

Level	13
Word Count	288
Text Type	Narrative
High Frequency Word/s Introduced	could, find

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This symbol relates to decoding (code breaker)



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



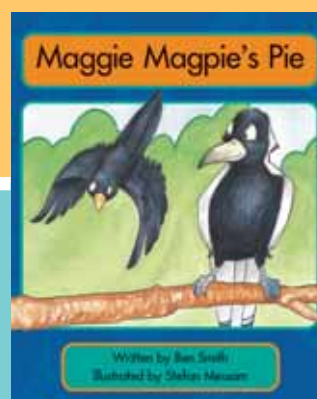
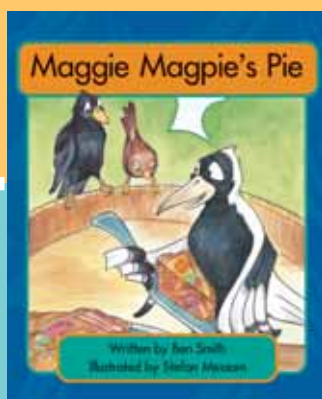
This symbol relates to use (text user)

BEFORE READING

Cover & Title Page



Read the title to the children. Ask them which bird is Maggie. Tell them the other bird is a blackbird and ask them what they think his name is. After they have answered, write both names on the board. Ask them what is similar about the two names.



Write the words *Maggie* and *Magpie* on the board. Ask the children what parts of the two words are the same and what parts are different. Explain that even though *Maggie* and *Magpie* end with the same letters, they sound different. Have the students say the two words one after the other to see the difference.

AFTER READING

BEFORE READING

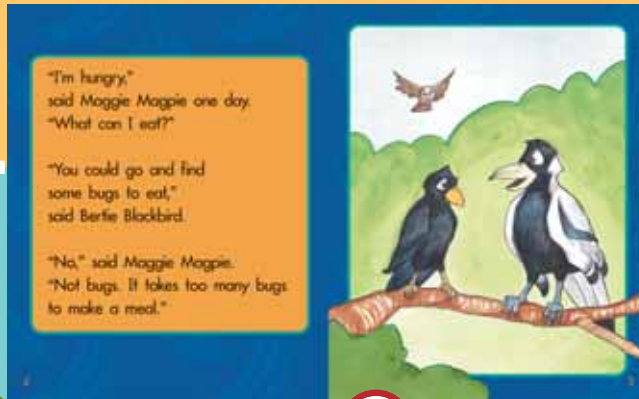
2/3



Remind the children to think about the title. Ask them what Maggie might be saying to Bertie. How might she be feeling?



Ask the children to look at the word *Maggie*. Ask them if they can find the word *pie* in *Maggie*.



Ask the children to find two words that start with *m* and two that start with *b*.



Ask the children to discuss the information on this page. Tell them that the character Maggie has a problem. Ask them what that problem is.

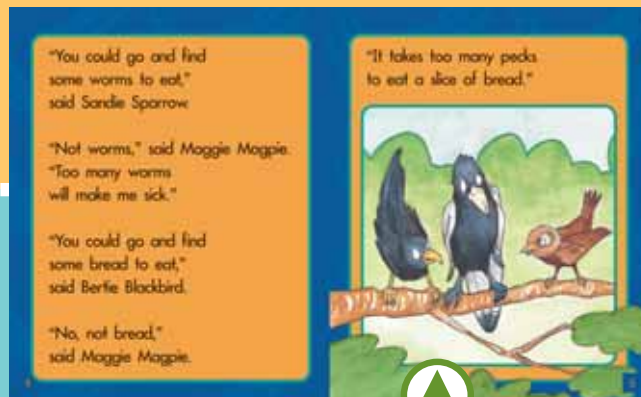
AFTER READING

BEFORE READING

4/5



Return to the names on the board. Point out to the children that they both end with the same letters. Tell them the new bird's name also ends with *ie*. What do they think the new bird's name might be? Ask the children what food birds eat. What might Bertie and Sandie be saying to Maggie?



How do Bertie Blackbird and Sandie Sparrow try to help Maggie Maggie? Why does Maggie Maggie turn their ideas down?



Ask the children how birds eat. Write the word *peck* on the board and ask them to find it in the text. Ask the children which word means *to search for*.

AFTER READING

Invite the children to discuss these pictures. What is Maggie doing? What does she have in her beak? What will she do with these things?



Ask the children what piece of food Sandie Sparrow suggests that gives Maggie Magpie an idea. What is Maggie Magpie's idea? What else does she need?

Explain to the children that Maggie Magpie's idea is the solution to her problem. What is her solution? How will she fix her problem?

Continue the discussion. Ask the children what else Maggie has found to go in her pie. What is she saying to Sandie Sparrow and Bertie Blackbird?



Explain to the children that in many stories there is a main character. The main character does most of the things in the story. Ask the children who the main character in this story is. How can they tell? What does that character do that the others do not?

Ask the children to find the word *good* on the board. Invite the children to build a word family from *good*. When it is finished, read the list together.

Invite the children to discuss who is making the pie. Who is doing all the work? What has Maggie found to go in her pie in this picture?

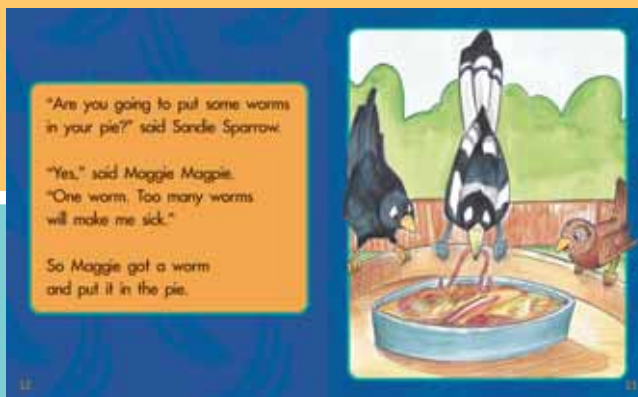
Identify the question on page 10 with the children. Ask if the question has an answer.



Invite the children to discuss who asks if there will be bugs in the pie, and who actually goes to get the bugs.

Ask the children how many worms are going into the pie. Why is Maggie putting only one worm into the pie? Who do they think suggested the worm?

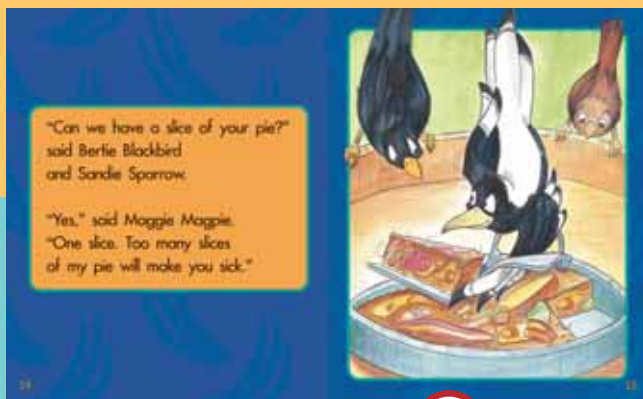
Ask the children who is asking a question. Who gives the answer?



Ask the children why Maggie put only one worm into the pie. Did the reason match the reason they predicted before reading?

Ask the children what they think Bertie Blackbird and Sandie Sparrow are asking Maggie for, after all her hard work.

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



How many slices of her pie will Maggie give to Bertie Blackbird and Sandie Sparrow? Why does she say that? What else can there only be one of for the same reason?

Ask the children if they think that Bertie Blackbird and Sandie Sparrow should get some of the pie. Why or why not? How much do you think they should get?

How is the story ending? Who has got the largest piece of pie? Why has Maggie got the biggest piece of pie? Who got the worm?

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



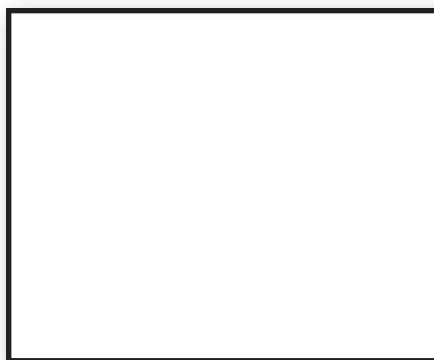
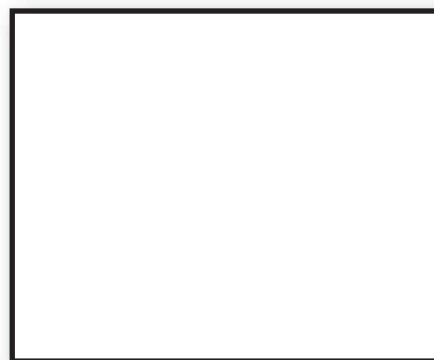
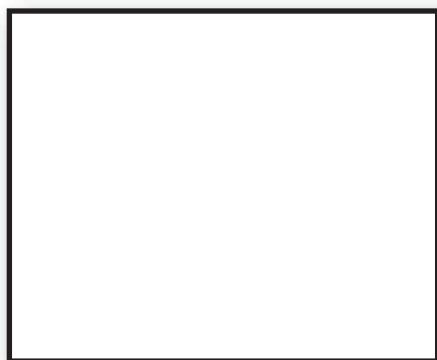
Is it fair that Maggie got the largest piece of pie? Why do you think that?

Discuss with the children if this story reminds them of another story. Compare the ending with *The Little Red Hen*.

13 a Maggie Magpie's Pie Name _____

1. List each of the things that went into Maggie's pie beneath one of the boxes.

2. In each box, draw a picture of that thing.



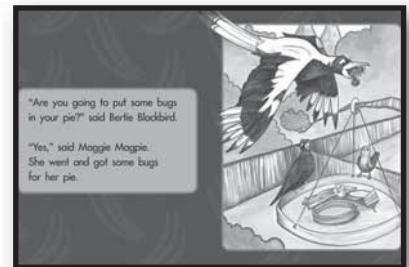
13 a Maggie Magpie's Pie Name _____

Place the following events into the order that they occurred in the story.

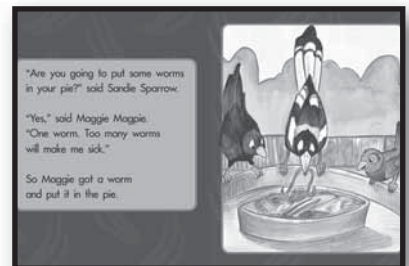
1. "Can we have a slice of your pie?"



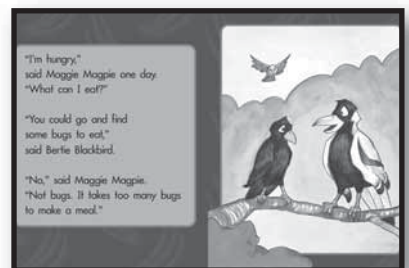
2. She went and got some bugs for her pie.



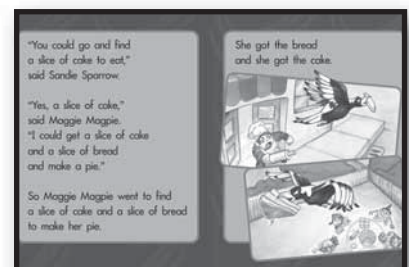
3. So Maggie and Bertie and Sandie ate Maggie Magpie's pie.



4. "I'm hungry," said Maggie Magpie.



