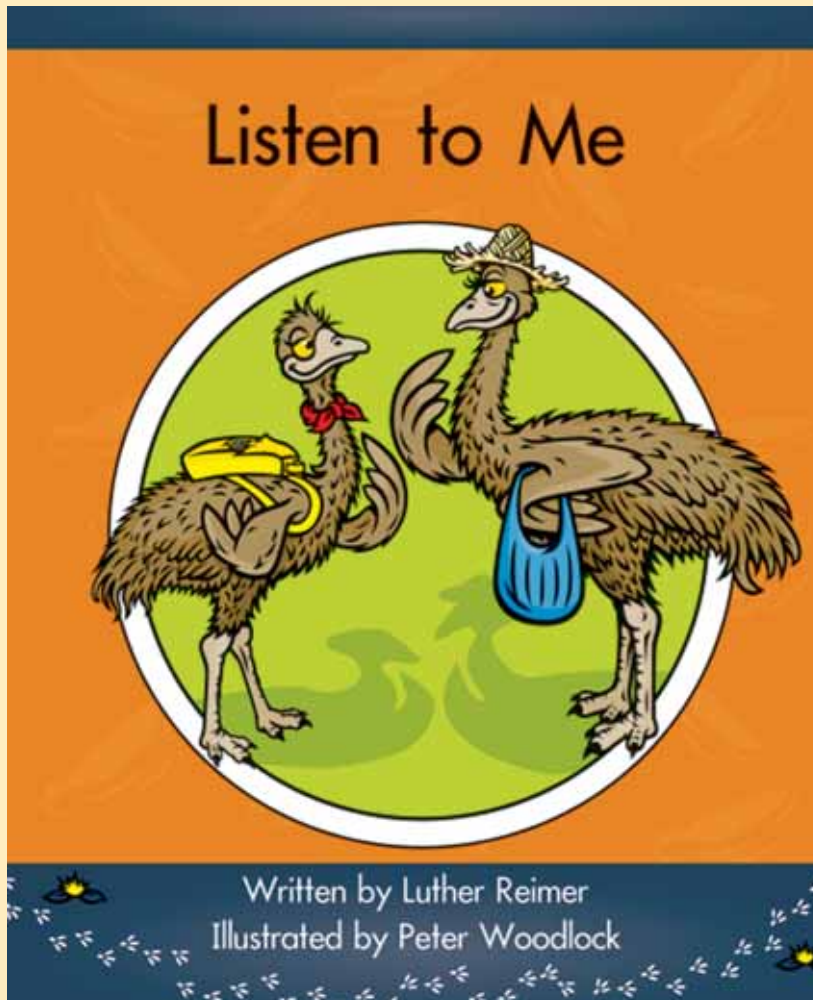




Level 14

Book a



Level	14
Word Count	327
Text Type	Literary recount
High Frequency Word/s Introduced	mother, me

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This symbol relates to use (text user)

BEFORE READING

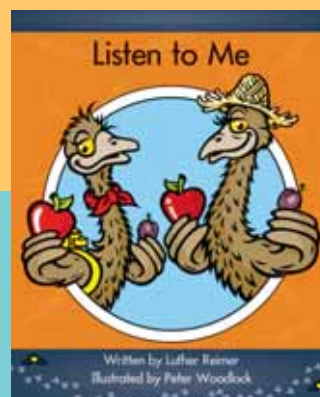
Cover & Title Page



Ask the children to look at the cover and the title page. Which of these emus is the mother? Who do you think is the one who says "listen to me"?



Ask the children what pronoun in the title is used by people to talk about themselves.



AFTER READING



Ask the children what the title is commanding be done.

Ask the children what is happening in this picture. What do they think the two emus are saying to one another?

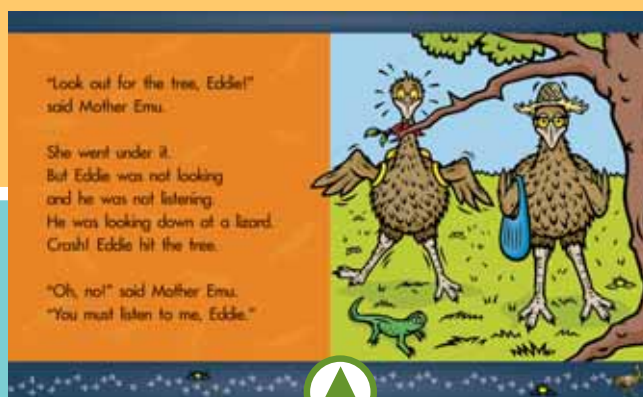
Explain alliteration to the children. Ask them to find an example on page 2.



Ask the children what Mother Emu has to do. What do Mother Emu and Eddie Emu get before they go to town? Ask them why Mother Emu has to go to town.

Have the children look at this picture. Ask them what has happened to Eddie. How does Mother Emu look? Why does she look surprised?

Have the children discuss why Eddie hit the tree. Why does Mother Emu tell him he must listen to her?



Ask the children what Mother Emu tells Eddie to look out for. What was Eddie looking at? What does Mother Emu say after he has hit the tree?

Write a heading Personal Pronoun on the board. Write *me* from the title. Explain personal pronouns to the children. Ask the children to find personal pronouns on page 4. Write them on the board.

Ask the children if Eddie listened to Mother Emu this time. What do they think he was doing instead?

Ask the children what there is in the picture to tell them which way to go.

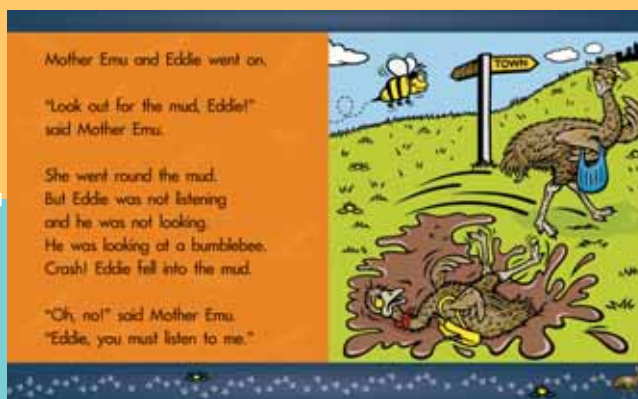


Ask the children what Mother Emu warns Eddie about. What was Eddie looking at? What does Mother Emu say that Eddie must do?

Have the children think about what they have read and study the picture. How does Mother Emu avoid the hole? Is it easier for her to avoid the hole? Why?

Ask the children what has happened to Eddie now. Do you think he was listening?

Have the children find the compound word on page 8 – *bumblebee*. Clap the three syllables together. Clap the syllables in *listening*. Ask the children how many syllables they clapped. Clap *butterfly* from page 6.

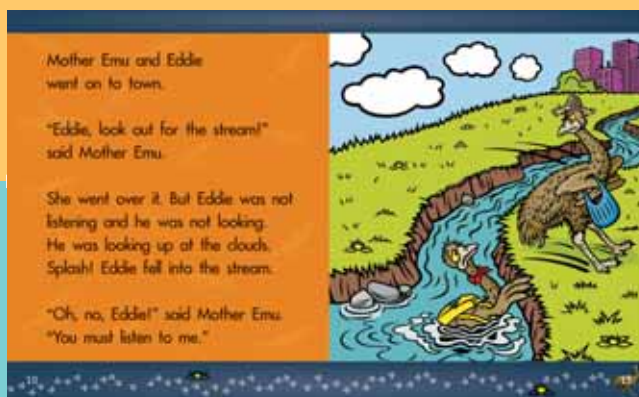


Ask the children what Eddie falls into. Why does he fall into it?

Have the children discuss the following question – Why must Eddie listen to Mother Emu?

BEFORE READING 10/11

Ask the children to look at this picture. How does Mother Emu look now? Why do you think she looks that way?



Ask the children what Mother Emu says to look out for. How does she get past the stream?

Start a discussion about why Eddie falls into the stream.

AFTER READING

Listen to Me

Brian Fixit

This Little Boy

A Hot Day at the Farm

BEFORE READING 12/13

Ask the children where Mother Emu and Eddie are now. What are they doing? What do you think is going to happen?



Ask the children where Mother Emu and Eddie are. What do Mother Emu's apples begin to do? What might happen? Why does Mother Emu choose the apples she gets?

Write *apple* on the board. Ask the children to find a word on page 12 that has the same -le ending. Compare. Ask the children if they know more words with the same ending.

AFTER READING

Ringo the Dingo

People and Gorillas

Bessie Bunyip

Who Works at the Supermarket?

Ask the children what has happened in this picture. Who is having the accident this time?

Discuss with the children whether the technique the illustrator has used to show movement in the picture has helped them understand what happened to the apples.



Ask the children who calls "look out" this time. Where do the apples fall?

Ask the children what they think Eddie Emu is saying to Mother Emu in this picture.

Have the children read the book independently. Ask the children if the book will make them laugh while they read.



Ask the children if they thought the end of the story was funny. Invite them to discuss what was funny about the end of this story.

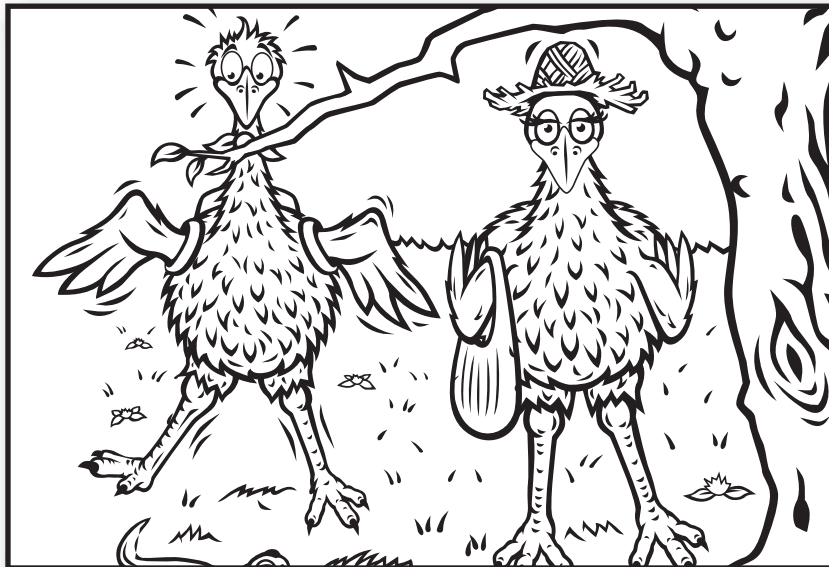
14 a Listen to Me

Name _____

1. Circle the personal pronouns.

me Eddie Emu she Mother Emu he
you lizard I butterfly

2. Circle the sentence that best explains what is happening in this picture.



She went under it.

“Look out for the tree, Eddie!”

Crash! Eddie hit the tree.

