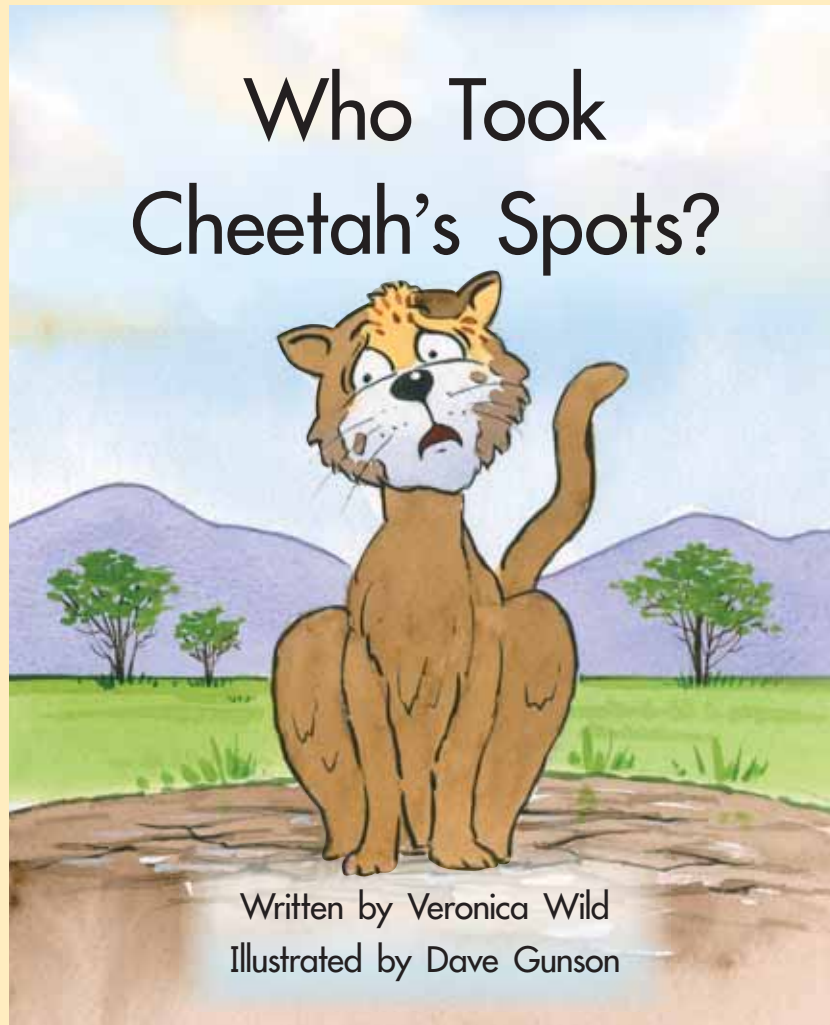




Level 9 Book e



Level	9
Word Count	176
Text Type	Narrative
High Frequency	took, who
Word/s Introduced	



MACMILLAN

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

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)



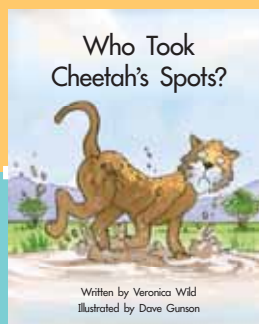
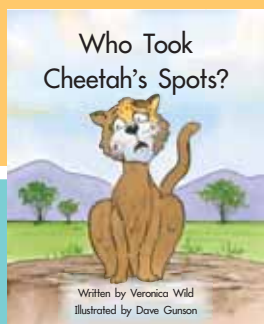
This symbol relates to use (text user)

BEFORE READING

Cover & Title Page



Ask the children to read the title. Have them look at the cover and title page.



Ask the children who might have taken Cheetah's spots. Have them predict what might happen in the story.

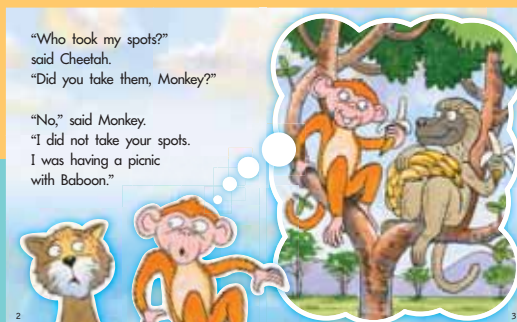


Encourage the children to think about their reading. Discuss the strategies they use to decode an unfamiliar word.

