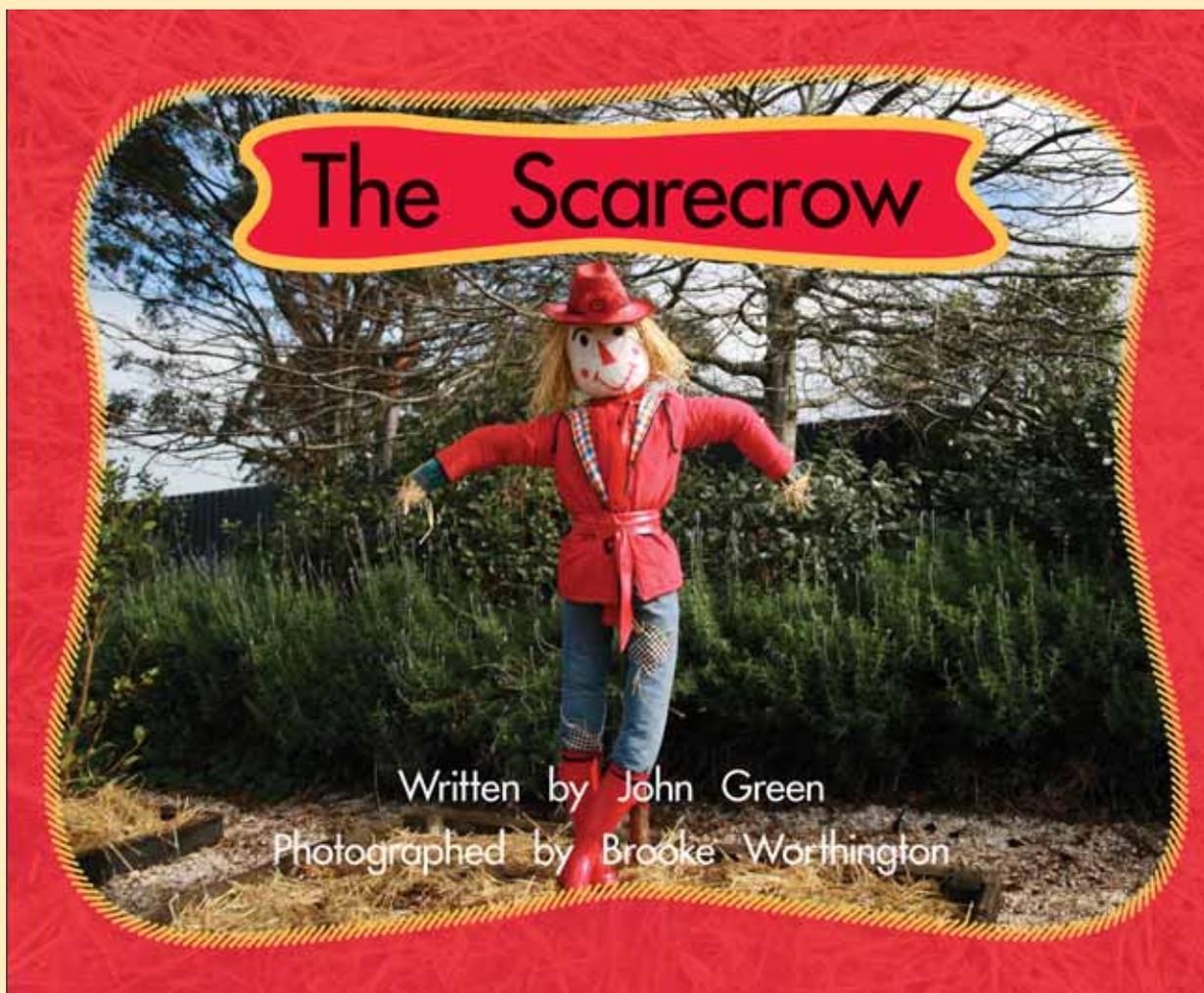




# Level 2 Book c



Written by John Green  
Photographed by Brooke Worthington

|                   |                     |
|-------------------|---------------------|
| Level             | 2                   |
| Word Count        | 53                  |
| Text Type         | Factual description |
| High Frequency    | a, here, it         |
| 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. 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

