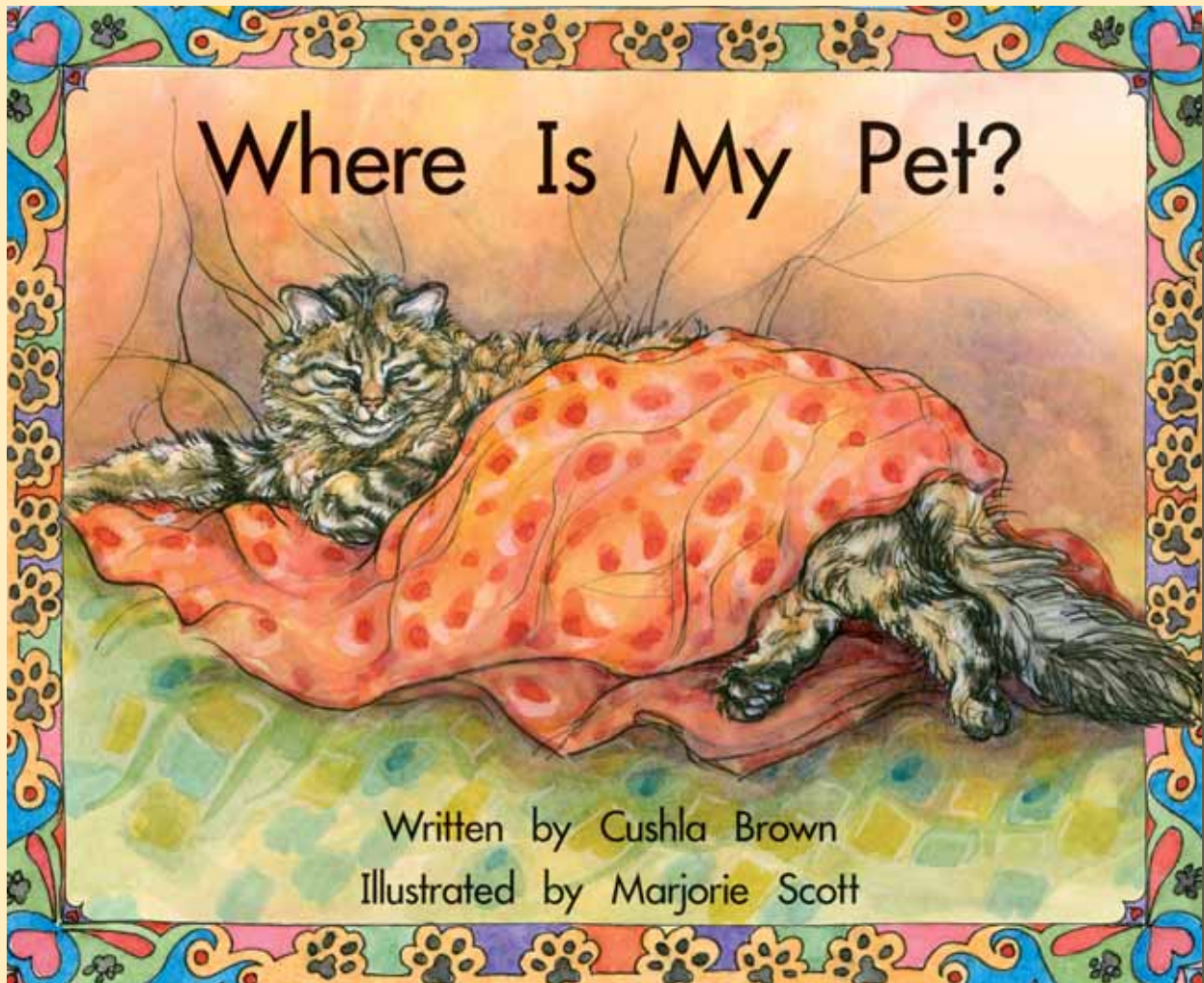




Level 3 Book f



Level	3
Word Count	80
Text Type	Narrative
High Frequency	for
Word/s Introduced	



MACMILLAN

Kanga and Platypus's
Space Trip

Duck School

Look at the Cats

Where Is My Daddy?

Fruit

Where Is My Pet?

Betty Bees Lunch

Ships

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)

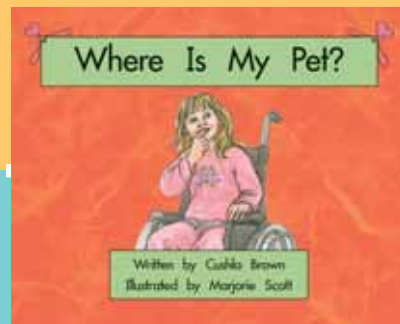
BEFORE READING Cover & Title Page



Direct the children's attention to the pictures. Ask the children to identify the animal in the picture. Then ask the children if they can tell you about any cats they have or know and what they are like.



Read the author's name. Why is there a name here? Identify book conventions. Read out the words *Illustrated by* and ask if the children know what this is.



