

Lesson Plans

**Emergent
reading stage**

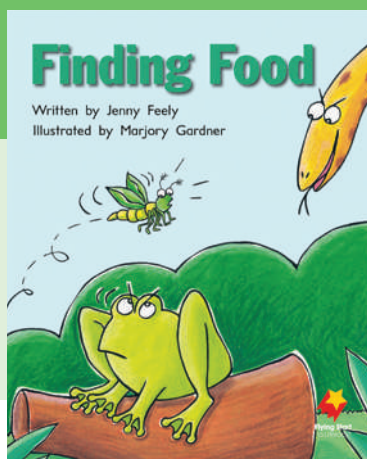
Level 3



This book describes a food chain that involves plants and animals in a forest.

Running words: 78

Text type: Report



Finding Food is about a group of animals looking for food in a forest. Then they realise that they are food also.

Running words: 133

**Text type: Narrative
(cumulative text)**

Vocabulary

High-frequency words

a an are can get for here I in
like look no of out said saw
see she that the then there
this to too will

Key vocabulary

bird/s eat/s forest frog/s insects
lots must plant/s snake/s
snap yum

Phonics

- Identifying the /i/ sound in initial and middle positions of words as in *insect* and *will*
- Identifying the use of the inflection “s”

Text features

In the Forest

Finding Food

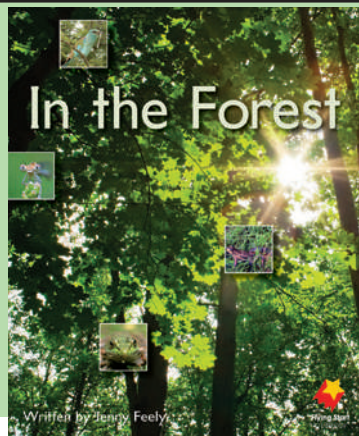
- Photographic food chain
- Direct speech

Reading strategies

- Locating known words in the text
- Identifying and reading direct speech

Key concepts	Curriculum link
- Animals eat plants and/or other animals. - Plants and animals can be a part of a food chain.	Science: Biological sciences – Living things, basic needs

Lesson 1 In the Forest



Before reading

Getting ready to read

Encourage students to activate their prior knowledge. Say: *We are going to read an information book on finding food in a forest. What things live in a forest?* Ask students to turn and talk with a partner about this. Brainstorm students' responses to create a list of "forest words" on a chart.

★ Provide students with factual texts that have photographs of forests in them. Students can browse through the texts. Ask students to turn and talk with a partner about what they know about forests and the plants and animals that live in them.

Vocabulary building

★ As needed, introduce the vocabulary from the book using the Vocabulary Starters **Doing Things**, **Pets** and **Zoo Animals**. Refer to the teacher notes on the back of the Vocabulary Starters for ideas on how to use these resources.

Introducing the book

Show the students a copy of the book *In the Forest*. Say: *This book is called In the Forest. It is about animals that live in a forest and what they eat.* Talk through the book. Ask: *What is this photograph of? What might an insect in this forest eat?* Respond using the structure of the sentences in the text. *Yes, this insect eats plants in the forest.*

During reading

Ask each student to read the text independently. Monitor students as they read and support them where appropriate. If necessary, ask students to stop reading and remind them to use the reading strategy you are focused on. Look for students who can locate known words in the text. Encourage this behaviour. Say: *Point to the word is. How do you know that word says is?*

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 animals live in this forest? What does the insect eat? What does the frog/snake/bird eat? (Literal)

What would happen to the bird if there were no snakes in the forest? (Inferential)

This book describes a food chain. What is a food chain? (Synthesising)

Do all forests have these plants and animals in them? What would the author need to know to write this book? (Critical)

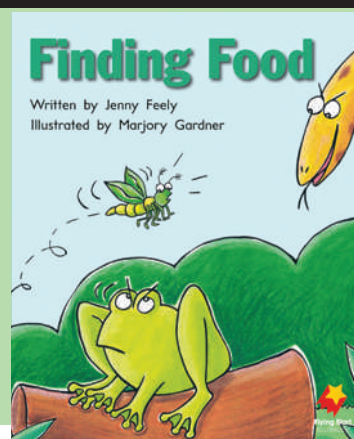
Reviewing reading strategies

Give positive feedback on the problem-solving strategies students used as they read the book. Say: *You showed me that you can find words in the book that you know. That's what good readers do.*

English Language Learner support: *In the Forest* / *Finding Food*

Use the teacher notes on the back of the Vocabulary Starters **Farm Animals**, **Pets** and **Doing Things** to support students who are learning English.

