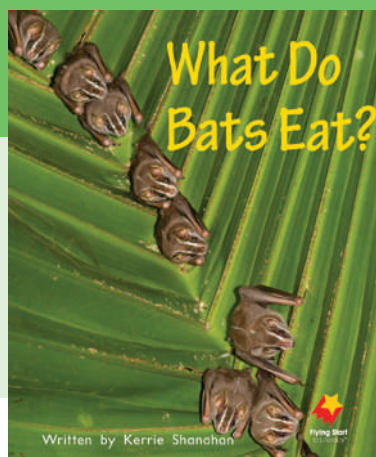


Lesson Plans

Emergent
reading stage

Level 5



This book is about the diets of a range of bats.

Running words: 59

Text type: Report



In this book, a frog, a rat and a bat mistake a fruit-eating bat for a meat-eating bat.

Running words: 170

Text type: Narrative

Vocabulary

High-frequency words

a am and at big can do for going her I is it
little look/ed lots me no not of out play said
some the there they this to too went what

Key vocabulary

apples bananas bat/s eat/s fish frog/s
insects mother pond rat/s

Phonics

- Identifying the /i/ sound as in *insect*
- Identifying the blended sound /fr/ as in *frog*

Text features

What Do Bats Eat?

Big Bat's Lunch

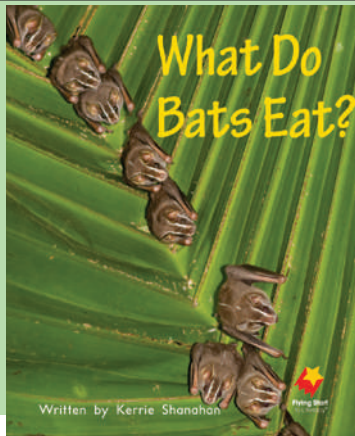
- Summary table; photographic index
- Direct speech

Reading strategies

- Self-monitoring – checking that the words match
- Self-monitoring – checking that what you read makes sense

Key concepts	Curriculum links
• There are different types of bats. • Different bats eat different food – some eat plants, others eat animals.	• Science: Living Things • Health: Relationships

Lesson 1 What Do Bats Eat?



Before reading

Getting ready to read

Encourage students to activate their prior knowledge. Ask: *What is a bat?* Encourage students to share any information they know about bats. Ask: *What do they look like? Where do they live? What do they eat?* Record students' ideas on a chart.

★ Show students photographs of different types of bats. Ask: *What is the same about these bats? What is different?*

Vocabulary building

★ As needed, introduce the vocabulary from the book. Ask: *What words do you think there will be in a book about what bats eat?* List these on a chart. Talk about any words that students are not familiar with.

Introducing the book

Show the students a copy of the book *What Do Bats Eat?* Say: *This book has information about five different kinds of bats. It shows what each bat looks like and tells us what each bat eats.* Give each student a copy of the book. Have them turn to pages 2 and 3. Ask: *Can you guess what each bat eats?* Discuss how using the information on the page to support predictions can help you to think about the things the book tells you.

During reading

Ask each student to read the text independently. Monitor the students as they read and support them where appropriate. If necessary, ask the students to stop reading and remind them to use the reading strategies you are focused on. Look for students who are monitoring themselves as they read, checking that what they read matches the printed word. Notice when this behaviour occurs and encourage the student. Say: *You read, "This bat eats fruit". Can you check the words? Does "fruit" look right? What else would make sense?*

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 do bats eat? (Literal)

Do all bats eat fruit? (Inferential)

Why might the bats in the book need to eat more than one kind of food? (Synthesising)

What other things would you like to know about bats? (Critical)

Reviewing reading strategies

Give positive feedback on the problem-solving strategies the students used as they read the book. Say: *You noticed when the words didn't match with what you read. You read, "This bat eats fruit", then you stopped and looked at the word bananas, then you corrected the sentence. That's what good readers do.*

English Language Learner support: *What Do Bats Eat?/Big Bat's Lunch*

Use the teacher notes on the back of the Vocabulary Starters **Fruit** and **Things I Do** 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

Read the text in the book to model reading with phrasing. You might say: *I'm going to read a few words at a time. This helps me to understand better what I read.* Have the students read the book to a partner. Have partners give feedback about each other's phrasing as they read.

Word work

Phonemic awareness and phonics

Have students turn to the index on page 16. Say: *There are three words on this page that have the /i/ sound.* Have the students identify these words (*index, insect, fish*). Have students suggest other words that have this sound. List these words on a chart.

Exploring words

Have students work with a partner to find and list words to do with bat food. Use these words to create a word bank to support students as they write.

