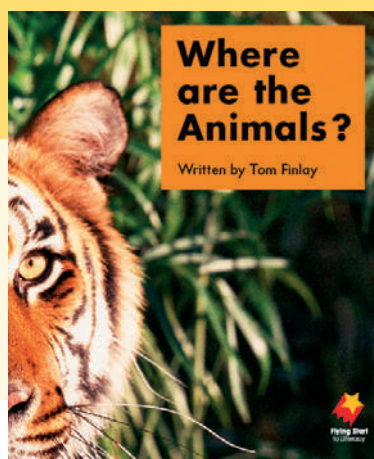


Lesson Plans

Early Emergent
reading stage

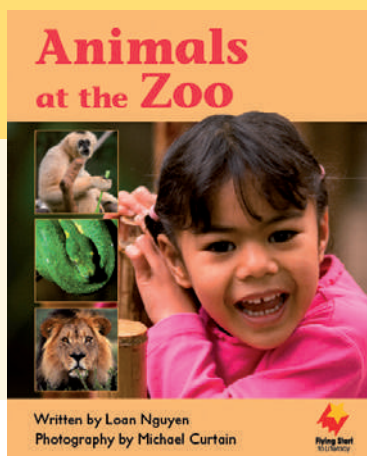
Level 1



Where are the Animals? invites readers to closely examine the features of a range of zoo animals. It provides close-up photos of the skin coverings of the animals.

Running words: 35

Text type: Report



Animals at the Zoo shows the enjoyment a girl has while looking closely at a range of animals at the zoo. It develops the theme that while the girl is looking at the animals the animals are also looking at her.

Running words: 35

Text type: Recount



Vocabulary Starter

Vocabulary

High-frequency words

can I see this you

Key vocabulary

elephant hippopotamus lion
monkey snake tiger zebra

Phonics

- Initial sound-letter relationships:
/h/ as in hippopotamus, /z/ as in zebra

Text features

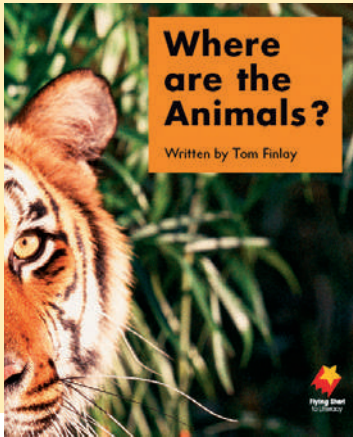
- Caption books: one to two lines of text per double-page spread
- Photographs
- Use of questions
- Word bank (page 16)

Reading strategies

- Understanding concepts about print, e.g. punctuation: capital letters, full stops and question marks
- Reading left to right

Key concepts	Curriculum links
A range of features can identify animals.	Science: Living things

Lesson 1 Where are the Animals?



Before reading

Getting ready to read

Encourage students to activate their prior knowledge. Talk about how different animals' skin might feel. If possible show the students some animal skin. Ask: *What is this?* Allow time for the students to feel the skin. Talk about what the skin feels like. *What animal might this have come from? Do you know any other animals that have skin like this? What other type of skin do animals have?*

Vocabulary building

As needed, introduce the vocabulary from the book. This can be done using the Vocabulary Starter **Zoo Animals**. 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 *Where are the Animals?* Say: *This is a puzzle book that asks you to work out which part of an animal you can see on each page.* Turn to page 2. Point out the question mark at the end of the sentence. Say: *This is a question mark.* Have students look at the question mark. You might like to ask them to pretend to write one on their hand with their finger. Say: *A question mark tells us that the sentence is asking a question.* Talk about the information in the pictures. Turn through the book ensuring that the students can identify the animals in each spread.

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 for students who are taking note of the punctuation and who can identify a question mark.