★ These activities are also suitable for English Language Learners.



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

Students could work with a partner or in a small group to make large picture cards illustrating the key words (plant, insect, frog, snake, bird). Students could then present a reading of the text. One student could read the text fluently while the other holds up the appropriate picture cards. Students then change roles.

Word work

Phonemic awareness and phonics

Write the word *insect* on the board. *This word says insect. I am going to put an s at the end of this word. Now, how do I say it? What does the word mean now? How has the meaning changed?* Repeat for the words *frog*, *snake* and *bird*. *What does it mean when “s” is added to the end of a word?*

Exploring words

Write the word *forest* on the board. *This word says forest. What is a forest? What is in a forest? What happens in a forest? Why are forests important?* Ask students to turn and talk with a partner about forests. Ask each pair to fill in a chart with the headings *What we know* and *What we want to find out*.

Writing

Modelled writing

★ Write the word *forest* on the board. Ask: *What does this word say? What is a forest? Why are forests important?* Use students’ responses to model how we write about our ideas. For example, say: *You said forests protect animals. I’m going to write that idea on our chart.* Invite students to contribute where they can. For example, ask: *What do I need at the end of my sentence?*

Independent writing

Ask students to write about the animals in the forest, using the book for support. They could write in a question-and-answer format. For example: *What do frogs eat? Frogs eat insects.*

Sharing and presenting

Ask students to sit in a circle of three or four and talk about what they now know about some of the animals that live in forests.

Before reading

Getting ready to read

Encourage students to activate their prior knowledge. Say: *We are going to read a story about some animals that live in a forest.* Ask students to draw a picture of an animal that might live in a forest. Students can talk about their pictures in a small group.

Vocabulary building

★ Write the names of the animals in the book (*bird*, *frog*, *insect*, *snake*) on the board. Read each word out loud. Talk about what each of these animals might eat.

Introducing the book

Show the students a copy of the book *Finding Food*. Say: *This is a story called Finding Food. It is about a group of animals in a forest. They all want something to eat but they also need to be careful or they might get eaten themselves.* Talk through each page. Ask: *What is the insect thinking about? How do you know this? What might the insect say?* Respond using the structure of the sentences in the text. Yes, *the insect eats plants. He might say, “I like to eat plants. I will look for a plant in the forest.”*

During reading

Ask each student to read the text independently. Monitor students as they read and support them where appropriate. If necessary, ask students to stop reading and remind them to use the reading strategy you are focused on. Check that students can identify when a character is speaking. Ask: *What did the insect on that page say?* Point to the quotation marks. Say: *These marks tell you when someone is speaking.*

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.

What did the insect want to eat? Who wanted to eat the insect? Why did the frog say, "I must get out of here"? (Literal)

How did the feelings of the animals change throughout the story? (Inferential)

What information does this book give you about animals in this forest? (Synthesising)

What sort of book is this? How do you know? (Critical)

Reviewing reading strategies

Give positive feedback on the problem-solving strategies students used as they read the book. Say: *Well done. You know how to find where a character is speaking.*

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

Students could prepare a readers' theatre to present to the group. Small groups could make stick puppets of the characters from the book then use their puppets to role-play the story as it is read.

Word work

Phonemic awareness and phonics

Write the word *insects* on the board. *What sound do you hear at the start of the word? What letter makes this sound?* Ask students to browse through the text to find other words that have the /i/ sound. List these on a chart.

