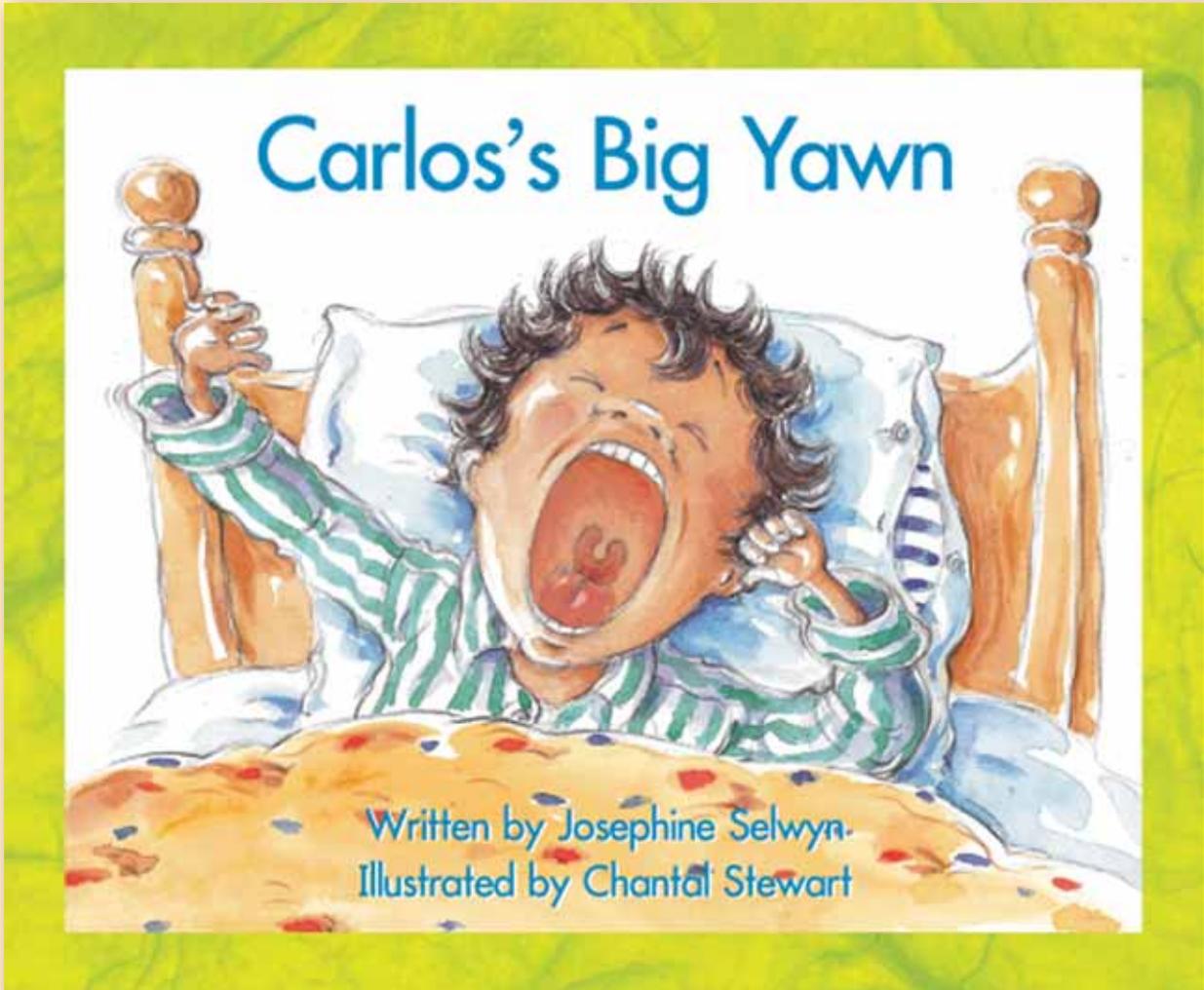




# Level 11

## Book h



Level	11
Word Count	228
Text Type	Literary Recount
High Frequency Word/s Introduced	



The Snail Race

Outside Games

The Queen's  
New Seat

Geenas Project

Joels Letter

When I Looked out of  
My Window

Big Cats  
Little Cats

Carlos's  
Big Yawn

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)*



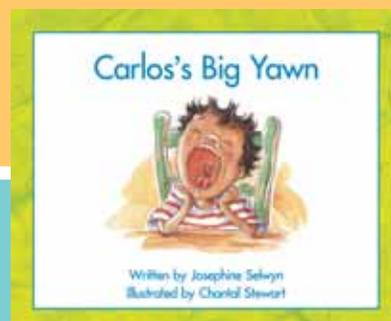
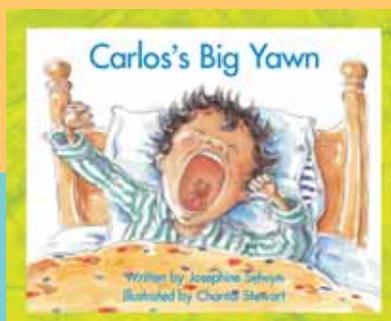
*This symbol relates to use (text user)*

BEFORE READING

## Cover & Title Page



Ask the children how they usually feel when they are yawning. Do they know what it is like when someone else yawns and they can't help yawning, too?



