



Level 4 Book d



Level	4
Word Count	88
Text Type	Information report
High Frequency	big
Word/s Introduced	



The Park Train

At the Zoo

Molly Monsters
Party

Big Things

The Tennis Match

Santana

Lucy's Loose Tooth

The Fishing Trip

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 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)



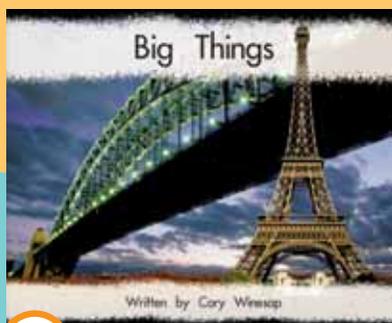
This symbol relates to use (text user)

BEFORE READING

Cover & Title Page



Read the title to the children. Invite them to tell the group all the big things they know. List them on the board. Ask the children to discuss the cover and the title page and say what big things they can see.



Ask the children to respond to the text. Which of the big things did they like most? Why? What is the name of the big building that the queen lives in? What big thing can people climb on?

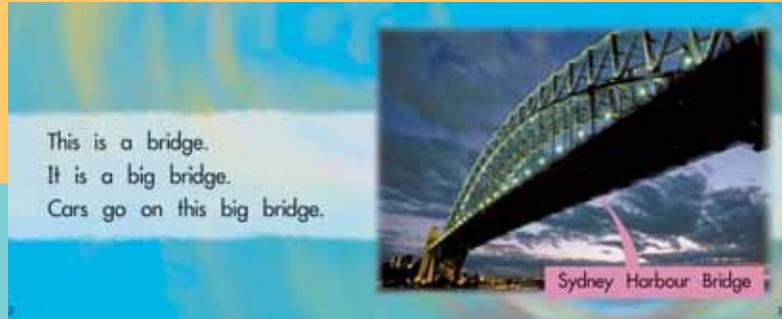


Discuss reading strategies with the children. Ask them to say what was easy for them. What was hard?

AFTER READING

Ask the children to look at this photo and say what they can see. Do they know the name of this bridge? Discuss what might go on the bridge.

Point to the label. Tell the children that labels give more information about photos.

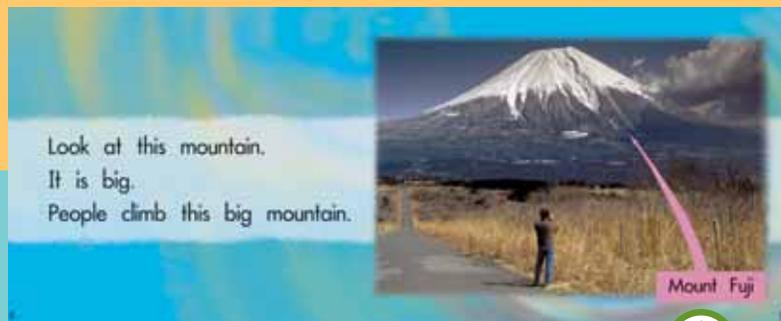


Invite the children who have been on the Sydney Harbour Bridge to share their experiences. Did they go on the bridge in a car? Did they go in a train? Have other children talk about big bridges that they have been on.

Ask the children to locate *big* on this page.

Invite the children to look at this photo and say what is big. Ask them to check with the list on the board. Did they say that a mountain was big? Ask them to discuss what people do on mountains.

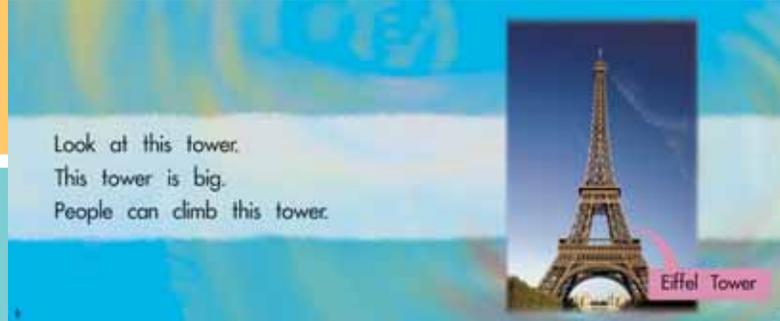
Ask the children to look at the label. Read the label to the children. Ask if they know where Mount Fuji is.



