

Lesson Plans

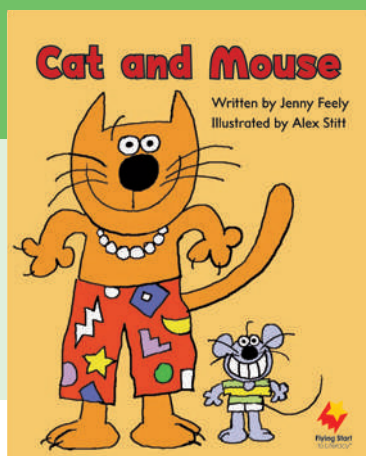
Emergent
reading stage
Level 3



Big Brothers is an information book that examines some of the things that children and their older brothers can do.

Running words: 96

Text type: Explanation (compare and contrast)



Cat and Mouse is a narrative about a cat that tries to entice a mouse to come to him. The mouse is able to outsmart the much bigger cat.

Running words: 100

Text type: Narrative (cartoon)

Vocabulary

High-frequency words

am and at but can did get
he I is little look looked me
my no not said saw that then
this too what will with you

Key vocabulary

big brother cat cook dance
dig kick mouse paint play
ride ran run skate

Phonics

- Identifying the /r/ sound as in *run*
- Identifying the /br/ blend as in *brother*

Text features

Big Brothers
Cat and Mouse

- Photographs support the text
- Dialogue; illustrations support the text

Reading strategies

- Self-monitoring – going back and checking after making an error
- Self-monitoring – noticing errors

Key concepts	Curriculum links
• Family members can do similar things but in different ways. • Size can impact on the way things are done.	• Civics and Citizenship: Relationships • Mathematics: Size, comparisons



Before reading

Getting ready to read

Encourage students to activate their prior knowledge. Say: *We are going to read an information book about a big brother.* Invite students to bring photos of their family. Have students sit knee-to-knee with a partner and talk about the photos.

Talk about families. Ask: *Who has an older brother or sister? What things can your brother or sister do that you cannot do?* Discuss students' responses. *Are you a big brother or sister? What things can you do that your younger brother or sister can't do?* Discuss.

★ Ask students to draw their family. Talk about the students' pictures. Ensure that students understand what the term, *big brother* means. *Do you have brothers or sisters? Are you the oldest? Are you the youngest? Are you in the middle?*

Vocabulary building

★ As needed, introduce the vocabulary from the book using the Vocabulary Starter **I Like to** 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 *Big Brothers*. Say: *This information book is called Big Brothers. It is about some children and their big brothers and the things that they can do.* Talk through the book. *This is the girl's big brother. What are they both doing? What might the girl say about this?* Respond using the structure of the sentences in the text. Yes, the girl might say, *"My big brother can cook. I can cook too."*

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 are able to self-monitor as they read. Encourage this behaviour. Say: *If what you read doesn't sound right or look right, you need to read the sentence 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 different things do the children and their big brothers do in this book?* (Literal)
Do the big brothers and the children do things in the same way? Explain. Why do they do things differently? (Inferential)
What is this book telling you about big brothers? (Synthesising)
Do big brothers always do things differently to little brothers or sisters? (Critical)

Reviewing reading strategies

Give positive feedback on the problem-solving strategies students used as they read the book. Say: *I noticed that you went back and read the sentence again when you knew something was wrong. That's what good readers do.*

English Language Learner support: *Big Brothers / Cat and Mouse*

Use the teacher notes on the back of the Vocabulary Starters **My Family**, **I Like to ...**, **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 create an audio recording of their reading. Encourage the students to read fluently. *You will need to sound clear on the recording. Make your voice smooth, not jerky.*

Word work

Phonemic awareness and phonics

Write the word *brother* on the board. *What sound do you hear at the start of this word? What letters make this sound? What other words have the /br/ sound in them?* (E.g. bring, bright, broom, brought, brown.) Ask students to talk with a partner about this. List students' responses.

Exploring words

What other activities could have been included in this book? Ask students to turn and talk with a partner. Make a list of the students' responses. Use the activities in the book (cook, dance, dig, kick, paint, play, ride, skate) and the students' lists to write a list of verbs on the board.

