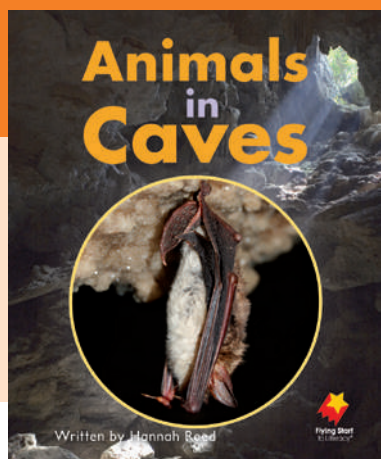


Lesson Plans

Transitional
reading stage

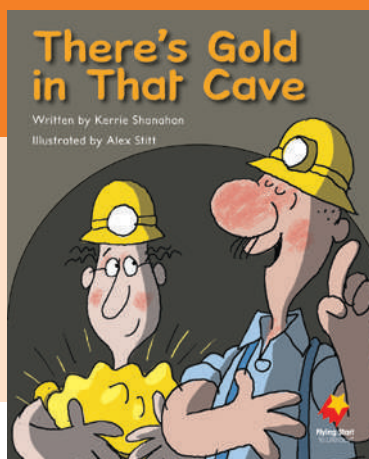
Level 13



Animals in Caves reports on the different ways that animals use caves.

Running words: 339

Text type: Report



There's Gold in That Cave is about two gold prospectors who follow a map and face their fears to search for gold in a dark cave.

Running words: 338

Text type: Narrative

High-frequency words

New: asked big don't find I'm into let(s) live much near next open(ing) say(s) than use walk(ed) water way

Key vocabulary

animals bat blind bones cave cubs deep den food fox hunt insects light mate nest packrats rest ripples safe scraps see shelter sleep spider trail web

Phonics

- Identifying "igh" as in *light, night*
- Identifying the suffix "er"

Text features

Animals in Caves

- Fact boxes
- Summary chart

There's Gold in That Cave

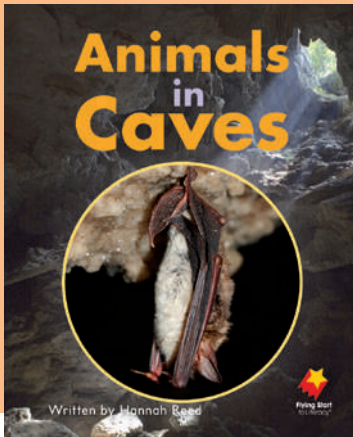
- Dialogue
- Illustrations extend the story

Reading strategies

- Reading labels, fact boxes and tables
- Using illustrations to support reading

ELL support	Key concepts	Curriculum link
• Vocabulary that is used to describe the cave environment and the animals that use it is introduced with supportive, labelled photographs.	• The inside of a cave is a unique environment. • Many animals use caves to help them survive. • Some animals live in caves.	• Geography: Location

Lesson 1 Animals in Caves



Before reading

Getting ready to read

Encourage students to activate their prior knowledge.

Say: *We are going to read a book called Animals in Caves. What animals do you think go into caves?* Ask students to turn and talk to a partner about this and then compile a group list of ideas.

★ Support students by ensuring they know what a cave is and what the environment is like in a cave. You could do this by taking the students outside to a sandpit and asking them to dig a tunnel. Say: *A cave is like a deep tunnel under the ground. What might it be like inside a cave?*

Vocabulary building

★ Write the names of the animals from the book on the board (packrat, fox, bat, cave spider, cave fish). Say: *These animals are all in the book we are going to read.* Talk with a partner about what you think each animal might look like and how it might use the cave.

Introducing the book

Give each student a copy of *Animals in Caves*. Say: *This book is called Animals in Caves. It is a report about some animals that use caves. Some of these animals live in caves. Others look for food in caves or use caves for shelter.* Talk through each page, using the photographs as a starting point for discussion. *These are the animals that will be discussed in this book. What type of animals are they? Which ones do you think live in caves?*

During reading

Ask each student to read the text independently. Monitor students as they read and support them as needed. If necessary, ask them to stop reading and remind them to use the reading strategy you are focused on. For example, check that the students are using the labels, fact boxes and tables to support their reading and to gain extra information from the text. Ask: *What is a label? What is its purpose? What information do the fact boxes give you? How are these boxes different from the rest of the text? What is the purpose of the table on page 16? What information does it give 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. *What does the packrat use the cave for? Can cave fish see? How do they know if there is something in the water? (Literal) It is hard to see in a cave. What are some of the ways that animals in caves make up for not being able to see very well? (Inferential) How do caves help animals to survive? (Synthesising) What other animals could have been written about in this book? (Critical)*

Students could complete the Blackline master (BLM).

