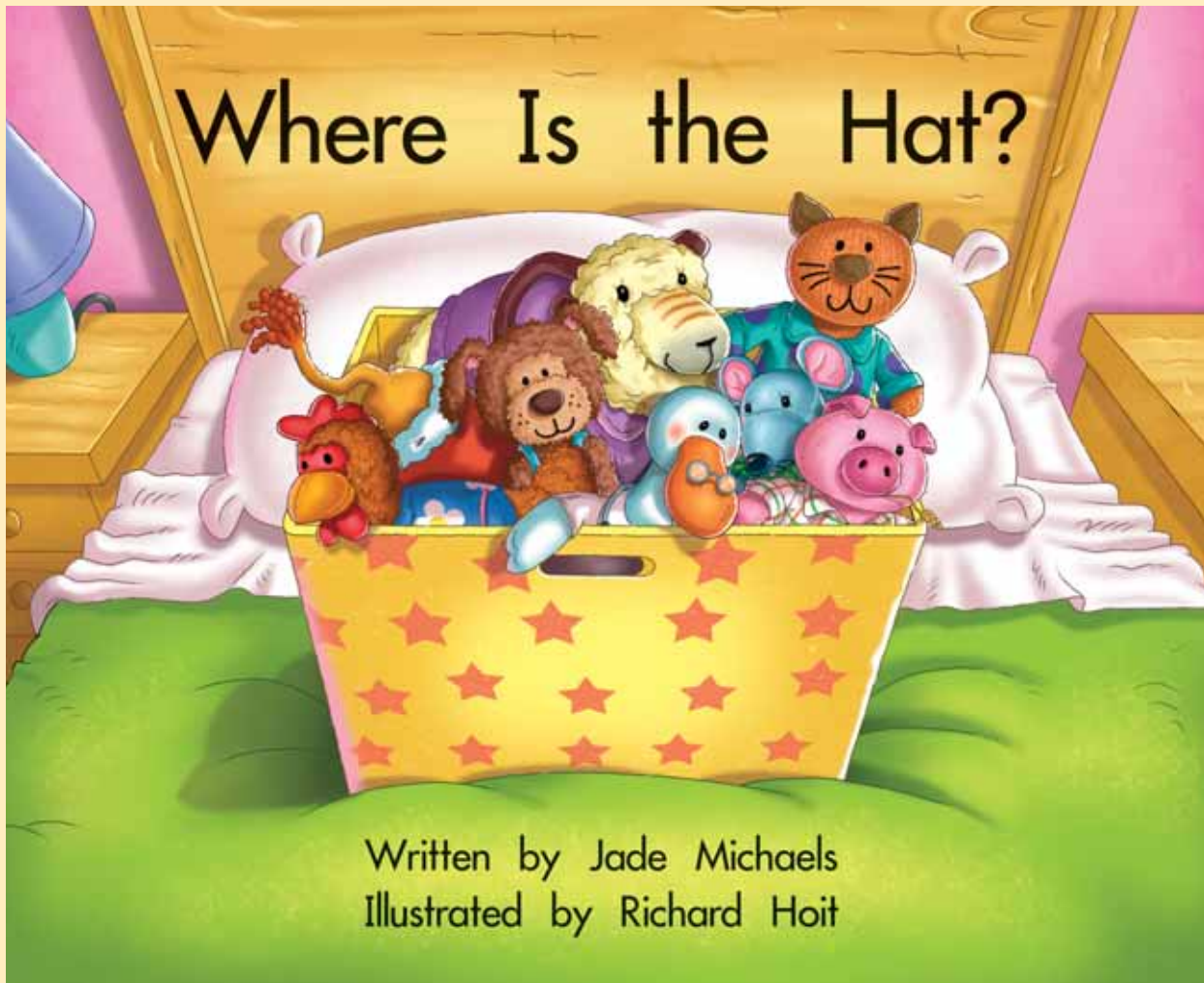




# Level 1 Book d



Written by Jade Michaels  
Illustrated by Richard Hoit

Level	1
Word Count	40
Text Type	Literary recount
High Frequency	no
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

