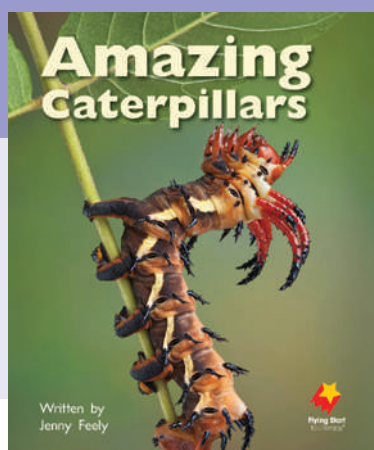


Lesson Plans

Early
reading stage

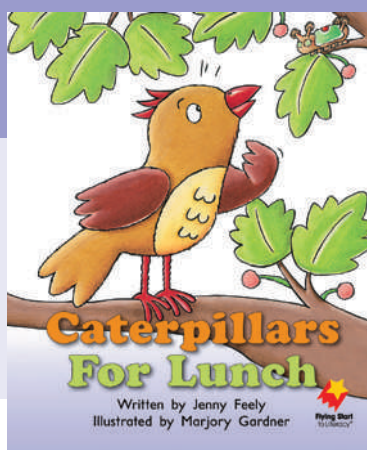
Level 9



Amazing Caterpillars provides information about how some caterpillars defend themselves from predators.

Running words: 127

Text type: Report



In *Caterpillars For Lunch*, Bird is tired of eating worms so he decides to eat caterpillars instead. However, after the caterpillars taste bad, sting him or scare him away, Bird decides that worms are better after all.

Running words: 139

Text type: Narrative

High-frequency words

New: away cannot eat keep

Key vocabulary

animals bad black caterpillar/s eyes green hide leaf red safe snake spikes spit/s sting/s taste/s

Phonics

- Breaking words into syllables
- Identifying words with the /y/ sound

Text features

Amazing Caterpillars

Caterpillars For Lunch

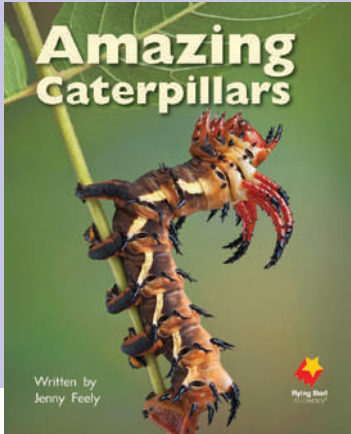
- Summary chart
- Labelled photographs
- Simple and compound sentences

Reading strategies

- Cross-checking using syntax: Does that sound right?
- Rereading to comprehend text

ELL support	Key concepts	Curriculum link
• The text pattern is predictable as it moves from the general “many” to the specific “this” on each spread. • Key vocabulary is clearly illustrated with photographs and illustrations. • New vocabulary is supported by the context.	• Caterpillars have many adaptations that enable them to defend themselves. • Caterpillars have many different ways of discouraging animals from eating them.	• Science: Living things

Lesson 1 Amazing Caterpillars



Before reading

Getting ready to read

Encourage students to activate their prior knowledge. Say: *Have you ever seen a caterpillar? What did it look like? Where did you see it? What was it doing? What else do you know about caterpillars?* List students' suggestions on the board.

★ Show students photographs of different caterpillars. Have them talk about the features of each caterpillar: colour, spikes, hairs, eyes, etc. Have them turn and talk with a partner about all the features they can see and record these on a chart.

Vocabulary building

★ As needed, introduce the vocabulary from the book. List words from the book that students may find challenging, such as *safe, hide, sting, spikes, taste, smell* and *spit*. Talk about what each one means. Have students practise using the words by giving clues to a partner, such as *This is something you do with your nose*.

