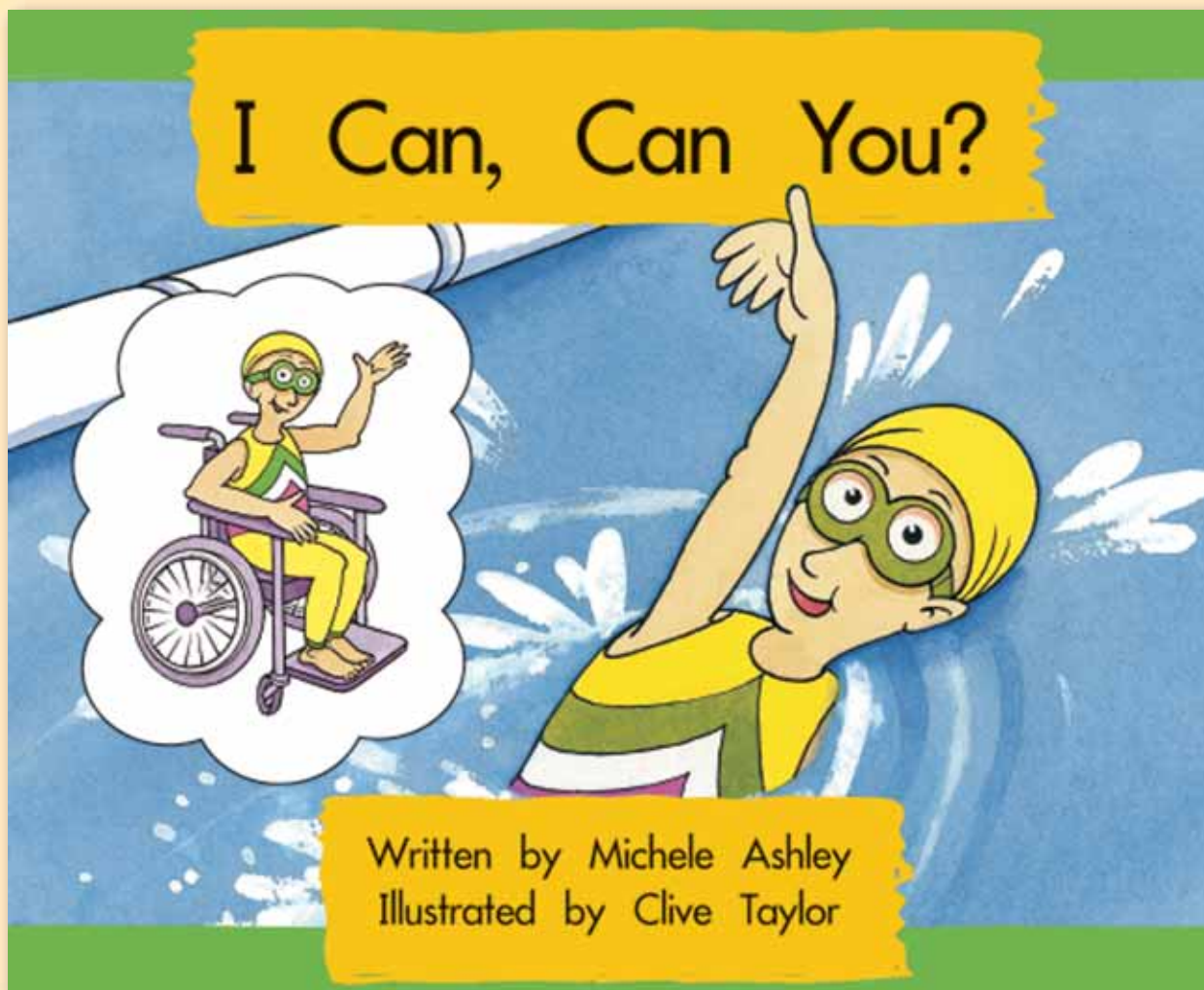




Level 2

Book a



Level	2
Word Count	35
Text Type	Literary recount
High Frequency	can, you
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)

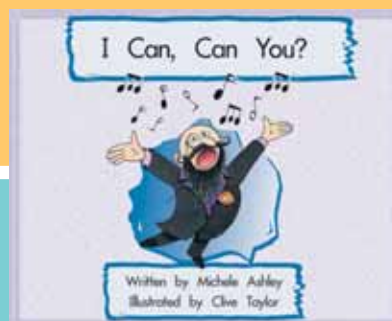
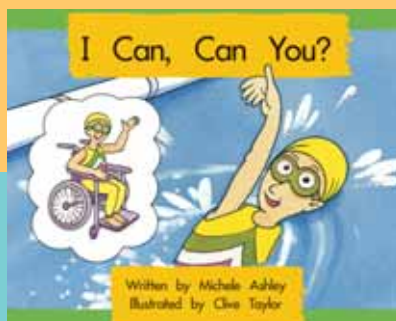


This symbol relates to use (text user)

Cover & Title Page



Read the title to the children. Invite them to discuss things that they can do. You may like them to demonstrate some, for example, hop. As they demonstrate, have them say to the rest of the group, *Can you hop? I can.* This will help them with the pattern of the text, which is opposite to that of the title of the book.



Ask the children to respond to the story. Ask which things the people in the story did that the children can do, too.



Talk with the children about how well they managed to point to each word as they read. Did they remember to move their finger back to the beginning of the second line?

BEFORE READING

2/3



Ask the children to look at the picture and say what this boy can do.



Draw the children's attention to the question mark. Remind them that when they see this mark at the end of a sentence, the sentence asks a question.



Discuss hopping with the children. How many of them can hop? Have them demonstrate. Talk about how hard it is to balance on one foot.



Ask the children to locate *can* and *you* on this page. Ask them to reread the page pointing to each word if they are unable to locate *can* and *you*.

AFTER READING

BEFORE READING

4/5



Ask the children to discuss what this girl is doing.



Discuss running with the children. Ask them which animals they know that can run. Do they know the animal that can run fastest of all?



Ask the children to locate *can* and *you* on this page. Ask them to reread the page pointing to each word if they are unable to locate *can* and *you*.

AFTER READING

Ask the children to look at the picture and predict what they think the text might say.



Discuss jumping. Do the children know the difference between long jump and high jump? Have they heard of hop, step and jump? Which animals do they know that can jump?

Ask the children to locate *can* and *you* on this page.

Ask the children to discuss this picture and say what the man is doing.



Invite the children to share with the group all the things they know that can fly.

Ask the children to locate *can* and *you* on this page.

BEFORE READING 10/11

Discuss this picture with the children. What is the girl doing? What is she saying?



Go back to the cover and invite the children to talk more about the girl in this picture. How many other things in this book can she do?

Ask the children to point to *can* and *you* on this page.

AFTER READING

I Can, Can You?

Fast and Slow

A Rainbow of Parrots

Spot

BEFORE READING 12/13

Ask the children to suggest what the baby is doing. What is the baby saying?



Discuss crawling with the children. Who or what else could say, *I can crawl*?

Ask the children to point to *can* and *you* on this page.

AFTER READING

The Grasshopper and the Flea

At School

Going to Town

This Is a Fish

Have the children look at the picture and discuss what this man is doing.



Discuss this picture more fully. Where is the man who is singing? Why is there a curtain in the picture? What is the name of the instrument that the children can see? Explain more about the musical notes.

Explain the purpose of a glossary to the children. Invite them to read the words in the glossary with you.

Ask the children to return to the beginning of the book. Remind them that when they have read the first line, they need to sweep their finger back to the beginning of the second line.



Ask the children to work with a partner. One child reads the book. The other answers the questions with *yes* or *no*. Children then change over so the other child does the reading.

2 a I Can, Can You?

Name _____

Cut out the sentences. Match them to the sentences in the book.

Can you hop?

I can.

Can you run?

I can.

Can you swim?

I can.

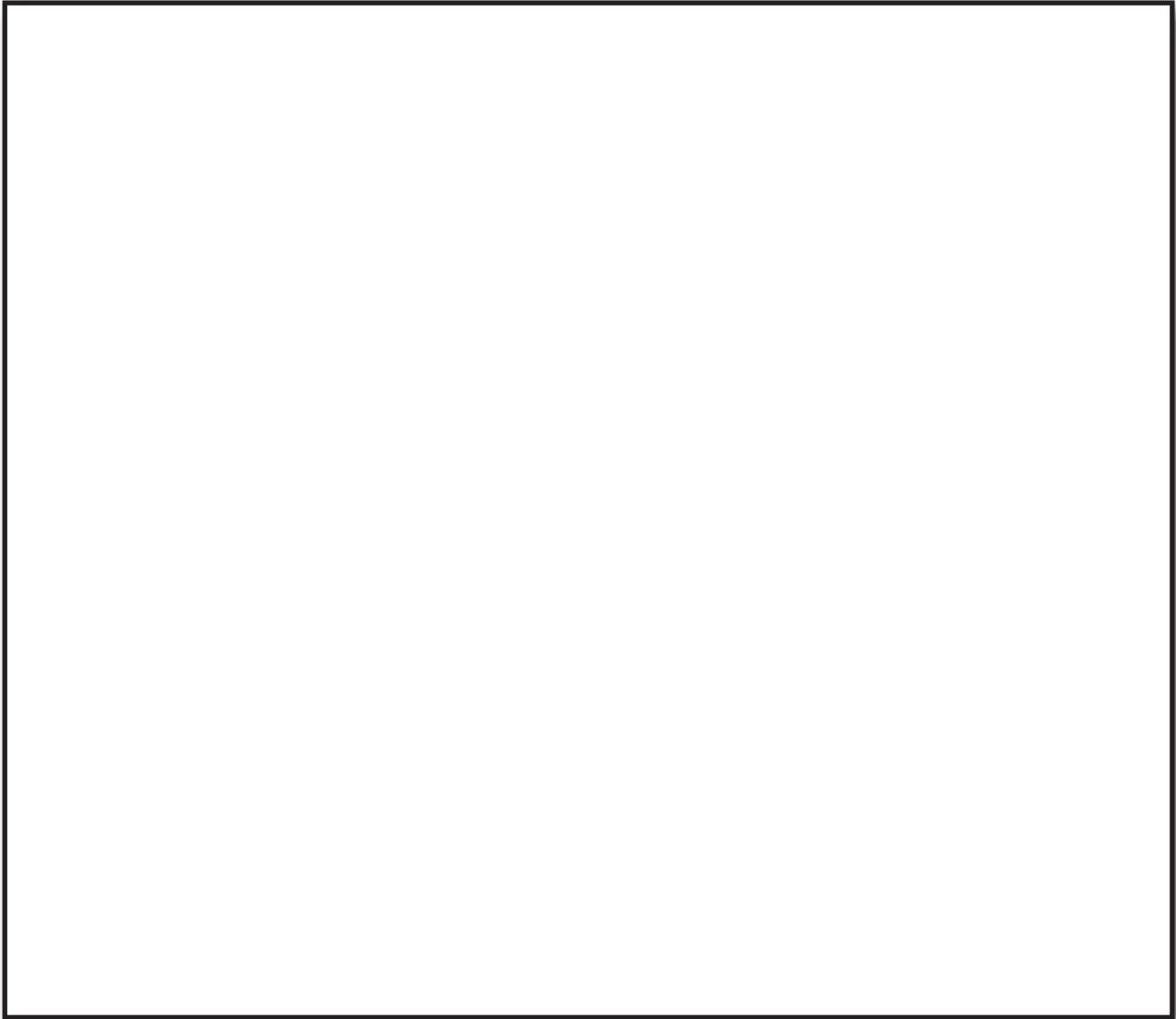
Can you sing?

