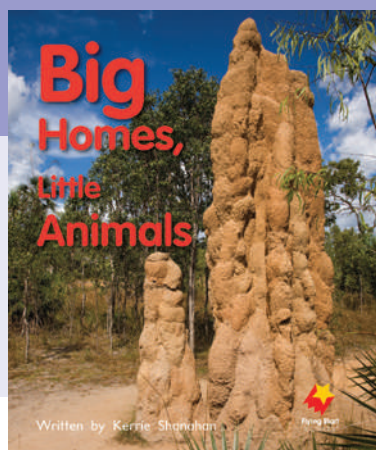


Lesson Plans

Early
reading stage

Level 8



Big Homes, Little Animals explains how some small animals work with each other to build enormous homes.

Running words: 98

Text type: Explanation



In *Tiff Leaves Home!*, an ant called Tiff goes looking for a bigger, better home. But nowhere else is quite as good as her old home.

Running words: 127

Text type: Narrative

High-frequency words

New: from many new our very

Key vocabulary

ant big bird home/s insect made nest rabbit spider web

Phonics

- Isolating and identifying initial, medial vowel and final sounds in a word as in *mud*, *big*, *web*
- Identifying words ending in “e” that have a long vowel sound as in *home*

Text features

Big Homes, Little Animals

- Photographs and a diagram
- Contents page, index and headings
- Dialogue; simple sentences

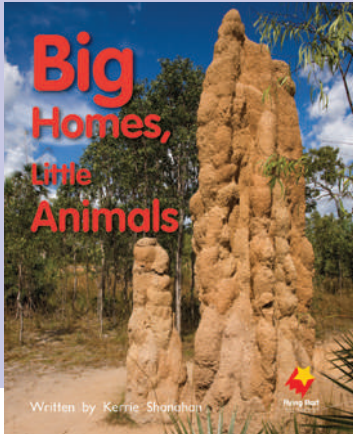
Tiff Leaves Home!

Reading strategies

- Locating unknown words
- Using pictures as context clues

ELL support	Key concepts	Curriculum link
• The introduction states the main concept of the book. • Headings summarise the chapter content. • The illustrations support the introduction of new characters and the story.	• Some small animals build big homes. • Some animals work together to build homes. • Animals have different types of homes. • Each animal’s home suits its needs.	• Science: Living things

Lesson 1 Big Homes, Little Animals



Before reading

Getting ready to read

Encourage students to activate their prior knowledge. Ask: *Who knows what a spider web is?* Discuss students' responses. Discuss the other animals in the book. For example, say: *A spider lives in a web. Where might an ant live?* Discuss students' responses.

★ Show the students photographs of the animals in the book – ants, birds, spiders, rabbits and insects. Write each name on a chart. Ask students to turn and talk with a partner about the size of the animals. Ask: *Are these big animals or small animals?*

Vocabulary building

★ As needed, introduce the vocabulary from the book. Write the animal names from the book on the board (*ants, birds, rabbits, spiders, insects*). Say: *We are going to be reading about the homes these animals make. What are their homes called?*

Introducing the book

Give each student a copy of the book. Say: *This book is called Big Homes, Little Animals. It is about some tiny animals that work together to make very, very big homes.* Turn to the contents page and read it aloud. Talk through the book. Read the headings and ask students to predict what information is on the spread by looking at the photographs and diagram. For example, on pages 6 and 7, say: *This section is called A big ant nest. Do you think one ant built this nest?*

During reading

As each student reads the text independently, monitor and support them where appropriate. If necessary, ask them to stop reading and remind them to use the reading strategies you are focused on. Check for students who can locate unknown words. For example, on page 4, ask: *Can you find the word little? How do you know that word says little?* If students are having difficulty, remind them to reread the sentence and point to each word as they read. Say: *This is a good way to work out where a word is.*

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 is an ant's home called? (Literal)
How can such small animals build such big homes? (Inferential)
What other animals build homes? (Synthesising)
Why does this book have diagrams as well as photographs? (Critical)

Reviewing reading strategies

Give positive feedback on the reading strategies the students used as they read the book. For example, say: *I like how you can find where words are on a page. I like that you reread the sentence to figure this out.*

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

Students could work with a partner and take turns to read a page aloud. Encourage students to read with fluency. Say: *You need to make your voice smooth and clear so that your partner can hear each word that you read.*

Word work

Phonemic awareness and phonics

Write *web* on the board. Ask students to say each sound in the word: /w/-/e/-/b/. Have students list other words with the same initial sound (*wet*), middle sound (*peg*) and end sound (*job*). Repeat with *ant*, *big* and *mud*.