Reviewing reading strategies

Encourage the students to identify what they did to help themselves as readers. For example, say: *What are some of the things you did that helped you make sense of this book? Can you find a place where you did some problem solving?* If appropriate, comment on how well the students used the information in the book. Say: *I noticed how you read the labels, fact boxes and the table. They all give us information.*

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

Students could sit with a partner and take turns to read a page. Encourage students to read with fluency. *Try to make your voice sound smooth, not jerky, so that your partner can hear you clearly.*

Word work

Phonemic awareness and phonics

In pairs, students could take turns to say the word “light” clearly and slowly. Ask: *What sounds can you hear in this word? What letters do you think represent these sounds?* Write the word “light” on the board. *Does anything surprise you about the spelling of this word?* Compile a group list of other words that contain the “igh” combination making the long /i/ sound.

Exploring words

Students could work in a small group and brainstorm a list of cave words. Encourage groups to scan the text to come up with words for their list.

Writing

Modelled writing

★ Refer to page 13 of the book. Talk about fact boxes and what the students notice about them. Say: *Fact boxes provide information. These fact boxes have bullet points.* Model writing an additional fact about foxes in caves, e.g. *Bats stay in caves during the day.*

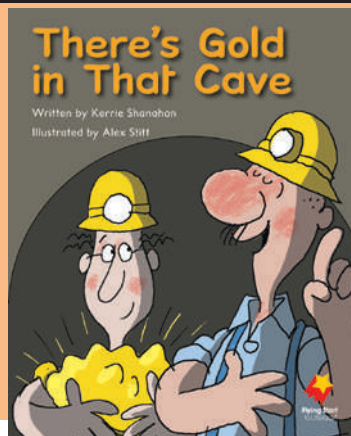
Independent writing

Have students make their own fact box about caves using information from the book and their own background knowledge.

Sharing and presenting

In small groups, have students take turns to read their fact boxes aloud.

Lesson 2 There's Gold in That Cave



Before reading

Getting ready to read

Encourage students to activate their prior knowledge. Say: *Imagine you were going to search for gold in a cave. What equipment would you need?* Ask students to turn and talk to a partner about this question. Ask students to draw themselves searching for gold in a cave.

★ Support students by ensuring they know what a treasure map is. You could do this by drawing a simple example of a map on the board (use the map on page 2 as a model). Say: *A treasure map often has clues and arrows on it.* Talk through the clues and arrows on your map.

Vocabulary building

★ Write a list of words from the text that might be challenging for your students (e.g. brave, bird-shaped, cave spider, arrow, fox's den). Ask students to sit with a partner and take turns to talk about the meanings of each of the words. Discuss the words as a group.

Introducing the book

Give each student a copy of *There's Gold in That Cave*. Say: *This book is called There's Gold in That Cave. It is a story about Big Stan and Skinny Tim who use a map to find gold in a cave.* Refer students to page 2 and read out the text from the map. Say: *Do you think they will find the gold?* Talk through the book. Turn to page 6 and ask: *What has Skinny Pete seen in this picture? What is Big Stan doing? Do you think he is big and brave?* Respond using the structure of the sentences in the text. Say: *That's right, Big Stan did not look. He ran behind a rock.*

During reading

Ask each student to read the text independently. Monitor students as they read and support them as needed. If necessary, ask them to stop reading and remind them to use the reading strategy you are focused on. Look for students who use the illustrations to extend their understanding of the text. Can the students support their understanding of the text with direct evidence from the page? Do they refer to the illustrations during their reading of the text? Do they make comments about the illustrations?

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 illustrations and the text in the book.

How did Skinny Tim know there was gold in the cave? How did Skinny Tim and Big Stan find the gold? (Literal)

Was Big Stan as brave as he said he was? Explain. (Inferential)

Were Big Stan's fears realistic? Explain. (Synthesising)

What extra information do the illustrations add to the story?

Does this information improve the story? (Critical)

Reviewing reading strategies

Encourage the students to identify what they did to help themselves as readers. Say: *What are some of the things you did that helped you make sense of this book?*

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

Students could work in groups of three and take a part each (a narrator, Big Stan and Skinny Tim) to read the text. Groups can rehearse and present their readers' theatre. Give positive feedback to students who read fluently.

Word work

Phonemic awareness and phonics

Write and say the word *bigger*. Ask: *What letters make the /er/ sound at the end of this word?* Have the students look for other words that have the “er” at the end (e.g. *braver*, *deeper*). Say: *The “er” at the end of these words is a suffix.*

Exploring words

On a long strip of paper students could draw and label all the animals that Stan and Tim saw in the book.

Writing

Modelled writing

★ Refer students to the map on page 2. Ask: *What do you notice about this map?* Discuss how the words and picture give the clues to the treasure. Ask: *What clue could we write about the spider that could have been on this map?* Model writing a clue about the spider.

Independent writing

Have students work with a partner to create a treasure map of the classroom or the playground. Say: *Your words and pictures need to give clues about where the treasure is.*

Sharing and presenting

Each pair of students could swap their treasure maps with another pair and attempt to find the “treasure”.

