



# Level 2 Book a

The Olympians

Can I Go to the Moon?

The Scarecrow

The Bee

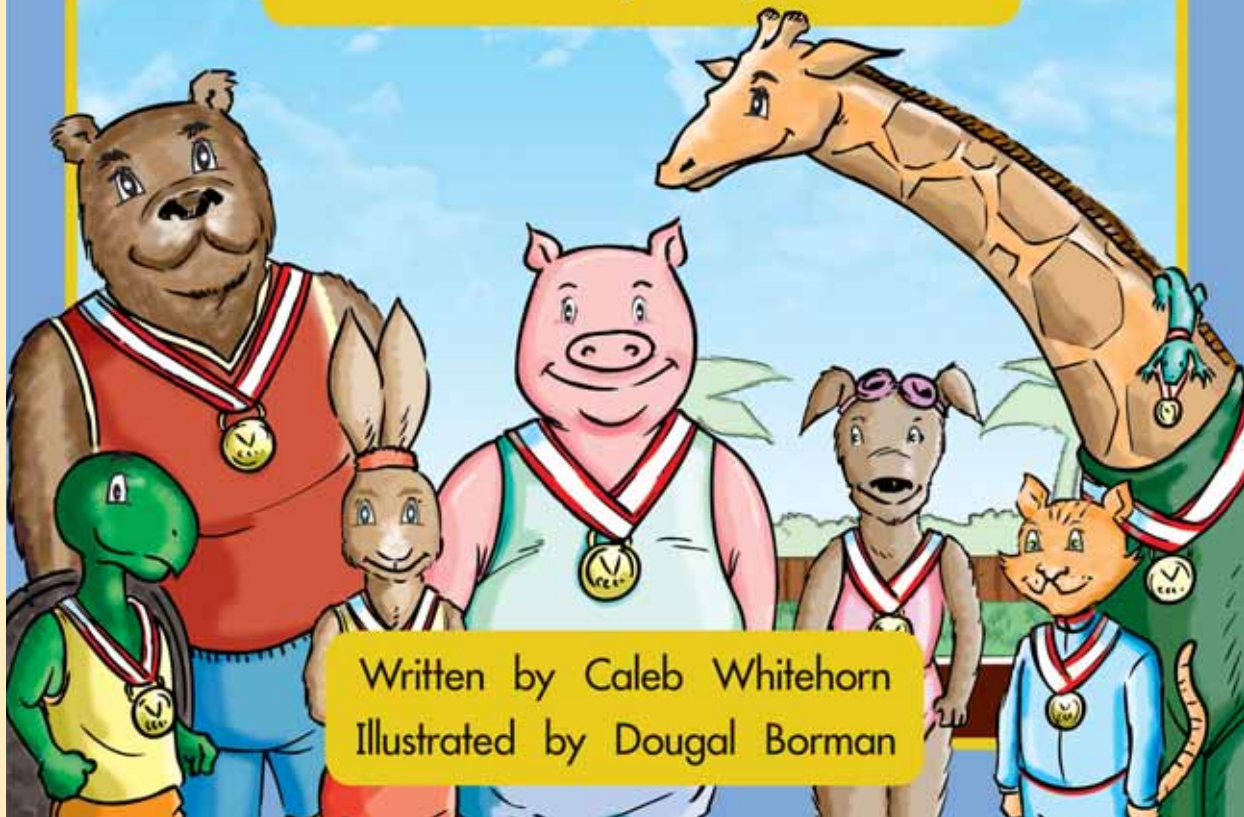
The Zebras' Party

Out and About

Running Late

What Can It Do?

