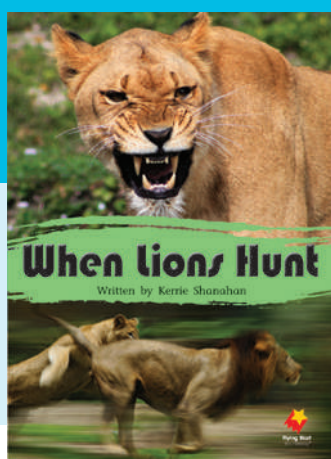


Lesson Plans

Early Fluent
reading stage

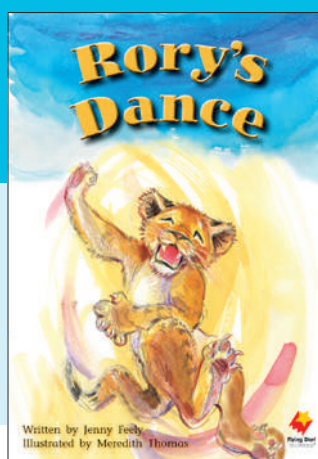
Level 15



When Lions Hunt describes the actions of a pride of lions that is hunting for its next meal.

Running words: 402

Text type: Report – descriptive



In *Rory's Dance*, Rory the lion loves to sing and dance but she cannot roar! But when Rory saves the pride, she proves it's okay to be different.

Running words: 565

Text type: Narrative

Content vocabulary

attack catch claws creep cubs dance different eyesight grasslands growl/ed hungry hunt/ing/er lion/s pride sing stalking teeth water hole zebra/s

Phonics

- Identifying the long /i/ sound as in *lion*, *pride*
- Identifying the short /u/ sound as in *cub*, *hunt*

Text features

When Lions Hunt

- Chapter headings and contents page
- Photographs support the text

Rory's Dance

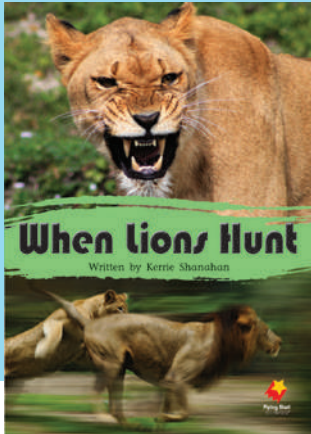
- Third-person narrative with dialogue
- Illustrations support the story

Reading strategies

- Self-correcting when an error is made
- Using chapter headings to predict

ELL support	Key concepts	Curriculum links
• Headings support understanding by connecting key ideas. • Content vocabulary is supported by the photographs and illustrations. • Chapters break up the plot in obvious sections.	• Lions live in a group called a pride. • The lions in the pride support each other. • Lions work together to hunt. • Not all members of a group are the same.	• Science: Biological sciences – Living things, habitats • Civics and Citizenship: Relationships and roles

Lesson 1 When Lions Hunt



Before reading

Getting ready to read

Encourage students to activate their prior knowledge. Ask pairs of students to brainstorm a list of facts they know about lions. Have the pairs share their facts. Discuss their ideas and compile a class list of facts.

★ Show students photographs of lions. Ask them to describe their features, how they move and the place where they live. Ask: *What can you see? What colour is the lion's fur? What colour is the grass? How might the colour of the lion help it to survive?*

Vocabulary building

★ As needed, introduce the vocabulary from the book. Make a list of some of the key vocabulary (*lions, pride, grasslands, zebra, attack, stalking, hunt, water hole, claws, teeth*). Discuss the meaning of each word. Ask students to say a sentence containing at least two of the words from the list.

Introducing the book

Give each student a copy of the book. Say: *This book is called When Lions Hunt. It reports on a pride of lions and describes what happens when some of the lions go hunting.* Have students read the contents page. Ask: *What information might be included in this book?* Give students time to browse through the book to observe the photographs and take note of the headings.

During reading

Ask each student to read the text independently. Monitor students as they read and support them where appropriate. If necessary, ask them to stop reading and remind them to use the reading strategies you are focused on. For example, if the student is not self-correcting after an error, you could say: *Did that sentence make sense? Re-read it and check. Remember, it's important to correct yourself and re-read the sentence when you make an error.*

After reading

Talking about the book

Ask students to 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 the text.

Were the lions successful when they went hunting? Why or why not? (Literal)

Why do lions hunt together? (Inferential)

Are lions good hunters? If so, what makes them good?

(Synthesising)

How might the author have found out information for this book? (Critical)

Reviewing reading strategies

Encourage students to identify what they did to help themselves as readers. For example, when a student self-corrects and re-reads, say: *I noticed you stopped and re-read that sentence. Why did you do that? How did that help you understand the book?*

Returning to the book

Provide multiple opportunities for 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 pairs and take turns to each read a page. Say: *Concentrate on making your voice sound smooth and clear when you are reading aloud.*

Word work

Phonics

Say the word *lion*. Ask: *Can you hear the long /i/ sound in this word? What letter or letters make this sound?* Ask pairs of students to browse through the text to find and list other words with the long /i/ sound.

Exploring words

Ask: *What is a pride?* Draw out that it is the name given to a group of lions. Ask: *Do you know of other names given to groups of animals? Make a list (e.g. flock of sheep, herd of elephants, school of fish, swarm of bees, troop of baboons).* Explain that these words are called collective nouns.

