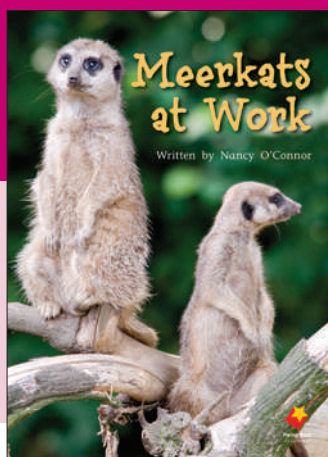


Lesson Plans

**Fluent
reading stage**

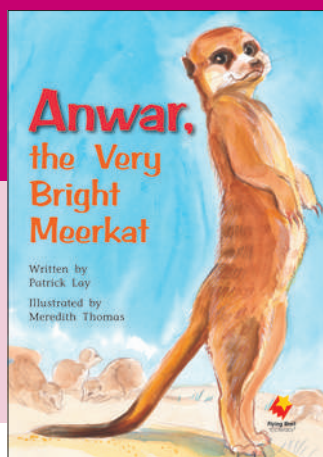
Level 21



Meerkats at Work reports on how meerkats live together in a mob and help each other to find food, stay safe and look after the young.

Running words: 656

Text type: Report



Anwar's bright fur attracts predators so he can't go hunting for food. He must think of another way to help his mob.

Running words: 783

Text type: Narrative

Content vocabulary

Africa bolthole burrow/s desert groom guard duty hunting invaders jackal mammals meerkat/s mob/s pups scorpions territory

Phonics

- Identifying the soft and hard sounds of the letter "g"
- Distinguishing between the long and short /a/ sound

Text features

Meerkats at Work

Anwar, the Very Bright Meerkat

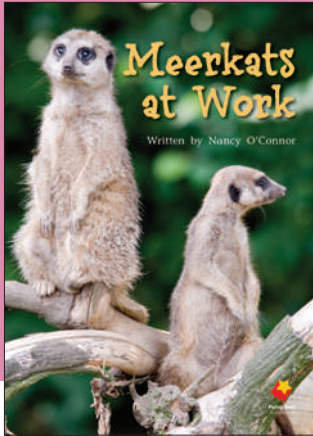
- Chapter headings and sub-headings
- Fact boxes
- Glossary
- Contents page
- Chapters with headings
- Direct speech

Reading strategies

- Self-correcting to maintain meaning
- Using evidence from the text rather than the illustrations

ELL support	Key concepts	Curriculum link
• Headings and sub-headings signal content. • Full-colour photographs and illustrations support the content. • The glossary can be used as a tool to support understanding.	• Meerkats live in groups called mobs. • Living in a mob helps the meerkats to find food, protect themselves and look after their young. • All meerkats in a mob help with the work. • Individuals have different skills that can help a group.	• Science: Biological sciences – Living things

Lesson 1 Meerkats at Work



Before reading

Getting ready to read

Encourage students to activate their prior knowledge.

Ask: *What is it like in a desert? What animals might live in deserts?*

Say: *Animals called meerkats live in the desert in Africa. What do you know about meerkats?* Use students' responses to fill in the first column of a T-chart with the headings *Knew* and *New*.

★ Explain that some animals live by themselves and some live in groups. Ask: *How might living in a group help animals?* Draw out that it can help the animals find food, stay safe and look after their young.

Vocabulary building

★ Show the students a photo of a meerkat. Ask: *What words might be in a book about meerkats?* Make a list. Introduce other content words from the book.

Introducing the book

Give each student a copy of the book and have them read the title and the contents page. Ask: *What will you find out about when you read this book? How has the author organised the information?*

Have students prepare for reading by thinking and talking about the book with your support. Ask: *What is your opinion of meerkats?*

During reading

Ask each student to read the text independently. Monitor students as they read and support them where appropriate. If necessary, ask them to stop reading and remind them to use the reading strategies you are focused on. Say: *If what you read doesn't make sense, you need to re-read it. Now, check that it makes sense this time.*

After reading

Talking about the book

Ask 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.

Why do meerkats have one of their mob on guard duty when they are hunting for food? (Literal)

Would a meerkat survive if it did not live in a mob? Explain. (Inferential)

What other animals live together in groups? (Synthesising)

Why did the author choose the title Meerkats at Work? (Critical)

Reviewing reading strategies

Encourage students to identify what they did to help themselves as readers. Say: *You re-read that sentence because it didn't make sense. Good readers self-correct like that. Well done!*

Returning to the book

Provide multiple opportunities for 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 take turns reading a page to each other in small groups. Say: *Remember to keep your voice smooth, not jerky, when you read aloud.*

Word work

Phonics

Write and say the words *guard* and *danger*. Ask: *What do you notice about the sound the letter “g” makes in these two words?* Discuss the soft and hard sound that the letter “g” can make.

Exploring words

Write content words from the book onto cards (e.g. *scorpions, burrow, boltholes, mob, predators, guard duty, territory, groom, explore, jackal, pups, desert*). Choose a card and discuss the meaning of the word with students. Ask students to say the word in a sentence. Have students work further with the content vocabulary by completing the Blackline master provided.

