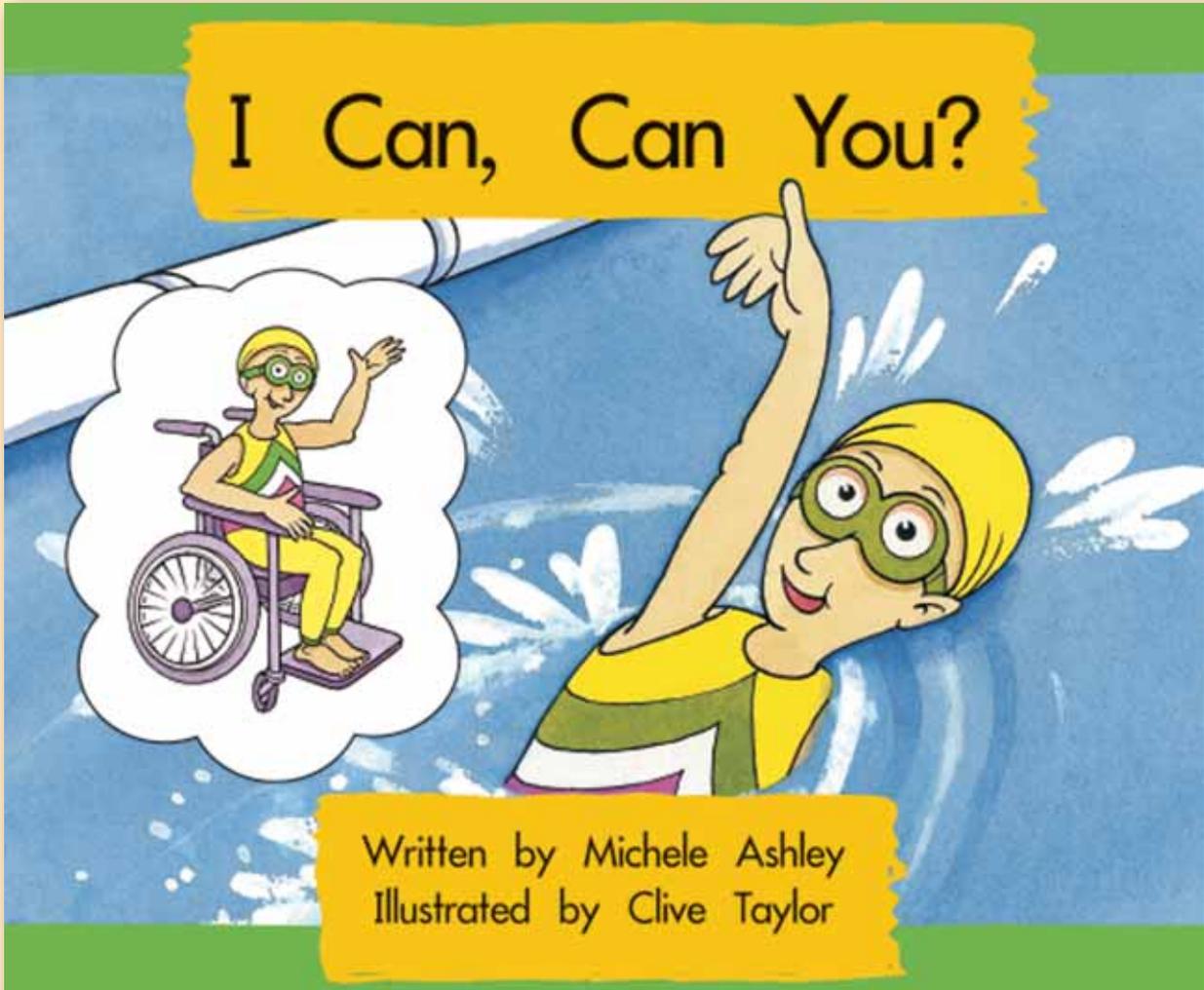




# Level 2 Book a



Level	2
Word Count	35
Text Type	Literary recount
High Frequency	can, you
Word/s Introduced	



I Can, Can You?

Fast and Slow

A Rainbow of  
Parrots

Spot

The Grasshopper  
and the Flea

At School

Going to Town

This Is a Fish

We have designed these lesson plans so that, if you wish, you can have the plan in front of you as you teach, rather than a copy of the book. Each page of the book is illustrated in the plans together with some suggestions for teaching. These have been divided into questions and discussion that you may have before the children read the book and after the children have completed the reading. This is not an arbitrary division. Some of you may prefer to explore the meaning and the language in more detail before the children read. Your decisions will depend on the gap between the children's current knowledge and the content, vocabulary, and language of the book they are about to read. Remember that the more information the children have up front, the easier it will be for them to read the text. However, this does not mean that you should read the text to them first.

We have addressed four areas that we think are important in developing good readers. As well as comprehension and decoding, we have addressed the issue of children being able to analyse and use the texts they read. The symbols below guide you to the type of question or discussion.



*This symbol relates to comprehension (meaning maker)*



*This symbol relates to decoding (code breaker)*



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

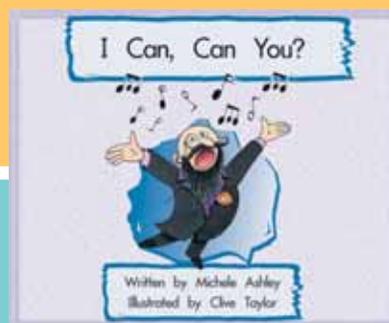
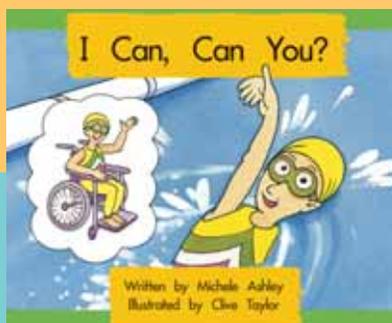


*This symbol relates to use (text user)*

## 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?



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*.



