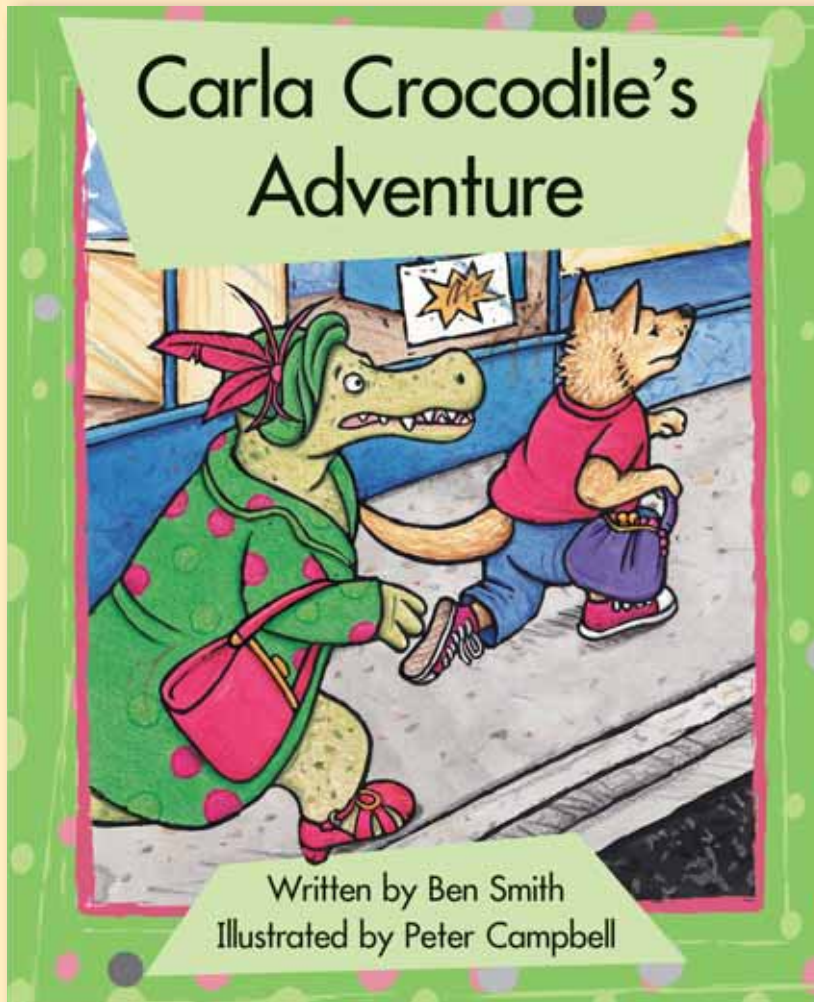




Level 18

Book c



Level	18
Word Count	435
Text Type	Narrative (adventure)
High-Frequency	around
Word/s Introduced	

We have designed these lesson plans so that you can have the plan in front of you as you teach, along with a copy of the book. Suggestions for teaching have been divided into questions and discussion that you may have with students before, during, and after they read. This is not an arbitrary division. You may prefer to explore the meaning and the language in more detail before students read. Your decisions will depend on the gap between students' current knowledge and the content, vocabulary, and language of the book they are about to read. The more information students 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 we think are important in developing good readers. As well as comprehension and decoding, we have addressed the issue of students being able to analyse and use texts they read. The symbols below guide you to the type of question or discussion.



*This symbol relates to decoding
(code breaker)*



*This symbol relates to use
(text user)*



*This symbol relates to comprehension
(meaning maker)*



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

BEFORE READING

Ask students to read the title and names of the author and illustrator. Have students predict the main character and theme from the title and picture. Where are they going? Are they in a hurry? Why? Ask students what an adventure is.

Explain to students that this story is an adventure narrative, with animals as the characters. Revise the narrative structure with students using a story frame/web.

Read and discuss the title page.

DURING READING

Set students a purpose to read for, with a focus question on each page. Explain to students that you will be asking a question before they read each page, and that they should read silently. They should be ready to answer when they have finished reading the page.

Ask, before students read each page –

Pages 2–3 How and why is Carla going to town?

Pages 4–5 What is the problem in the story?

Pages 6–9 What did Carla do?

Pages 10–13 How did Carla trick the dingo?

Pages 14–17 Why did the dingo drop the bag?

Pages 18–21 Who came to help Carla?

Pages 22–24 What did Carla decide in the end?

AFTER READING

Ask students to revisit the text and turn to the pages where Carla intervened to solve the problem. Reread pages 10–13 to confirm Carla's actions.

Have students talk to the person next to them about what happened in the story that identified it as an adventure.

