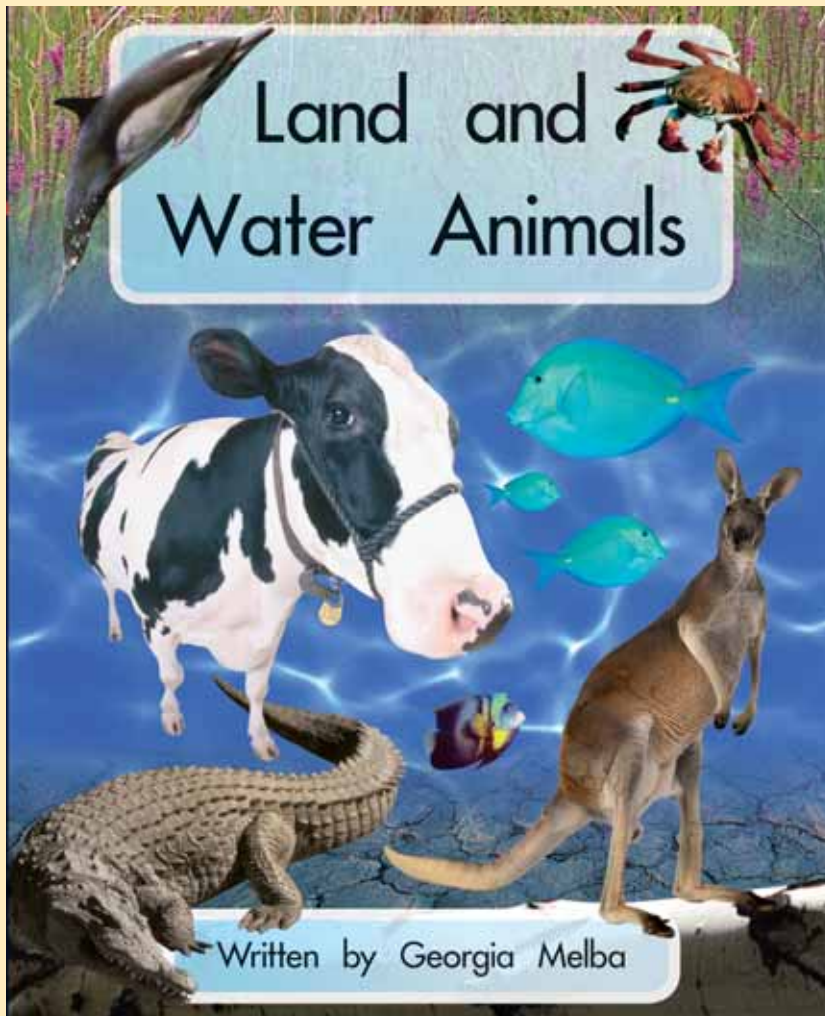




Level 5 Book 6



Level	5
Word Count	92
Text Type	Factual description
High Frequency	some
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

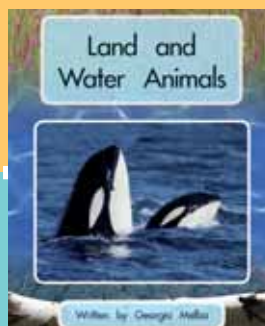
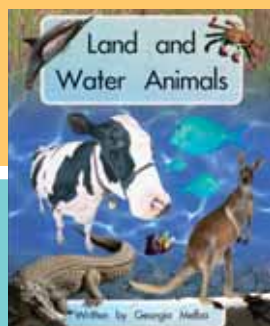
Cover & Title Page



Direct the children's attention to the pictures. Ask the children to identify the animals. Then ask the children if they can tell you the habitat or places that these animals live in.



Read the author's name. Why is there a name here? Identify book conventions.



Check reading strategies with the children. Remind them to match one spoken word with one written word as they read. Then direct the children's attention to the word *Animals*. Does this word mean one animal or more than one? Introduce the word *plural*.

