



Level 4 Book a

The Park Train



Written by Michele Paul
Illustrated by Madeline Beasley

Level	4
Word Count	88
Text Type	Narrative
High Frequency	see
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.

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



This symbol relates to comprehension (meaning maker)



This symbol relates to decoding (code breaker)



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

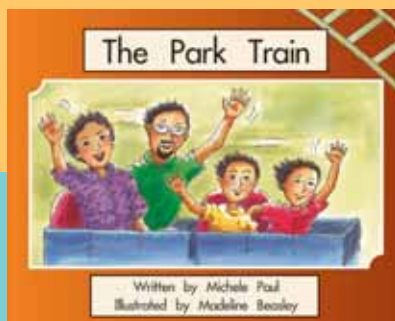


This symbol relates to use (text user)

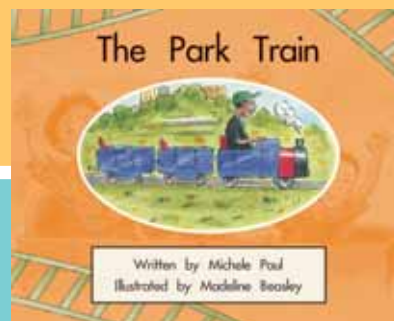
Cover & Title Page



Ask the children to look at the cover and the title page and suggest what the story is about. Where do they think the train is? What can they say about the size of the train?



Invite the children to respond to the book. Have them retell the story. Prompt with questions if necessary.



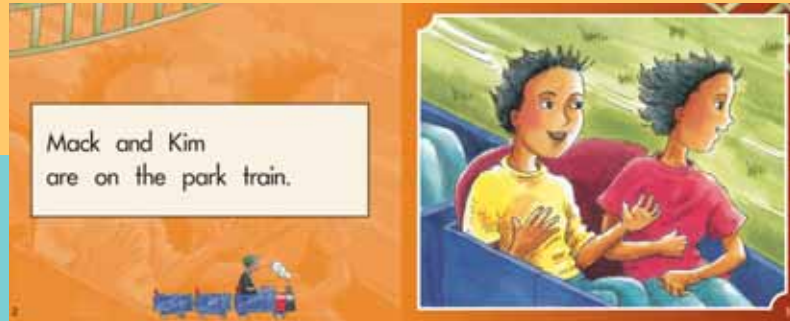
Ask the children to discuss their reading strategies. Praise any child who spontaneously stopped when they realised they had made a mistake.

BEFORE READING

2/3



Ask the children to look at the first letters of the words with capital letters on the first line. Have them suggest what the names of the children are.



Invite the children to discuss their personal experiences of going to the park. Have any of them ever been on a park train? Where were they? What was the occasion?



Talk more about the words *Mack* and *Kim*. Invite them to tell you other words that rhyme with *Mack* and *Kim*. Write their suggestions on the board. Discuss the common spelling patterns.

AFTER READING

BEFORE READING

4/5



Invite the children to look at the picture and say what they can see in the park. Have them also suggest who the other people on the park train are. Ask them to make predictions about what else the children will see in the park.



Invite the children to talk more about this picture. Where is the park? Is it in a town, in the suburbs or in the country? How do they know? How did this family get to the park?



Ask the children to locate see on this page.

AFTER READING

Ask the children to look at this picture. Did they predict that the children would see a slide? What do they think Kim is saying?



Write *slide* and *slides* on the board. Point out the final *s* that makes *slide* plural. Have children suggest other plurals related to the story, for example, *boy, boys, girl, girls*.

Invite the children to look at this picture. Discuss with them what Dad might be saying. What can he see? Ask the children what they think may happen next.



Have the children discuss this picture more fully. Did they buy their tickets at the station? Did they get on the train at the station? Why do they think that there is no one else waiting at the station to get on the park train?

Ask the children to locate see on this page.

BEFORE READING 10/11

Discuss with the children what is happening in this picture. What is Mum saying? What is going to happen next?



Ask the children to talk more about swings. What types of swings have they been on? What are these swings made of? What other materials are used to make swings?

Ask the children to locate see on this page.

AFTER READING

BEFORE READING 12/13

Discuss this picture with the children. What is Dad saying? What are he and Kim going to do?



Invite the children to talk more about this picture. What time of year is it? How does the picture help them say what time of year it is? Is it a warm day? Why or why not? What in the picture gave them a clue?

AFTER READING

Ask the children to look at this picture and confirm or revise their predictions. Did they guess that the children were going to play on the swings and the slide?



Ask the children why Mack and Kim liked the park. What did Mack like the best? What did Kim like the best? If they were Mack or Kim, what would they like the best? Why?

Ask the children what else they liked besides the swings and the slide. What are they doing in this picture? What is the train driver doing?

Have the children return to the beginning of the book and read it independently. Remind them to look at the words as well as the pictures as they read.



You may like to take a mini lesson with the children, showing them how they can use the words they know to correct their reading. For example, demonstrate reading this page starting with *we*. Then stop and think aloud saying, *No, that word's not we so this page can't start with we. Let me try again. Do I know this word? Yes I do, it's and, so this page must start with and.*

4 a The Park Train

Name _____

1. Make these words into plurals.

boy

— — — —

girl

— — — — —

train

— — — — —

slide

— — — — —

swing

— — — — —

2. Read the sentence and draw a picture.

“I like slides,” said Kim.



4 a The Park Train

Name _____

Read and draw.

1. Mum and Dad and Mack and
Kim are on the park train.

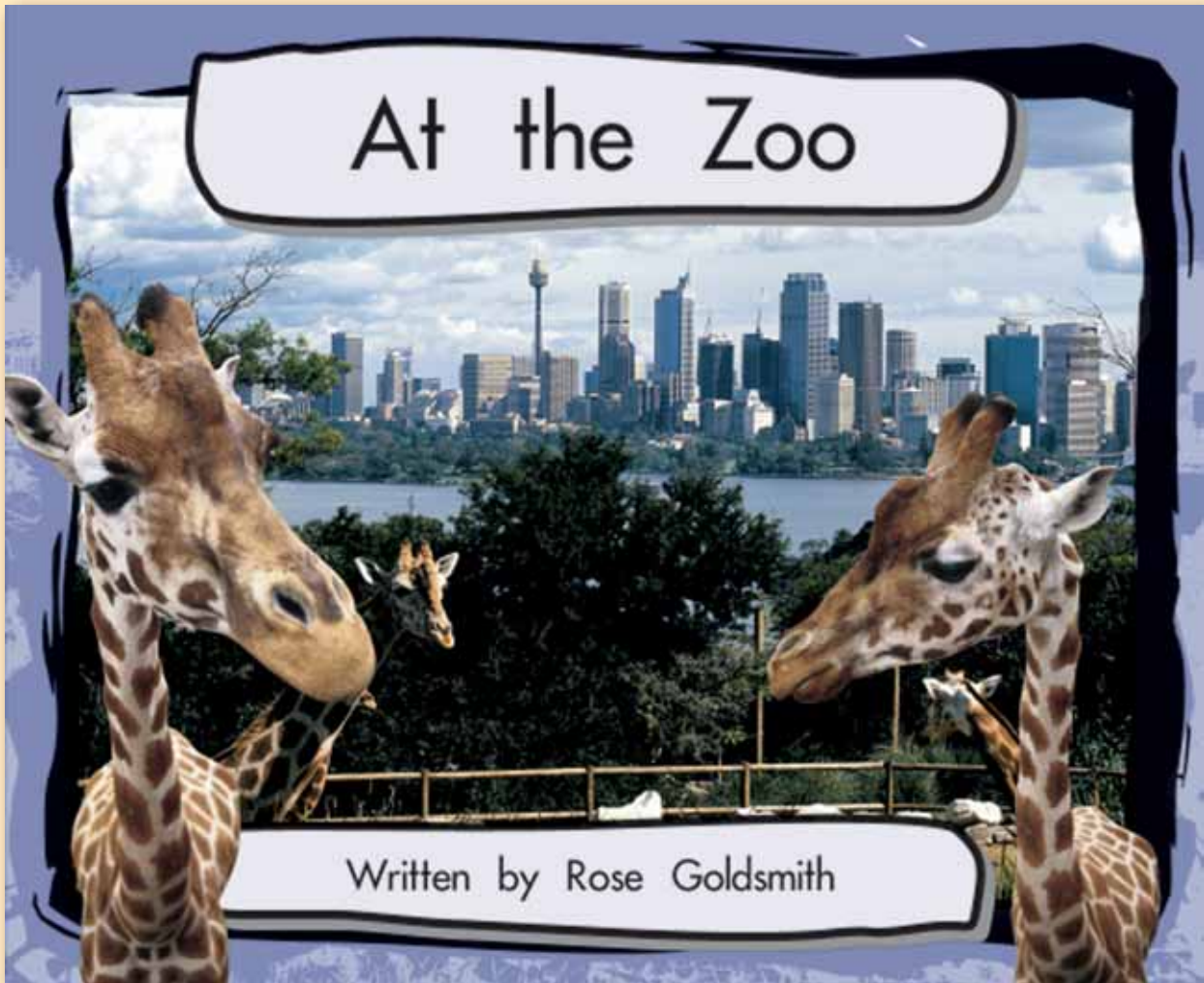


2. “Come on,” said Mum.
“We can go to the swings.”





