



Level 2 Book b

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

Fast and Slow



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Illustrated by Jeff Burnett

Level	2
Word Count	48
Text Type	Literary recount
High Frequency	go, said
Word/s Introduced	

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

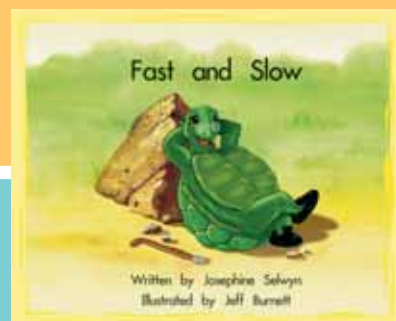
Cover & Title Page



Read the title to the children and have them discuss animals that can go fast and animals that go slow. You may want to classify these in two columns or circles on the board. Ask the children to look at the cover and the title page and say whether they think the animals go fast or slow.



Ask the children to respond to the book. Ask them to retell which animals went fast and which animals went slow.



Discuss with the children how well they matched their fingers and the text. Ask them how they managed looking at the words as well as the picture to help them read.

AFTER READING



Ask the children to look at the picture, identify the animal, and say whether it goes fast or slow.



Point out the speech marks to the children. Discuss their purpose. Tell the children that in this book it is the animal in the picture that is talking. Ask them to predict what the horse is saying.



Discuss this picture more fully. Ask the children where the horse is. What is it doing?



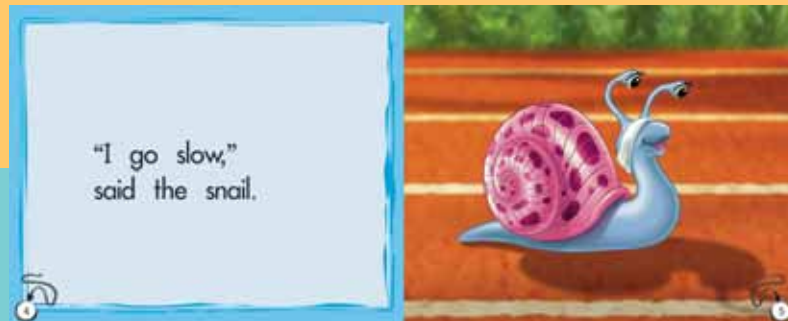
Ask the children to point to *go* and *said* on this page.



Ask the children to identify this animal and say whether it goes fast or slow.



Point out the speech marks on this page. Ask the children what they think the snail is saying.



Ask the children to look more closely at this picture. Is the snail in the same place as the horse? They may need to check back to the page before. Are the snail and the horse doing the same thing? What might it be?



Ask the children to locate *go* and *said* on this page.

■ The children may have trouble identifying this animal. If they say lion or tiger, acknowledge the good guess.

▲ Ask the children to say *lion* and *tiger* slowly and listen for the initial letter sound. See if they can see a word that starts with these letters. Then tell the correct word and explain how you knew it was not *lion* or *tiger*.

"I go fast,"
said the cheetah.



■ Discuss cheetahs more fully. Do the children know that the cheetah is the fastest animal?

▲ Have the children identify *go* and *said* on this page.

■ Ask the children to identify this animal and say whether it goes fast or slow. If the students call the turtle a tortoise, acknowledge the good guess and tell them the correct word.

"I go slow,"
said the turtle.



■ Discuss turtles more fully. Ask the children to suggest why the turtle has a walking stick. Will the turtle win the race?

▲ Ask the children to point to *go* and *said*. Also ask them to point to *the*.

BEFORE READING 10/11

Ask the children to identify this animal and say whether it goes fast or slow.

Ask them to tell you what the speech marks mean.



Talk more about the deer. How fast can it go? Will it win the race?

Ask the children to locate *go*, *said* and *the*.

AFTER READING

BEFORE READING 12/13

Ask the children to identify this animal and ask whether it goes fast or slow.

If the children call this insect a caterpillar, ask them to say *caterpillar* and listen for the initial sound. Ask them to see if there is a word starting that way on the page. Prompt them with the initial sound of *worm*.



Discuss worms more fully. Do the children know how they move? Is a worm as slow as a turtle?

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Ask the children to identify this animal and predict what it is saying.



Discuss giraffes with the children. Will a giraffe's long legs help it run faster?



Ask the children to use the information that they know to suggest which animal will win the race. Which will come second? Which will come last?



Ask the children to look at this picture and suggest what the insect is saying.



Ask the children to go back to the beginning of the book. Remind them of one to one pointing and return sweep. Also remind them to use the words as well as the picture to help them as they read.