Exploring words

Write *ant* on the board. Say: *This means one ant. How do I write about more than one ant?* Invite a student to add an “s” to make *ants*. Ask students to list other plural nouns, e.g. *rabbits*, *birds*, *insects*. Have students complete the Blackline master.

Writing

Modelled writing

★ Ask: *What other animals build homes? What are their homes called? How do they build them?* Discuss and list students’ responses. Choose an animal from the list to write about. Write an explanation that includes the name of the animal’s home and how it is built, e.g. beaver dam, bee hive, meerkat burrow.

Independent writing

Students use the modelled writing and the text as a guide to write their own explanation about an animal that builds a home.

Sharing and presenting

Have students print a photo of the animal they have written about and attach it to their writing. Display photos and writing on a display board. Give students time to view the display.

Lesson 2 Tiff Leaves Home!



Before reading

Getting ready to read

Encourage students to activate their prior knowledge. Ask pairs of students to take turns to say three things they like about their home. Ask: *If you could have anything you wanted in your home, what would it be?* Discuss students’ ideas. Show students the front cover of *Tiff Leaves Home!* Say: *What would the perfect home for this ant look like?* Students could respond by drawing.

★ Show students the front cover of *Tiff Leaves Home!* Ask: *Which ant do you think is Tiff? What does Tiff have in her hand? What is she doing?* Have students turn and talk with a partner about what Tiff is doing, and then to share their ideas with the group.

Vocabulary building

★ As needed, introduce the vocabulary from the book. On the board, write the names of the characters (Tiff, Rabbit, Bird, Spider, Tiff’s mother). Read through the list. Say: *These are the characters in the story we are going to read. Tiff is an ant. Her home is called a nest.*

Introducing the book

Show the students a copy of the book. Say: *This book is called Tiff Leaves Home! It is about an ant that goes looking for a better home.* Talk through the book. Ask students to look at the illustrations and make predictions. For example, on pages 2 and 3, say: *This is Tiff’s nest. Why do you think she wants a new home?* Turn to pages 4 and 5 and ask: *Whose home is Tiff at now? Do you think she will like this home?* Discuss the students’ responses.

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

Students read the book aloud, taking different roles (Tiff, Tiff's mother, Rabbit, Bird, Spider), with one student being the narrator. Students change roles.

Word work

Phonemic awareness and phonics

Write the word *home* on the board. Ask: *What sound does each letter make?* Elicit that the “e” doesn’t make a sound. It combines with the “o” to make a long vowel sound. List other words with this letter combination and sound, such as *stone, phone, tone, bone*.

Exploring words

Ask students to name insects they know (e.g. ant, bee, butterfly, ladybird, cricket) and list them on a chart. Discuss where each insect lives. Write the name of the home beside each insect.

Writing

Modelled writing

★ Ask: *What other animal’s home could Tiff visit?* List students’ ideas. Choose one of the suggestions to write a story about Tiff visiting that home, using the structure of the text as a model. Include a reason why this home is not a good match for Tiff.

Independent writing

Have students write and illustrate their own story about Tiff visiting an animal’s home and why that home was not a good one for her. Encourage students to use quotation marks when characters are speaking.

Sharing and presenting

Compile the writing into a class book and share it with the group.

During reading

As each student reads the text independently, monitor and support them where appropriate. If necessary, ask them to stop reading and remind them to use the reading strategies you are focused on. If a student is having difficulty decoding a word, say: *What is happening in the picture? Does that help you to work out the word? Now, try reading that sentence again.*

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.
Who did Tiff visit when she was looking for a new home? (Literal)
Why did Tiff go back to her home? (Inferential)
Why do animals have different types of homes? (Synthesising)
Why do you think the author chose an ant as the main character?
What animal would you have chosen? (Critical)

Reviewing reading strategies

Give positive feedback on the reading strategies the students used as they read the book. For example, say: *Great job! You looked at the picture when you weren’t sure of the word. The pictures sometimes give us clues about the text.*

Talk about the pair

When students have read both books, ask: *What do you know about animal homes?* Discuss. Ask each student to write a statement about animal homes on a big strip

of paper. Display the statements. Students can work further with these books by completing the Activity card.

Blackline master

One or more?

Write the correct word under each picture.



ant

ants



bird

birds



spider

spiders



rabbit

rabbits

Assessment

Can the student identify singular and plural words?

Can the student label a photograph appropriately?

Activity card

Design Tiff's dream home



Talk to a partner about things that Tiff from *Tiff Leaves Home!* might like in a new home. Use your imagination!

Use the space below to design the perfect home for Tiff.

Label the special features of Tiff's new home, such as a swimming pool for ants, and a sugar room.

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