



# Level 1 Book c

The High Jumper

Who Is Up the Highest?

Saving the Cat

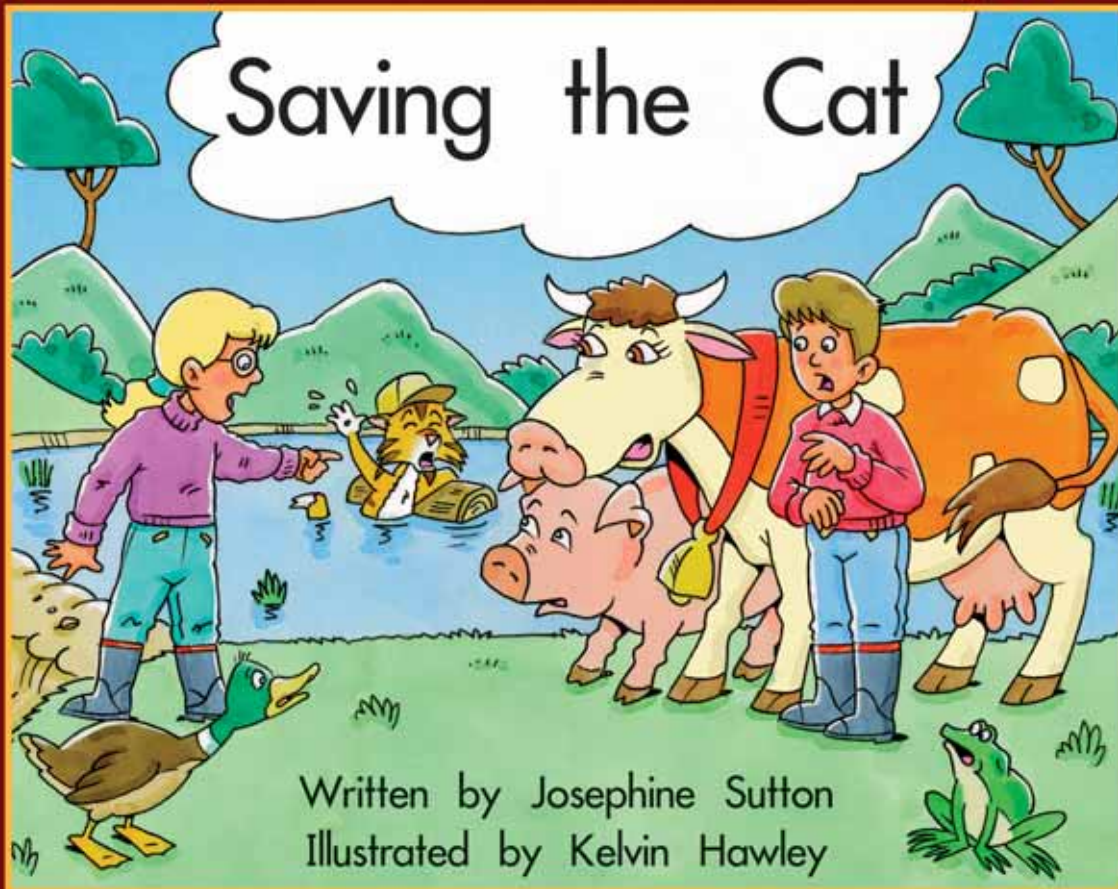
Where Is the Hat?

The Outing

The Flowers

Who Is Flying?

The Big Painting




Level	1
Word Count	31
Text Type	Literary recount
High Frequency	get, we
Word/s Introduced	





MACMILLAN


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

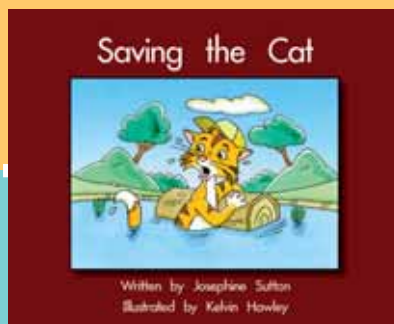
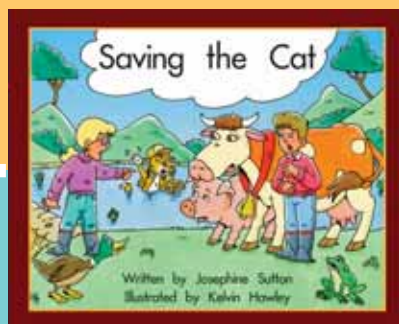
## Cover & Title Page



Read the title to the children and direct their attention to the picture. What has happened to the cat? How might the cat be feeling? Ask them to predict what the book might be about.