3. Colour the picture.

14 a Listen to Me

Name _____

1. Who did what – match the character to the actions.

Mother Emu

Hit a tree

Pulled out a tray of apples

Looking at a bumblebee

Went under it

Looking at a butterfly

Went over it

Got a bag

Fell in the mud

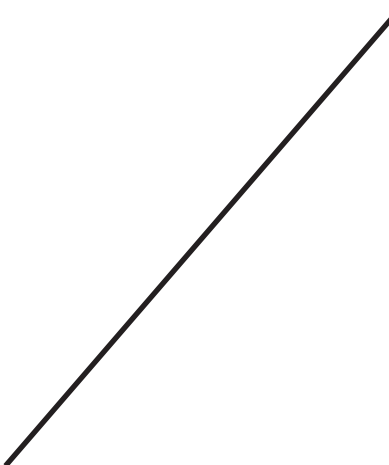
Went round it

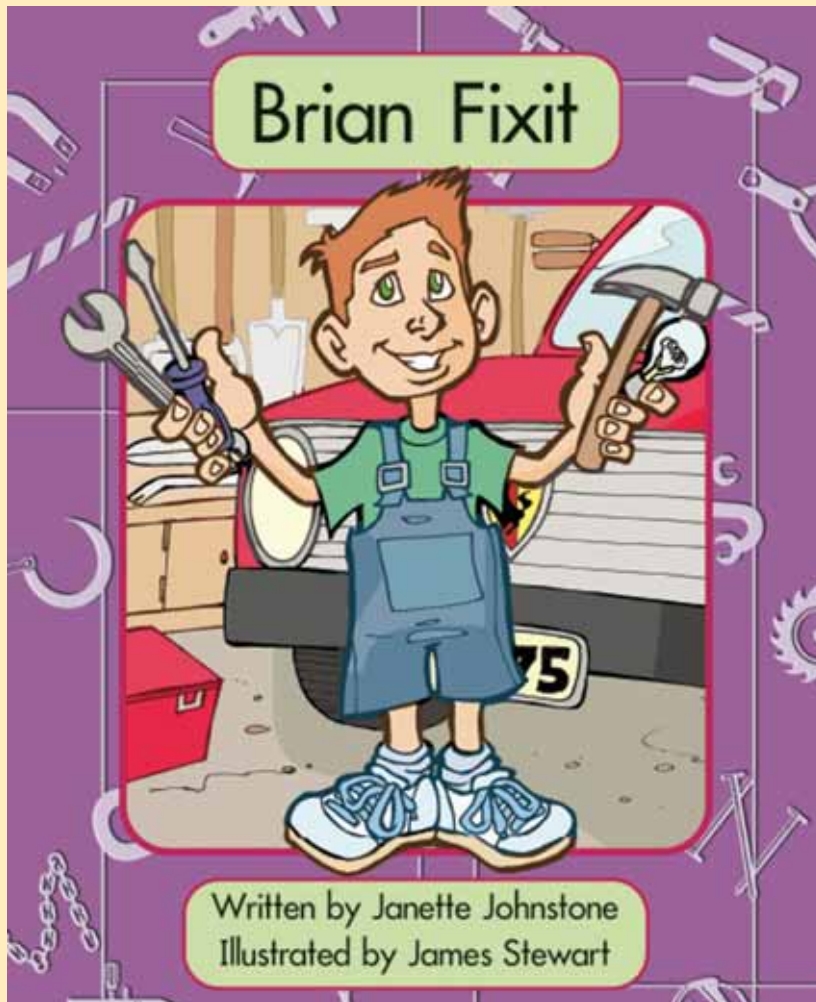
Fell in the stream

Looking at a lizard

Looking at plums

Eddie





Level	14
Word Count	317
Text Type	Literary recount
High Frequency	
Word/s Introduced	need, help

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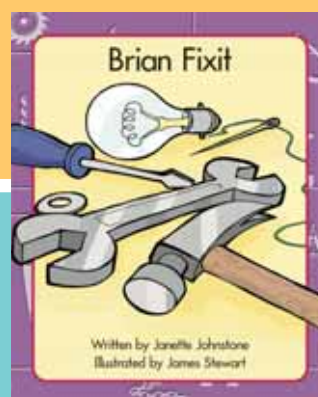
BEFORE READING Cover & Title Page



Ask the children to look at the cover and title page. Ask them what they think the story will be about. Why do they think that Brian is called Brian Fixit?



Ask the children to point to Brian's surname and find the two words *Fix* and *it*.



AFTER READING



Have the children look carefully at the tools in this picture. Ask them what Brian might fix with these things.



Discuss with the children whether changing their voices as they read helped them understand the story.

Ask the children what Brian is doing in this picture. Who is he helping? What are they fixing?



Ask the children what Brian liked to do. Who did he help? How many people did Brian help?

Have the children think carefully about what the text says. Ask them why Brian helped people fix things.

Ask the children what they think Brian is going to help fix on this page. Who will he help?



Ask the children why the tap needs fixing. Who fixes the tap? What does he use to fix the tap?

Write *drip* on the board. Ask the children to find the two words on page 4 with the suffixes *ed* and *ing* added to the base word *drip*. Discuss with the children double *p* in *dripped*. Write *helped* from page 2 under *dripped* and compare.



Ask the children what they think needs fixing on this page. Who is doing the fixing this time? How does Brian help?



Discuss onomatopoeia with the children. Have the children find these words on page 6.



Ask the children what happened to the light. Who fixes the light? How is it fixed? Why did Brian's grandma ask Brian's mum if she could fix the light?



Ask the children what has broken this time. How do they think it can be fixed? Who do they think will fix it this time?



Discuss with the children if the illustrator has made it easier for them to understand the text on page 9. How? Do the children understand the word *sewing*?



Ask the children how the cushion got ripped. Whose cushion was it? Who fixes the cushion? What do they use to fix the cushion?



Focus the children to the short vowel *i* sound. Write *nip* on the board. Add *fix*, *it*, *did* and *with* as the children point to them in the text.

BEFORE READING 10/11

Listen to Me

Brian Fixes

This Little Boy

A Hot Day at the Farm

Ringo the Dingo

People and Gorillas

Bessie Bunyip

Who Works at the Supermarket?

Ask the children what needs fixing in these pictures. Why does it need fixing? Who fixes it?

Discuss with the children why the word *creak* has been written three times and not once. Why have capital letters been used for the third creak?



Ask the children how the gate gets broken? Who fixes the gate? What tools does he use to fix the gate? How does Brian help?

BEFORE READING 12/13

Ask the children what has happened to Brian. What is going to need fixing?



Ask the children what Brian was doing? What happened to the trolley? What sounds did it make? What happened to Brian? Why did the wheel fall off the trolley?

Write the words *to* and *too* on the board. Ask the children to check the page and find which of the two is used. Explain to and discuss with them the difference between these.

AFTER READING

Ask the children what Brian is thinking here. What might he want to do to his trolley? Ask them to predict who will help him fix his trolley.

Ask the children why the author has written the check list. Is this a good idea? Do they think it will help Brian know what he needs?



Ask the children to find which word, *to* or *too*, is in the text. Ask them to explain why the word chosen is *to* and not *too*.

Ask the children if Brian ends up fixing his own trolley. Who does? What do they use?

Explain to the children that when they read the story independently they should change their voices for the onomatopoeia, questions and exclamation marks.



Tell the children to think carefully about what they could learn from this text. Ask them what they have learnt about the tools required for different jobs. Ask them what they think they have learnt overall about fixing things.

Have the children discuss whether Brian could have fixed the trolley by himself. How does the story help them to decide?

14 b Brian Fixit

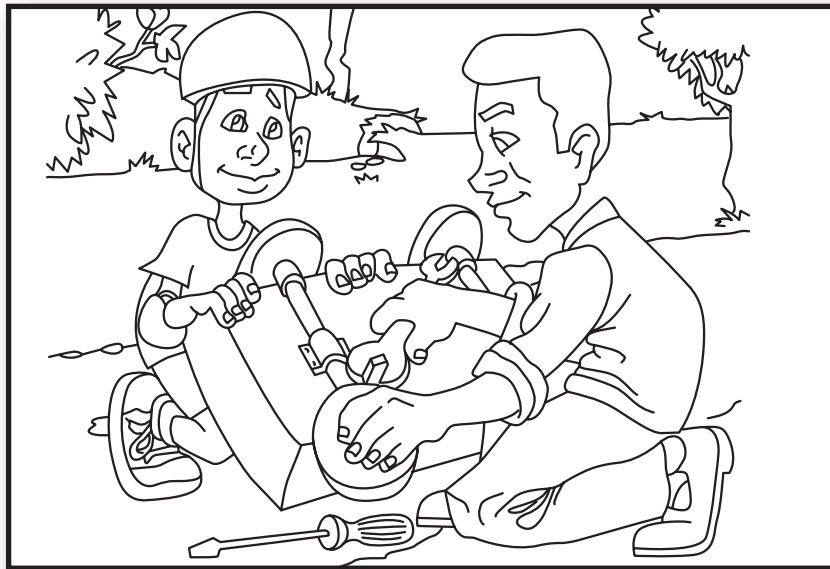
Name _____

1. Short "I", Long "I"

Circle the words that have a short "I" sound.

Fix Find Drip Like Little This Brian
Night Fizz Light Rip Did Time It

2. Colour in the picture.



3. Write a sentence about what Brian and his dad are doing.

Word endings - “ed” and “ing”

Cut out the words below.

Add the word endings “ed” and “ing” to the other words.

On a separate piece of paper, write down the new words that they make.

ed

ing

Fix

Help

Play

Fizz

Work

Want

Look

Crash

Bump

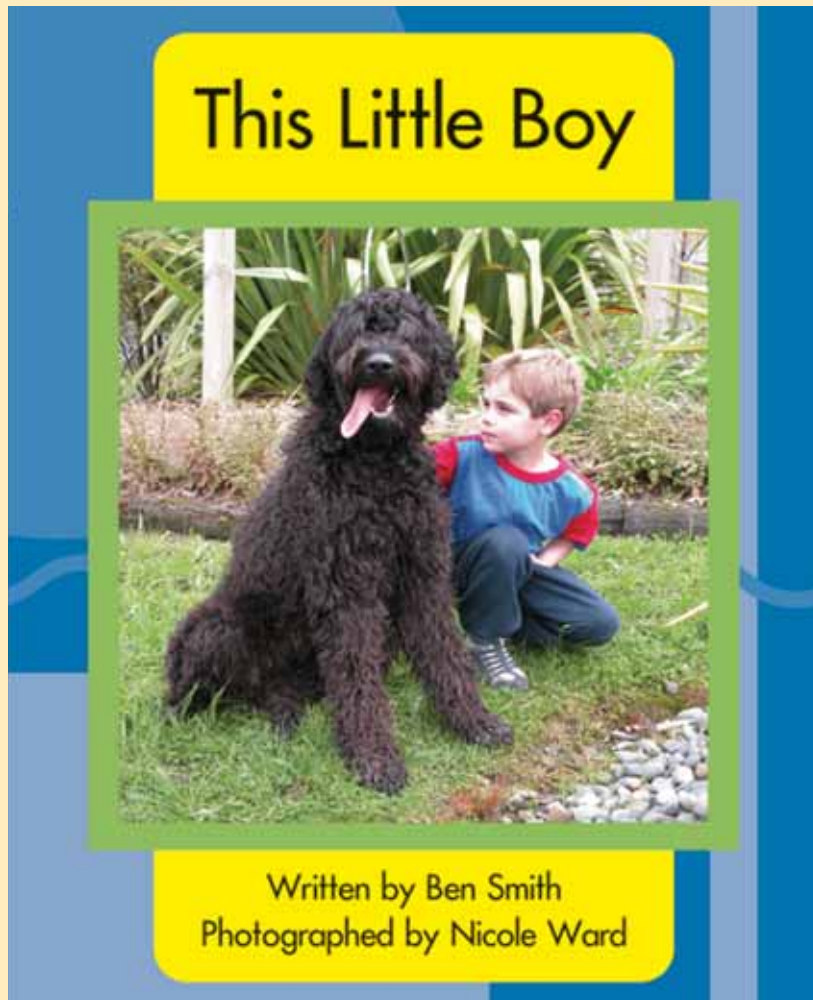
Bang

Kick

Walk

Paint

Need



Level	14
Word Count	305
Text Type	Factual description
High Frequency	
Word/s Introduced	just, boy

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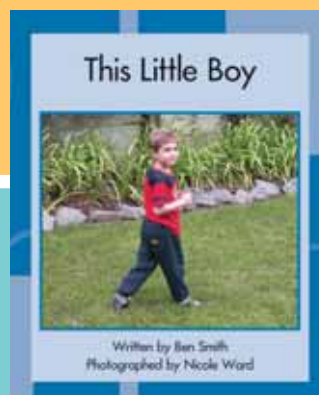


This symbol relates to use (text user)

BEFORE READING Cover & Title Page



Ask the children to look at the title and cover pages. Ask them who they think this story will be about. Do they think it will be a factual story or a fictional story?



