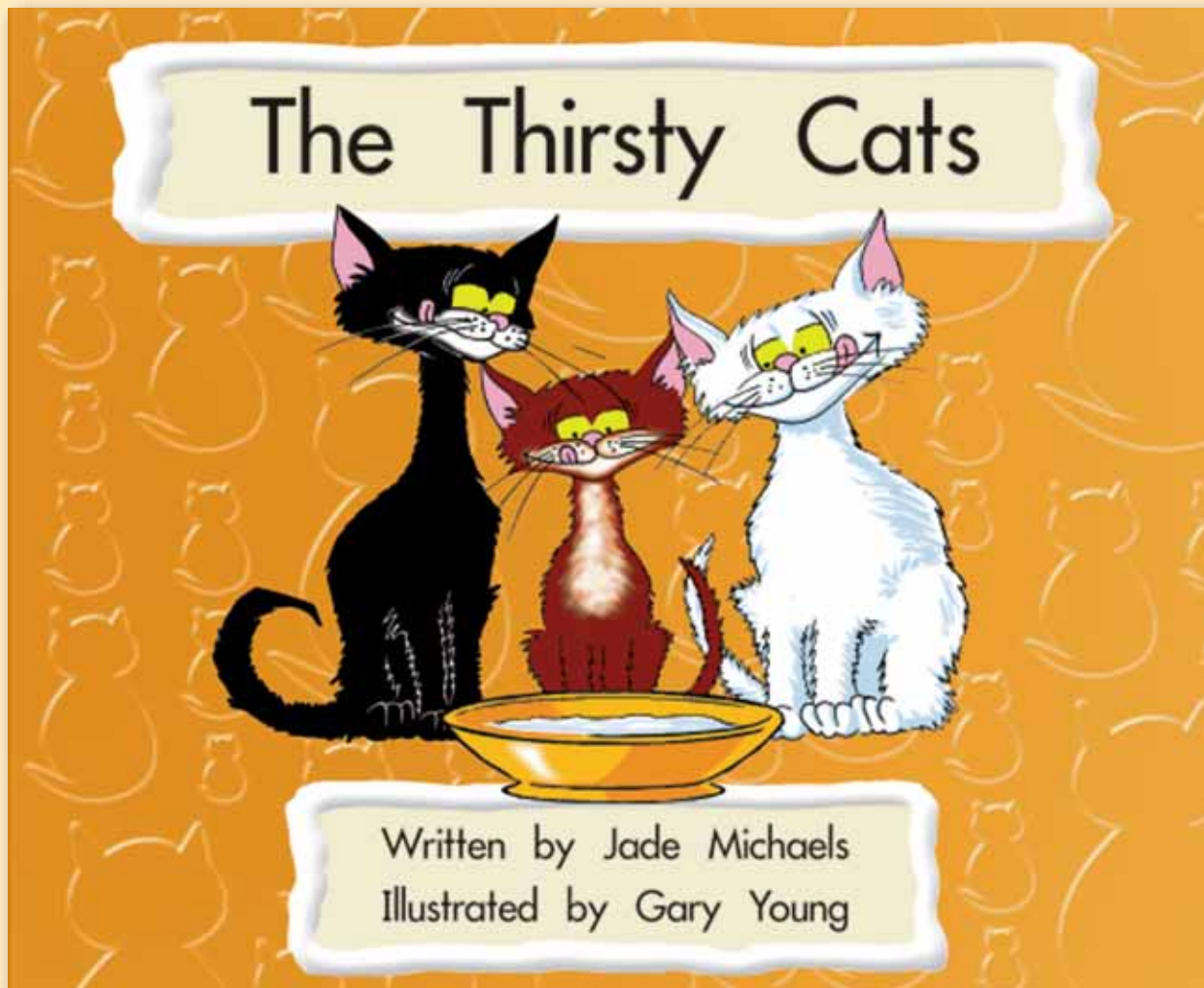




Level 5 Book a



Level	5
Word Count	98
Text Type	Narrative
High Frequency Word/s Introduced	

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This symbol relates to decoding (code breaker)



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

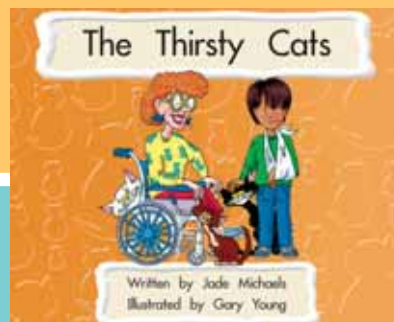
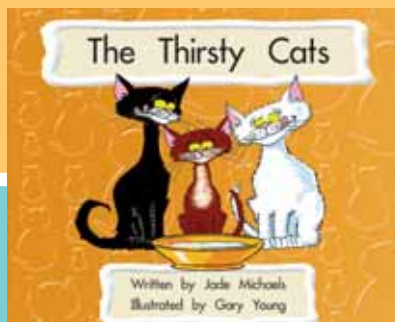


This symbol relates to use (text user)

Cover & Title Page



Ask the children to look at the cover and the title page and suggest what this book is about. Can they read the title? Discuss with the children what cats drink.



Invite the children to respond to this story. What did they like about it? Which cat did they like best? What did the cats want? What did Mrs Kitcat say to them?



Comment on the appropriate reading behaviours that you observed as the children read independently. Ask the children if they remembered to reread if they needed to.

Ask the children to look at the picture and describe the cat. What does it look like? What colour is it? What is it doing? What has it jumped onto? What is it saying?



Discuss the text type of this book with the children. Ask them who the characters are and where the story is set. Ask them to use the picture to check on what they are saying.

Write *jump*, *jumps*, *jumping*, and *jumped* on the board. Have the children read each word. Ask for a volunteer to come and circle the part of each word that is the same.

Invite the children to look at this picture and discuss the black cat, what it looks like, what it has done, and what it could be saying.



Continue the discussion of the narrative text type. Who in this story has a problem? What is that problem? Have the children identified all the characters? Which new character was introduced on this page?



Discuss this picture with the children. Ask them what sounds cats make.



Ask the children what *meow* starts with. Then ask them to find *meow* on the page.



Ask the children to comment on why the author had the brown cat say *meow* instead of *I'm thirsty*? Was the brown cat thirsty?



Write the words *Mrs Kitcat* on the board. Explain that this is the cat owner's name. Ask the children to look at the word *Kitcat* and identify the parts that they know. Help them read *Kitcat*.



Discuss this picture with the children. Is Mrs Kitcat happy with the cats? Are they good cats or naughty cats? What is she saying to them?



Write *cat* and *cats* on the board. Talk about plurals with the children. Write *dog* on the board. Ask the children what the plural of *dog* would be. Ask them to supply other words and their plurals. List them on the board. Point out the final *s* on each plural word.



Have the children share their personal experiences of naughty cats. What naughty things do cats do?

BEFORE READING 10/11

Ask the children to comment on this picture. What is happening? Where are the cats going?



Discuss with the children why Sam was the one to go and get the cats some milk. Why didn't Mrs Kitcat go?

AFTER READING

BEFORE READING 12/13

Invite the children to look at this picture and predict what the white cat is saying.



Invite the children to talk more about Sam's injury. What is it? How do they think he got it? How difficult is it for Sam to pour out the milk with one arm in a sling?

AFTER READING



Ask the children if they think the black cat is saying the same as the white cat. What do they think the brown cat will say?



Ask the children to check back with the picture. Which cat do they think is the thirstiest? How do they know that?



Ask the children to look at the picture. Does the brown cat look happy?



Ask the children to return to the beginning of the book and read it independently. Demonstrate how to go back to the beginning of the sentence and reread if they cannot work out a word or if they think they have made a mistake.

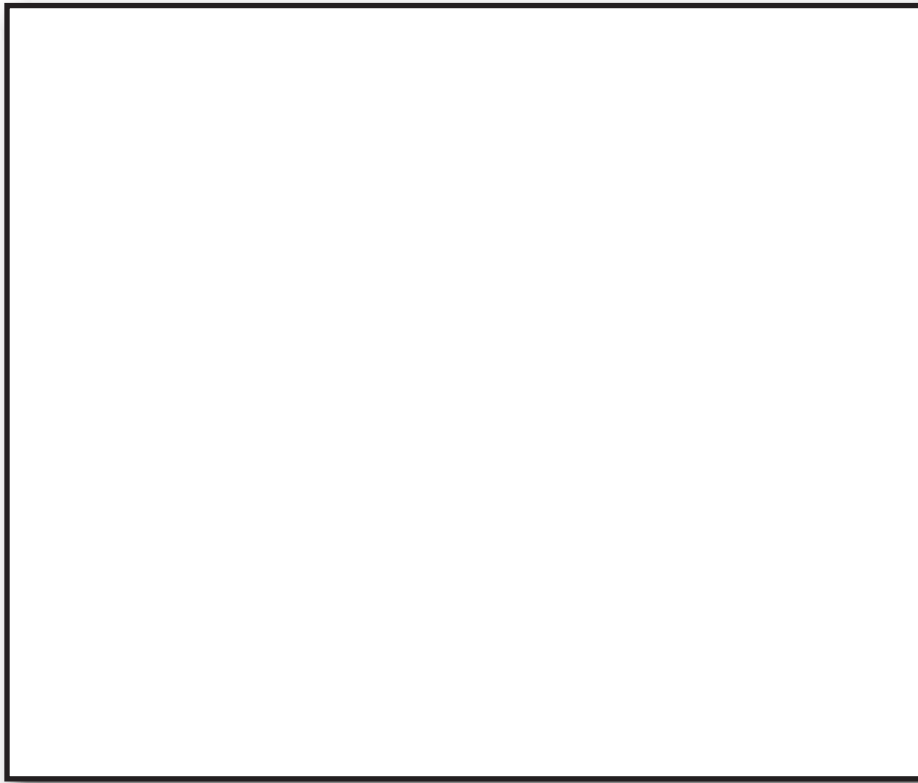


Discuss cats in more detail. When do they meow? When do they purr? What other things do cats do to show that they are happy? What do cats do when they are angry?

5 a The Thirsty Cats

Name _____

1. Draw your favourite part.



2. Complete the sentence to go with your picture.

I liked the part when

5 a The Thirsty Cats

Name _____

Add the correct endings. Read the sentences.

