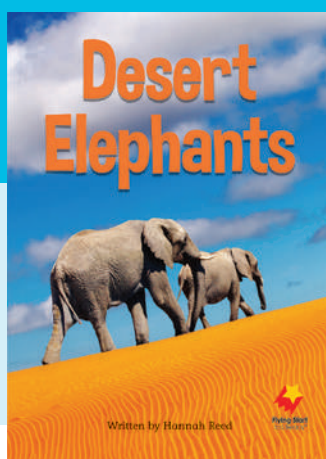


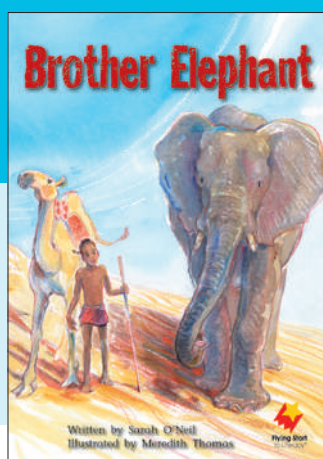
Lesson Plans



Desert Elephants explains how some elephants are able to find enough food and water to survive in the desert.

Running words: 444

Text type: Explanation



In *Brother Elephant*, Jamil is in the desert without water and fears he won't survive. But a clever desert elephant helps Jamil find the water he needs.

Running words: 592

Text type: Narrative

Content vocabulary

Africa camel desert elephant hear/ing rain remember riverbeds senses sniffed smell spears travel trunk village villagers water well

Phonics

- Identifying the schwa sound in unstressed syllables
- Identifying the 'y' making the long /e/ sound

Text features

Desert Elephants

- Contents page
- Chapters with headings

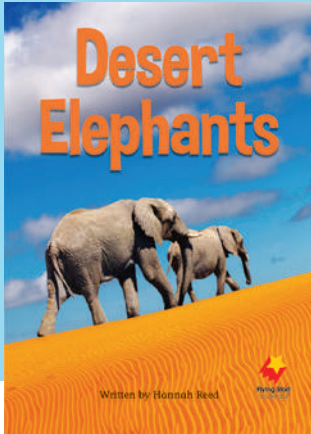
Brother Elephant

- Illustrations and dialogue
- Chapters with headings

Reading strategies

- Integrating information from photographs and text
- Visualising

ELL support	Key concepts	Curriculum link
• Photographs support the explanations in the text. • The main concepts of the book are stated in the introduction and re-stated in the conclusion. • Chapter headings signal content. • Illustrations strongly support the story.	• One type of elephant is able to live in the desert. • Desert elephants know how and where to find water and food in deserts. • Some groups of people live in deserts. • Water is very precious to these people.	• Science: Biological sciences – Living things, habitat



Before reading

Getting ready to read

Encourage students to activate their prior knowledge. Ask: *What do you know about elephants?* List students' responses. Ask: *What do you know about deserts?* Again, brainstorm a list of facts. Ask: *Do you think it is possible for elephants to live in a desert? Why or why not?* Discuss students' opinions.

★ Ask: *What is a desert?* Draw out that a desert is a place that is very, very dry and usually very, very hot. Say: *Most elephants live in forests or grasslands, but some elephants can survive in deserts.* Show students a photograph of a desert elephant. Ask: *How is a desert elephant different from other elephants?*

Vocabulary building

★ As needed, introduce the vocabulary from the book. Give students a time limit of five minutes to record on a T-chart words related to elephants and words related to deserts. Have students share their lists with a partner. Ask: *What is a riverbed?* Explain that it is the channel that a river follows and sometimes it can be dry.

Introducing the book

Give each student a copy of the book. Say: *This book is called Desert Elephants. It explains how some elephants are able to live in a desert in Africa.* Read the contents page. Ask: *What things will this book explain?* Ask students to browse through the book. Ask: *Are you interested in finding out about desert elephants? Why?*

During reading

Ask each student to read the text independently. Monitor students as they read and support them where appropriate. If necessary, ask them to stop reading and remind them to use the reading strategies you are focused on. Encourage students to gain information from both the text and the photographs. Ask: *How does this photograph support what is in the text? How does the photograph help to explain what the text is saying?*

After reading

Talking about the book

Ask 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.

How do desert elephants find enough water to survive in the desert? (Literal)

What makes these elephants unique? How are they different from other elephants? (Inferential)

Are you surprised that elephants can live in a desert? Explain why or why not. (Synthesising)

Would other types of elephants survive in a desert? Why or why not? (Critical)

Reviewing reading strategies

Encourage students to identify what they did to help themselves as readers. Say: *I liked the way you got information from both the photographs and the text. That's what good readers of factual texts do.*

Returning to the book

Provide multiple opportunities for 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

Have students work in pairs and take turns to each read a page. Before they begin, remind them to read fluently so they are easy to understand. Say: *Make your voice clear. Keep it at an even pace and take breaks at the end of sentences and paragraphs.*

Word work

Phonics

Write the words *river*, *water* and *remember*. Ask: *What is the last sound you hear in each word?* Draw out that these words have the same last sound. Say: *This sound is called the schwa vowel.* Add other examples to the list (e.g. *teacher*, *soccer*, *doctor*).

Exploring words

Have students draw a picture of a desert elephant. Ask them to use words from the book to label their picture and write captions to explain how the elephant's body parts help it to find food and water in the desert.

