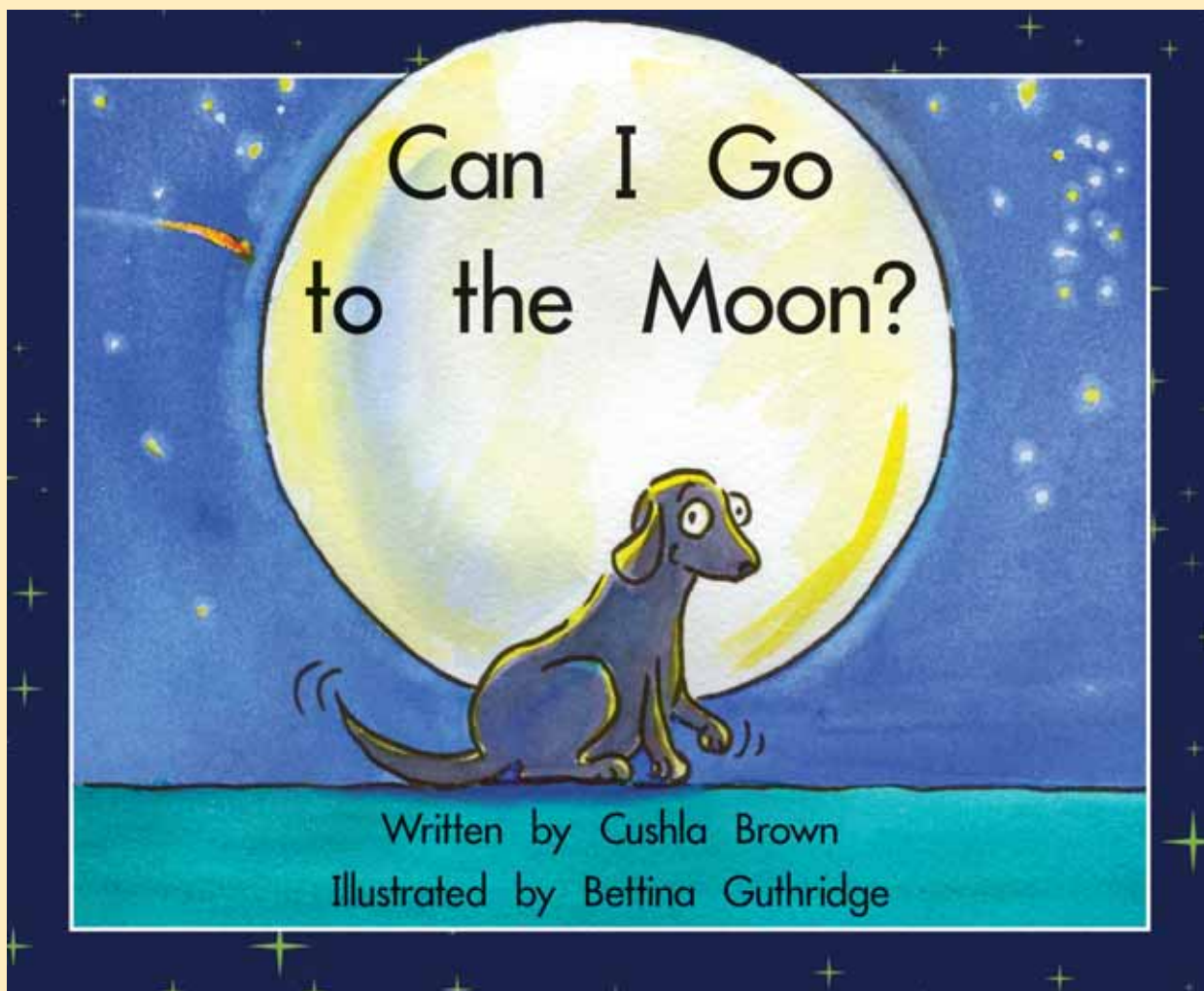




Level 2 Book 6



| | |
|-------------------|------------------|
| Level | 2 |
| Word Count | 63 |
| Text Type | Literary recount |
| High Frequency | go, said |
| 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

