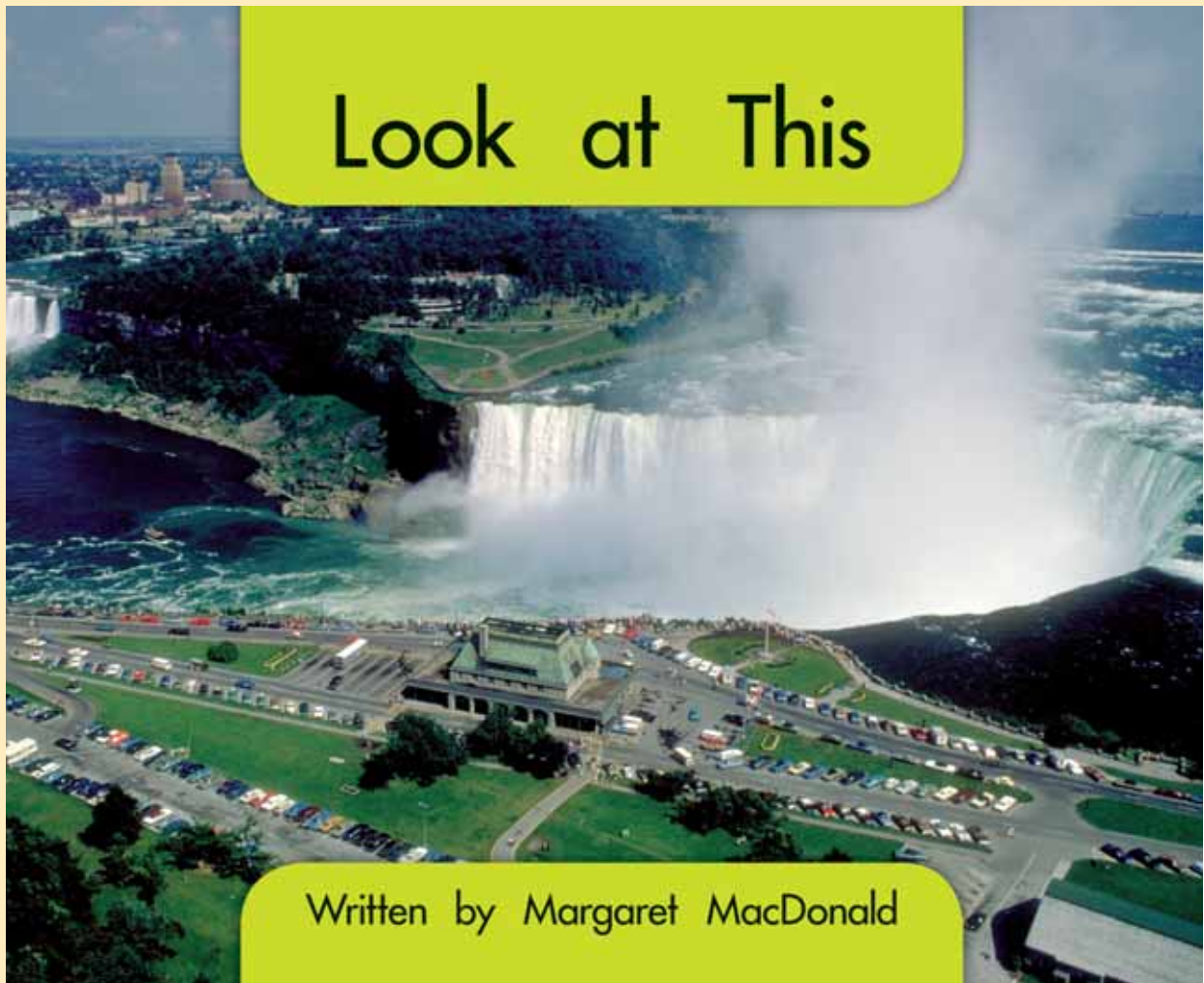




Level 4 Book d



Level	4
Word Count	89
Text Type	Information report
High Frequency	big
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

