



Level 4 Book 6

A Trip to the Zoo

At the Soccer Match

Ollie Octopus's Restaurant

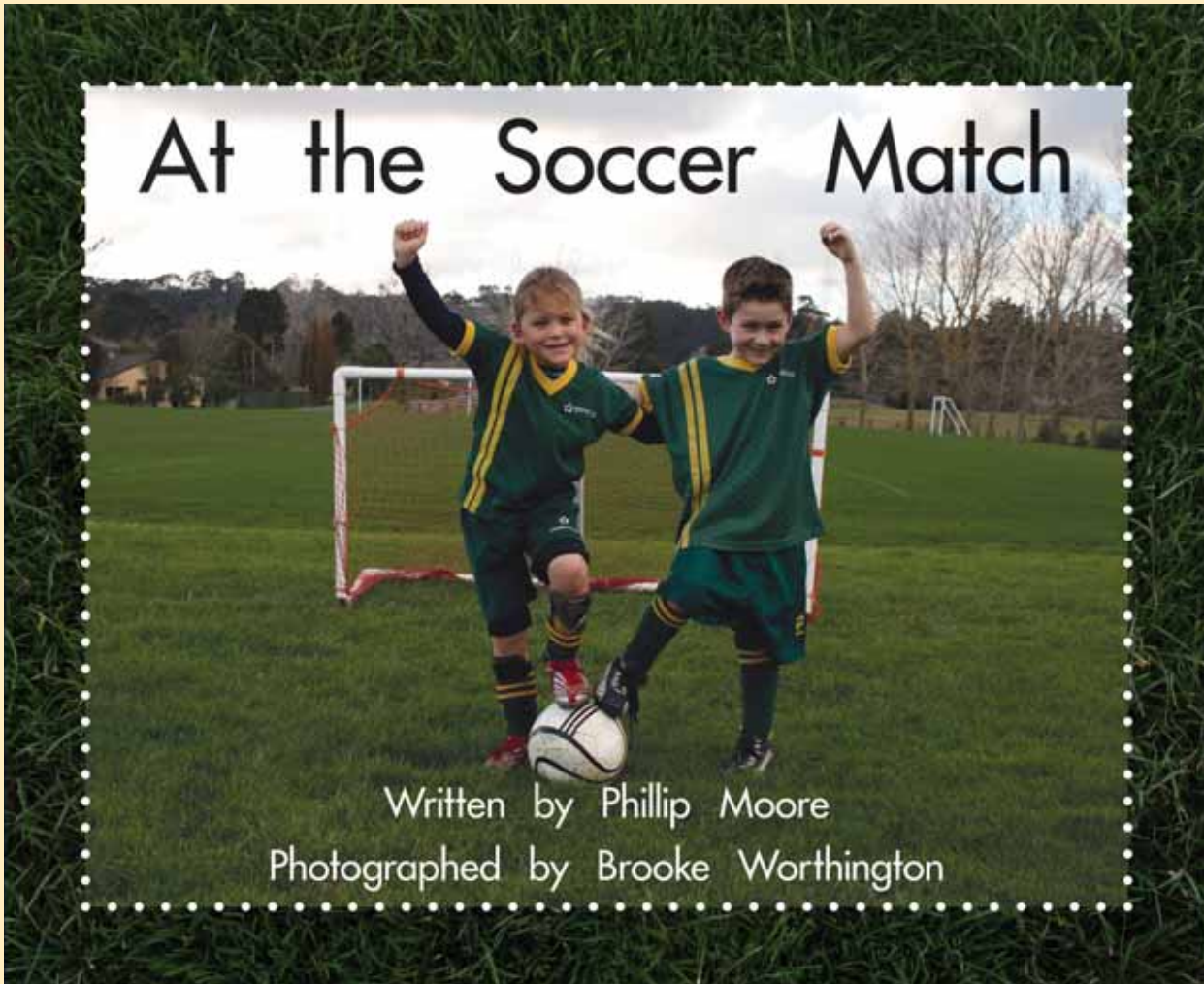
Look at This

The Jungle Boat Ride

Sam

Benny Wants to Go Out

The Funfair



Level	4
Word Count	88
Text Type	Factual description
High Frequency Word/s Introduced	



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

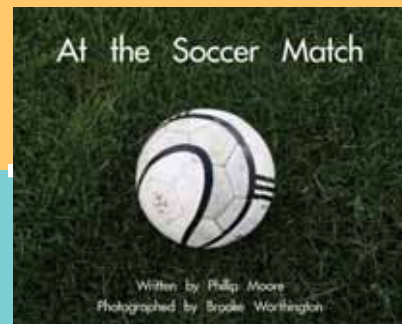
Cover & Title Page



Ask the children to describe what they see in the pictures. What do they think the girl and boy have just done? How are the girl and boy feeling?



