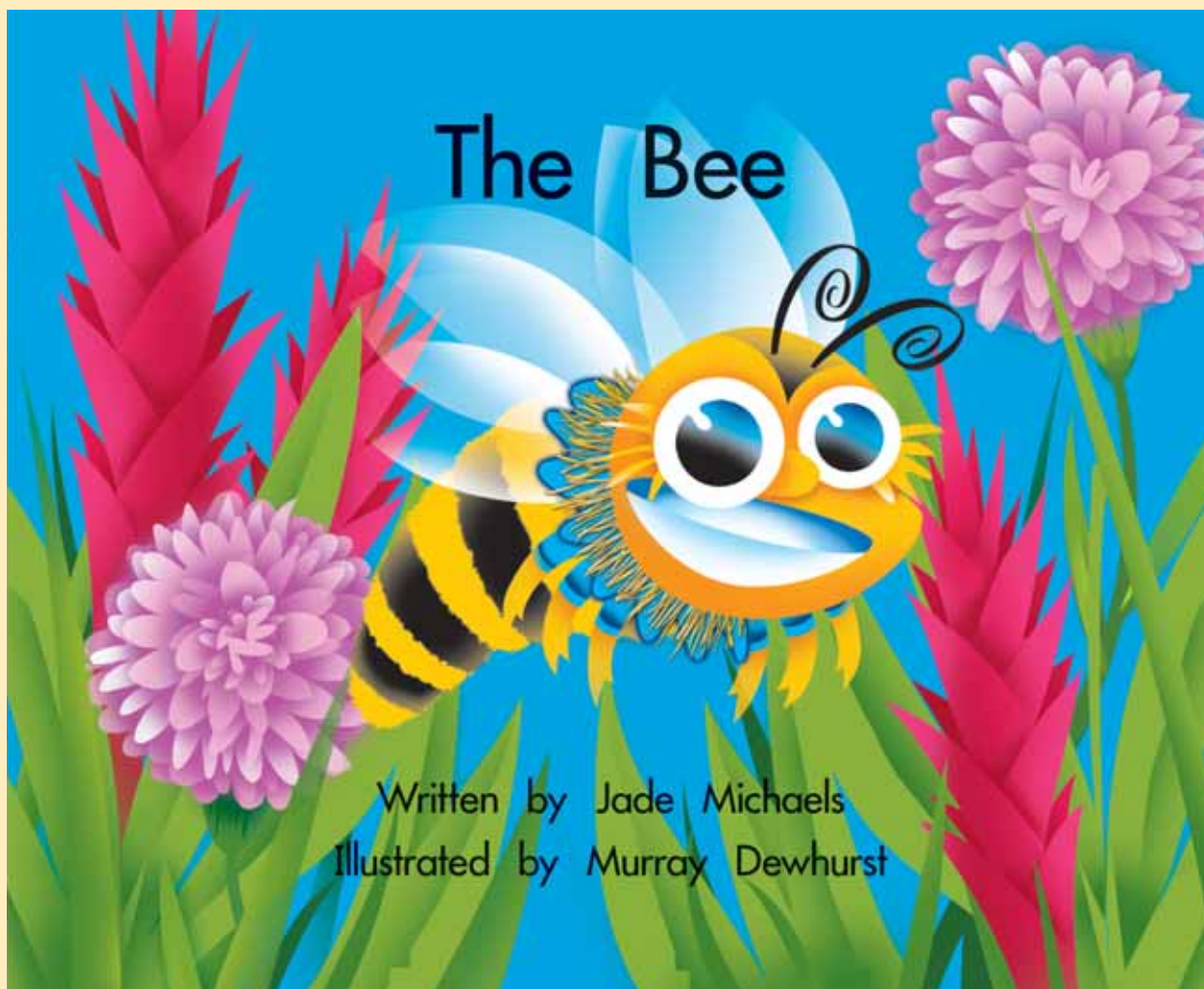




Level 2 Book d



Level	2
Word Count	57
Text Type	Literary recount
High Frequency	and, by, she
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

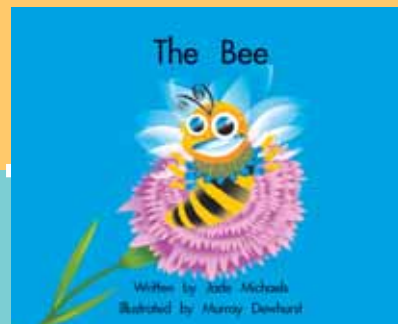
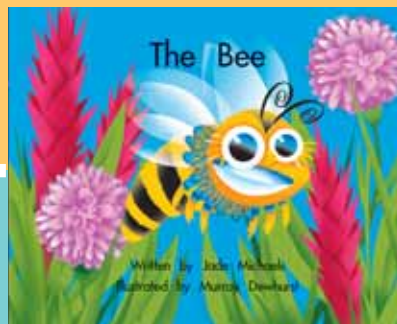
Cover & Title Page



Read the title to the children. Ask them to look at the cover picture and identify the insect. Introduce the idea of animal groups and use the examples of the bee (insect) and cat (mammal). Ask the children to predict what the book might be about.