Writing

Modelled writing

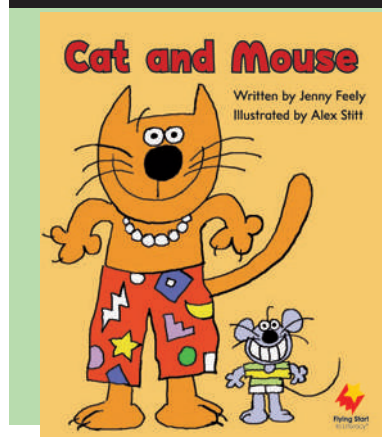
★ Ask: *What could we say to a big brother or sister that lets them know how we feel about them?* Use students' responses to model how we write about our ideas. For example, ask: *Who can show me on the chart where we need to start writing the next sentence?* Invite students to contribute where they can. For example, say: *I need to write because on our chart. Who can help me?*

Independent writing

Ask students to fold a piece of paper in half. On one half, they write and draw about what they can do; on the other half, they write and draw about what their big brother or sister (or friend or relative) can do.

Sharing and presenting

Ask students to talk about their writing with a partner.



Before reading

Getting ready to read

Encourage students to activate their prior knowledge. Say: *In this book we are going to read about cats and mice.*

★ Talk about cats and mice. *What do cats usually do to mice? How could a mouse get away from a cat? How does being big help a cat to catch a mouse? In what way does being small help a mouse to get away from a cat?* Explain.

Vocabulary building

★ As needed, introduce the vocabulary from the book. Write the words *mouse*, *cat*, *little* and *big* on the board. Talk about each word. Ask: *What can you tell me about each of these words?*

Introducing the book

Show the students a copy of the book *Cat and Mouse*. Say: *This book is a narrative called Cat and Mouse. It is about a cat that is trying to catch a mouse. He tries different ways to get the mouse to come to him but the mouse is too smart for the cat.* Ask students to focus on the pictures as they browse through the book. *How does the cat try to get the mouse down? Talk through the book. What is happening here? What might the mouse say to the cat?* Respond using the structure of the sentences in the text. Yes, *the mouse might say, "No, I am too little to paint with you cat."*

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 present a readers' theatre. Students could wear masks made from paper plates of the cat and mouse characters from the book. Encourage students to use expression when they are reading.

Word work

Phonemic awareness and phonics

Ask students to browse through the text to find words that have the /r/ sound. List these words on a chart. *What other words could we add to this list?*

Exploring words

Students could work in small groups to fill in a T-chart with the headings *Big things* and *Little things*. Each group could then talk about what they have included.

Writing

Modelled writing

★ Ask: *How else could the cat have tried to get the mouse down from the top of the door?* Make a list of students' ideas. Say: *I am going to write a new page for this book using some of your ideas.* Model how you would innovate on the text, thinking out loud as you write. Say: *I think it would be funny if the cat tried to get the mouse to go skating with him. That is what I am going to write about. First, I have to think about what the cat might say. Then I need to think about what the mouse might say back to him.*

Independent writing

Write on the board: *"Will you skate with me?"* Ask students to write what the mouse would answer if the cat asked him this question. Encourage students to refer to the text to find the correct spelling of high-frequency words.

Sharing and presenting

Students could talk about their drawing and writing with a partner.

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 able to self-monitor. Do they show signs of being uncertain when faced with a difficult word? Do they stop reading, look unsure, frown or look for assistance? Encourage students to self-monitor. Ask: *Which part of the sentence did you have trouble with? What can you do now?*

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 things did the cat want the mouse to do with him? (Literal)

How did the cat try to get the mouse down from the top of the door? (Inferential)

How did being little help the mouse? (Synthesising)

How else could the story have ended? (Critical)

Reviewing reading strategies

Give positive feedback on the problem-solving strategies students used as they read the book. Say: *I saw you stop when what you read didn't make sense. You looked at the picture and worked out what the word was. That was good problem solving.*

Talk about the pair

After students have read both *Cat and Mouse* and *Big Brothers* ask: *What different meanings can the word "big" have? Are there things that you can only do if you are big?*

Why might some people wish that they were bigger or smaller? Students could cut out pictures from magazines and paste them onto a group T-chart with the headings: *Big* and *Little*. Have students complete the Activity card.

Blackline master

What can big brothers do?

Use these words to finish the sentences.

big

can

My

brother

cook

My big brother can _____ .