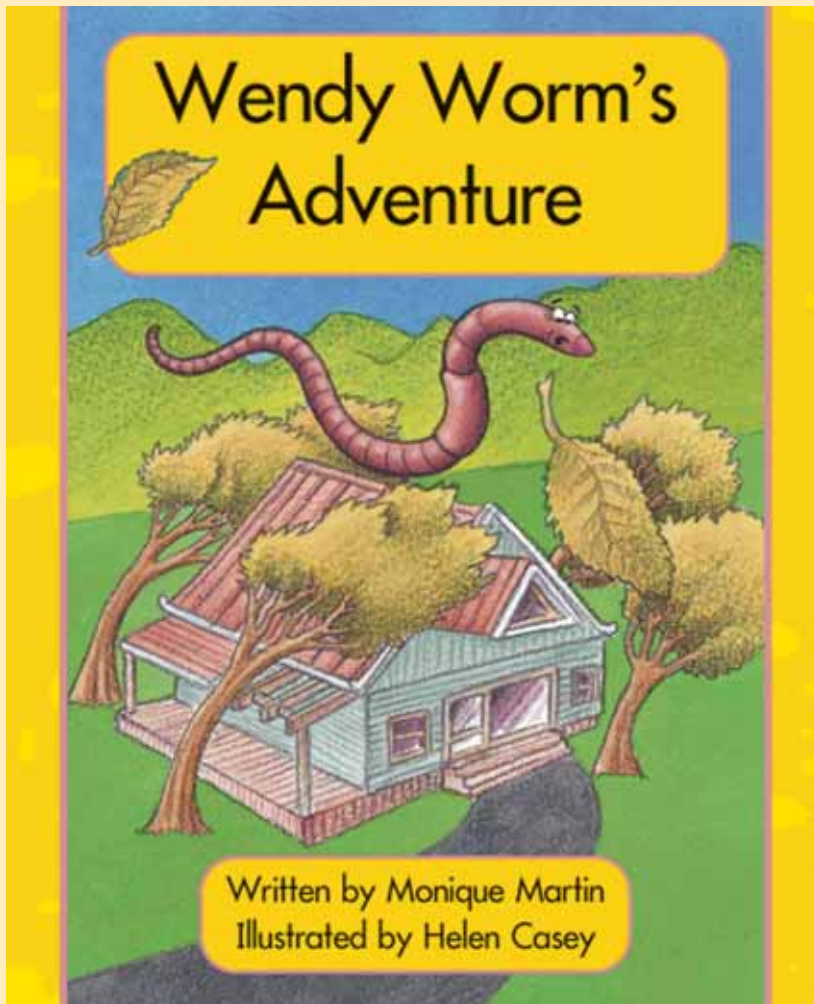
5. Maggie went to find a slice of bread and a slice of cake.





Level 13

Book b



Level	13
Word Count	286
Text Type	Narrative
High Frequency Word/s Introduced	all



Maggie Magpie's Pie

Wendy Worm's Adventure

Peter's Treasure Hunt

Fur

The Clowns with Frowns Parade

Alligators to Zebras

Grizzly Bear Finds a Friend

Australian State Plants

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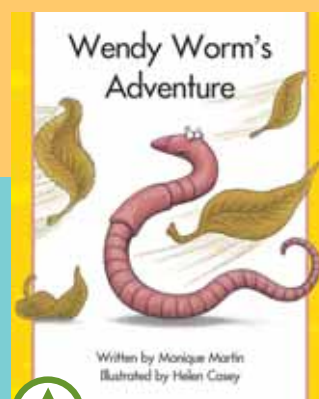
BEFORE READING Cover & Title Page



Think about the title and look at the picture on the cover and title page. What adventure do you think a worm might have? What gives you clues about the type of adventure Wendy has?



Look at the first two words of the title. What sound do they both begin with? Explain to the children that this is called alliteration.



AFTER READING



Think about the text you have read. Discuss the main character. What problems does she have? How does she overcome her problems?



Ask the children if they found any words difficult. How did they work them out? Ask them to show you the difficult word.

BEFORE READING 2/3

What would make the trees bend over like they are in this picture? What makes the wind strong like that? What is it doing to Wendy Worm? What else is being blown away?

Discuss whether the picture helps the reader to imagine a very big storm.



AFTER READING

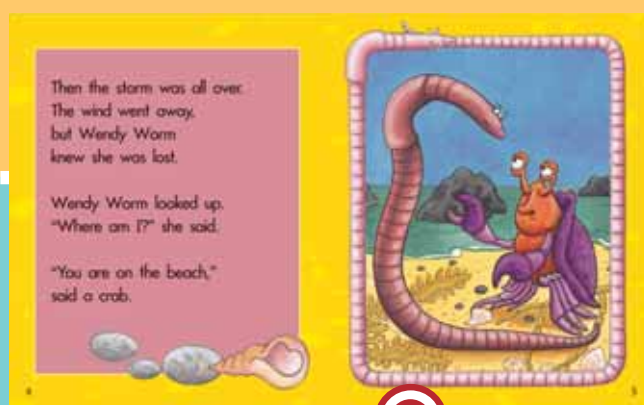
Ask the children what happened to Wendy Worm. What was it that blew her away? What might she be feeling as she is blown away? What might she be thinking?

Ask the children to tell you the words that describe the storm. Write *very big storm* on the board. Discuss the difference between a big storm and a very big storm. Ask for alternative adjectives for the storm.

BEFORE READING 4/5

Ask the children where Wendy Worm has landed. Who is it that she has met? What do they think the crab is saying to her? What do they think she might be asking?

Discuss whether the picture demonstrates that the storm is over. What is the difference between page 3 and page 5?



AFTER READING

Invite the children to discuss what has happened to Wendy Worm. How does she find out where she is?

Ask the children who the characters of this story are so far. Ask the children what problem Wendy has. How does she solve her problem?

What do you think a worm might think of the beach? What might Wendy Worm be saying to the crab? Why do you think they are still on the beach?

Write away on the board. Put a line under way. Ask the children to point to the word way in the text.



Wendy Worm has solved her first problem. Invite the children to discuss what problem she has now. Ask them how she might solve her new problem.

Ask the children if they can see the thought bubble on this page. Remember what happened to Wendy. Why is she in the sky?

Discuss with the children how the thought bubble helps them understand the text on page 8.



Have the children find the words on this page that start with *W*. Tell them that two of these words refer to things that happened in the past. Ask them what these two words are. Can they find any other words on this page that mean things that happened in the past?

Ask the children to answer the crab's question, "How did you (Wendy Worm) get here?" What did the big wind blow Wendy Worm over?

BEFORE READING 10/11

Encourage a discussion about what birds like to eat. Then ask the children what Wendy Worm and the crab are doing in this picture and why.

Tell the children that the crab has just told Wendy Worm about another problem. What is the new problem?



AFTER READING

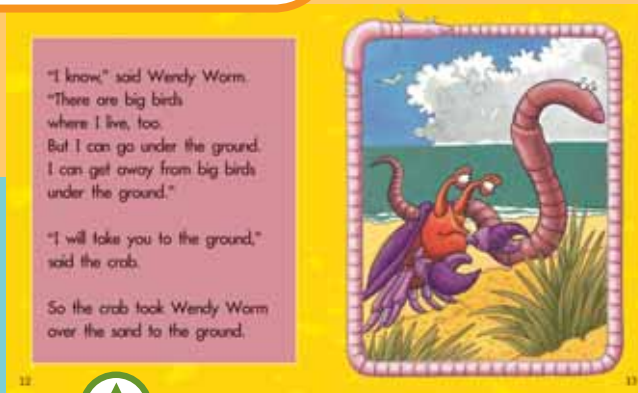
Ask the children why the crab says that Wendy Worm can't stay at the beach. Where does he say she has to go?

Write *stay* on the board. Underneath write *way*. Ask the children to add more words to the word family.

BEFORE READING 12/13

Have the children talk about where worms usually live. Ask the children where Wendy Worm and the crab have moved to in this picture. Why have they moved there?

Ask the children to explain what Wendy Worm's solution to big birds is. Where does she go? How does the crab help her solve this problem?



AFTER READING

Write the word *know* on the board. Discuss the silent *k* with the children. Together think of more words with a silent *k*. Add them to the board and read them.

Maggie Magpie's Pie

Wendy Worm's Adventure

Peter's Treasure Hunt

Fur

The Clowns with Frowns Parade

Alligators to Zebras

Grizzly Bear Finds a Friend

Australian State Plants

Have the children think about what happened on the previous page then look at this picture. What is Wendy Worm doing? Did she dig this tunnel? Whose tunnel is it? Have the children think about what Wanda Worm says to Wendy. Do they think that Wendy Worm will find her way back to her own home? Why or why not?

"Thank you, Crab,"
said Wendy Worm
as she went under the ground.

"Now I have to find
my way home," she said.

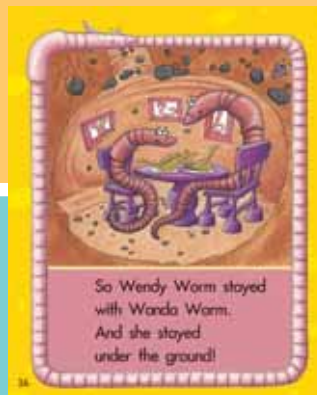
"This is a good new home
for a lost little worm,"
said Wanda Worm.
"You can stay in this home
with me."



Ask the children to look at the picture and discuss animation. How important is the technique in this story? Where have they seen animation used before? Would they expect animation in a nonfiction book?

Encourage a discussion about whose home this is. Did Wendy Worm make it back to the home she was blown away from? Why is she sitting down to dinner in this picture?

Have the children read the book independently. Ask the children to practise reading some of the pages silently.



So Wendy Worm stayed
with Wanda Worm.
And she stayed
under the ground!

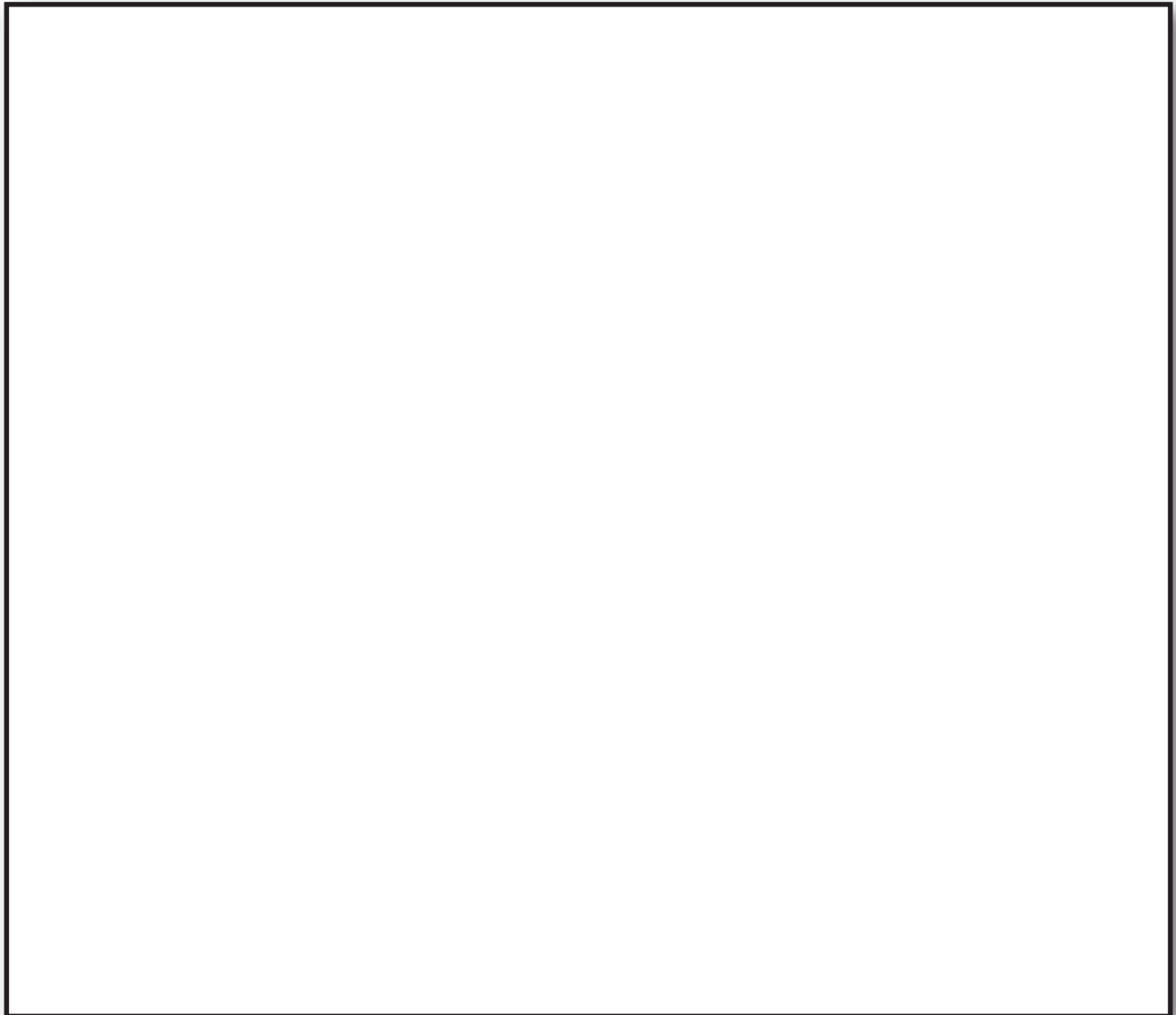
Have the children discuss Wendy Worm's final solution to all the problems of the story. How does she solve all her problems? Review the problems with the children.

