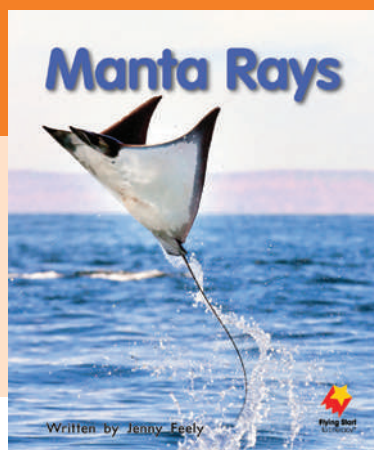


Lesson Plans

Transitional
reading stage

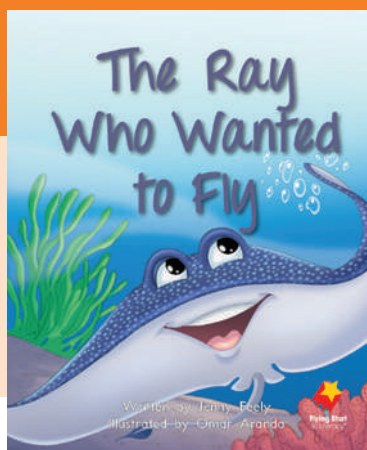
Level 12



Manta Rays is a report about the physical adaptations and behaviour of manta rays.

Running words: 188

Text type: Report



Written in the style of a fable, *The Ray Who Wanted to Fly* tells the story about how manta rays learned to “fly” through the water.

Running words: 232

Text type: Narrative

High-frequency words

New: after because by could different find gave its itself long other small sometimes soon through want/ed

Key vocabulary

animals bird body breathe catch eyes fins fish flap/flapped flapping flat float fly flying food gills hunt manta ray/s plants rays sea sift sky swim tail thin top water

Phonics

- Identifying the long /a/ sound as in *ray*
- Identifying the initial consonant blend /fl/ as in *flying*

Text features

Manta Rays

- Chapter headings
- Index
- Labelled photograph
- Simple and compound sentences

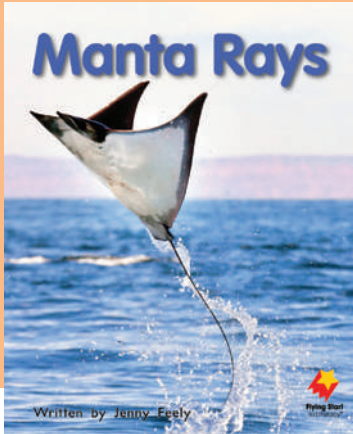
The Ray Who Wanted to Fly

Reading strategies

- Using an index
- Cross-checking using meaning

ELL support	Key concepts	Curriculum links
• Chapter headings clearly indicate content. • The introduction clearly states the key concepts. • Photographs support the text. • Illustrations provide support for the setting. • New vocabulary is supported by the context.	• Manta rays live in the sea. • Manta rays are well adapted to this habitat, where they are able to find food and reproduce. • Manta rays swim through the water as if flying. • People tell stories to explain how things in the natural world may have come to be.	• Science: Living things • English: Traditional stories

Lesson 1 Manta Rays



Before reading

Getting ready to read

Encourage students to activate their prior knowledge. Write *manta ray* on the board. Have the students brainstorm all that they know about manta rays in a chart headed “What we know about manta rays” and “What we would like to know about manta rays”.

★ Look at pictures of manta rays and ask students to brainstorm words to describe them. Look at pictures under the sea and ask students to describe what the environment is like.

Vocabulary building

★ As needed, introduce the vocabulary from the book. On the board, list words that are likely to be unfamiliar to the students, such as *manta ray*, *sea*, *body*, *fins*, *gills*, *eyes* and *breathe*. Make sure that students know what each word means.

Introducing the book

Give each student a copy of the book. Say: *This book gives us information about how manta rays live in the sea.* Have the students turn to page 16. Discuss how indexes work. Refer to the list of “What we would like to know about manta rays” compiled in Getting ready to read. Ask: *Which page might tell us the answer to the question “What do manta rays eat?”* Turn to the appropriate page and read the information. Ask: *Did this information answer our question?*

During reading

As each student reads the text independently, monitor and support them where appropriate. If necessary, ask them to stop reading and remind them to use the reading strategies you are focused on. When students have finished reading the book, have them turn to page 16. Ask: *What is this page called? How do you use it?* Encourage this behaviour by asking: *Which page would I go to if I wanted to learn about manta ray babies?*

After reading

Talking about the book

Ask the students to 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 the text in the book.

What type of animal is a manta ray? (Literal)

Why do manta rays need to live in the sea? (Inferential)

How does a manta ray stay safe? (Synthesising)

Which of our questions did this book answer? Were there any of our facts that the book disagreed with? (Critical)

Reviewing reading strategies

Give positive feedback on the reading strategies the students used as they read the book. For example, say: *I see that you know how to use an index. This can help you to find information more quickly. This is a skill that good readers use.*

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.

