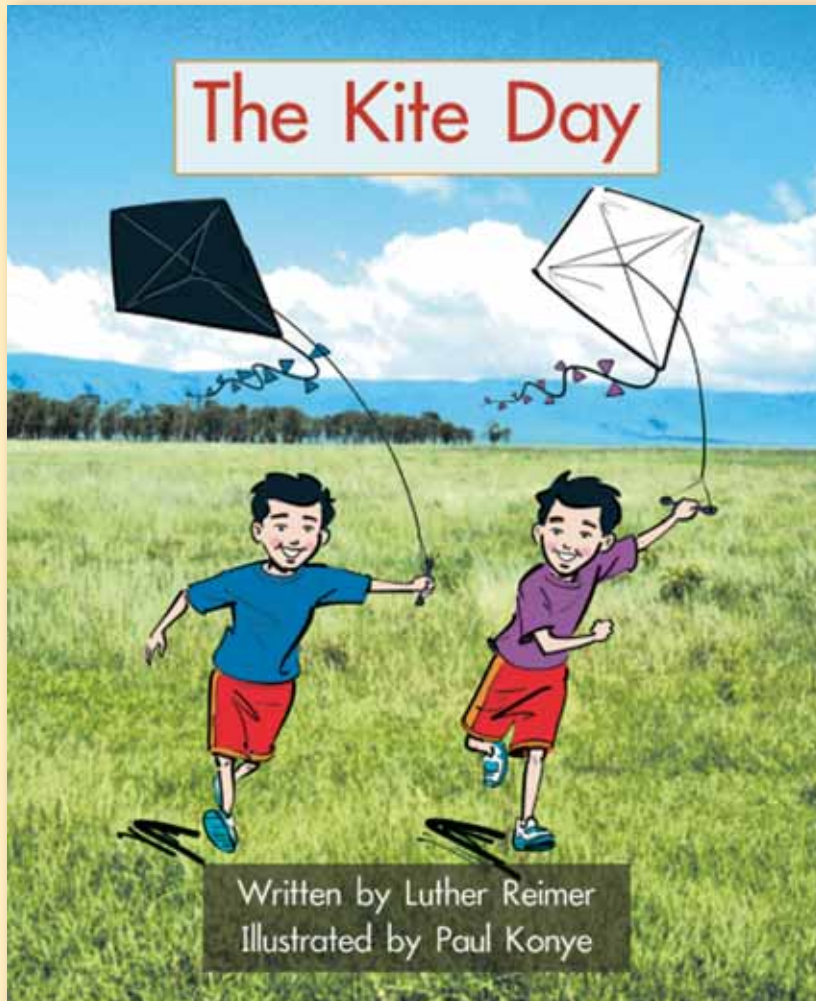




Level 7 Book a



Level	7
Word Count	120
Text Type	Narrative
High Frequency	day
Word/s Introduced	

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

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



This symbol relates to comprehension (meaning maker)



This symbol relates to decoding (code breaker)



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



This symbol relates to use (text user)

Cover & Title Page



Ask the children to look at the illustrations and make predictions about what the story is going to be about. Read the title and ask them to add to their predictions.



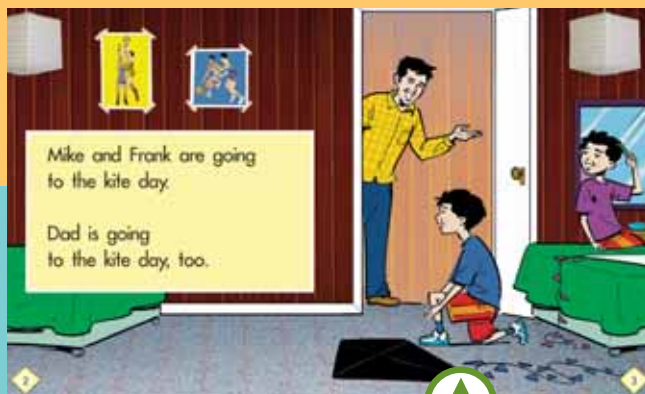
Invite the children to recount what happened in their own words. Who were the people in the story? Where did they go? What did they do? What unexpected thing happened?



Recap the reading strategies that the children used to help when they came to unknown words. Discuss any difficulties.

Ask the children to discuss the illustration. What more information do they now have about the story?

Ask the children to look at the first line of print on the page. Can they work out the names of the two children?



Talk more with the children about the family. Are the boys brothers or twins? What are they interested in besides flying kites? What in the picture tells them that?

Ask the children to locate the word *day* on this page.

Ask the children to look closely at this illustration. Ask them to look at the kites. What can they say about them?



Continue the discussion about Frank and Mike. How did the children work out which was which? What helped them in the picture and in the text?

Write the words *white*, *kite* and *Mike* on the board. Ask for volunteers to say what is similar about these three words. Discuss the silent *e* on the end of these three words and how the preceding vowel usually has a long sound.

Ask the children to look closely at the illustration and describe what they can see. What sort of day is it? What is happening with the kites?



Ask the children to look closely at the illustration and think about where the family might be. Are they in the city or country? Why? Why did Dad say, "*It's a good day to fly kites*"?

Discuss contractions with the children and have them identify the contraction on this page. What two words does *It's* stand for? Ask the children to locate *day* on this page.

Invite the children to look at the illustration and describe what is happening to Mike's kite. What is Frank's kite doing?



Discuss kite flying more fully with the children. Do they know how to fly a kite? What things do they think Mike and Frank will have to keep in mind?

Ask the children to suggest words other than *up* and *down* that could be used to describe what the kites are doing.

BEFORE READING 10/11

AFTER READING

Ask the children to look at the illustration and describe what they see. What is the family looking at? Invite the children to predict what will happen next.



Ask the children to think about the new kite. How is it different from the boys' kites? How might the person have made it different?

BEFORE READING 12/13

AFTER READING

Continue the discussion of what the cat kite is doing. Were the children's predictions correct? What do they think will happen next?



Invite the children to talk more about this page. Why is Dad saying, "Look out!"? Why is Mike saying, "Run!"?

Ask the children to find a contraction on this page. What two words have been used to make this contraction?

The Kite Day

The Bike Ride

June's New Car

Kangaroos

Beaver's Photo

The Zoo Trip

Pete and Katy Go Skiing

Hot-Air Balloon Day

Ask the children to look at the illustration and describe what is happening. What is the kite doing? What is Dad doing? What are the boys doing?

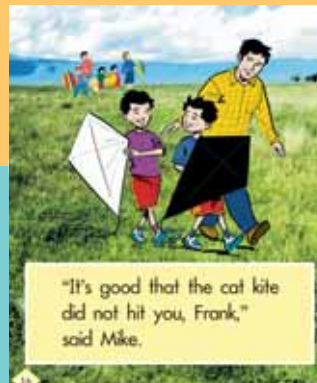


Ask the children to think about the cat kite. Why do they think it is coming down when there are other kites in the picture still in the air?

Write *away* and *day* on the board. Invite the children to read the two words and comment on what is the same.

Invite the children to discuss their predictions. Did they think that Mike and Frank would get hit by the cat kite? What do they think has happened to the cat kite?

Ask the children to return to the beginning of the book and read the story independently. Remind them to make sure that the story always makes sense and that what they are reading also looks right.



Ask the children to think about other endings to the story. How else could the author have ended the story? What else could have happened to Frank and Mike? What else could have happened to the cat kite?