Ask the children what the title page and the cover tells them about the story and about the little boy. Discuss what the visuals are because it is a factual story. Do the photos help them know more about the little boy? How?



Tell the children that the little boy in the photo cannot hear very well. Ask them if they could tell this. How could they tell? What is the little boy doing? Would the activity affect his hearing?



Ask the children to scan the text for the word *just*. Tell them there is another word that looks a little like *just* so they will have to be careful not to confuse the two. Ask them what the other word is. How are the words the same and different?

This little boy cannot hear very well.
But you would never know it.
He looks just like you do.
He does all the things that you do.
He runs, he jumps,
and he swims just like you.



Ask the children to think carefully about what they have just read. Why would they never know that this little boy cannot hear very well?



Encourage a discussion about what the boy is doing in this photo. Is his hearing a problem? Why or why not?



Discuss with the children the syllables in the word *computer*. Clap the three syllables. Explain how breaking the word into syllables will help them read new, longer words.

He has a computer.
He likes the computer.
He does a lot of things
on his computer.
He plays games.
He writes to his grandma.



Ask the children to answer the following questions. What does this little boy have? Who does he write letters to?

Ask the children what is happening in this photo. Encourage discussion about how much the little boy can hear.

This little boy can hear some things that you can hear. He can hear his father. He can hear his mother. He can hear his brothers. He can hear all of them, but they have to speak clearly. But there are some things that he cannot hear.



Go through the text with the children. Who can the little boy hear? Ask the children how people have to speak to the little boy so he can hear them. Encourage a discussion about what this means.

Write the vowels on the board. Write *ea* underneath. Ask the children to find words with *ea* in the middle. Compare the sound in *hear*, *clear* and *speak*. Discuss the difference.

Ask the children why these photos are here. What do they have to do with the little boy?

Have the children find the onomatopoeic words. Talk about what the words are linked to and why.

He can see a bird but he cannot hear it. He does not hear it go cheep, cheep, cheep.



He can see a truck but he cannot hear it. He cannot hear it go brrrr, brrrr, brrrr.



Ask the children what the boy can hear or not hear.

BEFORE READING 10/11

What is happening in these photos? What sorts of things does the boy do at school?



Ask the children if this little boy goes to school like they do. What sorts of things does he do at school? Why does the little boy sit near the teacher? When can he not hear what the teacher is saying? Encourage a discussion about why he has problems hearing when there is a lot of noise.

AFTER READING

BEFORE READING 12/13

Ask the children if the little boy would be able to work out what the teacher was saying from far away. Have the children look at the photo on page 13. What is the boy doing in this photo?



Ask the children how the little boy can tell what the teacher is saying when he is not near her. Apart from the teacher, who else's lips does he look at to see what they are saying? Tell the children this is called lip reading.

Write two columns on the board.

ea	ea
teacher	hear

Ask the children to find two more words with ea and decide which column they belong in.

AFTER READING

Listen to Me

Brian Fixit

This Little Boy

A Hot Day at the Farm

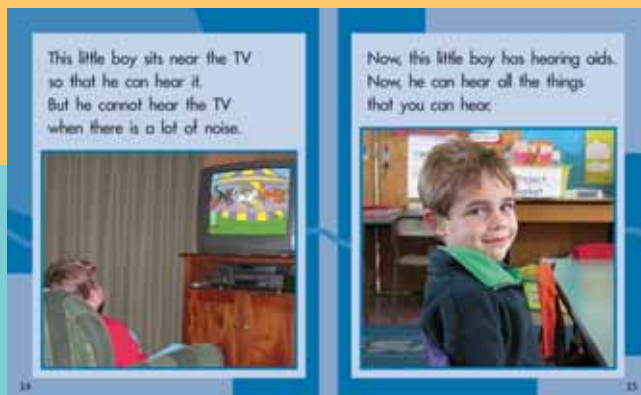
Ringo the Dingo

People and Gorillas

Bessie Bunyip

Who Works at the Supermarket?

Ask the children to look at these photographs. What is the little boy doing? Why is he so close to the TV? What does he have in his ear on page 15?



Tell the children this text can be used to learn a lot about someone who has hearing loss. Ask them what they have learnt about someone who can't hear as much as they can. What sort of things can he do? What can't he do? Can it be fixed at all? What helps him to hear everything you can hear?

Ask the children what this page is used for. Do they know what it is called? Have them point to the word that names this page.

When the children read the book independently have them think about all the facts that describe this little boy. Have the children discuss with their group how this little boy can do the same things they do.

Index	
computer	4
grandma	4
hearing aids	15
school	10
teacher	11, 12
truck	9

Ask the children to find information on what the boy does at school. Have them find information about hearing aids. Encourage a discussion about how and why this page could be useful.

14 c This Little Boy

Name _____

1. Things this little boy can do just like you.

Match the words to the picture.



He can jump just like you.



He plays games on his computer.



He goes to school just like you do.



He reads, writes and paints at school.



With a hearing aid, he can hear all the things that you can hear.

14 c This Little Boy

Name _____

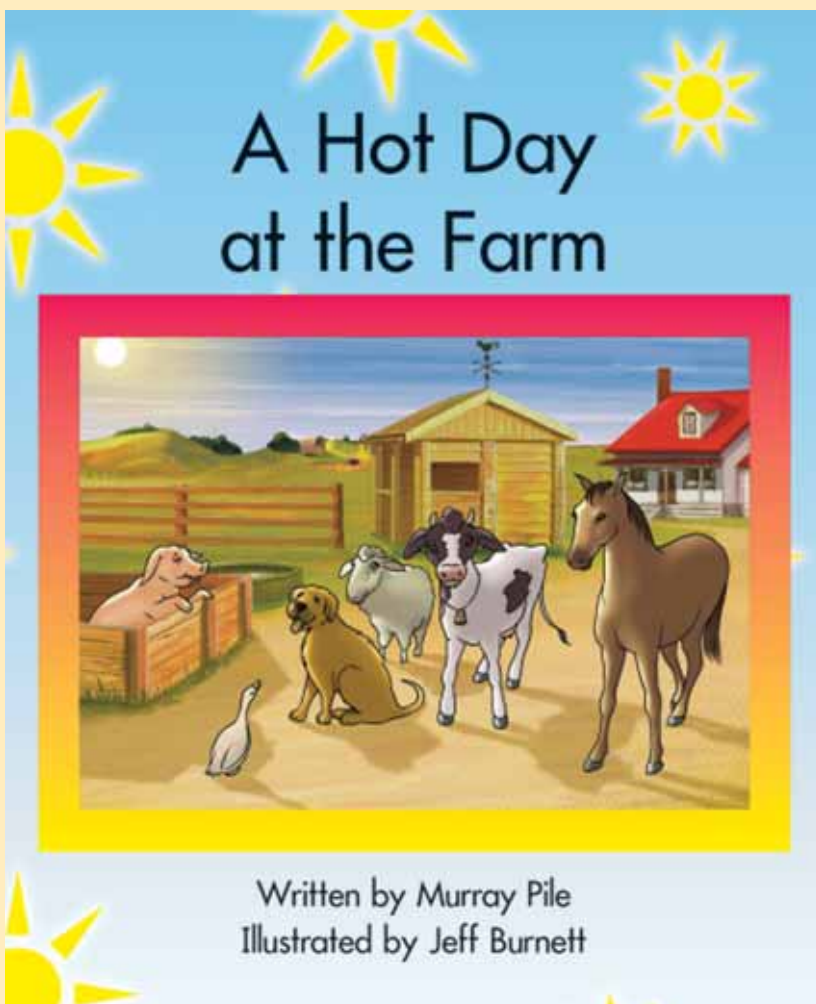
1. Look at these pictures - which things can the little boy hear and which things can't he hear?



Answer the question under the picture.



How does the little boy know what people are saying when he can't hear them?



Level	14
Word Count	319
Text Type	Narrative
High Frequency Word/s Introduced	

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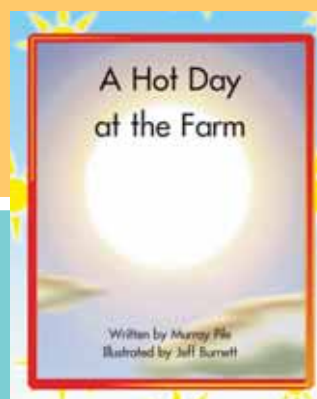
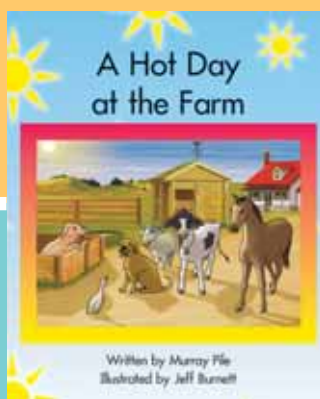


This symbol relates to use (text user)

BEFORE READING Cover & Title Page



Ask the children to look at the cover and title page. Ask them to predict what the story will be about. Where does the story take place?



Discuss with the children if their predictions were correct. Ask them what clues they got from the pictures that helped them make their predictions.



Discuss with the children whether they used the self-correction strategy as they read.

BEFORE READING

2/3

Encourage the children to discuss what animals can be found on a farm. Have them use the pictures to help them. Ask them what the man is doing in the picture on page 3.

Discuss the use of commas with the children. Explain that commas are used on page 2 because the animals' names are written in a list.



Ask the following questions. Whose farm is it? What animals live on the farm with him? Who does he ask to look after the farm? Where is he going?

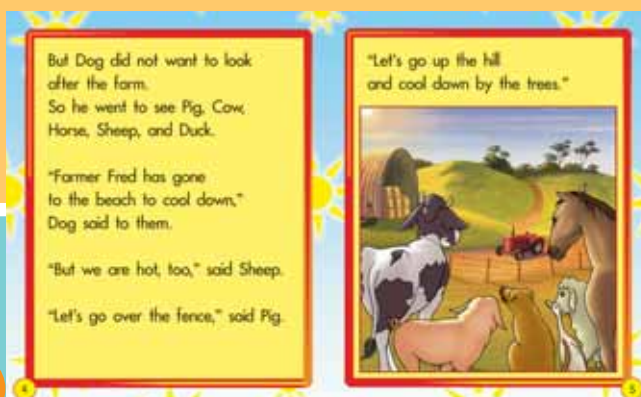
Have the children discuss if the illustrator and designer have made it clear to the readers that the story is set on a very hot day. What imagery have they created?

