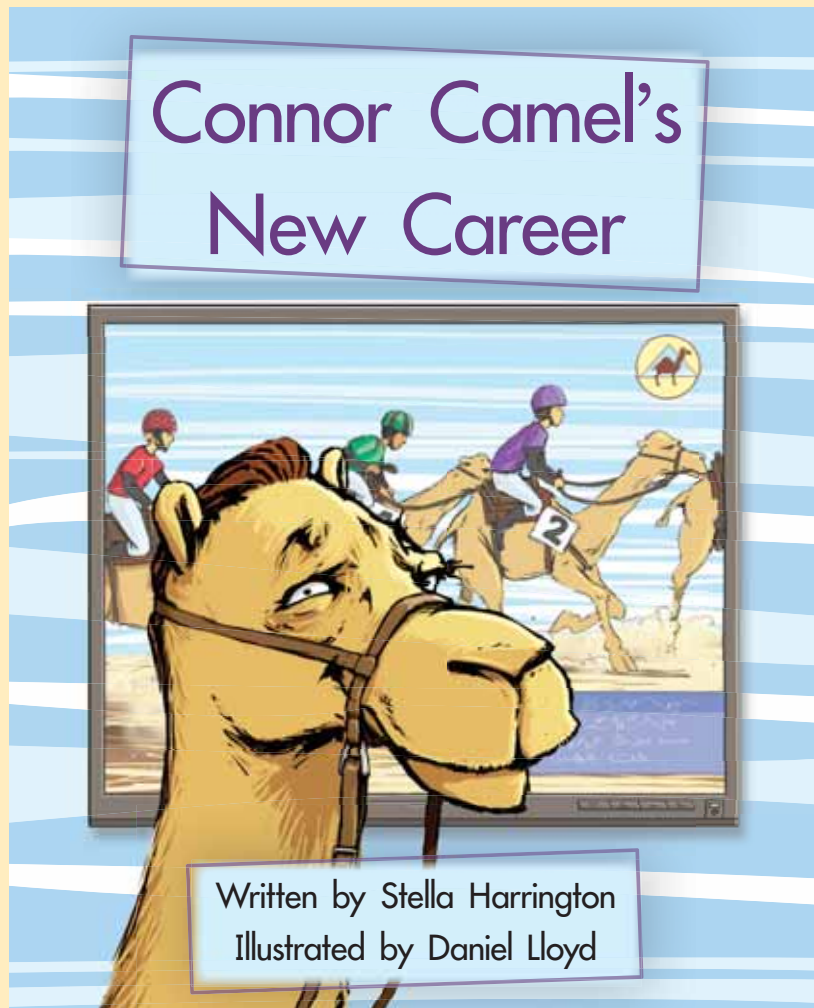




# Level 15 Book g



Level	15
Word Count	364
Text Type	Narrative
High Frequency Word/s Introduced	



The Big Fun Run

Riding the  
Big Wave

Valley Town

A House for Shade

Pandas in Danger

The Bornean  
Clouded Leopard

Connor Camel's  
New Career

Go Green

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

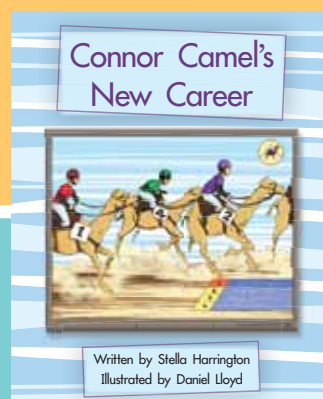
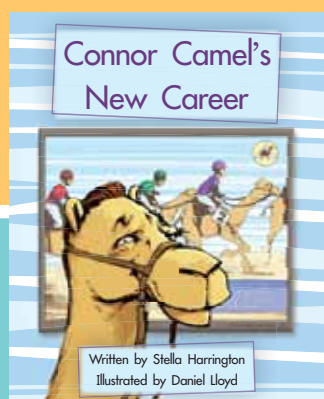
## Cover & Title Page



Ask the children to describe the front cover and title page. Is this book fiction or nonfiction? How can we tell? What kind of animals are these?



Explain that this book is a narrative and that narratives have a problem that is resolved by the end of the story.



Ask the children to predict what might happen in this story. Why do they think Connor Camel might change career?



