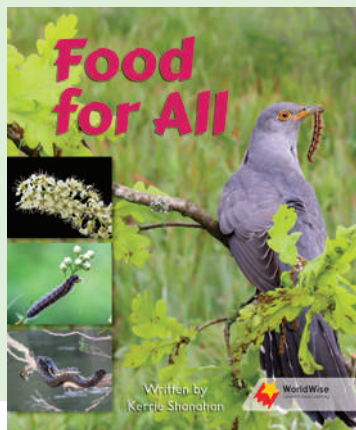


Lesson Plan

**Emergent
reading stage
Level 3**



Food for All describes a simple food chain, explaining what animals eat and what eats them. It poses questions that require the reader to make predictions before finding the answers on the following pages.

Running words: 64

Informative text type:
Description

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

- All living things need food to live and grow. Some animals eat plants. Some animals eat other animals.

Content vocabulary

bird, caterpillar, eat, plant, snake

Text features

- Picture summary
- Photographs
- Simple food chain diagram

Reading strategy

- Reading left to right and return sweep

Before reading

Introducing the book

Activate students' prior knowledge. Ask: *What do animals eat? Do all animals eat the same food? Where do animals get their food?*

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

Provide each student with a copy of *Food for All*. Say: *This book is called Food for All. It is about the food that some animals need to stay alive.*

Have students turn to pages 2 and 3. Read this page together. Turn to pages 4 and 5. Ask: *What food does a caterpillar eat?* 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 the foods that animals eat?* 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 know how writing works. This helps them to read.* Ask: *Where does the writing start?* Have students point to the first word on page 4. Say: *Point at each word in turn to show which way the writing goes.* Ask: *What happens when you get to the end of the line?* Draw out that English starts at the top left of the page and runs left to right, top to bottom.

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, on pages 4 and 5 you could ask: *Now that you have reached the end of the line, where do you go next? Can you run your finger under the words to show which way the writing goes?*

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 animal eats caterpillars? What does the snake eat? (Literal)

Does the snake get to eat the bird? What makes it hard for animals to find food? (Inferential)

What would happen to the bird if the plants all died? (Applied)

Reviewing the reading strategy

Give positive feedback on the strategies the students used as they read the book. Say: *I noticed that you moved your finger along the words in the right direction. This shows me that you know how writing works.*

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, sharing a copy of the book.

Say: *I want you to turn through the book and talk to each other about some things you learnt from reading it. What questions did this book make you think of?*

Then have several students report back to the class. List any questions on a chart. Challenge the students to find out the answer to these questions over the next few days.

Vocabulary

Write the words *snake*, *caterpillar* and *bird* on a chart. Say: *When I say the word “snake”, I am talking about one snake.* Ask: *What word do I use if I want to talk about more than one snake?* Discuss and draw out that the word is *snakes*.

Ask: *What do I add to the word “snake” to write the word “snakes”?* Discuss. Invite a student to add an “s” to the end of the word *snake* so that it becomes *snakes*.

Phonological awareness

Have the students turn to page 16. Discuss how to read a food chain. Point out the arrows and the word *eat* that links each picture. Say: *I’m going to say a sound. I want you to point to the picture that starts with that sound.* Say /c/, then ask: *Which animal begins with the /c/ sound?* Repeat with other sounds such as /p/, /s/ and /b/.

Students could then take turns to say a sound for their partner to identify the matching picture.

Phonics

Have the students turn to page 16. Ask: *Which animal begins with the /c/ sound? What letter is making that sound?* Draw out that the letter “c” represents the sound in *caterpillar*. Ask: *What other words do you know that begin with /c/?* Write these words on a chart (illustrate as needed), separating them into columns according to whether the sound is represented with the letter “c” or the letter “k”. Talk about how letters can be used to represent the /c/ sound.

Writing

Modelled writing

Say: *I am going to write about another place where there is food for all: the pond.* For example: “In this pond there are plants. The tadpoles eat the plants. This little bird eats the tadpoles. But what eats the little bird? This big bird eats the little bird – if it is quick enough!”

Speak aloud as you write on a large chart. Talk about the decisions you make as a writer. For example, you could say: *I am going to use the same order as the book, so I will start with the animal that eats the plants. Then I will tell what eats the tadpoles. I liked that the bird got away in the book, so I will use that too.*

Independent writing

Ask students to talk to a partner about the foods that different animals need. Have each student choose one or more animals to write about.

