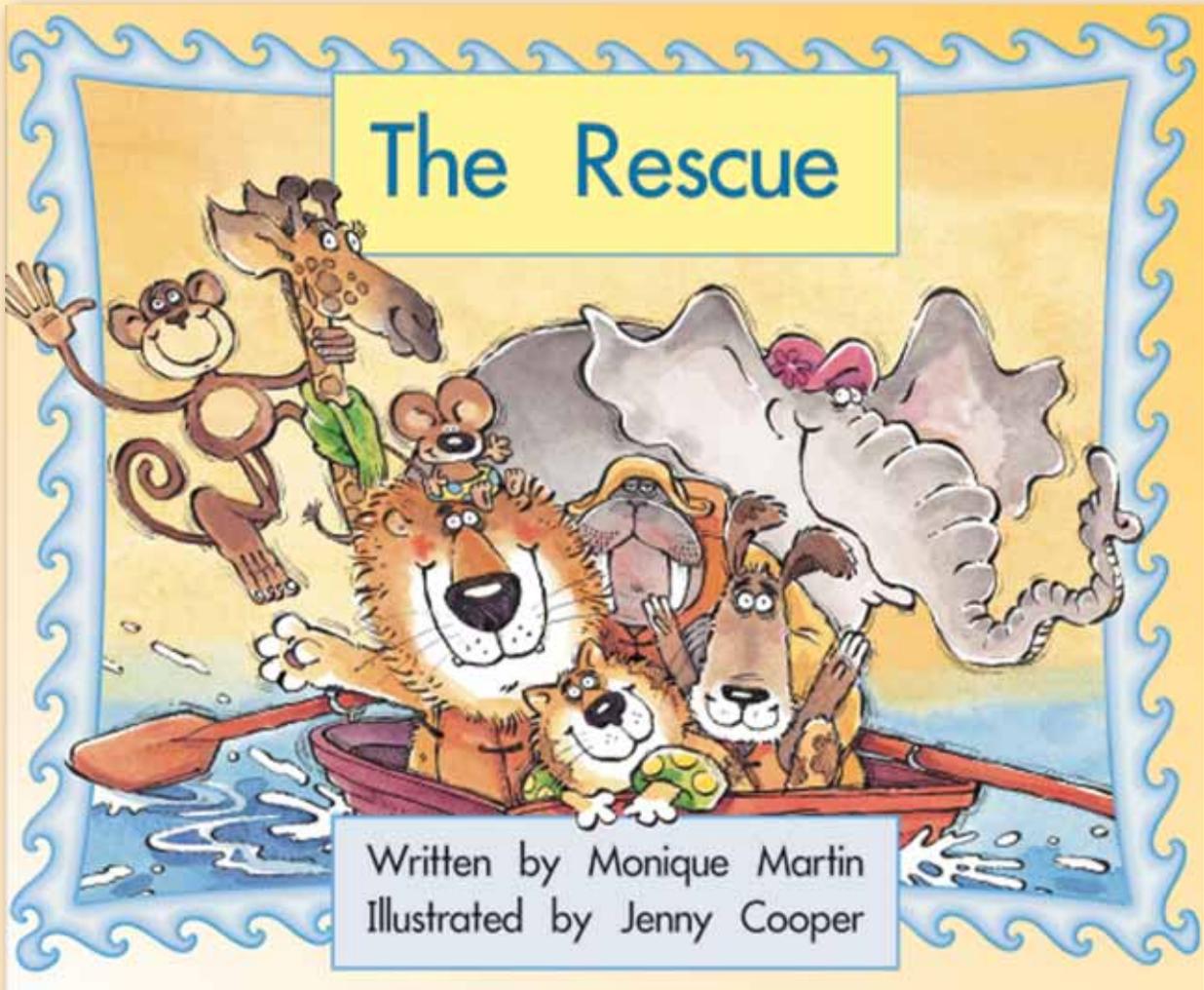




Level 1 Book e



Level	1
Word Count	35
Text Type	Narrative
High Frequency	in
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)



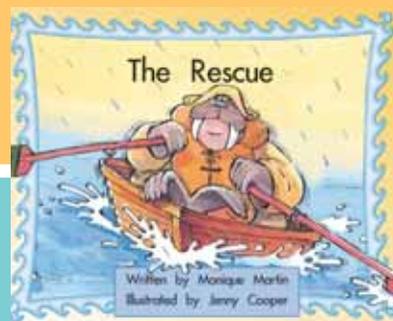
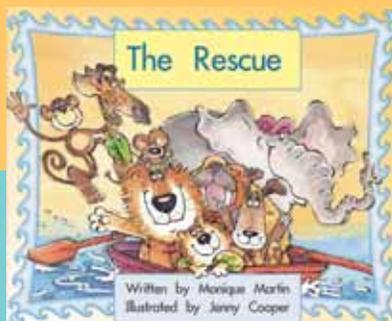
This symbol relates to use (text user)

BEFORE READING

Cover & Title Page



Read the title to the children. Ask them to share a time when they may have been rescued. Discuss with them what may be happening in this book. Why do the animals need rescuing?