Introducing the book

Give each student a copy of the book. Say: *This book gives us information about how caterpillars protect themselves from animals that want to eat them*. Introduce the reading strategy by writing the first sentence from the book on the board: *Many animals _____ caterpillars*. Ask: *What word fits this sentence: eat or eats?* Talk about the need to think about what word sounds right in this sentence. Ask: *Do we say it like that?*

During reading

As each student reads the text independently, monitor and support them where appropriate. If necessary, ask students to stop reading and remind them to use the reading strategies you are focused on. Look for students who are cross-checking using syntax as they read. Notice when this behaviour occurs and give positive feedback to the student. For example, say: *You read "Many caterpillars hid to keep safe." Is that the way we would say it? Does it sound right? What else would make sense and sound right there?*

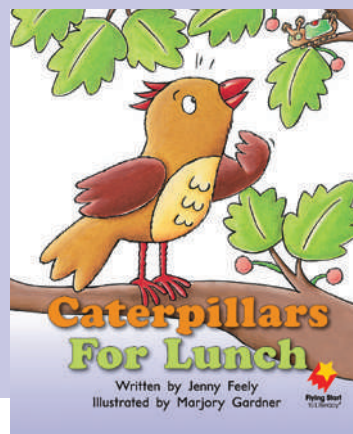
After reading

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. *Why do caterpillars need to protect themselves?* (Literal)
Do all caterpillars use the same way of staying safe? (Inferential)
Would these caterpillar defences keep them safe all the time?
Why or why not? (Synthesising)
Refer to the list made prior to reading the book. Ask: *What new information did we get from reading the book?* (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 didn't sound right. That's what good readers do.*



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

Model reading several pages of the book using phrasing. Say: *I read a few words together. This helps my reading to sound smooth and to make sense.* Have students read the text aloud to a partner.

Word work

Phonemic awareness and phonics

Say: *Words can have more than one part.* Demonstrate clapping the syllables in the students' names. Draw a four-column chart on the board.

1	2	3	4

Have students say words from the book and then count the syllables. Add the words to the appropriate column on the chart.

Exploring words

Say: *We read that some caterpillars keep safe because they taste bad. What other words could we use to describe a bad taste?* Make a list, such as *yukky, sour* and *bitter*. Ask: *What words could we use to describe things that taste good? (yummy, sweet)*

Writing

Modelled writing

★ Say: *I want to write a report about [worms].* Model brainstorming a concept map of all the things you know about worms. Think aloud as you use these ideas to make a short text modelled on the book.

Independent writing

Have the students write a report about an animal that they know about. Encourage them to refer to the book to support their writing.

Sharing and presenting

Have students display their writing around the room. They can then walk around the room reading and responding to each other's work. Students could award stars when they come across a fact they did not previously know.

Before reading

Getting ready to read

Encourage students to activate their prior knowledge. Ask: *What do birds eat? Would a bird eat caterpillars? What might the caterpillars do to stop the bird from eating them?*

★ Ask students to turn and talk with a partner about their favourite food. Ask: *Would you like to eat this food all the time?* Ask them to list one new food that they have tried that they really liked, and one new food that they tried that they didn't like at all. Ask: *What did you like/didn't like about this food?* Ask students to share their ideas with the group.

Vocabulary building

★ As needed, introduce the vocabulary from the book. Write *yuk* and *yum* on the board. Ask: *What do these words mean? How can you know which word is which? When might you see them in a book?* List and discuss any other words that you think may be challenging for the students.

Introducing the book

Give each student a copy of the book. Say: *This is a story about what happened when Bird decided to stop eating worms and eat caterpillars instead.* Ask: *Have you ever read something and it stopped making sense? What did you do?* Draw out that when you notice a mistake, rereading the last sentence or two can help you to work out what went wrong. Say: *When you are reading today, watch out for times when you need to reread.*

During reading

As each student reads the text independently, monitor and support them where appropriate. If necessary, ask students to stop reading and remind them to use the reading strategies you are focused on. Look for students who are using the rereading strategy. Encourage this behaviour. For example, say: *I noticed that when you made a mistake you reread the sentence. That's what good readers do.* Support students when you notice they are having difficulty. For example, say: *What might help you to work it out? Have you tried rereading that page?*

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.

