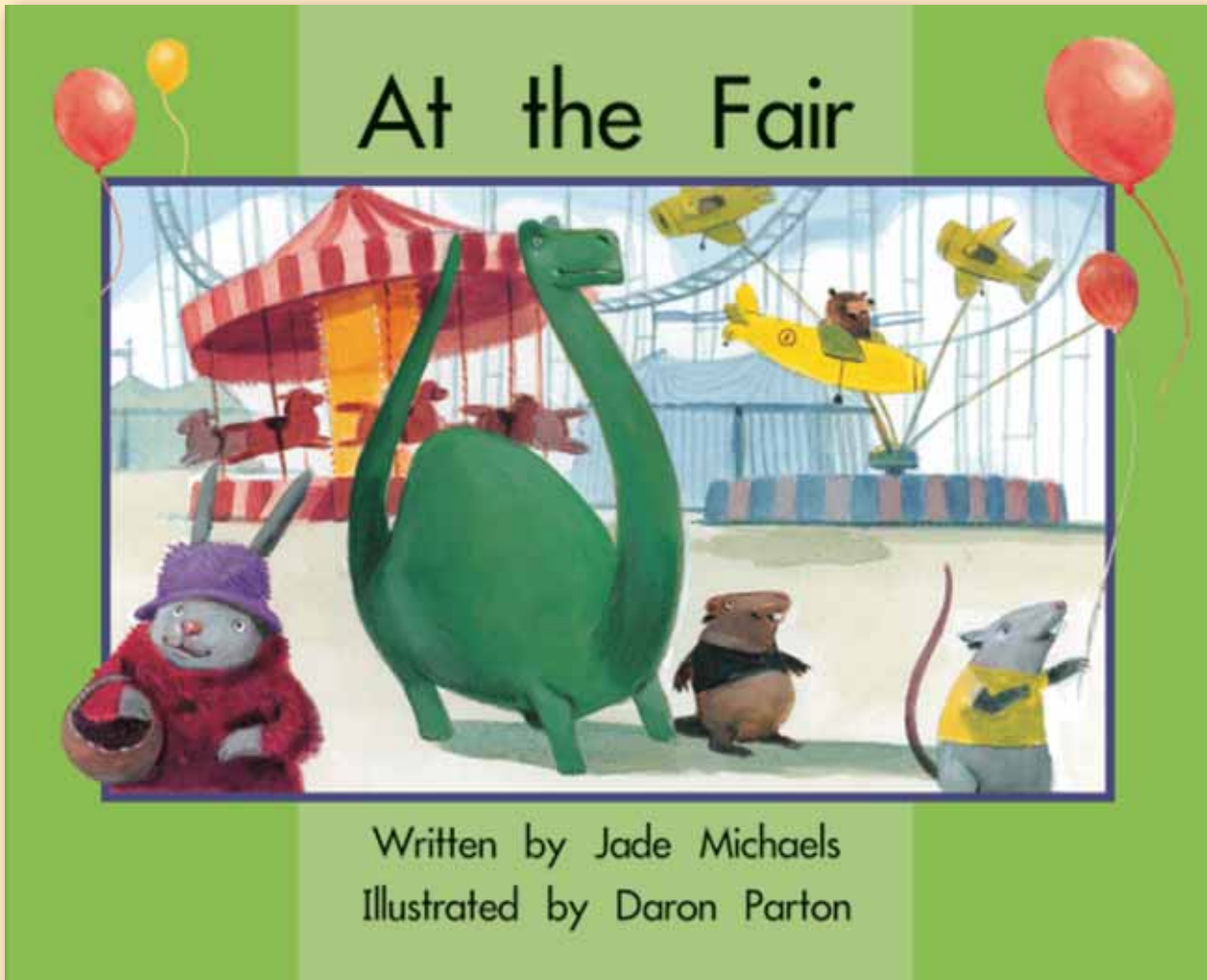




Level 3 Book a



Written by Jade Michaels
Illustrated by Daron Parton

Level	3
Word Count	76
Text Type	Literary recount
High Frequency	they, went, up
Word/s Introduced	

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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)

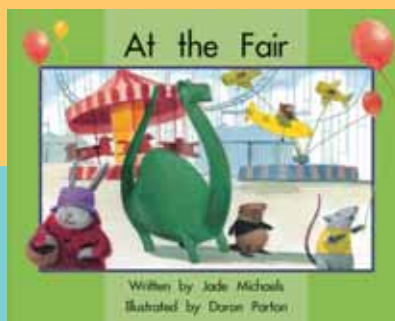


This symbol relates to use (text user)

Cover & Title Page



This book is the first of the little books that follows the adventures of Bronto and Beaver. If the children have already met these characters in the Big Book, they will need no introduction to them. If not, discuss the cover and the title page with the children so they know who the characters are. Ask the children to suggest where the story is set. Read the title and ask them to confirm or revise their predictions.

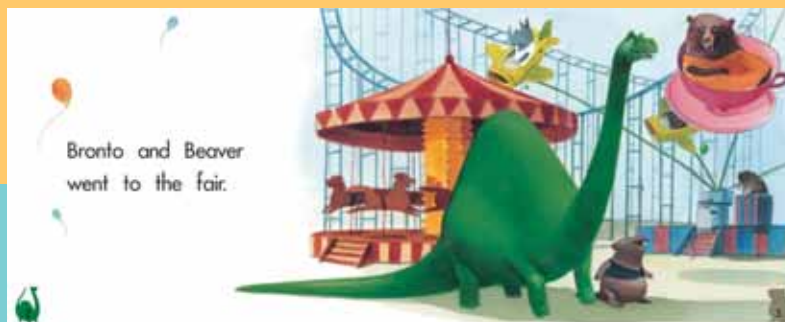


Invite the children to retell the story in their own words. Which rides did Bronto and Beaver go on first, second, next, last? Which rides did they like?



Talk with the children about their reading strategies. Did they use the text and the pictures to help them read? Did they point to each word as they read it?

Discuss this page with the children. Talk about the side shows that they can see in the picture. Ask them to predict which ones Bronto and Beaver will go on.



Invite the children to bring their own experiences to the story. Ask them to share with the group a time when they went to a fair.

Ask the children to locate *went* on this page.

Ask the children to confirm or revise their predictions. Ask them to look closely at the picture and say which animal Bronto and Beaver are riding on.

After the children have predicted the word *horse*, ask them what letter *horse* starts with. Then ask them to point to *horse* in the text.



Ask the children to discuss how they think Bronto and Beaver feel on the horse. Is this a scary ride?

Ask the children to find *they*, *went*, and *up* on this page.

Have the children look at the picture and say where Bronto and Beaver are now. Did the children predict that they would go up in a cup?



Ask the children to discuss whether it would be scarier riding in a teacup or on a horse.

Ask the children to find *they*, *went* and *up* on this page.

Invite the children to discuss this picture. Where are Bronto and Beaver now?

If the children say *plane* instead of *jet*, ask them what letter *plane* starts with. Have them check the text for a word starting with *p*. Then point to *j* and ask them to make another prediction. You may need to prompt by making the *j* sound for them.



Invite the children to say which is the scariest ride so far. How do they think Bronto and Beaver will be feeling up in the jet?

Ask the children to find *they*, *went* and *up* on this page. Revisit the word *jet*. Ask the children if they remembered to use the initial sound to help them as they read.

BEFORE READING 10/11

Invite the children to discuss this picture and say where Bronto and Beaver are now.

Ask the children what letter *train* starts with. Ask them to locate *train* in the text.



Ask the children how high up the train is. Which rides have they been on that go high up in the air?

Ask the children to find *they*, *went* and *up* on this page.

AFTER READING

BEFORE READING 12/13

Ask the children to look at this picture and say where the train is going. Then have them say what will happen next.



Discuss what type of ride goes up and down. Have the children share their own experiences. Do the children know the name *roller coaster*? Ask them to say how Bronto and Beaver are feeling. What will they be doing? What will they be saying?

AFTER READING

At the Fair

Going to the Moon

Funny Fish

Where Is My Bear?

Animal Babies

Where Is Patch?

Carla Crocodile Goes Shoe Shopping

Trucks and Other Big Machines

Invite the children to discuss whether their predictions were right. Did they guess that the train would go down after it had gone up?



Ask the children to say how their tummies felt as they went down on a roller coaster. Were they frightened? Will Bronto and Beaver be frightened?

Ask the children if they think Bronto and Beaver liked their ride on the train.

Ask the children to return to the beginning of the book. Tell them that there are lots of little words in this book that they already know. Remind them to use the pictures and the beginning letters to help them read the words they do not know.



Discuss with the children why Bronto and Beaver would say they liked such a scary ride.

If the children have never been to a fair, ask them how they could use the information in this book. Does it tell them some of the rides they could go on?

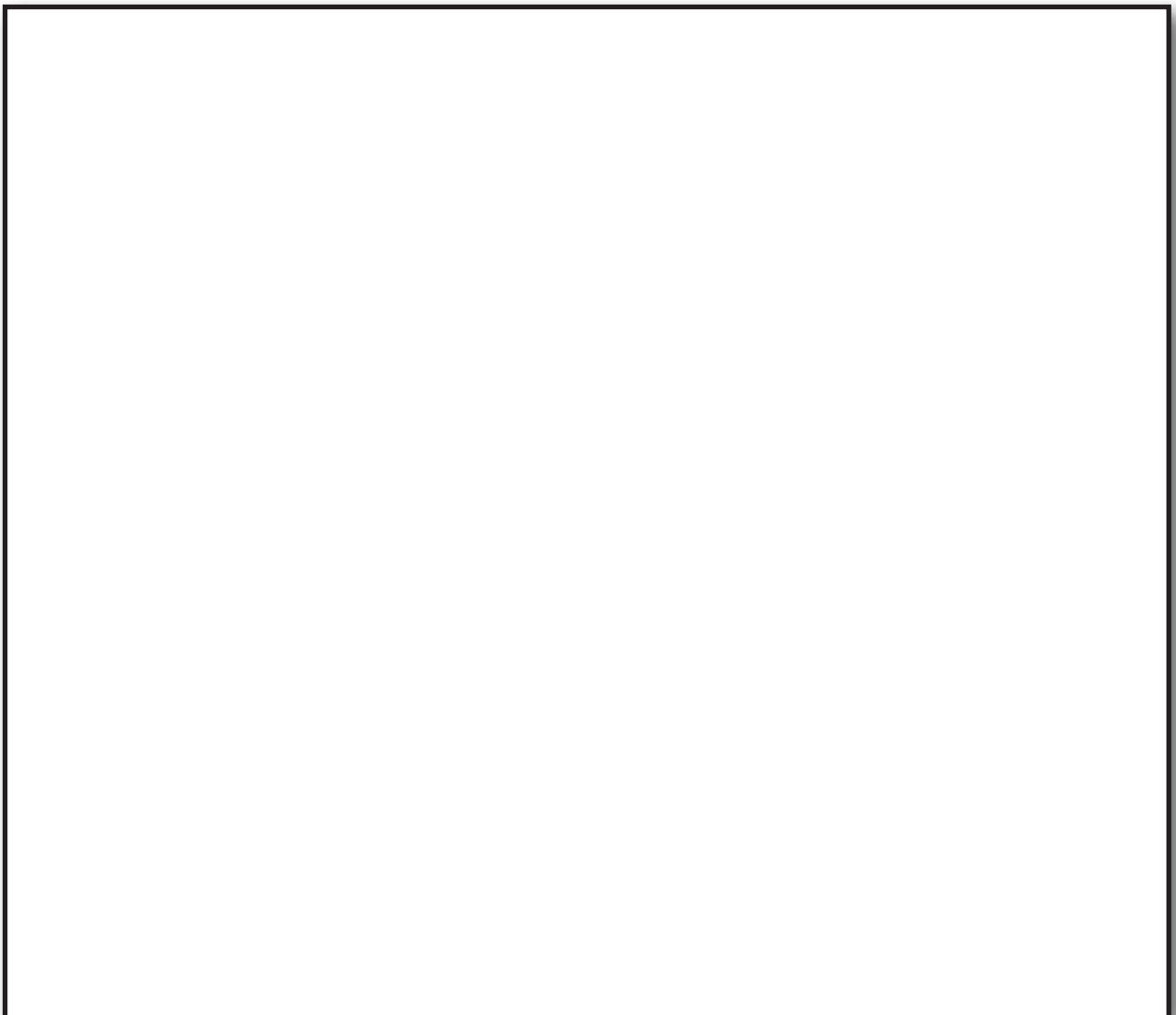
3 a At the Fair

Name _____

Read the sentences. Draw the picture.

