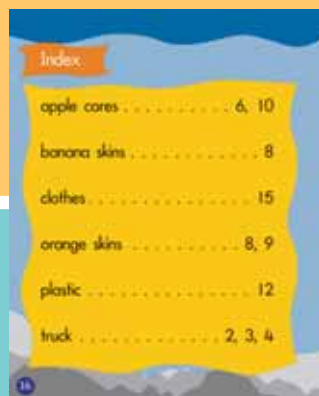
Have the children remember the heading. Now ask if shoes and socks rot. Ask the children if they think that these items belong under this heading. Discuss their reasons with them.



Ask the children if they recognise this page. Ask them what it is and what it is used for.



Have the children read the book independently. Ask them to remember to read the headings and captions.

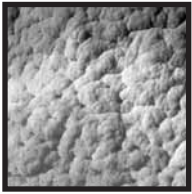


Ask the children to use this page to find information about clothes in the book. What page is it on? What pages tell them about orange skins? What is this page used for?

## 12 d Rubbish

Name \_\_\_\_\_

1. How long does each thing pictured below take to rot?  
Match the time to the picture.



Takes up to five years to rot.



Does not rot.



Takes up to three months to rot.



Does not rot.



Takes up to two years to rot.



Takes up to two years to rot.

## 12 d Rubbish

Name \_\_\_\_\_

1. Use the words **dump**, **rubbish** and **rot** (or **rots**) to help you complete the sentences below.

The truck takes your \_\_\_\_\_ to  
a \_\_\_\_\_.

Some \_\_\_\_\_ away quickly at  
the \_\_\_\_\_.

Apple cores \_\_\_\_\_ away quickly at  
the \_\_\_\_\_.

Paper \_\_\_\_\_ away at the \_\_\_\_\_  
\_\_\_\_\_.

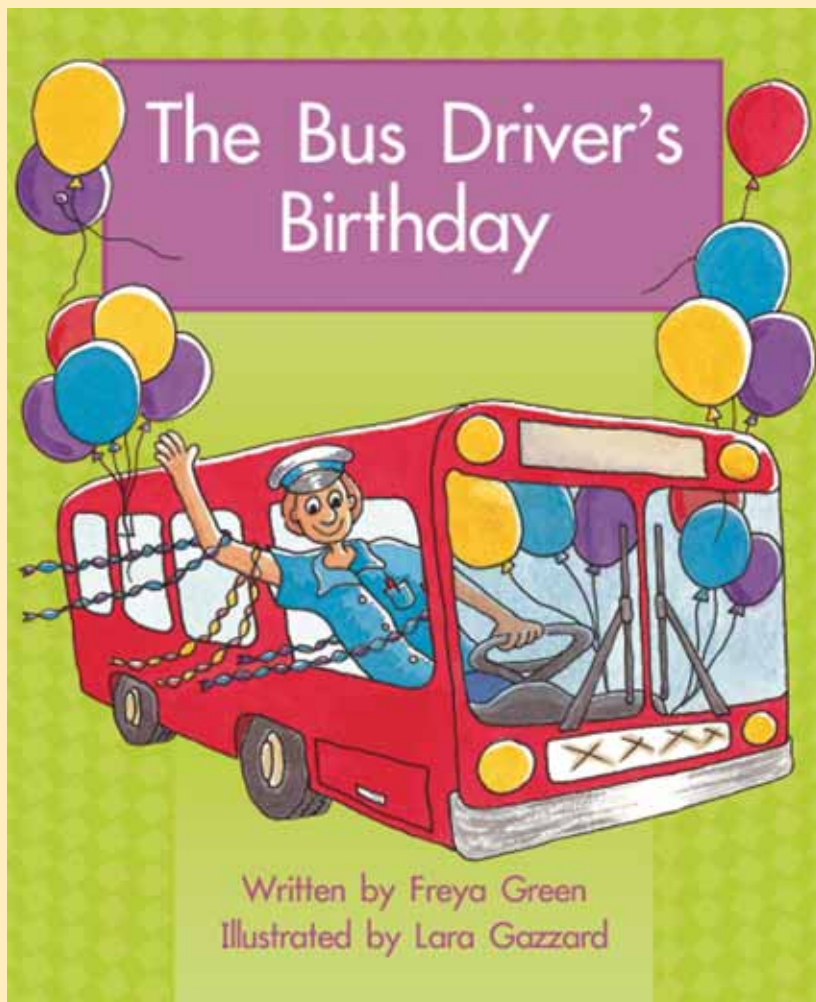
Plastic bottles and cups stay in the \_\_\_\_\_  
\_\_\_\_\_ for a very long time.

Cans that you drink out of do not \_\_\_\_\_ away.



# Level 12

## Book e



Level	12
Word Count	234
Text Type	Narrative
High Frequency Word/s Introduced	today



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



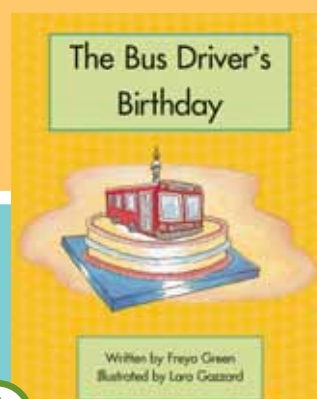
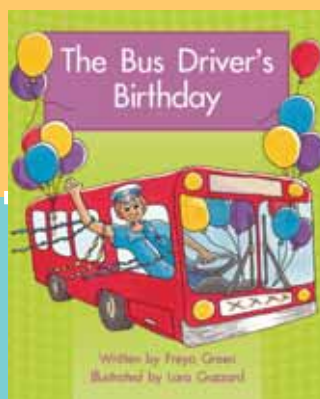
*This symbol relates to use (text user)*

BEFORE READING

## Cover & Title Page



Invite the children to look at the cover and title page. Ask them what they see. Who is the man in the bus? Look at the balloons. What do they think is happening?



Ask the children what the story is about. Whose special day is it? How can they tell that it is his birthday?



Discuss the possessive apostrophe with the children. What does the apostrophe indicate? Write some examples on the board and ask the children to explain who owns what.

AFTER READING

Discuss birthdays with the children. Ask them if they would like having to work on their birthday. Ask them what they think the bus driver is doing in this picture.



Ask the children what the bus driver's name is. What does he want to do for his birthday? Who does he phone up? Ask them why Tommy does not want to drive his bus.

Write the digraph *ph* on the board. Ask the children to find a word on page 2 that begins with *ph*. Together with the children write more words beginning with the same digraph, including people's names.

Discuss with the children why Tommy is calling his friends. Have the children look at the picture. What does this friend do? Will she help Tommy?

