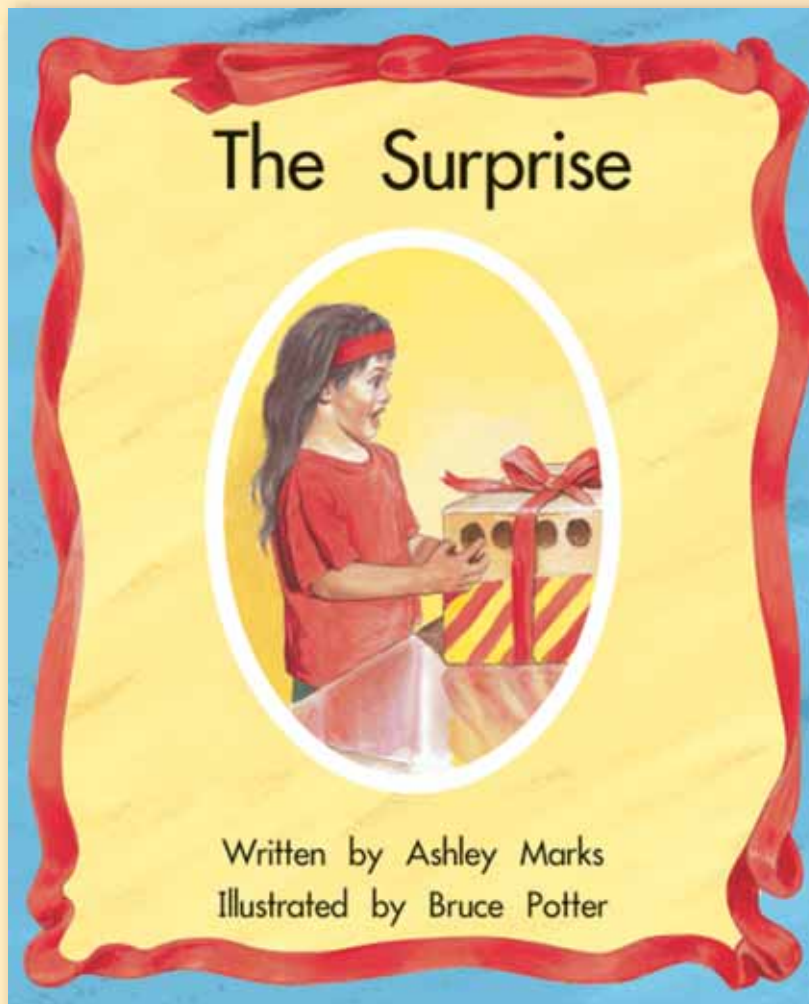




Level 6 Book a



Level	6
Word Count	101
Text Type	Literary recount
High Frequency	
Word/s Introduced	

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This symbol relates to decoding (code breaker)



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

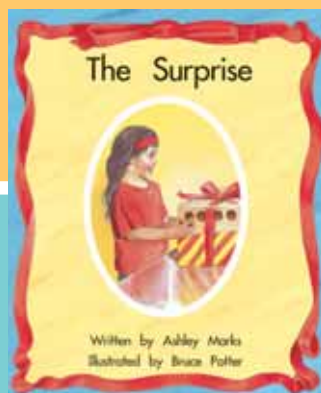


This symbol relates to use (text user)

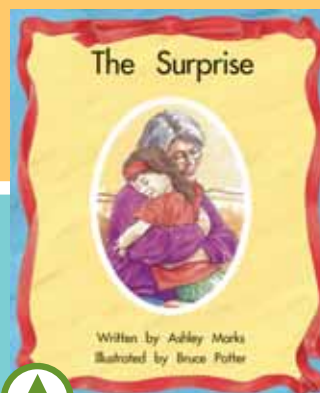
Cover & Title Page



Introduce the book by showing the children the cover and reading the title to them. Ask them to say what they think the surprise might be and why. Invite volunteers to talk about a surprise present they may have received.



Ask the children to retell the story. What was on the cover that helped them guess what the surprise was going to be? What else helped as they read the book?



Recap the reading strategies that the children used to help when they came to unknown words. Praise any appropriate behaviour you noticed as they read.



Ask the children to look at the illustration to work out who has come to visit. What makes them think that?



Ask the children what letter the word *came* starts with. Ask them what other letters they can hear in *came*. Have them locate *came* on the page.



Ask the children to look closely at the picture of Gran. What can they say about her from this picture? How is she the same/different from their grandma?



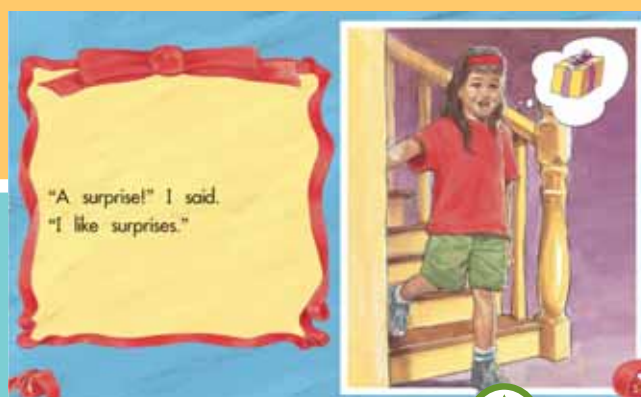
Ask the children to locate the word *came*. Ask them to suggest other words that rhyme with *came*. Use magnetic letters, or write the words on the board, changing the initial letter or letters.



Ask the children what they think the girl is thinking. How does she feel about the surprise?



Remind the children what speech marks mean. Tell them any writing inside the " " is what someone is saying.

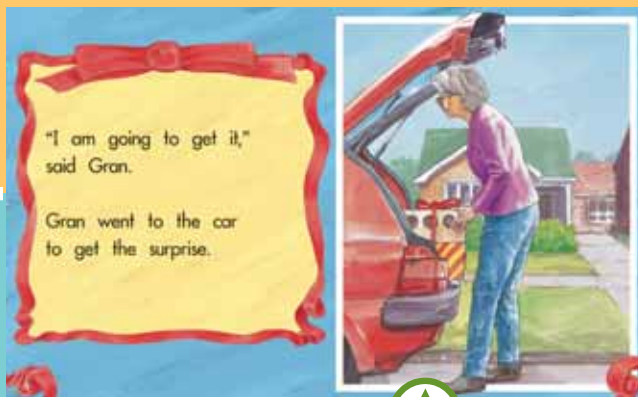


Have the children look closely at this picture. What can they say about the girl from this picture? Can they tell her age, her height, her ethnicity?



Ask the children to point out the speech marks. Ask them how they know who said what.

Have the children think about the predictions they made about the surprise at the beginning of the story. Do they want to add any new ideas?



Have the children think more about the surprise. Where do they think Gran bought it? Why is it wrapped the way it is?

Ask the children to find the word *going*. Make the word *go* with magnetic letters. Have the children suggest other endings and add them to *go* to make new words.

Have the children look carefully at the picture. Ask them what the girl thinks the surprise is. Why might she think that?

Explain to the children what a question mark is. Tell them they will find it when a person asks a question. Ask the children to find one on this page.



Discuss with the children the thought bubble in this picture. Why is it there? How does it help them understand the text?

BEFORE READING 10/11

Ask the children what the girl is thinking now. Why do they think that? Does the box give them any clues as to what the surprise is?

Point to the word *cat*. Ask the children if there is a small word in *cat* that they can see. Ask them what it is. Remind the children that if they come to an unknown word, they could look for smaller words to help them read the word.



Ask the children to suggest why the girl is holding the cushion like she is. Have them talk about the things that they do when they are anticipating something good.

AFTER READING

BEFORE READING 12/13

Ask the children what the girl is thinking now. Do they think that a bird would need a box as big as a cat or a dog? What other animal could the surprise be?



Ask the children what other things might make the girl think the surprise is an animal. For example, sounds or smells. What might the smells or sounds be?

AFTER READING

The Surprise

Animals That Live in the City

Escape From the Zoo

The Moon Car Race

After School

Giraffe Goes Skating

Make a Fruit Salad

Lunch in the Park



Discuss with the children what is happening in this picture. Ask the children what the surprise is. Did anyone make a correct prediction?



Ask the children to say how they think the girl is feeling now. What makes them think this? Invite volunteers to talk about a time that they felt the same way.



Write *rabbit* and *rabbis* on the board. Point out that the s on the end makes *rabbis* plural. Have the children suggest other words from the story that could be made into plurals.



Ask the children to look at the picture. Discuss what is happening now. What is the girl saying to her gran? What might her gran be saying to her?



Ask the children to return to the beginning of the book and read it independently. Discuss the reading strategies that will help them when they come to unknown words.



Ask the children to think about owning a rabbit. What things would they need to do to look after it? Where could they go to look for this sort of information?

6 a The Surprise

Name _____

1. The words on the left are scrambled on the right. Unscramble and write them.

went	ouy	<u>you</u>
get	ekil	_____
the	ma	_____
am	het	_____
like	etg	_____
came	ecam	_____
for	ofr	_____
you	tenw	_____

2. Make these words into contractions.

I am _____

I will _____

It is _____

We will _____

I have _____

6 a The Surprise

Name _____

Read and draw.



1. "I like cats," I said.

"Is it a cat?"