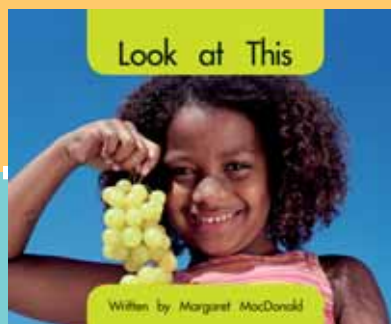
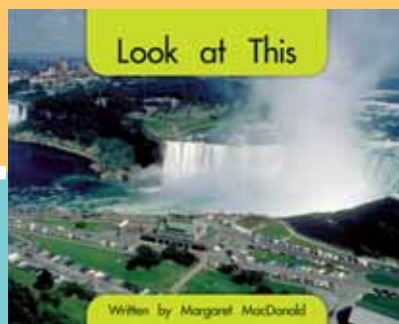
Cover & Title Page



Ask the children to describe what they see in the pictures. Observe the places and human activities in these places. Direct the children's attention to the pictures and ask if they can guess what this book is going to be about.



Read the author's name. Why is there a name here? Identify book conventions.



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



Ask the children to discuss the pictures on the cover and title page. What might these things have in common?

AFTER READING

BEFORE READING

2/3

Encourage the children to look at the picture and describe what they see. Discuss with the children if they have ever been to a castle or seen one on TV – what was it like? Was the castle they went in anything like this castle? Talk about the differences.

Look at this big castle.
People can go in this castle.



AFTER READING

Ask the children to point to the words *at* and *this*. Ask them to spell the words and put them into sentences to share with the rest of the group.

Point out the label to the children and ask them why it is placed there. How does it help? Ask if the children know where Windsor Castle is, explaining it is in England.

BEFORE READING

4/5

Ask the children to look at the picture and describe what they see. What are ships used for? What kinds of people go on them? Who would work on a ship like this?

Look at this ship.
It is a big ship.
People can go on this ship.



AFTER READING

Invite the children to suggest another sentence for this page, adding something from what they have discussed. Does the vocabulary the children use fit in with the author's style?

Ask the children to identify the words *is* and *a*. Spell them, identifying them in the text one-for-one, and ask the children to put them in sentences of their own.

Invite the children to talk about what they see in the picture. Where could it be? Ask the children what they think would be good about walking around a place like this.

Look at this big canyon.
People can go in this canyon.



Ask the children if they have noticed which word the author likes to use. Identify the word *big*. Encourage the children to think about things and places the author might choose in the next pages. Praise them for choosing big things.

Ask the children to point to the words as you read them, identifying them one-for-one. Then direct their attention to the words *can* and *go*. Spell them and ask the children to put them into sentences of their own and share with the group.

Ask the children to look at the picture closely and describe what they see. Talk about things people can do on lakes and if the children have ever been to one. Ask the children what kinds of things they did there.

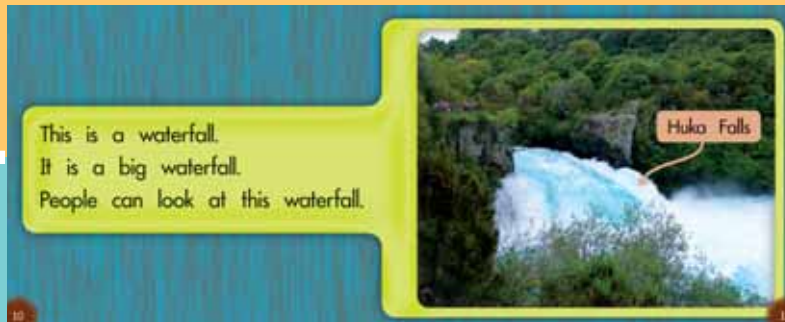
This is a lake.
It is a big lake.



Talk to the children about the word *big*. Spell it and identify the same word on all the previous pages. Talk about words that mean the same as *big*. Then ask the children to identify the short *i* vowel sound. Ask the children to think of other words with the same sound.

BEFORE READING 10/11

Ask the children to describe what they see in the picture. Ask them to imagine what they would hear at such a place. Would they get wet?



