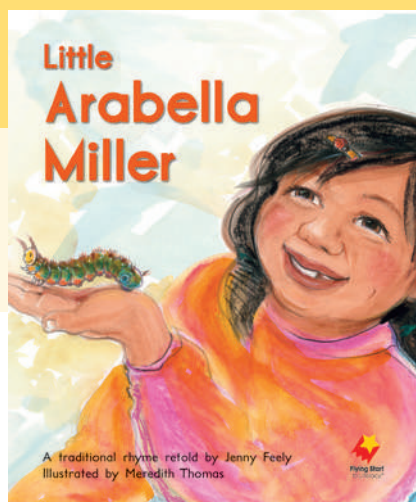


Lesson Plan

Early Emergent
reading stage

Shared Reading



Shared Book



Vocabulary Starter

Based on a traditional rhyme, Little Arabella Miller is a girl who finds a caterpillar. Arabella loves her caterpillar and shows it to the members of her family. But ... one day the caterpillar begins to change. Very soon, Arabella Miller no longer has a caterpillar. She has a beautiful butterfly!

Vocabulary

Oral vocabulary

brother butterfly caterpillar huge jiggle mother strange watched wriggle

High-frequency words

a and are as be for have it on the that to you

Phonemic awareness

- Identifying the number of syllables in a word

Phonics

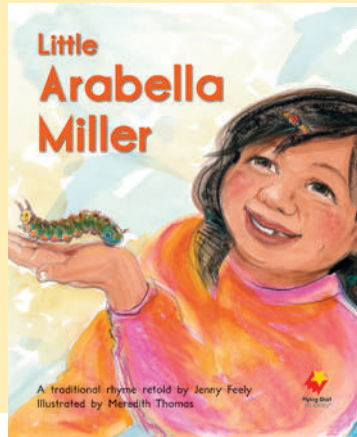
- Identifying the /b/ sound as in *butterfly*

Print concepts

- Returning to the left to read the next line of print

Key concepts	Curriculum link
- Families like to share things with each other. - Some insects have life cycles where they look different at each stage.	English: Literature – Traditional rhyme

Little Arabella Miller



Introducing the book

Ask: *What do you know about caterpillars?* Provide time to listen and respond to students' answers.

Show the front cover of *Little Arabella Miller*. Point to the title and say: *This is the title or the name of the book. It says:* Little Arabella Miller. Point to each word as you say it to emphasise one-to-one correspondence between the spoken and written word.

Say: *This story is about a girl called Arabella Miller who finds a caterpillar. She talks to all the people in her family about looking after it. What do you think might happen to the caterpillar she finds?*

First reading of the book

Read the book to the students with very few stops along the way. Read with rhythm, accentuating the rhyming aspect of the book.

When reading direct speech, make your voice sound like the person who is speaking. For example, on page 5, speak firmly and decisively when saying what the mother says:

*"Arabella Miller!
Take away your caterpillar."*

As you read, run your finger along the bottom of the text to demonstrate left-to-right directionality.

Second reading of the book

On the second reading of the book, encourage the students to read along with you where appropriate. As you read, create an oral cloze for the students to fill in. Do this by pausing as you read to allow the students to say certain selected words. Leave out words that are obvious for the students to predict. For example, on page 2, leave out the word *caterpillar* and prompt the students to say the word together.

Little Arabella Miller had a hairy _____.

On page 4, leave out the word *brother*.

*First she showed it to her mother,
Then she put it on her _____.*

Talking about the book

Invite students to respond to the book and talk about their thinking.

Ask: *What happened to the caterpillar that Arabella Miller found? What do you think the members of Arabella's family thought of her caterpillar? Why?*

What other animals that live in gardens did you see in the book? Do you like finding small animals like caterpillars? Tell me about what you have found.

My Family



ELL support

Encourage the students to talk about people who can be in a family. Ask: *Who is in your family?* Provide time for students to talk about the members in their family. Say: *Why did Arabella ask her family about what to feed the caterpillar? Which family members did Arabella ask for help?*

Returning to the book

Return to the book on multiple occasions, inviting the students to join in. Encourage them to take increasing responsibility for reading the text to themselves. Select the focus for subsequent lessons based on your students' strengths and needs.

Phonemic awareness

Model how to hear syllables in words. Do this by saying the word *caterpillar*. Clap each syllable as you do.

Say: *The word caterpillar has four parts or beats in it. We call these parts syllables. Now, you clap with me as we say each syllable in the word caterpillar.*

Ca-ter-pill-ar

Ask individual students, pairs, or small groups of students to say and clap the syllables in the word *caterpillar*. Repeat with other words from the book – *mother, brother, butterfly*.

Phonics

Explore the /b/ sound made by the letter “b” as in *brother* and *butterfly*. Write the words *brother* and *butterfly* on a chart. Say: *These words start with the same first letter. Point to the “b” in each word. Say: Both words start with the letter “b” and both have the /b/ sound at the beginning of them.*

Invite students to come to the front and circle each letter “b” they can see. Talk about other words that begin with the /b/ sound.

Extending oral language

Read the book. Say: *When Arabella Miller found her caterpillar, it was little, but after all that food it grew big.* Make a two-column chart. Write the word *Big* in one column and the word *Little* in the other column.

Say: *Big and little are opposites.* Write words in the left-hand column and discuss what the opposites would be, e.g. short/tall, hot/cold, day/night, low/high, over/under.

Fluency

After reading what each character in the book said, ask: *Which words did Mum/Dad/Sam/Gran/Arabella say? How do you know?* Read the direct speech with expression each time, demonstrating how to read a character's voice. Say: *Listen to what is said and how my voice changes when I read.*

Print concepts

Model reading the return sweep. Read page 2 and point to each word as you say it. Point out the full stop. Say: *This dot is called a full stop. A full stop tells us when a sentence is finished. All the words in these two lines are one sentence. I don't stop reading until I get to the full stop. Watch my pointer as I read it again.*

Reread the sentence and emphasise the return sweep, as you continue to read. Invite students to take turns reading the words using the pointer.

Writing – Modelled

Say: *I am going to write about why I like caterpillars.* Model writing your sentence. Think aloud as you write. For example, say: *The first word I am writing is the word I. Now I will leave a space before I write the next word, which is like. I know this word starts with the letter “l”. The next word is a long word – caterpillars. This word has lots of letters in it.*

Read the sentence pointing to each word: *I like caterpillars because they can wriggle.*

Have the students talk about a mini beast they like.

Optional retelling activity

There is an optional retelling activity on the inside back cover of each shared book in the *Flying Start to Literacy* Shared Reading Collection. It is designed to help students remember what they have read. It helps them to focus on the main ideas, events, settings and characters to reinforce the students' comprehension.

Activity card

Colour a caterpillar

You will need: crayons

Colour the caterpillar and draw the faces of Arabella and her family.



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