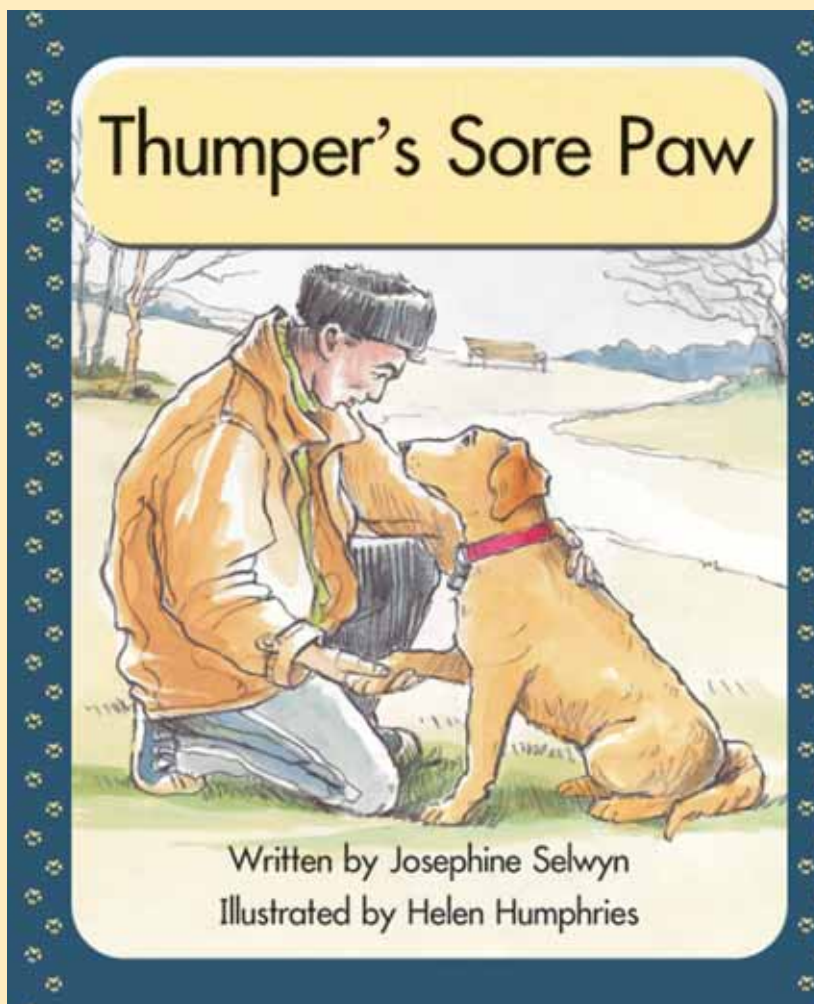




# Level 8

## Book a



Level	8
Word Count	136
Text Type	Narrative
High Frequency	
Word/s Introduced	will, your

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

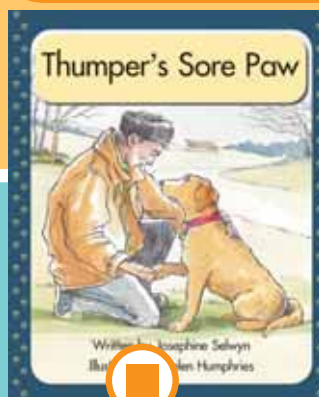
## Cover & Title Page



Invite the children to read the title and look at the cover illustration. What do they think the story will be about? Discuss with the children their predictions.



Have the children read the title of the story. Discuss with the children the words *sore* and *paw*. Explain to the children that they sound similar but the spelling is different.



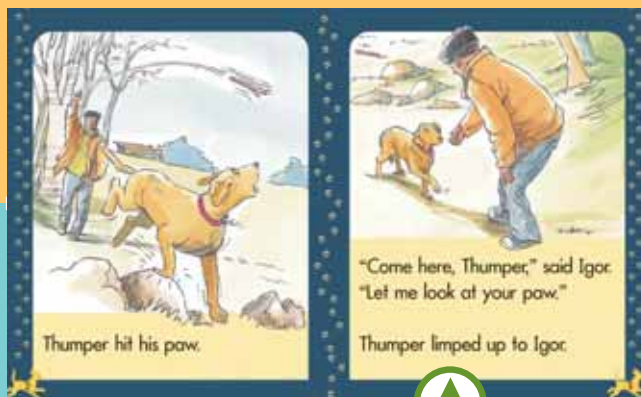
AFTER READING



Ask the children to respond to the story. What do they now know about pets and vets? Have them share their information. How might a trip to the vet for a pet be different than when they go to the doctor? What is different or the same about doctors and vets?

Discuss the children's pets. Do they have a pet? What sort of pet is it? Who looks after the pet? What do they think has happened to Thumper? What might Igor be saying to him?

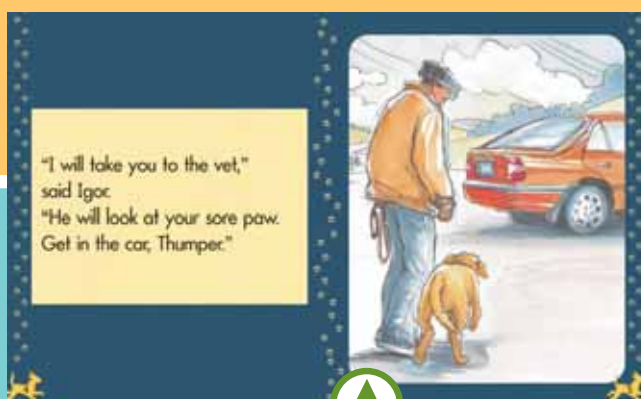
Review speech marks with the children. Explain that speech marks show the reader the direct speech. Have them locate the direct speech on page 3.



Discuss with the children how Igor knew Thumper had a sore paw. Invite the children to share their experiences with animals. What signs do pets give to let people know something is wrong?

Ask the children to locate the word *limped* in the text. Discuss with the children the meaning of this word. Can they suggest other words that the author could have used instead of *limped*?

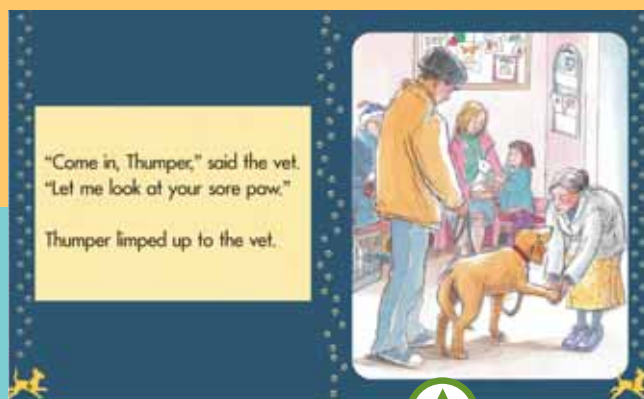
Have the children look at the illustration on page 5. How do they think Thumper is feeling? What do they think Igor will do?



Discuss vets with the children. What are vets? What do they do? What special skills do you need to be a vet? Why did Igor decide to take Thumper to the vet?

Ask the children to locate *your* and *will* on this page. Write *your*, *sore* and *paw* on the board. Ask the children to read the words. Talk about the different spelling patterns.

Invite the children to look at the picture on page 7. Where are Igor and Thumper? What are the other people in the background doing?



Discuss with the children their feelings when sitting in a doctor's waiting room. How did they feel? Compare these feelings to the animals'. Do they have feelings?

Ask the children to look at the direct speech on page 6. How do they know who is talking? What part of the text tells them who is talking?

Discuss with the children what is happening to Thumper. Where is he now? What is going to happen next?

Ask the children to comment on any difficulties they had reading the text so far. What did they do to sort out their reading problems?



Have the children discuss the vet putting Thumper to sleep. What does this mean? Where will Thumper sleep? Ask the children if they have been put to sleep before.



# BEFORE READING 10/11

Ask the children to look at the illustration on page 11. Where is Thumper? What is happening to Thumper? What has the vet done?



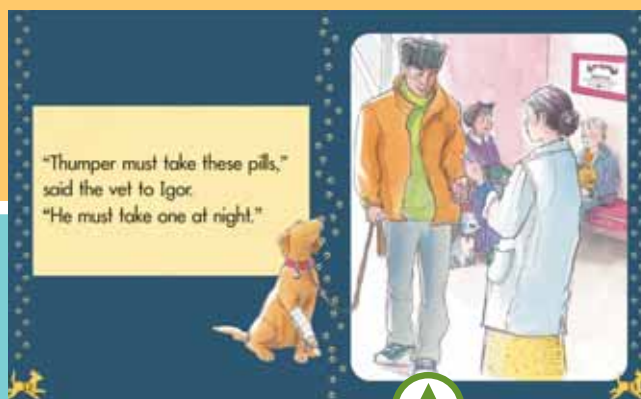
Invite the children to share any experiences about operations. Why is the vet wearing those clothes, hat and face mask? Why are special rooms used for operations?

Have the children locate the word *fixed* in the text. Discuss the meaning of *fixed*. Could the author have used a different word? Would a different word change the meaning of the story?

## AFTER READING

# BEFORE READING 12/13

Have the children look at the picture on page 13. What has happened to Thumper? What should he do now? What is the vet saying to Igor?

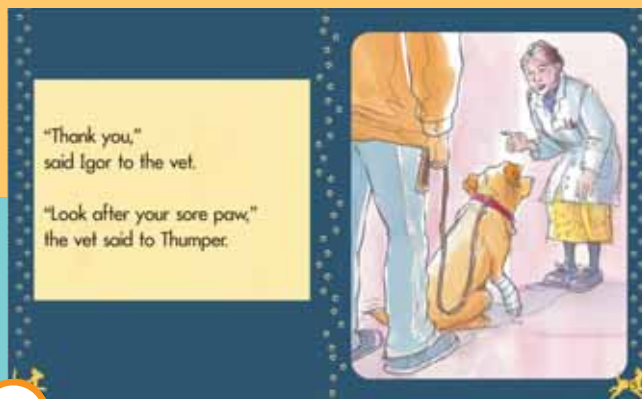


Discuss with the children the pills that Thumper is taking. Why must he take them? How will they help him? Tell the children that it is important to read the directions on the pill bottle.

Discuss with the children the speech marks on page 12. Who is talking? Who is that person talking to? How do the children know who is talking?

## AFTER READING

Invite the children to look at the illustration on page 15. What is happening? What do they think the vet is saying to Thumper?



Discuss with the children the text on page 14. Why did the vet tell Thumper to look after his paw? Have the children compare a pet having a broken bone to a person having a broken bone. What are some of the difficulties people and pets might have caring for their injured bones?

Have the children look at the picture. How is Thumper feeling? How is Igor feeling? What will Igor do now?

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



Discuss with the children what they have learnt about pets. How should people who have pets care for them? What do pets need?

Invite the children to talk about how they could use this story. What would they do if they came across an injured animal? How would they know it was injured?

**8 a Thumper's Sore Paw**      **Name** \_\_\_\_\_

1. Answer **Yes** or **No** to the following questions.

Thumper hurt his nose.

\_\_\_\_\_

Igor took Thumper to the vet.

\_\_\_\_\_

The doctor looked at the sore paw.