They went up in a cup.

They like going up in a cup.

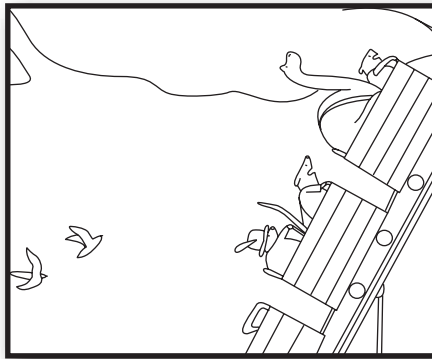


3 a At the Fair

Name _____

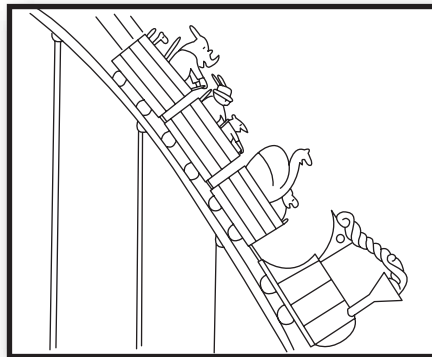
Complete the sentences under each picture.

Use these words: up and down.



The train went _ _ ,

_ _ _ _ , _ _ _ _ .



The train went _ _ _ _ ,

_ _ _ _ , _ _ _ _

_ _ _ _ .



Level 3 Book 6

Going to the Moon



Written by Josephine Selwyn
Illustrated by Lorenzo Van Der Ling

Level	3
Word Count	75
Text Type	Narrative
High Frequency	come
Word/s Introduced	

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This symbol relates to decoding (code breaker)



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



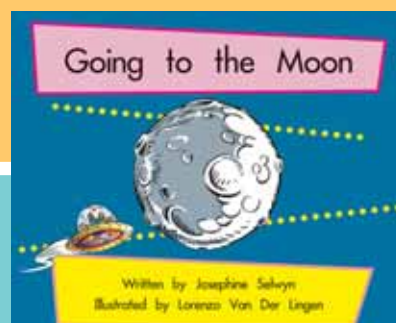
This symbol relates to use (text user)

BEFORE READING

Cover & Title Page



Read the title to the children and ask them what they know about going to the moon. How do astronauts get to the moon? How do the spaceships get off the ground? How do the astronauts get back to the ground?



Discuss who else is going to go to the moon.



Ask the children to point to the illustrator's picture of the moon.

AFTER READING

Tell the children that this story is about Jack and Bob going to the moon. They take some animals and insects with them. But only one animal gets there.

Ask the children to say what letters *Jack* and *Bob* begin with. Have them locate *Jack* and *Bob* on the page.



Ask the children to respond to the text. Have them retell the story so that you can assess their comprehension.

Reinforce the good reading strategies that you saw as you observed the children reading the book. Ask the children if their reading always made sense. What did they do if they thought something was wrong?

Ask the children to look at the picture and say which insect Bob is saying can come to the moon with them.



Ask the children to locate *come* on this page. Ask them how they can tell the difference between *come* and *can*.

Tell the children that another insect wants to go to the moon. Ask them to look at the picture and suggest who it is. Ask them to say which astronaut is in this picture. Will he say yes or no?



Discuss the relationship between spiders and flies. Do the children know that spiders catch and eat flies? Did they think that something like this might happen before they got to the last page of the book?

Ask the children to locate *come* on this page. Ask them how they can tell the difference between *come* and *can*.

Ask the children to look at the picture to find out which animal is now asking if it can come to the moon.

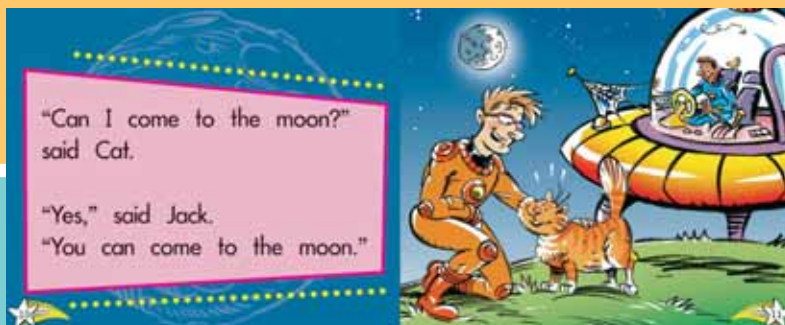


Ask the children to use what they already know from reading the previous page to discuss the relationship between birds and spiders. Did they know that birds ate spiders?

Ask the children to locate *come* on this page. Ask them how they can tell the difference between *come* and *can*.

BEFORE READING 10/11

Ask the children to discuss this picture. Which animal wants to go to the moon now? Are they nearly ready to go?



Ask the children to continue to use what they know from reading the previous pages. What is the relationship between cats and birds? Ask the children why Jack and Bob let the insects and animals go to the moon. Did Jack and Bob know what would happen?

Ask the children to locate *come* on this page. Ask them how they can tell the difference between *come*, *can* and *cat*.

At the Fair

Going to the Moon

Funny Fish

Where Is My Bear?

AFTER READING

BEFORE READING 12/13

Invite the children to say what is happening on this page. Read *whoosh* to them.



Discuss this page more fully. Do the children know that the Earth is round? Can they name the other planet in the picture? Do they know the names of any other planets in our solar system?

Animal Babies

Where Is Patch?

Carla Crocodile Goes Shoe Shopping

Trucks and Other Big Machines

AFTER READING

Discuss this picture with the children. Where are Jack and Bob? Where are the animals and insects?



Discuss why Jack and Bob now have space suits on. Why do they need these and space helmets on the moon? Talk with the children about the Earth's surface. Do they know the word *crater*?

Discuss this picture with the children. Do they know what happened to the rest of the animals and insects?

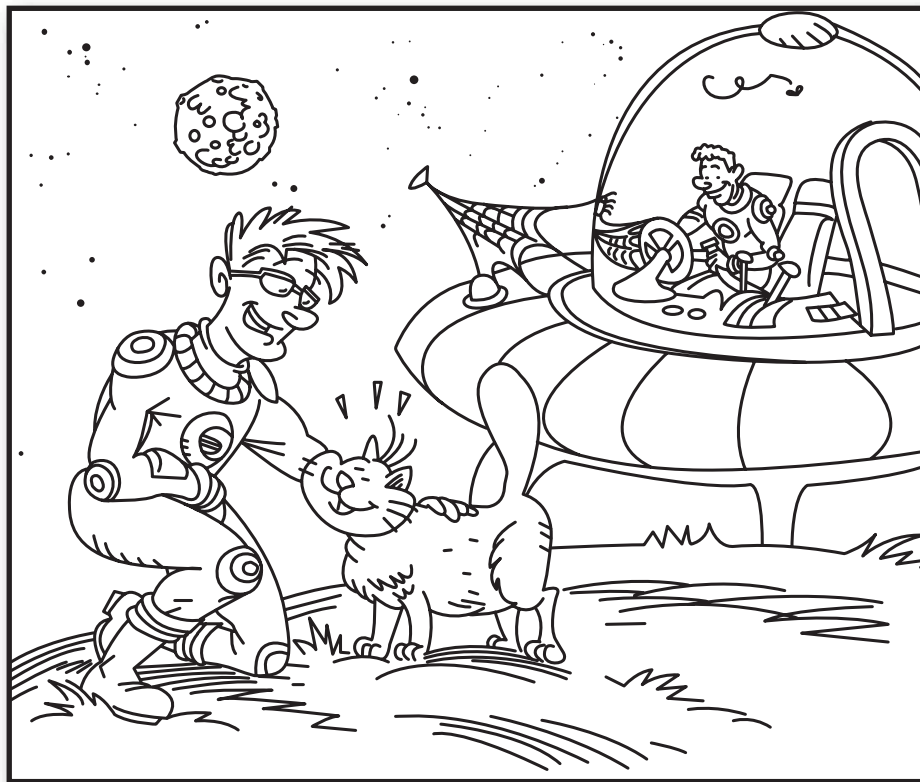
Ask the children to return to the beginning of the book. Remind them that they need to look closely at the words as well as checking with the pictures as they read. Remind them that there are a lot of little words in this book that they know.



Discuss with the children what they have learnt about the relationship between flies, spiders, birds and cats. Have them suggest why this information is useful.

3 b Going to the Moon **Name** _____

Write the missing words.



“Can I _ _ _ _ to the moon?”
_ _ _ _ Cat.

“Yes,” _ _ _ _ Jack.

“You can _ _ _ _ to the moon.”

