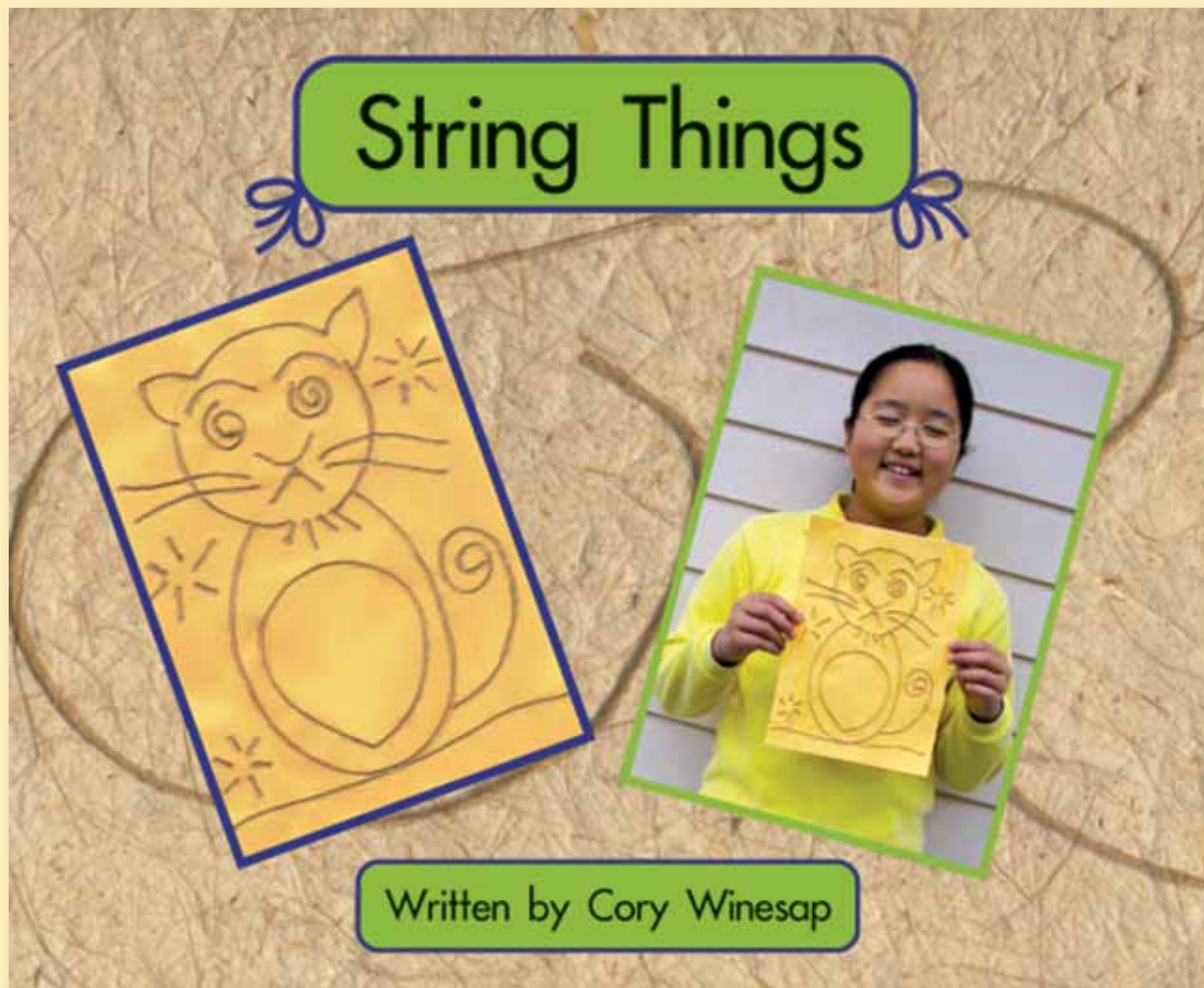




Level 9 Book a



Level	9
Word Count	165
Text Type	Procedure
High Frequency Word/s Introduced	make

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This symbol relates to comprehension (meaning maker)



This symbol relates to decoding (code breaker)



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



This symbol relates to use (text user)

BEFORE READING Cover & Title Page



Ask the children to look at the cover and title page photos and suggest what the book might be about. Discuss with the children things they can do with string.



Write the title on the board. Invite the children to look at the words and then read them. Discuss with the children what is the same in both words.



Ask the children to respond to the book. Discuss the title of the book. Do they think it is a good title? Why did the author call the book *String Things*?



Invite the children to analyse how the text is written. What are some of the structures that are different to a story structure?

BEFORE READING

2/3

Explain to the children that they are going to be reading a procedural text. They are going to be reading some instructions about making string things. Ask if they have read instructions before. What were they for?



Talk more with the children about how they used this text. How did this page set them up for what was to come?

Invite the children to find *make* on this page.

AFTER READING

BEFORE READING

4/5

Discuss the features of procedural texts with the children. Invite them to look over pages 4 and 5. Discuss the headings, the bullet points, the number, and the photos. Explain to the children how to use these text features to help with their reading.



Ask the children to say what items you need to make a string picture. Can they think of anything else that they could use if they didn't have a pencil?

Invite volunteers to share how they used the photos to help them read these pages.

AFTER READING

Have the children look at the photos. What do they think is happening? What instructions do they think they will read? How will the numbers help them?



Have the children reread page 6. What would happen if they put too much glue on the lines?

Write *cut* and *put* on the board and point to them on page 7. Explain to the children that in procedural text, these words at the beginning of the sentence are action words or verbs. Invite the children to go back to pages 5 and 6 and read the verbs.

Have the children look at these photos and say what they think instruction 5 will be. What has the girl made?



Discuss the string picture with the children. Why is it important to wait for the picture to dry? What could they do with the picture once it is finished? Can they add extra instructions?

Discuss the children's reading strategies. 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?

BEFORE READING 10/11

Invite the children to suggest what is going to be made in this section of the book. What will they need to make this string thing? What will they do first?

Have the children look at the text features on this page. Invite them to name the features and say how they will help with their reading.



Ask the children why the instruction on page 11 asks them to get help from their mum or dad. Why is it sometimes important to ask an adult to help?

Ask the children to scan the page for the word *scissors*. Write it on the board. Talk to the children about the silent letter.

AFTER READING

BEFORE READING 12/13

Ask the children what they think the instructions will be on pages 12 and 13. Remind them to use the photos to assist with the predictions.

Discuss the word *knot* with the children. Write it on the board and talk about the silent *k*. Invite volunteers to suggest other words that start with *kn*.



Have the children look closely at the photos on page 13. Invite them to discuss why the author has used two photos to explain the instruction.

AFTER READING

Invite the children to look at this photo and say what string thing the children have made.



Invite the children to look at this picture again. Have them talk about how the telephone is used. How does the telephone work? Who is talking on the telephone? Who is listening? How can they tell?

Ask the children to analyse the procedural text. Were the instructions easy to follow? Could they make a string picture and a string telephone?

Ask the children to read the picture glossary entries. Discuss any words that they do not know. Ask the children why they think there are photos in the picture glossary.

Remind the children to use all the text features as they read the book. Have them go back to the beginning and read independently.



Have the children talk about what they have learned from this text. Could they tell other people how to make a string picture and a string telephone?

9 a String Things

Name _____

1. Put the instructions in order using numbers.

Put the string on the glue.

Let the glue dry.

Put some glue on the pencil lines.

Do not put too much glue on the lines.

Cut a piece of string.

Draw a picture with the pencil.

Make it a big picture.

2. Draw your own
string picture design.



9 a String Things

Name _____

1. Read the words and circle the verbs.

picture draw pencil cut string
make plastic help tie knot
talk scissors hole fold cup

2. Write instructions for brushing your teeth.

Brushing Your Teeth

What you need:

What to do:

1 _____

2 _____

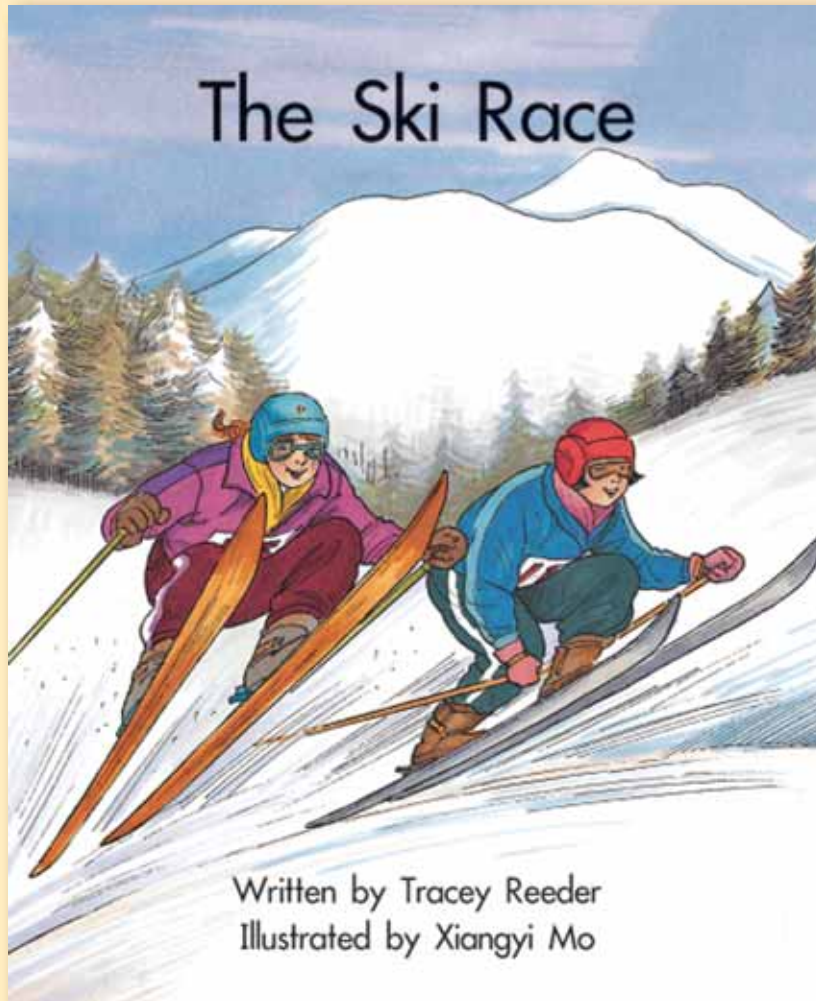
3 _____

4 _____

5 _____



Level 9 Book b



Level	9
Word Count	155
Text Type	Literary recount
High Frequency Word/s Introduced	

