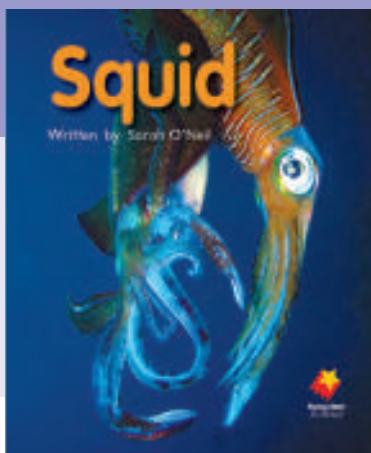


Lesson Plans

Early
reading stage

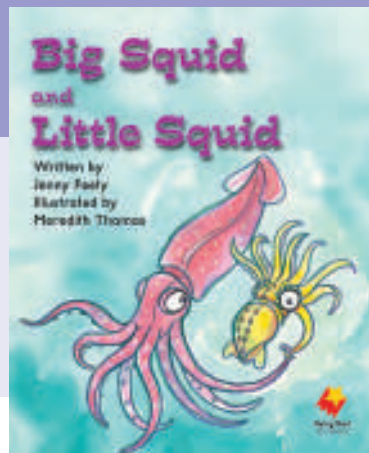
Level 7



Squid is a report about the behaviour of squid.

Running words: 124

Text type: Report



Big Squid and Little Squid is a narrative about how squid can change colour to stay safe from predators.

Running words: 266

Text type: Narrative

High-frequency words

New: be eat from if just or were

Key vocabulary

Big Squid black eggs fish green hide ink Little Squid plants playing red rocks sea skin swim squid water yelled yellow

Phonics

- Identifying the short /i/ sound as in *ink*, *fish*, *little*
- Identifying the consonant digraph – qu as in *squid*

Text features

Squid

Big Squid and Little Squid

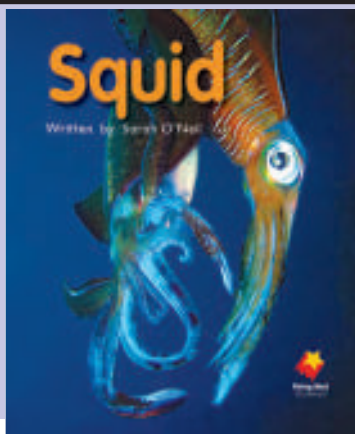
- Photographic index; photographs extend the text
- Question marks; exclamation marks; ellipsis
- Illustrations support the text

Reading strategies

- Retelling
- Using punctuation to support reading

ELL support	Key concepts	Curriculum links
These books provide an opportunity to develop vocabulary related to squid (sea, swim, red, yellow, black, plants, eggs, black, ink).	- Squid have features and behaviour that enable them to live, grow and protect themselves. - Predator-prey relationships are part of life.	- Science: Biological sciences – living things, features - Science: Biological sciences – living things

Lesson 1 Squid



Before reading

Getting ready to read

Encourage students to activate their prior knowledge. Show students the cover of the book. Ask: *Do you know what this animal is? Where does it live? Have you ever seen one at an aquarium?* Ask students to turn and talk to a partner about all of the things that they know about squid and things that they would like to know. In pairs, students could make a list and then report back to the group. List the students' ideas on a KWL chart under the headings *Things we know* and *Things we want to know*. Include a third column labelled *Things we learned from reading the book*.

Vocabulary building

★ Ask students to work with a partner to identify words they would expect to find in a book about squid. Make a list on a chart. Add the words *squid*, *eggs*, *skin*, *sea*, *red*, *yellow*, *black*, *ink* and *water* if students do not suggest them.

Introducing the book

Give each student a copy of the book *Squid*. Say: *This book is a report about squid. It gives us information about where squid live, what they look like, what they eat, how they stay safe from big fish that want to eat them and how they have babies.* Turn through the book, discussing the pictures and referring to the “squid” vocabulary. Talk about the index, explaining how and why it is used in a book. Talk about the thinking process that good readers go through when reading reports (identifying key words, recalling facts).

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 able to retell what they have read. Ask: *What did this page tell us about squid?* If they have difficulty answering, have them reread the page. Say: *Think about what information the author is telling us on this page.*

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.

Where do squid live? (Literal)

How do squid protect themselves from big fish? (Inferential)

What did you learn about squid from reading this book?

(Synthesising)

What other things about squid would you like to find out? (Critical)

Reviewing reading strategies

Give positive feedback on the reading strategies students used as they read the book. For example, say: *You did such a good job of talking about the information in the 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.

Developing fluency

Students could make a paper cut-out picture of a squid. They could then read the text aloud, using the squid as a prop. Encourage the students to make their reading “sound like talking”.

