



Level 9 Book a

Puppet Pets

Jump It!

The Big Clean

Where Does
Mr Black Live?

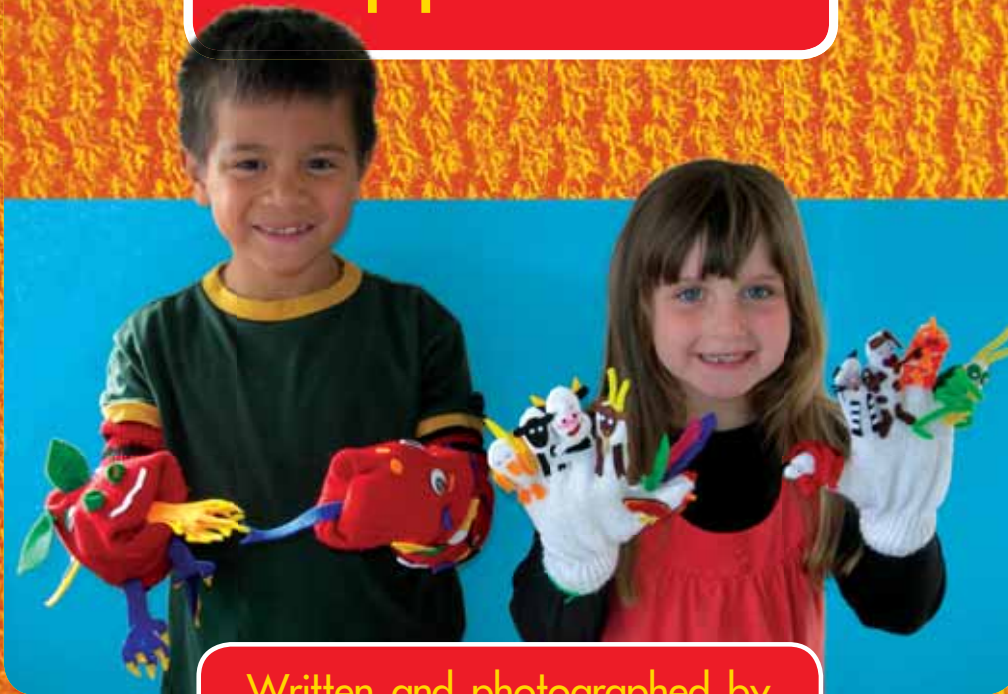
Who Took
Cheetah's Spots?

Carla Crocodile
Catches a Cold

Saving Lucky

The Road Trip

Puppet Pets



Written and photographed by
Victoria St John

Level	9
Word Count	177
Text Type	Procedure
High Frequency Word/s Introduced	do, put, what

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. 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. What is the book about? Have the children ever made any puppets?



Write the book title on the board. Invite the children to read the words. Ask them what parts are the same in both words.



Discuss the title. Why did the author call the book *Puppet Pets*? Do the children think this is a good title?



Is this a story book or an information book? What makes this book different from a story book?

AFTER READING

BEFORE READING

2/3

Tell the children they are going to read instructions for making puppet pets. Ask if the children have read any instructions before. What were they for?

You can make puppet pets.
You can make puppet pets with socks.
You can make puppet pets with gloves.



AFTER READING

Talk with the children about how they used this text. How did this page tell them what was to come?

Ask the children to point to the word *with*. What does this word mean? Have them place it in sentences of their own to clarify meaning and use. Which word has the *gl* sound?

BEFORE READING

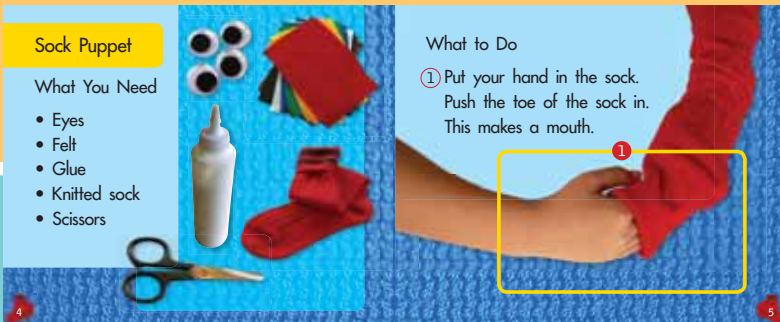
4/5

Have the children look over pages 4 and 5. Discuss the heading, bullet points, number, and photos. Explain to the children how each of these text features is helpful.

Sock Puppet

What You Need

- Eyes
- Felt
- Glue
- Knitted sock
- Scissors



What to Do

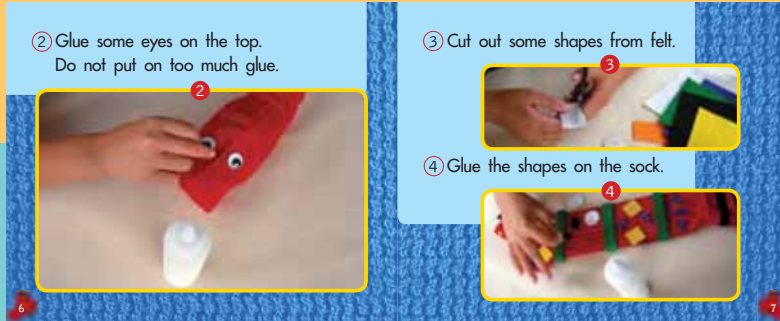
- 1 Put your hand in the sock. Push the toe of the sock in. This makes a mouth.

