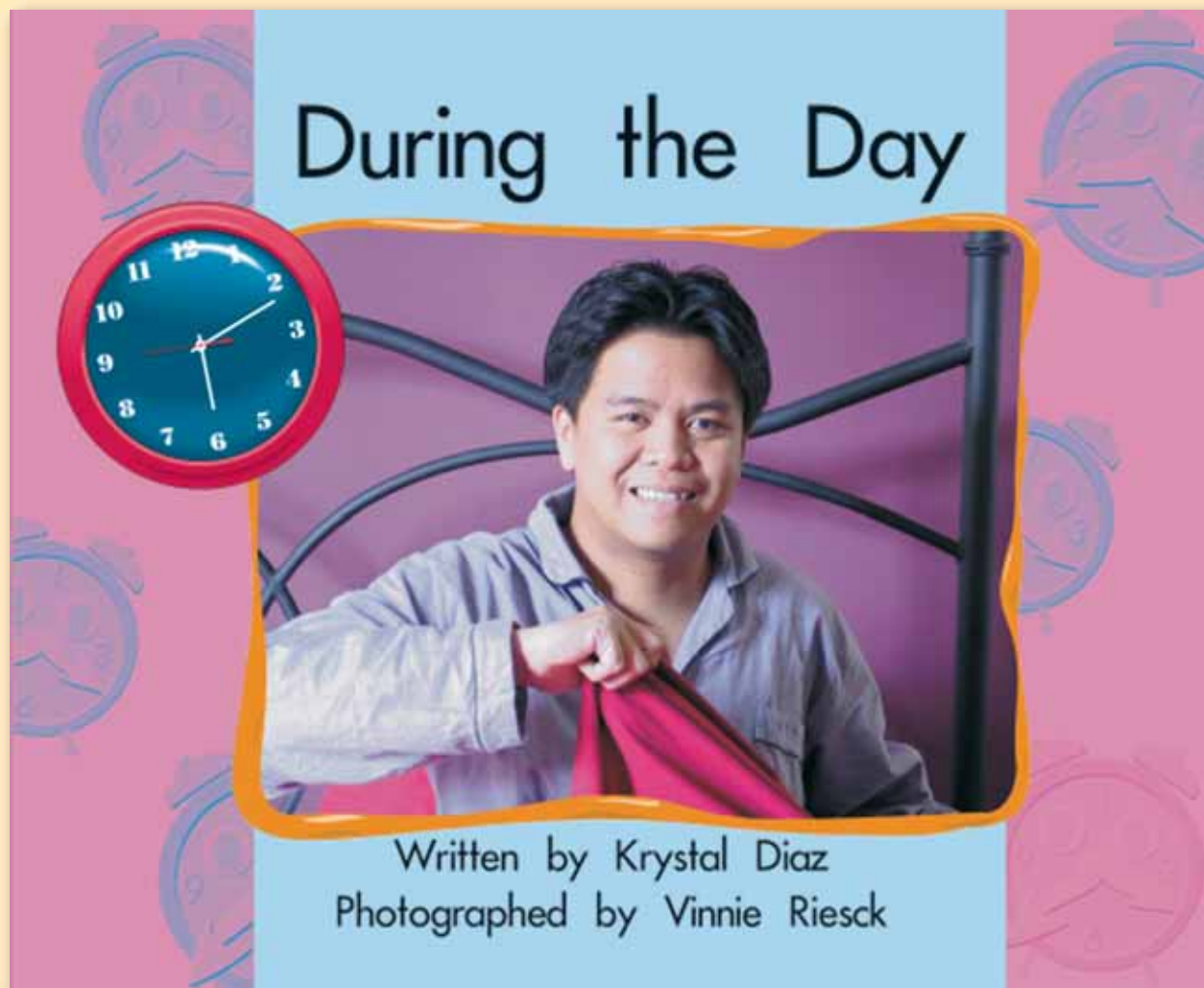




Level 1

Book a



Written by Krystal Diaz
Photographed by Vinnie Riesck

Level	1
Word Count	32
Text Type	Factual description
High Frequency	the, is
Word/s Introduced	

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This symbol relates to comprehension (meaning maker)



This symbol relates to decoding (code breaker)



This symbol relates to critical analysis (text critic or analyser)

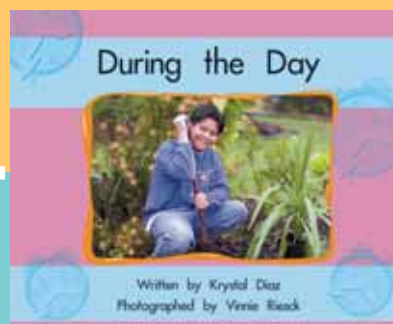
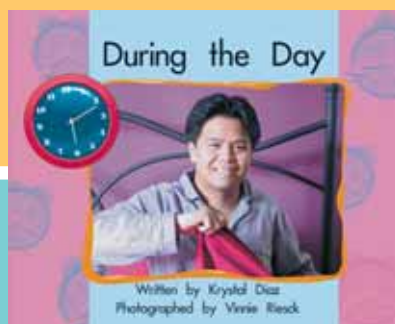


This symbol relates to use (text user)

Cover & Title Page



Read the title to the children from the cover. Ask them to share some of the things that they do during the day. Ask them to look at the photo and say what the man is doing. Have them turn to the title page for further information. Ask the children to predict what other things the man might do during the day.



Ask the children to respond to the book. You may ask them what new things they learned about what people do during the day. You may also want to ask specific questions such as, *What did the man do before breakfast? After dinner?*



Check reading strategies with the children. Ask if they managed to match one spoken word with one written word as they were reading.

Talk about the time. Ask the children to compare what they do at this time with what the man does. Have the children make some predictions about what the man may do next.

The man is sleeping.



Discuss how the children managed to match their fingers and their voices. Ask one child who can do this well to demonstrate how it is done to others. Ask each child to read the page again and stop at the word *is*.

Have the children discuss what the man is doing. Were their predictions right? Ask the children to suggest what the man will do after his early morning run.

The man is running.



Have the children analyse the text in terms of what they do and what the man does after they both get up. Have children share the different things they do.

Ask the children to point to the word *the* on this page. Then ask them to point to *is*.



Continue the discussion about the time and what the man is doing. Ask the children to make predictions about what he will do next.



Continue the discussion of similarities and differences in what the children and the man do during the day.



Ask the children to identify *the* and *is* on this page.



Have the children confirm or revise their predictions. Discuss what the man is eating for breakfast.



Discuss the different foods that people eat for breakfast. Ask the children to say what is the same and what is different between their breakfast and the man's.



Ask the children to identify *the* and *is* on this page.

BEFORE READING 10/11

Ask the children to suggest the job that this man does. You may like to list the jobs that are done mainly on a computer.

The man is working.



Ask the children to say whether they think working with a computer is a good job. Have them say why or why not.

Ask the children to identify *the* and *is* on this page.

AFTER READING

During the Day

The Pesky Fly

At the Supermarket

Where Is Sam?

BEFORE READING 12/13

Invite the children to discuss what they do after school.

The man is digging.



Refer back to the clock. Ask the children how telling the time could help them read the text. Also ask how reading the text could help them tell the time.

Ask the children to identify *the* and *is* on this page.

AFTER READING

The Rescue

Hair

Who Is Asleep?

The Kangaroo School

Continue the discussion about what the man does in the course of the day. Ask the children to make a prediction as to how the man's day will end.



Discuss with the children what they do before they go to bed. How many of them have a bedtime story read to them?

Ask the children to identify *the* and *is* on this page.

Explain to the children that they are now going to read the book independently. Have them return to the beginning of the book. Read the title again together. Have the children turn to page 2 and put their index finger under the first word that they will read. Tell them that they need to point to each word as they read it.



Draw the children's attention to the clock again. Ask the children to say how they can use the information that the clock gives them to find out what other people do during the day.

1 a During the Day

Name _____

Read the sentence.

Write the sentence.

Colour the picture.



The man is reading.

1 a During the Day

Name _____

1. Cut out the sentences.
2. Read them.
3. Match them to the sentences in the book.

The man is reading.

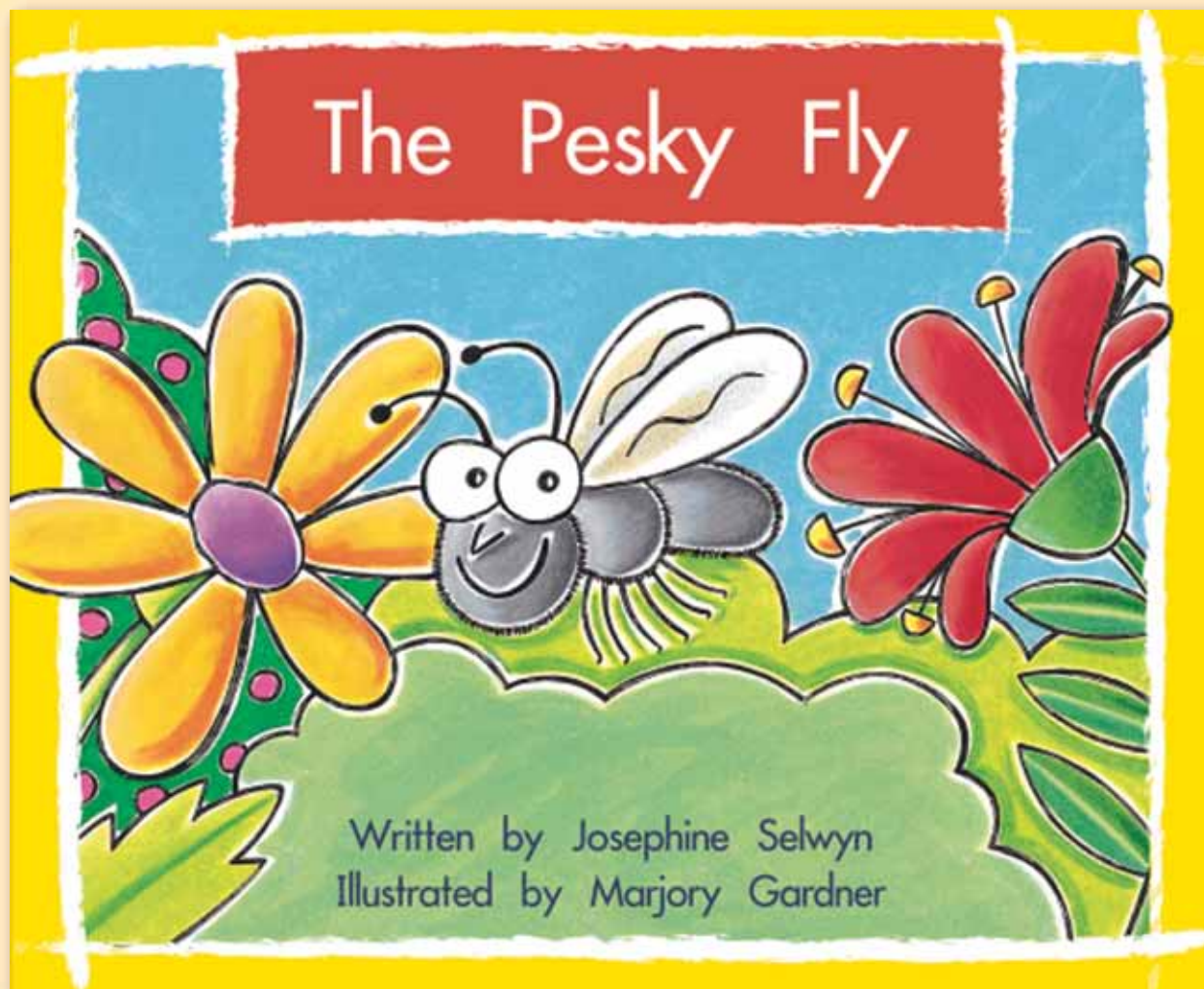
The man is eating.

