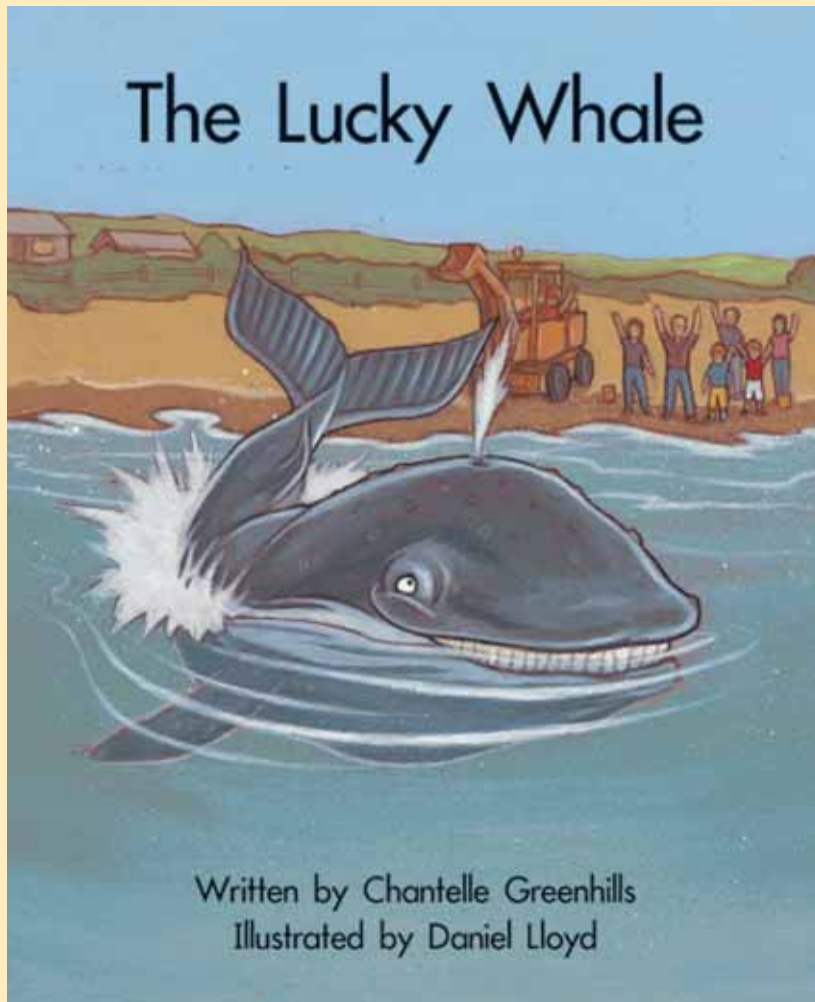


Level 15

Book a



Level	15
Word Count	356
Text Type	Literary recount
High Frequency Word/s Introduced	if

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This symbol relates to decoding (code breaker)



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



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BEFORE READING

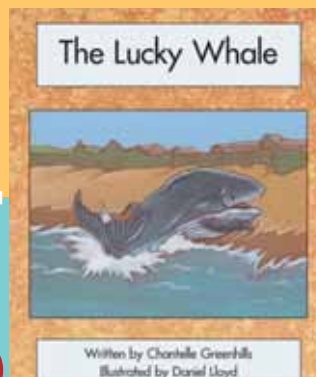
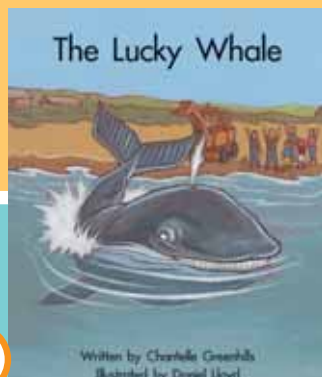
Cover & Title Page



Ask the children to look at the cover illustration and title. Invite the children to discuss what might be happening in the picture and share any experiences.



Encourage the children to think about their reading strategies. Discuss what they do when they come across an unknown word.



Ask the children to respond to the book. What did they learn about whales stranded on beaches? Did they think the author chose a good title? Have them justify their answers.



Have the children analyse the text in terms of animal rescues. Compare the rescue of an injured elephant in a zoo to the rescue of a whale. How would the rescue be the same/different?

AFTER READING

Ask the children to look at the illustrations and suggest what is happening. Discuss with the children the characters in the story and predict the roles they play.

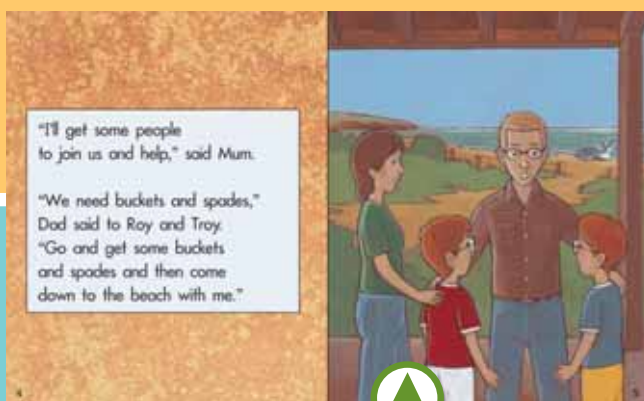
Ask the children to locate *oy* vowel blends on page 2 and 3. Invite the children to brainstorm other words that contain *oy* vowel blends.



Discuss with the children why it was important to get help straight away. Why did the family need extra help?

Discuss contractions with the children. Explain that they are two words that have been combined. Have the children scan the text for them.

Ask the children to look closely at the illustrations on page 5. Invite the children to discuss how the characters might be feeling.



Discuss with the children the tools that Roy and Troy were sent to get. Ask the children to suggest ways the tools could be used to rescue the whale.

Revise the vowel blend *oi*. Ask the children to scan for words that contain the blend. Explain to the children that *oy* and *oi* vowel blends sound the same.

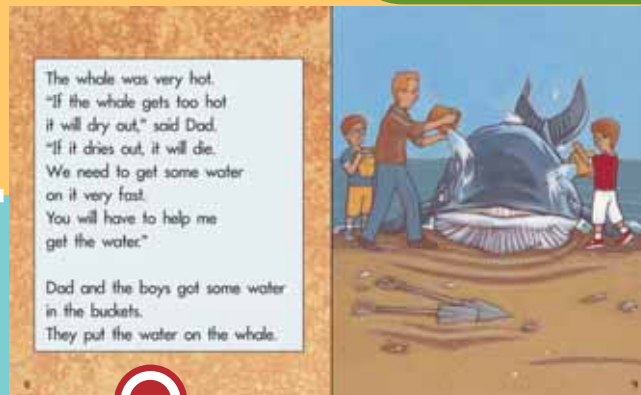
Explain the term *team work*. Discuss with the children working together as a team, versus working on your own. Invite them to share their own experiences.



Discuss with the children the jobs for each family member. Was this the best way to organise a whale rescue? Have the children think of other ways.

Have the children look at the illustrations. What are the boys and Dad doing? Is it helping the whale get back out to sea?

Discuss with children the use of speech marks in the text. Explain that speech marks are used when someone is talking. Locate the speech marks on the page.



Have the children look closely at the text. Discuss the events in the story until now. What would they have done the same/differently with the rescue so far? Have them justify their answers.

BEFORE READING 10/11

Explain to the children what trenches are. Brainstorm with the children different uses of trenches.

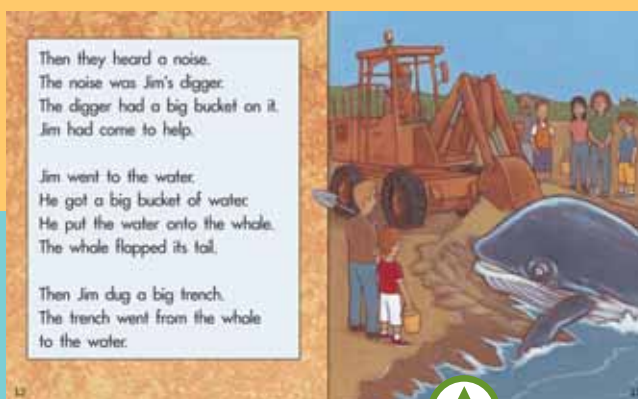


Discuss with the children the idea of digging a trench around the whale. Would it be helpful? Have them justify their answers. Are there other ways of keeping the whale cool?

AFTER READING

BEFORE READING 12/13

Ask the children to look at the illustrations. What do they think about the people in the community?



Discuss with the children how the whale might be feeling. What things have the people done to keep the whale calm? How did the whale react to the bucket of water being poured on it?

Ask the children to scan for words with the *oi* vowel blend.

AFTER READING

The
Lucky Whale

Carla Crocodile's
Knitting

The Giant's Fire

Brontos New House

Saving Tigers

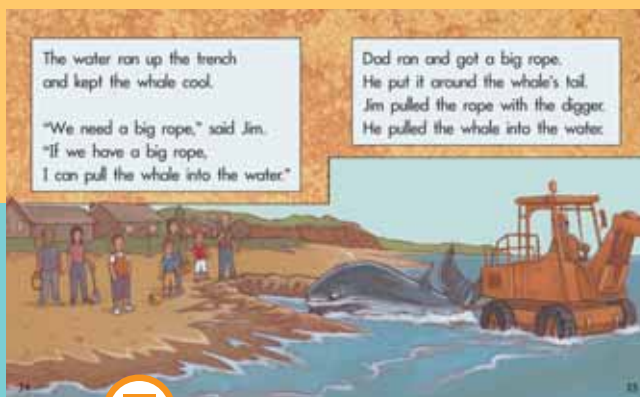
What Is a Frog?