AFTER READING

BEFORE READING

4/5

Discuss with the children what Dog might do when the farmer has left. Where are all the animals looking? Why do you think they are looking there?



Ask the children what Dog does. What does he tell the other animals? What do they suggest doing while the farmer is away? Encourage a discussion about why Dog does not want to look after the farm. Why would he go and see the other animals? Why do they want to go to the trees? Ask the children what they do to cool down on a hot day.

AFTER READING

Ask the children where the animals are now. Ask them to recall what they have read on the previous page and ask why the animals are here.



On the board, involve the children in making an imagery map following the directions in the book from the farmyard to the trees.

Ask the children to predict how the animals cool down. Do they think all the animals will jump into the stream.



Ask the children the following questions. What do the animals come to? What does Dog do when he comes to the stream?

Ask the children to find the word *cool*. Write *cool* on the board and ask the children to think of words that rhyme with it. Discuss the *oo* sound and read the word family list together.

BEFORE READING 10/11

Invite the children to discuss how long they think it took the other animals to follow Dog into the stream. Which animal was first to follow Dog?

Have the children talk about direct speech. Ask who is talking and who is not.



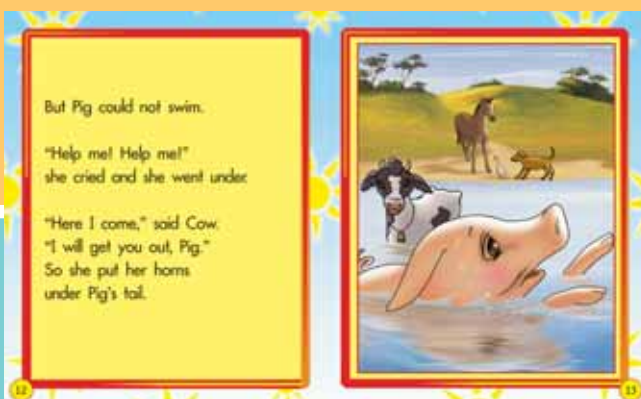
Ask the children who jumps straight into the stream after Dog. Why do they jump into the stream?

Encourage the children to think about cause and effect. Ask who encouraged Pig, Sheep and Cow to jump in? What did he say?

AFTER READING

BEFORE READING 12/13

Invite the children to discuss why Pig, Cow, and Sheep might have hesitated to jump in the water. Look at the picture for ideas.



Ask the children why Pig cried for help. Who came to the rescue? What did she do?

AFTER READING

Listen to Me

Brian Fixit

This Little Boy

A Hot Day at the Farm

Ringo the Dingo

People and Gorillas

Bessie Bunyip

Who Works at the Supermarket?



Encourage the children to discuss what Cow will do once she has got hold of Pig's tail. How will the animals get Pig out of the stream?



Ask the children how the animals got Pig out of the stream. Which animal pulled Cow?



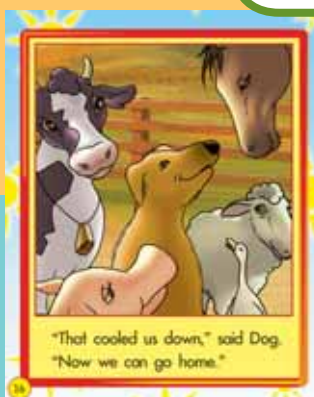
Ask the children which animal was not pulled by any other animal. How does the picture help them?



Ask the children if they think the animals have managed to save Pig. What will they do when they have saved her?



Have the children read the book independently. Ask them to remember to self-correct if what they read doesn't make sense. Remind them how they can self-correct.



Ask the children to think about what they have read on the previous page. Ask them what cooled the animals down.

14 d A Hot Day at the Farm

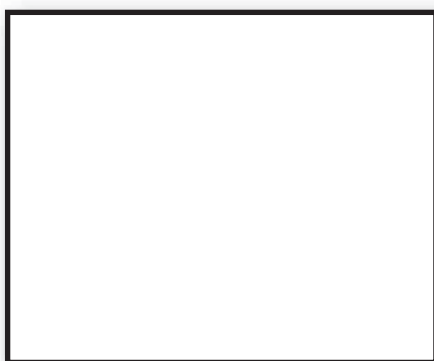
Name _____

Draw pictures to explain the meaning of the following words

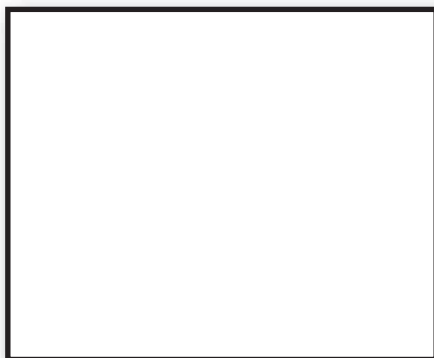
Jump



Pull



Fly



14 d A Hot Day at the Farm

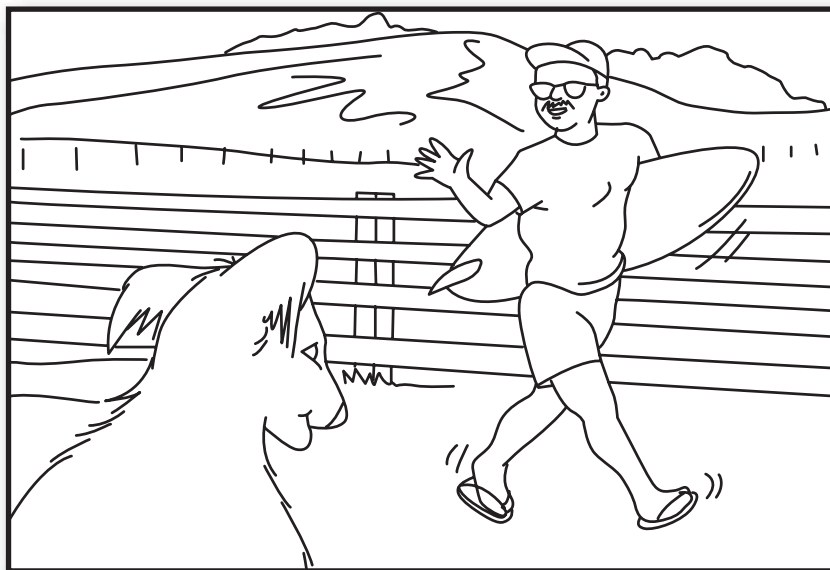
Name _____

Cut the words of the sentences below.

Scramble them up and put the sentences together again in their proper order.

Then colour the picture below.

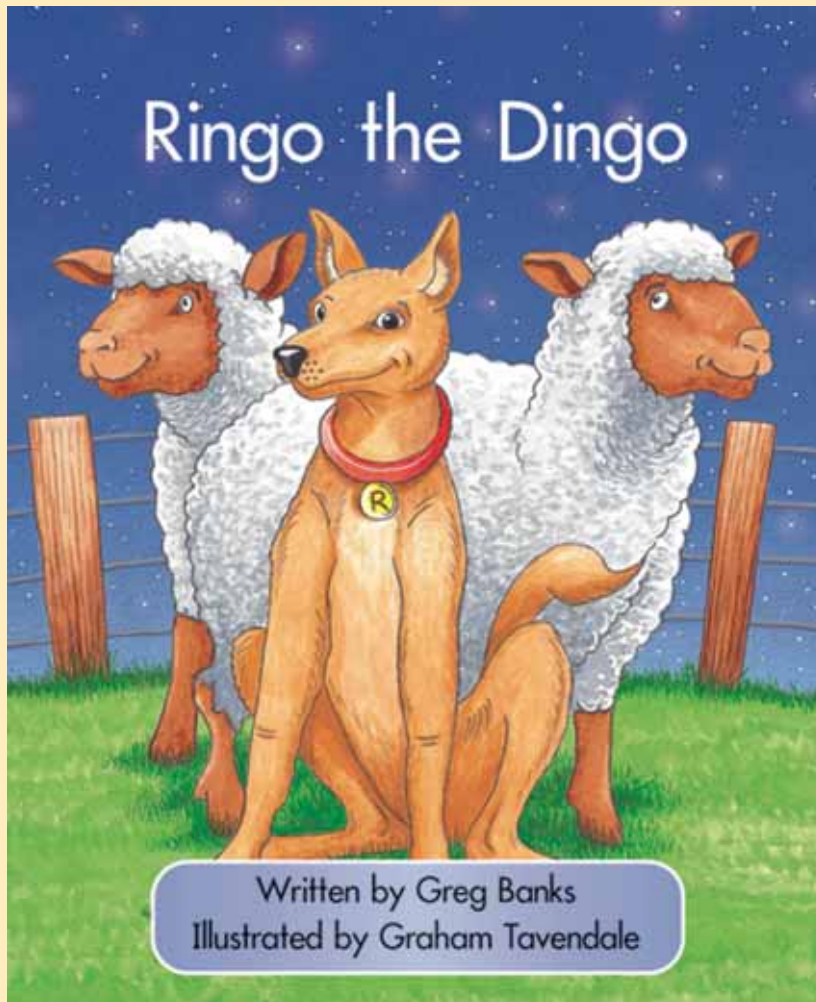
One very hot day, Farmer Fred said
to Dog, "You stay here and look after
the farm. I'm going to the beach to
cool down."





Level 14

Book e



Level	14
Word Count	314
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)



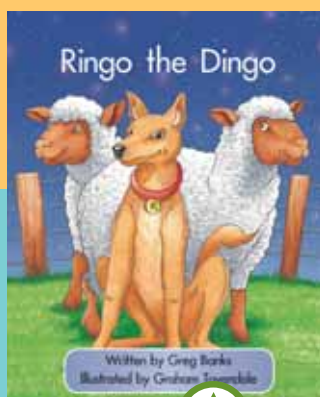
This symbol relates to use (text user)

BEFORE READING

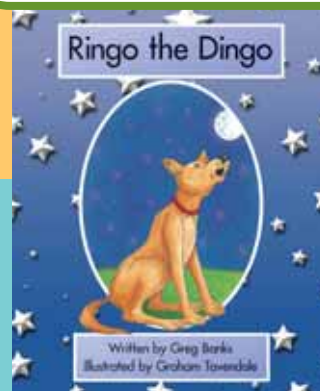
Cover & Title Page



Ask the children to look at the cover and title page. Ask them what they think the story might be about. What does Ringo do?



Have the children look at the title. What parts of the title words rhyme? What parts of the words are the same? If they change the first letter to *B* what would the new word say?

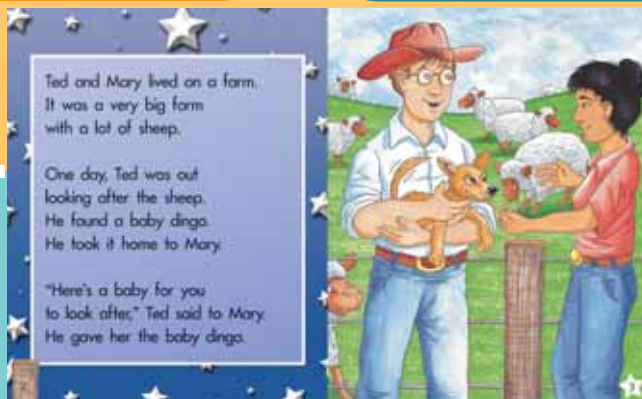


Ask the children if they found any word difficult. Ask them how they worked the word out. Did they need to reread to maintain understanding?

