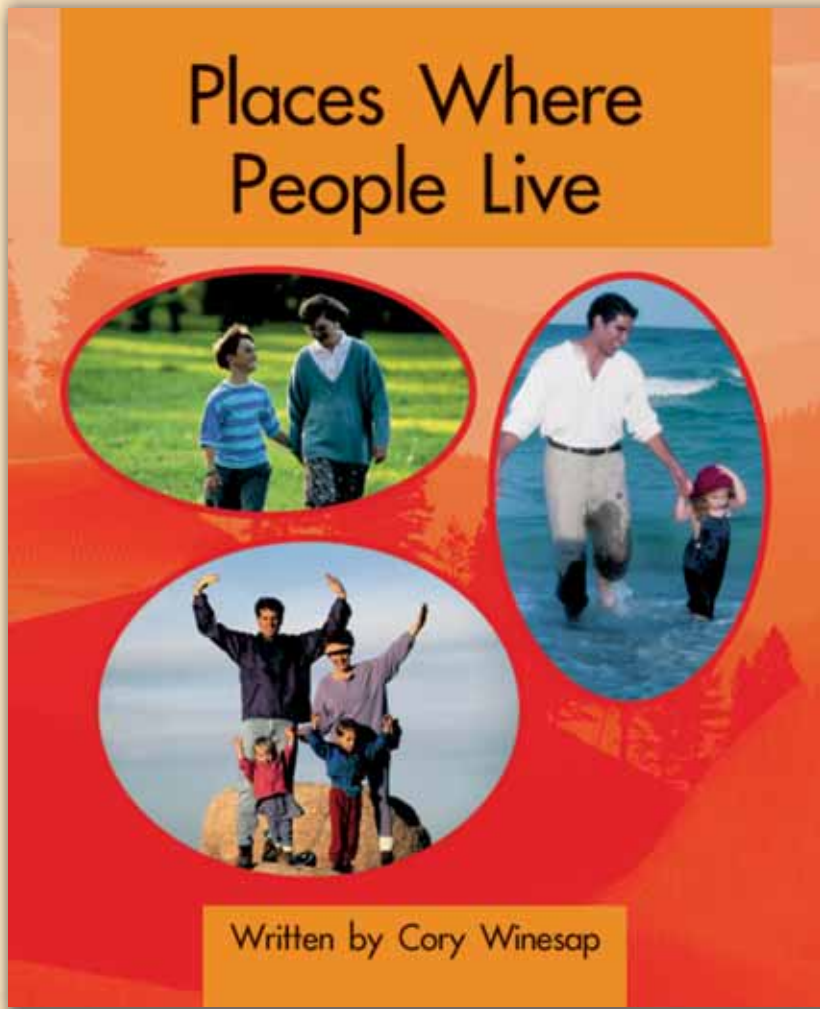




# Level 10 Book g



Level	10
Word Count	189
Text Type	Information report
High Frequency Word/s Introduced	



What Time  
Is It?

Mrs Popinpop's  
Ghost

Dinosaur Dan

Bad Weather, Good  
Weather

Sonny Gets Lost

The Noisy Spider

Places Where People  
Live

The Moon Landing

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)*



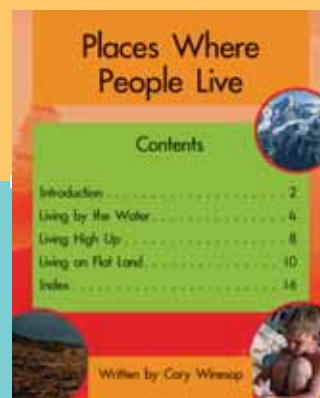
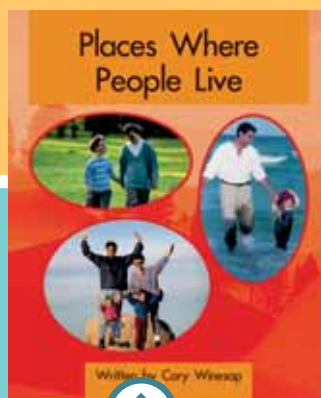
*This symbol relates to use (text user)*

BEFORE READING

## Cover & Title Page



Discuss with the children where they live. Where do other people live? What sorts of things do they live near or on?