\_\_\_\_\_

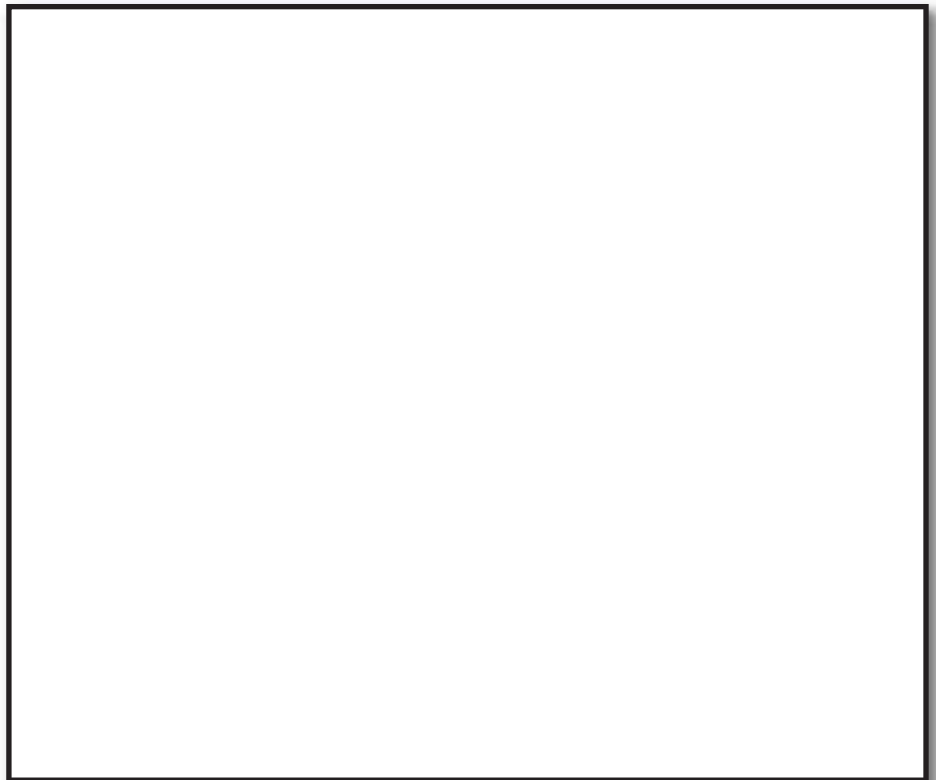
The vet fixed the sore paw.

\_\_\_\_\_

Thumper was awake when his paw  
was being fixed.

\_\_\_\_\_

2. Draw a picture of Thumper playing with Igor.



**8 a Thumper's Sore Paw**      **Name** \_\_\_\_\_

1. Draw a picture to match each word.



paw



crawl



saw



floor



claw

2. Place “speech marks” around the direct speech.

Underline who is talking.

“Here is your lunch, Sally,” said Mum.

Look after your foot, said the vet to Thumper.

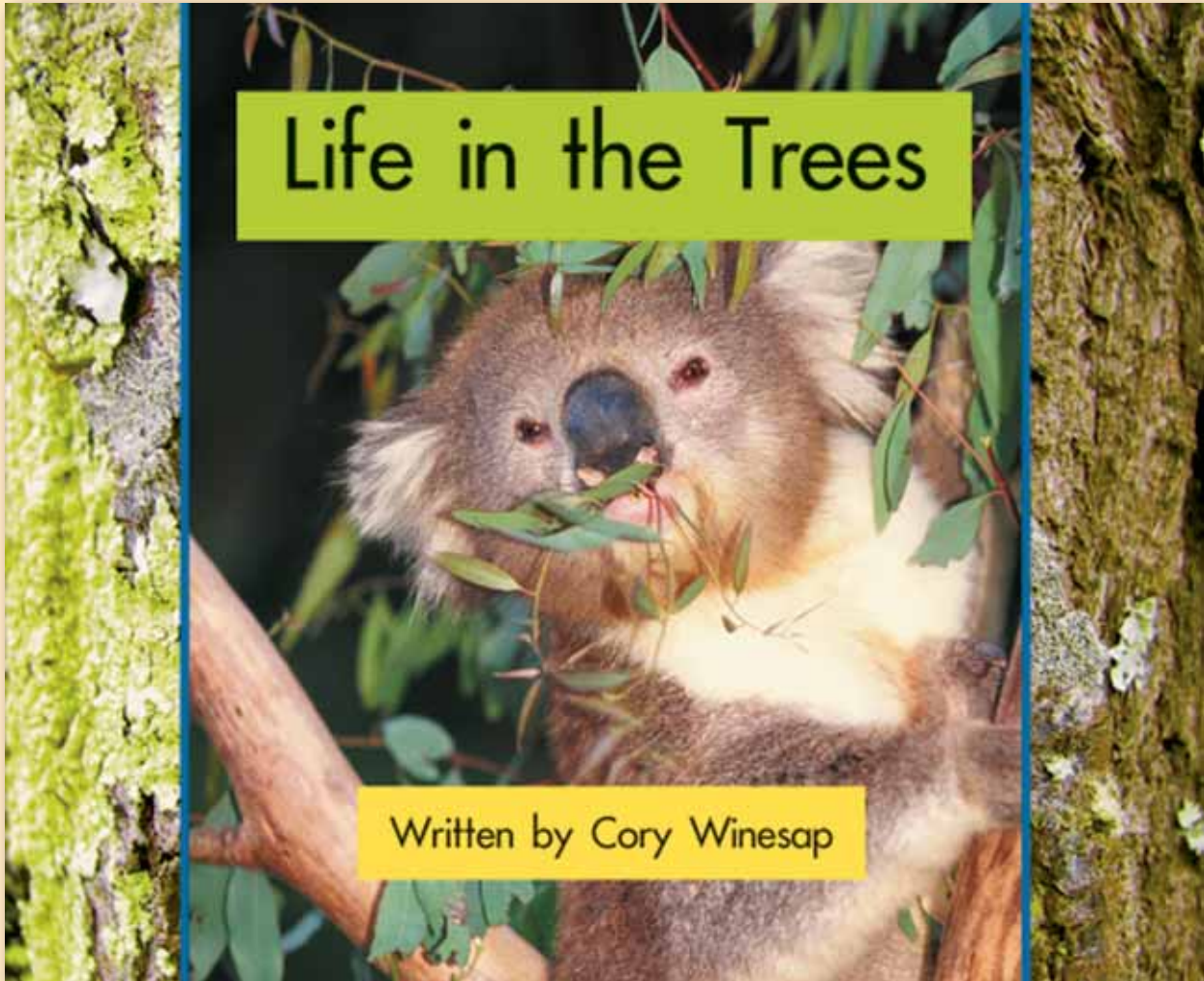
Have a nice day, children, said the teacher.





# Level 8

## Book 6



Level	8
Word Count	147
Text Type	Information report
High Frequency Word/s Introduced	

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

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



*This symbol relates to comprehension  
(meaning maker)*



*This symbol relates to decoding  
(code breaker)*



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



*This symbol relates to use  
(text user)*

BEFORE READING

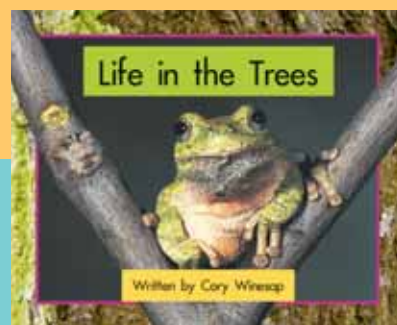
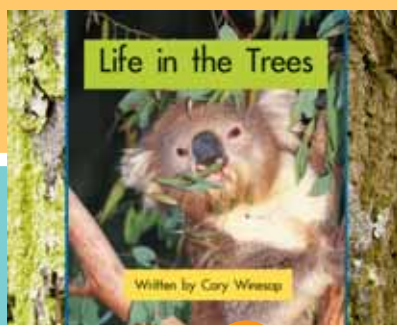
## Cover & Title Page



Ask the children to look at the cover and title page photos and the book title. What do they think is happening in the photos? What will the book be about?



Discuss with the children their reading strategies. What will they do when they come across a word they don't know? How will they solve their problems?



Ask the children to respond to the text. What new information did they find out about life in trees? What information did they find interesting? Compare the information in this book to the tree life in their communities.

AFTER READING

Invite the children to look at the photos on pages 2 and 3. What information do the photos give about trees?



Discuss with the children the information on pages 2 and 3. Ask the children to share their own experiences about trees. What do they know? What more do they want to find out?

Write *trunk* and *tree* on the board. Ask the children to identify the initial consonant blend. Invite them to supply other words that start with the same blend as *trunk* and *tree*.

Invite the children to look at the photo. What information do they think they will find out when they read this page?

Explain or review the function of question marks. Ask the children to find a question mark on this page. Explain that questions and answers are a feature of this text.



Ask the children what they know about birds that live in trees. Do they know the name of the birds in the photo? Can they think of other birds that live in trees?

Ask the children to scan through the text to find the questions. Discuss the question/answer format of the text. Did the children use the format to make the text easier to read?

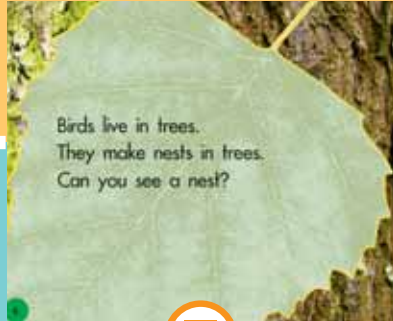




Invite the children to look at the photo on page 7. Have them predict what they will find out when they read these pages.



Ask the children to comment on any difficulties they had reading the text so far. What did they do to sort out their reading problems? How often did the photos help them? How often did they use the question marks?



Discuss with the children the life of birds in trees. Have they seen a bird's nest? Why do birds build nests? Why do they think birds build nests in trees?



Invite the children to look at the photo. What kind of animal is in the photo? What do they already know about this animal?



Discuss koalas in more depth. Why are koalas able to live in trees? How do they climb trees? What kind of trees do koalas live in?

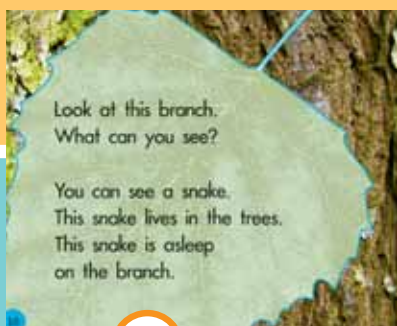


Invite the children to look at the words *koala* and *koalas*. What is the difference between these words? Does the meaning change? Explain or review the difference between singular and plural words.

# BEFORE READING 10/11

## AFTER READING

Invite the children to talk about this photo. Where is the snake? What is the snake doing?



Discuss with the children snakes that live in trees. How would the colour of the snake affect its life in the tree? Have the children talk about the similarities and differences between snakes that live in trees and snakes that live in water.

Thumper's Sore Paw

Life in the Trees

Walter the Water Taxi

A New Place to Live

# BEFORE READING 12/13

## AFTER READING

Have the children look at the photo on page 13. Where is the frog? Did the children know that some frogs can live in trees?



Discuss frogs in more depth. Do the children know where frogs usually live? Why might some frogs live in trees? How do frogs climb trees?

Write *branch* and *frog* on the board. Ask the children to supply words that start with the same consonant blends as *branch* or *frog*.

Dad's Phone

A Visit to the Library

Zippy Zebra Finds a Friend

Trains

Have the children look at the photo on page 15. What can they see? What does it have to do with life in trees?



Discuss the life of a caterpillar in a tree with the children. Why do caterpillars live in trees? What happens to a caterpillar as it gets older? Does the caterpillar remain in the tree?

