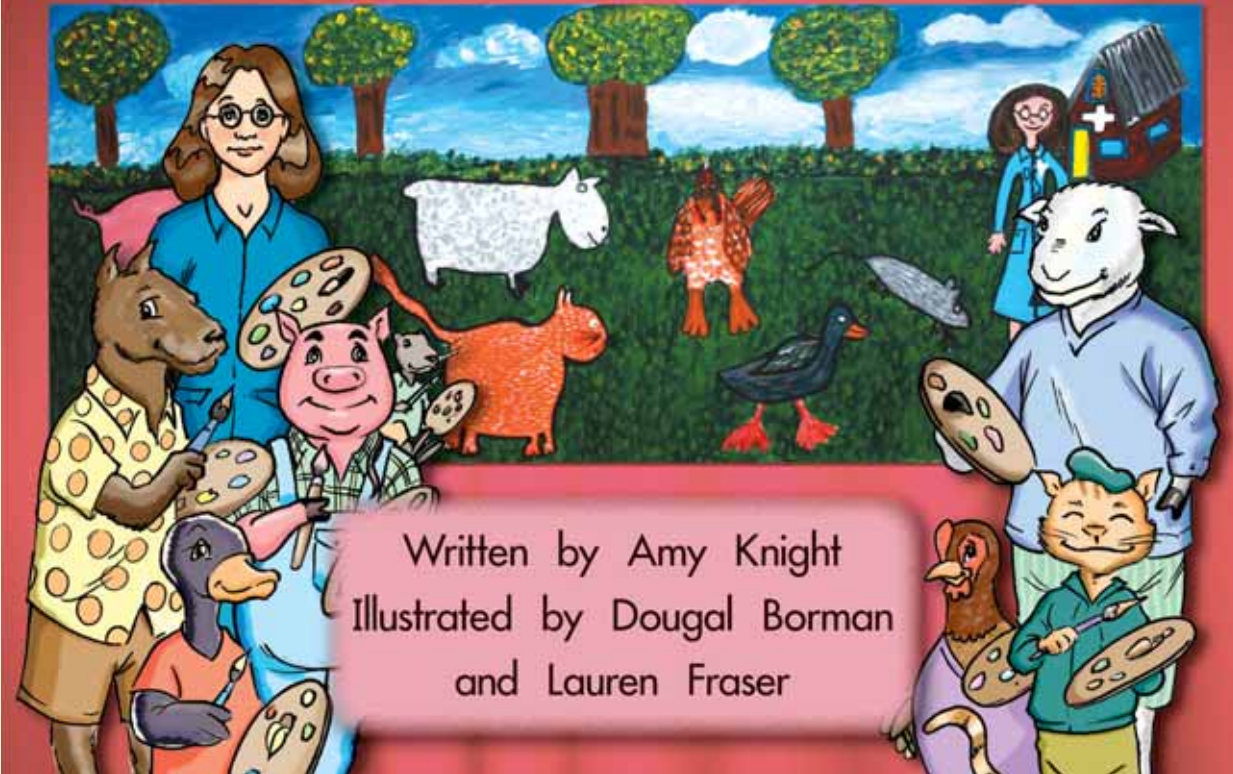




Level 1 Book h

The Big Painting





Written by Amy Knight
Illustrated by Dougal Borman
and Lauren Fraser


Level	1
Word Count	48
Text Type	Literary recount
High Frequency Word/s Introduced	to


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



Ask the children to identify and describe the animals in the picture. Encourage the children to talk about what they are all doing. Invite the children to predict what this story will be about and whether it will be a story book or an information book.



Read the author's name. Why is there a name here? Identify book conventions. Read out the words *Illustrated by* and ask the children if they know what this is.



Invite the children to tell you the kinds of things they have painted. Have they ever made a picture that has something contributed by the whole class or a large group?



Read the page together, pointing to each word. Remind the children to match one spoken word with one written word as they read. Ask them which words they find easy and which ones difficult. Break up any long words into syllables and decode like that if the children find any of them difficult.

AFTER READING

Ask the children to tell you what is happening on this page. Describe the animal doing the painting and what he is painting. Talk about the colours and the materials he is using.



