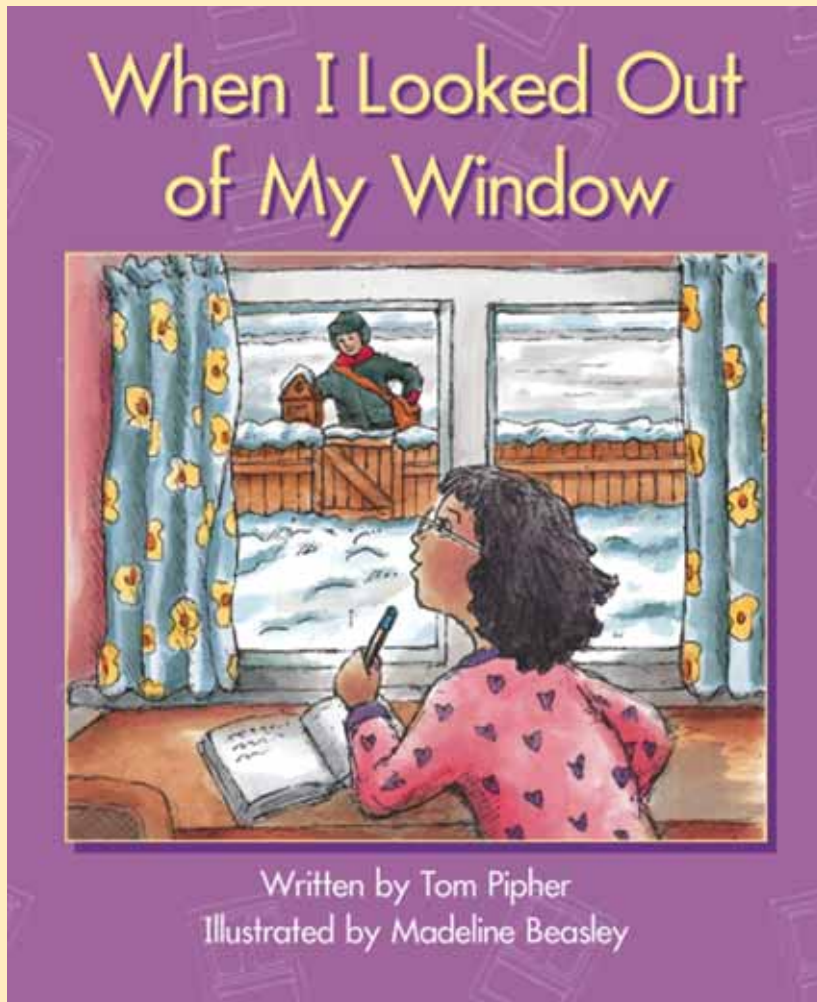




# Level 11

## Book f



Level	11
Word Count	215
Text Type	Literary recount
High Frequency Introduced	of
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. This is not an arbitrary division. 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)*



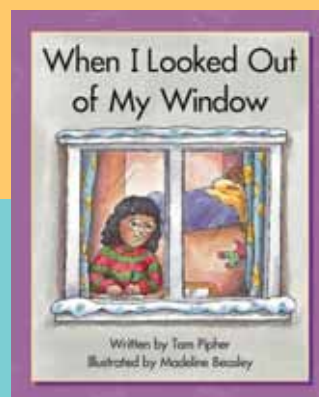
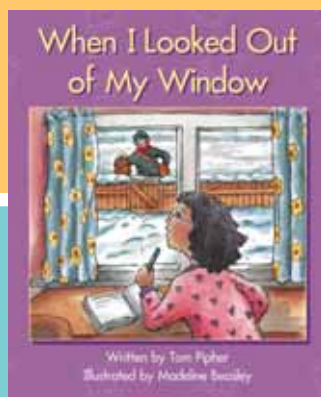
*This symbol relates to use (text user)*

BEFORE READING

## Cover & Title Page



Encourage the children to look at the pictures on the title and cover pages. Ask them what the girl on the cover is doing. What sorts of things do they think she sees?



Ask the children if the title of the story confirmed their interpretations of the pictures.

AFTER READING

Discuss with the children the things they see when they look out of their bedroom windows at home. What does the girl in this story see through her window on this page?

Write *outside* on the board. Ask the children for the opposite word, and write it underneath *outside*.

When I looked out of my window,  
I saw my cat.  
She was sleeping.  
I like sleeping, too.  
So, I went back to bed.



Ask the children what the girl saw when she looked out of her window. What was the cat doing? How does the girl feel about sleeping?

Discuss with the children how the illustrator has made the concept of inside/outside clear to the reader on p3. How has the picture on p3 helped them to understand the text on p2?

Ask the children what the girl is doing in this picture. What does she see out of the window? Who do you think these people are?

