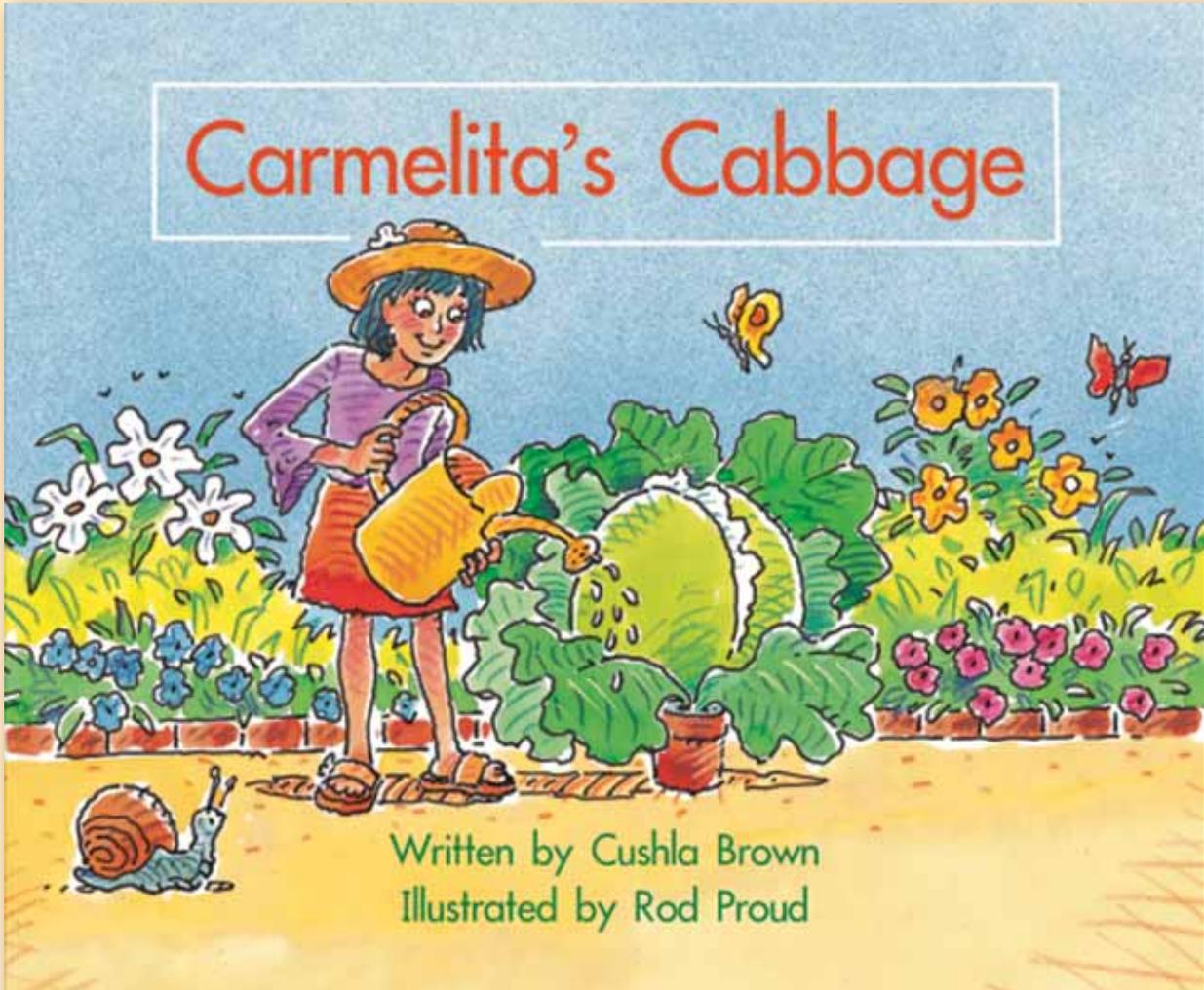




# Level 12

## Book g



Level	12
Word Count	240
Text Type	Literary recount
High Frequency Word/s Introduced	



The Flying Doctor

Joseph, the Greedy  
Octopus

Snake Gets Lost

Rubbish

The Bus Driver's  
Birthday

Animals That Live  
in the Sea

Carmelita's Cabbage

Balloon Fun

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)

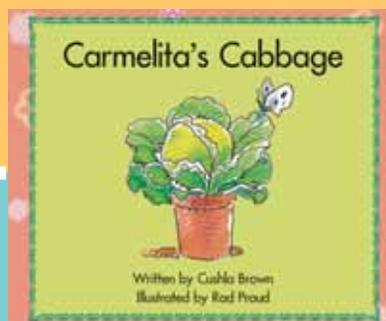
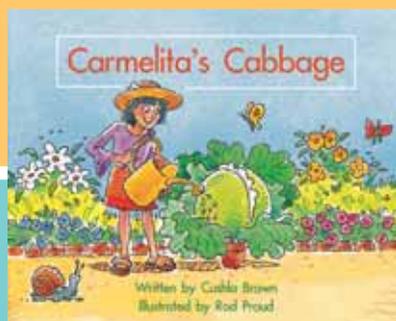
 This symbol relates to critical analysis (text critic or analyser)

 This symbol relates to use (text user)

BEFORE READING

## Cover & Title Page

 Discuss growing plants with the children. What do they know about how to grow a plant? Ask them if they know what kind of plant is being watered on the cover.



