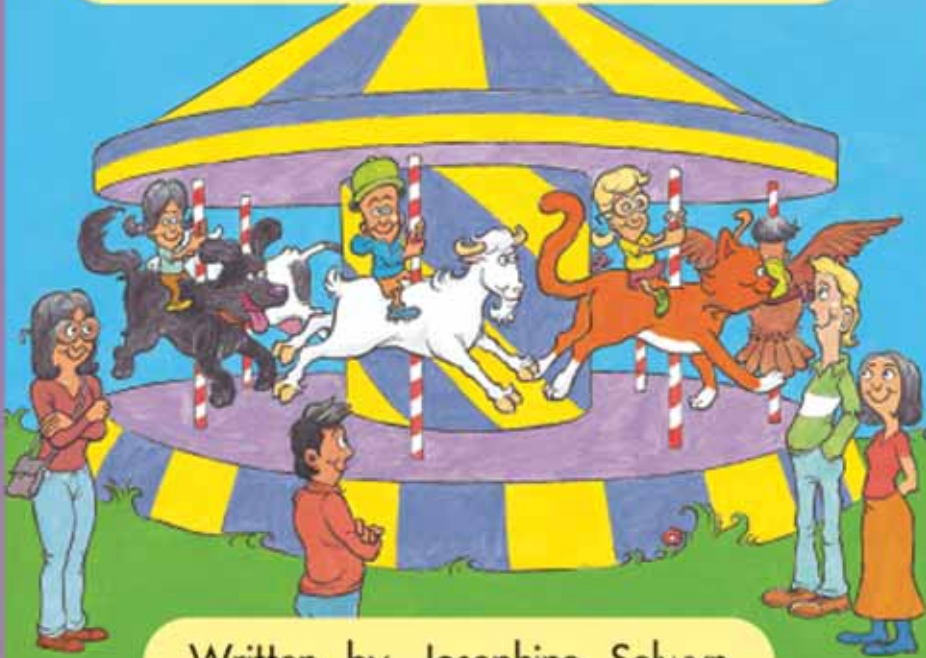




# Level 1 Book d

## Where Is Sam?





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Level	1
Word Count	40
Text Type	Literary recount
High Frequency	no
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 analyze 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 analysis (text analyzer)

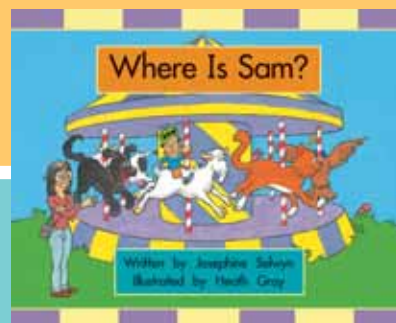
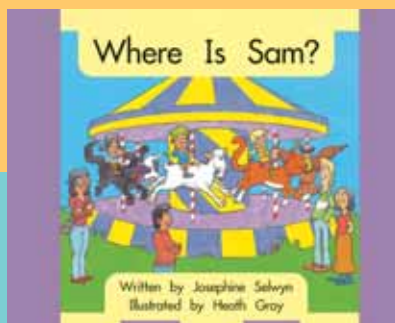
 This symbol relates to use (text user)

BEFORE READING

## Cover & Title Page



Read the title to the children and explain that it asks a question. Ask if the children can work out where Sam might be. Have them turn to the title page to make further predictions.



AFTER READING



Ask the children to respond to the book. Compare it with their own personal experiences. Ask which animal they would most like to ride on.



Check reading strategies with the children. Ask if they managed to match one spoken word with one written word as they read. Also check that they used the text and the picture as they read.

Tell the children that each left-hand page in the book asks a question. Point out the question mark. The text on the right-hand page answers the question. Ask the children to look at the picture and the text and see if they can work out what the question is. They should recognize the words *is* and *the*. They should know *Sam* from the title and *cat* from the picture.



Ask the children to read this page again. Tell them that their voice needs to go up at the end of the sentence when they are asking a question. Demonstrate if necessary. Have the children read the page again with the appropriate intonation. Have them point to the word *no*.

Ask the children to look at the picture and suggest what the text will say.



Ask the children to identify the question mark and the word *no*.



Ask the children to name this animal.



Ask the children what letter *lion* starts with. Have them locate the word *lion*.



Ask the children to read the page again with the proper intonation. Ask them how raising their voice at the end of the question helped them understand the meaning.



Ask the children to name this animal.



Ask the children what letter the word *pig* starts with. Have them point to *pig*.



Discuss merry-go-rounds in more depth. Ask the children to share their personal experiences. Invite them to share other rides they have been on.

BEFORE READING 10/11

Ask the children to look at the picture and suggest what the text on this page will say.

Ask them what the word *cow* starts with. Have them point to *cow*.



Invite the children to share the feelings they had when they went on a merry-go-round. Were they scared?

AFTER READING

During the Day

The Pesky Fly

At the Supermarket

Where Is Sam?

BEFORE READING 12/13

Ask the children to predict what the text on this page will say.

Ask the children to say what letter *horse* starts with. Have them point to the word *horse*.



Ask the children to make some comparisons. Would it be more scary to be on a horse or a lion?

