



# Level 11

## Book a

# The Snail Race



Written by Monique Martin  
Illustrated by Helen Casey

Level 11

Word Count 223

Text Type Narrative

High Frequency

Word/s Introduced



The Snail Race

Outside Games

The Queen's  
New Seat

Geena's Project

Joe's Letter


When I Looked out of  
My Window


Big Cats  
Little Cats


Carlos's  
Big Yawn


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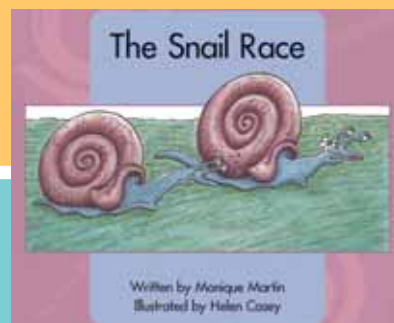
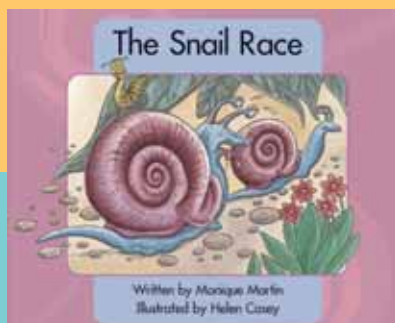
 This symbol relates to critical analysis (text critic or analyser)

 This symbol relates to use (text user)


BEFORE READING

## Cover & Title Page

 Have the children look at the picture on the cover and the title page. Ask them who the story will be about. What clues are there that tell them what the characters will be doing in the story?



AFTER READING

 The children should have read the title now. Ask them what the story is about. How does this match their earlier predictions of what the story might be about?

Ask the children why a race might be run. What could cause two people to have a race? What are these snails doing? What are they saying to each other? What would they say to start the race?

Have the children scan the text for the word *faster*. Ask them how many times it appears.



Ask the children what the two snails' names are. Who claims to be faster than who?

Ask the children if the book makes clear what the reason for the race is.

Ask the children what Sam and Sarah are doing now. Do they think Sam will race?

Have the children scan the text for the word *fast*. Ask them how this is different from the word *faster*. What has changed? How is the meaning different?



Ask the children if Sam thinks he will win the race. How fast do he and Sarah each say they will go?



Discuss with the children who they think will win the race, then show them the picture. Ask them who seems to be winning on this page.



Have the children scan the text for the word *fast*. Ask them what Sam would have to do to overtake Sarah. How would the word *fast* change?



Ask the children what Sarah and Sam raced on. What question does Sam ask himself? Why does he ask himself this question?



Have the children think about what they have been reading. Ask them how they can tell Sam is coming in second.



Ask the children how the illustrator helped them understand which snail is Sarah.



Have the children scan the text for the word that means quicker than fast. How can they make the word *fast* from this word?



Ask the children what Sam and Sarah have raced to so far. Does Sam think he will win? Ask the children to explain their answers to this question.



Discuss with the children what the author has the snails saying. Ask the children how the direct speech helps them understand what Sam is thinking.



BEFORE READING 10/11



Have the children look at this picture. Has Sam taken the lead yet? Ask the children why not.



Have the children scan the text for the word that means quicker than fast. How can they make the word *fast* from this word?



Ask the children what Sam and Sarah were racing on. Who was winning? What does Sarah say to Sam?



Ask the children what the illustrator has drawn in the picture to show them that Sam is trying very hard.

AFTER READING

BEFORE READING 12/13



Have the children look closely at this picture. What is about to happen? How will this affect the race? Will it make any difference?



Ask the children to think about the words *fast* and *faster*. Ask them what a person who is faster than everyone else is called. What ending does *fast* have then?



Ask the children what Sam wants. What is coming? Why does this bother Sarah?

AFTER READING



Ask the children if this is Sam's chance to catch up. Look at the picture. What has happened? Who will win the race now?



Have the children scan the text for the word *fast*. Ask them what endings can be added to *fast*. How do they change the meaning of the word?



Ask the children what Sam thinks of the rain. What will he do in the rain? Why does Sam think he will win the race, now?



Discuss with the children what the author has made us think by writing that Sarah went inside her shell.



Ask the children who it is that finally wins the race. How do they think Sam feels about this? Have them look at the picture for clues about this. Have the children think back to the reason for the race. Did Sam win the race because he was the fastest? Why did Sam win the race? Who would have won if it had not rained? Who is the faster snail?



Have the children read the book independently. Ask them to read with expression when they are reading direct speech.



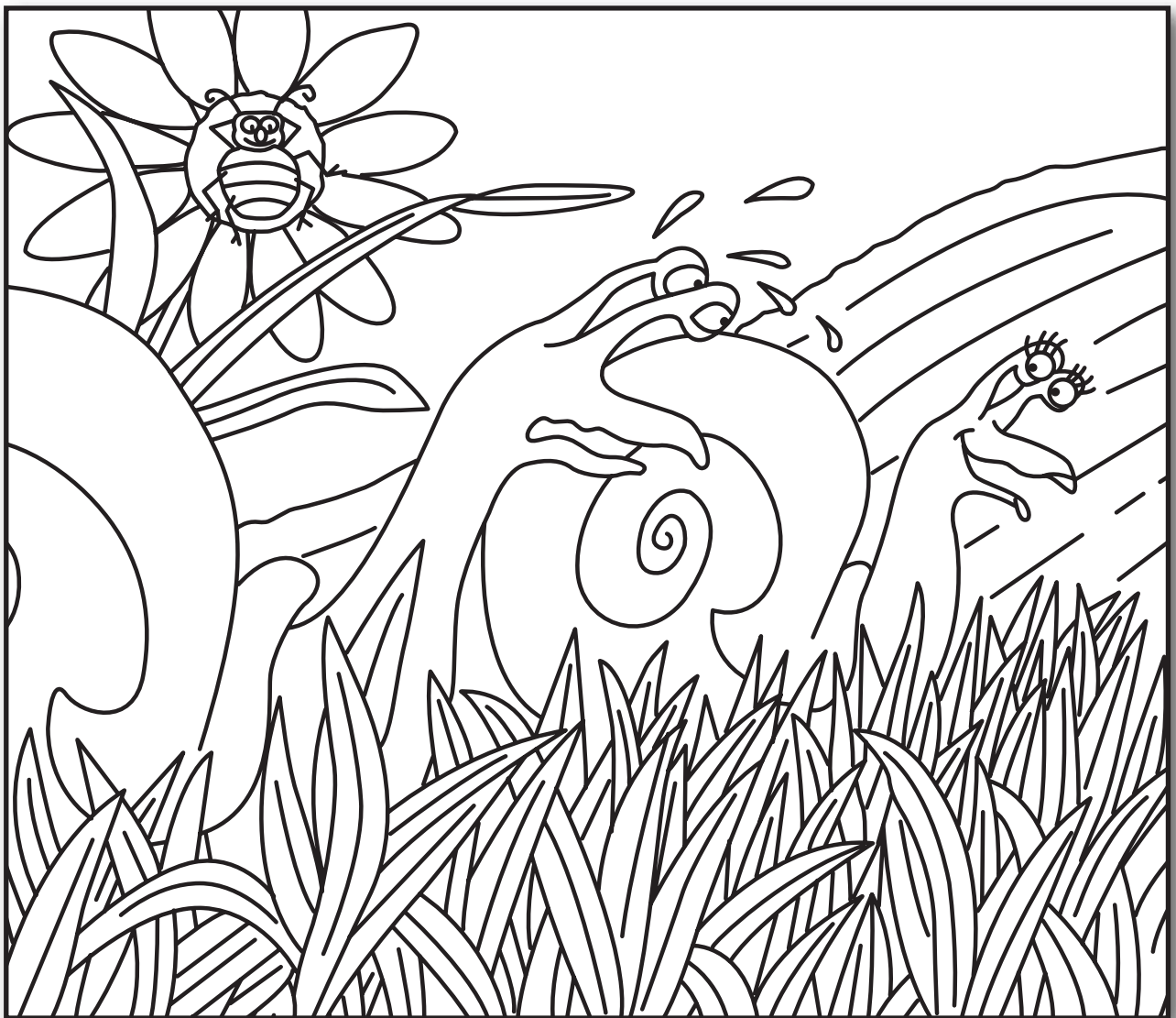
Discuss with the children if there is a message in the story they can use in their lives.

## 11 a The Snail Race

Name \_\_\_\_\_

1. Complete the following sentence. Then colour the picture.

I am very fast. But Sarah is fast\_\_ \_\_ than me.  
She is the fast\_\_ \_\_ \_\_ snail in the world.

