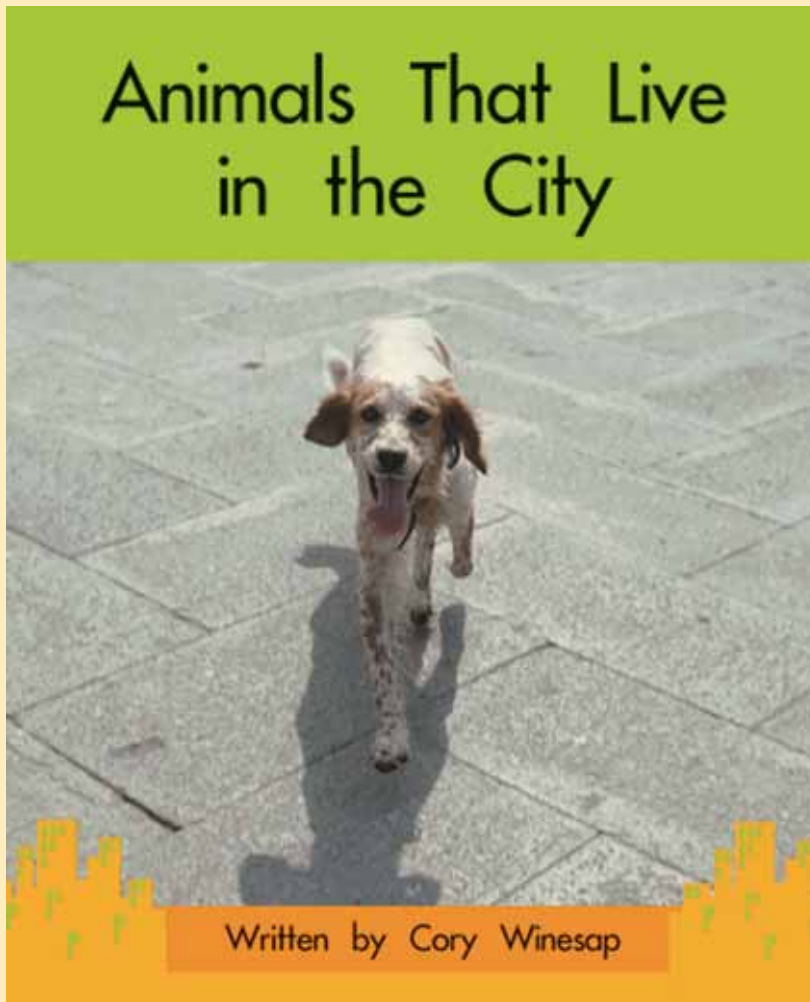




# Level 6 Book b



Level	6
Word Count	105
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 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)*



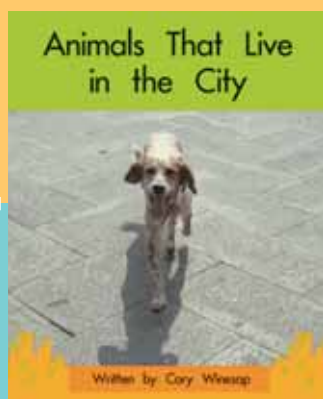
*This symbol relates to use (text user)*

BEFORE READING

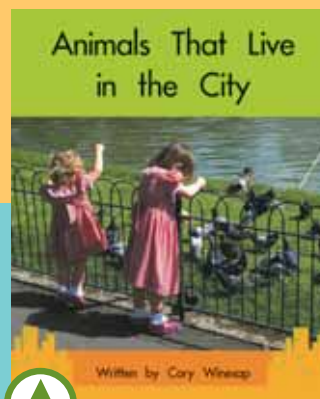
## Cover & Title Page



Ask the children to look at the cover of the book. Read the title to them and ask them to suggest animals they know that live in a city. Write the suggestions on the board.



Refer back to the list made before reading the book. Ask the children to add any new information to it. Ask the children to suggest where in the city each animal lives. Make a second list.

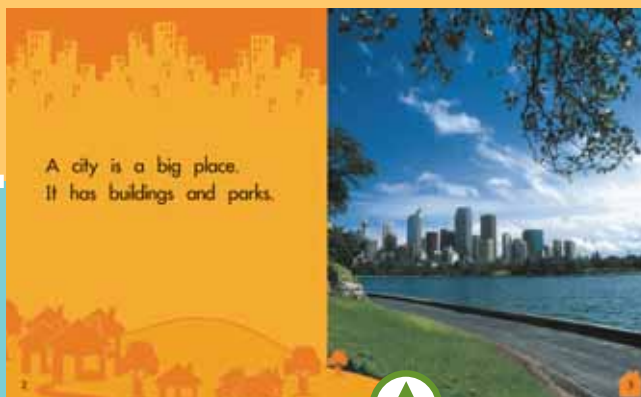


Ask the students to share the strategies they used to help decipher unknown words. Which words did they find difficult and why?

AFTER READING

Ask the children to look at the photo and describe what they see. Think back to the title of the book. What animals might live in places in this picture?

Ask the children to look at the words *buildings* and *parks*. Point out that the final s on both words makes them plural. If the s was not there, there would be only one park or building.



