

Lesson Plans

Early
reading stage

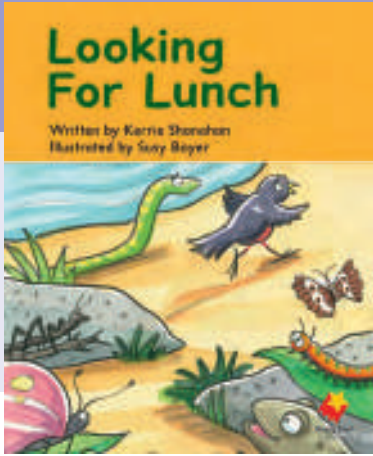
Level 10



Keeping Safe reports on how some animals stay safe from predators. Readers are encouraged to find the animals in the photographs.

Running words: 200

Text type: Report



Looking For Lunch is a story about a bird and a snake that look for lunch in a forest where the animals are very good at hiding.

Running words: 235

Text type: Narrative

High-frequency words

New: any be eat/ing from just know long many other very would

Key vocabulary

animals bird/s Brown Frog butterfly catch caterpillar Caterpillar feet forest frog Green Tree Frog hangs helps hid hide holds hungry insect/s leaf lunch log moth Moth plant pond rock spider/s tree two under worm/s

Phonics

- Identifying the vowel digraph “a–e” as in *snake, safe*
- Identifying the vowel digraph “i–e” as in *hide, time*

Text features

Keeping Safe
Looking For Lunch

- Questions and answers; photographic index
- Exclamation points; questions marks
- Illustrations support the text

Reading strategies

- Using meaning cues to decode
- Self-correcting using meaning cues

ELL support	Key concepts	Curriculum links
- Colour photographs support the students’ understanding of the text. - Colour illustrations help students to follow and understand the plot.	- Some animals hide to keep safe from predators. - Animals have different ways of hiding – some imitate something else.	- Science: Biological sciences – living things, basic needs - Science: Biological sciences – living things

Lesson 1 Keeping Safe



Before reading

Getting ready to read

Encourage students to activate their prior knowledge. Ask pairs of students to sit knee-to-knee and talk about the different ways that animals keep safe. Ask: *What are some of the ways that animals try to stay safe from other animals that might want to eat them?* Use students' responses to make a group list on a chart.

★ Students could look in the school garden for insects. Talk about what you see. Ask: *What insects did we see in the garden? Were some of them hard to see? Did any of the insects look like other things? How might it help the insect if it looks like something else and is hard to see?*

Vocabulary building

★ Use the glossary on page 16 to introduce the animals in the book. Ask: *How might these animals camouflage themselves? Use the phrases look like and looks just like.*

Introducing the book

Give each student a copy of the book *Keeping Safe*. Say: *This book is called Keeping Safe. It is a report that has questions and answers. It is about animals that keep safe from predators by pretending to be something they are not.* Talk through the book. Ask: *What animal can you see here? What does the animal look like?* Respond using the structure of the sentences in the text. *Yes, this insect looks just like a stick. This helps the insect to keep safe from birds that would eat it.*

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 photographs and the text in the book.

Why is the insect (on page 4) hard to see? What does the butterfly look like? How does it help the spider to be the same colour as the flower it is on? (Literal)

Why do insects sometimes look like something they are not? (Inferential)

What other animals try to look like things they are not? (Synthesising)

Were the insects difficult to see? Did you enjoy trying to spot the animals? Why do you think the author chose to present the book this way? Why do you think the author chose these photographs of insects? (Critical)

Reviewing reading strategies

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

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

Students could practise reading the book with a partner. Each student could then read the book to a student from another class. Encourage the students to read the book fluently. *You will need to make your voice sound smooth, not jerky, so that the person you are reading to can understand what you are saying.*

Word work

Phonemic awareness and phonics

Write the words “safe” and “snake” on the board. Talk about the long /a/ sound in these words. *What letters make the /a/ sound? Underline the “a” and “e” in these words. What other words have this letter combination?* Ask students to work in a small group to write and/or draw a list of words that have the long /a/ sound made by “a-e”.

Exploring words

Ask pairs of students to scan the text and make a list of action verbs that are related to animals keeping safe (e.g. hide, hangs, holds). Encourage each pair to share their list and make a group list of words.

Writing

Modelled writing

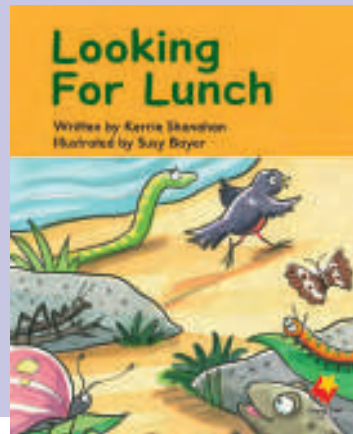
★ Ask students to talk about the animals in the book and the ways that they keep safe. Use students’ ideas to fill in a T-chart with the headings “Animal” and “How it keeps safe”. Invite students to contribute to the chart, using their knowledge of high-frequency words. For example, ask: *Who can write them on our chart?* Encourage students to identify sounds within words. For example, say: *We need to write the word catch. Who can hear the sounds in catch? Who can write those letters on the chart?*

Independent writing

Ask students to write about one of the animals in the book, explaining what it does to keep safe.