Draw what each sentence says.

The black cat jump__ onto the chair.

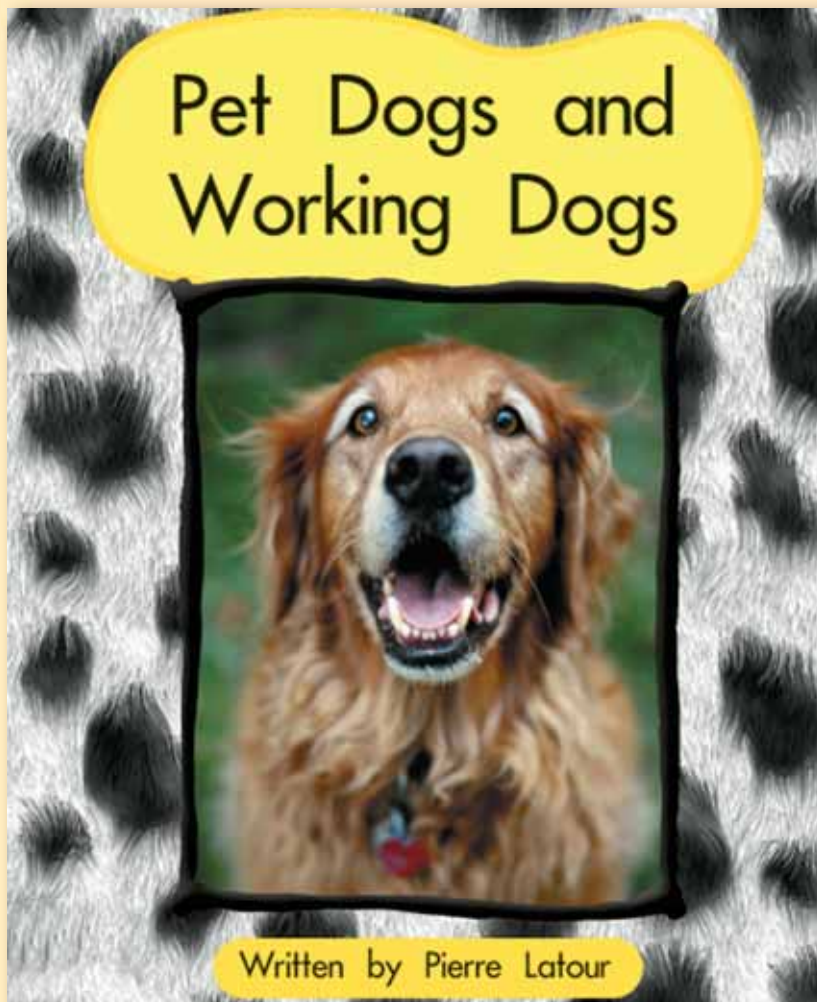


The white cat is jump_____ onto the chair.





Level 5 Book 6



Level	5
Word Count	99
Text Type	Factual description
High Frequency	some
Word/s Introduced	

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This symbol relates to decoding (code breaker)



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

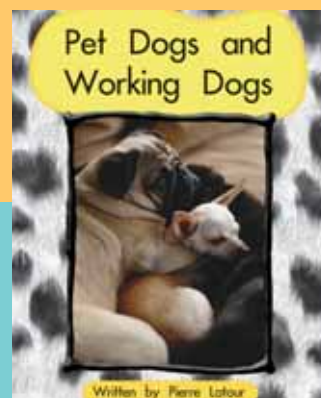
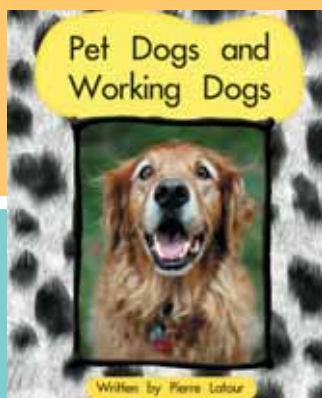


This symbol relates to use (text user)

Cover & Title Page



Read the title to the children and have them discuss pet and working dogs. List the types of working dogs that they know on the board.

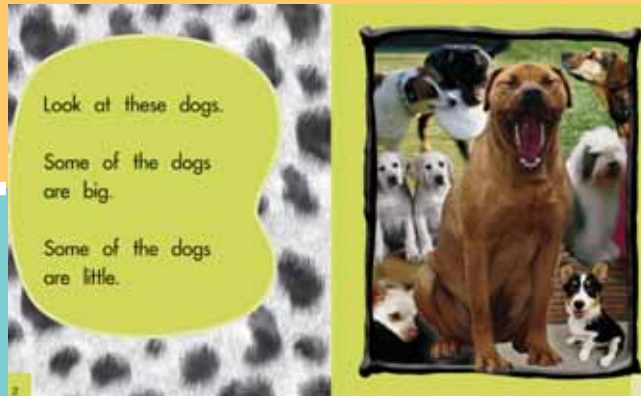


Ask the children to respond to the book. What new information did they learn about working dogs. Refer to the list they made before they started reading. Compare what they now know to the list.



Discuss the children's reading strategies. Praise any appropriate use of strategies you observed as they read.

Invite the children to discuss this page. What can they say about the size and colour of the dogs? Can they name any breeds?



Ask the children to look ahead through the photos again. Ask them to see if they can see any dogs in future photos that are in this photo. Discuss the breed and what it is used for.

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

Ask the children to discuss this picture and suggest whether these are pet or working dogs. Have them justify their response.



Discuss pet dogs such as these poodles with the children. What do they think would be involved in looking after pet dogs like these? What sorts of things would the owner have to do?

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



Invite the children to talk about this dog. Is it a pet or a working dog? Where does it live? Who looks after it?



Ask the children if they were right in what they said about this dog before they read the book. Did they say it was a pet? Did they say that the man would look after it?



Invite the children to apply what they said about caring for the poodles to this man and this dog. What would be the same? What would be different?



Discuss this photo with the children. Are these pet dogs or working dogs? How do they know? Where would working dogs live?



Discuss the photo more fully with the children. What can they see? What are the people doing? Why have the dogs got coats on? What does the red cross stand for? What does this photo tell them about these working dogs?



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

BEFORE READING 10/11

Have the children talk about these dogs. Are they working dogs? What work do they do? Where do they live? Who do they help?



These dogs live outside.
They help this man.
This man is a farmer.



AFTER READING

Revisit this photo with the children. Did they predict that these were farm dogs? Did they know that farm dogs are usually outside dogs rather than pets that live inside? Can they say why this would be so?

BEFORE READING 12/13

Invite the children to discuss this dog. Where does it live? What does it do? Is it a pet or a working dog?



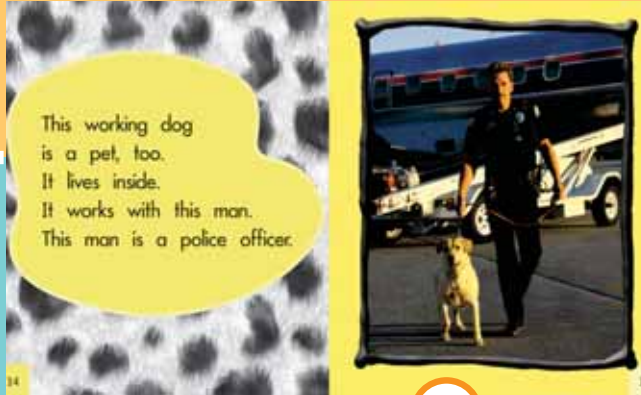
This dog is a working dog
and a pet.
It lives inside.
It looks after this man.



AFTER READING

Discuss with the children if they predicted that dogs could be both pets and working dogs. Talk with them about seeing-eye dogs. Why would this dog have to be a pet as well as a working dog? Why would it have to live inside?

Discuss with the children what they know about police dogs. What sort of work do they do? Where do they live? Who do they help?



Ask the children to use the information that they got from the previous page to say why a police dog would have to be a pet like a seeing-eye dog.

Discuss with the children why they think police dogs would live inside but farm dogs would live outside.

Discuss the index with the children. Ask them to find *pet(s)*. Have them say on which pages they would find information about pets.

Remind the children that they are now going to read the book independently. Discuss with them the strategies they will use to help them as they read.

Index	
farmer	10
pet(s)	4, 6, 12, 14
police officer	14
working dog(s)	8, 12, 14

Discuss with the children what other information the author could have included about either pet dogs or working dogs.

Invite the children to discuss how they can use the information that they have learned from reading this book.

5 b Pet Dogs and Working Dogs

Name _____

Use these words to complete the sentences:

working big inside little outside

Some dogs are _____.

Some dogs are _____.

Pet dogs can live _____.

Working dogs can live _____.

This _____ dog is a pet.

**5 b Pet Dogs and
Working Dogs**

Name _____

Read the sentences. Answer **Yes** or **No**.

Some dogs are working dogs. _____

Some dogs are working dogs and
pets. _____

Farm dogs live inside. _____

Police dogs live outside. _____

A man looks after a dog. _____

A dog looks after a man. _____



Level 5 Book c

This Little Critter



Written by Greg Banks

Level	5
Word Count	98
Text Type	Information report
High Frequency Word/s Introduced	

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This symbol relates to decoding (code breaker)



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



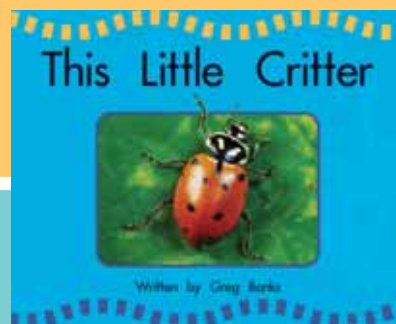
This symbol relates to use (text user)

BEFORE READING

Cover & Title Page



Ask the children to look at the cover and title page and suggest what they will learn from reading this book. Read the title to them and discuss the meaning of *critter*.



AFTER READING



Invite the children to respond to the book. What new information did they learn? Which critters had they heard of before? Which ones were new to them?



Discuss the children's reading strategies. Ask them to reiterate how they used the coloured text to help them read. Ask what else they were able to use.