Discuss the word *caterpillar* with the children. Ask them to locate small words within the word. Explain that looking for small words within a word can help their reading.

Ask the children to read the glossary entries. Discuss each word and how it relates to its relevant picture.

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



Have the children analyze the text. What other animals could the author have written about? Which animals would have made a more interesting book?

Discuss with the children how they can use the information in the text. What can they now tell people about life in trees?



## 8 b Life in the Trees

Name \_\_\_\_\_

1. Answer **Yes** or **No** to the following questions.

Trees have a trunk, branches and leaves. \_\_\_\_\_

Birds make nests in trees. \_\_\_\_\_

Koalas eat grass and flowers. \_\_\_\_\_

Snakes cannot climb trees. \_\_\_\_\_

Some frogs live in trees. \_\_\_\_\_

Caterpillars can live in trees. \_\_\_\_\_

2. Write down four animals you can find in a tree.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. Draw the animals  
in the trees.



## 8 b Life in the Trees

Name \_\_\_\_\_

1. Change the singular words to plurals.

One bird                      A flock of \_\_\_\_\_

One koala                      Two \_\_\_\_\_

One snake                      A nest of \_\_\_\_\_

One tree frog                      Two tree \_\_\_\_\_

One fat caterpillar                      Two big fat \_\_\_\_\_

2. Place a question mark or full stop at the end of each sentence.

Can I have a sandwich\_\_\_\_

I am very cold\_\_\_\_

Can you help me\_\_\_\_

I like reading\_\_\_\_

Can I go and play\_\_\_\_

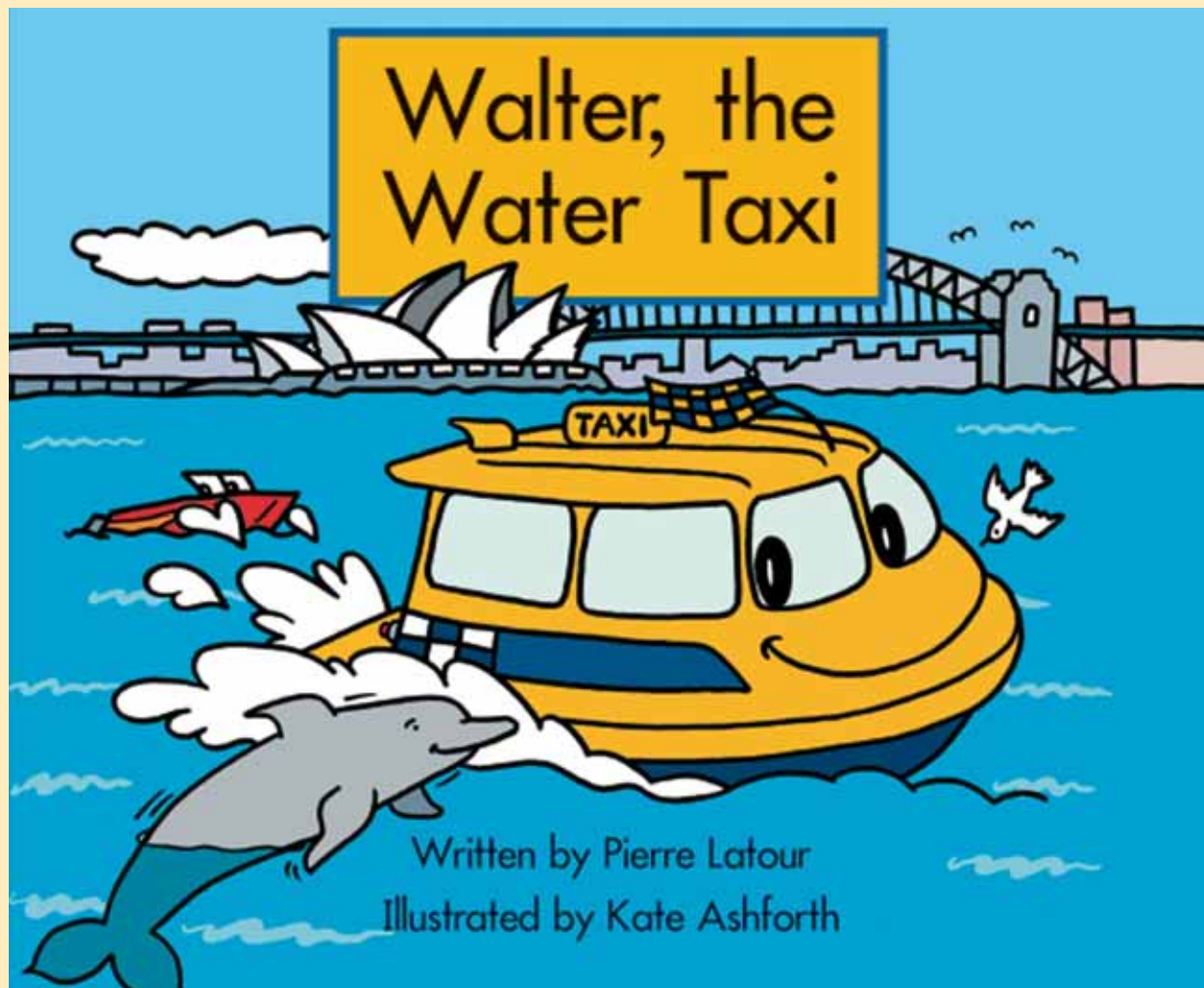
I went to the zoo\_\_\_\_

What is for dinner\_\_\_\_



# Level 8

## Book c



Level	8
Word Count	140
Text Type	Narrative
High Frequency Word/s Introduced	want

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

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



*This symbol relates to comprehension (meaning maker)*



*This symbol relates to decoding (code breaker)*



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



*This symbol relates to use (text user)*

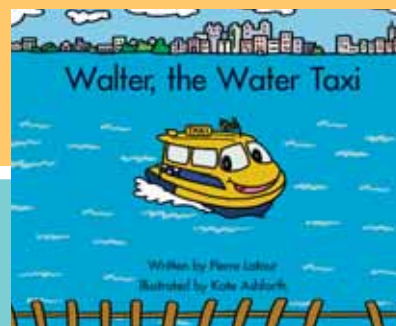
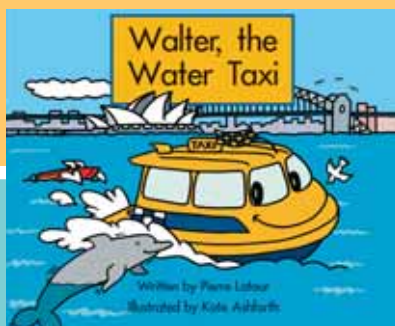
## BEFORE READING Cover & Title Page



Ask the children to look at the cover and title page pictures and suggest what this story is about and where it may be set.



Read the title to the children and then write *Walter* and *Water* on the board. Ask the children what is the same and different about these two words.



## AFTER READING

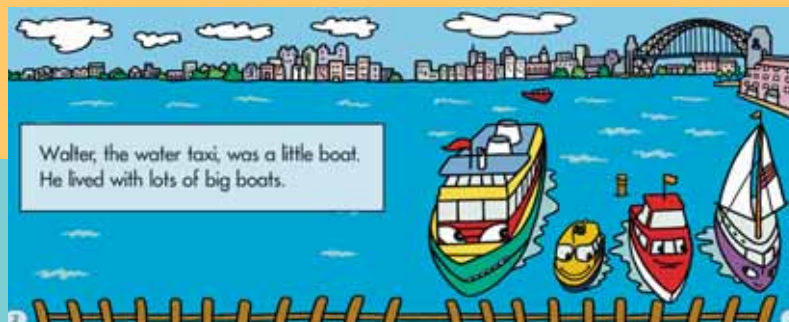


Have the children respond to the text. Did what they predicted come true? Which part did they like best and why?



Ask the children to comment on their reading strategies. What did they find hard? Easy? What did they do when they came to a point of difficulty?

Discuss this picture with the children. Ask them to add to their knowledge of where the story is set. Are there any landmarks that the children recognize? Can the children name the other boats that are in the story? What does a water taxi do?



Invite the children to share their personal experiences. Has anyone travelled on a water taxi? Has anyone been on a ferryboat? What is the difference between a sailboat and a speedboat?

Talk with the children about the picture on these pages. What kind of boat is Walter talking to? What is the function of this type of boat?



Ask the children to think about what they know about water taxis and ferryboats. Which one would travel faster? Why? When would people take a water taxi instead of a ferryboat? Why did the author have both of these boats in the story?

Write the words *to* and *too* on the board. Invite the children to find both words on page 4. Explain when you would use *too*. Ask the children if they know how to spell the number two.





Ask the children to discuss this picture. What is the other type of boat? What can this boat do that Walter can't do?



When the children have identified the other boat as a speedboat, ask them to locate *speedboat* and say the two words that make up the compound word.



Have the children explain why the speedboat said, "*The people will fall out if you go fast.*"



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



Ask the children to predict what Walter is saying to this boat and what the boat might be saying to Walter.



Ask the children to look for the compound word on this page. Ask them what the two words in *sailboat* are.



Ask the children to analyze what they have read so far. Which boat is able to go the fastest? Ask them to say why.



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



# BEFORE READING 10/11

Invite the children to discuss what has happened. Have them predict what will happen next. What will the boats do?



Ask the children to discuss the predictions they made before they read the text. Did they predict that Walter would get the dolphin out? What made them say that?

Invite the children to bring their personal knowledge to discuss who may have set the net. How did a dolphin get caught in the net?

## AFTER READING

# BEFORE READING 12/13

Invite the children to say what they can see in the picture. What do they think the big boats are saying?



Invite the children to talk about what may have happened to the dolphin if Walter had not got him out.

Write *ferryboat*, *speedboat*, and *sailboat* on the board. Ask for a volunteer to come and circle the two little words in each compound word. Ask the children what is the same/different about the words.

## AFTER READING

Invite the children to say what they think is going to happen. What is Walter doing?

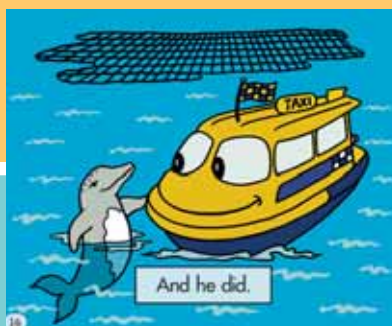


Discuss with the children why Walter said, *"You can't get the dolphin out. You are too big."*

Ask the children to brainstorm who else could have come and got the dolphin out. Who might the author have introduced if Walter couldn't get the dolphin out of the net?

Discuss with the children what finally happened. Is the dolphin happy? Is Walter happy?

Remind the children to think about their reading strategies as they read. Remind them that what they read has to make sense, look right, and sound right.



Have the children discuss the boats they know. Which other boats could the author have used in this story?

Invite the children to discuss what they have learned from this story. What could they tell someone about different types of boats and rescuing dolphins?

**8 c Walter, the Water Taxi** Name \_\_\_\_\_

Read the sentences. Then answer **Yes** or **No**.

Walter, the water taxi was a  
big boat. \_\_\_\_\_

The big ferryboat can carry lots  
of people. \_\_\_\_\_

The speedboat can't go fast. \_\_\_\_\_

A sailboat has sails. \_\_\_\_\_

A dolphin swam into a net. \_\_\_\_\_

Walter did not get the dolphin out. \_\_\_\_\_

**8 c Walter, the Water Taxi** Name \_\_\_\_\_

Finish these sentences by adding **big** or **little**.