Write *their* on the board. Underneath write: *their hats, their coats, their scarves, their gloves*. Discuss with the children why *their* is used instead of *there*.

When I looked out of my window,  
I saw my dad and my mum.  
They had on their hats.  
They had on their coats.  
They had on their scarves  
and they had on their gloves.



Ask the children who the girl saw out of her window. What were they wearing? What was the weather like outside? Why did they wear that type of clothing?-

Discuss with the children what the girl might do now that she has seen her parents dressed in winter clothes.



Ask the children what clothes the girl got that were like her parents' clothes. What does she do once she has put them on?

Ask the children if they can say what drawing technique the illustrator has used on p7 to show the reader that the snowball and dog are moving.

Ask the children what the girl is doing in this picture. Who do they think she sees this time? What tells the children that this person is the girl's friend? Have the children think carefully about what they have just read. Ask them what time of day it is. What will the girl do now that she has seen her friend with her school things?



Ask the children what the name of the girl seen outside the window is. What did she have with her?

Write *Cara* on the board and underline the middle sound *ar*. Ask the children to find two words on p6 with the *ar* sound.

BEFORE READING 10/11

AFTER READING

Ask the children what is happening in this picture. How does what is happening in this picture follow what happened on the previous page?

I got my school bag and I got my lunch box. Then I played with Shar some more.



Discuss with the children if their prediction was right about what the girl would do after seeing her friend. Was there anything she did that was unexpected? What?

BEFORE READING 12/13

AFTER READING

Ask the children what the girl is doing in this picture. Is it what they thought would happen based on what they have just read? Discuss what they thought would happen and why.

When I looked out of my window, I saw Karl. He had his school bag and he had his ball.



I got my ball, too. I played ball with Shar. Shar likes playing ball with me.

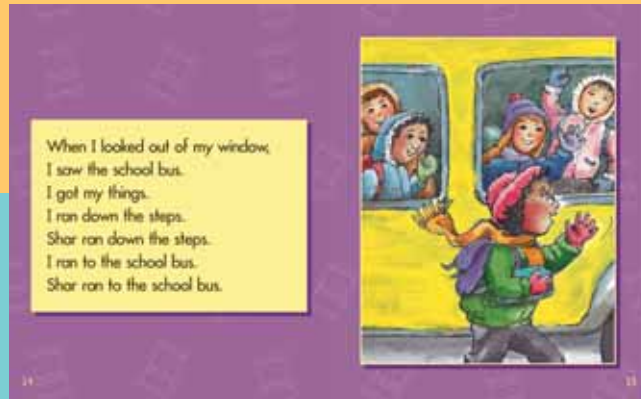


Ask the children who the girl sees from the window. Do the children think this is a friend of the girl? Why? What does Karl have with him?

Ask the children to find another word on p12 with the sound ar. Add it to the board. Ask for other words with the ar sound and add them to the list. Read together all the ar words on the board.



Ask the children what the girl saw out of her window this time. Why is she running in this picture?



Ask the children what it was that the girl saw out of her window? What did she do? Who went with her?

What time of year is the setting for this story? Did the illustrator make this clear to you? How? Is winter at your home like this?

Ask the children which window the girl is looking out of in this picture. What is she looking at? Why is Shar not in the bus?

Have the children read the book independently. Ask them to suggest what they will do when they come to unknown words. Make suggestions where necessary.

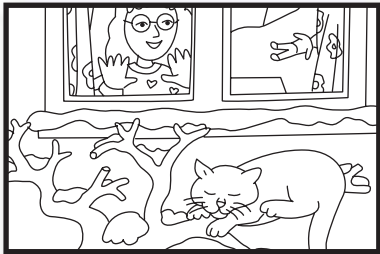


Ask the children where the girl is now. What is she doing? What does she say as she waves? Where is she going?

# 11 f When I Looked Out of My Window

Name \_\_\_\_\_

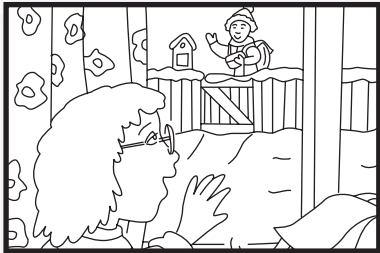
1. What does the girl see each time she looks out of her window? Complete the sentences to say what she sees.



I saw my \_ \_ \_.



I saw my \_ \_ \_ and \_ \_ \_.



I saw \_ \_ \_ \_.



I saw \_ \_ \_ \_.



I saw the \_ \_ \_ \_ \_  
\_ \_ \_.

# 11 f When I Looked Out of My Window

Name \_\_\_\_\_

1. Make words with the sound ar.

Sharar

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2. Count the words you have written. Write the number in  
this circle.

