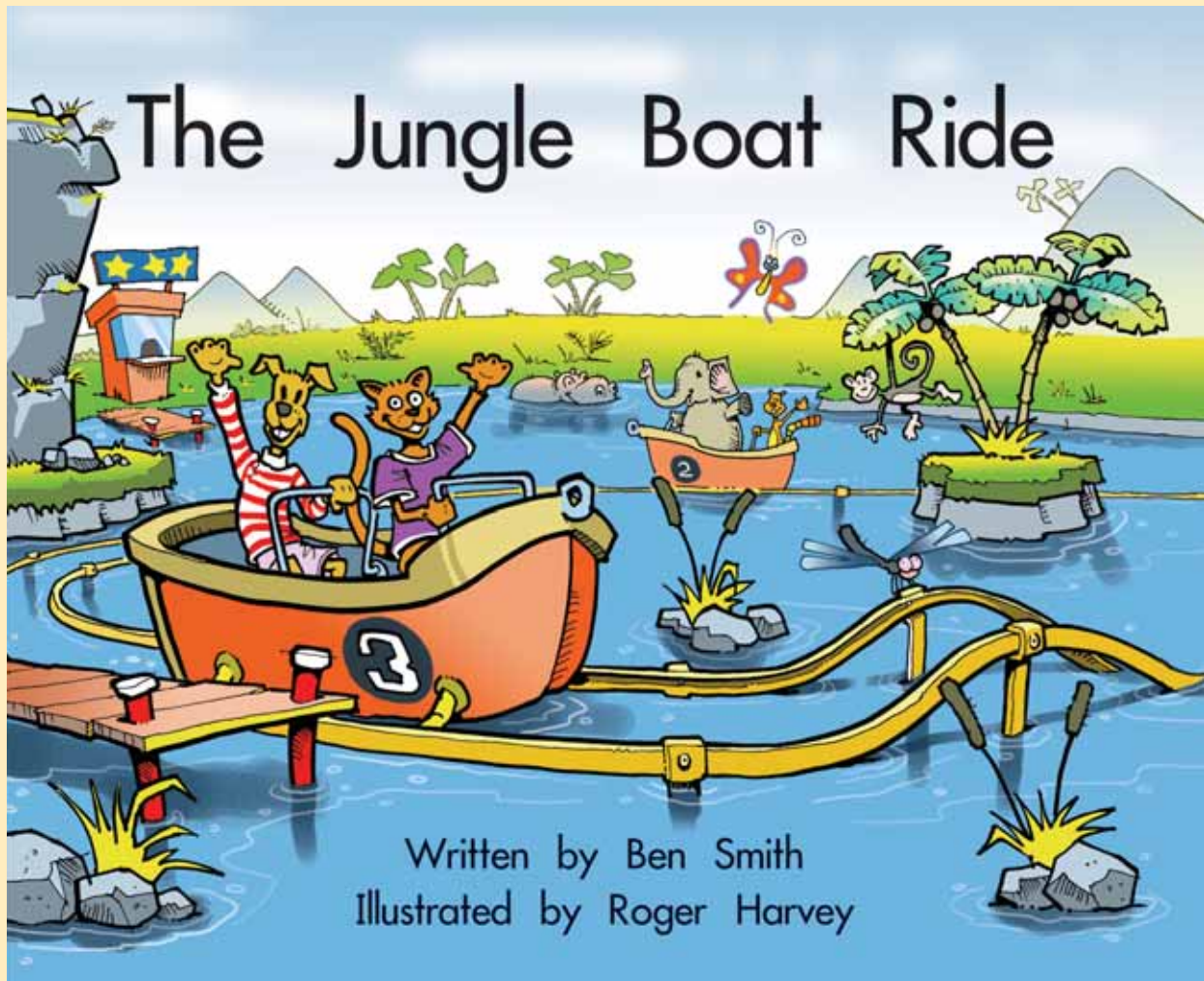




Level 4 Book e



Level	4
Word Count	89
Text Type	Literary recount
High Frequency Word/s Introduced	



A Trip to the Zoo

At the Soccer
Match

Ollie Octopus'
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

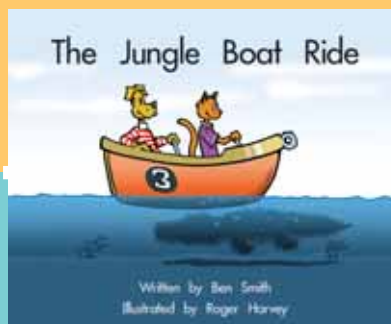
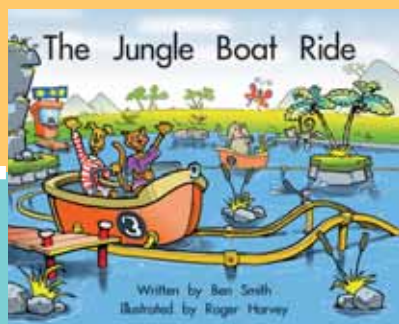
Cover & Title Page



Ask the children to describe what they see in the pictures. Ask them to guess whether this is going to be a story book or information book and support their ideas with reasons.



