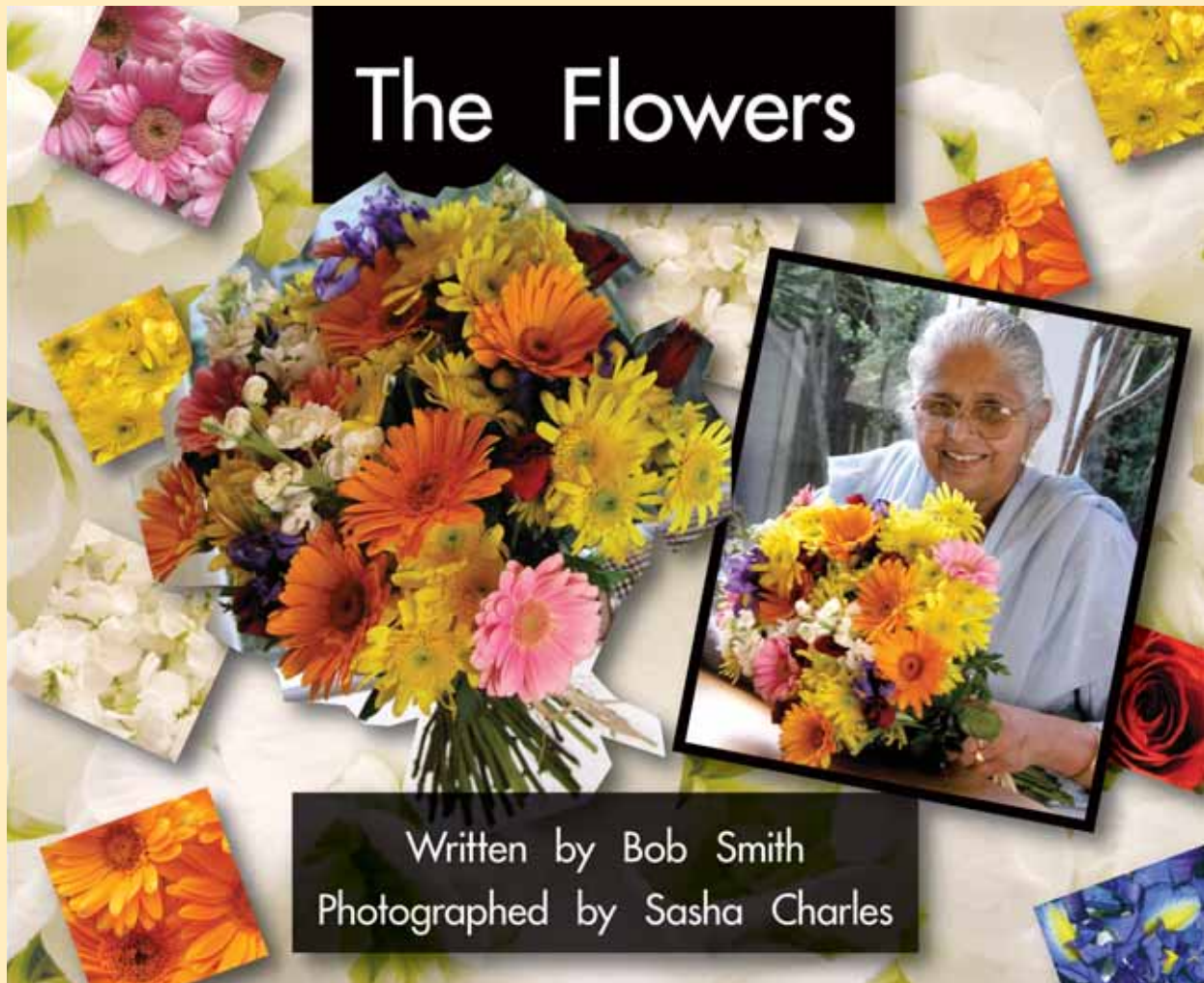




Level 1 Book f



Level	1
Word Count	28
Text Type	Factual description
High Frequency	has, he
Word/s Introduced	



- 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)

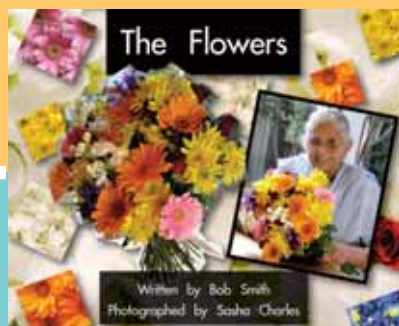


This symbol relates to use (text user)

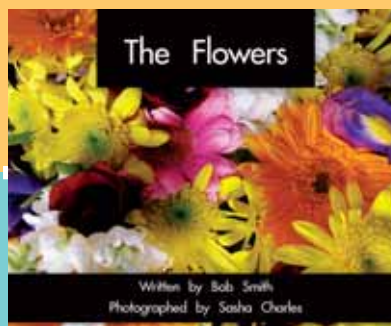
Cover & Title Page



Talk to the children about what they see in the pictures. Describe the flowers and the photo of the woman. Ask the children what they think this book is going to be about. Is this going to be a story book or an information book?