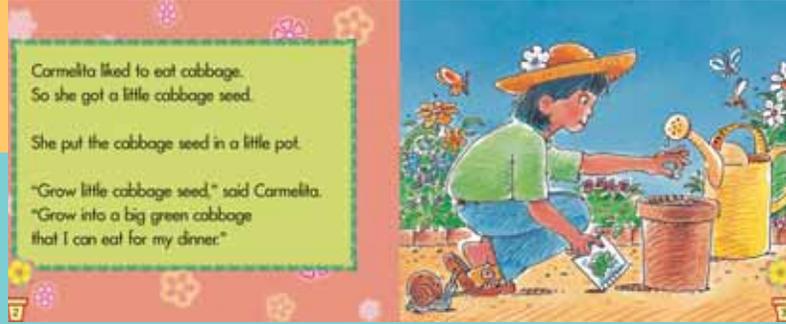
 Ask the children what the plant being watered on the cover is. Have them think about the title - ask them who is watering the plant.

 Ask the children why there is an apostrophe in the title.

AFTER READING

Encourage the children to remember what they know about growing plants. Ask them what Carmelita is doing in this picture. What will happen next?

Discuss with the children how a narrator is telling the story. Ask them to find on page 2 the direct speech from Carmelita and the sentences where the narrator is telling the story.

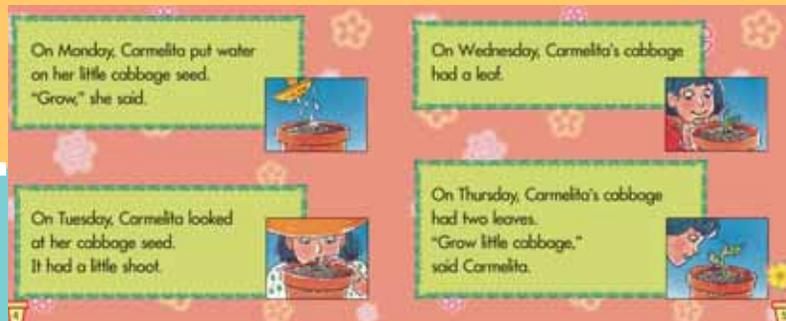


Ask the children what Carmelita is planting. What is she planting it in? What does she want to do with the cabbage when it is grown?

Ask the children to check whether the picture illustrates the information in the text well.

Ask the children if they can name the days of the week. Ask them what is happening in each of the pictures on this page.

Ask the children to organize magnetic-backed, days-of-the-week cards in order on the magnetic board, checking with the story.



Ask the children what Carmelita did on Monday. What happened on Tuesday? And on Wednesday and Thursday? What did Carmelita say to her cabbage?

Have the children think about what they have just read. Ask them how many days it took for Carmelita's cabbage to grow two leaves.

Discuss with the children how big the cabbage will have to be before Carmelita can eat it. How many leaves do they think it will have?

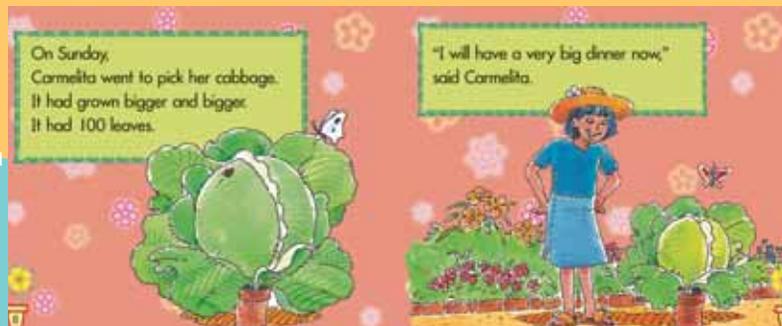
Ask the children to scan the text and see what days of the week are named on these pages.



Ask the children on what day the cabbage had ten leaves. How many did it have on Saturday? What is Carmelita going to do with the cabbage when she has picked it? Ask the children when Carmelita says she is going to pick the cabbage. What day of the week will that be?

Ask the children what is going to happen to the cabbage today. Ask them how big they think the cabbage is now.

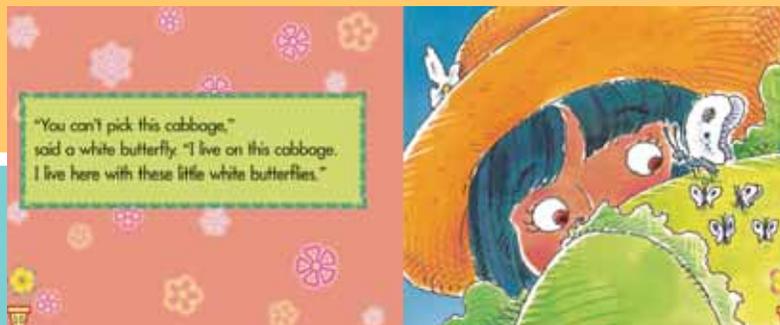
Have the children scan the text for a day of the week. Ask them which day of the week they can find.