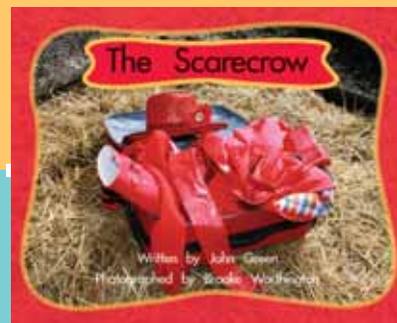
## Cover & Title Page



Read the title to the children and direct their attention to the pictures. Ask the children what this is and where it might be found. Talk about the scarecrow's purpose and if they or someone they know has ever made one.



Ask the children to predict what the book may be about.



Read the pages together, pointing to each word. Check reading strategies with the children. Remind them to match one spoken word with one written word as they read.

AFTER READING

Ask the children what is happening in this picture. Ask them to guess who the girl might be and what she is doing.

Ask if the children had their predictions confirmed. What kind of book does the text suggest we have here? Did the children predict a story book or information book?



Review the word *is* by asking the children to identify it and put it in a sentence of their own to clarify meaning. Discuss the practice of reading to the end of the line, dropping to the next line and reading from the left – a return sweep.

Ask the children what is happening in this picture and what the girl is putting on the scarecrow.

Remind the children if necessary that the direction we read in is across the page from left to right.



Ask the children to point to the word *a*. Spell it. Encourage the children to put it in their own sentences to clarify meaning and use. Draw the children's attention to the full stops and capital letters and discuss why they are placed there.

Ask the children to predict what will come in the next picture, including the colour. Have the children justify their answers by referring to the previous pages.

Ask the children if they were right with their prediction. Were they right about the object? Were they right about the colour?

Ask the children to clarify the intention of the author in this book. What is he trying to help children with?



Ask the children to point to the word *Here*. Spell it. Encourage the children to put it in their own sentences to clarify meaning and use. Have the children identify the capital letter in this word. Why is it there?

Ask the children what is happening in this picture. Ask if the children have ever dressed someone up – themselves, a friend, or family member. Share their stories.

Talk to the children about how they like the text and story, giving reasons for their ideas.



Ask the children to point to *Here* and *It* on this page. Talk to the children about words they found easy or difficult. Encourage the children to break new words into syllables and attempt each letter by its sound.

BEFORE READING 10/11

Ask the children what is happening in this picture. Draw the children's attention to the girl's expression and ask them how they think she is feeling at the moment. Can they guess who might be behind the camera?



Talk to the children about the clothes the girl has put on the scarecrow. Encourage them to talk about how clothes keep us warm and protected. Ask the children to identify the uses of all the clothes the scarecrow has on now.

Ask the children to identify the word *red*. Ask them which short vowel it has. Ask them to think of other words with the same short e vowel sound.

AFTER READING

BEFORE READING 12/13

Ask the children what the girl is putting on the scarecrow now and whether the scarecrow is nearly dressed. Talk about what the girl's favourite colour might be.



Ask the children if they think there is anything particular the author could have done to improve the story or if they like it as it is. Encourage them to justify their opinions.

Ask the children to identify the word *sock* and its short o vowel. Ask them to think of other words with the same short vowel sound. Ask the children to identify the capital letters and full stops.

AFTER READING

Ask the children if this might be the finishing touch. What is the girl doing now? Talk about how the scarecrow is looking and if there is anything the children would like to add to make the scarecrow better.

Ask if the children can guess what will be on the last page.



Remind the children to point to each word as they read it. Check that the children are confidently and accurately reading out the words. Help the children with any difficult words by asking them to sound out the letters.

Ask the children to describe how the girl is feeling. What do you think she would say? Discuss the end result and what the children think of the scarecrow. Have they made anything they are proud of?



