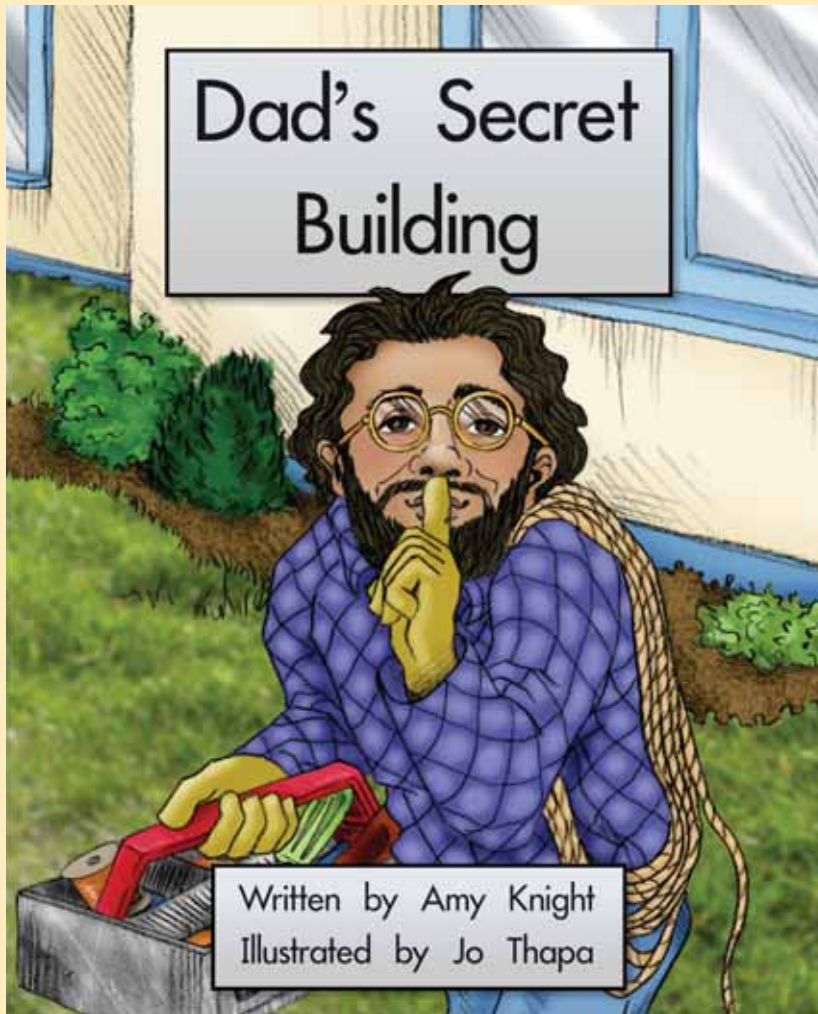




Level 5 Book e



Level	5
Word Count	96
Text Type	Literary recount
High Frequency	got, his
Word/s Introduced	



The Big Crash

Land and Water
Animals

Garden Animals

The Silly Space
Explorers

Dad's Secret
Building

Party Food

Carla Crocodile
Goes to the Market

Look at the
Playground

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



Direct the children's attention to the pictures and ask if they can identify who the character of this book might be and the objects he is holding. Then ask the children what they think this book is going to be about.



Read the author and illustrator's names. Why are their names here? Identify book conventions.



Check reading strategies with the children. Remind them to match one spoken word with one written word as they read.



Talk to the children about what a secret is. Discuss with the children what Dad's secret could be. Talk about what a building is.

AFTER READING

BEFORE READING

2/3

Encourage the children to look at the picture and describe what they see. Discuss the characters and what their relationship might be with each other.



AFTER READING

Ask the children if they know where Dad is going – what is that building he is going into? Then talk to the children about where this building might be – at the family home. Ask them to give reasons for their ideas, perhaps referring to the pictures to give them clues.

Ask the children to point to the word *got*. Spell it and put it into sentences to share with the rest of the group. Think of other words with the same short vowel sound – *o*. Also, draw the children's attention to the word *toolbox*. Ask the children to identify the two words this word is made from. Explain that it is called a compound word.

BEFORE READING

4/5

Ask the children to look at the picture and talk about who the new character might be. Then ask the children what she might be asking Dad. Encourage them to predict the text, justifying their ideas with some reasons.



Talk more specifically about the tree in this picture by asking the children what time of year it might be. Encourage the children to refer to the tree to support their conclusions.

Ask the children to identify the word *going*. Spell it and ask them to put it in some sentences to check their understanding of the meaning. Compare this word with the previous word *got*. Compare the long vowel in *going* and the short vowel in *got*. List other words that can be placed into the two groups.

AFTER READING

Invite the children to identify Dad's activities in these pictures. Encourage them to explain what he is doing and predict what he might be building.



Identify the keywords such as *hammer*, *nails*, *poles*, and *wood* and match them with the individual pictures. Then match the sentences with the pictures one-for-one.

Ask the children to point to the word *his*. Spell it and ask the children to put it into sentences of their own and share with the group.

Ask the children to describe what is happening in this picture. Talk to them about the kinds of things they might make or build in the garden at home. Talk about what they like to build at home and with their friends in the house or outside.



Talk about the expression on Dad's face. What does this tell you about what he is doing? Why does he have to concentrate so much? Identify some safety issues Dad needs to take care of.

Ask the children what is special about these words. Encourage the children to describe them as sound words – introduce the idea of onomatopoeia. Identify the exclamation mark as suggesting something loud. Now brainstorm some more sounds and words that you could use with exclamation marks.

BEFORE READING 10/11

Encourage the children to guess what Dad is building. Then ask the children to justify their ideas using the picture.



AFTER READING

Talk to the children about how Penny and Nick are going to feel when they find out what Dad is making. Ask the children if they have had anything like this made for them and how they feel about it.

Ask the children to identify the punctuation – capital letters, full stops, speech marks, and commas – and suggest its functions.

BEFORE READING 12/13

Ask the children to explain what Dad is doing in this picture. What could he be using the rope for?



Identify the word *rope* and that it has a long vowel sound. Ask the children to sound out the vowel sound themselves. Encourage them to remember another word in the book that had the same sound – *going*.

AFTER READING

The Big Crash

Land and Water Animals

Garden Animals

The Silly Space Explorers

Dad's Secret Building

Party Food

Carla Crocodile Goes to the Market

Look at the Playground

Ask the children to look carefully at this picture, particularly the expressions on the characters' faces. Encourage them to explain what is happening here.



Talk to the children about what Penny and Nick's special building will be used for. Ask them to suggest some exciting things Penny and Nick could do there.

Ask the children to point to the words, identifying them one-for-one as you read them together. Ask the children if there are any tricky words there. Identify the word *said* and encourage the children to spell this word out, talking about its meaning.

Ask the children to describe what this picture is about. Ask them to explain what the rope was finally used for. Were the children's predictions correct?



Ask the children to read through the book again and then tell you their favourite page, giving you reasons why.

Encourage the children to identify the exclamation mark and the capital letters. Can they remember why they are used?

5 e Dad's Secret Building Name _____

Fill in the missing words from the story.

Dad got _____ toolbox.

Dad _____ his ladder.

_____ got some wood.

“What are you doing?” _____ Penny and
Nick.

“A tree house!” said _____ and Nick.

“_____, Dad.”

5 e Dad's Secret Building **Name** _____

Draw the tree house.

Write the things Dad used to build the tree house.