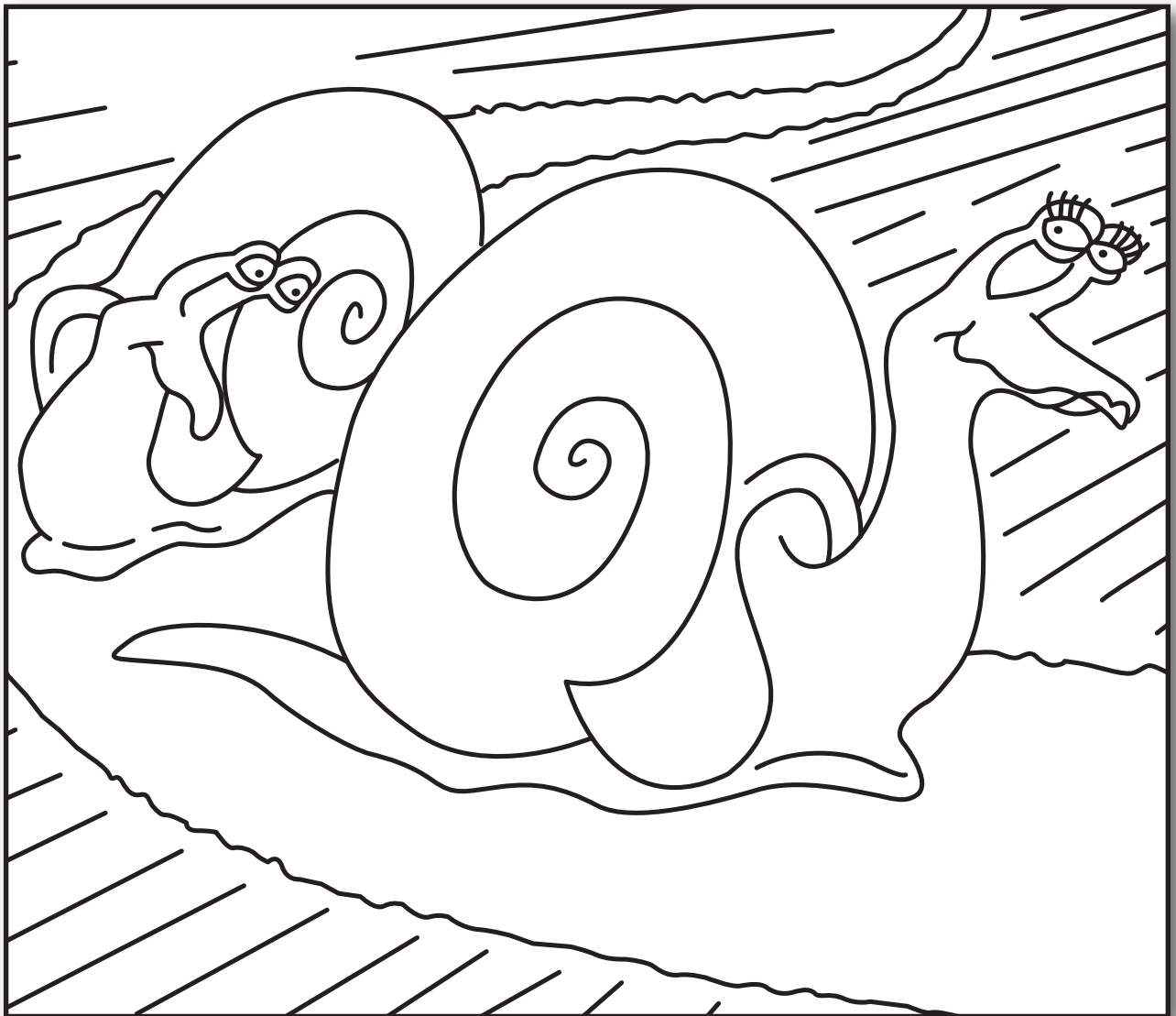


## 11 a The Snail Race

Name \_\_\_\_\_

1. Select from the list the things that Sam and Sarah race on and past. Then colour the picture.

Path      mailbox      grass      daisy  
water      track      metal







# Level 11

## Book b

The Snail Race

Outside Games

The Queen's  
New Seat

Geenas Project

Joels Letter

When I Looked out of  
My Window

Big Cats  
Little Cats

Carlos's  
Big Yawn

# Outside Games



Written by Pierre Latour  
Photographed by Francisco Cruz

Level	11
Word Count	230
Text Type	Procedural recount
High Frequency Word/s Introduced	

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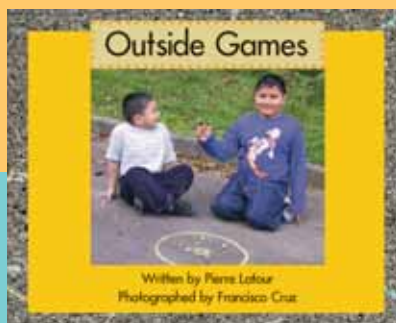
*This symbol relates to use (text user)*

BEFORE READING

## Cover & Title Page



Discuss with the children the kind of games they can play outside. Have them look at this photo and ask them what game these children are playing.



Ask the children what the contents page is used for. What does it tell them about what is in the book? How can they use the contents page?

AFTER READING

BEFORE READING

2/3

Have the children look at the photographs on this page. What games are being played? Ask the children which of these games they have played. Discuss how they are played.



AFTER READING

Discuss with the children where the games on this page are being played. What two games does the book ask the children if they have played?

Write *play* on the board. Ask the children to say the ending sound. Invite them to supply words that end with the same sound.

BEFORE READING

4/5

Discuss hopscotch with the children. Who plays it? What can they tell you about it? How is it played?

Discuss with the children what headings and sub-headings are.



AFTER READING

Ask the children what these two girls are doing. Where are they doing it? Why are they taking turns?

Ask the children what they need to play hopscotch. How do they know? On p5, which photo matches which word? Why has the author numbered the photos?

Discuss with the children if p6 has a heading or sub-heading, and why.



Ask the children to name the first thing the first girl does. What does she do next? When does she hop out of the squares?

Ask the children what this page teaches them. If someone did not know how to play hopscotch, what could they use this page for? Why are the instructions written in sequence?

Ask the children when someone else gets to take a turn in hopscotch.

Discuss with the children why p9 has a new heading.



Ask the children why the second girl gets a turn. Ask them what the two boys are playing. Where are they playing it? What are they taking?

Have the children consider the games they have read about and look carefully at the photos. Ask them why these games are played outside. Could they be played inside?



BEFORE READING 10/11

Ask the children how many of them have ever played marbles. What can they tell you about playing marbles?

Discuss with the children whether these pages have headings or sub-headings. Turn to p9 and check the heading. Why do these pages have sub-headings?



Ask the children what they can learn from this page. What is the first thing they need to do to start a game of marbles?

Ask the children what they need to play marbles. Where do they place the black marble? How has the photographer helped them know where to place the black marble?

AFTER READING

The Snail Race

Outside Games

The Queen's New Seat

Geenas Project

BEFORE READING 12/13

Ask the children how they think this game of marbles will be played. What will the boys have to do with the black marble in the middle of the circle?

Discuss with the children if there are headings or sub-headings on this page. Why not?



Ask the children what this boy was trying to do. Did he do it?

AFTER READING

Joel's Letter

When I Looked out of My Window

Big Cats Little Cats

Carlos's Big Yawn



Ask the children to look at the photographs. Which one of the boys do they think has won the game of marbles? How can they tell?



Ask the children what they have learnt about playing marbles from this book. How could they use the information in this book to help them?

Ask the children to think about what they have just read. How does the second boy win the game? What is his prize?

Ask the children if they know what this page is. What is it called? What is it used for?

Have the children read the book independently. Ask them to explain to a partner how to play one of the games.

Index	
circle	10-12, 14, 15
jump rope	2
marble(s)	3, 9-12, 14, 15
soccer	2
squone(s)	5-8
stone(s)	5-8

Ask the children what they can learn about the book from looking at this page. Have them demonstrate how to use it. Ask them to turn to a page that has information about stones.

## 11 b Outside Games

Name \_\_\_\_\_

1. Cut out and arrange the sentences into the correct order for playing a game of hopscotch.

She picks up her stone.

She is out.

She throws her stone into one square.

She throws her stone again.

She hops out of the squares.

It does not go in a square.

She hops in the other squares.

# 11 b Outside Games

Name \_\_\_\_\_

1. Find and circle words from the book.

turns

girl

goes

outside

he

racing

rabbit

have

over

make

on

playing

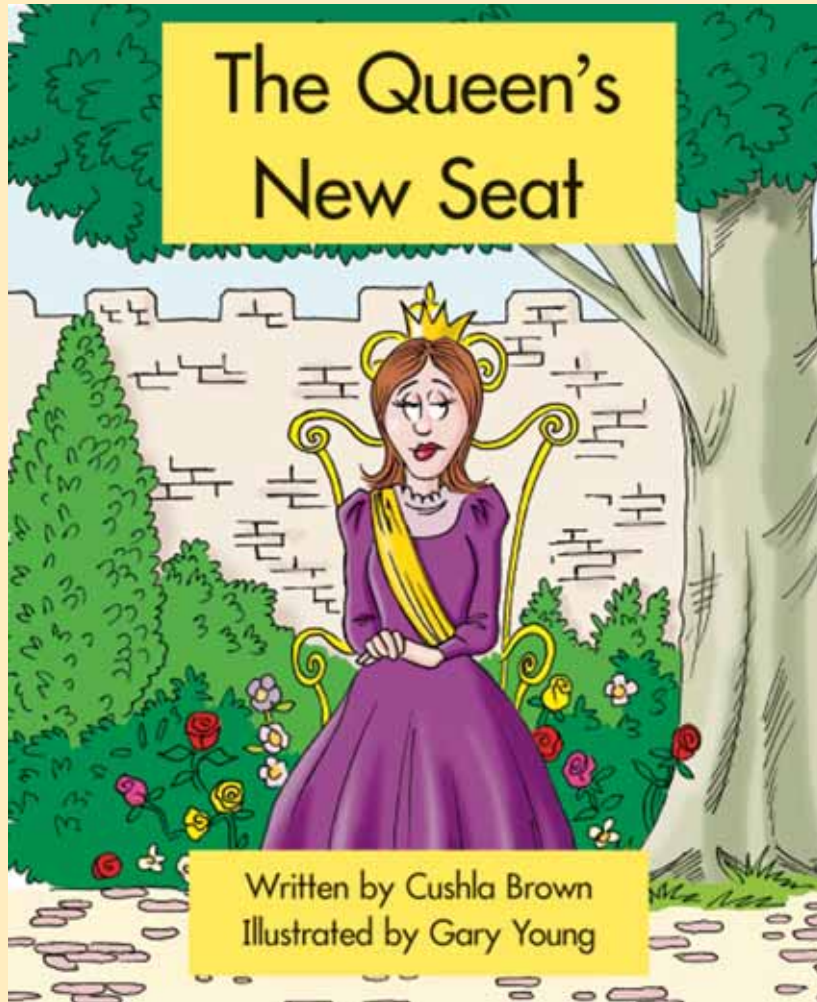
she

boy



# Level 11

## Book c



Level	11
Word Count	230
Text Type	Narrative
High Frequency Introduced	new
Word/s Introduced	

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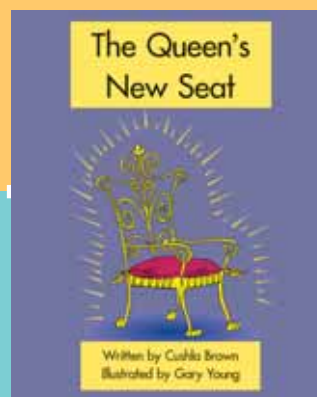
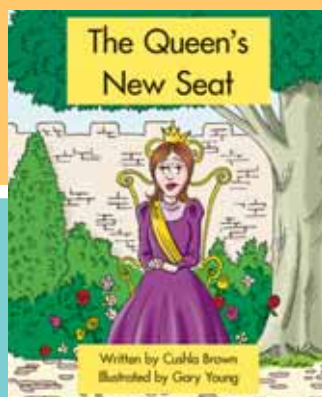
*This symbol relates to use (text user)*

BEFORE READING

## Cover & Title Page



Have the children look at the picture on the cover. Who do they think is the person on the cover? Can they see her new seat? Have the children look at the title page. Have they heard of a seat before? Ask them if they can tell what a seat is from the picture.



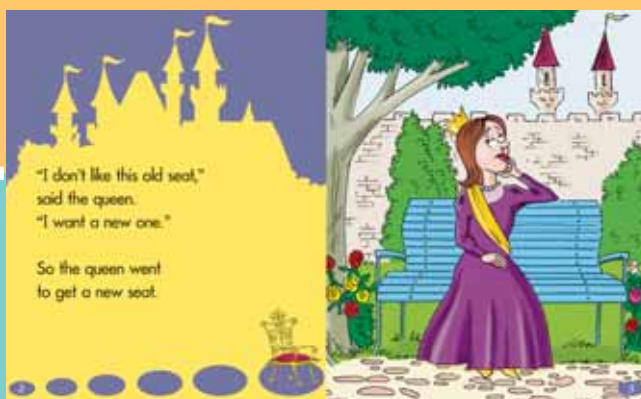
Ask the children whose new seat this is. How can they tell? Explain the possessive apostrophe's.

AFTER READING



BEFORE READING  
2/3

Have the children look at this picture. Ask them if this is the queen's new seat. Why would she want a new seat?



Ask the children how the queen feels about her old seat. What does she do about it?

## AFTER READING

BEFORE READING  
4/5

Discuss with the children where the queen goes to get her new seat. Have them look at the picture. Ask them where she is.