AFTER READING

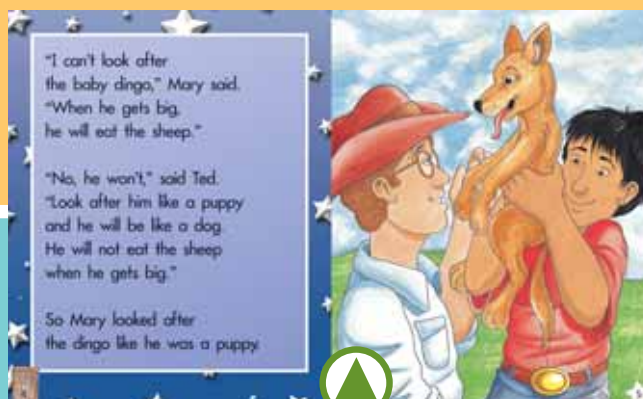
Look carefully at this picture. Where are these people? What are they doing? Who is the puppy? Why does the man have the puppy in his arms like this?

Have the children compare the pictures on the cover, title page and page 3. What is different about them? Can they predict how the time setting may change from daytime? Ask the children to predict the problem in the story.



Ask the children where Ted and Mary live. What was Ted looking after and what did he find?

Ask the children how Ted and Mary look in this picture? How is Mary holding the dingo? What do you think Mary thinks about the dingo pup?



Ask the children why Mary says she can't look after the dingo. What does Ted tell her to do? Why won't the baby dingo eat the sheep when he gets big?

Write *won't* on the board. Ask the children what two words *won't* is shortened from. Ask them to find *will not* on page 4 and think how to make it into a contraction. Make sure their answer is the same as the word on the board.



Ask the children if they think Ringo eats the sheep. What is he doing in this picture? Why does he not eat the sheep?



Ask the children to scan the text and find the word *dingo*. Then ask them to find a word that rhymes with *dingo*.



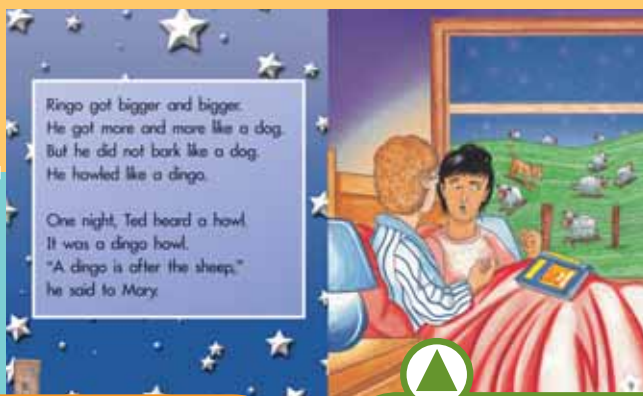
Ask the children what Mary feeds Ringo. Where does she make his bed? What does Ted decide to use Ringo for?



Ask the children to look at this picture. Where are Ted and Mary? What is happening outside the window? How does Mary look? What do you think she is thinking?



Have the children talk about how the picture shows a change in time (dark outside). Ask the children to find the words that tell them it is a different time period.



Ask the children what Ringo did that was different from a dog. Why did Ted think a dingo was after the sheep? What happened to Ringo as he got bigger and bigger?



Write the word *howl* on the board. Underline *ow*. Ask the children to word build using this sound *howl*, *owl*, *shower* etc...

BEFORE READING 10/11

AFTER READING

Ask the children what is happening in this picture. Which dingo is attacking the sheep? Is it Ringo? What is Ringo doing?

Ask the children if the illustrator has helped them predict what the dingo will try to do next.

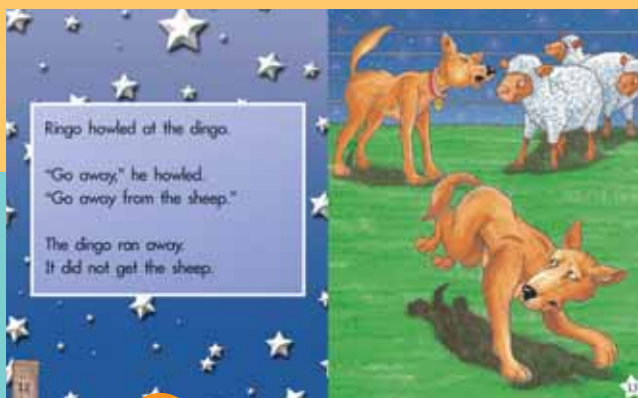


Ask the children why Ringo was sad. Why did he go out? What was the other dingo doing?

BEFORE READING 12/13

AFTER READING

Ask the children to think about what happened on the previous page. What do they think is happening now? How can they tell which dingo is Ringo?



Ask the children why Ringo howls at the other dingo. How does this affect the other dingo?

Listen to Me

Brian Fixit

This Little Boy

A Hot Day at the Farm

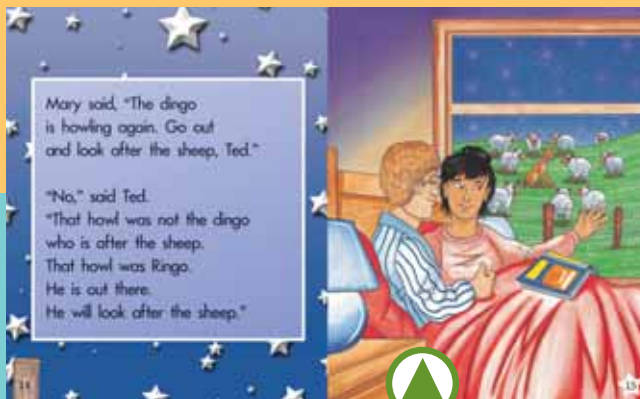
Ringo the Dingo

People and Gorillas

Bessie Bunyip

Who Works at the Supermarket?

Ask the children which dingo they see in the picture. How can they tell which one it is? What do they think Ted and Mary are saying?

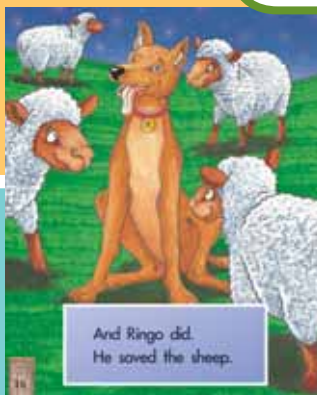


Ask the children what Mary asks Ted to do. Why does Ted not do it? What does he say Ringo will do?

Write *howl* and *out* on the board underlining *ow* and *ou*. Invite the children to say and listen to the sounds, and realise they sound the same but use a different letter combination.

Ask the children why Ringo looks so pleased with himself.

Ask the children to read the story independently. Ask them what strategies they will use for an unknown word. Remind them how to break down a word into syllables.



Ask the children what Ringo did. How do they think he feels? Why are the sheep crowded around him?

14 e Ringo the Dingo

Name _____

1. Complete the sentences then draw the picture.

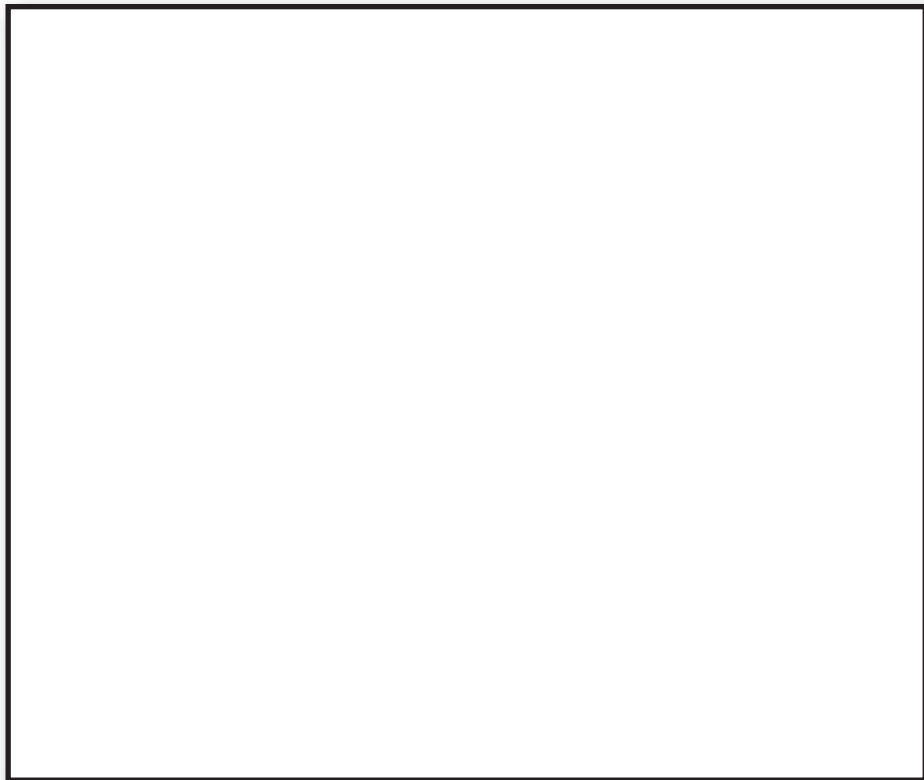
Ringo _____ at the _____.

“Go away,” he _____.

“Go _____ from _____.”

The _____ ran away.

It did _____ get the _____.



14 e Ringo the Dingo

Name _____

1. Cut out the statements and match them to one of the pictures below.

Ringo is a dingo.

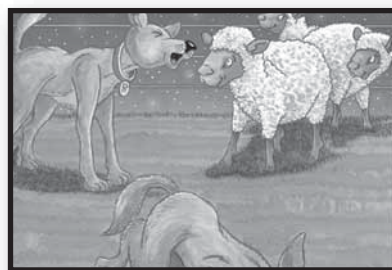
Ted and Mary lived on a farm.