AFTER READING

BEFORE READING
2/3

Let the children identify all the animals and then discuss any of the animals that the children may have seen at the zoo or on TV.



Ask the children if they would be happier seeing the animals in their natural habitat or at a zoo. Discuss the natural habitats of these animals.

Draw the children's attention to the word *these*. Spell *these*. Ask the children to put this word into a sentence of their own and share with the group. Review the capital letter and full stop and ask the children to point to them.

BEFORE READING
4/5

Ask the children to explain what this animal is and what habitat it lives in. Encourage the children to talk about the characteristics of snakes.



Ask the children to describe the characteristics of the desert, using the picture to help them choose their words.

Encourage the children to identify the word *Some*. Ask the children if they can explain why the word *Some* has a capital letter. Discuss the use of capital letters and full stops to review knowledge and increase awareness.

AFTER READING

Ask the children to describe the next animal. It doesn't matter if they choose mouse – just encourage them to think of other animals that might look like a mouse. Talk about the ideal habitat for these creatures.



Talk to the children about the differences between mice and rats, such as size.

Ask the children to point to the words *Look* and *at* and say them aloud. Spell them and ask the children to put them into a sentence of their own.

Talk to the children about what this animal is and where they may have seen one. Discuss the koala's habitat and favourite food. Ask the children what might happen if people destroy the koala's habitat.



Ask the children to point to the words *animals* and *trees* as you read them out. Identify the plural nature of these words. Discuss singular words as well.

BEFORE READING 10/11

Invite the children to tell you all they can about this animal – characteristics, habitat, and where they have seen them.

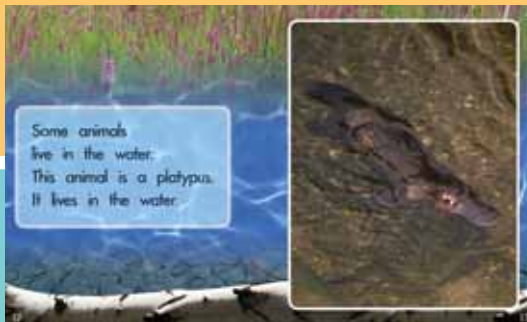


AFTER READING

Draw the children's attention to the word *grasslands*. Spell *grasslands*. Ask the children to identify the two words this word is made from. When they have identified the two words, explain that it is called a compound word.

BEFORE READING 12/13

Ask the children to describe the new animal explaining the characteristics, habitat, and favourite food. Discuss any problems that people might cause that may harm a water animal.



AFTER READING

Draw the children's attention to the word *This*. Spell *This*. Ask the children to think of other words that begin with the *th* sound and put them in sentences. Identify the word *lives* and ask the children to put *live* and *lives* into sentences to understand the different uses.

Ask the children to guess what this animal could be. They may need some prompting. Discuss the habitat of the animal.



Ask the children to point to the word *Dugongs*. Identify the plural part of the word. Then ask the children to put the word *dugong* into a sentence. Emphasise how other words change in the sentence depending on whether the noun is singular or plural.

Ask the children to guess what this page may be used for. Guide discussion around the idea of a map for keywords in the book and their page numbers.

Index	
kangaroo	10
koala	8
platypus	12
snake	4

Ask the children to point to the words one-for-one as you read them.

Ask the children to look at the index and tell you on which page they will find the koala. Then ask the children to think about animals that are not in the index and tell you where you would find them.

5 b Land and Water Animals Name _____

Use these words to complete the sentences.

kangaroo gum lives water

The koala lives in _____ trees.

Dugongs live in _____.

The snake _____ in deserts.

The _____ lives in grasslands.

5 b Land and Water Animals Name _____

Read the sentences. Answer **Yes** or **No**.

Dugongs live in the desert. _____

The platypus lives in the water. _____

Some land animals live in the water. _____

The snake lives in a gum tree. _____

Some rats live in the desert. _____