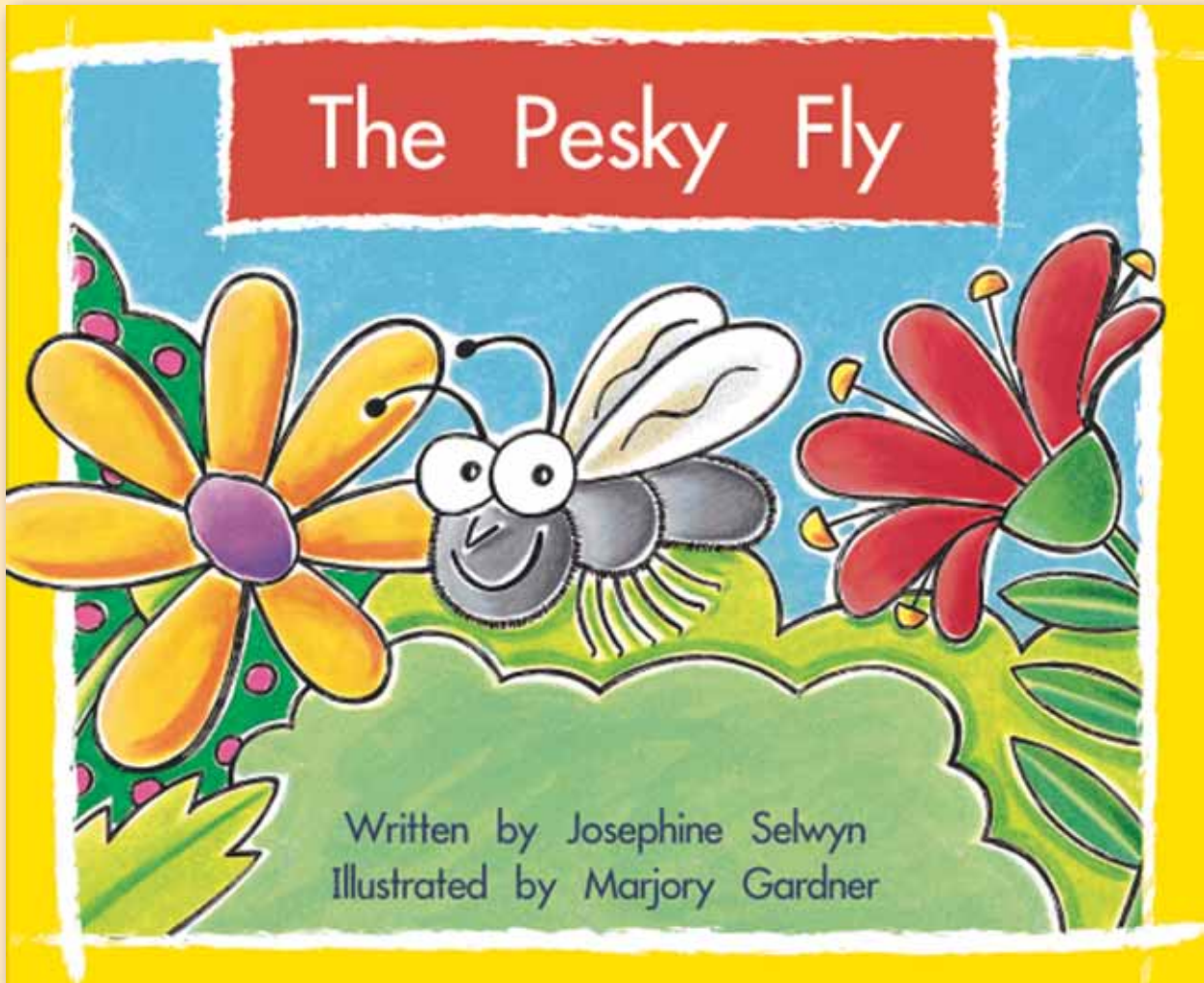





Level 1 Book b





Level	1
Word Count	35
Text Type	Literary recount
High Frequency Word/s Introduced	I, am, on


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 analyze 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 analysis (text analyzer)