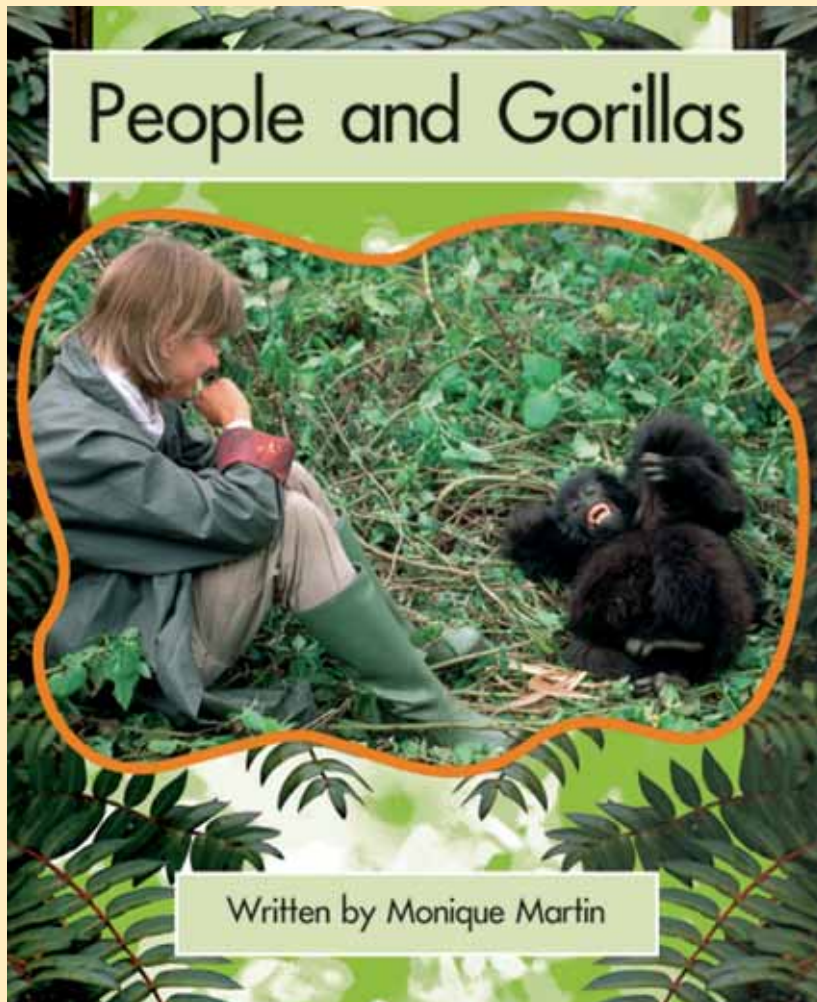
Ringo howled like a dingo.

Ringo liked the sheep.

Ringo howled at another dingo.

Ringo looked after the sheep.





Level	14
Word Count	303
Text Type	Factual description
High Frequency	
Word/s Introduced	father, people, children

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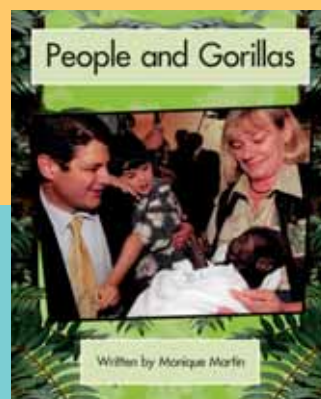
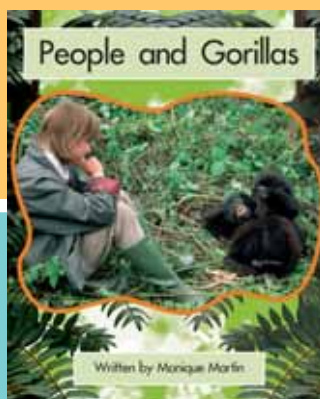
This symbol relates to use (text user)

BEFORE READING

Cover & Title Page



Have the children look at the cover and the title page. What can they see? What will the book be about?



Ask the children to discuss what type of book it is. Fact or fiction? What clues do they have for their answer? What will they learn from this book?

AFTER READING



Encourage the children to discuss what they know about gorillas. What do they know about gorilla families? About gorilla babies and parents?



Explain plurals to the children as words that mean more than one of something. Ask the children to scan the text and find the plural of *father*, *mother* and *child*. They may need help with *child*.



Look at these two gorillas. One is the mother gorilla and one is the baby. These gorillas live in a family. Some gorilla families are small but some gorilla families are very big. Fathers, mothers, and children live in big gorilla families.

Mother and baby gorilla



Invite the children to think about whether this text is fact or fiction. What could they use this text for? What can they learn from it? Ask them who is in a gorilla family. How big is a gorilla family?



Ask the children what the photo is of. Can they tell who each person in this family is? Ask them if they know how big most families are.



Most people live in families, too. Some families have a mother, a father, and children. But most families that you know will not be as big as gorilla families.



Invite the children to think about the text on the previous page and the text they have just read. Ask them if the text helps them find out what is the same about gorilla and people families.

Ask the children to find the word *family* in the caption. Write the word *family* on the board. Ask them to find the plural on page 4. Write *families* underneath *family*. Discuss with the children how to apply.

Ask the children what is happening in these photos. What is the same about the two photos?

Discuss with the children what the photo captions are for. Ask them if they need to read the captions and why.



Ask the children what gorillas and people do with their babies that is the same as each other. Are gorillas good mothers and fathers? What makes them good mothers and fathers?

Have the children add *baby* and *babies* to the board and to talk about the difference.

Ask the children to look at the photos on this page. What are the gorillas and children doing?

Have the children scan the text for the plurals that they know already. Ask them what other words on this page are plurals.



Invite the children to discuss what they have learnt about gorillas so far. How are gorillas like people? On these pages how have they found their information?

Have the children talk about whether the book is making it easy for them to compare and contrast people and gorillas.

BEFORE READING 10/11

Involve the children in a discussion about people and gorillas. Remind them of what they have read and ask them in what other ways they think gorillas are similar to people.

Have the children clap and say the syllables in *gorillas*, *people*, *pregnant*, *vegetables* and *carrot*.



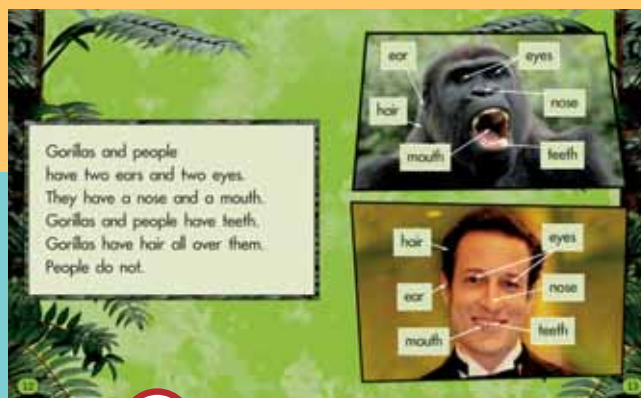
Ask the children the following questions. What do people eat that gorillas do not? Where do gorillas sleep? What is different about the way people and gorillas sleep?

Tell the children they can use this information to compare people with gorillas. Give them an example and ask them what other comparisons there are.

BEFORE READING 12/13

Say to the children that a lot of things that people and gorillas do are similar. Ask them if people and gorillas have anything similar about the way they look.

Ask the children how they can use the labels on the photos.



Ask the children if the book makes it clear to them how people and gorillas are different from each other.

AFTER READING

Listen to Me

Brian Fixit

This Little Boy

A Hot Day at the Farm

Ringo the Dingo

People and Gorillas

Bessie Bunyip

Who Works at the Supermarket?



Ask the children to read the photo captions on these pages. What do they think these pages might be about?



Tell the children that we know gorillas and people are a lot alike. Then ask them to use these pages to tell us how they are different.



Have the children re-examine the text. Ask them how long gorilla arms are. What do gorillas walk on? How long are people's legs?



Have the children scan the text for the plurals that they know already. Ask them what other words on this page are plurals.



Ask the children what part of the book they can use to find where specific information in the book is.



Have the children read the book independently. Tell the children they are reading for information. You want them to tell a partner one difference and one similarity between people and gorillas when they have finished.

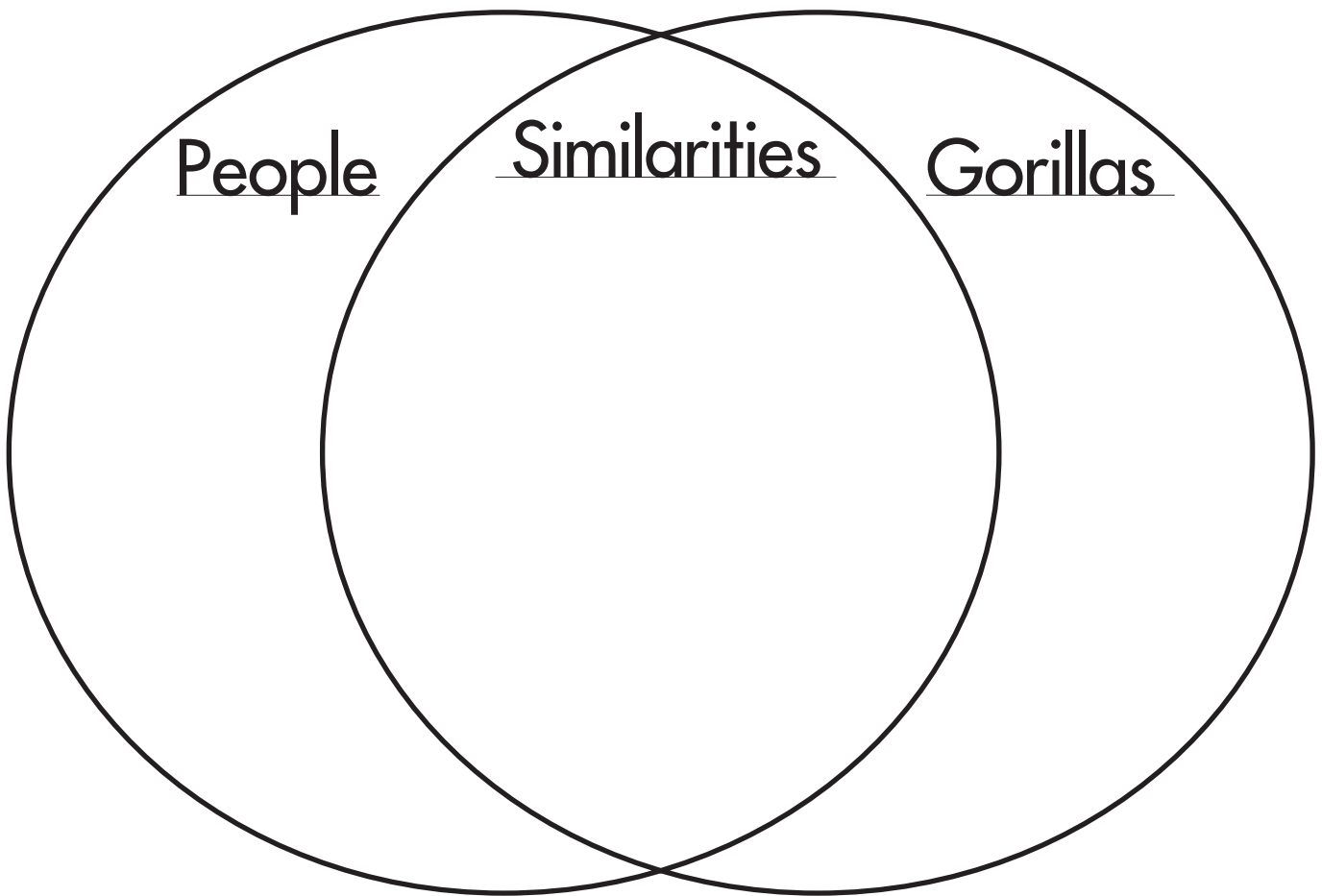
Index	
baby(ies)	2, 3, 6, 7, 9
children	2, 4, 8, 9
family(ies)	2, 4, 5
mouth	12, 13
teeth	12, 13
vegetables	11



Ask the children to give you a demonstration of how they would use this page. Ask them to turn to the pages about teeth.

14 f People and Gorillas Name _____

1. Use this Venn diagram to compare and contrast people and gorillas.



14 f People and Gorillas **Name** _____

1. Use the following words to complete the sentences:

Mother mother fathers father families chil-
dren

Some gorilla _ _ _ _ _ are small.