BEFORE READING

2/3

Invite the children to look at this photo. What is the name of this critter? Invite them to describe what they can see. What colour are its legs?



Discuss with the children how they can use photos to find out more than the text tells them. What did they learn from this photo that is not in the text?

Write *fly* on the board. Say the word slowly so that the children can hear the sounds made by *f* and *l*. Write *flower* on the board. Ask the children to listen as you say *flower* slowly. Ask them what is the same about the two words.

AFTER READING

BEFORE READING

4/5

Have the children discuss this photo. What is the critter? What do they know about bees? What colours can they see?



Discuss the text with the children. Ask them why they think one word is printed in yellow. How can they use the colour of the word to help them with their reading?

Invite the children to say why they think the author talks about critters. What other word could the author have used instead of *critter*?

Write the word *black* on the board. Read it slowly, asking the children to listen for the sounds made by *b* and *l*. Write *blue* on the board. Say it slowly. Ask the children to supply other words that start with *bl*.

AFTER READING



Discuss this critter with the children. What can they see? What is unusual about this critter? How many legs do they think it has? Do they know its name?



Explain the word *centipede* to the children. Tell them that it comes from the Latin *centum*, meaning 100, and *ped*, meaning *foot*. Centipede means 100 feet.



Continue the discussion about centipedes. Ask the children what else they would like to know about centipedes. Where could they find out more?



Discuss this photo with the children. What can they see? What is the name of this critter? What colour is it?



Continue the discussion about slugs. Have the children share what they know about slugs. How are slugs and snails the same? How are they different?



Have the children look at the text. Invite them to read the coloured text. Does the colour help?

BEFORE READING 10/11

Discuss this photo with the children. As this insect may be unfamiliar to most children, tell them its name.

Ask the children to use the information in the coloured type to help them read the slater's colour.



Talk more with the children about slaters. What else can they see in the picture? How big are slaters? Where would they find a slater?

Write *slug* and *slater* on the board. Ask the children to read the two words. Ask them what is the same about them. Invite volunteers to supply other words that start with *sl*.

The Thirsty Cats

Pet Dogs and Working Dogs

This Little Critter

To the Space Station

AFTER READING

BEFORE READING 12/13

Have the children discuss this photo. What is the critter called? What do they already know about ladybirds?

Invite the children to use the information in the text and the picture to talk about the colour of the ladybird.



Invite the children to analyze the photo in greater depth. How many legs has a ladybird? Does it have the same number of legs as a bee? What else is the same/different about ladybirds and bees?

Big Greg. the Firefighter

Trent and Grace Make a Home

Wally Wombat Goes to the City

Look in the Tree

AFTER READING

Invite the children to talk about this photo. What can they see? What is the name of the critter?

Ask the children to look at the text and share with the group what they know can help them as they read.



Invite the children to talk more about butterflies. What colour butterflies have they seen? How are they the same/different to this one? Do they know the life cycle of a butterfly?

Ask the children to read the glossary, pointing to each word as they read.

Ask the children to return to the beginning of the book. Remind them to use the information in the pictures and in the text to help them read.



Invite the children to share what new things they learned from this book. What could they now tell other people about little critters?

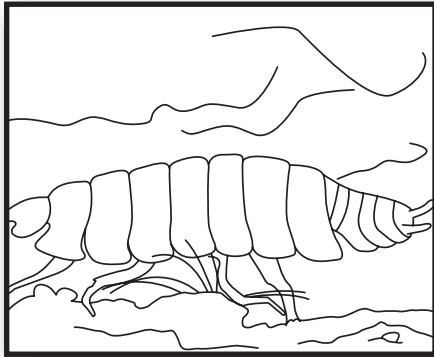
5 c This Little Critter

Name _____

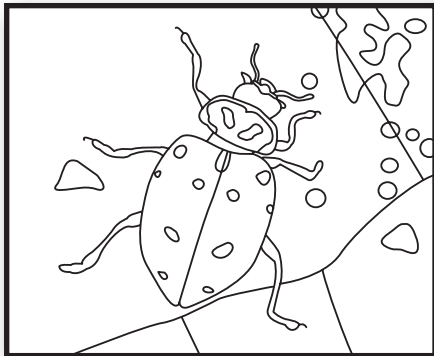
Colour in the critters.

Finish the sentences using these words:

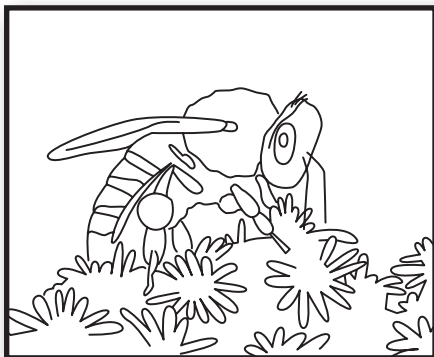
grey yellow red



Can you see _____?



Can you see _____?



Can you see _____?

5 c This Little Critter

Name _____

Draw a red circle around the words that start with the same two letters as *fly*.

Draw a blue circle around the words that start with the same two letters as *black*.

Draw a yellow circle around the words that start with the same two letters as *slug*.

slater

sun

bean

slip

brown

flower

blue

flop

slap

blanket

stop

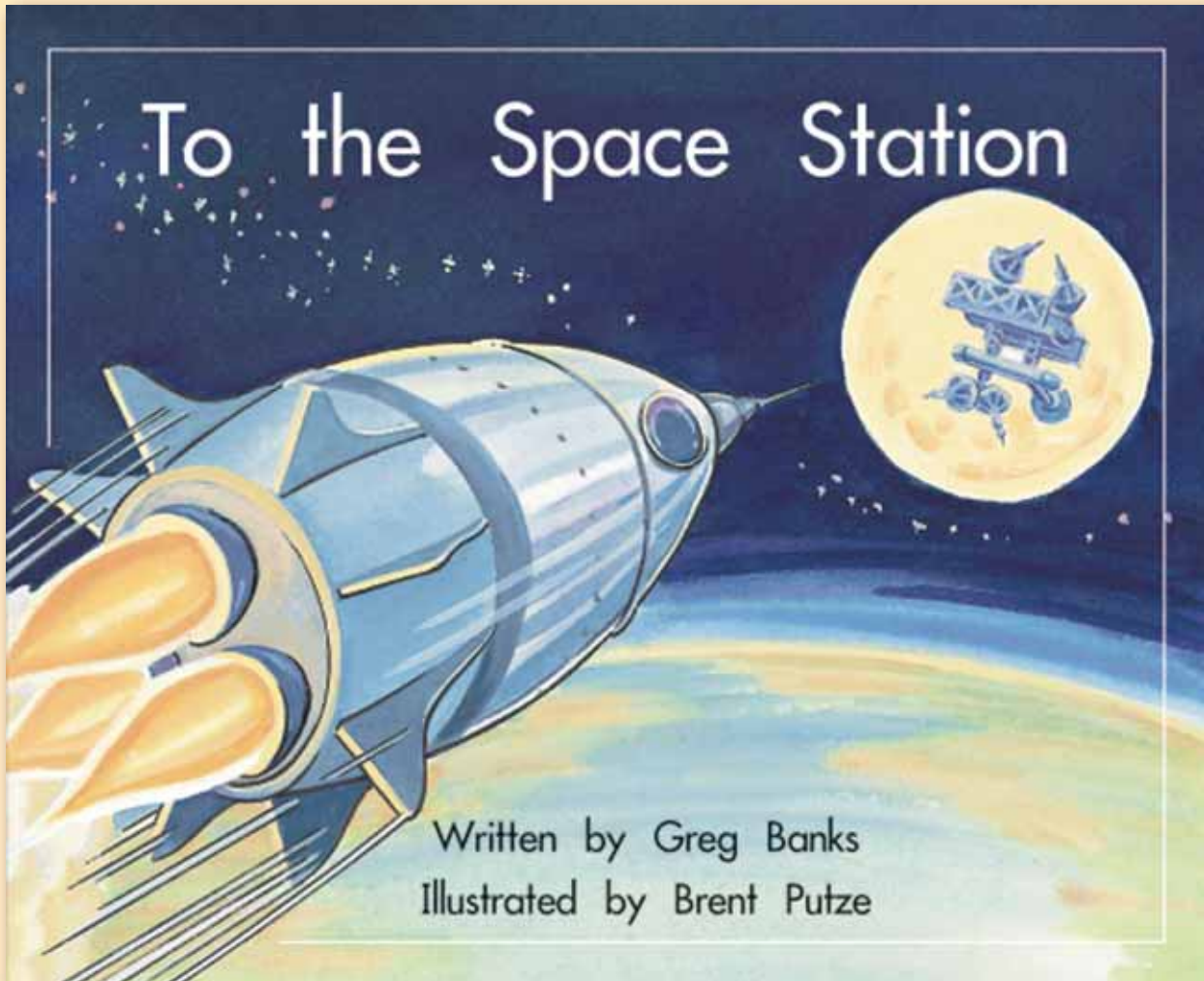
book

blob

fun



Level 5 Book d



Level	5
Word Count	89
Text Type	Narrative
High Frequency	too
Word/s Introduced	

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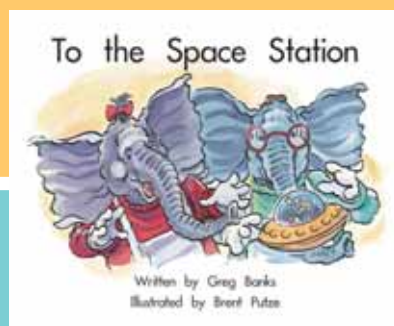


This symbol relates to use (text user)

Cover & Title Page



Ask the children to look at the cover and title page and suggest what the story is about. Can they name the animals that are in the story? Tell them that the elephants are called Jane and Cade. Read the title to the children.



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



Invite the children to reflect on their reading strategies. Did they remember that their reading always had to make sense and look right?

Invite the children to discuss what is happening in this picture. What might the elephants be saying to Mouse?



Talk to the children about the text type of this book. Explain that it is a narrative, so it tells a story. Explain that narratives such as this one have characters. Ask the children to name the characters.

Invite the children to talk about what Mouse may say to the elephants. Will Jane and Cade be able to go to the space station with Mouse? Why or why not?