Have the children discuss what the picture suggests. What special technique has the illustrator used? Does this make the text easier for them to imagine? How?



Ask the children what Tommy asks his friend the vet. What does the vet have to do? Ask them why the vet can't drive Tommy's bus for him.

Ask the children who Tommy calls next. Will this person be able to drive Tommy's bus for him? Why not?



Ask the children who it was that Tommy phoned this time. How many sick people are there? What does the doctor have to do for the sick people? Why can't the doctor drive Tommy's bus today?

Write *ay* on the board. Ask the children to find the word on page 6 that ends with the same sound. Together make a list of words that rhyme with *today*. Read the completed list together, listening out for the *ay* sound.

Ask the children what they think the person in this picture does. Will she be able to help Tommy? Why or why not?

Have the children clap the syllables in *shopkeeper*. Ask how many syllables. Do any of the children have three syllables in their names? Clap to check.



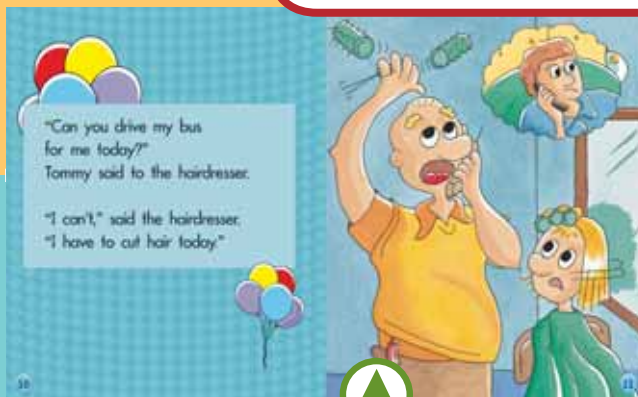
Ask the children what it is that this person does. Why can't she drive Tommy's bus?

Have the children think about Tommy. Ask them to look at the picture in the bubble on this and the last two pages. How do they think Tommy is feeling now?

# BEFORE READING 10/11

Ask the children if they can tell what this man does. How can they tell? What gives it away?

Invite the children to look at the picture of Tommy on this page. Is Tommy feeling worse now than on the previous page? How can you tell? Why is Tommy's picture in the bubble and not in the main picture?



Ask the children who Tommy has asked to drive his bus on this page. Why can't the hairdresser drive Tommy's bus?

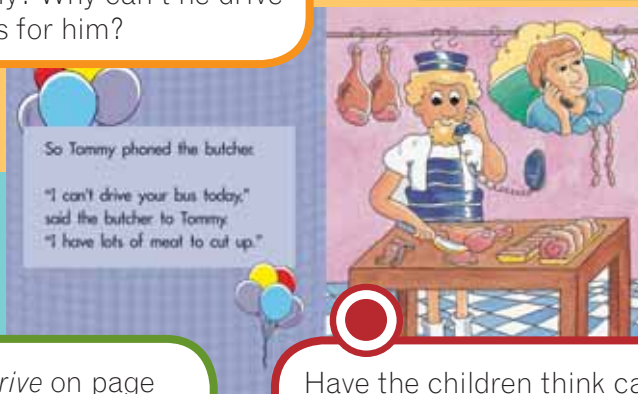
Ask the children to find the question on this page. How do they know it is a question? Ask the children what the answer is. Where is it?

## AFTER READING

# BEFORE READING 12/13

Ask the children if the person in this picture will be able to help Tommy. Think about the other people, what they did and why they couldn't help. What does the man in this picture do? What does he tell Tommy? Why can't he drive Tommy's bus for him?

Ask the children to scan the text for the word that tells them what Tommy wants someone to do with his bus. Remember that it starts with a consonant blend *dr*. What is it?



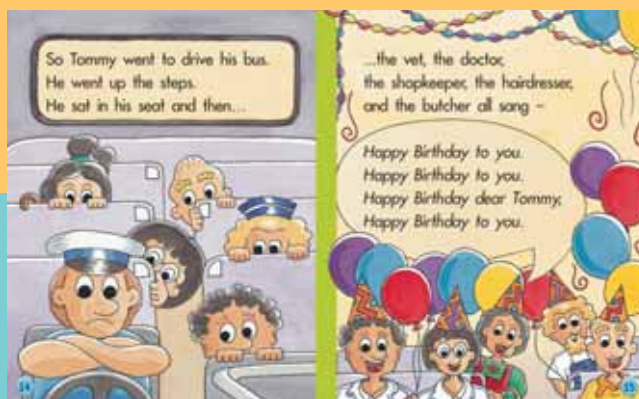
Ask the children to find *drive* on page 12. Write the word on the board. Together make a list of words that rhyme with *drive*. Read the list together. Discuss the effect of the silent *e* on the vowel *i*. Ask the children to say the vowels and write them on the board.

Have the children think carefully about what they have just read and answer this question. Even though it is not written down, what question did Tommy ask? Discuss why the writer didn't need to write the question on this page.

## AFTER READING



Discuss with the children how Tommy looks. Why do they think he looks this way? Who are the people hiding behind the seats? What do they think is happening? Ask the children to think carefully about what kind of party this is. Ask them why all Tommy's friends said they could not drive his bus for him.

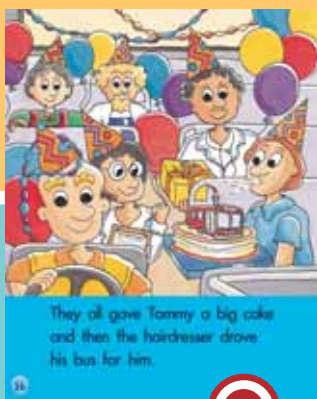


Ask the children what Tommy does after all his friends say they can't drive his bus. What do all his friends do?

Discuss with the children how to read these pages, responding to the ellipsis and dash punctuation and the singing bubble.

Discuss with the children what is happening in this picture. What is Tommy doing? Who is driving? How is Tommy feeling?

Ask the children how the word *drive* has been changed to *drove*.



Ask the children what Tommy's friends gave him. Who is driving the bus? Ask if they were right about who was driving the bus.

Have the children think back to the start of the story. What did Tommy want to do for his birthday? Think about what just happened. Did he get his wish? Did the author make it a surprise? Did the children get a surprise?



## 12 e The Bus Driver's Birthday

Name \_\_\_\_\_

1. Write what each of the people from the story does.

What does the bus driver do?

\_\_\_\_\_

What does the vet do?

\_\_\_\_\_

What does the doctor do? \_\_\_\_\_

\_\_\_\_\_

What does the shopkeeper do?

