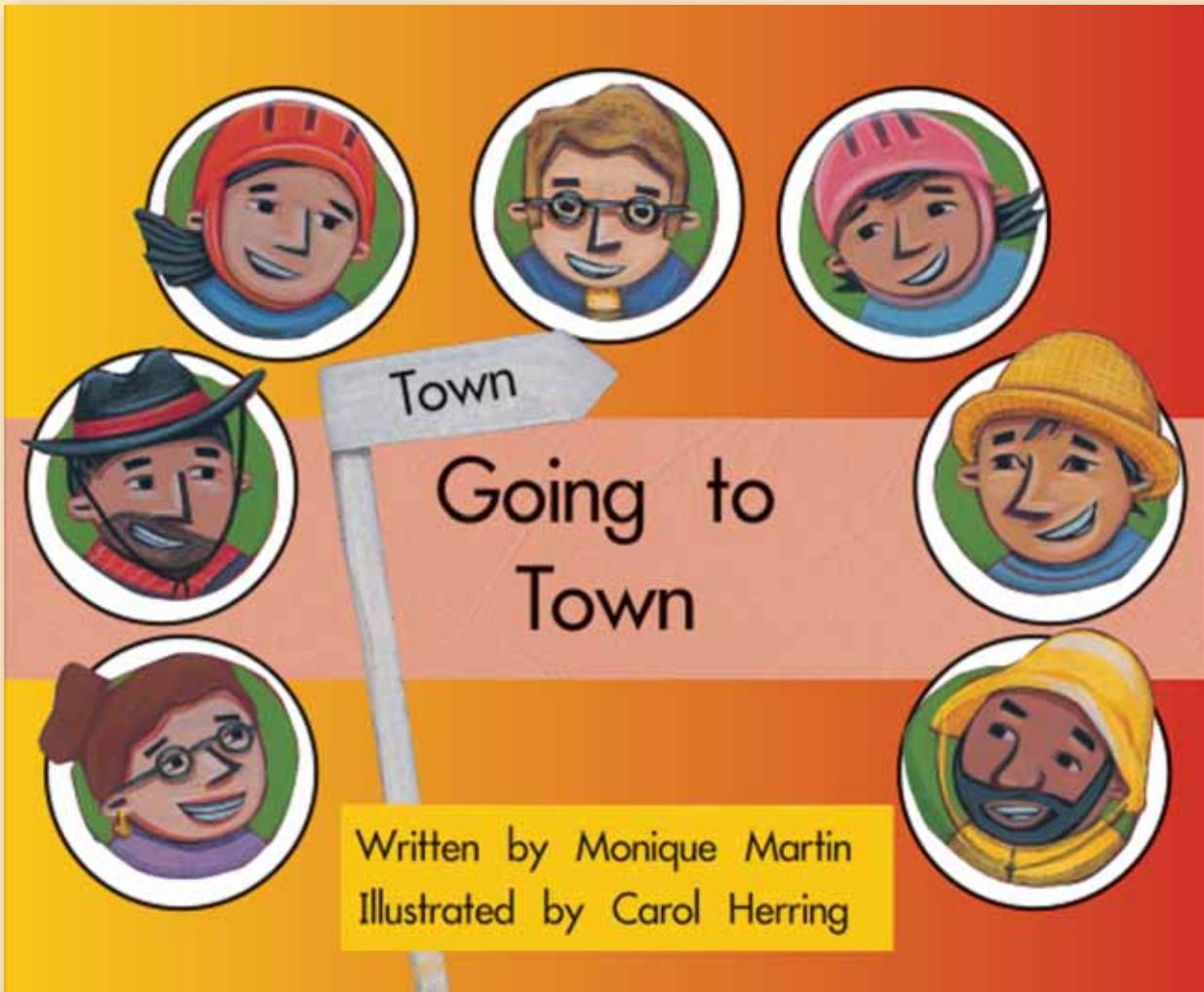




Level 2 Book g



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



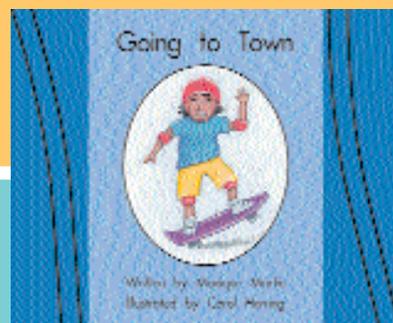
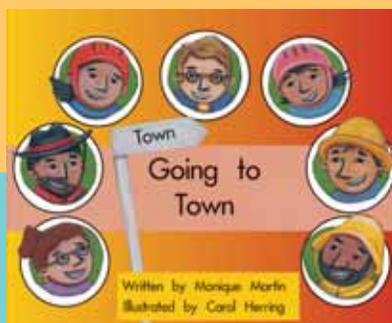
This symbol relates to use (text user)

BEFORE READING

Cover & Title Page



Read the title to the children. Tell them that this book is about some people that go to town. They go in different ways. Discuss with the children the ways that they go to town.



AFTER READING



Ask the children to respond to the book. Ask them what they think might happen next. What will each of the people do after they have been to the sale?



