

Lesson Plan

Early Emergent
reading stage

Shared Reading



Shared Book



Vocabulary Starter

This informative text talks about the different types of pets children have and why or why not they choose which pet to have.

Vocabulary

Oral vocabulary

bark best bird cat cuddly different dog fish hello hug insects knee mice mouse noisy
okay purrs quiet rabbit slimy slippery sneeze soft too touch turtle

High-frequency words

a and are as for have I is it on that the they to with you

Phonemic awareness

- Separating sounds in words as in *p/e/t*

Phonics

- Identifying the /n/ sound as in *nice*

Print concepts

- Identifying a word as a word

Key concepts	Curriculum link
• There are different types of pets. • We have different opinions on which pets we like.	• Science: Biological Sciences – Living things

Which Pet Is Best?



Introducing the book

Talk with the students about pets they might have. Ask: *Do you have a pet? Tell me about your pet.* Provide time for students to share their personal experiences of having a pet. Ask: *What animals can be pets? What animals can't be pets? What sort of animal is your favourite pet? Why?*

Show the cover of the shared book *Which Pet Is Best?* Point to the title and say: *This book is called Which Pet Is Best? I predict that it will be about different pets. I think this book will give reasons about what makes a certain type of pet the best type of pet.* Ask: *What pets do you think will be in this book?*

First reading of the book

Read the book to the students with very few stops along the way. When reading the direct speech, make your voice sound like you are speaking. Read the text in a decisive manner.

To support students in their understanding of the structure of the book, after reading pages 2 and 3, say: *There are two different opinions here. One child thinks that fish are the best pets and the other child thinks that they are not. Both children have given reasons for their opinion – they have said why they think the way they do about fish.*

Second reading of the book

Read the book a second time. This time, as you read, run a pointer along the bottom of the text as you read the words. This will reinforce the top-to-bottom and left-to-right directionality of the text, as well as how to keep reading through the line on the return sweep.

On the second reading, encourage students to give their opinion about each type of pet after reading about them. For example, after reading pages 2 and 3, say: *This child thinks fish are the best pet. This child doesn't think fish are the best pet. What do you think about fish as a pet? Give me a reason for your opinion.*

Talking about the book

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

Ask: *Did the children in the book have good reasons for their opinions? Which child did you agree with the most? Which pet do you think is the best?*

Did you change your opinion of the best pet after reading this book? What other pets could have been included in this book?

Pets



ELL support

Encourage the students to name and talk about the pets in the book. For example, you might say: *This is a bird. Some people like to have pet birds. What would be good about having a pet bird? What wouldn't be good about having a pet bird?* Use the *Flying Start to Literacy Vocabulary Starter Pets* to talk about animals that can be kept as pets. Show and talk about the labelled photographs.

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 themselves. Select the focus for subsequent lessons based on your students' strengths and needs.

Phonemic awareness

Write the word *pet* on a chart. Say: *This word says pet. I am going to say the word slowly and I want you to listen to the sounds you hear.* Say the word *pet* slowly, emphasising the /p/, /e/, and /t/ sounds in the word. Talk with the students about the sounds they hear. Repeat with other simple, three-letter words in the book such as *cat* and *dog*. Say: *All words are made up of different sounds.*

Phonics

Turn to pages 10 and 11. Say: *The boy on this page says that mice are nice. What sound do you hear at the start of the word nice?* Draw out that it has the /n/ sound at the beginning. Ask: *What letter do you think might make the /n/ sound? What letter might be at the start of the word nice?* Write the word *nice* on a chart. Circle the letter "n". Say: *This is the letter "n". It makes the /n/ sound in this word.*

Extending oral language

Say: *There are lots of words in this book that describe pets. Some of these words are soft, cuddly, quiet, and nice. These sorts of words tell us what something is like.* Choose a photo of a pet from the book and say: *What words could we use to describe this pet?* Discuss the students' responses. Talk about the meaning of the words they suggest and offer other words to extend the students' vocabulary. For example, say: *You said this rabbit is fluffy. Could we also say it is hairy or furry? You said it is quiet. Could we also say it is calm?*

Fluency

After reading the book, say: *Did you notice when I read the book, I made my voice sound smooth not jerky? I tried to make my voice sound like I was speaking. This makes it interesting to listen to and easy to understand.*

Print concepts

Turn to pages 2 and 3. Say: *I am going to read the first sentence on this page. I will point to each word as I read it.* Use a pointer to point to each word as you say it. This will reinforce the match between each word on the page and each word that is read. Say: *Every time I said a word, I pointed to it on the page. Watch and listen.* Reread the first sentence. Invite several students to come to the book and read and point as you did. Say: *I am going to count the words in this sentence: 1, 2, 3, 4, 5. There are five words in this sentence.* Repeat as need be.

Writing – Modelled

Model writing the sentence:

I think _____ are the best pets.

Fill in the gap to give your opinion on what sort of pet is best. As you write, talk about the words you are writing and the letters that make up each word. Talk about using a full stop at the end of the sentence to show that the sentence is finished.

Give students a sentence starter (as above) to fill in. They could also draw their favourite pet. Collect the students' writing and display them as a simple bar graph. Talk about the results. Ask: *Which pet did most people say is the best pet? Which pet is the least popular? How many of us liked cats the best?*

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

My favourite pets

You will need: crayons

Draw pictures of your three favourite pets.

1st

2nd

3rd

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Developed by Eleanor Curtain Publishing
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Printed in China through Colorcraft Ltd, Hong Kong
Distributed in Australia & New Zealand by Lioncrest Education
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Distributed in Ireland by Folens Publishers
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www.flying-start-to-literacy.com.au
www.ecpublishing.com.au

ISBN: 978-1-76038-538-5