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This symbol relates to decoding (code breaker)



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

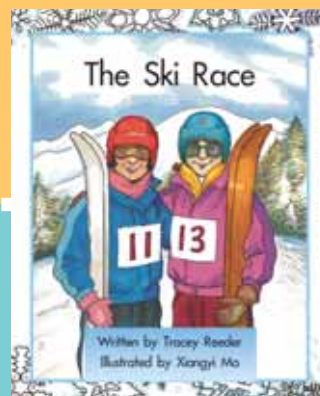
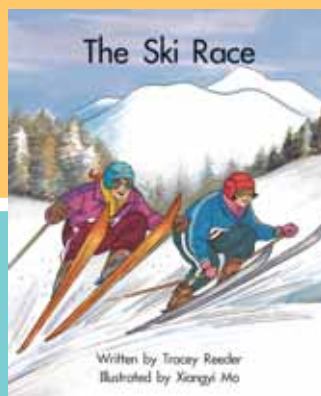


This symbol relates to use (text user)

Cover & Title Page



Have the children look at the cover and title page illustrations and title of the book. What do they think the story is going to be about? Is the story a fiction or non-fiction text? How do they know?



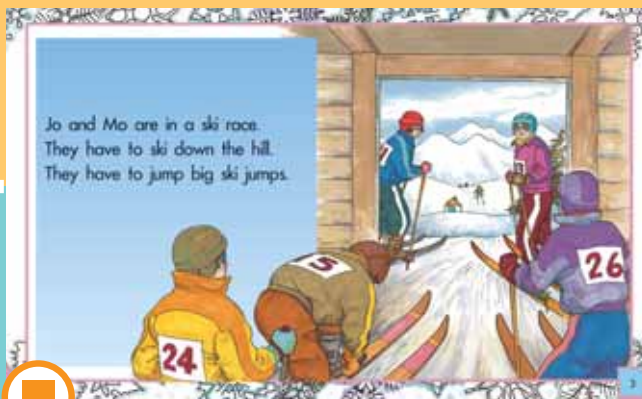
Ask the children to retell the story in their own words. What were Jo and Mo doing? Which one didn't think she could jump the jumps? What helped her jump them?



Invite the children to analyse the text. Discuss Jo's emotions during the race. Ask the children if they can recall a time when they felt unsure about trying something. Compare their feelings to Jo's.

Ask the children to look at the picture on page 3. What do they predict will happen in the story? Who are the main characters? Where are they? What are they going to do?

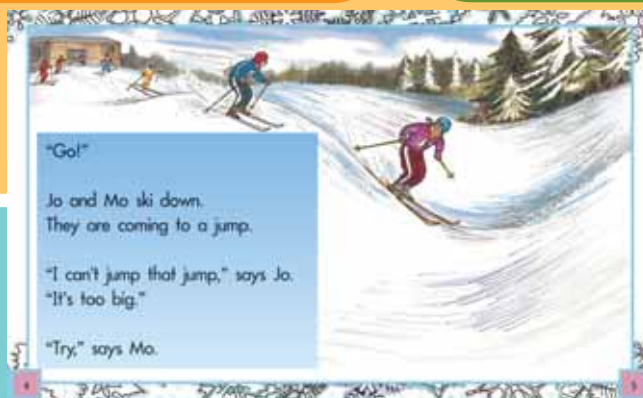
Ask the children to read the characters' names. What is the same about them? Do they know any other words that look like and sound like Jo and Mo?



Invite the children to share their own experiences of racing. Have they ever entered a race or competition? What things did they have to do before the race to be sure they were ready? How did they feel before the race? How did they feel after the race?

Ask the children to look at the picture and describe what they see. What kinds of clothes are Jo and Mo wearing? What special equipment are they using? What is going to happen?

Review contractions with the children. Invite them to look closely at the words *can't* and *it's* on page 4. What words do these contractions stand for?



Review the text type with the children. Talk with them about the relationship between the characters. Which character is more confident? Which character is nervous? What in the text tells them this? Have the children think about what they have just read. Ask them why Jo thinks she can't jump the first jump.

Ask the children to look at the picture. Who is the skier? What is happening in the picture?



Invite volunteers to describe a time when they thought they couldn't do something. Did they try? Did they succeed? How did they feel?

Ask the children to look carefully at the words *jumps* and *jump*. Invite the children to say what each word means.

Invite the children to look at the picture and say what is going to happen next. What are Jo and Mo coming up to?

Invite the children to look closely at the illustrations. How has the illustrator shown the reader that the skiers are moving fast? How would he have changed the illustration if Jo and Mo had been moving slowly?



Ask the children if they have ever been skiing. Why did Jo and Mo *ski on down*? Can people ski uphill? How do people get to the top of a mountain?

Write *big* and *bigger* on the board. Talk with the children about the different spelling and the difference in meaning.

Invite the children to discuss what is happening now. What are Jo and Mo doing? What might Jo be saying?

Discuss with the children any difficulties they had reading the text so far. What made the text difficult? What did they do about it?



Ask the children to reread the text to find the words of encouragement Mo offered Jo. Did the encouragement help Jo? What does this tell the children about the relationship between the characters?

Have the children discuss this picture. Do they think Jo and Mo are coming to another jump? What will happen? Will they jump the jump? Will they win the race?

Have the children scan the page for the word *biggest*. Write it on the board and invite the children to discuss how the spelling is the same/different from *big* and *bigger*. Discuss the meaning of *biggest*.



Discuss with the children why Jo is crying. What does that tell them about her? How is she feeling? What does Mo do to help Jo get over the jump? Ask the children to read what Mo says. How is this different from what she has said before?

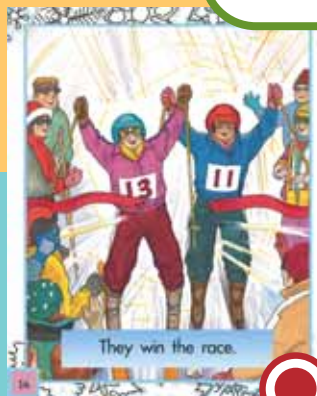
Invite the children to discuss their predictions. Have Jo and Mo both jumped the jump successfully? Will they go on to win the race?



Discuss with the children how Jo's confidence changed after she jumped the jump. How is Jo feeling now? Have the children share experiences where they have succeeded. How did they feel?

Invite the children to comment on their predictions. Were they right? What is happening in this picture? How are Jo and Mo feeling?

Have the children return to the beginning of the book and read independently. Remind them that their reading needs to make sense. It is important that the words they read look and sound right.



Discuss with the children how Jo and Mo felt once they had finished the race. Ask the children to share their own experiences of finishing a race.

Ask the children to compare the characters Jo and Mo. How are they the same? How are they different? How does the author show their differences?

9 b The Ski Race

Name _____

1. Answer yes or no to the following sentences.

It is always sunny on a mountain.

It can get cold skiing.

People ski down a hill.

Jo and Mo like to ski.

People wear runners and shorts when skiing.

Mo can't go over ski jumps.

Sometimes Jo is nervous when
going over ski jumps.

Jo and Mo came second in the ski race.

2. Write four words describing how Jo was feeling during the ski race.

3. Draw a picture of Jo and
Mo jumping the biggest jump.



9 b The Ski Race

Name _____

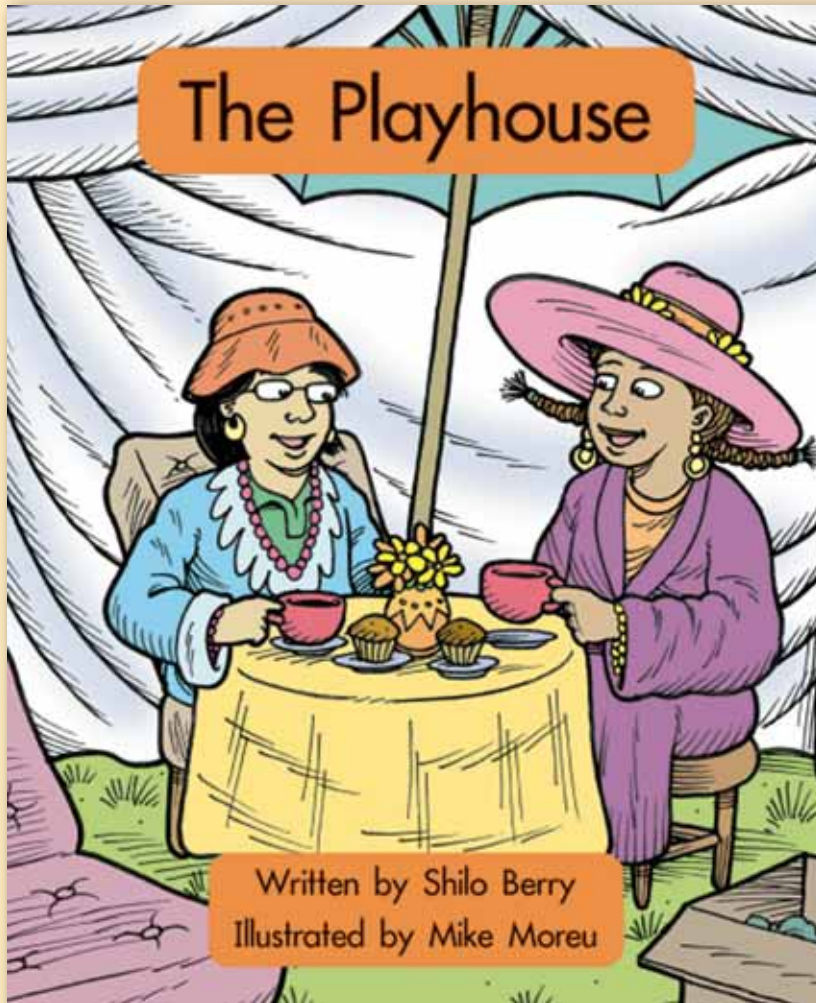
1. Complete the word-building table.