Read the author and photographer's names. Why are there names here? Identify book conventions.



Invite the children to share any times when they have been really happy like the girl and boy in the picture.



Check reading strategies with the children. Remind them to match one spoken word with one written word as they read. Identify the word *At* and ask the children to spell it and put it in a sentence to clarify meaning and use.

BEFORE READING

2/3

Encourage the children to look at this picture and describe what they see. Have the children been to a soccer game? Do the children play soccer at school and do they enjoy it? Do boys and girls play together?



Look at this boy.
He kicks the ball.
He kicks it to a girl.

AFTER READING

Ask the children to point to the words *Look* and *to*. Then ask them to spell the words and put them into sentences to share with the rest of the group.

BEFORE READING

4/5

Ask the children to look at the picture and describe what they see. Encourage them to predict from the picture what is going to happen next.

Invite the children to suggest a sentence for this page before they read it. Does the vocabulary the children use fit in with the author's style?



Look at this girl.
She is running.
She gets the ball.

AFTER READING

Ask the children to identify the words *is* and *this*. Then ask them to spell the words and put them in sentences to ascertain their understanding of the uses. Identify the short *i* vowel sound in these words and talk about other words with the same sound. Next, identify the word *running*. Ask the children which word it comes from – *run*. Explain that we can add a group of letters, called a suffix, to the end of a word to change its tense or meaning – in this case *ing*. Invite the children to list other words with the same suffix.

Ask the children if they can describe the expressions on the players' faces. What do their faces tell you about how they are feeling?



Look at the girl.
She is running.
She kicks the ball.

Encourage the children to look closely again at the picture and describe what else is going on in the background. What does this tell us about the kind of day it is?

Ask the children to point to the words as you read them, identifying them one-for-one. Then direct their attention to the words with a short vowel sound – *at*, *running*, and *kicks*. Spell them and ask the children to group them into lists.

Can the children describe what is happening in this picture? Talk about the different positions – defender, goalkeeper, forward. Can the children tell which child is in which position?



The boy is running.
He gets the ball.

Invite the children to think about what else the author could write to make this page more interesting. Ask them to frame their sentences to fit in with the author's style of writing.

Talk to the children about the words *gets* and *The*. Spell them and make some sentences together that clarify their meaning and use.

BEFORE READING 10/11

Ask the children to describe what is happening in this picture. Can they predict what is going to happen next?

Ask the children about what they have learned so far in this book. Ask them to think about anything else they would like to learn in the next pages of this book.



AFTER READING

Invite the children to say what they would do in this situation, explaining their ideas and tactics.

Identify the word *kicks*. Ask the children to spell it and put it in some sentences of their own. Ask them which word it comes from, explaining that it is a verb and that verbs have slightly different endings depending upon their use. Collect some different suffixes for this verb – *ing, er, ers, ed*.

BEFORE READING 12/13

Ask the children to describe what is happening in this picture. What is the girl preparing to do? Can the children predict what is going to happen next?



AFTER READING

What do the children think the words on this page would be if the girl had written the book? Encourage them to say *I kick the ball. I kick it into the net*. Talk about how this would change the book.

Identify the words *She* and *it*. Ask the children to spell them and put them in some sentences of their own. Identify the word *net* and the short vowel sound *e*. What other words with the same sound can the children think of?



Ask the children to look carefully at this picture and describe everything they can see. Who do they think are the new people in the picture?



Invite the children to guess what Dad might be saying.



Ask the children to identify the word *girl's*. Ask if they know what the punctuation is called – apostrophe. Explain that it shows possession – that Dad belongs to the girl. See if the children can come up with other examples of apostrophe use, using their own name.



Ask the children to identify the new character. Can they find *mum* in the text and point to it?



Ask the children to read through the book again and find their favourite page, explaining why they like it.



Identify the word *clapping*. Ask the children which word it comes from – *clap*. Ask them which suffix it has.

4 b At the Soccer Match **Name** _____

Cut out the sentences. Read them.

Put them in the right order.

She kicks it into the net.

He kicks it to the girl.

He runs with the ball.

He kicks the ball.

Write the sentences below in the right order.

1. _____

2. _____

3. _____

4. _____

4 b At the Soccer Match **Name** _____

Use these words to finish the sentences.

kicks this running

Look at _____ boy.

He is _____.

He _____ it to the girl.

Draw the picture.

