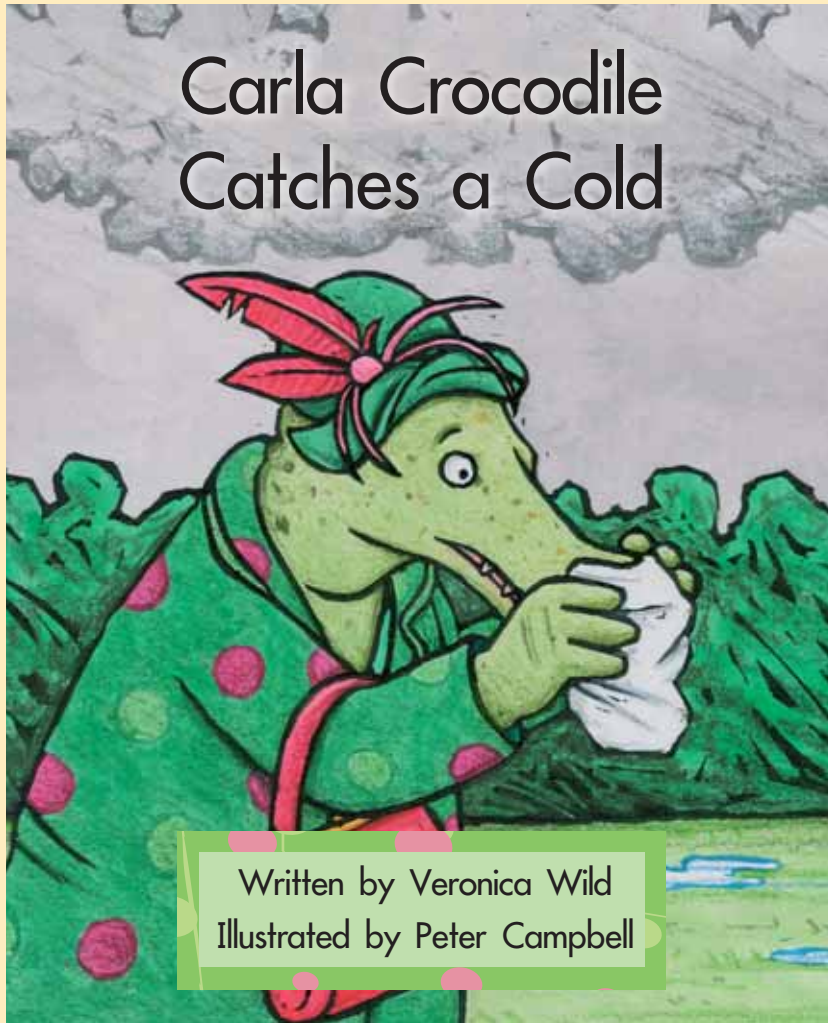




# Level 9 Book f



Level	9
Word Count	168
Text Type	Narrative
High Frequency Word/s Introduced	before, now, one, over, three



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

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)*



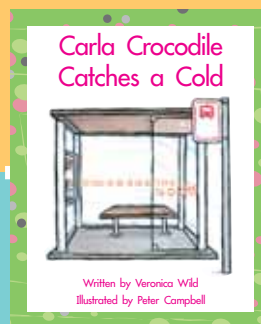
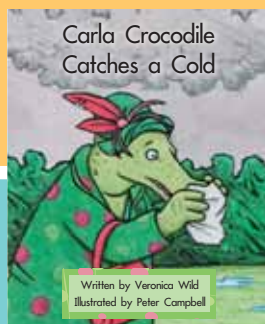
*This symbol relates to use (text user)*

BEFORE READING

## Cover & Title Page



Ask the children to read the title. Have them look at the cover and title page. Can they predict what the book will be about? Is it a story book or information book? Why do they think this?



AFTER READING



Have the children talk about a time when they had a cold and how it felt. Can they predict what is going to happen in this story?



Encourage the children to think about their reading. Discuss the strategies they use to decode an unfamiliar word. What do the children notice about the words *Carla Crocodile*? Can the children make other examples of alliteration?