## The Olympians



Level	2
Word Count	40
Text Type	Literary recount
High Frequency	can, you
Word/s Introduced	

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. 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)*

BEFORE READING

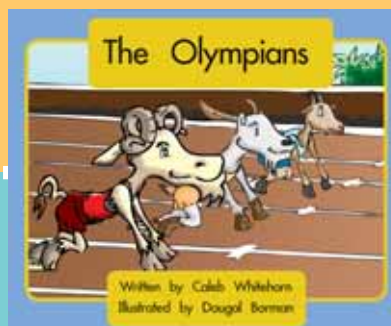
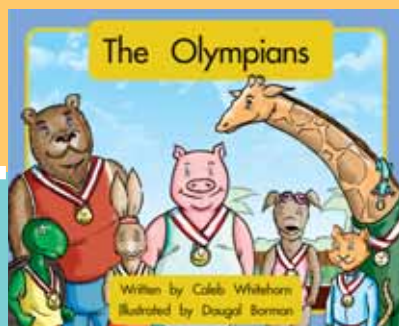
## Cover & Title Page



Look at the picture and ask the children to describe as much as possible. What do they think is happening? Who is attending? Ask the children to look carefully and try to identify all the animals.



Read the author's name. Why is there a name here? Identify book conventions. Read out the words *Illustrated by* and ask the children what this means.



Ask the children about their sports days and what they like to compete in. Ask the children to predict what is going to happen in this story.



Read the page together, pointing to each word. Remind the children to match one spoken word with one written word as they read. If the children struggle decoding an unfamiliar word, break it up into syllables and decode them one by one.

AFTER READING

## BEFORE READING

2/3

Let the children identify all the animals in this picture including those in the background. Encourage the children to describe the mood of the moment. Talk about the excitement of sports days and how everyone feels who watches and participates.

I can run.  
Can you?



## AFTER READING

Ask the children to tell you what the bear can do and then encourage them to support their answer by referring to either the word or the picture.

Draw the children's attention to the word *Can*. Spell *can*. Ask the children to put this word into a sentence of their own and share with the group. Ask them to think of a range of sentences – some with the capital letter and full stop and others with the question context as on page 2.

## BEFORE READING

4/5

Ask the children which animal is the centre of attention on this page. Ask them to guess what the tortoise is doing – running or walking. Talk about the children's favourite races in their sports day.

Ask the children what they like most about this book, giving reasons for their answers.

I can walk.  
Can you?



## AFTER READING

Ask the children to identify the word *I*. Ask them to put this word into sentences of their own and share them with the group.



Ask the children to identify this animal and what event it is doing. Ask if the children have ever seen the shot put on TV. Explain that the shot is a heavy metal ball that competing athletes throw as far as possible.



Can the children tell you what it says the rabbit can do? Commend them for referring to the word *throw*. Discuss games in which the players throw a ball.



Ask the children to point to the word *can*. Spell it and ask the children to identify the short *a* vowel sound. Can they think of other words with the same sound?



Ask the children to identify the new character and what he is doing. Discuss the feelings of the pig and whether he is going to be successful in the high jump.



Invite the children to suggest another sentence for this page – lead them to suggest something suitable and appropriate for the style and vocabulary the author has used.



Ask the children to point to the word *you*. Encourage the children to say the word *you* as they point to it on the page. Ask each child to say a sentence with the word *you* in it. Then identify the capital letter and full stop, discussing their purpose.

BEFORE READING 10/11

Ask the children to identify the next animal. What is it doing? Ask if the children have any dogs at home and whether they are good swimmers. Ask if they think this dog is going to win the swimming race and why.



AFTER READING

Ask the children what the dog can do. Encourage them to refer to the text. Children can justify how they know the dog can swim by also pointing to the picture.

Talk about the question mark and its place at the end of sentences. Tell the children their voice needs to go up at the end of the sentence when they ask a question. Demonstrate. Have the children read the page again with the appropriate intonation.

BEFORE READING 12/13

Ask the children to describe the new character in the picture and what he seems to be enjoying at the moment. Talk about the children's favourite races and activities in the swimming pool. Ask the children what they need to be careful of when diving into the swimming pool.



AFTER READING

Ask the children to tell you what the lizard likes to do and how they know. Encourage them to refer to the picture or the word in the text. Then ask them to describe who is in the audience and how they might be feeling at this moment.

