



Level 9 Book f

Hide and Seek With Carla Crocodile



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Illustrated by Peter Campbell

Level	9
Word Count	174
Text Type	Narrative
High Frequency	before, now,
Word/s Introduced	one, over, three

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)

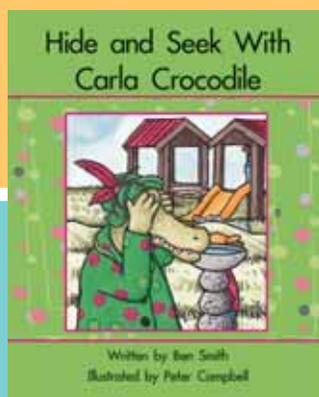


This symbol relates to use (text user)

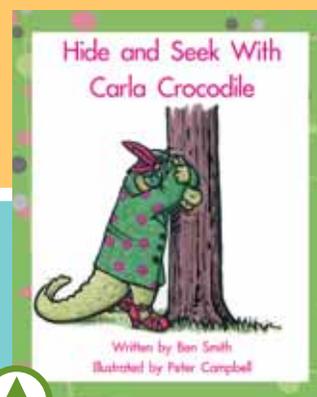
BEFORE READING Cover & Title Page



Ask the children to read the title and look at the cover illustration. Invite the children to talk about how they play hide and seek and relate it to what they think will happen in this book.



Ask the children what game the title mentions. Who is going to be playing the game in this story? What is Carla Crocodile doing in the pictures on the cover and title page?



Have the children talk about their reading strategies. Ask volunteers to share the things they did to decode new words like *before* and *counted*.

Those children who have been reading this series of books will have met Carla Crocodile already. Ask them to look at this picture and talk about who Carla's friends are.

Review capital letters with the children. Ask why there are capitals in the text. When should capitals be used? Have them scan this page for capital letters and suggest why they are used here.



Review the text type with the children. What are the features of a narrative? Who are the characters? Who is the main character? Where is the story set? What happens in the story? Ask the children how knowing the text type helps their understanding of the story.

Ask the children to look at the illustration on page 5. What is Carla Crocodile doing? What are the other characters doing?

Discuss with the children how numbers can be written as words. Have the children scan the first sentence of the second paragraph looking for the words *one*, *two*, and *three*. Discuss the use of these words in the text.



Discuss with the children how it is important to follow the rules of a game. Why does Carla cover her eyes? What would happen if she didn't? Would it be fair if she didn't cover her eyes? Ask the children how high Carla said she would count. What does she tell the others to do? What does she say when she has finished counting?

Ask the children to locate *one*, *three*, and *now* on this page.

Have the children look at the illustrations on pages 6 and 7. What is happening? Who has Carla found first? What does Hippo have to do?



Ask the children to look at the picture again carefully and discuss whether Hippo's hiding place was a good place to hide. Why did Carla tell Hippo to get home? What does that mean?

Ask the children to locate *over*, *three*, *one*, and *before* on these pages.

Have the children discuss the illustrations on pages 8 and 9. What is Carla doing now? Ask the children who Carla looks for this time. Does she find him? Where is Seal hiding? Which picture shows that she has found him? Why is Seal running? What does Seal have to do? Invite the children to predict what will happen next. Will Carla find Penguin? Will Penguin get home?



Ask the children if they thought Seal hid in a good place. What would happen to Seal if he didn't get home?

Ask the children to find *over*, *now*, *one* and *three* on these pages.

BEFORE READING 10/11

Invite the children to talk about this picture. Did Carla find Penguin? Did they predict that she would?

Ask the children to point to the the word *Penguin*. How did they know that the word they are pointing to is *Penguin*? Invite volunteers to share what letters or groups of letters helped them.



Ask the children if they thought Penguin was hiding in a good place. Why or why not? Which animal has hidden in the best place so far? Ask the children to give a reason for their answer.

AFTER READING

BEFORE READING 12/13

Invite the children to discuss this picture. What is happening? Will Penguin get home before Carla counts to three?



Discuss with the children how Penguin must be feeling. Ask the children to share experiences where they have injured themselves in a game. How did they feel?

AFTER READING

Ask the children to look carefully at the illustration of Carla and Penguin. What is Carla doing now? What might she be saying to Penguin?



Ask the children to reread this page. What does *There, there* mean? What did Carla mean when she said, "You are all right now. But you fell over before you got home."

Engage the children in a conversation about Carla Crocodile. How would they describe her actions towards Penguin? What does this tell them about her?

Ask the children to look at the final illustration. What has happened in the game of hide and seek? Who is counting to three? Why?

Ask the children to go back to the beginning and read the book independently. Remind them that their reading needs to make sense, sound right, and look right.



Discuss with the children why Penguin is now counting. Who will be seeking? Who will be hiding? How will the game progress?

Ask the children to discuss other things about Carla Crocodile that tell about her character. Did the author do a good job of describing Carla's character?

9 f Hide and Seek

With Carla Crocodile

Name _____

1. Answer **yes** or **no** to the following sentences.

Hide and seek is a game played by animals. _____

Carla Crocodile counts to three. _____

Penguin, Hippo, and Seal go and hide. _____

Hippo hides behind a tree. _____

Seal hides behind a bird bath. _____

Penguin hides in the playground. _____

Penguin ran home. _____

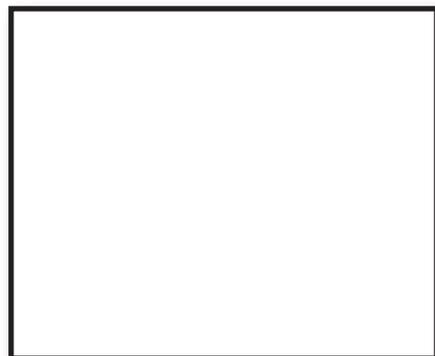
Penguin hurt himself. _____

Penguin counts to three. _____

Penguin looks for the others. _____

2. Write four words describing Carla.

3. Draw a picture of
Carla and her friends.



9 f Hide and Seek

With Carla Crocodile

Name _____

1. There are capitals missing from the sentences below.

Place capitals in the correct place.

carla crocodile was playing hide and seek.

carla counted, "one, two, three." hippo ran home.

"i can see you," carla said to seal.

carla went to look for penguin.

penguin ran, but he fell over before he got home.

"now you have to count to three."

2. Underline the direct speech. Circle who is talking.

"Have you done your homework?" said Mum.

"We won our game!" said Sam.

"Your rabbit is eating my plants!" said Mrs Black.

"Where are my glasses?" said Don.

"I feel sick," said Jill.

"We will be late for school," yelled Dean.

"Where is my library book?" said Pam.

"I am going to the shop," said Sally.