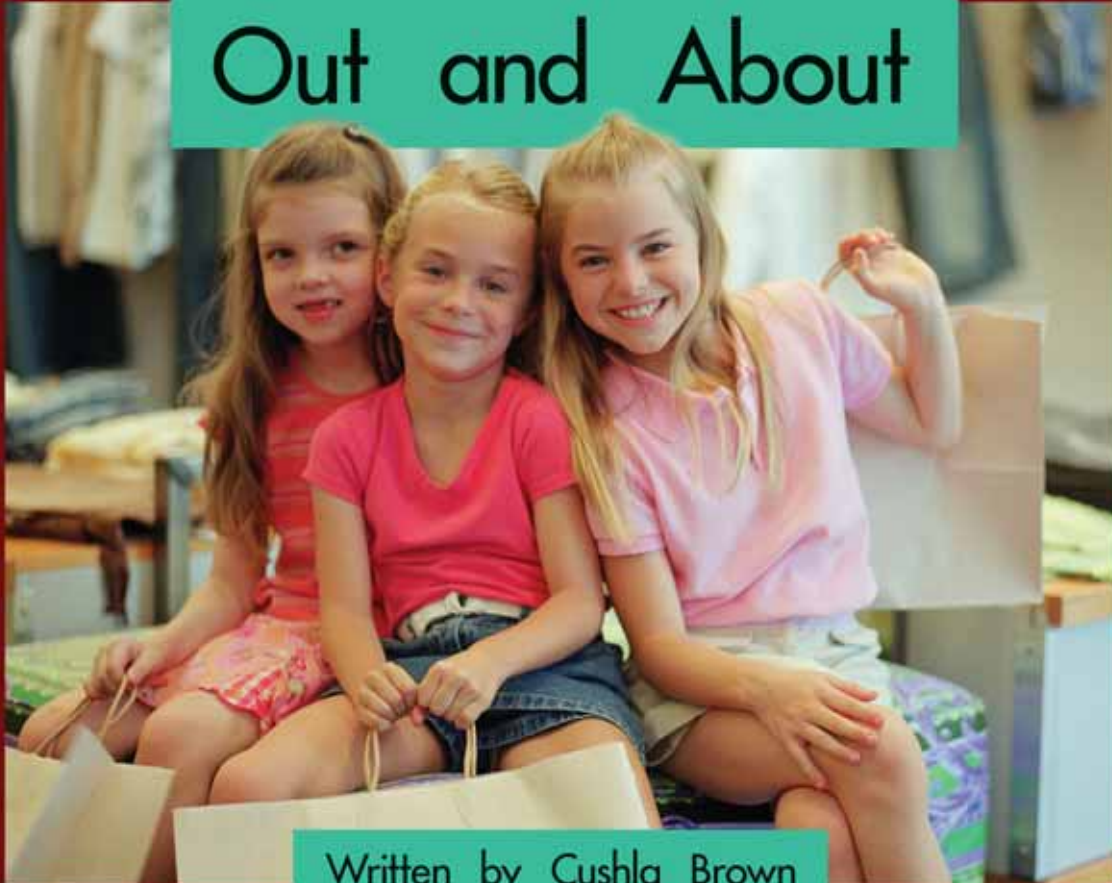




Level 2 Book f

Out and About



Written by Cushla Brown

Level	2
Word Count	64
Text Type	Factual recount
High Frequency	my, this
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)

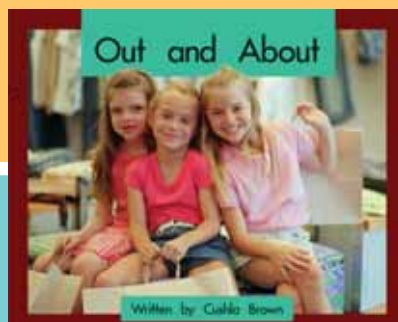


This symbol relates to use (text user)

Cover & Title Page



Direct the children's attention to the pictures. Talk about who these people in the pictures are and what they are doing. Ask the children what they think this book is about.



Invite the children to tell you where these people are out and about. Then ask the children about the types of places they go to – after school or at the weekend or even in the holidays.



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.

BEFORE READING

2/3

Ask the children where this girl is and where she might be going. Talk about buses and where they can be found. Ask the children if they use the bus and what they like about it.