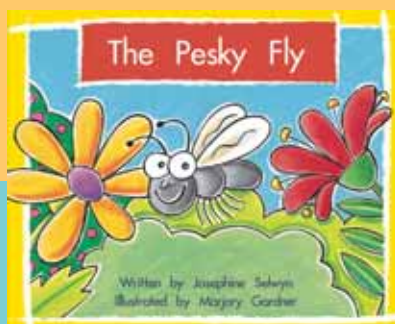
 This symbol relates to use (text user)

BEFORE READING

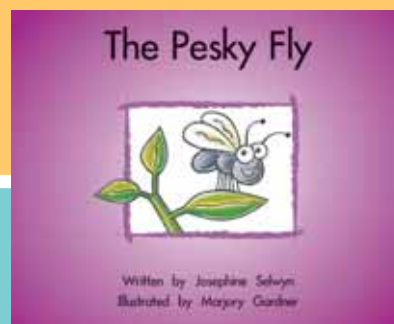
Cover & Title Page



Read the title from the cover. Ask the children what they think the word *pesky* means. What sorts of things would a *pesky* fly do?



Ask the children to respond to the book. Ask them why they now think the title of the book is *The Pesky Fly*. Have them discuss what other things a *pesky* fly might do.



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

Discuss the picture with the children. Ask them where the fly is. Why is the woman saying "Shoo!"?



Discuss how well the children managed to match their voices and their fingers as they read. Ask the children to read this page again. Then ask them to identify the word *am*. Read the page to them and ask them to listen for the word that rhymes with *am*.

AFTER READING

BEFORE READING
4/5

Ask the children where the fly is now. Invite them to predict what other things the pesky fly could land on.



Have the children point to the word *am*. If necessary have them read the page again pointing to each word in order to locate *am*. Write *am* on the board and write *ham* and *jam* underneath. Have the children read the words to listen for the rhyme. Point out the common spelling pattern.

AFTER READING

Have children discuss whether their predictions were right. Ask them to turn to the next page to check out the next food that the pesky fly lands on.



Ask the children to identify *am* on this page.

Discuss with the children what the woman does to get rid of flies. Ask them what other options the woman has for getting rid of the fly.

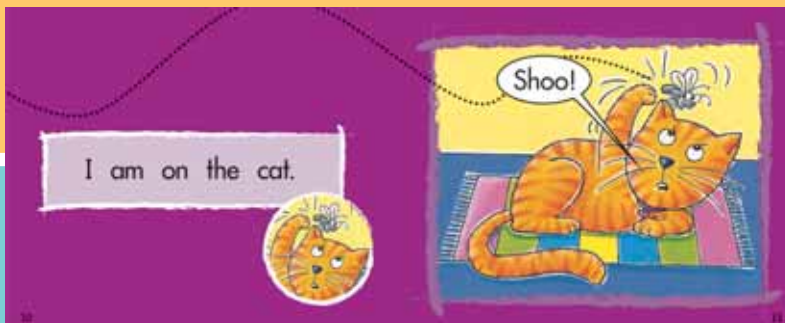
The children will need to look closely at this picture before they will realise that the fly moves from the bread to the milk. You may need to prompt them. It is important that they realise that this is the cat's milk before they move on. Ask the question, *Where do you think the fly will go next?*



Talk to the children about how they could use what the woman does in their own lives. Ask them why it is important to keep flies away from food.

BEFORE READING 10/11

Ask the children if they picked that the fly would go onto the cat? What made them think that? Have them look closely at the picture. Where could the fly go next?



Continue to have the children identify *am*. It is important that they see it many times if they are to remember it.

AFTER READING

BEFORE READING 12/13

When the children have correctly predicted the word *mat*, say *cat* and *mat*. Tell the children that these are rhyming words. Ask them to suggest other words that rhyme with *cat* and *mat*. List the words on the board and point out the *at* ending which makes the words sound alike and look alike.



Refer back to *cat* and *mat* on the board, also *am*, *jam* and *ham*. Reinforce the sound and spelling match. You will not expect the children to remember the spelling patterns at this stage. What you are doing is alerting them to the fact that the English language does have certain spelling patterns.

AFTER READING

Have the children discuss where the fly is now and where it may go to next.



Continue to ask the children to identify *am*. If you are working with more able children they may also identify some of the other high frequency words.

Ask the children to respond to this page. What has happened to the pesky fly?

Have the children 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. Remind them to point to each word as they read it.



