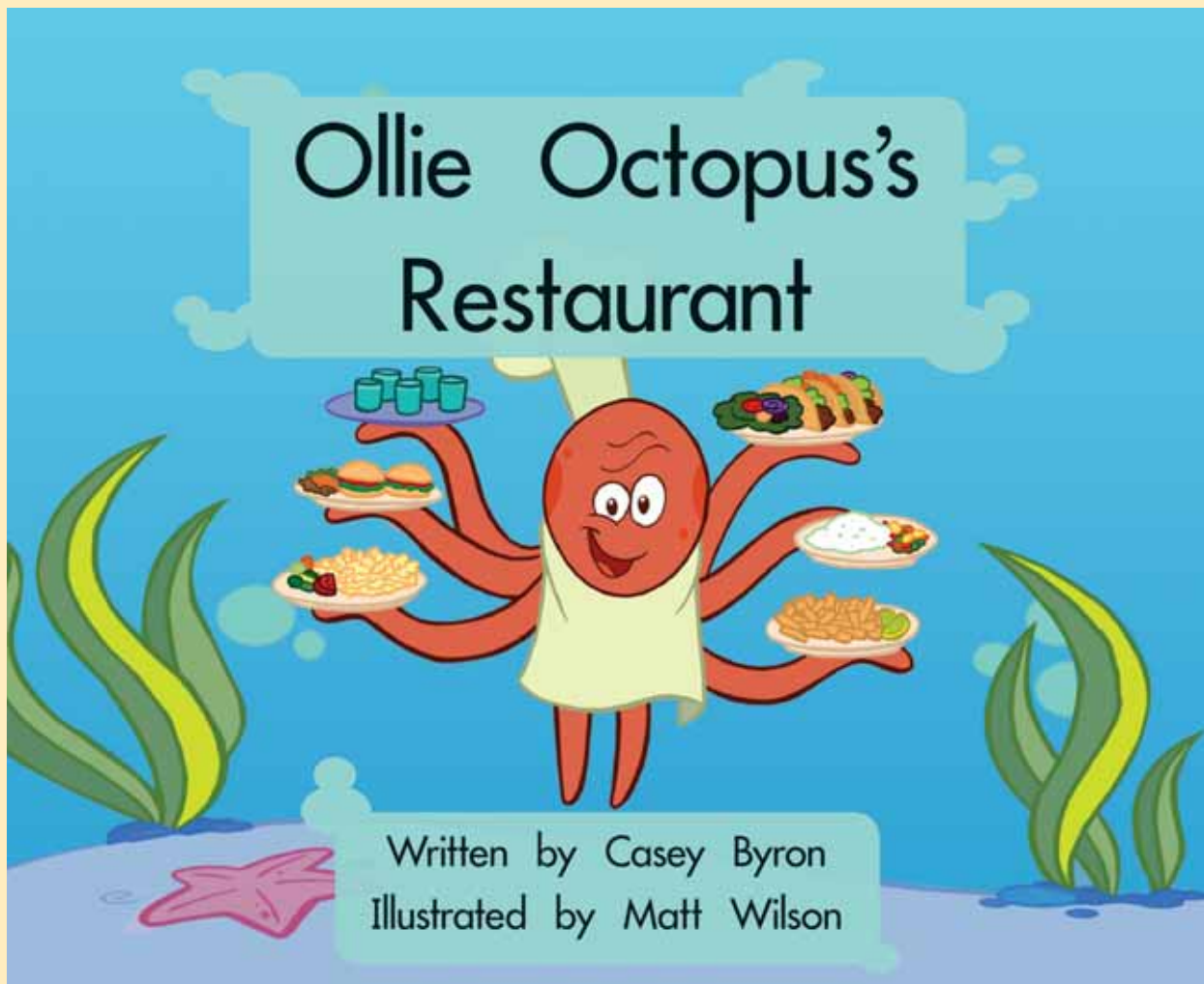




# Level 4 Book c



Level	4
Word Count	85
Text Type	Literary recount
High Frequency	made
Word/s Introduced	