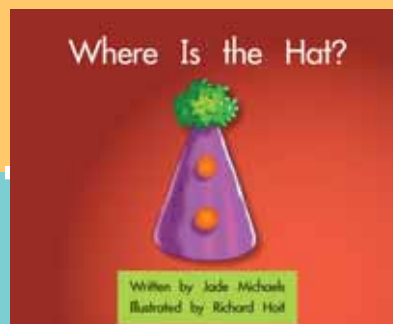
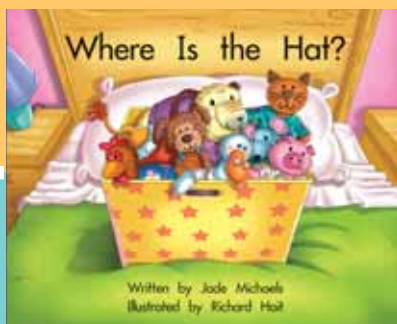
## Cover & Title Page



Read the title to the children and direct their attention to the pictures. Ask the children to identify all the toys in the picture. 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 out the words *Illustrated by* and ask whether the children know what this means.



Read the page together, pointing to each word. Ask the children to point to the symbol at the end of the sentence. Ask them if they know what it is. Talk about the question mark and why it is placed at the end of sentences. 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 to describe the toy. Expand the children's knowledge of adjectives or describing words. Think of as many adjectives for the rat as possible and focus on what he is wearing.



Tell the children that the text on each left-hand page asks a question. Point out the question mark. The text on the right-hand page answers the question.



Tell the children 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 *the*.



Draw the children's attention to the speech bubble. Ask if they know what this means. Identify the words in the speech bubble as direct speech – the actual words a character says.



Ask the children to describe the cat in the picture. Then ask the children if they have a cat at home and if so, to describe it. Focus on describing words and make a list of them on the board.



Ask the children to point to the word *on*. Spell it. Have them turn to a friend and share a sentence with *on* in it. Share some of them with the group. Ask the children to identify the question mark and say why it is placed there. Can they remember?



Ask the children what letter *Ram* starts with. Have them point to the word *Ram*. Ask the children to use a lot of words to describe the ram in the picture. Then find out if anyone in the group has seen a ram and where they might have seen one.



Ask the children to point to the word *Is*. Draw the children's attention to the capital letter of the *Is* and why it is placed there. Ask the children to point to the speech bubble and identify the word *No*.



Ask the children to describe the pig. Think about where the children might have seen pigs. Can the children think of a famous story about pigs? Can they describe the story *The Three Little Pigs* to you?



Ask the children to point to all the words as you read them out. Identify the words *Is*, *the*, *on* and the question mark. Write them down. Ask the children to face a partner and ask a question with these three words in them. Share them with the group afterwards.

BEFORE READING 10/11

Ask the children to predict what the text on this page will say. Ask the children to describe the duck. What is he wearing? What might the job of this duck be? Does anyone have any doctors in their family? What kind of things do they do? Describe a doctor.



Ask the children to point to the question mark again. Ask them 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.

AFTER READING

BEFORE READING 12/13

Ask the children to describe the hen in the picture. Build a list of describing words. Then ask the children if they have hens at home or know anyone who has hens. How are hens useful?



Identify the speech bubble again with the word *No*. Ask the children what the opposite of *No* is. Now ask the children to think of a question that could give a yes or *no* answer. You may ask the children to do this in pairs or as a group.

AFTER READING

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Ask the children to describe the dog in the picture. Then ask the children to describe their dog at home if they have one.



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

Is the hat on Dog?



Ask the children to point to the words *on* and *Dog*. Identify the short *o* vowel sound. Together, brainstorm words that have these short vowels. Encourage the children to 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 the animal in this picture. Ask if any of the children have seen a lion before, perhaps at the zoo. Ask the children what letter *Lion* starts with. Have them point to the word *Lion*.

