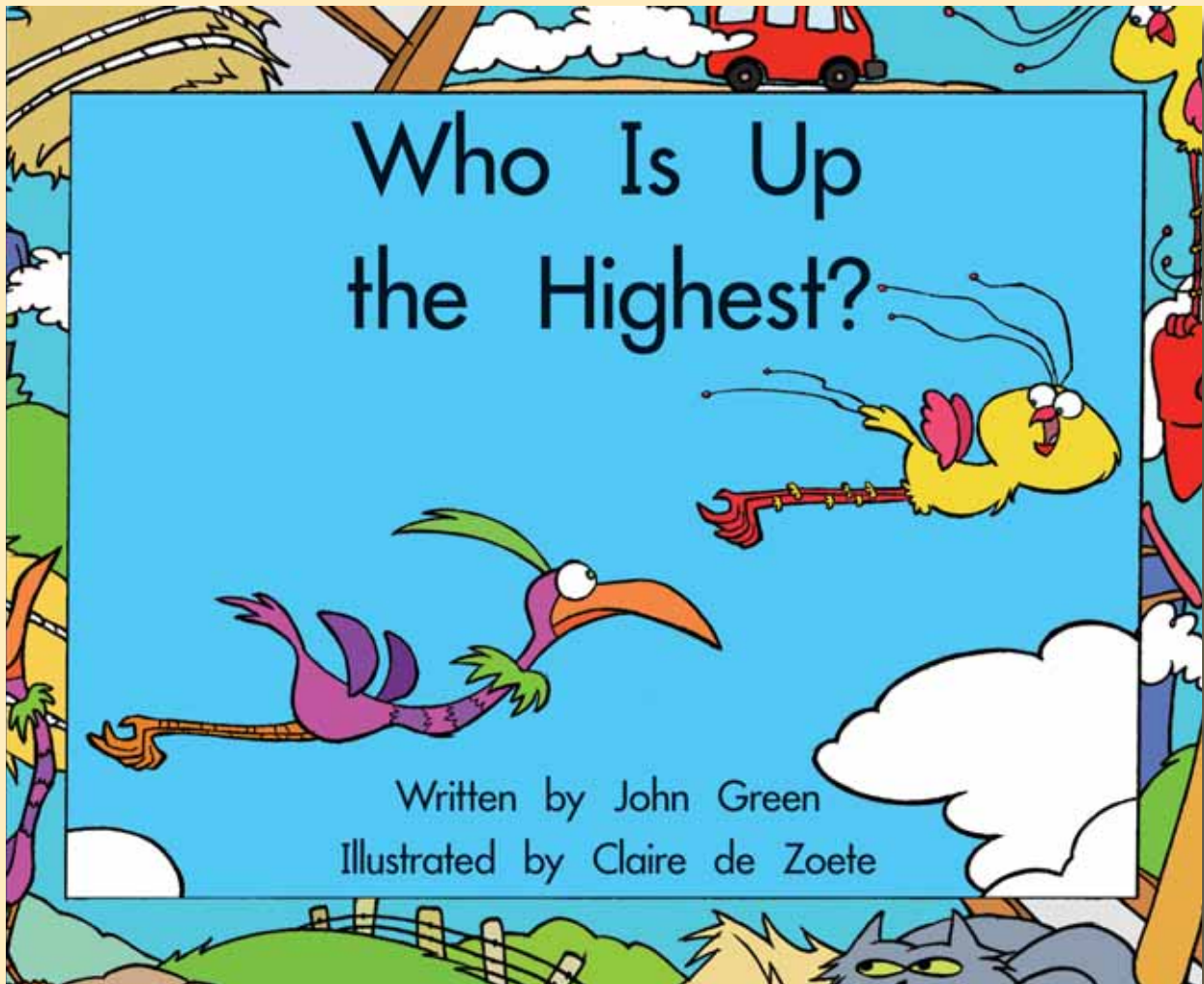




Level 1 Book 6



Level	1
Word Count	40
Text Type	Literary recount
High Frequency	am, I, on
Word/s Introduced	



The High Jumper

Who Is Up the Highest?

Saving the Cat

Where Is the Hat?

The Outing


The Flowers


Who Is Flying?


The Big Painting


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)

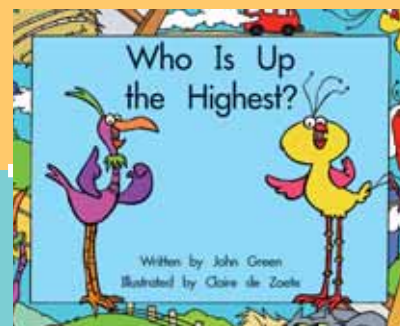
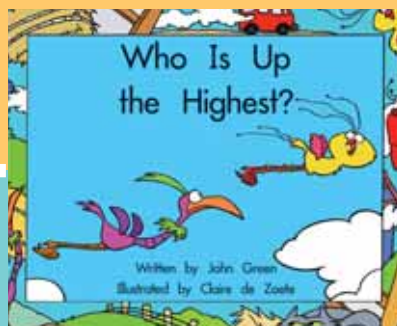
 This symbol relates to use (text user)


BEFORE READING

Cover & Title Page

 Read the title to the children and direct their attention to the pictures. Ask the children if they have any birds at home as pets. Ask the children what the word *Highest* means. Does *Highest* mean the same as *tallest*? Think of examples in the classroom. Ask them to predict what the book might be about.