The man is sleeping.

The man is working.



Level 1 Book b



Written by Josephine Selwyn
Illustrated by Marjory Gardner

Level	1
Word Count	35
Text Type	Literary recount
High Frequency	I, am, on
Word/s Introduced	

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This symbol relates to decoding (code breaker)



This symbol relates to analysis (text analyzer)



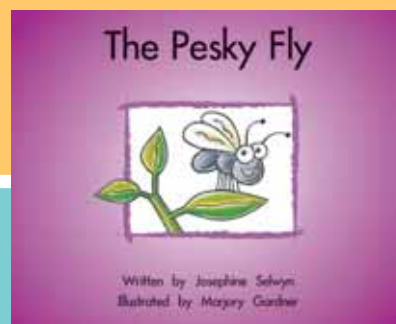
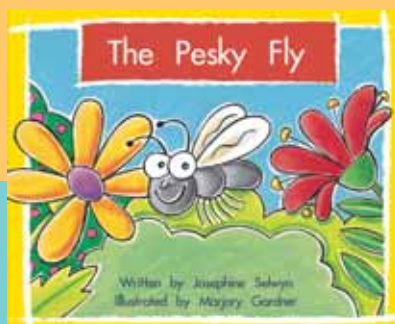
This symbol relates to use (text user)

BEFORE READING

Cover & Title Page



Read the title from the cover. Ask the children what they think the word *pesky* means. What sorts of things would a *pesky* fly do?



AFTER READING



Ask the children to respond to the book. Ask them why they now think the title of the book is *The Pesky Fly*. Have them discuss what other things a *pesky* fly might do.



Check reading strategies with the children. Ask if they managed to match one spoken word with one written word as they were reading.



Discuss the picture with the children. Ask them where the fly is. Why is the woman saying "Shoo!"?



Discuss how well the children managed to match their voices and their fingers as they read. Ask the children to read this page again. Then ask them to identify the word *am*. Read the page to them and ask them to listen for the word that rhymes with *am*.



Ask the children where the fly is now. Invite them to predict what other things the pesky fly could land on.



Have the children point to the word *am*. If necessary have them read the page again pointing to each word in order to locate *am*. Write *am* on the board and write *ham* and *jam* underneath. Have the children read the words to listen for the rhyme. Point out the common spelling pattern.

Have children discuss whether their predictions were right. Ask them to turn to the next page to check out the next food that the pesky fly lands on.



Ask the children to identify *am* on this page.

Discuss with the children what the woman does to get rid of flies. Ask them what other options the woman has for getting rid of the fly.

The children will need to look closely at this picture before they will realise that the fly moves from the bread to the milk. You may need to prompt them. It is important that they realise that this is the cat's milk before they move on. Ask the question, *Where do you think the fly will go next?*

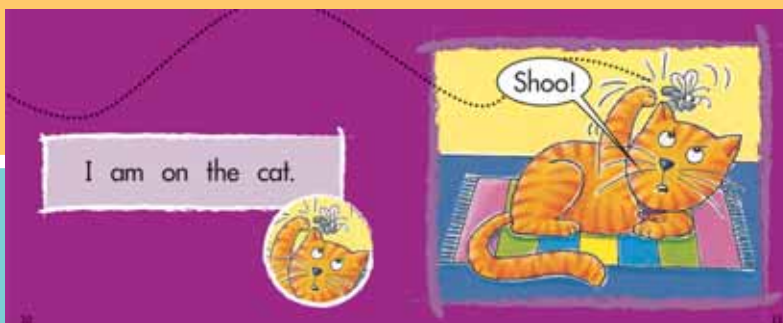


Talk to the children about how they could use what the woman does in their own lives. Ask them why it is important to keep flies away from food.

BEFORE READING 10/11



Ask the children if they picked that the fly would go onto the cat? What made them think that? Have them look closely at the picture. Where could the fly go next?



Continue to have the children identify *am*. It is important that they see it many times if they are to remember it.

AFTER READING

BEFORE READING 12/13



When the children have correctly predicted the word *mat*, say *cat* and *mat*. Tell the children that these are rhyming words. Ask them to suggest other words that rhyme with *cat* and *mat*. List the words on the board and point out the *at* ending which makes the words sound alike and look alike.



Refer back to *cat* and *mat* on the board, also *am*, *jam* and *ham*. Reinforce the sound and spelling match. You will not expect the children to remember the spelling patterns at this stage. What you are doing is alerting them to the fact that the English language does have certain spelling patterns.

AFTER READING



Have the children discuss where the fly is now and where it may go to next.



Continue to ask the children to identify *am*. If you are working with more able children they may also identify some of the other high frequency words.



Ask the children to respond to this page. What has happened to the pesky fly?



Have the children return to the beginning of the book. Read the title again together. Have the children turn to page 2 and put their index finger under the first word that they will read. Remind them to point to each word as they read it.



At this point you may like to have some of the children reread the text in unison while others read *Shoo!*

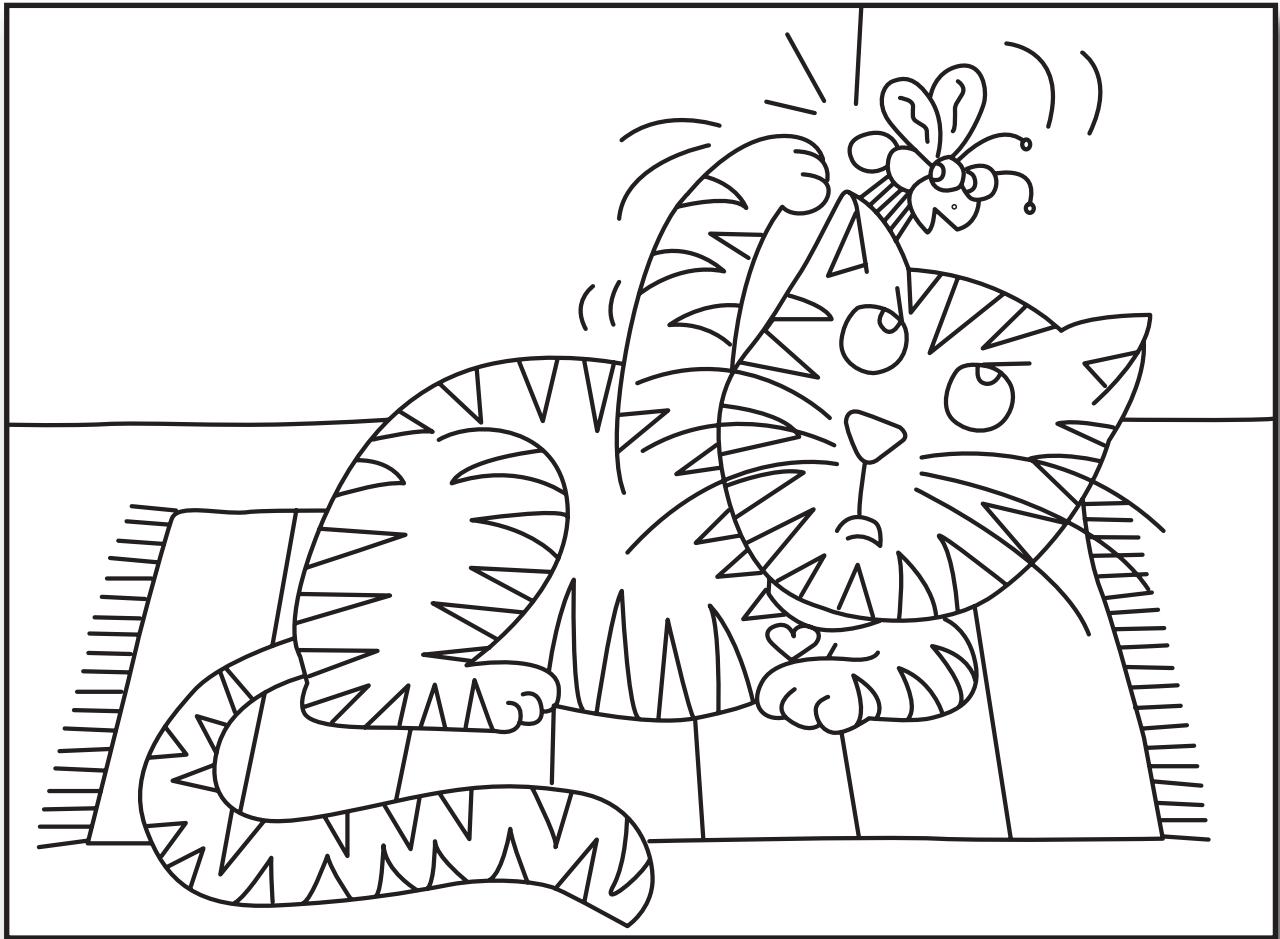
1 b The Pesky Fly

Name _____

Read the sentence.

Write the sentence.

Colour the picture.



I am on the cat.

1 b The Pesky Fly

Name _____

Circle the words that rhyme with cat.