\_\_\_\_\_

What does the hairdresser do?

\_\_\_\_\_

What does the butcher do?

\_\_\_\_\_

## 12 e The Bus Driver's Birthday

Name \_\_\_\_\_

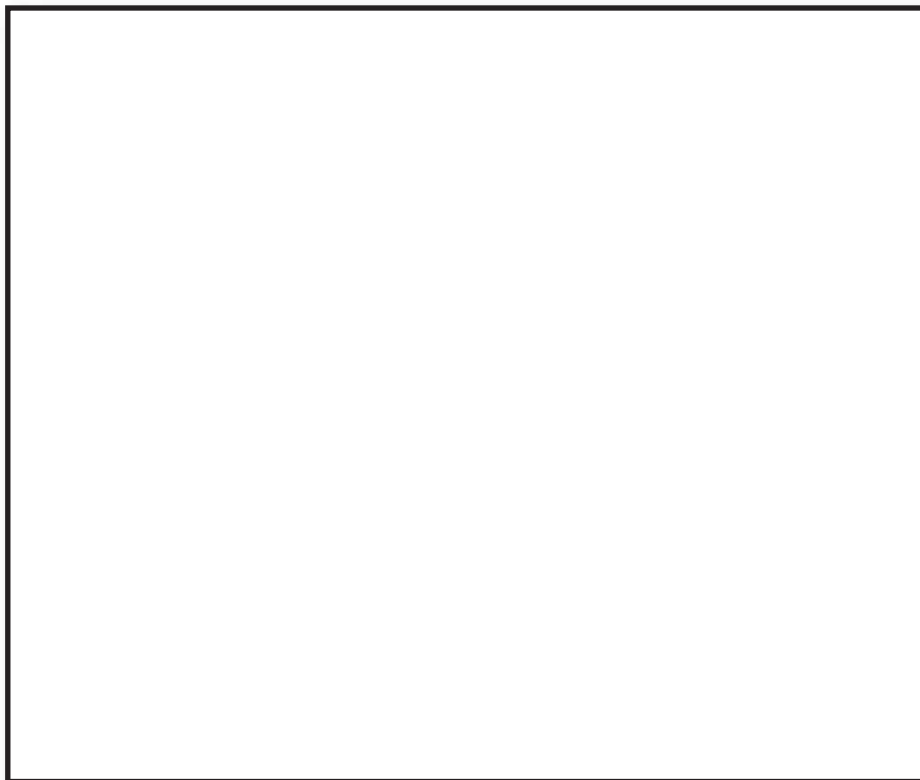
1. Complete the words to the birthday song, then draw the picture that goes with the song.

Happy \_\_\_\_\_ to you

Happy Birthday \_\_\_\_\_

\_\_\_\_\_ Birthday \_\_\_\_\_ Tommy,

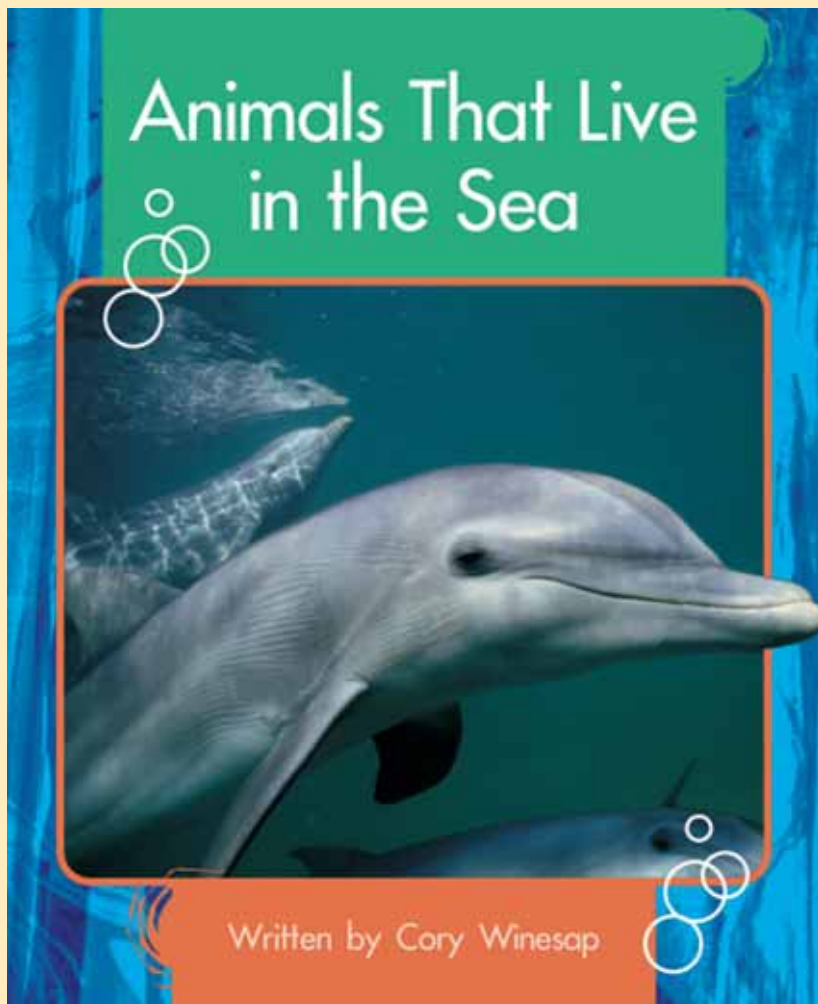
Happy \_\_\_\_\_ to \_\_\_\_\_.





# Level 12

## Book f



Level	12
Word Count	259
Text Type	Information report
High Frequency	
Word/s Introduced	live, many

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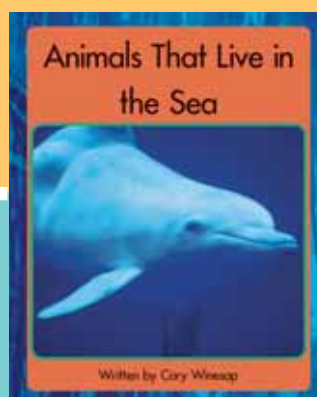
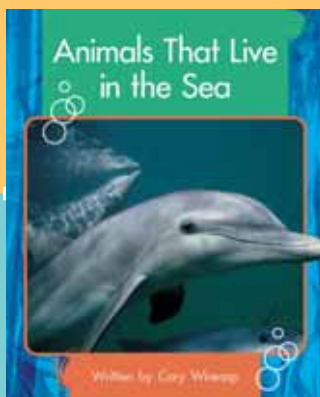
*This symbol relates to use (text user)*

BEFORE READING

## Cover & Title Page



Encourage a discussion with the children about what animals they know of that live in the sea. Can they name the animal on the cover and title page?



