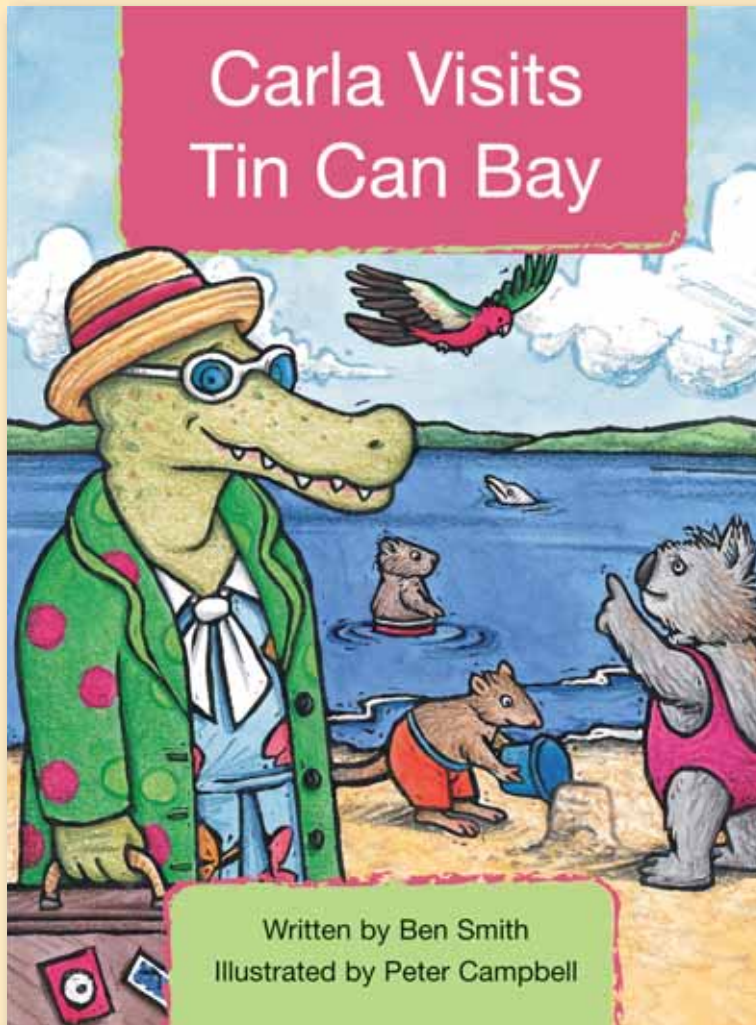




Level 27

Book c



Level	27
Word Count	838
Text Type	Narrative (Adventure)
High-Frequency	near
Word/s Introduced	



A Hairy Story

Unusual
Creepy-Crawlies

Carla Visits
Tin Can Bay

Making
Gingerbread Men

Accident in
the Forest

Chinese New Year

The Magic Horse

Predators

We have designed these lesson plans so that you can have the plan in front of you as you teach, along with a copy of the book. Suggestions for teaching have been divided into questions and discussion that you may have with the students before, during, and after they read. However, you may prefer to explore the meaning and language in more detail before the students read. Your decisions will depend on the gap between the students' current knowledge and the content, vocabulary, and language of the book they are about to read. The more information the students 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 we think are important in developing good readers. As well as comprehension and decoding, we have addressed the issue of the students being able to analyse and use texts they read. The symbols below guide you to the type of question or discussion.



*This symbol relates to decoding
(code breaker)*



*This symbol relates to use
(text user)*



*This symbol relates to comprehension
(meaning maker)*



*This symbol relates to critical analysis
(text critic or analyser)*

BEFORE READING

Have the students read the title and the name of the author and illustrator on the front cover. Ask the students – *Can you guess from the illustration who Carla is? Is Tin Can Bay a real place?*

DURING READING

Set the students a purpose for reading, with a focus question for each page or several pages. Explain to the students that you will be asking a question before they read the text, and that they should read silently. They should be ready to answer when they have finished reading the page or pages.

Before the students read each section, ask –

Pages 2–3 *Who is Carla? What city and country is she in?*

Pages 4–5 *Why did Carla check the weather on the Internet? Where did she book her plane ticket to?*

Pages 6–7 *Can you guess where Carla is staying on the Sunshine Coast?*

Pages 8–9 *Name three activities that Old Bill suggests to Carla.*

Pages 10–11 *Why do you think the dolphins did not come?*

Pages 12–13 *What did Carla do for the rest of the afternoon?*

Pages 14–15 *Why is Carla having no luck seeing the sea life?*

Pages 16–17 *How far is Carla from Brisbane?*

Pages 18–19 *Why does Carla think the dolphins are staying away? Do you think the clue she gives Platypus is a good one?*

Pages 20–21 *What is the name of the largest sand island in the world?*

Pages 22–24 *What reason does Platypus give Carla about why the dolphins have not come? What type of sea creature is a dugong?*

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AFTER READING

Ask the students to work with a partner. Have them each reread aloud half the book.

Ask the students to focus on the pronunciation of the place names throughout the story and then to complete the BLM.

CODE BREAKER



Developing Specific Skills

Word patterns – *ue* words – *clue, due, sue*

Indigenous words – *tuncun, tindhin, tinken* – have the students locate the meanings of these words in the text. Discuss other indigenous words such as the names of places near where the students live.

TEXT USER



Carla uses the Internet to help her find a warm and sunny place to visit. She looks up the weather on the Internet. Work with the students to find out how to look up the weather on the Internet. Have the students look up the weather for where they live and also for the Sunshine Coast in Australia.

MEANING MAKER



This story takes place in Australia. Towns, cities, and places from three states in Australia are mentioned. Ask the students – *Which states are mentioned in the story?*

There are many Australian animals in the illustrations that go with this story. Ask the students to make a list of all the animals they can recognise in the illustrations.

TEXT CRITIC



The author and illustrator have used animals as characters in this story. Ask the students – *Why do you think they have done that? Would the story work just as well if the characters were human? What changes would need to be made to the story if the characters were human?*

27c Carla Visits Tin Can Bay **Name** _____

There are many Australian places mentioned in the book *Carla Visits Tin Can Bay*. Make a list of all the places you can find, then mark them on the map below. Use your atlas for help.



27c Carla Visits Tin Can Bay **Name** _____

In the story *Carla Visits Tin Can Bay*, Carla gives Platypus clues to help him guess the names of places.

Tin Can Bay – “You’d think from the name of this place that there were many litterbugs around.”

Rainbow Beach – “Think of colours, and think of rain and sunshine.”

Write the names of three places near where you live. Now write clues about them and see if other students can guess the places.

_____ – _____

_____ – _____

_____ – _____

Plan a trip for Carla to come to visit near where you live. You will need to provide the information on the following –

- Accommodation – that is, places to stay
- Weather – you can find this on the Internet or in the newspaper
- Activities – things that Carla can do while she is here
- Major towns and cities close to you
- Map – to find places in your town and nearby
- Transport – how Carla will get to your town and how she will be able to travel around

27c Carla Visits Tin Can Bay **Name** _____

There are many sea and land animals in the book *Carla Visits Tin Can Bay*. Use encyclopedias, books, or the Internet to find out about the Indo-Pacific humpback dolphin, the dugong, and one other animal from the story.

Complete the data chart below, using dot points.

	Indo-Pacific humpback dolphin	Dugong	
Description			
Food			
Habitat (where they live)			
Life cycle			
Threats (endangered?)			
Interesting fact			