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



Ask the children if they can guess the setting of this story – they need to say a funfair ride or something similar. See if they can support the funfair answer by referring to the word *Ride* or the picture clues.



Check reading strategies with the children. Remind them to match one spoken word with one written word as they read. Make sure they put their finger underneath each word.

AFTER READING

BEFORE READING 2/3

Ask the children to identify all the animals in the picture and say which ones are the main characters.

Ask the children to predict what's going to happen in this story.



AFTER READING

Ask the children to explain why the hippo isn't real. They need to refer to the picture in order to identify the mechanical jaws to support their answer.

Ask the children to point to the words at and Cat. Spell them. Ask the children what these words have in common - they need to say the short a vowel sound. Ask the children to list other words with the same vowel sound. Talk about the question mark and why it is placed at the end of sentences.

BEFORE READING 4/5

Ask the children to cover the words and look at the picture to see if they can guess what is going to be said. Ask if they can recall the last page, to get the answer right about whether the whale is real or not.



AFTER READING

Ask the children to explain why the animals are not real on this ride. Ask them to think of good reasons for their answers.

Ask the children to identify the words said and the. Spell them and put them in sentences to share with the group. Ask the children to find the word with the short a vowel sound.

Ask the children to talk about the type of ride the characters are on and see if they have experienced something similar. Encourage the children to talk about their ride and what it was like. In particular, discuss how they felt on the journey.



Ask the children to identify the new animal they have seen. They need to refer to the text, pointing to the word *shark*, or to the picture. Ask all the children to point to the word *shark*.

Ask the children to point to the words *on* and *not*. Have the children spell the words, then make a sentence that includes at least one of the words. Ask the children to identify the capital letters, speech marks, comma, and full stops.

Ask the children to describe all the animals in the picture. Ask them to predict what other animals they might see soon.

Talk to the children about what they think about this book and the story so far. Ask if they can think of something they really like and refer to it in the picture or the writing.



Ask the children to identify the word *looked*. They need to identify the root word *look* and explain why the *ed* has been added on the end. Explain that this is called a suffix – a word ending. Put the words *look* and *looked* into sentences to clarify the different uses based upon past tense and present tense.

BEFORE READING 10/11

Ask the children to identify the new animal jumping out of the water. Ask if the children have ever seen a dolphin before and where. Talk about the characteristics that dolphins are known for.



Ask the children whether this dolphin is real or not. They need to refer to the text or the picture to support their answer.

Ask the children to identify the short vowel sounds in the words *cat* and *dog*. List other words that fall into these two categories and write them on the board.

AFTER READING

BEFORE READING 12/13

Ask the children to describe what is happening in the picture now. Can the children predict what might happen next?



Can the children work out what the author is doing? Talk about suspense as a tool authors use to increase interest in the story. Refer to the text and the picture and the ways they indicate that something is going to happen.

Ask the children to identify the capitals and full stops and why they are used.

AFTER READING

A Trip to the Zoo

At the Soccer Match

Ollie Octopus's Restaurant

Look at This

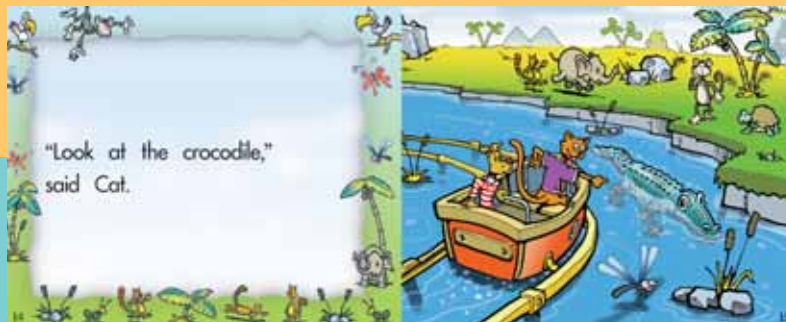
The Jungle Boat Ride

Sam

Benny Wants to Go Out

The Funfair

Ask the children what they have seen in the water. Encourage the children to predict whether this is real or not. Support their ideas with reasons.



Talk about all the other animals in the picture and how their behaviour has changed. Does this tell the reader what might happen?

Ask the children to explain why *Cat* has a capital letter. Review punctuation names and use in this section of text.

Talk about the last scene and the expressions on the animals' faces. What has shocked them all? Ask the children if their predictions were correct.



Ask the children to look through the book and find their favourite page. What did they like most about this book? Have them give good reasons when explaining their ideas.

See if the children can identify the words *It* and *is*. Then put them in sentences to share with the group to clarify use and meaning.

4 e The Jungle Boat Ride Name _____

Put in the missing punctuation.

Look at the hippo said Cat

Is it real said Dog

No said Cat

Look at the whale said Dog

Is it real said Cat

No said Dog

Draw your favourite picture and write a sentence.



4 e The Jungle Boat Ride Name _____

Use the words to fill in the table.

A funfair ride in a jungle.

They meet a hungry crocodile.

Dog crocodile Cat

Write what happens next in the empty box.

Characters	Setting
Problem	