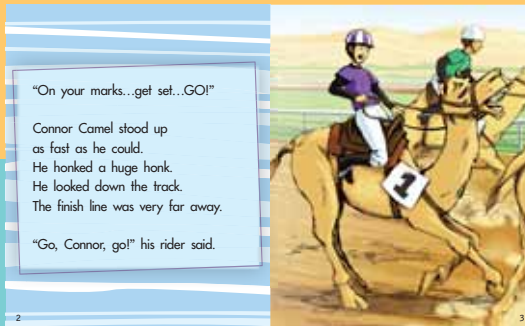
Encourage the children to think about their reading. Discuss the strategies they use when they need to decode an unfamiliar word.

AFTER READING

BEFORE READING

2/3

Ask the children to look at the picture and describe what is happening. Does this look like the beginning or the end of a race? Ask the children if they have seen a race like this before. Have they seen horses race before?



"On your marks...get set...GO!"

Connor Camel stood up as fast as he could. He honked a huge honk. He looked down the track. The finish line was very far away.

"Go, Connor, go!" his rider said.

AFTER READING

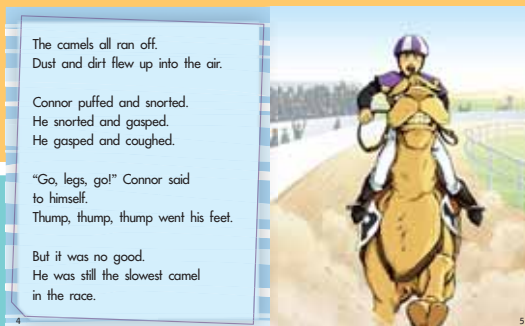
Ask the children what Connor did as the announcer started the race. See if they can locate the information in the text to support their ideas. Have them predict what the story is about.

Ask the children to find the word *away* and point to it. Then ask them to spell it without looking at the text. Have the children clap the syllables in the name *Connor Camel*.

BEFORE READING

4/5

Ask the children what is happening here. Talk about the expressions on the rider and camel's faces. Can the children predict what is going to happen in this race?



The camels all ran off. Dust and dirt flew up into the air.

Connor puffed and snorted. He snorted and gasped. He gasped and coughed.

"Go, legs, go!" Connor said to himself. Thump, thump, thump went his feet.

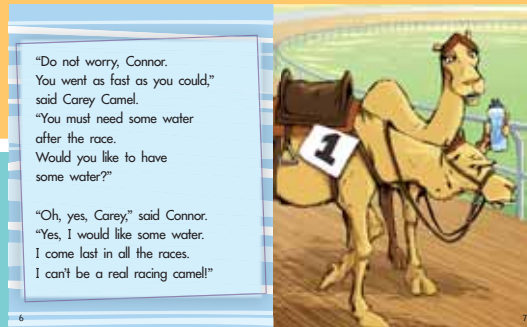
But it was no good. He was still the slowest camel in the race.

AFTER READING

Ask the children to find the word *snorted* and its *r*-controlled vowel. Have the children find the onomatopoeic word *Thump*. Can the children tell you why it is onomatopoeic? Explain that onomatopoeia is the use of sounds as words. List other similar words.

Ask the children how Connor is feeling in the race. What does the picture tell you about Connor's feelings at the moment? How does it feel to be in a race and come last? If you were Connor's friend, what would you say to him?

Explain the use of speech marks in direct speech. Look at the way speech marks are used in the text on these pages.

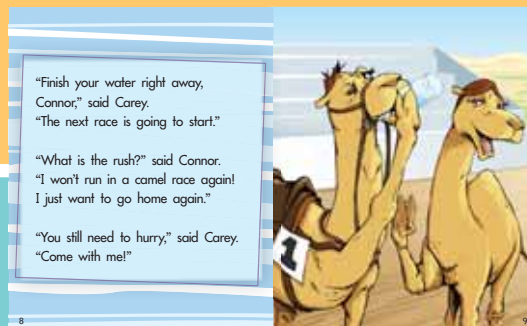


Ask the children who comes to help Connor. What is her name? What does she do to make him feel better? Refer to the text for the answers.

Can the children see what the problem in this narrative could be? How does this affect the main character, Connor?

Ask the children to cover the text and tell you what they can see in the picture. What are Carey and Connor doing? Most real camels live in the desert – where do they store water?

Ask the children to predict what the text might say. Encourage them to use vocabulary and style similar to that of the author.

