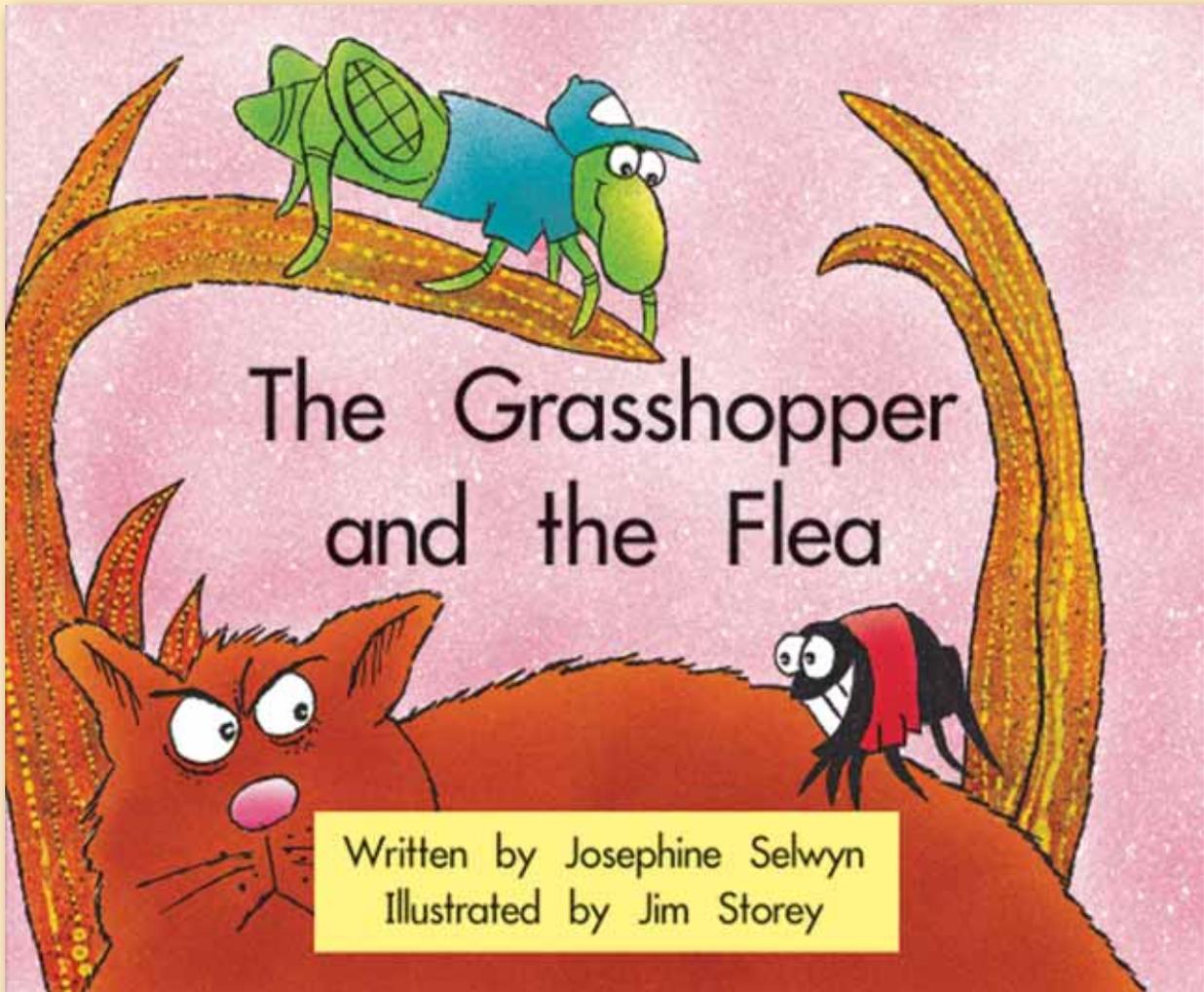




# Level 2 Book e



Level	2
Word Count	63
Text Type	Literary recount
High Frequency	like
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

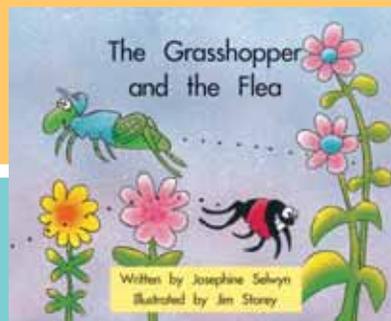
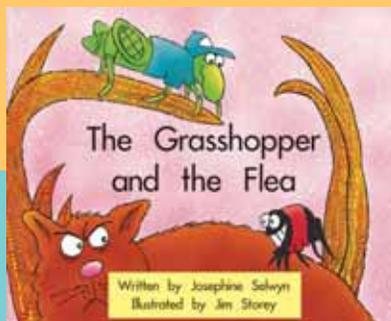
## Cover & Title Page



Read the title to the children. Ask them to share some of the things that they know about grasshoppers and fleas. Ask the children if they think that grasshoppers can hop. Do they think that fleas can hop, too?