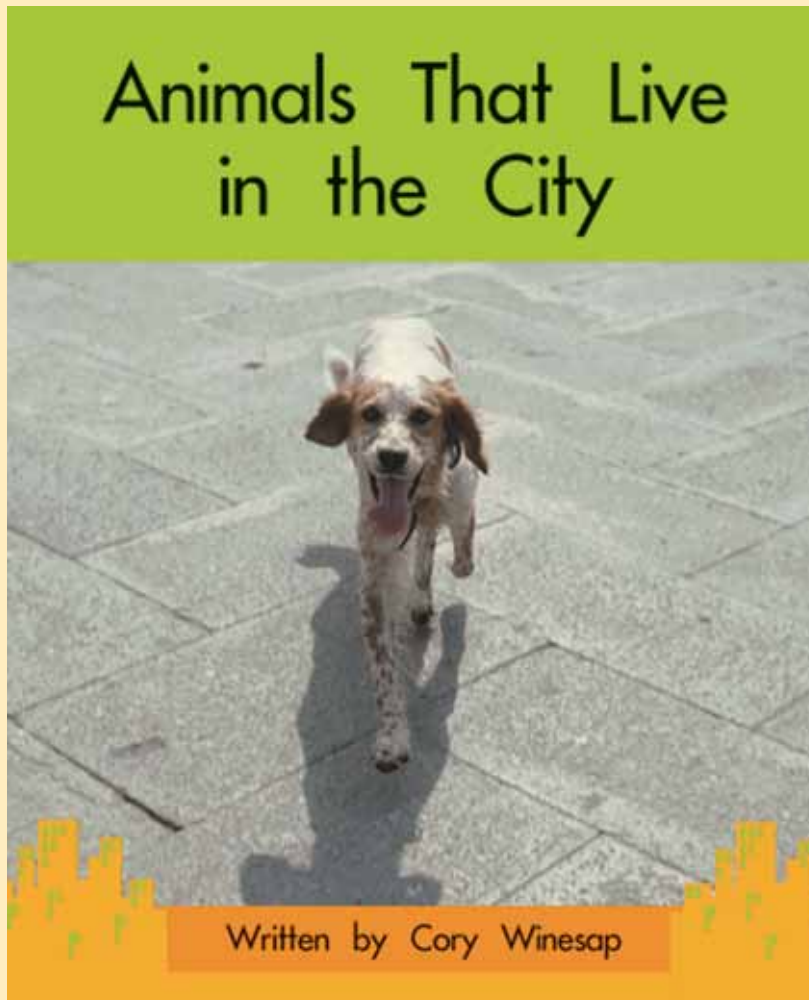
2. "Is it a bird?" I said.



3. "A rabbit! A rabbit!" I said.



Level 6 Book b



Level	6
Word Count	105
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)



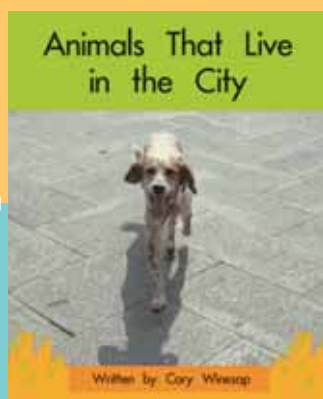
This symbol relates to use (text user)

BEFORE READING

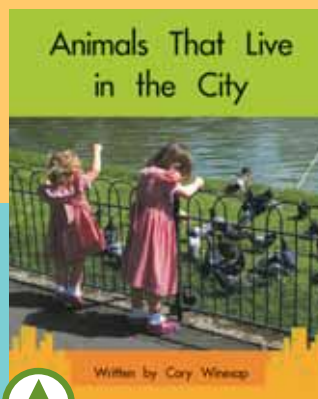
Cover & Title Page



Ask the children to look at the cover of the book. Read the title to them and ask them to suggest animals they know that live in a city. Write the suggestions on the board.



Refer back to the list made before reading the book. Ask the children to add any new information to it. Ask the children to suggest where in the city each animal lives. Make a second list.



Ask the students to share the strategies they used to help decipher unknown words. Which words did they find difficult and why?

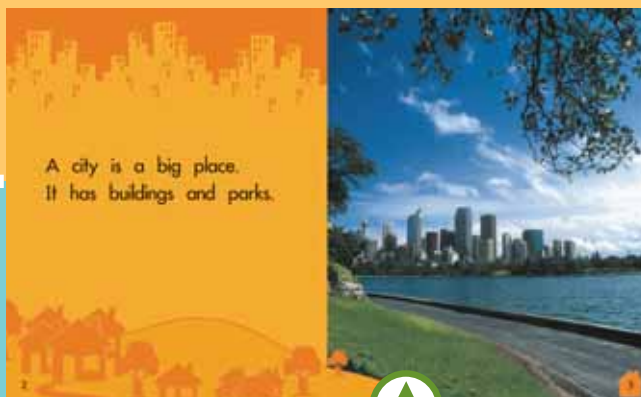
AFTER READING



Ask the children to look at the photo and describe what they see. Think back to the title of the book. What animals might live in places in this picture?



Ask the children to look at the words *buildings* and *parks*. Point out that the final s on both words makes them plural. If the s was not there, there would be only one park or building.



Discuss the buildings in more detail. Where would people who live on the upper floors of buildings exercise their animals?



Ask the children to suggest other words in the book that could be made plural by adding an s, or singular by taking the s off. Write these on the board and note those that add es to make the plural.



Discuss this photo with the children. What is this animal? Where do the children think that the man and his dog live?



Look at the word *too*. Remind the children that when *too* is spelt this way, it means *also*.



Ask the children to analyze this photo in more depth. Where has the man come from? Where is he going? What is the weather like?



Ask the children to find other instances where *too* has been used in the book. Ask the children to make a sentence of their own using *too*.

Ask the children to look at this photo. Discuss where this dog lives. Ask the children if they know the word used to describe an animal that lives with people in their homes.



Invite the children to think about things that are not in this photo. Ask them where the dog would sleep, play and eat. What other special things might it need?

Ask the children to find the words that are plurals on this page.

Ask the children to look at this photo. Ask them to describe what is happening in the photo.



Ask the children to suggest why the dog might need to be walked in the park. What things would the owners need to think about when walking the dog?

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

BEFORE READING 10/11

Discuss this photo with the children. Ask them to describe what they see. Do they think these birds are pets? Why? Why not?



Discuss with the children what the girl may be giving the birds to eat. Do the children think that the birds are used to being fed by people? Why or why not?

Ask the children to identify words on this page that are plurals. What makes them plurals? How could they be made into singulars?

AFTER READING

The Surprise

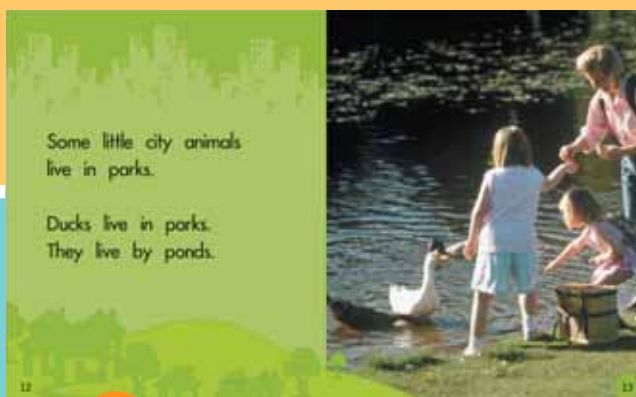
Animals That Live in the City

Escape From the Zoo

The Moon Car Race

BEFORE READING 12/13

Ask the children to discuss this photo. What is happening in it? What animals are in it? Are they pets? Where in the city might the photo have been taken?



Ask the children to think more about the animals in this photo. Ask who looks after them. What might they eat? Who will look after them if they get sick?

AFTER READING

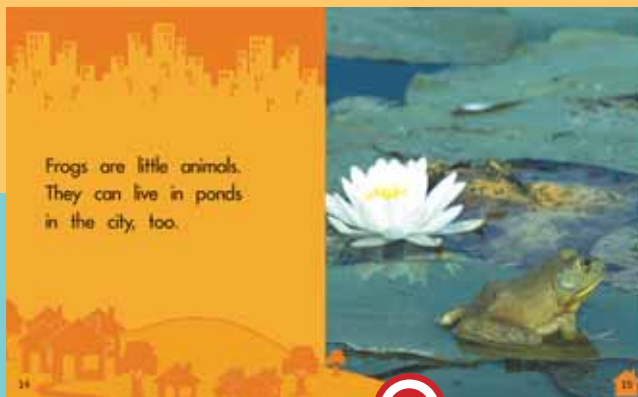
After School

Giraffe Goes Skating

Make a Fruit Salad

Lunch in the Park

Ask the children to look at this photo. What is the animal in it? Where in the city might it live? Which other city animals might it live with?



Discuss the frog in more detail. What kind of animal is a frog? What do frogs eat? What are baby frogs called? Can the children describe tadpoles?

Discuss with the children why they think the author may have included frogs in *Animals That Live in the City*. What other animals could the author have included?

Discuss this page with the children. What is it? What is it used for? How can they use it?

Have the children read the book independently. Ask them to suggest what they will do when they come to unknown words. Make suggestions where necessary.

Index	
buildings.....	2, 6, 10
ducks.....	12
frogs.....	14
parks.....	2, 8, 10 12

Discuss with the children the ways that they could use the information they have learned by reading this book. Discuss also where they might find more information on the parts of the book that really interested them.

6 b Animals That Live in the City

Name _____

1. Make these words plural.

frog

dog

park

pond

duck

2. Make these words singular.

buildings

animals

pets

birds



Draw some frogs.



Draw a dog.

6 b Animals That Live in the City

Name _____

1. Draw four animals that live in the city. Write their names.



2. Use the right word.

to two too

I have _____ dogs.