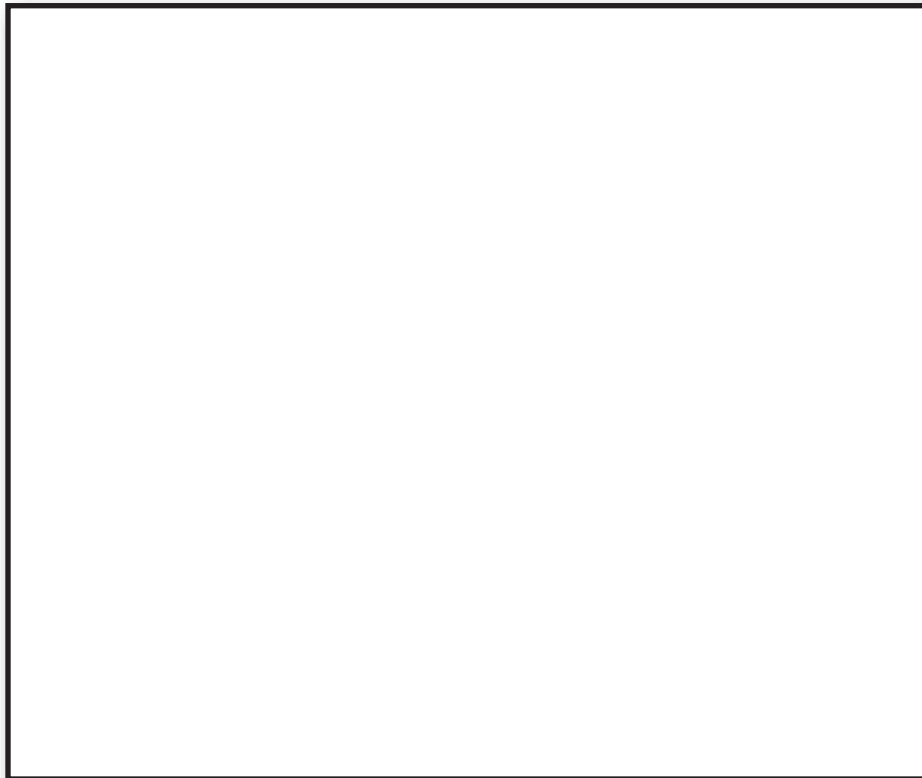
3 b Going to the Moon **Name** _____

Read the sentences. Draw the picture.

“Can I come to the moon?”
said Bird.

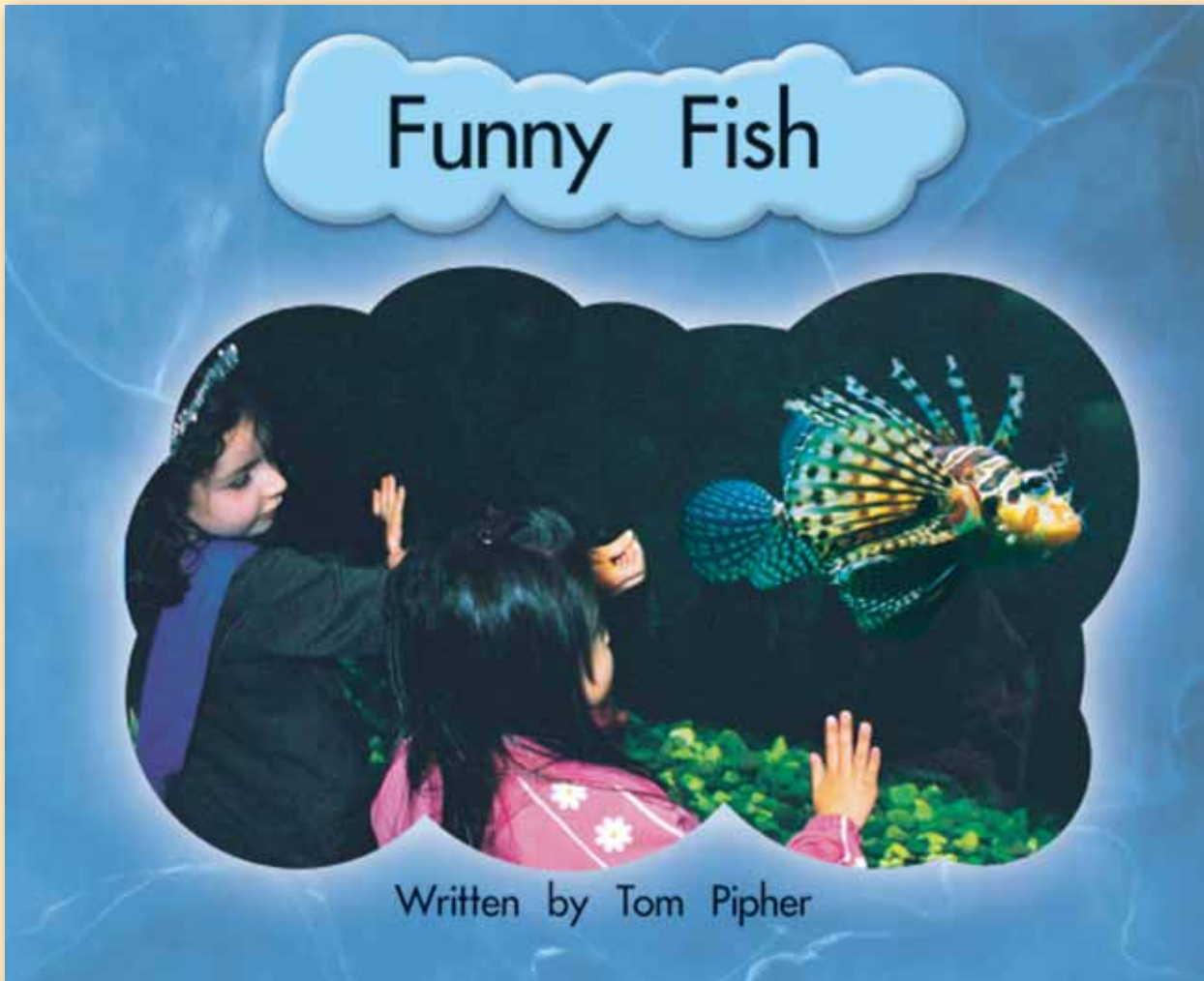
“Yes,” said Bob.

“You can come to the moon.”





Level 3 Book c



Level	3
Word Count	86
Text Type	Information report
High Frequency	that
Word/s Introduced	

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This symbol relates to decoding (code breaker)



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



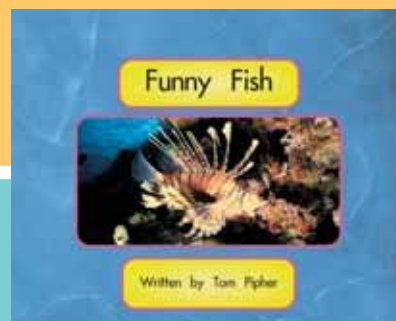
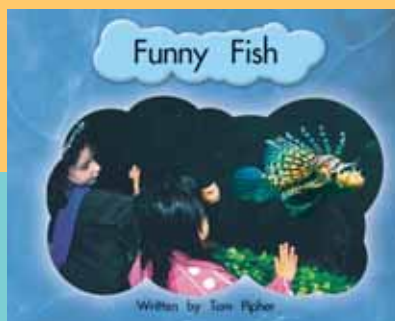
This symbol relates to use (text user)

BEFORE READING

Cover & Title Page



Read the title to the children. Invite them to look at the photos on the cover and the title page. Ask the children why they think the book is called *Funny Fish*.



Discuss the children's reading. Did they manage to make their voice and the word match? What did they do if they ran out of words? Praise any behaviour that you noted where the children were actively trying to make their voices and their fingers match.

AFTER READING

Show the children how to use this book. Ask them to look at the photos as you explain. Read the text to them. Then tell them that the clue to the name of the funny fish is the animal in the photo. The word with the photos tells them what is the same about a cat and a catfish.



Ask the children to respond to the book. Which fish did they think was the funniest? Why?

Ask the children to locate *that* on this page. Ask them to reread the page to find the word *catfish*. Tell them *catfish* is a compound word. Ask the children what two little words they can see in *catfish*.

Ask the children to look at the photo and say what they think this funny fish is called. What are the things that are the same between the fish and the cow?



Discuss this photo more fully. Can the children see anything other than the horns that makes this fish look like a cow?

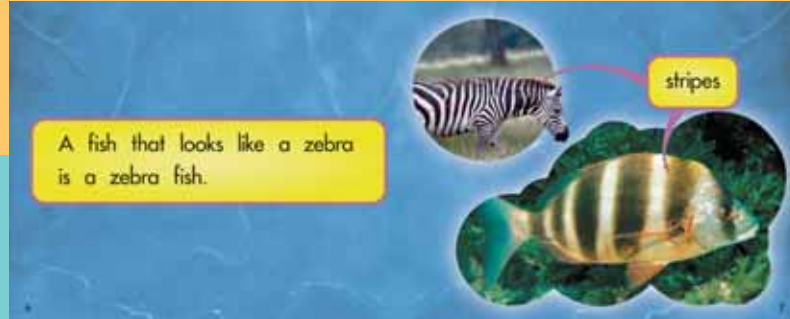
Ask the children to locate *that* on this page. Ask them to reread the page to find the word *cowfish*. Tell them *cowfish* is another compound word. Ask the children what two little words they can see in *cowfish*.



Ask the children to look at this page and make a prediction about what this funny fish is called.



Ask the children what the word *zebra* starts with. Ask them to find the word *zebra* in the text.



Discuss this photo in more detail. What thing other than stripes makes this fish look like a zebra?



Ask the children to locate *that* on this page.



Invite the children to discuss this photo and say what they think the name of the funny fish is. What is the same about a lion and a lionfish?



Ask the children to refer back to the photo and say what else makes this fish look like a lion. Do they think that this fish has a mane like a lion's?



Ask the children to read this page again. Watch what they do as they read *lionfish*.

BEFORE READING 10/11

Have the children discuss this photo. What do they think the funny fish will be called?



Discuss this photo in more depth. The parrot fish has a beak. What else does it have to make it look like a parrot?

Ask the children to locate *that* on this page.

AFTER READING

BEFORE READING 12/13

Ask the children to discuss what this funny fish may be called.

If the children think that the animal in this photo is a sheep, ask them to tell you the letter they would expect to see at the beginning of *sheep*. Point to *goat* and ask them to make another prediction based on the initial letter clue.



Discuss this photo in more depth. What makes the goatfish look like a goat? How is a goatfish different from a goat?

Have the children reread this page. Note how well they point when they read *goatfish*. What do they do if they point twice?

AFTER READING

At the Fair

Going to the Moon

Funny Fish

Where Is My Bear?

Animal Babies

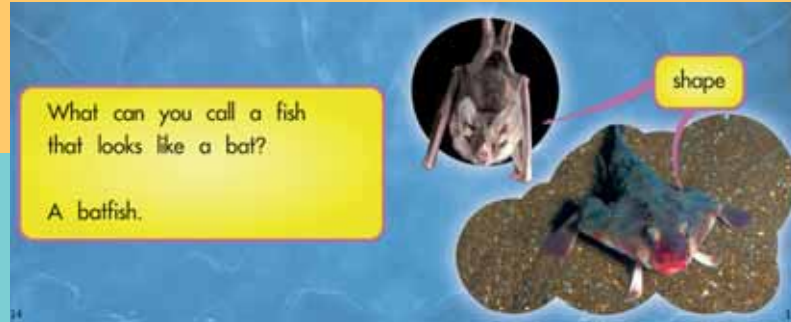
Where Is Patch?

Carla Crocodile Goes Shoe Shopping

Trucks and Other Big Machines

Many children will not be able to identify the bat from the photo. If this is the case you should tell them.