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.
Can you tell me three animals from the book? (Literal)
What kind of skin does the snake have? (Inferential)
What different kinds of skin can animals have? (Synthesising)
What did you learn by reading this book? (Critical)

Reviewing reading strategies

Give positive feedback on the problem-solving strategies the students used as they read the book. For example, say: *Well done. I noticed that you made sense of what you were reading by making your voice sound the way it would if you were asking a question. That's what good readers do.*

ELL Support: *Where are the Animals?/Animals at the Zoo*

Use the teacher notes *Developing oral vocabulary for English Language Learners* on the back of the Vocabulary Starter **Zoo Animals** 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

Have students sit knee-to-knee in cooperative pairs to talk about what good reading sounds like. Emphasise that fluent reading sounds like talking. Have students read *Where are the Animals?* to a partner. Students can read the book into an audio recording device and then listen to themselves reading.

Word work

Phonemic awareness and phonics

Talk about the sound represented by the letter “z” at the start of zebra. List other words that have this sound. Make large cut-outs of the letter “z”. Encourage students to draw pictures of things that have the /z/ sound onto the cut-outs.

Exploring words

Make animal cards by cutting up the game board from the Blackline master. Have students work in cooperative pairs. To complete the activity, students shuffle the cards and then turn four cards face up. One student then points to an animal on page 16 and asks: *Can you see this...* (e.g. *snake, zebra*)? Their partner looks at the cards they have turned over. If the animal is on one of the cards they say: *Yes. I can see this snake.* If not they say: *No. I cannot see this snake.*

Writing

Modelled writing

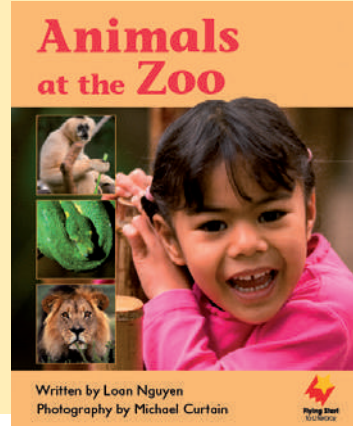
Refer to the book and ask the students to discuss what they noticed about the animals. Use their responses to model how we write about our ideas. For example: *Michael said that a zebra has lots of black and white stripes. I'm going to add that idea to our chart; watch while I write.*

Independent writing

Ask the students to make their own *Where are the Animals?* books. Encourage them to draw pictures of animals and write captions that model the form of the text. For example: *Can you see this crocodile?*

Sharing and presenting

Have students demonstrate fluent reading by reading the book to the class. Discuss the animals that students have featured in their own books.



Before reading

Getting ready to read

Encourage students to activate their prior knowledge. Talk about animals that you might see at a zoo. *What animals might you see at the zoo?* List these animals on a chart. *What kind of animals do zoos keep? Why do they keep them?* Select one of the animals from the list. Write: *I can see this crocodile.* Discuss the need to use a capital letter at the start of a sentence and a full stop at the end of a sentence.

★ Draw pictures of the animals you list to link the vocabulary to a visual cue.

Vocabulary building

As needed, introduce the vocabulary from the book. This can be done using the Vocabulary Starter **Zoo Animals**. 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 *Animals at the Zoo*. Point to the front cover and say: *This is a book about the animals this girl sees when she goes to the zoo.* Turn to the title page and say: *Why is there a lion on the title page?* Draw out that it is likely that the girl will see a lion at the zoo. Turn to page 2. Ask: *What might the girl tell us about the zebra?* Focus the student's attention on the text. Ask: *What does the girl say?* Support students to read the sentence, "I can see this zebra." Turn through the rest of the book ensuring that the students can identify each animal featured.

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 for students who are able to identify the start and the end of a sentence. Point to the full stop. Ask: *What is this? What does it tell us?*

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.

Can you tell me the names of three animals that the girl sees at the zoo? (Literal)

How does the girl feel about the animals she sees at the zoo? (Inferential)

Would the girl be able to touch the animals that she sees at the zoo?

