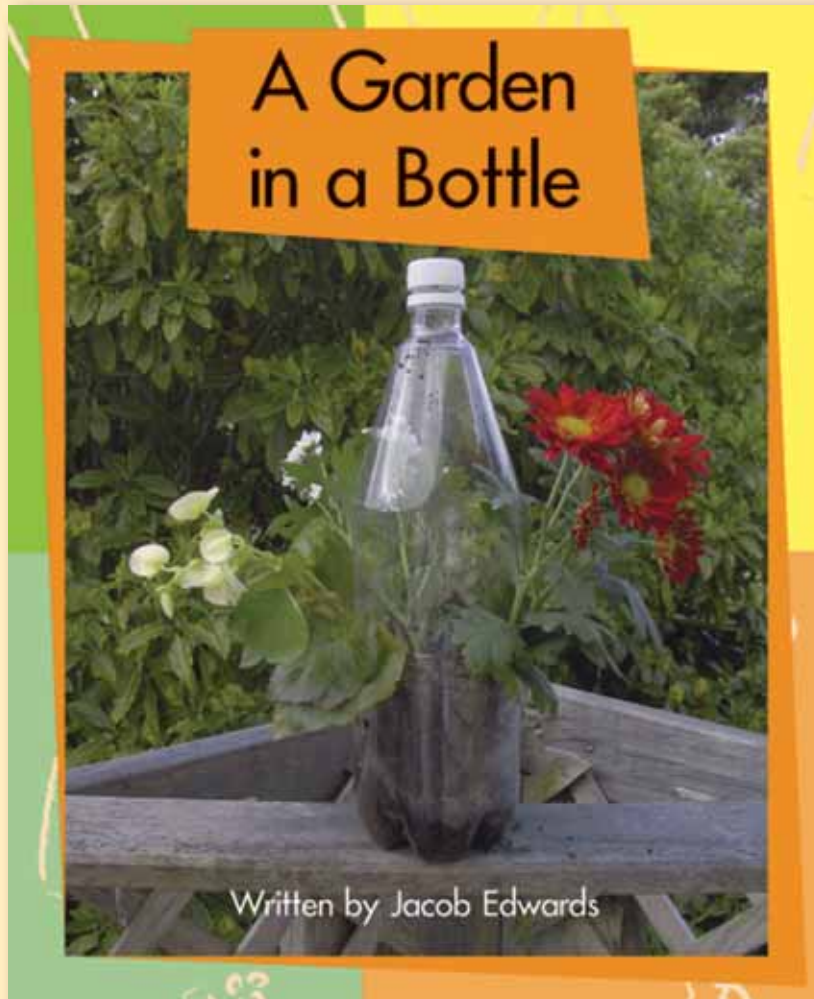




Level 16

Book a



Level	16
Word Count	370
Text Type	Procedure
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)

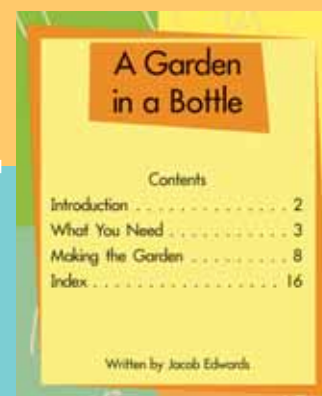
Cover & Title Page



Ask the children to look at the cover photo and title and suggest what the book is about. Discuss with the children their experiences of gardens that grow in containers.



Discuss the contents page with the children. Tell them that the form of writing is procedural. Explain that the purpose is to tell how to do or make something.



Ask the children if the information in the book would enable them to make a different garden. How would they adapt the information?



Have the children think about the logical sequence of procedural writing in relation to the title. What would they do first?



Ask the children to find the key concept on p.3, checking with the heading and photo label.



Have the children find the word *bottle* on p.3. Discuss with them that on this page, *bottle* is both a noun and an adjective. Use the board to clarify the examples.



Ask the children which plants are good for a bottle garden. Ask if they know which flowers grow from bulbs.



Ask the children if the photos clarify the text for them. Have them explain the connection of the potting mix photo with the text.



Discuss with the children the meaning and use of a funnel.



Have the children find the concluding sentence for the heading *What You Need*.



Have the children look at the text and photos. Make a list on the board of what is needed for a garden in a bottle, e.g., stones, plants.



Discuss with the children the meaning of *slit*. Ask them why they may need a grown-up to help.



Explain to the children that the characteristic framework of procedural writing comprises materials and method. Talk about the connection between the heading and method.



Revise abbreviations with the children. Ask them to find an abbreviation on p.9 and ask what word it abbreviates.

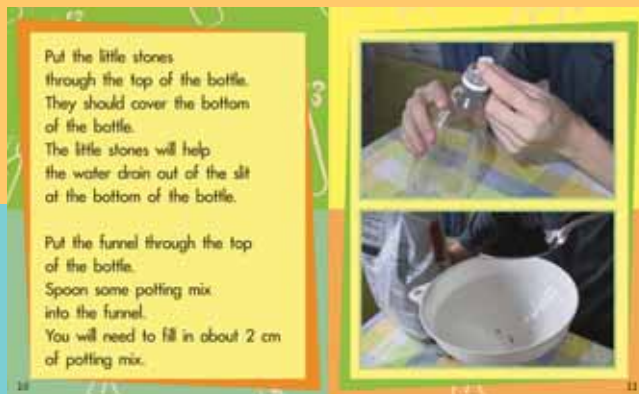


Discuss if and why it is important that the author has included measurements.

BEFORE READING 10/11

AFTER READING

Explain to the children that detailed information tells how, what, which, where and why. Ask them to find a how and why statement.



Discuss with the children if the writer has used a logical sequence. Talk about why the sequence is important.

Ask the children what tense the method is written in. Have them clarify their answer from the text.

BEFORE READING 12/13

AFTER READING

Discuss the sequence of the instructions with the children.



Explain to the children why verbs are important in procedural writing. Write the verbs on the board as the children identify them.

Ask the children what they predict the three important instructions will be on p.14 and 15.



Ask the children to name the three most important things that plants need to grow.

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

Remind the children that the purpose of the book is to tell how to make something. Ask them to tell a partner how to make a garden in a bottle, after they have read the book.

Index	
bulb(s)	4, 13
funnel	6, 7, 10, 14
potting mix	4, 5, 10, 13
scissors	6-8
spoon	6, 7, 10
stones	4, 5, 10

Discuss with the children how they can use the information in this book. Ask if they were able to tell their partner how to make the garden.

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

16 a Garden in a Bottle **Name** _____

1. List the things you need to make a garden in a bottle.

a. _____

e. _____

b. _____

f. _____

c. _____

g. _____

d. _____

h. _____

2. Measure a line –

4 cm long

10 cm long

2 cm long

3. Write the two key headings from the contents page.

16 a Garden in a Bottle Name _____

1. Circle the verbs.

garden	put	water	plants	pour
bulb	push	cover	drain	funnel
	cut	make		

2. Unjumble the words.

sosiscrs

lsbub

tpciasl

enfunl

nteoss

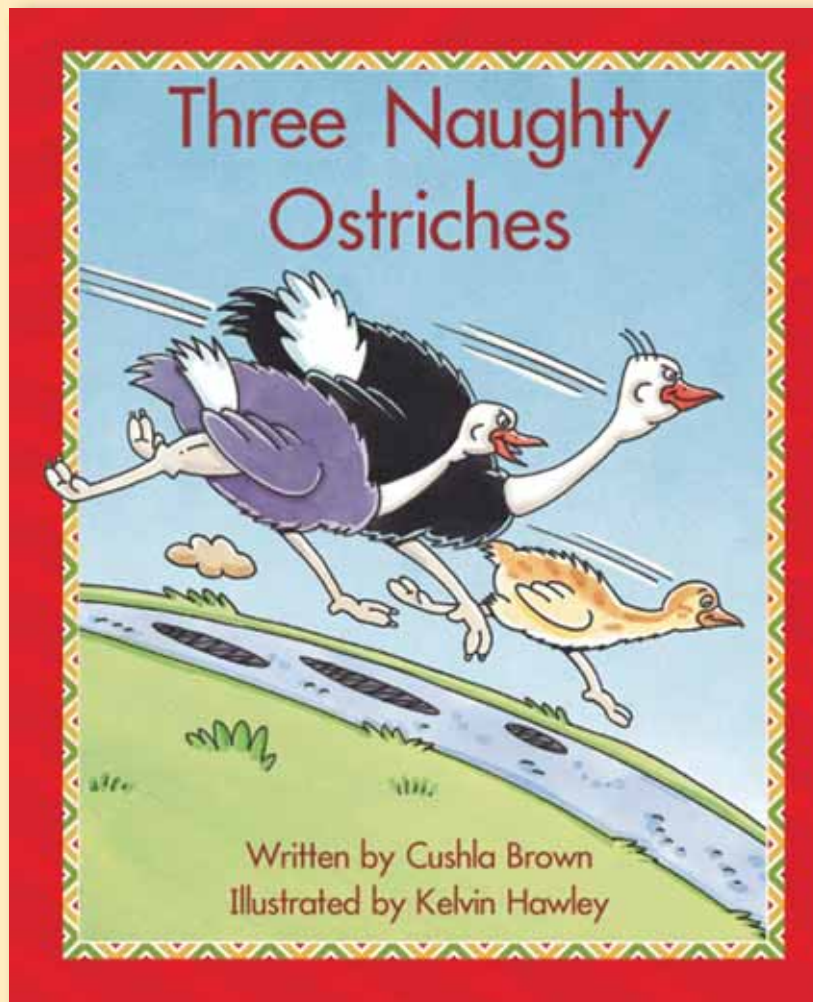
otlos

3. Write things a plant needs to grow.



Level 16

Book b



Level	16
Word Count	369
Text Type	Literary recount
High Frequency	
Word/s Introduced	

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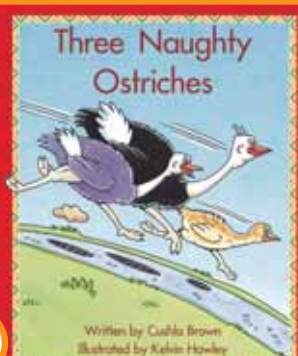


This symbol relates to use (text user)

Cover & Title Page



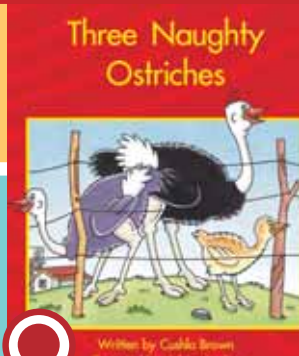
Ask the children to look at the pictures. Discuss ostriches with them. What are they? Where would they be found? Invite the children to share their experiences.



