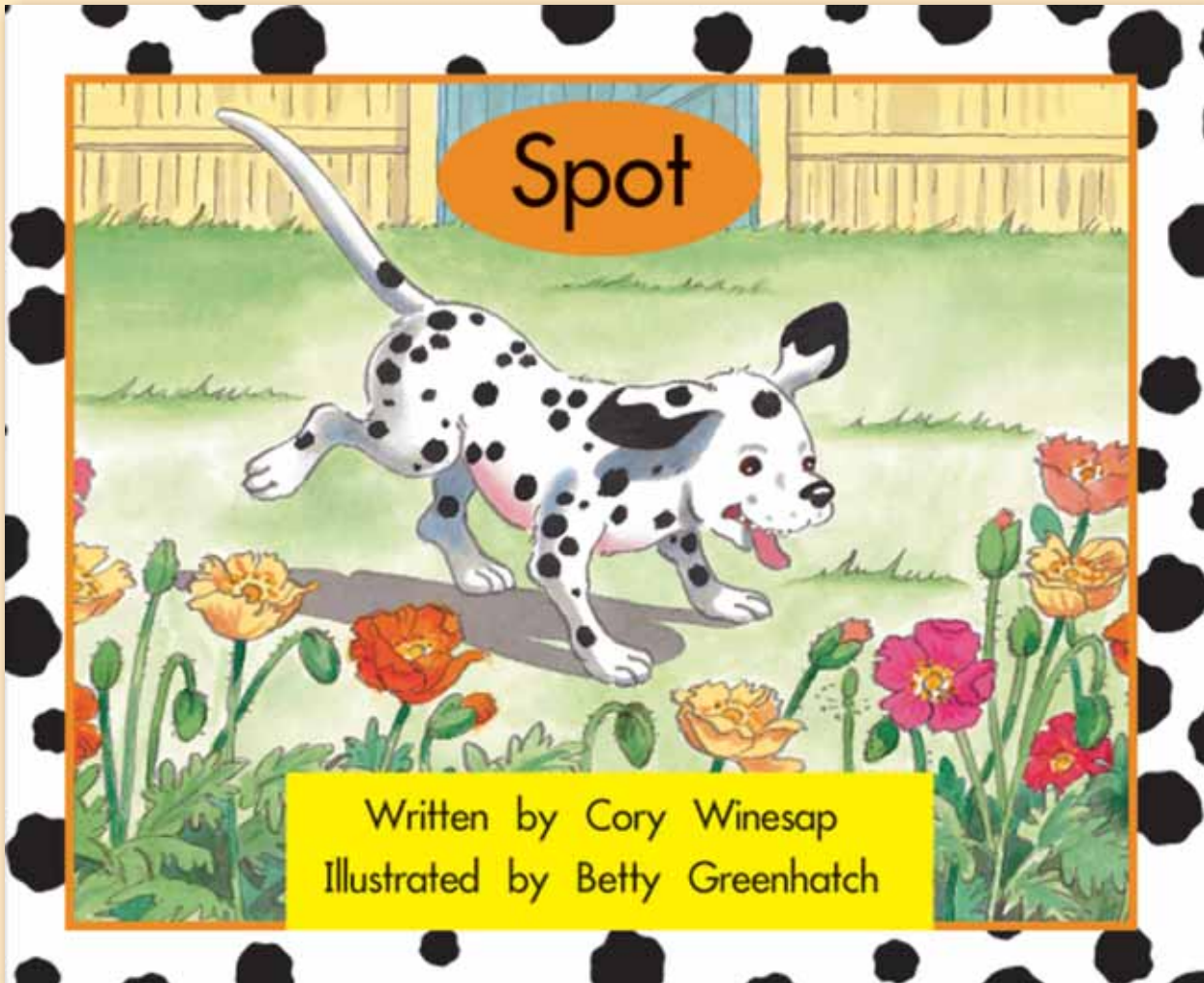




Level 2 Book d



Level	2
Word Count	62
Text Type	Literary recount
High Frequency	she, and, by
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)



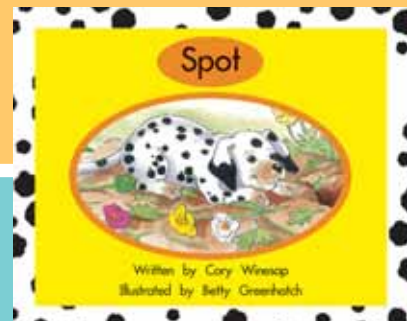
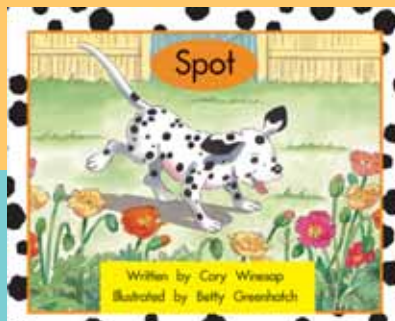
This symbol relates to use (text user)

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.