1. Walter, the water taxi was a  
\_\_\_\_\_ boat.

He lived with a lot of \_\_\_\_\_ boats.

2. “You are too \_\_\_\_\_ to carry lots of people,” said the ferryboat.

3. “I want to go fast like you,” Walter said to the \_\_\_\_\_ speedboat.

4. “You can’t get the dolphin out,”  
Walter said.

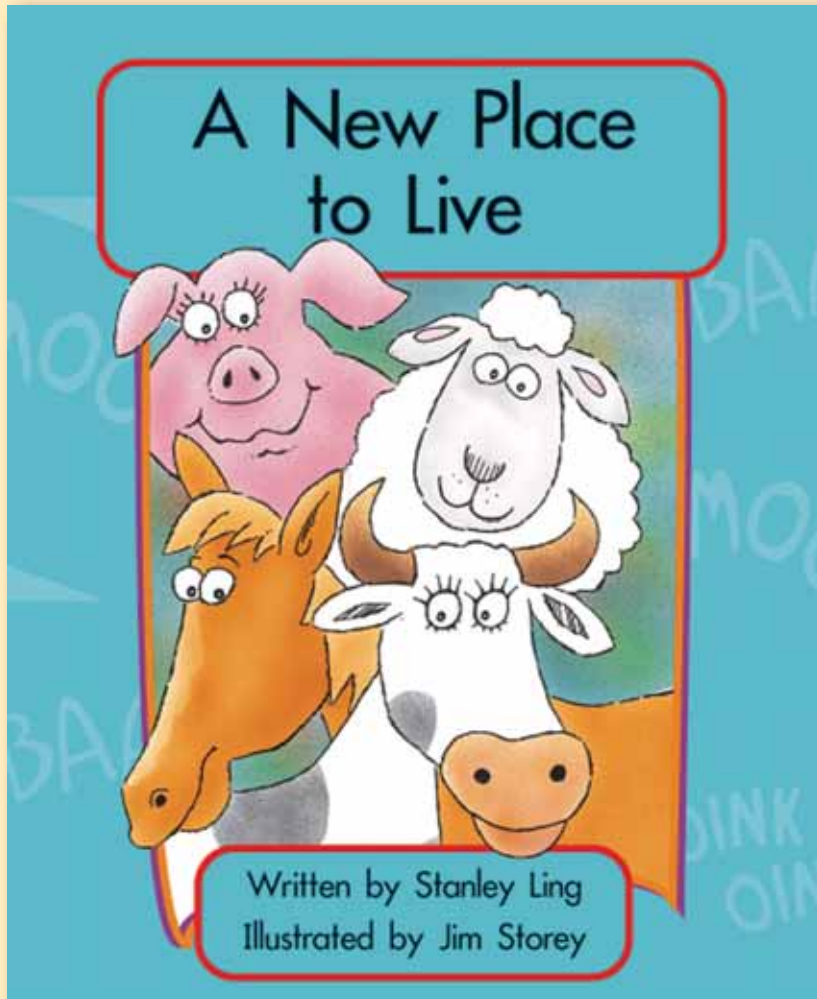
“You are too \_\_\_\_\_.

A \_\_\_\_\_ boat can get the dolphin out.”



## Level 8

### Book d



Level	8
Word Count	144
Text Type	Narrative
High Frequency Word/s Introduced	there, with

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)*

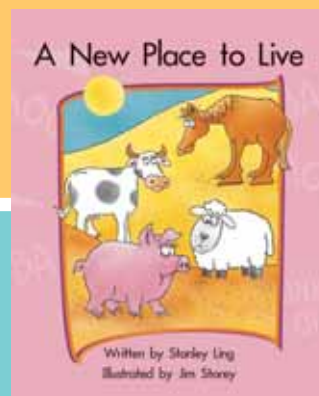


*This symbol relates to use (text user)*

## Cover & Title Page



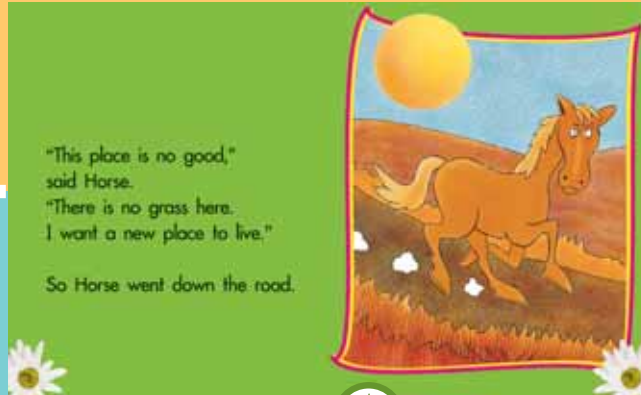
Invite the children to read the title and look at the cover illustration. What do they think the story will be about? Discuss with the children their predictions.



Ask the children to respond to the book. What happened first, next, last? Which part did they like the best? Why? Revisit the narrative text type with the children. Who were the characters in this book? Where was it set? What was the problem in the book? How did the characters solve their problem?



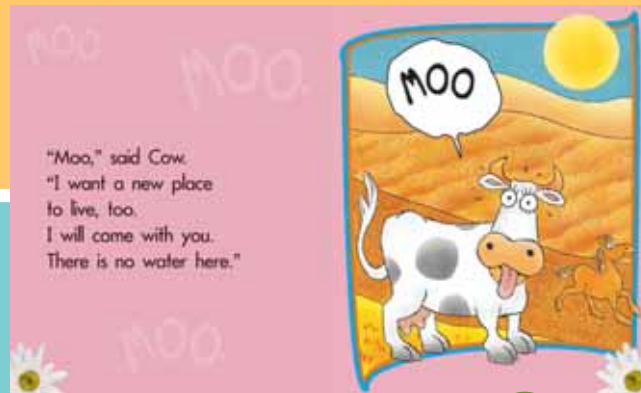
Ask the children if they have ever moved to a new place. Why do people move houses? Invite the children to share their experiences.



Discuss with the children the problem that Horse has. What is wrong with the place Horse lives? What kind of place does a horse need to live?

Review the use of capital letters in writing. Ask the children when they should use capital letters. Have the children scan the book for capital letters and discuss the reasons for each capital letter.

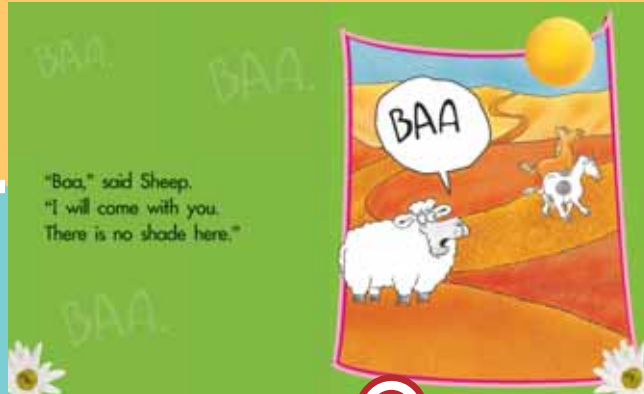
Have the children look at the illustration on page 5. What do they think is happening? What might the cow be saying? Will she go with the horse?



Ask the children what Cow's problem is. Why is it important for animals to have water? Looking at the pictures, why isn't there any water?

Ask the children to locate *with* and *there* on this page.

Discuss this picture with the children. What do they think is happening now? Were they right about the cow? What will the sheep do?



"Baa," said Sheep.  
"I will come with you.  
There is no shade here."

Discuss Sheep's problem with the children. Why is it important for the sheep to have shade? How would a sheep feel on a hot day with a full fleece of wool on its body?

Discuss the setting in more depth. How is the setting similar for the cow and the sheep? If the setting had been in a forest near a lake would that have made a difference to the story?

Discuss the children's predictions. Have they been right so far? How does this help them predict what will happen next?



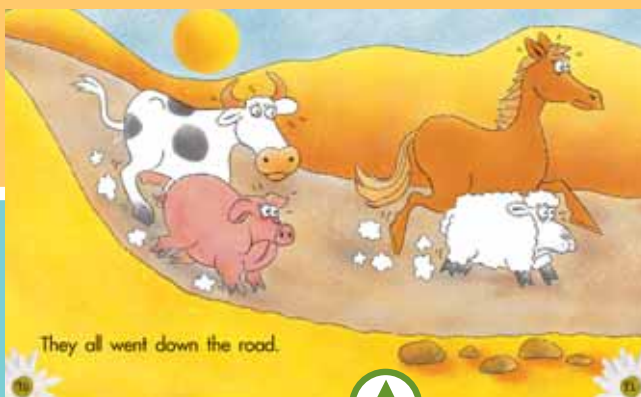
"Oink, oink," said Pig.  
"I will come with you.  
There is no mud here."

Discuss with the children Pig's problem. Why do pigs like the mud? What happens if they don't have mud?

Discuss the use of speech bubbles as a text feature. What are speech bubbles used for? Ask the children to scan the book for other speech bubbles and read them. How does the text in the bubble help their reading of the book? Do they know other types of text that would use speech bubbles?

# BEFORE READING 10/11

Invite the children to describe what they see in this picture. Where are the animals? Where are they going?



Return to the discussion of the setting. How does the setting affect the characters in the story? What did the setting make the characters do?

Ask the children to comment on any difficulties as they read to this point. Take a short mini lesson on the use of any specific strategy that children may be having difficulty with.

## AFTER READING

Thumper's Sore Paw

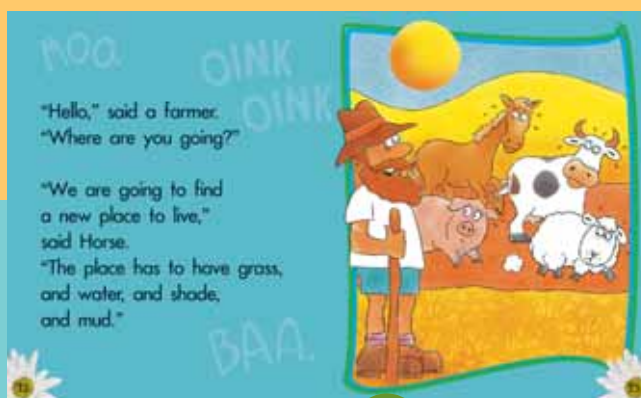
Life in the Trees

Walter the Water Taxi

A New Place to Live

# BEFORE READING 12/13

Invite the children to look at the illustration on page 13. Who do they think the new character is? How will the new character influence the animals in the story?



Discuss with the children the role of farmers. What do they do? Where do they work? Why are farmers important on a farm?

Discuss with the children why the word *farmer* does not have a capital, compared to the word *Horse*. Invite the children to share their ideas.

## AFTER READING

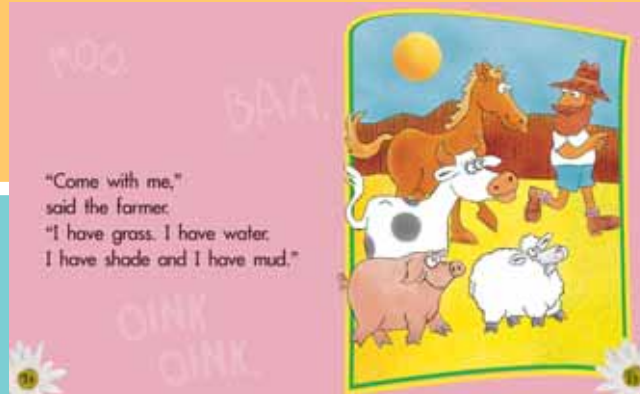
Dad's Phone

A Visit to the Library

Zippy Zebra Finds a Friend

Trains

Have the children look at the illustration on page 15. Where are the animals and the farmer going? What might the farmer have that the animals want?

