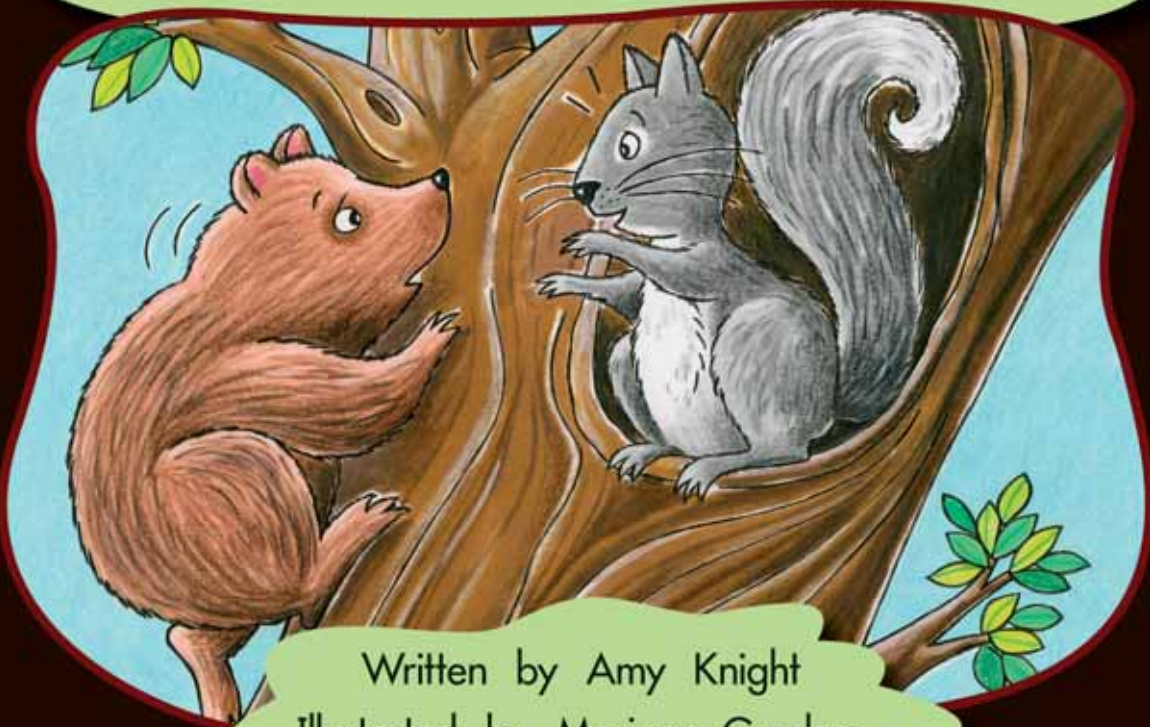




# Level 3 Book d

## Where Is My Daddy?



Written by Amy Knight  
Illustrated by Marjory Gardner

Level	3
Word Count	73
Text Type	Narrative
High Frequency	not
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. 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)*

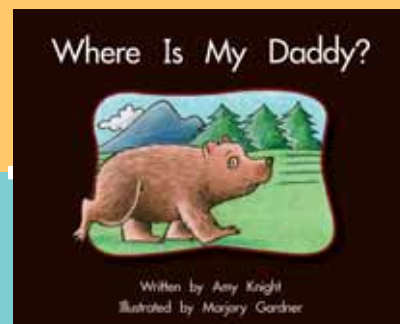
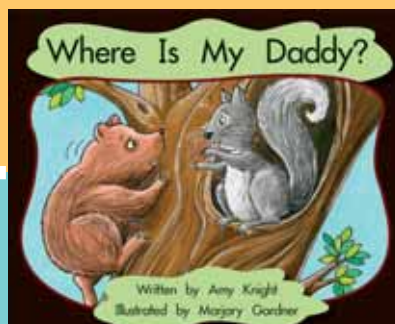
## BEFORE READING Cover & Title Page



Direct the children's attention to the pictures. Ask the children to identify the animals in the pictures. Then ask the children if they can tell you about any bears they have seen in real life or on TV.



