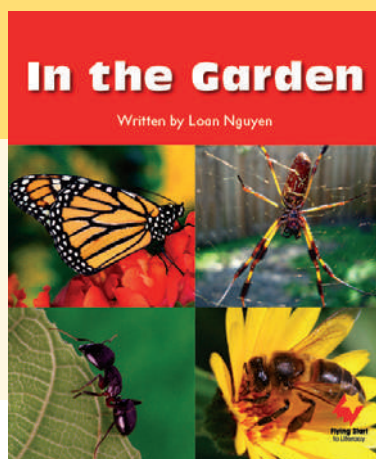


Lesson Plans

Early Emergent
reading stage

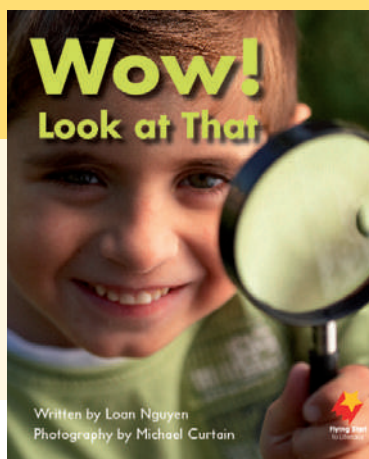
Level 1



In the Garden introduces a range of animals that might live in a garden.

Running words: 28

Text type: Report



Wow! Look at That shows what some common animals from a garden look like up close.

Running words: 35

Text type: Recount



Vocabulary Starter

Vocabulary

High-frequency words

at I look the

Key vocabulary

ant bee butterfly
caterpillar ladybird
spider worm

Phonics

- Sound-letter relationships: /a/ as in ant
- Understanding the concept of a word and identifying a sentence.

Text features

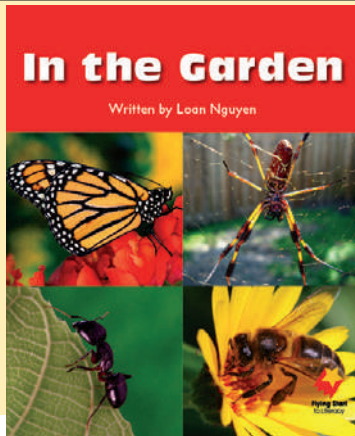
- Caption book: one line per double-page spread
- Photographs
- Word bank (page 16)

Reading strategies

- Linking prior knowledge to the text
- Finding words on a page

Key concepts	Curriculum links
• Some animals live in gardens. • Animals that live in gardens are often small and interesting to look at.	• Science: Living things • Science: Habitats

Lesson 1 In the Garden



Before reading

Getting ready to read

Encourage students to activate their prior knowledge. Talk about animals that you see in a garden. Ask: *What animals might you see in your garden?* Make a list of these on a chart.

Vocabulary building

As needed, introduce the vocabulary from the book. This can be done using the Vocabulary Starter **Mini Beasts**. Refer to the teacher notes on the back of the Vocabulary Starter for ideas about using this resource.

Introducing the book

Show the students a copy of the book *In the Garden*. Say: *This book is about animals that can live in a garden.* Talk through the book. As you turn through the pages, check that students know the name of the animal on each page. Ask: *What is this animal called?* Model the form of the text in your reply. For example, say: *Yes, it is a bee. Look at the bee.*

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. Observe one or two students as they read. Check that students are using prior knowledge as well as their (understanding) of print to decode the text. Ask: *What is this word? How did you know that word said "bee"? How do you know that this is a photo of a bee?*

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 animals were in the garden?* (Literal)
- Why do these animals live in a garden?* (Inferential)
- How would you find out what animals lived in your garden?* (Synthesising)
- What other animals could the author have included? How might the author have found this information?* (Critical)

Reviewing reading strategies

Give positive feedback on the problem-solving strategies the students used as they read the book. For example, say: *I noticed you were thinking about what you know and looking at the photo. That's what good readers do.*

ELL Support: *In the Garden/Wow! Look at That*

Use the teacher notes *Developing oral vocabulary for English Language Learners* on the back of the Vocabulary Starter **Mini Beasts** to support ELL students.

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

Suggest that students read the book in small groups. Groups of students could then read the book to another class in the school. Encourage students to use a clear, loud voice when reading to an audience.

Word work

Phonemic awareness and phonics

Write the word “ant” on a chart. Ask: *What sound does the letter “a” make in this word?* Suggest that students browse through the book looking for other words that have the /a/ sound in them. List these words on a chart. Ask: *What other words can you think of that have the /a/ sound in them?* Ask students to turn and talk to a partner about words they know that have the /a/ sound in them. Add these words to the chart.

Exploring words

Provide students with word cards (look, at, the, bee, worm, ant, spider, ladybird, caterpillar, butterfly). Have them work with partners. Each student can take turns to make a sentence for the other student to read.