Have the children find the possessive apostrophe on this page. Ask them who the owner is. What is it indicating that she owns?



Ask the children what words the queen uses to say which seat she likes. Where does she ask for the seat to be put? Who puts it there?

Discuss with the children who is in control. How do the author and illustrator make this clear to the reader?

## AFTER READING

Ask the children who the man in the picture might be. What do they think the queen is doing? Where is the king going?

Have the children scan the page for a possessive apostrophe. Ask them what this possessive apostrophe indicates.

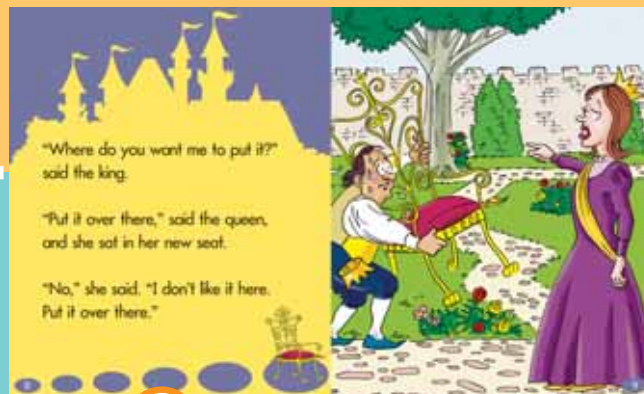


What does the queen want out of her car? Who is she talking to? Does he do it? What words tell you that he does?

Can you think of a word the queen could have used when she spoke to the king? Is she demanding or asking?

Discuss with the children what the queen is doing now that she has her new seat. Ask them what they think will happen once the seat has been put down.

Ask the children how the queen's seat is described. What kind of seat is it? Have them scan the text for the word that describes her seat.

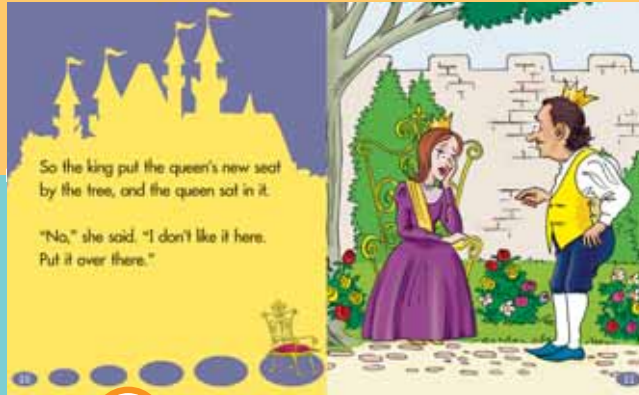


Ask the children what the king wants to know. What does the queen do when her seat is put down? Does she like where the seat has been put?

BEFORE READING 10/11

Ask the children where the seat has been moved. Do they think the queen likes the seat here? Why or why not?

Have the children scan the page to see if it has a possessive apostrophe.



Ask the children where the king put the queen's seat. After the king put it down, what did the queen do with her new seat? Why did she ask for it to be moved again?

AFTER READING

BEFORE READING 12/13

Have the children locate the possessive apostrophe and the word *new* on this page.



Ask the children where the king put the queen's seat this time. What did she say about where it was put?

Discuss the problem/plot in this story. Can the children predict a resolution to the problem?

AFTER READING

Discuss with the children how the king must feel about moving the queen's seat all the time. Have them look at the first picture. How does the king look in this picture?

Ask the children what a possessive apostrophe is. How can they recognise a possessive apostrophe? What example have they been looking for? Have them locate the word *new*.



Have the children think carefully about their discussion on how the king might feel. Ask them why he says "That's it!" and takes the seat to the car. What is he going to do with the seat?

Discuss with the children how control has shifted from one character to another.

Ask the children what they think the king is saying to the queen in response to her saying she still wants her new seat.

Have the children read the book independently. Ask them to be aware and respond to the punctuation as they read.

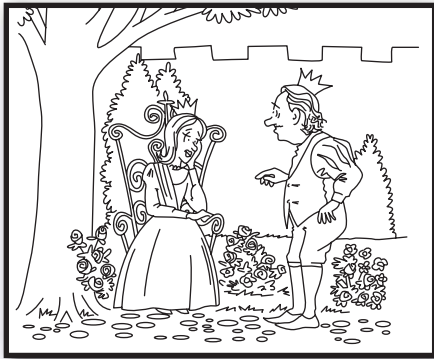


Discuss with the children what the king means when he says the queen will have to sit in her old seat. Why will she have to sit in her old seat? Do the children think this is fair? If not, why? What is fair about it?

# 11 c The Queen's New Seat

Name \_\_\_\_\_

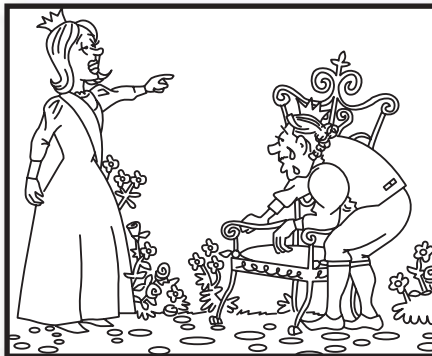
1. In what different places does the queen have her new seat put? Complete the following sentences to find the answer. Then colour the pictures.



By the \_ \_ \_ \_ .



By the \_ \_ \_ \_ .



By the \_ \_ \_ \_ \_ .



# 11 c The Queen's New Seat

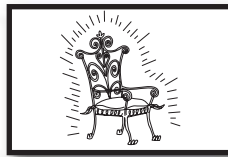
Name \_\_\_\_\_

1. Match the opposites.

under	new
happy	on
old	sad
hard	over
off	soft

A line connects the word "under" to the word "over".

2. Draw lines to match the words and pictures.



flowers

king

lake

queen

seat

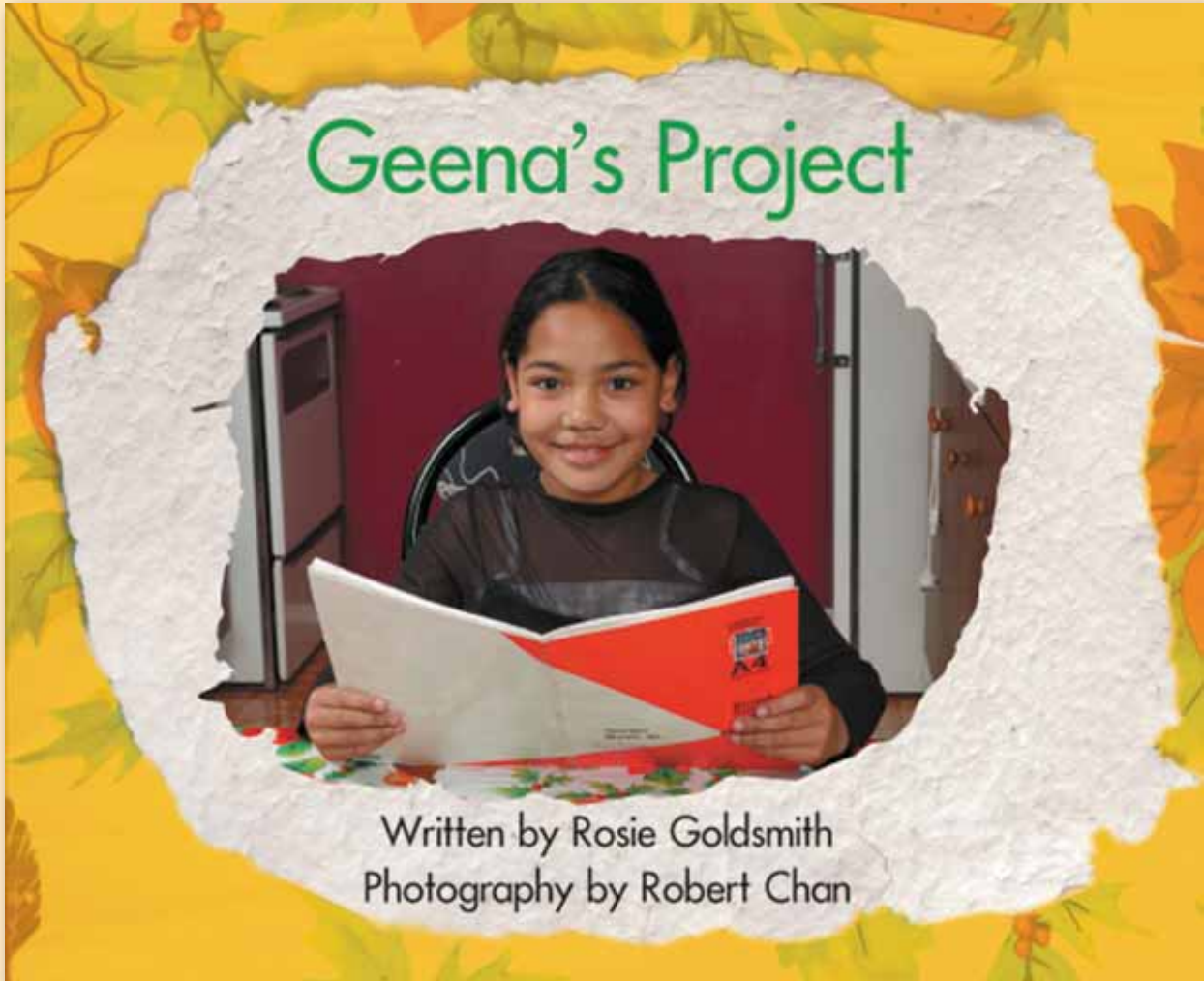
3. Draw the queen's new seat.





# Level 11

## Book d



Level	11
Word Count	212
Text Type	Explanation
High Frequency Introduced	but, how
Word/s Introduced	



The Snail Race

Outside Games

The Queen's  
New Seat

Geena's Project

Joe's Letter

When I Looked out of  
My Window

Big Cats  
Little Cats

Carlos's  
Big Yawn

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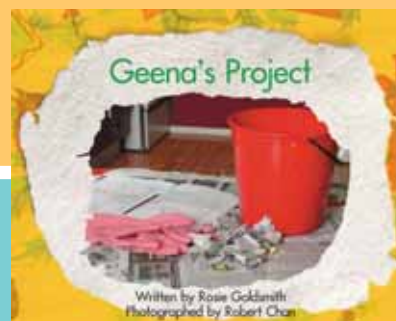
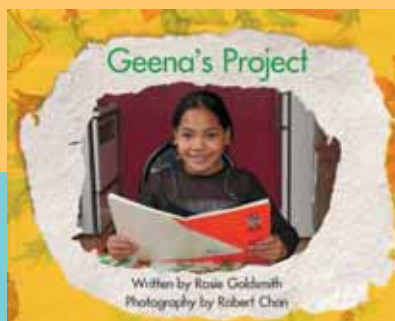
*This symbol relates to use (text user)*

BEFORE READING

## Cover & Title Page



Ask the children if they know what a project is. If they do not, you may need to explain it to them. What kinds of things can be projects? What projects have the children ever done?



Have the children look at the cover and title pages. Ask them who Geena is. Ask them what the things in the photo on the title page are for. Will Geena use them in her project? Think about how Geena will use these things.

