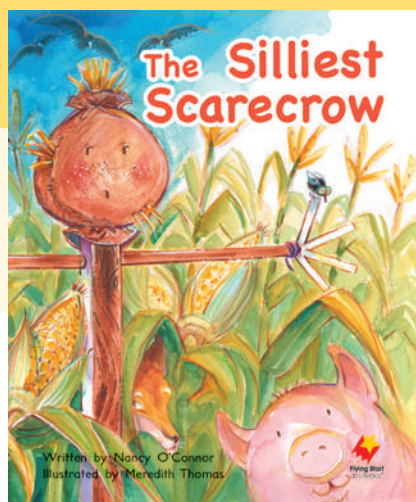
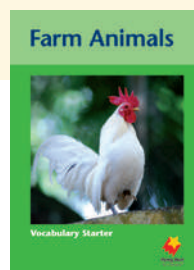


Lesson Plan



Shared Book



Vocabulary Starter

Poor old Farmer Fred! His scarecrow just doesn't work – it doesn't stop the crows from eating his corn! But, when the farm animals join in to help Farmer Fred, things start looking brighter. The scarecrow looks so silly that the crows begin laughing. They laugh so much that they are unable to peck and pick at the corn. At last Farmer Fred has a scarecrow that works!

Vocabulary

Oral vocabulary

black brown caw green hat pecking picking pink red scarecrow socks yellow

High-frequency words

a and are at have I is on that the they with

Phonemic awareness

- Separating sounds in words as in *c/a/t*

Phonics

- Identifying the /l/ sound as in *laugh*

Print concepts

- Identifying punctuation marks

Key concepts	Curriculum link
• The animals worked with the farmer as a team to keep the birds away from the crops. • It's often good to have people to help you. • A scarecrow is used to stop birds from eating crops.	• Science: Biological Sciences – Living things

The Silliest Scarecrow



Introducing the book

Ask: *Who knows what a scarecrow is?* Listen to the students' responses. Talk about their understandings and clarify any misconceptions.

Say: *Many scarecrows are dressed in clothes to make them look bright and colourful. This helps to scare away birds that might eat the plants.*

Show the front cover of the shared book *The Silliest Scarecrow*.
Say: *The name of this book is The Silliest Scarecrow. Do you think this scarecrow looks silly? Why?*

First reading of the book

Read *The Silliest Scarecrow* to the students with very few stops along the way. Use expression when reading the direct speech. For example, on page 2, Farmer Fred would sound quite distressed and worried when he says, *"What is wrong with my scarecrow?"*

Use different character voices for each of the farm animals in the story.

When reading the refrain, make the crows' *"Caw! Caw! Caw!"* sound realistic, like real crows.

When reading page 15, increase the volume of your voice as you read the last line, *"Ha, ha, ha!"*

As you read, use a pointer to point to the words. This reinforces the top-to-bottom, left-to-right directionality of the text.

Second reading of the book

Read the book a second time to the students. This time, encourage the students to join in as you read. Say: *Think about what is happening in the story.*

As you read each rhyming verse, create an oral cloze by pausing before reading the second rhyming word. For example:

"I have a red wig,"
said the _____.

When you come to the refrain, say: *Let's all read this together. I will point to each word as we read it.* Use a pointer to point to each word as you read it. This will reinforce the concept of one-to-one correspondence between the written and spoken word.

Talking about the book

Invite students to respond to the book and to talk about their thinking.

Ask: *Why weren't the crows scared of the scarecrow at the beginning of the story? Why was this a problem for Farmer Fred? How did the animals help Farmer Fred solve the problem of his scarecrow not being scary? Do you think the scarecrow looked silly in the end? What else would you have put on the scarecrow?*

Farm Animals



Vocabulary Starter

ELL support

Encourage the students to name and talk about different types of animals. Support students by ensuring they know the names of the animals in the book. Use the *Flying Start to Literacy Vocabulary Starter Farm Animals* to discuss different types of farm animals. Show and talk about the labelled photographs.

Returning to the book

Return to the book on multiple occasions, inviting the students to join in. Encourage them to take increasing responsibility for reading the text to themselves. Select the focus for subsequent lessons based on your students' strengths and needs.

Phonemic awareness

Say: *I am going to say a word slowly and I want you to listen to the sounds you hear.*

Say the word *cat* slowly emphasising the /c/a/t/ sounds in the word. Talk with the students about the sounds they hear.

Repeat with other simple three-letter words in the book such as *hat* and *pig*.

Say: *All words are made up of different sounds.*

Phonics

Turn to the picture of the crows laughing on page 16. Ask the students to laugh like the crows. Write the word *laugh* on a chart. Say: *This word says laugh. What sound do you hear at the beginning of the word?*

Have all the students say the /l/ sound. Invite a student to circle the first letter of the word *laugh*. Say: *The first letter of the word laugh is the letter "l". In this word, "l" makes the /l/ sound.*

Discuss other words that begin with the /l/ sound – little, long, like, love, light, etc.

Extending oral language

Say: *Think about the word scarecrow. What two smaller words can you hear in this word?* Draw out that *scarecrow* is made up of two words – *scare* and *crow*. Ask: *Why do you think a scarecrow is called a scarecrow?* Draw out that it is because it is used to scare away birds such as crows.

Say: *Words like scarecrow that are made up of two small words are called compound words. Another example is the word birthday. It is made up of two words – birth and day.*

Fluency

Read the story fluently, using a different voice for each character's dialogue. Ask: *How is my voice different when I read what Farmer Fred and the animals say?* Choose students to play the roles of the different characters in the book. Read the story fluently, stopping along the way for the students to act out their parts.

Print concepts

Turn to pages 2 and 3. Say: *This has both words and pictures.* Invite a student to point to the words. Invite another student to point to the pictures.

Say: *There are other marks on the page that are not letters or pictures.* Point to the question mark, the full stops, the quotation marks, and the exclamation marks. Say: *These are called punctuation marks.* Point to the question mark and say: *This is a question mark. It tells us that a question has been asked.* Invite students to point to punctuation marks on the page. Talk about the ones they point to.

Writing – Modelled

Draw a picture of a scarecrow. Say: *I am going to write a sentence that says: This scarecrow has a blue T-shirt. Think aloud as you write.* Say: *The first word I am writing is This. Now I will leave a gap before I write the next word, which is scarecrow. It begins with the letter "s".*

Have students complete the sentence starter:
This scarecrow has a _____.

Optional retelling activity

There is an optional retelling activity on the inside back cover of each shared book in the *Flying Start to Literacy* Shared Reading Collection. It is designed to help students remember what they have read. It helps them to focus on the main ideas, events, settings and characters to reinforce the students' comprehension.

Activity card

Make a silly scarecrow

You will need: crayons

Draw a scarecrow. Draw clothes on the scarecrow.



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Text: Kerrie Shanahan
Consultants: Susan Hill & Lyn Reggett
Designed by Derek Schneider
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Distributed in Australia & New Zealand by Lioncrest Education
Phone: +61 2 4991 2874 email: info@lioncrest.com.au
www.lioncrest.com.au
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Phone: +353 1 413 7230 email: info@folens.ie
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