Writing

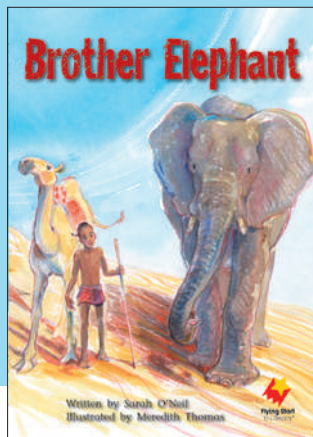
★ Model writing information on a concept map to record facts about desert elephants. Involve the students by asking for their input on what they know about desert elephants.

Have students draw up a T-chart with the headings “How desert elephants find water” and “How desert elephants find food”. Have students use the book to find information to write on their chart.

Sharing and presenting

Have students share their T-charts. Compile students' information by recording it on a large T-chart.

Lesson 2 Brother Elephant



Before reading

Getting ready to read

Encourage students to activate their prior knowledge.

Say: *Imagine that you live in a desert. What would it be like?*

Discuss students' opinions and ideas. Ask: *What could you do if you were in a desert and had no water?* Discuss students' ideas and opinions.

★ Revisit the students' understandings of what a desert is. Explain that some groups of people live in deserts. Ask: *What would be the biggest challenges of living in a desert?*

Vocabulary building

★ As needed, introduce the vocabulary from the book. Write the name *Jamil*. Say: *The main character in the book we are going to read is called Jamil.* Write the words *desert*, *camel*, *elephant* and *village* on the chart. Ask students to turn to a partner and say each word in a sentence, which must also include the name *Jamil*.

Introducing the book

Give each student a copy of the book. Say: *Brother Elephant is a story about Jamil, who is in the desert without water. What might Jamil do when he sees a desert elephant?* Ask students to browse through the book, taking note of the chapter headings and illustrations.

During reading

Ask each student to read the text independently. Monitor students as they read and support them where appropriate. If necessary, ask them to stop reading and remind them to use the reading strategies you are focused on. Encourage students to imagine what the character is going through as they read. For example, ask: *What do you imagine it would be like to walk in the desert like Jamil is? What would you see, hear and feel?*

After reading

Talking about the book

Ask 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.

Why did Jamil not have any water? (Literal)

Why did the villagers call the elephants that visited them brother elephant and sister elephant? (Inferential)

What does this story tell you about living in the desert? (Synthesising)

Could this be based on a true story? Why do you think this? (Critical)

Reviewing reading strategies

Encourage students to identify what they did to help themselves as readers. Say: *I like the way you can visualise what the setting is like and what Jamil is feeling. Good readers are able to “see” the story happening in their mind.*

Returning to the book

Provide multiple opportunities for 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

Have students work in small groups and take turns to each read a page. Say: *When you read Jamil’s words, try to make your voice sound different. Try to sound the way Jamil would sound when saying these words.*

Word work

Phonics

Refer students to page 1. Ask: *What word on this page has the sound? (spears)* Refer students to page 14. Ask: *What word on this page has the long /e/ sound? Write the word finally.* Have students work with a partner to think of other words that have “y” making the long /e/ sound.

Exploring words

Write the word *said*. Say: *This word tells us that someone has spoken.* Ask students to find other words in the book that also do this (*cried, yelled*). Ask: *What other words can be used to signal that a person has spoken? (e.g. whispered, shouted)* Create a list.

Writing

★ Draw up a PMI (plus, minus, interesting) chart. Ask: *What would be good about living in Jamil’s village?* Model writing your thoughts on the chart. Repeat for the other two columns on the chart.

Discuss the setting and the characters in *Brother Elephant*. Ask: *What problem occurred for the main character? How was this problem solved?* Have students complete the Blackline master to show their understanding of *Brother Elephant*.

Sharing and presenting

Ask: *Would you like to live in Jamil’s village?* Have students take turns sharing their answer to this question and their reasons.

Talk about the pair

After students have read both books, ask: *What makes living in the desert difficult? Why are desert elephants able to live in the desert? How did the people in Jamil’s village survive*

in the desert? Students can work further with the books by completing the Activity card provided.

Blackline master

Brother Elephant review

Show your understanding of the book *Brother Elephant* by filling in the chart below.

Characters	
Setting	
Problem	
Resolution	

Give your opinion of the book.

- Did you like it? Why or why not?
- Would you recommend it to others? Why or why not?

Assessment

Can the student identify the characters and setting in the narrative?

Can the student recognise the problem and resolution in the narrative?

Activity card

Elephant Memory



1. Cut out the cards below.
2. Join with a partner. Spread out all of your cards, face down.
3. Take turns to turn two cards over. If the cards are a pair, keep them and have another turn.
4. When all the cards have been matched, count how many pairs you have. The winner is the player with the most pairs.



Big feet

**Good
hearing**

**Good sense
of smell**

**Good
memory**

**Good
endurance**

Trunk



Elephants can hear
rain falling from a
long way off.

Elephants can smell
rain, so they know
where to find water.

Elephants can remember
where rain has fallen
in the past.

Elephants use it to
shake fruit and seeds
out of trees.

These can spread out
so the elephant does
not sink into the sand.

Elephants can travel
long distances to
find water.

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