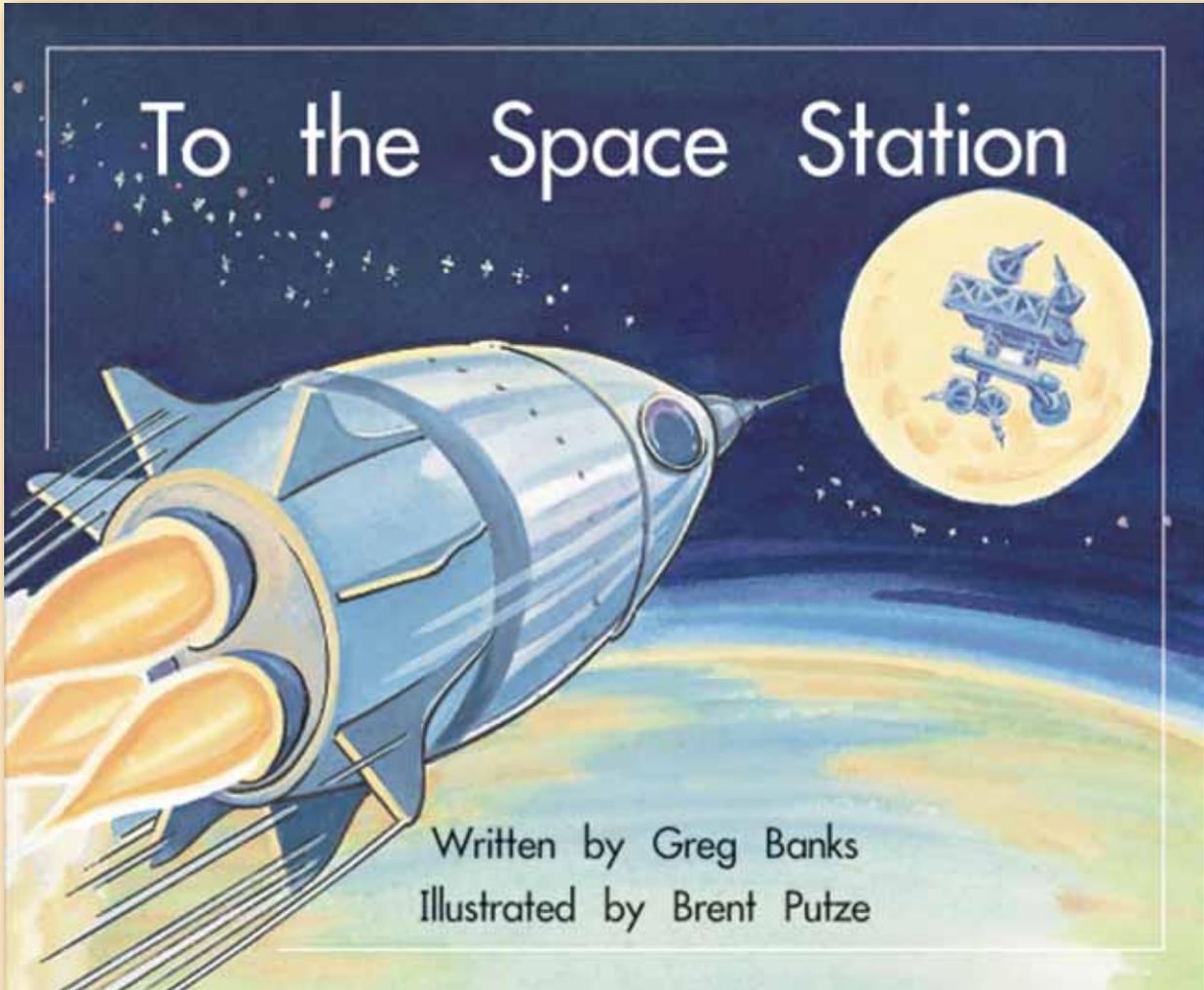




# Level 5 Book d



Level	5
Word Count	89
Text Type	Narrative
High Frequency	too
Word/s Introduced	



The Thirsty Cats

Pet Dogs and Working Dogs

This Little Critter

To the Space Station

Big Greg, the Firefighter

Trent and Grace Make a Home

Wally Wombat Goes to the City

Look in the Tree

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 discussions 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)*



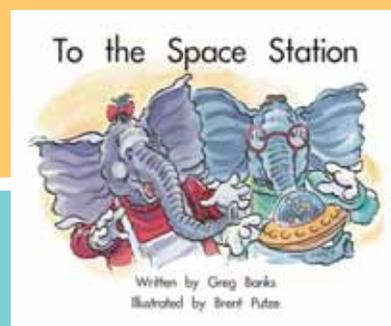
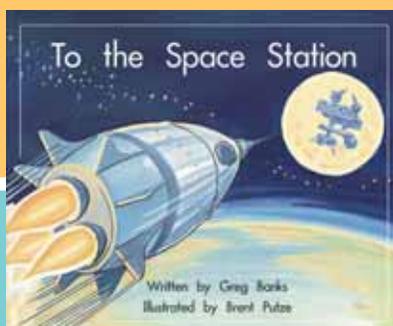
*This symbol relates to use (text user)*

BEFORE READING

## Cover & Title Page



Ask the children to look at the cover and title page and suggest what the story is about. Can they name the animals that are in the story? Tell them that the elephants are called Jane and Cade. Read the title to the children.