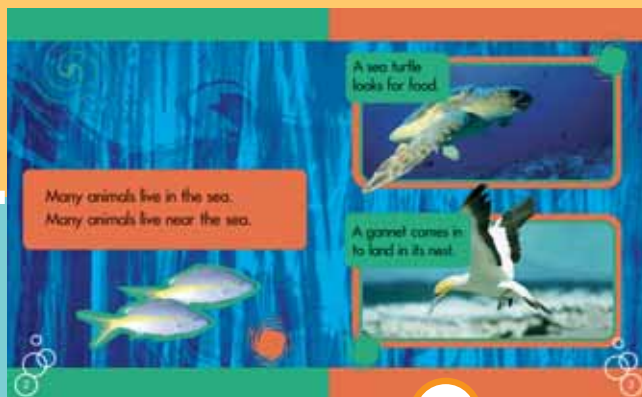
Ask the children what they think will be in the book. Encourage them to discuss what they might use this book for. What could they learn from it?



Discuss with the children why the author has chosen photos rather than pictures for this book. Will the photos help the readers?

AFTER READING

Invite the children to look at the photos. Ask them which of these animals live in the sea and which of them live near the sea. Can they name these animals?



Explain that captions say what is going on in the photo and may add information that is not in the main text. Ask the children what the captions on this page tell them.

Discuss with the children if the photos have helped them understand that there are two places the animals on this page live. Ask them what those two places are.

Ask the children what animal this is. How can they tell what animal it is? Encourage a discussion about where it lives. What part of the sea is its home?

Have the children clap and count the syllables in *animals* and *octopus*.



Ask the children what animal was discussed in the text. Ask them how far down in the water this animal lives.

Ask the children to think carefully about what they have just read. Ask them what the water is like where it is very deep. Have the text and picture helped them to understand this? How?

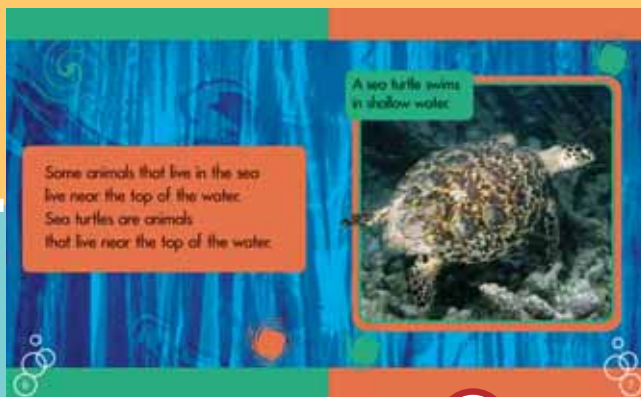




Invite the children to discuss what part of the sea this animal lives in.



Write *live* on the board. Have them find the word on this page. How many times can they find it?



Ask the children what this animal is called. Have them read the caption and ask where the animal is swimming. Discuss from the children's own experiences what *shallow* means.



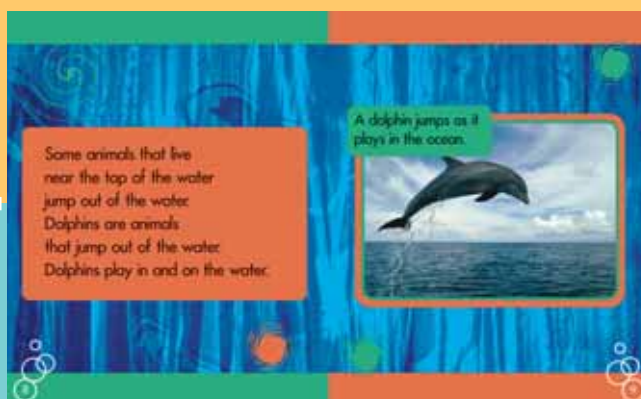
Ask the children to point to the parts of the text that tell them where the animal lives. Does the photo reinforce the information for them?



Ask the children what this dolphin is doing. What part of the sea do they think dolphins live in?



Discuss with the children how the picture supports the facts in the text. Make the links together.



Ask the children what animals jump out of the water. Where do dolphins play?

# BEFORE READING 10/11

Ask the children what kinds of animals are shown here. Where do each of these animals live?

Write *deep* and *sea* on the board. Discuss with the children the difference between *ee* and *ea*. Together add more words with the same pattern.



Ask the children which part of the sea fish live in. What are gannets? Where do they live? What do birds that live by the sea eat?

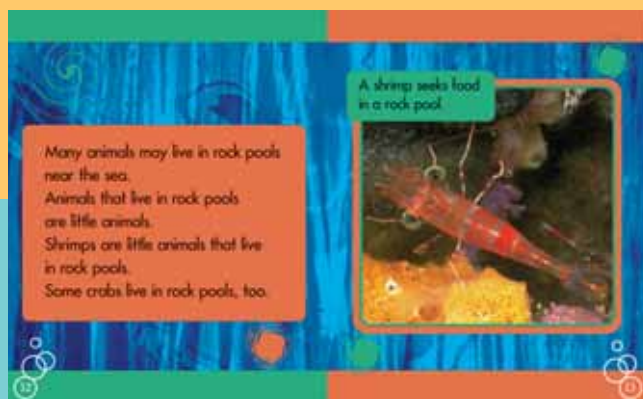
Discuss the photo caption on page 10. Relate the information to other groups the children may know, such as a flock of birds or herd of cows.

## AFTER READING

# BEFORE READING 12/13

Encourage the children to look at this picture and discuss what they see. Where does this animal live? What is it?

Ask the children to find *too* on page 12. Discuss the use of *to*, *too*, and *two*.



Ask the children what this animal is called. Does it live in the sea, on the sea or near the sea? What does it live in? What kind of animals live in rock pools?

## AFTER READING



Encourage a discussion about these animals. Why would they be on the same page? What might they have in common? Ask if turtles live in the sea all the time.



Have the children use page 15 to find three words they can build from *an*. Write on the board *an*, *animal* and *sand*. Add more they can think of.



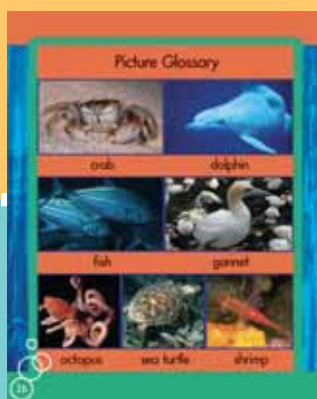
Ask the children to name the animals on these pages. What do crabs do in the sand? What do turtles do in the sand?



