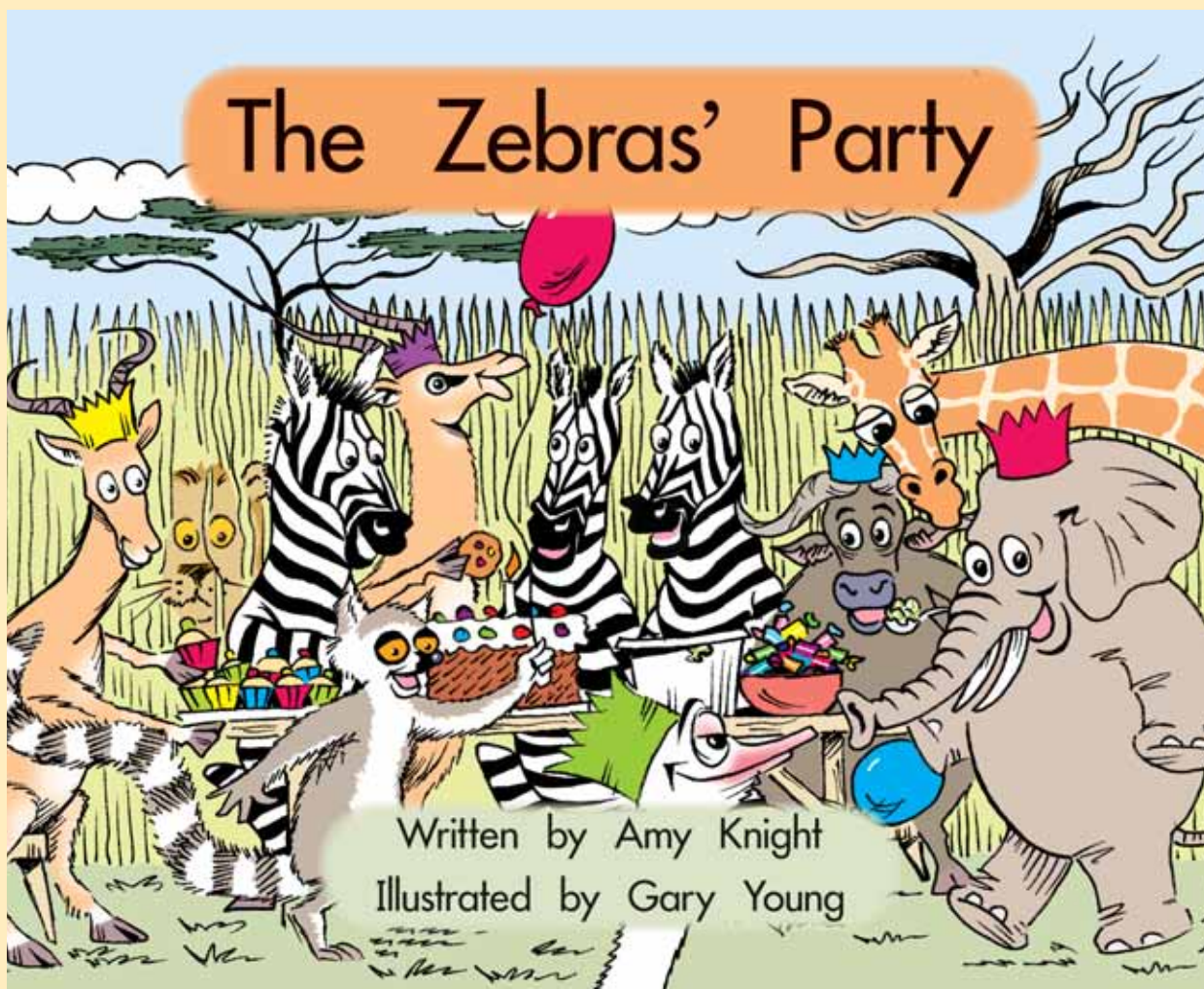




# Level 2 Book e



Level	2
Word Count	64
Text Type	Literary recount
High Frequency	at, like
Word/s Introduced	



The Olympians

Can I Go to the Moon?

