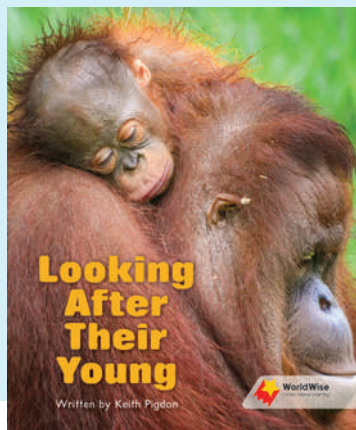


Lesson Plan

**Early Fluent
reading stage
Levels 17–18**



Looking After Their Young describes the different ways parents look after their young. It compares animals that look after their young for a long time and a short time, and animals that do not look after their young at all.

Running words: 765

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

Key concepts

- Some young need lots of care and so their parents need to look after them for a long time.
- Some young need looking after for a short time.
- Some parents do not need to look after their young at all.

Content vocabulary

babies, eggs, families, female, hatch, herd, humans, life cycle, male, milk, mother, parents, protection, raising, relatives, reptiles, shelter, species, survive, warmth

Text features

- Chapters with headings
- Photographs with captions
- Find out more boxes
- Glossary

Reading strategy

- Making inferences

Before reading

Introducing the book

Activate students' prior knowledge. Ask: *Do all animals look after their young when they hatch or are born? What do you know about this?* Invite students to talk with a partner and then share their ideas with the group.

Provide each student with a copy of *Looking After Their Young*. Say: *This book is called Looking After Their Young. It is about different animal parents and how they look after their young.* 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 and the different ways that they look after their young?* 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 what they know about a topic, along with what they are reading about to come to a conclusion that is not actually stated in the book.* Ask: *Why is it important to be able to draw your own conclusions?* Have students discuss this with a 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 infer meaning from the text by using prior knowledge to draw conclusions. For example, you could stop students and ask: *What does the text say? What do you know about these animal parents? What conclusions can you draw?*

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.

How long do human parents usually look after their young? How long do sea turtles look after their young for? (Literal)

Why do some young animals need to be looked after for longer? How do parents who do not look after their young help them to survive? Why do they have so many young at one time? (Inferential)

Think of an animal you know about. Does this animal care for its young? How? (Applied)

Reviewing the reading strategy

Give positive feedback on the reading strategy the students used as they read the book. Say: *I like how you can infer meaning. You use what the text says and what you already know to draw conclusions.*

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 work with a partner to play “Who are my parents?” One student chooses a young animal from the book and gives clues about how that animal’s parents look after them. The other student tries to guess who the animal’s parents are. Students can then change roles.

Vocabulary

Have students turn to page 6. Read the text out loud. Say: *The text says that some parents give their young protection.* Write the word *protection* on a chart.

Ask: *What does “protection” mean?* Discuss as a group.

Ask: *What smaller word can you see in this word?* Discuss and invite a student to underline the word *protect*.

Discuss the meaning of *protect*. Say: *“Protection” and “protect” have similar meanings, but they are different. “Protect” is an action, and “protection” is a thing. Adding an ending to a word changes the meaning of the word and how you use it in a sentence.*

Phonological awareness

Say: *Listen closely to the sounds you hear.* Say *hatch* and *herd* slowly as you emphasise each sound. Have students work with a partner to say the words and identify the sounds (phonemes) in each word (/h/, /a/, /ch/ and /h/, /er/, /d/).

Ask: *What is the same about the sounds in these words?* (Both have an initial /h/ sound and three phonemes.) Ask: *How are they different?* Discuss as a group.

Phonics

Write the words *male* and *female* on a chart. Say: *Work with your partner to find out how many syllables are in each word.* Encourage students to clap once for each syllable they say.

Discuss their answers as a group. Say: *There is one syllable in “male” and two syllables in “female”. Each syllable in a word must have a vowel sound.* Invite students to underline the vowel sounds in each syllable of both of these words.

Writing

Shared writing

Ask: *What have you learnt about the different ways that animals look after their young?* Discuss as a group.

Say: *We are going to write a report on how one of the animals from the book looks after their young. Let’s write about the kangaroo.*

Revisit the information on page 9 about the kangaroo and read it out loud. Ask: *What do we know about the kangaroo? What will we include in our report?*

Have students contribute ideas about both the content and writing conventions. For example, you could ask: *What will our first sentence be? Does that make sense? Do we need more detail?*

After completing the report, read it out loud. Say: *As I read, listen closely to make sure that it makes sense. Is it clear? Is the information correct? How can it be improved?*

Discuss students’ opinions, and make changes where needed.

Independent writing

Have students choose an animal from the book or another animal they know about. Say: *Write about how the animal looks after its young. Think about the things the parents do to help it survive.*

Ask: *What information will you include?* Have students talk with their partner before they begin to write.

Have students write about their chosen animal. Students can then illustrate their writing.

Sharing and presenting

Have students share their writing in small groups.

Bring the group together and ask: *What have we learnt by reading this book?* Discuss as a group.

Record students’ responses on a chart as statements of understanding.

Blackline Master: Looking After Their Young

Name: _____

Write and draw to fill in the chart.

Looking after young ...	Write what you know	Draw an example
For a long time		
For a short time		
Not at all		

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