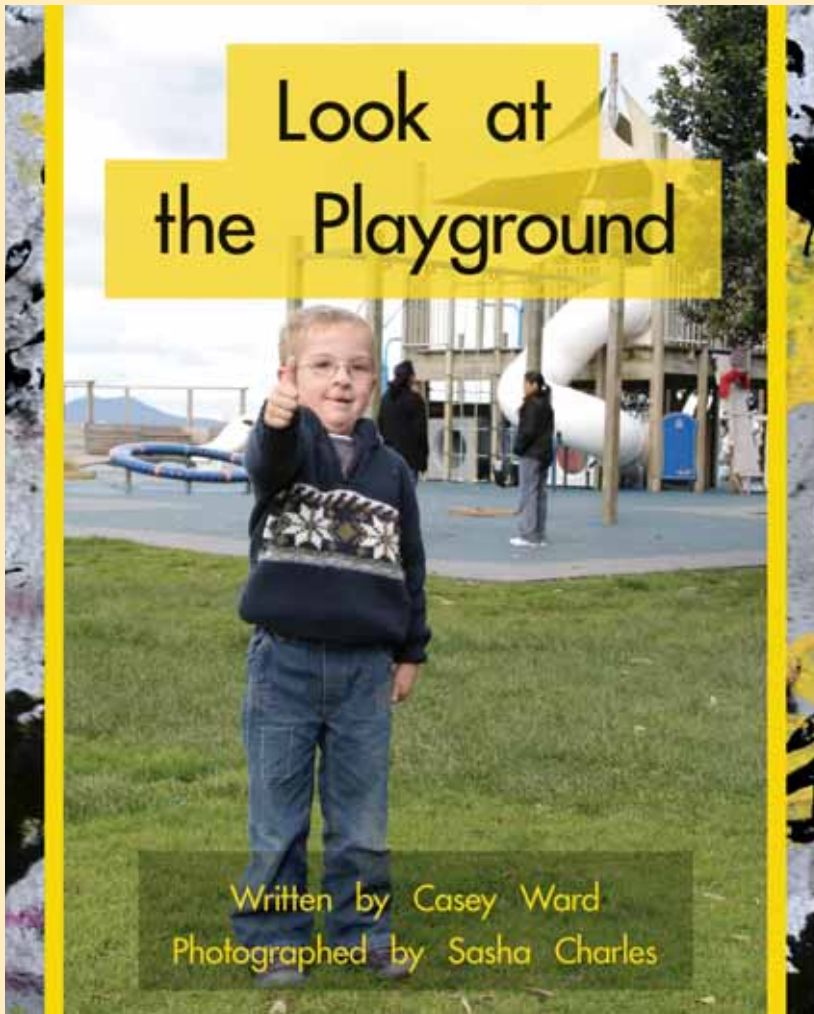




Level 5 Book h



Level	5
Word Count	93
Text Type	Information report
High Frequency Word/s Introduced	



The Big Crash

Land and Water
Animals

Garden Animals

The Silly Space
Explorers

Dad's Secret
Building

Party Food

Carla Crocodile
Goes to the Market

Look at the
Playground

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



Invite the children to look at the cover and the title page. Ask what they think this book is about. Is it going to be a story or an information book?



Identify the names of the author and photographer and ask the children why they are placed here.



Talk to the children about their playground and what activities they do there. Talk about swings, slides, and climbing. What are their favourites? What might they read about in this book?



Check reading strategies with the children. Remind them to match one spoken word with one written word as they read. Ask them which words they find easy and which ones difficult. Then ask the children to point to the word *Playground*.

AFTER READING

BEFORE READING 2/3

Ask the children to describe everything they can see in this picture – the activities, the people, and the background.



AFTER READING

Ask the children what the author is asking them to do. Encourage them to describe what they see.

Ask the children to identify the words *at* and *Look*. Then ask them to make sentences with the words and share them with the group to clarify meaning and use. Review the function of question marks. Explain that questions and answers are a feature of this text.

BEFORE READING 4/5

Ask the children to look at this picture and describe what they see. Talk about swings in their playground and why they like them. Ask them if this swing would be for small children or older children.



AFTER READING

Ask the children to tell you where it says in the text what colour the swing is. Encourage them to point to the word *black*. If they have difficulty locating the word, ask them to say what colour the swing is from the picture. Identify how individual children comprehend information from books.

Ask the children to identify the label on the picture. Why do they think there is a label here? Does it add information? Ask the children where else they may have seen labels.

Ask the children to identify the playground activity here – the roundabout. Ask them what they think it does and how children play on it.



Ask the children to tell you where it says in the text what they are looking at in the picture. Can they identify the word *roundabout*? Identify some of the main sounds in this word – *r*, *d*, *b*, and *t*.

Ask the children to point to the words *can* and *you*. Invite them to think of short sentences with these words in them. Then identify the punctuation – capital letters, question mark, and full stops.

Ask the children to describe what this is and what children do on it. Talk about the slides in their playground. Do they enjoy playing on slides?



Talk to the children about what they like about this book so far. Talk about their favourite part of the playground and why they like it. Ask the children what they expect to see in the next pages of this book.

Ask the children to identify the word *It* and put it in a sentence. Then ask them to identify the two words in the text that have the long *i* vowel sound – *white* and *slide*. What kind of word is *white*? An adjective, and adjectives describe something – in this case, colour. Can the children name other colours? Emphasise that they are adjectives.

BEFORE READING 10/11

Invite the children to identify what they see in this picture. Talk about ladders and what children like to do on them and how they are used. What else can ladders be used for?



AFTER READING

Ask the children to identify the label in the picture and read what it says. Then talk about how labels are useful.

Identify the words *see* and *up*. Encourage the children to point to them. Then ask the children to put them into sentences of their own to clarify meaning. Next, ask the children to identify the word with the blend *bl* – *blue*. Can they recall that this is an adjective or describing word?

BEFORE READING 12/13

Ask the children to cover the text and identify what they see in this picture. Then encourage them to think about what the text might say.

Encourage the children to select a sentence that fits in with the vocabulary and style of the author.



AFTER READING

Ask the children to identify the word on the label. Then ask the children to tell you where the boy is sitting. Encourage them to use the text and find the information there. Be aware of where the children are finding their information – picture or text.

Ask the children to identify the word *playground*. Point to it as you read it together. Ask the children which two words have been placed together to make this word. Explain to the children that this is a compound word.

Ask the children to describe what they see in the picture. Talk to the children about their feelings when they are playing on a playground and why they think playgrounds are built for children.



Invite a discussion about why the author has written a book about playgrounds.

Ask the children to identify the words *too* and *this*. Point to them as you read them together. Ask the children to put the words in sentences to clarify use and meaning. Identify the question mark and ask the children to read out the question. Encourage them to intonate their voice at the end of the question and explain why questions sound different from sentences that end in a full stop.

Explain to the children that this is a picture glossary – a dictionary of important words from the book. Ask them to identify the pictures.



Ask the children why a picture glossary is placed at the end of the book – what use does it have for the readers?

Ask the children to read through the book again and find their favourite page, explaining the reasons for their choice.

5 h Look at the Playground Name _____

Which of the following can you find at a playground? Write **Yes** or **No**.

car _____

farm _____

hippo _____

ladder _____

plane _____

roundabout _____

slide _____

swing _____

5 h Look at the Playground Name _____

Draw a red circle around the words
with the sound *wh*.

Draw a blue circle around the words
with the sound *bl*.

Draw a yellow circle around the words
with the sound *sl*.

slug

slide

blue

when

slip

black

brave

white

stop

blob

sun

slap

where

slow