The Scarecrow

The Bee

The Zebras' Party

Out and About

Running Late

What Can It Do?

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)*



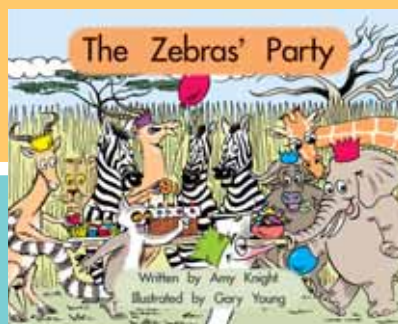
*This symbol relates to use (text user)*

BEFORE READING

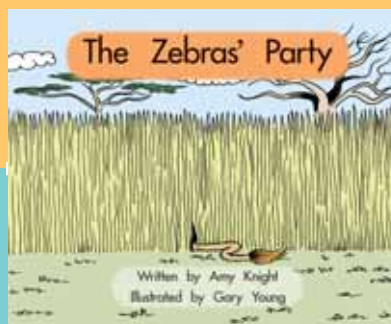
## Cover & Title Page



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 see if they can find all the animals – one is hiding. Have the children look at the title page so they can gather some suspense.



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



Ask the children to predict what is going to happen at this party, giving the reasons for their guesses.



Read the page together, pointing to each word. Check reading strategies with the children. Remind them to match one spoken word with one written word as they read.

AFTER READING

## BEFORE READING

2/3

Establish the setting for this story and ask the children to support their ideas with any facts they may know. Let the children identify all the animals and then identify the main characters. Encourage the children to describe the mood of the moment.



## AFTER READING

Ask the children to tell you what the antelope likes 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 *the*. Spell *the*. Ask the children to put this word into a sentence of their own and share with the group. Review the capital letter and full stop and ask the children to point to them.

## BEFORE READING

4/5

Ask the children which animal is the centre of attention on this page. Then ask what else they see in the picture, naming all the colours.



## AFTER READING

Ask the children to tell you what the giraffe likes at parties. Ask the children if they can tell you what they like most at parties, referring to specific parties they have been to.

Encourage the children to identify the word *am*. Ask them to put this word into a sentence of their own and share with the group. Can they find another word on this page with the same sound (*at*)? Talk about other words with the same a sound.





Ask the children to identify this animal and what they think it likes. Talk about food at parties and what the children's favourite food is. Ask if the children can see what else is on the table.



I am at the party.  
I like the biscuits.



Ask the children to point to the word *I*. Spell it and ask the children to put it into a sentence of their own. Then share with the group.



Ask the children to identify the new character and talk about all the objects on the table. Describe the feelings and activities going on in this picture.



I am at the party.  
I like the ice-cream.



Ask the children to point to the word *like*. Encourage the children to say the word *like* as they point to it on the page. Ask each child to say a sentence with the word *like* 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. You can talk about the individual characteristics of the elephant and its eating habits. Ask the children to look at the picture and tell you what the elephant likes.



AFTER READING

Ask the children if sweets are really good for elephants. Then ask them if they are really good for people. Perhaps draw some discussion around the subject of healthy food.

Have the children point to the word *at*. Then encourage the children to make sentences of their own using the word *at*.

BEFORE READING 12/13

Ask the children to describe the new character in the picture and what it seems to be enjoying at the moment. Talk about the children's favourite cakes.



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

AFTER READING



Ask the children to guess what this animal is and what it might be doing. They might need some help to name the gazelle. Ask if the children know where these animals come from.



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



Discuss with the children any party games they have enjoyed.



Ask the children what is happening in this picture. Can the children predict what might happen if there was another page to this book?



Ask the children to guess what the last sentence of this book could have been.



Ask the children to imagine what all the animals in this picture might be saying to one another. Discuss what conversations at parties the children might have with one another.



Discuss the children's earlier predictions.

## 2 e The Zebras' Party

Name \_\_\_\_\_

Read the sentences.

