

# Lesson Plans

Early  
reading stage

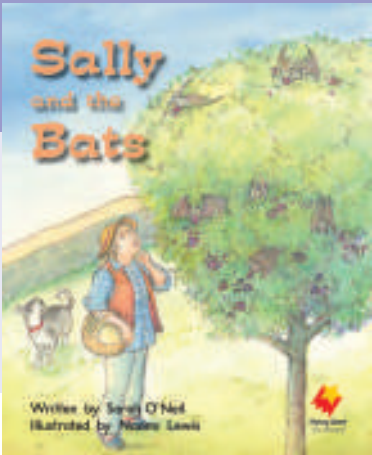
Level 9



*Bat Rescue* is an explanation text that provides information on bats and their habits, and outlines ways that one person helps to look after bats.

**Running words:** 232

**Text type:** Explanation



*Sally and the Bats* is a story about Sally trying different ways to get rid of the bats that have come to live in her plum tree.

**Running words:** 229

**Text type:** Narrative

## High-frequency words

**New:** about after be day eat from if know long new other were when

## Key vocabulary

ate awake bad banged bats bell bite branches check close cloth cooked drum feed figs fire five flapped free grapes hang help hose insects jelly name net/s over panic picked planted plum/s rang safe setting sleep smiled smoke stuck sun trapped tree/s water well wet wings

## Phonics

Identifying the vowel digraph “ea” as in *eat, leaves*  
Identifying the vowel digraph “o-e” as in *smoke, hose*

## Text features

**Bat Rescue**

- Simple and compound sentences
- Photographs extend the text

**Sally and the Bats**

- Dialogue; illustrations support and extend the text

## Reading strategies

- Linking the information in the text and photographs
- Using letter cues

| ELL support                                                                                                                                                                                  | Key concepts                                                                                                                                                             | Curriculum links                                                                                 |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Key vocabulary is introduced with colour photographs that help to support the reader.</li> <li>• Colour illustrations support the story.</li> </ul> | <ul style="list-style-type: none"> <li>• Some animals can harm plants that humans use.</li> <li>• Some people look after injured animals until they are well.</li> </ul> | <ul style="list-style-type: none"> <li>• Science: Biological sciences – living things</li> </ul> |



### Before reading

#### Getting ready to read

Encourage students to activate their prior knowledge. Talk about bats. Ask: *What is a bat? Where do they live? What do they eat?* Ask students to work with a partner to draw and/or write about bats. Invite pairs of students to talk about what they have done.

★ Show students pictures of bats from factual texts or on the internet. Talk about their features. Ask: *Do you think they can fly? Why? When do bats sleep? Where do they sleep?*

#### Vocabulary building

★ Ask students to work with a partner to identify words they would expect to find in a book about rescuing bats. Make a list on a chart. Add the words *trapped*, *stuck* and *panic* if students do not suggest them.

#### Introducing the book

Give each student a copy of *Bat Rescue*. Say: *This book is called Bat Rescue. It explains how bats can be rescued if they get stuck in nets. It is written as if someone is talking to you. The person who is telling you the information in this book is called Vicki. She looks after injured bats.* Talk through the book. Ask: *What information do you get from this photograph? What is covering the trees?* Respond using the structure of the sentences in the text. Yes, *“Sometimes nets are put over plants and trees to stop the bats from eating them”*.

### 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 linking the information in the text and the photographs. Ask: *What did you learn on this page? Where did you get the information?*

### 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.

*Why do people put nets on trees? What happens to bats when there are nets on trees? How does Vicki help the bats?* (Literal)

*Does Vicki think it is right to put nets on trees? What makes you believe this?* (Inferential)

*What other animals can affect humans and the plants we grow for food? How do people deal with this?* (Synthesising)

*What would Vicki need to know to do what she does? Do all people like bats? Do you like bats? Why?* (Critical)

#### Reviewing reading strategies

Give positive feedback on the reading strategies students used as they read the book. For example, say: *Well done. I could see that you were connecting the information in the photographs and the text.*

### 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 read the text with a partner, taking turns to read a page. Encourage them to read fluently. *Imagine you are Vicki and you are telling people about bats and how you help them. Try to make your voice sound smooth like you are talking.*

### Word work

#### Phonemic awareness and phonics

Write the words “see”, “trees”, “free”, “keep”, “feed” and “sleep” on the board. Ask: *What do all these words have in common?* Say: *There are other words in the text with the long /e/ sound* (eat, leaves, eating). Ask students to find them. Make a separate list of these words on the board. *What do these words have in common?* Ask students to turn and talk with a partner about other words that contain the long /e/ sound. Draw out that it can be spelled in more than one way (“ee” and “ea” in this case). Invite students to share their ideas and add these words to one of the lists.

#### Exploring words

Ask students to return to the lists of “bat words” they created during the Before reading stage. Ask them to add words to their lists. Invite students to share their lists and make a group list.

### Writing

#### Modelled writing

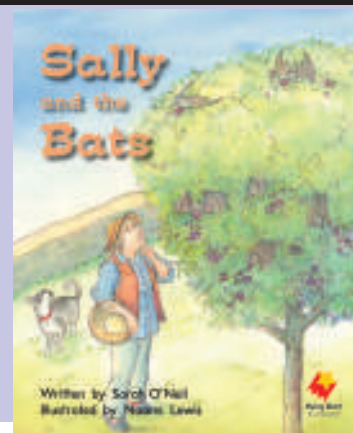
★ Ask students to talk about the book and have them identify some “bat facts”. Write these facts on a chart. Invite students to contribute to the chart, using their knowledge of high-frequency words. For example, ask: *Who can write from on our chart?* Encourage students to identify sounds within words. For example, say: *We need to write the word plants. Who can hear the sounds in plants? Who can write those letters on the chart?*

#### Independent writing

Ask students to draw and write about the things that Vicki does to help bats.