Ask the children to tell you the artist's name – *Ben*. Ask the children to refer to the text to find this word – they may need help with the initial sound to locate the word. Finding the information in the text verifies that the child understands what she or he is reading.

Ask the children to identify the word *has*, and put it into their own sentences to clarify meaning. Then have the children look at the word *Ben*, identifying the short e vowel sound. Identify the short vowel sound in the word *has*.

Ask the children what the name of this animal is and identify what she is painting. Again discuss the colours and quality of the painting she is creating. Invite the children to tell you about any animals they have painted.



Ask the children to tell you the artist's name – *Pam*. Ask the children to refer to the text to find this word – they may need help with the initial sound to locate the word. Then have them tell you where in the text it says what kind of animal she is.

Ask the children to identify the words in the sentence that have a short a vowel – *Pam* and *have*. Ask the children to point to them as you read and spell them out together. Can the children identify the word with the short o vowel?



Ask the children to cover the text and see if they can identify the artist in this picture and the animal she is drawing. Look at the expression on her face and talk about why she is smiling so much. Talk to the children about the pictures they have made that make them proud.



Ask the children to predict what sentence would be good on this page. Encourage them to choose vocabulary and style similar to the author.



Ask the children what they think of the story so far. What do they like most about this book and why?



Ask the children to point to the word *to*. Have them think of short sentences with this word in to clarify meaning and use. Then identify the punctuation – capital letter and full stop. Discuss their functions and uses.



Ask the children to describe the new artist and what he is painting. Talk about the positive aspects of his art and explain why. Talk about what this painting is going to look like when it is finished and has all been put together. Talk about this type of art being called a mural and any that are around the school.



See if the children can tell you what the name of the animal is – *Jed*. Then identify the type of animal he is and the animal he is painting – *ram*. Children may have used the word *sheep*. Explain that rams are male sheep.



Ask the children to identify the word *the*. Then ask them to spell it and suggest other examples of sentences with it in. Then ask them to identify the words with short vowel sounds – *Jed*, *has*, and *ram*.

BEFORE READING 10/11

Ask the children to identify the next animal and piece of art. Talk to the children about what they would paint if they were going to help make a mural.



Can the children tell you what the animal is called? Commend them for locating *Jan*.

Draw the children's attention to the word *to*. Tell them to point to it. Then identify the short *a* vowel sound of *Jan*. Ask them to find any other words in the text with the same sound – *has*.

AFTER READING

The High Jumper

Who Is Up the Highest?

Saving the Cat

Where Is the Hat?

BEFORE READING 12/13

Ask the children to cover the text and have them describe the animal and what she is painting. Talk about the colours and background of this picture.

Ask the children to predict the text for this page and what the author has probably written.



Ask the children to tell you their favourite page of this book so far and why. What other artists might they find in this book?

Identify the words *rat* and *Jen* and ask the children to sound the short vowels in them. Ask the children to think of other words with the same short *a* and *e* vowel sounds.

AFTER READING

The Outing

The Flowers

Who Is Flying?

The Big Painting

Ask the children to identify the artist and his subject. Talk about the name of the objects he needs to paint – the easel and brush. Ask the children what materials they have in their art area.



Ask the children to tell you the name of the artist – *Ken* – and his subject – the duck. Ask the children to tell you what all these artists have in common with their subjects – that they are painting themselves. Can they predict who the last artist is going to be on the last page?

Ask the children to identify the animal in the writing – praise them for choosing the word *duck*. Then identify the punctuation – the full stop and capital letter.

Invite the children to identify the artist in this picture and who she is painting. See if the children can work out what she does for a job – she is a *vet*.



