



## 2<sup>nd</sup> Class Core Reader: Unit 3 – Guided Reading and Writing Lesson Plan

<b>Unit</b>	3	<b>Texts</b>	Text 3a: Rainforest animals Text 3b: Gorillas
<b>Theme</b>	Animals	<b>Subtheme</b>	Animals of the rainforest
<b>Genre</b>	Report	<b>Book band</b>	Purple
<b>Phonics focus</b>	Magic 'e' with 'i'	<b>Comprehension skills/strategies</b>	Visualising, Self-questioning, Inferring, Comparing, Making connections, Determining importance (prompts), Comparing and contrasting (Skills Book p. 22), Fact or opinion (Skills Book p. 26)
<b>Vocabulary strategy</b>	Text 3a: Using context clues, Categorising, Root words Text 3b: Match word to meaning, Odd one out, Synonyms	<b>Grammar</b>	Text 3a: Question marks and exclamation marks Text 3b: Adjectives
<b>Focus words</b>	Text 3a: rainforest, fierce, prowling, mammals, dangle, herbivores, bulging, hunt, carnivores, moths, howl, hover, nectar, jaguar, blend Text 3b: adult, male, grasp, climb, silverback, charges, groom, night, communicate, female, babies, endangered		
<b>Lesson resources</b>	<i>Starlight</i> : 2 <sup>nd</sup> Class Core Reader (pp. 20–27) <i>Starlight</i> : 2 <sup>nd</sup> Class Skills Book (pp. 22–29) Digital: Unit 3a Grammar activity: Question marks and exclamation marks; Unit 3b Grammar activity: Adjectives Digital: Unit 3b Digital writing display (printable) Phonics printable worksheet – 03. Animals of the rainforest Below-level printable worksheet – 3a Rainforest Animals Above-level printable worksheet – 3a Rainforest Animals Below-level printable worksheet – 3b Gorillas Above-level printable worksheet – 3b Gorillas		
<b>*Interactive Reader lesson resources</b>	Unit 3: Genre video (Report) Unit 3: Comprehension strategy displays Unit 3a: Vocabulary flashcards; Unit 3b: Vocabulary flashcards Unit 3a: Interactive Reader; Unit 3b: Interactive Reader		
<b>Writing</b>	Unit 3a: Guide children in analysing the report genre by completing p. 25 of the Skills Book. On this page they will label the various sections of a report about sloths. Unit 3b: Use the digital writing display to model writing a report about an alpaca by writing the facts listed under the correct heading in the report template. The teacher can then use p. 29 of the Skills Book to do shared report writing about a tiger with the children.		
<b>Cross-curricular links</b>	<b>Science</b> – Living things – Plants and animals <b>Geography</b> – Human environment – People and places in other areas <b>Music</b> – Performing – Song singing <b>Visual Arts</b> – Fabric and fibre – Creating in fabric and fibre		
<b>Games/Activities</b>	Listen to the song 'I Wan'na Be Like You' from <i>The Jungle Book</i> and sing along. Divide the class into groups – get each group to prepare an oral fact file on the animals listed in 'Rainforest Animals'. Create a wordsearch using the names of all of the creatures listed. Create a dance with movements like the creatures in the stories. Write down as many questions as you can think of about what life is like for people living in the rainforest. In groups or as a whole class, use felts and old bits of fabric to create a rainforest scene.		



<b>Differentiation</b>	Levelled readers	Please see page 222 for a list of levelled readers from a variety of publishers organised by theme and genre.
	Writing	All children carry out the same writing task (Skills Book pp. 25 and 29). Writing is differentiated by outcome.
	Printable worksheets	Below- and above-level printable worksheets are available to download from FolensOnline for each of the two texts.
<b>Assessment</b>	Think, Pair, Share: Children discuss the important features of report writing Teacher-designed tests and tasks: Teachers could create a running record for the Unit 3 texts Questioning: Use the Interactive Reader prompts Conferencing Teacher observation	

\* The Interactive Reader lesson resources provide support for whole-class teaching of literacy and are available to purchase.

