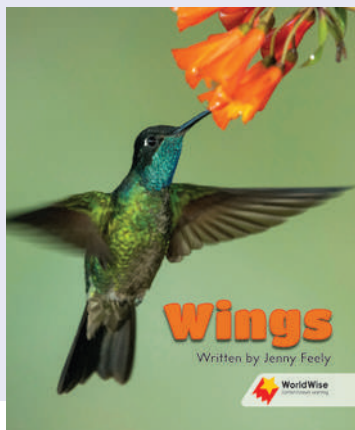


Lesson Plan

**Early
reading stage
Levels 7–8**



Wings compares and contrasts various birds, insects and mammals – some that have wings, and some that don't. Some of these animals use their wings to fly. Others cannot fly, even though they have wings.

Running words: 138

Informative text type:
Report

Science Curriculum links

Australia

- **BS (ACSSU017)** Living things have a variety of external features
- **BS (ACSSU211)** Living things live in different places where their needs are met

New Zealand

- **LW:** All living things have certain requirements so they can stay alive
- **LW:** Living things are suited to their particular habitats

Key concepts

- Some animals have wings.
- Some animals with wings can fly, and some cannot fly.

Content vocabulary

animals, bats, beetle, birds, fly, insects, ladybird, mammals, wings

Text features

- Introduction and conclusion
- Headings
- Labelled photographs
- Index

Reading strategy

- Locating text features

Before reading

Introducing the book

Activate students' prior knowledge. Ask: *What animals have wings? Can all of these animals fly? Why do these animals have wings? What do they use them for?* Invite students to talk about this with a partner and then share their ideas with the group.

Provide each student with a copy of *Wings*. Say: *This book is called Wings. It is about different animals that have wings. Some of these animals can fly, but some of them cannot fly.*

Have students browse through the book, looking at the chapter headings and photographs.

Building vocabulary

Ask: *What words or phrases might be in a book about animals that have wings?* Have students talk to a partner, 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 students add a drawing (for example, a picture or a symbol) 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 use more than just the words when they read. They use different text features such as headings, photographs and labels to fully understand the book.* Ask: *What text features are in this book?* Have students browse through the book and talk about what they see with their partner.

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 locate text features in the book. For example, you could stop students and ask: *What else can you see on this page? What extra information does this give you? How does it help you to understand the book?* Support students in identifying the text features in the book, such as the index, labels and headings.

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 birds cannot fly? Which mammal has wings? (Literal)

How are a penguin and a hummingbird similar? How are they different? Is it surprising that a mammal can fly? Why? (Inferential)

What other animals could have been included in this book? What section would they have been in? (Applied)

Reviewing the reading strategy

Give positive feedback on the strategies the students used as they read the book. Say: *I like that you know where the index is, and that you read the headings and the labels on the photographs. Good readers do this!*

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 play a game of “What am I?” Invite a student to choose one of the animals in the book to be their “secret animal”. The other student asks questions about the animal that can be answered with a “yes” or a “no”, until they are able to guess what the “secret animal” is.

Vocabulary

Have students turn to page 4. Say: *Read the first two sentences. Point to the word “birds” in the first sentence. Now point to the word “bird” in the second sentence. Why does “bird” have an “s” at the end in the first sentence?* Have students talk about this with a partner. Discuss and draw out that *birds* refers to more than one bird. Say: *“Birds” is the plural word for “bird”.*

Have students work with a partner to find other plural words in the book, such as *wings*, *insects* and *mammals*.

Ask: *Can you tell me some other examples of plural words?* Discuss.

Phonological awareness

Say the word *bat*. Ask: *What is the first sound in this word? What is the middle sound? What is the end sound?* Have students talk about this with a partner, and then discuss as a group.

Repeat with other words that have three sounds (phonemes), such as *big*, *bird*, *some* and *can*.

Phonics

Use the labels on the photographs to explore and discuss syllables. For example, have students turn to pages 8 and 9. Ask: *How many parts or syllables are in the word “ladybird”?* Have students talk about this with a partner. Say: Yes, *“ladybird” has three syllables: la-dy-bird*. Have students clap and say each syllable. Repeat with the word *beetle* (*bee-tle*).

Have pairs explore the names of the other animals in the book and work out how many syllables each has. One-syllable words include *swan* and *bat*; two-syllable words include *ostrich* and *penguin*; and three-syllable words include *butterfly* and *pelican*. Discuss as a group.

Writing

Shared writing

Ask: *What other animals could have been in a book about wings?* Discuss and create a list on a chart. (For example, owl, moth, bee, grasshopper, turkey and mosquito).

Say: *Let’s write about some of these animals. We could compare an owl and an emu. These birds both have wings, but only one of them can fly.*

Have students contribute ideas about both the content and writing conventions. For example, you could ask: *How should we begin our report?* Discuss and draw out that you could begin by stating that both an owl and an emu are birds and they both have wings.

Say: *We have written about what is the same about these two birds. Now we can explain how they are different.*

Independent writing

Say: *Choose an animal that has wings that you can write about. Use the ideas on our chart or animals in the book to help you decide which animal you will choose.*

Have students talk with a partner about the animal they are going to write about.

Have students write and draw about the animals they have chosen. Say: *Remember, this writing is factual, so what you write must be true.*

Sharing and presenting

Have students sit in small groups and take turns to share their writing and drawings.

Bring the groups together and ask: *What have you learnt about animals with wings?*

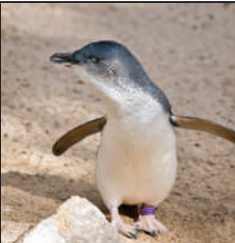
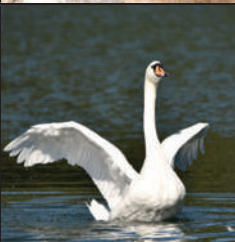
Use students’ ideas to scribe statements of understanding onto a chart.

Blackline Master: Sorting and Classifying

Name: _____

Use the word bank to fill in the summary chart.

	Can fly	Cannot fly
Birds		
Insects		
Mammals		

bat		penguin		walrus	
beetle		swan		ladybird	

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