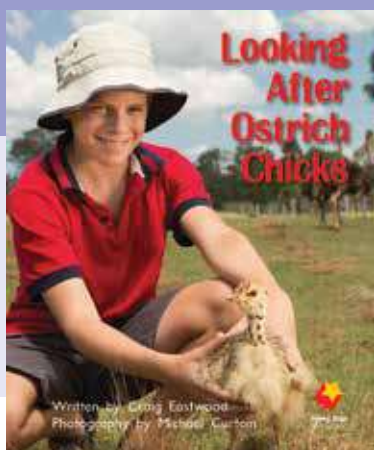


Lesson Plans

Early
reading stage

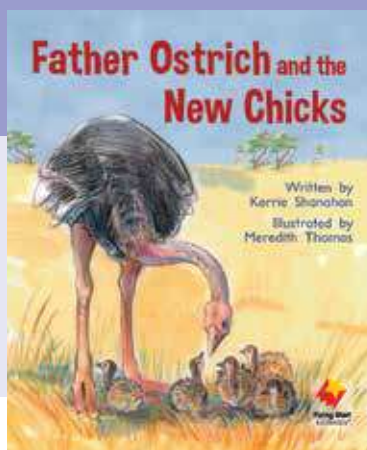
Level 10



Looking After Ostrich Chicks explains how ostriches and their eggs are looked after on an ostrich farm.

Running words: 168

Text type: Explanation



In *Father Ostrich and the New Chicks*, Father Ostrich believes he is looking after his baby chicks well, but he doesn't notice danger lurking behind the trees.

Running words: 217

Text type: Narrative

High-frequency words

New: after eat give just new our

Key vocabulary

chicks drink dry eggs eyes face farm father legs long mother nests nose ostrich peck/s run safe teeth trees

Phonics

- Identifying and locating the /ch/ digraph as in *ostrich*, *chick*, *each*
- Identifying the long /e/ sound as in *eat*, *feed*, *teeth*

Text features

Looking After Ostrich Chicks

Father Ostrich and the New Chicks

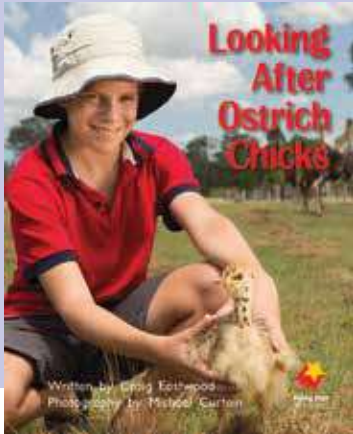
- Factual explanatory text
- Dialogue; exclamation marks

Reading strategies

- Self-monitoring
- Using picture cues to confirm

ELL support	Key concepts	Curriculum link
- Photographs support the introduction of new concepts. - Main characters are introduced on the first page. - There is a clear problem and solution.	- Ostrich chicks hatch from eggs. - Ostriches can be farmed. - Ostrich eggs and chicks need specialised care on an ostrich farm. - In the wild, it is mainly the father ostrich that looks after the chicks.	Science: Living things

Lesson 1 Looking After Ostrich Chicks



Before reading

Getting ready to read

Encourage students to activate their prior knowledge. Ask: *What animals might you see on a farm?* Show students a picture of an ostrich. Say: *This bird is an ostrich. Ostriches can be kept on farms.* Ask: *What food do ostriches eat? What other needs might ostriches have? How would they be taken care of?* Students could talk to a partner about how ostriches might be taken care of on a farm.

★ Make a chart with the headings *ostrich egg*, *chick hatching from egg*, *young chick* and *adult ostrich*. Turn to the photographs in the book that show these stages. For each stage, ask: *Does the ostrich egg/chick/adult need to be looked after?* Record the students' ideas on the chart.

Vocabulary building

★ As needed, introduce the vocabulary from the book. Ask: *What words might you find in a book about ostrich farms?* Make a list of students' suggestions.

