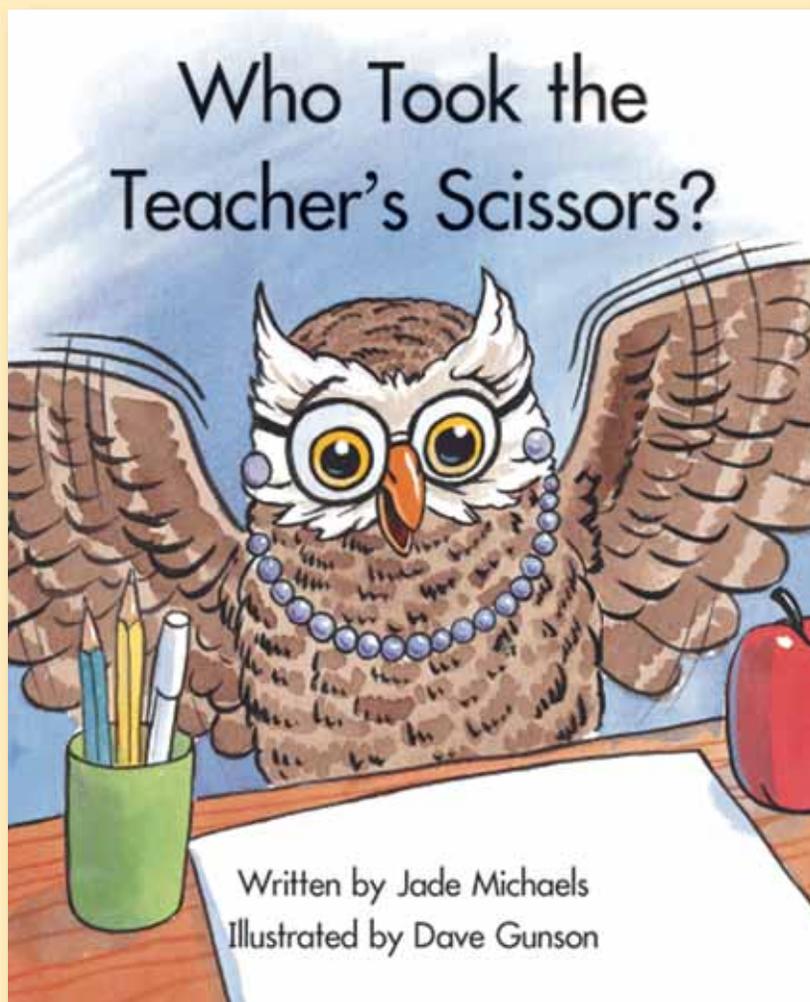




# Level 9 Book e



Level	9
Word Count	175
Text Type	Narrative
High Frequency Word/s Introduced	who



String Things

The Ski Race

The Playhouse

Where Does  
Mrs. Brown Live?

Who Took the  
Teacher's Scissors?

Hide and Seek with  
Carla Crocodile

Pizza Day

Operation  
Elephant Foot

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 discussions 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)*

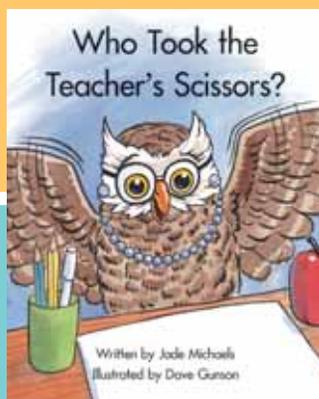


*This symbol relates to use (text user)*

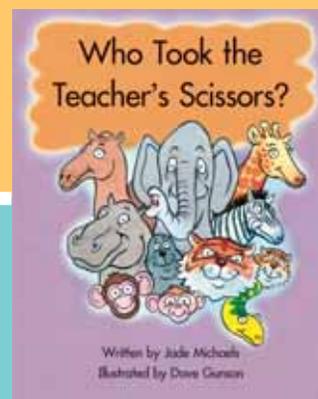
## BEFORE READING Cover & Title Page



Ask the children to read the title or read it to them. Have them look at the cover and title page illustrations and suggest who might be the teacher and who might be in the class.



Ask the children to retell the story. Who was the teacher? What was her problem? What did she do? How did the story end?



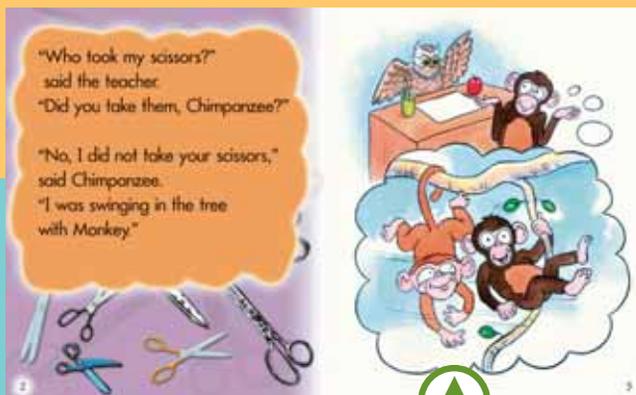
Ask the children to analyse the text in light of their own experiences. Invite volunteers to share a time when they have lost things. Did they react like the teacher?