7 a Kite Day

Name _____

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

b d l m g j pl
r h p st w tr

bay

2. Make these words into contractions.

I am _____

It is _____

I will _____

Here is _____

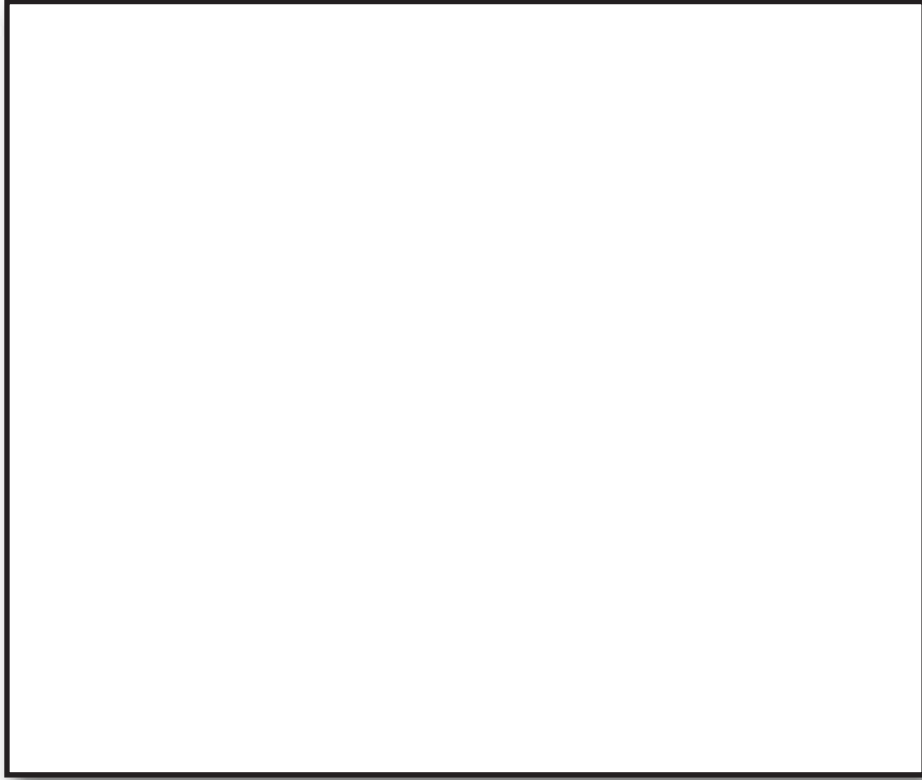
I have _____

We will _____

7 a Kite Day

Name _____

1. Draw a kite.

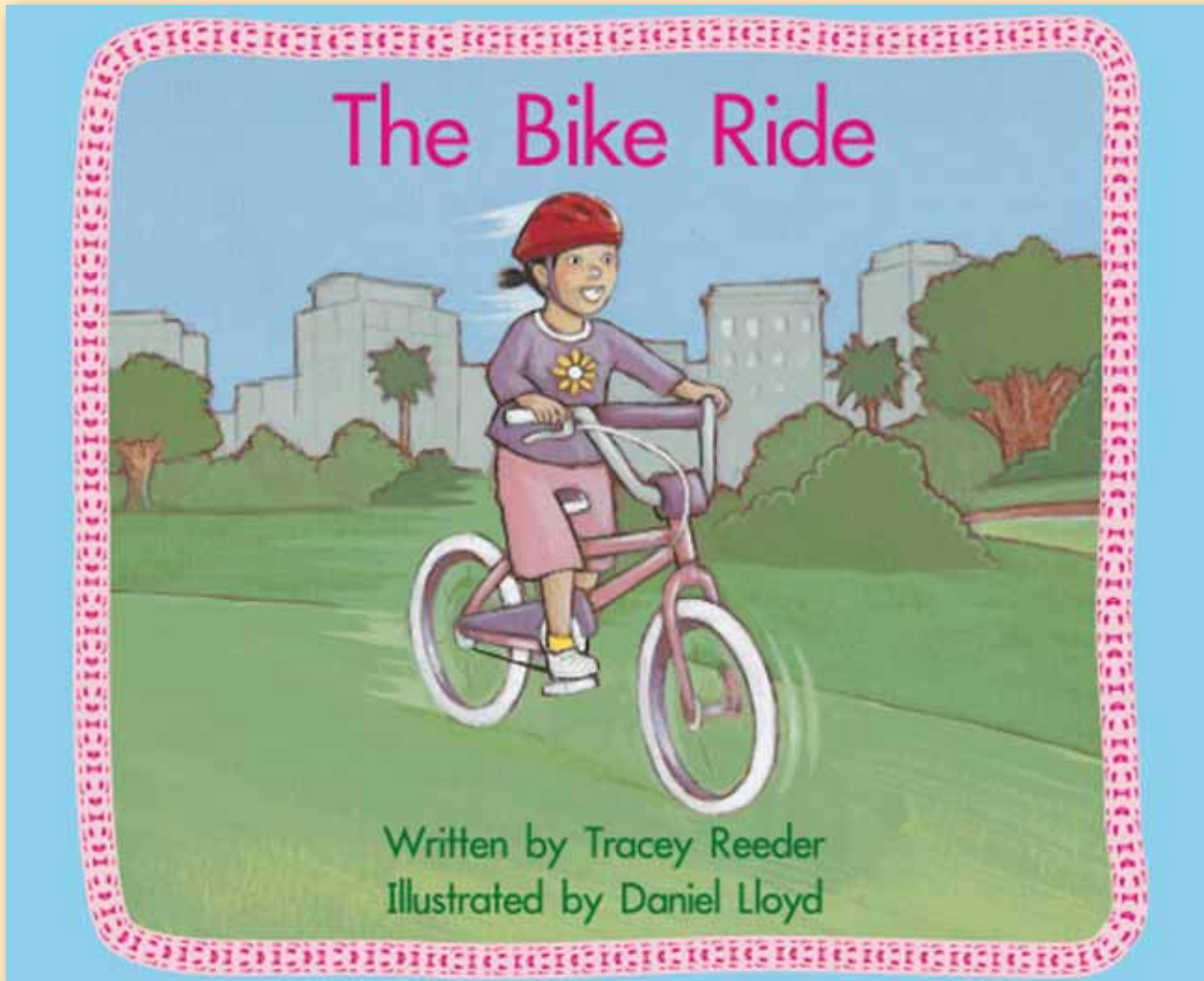


2. Write about your kite.



Level 7

Book 6



Level	7
Word Count	118
Text Type	Narrative
High Frequency	
Word/s Introduced	her

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

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



This symbol relates to comprehension (meaning maker)



This symbol relates to decoding (code breaker)



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

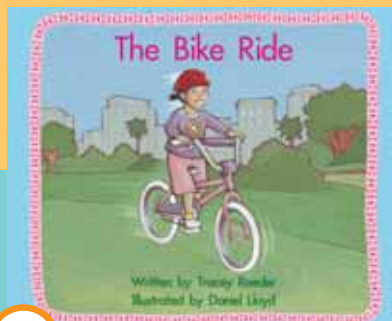


This symbol relates to use (text user)

Cover & Title Page



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



Ask the children to retell the story in their own words. Who are the characters? Where is the story set? What problem do Matt and Su Ling have? What happens? How does the story end?



Ask the children to share the strategies they used to help decipher unknown words. Invite volunteers to share any points of difficulty.

Ask the children to look closely at this illustration and describe what they see. Who else is in the story? Where are they going? What are they going to do?

Ask the children to look at the first line of text and see if they can work out the names of the two children in the picture. Assist them if necessary.



Talk with the children about the safety gear that Matt and Su Ling are wearing. Why do they wear helmets?

Ask the children to discuss this setting in more depth. Where is the park? Is it in the city or country? How do they know this? How is it the same/different from a park near where they live?

Ask the children to look at this illustration and describe what they see. Who or what is Su Ling pointing at? Ask the children to predict what they think will happen next.



Invite the children to discuss the setting. Who is in the park? Why is there a bike sign on the ground? Who might tend the gardens and mow the grass?

Ask the children to identify *her* on this page.

Ask the children to discuss this picture. What do they think is happening? What are Matt and Su Ling trying to do?



Invite the children to talk more about the park setting. What else and who else is in this park in this picture? Where did the lady with the walker go? What could the illustrator have had other people in the park doing?

Ask the children to locate the word *her* on this page.

Ask the children to look closely at this picture and talk about the speed at which the children are riding. What in the pictures gives them clues? What is going to happen next?

Point to the exclamation mark. Tell the children what it is called. Explain its purpose. Ask the children how they think knowing about exclamation marks will help their reading.



Invite the children to talk more about the main characters, Matt and Su Ling. What do they think the relationship between them is? Who is the oldest? What can they tell about Matt and Su Ling from what they say to each other?

BEFORE READING 10/11

Ask the children to look at the illustration and describe what is happening. What made Matt fall off? Did they predict from the previous page that Matt would have an accident?



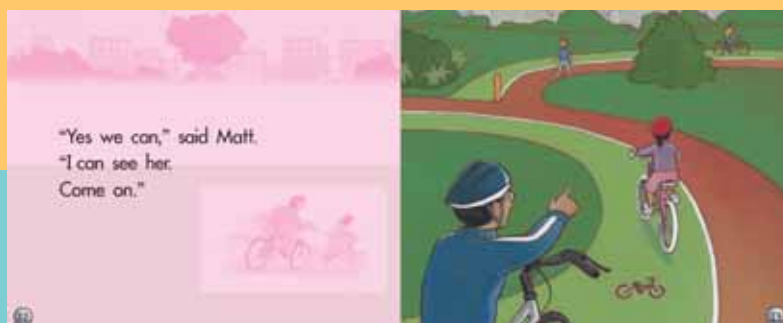
Invite the children to talk about Matt's accident. How is he feeling? Is he hurt? What might have happened if he hadn't had a helmet on?

Ask the children to look at the word *cannot*. Explain to them that this is a compound word. Ask them to say what the two smaller words in *cannot* are.

AFTER READING

BEFORE READING 12/13

Discuss this picture with the children. What has happened now? Do they think Matt and Su Ling will catch up to Mai?



Talk to the children more about Matt. Why did he tell Su Ling that they could still catch up to Mai? What does that tell them about both Matt and Su Ling?

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

AFTER READING

The Kite Day

The Bike Ride

June's New Car

Kangaroos

Beaver's Photo

The Zoo Trip

Pete and Katy Go Skiing

Hot-Air Balloon Day

Discuss this picture with the children. Does Mai know that Matt and Su Ling are behind her? What is going to happen next?



Invite the children to go back through all the pictures and look more closely at the setting. Have them confirm or revise what they first said about whether the park was in the city or the country. Also have them discuss why they think there are not many people in the park.

Discuss the ending with the children. What might Matt and Su Ling be saying? Are they happy they caught up to Mai?

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



Ask the children to talk about the relationship between the three people in the story. How do Matt, Su Ling and Mai know each other? Why was it so important for Matt and Su Ling to catch up with Mai?

7 b The Bike Ride

Name _____

1. Fill in the words.

went after her can and They

Su Ling _ _ _ Matt _ _ _ _ _ Mai.
_ _ _ _ _ fast.

“I _ _ _ see _ _ _ !

I _ _ _ see _ _ _ !” said Su Ling

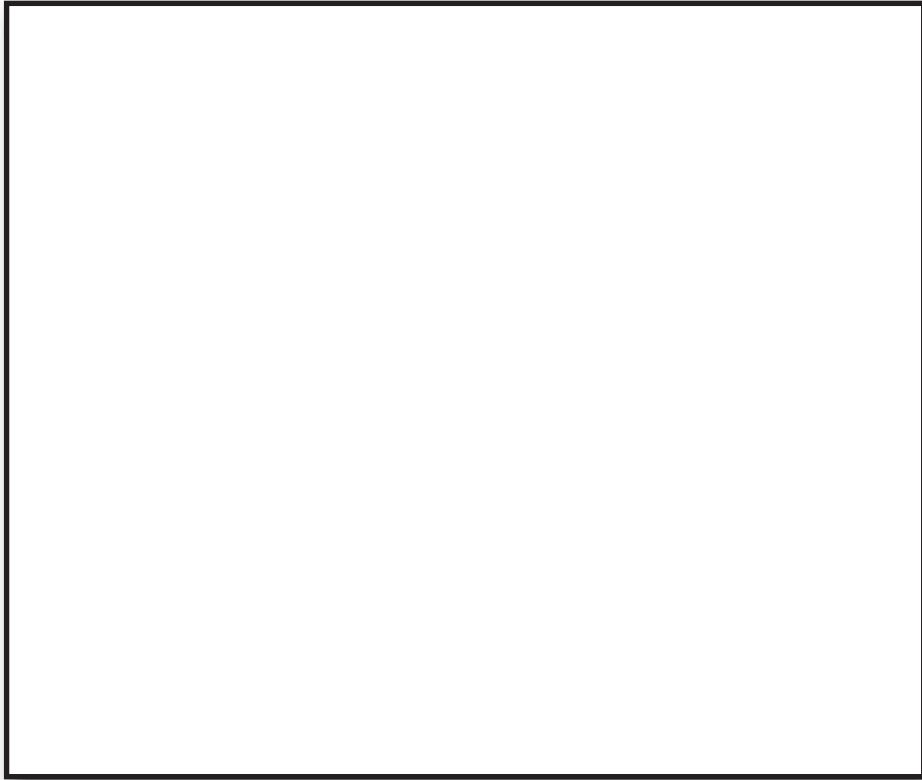
2. Draw a picture to go with the sentences.



7 b The Bike Ride

Name _____

1. Draw Su Ling and Matt at the park.



2. Write about your picture.



Level 7 Book c



Level	7
Word Count	119
Text Type	Narrative
High Frequency	yes
Word/s Introduced	

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

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



This symbol relates to comprehension (meaning maker)



This symbol relates to decoding (code breaker)



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



This symbol relates to use (text user)

Cover & Title Page



Ask the children to look at the cover and title pages and make predictions about what the story is going to be about. Read the title, then ask the children to add to their predictions.