AFTER READING

Ask the children who the man in the photo is. What do they think that Geena is talking to him about?

Have the children scan the text for the word *but*. Then ask them to find the word *it's*. Explain contractions and ask them what *it's* is short for.



"I have to make something," said Geena.  
"It's a project for school. I have to make something good."  
"I can help you," said Dad.  
"But what are you going to make?"

Ask the children what Geena has to do for school. What does her dad offer to do? What question does he ask?

Discuss how the photos in this book relate to the photograph on the front cover. Is p2 easier to understand because of the photo on p3? Why or why not?

Have the children scan the text for the words *but* and *how*. Then ask them to find two contractions on this page and say which two words have been put together.



"I'm going to make new paper," said Geena.  
"That's good," said Dad.  
"But how are you going to make new paper?"  
"I'm going to get a lot of old paper," said Geena.  
"I'm going to make the old paper into new paper."

Ask the children what it is that Geena plans to do for her project. What is going to be the first step in her project? Invite the children to consider what Geena will use to make new paper.

Have the children look closely at the picture on this page. What is Geena demonstrating? Why would she be doing this?

Have the children scan the text for the words *but* and *how*. Have them name the contractions on this page and tell you which words have been used to make them.



Ask the children what two things Geena is going to do to the paper. What question does Geena's dad ask her?

Invite the children to discuss the reasons the paper is being put into water for a long time. What happens to paper when it gets wet?

Ask the children to look at this picture. Do they think the paper has been in the water long enough? What is Geena doing now?

Have the children scan the text for the words *but* and *how*, then ask them what contraction on this page has been made from the words *I* and *will*.



Discuss with the children what they have learned so far about the steps in making new paper from old. What was done first? And second? And third?

Ask the children what Geena does on this page. What does she use to get the paper out? Why does she tell her dad she will get the paper out with her hands?



BEFORE READING 10/11

Ask the children what Geena will do with the paper now that she has got it out of the water. Have them look at the picture for help.

Have the children continue to scan the text for contractions and for the words *but* and *how*.



AFTER READING

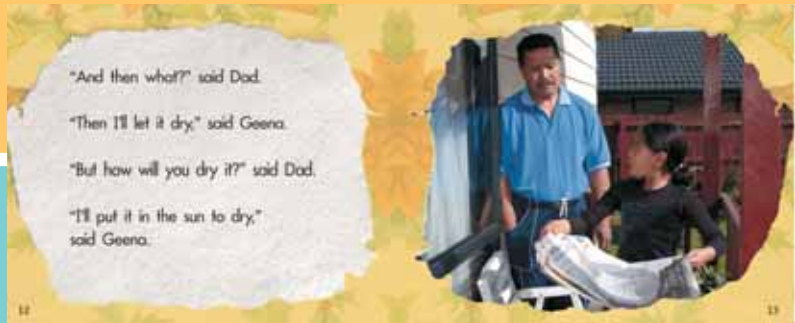
Ask the children what Geena has to do to the paper on this page. What tool does she use to do it?

The Snail Race  
Outside Games  
The Queen's New Seat  
Geena's Project

BEFORE READING 12/13

Ask the children why Geena is taking her paper outside. What do they think she is going to do next?

Have the children continue to scan the text for the words *but* and *how* and any contractions they can find. How many contractions are there on this page?



AFTER READING

Ask the children what Geena is doing with her paper now. Where is she going to put it to dry?

Discuss whether the book is easier to understand because it has photographs instead of drawings. If yes, why?

Joe's Letter  
When I Looked out of My Window  
Big Cats Little Cats  
Carlos's Big Yawn



Ask the children to find two words on this page that they could turn into a contraction. Hint - the words are at the beginning of the page.



Have the children look at the steps on p15. Ask how they would use these steps. How would they follow the steps? What will the steps help the children do?



Discuss whether Geena could have made paper if the steps on p15 were in a different order. Is the numbered sequence important in this book?



Ask the children what this page is called. What would they use it for?



Have the children read the book independently. Ask them to retell the steps to make paper, with a partner.



Invite the children to demonstrate how to use this page. Ask them to find information in the book about the sun. What page is that on?

# 11 d Geena's Project

Name \_\_\_\_\_

Arrange the steps of Geena's project in the correct order.



Flatten the paper.



Soak the paper.



Tear the paper.



Take out the paper.



Dry the paper.



Paper ready.

# 11 d Geena's Project

Name \_\_\_\_\_

1. Turn the following words into contractions.

Colour the picture.

I will                          I'll    

It is                        \_\_\_\_\_

I am                        \_\_\_\_\_

That is                     \_\_\_\_\_

That will                  \_\_\_\_\_

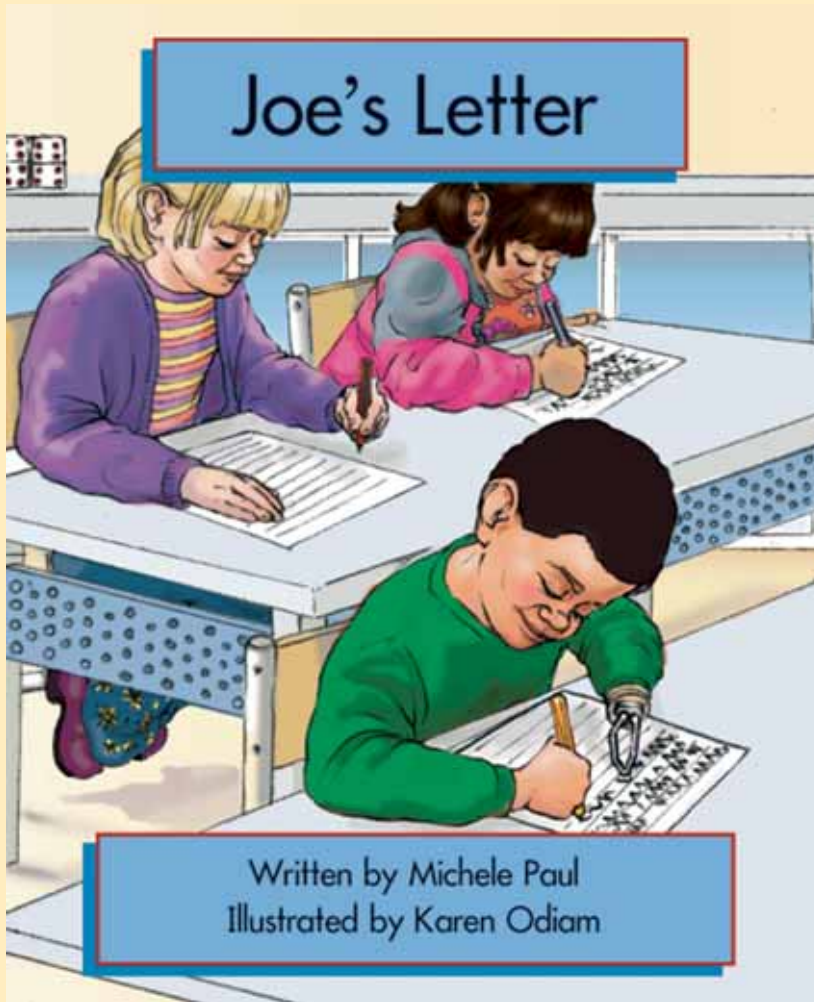
I have                      \_\_\_\_\_





# Level 11

## Book e



Written by Michele Paul  
Illustrated by Karen Odiam

Level	11
Word Count	219
Text Type	Literary Recount
High Frequency Introduced	from, love
Word/s Introduced	



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*This symbol relates to decoding (code breaker)*



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



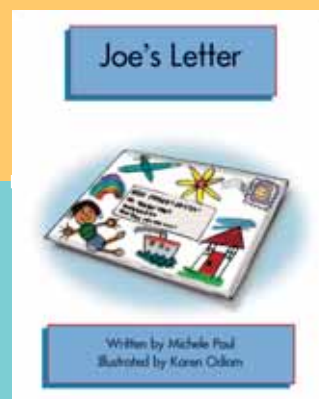
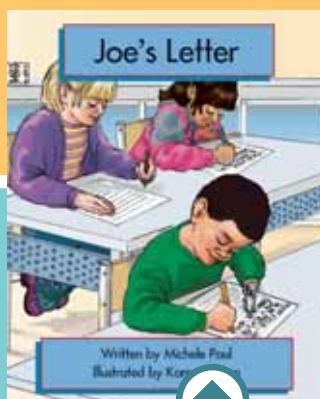
*This symbol relates to use (text user)*

BEFORE READING

## Cover & Title Page



Discuss with the children what a letter is. Who might they write a letter to? What might they write about in a letter? What is the difference between writing a letter and writing an email?



Ask the children how the author and illustrator have indicated which of the characters on the cover is Joe. What have they indicated about letter writing from the pictures on the cover and title page?

AFTER READING

## BEFORE READING

2/3

Ask the children if they know how to begin a letter. What does it start with? What do they think Joe has written about in his letter?

Ask the children to scan the page for the letter *o*. How many words have the letter *o* in them? Which three words have a double *o* in them?



Ask the children what day of the week it is in the story. Who is Joe writing his letter to? Where did Joe get his good book from? Where is the library that Joe went to most likely to be?

## AFTER READING

## BEFORE READING

4/5

Ask the children what Joe is doing in this picture. What will he put in his letter about this? How does a letter end? Discuss this with the children.

Have the children scan the text for the words *love* and *from*.



Ask the children what Joe's book was about. What did he do with his book? Where did he read it? How does Joe finish his letter?

Invite the children to comment on whether the author and illustrator have indicated that Joe has enjoyed his day at school. How do they know Joe has enjoyed his day? Explain their reasons for saying that.

## AFTER READING

Have the children look at this picture. What do they think Joe is writing about now? Ask if they think it is the same day or not? If not, why not?



Ask the children what day of the week it is on this page. How can they tell? Who is this letter to? What did Joe do today? Ask them where Joe was when he ran his race.

Ask the children if they think that Joe comes first in his race. Have them look closely at the picture and ask why they think he does or does not come first. Ask the children why Joe had to run slow. Have them look at the number of people running and ask where Joe came in the race.

Have the children scan the text for the words *love* and *from*.



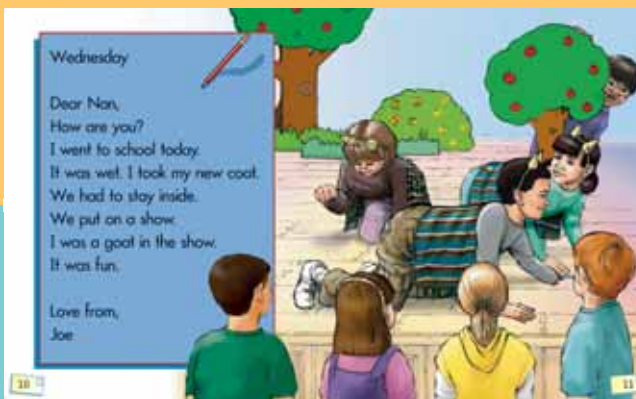
Discuss whether this story could be true or not. Encourage the children to compare it with their own experience to qualify their comments.