Ruby and the White
Rat

Don't Throw It
Away



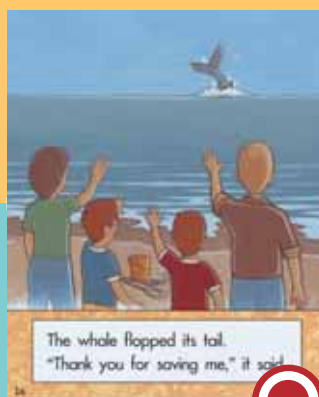
Have the children locate the speech marks on page 14. Who is talking? Have them justify their answers.



Discuss with the children the rescue of the whale. Discuss their thoughts on the rescue. Was this the best way to rescue the whale? What could have happened if it didn't work?



Remind the children that their reading needs to make sense and sound right.



Discuss with children how the boys knew the whale was thanking them. Invite them to revisit the illustrations and text to find the answer.



Invite the children to analyse the text. How would the book have been different if there were 20 whales stranded on the beach? What would the children do?

15 a The Lucky Whale

Name _____

1. Answer the following questions:

What did the boys see on the beach? _____

What did the boys need to collect
from the shed? _____

What would happen to the whale
if it wasn't kept wet? _____

Why did they dig a trench? _____

Why was the digger helpful? _____

2. Write a sentence on how to rescue a whale
stranded on the beach.

3. Draw a picture of the whale
thanking the people.



15 a The Lucky Whale

Name _____

1. Brainstorm four **oi** words and four **oy** words.

OI

OY

2. Expand the contractions

It's

It is

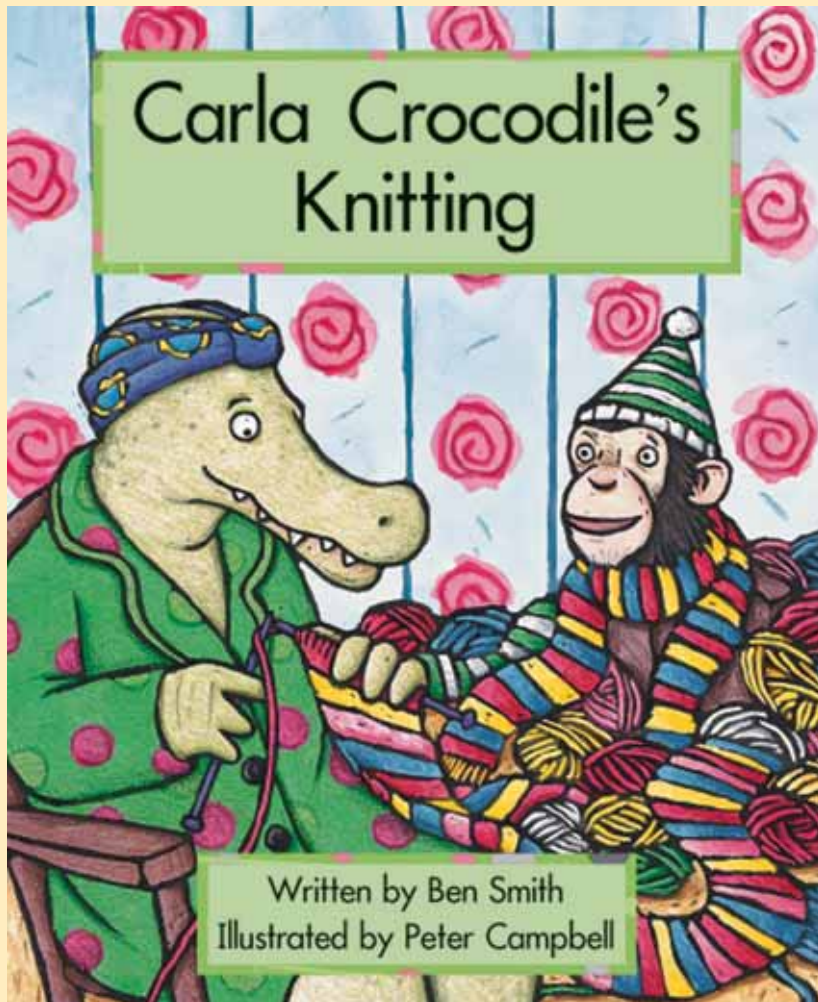
There's

Can't

Don't

I'll

3. Write three sentences containing contractions.



Level	15
Word Count	339
Text Type	Narrative
High Frequency Word/s Introduced	each, again

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BEFORE READING

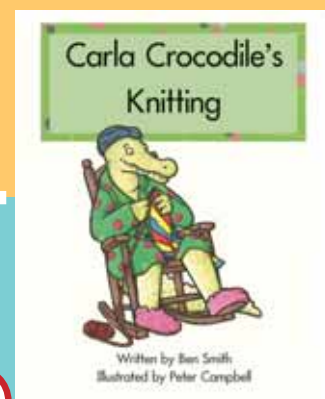
Cover & Title Page



Ask the children to look at the cover illustrations and title. Invite the children to discuss some of their favourite hobbies. Why do they like them?



Explain to the children that they are reading a narrative text and that the character always has a problem.



Ask the children to respond to the book. What have they learnt about narratives?



Invite the children to analyse the text. How would Carla Crocodile's problem compare to someone whose hobby is cycling? Discuss strategies for solving problems.

AFTER READING

BEFORE READING

2/3

Have children look at the illustration. Discuss what could happen in the story.

Invite the children to look at the word *knitting*. Discuss with the children the use of the silent *k*. Can they think of other words that begin with *kn*?



Explain to the children that in a narrative the first page introduces the character, setting and problem. What can they say about each of these?

Discuss Carla with the children. What are the characteristics of a crocodile in the wild? Compare them to the character of Carla. How are they the same/different?

AFTER READING

BEFORE READING

4/5

Ask the children to look at the illustrations on page 4 and 5. What do the illustrations tell us about the characters? What kind of person is Carla?

Discuss the base word of *knitted*. Discuss the different spelling of the base word *knit*. What other endings can we add to knit? How do these endings change the word?



Discuss the friendly gesture that Carla made. Have children share their experiences about doing friendly things for people. How did they feel?

AFTER READING



Have the children look at the illustrations. What do they think Carla is doing now?



Ask the children to comment on difficulties they may have had reading. How did they sort out their reading problems?



Invite the children to analyse the text so far. How do the traits of Carla compare to other stories you have read about crocodiles? How are they the same/different?



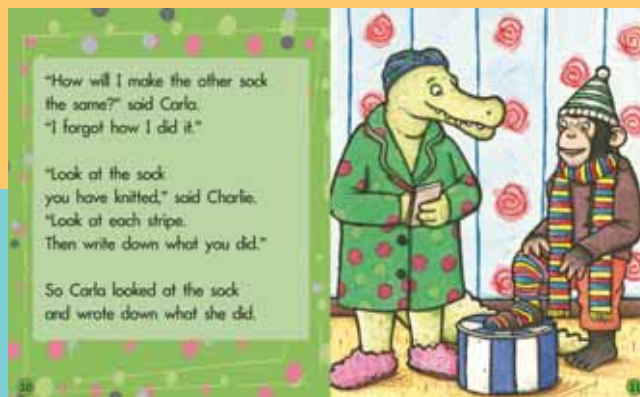
Have the children analyse the text so far. Is there a problem in the story? What is it or what could it be? Use the knowledge of the story to predict the answer.



Have the children locate the words beginning with *kn*. How has each word been used? How are they different/same?

BEFORE READING 10/11

Discuss with the children the words *write* and *wrote*. Say the words aloud. What sounds can they hear? Discuss which letters are silent.



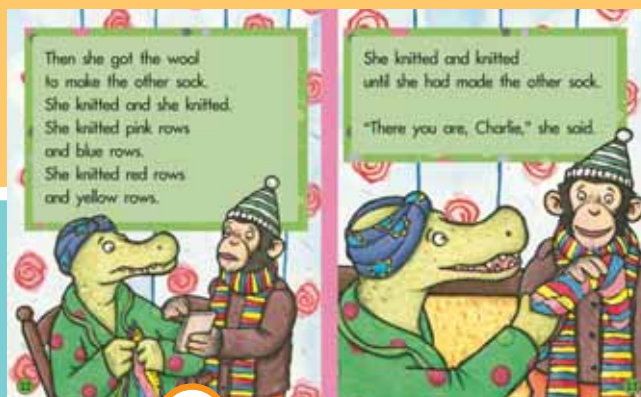
Have the children suggest other ways that Carla will make the sock. Is writing down the pattern the best option?

AFTER READING

BEFORE READING 12/13

Invite the children to look at the illustrations. Was Carla happy with her solution to the problem? How did Charlie help her?

Discuss the use of speech marks in text. Explain that speech marks are used to show direct speech. How do speech marks affect our reading?



Discuss with the children the method Carla used to fix her problem. Invite the children to predict what will happen.

AFTER READING

The Lucky Whale

Carla Crocodile's Knitting

The Giant's Fire

Brontos New House

Saving Tigers

What Is a Frog?

Ruby and the White Rat

Don't Throw It Away

Invite the children to use the text to predict the outcome of Carla's knitting. Why are illustrations useful when reading stories?

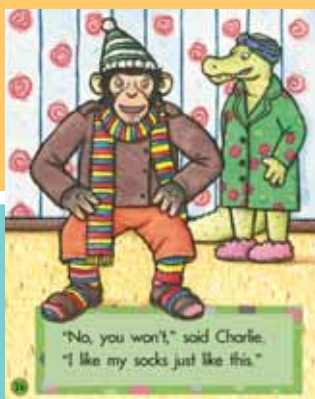


Discuss with the children Carla's knitting. How did the socks come out differently? Why did she not have the same problem with the hat and scarf?