If some of the children in your group are very good at letters and sounds, write *cat* on the board. Have them read *cat* or tell them the word. Write *bat* underneath. Point out the *at* ending on both words. Ask the children to read *bat*. Ask them to find *bat* in the text.



Discuss with the children how they can use the information they have learned. How could they use this information if they visited a zoo or an aquarium?

Write *catfish*, *lionfish*, *cowfish*, *goatfish* and *batfish* on the board under one another. Ask the children to analyse these words. What is the same about these words? What do we call words that have two little words in them?

Ask the children to return to the beginning of the book. Explain that they will have to be very careful with their pointing as they read because some of the names of the funny fish are one word and some of the names are two words.

Explain what an index is. Show the children how to use the index.

Index	
cowfish	4
lionfish	8
parrot fish	10
zebra fish	6

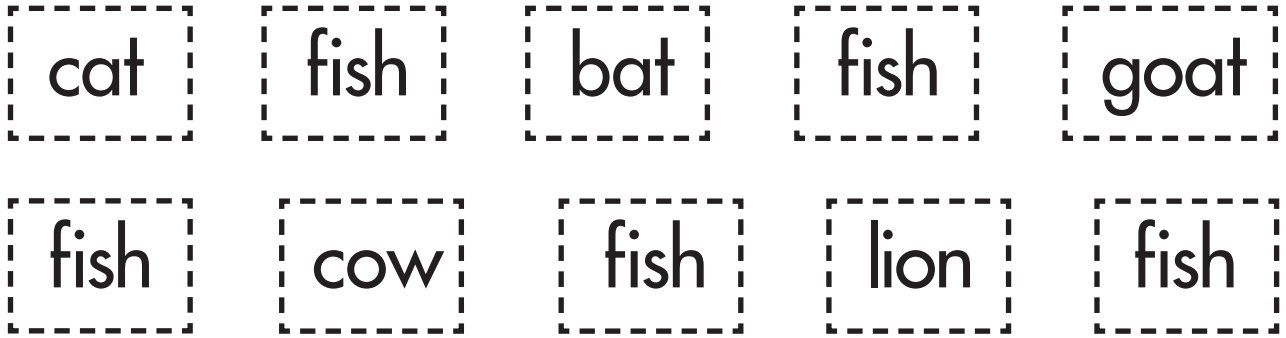
Encourage the children to use the index to find the information about parrot fish. Ask them to choose another fish and say what page the information will be on. Ask the children how they know.

3 c Funny Fish

Name _____

1. Cut out the words.

Put them together to make compound words.



2. Write the compound words.

3 c Funny Fish

Name _____

Read the sentences. Draw the picture.

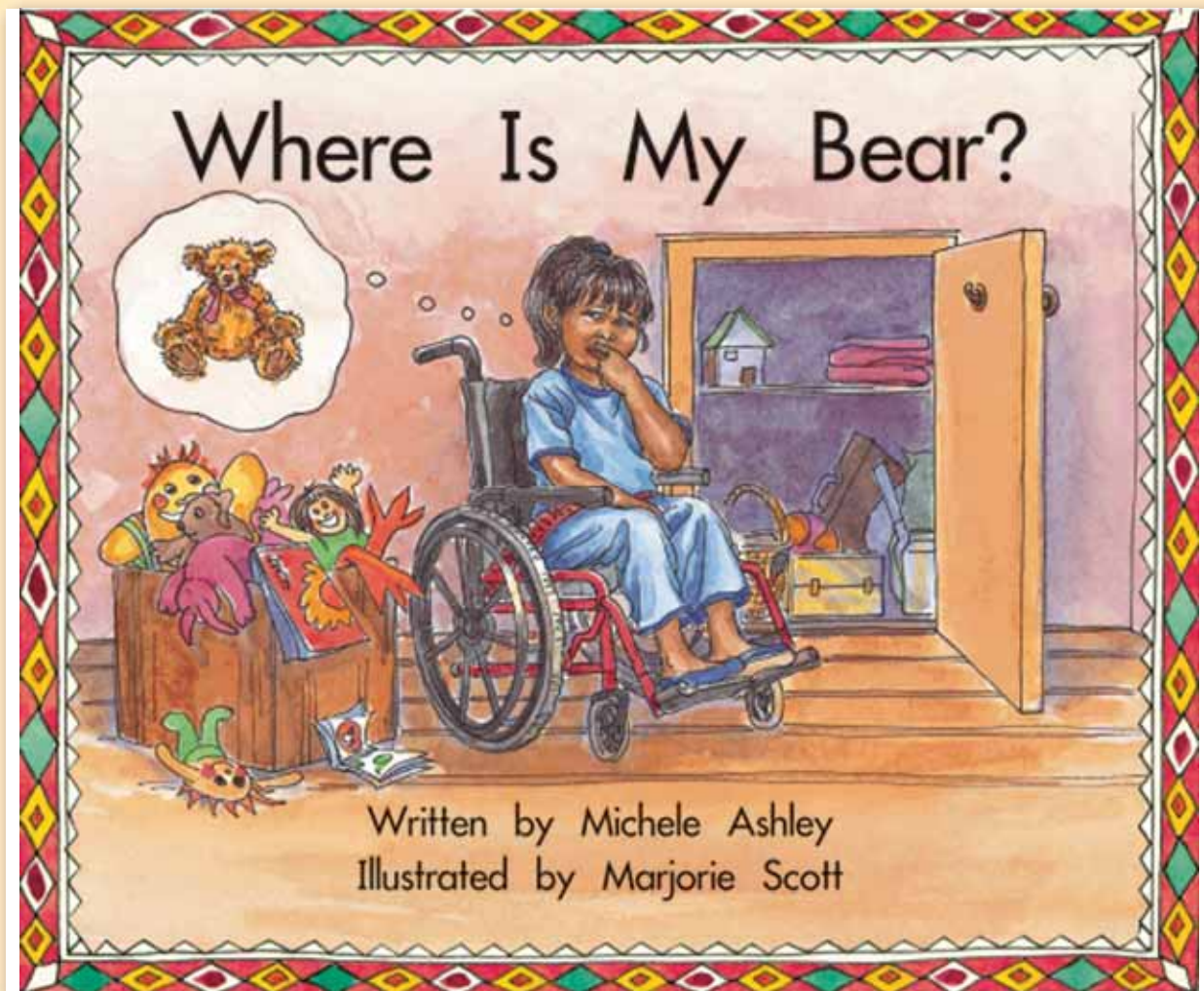
This fish looks like a cat.

It is a catfish.





Level 3 Book d



Level	3
Word Count	73
Text Type	Narrative
High Frequency	for, not
Word/s Introduced	

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This symbol relates to decoding (code breaker)



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

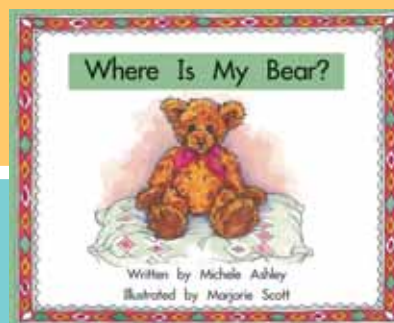
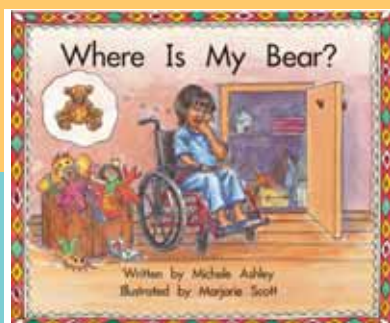


This symbol relates to use (text user)

Cover & Title Page



Read the title to the children. Have them look at the pictures on the cover and title page and say what the story is about.



Ask the children to retell the story in their own words. What had happened? Where did the girl look for her bear? Where was the bear?



Discuss the children's reading with them. What did they do when the language pattern changed? Praise the good reading behaviour that you noted as they read independently.

Ask the children to discuss this page. What is the girl doing? Where is she looking? Ask them to suggest some other places that she will look for her bear.



Ask the children who is the main character in this book. Discuss the girl with the children. Ask them to look at the picture again. What can they tell about the girl by looking at her bedroom? Is she tidy?

Ask the children to locate *for* on this page.

Have the children look at the picture and say where the girl is looking now. Did they predict that she would look on the rug?

If the children say *mat* for *rug*, ask them what *mat* would start with. Point to *rug* and ask them to make another prediction using the initial letter clue.



Continue the discussion about the girl. Do the children think it is easy for her to look under the bed? Why or why not?

Ask the children to find the word *rug*. Did they remember to look at the initial letter as they read so that they would not read *mat*? Ask the children to locate *for* on this page.

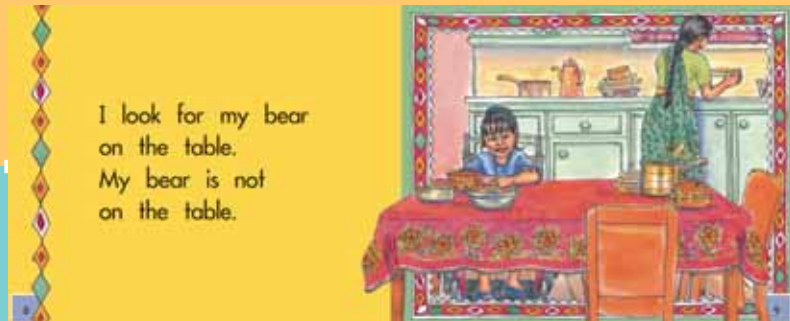
Ask the children to look at this picture and say where the girl is looking now. Did they predict that she would look on the chair?



Continue the discussion about the girl and her family. Does she have brothers and sisters? How many pets do they have? Where does the dog sleep?

Ask the children to locate *for* on this page.

Discuss this picture with the children. Where is the girl now looking for her bear?



Ask the children to look more closely at the picture. Can they tell which ethnic group the family belongs to? What gives them a clue?

Ask the children to locate *for* on this page.

BEFORE READING 10/11

Ask the children to discuss this picture. Which room is the girl in now?



AFTER READING

Ask the children to analyse this picture. What is the girl doing? Why is she throwing her toys about? What does this tell the children about how she is feeling? Have any of them ever felt the same way?

Ask the children to read this page again. Talk about whether they found it hard or easy to read the first time. What did they have to do to read this page?

BEFORE READING 12/13

Invite the children to discuss this picture. What do they think the girl is saying to her mother?

If the children say that they think the girl is saying, *Where is my bear?*, reinforce this by repeating the sentence. If the children do not predict this, tell them. *Where* is a new word and will be hard for the children to read if they have not already heard the language structure.



Ask the children to analyse this picture. What time of day is it? Why was it so important for the girl to find her teddy bear at this time of day?

AFTER READING

At the Fair

Going to the Moon

Funny Fish

Where Is My Bear?

Animal Babies

Where Is Patch?

Carla Crocodile Goes Shoe Shopping

Trucks and Other Big Machines



Discuss this picture with the children. What is the girl doing? What is Mum doing? What is the dog doing?



Invite the children to share if they take a special toy to bed. How do they feel if they cannot find it? How would the girl feel if she had to go to sleep without her teddy bear?