Write *Joe* on the board. Ask the children to find another word on p8 that rhymes with *Joe*. Can they think of another word? Hint that it is used for gardening.

BEFORE READING 10/11

Discuss with the children what Joe is writing about this time. What does he appear to be doing in this picture?

Have the children continue to scan for the words *love* and *from*.



Ask the children what day of the week this letter was written on. How can they tell? Did Joe go to school today? What did he do there?

Discuss with the children if the illustrator has made it clear that the children are inside the school and that Joe is pretending to be a goat.

AFTER READING

The Snail Race

Outside Games

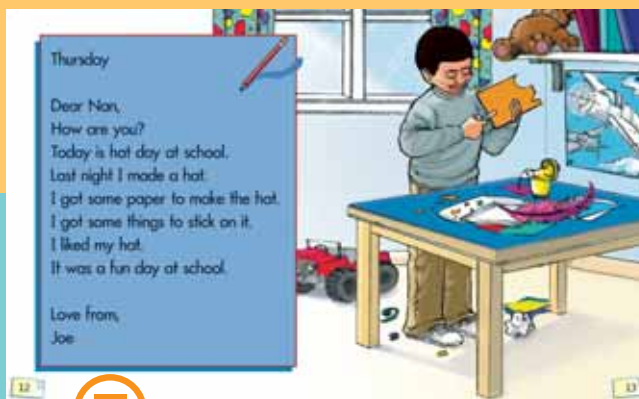
The Queen's New Seat

Geena's Project

BEFORE READING 12/13

Ask the children what pattern the story has followed so far. What has Joe been writing about? What might Joe write about on this page?

Ask the children where the words *love* and *from* are always found in Joe's letters.



Ask the children what day it is at school. When did Joe make his hat? How has Joe signed his letter? Ask the children how Joe felt about his hat. Did Joe enjoy his day at school? How do they know?

AFTER READING

Joe's Letter

When I Looked out of My Window

Big Cats Little Cats

Carlson's Big Yawn



Ask the children to look at the picture. What do they think Joe is doing in this picture?



Ask the children what comes at the top of the page when they write a letter.



Ask the children what Joe had to do at school on this day. What day of the week is it on this page? What did Joe think of his letter?



Ask the children who they think the woman in this picture is. What is she doing?



Have the children read the book independently. Ask them as they read to think about which letter they like the best and to tell their partner.



Ask the children to think about what they have just read. Ask them if the story was about a different letter each day or one letter, written on Friday, that was about all the previous days.



Discuss with the children if this book would help them if they wanted to write a letter.



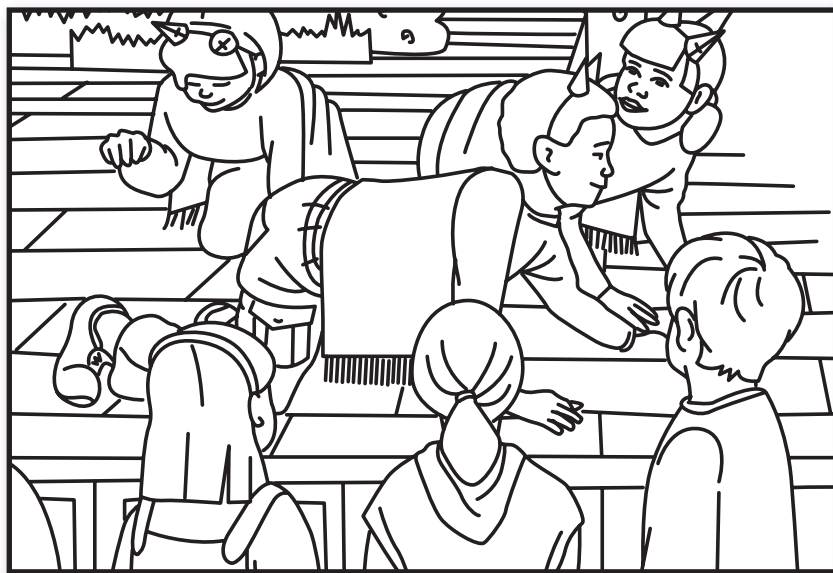
# 11 e Joe's Letter

Name \_\_\_\_\_

1. Match the events to the days of the week.

Then colour the picture.

- |           |                      |
|-----------|----------------------|
| Monday    | was a goat           |
| Tuesday   | made a hat           |
| Wednesday | read a book on boats |
| Thursday  | wrote a letter       |
| Friday    | ran in a race        |



# 11 e Joe's Letter

Name \_\_\_\_\_

1. Complete the following letter from Joe.

Wednesday

\_\_\_\_\_ Nan,

How are you?

I went to \_\_\_\_\_ today.

It was \_\_\_\_\_. I took my new \_\_\_\_\_.

We had to stay \_\_\_\_\_.

We put on a \_\_\_\_\_.

I was a \_\_\_\_\_ in the show.

It was fun.

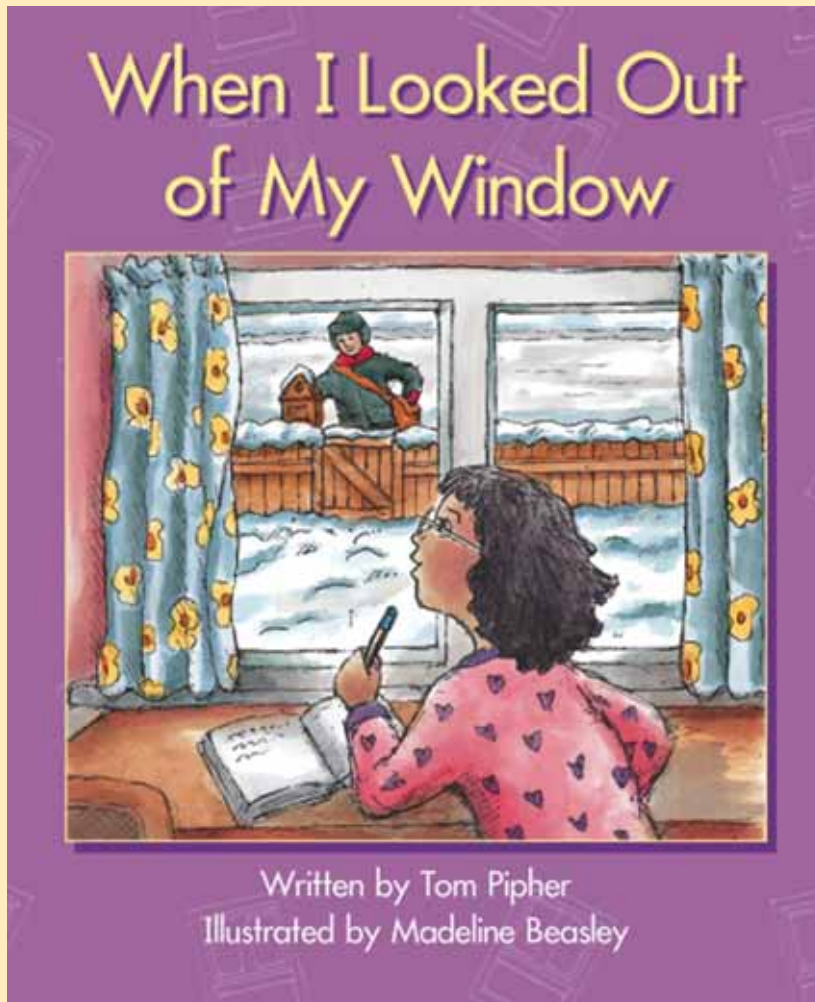
\_\_\_\_\_

Joe



# Level 11

## Book f



Level	11
Word Count	215
Text Type	Literary recount
High Frequency Introduced	of
Word/s Introduced	

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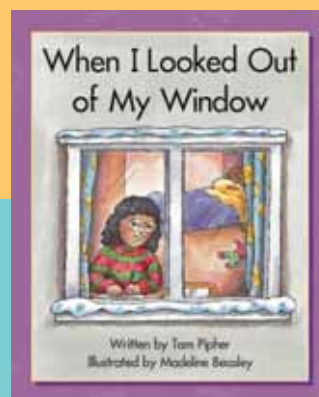
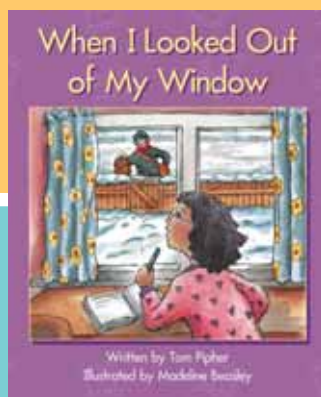
*This symbol relates to use (text user)*

BEFORE READING

## Cover & Title Page



Encourage the children to look at the pictures on the title and cover pages. Ask them what the girl on the cover is doing. What sorts of things do they think she sees?



Ask the children if the title of the story confirmed their interpretations of the pictures.

AFTER READING

Discuss with the children the things they see when they look out of their bedroom windows at home. What does the girl in this story see through her window on this page?

Write *outside* on the board. Ask the children for the opposite word, and write it underneath *outside*.

When I looked out of my window,  
I saw my cat.  
She was sleeping.  
I like sleeping, too.  
So, I went back to bed.



Ask the children what the girl saw when she looked out of her window. What was the cat doing? How does the girl feel about sleeping?

Discuss with the children how the illustrator has made the concept of inside/outside clear to the reader on p3. How has the picture on p3 helped them to understand the text on p2?

Ask the children what the girl is doing in this picture. What does she see out of the window? Who do you think these people are?

Write *their* on the board. Underneath write: *their hats, their coats, their scarves, their gloves*. Discuss with the children why *their* is used instead of *there*.

When I looked out of my window,  
I saw my dad and my mum.  
They had on their hats.  
They had on their coats.  
They had on their scarves  
and they had on their gloves.



Ask the children who the girl saw out of her window. What were they wearing? What was the weather like outside? Why did they wear that type of clothing?-



Discuss with the children what the girl might do now that she has seen her parents dressed in winter clothes.



Ask the children what clothes the girl got that were like her parents' clothes. What does she do once she has put them on?

Ask the children if they can say what drawing technique the illustrator has used on p7 to show the reader that the snowball and dog are moving.

Ask the children what the girl is doing in this picture. Who do they think she sees this time? What tells the children that this person is the girl's friend? Have the children think carefully about what they have just read. Ask them what time of day it is. What will the girl do now that she has seen her friend with her school things?



Ask the children what the name of the girl seen outside the window is. What did she have with her?

Write *Cara* on the board and underline the middle sound *ar*. Ask the children to find two words on p6 with the *ar* sound.

BEFORE READING 10/11

AFTER READING

Ask the children what is happening in this picture. How does what is happening in this picture follow what happened on the previous page?

I got my school bag and I got my lunch box. Then I played with Shar some more.



Discuss with the children if their prediction was right about what the girl would do after seeing her friend. Was there anything she did that was unexpected? What?

BEFORE READING 12/13

AFTER READING

Ask the children what the girl is doing in this picture. Is it what they thought would happen based on what they have just read? Discuss what they thought would happen and why.

When I looked out of my window, I saw Karl. He had his school bag and he had his ball.