BEFORE READING 10/11

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.

AFTER READING

BEFORE READING 12/13

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.

AFTER READING

I Can, Can You?

Fast and Slow

A Rainbow of Parrots

Spot

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At School

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This Is a Fish

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



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.



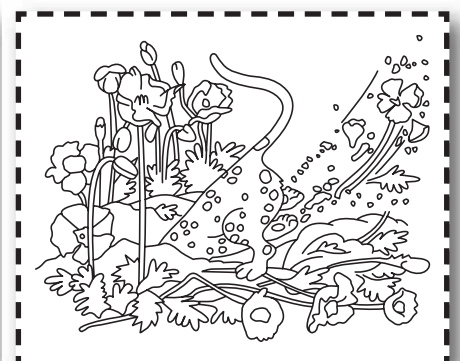
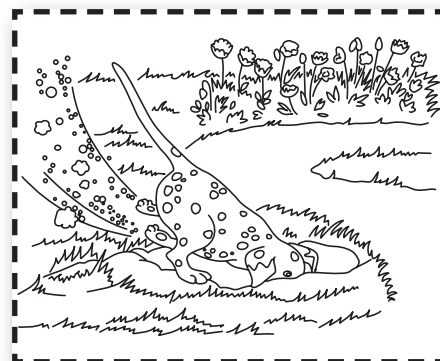
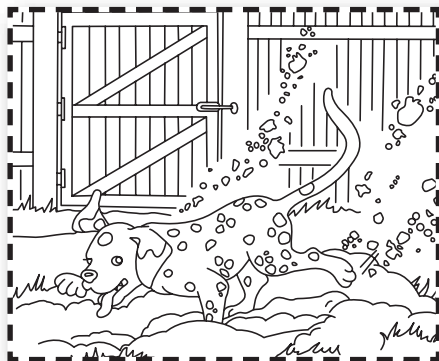
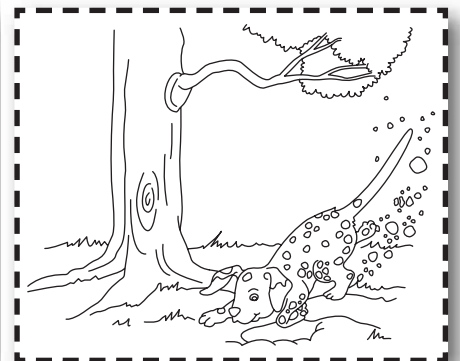
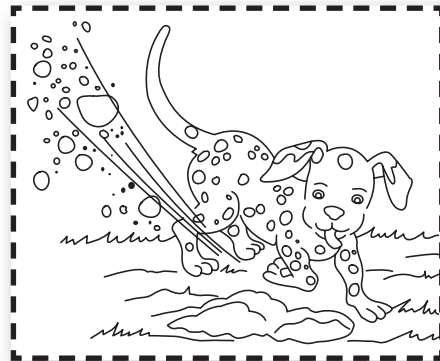
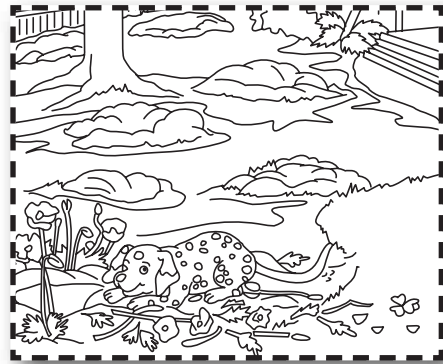
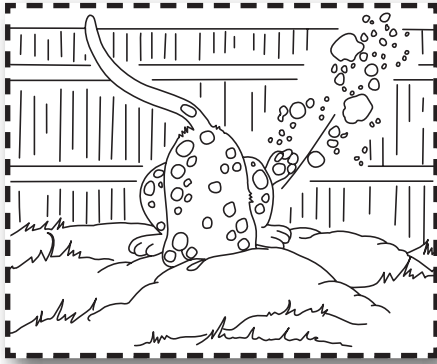
Discuss with the children how they think the owners will feel when they see what Spot has done. What will they say to Spot? What will they do to make sure Spot does not do that again?

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.