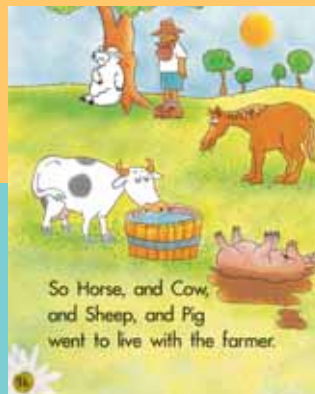


Ask the children why the farmer has grass, water, shade and mud. Why is it important for a farmer to have these things on a farm?

Explain to the children that throughout the story the author has used speech marks. Review their use. When should speech marks be used?

Discuss with the children the illustration on page 16. What is happening? How do they think the animals are feeling? Will they stay here?

Invite the children to discuss the reading strategies they will use as they read the book independently. Reiterate the importance of words looking right, sounding right and making sense.



Discuss with the children the information in the text. What do farm animals need to survive? What would happen if these animals did not have these things? Invite the children to share their experiences of going to a new place. Discuss the advantages and disadvantages of moving to a new place. Compare these to the experience of the farm animals.

**8 d A New Place to Live**    **Name** \_\_\_\_\_

1. Answer the following questions.

Why did Horse need a new place to live?

---

---

Why did Cow not like where she lived?

---

---

Why was Sheep hot?

---

---

2. Write a list of things animals need on a farm.

_____	_____
_____	_____

**8 d A New Place to Live**      **Name** \_\_\_\_\_

1. Look at the list of words below. Some of the words are missing capital letters. Place capital letters on the correct words.

table	australia	pencil	school
tom	mary	paper	earth

2. Add onomatopoeia to the end of each sentence.  
Eg: The bird goes tweet tweet.

The pig goes \_\_\_\_\_.

The horse goes \_\_\_\_\_.

The dog goes \_\_\_\_\_.

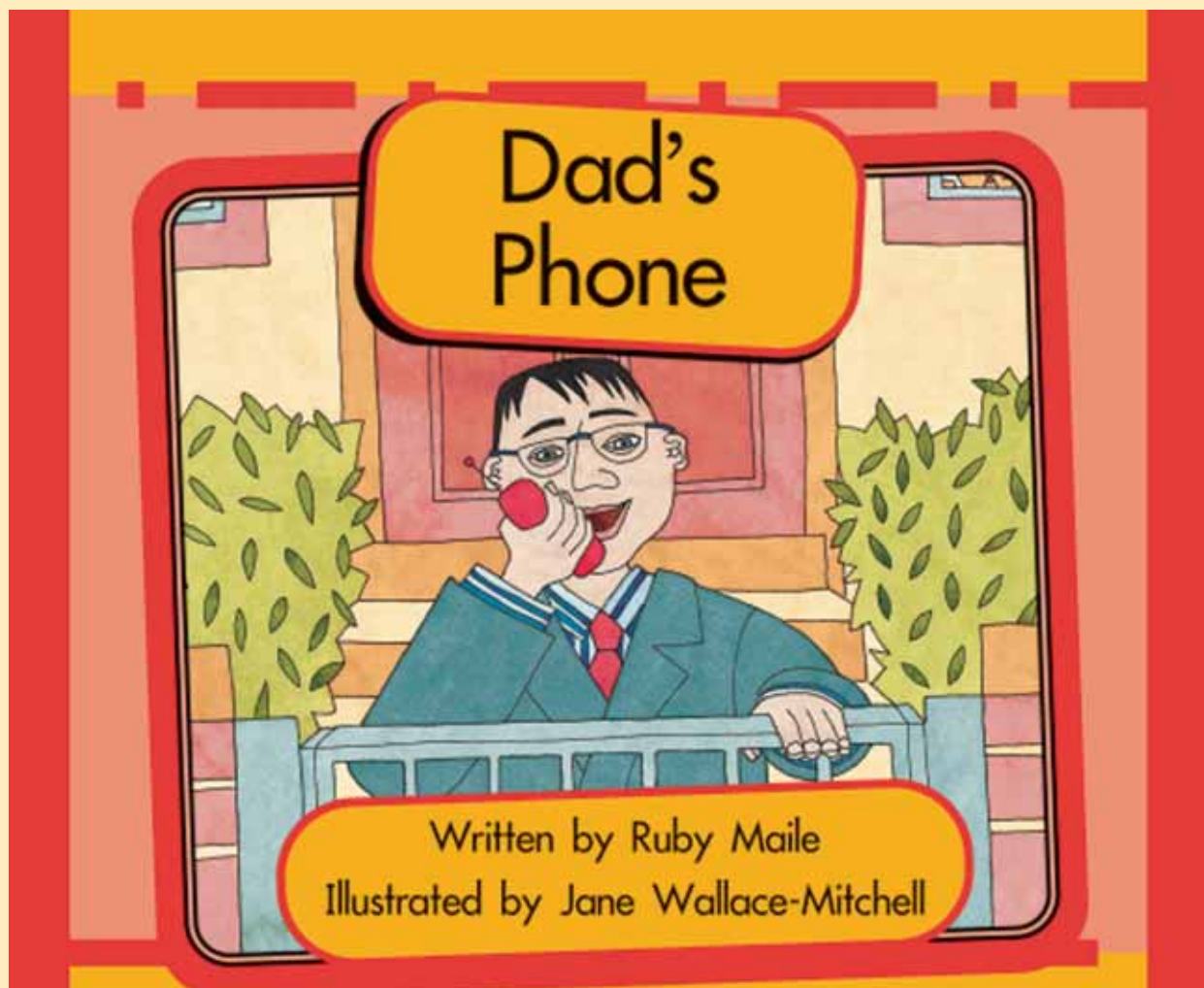
The cat goes \_\_\_\_\_.





# Level 8

## Book e



Level	8
Word Count	142
Text Type	Narrative
High Frequency	
Word/s Introduced	did, where

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)*



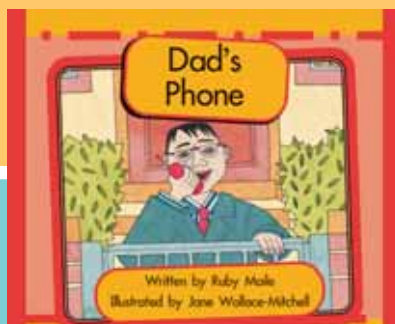
*This symbol relates to use (text user)*

BEFORE READING

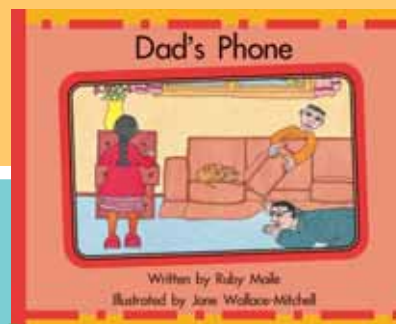
## Cover & Title Page



Invite the children to read the title and look at the cover illustration. What do they think the story will be about? Discuss with the children their predictions.



Ask the children to respond to the book. Discuss the inconvenience of losing things. Compare what they do when they lose things to what Dad did.



Have the children discuss the title of the story. Discuss the *ph* sound and how it sounds like *f*. Help the children brainstorm other *ph* words. Write them on the board.

AFTER READING

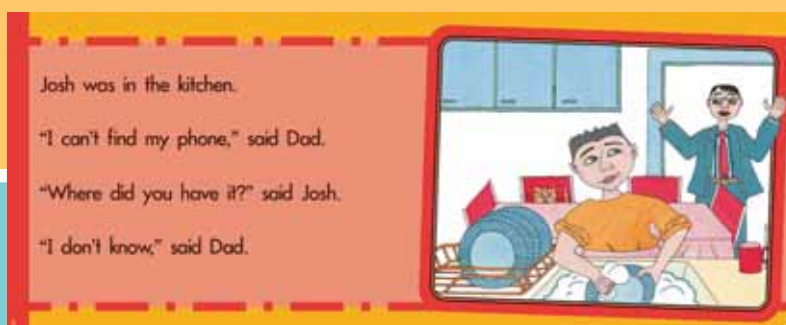
Discuss mobile phones with children. Why do people have them? How are they helpful? What did people do to keep in touch before mobile phones? What is Dad's problem?



Review the narrative text type with the children. Ask them to identify the problem. What things did Dad do to solve his problem?

Review contractions. Ask the children to find a contraction on page 2. Which two words could stand in place of this contraction?

Ask the children to look at the illustration on page 5 and suggest what is happening. What might Dad be saying?



Have the children discuss Josh's question, *Where did you have it?*. Was this the best question to ask Dad? Could Dad have given a more useful reply?

Have the children scan the page for contractions. Have them say the two words that are contracted. Also have them locate *where* and *did*.

Have the children look at the picture on page 7. Where did Dad and Josh look for the phone? What do the children think will happen next?



Return to the narrative text type. Discuss with the children the character of Dad. How would Dad be feeling? Have the children justify their answers. Discuss with the children how they feel when they lose things.

Ask the children to scan the page for the words *did not*. Explain to the children that these words can be made into a contraction. Do they know what the contraction would be?

Invite the children to look at the illustration on page 9. Where is Dad now? Who is he asking for help?

Review punctuation with the children. Ask them to identify the speech marks and question marks on page 8 and discuss how these will help with their reading.



Return to the discussion of the text type. Who is the new character in the story? What is the new setting? What is Dad doing about his problem now?

Invite the children to discuss what strategies they used to work out the word *Shelly*. Did they know the sound made by the letters *sh*? What other information did they use to help?



# BEFORE READING 10/11

Have the children look at the picture on page 11. Who is now looking for the phone? Where are they looking for the phone?



Have the children discuss places that Dad and his family have searched for the phone. Can they suggest other places they could look?

## AFTER READING

# BEFORE READING 12/13

Ask the children to look at the illustration on page 13. Where is Dad now? Where do the children think he might search for the phone next? Who will help him?



Discuss with the children where Luke searched for the phone. Have they ever left anything outside for a long time? What happened to it? What could happen to the phone if it was left outside?

Invite the children to scan page 12 for the contractions. Have them say what the expanded versions of the words are.

## AFTER READING



Have the children look at the illustration on page 15. What is happening in the picture? Can they predict how the story will end? What gives them a clue?



Invite the children to look back through the pictures. Was there anything in any of the pictures before the one on page 15 that suggested Dad had left the phone outside?

Invite the children to look at the illustration on the last page. How did the story end? Did they make the right predictions?

Remind the children that their reading needs to make sense, sound right and look right as they read independently. Remind them also to pay attention to the punctuation. Invite them to return to the beginning and read the story.



Discuss with the children the phone on the gate. How did it get there? Invite the children to share experiences of things they have lost and where they found them.

Have the children use the text and illustrations to compare how Dad was feeling at the start of the book to how he was feeling when he found his phone. How were his feelings the same/different?

## 8 e Dad's Phone

Name \_\_\_\_\_

1. Answer **Yes** or **No** to the following questions.

Dad lost his phone.

\_\_\_\_\_

Josh does the dishes in the family.

\_\_\_\_\_

The phone was in the kitchen.

\_\_\_\_\_

Shelly plays with her friends.

\_\_\_\_\_

Shelly likes to read.

