

Bob is in the garden

Wonder Words introduced: in, look, the

Wonder Words consolidated: is

Phrase: 'Look! _____ is in the _____.'

EIL: I **GRL:** A **Word count:** 48

List 2

in
look
the

Getting started

- Discuss bathing pets. Ask: *What pets have you bathed? How did you bathe them? Does your pet like having a bath? How did you dry your pet after the bath?*
- Cut out the six pictures from the bottom of **BLM 4** 'Pictures of Bob'. Place them in a possible sequence on chart paper or the whiteboard. Ask the children to tell you about the sequence and to give you a sentence to write next to each picture. Encourage them to use 'is', 'in' and 'the' in their sentence. For each picture ask: *Where is Bob now?*
- Make a double set of cards from **BLM 4** 'Pictures of Bob'. Individually, in pairs, or in small groups, play a matching game similar to Concentration. Children turn over two cards. If there is a match, the child keeps the cards. Encourage oral language. For example, ask: *Why do these cards match?* Encourage the children to answer in sentences.

Story walk

- Discuss the title *Bob is in the garden*. Ask: *What do you think this book might be about? Say: The little girl in this book is called Daisy, and she has a dog called Bob.*
- Discuss the cover illustration. Ask: *Who is Bob? What is he doing?*
- Flip through the book with the children and discuss the pictures—note where Bob is and what he is doing.
- Read the book with the children while they follow along in their own book, pointing to each word with their finger. This may be a little slow at first, but it encourages understanding that sentences are made up of words.
- Focus on the sentence 'Look! _____ is in the _____', featured throughout the text. Ask the children to find these words on the Word Wall (see word cards 1, p. 109) and arrange them to make the sentence. Re-read the sentence with the children.
- Write 'Look! Bob is in the _____', on the whiteboard or chart paper and add (using a magnet or glue) one of the pictures from **BLM 4** 'Pictures of Bob'. Build up a series of sentences using the same text with different pictures, for example, 'Look! Bob is in the garden [picture]'. Ask the children to read the sentences, naming the places shown in the pictures. Talk about the exclamation point, how it is used, and what it adds to the meaning.

Individual reading of the text

Listen to each child read the text. Encourage one-to-one correspondence using finger pointing, and reading from left to right with a return sweep.

After reading

- Discuss the book's content. For example, ask: *What was Bob doing in the story? What did Bob do after he was dried with the towel? Why did Bob go in the sun?*
- Point to the focus *Wonder Words* (featured in blue) to gauge the children's knowledge of them, that is 'look', 'in' and 'the'. Ask: *How many times can you count the words 'look', 'in' and 'the' in the story? When a Wonder Word begins a sentence, distinguish between its uppercase and lowercase forms, for example, 'Look' and 'look'.*
- Close the book. Ask: *What was funny about this story? Was the little girl mad at Bob? Why? How do you know?* Encourage the children to look closely at the child in the picture on p. 5. Ask: *How does the picture tell you that the child was mad? [Her hands are on her hips.]*
- Discuss what a 'sequence' means. Explain that in a sequence one thing leads to the next—there is a particular order of events. Relate this to the story. Ask: *What is the sequence? Why does the picture of Bob in the towel have to come after the picture of Bob in the bath?*
- Discuss what a 'cycle' means. Discuss why *Bob is in the garden* is a cycle. Explain that this means that once the sequence of events gets to the end, it will begin again. Ask: *What do you think will happen? Will the girl bathe Bob again?* Encourage the children to continue the story. Read *Mrs. Wishy-Washy* by Joy Cowley (published by Penguin) and discuss how we believe the animals will go in the mud again.
- Have the children complete **BLM 4** 'Pictures of Bob'.
- Have the children complete **BLM 5** 'Tunnel and draw'.
- Have the children complete **BLM 6** 'Cut and paste flip book'. Children cut out the picture cards, then the six phrase cards (which they fold along the dashed line). They add glue at the top of each picture card and stick a phrase card on top. Join together with staples at the top (in the correct sequence) to make a small flip book.
- Have the children add to their *Wonder Words word booklet* (see word booklet 2, p. 98).
- Have the children add to their *Wonder Words phrase booklet* (see phrase booklet 2, p. 95).

Name: _____ Date: _____

Pictures of Bob

Look!
Bob is in the bath.

Look!
Bob is in the towel.

Look!
Bob is in the mud.

Look!
Bob is in the sun.

Look!
Bob is in the garden.

Look!
Bob is in the kennel.



WW List 2 / Book 2, Level 1: *Bob is in the garden*

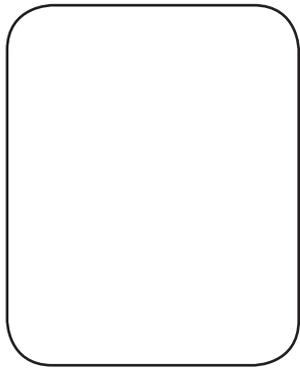
Focus: Develop comprehension, sequencing, and word recognition.

Teacher's note: Children will need scissors and glue. Cut out the six pictures of Bob and paste each below the matching text.