Writing

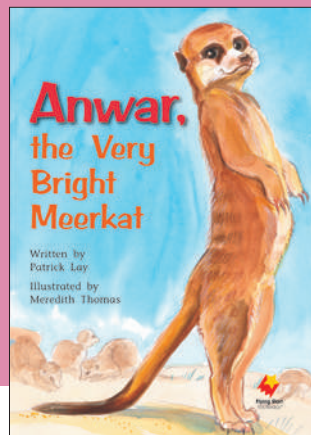
★ Return to the T-chart created during “Getting ready to read”. Re-read the information in the first column of the chart. Adjust the information to make all of it correct. Ask: *What else do we now know about meerkats?* Use students’ responses to model writing statements of fact onto the chart.

Have students write a report on meerkats. Encourage them to refer to the information on the chart as well as in the book. Have students draw pictures or print pictures of meerkats to add to their reports.

Sharing and presenting

Have students use their report writing about meerkats to make a book and read it to the group.

Lesson 2 Anwar, the Very Bright Meerkat



Before reading

Getting ready to read

Encourage students to activate their prior knowledge. Ask: *How do you help out in your family?* Discuss students’ roles in the family setting. Ask: *Do you think it is important for every member of a family to help in some way?* Discuss. Draw out that different members of a family have different roles depending upon what they are good at.

★ Revise facts about meerkats. Say: *Meerkats live in deserts. Their fur is a similar colour to the sand around them. They blend in and this makes it difficult for predators to see them.*

Vocabulary building

★ Write the words *meerkat, mob, desert, pup, guard duty, bolthole* and *jackal* on the board. Ask students to take turns saying a sentence with at least two of these words in it.

Introducing the book

Give each student a copy of the book. Have students read the title and contents page and then browse through the book. Ask: *What might this story be about?*

Have students prepare for reading by thinking and talking about the book with your support. Ask: *Where is this story set? Who are the main characters? What problem might arise for the characters?*

During reading

Ask each student to read the text independently. Monitor students as they read 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 that students understand the text and aren't just relying on the pictures. In relation to page 11, ask: *How did the meerkats know to run down the bolthole? Who alerted them? How do you know this?*

After reading

Talking about the book

Ask 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.

Why did Zula tell Anwar that he could no longer go hunting with the mob? (Literal)

How was being a different colour difficult for Anwar? How did it help him in the end? (Inferential)

How was it good for the mob that Anwar wasn't allowed to go hunting with them? (Synthesising)

What message did you get from this story? (Critical)

Reviewing reading strategies

Encourage students to identify what they did to help themselves as readers. Say: *You showed me that you understood the information you read in the text. Well done – you are reading to get the meaning of the story.*

Returning to the book

Provide multiple opportunities for 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 read the book in a group of four with each student reading one of the parts of the narrator, Anwar, Zula and Nia. Say: *When you read your part, think about how the character might say those words.*

Word work

Phonics

Write the words *Anwar*, *Jackal* and *Africa* on the board and identify the short /a/ sound. Say: *There is also a long /a/ sound. What does it sound like?* List some examples. Have students turn to pages 6 and 7 and ask them to find words with the long /a/ sound as in *day* (*playing*, *days*, *dangerous*, *tails*, *waiting*).

Exploring words

Have students turn to page 9. Ask: *What two words have an apostrophe? (couldn't, Anwar's) Why does each word need an apostrophe?* Discuss and draw out the difference between an apostrophe for contraction and an apostrophe for possession. Have students find other examples in the book.

Writing

★ Write the sentence starter *Anwar was good for his mob because . . .* on the board. Have students, in pairs, talk about what they would write to complete this sentence. Model writing the rest of this sentence, e.g. *. . . because he kept the mob safe by being on guard duty.*

Have students write an opinion piece. Ask: *Do you think that having bright red fur with golden stripes was a good thing for Anwar?* Discuss students' opinions. Encourage them to start their response by stating their opinion, writing about their reasons and then summing up what they think about the question.

Sharing and presenting

Have students in small groups take turns to share their opinion pieces.

Talk about the pair

Ask: *What do we know about meerkats? What did we learn from the meerkats about working as a team? What did we learn from Anwar and the problem he faced and overcame?* Discuss.

Have students work further with the books by completing the Activity card provided.

Blackline master

Meerkats at Work

Write one or two sentences under each heading. Use the words in the word bank and the pictures to help you.

Word bank

pups	burrow	boltholes	mob	predators	guard duty
hunting	territory	groom	explore	jackal	desert



Finding food



Keeping safe



Looking after their young

Assessment

Can the student use facts they have learnt to write a sentence?

Does the student demonstrate an understanding of content vocabulary by using it appropriately within a sentence?

Activity card

Meerkat true or false quiz



1. Cut out the list of statements.
2. With two friends, place your statements in one shuffled pile.
3. On your score chart, predict whether the first statement read will be true or false.
4. One student reads out the statement. Discuss if it is true or false.
5. Place a tick or a cross next to your prediction. Continue until 10 statements have been read. Who had the most luck predicting?

	Prediction (T or F)	Were you right? (tick or cross)
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		



Meerkats live alone.

Meerkats live in groups.

A group of meerkats
is called a herd.

Anwar has red fur
with gold stripes.

A group of meerkats
is called a mob.

Anwar is the leader
of the mob.

Anwar was the first meerkat
to stand on guard duty.

Meerkats eat scorpions.

Meerkat pups drink milk.

Meerkats walk on two legs.

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