Read the author's name. Why is there a name here? Identify book conventions. Read out the words *Illustrated* by and ask if the children know what this means.



Invite the children to predict what this book will be about. Is it a story book or an information book? Talk about the kind of habitat these animals would live in.



Check reading strategies with the children. Remind them to match one spoken word with one written word as they read. Identify the words the children are confident with and the ones they struggle with.

## BEFORE READING 2/3

Ask the children to describe what is happening in the picture. Talk about the animals they can see. Ask them to look at the expressions on the animals' faces and explain what this tells us about what they are thinking or feeling.



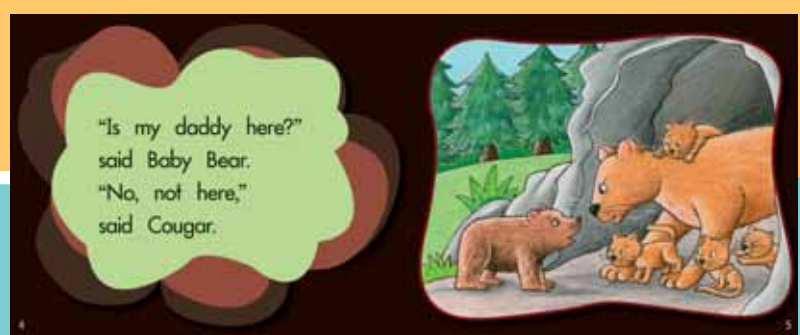
## AFTER READING

Ask the children what Baby Bear said to Porcupine. They need to refer to the text and point to the words. Then talk about what a porcupine is and what special feature they have – the needle-like quills.

Ask the children to identify the word *here*. Invite them to put this word into sentences of their own and share them with the group to clarify meaning and use. Then look at the word *daddy* and identify the short *a* vowel sound. Talk about other words with the same *a* sound.

## BEFORE READING 4/5

Ask the children what is in this picture and where the bear has gone. Encourage the children to describe the animals and what they look like. Do the children think Baby Bear will find daddy in the cave?



## AFTER READING

Ask the children the names of the animals. They may need help with *Cougar*. Tell them it is the North American name for a puma or wild cat. Can the children guess which country this story might come from?

Ask the children to identify the word *not*, spell it, and place it in sentences to clarify meaning. Have the children identify the short *o* vowel sound in *not*. Talk about other words with the same vowel sound.



Ask the children to describe where Baby Bear has gone – up the tree. Ask them how they know that. They need to point to the picture. Can the children identify the animal up the tree?



Ask the children the name of the new animal. They need to point to the word *Squirrel*. Talk about why squirrels live in trees – they are safer from predators and they can store their food in trees.



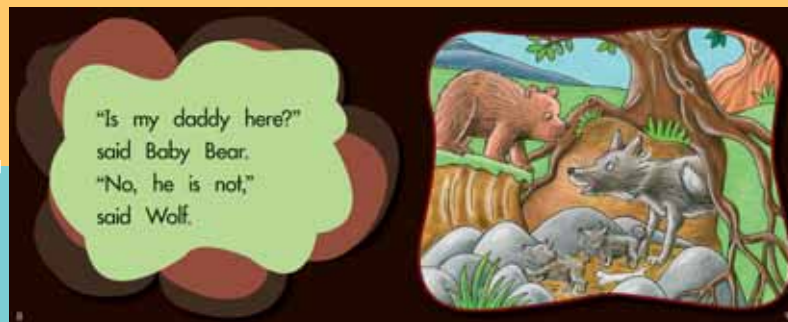
Ask the children to point to the word *Is*. Spell it and ask the children to put it into sentences of their own to clarify meaning and use. Then ask the children to identify the punctuation, including the question mark, and discuss all its various functions.