Base Word	-er	-est
big	bigger	biggest
small		smallest
round		roundest
tall		
short	shorter	
thin		

2. Write three sentences using words from the table.



Level 9 Book c



Level	9
Word Count	158
Text Type	Narrative
High Frequency Word/s Introduced	

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This symbol relates to decoding (code breaker)



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



This symbol relates to use (text user)

Cover & Title Page



Discuss with the children if they have ever made a playhouse. What did they do in the playhouse? What are the people on the cover doing? Are they the same people on the title page? Why do they look older on the cover? What makes them look older?



Invite the children to retell the story in their own words. Who were the main characters? What did they do? Who were the other characters? What did they want? What did the boys do so that they could join in?



Invite the children to discuss the reading strategies they used. Did they use the beginnings and the endings of the names to help them read them? Did they look at the ends of other words to see which were singular and which were plural?

Discuss the kinds of places where a playhouse can be made. Have the children look at this picture and ask where these children are making their playhouse.

Review compound words with the children. Ask them to scan this page for compound words. What words have been combined to make these words? How can they use this information as they read?



Talk more with the children about the setting. Which word in the text says where the story is set? What other words could the author have used instead of *backyard*?

Ask the children why the girls look different in this picture. What have they done?

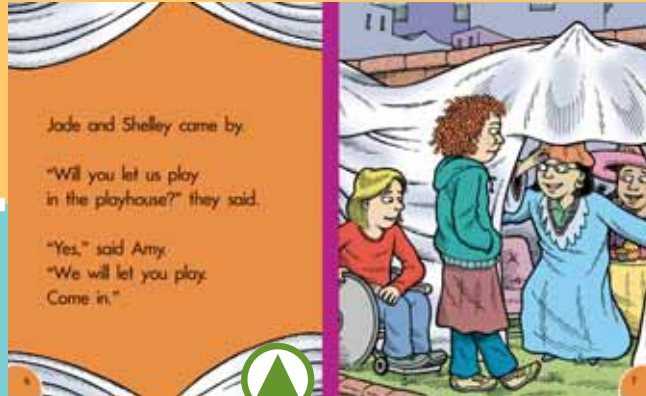
Write *Shari* and *Amy* on the board. Invite the children to read the two names. Talk with them about how both the *i* and the *y* on the ends of these words make the same *e* sound. Invite the children to share other names that they know that end in the same way.



Talk with the children about what the girls used to make their playhouse. What other things could they have used?

Have the children discuss why the author chose girls as the main characters. How might the story have changed if the main characters were boys? Would boys dress up?

Ask the children what is happening in this picture. What do they think the new people are saying to Shari and Amy? What might Shari and Amy say to them?

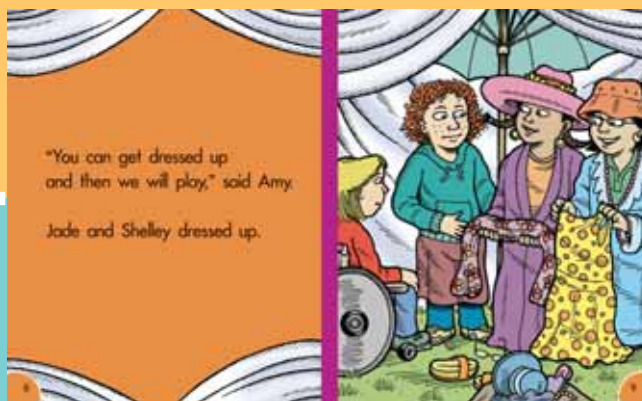


Talk with the children more about this page. Why did Amy and Shari let Jade and Shelley play?

Write *play*, *played*, *playing*, and *playhouse* on the board. Ask the children to read each word. Discuss their different endings. Have the children find these words on pages 5 and 6 and reread the sentences they are in. Then ask them to comment on the different meanings.

Invite the children to discuss this picture. What do they think Amy and Shari are saying to Jade and Shelley? What in the picture gives them a clue?

Write *dressed* on the board. What would they need to do to turn *dressed* into *dress* or *dressing*?

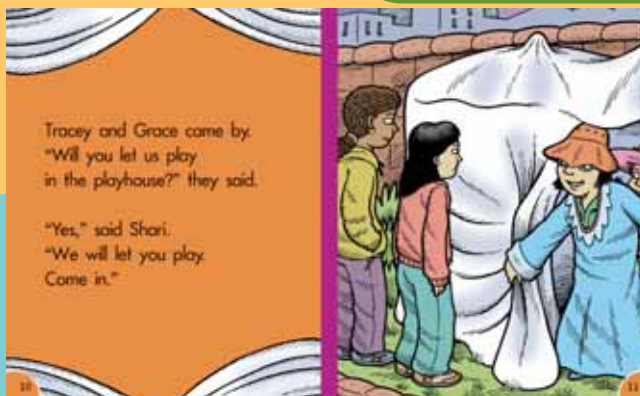


Talk with the children about why the girls need to get dressed up before they can play. Have the children comment on the dress-up clothes that the girls are wearing. What game will they play dressed up like that?

BEFORE READING 10/11

Ask the children what they think these two new people want. What will Amy and Shari say to them?

Write *Shelley* and *Tracey* on the board. Invite the children to read these names. What do they notice about the ending sounds and letters?

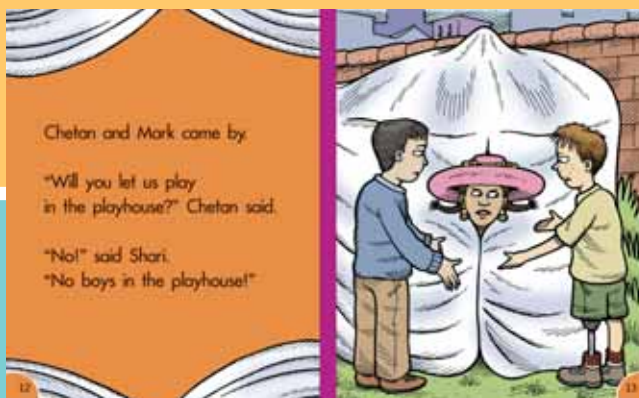


Have the children continue the discussion about the girls. Do they think that Shari and Amy expected the others to come by? If they didn't, why did they have enough dress-up clothes?

AFTER READING

BEFORE READING 12/13

Invite the children to look at this picture and describe what they see. Have them look at the expression on Shari's face. Why does she look like this? What do they think she might be saying?



Have the children talk about why the girls didn't want the boys to play. Do they think it would have been the same if all the characters except two had been boys? Would they have let two girls play? Why or why not?

AFTER READING

Ask the children what Mark and Chetan are doing. Discuss with the children why they might be doing this. Who is helping them? What will happen next?



Ask the children to talk about what the boys decided to do. What did they go home and get and why? Would the girls let them in just because they brought food, or would they let them in because they are playing tea parties?

Have the children discuss this picture. What are Mark and Chetan doing with the food they got? What might they be saying? Is this what the children thought would happen?



Talk with the children about how this story ends. Will the girls let the boys in or not? If the children were the author, would they have left the ending up in the air like this?

9 c The Playhouse

Name _____

1. Turn the following words into plurals using *s* or *es*.

Then colour the picture.

shoe

hat

dress

boy

apple

banana

drink

cake



9 c The Playhouse

Name _____

1. Circle the compound words. Draw a line through the middle of each compound word to show where it breaks into two words.

backyard

dressed

playing

playhouse

bananas

came

then

said

2. Colour the picture.





Level 9 Book d

Where Does Mrs Brown Live?



Written by Michele Ashley

Level	9
Word Count	159
Text Type	Procedure
High Frequency Word/s Introduced	

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This symbol relates to decoding (code breaker)



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



This symbol relates to use (text user)

BEFORE READING

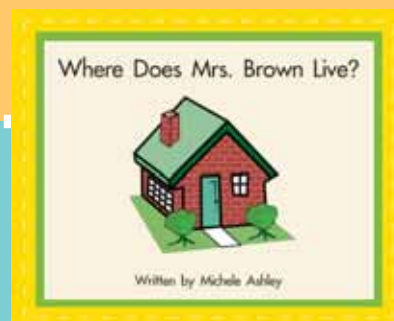
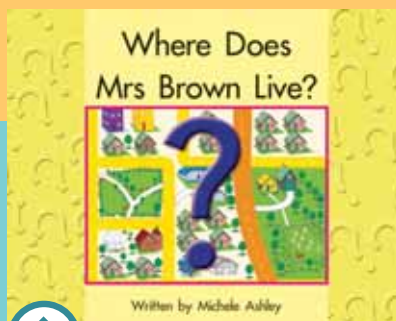
Cover & Title Page



Ask the children to look at the cover and title page illustrations and suggest what the book might be about.