Invite the children to look closely at the punctuation. What different types of punctuation were used? How does it affect their reading?

Have the children look at the illustrations. Predict the end of the story. Discuss with the children their ideas.

Remind the children that their reading needs to make sense. Stress the importance of words sounding and looking right.



Revise the structure of a narrative with the children. What was the problem? How was the problem solved? How would the story be different if Charlie didn't like his socks?

Invite the children to analyse the text. How would they compare Charlie to Carla? How are they the same? How are they different?

15 b Carla Crocodile's Knitting

Name _____

1. Answer the following questions:

What hobby does Carla enjoy? _____

What was the first thing she knitted for Charlie? _____

What was the second thing she knitted
for Charlie? _____

What happened when Carla went to knit
the second sock? _____

What did Carla do to help her knit the sock?

What happened once she finished the sock?

2. Write four words that describe the characters Carla and
Charlie.

Carla:

Charlie:

15 b Carla Crocodile's Knitting

Name _____

1. Complete the table:

Base Word	ing	ed
talk	talking	talked
knit		
knock		
wrap		
answer		

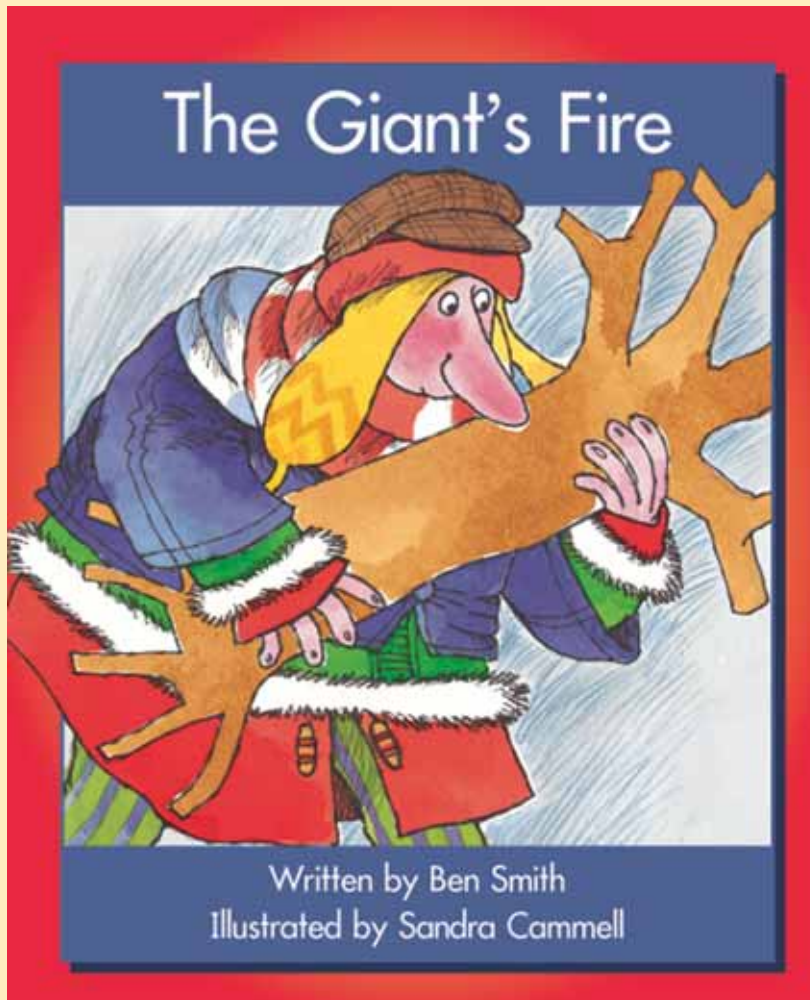
2. Place speech marks around the direct speech.

Now, I will knit a hat said Carla.

That's a nice hat said Charlie.

Can you knit me some socks said Charlie.

Just look at these socks said Charlie.



Level	15
Word Count	351
Text Type	Narrative
High Frequency	
Word/s Introduced	

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This symbol relates to use (text user)

BEFORE READING

Cover & Title Page



Invite the children to share their views and ideas about giants. Discuss whether they are fictional or real characters. Ask the children to justify their answers.



Ask the children to look at the cover illustration and title. Invite the children to predict what the story is about, where the story is set and who is in the story.



Ask the children to respond to the book. What did they learn about giants? Invite the children to suggest different titles for the story. Discuss why they chose their titles.



Invite the children to analyse the text in terms of their own writing. Do they have fictional characters in their stories? What kinds of problems do they have? How do they solve their problems?

AFTER READING

Discuss with the children the perceived characteristics of giants. Invite the children to suggest other character traits of giants. Are they always scary? Are they always friendly?

Revise punctuation with the children. Ask the children to scan page 2 for punctuation. Discuss the purpose of each.

Once there was a giant.
He lived up in the hills,
not too far away from a town.

Now, the giant liked the summer
when it is warm.
He did not like the winter
when it is cold.

One day, it was very cold.
The giant shivered and shivered.
"What can I do?" he said.



Discuss narratives with the children. Explain that there is always a problem in a narrative. From the information they have read, can they find the problem?

Ask the children if the text on the first page clearly introduces the character and setting. Have the children scan page 2 to find the answers.

Invite the children to look at the illustration on pages 4 and 5. How did the giant solve his problem? Was that the best solution? Discuss with the children other solutions.

"Put some more clothes on,"
said the giant's wife.
So the giant put on a hat,
and a coat, and a scarf,
and some boots.
But he was still cold.



Invite the children to analyse the text so far. If they had been cold what would they have done?

Invite the children to look at the pictures on pages 6 and 7. Ask them to predict what is happening in the pictures.

Explain to the children that hyphens are used to join two words. Often they are describing words. Ask the children to locate the hyphenated word on page 7. Discuss the use of the word in the sentence.

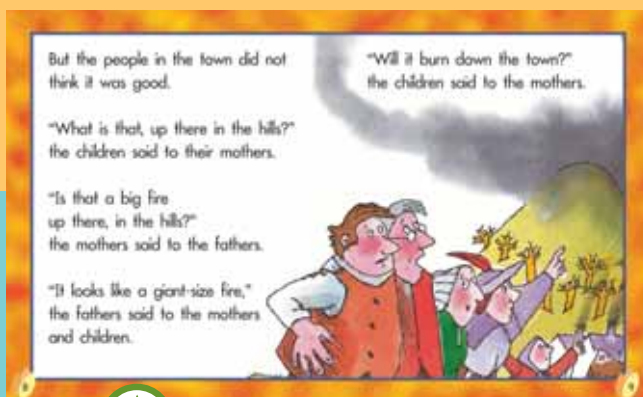


Ask the children to explain what a *giant-size fire* is. Could the author have used another word? Would it have had the same effect?

Ask the children to comment on any difficulties they had reading the text. What did they do to sort out their reading problems?

Ask the children to look at the illustration on page 9. How will the giant's fire affect the people in the town?

Write the words **mothers**, **fathers** and **children** on the board. Discuss how each word is a plural and how the word changes when made into a singular.

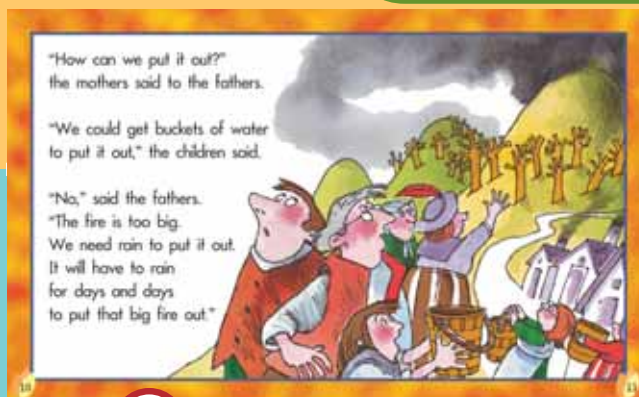


Ask the children to find the punctuation on pages 8 and 9. Discuss with the children how the punctuation affects their reading on these pages.

BEFORE READING 10/11

Ask the children why the people couldn't put the fire out. Invite the children to suggest other ways the people could put the giant-size fire out.

Revise the vowel blend *ai*. Ask the children to scan the page for the word *rain*. Sound out the word. Brainstorm other similar sounding words. Record them on the board.

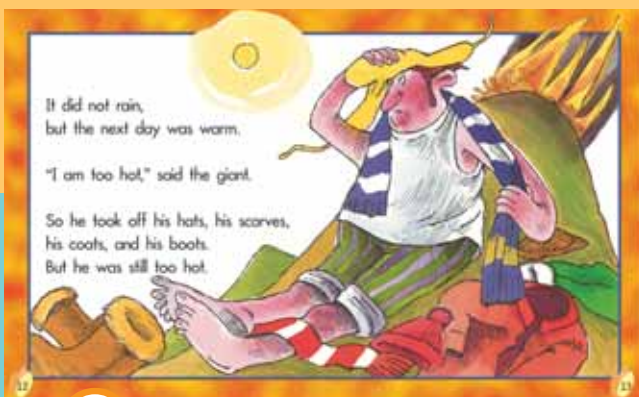


Ask the children to analyse if the book helped them to compare firefighting today with firefighting 200 years ago. Share their experiences.

AFTER READING

BEFORE READING 12/13

Invite the children to look at the illustrations and suggest what is happening. What do they think will happen in the rest of the book?



Ask the children what has happened to the giant. How could he cool himself down? Ask the children to share their own experiences. How did they solve their problem?

AFTER READING

The Lucky Whale

Carla Crocodile's Knitting

The Giant's Fire

Brontos New House

Saving Tigers

What Is a Frog?