13 b Wendy Worm's Adventure

Name _____

1. Read the sentences and draw the picture.

Then the storm was all over. The wind went away, but Wendy Worm knew she was lost.



13 b Wendy Worm's Adventure

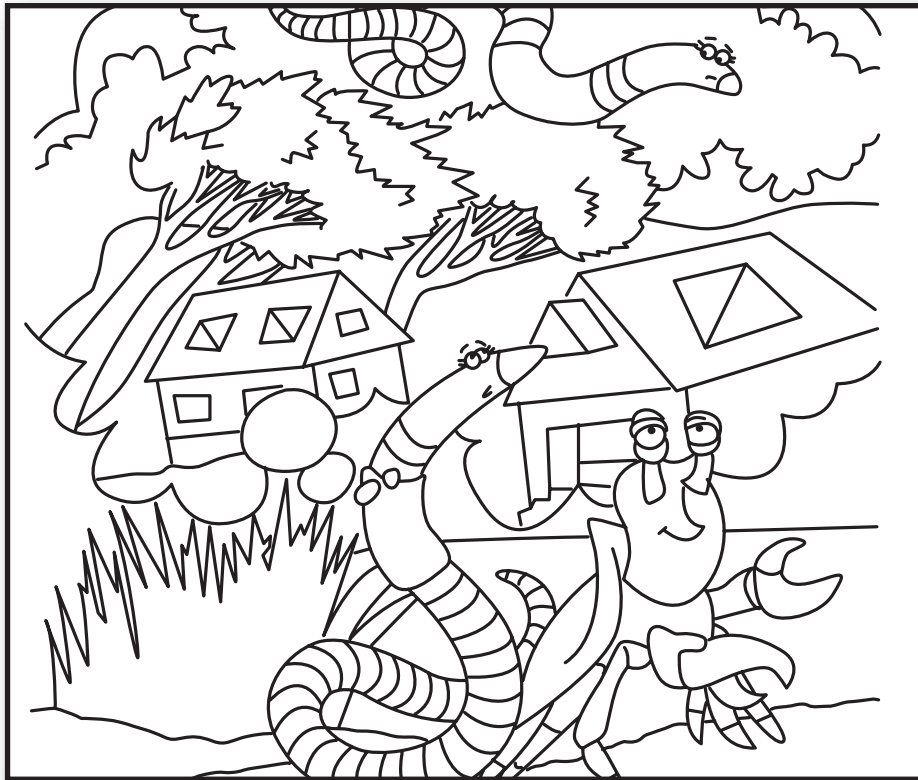
Name _____

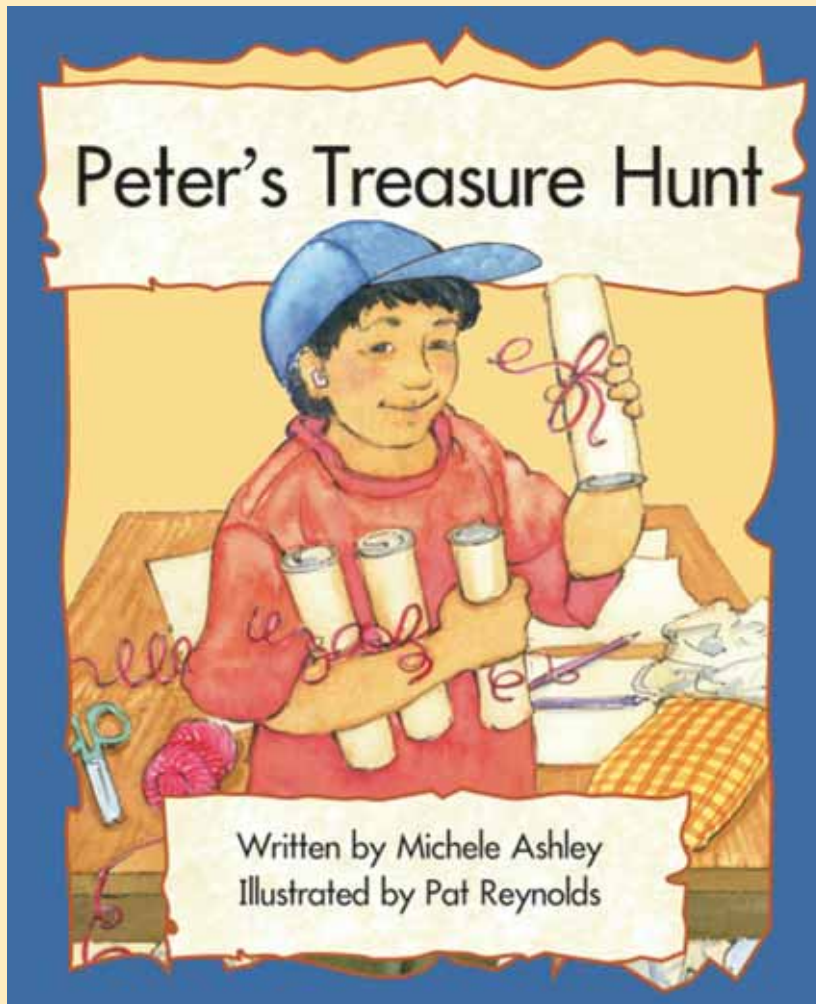
1. Add a letter to each of the following words to complete the sentences. Then colour the picture.

“I ___as on a stone,” said ___endy ___orm.

“Then a big ___ind came and ble___ me a ___ay.”

The missing letter was ___.





Level	13
Word Count	280
Text Type	Literary recount
High Frequency	
Word/s Introduced	first

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BEFORE READING Cover & Title Page



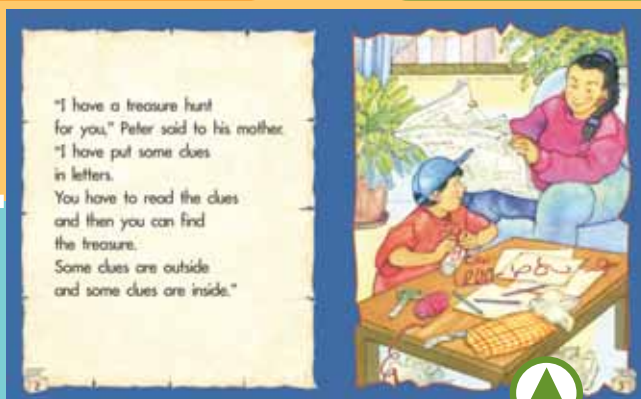
Ask the children if they know what a treasure hunt is. Have them look at the cover and the title page. Ask them what they think this treasure hunt will be like.



Ask the children to point to the word *treasure*. Ask them how they knew which word *treasure* was. Look for answers that include first letter recognition, word position, and letter sounds.

Ask children to discuss how a treasure hunt might be organised. What is Peter doing in this picture? How will the treasure hunt start?

Ask students to look at the text and find the word *clue*. Discuss with students the meaning of the word *clue*. Ask students to give you examples of clues.



Ask the children where Peter has put his clues. What does his mother have to do with the clues? What will they lead her to? There are some steps to be followed in this text. What steps does Peter tell his mother that she has to follow?

Ask the children to find the two words that are opposite on page 2.

Ask the children how the treasure hunt gets started. What is it that Peter is giving his mother in this picture? Where do they think the clue will take her?

Ask the children if they can find a word that means number one. For example, what word refers to the number one clue that Peter's mother will come to.

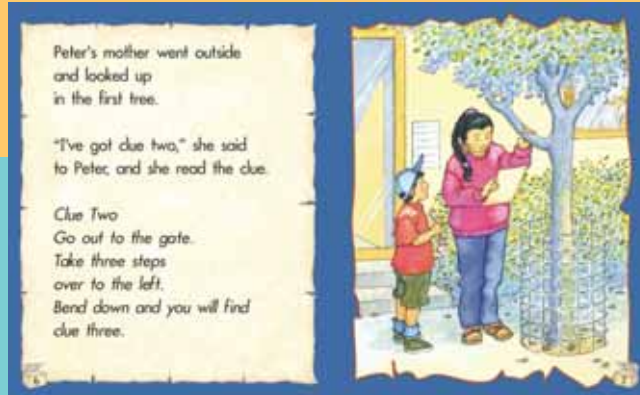


Ask students to examine the text. Where does the first clue tell Peter's mother to go?

Continue the discussion about steps to be followed. What steps must Peter's mother follow on this page? Explain that Peter's clues can also be called directions.

Discuss where the first clue has taken Peter's mother. What is she doing by the tree? What do you think Peter is doing?

Write a list of direction words on the board and have the children read them. Cover the words, then have the children scan the text and locate the direction words that have been used. Tell them there are six words to find.



Ask the children how Peter's mother found clue two. What did she do with it when she found it? Where did clue two tell her to go?

Ask the children if the italics helped them read the clues.

Where do you think Peter's mother found clue three?

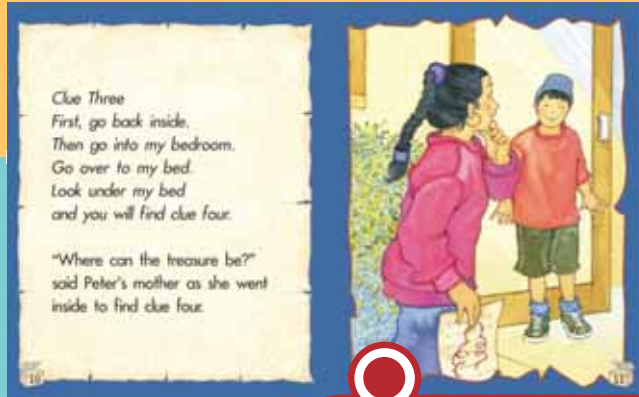
Find words on this page that mean to lift something from the ground. The same word can also mean to get fruit from a tree.



Where did the directions in clue two take Peter's mother? What steps did she have to follow to get there? What did she do when she found the clue?

BEFORE READING 10/11

Ask the children if they can tell where the third clue is going to take Peter's mother. Will it be to the treasure this time?



Ask the children where clue three took Peter's mother. Where will she find clue four?

Think about what Peter's mother says at the end of this page. Has the illustrator linked the picture to help the reader understand how Peter's mother is feeling now?

AFTER READING

Magpie Magpie's Pie

Wendy Wornis Adventure

Peter's Treasure Hunt

Fur

BEFORE READING 12/13

Ask the children whose bedroom this is. What clues tell them whose bedroom this is? Why is Peter's mother on the floor? What is she doing?



Ask the children what Peter's mother says on this page. Why does she say that? What does it mean?

AFTER READING

The Clowns with Frowns Parade

Alligators to Zebras

Grizzly Bear Finds a Friend

Australian State Plants

Tell the children that this door is not open. What do they think is behind it? Why does Peter's mother have her eyes closed? What is Peter saying to her?

Two parts of a house are mentioned on this page. Have the children scan the text. Ask them to find *kitchen* and *hallway*.