Writing

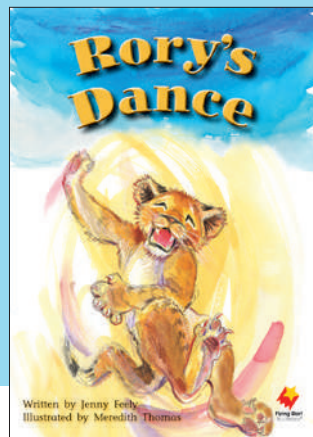
★ Return to the class list of facts created during the “Getting ready to read” stage. Ask: *What other information can we now add?* Model writing statements of fact. Think aloud as you write. For example, say: *I am going to write about young lions, so I will use the word cubs. Lion cubs learn how to hunt by playing with each other.* Have students write their own statements of fact on the Blackline master.

Have students write about the next time the lions go hunting together.

Sharing and presenting

Students’ writing could be illustrated, compiled into a class book called *When Lions Hunt* and shared with the class.

Lesson 2 Rory’s Dance



Before reading

Getting ready to read

Encourage students to activate their prior knowledge. Revisit what they know about lions. Ask: *How do lions hunt?* Discuss students’ responses. Ask: *What might happen if a pride of lions had a member that couldn’t roar?*

★ Ask: *Are you in a team or a group?* Encourage students to share their personal experiences. Ask: *What would happen if a member of your group or team acted differently from the rest of the group? Is it important that you are all the same or is it okay to be different?*

Vocabulary building

★ As needed, introduce the vocabulary from the book. Write the words *pride*, *growl*, *hunter*, *grasslands*, *dance*, and *sing*. Ask pairs of students to take turns saying the words in a sentence. Ask: *Which words might be in a story about a lion? Which words wouldn’t be in a lion story?*

Introducing the book

Give each student a copy of *Rory’s Dance*. Say: *This is a story about a lion called Rory. Rory cannot roar. Instead of roaring and growling, she sings and dances. What problems might this cause for the pride Rory belongs to? How might it help the pride?* Discuss students’ ideas. Have students read the table of contents and browse through the book, taking note of the illustrations.

During reading

Ask each student to read the text independently. Monitor students as they read and support them where appropriate. If necessary, ask them to stop reading and remind them to use the reading strategies you are focused on. Before the student begins reading a new chapter, say: *Read the chapter title. What hint does this title give you about what might happen next? Knowing what is coming up can help you understand what you are reading.*

After reading

Talking about the book

Ask students to 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 illustrations and the text.

When Rory went hunting, why did the zebras run away? (Literal)

How was being different a good thing for Rory? How was it a bad thing? (Inferential)

What does this story tell you about being a member of a group? (Synthesising)

What would really happen to a lion that couldn't roar? (Critical)

Reviewing reading strategies

Encourage students to identify what they did to help themselves as readers. Ask: *Does knowing what might happen in a chapter help you to read that chapter? How does predicting help your reading?*

Returning to the book

Provide multiple opportunities for 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 in small groups take on the parts of Rory, Rory's mother, Rory's father, and the narrator. (Students could take turns to read the different roles.) Encourage students to read with expression. Say: *How would Rory have felt? Try to make your voice express these feelings.*

Word work

Phonics

Say the words *hunt* and *cub*. Ask: *What sound do both these words have? What letter makes this sound in these words?* Ask pairs of students to brainstorm a list of other words with the short /u/ vowel sound.

Exploring words

Write the words *hunting* and *hunter*. Ask: *What do you notice about these words?* Draw out that they come from the root word *hunt* and have inflectional endings. Ask students to list other words in the book with inflectional endings (e.g. *quickly*, *loudest*, *danced*).

Writing

★ Model writing a simple report about lions using the information from the books. Begin with an opening statement (e.g. Lions are animals that live in groups on grasslands.). Then write information under various headings (e.g. What they look like, Where they live, What they eat, How they live as a group).

Have students write an opinion piece about whether or not Rory is a good member of the pride. Have students state their opinion and then support this by writing their reasons.

Sharing and presenting

Ask students to take turns to read their opinion piece to the class.

Talk about the pair

After students have read both books, ask: *Why do lions live in a pride? What benefits does living in a pride have for them?* Have students discuss these questions in small groups

and list their answers. Students can work further with the books by completing the Activity card provided.

Blackline master

When lions hunt

Use words from the word bank to write a factual statement about each photograph.

Word bank

lions

hunt

pride

cubs

grasslands

zebras

eyesight

stalking









Assessment

Can the student recall factual information?

Can the student write statements of fact appropriate to a particular image?

Activity card

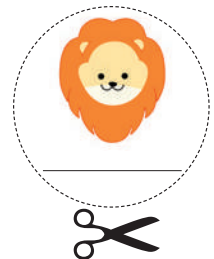
Lion hunting game



You will need: scissors, a pencil, a die

What to do:

1. Cut out your marker and write your name on it.
2. Join with two friends and take turns to roll the die. Begin at START and move the same number of spaces as the number shown on the die.
3. Follow the instructions on the square you land on.
4. The first player to reach FINISH is the winner.



1 Start	2 Your lion is hidden in the grass. Move forward 3 spaces.	3	4 There are no zebras at the water hole. Move back 3 spaces.	5
6 Your lion can see zebras. Move forward 2 spaces.	7	8	9 The zebras hear your lion and run. Move back 2 spaces.	10 Your lion is stalking well. Move forward 3 spaces.
11	12 Your lion pounces on a zebra. Move forward 4 spaces.	13	14	15 The zebra escapes. Move back 2 spaces.
16	17	18 Your lion returns to the pride with a meal. Move forward 2 spaces.	19 Your lion returns to the pride with nothing. Go back 3 spaces.	20 Finish

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