Ask the children who had the girl's bear.



Ask the children to go back to the beginning of the book. Remind them that as this is a story the words may not be the same on each page. They need to look at the words as well as the pictures as they read.



Talk to the children about problems and solutions. Ask them to suggest what the girl's problem was. What things did she do to try to solve her problem? How did it all finally get sorted out?

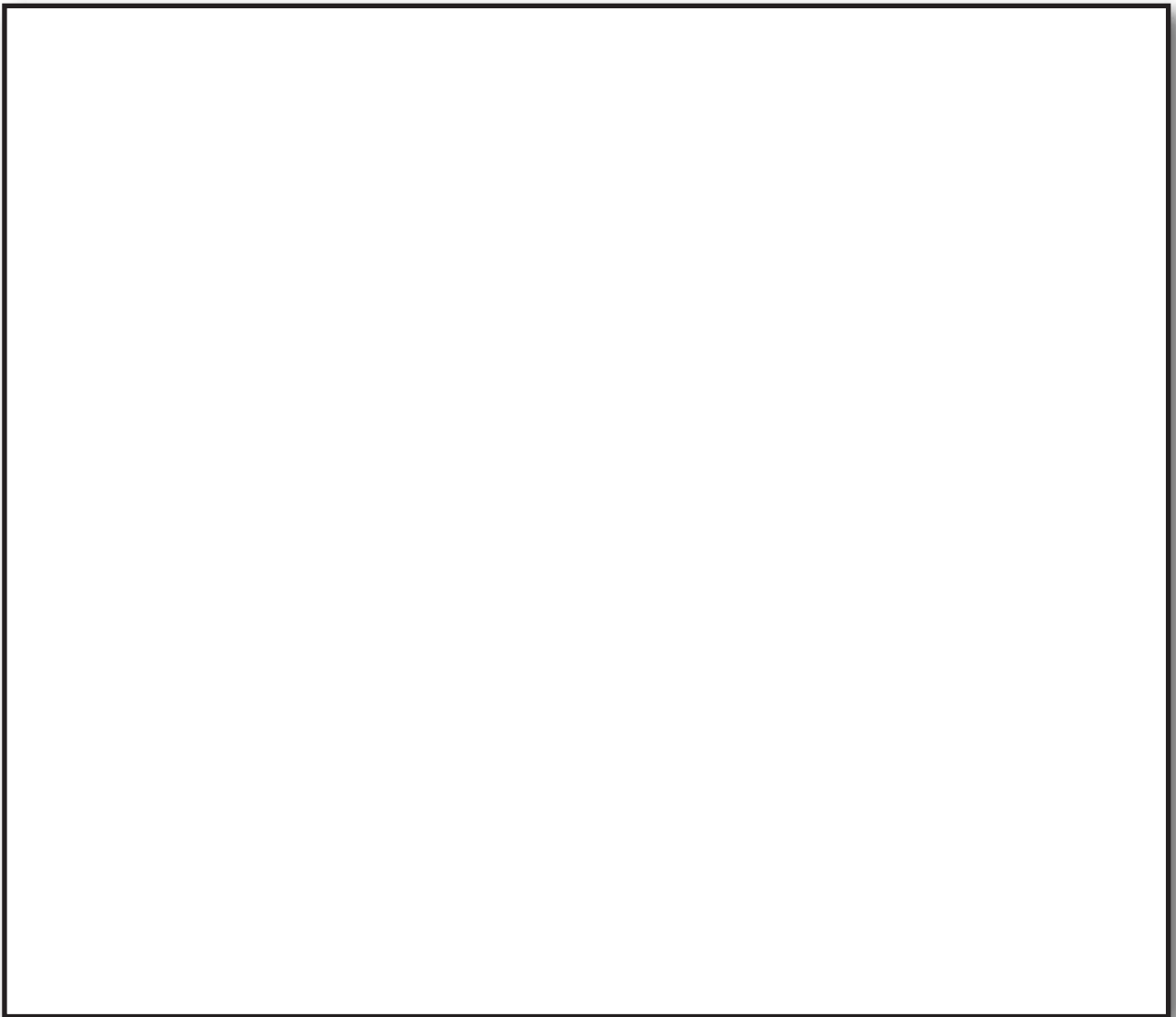
3 d Where Is My Bear?

Name _____

Read the sentences. Draw a picture.

I look for my bear on my bed.

My bear is not on my bed.



3 d Where Is My Bear? Name _____

Read the sentence. Cut out the words.

Jumble the words. Put the sentence together again.

I look for my bear on
the table.





Level 3 Book e

Animal Babies



Written by Cory Winesap

Level	3
Word Count	75
Text Type	Information report
High Frequency Word/s Introduced	are, these, look

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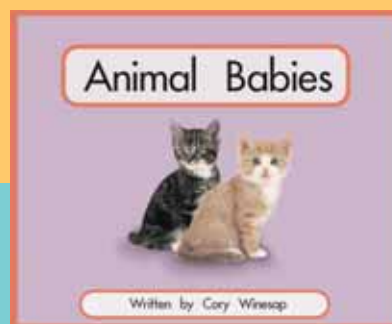
This symbol relates to use (text user)

BEFORE READING

Cover & Title Page



Ask the children to look at the cover and the title page and suggest what the book is about. Discuss the names of the animal babies that they know.



AFTER READING



Ask the children to respond to the book. Which baby animals did they already know the names of? Which baby animals' names do they now know?



Discuss the children's reading with them. What did they do when the pattern in the book changed? Praise any children that you saw rereading to try and make what they were saying match the text. Reinforce the appropriateness of this behaviour with the group.

Ask the children to look at these photos. Most of the children will already know that baby cats are called kittens.



Invite the children to talk about these pages in more depth. Do they know the colours of these cats? What other names do we use for cat colours?

Ask the children to locate *these* and *are* on this page. If you have children with good letter/sound knowledge, you may like to draw their attention to the similar sound made by *c* and *k* at the beginning of *cat* and *kittens*.

Ask the children to look at these pictures. Ask if they know what baby cows are called.

Ask the children what the word *calves* begins with. Ask them to locate *calves* on this page. Ask them how they knew the difference between *cow* and *calves*. You may need to prompt them by having them look at page 4 again.



Discuss cows and calves with the children. Where would they go to see cows? Do they know the sound a cow makes? Do they know what we get from cows?

Ask the children to locate *these* and *are* on this page. If you have children with good letter/sound knowledge, you may like to draw their attention to the beginning letter and sound of *cat* and *cow*.



Discuss these photos with the children. Have them identify the animal and say what the babies are called.



Invite the children to talk more about the duck and ducklings. Where would they go to see ducks? What noise do ducks make?



Ask the children to locate *are* on this page.



Ask the children to comment on this page. What is the animal? What are the babies called?



Discuss these photos in more depth. Ask the children how many puppies there are. See if they know the word *litter*.

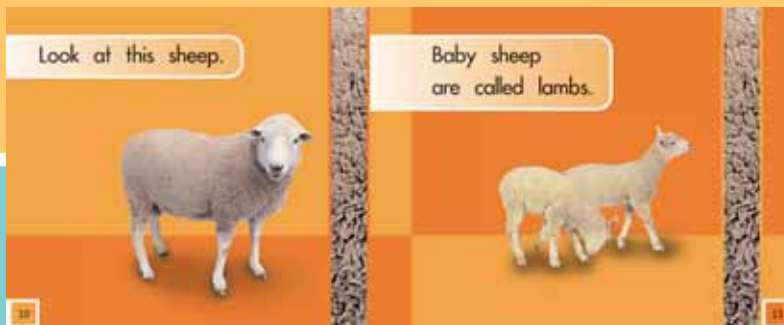


Ask the children to locate *are* on this page.

BEFORE READING 10/11

Invite the children to name this animal and its babies.

Ask the children what *lambs* begins with. Have them find *lambs* on the page.



Invite the children to talk about sheep and lambs. Where would they go to see sheep? Do they know about shearing? Do they know about docking the lambs' tails?

Ask the children to locate *are* on this page.

AFTER READING

BEFORE READING 12/13

Talk with the children about these pages. Do they know the name of this animal? What are its babies called?



Discuss lions with the children. Do they know that this lion is a male? How can they tell? What other animals do they know that have cubs? Do they know what a group of lions is called?

Ask the children to locate *these* and *are* on this page.

AFTER READING

At the Fair

Going to the Moon

Funny Fish

Where Is My Bear?

Animal Babies

Where Is Patch?

Carla Crocodile Goes Shoe Shopping

Trucks and Other Big Machines

This page may prove harder for the children as some may call a frog a toad. Others will not know that baby frogs are called tadpoles.



Ask the children to look closely at the photos. What is the same and what is different about tadpoles and frogs?

Ask the children to read the glossary to reinforce the names of the animal babies.

Ask the children to return to the beginning of the book. Remind them that they need to look at the words and the photos as they read because the pattern in the book changes.



Invite the children to look back at the photos of animal babies. Which animal babies look like their parents? Which animal babies are different?

Talk to the children about how they can use the information in this book. Will they know the right terms to use next time they are talking about baby sheep? Baby frogs?

3 e Animal Babies

Name _____

Read and draw.

Baby cats are called kittens.



These are baby dogs.

They are called puppies.

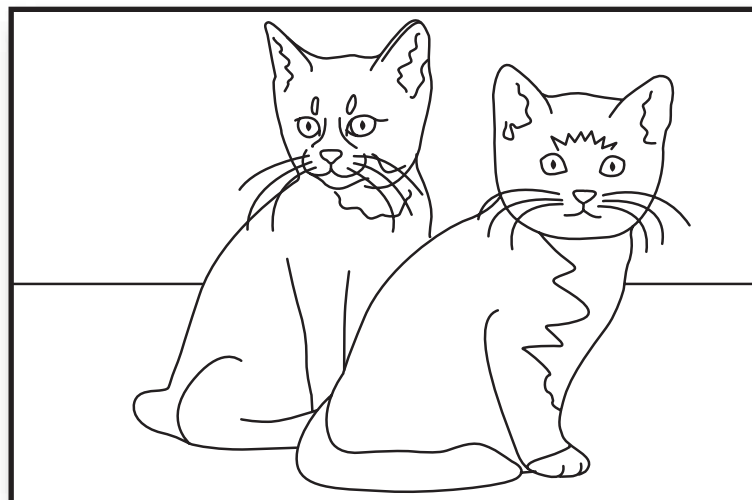
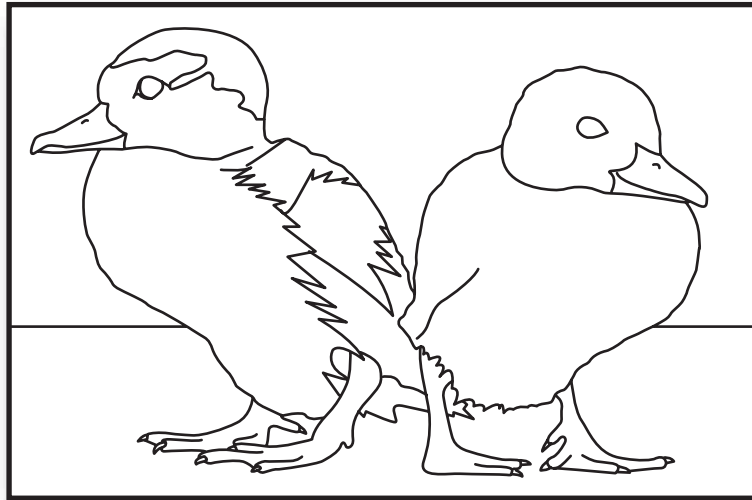