Read the author and illustrator's names. Why are there names here? Identify book conventions.



Ask the children to think about the story of the bee. Then ask the children what makes the bee special, such as producing honey. Try to help the children build a positive image of bees and that bees sting only when they are threatened.



Read the page together, pointing to each word. Review the word *The* and ask the children to put the word in some of their own sentences. Ask the children to tell you the direction in which we read. Remind them that we read across the page from left to right.

AFTER READING

Ask the children to describe what is in the picture. What is the bee doing in the picture? Encourage the children to decide where the bee is going. Ask the children whether they can tell what time of day the story is set – by looking at the sunrise or sunset in the background.

The bee flies and flies.



Ask the children to point to the word *and*. Ask the children to think of their own sentences with the word *and* in them and share them with the group.

Check reading strategies with the children. Remind them to match one spoken word with one written word as they read.

Ask the children to describe what is happening in the picture and identify the animals. Describe the look on the horse's face. Why do you think the horse might look like this? Also, how do you know the horse and the cow are moving in the picture?

Draw the children's attention to the white line behind the bee. What might this be? Encourage the children to identify the illustrator's purpose of adding movement into the picture.

She flies by the cow and the horse.



Ask the children to point to the word *flies*. Spell it. Turn to a friend and share a sentence with the word *flies* in it. Share some of them with the group afterwards. Now draw the children's attention to the letter *s* at the end of *flies*.



In the next picture ask the children to identify the animal here and where it might live. What type of bird is this? By looking at the bird, can the children identify how the bird has reacted to the bee?



Ask the children to tell you the direction in which we read. Remind them that we read across the page from left to right.

She flies by the bird and the tree.



Have the children look at the bee's path and ask why they think the bird is surprised. Encourage the children to identify the way the illustrator shows the bee's fast movement.



Ask the children to point to the word *by*. Spell it and ask the children to put it into a sentence of their own. Ask the children to identify the capital letter and full stop, reviewing their meaning.



Ask the children to identify the animals in this picture. Encourage the children to focus on the faces and expressions of the animals as the bee passes, promoting a positive response towards bees.

She flies by the duck and the pig.



Draw the children's attention to the habitat of the duck and think about what other animals might live there.



Ask the children to point to all the words as you read them out. Identify the word *She*. Encourage the children to face a partner and think of a sentence with this word. Share the sentences with the group afterwards.

BEFORE READING 10/11

Ask the children to describe the animals in this picture. Encourage the children to think about their own cats and dogs. Try to encourage the children to talk about any animals that their cats and dogs like or dislike.



Ask the children to point to the word *by*. Ask the children to think of a sentence with the word *by* in it. Share with their friend and then with the group. Ask the children to point to the words *cat* and *dog*. Identify and focus on the short vowel sounds *a* and *o*.

The Olympians

Can I Go to the Moon?

The Scarecrow

The Bee

AFTER READING

BEFORE READING 12/13

Ask the children to describe the children in this picture, what they are doing, and how they might be feeling. Ask the group to explain why they think the children are happy. The children need to refer to the faces to support their conclusions. Why do they think the children are happy about seeing the bee?



Now ask the children how they would feel if they saw the bee. This time draw the children's attention to why it is good to appreciate bees from a distance and not up close.

Identify the words *flies*, *by*, and *and*. Ask the children to turn to a friend and tell them a sentence with one or more of those words in it. Then share with the whole group.

The Zebras' Party

Out and About

Running Late

What Can It Do?

AFTER READING

Ask the children to describe the characters in this picture. What are the characters doing? Draw the children's attention to the smile on the bee and how happy it is.

She flies by the man
and the woman.



Encourage the children to think of times and places where they might see bees. Ask the children to share a time or a story about a bee in their life with the rest of the group.

Ask the children to point to the word *man*. Identify the short vowel sound *a*. Together, brainstorm words that have this short vowel. Encourage the children to turn to a friend and make a sentence with one or more of these words. Share with the group afterwards.