Why? Why not? (Synthesising)

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

Reviewing reading strategies

Give positive feedback on the problem-solving strategies the students used as they read the book. For example, say: *You noticed where the sentence started and ended on each page.*

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

Discuss the need to read the sentence in a smooth and flowing way. Have students sit facing each other knee-to-knee while reading the book with a partner. Encourage them to try to make their reading sound smooth, like talking.

Word work

Phonemic awareness and phonics

Turn to page 14 in the book. Ask: *What is the first letter in “hippopotamus”?* *What sound is the letter “h” making in this word?* *Can you think of other words with this sound?* List these on a chart.

Exploring words

Provide word cards and animal picture cards. Encourage students to arrange these cards to make sentences from the book. Students can then work independently to paste these words onto sheets to make their own strip books.

Writing

Modelled writing

Ask the students to talk about animals that we can see at the zoo. Use their responses to model how we write about our ideas. For example: *Watch while I write our ideas on our chart. Look at how I am using a capital letter at the start of the sentence and a full stop at the end of the sentence.*

Independent writing

Ask the students to draw and write about animals they can see at the zoo. Suggest that they use the word bank on page 16 of *Animals at the Zoo* for support.

Sharing and presenting

Encourage students to share their felt storyboard texts and the books they have made by reading to a partner.

Talk about the pair

After students have read both *Where are the Animals?* and *Animals at the Zoo*, say: *Do all animals live in zoos? How does the information in the books help us to know which animals live*

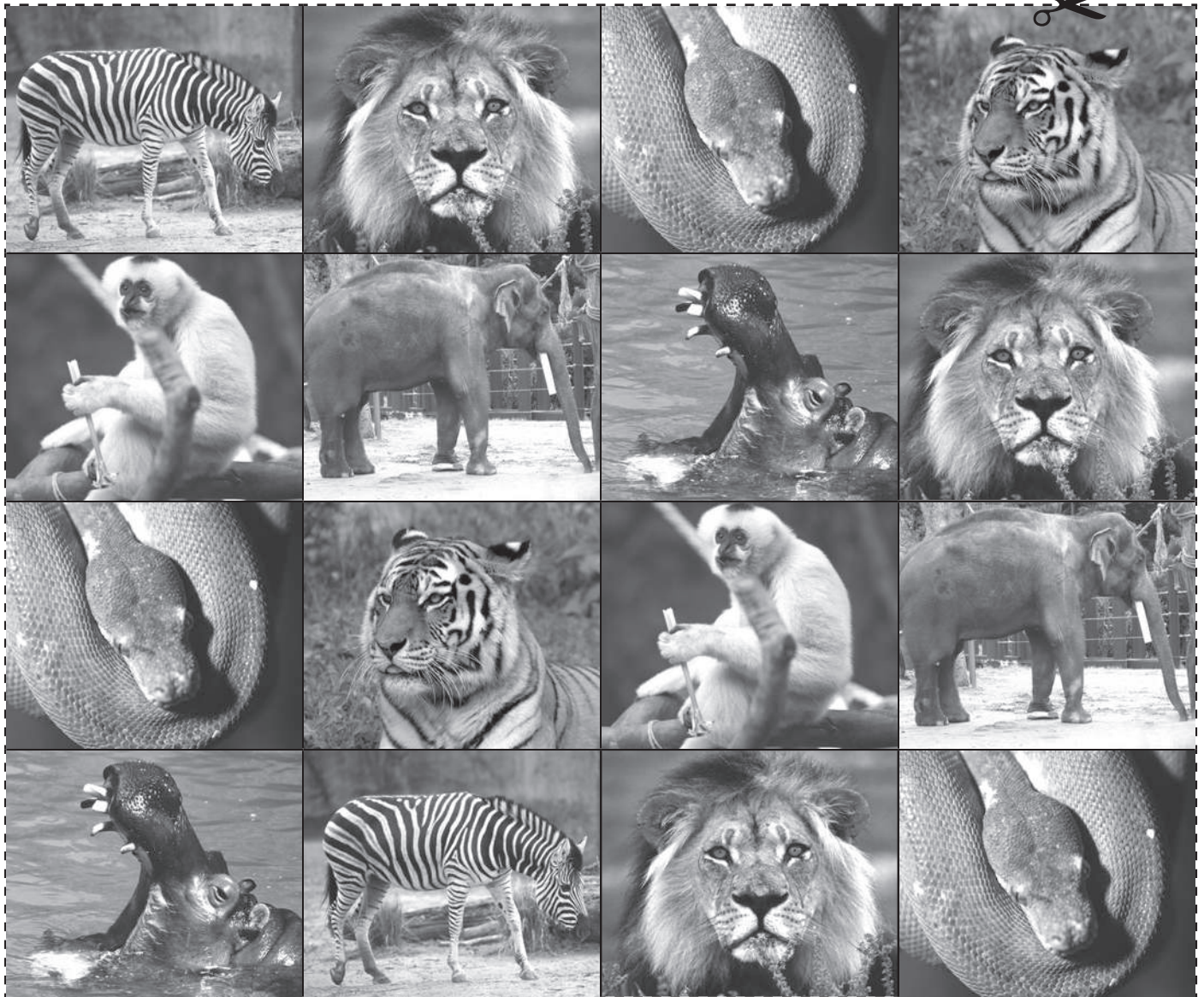
in zoos?

