

Lesson Plans

Transitional
reading stage

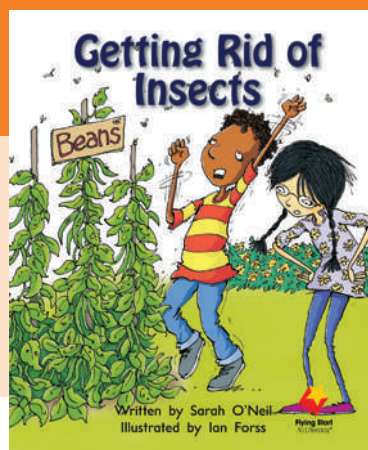
Level 11



Insect Hunt gives directions on how to hunt for and catch insects that live in trees and in ponds.

Running words: 177

Text type: Procedure



In *Getting Rid of Insects*, Sam's garden is overrun with insects. Molly suggests some environmentally-sound ways of getting rid of the insects without harming the plants.

Running words: 268

Text type: Narrative

High-frequency words

New: away find know let's must need off onto put some take through want worked

Key vocabulary

around bag bean branch bucket butterfly net eat/eating flowers grew hunt insect/s ladybirds leaf live plants plastic ponds pumpkin shake sheet smell spray tree write

Phonics

- Identifying the consonant blend /br/ as in *branch*
- Identifying the long /a/ sound represented by the letters "ay" as in *away*

Text features

Insect Hunt

Getting Rid of Insects

- Numbered steps with clear directions
- Labelled photographs
- Dialogue
- Words on illustrations to indicate action

Reading strategies

- Using text features to support comprehension
- Attending to punctuation to support expressive and fluent reading of dialogue

ELL support	Key concepts	Curriculum links
- Clearly stated purpose for each set of directions. - Numbered steps make the order clear. - Photographs show what each direction entails. - Content vocabulary is supported by the context.	- There are safe and humane ways to catch and study insects. - Different insects live in different habitats. - Insects are part of the natural world. - Insects in gardens can be controlled using natural means.	- Science: Living things - Science: Environment



Before reading

Getting ready to read

Encourage students to activate their prior knowledge. Ask: *What insects live in trees? What would you do if you wanted to find out? How could you safely catch these insects?* Have students suggest the steps they would take. List these on the board, using numbered steps.

★ Have students in pairs draw a tree and a pond. Ask them to talk about the features of each place. Ask: *What lives here?* They can write labels on their drawings.

Vocabulary building

★ As needed, introduce the vocabulary from the book. Focus on the active verbs that start each direction (*put, shake, take, tip, look, let, drag*). Look at other words and terms that may be unfamiliar to students, such as *insect, plastic bag, sheet of paper, bucket* and *butterfly net*. Write these on the board and read them aloud. Have students say what they would do with each thing.

Introducing the book

Give each student a copy of the book. Say: *This book tells us how to hunt for and catch insects that live in trees and insects that live in ponds.* Have students read page 2. Turn to pages 4 and 5. Point out the numbers on the steps. Say: *These numbers tell us the order that we should do each thing. Looking out for these numbers helps us catch insects easily and safely.*

During reading

As each student reads 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 are taking note of the numbering on the directions. Ask: *How did you know to read that step first? What do the numbers tell you?* Support students to practise this skill. Have them turn to pages 6 and 7. Say: *Can you point to each step in the right order? What did you look at to know you were right?*

After reading

Talking about the book

Ask the students to 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 the text in the book.

How do you catch insects that live in trees? (Literal)

Why do you need to put the insects back once you have looked at them? (Inferential)

Why do people hunt for and look at insects? (Synthesising)

What things did you learn from this book? What other things about catching insects would you like to know? (Critical)

Return to the steps for catching insects suggested by students at the beginning of the lesson. Compare these with the directions in the book.

Reviewing reading strategies

Give positive feedback on the reading strategies the students used as they read the book. For example, say: *I noticed that you were checking the numbers on the steps as you read. This is what 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.

Developing fluency

Model reading the steps on pages 6 and 7. Point out that when these are read aloud, there should be a pause after the numbers to indicate that a step will follow. Have students take turns to read the steps to a partner. Encourage students to mime the actions as their partner reads them.

Word work

Phonemic awareness and phonics

Write *branch* on the board. Underline the “br”. Ask: *What blended sound do these letters make?* Have students suggest other words that have this consonant blend, such as *bring*, *bright* and *brought*.

Exploring words

Return to the active verbs introduced in the Vocabulary building section. Ask: *What is the same about all of these words?* (They are all verbs – things that you do.) Have students suggest other verbs that are used in directions. Students could act out a word from the list for a partner. Partners point to the word that is being mimed.