dog

pig

hat

rat

sat

mat

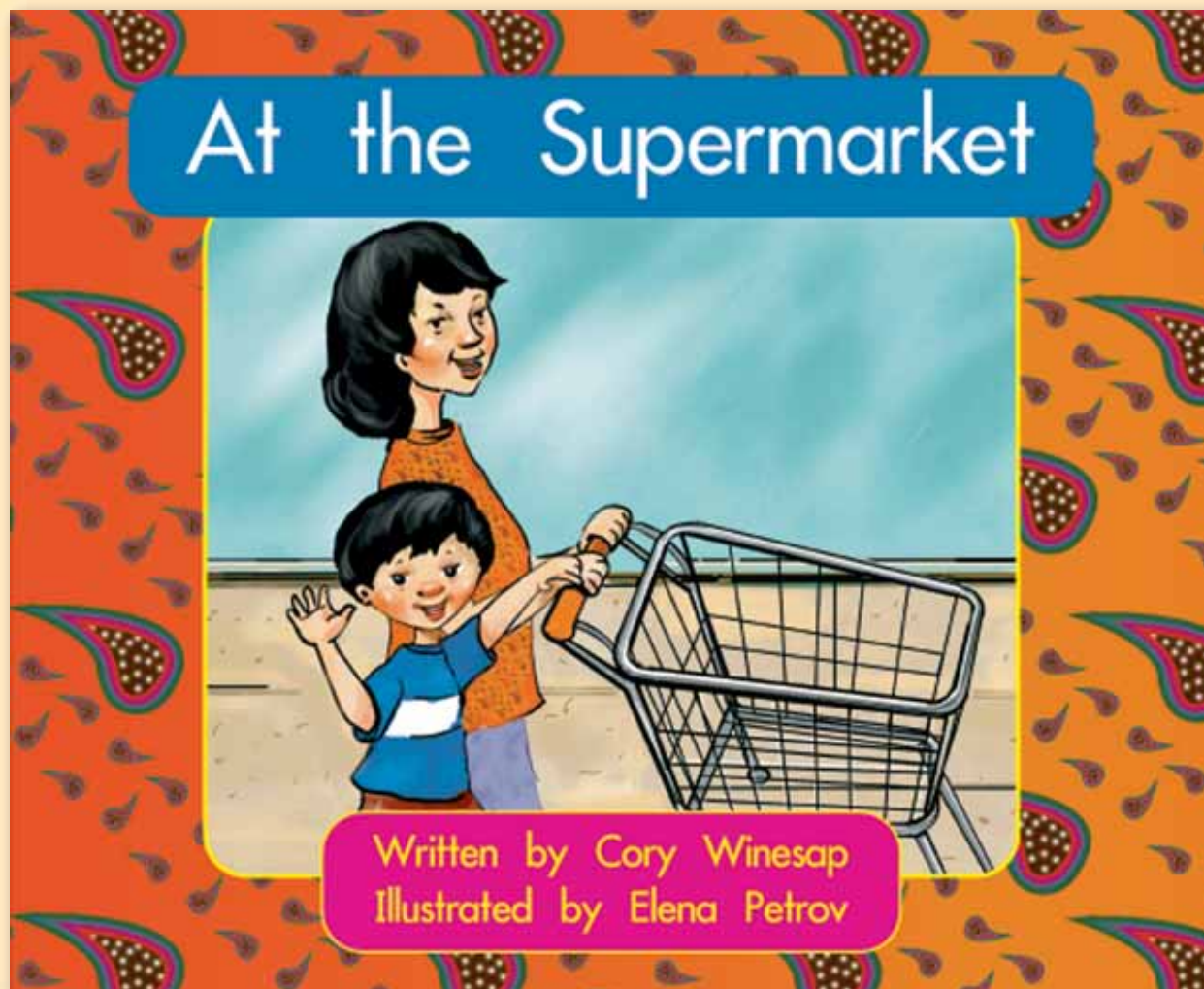
man

ham



Level 1

Book c



Level	1
Word Count	32
Text Type	Literary recount
High Frequency	we, get
Word/s Introduced	

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This symbol relates to decoding (code breaker)



This symbol relates to analysis (text analyzer)

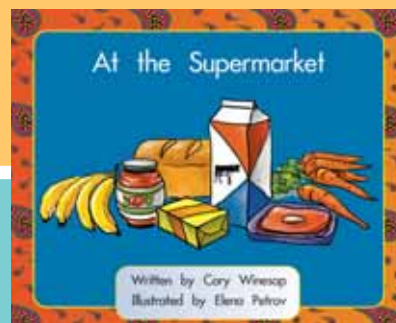
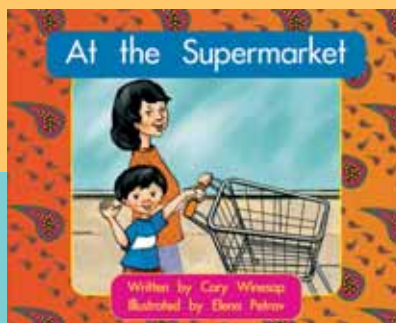


This symbol relates to use (text user)

Cover & Title Page



Read the title from the cover. Ask the children to share what they already know about the supermarket. Ask them to predict what this book might be about. Have them turn to the title page and use the information there to make further predictions.



Ask the children to respond to the book. Have them retell the events in order. What did the people buy first, second, last? What was the very last thing they did before leaving the supermarket?



Check reading strategies with the children. Ask if they managed to match one spoken word with one written word as they were reading.

BEFORE READING

2/3

Discuss with the children the predictions they made from the title page. Was this one of the items that they mentioned? Ask the children to suggest what other items they would find near the milk. Ask them if they think this is the next item the people will buy.



AFTER READING

Extend the children's understanding about the use of refrigeration for keeping things fresh. Ask them to share what foods they know that need to be kept cool to stay fresh.

Have the children point to the words *we* and *get*. Write *the* on the board. Ask the children to read *the*. Ask them to find *the* in their books.

BEFORE READING

4/5

Discuss the children's predictions. Did anyone predict that the people would buy butter next?

Explain to the children that the book is written as though the people in the picture were telling the reader what they did at the supermarket. Ask the children what they think the words say.



AFTER READING

Continue the discussion on things that need to be kept cool to stay fresh. Have children add items pictured on this page if they had not already mentioned them.

Discuss the picture with the children. Ask them to identify the different types of meat.

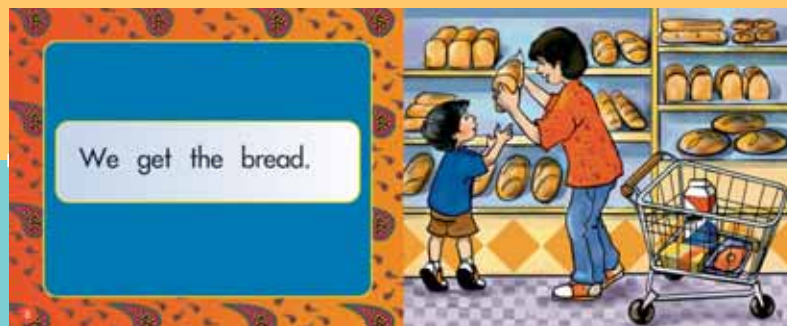
Refer to the text again if the students did not predict the correct pattern on the previous page. Prompt them with the initial word *we* if necessary.



Ask the children how they could use the information they have about keeping food fresh.

Have the children identify the words *the*, *get* and *we*.

Have the children identify what the people are buying now. Ask them if they know the name for this part of the supermarket.



Ask the children to suggest ways of keeping bread fresh. Ask them if bread needs to be kept cool like milk, butter and meat to keep it fresh.

Have the children identify the words *the*, *get* and *we*.

BEFORE READING 10/11

Point to the word *jam*. Ask the students to tell you more than one way that they knew the word was *jam*. Prompt for the use of the picture, the initial letter cue, and also for the rhyme with *am*.



Have the children suggest all the different flavours of jam. Invite them to share their favourite jam flavour.

AFTER READING

During the Day

The Pesky Fly

At the Supermarket

Where Is Sam?

BEFORE READING 12/13

Ask the children to look at the picture to see what the people are buying now. Ask them to name all the other fruit that they can see. Ask them what they think the people will buy next.



Discuss with the children how they keep fruit fresh at home. Make comparisons with foods that need storing in a cool place and foods that need airtight containers.

AFTER READING

The Rescue

Hair

Who Is Asleep?

The Kangaroo School

Ask the children to confirm their predictions. Did they guess that the vegetables would be near the fruit? Have them name all the vegetables in the picture and say which ones the people are buying.



Ask the children to make some comparisons between how to keep fruit and vegetables fresh. Which fruits and which vegetables need to be kept cool?

Have the children identify the words *the*, *get* and *we*.

Ask the children what is happening in this picture. Talk about paying the bill at the supermarket. Be sure that you use the word *bill* in your discussion as it may be an unfamiliar concept to some children.

Have the children return to the beginning of the book. Read the title again together. Remind them to point to each word as they read it.



Ask the children to use the text to suggest what meals the people are going to make given the items they have bought.

Ask the children what other alternatives the people have. Where else could they go to buy what they need? What other items could they buy at a supermarket?

1 c At the Supermarket

Name _____

Read the sentences.

Draw a line from the text to the correct picture.

We get the bread.



We get the milk.



We get the bill.



We get the jam.



1 c At the Supermarket **Name** _____

1. Write the correct word in the sentences.

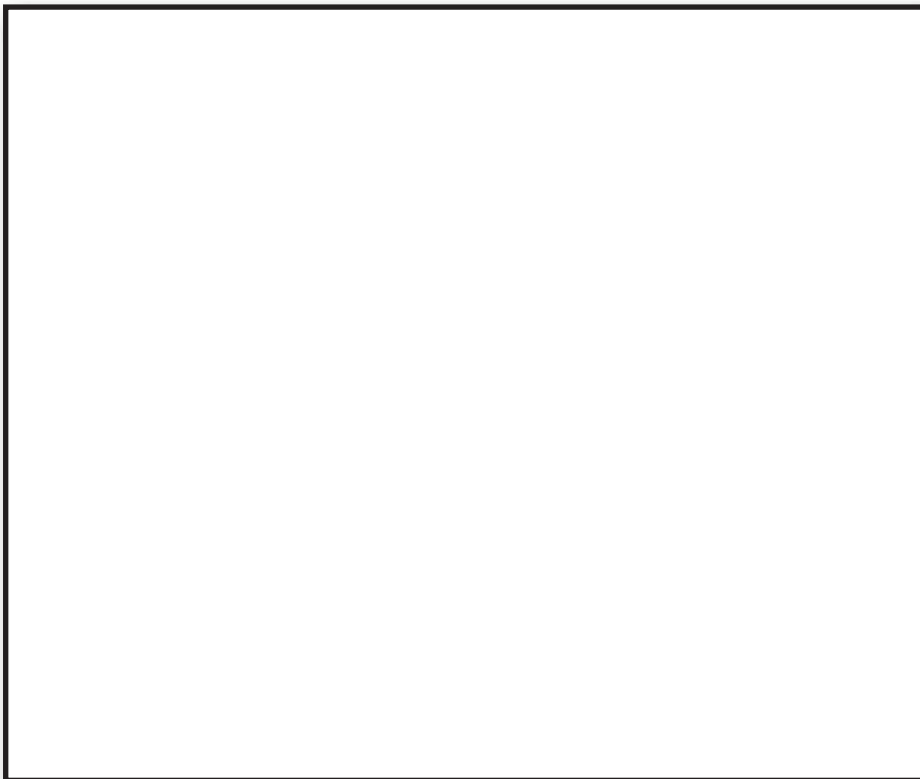
the get We

We _ _ _ the bread.

_ _ get the milk.

We get _ _ _ carrots.

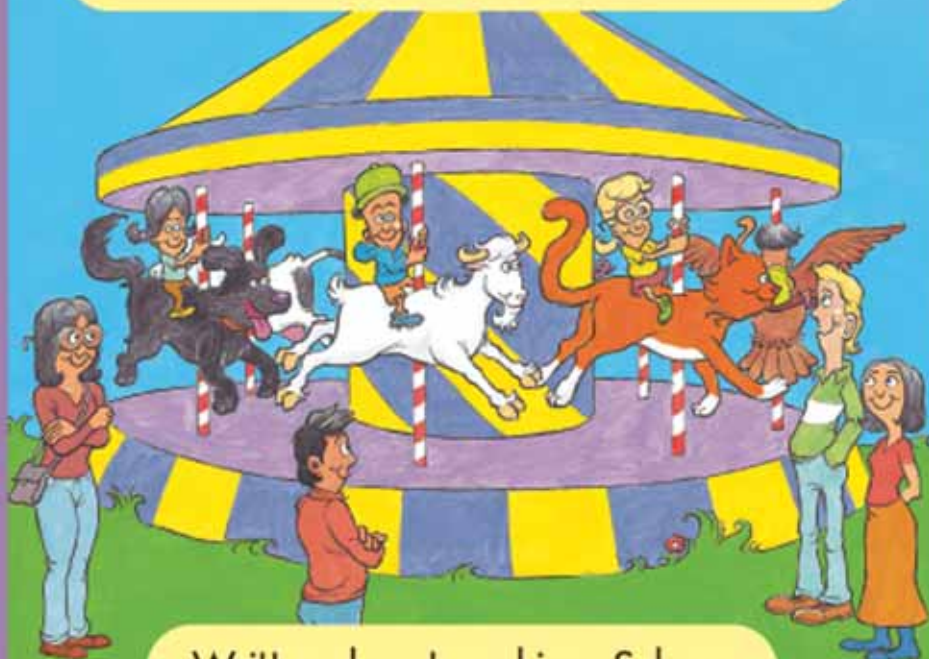
2. Draw one of the pictures.