I can.

2 a I Can, Can You?

Name _____

1. Draw your favourite part of the book.

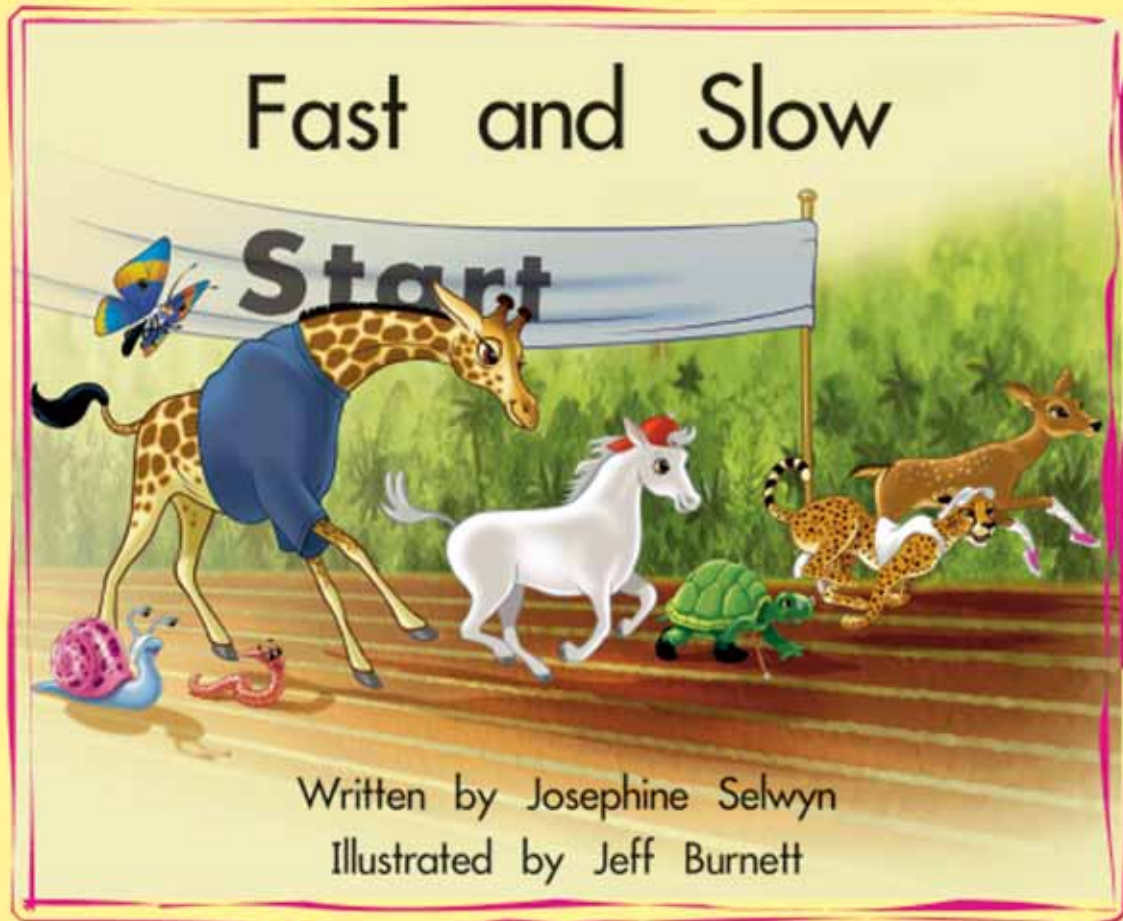
A large, empty rectangular box with a black border, intended for a student to draw their favorite part of a book.

2. Write the sentence to go with your picture.



Level 2

Book b



Level	2
Word Count	48
Text Type	Literary recount
High Frequency	go, said
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)

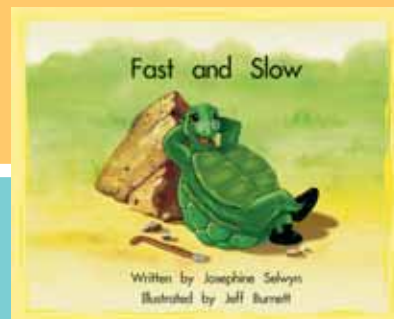
Cover & Title Page



Read the title to the children and have them discuss animals that can go fast and animals that go slow. You may want to classify these in two columns or circles on the board. Ask the children to look at the cover and the title page and say whether they think the animals go fast or slow.



Ask the children to respond to the book. Ask them to retell which animals went fast and which animals went slow.



Discuss with the children how well they matched their fingers and the text. Ask them how they managed looking at the words as well as the picture to help them read.



Ask the children to look at the picture, identify the animal, and say whether it goes fast or slow.



Point out the speech marks to the children. Discuss their purpose. Tell the children that in this book it is the animal in the picture that is talking. Ask them to predict what the horse is saying.



Discuss this picture more fully. Ask the children where the horse is. What is it doing?



Ask the children to point to *go* and *said* on this page.



Ask the children to identify this animal and say whether it goes fast or slow.



Point out the speech marks on this page. Ask the children what they think the snail is saying.



Ask the children to look more closely at this picture. Is the snail in the same place as the horse? They may need to check back to the page before. Are the snail and the horse doing the same thing? What might it be?



Ask the children to locate *go* and *said* on this page.



The children may have trouble identifying this animal. If they say lion or tiger, acknowledge the good guess.



Ask the children to say *lion* and *tiger* slowly and listen for the initial letter sound. See if they can see a word that starts with these letters. Then tell the correct word and explain how you knew it was not *lion* or *tiger*.



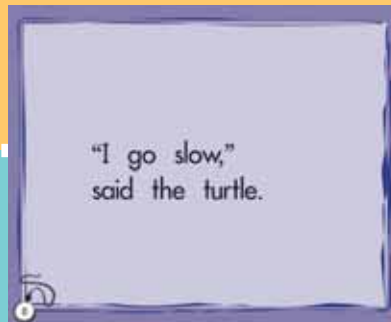
Discuss cheetahs more fully. Do the children know that the cheetah is the fastest animal?



Have the children identify *go* and *said* on this page.



Ask the children to identify this animal and say whether it goes fast or slow. If the students call the turtle a tortoise, acknowledge the good guess and tell them the correct word.



Discuss turtles more fully. Ask the children to suggest why the turtle has a walking stick. Will the turtle win the race?



Ask the children to point to *go* and *said*. Also ask them to point to *the*.

BEFORE READING 10/11

Ask the children to identify this animal and say whether it goes fast or slow.

Ask them to tell you what the speech marks mean.



Talk more about the deer. How fast can it go? Will it win the race?

Ask the children to locate *go*, *said* and *the*.

AFTER READING

I Can, Can You?

Fast and Slow

A Rainbow of Parrots

Spot

BEFORE READING 12/13

Ask the children to identify this animal and ask whether it goes fast or slow.

If the children call this insect a caterpillar, ask them to say *caterpillar* and listen for the initial sound. Ask them to see if there is a word starting that way on the page. Prompt them with the initial sound of *worm*.



Discuss worms more fully. Do the children know how they move? Is a worm as slow as a turtle?

AFTER READING

The Grasshopper and the Flea

At School

Going to Town

This Is a Fish



Ask the children to identify this animal and predict what it is saying.



Discuss giraffes with the children. Will a giraffe's long legs help it run faster?



Ask the children to use the information that they know to suggest which animal will win the race. Which will come second? Which will come last?



Ask the children to look at this picture and suggest what the insect is saying.



Ask the children to go back to the beginning of the book. Remind them of one to one pointing and return sweep. Also remind them to use the words as well as the picture to help them as they read.



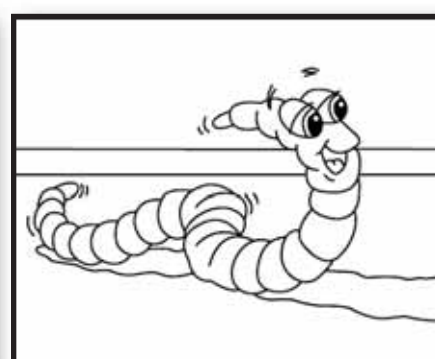
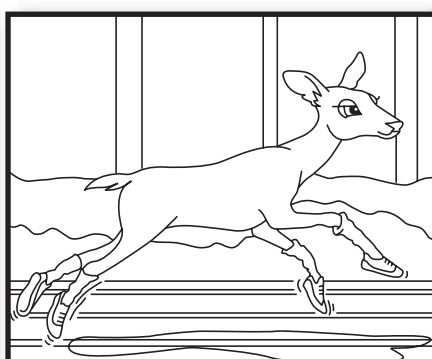
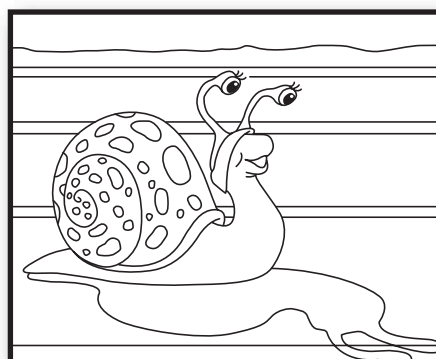
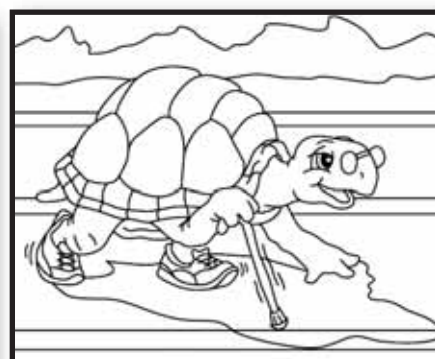
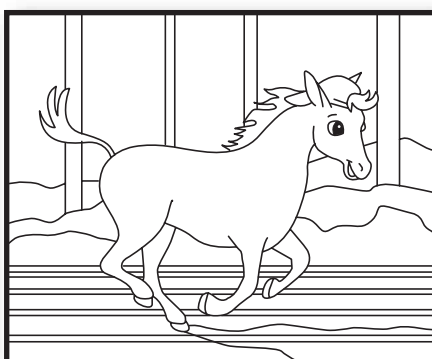
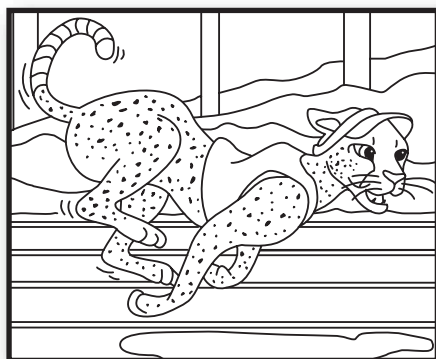
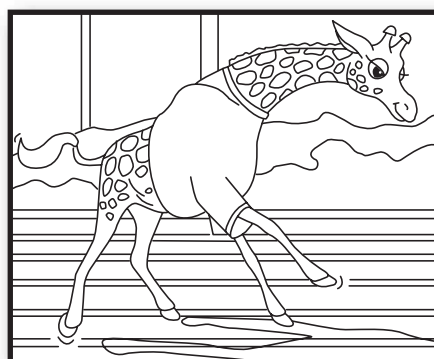
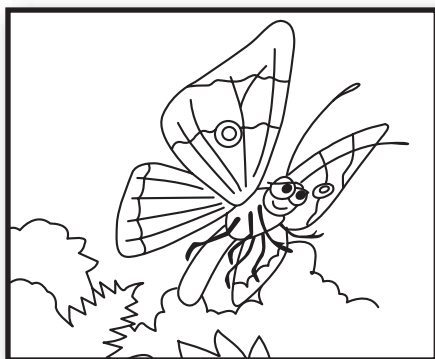
Ask the children to go back through the text and analyse how the pages alternate – one page with a fast animal and the next page with a slow animal. Ask them why they think the author wrote the book this way.