Extend the children's knowledge of big mountains like Mount Fuji. Do they know why there is always snow on the top? What do people do on big mountains besides climb? What sorts of things do people who use mountains have to think about so that they stay safe?

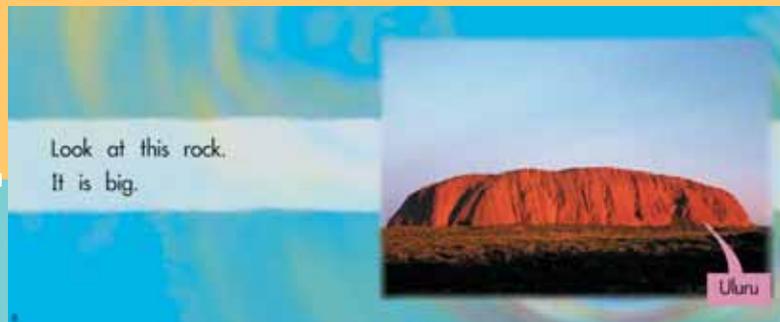
Ask the children to find *big* on this page.

Discuss this page with the children. Ask them if they know the name of this big tower. Do they know of any other towers that are big?



Ask the children to return to the photo. Ask them what shape the Eiffel Tower is. What other shapes for towers do they know of? Where is the nearest tower to the school? How high is that tower? Is it a very big tower? How do people get to the top of towers?

Ask the children if they can name this big rock. Read the label to them.



Discuss Uluru with the children. What is the importance of Uluru? Where is it? Can they locate Uluru on a map of Australia? From looking at the photo, how can they tell Uluru is in the desert?

Ask the children to locate *big* on this page.

BEFORE READING 10/11

Discuss this picture with the children. Do they know the name for buildings like this one? Read the label to the children. Ask if they know who lives in this palace.

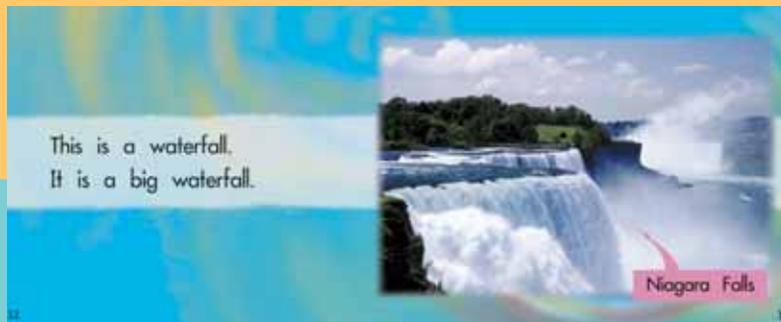


Ask the children to look more closely at the picture. How many storeys high is the palace? How many rooms do they think there are? Do they know what the rooms are used for?

AFTER READING

BEFORE READING 12/13

Discuss this photo with the children. What can they see? Do they know the name of this big waterfall? Read the label to them.



Ask the children to imagine that they went to visit this waterfall. What would it sound like? Would they get wet? Would it be as big as Buckingham Palace?

Ask the children to find *big* on this page.

AFTER READING

Invite the children to discuss this photo. What can they see? Do they know the word for big buildings such as this one? Read the label to the children.



Extend the children's knowledge of temples. Invite any children who have been to a temple to share their experiences. Ask them to look closely at the photo and see if they can say what people going to this temple should wear.

Invite the children to talk about this photo. What can they see? Do they know its name? Read the label to the children.