Ask the children to point to the word *no*. Ask them to point to the question mark.

AFTER READING

The Rescue

Hair

Who Is Asleep?

The Kangaroo School



Ask the children to look at the picture and suggest what the text on this page will say.



Ask the children what letter the word *dog* starts with. Have them point to *dog*.



Is Sam on the dog?

No. No. No!



Ask the children to reread pages 14 and 15 with the appropriate expression.



Ask the children why they think the author wrote the word *no* three times on this page.



Have the children look at the picture. Make sure that they know that it is Sam on the goat. Then ask them to read the page.



Have the children return to the beginning of the book. Read the title again together. Remind them to point to each word as they read it. Also remind them to check with the text as well as the picture as they read.



Sam is on the goat.



You may now like to have the children work with a partner. One reads the question, the other reads *no*. Check for the appropriate intonation as they read.

# 1 d Where Is Sam?

Name \_\_\_\_\_

Read the question. Write yes or no



Is Sam on the cat? No



Is Sam on the pig? \_\_\_\_\_



Is Sam on the horse? \_\_\_\_\_



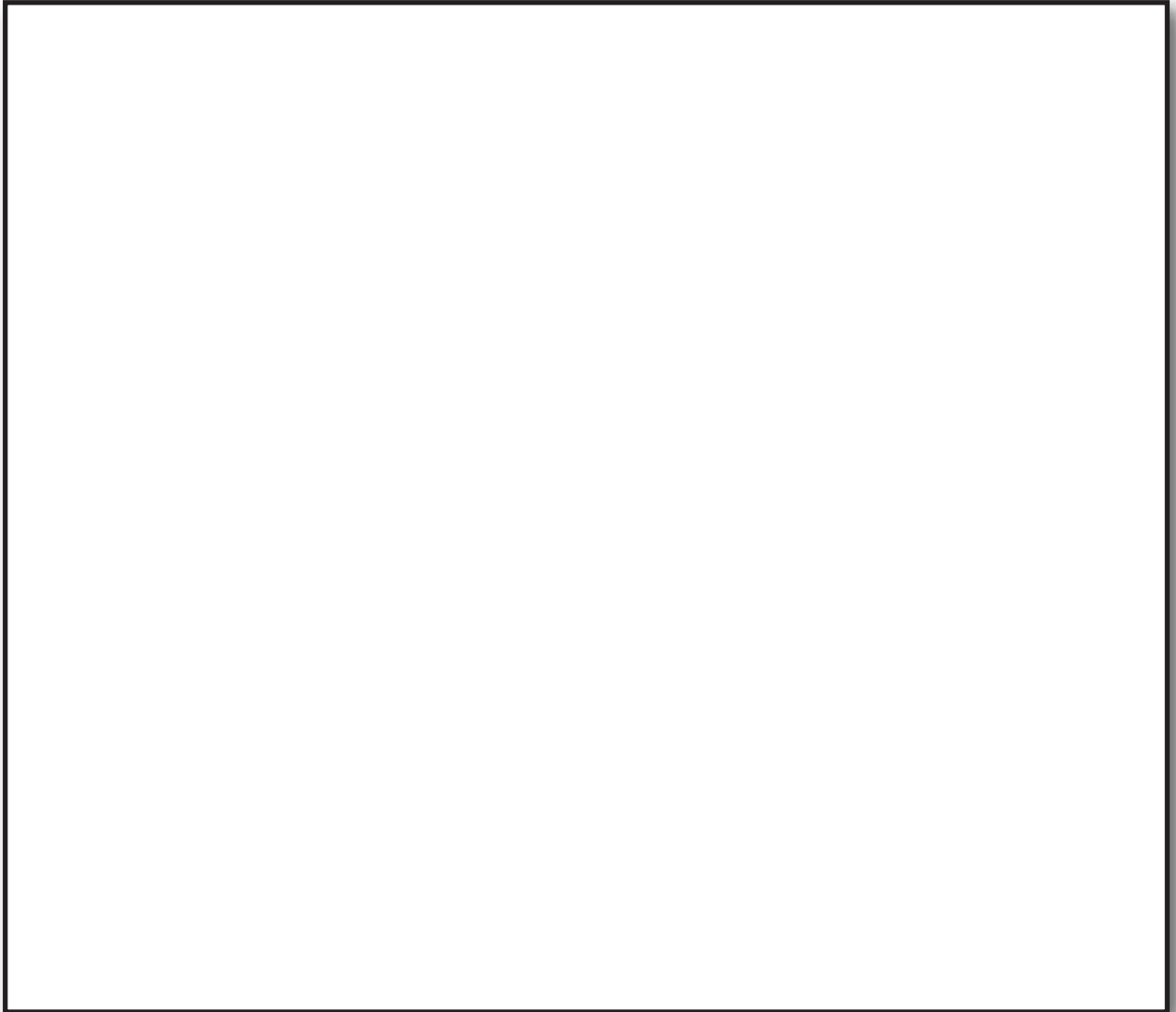
Is Sam on the dog? \_\_\_\_\_

# 1 d Where Is Sam?

Name \_\_\_\_\_

1. Choose your favourite page.

Draw yourself on that animal.



2. Write the sentence to go with your picture.

I am on the \_\_\_\_\_.