2 b Fast and Slow

Name _____

Colour the animals that go fast with red.

Colour the animals that go slow with blue.

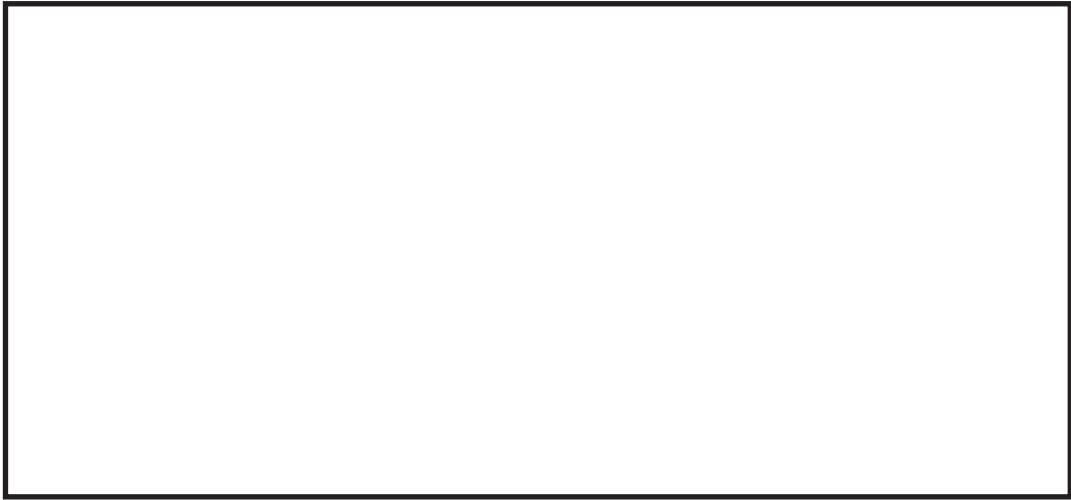


2 b Fast and Slow

Name _____

1. Draw the fastest animal.

Write *I go fast* under your picture.



2. Draw the slowest animal.

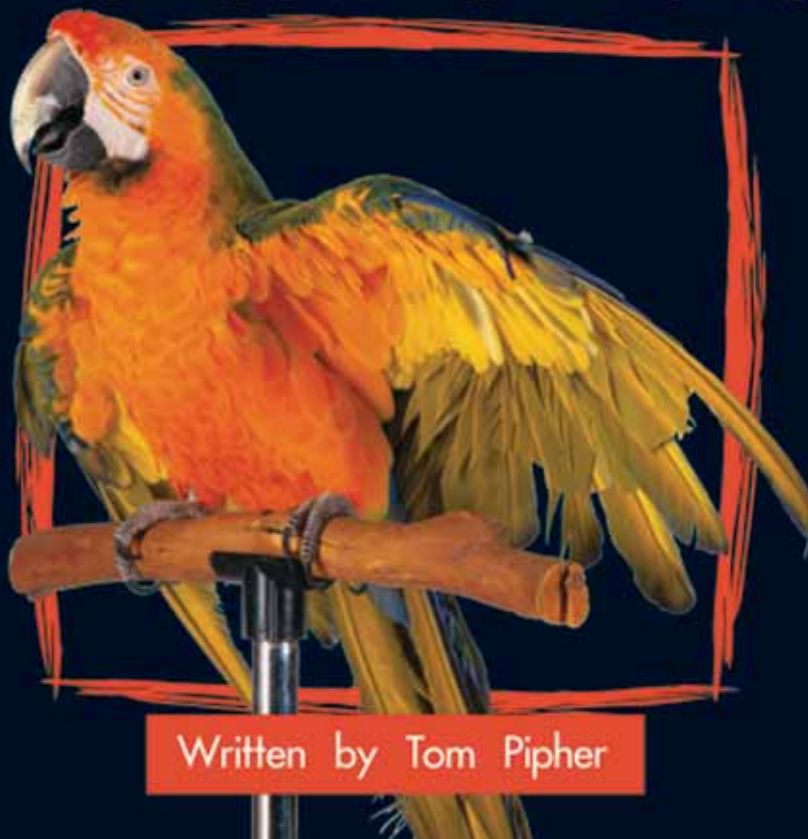
Write *I go slow* under your picture.





Level 2 Book c

A Rainbow of Parrots



Written by Tom Pipher

Level	2
Word Count	60
Text Type	Factual description
High Frequency	here, it, a
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)*



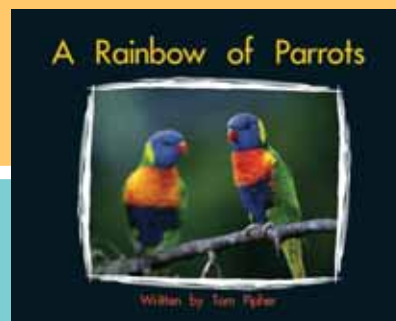
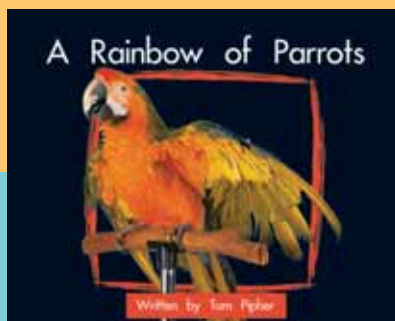
*This symbol relates to use
(text user)*

BEFORE READING

Cover & Title Page



Children who do not know their colours will need extra help to read this book. It may be good idea to do a colour related activity with these children before they read the book. Discuss the cover and title page. Ask the children why they think the book is called *A Rainbow of Parrots*.



AFTER READING



Ask the children to respond to the book. Ask them which parrot they liked best and why.



Ask the children to comment on their reading. Did they find it hard or easy? Have them say why.



Ask the children to look at this parrot and say what colour it is.



Here and *it* are new high frequency words for this book. Because these new words start each sentence, you may have to read this page to the children so they hear the pattern.



Discuss this parrot in more depth. Do the children know the words *beak* and *feathers*? Have them identify those in the photo.



Ask the children to point to *here* and *it* on this page.



Ask the children to look at this photo. Say, *Here is a parrot. What colour is it?* This will reinforce the language structure.



Discuss this parrot in more depth. Can the children tell from the photo where this parrot lives? Do they know the word *wings*? Have them identify the beak, feathers and wings.



Ask the children to point to *here* and *it* on this page.

Ask the children to look at this photo. Ask them what colour the parrot is.

Here is a parrot.
It is green.



Discuss this parrot with the children. Do they know where it is sitting? Do they know the word *claws*? Have them point to the claws.

Ask the children to point to *here* and *it* on this page. Ask them to tell you any other word on the page they know.

Ask the children what colour this parrot is.

Here is a parrot.
It is white.



Discuss this parrot. Ask the children where it is. Have them identify the parts of the parrot that they know. Can they see the tail?

Ask the children to point to *here* and *it* on this page.



Ask the children what colour this parrot is. You may have to discuss this further with them, as there is some blue on the parrot as well as black.



If the children say that this parrot is blue, tell them the word is *black*. Point to *black* as you say it, emphasising the final *ck* sound.



Ask the children to talk more about this parrot. Do they know the word *crest*? Can they identify the crest?



Have the children point to *here* and *it* on this page.



Ask the children to look at this parrot and say what colour it is.



Ask the children to look more closely at this parrot. Can they see two different shades of blue? Can they see a light blue and a darker blue?



Alert the children to the fact that this parrot has two main colours. Ask them what they are.



After the children have told you that the parrot is blue and yellow, say, *Yes, it is blue and yellow.* This will reinforce the different language pattern on this page.



Have the children look more closely at this parrot and name other colours they can see besides blue and yellow. Ask them which parts are white.



Tell the children that this parrot is two colours, too. Ask them what the colours are.



Tell the children to return to the beginning of the book. Remind them to point to each word as they say it.



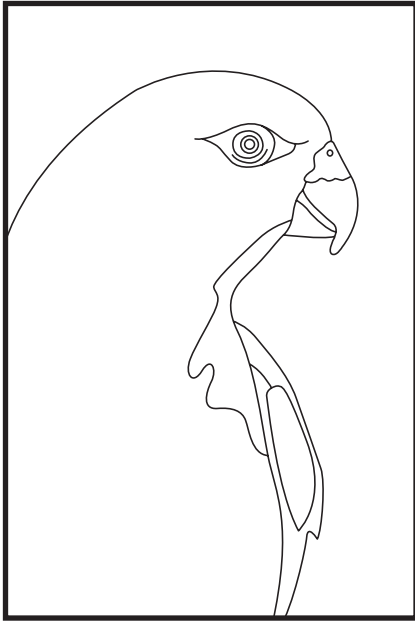
Ask the children what new information they have learned. How can they use this information?



Ask the children to go back through the book looking at the colour of the pages where the print is and the colour of the parrots. Ask them why they think the pages and the birds are the same colours.

2 c A Rainbow of Parrots Name _____

Colour the parrots.



