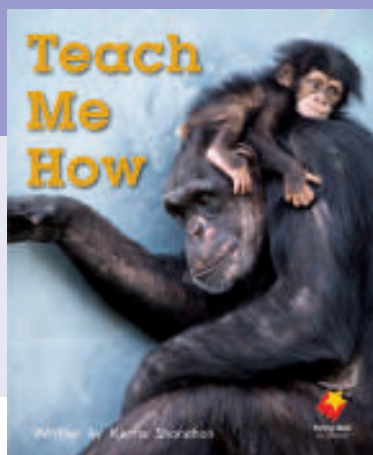


Lesson Plans

Early
reading stage

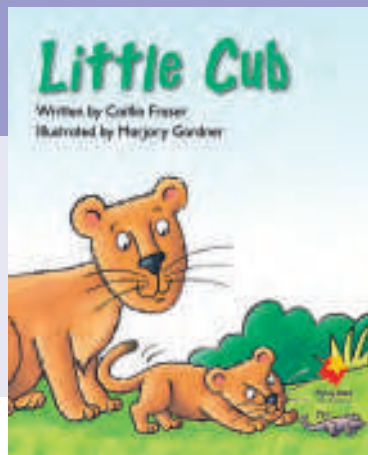
Level 9



Teach Me How reports on a range of animals that need their mothers to teach them things so they will be able to survive on their own.

Running words: 335

Text type: Report



Little Cub is about a lion cub who just wants to play. He is not interested in learning how to get food – until he gets hungry!

Running words: 291

Text type: Narrative

High-frequency words

New: be day eat from her how know one other were when

Key vocabulary

animals ants beak catch chase Chimp chimp/s creep Cub dub dig dogs dolphin/s Elephant elephant/s feet fun grab hot hungry hunt/s jump lion/s mother mud play/ing rest rock safe spot stick swim teach teaching teeth tiger/s trunk water zebra's Zebra

Phonics

- Identifying the “ph” digraph as in *elephant, dolphins*
- Identifying the long /e/ sound (y) as in *copy, hungry*

Text features

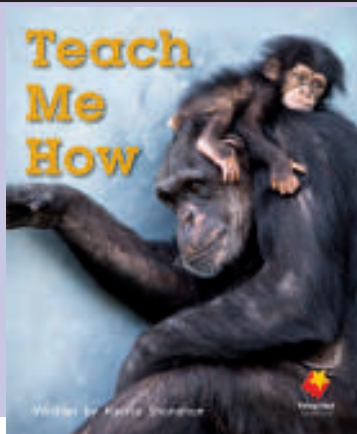
Teach Me How
Little Cub

- Photographic summary
- Dialogue

Reading strategies

- Self-extending – discovering new things independently
- Using meaning cues

ELL support	Key concepts	Curriculum links
• Colour photographs and illustrations support the text. • Animals' names and their actions are included.	• Some mothers teach their young how to find food. • Some mothers teach their young how to stay safe.	• Science: Biological sciences – living things, basic needs



Before reading

Getting ready to read

Encourage students to activate their prior knowledge. Ask students to draw a picture showing something that their mother or father has taught them how to do. Students could turn and talk with a partner about their picture.

★ Talk about the things babies can do when they are born. Ask: *What are newborn babies able to do? How do babies learn to do things? Who usually teaches babies how to do things?*

Vocabulary building

★ Use the picture summary on page 16 to identify the animals in the book (chimp, dolphin, zebra, tiger, elephant). Discuss what the mothers of these animals will teach their babies (e.g. to grab, to chase, to creep, to pick). Record ideas on a chart using the pattern: “The _____ mother will teach it how to _____.”

Introducing the book

Give each student a copy of the book *Teach Me How*. Say: *This book is called Teach Me How. It is a report about young animals whose mothers teach them things they need to know to survive.* Draw students’ attention to pages 2 and 3. Say: *This is the introduction. It tells us about the types of things a mother animal might need to teach its young. What animals might be in the book?* Talk through the book. *What is the mother tiger teaching her cub to do?* Respond using the structure of the sentences in the text. *Yes, she will teach her cub how to chase an animal and grab the animal with its teeth.*

During reading

Ask each student to read the text independently. Monitor students as they read and support them as needed. If necessary, ask them to stop reading and remind them to use the reading strategy you are focused on. Check that students are talking about new things they are learning as they are reading. Do they make comments during their reading? Ask: *What new things are you learning as you read?*

After reading

Talking about the book

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

What does a tiger teach its cubs? Why does the zebra teach its young how to run with other zebras? (Literal)

