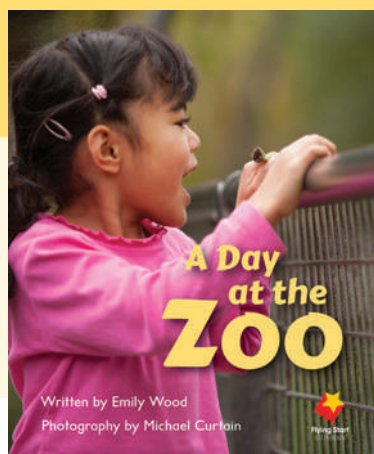


Lesson Plans

Early Emergent
reading stage

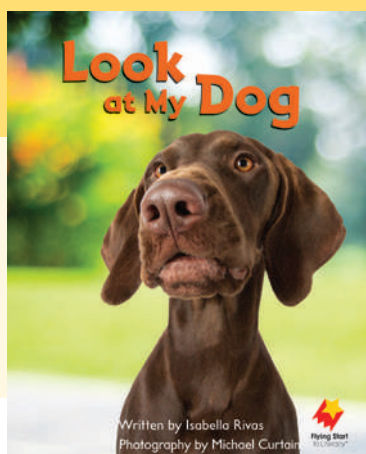
Level 2



This book recounts a girl's visit to the zoo and examines the range of feelings she experiences throughout the day.

Running words: 42

Text type: Recount
(first person, I)



Look at My Dog reports on the various feelings that dogs have, as identified by their owners.

Running words: 49

Text type: Report



Vocabulary Starter

Vocabulary

High-frequency words

here I am see my is

Key vocabulary

happy excited surprised angry
scared sad sleepy dog

Phonics

- Hearing initial sounds in a word
- Hearing and pronouncing the /s/ sound as in *sad*

Text features

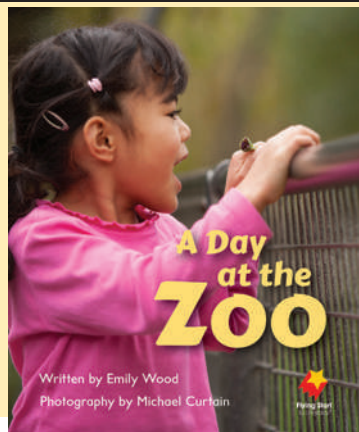
- Photographs
- Word bank (page 16)

Reading strategies

- Identifying where to begin and stop reading
- Using initial letters to confirm words

Key concepts	Curriculum links
• People can have a range of feelings. • Different situations cause a person to have different feelings. • Dogs have feelings. The way a dog looks gives us clues about what it is feeling.	• History: Personal and family histories • Health and Physical Education: Communicating and interacting for health and wellbeing

Lesson 1 A Day at the Zoo



Before reading

Getting ready to read

Encourage students to activate their prior knowledge. Ask: *Have you been to the zoo? How did you feel about it? How did you feel on the way there? How did you feel when you saw your favourite animal? How did you feel at the end of the day?* Write on the whiteboard the words that students offer to identify their feelings.

Vocabulary building

Introduce the vocabulary from the book. This can be done using the Vocabulary Starter **Feelings**. Refer to the teacher notes on the back of the Vocabulary Starter for ideas about how to use this resource.

Introducing the book

Show the students a copy of the book *A Day at the Zoo*. Say: *This book is about a girl who visits the zoo. She talks about the different feelings she has throughout her day.* Give each student a copy of the book and have them browse through it. Turn to the word bank on page 16 and talk about each feeling. Have students turn to pages 2 and 3. Say: *How might the girl be feeling?* Respond using the text form. Say: *Yes, she says, "Here I am. I am happy."* Establish the pattern as you talk through the remaining pages.

During reading

Ask each student to read the text independently. Monitor the students as they read and support them where appropriate. If necessary, ask the students to stop reading and remind them to use the reading strategies you are focused on. Ask: *Where do you begin reading? Where do you finish?* If necessary, show the students the first and last words, and explain the left-to-right directionality of reading.

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 animal made the girl feel scared? (Literal)

Why did the girl's feelings change throughout the book? (Inferential)

When have you had some of the feelings that this girl had? Tell me about it. (Synthesising)

Does everyone have the same feelings as this girl when they visit the zoo? Why do you think this? (Critical)

Reviewing reading strategies

Give positive feedback on the problem-solving strategies the students used as they read the book. Say: *I liked that you knew which word was the first word on the page and which was the last word.*

English Language Learner support: *A Day at the Zoo/Look at My Dog*

Use the teacher notes *Developing oral vocabulary for English Language Learners* on the back of the Vocabulary Starter

Feelings to support students who are just beginning to learn English.