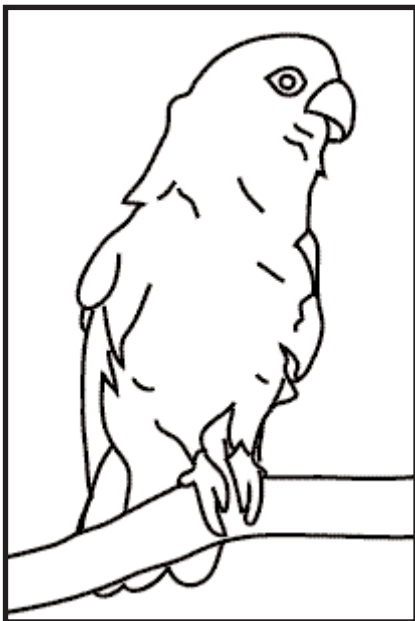
red



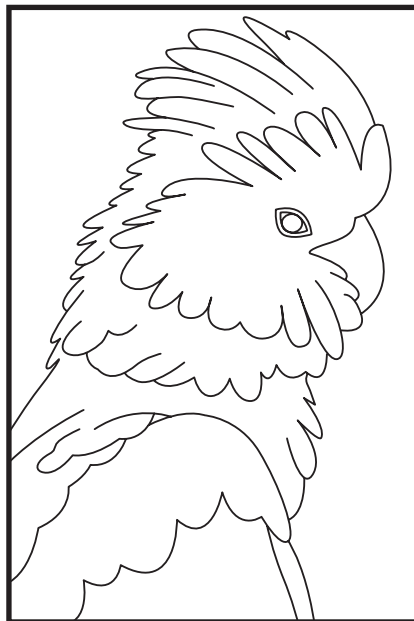
orange



green



white



black



blue

2 c A Rainbow of Parrots Name _____

Cut up the sentences.

Jumble up the words.

Put the sentences together again.

1. Here is a parrot.

It is red.

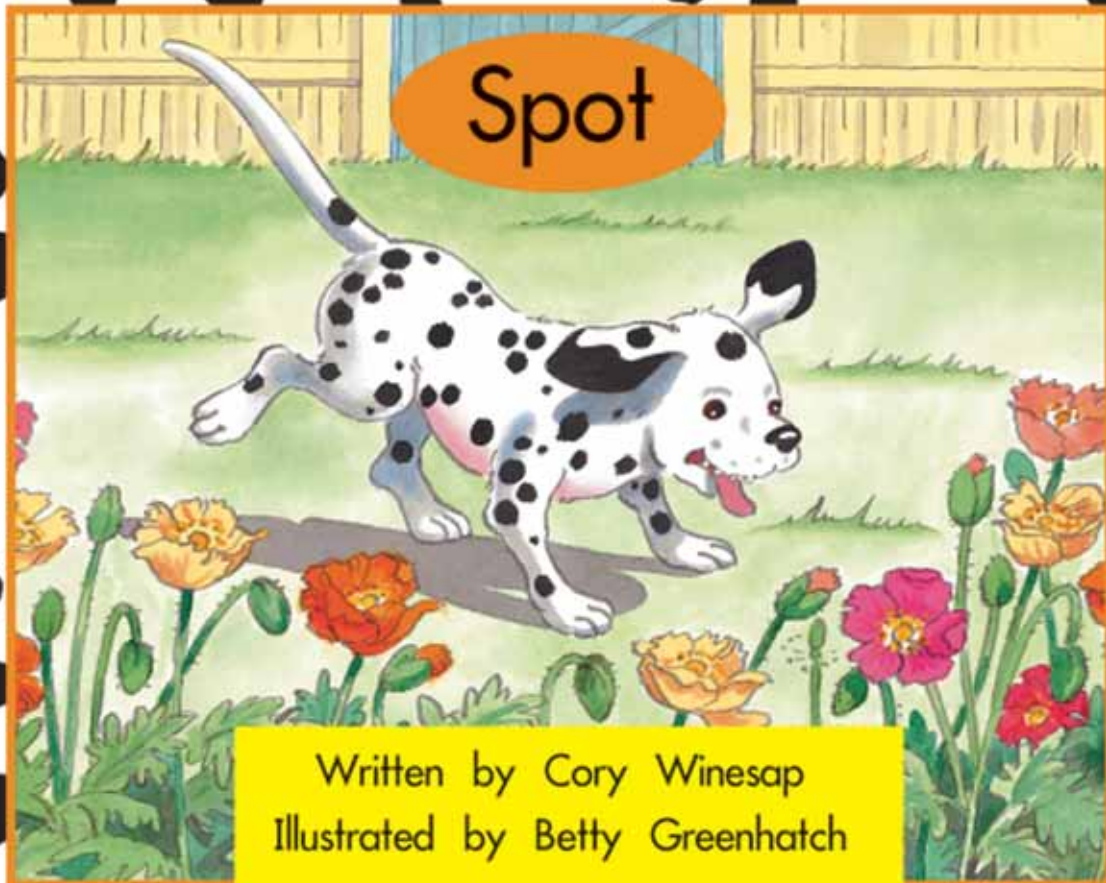
2. Here is a parrot.

It is blue.



Level 2

Book d



Written by Cory Winesap
Illustrated by Betty Greenhatch

Level	2
Word Count	62
Text Type	Literary recount
High Frequency	she, and, by
Word/s Introduced	

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This symbol relates to decoding (code breaker)



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



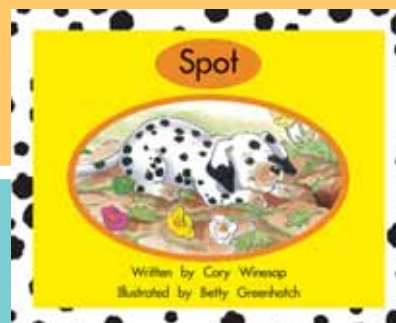
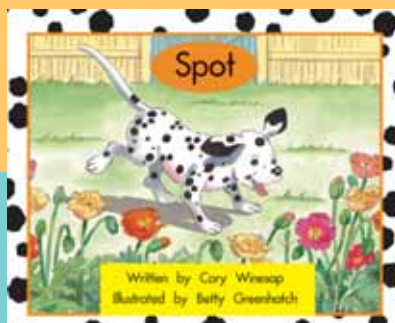
This symbol relates to use (text user)

BEFORE READING

Cover & Title Page



Read the title to the children. Ask them to look at the picture on the cover and the title page and predict what the story might be about. Discuss with them why they think the book is called *Spot*.



AFTER READING



Ask the children to respond to the book. Talk about a variety of reasons why dogs dig holes – to bury and find bones? Because they are bored?



Discuss the children's reading strategies with them. Did they find any of the reading hard? If so, what?

Ask the children to look at the picture and say what Spot is doing.



Ask the children to read this page again. Did they discuss the fact that Spot may be digging just because she likes to dig?

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

Ask the children to look at this picture to find out where Spot is digging. If necessary, lead the discussion to the fact that she is digging by the fence.



You may like to broaden the discussion to include different types of fences. Ask the children what this fence is made of. What other fencing materials do they know about?

Ask the children to locate *she*, *by* and *and* on this page.



Ask the children to say where Spot is digging now.



If the children say that Spot is by the path or the tree, ask them to say these words slowly and listen for the first sound. Point to the word *house*. Ask the children what letter and sound *house* starts with. They should then be able to predict that Spot is by the house.



Discuss types of houses with the children. Ask them to compare the house in the picture with where they live. What is the same? What is different?



Ask the children to locate *she*, *by* and *and* on this page.



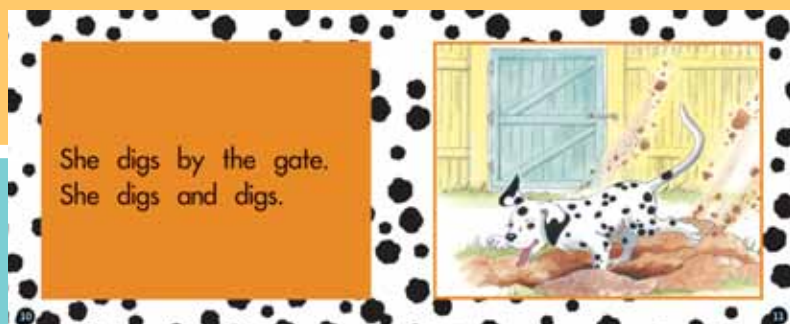
Ask the children to look at the picture and say where Spot is digging now. Ask them to suggest where Spot may dig next.



Ask the children to locate *she*, *by* and *and* on this page.

Ask the children whether their prediction from the previous page was right. Where is Spot digging now?

After the children have predicted *gate*, ask them what letter *gate* starts with. Then have them find *gate* in the text.



Discuss gates in greater detail. What other types of gates do the children know about?

Ask the children to locate *she*, *by* and *and* on this page.

Ask the children where Spot is digging now. Ask them where they think Spot will be digging next.

Have the children find the word *path* in the text after they have said what it will begin with.



Ask the children to locate *she*, *by* and *and* on this page.

Ask the children if their predictions were right. Have them look at the picture and say where Spot is digging.

She digs by the flowers.
She digs and digs.



Discuss the flowers with the children. Do they know the names of these flowers? Can they name the colours? What other flowers do the children know?

Ask the children to locate *she*, *by* and *and* on this page.

Ask the children to respond to this page. Why do they think Spot has dug holes all over the garden?

Ask the children to return to the beginning of the book. Remind them to point as they read. Remind them also to use the words and the pictures to help them get the exact meaning.



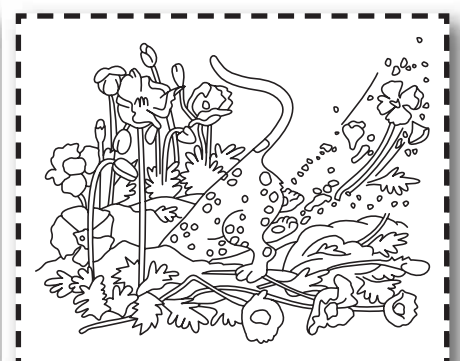
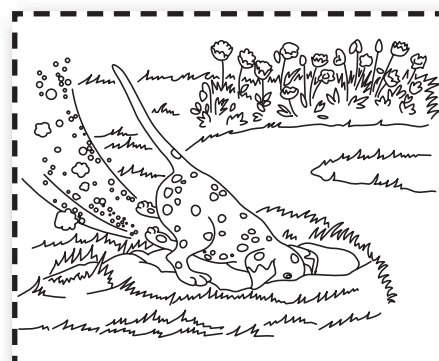
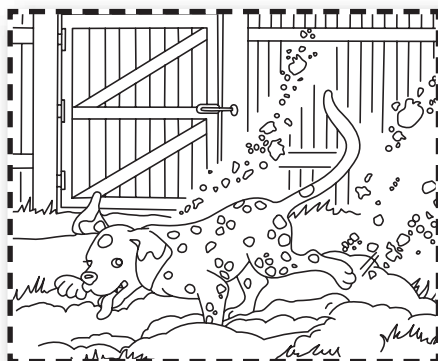
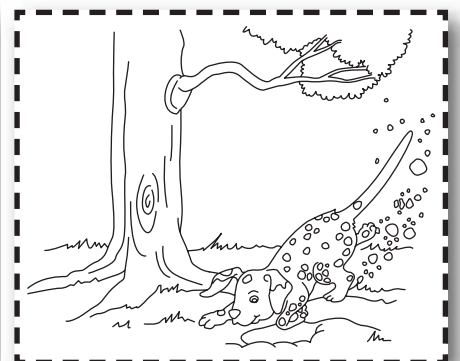
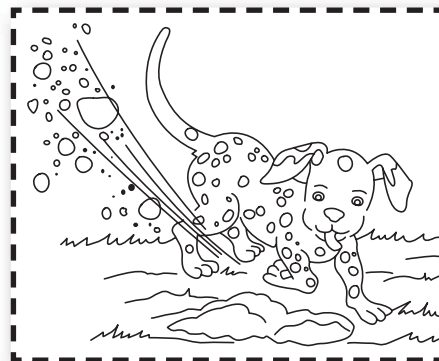
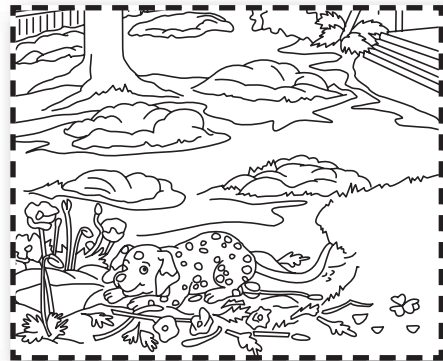
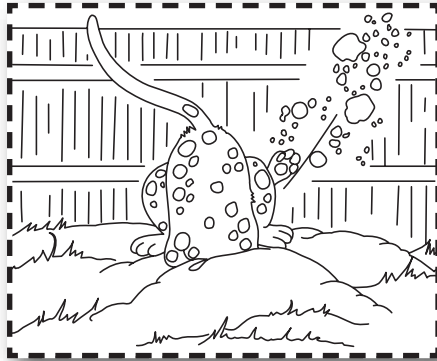
Discuss with the children how they think the owners will feel when they see what Spot has done. What will they say to Spot? What will they do to make sure Spot does not do that again?