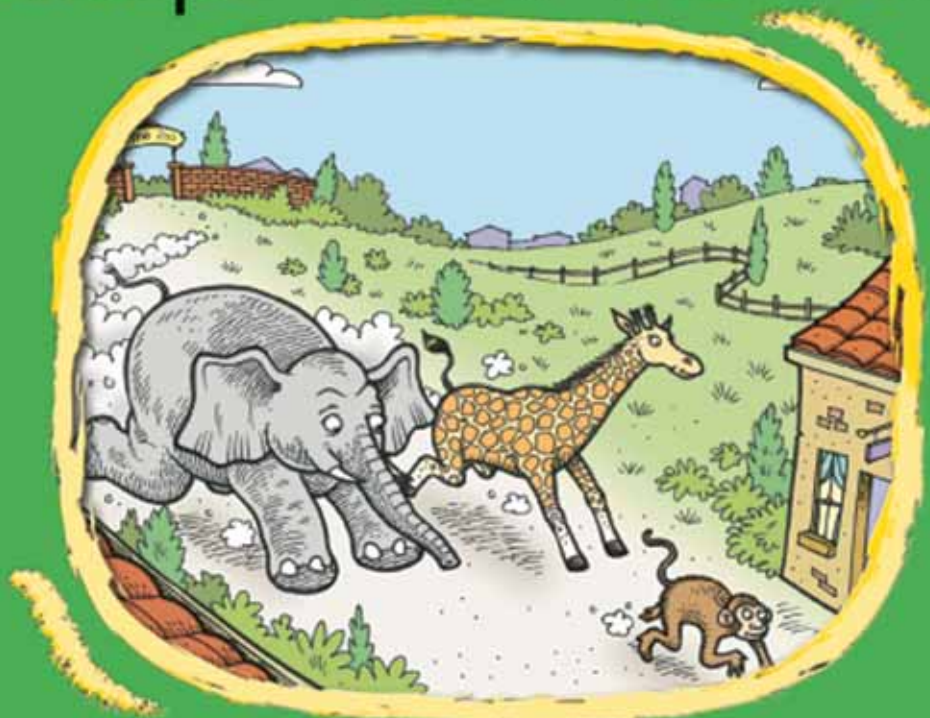
I went _____ the city.

The frogs live in the city, _____.



Level 6 Book c

Escape From the Zoo



Written by Ben Smith
Illustrated by Mike Moreu

Level	6
Word Count	108
Text Type	Narrative
High Frequency	down
Word/s Introduced	

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(meaning maker)*



*This symbol relates to decoding
(code breaker)*



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

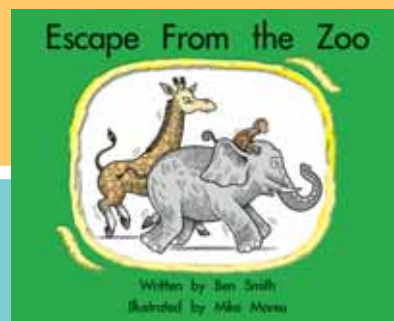
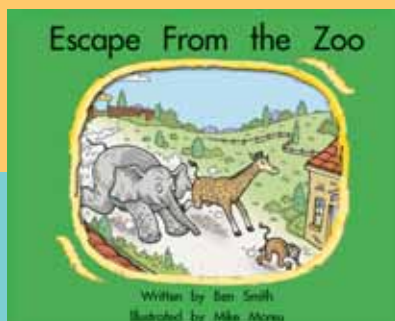


*This symbol relates to use
(text user)*

Cover & Title Page



Ask the children to look at the cover of this book and suggest what the story might be about. Make a list of what they say. Read the title and ask them to add to their suggestions.



Ask the children to respond to the story. Have them retell the events in the order that they happened.



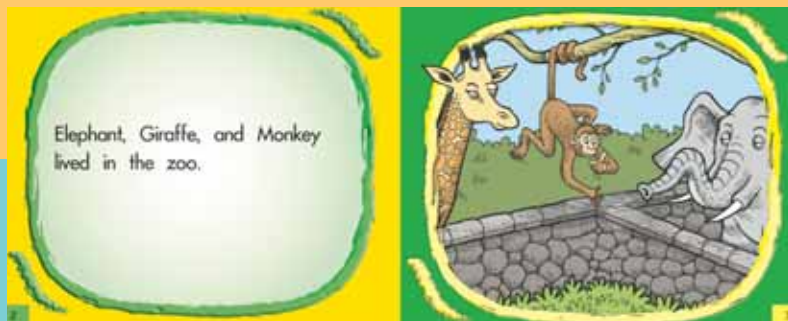
Ask the children to share the strategies they used to help decipher unknown words.



Ask the children to look at the picture and describe what they see. Who are the animals? Where do they live? What might they be talking about?



Introduce the animals' names. Explain to the children that they have capital letters at the beginning because they are their names.



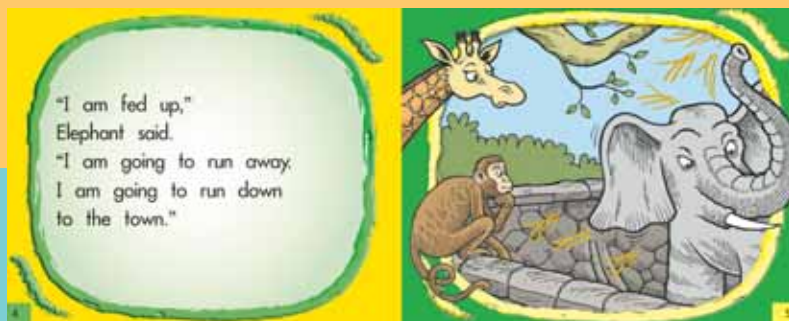
Ask the children to look more closely at this picture. How is it the same as/different from zoos that they may have been to? Do they know why monkeys, giraffes, and elephants can live close together? Could a lion live with these animals?



Ask the children to look at the picture and describe what they see. Invite volunteers to comment on the expressions on the animals' faces. How do they think the animals are feeling?

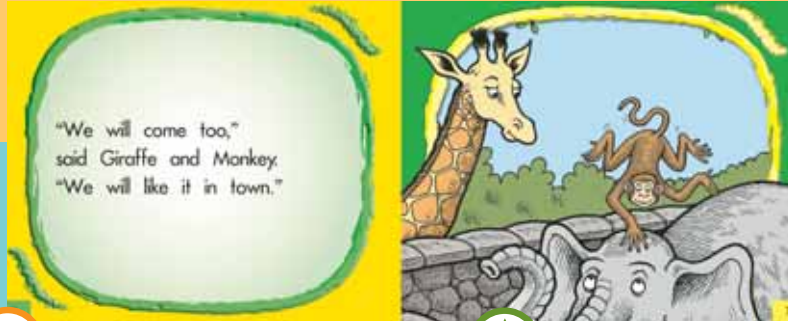


Ask the children to identify the letter that starts the word *down*. Have them locate *down* on this page.



Ask the children what they think Elephant meant when he said he was *fed up*. What else could the author have had the elephant say that means the same as *fed up*?

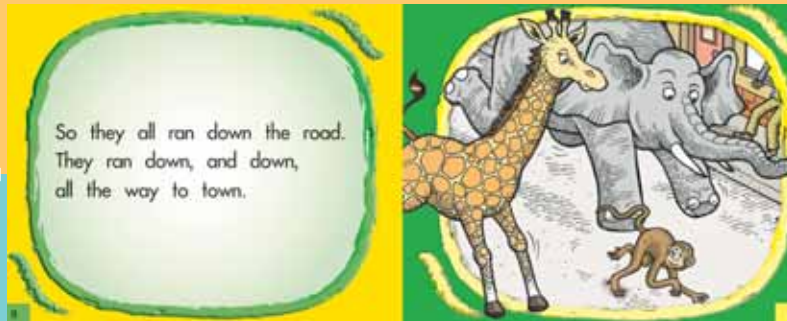
Ask the children to look at this illustration. Ask them to think about the title again and make a prediction about what the animals are planning to do.



Discuss with the children why Giraffe and Monkey said they would like it in town. How would they know what the town was like?

Write *down* and *town* on the board. Ask the children to read the two words and comment on what is the same and what is different.

Ask the children to look at the picture and describe what they see. What does the expression on the animals' faces say about how they feel? How are their expressions different from how they looked when they were still in the zoo?

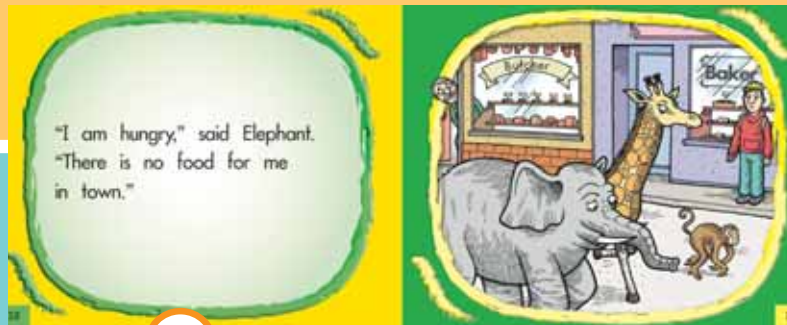


Ask the children how the illustration helped with their reading. Could they tell that the animals were running down the road? Why do the children think that the author wrote *down*, *and down*, rather than just *down the road*?

Ask the children to locate the word *down* on this page. Ask the children to locate a word that rhymes with *down*. Can they suggest other words that rhyme with *down*?

BEFORE READING 10/11

Discuss with the children where the animals are now. How might they be feeling? If they are hungry by now, what will they find to eat?



"I am hungry," said Elephant.
"There is no food for me
in town."

Ask the children to talk more about this picture. Is there anything in the picture that would make the animals think about food? What might the people be thinking? Would they be scared of the animals?

