

Level	15
Word Count	339
Text Type	Narrative
High Frequency Word/s Introduced	each, again

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

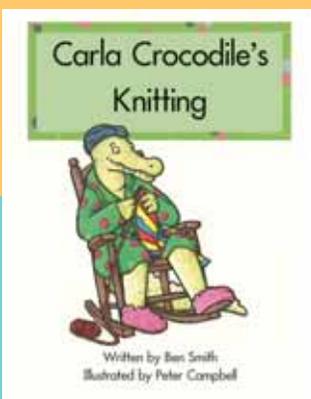
## Cover & Title Page



Ask the children to look at the cover illustrations and title. Invite the children to discuss some of their favourite hobbies. Why do they like them?



Explain to the children that they are reading a narrative text and that the character always has a problem.



Ask the children to respond to the book. What have they learnt about narratives?



Invite the children to analyse the text. How would Carla Crocodile's problem compare to someone whose hobby is cycling? Discuss strategies for solving problems.

AFTER READING

BEFORE READING

2/3

Have children look at the illustration. Discuss what could happen in the story.

Invite the children to look at the word *knitting*. Discuss with the children the use of the silent *k*. Can they think of other words that begin with *kn*?



AFTER READING

Explain to the children that in a narrative the first page introduces the character, setting and problem. What can they say about each of these?

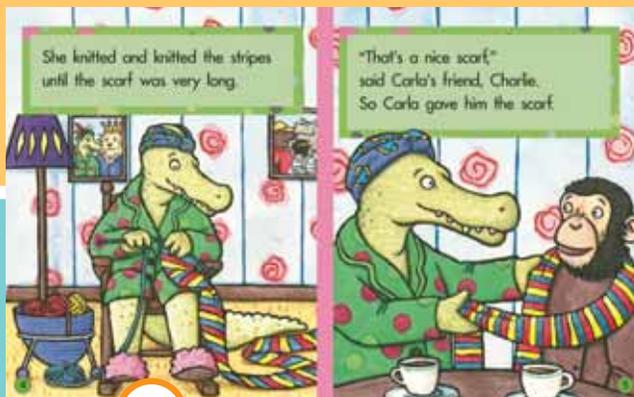
Discuss Carla with the children. What are the characteristics of a crocodile in the wild? Compare them to the character of Carla. How are they the same/different?

BEFORE READING

4/5

Ask the children to look at the illustrations on page 4 and 5. What do the illustrations tell us about the characters? What kind of person is Carla?

Discuss the base word of *knitted*. Discuss the different spelling of the base word *knit*. What other endings can we add to knit? How do these endings change the word?



AFTER READING

Discuss the friendly gesture that Carla made. Have children share their experiences about doing friendly things for people. How did they feel?

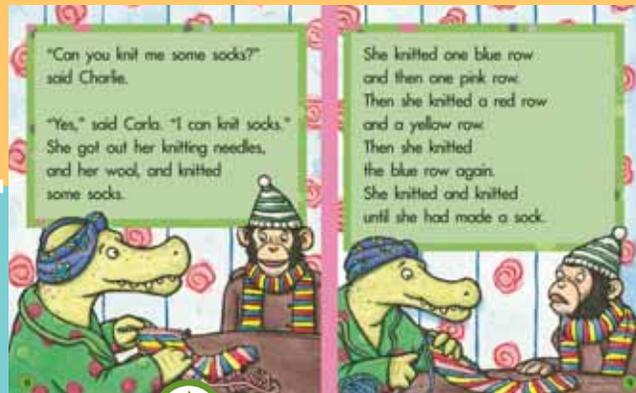
Have the children look at the illustrations. What do they think Carla is doing now?

Ask the children to comment on difficulties they may have had reading. How did they sort out their reading problems?



Invite the children to analyse the text so far. How do the traits of Carla compare to other stories you have read about crocodiles? How are they the same/different?

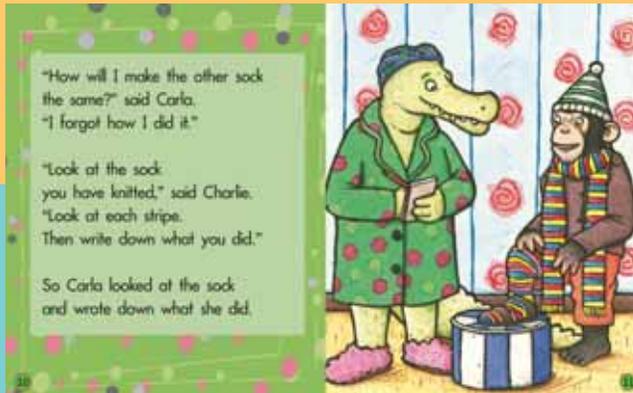
Have the children analyse the text so far. Is there a problem in the story? What is it or what could it be? Use the knowledge of the story to predict the answer.



