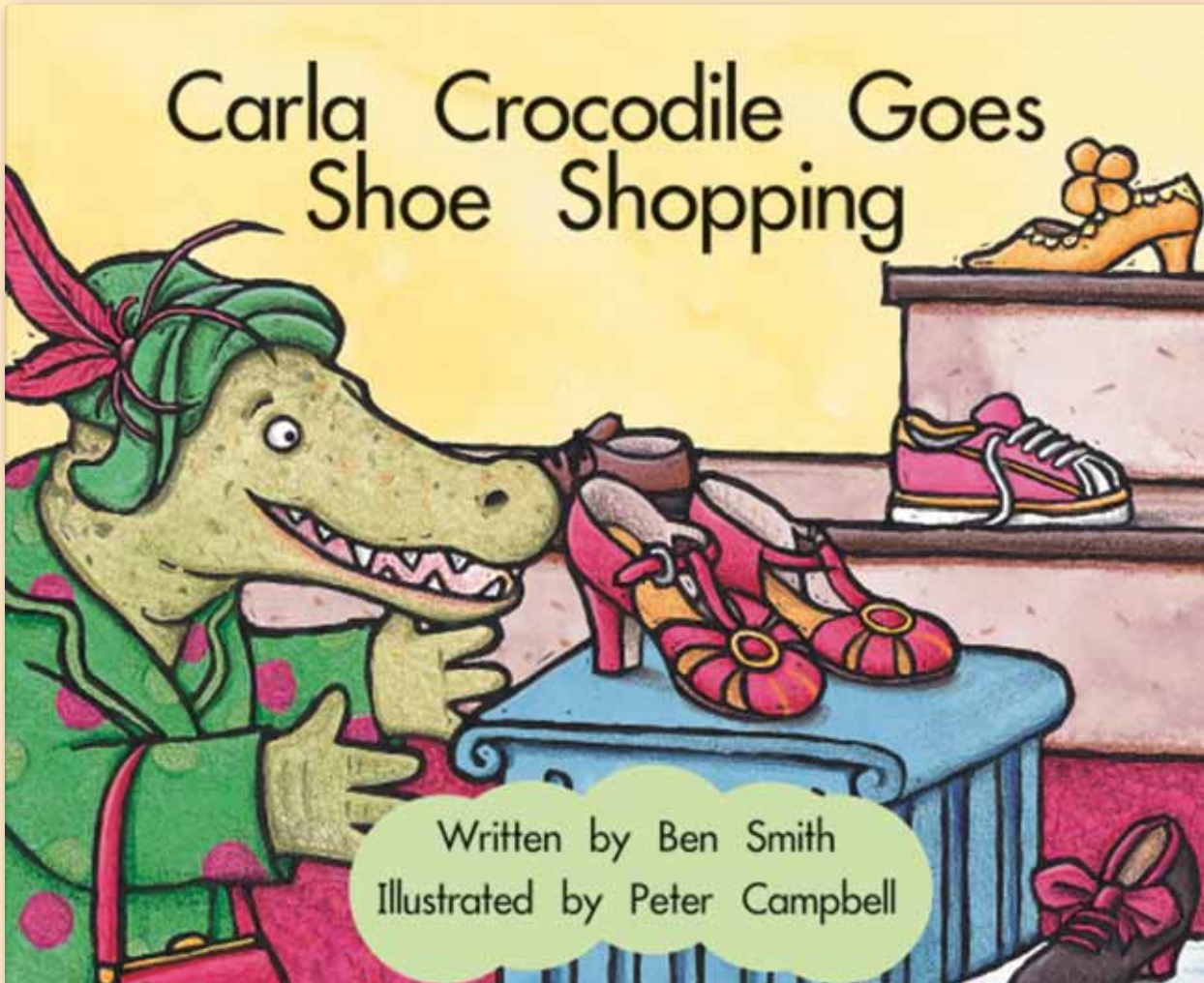




Level 3 Book 9



Written by Ben Smith
Illustrated by Peter Campbell

Level	3
Word Count	77
Text Type	Literary recount
High Frequency	have
Word/s Introduced	



MACMILLAN

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)