Have the children respond to the story. Ask them to think about why June needed a new car. What things did she need to fit into the car?



Invite the children to talk about their reading. Which parts did they find easy? Which parts were hard? What did they do if they got stuck on a word?

BEFORE READING

2/3

Ask the children to look at this illustration and describe what they see. What is the problem? How do they think the family will solve the problem?



Invite the children to talk more about this page. Did they realise before they read the story that June needed a new car because she was pregnant? Can they list the things that June will have to take in her car when she has a new baby?

AFTER READING

BEFORE READING

4/5

Discuss this illustration with the children. What do they think the conversation between Dad, June and Luke is about?



Ask the children to discuss this illustration in more detail. Where is the story taking place? Where have the family gone to buy the new car? Where else could they go?

Ask the children to locate yes on this page.

AFTER READING

Have the children talk about this picture. Invite them to suggest words to describe this car. Do they think June will like this car? Why or why not?

Ask the children what letter *cute* starts with then ask them to locate *cute* on this page. Discuss the meaning of *cute*.



Write *Luke* and *cute* on the board. Invite volunteers to say what is the same between the two words. Talk with the children about the silent *e* ending and how the *u* makes the same sound in both words. Have the children read the first sentence again and then suggest other words that the author could have used, other than *cute*, to describe the car.

Ask the children to look at this illustration and describe what is happening. Why does June not need to look closely at the car?



Ask the children to look at June again. How do they think she is feeling? How has the illustrator conveyed her feelings in the drawing?

Review contractions with the children, then ask them to find a contraction on this page. What two words have been joined to make the contraction?

BEFORE READING 10/11

Have the children look at this illustration and describe what is happening. Ask them to predict whether June will think this car is a good one.

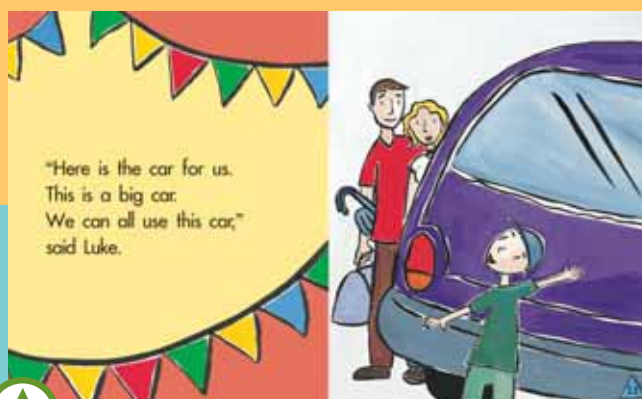


Ask the children to look at this illustration in more depth. What do they think Luke and Dad are thinking? Why? What do they think June is thinking? Why?

Ask the children to locate yes on this page.

BEFORE READING 12/13

Ask the children to look at this illustration and describe what they see. Ask them to predict what they think is going to happen. Will this be the car June likes? Why or why not?



Ask the children to point to the spoken words. Discuss with them how they know that someone said these words. Ask the children to read the first two lines again. Then discuss with them what other words the author could have used instead of *big* to describe the car.

AFTER READING

The Kite Day

The Bike Ride

June's New Car

Kangaroos

Beaver's Photo

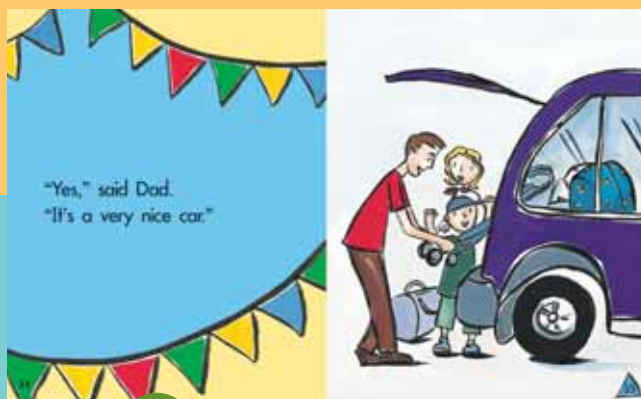
The Zoo Trip

Pete and Katy Go Skiing

Hot-Air Balloon Day



Discuss this page with the children. Ask them to predict what is going to happen. Is this finally the car for June?



Ask the children to repeat the same activity as on the previous page. What other words could the author have used instead of *very nice*?



Invite the children to talk about the end of the story. Why was this the right car?



Ask the children to return to the beginning of the book and read the story independently. Remind them to think about the sense of the story as they read.



Invite the children to summarize the story. Who were the characters? What was their problem? What did they do to solve their problem? What was the final resolution?

7 c June's New Car

Name _____

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

b c f t j p st

bar

2. Write **yes** or **no** to answer the questions.

Did June need a new car?

Did Dad like the green car?

Did June like the green car?

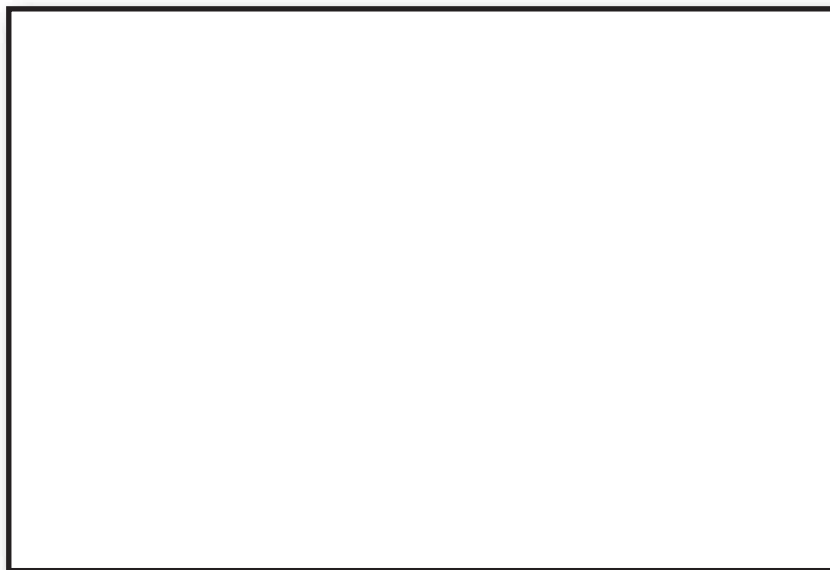
Did Luke think the yellow car
was cute?

Did June like the yellow car?

7 c June's New Car

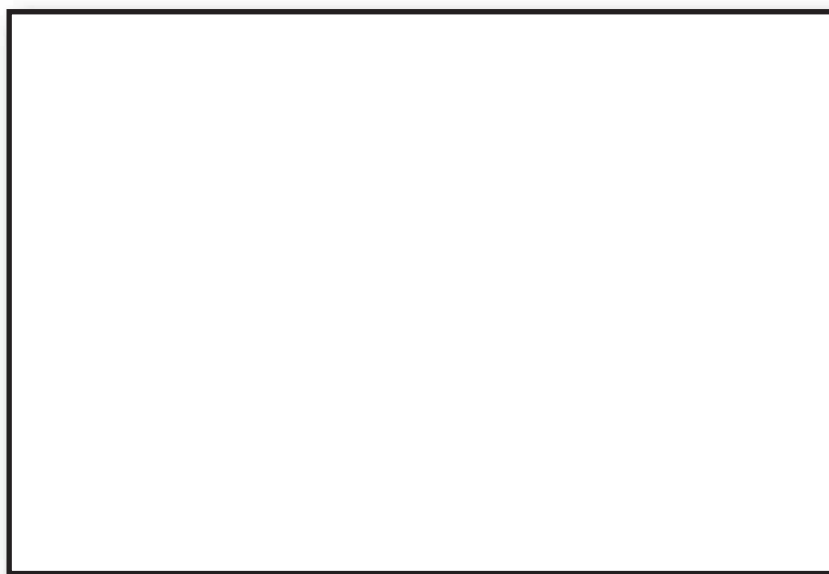
Name _____

Read and draw.



“I need a new car,” said June.

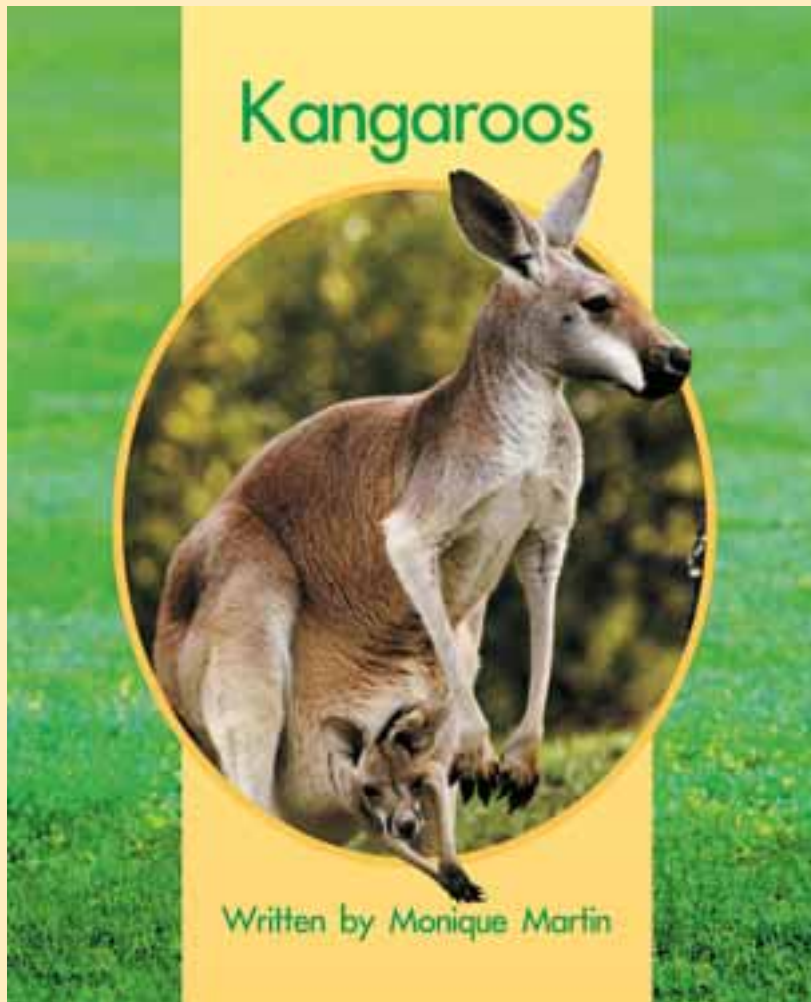
“This car is too little.”