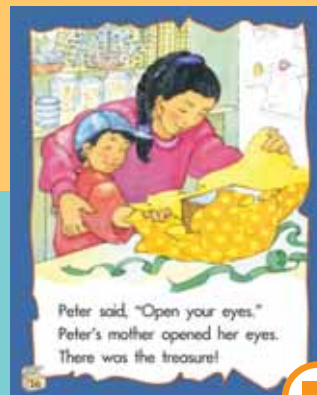


Ask the children to say where clue four will take Peter's mother. Why has she stopped outside the kitchen door? What does she have to wait for Peter to say?

Engage the children in a discussion about what a clue is. Ask the children if the clues in this story seem like clues or more like directions. Ask them what the difference is. Ask the children what gives a car driver directions. Can they think of another way people use directions?

Ask the children what the wrapping is for. Can they see the treasure? Where do they think the treasure is?

Have the children read the book independently. Ask them to notice as they read, how the text changes to italics when they read the clues.



Ask students what they could use this text for. What ideas does it give them? What is it about the way it is written that helps them? Have them write their own directions using the text as a guide for how to do this.

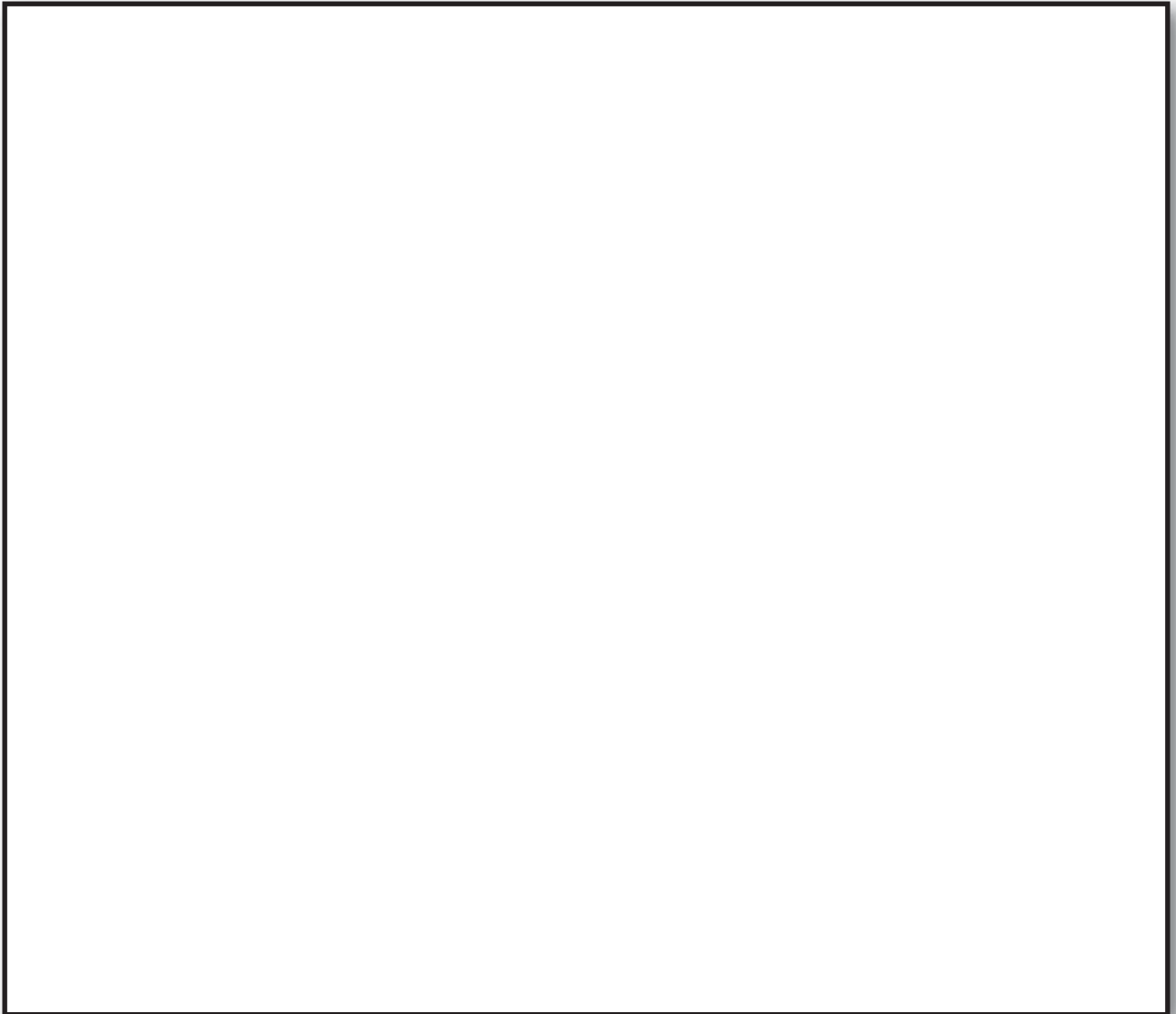
Ask the children how they feel when they get a surprise. Ask them how they think Peter's mother feels. How does Peter feel waiting for his mother's reaction?

13 c Peter's Treasure Hunt

Name _____

I. Read the sentences and draw the picture.

“I have a treasure hunt for you,” Peter said to his mother. “I have put some clues in letters. You have to read the clues and then you can find the treasure.”



13 c Peter's Treasure Hunt

Name _____

1. Colour in the picture.



2. Complete the sentences below.

Peter's _____ went _____ gate.

She took _____ steps _____ to her _____, and then _____.

Word bank

three she mother over down to bent the left



Level 13

Book d



Level	13
Word Count	287
Text Type	Factual description
High Frequency	
Word/s Introduced	



MACMILLAN

Maggie Magpie's Pie

Wendy Wornis
Adventure

Peter's
Treasure Hunt

Fur

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Grizzly Bear Finds
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Plants

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BEFORE READING Cover & Title Page



Ask the children to look at the cover and the contents page. Do they help explain each other? What does the cover explain about the contents page? What does the contents page add to the cover?



Ask the children what the contents page tells them is in the book. Ask them how they use a contents page.



Have the children look at the contents page. Ask them where they would go to find out about dogs. Have them think of the title. What information will the book have about these animals? What is the key word?

BEFORE READING 2/3

Have the children look at these animals. Ask the children what one thing all these animals have in common. Remind them to think about the key word. Why do animals have fur?

Explore with the children the concept of the introduction in this context.



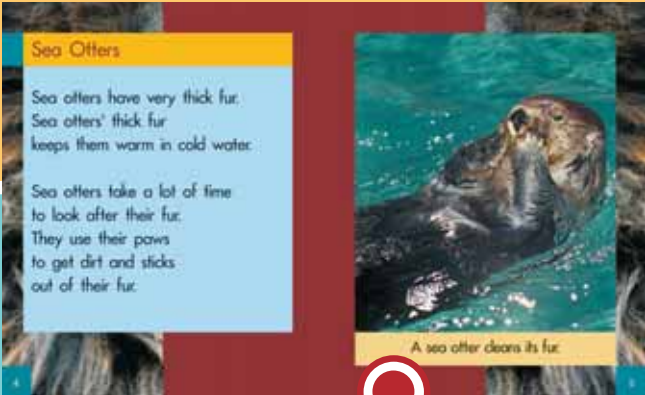
Ask the children the following: What does fur do when the weather is cold? How does fur help keep animals safe? Who does it keep them safe from?

Invite the children to skim the introduction for the three main reasons animals have fur.

BEFORE READING 4/5

Ask the children what this animal is. Where is it swimming? What is it doing? What is this animal's fur for?

Have the children scan the text looking for words ending in *ick*. How many words can they find? Write them on the board and add more words to this word family.



Discuss this animal with the children. What is it called? What do they use their paws for? What does their thick fur protect them from?

Discuss with the children whether the photo captions clarify information for them. On page 5, would the children understand what the sea otter was doing without the caption?

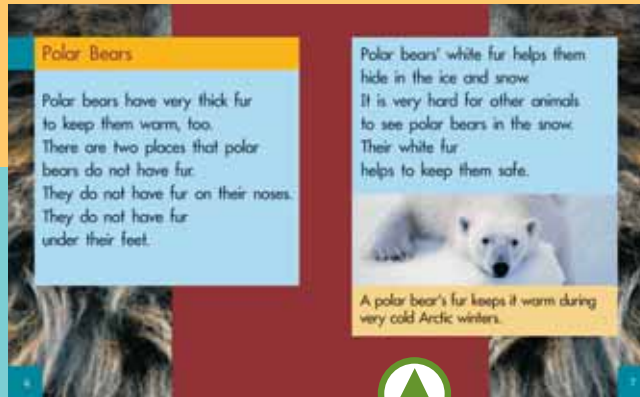
AFTER READING



Ask the children if they know what white bears are called. Do they know where they live?



Explain what the word *Arctic* means and relate it to *polar*. Ask the children to find *Arctic* and *polar* on these pages. Ask them if they can find the connection between *pole* and *polar*.



Ask the children why it is hard to see polar bears in the snow. Have the children name two places that polar bears do not have fur.



Children who have good letter/sound recognition could try to find the three long *i* sounds on page 7. Give an example with the sound *i* in *white*.



Have the children look at this photo. What animal is this? What colour is its fur?



Ask the children why sloths' fur has a green colour. How does this keep them safe from other animals?



Have the children discuss why sloths let little green plants grow in their fur. Encourage the children to think about why having green fur might be a good thing for the sloths in the trees.

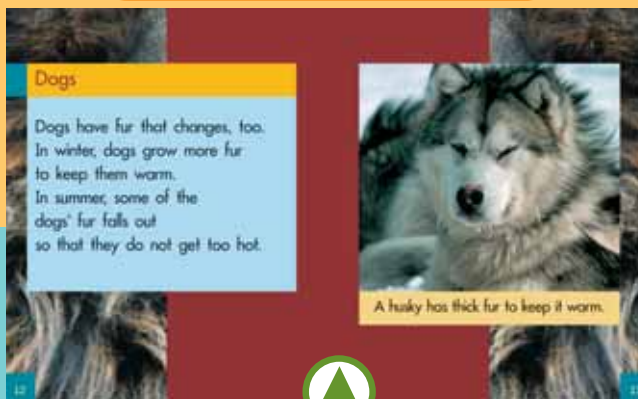
Invite the children to discuss the animal in these photos. Is it the same animal? Why does it look different in each photo? What time of year does it seem to be in each photo?

Ask the children to think back to what they read about polar bears. What does *Arctic* mean? Have them find *Arctic* and *winter* in the text.



Ask the children what is special about the Arctic fox's fur. What colour is it in winter? And in summer? How does their fur keep them safe? Encourage a discussion about why the Arctic fox's fur changes colour with the seasons. What difference does it make in summer and winter?

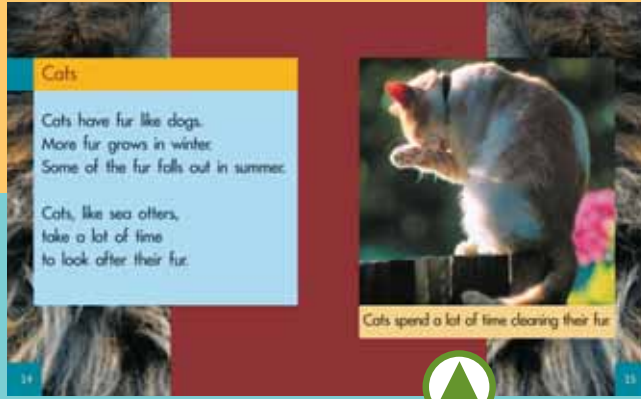
Invite the children to discuss this animal. What animal is it? Have them look closely at its fur. What happens to its fur in winter?



Ask the children what happens to dogs' fur in summer. Why does this happen? What happens in winter? Why does this happen?

Ask the children to find the word *changes* on page 12. Write the words *change* and *changes* on the board. Discuss singular/plural. Together add more words following the same pattern e.g. *dance dances*.