Ask the children to respond to the book. Invite the children to do more research on ostriches. Discuss with them how the author used features of ostriches to portray the characters.



Discuss with the children the title. How has the illustrator portrayed the ostriches? How would the illustration have been different if the title was *Three Nice Ostriches*?



Ask the children to analyse the book. How would the story have been different if it was called *Three Naughty Elephants*? How would the characters be different?

Tell the children that they are reading a literary recount. Explain that they will find the story will be a series of events in chronological order.

Explain to the children that hyphens are used in writing to join words to show they have a combined meaning. Have them search for a hyphen on p.3. Discuss the meaning.

One day, three naughty ostriches got out of the farm.

"This is fun!" said the smallest ostrich. "Let's run down the road as fast as we can."

So the three naughty ostriches ran down the road. Soon, they came to a corner.

"Which way shall we go now?" said the biggest ostrich.

"Down the hill," said the middle-sized ostrich. So the three of them ran down the hill.



Invite the children to discuss the events of the story. What has happened so far? Discuss the order of events and how these are important.

Have the children analyse the text. Discuss the characters in the story. How have the author and illustrator emphasised the word *naughty*?

Have the children look at the pictures. What do they think is going to happen in the story?

"Look at those three naughty ostriches!" said a girl on her skates. "I'm going to chase them." So she chased them down the hill.

"A girl is chasing us," said the smallest ostrich. "Run faster!"

So the three naughty ostriches ran on as fast as they could.

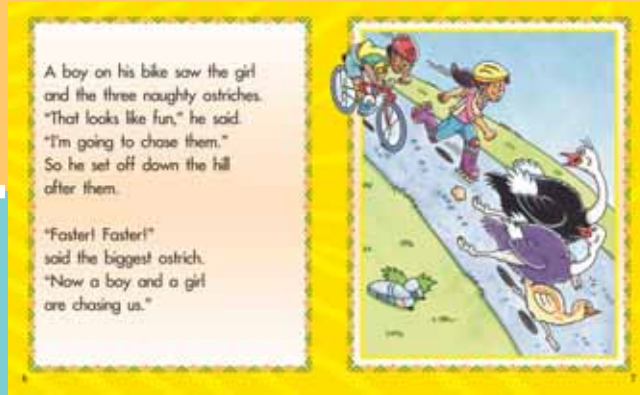


Have the children discuss the reaction of the girl when she saw the ostriches. Ask them if they have seen animals that have escaped from farms. What did they do?

Discuss with the children what adjectives are and how they are used to make stories more interesting. Help the children locate adjectives in the story.



Discuss with the children that punctuation helps make stories readable. Punctuation tells us when to stop, start and use expression. Look at the punctuation on p.6 and discuss its use.



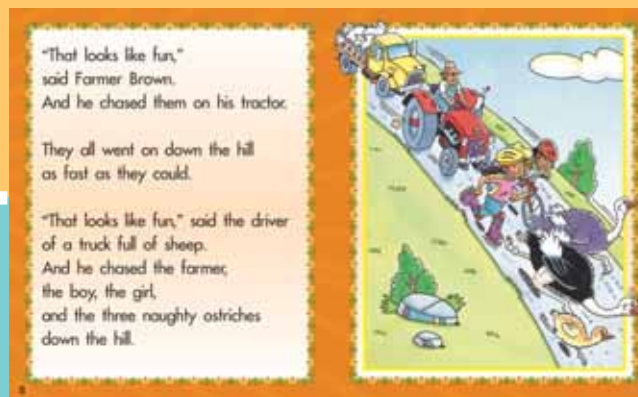
Ask the children how the punctuation on p.6 affected their reading. Would they have read the story differently if it wasn't there?



Ask the children to discuss the ostriches' reaction to the people chasing them. Have the children predict the next event in the story.



Discuss with the children that pictures give us clues to what is happening in the story. What do they think is happening?



Discuss with the children the story so far. If they were observing this event from the roadside, how would they react? Would they join in? Have them justify their answers.

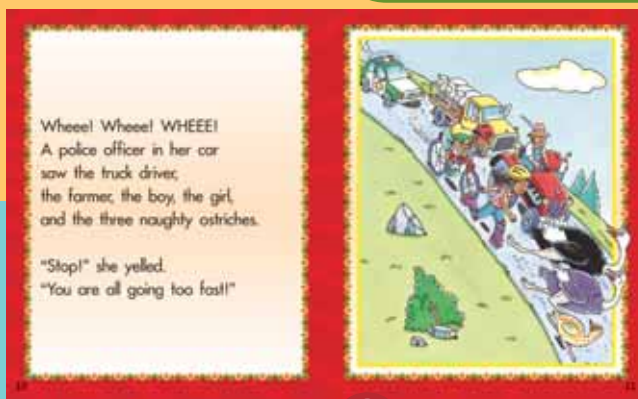


Ask the children to comment on any difficulties they had reading the text so far. What did they do to sort out their reading problems?

BEFORE READING 10/11

Ask the children if they can predict whether everybody will stop because the police officer is there.

Discuss with the children the use of onomatopoeia in the story. Explain that these words form a sound. Can they think of other examples of onomatopoeia?



Discuss with the children what happened on p.10. Why did the police officer stop the ostriches?

Have the children analyse the text so far. How do the actions of the police officer in the story compare with what you know about the police? What roles do they play in your community?

AFTER READING

BEFORE READING 12/13

Ask the children if they have ever disobeyed an instruction. What were the consequences? Discuss the consequences of their actions.



Have the children scan the page for punctuation and hyphens. Discuss their use on p.12.

Discuss with the children how the police officer caught the ostriches. What problems would they have catching ostriches in real life?

AFTER READING

A Garden in a Bottle

All About Meat

Fat Snake - Thin Snake

Harry's Great Big Burp

Kakadu

Polly Perkins' Pictures

The Blank Sheet of Paper

Three Naughty Ostriches

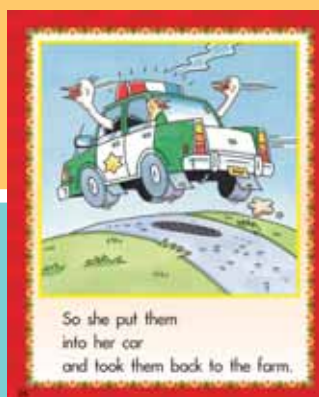
Ask the children to look at the picture. What is happening in the picture? What do they think will happen to the ostriches? Have them justify their answers.



Discuss the speech marks on p.14. Who is talking? How do they know who is talking? What part of the text tells them this?

Explain to the children that a literary recount often ends with a conclusion. Have them look at the picture and discuss what their conclusion might be.

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



Have the children look back at the events of the story. Discuss each major event of the story in chronological order.

Have the children analyse the text. Discuss how the author placed the naughty ostriches in the police car. How would the story have been different if they were nice ostriches?

16 b Three Naughty Ostriches

Name _____

1. Use numbers to place each event in chronological order.
The first one is done for you.

- ☒ 1 The three naughty ostriches escaped from the farm.
- ☐ 2 A boy chased the girl and the ostriches.
- ☐ 3 The naughty ostriches were taken back to the farm in the police car.
- ☐ 4 A girl chased the ostriches on her skates.
- ☐ 5 Farmer Brown chased the boy, girl and ostriches on his tractor.
- ☐ 6 The police officer caught the ostriches.
- ☐ 7 The truck driver chased the farmer, the boy, the girl and the ostriches.

2. In a story an action often causes a reaction.
Think of three actions causing reactions in the story.
The first one is done for you.

Action

Reaction

A girl chased the ostriches. The ostriches ran faster.

16 b Three Naughty Ostriches

Name _____

1. Think of an onomatopoeia for each sentence.

- 1 We sat on the balloon and it went POP!
- 2 The birds singing sweetly in the trees went _____.
- 3 The soup boiling on the stove went _____.
- 4 The bacon went _____ in the frying pan.
- 5 The cow in the paddock went _____.
- 6 The plates fell on the floor and went _____.
- 7 The rain on the roof went _____.

2. The sentences below need punctuation.

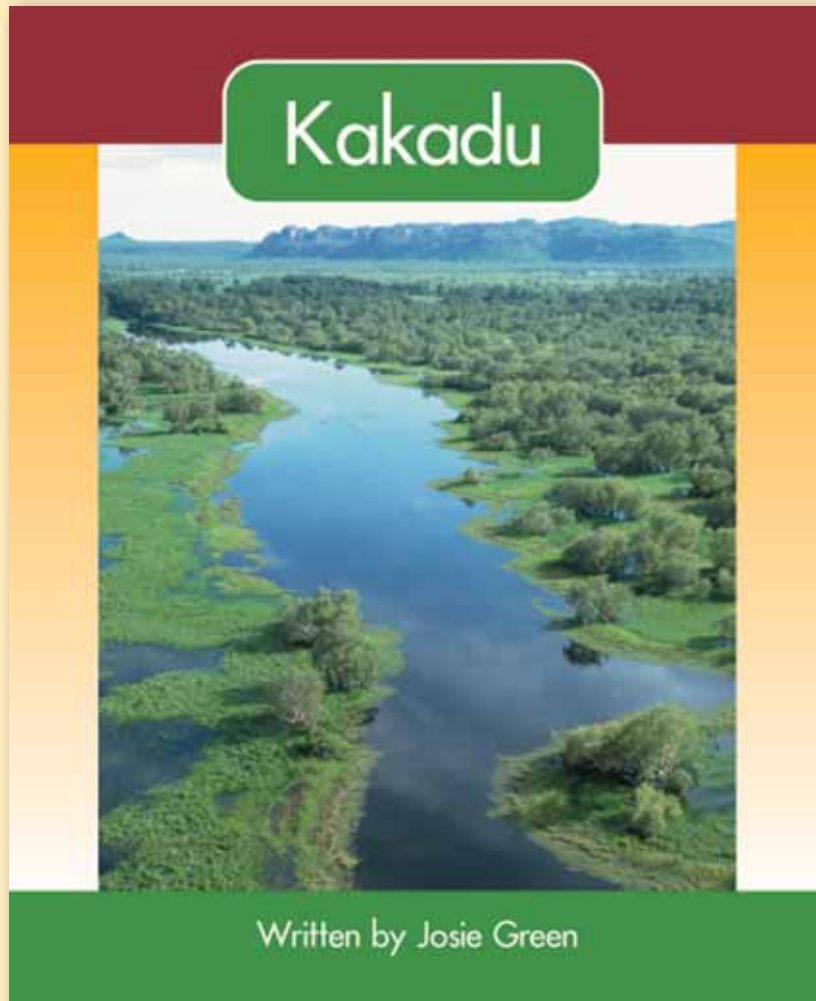
Add the correct punctuation to the sentences.