## BEFORE READING 2/3

Who is Carla Crocodile's friend? What might Carla and Hippo be doing? Where might the bus be taking them?



## AFTER READING

Tell the children this story has a main character, a second character, and a place where the story happens. Discuss the characters and settings in other books they have read.

Ask the children to find the words *was* and *with*. Have them place the words in sentences of their own to clarify meaning and use. Then ask them to point to the word with the vowel at the end. What other words are like this?

## BEFORE READING 4/5

Ask the children to look at the picture and predict how Carla might be feeling. Have the children look at the sky. Can they draw any conclusions about what might happen?



## AFTER READING

Ask the children what Carla says she and Hippo can do while they wait for the bus.

Invite the children to identify the words *there* and *over*. Have the children place the words in sentences to share with the group to clarify meaning and use. What word has the *ow* sound? What other words have the same *ow* sound?

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



Where are Carla and Hippo dancing? The children should refer to both the picture and the text to confirm understanding.

Ask the children to point to the words *now* and *three*. Have the children place the words in sentences of their own. Identify the words *three* and *beats*. Write the words on the board and compare the *ee* and *ea* vowel sounds. List other words with the same sounds.

Ask the children what is happening in this picture. What is being worn by the character watching Carla and Hippo? Can the children predict what will happen next?

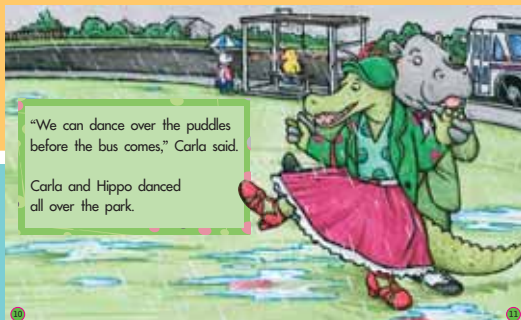


Why might Carla not want to stop dancing even though it is raining? Can the children predict how Carla catches a cold?

Ask the children to point to the words *rain* and *two*. Have them place the words in sentences to share with the group. What word has the *ai* spelling? What other words have the same *ai* sound? List and read the words, while the children look and listen for common parts.

## BEFORE READING 10/11

Have the children tell you what is happening in this picture. Are Carla and Hippo going to miss the bus? Ask the children if they have ever missed the bus. What happened afterwards?



## AFTER READING

What does Carla say to Hippo? What tells you that it might be too late?

Ask the children to identify the word *before* and place it in sentences to share with the group. Discuss the *ed* suffix in the word *danced*. Tell the children that adding *ed* changes the word. Explain past and present tense. What other endings could we add to *dance*? How would they change the meaning?

## BEFORE READING 12/13

Ask the children to tell you what has happened. What might Carla and Hippo be feeling after missing the bus?

Invite the children to think of some text for this picture. Encourage the children to use vocabulary and style similar to that of the author.



## AFTER READING

Ask the children what they think Carla and Hippo will do now. What would the children have done in their situation?

Ask the children to identify *What* and *will*. Invite the children to identify the capital letters, exclamation marks, and question mark. Discuss their various functions. Remind the children that their voice should go up at the end when they read a question. Practise, using the example on this page.



Ask the children to describe what is happening in the picture.



Invite the children to think of some text for this picture. Encourage the children to use vocabulary and style similar to that of the author.



Have the children tell you why Carla went *achoo!* Praise them for deducing she has a cold. Ask the children to locate the word in the text that sounds like the action it names.



Ask the children to identify the word *three*. Identify the three-letter blend. Can the children think of other examples of words with the same *thr* sound?



Have the children look at the picture and tell you what Hippo is giving Carla and why. What do the children think Carla and Hippo have learned?



Identify the word *catch*. Focus on the three-letter blend. List other words with the same *tch* sound.



Ask the children what they liked most about the story. Does this story have a lesson? What might the lesson be?