Encourage a discussion about cats. What do the children know about cats and their fur? Have them look at the photo for clues about cats' fur.



Ask the children how cat fur is like dog fur. What do cats take a lot of time doing with their fur? Have the children read the second paragraph again then look at the photo closely. Ask them how cats look after their fur. How are cats and otters alike?

Write the suffix *er* on the board. Ask the children to find the three words on page 14 with the suffix *er*. Add more words to the list e.g. teacher. Write *fur* and discuss the difference between *er* and *ur*.

Ask the children what this page is. What will they be able to find out about on this page?

Have the children read the book independently. Ask them to tell two facts from the books to the group, when they have finished reading.



Ask the children how they would use this page. Have them demonstrate what they say by asking them to find information on noses.

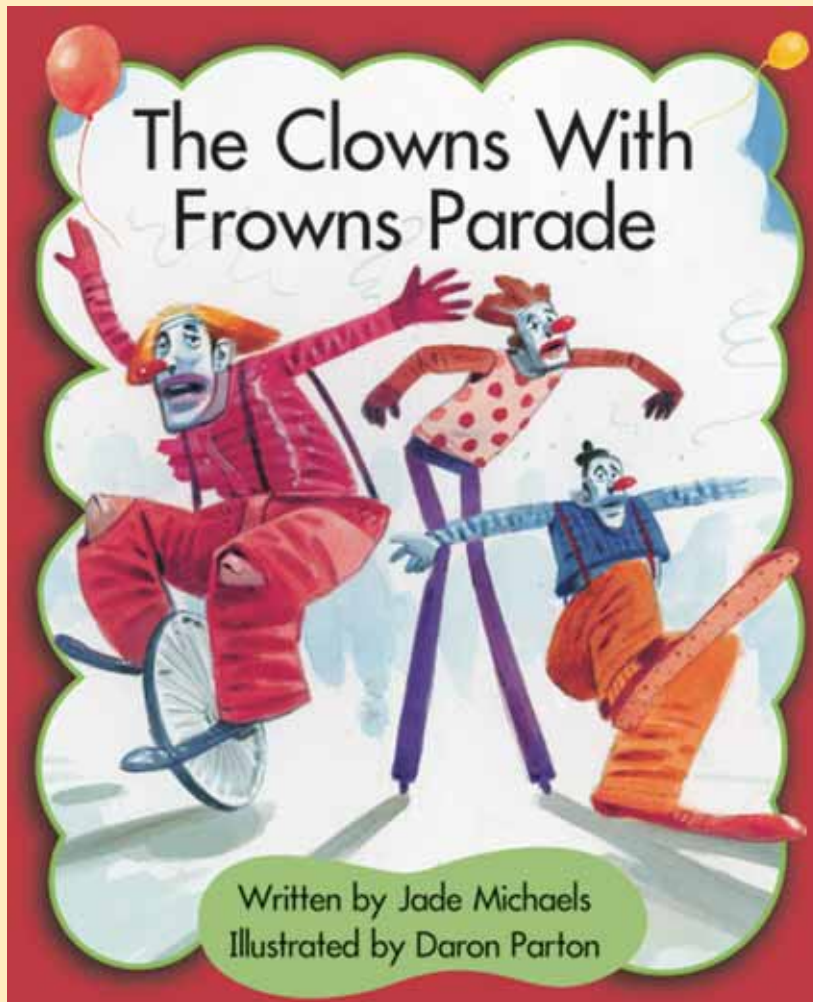
13 d Fur

Name _____

1. Circle the animals whose fur helps them hide and keeps them safe.



2. Which one of these animals has fur that changes colour from winter to summer?



Level	13
Word Count	291
Text Type	Literary recount
High Frequency Word/s Introduced	why

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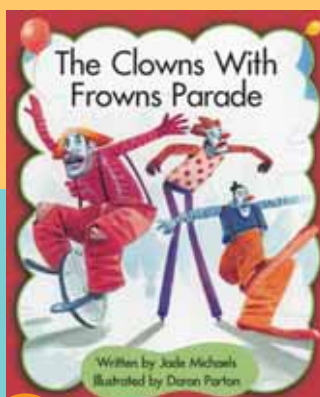


This symbol relates to use (text user)

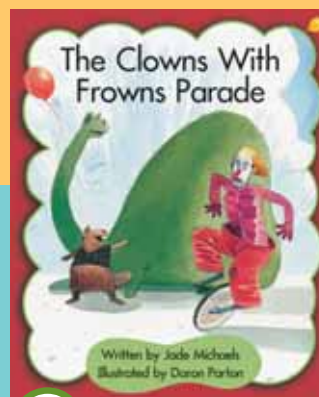
BEFORE READING Cover & Title Page



Have the children look at the title page and the cover. Ask them what they think the clowns are doing. Ask them what they think Bronto and Beaver are doing.



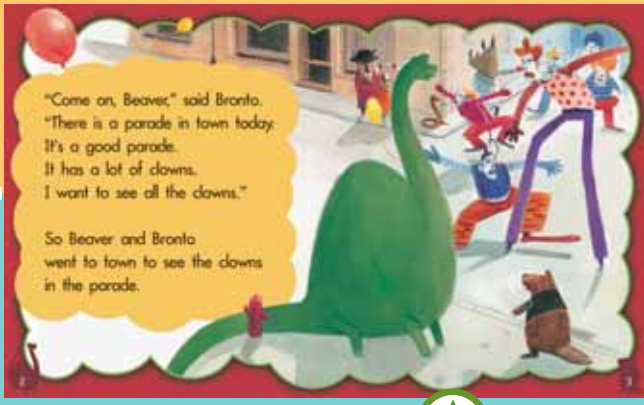
Have the children look again at the title page. Who is part of the parade and who is watching it? How can you tell?



Ask the children to find the two words that rhyme in the title. Write them on the board.

BEFORE READING 2/3

Ask the children to look at this picture. Who is in the parade and who is not? Where is the parade happening?



AFTER READING

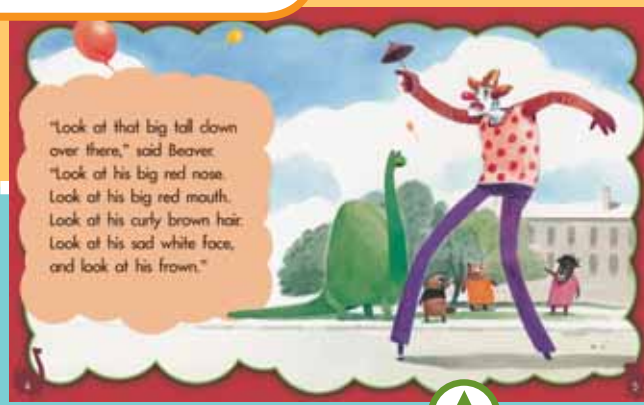
Ask the children where the parade was happening. What did Bronito want to see? Who suggested that they go to the parade? How many of the clowns did Bronito want to see?

Have the children scan the text and find a word that rhymes with *clown*. Add the word to the list on the board.

BEFORE READING 4/5

Have the children look at this picture. What are Bronito and Beaver looking at? What do clowns normally look like? What is different about this clown? Why do you think he is frowning?

Ask the children to discuss what Beaver says last. Why are the clown's sad white face and frown unusual? What do clowns want to make us do?



AFTER READING

What is it about this clown that Beaver chooses to look at? What is the first thing he looks at? What is the last thing he looks at?

Have the children find another word on this page that rhymes with *clown*. Add the word to the list on the board.

Ask the children why Bronto and Beaver have stopped this clown. What do you think they are saying to the clown? Why is the clown frowning?

Have the children find the words on this page that rhyme with *clown*. Add the words to the list on the board. Read the list together.



Ask the children what Beaver means by "That's no good." Why have Bronto and Beaver grabbed the clown like this? Do you think they should interrupt the parade this way?

Ask the children what the clown in this picture is riding. Have them look at his face and encourage a discussion about the way the clown looks. How does he seem to be feeling?

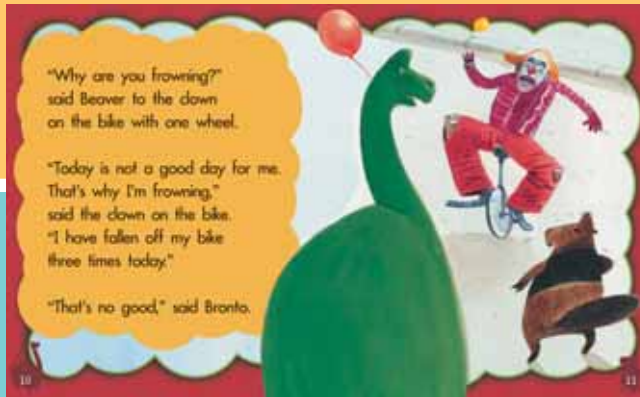


Have the children answer the following questions: What kind of pants is the clown wearing? What colour is his shirt? How many wheels does his bike have?

Explain to the children that there are double adjectives in this book. Write *baggy red pants* and *frilly pink shirt* on the board. Discuss that one adjective is the colour and the other is the style. Flick through previous pages and ask the children to point to double adjectives.

BEFORE READING 10/11

Ask the children what they think Bronto and Beaver are saying to this clown. Why do they think this clown might be frowning?



Ask the children why this clown is frowning. How many times has he fallen off his bike?

Ask the children to find the question word on page 10.

AFTER READING

BEFORE READING 12/13

Ask the children to discuss this clown. How is he different from the other clowns? What does he have that is the same as the others?



Ask the children how many of the clowns have frowns today. What does Bronto ask the clown? How is this clown described?

Ask the children what question Bronto and Beaver are asking the clowns.

AFTER READING

Maggie Magpie's Pie

Wendy Worm's Adventure

Peter's Treasure Hunt

Fur

The Clowns with Frowns Parade

Alligators to Zebras

Grizzly Bear Finds a Friend

Australian State Plants

Have the children discuss what the clown is saying to Bronto and Beaver. Why is he pointing to his face? Why do the children think this clown is frowning?

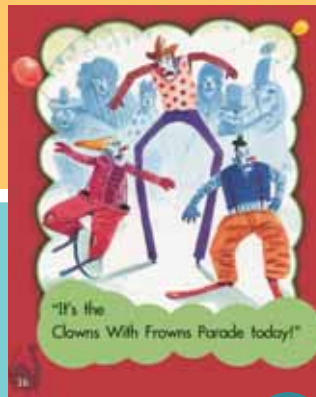


Ask the children the following: Is the clown sad? Why is he frowning? Why are all the other clowns frowning? Why do you think the clown is pointing at his face?

Ask the children to think carefully about why the other clowns said they were frowning and why this clown says they are all frowning. Have them discuss which of the clowns might be bluffing and why.

Discuss with the children if the story could be written with happy clowns. What would be different?

Ask the children to read the book independently. Discuss the strategies they will use if what they read doesn't make sense.



Ask the children what all the clowns have that is the same. Why have all the clowns got frowns? What is the name of the parade?

Discuss with the children the purpose of a narrative. Ask them if this narrative entertained them. If so, how?

13 e The Clowns with Frowns Parade

Name _____

I. Write the nouns with the adjectives.

nose	hair	shirt	mouth
clown	pants	shoes	face

big red _____

frilly pink _____

curly brown _____

baggy red _____

big red _____

big tall _____

sad white _____

big red _____

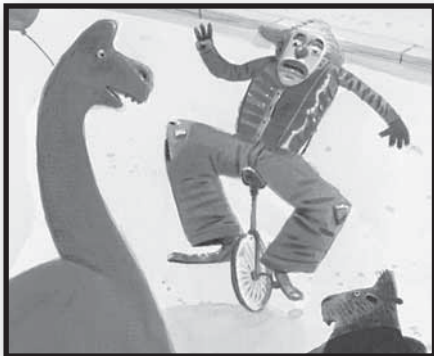
13 e The Clowns with Frowns Parade

Name _____

I. Match the clown to his reason for frowning.



“I have fallen off my
bike three times today.”