2 d Spot

Name _____

Cut out the pictures.

Put them in order.



2 d Spot

Name _____

Read and draw.

1. Spot likes to dig.



2. She digs by the house.



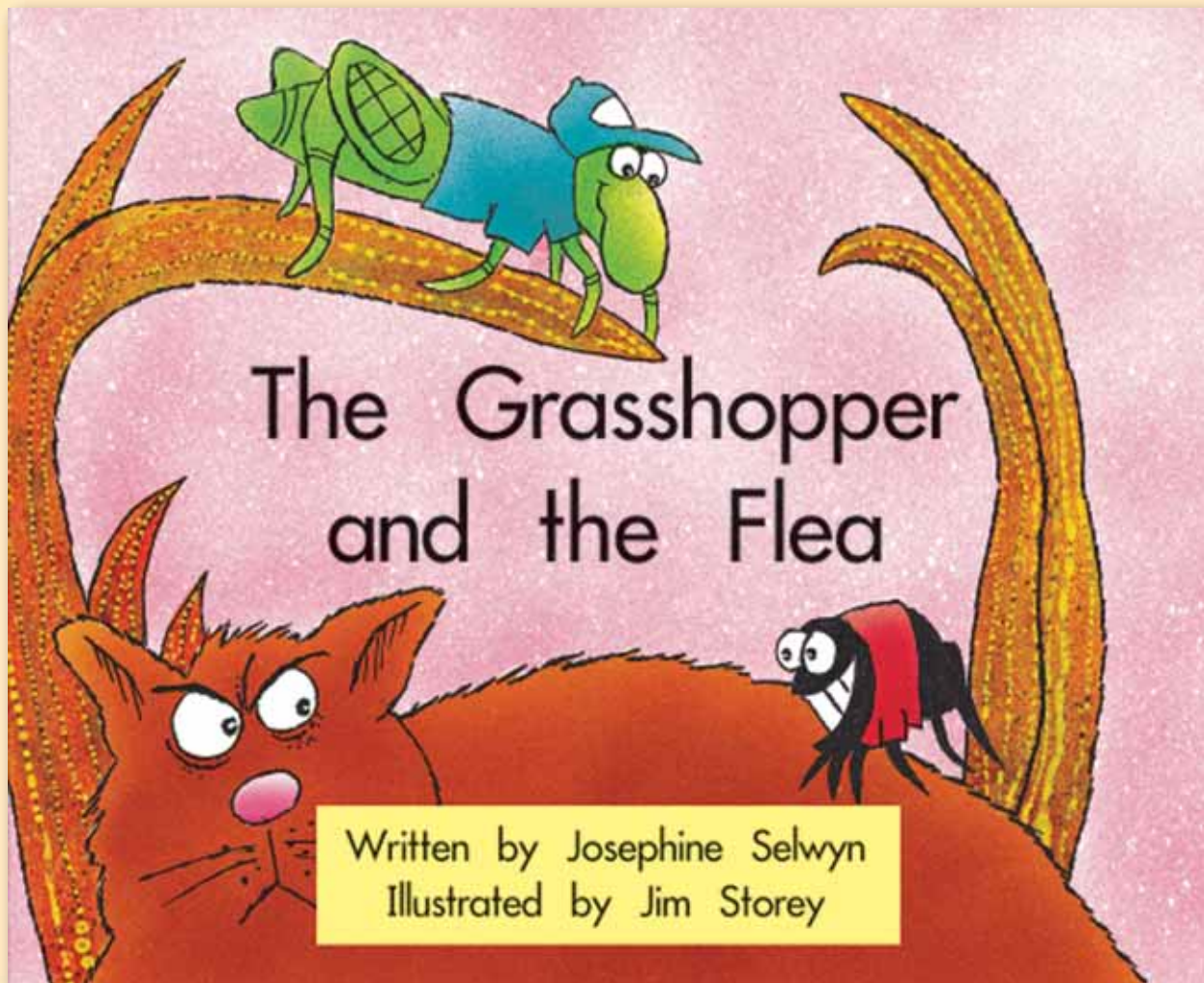
3. She digs and digs.





Level 2

Book e



Level	2
Word Count	63
Text Type	Literary recount
High Frequency	like
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)

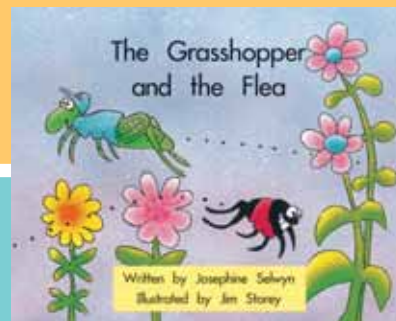
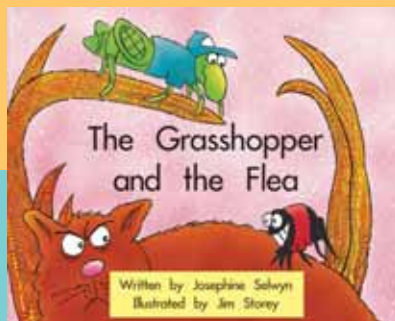
Cover & Title Page



Read the title to the children. Ask them to share some of the things that they know about grasshoppers and fleas. Ask the children if they think that grasshoppers can hop. Do they think that fleas can hop, too?



Talk about the word *grasshopper*. Write it on the board. Point out that it is a compound word. Circle the two words *grass* and *hopper*.



Ask the children to retell the story. Where did the grasshopper start out? Where did the flea start out? Where did they go next? Where did they both end up?



Discuss the children's reading strategies. Ask them to share anything that they found hard.



Ask the children to look at the picture and discuss what is going on. Who is in the picture? What are they doing?



Say the word *like*. Ask the children what *like* starts with. Have them locate *like* on the page.



Ask the children to look at the picture and discuss what is going on. Who is in the picture? What are they doing?



Ask the children to locate *like* on this page.



Ask the children to look at this picture. Who is in this picture – the grasshopper or the flea? What is the flea hopping on? Where do they think the flea will hop to next?



Discuss this picture more fully. What do children know about the relationship between cats and dogs? Do they know of dogs and cats that live together? Do they know of dogs that chase cats?



Ask the children to point to *like* on this page.



Ask the children to look at the picture and say what is happening. Where is the grasshopper hopping to now? Where did the grasshopper come from?



Ask the children to locate *like* on this page.



Ask the children where the flea is now. Did they predict that it would hop from the dog to the cat?



Ask the children to point to *like* on this page.

BEFORE READING 10/11

Ask the children what is happening now. Where has the grasshopper come from? Where is it going?



Ask the children to point to *like* on this page.

I Can, Can You?

Fast and Slow

A Rainbow of Parrots

Spot

AFTER READING

BEFORE READING 12/13

Where is the flea now? What do the children think will happen next?



Ask the children to point to *like* on this page. Then ask them to locate *to*, *on* and *the*.

The Grasshopper and the Flea

At School

Going to Town

This Is a Fish

AFTER READING

Discuss this picture with the children. Where is the grasshopper now?



Discuss with the children some other places that the grasshopper and the flea could have hopped to on their way.

Ask the children to point to *like* on this page. Then ask them to locate *to*, *on* and *the*.

What has happened in the story? Where are the grasshopper and the flea? What do the children think the flea is saying to the grasshopper?

Ask the children to go back to the beginning of the book. Remind them to think about the story as they read. Remind them to point to each word as they read.



Review the book again with the children. Point out the alternating structure that tells about the grasshopper and the flea. Ask the children why they think the author wrote the story like this.

2 e The Grasshopper and the Flea

Name _____

1. Read the sentences. Cut out the words.

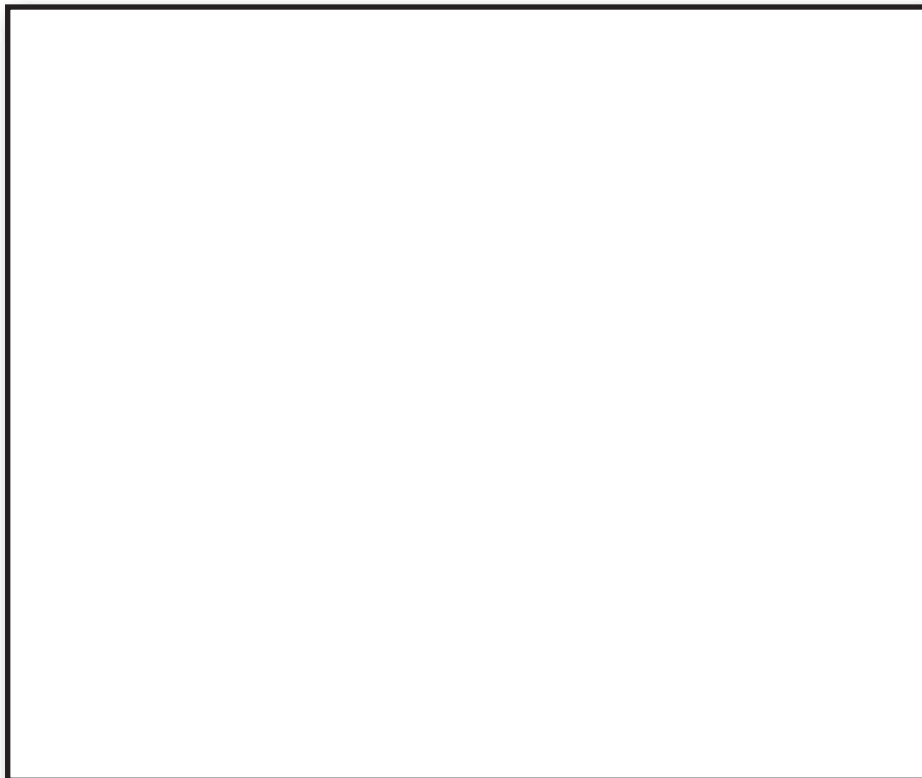
Jumble the words.

