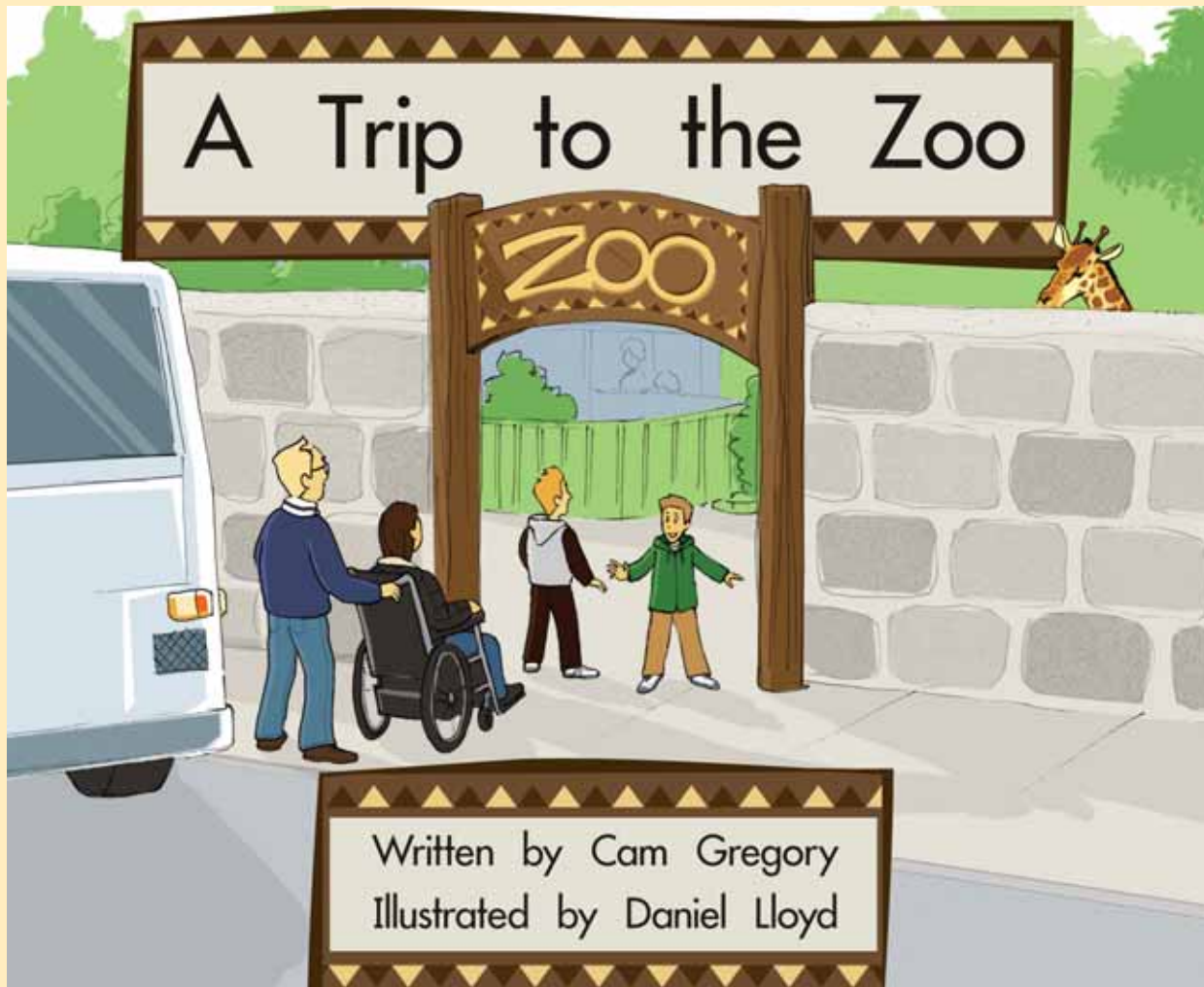




Level 4 Book a



Level	4
Word Count	89
Text Type	Narrative
High Frequency Word/s Introduced	



A Trip to the Zoo

At the Soccer
Match

Ollie Octopus's
Restaurant

Look at This

The Jungle Boat
Ride


Sam


Benny Wants to
Go Out


The Funfair


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)*

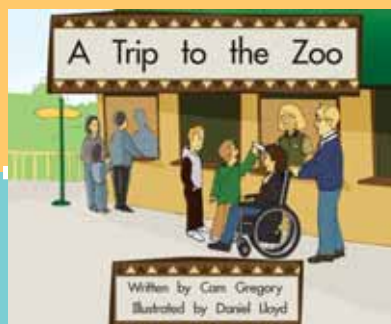
 *This symbol relates to use (text user)*


BEFORE READING


Cover & Title Page

 Ask the children to describe what they see in the pictures. Talk about who the characters might be and how they might be related to one another. Talk about the setting of this story – the zoo.