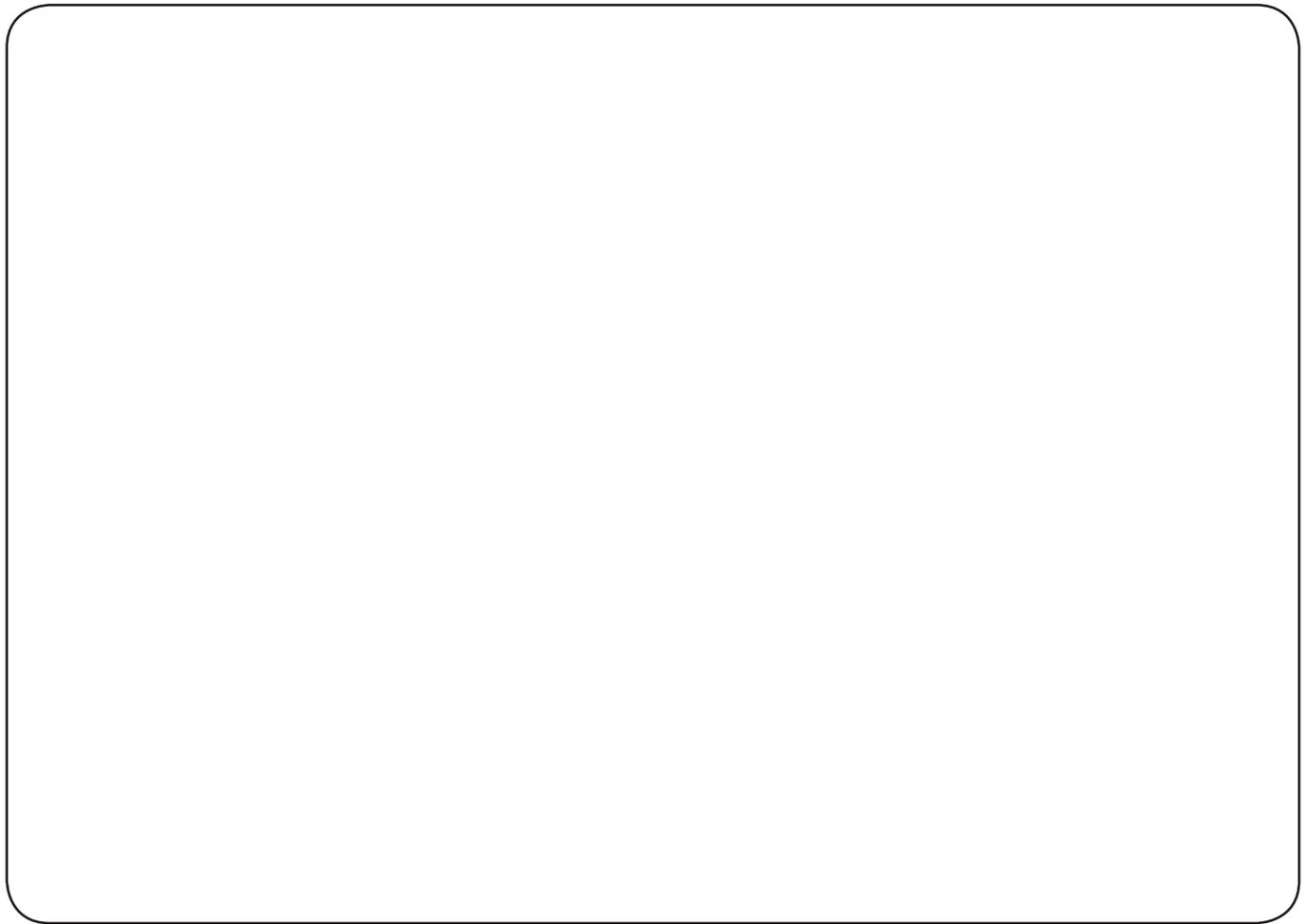
Name: _____ Date: _____

Tunnel and draw

Look!

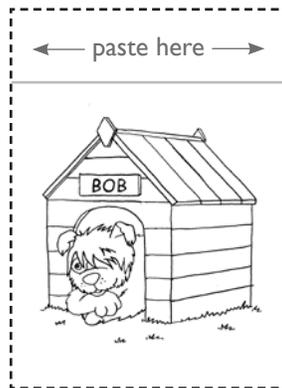
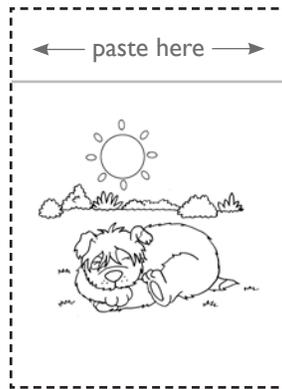


is in the



Name: _____ Date: _____

Cut and paste flip book



Look! Bob is in the				
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WW List 2 / Book 2, Level 1: Bob is in the garden

Focus: Develop comprehension, sequencing, and word recognition.

Teacher's note: Children will need scissors and glue. Cut out the picture cards. Cut out the phrase cards and fold along the dashed lines. Paste a phrase card on top of each picture card. Join together with staples at the top (in the correct sequence) to make a small flip book.