Talk about the word *grasshopper*. Write it on the board. Point out that it is a compound word. Circle the two words *grass* and *hopper*.



AFTER READING



Ask the children to retell the story. Where did the grasshopper start out? Where did the flea start out? Where did they go next? Where did they both end up?



Discuss the children's reading strategies. Ask them to share anything that they found hard.



Ask the children to look at the picture and discuss what is going on. Who is in the picture? What are they doing?



Say the word *like*. Ask the children what *like* starts with. Have them locate *like* on the page.



Ask the children to look at the picture and discuss what is going on. Who is in the picture? What are they doing?



Ask the children to locate *like* on this page.



Ask the children to look at this picture. Who is in this picture – the grasshopper or the flea? What is the flea hopping on? Where do they think the flea will hop to next?

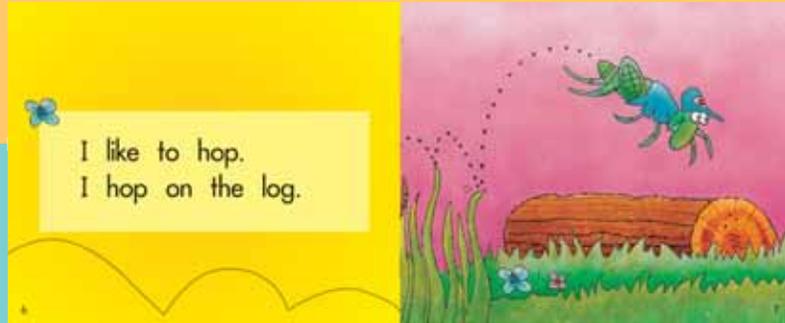


Discuss this picture more fully. What do children know about the relationship between cats and dogs? Do they know of dogs and cats that live together? Do they know of dogs that chase cats?



Ask the children to point to *like* on this page.

Ask the children to look at the picture and say what is happening. Where is the grasshopper hopping to now? Where did the grasshopper come from?



Ask the children to locate *like* on this page.

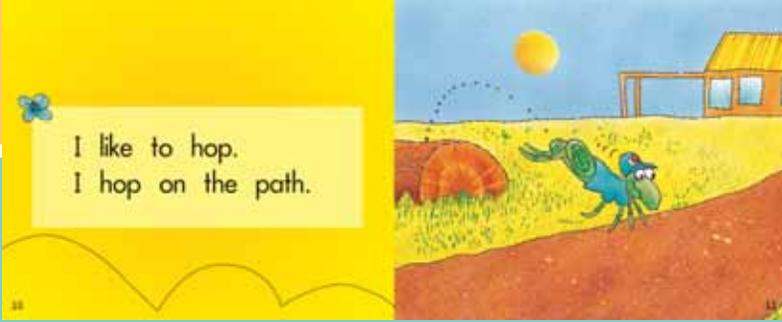
Ask the children where the flea is now. Did they predict that it would hop from the dog to the cat?



Ask the children to point to *like* on this page.

BEFORE READING 10/11

Ask the children what is happening now. Where has the grasshopper come from? Where is it going?



Ask the children to point to *like* on this page.

AFTER READING

I Can, Can You?

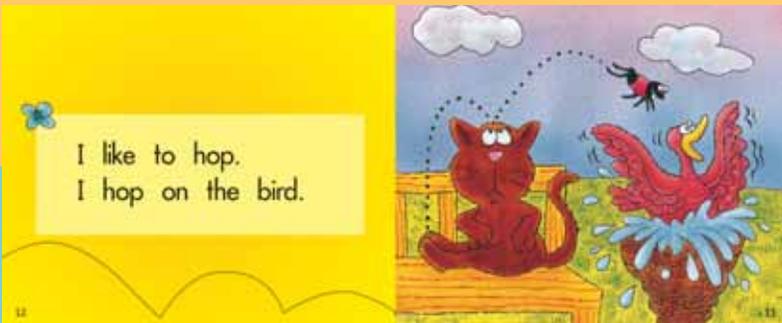
Fast and Slow

A Rainbow of Parrots

Spot

BEFORE READING 12/13

Where is the flea now? What do the children think will happen next?