Why do some animals need to teach their young things? What might happen if the young animals do not get taught how to do these things? (Inferential)

What did you learn about animals and their mothers by reading this book? (Synthesising)

What other animals could the author have included in this book? (Critical)

Reviewing reading strategies

Give positive feedback on the reading strategies students used as they read the book. For example, say: *You noticed that teach and beak have the same letters in the middle, and that they make the same sound.*

Returning to the book

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

Developing fluency

Ask students to read the text with a partner. Students could practise taking turns with their partner to read a page aloud and then read the text to the group. Encourage students to read fluently. *I liked the way you read that. It was easy for me to understand what you were reading.*

Word work

Phonemic awareness and phonics

Ask students to talk with a partner about words that have the /f/ sound in them. Make a list of students' ideas. Ask: *how is the /f/ sound represented in these words?* Ask students to browse through the book to find words that have the /f/ sound. Highlight the words “dolphin” and “elephant”. *What letters represent the /f/ sound in these words? Do you know other words that have the /f/ sound represented by “ph”?* Make a group list.

Exploring words

Ask students to work with a partner and fill in a T-chart with the headings *Animal* and *What it teaches its young*. Pairs can share their charts with the group.

Writing

Modelled writing

★ Refer to page 16. Ask students to discuss what they have learned about animals and their mothers. Write these ideas on a chart. Invite students to contribute to the chart, using their knowledge of high-frequency words. For example, ask: *Who can write how on our chart?* Encourage students to identify sounds within words. For example, say: *We need to write the word survive. Who can hear the sounds in survive? Who can write those letters on the chart?*

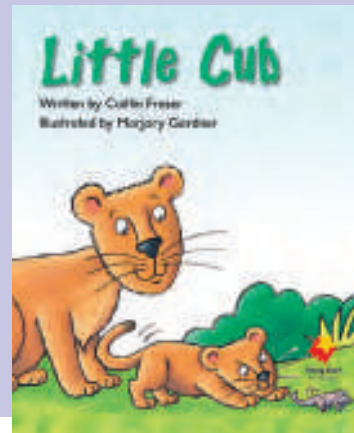
Independent writing

Ask students to choose a young animal and then write about what its mother would need to teach it in order for the animal to survive.

Sharing and presenting

Invite students to talk about their writing with a partner.

Lesson 2 Little Cub



Before reading

Getting ready to read

Encourage students to activate their prior knowledge. Talk about lions. Ask: *What do you know about lions? What do lion mothers teach their young? Why is it important for them to do this?*

★ Say: *We are going to read a story about a lion cub. Where might the story be set? What things might the lion cub like to do? What other animals might be in the story?*

Vocabulary building

Say: *What might the mothers of baby animals need to teach them?* (e.g. how to find food, how to catch food, how to run away from danger) List the suggestions on the board. Ask each student to pretend to be a baby animal and say, “My mother is teaching me how to _____”.

Introducing the book

Give each student a copy of the book *Little Cub*. Say: *This book is called Little Cub. It is a story about a little cub who wants to play with the other animals. But they are all too busy to play because their mothers are teaching them important things. The characters talk to each other in this story. This is called direct speech.* Talk through the book. *Little Cub wants to play with Elephant but Elephant can't play. What might Elephant say to Little Cub?* Respond using the structure of the sentences in the text. *Yes, he might say “My mother is teaching me how to get a branch from a tree to eat”.*

During reading

Ask each student to read the text independently. Monitor students as they read and support them as needed. If necessary, ask them to stop reading and remind them to use the reading strategy you are focused on. Check that students are using meaning cues to help them decode the text. Do they read for meaning? Encourage this behaviour. Ask: *What word would make sense there?*

After reading

Talking about the book

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

Why wouldn't Elephant play with Little Cub? Why did Little Cub go back to his mother? (Literal)

What did Little Cub learn about listening to his mother? What things helped him to learn this? (Inferential)

What can you say about what sort of character Little Cub is? (Synthesising)

How would the story have changed if Little Cub was a different animal? What animal would you have chosen to be the main character in this book? Why? (Critical)

Reviewing reading strategies

Give positive feedback on the reading strategies students used as they read the book. For example, say: *Well done. You were thinking about what made sense as you read.*

Talk about the pair

Ask: *What types of things do mother animals teach their young? Why do mother animals teach their young these things? How do mother animals teach their young to do these things?* Ask groups of students to create a poster with the heading

Returning to the book

Provide multiple opportunities for the students to read and interact with the book again – with teacher support, with a partner and independently.

Developing fluency

Students could make puppets of the main characters using craft sticks, paper and felt-tip pens. In pairs, one student could read the text while the other uses the puppets to act out the story. Encourage students to read with expression.