## BEFORE READING

2/3

Explain to the students that some of the illustrations in this book have thought bubbles. The children should use the thought bubbles to help them predict what is in the text.

Have the children look at this picture and say who the teacher is talking to. Ask them to use the thought bubble to help them predict what the chimpanzee says.



## AFTER READING

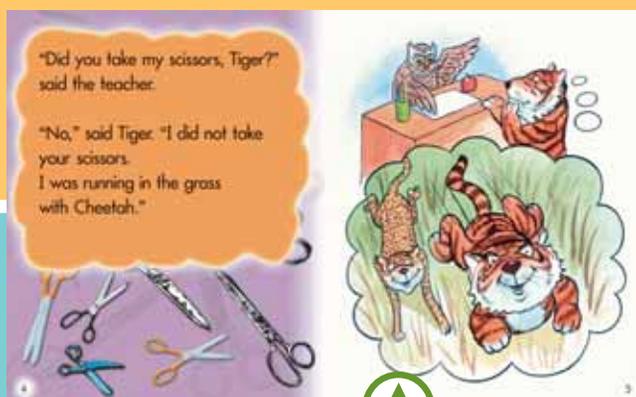
Review the narrative text type with the children. Ask them to identify the teacher's problem. Why was losing her scissors a problem for the teacher?

Ask the children to read the first line on this page again. Review with them some words that often start questions. Have them locate the word *who*.

## BEFORE READING

4/5

Have the children look at the illustration on page 5. What is happening on this page? Who is the teacher talking to? Ask them to use the thought bubble to suggest what the tiger is saying to the teacher.

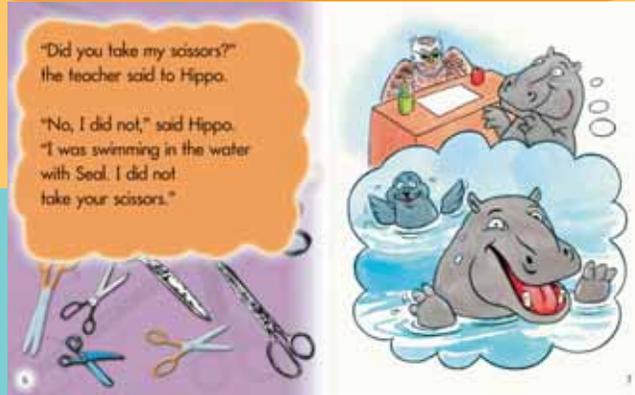


Discuss the similarities and differences between tigers and cheetahs. How can the children tell from the picture which is which?

Discuss with the children how they used the text to distinguish the words *tiger* and *cheetah*. What did they know about these two words that helped them decode them?

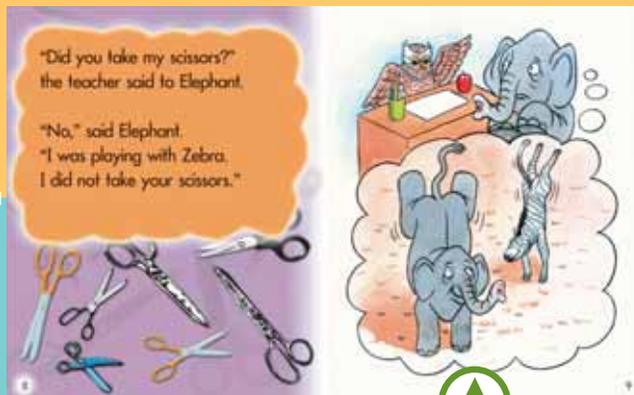
## AFTER READING

Have the children discuss this picture. Who are the characters involved? Has the teacher found her scissors yet? Have the children check back to the animals on the title page and then predict who the teacher might talk to next.



Continue the discussion about the similarities and differences between animals. What do seals and hippos have in common? How are they different?

Have the children confirm or revise their predictions. If they were correct, which animals has the teacher not spoken to yet? Will she speak to one of them on the next page?

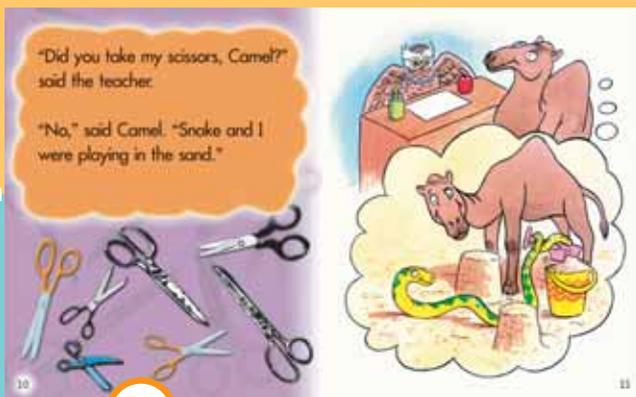


Discuss elephants and zebras with the children. How are they the same? How are they different? In real life, could they play together? Could a tiger or a cheetah play with a zebra? Why or why not?