Level 1 Book d

Where Is Sam?



Written by Josephine Selwyn
Illustrated by Heath Gray

Level	1
Word Count	40
Text Type	Literary recount
High Frequency	no
Word/s Introduced	

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This symbol relates to decoding (code breaker)



This symbol relates to analysis (text analyzer)

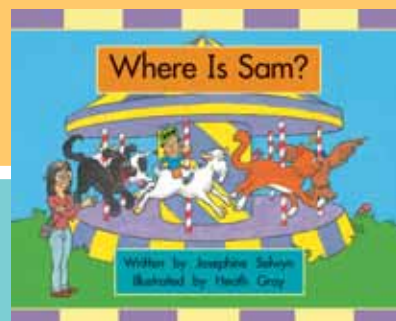
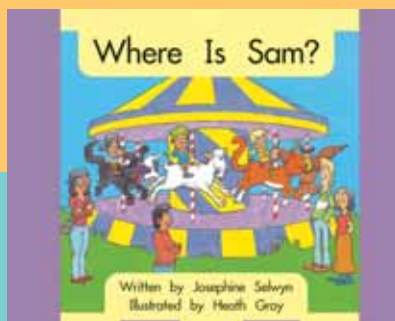


This symbol relates to use (text user)

Cover & Title Page



Read the title to the children and explain that it asks a question. Ask if the children can work out where Sam might be. Have them turn to the title page to make further predictions.



Ask the children to respond to the book. Compare it with their own personal experiences. Ask which animal they would most like to ride on.



Check reading strategies with the children. Ask if they managed to match one spoken word with one written word as they read. Also check that they used the text and the picture as they read.



Tell the children that each left-hand page in the book asks a question. Point out the question mark. The text on the right-hand page answers the question. Ask the children to look at the picture and the text and see if they can work out what the question is. They should recognize the words *is* and *the*. They should know *Sam* from the title and *cat* from the picture.



Ask the children to read this page again. Tell them that their voice needs to go up at the end of the sentence when they are asking a question. Demonstrate if necessary. Have the children read the page again with the appropriate intonation. Have them point to the word *no*.



Ask the children to look at the picture and suggest what the text will say.



Ask the children to identify the question mark and the word *no*.



Ask the children to name this animal.



Ask the children what letter *lion* starts with. Have them locate the word *lion*.



Ask the children to read the page again with the proper intonation. Ask them how raising their voice at the end of the question helped them understand the meaning.



Ask the children to name this animal.



Ask the children what letter the word *pig* starts with. Have them point to *pig*.



Discuss merry-go-rounds in more depth. Ask the children to share their personal experiences. Invite them to share other rides they have been on.

BEFORE READING 10/11

Ask the children to look at the picture and suggest what the text on this page will say.

Ask them what the word *cow* starts with. Have them point to *cow*.



Invite the children to share the feelings they had when they went on a merry-go-round. Were they scared?

During the Day

The Pesky Fly

At the Supermarket

Where Is Sam?

AFTER READING

BEFORE READING 12/13

Ask the children to predict what the text on this page will say.

Ask the children to say what letter *horse* starts with. Have them point to the word *horse*.



Ask the children to make some comparisons. Would it be more scary to be on a horse or a lion?

Ask the children to point to the word *no*. Ask them to point to the question mark.

The Rescue

Hair

Who Is Asleep?

The Kangaroo School

AFTER READING



Ask the children to look at the picture and suggest what the text on this page will say.



Ask the children what letter the word *dog* starts with. Have them point to *dog*.



Ask the children to reread pages 14 and 15 with the appropriate expression.



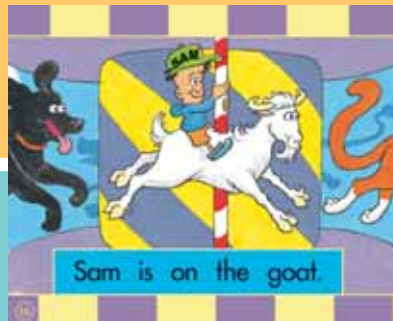
Ask the children why they think the author wrote the word *no* three times on this page.



Have the children look at the picture. Make sure that they know that it is Sam on the goat. Then ask them to read the page.



Have the children return to the beginning of the book. Read the title again together. Remind them to point to each word as they read it. Also remind them to check with the text as well as the picture as they read.



You may now like to have the children work with a partner. One reads the question, the other reads *no*. Check for the appropriate intonation as they read.

1 d Where Is Sam?

Name _____

Read the question. Write yes or no



Is Sam on the cat? No



Is Sam on the pig? _____



Is Sam on the horse? _____



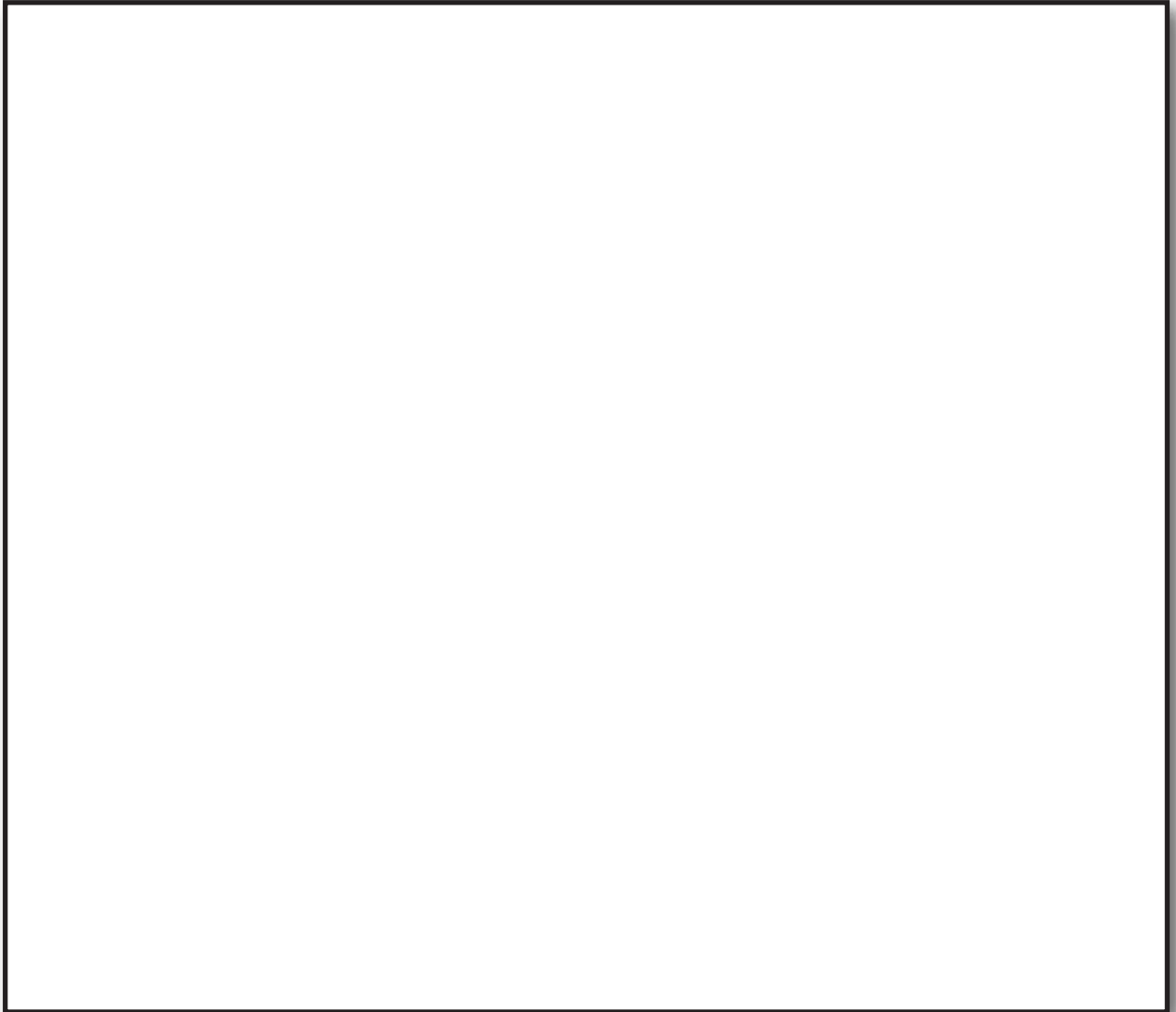
Is Sam on the dog? _____

1 d Where Is Sam?

Name _____

1. Choose your favourite page.

Draw yourself on that animal.



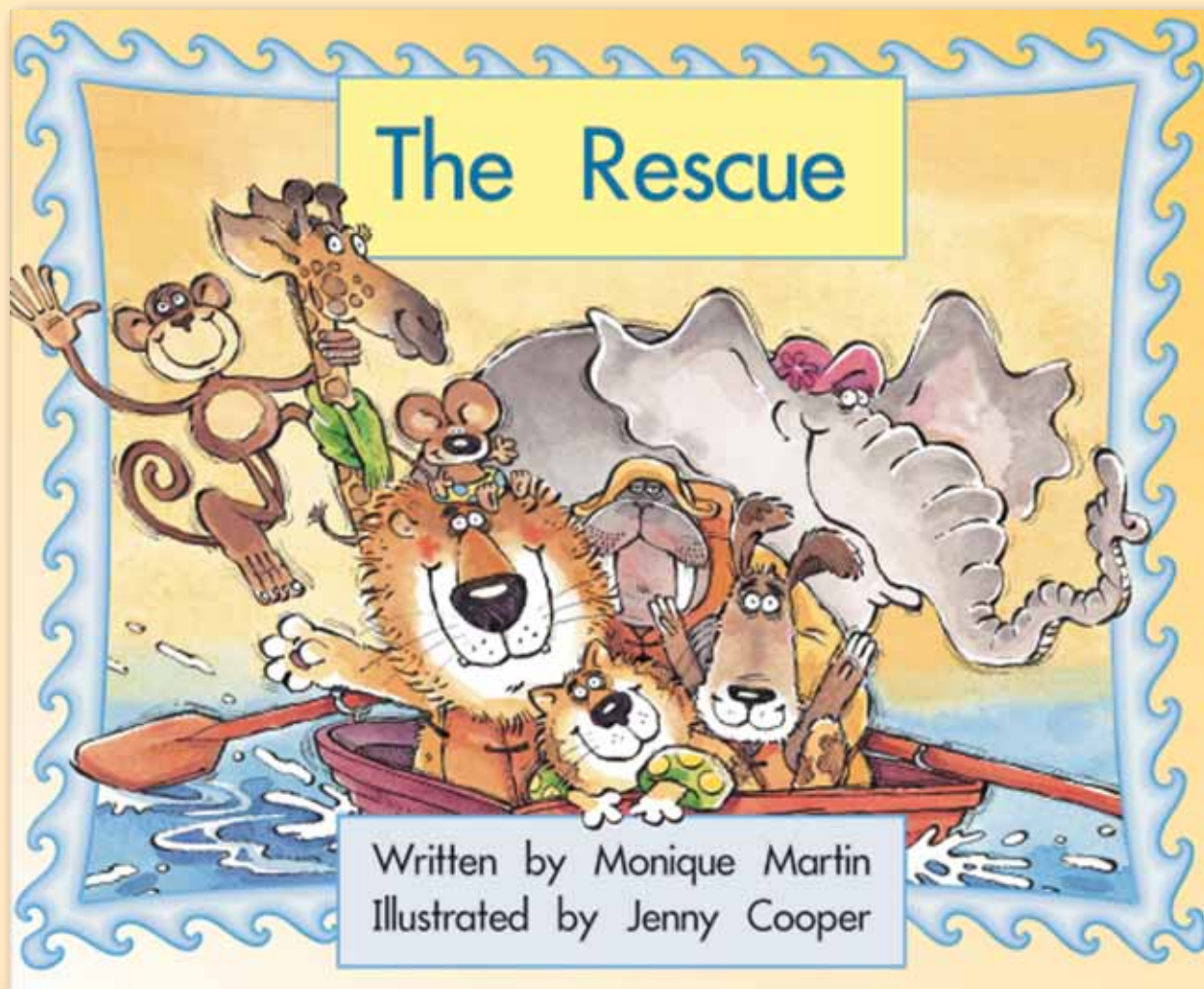
2. Write the sentence to go with your picture.