Continue the discussion about narratives. Explain that one or more of the characters in a narrative has a problem that they need to solve. Invite the children to say what the problem is in this story and which character or characters has it.

Write *to* and *too* on the board. Read the words to the children. Explain the difference in usage. Ask the children to locate *too* on this page.



Continue discussing with the children the relative sizes of the elephants and Mouse's spaceship. Invite the children to predict what Cade may be saying.



Invite the children to locate *too* on this page.



Ask the children to read this page again. Then have them discuss the problem in more depth. What is Cade suggesting?



Ask the children to think about how the conversation will continue. What will Jane and Cade want Mouse to do?



Have the children discuss how Jane thinks the problem can be solved. Is Jane right? Is this one way to solve the problem?



Write *spaceship* on the board. Read *spaceship* to the children. Invite a volunteer to say which two little words make up *spaceship*. Ask another volunteer to draw a line between the two words.

Invite the children to talk about what Mouse might say. Would Mouse need a bigger spaceship? Why or why not?

Write *cannot* on the board. Ask the children to read *cannot*. Ask them which two little words make up *cannot*. Invite a volunteer to draw a line between *can* and *not*.



Continue discussing the possible solutions to the problem. What are some other possible solutions that the elephants could have suggested?

Talk to the children about the new character who has now entered the story. Invite them to look at the picture and predict what she will be saying. What does she have?

Tell the children that the new character in the story is called Kate. Ask them to say what *Kate* starts with and then find the word *Kate* on the page.



Ask the children to retell what happened on this page. Is this the way the problem will finally be solved?

Discuss this picture with the children. What has happened now? Where are Kate, Jane, and Cade? Where are they going?



Talk to the children about the setting in narratives. Have the children review the pictures in the book and then say where the story is set. What information in the text and in the pictures tells them this?

Have the children look at this picture. Were they right with their predictions about where Kate, Cade, and Jane are going?

Ask the children to return to the beginning of the story. Remind them to think about the story and look at the words as they read. Remind them that what they read has to make sense.



Ask the children to recount what they know about narratives. Can they name the characters, setting, problem, and solution in this story?

Invite the children to suggest another ending for the book. What are some other ways the author could have resolved Jane and Cade's problem?

5 d To the Space Station **Name** _____

Draw a picture to show where the story was set.

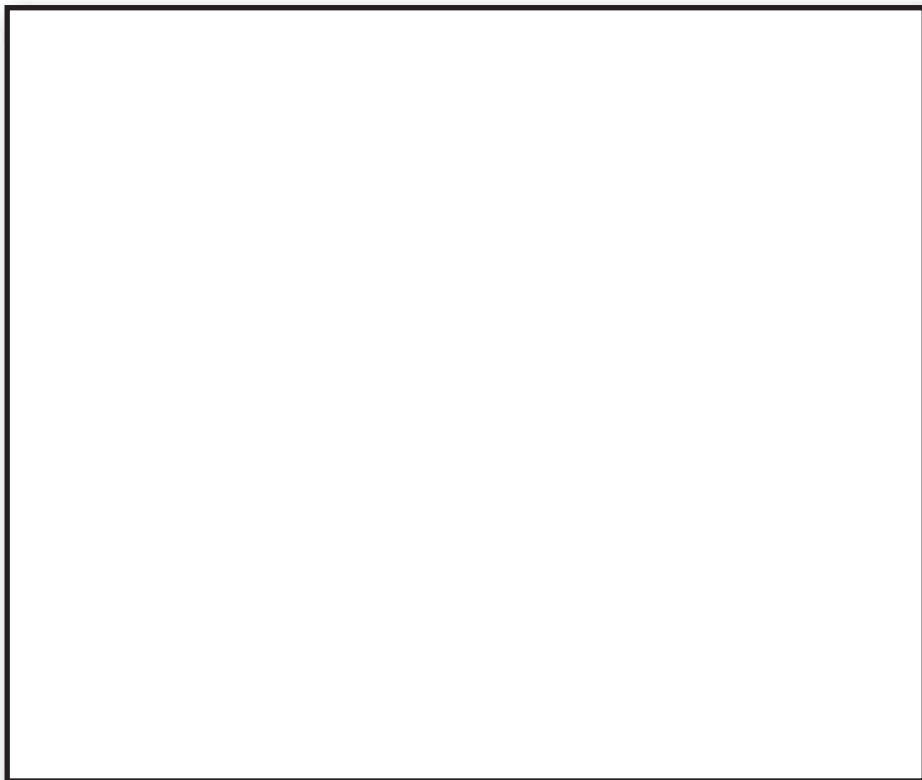
Read the sentences to help you.

Make sure you draw the things that are underlined.

Can we go to the space station?

You are too big for my little spaceship.

I have a big rocket.



5 d To the Space Station Name _____

Use **too** or **to** to complete the sentences.

“Can we go _____ the space station?”

Jane said to Mouse.

“We are not _____ big,” said Cade.

“The spaceship is _____ little.

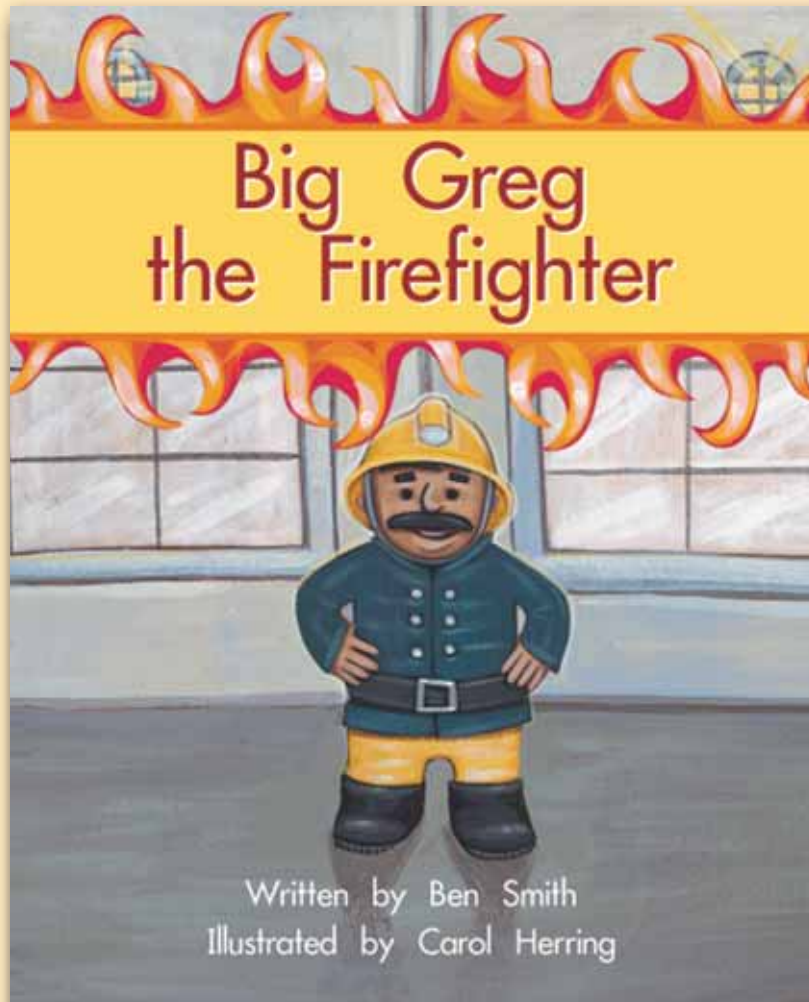
“You are not _____ big for my rocket,”
said Kate.

They went up, up, up,
_____ the big space station.



Level 5

Book e



Level	5
Word Count	100
Text Type	Literary recount
High Frequency	got, his
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

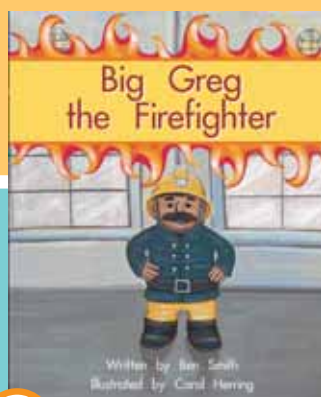
Cover & Title Page



Invite the children to look at the cover and title page and make predictions as to what this story is about.



Encourage the children to use their knowledge of familiar words and letters, as well as the pictures, to help them read the title.



Invite the children to respond to the text. Have them retell the story in their own words.



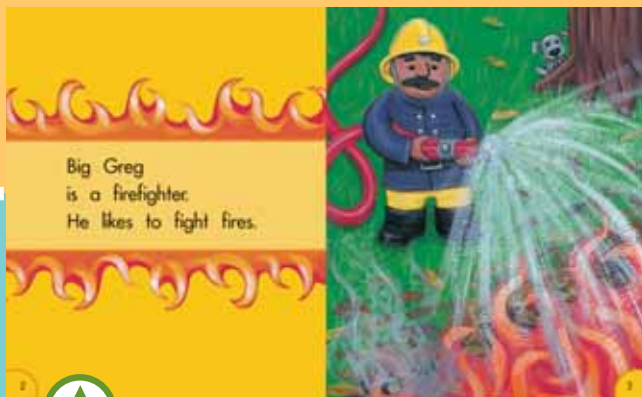
Did the children have to employ any strategies to help them read the text? Praise them for their use of strategies.

AFTER READING

BEFORE READING

2/3

Invite the children to talk about this picture. Who is Big Greg and what does he like to do?



Write the word *firefighter* on the board. Ask the children to find the word on this page and read the sentence that it is in. Have them identify the two little words in *firefighter*. Now have them find *fight* and *fires* on the page. Discuss the three words.

BEFORE READING

4/5

Discuss with the children what would cause Big Greg to be running. Ask them to look at his clothes. Are these his firefighting clothes?



Talk to the children about the setting of a story. Tell them that as well as seeing a setting, you can also hear things. Discuss with them what Big Greg can hear in this part of the story.

Ask the children to identify the words that make the sound Big Greg can hear. What other sounds could the fire siren make?