\_\_\_\_\_

The phone was in the car.

\_\_\_\_\_

2. Fill in the gaps using the words from the word bank.

Luke was \_\_\_\_\_.

"I'm looking for my \_\_\_\_\_," said Dad.

"\_\_\_\_\_ have you looked?" said Luke.

"I've looked \_\_\_\_\_," said Dad.

"I will look outside," said \_\_\_\_\_.

He looked on the \_\_\_\_\_.

"Here it is," he said.

"It was on the \_\_\_\_\_."

## Word Bank

phone, inside, gate, Luke, outside, path, Where
---

## 8 e Dad's Phone

Name \_\_\_\_\_

1. Complete the contractions.

_____	can not
don't	_____
_____	I am
I've	_____
haven't	_____
shouldn't	_____
couldn't	_____
_____	did not

2. Write two sentences using as many contractions as you can.

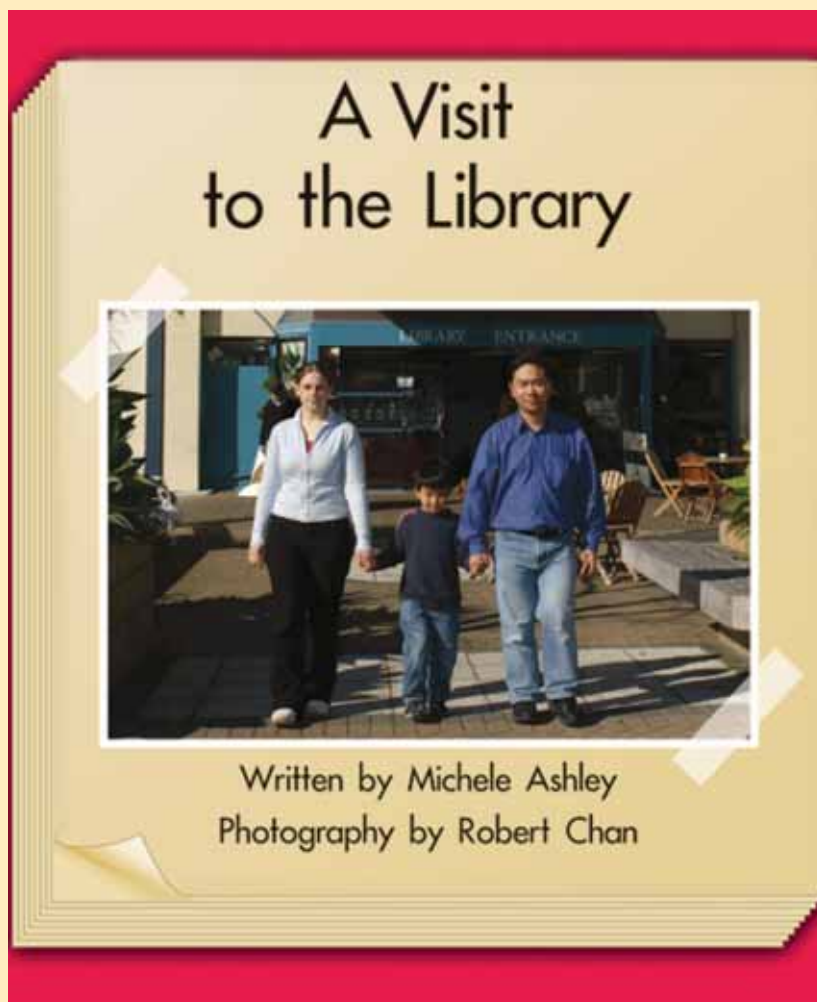
---

---

---



# Level 8 Book f



Level	8
Word Count	138
Text Type	Factual recount
High Frequency Word/s Introduced	

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

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



*This symbol relates to comprehension (meaning maker)*



*This symbol relates to decoding (code breaker)*



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

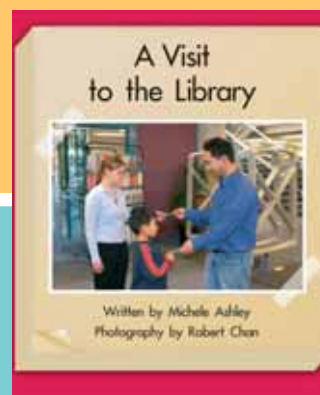
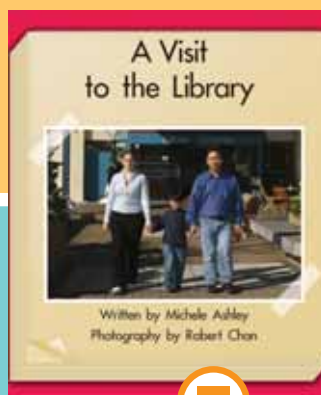


*This symbol relates to use (text user)*

## BEFORE READING Cover & Title Page



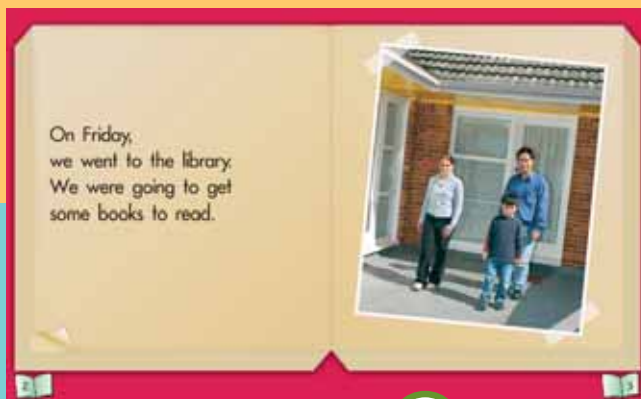
Ask the children to look at the cover photo and title. Explain to the children that they are going to be reading a recount about an event. What do they think is happening in the photo? What will the recount be about?



Ask the children to respond to the text. What new information did they find out? How is this family's visit to the library the same/different from their own? What information did they find interesting?



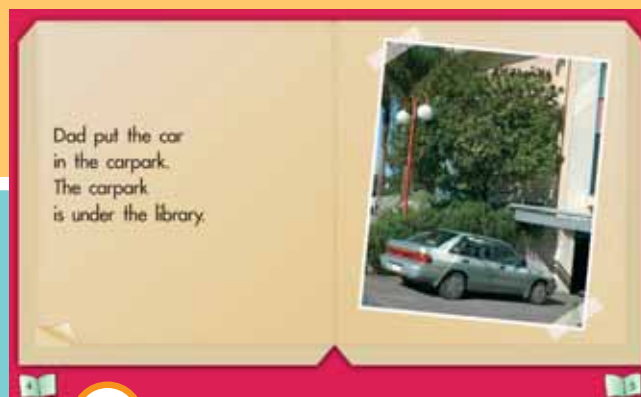
Invite the children to share their experiences of libraries. Have they been to one? What did they do there? What is the purpose of a library?



Discuss the recount text type with the children. Ask them to read the page again and talk about the things in the text that tell them it happened in the past.

Review plurals with the children. Ask them to find a plural word on the page. Invite a volunteer to say the singular of *books*. Discuss how the spelling would change.

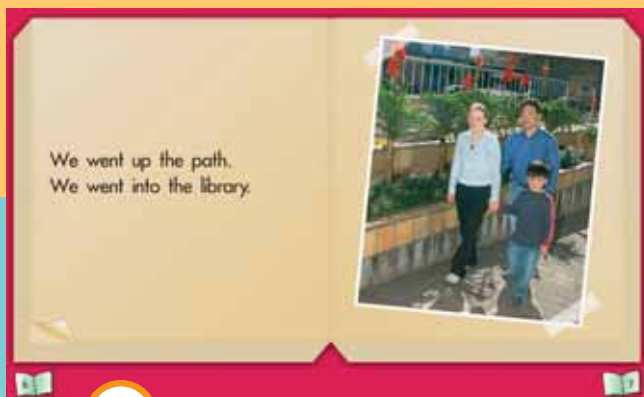
Invite the children to look at the photo. What do they think is happening? How is this photo relevant to visiting the library?



Discuss with the children why the carpark may be under the library. What are the advantages of this? Ask the children where the carpark is for their library.



Invite the children to look at the photo. What are the people in the picture doing? Where are they going now?



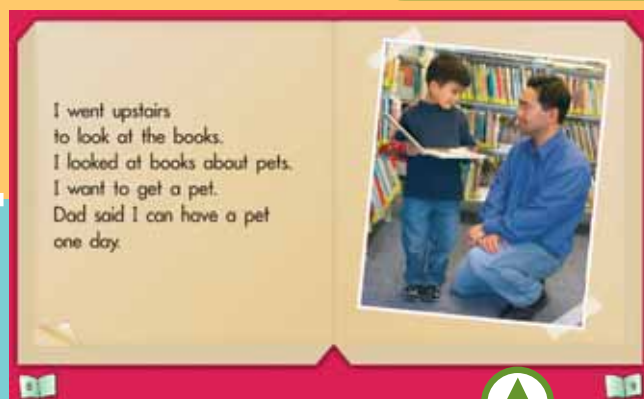
Discuss with the children the sentence ***We went up the path.*** Why are they going ***up*** the path? Where have they come from? Could there be another way into the library without going outside?



Have the children look at the photo and discuss what is happening. What sort of book do the children think the boy is looking at?



Invite the children to scan the first line of the text for a compound word. Ask them to read the word and the two little words in it. Remind them that this will help with their reading.



Discuss with the children what the boy will do with this book when he has finished looking at it. Will he put it back on the shelf? How will he know where to put it? What will happen if he puts it in the wrong place?

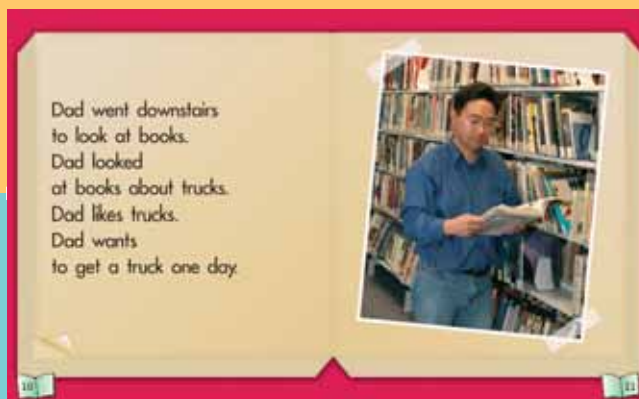


Have the children talk about the word ***upstairs***. What did it tell them about where the children's books are stored?

# BEFORE READING 10/11

Have the children look at the photo. What sorts of books could Dad be looking at? Are his books in the same part of the library as the children's books?

Reiterate to the children the importance of using compound words to help with meaning as they read.



Dad went downstairs to look at books.  
Dad looked at books about trucks.  
Dad likes trucks.  
Dad wants to get a truck one day.

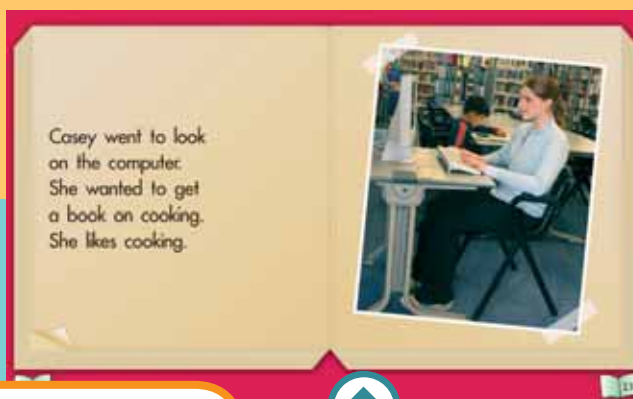
Have the children look at the picture and discuss what is happening. Why are libraries good places for adults to go? Ask them to share their ideas.

