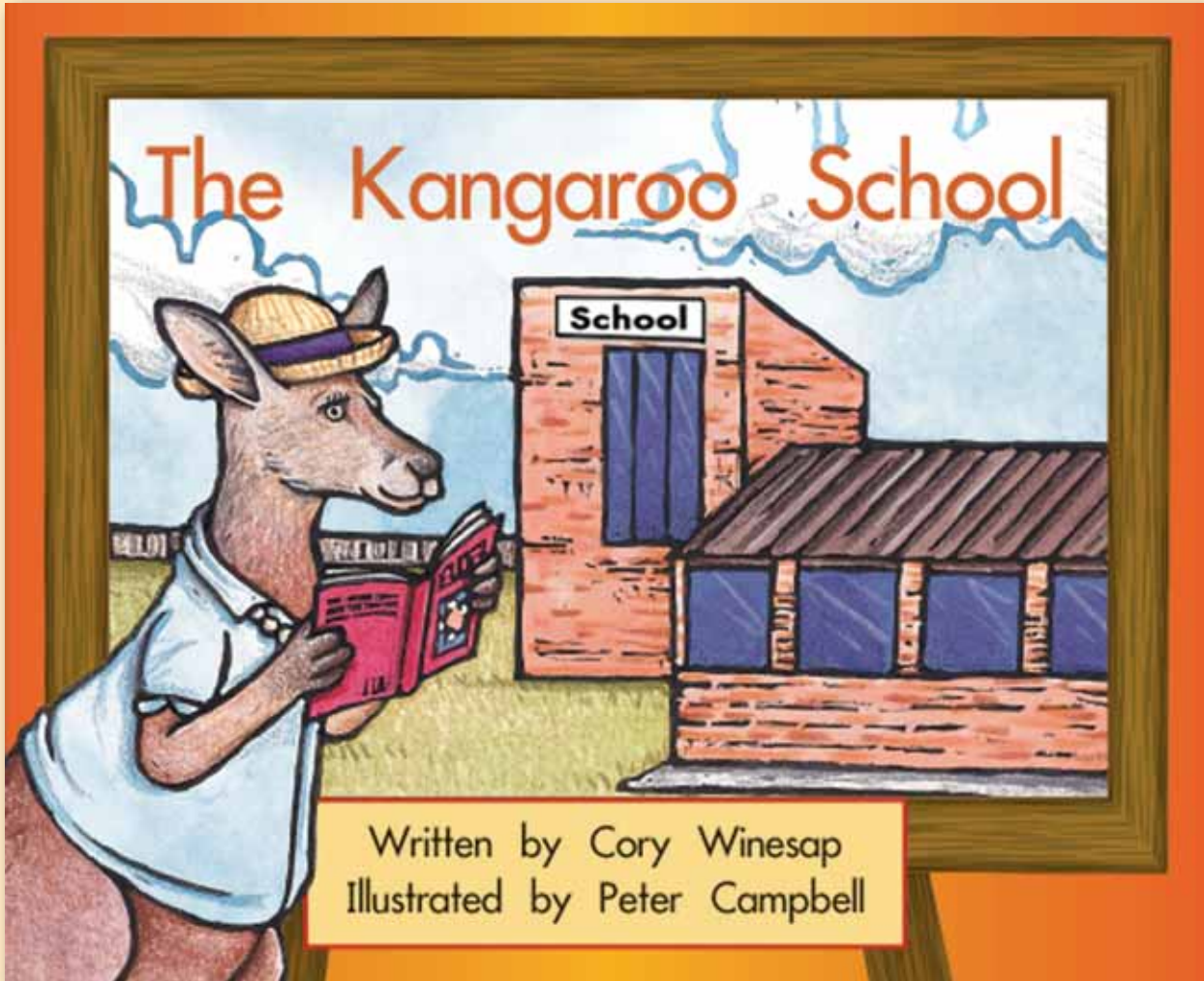




Level 1 Book h



| | |
|-------------------------------------|------------------|
| Level | 1 |
| Word Count | 28 |
| 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. 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)



