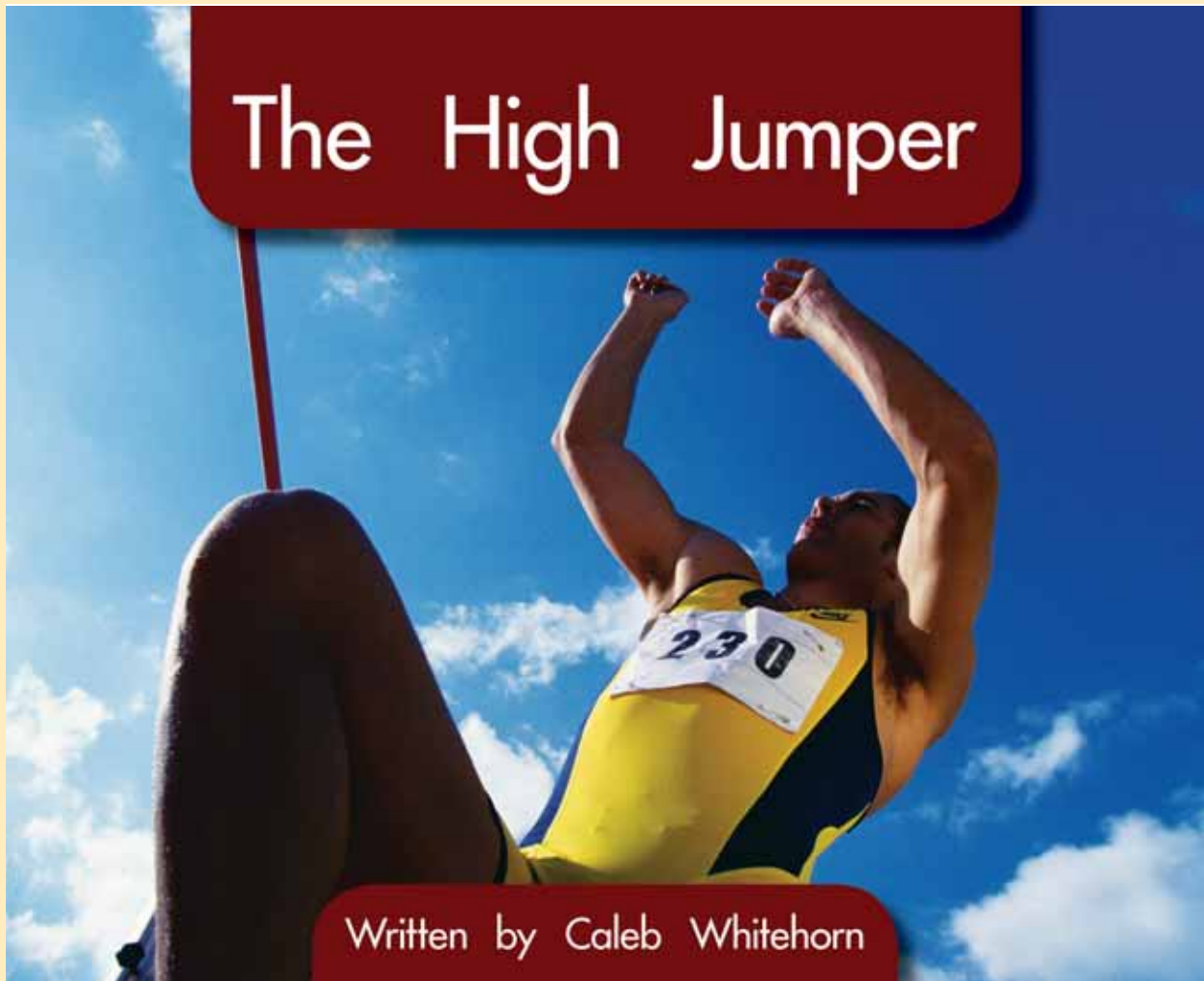




# Level 1 Book a



|                                     |                     |
|-------------------------------------|---------------------|
| Level                               | 1                   |
| Word Count                          | 32                  |
| Text Type                           | Factual description |
| High Frequency<br>Word/s Introduced | is, the             |



The High Jumper

Who Is Up the Highest?

Saving the Cat

Where Is the Hat?

The Outing

The Flowers

Who Is Flying?