Ask the children to describe the new animals in this picture. Can they tell where the animals have made their home and what they eat from the clues in the picture? Have the children point to particular parts of the picture to justify their answers.



Invite the children to discuss what they like about this story so far and why. Encourage them to predict what might happen next.



Ask the children what Baby Bear asked Wolf and what the reply was. Encourage them to refer to the text and point to the specific words.



Ask the children to point to the word *Is*, spell it, and place it in sentences to clarify meaning and use. Then ask the children to point to the words that have the short vowel sounds – *not* and *Is* – and identify which short vowel sounds they have.

BEFORE READING 10/11

Ask the children where Baby Bear is looking now. Talk about the habitat of the eagle and its babies (eaglets). Do the children think Baby Bear's daddy is in the nest? Ask the children to explain why.



AFTER READING

Ask the children if they can tell you what Eagle's reply was to Baby Bear. Encourage them to point to the word *No* in the text.

Ask the children to look at the word *my* and put it in sentences of their own to clarify meaning. Then identify the *y* in this word as a substitute vowel. Talk about vowels and what they are. Then talk about which vowel sound the *y* makes.

BEFORE READING 12/13

Ask the children to describe the next animal Baby Bear has gone to see. Talk about the characteristics of snakes and ask if the children have ever seen or held a snake. Talk about snakes in a positive way. Then explain that, as some snakes are poisonous, it is best to be cautious if they find a snake.



AFTER READING

Invite the children to add another sentence to this page. Encourage them to use vocabulary similar to that of the author.

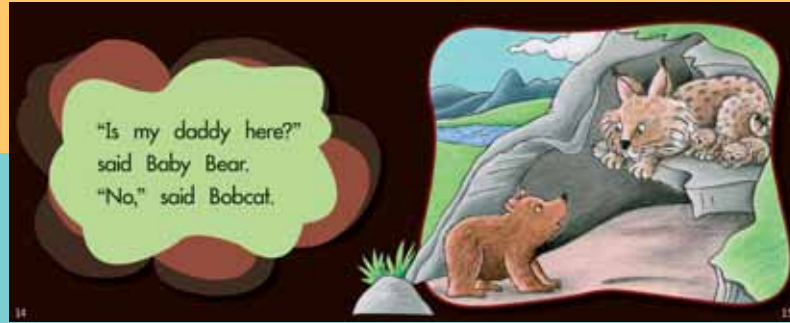
Draw the children's attention to the speech marks – what are they used for? Ask them to make up a sentence of their own and show you where the speech marks should go.



Ask the children to cover the page of text and tell you who this new character might be. Ask them to predict something the animal might say to Baby Bear.



Encourage the children to use vocabulary similar to the author's.



Ask the children to tell you what Bobcat said. Encourage them to refer to the text in order to answer this question.



Ask the children to point to the word *Bobcat*. Ask them to spell it and clarify its meaning using sentences of their own. Then ask the children which two short vowel sounds are found in the word *Bobcat*.



Talk about who Baby Bear has found. Talk about the place Baby Bear found him and what he was doing. Ask the children to describe a time when they were looking for someone and all the places they had to look to find them.



Ask the children to point to the words and read them out one-for-one.



Ask the children to look through the book and find their favourite page. Can the children explain what they liked most about this story and why?

