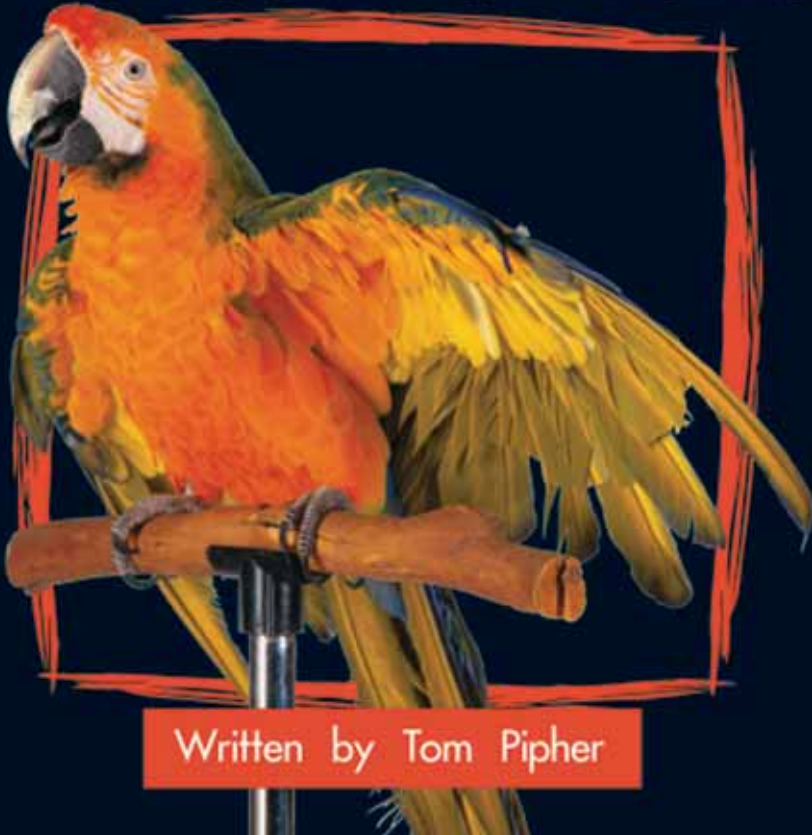




Level 2 Book c

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	


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)

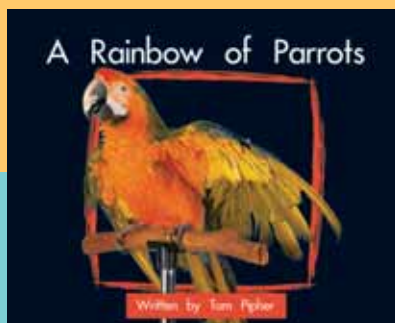
 This symbol relates to use (text user)

BEFORE READING

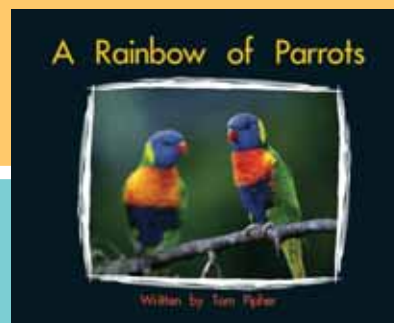
Cover & Title Page



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*.



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.

AFTER READING

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.

BEFORE READING 10/11

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.

AFTER READING

BEFORE READING 12/13

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?

AFTER READING

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.

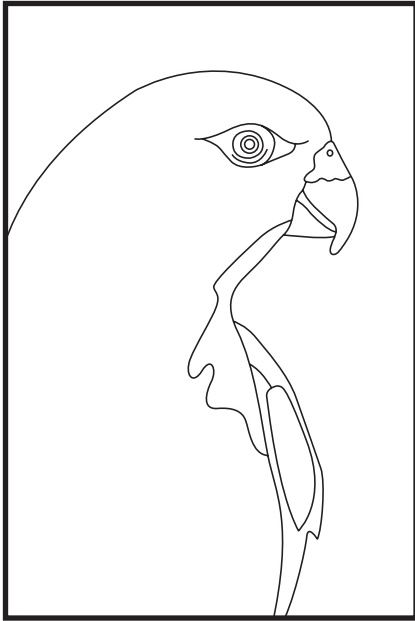


Ask the children what new information they have learned. How can they use this information?

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.



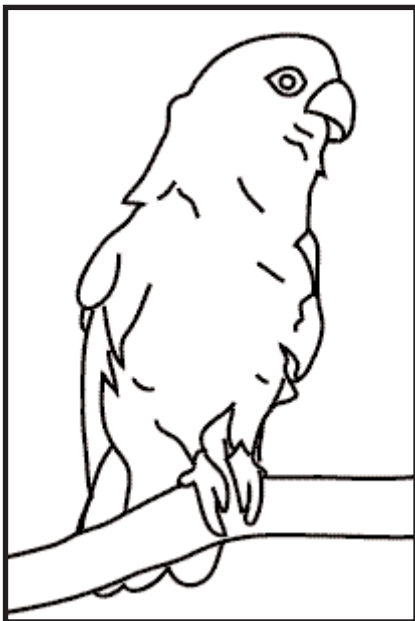
red



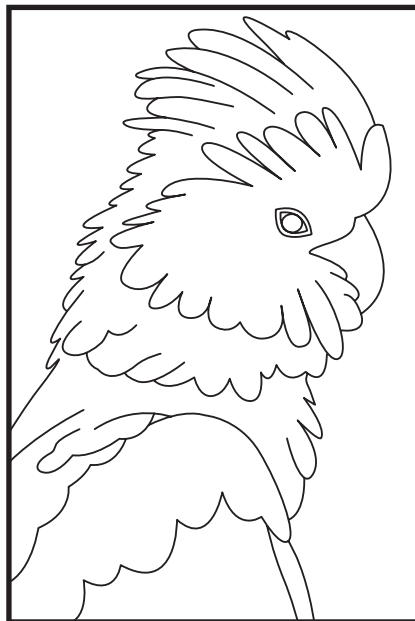
orange



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.