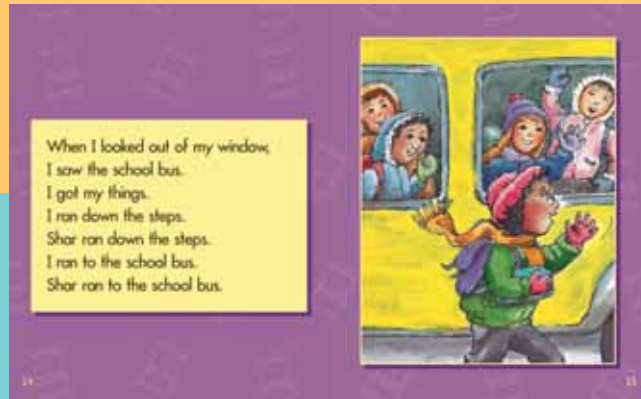
I got my ball, too. I played ball with Shar. Shar likes playing ball with me.



Ask the children who the girl sees from the window. Do the children think this is a friend of the girl? Why? What does Karl have with him?

Ask the children to find another word on p12 with the sound ar. Add it to the board. Ask for other words with the ar sound and add them to the list. Read together all the ar words on the board.

Ask the children what the girl saw out of her window this time. Why is she running in this picture?



Ask the children what it was that the girl saw out of her window? What did she do? Who went with her?

What time of year is the setting for this story? Did the illustrator make this clear to you? How? Is winter at your home like this?

Ask the children which window the girl is looking out of in this picture. What is she looking at? Why is Shar not in the bus?

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.

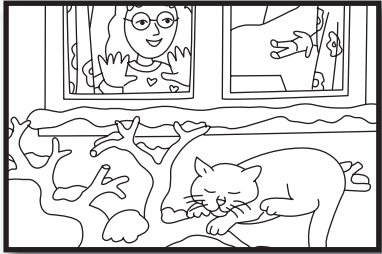


Ask the children where the girl is now. What is she doing? What does she say as she waves? Where is she going?

# 11 f When I Looked Out of My Window

Name \_\_\_\_\_

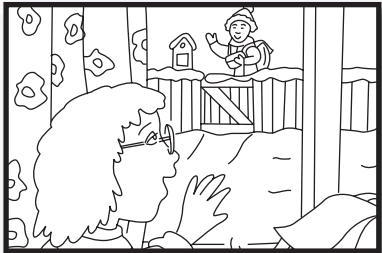
1. What does the girl see each time she looks out of her window? Complete the sentences to say what she sees.



I saw my \_ \_ \_.



I saw my \_ \_ \_ and \_ \_ \_.



I saw \_ \_ \_ \_.



I saw \_ \_ \_ \_.



I saw the \_ \_ \_ \_ \_  
\_ \_ \_.

# 11 f When I Looked Out of My Window

Name \_\_\_\_\_

1. Make words with the sound ar.

Sharar

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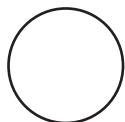
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2. Count the words you have written. Write the number in  
this circle.

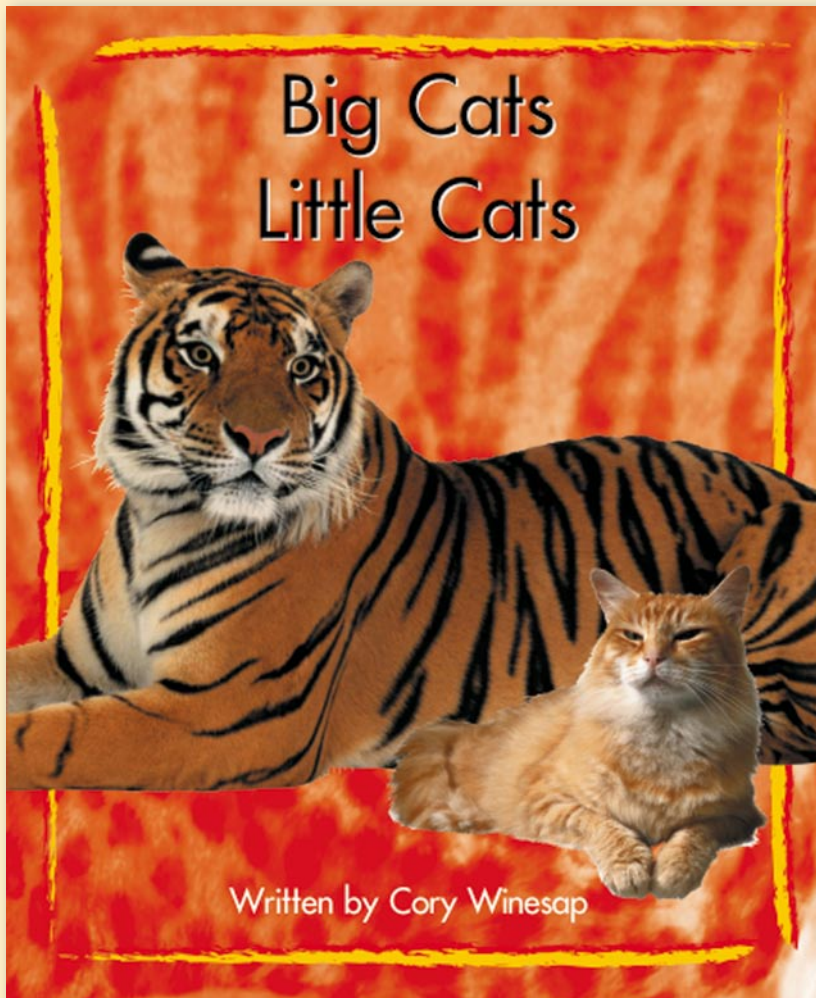






# Level 11





## Book g



Level	11
Word Count	210
Text Type	Information report
High Frequency	
Word/s Introduced	

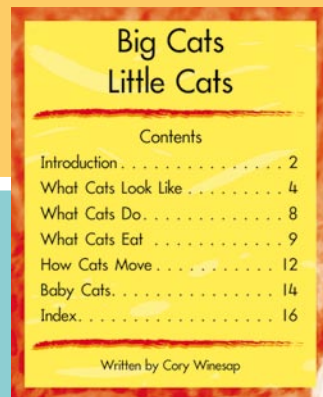
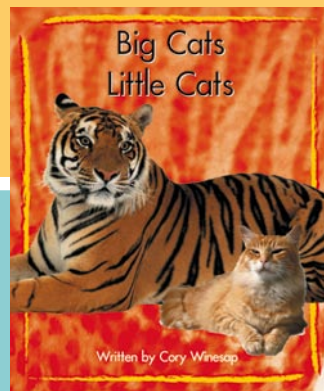
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-  This symbol relates to decoding (code breaker)
-  This symbol relates to critical analysis (text critic or analyser)
-  This symbol relates to use (text user)

## Cover & Title Page

Engage the children in a discussion about cats. Did they know that lions and tigers are cats too? What other big cats can they think of? How are big cats and little cats like each other?



Ask the children what they have learned about what is in the book from the contents page. Ask them where they would look to find out about what cats eat.

One of the main differences between big and little cats is where they live. Discuss with the children where big and little cats live. Where can they go to see big cats?

Have the children scan the text for the words *big* and *little*. Ask them what letter is the same in both these words. What sound does that letter make in these words? Find another word that has the same sound in it.

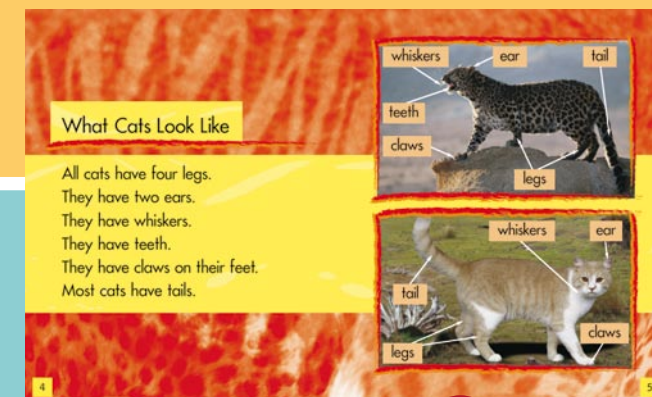


Have the children name the two places they can see big cats. Ask them what little cats that live with people are called.

Ask the children to read the captions on the photos. Why did the author put captions on the photos?

Ask the children what other differences they can think of between big and little cats. How are they the same as each other?

Write *there*, *their* on the board. Ask the children to find which word is on p4. Why?



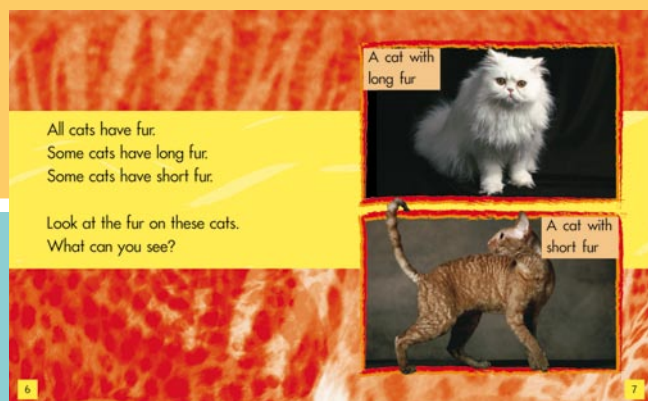
Ask the children how the labels on the photos helped them. Did the labels add to the information in the text at all?

Ask the children if they know animals the same or different from these animals. How are they the same or different?



Ask the children how much difference there is in the fur of different cats. How does fur differ from cat to cat?

Have the children find the two adjectives in the labels on p7. Can they find the same adjectives on p6?



Ask the children what the text says is the difference between the fur of these two cats. Have them tell you any other differences they can see.

Invite the children to discuss with you the things that cats do and what they eat. Is there a difference between what big and little cats do and eat?

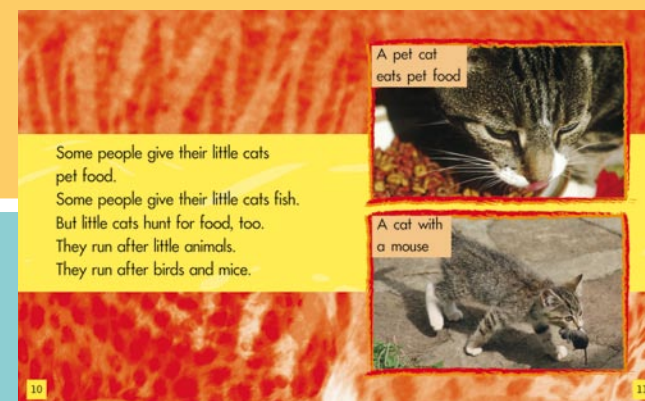
On p9 have the children find a noun with two adjectives. Can they find the same noun in a photo caption with one adjective?



Ask the children to name two things all cats do. Do all cats eat meat? What kind of meat do big cats eat?

Ask the children to find words that begin with consonant blends. Write one of the blends on the board. Write words beginning with the blend as the children say them.