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



 Read the page together, pointing to each word. Ask the children to point to the word *the*. Spell *the*. The children could make up some of their own sentences with the word *the* in them. Check reading strategies with the children. Remind them to match one spoken word with one written word as they read.

Ask the children what is happening in this picture. Identify the setting of the story using objects in the picture, such as the saddle, rope, and bale of straw. Which bird is the highest?



Point out the rats at the bottom of the picture looking up. Ask the children what the rats might be thinking as they look at the bird sitting on the rat. Ask them what sort of bird this is – a brave bird, perhaps.

Ask the children to point to the words *I* and *on*. Ask the children to think of their own sentences with those two words in them and share them with the group.

Ask the children what the birds are doing in the picture. Which bird is the highest – the one on the cat or the one on the rat?



Draw the children's attention to the expression of the cat and what he might be thinking about the situation. Do the children think it is safe for birds to sit on cats?

Ask the children to point to the words *on* and *the*. Have them spell the words and put them in some of their own sentences. Draw the children's attention to the full stop and discuss why it is placed there.

Ask the children what is happening in this picture, drawing their attention to the bat and what the cat is doing. Which bird is the highest?

Ask the children to tell you in which direction we read. Remind them that we read across the page from left to right.



I am on the bat.

Point out the expression of the cat and what the cat might be planning. Have the children discuss whether their ideas from the last page were accurate.

Ask the children to point to the words *I* and *on*. Spell them. Draw the children's attention to the full stop and capital letter and their purpose.

Ask the children what is happening in this picture and encourage them to build up an idea of who the bat and the cap might belong to. Discuss the sport they are used in and whether the children may share the same interest. Which bird is the highest?



I am on the cap.

Ask the children to point to all the words as you read them out. Identify the words *I am on the*. Now ask the children to face a partner and finish the sentence with their own endings. Share them with the group afterwards.

BEFORE READING 10/11

Ask the children what is happening in this picture and identify all the objects they can see. Encourage the children to think about who else might live on this farm. Point to the bird that is the highest.



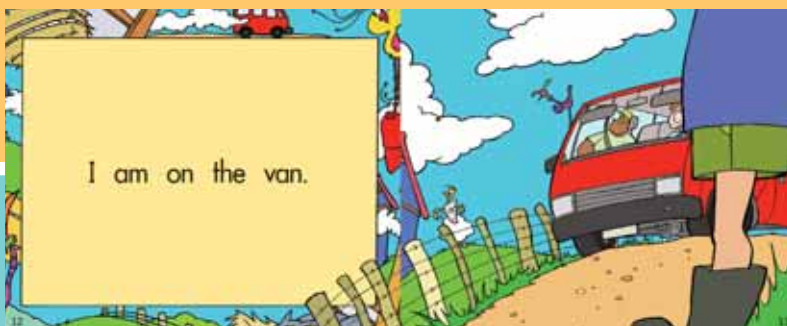
Encourage the children to identify the ram and how a ram is different from a sheep. Do the children know of any other animals on the farm that have different names depending upon their gender (e.g. cow and bull)?

Ask the children to point to the words *am* and *ram*. What do these words have in common? Think of other words with the short a sound and list as many as possible.

AFTER READING

BEFORE READING 12/13

Ask the children what is happening in this picture and who might be the highest. Try to explain the new characters in the story and who they might be. Think of words to describe the bird on the van, drawing the children's attention to the daring and bravery of the bird, or perhaps its silliness.



Encourage the children to think about where the men in the van might be going on their trip out. Think about the jobs a farmer may have to do during the day.

Ask the children to identify the words *am* and *van*. Consider their similarity. Ask the children to point to the capital letter and the full stop, identifying their purpose.

AFTER READING

The High Jumper

Who Is Up the Highest?

Saving the Cat

Where Is the Hat?

The Outing

The Flowers

Who Is Flying?

The Big Painting



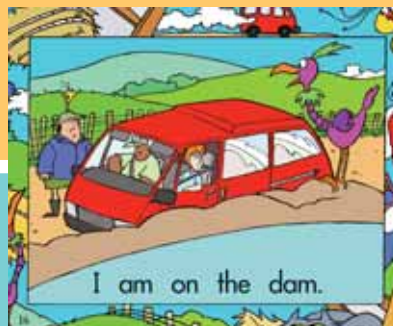
Ask the children to explain what is happening in this picture. Who is up the highest? Look at the expressions on the men's faces and try to explain what they might be thinking. Can the children think of any experiences or stories in which something like that has happened to them or someone they know?



