

Lesson Plans

Early
reading stage

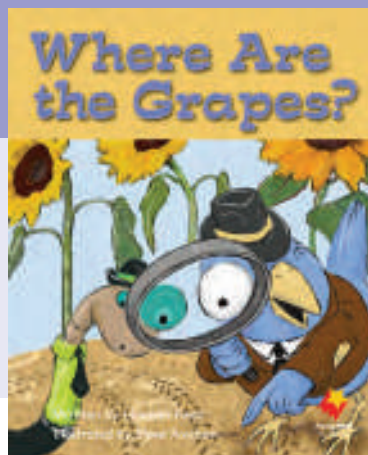
Level 7



Insects is a puzzle book that asks the reader to decide if an animal is an insect, based on whether or not it has six legs.

Running words: 178

Text type: Explanation



Where Are the Grapes? is a detective story in which Bird and Worm follow clues to discover which insect has taken the grapes.

Running words: 188

Text type: Narrative

High-frequency words

New: all an do has have know
no not one which would

Key vocabulary

animals ant bee bird Bird butterfly crack eight grapes
insect ladybird legs mud six spider tracks two wings Worm

Phonics

- Use of “s” inflection on words as in *grapes*, *insects*
- Identifying the “wh” consonant digraph as in *where*

Text features

Insects

Where Are the Grapes?

- Questions and answers; photographs support the text
- Illustrations support and extend the text; dialogue

Reading strategies

- Using the pattern of the text
- Inferring

ELL support	Key concepts	Curriculum link
• Insects’ features are explained and related vocabulary is developed. • Language of classification is explored.	• Animals can be classified by physical characteristics. • All animals with six legs can be classified as insects. • Some insects have wings.	• Science: Biological sciences – Living things



Before reading

Getting ready to read

Encourage students to activate their prior knowledge. Talk about insects. Refer to the Vocabulary Starter **Mini Beasts**. Ask: *How many legs does each animal have? How many wings does each animal have? Do all animals have the same number of legs? Do all animals have wings?* Say: *An ant is an insect. So is a bee. What is the same about these animals? Which other animal do you think is an insect?*

★ Ensure that each student is clear about the name of each animal on the Vocabulary Starter. Refer to the teacher notes on the back of the Vocabulary Starter for ideas on how to use this resource further.

Vocabulary building

★ Using the Vocabulary Starter **Mini Beasts**, look at the features of the ant. Add labels (“no wings”, “six legs”, “insect”) using sticky notes. Repeat this with the bee, butterfly and spider, adjusting labels as needed. Refer to the teacher notes on the back of the Vocabulary Starter for more ideas on how to use this resource.

Introducing the book

Give each student a copy of the book *Insects*. Say: *This book is a puzzle book. It tells us what insects are like and then asks us to decide if a range of animals in the book are insects or not.* Turn to pages 2 and 3 and read the text together. Ask: *What is the same about all insects? What animals are insects?* Point out the question on page 3. *This book has a question to think about before you turn the page.* Point out the question mark and talk about its use. Discuss student’s opinions about whether a butterfly is an insect or not. Focus on the number of legs the butterfly has.

During reading

Ask each student to read the text independently. Monitor students as they read and support them as needed. If necessary, ask them to stop reading and remind them to use the reading strategy you are focused on. Check that students are using the puzzle book pattern. Ask: *How does this book work?* Point out an odd-numbered page. Ask: *What do you expect to happen on this page?* (The question: “Is a _____ an insect?”) Ask: *What will be on the next page?* (The answer will be there.)

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.

What do all insects have? (Literal)

What animals are insects? (Inferential)

Why is it helpful to group animals as insects? (Synthesising)

Why did the author write this book as a puzzle book? Was this a good idea? Why? Why not? (Critical)

Reviewing reading strategies

Give positive feedback on the reading strategies students used as they read the book. For example, say: *You used the question-and-answer pattern as you were reading this book. Well done.*

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 work in cooperative pairs to read the book. Students could take turns to read the questions and answers. Invite students to give each other feedback about the positive things they are doing in relation to fluent reading. *You could say to your partner, “I liked the way you made it sound like talking”.*

Word work

Phonemic awareness and phonics

Ask students to turn through the book to locate and list all the words that end in “s” (wings, legs, insects). Discuss how adding “s” to these words indicates that there is more than one. Have students work in cooperative pairs to list any other words in the book that can have “s” added in this way (bird, bee, butterfly, ant, worm, spider). Point out the need to change the spelling of butterfly when the “s” is added. Students could look through familiar books for other words like this, then add them to their lists.