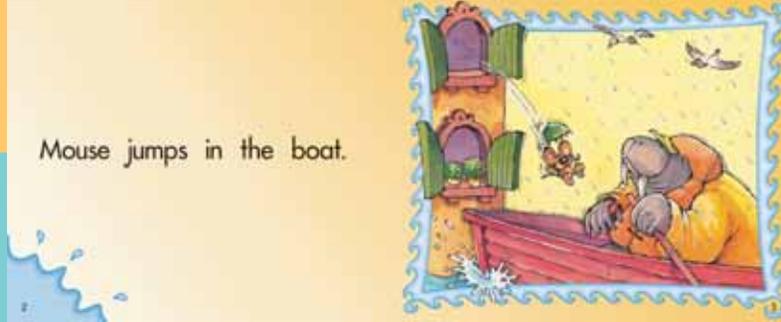
Have the children retell the story in their own words. Ask them whether the rescue was successful or not.



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

AFTER READING

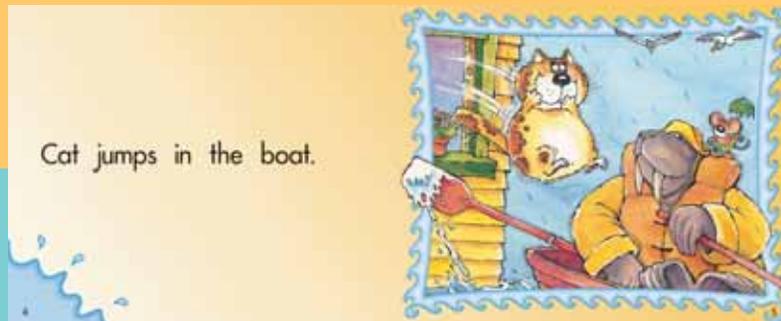
Have the children look at the picture and say which animal is the first to be rescued. Have them say how Mouse is getting into the boat.



Discuss further why the mouse needs to be rescued. Is a mouse an animal that can swim?

Ask the children to reread this page, pointing to each word. Ask them to stop when they reach the word *in*.

Discuss with the children the next animal to jump in the boat. Ask if they think the cat and the mouse will get on together in the boat.



Ask the children why the cat needs rescuing. Can cats swim? Discuss the relationship between cats and mice.

Ask the children to point to *in* and *the* on this page.

Ask the children to identify the next animal to be rescued. Ask why the birds aren't being rescued.

Dog jumps in the boat.



Continue the discussion about why the animals need to be rescued. Can dogs swim? If Dog can swim why does he need rescuing? Also continue the discussion about the relationships between the animals being rescued. What would happen if Cat chased Mouse and Dog chased Cat?

Ask the children to identify the next animal that is jumping into the boat. Ask them to look closely at the boat. Can they see what is happening to it?

Lion jumps in the boat.



Ask the children if lions can swim. Ask them whether they think lions would chase dogs and cats. Have them say why or why not.

Have the children identify *in* and *the* on this page.

BEFORE READING 10/11

Ask the children to identify this animal. Is there room in the boat for Giraffe? What is happening to the boat?



Giraffe jumps in the boat.

Continue the discussion about the animal relationships and why the animals need rescuing. Ask the children at what point in the story they realized that the boat may sink. What gave them that idea?

Have the children point to *in* and *the* on this page.

AFTER READING

During the Day

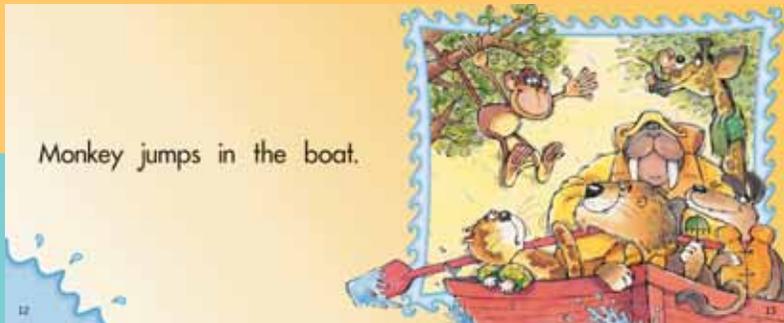
The Pesky Fly

At the Supermarket

Where Is Sam?

BEFORE READING 12/13

Ask the children to identify the animal that is going to jump in next. Is there room for Monkey?



Monkey jumps in the boat.

Discuss the comparative weights of the animals who have so far jumped into the boat. Who is the lightest? Who is the heaviest?