Writing

Modelled writing

★ Say: *I'm going to write a book just like What Do Bats Eat?, but my book will be about what pets eat.* Model thinking aloud as you write. For example: *I think about which animals can be pets. Then I think about what they eat. Then I write, "Look at the pets. What do they eat?" just like in the book. Then I choose one animal – a bird – and I write, "This bird eats insects".*

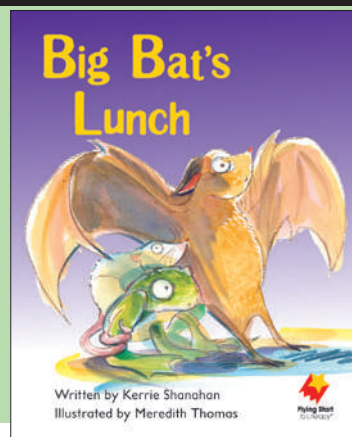
Independent writing

Have students choose a group of animals and write about what they eat, using the book as a model. Encourage them to refer to the book as they write.

Sharing and presenting

Discuss the writing students have done. Encourage them to read their writing to the class.

Lesson 2 Big Bat's Lunch



Before reading

Getting ready to read

Encourage students to activate their prior knowledge. Ask: *What things do your parents warn you to look out for when you go to play? For example: Don't play near the road.* Encourage students to turn and talk to a partner. Ask: *Why do parents give you these warnings? How likely is it that the things they warn you about will happen? What might happen if you ignore the warnings?*

★ Talk about how we need to be safe in the places where we play. Ask: *Where do you like to play? What do you like to do? In what ways do you have to be careful?*

Vocabulary building

★ As needed, introduce the vocabulary from the book. List words that may be unfamiliar to the students (e.g. *insects, bat, pond*) on a chart. Have students work with a partner to use these words in sentences. Encourage students to use more than one of the words in each sentence.

Introducing the book

Show the students a copy of the book *Big Bat's Lunch*. Say: *This book is called Big Bat's Lunch.* Show students the cover of the book. Ask: *Why might the little animals be looking frightened?* Give each student a copy of the book. Say: *This book is about three little animals that are going to the pond to play. But each of their mothers warns them to watch out for big bats.* Continue turning the pages and talking about the illustrations.

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

Have the students work in small groups to practise and perform a readers' theatre of the book. Have students allocate the roles of Narrator, Little Frog, Little Bat, Little Rat, Mother Frog, Mother Rat, Mother Bat and Big Bat. Have students perform the text for other students.

Word work

Phonemic awareness and phonics

Have the students turn to pages 4 and 5. Ask them to look at the word *frog*. Discuss the way the sounds of the letters “f” and “r” are blended together in this word. Have the students suggest other words that have this blend (e.g. *fruit*, *from*, *frost*, *friend*).

Exploring words

Provide the blackline master. Have students use the words from the word bank to complete the sentences. Have students read their sentences to a partner.

Writing

Modelled writing

★ Talk about how direct speech is written. Ask one student a question, for example: *What did you have for lunch?* Model writing the student's response on a chart. Draw out the use of quotation marks and the use of the word *said*.

Independent writing

Have the students work with a partner and choose another animal that could be in the book. Have them write a question for the animal's mother and the mother's response. Encourage them to use the book as a model. Say: *Look at these marks. They are called quotation marks. We use these to show who is talking.*

Sharing and presenting

Have students share their writing with the class.

During reading

Ask each student to read the text independently. Monitor the students as they read and support them where appropriate. If necessary, ask the students to stop reading and remind them to use the reading strategies you are focused on. Look for students who pause when they make an error and then correct their mistake. When an uncorrected error occurs, encourage students to self-monitor by saying: *You read, “I am going to then pond”. Does that make sense? What would make sense there? Can you try it again?*

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 Big Bat have for lunch? (Literal)
Why was each mother animal worried about her young animal playing at the pond? (Inferential)
Should the little animals be scared of all big bats? (Synthesising)
What does this story tell you about being safe when you play? (Critical)

Reviewing reading strategies

Give positive feedback on the problem-solving strategies the students used as they read the book. Say: *When you read that word, you stopped because it didn't make sense. Then you worked out what did make sense and reread the word. That's what good readers do.*

Talk about the pair

After students have read both books, ask: *What do we now know about what bats eat?* Collate this information

on a data chart that shows which book had which information. Have students complete the activity card.

Blackline master

What did they say?

Look at the pictures. Use the words from the word bank and write in the missing words.

	“Do not _____ me,” said Little Rat. “I do not _____ rats,” said Big Bat.
	“ _____ eat me,” said Little Frog. “I _____ eat frogs,” said Big Bat.
	“Do not eat _____ ,” said Little Bat. “I do not eat _____ ,” said Big Bat.

Word bank

eat	do not	me	little bats
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Assessment

Can the student recall what different characters said in the story?

Can the student form a simple sentence and read it aloud?

Activity card

Bat food



You will need:

- chart paper
- pens

What to do:

Make a poster. Write and draw to show what bats eat.

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Phone: +353 1 413 7230 email: info@carrolleducation.ie

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