The Surprise

Animals That Live
in the City

Escape From the
Zoo

The Moon Car Race

AFTER READING

BEFORE READING 12/13

Ask the children to look closely at this illustration. What are the animals doing now? Where are they going? Could they be going back to the zoo?



"We will have to go back,"
said Monkey.
So they ran up the road.

Draw the children's attention to the picture again. Ask how it helped them when they were reading. Did they notice that the animals were going up the road? Did that give them a clue that the animals were going back to the zoo?

After School

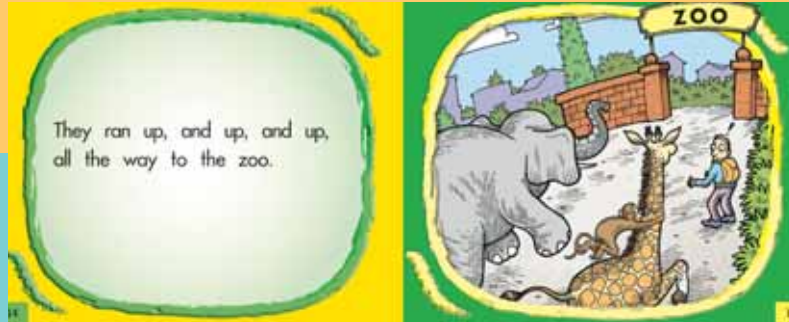
Giraffe Goes
Skating

Make a
Fruit Salad

Lunch in the Park

AFTER READING

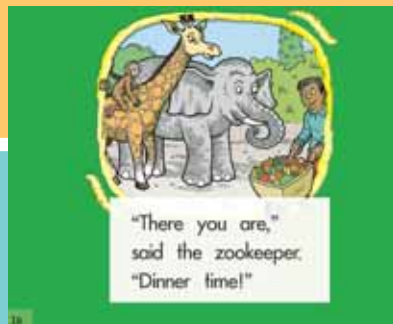
Discuss this picture with the children. Did they predict that the animals were going back up the hill to the zoo?



Ask the children to read this page again and then discuss why they think the author used the word *up* more than once.

Ask the children to look at the picture. What is happening? Who is the person? What job does he do?

Have the children return to the beginning and read the book independently. Remind them that their reading has to make sense and look right. Make some suggestions where necessary.



Discuss with the children whether this story could be true or not. What in the text makes them think that it is fiction rather than fact?

6 c Escape From the Zoo Name _____

1. Read and draw.

Elephant, Giraffe, and
Monkey lived in the zoo.



“We will come too,”
said Giraffe and Monkey.
“We will like it in town.”



“I am hungry,” said Elephant.
“There is no food for me
in town.”



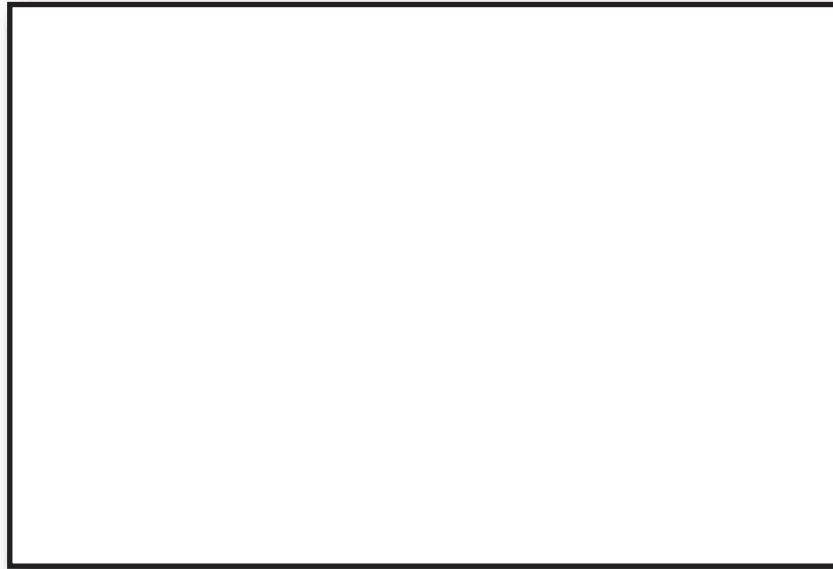
They ran up, and up, and
up, all the way to the zoo.



6 c Escape From the Zoo **Name** _____

1. Draw the animals at the zoo.

Write their names.



2. Make some new words that rhyme with *down*.

t br cl fr g

down



Level 6 Book d

The Moon Car Race



Written by Jade Michaels
Illustrated by Jeff Burnett

Level	6
Word Count	107
Text Type	Literary recount
High Frequency	going
Word/s Introduced	

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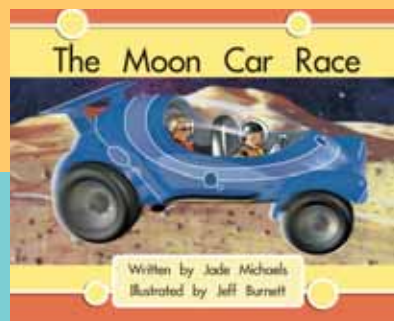
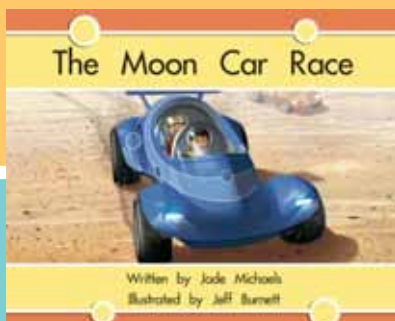


This symbol relates to use (text user)

Cover & Title Page



Ask the children to look at the cover of this book and suggest what the story might be about. Who is in the car? Where are they going? Read the title and ask them to confirm or revise their predictions.



Invite the children to respond to the text. Could this be a true story? Would they like to go to the moon?



Ask the children to share the strategies they used when they were reading. Write *Pete* and *race* on the board. Point out the silent *e* on the end of each word. You may also want to point out that when a word has a silent *e* the vowel sound is usually long.

Invite the children to look at this picture and add to the predictions that they have already made. What extra information is there in this picture?

Ask the children to look at the boys' names on the second line. Ask them to look at the words and use what they know to help them work out their names. Can they use the endings as well as the beginning letter/sounds? Do they know the sound made by *sh*? Do they know about *silent e*?



Ask the children to look at this page and talk about the setting. Where is this part of the story set? Have them look at the background and the boys' clothing and say if the story is set in the past, now, or in the future.

Ask the children to find *going* on this page. Write *go* on the board and show how you add *ing* to make *going*.

Have the children discuss what Josh might be saying to Pete. Do the children think that Josh may want to go to the moon, too?



Point to the word *moon*. Make it on the board with magnetic letters. Ask the children to suggest any words they know that rhyme with *moon*. Make these words by changing the initial letter or letters.

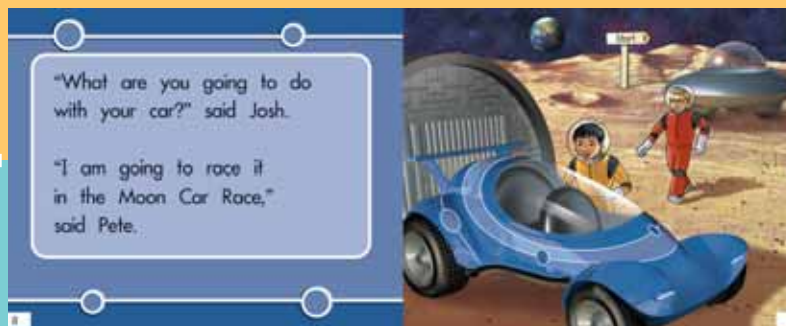
Ask the children to look closely at this picture and suggest what is happening. Where are Josh and Pete? Were the children correct in their previous predictions? Ask them to predict what might happen next.



Ask the children to think about this illustration in more depth. If they were in the spaceship, what might they see in space?

Point to the word *Pete's* on the last line. Tell the children the ' is an apostrophe that shows possession. In this case, it means the car belongs to Pete.

Discuss this picture with the children. Why is there a sign in the background? What does it say? What does the sign tell them about what the boys are going to do?



Talk to the children in more depth about the setting. Where is the story set now? How does this setting differ from the previous one?

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



Ask the children to look at this illustration. What is Pete doing? What is Josh doing? Whose car is it?



Point to the word /'ll. Tell the children this is a contraction. It is two words joined together to make a shorter word. In this case the words are / will. An apostrophe is put in to show letters left out.



Ask the children to analyse Josh's character. What relationship does he have with Pete? What does he like doing? The children may have to refer back to page 4 for part of their answer.



Write *go* and *going* and *race* and *racing* on the board. Point out that *ing* has been added to both words. Show the children that the *e* on the end of *race* is dropped when *ing* is added.



Discuss this picture with the children. What is happening? What is going to happen next?



Ask the children to look at the sign. Ask them to look at the word and use reading strategies to help them work out what it says.



Ask the children to think about the moon race. What special conditions may there be on the moon? How would you deal with these in the race? How would it be different from a race that would happen on Earth?

Ask the children to look at this illustration and describe the race. Ask the children to add to their predictions about what is going to happen next. Will Pete and Josh win?



Ask the children to read this page again. Have them find the word *raced*. Ask them to compare *raced* with *race* and *racing*. What is the same? What is different? Invite the children to discuss why they think the author has used the word *raced* three times on this page.

Ask the children to look at this picture and describe it. What happened? How did the boys feel? How do the children know this?

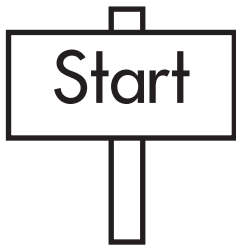
Have the children return to the beginning of the book and read the story independently. Remind them that their reading has to make sense and look right.



