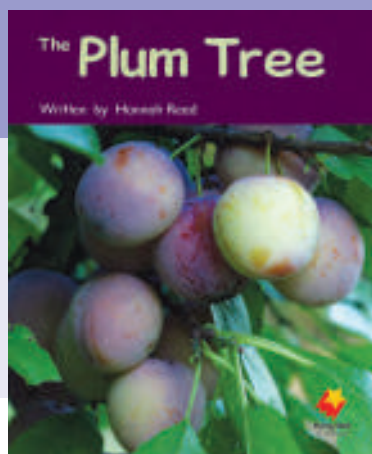


Lesson Plans

Early
reading stage

Level 7



The Plum Tree is an explanation book that describes the animals that depend upon the plum tree for their survival. It is an example of a food chain.

Running words: 177

Text type: Report: Scientific



My Tree is a narrative about a group of animals living in a tree. They all need the tree and they all believe that the tree belongs to them individually.

Running words: 147

Text type: Narrative

High-frequency words

New: eat/s from if many one

Key vocabulary

animals ant/s bee/s bird/s butterfly caterpillar/s eat eggs feed flowers grub insect nest plum/s sap tree

Phonics

- Identifying the long /e/ sound made by “ee” as in *need*, *feed*
- Identifying the long /e/ sound made by “ea” as in *eat*, *leaves*

Text features

The Plum Tree

- Introduction; headings; labels
- Photographic summary

My Tree

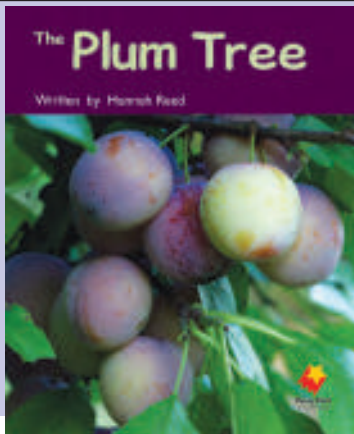
- Dialogue has a repetitive pattern

Reading strategies

- Checking pictures and labels to support reading
- Using letter cues

ELL support	Key concepts	Curriculum links
• Illustrations and labelled colour photographs support and extend the texts. • Some repetitive phrases are used.	• Many trees are home to a range of animals that depend upon them to survive. • The trees and the animals form a food chain.	• Science: Biological sciences – living things, food chains

Lesson 1 The Plum Tree



Before reading

Getting ready to read

Encourage students to activate their prior knowledge. Take students out to look at a tree in the school playground. Talk about the tree. Ask: *What animals might live in this tree? Why might animals come to the tree? What parts of the tree do animals use? What might happen to these animals if the tree died or got cut down?*

★ Draw a picture of a plum tree. Talk about the different parts of the tree as you draw them. Invite students to label the different parts of the tree (leaves, plums, flowers, sap).

Vocabulary building

★ Say: *We will be reading a book about a plum tree and the animals that need the tree. What do you know about plum trees?* Ask students to discuss this with a partner. Have students predict which animals might live in or visit a plum tree. List these predictions on the board.

Introducing the book

Give each student a copy of the book *The Plum Tree*. Say: *This book is a report about animals that depend upon the plum tree for their survival. Direct students to pages 2 and 3. This is the introduction. It tells us what sort of information we will read about in the rest of the book. Talk through the book. Draw students' attention to the headings and the photograph labels. What does this photograph show? What does the label say? The heading on this page says "Ants". What part of the tree might ants use? Respond using the structure of the sentences in the text. Yes, the ants eat the sap from the tree.*

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 referring to the photographs and the labels. Ask: *How do they help us as readers? Remember to use the photos and the labels as you read the rest of the book.*

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 part of the tree does the ant need? Why does this insect lay its eggs on the flowers? What does this bird eat? (Literal)* *Why is the plum tree important to these animals? (Inferential)* *This is an example of a food chain. Can you explain what a food chain is? Can you talk about another food chain? (Synthesising)* *Could the author have used a different type of tree? How would this have changed the book? (Critical)*

Reviewing reading strategies

Give positive feedback on the reading strategies students used as they read the book. For example, say: *Well done. You were looking at the photos and reading the labels. That helps you make sense of the words you are reading.*

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 use construction materials to make a model of a plum tree. They could draw and cut out pictures of each of the animals in the book. As students read the text they can stick their pictures on the tree. Give positive feedback for students who read with fluency. *Well done, your voice was smooth and clear.*

Word work

Phonemic awareness and phonics

Show students the front cover of the book *The Plum Tree*.

Ask: *What sound can you hear at the end of the word “tree”?*

What letters make this sound? Ask students to find other words in the book that contain “ee” (bee, need, feed).

Make a list of these. Students could then work in a small group to write and/or draw a list of other words that contain “ee”.

Exploring words

Ask students to draw the outline of a plum tree on a piece of paper. Students can write down all the “plum tree” words they know in and around the tree. Ask students to sit with a partner and take turns to talk about their tree.