I am on the _____.



Level 1

Book e



Level	1
Word Count	35
Text Type	Narrative
High Frequency	in
Word/s Introduced	

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(meaning maker)*



*This symbol relates to decoding
(code breaker)*



*This symbol relates to analysis
(text analyzer)*

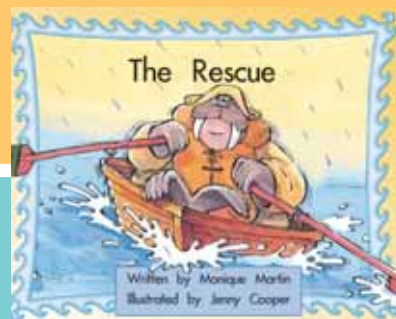
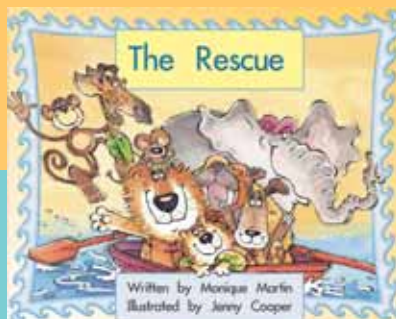


*This symbol relates to use
(text user)*

Cover & Title Page



Read the title to the children. Ask them to share a time when they may have been rescued. Discuss with them what may be happening in this book. Why do the animals need rescuing?



Have the children retell the story in their own words. Ask them whether the rescue was successful or not.



Check reading strategies with the children. Ask if they managed to match one spoken word with one written word as they were reading. Also check that they used the text and the picture as they read.

Have the children look at the picture and say which animal is the first to be rescued. Have them say how Mouse is getting into the boat.

Mouse jumps in the boat.



Discuss further why the mouse needs to be rescued. Is a mouse an animal that can swim?

Ask the children to reread this page, pointing to each word. Ask them to stop when they reach the word *in*.

Discuss with the children the next animal to jump in the boat. Ask if they think the cat and the mouse will get on together in the boat.

Cat jumps in the boat.



Ask the children why the cat needs rescuing. Can cats swim? Discuss the relationship between cats and mice.

Ask the children to point to *in* and *the* on this page.

Ask the children to identify the next animal to be rescued. Ask why the birds aren't being rescued.

Dog jumps in the boat.



Continue the discussion about why the animals need to be rescued. Can dogs swim? If Dog can swim why does he need rescuing? Also continue the discussion about the relationships between the animals being rescued. What would happen if Cat chased Mouse and Dog chased Cat?

Ask the children to identify the next animal that is jumping into the boat. Ask them to look closely at the boat. Can they see what is happening to it?

Lion jumps in the boat.



Ask the children if lions can swim. Ask them whether they think lions would chase dogs and cats. Have them say why or why not.

Have the children identify *in* and *the* on this page.

BEFORE READING 10/11

AFTER READING

Ask the children to identify this animal. Is there room in the boat for Giraffe? What is happening to the boat?

Giraffe jumps in the boat.



Continue the discussion about the animal relationships and why the animals need rescuing. Ask the children at what point in the story they realized that the boat may sink. What gave them that idea?

Have the children point to *in* and *the* on this page.

During the Day

The Pesky Fly

At the Supermarket

Where Is Sam?

BEFORE READING 12/13

AFTER READING

Ask the children to identify the animal that is going to jump in next. Is there room for Monkey?

Monkey jumps in the boat.



Discuss the comparative weights of the animals who have so far jumped into the boat. Who is the lightest? Who is the heaviest?

Ask the children to identify *in* and *the* on this page.

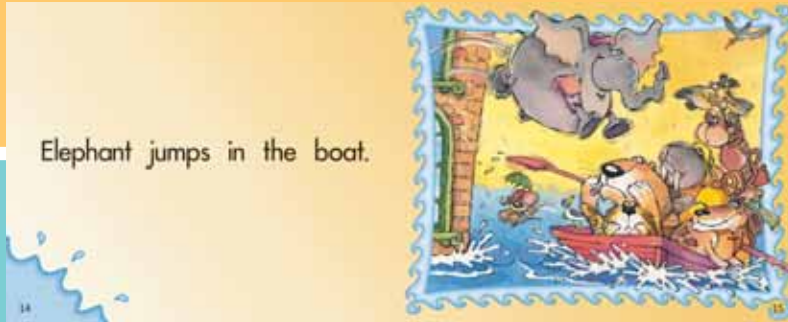
The Rescue

Hair

Who Is Asleep?

The Kangaroo School

Ask the children to look closely at the boat. Have them predict what will happen when Elephant jumps in.



Discuss the size and weight of Elephant with the children. How many other animals would have had to get out to make room for Elephant?

Have children say whether their predictions were right. Have them suggest what will happen next.

Have the children return to the beginning of the book. Read the title again together. Remind them to point to each word as they read it. Also remind them to check with the text as well as the picture as they read.



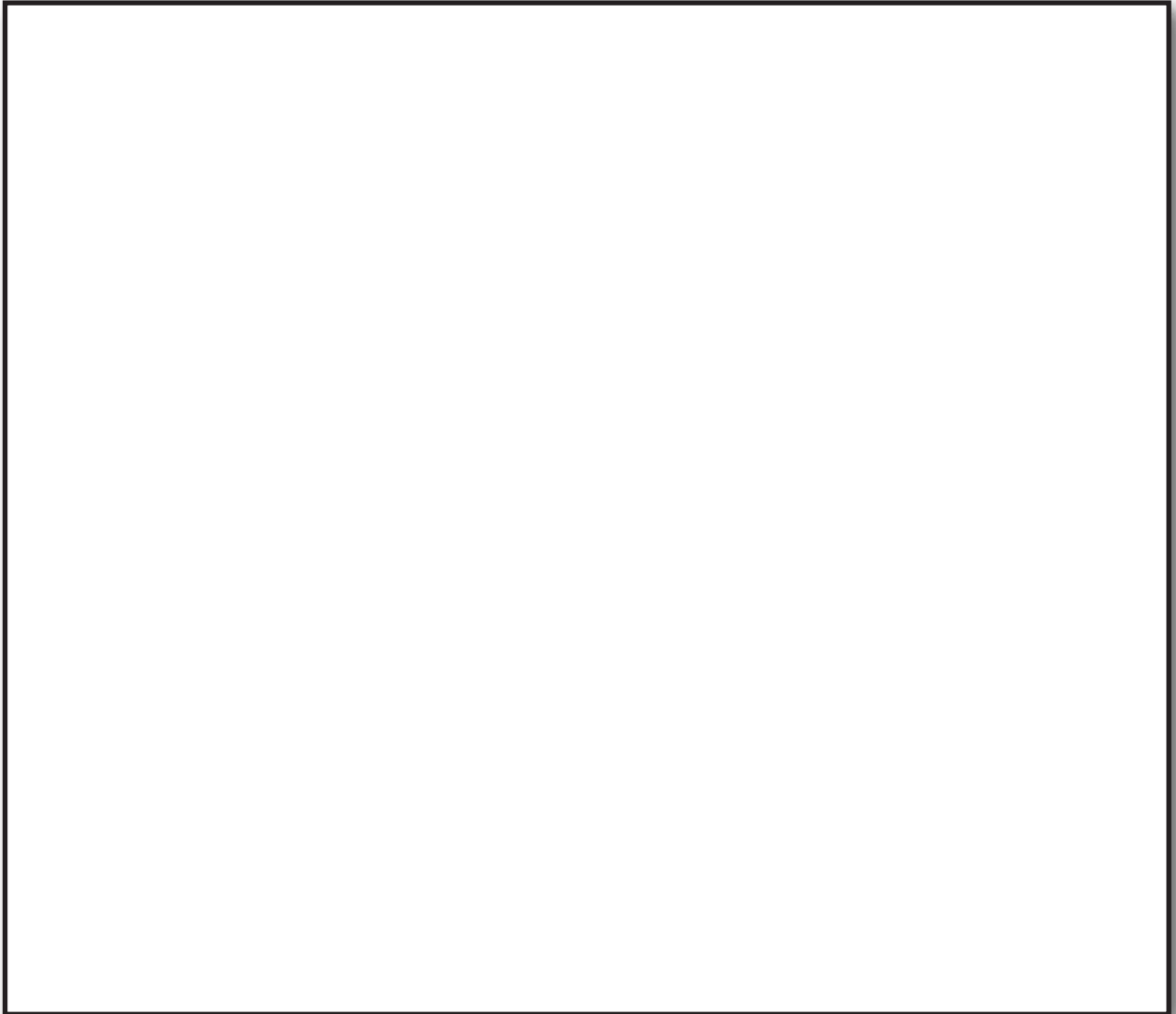
Have the children analyze what else Walrus could have done. What other options were there for him? For example, get some animals to shore safely and then come back for others?

Ask the children what they learned from this book that would help them if they were ever caught in a flood.