Ruby and the White Rat

Don't Throw It Away

Look at the illustrations. Discuss with the children how the giant's actions on page 14 affect the people?

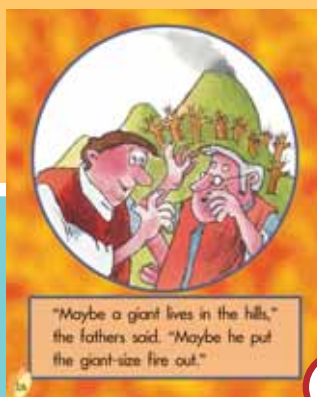


Discuss with the children the giant's wife. How would you describe her as a person? How does she help her husband?

Ask the children to scan for punctuation. Discuss the question marks and the pattern of questions in the book.

Ask the children to look at the final illustration before reading. How might the story end?

Remind the children that their reading needs to make sense. It is important that it sounds right. Remind them to use punctuation to let them know when to stop and start.



Discuss with the children the fathers' view on giants. Did they believe there were giants? Invite the children to look back at the text and illustrations to find the answers.

Discuss the text in more depth. How would the story have been the same or different if it was called *The Dwarf's Fire*? Have them justify what they say.

15 c The Giant's Fire

Name _____

1. Fill in the spaces using the word bank below.

Once there was a _____. The giant liked the summer when it is _____. He did not like the _____ when it was cold.

The giant put on a hat, a coat, a scarf and some _____. He was still _____.

The giant lit a _____ fire. The people of the town became worried about the giant-size fire. "It will need to _____ to put it out."

The next day it was warm. The giant became _____.

He decided to put out the fire.

Word bank:

giant-size, cold, winter, boots, rain, hot, warm, giant

15 c The Giant's Fire

Name _____

1. Brainstorm 10 words with the **ai** vowel blend.

Rain

1 _____

2 _____

3 _____

4 _____

5 _____

6 _____

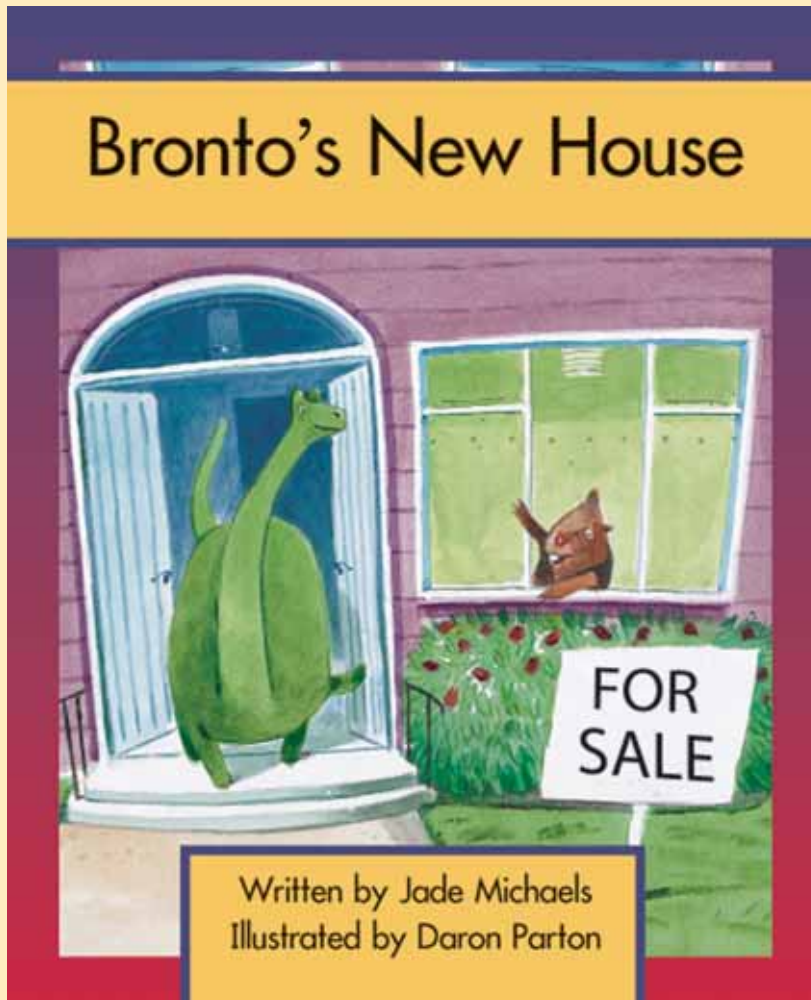
7 _____

8 _____

9 _____

10 _____

2. Write three sentences using as many of these **ai** words as you can.



Level	15
Word Count	342
Text Type	Narrative
High Frequency	
Word/s Introduced	small, would, which

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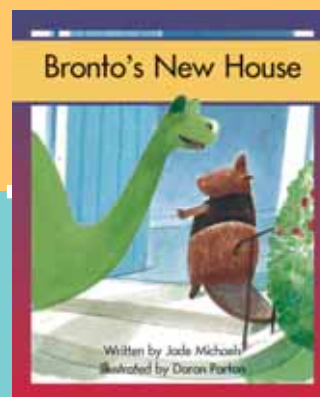
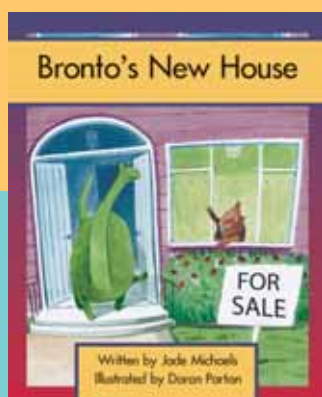
Cover & Title Page



Look at the cover illustration and title. What kind of animal is Bronto? What do the children think the story is about?



Explain to the children that we can use syllable knowledge, and locating small words within words, to help us read. Discuss their reading strategies.



Ask the children to respond to the book. What did they learn about the characters? How important is character development in a story?



Invite the children to analyse the text in terms of their own writing. Do their stories have problems? How does a problem make the story interesting?



Explain to the children that they are going to read a narrative text. A narrative text has a problem. Can they use the pictures and prior knowledge to predict?



Discuss with the children the small word *all*. Ask the children to locate a word containing *all* on page 2. Can they think of others?



Ask the children what kind of job Paul has? Why would Bronto go to Paul to buy a house?



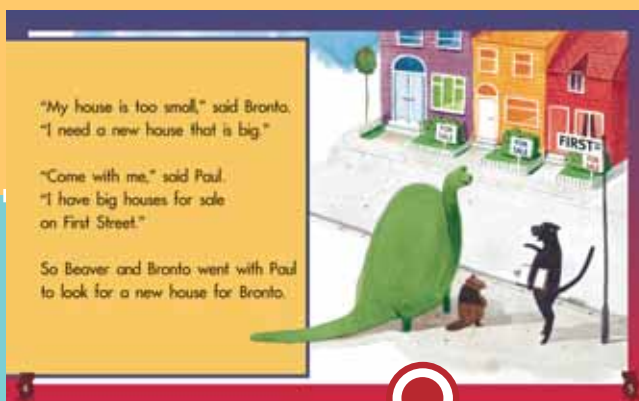
Ask the children how the text on pages 2 and 3 set up the rest of the story. What information about the character and setting did they find out?



Invite the children to look at the character Bronto. What kind of a house would best suit Bronto? Have them justify their answers.



Revise with the children the vowel blend *au*. Discuss how the sound is same as *all* in *small*. Together write some *au* words on the board.



Ask the children to read the signs in the picture. How do the signs reinforce the text information?



Invite the children to share experiences with moving or buying new houses. What are some of the things people need to think about when they buy a new house?

Ask the children to look at the illustration on page 7. Do they think this is a good house for Bronto? Have them justify their answers.

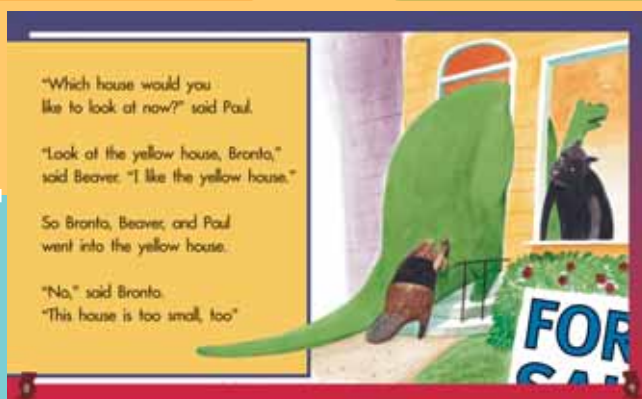


Discuss Bronto's reaction to the first house. Why did Bronto know it was too small? How does the illustrator show this?

Have the children find the word *would*. Write the word on the board. Ask the children for words that rhyme with *would* and write these in a list. Read the words together.

Invite the children to look at the illustrations and explain what is happening. Do they think Bronto will like this house? Would he want to buy it?

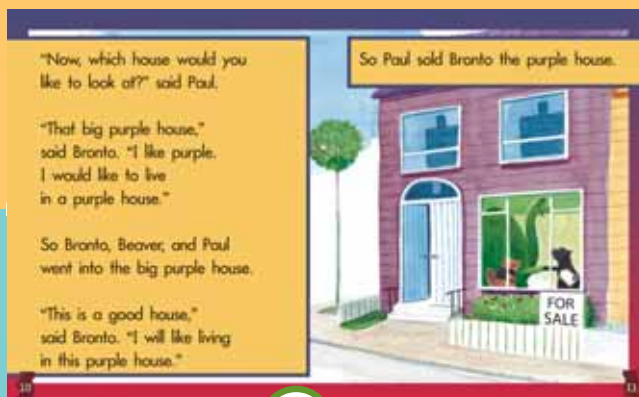
Ask the children to comment on any difficulties they had reading the text so far. What strategies did they use to overcome their difficulties?