_____ big brother can skate.

My big brother _____ dig.

My big _____ can paint.

My _____ brother can kick.



Assessment

Can the student use appropriate words to make the sentences make sense?

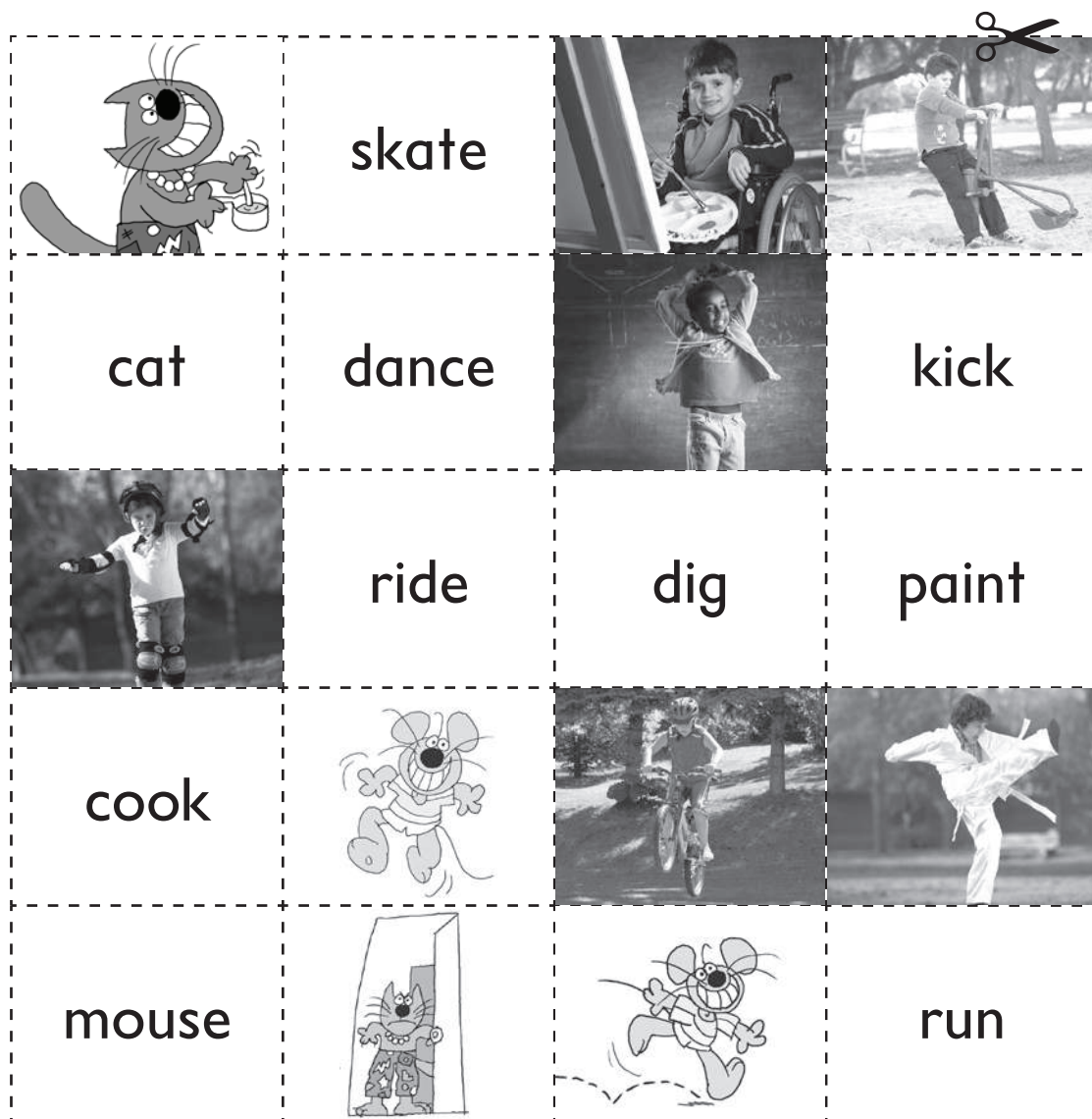
Can the student relate personal experiences to the text?

Activity card

Snap! You have a pair



Cut out the pictures below.
Use your cards to play a game of snap with your friends.



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