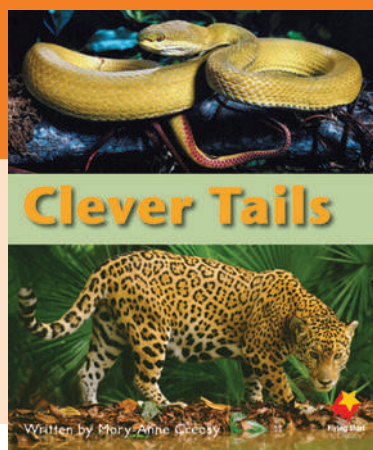


Lesson Plans

Transitional
reading stage

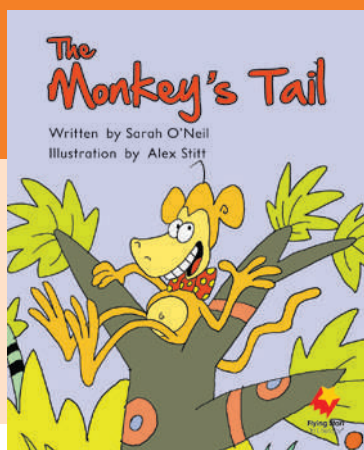
Level 12



Clever Tails is a report on how some animals use their tails to help them to get food.

Running words: 294

Text type: Report



The Monkey's Tail is a story about a monkey who is not happy with his tail. He switches tails with lots of animals until he realises that his tail is the best one after all.

Running words: 320

Text type: Narrative

High-frequency words

New: away back big him near next over than these use want(ed)

Key vocabulary

cat branches claws crocodile drink eat fish food insects jungle mice monkey snake tail water whale worm

Phonics

- Identifying “e” making the long /i/ sound as in *lie, tries*
- Identifying “tch” making the /ch/ sound as in *catch, switched*

Text features

Clever Tails

- Photographic index
- Labelled photographs

The Monkey's Tail

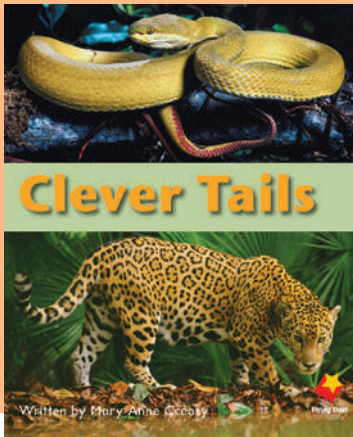
- Words on illustrations indicate action
- Ellipsis
- Dialogue

Reading strategies

- Reading an index
- Reading direct speech and punctuation

ELL support	Key concepts	Curriculum link
- Photographs support the students' understanding of the animal names in the text. - Illustrations support students in following and understanding the plot.	- Many animals have tails. - Some animals use their tails to help them get food. - The structure of an animal's tail relates to the tail's function.	Science: Biological sciences – Living things

Lesson 1 Clever Tails



Before reading

Getting ready to read

Encourage students to activate their prior knowledge. Talk about animals that have tails. Ask students to turn and talk with a partner about all the animals they know of that have tails. Encourage pairs to share their ideas. Ask: *Why do animals have tails?* Make a list of the students' responses.

★ Students could browse through factual texts that contain photographs of animals. Encourage students to find animals in the book that have tails. Talk with the students about the names of the animals as they find them.

Vocabulary building

★ Write the names of the animals discussed in *Clever Tails* (whale, crocodile, scorpion, jaguar, snake, monkey) on a chart. Ask students to turn and talk with a partner about what each animal might use its tail for.

Introducing the book

Give each student a copy of *Clever Tails*. Say: *This is a report about how some animals use their tails to help them get food.* Refer students to pages 2 and 3. Say: *This is the introduction. It tells us what sort of information will be in the book.* Ask: *What animals might be included in the book?* Talk through each double-page spread, introducing the animal and encouraging students to predict how the animal uses its tail to get food. Ask: *How could whales use their tails to get food?* Respond using the structure of the sentences in the text. *Yes, these whales slap the fish with their tail fins.*

During reading

Ask each student to read 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. Look for students who understand the purpose of an index and can use it appropriately. Ask: *What is an index for? Why might you use an index? Can you use the index to find information about snakes in this 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. *How does the whale use its tail to get food? What does the jaguar eat? How does it use its tail to help it catch the fish?* (Literal) *How does the shape, size and appearance of an animal's tail tell you about how the animal uses it?* (Inferential) *Give an example of another animal that could have been in this book.* (Synthesising) *Do all animals with tails use their tails to help them get food? What other reasons might an animal have a tail?* (Critical)

Students could complete the Blackline master (BLM).

Reviewing reading strategies

Give positive feedback on the reading strategies students used as they read the book. If appropriate, comment on how well the students used the index. For example, say: *I see that you know how to use an index. This can help you to find information more quickly. This is a skill that good readers use.*

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 sit knee-to-knee with a partner and take turns to read each double-page spread. Then students could tell their partners one thing they did well as a reader and one thing they did well as a listener.

