

Lesson Plan

**Emergent
reading stage
Level 4**



What Can They Make? is a report about the structures made by spiders, birds and beavers. It shows different webs, nests and dams that the animals make, and explains where these structures are made.

Running words: 93

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

- Some animals build things to help them get food, or protect themselves and/or their babies.

Content vocabulary

animals, beaver, bird, dam, lake, make, nest, spider, tree, web

Text features

- Picture summary
- Photographs

Reading strategy

- Making connections

Before reading

Introducing the book

Activate students' prior knowledge. Ask: *Have you ever built anything? What did you build? Why did you build it? Are people the only living things that build things?*

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 Can They Make?* Say: *This book is called What Can They Make? It is about three animals that build things. It tells us about what they make and where they make it.*

Have students turn to the title page. Ask: *What do you know about these animals?* Ensure that students know the names of the animals. Ask: *What do you think spiders make? Have you ever seen a spider's web?* 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 animals that make things?* Have students talk to a partner and then share with the group. List the words on a chart and invite the 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 make connections between things they have seen or know about and the information in the book.* Have students discuss times they have seen spider webs. Say: *While you are reading, I want you to think about how the things you are learning from the book are like the things you already know.* Ask: *Have you seen a spider or a bird like the one in the book?*

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 make connections between what they are reading and what they have seen or experienced. For example, on pages 6 and 7 you could ask: *How are these spider webs the same as other webs you have seen? How are they different? Is there any information here that is new to you?*

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.

What does the bird make? Where does it make its nest? (Literal)

Why do birds make nests? What can bird nests look like? (Inferential)

How are the nests in the book like other nests you have seen before? How are they different? (Applied)

Reviewing the reading strategy

Give positive feedback on the strategies the students used as they read the book. Say: *I noticed that you said you've seen a spider web like that in the forest. It had lots of spiders in it. You were making a connection between what you read and things you have seen. It helps you to understand the book better. This 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 the “listener”. Say: *Tell your partner about any things in the book that you could make connections to – things that you have seen before or already know. Then tell your partner about something completely new that amazed you, and why.*

Vocabulary

Write the following headings on a four-column chart: “Animal,” “What,” “Where” and “Why”. Say: *Let’s fill in the chart with information from the book and with things we know that weren’t in the book.* Beginning with the spider, ask: *What does a spider make? Where does it make it? Why does it make it?* Repeat with the bird and beaver. Ask: *Do you know any other animals that make things?* (For example, bees, termites, rabbits, ants, butterflies, crayfish and fish.) *What do they make? Where do they make it?*

Once there are a number of examples on the chart, have students work with a partner to select one of the listed animals and make up one or more sentences about it using the words on the chart.

Phonological awareness

Say: *I am going to say some words from the book. I want you to listen carefully and tell me how the words are different. Spider, spiders, web, webs, bird, birds, nest, nests, beaver, beavers, dam, dams.* Ask: *What did you hear? What sound did I say at the end of “spiders”? Did I say /s/ at the end of “spiders”? What do words that end in /s/ often tell us?* Draw out that hearing /s/ at the end of words can tell you that there is more than one of that thing.

Phonics

Write the words from the Phonological awareness section on the board. Ask: *What is the difference between “spider” and “spiders”? Focus on the /s/ sound at the end of words.* Ask: *Can you change “dog” to show that there is more than one dog?*

Have students work with a partner to make words into plurals. Provide word banks and sentence starters such as: *There is one _____. There are lots of _____.*

Writing

Modelled writing

Say: *I am going to write about a spider that I saw in the botanical gardens. This spider works with other spiders to make a huge web.* For example: “Community spiders work together to build huge webs in trees or on the sides of buildings. These webs can be more than ten metres long. They take a long time to build. The spiders keep their eggs in these webs. Insects get caught in the webs too. The spiders eat the insects.”

Speak aloud as you write on a large chart. Talk about the decisions you make as a writer. For example, you could say: *I am going to use the chart we made (in the Vocabulary section) to organise my writing. I begin with “animal”. Then I am going to tell “what” they build. Then “where” and “why”. Carry on in this way.* Model adding “s” to make the plurals, where needed.

Independent writing

Ask students to talk to a partner about different animals that make things. Have each student choose an animal to write about. If needed, have students use the chart created in the Vocabulary section as a reference.

Say: *Draw a picture of the animal and the thing it makes. Show where it makes this. Then write about it. Think about why the animal makes this thing. Tell us where it is made and why.*

If students need extra support, provide a sentence starter. For example: *This _____ can make a _____. It makes a _____ in the _____.*

Sharing and presenting

Have students take turns talking about their picture and their writing. As students share, add any new animals to the chart (from the Vocabulary section).

Say: *We have read about and shared what we know about a lot of different animals that make things.* Ask: *Why do these animals make things? How does this change the place that they live?* Discuss and draw out that animals change their environments to provide protection for themselves and/or their babies, or to help them to get food.

Blackline Master: What Can They Make?

Name: _____

Use the word bank to write labels for these pictures.

bird	beaver	spider	web	nest	dam
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