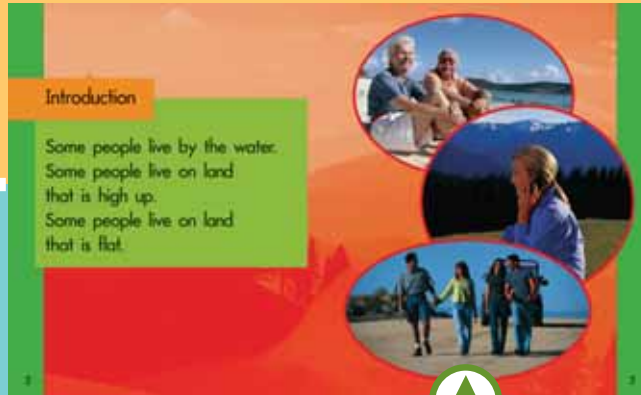
Ask the children what they can see on the title page. What is this used for? What does it tell them about what is in the book? Does this page give a clear message about what they can learn in this book?

AFTER READING

BEFORE READING

2/3

Have the children look at these pictures. Ask them where the people in each picture live. What is the land like there?



Encourage the children to think about what they have read. Ask them what people live **on** even if they live **by** the water.

Explain prepositions as location words. Use examples like *under*, *over* and *beside*. Ask the children what prepositions they can find on this page.

AFTER READING

BEFORE READING

4/5

Ask the children what the boy lives by. What does he do there? Where does the girl live? What does she do there? Invite the children to compare the activities of the children on this page. How differently are the children dressed for each activity?

Compare the water in the lake with the water at the beach. How are they different? How do we know?

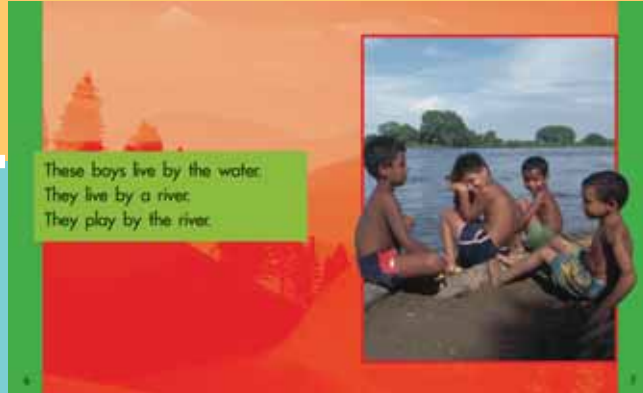


Discuss with the children what sorts of things they could do if they lived near the water.

Have the children scan the text for prepositions. Ask them to tell you which ones they find.

AFTER READING

Ask the children what type of waterway was not mentioned on the previous page. Where do these boys live? Where do they play?



Have the children think carefully about what they have just read. Ask them why these boys play by a river.

Ask the children which preposition has been used on this page.

Have the children look at these pictures. Discuss with them where they think these people live. Ask why they think that. Ask the children where the text says this girl lives. Where does the boy live? Are these places down low or high up?



Ask the children about the places where this boy and girl live. What do they have in common?

Ask the children to continue scanning the text for prepositions. Have them tell you which prepositions they find on this page.

BEFORE READING 10/11

Ask the children what the land is like where this little girl lives. What is she riding on? Where do people use these? Who is the man with her?

Living on Flat Land

This girl lives on land that is flat. She lives on a farm. She is on the tractor with her dad.




AFTER READING

Have the children find the sub-heading on this page. Ask if they have read it on another page. Refer and check with the contents page. Why does the writer use a sub-heading?


Ask the children to scan the text and tell you what preposition has been used on this page.

BEFORE READING 12/13

Discuss with the children what kind of places have flat land. Have them look at the picture on page 13 and ask if they know what this flat land is. Ask the children where this boy lives. What is the land like there? What is the weather like? Ask them why the boy is playing in water from a tap.



This boy lives where the land is flat.



He lives in a desert. It is very hot where this boy lives.

Ask the children what preposition has been used on this page.

Discuss why the writer has no sub-heading on this page.

AFTER READING

What Time Is It?

