

What's in the Lake?

Book 1 • Level 1 • Word Count 31

High frequency words and phrases

I can see ...

a, an, can, I, see

Before you read

Questions to ask

Look at the cover. What do you see?

What words can you recognise?

Read the title.

Who is the character on the cover?

What is he sitting on?

What could be in the lake?

What is the bird thinking?

Point to the question mark in the title.

Things to do

What's below?

Copy the red and yellow shape from page 9 onto a white board. Draw a blue line to represent the water. Tell students that this is a part of what is in the lake. Ask them to guess what could be below the water line and have students complete the drawing to show what could be there. Erase and ask other students to draw their ideas.

Squawk!

Students work in small groups. One student is the parrot on the cover. The other students are the parrot's friends. They role-play what the parrot on the cover might say to its friends about the strange thing in the lake. Make cardboard beaks for students to hold to help them get into character. Later, have students draw parrots with speech bubbles to show what the birds are saying.

While you're reading

Prompts to remember

Have you seen this word before/ on another page/ in our classroom?

Does it look like another word you know?

Can you find a clue in the picture?

What sounds do the letters make?

Try reading the sentence/page again.

And afterwards

Questions to ask

Do you think the dragon is friendly? Why or why not?

How would you feel if you discovered a dragon in a lake?

Have you read about dragons in other stories? What stories were they?

Look back at the pictures of the boy. Who is he?

What does the P stand for on his belt?

Find the word 'can'. If you chopped off the /c/ and replaced it with /f/, /p/, /b/, /d/ what new word would it make?

Look at the word see. Do you think the two 'e's look like two eyes? That can help you to remember this word.

Things to do

Draw your own dragon

Show students work sheet 1. Explain that they will draw their own dragon in the box. Encourage students to be creative by talking about all the different ways they could draw a dragon. Discuss how the colours and sizes of the body parts could be different to those of the dragon in the book. Talk about how the spikes could be long and skinny or short and fat, and how the tail could be long and curly or short and stumpy. After students have drawn their dragons, help them to use the words to label their dragon. Challenge students to add extra labels.

Make a dragon

Provide a range of boxes, egg cartons and other containers for students to create their own dragon. Try to get some really big boxes like the ones that hold fridges or stoves. Students will need masking tape and wood glue to attach some of the larger pieces. After students have attached the boxes together they use paints and coloured paper to decorate their dragon. They paint labels to paste on each body part.

What is it?

Talk with students about some of the wonderful made-up creatures that can be characters in stories. Make a list of these on chart paper. Students might think about characters from books, movies or television programmes. Encourage them to use their imaginations to make up new characters. Show students work sheet 2. Ask them to choose one of the characters. They complete the sentence 'I can see _____' and draw one part of the character. Then they draw the whole character in the last box and complete the sentence.



Reading Record Sheet

Level 1 • Word Count 31

Name _____

Age _____

Date _____

Text **What's in the Lake?**

Results _____

Page	Errors	Self Correction Meaning/structure/visual clues
2 I can see wings.		
4 I can see a tail.		
6 I can see spikes.		
8 I can see an eye.		
10 I can see claws.		
12 I can see fire.		
14 I can see a dragon!		

Comprehension Questions	Response
Head – factual <i>What parts of the dragon did the Prince see?</i>	
Heart – personal interpretation <i>Would you swim in a lake with a dragon?</i>	
Hidden – inferential <i>Are all dragons friendly?</i>	

Analysis	Reading behaviours	Recommendations
Reads with understanding Self corrects Self corrects using mostly Reads fluently	easy / instructional / difficult always / mostly / sometimes meaning / structural / visual cues easy / instructional / difficult	
Date assessment completed:		