Ask the children to identify *in* and *the* on this page.

AFTER READING

The Rescue

Hair

Who Is Asleep?

The Kanaguroo School

Ask the children to look closely at the boat. Have them predict what will happen when Elephant jumps in.

Elephant jumps in the boat.



Discuss the size and weight of Elephant with the children. How many other animals would have had to get out to make room for Elephant?

Have children say whether their predictions were right. Have them suggest what will happen next.

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.



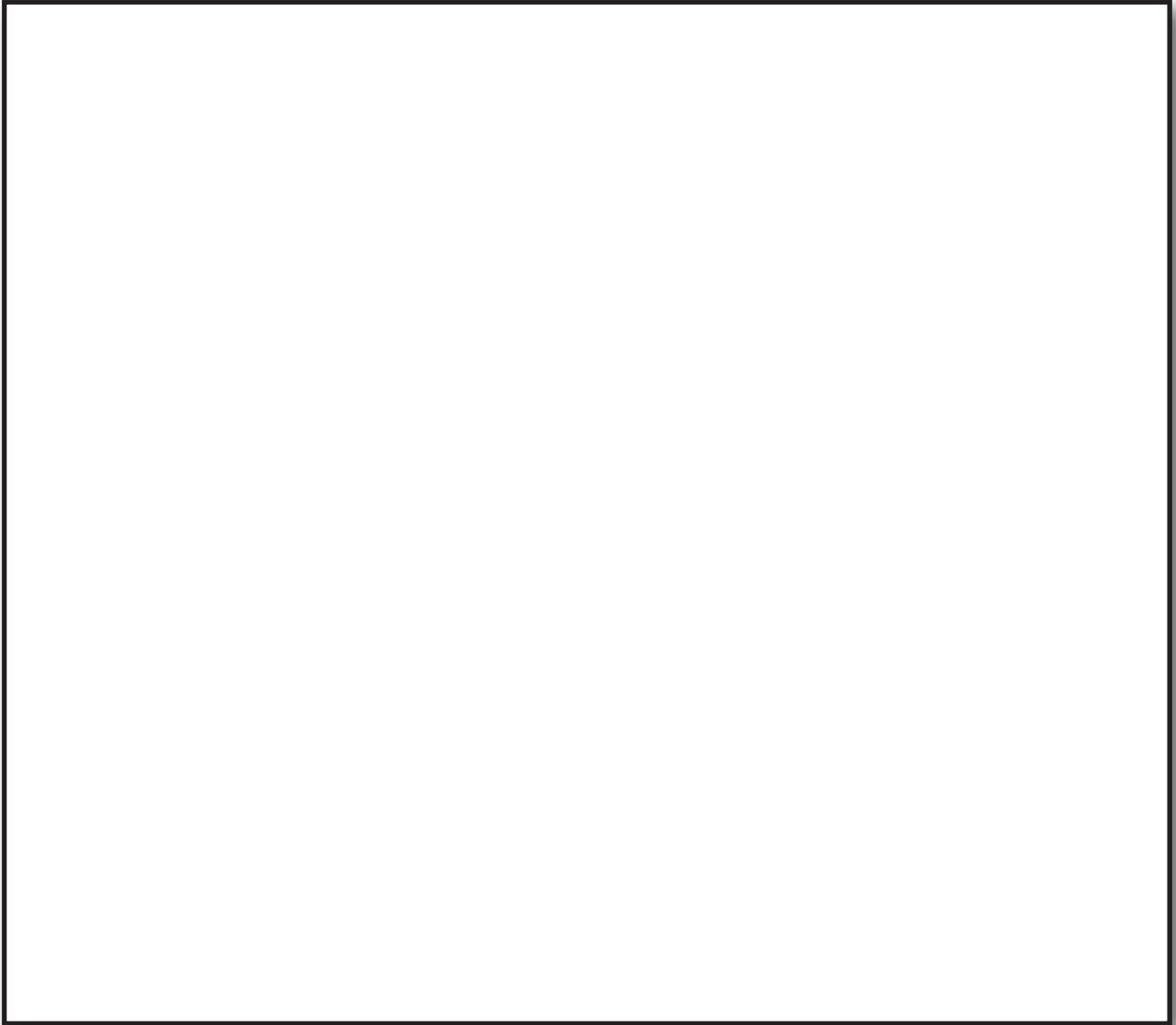
Have the children analyze what else Walrus could have done. What other options were there for him? For example, get some animals to shore safely and then come back for others?

Ask the children what they learned from this book that would help them if they were ever caught in a flood.

1 e The Rescue

Name _____

1. Choose your favourite page. Draw the picture.



2. Write a sentence to go with your picture.

1 e The Rescue

Name _____

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

get
in on
we
in get
the
am I
I the
on
in
we on
am
the in