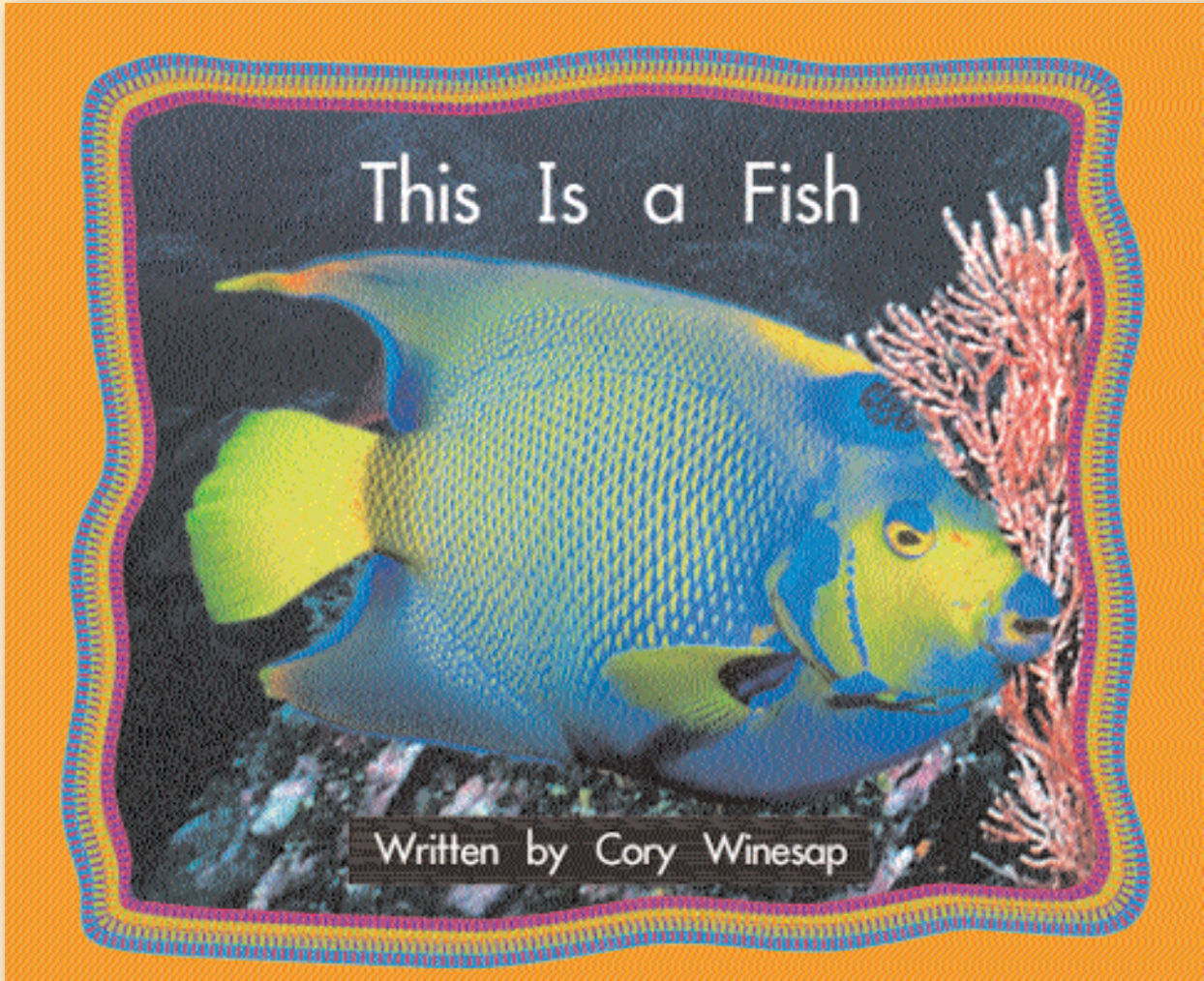




Level 2 Book h



Level	2
Word Count	49
Text Type	Information report
High Frequency Word/s Introduced	this



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)

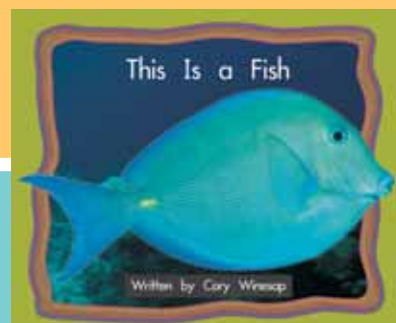
 This symbol relates to critical analysis (text critic or analyser)


 This symbol relates to use (text user)


BEFORE READING

Cover & Title Page

 Tell the children that this book is about animals and fish and how they move. Discuss some animals that the children know and have the children say some of the ways that they move. Read the title to the children. Ask them to look at the cover and the title page and say what they can see.



 Ask the children to retell how each of the animals moved. Were there two or more animals that moved in the same way?

 Discuss the children's reading strategies. Praise the good reading behaviour you noted while they were reading independently.

AFTER READING

Ask the children to discuss this page. What can they see? How does the fish move?



Discuss fish in more detail. Can the children name the parts of a fish? Do they know how fish breathe?