“We can all get in it,” said June.



Level 7 Book d



Level	7
Word Count	111
Text Type	Factual description
High Frequency	two
Word/s Introduced	

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

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



This symbol relates to comprehension (meaning maker)



This symbol relates to decoding (code breaker)



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



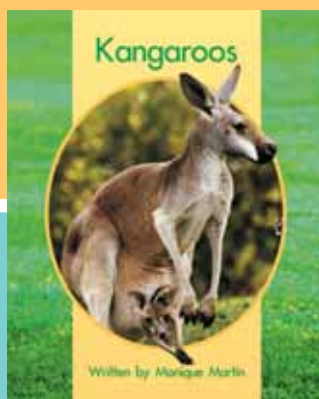
This symbol relates to use (text user)

BEFORE READING

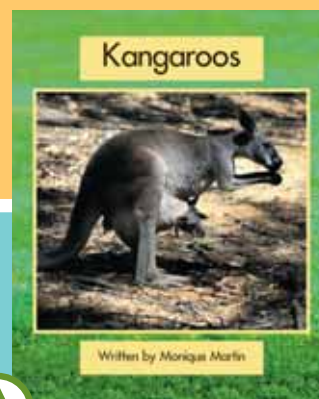
Cover & Title Page



Invite the children to look at the cover and the title page and suggest what this book is about. List on the board what they already know about kangaroos and what they would like to know.



Discuss the book with the children. What new information did they learn? Refer back to the list on the board. Did they have all their questions answered?



Invite the children to talk about how they used the photos and the labels to help them read. Discuss any particular difficulties that the children had.

AFTER READING

BEFORE READING

2/3

Talk with the children about this photo. Ask them to describe the kangaroos. How many are there?



Invite the children to scrutinize this photo more closely. Does it give any clues as to the type of land where kangaroos can be found?

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

AFTER READING

BEFORE READING

4/5

Discuss with the children how they can use the text features on page 5 to help them with their understanding. Invite the children to read the labels.



Talk more with the children about this photo and the labels. What other parts of the kangaroo could have had labels?

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

AFTER READING

Invite the children to discuss this photo. What can they see that would help kangaroos move fast?

Write *two* and *too* on the board. Discuss the different spellings and the different meanings of the two words.



Discuss with the children how they think a kangaroo's tail helps it hop and jump. What else would help a kangaroo hop and jump?

Have the children discuss this photo. Do they know the name for a baby kangaroo? Do they know the name of the place where the mother kangaroo keeps the baby?



Talk more with the children about the information on this page. Compare it with their lists. Was this information that they previously knew about kangaroos? Was it information that they wanted to know before they read the book? Where would they go to find further information about joeys?

BEFORE READING 10/11

Have the children look at this photo and then say what kangaroos eat.



Ask the children to talk more about this photo. What extra information does it give about the kangaroos' habitat? What information does it give about animals that live near kangaroos?

Write *grass* on the board. Ask the children what consonant blend starts the word *grass*. Invite them to share other words that start with *gr*.

BEFORE READING 12/13

Ask the children to look at this photo. What is this kangaroo doing?



Ask the children if they knew that this was a big red kangaroo. Do they know the names of any other types of kangaroos?

AFTER READING

Invite the children to describe this kangaroo. How is it different from the one on the previous page? What colour is it?



Have the children refer back to the labelled photo on page 5. If they were labelling this photo, which labels could they use that they could not use with the photo on page 5?

Discuss the index with the children. Explain the function of an index. Have them practise using the index to find information on the big red kangaroo.

Have the children return to the beginning and read the book independently. Remind them to use the text features to help them read.

Index	
big red kangaroo	12
joey	8
pouch	8
tail	6

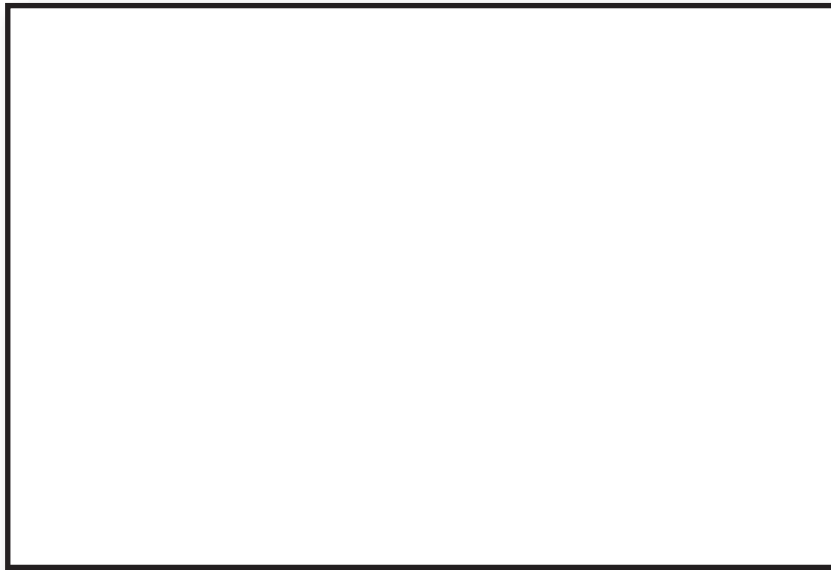
Invite the children to discuss other information about kangaroos that the author could have included in this book.

Invite volunteers to say what they have learned from this text that they could now tell someone else about kangaroos.

7 d Kangaroos

Name _____

1. Draw a picture.
2. Write some information about kangaroos.



7 d Kangaroos

Name _____

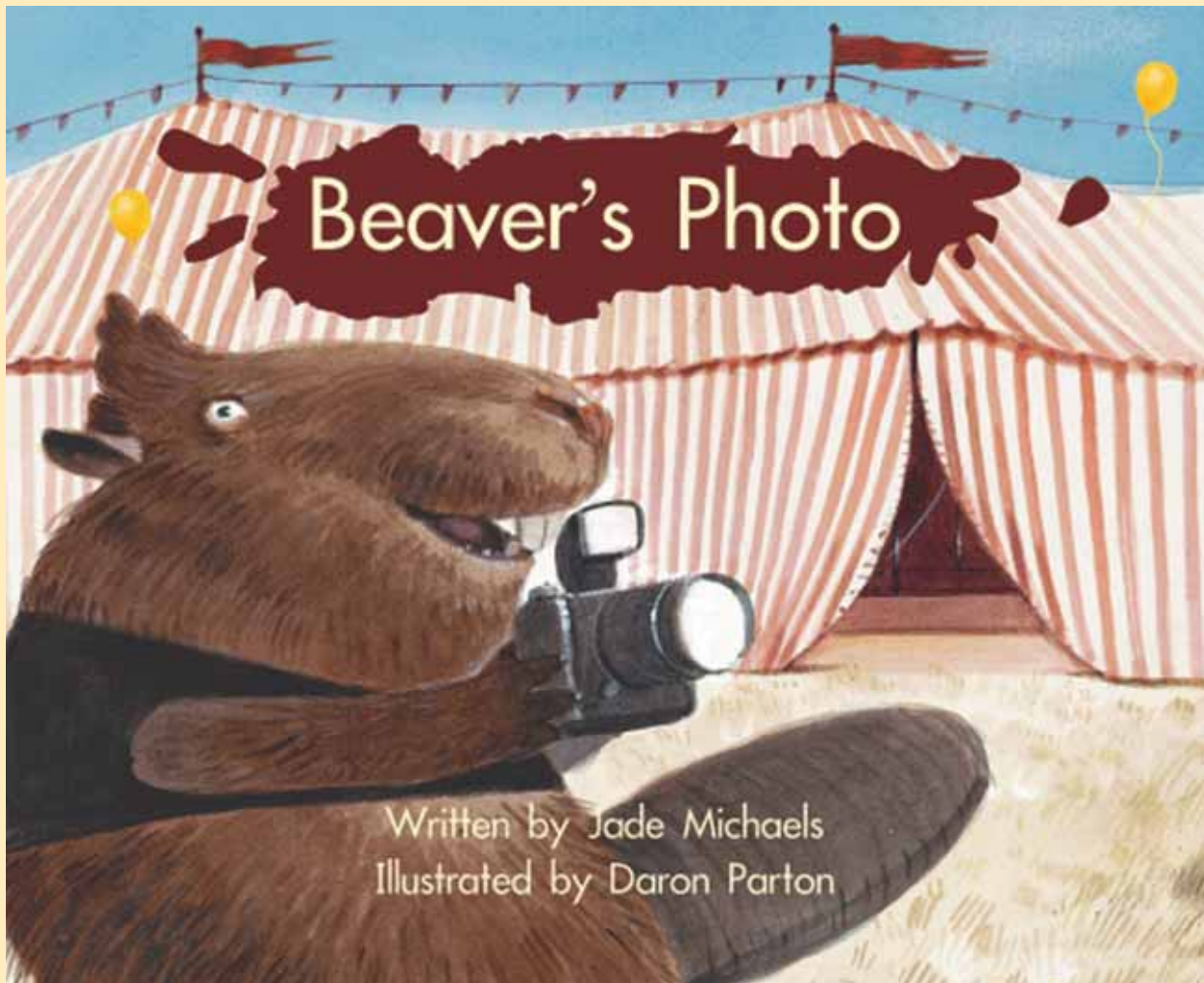
1. Draw a picture of a kangaroo.
2. Label the parts of its body.





Level 7

Book e



Level	7
Word Count	120
Text Type	Narrative
High Frequency	him, take
Word/s Introduced	

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

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



This symbol relates to comprehension (meaning maker)



This symbol relates to decoding (code breaker)



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



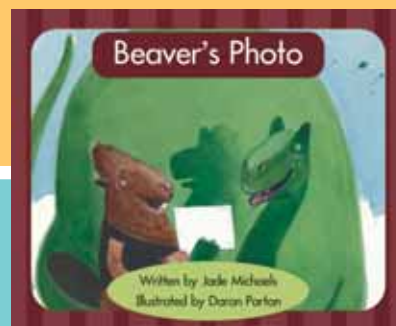
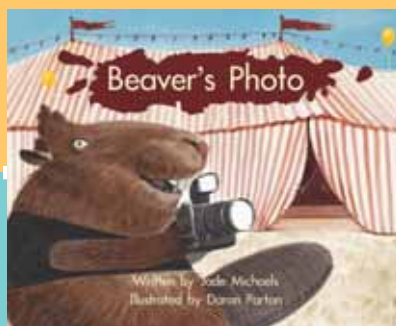
This symbol relates to use (text user)

BEFORE READING

Cover & Title Page



Ask the children to look at the cover of this book and suggest what the story might be about. If they have read the big book about Brontosaurus and Beaver, remind them that this is another book with the same characters. Read the title and ask the children where they think Beaver is taking his photo.