- 1 what is the time
- 2 sam went to the shop to buy some bread
- 3 a girl is chasing us said the smallest ostrich
- 4 john and kim went surfing at the beach
- 5 stop yelled the police officer



Level 16

Book c



Level	16
Word Count	364
Text Type	Information report
High Frequency	sometimes
Word/s Introduced	

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This symbol relates to analysis (text analyser)



This symbol relates to use (text user)

BEFORE READING

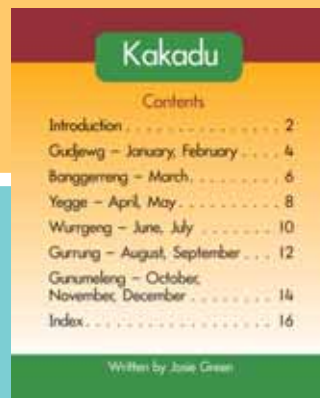
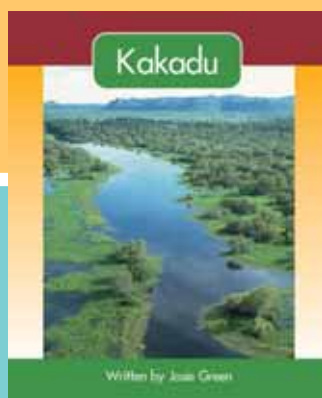
Cover & Title Page



Ask the children to look at the cover photo and suggest what Kakadu is and where in Australia it might be. Invite any children who have been to Kakadu to share their experiences.



Ask the children to use the contents page to predict what information will be covered in this book. Discuss the pronunciation of the Aboriginal words.



Ask the children to respond to the book. What did they learn about Kakadu? Did they realize that the weather in Kakadu is cyclical?



Invite the children to analyse the text in terms of their own weather. What is the same/different? Is the weather where they live cyclical?

AFTER READING

List the months from the contents page on the board. Discuss with the children the climate in the area where they live during those months. Record the weather. Discuss the photo. Ask the children if they can identify the ethnic group of the people in the photo.

Ask the children to locate some compound words on pages 2 and 3. Explain that looking for the two words in the compound word will help them with their reading.



Discuss why the children think that the Aboriginal people would have different names for the different times of the year. What names could the children suggest for when it is very wet? What could they call it when it is very dry?

Ask the children to suggest how the text on page 2 set up the rest of the book. Have them reread the sentences starting with *sometimes* to help with their answers.

Encourage the children to use the features of the book on this page to assist with their reading. Discuss the calendar along the bottom. Remind them also that they can get extra information from reading the captions.

Ask the children to scan page 4 for compound words. Have them read *waterholes* and *lowlands* and say the two words that make up the compound word.



Ask the children why crocodiles and fish can move about when the rain is very heavy. Which birds make nests on the dry land? Why do they make nests now?

Discuss with the children how knowing the two little words in *waterholes* and *lowlands* helped them understand the text.

Invite the children to read the heading on this page and predict what the page is about. Have them use the photo and the caption to hypothesize about the weather in March.

Ask the children to scan the pages to identify the compound words in the text and in the caption.

Bonggereng – March

There is not as much rain in March, but there are still a lot of big thunderstorms. These thunderstorms flatten the grass that grew when there was more rain. People who live in Kakadu call the storms “knock ‘em down storms,” because the storms knock the grass down.

Grazing lands in Kakadu get flattened by thunderstorms.

Jan Feb **Mar** Apr May June July Aug Sept Oct Nov Dec



Discuss with the children why there are still big thunderstorms in March. What kind of weather produces thunderstorms? Why do the children think that the people who live in Kakadu call them *knock ‘em down storms*?

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?

Ask the children to refer to the calendar and the title to suggest the time of year. Have them read the caption and suggest why fish might eat a lot at this time of year.

Yegge – April, May

There is not much rain in April and May at Kakadu. Plants grow in the wetlands and in the billabongs.

The animals at Kakadu eat the new plants. Fish eat the new plants, too. Some fish grow very big and fat from eating all the plants.

Fish eat a lot of plants during April and May in Kakadu.

Jan Feb Mar **Apr** **May** June July Aug Sept Oct Nov Dec



Ask the children the meaning of the words *billabong* and *wetlands*. What is the same/ different about billabongs and wetlands?

Ask the children to analyse what they have read so far and say what animals are still in Kakadu in April and May.

BEFORE READING 10/11

AFTER READING

Ask the children to look at the photo and suggest what is happening. Do they know the name of this animal? What is it doing?

Wurrung - June, July

The rain stops by June and July and the flood water starts to go away. The land then starts to dry out.

Sea turtles come out of the sea, onto the land. They come to lay their eggs in the sand.

Sea turtles can be seen laying eggs when the rains stop.



Jan Feb Mar Apr May June July Aug Sept Oct Nov Dec

Discuss sea turtles in more depth. Do the children know where else in the world sea turtles can be found? Do they know how many eggs they lay? Do they know how many baby turtles survive?

A Garden in a Bottle

All About Meat

Fat Snake - Thin Snake

Harry's Great Big Burp

BEFORE READING 12/13

AFTER READING

Have the children read the calendar, the heading, and the caption. Ask them why they think birds come to Kakadu near the end of the dry season.

Gurrung - August, September

It is very hot in these months. There is no wind in Kakadu. There is no rain in Kakadu, too. The land is very, very dry. At this time, some birds come to Kakadu. They come to eat the plants that will grow when it rains.

Some birds come to Kakadu near the end of the dry season.



Jan Feb Mar Apr May June July Aug Sept Oct Nov Dec

Ask the children to discuss the weather at Kakadu in August and September. How is it the same/different from their weather?

Kakadu

Polly Perkins' Pictures

The Blank Sheet of Paper

Three Naughty Ostriches

Ask the children what they think the weather will be like at the end of the year. Have them justify what they say.

Ask the children to find the compound words on pages 14 and 15.



Ask the children what they think fruit bats eat. Why do they sleep in paperbark trees? Where do bats usually sleep?

Refer to the chart of the weather where the children live. Make comparisons with Kakadu. Write the similarities and differences on a comparison chart.

Ask the children to read the index entries. Discuss any words that they do not know the meaning of. Have them use the smaller words in compound words to help with their understanding.

Remind the children that their reading needs to make sense, sound right, and look right. Remind them to use the little words in compound words to help them.

Index	
billabongs	3, 8
lowlands	4
paperbark tree(s)	14, 15
thunderstorms	2, 6, 14
waterholes	4
wetlands	8

Discuss with the children how they can use the information in this text. What can they now tell people about Kakadu? Can they compare Kakadu with their own environment?

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.

16 c Kakadu

Name _____

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

Kakadu is a billabong. ____

It rains all year round at Kakadu. ____

Crocodiles and fish move about in the wet season. ____

There are thunderstorms in Kakadu in March,
November, and December. ____

Plants grow when there is not much rain. ____

2. Write the names of four animals you can

find at Kakadu. _____

3. Draw the
biggest animal
you can think of.



1. Finish the words to make compound words.

some _____

thunder _____

water _____

low _____

grass _____

wet _____

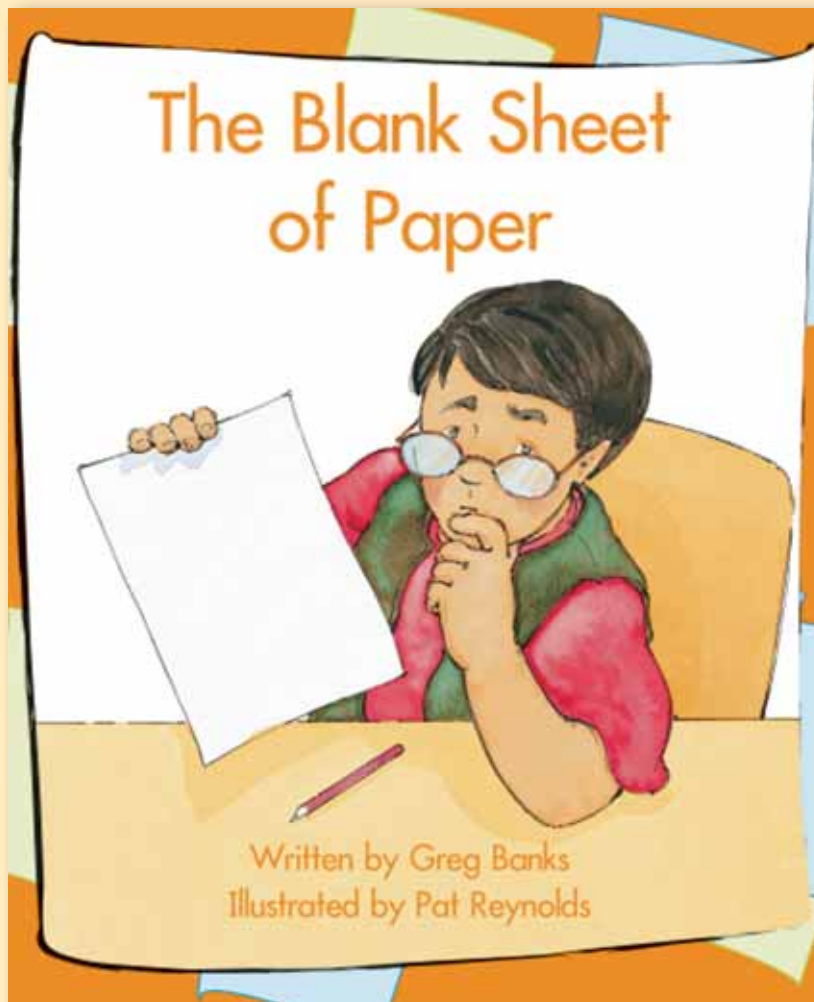
paper _____

2. Write three sentences using as many of these compound words as possible.



Level 16

Book d



Level	16
Word Count	379
Text Type	Narrative
High Frequency	ever, about
Word/s Introduced	

