



Level 5
Book c

The Thirsty Cats

Pet Dogs and
Working Dogs

This Little Critter

To the
Space Station

Big Greg,
the Firefighter

Trent and Grace
Make a Home

Wally Wombat Goes
to the City

Look in the Tree

This Little Critter



Written by Greg Banks

Level 5

Word Count 98

Text Type Information report

High Frequency

Word/s Introduced



MACMILLAN

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 discussions that you may have before the children read the book and after the children have completed the reading. This is not an arbitrary division. 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)



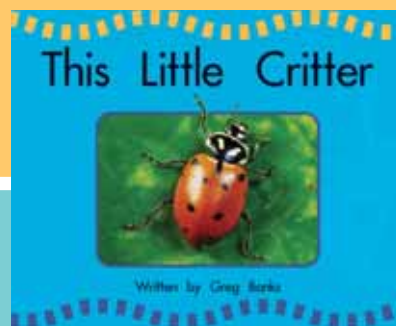
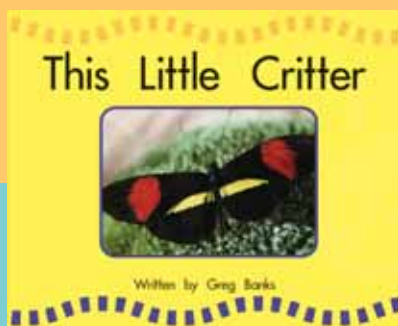
This symbol relates to use (text user)

BEFORE READING

Cover & Title Page



Ask the children to look at the cover and title page and suggest what they will learn from reading this book. Read the title to them and discuss the meaning of *critter*.



Invite the children to respond to the book. What new information did they learn? Which critters had they heard of before? Which ones were new to them?



Discuss the children's reading strategies. Ask them to reiterate how they used the coloured text to help them read. Ask what else they were able to use.

AFTER READING

BEFORE READING

2/3

Invite the children to look at this photo. What is the name of this critter? Invite them to describe what they can see. What colour are its legs?



AFTER READING

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

Write *fly* on the board. Say the word slowly so that the children can hear the sounds made by *f* and *l*. Write *flower* on the board. Ask the children to listen as you say *flower* slowly. Ask them what is the same about the two words.

BEFORE READING

4/5

Have the children discuss this photo. What is the critter? What do they know about bees? What colours can they see?

Discuss the text with the children. Ask them why they think one word is printed in yellow. How can they use the colour of the word to help them with their reading?



AFTER READING

Invite the children to say why they think the author talks about critters. What other word could the author have used instead of *critter*?

Write the word *black* on the board. Read it slowly, asking the children to listen for the sounds made by *b* and *l*. Write *blue* on the board. Say it slowly. Ask the children to supply other words that start with *bl*.

Discuss this critter with the children. What can they see? What is unusual about this critter? How many legs do they think it has? Do they know its name?

Explain the word *centipede* to the children. Tell them that it comes from the Latin *centum*, meaning 100, and *ped*, meaning foot. Centipede means 100 feet.



Continue the discussion about centipedes. Ask the children what else they would like to know about centipedes. Where could they find out more?

Discuss this photo with the children. What can they see? What is the name of this critter? What colour is it?



Continue the discussion about slugs. Have the children share what they know about slugs. How are slugs and snails the same? How are they different?

Have the children look at the text. Invite them to read the coloured text. Does the colour help?

BEFORE READING 10/11

Discuss this photo with the children. As this insect may be unfamiliar to most children, tell them its name.

Ask the children to use the information in the coloured type to help them read the slater's colour.



Talk more with the children about slaters. What else can they see in the picture? How big are slaters? Where would they find a slater?

Write *slug* and *slater* on the board. Ask the children to read the two words. Ask them what is the same about them. Invite volunteers to supply other words that start with *sl*.

AFTER READING

BEFORE READING 12/13

Have the children discuss this photo. What is the critter called? What do they already know about ladybirds?

Invite the children to use the information in the text and the picture to talk about the colour of the ladybird.



Invite the children to analyze the photo in greater depth. How many legs has a ladybird? Does it have the same number of legs as a bee? What else is the same/different about ladybirds and bees?

AFTER READING

Invite the children to talk about this photo. What can they see? What is the name of the critter?

Ask the children to look at the text and share with the group what they know can help them as they read.



Invite the children to talk more about butterflies. What colour butterflies have they seen? How are they the same/different to this one? Do they know the life cycle of a butterfly?

Ask the children to read the glossary, pointing to each word as they read.

Ask the children to return to the beginning of the book. Remind them to use the information in the pictures and in the text to help them read.



Invite the children to share what new things they learned from this book. What could they now tell other people about little critters?

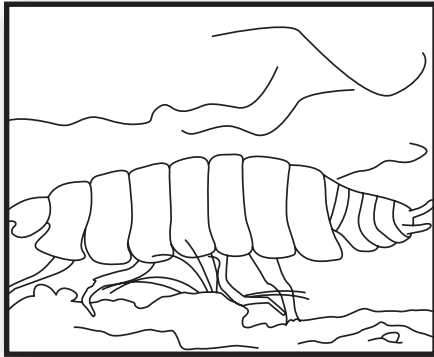
5 c This Little Critter

Name _____

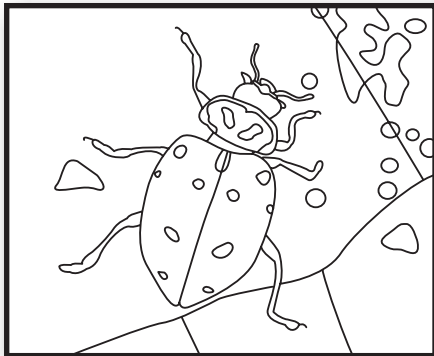
Colour in the critters.

Finish the sentences using these words:

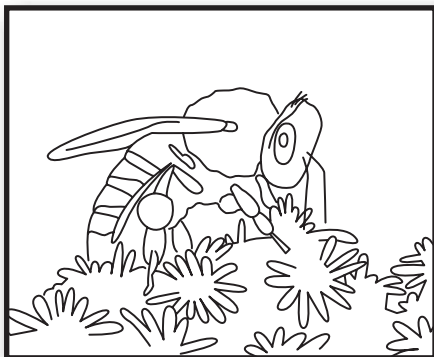
grey yellow red



Can you see _____?



Can you see _____?



Can you see _____?

5 c This Little Critter

Name _____

Draw a red circle around the words that start with the same two letters as *fly*.

Draw a blue circle around the words that start with the same two letters as *black*.

Draw a yellow circle around the words that start with the same two letters as *slug*.

slater

sun

bean

slip

brown

flower

blue

flop

slap

blanket

stop

book

blob

fun