Discuss the yellow house with the children. Should Bronto buy the yellow house? Why doesn't it suit Bronto? Have them explain their answers.

BEFORE READING 10/11

Invite the children to look at the pictures. What is happening? Have them predict what is going to happen.



Discuss with the children what made the purple house the best house for Bronto to buy.

Write the word *living* on the board. Ask the children to find the word and the root word. Write *live* underneath *living*. Discuss dropping the *e* to add *ing*. Write the word *like* and ask the children to add *ing*.

BEFORE READING 12/13

Discuss how Bronto has solved his problem? From the information we know, predict what will happen next.

Ask the children to scan page 12 for *au* vowel blend words. Discuss the meaning of the words. Encourage the children to re-read the text for meaning.



Discuss with the children moving houses. How do people move their things from one house to another? Are there other ways of moving your things?

AFTER READING

The Lucky Whale

Carla Crocodile's Knitting

The Giant's Fire

Bronto's New House

Saving Tigers

What Is a Frog?

Ruby and the White Rat

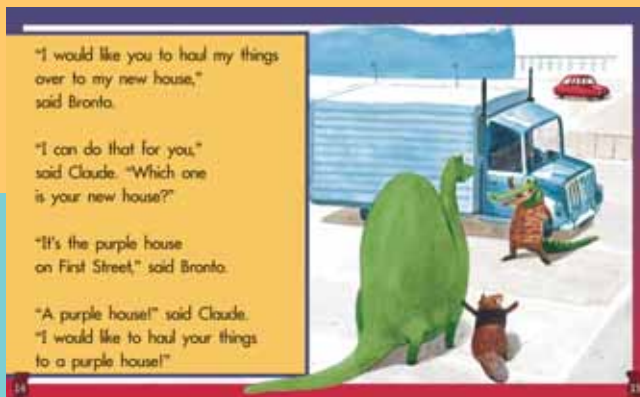
Don't Throw It Away



Look at the illustration on page 15. What kind of animal is Claude? Have the children predict what will happen.



Draw the children's attention to the exclamation mark on page 14. Discuss the use of exclamation marks and how we use our voices in our reading.



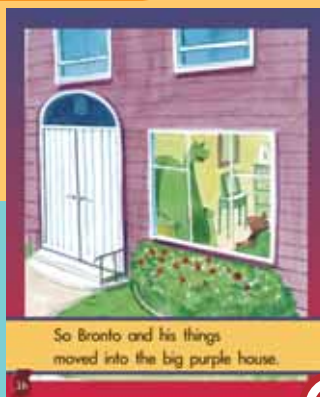
Discuss with the children the meaning of the word *haul*. Can they suggest other words that mean the same as *haul*? Provide a thesaurus to assist them.



Ask the children to look at the illustration. Discuss with the children the structure of a narrative. How did Bronto solve his problems? Was there more than one problem?



Remind the children that their reading needs to make sense. It is important that their words sound right.



Discuss with the children why it is important to know what you want before you get it. Ask the children to share experiences. What were some of the things that Bronto had to think about?



Ask the children to analyse the text. Discuss how the story would have been different or the same if Bronto had been a mouse.

15 d Bronto's New House Name _____

1. Match the questions to the answers:

Questions

Answers

Why did Bronto move house?

To sell houses.

What is Paul's job?

His house was too small.

Where were the
big houses for sale?

Claude.

Which house did Bronto buy?

First Street.

Who helped Bronto
haul his things?

The purple house.

2. Write down the answers to the questions:

Who was the main character?

Where was the story set?

What was the problem in the story?

How was the problem solved?

3. Draw a picture of Bronto in the purple house.

15 d Bronto's New House Name _____

1. Brainstorm some **au** vowel blend words.

2. Insert punctuation into the sentences.

Now which house would you like to look at said Paul

Its the purple house on first street said Bronto

My house is too small Bronto said

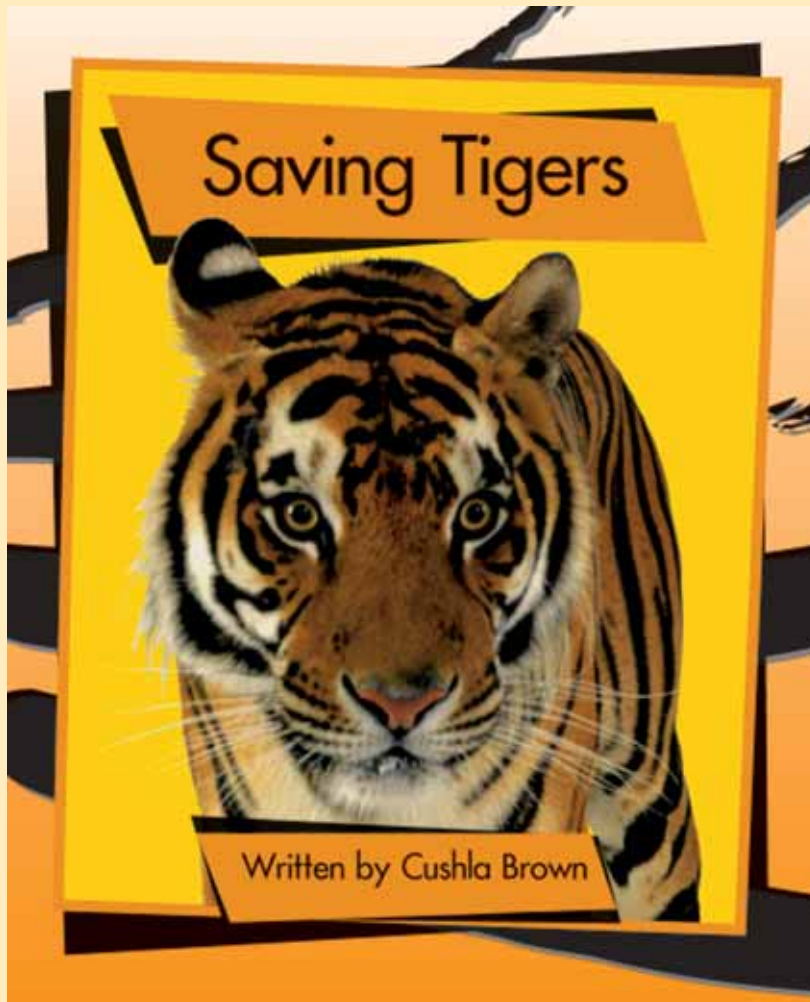
Do you like the red house said Paul

This is a good house said Bronto



Level 15

Book e



Level	15
Word Count	347
Text Type	Discussion
High Frequency	
Word/s Introduced	

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We have addressed four areas that we think are important in developing good readers. As well as comprehension and decoding, we have addressed the issue of children being able to analyse and use the texts they read. The symbols below guide you to the type of question or discussion.



This symbol relates to comprehension (meaning maker)



This symbol relates to decoding (code breaker)



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

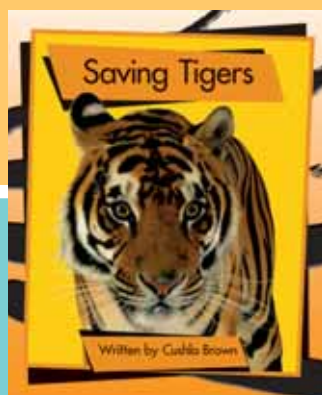


This symbol relates to use (text user)

Cover & Title Page



Ask the children to look at the cover photo and title. Have them predict what this book is about. Invite them to share their own experiences about the topic.



Ask the children to use the entries in the contents page to predict what information they might find in the book.



Ask the children to respond to the book. What did they learn about tigers? Did they realize tigers were being hunted?



Invite the children to analyse the text in terms of other animals they know. What is the same/different? Are these other animals at risk?

Discuss tigers with the children. How are they the same/different as lions and leopards? Have the children share their ideas.

Invite the children to look at the photos and captions. Ask the children to suggest how these photos and captions relate to where tigers live.



Discuss with the children the word *risk* and how tigers are at risk. What makes tigers at risk? Why are there not many tigers in the world?

Ask the children to think what the key concept in the introduction is. Encourage them to check with the title to confirm their answer.

Invite the children to share their ideas of where tigers live. What kinds of environments do tigers live in?

Encourage the children to use the features of the book to assist with their reading. Explain that captions provide extra information about the topic.



Discuss with the children the natural habitat of tigers. How does the cutting of trees affect tigers? How does it change the place they live?

Ask the children to locate compound words on page 7. Explain that they are looking for the two words in a compound word to gain meaning and understanding.



Discuss with the children reasons why people clear land for farms. Explain that in some countries people need to use the land to grow food to survive. What is more important for these people?

Invite the children to analyse the text in terms of the community they live in. Has the land changed over the year? How? How has it affected people or animals?

Invite the children to read the heading and predict what tigers hunt. Discuss how a tiger might hunt its food.

Ask the children to locate some *aw* words. Invite the children to brainstorm other *aw* words. Write these on the board.



Discuss with the children what makes tigers good hunters. How do the tigers catch their food? Ask the children to compare the ways in which tigers and lions hunt.

BEFORE READING 10/11

Ask the children to look at the photo on page 11. Cover the text. Explain that they are looking at jewellery. Do they like it? What do they think it is made of?

Invite the children to read the heading for these pages. Is this heading different from other headings in the book? Explain the use of the question mark in the heading.



