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Level	14
Word Count	319
Text Type	Narrative
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 discussion 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)

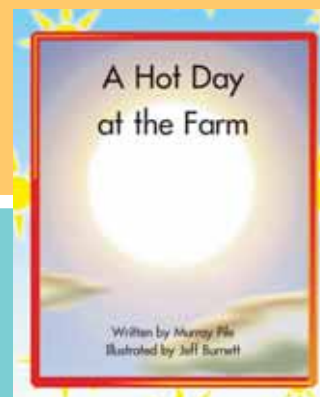
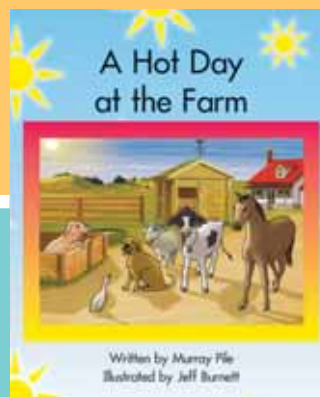


This symbol relates to use (text user)

BEFORE READING Cover & Title Page



Ask the children to look at the cover and title page. Ask them to predict what the story will be about. Where does the story take place?



Discuss with the children if their predictions were correct. Ask them what clues they got from the pictures that helped them make their predictions.



Discuss with the children whether they used the self-correction strategy as they read.

Encourage the children to discuss what animals can be found on a farm. Have them use the pictures to help them. Ask them what the man is doing in the picture on page 3.

Discuss the use of commas with the children. Explain that commas are used on page 2 because the animals' names are written in a list.

Pig lived on Farmer Fred's farm.
So did Cow, Horse, Sheep,
and Duck.
Dog lived with Farmer Fred, too.



One very hot day, Farmer Fred
said to Dog, "You stay here
and look after the farm.
I'm going to the beach
to cool down."



Ask the following questions. Whose farm is it? What animals live on the farm with him? Who does he ask to look after the farm? Where is he going?

Have the children discuss if the illustrator and designer have made it clear to the readers that the story is set on a very hot day. What imagery have they created?

Discuss with the children what Dog might do when the farmer has left. Where are all the animals looking? Why do you think they are looking there?

But Dog did not want to look
after the farm.
So he went to see Pig, Cow,
Horse, Sheep, and Duck.

"Farmer Fred has gone
to the beach to cool down,"
Dog said to them.

"But we are hot, too," said Sheep.

"Let's go over the fence," said Pig.

"Let's go up the hill
and cool down by the trees."



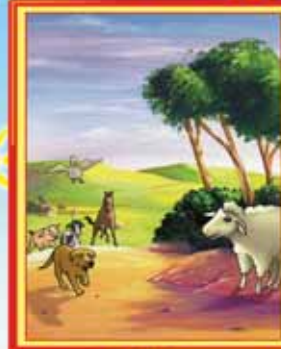
Ask the children what Dog does. What does he tell the other animals? What do they suggest doing while the farmer is away? Encourage a discussion about why Dog does not want to look after the farm. Why would he go and see the other animals? Why do they want to go to the trees? Ask the children what they do to cool down on a hot day.

Ask the children where the animals are now. Ask them to recall what they have read on the previous page and ask why the animals are here.

So Pig, Cow, Horse, Sheep,
and Dog jumped over the fence.
"I'll fly over," said Duck.
And she did.

They went across the farmyard.
They went past the hayshed.
They went past the tractor.
They went up the hill.
They went up to the trees.

"It's not cool here," said Sheep.
"Let's go on."

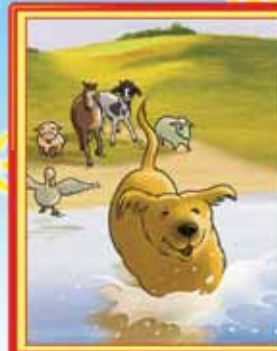


On the board, involve the children in making an imagery map following the directions in the book from the farmyard to the trees.

Ask the children to predict how the animals cool down. Do they think all the animals will jump into the stream.