Level 4 Book b



Level	4
Word Count	88
Text Type	Factual description
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.

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)*



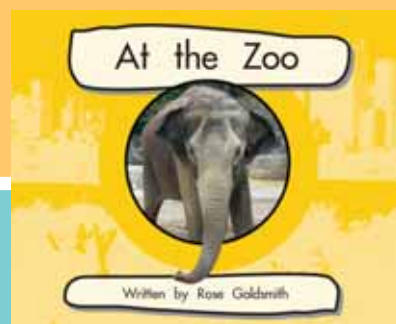
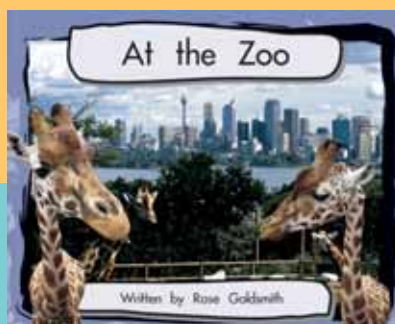
*This symbol relates to use
(text user)*

BEFORE READING

Cover & Title Page



Ask the children to look at the cover and the title page and say what they think this book is about. Have them discuss a time when they visited a zoo.



AFTER READING



Invite the children to respond to the book. Have them recall the animals in the book and say what each of them was eating.



Ask the children to discuss their reading. What did they find hard? What did they find easy? Did they remember to look at the words as well as the photos as they read?

Discuss this photo with the children. What is the animal? What is it eating?

Look at this lion.
It is eating meat.
Lions like to eat meat.



Ask the children to say what this book told them about lions. Where could they go to find out more information about lions?

Write *eat* and *eating* on the board. Talk about the *ing* ending with the children. Ask them what other words they know that end in *ing*. Prompt if necessary.

Invite the children to discuss this photo and name the animal and what it is eating.

Look at this zebra.
It is eating grass.
Zebras eat grass.



Invite the children to share what else they know about zebras. Do they know what other animal zebras look like? What sounds do zebras make? Which animals are friends of zebras? Which animals are enemies of zebras?

Write *zebra* and *zebras* on the board. Discuss the *s* ending. Ask the children to locate both the words in the text.

Ask the children to talk about this photo. Have them name the animal and say what it is eating. Do they know any other things that elephants eat?



Invite the children to discuss what else they know about elephants. What body parts do elephants have that distinguish them as elephants?

Ask the children to say what they learned about elephants. Where could they go to find out more information about elephants?

Discuss this photo with the children. What is the animal? What is it eating? What else do hippos eat?



Ask the children to talk more about this photo. What can they see other than the hippo? Why is there a fence between the hippo and the people?

Ask the children where they could go to find out what else hippos eat. Would a hippo who lived in the wild eat cabbage?

BEFORE READING 10/11

Ask the children to identify this animal and say what it is eating. What helps a giraffe eat leaves?



Here is a giraffe.
It is eating leaves.
It likes to eat leaves.

Discuss with the children how this photo helps them understand how tall a giraffe is even though they can only see its head and neck. Ask the children what else they know and what more they would like to know about giraffes. Where would be a good place to find more information about giraffes?

AFTER READING

BEFORE READING 12/13

Discuss this animal with the children. What is it? What is it eating? What would monkeys who live in a jungle eat?



Look at this monkey.
It is eating a banana.
This monkey likes bananas.

Ask the children what other animals they know that look like monkeys. List these animals. Ask the children if they think these animals would also like bananas.

AFTER READING



Discuss this photo with the children. Where is the boy? What is he eating? Which animal was also eating a banana?



Ask the children why they think the author moved away from zoo animals to talk about this boy. Did it make the text more interesting or not?



Ask the children why they think this boy has a bunch of bananas. Tell them that when they come to read this page, they will see if their predictions were right.



Ask the children to return to the beginning of the book and read independently. Remind them to look at the words as well as the pictures because the language pattern in the book is not the same on each page.



Talk with the children about how they can use the information they have learned. How will this help them when they next go to the zoo?



Ask the children if the photos in this book made it easy for them to find out what the author was saying. Which ones made it really easy for them? Which ones were harder?

4 b At the Zoo

Name _____

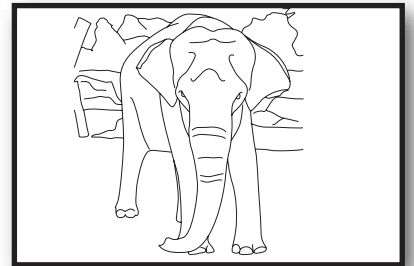
Read the sentences. Cut them out.

Match them to the pictures.

Look at this lion.
It is eating meat.



This zebra likes to
eat grass.



This elephant eats hay.
It likes eating hay.



Look at the hippo.
It is eating cabbage.



4 b At the Zoo

Name _____

1. Use these words to finish the sentences.

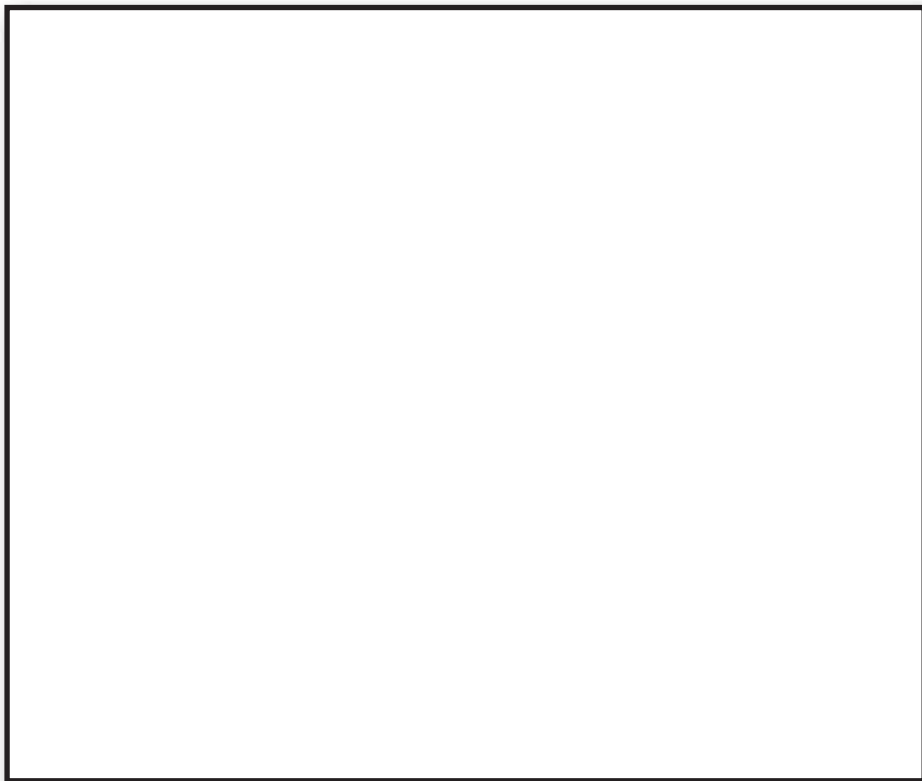
likes eating eat elephant

Look at the _____.

It is _____ hay.

