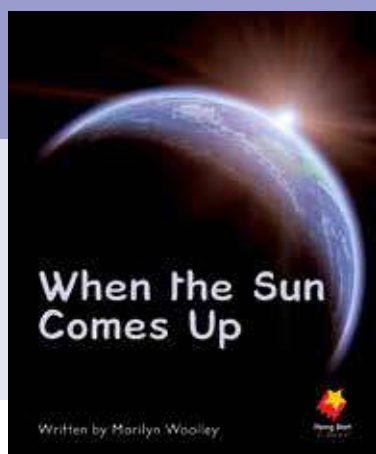


Lesson Plans

Early
reading stage

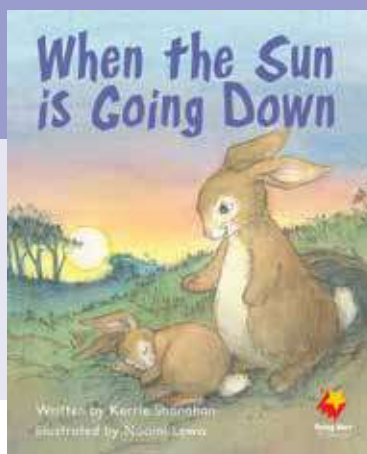
Level 8



When the Sun Comes Up is an information book that describes what various animals do each day when the sun rises.

Running words: 162

Text type: Explanation



When the Sun is Going Down is a narrative about mother animals persuading their young to go to sleep at sunset. However, there is one mother who needs to wake her young.

Running words: 286

Text type: Narrative

High-frequency words

New: before eat/s/ing many when

Key vocabulary

animals bat bed bird bugs catch diver dives duck fox frog hole hunts hunting insects jumps leaves Little Fox log Mother Duck Mother Frog Mother Rabbit nest plants pond rabbit safe sing sits sleep/s spins still sun swim time wake web worms

Phonics

- Identifying the consonant digraph “wh” as in *when*
- Identifying the consonant digraph “ng” as in *sing, hunting*

Text features

When the Sun Comes Up
When the Sun is Going Down

- Clear photographs support and extend the text
- Repetitive pattern
- Dialogue; question marks

Reading strategies

- Using letter cues – *does it look right?*
- Using letter cues – scanning the word for the final letter

ELL support	Key concepts	Curriculum links
- Colour photographs and illustrations support the text. - Repetition is used in both texts to create a familiar pattern.	- Most animals need sleep. - Most animals have active times and resting times. - Different animals have different sleep patterns.	Science: Earth and space sciences – day and night

Lesson 1 When the Sun Comes Up



Before reading

Getting ready to read

Encourage students to activate their prior knowledge. Ask students to turn and talk with a partner about what they do each day when the sun comes up. Encourage students to share their responses with the group.

★ On a large sheet of paper draw a picture of the sun coming up. Invite students to add drawings to the mural showing things that happen when the sun comes up.

Vocabulary building

★ Write the words *looks, makes, spins, eats, swims, dives, sits* and *jumps* on the board. Say: *These are some of the action words, or verbs, in the book.* Read the words. Model one of the words, e.g. *eats*, and ask students to identify it. Ask students to each choose a word, model it and have others identify it.

Introducing the book

Give each student a copy of the book *When the Sun Comes Up*. Say: *This book is a report about the things animals do when the sun comes up.* Talk through the book. Ask: *What is this animal called? What is it doing in these photographs? What other things might it do when the sun comes up?* Respond using the structure of the sentences in the text. *Yes the bird gets twigs and leaves to make a nest.*

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. Check that students are using visual cues when they read. Ask: *What did you look at to help you check that word? Did the word look the way you thought it should? What letters made you think that the word looked right?*

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 bird do when the sun comes up? What does the fox do when the sun comes up? (Literal)

Are all animals active when the sun comes up? (Inferential)

Do the animals that are active when the sun comes up do similar things? If so, what things? (Synthesising)

Why do you think the author included a bat in this book? (Critical)

Reviewing reading strategies

Give positive feedback on the reading strategies students used as they read the book. For example, say: *You made sure that you were looking at all of the letters in the word. That's what good readers do.*

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.

Developing fluency

Students could work with a partner to make playdough models of the animals in the book. One student could read the text to an audience while the other uses the models to demonstrate what the animal does. Give positive feedback to students who read fluently.