1 e The Rescue

Name _____

1. Choose your favourite page. Draw the picture.



2. Write a sentence to go with your picture.

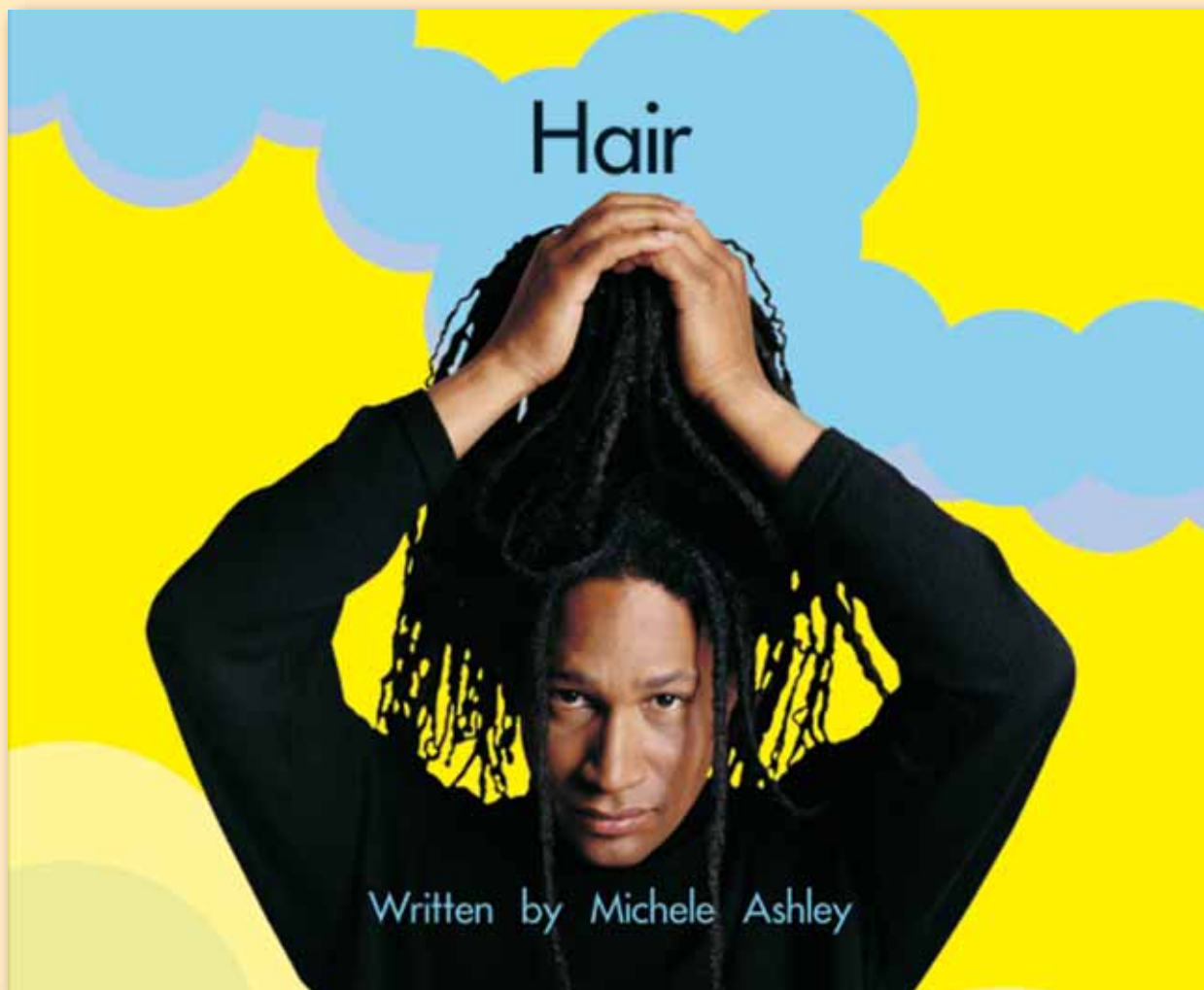
Circle in and the.

get
in on
we
in get
the
am
I I
the
on
in
we on
the in
am



Level 1

Book f



Level	1
Word Count	28
Text Type	Factual description
High Frequency	he, has
Word/s Introduced	

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(meaning maker)*



*This symbol relates to decoding
(code breaker)*



*This symbol relates to critical analysis
(text critic or analyser)*



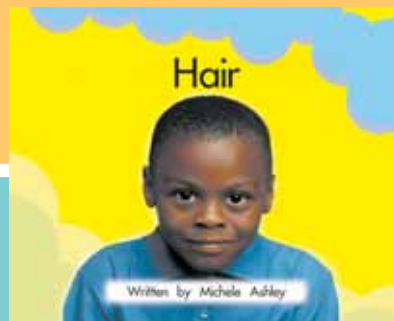
*This symbol relates to use
(text user)*

BEFORE READING

Cover & Title Page



Read the title of the book. Ask the children what they already know about hair. Have them describe their own hair and that of a friend. Tell the children that this is a factual book about types of hair. Tell them that they will have to use what they know about letters as well as the photos to read this book.



AFTER READING



Have the children respond to the book. Ask what new things they learned from reading the book.



Check reading strategies with the children. Ask if they managed to match one spoken word with one written word as they were reading. Also check that they used the text as well as the photo as they read.



Draw the children's attention to the print. Tell them that they will have to use their knowledge of letters to help with their suggestions about the type of hair the people in the book have. Point to the word *black* and ask the children to name the initial letter and its sound. Prompt if necessary. Ask them to use the letter sound and the picture to say what type of hair the man has.



Ask the children how hard/easy they found having to use the initial letter sound as well as the photo to predict and then read the words. Explain to them how important it is to use the print as well as the photo to make sure that they are reading exactly what the author wrote.



Ask the children to look at this photo. Have them suggest the type of hair this man has.



If the children give appropriate responses, for example *short*, praise them for their efforts but point to the initial letter of *white*. Sound the *w* for them if necessary to help them with an accurate prediction.



Discuss this man in more detail. Ask the children how old they think he is. Do they know any other people with white hair? How old are they? See if they know that sometimes we talk about people having grey hair rather than white hair.



Have the children find the word *white* in the text. Ask them why the word could not be *grey*.



Ask the children to discuss this type of hair.



Have them make their suggestions using the photo and the initial letter of *long*.



Discuss this type of hair in more detail. Ask the children if they know the name for hair like this. Ask if anyone knows how people make their hair like this.



Ask the children to find *he* and *has* in the text. Point out the same initial letter. Have them say *he* and *has* and listen for the initial sound.



Ask the children to discuss this photo. Have them make their suggestions using both the photo and the print.



Discuss short hair with the children. Invite the children to share their experiences of having their hair cut. Introduce words such as *barber*, *hairdresser*, *shampoo* and *scissors* if necessary.



Ask the children to find *he* and *has* in the text. Point out the same initial letter. Have them say *he* and *has* and listen for the initial sound. Point out that *hair* starts the same way.

BEFORE READING 10/11

Continue to ask the children to look at the photo and use the initial letter. If necessary, prompt by saying the initial sound.



Discuss straight hair with the children. Ask the children to name people in the class with straight hair.

Ask the children to find *He*, *has* and *hair* in the text. Have them suggest some other words that start the same way, for example *horse*, *house*. Prompt if necessary.

AFTER READING

During the Day

The Pesky Fly

At the Supermarket

Where Is Sam?

BEFORE READING 12/13

Ask the children to describe this man's hair. Have them check what they say against the initial letter of *curly*.



Ask the children to discuss curly hair. Choose two people in the group/class with curly hair, one with tight curls, one with loose curls. Discuss the difference.

Ask the children to find *He* and *has* in the text on this page.

AFTER READING

The Rescue

Hair

Who Is Asleep?

The Kangaroo School

■ The children should have no trouble with this page. It is obvious that the man has no hair and they should recognise the word *no* from the book *Where Is Sam?*



■ Discuss bald heads with the children. Ask if they know anyone with a bald head. See if they know whether the person they know shaves their head, or if they have just lost some or all of their hair.

■ Explain the purpose of a glossary to the children.

▲ Have the children return to the beginning of the book. Read the title again together. Remind them to point to each word as they read it. Remind them that they also need to look at the text as well as the photo to solve unknown words.



1 f Hair

Name _____

Cut out the words and put them under the correct picture.



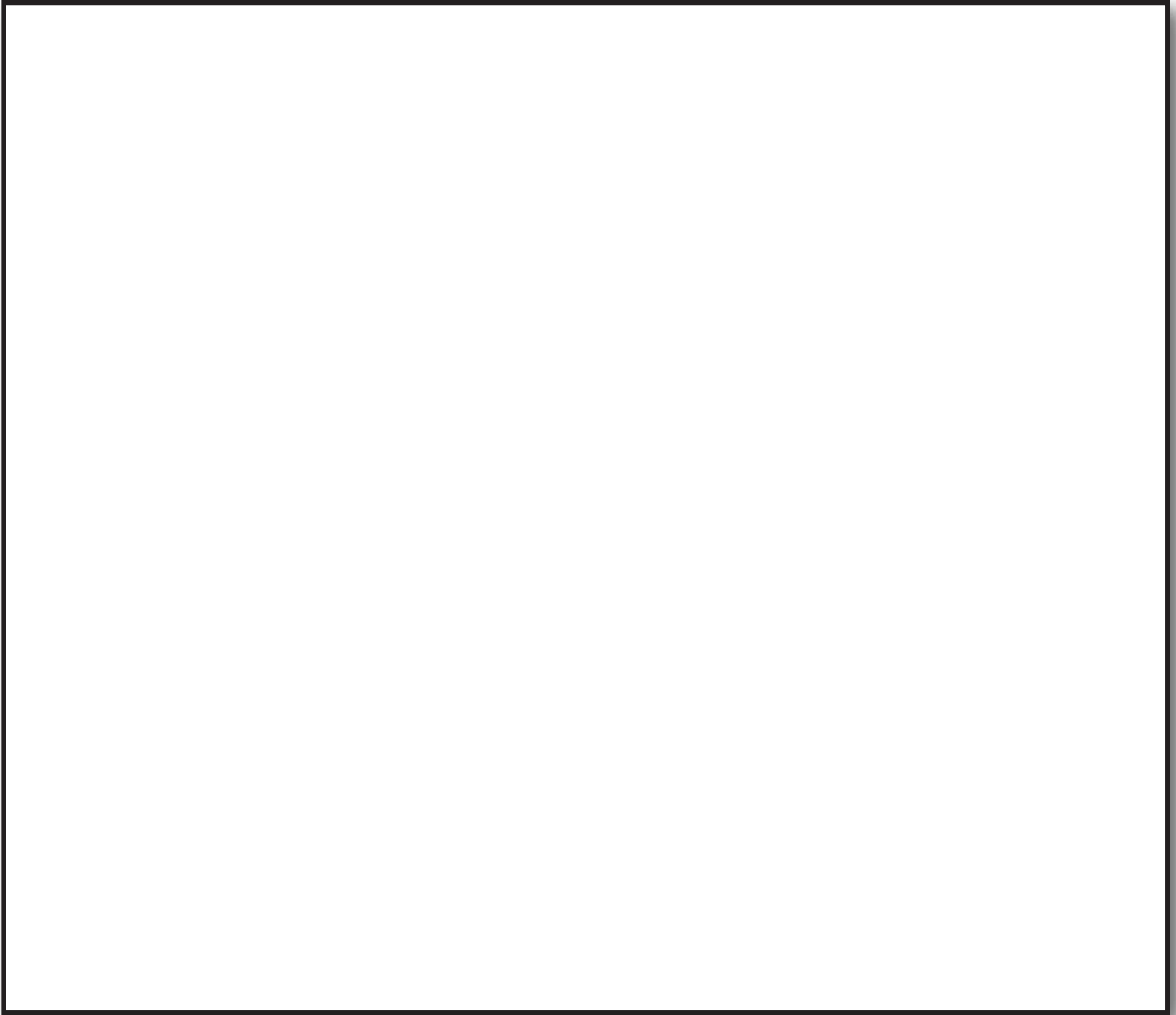
curly hair	no hair	straight hair
short hair	black hair	white hair

1 f Hair

Name _____

Choose one person from the book.