Write *upstairs* and *downstairs* on the board. Invite the children to talk about the similarities and differences in the two words.

## AFTER READING

# BEFORE READING 12/13

Invite the children to look at the photo. What is happening? Why is the girl using the computer?



Casey went to look on the computer.  
She wanted to get a book on cooking.  
She likes cooking.

Explain to the children the purpose of a computer in the library. Have them brainstorm other reasons people might use the computers in the library. Make a list of other things that they would find in a library besides books.

Have the children use the text and photos so far to discuss the positive things about going to a library. List their responses on the board.

## AFTER READING

Thumper's Sore Paw

Life in the Trees

Water the Water Taxi

A New Place to Live

Dad's Phone

A Visit to the Library

Zippy Zebra Finds a Friend

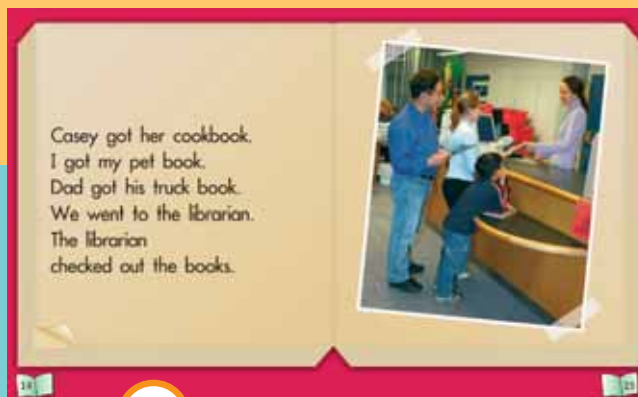
Trains



Invite the children to talk about what is happening now. Who is the new person in the photo? What is she doing? What are the others doing?



Have the children check this page for compound words. What does that word mean? Can they use it in a sentence of their own?



Discuss with the children the role of librarians. What do they do? What does it mean to check out your books? Why is it important to do this?



Discuss with the children what is happening in the picture. Where is the car going? What has been accomplished?



Remind the children that their reading needs to make sense, sound right and look right. Remind them to use the little words in compound words to help them as they read the book independently.



Return to the text type. Ask the children to use this text as a model to recount their last visit to the school library. Which day was it? How did they get there? What did they do while they were there? How did they check out their books? What did they do after their library visit?

**8 f A Visit to the Library**    **Name** \_\_\_\_\_

1. Answer **Yes** or **No** to the following questions from the story.

They went to the library to buy some food. \_\_\_\_\_

They went to the library in the car. \_\_\_\_\_

There are books in the library about pets. \_\_\_\_\_

Dad likes to read truck books. \_\_\_\_\_

Casey hates to cook. \_\_\_\_\_

The librarian checked out their books. \_\_\_\_\_

2. Make a list of books you might want to read when you go to the library next.

\_\_\_\_\_

\_\_\_\_\_

3. Write or draw different things you might find in a library.



**8 f A Visit to the Library**    **Name** \_\_\_\_\_

1. Finish the words to make compound words.

car \_\_\_\_\_

up \_\_\_\_\_

down \_\_\_\_\_

cook \_\_\_\_\_

some \_\_\_\_\_

every \_\_\_\_\_

2. Write your own recount of an event that happened last week.

---

---

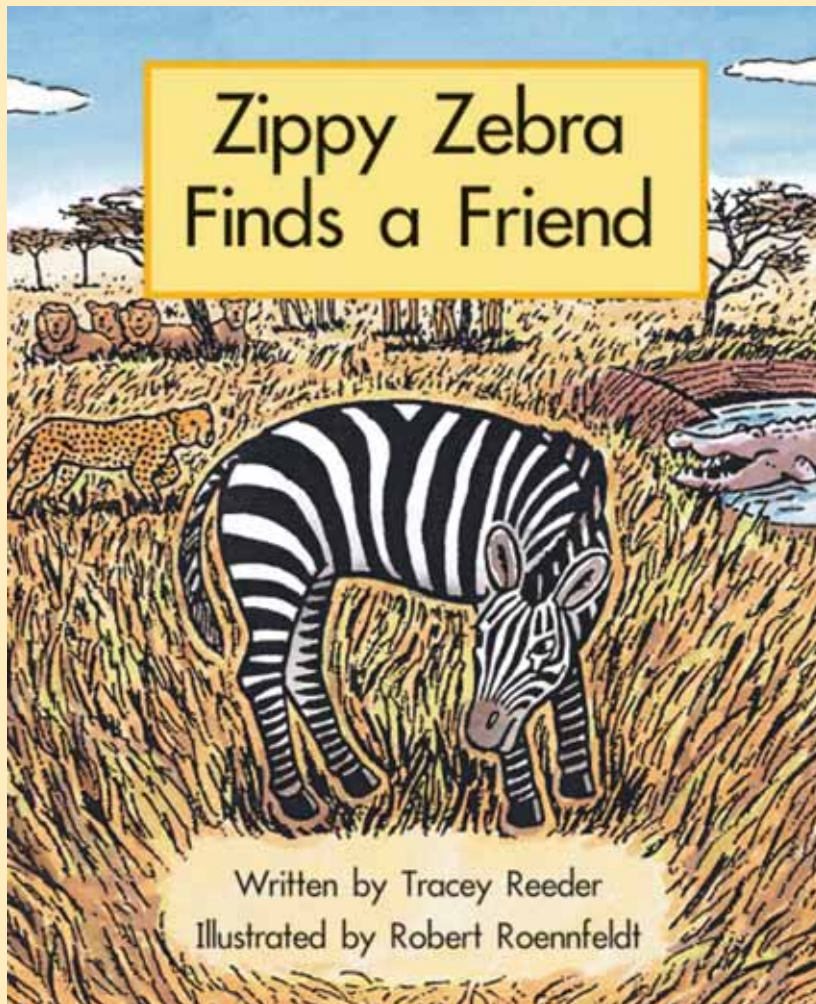
---

---



# Level 8

## Book g



Level	8
Word Count	142
Text Type	Narrative
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)*

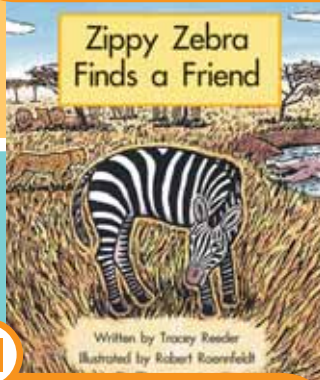


*This symbol relates to use (text user)*

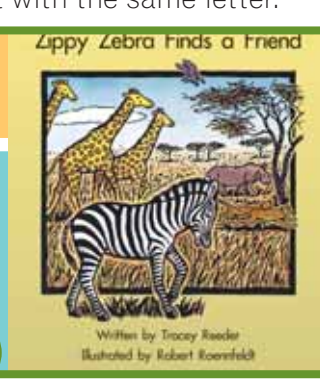
## BEFORE READING Cover & Title Page



Invite the children to read the title and look at the cover and title page illustration. What do they think the story will be about? Discuss with the children their predictions.



Have the children look closely at the title of the story. What can they tell you about it? Explain that alliteration is the use of the same letter or sound at the beginning of words closely connected. Have them read the two words that start with the same letter.



## AFTER READING



Ask the children to respond to the text. Did they like the story? Which part did they like the best? What did they learn from the story?



Talk with the children about the strategies they used as they read. Invite volunteers to talk about the alliterative words and what they did to work out those they didn't know.

Ask the children to look at the picture. What kind of animals are in the picture? Can they name all the animals? Do they know which country the story may be set in?

Review the use of speech marks. Remind the children that when they come to read the story independently, they should use expression as they read the direct speech.



Have the children talk about which of the animals in this picture the author could have used as friends for Zippy. Do they know why Zippy could have been friends with elephants, giraffes and antelope?

Have the children look at the illustration on page 5. What is happening? Who are the animals in this picture? What might Zippy be saying to his mother?

Have the children scan the text for another example of alliteration. Explain that using the alliteration will help them as they read.

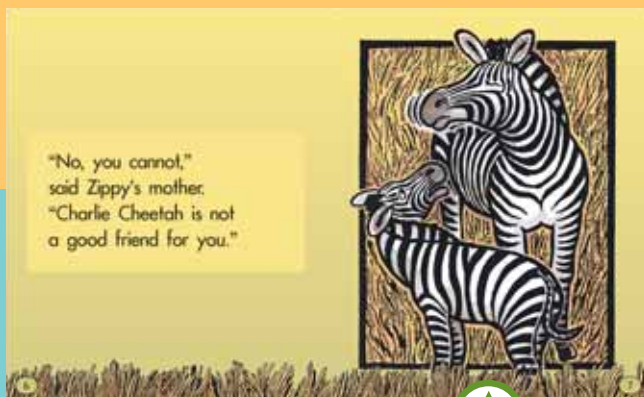


Ask the children what they know about cheetahs. Where do they live? What do they do? How do they hunt their food? Why can't cheetahs and zebras be friends?

Have the children look at the picture in more detail. How can they use the picture to tell them about the relationship between cheetahs and antelope?



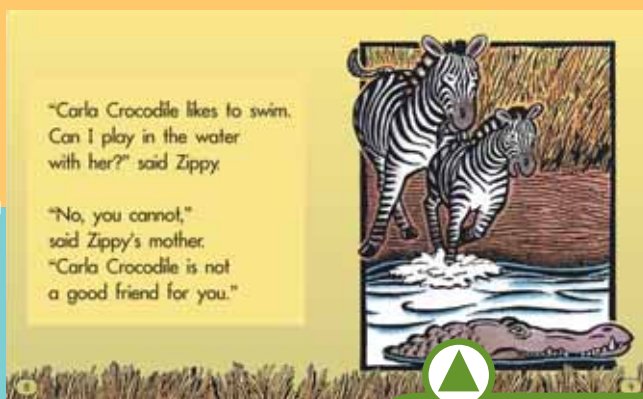
Ask the children to look at the illustration on page 7. What is Zippy's mother doing? What might she be saying? The children may have to think about the previous illustration to answer this.



Ask the children to scan the pictures in the entire book. How often is Zippy close to his mother? What information does this give them about the relationship of young animals to their mothers?

Write *Charlie* and *cheetah* on the board. Talk about the initial consonant digraph. Invite the children to supply other words starting with *ch*.

Have the children look at the illustration on page 9. What is Zippy doing? What animal is in the water? What might Zippy's mother be saying now?



Discuss Carla Crocodile with the children. What do they know about crocodiles? Could a crocodile and a zebra be friends? Have them justify their answers.

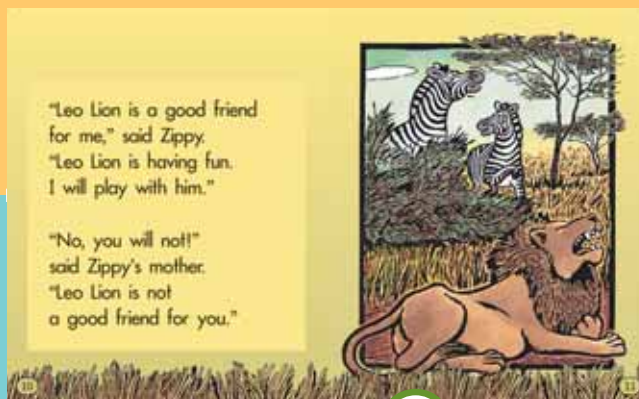
Have the children identify the alliteration on this page. Ask them to suggest other names for the crocodile that begin with *c* and would keep the same alliterative pattern.