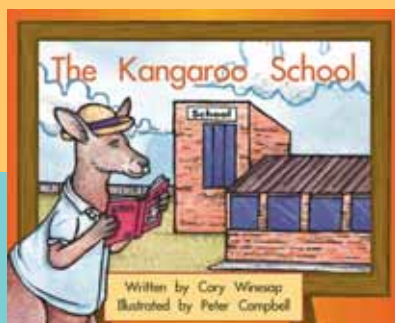
This symbol relates to use (text user)

BEFORE READING

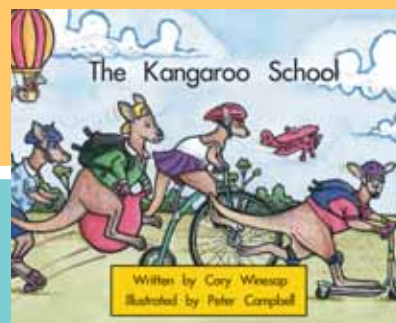
Cover & Title Page



Discuss with the children the names of the members of the group. List the names of the children on the board. Discuss the initial letter of each name with the children. Ask them to read the names. Tell them that it makes it easier for them to read the name if they look at, and sound, the initial letter. Read the title to the children.



Invite the children to respond to the book. Ask each child which part of the book they liked the best. Have them say why.



Check reading strategies with the children. Ask how they managed to use the initial and maybe the final letters of the words to help them remember and read the kangaroos' names.

AFTER READING

Tell the children that this book tells about the students that go to the kangaroo school.

Explain to the children that they will have to look carefully at the words as they read this book. Ask them to point to the first word on the page and say what they know about it. You may have to prompt for the initial letter. Some children may also recognise *am*. Help them decode *Pam*.



Discuss with the children what sorts of things they think kangaroos will learn at kangaroo school.

Discuss how this kangaroo comes to school.

Ask the children to point to the first word on the page and say what they know about it. You may have to prompt for the initial letter. Help them decode *Bill*.



Ask the children to share what they know about hot-air balloons. How long do they think it would take Bill to get his balloon ready to take him to school? How will Bill get to school on windy days?

Discuss how this kangaroo comes to school.

Draw the children's attention to the first letter of *Kate* and *kangaroo*. Tell them the name is *Kate*. Have them suggest some girls' names that start with *k*.



Discuss where the children think Kate lives. Who will fly the plane that brings her to school? What might happen on windy days?

Discuss how this kangaroo comes to school.

Ask the children to make the sound that starts this kangaroo's name. Prompt if necessary. Have the children suggest boys' names that start with *j*. Tell them *Jack*.



Discuss scooters with the children. How many of them have scooters? How far away from school do they think Jack lives? Does he live closer than Bill and Kate?

BEFORE READING 10/11

Discuss how this kangaroo comes to school.

Ask the children to look at the first word and see if they can say what this kangaroo's name is. If necessary, tell them the name and explain how you know the word is *Pat*.



AFTER READING

Ask the children if they would like to come to school the same way as Pat does. Ask them how far they think Pat lives from the school.

During the Day

The Pesky Fly

At the Supermarket

Where Is Sam?

BEFORE READING 12/13

Discuss how this kangaroo comes to school.

Ask the children to look at the first word and see if they can say what this kangaroo's name is. If necessary, tell them the name and explain how you know the word is *Tom*.



AFTER READING

Ask the children if they would like to come to school the same way as Tom does. Ask them how far they think Tom lives from the school.

The Rescue

Hair

Who Is Asleep?

The Kangaroo School

Discuss how this kangaroo comes to school.

Ask the children to look at this kangaroo's name and say what they think it is. Praise for appropriate responses. Tell the name if none of the children suggest it. Then explain how you know the word was *Bob*.



Ask the children how far away Bob lives. Would they like to come to school in a plane each day? Who else in the book comes to school in a plane?

Discuss this picture.