AFTER READING



Invite the children to respond to the story. Who are the characters? What happens first? Next? Last? Which part did they like the best?



Invite volunteers to share the strategies they used to help decipher unknown words. Did they remember to go back to the beginning? Did that strategy help?

Invite the children to talk about this illustration. Ask them to use the cover information to suggest what Bronto might be saying to Beaver.

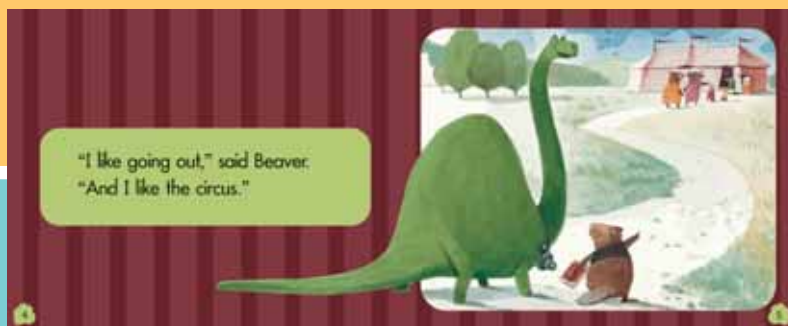
Ask the children to find the words *Bronto* and *Beaver* on this page. Have them explain how they know which is which, since they both start with the same letter.



Ask the children to look closely at the picture. What can they see that gives them a clue about the text?

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

Talk more about where Beaver and Bronto are going. Invite the children to share their personal experiences of a circus. What did they see? What do they think Beaver will take a photo of?



Talk with the children more about how Beaver and Bronto got to the circus. Did they walk all the way? If they did, what does that tell the children about where the circus is being held and where Bronto and Beaver live?

Ask the children to look at this illustration and describe what they see. What can Beaver and Bronto see in the tent? What job is the elephant doing? Did they predict there would be an elephant at the circus?



Analyse the picture with the children. What in the picture gives them a clue that the animals have gone to see Giraffe perform? What other animal could the illustrator have used instead of a giraffe? Would another animal have made a difference to the story?

Ask the children to locate *take* and *him* on this page.

Discuss this illustration with the children. Did they predict that there would be a giraffe at the circus? What is the giraffe doing?



Ask the children to look at Giraffe and think about him in more depth. What is he doing? What sort of training might he have had?

Ask the children to look closely at the beginning of Bronto's name. What consonant blend does it start with? What sound does this blend make? What other words start the same?

BEFORE READING 10/11

Invite the children to look at this illustration and describe where Giraffe is swinging. Ask them to predict what is going to happen next.



Invite volunteers to share their experiences of taking photos. What did they need to remember? Will Bronto and Beaver have to remember the same things?

Have the children locate *take* and *him* on this page.

AFTER READING

BEFORE READING 12/13

Have the children talk about this picture. What is Giraffe doing now? Ask them to predict what will happen next.

Ask the children to look at the word *swung*. What is the blend at the beginning of the word? What sound does it make? What other words start the same?



Discuss the flying trapeze with the children. What sorts of things do trapeze artists have to learn before they can swing through the air?

Have the children locate *took* and *him* on this page.

AFTER READING

The Kite Day

The Bike Ride

June's New Car

Kangaroos

Beaver's Photo

The Zoo Trip

Pete and Katy Go Skiing

Hot Air Balloon Day

Discuss this picture with the children. What is happening to Giraffe? Did they predict that this might happen? What is Beaver doing?



Giraffe swung out again,
but he fell
into the net.
Beaver took a photo.

Discuss safety nets with the children. Why does Giraffe have a safety net? What other circus people use safety nets? What would happen to Giraffe if there were no net?

Ask the children to talk about the photo that Beaver took. What is the photo of? Will Giraffe like it? Why or why not?

Ask the children to return to the beginning of the book and read the story independently. Remind them to return to the beginning of a sentence and try again if they are having trouble reading a word.



"Giraffe will not like that photo,"
said Bronto.

Have the children think about other episodes that the author could write so that Beaver could take interesting photos at the circus. Invite them to share their ideas.

7 e Beaver's Photo

Name _____

1. Write some words that rhyme with **take**.

r m w c l b f j st

rake

2. Fill in the words.

said are going Come take we

“_____ on Beaver,” _____ Bronto.

“I’m going to _____ you out.

_____ to the circus.”

7 e Beaver's Photo

Name _____

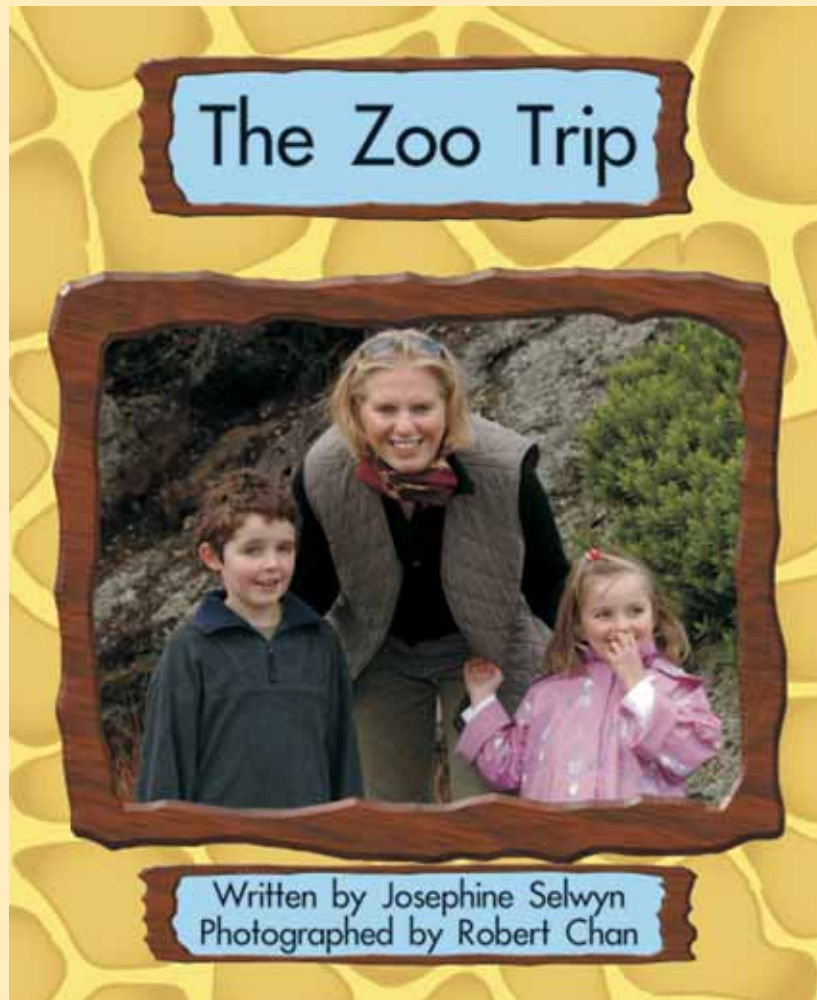
1. Draw a picture of Giraffe.



2. Write what Giraffe is doing.



Level 7 Book f



Level	7
Word Count	115
Text Type	Factual recount
High Frequency Word/s Introduced	came, saw

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

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



This symbol relates to comprehension (meaning maker)



This symbol relates to decoding (code breaker)



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

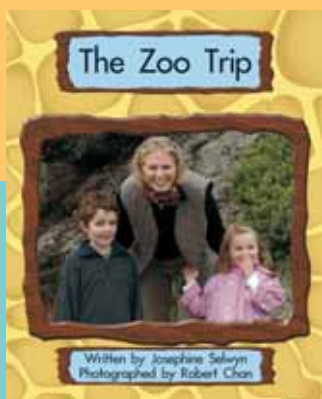


This symbol relates to use (text user)

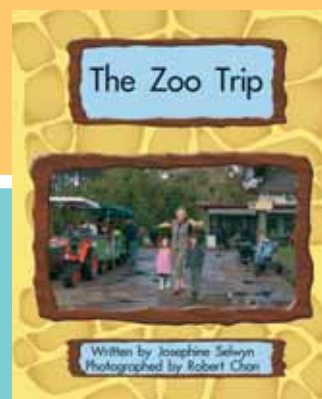
Cover & Title Page



Ask the children to look at the cover of this book. Read the title and ask them to suggest things they might see on a zoo trip. Make a list of their suggestions. Invite volunteers to recount their personal experiences.



Refer back to the list made before reading. Ask the children to suggest any new information gained by reading the text. Add this to the list. Read the list together.

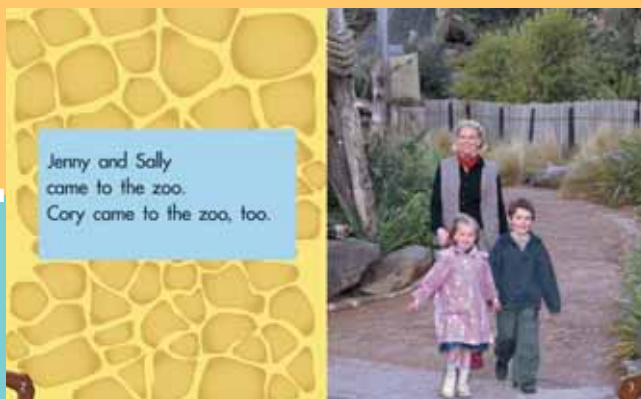


Ask the children to share the strategies they used to help decipher unknown words. Invite volunteers to share any specific difficulties and what they did to solve their problems.

BEFORE READING

2/3

Ask the children to look at the photo and describe what they see. Introduce the names of the people in the photo.



Discuss this photo in more detail. Ask the children how they think the people might be related. What time of year do they think it is? What in the photo gives them a clue?

AFTER READING

BEFORE READING

4/5

Ask the children to look carefully at the photos. What animals are Jenny, Sally, and Cory looking at? Would they think that these animals are scary? Why or why not?

Ask the children to locate scary on this page after they have identified the initial consonant blend.



Ask the children to look closely at the lions. What do they look like? What would they do at the zoo during the day? At night? What would they eat?

Write *Jenny*, *Sally*, *Cory*, and *scary* on the board. Ask the children to read all the words. Invite a volunteer to say what is the same about all the words.

