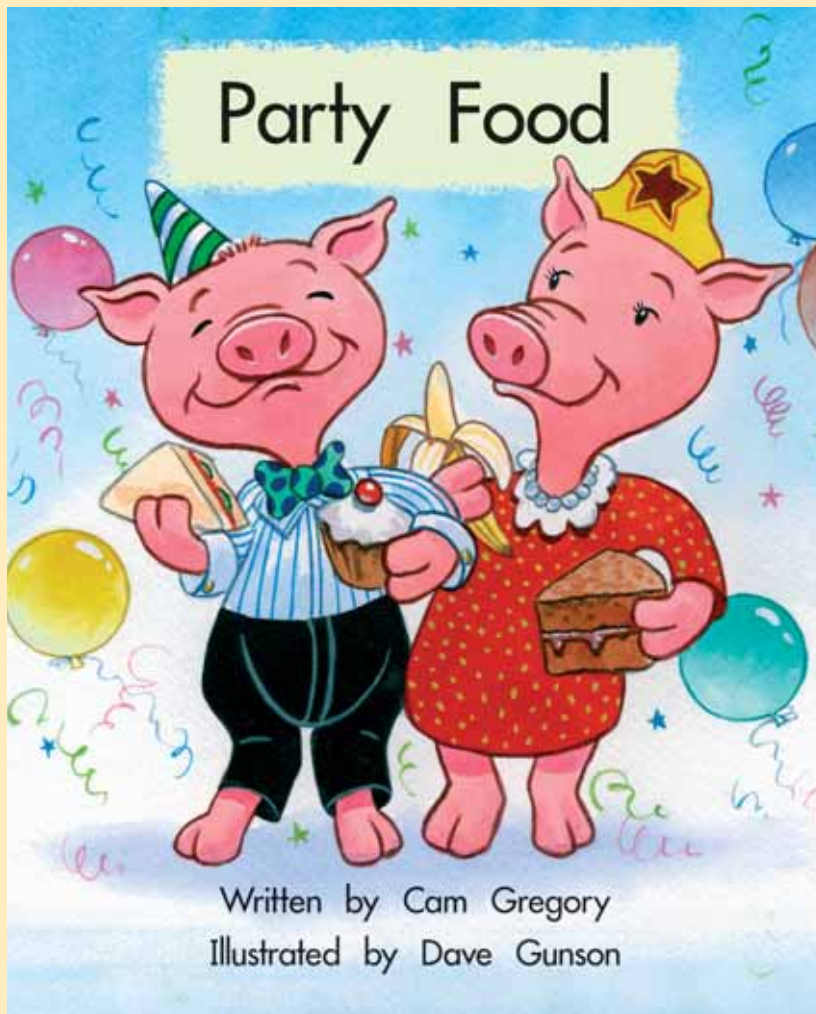




# Level 5 Book f



Level	5
Word Count	98
Text Type	Literary recount
High Frequency	make, so
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)

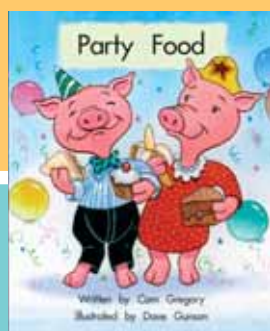
 This symbol relates to use (text user)


BEFORE READING


## Cover & Title Page

 Ask the children to describe what they see in the pictures. Describe the characters and what they predict the story will be about.

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

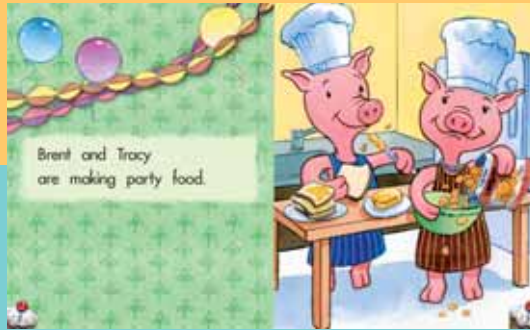


 Invite the children to talk about any times when they have been really happy like the two characters at a party. Talk about why parties are fun and what they enjoy doing at them.

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

AFTER READING

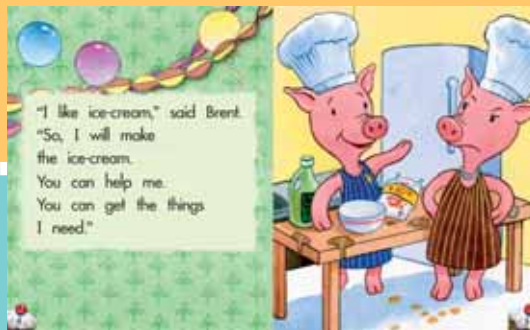
Encourage the children to look at this picture and describe what they see. Describe the kitchen, the utensils, and what Brent and Tracy might be doing. Can the children guess what they are making?



Ask the children to guess what is going to happen next in the story.

Ask the children to point to the words *Brent* and *Tracy*. They both have an *r* blend – *br* and *tr*. Spell them and list more *br* and *tr* words to share with the rest of the group.

Ask the children to look at the picture and describe what they see. Did they spot the expressions on the faces of the characters? Why doesn't Tracy look very happy?



Ask the children to predict something Tracy might say. Encourage the children to suggest a sentence that fits in well with the style of the author.

