

Lesson Plans

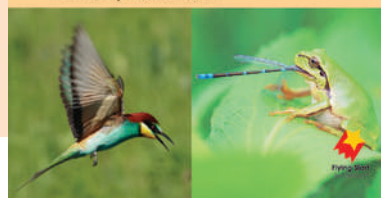
Transitional
reading stage

Level 13



Insect Eaters

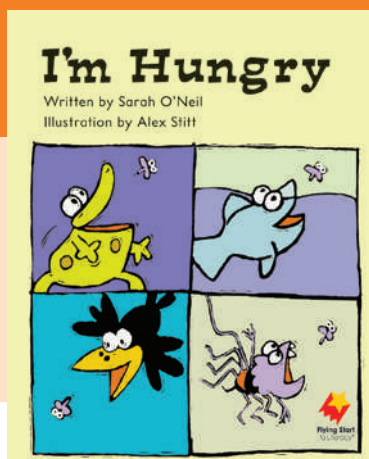
Written by Hannah Reed



Insect Eaters is a report about insect-eating animals. It explains the different ways these animals catch insects to eat.

Running words: 223

Text type: Report



I'm Hungry

Written by Sarah O'Neil
Illustration by Alex Stitt

I'm Hungry is about young animals that think eating insects is yuck! But when a brave little spider tastes an insect, the other animals realise that insects are not so bad.

Running words: 282

Text type: Narrative

High-frequency words

New: don't I'm into made near soon these use water why

Key vocabulary

animals ant lion bee bird catch digs eat fish food frog grabs hungry hunt hunting insects jump shoots silk sticky sting swims trap trapping waiting water web

Phonics

- Identifying digraphs and trigraphs in words as in *eat*, *catch*
- Identifying the /n/ sound represented by "kn" as in *knock*

Text features

Insect Eaters

- Headings
- Labelled photographs
- Photographic summary chart

I'm Hungry

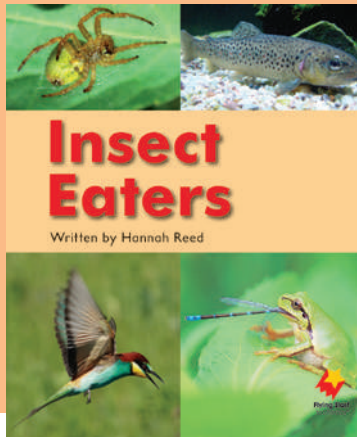
- Dialogue
- Illustrations support and extend the story

Reading strategies

- Reading a summary chart
- Comprehension – being able to read, understand and discuss the plot

ELL support	Key concepts	Curriculum link
• Colour photographs support students' understanding of the text. • The narrative follows a familiar pattern throughout.	• Animals that eat insects have different ways of catching them. • Insect eaters catch insects by waiting for them, trapping or hunting them.	• Science: Biological sciences – Living things

Lesson 1 Insect Eaters



Before reading

Getting ready to read

Encourage students to activate their prior knowledge. Students could turn and talk with a partner about animals they know of that eat insects. Invite students to share their ideas and make a list of insect eaters.

★ Support students by providing them with a range of factual texts that have photographs of animals in them. Use these photographs to ensure that students know the names of the animals that will be discussed in the book.

Vocabulary building

★ Write the words *waiting*, *trapping* and *hunting* on the board. Say: *Waiting, trapping and hunting are three ways that animals catch insects.* Ask students to talk about what these words might mean when thinking about an insect.

Introducing the book

Give each student a copy of *Insect Eaters*. Say: *This book is called Insect Eaters. It explains how certain animals catch insects. The book is organised into sections according to how the animals catch the insects.* Refer students to pages 2 and 3. Say: *This is the introduction. It tells us what information the book will contain. Can you predict what animals will be in the book by looking at the photographs?* Talk through the book. Say: *The heading on this page says "Waiting". It gives examples of animals that wait for insects to come near them before they catch them. What do you think this frog does to catch insects?* Respond using the structure of the sentences in the text. *Yes, this frog sits still and waits for an insect to come near it.*

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 can read the summary chart. Are students aware of the purpose of the summary chart? Can they find information by reading the chart? Ask: *What does this chart tell you? What is the purpose of this chart?*

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.

What different ways of catching insects are explained in this book? (Literal)

Do all fish catch insects in the same way? How do frogs catch insects? (Inferential)

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

Do all animals that catch insects do so in one of the three ways mentioned in this book? (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. For example, say: *I noticed that you used the summary chart to help you make sense of some of the information in the book. Well done.*

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 work in groups to make playdough models of the animals from the book. Groups could then read the book to an audience, using their models to help explain the information as it is read. Encourage students to read fluently. *Try to make your words sound smooth so that it is easy for the audience to understand the information.*

Word work

Phonemic awareness and phonics

Talk about digraphs and trigraphs. Say: *A digraph is a single sound that is made by two letters. A trigraph is a single sound that is made by three letters.* Write the words “waiting”, “trapping”, “hunting”, “catch” and “eat” on the board. Ask students to identify any digraphs or trigraphs in these words. In pairs, students could browse through the book to locate and list other words that have digraphs or trigraphs in them. Share and discuss students’ lists.