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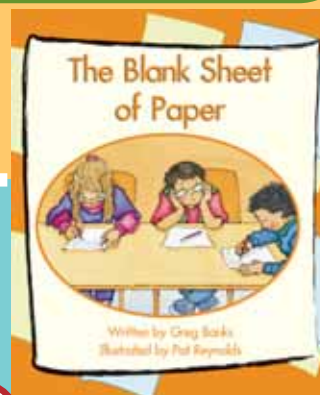
Cover & Title Page



Have the children look at the cover and title. Predict what the story is about. Explain that they are reading a fiction text. What is the difference between fiction and nonfiction?



Discuss with the children their reading strategies. What do they do when they come across an unknown word? Encourage the children to use a range of strategies.



Ask the children to respond to the text. Do you think that the author chose a good title? Have them justify their answers. Can they suggest better titles?

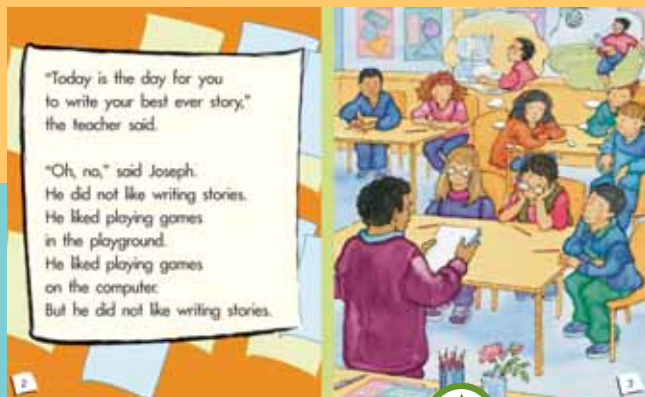


Have the children analyse the text. Have them compare their personal experiences in writing with the characters in the story.

BEFORE READING

2/3

Explain to the children that they are reading a narrative. Explain that a narrative always has a problem. As they read the story, ask them to think what the problem might be.



Explain to the children that in this narrative the characters, setting and problem are introduced on p.2. Who are the main characters? Where is the story set? What is the problem in the story?

Have the children focus on the word *writing*. Discuss the silent *w*. Have the children brainstorm other words that have a silent *w*.

AFTER READING

BEFORE READING

4/5

Ask the children what they do before they begin writing a story. What strategies do they use to come up with ideas?

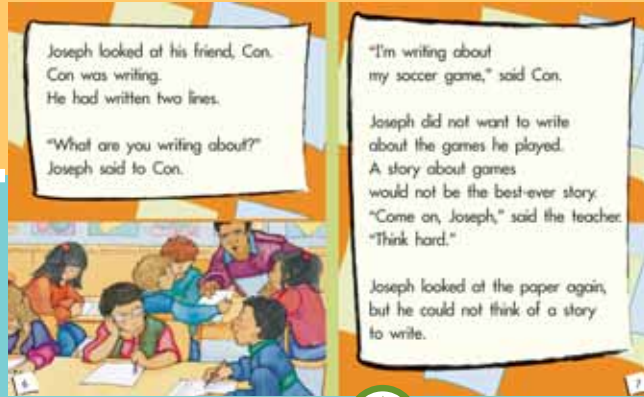


Ask the children to locate the compound word on p.4. Explain that they are looking for the two words in the compound word that will help them with their reading.

Explain to the children that brainstorming before writing can help get their ideas onto paper. This can make their writing easier.

AFTER READING

Ask the children to look at the illustrations. What is happening? Describe how the characters look and might be feeling.



Have the children discuss Joseph's problem. Discuss the feeling of having a blank memory? Have they been in a situation where they had a blank memory?

Ask the children to locate words with a silent *w*. Write them on the board. Discuss the meaning of each word.

Ask the children to think about their best ever story. What made it the best ever story? Do they always think about writing their best ever story?



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?

Discuss with the children the author's use of the words *best-ever story*. How do the words influence the characters in the story?

BEFORE READING 10/11

Invite the children to look at the illustration. What is happening in the picture?



Discuss with the children the feeling of pressure. What does it mean? How much pressure must Joseph be feeling?

Have the children re-read and analyse the last paragraph. From the clues in the last paragraph, have them predict what Joseph might write about.

BEFORE READING 12/13

Have the children scan the text for words that begin with w. Discuss with the children how they represent the past and present tense. Write these words on the board and discuss their meaning.



Have the children analyse the story. Discuss how Joseph wrote the story from the perspective of the paper. Do they think it is a clever story?

AFTER READING

A Garden in a Bottle

All About Meat

Fat Snake - Thin Snake

Harry's Great Big Burp

Kakadu

Polly Perkins' Pictures

The Blank Sheet of Paper

Three Naughty Ostriches

Ask the children if they have ever read a story to an audience. How did they feel when they read the story aloud?



Explain to the children what a command is. Have them scan the text for commands that the teacher has given. How did they decide what were commands?

Have the children look at the illustrations. What is happening? How do you think Joseph feels about his story? How do his classmates feel?

Remind the children that their reading needs to make sense. Explain to them that words should sound right and look right.



Ask the children to describe the teacher's response to Joseph's story. Why was it the best ever story?

Invite the children to analyse the text. Compare Joseph's thoughts and feelings about writing at the beginning of the story and at the end.

16 d The Blank Sheet of Paper

Name _____

1. Answer the following questions.

What are some of Joseph's hobbies?

Why does Joseph not like writing?

How did Joseph feel when the rest of the class was writing?

Was Joseph happy with his story?

List some strategies that can help you start your writing.

2. Illustrate Joseph's story *The Blank Sheet of Paper*.



16 d The Blank Sheet of Paper

Name _____

1. Complete the table. The first one is done for you.

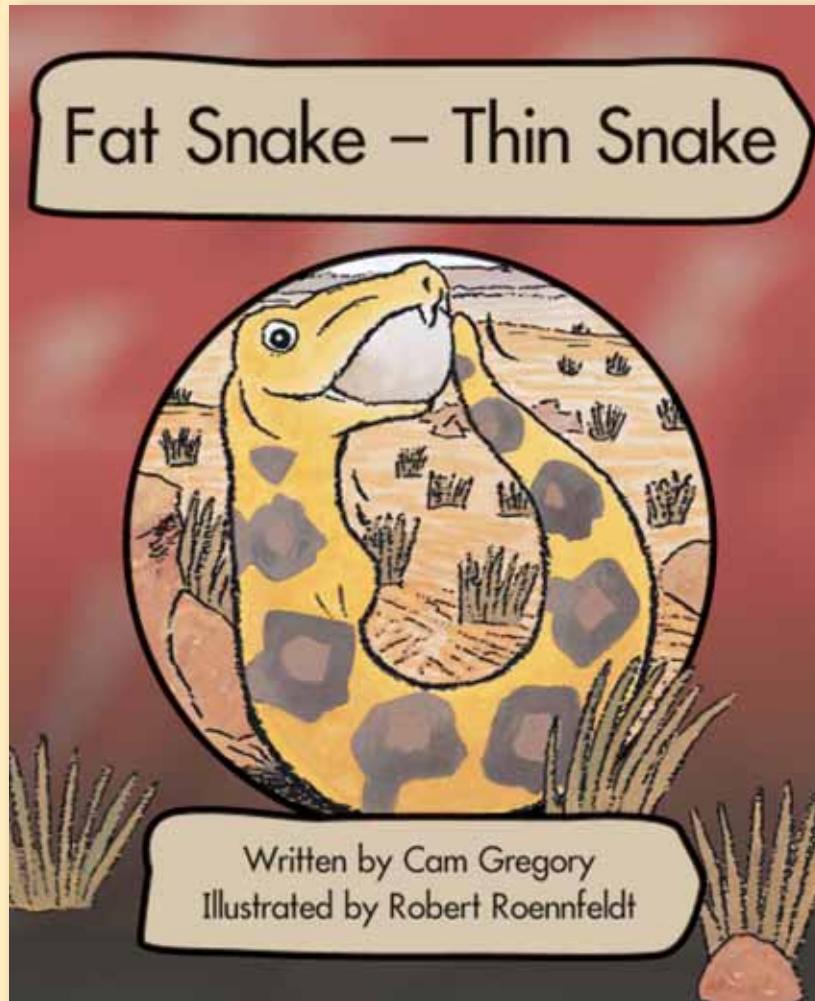
	ED	ING
walk	walked	walking
talk		
sail		
play		
blink		
wink		

2. Write three sentences using some of the words listed above.



Level 16

Book e



Level	16
Word Count	364
Text Type	Literary recount
High Frequency Word/s Introduced	

We have designed these lesson plans so that, if you wish, you can have the plan in front of you as you teach, rather than a copy of the book. Each page of the book is illustrated in the plans together with some suggestions for teaching. These have been divided into questions and discussion that you may have before the children read the book and after the children have completed the reading. This is not an arbitrary division. Some of you may prefer to explore the meaning and the language in more detail before the children read. Your decisions will depend on the gap between the children's current knowledge and the content, vocabulary, and language of the book they are about to read. Remember that the more information the children have up front, the easier it will be for them to read the text. However, this does not mean that you should read the text to them first.