Developing fluency

Have students practise reading the text aloud in pairs. Encourage them to read fluently. Say: *When you read, try to make your voice smooth, as if you are talking.*

Word work

Phonemic awareness and phonics

Write *ray* on the board. Ask: *What sound do the letters “ay” make in this word?* Have the students use magnetic letters or letter tiles to make words with different onsets for the “ay” rime.

Exploring words

Talk about the use of words such as *live*, *swim*, *eat* and *comes*. Ask: *What do these words tell us about manta rays?* Elicit that these words show that this is how manta rays are all the time, not just now.

Writing

Modelled writing

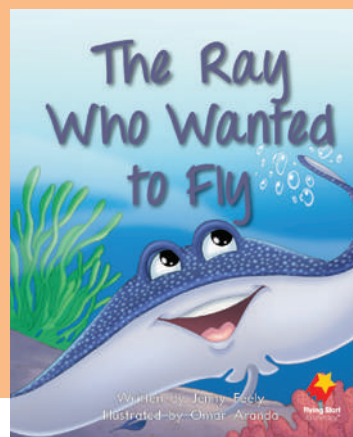
★ Say: *I am going to write some sentences that describe manta rays.* Model using adjectives in simple sentences, for example: *Manta rays have flat bodies. They have thin tails. Manta rays have wide mouths.* Discuss the use of specific scientific words to describe things in scientific reports. For example, say: *“Manta rays’ bodies are flat like pancakes” would not be used in a scientific report.*

Independent writing

Have the students write sentences to describe other animals. Encourage the use of specific scientific words, for example: *Snakes have long, thin bodies. Horses have hard hooves.*

Sharing and presenting

Have students share the adjectives they have used in their writing and add them to a class list.



Before reading

Getting ready to read

Encourage students to activate their prior knowledge. Have the students read *Manta Rays* prior to reading this book. Ask: *How do manta rays move through the water?* Have the students act out moving like manta rays.

★ Draw a simple diagram of a manta ray. Have students work in pairs to label the diagram. Provide the following words on cards to support them: *eyes*, *tail*, *fins*. Ask students to talk about how manta rays swim in the sea. Encourage them to use the word *flap* in a sentence.

Vocabulary building

★ As needed, introduce the vocabulary from the book. Say: *We are going to read a book about a manta ray that wanted to fly.* Ask students to talk to a partner about the words they predict will be in the book. Invite students to share their ideas. Compile a class list.

Introducing the book

Show students a copy of the book. Say: *This book is like a fable. It tells how a long time ago, manta rays first learnt to flap their fins so that they moved through the water as if they were flying.* Turn to pages 2 and 3 and cover *sea* at the end of the first sentence with your finger. Have the students read the sentence. Ask: *What word do you expect to see under my finger? What would make sense? Would mountain make sense? Why not?* Elicit the need to use all of the information on the page to think about what would make sense in this sentence. Give each student a copy of the book.

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.

Developing fluency

Have the students record their reading of the book on an audio recording device. When finished, ask them to listen to their reading. Ask: *What things did you do well?*

Word work

Phonemic awareness and phonics

Write *fly* on the board. Ask: *What sounds do you hear in this word?* Discuss how the /f/ and /l/ sounds blend together. Have the students find other words in the book that have this blend. List these on the board. Have students complete the Blackline master to explore other words with this consonant blend.

Exploring words

Turn to page 7. Reread the page with the students. Ask: *What does it mean when the author says “They were just like wings?”* Discuss the use of similes in writing.

Writing

Modelled writing

★ Say: *I am going to write some descriptions of animals, showing what they are like.* Refer to the discussion in Exploring words. Think aloud as you model this task. For example, say: *I am thinking about a snake. Its body is long and thin like a rope.* Write: *Snakes have long, thin bodies. They are like ropes.*

Independent writing

Have students write descriptions, comparing one thing to another. Have them illustrate their sentences.

Sharing and presenting

Have students share their similes.

During reading

As each student reads the text independently, monitor and support them where appropriate. If necessary, ask them to stop reading and remind them to use the reading strategies you are focused on. Check for students who are using context clues to support their reading. Encourage this behaviour. For example, say: *I noticed that you stopped reading when it didn’t make sense and tried to work out why.* When they pause, ask: *What would make sense there? What can you see on the page that might help you work it out?*

After reading

Talking about the book

Ask the students to 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 illustrations and the text in the book. *Which animal did the manta ray see in the sky?* (Literal)
Why didn’t the manta ray fly through the water when she tried to the first time? (Inferential)
Why did all the other manta rays copy the flying manta ray? (Synthesising)
Is this a true story? How do you know? (Critical)

Reviewing reading strategies

Give positive feedback on the reading strategies the students used as they read the book. For example, say: *I noticed that you stopped reading when it stopped making sense. What did you think about to help you to fix the problem? That’s what good readers do.*

Talk about the pair

When students have read both books, ask: *What do we know about manta rays from reading these two books?* You could collate this information in a chart showing which

book had which information. Students could explore this further by completing the Activity card.