Discuss the reading strategies with the children. Comment on the good reading strategies you saw while they were reading independently.

Ask the children to look at this picture. Ask them how this person goes to town.



Discuss this picture in more depth. Have the children comment on the landscape. Do they know what this type of land is called? How far away from town do they think it is? What do they think this man is going to buy at the sale?

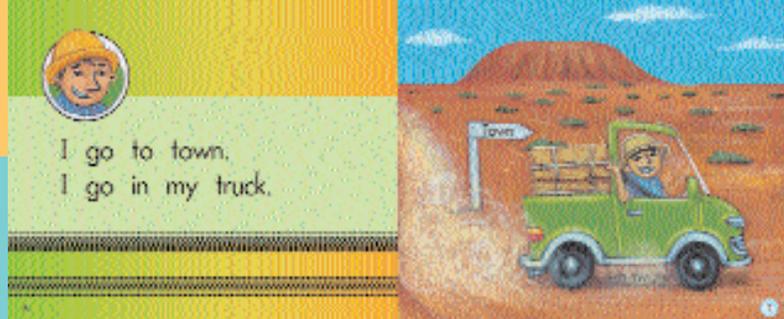
Ask the children to discuss this picture and say how this man goes to town.



Invite the children to talk about where this man lives. How far away from town does he live? What do they think he is going to buy at the sale?

Have the children discuss this picture. How does this person go to town? Ask if anyone in the group goes to town in a truck.

Ask the children what they think *truck* starts with. Have them find the word *truck*. If they point to *town*, say *truck* and *town*, emphasising the final sound again and asking them to listen for the difference.



Talk to the children about this picture. Do they know the name of the rock in the background?

Ask if any of the children go to town the same way as this person goes to town.

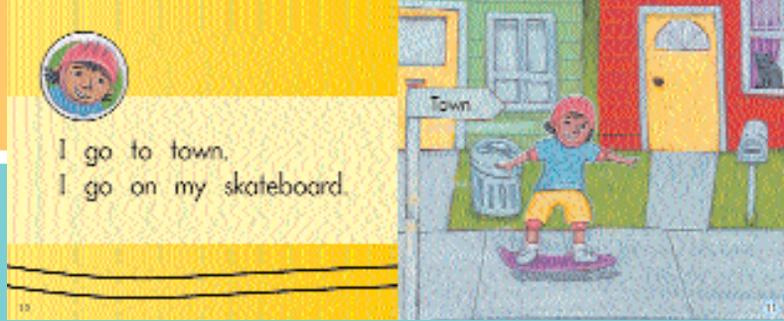
Ask the children what the word *bike* starts with. Have them identify *bike* on the page.



Talk more about this picture. How close to town does this person live? What might she buy at the sale?

BEFORE READING 10/11

Ask how many children could go to town like this from where they live. Do they live close enough to town?



Talk more about this picture. What do the children think this person will buy at the sale?

Write the word *skateboard* on the board. Talk to the children about the two words that make up the word *skateboard*.

AFTER READING

I Can, Can You?

Fast and Slow

A Rainbow of Parrots

Spot

BEFORE READING 12/13

Ask the children how this person goes to town. What do they think this person does for a job?



Talk more about this picture. Invite the children to name the objects that they can see. What do they think this person will buy at the sale?

Write the words *truck* and *tractor* on the board. Point out the initial letter, or if your children are good with letter / sounds, point out the initial blend. Ask the children to read both the words, listening for the same initial sound.

AFTER READING

The Grasshopper and the Flea

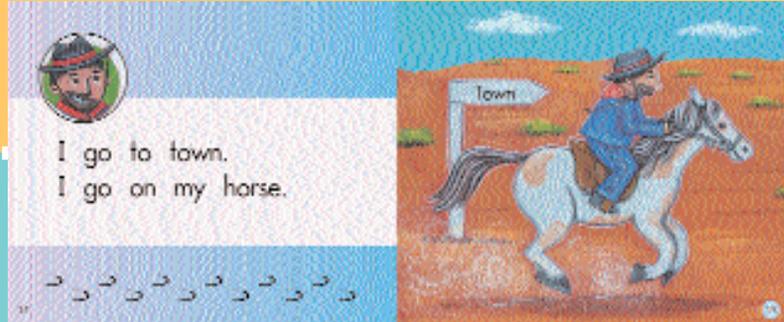
At School

Going to Town

This Is a Fish



Talk with the children about how this man goes to town. Ask the children why they think all these people are going to town. Have them make a prediction.



Ask the children to look back through the pictures. Ask them to use the information in the pictures to say which people live in similar areas.



Discuss this page with the children. Was their prediction right? Why do people go to sales?



Tell the children to return to the beginning of the book. Remind them to use the pictures and the print to help them read.



Ask children what they have learned about the different ways people can go to town. How could they use this information if they were talking about the transport people in the desert used?

2 g Going to Town

Name _____

1. Read the words.

can

you

go

said

here

it

at

my

this

2. Write the words.

2 g Going to Town

Name _____

1. Look at the pictures. Put a red ring around the pictures of people who live out of town.
2. Put a blue ring around the pictures of people who live in the town.

Colour in the pictures.