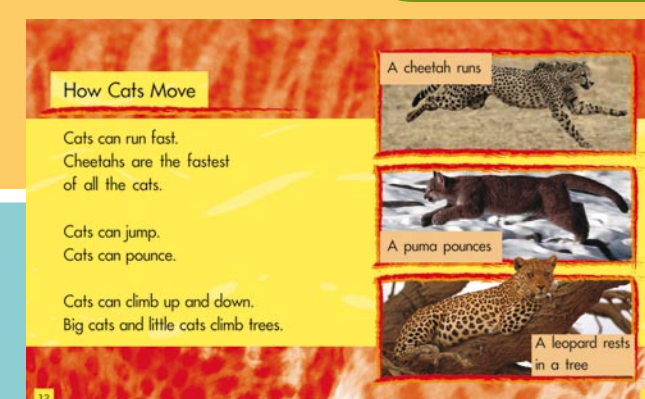
Ask the children where pet cats get their food. What kinds of food do pet cats eat?



Ask the children what sorts of food people give their cats. How else do cats get food? What sorts of things do they hunt?

Discuss with the children all the different ways that a cat moves. Ask the children if they think big cats may move in any way that little cats do not.

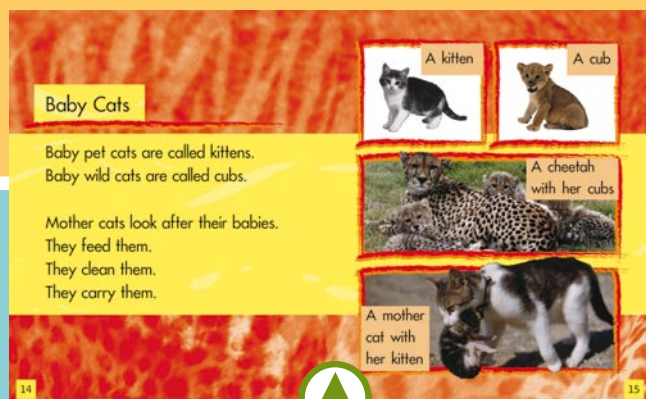
Write the words *pounce* and *climb* on the board. Ask the children if they know these words. Say them, then have the children demonstrate what they mean.



Ask the children which cat is the fastest of all the cats. How do cats get up trees? What other ways of moving are mentioned in the book?

Ask the children what main idea these two pages teach them about.

Ask the children what baby cats are called. Ask if they know that baby big cats are called something different. Do they know what that is? Do they know how mother cats look after their babies?



Discuss the ways that mother cats look after their babies. How do they clean them? How do they carry them? Ask the children what the difference between cubs and kittens is.

Write *feed* and *clean* on the board. Discuss the middle sounds with the children. Ask them what is the same/different about the sounds. List other words with the same sounds: *feed, clean, weed, bean...*

Ask the children where in the book they would look to find out which pages in the book have specific information. What is this part of the book called? Ask the children to find a page with labels and a page with captions.

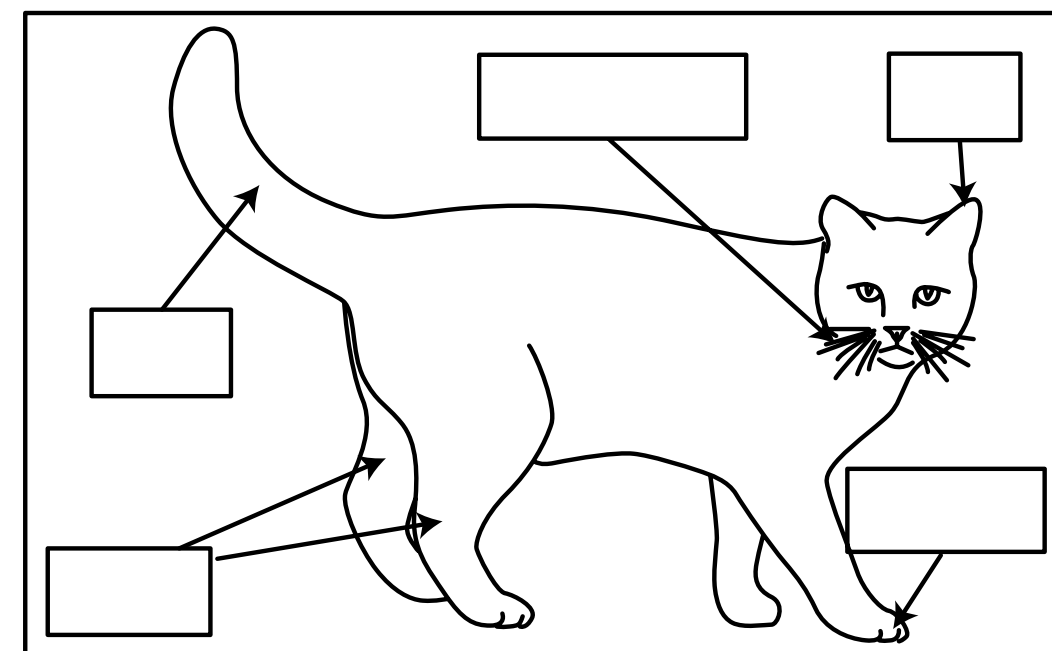
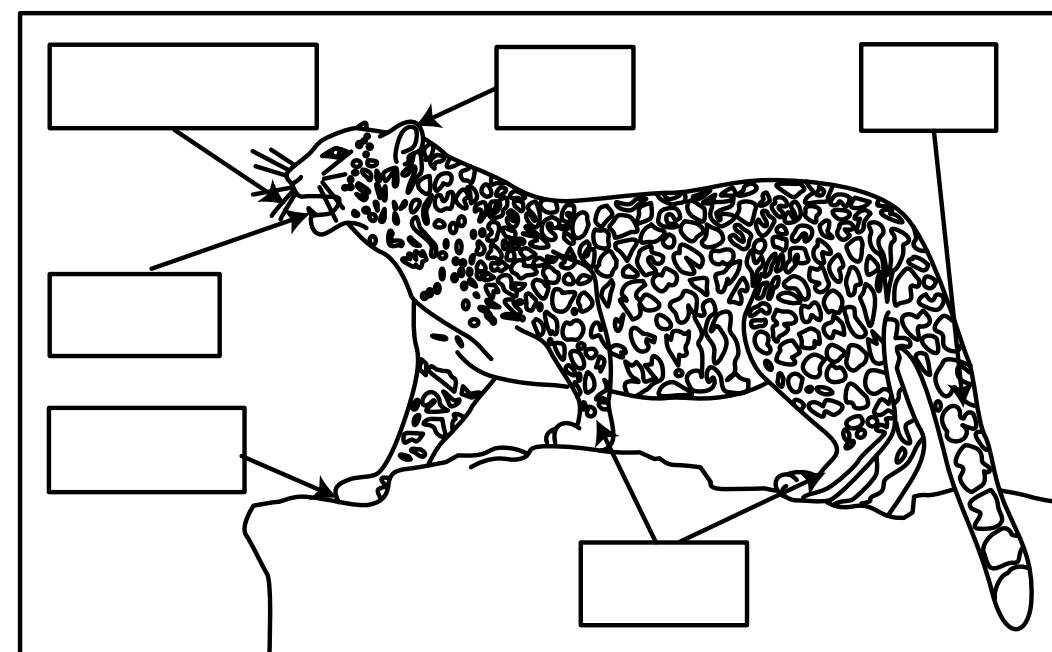
Have the children read the book independently. Ask them to read for information. After they have read the book they will tell their partner two facts from the book.

Index	
fish	10
fur	6, 7
kitten(s)	14, 15
tail(s)	4, 5
whiskers	4, 5
zebra(s)	9

Ask the children how they could use the information on this page. What could they use the information in this book for? What have they learnt that they did not know before they read the book?

## 11 g Big Cats Little Cats Name \_\_\_\_\_

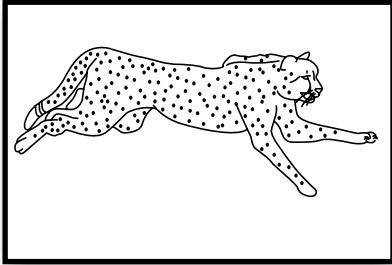
1. Label the diagrams as they are in the book. Colour the pictures.



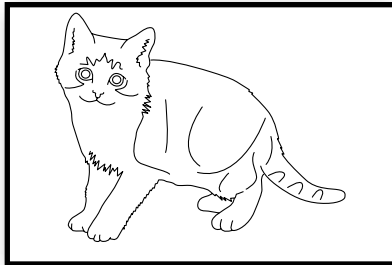
**11 g Big Cats Little Cats**    **Name** \_\_\_\_\_

1. Draw lines to match the picture to the name of the cat.

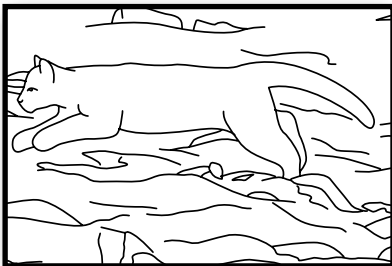
The first one has been done for you.



