

Lesson Plans



Lots of Legs is an information puzzle book that gives clues about various animals. The common clues for each animal are about legs.

Running words: 135

Text type: Report



This book is a narrative about a group of animals that all believe, for various reasons, that the number of legs that they have is the best number.

Running words: 219

Text Type: Narrative

Vocabulary

High-frequency words

a am and are but can cannot
come have here I make my
no not said the to what with
went you your

Key vocabulary

ant best black blue crab dig
duck eight four frogs green
jump legs nest red six snake
spider swim ten two web yellow

Phonics

- Identifying the /e/ sound as in *legs*
- Identifying the /l/ sound as in *legs*

Text features

Lots of Legs

The Best Legs

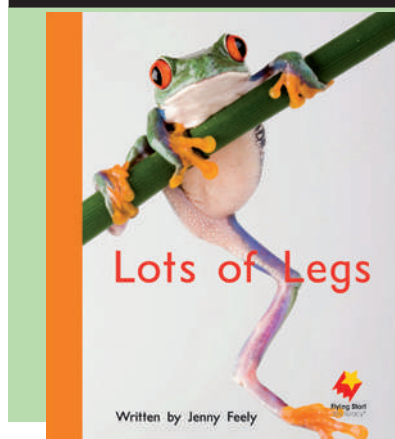
- Graphic organiser; photographic index
- Direct speech

Reading strategies

- Cross-checking – making sure that the word sounds right
- Matching the text and pictures

Key concepts	Curriculum links
• Some animals have legs. • Animals use their legs for various purposes. • The structure of an animal's legs suits the function of the legs.	• Science: Biological sciences – features of living things

Lesson 1 Lots of Legs



Before reading

Getting ready to read

Encourage students to activate their prior knowledge. Say: *We are going to read an information book about animals' legs.* Ask students to cut out pictures of animals from magazines. Make a group chart with the headings *0 legs, 2 legs, 4 legs, 6 legs, 8 legs and 10 legs.* Students could then stick these pictures onto the chart in the appropriate columns, according to how many legs the animal has.

★ *Which animals have legs?* Students could turn and talk with a partner about this. Record students' responses. Group the responses according to the number of legs the animals have.

Vocabulary building

★ As needed, introduce the vocabulary from the book using the Vocabulary Starter **Colours**. Refer to the teacher notes on the back of the Vocabulary Starter for ideas on how to use this resource.

Introducing the book

Show the students a copy of the book *Lots of Legs*. Say: *This book is an information puzzle book. There are clues about an animal and we have to guess what the animal is.* Talk through the book. *What clues do these photographs give you? What animal do you think will be on the next page?*

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 are making sure that what they read sounds right. Encourage this behaviour. For example, say: *You read the sentence as "_____." Does that sound right?*

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.

How many legs does a blue crab have? What does the ant in this book use its legs for? (Literal)

What sorts of things do animals use their legs for? Why do animals have different numbers of legs? (Inferential)

Does the way an animal's legs look relate to what it uses its legs for? Explain (Synthesising)

What other animals could the author have used in this puzzle book? (Critical)

Reviewing reading strategies

Give positive feedback on the problem-solving strategies students used as they read the book. Say: *You knew that a word like _____ had to go there. How did you know this?*

English Language Learner support: *Lots of Legs* / *The Best Legs*

Use the teacher notes on the back of the Vocabulary Starters **Mini Beasts, Farm Animals, Doing Things, Colours** and **Zoo Animals** 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 go to another class and read the clues in the book to see if other students can guess what the animals are. Encourage students to read with fluency.

Try to read the clues in a clear, smooth voice so that the audience understands what you are asking.

Word work

Phonemic awareness and phonics

Direct students to the front cover of the book *Lots of Legs*.

Ask: *What sound can you hear at the start of the words “lots” and “legs”?* Ask students to browse through the book with a partner to find words that have the /l/ sound in them. Make a list of these words on a chart. Talk about each word. *Where can you hear the /l/ sound in this word? What letter/s make the /l/ sound in this word?*

Exploring words

Refer students to the graphic organiser on page 15 of *Lots of Legs*. Ask: *What information does this table give us?* Ask students to create a table like this one that gives a different set of information such as how the animal moves or where it lives. Encourage students to refer to the photographic index on page 16 for the names of each of the animals.

