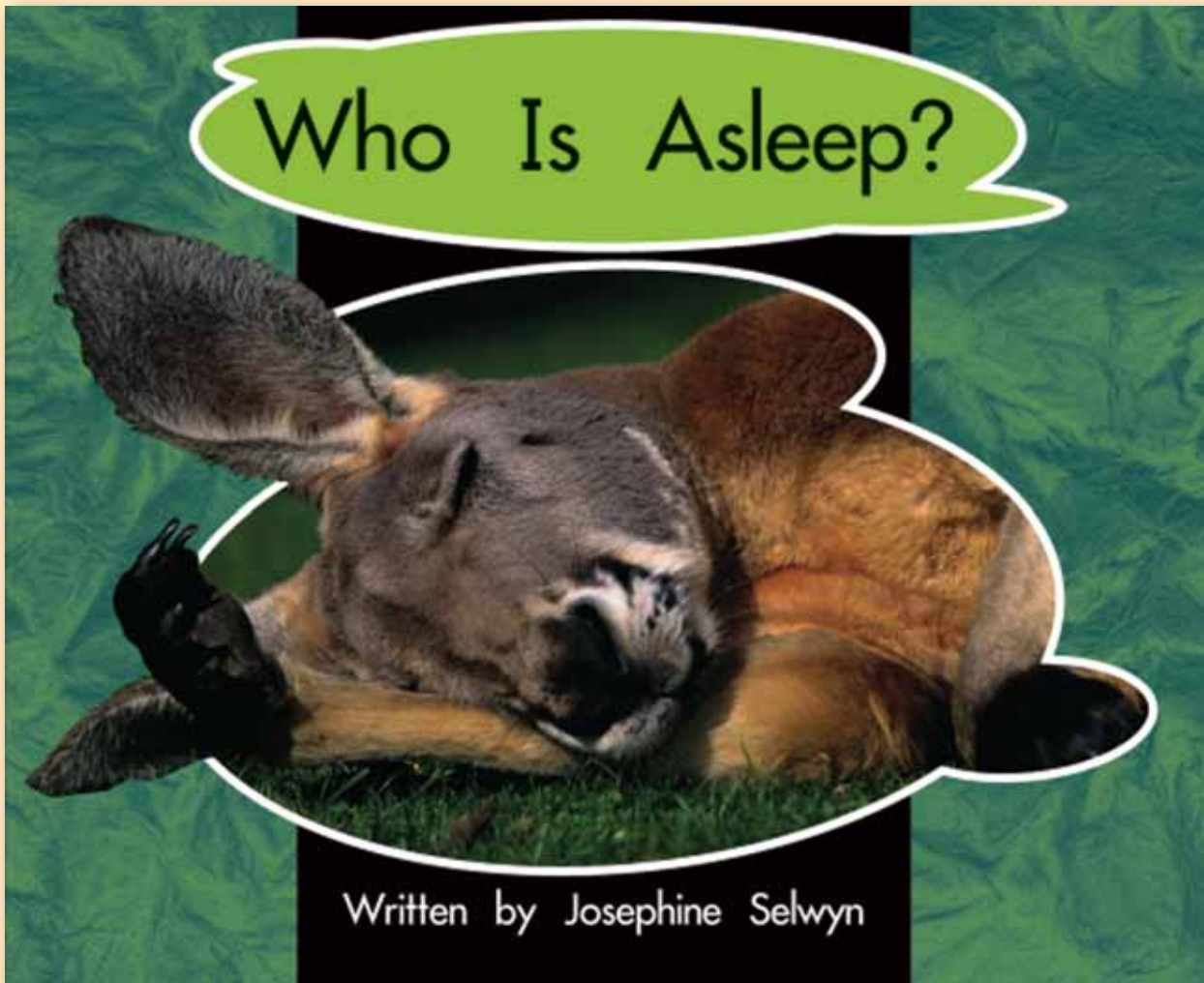




Level 1 Book g



Level	1
Word Count	32
Text Type	Factual description
High Frequency Word/s Introduced	



During the Day

The Pesky Fly

At the
Supermarket

Where Is Sam?

The Rescue

Hair

Who Is Asleep?

