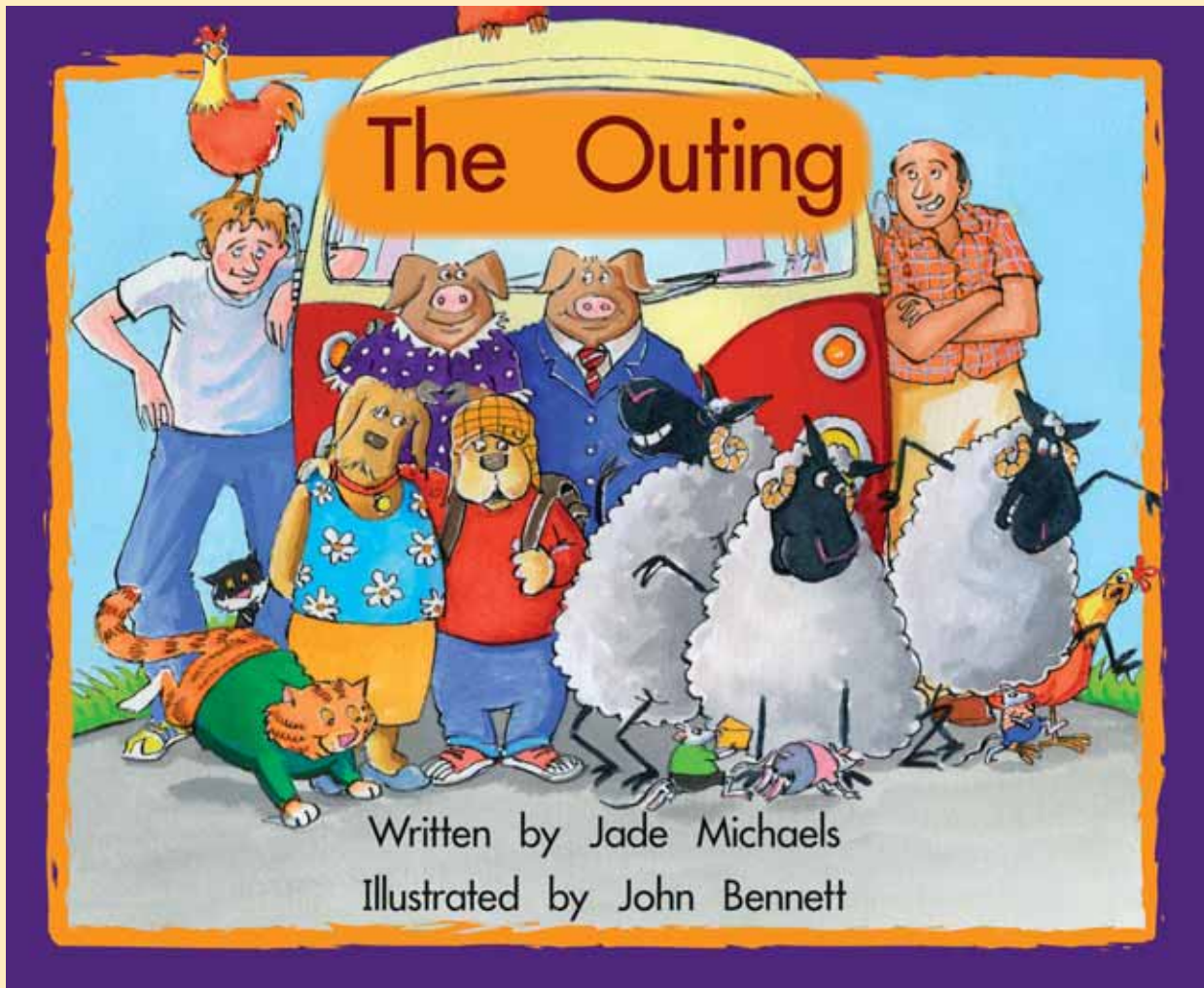




Level 1 Book e



Level	1
Word Count	42
Text Type	Narrative
High Frequency Word/s Introduced	in



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

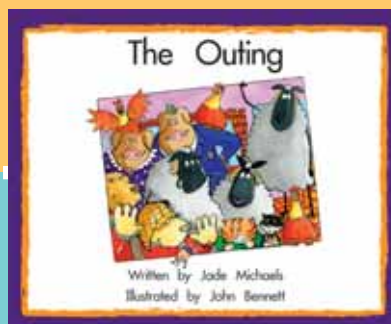
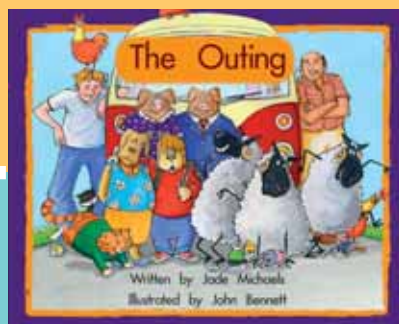
Cover & Title Page



Read the title to the children. Can anyone share a time when they went on an outing? Ask them to predict what the book may be about.



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



Discuss with the children who is going on an outing in the picture and where they might be going.



Read the page together, pointing to each word. Ask the children to point to the word *The*.

AFTER READING



Have the children look at the picture and say what kind of animals are getting in the van first. How many are getting in? How do you think they are feeling?



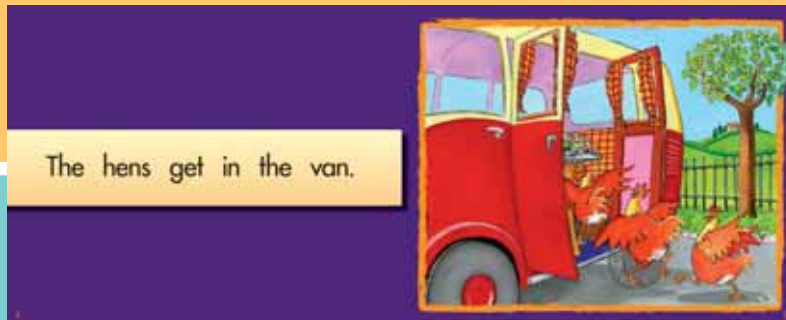
Ask the children to tell you the direction in which we read. Remind them that we read across the page from left to right.



Ask the children to reread this page, pointing to each word. Ask them to stop when they reach the word *in*. Identify the short *i* vowel sound. Together, brainstorm other words that have this short vowel sound.



Discuss with the children what kind of animals are getting in the van now. How many animals are there in the van altogether?



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



Ask the children to identify the next animals to get in the van.



Remind the children to point to each word as they read it.

The cats get in the van.



Ask the children if they think the cats will get on well with the rats and chickens in the van.



Ask the children to point to the word *in*. Spell *in*.