Talk about the pair

Ask: *What is it like inside a cave? What animals live in caves? How else do animals use caves?* Give examples.

Students could work in a group to fill in a PMI chart about exploring a cave.

Plus	Minus	Interesting

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

Blackline master

Cave animal facts

Write two facts about each of the animals in the photographs below.

Animal	Fact 1	Fact 2
		
		
		
		
		

Assessment

Can the student recall information from the text?

Can the student write statements of fact?

Activity card

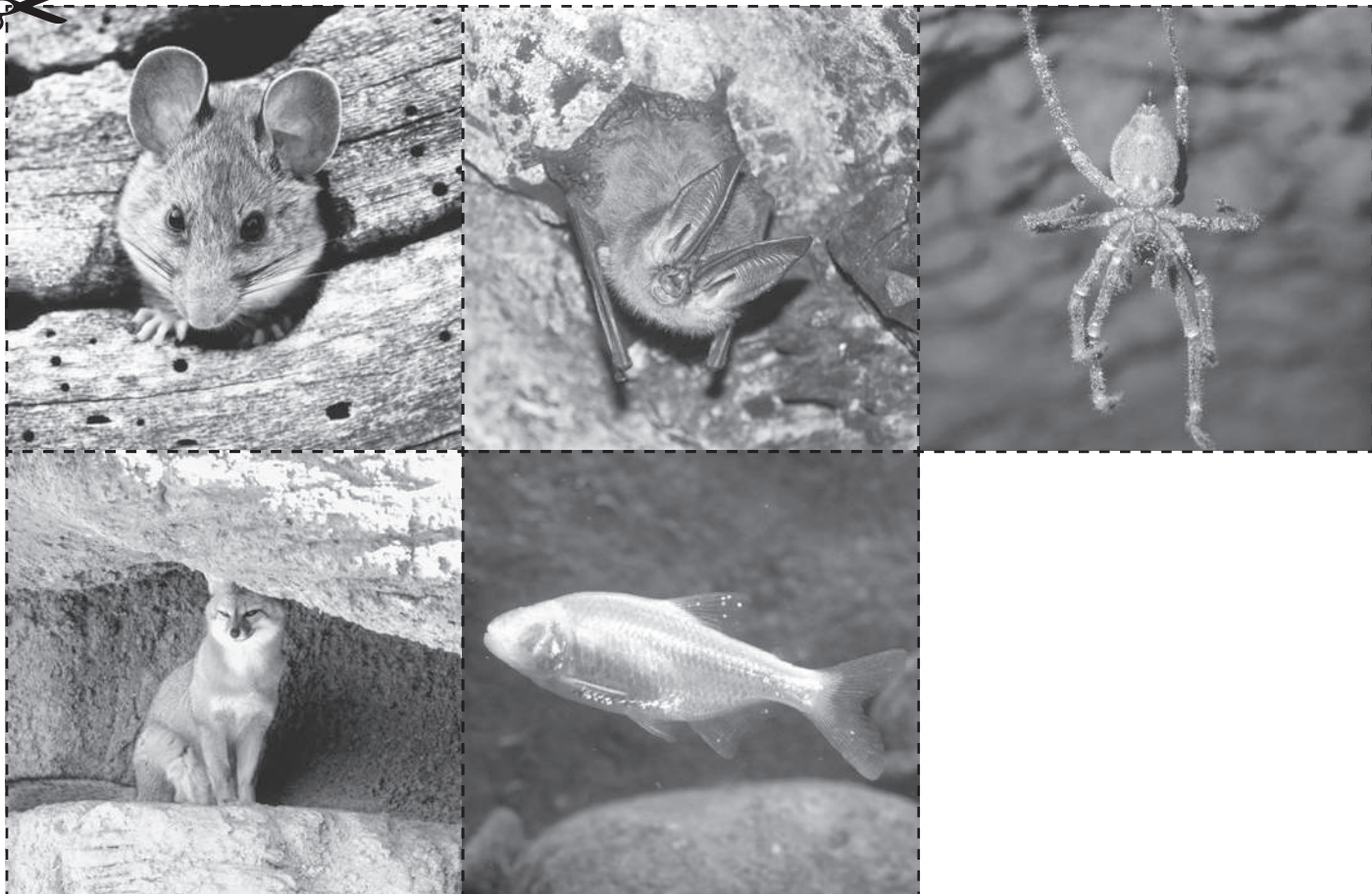
A model cave



You will need: craft sticks, scissors, tape and playdough.

What to do:

1. Cut out the pictures of the animals below.
2. Tape them onto the craft sticks.
3. Use playdough to make a model of a cave.
4. Place each craft stick in the cave to show which part of the cave that animal uses.
5. Talk about your model cave with a friend.



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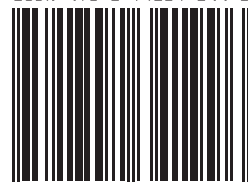
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