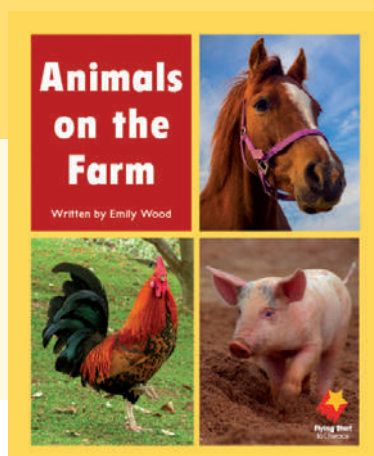


Lesson Plans

Early Emergent
reading stage

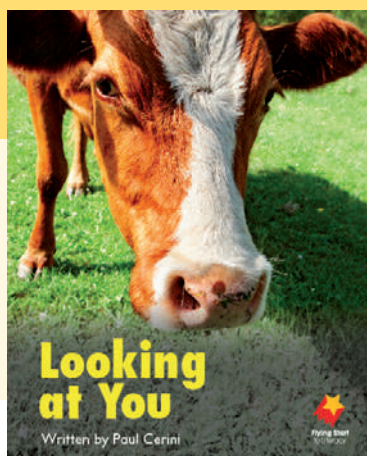
Level 2



Animals on the Farm introduces readers to a range of farm animals. The photographs show various features of each of these animals.

Running words: 70

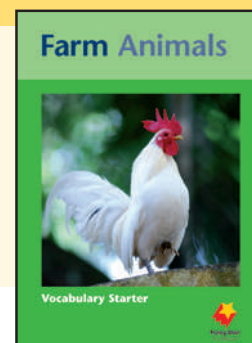
Text type: Report



Looking at You is about farm animals who look around their farm and see the other animals who live there.

Running words: 63

Text type: Report



Vocabulary Starter

Vocabulary

High-frequency words

a can here I is see
the you

Key vocabulary

cow duck goat horse pig rooster sheep

Phonics

- Sound-letter relationship – /i/ as in pig
- Onset and rime – /ig/ as in pig, big, wig
- Identifying same sounds in different words, e.g. can – cow, pig – goat

Text features

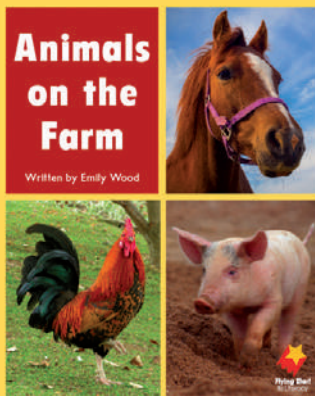
- Use of questions
- Photographs
- Word bank (page 16)

Reading strategies

- Reading left to right with a return sweep
- Matching story and illustrations

Key concepts	Curriculum links
• Certain animals live on farms. • Animals use their sight to see things around them.	• Science: Living things, habitats

Lesson 1 Animals on the Farm



Before reading

Getting ready to read

Encourage students to activate their prior knowledge. Talk about farm animals. *What animals might you see on a farm?* Ask students to turn and talk with a partner. Have each pair share their ideas. Make a list of students' responses. Show the students the plastic farm animals you have brought in to class.

Vocabulary building

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

Introducing the book

Show the students a copy of the book *Animals on the Farm*. Say: *This book is about animals that you might see on a farm.* Talk through the book. Ask: *Can you see a cow?* Model the form of the text in your response. Example: *Yes, I can see a cow.*

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 read text with a return sweep. Do students read the return sweep smoothly as one sentence? Do their eyes follow the text to the next line?

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 on the farm? (Literal)

Why is this book called Animals on the Farm? What makes an animal a farm animal? (Inferential)

What can you tell me about farm animals? Have you learnt anything new about animals that live on farms? (Synthesising)

Do you think all farms have these animals on them? Explain. (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 that you made your eyes and your finger move from one line to the next. That is what good readers do.*

ELL Support: Looking at You/Animals on the Farm

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

Read the book to the students using expression. Say: *Can you see how I read the question? What did my voice do?* Students can then read the book with a partner. Provide positive feedback to students when they read fluently and with expression. Example: *I liked the way you read, it sounded like you were answering your partner.*

Word work

Phonemic awareness and phonics

Ask students to turn to page 8. Ask: *Which word says “pig”?* Write the word “pig” on a chart with the onset /p/ and the rime /ig/ written in different colours. Point to the “p” and say: *This part of the word says /p/.* Point to the “ig” and say: *This part of the word says /ig/.* Ask: *What other words end with the sound /ig/?* Make a list of the students’ responses on a chart (e.g. big, wig, jig).