Ask the children to point to the words *am* and *man*. Identify the short *a* vowel sound. Together, brainstorm words that have these short vowels, e.g. *dam*, *ram*, *rat*, *cat*, *bat*, and *van*. Have the children turn to a friend and make a sentence with one or more of these words. Share with the group afterwards.



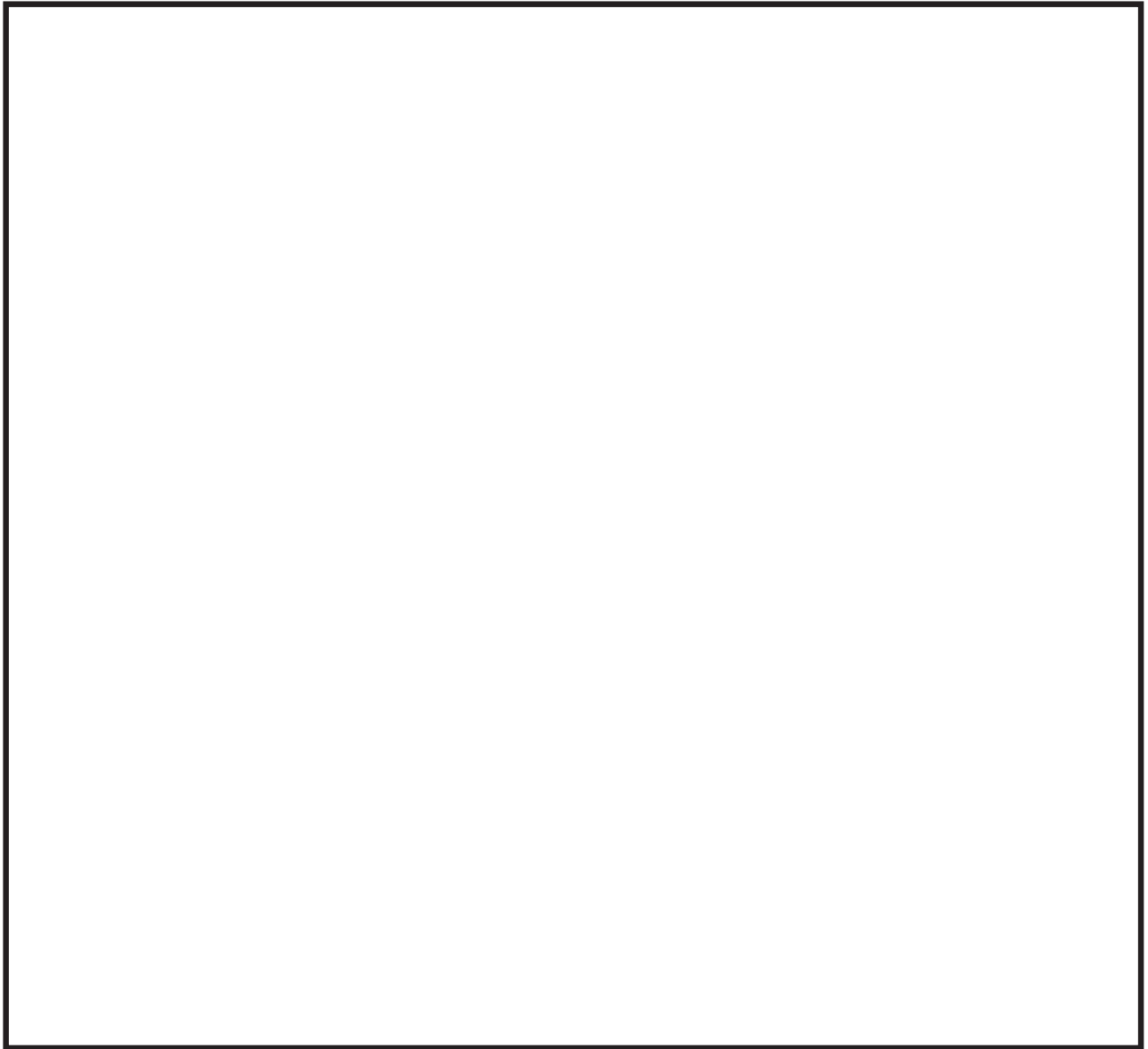
Ask the children to describe what is happening in this picture. Do the children know what a dam is? Discuss the difference between a lake and a dam. Who is the highest in this picture?



Ask the children to point to the words as you read them. Identify the words *I*, *am*, *on*, and *the*. Discuss and brainstorm sentences with these words in, sharing them together. Conclude with identifying the capital letter and full stop.

1 b Who Is Up The Highest? Name _____

Choose your favourite page. Draw the picture.



Write a sentence to go with your picture.

1 b Who Is Up The Highest? Name _____

Look at these words.

Which is the odd one out? Circle it.

dam Pam cat net

van ram rat

Finish this sentence and draw a picture.

I am on the _____.