Ask the children to describe the whole scene in this picture. Draw the children's attention to the happy, smiling faces of the people and animals and that this is because they have seen the bee.



She flies and flies.

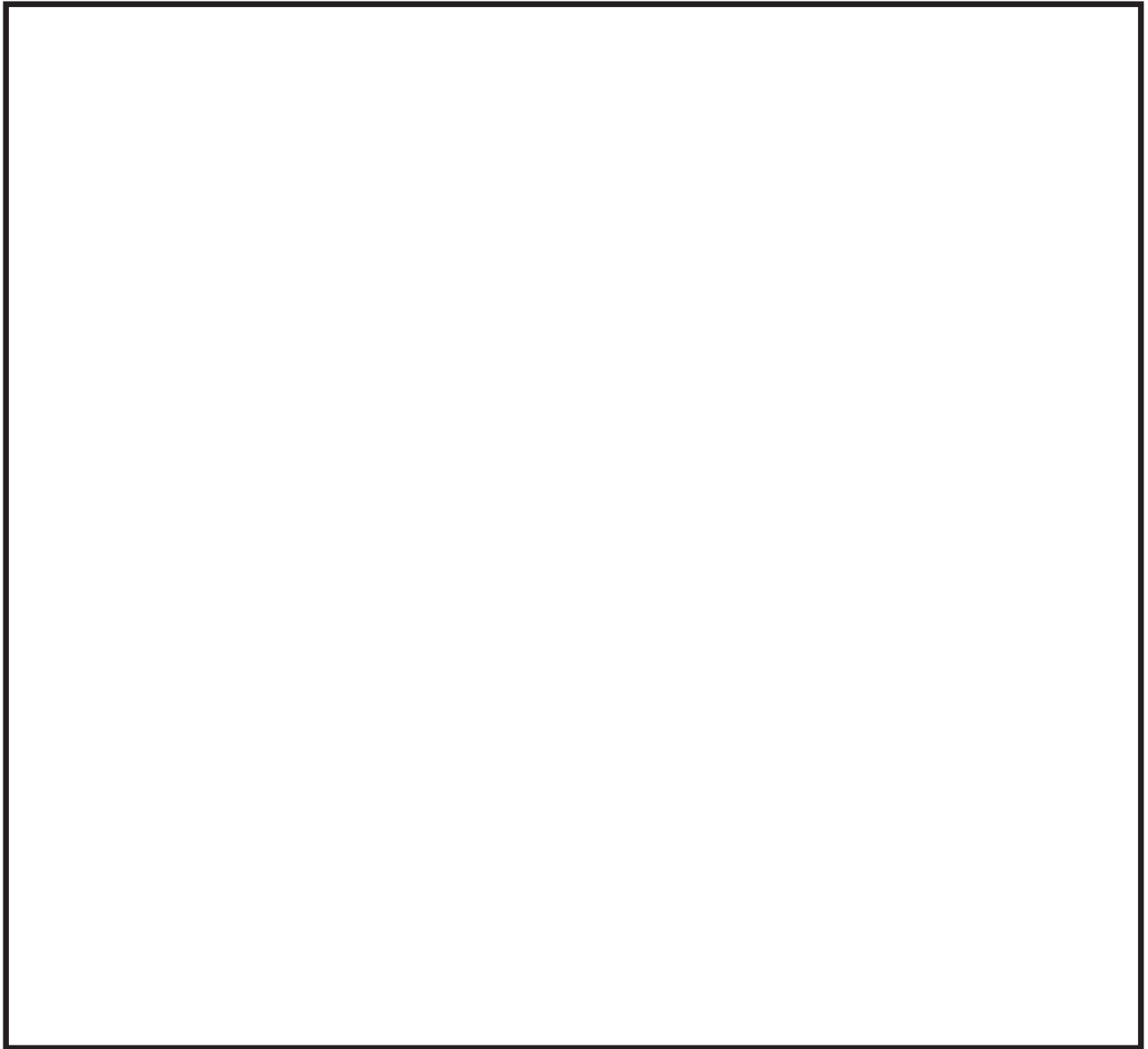
Ask the children what they will do the next time they see a bee. Draw out their positive reactions and encourage them to share their ideas with their friends and families.

Ask the children to point to the words as you read them. Identify the word *flies*. Discuss and brainstorm sentences with this word in. Identify the capital letter and full stop and review their purpose.

2 d The Bee

Name _____

Choose your favourite page. Draw the picture.



Write a sentence to go with your picture.

2 d The Bee

Name _____

What is the missing letter in this word?

flie__

Underline the short vowels in these words.

cat

dog

pig

man