Make the sentences again.

I like to hop.

I hop on the cat.

2. Draw a picture of the sentences.



2 e The Grasshopper and the Flea

Name _____

Draw a line to the words that are the same.

she

like

by

go

said

and

here

it

like

you

can

she

go

said

and

here

it

by

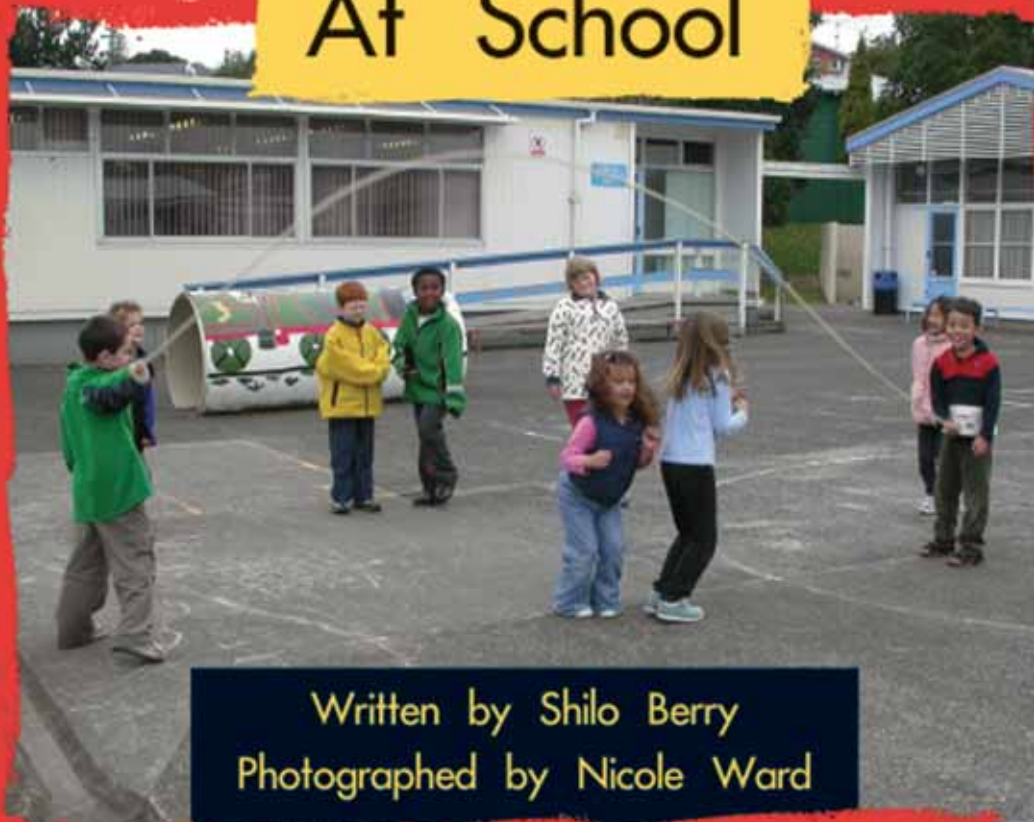
you

can



Level 2 Book f

At School



Written by Shilo Berry
Photographed by Nicole Ward

Level	2
Word Count	63
Text Type	Factual recount
High Frequency	at, my
Word/s Introduced	

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(text critic or analyser)*



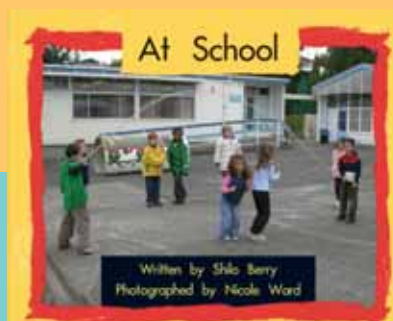
*This symbol relates to use
(text user)*

BEFORE READING

Cover & Title Page



Read the title to the children. Discuss what they do at school. Invite them to say what is the same and what is different between what they do and what the children on the cover and title page do at school.



Ask the children to respond to the book. Which type of art do they like best?



Discuss the children's reading strategies. Did they remember to point to each word as they read it? Did they remember to use the print as well as the picture to help them read?

AFTER READING



Ask the children to look at the photo. What is the little girl doing? What has she painted? What colours has she used?



Ask the children what letter the word *mum* starts and ends with. Ask them to find the word *mum* on the page.



Ask the children to discuss the painting they do at school. Do they have paint pots like this? Do they have easels? Do they put newspaper on the tables?



Ask the children to identify *at* and *my* on the page.



Invite the children to discuss this photo. What has the girl made her picture out of? How did she do it? Who is in her picture?



Ask the children what letter the word *dad* starts and ends with. Ask them to find the word *dad* on the page.



Ask the children to talk about their personal experiences with crayon and scratch paintings. What tool did they use to scratch away the crayon?



Have the children point to *at* and *my* on this page.

Invite the children to look at this photo and discuss what the boy has made. What is in his picture? How has he made it?



Invite the children to talk about their personal experiences with cutting and pasting. What is hard to do? What is easy to do? Did they make a cat?

Ask the children to identify *at* and *my* on the page.

Ask the children about this photo. What has the boy made? What materials has he used? How did he do it?



Ask the children to share their personal experiences. Have any of them made a picture like this?

Ask the children to identify *at* and *my* on the page.

BEFORE READING 10/11

Ask the children to talk about this photo. What has the boy made? How did he do it? Why is he holding it up to the window?



Ask the children to share their experiences of making a picture like this. What did they make? Has anyone ever made a butterfly like this?

Ask the children to identify *at* and *my* on the page.

I Can, Can You?

Fast and Slow

A Rainbow of Parrots

Spot

AFTER READING

BEFORE READING 12/13

Discuss with the children what the girl in this photo has made. How did she do it?



Ask the children how this girl's house is the same/different from where they live.

Ask the children to identify *at* and *my* on the page.

The Grasshopper and the Flea

At School

Going to Town

This Is a Fish

AFTER READING



Ask the children to talk about what this boy has drawn. What did he draw his picture with?



If children make an incorrect prediction, for example, *truck* for *car*, ask them what letter they expect to see at the beginning of *truck*. Point to the word *car*. Ask them to make another prediction using the initial letter as a guide.



Discuss drawing with chalk. Where else do people draw with chalk? Why can you draw with chalk in places where you cannot use paint?



Ask the children to identify *at* and *my* on the page.



Ask the children to discuss this page. What has the girl made? What do they think she is saying?



Ask the children to return to the beginning and read the book. You may have to prompt for the pattern as they start to read page 2.



Ask the children to review the book. What new things have they learned? How can they use what they have learned?

2 f At School

Name _____

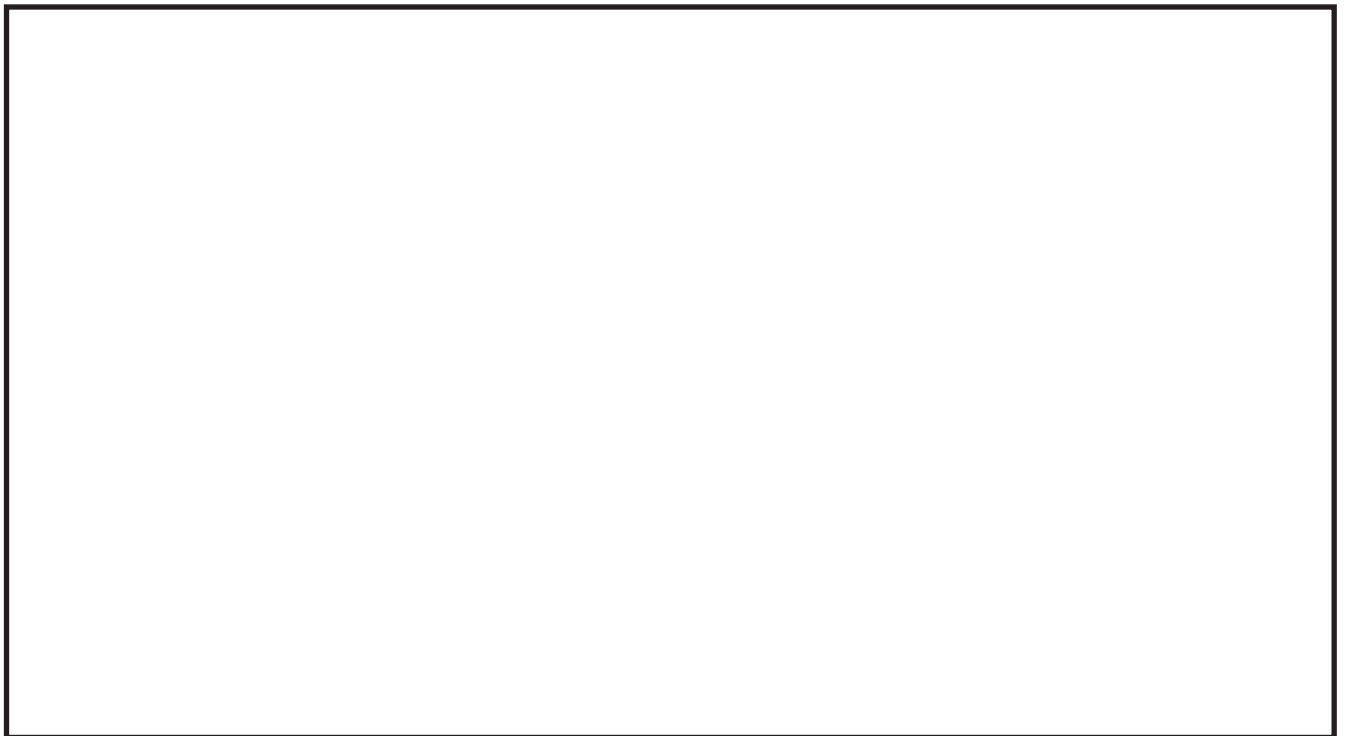
1. Read the sentences. Cut out the words.

Jumble the words. Make the sentences again.

I am at school.

This is my fish.

2. Draw a picture of the sentences.



2 f At School

Name _____

Read and copy these sentences.

I am at school.

This is my mum.

This is my dad.