Say: *Draw a food chain to show which animal eats what. Use this to help you when you write.*

If students need extra support, provide a sentence starter. For example: *The _____ eats the _____.*

Provide a picture dictionary or word list of a range of animals.

Sharing and presenting

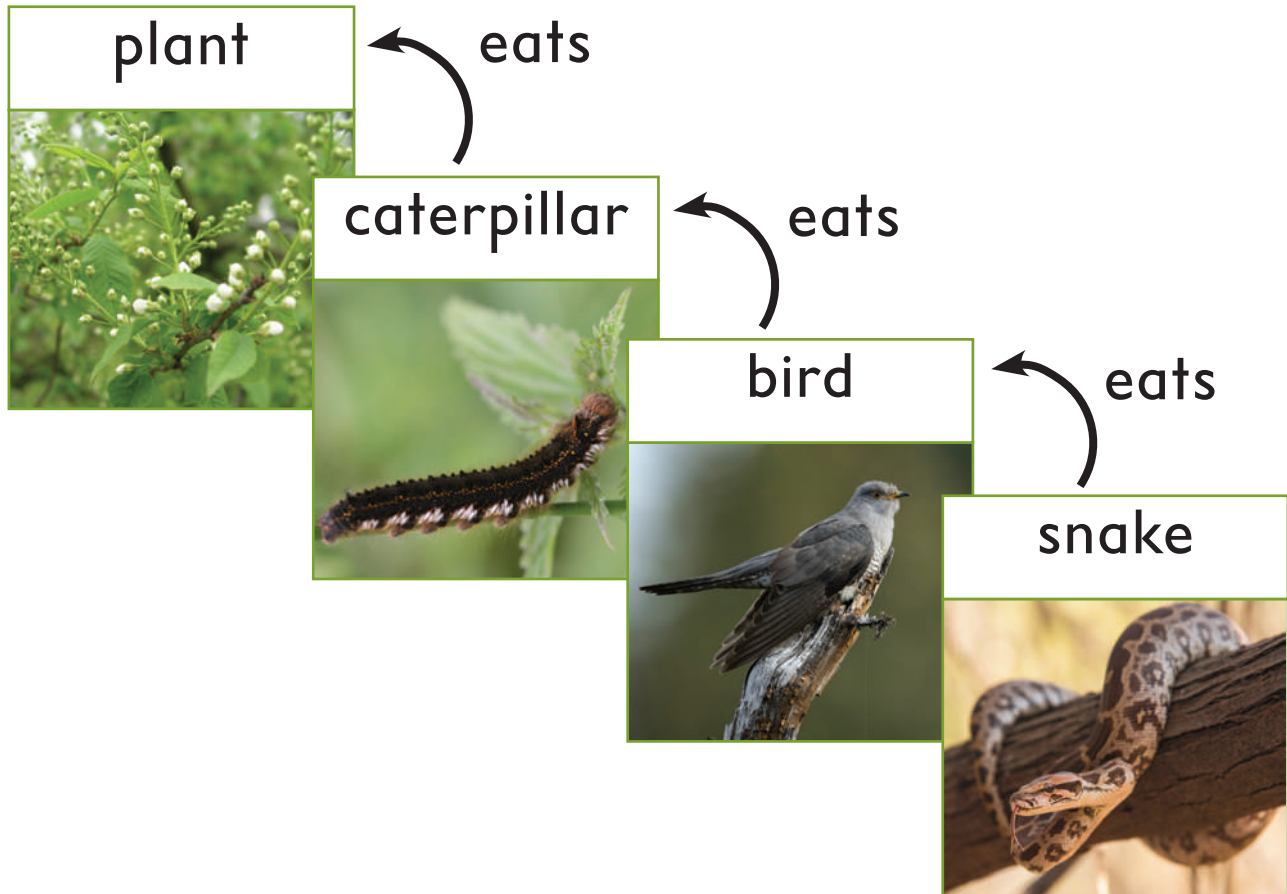
Have students take turns talking about their food chains and their writing. As students share, create a list of the animals on a chart.

Say: *We have read about and talked about what animals need to eat to stay alive. Ask: What do animals eat? Is this fair? What would happen if one kind of animal disappears from the food chain? What would happen to the other animals? What do you think would happen if no animals ate other animals?* Discuss and draw out the interdependence of living things.

Blackline Master: Food Chains

Name: _____

Write about this food chain.



This _____ will eat the _____.

This _____ will eat the _____.

This _____ will eat the _____.

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