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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



Invite the children to read the title and look at the cover illustration. Using these clues, invite them to predict what the story is about.



Explain to the children that they are going to be reading a literary recount. Explain how a literary recount has a series of events that are in chronological order. Discuss chronological order with the children.



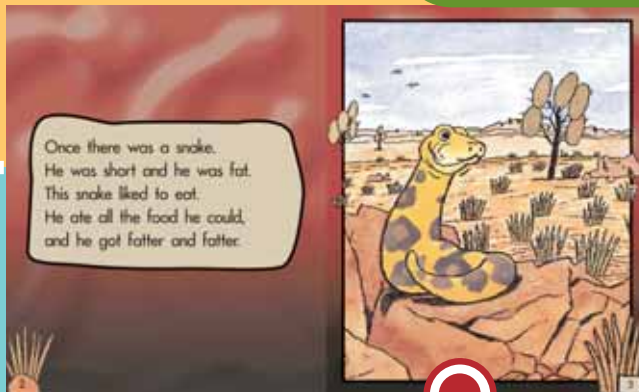
Ask the children to respond to the book. From reading the text, do they think the author could have used a different title? Invite the children to suggest other titles. Have them justify their answers.



Discuss with the children their own personal experiences with snakes. Have they seen one or touched one? What did it look like? Where do snakes live?



Discuss with children the use of adjectives in a story. Explain that the adjective base word can have an ending added for comparison. Write *fat*, *fatter*, and *fattest* on the board and discuss.



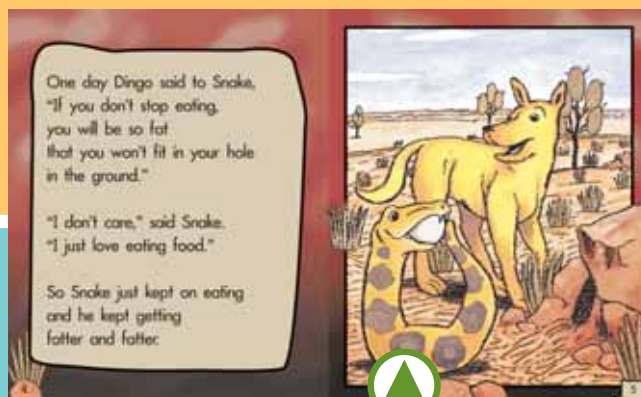
Discuss with the children what is happening to the snake. What will happen if he continues to eat?



Discuss with the children the habitat of the snake in the story. Compare its habitat to a snake that might live in the bush or in water. How are they the same/different?



Invite the children to look at the picture. What is happening? Ask them to predict what could happen in the story.



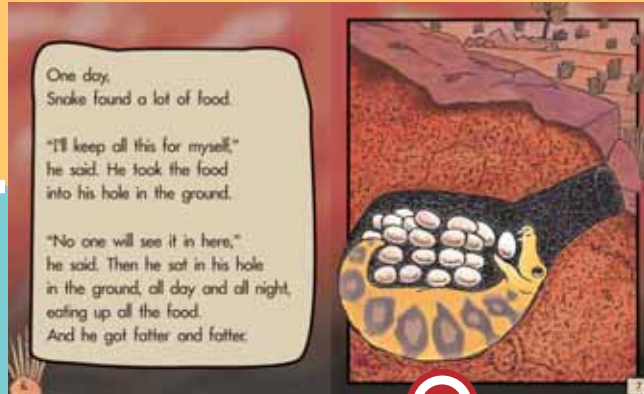
Discuss with the children the advice Dingo gave Snake. Did Snake listen to Dingo's advice? Invite the children to share any experiences where they were given advice. Did they use it?



Explain to the children that the word *kept* is a verb. Discuss how the tense of a sentence will always depend on the verb form used. Locate the word *kept* on p.4 and discuss its use.



Explain to the children that as they read they will come across the word *keep*. As they read the sentence have them think about the tense the word is in.



Have the children take a more in-depth look at the character of Snake. What is he like? How would they describe him?



Invite the children to analyse the text on p.6. After discussing the character of Snake, how would they compare him to the Dingo? How are they the same/different?



Invite the children to look at the illustrations. What has happened to Snake? How is he going to get out of the hole?

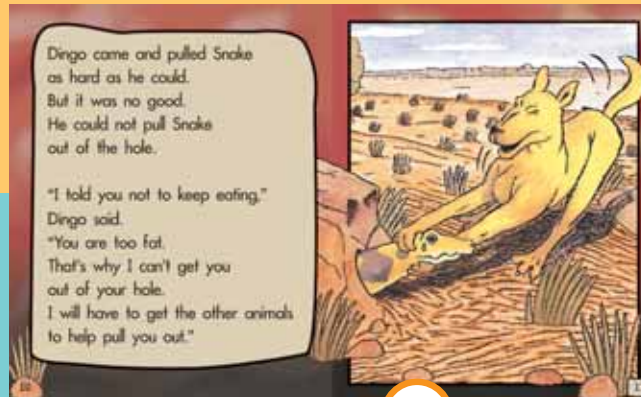


Invite the children to come up with some solutions to Snake's problems. How would they get Snake out of the hole?



Explain to the children that exclamation marks are often used at the end of a word or sentence to show a command or at the end of an exclamation. Write some examples on the board.

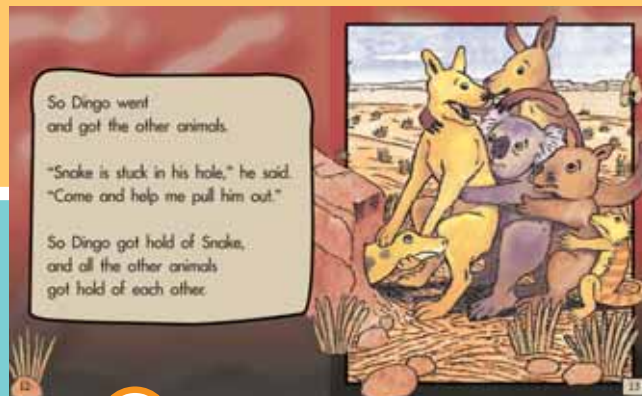
Invite the children to look at the pictures. What is Dingo doing? What will happen to Snake?



Have the children look for other verbs on p.10. Write them on the board. With the children, discuss the base word and add an ending to the word.

Discuss with the children the events on p.10. Why does Dingo have to get the others? Who might the others be? What would happen to Snake if he could not get out?

Invite the children to look at the picture. Who did Dingo get to help him? What can they tell us about these animals? Ask the children to share their experiences with these animals.



Invite the children to share their own experiences of being stuck somewhere. How did they get stuck? How did they feel? What did they do to get out?



Have the children look at the picture. How might Snake be feeling right now? How would they feel if they were in that situation?



Discuss with the children why *pulled* is repeated. What difference does the repetition make to the story?



Ask the children to look back at the title of the story. Using the information from p.14 have them predict what will happen to Snake.



Invite the children to look at the final illustration. Explain that a literary recount often ends with a conclusion. How do they think the story will conclude?



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



Discuss with the children the sequence of events leading up to the conclusion. Relate the events of the story and the title of the story. Do they think it is a story? Have them justify their answers.



Ask the children to analyse the story. Discuss how the traits of Snake impacted on the conclusion of the story. Would the story have ended differently if Snake wasn't greedy? Have them explain their answers.

16 e Fat Snake – Thin Snake

Name _____

1. Use numbers to place the sentences in chronological order. The first one is done for you.

- ☒ 1 Snake was short and fat. He liked to eat. He got fatter and fatter.
- ☐ 2 Snake ate all the food. He went to get a drink but couldn't get out of his hole. He was too fat.
- ☐ 3 Dingo said to Snake that if Snake didn't stop eating he would be fat and won't fit into his hole.
- ☐ 4 Snake found a lot of food. He kept it for himself and took it to his hole.
- ☐ 5 Dingo came and pulled Snake. But he could not get him out as Snake was stuck.

2. Match the items in column A to column B.

A	B
Snake	A marsupial with a large tail that travels by leaping on its back legs.
Dingo	A small marsupial that is like a small kangaroo.
Kangaroo	A reptile with a long, slender body.
Wallaby	An Australian dog with a sandy coloured coat.

16 e Fat Snake – Thin Snake

Name _____

1. Complete the table. Use the words to help with spelling.

fat	fatter	fattest
small	_____	smallest
big	bigger	_____
round	_____	roundest
longer	_____	longest
light	_____	lightest
dark	darker	_____
bright	_____	brightest

2. Select the words from the word bank to help make the sentence correct.

Word bank

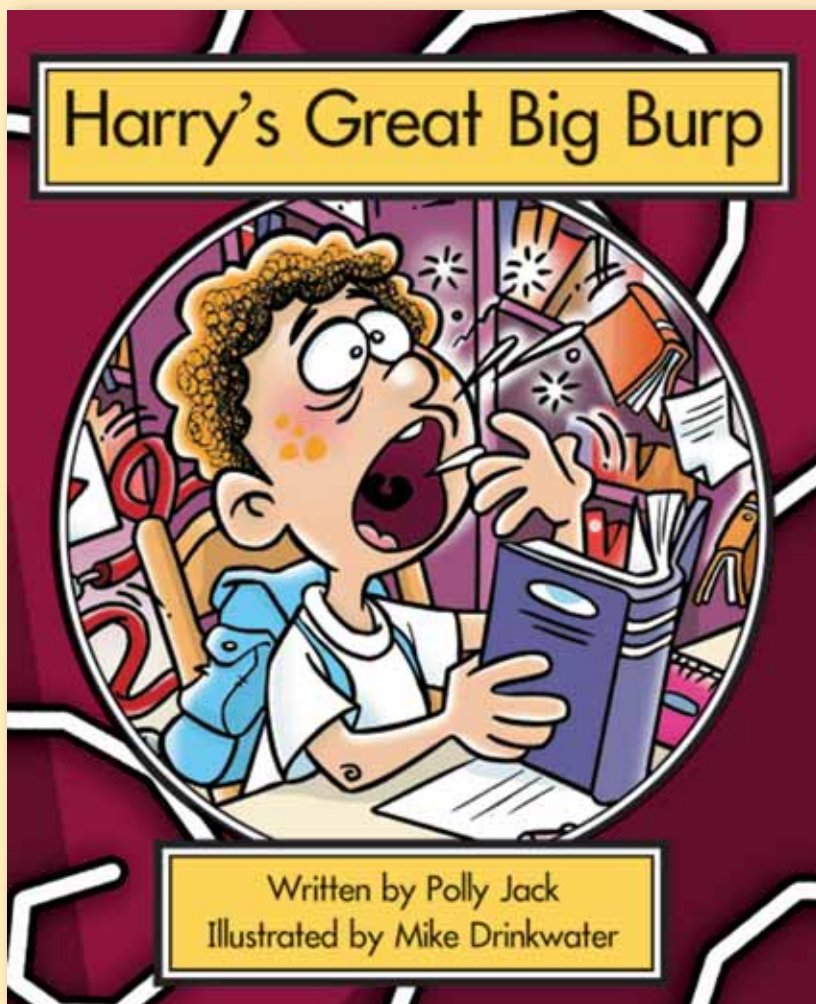
keep keeping kept

1. The butcher _____ his knives sharp.
2. If you _____ eating you will get big.
3. Are you _____ fit and strong for soccer?
4. If you _____ getting wet in the puddle you will get a cold.