Writing

Modelled writing

Refer to the chart of animals you might find in the garden that you made with the students. Use their responses to model how we write about our ideas. For example: *There are lots of animals in our gardens. Watch while I write that idea on our chart.*

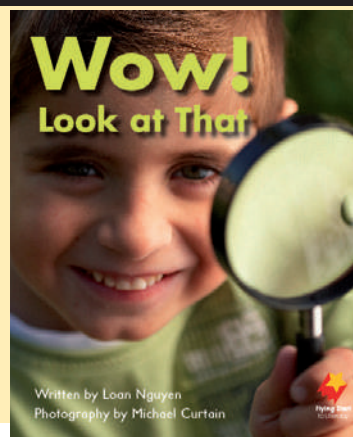
Independent writing

Ask the students to write about animals in the garden, using the sentence starter: *Look at the ____*. Students can use the word bank on page 16 to finish their sentences.

Sharing and presenting

Ask students to share their collages with the class.

Ask: *What sorts of animals live in a garden? Do all gardens have the same sorts of animals living in them? Why? Why not?*



Before reading

Getting ready to read

Encourage students to activate their prior knowledge. Talk about animals that you might see in a garden. Ask: *What animals have you seen in your garden?* Have students draw a close-up picture of this animal. Encourage students to show their picture to another member of the class.

Vocabulary building

As needed, introduce the vocabulary from the book. This can be done using the Vocabulary Starter **Mini Beasts**. Refer to the teacher notes on the back of the Vocabulary Starter for ideas about using this resource.

Introducing the book

Show the students a copy of the book *Wow! Look at That*. Say: *This book is about animals that you might see in a garden.* As you turn each page, talk about the animal on the page. Ask: *What animal is being looked at through the magnifying glass?* Respond using the form of the text. Example: *Yes the person is looking at a worm. They might say, “I look at the worm.”* Refer students to page 2. Ask: *Are there any words here that you know?* Point out the high-frequency words (I, look, at, the).

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. Observe one or two students as they read. Check that students are able to identify where the text is on the page. Ask: *Where are the words? Where is the photograph? Can you show me where the book tells you the story?*

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 animal is in the insect catcher? What animal is sitting on someone's finger?* (Literal) *What equipment can you use to help you look more closely at animals that live in your garden?* (Inferential) *What do all the animals in this book have in common?* (Synthesising) *Do you think everyone would be able to find these sorts of animals in their garden? Why? Why not?* (Critical)

Reviewing reading strategies

Give positive feedback on the problem-solving strategies the students used as they read the book. For example, say: *You were making sure you were reading the words. Pictures help us think about the book, but we read the words.*

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

Suggest that students read the book with a partner. Encourage the students to read fluently. *Try to make your voice sound smooth, not jerky, when you are saying the words.*

Word work

Phonemic awareness and phonics

Refer students to pages 2 and 3. Read the sentence. Ask: *How many words are there in this sentence? How did you work that out?* Ask students to continue through the book checking how many words there are in each sentence.

Exploring words

Provide students with word cards for the high-frequency words (I, look, at, the). Ask: *Which word says "look"? What letters do you see in "look"? What sound does the first letter in "look" make? What word says "at"?* Students can work with a partner to use their word cards and the word bank on page 16 to write sentences about animals in the garden.

Writing

Modelled writing

Ask the students to talk about how a magnifying glass helps us to see things in detail. Use their responses to model how we write about our ideas. For example: *We can see the bee's wings with the magnifying glass. I'm going to add that to our chart; watch while I write.*

Independent writing

Have the students draw a picture of a magnifying glass. Inside the magnifying glass they draw an animal from the book. Students then write about the animal using the pattern of the book. For example: *I look at the caterpillar.*

Sharing and presenting

Encourage students to share their magnifying glass pictures and sentences with the class. Ask: *Apart from the animals in the book, what other animals might you see in your garden?*

Talk about the pair

After students have read both *In the Garden* and *Wow! Look at That*, have them choose two animals to compare and contrast. Students can record

this information in a Venn diagram. Students can work further with these books by completing the Activity card.

Blackline master

Mix and match

Cut out the sentence strips and the photographs.

Paste them on to a sheet of paper so that the sentences match the photographs.

 I look at the worm.		 
I look at the spider.		
I look at the caterpillar.		
I look at the butterfly.		
I look at the ant.		
I look at the bee.		
I look at the ladybird.		

Assessment

Can the student match a sentence to a photograph?

Can the student identify key vocabulary?

Activity card

Animal model



You will need: construction materials such as pipe cleaners, old packaging, plastic containers, coloured paper, egg cartons, tape and scissors.

1. Work with a partner and choose an animal from the book.
2. Use the materials to make a model of the animal.
3. Use words from the word bank to write a sentence about the animal.

look	ant
at	spider
the	ladybird
bee	caterpillar
worm	butterfly



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