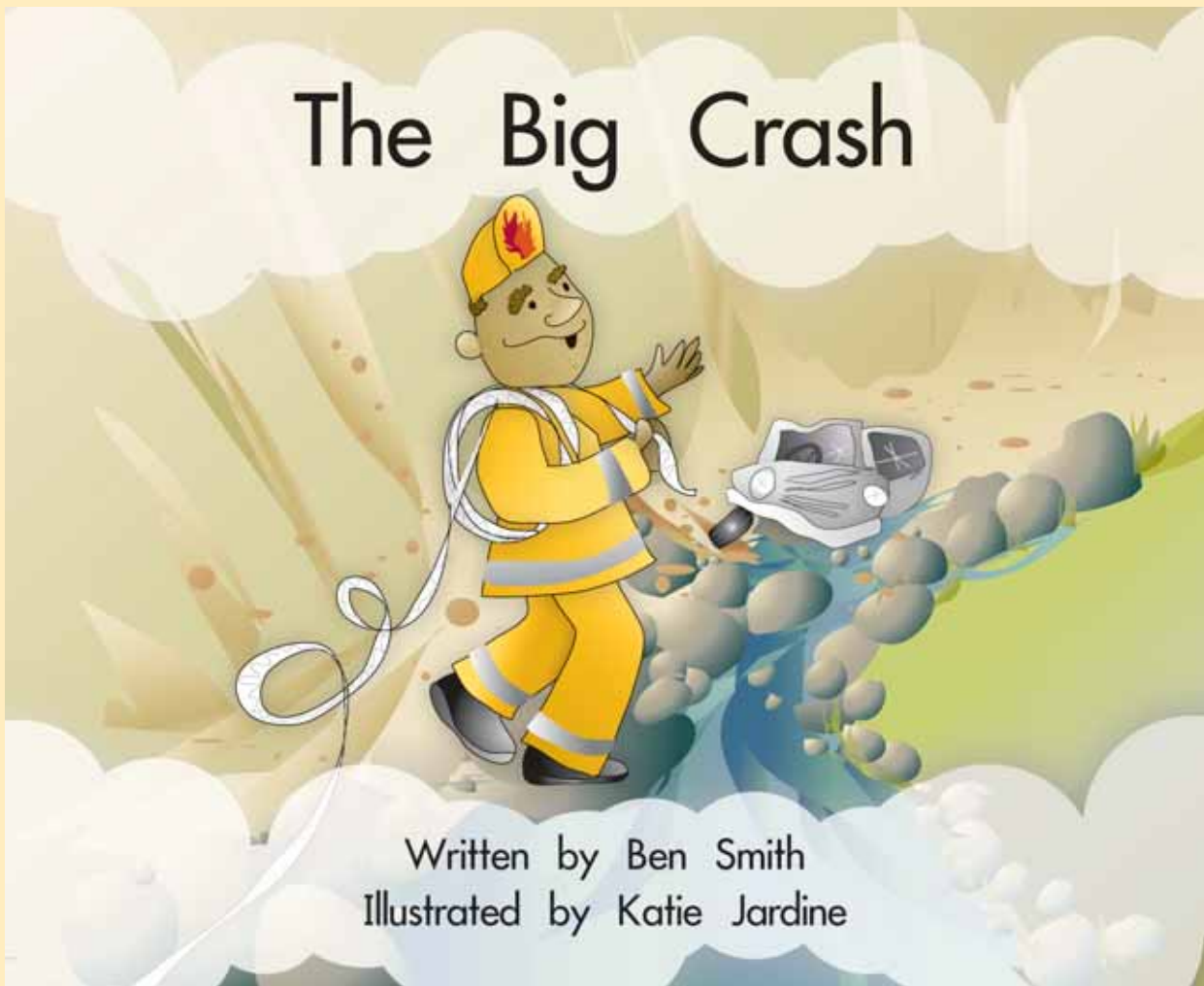




Level 5 Book a



Level	5
Word Count	94
Text Type	Narrative
High Frequency 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



Ask the children to describe what they see in the pictures. Describe the characters and what they are doing. Can the children decide whether this is a story book or an information book? Encourage them to give reasons for their answers.



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



Ask the children to tell you what they know about crashes. Have they been in one or seen one? Perhaps talk about how they happen and the things we can do to avoid them.



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

AFTER READING

BEFORE READING

2/3

Invite the children to work out who the character in the picture could be. Talk about what this place might be and how they came to think that. Can the children work out what the fireman is talking about on the phone?



