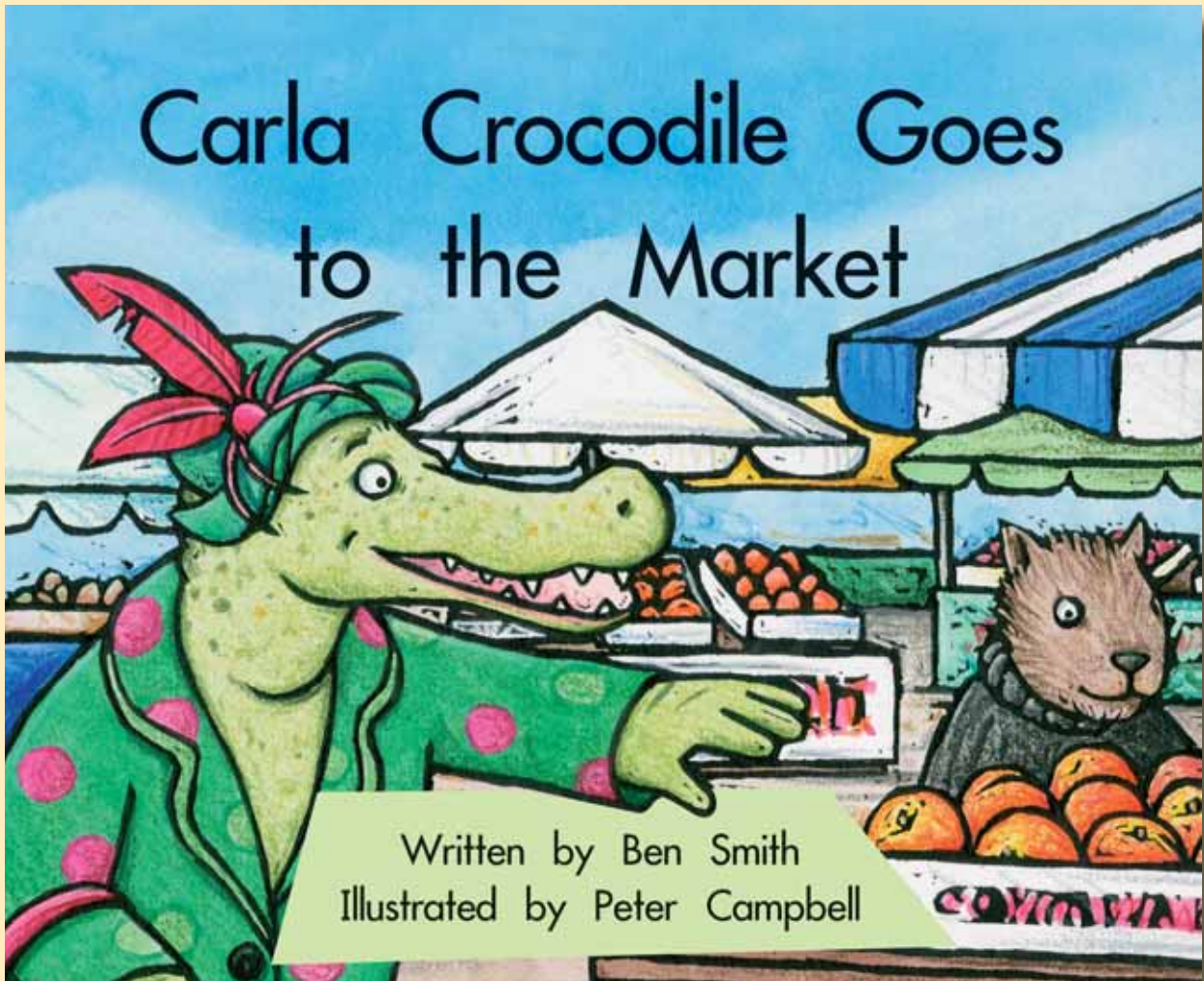




# Level 5

## Book g



Level	5
Word Count	100
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)*

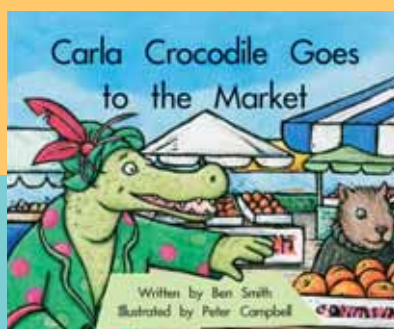
## BEFORE READING Cover & Title Page



Direct the children's attention to the pictures and describe the characters and the setting of this story. Then ask the children what they think this book is going to be about.