Ask students to reread the story to a partner, responding to the exclamation marks to transfer the excitement of the adventure to the listener. Each student reads half the story.

Developing Specific Skills

Alliteration – Carla Crocodile

Punctuation symbol – exclamation marks

Silent *k* – knocked (page 6)

f changes to *v* and add *es* – thief/thieves (page 24)

Run, ran, runner, running

Identify the characteristics that link the story to the genre form – adventure.

Write a character web about Carla.

Discuss how an adventure makes the reader feel. Identify three tension points in the story. Talk about how the excitement of these points of action makes the reader read faster to find out what will happen next.

Complete the narrative frame/web – characters, setting, problem, resolution.

MEANING MAKER



Ask students to draw a map showing where Carla went as she chased the dingo. Begin the map with Carla leaving home for the train station.

Have students read the parts of the text with exclamation marks, responding to the meaning of the words with their voices.

TEXT CRITIC



Discuss the purpose of reading an adventure narrative. Have students comment on whether they found reading the story entertaining. Discuss whether the author made the story almost believable. Why or why not?

18c Carla Crocodile's Adventure Name _____

1. The sentences below need punctuation and capital letters. Rewrite, adding the correct punctuation and capital letters to the sentences.

a. stop that thief he took my bag help help a woman cried

b. take that she said that will teach you to take peoples bags

c. over there cried a platypus i saw the dingo thief run over there


2. Change the *f* to *v* and add *es* or *s*.

thief knife wife life

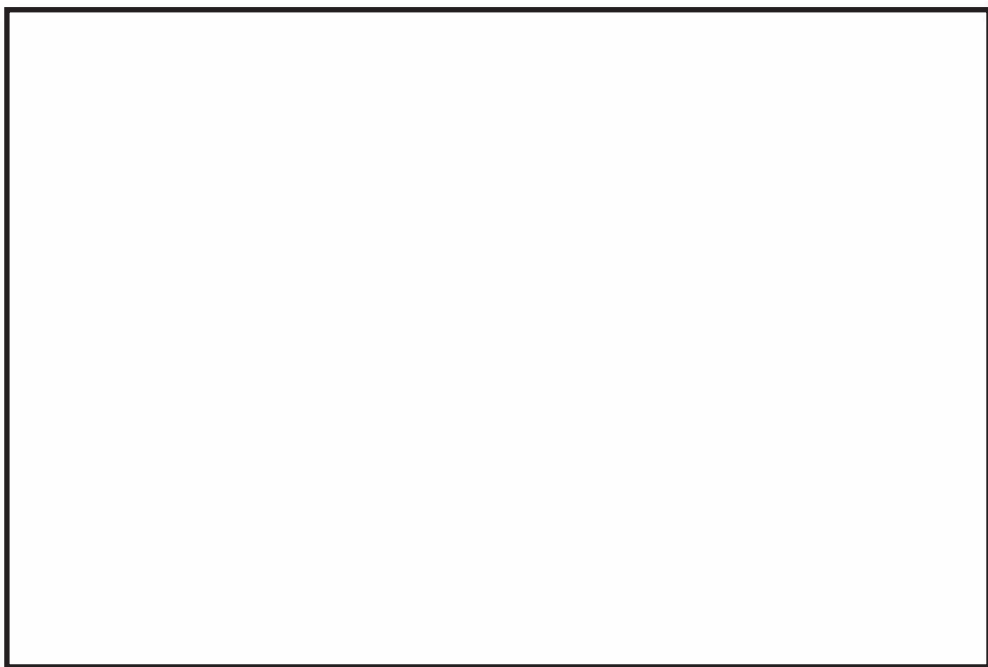
3. Write two sentences. In one sentence, use a singular word from the top line and in the other sentence, use a plural word from the bottom line.

18c Carla Crocodile's Adventure Name _____

I. Cut out the sentences and glue them in the right order.

He tied the dingo thief up.	
He's got my bag.	
Carla jumped out from behind the bush.	
I'm going to town today.	
I'll get a new dress the next time I go to town.	

**2. Draw Carla hitting the dingo on the head with her handbag.
Write a caption.**



18c Carla Crocodile's Adventure Name _____

1. Complete using alliteration.

Carla Crocodile

_____ Penguin	_____ Koala
_____ Dingo	_____ Platypus
_____ Seal	_____ Walrus

2. Write the words in the order they appear in the story.

TV	1. _____
train station	2. _____
river	3. _____
big bush	4. _____
home	5. _____
bridge	6. _____
hill	7. _____
park	8. _____

3. Rewrite the words with the letters in the right order.

recliodo	_____
atsnoti	_____
mwaon	_____