Discuss with the children why people hunt tigers. Ask them to name some products that are made with tigers' skins and teeth. Have them share their feelings.

Ask the children to comment on any difficulties they have had reading the text so far. What did they do to address their reading problems?

AFTER READING

The Lucky Whale

Carla Crocodile's Knitting

The Giant's Fire

Brontos New House

BEFORE READING 12/13

Invite the children to read the heading and predict what information they might find out on this page. Can they think of ways that people might save tigers?



Discuss with the children safe places or reserves for tigers. Can they think of other safe places for tigers? What would a reserve be like? How do they keep hunters out?

Have the children analyse the text in terms of the population of tigers in the world. Can they name or describe animals at risk in their country? Compare the animals.

AFTER READING

Saving Tigers

What Is a Frog?

Ruby and the White Rat

Don't Throw It Away

Ask the children to share their thoughts and experiences about zoos. Are zoos good places for animals? Have them justify their answers.



Discuss with the children what might happen to the cubs when they get older? Do they stay in zoos? Do they get released into the wild? Which is best? Have them justify their answers.

Discuss with the children other programmes they know that help animals at risk. How does it compare to the way people are saving tigers? Discuss the similarities and differences.

Ask the children to read the index entries. Discuss any words that they might not know the meanings of.

Remind the children that their reading needs to make sense. Encourage them to check that it sounds right.



Discuss with the children how they can use the information in this text. What can they now tell people about tigers?

Ask the children to read the index entries again. Have them go back to the relevant pages then reread the sentence in which the word occurs.

15 e Saving Tigers

Name _____

1. Brainstorm words containing the vowel blend **aw**.

Jaw

1	_____
2	_____
3	_____
4	_____
5	_____
6	_____

2. Write three sentences containing words that have the vowel blend **aw**.

15 e Saving Tigers

Name _____

1. Answer the following with a **Yes** or **No**.

Tigers are smaller than lions. _____

Tigers live in many different places on the Earth. _____

People are cutting down trees so tigers have more space to live. _____

Tigers are fast runners. _____

Tigers are hunted for their skins and teeth. _____

There are plenty of tigers in the world for people to hunt. _____

Reserves are safe places for the tigers to live. _____

2. List four reasons why tigers need saving.

1 _____

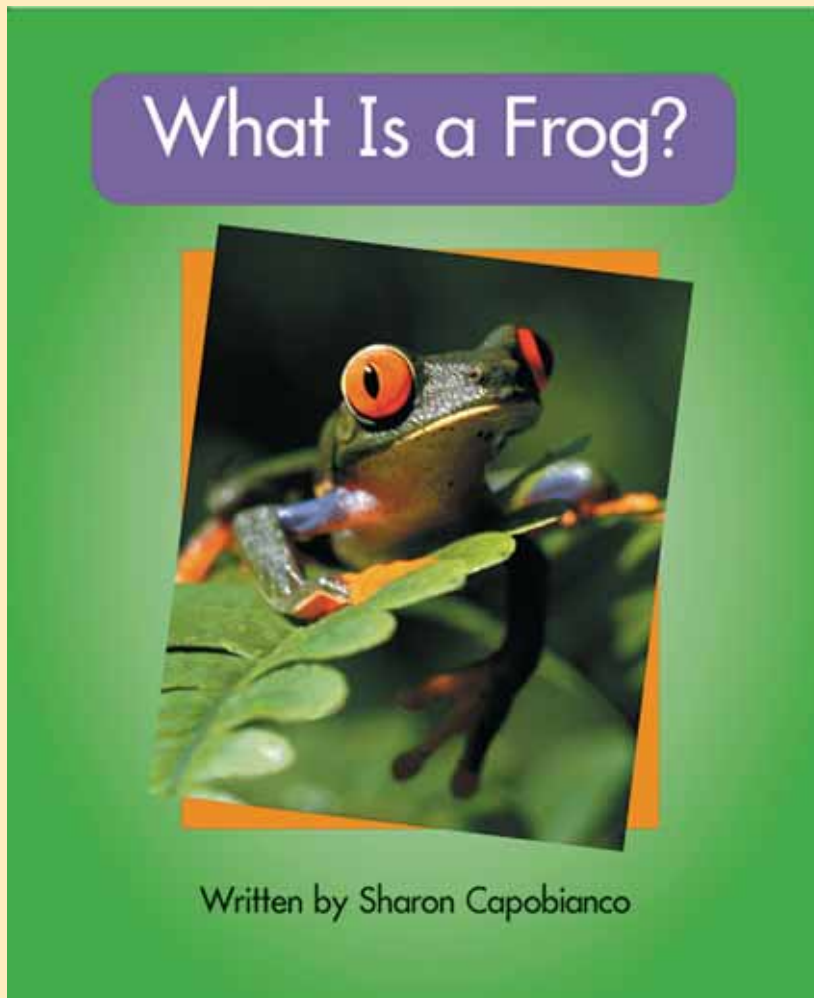
2 _____

3 _____

4 _____

3. Draw a picture of a tiger hunting.

Permission is given to teachers to reproduce this page for classroom use.



Level	15
Word Count	333
Text Type	Information report
High Frequency word/s Introduced	

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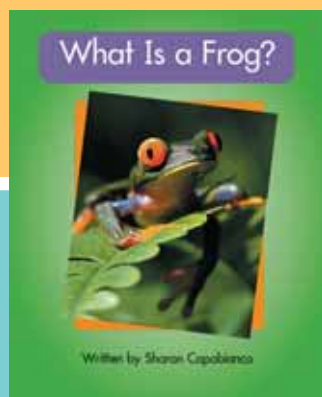
This symbol relates to use (text user)

BEFORE READING

Cover & Title Page



Ask the children to look at the cover photo and title. Explain that they are reading a nonfiction text. How is it the same as/different from a fiction text?



Ask the children to use the contents page to predict what information will be covered in the book.



AFTER READING



Ask the children to respond to the book. What did they learn about frogs? What information did they find interesting?



Invite the children to analyse the text in terms of other amphibians. How are they similar/different?

BEFORE READING

2/3



Invite the children to share their own experiences about frogs. Where have they seen them? What kinds of frogs did they see?



Revise with the children the use of capital letters. When should capital letters be used? Look for capital letters in the text. Why have they been used?



Explain to the children that frogs are amphibians. They can live on land and in the water. Brainstorm other amphibians with the children.



Invite the children to analyse the text in terms of other animals or amphibians. What is the same/different.

AFTER READING

BEFORE READING

4/5



Ask the children to read the heading. Encourage the children to share their thoughts on where they think frogs live.



Encourage the children to use the features of the book to assist with their reading. Explain to them that they can get extra information from the caption.



Ask the children how frogs protect themselves from other animals. What do frogs do when they are tired?

AFTER READING

Discuss with the children, frogs that they might have seen. How were they different? How were they the same? List some of the features of frogs on the board.



Ask the children to look at the diagram on page 7. Explain that diagrams let us look closer at an object to examine the different parts.

Ask the children to look at the diagram again. Discuss webbed toes and why frogs have them.

Ask the children to discuss how frogs move. Ask the children to think of any special features a frog may have to help them move.

Discuss with children some of the technical words. Explain that looking for small words within words helps with their reading.



Discuss with the children the movements of frogs. Why do frogs jump? How important is jumping when a frog moves from water to land?

Ask the children to analyse the text on pages 8 and 9. Discuss how frogs have adapted to their environment. Compare how a frog moves with how humans move.

Have the children read the heading and look at the photos. How might frogs catch their food, especially fast-moving bugs like flies?



Invite the children to compare how frogs absorb water compared to humans. What is the same/different?

Discuss life cycles with the children. Explain how this relates to a frog. Ask the children to find different stages of the life cycle when they read the text.

Explain to the children that hyphens are used to join two words. Often they are describing words. Ask the children to locate the hyphenated word on page 12.



Ask the children to look at the growth of a frog in more depth. Why do the tadpoles have tails? Why do the tails fall off as the tadpoles get older?

Invite the children to compare the life cycle of a frog to other amphibians. How is it the same/different?

Look at the photos on pages 14 and 15. What do you think is happening?



Ask the children why they think frogs grow new skin. Why do they eat their old skin?

Ask the children to analyse the text. Compare how the frog sheds its skin compared to how a snake sheds its skin. How is it the same/different?

Ask the children to read the index entries. Discuss any words that they might not know the meaning of.

Remind the children that their reading needs to make sense. Encourage them to check that it sounds right and looks right.

Index	
animals	2, 4
mouths	11
skin	11, 14, 15
tadpoles	12, 13
tails	7, 12
tongues	10

Discuss with the children how they can use the information in this text. What can they now tell people about frogs?

Ask the children to read the index entries again. Have them go back to the relevant pages then find and reread the sentence in which the word occurs.

15 f What Is a Frog?

Name _____

1. Write what each of these body parts do for the frogs.

Webbed toes

Sticky pads

Strong back legs

Coloured bodies

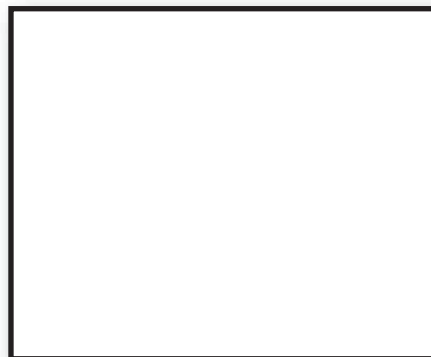
Sticky tongues

2. List some of the differences between a tadpole and a frog:

Frog

Tadpole

3. Draw a frog eating its skin.



15 f What Is a Frog?