Ask the children to comment on any difficulties they had reading the text so far. Praise any appropriate behaviour that you noted as they read.

## BEFORE READING 10/11

Discuss the children's predictions. Were they right? Has the teacher talked to all the animals now? If she has, what will happen next?

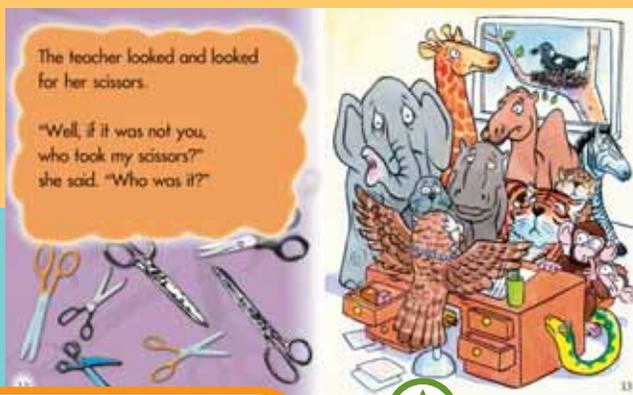


Discuss with the children why Camel and Snake were playing together. What do they have in common? In real life could camels and snakes play together? Why or why not?

## AFTER READING

## BEFORE READING 12/13

Have the children look at the picture. What is going on now? Does the picture give any clues about the possible outcome? If so, what might it be?

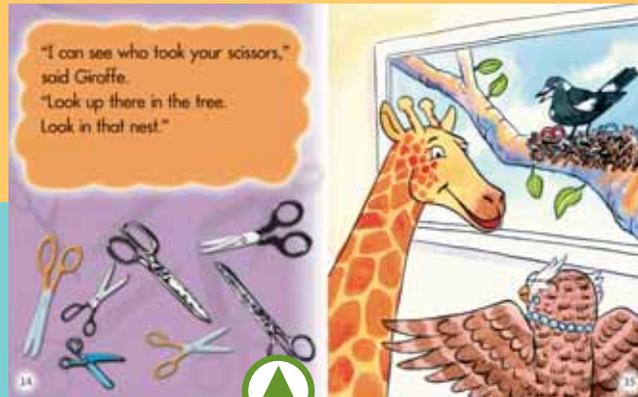


Invite the children to read the first two lines of this page again and then look at the picture. Do the children really think that the teacher was looking and looking for her scissors, or did she just look on her desk and hope that someone else would find them for her?

Ask the children to scan the page again and find the word *who*. How many times does the word appear? What is different about the two uses of *who*?

## AFTER READING

Have the children look for further clues in this illustration. What do they think Giraffe is saying to the teacher?

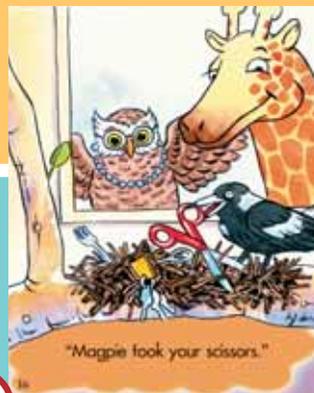


Have the children discuss who found the scissors. Why was Giraffe able to spot the scissors when no one else could?

Write *took* and *look* on the board. Ask the children to read the words and say what is the same about them. Write *looked* on the board. Ask the children what the present tense of *took* would be. Have them go back through the book and find the places where the word *take* is used.

Have the children look at the final illustration. Why are the scissors in the nest? What other things are in the nest? Do the children know that magpies like to take shiny things?

Remind the children that their reading needs to make sense, sound right, and look right as they read independently. Remind them to check the thought bubbles as they read.



Have the children talk about the ending of the story. Was it a good ending? Why or why not? What other endings could the author have used?

## 9 e Who Took the Teacher's Scissors?

Name \_\_\_\_\_

1. Connect the words to complete the sentences.

Chimpanzee was playing with Zebra.  
Tiger was swinging with Monkey in the tree.  
Hippo was playing with Snake in the sand.  
Elephant was swimming with Seal in the water.  
Camel was running with Cheetah in the grass.

2. Fill in the missing spaces using words from the  
Word Bank.

The teacher \_\_\_\_\_ and looked for her \_\_\_\_\_.

“Well, if it was not you, who took my scissors?”  
she said.

“\_\_\_\_\_ was it?”

“I can \_\_\_\_\_ who took your scissors,”  
said \_\_\_\_\_.

“\_\_\_\_\_ up there in the \_\_\_\_\_. Look in that \_\_\_\_\_.”

### Word Bank

looked Giraffe tree nest scissors see Look Who

**9 e Who Took  
the Teacher's Scissors?**

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

1. The sentences below are missing capital letters.

Put capital letters in the correct place.

sally and james went camping in the bush.

magpies make nests in trees.

it is hot in australia.

the ship sailed across the sea.

on monday, school starts.

jim broke the glass.

the red fire engine went to the fire on first street.

2. Write three sentences using direct speech.

Remember to show who is speaking.

---

---

---