Level 16

Book f



Level	16
Word Count	361
Text Type	Literary recount
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



Discuss with the children the title of the story and the illustration. Using these clues, predict what might happen in the stories.



Discuss with the children some of the reading strategies they use when they come across unknown words. Write down these strategies. Remind them to check how the word looks and sounds.



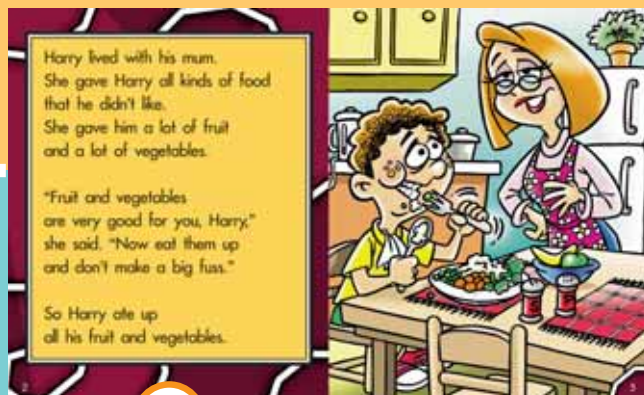
Have the children analyse the story. Discuss embarrassing moments. Compare the feelings of Harry to their own personal experiences. How are they the same/different?



Ask the children to respond to the book. Could the story have had a better title? Could they have suggested a different ending?

Explain to the children that they are going to read a literary recount. Explain that a literary recount has a series of events that are in chronological order. What does chronological mean?

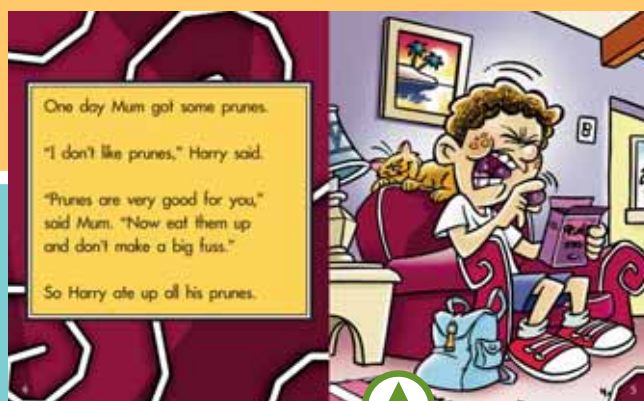
Revise contractions with the children. Explain that they are two words combined together in a shorter form. As they read ask them to locate contractions.



Discuss with the children the characters in the story. What can they tell us about Harry? How does the author introduce the characters?

Have the children look at the picture. What is happening? What is the problem in the picture?

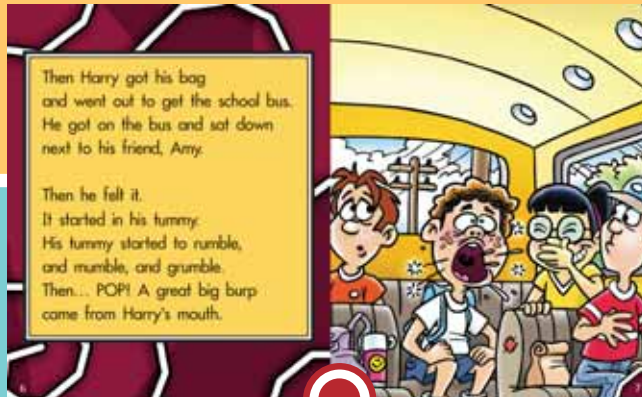
Explain to the children that often small words within words can help us read unknown words. Write the words *friend* and *singer* on the board. What are some of the small words in these?



Discuss with the children Harry's eating habits. Relate these to their own eating habits. How do they react when they eat food they don't like?

Invite the children to discuss any words they do not know. Were they able to find any small words within words to help them?

Invite the children to look at the illustrations. Ask them to look at the pictures and guess what is happening.



Discuss with the children onomatopoeia. Explain how onomatopoeia is the formation of a word from a sound. Have them find some on the page. How does it influence the story?

Invite the children to analyse the text. How do you think Harry felt when he burped? Compare his experience to embarrassing moments of their own. What feeling would be the same/different?

Invite the children to look at the pictures. What did the bus driver think had happened? Why are the children laughing?

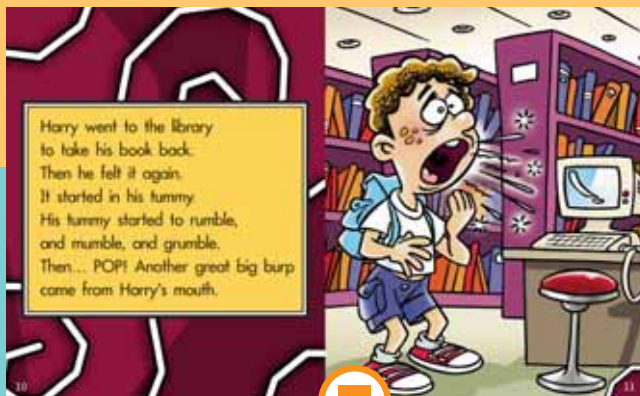
Ask the children to comment on any difficulties they had reading the text so far. What did they do to sort out their reading problems?



Discuss with the children the events in the story so far. Discuss how the story has taken place within a day. Have them predict what might come next.

BEFORE READING 10/11

Invite the children to look at the picture. What is happening?



Discuss with the children the use of onomatopoeia. Invite them to suggest other words to replace the onomatopoeia.

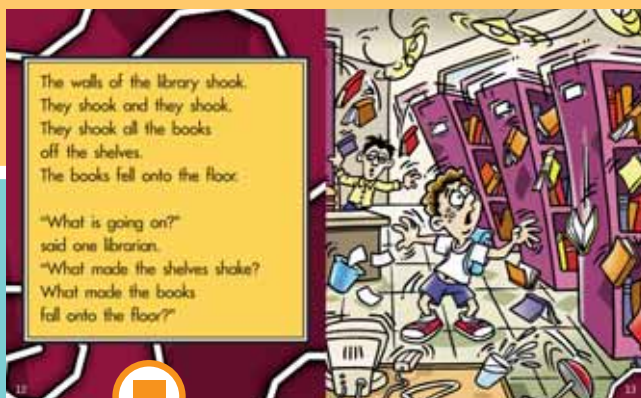
Explain to the children that often in a story actions cause reactions. Discuss the events on the bus. Have them predict what might happen next.

AFTER READING

BEFORE READING 12/13

Invite the children to look at the picture. What was the reaction to Harry burping?

Explain to the children that speech marks tell us when someone is talking. Explain that they also tell us when to use expression in the book. Encourage the children to do this as they read.



Discuss with the children the events of the story so far. What do they think will happen next? How do they think Harry is feeling?

AFTER READING

A Garden in a Bottle

All About Meat

Fat Snake - Thin Snake

Harry's Great Big Burp

Kakadu

Polly Perkins' Pictures

The Blank Sheet of Paper

Three Naughty Ostriches



Ask the children to locate some compound words on p.14. Explain that looking for the two words in the compound word will help them with their reading.



Discuss with the children the reaction of the librarian. Why did she call the firefighters and police officers? What is the usual procedure when there is an earthquake?



Invite the children to analyse p.14 and 15. How has the illustrator portrayed the feelings of Harry and the other children? How are the other children feeling now compared to when they were on the bus?



Explain to the children that a literary recount often finishes with a conclusion. Using the picture, have them predict how the story might end.



Remind the children that their reading needs to make sense and sound right. Remind them to use the little words in compound words to help them.



Discuss with the children the end of the story. Discuss the sequence of events. What time of day did the story end?



Invite the children to analyse the text. Compare how Harry felt when he burped on the bus to how he felt after he burped in the library. How were his feelings the same/different?

16 f Harry's Great Big Burp

Name _____

1. Use numbers to place the sentences in chronological order. The first one is done for you.

- ☒ 1. Harry ate lots of foods he didn't like. One day he ate prunes.
- ☐ Harry went to the library. His tummy started to rumble and out came a burp.
- ☐ The bus driver stopped the bus and went out to look at the motor.
- ☐ The walls in the library shook and shook. The books fell onto the floor.
- ☐ Harry sat on the bus with his friend Amy. His tummy started to rumble and out came a burp.
- ☐ The librarian called the firefighters and the police officers. There was no earthquake.
- ☐ Harry ran all the way home. He told his mum he would not eat prunes again.