Word work

Phonemic awareness and phonics

Ask students to look at the title of the book. *What sound can you hear at the start of the word “when”?* *What two letters make this sound in the word “when”?* Ask students to turn and talk with a partner about other words that have the consonant digraph “wh” in them. Students could browse through familiar texts and create a list of these words.

Exploring words

Talk about the things the animals do in the book. *What words are used to describe the things the animals do?* Students could work with a partner to list the action verbs in the book (looks, spins, eats, swims, dives, hunts, sits, jumps, sleeps). Ask them to add other verbs to their lists.

Writing

Modelled writing

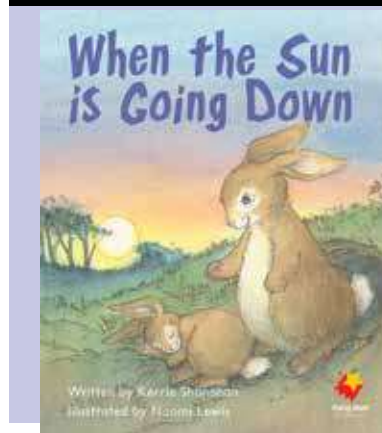
★ Ask students to choose one of the animals from *When the Sun Comes Up*. Ask: *What does this animal do early in the morning, when the sun comes up?* Write students’ ideas on a chart. Invite them to contribute to the chart, using their knowledge of high-frequency words. For example, say: *The sentence starts with the word when. Who can write when on our chart?* Encourage students to identify sounds within words. For example, say: *We need to write the word spider. Who can hear the sounds at the beginning of spider?*

Independent writing

Ask students to fold a piece of paper in half and make a “What am I?” booklet. On the front page, students could write one or two clues about what a particular animal does when the sun comes up. On the inside pages, they could write the answer and draw a picture of the animal.

Sharing and presenting

Invite students to share their writing with a partner and try to guess what each other’s “What am I?” animal is.



Before reading

Getting ready to read

Encourage students to activate their prior knowledge. Talk about bedtime routines. Ask: *What do you do when the sun goes down?* *Who likes going to bed at night?* *Do you try to stay up later? If so, what excuses do you use?*

★ On a large sheet of paper draw a picture of the sun going down. Invite students to add drawings to the paper showing things that happen when the sun goes down.

Vocabulary building

Encourage students to talk with a partner about animals that sleep at night. Ask: *Which animals go to sleep when the sun goes down?* (e.g. bird, rabbit, fox, frog, spider) Make a list of these animals. Ask: *Which animals do not sleep when the Sun goes down?* (e.g. owls, bats) Make a list of these animals, too.

Introducing the book

Give each student a copy of the book *When the Sun is Going Down*. Say: *This book is a fictional story and has direct speech. It is about mother animals that are trying to get their young to go to sleep. The young animals all want to stay up a bit longer – except for one. This animal gets up when the sun is going down.* Talk through the book. Ask: *What is Mother Duck trying to get Little Duck to do? What might Little Duck want to do instead of going to sleep?* Respond using the structure of the sentences in the text. *Yes, Little Duck might say “I need to swim and dive.”*

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. Check that students are attending to visual cues when reading. Do they scan each word and check the final letter?

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.

What did Little Duck want to do? Why did Mother Rabbit say that Little Rabbit had to go to bed? What did Little Bat do when the sun was going down? (Literal)

Why didn't the animals want to go to sleep? Why did the mother animals want them to go to sleep? (Inferential)

Do all animals sleep at night? Explain. (Synthesising)

What other animals could the author have used in this book? How might this have changed the book? (Critical)

Reviewing reading strategies

Give positive feedback on the reading strategies students used as they read the book. If appropriate, comment on how well students looked at the words. For example: *You noticed all the letters in hunting. Well done.*

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

Ask students to work in groups of three and practise reading the book in parts (mothers, little animals and a narrator). Encourage them to read with expression. *How would Little Frog be feeling? Can you make your voice sound like this?*

Word work

Phonemic awareness and phonics

Write words from the text with the “ng” digraph (going, eating, looking, sing, hunting) on a chart. Ask: *What do these words have in common?* Underline “ng” in each word. *What other words do you know that have the /ng/ sound in them?* List students’ responses on the chart.

Exploring words

In small groups, students could paint a mural that includes all the animals from the book. When the mural is dry, students can use felt-tip pens to write labels on the painting.

Writing

Modelled writing

★ Ask students to talk about the book and the reasons the animals did not want to go to bed. Make a list of these reasons on a chart. Invite students to contribute to the chart, using their knowledge of high-frequency words and the sounds within words. Ask: *Who can write this word/letter on the chart?*

Independent writing

Ask students to draw and write about their own experiences of going to bed and the things they want to do instead.