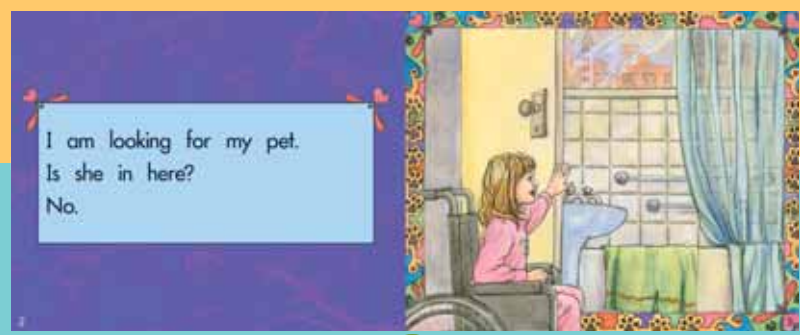
Invite the children to predict what this book will be about. Is it a story or an information book? Talk about pets and whether the children have any.



Read the page together, pointing to each word. Can the children identify the spoken word with the written word – one-for-one? Are there words the children struggle with?

BEFORE READING 2/3

Ask the children to describe what is happening in the picture. Talk about disability and why this child might be in a wheelchair. Do they know anyone who uses a wheelchair?



Ask the children what the girl is looking for – they need to refer to the text to justify their answer. Then ask if her pet is there, again referring to the girl's answer in the text.

Ask the children to identify the words *I* and *am*. Have them put these words into sentences to clarify meaning and use. Next, draw their attention to the *ing* suffix in the word *looking*. Ask the children to think of other words with same suffix.

BEFORE READING 4/5

Ask the children what is in this picture and where the girl has gone. Encourage the children to describe the bedroom in as much detail as possible. Ask them what kind of bedroom this is, encouraging them to describe the untidiness of the room. Draw some ideas about how important it is to be tidy.



Ask the children where in the bedroom the girl looks. They must refer to the text to answer – *the bed*. Does she find her pet on the bed? Ask how they know she does not. They must refer to the text – *No*.

Have the children identify the words *my* and *on*, spell them, and put them in sentences of their own. Ask them to share their sentences with the group. Ask the children to identify the words, *pet* and *bed*, with the short vowel sound *e*. Sound these words out as the children read them.

AFTER READING

Ask the children to describe where in the house the girl is now looking for her pet. Can the children guess where she might be looking?

I look for my pet on the mat.
She is not on the mat.



Ask the children where exactly the girl is looking, by searching for the answer in the text. They must refer to the words *on the mat*.

Ask the children to point to the words *is* and *look* and say them aloud. Spell them and ask the children to put them into sentences of their own.

Invite the children to describe where the girl is, referring to the objects in the room that can support their guess.

Encourage the children to explain what they like about this story and why. Ask them to predict what might happen next.

I look for my pet on the chair.
She is not on the chair.



Ask the children where the girl is looking, by referring to the text. Then ask the children where their pets like to relax and hide.

Ask the children to point to the word *the*, spell it, and place it in sentences of their own to clarify meaning and use. Then ask the children to point to the words *not* and *on* and say which short vowel sound they have in common.

BEFORE READING 10/11

Ask the children to talk about this picture and what is happening. Invite them to explain where this girl lives – in town or in the country. The view from the window will give them the clue.



AFTER READING

Ask the children if they can explain what *the den* is. Talk about the word *den* and other names people use for a living room.

Ask the children to look at the words *she* and *no*, then put them in sentences of their own to clarify meaning. Identify the two short vowel sound e words – *pet* and *den*.

BEFORE READING 12/13

Ask the children to describe where the girl is now and where she is looking – what is this room called? Can the children think of any places her pet might be?



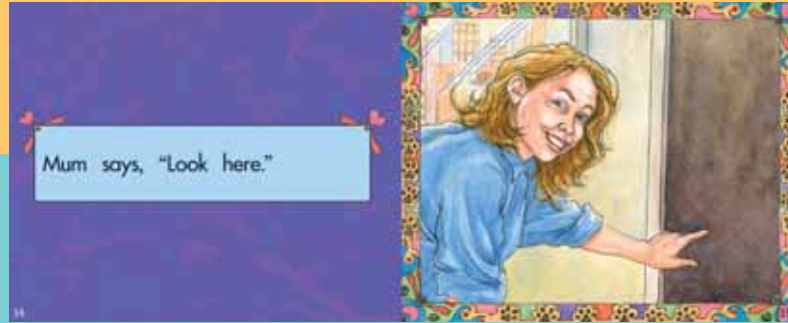
AFTER READING

Invite the children to add another sentence to this page. Encourage them to use vocabulary and style similar to the author's.

Draw the children's attention to the punctuation – capital letter and full stop – and what it is used for.

Ask the children to cover the page of text and tell you who this new character might be. Ask them to predict something she might say to the girl.