The Kangaroo
School

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

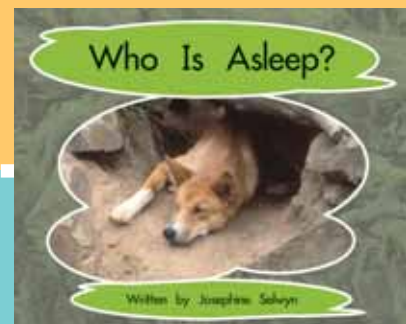
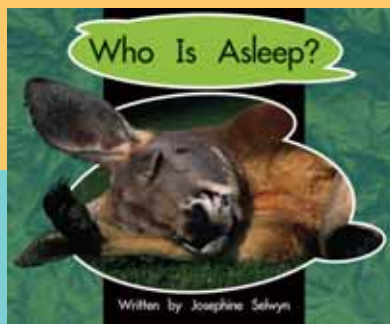
Cover & Title Page



Read the title to the children. Ask them to predict what the book might be about.



Explain to the children that this book is a factual book and is illustrated by photos. They should use the photos to help them as they read.



AFTER READING



Ask the children to respond to the text. Ask them to retell where the different animals sleep.



Check reading strategies with the children. Ask if they managed to match one spoken word with one written word. Ask them if they remembered to look at the print as well as the picture as they read.

Tell the children that each page of the book answers the question *Who is asleep?* Ask them to identify which animal is asleep on this page.

Ask the children what letter the word *crocodile* starts with. Ask them to find the word *crocodile*. Ask the children how they know that the picture is not of an alligator.



Discuss when the children think that crocodiles might sleep. Introduce the concept of reptiles being cold blooded. Then ask if the children think that crocodiles may sleep when it is hot.

Have the children point to *the* and *is* on this page. These are the revised high frequency words for this book.

Ask the children to identify this animal. Discuss the features of kangaroos. Ask if the children know any other animals that look like kangaroos.

Ask the children what letter *kangaroo* starts with. Praise children if they say *c* and point out that both *c* and *k* often make the same sound. Have them locate the word *kangaroo*.



Discuss the places that kangaroos may sleep. Invite the children to share a time when they saw a kangaroo asleep at the zoo or on television.

Have the children point to *the* and *is* on this page. These are the revised high frequency words for this book.

■ This animal is hard to identify from the picture. You may need to prompt the children. Discuss koalas. Ask how the children can tell that this koala is asleep.

▲ Draw the children's attention to the initial letter of *koala* and *kangaroo*. Ask them to say the two words and listen for the same sound at the beginning of each.

The koala is asleep.



■ Discuss with the children other animals that they know sleep in trees. Can they remember one from this book?

▲ Ask the children to locate *the* and *is* on this page.

■ As the children will most likely identify this animal as a dog, tell them it is a special type of wild dog called a dingo. Ask the children how they can tell the dingo is asleep.

▲ Discuss the initial letter/sound of *dingo* and *dog*. Ask the children to say the two words and listen for the same sound at the beginning of each.

The dingo is asleep.



■ Ask the children where they think that dingos live. Ask them to think about where dogs and dingos may sleep. Have them discuss the difference.

BEFORE READING 10/11

Ask the children to discuss this animal. Discuss with them the characteristics of snakes.

You may wish to continue asking the children to identify the content words after they have said the initial letter. This will depend on the children's prior knowledge of the letter name/sound.



Tell the children that a snake is another reptile. Invite them to discuss when the snake might sleep.

AFTER READING

During the Day

The Pesky Fly

At the Supermarket

Where Is Sam?

BEFORE READING 12/13

Invite the children to discuss the kind of bird they think this is. Have them justify their suggestions. Ask how they can tell the bird is asleep.

Unless the children have very good letter recognition they may confuse *b* and *d*. If this is the case you may not want to draw attention to *b* at this stage.



Ask the children which other animal was asleep in a tree.

AFTER READING

The Rescue

Hair

Who Is Asleep?

The Kangaroo School



Ask the children to identify this animal. Discuss with them the characteristics of camels. Ask them how they know the camel is asleep.