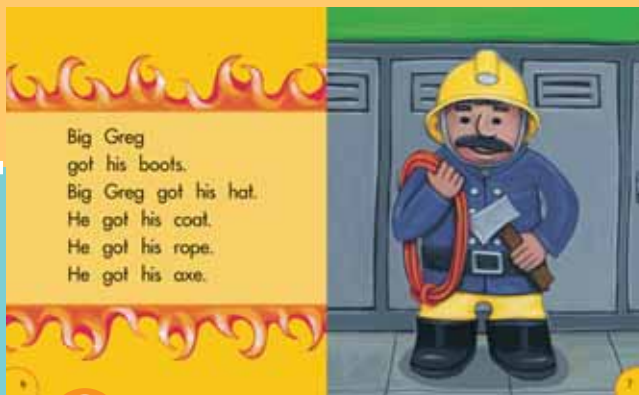
AFTER READING



Invite the children to talk about the special clothes that firefighters wear. Have them use the picture to help with their suggestions.



Ask the children to locate *got* and *his* on this page.



Invite the children to discuss more fully a firefighter's clothes. Have any of them ever seen a firefighter up close? What special qualities do firefighters' clothes have to have?



Ask the children to talk about what they can see in this picture. What is Big Greg doing? Where has he come from? Where is he going?

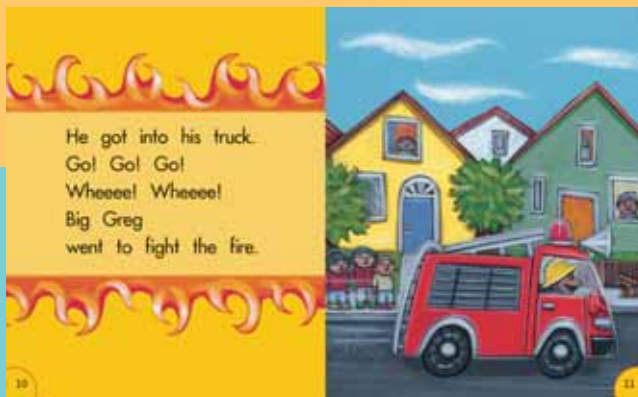


Write *Greg* on the board. Have the children say the sound that the consonant blend *gr* makes. Ask them to supply other words that start with *gr*. Prompt if necessary, for example, *I'm thinking of a colour. It starts with gr ...*

BEFORE READING 10/11

AFTER READING

Ask the children to comment on this picture. What do they think is happening now? Can they imagine the noise that accompanies Big Greg's fire truck?



Continue the discussion of the setting. Ask the children to describe what they could see and hear if they were Big Greg.

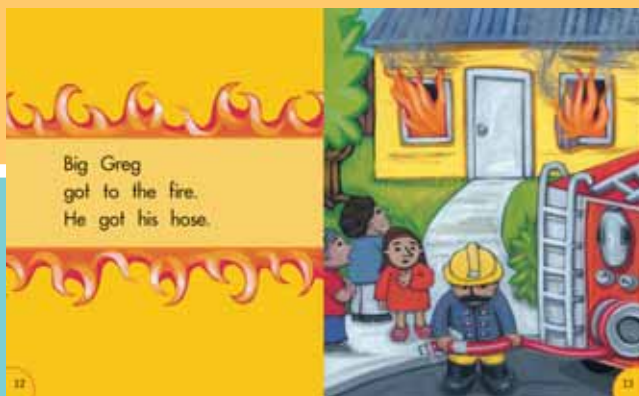
Ask the children to find *got* and *his* on this page.

BEFORE READING 12/13

AFTER READING

Invite the children to talk about this picture. What is happening? What is Big Greg doing? What will happen next?

Ask the children to locate *got* and *his* on this page.



Continue the discussion on the setting. Tell the children that as well as seeing and hearing things in a setting, you can also smell them. Ask the children to discuss what they can see, hear, and smell as they look at this picture.

The Thirsty Cats

Pet Dogs and Working Dogs

This Little Critter

To the Space Station

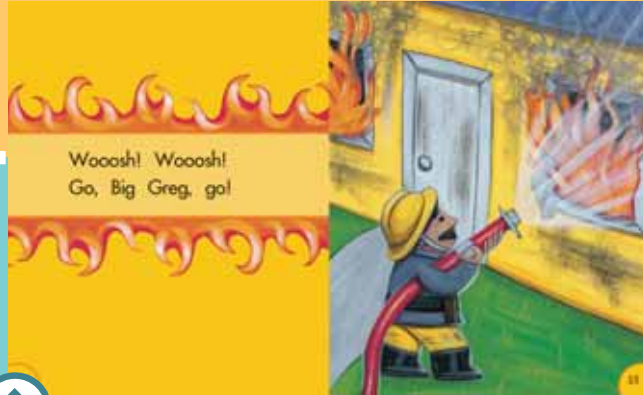
Big Greg, the Firefighter

Trent and Grace Make a Home

Wally Wombat Goes to the City

Look in the Tree

Continue the discussion about what Big Greg is doing. Can the children imagine the noise that the water will be making? Will Big Greg put the fire out?



Add another feature of settings for the children. Tell them that you can also touch or feel things in a setting. Ask them to discuss how the water would feel. How would the flames feel if Big Greg touched them?

Ask the children to comment on how the story ends. Is the fire out? Where is Big Greg going now?

Ask the children to return to the beginning of the book. Remind them to look at the words as well as the pictures as they read.



Discuss with the children how understanding more about a setting can add to their understanding of the story. Have them say what they learned by thinking about the setting.

5 e Big Greg the Firefighter

Name _____

Write a word in each gap to complete the story.

Then read the story.

Big _ _ _ _ is a firefighter.

He _ _ _ his hat.

He got _ _ _ boots.

He got his _ _ _ _.

He got in his _ _ _ _ _.

He went to the _ _ _ _.

He got his _ _ _ _ .

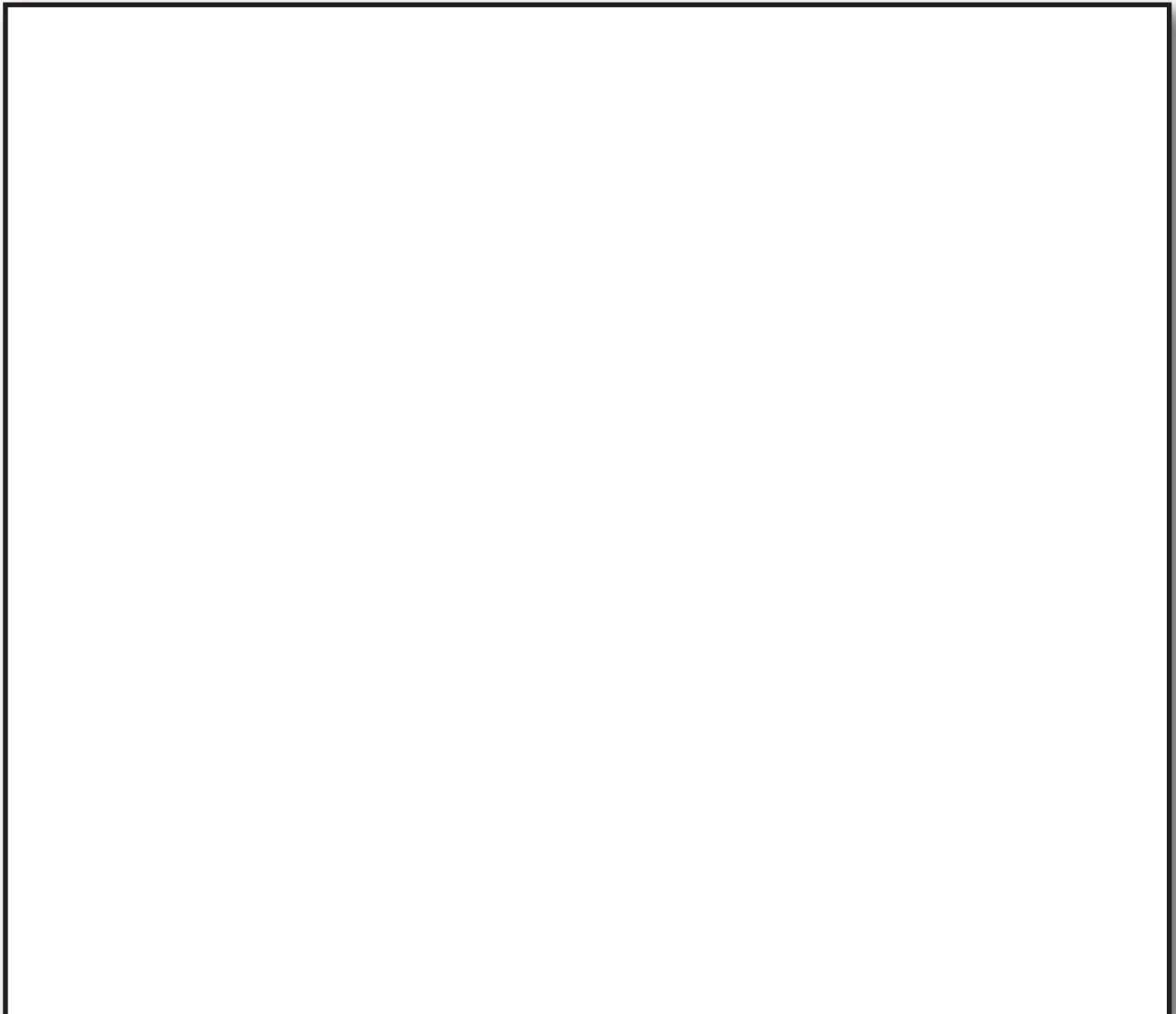
He put out the _ _ _ _ .

He went home.