“The frown is painted
on my face.”

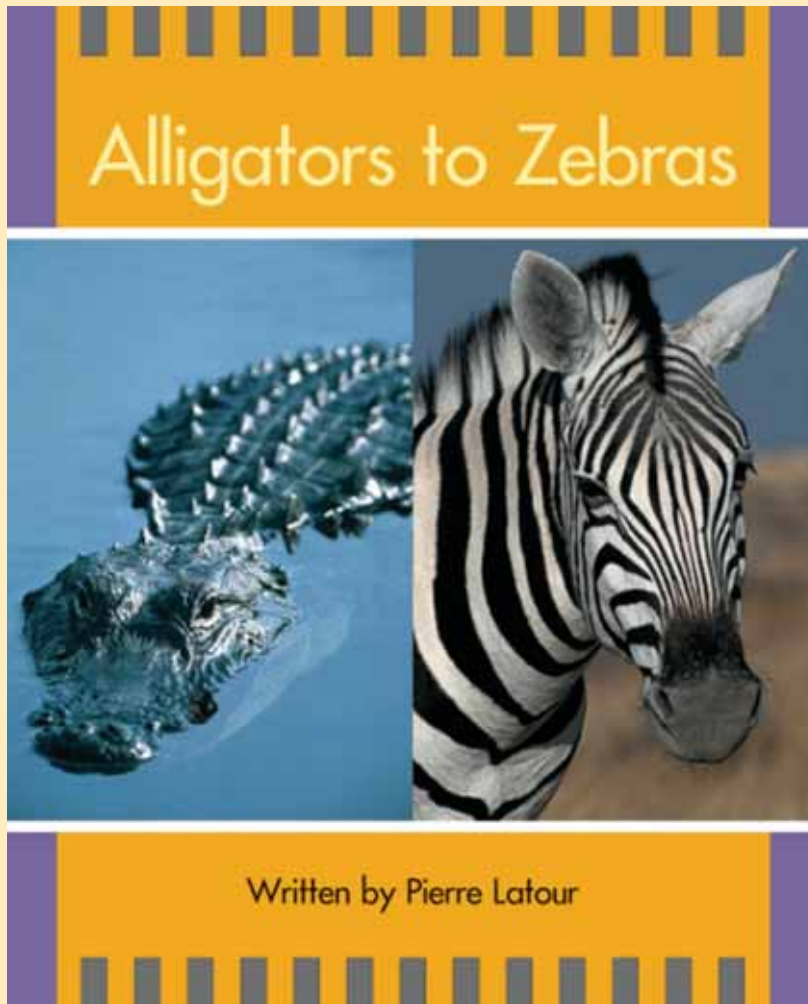


“I keep falling down.”



Level 13

Book f



Level	13
Word Count	273
Text Type	Information report
High Frequency	
Word/s Introduced	know



MACMILLAN

Maggie Magpie's Pie

Wendy Wornis
Adventure

Peter's
Treasure Hunt

Fur

The Clowns with
Frowns Parade


Alligators to Zebras


Grizzly Bear Finds
a Friend


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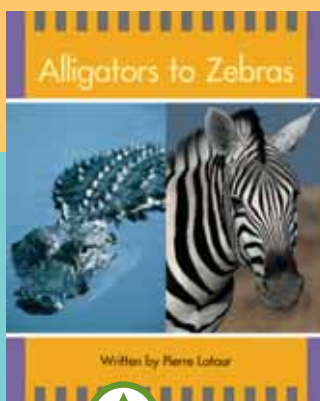
 This symbol relates to critical analysis (text critic or analyser)

 This symbol relates to use (text user)


BEFORE READING Cover & Title Page

 Have the children look at the cover and the contents pages. What do they think this book is going to be about? Do they think it will be factual or fictional?

 Explain the contents page to the children. Which heading do they read first? Explain that they then may select any animal title to read. They may have a preference. The titles don't need to be read in order.



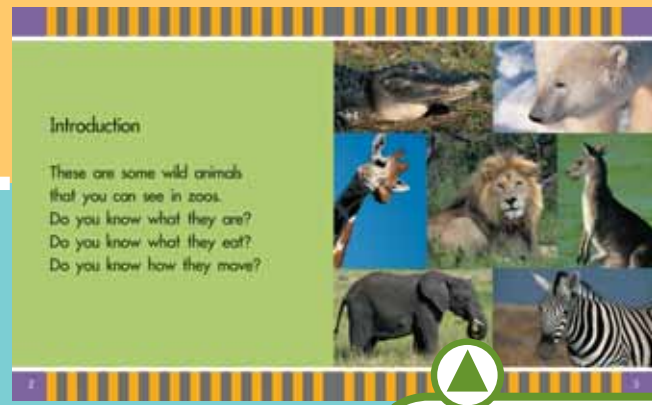
Contents	
Introduction	2
Alligators	4
Elephants	6
Giraffes	8
Kangaroos	10
Lions	12
Polar Bears	14
Zebras	15
Index	16

 Ask the children how the two key questions helped them find information about the animals. Have them take turns to tell the group facts about the animals.

BEFORE READING 2/3

Have the children discuss what they know about the animals on this page. Where could they see all these animals?

Ask if the introduction informs them about what information they will find in this book.



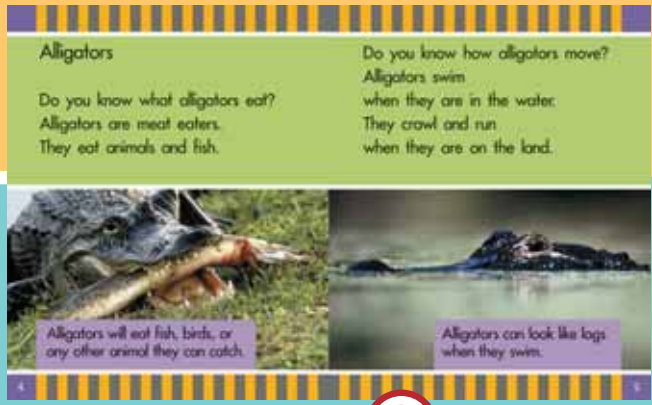
Ask the children the following questions: What kind of animals are these? Where can you see them? What does this page ask you about the animals' eating and moving?

Ask the children to find the word *know* on this page. Write *know* on the board. Discuss with the children the silent *k*. Write more words with a silent *k*. Write *no*. Discuss the difference between *know* and *no*.

BEFORE READING 4/5

Encourage a discussion about what alligators eat. What is the alligator in this photo eating? Why do you think the alligator on the other page has only its eyes and nose above water?

Ask the children what the two key questions are. Are they indicated in the introduction?

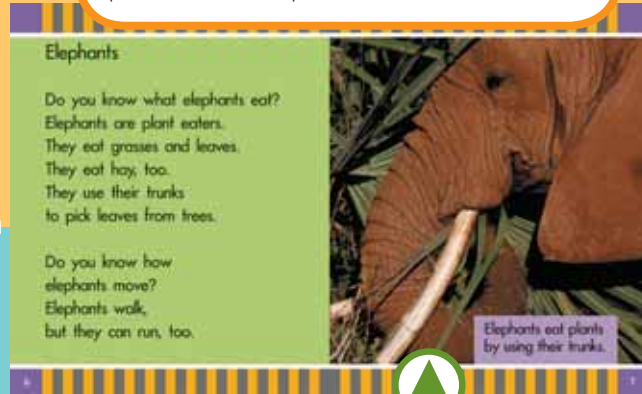


Ask the children where alligators wait for prey. What do they eat? How do they move on land?

Have the children look at the captions. Invite them to discuss what extra information is in the captions that is not in the text.

AFTER READING

Have the children look at this page. Ask them what this animal is. What can they see it eating? What is it eating with? Do they know what this part of the elephant is called?

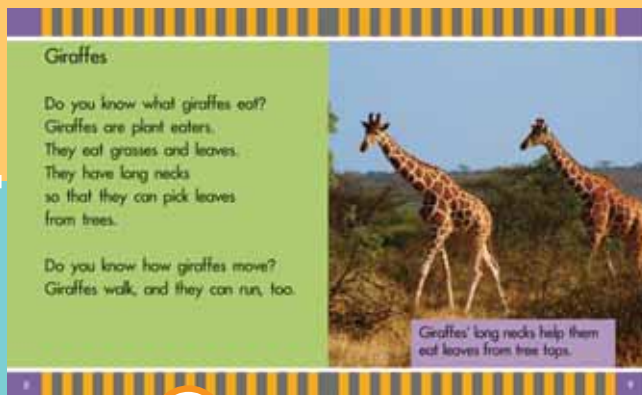


Ask the students what elephants use their trunks for. What do they eat apart from leaves? What does it mean to say that elephants are plant eaters? What is their trunk? Look carefully at the picture. How do elephants use their trunks to eat? Can elephants run?

Write two headings on the board: *Singular* and *Plural*. Write *leaves* under *Plural*. Ask the children what the singular of *leaves* is. Continue adding all the plural words on page 6 and write the matching singular words under the appropriate heading.

Ask the children if they know what animal this is. Ask them how they can tell. Have them discuss what they know about this animal.

Ask the children the difference between a heading and a caption. Would they expect to find them in a story? How do they help the reader of a nonfiction book?



Ask the children what giraffes eat. Why do they have such long necks? What two words explain how giraffes move?

BEFORE READING 10/11

Ask the children what the animal on this page is called. Invite the children to discuss what they can tell about this animal from the picture.

Encourage a discussion about what the caption tells the children that the main text does not. Is it day or night in the picture? How does this relate to the information in the text?

Kangaroos

Do you know what kangaroos eat?
Kangaroos are plant eaters.
They eat grasses and leaves.
They eat at night.

Do you know how kangaroos move?
Kangaroos hop.
Kangaroos can hop very fast.
They use their back legs and tail to help them hop.



A kangaroo with a baby in its pouch eats grass.

AFTER READING

Ask the children when kangaroos eat. What do they eat? How do they move? What do they use their back legs and tail for?

Write the word *out* on the board. Underline the first two letters. Together with the children, isolate the sound. Ask them if there is a word in the caption with the same sound. Write *pouch* underneath *out*. Together write words with the *ou* sound - *pouch, couch, mouth, loud, round, scout...*

BEFORE READING 12/13

Ask the children to tell you what this picture says about lions. What do they eat? How do they move? How is this lion moving?

Look closely at the picture and read the caption. When do you think a lion runs and pounces?

Lions

Do you know what lions eat?
Lions are meat eaters.
They eat other animals like zebras and antelope.

Do you know how lions move?
Lions walk, jump, and run.
They can pounce, too.



A lioness hunts an antelope.

Lions are meat eaters. What types of meat do lions eat? How many different ways can a lion move? What are those ways?

Have the children find the *ou* word on page 12. Together, check if it is already on the board.

AFTER READING

Have the children look at these pictures. Ask them which of these animals is a meat eater. Can they say how these animals move?

Together with the children, use a large map of the world or a globe. Find the Arctic and Africa to establish where the natural habits are for the animals on pages 14 and 15.



Ask the children what way of moving these animals have that is the same. What way of moving is different? What do each of these animals eat?

Discuss with the children if the two key questions helped them to focus on specific information about the animals. How?

Ask the children if they have seen a page like this before. What does it mean? What would they use a page like this for?