Encourage the children to use vocabulary like the author's.



Can the children now guess where the pet is? Encourage them to look at the picture closely.

Ask the children to point to the word *here*. Ask them to spell it and point to the word as they do so, then clarify its meaning using sentences of their own. Next, identify the short vowel sound in the word *Mum*. Ask the children to think of other words with the same short vowel sound.

Cover the words on this page and after talking about the picture, ask the children where the cat is. Invite them to guess what the characters might say.



Discuss the exclamation mark as punctuation that emphasises something said by the characters. Ask the children to think of sentences of their own that end with an exclamation mark.

Talk with the children about why the cat has hidden herself away and what has happened. Invite the children to explain what they liked most about this story.

3 f Where is my Pet?

Name _____

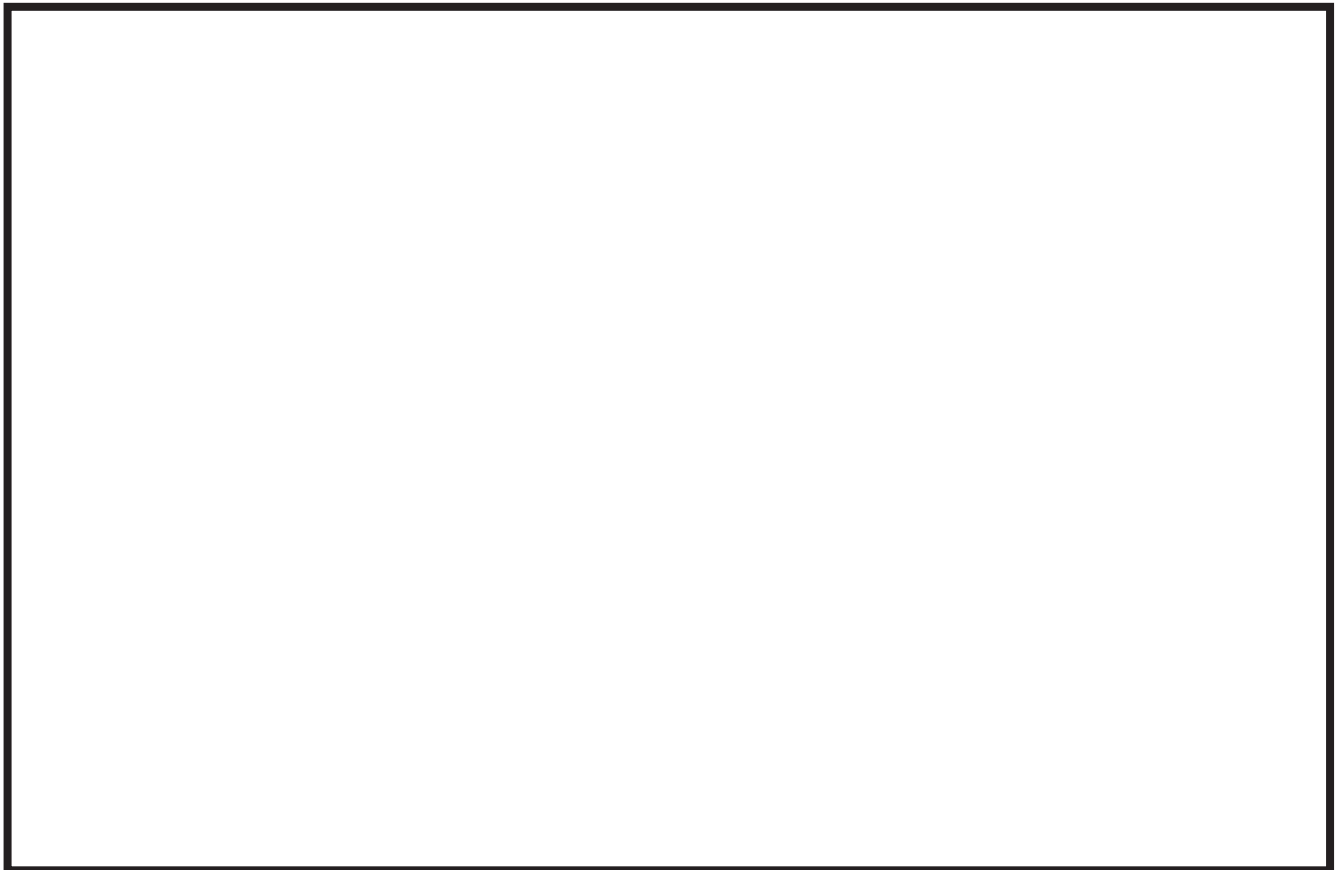
Read the sentences.

Draw the picture.

I am looking for my pet.

Is she in here?

No.



3 f Where is my Pet?

Name _____

Write the missing words.

Read the sentences.

and for my

on pet the

I look _____ my pet on my bed.

I look for _____ pet on the mat.

I look for my pet _____ the chair.

Is she in _____ den?

I look _____ look.

My _____ is in here!