

Lesson Plans

**Emergent
reading stage**

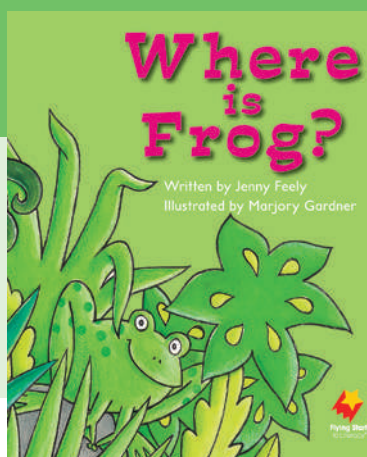
Level 4



This book explores a range of animals that are hard to see because they are the same colour as their surroundings.

Running words: 93

Text type: Report



Three animal friends play hide-and-seek. Frog hides in the green plants and is very hard to find.

Running words: 107

Text type: Narrative

Vocabulary

High-frequency words

a am and but can cannot come here I in is it no on said saw see the there to went where you

Key vocabulary

bird butterfly fish flower/s frog green hid insect ladybird let's orange plants play red sand snake spider tree yellow

Phonics

- Identifying the /s/ sound in initial, middle and final positions
- Identifying the /pl/ sound blend as in *play*, *plants*

Text features

Looking For Animals

Where is Frog?

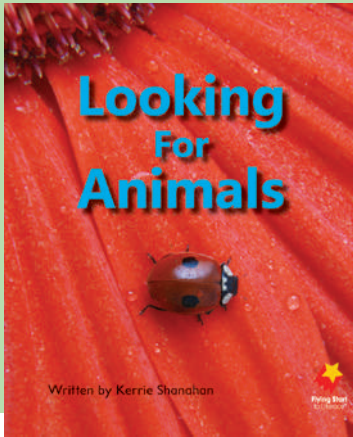
- Index
- Direct speech; illustrations support and extend the story

Reading strategies

- Recognising the pattern of the book
- Matching the text and the pictures

Key concepts	Curriculum link
• Some animals are the same colour as their surroundings. • Animals that are the same colour as their surroundings are difficult to see. This helps them to stay safe from animals that may want to eat them.	• Science: Living Things

Lesson 1 Looking For Animals



Before reading

Getting ready to read

Encourage students to activate their prior knowledge.

Ask: *Can you think of any animals that are hard to see? What makes them hard to see?*

★ Look at some photographs on the Internet of animals that blend in with their surroundings, such as butterflies, grasshoppers and ladybirds. Point to each animal and ask: *What is this animal? Is it easy to see? Why/why not? Say: Some animals go to a place that is the same colour as they are. This makes them difficult to see.*

Vocabulary building

★ As needed, introduce the vocabulary from the book. This can be done using the Vocabulary Starter **Colours**. Refer to the teacher notes on the back of the Vocabulary Starter for ideas on how to use this resource.

Introducing the book

Show the students a copy of the book *Looking For Animals*. Say: *This book is called Looking For Animals. It shows animals that are hard to see because they are the same colour as their surroundings.* Turn to pages 2 and 3. Ask: *What can you see?* Respond using the structure of the sentences in the text. Say: *Yes. There is a green frog on the green plant.* Continue turning the pages and talking about the photographs, using the structure of the sentences in the book.

During reading

Ask each student to read the text independently. Monitor the students as they read and support them where appropriate. If necessary, ask the students to stop reading and remind them to use the reading strategies you are focused on. Check to see if the student has understood the pattern of the book. Ask: *What is the same about each page in this book? How are the words on each page similar? How do they change?* If a student does not notice the pattern, reread a few pages to them. Say: *Listen to the words as I 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 photographs and the text in the book. *Where is the yellow fish? What colour is the snake?* (Literal) *Why are some animals the same colour as their surroundings?* (Inferential) *What other animals could have been in this book?* (Synthesising) *Are all insects the same colour as the plants they go on?* (Critical)

Reviewing reading strategies

Give positive feedback on the problem-solving strategies the students used as they read the book. For example, say: *You showed me that you know the pattern of this book. This helps you to know what words are coming next.*

English Language Learner support: *Looking For Animals / Where is Frog?*

Use the teacher notes on the back of the Vocabulary Starters **Mini Beasts**, **Colours**, **Pets** and **Zoo Animals** to support students who are learning English.

★ These activities are also suitable for English Language Learners.

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

Have students read the book to a teacher or student in a different class and see if that person can find each animal.

Word work

Phonemic awareness and phonics

Write the words *snake*, *insect* and *flowers* on a chart. Ask students to underline the letter in each word that makes the /s/ sound. Ask students to find other words in the book with the /s/ sound. Talk about where the /s/ sound is in each word. Record these on a chart.

Exploring words

Write *There is a green frog* on a chart. Ask: *What word describes the frog?* Draw out that *green* describes the colour of the frog. Ask: *What other words could be used to describe the frog?* (*small, slimy, quiet*) Ask students to think of other words to describe each of the animals in the book.

