



Level 9 Book 9

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

Saving Lucky



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Photographed by Brooke Worthington

Level	9
Word Count	178
Text Type	Procedural recount
High Frequency Word/s Introduced	



MACMILLAN

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 describe what is happening in the cover photograph. Is this a story book or an information book? What tells us this?



Talk to the children about the jobs of the author and the photographer. Would the children like to do either of these jobs?



Ask the children to predict what will happen in the book.

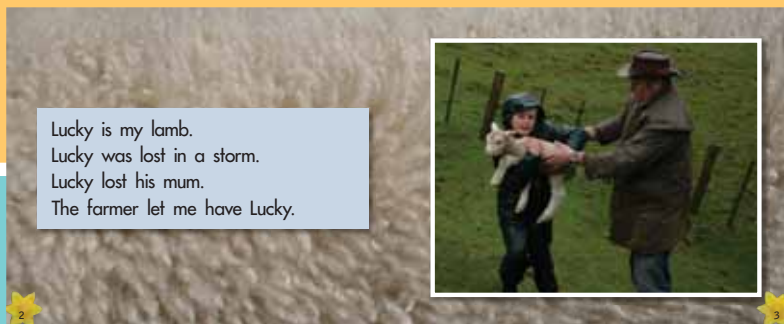


Encourage the children to think about their reading. Discuss the strategies they use to decode an unfamiliar word.

AFTER READING

BEFORE READING 2/3

Ask the children to look at the photo and guess who Lucky might be. Have them list words that describe Lucky. Why might the lamb be named Lucky?



AFTER READING

Ask the children what happened to Lucky. Praise them for gathering information from the text. Who is telling the story?

Ask the children to find the word *his*. Have them put the word in sentences of their own to clarify meaning and use. Ask them to point to the word with the *y* ending. What other words have the *y* ending? What other words can we build from *farmer*?

BEFORE READING 4/5

Ask the children what process the photos show us. Why are there numbers in the text and on the photos? Talk about other places where numbered instructions can be found.



AFTER READING

Ask the children to explain what is needed to care for Lucky. Discuss how pictures can help us understand text.

Identify the word *with*. Have the children place it in sentences to share. What word has the *lk* blend? Brainstorm other words with the *lk* blend. Read them together.

Ask the children what is happening in this picture. Talk about any times when the children fed animals and how the experience made them feel. Discuss *mls*. Ask the children to look at the table and the information it gives.

Feeding Chart		
Days 1 to 4	100 mls	five times a day
Days 5 to 7	250 mls	four times a day
Days 8 to 20	350 mls	four times a day
Day 21 start weaning	500 mls	two times a day

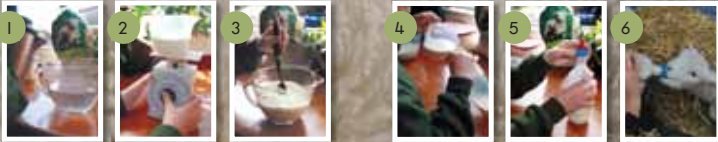
When we got Lucky, we made milk to feed him five times a day.



Why do we increase the quantity of milk the lamb is fed each day as he gets older? Why do we reduce the number of times the lamb is fed each day as he gets older?

Ask the children to point to the word *day*. Have them place it in sentences to share with the group. What word has the double *e* spelling? List other words with the same double *e* sound. Write them on the board. What part is the same?

Ask the children what the picture instructions are showing us. Talk about how the instructions help us understand what to do. What process are the instructions for?



Making the Milk

1. Take 1 litre of warm water.
2. Take 200 grams of milk powder.
3. Put them in a clean jug.
4. Pour the milk into a clean bottle.
5. Put on the teat.
6. Feed Lucky.

Have the children match the pictures with the sentences. Ask them what made it easier to match the pictures with the sentences.

Ask the children to point to the word *Take*. Have them place it in sentences of their own to clarify meaning and use. Which words have the *ea* spelling? What are some other words with the same *ea* sound? Ask the children to find the measurement words – *grams* and *litre*.

BEFORE READING 10/11

Have the children speculate about who the woman in the photo might be. Why does Lucky like to be with the boy and his family?

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



Lucky got medicine from the vet, so he won't get sick.



Lucky liked to be with us. Now we were Lucky's flock. I played with him.

AFTER READING

Ask the children if they know what a vet does. Clarify the meaning of the word *flock*. Why are the boy and his family Lucky's flock?

Identify the word *Now*. Have the children locate the word. Have them place it into sentences of their own to share with the group. Discuss the *ow* sound. List other words with the same sound. Discuss the contraction *won't*.

BEFORE READING 12/13

Ask the children how Lucky has changed. What is Lucky doing in the pictures?



Lucky ran and jumped and skipped in the afternoons.



AFTER READING

Ask the children to tell you what kinds of things they do with their pets. Have any of the children played with a lamb like Lucky?

Identify the word *jumped*. Have the children place it in sentences to share with the group. Then ask the children to find the word made from two smaller words. What other words can we build from *jump* and *skip*?

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Ask the children to describe what they notice about Lucky. What is he doing in the picture?



Have the children predict what the text might say. Praise them for using vocabulary and style similar to that of the author.



Now Lucky has grown.
He has a new flock.

14



I still see Lucky, though.
He still comes to meet me.

15



Who does Lucky live with now that he has grown? Ask the children if Lucky still plays with the boy. Where in the text does it give this information?



Clarify the pronunciation of *though*. Ask the children to identify the word *grown*. Identify the *ow* sound. Can the children list other words with the same *ow* sound?



Have the children look at the picture and tell you how the boy might be feeling. What do the children think the boy learned from this experience?



Have the children say what they liked most about the story. What have the children learned?



Can you guess why his name is Lucky?

16



Ask the children what kind of sentence this is. Remind the children that their voice should go up at the end when they read a question. Ask the children to make up their own questions and practise reading them.

Put the instructions in order.

Write a number next to each one.

- Feed Lucky. _____
- Take 200 grams of milk powder. _____
- Put on the teat. _____
- Pour the milk into a clean bottle. _____
- Take 1 litre of warm water. _____
- Put them in a clean jug. _____

Circle the measurement words.

- circle find jug
- litre bottle
- milk grams
- feed seconds

9 g Saving Lucky

Name _____

Put punctuation in the sentences.

Put in capital letters, full stops,
commas, and apostrophes.

lucky got medicine from the vet
so he won t get sick

lucky liked to be with us

now we were lucky s flock

Write instructions for making hot chocolate.

1. _____
2. _____
3. _____
4. _____
5. _____