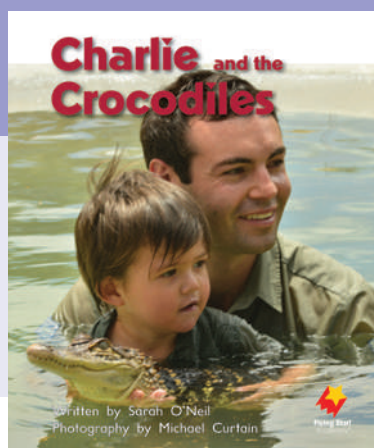


Lesson Plans

Early
reading stage

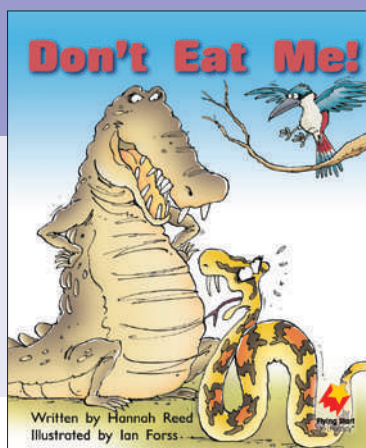
Level 8



Charlie and the Crocodiles tells about how Charlie helps his big brother feed the animals at the family zoo.

Running words: 145

Text type: Recount



In *Don't Eat Me!*, Crocodile wants something new to eat. The other animals all suggest things to stop Crocodile from eating them.

Running words: 198

Text type: Narrative

High-frequency words

New: eat good help live ran

Key vocabulary

animals birds brother dinner fed feed fish flap forest frogs fun insects snake time wings worms zoo

Phonics

- Identifying the long /e/ sound as in *eat* and *feed*
- Identifying the blended sound /cr/ as in *crocodile*

Text features

Charlie and the Crocodiles

Don't Eat Me!

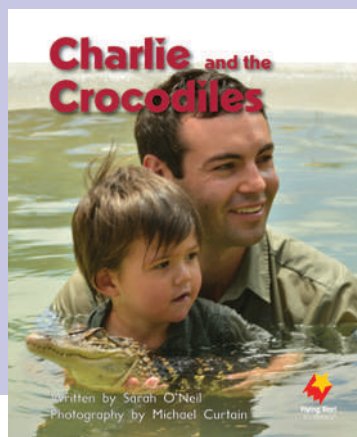
- Some dialogue
- Dialogue; simple sentences

Reading strategies

- Using initial letters to solve unknown words
- Locating known words

ELL support	Key concepts	Curriculum link
• Clear pictures support the actions described in the text. • Illustrations support the story. • Content vocabulary is supported by the context.	• Animals that live in zoos need to be cared for. People who look after these animals need to know what they eat, and when and how to feed them. • Animals eat different things. • Animals try to avoid being eaten by other animals.	• Science: Living things

Lesson 1 Charlie and the Crocodiles



Before reading

Getting ready to read

Encourage students to activate their prior knowledge. Draw a chart on the board. Ask the students to suggest how the chart could be completed.

Animal	What it eats
Fish Frog Bird Snake Crocodile	

★ Support students by providing them with a range of factual texts that have photographs of animals in them. Use these photographs to ensure that students know the names of the animals that are in the book.

Vocabulary building

★ As needed, introduce the vocabulary from the book. Select words from the book that may be challenging for students, such as *fish, worms, frogs, insects, snake, birds, feed, fun*. Work through the list discussing the meaning of each word.

Introducing the book

Give each student a copy of the book. Say: *This book tells about a day when a little boy named Charlie helped his big brother to feed the animals at their family's zoo.* Write the first sentence from the book on the board: *We live at the z_____.* Ask: *What could the last word be? How did looking at the first letter of the word help you to check if the word could be zoo?* Repeat with other sentences as needed. Say: *I want you to practise checking that what you read looks right, by checking the first letter or letters in a word.*

During reading

As each student reads the text independently, monitor and support them where appropriate. If necessary, ask students to stop reading and remind them to use the reading strategies you are focused on. Look for students who are using initial letters to figure out unknown words. If a student pauses and then uses the initial sound, say: *What word could start with that letter?* Support students to use this strategy. Say: *What letter does the word start with? What sound might the word begin with?*

After reading

Talking about the book

Ask the 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 in the book.
Why didn't Charlie like to feed the birds? (Literal)
What kind of boy is Charlie? (Inferential)
How might Charlie's life be different from other boys and girls his age? (Synthesising)
How is Charlie's life like yours? How is it different? (Critical)
Return to the chart made earlier. Ask: *Which facts did this book support?*

Reviewing reading strategies

Give positive feedback on the reading strategies the students used as they read the book. For example, say: *I noticed that you paused and looked at the first letter of the word to help you to work it out. That's 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.

Developing fluency

Model reading the book with expression. Ask: *How will I make my voice sound like Charlie?* Have the students work in pairs (Charlie/Charlie's brother) to read the book expressively.

Word work

Phonemic awareness and phonics

Have students reread the book to locate and list all words with the long /e/ sound as in *feed*. Students could then sort the words into columns according to the letters used to make the sound in each word. For example:

e	ee	ea	Other
we	feed	eat	Charlie

Have students suggest other words for the chart.

