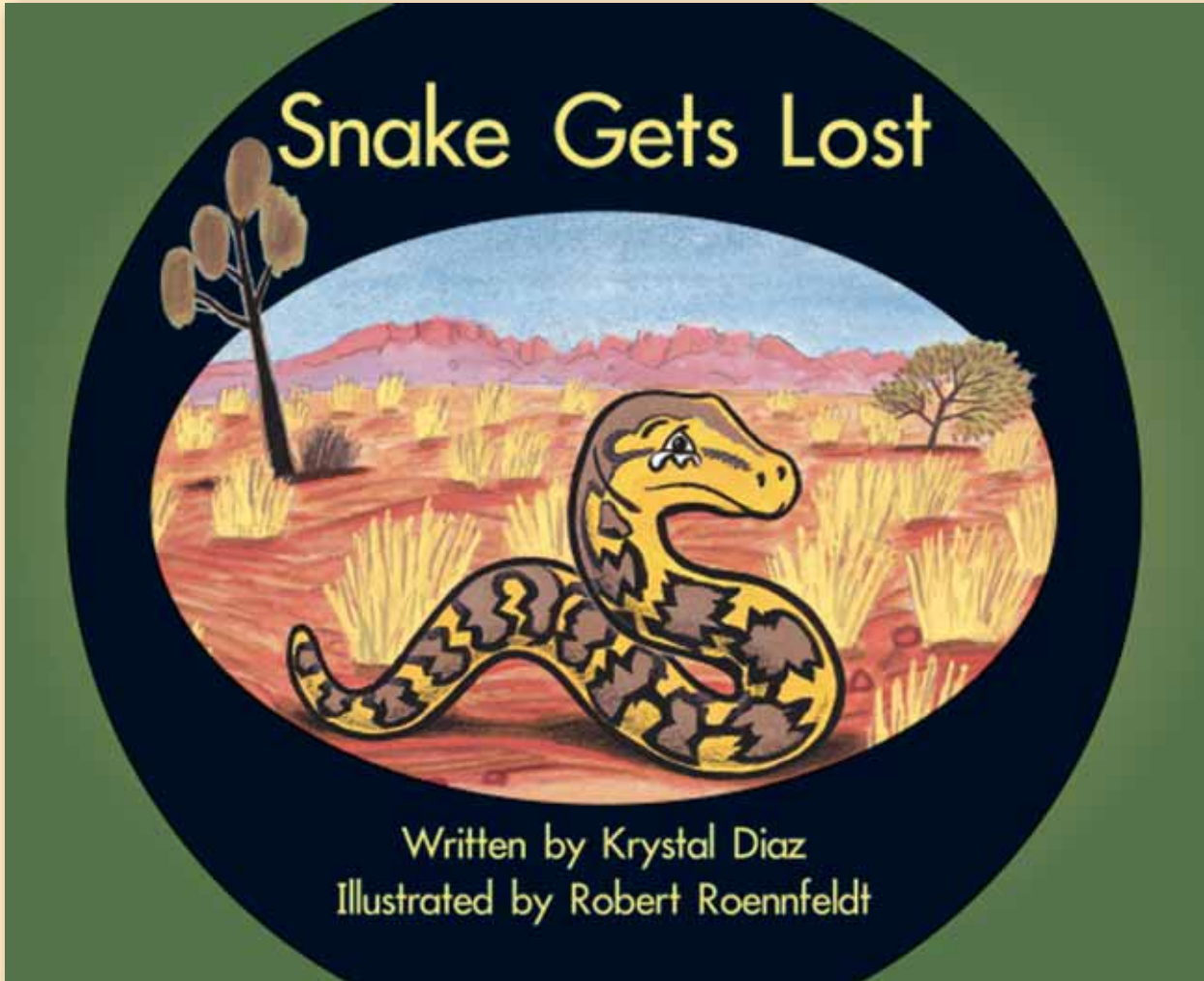




# Level 12

## Book c



Level	12
Word Count	259
Text Type	Narrative
High Frequency	
Word/s Introduced	do



The Flying Doctor

Joseph, the Greedy Octopus

Snake Gets Lost

Rubbish

The Bus Driver's Birthday

Animals That Live in the Sea

Carmelita's Cabbage

Balloon Fun

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)*



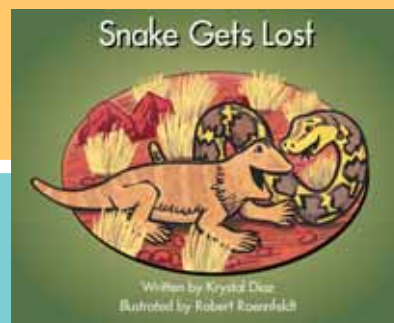
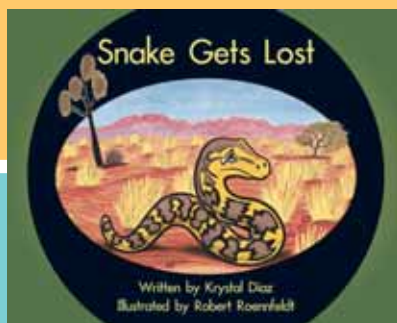
*This symbol relates to use (text user)*

BEFORE READING

## Cover & Title Page



Explain what a character is and that you can sometimes tell who some of the characters are by the pictures on the cover. Ask the children who the characters in this story are. Who do they think is the main character?



Ask the children which character is named in the title. What does the title say is going to happen to this character?

AFTER READING

## BEFORE READING

2/3

Discuss the setting with the children. Ask them to point to the prickly plant in the picture and the old black tree. Talk about how snake could get lost in the desert.