Mrs Popinops Ghost

Dinosaur Dan

Bad Weather, Good Weather

Sonny Gets Lost

The Nosey Spider

Places Where People Live

The Moon Landing



Invite the children to look at this picture. Discuss with them how the land is different from other pictures in this book.



Ask the children where this girl lives. What is the land like where she lives? Ask them what land types from earlier in the book are combined in the place this girl lives.

Ask the children what this page is called. What kind of information does this page have on it?

Have the children read the book independently. Ask them to tell a partner two facts from the book when they have read it. Ask if the sub-headings helped them to understand the information.

Index	
beach	4
desert	13
hill	8
lake	5
mountains	9
river	6

Have the children demonstrate using this page. Ask them to turn to the page about the desert. What information would they find on page 5?

## 10 g Places Where People Live

Name \_\_\_\_\_

1. Use the following prepositions to complete the sentences - **in**, **on**, **by**.

She lives \_\_ \_ a lake.

She lives \_\_ \_ the top of a hill.

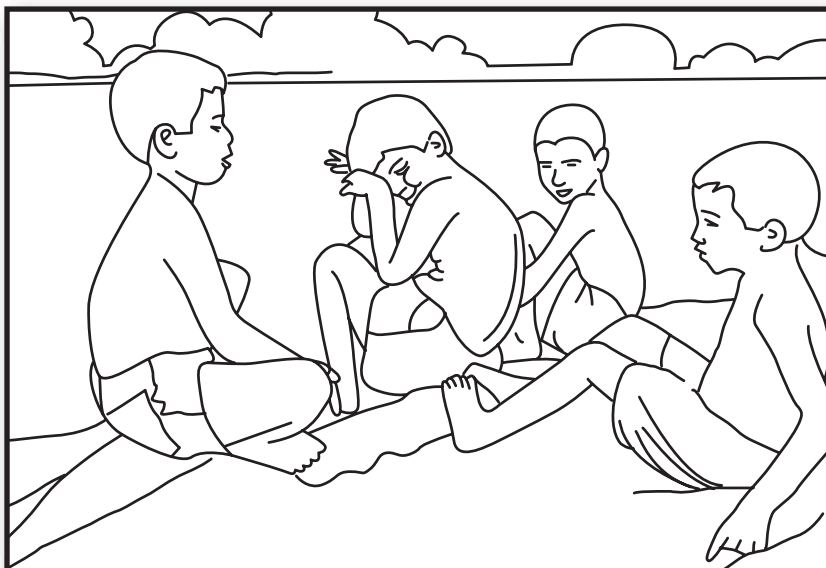
He lives \_\_ \_ the mountains.

She lives \_\_ \_ a farm.

He lives \_\_ \_ a desert.

They live \_\_ \_ a river.

2. Colour the picture.



# 10 g Places Where People Live

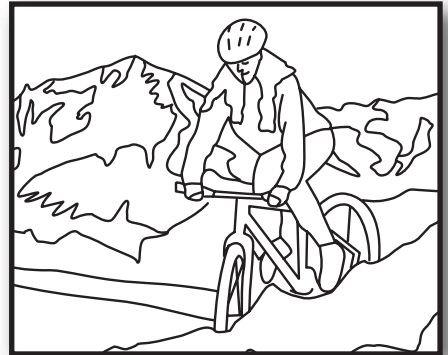
Name \_\_\_\_\_

1. In what areas do people live? Label the caption beside the picture. Then colour the picture.

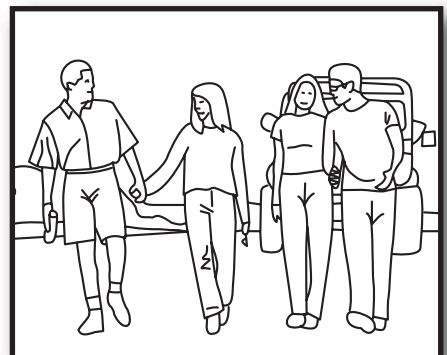
People live by the \_\_\_\_\_ .



People live on \_\_\_\_\_ that  
is \_\_\_\_\_ .



People live on \_\_\_\_\_ that  
is \_\_\_\_\_ .



land      water      up      flat      high      land