Explain to the children that this book uses questions as part of the text. Have them identify the question mark in the title and then read the title. Explain that knowing this book uses questions will help them with their reading.



Have the children talk about how the text features helped them with their reading. Did they use the photos and symbols to predict what the text would be about? Did they notice and use the connection between the feature at the top of the page and the question? Did they read the maps? What did they learn about reading a map? Why are maps important?

AFTER READING

BEFORE READING

2/3

Invite the children to look closely at the map on page 5. Explain that as well as questions this book uses maps to give information. Discuss the labels on the map. Tell the children that they need to use the map as they read the text.



Have the children retell what happened on this page. Who is the person? Where does she live? What is her house made of?

AFTER READING

BEFORE READING

4/5

Ask the children to look at the circle symbols and arrow at the top of page 4. Explain how to use these. Tell the children that before they read each page they should use this feature to help them predict what the text will be about.



Invite the children to share the information they learned by reading this page. Who is the person? Which road does he live on? What does he live near? What colour is his house?

Discuss the words *by*, *on*, and *in* in the text. How did these words help the children understand where Mr. Black lives?

AFTER READING



Ask the children to look at the photo and arrow on the top of page 6 and then read the first sentence. Who is the person in the photo? What does she do for a job?



Ask the children what Dr. means? Have them brainstorm other initials. Why do people use initials? Why do some people put a full stop after the initials while others do not?



Invite the children to say where Dr. Patel lives. Could they have found her house without reading all the instructions? Which instruction do they think was the most important?



Ask the children to look at the map on page 9. Ask them what a highway is. How is a highway different from a street or a road? How does the map show the difference?



Discuss with the children the use of capital letters. When are capital letters used? Have the children scan the page for the capital letters and note their use. Remind them to think about this when they read.



Invite the children to discuss what Mr. Smith does. How do they know?

BEFORE READING 10/11

Ask the children to look at the symbols at the top of page 10. How are the symbols different from the previous symbols? Ask the children how they will use these symbols to predict what the instructions might be.



Ask the children to retell what the instructions on this page asked them to do. Whose house did they start at? Where did they go? Whose house did they finish at?

Have the children discuss the new feature that appears on this map. Did they notice it as they were reading? How did it help them?

AFTER READING

String Things

The Ski Race

The Playhouse

Where Does Mrs. Brown Live?

BEFORE READING 12/13

Ask the children to look at the symbols at the top of page 12. Where is Mr. Smith going? Invite the children to make up their own questions before reading the text.



Ask the children to think of instructions for Mr. Smith. How would they tell him to get to the bank? Where is Mr. Black's house? Did Mr. Smith pass Mr. Black's house?

Ask the children to look back through the book for the questions. Which words are used to start the questions? Which of the words is used the most often? Why do the children think that is?

AFTER READING

Who Took the Teacher's Scissors?

Hide and Seek with Carla Crocodile

Pizza Day

Operation Elephant Foot

Ask the children to look at the symbols at the top of page 14. Do they recognize these people from previous pages? What do they think the text will be about?



Invite the children to suggest a route from Mr. Black's house to Mrs. Brown's house. Mr. Smith also wants to visit Mrs. Brown. Which way would he go?

Have the children discuss other visits or directions the author could have included using the same map.

Discuss this page with the children. Do they know how to use an index? Ask the children to read the index entries and discuss what the entries tell them.

Recap all the text features for the children and remind them to use them to help them read the book. Ask them to return to the beginning and read the text independently.

Index	
church	4
farm	8
map	2, 4, 6, 8
park	2, 10

Ask the children to practise using the index entries. Have them go back to the relevant pages then find and reread the sentences in which the words occur.

Have the children analyse the map. Invite them to compare where they live to the town in the book. How is it the same? How is it different? What other things would a map of their town include? Have them draw a simple map of where they live.

9 d Where Does Mrs. Brown Live?

Name _____

1. Answer the following questions:

Which street does Mrs. Brown live on?

Who lives next to the church?

What colour house does Dr. Patel have?

Who lives on the farm?

Who lives close to the bank?

What kind of house does Mrs. Brown have?

What street does Mr. Smith live on?

What colour is Mr. Black's house?

Who lives close to the park?

2. Draw a map of your school or street.
Remember to label your map.



**9 d Where does
Mrs. Brown Live?**

Name _____

1. Put capital letters on the correct words.

cat

water

australia

sam

carla

table

mr. black

book

pencil

park

mr. smith

drink

school

ball

mary

dog

foot

mrs. brown

grass

door

cow

2. What do these stand for?

Use a dictionary or friend for help.

Dr.

USA

Mt.

ASAP

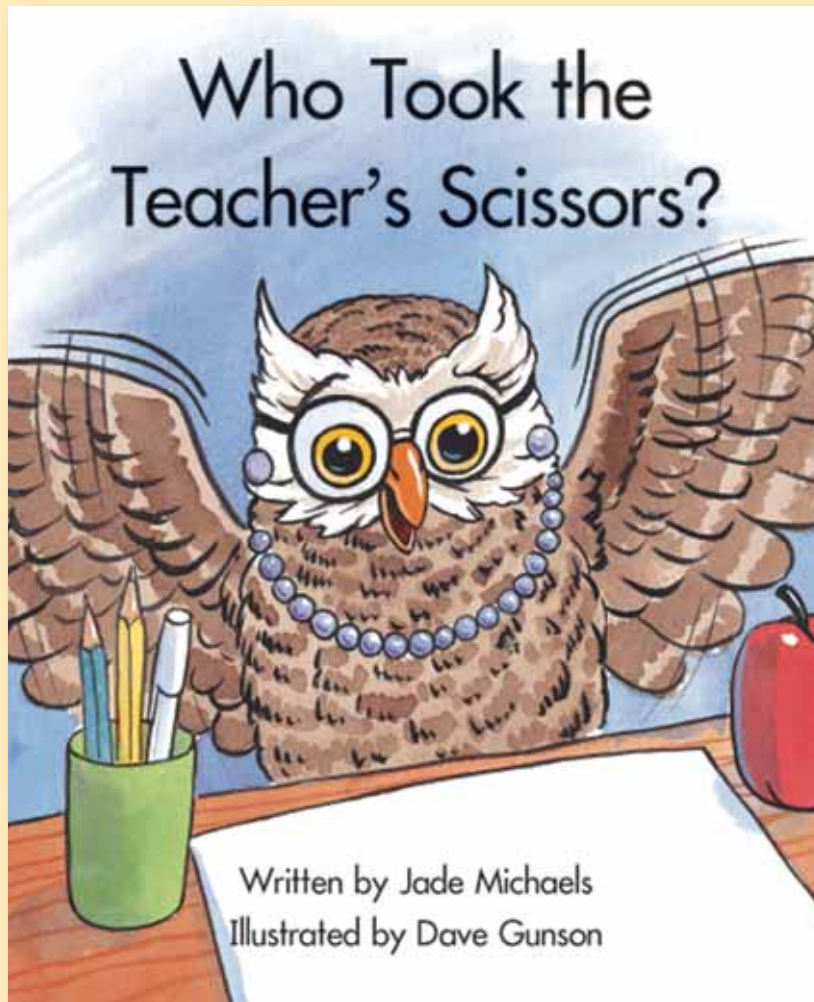
CD

TV



Level 9

Book e



Level	9
Word Count	175
Text Type	Narrative
High Frequency Word/s Introduced	who

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

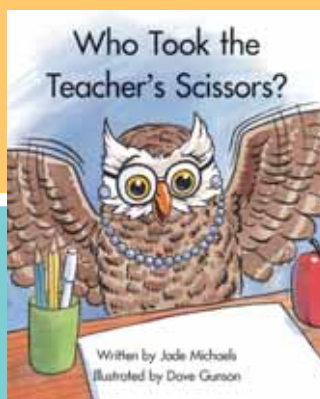


This symbol relates to use (text user)

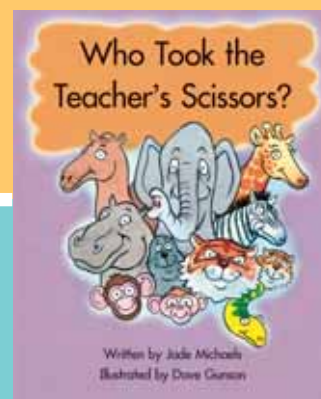
BEFORE READING Cover & Title Page



Ask the children to read the title or read it to them. Have them look at the cover and title page illustrations and suggest who might be the teacher and who might be in the class.



Ask the children to retell the story. Who was the teacher? What was her problem? What did she do? How did the story end?



Ask the children to analyse the text in light of their own experiences. Invite volunteers to share a time when they have lost things. Did they react like the teacher?



Explain to the students that some of the illustrations in this book have thought bubbles. The children should use the thought bubbles to help them predict what is in the text.



Have the children look at this picture and say who the teacher is talking to. Ask them to use the thought bubble to help them predict what the chimpanzee says.