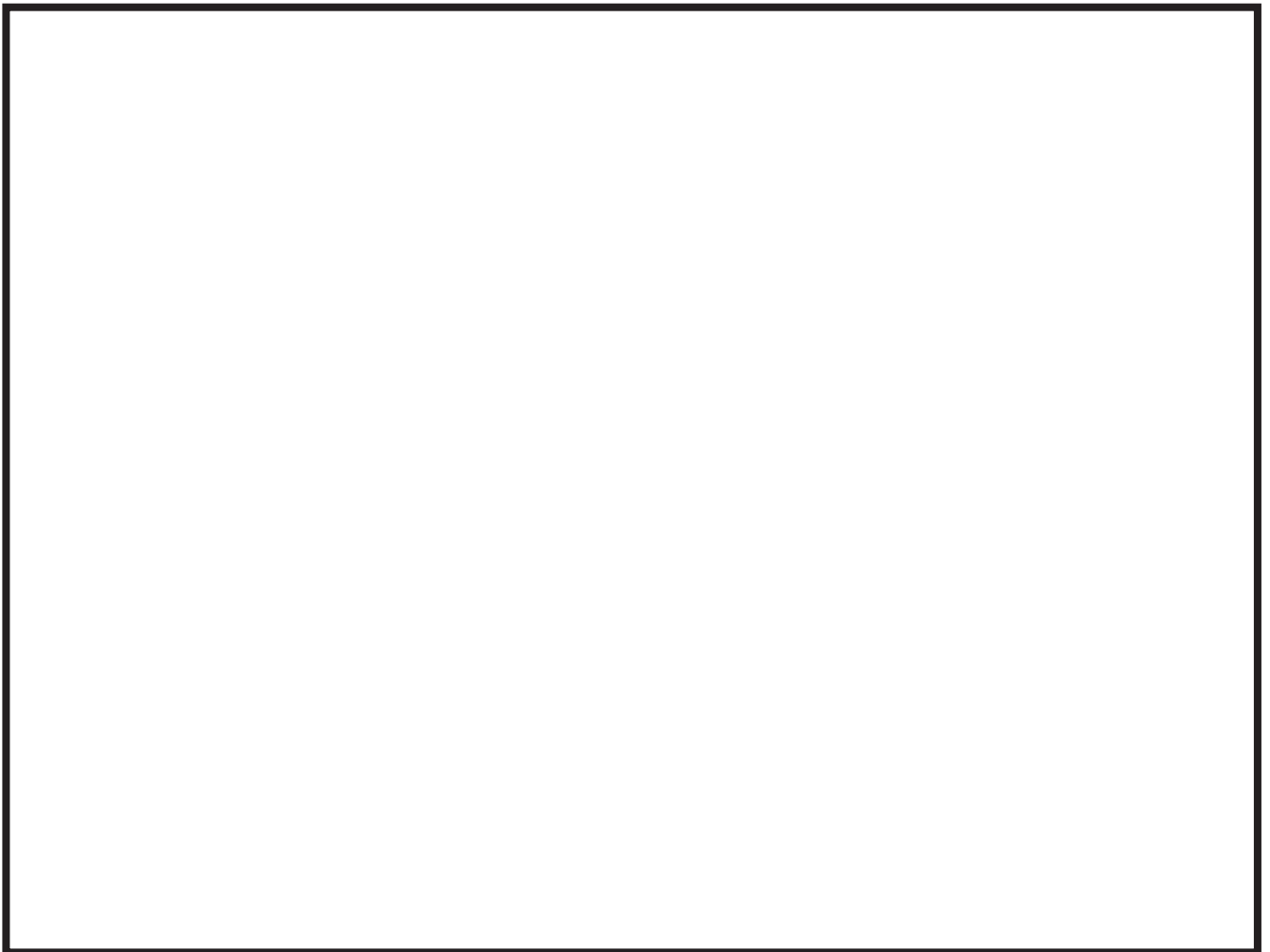
**3 d Where Is My Daddy? Name** \_\_\_\_\_

Read the sentences.

Draw the picture.

“Is my daddy here?” said Baby Bear.

“No,” said Squirrel.



**3 d Where Is My Daddy?** Name \_\_\_\_\_

Put these words in the right boxes.

The first one has been done for you.

~~pet~~      and      my      pin      got

daddy      on      is      men

a words

e words

pet

i words

o words

Which word is the odd one out? \_\_\_\_\_

Write a sentence with this word.