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

Ask the children to discuss this page. Ask them to say the way the bird is moving. Ask, *Can a bird swim?*



Ask the children to discuss other things a bird can do. Ask them to share their personal experiences of seeing other ways birds move.

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

Ask the children what this animal is. Ask if it can swim.

If the children suggest that this is an alligator, point to the *c* at the beginning of *crocodile* and ask if this letter could start the word *alligator*. Ask what else the animal could be starting with *c*.

This is a crocodile.
It can swim.



Discuss other ways a crocodile can move. How does it get around when it is on the land? Explain that a crocodile is a reptile. Tell the children the difference between reptiles and mammals.

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

Ask the children to name this animal and say what it can do. Can it fly? Can it swim? Can it run?

If the children suggest that the camel can walk, praise them for their good try. Point to the word *run* and say, *Is this how walk would start?*

This is a camel.
It can run.



Discuss camels in more depth. Ask the children what else camels can do.

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

BEFORE READING 10/11

Invite the children to name this animal and say what it can do. Can it fly? Can it swim? Can it run? Can it jump?

If the children say *hop* or *run* for *jump*, point to the *j* and ask them to predict a word starting this way. You may have to say the initial sound to prompt them.



Discuss kangaroos with the children. Tell them how a kangaroo's long back legs and thick tail help it jump. Ask what else a kangaroo can do.

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

AFTER READING

BEFORE READING 12/13

Invite the children to discuss this page. What is the animal? What can it do?



Discuss with the children what other things koalas can do.

If you are working with a group of children who are very good with letter-sound relationships, you may want to write *crocodile*, *camel*, *kangaroo* and *koala* on the board and draw their attention to the same initial sound represented by different letters.

AFTER READING

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This animal may be hard for some children to recognise. If so, tell them it is a platypus. Ask them to look at the photo to say what it can do.

This is a platypus.
It can swim.



Discuss platypuses with the children. Can they name the parts of the platypus in the photo?

Ask the children to go back and look at the pictures again. Which animals move in the same way? Which animals can move in ways other than in the photos? How many animals can swim? How many animals can run?

Have the children look at the glossary. Ask them to read the words under each photo.

Tell the children to go back to the beginning of the book. Remind them to point to each word as they read it. Remind them to use the text and the photos to help with their reading. You may have to tell them *this* as it is a new word.



Ask the children what new things they have learnt. Ask them how they could use this information next time they visit a zoo.

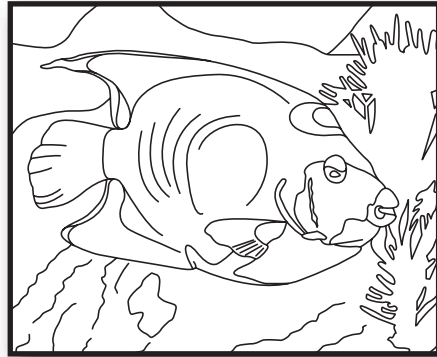
2 h This Is a Fish

Name _____

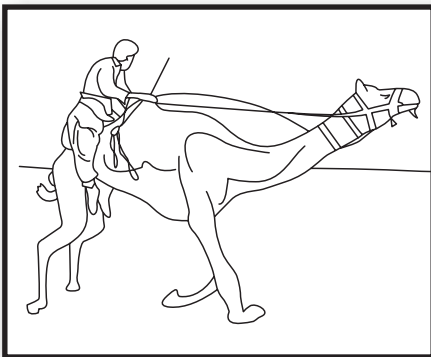
Write in the first letter.



__oala



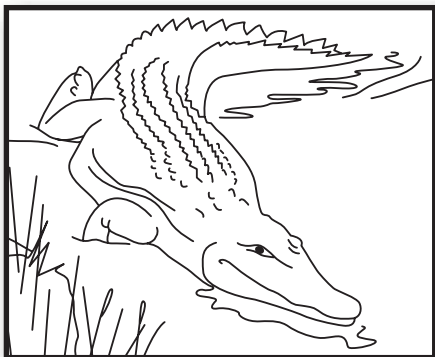
__ish



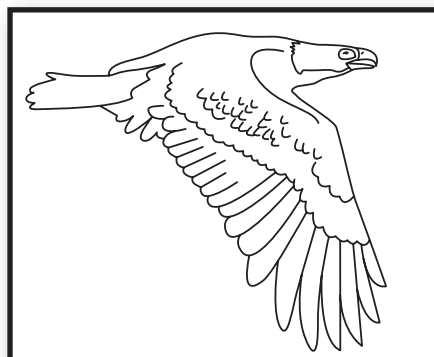
__amel



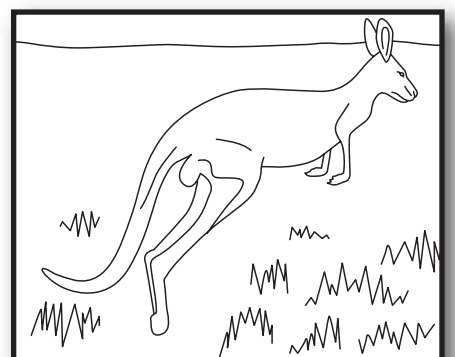
__latypus



__rocodile



__ird



__angaroo

2 h This Is a Fish

Name _____

Read the sentences. Draw the picture.

This is a kangaroo.

It can jump.