Ask the children who is getting in the van now.



Discuss with the children what noises they think the dogs would be hearing.

The dogs get in the van.



Ask the children if they think it is a good idea taking all these animals together. Have them say why or why not.



Have the children identify the words *get* and *the*.

BEFORE READING 10/11

Discuss with the children what is happening in this picture. Have them look closely at the van. Can they see what is happening to it?

The rams get in the van.



Discuss with the children what they think should happen to avoid disaster.

Ask the children to point to the word *in*.

AFTER READING

BEFORE READING 12/13

Ask the children who is getting in the van now. Is there any space left in the van?

Ask the children how they would feel getting in the van now. Have them look closely at the picture and at the dogs in particular. How do the children think the dogs might be feeling?

The pigs get in the van.



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

AFTER READING

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Ask the children who else needs to get in the van. Do they think there is enough room? Ask the children to look closely at the van. Have them predict what will happen when the men get in the van.

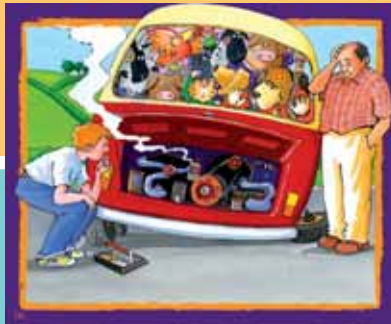
The men get in the van.



Ask the children to respond to this page. Are these men looking forward to the outing? How can we tell?

Ask the children to point to the words *get*, *in*, and *the*. What has been written at the end of the sentence? Identify the full stop.

Have the children say whether their predictions were right. What has happened? What is coming out of the engine?