3 e Animal Babies

Name _____

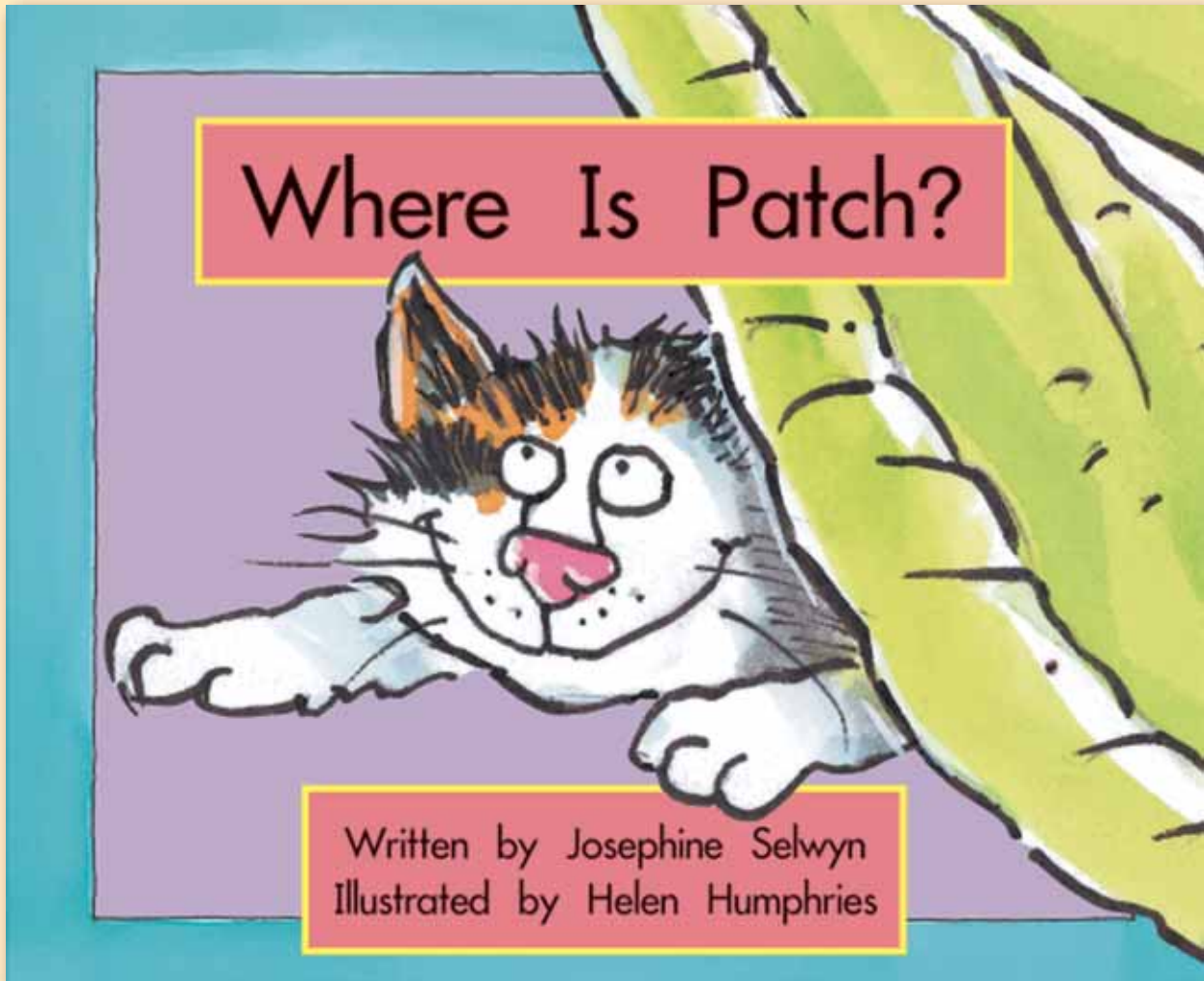
Write the names of the animal babies.

Colour in the pictures.





Level 3 Book f



Level	3
Word Count	73
Text Type	Narrative
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)

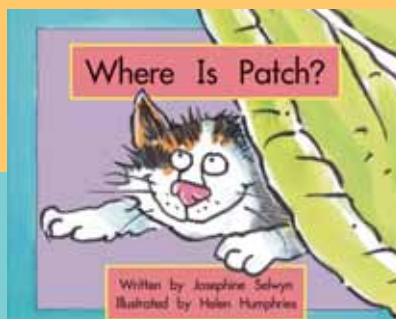


This symbol relates to use (text user)

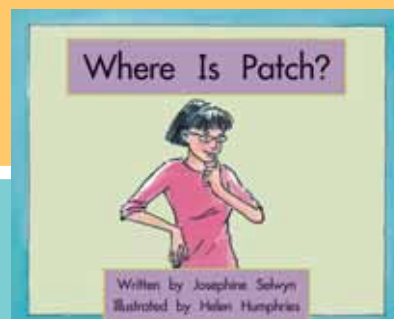
Cover & Title Page



Read the title to the children and ask them to look at the cover and say where they think Patch is. Have them look at the title page. Do they think that this woman knows where Patch is?



Have the children respond to the book. Where did the boy and his mum look first, second, next, last?



Discuss the children's reading strategies. Praise any children who spontaneously corrected their reading when they realised they had made an error.

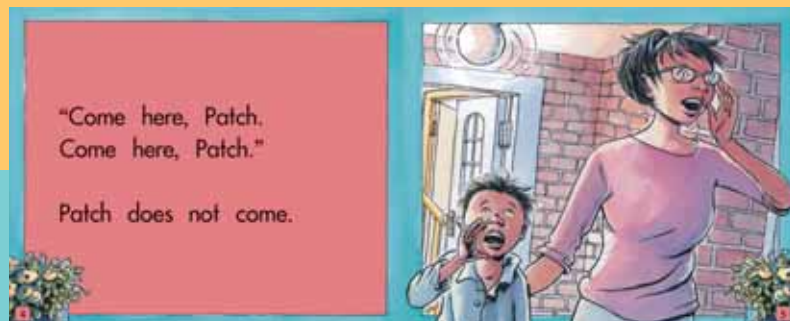
Tell the children that the boy in the picture is telling this story. Ask them to discuss the picture. Do they know where Patch is? Where do they think Mum is going to look for Patch? Will the boy go too?



Ask the children why they think Mum is looking for Patch.

Write the words *look* and *looking* on the board. Ask the children to read the words. Ask them what is the same in each of the words.

Ask the children to discuss what the boy and his mum are saying. Ask them what they say when they are looking for a pet.



Continue the discussion about why Mum and the boy are looking for Patch. Ask them to analyse this picture and the picture on page 7 to say what time of day it is. What clues do the pictures give them?

Ask the children to discuss this picture. Where do the boy and his mum think Patch is? Does Patch come?



Ask the children to use their prior knowledge about where cats go to say why the mum and the boy looked in the tree.

Invite the children to discuss this picture and say where the boy and his mum are looking now. What are they saying?

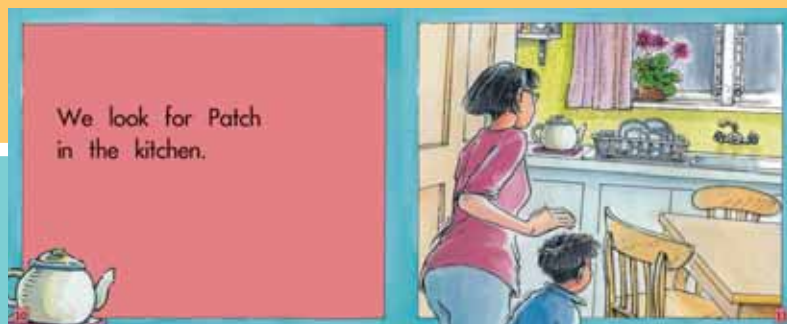


Write *cat* and *Patch* on the board. Ask the children what is the same about these two words. Have one child circle what is the same. Invite the children to tell you other words that rhyme with *cat* and *Patch*. List them on the board under *cat* or *Patch*. Discuss what is the same.

BEFORE READING 10/11

Continue the discussion about the search for Patch. Ask the children where the boy and his mum are now.

Have the children say what letter they expect to see at the beginning of *kitchen*. Praise for either *c* or *k*. Ask them to locate the word *kitchen*.



Ask the children to return to the picture and discuss it more fully. How did they know it was the kitchen? What clues does the picture give? How is it the same/different from their kitchen?

AFTER READING

BEFORE READING 12/13

Continue the discussion. Where are they looking now? The children may have a variety of names for this room. Ensure that you have discussed all the options before they read the text independently.



Continue the discussion about living rooms. Ask the children to name as many objects as they can in this living room. How is it the same/different from their living room?

AFTER READING

At the Fair

Going to the Moon

Funny Fish

Where is my Bear?

Animal Babies

Where is Patch?

Carla Crocodile Goes Shoe Shopping

Trucks and Other Big Machines



Invite the children to discuss this picture. Does it give them any clues as to where Patch is?



Invite the children to discuss bedrooms more fully. How is this bedroom the same/different from their bedroom?



Write the word *bedroom* on the board. Ask the children to read the word. Ask them what the two little words in *bedroom* are.



Ask the children if they guessed from the cover where Patch was going to be.



Have the children go back to the beginning of the book and read it independently. Remind them to make sure their fingers match the words they read. Remind them also to look at the words as well as the pictures.



Ask the children to use the information in this book to say what they would expect to find in a book like this where the pet was a dog.



Invite the children to think about whether someone who did not have a pet would understand this book. Would they like it?

3 f Where Is Patch?

Name _____

Read the sentences.

Find the correct picture.

Draw a line to the correct picture.

We look for the cat
in the shed.



We look for the cat
in the tree.



We look for the cat
in the living room.



3 f Where Is Patch?

Name _____

Write the missing letters. Read the sentences.

1. I can see Mum.

She is look _ _ _ for Patch.

2. We look for the c _ _ in
the shed.

“Come here P _ _ ch.”

