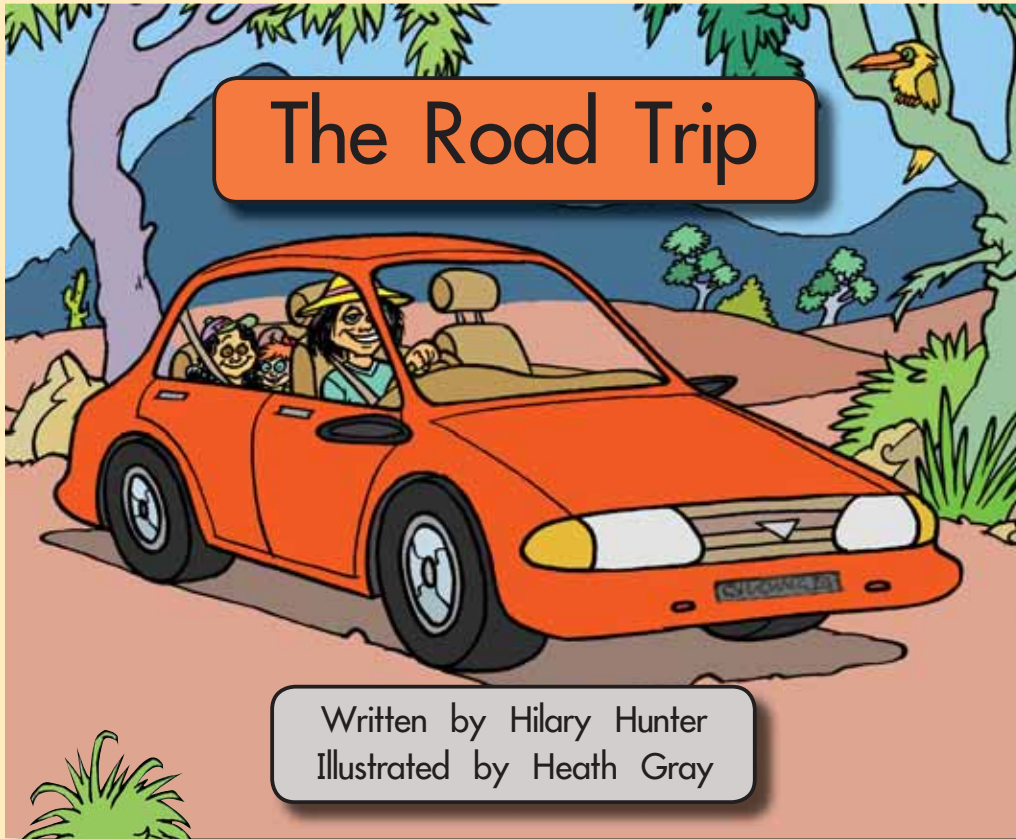




Level 9 Book h



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



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)

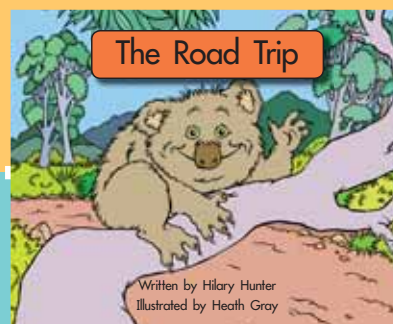
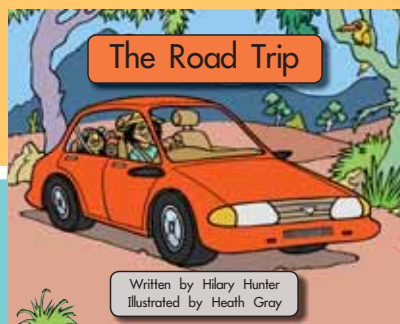
 This symbol relates to critical analysis (text critic or analyser)


 This symbol relates to use (text user)


BEFORE READING Cover & Title Page

 Ask the children to describe the front cover and title page. What is the animal on the title page?

 Discuss book conventions. What does an author do? What does an illustrator do?



 Have the children predict where this road trip will go and what will happen. Have the children ever been on a road trip? What kinds of things did they see and do?

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

BEFORE READING 2/3

Have the children discuss the relationship the people in the picture have to one another. What might we take on a road trip? How are the characters feeling?



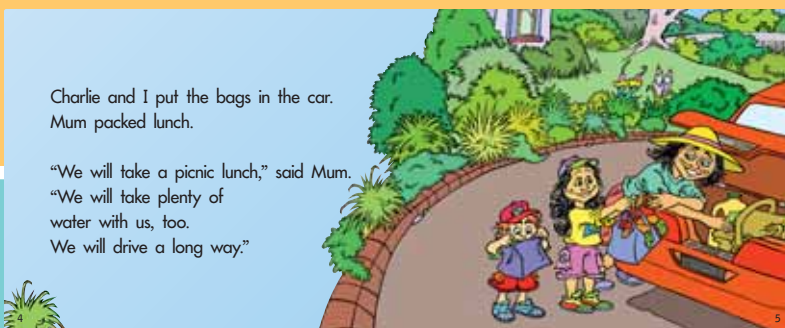
Ask the children what Mum tells Charlie and the girl to do. Who is telling the story? How do we know this?