Review the narrative text type with the children. Ask them to identify the teacher's problem. Why was losing her scissors a problem for the teacher?



Ask the children to read the first line on this page again. Review with them some words that often start questions. Have them locate the word *who*.



Have the children look at the illustration on page 5. What is happening on this page? Who is the teacher talking to? Ask them to use the thought bubble to suggest what the tiger is saying to the teacher.

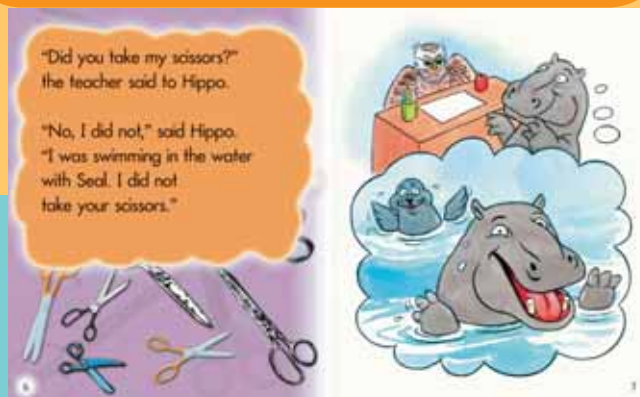


Discuss the similarities and differences between tigers and cheetahs. How can the children tell from the picture which is which?



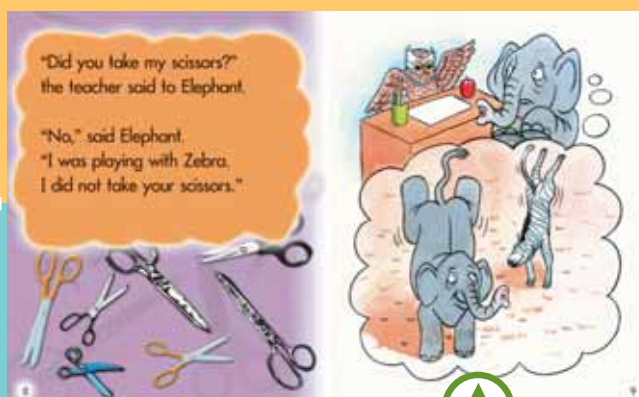
Discuss with the children how they used the text to distinguish the words *tiger* and *cheetah*. What did they know about these two words that helped them decode them?

Have the children discuss this picture. Who are the characters involved? Has the teacher found her scissors yet? Have the children check back to the animals on the title page and then predict who the teacher might talk to next.



Continue the discussion about the similarities and differences between animals. What do seals and hippos have in common? How are they different?

Have the children confirm or revise their predictions. If they were correct, which animals has the teacher not spoken to yet? Will she speak to one of them on the next page?

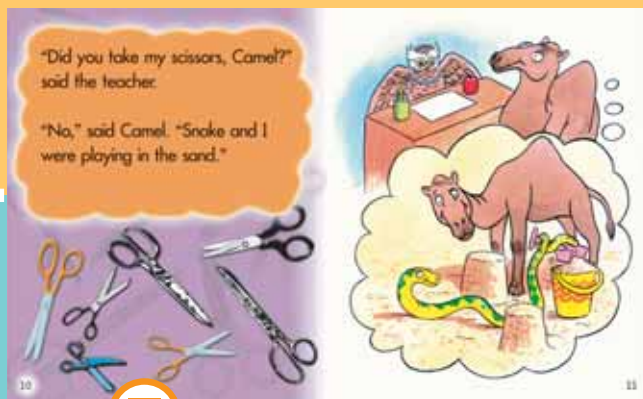


Discuss elephants and zebras with the children. How are they the same? How are they different? In real life, could they play together? Could a tiger or a cheetah play with a zebra? Why or why not?

Ask the children to comment on any difficulties they had reading the text so far. Praise any appropriate behaviour that you noted as they read.

BEFORE READING 10/11

Discuss the children's predictions. Were they right? Has the teacher talked to all the animals now? If she has, what will happen next?

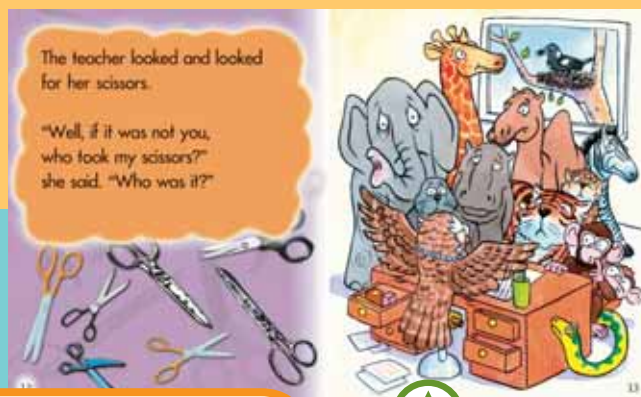


Discuss with the children why Camel and Snake were playing together. What do they have in common? In real life could camels and snakes play together? Why or why not?

AFTER READING

BEFORE READING 12/13

Have the children look at the picture. What is going on now? Does the picture give any clues about the possible outcome? If so, what might it be?



Invite the children to read the first two lines of this page again and then look at the picture. Do the children really think that the teacher was looking and looking for her scissors, or did she just look on her desk and hope that someone else would find them for her?

Ask the children to scan the page again and find the word *who*. How many times does the word appear? What is different about the two uses of *who*?

AFTER READING

String Things

The Ski Race

The Playhouse

Where Does Mrs. Brown Live?

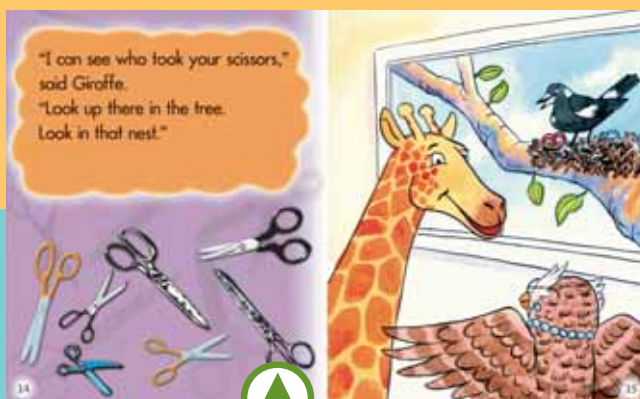
Who Took the Teacher's Scissors?

Hide and Seek with Carla Crocodile

Pizza Day

Operation Elephant Foot

Have the children look for further clues in this illustration. What do they think Giraffe is saying to the teacher?



Have the children discuss who found the scissors. Why was Giraffe able to spot the scissors when no one else could?

Write *took* and *look* on the board. Ask the children to read the words and say what is the same about them. Write *looked* on the board. Ask the children what the present tense of *took* would be. Have them go back through the book and find the places where the word *take* is used.

Have the children look at the final illustration. Why are the scissors in the nest? What other things are in the nest? Do the children know that magpies like to take shiny things?

Remind the children that their reading needs to make sense, sound right, and look right as they read independently. Remind them to check the thought bubbles as they read.



Have the children talk about the ending of the story. Was it a good ending? Why or why not? What other endings could the author have used?

9 e Who Took

the Teacher's Scissors?

Name _____

1. Connect the words to complete the sentences.

Chimpanzee	was playing with Zebra.
Tiger	was swinging with Monkey in the tree.
Hippo	was playing with Snake in the sand.
Elephant	was swimming with Seal in the water.
Camel	was running with Cheetah in the grass.

2. Fill in the missing spaces using words from the Word Bank.

The teacher _____ and looked for her _____.

“Well, if it was not you, who took my scissors?”
she said.

“_____ was it?”

“I can _____ who took your scissors,”
said _____.

“_____ up there in the _____. Look in that _____.”

Word Bank

looked Giraffe tree nest scissors see Look Who

9 e Who Took

the Teacher's Scissors?

Name _____

1. The sentences below are missing capital letters.

Put capital letters in the correct place.

sally and james went camping in the bush.

magpies make nests in trees.

it is hot in australia.

the ship sailed across the sea.

on monday, school starts.

jim broke the glass.

the red fire engine went to the fire on first street.

2. Write three sentences using direct speech.

Remember to show who is speaking.



Level 9 Book f

Hide and Seek With Carla Crocodile



Written by Ben Smith
Illustrated by Peter Campbell

Level	9
Word Count	174
Text Type	Narrative
High Frequency Word/s Introduced	before, now, one, over, three

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This symbol relates to decoding (code breaker)



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

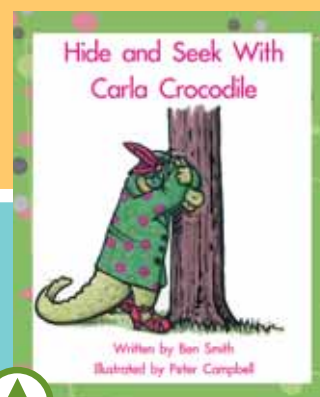
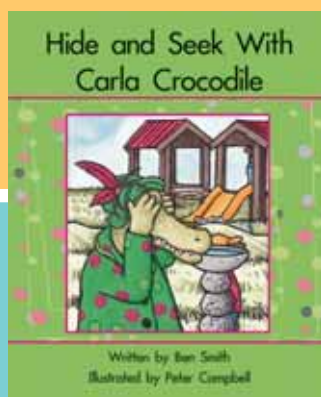


This symbol relates to use (text user)

BEFORE READING Cover & Title Page



Ask the children to read the title and look at the cover illustration. Invite the children to talk about how they play hide and seek and relate it to what they think will happen in this book.