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



Check reading strategies with the children. Remind them to match one spoken word with one written word as they read. If the children struggle with any words, break the words into syllables and decode them phonetically, syllable by syllable.

## BEFORE READING

2/3

Encourage the children to look at this picture and describe what they see. Discuss the characters and what they are all doing. Talk to the children about the times they go to the market and what they see there.



## AFTER READING

Ask the children to tell you what Carla wants at the market – they need to refer to the text and point to the words. Using the pictures, the children can tell you what fruits are being sold at the different stalls and the kinds of animals selling them.

Ask the children to point to the words *Carla Crocodile*. Explain to the children that this is alliteration, where the initial consonant sounds are the same. Ask the children to think of alliteration for the characters in the story as you go along.

## BEFORE READING

4/5

Ask the children where Carla goes first – talk about the character at the stall. Discuss his appearance and the items at the stall. Think of a name for Snake that follows the alliteration convention.



## AFTER READING

Ask the children what Carla asked for. Can they point to the words to show they have comprehended the information in the text? Then ask what Snake replied and what Carla got instead, again referring to the text.

Ask the children to identify the words *she* and *said*. Spell them and ask the children to put them in sentences to ascertain their understanding. Have the children identify the word with the *sh* consonant digraph – *she*. Ask the children to think of other words with the same sound.

Talk about where Carla goes in this picture. Talk about the new character and which animal it might be, then give the character a name. Can the children identify the fruit at the stall?



Ask the children what Wombat said to Carla. The children need to refer to the text to give you the answer. Then ask the children if they can predict what the ending of this book might be.

Ask the children to point to the word *went*. Spell it and ask the children to put it into sentences of their own and share with the group. Identify the punctuation on this page – capital letters, full stops, apostrophe, comma, and speech marks.

Ask the children to cover the text and tell you what is happening in the picture. Can the children predict what Kangaroo is going to say to Carla? Encourage the children to make suggestions that fit in with the vocabulary and style of the author.



Ask the children what they like most about this story, encouraging them to support their ideas with reasons.

Ask the children to identify the word *got*. Then ask them to put it into sentences of their own to clarify meaning and use. Draw their attention to the words *peaches* and *oranges*. What do these words have in common? Explain that these words are plural. Talk about other words and list them in singular and plural forms.

BEFORE READING 10/11

Invite the children to describe what is happening in this picture. Talk about the children's favourite fruits. Ask them to compare fruits and sweets.



Ask the children if Carla found peaches. Then ask them what she found instead. Can the children point to the words in the text correctly?

Ask the children to identify the word *So* in the text. Then discuss its meaning by placing it in some sentences. Talk about *grapes* as a plural word and *grape* as a singular word.

AFTER READING

BEFORE READING 12/13

Ask the children to cover the text and explain what is happening in this picture. Can the children suggest what Carla is going to say?



Ask the children to tell you what Carla likes and where it says that in the text. Talk about things that might be good to get instead of peaches.

Identify the word *like* and have the children place it in sentences to share. Ask the children to point to the word so you know they recognise it. Then look at the word *where* and ask the children what the consonant digraph is – *wh*.

AFTER READING

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

Ask the children to look at this picture, and encourage them to explain what is happening here. What do they think Platypus is holding up? Talk about how Carla might feel when she finds out there are peaches at the market.



Talk to the children about what Platypus says in the market. Ask the children to point to the words that Platypus says and read them out.

Ask the children to identify the word *big* and encourage the children to spell this word out. Talk about its meaning.

Ask the children to cover the text and describe what is happening in this picture. Tell them to look carefully at what Carla is holding. See if the children can guess what is going to happen in the story.



Ask the children to tell you what happened. Then ask them to read through the book again and tell you their favourite page, giving their reasons.

Ask the children to identify the word *have* and put it into sentences of their own to share with the group. Then talk about all the fruits in the story, making a list of singular and plural terms.

## 5 g Carla Crocodile Goes to the Market

Name \_\_\_\_\_

Here are 4 fruits.

Put the fruits in the order Carla bought them in.

Write 1, 2, 3, and 4 next to them.

grapes\_\_

apples\_\_

pears\_\_

oranges\_\_

Draw all the fruit Carla bought. Label the fruit.



## 5 g Carla Crocodile Goes to the Market

Name \_\_\_\_\_

Use the words *she* or *where* in these sentences.

So \_\_\_\_\_ went to the market.

“I want some peaches,” \_\_\_\_\_ said.

“I like this market,” said Carla.

“But \_\_\_\_\_ are the peaches?”

Write two sentences.

Write one sentence with the word *she*.

Write another sentence with the word *where*.

---

---