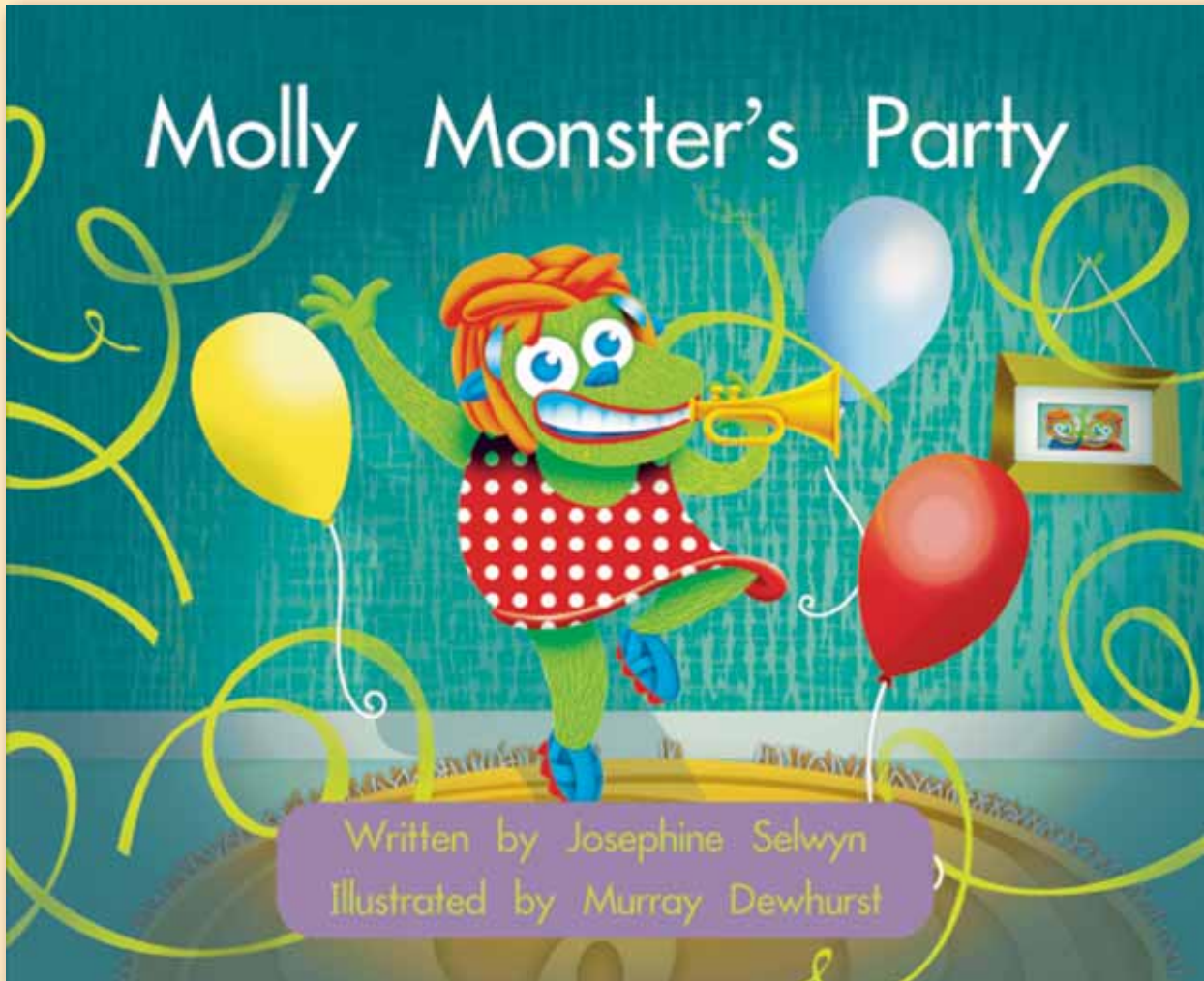
It _____ to _____ hay.

2. Draw the animal that eats grass.





Level 4 Book c



Written by Josephine Selwyn
Illustrated by Murray Dewhurst

Level	4
Word Count	86
Text Type	Literary recount
High Frequency	made
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.

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)



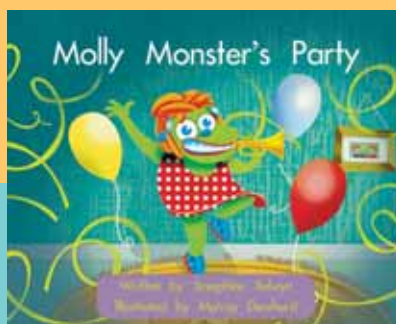
This symbol relates to use (text user)

BEFORE READING

Cover & Title Page



Read the title to the children. Ask them to look at the cover and title page pictures and talk about Molly Monster. Is she a scary monster or a friendly monster?



AFTER READING



Ask the children to respond to the book. Have them share what they liked best. Ask them what Molly did to get ready for the party.



Discuss the children's reading strategies with them. Ask them to talk about how they solved the words they did not know.

Discuss parties with the children. Who comes to a party? What do people do at parties? What special things do people who are giving a party do?



Ask the children how Molly knew that her friends would come. Why do they think the author did not say that Molly would have to send invitations or ring her friends up? Invite the children to share how they invite people to parties.

Ask the children to look at the picture and say what Molly Monster is doing. What is she making for the party?



Ask the children to say what they know about making hats. Have them look at the picture again and see if they make hats the same way as Molly. Have them discuss whether it is clear from the picture how Molly makes the hats.

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

Discuss this picture with the children. What has Molly got? What is she making?



Ask the children to use what they know about sandwiches to suggest what Molly may put in them. Have them check with the picture to see if they chose the same things as the author.

Write *sandwich* and *sandwiches* on the board. Explain that some words have *es*, not just *s*, on the end to make the plural.

Discuss this picture with the children. What has Molly made now? What do the children think Molly has made the drinks with?



Ask the children to use what they know about party drinks to say what types of drinks Molly has made.

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

BEFORE READING 10/11

Invite the children to discuss this picture. What has Molly made? Will her friends like this cake?



Ask the children to locate *made* on this page. Now ask them to point to and name all the other words starting the same way as *made*. Tell them that if they are unsure they should read the page again to help them.

AFTER READING

BEFORE READING 12/13

Invite the children to look at this picture and describe Molly's friends.



Have the children say how easy it is to describe what Molly's friends look like from the picture. Does this make it a good picture for the book?

AFTER READING

Ask the children to suggest what Molly's friends are saying. Do they like the things that Molly has made?



Invite the children to talk more about parties. Do they think Molly and her friends would play party games? Ask them to suggest some party games that monsters would play.

Discuss this picture with the children. What do they think Molly's friends liked most of all?

Have the children return to the beginning of the book. Remind them to make sure that what they are saying is what the words say. Remind them to use the words they know to help them read.



Ask the children what clues there were in the book that let them know that the monsters enjoyed the party.

Have the children say whether this party was like a real party or not. How was it the same or different?

4 c Molly Monster's Party Name _____

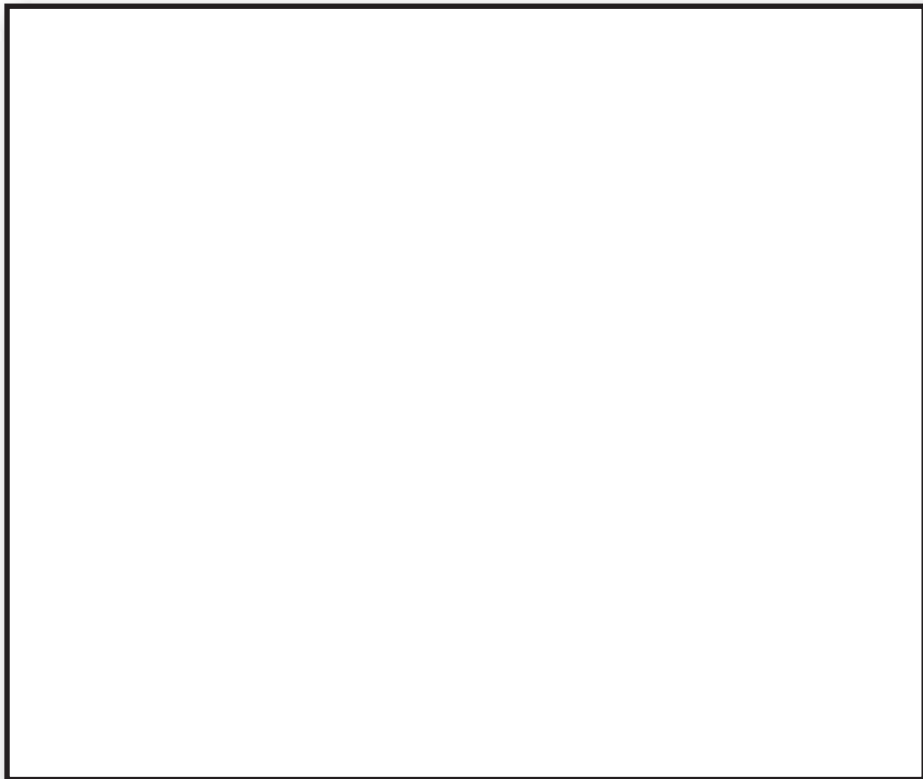
1. Read the sentences. Write in **s** or **es** to make these words plural.