2. Draw a picture of Harry burping in the library.



16 f Harry's Great Big Burp

Name _____

1. Expand these contractions.

didn't

did not

I'll

don't

won't

wouldn't

shouldn't

I've

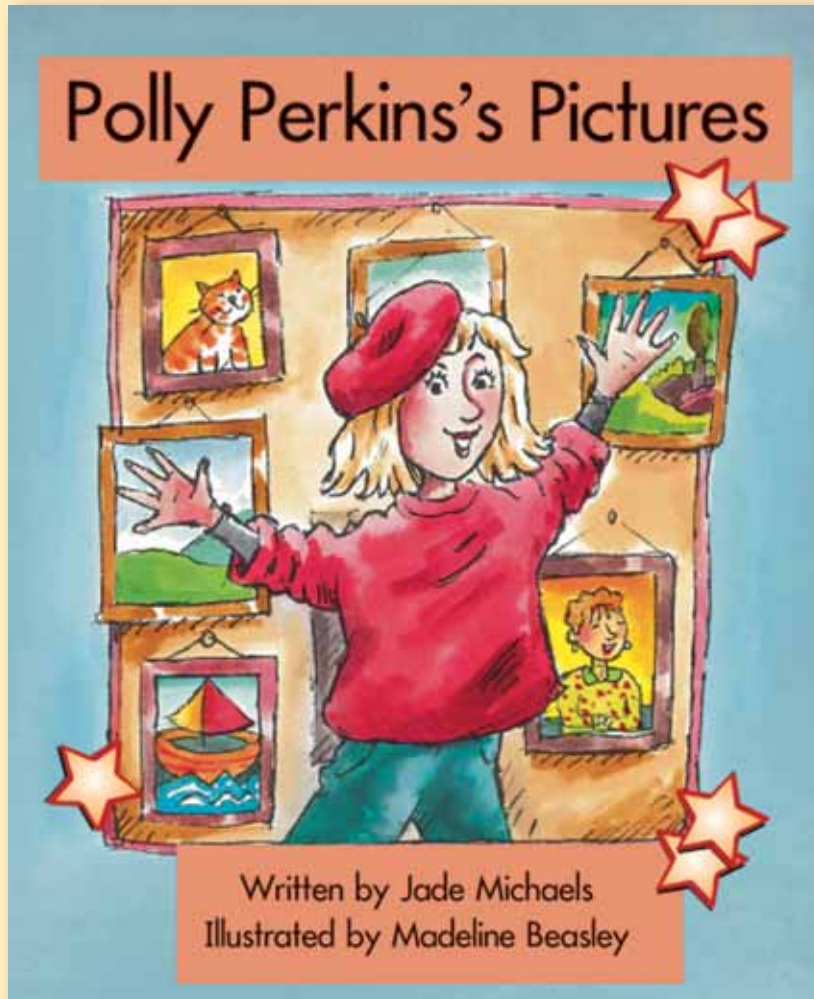
haven't

2. Write three sentences using as many of these compound words as possible.



Level 16

Book g



Level	16
Word Count	377
Text Type	Narrative
High Frequency word/s Introduced	them, took, us

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This symbol relates to decoding (code breaker)



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This symbol relates to use (text user)

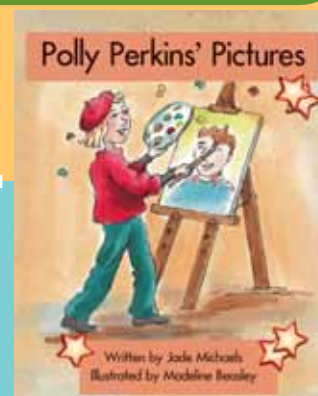
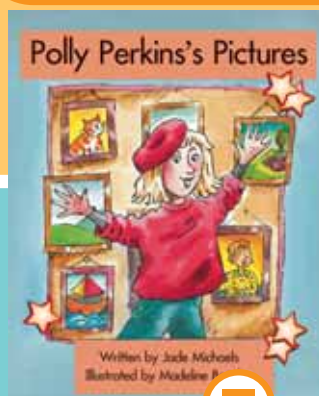
Cover & Title Page



Ask the children to look at the pictures. Explain that they are reading a fiction story. What is the difference between fiction and non-fiction text?

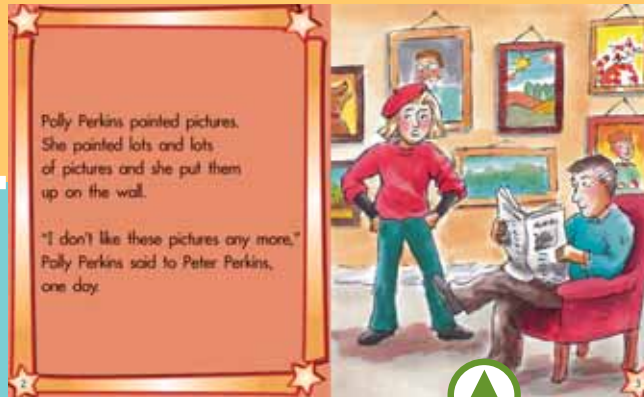


Have the children look at the title of the story. What can they tell you about it? Explain that alliteration is the use of the same letter or sound at the beginning of words closely connected.



Have the children respond to the book. Could they think of a better title for the story? Justify why they might change the title to the story.

Have the children look at the pictures. What do they think is happening? Have them predict what will happen. Discuss their answers.



Explain to the children that they are reading a narrative. The first page often introduces the character, setting and a problem. Discuss these things with the children.

Discuss with the children the use of alliteration on p.2. Have them locate it. Discuss their thoughts about the use of these words.

Discuss with the children what they think Polly will do to solve her problem. Have them use the illustrations to help them with their answers.

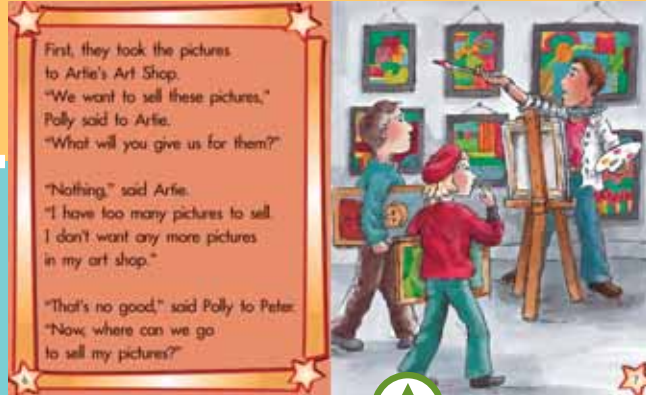
Discuss with the children the use of speech marks. Explain that they show who is speaking and often tell us when to use expression. Encourage the children to use expression when they read.



Discuss with the children where Polly might take her pictures in town. What places sell pictures?

Have the children locate any alliteration on the page. Discuss the use of the words in the sentences.

Have the children look at the pictures. Where did Polly go first with her pictures? Was it the best place to go?

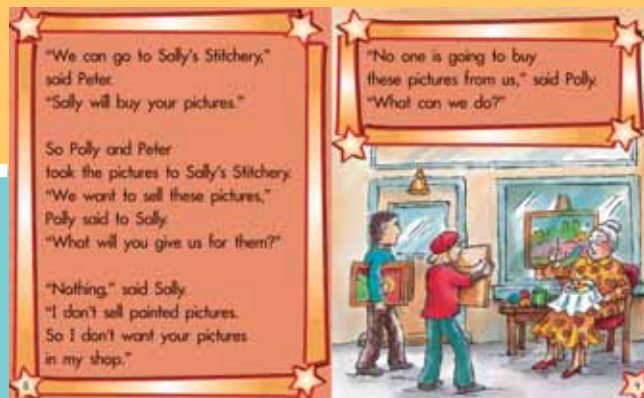


Discuss with the children what happened. Why would Artie not buy the pictures? What should Polly do now?

Have the children locate the alliteration on p.6. Is there a theme in the book so far? What is it?

Invite the children to use the illustrations to find out what type of shop Polly went to next. Do they think Polly will sell her pictures? Have them justify their answers.

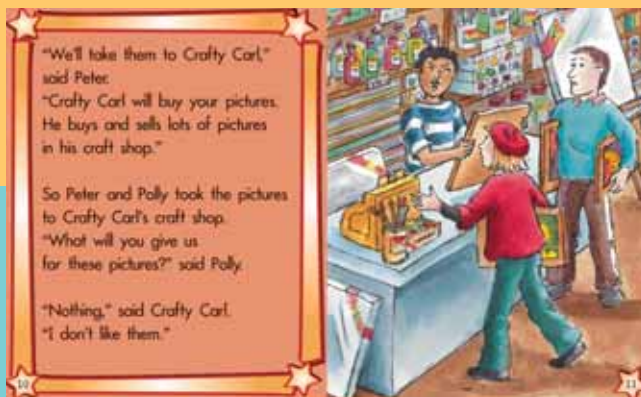
Ask the children to comment on any difficulties they had reading the text so far. What did they do to sort out their reading problems?



Discuss with the children why Sally didn't buy the pictures. What type of shop does Sally have?

BEFORE READING 10/11

Remind the children about the use of punctuation in stories. What is the purpose of punctuation? How does it help us with our reading?



Discuss with the children what kind of things are sold in a craft shop. How will this affect Polly who is trying to sell pictures?

Have the children analyse the text so far. How do they think the main character might be feeling? Have them think of similar experiences of their own.

AFTER READING

BEFORE READING 12/13

Have the children look at the pictures. Have them predict what they think might happen. Have them justify their answers.



Discuss with the children what has happened in the story. What do they think Polly will do next?

Have the children locate alliteration on p.12. Discuss the use of it in the sentences.

AFTER READING

A Garden in a Bottle

All About Meat

Fat Snake - Thin Snake

Harry's Great Big Burp

Kakadu

Polly Perkins' Pictures

The Blank Sheet of Paper

Three Naughty Ostriches

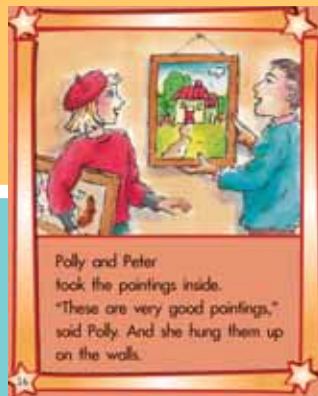
Have the children look at the pictures. What do they think Polly is doing with her pictures? Ask them to predict what will happen.