AFTER READING

Ask the children what the girl says in the text. They need to refer to the text when they answer, saying that this is her bus. Then ask them whose bus this is. They need to refer to the text, pointing to the words *This is my bus*.

Ask the children to point to the word *am*. Have them 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.

BEFORE READING

4/5

Ask the children what is happening in this picture and what the boy is doing. Talk about where he is – the park. Invite the children to tell you what else there might be to do at the park and talk about parks that the children visit. Discuss what the boy might be feeling at the moment and relate it to how the children feel when they are playing on the swings.



AFTER READING

Ask the children to show you in the text where it says the boy is. They need to point to the words *at the park*. Ask what the boy tells us about the swing. Encourage the children to answer that it is his swing. Is it always his swing? Talk about sharing and that the swings at the park belong to everyone.

Ask the children to point to the word *at* then put it in their own sentences to clarify meaning and use. Talk about the word *swing* and its short *i* vowel sound. Talk about other words with the same sound.

Ask the children who is out and about now. Talk about the girl and who the adult might be – the mother, perhaps. Talk about what the girl is doing – buying a shirt. Ask if the children have been shopping recently with their parent/ carer and what they bought.

Ask the children to tell you what they think of the book so far. Ask them to tell you about their favourite part so far and explain why.

I am at the shop.
This is my shirt.



Ask the children where it is that the girl and her mother are. Encourage the children to point to the word *shop*. Then ask them to point to the word that tells them what she is buying.

Ask the children to point to the word *I*. Spell it. Encourage the children to put it in their own sentences to clarify meaning and use. Then ask them to point to the word *shop*. Identify the short o vowel sound. Then talk about some other words with the same sound.

Ask the children what is happening in this picture. Have they been to a place like this? Describe what the boys are eating. What kind of food is this?

I am at the mall.
This is my lunch.



Ask the children to identify the word that tells them where the people are. Encourage them to point to the word *mall*. They may need help pronouncing this word correctly. Then ask what meal they are eating and point to the word in the text – *lunch*.

Ask the children to identify the words by putting their finger beneath each one as they read it. Ask them to identify the word *This*. Have the children put it in their own sentences to clarify meaning and use and then say why it has a capital letter. Talk about the rules for using capital letters.

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. See if they can guess who might be behind the camera.



I am at the zoo.
This is my giraffe.

AFTER READING

Ask the children where this picture was taken and then find out which word tells them that. Encourage them to point to the word *zoo*. Ask them which animal she is feeding – they can refer to the picture or the text here. Encourage them to identify the *giraffe*.

Ask the children to identify the word *my*. Ask them what it means and have them put it in some sentences to share with the group afterwards. Talk about which letter in this word has a sound similar to a vowel – *y*.

The Olympians

Can I Go to the Moon?

The Scarecrow

The Bee

BEFORE READING 12/13

Ask the children to cover the text and tell you what the girl is sitting on and where she might be in this picture. Discuss fairs and if the children have been to one. Ask what rides they went on. Talk about how they felt at the time.

Ask the children to predict the text for this page. Encourage them to use similar vocabulary and style to that of the author.



I am at the fair.
This is my horse.

AFTER READING

Ask the children if they can point to the word that tells them where the girl is – *fair*, and what she is sitting on – *horse*.

Ask the children to identify the word *is*. Have them use it in sentences to clarify meaning. Then identify the short *i* vowel sound. Ask them to think of other words with the same short vowel sound. Ask the children to identify the capital letters and full stops.

The Zebras' Party

Out and About

Running Late

What Can It Do?

Ask the children to cover the text and tell you where they think the boy is and what he is doing. Talk about the library and what the children like to read. Ask what their favourite books are.

Ask the children to predict the text for this page before reading it and commend them for suggesting something like the pages before. Invite them to suggest any other sentences that would make the book interesting.



Remind the children if necessary that the direction we read in is across the page from left to right. Check that the children are confidently and accurately reading out the words. Help the children with any difficult words by having them break up the syllables and sound out the letters.

Ask the children what they think this page is for. Explain that a glossary is a list of words related to the topic in a book. In a picture glossary, each word has a picture.



