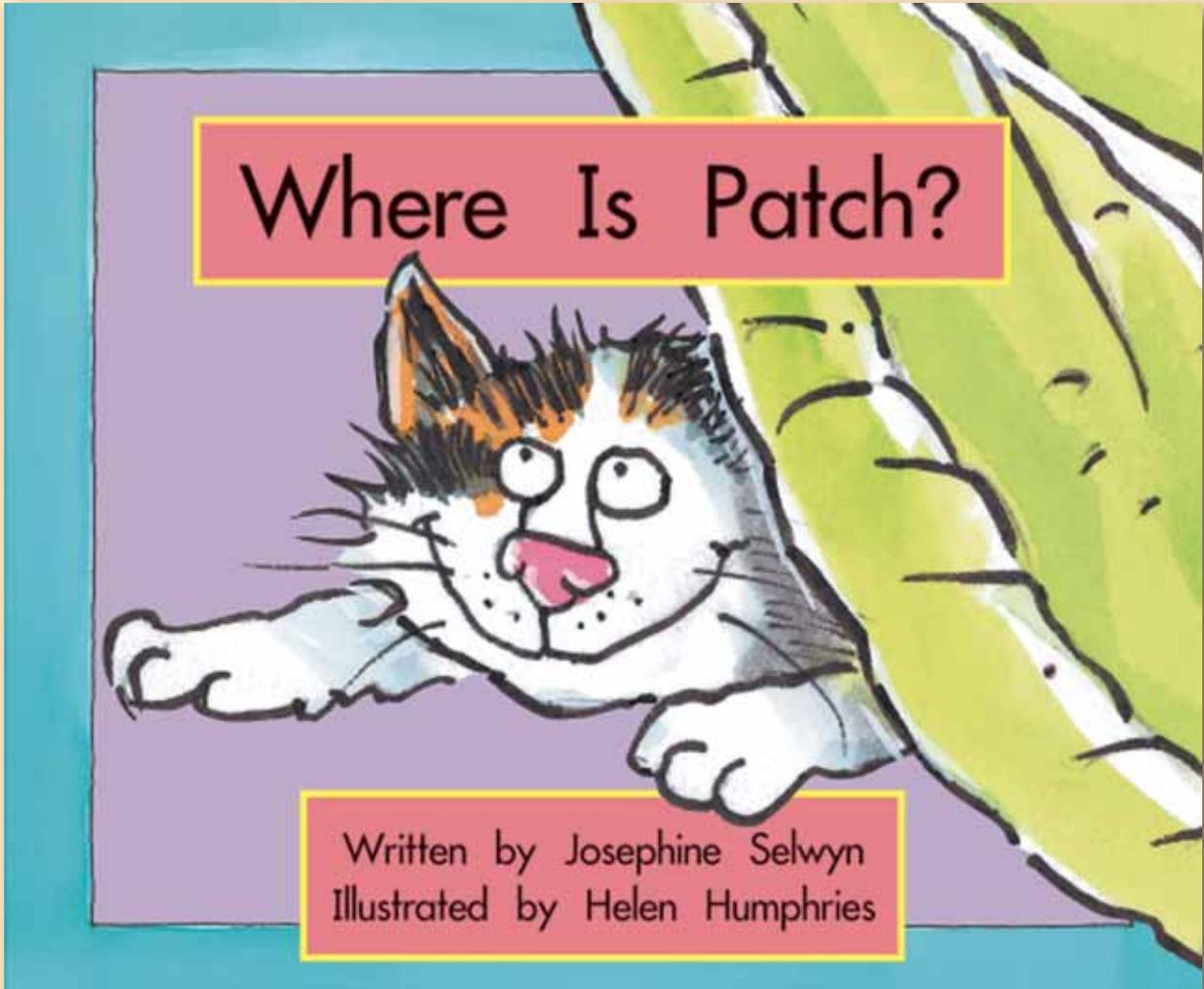




# Level 3 Book f



Level	3
Word Count	73
Text Type	Narrative
High Frequency Word/s Introduced	



At the Fair

Going to the Moon

Funny Fish

Where Is My Bear?

Animal Babies

Where Is Patch?