puma



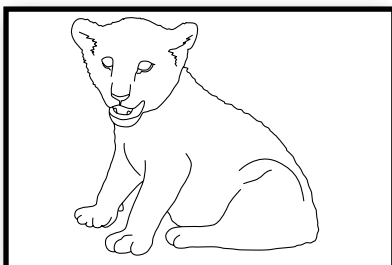
tiger



cheetah



kitten



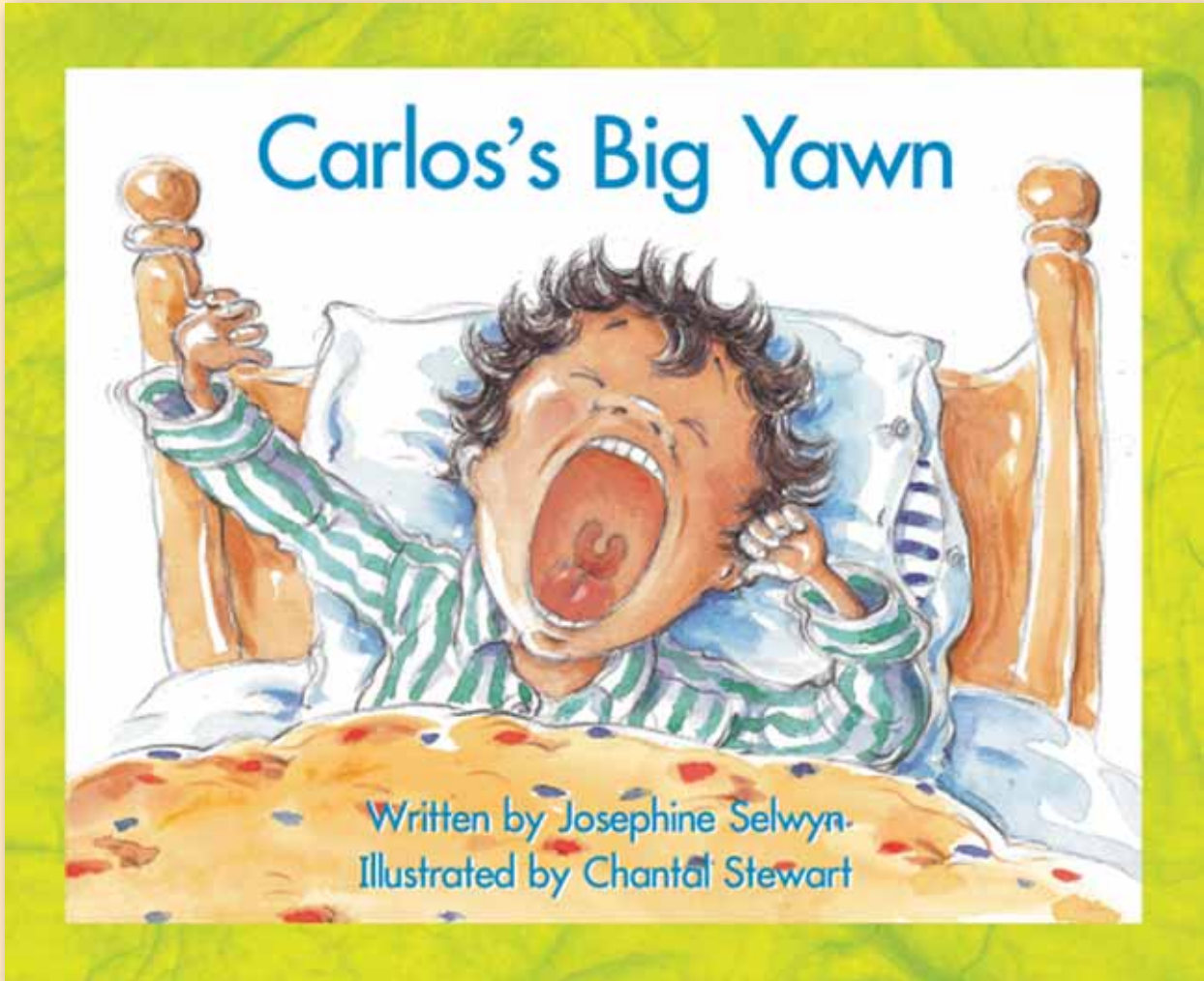
cub





# Level 11

## Book h



Level	11
Word Count	228
Text Type	Literary Recount
High Frequency Word/s Introduced	



The Snail Race

Outside Games

The Queen's  
New Seat

Geenas Project

Joels Letter

When I Looked out of  
My Window

Big Cats  
Little Cats

Carlos's  
Big Yawn

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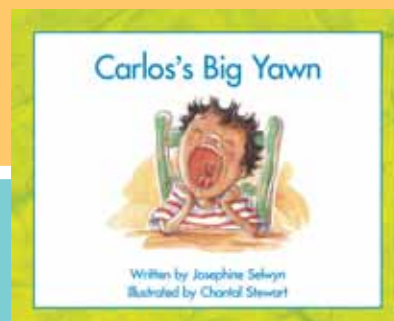
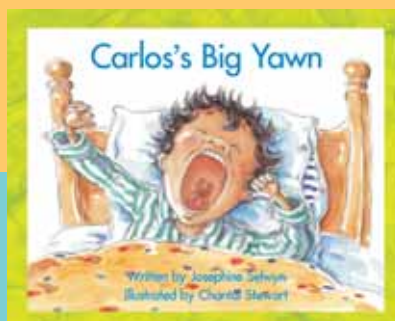


*This symbol relates to use (text user)*

## Cover & Title Page



Ask the children how they usually feel when they are yawning. Do they know what it is like when someone else yawns and they can't help yawning, too?



Ask the children who they think is on the cover and the title page. What is he doing? Do the author and illustrator help you predict what the story is going to be about from the title and pictures?

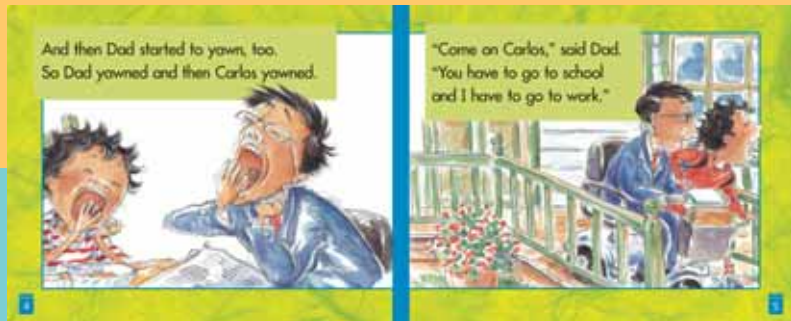
Have the children look at this picture. What time of day does it seem to be? Why would Carlos be yawning? What effect might his yawn have on his dad?

Have the children scan the page and find the word *yawn*. Ask them to also find the word that describes the yawn.



Ask the children what Carlos does to make his dad feel tired. What does Carlos say after he has yawned?

Ask the children why Carlos's dad may have started to yawn. Where do they think Carlos and his dad are going on p5?



Ask the children what it is that Carlos and his dad both do together. Where do they have to go?

Ask the children to find the words *to* and *too*. Discuss the difference.

Discuss with the children how many people Carlos can make yawn. Have them look at these pictures. Who has he made yawn so far?

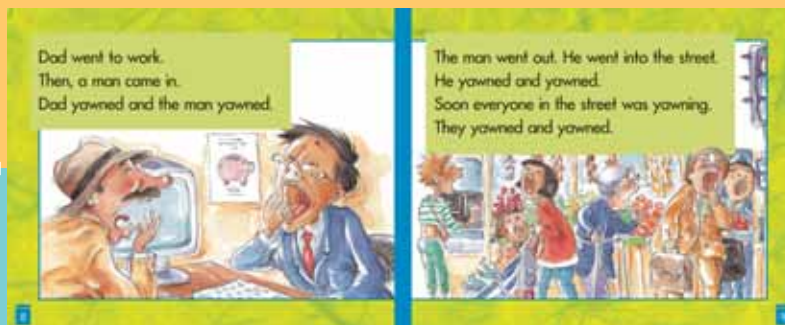


Ask the children who Carlos makes yawn on the school bus. Who starts yawning after the teacher?

Ask the children to find the base word *yawn* on p7 and the two words built from the base word. Write them on the board. Use the same process with two more base words.

Ask the children where Carlos's dad might be. Who did he make yawn? Who made the people in the street yawn? Who started all these people yawning?

Have the children scan the page for a compound word. What two words have been used to make this compound word?



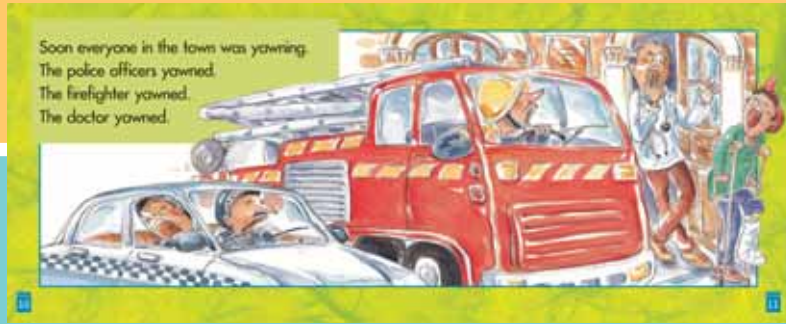
Explain cause and effect to the children. Ask them what they can learn about cause and effect from this story.



BEFORE READING 10/11

Discuss the way this yawn has spread. Who has caught the yawn in this picture?

Have the children scan the page for a compound word. What two words have been used to make up this word?



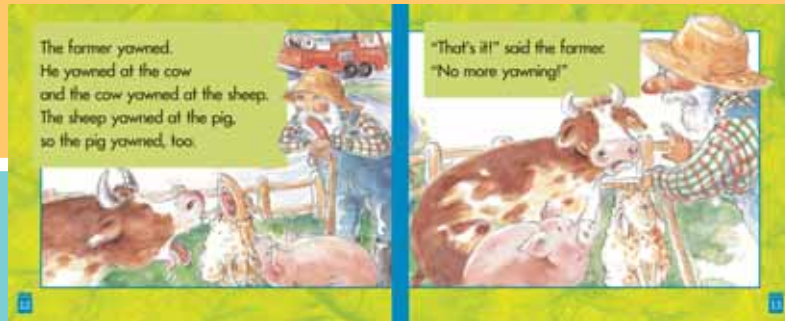
Ask the children how many people are yawning now. Who is yawning in the picture? Did they get this right from their earlier attempt to?

AFTER READING

BEFORE READING 12/13

Ask the children where the yawn might spread from the town. Who could end up yawning next?

Discuss with the children the word *too* on p12.



Have the children name the animals that are yawning. Ask them to tell the sequence in which the animals yawn. Who started the animals yawning?

AFTER READING

The Snail Race

Outside Games

The Queen's New Seat

Geenas Project

Joels Letter

When I Looked out of My Window

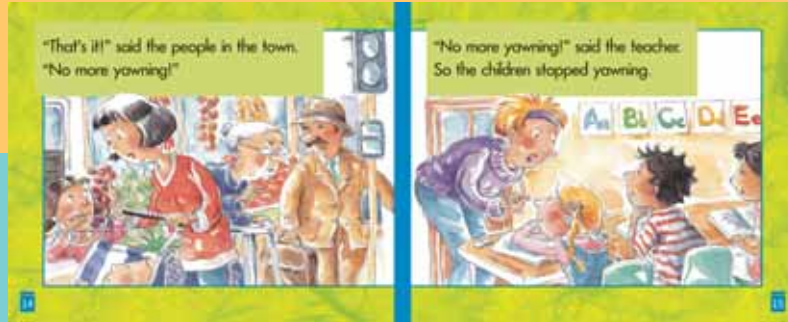
Big Cats Little Cats

Carlos's Big Yawn



Ask the children how the farmer's decision that there should not be any more yawning would affect anyone else. Why would they decide not to yawn anymore?

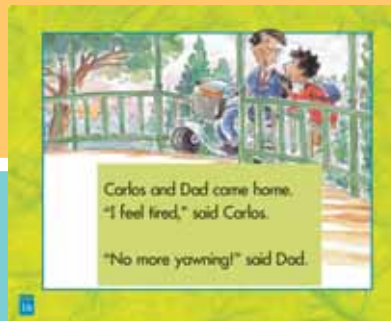
Find the contraction on p14. Ask the children to read the page with the contraction as two words, then as a contraction.



Ask the children what happened when people said "No more yawning!"

Ask the children where Carlos and his dad are now. Ask them if they think there will be any more yawning.

Have the children read the book independently. Ask them to respond to the exclamation marks when they read from p13. How do exclamation marks change how you read a sentence?



Encourage the children to remember the beginning of the story. How did it start? Why does Carlos's dad say "No more yawning!" when Carlos says he feels tired? Has this story returned to the beginning in terms of story and location?

# 11 h Carlos's Big Yawn

Name \_\_\_\_\_

1. Place the people and animals affected by the yawn onto the flow chart in the order that they start to yawn in – from the first person or animal to yawn through to the last person or animal that yawns.



Carlos

everyone in the street

the sheep

man in shop

the farmer

everyone in the town

the pig

the cow

Carlos's dad

# 11 h Carlos's Big Yawn

Name \_\_\_\_\_

1. Make compound words from the following words.  
Then colour the picture.

to fire to thing every in  
one fighter some on

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