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

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)*

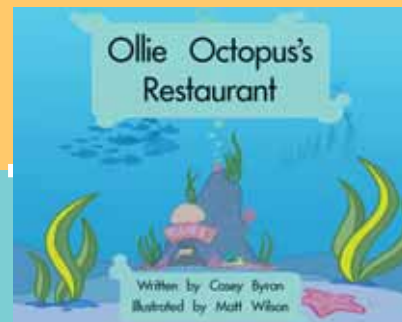
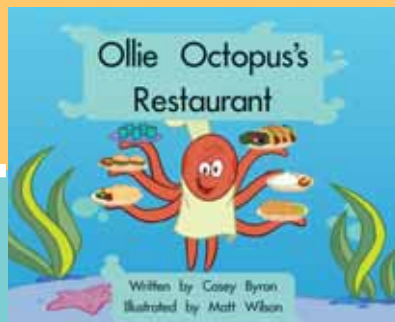
## BEFORE READING Cover & Title Page



Ask the children to describe Ollie and what type of octopus he might be. Gather as many adjectives as possible. Also, ask the children if they can tell you where the setting for the story is and describe the animals that may live there.



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



Ask the children to tell you what they think will happen in the story. Encourage the children to predict a storyline. Talk to the children about their favourite foods.

## BEFORE READING

2/3

Ask the children to describe what is in the picture. Describe the job that Ollie does. Do any of the children have parents or family that are chefs? Referring to the picture, talk about the tools that chefs need for their job.



## AFTER READING

Ask the children what Ollie likes to do. Discuss with the children what they enjoy doing. Then ask if any of them know what they would like to do when they are older. Focus on their likes.

Ask the children to point to the word *like*. Spell *like*. Ask the children to think of a sentence that starts with the words *I like*... Identify also the word *will* and talk about words with short vowel sounds. Ask the children to think of other words with short vowel sounds.

## BEFORE READING

4/5

Ask the children to describe what is happening in this picture and identify the new character. Ask the children if they have seen any seals. Ask if they know what seals usually eat. Then ask the children if they can guess what Ollie might cook for his guest.



What is Sally's favourite food? Ask the children to identify the word *pasta* and spell it. Ask the children to identify the initial letters of Sally Seal, reviewing the *s* sound.

Ask the children to point to the word *in* and spell it. Then ask them to turn to a friend and share a sentence with the word *in* in it. Share some sentences with the group afterwards.

## AFTER READING



In the next picture ask the children to identify the new animal and say if they have ever seen one before. Talk about the crab and encourage the children to describe one.



Ask the children to look at Ollie's face. What kind of expression does it have? Draw the children's attention to the initial sounds of Carl Crab and the letter c.



Ask the children to point to the word *made*. Spell *made*. Ask the children to put the word *made* into their own sentence and share their sentence with the group afterwards. Identify the capital letters and full stops, reviewing their purpose.



Ask the children to identify the new sea creature. Discuss jellyfish and safety issues around the subject. Ask the children what they think she might like for dinner.



Ask the children if they have ever had tacos and which country they come from. Identify the initial sounds of *Jill Jellyfish*. Ask the children if they can think of other names that begin with the *j* sound.

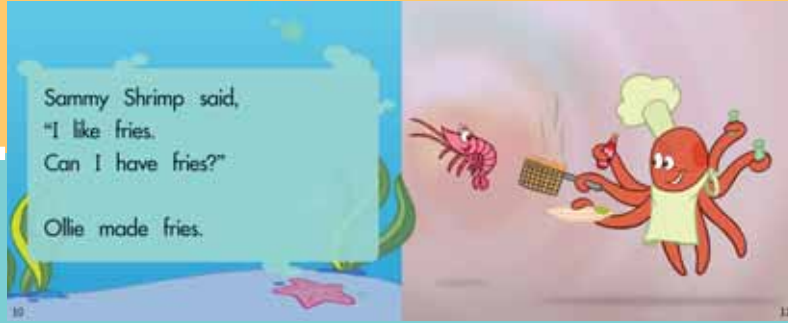


Ask the children to point to all the words as you read them out. Then identify the word *have*. Now draw the children's attention to the question mark and review their knowledge of its usage.

BEFORE READING 10/11

Ask the children if they know what this animal is and when they identify it, ask them to guess what his name will be. Then ask the children to guess what his favourite food might be.

Ask the children what we do when we get to the end of the first line of text. Tell the children that we move our eyes down to the start of the next line and then read from left to right again – a return sweep.



AFTER READING

Draw the children's attention to the word *said*. Spell *said*. Ask the children to think of their own sentences with this phrase. Now ask them to point to the question mark, capital letters, and full stops. Discuss the use of capitals for names as well.