Students can work further with these books by completing the Activity card.

Blackline master

Animals everywhere

Bingo game board / picture cards



Assessment

Can the student recognise the animal words on his/her word strip?
Does the student use knowledge of initial letter-sound relationships
to help work out unknown words?

Activity card

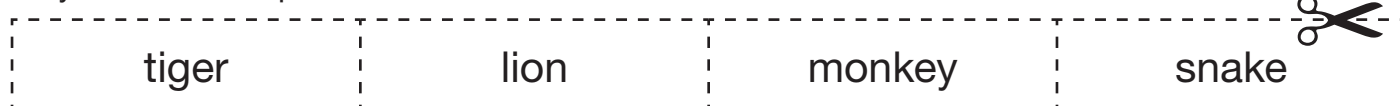
Animals bingo



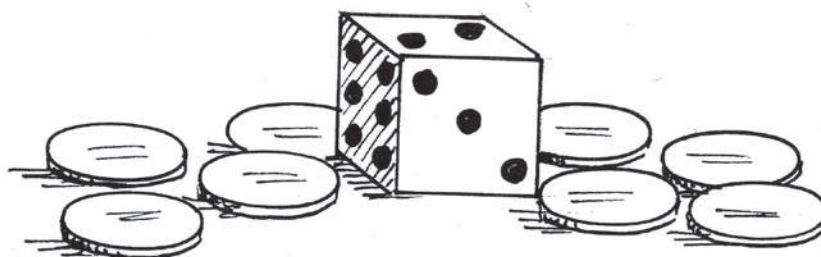
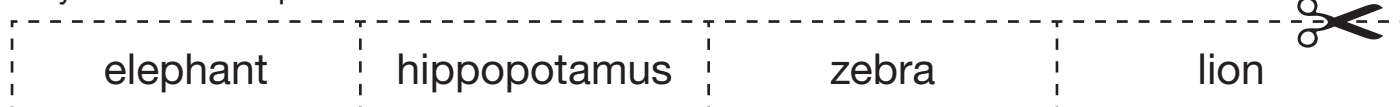
You will need: a die, eight counters and a copy of Animals everywhere (BLM).

1. Cut out the word strips and take one each.
2. Roll the die onto the game board.
3. If the die lands on an animal whose name appears on your word strip, put a counter on that word.
4. Cover all your animal words with counters to win.

Player 1 Word strip



Player 2 Word strip



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