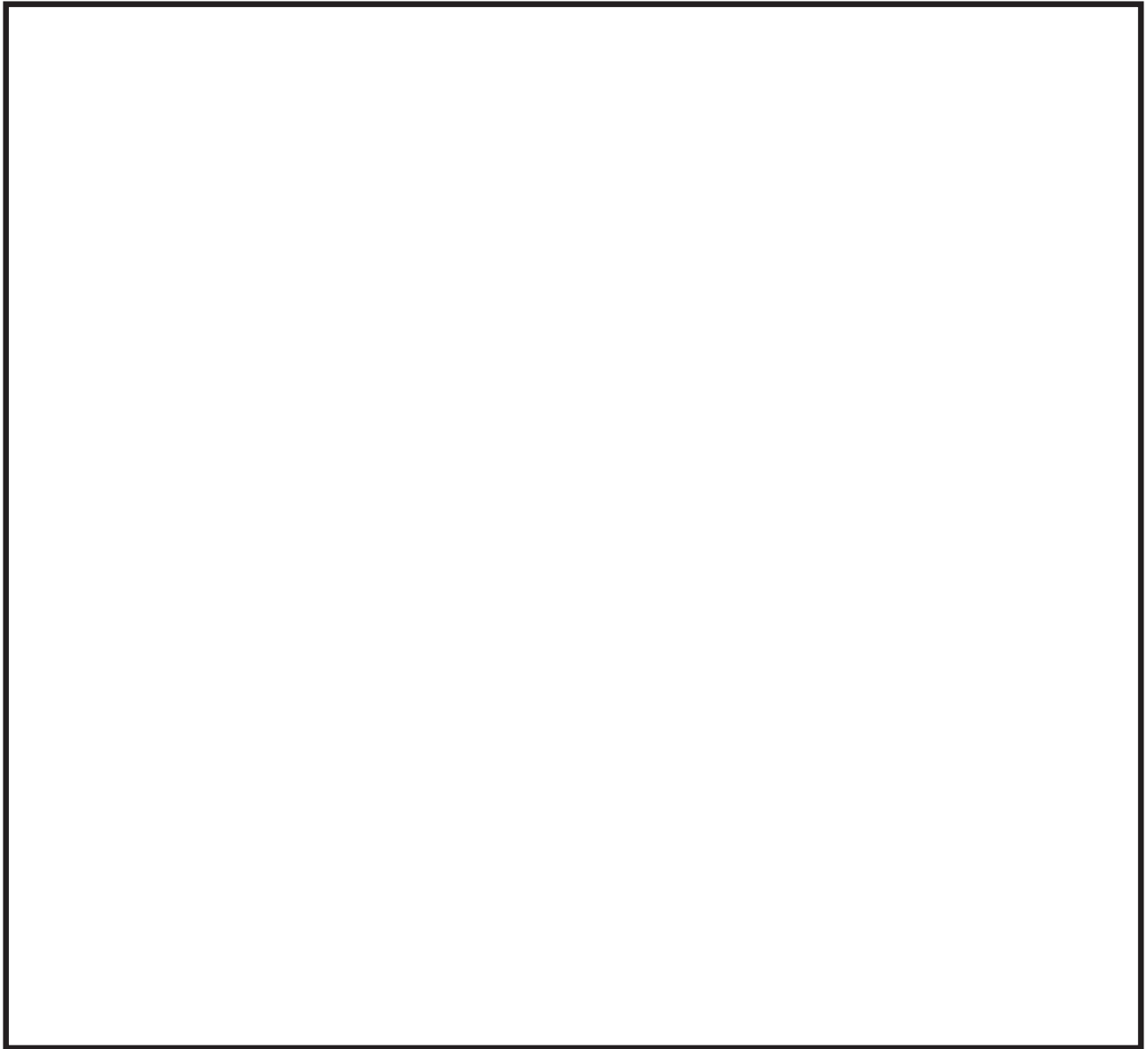


You may now like to have the children work with a partner. One reads the question, the other reads *No*. Check for the proper intonation as they read.

**1 d Where Is the Hat?**

**Name** \_\_\_\_\_

Choose your favourite page. Draw the picture.



Write a sentence to go with your picture.

\_\_\_\_\_

# 1 d Where Is the Hat?

Name \_\_\_\_\_

These words have been mixed up.

Put them in the right order.

the      The      is      lion.      hat      on

\_\_\_\_\_

Put these words in the right lists.

The first ones have been done for you.

cat      hen      rat      net      get      hat

          a words          

          hat          

\_\_\_\_\_

\_\_\_\_\_

          e words          

          hen          

\_\_\_\_\_

\_\_\_\_\_