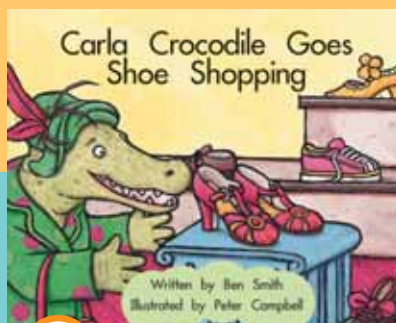
This symbol relates to use (text user)

BEFORE READING

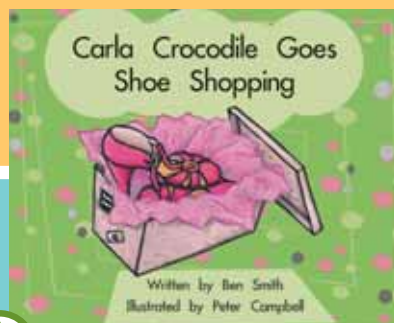
Cover & Title Page



If the children have read the Big Book *Carla Crocodile Goes to See the King*, they will already know this character and may be able to suggest the title. If not, read the title to the children. Have them share a time when they went shoe shopping. Did they know the type and colour of the shoes they wanted to get before they set out?



Ask the children to respond to this Carla Crocodile story. Did they like it? Which part did they like best? Why?



Discuss the children's reading strategies with them. Comment on and praise appropriate reading behaviour that you noted while they were reading independently.

AFTER READING

Discuss with the children what type of shoes they think Carla will want to buy. What is she wearing in this picture?



Ask the children to discuss the picture in more depth. Did it give them a clue as to which shop Carla would go into and who the shopkeeper would be?

Write the words *Carla* and *Crocodile* on the board. Invite a volunteer to come and circle the beginning letter in both words. Have the children supply other words starting with c.

Invite the children to suggest what colour shoes Carla is asking Snake for. Have them predict what Carla is saying.

After the children have suggested *green* ask them what letter *green* starts with. Then have them locate *green* on the page.



Ask the children what colour shoes Snake had in his shoe shop. Why do they think that Carla didn't buy shoes of another colour here?

Ask the children to locate *have* on this page.

Invite the children to look at this picture. Where is Carla going now? Did she get her green shoes in the shoe shop where Snake was? Will she find green shoes in another shoe shop?



Ask the children to analyse this picture. What clues could it have given them about what would come next in the story?

Ask the children to say which animal is the shopkeeper in this shoe shop. What do they think Carla is saying to this shopkeeper?

Ask the children to locate *green* on this page.



Ask the children to say what colour shoes Platypus has. Why do they think that Carla didn't buy any of Platypus's shoes?

Ask the children to locate *have* on this page.

BEFORE READING 10/11

Ask the children what is happening now. Did Carla get her green shoes?



Ask the children to analyse how Carla is feeling now. Invite them to draw on their own experiences as they respond. Introduce words such as *frustrated* and *tired* if the children don't suggest them.

AFTER READING

BEFORE READING 12/13

Invite the children to discuss this picture. Who is the shopkeeper? What do they think Carla is asking? What do they think the shopkeeper is saying?



Talk to the children about what Kangaroo did that the other shopkeepers didn't do. Do the children think that this is what caused Carla to change her mind about green shoes?

Ask the children to locate *have* on this page.

AFTER READING

Discuss this picture with the children. What colour are the shoes that Carla is looking at? Will she buy them or not?

After the children have identified red shoes from the picture, ask them what the word *red* starts with. Then have them find *red* in the text.



Ask the children to suggest a variety of reasons why Carla decided on red rather than green shoes.

Did the children correctly predict that Carla would buy the red shoes? Why or why not?

Remind the children that they are now going to read the book by themselves. Ask them to make sure that they look at the text and the pictures as they read.



Invite the children to suggest other ways that the author could have ended the story. Could Carla have gone on searching for green shoes? Could she have gone home with no new shoes? How would they have ended the story if they were the author?

**3 g Carla Crocodile
Goes Shoe Shopping**

Name _____

Read the sentences. Cut out the sentences.

Put them in order.

“I like red shoes!”

“Have you got green shoes?” she said
to Platypus.

Carla Crocodile went to get some shoes.

“Have you got green shoes?” she said
to Kangaroo.

“Have you got green shoes?” she said
to Snake.

**3 g Carla Crocodile
Goes Shoe Shopping**

Name _____

Read the sentences. Draw a picture.



“No green shoes,” said Kangaroo.

“I have red shoes.”