



Level 4 Book f

A Trip to the Zoo

At the Soccer
Match

Ollie Octopus's
Restaurant

Look at This

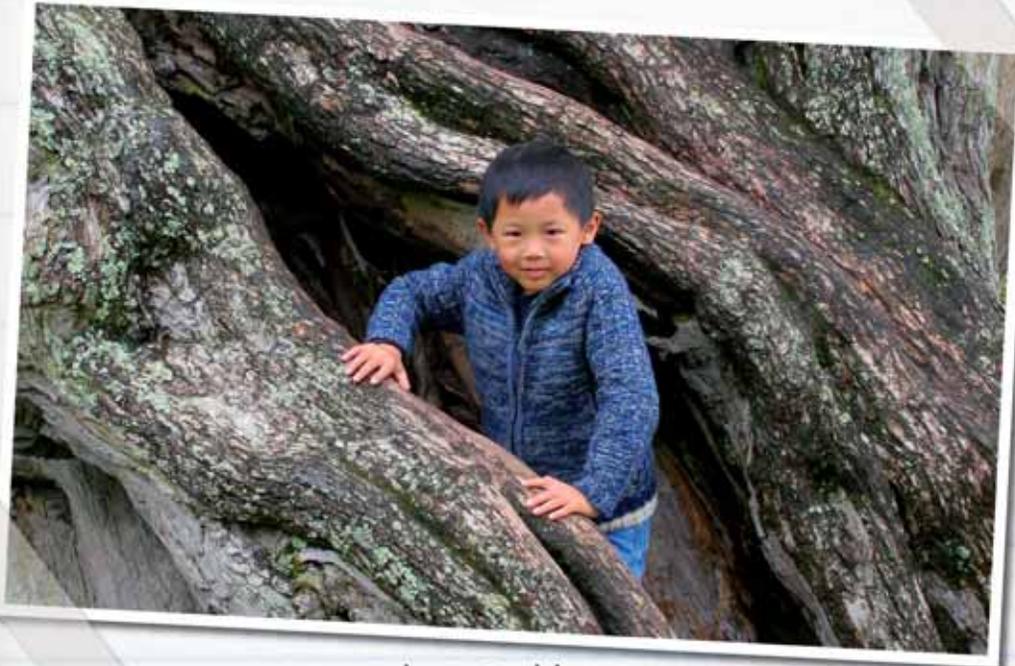
The Jungle Boat
Ride

Sam

Benny Wants to
Go Out

The Funfair

Sam



Written by Cushla Brown
Photographed by Vinnie Riesck

Level	4
Word Count	82
Text Type	Factual recount
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)

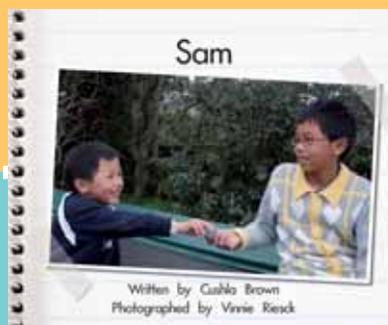
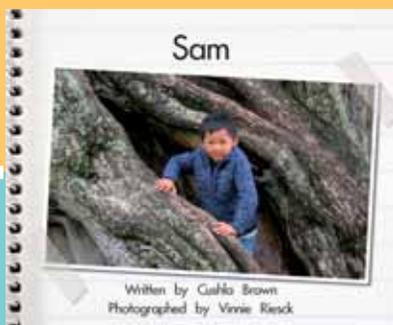
BEFORE READING Cover & Title Page



Ask the children to describe what they see in the pictures. Can they tell you if this is going to be a story book or an information book? Encourage them to reason why.



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



Talk to the children about any other books they have read about people. Ask them if they have ever written about themselves and what they wrote about in particular. Invite them to predict what this book will reveal about Sam.

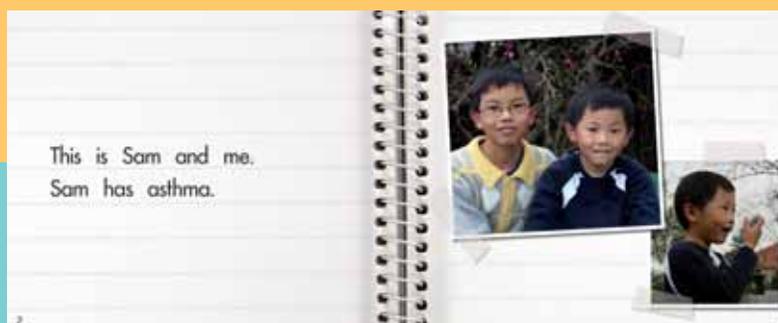


Check reading strategies with the children. Remind them to match one spoken word with one written word as they read.

BEFORE READING

2/3

Encourage the children to look at the pictures and tell you who Sam is with. Can they guess how they might be related – family or friend? Talk to the children about asthma – what it is and if anyone they know has it. Can the children find the picture of Sam with his inhaler? Do the children know what the inhaler does?



AFTER READING

Ask the children if they can work out who is writing this book. Encourage them to refer to the text for clues. Ask the children what they have learned about Sam – what does Sam have?

Ask the children to point to the word *is*, spell it, and put it into sentences to share with the rest of the group. Then look at the words *and* and *has*. Ask the children which short vowel sound they have – *a*. Talk about other words that have the same short vowel sound.

BEFORE READING

4/5

Ask the children to look at the picture and describe what Sam is doing. Do they like jumping on the trampoline as well? Talk about what fun it is.