AFTER READING

Ask the children what the person on the other end of the phone said. Then talk to the children about the mood/feelings of the person on the other end of the phone. Ask them to suggest what Big Ted might have said in reply.

Ask the children to point to the word *Come*. Make sure they put their finger underneath the word. Spell it. Ask the children to put it into their own sentences and share them with the group. Identify the vowel sound in the word *crash* – *a*. Talk about other words with the same sound.

BEFORE READING

4/5

Ask the children to look at the picture and see what is happening. Encourage the children to describe what they see. Ask the children if they have seen a fire engine.

Talk to the children about how they like the story so far. Ask them to focus on their favourite part of the story and give reasons for their choice.



AFTER READING

Ask the children to tell you what kind of weather there was when Big Ted went out. They should point to the word *fog* or point to the picture. Can the children guess why the crash happened?

Ask the children to point to the word *out*. Spell it. Ask the children to put it into their own sentences and share them with the group. Identify the consonant digraph sound *th* in the word *thick*. Talk about other words with the same sound.

Ask the children to describe what has happened in this picture. Talk about the place and the characters. Talk about how the characters might feel.



Ask the children what colour the car is – encourage them to point to the word *white* in the text. Then ask them where the car landed. They can point to the picture or find the word *ditch*. Talk about what a ditch is. Identify the short vowel sound in the word.

Ask the children to point to the word *white*. Ask them to spell it and place it in some sentences to share with the group. Then ask the children to identify the consonant digraph at the beginning of the word – *wh*. Talk about other words with the same sound. Then encourage the children to look at the word *ditch*. Can they identify the short *i* vowel sound?

Ask the children to describe what is happening in this picture. Can they explain what Big Ted is trying to do? Can they predict what might happen?



Ask the children what Big Ted gets – *rope*. Encourage the children to point to the word in the text. What happens to the rope?

Look at the word *Big*. Ask the children to spell it and share it with the group in different sentences to ascertain meaning. Ask the children why it has a capital letter. Identify the short vowel sound in the word. Then look at the word *Snap!* What short vowel sound does it have? Ask the children to explain why it has an exclamation mark after it.

BEFORE READING 10/11

Ask the children to describe what is happening in the picture. Can they predict what might happen next? Ask the children if they think Big Ted is a good fireman and why.



Ask the children what they have enjoyed so far in this book. Encourage them to give reasons for their choice.

Ask the children to identify the word *and*. Discuss its meaning and spelling. Ask them to put it in sentences of their own to share with the rest of the group. Then ask the children to identify the word on the page with the consonant digraph *ch*.

BEFORE READING 12/13

Ask the children to cover the text and describe what Big Ted is doing. Ask them to suggest the text for this part of the story.

Encourage the children to choose vocabulary and style that matches the author's.



Ask the children what Big Ted is doing now. Talk about what the children like in this story and why. Ask them what they think is going to happen and how the story will end.

Identify the exclamation marks in the text and ask the children why we use them. Explain that when we read out exclamations we intonate and make the sentence more interesting. Ask the children to read out the sentence and raise their voice to make it sound exciting.

AFTER READING

Ask the children what is happening in the picture. Does it look like the chain is working? Can the children explain why the chain works better? Talk about the expressions on the characters' faces.



Ask the children what they like most about the story. If they were the author, would they add anything more to this story to make it better – what would they add?

Ask the children to identify the word *He*. Spell it and define it. Then identify the word *pulls*. Ask the children which verb this comes from – *pull*. Then put the words *pull* and *pulls* in different sentences to explain how they should be used.

Cover the text and talk about the last scene and the expression on Big Ted's face. How do they think Big Ted is feeling? Ask the children if they can predict what might be written on the last page.



Ask the children where Big Ted is going now. Encourage them to point to the word in the text – *home*. Ask them what their favourite part of the story was and why.

5 a The Big Crash

Name _____

Complete the sentences with the words written above them.

Read out the completed sentences.

go goes

“I will _____,” said Big Ted.

Big Ted _____ to the crash.

get gets

“I will _____ the fire engine,” said Big Ted.

Big Ted _____ the fire engine.

pull pulls

“I will _____ the car out,” said Big Ted.

Big Ted _____ the car out.

5 a The Big Crash

Name _____

Put in the punctuation.

capital letters full stops exclamation marks

wheee wheee

big ted goes out in the thick fog

Write a sentence from the story with an exclamation mark.

Draw a picture to go with the sentence.