AFTER READING

What items do we need to make a sock puppet? What else could we use if we did not have felt or eyes?

Have the children point to the word *Knitted*. Discuss the silent *k*. Have them point to the word *Put*. Explain that this word is a command. Ask the children if they can think of any other command words.

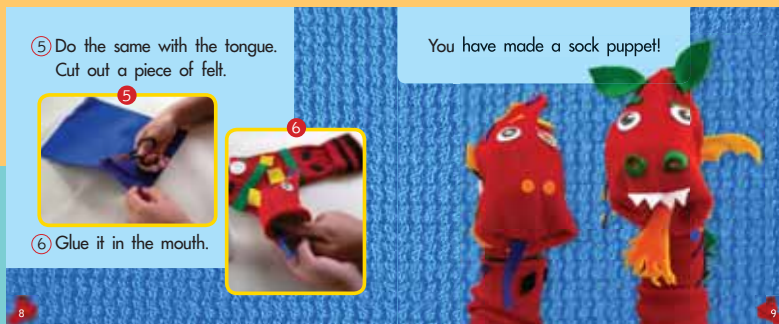
Have the children look at the photos. What is happening? What will the instructions be? How do the numbers help?



Have the children reread page 6. What would happen if they put too much glue on the eyes?

Have the children point to the words that tell what to do – *put* and *Glue*. What do these words mean? Place them in sentences to clarify meaning and use. Identify the *gl* blend in the word *glue*. Have the children sound it out.

Have the children look at the photos. What will instruction 5 be? What has been made?



Why is it important to wait for the glue to dry? What could we do with the puppets after making them?

Ask the children to find the word *Cut*. Remind them that this is a word that tells what to do – a command word. Identify the soft *c* in the word *piece*. What is another word with a soft *c*? Identify the hard *c* in *Cut*. What is another word with a hard *c*?

What will this section tell how to make? What will we need? What will we do first?

Have the children look at the text features on this page. Invite them to name the features – bullet points and numbers – and say how they will help with their reading.

Glove Puppet

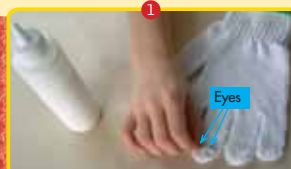
What You Need

- Eyes
- Feathers
- Felt
- Glue
- Knitted glove
- Pipe cleaners
- Pompoms
- Scissors



What to Do

- 1 Glue some eyes on a finger of the glove. Do not put on too much glue.



Ask the children why there is a label on page 11. Encourage them to give reasons for the use of such features.

Ask the children to identify the word *What*. What other words have the *wh* spelling? Make a list. Read the list, while the children listen for the common parts of the words. Find the word with the *It* ending. What other words have the same *It* sound?

Ask the children what they think the instructions on pages 12 and 13 will be. Remind them to use the photos to assist with predictions.

Ask the children to point to the word with the soft *c* – *face*. Identify the word *spots* and the *sp* blend. Encourage the children to think of other words with the same sound.

- 2 Make a face with felt and pompoms.

- 3 Glue the felt and pompoms on the glove.



- 4 Cut out some shapes to make spots and a tail.

- 5 Glue the shapes on the glove.



Invite the children to identify the command words on these pages.

Have the children look closely at the photos on page 13. Invite them to discuss why the author has used two photos to explain the instruction.

Ask the children to predict what the final instructions might be.

- ⑥ Make legs from pipe cleaners and felt.
- ⑦ Glue them on the glove.
- ⑧ Make puppets on the rest of the fingers.

Put the glove on.
You have made a glove puppet!



Ask the children how they think the girl is feeling. Talk about things the children have completed that have made them feel good.

Invite the children to point to the word *of*. Have them place it in sentences to share with the group. Have the children identify the capital letters, full stops, and exclamation marks. Review the functions of this punctuation.

Ask the children to read the picture glossary entries. Discuss any words they do not know. Why are there are photos in the picture glossary?

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



Have the children talk about what they learned from the book. Could they tell other people how to make a puppet pet?

9 a Puppet Pets

Name _____

Write a number next to each instruction to put the instructions in the correct order.

- ___ Cut out some shapes to make spots and a tail.
- ___ Cut out some felt and pompoms to make a face.
- ___ Glue the shapes on the glove.
- ___ Glue some eyes on a finger of the glove.
- ___ Make legs from pipe cleaners and felt.
- ___ Glue the felt and pompoms onto the glove.
- ___ Glue them on the glove.
- ___ Make puppets on the rest of the fingers of the glove.

9 a Puppet Pets

Name _____

Write instructions for making breakfast.

1. _____

2. _____

3. _____

4. _____