- What did Bird decide to eat instead of worms?* (Literal)
- Why did Bird decide he did not like worms anymore?* (Inferential)
- Why did Bird decide to go back to eating worms?* (Synthesising)
- Is it a good idea for an animal to try to eat a different kind of food?*
- Why?* (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 reread the page where Bird said he was sick of eating worms. Why did you do that?* Elicit how the rereading helped with comprehension. Say: *That's what good readers do.*

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

Point out the exclamation marks on page 6. Model thinking aloud as you read. For example, say: *I see the quotation marks. This tells me that someone is talking. I look for "said" to see who is speaking. I notice the exclamation mark. It tells me to say the word strongly.* Have the students read the text aloud to a partner. Focus on expressive reading.

Word work

Phonemic awareness and phonics

Write *yuk* and *yum* on the board. Ask: *What sound do each of these words start with? What letter is making that sound?* Have the students suggest other words that begin with the /y/ sound.

Exploring words

On the board, write: *I am not going _____ eat worms today.* Ask: *What word could we use to finish this sentence? How do we spell to?* Repeat, removing a different high-frequency word from the sentence each time. Have the students complete the Blackline master.

Writing

Modelled writing

★ Tell the students about a time when you exclaimed in surprise or shock. For example, say: *Last night I found a spider in my bed. "Help! Get that spider out of my bed!" I said. Say: I want to write down what I said so that everyone knows how I said it.* Model thinking about using an exclamation mark.

Independent writing

Have the students draw scenarios where they have been surprised or shocked. Ask them to add speech balloons that show what they said. Encourage the use of exclamation marks to show surprise or shock.

Sharing and presenting

Have students read their exclamations to the class.

Talk about the pair

When students have read both books, ask: *What do we know about caterpillars 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 sentences

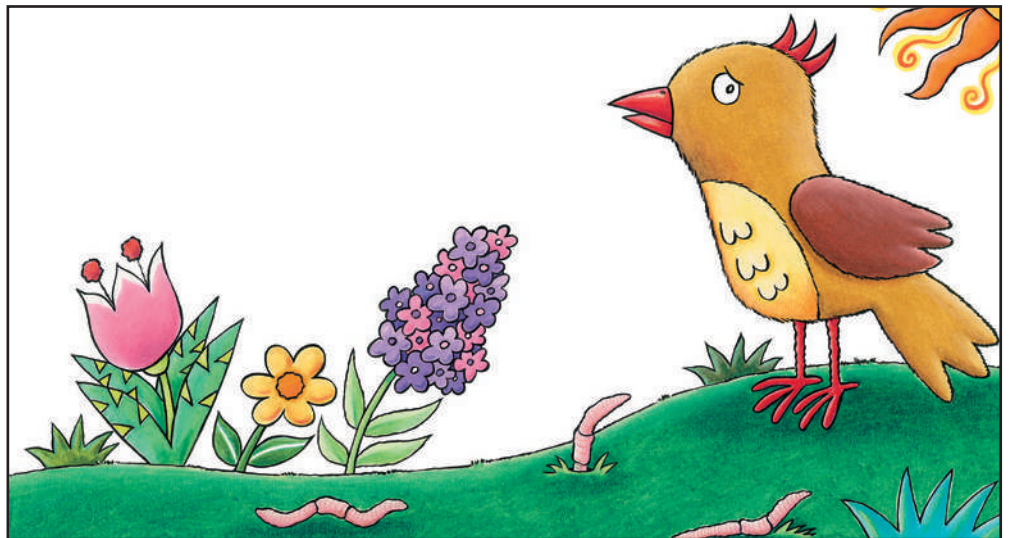
Write the correct word in each sentence.

I _____ not like to eat worms.

I do not like _____ eat worms.

I do _____ like to eat worms.

I do not _____ to eat worms.



Assessment

Can the student accurately complete each sentence?

Can the student spell each high-frequency word correctly?

Activity card

Make a poster



You will need: a large sheet of paper, markers

What to do:

Write and draw to show all of the amazing facts you know about caterpillars.

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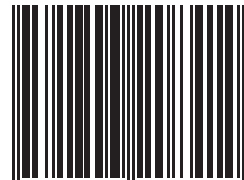
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