Read the author and illustrator's names. Why are there names here? Identify book conventions.



Can anyone share a time when something like this happened to them or someone they know?



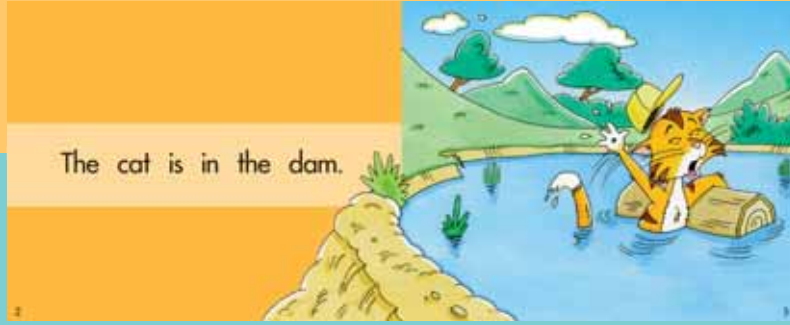
Check reading strategies with the children. Remind them to match one spoken word with one written word as they read.

AFTER READING



Ask the children where the cat is. Introduce the idea of a dam. What is the difference between a dam and a lake? Introduce the idea of man-made and natural water features.

The cat is in the dam.



Read the page together, pointing to each word. Ask the children to point to the word *The*. Why does one of the *the* words have a capital letter and the other one not?



Ask the children to identify the animals in this picture. Draw their attention to the expressions on their faces and identify those too.

We get Pam.



Ask the children which animal might be called Pam and why. Draw their attention to the initial sounds of the words *pig* and *Pam*.



Ask the children to point to the word *Pam*. Spell *Pam*. Ask the children to think of other words with the short a sound – e.g. *dam*, *cat*, and *van*.



Ask the children who is new in the picture now and what he is doing. Identify the expressions on the animals' faces and on the boy's face. Why have the animals gone to find the boy?

We get Ben.



Ask the children to point to the word *We*. Spell *We*, drawing the children's attention to the capital letter and why it is there. Ask the children to put the word *we* into a sentence. Ask the children also to look at the words *boy* and *Ben* and the similarity of the initial sound.



Ask the children who is new in the picture now and what she is doing. Ask the children to think of times when they have played in the sand, what they played, and where we may find sand.

We get Meg.



Ask the children why they think the boy and the animals have run to Meg. Think of reasons, such as her knowing what to do. Ask the children to think of a time when they have had to go to someone for help.



Ask the children to point to the word *Meg*. Spell *Meg*. Draw the children's attention to the sound *e* in *Meg*. Think of other words with the same sound.

BEFORE READING 10/11



Ask the children what is happening in this picture and what they think Ben and Meg are planning to do. Draw the children's attention to how the expressions on the animals' faces have changed and why.



Ask the children to point to the word *net*. Spell *net*. Ask the children to think of other words that have the short e sound and put them in their own sentences.

AFTER READING

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BEFORE READING 12/13



Ask the children what is happening in this picture. Draw the children's attention to the expressions on the characters' faces and what might explain why they are feeling the way they do.



Ask the children to identify the reasons why it may be the right thing to do to find adult help. Then ask the children if they have any stories where they have needed adults to help them.



Ask the children to identify the words *get*, *We*, and *the*. Ask the children to point to the capital letter. Why do we put a capital letter here?

AFTER READING

The Outing

The Flowers

Who Is Flying?

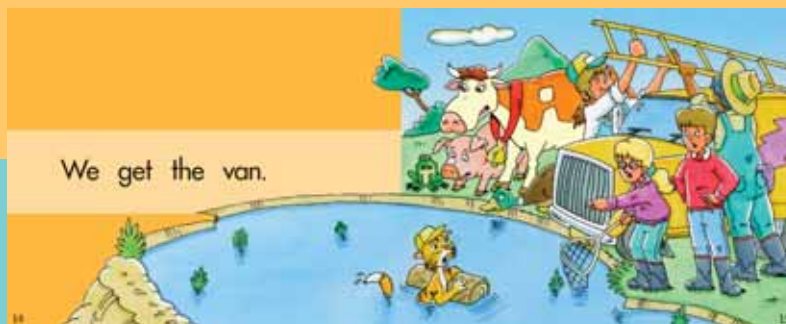
The Big Painting



Ask the children to explain what is happening in this picture. Explain the feelings the cat might be having right now.



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



Ask the children why they think the men in the picture look happy. Draw the children's attention to the idea that working together, asking for help, and helping others in times of difficulty is a good thing.



Ask the children to point to the words *get* and *van*. Identify the short vowel sounds *a* and *e*. Together, brainstorm words that have these short vowels.