Word work

Phonemic awareness and phonics

Refer students to page 4 and read the first sentence of the second paragraph. Say: *The word “lie” has the long /i/ sound in it. What letters make this sound in this word?* Refer students to page 12. Say: *There is another word here with the long /i/ sound represented by “ie”. What is it?* Write these two words (lie, tries) on a chart. Students could look through other familiar texts to find words to add to the chart.

Exploring words

Create a T-chart with the headings *Animal* and *What its tail does*. Encourage students to use the text to help you fill in the chart. When it is finished, read over the information. *The animals do lots of different things with their tails. Which words tell us what they actually do?* Underline these words on your chart (e.g. slaps the fish, knocks the animal over, stings the insect, taps the water). Say: *These words tell us what the animals do with their tails. They are called action verbs.*

Writing

Modelled writing

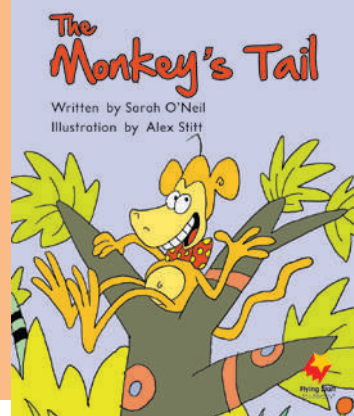
★ On a chart, model writing *Who am I? I have a long, thin tail. I use my tail to jump from tree to tree. I use it to hold on to branches.* Encourage students to guess the answer.

Independent writing

Have students choose one of the animals from the text to write their own “Who Am I?” clues. Encourage students to write two or three clues about the animal’s tail with the answer at the end.

Sharing and presenting

Students could sit in pairs and take turns to read their “Who Am I?” clues to each other. The students could try to guess their partners’ animals.



Before reading

Getting ready to read

Encourage students to activate their prior knowledge. Talk about monkeys and their tails. Say: *A monkey has a long, thin tail. Imagine that a monkey had a different type of tail. What would a monkey look like if it had a crocodile’s tail? What would a monkey look like with a snake’s tail?* Ask students to draw a funny picture of a monkey with another animal’s tail. In pairs, students could talk about their pictures.

★ On the board, draw a picture of a monkey without a tail. Say: *We are going to read a book about a monkey that keeps switching tails with other animals. First he switches tails with a crocodile. What might the animals look like?* Invite a student to draw a crocodile’s tail on the monkey. Continue this until you have covered all the animals in the book (crocodile, big cat [jaguar], snake, scorpion).

Vocabulary building

★ List the characters from the story on the board. Say: *These animals are characters in the story we are going to read. They all have a tail.* Talk about each of the animals and their tails. Ask: *How would you describe this animal’s tail?* Respond using the structure of the sentences in the text. For example, say: *Yes, this monkey has a long, thin tail.*

Introducing the book

Give each student a copy of *The Monkey's Tail*. Say: *This story is about a monkey who isn’t happy with his own tail so he keeps switching tails with other animals.* Talk through the book, encouraging students to make predictions. Ask: *Whose tail does Monkey want now? Why do you think he wants this tail? What is wrong with Monkey’s new tail?* Respond using the structure of the sentences in the text. *Yes, Monkey wants a tail that will swing and knock things over. He wants a tail like Crocodile’s tail.*

During reading

Ask each student to read 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. Look for students who read direct speech and use punctuation to enhance the meaning of the text. *Do students know when they are reading direct speech? Does this show in their voice? Are students aware of how punctuation can change the way direct speech is read?*

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.

What other tails did Monkey try on? What tail did Monkey finish up with? (Literal)

What did Monkey learn about the other animal's tails?

What did he find out about his tail? (Inferential)

What other animals could have been characters in this book? (Synthesising)

Did you learn something from this book? Do you think the author has a message in this story? If so, what might it be? (Critical)

Reviewing reading strategies

Give positive feedback on the reading strategies students used as they read the book. For example, say: *I saw that you were noticing the punctuation when you read. That's what good readers do.*

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

Provide students with materials to make tails for the characters in the book (old stockings, newspaper, etc). Students can act out *The Monkey's Tail*, using the tails as props. Encourage students to read fluently and with expression. *Think how Monkey might say, "I want that tail!" Try to make your voice sound the way that Monkey's voice would sound.*

Word work

Phonemic awareness and phonics

Say: *Let's see how many words we can come up with that have the /ch/ sound in them.* Brainstorm a list of these words. Invite students to browse through the book to find the /ch/ words (switched, branch, twitching). Ask: *In what different ways can the sound /ch/ be represented?* Highlight the words that have the /ch/ sound represented by "tch".

Exploring words

Students could work in pairs and list words that could be used to describe the tails in the book (long, thin, hard, pointy, sharp, etc). Encourage students to share their lists. Make a group chart of "describing" words.