Carla Crocodile  
Goes Shoe Shopping

Trucks and Other  
Big Machines

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. 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)*



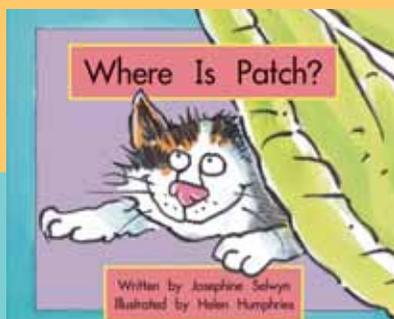
*This symbol relates to use (text user)*

BEFORE READING

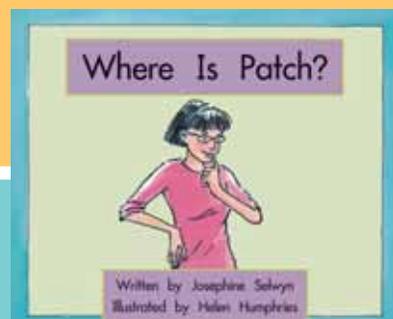
## Cover & Title Page



Read the title to the children and ask them to look at the cover and say where they think Patch is. Have them look at the title page. Do they think that this woman knows where Patch is?



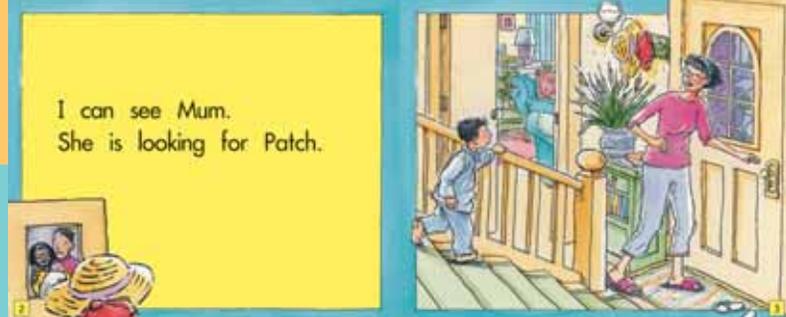
Have the children respond to the book. Where did the boy and his mum look first, second, next, last?



Discuss the children's reading strategies. Praise any children who spontaneously corrected their reading when they realised they had made an error.

AFTER READING

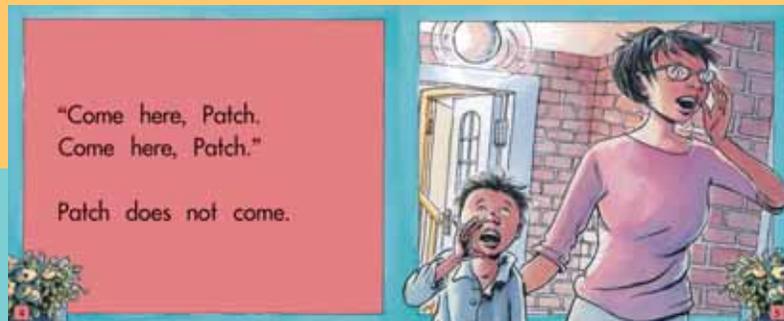
Tell the children that the boy in the picture is telling this story. Ask them to discuss the picture. Do they know where Patch is? Where do they think Mum is going to look for Patch? Will the boy go too?



Ask the children why they think Mum is looking for Patch.

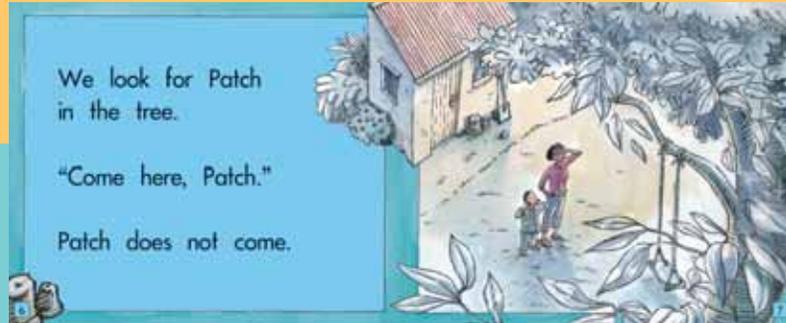
Write the words *look* and *looking* on the board. Ask the children to read the words. Ask them what is the same in each of the words.

Ask the children to discuss what the boy and his mum are saying. Ask them what they say when they are looking for a pet.



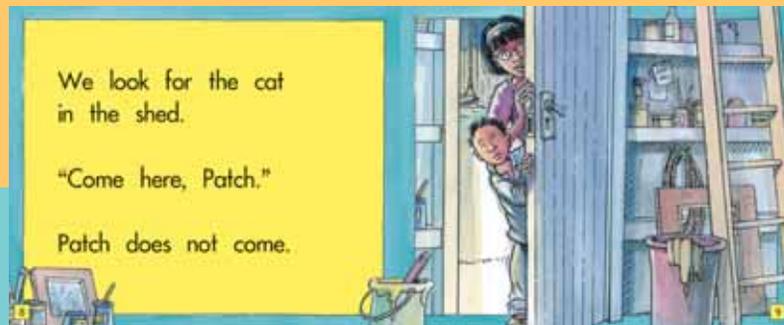
Continue the discussion about why Mum and the boy are looking for Patch. Ask them to analyse this picture and the picture on page 7 to say what time of day it is. What clues do the pictures give them?