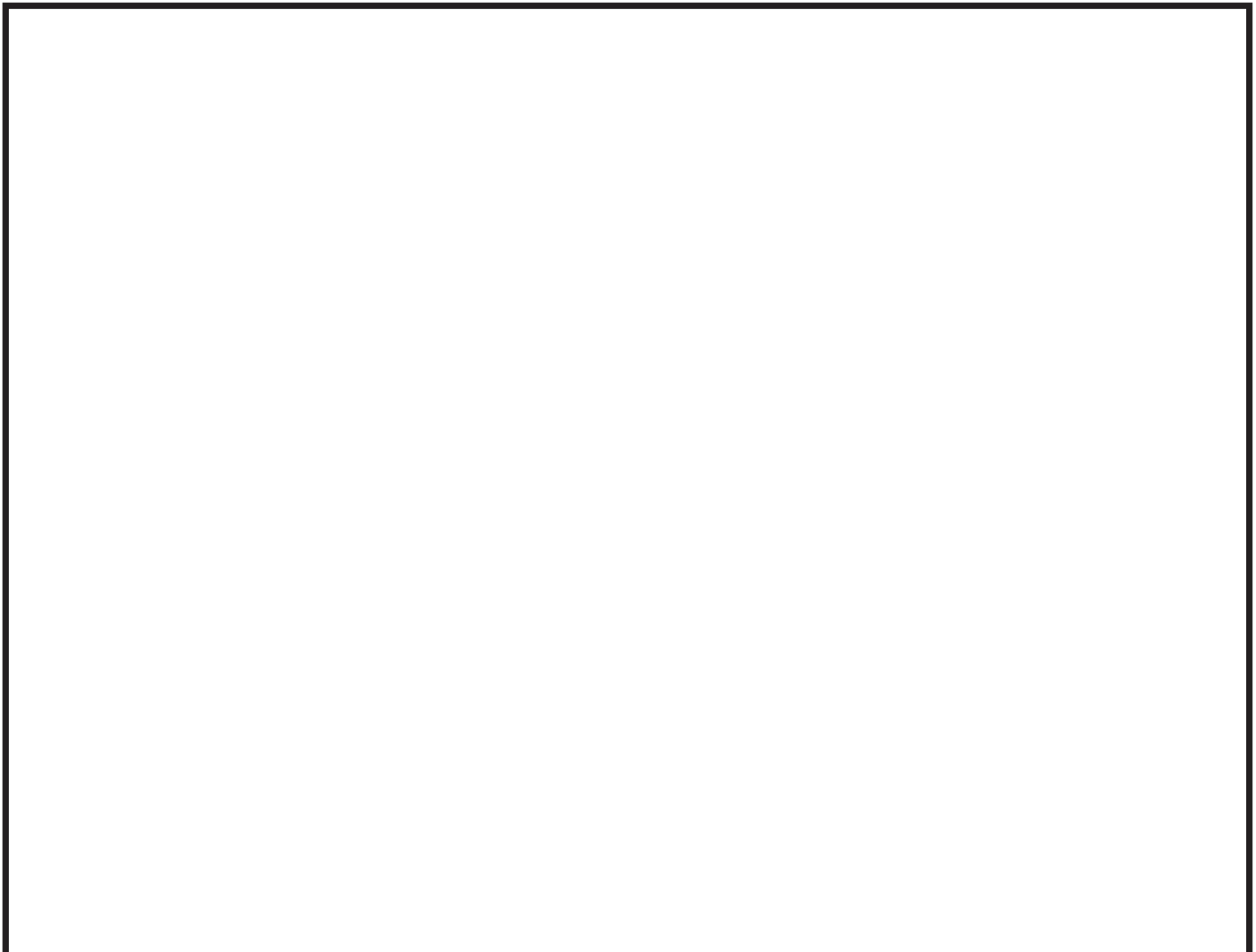
Cut out the words and jumble them.

Make the sentences again.

I am at the party.

I like the balloons.

Draw a picture of the sentences.



## 2 e The Zebras' Party

Name \_\_\_\_\_

Draw lines to match the words that are the same.

like

am

at

I

am

the

I

at

the

like

hats

party

party

hats