Exploring words

Can you point to the word like? How did you know that word said like? Where is the word the? Words you know straight away, just by looking at them, are called sight words. What sight words do you know in this text? Ask students to sit knee-to-knee with a partner and talk about the sight words they know.

Writing

Modelled writing

★ Show students *Finding Food*. Say: *Let's choose one of the animals from the story and write about what they were thinking and feeling.* Use students' responses to model how we write about our ideas. For example, say: *You think the frog was feeling very grumpy at the start of the book. Watch while I write that idea on the chart.* Invite students to contribute where they can.

Independent writing

Ask students to write what happens after the bird goes "Snap!" Support them to innovate on the text by asking: *Does the bird get the snake? Does the snake get away? What do you think should happen next?*

Sharing and presenting

In groups of three, students can take turns to tell each other who their favourite character in the book is and why.

Talk about the pair

After students have read both *In the Forest* and *Finding Food* ask: *What might happen to the animals in a*

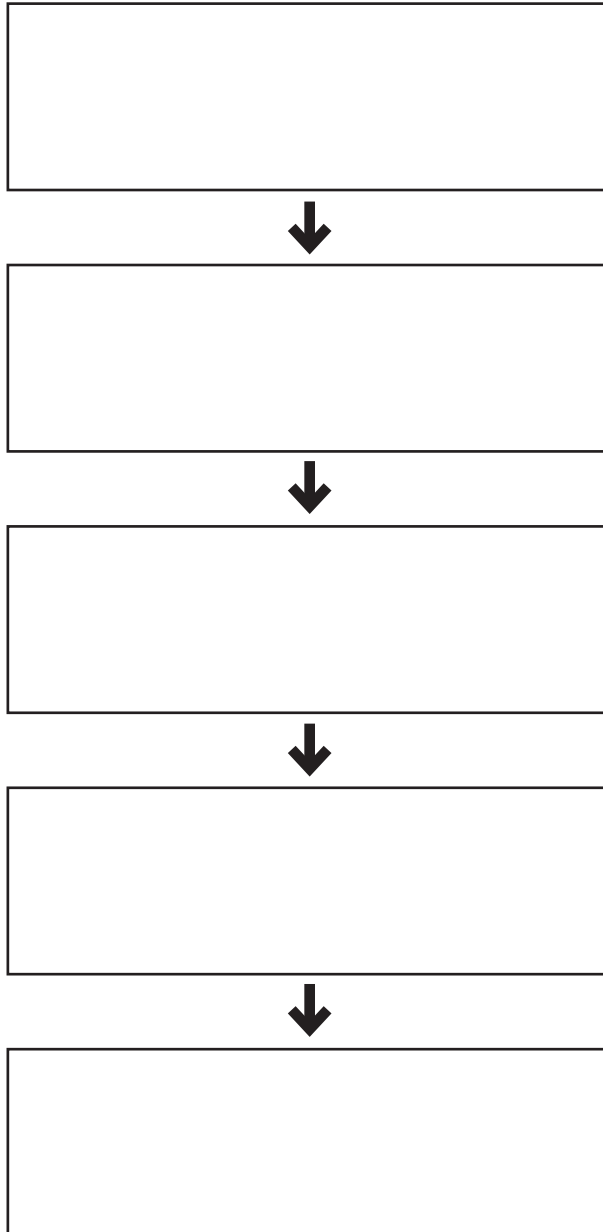
forest if the plants disappear? Do animals in a forest depend upon other animals? Explain.

Students can work further with these books by completing the Activity card.

Blackline master

Make a food chain

Write and draw in each box to complete the food chain.



Assessment

Can the student use information from the text?
Can the student create a food chain?

Activity card

What eats what?



What is at the top of the food chain?

1. Cut out the cards below.
2. Players hold their sets of cards. Each player places one card face up at the same time.
3. If a card with a picture of an animal that eats the animal on the other card is played that person scores one point. (Record this on a score sheet.) If neither of the animals on the cards eats the other, no points are scored.
4. Continue until all cards are used. Pick up the cards, shuffle and start again. The winner is the first player to score five points.



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