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*.

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?

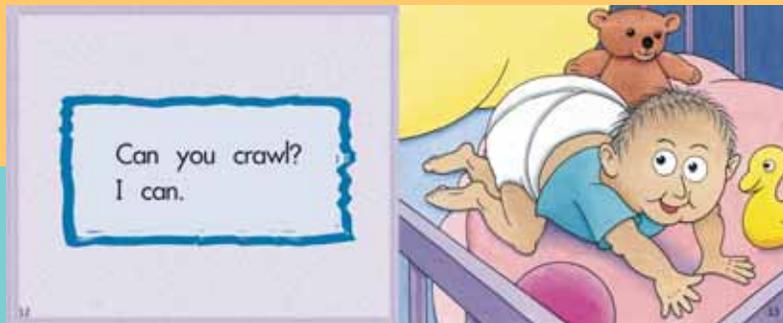
Fast and Slow

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.

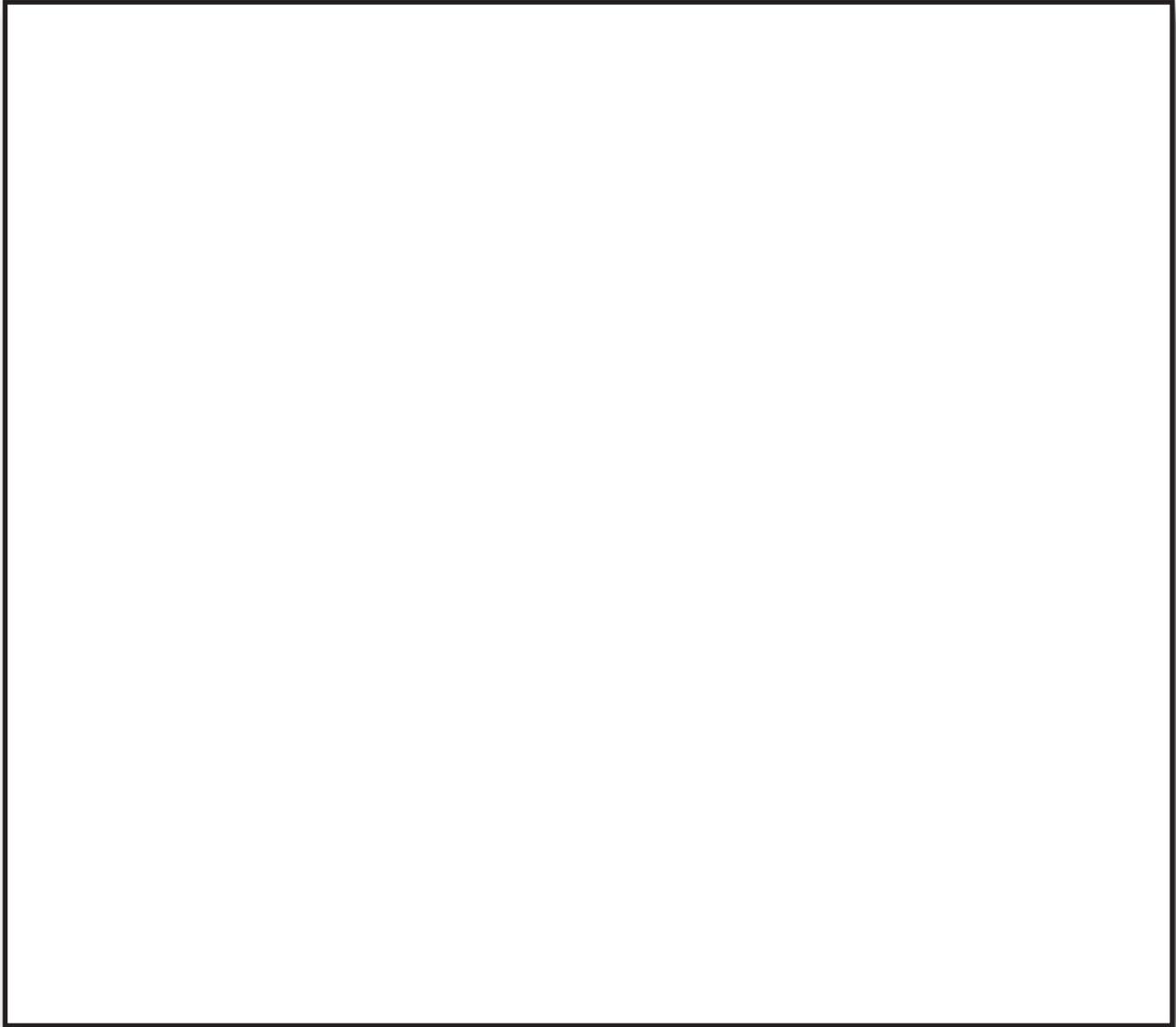
Can you sing?

I can.

## 2 a I Can, Can You?

Name \_\_\_\_\_

1. Draw your favourite part of the book.



2. Write the sentence to go with your picture.

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