Ask the children what game the title mentions. Who is going to be playing the game in this story? What is Carla Crocodile doing in the pictures on the cover and title page?



Have the children talk about their reading strategies. Ask volunteers to share the things they did to decode new words like *before* and *counted*.

Those children who have been reading this series of books will have met Carla Crocodile already. Ask them to look at this picture and talk about who Carla's friends are.

Review capital letters with the children. Ask why there are capitals in the text. When should capitals be used? Have them scan this page for capital letters and suggest why they are used here.



Review the text type with the children. What are the features of a narrative? Who are the characters? Who is the main character? Where is the story set? What happens in the story? Ask the children how knowing the text type helps their understanding of the story.

Ask the children to look at the illustration on page 5. What is Carla Crocodile doing? What are the other characters doing?

Discuss with the children how numbers can be written as words. Have the children scan the first sentence of the second paragraph looking for the words *one*, *two*, and *three*. Discuss the use of these words in the text.



Discuss with the children how it is important to follow the rules of a game. Why does Carla cover her eyes? What would happen if she didn't? Would it be fair if she didn't cover her eyes? Ask the children how high Carla said she would count. What does she tell the others to do? What does she say when she has finished counting?

Ask the children to locate *one*, *three*, and *now* on this page.

Have the children look at the illustrations on pages 6 and 7. What is happening? Who has Carla found first? What does Hippo have to do?



Ask the children to look at the picture again carefully and discuss whether Hippo's hiding place was a good place to hide. Why did Carla tell Hippo to get home? What does that mean?

Ask the children to locate *over*, *three*, *one*, and *before* on these pages.

Have the children discuss the illustrations on pages 8 and 9. What is Carla doing now? Ask the children who Carla looks for this time. Does she find him? Where is Seal hiding? Which picture shows that she has found him? Why is Seal running? What does Seal have to do? Invite the children to predict what will happen next. Will Carla find Penguin? Will Penguin get home?



Ask the children if they thought Seal hid in a good place. What would happen to Seal if he didn't get home?

Ask the children to find *over*, *now*, *one* and *three* on these pages.

BEFORE READING 10/11

Invite the children to talk about this picture. Did Carla find Penguin? Did they predict that she would?

Ask the children to point to the the word *Penguin*. How did they know that the word they are pointing to is *Penguin*? Invite volunteers to share what letters or groups of letters helped them.



Ask the children if they thought Penguin was hiding in a good place. Why or why not? Which animal has hidden in the best place so far? Ask the children to give a reason for their answer.

AFTER READING

BEFORE READING 12/13

Invite the children to discuss this picture. What is happening? Will Penguin get home before Carla counts to three?



Discuss with the children how Penguin must be feeling. Ask the children to share experiences where they have injured themselves in a game. How did they feel?

AFTER READING

String Things

The Ski Race

The Playhouse

Where Does Mrs. Brown Live?

Who Took the Teacher's Scissors?

Hide and Seek with Carla Crocodile

Pizza Day

Operation Elephant Foot

Ask the children to look carefully at the illustration of Carla and Penguin. What is Carla doing now? What might she be saying to Penguin?



Ask the children to reread this page. What does *There, there* mean? What did Carla mean when she said, "*You are all right now. But you fell over before you got home.*"

Engage the children in a conversation about Carla Crocodile. How would they describe her actions towards Penguin? What does this tell them about her?

Ask the children to look at the final illustration. What has happened in the game of hide and seek? Who is counting to three? Why?

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



Discuss with the children why Penguin is now counting. Who will be seeking? Who will be hiding? How will the game progress?

Ask the children to discuss other things about Carla Crocodile that tell about her character. Did the author do a good job of describing Carla's character?

9 f Hide and Seek

With Carla Crocodile

Name _____

1. Answer **yes** or **no** to the following sentences.

Hide and seek is a game played by animals. _____

Carla Crocodile counts to three. _____

Penguin, Hippo, and Seal go and hide. _____

Hippo hides behind a tree. _____

Seal hides behind a bird bath. _____

Penguin hides in the playground. _____

Penguin ran home. _____

Penguin hurt himself. _____

Penguin counts to three. _____

Penguin looks for the others. _____

2. Write four words describing Carla.

3. Draw a picture of
Carla and her friends.



9 f Hide and Seek

With Carla Crocodile

Name _____

1. There are capitals missing from the sentences below.

Place capitals in the correct place.

carla crocodile was playing hide and seek.

carla counted, “one, two, three.” hippo ran home.

“i can see you,” carla said to seal.

carla went to look for penguin.

penguin ran, but he fell over before he got home.

“now you have to count to three.”

2. Underline the direct speech. Circle who is talking.

“Have you done your homework?” said Mum.

“We won our game!” said Sam.

“Your rabbit is eating my plants!” said Mrs Black.

“Where are my glasses?” said Don.

“I feel sick,” said Jill.

“We will be late for school,” yelled Dean.

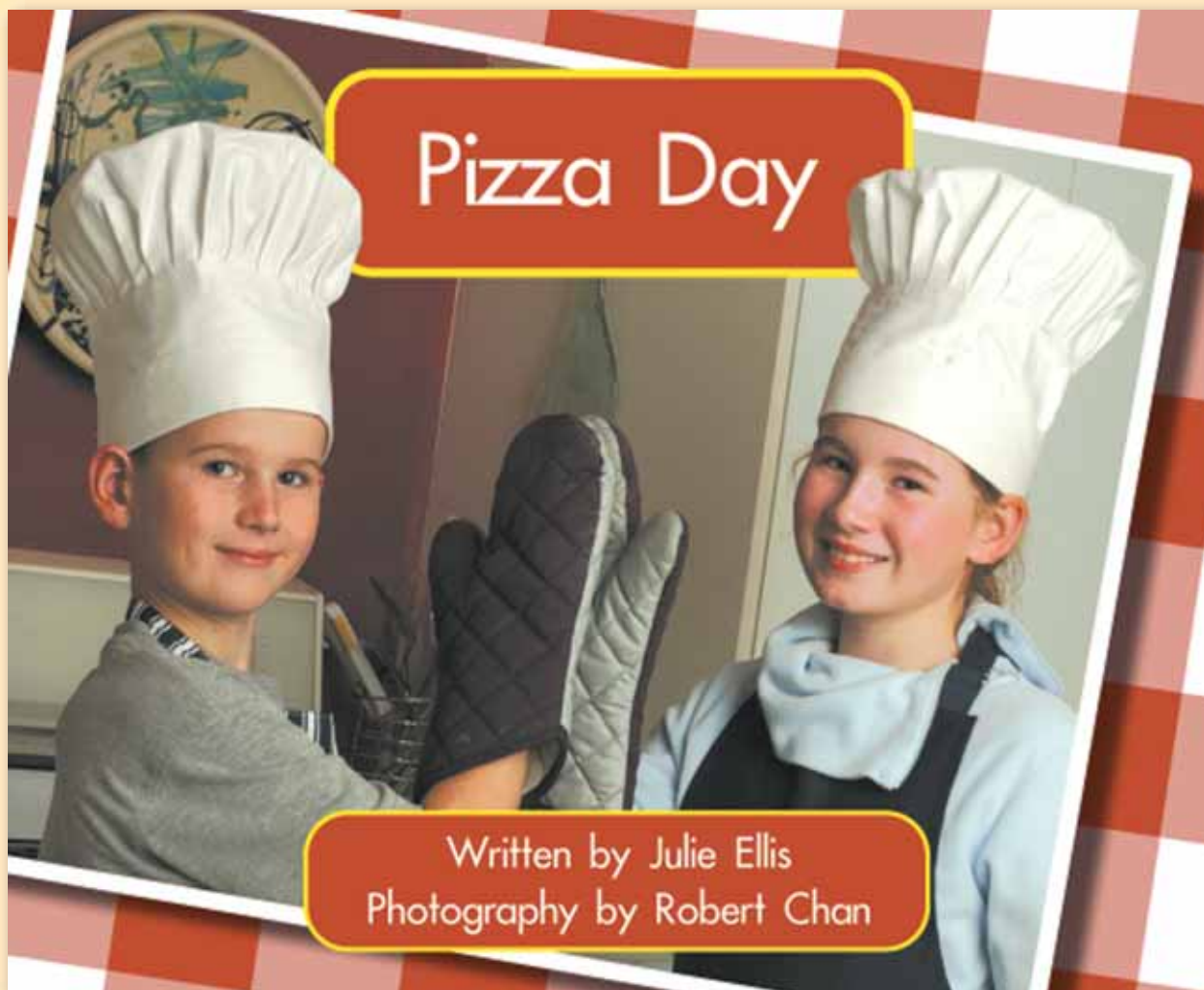
“Where is my library book?” said Pam.

“I am going to the shop,” said Sally.



Level 9

Book g



Level	9
Word Count	156
Text Type	Procedural recount
High Frequency	
Word/s Introduced	put

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This symbol relates to decoding (code breaker)



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



This symbol relates to use (text user)

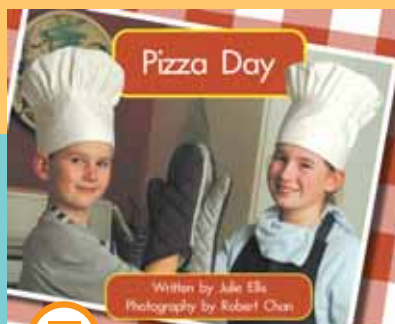
Cover & Title Page



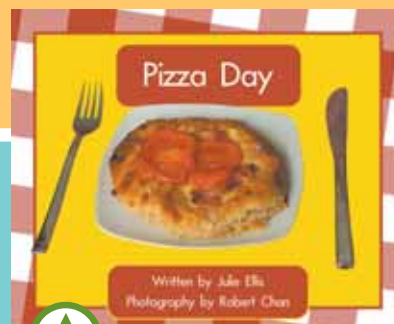
Invite the children to look at the cover and title page photo. Have them read the title and share their personal experiences of making or eating pizza.