Ask the children to return to the beginning of the book and read independently. Remind them to use the words as well as the photos as they read.



Discuss the International Space Station with the children. Do they know that astronauts go to and from the station? Do they know how they get there? Do they know why the station was built?

Ask the children to go back to their original list of big things. What other big things could the author have put in this book?

4 d Big Things

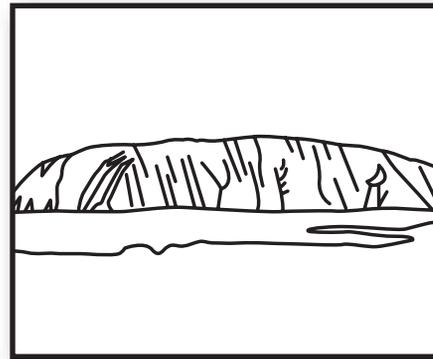
Name _____

Write the missing words under each picture.

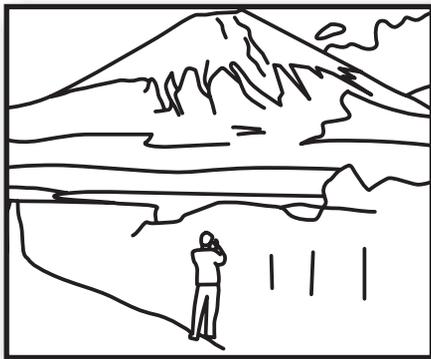
Then read the sentences.



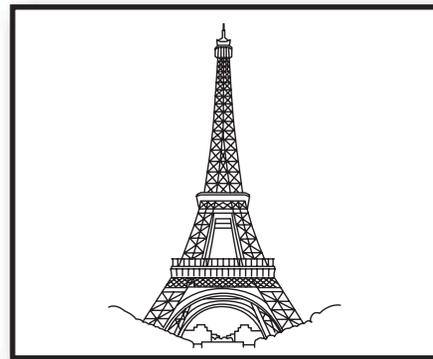
This is a _____ bridge.



This _____ a _____ rock.



_____ is a _____
mountain.

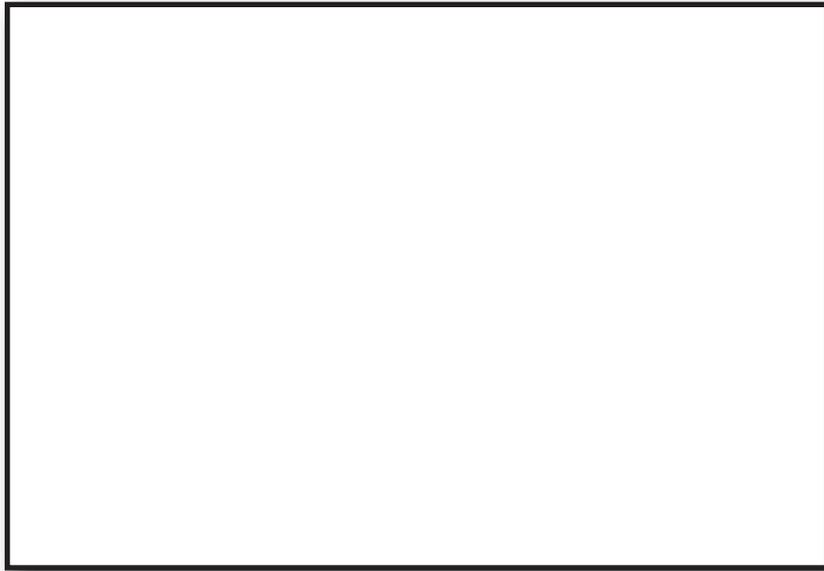


_____ a
_____ tower.

4 d Big Things

Name _____

1. Draw another big thing that could go in the book.



2. Copy the sentences from page 8.

3. Put the word to describe your picture in place of the word **rock**.