Word work

Phonemic awareness and phonics

Have students look through the book to locate and list all of the words in the book with the short “i” sound (in, ink, fish, squid, little, big, into, if). Students could then look through other familiar books to find and list other words with that sound.

Exploring words

Provide word cards from the Blackline master (BLM) and some blank cards. Write a list of high-frequency words on the board for students to copy onto the blank cards. Students could use all these words to make sentences from the book or sentences of their own about squid. Students should read each sentence to a partner.

Writing

Modelled writing

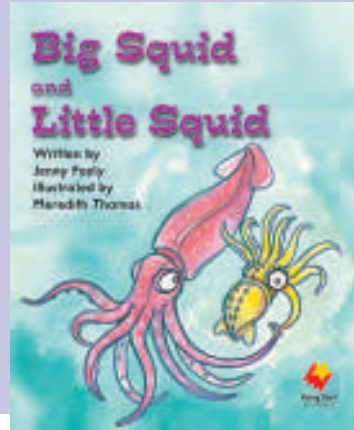
★ With students, complete the third column of the KWL chart, started in the Getting ready to read section, labelled “Things we learned from reading the book”. Invite students to contribute to the chart, using their knowledge of high-frequency words. For example, say: *We need to write the word their. Who can write their on our chart?* Encourage students to identify sounds within words. For example, say: *We need to write the word eat. Who can hear the sounds in eat? What letters can make the long /e/ sound?*

Independent writing

Ask students to write about what they know about squid. Students could draw a picture to match their writing, and label the picture.

Sharing and presenting

Ask students to walk along the line of squid, looking at the other squid and reading the information on them. Discuss the KWL chart made earlier. *What do we now know about squid?* Write students’ answers in the last column of the chart. *What do we still need to find out?*



Before reading

Getting ready to read

Encourage students to activate their prior knowledge. It is recommended that students read the book *Squid* prior to reading this book. Show the cover of *Big Squid and Little Squid* to the students. Ask: *Where could these squid hide? Why might they need to hide?* Give each student a copy of the book and some scraps of coloured paper. Ask them to decide which colour paper would be best for each squid to hide in.

Vocabulary building

★ On the board, write “I can make my skin red”. Ask: *What does it mean to make your skin red?* Talk about the way that animals such as squid and chameleons can change the colour of their skin to look like the things that they are near.

Introducing the book

Give each student a copy of the book *Big Squid and Little Squid*. Say: *This is a story about how a little squid learned about something that all squid can do – change colour. Squid can change colour to match the plants they swim near and put black ink into the water to hide from big fish that want to eat them. At first Little Squid can’t do this, but when a big hungry fish swims up, he has to learn very fast or he will get eaten by the big fish.* Talk about the use of quotation marks in the book. Point out that when you see these marks you can scan to the end of the sentence to see who is speaking before you read 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

Have students work in cooperative groups of three or four to practise and perform a readers' theatre of the story.

Word work

Phonemic awareness and phonics

Write the word “squid” on the board. Underline “qu” and ask: *What sounds are these letters making in this word?* Discuss how the letter “q” is usually followed by a “u”. Have students look through first letter dictionaries to find and list other words with this sound.

Exploring words

Provide high-frequency word cards for the words “were”, “how”, “when”, “just”, “then” and “by”. Ask students to cut each word into individual letters and then race each other to reassemble each word.

Writing

Modelled writing

★ Make a story map showing the things that Big Squid and Little Squid did as they swam from place to place in the sea. Invite students to contribute to the story map, using their knowledge of high-frequency words. For example, ask: *Who can write came on our story map?* Encourage students to identify sounds within words. For example: *We need to write the word hide. Who can hear the sounds in hide?*

Independent writing

Ask the students to write about either Big Squid or Little Squid, and about what happened to them at the beginning, in the middle, and the end of the story.

Sharing and presenting

Ask students to share their story maps with each other. Discuss how the maps are alike and how they are different.

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 noticing the punctuation as they read. Support students by pointing, for example, to the quotation marks. Ask: *What are these? How do they help us read?*

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 colours could Big Squid make his skin change to? (Literal)

Why did Big Squid put black ink into the water? (Inferential)

Why was it hard for Little Squid to learn to change colour?

(Synthesising)

Could this story happen in real life? Do you think it is true that little squid have to learn how to change colour? (Critical)

Reviewing reading strategies

Give positive feedback on the reading strategies students used as they read the book. For example, say: *Well done. You are making sure that you are using the punctuation as you read.*

Talk about the pair

Discuss all of the things that students have learned about squid. List these in the first column of a chart, then place a tick in the appropriate column to indicate which book the information was found in.