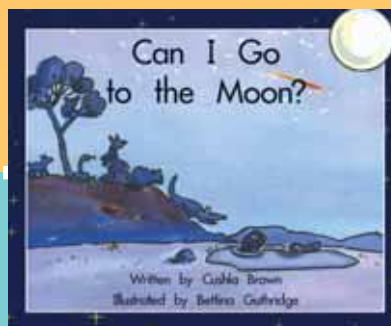
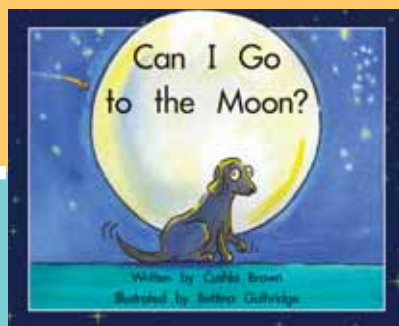
Cover & Title Page



Ask the children to describe the animals in the picture. Encourage the children to talk about the moon: what they think it is made of, how far away it is, and if they have been there or would like to go. Promote some mystery and wonder about the theme.



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



AFTER READING



Ask the children to predict what is going to happen in this story.



Read the page together, pointing to each word. Remind the children to match one spoken word with one written word. Ask them which words they find easy and which ones difficult.

BEFORE READING

2/3



Ask the children to tell you the name of the animal in the first picture. Ask them if they have seen a kangaroo up close and what thoughts they had about the kangaroo.



Point out the quotation marks and discuss their purpose. Tell the children that it is the kangaroo that is talking.



Ask the children which kangaroo in the story is talking. Then encourage the children to tell you where the baby kangaroo wants to go. Ask them to tell you how they know and praise them for referring to the words on the page.



Ask the children to identify the word *said*, spelling it and putting it into their own sentences to clarify meaning.

AFTER READING

BEFORE READING

4/5



Ask the children what these animals are called and if they can guess what's going to be said and by which one.



Point out the question mark and discuss its purpose. Tell the children their voice needs to go up at the end of the sentence when they are asking a question. Demonstrate if necessary. Have the children read the page again with the appropriate intonation.



Talk to the children about why the baby koala wants to go to the moon. Discuss all the different reasons why. Ask the children if it is only these animals that want to go to the moon – would they or someone they know ever want to explore up there?



Identify the word *go*. Ask the children to point to it as you read it out together. Ask the children to think of other sentences with the word *go* in them.

AFTER READING



See if the children can identify these animals in the picture and describe them. Can the children predict what the baby animal might ask?



Talk to the children about the speech bubble in the picture. Identify the words in the speech bubble as direct speech – the actual words a character says.



Ask the children why the big wombat would say *No* to the baby wombat.



Ask the children to point to the word *I*. Ask them to think of short sentences with *I*. Identify the punctuation – capital letter, question mark, speech marks, and full stop.



Ask the children to describe and identify the new animal and to predict the question.



Discuss the type of habitat that the platypus lives in. Encourage the children to use the picture cues to support their own factual knowledge.



Ask the children to identify the word *the*. Then ask them to spell it and suggest other sentences that include it. Ask them to identify the speech marks. Ask if anyone can tell you their purpose.

BEFORE READING 10/11

Ask the children to identify the next animals and their ideal habitat. Ask them how these habitats can be affected by people and what could happen to these animals if people pollute the water.



Invite the children to guess why the baby dugong would want to go to the moon, giving reasons for their answers.

Draw the children's attention to the word *to*. Tell them to point to it. Ask them to put it in another sentence.

AFTER READING

BEFORE READING 12/13

Ask the children to describe this animal and predict the question it is going to ask and what the reply will be.



Ask the children to tell you what is flying in the sky in the background.

Identify the word *Can* and ask the children to say the short vowel sound it makes. Ask the children to name other words with the short vowel sound a.

AFTER READING



Ask the children to identify these animals and the habitat that they live in. See if they can predict the answer to the little one's question and suggest any reasons.



Ask the children if they can see anything in the sky.



Ask the children to identify all the punctuation – the full stop, capital letter, question mark, and speech marks.