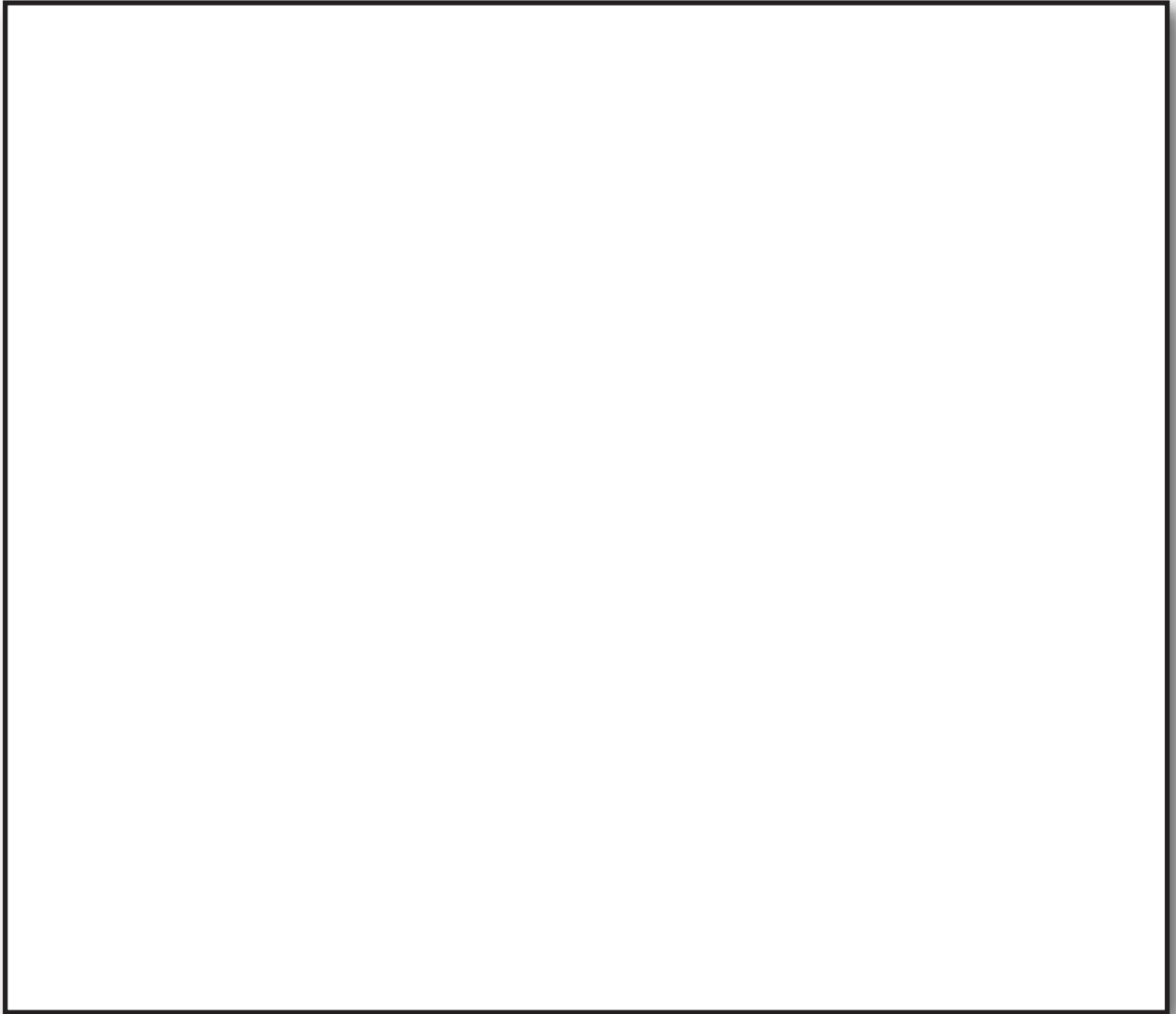
Have the children return to the beginning of the book. Read the title again together. Remind them to point to each word as they read it. Remind them also that they will have to look closely at the words to help them remember what the kangaroos' names are.



Ask the children to check back through the book to see how each kangaroo comes to school. Ask them to make some judgements about which kangaroos live the closest to school and which kangaroos live furthest away. Ask them to justify their answers.

1 h The Kangaroo School Name _____

1. Draw your favourite part of the book.



2. Write the sentence to match your picture.

_____ comes to school.

1 h The Kangaroo School Name _____

Cut out the sentences. Match them to the book.

Read the sentences.

Bob comes to school.

Kate comes to school.

Jack comes to school.

Bill comes to school.

Tom comes to school.

Pam comes to school.

Pat comes to school.