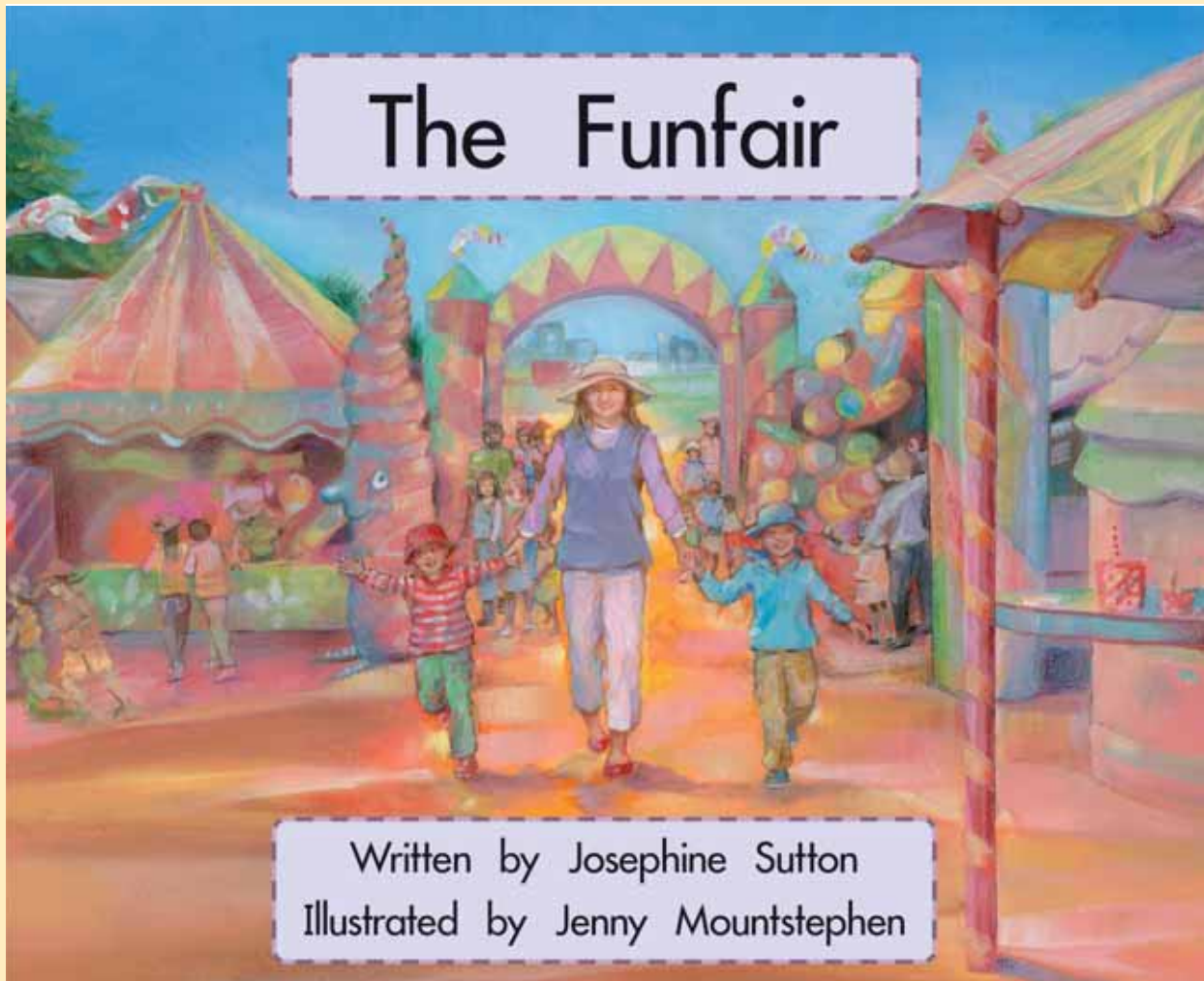




Level 4 Book h



Level	4
Word Count	84
Text Type	Narrative
High Frequency	little
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)

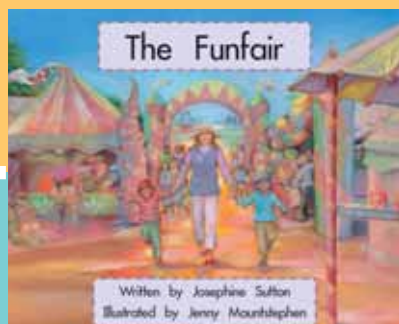
BEFORE READING Cover & Title Page



Ask the children to describe what they see in the pictures. Describe the setting and who the characters might be. Talk about the activities that can be seen and the expressions on the characters' faces.



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



Ask the children if they have been to a funfair. Talk about all the things they did there. Can they predict what might happen in this story?



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

BEFORE READING

2/3

Ask the children to describe what is happening in this picture. What kind of ride do you think they are going to go on and what does it do? Ask the children to predict what the characters are saying.

"I want to go on that big ride,"
Jack said to Mum.



AFTER READING

Ask the children if they have ever been on a ride like this and what it does. Then ask the children what Jack said to Mum. Encourage them to refer to the text, pointing to the precise words Jack said.