Discuss the buildings in more detail. Where would people who live on the upper floors of buildings exercise their animals?

Ask the children to suggest other words in the book that could be made plural by adding an s, or singular by taking the s off. Write these on the board and note those that add es to make the plural.

Discuss this photo with the children. What is this animal? Where do the children think that the man and his dog live?

Look at the word *too*. Remind the children that when *too* is spelt this way, it means *also*.



Ask the children to analyze this photo in more depth. Where has the man come from? Where is he going? What is the weather like?

Ask the children to find other instances where *too* has been used in the book. Ask the children to make a sentence of their own using *too*.

Ask the children to look at this photo. Discuss where this dog lives. Ask the children if they know the word used to describe an animal that lives with people in their homes.



Invite the children to think about things that are not in this photo. Ask them where the dog would sleep, play and eat. What other special things might it need?

Ask the children to find the words that are plurals on this page.

Ask the children to look at this photo. Ask them to describe what is happening in the photo.



Ask the children to suggest why the dog might need to be walked in the park. What things would the owners need to think about when walking the dog?

Ask the children to locate *too* on this page.

BEFORE READING 10/11

Discuss this photo with the children. Ask them to describe what they see. Do they think these birds are pets? Why? Why not?



Discuss with the children what the girl may be giving the birds to eat. Do the children think that the birds are used to being fed by people? Why or why not?

Ask the children to identify words on this page that are plurals. What makes them plurals? How could they be made into singulars?

The Surprise

Animals That Live in the City

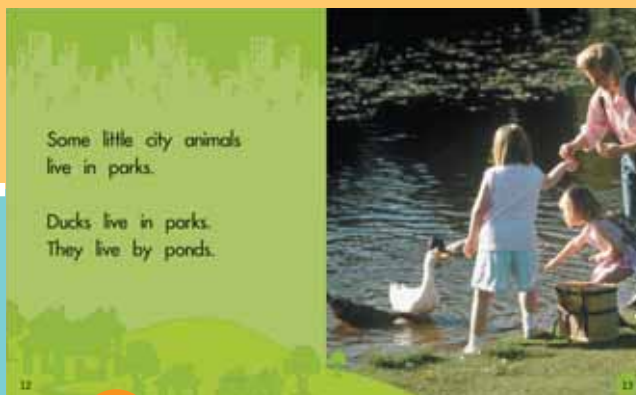
Escape From the Zoo

The Moon Car Race

AFTER READING

BEFORE READING 12/13

Ask the children to discuss this photo. What is happening in it? What animals are in it? Are they pets? Where in the city might the photo have been taken?



Ask the children to think more about the animals in this photo. Ask who looks after them. What might they eat? Who will look after them if they get sick?

After School

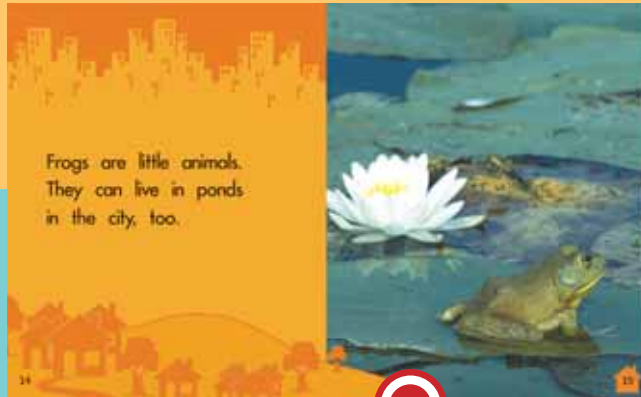
Giraffe Goes Skating

Make a Fruit Salad

Lunch in the Park

AFTER READING

Ask the children to look at this photo. What is the animal in it? Where in the city might it live? Which other city animals might it live with?



Discuss the frog in more detail. What kind of animal is a frog? What do frogs eat? What are baby frogs called? Can the children describe tadpoles?

Discuss with the children why they think the author may have included frogs in *Animals That Live in the City*. What other animals could the author have included?

Discuss this page with the children. What is it? What is it used for? How can they use it?

Have the children read the book independently. Ask them to suggest what they will do when they come to unknown words. Make suggestions where necessary.

Index	
buildings.....	2, 6, 10
ducks.....	12
frogs.....	14
parks.....	2, 8, 10 12

Discuss with the children the ways that they could use the information they have learned by reading this book. Discuss also where they might find more information on the parts of the book that really interested them.

## 6 b Animals That Live in the City

Name \_\_\_\_\_

1. Make these words plural.

frog

\_\_\_\_\_

dog

\_\_\_\_\_

park

\_\_\_\_\_

pond

\_\_\_\_\_

duck

\_\_\_\_\_

2. Make these words singular.

buildings

\_\_\_\_\_

animals

\_\_\_\_\_

pets

\_\_\_\_\_

birds

\_\_\_\_\_



Draw some frogs.



Draw a dog.

**6 b Animals That  
Live in the City**

**Name** \_\_\_\_\_

1. Draw four animals that live in the city. Write their names.



\_\_\_\_\_

2. Use the right word.

to      two      too

I have \_\_\_\_ dogs.

I went \_\_\_\_ the city.

The frogs live in the city, \_\_\_\_.