Ask the children to think about the setting again. What did they learn about the moon from this book? They may need to revisit the illustrations as they answer.

6 d The Moon Car Race Name _____

1. Draw a moon car race track.



6 d The Moon Car Race **Name** _____

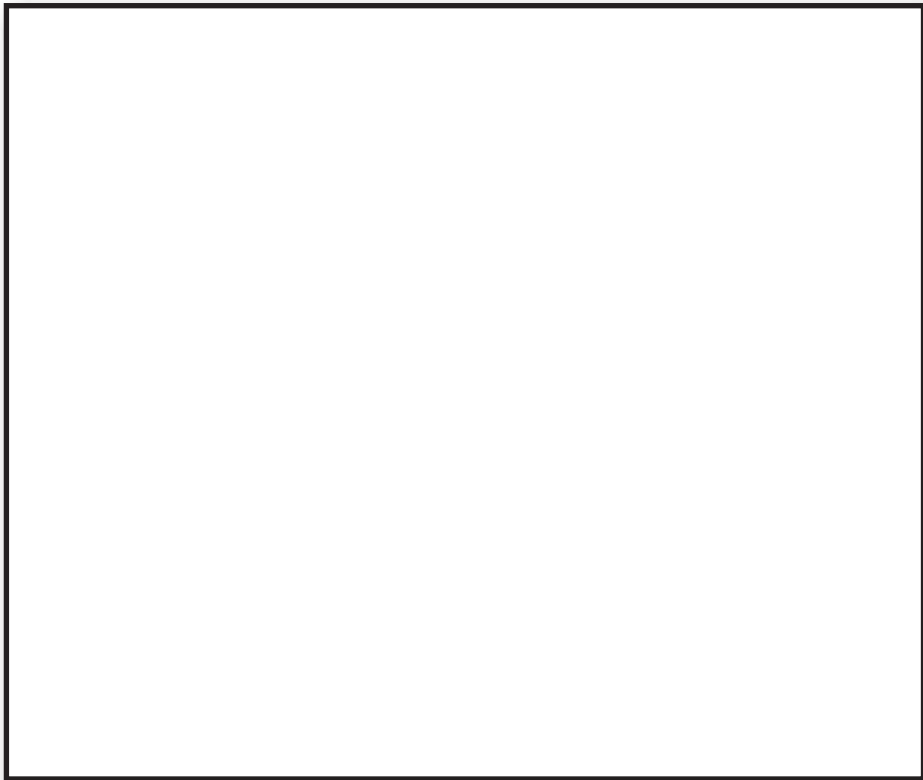
1. Make some new words that end in **oon**.

m s sp h n

moon

_____	_____
_____	_____
_____	_____

2. Draw your own moon car racer.





Level 6

Book e

After School



Written by Cory Winesap
Photographed by Vinnie Riesck

Level	6
Word Count	107
Text Type	Factual recount
High Frequency	after
Word/s Introduced	

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This symbol relates to decoding (code breaker)



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

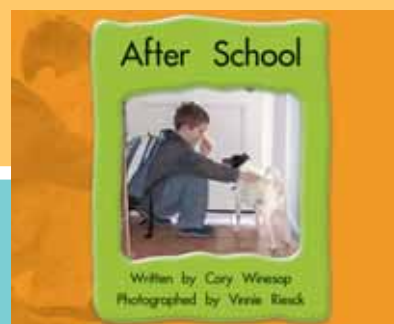


This symbol relates to use (text user)

Cover & Title Page



Read the title to the children and then ask them to share what they do after school. Have them look at the cover and title page and talk about what they know so far that this boy does after school.



Invite the children to respond to this book. What things does this boy do after school? How are these things the same/different from what they do?



Discuss the children's reading strategies. Did they use the photos to help them read? Did they use the photos to find out more information?

Ask the children to look at this photo. What are the boy and the dog doing? Make some predictions about other things they might do together.

Ask the children what letter *after* starts with then ask them to locate *after* on this page. This may be difficult for some children as they may think *after* begins with *r*. Assist as necessary.



Talk to the children about why they think the author had a dog in this book. Why didn't he just describe things the boy alone did after school?

Ask the children to find the words *play* and *playing* on this page. Write them on the board and then compare them with *go* and *going*.

Ask the children to look at this photo and describe what they see. What are the boy and the dog doing now? Was this one of the things that they said they did after school?



Invite the children to think about the boy. What TV show is he watching? Is the dog really watching the TV?

Write *watch* and *watching* on the board. Compare them to *play* and *playing*.

Ask the children to look at this photo. Can they name the food on the boy's plate? Will the dog have the same things for his dinner?



Ask the children to think about the boy and his dog in more depth. What is the relationship between them? What in the book tells them that?

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

Ask the children to look closely at this photo. Did they predict that the dog would eat meat? Ask them what they think the boy will do next. Will the dog do it, too?



Discuss the dog's dinner with the children. Do they think the meat is the same as the boy's? Why or why not? What else do dogs typically eat? What do they drink?

BEFORE READING 10/11

AFTER READING

Discuss this photo with the children. What are the boy and the dog doing now? Is this something they said that they did after school?



Invite the children to think about the boy and the dog in more depth. What books might the boy like reading? What books might the dog like having read to him? What other things could the author have the boy and the dog do in this room? Ask the children to be sure to use the photo before they answer.

BEFORE READING 12/13

AFTER READING

Have the children look at this photo. Is this the last thing that the boy and his dog are going to do after school?



Discuss with the children where the dog's bed is. Why is the dog's bed inside? What more does this tell them about the relationship between the boy and his dog?

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

The Surprise

Animals That Live
in the City

Escape From the
Zoo

The Moon Car Race

After School

Giraffe Goes
Skating

Make a
Fruit Salad

Lunch in the Park



Discuss this photo with the children. Did they predict that the boy and his dog would go to sleep at the end of the book?



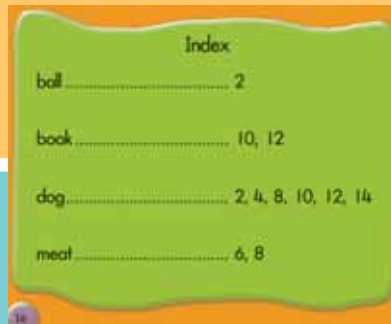
Ask the children to think about the events of the day. Have them recall them in the order they happened. Do they think this is a typical day for the boy in the book? Why or why not?



Discuss the index with the children. Ask them which page they would look at to find information on what the dog eats.



Have the children return to the beginning of the book. Remind them to use the photos and the text as they read independently.



Ask the children to think back to the things that they do after school. What other things could the author have included in this book? What other things could the boy have done before dinner? After dinner?

6 e After School

Name _____

1. Make some new words that end in **ook**.

b c h t l n

book

2. Make some new words by adding different endings to **play**.

ed ing er s

6 e After School

Name _____

I. Read and draw.

After school I play
with my dog.



After I play with my dog,
I watch TV.



After I watch TV,
I eat my dinner.

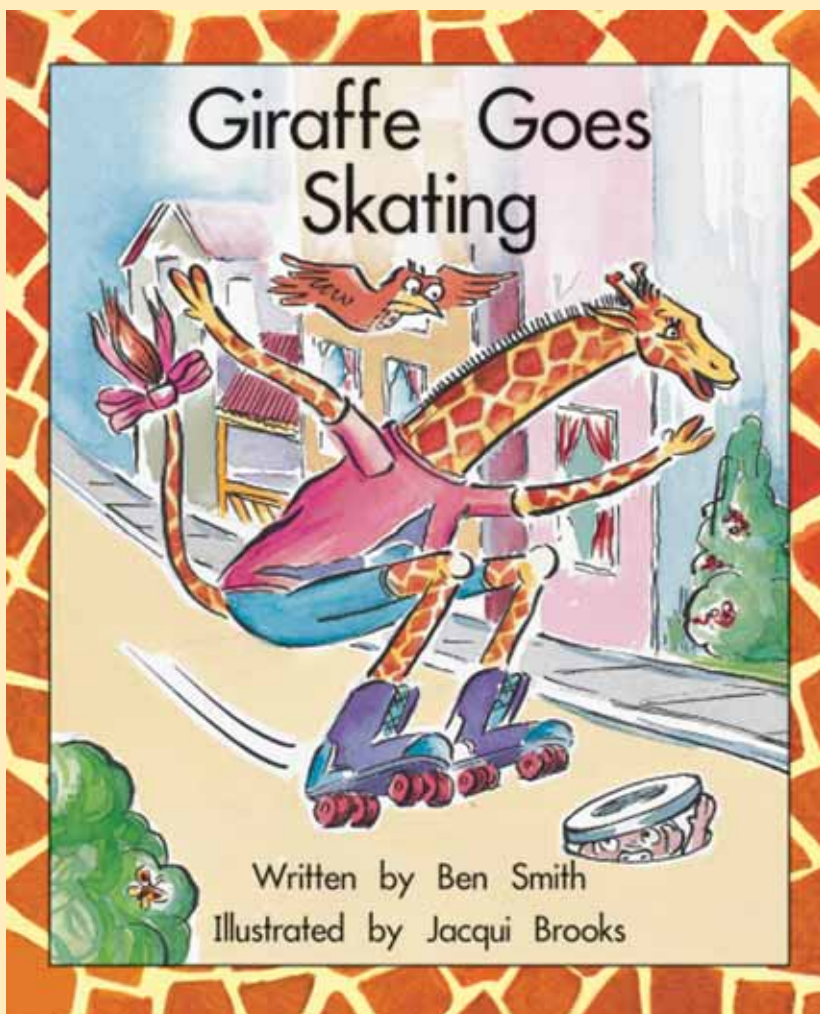


After I eat my dinner,
I read my book.