Exploring words

Students could choose an animal from the book to focus on. On a piece of paper, they could write down and illustrate the key words that describe the steps the animal takes to catch and eat insects (e.g. frog – waits, grabs, eats). Make a group chart of the key words the students have used.

Writing

Modelled writing

★ Write the words *Waiting*, *Trapping* and *Hunting* on a chart. Ask: *What do you know about animals that catch insects in this way?* Record students’ responses on the chart.

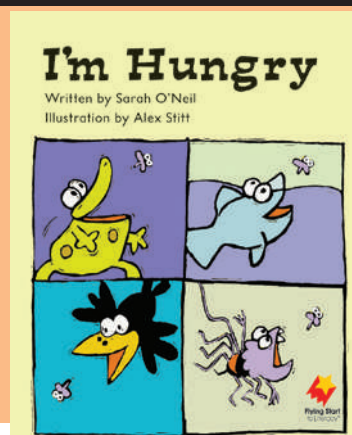
Independent writing

Provide each student with a copy of the Activity card. In pairs, have students take turns to talk about the information about one of the animals on the cards. Students then choose a card and write a sentence about how that animal catches insects.

Sharing and presenting

In pairs, students could present their writing to the group.

Lesson 2 I’m Hungry



Before reading

Getting ready to read

Encourage students to activate their prior knowledge. Talk about foods that the children like to eat and foods that they don’t like eating. Ask: *What foods do you love to eat? What foods do your parents want you to eat that you do not like eating?* Students could turn and talk with a partner about these questions. Ask: *What things do your parents say to you to encourage you to eat foods that you don’t like?*

★ Students could fold a piece of paper in half. On one side they could draw a picture of something they like to eat and on the other side they could draw something they don’t like. In pairs, students could talk about their drawings.

Vocabulary building

★ Write a list of the “little” animals from the story (*the little bird, the little fish, the little frog, the little spider*). Say: *All these animals are in the book we are going to read and they all live near a pond.* Have students draw and label these animals.

Introducing the book

Give each student a copy of *I’m Hungry*. Say: *This is a story about a group of animals that lives near a pond. The little animals are all hungry and their mothers tell them to catch insects to eat, but none of the little animals want to eat insects.* Refer students to pages 2 and 3. *What animals can you see here?* Talk through each page. *Here is a mother fish with a little fish. The little fish is hungry. What might his mother say to him?* Respond using the structure of the sentences in the text. *Yes, the mother fish tells him to catch an insect. She says to knock it into the water and eat it.*

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 plot. Talk with them about what happened in the story. Ask: *What happened in the beginning of the story? What problem did the mothers face? How was this problem solved? How did the story end?*

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.

Which animal was the first to try eating an insect? (Literal)

Why didn't the animals want to eat insects? Why did they change their minds? (Inferential)

What have you learnt about how animals catch insects by reading this story? (Synthesising)

What message do you get from this book? (Critical)

Reviewing reading strategies

Give positive feedback on the reading strategies students used as they read the book. For example, say: *I noticed that you stopped reading when it stopped making sense. What did you think about to help you to fix the problem? 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

In groups, students could make models of the characters from the book. They could use the models to act out the story as they read it. Give positive feedback to students.

Word work

Phonemic awareness and phonics

Ask students to browse through the book to find words that have the /n/ sound in them. Ask: *What letter or letters are used to represent the /n/ sound in the words that you found? Say: The word knock has the /n/ sound at the start of the word. This sound is represented by "kn".* Ask students to talk with a partner about other words that have the /n/ sound represented by "kn". In pairs, students could draw and label four words that have the /n/ sound represented by "kn".

Exploring words

Students could choose a character from the book. On one side of a card they could draw the animal and on the other side they could list words that describe that character and its feelings. In pairs, students could talk about their cards. The cards could be collected and made into mobiles.

Writing

Modelled writing

★ Discuss the advice the mother animals gave to the baby animals. Have the students work with a partner to find the factual information. Model writing a fact about the way one of the animals finds food.

Independent writing

In pairs have students fold a large piece of paper into four and draw a frog, a fish, a bird and a spider in the four quarters. Under each picture have the students write how the animal catches insects. Have students refer to the book.

Sharing and presenting

Students could share their writing and drawings.

Talk about the pair

Ask: *What have you learnt about insect eaters?* Students could work with a partner to fill in a T-chart with the headings *Animal* and *How it catches insects*.

Students can work further with these books by completing the Activity card.

Blackline master

Catching insects

Under each of the headings below, draw and write information about animals that catch insects.

Waiting

Trapping

Hunting

Assessment

Can the student show what he/she knows through writing and drawing?

Can the student categorise information under appropriate headings?

