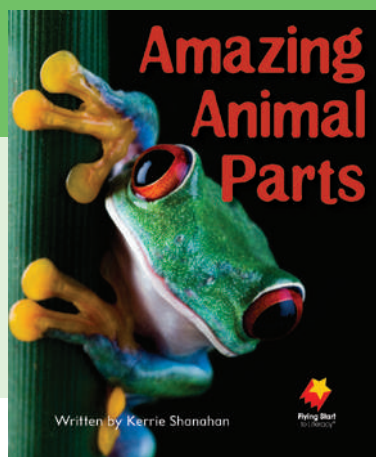


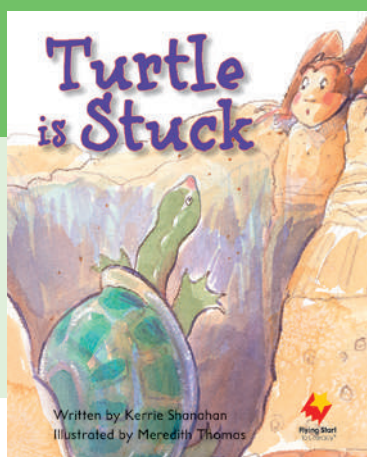
Lesson Plans



This book compares and contrasts animals that have different body parts.

Running words: 116

Text type: Report



When Turtle gets stuck in his nest, Monkey helps to get him out. But then Monkey gets stuck too!

Running words: 116

Text type: Narrative

Vocabulary

High-frequency words

a big but can cannot do get got has have I into like lots me my no not of out said so some the this to what will with you

Key vocabulary

animals dig dog down elephant eyes face fish foot hands jump knees legs monkey nest noses slug tiger turtle zebra

Phonics

- Identifying the /f/ sound as in *face, foot, elephant*
- Identifying the /t/ sound in initial, middle and final positions

Text features

Amazing Animal Parts

Turtle is Stuck

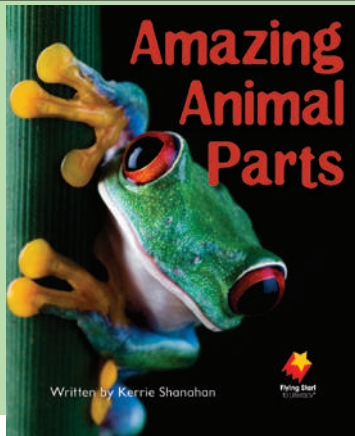
- Photographic summary
- Illustrations support and extend the story

Reading strategies

- Locating known and unknown words
- Using pictures to solve unknown words

Key concepts	Curriculum links
• All animals have body parts. • Different animals have different body parts. • Animals use their body parts to do different things.	• Science: Living Things • Health: Relationships

Lesson 1 Amazing Animal Parts



Before reading

Getting ready to read

Encourage students to activate their prior knowledge. Draw a simple picture of a known animal such as a cat. Ask: *What body parts does this animal have?* Use the students' ideas to label the picture (e.g. tail, face, eyes, nose, legs, paws, ears).

★ Ask students to think of another animal. Have students work with a partner and take turns saying what the animal is and the body parts it has.

Vocabulary building

★ As needed, introduce the vocabulary from the book. This can be done using the Vocabulary Starter **The Body**. Refer to the teacher notes on the back of the Vocabulary Starter for ideas on how to use this resource.

Introducing the book

Show the students a copy of the book *Amazing Animal Parts*. Say: *This book is called Amazing Animal Parts. It is about animals that have certain body parts and animals that don't have these body parts.* Turn to pages 2 and 3. Say: *This page is about legs. Which animals here have legs? Which animals do not?* Respond using the structure of the sentences in the text. Say: *Yes, this zebra has legs, but some animals do not have legs.* Continue turning the pages and talking about the photographs, using the structure of the sentences in the book.

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. Check that students can locate known words in the text. Ask: *Can you point to the word this? How do you know it says this?* Check that they can locate unknown words. Ask: *Where is the word zebra? How do you know it says zebra?* If students are having difficulty, encourage them to reread and point to each word as they say it.

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 has hands? What animals do not have noses?* (Literal) *Why do animals have different body parts?* (Inferential) *What other animals and body parts would you have included in this book?* (Synthesising) *What would the author have needed to know to write this book?* (Critical)

Reviewing reading strategies

Give positive feedback on the problem-solving strategies the students used as they read the book. Say: *I liked the way you found the words in the text that you knew already. Well done.*

English Language Learner support: *Amazing Animal Parts* / *Turtle is Stuck*

Use the teacher notes on the back of the Vocabulary Starters **Pets**, **Zoo Animals** and **The Body** to support students who are learning English.

★ These activities are also suitable for English Language Learners.

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 work with a partner and take turns reading a page aloud. Encourage students to read fluently. Say:
Try to make your voice sound smooth, like you are talking.

Word work

Phonemic awareness and phonics

With a partner, have students find words in the book that have the /f/ sound (*face, foot, elephant*). Write these on a chart. Ask: *What do you notice about the /f/ sound in these words?* Draw out that the letters “ph” make the /f/ sound, as well as the letter “f”.