Ask the children who they think is on the cover and the title page. What is he doing? Do the author and illustrator help you predict what the story is going to be about from the title and pictures?

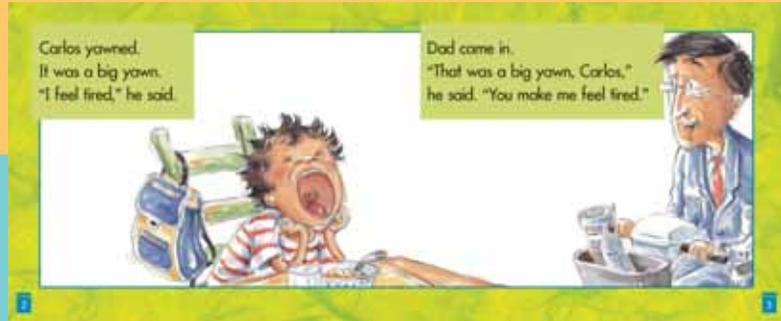
AFTER READING

## BEFORE READING

2/3

Have the children look at this picture. What time of day does it seem to be? Why would Carlos be yawning? What effect might his yawn have on his dad?

Have the children scan the page and find the word *yawn*. Ask them to also find the word that describes the yawn.



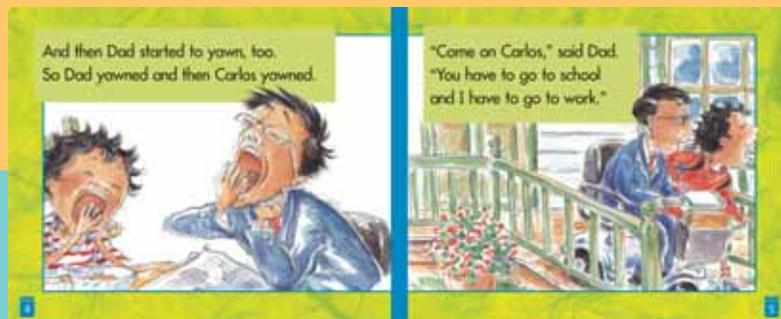
## AFTER READING

Ask the children what Carlos does to make his dad feel tired. What does Carlos say after he has yawned?

## BEFORE READING

4/5

Ask the children why Carlos's dad may have started to yawn. Where do they think Carlos and his dad are going on p5?

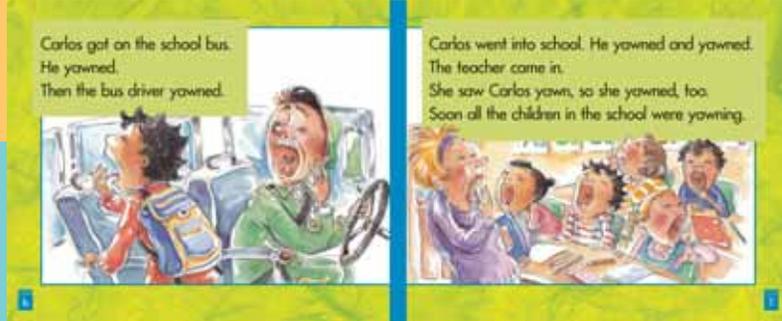


Ask the children what it is that Carlos and his dad both do together. Where do they have to go?

Ask the children to find the words *to* and *too*. Discuss the difference.

## AFTER READING

Discuss with the children how many people Carlos can make yawn. Have them look at these pictures. Who has he made yawn so far?

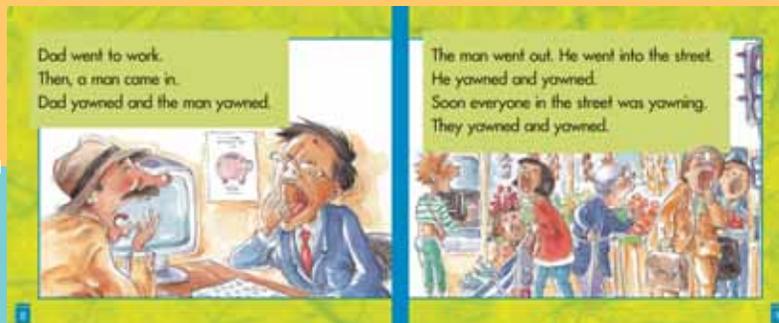


Ask the children who Carlos makes yawn on the school bus. Who starts yawning after the teacher?

Ask the children to find the base word *yawn* on p7 and the two words built from the base word. Write them on the board. Use the same process with two more base words.

Ask the children where Carlos's dad might be. Who did he make yawn? Who made the people in the street yawn? Who started all these people yawning?

Have the children scan the page for a compound word. What two words have been used to make this compound word?

