



Level 5 Book c

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

Garden Animals



Written by Caleb Whitehorn

Level	5
Word Count	95
Text Type	Information report
High Frequency 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

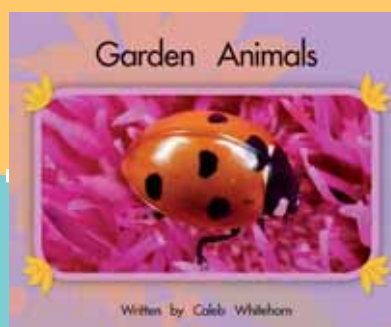
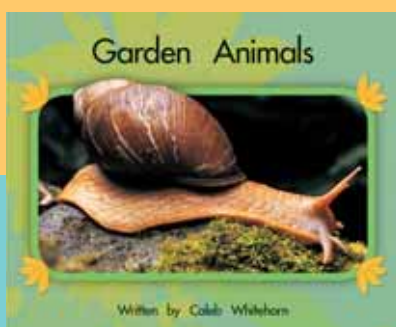
Cover & Title Page



Invite the children to look at the cover and the title page. Ask what they think this book is about. Invite them to discuss animals like these that they already know about. Talk about their experiences.



Identify the name of the author and ask the children why it is placed here.



AFTER READING



Can the children guess what they are going to learn about in this book? Invite them to predict some of the animals they might see in the next pages.



Check reading strategies with the children. Remind them to match one spoken word with one written word as they read. Ask them which words they find easy and which ones difficult. Then ask the children to point to the word *Animals*. Can the children guess whether it refers to one garden animal or more? Discuss the s that denotes plural.

BEFORE READING

2/3

Ask the children to guess what the animal in the picture is. Ask if they have seen one before. Encourage the children to describe this animal, being as specific as possible.



Talk to the children about slugs. Discuss slugs in the garden – are they good for the garden? Why?

Identify the words *This*, *is*, and *a*. Ask the children to put these words into their own sentences and share with the group. Next, identify the word *black*. Encourage the children to point to it. Then ask the children what sound the first and second letter make. Tell them it is called a blend. Think of more words with the *bl* blend. List them.

AFTER READING

BEFORE READING

4/5

Ask the children to look at the picture and identify the animal. Encourage them to describe its body.



Discuss with the children how they can use photos to find out more than the text tells them. What did they learn from the photo that they did not from the text?

Identify the word *fly*. Encourage the children to point to it. Then ask the children what sound the first and second letter make. Remind them it is called a blend. Think of more words with the *fl* blend. List them.

AFTER READING

Ask the children to guess what type of animal this is. Encourage them to describe it with as many adjectives as possible.

Look at this bird.
You can see birds like this
in the garden.
They are black.



Talk to the children about the birds they see at home or school. Talk about their habits and appearance.

Ask the children to point to the words *at*, *see*, and *They*. Can they think of short sentences with these words? Identify the punctuation – capital letters and full stops.

Ask the children to describe what this animal is and what it is doing. Talk to the children about what birds eat.

This bird has a worm
to eat.
The worm is brown.



Talk about why it is important to feed birds and the usefulness they have in the garden. Are they a nuisance? Suggest that providing bird food can encourage birds away from plants we don't want them to eat.

Ask the children to identify a word in the text that has the short vowel sound *a*. Encourage them to think of more words with the same sound, perhaps making a list.

BEFORE READING 10/11

Invite the children to describe this animal and whether it has anything in common with another animal in the book. Are they useful in the garden?



Ask the children to think about what they have learned from the picture that has not been written about in the text, such as where snails live. Talk about how photos help our understanding.

Identify the word *brown*. Encourage the children to point to it. Then ask the children what sound the first and second letter make. Remind them it is called a blend. Think of more words with the *br* blend. List them.

AFTER READING

BEFORE READING 12/13

Ask the children to identify this animal and talk about its appearance. Share stories the children might have about ladybirds.



Talk to the children about the usefulness of the ladybird and what it can do in the garden that is good.

Ask the children to identify the word *ladybird*. Point to it as you read it together. Ask the children what two words have been placed together to make this word. Explain to the children that this is a compound word. Then discuss the plural of the word.

AFTER READING

Ask the children to identify this animal and talk about its appearance. Share stories the children might have about butterflies and whether they are a help in the garden.

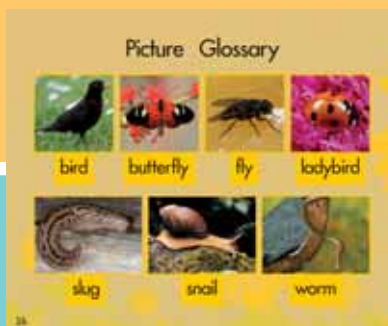
This butterfly is red.
Can you see black on the butterfly?
Butterflies can be white, too.



Talk to the children about the various colours of butterflies they have seen. Can they talk about the life cycle of the butterfly?

Ask the children to identify the word *butterfly*. Point to it as you read it together. Ask the children what two words have been placed together to make this word. Ask the children if they can remember what kind of word this is – compound word. Next, discuss the *ies* plural of the word.

Ask the children to identify the animals in the glossary and say the words aloud.



Ask the children why a picture glossary is placed at the back of the book – what use does it have for the readers?

Ask the children to read through the book again and find their favourite garden animals, explaining the reasons for their choice.

5 c Garden Animals

Name _____

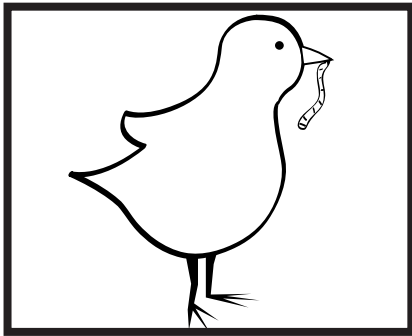
Colour in the animals.

Finish the sentences using these words.

red

brown

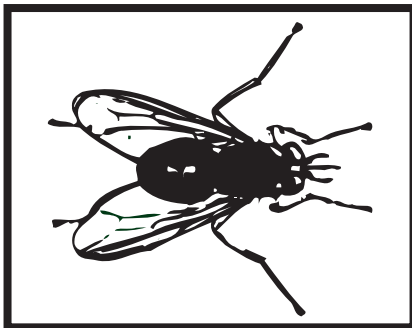
black



The worm is _____.



The ladybird is _____.



The fly is _____.

5 c Garden Animals

Name _____

Draw a red circle around the words with the sound *fl*.

Draw a blue circle around the words with the sound *bl*.

Draw a yellow circle around the words with the sound *sl*.

slug

blue

brown

flower

slip

frog

brave

fly

stop

blob

sun

slap

slow

float