The Big Painting

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

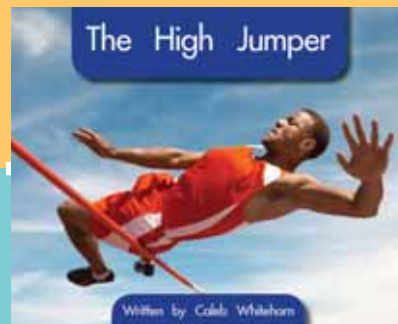
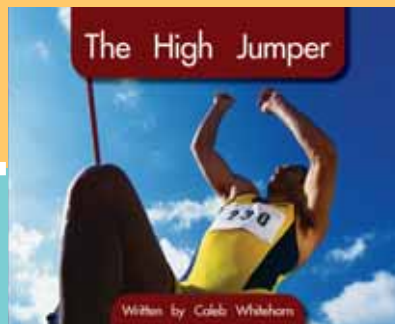
## Cover & Title Page



Read the title to the children and direct their attention to the pictures. Ask the children what these men are doing and where they might be. Talk about the children's own experiences with sports.



Talk to the children about what this book will be about and ask them to predict what some of the pictures and text will be about.



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

AFTER READING



Ask the children what is happening in this picture. Ask the children to guess what this man is about to do.



Ask the children to predict what the text will be about and if they were right.



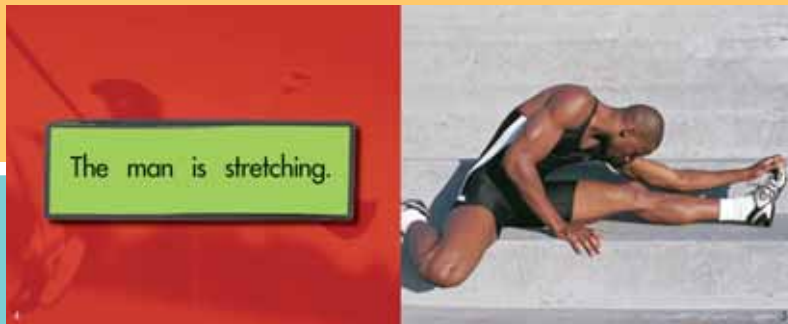
The man is dressing.



Discuss how the children managed to match their fingers and their voices one to one. Ask one child who can do this well to demonstrate to the others.



Ask the children to guess what this man is preparing for. Talk about stretching before physical activity and why it is essential to do this. What would happen if we did not prepare our bodies before strenuous activity?



The man is stretching.



Talk to the children about the times when they stretch during the day and how they feel before and after stretching.



Ask the children to point to the word *The*. Spell *the* and put it in their own sentences. Discuss the full stop and why it is placed there.



Ask the children what is happening in this picture and what the man might be doing. Is he racing or is he practising?



Ask the children to predict what will happen next. Encourage them to give reasons for their thinking.



Ask the children to point to the word *is*. Spell it. Encourage the children to put it in their own sentences to clarify meaning and use. Draw the children's attention to the full stop and capital letter and their purpose.



Ask the children what is happening in this picture. Ask if the children share this man's love of running. Discuss with the children what they would like to do in the summer on sports day.



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



Ask the children to identify the words *is* and *The*. Ask the children to put these two words in their own sentences and share them with the group.

BEFORE READING 10/11

Ask the children what is happening in this picture and the event this man is taking part in. Talk about the feelings of the man as he tries this event. Praise the children for using such words as *concentrating*, *nervous*, and *excited*.



AFTER READING

See if the children can predict the next activities in this book giving good reasons why.

Ask the children to read each word one-for-one, pointing to each word as they read. See where there are words they manage well and words that are challenging. Talk about breaking up words like *jumping* into syllables, to make it easier to attempt their sounds.

The High Jumper

Who Is Up the Highest?

Saving the Cat

Where Is the Hat?

BEFORE READING 12/13

Ask the children what is happening in this picture. Do they think this man will jump over the bar without knocking it down? Talk to the children about their own experiences with jumping.



Talk to the children about the word *twisting*. What does it mean? Ask the children to put it in their own sentences.

Ask the children to identify the words one-for-one. Have the children point to the capital letter and full stop and ask them to name their uses.

AFTER READING

The Outing

The Flowers

Who Is Flying?

The Big Painting





See if the children were right about the prediction – the man jumped over the bar without knocking it off. Talk to the children about their own successes – what they were and how they felt.



Ask the children to point to the words *man* and *landing*. Identify the short *a* vowel sound. Brainstorm words together that have the same short vowel. Encourage the children to turn to a friend and make a sentence with one or more of these words. Share with the group afterwards.



Ask the children to describe what is happening in this picture. Talk about how the man might be feeling as he gets up. Praise children for using daring adjectives.