Level 6 Book f



Level	6
Word Count	101
Text Type	Literary recount
High Frequency Word/s Introduced	

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This symbol relates to decoding (code breaker)



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



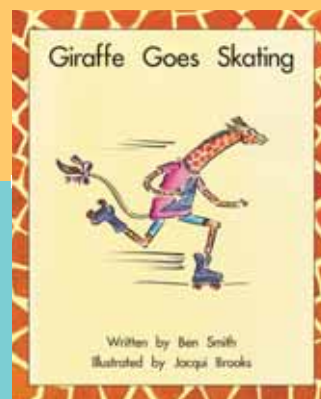
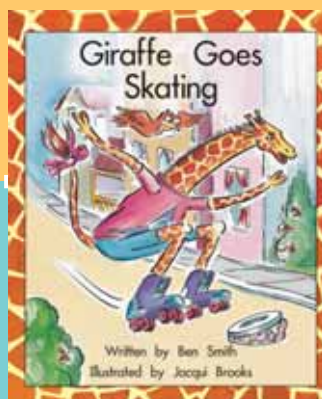
This symbol relates to use (text user)

BEFORE READING

Cover & Title Page



Ask the children to look at the cover of this book and suggest what the story might be about. What is the giraffe doing? Read the title and ask them to add to their suggestions.



AFTER READING

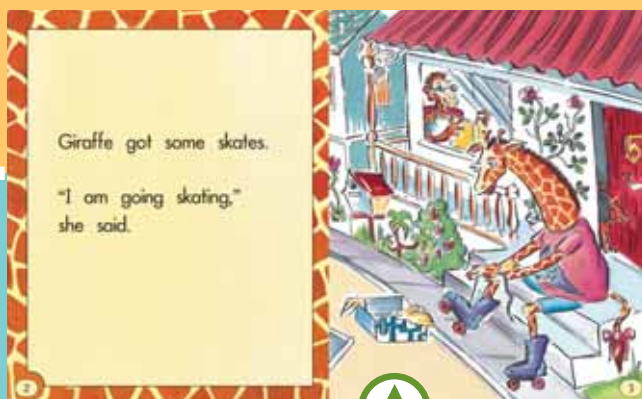


Invite the children to retell the story. What did Monkey say to Giraffe? What did Hippo say? Did Giraffe listen? What happened? What did Bird say?



Ask the children to share the strategies they used to decipher unknown words. Did their reading always make sense? How did they work out the word *naughty* on page 16?

Ask the children to look closely at this illustration and describe what is happening. What is Giraffe doing? What is Monkey doing?

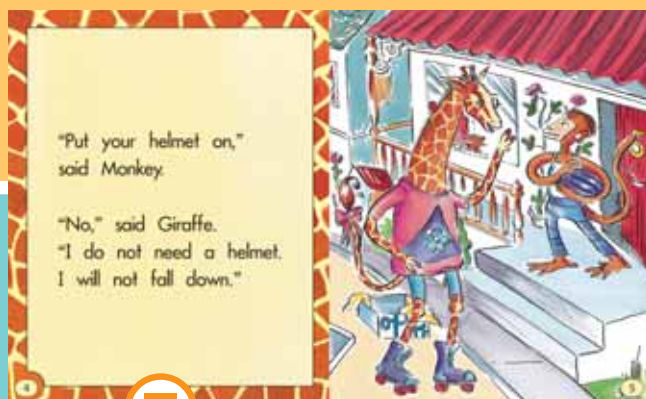


Invite the children to discuss this illustration in more detail. Where do you think Monkey and Giraffe live? How do they know each other?

Point to the word *going*. Give the children some magnetic letters and ask them to make the word and say it out loud. Ask them to break the word and make it again, each time saying it out loud.

Invite the children to look closely at this illustration. What does Monkey have? What do they think Monkey is saying to Giraffe? What is Giraffe saying back?

Ask the children to find the animals' names in the text. Ask them why they think they have capital letters at the beginning.



Discuss safety with the children. Why does Giraffe need a helmet? What other sports do they know where people need to wear a helmet?



Ask the children to look closely at this picture. What does Hippo have? What is Hippo saying to Giraffe? What is Giraffe saying back to Hippo?



Point to the word *kneepads*. Alert the children to the silent *k* at the beginning of the word. Talk about the two little words that make *kneepads* a compound word.



Continue the discussion about safety with the children. Why should Giraffe wear kneepads? What other places could Giraffe wear pads to soften a fall?



Recap the function of speech marks with the children. Ask what Hippo said. How do the children know this?



Ask the children to look closely at this illustration. What is Giraffe doing? Does she have on a helmet and kneepads? What will happen next?



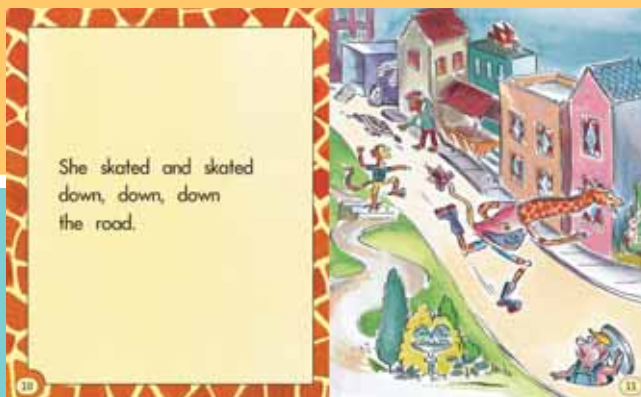
Ask the children to think about this page in more detail. Ask them why they think Giraffe is not listening to Hippo and Monkey.

BEFORE READING 10/11

AFTER READING

Discuss this picture with the children. What is happening? Where is Giraffe going? Ask the children to predict what will happen next.

She skated and skated
down, down, down
the road.



Talk more with the children about Giraffe. Is Giraffe enjoying herself? Does she know what is happening around her?

Ask the children to discuss this illustration in more depth. How did it help with their reading? Does the picture show Giraffe going down?

BEFORE READING 12/13

AFTER READING

Invite the children to discuss this illustration. What is going to happen? What is Bird saying? What is Giraffe doing?

Point to the exclamation mark. Tell the children what it is called and what it is used for.

"Look out, Giraffe!"
said Bird.

But Giraffe
did not look out.

Giraffe skated
into the tree.



Ask the children to locate the exclamation mark. Ask them how they would read a sentence with an exclamation mark at the end of it. Have the children read the first sentence again with appropriate expression.

The Surprise

Animals That Live
in the City

Escape From the
Zoo

The Moon Car Race

After School

Giraffe Goes
Skating

Make a
Fruit Salad

Lunch in the Park

Have the children discuss this illustration. What has happened? Did they predict that something like this would happen?

Talk to the children about words that they could use to describe Giraffe hitting the tree and the ground. Read the words to them if they are unable to predict *whack* and *thump*.



Introduce the word *onomatopoeia* and explain its meaning to the children. Have them read *whack* and *thump* again with appropriate expression. Discuss with the children why the author chose the words *whack* and *thump*. Invite them to suggest other words the author could have used.

Ask the children to talk about what has happened. Why has it happened? What should Giraffe have done? What might Bird be saying?

Invite the children to return to the beginning of the book and read it independently. Remind them that they know the storyline so they should ensure that this matches with their reading.



Invite the children to discuss the message that they think the author is trying to get across in this book.

Talk with the children about what they have learned by reading this book. What could they tell other children about safety while skating?

6 f Giraffe Goes Skating Name _____

1. Put speech marks in the right places.

Draw a picture for each one.

I am going skating,
she said.



Put your helmet on,
said Monkey.



Get your kneepads,
said Hippo.

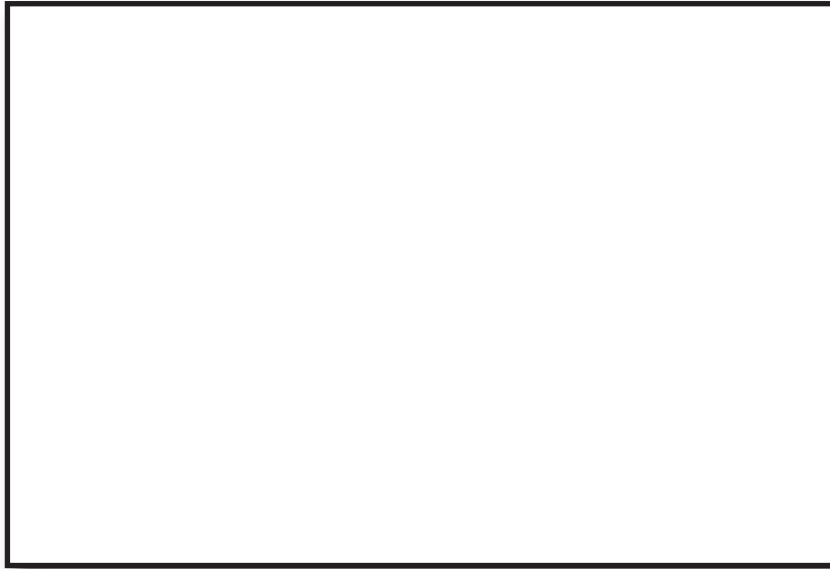


Look out, Giraffe!
said Bird.