Molly made some hat_____.

Molly made some drink_____.

Molly made some sandwich_____.

2. Read and draw.

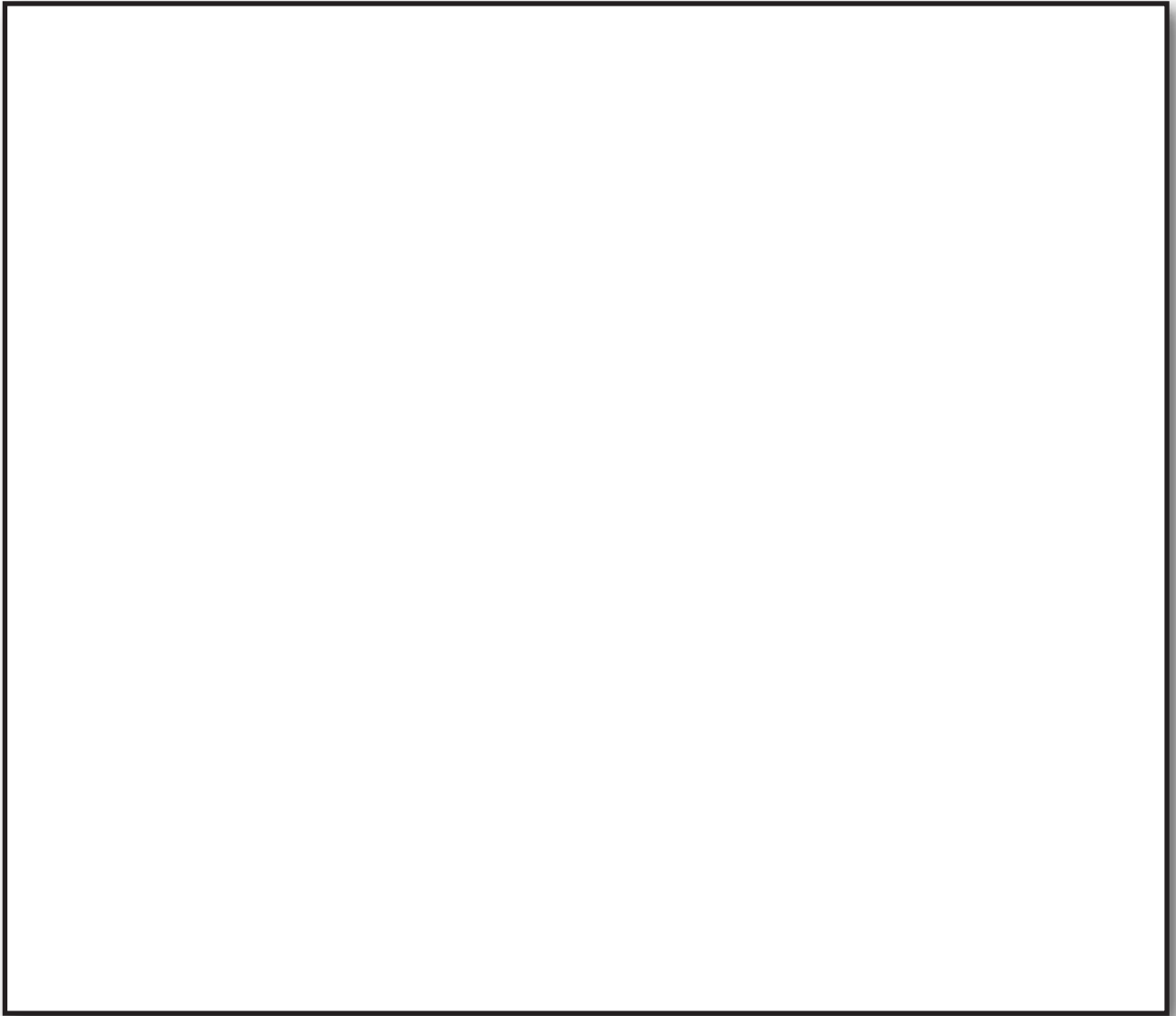


Molly made a cake.

4 c Molly Monster's Party Name _____

Draw a picture of a party that you have been to.

Write a sentence to go with your picture.





Level 4 Book d



Level	4
Word Count	88
Text Type	Information report
High Frequency Word/s Introduced	big

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.

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)

BEFORE READING

Cover & Title Page



Read the title to the children. Invite them to tell the group all the big things they know. List them on the board. Ask the children to discuss the cover and the title page and say what big things they can see.



Ask the children to respond to the text. Which of the big things did they like most? Why? What is the name of the big building that the queen lives in? What big thing can people climb on?



Discuss reading strategies with the children. Ask them to say what was easy for them. What was hard?

AFTER READING

Ask the children to look at this photo and say what they can see. Do they know the name of this bridge? Discuss what might go on the bridge.

Point to the label. Tell the children that labels give more information about photos.



This is a bridge.
It is a big bridge.
Cars go on this big bridge.

Invite the children who have been on the Sydney Harbour Bridge to share their experiences. Did they go on the bridge in a car? Did they go in a train? Have other children talk about big bridges that they have been on.

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

Invite the children to look at this photo and say what is big. Ask them to check with the list on the board. Did they say that a mountain was big? Ask them to discuss what people do on mountains.

Ask the children to look at the label. Read the label to the children. Ask if they know where Mount Fuji is.



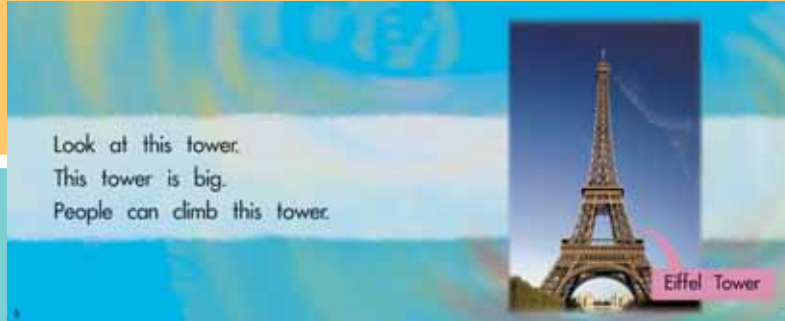
Look at this mountain.
It is big.
People climb this big mountain.

Extend the children's knowledge of big mountains like Mount Fuji. Do they know why there is always snow on the top? What do people do on big mountains besides climb? What sorts of things do people who use mountains have to think about so that they stay safe?

Ask the children to find *big* on this page.



Discuss this page with the children. Ask them if they know the name of this big tower. Do they know of any other towers that are big?



Ask the children to return to the photo. Ask them what shape the Eiffel Tower is. What other shapes for towers do they know of? Where is the nearest tower to the school? How high is that tower? Is it a very big tower? How do people get to the top of towers?



Ask the children if they can name this big rock. Read the label to them.



Discuss Uluru with the children. What is the importance of Uluru? Where is it? Can they locate Uluru on a map of Australia? From looking at the photo, how can they tell Uluru is in the desert?



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

BEFORE READING 10/11

Discuss this picture with the children.
Do they know the name for buildings like this one? Read the label to the children.
Ask if they know who lives in this palace.