Blackline master

Finish the words

Finish these words.



__ __ owers



__ __ y



__ __ ashlight



__ __ ag

Use these “fl” words in sentences.

flap

fly

Assessment

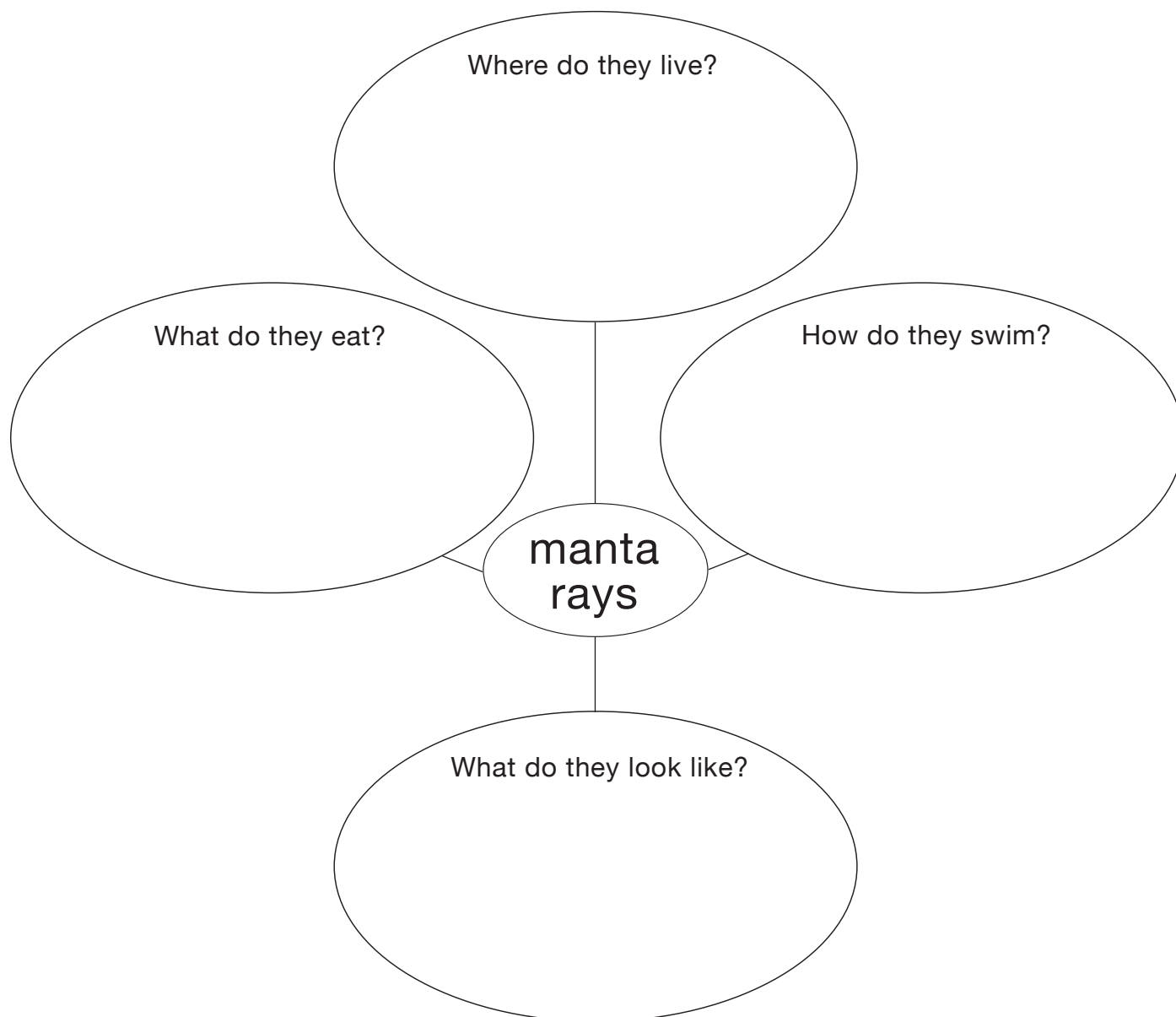
Can the student correctly complete the words using the consonant blend?
Can the student write simple sentences using words from the book?

Activity card

Concept map



Write and draw what you know about manta rays.
Use the concept map to help you.



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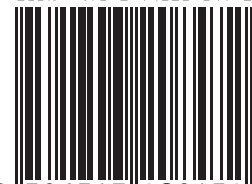
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