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

In groups of three, have students read and act out the story. Have one student be the narrator, one student act out being the girl and the other student act out what is happening in the photographs. Students can change roles. Groups can present their reading to the whole group. Say: *When you read, make sure your voice is clear, so the audience can hear and understand you.*

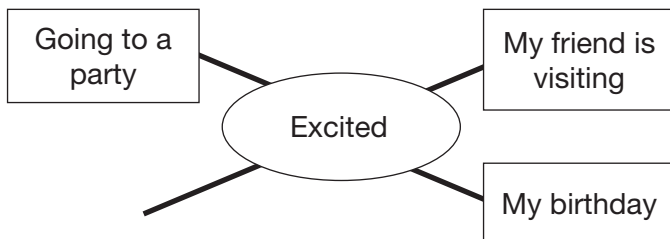
Word work

Phonemic awareness and phonics

Have students turn to the word bank on page 16. Discuss the initial sounds in each of the words. Say: *As I read each of the words in the word bank, I want you to listen to the first sound and tell me what you hear.*

Exploring words

Ask: *When do you feel excited?* Use students' responses to create a concept web on the whiteboard e.g.



Repeat using other feelings.

Writing

Modelled writing

Write about a time you felt a certain feeling, such as feeling scared in a wild storm, excited about a family member visiting, happy when you got a new pet etc. Tell students about the event and draw a picture of you and the event. Model writing about the event: *Here I am. I am happy.*

Independent writing

Have students make a book about feelings by completing the Blackline master.

Sharing and presenting

Have students share their feelings books in a small group. Encourage students to respond with positive comments after each student has shared.

Lesson 2 Look At My Dog



Before reading

Getting ready to read

Encourage students to activate their prior knowledge.

Ask: *What feelings can people have?* Use students' ideas to brainstorm a list.

Ask: *Do dogs have feelings? How do we know what a dog might be feeling?* Have students turn and talk with a partner, and then share their ideas with the group.

Vocabulary building

Introduce the vocabulary from the book. This can be done using the Vocabulary Starter **Feelings**. Refer to the teacher notes on the back of the Vocabulary Starter for ideas about how to use this resource.

Introducing the book

Show the students a copy of the book *Look at My Dog*. Say: *This book is about some different dogs and how they are feeling.* Give each student a copy of the book. Say: *Look at each dog and talk with your partner about what the dog might be feeling.* Have the students turn to pages 2 and 3. Ask them to share their ideas about the photograph and what they think the dog is feeling. Say: *This dog is happy. The girl is saying, "See my dog. My dog is happy."* Continue discussing each photograph throughout the book, establishing the pattern.

During reading

Ask each student to read the text independently. Monitor the students as they read and support them where appropriate. If necessary, ask the students to stop reading and remind them to use the reading strategies you are focused on. Point to a word the student does not know. Say: *Look at the first letter. What sound might it make? Now that you know the sound it starts with, try again.*

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 is the “sleepy” dog doing? (Literal)

What are the differences in the way a sad dog looks and the way a happy dog looks? (Inferential)

When might it be important to know how a dog is feeling? (Synthesising)

Can you always tell how a dog is feeling? (Critical)

Reviewing reading strategies

Give positive feedback on the problem-solving strategies the students used as they read the book. Say: *One way to work out an unknown word is to think about the sound the first letter might make. I saw you do that!*

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

Have students read the book with a partner to practise reading fluently. Say: *Try to make your voice sound smooth, like you are speaking.*

Word work

Phonemic awareness and phonics

Say: *Pretend you are feeling sad. What does your face look like? How does your body look?* Discuss. Repeat with the feelings sleepy, surprised and scared. Write these words on a chart and discuss the initial /s/ sound. Ask: *What other words begin with the /s/ sound like sad, sleepy, surprised and scared?*

Exploring words

Write the key vocabulary onto large cards. Have the students sit in a circle. Place two or three word cards in the middle of the circle, according to set criteria (e.g. words ending in “y”/“ed”, words with five letters, words with two syllables etc.) Ask: *Why have I grouped these words together?* Discuss and then repeat with other groups of words.

Writing

Modelled writing

Draw a picture (or print an image) of a dog that is showing a certain feeling, such as excitement. Say: *I am going to write about my “excited” dog.* Write, using the sentences from the book: *See my dog. My dog is excited.* Invite students to write the high-frequency words. For example, say: *Can you write “my” in this sentence? How do you spell “my”?*

Independent writing

Have students draw a picture of a dog and write sentences about it, using your writing as a model.

Sharing and presenting

Have students sit in a circle and take turns reading their writing.