This is a palace.
It is a big palace.
A queen lives here.

Ask the children to look more closely at the picture. How many storeys high is the palace? How many rooms do they think there are? Do they know what the rooms are used for?

The Park Train

At the Zoo

Molly Monsters Party

Big Things

AFTER READING

BEFORE READING 12/13

Discuss this photo with the children.
What can they see? Do they know the name of this big waterfall? Read the label to them.



This is a waterfall.
It is a big waterfall.

Ask the children to imagine that they went to visit this waterfall. What would it sound like? Would they get wet? Would it be as big as Buckingham Palace?

Ask the children to find *big* on this page.

The Tennis Match

Santana

Lucy's Loose Tooth

The Fishing Trip

AFTER READING

Invite the children to discuss this photo. What can they see? Do they know the word for big buildings such as this one? Read the label to the children.



Extend the children's knowledge of temples. Invite any children who have been to a temple to share their experiences. Ask them to look closely at the photo and see if they can say what people going to this temple should wear.

Invite the children to talk about this photo. What can they see? Do they know its name? Read the label to the children.

Ask the children to return to the beginning of the book and read independently. Remind them to use the words as well as the photos as they read.



Discuss the International Space Station with the children. Do they know that astronauts go to and from the station? Do they know how they get there? Do they know why the station was built?

Ask the children to go back to their original list of big things. What other big things could the author have put in this book?

4 d Big Things

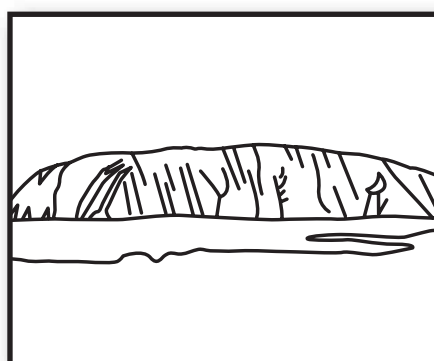
Name _____

Write the missing words under each picture.

Then read the sentences.



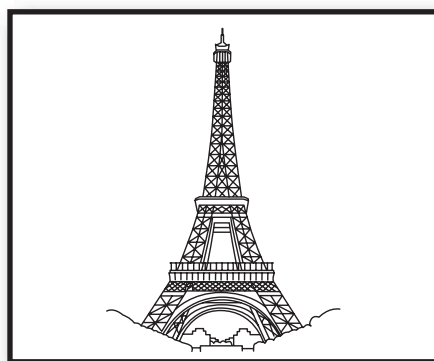
This is a _____ bridge.



This _____ a _____ rock.



_____ is a _____
mountain.

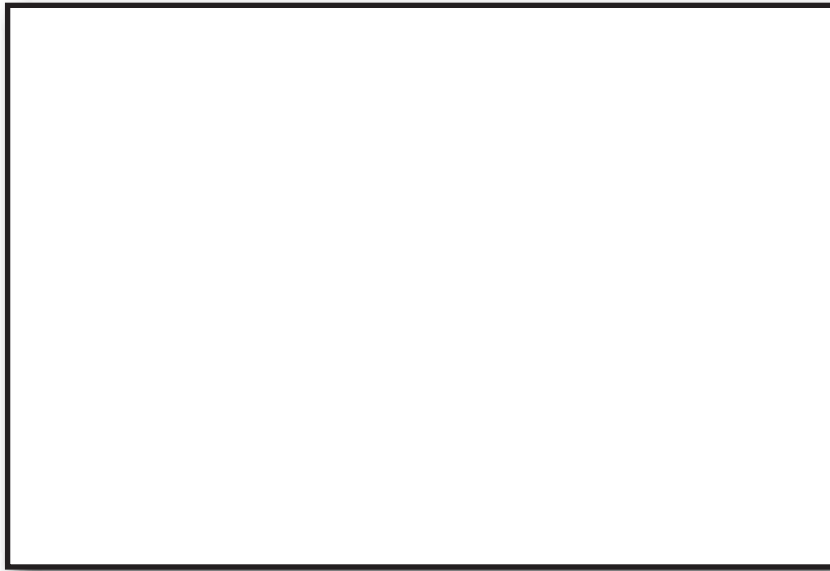


_____ a
_____ tower.

4 d Big Things

Name _____

1. Draw another big thing that could go in the book.



2. Copy the sentences from page 8.

3. Put the word to describe your picture in place of the word **rock**.



Level 4 Book e

The Park Train

At the Zoo

Molly Monsters
Party

Big Things

The Tennis Match

Santana

Lucy's Loose Tooth

The Fishing Trip

The Tennis Match



Written by Jade Michaels
Illustrated by Rod Proud

Level 4

Word Count 85

Text Type Literary recount

High Frequency

Word/s Introduced



MACMILLAN

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.

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



This symbol relates to comprehension (meaning maker)



This symbol relates to decoding (code breaker)



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

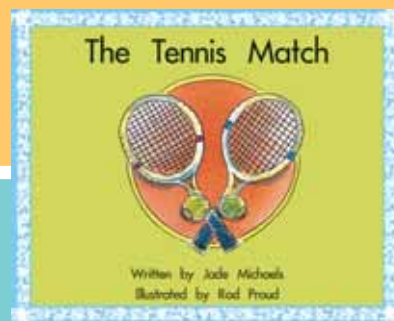
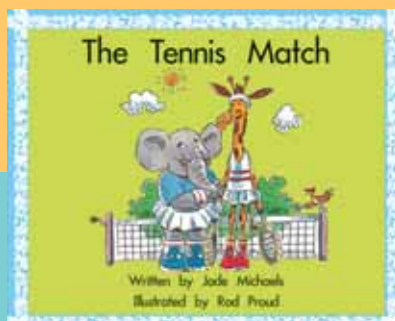


This symbol relates to use (text user)

Cover & Title Page



Ask the children to look at the cover and the title page and say what they think the book is about. Have them read the title. Help them if necessary. Discuss tennis with them so they know the basics. They need to know the aim of the game and the scoring system to understand the book.



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



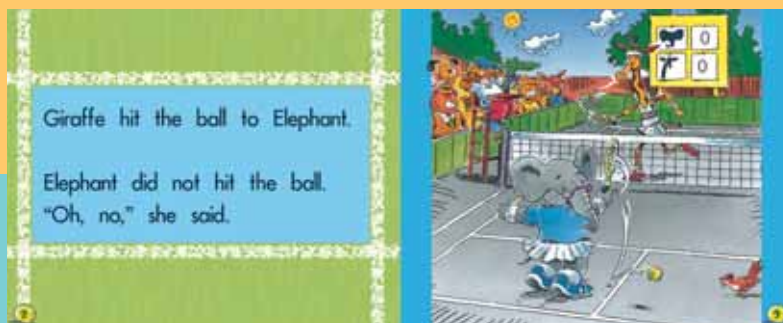
Discuss how well the children managed to read. What did they do when they came to words they did not know? Did their reading make sense and look right?



Invite the children to look at the picture. What can they see? Who is playing in the tennis match? Who is the umpire? What is happening?



Ask the children to look at the information on the scoreboard. What does it tell them?



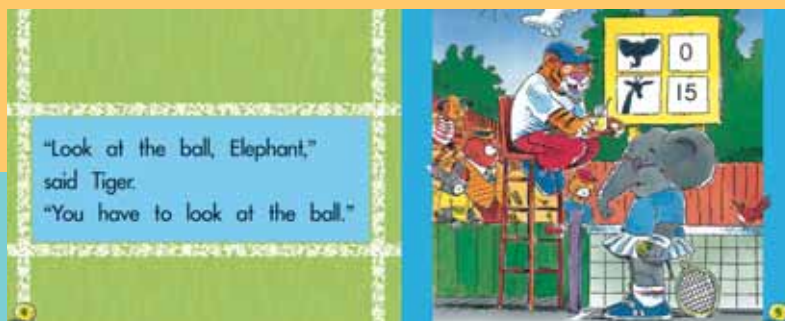
Talk to the children about the text type of this book. Tell them that there are characters, one of which is the main character. Ask them to say who they think the main character is.



Discuss this picture with the children. What do they think Tiger is saying to Elephant?



Ask the children to use the information on the scoreboard to say what the score is now.



