

Lesson Plan

**Early Emergent
reading stage
Level 1**



What Lives Here? introduces students to some familiar animals and the places they live. It encourages readers to think about why each animal lives where it does and how each place helps the animal to survive.

Running words: 42

Informative text type:
Report

Science Curriculum links

Australia

- **BS (ACSSU002)** Living things have basic needs, including food and water
- **NDS (ACSHE013)** Science involves exploring and observing the world using the senses

New Zealand

- **LW:** All living things have certain requirements so they can stay alive
- **NS:** Linking science to daily life

Key concept

- Animals find and live in places that provide the food, shelter and environment to raise their young that they need to survive.

Content vocabulary

ant, bee, bird, crab, mouse, rabbit, spider

Text features

- Picture summary
- Photographs

Reading strategy

- Locating known and unknown words

Before reading

Introducing the book

Activate students' prior knowledge. Ask: *What makes a good place for an animal to live? What would be a good place for a bird to live? What about a spider?* Invite students to talk about this with a partner and then share their ideas with the group.

Provide each student with a copy of *What Lives Here?* Say: *This book is called What Lives Here? It is about the different places a range of animals live.*

Have students turn to page 16. Ask: *Where might the bird live? Where might the mouse live? Would these animals live in the same or different places?* Invite students to share their ideas.

Have students browse through the book and look at the photographs.

Building vocabulary

Ask: *What words or phrases might be in a book about where different animals live?* On the whiteboard, write: "Can you see the ..."

Say: *Look out for this when you read.* Have students talk to a partner and then share with the group. List the words on a chart and invite students to make suggestions about what each word means. Where appropriate, have the students add a drawing to the words on the chart to make the meaning clear. Discuss each word as you list them on the chart. If necessary, introduce the content vocabulary and add these words to the list.

Introducing the reading strategy

Say: *Good readers look for familiar words when they read. This helps them to work out new words.* Have students turn to pages 2 and 3. Ask: *What words do you know? Are there any new words? What can you see on the page that will help you work out the new word?* Point out starting letters and picture clues.

During reading

As each student reads the text independently, monitor and support them where appropriate. If necessary, ask the students to stop reading and remind them to use the reading strategy you are focused on. Encourage students to use the photographs to gain extra information from the page. For example, if a student is stuck on the word *crab*, you could ask: *Do you see anything in the photograph that helps you with this word? What would make sense there?*

After reading

Talking about the book

Have students talk about the book. Encourage discussion by choosing questions that are appropriate for your students. Ask them to support their answers by referring to the photographs and text in the book.

Where do crabs live? Where do spiders live? (Literal)

Why might a bird need a nest? Why do you think each animal lives in a different place? (Inferential)

What have you learnt about where animals live? How could you use this to find a particular animal? (For example, you could look for a crab at the beach or a bird in a tree.) What part of the book helped you to learn this? (Applied)

Reviewing the reading strategy

Give positive feedback on the strategies the students used as they read the book. Say: *I noticed that you used the words you know. You used "can you" to work out "see". That is what good readers do.*

Returning to the book

Provide multiple opportunities for the students to reread and interact with the book – with teacher support, with a partner and independently. Choose activities that are appropriate for your students.

Speaking and listening

Have students sit with a partner. One student is the “speaker” and the other is the “listener”. Say: *Tell your partner all the things you have learnt about where animals live.*

Students then change roles. Ask: *What was the most interesting thing your partner learnt from reading What Lives Here?*

Vocabulary

Have the students make suggestions for completing a chart with the headings “Animal” and “Where it lives”. Start by writing the word *bird* on the chart. Ask: *Where does a bird live?* Draw simple pictures to illustrate each animal and where it lives as you fill in the chart. Ask students to suggest animals beyond the book. Have them practise using the vocabulary on the chart. Say: *Take turns to choose an animal from the chart. Ask your partner where that animal lives.* For example, ask: *Where does a bird live?* Have students respond in whole sentences. For example: *A bird lives in a tree.*

Phonological awareness

Have the students turn to page 14. Ask: *Can you see the ant?* Say: *Listen to the word “ant”. What is the first sound you hear when I say “ant”? What other sounds do you hear? How many sounds do you hear altogether?* Repeat with the other animals in the book.

Phonics

Have the students turn to page 16. Point to one of the animals, such as the bee. Ask: *What is this? What sound does “bee” start with? Which letter do you see at the start of “bee”? Can you see another animal that starts with the letter “b”? What sound does “bird” begin with?* Point out that the letter “b” is frequently used to represent the sound /b/. Ask: *Can you think of any other words that start with the sound /b/?* List these on a chart. Add simple pictures to support student understanding. Ask: *What letter will I use first to write “ball”?*

Writing

Modelled writing

Draw a picture of a tree on the board. Say: *I am going to write about an animal that lives here.* For example: “A bird lives in this tree.”

Refer to the chart created in the Vocabulary lesson. Say: *I am going to use this chart to help me write about where animals live.* Model referring to the book and the chart to write simple sentences using these words. For example, ask: *What lives here? Can you see a bird? The bird lives in this tree.*

Speak aloud as you write on a large chart. Talk about the decisions you make as a writer. For example, you could say: *I want to write “Can you see a bird?” So, I look at the chart and find the bird. Then I look at the word and copy the letters.* Model pointing to each letter as you write it.

Independent writing

Ask students to talk to a partner about where animals live. Ask: *What other animals live there?* Have each student choose a place (habitat) to write about.

Say: *Draw a picture of the place where some animals live. What do you want to say about this place and the animals?*

If students need extra support, provide a sentence starter. For example: *Can you see the _____. The _____ lives in the _____. Refer students to the class chart for more support.*

Sharing and presenting

Have students take turns talking about their pictures and their writing. As students share, create a list of habitats they wrote about.

Say: *We have learnt about a lot of places where animals live. Ask: What is the same about all of these places? Why are they good places for each animal to live?* Discuss and draw out that animals need to live in environments that have food, shelter and places for them to raise their babies.

Blackline Master: Where Does It Live?

Name: _____

Use the word bank to write the name of the animal.

Then draw the place where each animal lives.

spider	crab	mouse	bird
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	Animal	Where it lives
		
		
		
		

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