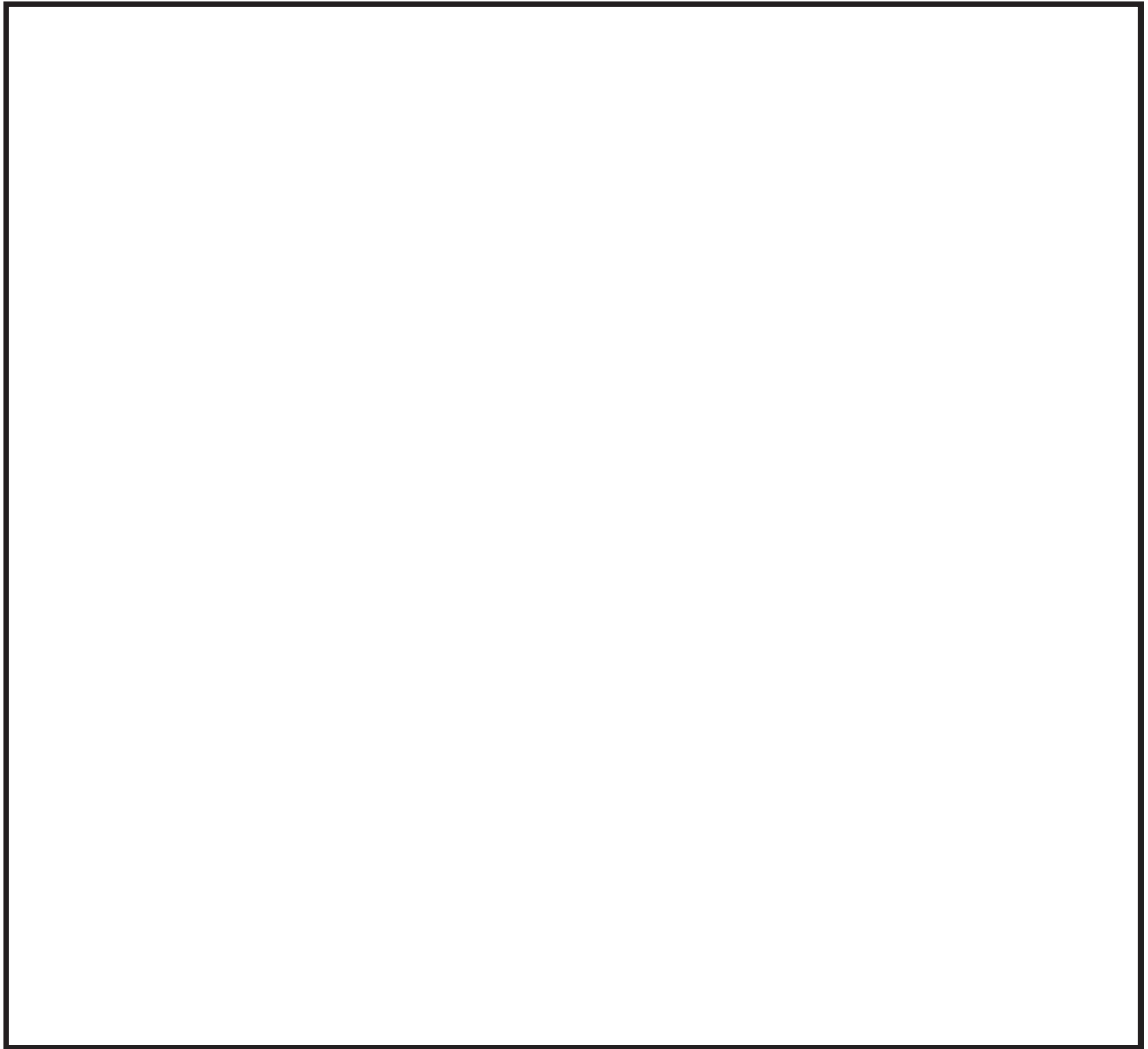
Discuss whether something like this has ever happened to the children or someone they know.

Ask the children to describe what is happening, using *in*, *get*, and *the*.

1 e The Outing

Name _____

Choose your favourite page. Draw the picture.



Write a sentence to go with your picture.

1 e The Outing

Name _____

Circle **in** and **the**.

in

the

I

we

am

on

get

we

in

the

on

get

in

the

the

I

am

on