Ask the children to point to the words *big*, *go*, and *to*. Spell them and ask the children to turn to a friend and suggest a sentence with at least one of the words. Next, point out the short vowel sound in the word *big*. Can they think of other words with the same sound?

BEFORE READING

4/5

Ask the children to cover the text, look at the picture, and guess what Mum might say. Do the characters' expressions give the children a clue as to what she might have said?

"No," said Mum.
"Big rides are for big boys.
Little rides are for little boys."



AFTER READING

Ask the children to explain why Mum has said *No*. Encourage them to identify the reasons that Mum gave, referring to the words in the text.

Ask the children to identify the words *little* and *big*. Then ask them to place them in sentences. Explain that they are antonyms – they have opposite meanings.



Ask the children to talk about the type of ride the boys are going on. Do the children think this type of ride is suitable for the characters? Then ask the children why Mum thinks some rides are more suitable than others.



Ask the children what animals Jack and Tim went on. Encourage the children to refer to the picture or the text when answering – how do they know they rode on pigs?



Ask the children to point to the words *and*, *on*, and *went*. Make sure they put their finger underneath the words. Spell the words and ask the children to turn to a friend and give a sentence with at least one of the words. Then ask the children to identify the capital letters and full stops and explain why they are used.



Ask the children to cover the text and describe what they can see in this picture. Can they guess what the children might be asking Mum now?



Talk to the children about what they think about this book and the story so far. Encourage them to think about the author's intention for the reader. What is the author trying to teach children?



Ask the children to identify the word on the page with the short *o* vowel sound. They need to identify the word *on* and ignore the other *o* words to get it right. You could explain all the sounds that the *o* words make to clarify and review the short vowel sound. Then ask them to identify the word with the short *i* vowel sound.

BEFORE READING 10/11

Ask the children to guess what Mum might be saying to the boys now. Encourage the children to recall the conversation on the previous pages.



AFTER READING

Ask the children what Mum actually said, encouraging them to refer to the text and speech marks.

Ask the children to identify the plural words – *boys* and *rides*. Ask them to explain why these words have *s* on the end. Discuss singular and plural words. Further, ask the children to make sentences with these words in both singular and plural forms.

A Trip to the Zoo

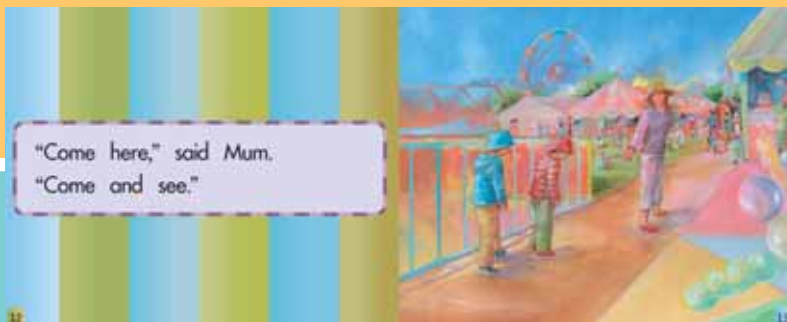
At the Soccer Match

Ollie Octopus's Restaurant

Look at This

BEFORE READING 12/13

Ask the children to describe how the boys are feeling. Encourage them to describe the way the boys hang their heads in disappointment. Then ask the children how they would feel in their position.



Invite the children to predict where Mum might be taking the boys. What has she got planned for them? Can the children guess?

Ask the children to point to the words *Come*, *here*, and *see*. Spell the words. Ask the children to suggest a sentence with at least one of the words. Then have the children identify the capital letters, full stops, comma, and speech marks, and explain why they are used.

The Jungle Boat Ride

Sam

Benny Wants to Go Out

The Funfair

AFTER READING

Ask the children to look at the picture and tell what Mum has bought the boys. Talk about how this makes the children feel. Can they guess what flavours the ice-cream might be?



Talk about all the fun things children are able to do at the funfair. Ask the children what things they are looking forward to when they are older.

Ask the children to identify the short vowel sound in the word *Mum*. Invite the children to think of other words with the same vowel sound. Next, ask the children to spot the plural word in the text – *ice-creams*.

Talk about the last scene and the expressions on the boys' faces. Why do the children think the boys look so happy?



Ask the children to look through the book and find their favourite page. What did they like most about this book? Encourage them to explain their ideas with good reasons.

Ask the children to identify the words *can* and *have*. Have them place these words in sentences to clarify use and meaning. Next, point out the short vowel sound in the word *can*. Can they think of other words with the same sound?

4 h The Funfair

Name _____

Put the missing words in the sentences.

big go little

said went

“I want to _____ on that big ride,”
Jack said to Mum.

“Big rides are for big boys,” _____ Mum.

Jack and Tim _____ on a little ride.

“Little rides are for _____ boys,” said Mum.

“These _____ ice-creams are for you,” said Mum.

4 h The Funfair

Name _____

Practise writing these words.

and

went

are

these

that

come

for

here

Read the words you have written.