1. Draw his picture.



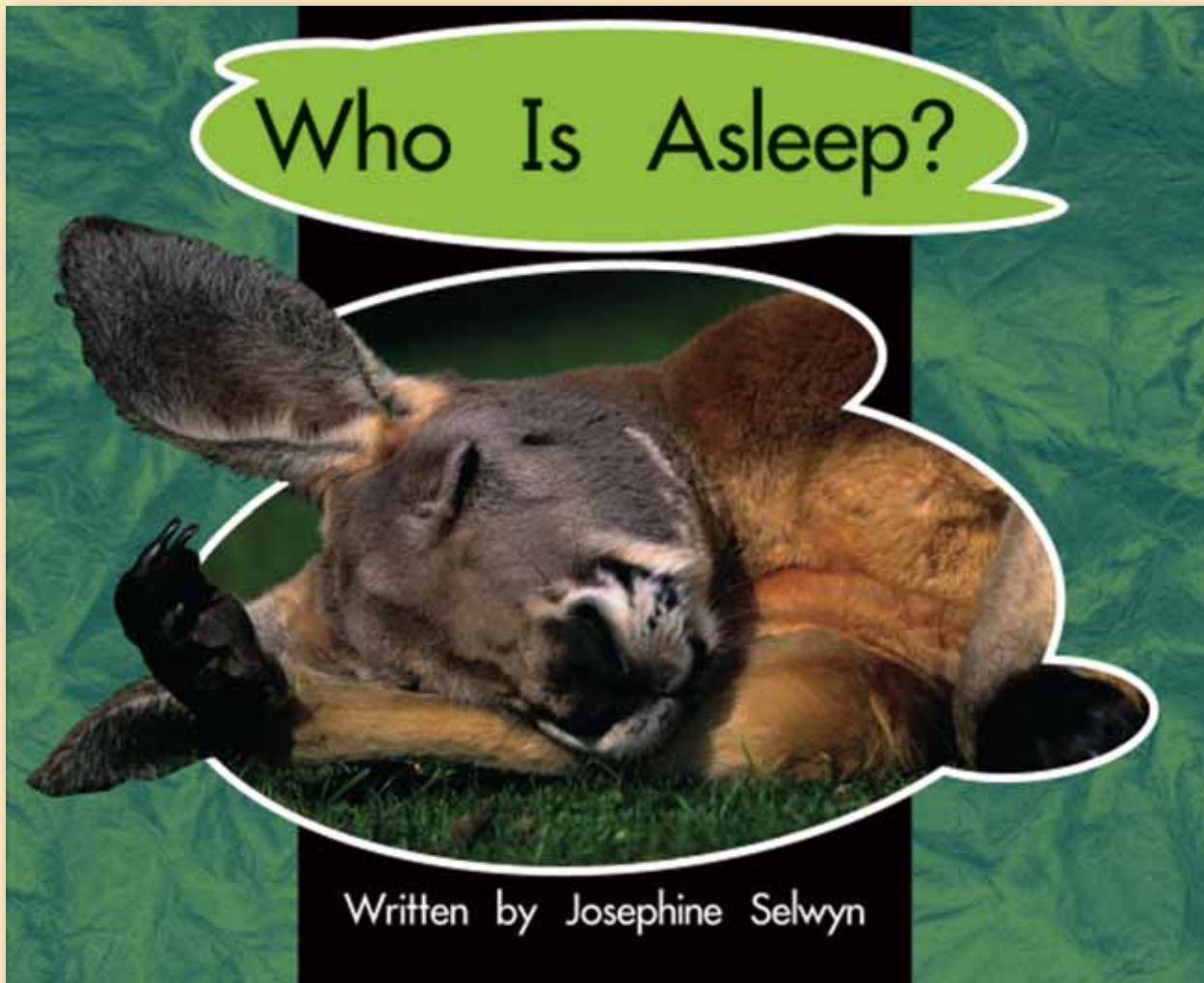
2. Finish the sentence to match your picture.

He has _____ hair.



Level 1

Book g



Level	1
Word Count	32
Text Type	Factual description
High Frequency	
Word/s Introduced	

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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

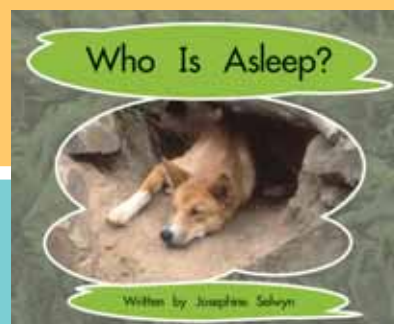
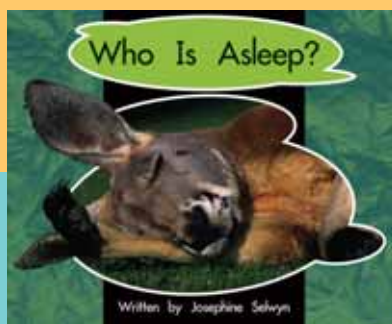
Cover & Title Page



Read the title to the children. Ask them to predict what the book might be about.



Explain to the children that this book is a factual book and is illustrated by photos. They should use the photos to help them as they read.



AFTER READING



Ask the children to respond to the text. Ask them to retell where the different animals sleep.



Check reading strategies with the children. Ask if they managed to match one spoken word with one written word. Ask them if they remembered to look at the print as well as the picture as they read.



Tell the children that each page of the book answers the question *Who is asleep?* Ask them to identify which animal is asleep on this page.



Ask the children what letter the word *crocodile* starts with. Ask them to find the word *crocodile*. Ask the children how they know that the picture is not of an alligator.



Discuss when the children think that crocodiles might sleep. Introduce the concept of reptiles being cold blooded. Then ask if the children think that crocodiles may sleep when it is hot.



Have the children point to *the* and *is* on this page. These are the revised high frequency words for this book.



Ask the children to identify this animal. Discuss the features of kangaroos. Ask if the children know any other animals that look like kangaroos.



Ask the children what letter *kangaroo* starts with. Praise children if they say *c* and point out that both *c* and *k* often make the same sound. Have them locate the word *kangaroo*.



Discuss the places that kangaroos may sleep. Invite the children to share a time when they saw a kangaroo asleep at the zoo or on television.



Have the children point to *the* and *is* on this page. These are the revised high frequency words for this book.



This animal is hard to identify from the picture. You may need to prompt the children. Discuss koalas. Ask how the children can tell that this koala is asleep.



Draw the children's attention to the initial letter of *koala* and *kangaroo*. Ask them to say the two words and listen for the same sound at the beginning of each.



Discuss with the children other animals that they know sleep in trees. Can they remember one from this book?



Ask the children to locate *the* and *is* on this page.



As the children will most likely identify this animal as a dog, tell them it is a special type of wild dog called a dingo. Ask the children how they can tell the dingo is asleep.



Discuss the initial letter/sound of *dingo* and *dog*. Ask the children to say the two words and listen for the same sound at the beginning of each.



Ask the children where they think that dingos live. Ask them to think about where dogs and dingos may sleep. Have them discuss the difference.

BEFORE READING 10/11

Ask the children to discuss this animal. Discuss with them the characteristics of snakes.

You may wish to continue asking the children to identify the content words after they have said the initial letter. This will depend on the children's prior knowledge of the letter name/sound.



Tell the children that a snake is another reptile. Invite them to discuss when the snake might sleep.

AFTER READING

During the Day

The Pesky Fly

At the Supermarket

Where Is Sam?

BEFORE READING 12/13

Invite the children to discuss the kind of bird they think this is. Have them justify their suggestions. Ask how they can tell the bird is asleep.

Unless the children have very good letter recognition they may confuse *b* and *d*. If this is the case you may not want to draw attention to *b* at this stage.



Ask the children which other animal was asleep in a tree.

AFTER READING

The Rescue

Hair

Who Is Asleep?

The Kangaroo School



Ask the children to identify this animal. Discuss with them the characteristics of camels. Ask them how they know the camel is asleep.



Depending on the skill level of your students, decide if you want to draw attention to the similarity of the sounds made by *c* and *k* in initial positions in most words.



Ask the children to talk about the camel in the picture. Have them share what they know about how and when camels sleep.



This lizard may be hard for some children to identify so you may need to prompt them. Discuss what the children know about lizards.



Have the children return to the beginning of the book. Read the title again together. Remind them to point to each word as they read. Also remind them to look at the print as well as the picture to help them solve unknown words.

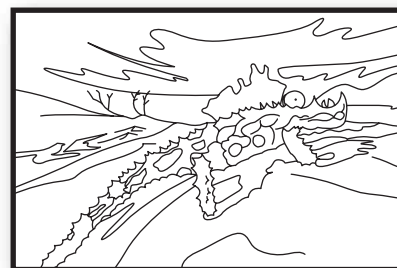
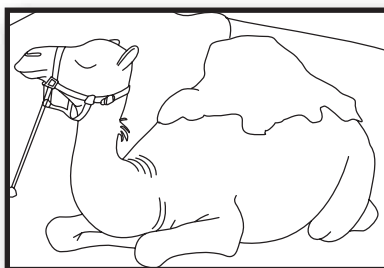
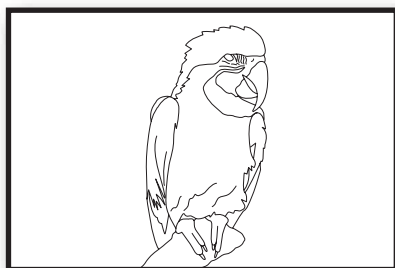
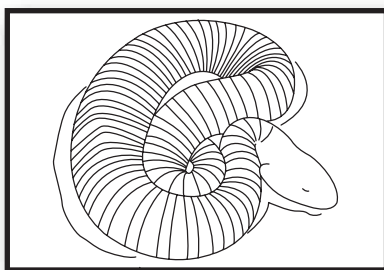
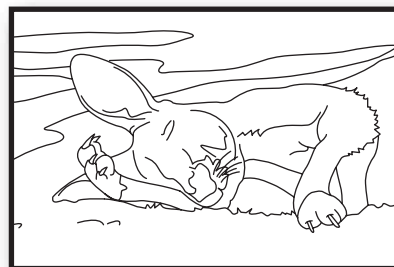
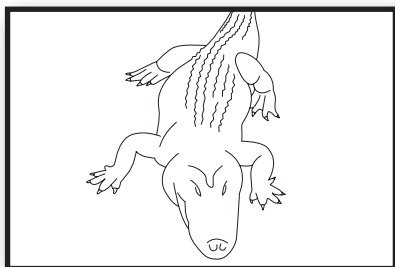


Discuss what the children know about lizards. Ask the children if they think lizards are reptiles. Ask the children to look back through the book to identify the other reptiles. Have them say what they think about all the reptiles sleeping.

1 g Who is Asleep?

Name _____

1. Circle the reptiles.



2. Draw one of the reptiles.

Write the reptile's name.



1 g Who Is Asleep?