Name _____

1. Capital letters are used at the start of a sentence, for the name of a person and the name of a place.

Put capital letters in the correct places.

sally and james bought an ice-cream from the shop.

we live on the planet earth.

we went for a swim in the pool.

australia is a hot country.

my teacher is called mr hall.

frogs live on the land and in the water.

2. Write a story about the life cycle of a frog.

Be careful to place your capital letters in the correct places.

Ruby and the White Rat



Written by Janette Johnstone
Illustrated by Betty Greenhatch

Level	15
Word Count	339
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

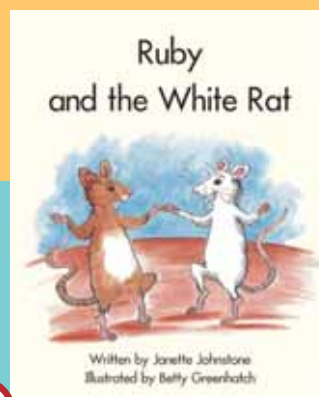
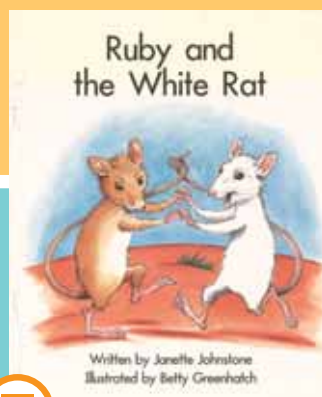
Cover & Title Page



Read and look at the cover illustration and title. Discuss what the story is about. Discuss what kind of characters are in the story.



Explain to the children that they are going to read a fiction story. What is a fiction story? What is a nonfiction story? How are they different/the same?



Ask the children to respond to the book. What did they learn about narratives?



Ask the children to analyse the book. Do they think the author chose an appropriate title for the book? Can they suggest other titles?

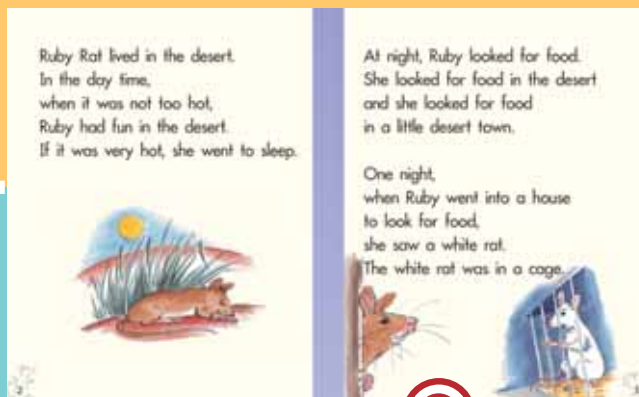
AFTER READING



Invite the children to look at the illustrations. Discuss what is happening in the illustrations. Predict what the story is about.



Explain to the children that pages 2 and 3 contain paragraphs. Ask the children to think about the information in each paragraph when reading. What do they tell us about the story?



Explain to the children that they are reading a narrative text. The first pages introduce the character and setting. What information did they find out?



Invite the children to analyse the text. How does the life of a rat in the desert compare with other plants or animals? What is the same/different?



Ask the children to look at the two rats. How are they different? How are they the same? What kind of life does each rat live?



Ask the children what the purpose of speech marks is. Explain the use of speech marks in direct speech. Look closely at the use of speech marks in the text.



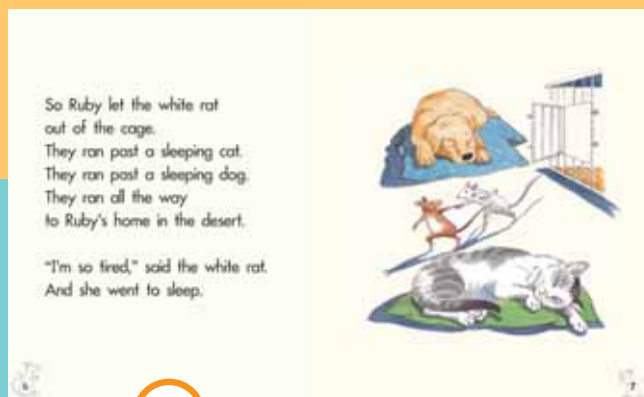
Ask the children to think about the two rats. What kind of fun would Ruby have in the desert? What fun things will Ruby do with the white rat?



Explain to the children that often narratives have a problem. What could the problem in the story be? How does this affect the main character Ruby?

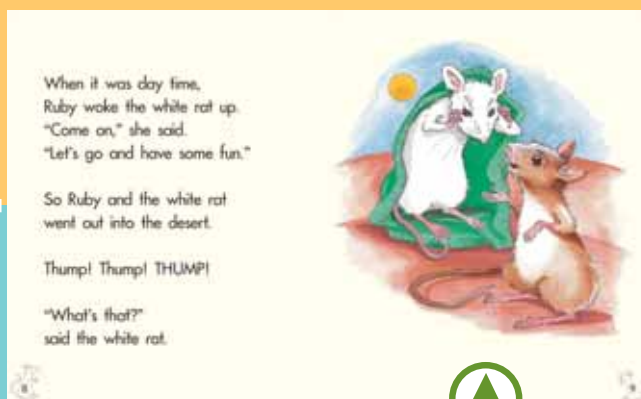
Look at the illustrations. What do the children think the rats are doing? What do they think would happen if the other animals woke up?

Explain to the children how adjectives make a book more interesting. Discuss how adjectives help create images. Look through the text for adjectives.



Discuss with the children why the white rat was so tired at the end of the day? Why was the white rat more tired than Ruby?

Ask the children to analyse the text so far. Ask them to relate the experience of going to a new place with that of the white rat. How do they feel in new places?



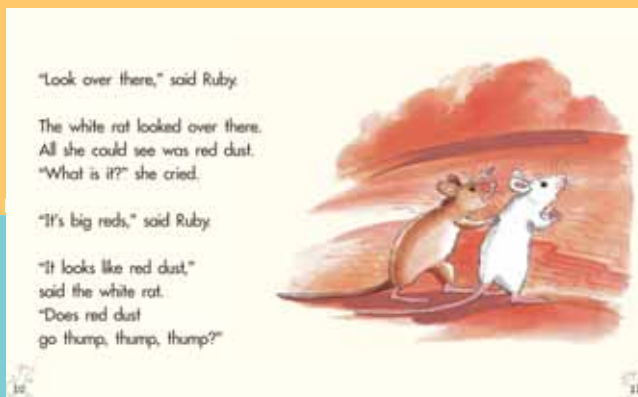
Discuss with the children the feeling of being somewhere unknown. Discuss how the white rat is feeling compared to Ruby Rat.

Discuss the word *thump*. Explain that onomatopoeia is the use of words as sounds. Why did the author put the last *THUMP* in capitals?

BEFORE READING 10/11

AFTER READING

Ask the children to look at the illustrations. What do they think is happening? What clues does the illustrator give them?



Ask the children what big reds do? Why do they make the *thump, thump, thump* noise?

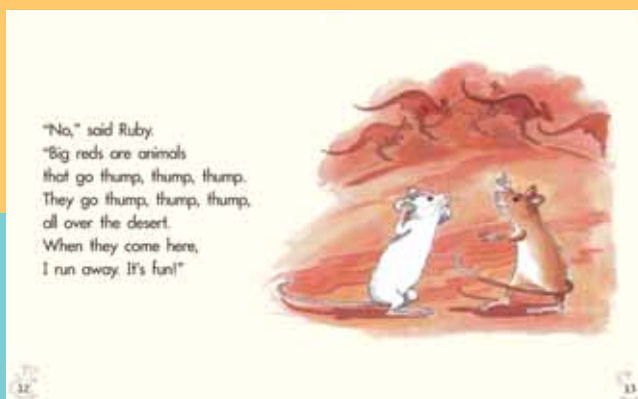
Ask the children to comment on any difficulties they had reading the text so far. What did they do to sort out their reading problems?

BEFORE READING 12/13

AFTER READING

Ask the children to look at the illustration and see what made the thumping sound. Can they think of another word to replace *thump*?

Ask the children to scan the pages for adjectives. Did they make the story more interesting?



Ask the children why Ruby refers to the animals as big reds. Can they think of any other names? Use the illustration to decide how the white rat feels compared to Ruby.

The Lucky Whale

Carla Crocodile's Knitting

The Giant's Fire

Brontos New House

Saving Tigers

What Is a Frog?

Ruby and the White Rat

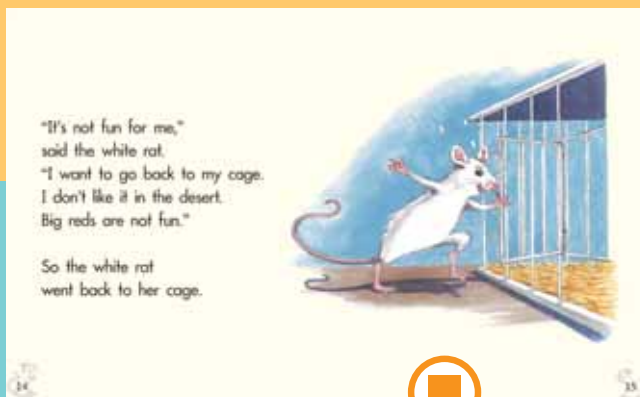
Don't Throw It Away



Ask the children to look at the illustration. What do they think is happening? Why do they think it is happening?



Write the words *cage* and *desert* on the board. Invite the children to brainstorm adjectives for these words on the board. How do these words affect the story?



Have the children think back to the problem in the story. Was the problem solved? How did the story change with the characters' actions?



