



Level 1 Book a

During the Day

The Pesky Fly

At the
Supermarket

Where Is Sam?

The Rescue

Hair

Who Is Asleep?

The Kangaroo
School

During the Day



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Level	1
Word Count	32
Text Type	Factual description
High Frequency	the, is
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. 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)



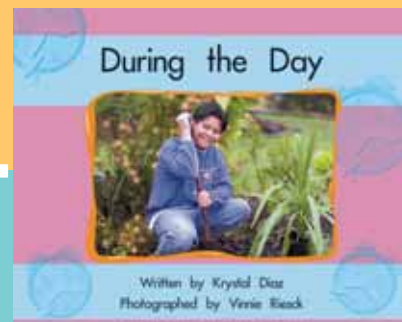
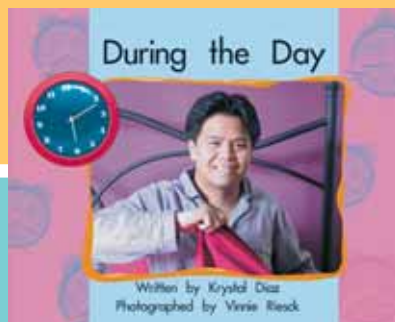
This symbol relates to use (text user)

BEFORE READING

Cover & Title Page



Read the title to the children from the cover. Ask them to share some of the things that they do during the day. Ask them to look at the photo and say what the man is doing. Have them turn to the title page for further information. Ask the children to predict what other things the man might do during the day.



Ask the children to respond to the book. You may ask them what new things they learned about what people do during the day. You may also want to ask specific questions such as, *What did the man do before breakfast? After dinner?*



Check reading strategies with the children. Ask if they managed to match one spoken word with one written word as they were reading.

AFTER READING

BEFORE READING

2/3

■ Talk about the time. Ask the children to compare what they do at this time with what the man does. Have the children make some predictions about what the man may do next.

The man is sleeping.



AFTER READING

▲ Discuss how the children managed to match their fingers and their voices. Ask one child who can do this well to demonstrate how it is done to others. Ask each child to read the page again and stop at the word *is*.

BEFORE READING

4/5

■ Have the children discuss what the man is doing. Were their predictions right? Ask the children to suggest what the man will do after his early morning run.

The man is running.



AFTER READING

■ Have the children analyse the text in terms of what they do and what the man does after they both get up. Have children share the different things they do.

▲ Ask the children to point to the word *the* on this page. Then ask them to point to *is*.

Continue the discussion about the time and what the man is doing. Ask the children to make predictions about what he will do next.



Continue the discussion of similarities and differences in what the children and the man do during the day.

Ask the children to identify *the* and *is* on this page.

Have the children confirm or revise their predictions. Discuss what the man is eating for breakfast.



Discuss the different foods that people eat for breakfast. Ask the children to say what is the same and what is different between their breakfast and the man's.

Ask the children to identify *the* and *is* on this page.

BEFORE READING 10/11

Ask the children to suggest the job that this man does. You may like to list the jobs that are done mainly on a computer.



Ask the children to say whether they think working with a computer is a good job. Have them say why or why not.

Ask the children to identify *the* and *is* on this page.

AFTER READING

During the Day

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BEFORE READING 12/13

Invite the children to discuss what they do after school.



Refer back to the clock. Ask the children how telling the time could help them read the text. Also ask how reading the text could help them tell the time.

Ask the children to identify *the* and *is* on this page.

AFTER READING

The Rescue

Hair

Who Is Asleep?

The Kangaroo School

Continue the discussion about what the man does in the course of the day. Ask the children to make a prediction as to how the man's day will end.

The man is reading.



Discuss with the children what they do before they go to bed. How many of them have a bedtime story read to them?

Ask the children to identify *the* and *is* on this page.

Explain to the children that they are now going to read the book independently. Have them return to the beginning of the book. Read the title again together. Have the children turn to page 2 and put their index finger under the first word that they will read. Tell them that they need to point to each word as they read it.



The man is sleeping.

Draw the children's attention to the clock again. Ask the children to say how they can use the information that the clock gives them to find out what other people do during the day.

1 a During the Day

Name _____

Read the sentence.

Write the sentence.

Colour the picture.



The man is reading.

1 a During the Day

Name _____

1. Cut out the sentences.
2. Read them.
3. Match them to the sentences in the book.

The man is reading.

The man is eating.

The man is sleeping.

The man is working.