6 f Giraffe Goes Skating Name _____

1. Draw Giraffe going skating.



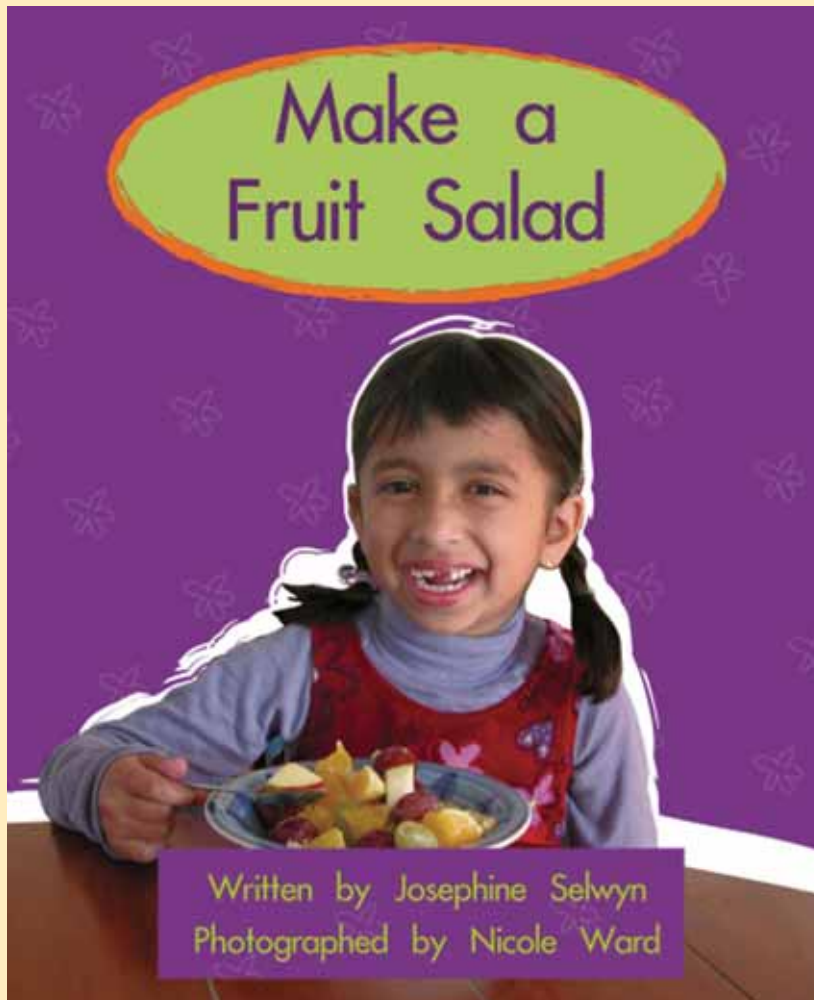
2. Draw Giraffe going skating wearing all the safety gear.





Level 6

Book g



Level	6
Word Count	108
Text Type	Procedure
High Frequency	
Word/s Introduced	

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This symbol relates to comprehension (meaning maker)



This symbol relates to decoding (code breaker)



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



This symbol relates to use (text user)

BEFORE READING

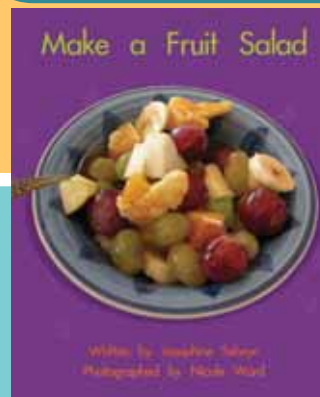
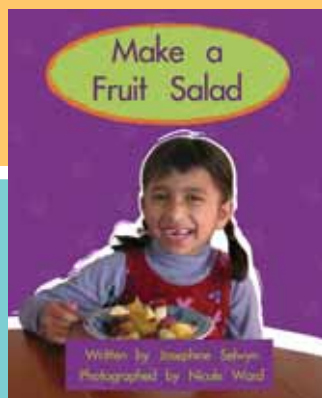
Cover & Title Page



Ask the children to look at the cover of the book. Read the title to them and have them suggest things that might go in a fruit salad. Write the suggestions on the board.



Discuss the format of this book with the children, relating it back to the title. Explain the features of a procedural text as it relates to a recipe.



AFTER READING



Ask the children to recall the text. What new things have they learned about making a fruit salad? Refer to the list. What else can be added to it?



Invite the children to reiterate the features of a procedural text such as this. Have them say how the text features helped them with their reading.

Ask the children to look at these pages. Ask them to name the fruits on page 3. Check against the list on the board. Invite the children to say what else is photographed.

Point to the subheading and read it to the children. Explain the list below and how the subheading, the photos and the list will help them with their reading.



Ask the children to discuss fruit in more detail. Where would these fruits have come from? What kind of store? Where would the store get fruit from?

Ask the children to look at the photos and describe what is happening. Which fruit is being used first? What are the people doing with the fruit?

Refer to the subheading and remind the children of its purpose. Point out the numbers on both pages and explain to the children the connection between the two. Advise them that this is part of the structure of this book, and that it will help them as they read.



Ask the children to recap the steps for preparing the apple in the order they appear in the book.

Discuss with the children how the numbers helped their understanding. Would it have made any difference to the meaning if the sentences had been in a different order?



Discuss these photos with the children. Invite them to comment on the fruit, the people, and what is happening. What fruit is being used now? What are the people doing with the fruit?



Invite the children to talk about the relationship between the numbers on these pages. Ask them how the numbers will help them as they read.



Invite the children to look more closely at the photo. What in the photo gives them clues about the pages that are to follow?



Ask the children to look carefully at this photo. What fruit are the people using now? Ask the children to predict the three steps for preparing the fruit.



Remind the children to use the photos and the numbers as they make their prediction about the three steps for preparing the pear.



Invite the children to talk more about pears and apples. How are they the same? How are they different? Have the children say why they think the woman didn't peel the apple and the pear, but peeled the banana.

BEFORE READING 10/11

AFTER READING

Ask the children to discuss these photos. What is the woman doing? Is she doing something that she hasn't done before in the book?



Invite the children to read the step that is new on this page. Then invite them to discuss why the woman would take the pips out of the orange but not the apple and the pear.

BEFORE READING 12/13

AFTER READING

Invite the children to talk about what is going into the fruit salad now. Have them list the steps in the process.



Ask the children to look at the photo on page 12 and then to look at photo 2 on page 13. What has the woman done with the grapes that is not written in the text?

The Surprise

Animals That Live in the City

Escape From the Zoo

The Moon Car Race

After School

Giraffe Goes Skating

Make a Fruit Salad

Lunch in the Park



Ask the children to describe the last steps in the process. What is going onto the fruit salad now? Invite them to say what will be on the next page.



After discussing photo 2, ask the children what *lemon* and *juice* will start with. Then invite them to find *lemon juice* on the page.



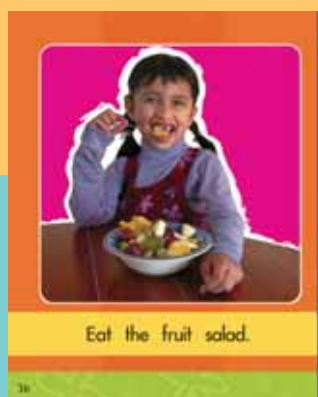
Invite the children to suggest why the woman puts both lemon juice and sugar on the fruit. Explain how lemon juice can stop some fruits discolouring when they are cut and exposed to the air. Have the children revisit the text to see which fruits they know discolour when they are cut.



Discuss the children's predictions. Did they suggest that the girl would eat the fruit salad?



Ask the children to return to the beginning of the book and read it independently. Remind them to use the text features to help them with their reading.



Invite the children to work with a partner and tell them the steps for making a fruit salad.

6 g Make a Fruit Salad

Name _____

1. Put the following in order. Draw pictures to match.

Put the apple in the bowl.

Cut up the apple.

Cut the core out.