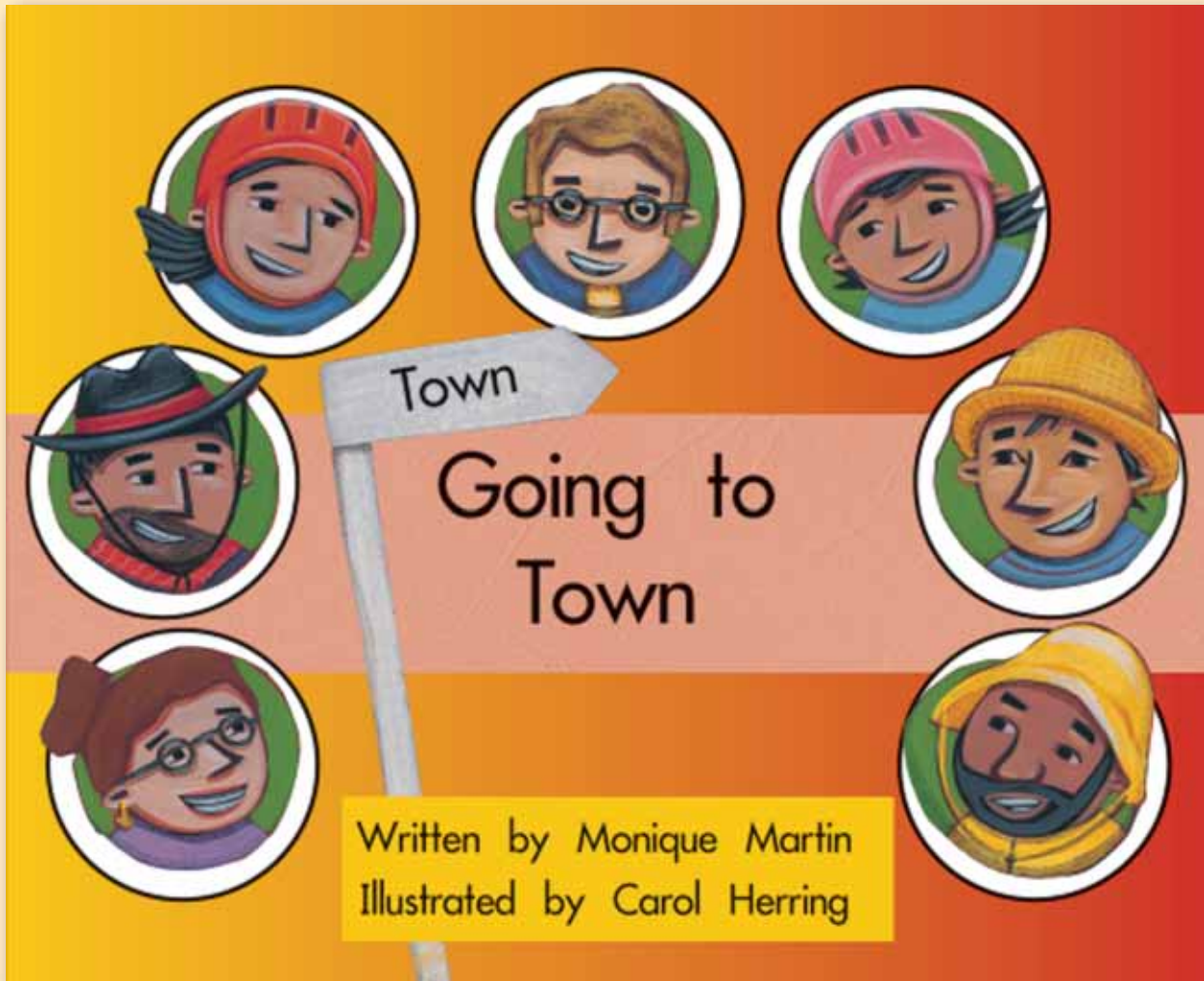
This is my dog.

This is my cat.



Level 2

Book g



Level	2
Word Count	63
Text Type	Literary recount
High Frequency Word/s Introduced	

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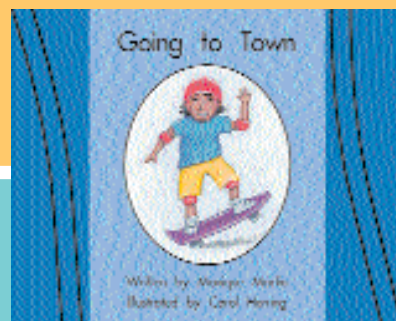
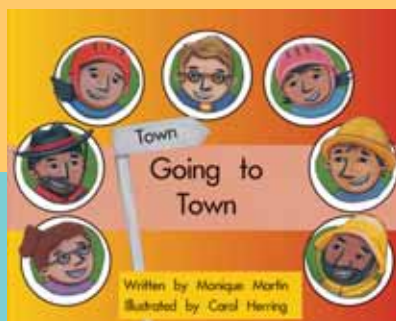
This symbol relates to use (text user)

BEFORE READING

Cover & Title Page



Read the title to the children. Tell them that this book is about some people that go to town. They go in different ways. Discuss with the children the ways that they go to town.



AFTER READING



Ask the children to respond to the book. Ask them what they think might happen next. What will each of the people do after they have been to the sale?



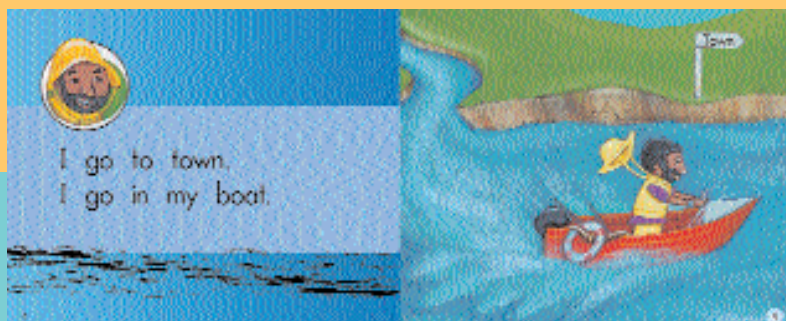
Discuss the reading strategies with the children. Comment on the good reading strategies you saw while they were reading independently.

Ask the children to look at this picture. Ask them how this person goes to town.



Discuss this picture in more depth. Have the children comment on the landscape. Do they know what this type of land is called? How far away from town do they think it is? What do they think this man is going to buy at the sale?

Ask the children to discuss this picture and say how this man goes to town.



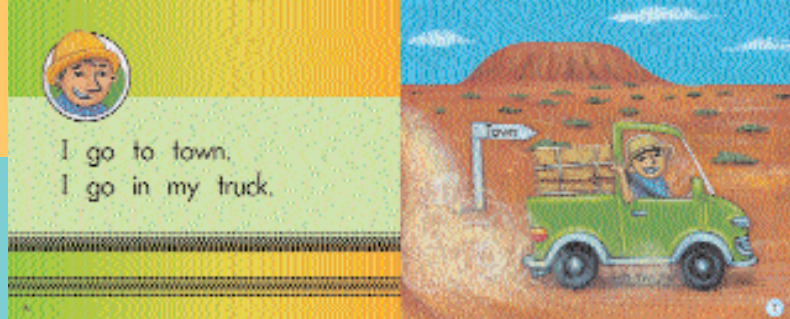
Invite the children to talk about where this man lives. How far away from town does he live? What do they think he is going to buy at the sale?



Have the children discuss this picture. How does this person go to town? Ask if anyone in the group goes to town in a truck.



Ask the children what they think *truck* starts with. Have them find the word *truck*. If they point to *town*, say *truck* and *town*, emphasising the final sound again and asking them to listen for the difference.



Talk to the children about this picture. Do they know the name of the rock in the background?



Ask if any of the children go to town the same way as this person goes to town.



Ask the children what the word *bike* starts with. Have them identify *bike* on the page.



Talk more about this picture. How close to town does this person live? What might she buy at the sale?

BEFORE READING 10/11

Ask how many children could go to town like this from where they live. Do they live close enough to town?



I go to town.
I go on my skateboard.

Talk more about this picture. What do the children think this person will buy at the sale?

Write the word *skateboard* on the board. Talk to the children about the two words that make up the word *skateboard*.

AFTER READING

I Can, Can You?

Fast and Slow

A Rainbow of Parrots

Spot

BEFORE READING 12/13

Ask the children how this person goes to town. What do they think this person does for a job?



I go to town.
I go in my tractor.

Talk more about this picture. Invite the children to name the objects that they can see. What do they think this person will buy at the sale?

Write the words *truck* and *tractor* on the board. Point out the initial letter, or if your children are good with letter / sounds, point out the initial blend. Ask the children to read both the words, listening for the same initial sound.

AFTER READING

The Grasshopper and the Flea

At School

Going to Town

This Is a Fish



Talk with the children about how this man goes to town. Ask the children why they think all these people are going to town. Have them make a prediction.



Ask the children to look back through the pictures. Ask them to use the information in the pictures to say which people live in similar areas.



Discuss this page with the children. Was their prediction right? Why do people go to sales?



Tell the children to return to the beginning of the book. Remind them to use the pictures and the print to help them read.



Ask children what they have learned about the different ways people can go to town. How could they use this information if they were talking about the transport people in the desert used?

2 g Going to Town

1. Read the words.

can

you

go

said

here

it

at

my

this

Name _____

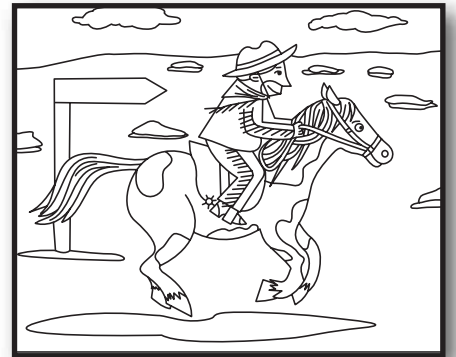
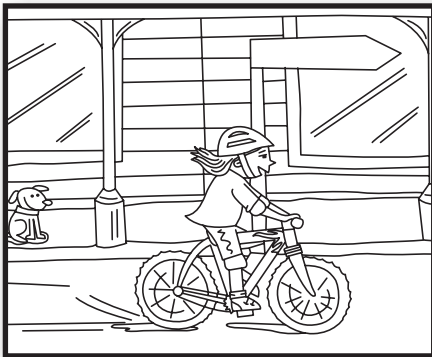
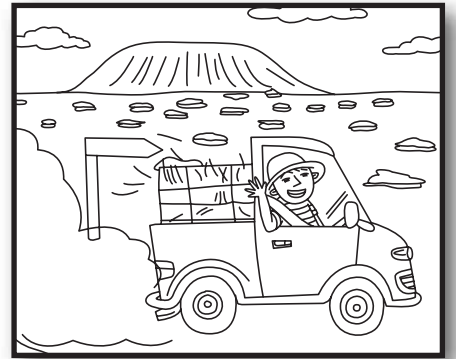
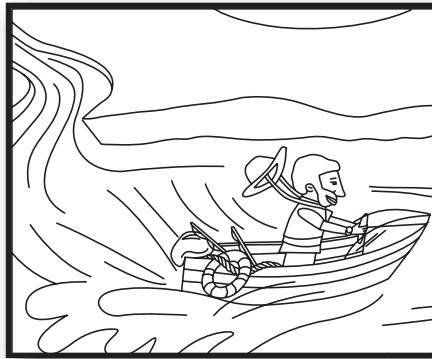
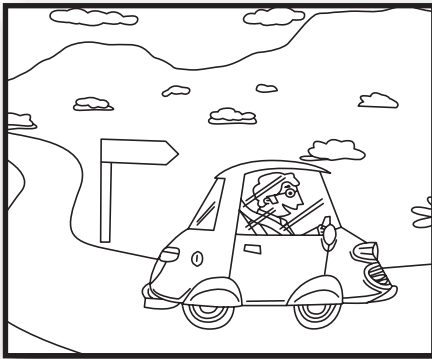
2. Write the words.