Explain to the children that they will be reading a procedural recount. Discuss the format of both a procedure and a recount. Talk with the children about how knowing the structure of a book can help them when they read.



Ask the children to respond to the book. What did they learn about making pizzas? Have them recount the steps in the pizza-making process that the children followed.



Invite volunteers to talk about their reading. What in the text did they find easy? What was difficult? How did they sort out difficult words?

Invite the children to look at the photo and talk about what is happening. What are the children doing? Why would they be doing that?



Ask the children if they have ever helped make dinner. What did they make? Why is it important to wash their hands?

Introduce the term *verb* to the children. Explain what a verb is. Explain that procedures have many verbs. Point out the verbs on page 2.

Have the children look at the photos on pages 4 and 5. What is happening? What is the purpose of the photos?

Discuss with the children the use of the numbers on pages 4 and 5. How do these numbers help when reading instructions?



Invite the children to talk more about the photos on page 4. Why do they think that the author put these photos on page 4? Did it make their reading easier?

Ask the children to find the verbs on this page. Invite volunteers to suggest other verbs that the author could have used instead of *put*.



Talk with the children about the process of dough rising. Do they know that yeast is an important ingredient in dough? Do they know that the dough mixture has to sit in a warm place for a period of time to allow it to rise? Ask them to look at the photos on these pages and suggest the warm place that the children are putting their pizza dough.



We put the bowl of dough into a sink of warm water. We left it for 30 minutes. The dough got bigger.

We put more warm water in the sink. We left it for 30 minutes. The dough got bigger and bigger.



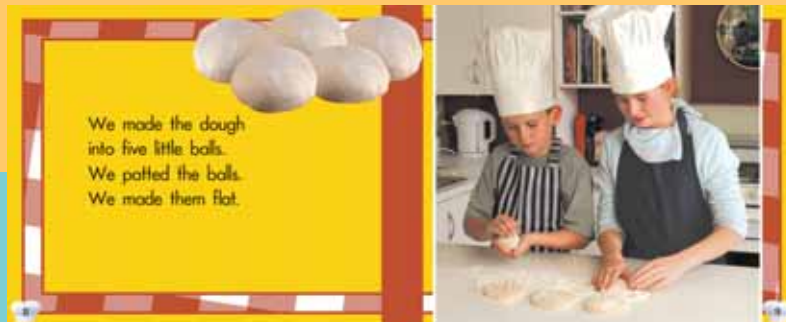
Invite the children to discuss some other places that the children could have put the dough to rise. Have them brainstorm other foods that have yeast that makes them rise.



Write *bigger* on the board. Invite the children to find and reread the sentences with *bigger* in them. Discuss why the author wrote *bigger and bigger* on page 7.



Ask the children to look at the photo on page 9 and discuss what the children are doing. Ask them to use all the information on the pages to help them with their predictions.



We made the dough into five little balls. We patted the balls. We made them flat.



Discuss with the children why they think the children in the book patted the dough balls flat. What would happen if they were left as balls?



Have the children scan the page for verbs. Invite them to suggest other words the author could have used for *made* and *patted*.

BEFORE READING 10/11

AFTER READING

Invite the children to look closely at the photos. What are the children doing in the photos? What is the next step in the procedure?

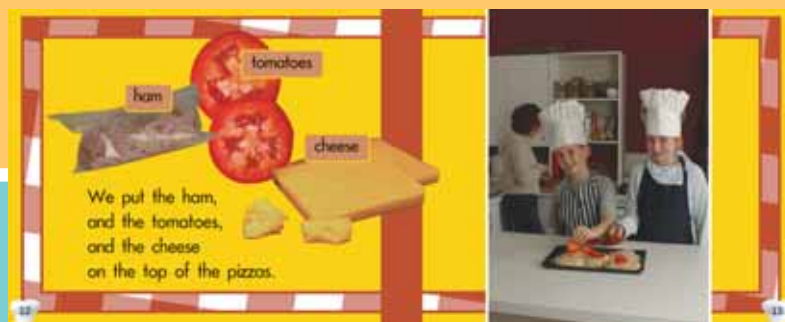


Have the children reflect on issues of cleanliness that are in the book. Why is it important to wash hands before handling food? Why are the children wearing hats and aprons?

BEFORE READING 12/13

AFTER READING

Have the children look at the photos on page 12 and discuss the purpose of labels. Where else in the book are there labels? How can they use the labels to help with reading?



Have the children discuss pizza toppings. What toppings were used in this book? What toppings do the children like? What other toppings can go on pizzas? What goes on first, second, and last? Does the order matter? Why or why not?

String Things

The Ski Race

The Playhouse

Where Does
Mrs. Brown Live?

Who Took the
Teacher's Scissors?

Hide and Seek with
Carla Crocodile

Pizza Day

Operation
Elephant Foot



Ask the children to look at pages 14 and 15. What is happening in the picture? What is the adult doing? What are the children doing?



Discuss with the children the text feature on page 14. What is the purpose of the clock? What does the yellow shading on the clock represent?



We put the pizzas in the oven.
We left them for 15 minutes.



We let the pizzas cool down.
We ate the pizzas.



Ask the children why it is important to have adult help when cooking. What are some things people need to be careful of in the kitchen?



Discuss the word *ate* with the children. Do they think that the author chose the best word here? What other words could the author have used?



Ask the children to look at the page and read the recipe. Discuss any words or symbols they do not know the meaning of.



Invite the children to return to the beginning of the book and read independently. Remind them to use the text features to help with their reading. It is important when they read that the words sound right and look right.



Have the children analyse the pizza recipe. Discuss the way the information is presented in the recipe. How is it the same/different from the information in the rest of the book? Can they find the verbs in both? Which was the easiest to read? Why?

9 g Pizza Day

Name _____

1. Use numbers to put the following instructions in order:

Mix up the flour, yeast, salt, and warm water. _____

Wash your hands. _____

Wait for the dough to get big. _____

Put warm water into the bowl. _____

Put the bowl of dough into a sink of warm water. _____

Put flour, yeast, and salt in a big bowl. _____

2. Write a list of things you like on your pizza.

3. Design your own pizza
using your favourite toppings.
Label your picture.



9 g Pizza Day

Name _____

1. Circle the words in the list that are action words.

tomato

fan

put

make

salt

water

hat

mix

spoon

stir

flat

mat

wash

dog

ball

five

time

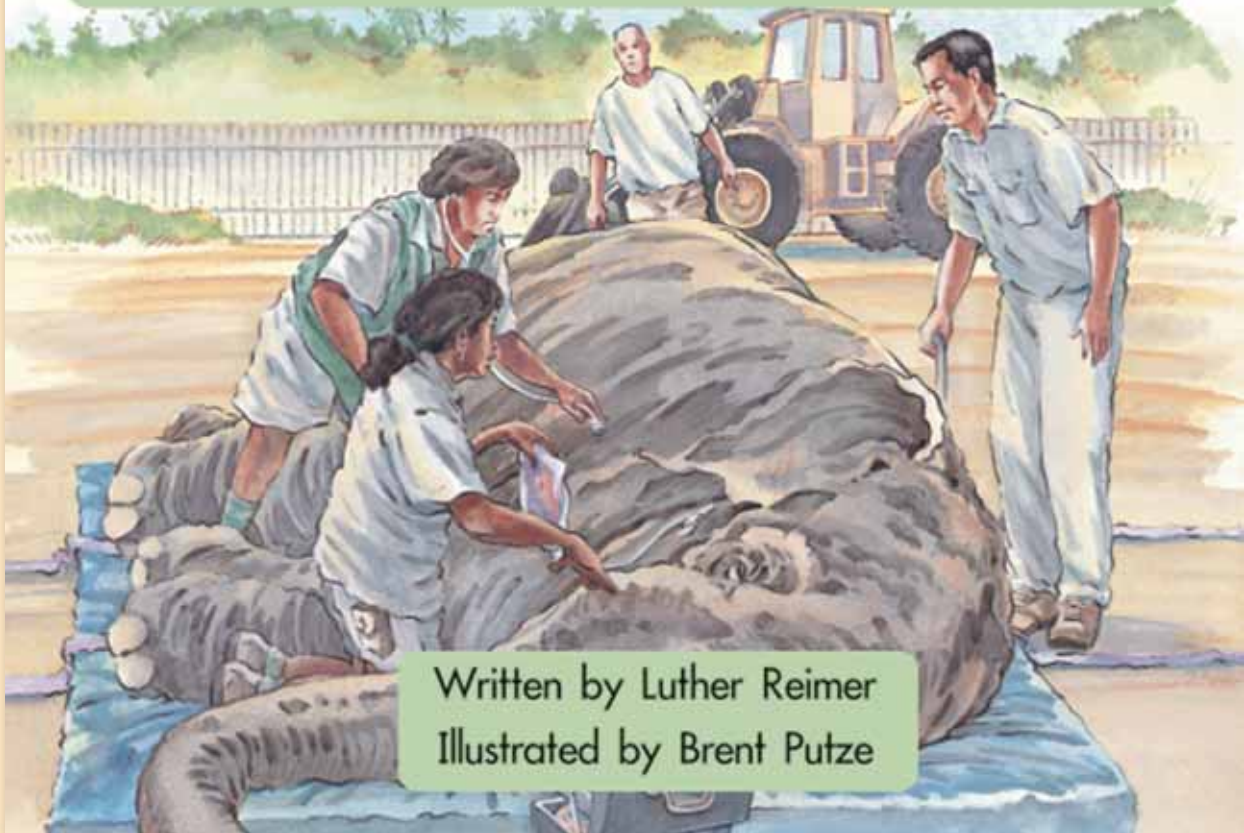
cut

2. Write your own instructions for making a sandwich.
Use action words.



Level 9 Book h

Operation Elephant Foot



Written by Luther Reimer
Illustrated by Brent Putze

Level	9
Word Count	150
Text Type	Literary recount
High Frequency Word/s Introduced	