Have the children locate the words beginning with *kn*. How has each word been used? How are they different/same?

BEFORE READING 10/11

Discuss with the children the words *write* and *wrote*. Say the words aloud. What sounds can they hear? Discuss which letters are silent.



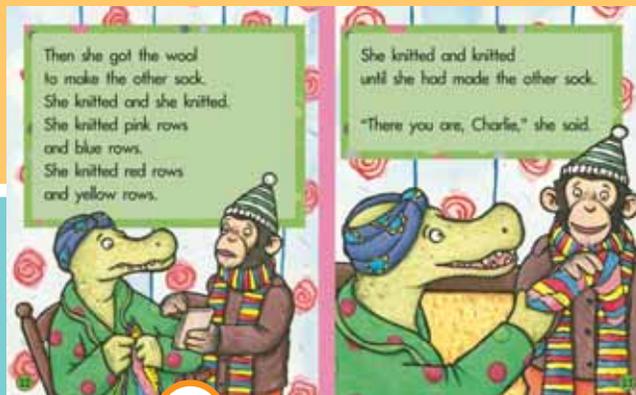
Have the children suggest other ways that Carla will make the sock. Is writing down the pattern the best option?

AFTER READING

BEFORE READING 12/13

Invite the children to look at the illustrations. Was Carla happy with her solution to the problem? How did Charlie help her?

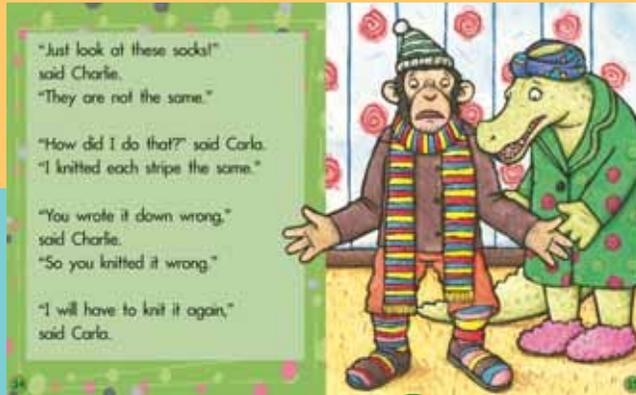
Discuss the use of speech marks in text. Explain that speech marks are used to show direct speech. How do speech marks affect our reading?



Discuss with the children the method Carla used to fix her problem. Invite the children to predict what will happen.

AFTER READING

Invite the children to use the text to predict the outcome of Carla's knitting. Why are illustrations useful when reading stories?

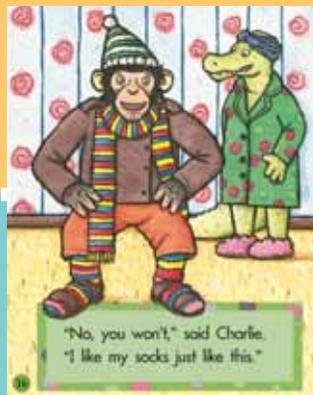


Discuss with the children Carla's knitting. How did the socks come out differently? Why did she not have the same problem with the hat and scarf?

Invite the children to look closely at the punctuation. What different types of punctuation were used? How does it affect their reading?

Have the children look at the illustrations. Predict the end of the story. Discuss with the children their ideas.

Remind the children that their reading needs to make sense. Stress the importance of words sounding and looking right.



Revisethestructureofanarrativewiththe children. What was the problem? How was the problem solved? How would the story be different if Charlie didn't like his socks?

Invite the children to analyse the text. How would they compare Charlie to Carla? How are they the same? How are they different?

**15 b Carla Crocodile's  
Knitting**

**Name** \_\_\_\_\_

1. Answer the following questions:

What hobby does Carla enjoy? \_\_\_\_\_

What was the first thing she knitted for Charlie? \_\_\_\_\_

What was the second thing she knitted  
for Charlie? \_\_\_\_\_

What happened when Carla went to knit  
the second sock? \_\_\_\_\_

What did Carla do to help her knit the sock?  
\_\_\_\_\_

What happened once she finished the sock?  
\_\_\_\_\_

2. Write four words that describe the characters Carla and  
Charlie.

Carla:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Charlie:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# 15 b Carla Crocodile's Knitting

Name \_\_\_\_\_

1. Complete the table:

Base Word	ing	ed
talk	talking	talked
knit		
knock		
wrap		
answer		

2. Place speech marks around the direct speech.

Now, I will knit a hat said Carla.

That's a nice hat said Charlie.

Can you knit me some socks said Charlie.

Just look at these socks said Charlie.