5 e Big Greg the Firefighter

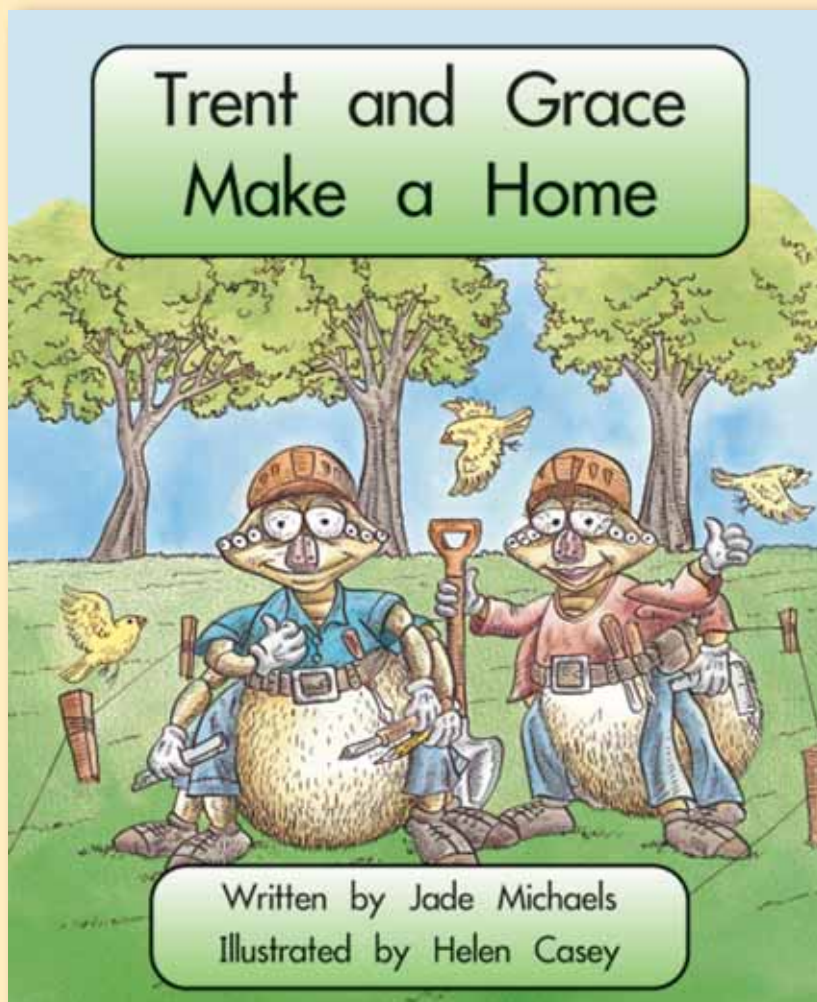
Name _____

Draw the setting. Include what Big Greg would be able to see, hear, and smell.

A large, empty rectangular box with a black border, intended for a student to draw the setting for the story 'Big Greg the Firefighter'. The box is positioned below the drawing instructions and occupies the central portion of the page.



Level 5 Book f



Level	5
Word Count	100
Text Type	Literary recount
High Frequency	so
Word/s Introduced	

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This symbol relates to decoding (code breaker)



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

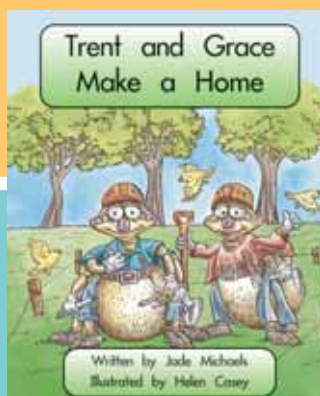


This symbol relates to use (text user)

Cover & Title Page



Read the title to the children. Ask them to look at the cover and title page picture and see if they can work out what sort of animals Trent and Grace are.



Invite the children to respond to the story. Ask them to retell the main events. What did Trent and Grace do first, next, last?



Ask the children if they had any difficulty reading the title. Invite a volunteer to share what he or she did. Praise appropriate use of strategies.

Invite the children to discuss the picture. Where are Trent and Grace going to make their home? What are they going to use to build it?



Discuss the home that Trent and Grace made. Ask the children to consider where the spiders got the stones from. How long did it take them to build it? How did they hold the stones together?

Ask the children what spiders usually make homes from. Why do the children think that the author had the spiders make a home like this instead of a web?

Ask the children to suggest what Trent and Grace will make now that the home is finished. What does the picture show them doing?

Ask the children to locate so on this page.



Continue the discussion about gardens. What different types of gardens are there? What sort of garden did the spiders make? What sort of garden would the spiders have made if they had been real spiders?

Invite the children to discuss this picture. What have Trent and Grace made now? What do the children think that they will make next?



Discuss different swings with the children. Ask them to describe some of the swings that they know about. Does anyone have a rope swing? A tyre swing?

Ask the children to find the word *so* on this page. Write *so* and *go* on the board. Ask the children to read both words and comment on what is the same. Ask them how they think you would write *no*.

Ask the children to look at the picture and say if they predicted that Trent and Grace would make a slide next. What will the spiders do next?



Invite the children to share experiences they have had on slides. Has anyone been on a really high slide? Has anyone been on a water slide?

Write *Trent* and *Grace* on the board. Ask the children to say the sounds of the blends at the beginning of *Trent* and *Grace*. Have them suggest other words that start with *tr* and *gr*.

Have the children look at the picture. Did they predict that Trent would go down the slide? What do they think Grace will do? What else could the spiders make to play on in their garden?



Ask the children to read the last sentence on this page again. Invite them to suggest other words the author could have used instead of *went*.

Did the children predict that the spiders would make a seesaw? Have the children say what they think will happen next in the story.



Discuss with the children what other things the author could have had the spiders make for their garden. Ask them to say how these things would have changed the story.

Invite the children to comment on their predictions. Did they think that Trent and Grace would go on the seesaw?



Ask the children to look closely at the spiders. What about Trent and Grace is the same as a real spider? What is different? Why do the children think that the illustrator made Trent and Grace look like they do?

Invite the children to talk about how Trent and Grace feel. Do they like their new home? Why or why not?

Tell the children to return to the beginning of the book. Remind them to make sure that their reading makes sense and looks right. Remind them to return to the beginning of a sentence and try again if they get stuck.



Ask the children to discuss all the features of this book that tell them it is a fantasy story not a real story.

5 f Trent and Grace

Make a Home

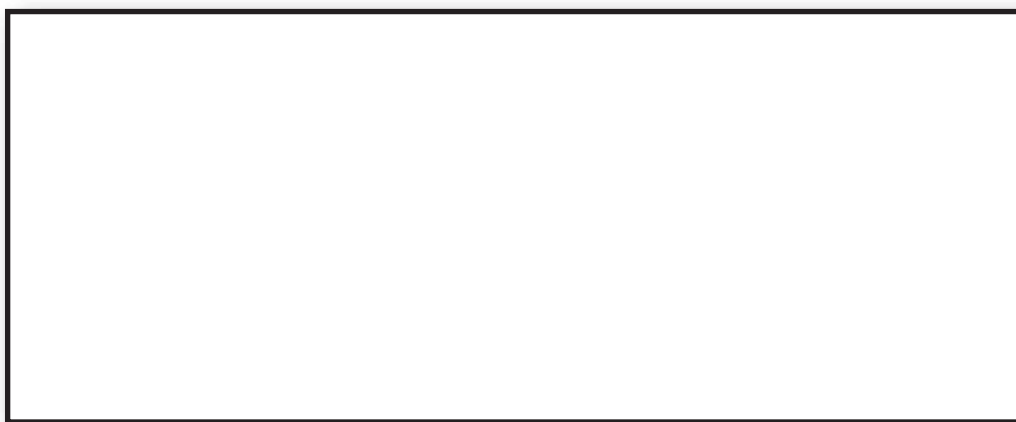
Name _____

Finish the words. Read the story.

Draw a picture for each story.

_ _ ent and _ _ ace made a slide.

Trent went _ _ _ _ the slide.



_ _ ent and _ _ ace made a seesaw.

They went _ _ and _ _ _ _.



5 f Trent and Grace
Make a Home

Name _____

Answer **Yes** or **No**.

Trent and Grace made a home of stones.

Grace made a garden. _____

Grace went on the slide. _____

Trent and Grace went on the seesaw. _____

Trent and Grace do not like the home
they made. _____



Level 5

Book g

The Thirsty Cats

Pet Dogs and
Working Dogs

This Little Critter

To the
Space Station

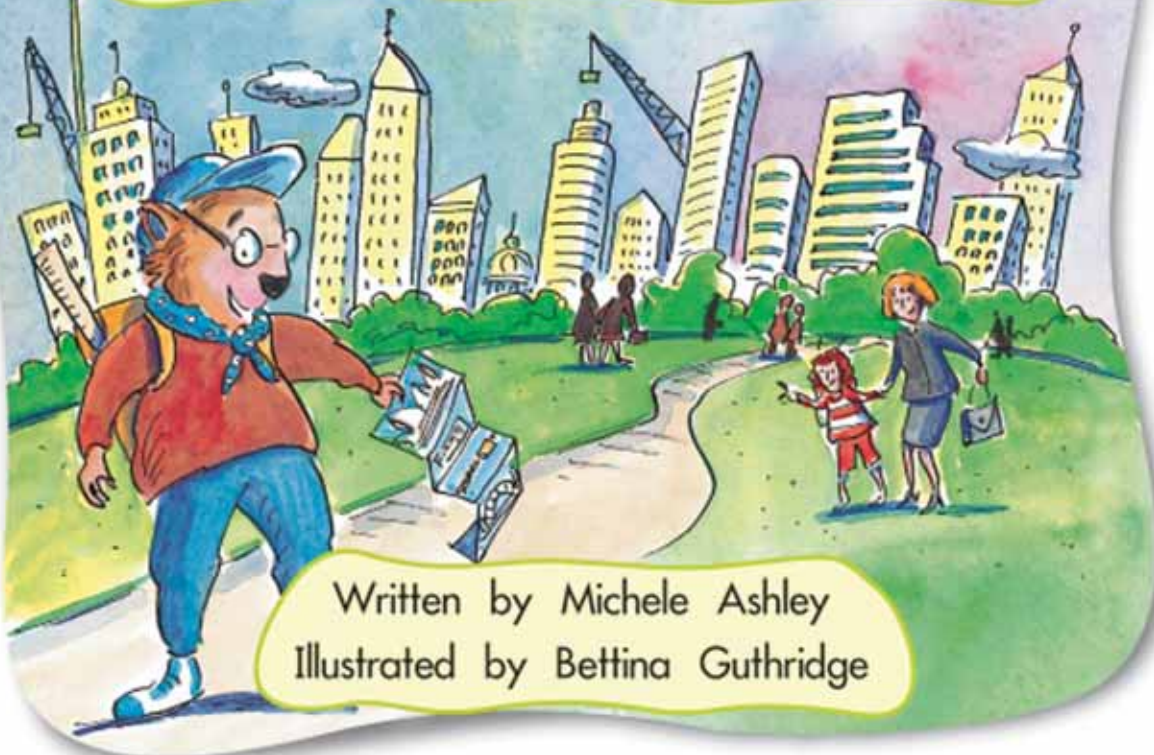
Big Greg.
the Firefighter

Trent and Grace
Make a Home

Wally Wombat Goes
to the City

Look in the Tree

Wally Wombat Goes to the City



Written by Michele Ashley
Illustrated by Bettina Guthridge

Level	5
Word Count	100
Text Type	Narrative
High Frequency Word/s Introduced	

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This symbol relates to decoding (code breaker)