Tell the children that in this type of text, the main character often has a problem which he or she needs to solve. Can they say what Elephant's problem is?

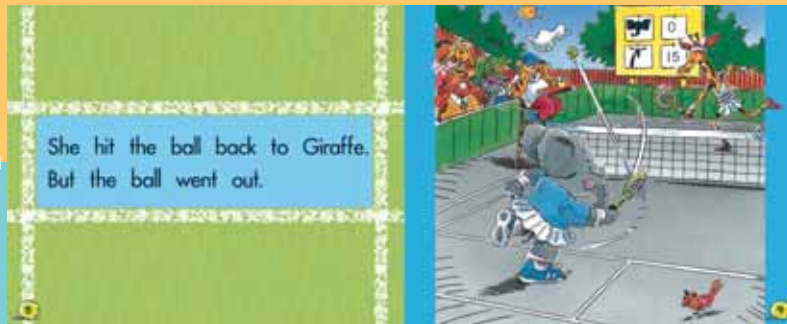
Invite the children to discuss this picture. What has happened now? Will Elephant hit the ball this time?



Giraffe hit the ball to Elephant.
Elephant looked at the ball.

In this text type Elephant will do certain things to try to fix her problem. What did Elephant do this time that she did not do before?

Did the children say that Elephant would hit the ball? What has happened? Will Elephant score a point or will Giraffe win the point?

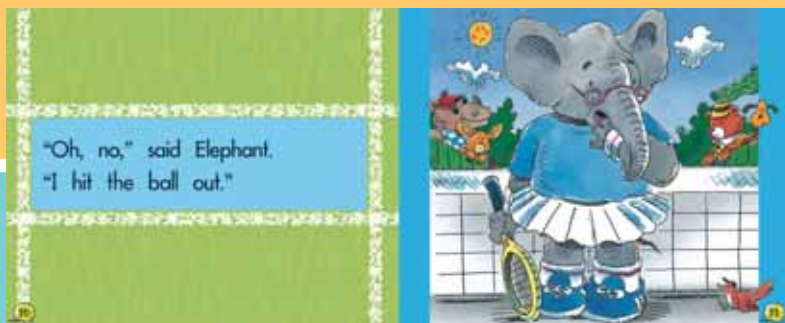


She hit the ball back to Giraffe.
But the ball went out.

Elephant looked at the ball, but did that solve her problem? Tell the children that this was one of the solutions that Elephant thought would fix her problem.

BEFORE READING 10/11

Did the children predict that Elephant would hit the ball out? Ask them to look at the picture. What do they think Elephant is saying?



Ask the children to analyse how they would be feeling if they tried hard and still hit the ball out. How do they think Elephant will be feeling?

AFTER READING

The Park Train

At the Zoo

Molly Monsters Party

Big Things

BEFORE READING 12/13

Tiger is talking to Elephant again. What do the children think he is saying now?

Invite the children to look at the scoreboard and use the information to say what the score is now.



Elephant has tried looking at the ball to fix her problem. Now she has hit it too hard. Ask the children what Elephant needs to do now to solve her problem.

AFTER READING

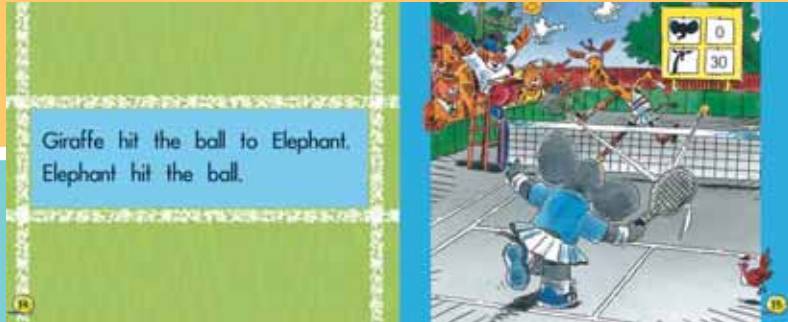
The Tennis Match

Santana

Lucy's Loose Tooth

The Fishing Trip

Have the children interpret this picture. What has happened now? What has Elephant managed to do? Will Elephant score a point? If she does, what will the scoreboard say?

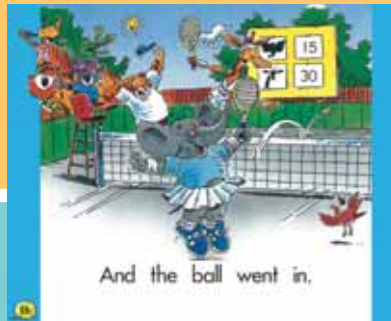


Have the children suggest what Elephant has to do each time she hits the ball.

Tell the children that when the character finally solves his/her problem it is called a resolution. Have them say what Elephant has to do to resolve her problem.

Were the children correct with their predictions? Did they predict the score?

Ask the children to return to the beginning of the book and read the story independently. Remind them to look at the words as well as the pictures as they read. Remind them that their reading must make sense and look right.



Discuss with the children what they think will happen next. What does Elephant need to do to win the match? Will she win the match if all she does is hit the ball in?

Tell the children that in this type of text, as well as characters, problems and solutions, there is also a setting. Ask them where this story was set. What could be another setting for a story with these characters and this type of problem?

4 e The Tennis Match

Name _____

1. Read the sentences.

Circle the one that is Elephant's problem.

Giraffe hit the ball to Elephant.

Elephant hit the ball in.

Giraffe hit the ball out.

Elephant did not hit the ball.

Elephant looked at the ball.

2. Draw a picture of the sentence you have circled.



4 e The Tennis Match

Name _____

Use the following words to fill in the table:

tennis match

Elephant missed the ball.