Ask the children to point to the words as you read them. Identify the words *is* and *The*. Discuss and brainstorm sentences with these words in, sharing them together. Conclude with identifying the capital letter and full stop.

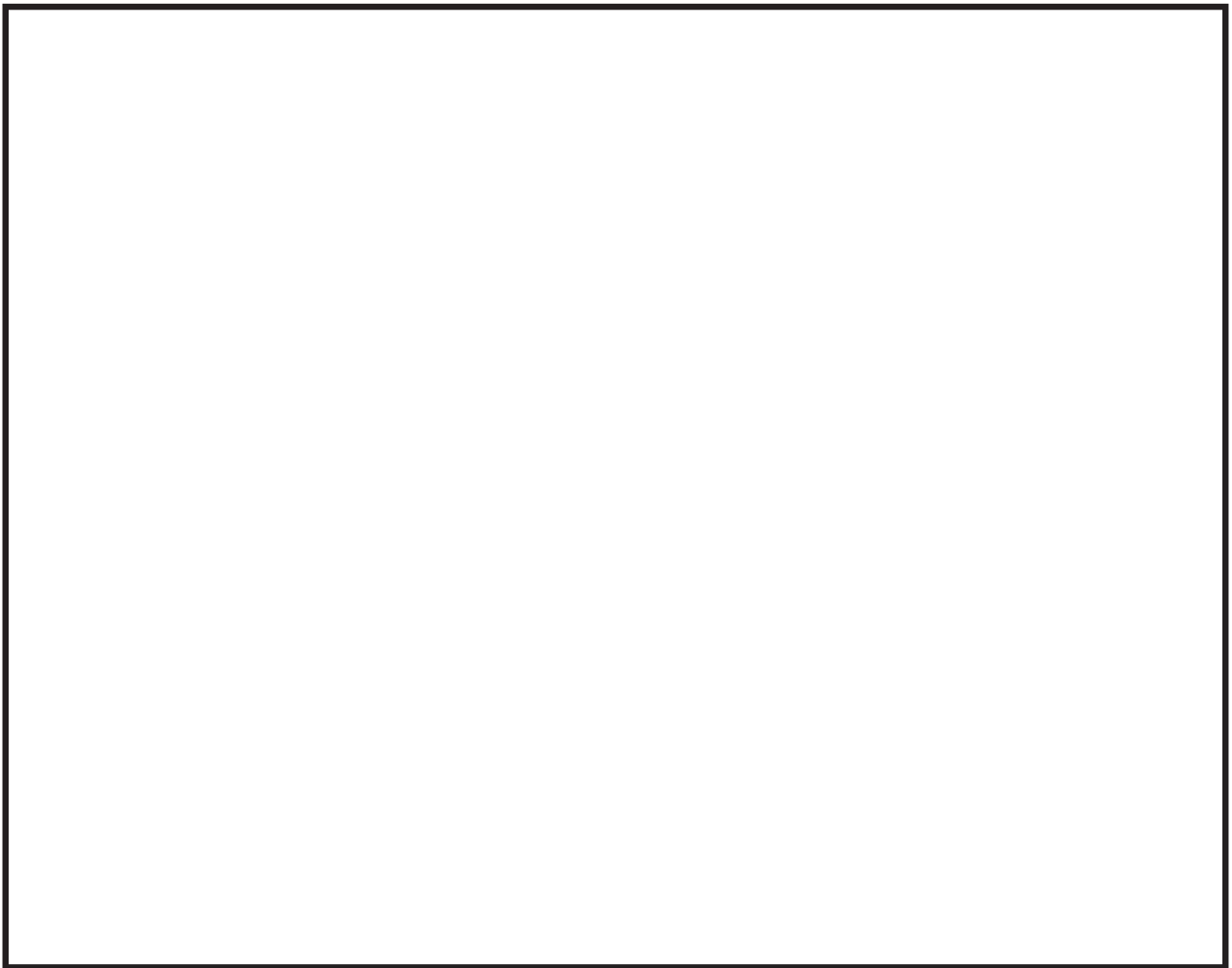
**1 a The High Jumper**

**Name** \_\_\_\_\_

Read the sentence.

**The man is running.**

Draw the picture.



Write the sentence.

\_\_\_\_\_

# 1 a The High Jumper

Name \_\_\_\_\_

Cut out the sentences.

Read them.

Put them in the right order.

The man is landing.

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The man is winning.

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The man is running.

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The man is stretching.

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The man is jumping.

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