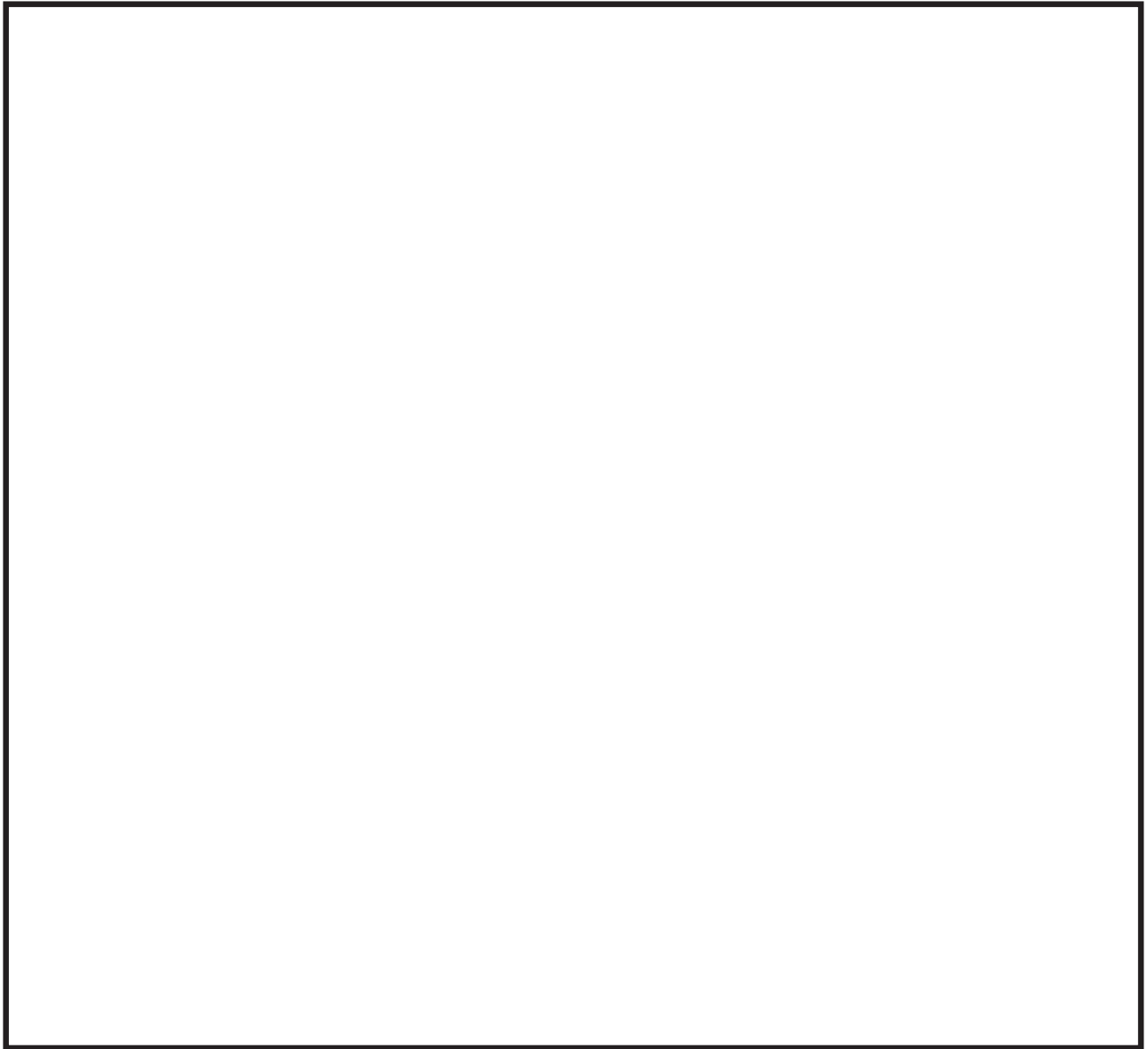
Ask the children to identify the animals in this picture. As there is no sentence, they can make up their own, perhaps writing it down.



Encourage the children to read their own sentence, making sure all the proper punctuation is there. They can check against one of the pages and make any corrections.

2 b Can I Go to the Moon? Name _____

Draw your favourite picture from the book.



Write a sentence to go with your picture.

2 b Can I Go to the Moon? Name _____

Fill in the missing words.

I the to Can

Can I go _____ the moon?

Can _____ go to the moon?

Can I go to _____ moon?

_____ I go to the moon?