Ask the children who went out to play. What did Mother Snake tell them not to go past? Why did she say not to go past them?

Write the word *prickly* on the board. Underline the *ly* ending. Ask the children to say the word *prickly* and think of more words that end with *ly*. Write them on the board. Read the list together.

## AFTER READING

## BEFORE READING

4/5

Have the children look at the picture and ask them what game Snake and Lizard are playing.

Discuss with the children if they think Lizard has chosen a good hiding place. Ask them if they can predict whether it will be easy or hard for snake to find Lizard. Would it be easy to find a good hiding place in a desert?



Ask the children where Lizard hid. How high did Snake count?

Ask the children to find *come/coming* on page 4. Write both words on the board and discuss with the children the letter change with the addition of *ing*. Write *make* on the board and repeat the activity.

## AFTER READING

Ask the children what Snake is doing now. Why can't they see Lizard in these pictures?

Discuss with the children if the illustrations show that Snake is trying hard to look for Lizard.



Ask the children what Snake is looking for. Where does she look for him?

Talk to the children about syllables. With the children, clap *lizard*, then *bushes*. Discuss how many syllables each word has. Clap *look* then *under*, and compare.

Discuss with the children all the places that Snake has looked for Lizard. Where is she looking now? Will she find Lizard? How is Snake feeling?

Have the children consider whether the author and illustrator have helped them understand that Snake is worried.



Ask the children if Snake found Lizard on this page. Where was she looking? Can the children remember where Lizard is hiding?

BEFORE READING 10/11

Have the children look carefully at the background of this picture. What has Snake gone past? Why is she crying?



Ask the children the following questions: Why did Snake pass the old black tree? What else did she pass? Why did she start to cry?

Ask the children to think carefully about what they have read. Ask them why Snake got lost. Why did she go into the desert? What can she do now?

AFTER READING

The Flying Doctor

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Rubbish

BEFORE READING 12/13

Discuss with the children why Lizard is with Mother Snake. What do they think he might be telling her? What will they do?

Ask the children how the tree and the plant are described. What words tell you what they look like? How many adjectives do the nouns have?



Ask the children who Lizard went to see. What did he tell her? Why will they have to go into the desert?

Invite the children to discuss what they have read. Ask them why Lizard goes to see Mother Snake. Was that a good idea? Who has to go and find Snake?

AFTER READING

The Bus Driver's Birthday

Animals That Live in the Sea

Carmelita's Cabbage

Balloon Fun



Ask the children if Mother Snake and Lizard have found Snake or if Snake found her own way home. Do they think Mother Snake is happy to see Snake? Why?



Have the children think about the way things are described. Ask them what words Mother Snake uses to describe Snake. Ask the children what Snake gets from Mother Snake. Who finds Snake? Where do they find her?



Invite the children to tell you where Snake, Mother Snake and Lizard are going now. Ask the children how the story ends. Ask them who says "Let's go home."



Have the children read the book independently. Ask the children to think about the sequence of the story. Tell a partner the beginning/middle/end of the book.



Invite the children to discuss a time when they have been lost and how they felt.

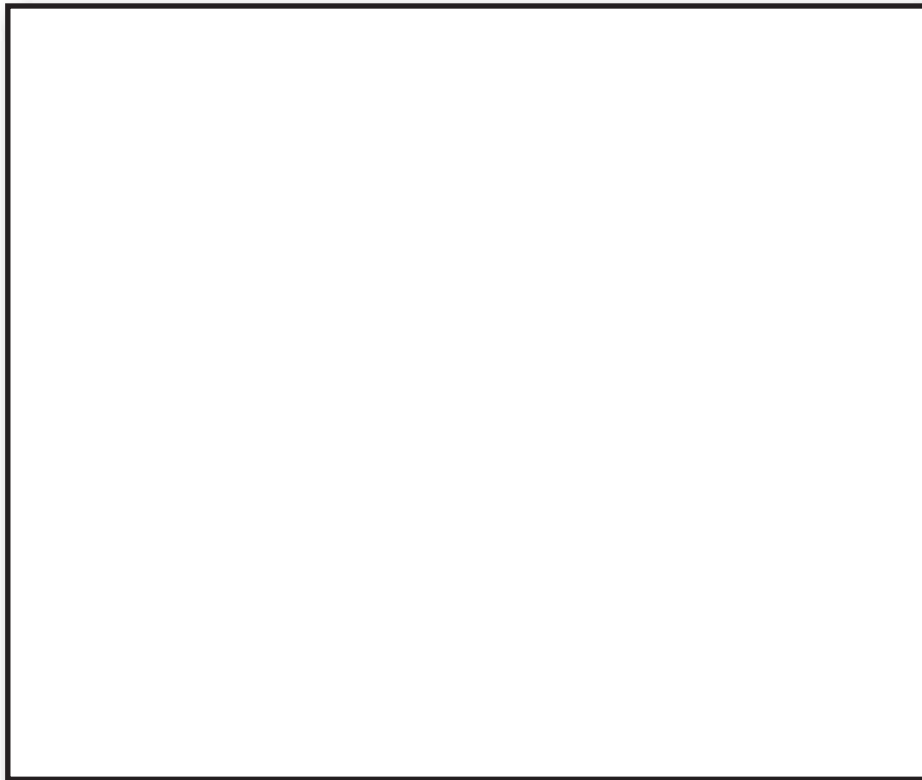
## 12 c Snake Gets Lost

Name \_\_\_\_\_

1. Fill in the words to describe the plant and the tree from the story. Draw a picture of them.

The \_\_\_\_\_ plant

The \_\_\_\_\_ tree



## 12 c Snake Gets Lost

Name \_\_\_\_\_

1. Name the characters from the story, then colour in the picture.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