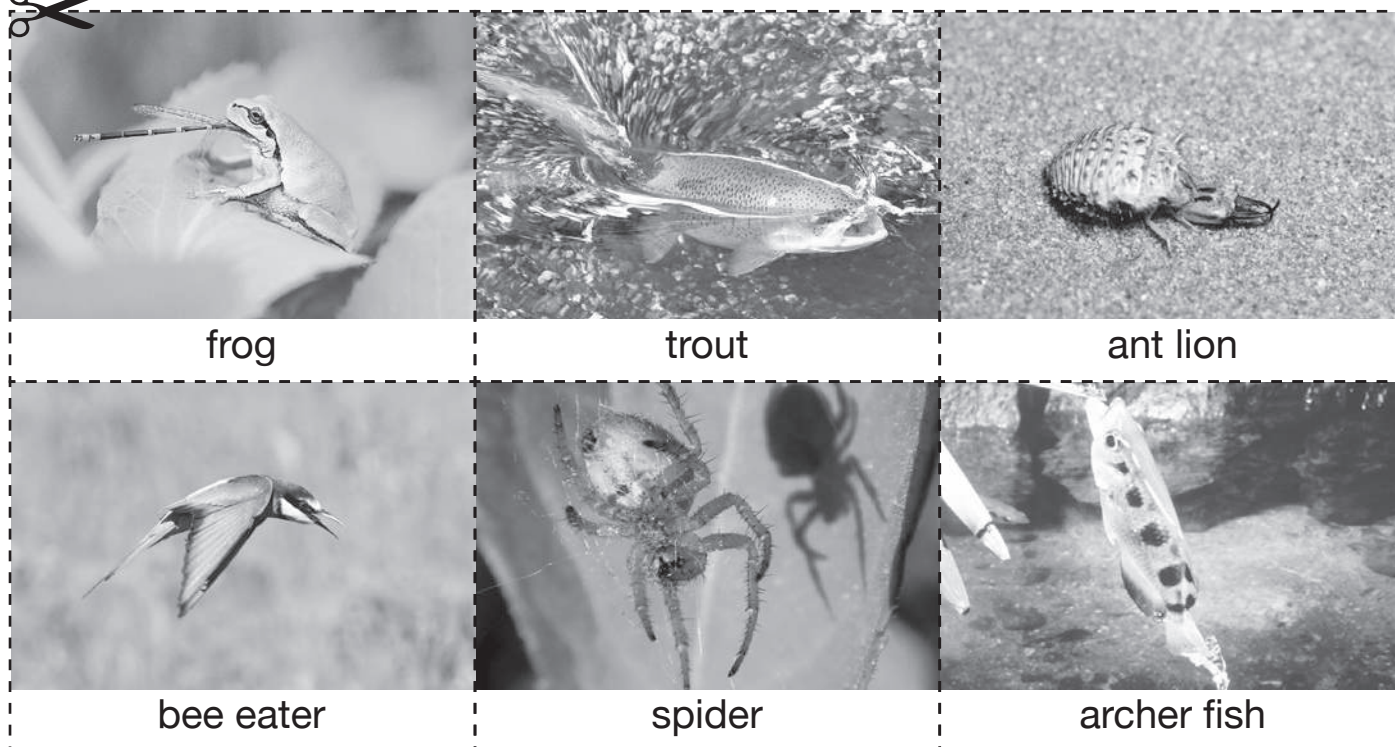
Activity card

Guess my animal



1. Cut out the cards below.
2. Find a partner and place both sets of cards face down in a pile.
3. One person chooses a card. The other person then asks questions to try and find out which animal is on the card.
4. When the animal has been guessed correctly, swap roles with your partner.

Note: Questions must be asked so that a yes or no answer can be given (e.g. *Does your animal have eight legs? No. Does your animal live in water? Yes. Is your animal an archer fish? Yes.*)



Flying Start to Literacy Lesson Plans *Insect Eaters/ I'm Hungry* © 2009–2014 EC Licensing Pty Ltd.

© 2009–2014 EC Licensing Pty Ltd. This work is protected by copyright law, and under international copyright conventions, applicable in the jurisdictions in which it is published. The trademark "Flying Start to Literacy" and Star device is a registered trademark of EC Licensing Pty Ltd in Australia and New Zealand.

In addition to certain rights under applicable copyright law to copy parts of this work, the purchaser may make copies of those sections of this work displaying the footnote: "© 2009–2014 EC Licensing Pty Ltd", provided that: (a) the number of copies made does not exceed the number reasonably required by the purchaser for its teaching purposes; (b) those copies are only made by means of photocopying and are not further copied or stored or transmitted by any means; (c) those copies are not sold, hired, lent or offered for sale, hire or loan; and (d) every copy made clearly shows the footnote copyright notice.

All other rights reserved.



Developed by Eleanor Curtain Publishing

Text: Kerrie Shanahan
Consultant: Susan Hill
Designed by Derek Schneider
Printed in China through Colorcraft Ltd, Hong Kong
Distributed in Australia & New Zealand by Lioncrest Education
Phone: +61 2 4991 2874 email: info@lioncrest.com.au
www.lioncrest.com.au

Distributed in Ireland by Folens Publishers
Phone: +353 1 413 7230 email: info@folens.ie
www.folens.ie

www.flying-start-to-literacy.com.au
www.ecpublishing.com.au

ISBN 978-1-74234-198-9



9 781742 341989