Ask the children to point to *like* on this page. Then ask them to locate *to*, *on* and *the*.

AFTER READING

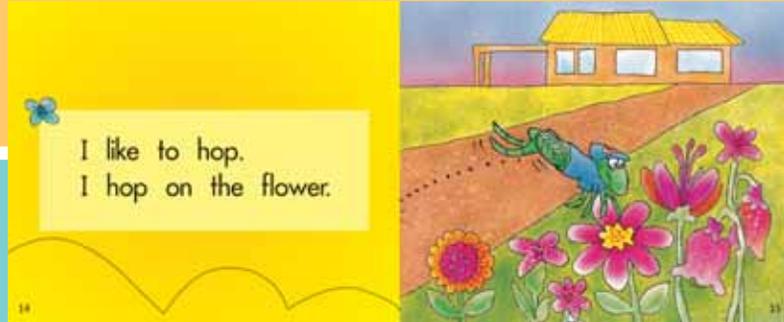
The Grasshopper and the Flea

At School

Going to Town

This Is a Fish

Discuss this picture with the children. Where is the grasshopper now?



Discuss with the children some other places that the grasshopper and the flea could have hopped to on their way.

Ask the children to point to *like* on this page. Then ask them to locate *to*, *on* and *the*.

What has happened in the story? Where are the grasshopper and the flea? What do the children think the flea is saying to the grasshopper?

Ask the children to go back to the beginning of the book. Remind them to think about the story as they read. Remind them to point to each word as they read.



Review the book again with the children. Point out the alternating structure that tells about the grasshopper and the flea. Ask the children why they think the author wrote the story like this.

## 2 e The Grasshopper and the Flea

Name \_\_\_\_\_

1. Read the sentences. Cut out the words.

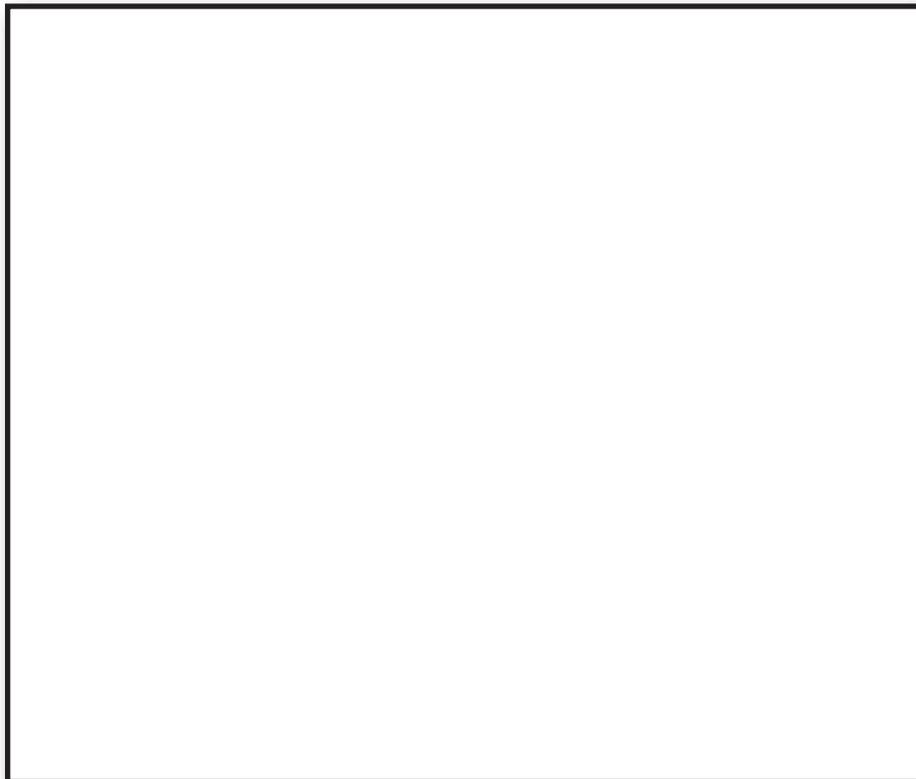
Jumble the words.

Make the sentences again.

I like to hop.

I hop on the cat.

2. Draw a picture of the sentences.



**2 e The Grasshopper  
and the Flea**

**Name** \_\_\_\_\_

Draw a line to the words that are the same.

she

like

by

go

said

and

here

it

like

you

can

she

go

said

and

here

it

by

you

can