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

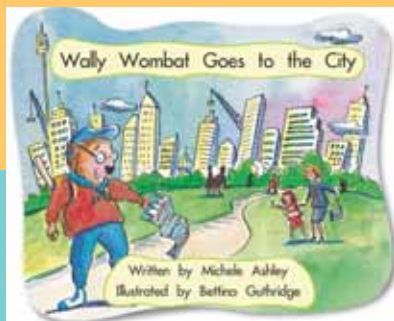


This symbol relates to use (text user)

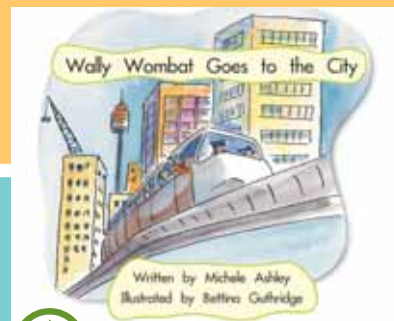
Cover & Title Page



Read the title to the children. Ask them why they think a wombat would be going to the city. See if they know where wombats usually live.

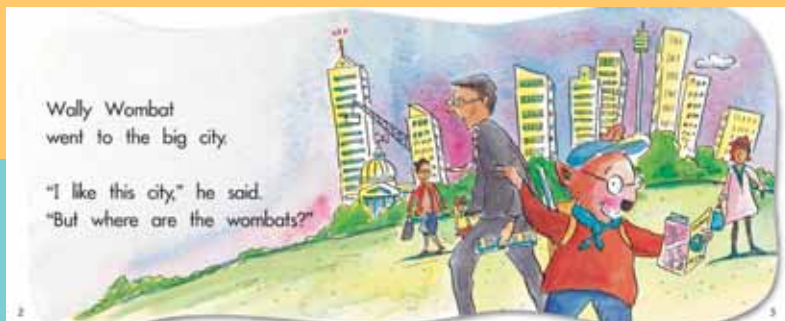


Ask the children to respond to the story. Did they like it? Which was their favourite part? Why did they like that part? How long did it take them to guess the city that Wally went to was Sydney?



Discuss the reading strategies that the children used. Comment on and praise appropriate reading strategies that you noted while the children were reading.

Discuss the picture with the children. Ask them to talk about the buildings in the city. Are there any buildings that they recognize? Have them predict where Wally will go next.



Draw the children's attention to the words *Wally Wombat went*. Ask them what is the same about these words. See if they can suggest another word for *went* that starts with *w*. (*walked, wandered*)

Discuss with the children why Wally Wombat may have gone to the beach. Did he think that there would be wombats at the beach? Where else could he go?



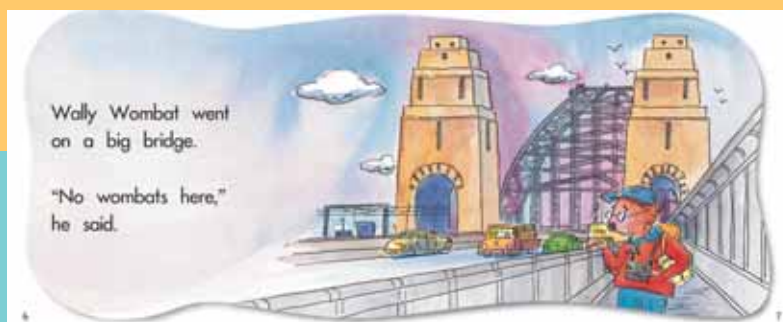
Ask the children to talk about Wally at the beach. What do they think the author's purpose was in having Wally go to the beach?



Invite the children to look at the picture and suggest where Wally is now. Can they tell by the picture which city he is in?



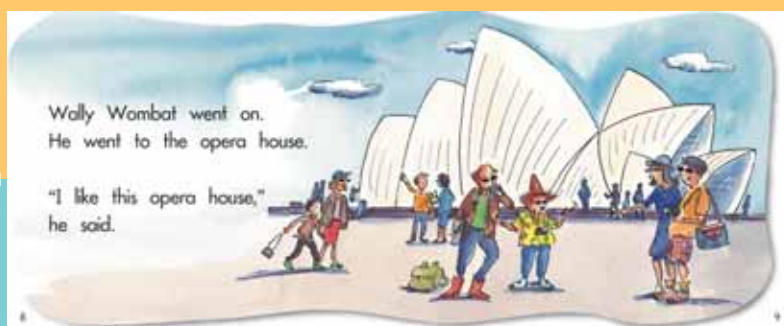
Write *wombat* and *wombats* on the board. Draw the children's attention to the s ending. Ask the children what they would need to do to turn the word *bridge* into *bridges*.



Ask the children to analyze the picture and talk about the bridge. Can they name the parts of the bridge? Why are there buildings on this bridge? What is their purpose? What is in them? Is Wally allowed to walk where the traffic is? Why not?



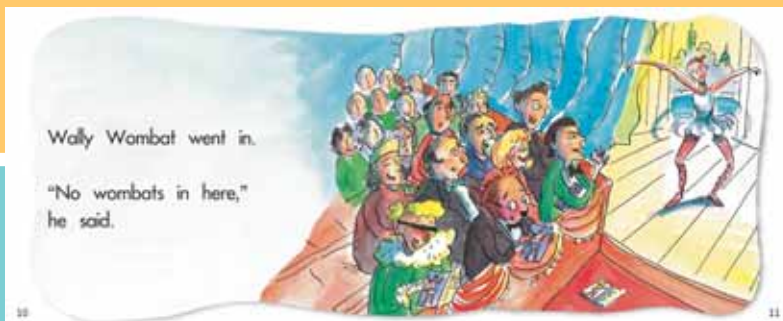
Discuss the picture with the children. How does this picture give them a clue as to where Wally is? Which city is he in?



Discuss the opera house with the children. What does its shape remind them of? Have they ever seen another building like this one? Why does Wally go there?

BEFORE READING 10/11

Have the children look at the picture and say where Wally Wombat is now. What has he done? Where will he go next?



Ask the children to analyze the picture in more depth. What is happening on the stage? What sort of performance is taking place at the opera house?

AFTER READING

BEFORE READING 12/13

Discuss the picture with the children. Do they know where Wally is now? Is he getting any closer to finding some other wombats in the city?



Talk to the children more about the picture. Do they know the name of the Sydney zoo? Have the children discuss some other places that Wally could have gone in the city. In which of these places could he have seen wombats? In which places would he not see wombats?

AFTER READING

The Thirsty Cats

Pet Dogs and Working Dogs

This Little Critter

To the Space Station

Big Greg, the Firefighter

Trent and Grace Make a Home

Wally Wombat Goes to the City

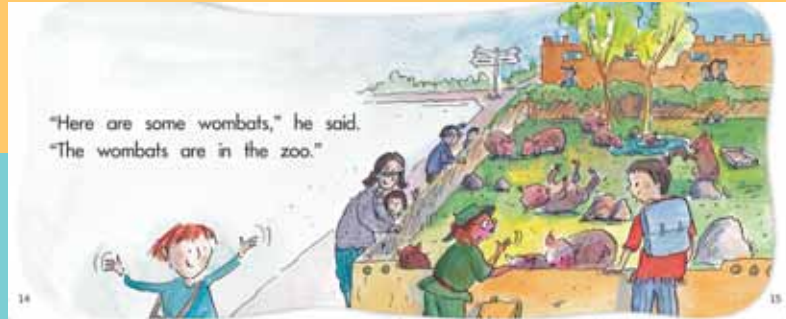
Look in the Tree



Invite the children to say what has happened now. Has Wally finally found some wombats?



Invite the children to suggest other animals that could have gone to the city looking for friends. Have them suggest a name that starts with the same letter. Some children may also be able to suggest the following verb, for example *Carla Crocodile crawled*.



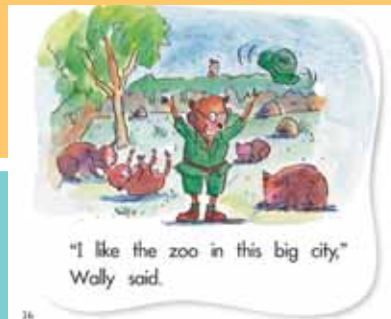
Discuss with the children why the author didn't have Wally go to the zoo first. Why did he visit all those other places?



Discuss with the children what they think Wally is saying now. Why is he saying that?



Remind the children to think about their reading strategies as they read. Ask them what they will do when they come to unknown words. Remind them that the first letter of the word and the picture can help them.



Invite the children to use the illustration to describe wombats. Then have them use reference books to see photos of wombats. Encourage further research on the subject.



Ask the children to say if they think the story would have been different if Wally had gone to the opera house before the beach. Is there an order to the places he went?

