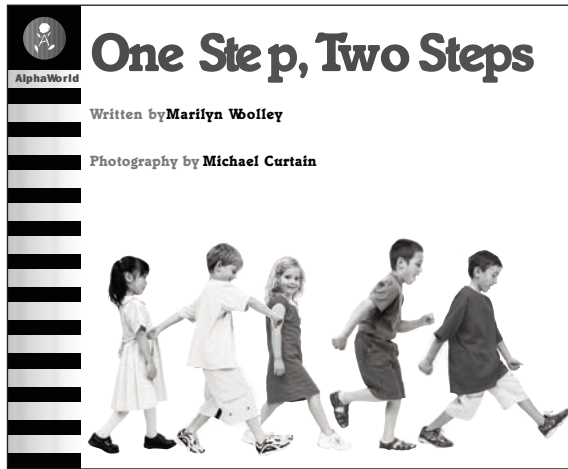


## One Step, Two Steps



**Topic:** Friends and community

**Curriculum link:** Society and Environment; Personal Development

**Text type:** Social convention/chant

**Reading level:** 5

**Word count:** 98

**High-frequency words:** one, two, this, have, to

**Vocabulary:** behind, red, black, blue, green, steps, door, lives, fun

**Possible literacy focus:**

Understanding predictable, rhythmic, rhyming language structures.

Using punctuation to support expression: question marks, exclamation marks and ellipses.

### Follow-up activities

#### Wall story

Ask the children to think about the information that they got from the book. Tell them that as a group they are going to rewrite the book but in a different form. Invite children to tell you in their own words what happened in the book. For example, "A boy went to visit a friend. He came to a red door. He knocked and Anna answered the door. She joined the boy as they marched along to see their next friend."

Write this version of the text onto a large chart, modelling the appropriate use of words, punctuation and sentence structure. When finished compare the two forms of writing.

Ask the children:

*What is the same about these pieces of writing?*

*What is different?*

*Why do you think the author chose to write the book in this way?*

*When would you write in this way?*

*What do you like about the book 'One Step, Two Steps'?*

#### Number rhymes

Find other simple number rhymes to read to the children such as "One, two, buckle my shoe" and "1, 2, 3, 4, 5, once I caught a fish alive."

Working with a partner, children can write their own number rhyme. They could choose to innovate on the text, e.g:

One step, two step, three step, four!  
Who's that behind the classroom door?  
Julie is behind the classroom door.

Children can share their finished rhymes. Encourage them to read with expression.

#### Number play

Write number words onto cards. Using counters children can match the number words to the number of counters.

Children could then use sticky dots to make cards with matching numbers of dots. These could be used to play Memory or Fish.

# Readers theatre



1. Read the book.
2. Choose parts.
3. Practise reading.
4. Perform to everyone.



---

# Making puppets



You will need:



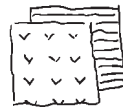
paper bags



wool



buttons



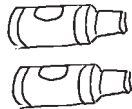
material



glue



scissors



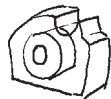
textas



newspaper



rulers



sticky tape

Make a puppet play.



Name \_\_\_\_\_

# One Step, Two Steps

Finish the sentences.

Draw.