Writing

Modelled writing

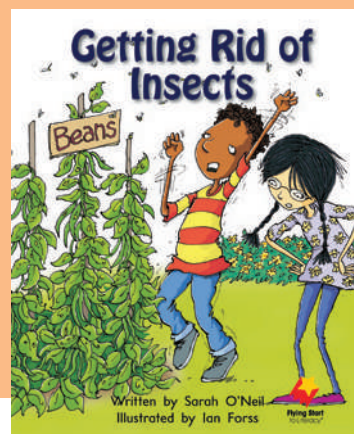
★ Say: *I am going to write some directions.* Think aloud to make explicit your decisions as you create your text. Use numbered steps and active verbs to begin each direction.

Independent writing

Give each student a copy of the Blackline master. Have them write directions for something they know how to do.

Sharing and presenting

Have students read their directions to a partner while the partner mimes the actions. Discuss ways that the directions could be made more clear. Ask: *Were more steps needed? Were the steps clear?*



Before reading

Getting ready to read

Encourage students to activate their prior knowledge. Ask: *Are insects good or bad? Why do you think that?* Propose some scenarios, for example, ask: *Are insects good or bad when you are camping? What about in the garden?* Encourage students to give reasons to support their point of view.

★ Make a list of insects that the students know (ladybird, butterfly, ant, bee, caterpillar). Talk about what each insect looks like.

Vocabulary building

★ As needed, introduce the vocabulary from the book. Write *insect*, *pumpkin*, *beans*, *yellow*, *flowers*, *spray* and *eat* on the board. Talk about the meaning of each word. Ask students to take turns saying a sentence containing two of the words on the list.

Introducing the book

Give each student a copy of the book. Say: *This book is a story about how Sam and Molly got rid of some pesky insects when lots of them began munching and crunching on the beans and pumpkins that Sam and Molly wanted to eat.* Have students turn to pages 2 and 3. Ask: *What does the first sentence start with? What do quotation marks tell us? If you were reading this aloud, how would the punctuation help you to know how to make your voice sound?* Model reading the page expressively.

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 strategies you are focused on. Look for students who are attending to the punctuation to support fluent and expressive reading. Say: *You noticed the question mark and made your voice go up as if asking a question.* Encourage this behaviour. Ask: *What do you see at the end of the sentence? What does this tell you about how Sam's voice would sound?*

After reading

Talking about the book

Ask the students to 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 illustrations and the text in the book.

Why did Sam and Molly want to get rid of the insects? (Literal)

Why didn't they use insect spray to get rid of the insects? (Inferential)

Why was planting yellow flowers and getting ladybirds a good idea? (Synthesising)

Could these ideas work in real gardens? Why or why not? (Critical)

Reviewing reading strategies

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

Developing fluency

Model reading the text expressively and fluently. Say: *I know that Sam is speaking here because I looked at the quotation marks. This helps me to know to make my voice sound like Sam is talking.* Have the students practise fluent reading to a partner.

Word work

Phonemic awareness and phonics

Write *day* on the board. Ask: *What sound does "ay" make in this word?* Have the students look for other words where "ay" makes the long /a/ sound. List their suggestions.

Exploring words

Write *insect spray* on the board. Say: *Both insect and spray are needed to show what the thing is.* *Insect spray is a compound word.* Have the students suggest other words where two words have been combined to make a new word, such as *skateboard*, *sunflower* and *grasshopper*. Students could draw pictures of what each word means separately and what the compound word means.

Writing

Modelled writing

★ Ask two students to have a brief conversation in front of the class. Say: *I am going to write down what these students said.* Demonstrate how dialogue is punctuated in writing.

Independent writing

Have students work in pairs to write a conversation about how they would get rid of insects in their garden. Remind students to start each new speaker with a new paragraph, and to use quotation marks, commas and full stops.

Sharing and presenting

Have students read their conversation to the class.

Talk about the pair

When students have read both books, ask: *What do we know about insects from reading these books? Where do insects live? What do they eat? Are all insects good? Can there be too*

many insects in one place? Students could explore this further by completing the Activity card.

Blackline master

Directions: write and draw

Title: _____

What you need:

What to do:

Step 1. _____

Step 2. _____

Step 3. _____

Assessment

Can the student write simple directions with three or more steps?
Does the student use active verbs at the beginning of each step?

Activity card

Which insects live here?



Write and draw to show which insects you would find in each place.



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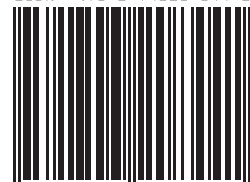
Developed by Eleanor Curtain Publishing

Text: Jenny Feely
Consultant: Susan Hill
Designed by Derek Schneider
Printed in China through Colorcraft Ltd, Hong Kong

Distribution details:
www.ecpublishing.com.au/contact-us

More information:
www.flying-start-to-literacy.com.au
www.ecpublishing.com.au

ISBN: 978-1-74320-844-1



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