Exploring words

Ask students to turn to the word bank on page 16. Ask them to work with a partner and take turns to give clues about a word in the word bank. For example: *This body part helps the animal pick things up. It is on the end of the arm.* Their partner tries to guess the word.

Writing

Modelled writing

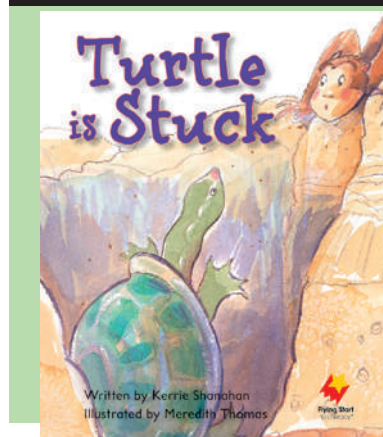
★ Ask: *What animals have interesting body parts?* Make a list of the students’ ideas (e.g. elephant’s trunk, crocodile’s teeth, lizard’s tongue). Say: *I’m going to write about an animal that has an amazing body part.* Model this writing. For example: *This crocodile has amazing teeth. Its teeth are big and sharp.*

Independent writing

Have students refer to the list of amazing animal parts compiled during the Modelled writing section. Have them write about an animal they think has an amazing body part and say why they think the body part is amazing. Have them illustrate their writing to show the amazing body part.

Sharing and presenting

Display students’ writing and give the students time to walk by and look at each piece. Ask: *What new information did you learn?*



Before reading

Getting ready to read

Encourage students to activate their prior knowledge. Draw a picture of a monkey and a picture of a turtle on a chart. (Alternatively, you could show the students a picture of each animal.) Ask: *What body parts does a turtle have? What body parts does a monkey have? What body parts do they both have? What body parts does only one of the animals have?*

★ Write labels for each body part on each picture. Point to each label and ask: *What is this body part?*

Vocabulary building

★ As needed, introduce the vocabulary from the book. This can be done using the Vocabulary Starter **The Body**. Refer to the teacher notes on the back of the Vocabulary Starter for ideas on how to use this resource.

Introducing the book

Show the students a copy of the book *Turtle is Stuck*. Say: *This book is called Turtle is Stuck. It’s about a turtle that gets stuck in a hole and a monkey who helps to get him out.* Turn to pages 2 and 3. Ask: *What is Turtle doing?* Yes, *he is digging a big nest.* Turn to pages 4 and 5. Ask: *What has happened now?* Respond by saying: Yes, *Turtle is saying, “I cannot get out. Help me!”* Continue turning the pages and talking about the illustrations, using the structure of the sentences in the book.

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 work in groups of three. One student reads the story, while the other two act it out. Students then swap roles. Encourage the students to read with expression.

Word work

Phonemic awareness and phonics

Ask students to find words in the text that have the /t/ sound. List these words in groups according to the position of the sound. For example: initial position (to); middle position (turtle); final position (nest).

Exploring words

Write “I like to dig,” said Turtle on a chart. Ask: What word describes what Turtle likes to do? Draw out that dig is an action word. Ask: What other words describe what turtles can do? (swim, walk, eat, sleep) Ask students to work with a partner to choose an animal and list five action words that their animal can do.

Writing

Modelled writing

★ Say: I am going to write a different version of this story. Instead of Monkey helping Turtle to get out of the nest, I am going to use another animal. I am going to write about an elephant instead. Model this writing. For example: “I have a trunk,” said Elephant. “I will get you out of the nest with my trunk.”

Independent writing

Ask students to innovate on the text by choosing a different animal to get Turtle out of the nest. Encourage them to draw a picture that shows how the animal helps Turtle.

Sharing and presenting

Show each student’s writing and drawing to the group.

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. If the student comes to an unknown word, prompt them to look at the illustrations for a clue.

Say: What is happening in the picture? Now look back at the word. What might it say?

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.

How did Turtle get out of the nest? (Literal)

Why was it good that Turtle and Monkey had different body parts? (Inferential)

What other animal could have helped Turtle out of the nest? How? (Synthesising)

Do you think that Turtle was a good choice of character for this story? Explain. (Critical)

Reviewing reading strategies

Give positive feedback on the problem-solving strategies the students used as they read the book. For example, say: Well done. I liked the way you looked at the pictures when you needed help reading a word you didn’t know.

Talk about the pair

After students have read both books, have them work in small groups to make a list of as many animal body parts as they can. Ask: What do you know about animal body parts?

Have each group share their list. Have students complete the activity card.

Blackline master

Animal body parts

Use the word bank to list the body parts that each animal has. Add one other body part that is not in the word bank to each list.

Word bank

nose	legs	eyes	knees	foot	face
------	------	------	-------	------	------



Insect



Elephant

Assessment

- Can the student read and write content vocabulary from the text?
- Can the student use their knowledge of animals to write a list of body parts?

Activity card

Amazing animal creation



Create an animal with any body parts you like (for example, a nose like an elephant, legs like an octopus, teeth like a crocodile, wings like a butterfly).

1. What animal parts will you choose for your animal creation?
2. What will your animal look like?

Draw your amazing animal below. Give your animal a name.
Label the animal's body parts.

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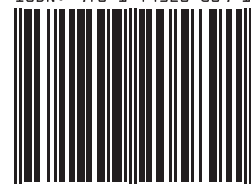
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