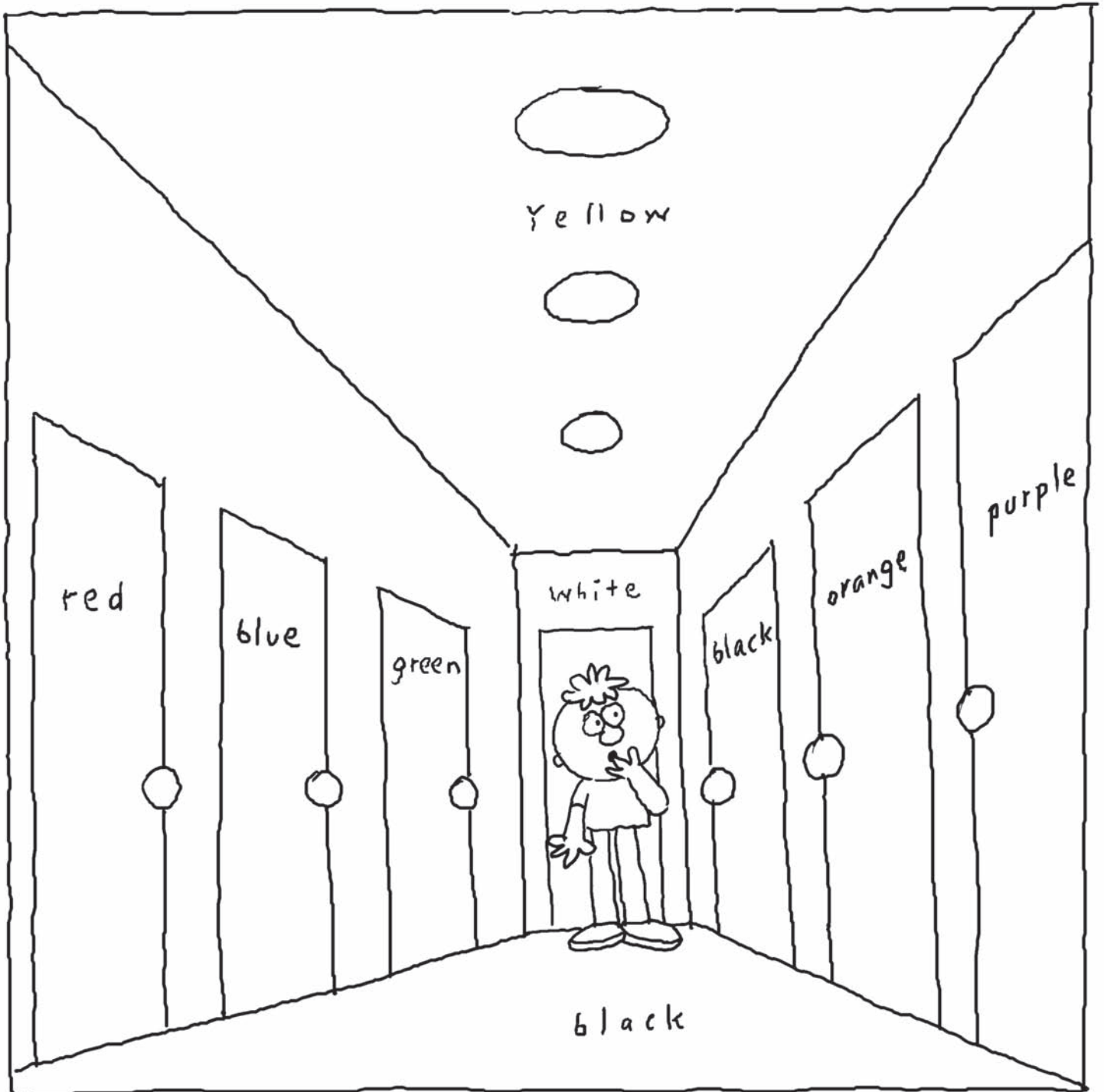
<p>_____ step, _____ steps,          _____ steps, _____!</p> <p>Who lives behind this big red door?          _____ lives behind  <small>(your name)</small>          the big red door.</p>	
<p>_____ step, _____ steps,          _____ steps, _____!</p> <p>Who lives behind this big _____ door?          _____ lives behind          the big _____ door.</p>	
<p>_____ step, _____ steps,          _____ steps, _____!</p> <p>Who lives behind this big _____ door?          _____ lives behind          the big _____ door.</p>	
<p>_____ step, _____ steps,          _____ steps, _____!</p> <p>Who lives behind this big _____ door?          _____ lives behind          the big _____ door.</p>	

**Instructions** Ask children to write the missing words and to draw a picture to match each sentence. They can make and colour a door to stick over each picture.

Name \_\_\_\_\_

# Colour words

Colour the picture.



**Instructions** Write colour words in the appropriate colour on the blackboard for children to use as a reference.