BEFORE READING 12/13

Encourage the children to describe what they see in this picture. Discuss the enormous size of whales and how small Ollie looks in comparison. Draw the children's attention to the picture above the door – who could this be in the picture?



Point out the word *I*. Ask the children to put the word *I* into their own sentence and share with the group. Identify also the word *in*. Talk about words with short vowel sounds and ask the children to think of others.

AFTER READING

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



Encourage the children to look at this picture and describe what is going on. Have the children look at Ollie's face and say how they think he is feeling. Have them identify all the things Ollie is doing.



Ask the children what makes an octopus special and encourage them to focus on the number of legs. Encourage the children to think of an octagon and draw conclusions about the two words.

Ask the children to point to the words as you read them. Conclude with identifying the capital letter and full stop.

Ask the children to describe what is happening in this picture. Guide the children's attention to the names of all the animals. Can they remember them? What is Ollie doing now? Encourage the children to help in the kitchen with washing up!



Ask the children to look at the word *Ollie's*, drawing their attention to the punctuation – the apostrophe. Explain to the children that this tells us that the friends belong to Ollie (possession). Then show them the title explaining the same rules of possession. Now brainstorm other phrases like *Sam's dinner* and make a list.

**4 c Ollie Octopus's Restaurant Name** \_\_\_\_\_

Read the sentences.

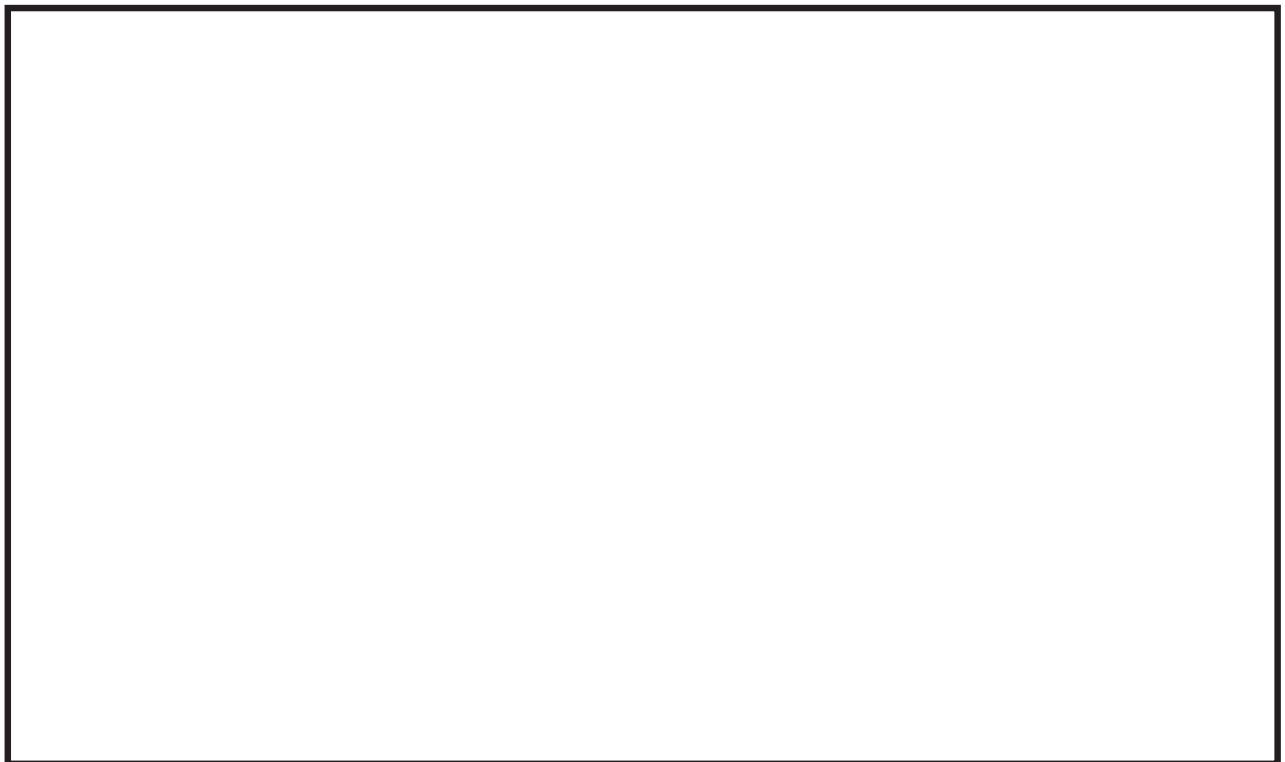
Write in **s** to make the words plural.