Sharing and presenting

Read the class book about going to bed to the students.

Talk about the pair

After students have read both *When the Sun Comes Up* and *When the Sun is Going Down*, ask: *What do you now know about animals and sleep?* In small groups, students could use drawings and labels to fill in a T-chart with

the headings *When the sun comes up* and *When the sun is going down*. Students can work further with these books by completing the Activity card.

Blackline master

What does each animal do?

Use information from *When the Sun Comes Up* and *When the Sun is Going Down* to fill in the chart below.

	When the sun comes up	When the sun is going down
duck		
bird		
spider		
fox		
frog		
rabbit		
bat		

Assessment

Can the student find relevant information in the texts?

Can the student fill in a data chart appropriately?

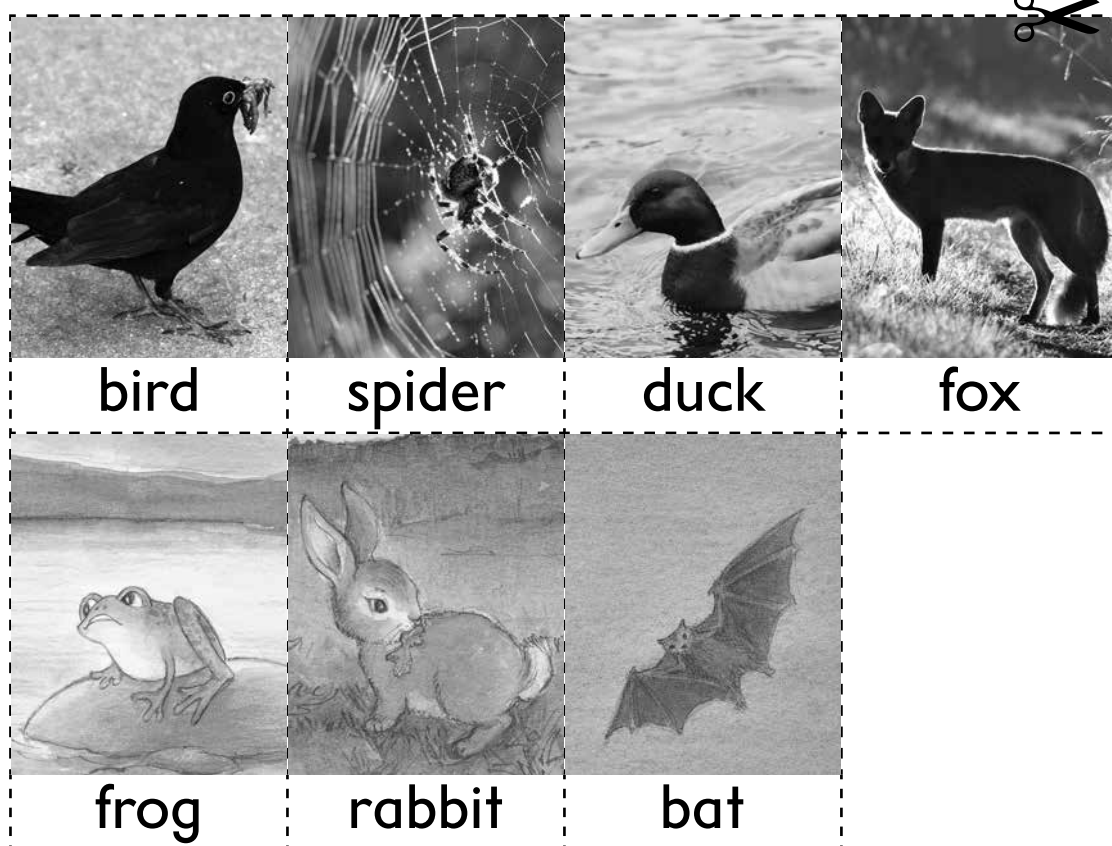
Activity card

What am I?



Play this guessing game with your friends.

1. Cut out the cards below.
2. In the blank card, draw and label an animal of your choice.
3. Place the cards face down in a pile.
4. Take turns to pick a card and give clues about the animal on your card OR make a rule that you cannot speak and act out the clues instead.
5. The person who guesses the right animal first has the next turn.



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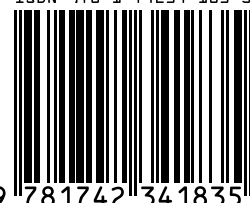
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