# BEFORE READING 10/11

## AFTER READING

Discuss with the children what is happening in the illustration on page 11. Who does Zippy want to make friends with now?



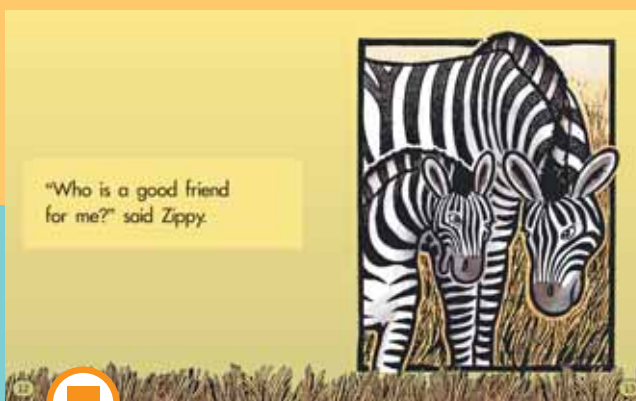
Ask the children why Zippy's mother said he could not have Leo as a friend. Invite the children to share what they know about lions. Why can't zebras be friends with lions?

Ask the children to identify the exclamation mark on this page. Have them reread that sentence with the appropriate expression.

# BEFORE READING 12/13

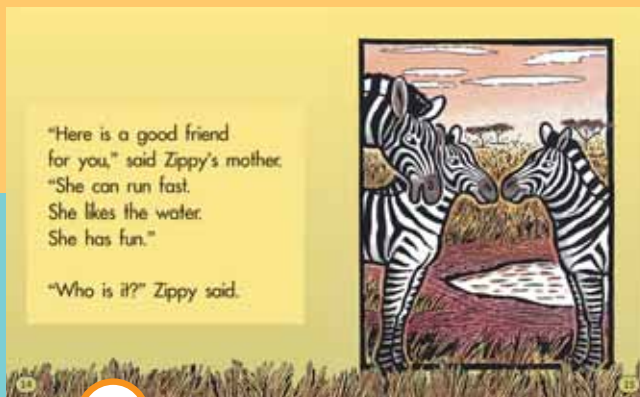
## AFTER READING

Discuss with the children which animal would be a good friend for Zippy. Why would Charlie, Leo and Carla not be good friends for Zippy?



Discuss with the children how Zippy is feeling. Why is Zippy's mother being careful in choosing Zippy's friends? Do the children think that mother zebras would look after their babies this way in real life? Why or why not?

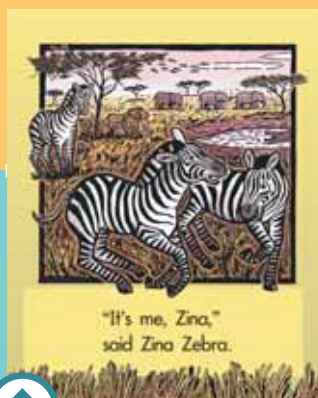
Discuss with the children what is happening. Who is the new character in the picture? Will she be a good friend for Zippy? Why or why not?



Discuss with the children why this animal will make a good friend for Zippy. How are they the same/different? Do the children know that no two zebras have the same markings?

Ask the children who Zippy's new friend is. How do they think Zippy's mother feels about Zippy's new friend?

Ask the children to return to the beginning of the book and to read it independently. Remind them to use the alliteration to help with some of the words.



Have the children use the text to compare all the animals in the story. Make a chart of their similarities and differences.

## 8 g Zippy Zebra Finds a Friend

Name \_\_\_\_\_

Fill in the blanks using words from the word bank.

Zippy Zebra was \_\_\_\_\_.

“I want a \_\_\_\_\_,” he said

“Charlie Cheetah is very \_\_\_\_\_. Can I \_\_\_\_\_ with him?”

“No, you cannot,” said Zippy’s mother.

### Word Bank

Crocodile swim fast

play friend sad

cannot Cheetah water

## 8 g Zippy Zebra Finds a Friend

Name \_\_\_\_\_

1. Place speech marks to show direct speech.

Underline who is talking.

“We are going to the shops,” said Mum.

Here are your glasses, said Tom.

I am going to play soccer today, said Mary.

I have got a pet rat, said Mark.

2. Write one sentence using direct speech.

Remember to use speech marks.

---

---

---

---



# Level 8 Book h

## Trains



Written by Stanley Ling

Level	8
Word Count	143
Text Type	Factual description
High Frequency Word/s Introduced	

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

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



*This symbol relates to comprehension (meaning maker)*



*This symbol relates to decoding (code breaker)*



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



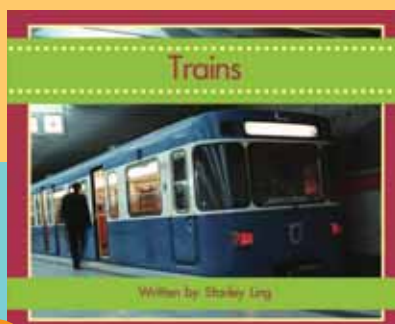
*This symbol relates to use (text user)*

BEFORE READING

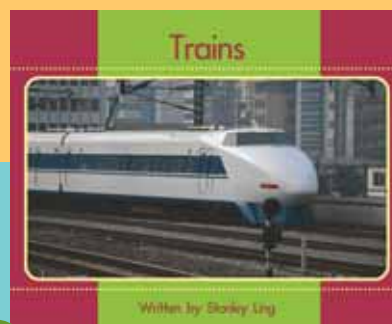
## Cover & Title Page



Ask the children to look at the cover and title page photos and the book title. Explain that this is a book about trains and the countries that they were made in.



Ask the children to respond to the text. What new information did they find out about trains? What information did they find interesting?



Discuss the children's reading strategies. Invite volunteers to share how and why they found the content words difficult. What strategies did they use to make the words easier to read?

AFTER READING



Invite the children to look at the photo on page 2. What do they think of this train? Have they ever seen a train like this before? Do they know what makes this train go?

Explain the structure of this text to the children. Use page 3 to demonstrate to them how to use the question, the map, and the label to help them with their reading.

Look at this train.  
It is a steam train.



Look at the map.  
Can you see  
where this train was made?



Discuss steam trains with the children. Do they know what a steam train is? Where does the steam come from? What makes the steam run the train?

Discuss with the children the purpose of maps. Why do people use maps? What information can they get from maps? Have a world map available. Locate places on the map they know. Locate the countries mentioned in this text.

Invite the children to look at the photo on page 4 and discuss the train. What kind of train do they think it is? What makes it go? Discuss the map and ask if any children know the name of this country.

Discuss electric trains with the children. Why do electric trains run on tracks? What are tracks? Do the children know another word for tracks?

Look at this train.  
It is an electric train.  
It runs on tracks.



Look at the map.  
Where was this train made?



Explain to the children that in informational books like this one, authors often use technical words. Explain to the children what technical and/or topical words are. Demonstrate this by using the word *electric*.

Ask the children to comment on any difficulties they had reading the text so far. What did they do at difficult parts?

Have the children look at the photo. What kind of train is this? Have they ever seen a train above the ground like this? What do they know about how this train goes?

This train is a monorail.  
Look at it.  
Can you see  
the rail that it runs on?



Look at the map.  
Where was this monorail made?



Discuss monorail trains with the children. Why does it have a single track? Explain how a monorail can run on a track high in the air.

Ask the children to look for a compound word on page 6. Remind them that looking for the two words in the compound word will help them with their reading. Explain the meaning of *mono* and *rail* to the children.

Invite the children to discuss the photo. Do they know what is special about this train? Does it look as though it might be a very fast train? Discuss the map and ask if any children know the name of this country.

Look at this train.  
It is a TGV train.



It is in France.  
Can you find France  
on the map?



Explain to the children that the TGV train is a very fast train. It runs on its own special track. Ask them why they think people build fast trains.

Have the children look more closely at the photo. Is the train in the city or the countryside? How does the photo help them understand why people build fast trains?

# BEFORE READING 10/11

Invite the children to look at this photo. Have they ever seen a train like this? What do they think this train would be used for? Ask the children to look at the map and identify where the train was made.



Discuss with the children the trains in France. Why does France have different trains? What are trains used for? What else do trains transport?

## AFTER READING

# BEFORE READING 12/13

Have the children look at the train on page 12. What do they think about the shape of the train? Why is it shaped like it is? Refer to the map. Ask if any children know the name of this country.

Have the children scan for unknown words on pages 12 and 13. Write the word *bullet* on the board. Discuss why this train is called a bullet train.



Have the children look back through the book for the other fast train. Ask them to discuss what is the same about the two trains.

## AFTER READING



Invite the children to look at the train on page 14. How is the rail that it is on different from other train rails? Explain the name to the children and why the train doesn't run on conventional rails.



Discuss with the children the word *maglev*. What might it mean? Can they think of other words that start with *mag*?



Explain to the children that a maglev train is magnetically powered. Can they think of other things that use magnets?



Invite the children to think about the information in the book. How are the trains similar? How are they different? Encourage the children to share their answers. You may wish to make a comparison chart of their responses.



Read the glossary entries with the children. Discuss each word and how it relates to its relevant picture. Explain how the glossary will help them as they read.



Ask the children to return to the beginning of the book and read it independently. Remind them to use the text structure to help them as they read.



Discuss with the children how they can use the information in the text. What can they now tell other people about trains and where they are made?

## 8 h Trains

Name \_\_\_\_\_

1. Match Column A to Column B.

Train

Country

Bullet Train

Great Britain

Electric Train

Sweden

Maglev Train

Australia

Monorail

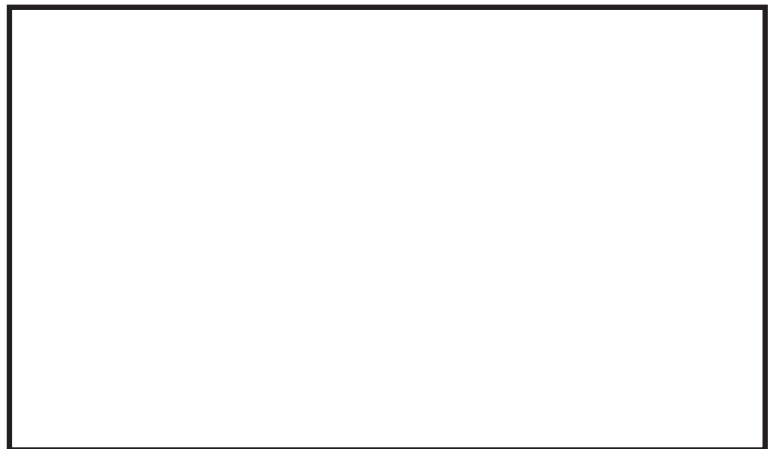
France

Steam Train

Japan

TGV Train

2. Draw a picture of your favourite train in the book.



3. Write two sentences explaining why you drew that train.

---

---

## 8 h Trains

Name \_\_\_\_\_

1. Place a question mark on sentences that ask questions.

What is the time

I am going for a swim

Can you help me

I like playing ball

Can you see the moon

I am eating my lunch

2. Write two questions of your own.

Put question marks at the end.

---

---

---

---

---