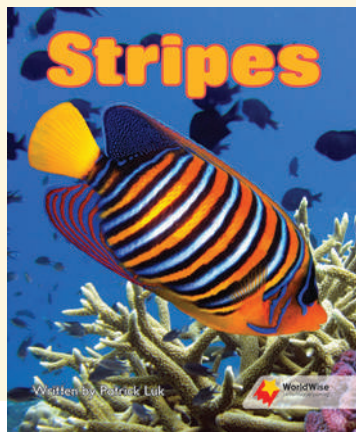


Lesson Plan

**Early Emergent
reading stage
Level 2**



Stripes reports on a range of animals that have stripes. The animals come in different shapes and sizes, and they live both on land and in water. Their stripes help them to blend in with their environment.

Running words: 63

Informative text type:
Report

Science Curriculum links

Australia

- **BS (ACSSU002)** Living things have basic needs, including food and water
- **NDS (ACSHE013)** Science involves exploring and observing the world using the senses

New Zealand

- **LW:** All living things have certain requirements so they can stay alive
- **NS:** Linking science to daily life

Key concept

- Some animals have stripes that help them to blend in with their environment.

Content vocabulary

butterfly, caterpillar, fish, pig, snake, tiger, zebra

Text features

- Picture summary
- Photographs

Reading strategy

- Reading left to right with a return sweep

Before reading

Introducing the book

Activate students' prior knowledge. Ask: *What animals have stripes?* Have students talk about this with a partner before sharing their ideas with the group. Ask: *Why might these animals have stripes?* Discuss students' ideas.

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

Provide each student with a copy of *Stripes*. Say: *This book is called Stripes. It is about animals that have stripes.*

Have students turn to pages 2 and 3. Ask: *What animal is this? Can you see its stripes? What colour are they?* Invite students to share their ideas.

Have students browse through the book and look at the photographs.

Building vocabulary

Ask: *What words or phrases might be in a book about animals that have stripes?* Have students talk to a partner and 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 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 start reading on the left-hand side of the page. They read all of the way to the end of the line, and then they start reading the next line on the left-hand side of the page again.*

Model this by running your finger along the text on page 2 as you read aloud. Emphasise reading from left to right, and the return sweep. Have students run a finger along the text as they read.

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. For example, you could ask: *Where do you start reading? Where do you start reading when you get to the end of this line?*

Encourage students to read the return sweep smoothly. Say: *When you finish reading to the end of this line, try to keep your voice smooth as you begin reading the next line.*

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 colour stripes does the fish in this book have? What colour is the tiger's stripes? What colour is the environment where the tiger lives? (Literal)

Why does the zebra have black and white stripes? How does having stripes help these animals? (Inferential)

What other animals might have stripes? (Applied)

Reviewing the reading strategy

Give positive feedback on the strategies the students used as they read the book. Say: *When you read that page, your voice was smooth for the whole sentence, even when your eyes moved back to the start of the next line. Well done!*

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 sit with a partner. One student is the “speaker”. They choose an animal in the book and say two clues about it. For example, they might say: *This animal has scales. It has red, black and white stripes.* The other student is the “listener” and they try to guess the animal. Students can then change roles.

Vocabulary

Write the words from the word bank on page 16 on a chart. Read the words aloud.

Say: *I am going to pick two of these animals and I want you to think about what they have in common.* (For example: *snake* and *fish* could be grouped together because they both have scales; *pig* and *zebra* both have four legs and hair; *caterpillar* and *butterfly* are both insects that eat plants.)

Invite students to take a turn at pairing two of the animals together, and explaining what they have in common.

Phonological awareness

Say: *Listen to these words. How many syllables, or parts, can you hear in each word?* Say the words *ti/ger* and *ze/bra*, emphasising each syllable. Discuss and draw out that each word has two syllables. Have students say the words as they clap once for each syllable.

Repeat with the other content words: *pig*, *fish* and *snake* (1); *bu/tter/fly* (3); and *ca/ter/pill/ar/* (4).

Phonics

Write the word *pig* on a chart. Ask: *What sounds do you hear in this word?* Draw out that there are three sounds: /p/, /i/, /g/.

Ask: *What letter makes the /p/ sound in this word?* Invite a student to circle the letter “p”.

Say: *Yes! The letter “p” makes the /p/ sound in this word and in many other words.* Ask: *What other words have the /p/ sound in them?*

Have students talk with a partner before sharing their ideas with the group. Use students’ ideas to create a list on the chart.

Writing

Modelled writing

Say: *I am going to write about another animal that has stripes. I am going to write about a bee.* For example, you could write: “A bee has stripes. It has yellow and black stripes on its body.”

Speak aloud as you write on a large chart. Talk about the decisions you make as a writer. For example, you could say: *My first sentence will say: “A bee has stripes.” I will start the sentence with an uppercase letter, and I will leave a space between each word that I write. Now I want to write about the colour of these stripes.*

When you have completed your writing, you could say: *Now that I’ve finished writing I will read it aloud, to make sure it sounds right.*

Read the sentence aloud and ask: *Does my writing make sense?* Discuss.

Independent writing

Ask students to talk to a partner about other animals that have stripes (such as a cat, okapi, octopus and skunk). Have them share their ideas and create a list on a chart. Have each student choose an animal to draw and write about.

Say: *Draw a picture of the animal you have chosen. Think about all of the information that you want to write about this animal.*

If students need extra support, provide a sentence starter. For example: *This _____ has stripes.*

Sharing and presenting

Have students take turns talking about their pictures and their writing.

Say: *You have written about different animals that have stripes. Ask: Why do you think these animals have stripes? How can their stripes help them?* Discuss and draw out that the animals have stripes so that they blend in with their environment.

Ask: *Why might it be good for an animal to not be easily seen?* Discuss and draw out that this can help animals to stay safe from other animals that might want to eat them. It can also help animals to sneak up on other animals they want to eat, without being seen.

Blackline Master: Stripes

Name: _____

Use the book to help you write the missing words.

Then draw another animal that has stripes, and finish the sentence.



This _____ has stripes.



This _____ has stripes.



This _____ has stripes.

This _____ has stripes.

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