Exploring words

Ask students to work in pairs and use magnetic letters to make the words that appear on the Blackline master (BLM). Alternatively, students could take turns to read a word from the BLM for their partner to make with the letters.

Writing

Modelled writing

★ Work with students to write a group puzzle book about other insects (e.g. grasshoppers, beetles, stick insects, stink bugs). Invite students to contribute to the book, using their knowledge of high-frequency words. For example, say: *The sentence starts with the word they. Who can write they on our chart?* Encourage students to identify sounds within words. For example, ask: *Who can hear the sounds in beetle? Which letters can make the long /e/ sound?*

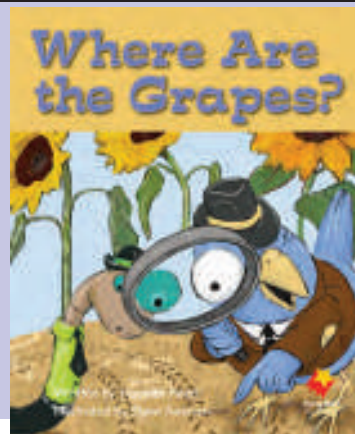
Independent writing

Ask students to choose one insect they know about, then to draw and write about that insect.

Sharing and presenting

Ask students to share the books that they have made with the group. Review how puzzle books work.

Lesson 2 Where Are the Grapes?



Before reading

Getting ready to read

Encourage students to activate their prior knowledge. Give each student some playdough and ask them to flatten it out to make a disc. Ask each student to select one plastic animal without showing other students what it is. They can then use that animal to make tracks across the playdough. Have students sit knee-to-knee with a partner and try to work out which animal their partner has used to make the tracks.

★ Demonstrate how imprints can be made in the playdough as an animal is pressed down. Ensure that the students understand the use of the word “tracks”.

Vocabulary building

★ Refer to the labels that were made in Lesson 1, Vocabulary building. Say: *These words will be useful when reading the next book.* Read through the words with students.

Introducing the book

Give each student a copy of the book *Where Are the Grapes?* Say: *This book is a story about how Bird and Worm follow tracks in the mud to find out who has taken the grapes.* Turn through the book, discussing the tracks that are seen and who may have made them.

During reading

Ask each student to read the text independently. Monitor students as they read and support them as needed. If necessary, ask them to stop reading and remind them to use the reading strategy you are focused on. Check each student's ability to make inferences. Ask them to pause at the end of each double-page spread and ask them questions. For example, after pages 4 and 5, ask: *Why does Bird think that the animal that made the tracks has the grapes?*

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 the tracks lead to? (Literal)

Who ate the grapes? (Inferential)

What did the ants do that helped Bird and Worm to solve the mystery? (Synthesising)

Why do you think the author chose to write this book as a mystery? (Critical)

Reviewing reading strategies

Give positive feedback on the reading strategies students used as they read the book. For example, ask: *What are some of the things you did that helped you make sense of this book?*

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.

Developing fluency

Ask students to work in cooperative groups to practise and perform a readers' theatre of the book. Students can allocate roles: Bird, Worm and a narrator.

Word work

Phonemic awareness and phonics

Write the word "where" on the board. Ask: *Which letters are making the "w" sound in this word?* Students could look through familiar books and simple picture dictionaries to find other words that use "wh" to represent this sound.

Exploring words

Provide magnetic letters and make high-frequency word cards for the students (using the list on the front of these Lesson plans). Students could make these words with the magnetic letters. Then students could work in pairs with one student making the word but leaving one letter out (e.g. wh_re). Their partner could then finish the word.