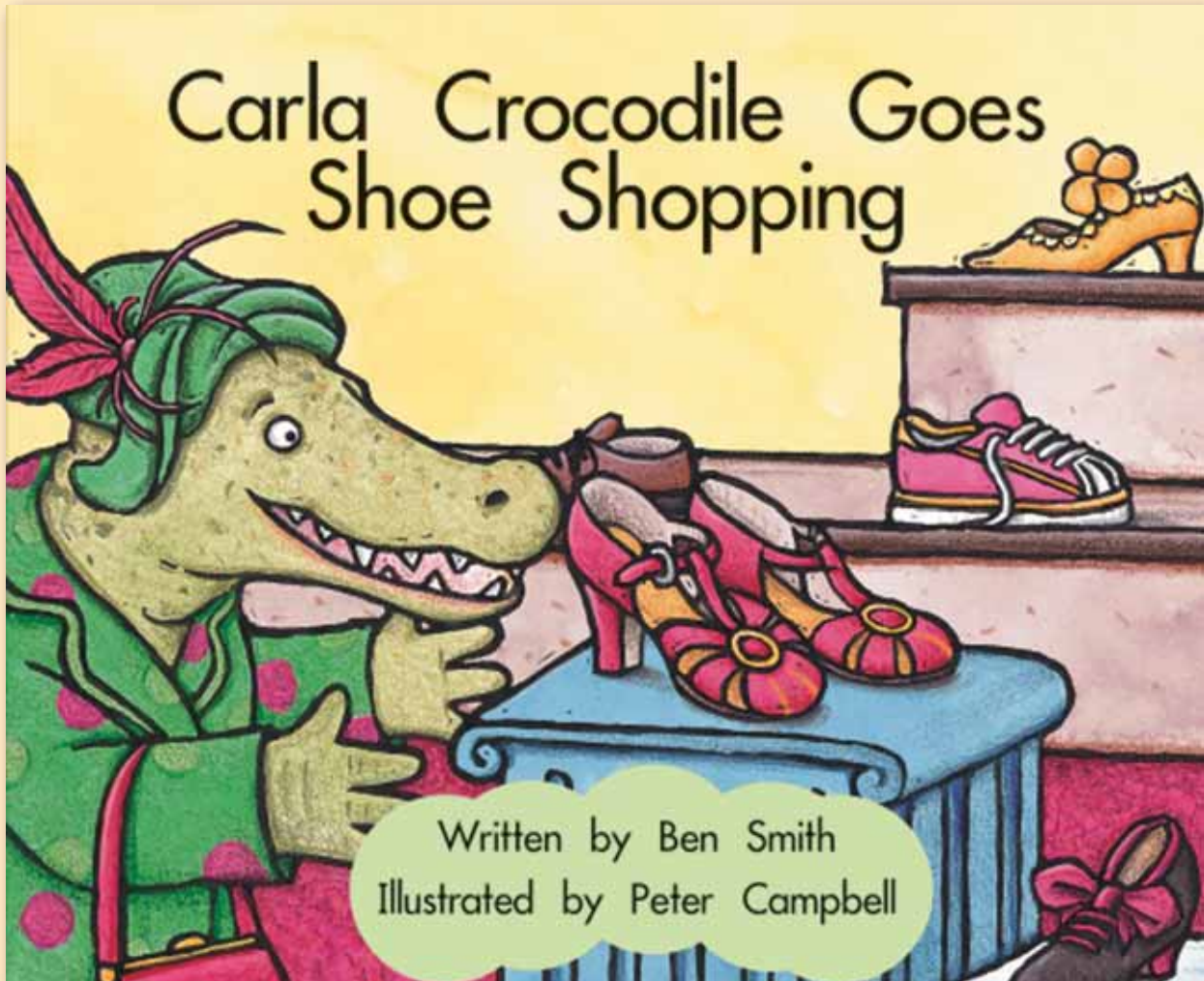
P _ _ ch does not come.

3. We look for Patch in
the _ itchen.

4. We look for Patch in
the b _ _ r _ _ _.



Level 3 Book g



Level	3
Word Count	77
Text Type	Literary recount
High Frequency	have
Word/s Introduced	

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This symbol relates to decoding (code breaker)



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

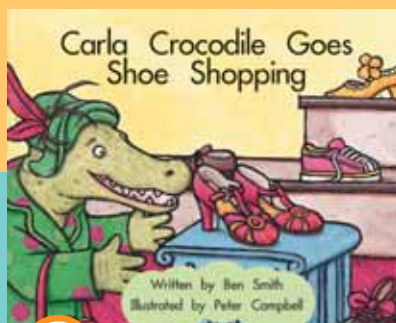


This symbol relates to use (text user)

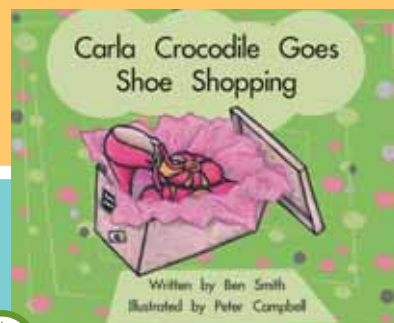
Cover & Title Page



If the children have read the Big Book *Carla Crocodile Goes to See the King*, they will already know this character and may be able to suggest the title. If not, read the title to the children. Have them share a time when they went shoe shopping. Did they know the type and colour of the shoes they wanted to get before they set out?



Ask the children to respond to this Carla Crocodile story. Did they like it? Which part did they like best? Why?



Discuss the children's reading strategies with them. Comment on and praise appropriate reading behaviour that you noted while they were reading independently.

Discuss with the children what type of shoes they think Carla will want to buy. What is she wearing in this picture?



Ask the children to discuss the picture in more depth. Did it give them a clue as to which shop Carla would go into and who the shopkeeper would be?

Write the words *Carla* and *Crocodile* on the board. Invite a volunteer to come and circle the beginning letter in both words. Have the children supply other words starting with c.

Invite the children to suggest what colour shoes Carla is asking Snake for. Have them predict what Carla is saying.

After the children have suggested *green* ask them what letter *green* starts with. Then have them locate *green* on the page.



Ask the children what colour shoes Snake had in his shoe shop. Why do they think that Carla didn't buy shoes of another colour here?

Ask the children to locate *have* on this page.

Invite the children to look at this picture. Where is Carla going now? Did she get her green shoes in the shoe shop where Snake was? Will she find green shoes in another shoe shop?



Ask the children to analyse this picture. What clues could it have given them about what would come next in the story?

Ask the children to say which animal is the shopkeeper in this shoe shop. What do they think Carla is saying to this shopkeeper?

Ask the children to locate *green* on this page.



Ask the children to say what colour shoes Platypus has. Why do they think that Carla didn't buy any of Platypus's shoes?

Ask the children to locate *have* on this page.

BEFORE READING 10/11

Ask the children what is happening now. Did Carla get her green shoes?



Ask the children to analyse how Carla is feeling now. Invite them to draw on their own experiences as they respond. Introduce words such as *frustrated* and *tired* if the children don't suggest them.

AFTER READING

BEFORE READING 12/13

Invite the children to discuss this picture. Who is the shopkeeper? What do they think Carla is asking? What do they think the shopkeeper is saying?



Talk to the children about what Kangaroo did that the other shopkeepers didn't do. Do the children think that this is what caused Carla to change her mind about green shoes?

Ask the children to locate *have* on this page.

AFTER READING

At the Fair

Going to the Moon

Funny Fish

Where Is My Bear?

Animal Babies

Where Is Patch?

Carla Crocodile
Goes Shoe Shopping

Trucks and Other
Big Machines

Discuss this picture with the children. What colour are the shoes that Carla is looking at? Will she buy them or not?

After the children have identified red shoes from the picture, ask them what the word *red* starts with. Then have them find *red* in the text.



Ask the children to suggest a variety of reasons why Carla decided on red rather than green shoes.

Did the children correctly predict that Carla would buy the red shoes? Why or why not?

Remind the children that they are now going to read the book by themselves. Ask them to make sure that they look at the text and the pictures as they read.



Invite the children to suggest other ways that the author could have ended the story. Could Carla have gone on searching for green shoes? Could she have gone home with no new shoes? How would they have ended the story if they were the author?

**3 g Carla Crocodile
Goes Shoe Shopping**

Name _____

Read the sentences. Cut out the sentences.

Put them in order.

“I like red shoes!”

“Have you got green shoes?” she said
to Platypus.

Carla Crocodile went to get some shoes.

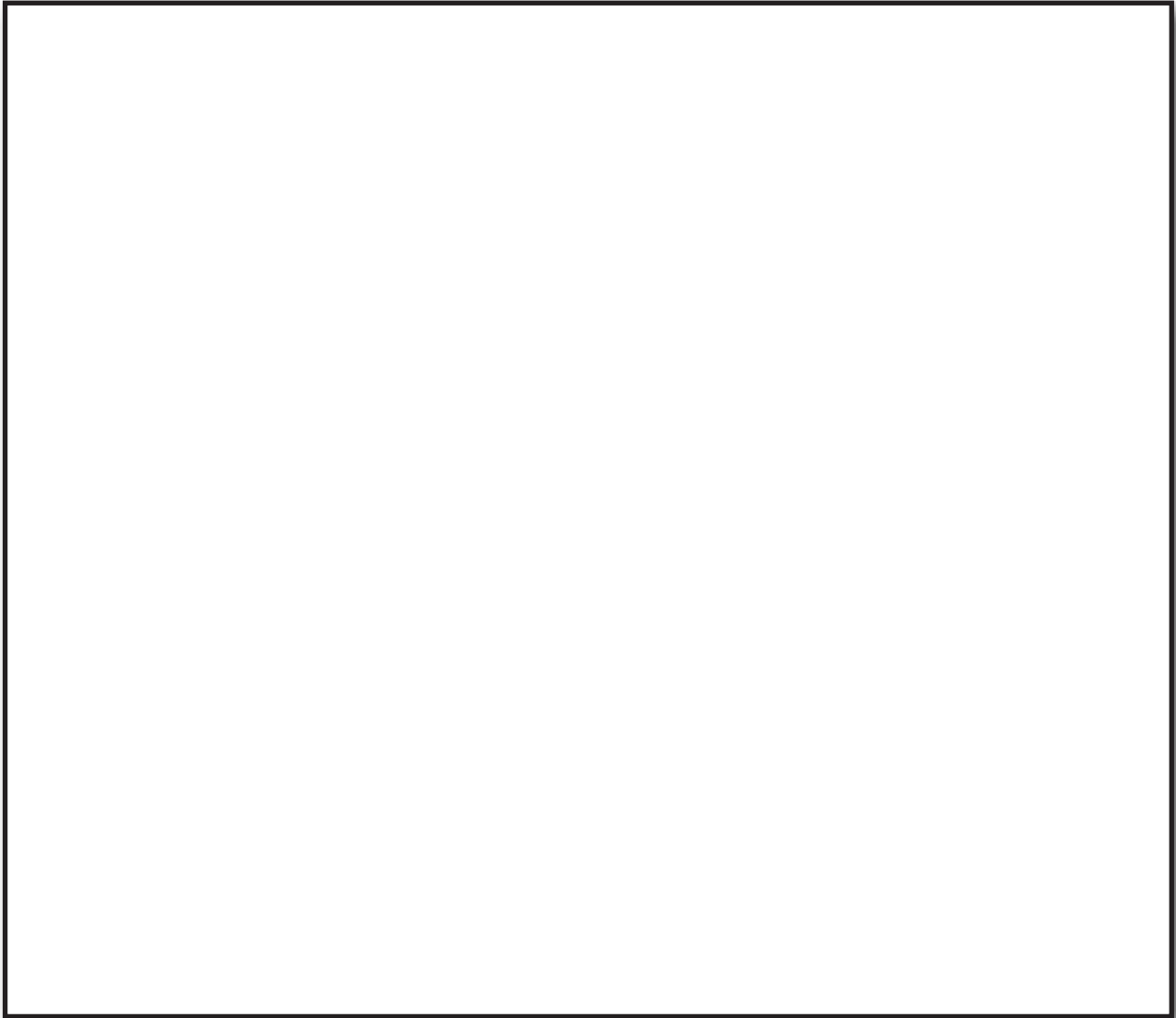
“Have you got green shoes?” she said
to Kangaroo.