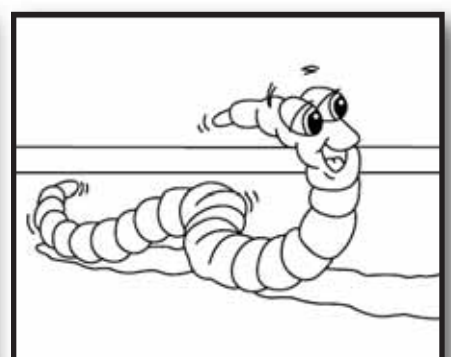
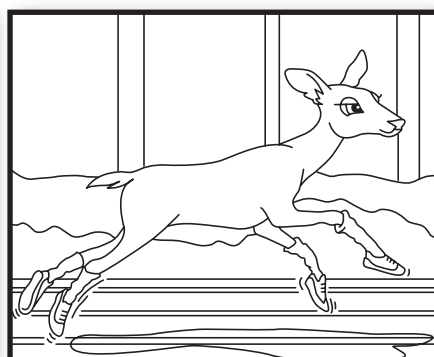
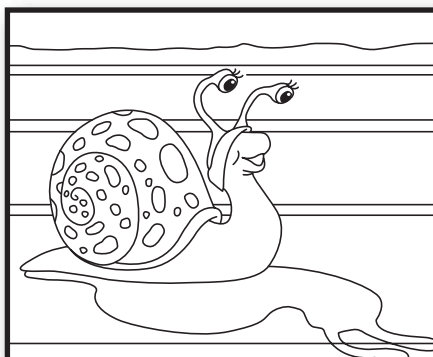
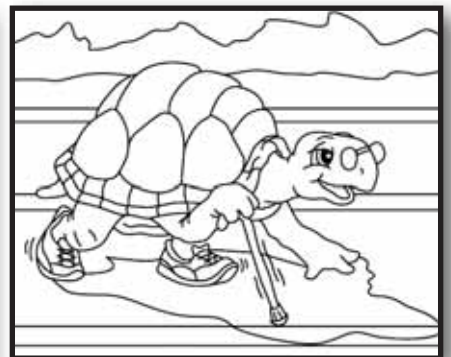
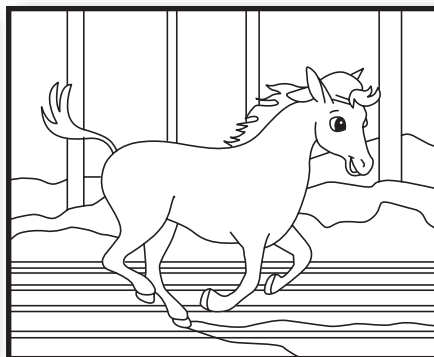
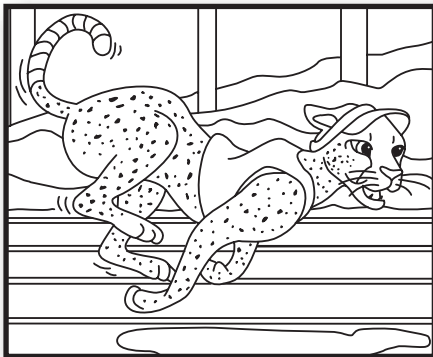
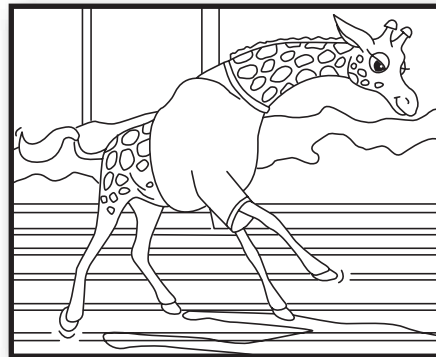
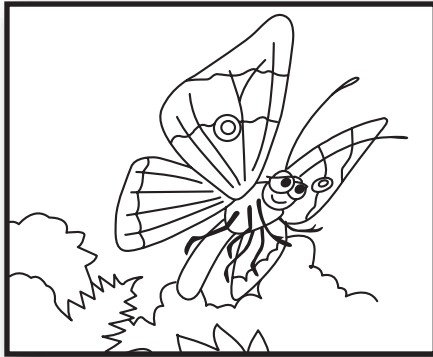
Ask the children to go back through the text and analyse how the pages alternate – one page with a fast animal and the next page with a slow animal. Ask them why they think the author wrote the book this way.

2 b Fast and Slow

Name _____

Colour the animals that go fast with red.

Colour the animals that go slow with blue.

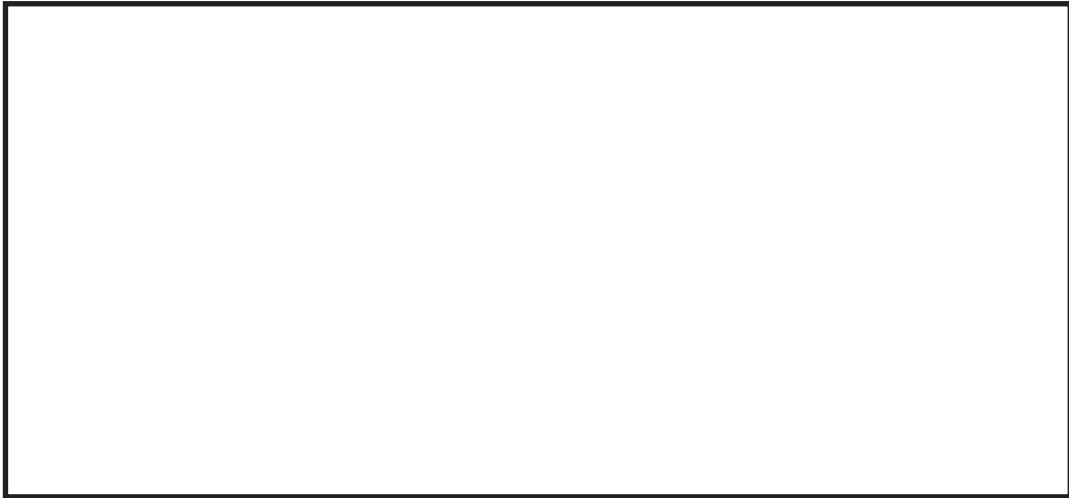


2 b Fast and Slow

Name _____

1. Draw the fastest animal.

Write *I go fast* under your picture.



2. Draw the slowest animal.

Write *I go slow* under your picture.

