

Lesson Plan

Early
reading stage
Levels 9–10



Eyes explains how a range of animals use their eyes to find food and to stay safe. The text explains where each animal's eyes are situated on its head, enabling the animals to be compared and contrasted with each other.

Running words: 226

Informative text type:
Explanation

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

- Animals have ways of staying safe and finding food.
- Animals use their eyes to see their food and to see dangers.
- Animals use their body parts in different ways.

Content vocabulary

animals, around, bigger, dark, eat, eyes, fish, food, frog, front, head, hunt, insects, move, night, owl, pull, safe, seal, side, snail, spider, swim, top, under, water

Text features

- Photographs
- Introduction
- Picture summary

Reading strategy

- Asking and answering questions

Before reading

Introducing the book

Activate students' prior knowledge. Ask: *What other living things have eyes? How are these the same as your eyes? How are they different? What do animals use their eyes for? What would you like to know about animals' eyes?*

Invite students to talk with a partner and then share their ideas with the group.

Provide each student with a copy of *Eyes*. Say: *This book is called Eyes. It is about the different kinds of eyes animals have, where they are located on each animal's head and what they use their eyes for.* Have the students turn to pages 2 and 3. Look at the photographs of the different eyes that run across the top of these pages. Ask: *Which animals do these eyes belong to? What do you notice about each eye?* Have students browse through the book, looking at the text and photographs.

Building vocabulary

Ask: *What words or phrases might be in a book about eyes?* 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 the 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 think about any questions they have about a topic. They think about whether what they read is answering these questions as they go through the book.* Ask: *What questions do you have about animals' eyes?* Have students share their questions with the group. Write these on a chart. Say: *As you read, I want you to look for any information that gives you answers to these questions.*

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 regularly refer to the questions they have and to check whether what they are reading provides an answer to their questions. Stop them as they read and ask, for example: *Does this help you to answer how many eyes a spider has?* Support students in identifying the part of the text or photographs that helps them to find answers.

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.

Where are snails' eyes? What can they do with their eyes? (Literal)

Why are eyes so important to living things? Why do animals have eyes on different parts of their heads? (Inferential)

How are your eyes the same as those of an animal in the book? How are they different? (Applied)

Reviewing the reading strategy

Give positive feedback on the reading strategy the students used as they read the book. Refer to the questions students had before they read the book. Ask: *Which questions did we find answers to? Which questions do we still have?* Say: *I heard you say: "Now I know how many eyes spiders have." That's what good readers do – they ask and find answers to their questions as they read.*

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 in pairs, taking turns to tell each other about answers they found for the questions they had about animals' eyes prior to reading the book. Ask: *Do you have any new questions after reading the book?*

Vocabulary

Have the students turn through the book to locate the words used to indicate the position of each animal's eyes: *front, side, top*. List these on a chart. Ask: *What other words can we use to describe where something is?* List these on the chart. Have students work with a partner to practise using these words in a simple game of "Where is the pencil?" To play, students arrange three or four everyday classroom objects randomly in front of them, and a pencil. Students take turns to place the pencil somewhere amidst the objects and then ask: *Where is the pencil?* The other student responds using words from the chart, such as: *The pencil is between the book and the scissors.*

Phonological awareness

Have students turn to page 16. Ask: *Which of these animals has the most sounds in its name?* Work through each animals' name, supporting the students to sound each phoneme in the word and counting on fingers as they go. When students have agreed that there are three phonemes in *fish*, record this on a chart. Repeat with the other animals. Support students to hear each sound by drawing the sounds out as you repeat each name – for example: *ffffff iiiii shhhh*.

Phonics

Write the word *snail* on a chart. Ask: *What sounds do you hear in "snail"?* Ask: *Which letters make the long /a/ sound?* Draw out that the long /a/ sound is represented by the letters "ai" in *snail*. Ask: *What other words have the long /a/ sound?*

List students' suggestions on the chart in columns, according to the letters used to represent the sound. For example:

a	a-e	ai	ay	ei	eigh
baby	cake	snail	hay	veil	weigh

Writing

Shared writing

Ask: *What information do we now know about animals' eyes? Why are they important?* Draw out that all animals use their eyes to see the world, but that they also have different ways of using their eyes. Ask: *How could we share this with others?* Discuss what would be the clearest way to get the information across – for example, you could write a report that compares how two animals use their eyes, such as the fish and the owl. Once decided, ask: *What other information do we need?*

Ask: *How will we begin? What is the main question we are answering in our writing?* For example: How are animal eyes the same and how are they different? Begin writing: "All animals have eyes to see with, but animals' eyes are not all the same." As you progress, share the pen with the students. Ask: *What do we do at the end of the sentence?*

Independent writing

Ask: *What have you learnt about animals' eyes? What things about eyes would you like to write about?* Have students talk with a partner and then share their ideas with the group.

Have students write two or three sentences about the things they have learnt from the book and then illustrate their writing.

Sharing and presenting

Have students display their writing on their desk. Have half the class stay with their work while the other half go on a print walk around the classroom, reading each other's writing. Encourage the students to give positive feedback to the writers as they go.

Refer to the list of questions students had prior to reading the book. Say: *We have learnt a lot about animals' eyes. Which of our questions have we found answers to? Which ones do we still need to do research about?*

Blackline Master: Eyes, Eyes, Everywhere

Name: _____

Draw another animal that has its eyes in the same place as these animals.

Add labels to show what each animal does with its eyes.

Animal from the book	Similar animal
	
	
	

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