Writing

Modelled writing

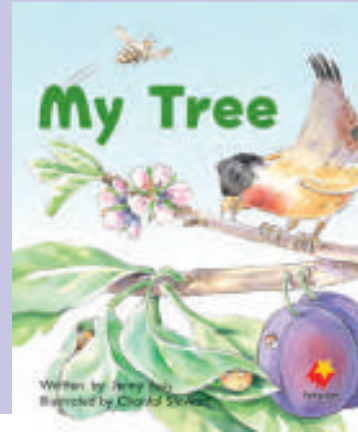
★ Ask students to tell you things they know about the plum tree. Write these as sentences on a chart. Invite students to contribute to the chart, using their knowledge of high-frequency words. For example, say: *The sentence starts with the word they. Who can write they on our chart?* Encourage students to identify sounds within words. For example, say: *We need to write the word flowers. Who can hear the sounds at the beginning of flowers? Who can write those letters on the chart?*

Independent writing

Ask students to write about the animals in the plum tree. Encourage them to refer to the text when writing high-frequency words (e.g. *there, are, it, come, this*).

Sharing and presenting

Students could sit knee-to-knee with a partner and take turns to talk about the sentences they wrote about the plum tree.



Before reading

Getting ready to read

Encourage students to activate their prior knowledge. Talk about animals that need trees. Create a T-chart with the headings *Animals that need trees* and *What they use the tree for*, and invite students to help you fill it in.

★ Ask students to draw a tree and four animals that might use this tree. Suggest that students sit with a partner and take turns to talk about their tree.

Vocabulary building

★ Write a list of the characters from the story on the board (the ant, the caterpillar, the grub, the bee, the bird). Talk about each character. Ask: *Why would these animals need a tree?*

Introduce the word *sap*. Say: *The ant gets sap from the tree. Sap is food for an ant.*

Introducing the book

Give each student a copy of the book *My Tree*. Say: *This book is called My Tree. It is a story set in a tree and the characters are the animals that live there. There is direct speech in this story. All the animals that live in the tree think that the tree belongs to them.* Talk through the book. Ask: *What does the ant need the tree for?* Respond using the structure of the sentences in the text. *Yes, the ant might say, “This is my tree. I need the leaves on this tree to make my nest.”*

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 letter cues. Ask: *What letter can you see at the start of this word? What sound does that letter make? Get your mouth ready to make that sound.*

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 did the ant believe that the tree was his? Why didn't the caterpillar agree with this? (Literal)

Why did the animals hide when the bird spoke to them? Who does the tree really belong to? (Inferential)

Can animals share a home? Explain your answer. (Synthesising)

Do the illustrations give you extra information about the characters? Explain. (Critical)

Reviewing reading strategies

Give positive feedback on the reading strategies students used as they read the book. For example, say: *What are some of the things you did that helped you make sense of this 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.

Developing fluency

Students could work in small groups to make sock puppets of the characters from the book. Using their sock puppets, students could perform a readers' theatre of the book.

Word work

Phonemic awareness and phonics

Write the sentence "I eat the leaves" on the board. Ask: *What two words in this sentence have the same sound? What letters make this sound?* Provide students with magnetic letters. Ask them to make words with the long /e/ sound represented by "ea". Compile a list of these words.

Exploring words

In pairs, students could browse through the book and write a list of the different parts of the tree that are used by the animals (sap, leaves, plums, flowers). Ask students to draw a tree and use their list to label it. Students could then draw all the characters from the story in the tree and label them.

Writing

Modelled writing

★ Ask students to tell you what they know about the characters in the book. Write these ideas on a chart. Invite students to contribute to the chart, using their knowledge of high-frequency words. For example, say: *We need the word from. Who can write from on our chart?* Encourage students to identify sounds within words.

Independent writing

Ask students to write about their favourite character from the story. Suggest that they use the book as a support when writing high-frequency words (e.g. *there, are, come*).

Sharing and presenting

Suggest that students talk with a friend about their favourite character from the book.

Talk about the pair

After students have read both *The Plum Tree* and *My Tree* ask: *What have you learnt about trees? What have you learnt about animals and their needs?*

In small groups, students could paint a picture of a plum

tree on a large sheet of paper. When it is dry they could add drawings of animals that need the plum tree along with labels explaining why each animal needs the tree. Students can work further with these books by completing the Activity card.

Blackline master

Why I need the tree

Use information from *The Plum Tree* to fill in the chart below:

Animals	What part/s of the plum tree does it use?	Why does it need the plum tree?
ant		
butterfly and caterpillar		
bee		
insect and grub		
bird		

Assessment

Can the student find information in the text?

Is the student able to understand the information he/she reads in a factual text?

Activity card

Make a food chain



- Use the cards and arrows to show how everything is related.
1. Cut out the cards below.
 2. Take turns with your partner to use the cards and the arrows to show how things are related. Talk about what you have done.

Example:

bird → ants → sap

ant	sap	leaves	nest
butterfly	caterpillar	bee	eggs
flowers	plums	bird	grub
→	→	→	→
→	→	→	→

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