_ _ _ _ _ , _ _ _ _ _ , and _ _ _ _ _
live in big gorilla _ _ _ _ _ .

Most people live in _ _ _ _ _ , too.

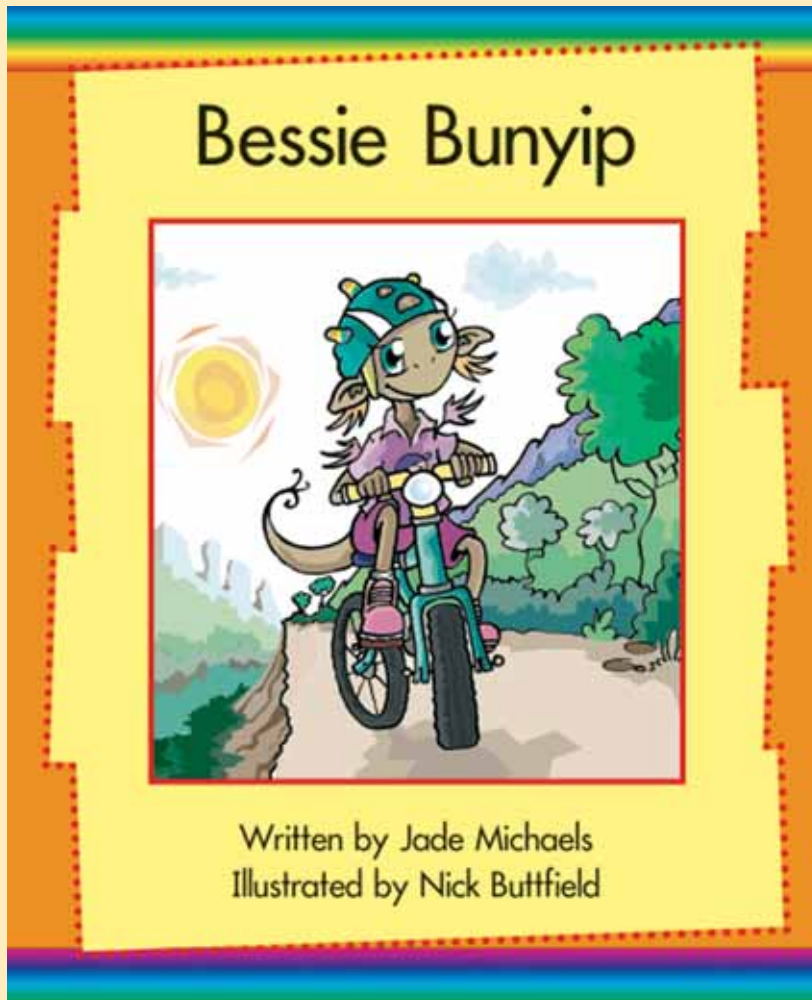
Some _ _ _ _ _ have a _ _ _ _ _ ,
a _ _ _ _ _ , and _ _ _ _ _ .

Gorillas are very good _ _ _ _ _ and
_ _ _ _ _ .



Level 14

Book g



Level	14
Word Count	321
Text Type	Narrative
High Frequency Word/s Introduced	

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This symbol relates to decoding (code breaker)



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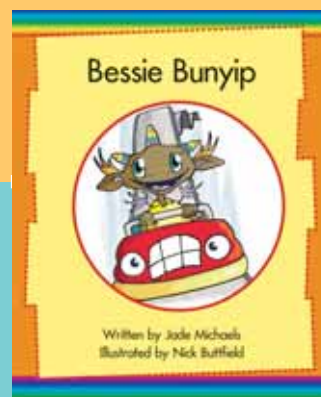
This symbol relates to use (text user)

BEFORE READING

Cover & Title Page



Have the children look at the cover and the title page. Have them point to Bessie Bunyip. What is she doing? What do they think the story will be about?



Ask the children what letter the two words *Bessie* and *Bunyip* start with. What sound does this letter make? Explain alliteration to the children.

AFTER READING



Ask the children what Bessie Bunyip is doing. Where is she? Where would you find a roller-coaster?



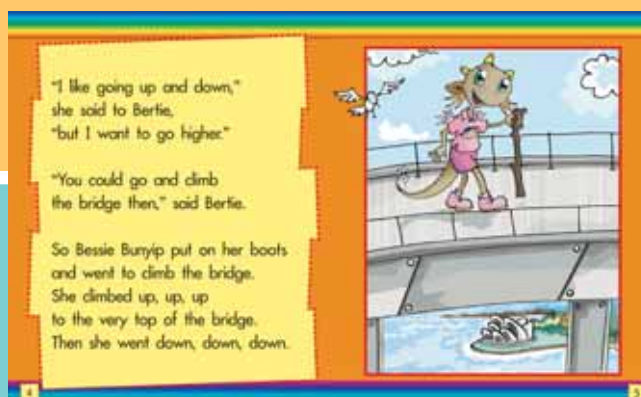
Have the children scan the text. How many times can they see the words *Bessie Bunyip*? How many times can they see *Bertie Bunyip*?



Ask the children what Bessie Bunyip liked. How did she get up high? Where did she go for this? Why does Bessie want to go on the roller-coaster? What does the roller-coaster do?



Ask the children what Bessie is doing in this picture. Is she high up? How can you tell? What is she high up on?



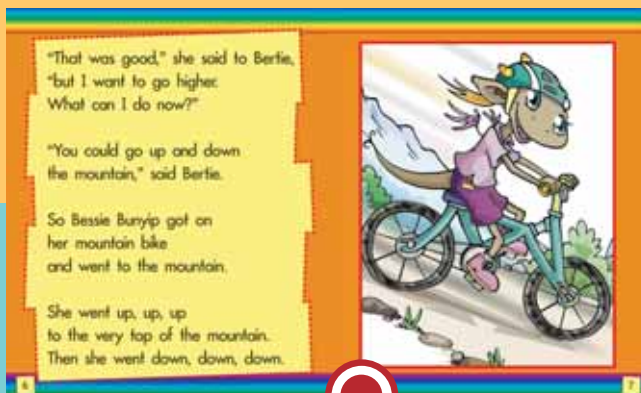
What does Bessie do after the roller-coaster? Why does she climb the bridge? What does she wear to climb the bridge?



Write the word *bridge* on the board and together write words that rhyme with *bridge*. Read the list on completion.

Ask the children what Bessie is doing now. Why do they think she is doing this? Will this take her higher than a bridge?

Have the children talk about why the writer has repeated *up* and *down* three times.



Ask the children why Bessie wants to climb a mountain? What does she use to climb the mountain?

Have the children think about the text they have just read. Ask them how Bessie got the idea to climb a mountain. Have them look at Bessie's face. Has the illustrator indicated well to the reader what Bessie's reaction to her adventures are?

Encourage a discussion among the children. Now that Bessie has climbed a mountain, what do you think she is thinking about? Will she be happy with climbing the mountain or will she want to go even higher?

Explain to the children that the story is a narrative. Discuss what the story so far has indicated the problem is. Ask if they can predict a resolution.



Ask the children where Bertie says Bessie should go next. What does Bessie say to that? How does Bertie say she will have to go to the moon? Encourage a discussion about why Bertie says that Bessie should go to the moon.

BEFORE READING 10/11

Ask the children where Bessie has travelled to. How do they think she got there? What clues tell them this?



Encourage a discussion about Bessie wanting to go higher and higher and the way she gets to the spaceship place. Do you think she went higher than a mountain to get there?

AFTER READING

BEFORE READING 12/13

Ask the children what they think is happening in this picture. Who is the man in this picture? What is Bessie saying to him?



Ask the children why the man says that Bessie can't go to the moon. What does Bessie say? What high things has she done?

AFTER READING



Ask the children the following question: Has Bessie been successful in getting to go in a spaceship?



Ask the children to think carefully about the text they read on this page and what they have read on the previous page. Ask them why the man says Bessie can go to the moon with him.



Write *spaceship* on the board. Underline the consonant blend *sp*. Ask the children for words beginning with *sp* to make a list. Read the list together.



Ask the children where the spaceship is going.



Have the children read the book independently. Remind the children to change their voice as each character speaks.

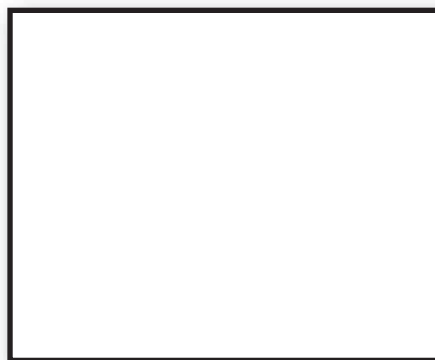
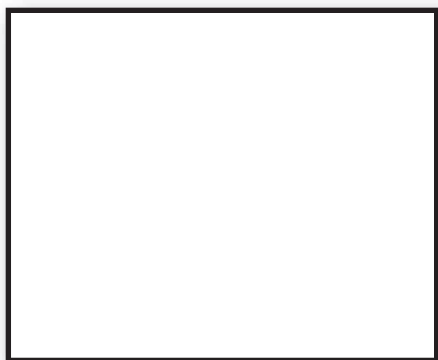
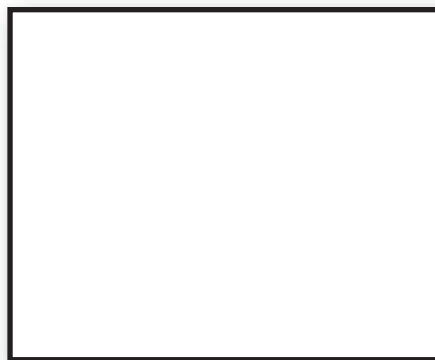


Ask the children if Bessie made it to the moon. Ask them what words in the text tell them that Bessie made it all the way to the moon.

14 g Bessie Bunyip

Name _____

1. Write or draw four things that Bessie Bunyip does in the book.



2. Write two words that rhyme with **bridge**.

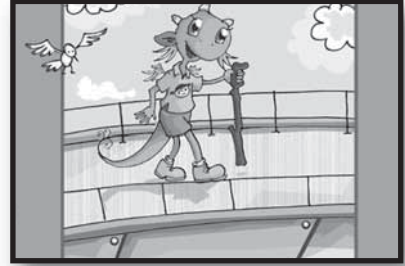
Write words that begin with **sp**.

14 g Bessie Bunyip

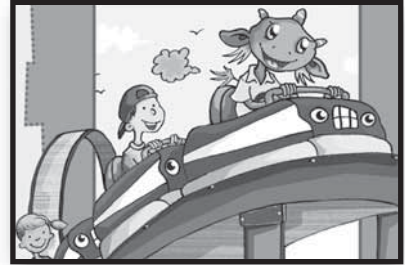
Name _____

Arrange the following events from the story
in their correct order.

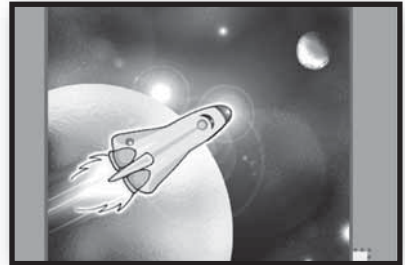
1. “You could go and climb the bridge then,” said Bertie.



2. “I am going to the fair today,” she said to Bertie Bunyip.