Talk about the pair

After students have read *A Day at the Zoo* and *Look at My Dog*, ask: *What have you learnt about feelings?* Have students share their ideas with the group. Ask pairs of students to

take turns acting a feeling, as their partner tries to guess it. Have students complete the activity card.

Blackline master

Feelings book

Choose a feeling word from the word bank to finish each sentence. Draw a picture of a time you felt this way. Cut out the pages and staple them together to make a book.

Word bank

happy
sad
excited
surprised
angry
scared
sleepy

My Feelings Book	Here I am. I am _____
Here I am. I am _____	Here I am. I am _____
Here I am. I am _____	Here I am. I am _____

Assessment

- Can the student recognise key vocabulary?
- Can the student read sentences, saying one word for each printed word?

Activity card

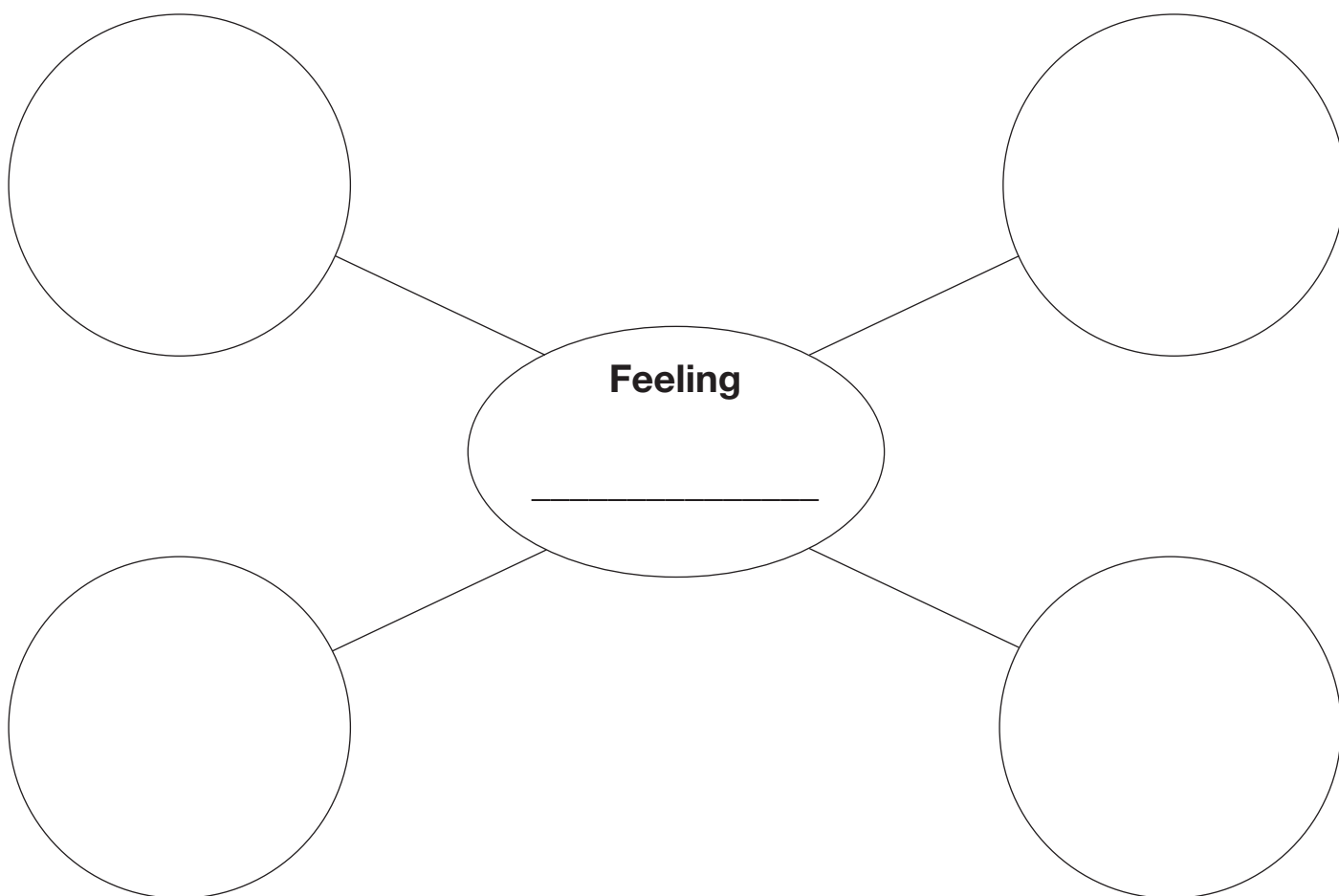
Feelings web



Choose a feeling. Brainstorm the different situations when you feel this feeling. Draw a picture of each situation.

Work bank

happy	excited	surprised	angry
scared	sad	sleepy	



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