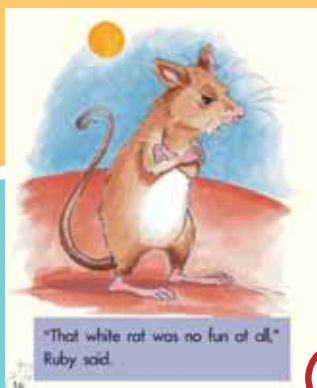
Ask the children why the white rat thought the desert was no fun? Why did the white rat go back to its cage?



Ask the children to look at the final illustration. What do you think has happened? How do they think Ruby is feeling?



Remind the children that their reading needs to make sense. Make sure that words sound and look right.



Discuss with the children how one rat is a pet and the other is a wild rat. How does the character's personality reflect in each type of rat?



Invite the children to analyse the text. How would the story have been different if the white rat had stayed in the desert? How would the story have finished?

15 g Ruby and the White Rat

Name _____

1. Answer the following with a **Yes** or **No**.

Ruby Rat lived on an island.

The white rat was in a cage.

The rats ran to Ruby's home in the desert.

The big reds make a mumble grumble sound.

The white rat liked playing with the big reds.

Ruby decided the white rat was no fun.

2. List the differences between an animal kept as a pet and an animal in the wild.

Pets

Wild Animals

3. Draw the big reds thumping past the two rats in the desert.

15 g Ruby and the White Rat

Name _____

1. Write the words that describe the sounds made by the following:

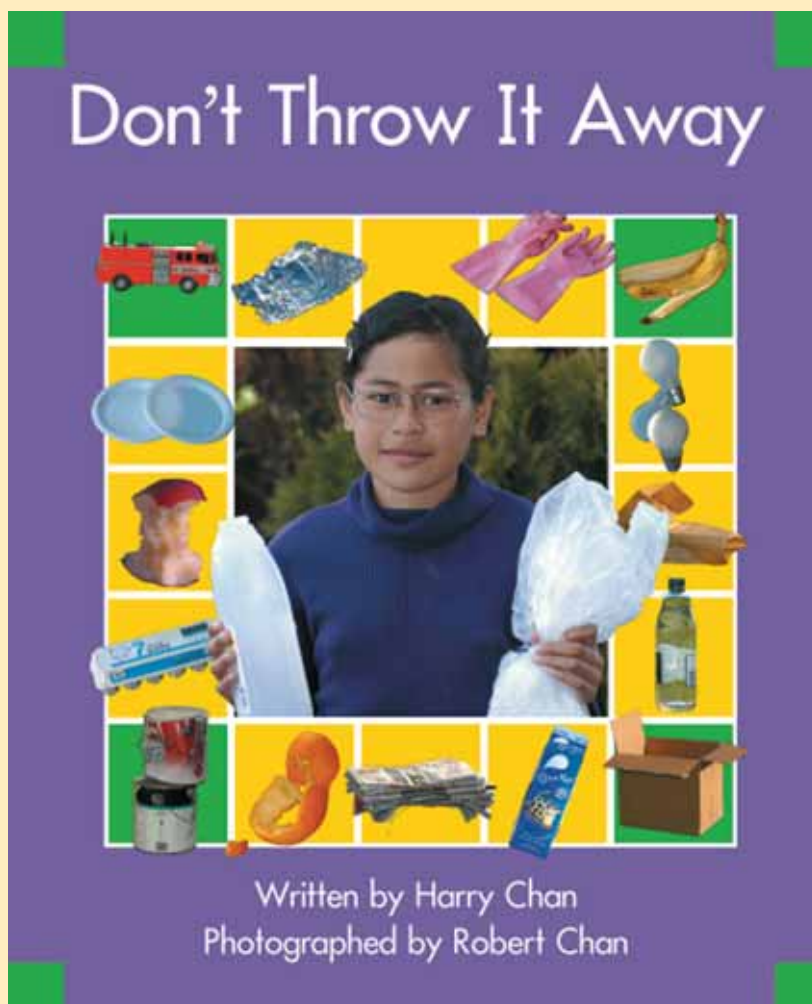
A leaking tap

Thunder in the sky

A needle popping a balloon

A racing car

2. Write three sentences using words made from sounds.
Use some of the sounds listed above.



Level	15
Word Count	330
Text Type	Argument / Exposition
High Frequency Word/s Introduced	

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BEFORE READING

Cover & Title Page



Ask the children to look at the cover photo and suggest what kind of story they are reading. Is this story fiction or nonfiction? Have them justify their answers.



Ask the children to look at the contents page to predict the information covered in the book. What do they think they are going to learn?



Ask the children to respond to the book. From what they have learnt from the book, would they change their rubbish routines? What would they do?



Invite the children to analyse the text in terms of their own rubbish. What do they do that is the same/different?

AFTER READING

BEFORE READING

2/3



Invite the children to make a list of all the things they throw away. Discuss their lists.



Discuss with the children the use of punctuation. Discuss how punctuation tells us when to stop, start and use expression.



AFTER READING



Ask the children to suggest how the text on page 2 sets up the rest of the book. Discuss how an introduction gives the reader an insight into what the book features.



As they read, have the children think about the message. Ask the children if the author made a clear case to persuade the reader to do something.

BEFORE READING

4/5



Have the children read the heading on this page. Ask them if any of their rubbish is food. What types of food rubbish do they throw away?



Ask the children to scan page 4 for question marks. Have them read the two questions. Discuss why the author has asked these questions.



AFTER READING



Discuss with children why they throw away food. Are there other uses for left-over food? Discuss some possible uses.



Invite children to analyse the text so far. Ask them to share their experiences about food. How would they compare their quantity of food rubbish to the quantity of a supermarket?

Discuss with children how photos often assist with reading. Have them look at the heading and photos. Can they name paper rubbish around their home?

Ask the children to comment on any difficulties they had reading the text so far. What did they do to address their reading problems?



Invite the children to share any experiences they have had making recycled paper. How does recycling help minimise rubbish?

Ask the children what they do with all the paper rubbish at their home. Can any of the paper be re-used? What could they do with it?

Look at the photos. What are all these items made of? Do they have any items around the house made of plastic? What do they do with them once they have finished?

Explain to the children that often locating smaller words within words helps us with our reading. Look at the word plastic. Are there any small words in plastic?



Discuss with the children about which is the key question. What part of the book confirms this for them?

Ask the children to think about all the plastic rubbish we throw away. Is plastic rubbish harmful to the environment? Why is it harmful? What should we do with plastic?

BEFORE READING 10/11

Ask the children to look at the photos on pages 10 and 11. What are these items made of? Can they think of how many glass and metal items they have around their house?



Explain to the children what happens to the rubbish once it leaves their house. Do they think glass and metal is good for the environment once it is rubbish?

Discuss with the children the message that the author is telling us. Ask children to look back at their rubbish list. How does the author feel about rubbish?

AFTER READING

BEFORE READING 12/13

Discuss the heading with the children. How can they make use of their rubbish? Are we able to re-use rubbish?

Invite the children to discuss any words they found difficult. Could they locate small words within the words? Discuss their strategies.



Have the children re-read page 12. How many different types of rubbish was the author able to re-use? Suggest other ways they could re-use their rubbish.

Have the children analyse the photos on page 13. How have the photos been arranged on the page? Would it make a difference if they were in a different order?

AFTER READING

The Lucky Whale

Carla Crocodile's Knitting

The Giant's Fire

Brontos New House

Saving Tigers

What Is a Frog?

Ruby and the White Rat

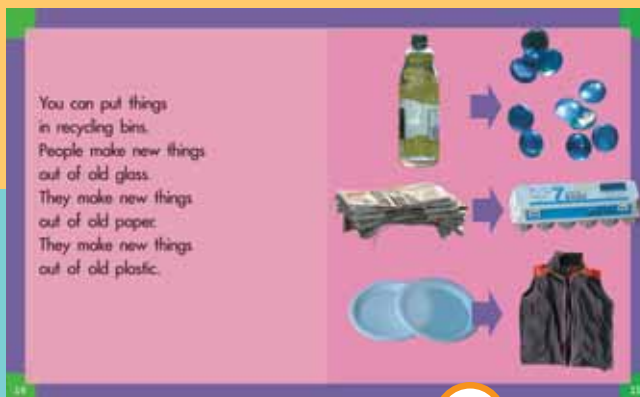
Don't Throw It Away



Invite the children to look at the photos. What do they think is happening? Have them justify their ideas.



Have the children find the word *recycling*. Discuss the prefix *re* with them. Together write a list of words beginning with the same prefix.



Explain to the children that diagrams and flow charts help us understand the text. What is the purpose of the diagram? What are the arrows used for?



Discuss recycling with the children. Can the children think of a product they have used that has been recycled? What was it made into?



Invite the children to share how they feel about rubbish and recycling. How much rubbish do they make at home? What would happen if we didn't re-use and recycle?



Remind the children that their reading needs to make sense and sound right.



Discuss with the children how they can use the information in this text. What can they now teach people about rubbish, re-using and recycling?



Discuss the author's argument. What suggestions has the author given readers so that they don't throw things away?

15 h Don't Throw It Away Name _____

1. Place the items from the word bank into the following categories:

Food	Paper	Plastic	Glass	Metal

Word bank

light bulbs, jars, orange peels, plastic bags,
milk cartons, cardboard boxes, banana skins,
metal paint tins, plastic toys, foil

2. Write down ways you could re-use or recycle a cardboard box.

3. Design a machine that could recycle plastic. Label your machine. Write a sentence explaining how it works.

15 h Don't Throw It Away Name _____

1. Place question marks in the correct places.

Do you throw away glass things

Do you think we should recycle

People throw away too much rubbish

Do you know where the rubbish goes

You can use a milk carton to make a garden

You can make a garden with compost

2. Write three sentences containing question marks.