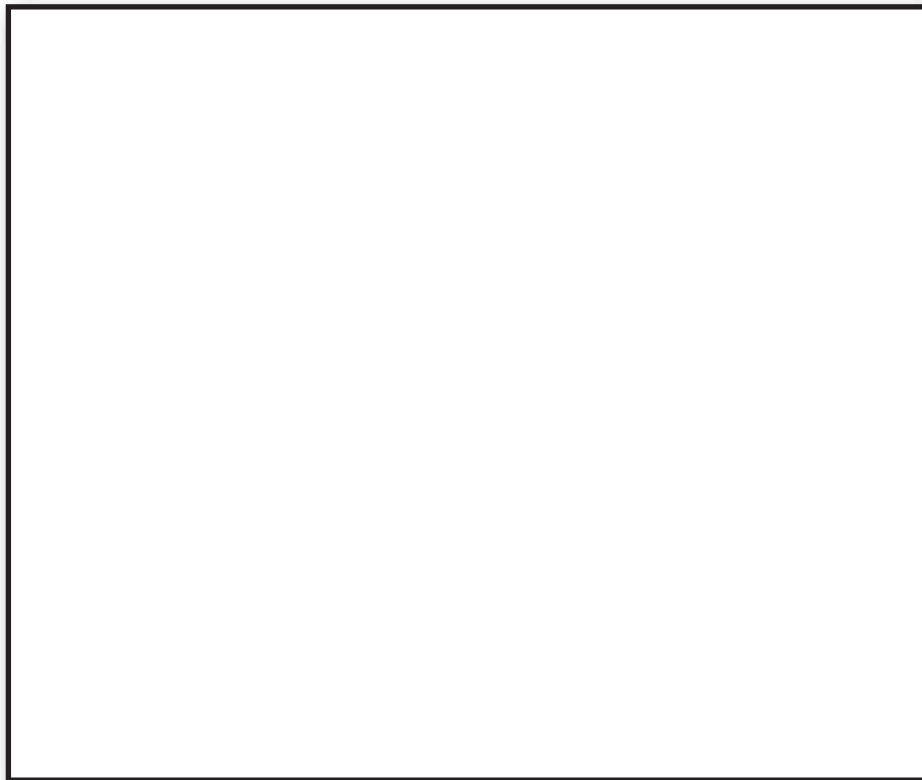
**5 g Wally Wombat
Goes to the City**

Name _____

1. Write 1, 2, 3, 4 after each word to show the order in which Wally visited places.

zoo opera house beach bridge

2. Draw another place Wally could have gone.



Finish the sentence.

Wally Wombat went to the _____.

**5 g Wally Wombat
Goes to the City**

Name _____

Practise reading and writing the following words:

went _____

to _____

the _____

big _____

like _____

he _____

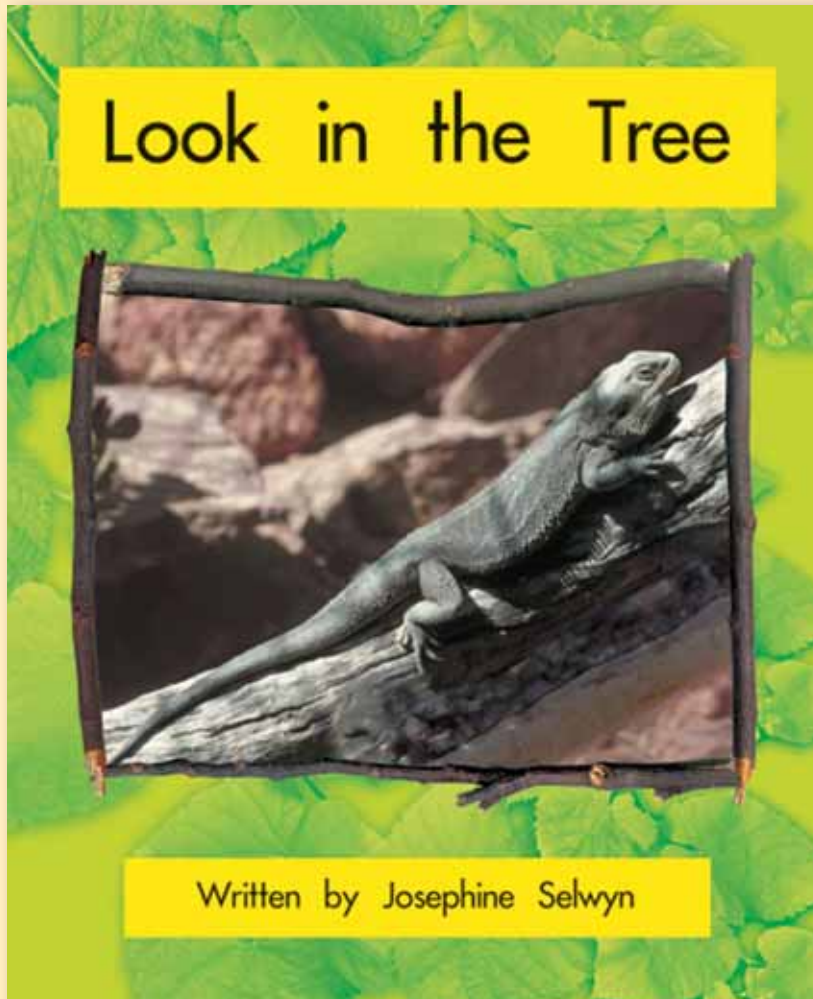
said _____

are _____

look _____



Level 5 Book h



Level	5
Word Count	97
Text Type	Information Report
High Frequency Word/s Introduced	

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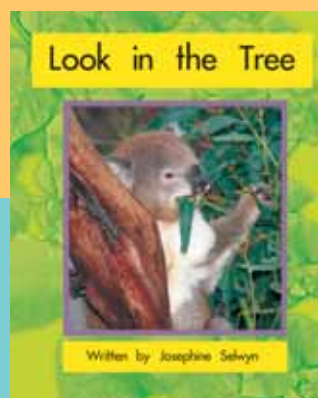
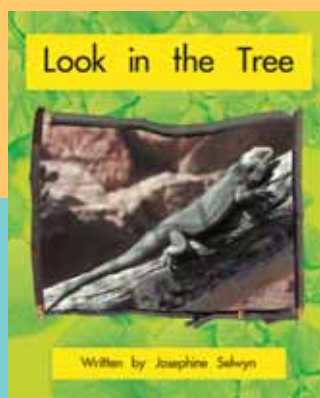
This symbol relates to use (text user)

BEFORE READING

Cover & Title Page



Read the title to the children. Ask them to look at the photos on the cover and the title page and say what the book is about.



AFTER READING



Ask the children to respond to this book. What did they learn that they didn't know before?



Talk to the children about the text features and how the features helped them with their reading. Did the children read the labels? Did they look closely at the photos? Did they look in both circles?

Ask the children to look at this page. Invite them to describe what they can see in both photos.

Discuss the layout of this book with the children. Explain how the circles and arrows work. Point out the label on the page. Explain how the label gives more information.



Discuss nests with the children. Can they tell what this nest is made of? Do they know what materials birds use to make nests? How do birds make the nest shape? Why do birds build new nests most years?

Invite the children to discuss the pictures on this page. Have them describe what they see.

As this type of text will be new to most students, explain again how they should use the circles, arrows, and labels as they read.



Have the children describe the bird in this nest. What colours is it? Is it a baby or an adult bird? Do the children know any other animals that make nests?



Ask the children to discuss these pages. What can they see in this tree? Do the children know what made the web? Do they think the next page of the book will give them the answer?



Ask the children to find the word *web* after they have identified it in the photo and can tell you the letter *web* starts with.



Discuss webs with the children. Ask them to share their personal experiences of the different webs they have seen. What shape are webs? What are they made of?



Invite the children to look at these photos. Were they right? Did they predict that a spider would make the web? Did they predict that this information would be in the book?



Ask the children which two letters start the word *spider*. Have them find the word *spider* on both pages.



Ask the children if they want to add to what they said about webs now they see this one up close. Invite the children to talk about spiders. How do spiders spin their webs?

BEFORE READING 10/11

Invite the children to use the information on these pages to predict what will be in the text. Ask a volunteer to share all the things that he or she looked at.

Have the children say what letter *koala* starts with. Then have them find the word *koala* on these pages. Explain the similar sound made by *c* and *k* if necessary.



Talk with the children about koalas. Do they know the sorts of trees that koalas live in? Do they know what koalas eat? What other information do they know about koalas?

The Thirsty Cats

Pet Dogs and Working Dogs

This Little Critter

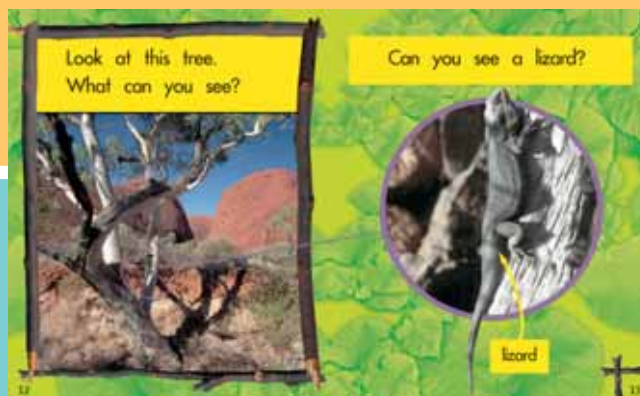
To the Space Station

AFTER READING

BEFORE READING 12/13

Invite the children to study these pages and predict what will be in the text. How can they tell?

Ask the children to find the word *lizard* after they have identified the letter it starts with.



Discuss lizards with the children. Invite volunteers to share experiences they have had of seeing lizards. Do the children know the names of common lizards? Do they know that they are reptiles?

Big Greg. the Firefighter

Trent and Grace Make a Home

Wally Wombat Goes to the City

Look in the Tree

AFTER READING



Ask the children to look closely at this photo. What can they see? Have they ever seen a butterfly this colour?



Have the children say what letter *butterfly* starts with. Then have them locate the word *butterfly*.



Discuss the tree in this picture. Do the children know another name for a little tree like this one? Have they seen butterflies in places other than shrubs and bushes?



Have the children read all the words in the picture glossary to ensure that they know the names of the animals that appear in the book.



Tell the children to return to the beginning of the book. Remind them to use all the information on each page to help them as they read.



Invite the children to talk about the new information they have learned by reading this book. How can they use what they know?



Talk with the children about other animals that live in trees. Which others could the author have included in this book?

5 h Look in the Tree

Name _____

Write **Yes** next to the things you can see in trees.

Write **No** next to the things you can't see in trees.

bird _____

car _____

nest _____

lizard _____

boat _____

spider _____

koala _____

hippo _____

5 h Look in the Tree

Name _____

Read and draw.

Draw a tree.

Draw a bird in the tree.

Draw a nest in the tree

Draw a web in the tree.

Draw a spider in the web.

Draw a koala in the tree.

Draw a lizard in the tree.