Giraffe

Elephant

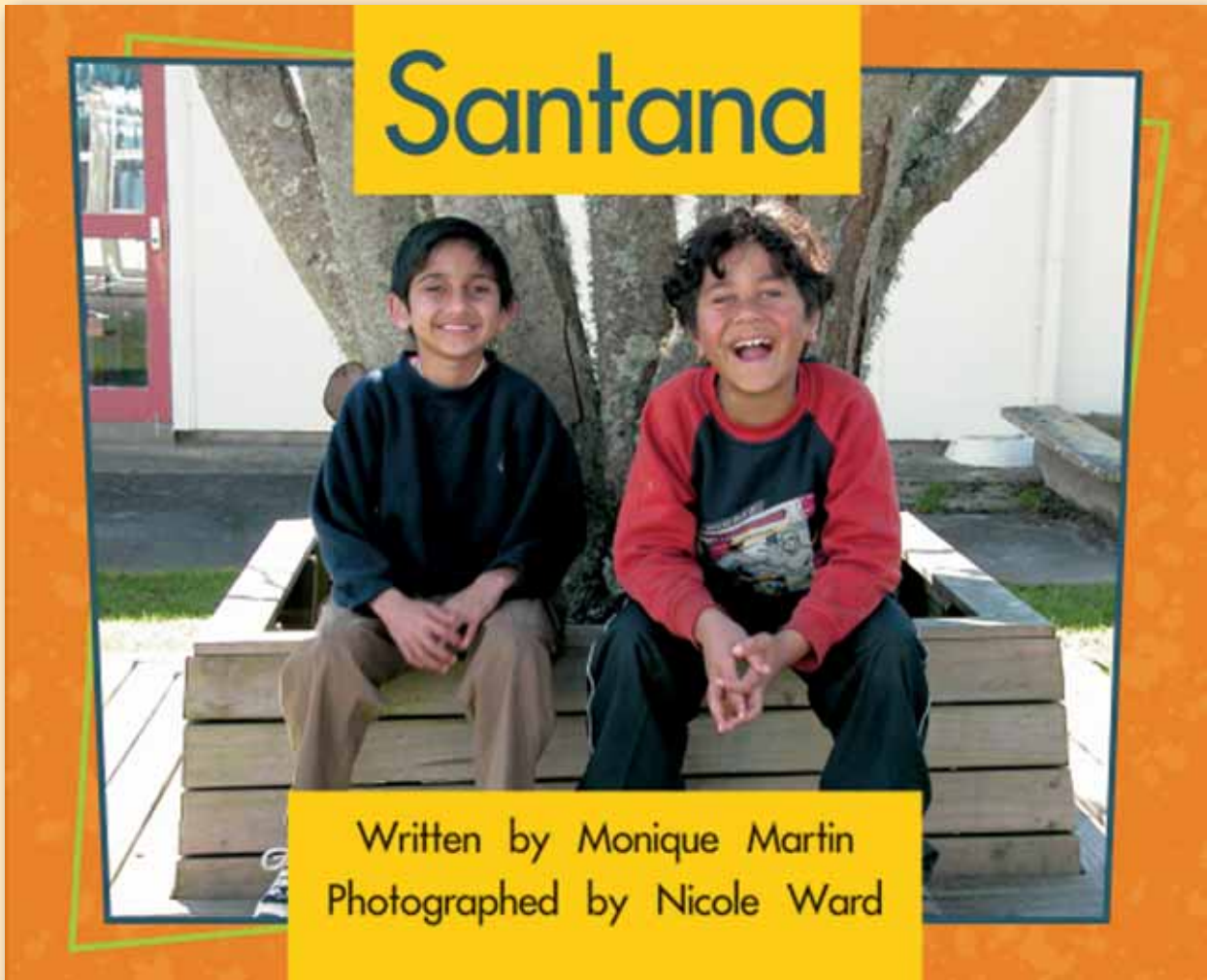
Tiger

Elephant hit the ball in.

Characters	Setting
Problem	Resolution



Level 4 Book f



Written by Monique Martin
Photographed by Nicole Ward

Level	4
Word Count	84
Text Type	Factual 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.

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)



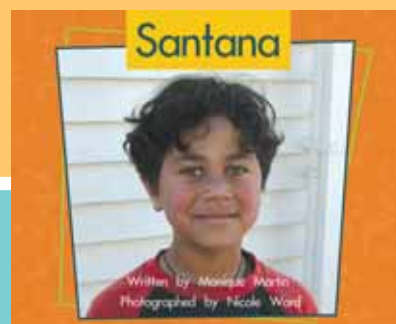
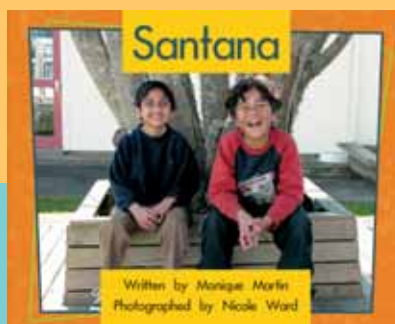
This symbol relates to use (text user)

BEFORE READING

Cover & Title Page



Explain to the children that this is a book about a boy named Santana. The story is told by Santana's friend. Both the storyteller and Santana are deaf. Invite the children to share any knowledge they have on deafness. Correct any misconceptions.



AFTER READING



Invite the children to respond to this book. If the author had not told them that Santana and the storyteller were deaf, would they have known?



Talk with the children about their reading strategies. Have them share with the group any difficulties that they had. What did they do about them?

Invite the children to look at this photo. Have them describe the boys. Ask the children to suggest some of the things that Santana does at school.



Discuss with the children the implications of being deaf. You may want to provide cotton wool balls so that they can block their ears as you talk to them. How does it feel? What do they do to try to hear? When would not being able to hear be dangerous? Ask the children to share any personal experiences they have had with a relative or acquaintance who is hard of hearing.

Ask the children to look at this photo. Was this one of the things that they predicted Santana would do?



Ask the children to make some comparisons between the playground at this school and the playground at their school. Record their observations on a comparison chart headed: *Our Playground* *Santana's Playground*

Review the already introduced high frequency words. Have the children locate *in*, *the* and *he* on this page.

Have the children look at this photo. What are Santana and the storyteller doing? Do the boys like playing on the swings? Was this one of the things that the children said that Santana would do?

Santana is on the swing.
He goes up, and up, and up.
We like the swings.



Continue the comparison of the playgrounds. Does the children's playground have swings or not? Do they look like these swings? Add the information to the chart.

Review the high frequency words that have already been introduced. Ask the children to locate *is*, *on*, *the*, *he*, *up*, *and*, *we* and *like* on this page.

Invite the children to say what Santana is doing in this picture. Where is his friend?

Santana likes playing on the slide.
He goes down, down, down
on the slide.



Continue the comparison of the playgrounds by analysing the photo. Does the children's playground have a slide? Is it like this slide? Add the information to the chart.

Write *play*, *plays* and *playing* on the board. Ask the children to read the words. Point out the *s* and *ing* endings.



Ask the children to discuss what Santana and the storyteller are doing in this photo. What game are they playing?



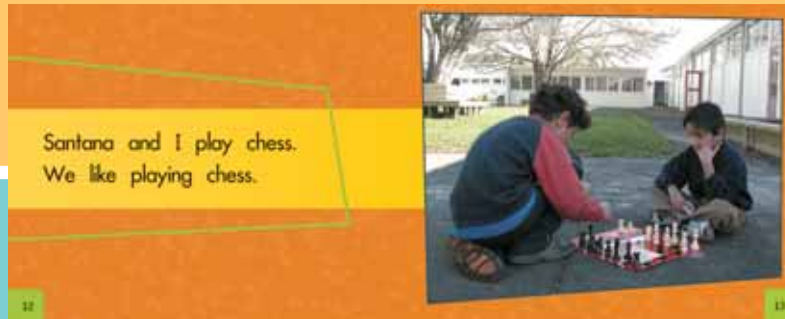
Continue the comparison of playgrounds. Do the children have an area like this to play soccer? Add the information to the chart.



Ask the children to locate *plays* and *playing* on this page.



Discuss this picture with the children. What are the boys doing? Do the children know the name of this game? Can any of them play chess?



Extend the children's analysis of the photos to include the school buildings. How are these buildings the same/different from the buildings at their school?

Ask the children to discuss this photo. What are the boys doing now? What are they learning?



Ask the children to compare the things that the storyteller and Santana do with the things that they do. What is the same? What is different? Do the children think that there is anything Santana can do that they can't? Are there things they can do that Santana can't?

Have the children discuss this photo. What are Santana and the storyteller doing now?

Ask the children to return to the beginning of the book and read it independently. Remind them that their reading has to make sense and look right. Remind them to go back to the beginning of the sentence and try again if they get stuck.



Ask the children why they think the author chose to write this book. What other things could she have said that the storyteller and Santana did together?

Discuss with the children how they can use the information in this book. How will it help them if they meet someone who is deaf?

4 f Santana

Name _____

Write the correct word to complete each sentence.

Read the completed sentences to a friend.

Santana likes _____ in the sandpit.

Santana _____ ball with me.

Santana and I _____ on the computer.

Santana likes _____ on the slide.

Santana and I _____ chess.

We like _____ chess.

4 f Santana

Name _____

1. Read and draw.

Santana plays ball with me.



2. Draw and write.

Draw Santana playing with his friend.



Write a sentence to say what they are doing.



Level 4 Book g

Lucy's Loose Tooth



Written by Su Ling Ng
Illustrated by Marjory Gardner

Level	4
Word Count	88
Text Type	Narrative
High Frequency	out
Word/s Introduced	



The Park Train

At the Zoo

Molly Monsters
Party

Big Things

The Tennis Match

Santana

Lucy's Loose Tooth

The Fishing Trip

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.

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)

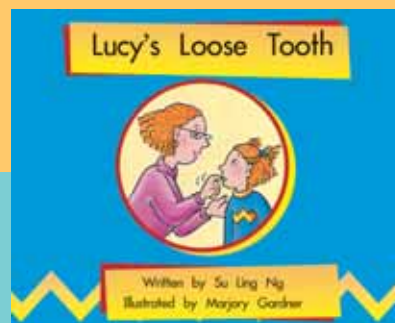
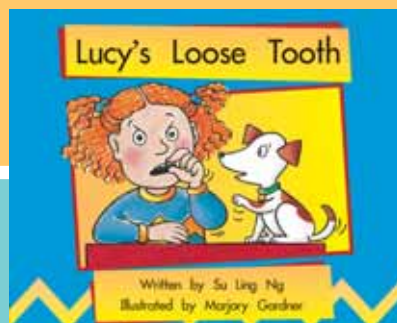


This symbol relates to use (text user)

Cover & Title Page



Discuss with the children when they had a loose tooth. How did they first know it was loose? What did they do? How long did it take to come out? What happened to it after it was out? Tell them that this is a story about Lucy's loose tooth. Ask them to read the title on the cover and the title page.