So Pig, Cow, Horse, Sheep,
Dog, and Duck went on and on.
Soon, they came to a stream.

"A stream!" said Dog.
"I can get cool in the stream."
And she jumped in.



Ask the children the following questions. What do the animals come to? What does Dog do when he comes to the stream?

Ask the children to find the word *cool*. Write *cool* on the board and ask the children to think of words that rhyme with it. Discuss the *oo* sound and read the word family list together.

BEFORE READING 10/11

Invite the children to discuss how long they think it took the other animals to follow Dog into the stream. Which animal was first to follow Dog?

Have the children talk about direct speech. Ask who is talking and who is not.

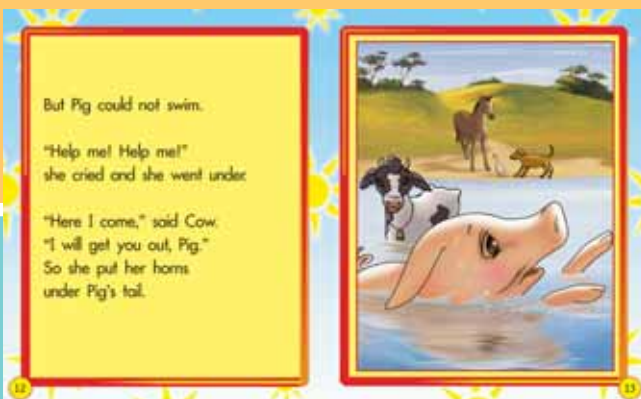


Ask the children who jumps straight into the stream after Dog. Why do they jump into the stream?

Encourage the children to think about cause and effect. Ask who encouraged Pig, Sheep and Cow to jump in? What did he say?

BEFORE READING 12/13

Invite the children to discuss why Pig, Cow, and Sheep might have hesitated to jump in the water. Look at the picture for ideas.



Ask the children why Pig cried for help. Who came to the rescue? What did she do?

AFTER READING

Listen to Me

Brian Fixit

This Little Boy

A Hot Day at the Farm

Ringo the Dingo

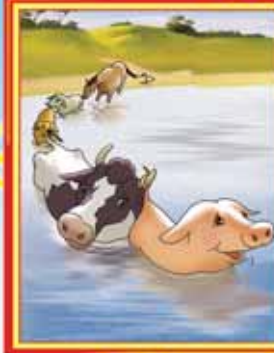
People and Gorillas

Bessie Bunyip

Who Works at the Supermarket?

Encourage the children to discuss what Cow will do once she has got hold of Pig's tail. How will the animals get Pig out of the stream?

She pulled, and she pulled,
and she pulled Pig up.
Dog pulled Cow
and Sheep pulled Dog.
Horse pulled Sheep
and Duck pulled Horse.
They pulled, and they pulled,
and they pulled Pig
out of the stream.

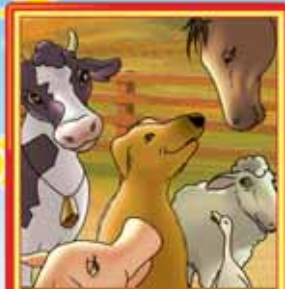


Ask the children how the animals got Pig out of the stream. Which animal pulled Cow?

Ask the children which animal was not pulled by any other animal. How does the picture help them?

Ask the children if they think the animals have managed to save Pig. What will they do when they have saved her?

Have the children read the book independently. Ask them to remember to self-correct if what they read doesn't make sense. Remind them how they can self-correct.



"That cooled us down," said Dog.
"Now we can go home."

Ask the children to think about what they have read on the previous page. Ask them what cooled the animals down.

14 d A Hot Day at the Farm

Name _____

Draw pictures to explain the meaning of the following words

Jump



Pull



Fly



14 d A Hot Day at the Farm

Name _____

Cut the words of the sentences below.

Scramble them up and put the sentences together again in their proper order.

Then colour the picture below.

One very hot day, Farmer Fred said
to Dog, "You stay here and look after
the farm. I'm going to the beach to
cool down."