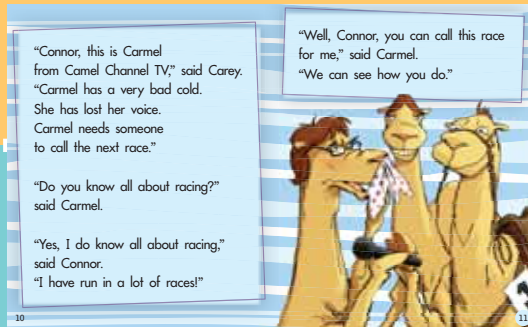


Ask the children how Connor feels about the next race and what he wants to do. Can anyone relate to how Connor feels? Can they sympathise with Connor? What would they say to him if they were there?

Ask the children to find the word *just* and place it in their own sentences to clarify meaning. Have them point out the contraction *won't*. What two words is this contraction made from?

BEFORE READING 10/11

Ask the children to cover the text and guess who the new character is. What is her job? How can they tell? What clues does the illustrator give them?



AFTER READING

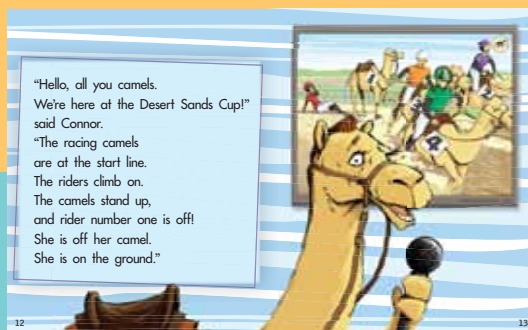
Ask the children why Carmel gives her job to Connor. How do they know? Have them refer to the picture or the textual clues.

Ask the children to find *know*, spell it, and identify the silent letter. Brainstorm other words with silent letters. Ask the children to find the word with the *ing* ending – *racing*. Explain that this is called a suffix. Discuss the ways suffixes change the meanings of words.

BEFORE READING 12/13

Cover the text and explain what is happening in this picture. Does Connor look happier? Why does he look happier?

Ask the children to predict the text for this page, praising them for using words that are similar to the author's vocabulary and style.



AFTER READING

Ask the children to find the word *ground* and tell you what the vowel diphthong is – *ou*. Think of other words with the same sound. See if the children can find the word with a silent letter – *climb*.

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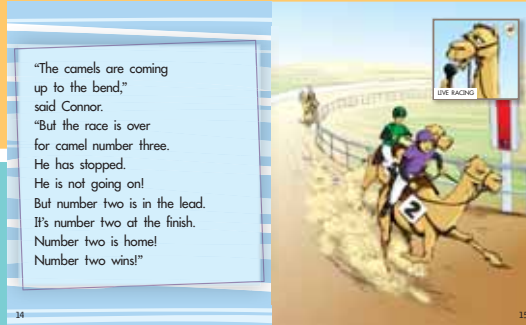
The Bornean Clouded Leopard

Connor Carmel's New Career

Go Green

Ask the children what is happening to the camels in this race. Who is going to win?

Ask the children their opinion of this story so far and have them give reasons for their answers. Do they think the author has come up with a good idea for a story?



Ask the children to identify the words *three* and *home* in the text. Then ask the children what the phrase *in the lead* means. Can they think of other phrases or words that mean the same thing?

Ask the children what is happening in this picture. What are Connor and Carey looking at? What has Connor learned in this story? Do we have to be good at everything?

Remind the children that their reading needs to make sense. Encourage them to check that it sounds right.



Have the children think back to the problem in the story. Was the problem solved?



15 g Connor Camel's  
New Career

Name \_\_\_\_\_

Write **true** or **false** beside the sentences.

Connor is a camel. \_\_\_\_\_

Connor wore the number two in the race. \_\_\_\_\_

Connor won the race. \_\_\_\_\_

Connor was the slowest camel in the race. \_\_\_\_\_

Carey is Connor's friend. \_\_\_\_\_

Carey gave Connor some lemonade to drink. \_\_\_\_\_

Connor became a rock star. \_\_\_\_\_

Connor became a TV commentator. \_\_\_\_\_

On another sheet of paper,  
draw a picture of Connor on TV.

15 g Connor Camel's  
New Career

Name \_\_\_\_\_

Put a circle around the words with a suffix.

Put a square around the contractions.

it's

play

racing

looking

Connor

quicker

won't

first

running

riding

voice

again

looked

can't

Write three sentences using words  
from the list above.

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