At this point you may like to have some of the children reread the text in unison while others read *Shoo!*

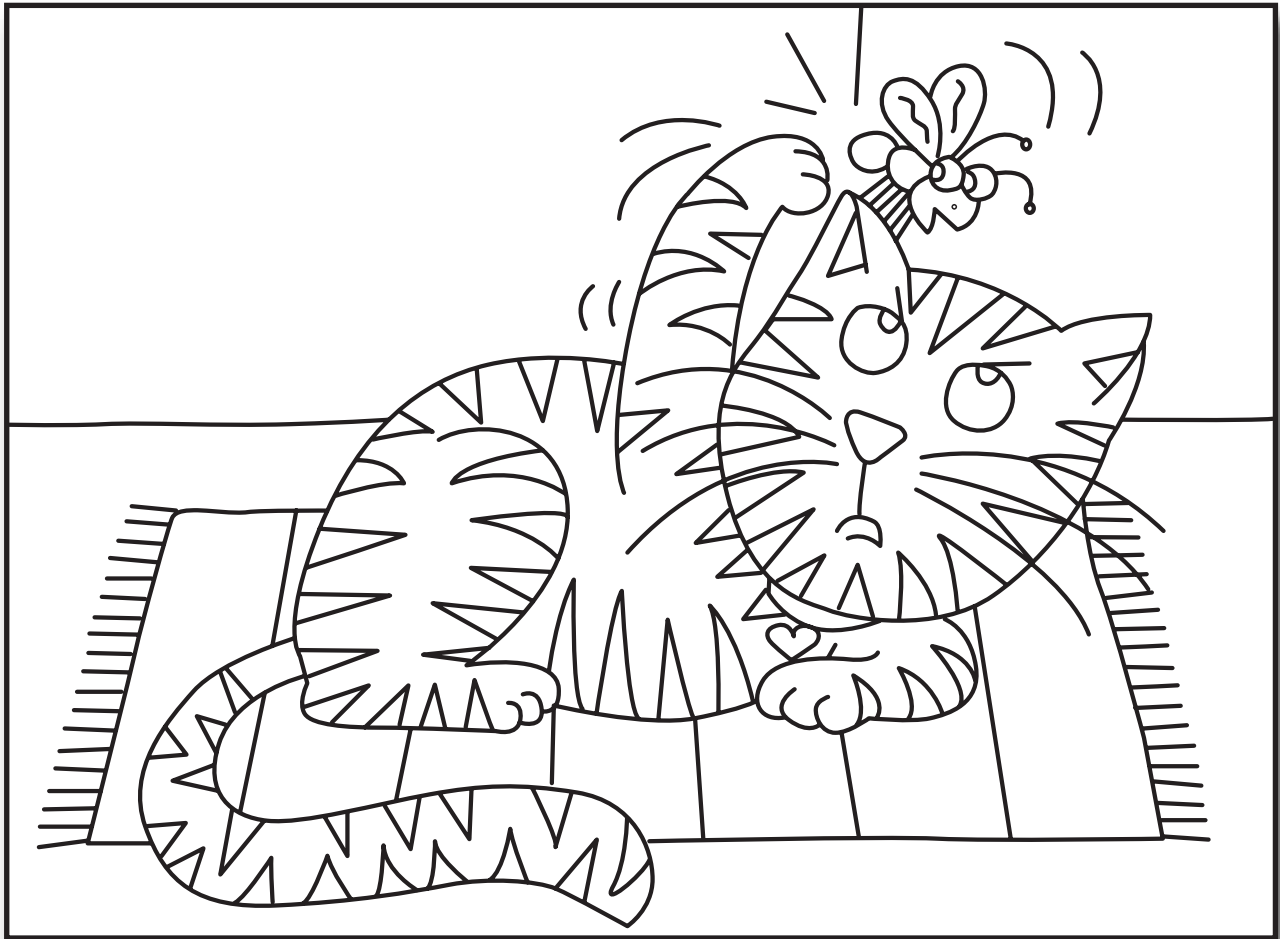
1 b The Pesky Fly

Name _____

Read the sentence.

Write the sentence.

Colour the picture.



I am on the cat.

1 b The Pesky Fly

Name _____

Circle the words that rhyme with cat.

dog

pig

hat

rat

sat

mat

man

ham