Ask the children to name each of the animals on this page. Encourage a discussion recapping what they have read about each of the animals.



Ask the children to read the book independently. Ask them to focus on facts as they read. Have the children tell two facts to the group when they have finished.



Encourage the children to discuss ways that they could use this page. What could they learn by looking at this page before any others?

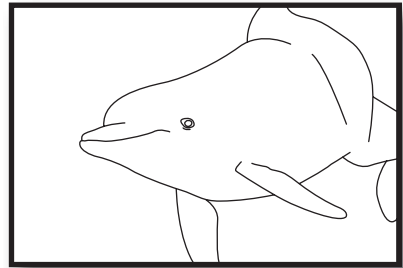
## 12 f Animals That Live in the Sea

Name \_\_\_\_\_

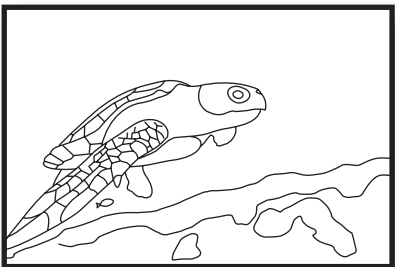
1. Name each animal. Say whether it lives **in** the sea or **near** the sea, then colour the pictures.



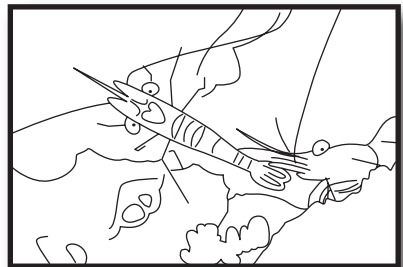
in the sea



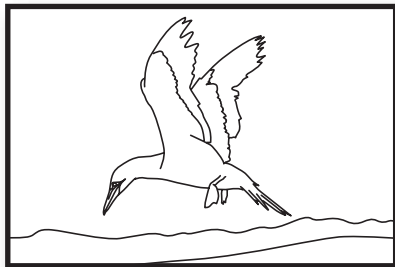
\_\_\_\_\_ the sea



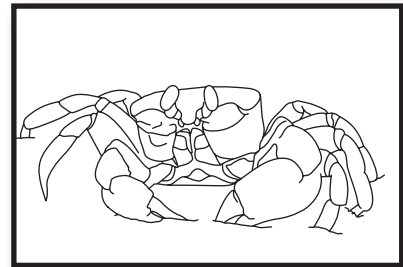
\_\_\_\_\_ the sea



\_\_\_\_\_ the sea



\_\_\_\_\_ the sea



\_\_\_\_\_ the sea

## 12 f Animals That Live in the Sea

Name \_\_\_\_\_

1. Complete the sentence, then draw a picture of an animal that lives in that part of the sea.

\_\_\_\_\_ animals \_\_\_\_\_ deep down \_\_\_\_\_ the sea  
and \_\_\_\_\_ live near the top.

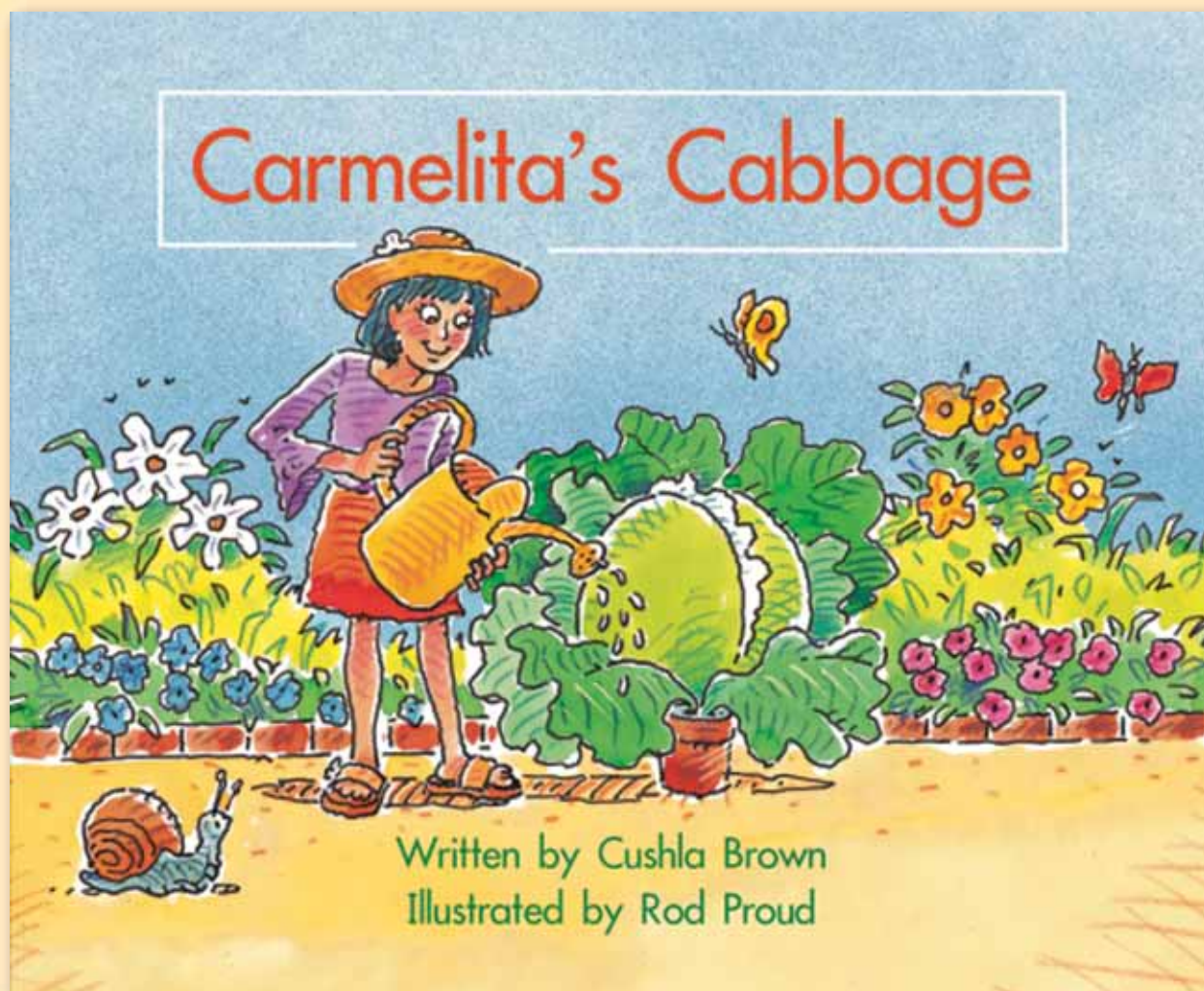






# Level 12

## Book g



Level	12
Word Count	240
Text Type	Literary recount
High Frequency Word/s Introduced	