Have the children identify the word *road*. What other words have the same *oa* sound? What word here has a *y* ending?

AFTER READING

BEFORE READING 4/5

Ask the children what the family is doing in the picture. What are they putting into the car?



Discuss what the family does. What are they taking with them? How far are they travelling? Discuss why it is important to take water on a road trip.

Review punctuation. Ask the children to identify all the punctuation in the text. What is each kind used for? Clarify the *ch* sound at the end of the word *lunch*. What other words have the *ch* ending?

AFTER READING

Ask the children where the family is now. What is Charlie pointing at? What other animal is in the picture?

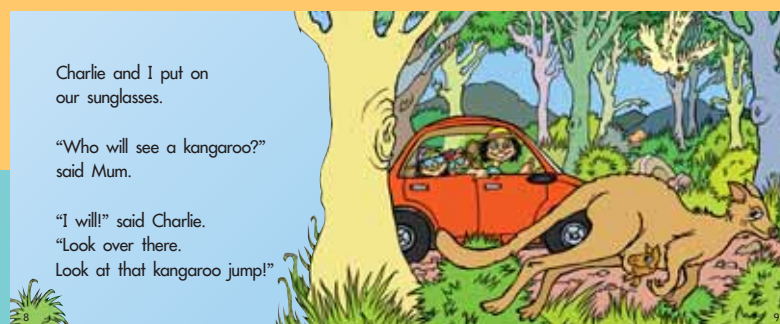
Ask the children if they think it is a good idea for the illustrator to draw Mum looking away from the road. Is this safe?



What question does Mum ask? What does the girl say?

Have the children find the word *will*. Have them place it in sentences to clarify tense. Ask the children to find the double *o* word. Brainstorm other words with the same sound. Clap the syllables in the word *koala*. How many syllables are in this word?

Invite the children to identify what Charlie is pointing at now. What animals have the children seen on their road trips? How might the children in the story be feeling at the moment?



Ask the children what they think of the book so far. What is their favourite thing about the book?

Ask the children to find the word *jump*. Have them place it in sentences. Clarify the *mp* sound. What other words have the *mp* ending? Invite the children to identify the word that is made of two smaller words.

BEFORE READING 10/11

Ask the children to tell you what is happening in the picture. What might happen next?

Ask the children to predict the text. Praise them for using words similar in vocabulary and style to that of the author.



Discuss with the children how the illustrator has shown the movement of the car in this picture. Is this successful?

Have the children find the words with the *sh* sound. Clap the syllables in *Suddenly*. What sound does the *y* ending make? What words come from sounds? Why are there exclamation marks here? What places do we use exclamation marks?

AFTER READING

Puppet Pets

Jump It!

The Big Clean

Where Does Mr Black Live?

BEFORE READING 12/13

Ask the children if the family is OK. What is the first thing we should do in an accident?

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



Ask the children to find the question mark. Tell the children that their voice should go up at the end when they read a question. Have the children make questions of their own and practise reading them with a partner. Discuss the contraction *We're*. How would we change the sentence *Charlie looked at me* to the present tense?

AFTER READING

Who Took Cheetah's Spots?

Carla Crocodile Catches a Cold

Saving Lucky

The Road Trip



Ask the children to describe what is happening in this picture. What is Mum doing? What do the children think the family is doing now?



Have the children tell you what they think of this book and why. Is this a good story? How should the story end?



Ask the children what Mum does. What does Charlie ask?



Ask the children to identify the word *lunchtime*. What two smaller words is this word made from? How would we change *Charlie and I got out of the car* to the present tense?



Ask the children to predict who might be speaking and what they might be saying.



Have the children name the punctuation at the end of the sentence. Which character is speaking?



Ask the children to tell you what they liked most about this story. Did the characters behave and act in a way that was believable?

Use the words to complete the sentences.

Word Bank

bush fine put
OK happy lunchtime
Mum bags

Charlie and I were _____.

We were going on a road trip.

Charlie and I put the _____ in the car.

“Who will see a koala?” _____ said.

Charlie and I _____ on our sunglasses.

We crashed into a _____.

“Are you _____?” said Mum.

“We’re _____, Mum,” I said.

“Is it _____ yet?” said Charlie.

9 h The Road Trip

Name _____

Circle the words with the **mp** ending.

One has been done for you.

koala

jump

lunchtime

bump

rock

thump

water

kangaroo

bush

lump

Put two of the **mp** words in sentences.
