

Lesson Plan

**Emergent
reading stage
Level 4**



Food for My Pets explains what a girl feeds her pet cat, dog and hen. She describes the food that each animal likes to eat. The photographs show other things that the girl provides for her pets.

Running words: 91

Informative text type:
Report

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

- Pets are living things. They need food and water to survive.

Content vocabulary

apples, bones, cat, dog, drink, eat/eats, food, hen, pet/pets, water, watermelon

Text features

- Photographs

Reading strategy

- Asking and answering questions

Before reading

Introducing the book

Activate students' prior knowledge. Ask: *Do you, or someone you know, have a pet? What animals do people keep as pets? How do you look after pets?*

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 My Pets*. Say: *This book is called Food for My Pets. It is about a girl who has three pets. The girl explains what she feeds her pets.*

Have students turn to the title page. Ask: *What are these animals called? What questions do you have about these pets?* List these on a chart. Ensure that students know that the hen is called a "hen" in the book, rather than a chicken. 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 food for pets?*

Have students talk to a partner and then share with the group. List the words on a chart and invite the 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 read to find answers to their questions.* Have students refer to their questions that were listed on the chart when introducing the book. Focus on one question, such as: *What do hens eat?* Say: *As you read, look out for anything in the photographs and text that answers that question.*

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 consider whether the photographs provide information that answers one of their questions. For example, on pages 14 and 15 you could ask: *Is there any information here that tells us what hens eat? What other information is on the page?*

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.

What food does the cat eat? What does the hen like to eat? (Literal)

What does the girl need to do to look after her pets? How does the girl feel about her pets? (Inferential)

Would you like to have one of the animals in the book for a pet? Why or why not? (Applied)

Reviewing the reading strategy

Give positive feedback on the strategies the students used as they read the book. Say: *You found answers to your questions by reading the book. Asking and answering questions as they read is something that good readers do.* Ask: *Did reading the book make you think of new questions?*

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. One student is the “speaker” and the other is the “listener”. Say: *Talk about the things you learnt about keeping pets from the book. Were there things that you didn't know? What is your opinion about keeping pets after reading the book?*

Students then change roles and share their thoughts and ideas.

Vocabulary

Write the heading “Pets” on a chart. Ask: *What animals were pets in the book? What other animals can be pets?* List students' suggestions on the chart.

Ask: *What food would each of these pets need?* List these on the chart too.

Have students turn and talk to a partner to use the words from the chart in sentences. For example, they could choose an animal and a food, and make up a sentence. Using the words *cat* and *watermelon*, they might say: *Watermelon is not good food for a cat. Watermelon is good food for a hen.*

Phonological awareness

Say: *I am going to say the name of one of the animals in the book. I want you to listen carefully to each sound in the animal's name.* Ask: *How many sounds are there in “cat”?* Say the word again, slightly exaggerating each sound: /c/, /a/, /t/. Repeat with *dog* and *hen*.

Phonics

On a chart, write the sentence “My pet is a cat.” Invite a student to read the sentence.

Ask: *What sounds do you hear in the word “cat”?* *What sound does the letter “a” make in the word “cat”?* Discuss and draw out that “a” makes the short /a/ sound.

Ask: *What other words have “a” making the /a/ sound?* Write these on a chart (for example, *bag, tap, mat*).

Repeat with the word *dog*, focusing on the short /o/ sound.

Writing

Modelled writing

Say: *I am going to write about my pet.* For example: “I have a pet rabbit. I feed it lots of different leafy plants. But the thing my rabbit most likes to eat is flowers. When my chrysanthemums have flowers, it eats every flower it can reach.”

Speak aloud as you write on a large chart. Talk about the decisions you make as a writer. For example, you could say: *First I want to tell what my pet is. Then I want to show what it eats. Then I want to show that my pet is fun and interesting.* Model sounding out and matching sounds to letters as you write.

Independent writing

Ask students to talk to a partner about a pet they have or would like to have. Have each student decide what information they would like to include in their writing.

Ask: *What will you tell us about how you look after this pet? Are there any other interesting things your pet has done that you could include?*

If students need extra support, provide a sentence starter. For example: *This is my _____.* *She is my pet.* *My _____ eats _____.*

Sharing and presenting

Have students take turns talking about their writing. As students share, list the animals they have focused on as pets. Set this up as a data sheet, marking when an animal is mentioned more than once. When finished, discuss the information on the data sheet. Ask: *How many people wrote about dogs? How many wrote about turtles? Which is the most popular animal to have as a pet?*

Say: *We have been reading and learning about what kinds of animals can be pets and what people who keep pets need to do to look after them.* Ask: *What do all pets need? Why do people like to keep pets?* Discuss and draw out that pets, like all living things, need food and water. Pet owners have a responsibility to provide these things for their pets.

Blackline Master: Looking After Pets

Name: _____

Draw and write about the food that each animal eats.

Add a pet of your own and show what it eats.



Pet cats eat _____.

Pet dogs eat _____.



Pet hens eat _____.

My pet eats _____.

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Developed by
Eleanor Curtain Publishing
Text: Kerrie Shanahan, Jenny Feely
Consultant: Lyn Reggett
Designed by Derek Schneider
Printed in China through
Colorcraft Ltd, Hong Kong

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

More information:
www.WorldWiseReading.com.au
www.ecpublishing.com.au

ISBN: 978-1-76107-268-0



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