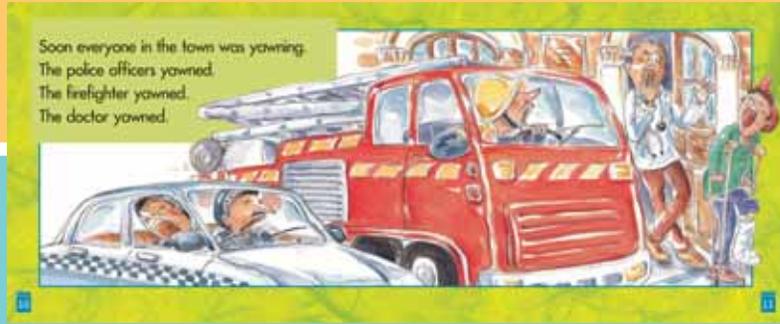


Explain cause and effect to the children. Ask them what they can learn about cause and effect from this story.

BEFORE READING 10/11

Discuss the way this yawn has spread. Who has caught the yawn in this picture?

Have the children scan the page for a compound word. What two words have been used to make up this word?



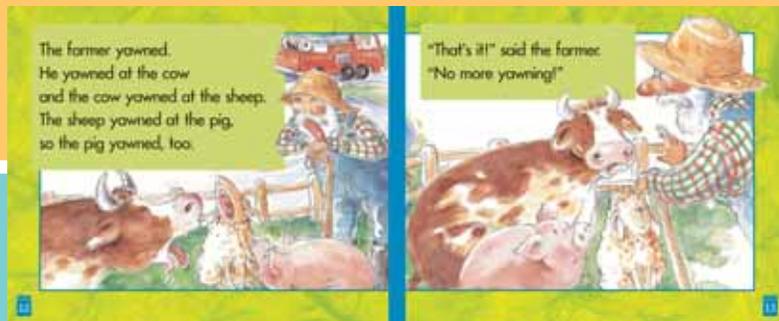
Ask the children how many people are yawning now. Who is yawning in the picture? Did they get this right from their earlier attempt to?

AFTER READING

BEFORE READING 12/13

Ask the children where the yawn might spread from the town. Who could end up yawning next?

Discuss with the children the word *too* on p12.



Have the children name the animals that are yawning. Ask them to tell the sequence in which the animals yawn. Who started the animals yawning?

AFTER READING

The Snail Race

Outside Games

The Queen's New Seat

Geenas Project

Joels Letter

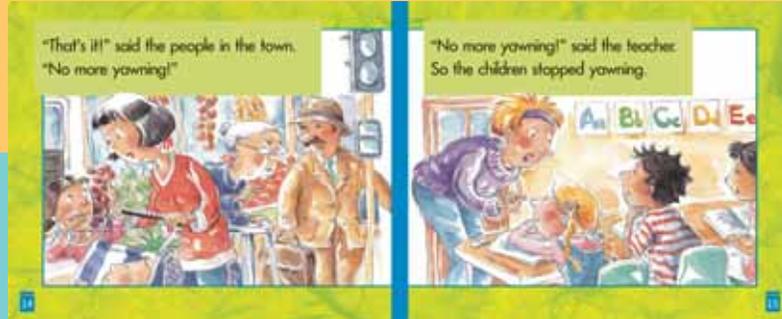
When I Looked out of My Window

Big Cats Little Cats

Carlos's Big Yawn

Ask the children how the farmer's decision that there should not be any more yawning would affect anyone else. Why would they decide not to yawn anymore?

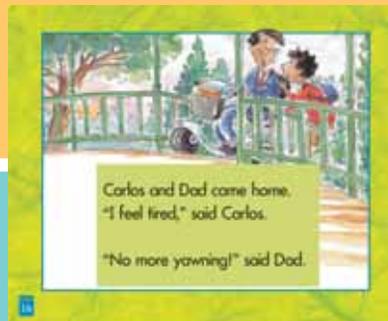
Find the contraction on p14. Ask the children to read the page with the contraction as two words, then as a contraction.



Ask the children what happened when people said "No more yawning!"

Ask the children where Carlos and his dad are now. Ask them if they think there will be any more yawning.

Have the children read the book independently. Ask them to respond to the exclamation marks when they read from p13. How do exclamation marks change how you read a sentence?



Encourage the children to remember the beginning of the story. How did it start? Why does Carlos's dad say "No more yawning!" when Carlos says he feels tired? Has this story returned to the beginning in terms of story and location?

# 11 h Carlos's Big Yawn

Name \_\_\_\_\_

1. Place the people and animals affected by the yawn onto the flow chart in the order that they start to yawn in – from the first person or animal to yawn through to the last person or animal that yawns.



Carlos

everyone in the street

the sheep

man in shop

the farmer

everyone in the town

the pig

the cow

Carlos's dad

# 11 h Carlos's Big Yawn

Name \_\_\_\_\_

1. Make compound words from the following words.  
Then colour the picture.

to fire to thing every in  
one fighter some on

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