Ask the children to identify the words *said* and *like* in the text. Have them spell the words and put them in some sentences of their own. Identify the long vowel *i* in *like*. Think of other words with the long *i* sound.

Ask the children to look at the picture closely and discuss what is happening in the story. Why does Tracy look happier now? Can the children guess what she is going to make?



Invite the children to describe things they have helped make in the kitchen. Talk about how it made them feel when they helped.

Ask the children to point to the word *make*, spell it, and place it in some sentences to share with the group. Then identify the long a vowel sound. Ask the children to think of more words with the same vowel sound.

Ask the children to describe what is happening in this picture. Talk about the things that are going to be used and also the expression on Brent's face. Why is Brent looking like this?



Can the children think what Brent might say next? Do their suggestions fit with the author's style?

Talk to the children about the words *can* and *jam*. Spell them and identify the short a vowel sound, suggesting other words with the same vowel sound. Next, identify the word *slice*. Ask the children to spell it and identify the vowel sound – *i*. Also discuss the *s/* blend.

BEFORE READING 10/11

Ask the children to describe what is happening in this picture. Can they predict what is going to happen next?

Ask the children about what they think of the story so far. Encourage them to tell you what they have enjoyed most and why.



AFTER READING

Ask the children why they think Tracy is licking her lips. Can they think of anything that makes their mouth water?

Identify the word *rice*. Ask the children to spell it and identify the vowel sound – *i*. Think of other words with the same vowel sound. Now ask the children to identify the punctuation – full stops, capital letters, commas, and speech marks.

BEFORE READING 12/13

Ask the children to describe what is happening in this picture. Do they notice the mess being made? What do the children think Brent and Tracy are going to have to do afterwards? Ask if the children make a mess at home and tidy afterwards.



Ask the children to share their likes about the story so far. Encourage them to give good reasons for their opinions.

Identify the words *for* and *So*. Ask the children to turn to a friend, spell the words, and put them in their own sentences to share with the group.

AFTER READING

Ask the children to describe everything in this picture. Name all the cakes and treats. Identify which ones are the children's favourites. Look at the expressions on the characters' faces and how pleased they look. Talk about their feelings as they get ready for the party.



Ask the children to identify the word *made*. Ask them to spell it and put it in sentences of their own. Identify the long vowel sound of the word. Then compare the word *made* with *make*. Discuss the change in tense.

Talk about the last scene and what is going to happen at the party. Think about the games the characters will play. Discuss the things the children play at their parties.



Ask the children to read through the book again, find their favourite page, and explain why they like it best.

Ask the children to identify the exclamation mark. Can the children remember what it is used for and give some other examples?

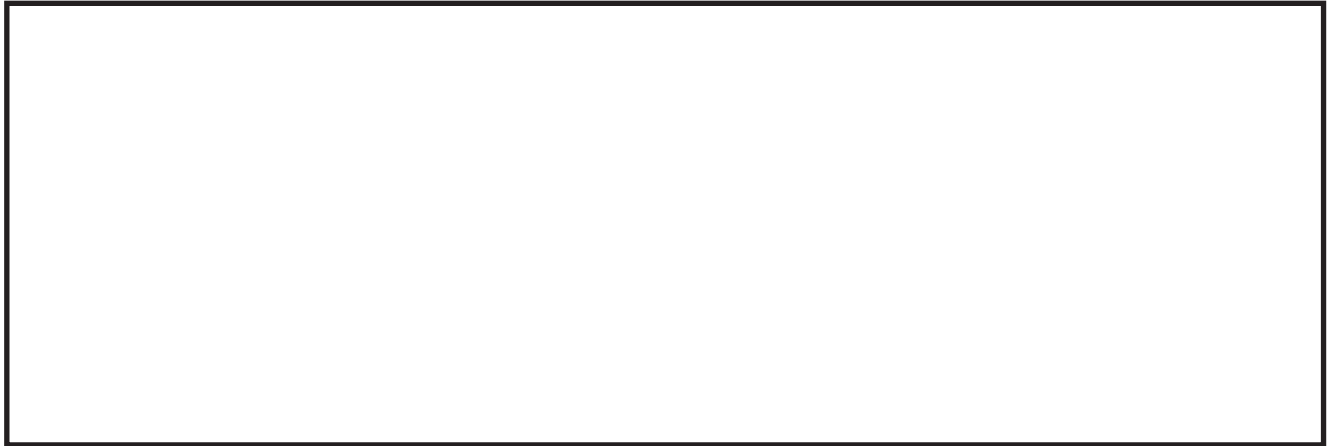
## 5 f Party Food

Name \_\_\_\_\_

Put in the missing letters to complete the words.

Draw pictures.

\_\_ \_\_ent and \_\_ \_\_acy  
are making party food.



So, Tracy got \_\_ \_\_e things  
to ma\_\_ \_\_ the ice-cream.



## 5 f Party Food

Name \_\_\_\_\_

Answer Yes or No.

Trent and Gracy made some pizza. \_\_\_\_\_

Brent made the rice pudding. \_\_\_\_\_

Tracy made the jam slice. \_\_\_\_\_

Brent watched TV while Tracy cooked. \_\_\_\_\_

Brent and Tracy made the party food. \_\_\_\_\_

Brent and Tracy cleaned the kitchen. \_\_\_\_\_