Ask the children to discuss this picture. Where do the boy and his mum think Patch is? Does Patch come?



Ask the children to use their prior knowledge about where cats go to say why the mum and the boy looked in the tree.

Invite the children to discuss this picture and say where the boy and his mum are looking now. What are they saying?

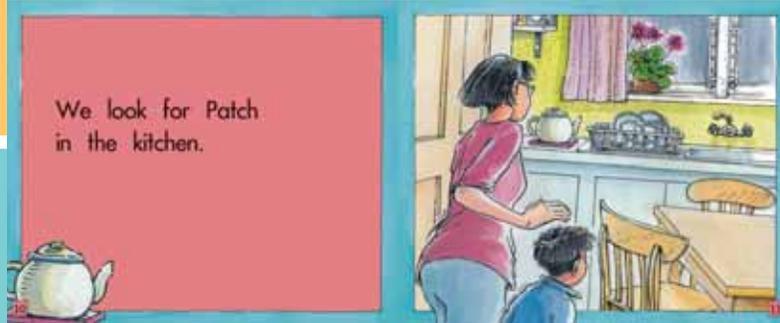


Write *cat* and *Patch* on the board. Ask the children what is the same about these two words. Have one child circle what is the same. Invite the children to tell you other words that rhyme with *cat* and *Patch*. List them on the board under *cat* or *Patch*. Discuss what is the same.

BEFORE READING 10/11

Continue the discussion about the search for Patch. Ask the children where the boy and his mum are now.

Have the children say what letter they expect to see at the beginning of *kitchen*. Praise for either *c* or *k*. Ask them to locate the word *kitchen*.



Ask the children to return to the picture and discuss it more fully. How did they know it was the kitchen? What clues does the picture give? How is it the same/different from their kitchen?

AFTER READING

BEFORE READING 12/13

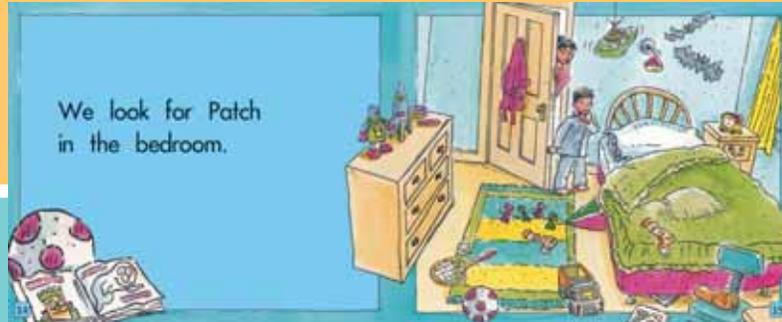
Continue the discussion. Where are they looking now? The children may have a variety of names for this room. Ensure that you have discussed all the options before they read the text independently.



Continue the discussion about living rooms. Ask the children to name as many objects as they can in this living room. How is it the same/different from their living room?

AFTER READING

Invite the children to discuss this picture. Does it give them any clues as to where Patch is?



Invite the children to discuss bedrooms more fully. How is this bedroom the same/different from their bedroom?

Write the word *bedroom* on the board. Ask the children to read the word. Ask them what the two little words in *bedroom* are.

Ask the children if they guessed from the cover where Patch was going to be.

Have the children go back to the beginning of the book and read it independently. Remind them to make sure their fingers match the words they read. Remind them also to look at the words as well as the pictures.



Ask the children to use the information in this book to say what they would expect to find in a book like this where the pet was a dog.

Invite the children to think about whether someone who did not have a pet would understand this book. Would they like it?

### 3 f Where Is Patch?

Name \_\_\_\_\_

Read the sentences.

Find the correct picture.

Draw a line to the correct picture.

We look for the cat  
in the shed.



We look for the cat  
in the tree.



We look for the cat  
in the living room.



### 3 f Where Is Patch?

Name \_\_\_\_\_

Write the missing letters. Read the sentences.

1. I can see Mum.

She is look \_ \_ \_ for Patch.

2. We look for the c \_ \_ in  
the shed.

“Come here P \_ \_ ch.”

P \_ \_ ch does not come.

3. We look for Patch in  
the \_ itchen.

4. We look for Patch in  
the b \_ \_ r \_ \_ \_.