“Have you got green shoes?” she said
to Snake.

**3 g Carla Crocodile
Goes Shoe Shopping**

Name _____

Read the sentences. Draw a picture.



“No green shoes,” said Kangaroo.

“I have red shoes.”



Level 3 Book h

Trucks and Other Big Machines



Written by Greg Banks

Level	3
Word Count	79
Text Type	Information report
High Frequency Word/s Introduced	

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This symbol relates to decoding (code breaker)



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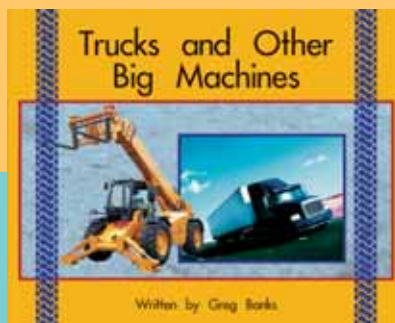
This symbol relates to use (text user)

BEFORE READING

Cover & Title Page



Invite the children to look at the cover and the title page. Ask what they think this book is about. Invite them to discuss any big trucks that they know.



Invite the children to respond to the book. Have them share the new things that they learned.



Invite the children to share how their reading went. What things did they find easy? Were there any difficulties that they could not sort out?

AFTER READING

Invite the children to look carefully at this photo. What is the name of the truck? Have them name the parts of the truck that they know.



Invite the children to talk about fire engines in more depth. Ask them about the people that work on fire engines. What do they do? Ask them to share their own experiences of seeing a fire engine. How did they feel when they heard the siren?

Continue the discussion of trucks. Invite the children to name this truck. How many cars can they see?



Continue the discussion of car trailers. Why is there a need for them? Why don't people drive the cars from one place to another? Who might own a truck like this?

Ask the children to look closely at the features of this car trailer and say what other things a truck like this could carry.



Ask the children to look closely at this photo. Have them name the machine. Ask them what features they can see.



If the children say that this is a grader, ask them what *grader* would start with. Point to *bulldozer* and ask them to make another prediction based on the initial letter.



Continue the discussion of bulldozers. Where would you go to see a bulldozer working? What sort of work do they do? What is the bucket on the front used for? Why do they have chimneys? Who drives a bulldozer?



Do the children know the name of this truck? Invite them to talk about what they can see in the photo that tells them this is a concrete mixer.



Continue the discussion on concrete mixers. Do the children know what concrete is? What things are made of concrete? Why does the barrel turn around?

BEFORE READING 10/11

AFTER READING



Invite the children to talk about this photo. What can they say about the wheels? What is the name of this machine?



Invite the children to talk more about tractors. Do they know who would own a tractor? What would that person use the tractor for? Do any children live on farms? Do they have tractors?

At the Fair

Going to the Moon

Funny Fish

Where Is My Bear?

BEFORE READING 12/13

AFTER READING



Some children may need help with the name of this machine. They may be able to guess it if you point to the prongs that are like a fork and tell them that it can lift things.



Investigate fork lifts with the children. Find out where they are mostly used and who mostly uses them. Where would children go to see a fork lift?

Animal Babies

Where Is Patch?

Carla Crocodile Goes Shoe Shopping

Trucks and Other Big Machines

Continue the discussion of big trucks. Do the children know the name of this truck? What in the photo tells them it is a dump truck?



Talk more with the children about dump trucks. Why do people need dump trucks? What goods are transported in dump trucks?

Ask the children to read the glossary. This will help firm up the names of any unfamiliar machines before they read the book independently.

Ask the children to return to the beginning of the book and read it independently. Remind them to look carefully at the words as they read because the sentence pattern in the book is not the same on each page.



Ask the children what they have learned about big trucks from this book. What other kinds of books would have information about big trucks?

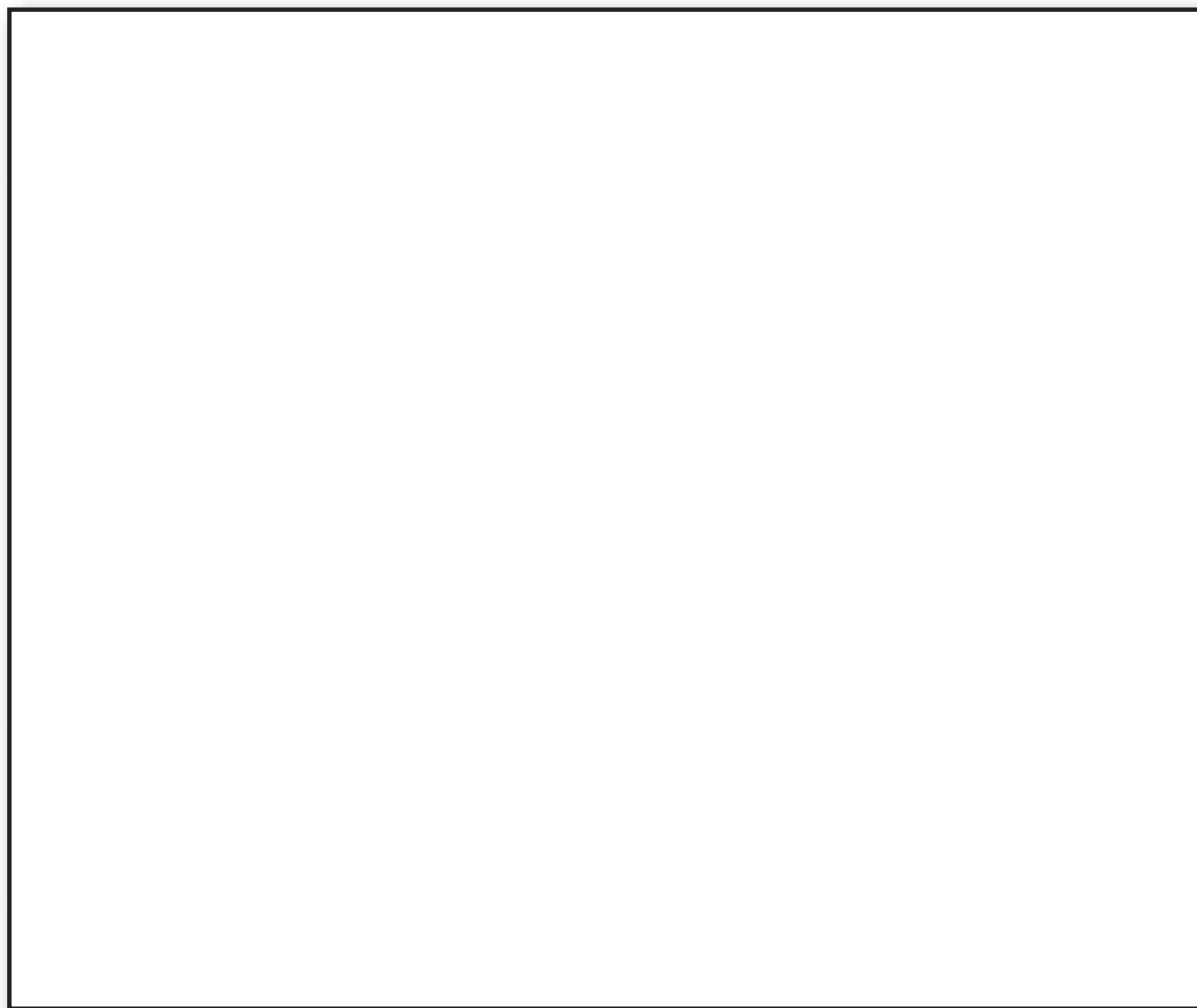
Have the children look at the pictures in the glossary again. Ask them what other big trucks and machines could have been included in this book.

3 h Trucks and Other Big Machines

Name _____

Draw your favourite truck.

Fill in the words to complete the sentence.



Look at _ _.

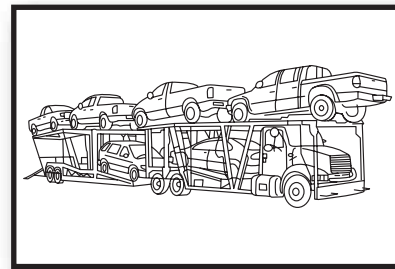
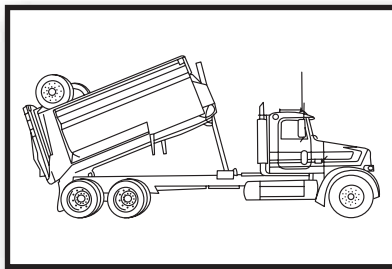
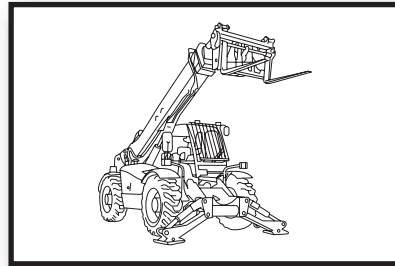
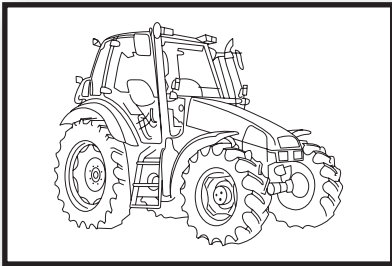
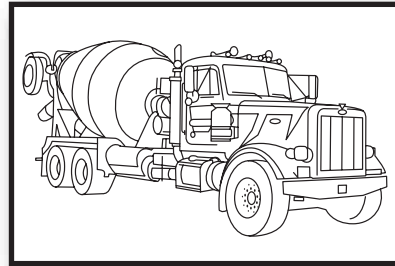
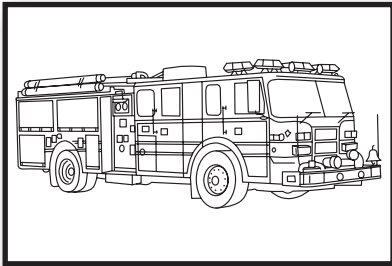
What _ _ _ _ _ see?

3 h Trucks and Other Big Machines

Name _____

Cut out the words. Read them.

Paste them under the correct picture.



fire engine

concrete mixer

tractor

fork lift

dump truck

car trailer