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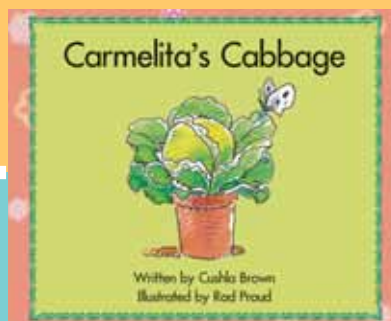
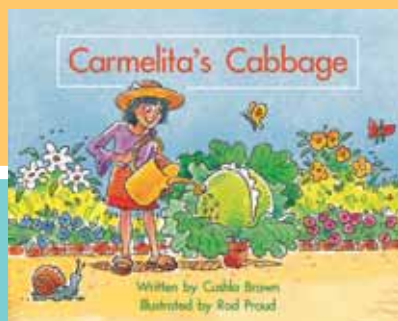
*This symbol relates to use (text user)*

BEFORE READING

## Cover & Title Page



Discuss growing plants with the children. What do they know about how to grow a plant? Ask them if they know what kind of plant is being watered on the cover.



AFTER READING



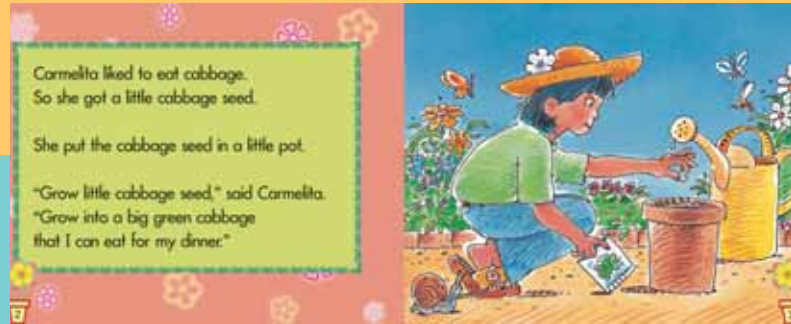
Ask the children what the plant being watered on the cover is. Have them think about the title - ask them who is watering the plant.



Ask the children why there is an apostrophe in the title.

Encourage the children to remember what they know about growing plants. Ask them what Carmelita is doing in this picture. What will happen next?

Discuss with the children how a narrator is telling the story. Ask them to find on page 2 the direct speech from Carmelita and the sentences where the narrator is telling the story.



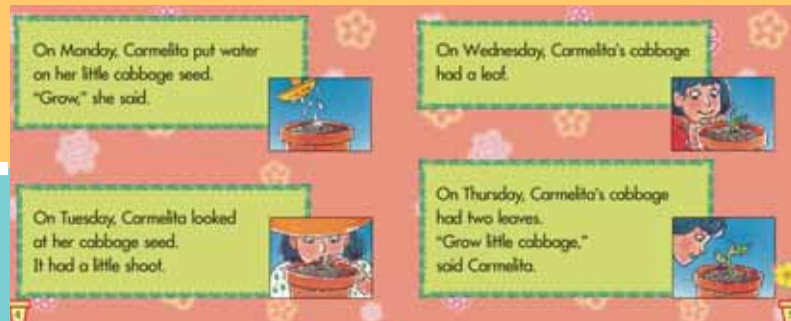
Carmelita liked to eat cabbage.  
So she got a little cabbage seed.  
She put the cabbage seed in a little pot.  
"Grow little cabbage seed," said Carmelita.  
"Grow into a big green cabbage  
that I can eat for my dinner."

Ask the children what Carmelita is planting. What is she planting it in? What does she want to do with the cabbage when it is grown?

Ask the children to check whether the picture illustrates the information in the text well.

Ask the children if they can name the days of the week. Ask them what is happening in each of the pictures on this page.

Ask the children to organize magnetic-backed, days-of-the-week cards in order on the magnetic board, checking with the story.



On Monday, Carmelita put water on her little cabbage seed.  
"Grow," she said.

On Wednesday, Carmelita's cabbage had a leaf.

On Tuesday, Carmelita looked at her cabbage seed.  
It had a little shoot.

On Thursday, Carmelita's cabbage had two leaves.  
"Grow little cabbage," said Carmelita.

Ask the children what Carmelita did on Monday. What happened on Tuesday? And on Wednesday and Thursday? What did Carmelita say to her cabbage?

Have the children think about what they have just read. Ask them how many days it took for Carmelita's cabbage to grow two leaves.





Discuss with the children how big the cabbage will have to be before Carmelita can eat it. How many leaves do they think it will have?



Ask the children to scan the text and see what days of the week are named on these pages.



Ask the children on what day the cabbage had ten leaves. How many did it have on Saturday? What is Carmelita going to do with the cabbage when she has picked it? Ask the children when Carmelita says she is going to pick the cabbage. What day of the week will that be?



Ask the children what is going to happen to the cabbage today. Ask them how big they think the cabbage is now.



Have the children scan the text for a day of the week. Ask them which day of the week they can find.



Ask the children what Carmelita goes to do on Sunday. How many leaves does the cabbage have?

# BEFORE READING 10/11

Ask the children what might happen to stop Carmelita from picking her cabbage. What do they think the butterfly might be saying to Carmelita?



Ask the children why Carmelita can't pick the cabbage. Who lives on the cabbage?

Write *butterfly* and *butterflies* on the board. Discuss with the children the spelling rule of changing y to i when you add es. Discuss singular and plural. Apply the rule to *baby* and *lady*.

## AFTER READING

The Flying Doctor

Joseph, the Greedy Octopus

Snake Gets Lost

Rubbish

# BEFORE READING 12/13

Discuss with the children all the insects that live in plants. Ask them what insects they can think of that might live on a cabbage.



Discuss with the children why the insects do not want Carmelita to pick the cabbage. What will happen if she does?

Draw two columns on the board and label them *singular* and *plural*. Together with the children, write the nouns on page 12 in the appropriate columns.

## AFTER READING

The Bus Driver's Birthday

Animals That Live in the Sea

Carmelita's Cabbage

Balloon Fun



Discuss with the children what they think Carmelita will do now. Have them look at the picture for ideas to help them.