Introducing the book

Give each student a copy of the book. Say: *This book is called Looking After Ostrich Chicks. It tells us what is done on an ostrich farm to take care of the eggs and the chicks.* Talk through the book. Encourage students to make predictions by looking at the photographs. For example, on pages 2 and 3, say: *This boy helps on the ostrich farm. What can you see in these photographs?* Respond using the vocabulary used in the text. Say: *Yes, baby ostriches are called chicks. This boy helps to look after them.*

During reading

As each student reads the text independently, monitor and support them where appropriate. If necessary, ask students to stop reading and remind them to use the reading strategies you are focused on. Encourage the students to monitor their own reading. If students are not doing this and are not reading for meaning, say: *Did that sentence make sense? Reread and check that what you are reading makes sense.*

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.

Why are the new chicks put under lamps? (Literal)
Why are the baby chicks fed six times a day? (Inferential)
How are ostrich farms similar to other types of farms? How are they different? (Synthesising)
How might the author have found out about ostrich farms? (Critical)

Students could complete the Blackline master.

Reviewing reading strategies

Give positive feedback on the reading strategies the students used as they read the book. For example, say: *I like the way you make sure that what you read makes sense. When it doesn't, I notice that you reread to make meaning.*

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

Students could record themselves reading using an audio recording device, then listen to their recording. Ask: *Is your voice smooth and easy to understand?*

Word work

Phonemic awareness and phonics

Write *ostrich* on the board. Ask students to turn to a partner and say all the sounds in the word. Ask a student to underline the letters in the word that make the /ch/ sound. Ask students to look through the book and other familiar texts to find words with the /ch/ sound.

Exploring words

Write the following sentence on a strip of paper: *We put them under lamps so they will not get too cold.* Cut the word *so* out of the sentence. Ask a student to put the sentence “back together”. Say: *The word so in this sentence joins two parts of the sentence together. This type of word is called a conjunction.* Repeat this activity with other sentences that have conjunctions.

Writing

Modelled writing

★ Ask: *Would you like to live on an ostrich farm? Would you like to help look after ostrich chicks?* Discuss students’ opinions. Model writing an opinion on why you would or would not like to take care of ostrich chicks on a farm.

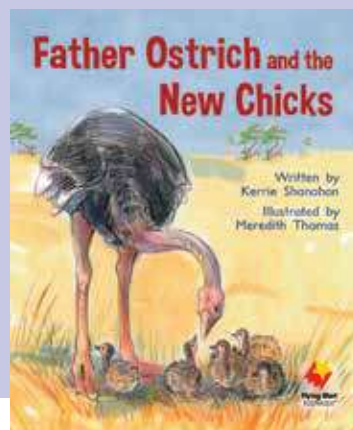
Independent writing

Students write an opinion piece about whether they would or would not like to look after ostrich chicks on a farm. Encourage students to use evidence from the book to justify their opinion.

Sharing and presenting

Students sit in a circle and take turns sharing their writing.

Lesson 2 Father Ostrich and the New Chicks



Before reading

Getting ready to read

Encourage students to activate their prior knowledge.

Ask: *Do all baby animals get looked after, or taken care of, by their parents? Which ones do? Which ones don't?* On a T-chart, list examples of those that do and those that don't. Say: *When baby ostrich chicks hatch, it is mainly the father ostrich that looks after the new chicks.*

★ Write the words *legs, eyes, nose, face* and *teeth* on a chart. Show students photographs of animals that show each of these body parts. Ask them to work in pairs to draw an animal such as a hyena and to label the body parts.

Vocabulary building

★ As needed, introduce the vocabulary from the book. Ask: *What things would a father ostrich have to do to make sure his new chicks are well taken care of?* Students could talk with a partner about this and then offer their ideas. Make a list, including key vocabulary from the book, such as *eat, run, eggs* and *dry*.