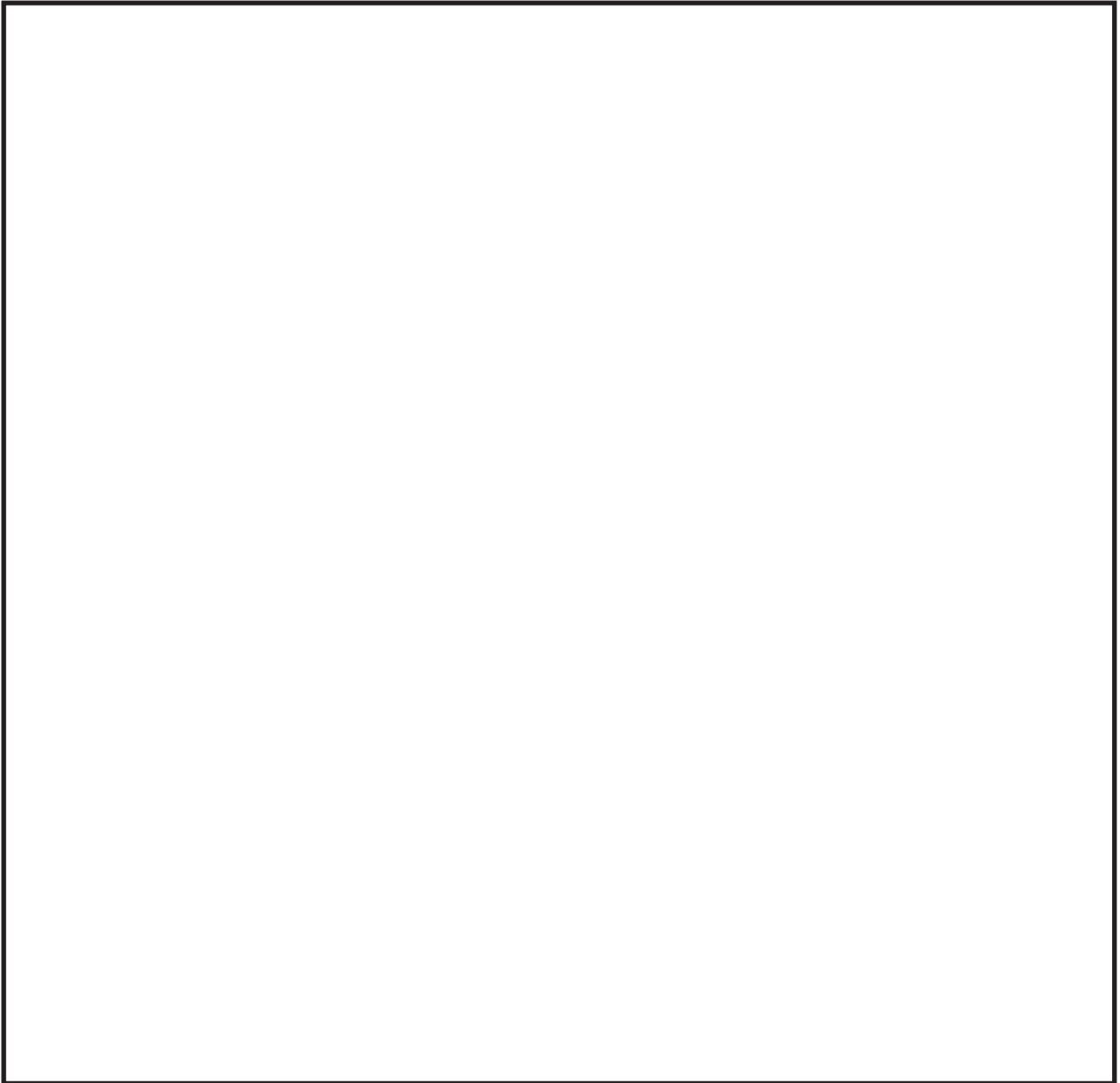
Ask the children to look through the book, naming their favourite page and giving reasons for their choice. Ask them to give a summary of this book and say if they liked it.

Ask the children to comment on their reading. Did they find it easy or hard? Have them say why.

## 2 c The Scarecrow

Name \_\_\_\_\_

Draw your favourite part of the book.



Write a sentence to go with your picture.

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## 2 c The Scarecrow

Name \_\_\_\_\_

Write in the missing words.

is sock Here a red

Here is \_\_\_ hat.

It is red.

\_\_\_\_\_ is a scarf.

It is \_\_\_\_\_.

Here is a \_\_\_\_\_.

It \_\_\_ red.