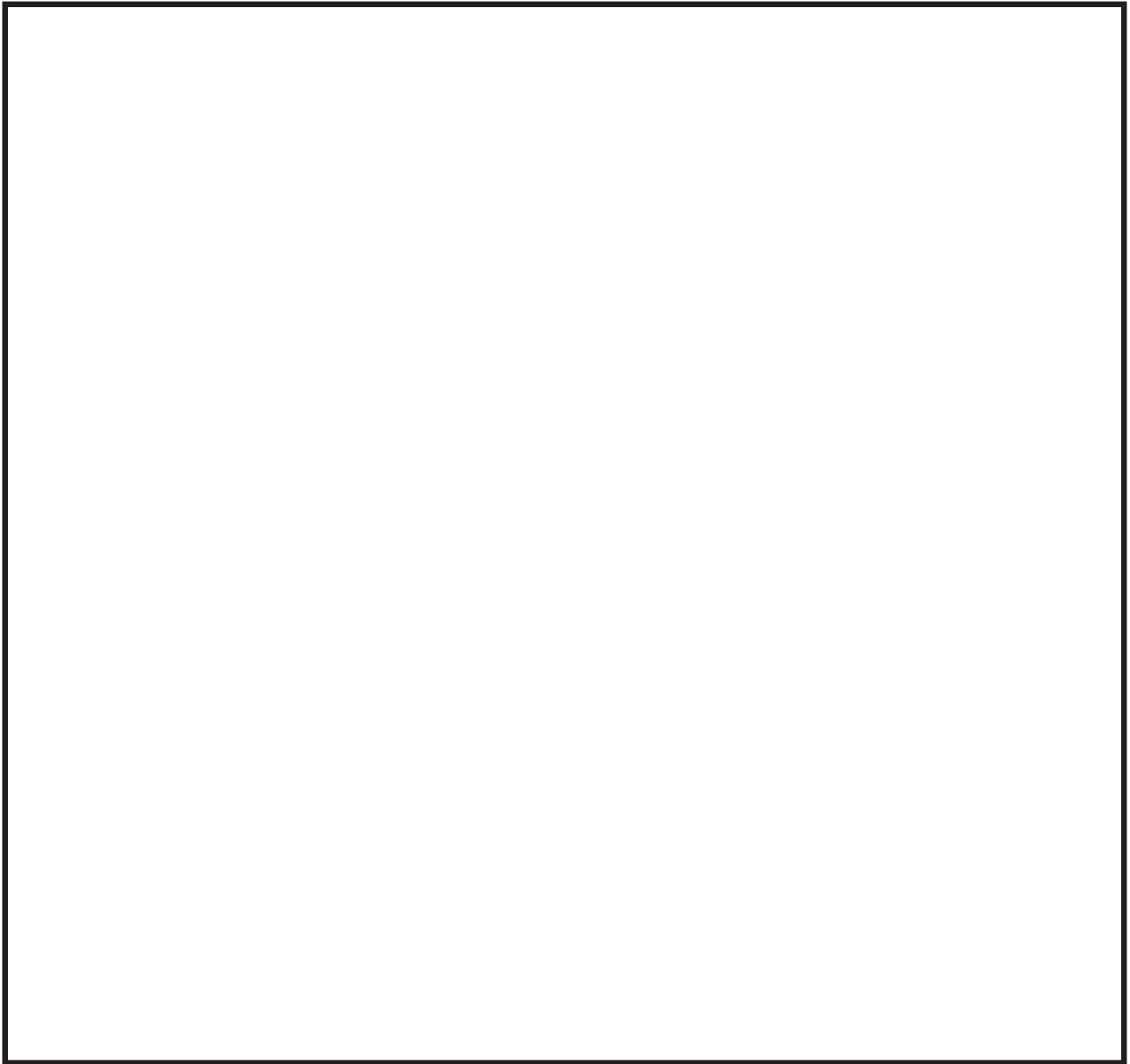
Ask the children to choose one of the words and find out which page it is on, telling you the page number. Talk about their favourite page and have them explain why.

Ask the children to point to the short vowel sounds in these words as you read them.

2 f Out and About

Name _____

Draw your favourite part of the book.



Write a sentence to go with your picture.

2 f Out and About

Name _____

Put the missing words in the sentences.

is the at my I This

I am _____ the library.

This _____ my book.

I am at _____ fair.

This is _____ horse.

_____ am at the park.

_____ is my swing.

Write your own sentences like the ones above.