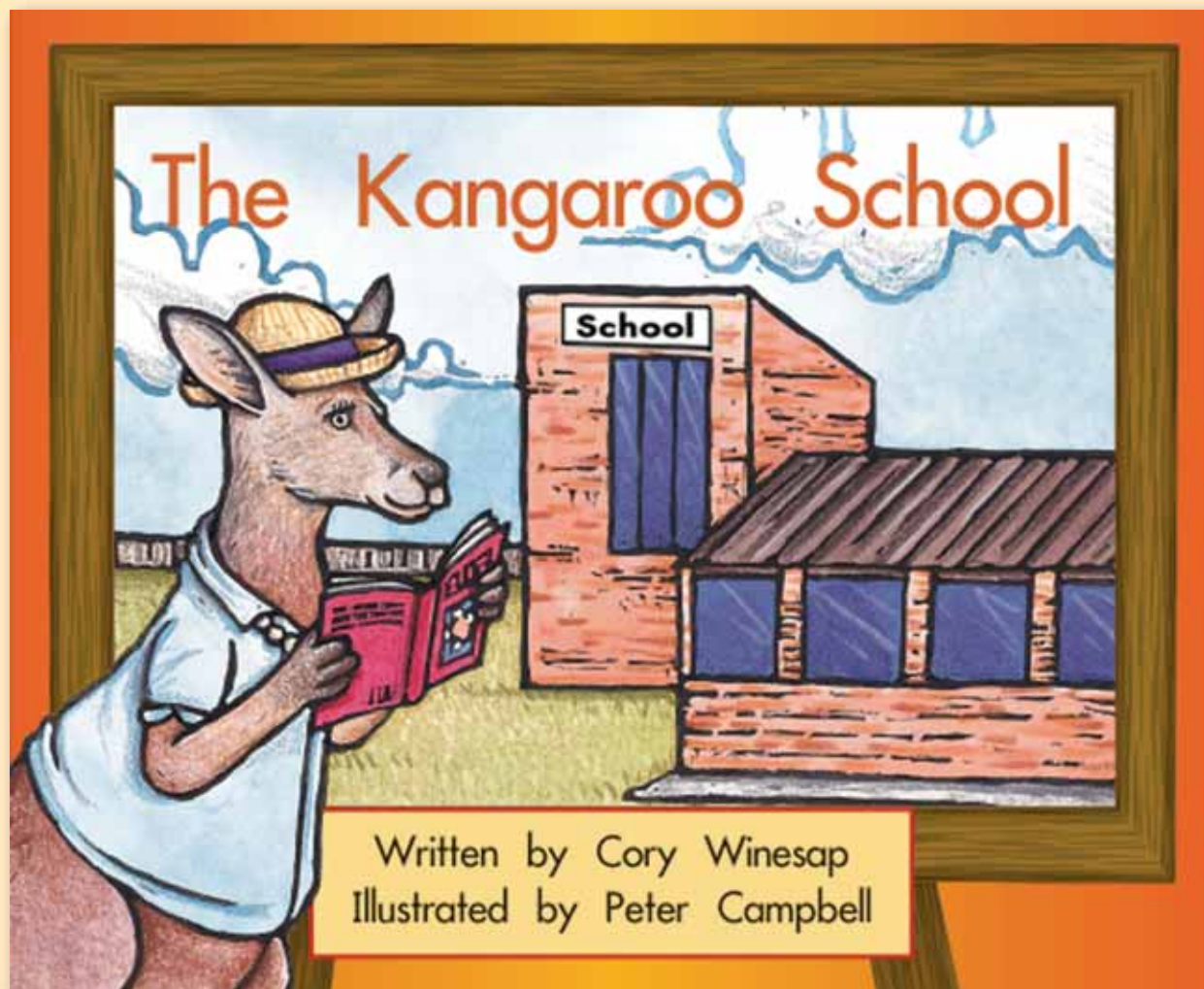
Name _____

Draw lines to match the words that are the same.

I	the
am	I
he	in
has	on
the	get
in	we
we	has
get	he
on	am



Level 1 Book h



Level	1
Word Count	28
Text Type	Literary recount
High Frequency Word/s Introduced	to

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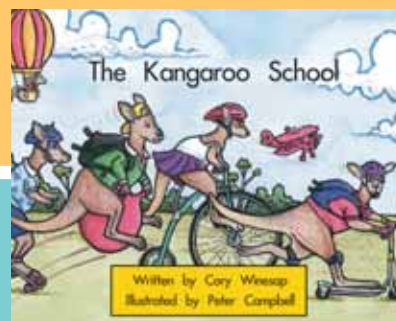
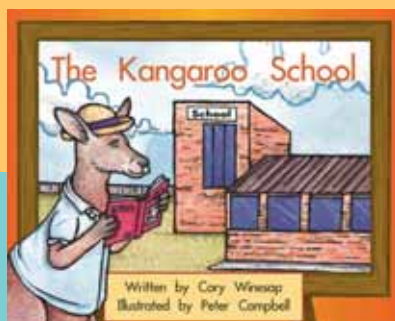


This symbol relates to use (text user)

Cover & Title Page



Discuss with the children the names of the members of the group. List the names of the children on the board. Discuss the initial letter of each name with the children. Ask them to read the names. Tell them that it makes it easier for them to read the name if they look at, and sound, the initial letter. Read the title to the children.



Invite the children to respond to the book. Ask each child which part of the book they liked the best. Have them say why.



Check reading strategies with the children. Ask how they managed to use the initial and maybe the final letters of the words to help them remember and read the kangaroos' names.

Tell the children that this book tells about the students that go to the kangaroo school.

Explain to the children that they will have to look carefully at the words as they read this book. Ask them to point to the first word on the page and say what they know about it. You may have to prompt for the initial letter. Some children may also recognise *am*. Help them decode *Pam*.



Discuss with the children what sorts of things they think kangaroos will learn at kangaroo school.

Discuss how this kangaroo comes to school.

Ask the children to point to the first word on the page and say what they know about it. You may have to prompt for the initial letter. Help them decode *Bill*.



Ask the children to share what they know about hot-air balloons. How long do they think it would take Bill to get his balloon ready to take him to school? How will Bill get to school on windy days?



Discuss how this kangaroo comes to school.



Draw the children's attention to the first letter of *Kate* and *kangaroo*. Tell them the name is *Kate*. Have them suggest some girls' names that start with *k*.



Discuss where the children think Kate lives. Who will fly the plane that brings her to school? What might happen on windy days?



Discuss how this kangaroo comes to school.



Ask the children to make the sound that starts this kangaroo's name. Prompt if necessary. Have the children suggest boys' names that start with *j*. Tell them *Jack*.



Discuss scooters with the children. How many of them have scooters? How far away from school do they think Jack lives? Does he live closer than Bill and Kate?

BEFORE READING 10/11

Discuss how this kangaroo comes to school.

Ask the children to look at the first word and see if they can say what this kangaroo's name is. If necessary, tell them the name and explain how you know the word is *Pat*.



AFTER READING

Ask the children if they would like to come to school the same way as Pat does. Ask them how far they think Pat lives from the school.

During the Day

The Pesky Fly

At the Supermarket

Where Is Sam?

BEFORE READING 12/13

Discuss how this kangaroo comes to school.

Ask the children to look at the first word and see if they can say what this kangaroo's name is. If necessary, tell them the name and explain how you know the word is *Tom*.



AFTER READING

Ask the children if they would like to come to school the same way as Tom does. Ask them how far they think Tom lives from the school.

The Rescue

Hair

Who Is Asleep?

The Kangaroo School

Discuss how this kangaroo comes to school.

Ask the children to look at this kangaroo's name and say what they think it is. Praise for appropriate responses. Tell the name if none of the children suggest it. Then explain how you know the word was *Bob*.



Ask the children how far away Bob lives. Would they like to come to school in a plane each day? Who else in the book comes to school in a plane?

Discuss this picture.

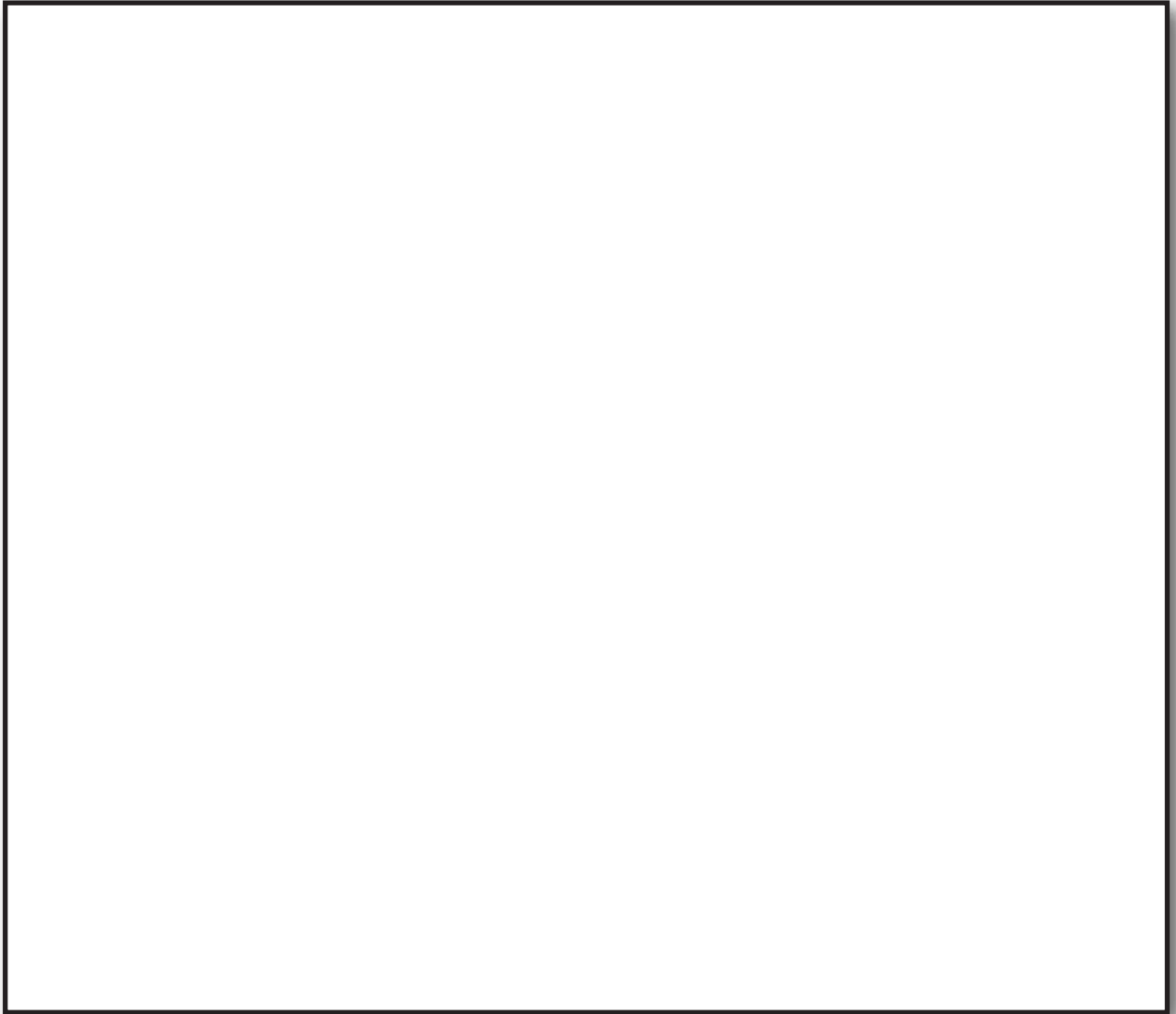
Have the children return to the beginning of the book. Read the title again together. Remind them to point to each word as they read it. Remind them also that they will have to look closely at the words to help them remember what the kangaroos' names are.



Ask the children to check back through the book to see how each kangaroo comes to school. Ask them to make some judgements about which kangaroos live the closest to school and which kangaroos live furthest away. Ask them to justify their answers.

1 h The Kangaroo School Name _____

1. Draw your favourite part of the book.



2. Write the sentence to match your picture.

_____ comes to school.

1 h The Kangaroo School Name _____

Cut out the sentences. Match them to the book.

Read the sentences.

Bob comes to school.

Kate comes to school.

Jack comes to school.

Bill comes to school.

Tom comes to school.

Pam comes to school.

Pat comes to school.