6 g Make a Fruit Salad

Name _____

1. Break the following into syllables.

banana

bowl

peel

orange

grapes

sugar

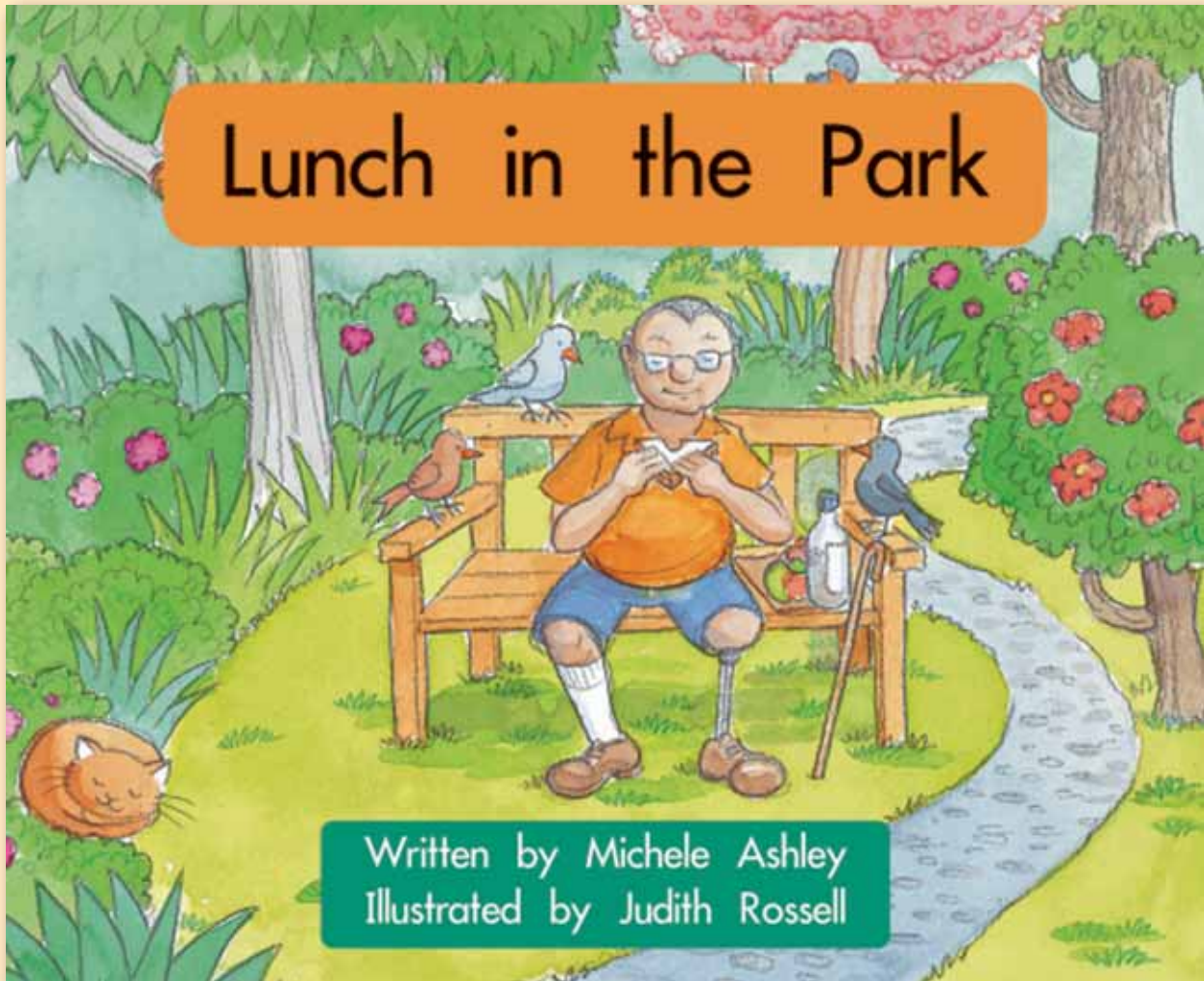
salad

2. Draw a bowl of fruit salad.





Level 6 Book h



Lunch in the Park

Written by Michele Ashley
Illustrated by Judith Rossell

Level	6
Word Count	108
Text Type	Narrative
High Frequency	
Word/s Introduced	

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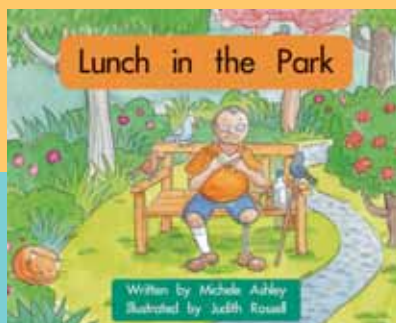


This symbol relates to use (text user)

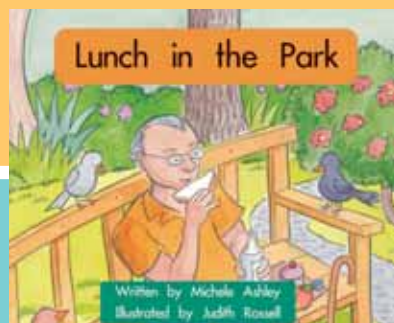
Cover & Title Page



Ask the children to look closely at the cover and title page illustrations and describe what they can see. What is the man doing? What is he eating? What are the birds doing?



Invite the children to respond to the story. What happened first? What did the birds want? What did the man do? What happened at the end of the story?



Ask the children to share the strategies they used to decipher unknown words. Did they rely on the illustration or did they use parts of the word that they recognized?



Ask the children to look closely at this illustration and describe what they see. What might the blackbird be saying?



Ask the children what letter the word *hungry* starts with. Ask them to find the word *hungry* on this page.



Have them look more closely at the picture and describe the setting of this narrative. What can they see? If they were there what could they hear, touch, smell, and taste?



Ask the children to look at the word *blackbird*. Explain compound words. Ask them to identify the two little words that form the compound word.



Ask the children to look at this illustration and describe what they see. What colour is the new bird? What is the new bird doing? What is it saying? Which bird might fly down next?



Have the children locate the word *too*. Ask them to say what *too* means when it is spelt this way.



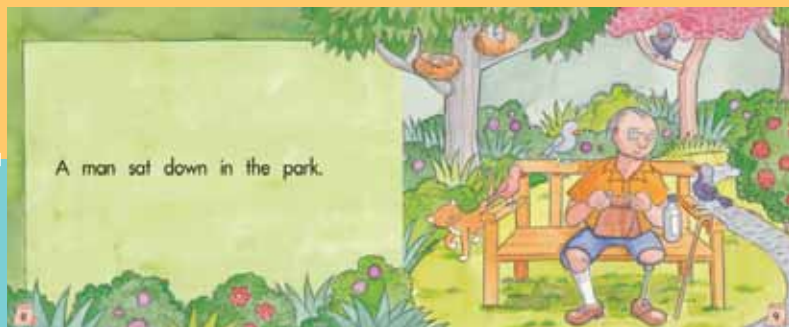
Ask the children to think about this illustration in more depth. What time of year do they think it is? How do they know this? What clues does the illustration give? Does this give them more information about the setting?

Discuss this picture with the children. Did they predict that the grey bird would fly down next? What new things can they see in this picture? Have them use the new information in the picture to predict what might happen next.



Have the children name the characters. Is there a main character? Ask them to think about the man in more depth. Where might he live? What might he do for a job? Why does he come to the park?

Discuss this picture with the children. Did they predict that the man would sit on the seat? What else is going on in this picture? What is the man going to do? Will he share his food with the hungry birds?



Invite the children to discuss the man in more detail. What does he look like? How old is he? How does he manage his disability? Does he like the birds? Why or why not?

BEFORE READING 10/11

Ask the children to discuss their predictions. Do they need to revise them or did they correctly predict what would happen next? What is the man doing now? What are the birds doing? What will happen next?



Discuss the role of the cat with the children. Have them return to the illustrations in the book to see what the cat has been doing at each point in the story. What is it doing in the park? Would the story be different without the cat?

Ask the children to locate a compound word on this page.

AFTER READING

The Surprise

Animals That Live in the City

Escape From the Zoo

The Moon Car Race

BEFORE READING 12/13

Continue the discussion regarding the children's predictions. Were they right? What is the man doing now? What might happen next?



Ask the children to identify the problem that the birds have and how it is being solved. Discuss the reason the birds are hungry when it isn't winter time.

AFTER READING

After School

Giraffe Goes Skating

Make a Fruit Salad

Lunch in the Park



Talk with the children about what is happening now. What has the grey bird got? What is the cat doing? What will happen next?



Invite the children to read this page again. Discuss the speech marks with them. Ask them to identify what is being said and by whom.



Ask the children to look at this illustration and describe what is happening. What does the cat want?



Ask the children to return to the beginning of the book and read it independently. Have them explain the reading strategies they will use when they come to a word that they don't know.



Ask the children to think about why there are no words on this page. What could the author have written here? What could the man be saying to the cat? What would be on the next pages if the book was longer?

6 h Lunch in the Park

Name _____

1. Break the following words into syllables:

blackbird

hungry

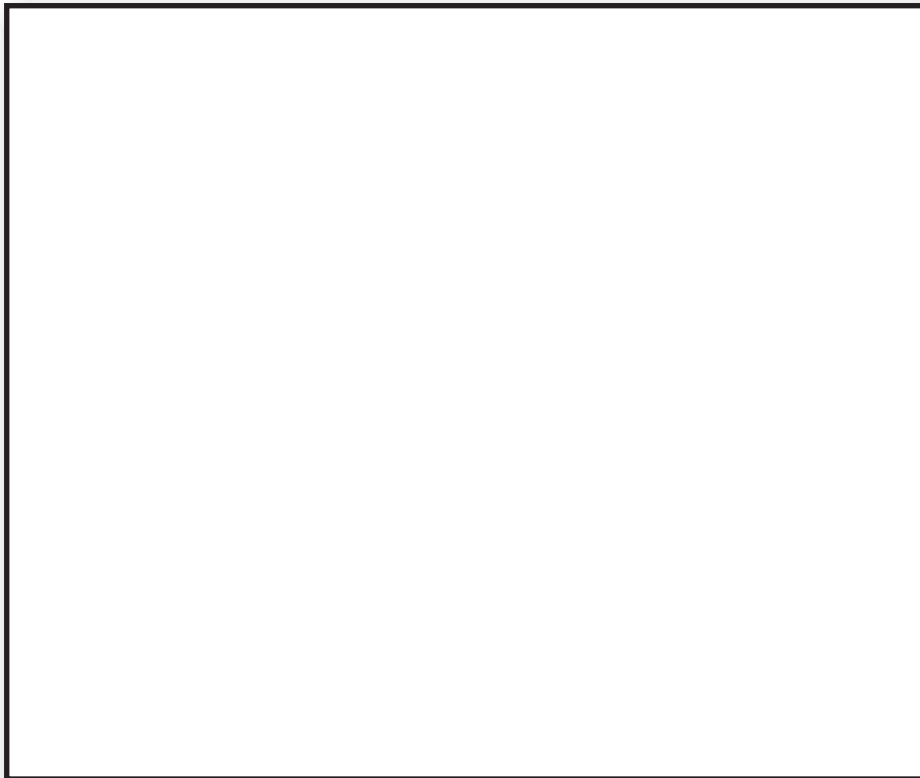
very

park

bread

away

2. Draw what was in the man's lunch.



6 h Lunch in the Park

Name _____

1. Put these sentences in order.

Draw a picture of each one.

A brown bird flew down.

A blackbird flew out of the tree.

A grey bird flew in.