Ask the children to point to the words one-for-one as you read together. Ask them where their finger goes when they get to the end of the first line. Tell them that we move to the start of the next line and read from left to right again – a return sweep.

Ask the children to guess what this animal is and what it might be doing. Ask if the children have ever been skating and how it feels. Ask them if the giraffe looks very good performing at the Olympics. Discuss any other events they can think of at the Olympics.



Ask the children to point to the word that tells them what the giraffe is doing. Commend them for pointing to the word *skate*. Then ask them to give their answer in a full sentence.

Ask the children to cover the text and describe what is happening in this picture. Can the children predict what the last sentence of the book will be? Encourage the children to use vocabulary and style that fits in with the book.



Encourage the children to decide what their favourite part of the book is and why.

Ask the children to look through the book again and find all the words with a short vowel sound – *can*, *swim*, *win*, *run* and *jump*. Have the children group the words.

## 2 a The Olympians

Name \_\_\_\_\_

Fill in the missing words.

Write the sentences.

can      I      you      jump      Can

I can \_\_\_\_\_.

\_\_\_\_\_

Can you?

\_\_\_\_\_

I \_\_\_\_\_ walk.

\_\_\_\_\_

Can you?

\_\_\_\_\_

\_\_\_\_\_ can run.

\_\_\_\_\_

Can \_\_\_\_\_?

\_\_\_\_\_

I can win.

\_\_\_\_\_

\_\_\_\_\_ you?

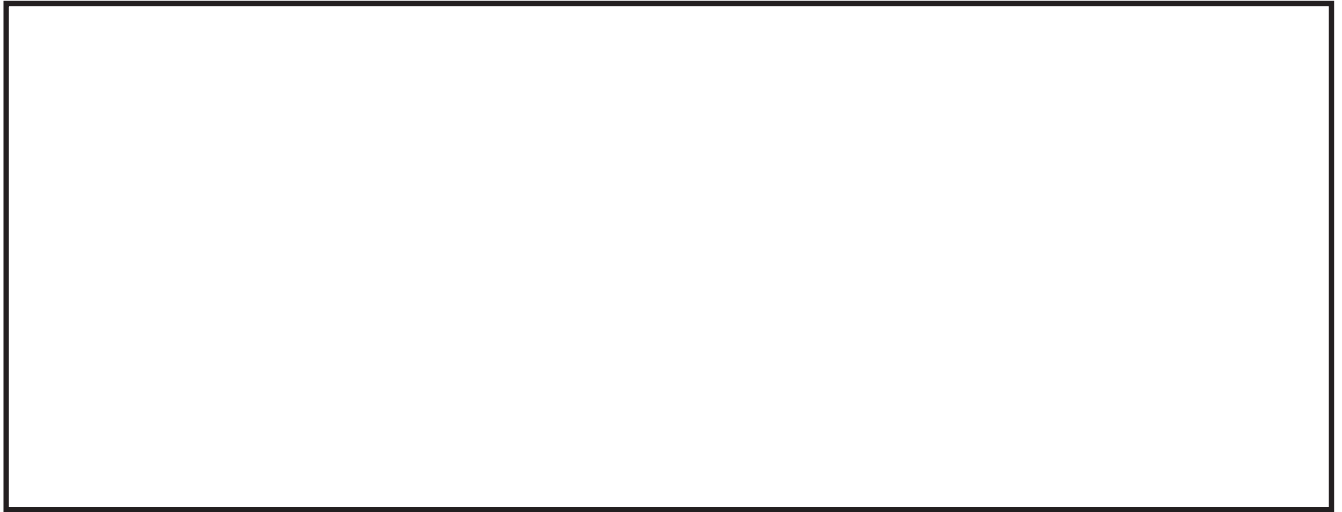
\_\_\_\_\_

## 2 a The Olympians

Name \_\_\_\_\_

Think of something you can do.

Draw the picture. Write the sentence.



Match the words.

The first one has been done.

can

swim

win

jump

run

run

win

can

swim

jump