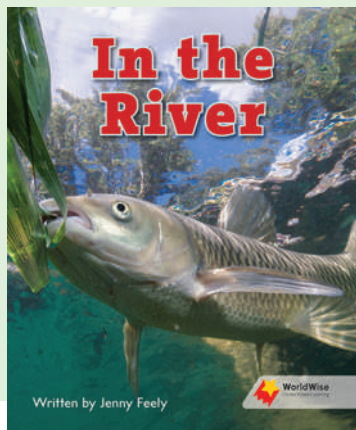


Lesson Plan

**Emergent
reading stage
Level 3**



In the River shows the diversity of living things found in rivers. It also highlights the role of plants in sustaining a healthy ecosystem in rivers.

Running words: 76

Informative text type:
Report

Science Curriculum links

Australia

- **BS (ACSSU002)** Living things have basic needs, including food and water
- **NDS (ACSHE013)** Science involves exploring and observing the world using the senses

New Zealand

- **LW:** All living things have certain requirements so they can stay alive
- **NS:** Linking science to daily life

Key concept

- Living things need food. Many animals eat plants as food.

Content vocabulary

duck, fish, live, lives, plants, river, snail

Text features

- Picture summary
- Photographs
- Simple diagram

Reading strategy

- Matching picture and text

Before reading

Introducing the book

Activate students' prior knowledge. Ask: *Do you know of any animals that live in rivers? What do these animals eat?*

Invite students to talk about this with a partner and then share their ideas with the group.

Provide each student with a copy of *In the River*. Say: *This book is called In the River. It tells about what some animals that live in rivers eat.*

Have students turn to the title page. Ask: *Where do you think this snail lives? What do you think it eats? What other animals might we see in this book?* Invite students to share their ideas.

Have students browse through the book and look at the photographs.

Building vocabulary

Ask: *What words or phrases might be in a book about animals that live in rivers?* Have students talk to a partner and then share with the group. List the words on a chart and invite students to make suggestions about what each word means. Where appropriate, have the students add a drawing to the words on the chart to make the meaning clear. Discuss each word as you list them on the chart. If necessary, introduce the content vocabulary and add these words to the list.

Introducing the reading strategy

Say: *Good readers use all of the information on the page to help them read.* Have students turn to pages 2 and 3. Ask: *What do you see in these pictures? What words do you think you will find on this page?* Read the page together. Say: *Looking at the pictures can help you to work out new words. Use this idea when you are reading today.*

During reading

As each student reads the text independently, monitor and support them where appropriate. If necessary, ask the students to stop reading and remind them to use the reading strategy you are focused on. Encourage students to read from left to right and follow the words to reach the end of the sentence. For example, if a student is stuck on the word *fish* on pages 4 and 5, you could ask: *Can you see anything in the pictures that would help you to work it out? What does the word start with? Would "fish" make sense?*

After reading

Talking about the book

Have students 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 text in the book.

Which animals live in the river? What do they eat? (Literal)

Why are the plants in the river important? What might happen if all the plants disappeared? (Inferential)

Do you know any other places where plants are food for animals? What animals live in these places? (Applied)

Reviewing the reading strategy

Give positive feedback on the strategies the students used as they read the book. Say: *I noticed that you looked at the photos to help when you got stuck on a word. This helped you to work out that the word said "duck". Using all the information on the page is something that good readers do.*

Returning to the book

Provide multiple opportunities for the students to reread and interact with the book – with teacher support, with a partner and independently. Choose activities that are appropriate for your students.

Speaking and listening

Have students sit with a partner. One partner is the “speaker” and the other is the “listener”. Say: *I want you to choose a page in the book to talk about. Tell your partner all that you have learnt from this page. Look at and think about all the information on the page.*

Ask: *What does the animal look like? What is it doing? What did the writing tell you?*

Students then change roles to speak about a different page in the book. Have students take several turns.

Vocabulary

Write the words *duck* and *snail* on a chart. Say: *How many ducks were in the river?* Write the number 1 in front of the word *duck*. Say: *Another duck comes along. How many ducks are in the river now?* Write “2 ducks” under “1 duck”. Repeat several times. Read through the list. Ask: *What do you notice at the end of the word “duck” when more ducks come along?* Draw students’ attention to the addition of “s” at the end to indicate that there is more than one duck. Repeat for the word *snail*.

If students are ready, look at the irregular plural for *fish* (1 fish, 2 fish).

Phonological awareness

Have students turn to page 16. Say: *I am going to read each animal’s name. I want you to listen for the animal that starts with the /f/ sound.* Repeat this, focusing on each of the other animals. Students could practise hearing the sounds by taking turns to play “I-spy”. For example: *I spy with my little eye, an animal that starts with the /f/ sound.*

Phonics

Say: *I am going to read pages 6 and 7. I want you to listen for the words that start with /d/. Ask: Which words have the /d/ sound?*

Write the word *duck* on a chart. Ask: *What sound does “duck” start with? What letter is making the /d/ sound? Do you know any other words that start with /d/?* List these on the chart, having students illustrate them as you go.

Writing

Modelled writing

Say: *I am going to write about another animal that lives in water and eats plants.* For example: “This is a tadpole. It lives in the pond. It eats plants. This food helps it to grow. As it grows it gets legs and becomes a frog.”

Speak aloud as you write on a large chart. Talk about the decisions you make as a writer. For example, you could say: *First I will introduce the animal and where it lives. Then I want to talk about what it eats and why this is important.* As you write, model using the book for phrases and spelling. For example, you could say: *I want to write “This is a”. I know it is in the book. I can look at the book to help me with spelling the words I need.*

Independent writing

Have each student choose an animal that they will write about.

Say: *Draw a picture of the animal you are going to write about eating the plants it needs for food. Then write about this animal. Think about what it eats and why this food is important.*

If students need extra support, provide a sentence starter.

For example: *This is a _____ . It eats _____ .*

Provide a card with the name of the animal on it as needed.

Sharing and presenting

Have students take turns talking about their pictures and their writing. Create a food diagram (see page 16 of the book) to show all the animals that eat plants that the students have written about.

Say: *We have read about and written about many different animals that all need plants.* Ask: *What plants do they eat? Why do they eat different plants? Where do they find the plants they eat? Why are plants important to animals?* Discuss and draw out that all animals need food. They live in places where this food can be found.

Blackline Master: In the River

Name: _____

Write and draw to retell the information from the book.

Use the words in the word bank.

fish	duck	snail	plants
			



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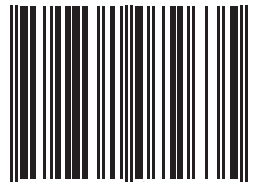


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