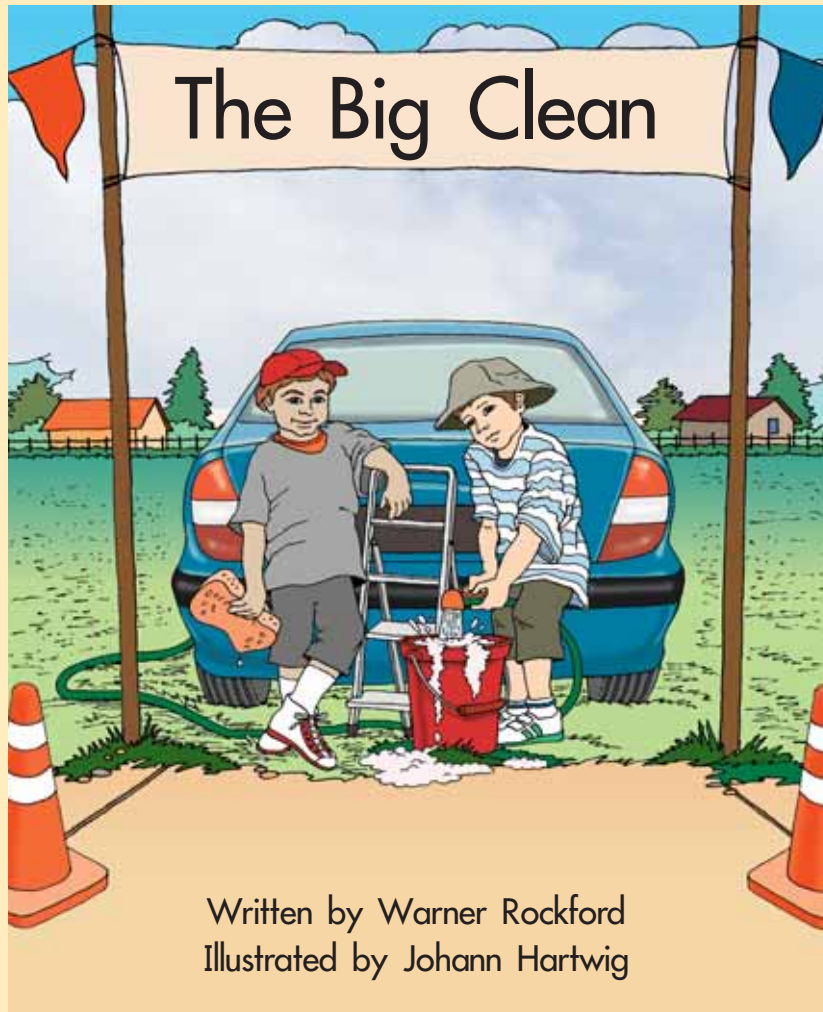




# Level 9

## Book c



Written by Warner Rockford  
Illustrated by Johann Hartwig

Level	9
Word Count	164
Text Type	Narrative
High Frequency	let, us
Word/s Introduced	

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



Have the children look at the cover and title page. Is this a story book or an information book? How do we know? What do the children think the story will be about?



AFTER READING



Ask the children if they help clean the car at home. Have the children tell you how it makes them feel when they do jobs like this.

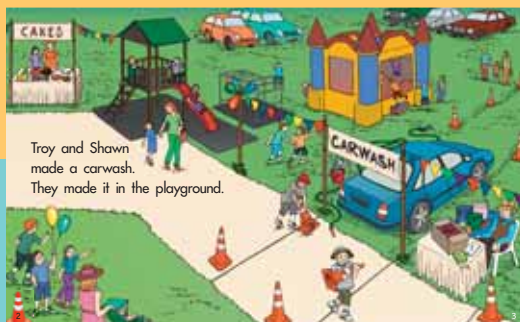


Encourage the children to think about their reading. Discuss the strategies they use to decode an unfamiliar word.

## BEFORE READING

2/3

Ask the children to look at the picture. What is happening? What kind of day is it? What kinds of things are the children doing?



Troy and Shawn  
made a carwash.  
They made it in the playground.

## AFTER READING

Ask the children where Troy and Shawn set up their carwash.