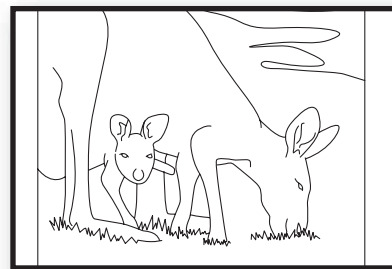
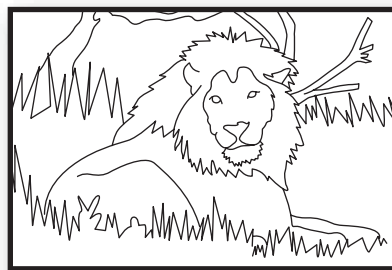
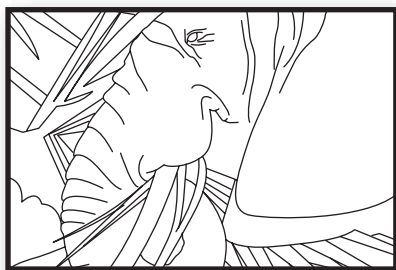
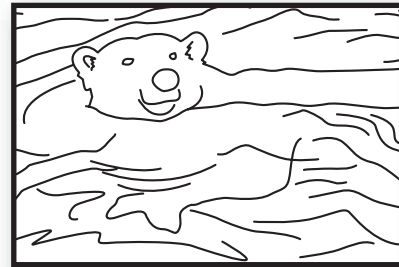
Have the children read the book independently. Ask them to find the answers from the two key questions for one animal. They can tell the group when they have finished reading.

Index	
antelope	12, 13
meat eaters	4, 12, 14
plant eaters	6, 8, 10, 15
seals	14
trunks	6, 7
zoos	2

Encourage the children to think of something from the text, then use this page to see if they can find it. Discuss why they would use this page. Encourage further discussion about what they would use this book for.

13 f Alligators to Zebras Name _____

1. Name the animal.
2. Say what it eats.
3. Draw a circle around the pictures of the animals that swim.

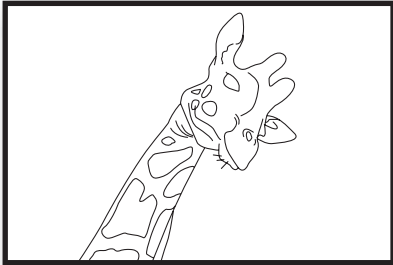


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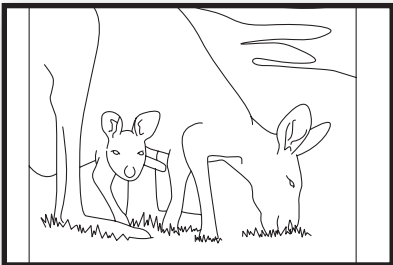
1. Match the animal to the way it moves.



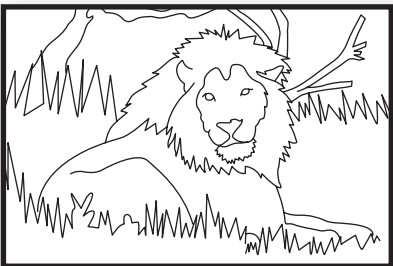
jumps, runs and pounces



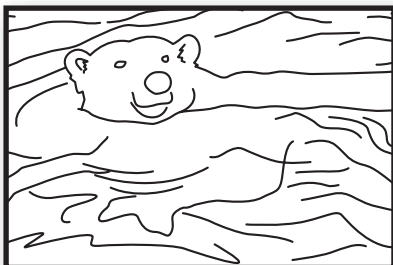
hops



walks and swims



swims, crawls and walks

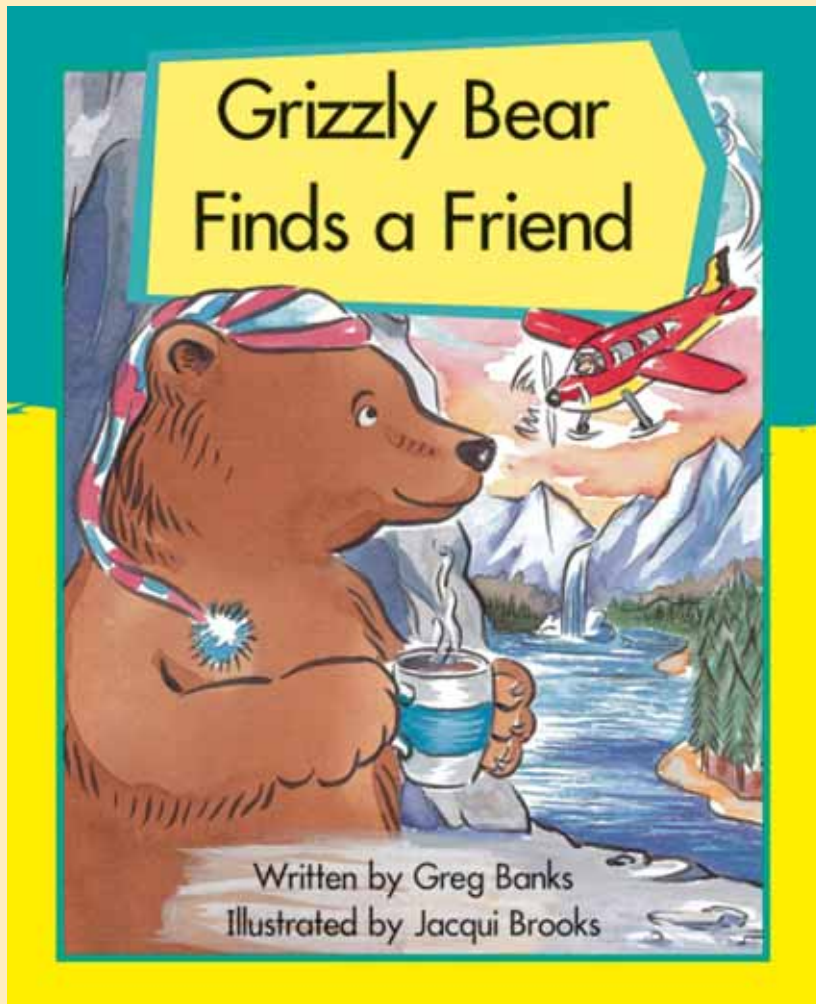


walks and runs



Level 13

Book g



Level	13
Word Count	286
Text Type	Narrative
High Frequency Word/s Introduced	



Maggie Magpie's Pie

Wendy Worm's
Adventure

Peter's
Treasure Hunt

Fur

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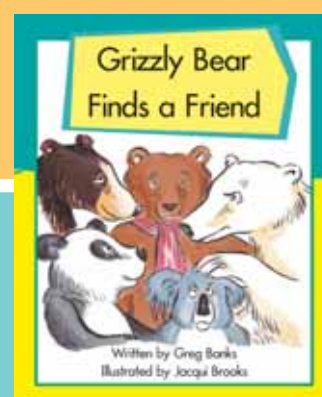
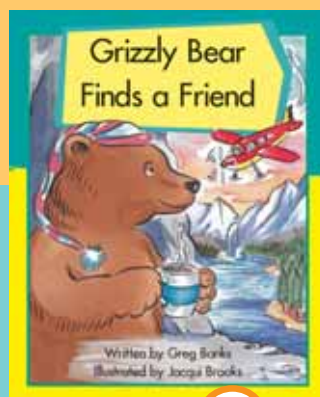
This symbol relates to use (text user)

BEFORE READING

Cover & Title Page



Encourage the children to look at the cover and title page. Ask the children what the setting is on the cover. Who are the characters on the title page? Who is the main character? Check with the title.



Discuss the changes of settings in the story with the children. Talk about the setting changes in relation to the sequence of the story.

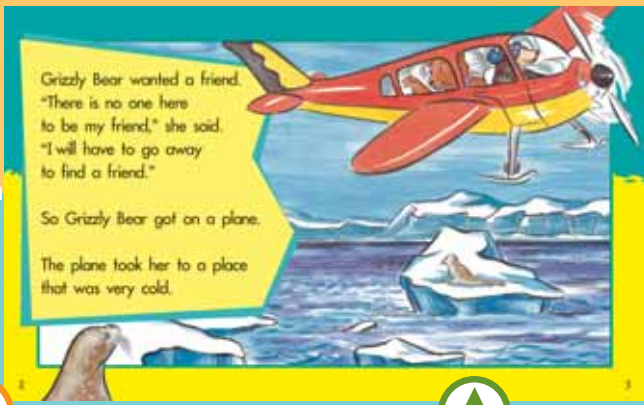
BEFORE READING 2/3



Ask the children why Grizzly Bear is in a plane. Where has the plane taken her? What is the land made of here? Do you think she will meet a friend here?



Invite the children to discuss whether they can predict what the problem of the story could be from what they have read so far.



AFTER READING



Ask the children why Grizzly Bear got on a plane. Where did the plane take her? Can you see who flew the plane?



Write away on the board and underline *a*. Together with the children make a list of words with the same beginning *along, about...*

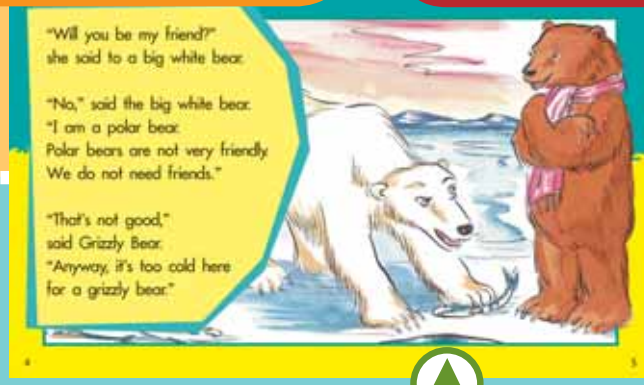
BEFORE READING 4/5



Ask the children to remember why Grizzly Bear left home. What do they think she is saying in this picture? Have them look at the white bear's expression. What do they think he is saying to Grizzly Bear?



Ask the children how they can tell from the picture that Grizzly Bear is cold. Have the children discuss the polar bear's reaction. Do they think he was mean? Why? What would they do in his place?



AFTER READING



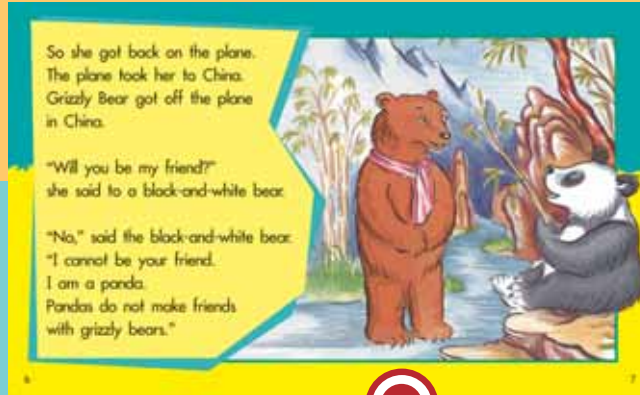
Ask the children what kind of bear the white bear is. Why does the polar bear say he can't be Grizzly Bear's friend? Why does Grizzly Bear decide she can't stay?



Write *friend* and *friendly* on the board. Discuss with the children the difference between the words. Together, write more words with the suffix *ly*.

Ask the children what kind of bear Grizzly Bear has met. What do they think Grizzly Bear is saying to this bear? What does this bear say to Grizzly Bear?

Discuss with the children whether the illustrator has made it clear that the setting of the story has changed.

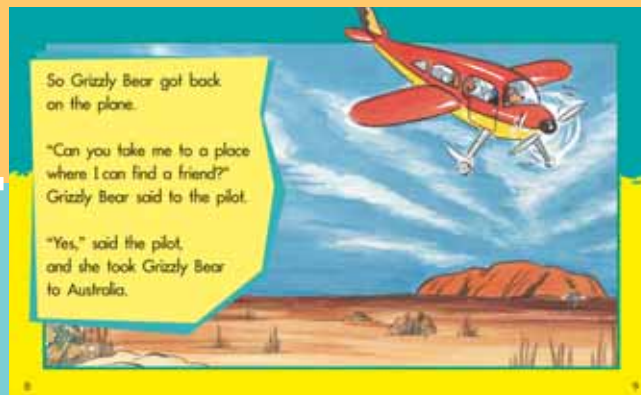


Ask the children where the plane took Grizzly Bear. What kind of bear did she meet? Why does Panda say she can't be friends with Grizzly Bear?

Engage the children in a discussion about what the panda says. Ask the children if her reason is a good one. How does Grizzly Bear feel? How would they feel? What would they do?

Ask the children where they think Grizzly Bear has gone to now. What clues tell them where she has gone?