Discuss the book with the children. What did they like about the story? Did they predict that Dad would pull the tooth out? Who did Lucy talk to before she talked to Dad?



Ask the children to comment on their reading. Did it make sense and look right? What did they do if they got stuck? Praise any appropriate behaviour you noticed as they were reading.



Ask the children to predict who Lucy is talking to. What is she saying? What is her mum saying to her?



After the children have said that Lucy's mum is telling her to wiggle the tooth, ask them to say what *wiggle* will start with. Have them find the word *wiggle* on the page.



Ask the children to analyse this picture. Did the illustration help them know that this was Lucy's mother?



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



Ask the children to look at the picture and say what Lucy is doing. Is this what her mum told her to do? Is this what they do?



Write *wiggle* and *wiggled* on the board. Point out the different endings. Ask the children to read the two words. Write *wiggles* on the board. Point out what is the same and the ending, and then ask the children to read the word. Write *wiggling* on the board. Point out what is the same and the ending, then ask the children if they can read this new word.

Discuss this picture with the children. Who do they think Lucy is talking to now? What will this person say to Lucy?



Ask the children to discuss why they think Mum and Gran didn't pull Lucy's tooth out. Why did they tell Lucy to wiggle it?

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

Ask the children to look closely at this picture. How is Lucy wiggling her tooth now? Have the children ever wiggled a loose tooth like that?



Ask the children to look back through the pictures and then say whether this story is taking place on the same day or not. How do they know?

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

BEFORE READING 10/11

Discuss this picture with the children. Who is this? What will Lucy say to him?



Ask the children to analyse this picture. What do they think Dad does for a job? Does the picture give them good clues?

Write *loose* and *Lucy* on the board. Ask the children what is the same about the two words. Have them suggest other things that start with / that Lucy could own, for example, Lucy's locket.

AFTER READING

The Park Train

At the Zoo

Molly Monsters Party

Big Things

BEFORE READING 12/13

Ask the children what they think Dad is saying to Lucy. Is he telling her to wiggle the tooth or is he saying something else?



Ask the children to discuss this situation more fully. Why do they think Dad was the one who decided to pull the tooth out? Why didn't he tell Lucy to wiggle it like Mum and Gran did?

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

AFTER READING

The Tennis Match

Santana

Lucy's Loose Tooth

The Fishing Trip

Ask the children what Dad is doing now. Is he going to pull the tooth out? What do the children think the next page of the book will say?



Ask the children to draw on their own experiences to discuss how Lucy would be feeling as Dad pulls at her tooth. How did they feel? How is Lucy feeling?

Have the children say if their predictions were correct. Did they say that the tooth would come out?

Ask the children to return to the beginning of the book and read it independently. Remind them that their reading needs to make sense and look right. Ask them what they will do if they get stuck.



Ask the children to discuss who the characters were in the book. What was the problem that Lucy had? How did she try to solve her problem? How did the story end?

Have the children discuss what they think will happen next. Why do they think the author ended the story here?

4 g Lucy's Loose Tooth **Name** _____

1. Write the correct endings on the words.

Lucy wiggl _ _ and wiggl _ _ her tooth.

Lucy is wiggl _ _ _ her tooth.

Dad wiggle _ Lucy's tooth.

2. Read and draw.

Lucy is wiggling her tooth.



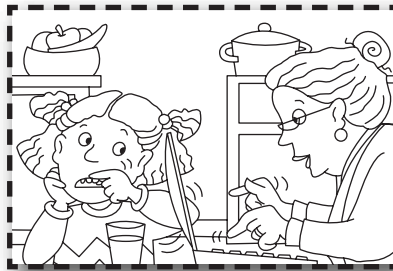
4 g Lucy's Loose Tooth

Name _____

Cut out the pictures. Cut out the sentences.

Match the pictures to the sentences.

Put the sentences and the pictures in the right order.



"My tooth is loose," Lucy said to Dad.

Dad wiggled Lucy's tooth.

"My tooth is loose," Lucy said to Gran.

The tooth came out.

"My tooth is loose," Lucy said to Mum.



Level 4 Book h

The Fishing Trip

Written by Greg Banks
Illustrated by John Ewing

Level	4
Word Count	89
Text Type	Narrative
High Frequency	little
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.

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



This symbol relates to comprehension (meaning maker)



This symbol relates to decoding (code breaker)



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

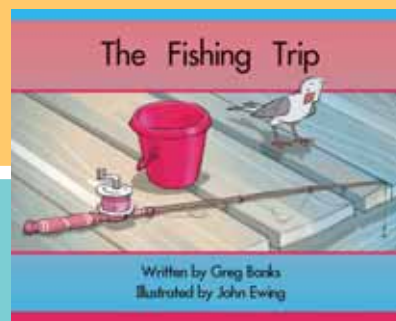


This symbol relates to use (text user)

Cover & Title Page



Ask the children to look at the cover and the title page and say what they think this story is about. Invite them to share any personal experiences of going fishing.



Invite the children to respond to the book. Which part did they like the best? Ask them to name the characters. Ask them to say where the story was set.



Discuss the children's reading strategies with them. Did they remember to check that what they were reading looked right and made sense?

Ask the children to look at the picture and say where it is that Paul and Josie have gone fishing. What equipment have they taken with them?

Tell the children that the people in this story are called Paul and Josie. Ask them what each of the names starts with and then have them locate *Paul* and *Josie* on this page.



Ask the children to analyse the picture in more depth. Invite them to describe what they can see. Ask them how the picture tells them where the story is set. What could be another setting for this story? What would be a good setting for a person in a wheelchair?

Discuss this picture with the children. What do they think Paul might be saying?



Invite the children to suggest reasons that would lead Paul to say, *The fish will be here*. How did he know? Do the children think that Paul has fished there before?

Ask the children to say what Paul is doing now. Do they know what bait is? What is Paul using for bait?

Paul put a little fish on the hook.
"This will get a fish," he said.



Ask the children why Paul said that the little fish on his hook would catch a fish.

Ask the children to find *little* on this page.

Discuss this picture with the children. What is happening in this picture? Is Josie going to bait her hook?

Josie put a little fish on her hook.
"This will get a big fish," she said.



Ask the children why Josie said that the little fish on her hook would catch a big fish. Did she already think that she was going to catch a bigger fish than Paul?

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

BEFORE READING 10/11

Talk with the children about this picture. What is happening? Where are the fish? Have Paul and Josie come to the right place to fish?



Discuss with the children how long they think Paul and Josie have been fishing. How has the author given the impression that they have been fishing for a long time?

Write *fish*, *fished* and *fishing* on the board. Ask the children to comment on what is the same and what is different. Invite them to read the three words.

BEFORE READING 12/13

Discuss this picture with the children. What has happened? How big is Paul's fish? Will Josie catch a fish, too?



Invite the children to discuss Paul's feelings. Have them suggest some words to describe how it feels to catch a fish. Ask them what Josie is thinking.

Ask the children to find *little* on this page.

AFTER READING

Ask the children to look at this picture. Did they predict that Josie would catch a fish? Will the fish be as big as Paul's?



Ask the children to look closely at the picture. What part of the picture gives them information about the size of the fish that Josie caught?

Write *A fish! A fish!* on the board. Talk to the children about the purpose of exclamation marks.

Have the children talk about this picture. Did they predict that Josie's fish would be bigger than Paul's?

Ask the children to return to the beginning of the book and read the story independently. Remind them that their reading has to make sense and look right.



Ask the children what they now know about fishing that they did not know before. Was this a good place for a person in a wheelchair to go fishing?

Ask the children how they could use the information in this book if they were telling someone who was in a wheelchair about where to go fishing.

4 h The Fishing Trip

Name _____

1. Use the following words to complete the sentences.

fished fishing fish

Paul and Josie went _____.

They _____ and _____.

Paul's _____ was a little _____.

Josie's _____ was a big _____.

2. Read and draw.

Paul put a little fish on the hook.



4 h The Fishing Trip

Name _____

1. Practise writing these words.

and _____

went _____

we _____

will _____

here _____

the _____

on _____

this _____

get _____

big _____

have _____

little _____

2. Read the words you have written.