Ask the children to find the word *Troy*. What words here are made from two smaller words? Have them point to the words *playground* and *carwash*. Can they think of another word that ends with the *nd* sound?

## BEFORE READING

4/5

Ask the children what is happening in this picture. Have them identify all the objects the boys are using. Look at the boys' faces. What are they feeling at this moment?



They got old clothes.  
They got sunhats and T-shirts  
and sneakers.

They cleaned and cleaned  
at the carwash.

"I like cleaning cars  
at the carwash,"  
Troy said to Shawn.

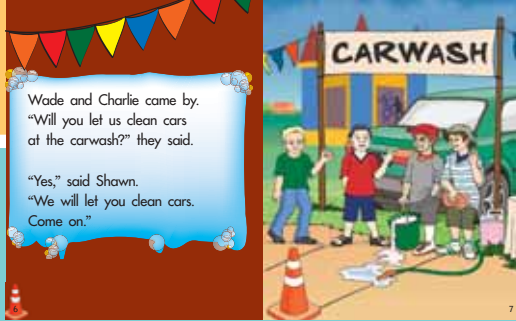
Have the children tell you about the clothes the boys are wearing. What does Troy say to Shawn?

Identify the words *cleaned* and *clothes*. What part is the same in both words? Identify *cleaning*. How is the meaning different? What word describes the boys' clothes?

## AFTER READING



Have the children describe what is happening in this picture. What might the boys be saying to each other?



Wade and Charlie came by.  
"Will you let us clean cars  
at the carwash?" they said.  
  
"Yes," said Shawn.  
"We will let you clean cars.  
Come on."



Ask the children to identify the names of the new friends. Praise the children for pointing to the correct words in the text.



Ask the children to point to the words *came* and *Will*. Have them place the words in sentences of their own to clarify meaning and use. What word here is made from two smaller words?



Ask the children to describe what is happening in this picture. Talk about how friends help out.



Ask the children to predict the text. Praise them for using vocabulary and style similar to that of the author.



"Put on old clothes first.  
Then you can start cleaning,"  
said Troy.

Wade and Charlie  
put on old clothes.



What does Troy tell his friends to do? Ask the children why we need to put on old clothes before doing something like washing the car.

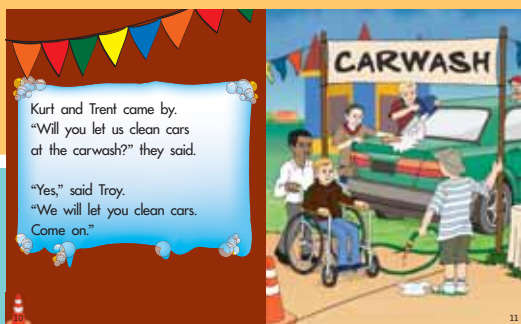


Ask the children to point to the word *Put*. Have them place it in sentences of their own to clarify meaning and use. Ask them to find the word that starts with the *ch* sound.

# BEFORE READING 10/11

Ask the children to describe what is happening in the picture. What might happen next?

Ask the children to predict the text. Praise the children for using vocabulary and style similar to that of the author.



## AFTER READING

Ask the children to point to the words Kurt and Trent say. What does Troy say?

Identify the words *let*, *us*, and *clean*. Ask the children to put two of the words into sentences to share with the group.

# BEFORE READING 12/13

Ask the children to explain what is happening in this picture. What is going to happen?

Have the children predict what is being said. Praise them for choosing vocabulary and style similar to that of the author.



Why will Shawn not let the girls help? Is that fair? How might this make the girls feel? How would the children feel in this situation?

Identify the words *Bernice* and *Marcy*. Write two words with a hard *c* on the board. Have the children say all the words, listening for the sounds the *c* makes.

## AFTER READING

Puppet Pets

Jump It!

The Big Clean

Where Does Mr Black Live?

Who Took Cheetah's Spots?

Carla Crocodile Catches a Cold

Saving Lucky

The Road Trip



Ask the children to describe what is happening in the picture. Who might the two new characters be?



Why do the children think Shawn would not let the girls help? What three things have the girls gone to get? Have the children point to the words.

Ask the children to identify the word *cloths*. Compare it with the word *clothes*. How are these words different?