Have the children talk about how the setting had changed. How do they know?



Ask the children what Grizzly Bear asks the pilot to do. Who is the pilot? Where does he take her?

Discuss how many characters are speaking on page 8. Where is the punctuation that helps the children to understand this?

BEFORE READING 10/11

Ask the children who Grizzly Bear has met. What is she saying? Why is she pointing at herself? Has she found a friend this time?

Discuss with the children why Grizzly Bear and Australia begin with capital letters.



Ask the children what the animal was that agreed to be Grizzly Bear's friend.

AFTER READING

Maggie Magpie's Pie

Wendy Worm's Adventure

Peter's Treasure Hunt

Fur

BEFORE READING 12/13

Ask the children how they think Grizzly Bear reacts to having found someone to be her friend. Look at the picture—what do you think Grizzly Bear is saying to Koala?

Have the children point to the word *also* and clap the two syllables.



Ask the children if a koala is a bear. Why does the koala tell Grizzly Bear to go home and look for a friend? How do you think the koala feels?

Discuss with the children what Grizzly Bear says. Should Grizzly Bear decide if the koala can be her friend because of the way she looks? What is wrong with this?

AFTER READING

The Clowns with Frowns Parade

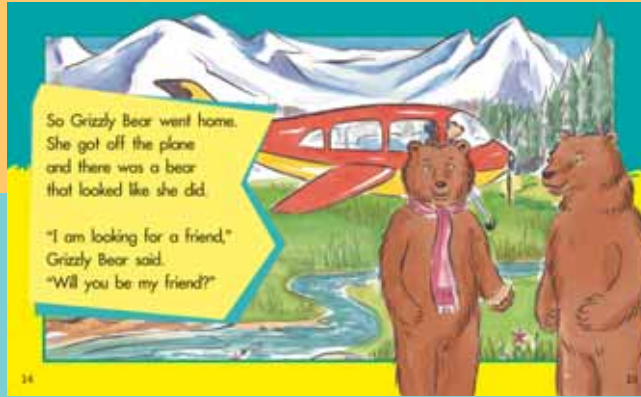
Alligators to Zebras

Grizzly Bear Finds a Friend

Australian State Plants

Ask the children where Grizzly Bear is now. Who is the other bear in the picture? Will this be her friend? What makes you think so?

Ask the children what the repetitive question in the story is.

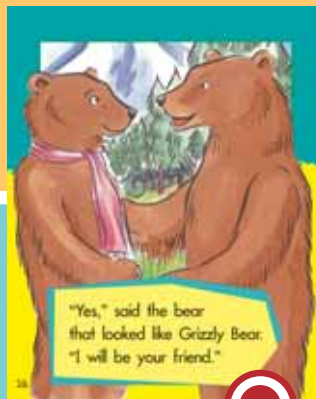


Ask the children where Grizzly Bear gets off the plane. What did she see when she got off the plane? What did she say?

Continue the discussion with children about the actions of Grizzly Bear by asking if we have to make friends only with people who look just like us.

Ask the children if Grizzly Bear has found her friend. Ask them how they can tell.

Have the children read the book independently. Ask them to think about how many times the story setting changed while they read.



Discuss with the children how many times the setting changed in the story.

Ask the children how the story finishes. Is it a happy ending or a sad ending? What was the story like overall? Was it a happy story or a sad story? Did Grizzly Bear find what she was looking for?

13 g Grizzly Bear Finds a Friend

Name _____

1. Draw a line to match the pictures to the words.



will be friends



is not a bear



does not make friends
with Grizzly Bears



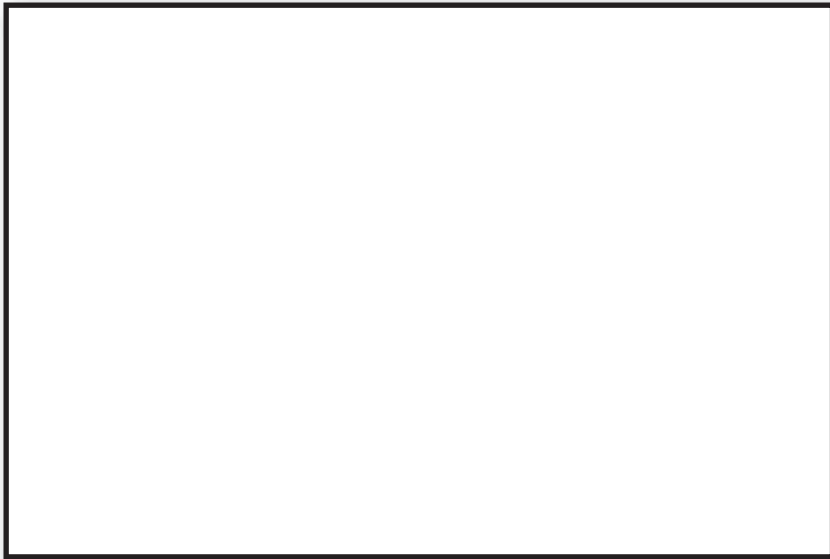
is not very friendly

**13 g Grizzly Bear
Finds a Friend**

Name _____

1. Read the text then draw the pictures.

So Grizzly Bear got on a plane.



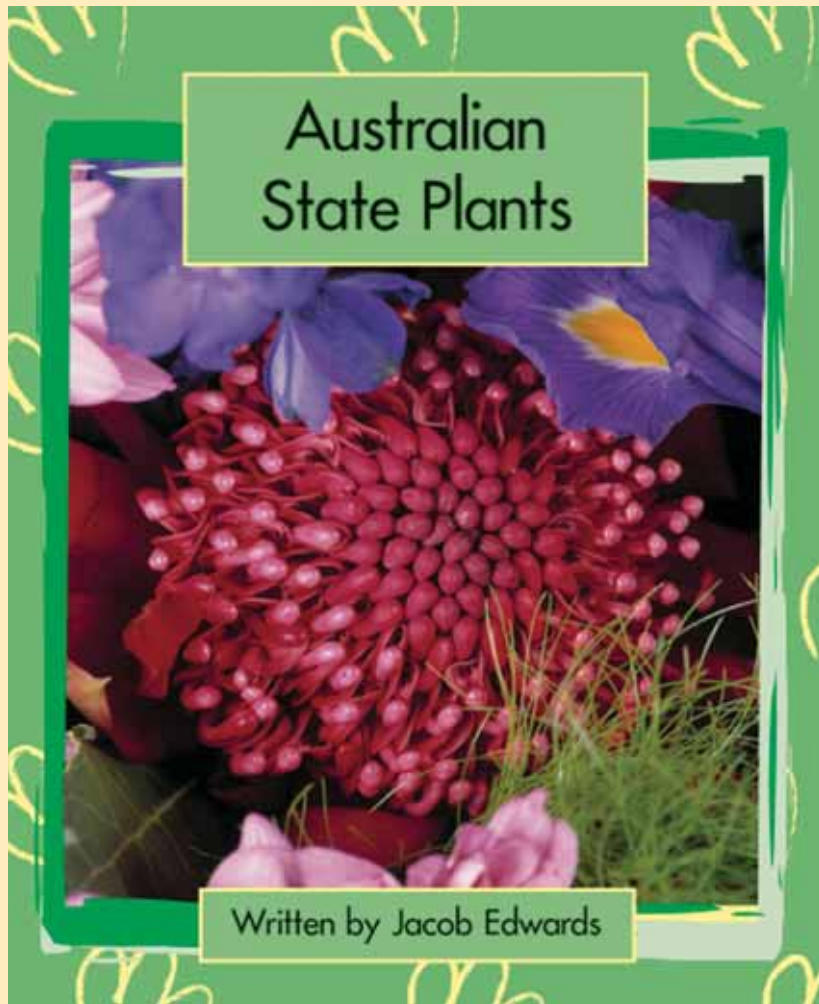
She got off the plane and there was a bear that looked like she did.





Level 13

Book h



Level	13
Word Count	292
Text Type	Information Report
High Frequency	
Word/s Introduced	



Maggie Magpie's Pie

Wendy Morris
Adventure

Peter's
Treasure Hunt

Fur

The Clowns with
Frowns Parade

Alligators to Zebras

Grizzly Bear Finds a
Friend

Australian State
Plants

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)

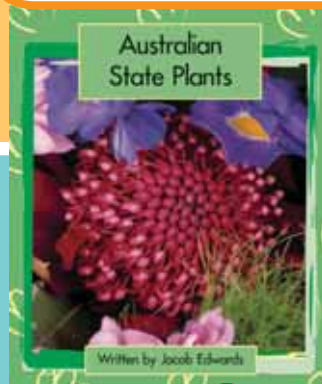


This symbol relates to use (text user)

BEFORE READING Cover & Title Page



Ask the children to look at the cover and title page. Have them read the title and author. Referring to a map, discuss the Australian states. Talk about the flower and where they have seen it.



Focus the children on the contents page. Ask them what they can find out in this book. Explain that they will read the introduction first, then choose the plant they would like to find out about.



Ask the children to analyze how the book is organised. What are some of the structures that are different to a story structure?

Explain to the children the purpose of an introduction. Ask them how the information on page 2 links to the map of Australia.

Discuss proper nouns with the children. On the board, make a list of proper nouns from pages 2 and 3.



Talk to the children about the purpose of the labels on the map.

Ask the children if the presentation on page 3 conveys the information to them clearly.

Explain to the children that these pages give information about the waratah. Ask the children what a waratah is and what it looks like.

Have the children find the word *nectar*. Clap and say the syllables together. Clarify the meaning of the word and with the children check in the dictionary.



Discuss with the children how many facts there are about waratahs and how the book presents the facts. How did they find the facts?

Compare the Tasmanian blue gum and the bluebell. Ask the children what they are, and talk about the difference between a tree and a plant.



Talk to the children about what ACT stands for. Ask them to use the map on page 3 to find out where ACT is. Talk about the connection they need to make to do

Discuss with the children whether the state names should be on the map or not. Ask the children if they managed to use the map without the state names.

Ask the children what the Cooktown orchid is. Explain how it can grow on a tree.

Ask the children how the Cooktown orchid is described. Have the children scan the text for the words that describe the orchid.



Discuss with the children why the photo has a caption. Ask the children how it helped them gain information.

BEFORE READING 10/11

Discuss with the children why the Sturt's desert pea can grow in the desert.

Write the word *inside* on the board. Ask the children to find the opposite word. Write the words *dry* and *dark*. Ask for the opposite words.



Discuss with the children how they are using the photo captions. Remind them to check the captions with the map on page 3 for more information.

AFTER READING

BEFORE READING 12/13

Discuss with the children where the Sturt's desert rose grows and what it looks like.

Ask the children to find the adjectives. Discuss which nouns are described.



Explain to the children that the imprint information is inside the front cover. Ask them to check this information to find out who designed the book. Discuss with the children whether they have enjoyed the techniques he has used.

AFTER READING

Discuss with the children why this plant is called kangaroo paw.

Ask the children to find the possessive apostrophe. Ask them if it is before or after the letter s. Explain to them the reason for the position of the apostrophe.



Ask the children if their reasons for the name kangaroo paw have been confirmed. How?

Ask the children to read the picture glossary. Ask them why the glossary has pictures. Talk about how they could use the glossary.

Have the children read the book independently. Remind them to use all the text features as they read for information.



Have the children talk to the group about information they have from the book.

13 h Australian State Plants **Name** _____

1. Write a list of the Australian states and territories.

2. Match the plants to the states and territories.

Bluebell	Sturt's desert rose	Cooktown orchid
Pink heath	Kangaroo paw	Tasmanian blue gum
Sturt's desert pea	Waratah	

13 h Australian State Plants **Name** _____

1. Read the clues. Write the answers.

I have bright red flowers.

Birds eat nectar in my flowers.

I am a _____.

I can grow in a tree.

I have a long stem.

I am a _____ .

2. Draw a line to match the opposites.

dry	light
on	inside
hot	wet
long	cold
outside	short
dark	off