Read the author's name. Why is there a name here? Identify book conventions. Read the words *Photographed by*. Explain that this book has photos to illustrate the text. The children should use the photos to help them as they read.



Talk about whether the children have flowers in their garden and who looks after them. Have any of the children grown any plants? If so, how did it make them feel?



Read the pages together, pointing to each word. Ask them to point to the word *The*. Spell *the*. Invite the children to make up some sentences with the word *the* in them.

Invite the children to say who this might be. Ask the children if they know the name of a person who sells flowers – a florist. Ask if the children have ever been to a florist's shop. Talk about the smells and sights there. Would any of the children like to be a florist one day?

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



Ask the children what the man has. They need to refer to the word *red* and point to the word or the red flower in the picture. Encourage the children to identify the word *red* in the text.

Ask the children to point to the word *has*. Spell it together and ask the children to think of sentences with this word in them and share them with the group. Remind the children if necessary that the direction we read in is across the page from left to right.

Ask the children to describe this picture. Talk about what the man is holding and what the colour is going to be.

Point to the word *blue* and ask the children to name the initial letter and its sound. Tell the children to use the letter sound and the picture to say what colour the flowers are.



Ask the children which word corresponds to the colour of the flower. Prompt them to sound out the letter sound *b*. Identify objects in the room that are also blue.

Ask the children to point to the word *He*. Spell it together and ask the children to think of sentences with this word in them and share them with the group.



Ask the children to describe this picture. Talk about what the man is holding and what the colour is going to be.



Ask the children what they think of this book – ask them to tell you what they like the most. Invite them to explain what this book is teaching them.



Ask the children which word corresponds to the colour – encourage the children to sound out the word *pink* to gather the initial letter – this will help them locate the right word.



Ask the children to point to the word *has*. Spell it. Ask the children to put it in a sentence and then identify the short *a* vowel sound. Make a list of words with the same sound and write them on the board.



Ask the children to cover the text and describe this picture. Talk about what the man is holding and what the colour is going to be. Praise the children for identifying correctly. Then have the children guess what the text is going to say.



Encourage the children to use the same sentence as the author.



Ask the children to point to all the words as you read them out. Then ask the children to put their finger under the word *yellow*. Then go round the group and ask them why they think it is this word. Ask the children what the key sounds in this word are – *y* and *l*. Explain that we can look for the most obvious sounds in a word to help us identify it in the text.

BEFORE READING 10/11

Ask the children to cover the text again and describe this picture. Identify the colour. Then praise the children for predicting the sentence. Ask the children to add another sentence to this page that would make it more interesting.



AFTER READING

Encourage the children to identify the word *white* in this text. Then ask the children what it was about this word that helped them guess it correctly. They can talk about the *w* sound, for example. You could also suggest to the children what the last sound of this word is – *t*.

Ask the children to find *He* and *has* in the text. Point out the same initial letter. Have them say *He* and *has* and listen for the initial sound.

BEFORE READING 12/13

Ask the children to describe this picture. Talk about what the man is holding and what the colour is going to be. Praise the children for identifying correctly.



AFTER READING

Ask the children to find *He* and *has* in the text. Have them suggest some other words that start the same way, for example *house*, *hair*. Then invite the children to guess what is going to be on the last page.

Ask the children to identify the word *flowers*. Talk about the initial sound *f*. See if the children can identify other letters that correspond to the sound of the word – they may identify the *l*, *w*, and *s*.

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



Ask the children to explain what is happening in this picture. What has the man done? Talk about the expressions on the people's faces. Do the children know any people who have given or received flowers? How did it make them feel?



He has no flowers.



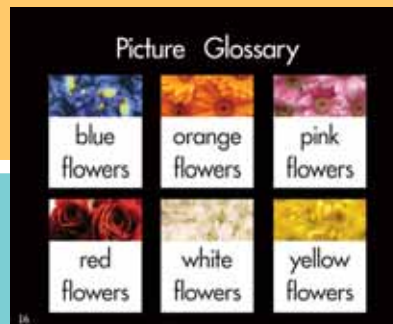
Ask the children what has happened. Ask the children to find the word *no*.



Ask the children to point to the word *no*. Ask them to spell it and put it into sentences to clarify use and meaning.



Ask the children to describe what this page is used for. Explain that a picture glossary is like a picture dictionary. Explain that a glossary is a list of words related to the topic in a book. In a picture glossary, each word has a picture.



Ask the children to read aloud the colours and find them in the book. Now ask the children what their favourite page was and to explain why. Encourage them to give good reasons.