9 f Carla Crocodile Catches a Cold      Name \_\_\_\_\_

Answer **yes** or **no** to the following sentences.

Animals mostly like to dance. \_\_\_\_\_

Carla Crocodile can count to three. \_\_\_\_\_

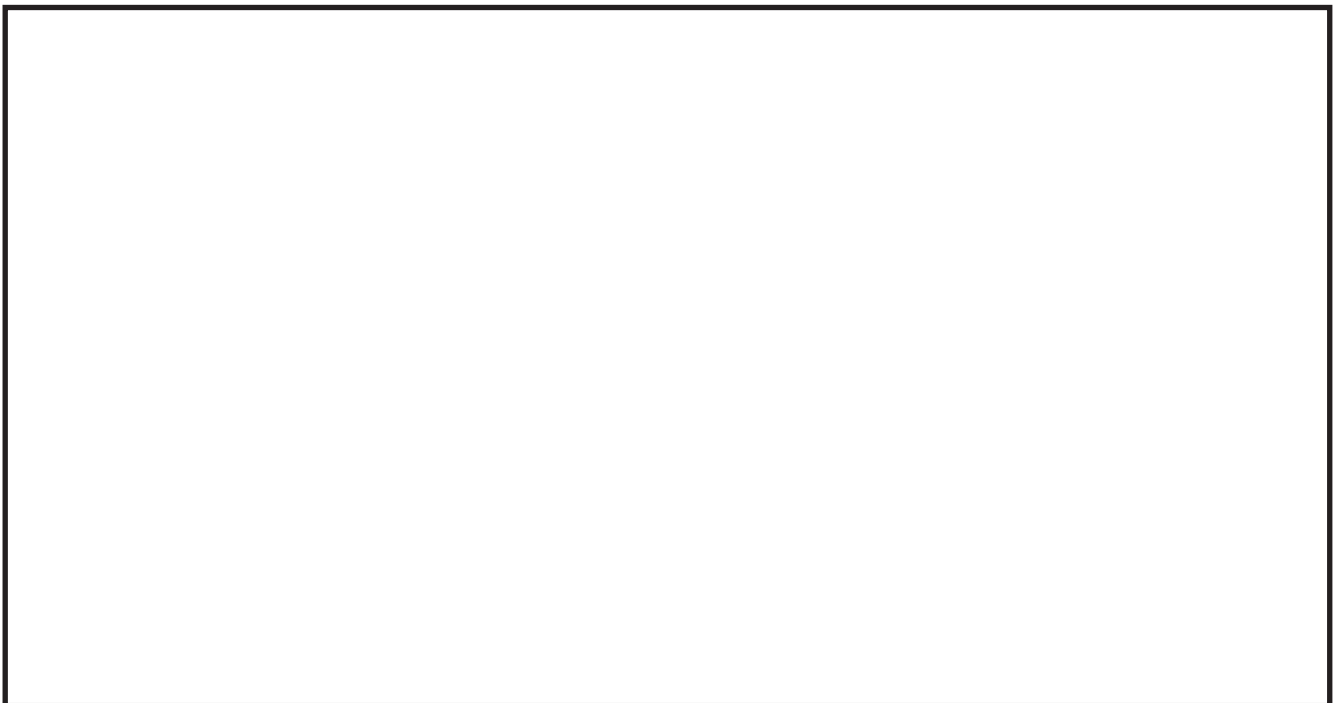
Hippo goes to art classes with Carla. \_\_\_\_\_

Animals like to catch the bus. \_\_\_\_\_

Write four words that describe Carla.

\_\_\_\_\_

Draw a picture of Carla and Hippo.



9 f Carla Crocodile Catches a Cold Name \_\_\_\_\_

Underline the words said by Carla or Hippo.

“One, two, three,” Hippo said.

“We can dance over the grass,” Carla said.

“We can dance over the puddles,”  
Carla said.

Hippo said, “Look! There goes our bus.”

“Oh Carla,” said Hippo.

“We did not catch the bus.”

“But you did catch a cold!”