Ask the children what Carmelita goes to do on Sunday. How many leaves does the cabbage have?

## BEFORE READING 10/11

Ask the children what might happen to stop Carmelita from picking her cabbage. What do they think the butterfly might be saying to Carmelita?



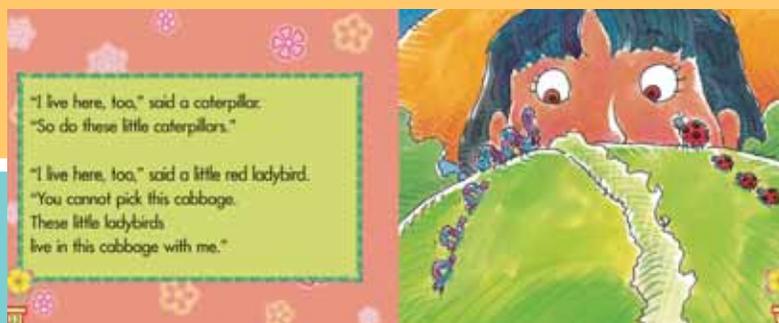
Ask the children why Carmelita can't pick the cabbage. Who lives on the cabbage?

Write *butterfly* and *butterflies* on the board. Discuss with the children the spelling rule of changing *y* to *i* when you add *es*. Discuss singular and plural. Apply the rule to *baby* and *lady*.

## AFTER READING

## BEFORE READING 12/13

Discuss with the children all the insects that live in plants. Ask them what insects they can think of that might live on a cabbage.



Discuss with the children why the insects do not want Carmelita to pick the cabbage. What will happen if she does?

Draw two columns on the board and label them *singular* and *plural*. Together with the children, write the nouns on page 12 in the appropriate columns.

## AFTER READING

Discuss with the children what they think Carmelita will do now. Have them look at the picture for ideas to help them.

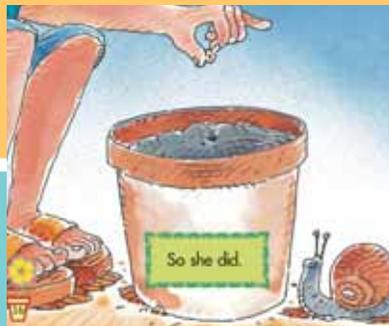


Ask the children what Carmelita decides to do instead of picking the cabbage.

Invite the children to discuss what the problem in the story is.

Discuss with the children how long it will take Carmelita to grow another cabbage. How long did the first one take? Will more bugs move in to the second one?

Have the children read the book independently. Ask them to change their voice when Carmelita is speaking.



Discuss the days of the week with the children. Ask them to name them all. Ask them if they know what days are weekend days. Name some days and ask the children to name the day that follows.

Discuss with the children whether this really is the end of the story. Do they think more needs to be written? What could happen now?

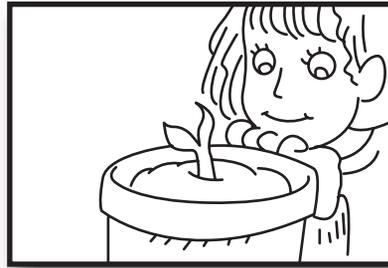
**12 g Carmelita's Cabbage** Name \_\_\_\_\_

1. Write the day of the week that goes with each picture, then colour the picture.

2. Name the one day that is not pictured.



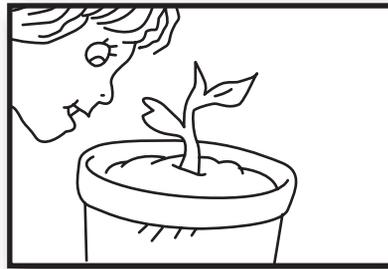
\_\_\_\_\_ day



\_\_\_\_\_ day



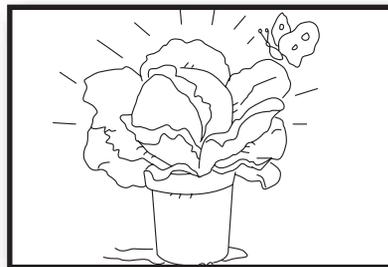
\_\_\_\_\_ day



\_\_\_\_\_ day



\_\_\_\_\_ day



\_\_\_\_\_ day

The last day of the week is \_ \_ \_ day.

**12 g Carmelita's Cabbage** Name \_\_\_\_\_

1. Complete the following sentences then cut them out and arrange them in their proper order.

On Monday, Carmelita put \_\_\_\_\_ on her little \_\_\_\_\_ seed.

On \_\_\_\_\_, Carmelita looked at her cabbage \_\_\_\_\_. It had a \_\_\_\_\_ shoot.

On Wednesday, Carmelita's \_\_\_\_\_ had a \_\_\_\_\_.

On \_\_\_\_\_, Carmelita's cabbage had \_\_\_\_\_ leaves.

2. Colour in the picture.