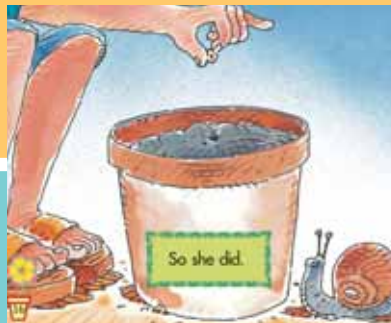


Ask the children what Carmelita decides to do instead of picking the cabbage.

Invite the children to discuss what the problem in the story is.

Discuss with the children how long it will take Carmelita to grow another cabbage. How long did the first one take? Will more bugs move in to the second one?

Have the children read the book independently. Ask them to change their voice when Carmelita is speaking.



Discuss the days of the week with the children. Ask them to name them all. Ask them if they know what days are weekend days. Name some days and ask the children to name the day that follows.

Discuss with the children whether this really is the end of the story. Do they think more needs to be written? What could happen now?

## 12 g Carmelita's Cabbage Name \_\_\_\_\_

1. Write the day of the week that goes with each picture, then colour the picture.

2. Name the one day that is not pictured.



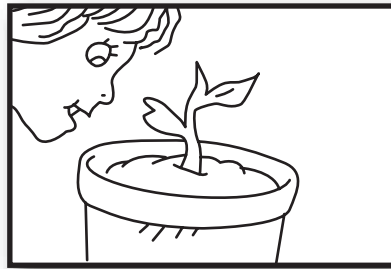
\_\_\_\_\_ day



\_\_\_\_\_ day



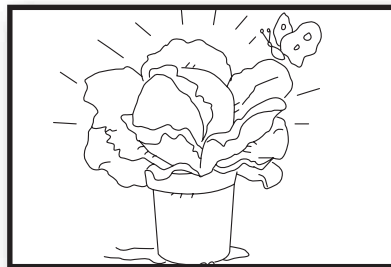
\_\_\_\_\_ day



\_\_\_\_\_ day



\_\_\_\_\_ day



\_\_\_\_\_ day

The last day of the week is \_ \_ \_ day.

## 12 g Carmelita's Cabbage Name \_\_\_\_\_

1. Complete the following sentences then cut them out and arrange them in their proper order.

On Monday, Carmelita put \_\_\_\_\_ on her little \_\_\_\_\_ seed.

On \_\_\_\_\_, Carmelita looked at her cabbage \_\_\_\_\_. It had a \_\_\_\_\_ shoot.

On Wednesday, Carmelita's \_\_\_\_\_ had a \_\_\_\_\_.

On \_\_\_\_\_, Carmelita's cabbage had \_\_\_\_\_ leaves.

2. Colour in the picture.

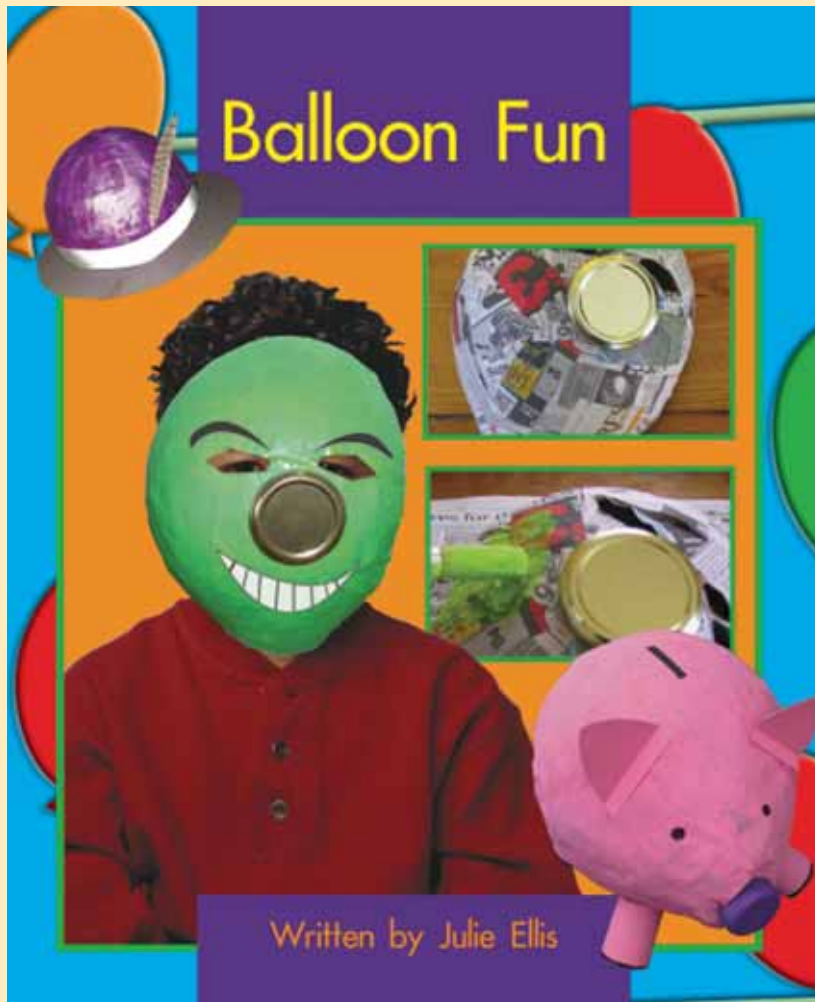


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# Level 12

## Book h



Level	12
Word Count	254
Text Type	Procedural Recount
High Frequency	
Word/s Introduced	

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*This symbol relates to use (text user)*

BEFORE READING

## Cover & Title Page



Ask the children if they know any fun things to do with balloons. Invite the children to look at the cover page and tell you what they think they will find out about in this book.



Encourage the children to use the contents page to choose what they would like to make. Which page would they need to read?

Balloon Fun	
Contents	
Making Things	2
What You Will Need	3
Making a Piggy Bank	4
Making a Hat	6
Making a Bowl	8
Making a Mask	10
Making a Pinata	12
Index	16
Written by Julie Ellis	

AFTER READING



Ask the children what the contents page tells them. What have they learnt from the contents page about what is going to be inside the book?



Encourage the children to discuss what this book is about. Ask them what they think they will need to make the things in this book.

Discuss the difference between past and present - things that have already happened and things happening now. Have the children find *making* and *made*. What is the difference between these words?



Discuss with the children what they have learnt from these pages. What can they make? What do they need to be able to make these things?

Have the children return to the contents page. Ask them to identify the first thing the book tells them how to make.

Ask the children to scan the text for the word *made*. Ask them if this is indicating something that is happening now or something that has already happened.



Ask the children what is being made on this page. What is the first thing that has to be done to the balloon? When can the balloon be popped?

After the children have made the piggy bank, ask them what they used the book for. How did they use the information they had?