Exploring words

Provide students with high-frequency word cards (I, can, see, a, you). Have them use plastic farm animals and word cards to create sentences. Example: *Can you see a sheep? I can see a rooster.*

Writing

Modelled writing

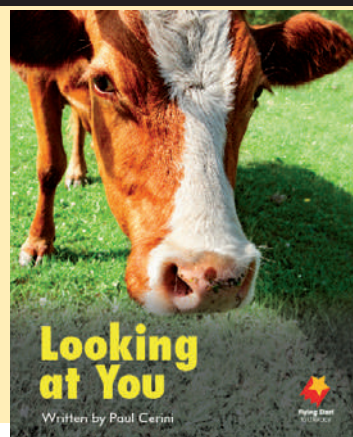
Ask the students to choose one of the animals from the book to write about. Open the book to the double-page spread of the chosen animal and ask the students to talk about what they notice. Use their responses to model how we write about our ideas.

Independent writing

The students could write about the animals they might see on a farm. Encourage them to use the word bank on page 16.

Sharing and presenting

Refer back to the list of farm animals made before reading. Say: *Can we add any new animals to our list? Which animals would not belong on our list? Why not?*



Before reading

Getting ready to read

Encourage students to activate their prior knowledge. Make a list of the animals that the students will find in the book (cow, horse, rooster, pig, sheep, duck, goat). Read the list of words to the students. Ask: *What do all these animals have in common?* List these (e.g. legs, ears, eyes). Ask: *What do the animals use their legs/ears/eyes for?*

Vocabulary building

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

Introducing the book

Show the students a copy of the book *Looking at You*. Direct them to the front cover. Say: *This book is about animals that live on a farm. These animals look around and see other animals on their farm.* Talk through the book. As you turn through the pages talk about the animals and what they are looking at. Ask: *What is the name of this farm animal? What animal is the cow looking at?* Model the form of the text in your response. Example. *The cow can see the horse.*

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

In small groups students can create an audio recording of the book. Students could add animal noises for each page as they read the book.

Word work

Phonemic awareness and phonics

Write the words “can” and “cow” on a chart with the letter “c” in “can” and the letter “c” in “cow” underlined. Ask: *What do these words have in common? What letter in cow makes the /c/ sound? What letters in duck make the /c/ sound?* Have students turn and talk with a partner about words they know that have the /c/ sound in them. Ask: *What other words do you know that make the /c/ sound?* Add these to the chart.

Exploring words

Students can work in small groups to draw a picture of a farm. Have the groups draw all the animals from the book on their pictures and label the animals.

Writing

Modelled writing

Discuss the book with the students. Say: *This book told us about some of the things the animals saw as they looked around the farm. Let's think about what else the animals might see.* Brainstorm the students' ideas. Have the students watch while you write the ideas on the chart.

Independent writing

Ask the students to make a book about farm animals. Encourage them to use the Vocabulary Starter **Farm Animals** as a support.

Sharing and presenting

Students can talk to a partner about their zoo animal book. Ask: *What animal would you like to see up close on a farm? Why?*

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 matching the words they read with the pictures. Ask: *Does what you just read match what the pictures are showing you?*

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.
Who did the cow see? What animal was the goat looking at? (Literal)
What animals live on this farm? How do you know they all live on the same farm? (Inferential)
Imagine you had a farm. What farm animals would you have on your farm? Why? (Synthesising)
What other animals could have been included? (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 how you made sense of the story. You were matching the photo with the words.*

Talk about the pair

In small groups students can draw a map of a farm showing where each animal lives. Ask groups to label the animals on their farm.

Groups can report back and share the maps of their farms. Students can work further on these books by completing the Activity card.

Blackline master

Who's looking at who?

Make a flow chart from the text below, following the order of the text in *Looking at You*. Use words from the word bank below to help you fill in the boxes.

rooster

The _____ can see the _____ .
_____→

duck

The _____ can see the _____ .
_____→

goat

The _____ can see the _____ .
_____→

pig

The _____ can see the _____ .
_____→

sheep

The _____ can see the _____ .
_____→

cow

The _____ can see the _____ .
_____→

horse

The _____ can see the _____ .
_____→

Assessment

Is the student able to order the text appropriately?

Is the student able to refer to the text to check sequence?

Activity card

Making groups



1. Cut out the cards below.
2. Take turns to place at least two cards in a group.
3. Can your friends guess why you have grouped the cards together?

cow	horse	rooster	pig
sheep	duck	goat	I
can	see	the	you

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