Sharing and presenting

Suggest that students sit with a partner and talk about their charts.



Before reading

Getting ready to read

Encourage students to activate their prior knowledge. Ask students to turn and talk with a partner about what birds and snakes might eat for lunch. Ask: *If a bird was looking for food what things might it be looking for? If a snake was looking for food what sort of things would it be looking for?* Ask students to draw a picture of a bird or a snake looking for something to eat. Then they could sit with a partner and talk about their pictures.

★ Show students the front cover of the book. Ask: *What animals are on the front cover? What sort of things might a bird and a snake eat for lunch? Where might a bird and a snake go to look for food?*

Vocabulary building

★ Write the words *snake* and *bird* on the board. Ask: *What noise does a snake make when it is annoyed or angry? (hiss). What noise does a bird make when it is annoyed or angry? (screech).*

Introducing the book

Give each student a copy of the book *Looking for Lunch*. Say: *This book is called Looking for Lunch. In this story the main characters are a bird and a snake that go looking for lunch together. In the end they are no help to each other and they go hungry.* Talk through the book. Say: *What are Bird and Snake doing here? What animals are on this page? What might they do if they saw Bird and Snake coming? What might they say?* Respond using the structure of the sentences in the text. *Yes, the butterfly might say, “Keep still like a leaf.”*

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 self-correct. Are they rereading and checking the meaning of the sentences? Encourage this behaviour. Say: *Try that again. This time, check that it makes sense.*

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 were Bird and Snake in the forest? What animals were they looking for? Why couldn't Bird and Snake catch any animals? (Literal)
Did Bird and Snake help each other? Why did they leave the forest? (Inferential)

Who were the main characters in the book? Where did the story happen? (Synthesising)

Did you like the ending? How could it have been different? (Critical)

Reviewing reading strategies

Give positive feedback on the reading strategies students used as they read the book. For example, say: *I noticed that when what you read didn't make sense, you went back and reread it.*

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 work in small groups to make stick puppets of the characters from the book, then present a readers' theatre. Encourage students to read with expression.

Word work

Phonemic awareness and phonics

Write the word “bike” on the board with the “i” and the “e” underlined. Talk about the word. *This word says bike. The “i” and the “e” make the long /i/ sound.* Ask students to find other words like this in the book. Make a list of these.

Exploring words

Ask students to refer to pages 14 and 15 of *Looking for Lunch*. Read the pages using expression. Talk about the saying verbs used in the text. *Why do you think the author used the words “hissed” and “screeched” instead of “said”?* Ask students to turn and talk with a partner about other words that can be used instead of the word “said”.

Writing

Modelled writing

★ Create a story map that retells the main events of the story. Encourage student input. Ask: *What did Bird and Snake do first? What did the animals do when they saw Bird and Snake coming? What happened next?* Invite students to contribute to the story map, using their knowledge of high-frequency words. For example, ask: *Who can write saw on our chart?* Encourage students to identify sounds within words.

Independent writing

Ask students to draw and write about how Snake and Bird felt at the end of the story.

Sharing and presenting

Students can sit knee-to-knee with a partner and take turns to talk about their retelling of the story.

Talk about the pair

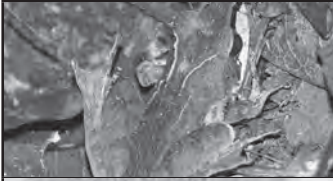
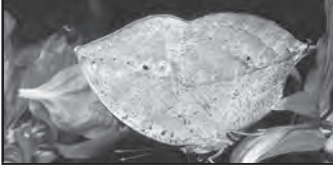
After reading both *Looking For Lunch* and *Keeping Safe*, ask students to turn and talk with a partner about what they have learnt.

Then students could work in small groups to write and/or draw a list of different ways that animals keep safe when other animals want to eat them. Ask students to share their lists with the group. Students can work further with these books by completing the Activity card.

Blackline master

Who is hiding there?

Can you work out who is hiding in each of the photographs?

	What animal can you see?	Why is the animal hard to see?
		
		
		
		
		
		

Assessment

Can the student refer to the text to find specific information?

Can the student use this information to fill in a data chart?

Activity card

Snake vs. Bird



Who can catch the most animals to eat?

1. Join with a friend and decide who will be Snake and who will be Bird. Cut out the name tags. Use sticky tape to put on your name tags.
 2. Cut out all the cards below.
 3. Use the cards to play a game of memory.
- Who will win: Snake or Bird?

Name tags:



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