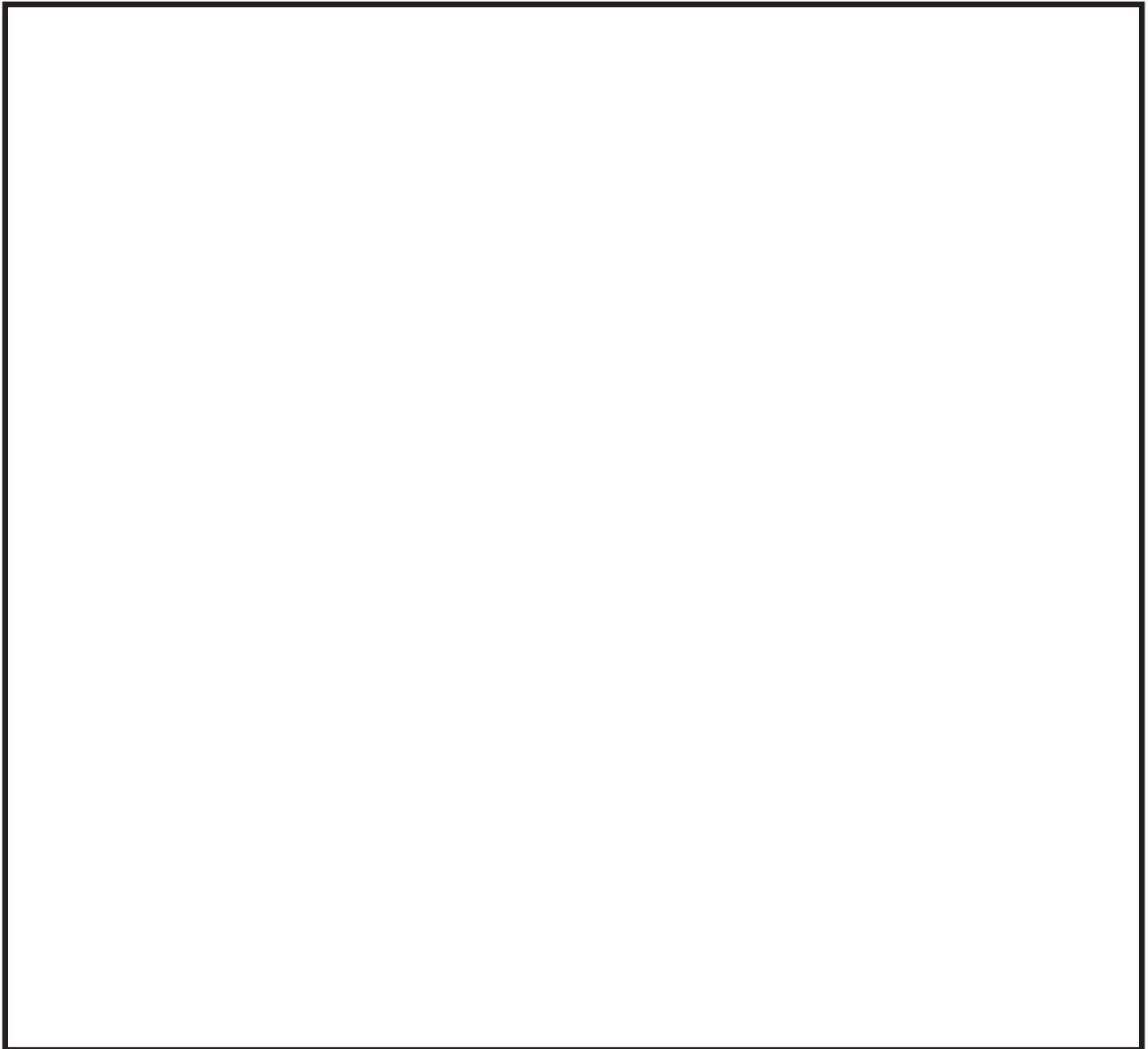
1 f The Flowers

Name _____

Complete the sentence.

He has _____ flowers.

Draw a picture to go with the sentence.

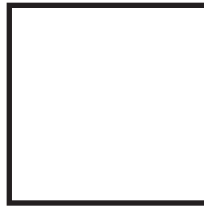


1 f The Flowers

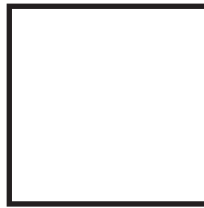
Name _____

Colour the box to match the word.

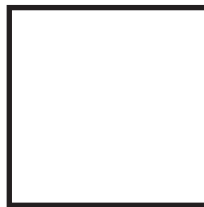
pink



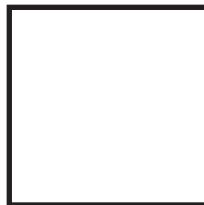
orange



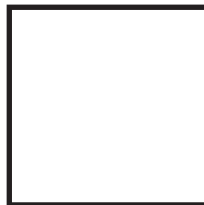
blue



white



red



yellow