Discuss with the children how they might make a hat using a balloon. Would any steps be the same as for the pig?



Ask the children to scan the text for the word *making*. Ask them if this indicates something that is happening now or something that has already happened.



Discuss with the children what they would have to do to make this hat. Could they make this hat if they missed any of the steps?



Ask the children what the paper was dipped in. Ask them what they do once the paper has dried.



Ask the children if the hat from the previous page could be turned into anything else. What do they think it could be turned into?



Have the children scan the text for the words *made* and *making*. Ask them which one is used to talk about the past and which is used to talk about the present.



Ask the children how Zac made his bowl. What did he do that was different to making the hat?



Ask the children to think carefully about what they have just read. How does the text tell them that the steps are the same as for making a hat?

# BEFORE READING 10/11

## AFTER READING

Discuss with the children ways that they could make this mask. What have they learnt so far that would help them make this mask?

Have the children scan the text for the word *made*. Ask them what other words they can find that show that something was done in the past.



Ask the children what the text says Sam did differently from Zac and Jack to make his mask.

Have the children think about what they have just read. Ask them to look at the pictures. The mask in the pictures has something that is not mentioned in the text. What?

# BEFORE READING 12/13

## AFTER READING

Ask the children if they know what a piñata is. What do they do with a piñata? Would they like to know how to make their own piñata?

Have the children continue to find words that mean things that have already been done.



Ask the children what it is that gets put in the paste. What shape did Sarah make on her balloon?

Discuss how important the numbers on the photos on page 13 are. Do we need the numbers?



Ask the children what Sarah did after she popped the balloon. What did she put in the piñata? Why did all the sweets come out?



Have the children scan the text for words that tell them that the actions mentioned have already happened.



Discuss the need for cutting holes when making things. Who cut the holes on page 14? Who could they get to help them cut the holes safely? Why would it be a good idea to get someone else to cut the hole?



Ask the children what an index is for. What would they expect to find in an index?



Have the children read the book independently. Ask them to use the contents page to decide the order in which they would like to make these things. Have them read about these things in that order.

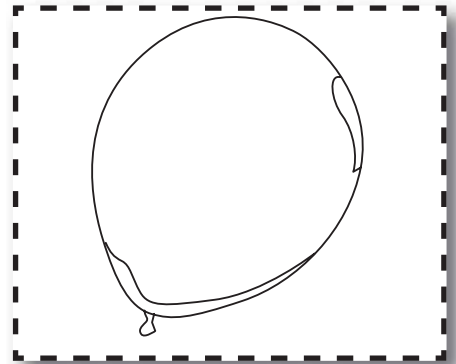
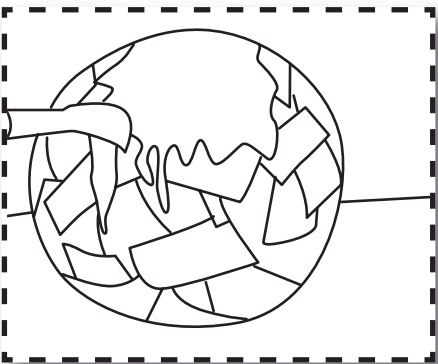
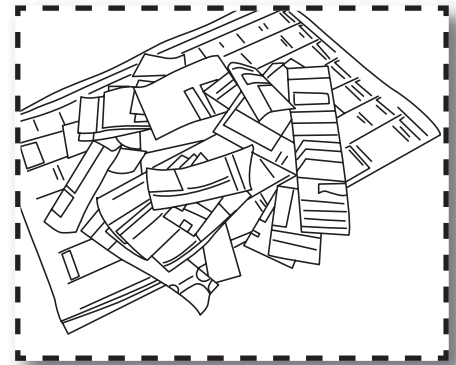
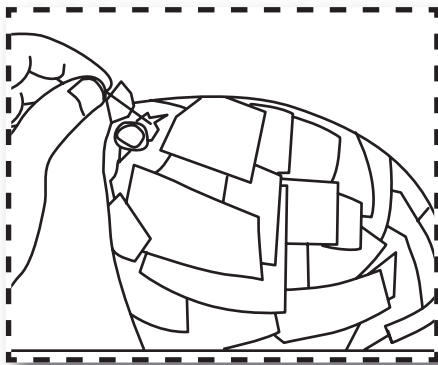
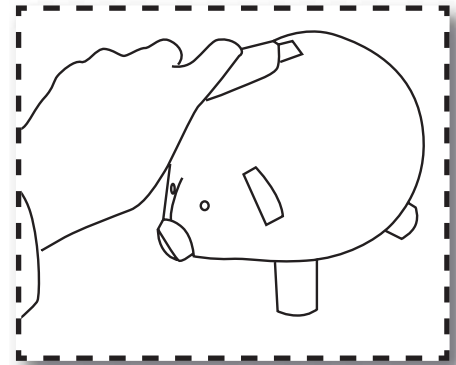
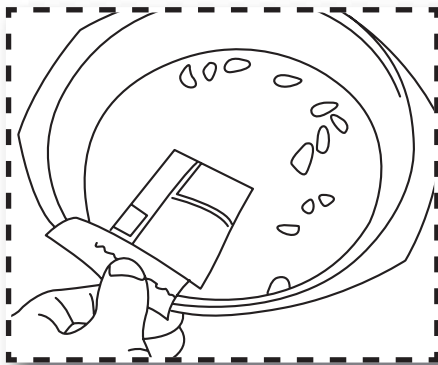
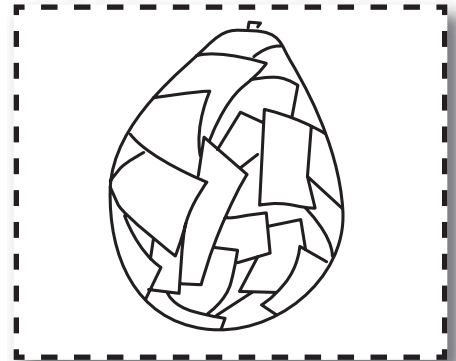


Encourage the children to demonstrate the use of this page. Ask them to find information on money. Ask them how many pages paste is mentioned on.

## 12 h Balloon Fun

Name \_\_\_\_\_

1. Cut out and place the pictures in the correct order to show how to make a piggy bank.





## 12 h Balloon Fun

Name \_\_\_\_\_

1. Draw the hat, bowl, and mask from the text. Circle the part of each that makes it different from the others.
2. Complete the sentence. The missing word is the part that you should have circled in the picture.



He made a \_ \_ \_ \_ for his hat.



He made a \_ \_ \_ \_ for it.



When it was dry, he put on a \_ \_ \_ \_.