Writing

Modelled writing

★ Ask students to talk about how Bird and Worm might have felt at the start and at the end of the story. Write these ideas on a chart. Invite students to contribute to the chart, using their knowledge of high-frequency words. For example, ask: *Who can write where on our chart?* Encourage students to identify sounds within words. For example, say: *We need to write the word surprised. Who can hear the sounds in surprised?*

Independent writing

Ask students to draw and write about their favourite part of the book.

Sharing and presenting

Talk about the things that students have learned about reading through doing the activities above.

Talk about the pair

Have students sit knee-to-knee and talk about what they have learned about insects from reading *Insects* and *Where Are the Grapes?* Each pair could then compare the books to see which information is contained in

both books and which information is only in one book. Students can work further with these books by completing the Activity card.

Blackline master

Insect words

Draw pictures to match each word. Cut out the word cards and make the same words using magnetic letters.

		
insects	wings	six
legs	spider	worm
butterfly	ladybird	bee
ant	bird	

Assessment

Is the student able to read each word?

Can the student accurately make the word with magnetic letters?

Activity card

Insect inventions

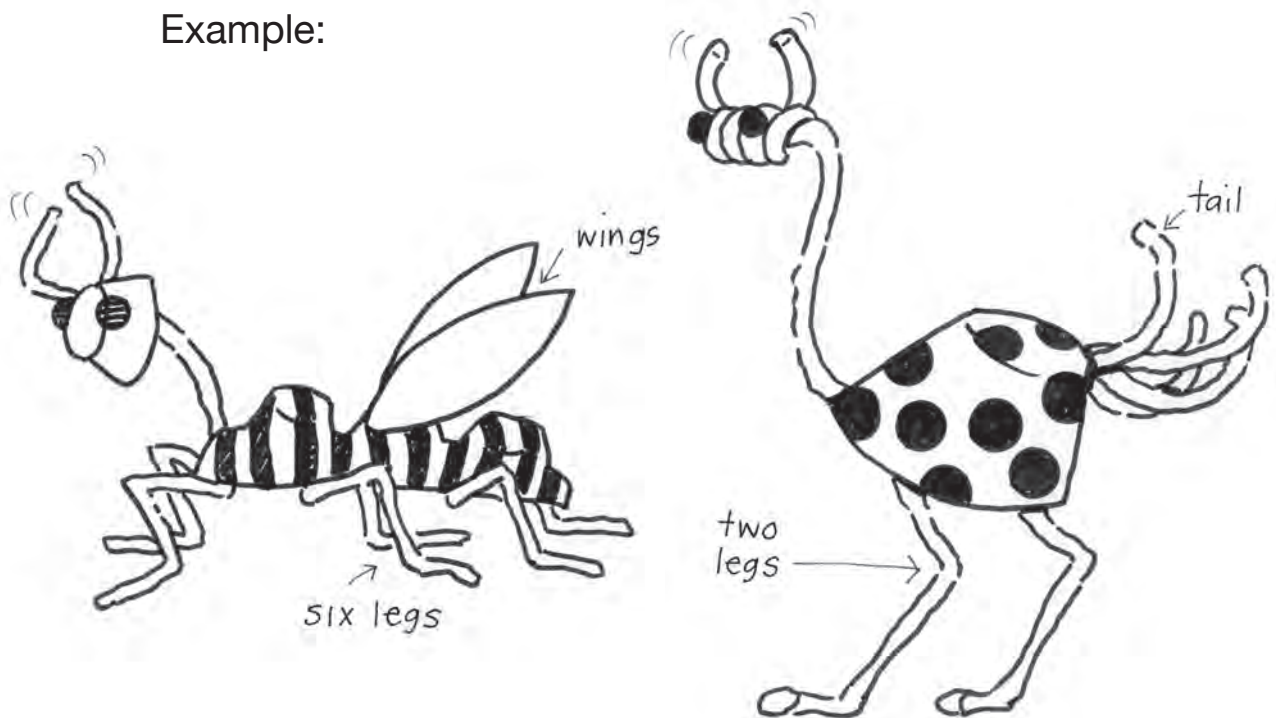


You will need:

Pipe cleaners, egg cartons, scraps of fabric and coloured paper, glue and scissors.

Invent two animals – one insect and one that is not an insect. Write a description of each animal telling why it is or is not an insect.

Example:



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