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



 Invite the children to share any times when they have been to a zoo, what they saw there, and what their favourite animal is.

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

AFTER READING

BEFORE READING 2/3

Encourage the children to look at this picture and describe what they see. Identify the expressions on the faces of the characters and explain what might be happening here.



Ask the children the names of all the characters. They need to refer to the text and point to which one is which in the picture.

Ask the children to point to the words *and* and *are*. Then ask them to spell the words and put them into sentences to share with the rest of the group to clarify meaning and use.

BEFORE READING 4/5

Ask the children to look at the picture and describe what they see. Talk about the animals and ask the children if they have ever seen these animals up close. Can they predict what the characters might be talking about?



Ask the children to tell you what Zack said, identifying the words in the text.

Ask the children to identify the words *I* and *like*. Spell them, identifying them in the text one-for-one, and ask the children to put them in some sentences to ascertain their understanding of the meaning. Identify the word *lions* and discuss plural and singular words.

AFTER READING

Ask the children to describe what is happening in the picture. Talk about the character in the wheelchair. Discuss why some people have to sit in a wheelchair. Talk about how people might stare at people in wheelchairs and how it might make them feel.



Ask the children which character likes the monkeys. Encourage them to point to the word *Jim*.

Ask the children to point to the words *can* and *Jim*. Can they identify the short *a* and *i* vowel sounds in them? Spell the words and ask the children to think of other words with the same vowel sounds.

Ask the children to cover the text and describe where the family is in the picture. Talk about the giraffes and ask the children to guess what the text might say.

Encourage the children to use vocabulary and style similar to that of the author.



Ask the children what Dad said to the boys. Encourage the children to point to the words that Dad said.

Talk to the children about the words *said* and *the*. Spell them and collect some sentences together that clarify their meaning and use. Then look at the punctuation, identifying its functions and uses. Identify the plural word in the text.

BEFORE READING 10/11

Ask the children to describe what is happening in this picture. Can they predict what is going to happen next?

Ask the children what they have enjoyed so far in this book. Ask them to think about anything else they would like to see in the next pages of this book.



AFTER READING

Ask the children to identify the animal in the picture. Encourage the children to use the text to locate the information.

Identify the words *Look* and *at*. Ask the children to spell them and put them in some sentences of their own. Then find the plural word on the page.

BEFORE READING 12/13

Ask the children to describe the animal in this picture. Have they ever seen a camel up close? Can they guess what the boys are saying about the camel?



AFTER READING

Ask the children to tell you what they think about this book so far and what they have enjoyed most. Which other animals would they like to see in the book? Why?

Identify the word *Zack*. Can the children identify the short *a* vowel sound? Which other words with the same vowel sound can the children think of? Ask the children what they would add to the word *camel* to make it a plural word.



Ask the children to look at the picture and describe everything they can. What is the family looking at now?



Ask the children to guess what Mum might be saying. Encourage them to match the author's vocabulary and style.



Ask the children to identify the word *Mum*. Can they identify the short vowel sound in the word? Then discuss the punctuation on the page.



Ask the children to tell you what has happened and the reactions on the characters' faces. How are they all feeling now? Would the children like to be there with the characters?



Ask the children to read through the book again and find their favourite page, explaining why.



Ask the children to find all the plural words in this book and list them together.

4 a A Trip to the Zoo

Name _____

Cut out the sentences.

Read them.

Put them in the right order.

“Here is a camel,” said Zack.

“I like the monkeys,” said Jim.

“I like the elephant,” said Mum.

Jim and Zack and Mum
and Dad are at the zoo.

4 a A Trip to the Zoo

Name _____

Make these words into plurals.

giraffe

lion

monkey

seal

Draw your favourite picture in the book.

Write a sentence.

