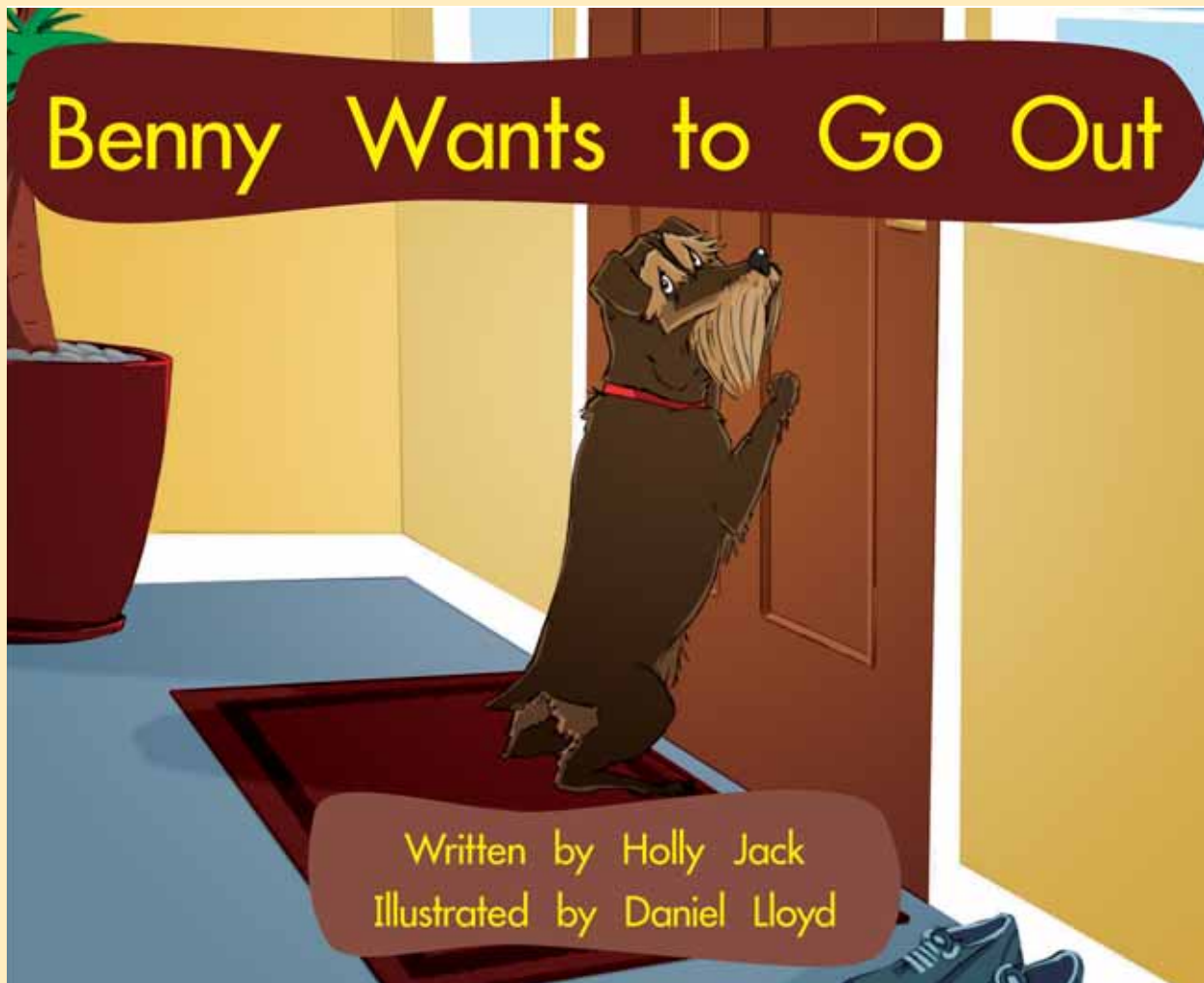




Level 4 Book 9



Level	4
Word Count	88
Text Type	Narrative
High Frequency	out
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



Direct the children's attention to the pictures. Ask the children to identify the characters in the pictures. Ask the children to describe the expressions and then predict what the story might be about.



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.



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



Discuss dogs with the children and talk about what dogs like to do and the special character traits of the children's dogs, if they have any.