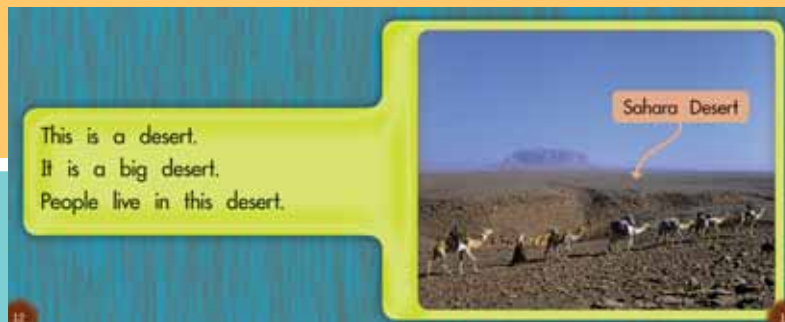
Invite the children to think of any other words that would make the text more interesting. Perhaps talk about choice of vocabulary – adjectives.

Ask the children to identify the word *waterfall*. Point out the two words that make this word. Tell them it is called a compound word. Do they know any other compound words?

AFTER READING

BEFORE READING 12/13

Ask the children to describe the place in the picture. Talk about other adjectives that could be used here. Discuss what is found in a desert, what is not found in a desert, and what people would need more of in a desert.



Talk about the camel and locate camels in the picture. Draw the children's attention to the hump and what is stored there – water. Why do camels need to store water? Ask the children if they can read the label. Does anyone know where the Sahara Desert is?

Identify the words *it* and *is* and the short vowel sound they have. See if the children can sound out the vowel themselves. Ask them to find the two other words on the page with the same vowel sound.

AFTER READING

A Trip to the Zoo

At the Soccer Match

Ollie Octopus's Restaurant

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Ask the children to look carefully at this picture and describe everything they can see. Can the children name and describe a city they have been to or live in?



Ask the children to identify the word with the short *a* vowel sound. Then see if they can find all the six words on the page with the same short *i* vowel sound. Ask the children to brainstorm words with the short *e* and *u* vowel sounds.

Ask the children to identify the animal. Then look at the label and read it to them. Ask them to work out what the purpose of the label is – to add more information to the text and explain the picture.



Ask the children to read through the book again and find some of their favourite words. Discuss the exclamation mark on this page. What is its purpose?

Discuss reading strategies with the children. Talk about ways they deal with words they do not know.

4 d Look at This

Name _____

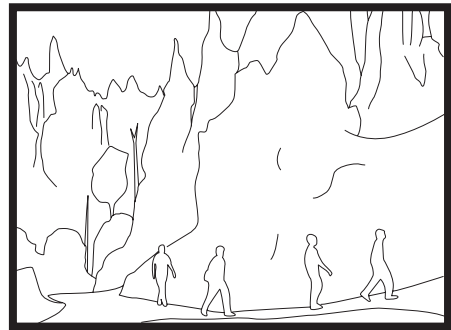
Write the missing words.

Then read the sentences.

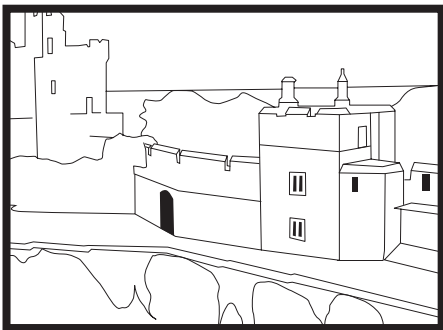
at this big Look



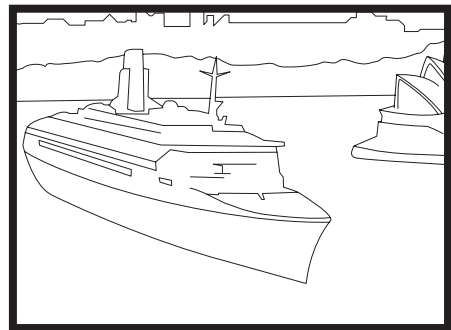
Look at
_____ city.