Writing

Modelled writing

★ Say: *I want to write about another animal that could be in the book. I am going to write about a brown snake.* Write a sentence, using the book as a model: *There is a brown snake on a brown tree.* On a chart, list other animals that could be in the book that might be difficult to see in their surroundings (e.g. blue fish/blue water, red spider/red flower, green bird/green tree, yellow snake/yellow sand).

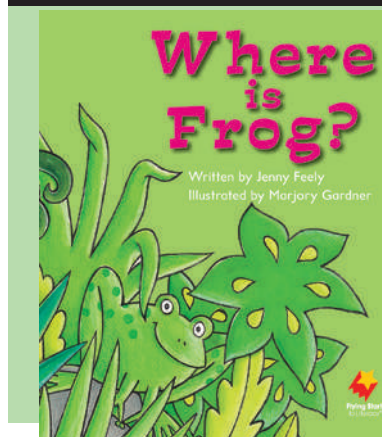
Independent writing

Have students work with a partner to choose an animal from the chart and write a sentence, using the structure of the text as a model. Have them draw a picture of their animal.

Sharing and presenting

Have students take turns to talk about their question. Ask: *What tells us that the sentence is a question?*

Lesson 2 Where is Frog?



Before reading

Getting ready to read

Encourage students to activate their prior knowledge. Ask: *What do you do when you play hide-and-seek? What do the hiders have to do? What do the seekers have to do? How does the game start? Where are good hiding spots? Is it easier to hide in some colours than others? Where might you hide if you were wearing a red jacket?*

★ Provide a red card, a green card and a yellow card, and red, green and yellow counters. Ask students to work with a partner to place a counter on each card. Ask: *Can you see the counter? What makes it hard/easy to see each counter?*

Vocabulary building

★ As needed, introduce the vocabulary from the book. This can be done using the Vocabulary Starter **Colours**. Refer to the teacher notes on the back of the Vocabulary Starter for ideas on how to use this resource.

Introducing the book

Show the students a copy of the book *Where is Frog?* Say: *This story is about Snake, Bird and Frog. They play hide-and-seek together.* Show the students the cover of the book and ask: *Where would be a good place for Frog to hide? Where should Bird hide? What about Snake?* Give each student a copy of the book and have them turn to pages 2 and 3. Say: *I want you to look at the picture. What is it telling you?* Have the students read page 2 together. Talk about how the pictures and the words match. Say: *Good readers make sure that what they read makes sense with the pictures.*

During reading

Ask each student to read the text independently. Monitor the students as they read and support them where appropriate. If necessary, ask the students to stop reading and remind them to use the reading strategies you are focused on. Check that students use the pictures to support their reading. Ask: *Does “Bird went to the red plants” match the pictures? Yes, well done.* Support students to use this reading strategy when they make errors. Ask: *What can you see in the pictures to help you? Does “Bird went to the green plants” match the picture? What would match the picture?*

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.

Where did Bird hide? (Literal)

Why was Frog hard to find? (Inferential)

Why might it be important for Frog to be good at hiding from Snake? (Synthesising)

What other animals could play hide-and-seek like Frog? (Critical)

Reviewing reading strategies

Give positive feedback on the problem-solving strategies the students used as they read the book. Say: *I noticed that you stopped and checked the picture to be sure that you were reading it right. 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

Have the students read the book in small groups, with each student taking on a different role. Have students focus on knowing when it is their turn to read and following with their finger while other students read their parts.

Word work

Phonemic awareness and phonics

Have students turn to page 2. Say: *Can you find a word that starts with the blended sound /pl/?* Have students look through the book to find other words that start with this blend. List these words on a chart.

Exploring words

Have students use the word and picture cards on the blackline master to construct sentences from the book. Have students read their finished sentences to a partner.

Writing

Modelled writing

★ Innovate on the story with the students. Ask: *What might happen in the next round of the game? Where would Snake hide? How would Bird find Snake?* Model writing the story for the students. Have students use the book as a model.

Independent writing

Have students write about other places where the three animals from the story could hide. Provide sentence strips for those students who need extra support. For example:

Frog hid in the _____.

Snake hid in the _____.

Sharing and presenting

Have students share their stories with the class. Talk about how using ideas from other stories can help make your own story stronger.

Talk about the pair

When students have read both *Looking For Animals* and *Where is Frog?*, talk about both books. Compare how

the same information is presented in both books. Have students complete the activity card.

Blackline master

Make a sentence

Cut out the picture and word cards. Use the word cards to make sentences to match the pictures.

Picture cards



Word cards

Bird	Frog	went	to	hid
the	green	red	plants	in

Assessment

Can the student construct a sentence to match each picture?

Can the student read the sentence they have made?

Activity card

Design an animal



Draw a picture of an imaginary animal. Colour in your imaginary animal. List the places where your imaginary animal could hide and the places where it couldn't hide.

My imaginary animal

Places where my animal could hide

Places where my animal could not hide

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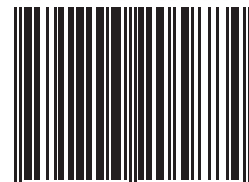


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