Ask the children what Sam likes. See if they can refer to the information in the text, not just the picture. Can they point to the words that tell you Sam likes to jump on the trampoline?

Ask the children to identify the words *on* and *the* and put them in some sentences. Look at the word *jumping*. Ask the children what verb it comes from – *jump*. Explain that the ending *ing* is a suffix. Talk about other words with the same ending.

AFTER READING



Ask the children to look at the picture and say what else Sam likes to do. Talk about what people with asthma need to have with them or at hand when they are doing physically strenuous activity. How can we make sure people with asthma are safe?



Can the children identify where it says in the text what Sam likes running up. Ask them to point to the text where it says *up the big hill*.



Ask the children to point to the words *to* and *up* and put them in sentences to clarify use and meaning. Then direct their attention to the word *likes*. Ask them what verb this word comes from – *like*. Explain that the ending *s* is a suffix. Ask the children to place this suffix on other verbs to consolidate their understanding.



Ask the children to describe what is happening in the picture. Talk about what the children like doing with their brothers, sisters, or friends in their spare time.



Ask the children what they like about this book and why. Encourage them to refer to their favourite pages to help clarify their reasons.



Talk to the children about the word *We*. Spell it and collect some sentences together that clarify its meaning and use. Then ask the children to identify the word with the suffix – do they remember the *ing* rule? Invite them to put other words with the *ing* ending into sentences of their own.

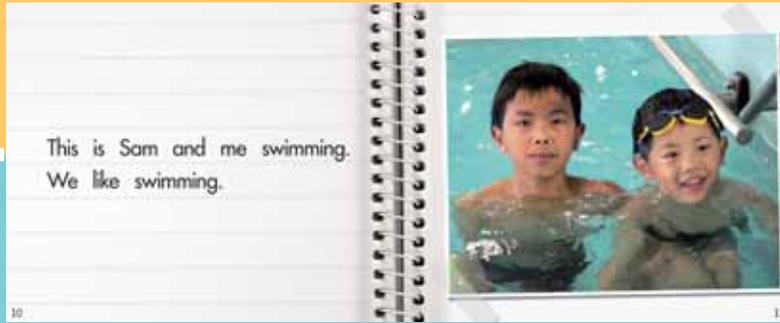
BEFORE READING 10/11



Ask the children to cover the text and describe what is happening in this picture. Invite them to think of text that would go with this picture.



Encourage the children to use vocabulary and style like the author's when they suggest text for this page.



AFTER READING



Ask the children to identify the word with the suffix – *swimming*. Then ask them why they chose it. Can they explain the *ing* rule and what the root word is – *swim*? Ask them to recall the other *ing* words in the book. They can refer back to the previous pages.

BEFORE READING 12/13



Ask the children to look at the picture and describe what Sam likes to do. Ask the children if they think having asthma means you should not do these activities. Discuss some precautions people with asthma must take while doing such activities.



AFTER READING



Ask the children to tell you what kind of tree Sam went climbing up. They need to refer to the text when they answer.



Identify the words *big* and *He*. Have the children spell them and put them in their own sentences. Identify the word *climbs* and the suffix *s*. Compare *climb* and *climbs*. Place them in different sentences and explain the rule that the suffix is dependent upon the subject – *I climb, he climbs*.



Ask the children to look carefully at this picture and describe how Sam is getting on with climbing up the tree. Do the children like climbing trees? Discuss some safety issues regarding climbing trees.



Ask the children what words tell them Sam was climbing higher and higher – can they identify the words *up and up and up*?



Ask the children to identify the words *up* and *big*. Invite them to identify the short vowel sounds in these words – *u* and *i*.



Ask the children to tell you what is happening in the picture and who they think has been taking the pictures. Encourage them to give reasons.



Ask the children to read through the book again, find their favourite page, and explain why. Can they tell you what is special about Sam and why?



Ask the children to identify the word *I*. Ask them to place it in some sentences of their own to share with the group afterwards.

4 f Sam

Name _____

Use the words to complete the sentences.

swims swimming

Sam _____ in the swimming pool.

Sam is _____ in the swimming pool.

jumping jumps

We like _____ on the trampoline.

Sam _____ on the trampoline.

Write one sentence with the word *climb*.

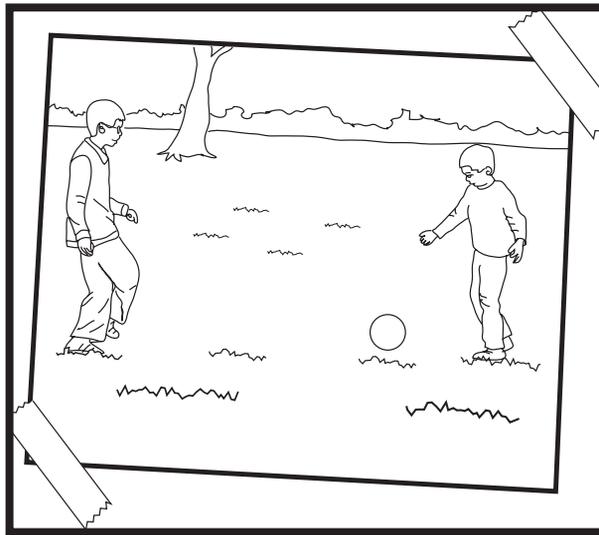
Write another sentence with the word *climbs*.

4 f Sam

Name _____

Read the sentence.

This is Sam and me playing soccer.



Draw Sam in a tree. Write a sentence about it.