AFTER READING

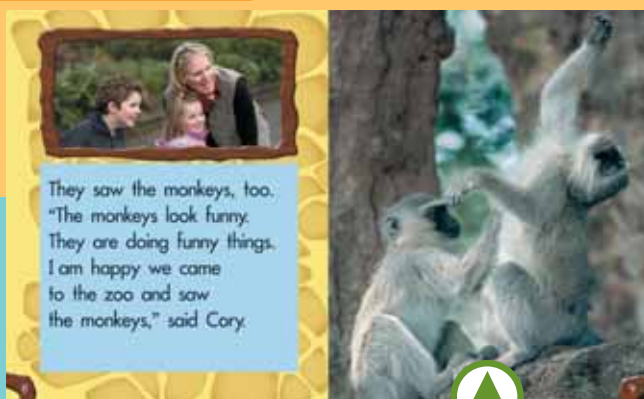
Ask the children to look carefully at these photos. What animal can they see? Do they think that Cory and Sally will find these animals scary, too?



Ask the children to compare this photo with the photo of the lions. What parts of each photo would make the author use the word *scary*?

Ask the children to identify and discuss the animals in the photo on page 9. How would Sally and Cory describe them? How would they feel watching them?

Ask the children to locate *funny* and *happy* after they have named the letter each word starts with.

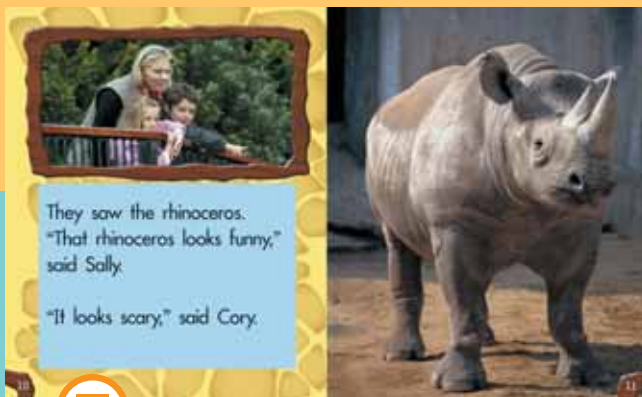


Ask the children to think about the monkeys in more detail. What sorts of things would they need in their enclosure? How would theirs be different from the lions' and tigers'? Have them refer back to the previous photos if necessary.

Write *funny* on the board and ask the children to compare it to *Jenny*, *Sally*, *Cory*, and *scary*. Do they know any other words that end in the same way?

BEFORE READING 10/11

Ask the children to look closely at the photos. What is this animal? Do they think that Cory and Sally will find this animal scary or funny?



Ask the children to think about the rhinoceros in more depth. Where might it live in the wild? What would it do at the zoo? What might it eat? Why did the author have the children saying it was both funny and scary?

AFTER READING

BEFORE READING 12/13

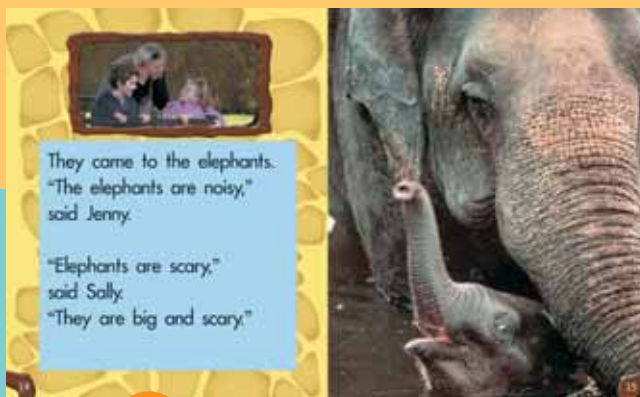
Have the children look closely at this photo and describe what they see. What are the people looking at? What might they be thinking about these animals?



Ask the children to think about the fish. Why would a zoo keep fish? Where did they come from? What would they eat? Who would look after them?

AFTER READING

Ask the children to look carefully at these photos. What is this animal? What does it look like? Is it funny? Is it scary?



Ask the children to think about elephants. What special things would they need in their enclosure? How could the zoo people provide these?

Discuss this page with the children. What is it? What is it used for? How does it help them locate information?

Ask the children to return to the beginning of the book and read it independently. Have them suggest what they will do when they come to an unknown word. Make some suggestions if necessary.

Index	
lions	4, 6
monkeys	8
rhinoceros	10
tiger	6

Ask the children why they think the author used these animals in the book. What other animals could she have used in this book?

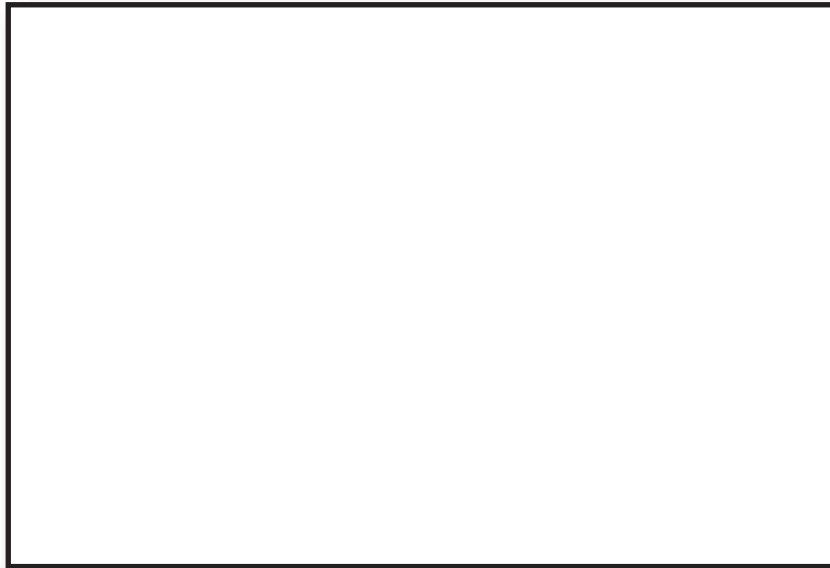
Refer back to the list on the board. Ask the children how they could use that information. What other information would they like to know about animals in zoos? Where could they find it?

7 f The Zoo Trip

Name _____

Draw two pictures of animals at the zoo.

Write their names.





7 f The Zoo Trip

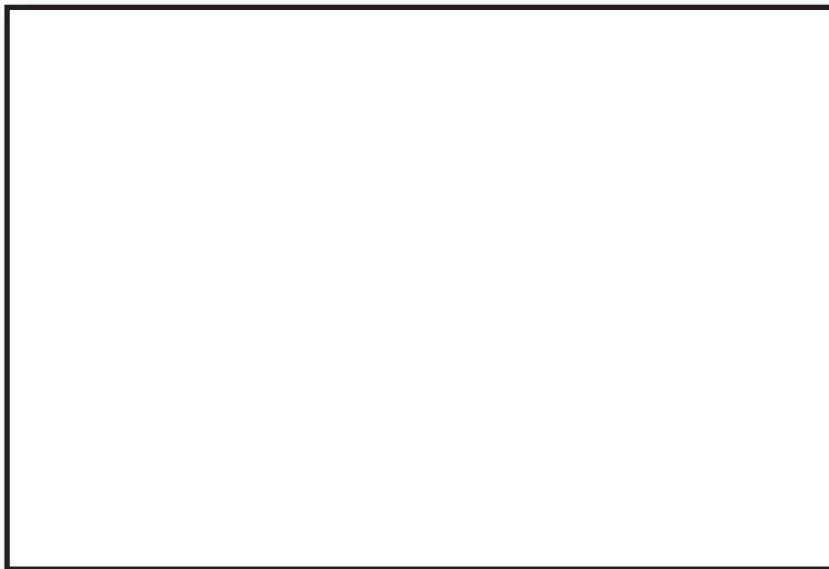
Name _____

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

c f g t n s

2. Read and draw.

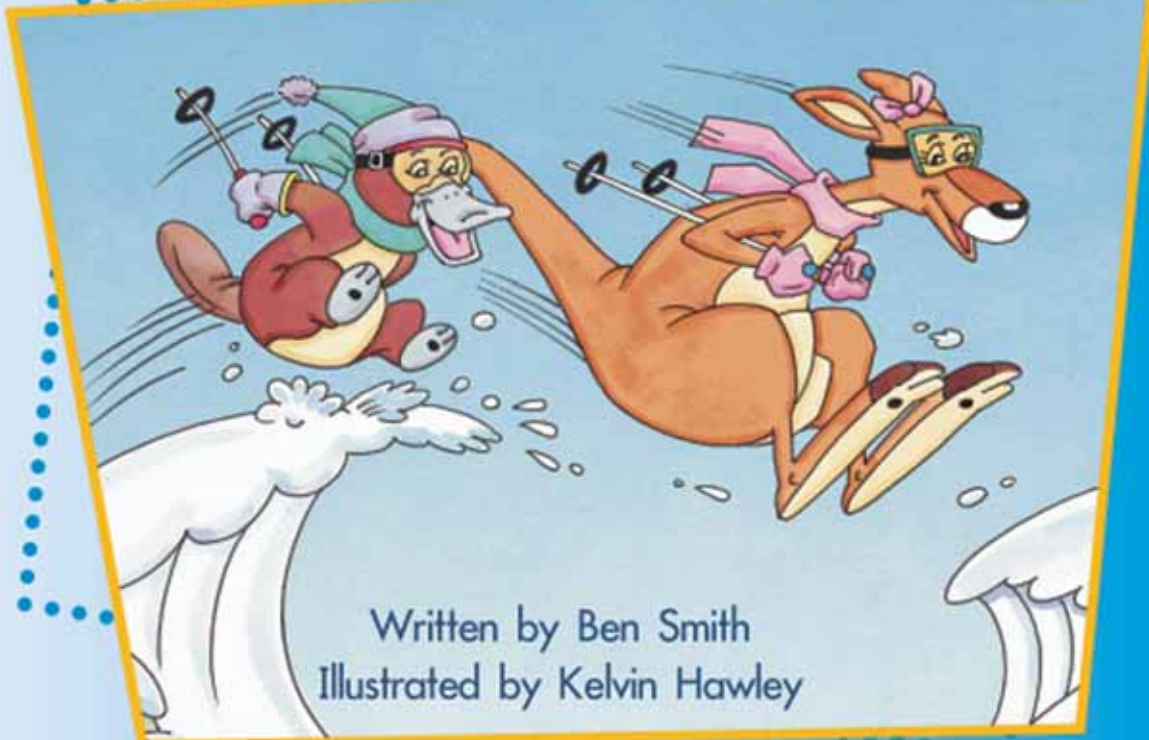
They saw the lions.





