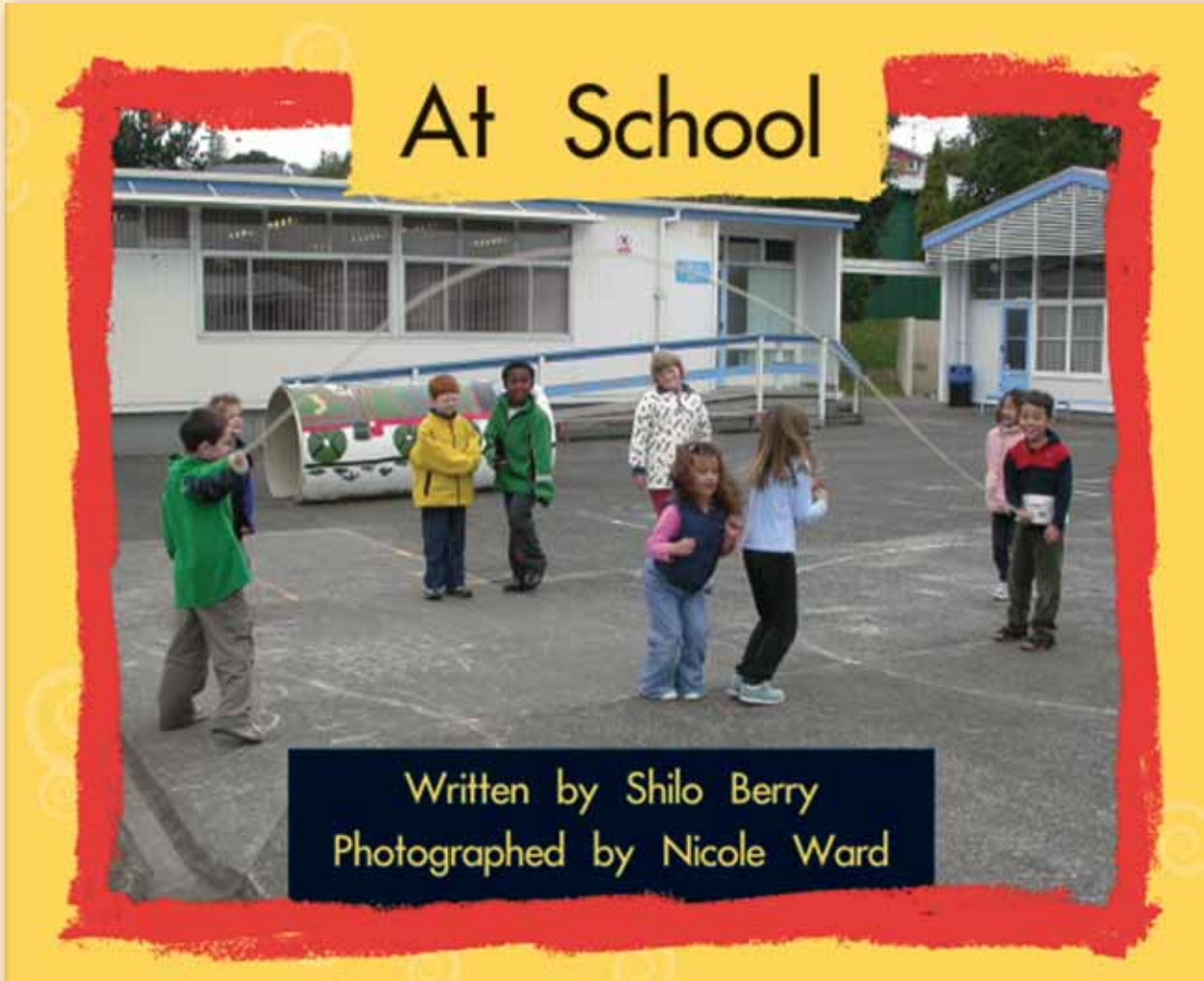




Level 2 Book f



Level	2
Word Count	63
Text Type	Factual recount
High Frequency	at, my
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)



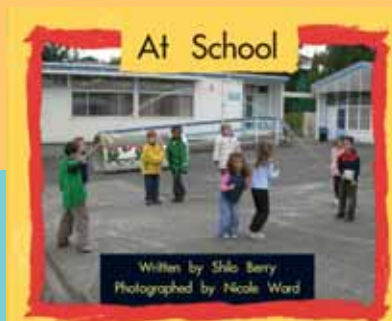
This symbol relates to use (text user)

BEFORE READING

Cover & Title Page



Read the title to the children. Discuss what they do at school. Invite them to say what is the same and what is different between what they do and what the children on the cover and title page do at school.



Ask the children to respond to the book. Which type of art do they like best?



Discuss the children's reading strategies. Did they remember to point to each word as they read it? Did they remember to use the print as well as the picture to help them read?

AFTER READING

Ask the children to look at the photo. What is the little girl doing? What has she painted? What colours has she used?

Ask the children what letter the word *mum* starts and ends with. Ask them to find the word *mum* on the page.



Ask the children to discuss the painting they do at school. Do they have paint pots like this? Do they have easels? Do they put newspaper on the tables?

Ask the children to identify *at* and *my* on the page.

Invite the children to discuss this photo. What has the girl made her picture out of? How did she do it? Who is in her picture?

Ask the children what letter the word *dad* starts and ends with. Ask them to find the word *dad* on the page.



Ask the children to talk about their personal experiences with crayon and scratch paintings. What tool did they use to scratch away the crayon?

Have the children point to *at* and *my* on this page.

Invite the children to look at this photo and discuss what the boy has made. What is in his picture? How has he made it?



Invite the children to talk about their personal experiences with cutting and pasting. What is hard to do? What is easy to do? Did they make a cat?

Ask the children to identify *at* and *my* on the page.

Ask the children about this photo. What has the boy made? What materials has he used? How did he do it?



Ask the children to share their personal experiences. Have any of them made a picture like this?

Ask the children to identify *at* and *my* on the page.

BEFORE READING 10/11

Ask the children to talk about this photo. What has the boy made? How did he do it? Why is he holding it up to the window?



AFTER READING

Ask the children to share their experiences of making a picture like this. What did they make? Has anyone ever made a butterfly like this?

Ask the children to identify *at* and *my* on the page.

I Can, Can You?

Fast and Slow

A Rainbow of Parrots

Spot

BEFORE READING 12/13

Discuss with the children what the girl in this photo has made. How did she do it?



Ask the children how this girl's house is the same/different from where they live.

Ask the children to identify *at* and *my* on the page.

The Grasshopper and the Flea

At School

Going to Town

This Is a Fish

AFTER READING

Ask the children to talk about what this boy has drawn. What did he draw his picture with?

If children make an incorrect prediction, for example, *truck* for *car*, ask them what letter they expect to see at the beginning of *truck*. Point to the word *car*. Ask them to make another prediction using the initial letter as a guide.



Discuss drawing with chalk. Where else do people draw with chalk? Why can you draw with chalk in places where you cannot use paint?

Ask the children to identify *at* and *my* on the page.

Ask the children to discuss this page. What has the girl made? What do they think she is saying?

Ask the children to return to the beginning and read the book. You may have to prompt for the pattern as they start to read page 2.



Ask the children to review the book. What new things have they learned? How can they use what they have learned?

2 f At School

Name _____

1. Read the sentences. Cut out the words.
Jumble the words. Make the sentences again.

I am at school.

This is my fish.

2. Draw a picture of the sentences.



2 f At School

Name _____

Read and copy these sentences.

I am at school.

This is my mum.

This is my dad.

This is my dog.

This is my cat.