Ask the children what is happening in this picture. What might the boys say?

What is the author of this story trying to teach us? Was he successful? Does the story help teach us to work together and be kind to one another? Would the children let the girls help?



Write the words *clean*, *cleaned*, and *cleaning* on the board. What is different about these words? How has the meaning changed? Together, list some other examples of words with different suffixes.

## 9 c The Big Clean

Name \_\_\_\_\_

Write **s** or **es** to make the words two or more.

cloth \_\_\_\_\_

hat \_\_\_\_\_

drink \_\_\_\_\_

apple \_\_\_\_\_

bucket \_\_\_\_\_

brush \_\_\_\_\_

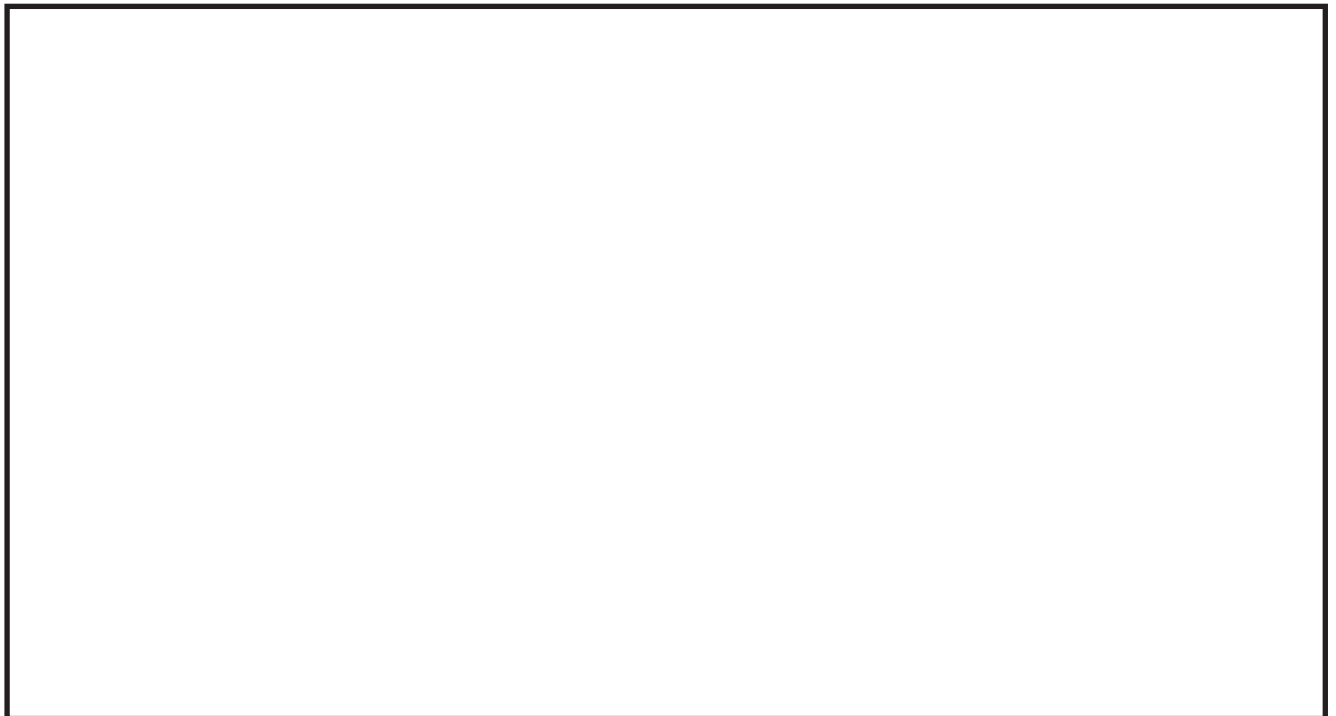
dress \_\_\_\_\_

sneaker \_\_\_\_\_

car \_\_\_\_\_

sunhat \_\_\_\_\_

Draw the boys and girls washing cars.



## 9 c The Big Clean

Name \_\_\_\_\_

Circle the words made from two smaller words.

playground      dressed  
classroom      whiteboard      came  
carwash      then  
backyard

Draw a line through each word  
to show the two smaller words.

Use two of the words to make two sentences.

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