Ask the children to describe what is happening in this picture. Why do they think the vet has been called? Then ask the children if they have any stories about needing a vet and to describe the vet's job.

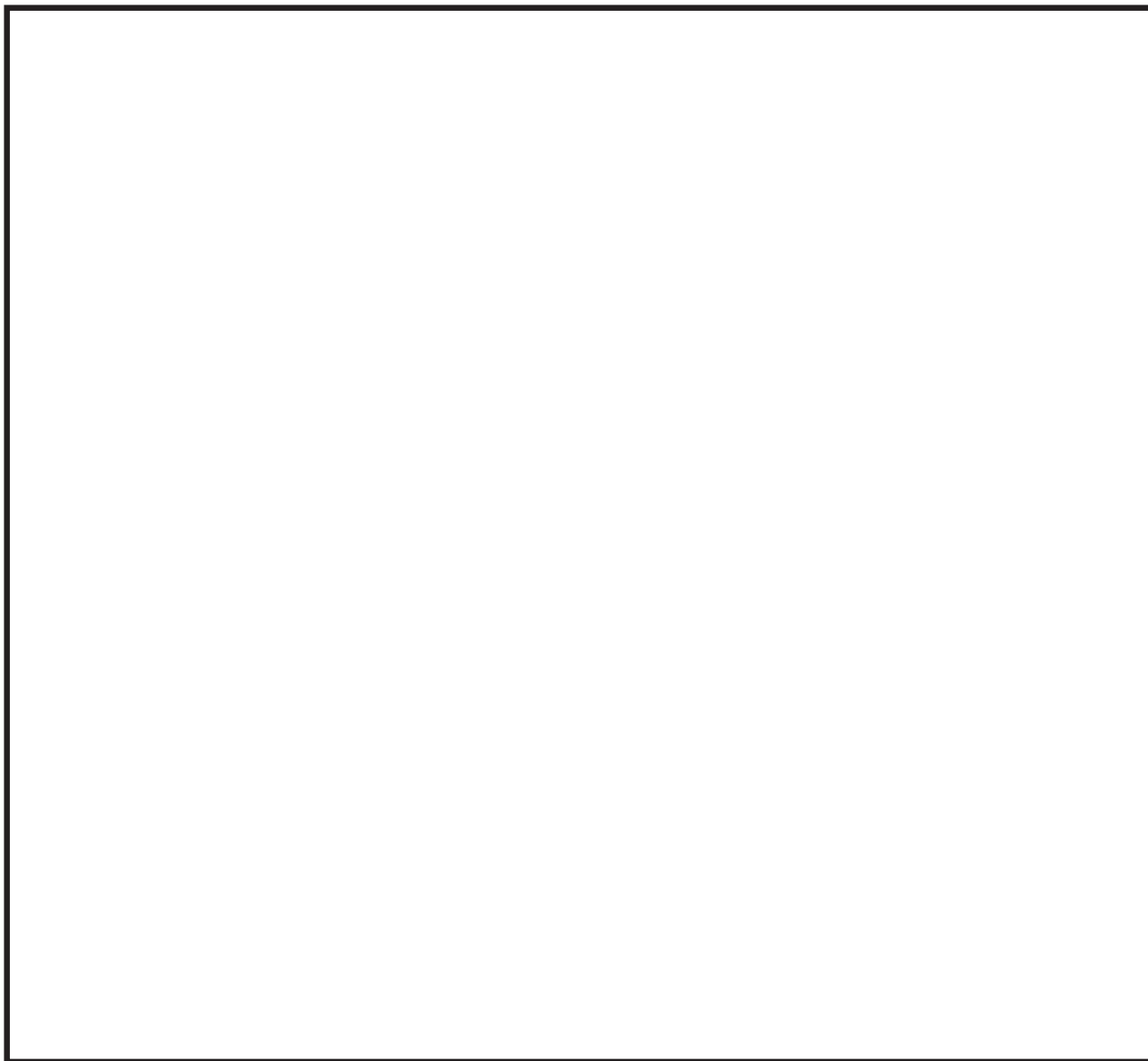


Ask the children to point to the words as you read them. Identify the words *get* and *vet*. Discuss words with the short *e* sound. Identify the capital letter and the full stop, discussing their purpose.

# 1 c Saving the Cat

Name \_\_\_\_\_

Choose your favourite page. Draw the picture.



Write a sentence to go with your picture.

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# 1 c Saving the Cat

Name \_\_\_\_\_

Put a circle around the words with the **a** sound.

Put a square around the words with the **e** sound.

Pam

dam

get

get

cat

net

van