AFTER READING



Have the children respond to the story. Did they believe it? Did they like it? Which part did they like the best?



Invite the children to reflect on their reading strategies. Did they remember that their reading always had to make sense and look right?

## BEFORE READING

2/3

Invite the children to discuss what is happening in this picture. What might the elephants be saying to Mouse?



## AFTER READING

Talk to the children about the text type of this book. Explain that it is a narrative, so it tells a story. Explain that narratives such as this one have characters. Ask the children to name the characters.

## BEFORE READING

4/5

Invite the children to talk about what Mouse may say to the elephants. Will Jane and Cade be able to go to the space station with Mouse? Why or why not?



## AFTER READING

Continue the discussion about narratives. Explain that one or more of the characters in a narrative has a problem that they need to solve. Invite the children to say what the problem is in this story and which character or characters has it.

Write *to* and *too* on the board. Read the words to the children. Explain the difference in usage. Ask the children to locate *too* on this page.

Continue discussing with the children the relative sizes of the elephants and Mouse's spaceship. Invite the children to predict what Cade may be saying.

Invite the children to locate *too* on this page.



Ask the children to read this page again. Then have them discuss the problem in more depth. What is Cade suggesting?

Ask the children to think about how the conversation will continue. What will Jane and Cade want Mouse to do?



Have the children discuss how Jane thinks the problem can be solved. Is Jane right? Is this one way to solve the problem?

Write *spaceship* on the board. Read *spaceship* to the children. Invite a volunteer to say which two little words make up *spaceship*. Ask another volunteer to draw a line between the two words.

BEFORE READING 10/11

Invite the children to talk about what Mouse might say. Would Mouse need a bigger spaceship? Why or why not?

Write *cannot* on the board. Ask the children to read *cannot*. Ask them which two little words make up *cannot*. Invite a volunteer to draw a line between *can* and *not*.



Continue discussing the possible solutions to the problem. What are some other possible solutions that the elephants could have suggested?

AFTER READING

The Thirsty Cats

Pet Dogs and Working Dogs

This Little Critter

To the Space Station

BEFORE READING 12/13

Talk to the children about the new character who has now entered the story. Invite them to look at the picture and predict what she will be saying. What does she have?

Tell the children that the new character in the story is called Kate. Ask them to say what *Kate* starts with and then find the word *Kate* on the page.



Ask the children to retell what happened on this page. Is this the way the problem will finally be solved?

AFTER READING

Big Greg, the Firefighter

Trent and Grace Make a Home

Wally Wombat Goes to the City

Look in the Tree

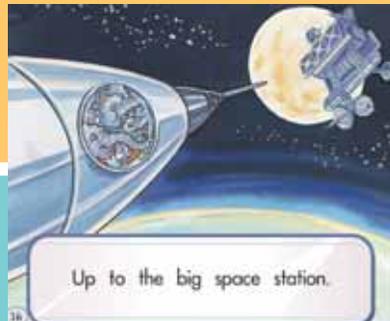
Discuss this picture with the children. What has happened now? Where are Kate, Jane, and Cade? Where are they going?



Talk to the children about the setting in narratives. Have the children review the pictures in the book and then say where the story is set. What information in the text and in the pictures tells them this?

Have the children look at this picture. Were they right with their predictions about where Kate, Cade, and Jane are going?

Ask the children to return to the beginning of the story. Remind them to think about the story and look at the words as they read. Remind them that what they read has to make sense.



Ask the children to recount what they know about narratives. Can they name the characters, setting, problem, and solution in this story?

Invite the children to suggest another ending for the book. What are some other ways the author could have resolved Jane and Cade's problem?

**5 d To the Space Station** Name \_\_\_\_\_

Draw a picture to show where the story was set.

Read the sentences to help you.

Make sure you draw the things that are underlined.

Can we go to the space station?

You are too big for my little spaceship.

I have a big rocket.



**5 d To the Space Station** Name \_\_\_\_\_

Use **too** or **to** to complete the sentences.

“Can we go \_\_\_\_\_ the space station?”

Jane said to Mouse.

“We are not \_\_\_\_\_ big,” said Cade.

“The spaceship is \_\_\_\_\_ little.

“You are not \_\_\_\_\_ big for my rocket,”  
said Kate.

They went up, up, up,  
\_\_\_\_\_ the big space station.