BEFORE READING 2/3

Ask the children to describe what is happening in the picture. Encourage the children to take cues from the picture as to what might be happening before reading the page.



Ask the children to point to the word *said*. Discuss the word *said*. Ask the children to think of their own sentences with the word *said* in them and share them with the group. Then identify the word *to*. Again, ask the children if they can place the word *to* into a sentence and share it afterwards.

AFTER READING

BEFORE READING 4/5

Introduce the thought bubble. Ask the children to explain what the bubble might mean, encouraging them to talk about Mum's thoughts about what might happen. Ask the children about the difference between thoughts and what we say aloud.

Then talk about what Mum might be thinking about Benny. Ask the children why Mum might be thinking this – praising children for considering Benny's safety.



Encourage the children to identify the word *said*. Then ask them to find the word *No* and spell it. Have them turn to a friend and share a sentence with the word *no* in it. Ask them to share the sentence with the group afterwards.

AFTER READING



Ask the children to describe who the new character is in the story. Ask the children to work out what Cory might be asking Dad. Then guide their attention to Benny by the door. How is Benny feeling? Ask the children what Dad might say.



Ask the children to point to the word *out* and say it aloud. Spell it and ask the children to put it into a sentence of their own.



Invite the children to work out what Dad might be thinking from the pictures. Why might Dad be thinking such a thing?



Can the children remember why there is a thought bubble in the picture?



Ask the children to point to all the words as you read them out. Identify the word *the*. Now encourage the children to face a partner and think of a sentence with this word in it. Share the sentences with the group afterwards.

BEFORE READING 10/11



Ask the children to work out why Benny is at the window. Then ask the children why they think dogs behave like that. Ask the children what they would do if they were in Cory's situation.



Draw the children's attention to the word *looked*. Spell *looked*. See if the children can work out which word it has been made from – *look*. Talk about the *ed* ending and introduce the word *suffix*. Ask the children if they can think of any other words with the ending *ed*. Invite them to share the words with the group afterwards.

AFTER READING

A Trip to the Zoo

At the Soccer Match

Ollie Octopus's Restaurant

Look at This

BEFORE READING 12/13



Ask the children to describe the new character in the picture and if they can guess who she might be. Encourage the children to guess what she might suggest, asking them to refer to something in the picture – the lead she is holding.



Identify the word *in*. Challenge the children to think of sentences with the word *in* in them. You may ask the children to do this in pairs or as a group. Ask the children to think of more words with the same short *i* vowel sound.

AFTER READING

The Jungle Boat Ride

Sam

Benny Wants to Go Out

The Funfair



Ask the children to guess what Gran is thinking in the thought bubble. Ask them to describe how Benny will react to this thought.



Ask the children to point to the word *can*. Identify the short a vowel sound. Brainstorm words together that have this short vowel sound in them. Encourage the children to turn to a friend and make a sentence with the words *can come out*. Ask them to share the sentences with the group afterwards. Spell *can*, *come*, and *out*. What does *out* mean?



Ask the children to describe why Cory is smiling in this picture. What do they think is going to happen?



Can the children work out how Benny and Cory might be feeling now? Ask the children if this is a happy ending and if they are happy with the ending.



Ask the children to point to the words as you read them. Identify the word *You*. Why does it have a capital letter? Review capital letters and full stops. Discuss and brainstorm sentences with the word *you*.

4 g Benny Wants to Go Out Name _____

Read the sentences. Draw the picture.

Benny looked out.

He looked and looked.



Write in the missing letters.

“No,” said D _ d.

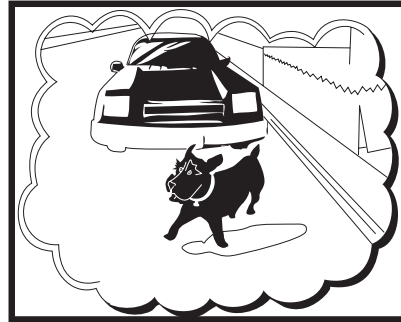
“He w _ ll r _ n down the road.”

4 g Benny Wants to Go Out Name _____

Cut out the pictures. Cut out the sentences.

Match the pictures with the sentences.

Put the sentences and pictures in the right order.



Benny wants to go out.

“You can come too, Cory,” Gran said.

“No,” said Dad.

Gran came in.