### Sharing and presenting

Ask students to talk with a partner about the writing they did in the first person.



### Before reading

#### Getting ready to read

Encourage students to activate their prior knowledge. Ask students to get out any fruit they have in their lunch boxes. Ask them to talk with a partner about the fruit they have. Ask: *Where does fruit grow? What animals eat fruit? What problems might this cause?*

★ Write the words *ate, banged, flapped, picked, rang* and *smiled* on the board. Say: *These are some of the action words, or verbs, in the book.* Model the action for a word, e.g. *ate*, and ask students to identify the word. Ask various students to choose and model a word, and have other students identify it.

#### Vocabulary building

★ Write the words *ate, banged, flapped, picked, rang* and *smiled* on the board. Say: *These are some of the action words, or verbs, in the book.* Model the action for a word, e.g. *ate*, and ask students to identify the word. Ask various students to choose and model a word, and have other students identify it.

### Introducing the book

Give each student a copy of the book *Sally and the Bats*. Say: *This is a story about Sally who has a plum tree. She loves plums and uses them to eat, to cook and to make jam. Her problem is that a group of bats comes to live in the plum tree and they eat the plums that she likes to use. Sally tries many things to get rid of the bats.* Talk through the book. Ask: *What is Sally doing? Why would she do this?* Respond using the structure of the sentences in the text. *Yes, Sally got a drum and a bell. All day long she rang the bell and beat the drum.*

## 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 reading. Say: *Check that the letters of the words match what you are reading. Make sure that you look at the middle and final letters.*

## 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 does Sally do with the plums from her tree? How did Sally try to get rid of the bats? How did Sally solve her problem?* (Literal)  
*What does Sally think of bats? What makes you think this?* (Inferential)

*Do you think that the problem Sally had could be a real problem for some people? What could these people do about it?* (Synthesising)  
*Do you think that Sally came up with a good solution to her problem? Why or why not?* (Critical)

### Reviewing reading strategies

Give positive feedback on the reading strategies students used as they read the book. For example, say: *You were looking at the middle and final letters of the words you were reading. 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

In pairs, students could perform a readers' theatre, making a tree and bats out of coloured card to use as props. One student could read and act out the part of Sally and the other student can be the narrator.

### Word work

#### Phonemic awareness and phonics

Write the words “smoke” and “hose” on the board. Ask: *What letters make the long /o/ sound in these words?* Ask students to turn and talk with a partner about other words that have the “o-e” vowel digraph.

#### Exploring words

Make a T-chart on the board with the headings *What Sally did* and *What the bats did*. Ask students to scan the text and offer suggestions for words and phrases to be added to the text.

### Writing

#### Modelled writing

★ Ask students to talk about what else Sally could have done to make the bats go away. Write these ideas on a chart. Invite students to contribute to the chart, using their knowledge of high-frequency words. For example, ask: *Who can write was on our chart?* Encourage students to identify sounds in words. For example, ask: *We need to write the word Sally. Who can hear the sounds in Sally? Who can write those letters on the chart?*

#### Independent writing

Ask students to draw and write about how Sally was feeling at the beginning and at the end of the story.

### Sharing and presenting

Ask students to talk about their writing with a partner.

## Talk about the pair

After reading both *Bat Rescue* and *Sally and the Bats*, ask: *Why do people put nets on trees? Do you think they should do this? Explain your reasons.* Ask students to form small groups and fill in a chart about putting nets on trees.

| Arguments for putting nets on trees | Arguments against putting nets on trees | What we believe about putting nets on trees |
|-------------------------------------|-----------------------------------------|---------------------------------------------|
|                                     |                                         |                                             |

# Blackline master

## What I know about bat rescue

Fill in the chart below to show what you have learnt about bats and what you have learnt about Vicki.



What I now know about bats

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What I know about Vicki

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### Assessment

- Can the student recall information read in the text?
- Can the student record information?

# Activity card

## Bat race



Lots of things happen to your bat ...  
Be the winner by getting 10 bat points first!

- How to play:
1. Cut out the cards below.
  2. Join with a partner and place all of your cards face down in a pile.
  3. Take turns to pick up a card and read it. (Put your card back on the bottom of the pile once you have read it.)
  4. Write down the points you get and keep a tally of your points. The first player to get 10 or more points is the winner!

|                                                                  |                                                                                     |
|------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| <p>Your bat has some figs to eat.<br/><b>2 points</b></p>        | <p>Your bat finds a plum tree to live in.<br/><b>3 points</b></p>                   |
| <p>A person rescues your bat from a net.<br/><b>3 points</b></p> | <p>Your bat finds a branch to hang upside down from.<br/><b>2 points</b></p>        |
| <p>Your bat is kept awake by banging.<br/><b>0 points</b></p>    | <p>Your bat wakes up as the sun is going down.<br/><b>1 point</b></p>               |
| <p>Your bat lands in a tree with a net.<br/><b>0 points</b></p>  | <p>Your bat is well and is set free by a bat rescue person.<br/><b>3 points</b></p> |

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