Level 7 Book g

Pete and Katy Go Skiing



Written by Ben Smith
Illustrated by Kelvin Hawley

Level	7
Word Count	118
Text Type	Literary recount
High Frequency Word/s Introduced	

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

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



This symbol relates to comprehension (meaning maker)



This symbol relates to decoding (code breaker)



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

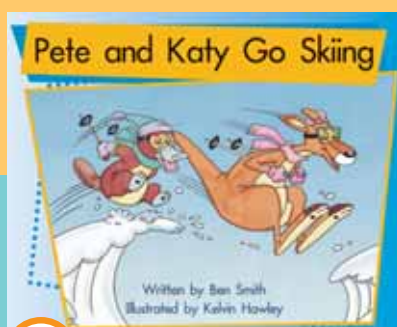


This symbol relates to use (text user)

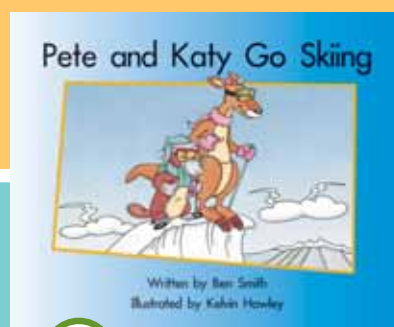
BEFORE READING Cover & Title Page



Ask the children to look at the cover of this book and suggest what the story might be about. Who are the characters? What are they doing? Read the title. Ask the children to add to their suggestions.



Invite the children to respond to the book. Have them retell the story in their own words. Invite them to say what they liked best about the story.



Ask the children to share the strategies they used to decipher unknown words. Praise appropriate behaviour that you noted as they read.

BEFORE READING

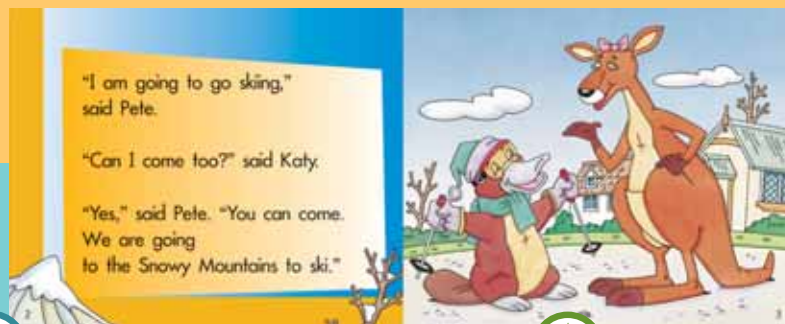
2/3



Ask the children to look at this illustration and describe what they see. Who are the animals? What could they be talking about? Where could they be going?



Tell the children that the animals are going to the Snowy Mountains. Ask them to find *Snowy Mountains* on the page.



Explain the text type to the children. Tell them that a literary recount tells about fictitious events that happened in the past. Ask them how they know that this story couldn't be a true story.



Write *Pete* and *Katy* and *platypus* and *kangaroo* on the board. Ask the students what they notice. Did this help them with their understanding of who was talking?

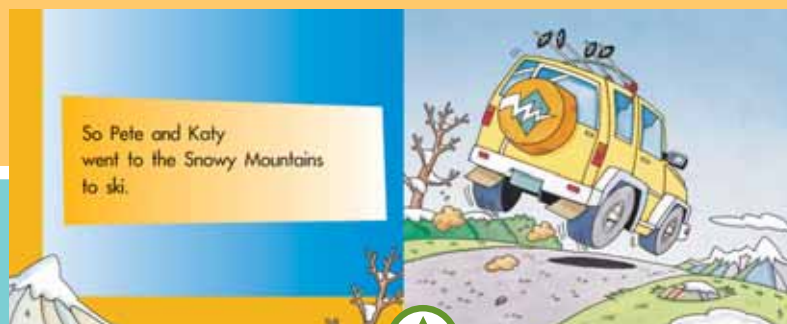
AFTER READING

BEFORE READING

4/5



Discuss this picture with the children. How are Pete and Katy getting to the Snowy Mountains? What have they taken with them?



Talk more with the children about the type of car that Pete and Katy are in. Why would they need a car like this to go skiing?



Ask the children to look at the word *Snowy*. What consonant blend does it begin with? What sound does that blend make? What other words do they know that start with the same two letters?

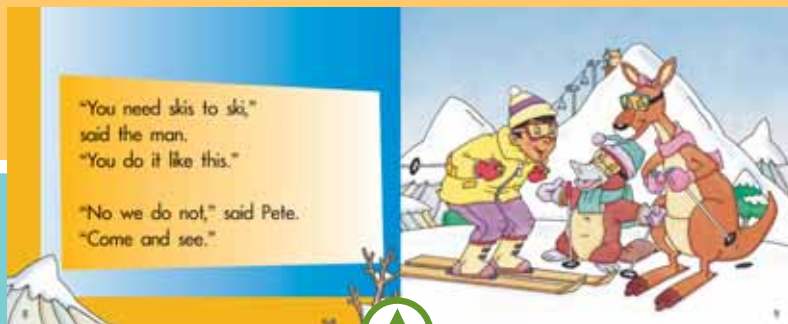
AFTER READING

Have the children discuss this illustration. Where are Pete and Katy? What is the man asking? What does he have that Pete and Katy don't have? What might Pete and Katy be saying?



Invite the children to discuss why Pete and Katy told the man they didn't need skis. Do the children think that Pete and Katy had been skiing before?

Invite the children to suggest what the characters are saying now. What might the man be insisting on? What is he showing Pete and Katy?

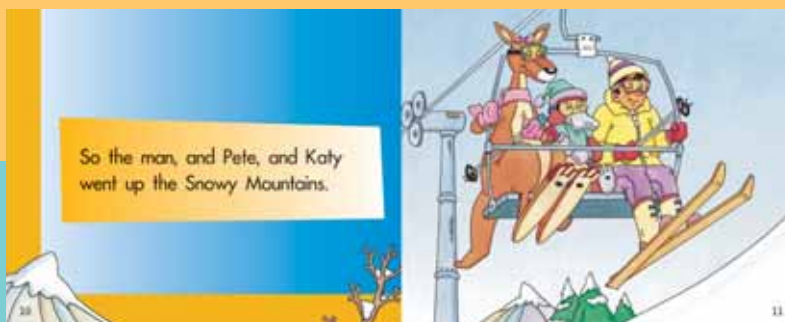


Discuss with the children how the characters would be feeling. Do they think the man could be getting frustrated with Pete and Katy? If so, why?

Write the sentence *"No we do not," said Pete.* on the board. Ask the children which two words the author could have made into a contraction. Write the sentence again with *don't* in place of *do not* and have the children read the new sentence.

BEFORE READING 10/11

Ask the children to look at this illustration and describe what they see. Where are the characters? Where are they going?



Invite the children to talk more about how the characters are feeling. How would they feel going up in a chair lift?

BEFORE READING 12/13

Discuss with the children what is happening in this picture. What do the children think is going to happen? Will Pete and Katy be able to ski without skis? Why or why not?



Invite the children to discuss why Pete is saying, "Look." What does he mean when he says this? Have the children look at the expression on the man's face and suggest how he is feeling.

AFTER READING

Have the children say what is happening in this illustration. What is the man doing? What are Pete and Katy doing? Will the man follow them? How will the story end?



Invite the children to talk more about how the man would be feeling. Did he think that Pete and Katy could ski or did he think they would get hurt?

Write *look* and *looked* on the board. Ask the children to read both words. Invite volunteers to share sentences with either *look* or *looked* in them.

Discuss the children's predictions. Were they right? What might the man be saying to Pete and Katy?

Have the children return to the beginning of the book and read the story independently. Invite volunteers to say what strategies they will use if they come to an unknown word.



Ask the children to discuss why Pete and Katy didn't need skis. What other animals could the author have used that might not need skis? What animals would definitely need skis?

7 g Pete and Katy Go Skiing Name _____

1. Write the words that begin with an **sn** blend.

school Pete snow car snail

rain snack mountain snake

2. Use the right word in each sentence.

skied ski skis skiïng

“You need _____ to _____,”
said the man.

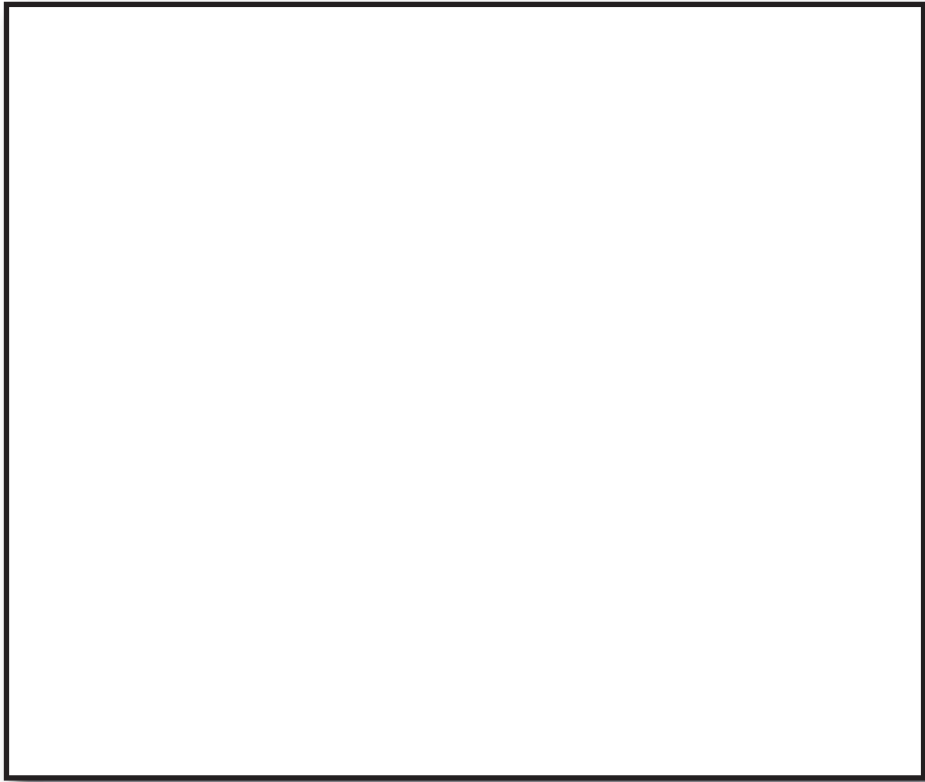
Pete and Katy _____ down.

You two do not need _____.”

Pete and Katy go _____.