Writing

Modelled writing

★ Make a chart with the headings “0 legs”, “2 legs”, “4 legs”, “6 legs” and “10 legs”. Ask students to suggest animals that could go under each heading. Invite students to help you. For example, say: *We need to write lion on our chart. What letter do we need at the start of this word?*

Independent writing

Ask students to choose an animal from the chart to write clues about. Encourage them to use the text form (i.e. the clues, the question and the answer) of the book. Encourage students to refer to the photographic index on page 16 for the names of each animal.

Sharing and presenting

Ask students to take turns reading their clues to the group. Other students can try to guess what the animal is.



Before reading

Getting ready to read

Encourage students to activate their prior knowledge.

Say: *We are going to read a story about a group of animals that all believe that their number of legs is the best.* List the names of the animals from the book on the board (crab, spider, ant, frog, duck, snake). Talk about these animals and the number of legs that they have. *Which animal has the most legs? Which animal has no legs? What number of legs do you think is the best number for an animal to have?* Discuss students' responses.

Vocabulary building

★ List the colour words that are used in the text, then list the names of the animals beside them in a random order. Ask students to help you match the colour with the animal (blue crab, yellow spider, black ant, green frog, black duck, red snake).

Introducing the book

Show the students a copy of the book *The Best Legs*. Say: *This book is called The Best Legs. It is about a group of animals that live in a pond. They all think that the number of legs that they have is the best.* Talk through the book. *How many legs does the crab have? Why might he think that his legs are the best?* Respond using the structure of the sentences in the text. Yes, he might say, *“I have ten legs. I can swim with my legs.”*

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 use the pictures to support their reading. Ask: *Who is the green frog talking to? How did you know?* Prompt students to use this strategy. Say: *Look at the pictures – they will help you with your reading.*

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.

Why did the crab think that he had the best legs? Why did all the other animals think that they had the best legs? (Literal)

Why did all the animals get out of the pond when the snake got in? (Inferential)

What does this story tell you about animals and their legs? (Synthesising)

Who do you think has the best number of legs? Explain. What message do you get from this book? (Critical)

Reviewing reading strategies

Give positive feedback on the problem-solving strategies students used as they read the book. Say: *I noticed you were looking at the pictures as you read. Well done.*

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

Ask students to perform a readers' theatre. Students could read the book in a group, with each student reading the part of one of the characters from the book. Encourage students to practise reading their part with expression.

Word work

Phonemic awareness and phonics

Write the words “best” and “legs” on the board. *What sound can you hear in the middle of both of these words? What letter makes this sound in these words?* Students could use the book to find and list words that have the /e/ sound in them. Ask students to talk about their lists.

Exploring words

Ask students to write the names of the animals in the book onto small cards. Pairs of students can sort their set of word cards into groups according to different criteria that they decide on (e.g. number of letters in the words, something the animals have in common, sounds in the words, syllables).

Writing

Modelled writing

★ Ask students to talk about why we need our legs. Use their responses to make a chart titled “*Why we need our legs*”. Invite students to contribute where they can. For example, say: *I need to write legs. Who can stretch out the word legs to make the sounds? What letters do we need for those sounds?*

Independent writing

Ask students to choose an animal from the book and then to write about why the animal believes that it has the best legs.

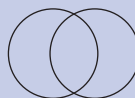
Sharing and presenting

Ask students to sit in a circle with three other students and take turns to talk about their writing.

Talk about the pair

When the students have read both *Lots of Legs* and *The Best Legs*, ask: *What have you learnt about animals' legs by reading these books? Why do animals have different numbers of legs? Why do different animals' legs look different?*

Lots of Legs



The Best Legs

Students could work in small groups to compare the two books. *How are they the same? How are they different?* Students could record their ideas on a Venn diagram.