Introducing the book

Give each student a copy of the book. Say: *This book is called Father Ostrich and the New Chicks. It is about a father ostrich that is keeping his new chicks safe.* Ask students to browse through the book. Ask: *Did you notice any dangers to the chicks?* Discuss. Talk through the book, asking students to make predictions by looking at the illustrations. For example, ask: *What are the chicks doing? What is hiding behind the tree? What part of this animal can you see?*

During reading

As each student reads the text independently, monitor and support them where appropriate. If necessary, ask students to stop reading and remind them to use the reading strategies you are focused on. Encourage students to use the pictures to confirm that what they read is correct. Observe students who do this. Ask: *How did you know that word was teeth? Where on the page did you look to make sure of this?*

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.

How did the new baby chicks get dry? (Literal)

Why didn't the father ostrich see the hyena hiding behind the tree? (Inferential)

What other animals hatch out of eggs and need to be taken care of by their parents? (Synthesising)

Do you think that Father Ostrich was a good parent? Explain. (Critical)

Reviewing reading strategies

Give positive feedback on the reading strategies the students used as they read the book. For example, say: *I like the way you made sure that the word you read was right. I noticed that you looked at the pictures to check this. Good job.*

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

Students could perform the book as a play, reading and acting out the book in parts (Mother Ostrich, Father Ostrich, hyena, chicks and narrator).

Word work

Phonemic awareness and phonics

Write *eat* and *teeth* on the board, with the letters underlined as shown. Ask: *What sounds do these words have? How is the /e/ sound represented?* List other words with the long /e/ sound.

Exploring words

Refer students to page 11. Ask: *What word is used to describe the hyena's teeth?* Say: *The word long is an adjective that describes the teeth.* Refer students to page 3. Ask: *What words could have been used to describe the hyena's legs?* List students' ideas. Repeat with pages 5, 7, and 9.

Writing

Modelled writing

★ Model writing a story about Father Ostrich and his chicks. For example: *One day, Father Ostrich took the chicks to the lake. "Have a drink," he said. The chicks drank. But on the edge of the lake, a lion was watching. It leapt out at the chicks. Father Ostrich flapped his wings and kicked his legs. The lion ran off and the chicks were safe.*

Independent writing

Have students write and illustrate a narrative using Father Ostrich and his chicks as the characters in the story.

Sharing and presenting

Collect the stories and create a class book to share.

Talk about the pair

When students have read both books, ask: *What do you know about the needs of baby ostriches?* List students' responses. Ask pairs of students to write a statement of

fact about ostrich chicks on a long strip of paper. Share statements and create a display. Students can work further with these books by completing the Activity card.

Blackline master

What happens next?

Cut out the pictures. Paste them onto a long strip of paper in the correct order.

Write a caption under each picture that describes what is happening.



Assessment

Can the student sequence the pictures in an appropriate order?

Can the student write a sentence that relates to the picture?

Activity card

The growing chick game



You will need: a dice

What to do:

1. Cut out your marker.
2. Take turns to roll the dice.
3. To start, you must roll a number 1, then put your marker in square 1.
4. To move to square number 2, you must roll a 2.
5. Then roll a 3, a 4, a 5 and a 6 to move from square to square.
6. The first player to reach square 6 is the winner.



1		2		3	
	Egg hatches		New chick		Chick gets dry
4		5		6	
	Chick eats		Chick gets bigger		Ostrich has grown up and has eggs

Flying Start to Literacy Lesson Plans *Looking After Ostrich Chicks / Father Ostrich and the New Chicks* © 2014–2018 EC Licensing Pty Ltd.

© 2014–2018 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: "© 2014–2018 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

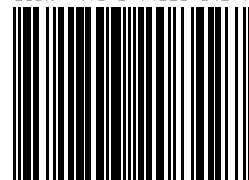
Distribution details:

www.ecpublishing.com.au/contact-us

More information:

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

ISBN: 978-1-74320-842-7



9 781743 208427