Discuss with the children what has happened so far. Where is Polly going with her pictures? Can they suggest other things to do with the pictures?

Have the children look at the illustration. What happened to the pictures? How do they think Polly is feeling?

Remind the children that their reading needs to make sense and sound right. Remind them to use punctuation to indicate when to stop and start, and use expression in their reading.



Invite the children to discuss the solution to Polly's problem. Explain that narratives usually finish with a solution to the problem. Can they suggest other ways the story could end?

Have the children analyse the text. How did Polly's feelings change from the start, middle and end of the story? How were her feelings similar/different throughout the book.

16 g Polly Perkins's Pictures

Name _____

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

Polly Perkins likes painting pictures. _____

Polly took her pictures to the country fair to sell them. _____

Artie owns a sports shop. _____

Artie had too many pictures in his shop. _____

Sally Stitchery owns a sewing shop. _____

Crafty Carl didn't like Polly's pictures. _____

Polly took her pictures home and threw them in the bin. _____

2. Use three words to describe how Polly was feeling about her paintings at the start, middle and end of the story.

Start: 1. _____ 2. _____ 3. _____

Middle: 1. _____ 2. _____ 3. _____

End: 1. _____ 2. _____ 3. _____

16 g Polly Perkins's Pictures

Name _____

1. Complete these sentences using alliteration.

1. The big brown bear _____

2. Claire the clean cat _____

3. Speedy Sam screamed as he _____

4. The mighty mouse _____

5. The fast flying machine _____

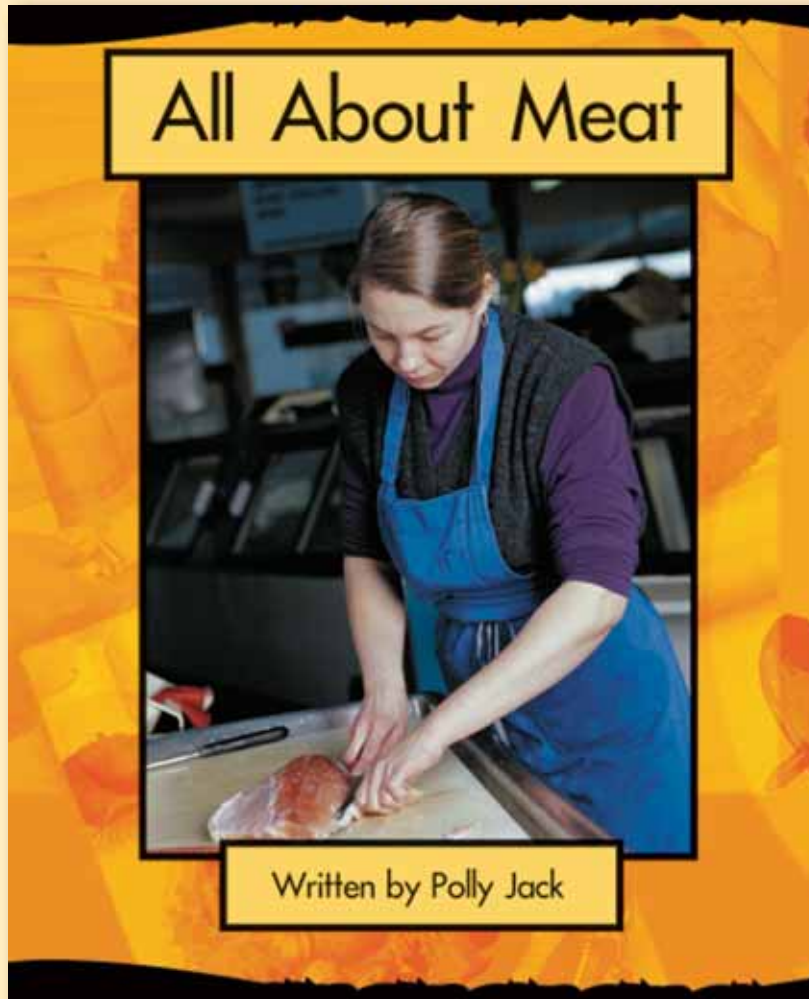
2. Write a short story containing alliteration.

Remember to place punctuation in your story.



Level 16

Book h



Level	16
Word Count	364
Text Type	Explanation
High Frequency Word/s Introduced	

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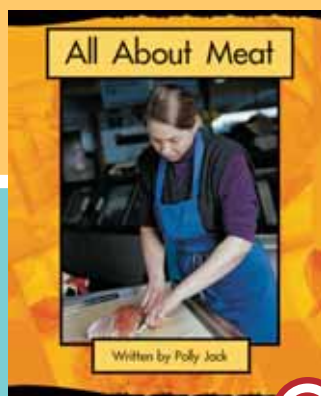
Cover & Title Page



Ask the children to look at the cover photo and suggest what the story is about. Discuss with the children their experiences with meat. Do they like meat?



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



Invite the children to analyse the text. Have them compare fish to red meat. How are they the same/different?

Explain to the children that they are reading a nonfiction explanation. An explanation tells them about a topic.

Have the children explain their strategies for attacking unknown words. Explain that sometimes they can locate small words within words to help them read.



Discuss with the children the types of meat in the text. Which meats do they eat? How do they eat their meat? Write a list of meats on the board.

Discuss with the children how the author has used specialised words relating to the topic. Have the children scan the page for specialised words and discuss the meaning of these words.

Where Does Meat Come From?		
Do you know where meat comes from? Meat comes from animals. The meat that comes from cattle is called beef. The meat that comes from pigs is called pork. The meat that comes from sheep is called lamb or mutton.		
	cattle	beef
	pig	pork
	sheep	lamb or mutton

Encourage the children to use the features of the book to assist with reading. Discuss p.5 with them. How do you read the table?

Ask the children to look at the list of meats they eat. Which animals does their meat come from?

Ask the children if they have ever been on a farm. Discuss with them what they know about farms and farm animals.



Discuss with the children why farmers fatten their animals. What would happen if they did not? Why is it important to put the carcasses into refrigerators?

Analyse the author's use of the words. Draw attention to the simile. Explain that similes compare two objects. The words *as* or *like* are used in similes.

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?

Have the children read the heading and photo. What do they know about butchers? What do they think will be explained on this page?



Explain to the children that captions often give us more information. Discuss the text in the captions on p.8 and 9.

Have the children look at the photo. What information do they think they will find out on this page?

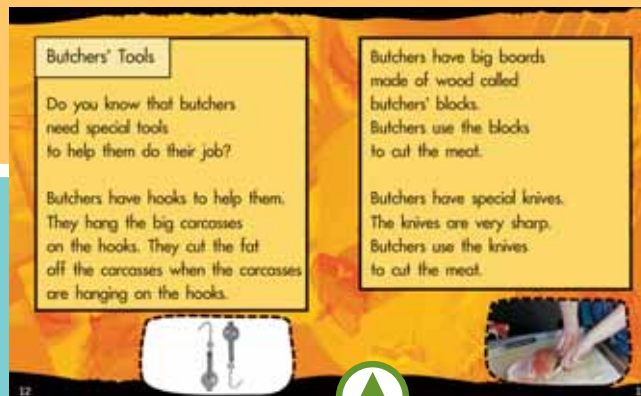
Ask the children to find the word *pieces*. Have them say the word and talk about the sounds they hear in the word. Discuss the meaning in the context of the sentence.



Have the children look at the different parts of the meat carcasses. Discuss how they might cook the different pieces of meat.

Have the children look at the special tools a butcher uses. Why are they important to a butcher? Compare a butcher's tools to a carpenter's or chef's.

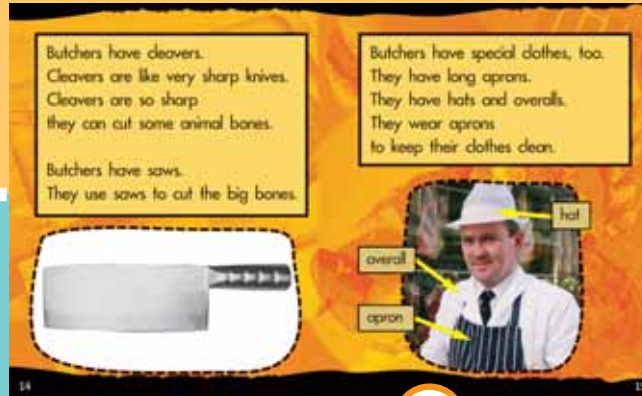
Write the word *knives* on the board. Discuss with children what the singular word would be. Write *knife* under *knives*. Discuss the difference.



Ask the children why butchers put carcasses on hooks. What is fat? Why does the butcher cut it off?

Have the children scan the page for specialised words. Have them look for small words within words to help with their reading.

Have the children look at the photos. What do they think they will find out on this page?



Have the children look at the photo of the butcher. Discuss with the children the purpose of labels. How do labels help them when they read?

Discuss with the children the butchers' cleavers and saws. How are they the same/different to normal kitchen knives? Why are they important for butchers?

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.

Index	
butchers' block(s)	13
carcasses	6, 9, 10, 12
classroom	6
cleaver(s)	14
refrigerator(s)	6, 9, 10
steak(s)	10

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

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.

16 h All About Meat

Name _____

1. Answer the following questions.

Where does meat come from? _____

Why does meat need to be put into a refrigerator?

Where do the animals get killed? _____

How does the meat get to the shop? _____

What does a butcher do? _____

Why does a butcher need special tools?

2. Complete the table. Fill in the missing parts.

Animal	Type of meat
cattle	_____
_____	pork
sheep	_____
fowls	_____

3. Draw pictures of a butcher's specialised tools.
Label your pictures.

16 h All About Meat

Name _____

1. Discuss and write down the meaning of the following words.

carcass _____

refrigerators _____

steaks _____

butcher's block _____

aprons _____

hooks _____

2. Use the specialised words to write three sentences about meat.