7 g Pete and Katy Go Skiing Name _____

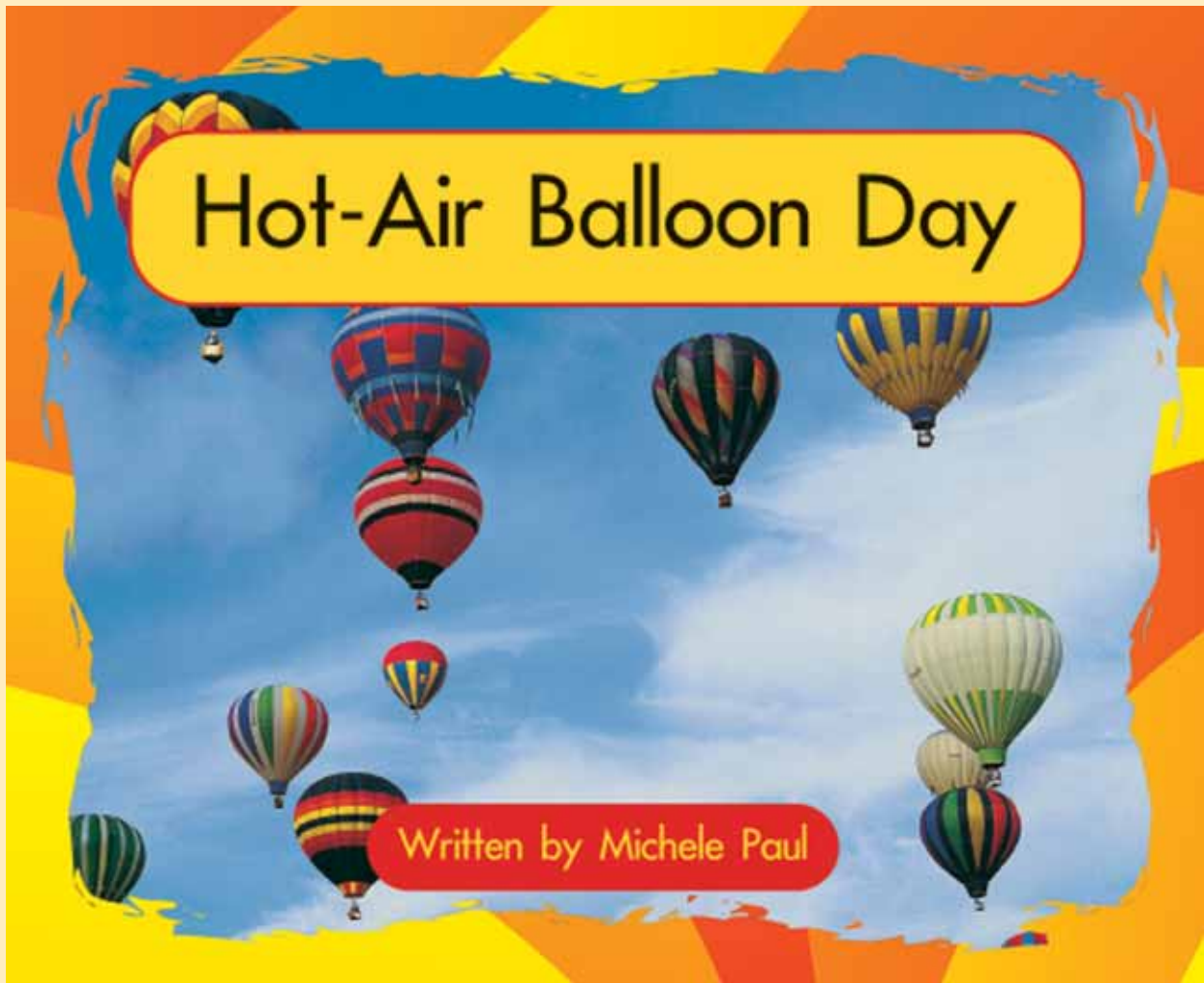
1. Draw someone going skiing. Remember their special clothes and equipment.



2. Write about your picture.



Level 7 Book h



Level	7
Word Count	115
Text Type	Information report
High Frequency	four
Word/s Introduced	

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

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



This symbol relates to comprehension (meaning maker)



This symbol relates to decoding (code breaker)



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



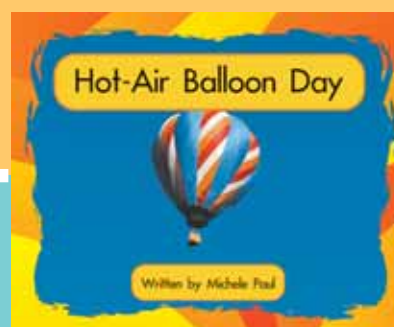
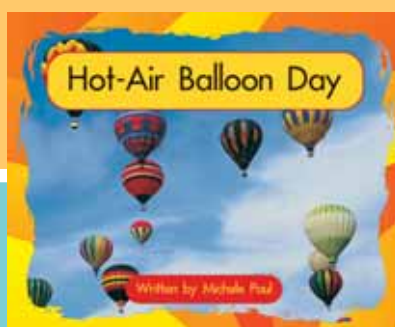
This symbol relates to use (text user)

BEFORE READING

Cover & Title Page



Ask the children to look at the cover of the book. Read the title to them and ask them to suggest what they know about hot-air balloons. List their responses on the board.



Invite the children to respond to the text. Refer back to the list made before reading the book. Ask the children to add any new information to it.



Ask the students to talk about their reading strategies. What did they find hard? What did they find easy?

AFTER READING

BEFORE READING

2/3



Ask the children to look at the photo and describe what they can see. Where are the hot-air balloons? Can they see any people in them?



Look at these balloons.
They are hot-air balloons.
They can take you up in the air.

AFTER READING



Ask the children to make some inferences about the photo. Ask them to think about the people in the hot-air balloons. Who are they? Where did they come from? What sort of people might they be?

BEFORE READING

4/5



Invite the children to look at this photo. What is happening? What is the fire being used for? Is this something they already knew about hot-air balloons?



Look at this balloon.
Look at the fire.
The fire will make hot air.
The hot air will make
the balloon go up.

AFTER READING



Talk to the children more about how hot-air balloons get in the air. How do they fly? Where could the children find more information about this?

Talk with the children about this photo. Ask them what they can see under the balloon. Do they know the name of this part of the balloon? Do they know what it is used for? Can people go in the basket? Was this something they already knew about balloons?



Ask the children to discuss the parts of the balloon in more detail. What is the basket made of? What is the balloon part made of?

Ask the children to look at this photo and describe the balloon. What is different about this balloon and the one on the previous page?



Ask the children to look at this photo and discuss it in more detail. Discuss the patterns on the balloon. Compare it with the patterns on the other balloons in the book.

Ask the children to find the word *too*. Recap the different meanings of *to*, *too*, and *two*.

BEFORE READING 10/11

Ask the children to imagine that they were in a hot-air balloon looking down. What would they see if they were in this photo?



Ask the children to discuss this photo in more detail. Do the children think that balloons often go over lakes? What other photos could the author have used?

AFTER READING

BEFORE READING 12/13

Ask the children to look at this photo and describe what they can see. Why does the tractor look so little?



Ask the children to analyse the photo. Can they describe how the land would look if they were standing in it? What do the lines they see remind them of?

Ask the children to look at the word *tractor*. Ask them to look at the consonant blend at the beginning. What sound does this blend make? What other words start with this blend?

AFTER READING

The Kite Day

The Bike Ride

June's New Car

Kangaroos

Beaver's Photo

The Zoo Trip

Pete and Katy Go Skiing

Hot-Air Balloon Day

Talk with the children about what else they could see from a balloon if they were in the photo on page 14. Have them discuss what is happening in the photo on page 15. Do they recognize this balloon?

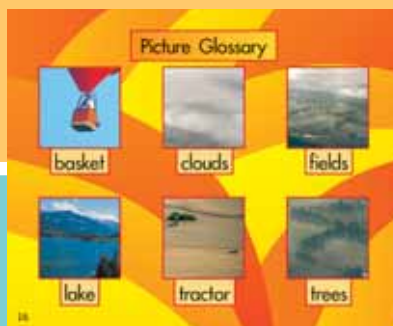


Ask the children if they know how a hot-air balloon gets down. How would the people know where to land? Where would they go to find more information about this?

Ask the children to locate a word that begins with a *tr* consonant blend on this page.

Ask the children to look at this page. Do they know what it is and how it could help them read the book? Invite the children to read the labels together.

Invite the children to return to the beginning and read the book. Remind them to use the pictures as well as the words to help them when they read.



Talk with the children about what they could now tell someone about hot-air balloons. How much of this information did they already know? How much information did they learn from the book?

7 h Hot-Air Balloon Day Name _____

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

c d g
h l n t sp

cot

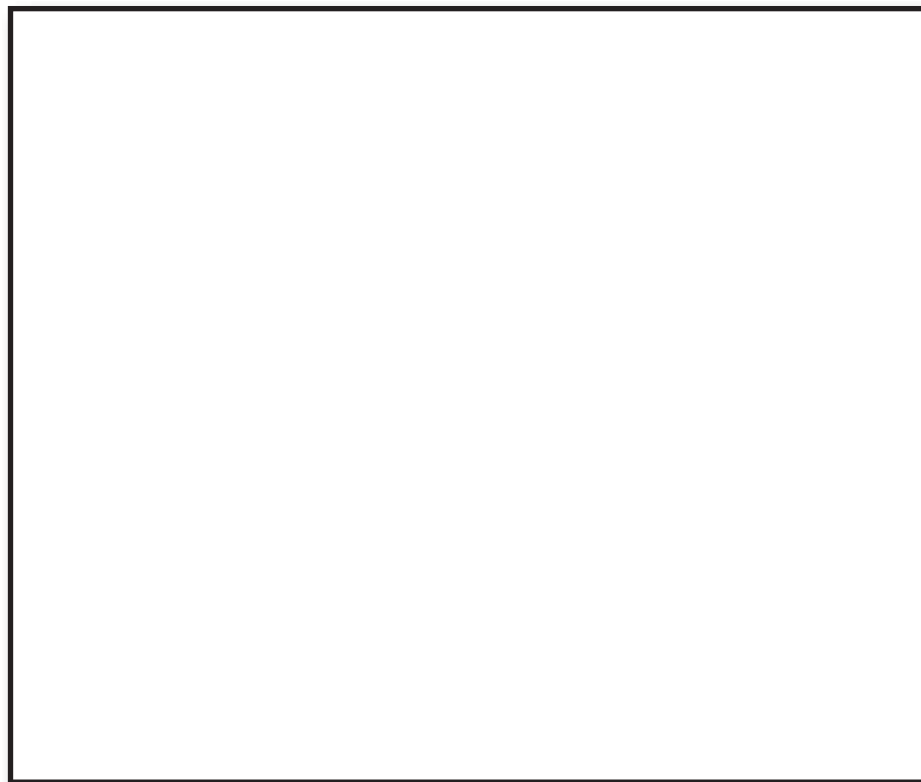
2. Write some words that rhyme with **look**.

b c h t

book

7 h Hot-Air Balloon Day **Name** _____

1. Draw a hot-air balloon.



2. Write about your balloon.