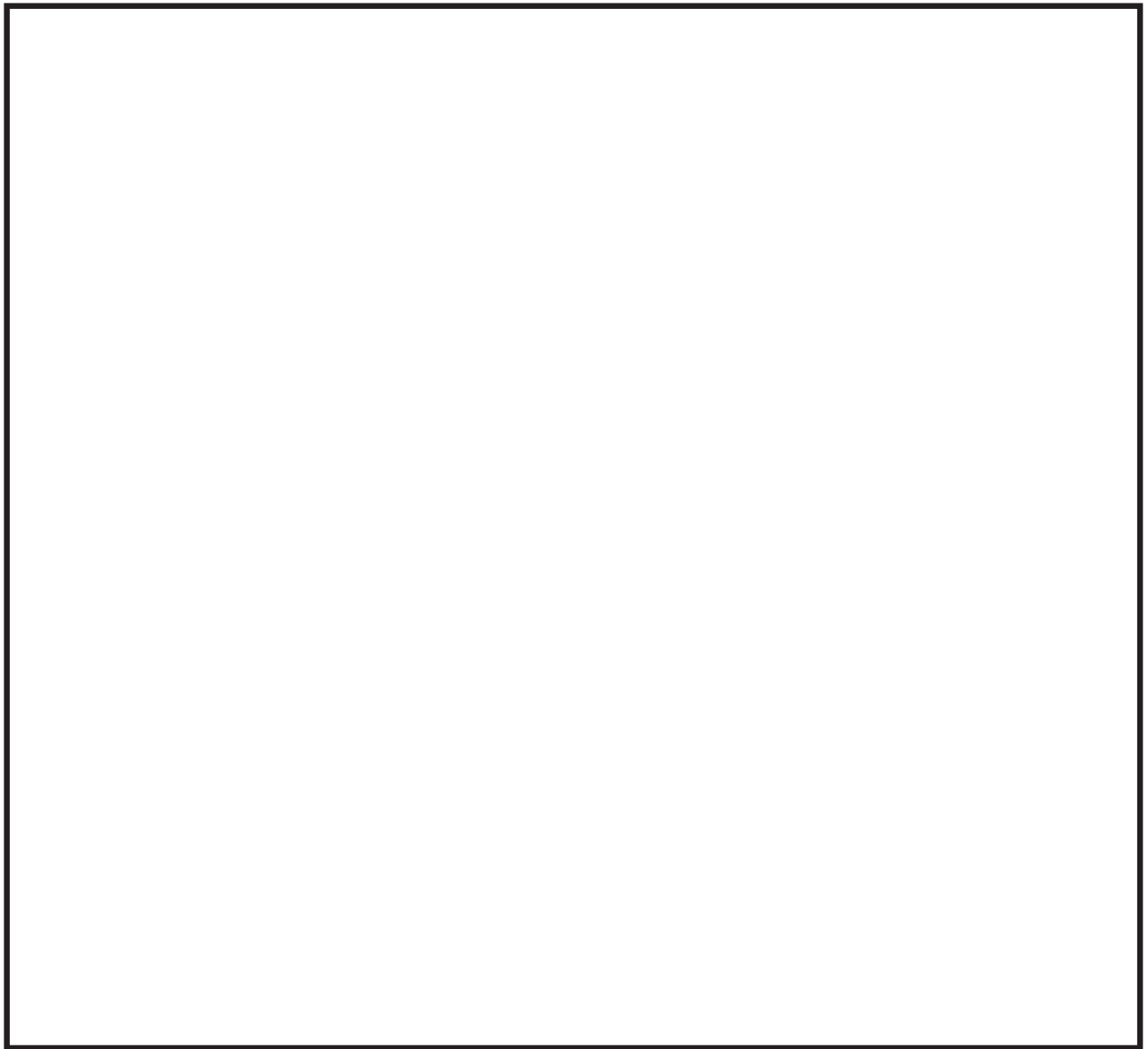
Encourage the children to find out the name of the artist and point to it in the text – *Pat*. Identify the short *a* vowel sound of her name. Then ask the children to locate the other short vowel sound words – *has*, *vet*.

Ask the children what they liked most about this book and why. Let them look through the book and select their favourite page.

1 h The Big Painting

Name _____

Draw your favourite picture from the book.



Complete the sentence to go with the picture.

_____ has to paint the _____.

1 h The Big Painting

Name _____

Fill in the missing words.

has Jen

paint ram

the to

Pat _____ to paint the vet.

Ken has to _____ the duck.

_____ has to paint the rat.

Jan has _____ paint the hen.

Jed has to paint the _____.

Meg has to paint _____ cat.