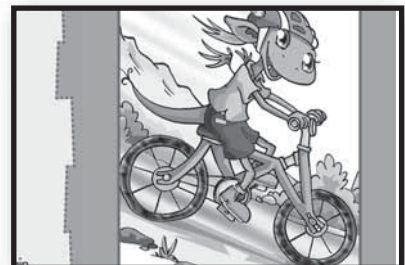
3. So Bessie Bunyip went up, up, up in the spaceship, all the way to the moon.

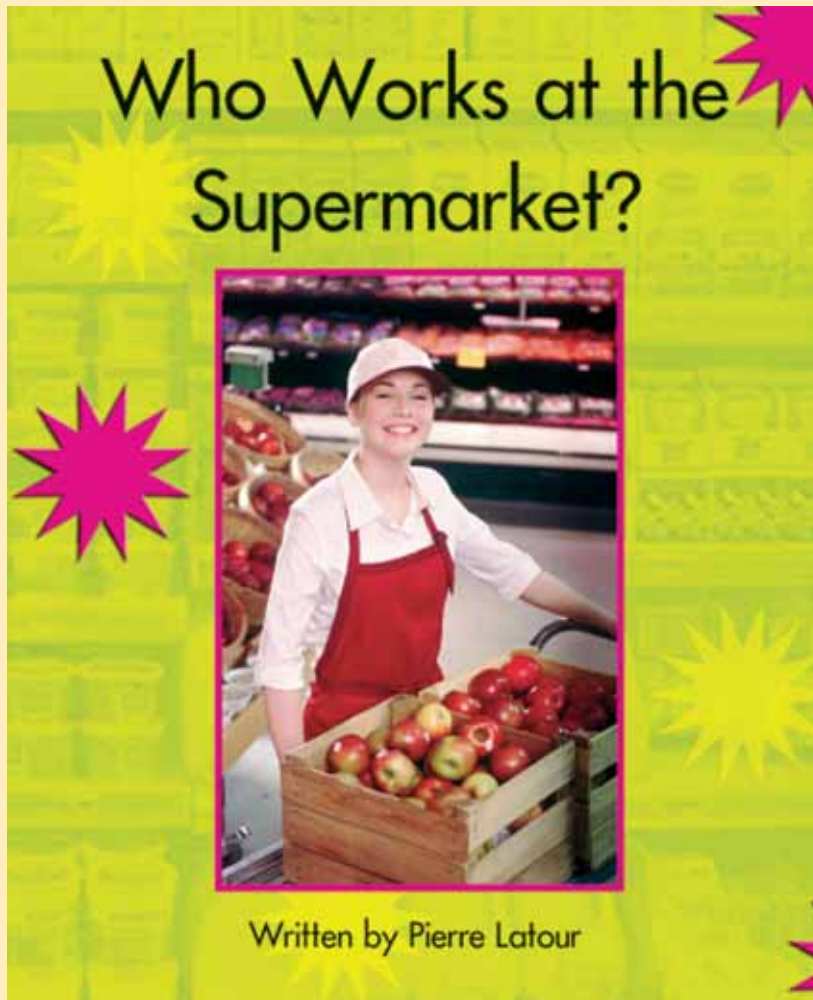


4. She went to the place where the spaceship goes to the moon.



5. So Bessie got on her mountain bike and went to the mountain.





Level	14
Word Count	325
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)

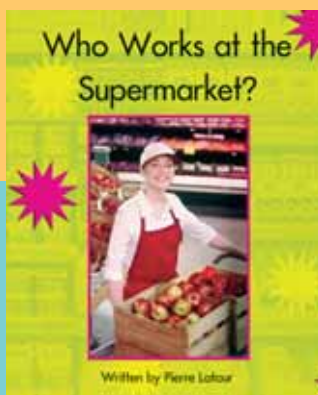
Cover & Title Page



Have the children look at the cover and the contents page. What do they tell you about what is in the book?



Explain to the children how to use the contents page. Tell them to read the introduction. Ask them what they want to find out about and what page they will turn to for the information.



Ask the children to explain how they would use the contents page. Have them demonstrate this by asking them to turn to the section about stackers.



Ask the children to talk about words they found difficult when they were reading. Discuss the strategies they used to read the difficult words.

Ask the children if they have been to the supermarket. Have them discuss the people who work there. Who have they seen? What do these people do?

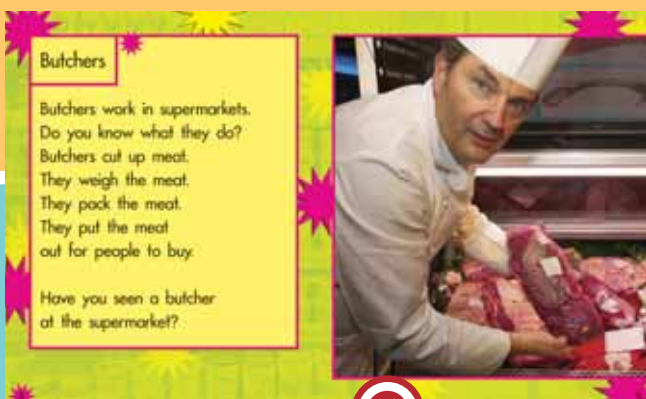
Ask the children how many questions are on the page.



Ask the children what the introduction says. What questions does it ask?

Ask the children who this man is. What does he do? Where does he work?

Ask the children to find the word *weigh* on the page. Discuss the meaning of *weigh the meat*.



Discuss the heading with the children. Ask the children how it is connected to the contents page.

Ask the children if the photo helps them understand *weigh the meat*. Ask them to suggest what could be in the photo to make this easier to understand.

Ask the children if they know what this woman is doing. What is someone who does this called? Can they find the word *dough*? What is dough?

Have the children find the key question.

Bakers

Bakers work in supermarkets. Do you know what they do? Bakers bake bread to sell in the supermarket. Bakers get to the supermarket very early. They have to get to work early to bake the bread.

They make the dough for the bread. They bake the bread in big ovens.

Have you seen a baker at the supermarket?



Ask the children what bakers do. Where do they work? Have the children think carefully about what they have just read. Ask them why bakers have to get to work early. What does dough become?

Ask the children if they have ever seen someone filling the shelves at a supermarket. Do they know what this person's job is called?

Stackers

Stackers work in supermarkets. Do you know what they do? Stackers fill up the supermarket shelves. They fill up the shelves so that people can buy what they want. Some people stack the shelves at night. Some people stack the shelves when people are doing their shopping.

Have you seen people stacking shelves at the supermarket?



Tell the children that they can use this text to learn about what people who work in supermarkets do. Ask what they can learn about stackers that they didn't already know.

Write the word *shelf* on the board. Ask the children to find the plural of *v*. Write *shelves* underneath *shelf* and discuss the difference. Have the children find the word *shelves* on these pages.

BEFORE READING 10/11

Ask the children what is happening in this photo. Who is the checkout operator? How can they tell?

Write *an* on the board and read it with the children. Add the consonant blend *sc* to make *scan*. Read the word together and then add *s*. Discuss the breaking down of words as a strategy to use when reading new words. Talk about the meaning of the word *scan* and look the word up in the dictionary.



Ask the children where people in a supermarket take their shopping. What does the checkout operator do with the shopping?

Discuss with the children whether the photo supports the text. Ask if they can see the scanner in the photo.

BEFORE READING 12/13

Tell the children that this person is called a packer. Have the children look carefully at the photo. Ask them what they think the packer does.

Ask the children which question is the key question. What is the main fact?



Have the children think carefully about what they have just read, then answer the following question. What two things do packers do with bags?

Write *er* on the board. Ask the children to find the two words with *er*. Write them on the board. Have the children add to the list with more words. On completion, read the list together.

AFTER READING

Listen to Me

Brian Fixit

This Little Boy

A Hot Day at the Farm

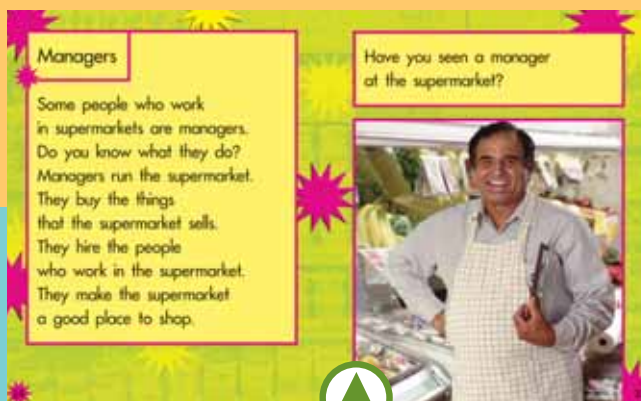
Ringo the Dingo

People and Gorillas

Bessie Bunyip

Who Works at the Supermarket?

Encourage a discussion about what the children know about managers. What is a manager? What does a manager do?



Ask the children what a supermarket manager does. Who hires the people who work in a supermarket?

Write the word *hire* on the board. Ask the children to find the word. Ask the children to think of words that rhyme with *hire*. Write them underneath *hire*. Read the list together. Discuss the meaning of *hire*. Confirm the meaning from the dictionary.

Ask the children what they can use to find specific information in a book. How do they use it?

Have the children read the book independently. Ask them what strategies they can use if they do not know a word. Make suggestions where necessary.

Index	
bread	6
dough	6
meat	4, 5
people	2, 4, 8-10, 12, 14
shopping cart	12
shelves	8, 9

Ask the children to give you a demonstration of how they would use this page. Ask them to turn to the page about meat.

14h Who Works at

Name _____

1. Find these words.

scan butcher manager hire

checkout baker weigh

z	m	a	n	a	g	e	r
b	t	b	m	g	m	p	y
u	a	a	l	s	c	a	n
t	c	k	u	h	n	s	v
c	h	e	c	k	o	u	t
h	i	r	d	i	q	j	w
e	r	k	w	e	i	g	h
r	e	v	f	k	r	t	y

2. Complete these words.

hire

__ire

__ire

3. Add the suffix **er** to root words, e.g., pack-packer.

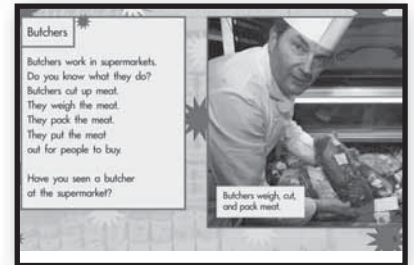
14h Who Works at

Name _____

Complete the following

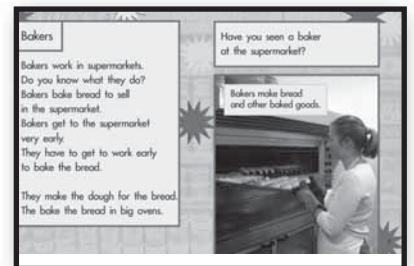
1. This person is a _____ .

He cuts up _____ .



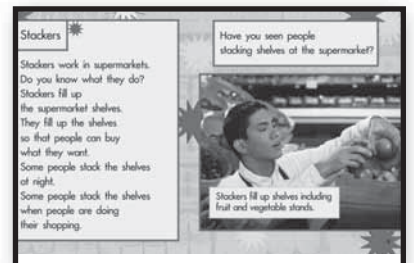
2. This person is a _____ .

She makes _____ .



3. This person is _____ .

He fills _____ .



4. This person is a _____ .

He puts people's shopping into _____ .



5. This person is a _____ .

He runs the _____ .

