



# Level 1

## Book g



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



MACMILLAN

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. What is happening in the picture? Ask them to predict what the book might be about.

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



 Discuss with the children how the woman might be feeling. How can they tell?

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



Tell the children that each double page answers the title's question *Who is flying?* Ask them what animal is in this picture. What is the bird doing?



Ask the children to tell you the direction in which we read. Remind them that we read across the page from left to right.



Discuss with the children what they might see if they were the bird.



Ask the children to point to the word *is*. Read together. Identify the short *i* vowel sound. Together, brainstorm other words that have this short vowel sound.



Ask the children what animal is in this picture. What else is in the picture?



Ask the children if they know why bees like flowers.



Discuss why the dotted line is there. Identify art conventions to depict movement. Have the children point to the word *The*.



Ask the children what is flying in this picture. Discuss why most people do not like flies. Invite the children to predict what the text on this page will be.



Discuss foods that flies like.



Have the children identify the words *The* and *is*. Spell the words. Ask the children to turn to a friend and make their own sentences with those words in them. Share some of them with the group.



Ask the children what is flying in this picture. Describe a butterfly. Why do people like butterflies?



Discuss with the children other kinds and colours of butterflies they have seen.



Look for the capital letter. Why do we have a capital here?

BEFORE READING 10/11

Ask the children what is flying in this picture.

Describe a mosquito. Discuss why most people do not like mosquitoes.



Discuss what conditions mosquitoes need to live.

Ask the children to locate the full stop. Why do we have one here? Talk about its purpose.

AFTER READING

The High Jumper

Who Is Up the Highest?

Saving the Cat

Where Is the Hat?

BEFORE READING 12/13

Ask the children what is flying in this picture.

Has anyone seen a bat before? Why do some people not like bats? Perhaps discuss nocturnal animals.



Point to *is* and *The*. Spell them. Ask the children to identify the full stop and capital letter.

AFTER READING

The Outing

The Flowers

Who Is Flying?

The Big Painting



Ask the children what is flying in this picture. Discuss how ladybirds are good to have in the garden because they eat aphids and other pests.



Ask the children if they remember which other fliers in the book are shown flying near flowers.



Ask the children to point to the words *is* and *The*. What has been written at the end of the sentence? Identify the full stop.



Ask the children what is flying in this picture. Discuss how all the other animals in the book have wings, but the flying lizard has flaps of skin that it uses to glide.



Discuss the fact that there are insects, birds, a mammal, and a reptile among the animals that fly in this book.

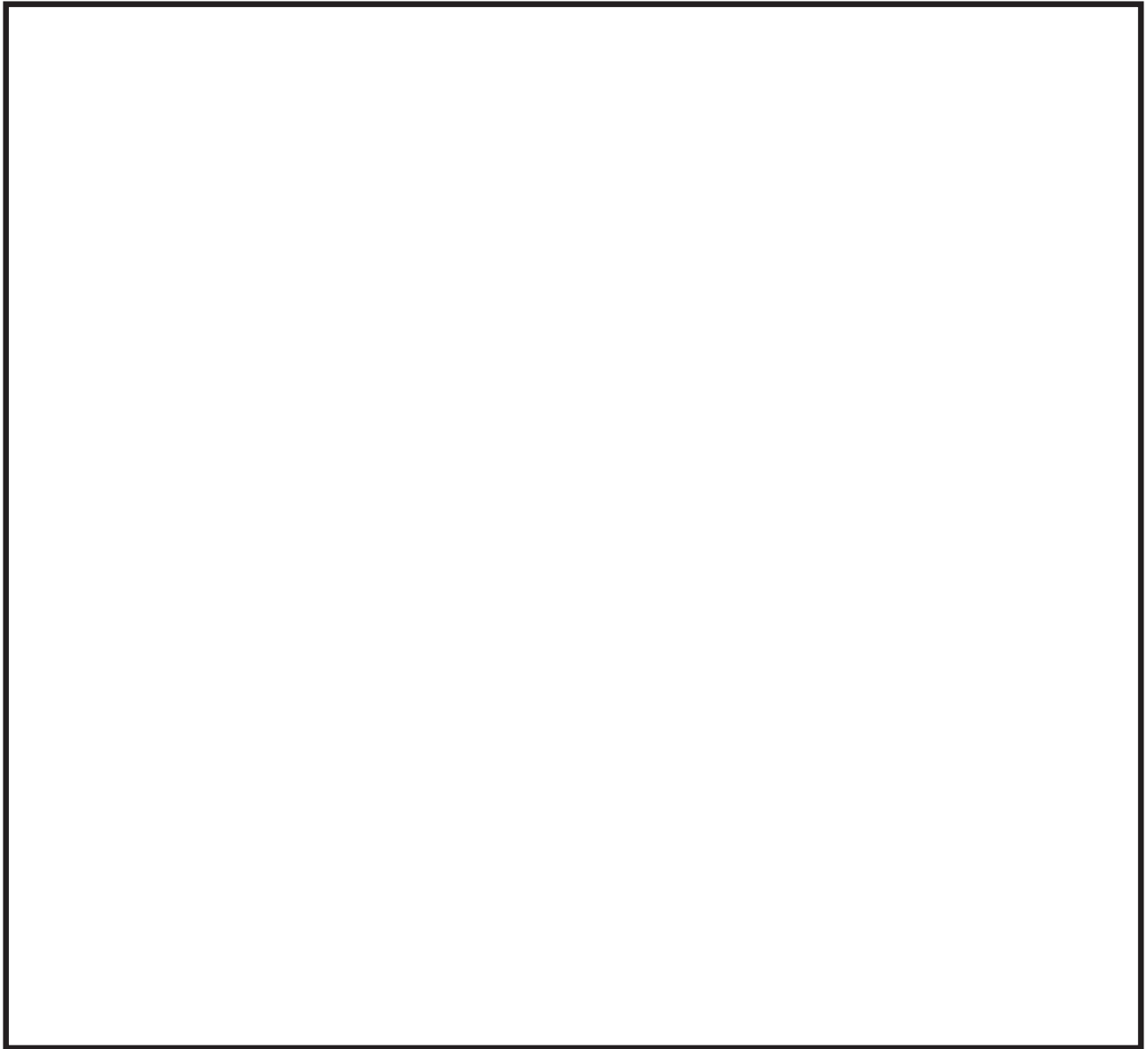


Ask the children to point to *is* and *The*. Spell them together. Identify the full stop and capital letter.

# 1 g Who Is Flying?

Name \_\_\_\_\_

Choose your favourite page. Draw the picture.



Write a sentence to go with your picture.

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# 1 g Who Is Flying?

Name \_\_\_\_\_

Look at how these words are spelled.

Which is the odd one out? Circle it.

pig

bin

pop

win