Depending on the skill level of your students, decide if you want to draw attention to the similarity of the sounds made by *c* and *k* in initial positions in most words.



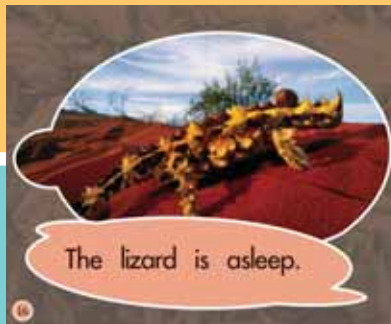
Ask the children to talk about the camel in the picture. Have them share what they know about how and when camels sleep.



This lizard may be hard for some children to identify so you may need to prompt them. Discuss what the children know about lizards.



Have the children return to the beginning of the book. Read the title again together. Remind them to point to each word as they read. Also remind them to look at the print as well as the picture to help them solve unknown words.

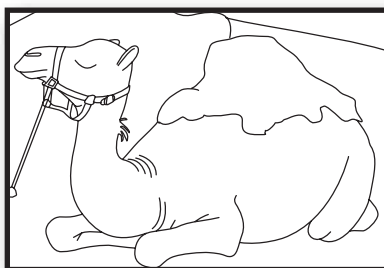
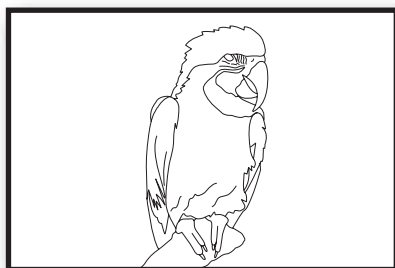
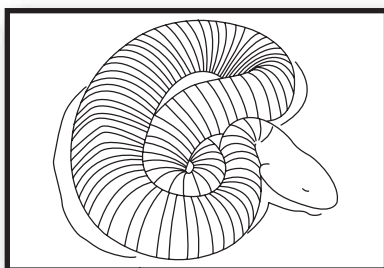
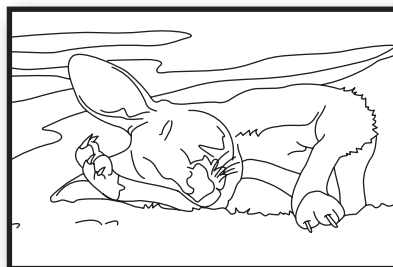
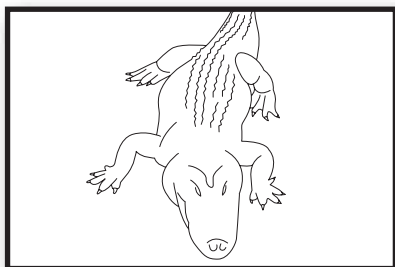


Discuss what the children know about lizards. Ask the children if they think lizards are reptiles. Ask the children to look back through the book to identify the other reptiles. Have them say what they think about all the reptiles sleeping.

1 g Who is Asleep?

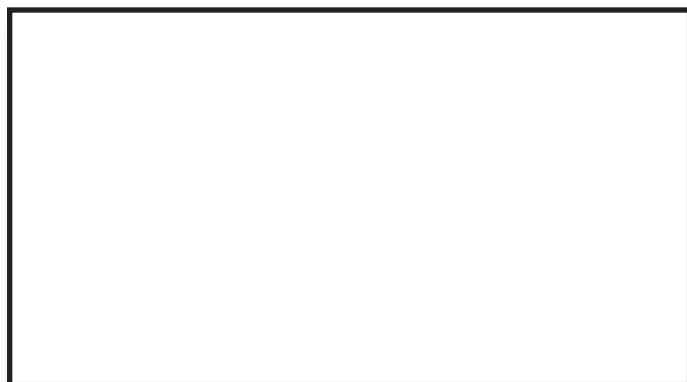
Name _____

1. Circle the reptiles.



2. Draw one of the reptiles.

Write the reptile's name.



1 g Who Is Asleep?

Name _____

Draw lines to match the words that are the same.

I	the
am	I
he	in
has	on
the	get
in	we
we	has
get	he
on	am