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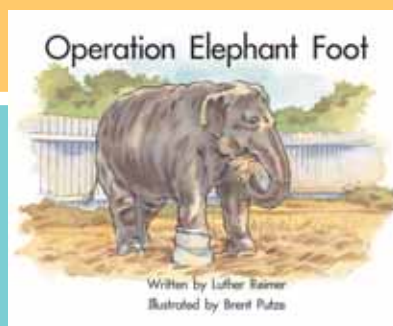
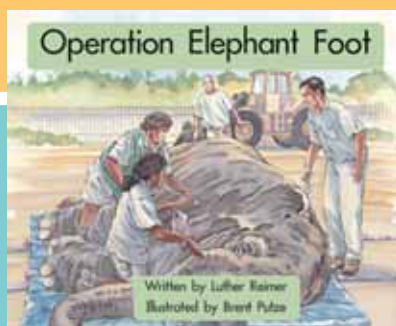
Cover & Title Page



Invite the children to look at the cover illustration and title page. What is happening? Who are the people? What are they doing? Why do the children think there is a grader in the background? Read the title to the children and ask them to add further predictions now that they know the name of the book.



Have the children read the title of the story. Discuss the word *operation*. Look at the syllable *tion*. Have them brainstorm other words with *tion*.



Invite the children to retell the story in their own words. Discuss with them which part they liked and why.



Have the children analyse the story and discuss how it would have been different if Sharma had lived in the wild. Would it have been a better story? Why or why not?

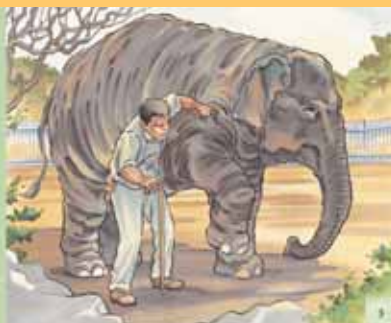
BEFORE READING

2/3

Discuss with the children if they have ever been injured. What part of their body did they hurt? How did they do it? What did they do to fix their injury?

Sharma, the elephant, was not happy.
She had a sore foot.

The zookeeper said,
"You have hurt your foot, Sharma.
I can see that it is sore.
I will get the vet."



AFTER READING

Discuss the roles of the characters. What does a zookeeper do? What does a vet do?

Discuss the word *elephant*. What sound does the *ph* make? Invite volunteers to suggest other words that have *ph* in them.

BEFORE READING

4/5

Ask the children to look at the illustration on page 5. What is happening? What is Sharma doing? Who else might the vet need to help her?

Pam, the vet, came to look at
Sharma's foot.
"That foot is sore," she said.
"I will have to fix it.
I will need help.
I will need a grader driver,
and I will need a nurse."

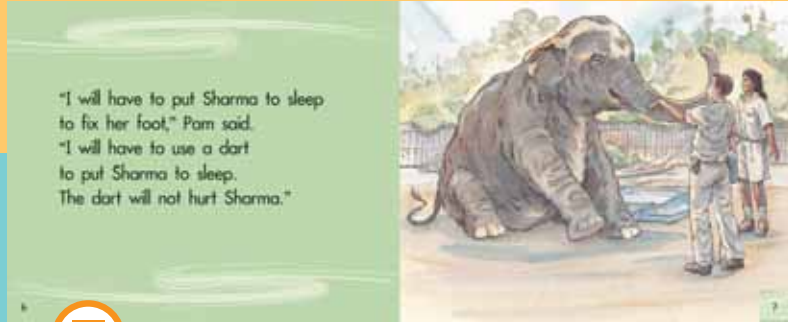


AFTER READING

Ask the children why the vet needed help. Why did she need a grader driver? Why did she need a nurse?

Discuss the children's reading strategies. Invite volunteers to say how they worked out the words *Sharma*, *sore*, and *nurse*.

Have the children look at the illustration on page 7. How do they think the vet is going to be able to fix the elephant's foot? Will it be an easy job if the elephant can move around while she is trying to fix it?



Invite the children to share their experiences of having an operation. How were they put to sleep? How is it different from the way the vet put Sharma to sleep? Why did the vet have to use a dart? How does a small dart put a big elephant to sleep? Why do doctors and vets put people and animals to sleep before an operation?

Have the children look at the illustration and discuss what has happened to Sharma. What has Pam done to get Sharma to lie down?

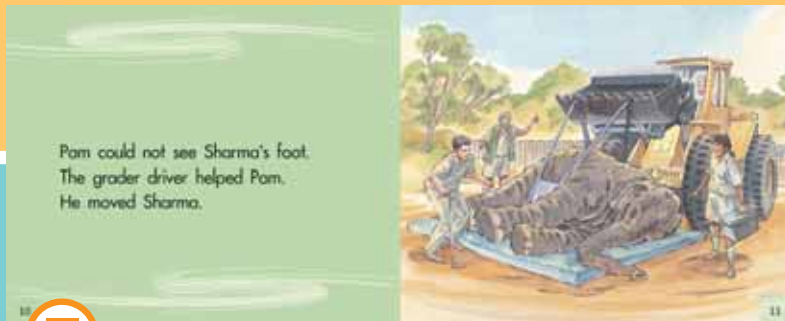
Have the children look at the words *Bang! Thump! Crash!*. What do they know about these words? Discuss onomatopoeia and invite the children to suggest other words the author could have used. Discuss the use of the exclamation marks with each word.



Ask the children why they think Sharma was not injured when she fell. What precautions did the vet and the zookeeper take to ensure Sharma's safety?

BEFORE READING 10/11

Ask the children to look at the illustration on page 11 and discuss what is happening and why. Who is the new person that is arriving? Have the children predict what will happen next.



Discuss page 10 in more depth. Why didn't the vet move Sharma? What did the grader driver do to make sure that Sharma did not get injured further when he had to move her? Invite the children to discuss the difficulties in treating large animals. Which animal would be easier to treat – an elephant, mouse, or cat? List the positives and negatives of each.

AFTER READING

BEFORE READING 12/13

Invite the children to discuss this picture. Did they predict that the new person was a nurse? What is the nurse doing? What is the vet doing? What will happen next?



Discuss with the children the special tools that the vet and nurse are using. Have they seen these tools before? Would they use the same tools on humans? Have them justify their answers. Invite the children to speculate on the type of training vets and nurses need. What would be the same? What would be different? Who would need the most training, a vet or a nurse?

AFTER READING

Discuss with the children the illustrations on page 15. Did they predict that Sharma would be better already? How do they think Sharma got to her feet again?

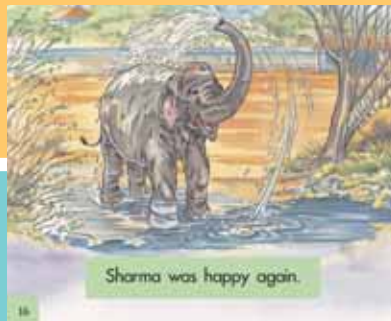


Discuss with the children the feeling of waking up after a sleep. How does it differ from waking up after an operation? How would Sharma be feeling?

Invite the children to talk about what has been left out of this story. Why do they think the author chose not to say and show how Sharma got up again? Would the story have been better if this information had been included? Why or why not?

Have the children look at the final illustration and compare how Sharma was feeling at the start of the book to how she is feeling now.

Invite the children to go back to the beginning and read the book independently. Remind the children that their reading needs to make sense. Explain that it is important that what they read sounds right and looks right.



Discuss with the children why it is important to rest after an injury. What could happen if you didn't rest? How will the zookeeper make Sharma rest?

Have the children discuss how this story would have been different if the title had been *Operation Crocodile Foot*.

9 h Operation Elephant Foot Name _____

1. Use the words from the Word Bank to fill in the gaps.

Sharma, the _____, was not happy.

She had a sore _____.

The _____ said, "You have _____ your foot, Sharma.

"I can see that it is sore.

I will get the _____."

Pam, the vet, came to _____ at Sharma's foot.

"That foot is _____," she said.

"I will have to _____ it. I will need help.

I will need a _____ driver, and I will need a _____."

Word Bank

elephant, zookeeper, vet, grader, hurt, look, foot, fix,
nurse, sore

2. Draw a picture of
Sharma and her sore foot.



9 h Operation Elephant Foot Name _____

1. Circle words that have **ph** in them. Read the words and listen for a **f** sound.

phone

plan

photo

pain

pop

pan

Phillip

fright

play

Sophie

plan

plop

2. Write three sentences using the **ph** words above.

3. Look at the sentences below. Place speech marks around the direct speech.

Come and clean your room, said Mum and Dad.

Look what I found, said Tom.

Here is my old truck, said Tom. It was under my bed.

Look what I found, said Troy.

Here is my old bear, said Troy. It was under my clothes.

Troy and Tom cleaned the room.

Now it is nice and clean, said Troy and Tom.