Ollie made some hamburger\_\_.

Ollie made some taco\_\_.

Read the sentence and draw the picture.

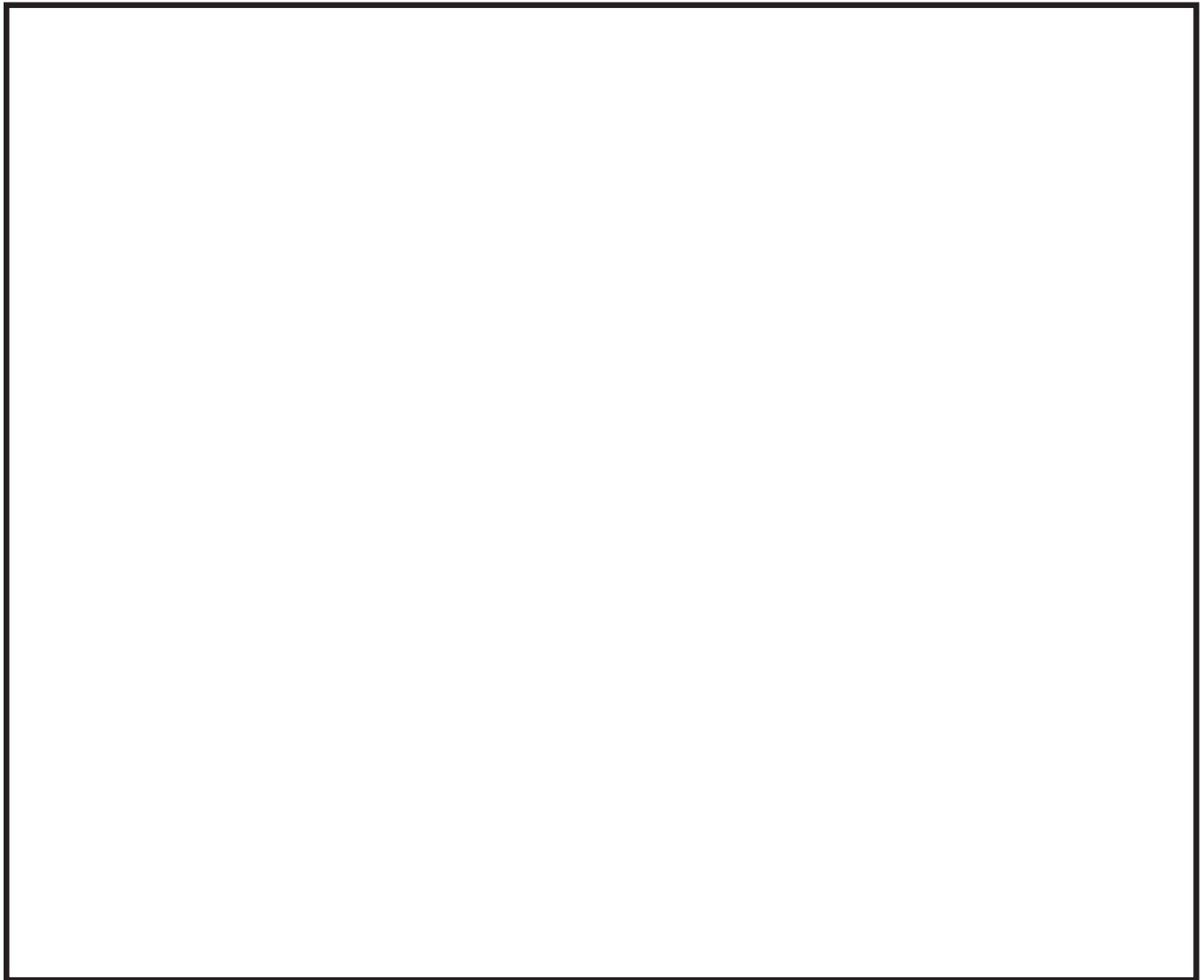
Ollie made fries.



**4 c Ollie Octopus's Restaurant Name** \_\_\_\_\_

Draw a picture of yourself  
cooking in the kitchen.

Write a sentence about your picture.



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