Exploring words

Have the students list words from the book in columns: "One" and "More than one." Discuss the ways that words are made plural. Explore exceptions such as *fish*.

Writing

Modelled writing

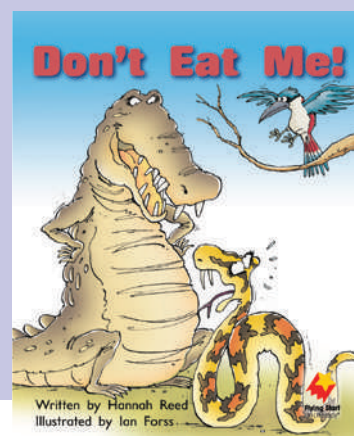
★ Demonstrate writing using singular and plural nouns. For example: *I went to the park to feed the ducks. One duck was very greedy. The fish all swam up. One fish jumped out of the water to try to get the food.*

Independent writing

Have students write sentences about one animal. These can then be traded with a partner who rewrites the sentence so that it is about more than one animal.

Sharing and presenting

Have students share the singular and plural nouns they have used in their writing. Add these to the list begun above. Discuss how in most cases, adding "s" to the word shows that there is more than one. Point out the irregular plurals such as *sheep* and *fish*. These could be listed on a separate list, "Words to watch out for".



Before reading

Getting ready to read

Encourage students to activate their prior knowledge. Ask: *What do crocodiles eat?* List students' suggestions on the board. Ask: *What would you do if you were a [one of the animals on the list] to avoid being eaten by a crocodile?*

★ On a large piece of paper, draw what each animal in the story likes to eat:

- Crocodile eats fish
- Snake eats birds
- Bird eats frogs
- Frog eats insects.

Ask: *What other animals do you think Crocodile might like to eat?*

Vocabulary building

★ As needed, introduce the vocabulary from the book. Ask: *What words do you think we might see in a book about a crocodile looking for dinner?* List these on the board. Ensure that students know what each word means.

Introducing the book

Give each student a copy of the book. Say: *This is a story about a crocodile who decided to stop eating fish. All the other animals had to think quickly to find a way to avoid being on Crocodile's new menu.* Have students turn to pages 2 and 3. Ask: *Can you see any words that you know? How does this help you to work out the next word?* Model reading the first sentence: *It was dinner ____.* Discuss how reading the words you know can help you to work out what the next word might be.

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.

Developing fluency

Have the students work in small groups to practise reading the book as a readers theatre performance. Discuss the things that students did to read fluently.

Word work

Phonemic awareness and phonics

Write *crocodile* on the board. Point out the consonant blend “cr”. Ask: *What sound do these letters make?* Have students suggest other words that begin with this blend, such as *crab*, *crust*, *crown* and *crowd*. Create a class list of “cr” words.

Exploring words

Explore tense with the students. Write *eat* and *ate* on the board. Ask: *Can you say each word in a sentence?* Have partners tell each other their sentences. Invite students to suggest the present and past tense of other words, such as *swim*, *swam* and *drink*, *drank*. Have students complete the Blackline master.

Writing

Modelled writing

★ Model writing sentences that show different tenses of the same word. For example:

I like to drink juice.

Yesterday, I drank some juice.

Independent writing

Have students write pairs of sentences showing something they can or like to do, and something they did yesterday.

Sharing and presenting

Discuss the present and past tense words used in the students’ writing. Discuss how some words change. List words where “ed” is added to show past tense, such as *walk*, *walked*.

During reading

As each student reads the text independently, monitor and support them where appropriate. If necessary, ask students to stop reading and remind them to use the reading strategies you are focused on. Look for students who are locating known words to help them figure out the meaning of unknown words when they read. Say: *I saw you look ahead to see if there were any words that would help*. Encourage this behaviour. When a student is stuck, say: *Can you see any words you know? Read those and see if it can help you to work out the other words*.

After reading

Talking about the book

Ask the 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 in the book.

What does Frog eat for dinner? (Literal)

Do the other animals really think that Crocodile will like their food?

Why do they suggest he tries it? (Inferential)

Why does Crocodile go back to eating fish? (Synthesising)

The other animals all trick Crocodile. Is this fair? Why? (Critical)

Reviewing reading strategies

Give positive feedback on the reading strategies the students used as they read the book. For example, say: *I noticed that you used the words you knew to help you to work out new words. This is what good readers do*.

Talk about the pair

When students have read both books, ask: *What do we know about what animals eat from reading these two books?*
How would this information help you if you ran a zoo?

What other things would you need to know about? Students could explore this further by completing the Activity card.

Blackline master

Yesterday and today

Write the correct word in each sentence. Use the words from the word bank.



I can _____.

Yesterday, I _____.



I can _____.

Yesterday, I _____.



I can _____.

Yesterday, I _____.



I can _____.

Yesterday, I _____.



I can _____.

Yesterday, I _____.

Word bank

swim	talk	run	jump	smile
swam	talked	ran	jumped	smiled

Assessment

Can the student correctly identify the tense of the word?

Can the student correctly spell the word?

Activity card

Design a zoo



Design your own zoo.
Show where the animals live and what they eat.

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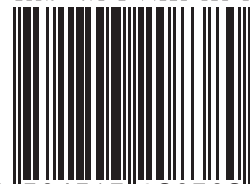
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