



# Level 2 Book h

## What Can It Do?



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Level	2
Word Count	50
Text Type	Information report
High Frequency 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

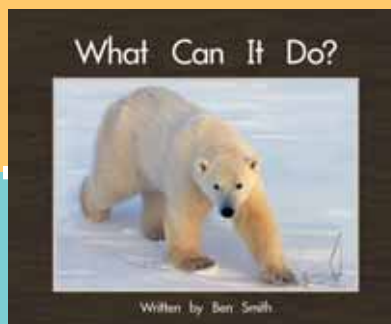
## Cover & Title Page



Tell the children that this book is about animals and what they can do. Discuss some animals that the children know and what they can do. Discuss the animals on these two pages and what they can do.



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



Explain that this is a factual book and it has photos to illustrate the text. The children should use the photos to help them as they read.



Read the page 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. Ask them which words they find easy and which ones difficult.

AFTER READING

Ask the children to identify the animal and what they think it can do.



Discuss the animal and its habitat.

Ask the children to identify the word *a*.

Ask the children to talk about this animal, identifying it and telling which country it is particular to. Draw the children's attention to what special things it can do.



Ask the children to point to the word that describes what the animal can do. Ask them to think of other words that are similar in meaning to *jump*.

Identify the word *can*. Ask the children to point to it as you read it out together. Ask the children to think of other sentences that include the word *can*.



Ask the children to identify this animal in the picture and describe what it can do. Talk about the kind of habitat it lives in.



Talk to the children about cheetahs and discuss what other things they know about them.



Ask the children to point to the word *It*. Ask them to think of short sentences that include this word. Then identify the punctuation – capital letters and full stops.



Ask the children to describe the new animal and to think about what it can do. Talk about whether the bat can swim or run. Encourage the children to be specific about describing the actions.



Talk about how the bat is the only mammal that can fly.



Ask the children to identify the word *is*. Ask them to spell it and suggest other examples of sentences that use it. Talk about what we do when we read to the end of a line. Our eyes move down and to the left, to the start of the next line – a return sweep.

BEFORE READING 10/11

Ask the children to describe this animal and talk about what it can do. They can use the picture to form their ideas.



AFTER READING

Talk about the ideal habitat for the snake. Again, suggest things like the ocean or Antarctica so they can form their answers from justified reasoning.

Draw the children's attention to the word *This*. Tell them to point to it. Ask them to put it in their own sentences. Then ask them why it has a capital letter.

BEFORE READING 12/13

Ask the children to describe this animal and talk about what it can do. They can use the picture to form their ideas.



AFTER READING

Talk about kinds of animals with the children. Is this animal a fish, a reptile, or a mammal? What qualities does a lion need to be a mammal?

Identify the word *hunt* and ask the children to pronounce the short vowel sound it makes. Ask the children to think of other words with the short *u* vowel sound.

Ask the children to identify this animal and the habitat it lives in. Talk about what this animal can do. Encourage the children to explain the ways it can move.



Talk to the children about what makes this animal dangerous to people, supporting their ideas with something from the book or from their own knowledge.

Ask the children to identify the word *snap*. Identify the short vowel sound it has – *a*. Talk about other words with the same vowel sound.

Ask the children to try and identify the animals in the glossary and say them aloud.



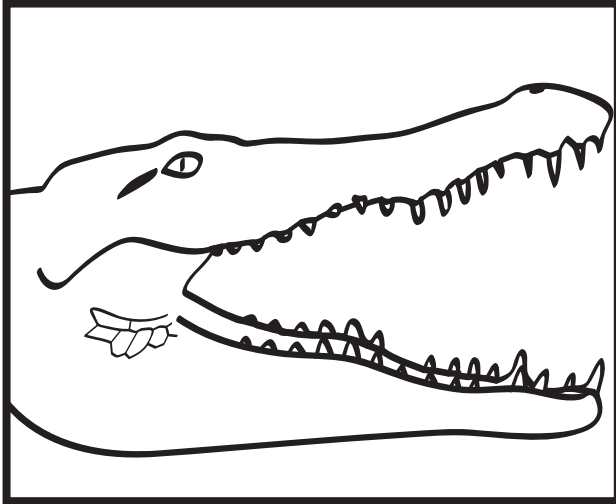
Ask the children why a picture glossary is placed at the back of the book – how might it be useful for readers?