Blackline master

Make a pond

Cut out the animals and the speech bubbles. Draw a large pond on another piece of paper. Match each animal with the right speech bubble and stick them onto your pond.



I have two legs.
I can swim with my legs. Two legs are best.

I have no legs,
but I can swim.
No legs are best.

I have six legs.
I can dig with my legs. Six legs are best.



I have eight legs.
I can make a web with my legs. Eight legs are best.

I have ten legs.
I can swim with my legs. Ten legs are best.

I have four legs.
I can jump with my legs. Four legs are best.

Assessment

Is the student able to recognise key vocabulary from the book?
Is the student able to match text with the appropriate pictures?

Activity card

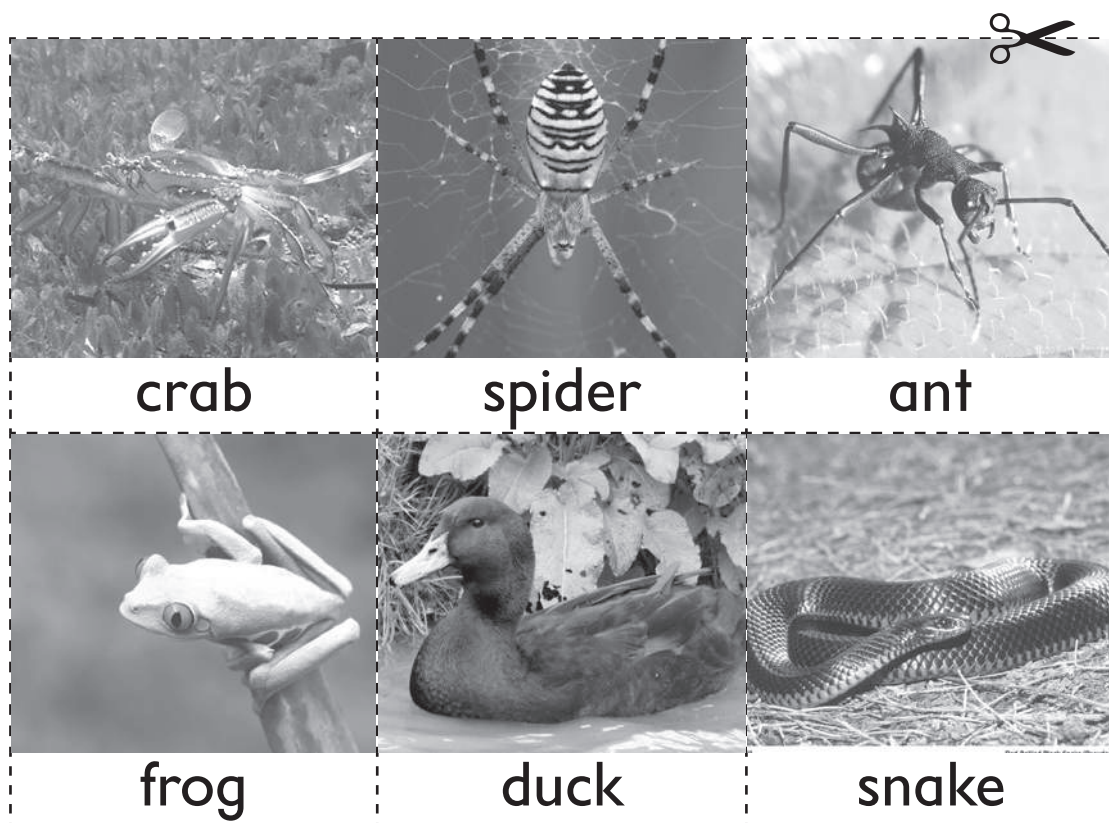
Who Am I?



Play this game with your friends.

1. Cut out the cards.
2. Shuffle the cards and put them face down.
3. One player picks a card and looks at it (without showing the rest of the group). This player imagines that they are the animal on the card.
4. The other players ask questions to try to work out what animal it is. These should be the type of questions that can be answered with a “yes” or “no”.

The person to guess the correct animal wins the game.



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