AFTER READING

What is different about this picture? Have the children seen thought bubbles before? Explain the thought bubble and why it is here.

Have the children look at the picture and guess who the animals are. What might Monkey be saying?



What was Monkey doing? Who was he with?

Ask the children to find the words *Who* and *took*. Tell the children that *who* often comes at the start of a question. How is *took* different from the word *take*? Identify the word *Cheetah*. Can the children think of any other words with the same *ch* sound?

Ask the children to identify the animals on this page. Where have the children seen animals like these?



Ask the children what Giraffe was doing. Encourage less reliance on the picture clues.

Identify the word *Did*. Have the children place it in sentences. Identify the word *Zebra*. What vowel ends this word? Identify the full stops, capital letters, and question mark in the text. Review their various functions.

Have the children identify who is in this picture. Have them predict what Lion and Leopard might be doing. What kind of prey might these animals hunt?



Ask the children what Lion and Leopard were doing. Have them point to the words in the text.

Ask the children to point to the word *take*. Have them place the word in sentences. Write *ing* on the board. What word here has this ending? What other words can have this suffix? Discuss speech marks. Have the children write sentences containing them to clarify meaning and use.

Help the children identify the animals in the picture. Talk about jackals and hyenas and where they may be found.



Ask the children why Jackal was annoyed. Praise them for telling you that Hyena was laughing at him.

Have the children find the word that starts with the letter *w*. Tell them that this word refers to a thing that happened in the past. Can the children find another word that refers to things that happened in the past?

BEFORE READING 10/11

Ask the children to identify the animals in the picture. Where might these animals be found? Will these animals know where Cheetah's spots are?



Ask the children to tell you what Rhino and Buffalo were doing.

Identify the word *playing*. Ask the children to put this word into sentences of their own. Discuss the suffix and list other words with the same suffix. Compare the word *playing* to the root verb *play*. Place both words in sentences to clarify meaning and use.

AFTER READING

Puppet Pets

Jump It!

The Big Clean

Where Does Mr. Black Live?

BEFORE READING 12/13

Ask the children to look at Cheetah and try to guess where her spots might be. Why is Cheetah so upset?

Have the children predict the text. Praise them for using words that are similar to the author's vocabulary and style.



Where else might Cheetah have been looking for her spots? Have the children ever lost anything? Did they find it in the end?

Identify the word *spots*. Have the children identify the initial blend. List other words with the same *sp* blend. Identify the question marks. Remind the children that their voice should go up at the end when they read a question.

AFTER READING

Who Took Cheetah's Spots?

Carla Crocodile Catches a Cold

Saving Lucky

The Road Trip

Ask the children to identify the animal in the picture. Where is it standing? What might it be saying to Cheetah? Have the children predict what is going to happen.



Ask the children what Flamingo said to Cheetah. Have them refer to the text.

Ask the children to identify the word *your*. Have them place it in sentences to share with the group. Locate the word *Flamingo*. Have the children identify the initial blend – *fl*. On the board, list other words with the same blend.

Have the children look at the picture and tell you where Cheetah's spots are. Were the children's predictions correct? Talk about how good Cheetah must be feeling. Have the children recall a time when they found something they had lost and how they felt.



Ask the children what they liked most about the story. Does this story have a lesson? If so, what do the children think the lesson might be?

9 e Who Took Cheetah's Spots? Name _____

Use the words to complete the sentences.

took here who spots said my did

“Rhino, _____ you take my spots?”
said Cheetah.

“Well, if it was not you,
who took _____ spots?” she _____.

“I know _____ took your _____,”
Flamingo said.

“Come _____. Come and see.”

“Nobody _____ your spots.”

9 e Who Took Cheetah's Spots? Name _____

Put capital letters in the correct places.

“who took my spots?” said cheetah.

monkey was having a picnic with baboon.

“did you take my spots, giraffe?”
said cheetah.

“i know who took your spots,”
flamingo said.

Write two sentences that have speech marks.