Writing

Modelled writing

★ Ask: *What animal body part would you like to have?* Model writing *If only I had a neck like a giraffe, I could see out of the window without standing up.* Have students talk about which body part they would choose and why.

Independent writing

Have students write about a body part they would like to have. Encourage them to use the frame: *If only I had a _____ like a _____, I could _____.*

Sharing and presenting

Students could sit knee-to-knee with a partner and share their writing about themselves with an animal's body part.

Talk about the pair

Talk about tails. Ask: *Why do animals have different types of tails? What do the animals in these books use their tails for?*

Students could work in a small group to fill in a T-chart with the headings *What Monkey learnt about his tail* and *What we learnt about tails*. Students can work further with these books by completing the Activity card.

Blackline master

Whose tail is this?

Write a sentence next to each photo that explains which animal the tail belongs to and what the animal uses its tail for.

Assessment

Can the student use the text to find relevant information?

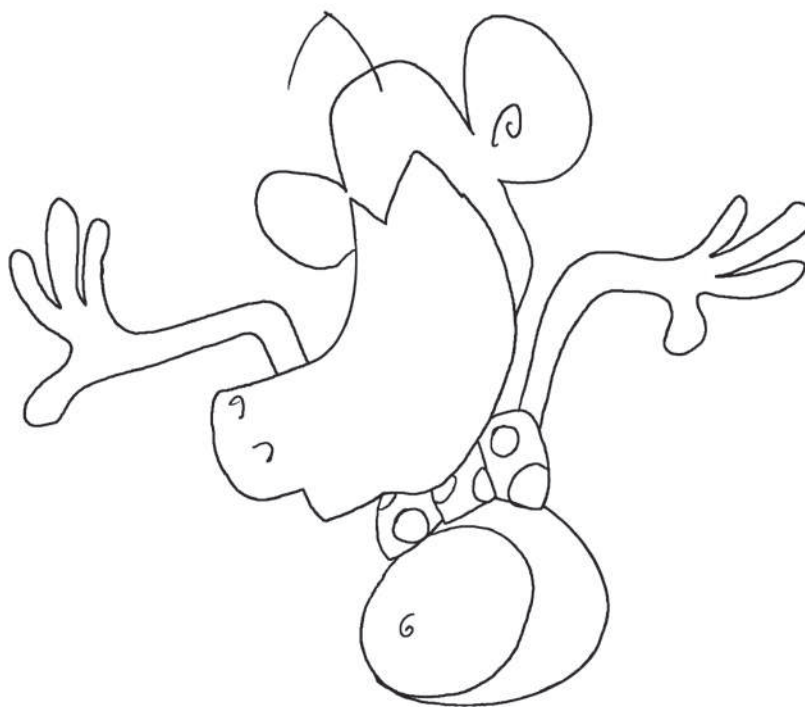
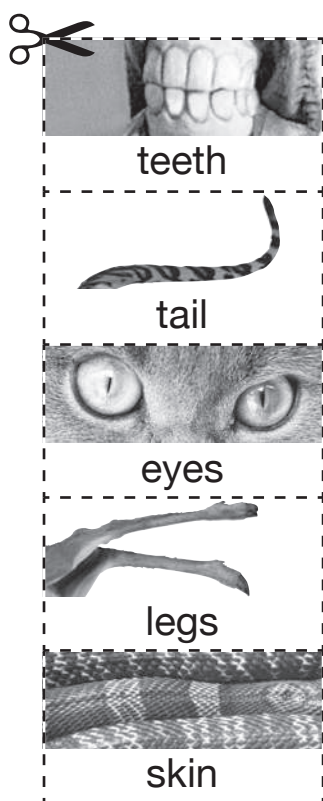
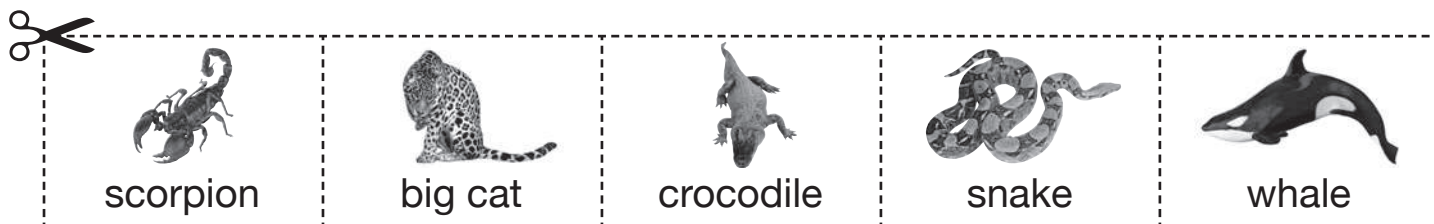
Can the student write complete sentences?

Activity card

Create a crazy monkey



Cut out the cards below and place them in two piles – type of animal and animal body parts. Choose a card from each pile and draw that animal's body part (e.g. whale's tail) on your monkey's outline. Show your crazy monkey to a friend.



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