Word work

Phonemic awareness and phonics

Write the word “hungry” on the board. Ask: *What sound can you hear at the end of this word? What letter makes the long /e/ sound in this word?* Ask students what other words they know that have the long /e/ sound in them. *Do any of these words have the long /e/ sound represented by a “y”?* List these. Students could look through familiar texts to find words to add to the list.

Exploring words

Talk about how Little Cub is feeling throughout the story. *What is Little Cub doing here? How do you think he is feeling?* Make a list of these feelings as you talk about them.

Writing

Modelled writing

★ Ask students to talk about how the mother was feeling at the beginning and the end of the story. Write these ideas on a chart. Invite students to contribute to the chart, using their knowledge of high-frequency words. For example, say: *The sentence starts with the word she. Who can write she on our chart?* Encourage students to identify sounds within words. For example, say: *We need to write the word upset. Who can hear the two parts in upset? Who can write upset on the chart?*

Independent writing

Ask students to write about how Little Cub felt at the beginning of the story and then at the end.

Sharing and presenting

Ask students to talk about their story map with a partner.

Animals teaching their young. Students can choose the type of information they want to put on their poster and how they present this information. Groups can present their finished poster to the class. Students can work further with these books by completing the Activity card.

Blackline master

What do I need to learn?

Cut out the boxes below. Then match them up and stick them on another sheet of paper to show what each animal learns from its mother.

	How to pick up things with its trunk	How to swim quickly
	How to chase an animal	How to dig with a stick to get ants to eat
	How to creep up and jump	Where to go to get water
	How to crack nuts with a rock	How to grab an animal with its teeth
	How to dig into the sand to look for fish	How to run with other zebras
	How to find a spot in the shade	How to put mud on its skin when it is hot

Assessment

Can the student locate information in the text?

Can the student sort information into appropriate groups?

Activity card

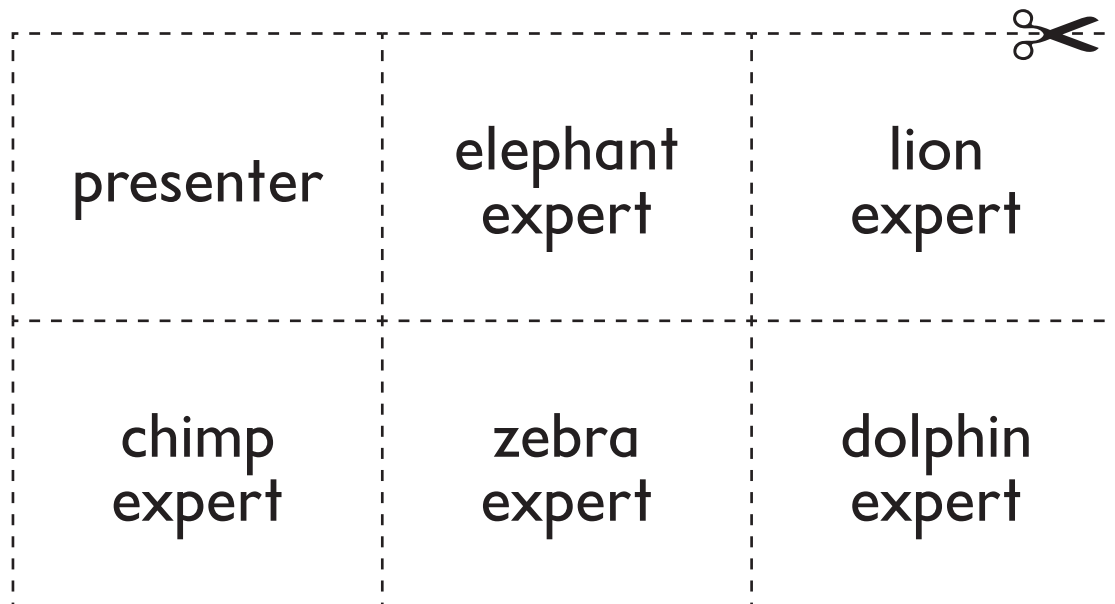
Animal talk show



Work with friends to present a television talk show about animals and the things they teach their young.

1. Cut out the cards below and place them face down.
2. Choose a card to find out who you will be on the television talk show.
3. Practise some questions and answers and get any props you may need (chairs, costumes, something to use as a microphone, etc).
4. Present your television talk show to the group.

Hint – These are the types of questions that the presenter could ask each expert: *What things does the mother teach her young? Why does the mother need to teach these things? How does the young animal learn to do these things?*



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