Things we have learned about squid	<i>Squid</i>	<i>Big Squid and Little Squid</i>

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

Blackline master

Guess the word

Join with some friends. Cut out the cards and place them face down in a pile. Pick up a card and give your friends clues about the word by acting it out, speaking or pointing to things. The person to guess the correct word can have the next turn.



squid	black	little	ink
red	water	green	yellow
eat	big	fish	sea
swim	rocks	skin	eggs

Assessment

- Can the student read the words?
- Can the student describe the word accurately?

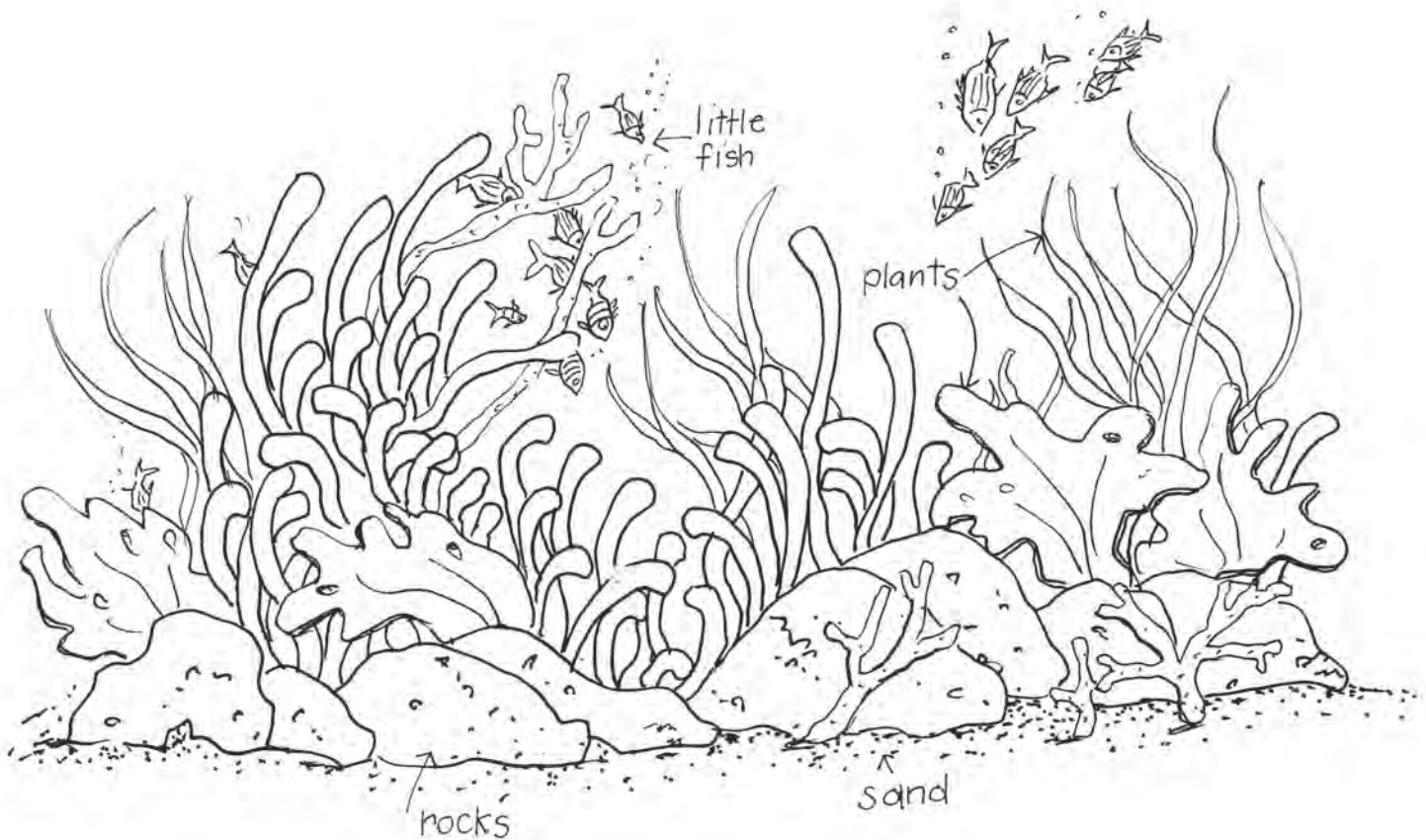
Activity card

A good place for a squid



Draw a picture of a good place for a squid to swim.
Write labels to explain why your place is good for squid.

Example:



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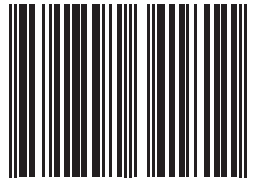
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