Ask the children to look through the book and find one thing that they have learned that they didn't know before. Ask them to refer to the text that they draw their idea from.

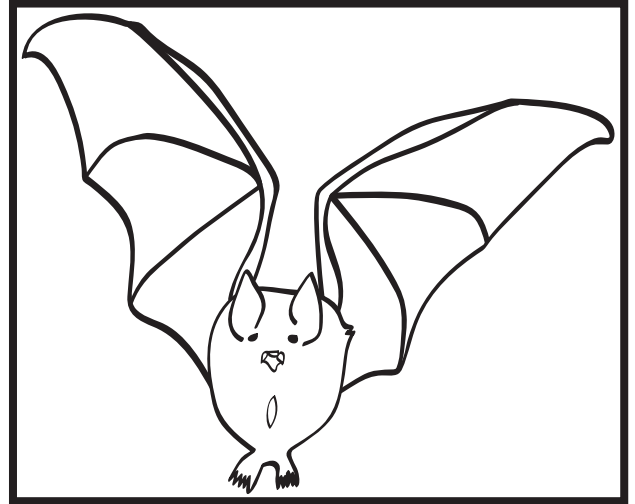
## 2 h What Can It Do?

Name \_\_\_\_\_

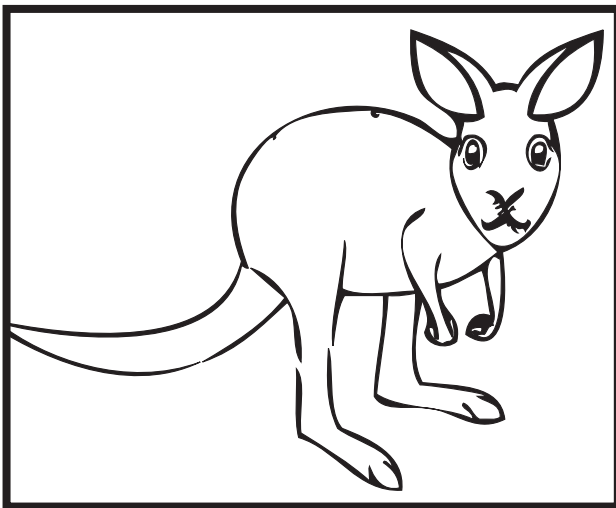
Write in the first letter.



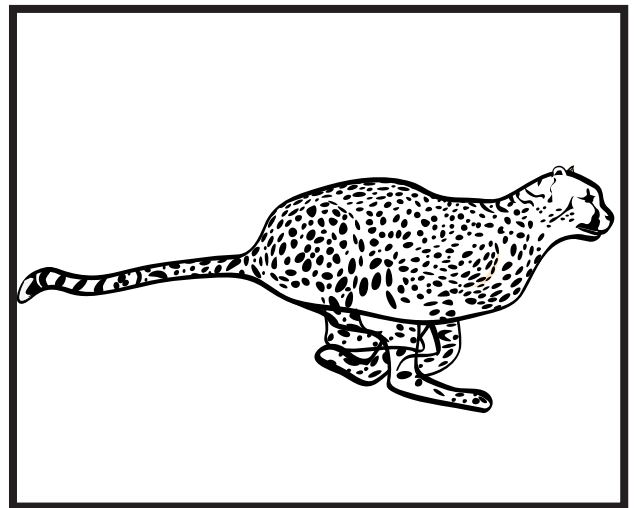
\_rocodile



\_at



\_angaroo



\_heetah

## 2 h What Can It Do?

Name \_\_\_\_\_

Read the sentences. Draw the picture.

This is a polar bear.

It can swim.