2 g Going to Town

Name _____

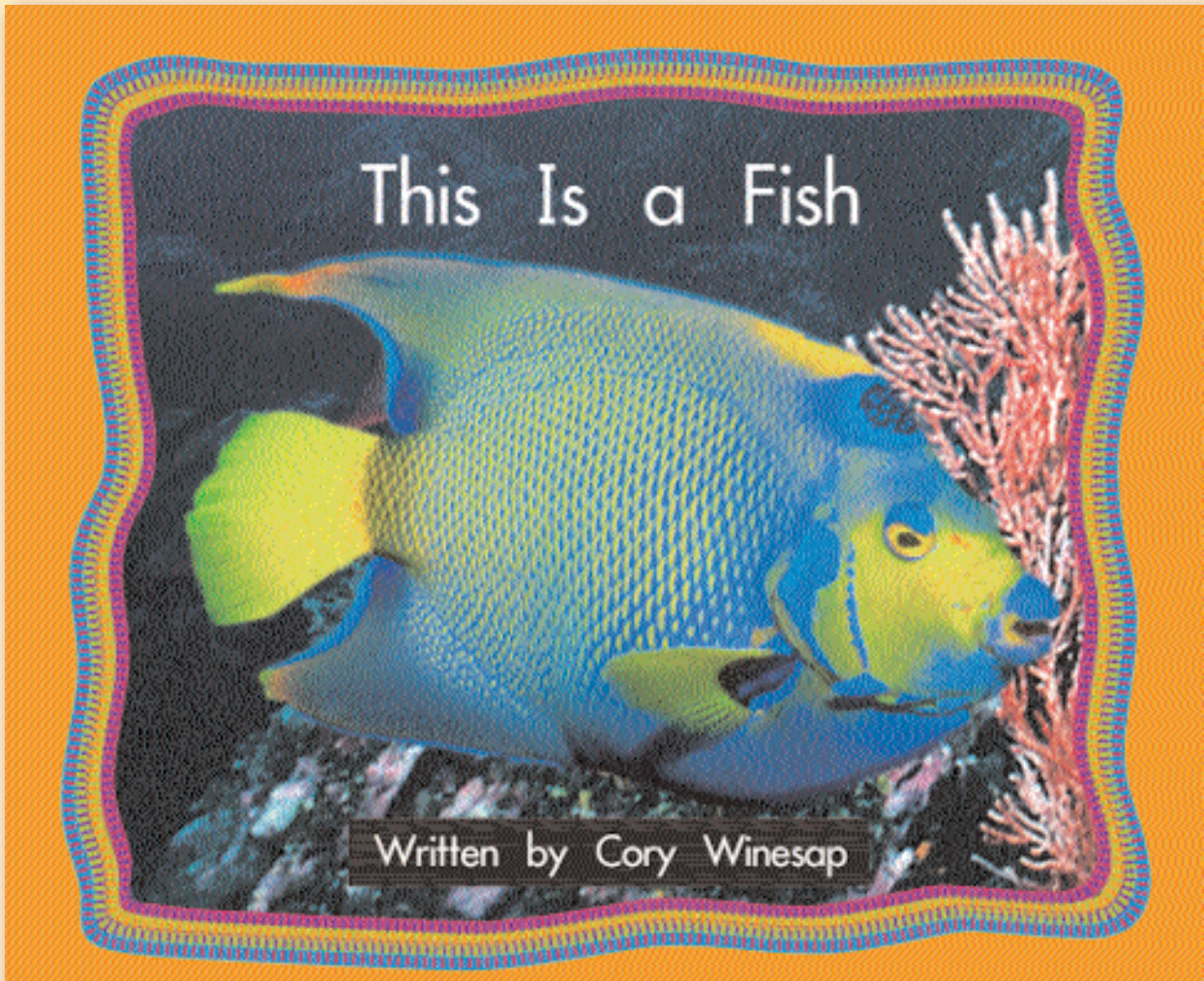
1. Look at the pictures. Put a red ring around the pictures of people who live out of town.
2. Put a blue ring around the pictures of people who live in the town.

Colour in the pictures.





Level 2 Book h



Level	2
Word Count	49
Text Type	Information report
High Frequency Word/s Introduced	this

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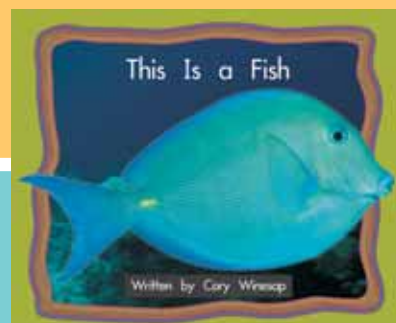
This symbol relates to use (text user)

BEFORE READING

Cover & Title Page



Tell the children that this book is about animals and fish and how they move. Discuss some animals that the children know and have the children say some of the ways that they move. Read the title to the children. Ask them to look at the cover and the title page and say what they can see.



AFTER READING



Ask the children to retell how each of the animals moved. Were there two or more animals that moved in the same way?



Discuss the children's reading strategies. Praise the good reading behaviour you noted while they were reading independently.

Ask the children to discuss this page. What can they see? How does the fish move?

This is a fish.
It can swim.



Discuss fish in more detail. Can the children name the parts of a fish? Do they know how fish breathe?

Ask the children to point to the word *this* on this page.

Ask the children to discuss this page. Ask them to say the way the bird is moving. Ask, *Can a bird swim?*

This is a bird.
It can fly.



Ask the children to discuss other things a bird can do. Ask them to share their personal experiences of seeing other ways birds move.

Ask the children to point to the word *this* on this page.



Ask the children what this animal is. Ask if it can swim.



If the children suggest that this is an alligator, point to the *c* at the beginning of *crocodile* and ask if this letter could start the word *alligator*. Ask what else the animal could be starting with *c*.



Discuss other ways a crocodile can move. How does it get around when it is on the land? Explain that a crocodile is a reptile. Tell the children the difference between reptiles and mammals.



Ask the children to point to the word *this* on this page.



Ask the children to name this animal and say what it can do. Can it fly? Can it swim? Can it run?



If the children suggest that the camel can walk, praise them for their good try. Point to the word *run* and say, *Is this how walk would start?*



Discuss camels in more depth. Ask the children what else camels can do.



Ask the children to point to the word *this* on this page.

Invite the children to name this animal and say what it can do. Can it fly? Can it swim? Can it run? Can it jump?

If the children say *hop* or *run* for *jump*, point to the *j* and ask them to predict a word starting this way. You may have to say the initial sound to prompt them.

This is a kangaroo.
It can jump.

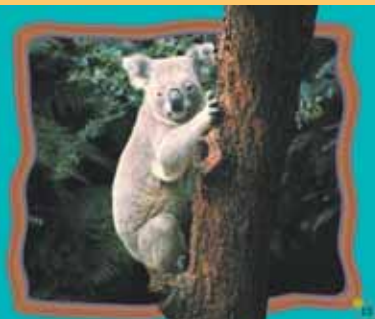


Discuss kangaroos with the children. Tell them how a kangaroo's long back legs and thick tail help it jump. Ask what else a kangaroo can do.

Ask the children to point to the word *this* on this page.

Invite the children to discuss this page. What is the animal? What can it do?

This is a koala.
It can climb.



Discuss with the children what other things koalas can do.

If you are working with a group of children who are very good with letter-sound relationships, you may want to write *crocodile*, *camel*, *kangaroo* and *koala* on the board and draw their attention to the same initial sound represented by different letters.

This animal may be hard for some children to recognise. If so, tell them it is a platypus. Ask them to look at the photo to say what it can do.

This is a platypus.
It can swim.



Discuss platypuses with the children. Can they name the parts of the platypus in the photo?

Ask the children to go back and look at the pictures again. Which animals move in the same way? Which animals can move in ways other than in the photos? How many animals can swim? How many animals can run?

Have the children look at the glossary. Ask them to read the words under each photo.

Tell the children to go back to the beginning of the book. Remind them to point to each word as they read it. Remind them to use the text and the photos to help with their reading. You may have to tell them *this* as it is a new word.



Ask the children what new things they have learnt. Ask them how they could use this information next time they visit a zoo.

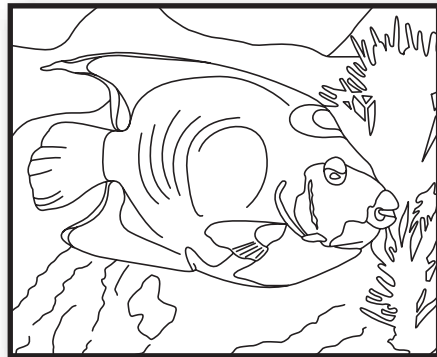
2 h This Is a Fish

Name _____

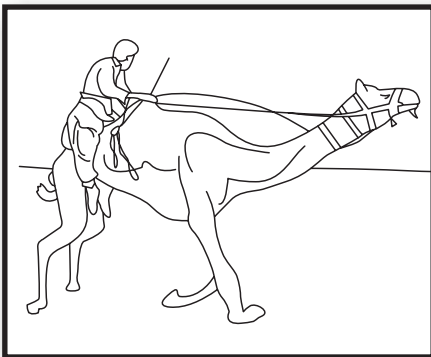
Write in the first letter.



__oala



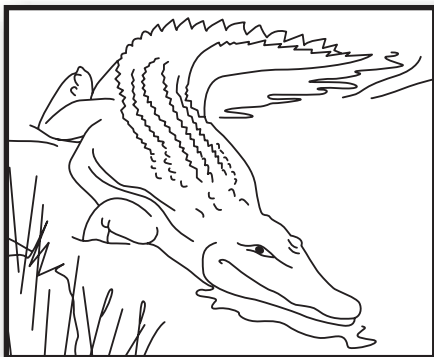
__ish



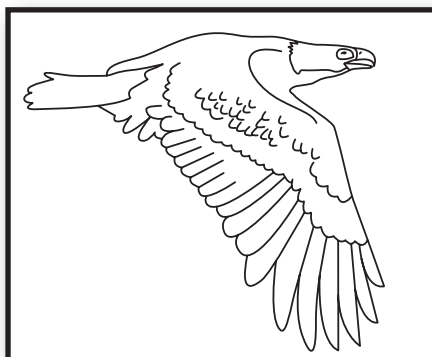
__amel



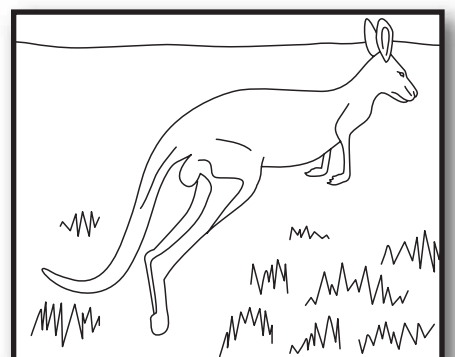
__latypus



__rocodile



__ird



__angaroo

2 h This Is a Fish

Name _____

Read the sentences. Draw the picture.

This is a kangaroo.
It can jump.