_____ at this
big canyon.



Look _____ this
big castle.

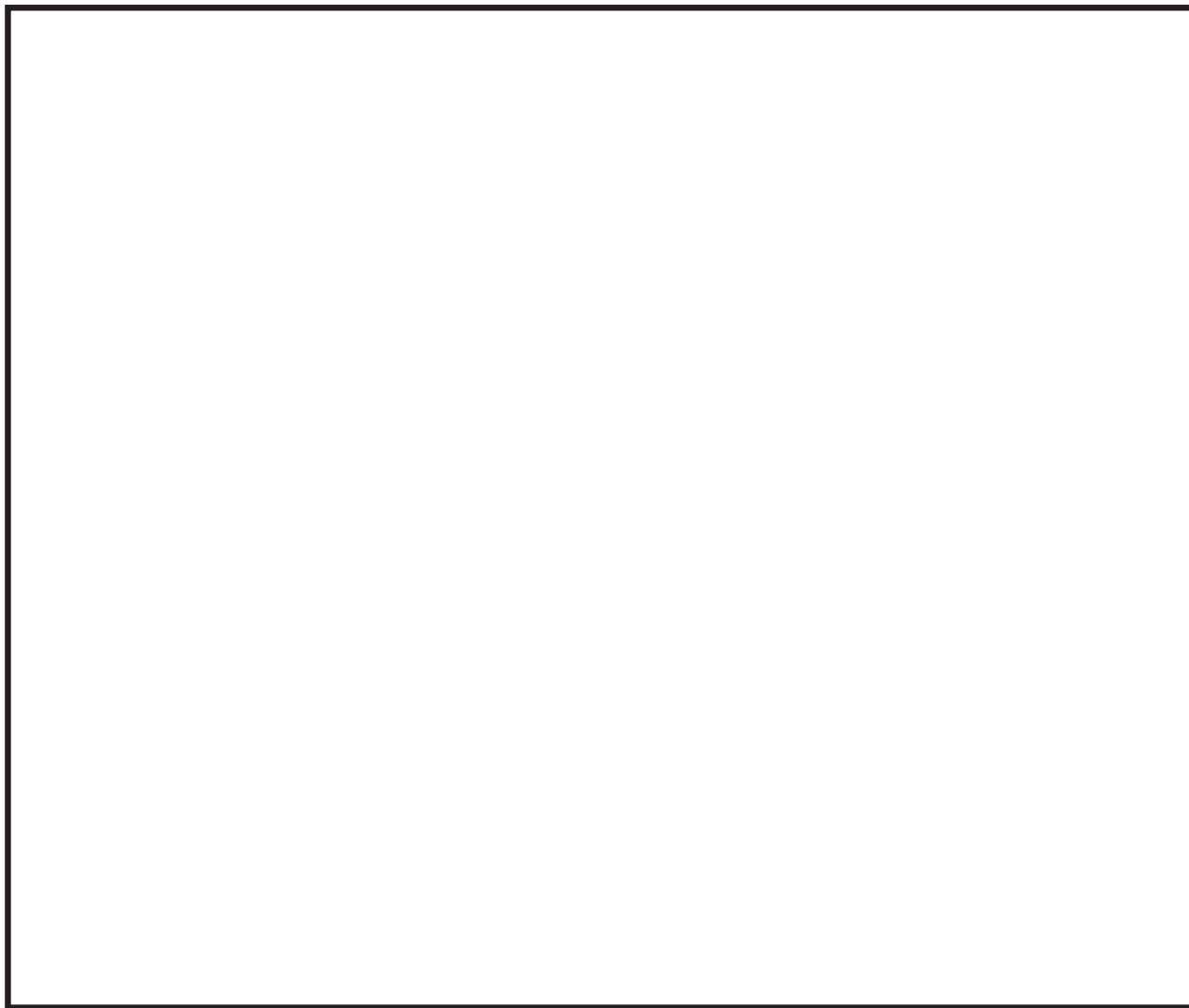


Look at this
_____ ship.

4 d Look at This

Name _____

Draw another big thing that could go in the book.



Write about your picture.