<b>Reading outcomes</b>		
<b>Element</b>	<b>Learning outcome</b>	<b>The child should be able to...</b>
<b>Communicating</b>	LO 1	Enjoy engaging with a report about animals
	LO 2	Enjoy reading and talking about the reports as well as picking out key information for a specific purpose
<b>Understanding</b>	LO 3	Understand conventions of print, including capital letters. Use question marks, spaces and exclamation marks to punctuate and add intonation to reading
	LO 4	Play with and recognise sounds such as syllables, rhyme, onset-rime and phonemes in spoken words
	LO 5	Recognise a range of high-frequency words (e.g. their, know, about, from) Use a number of word identification strategies to decode and vocalise unfamiliar words, e.g. root words Recognise and read words with the split digraph i_e
	LO 6	Add to their range of vocabulary from a report about animals Use a range of strategies to understand and discuss new words in a text, including a wide range of adjectives
<b>Exploring and using</b>	LO 7	Read and identify the features of an animal report, including title, introduction, description, habitat (home), diet, facts, photos and an ending
	LO 8 and LO 9	Read and understand a report about animals in the rainforest Identify the main ideas and key points in a report and summarise their importance Make connections with a report on animals Generate and respond to questions on a report Identify and explain the similarities and differences between sloths and howler monkeys
	LO 10	Read a report with good pace, phrasing and expression

<b>Writing outcomes</b>		
<b>Element</b>	<b>Learning outcome</b>	<b>The child should be able to...</b>
<b>Communicating</b>	LO 1	Enjoy writing a report with others on the topic of tigers
	LO 2	Choose appropriate content and tools for their own writing, demonstrating an understanding of new vocabulary



Writing outcomes (continued)		
Element	Learning outcome	The child should be able to...
Understanding	LO 3	Use connectives and more elaborate sentence structure when participating in shared report writing, with a particular focus on descriptive adjectives
	LO 4	Use consonants and vowels in approximate spelling Spell high-frequency and familiar words and use a range of spelling strategies to spell unfamiliar words
	LO 5	Use new vocabulary removed from their personal experience when participating in shared report writing
Exploring and using	LO 6	Write a report with others using detailed language, elaborating on key points and expressing their own style
	LO 7	Engage with the writing process to create a report

## Literacy development prompts

### Unit 3a: Rainforest Animals

Page	Type	Prompt
20	Genre: report	Look at the title of this text. What type of text do you think it might be? Why?
20	Comprehension: visualising	Look at the photograph of a rainforest. Imagine you are there. What can you see and hear?
20	Vocabulary: synonyms	Look at the word 'tiny'. Can you think of other words with a similar meaning?
21	Comprehension: self-questioning	Look at the picture of the red-eyed tree frog. Do you have any questions about it? What would you like to know?
21	Grammar: plurals	The word 'frogs' is a plural word. It means more than one frog. Can you find other plural words on this page?
21	Genre: report	Look at the sentence: 'Red-eyed tree frogs are carnivores.' This is a fact. Reports contain lots of facts. Can you find another fact about these frogs on the page?
21	Grammar: exclamation marks	Do you remember when we use exclamation marks? Can you spot any on this page?
22	Vocabulary development	Look at the photograph of the howler monkeys. Can you think of three words to describe them?
22	Comprehension: self-questioning/infering	I wonder why these animals do not live in our country. Do you have any ideas?
22	Comprehension: comparing and contrasting	Look at facts about howler monkeys and tarantulas. Can you find two differences between these animals?
23	Vocabulary development: homonyms	Look at the word 'fly'. It has two different meanings. Can you put the word into two different sentences to show this?



Page	Type	Prompt
23	Grammar: capitalisation of places	Look at the words 'South America'. This is a place and we write the names of places with capital letters. Other examples in this report are Central America and Africa.
23	Genre: report	The photographs in a report often give us extra facts. Look at the photographs of the jaguar and the hummingbird. Can you give one fact about each animal that is not in the text?

### Unit 3b: Gorillas

Page	Type	Prompt
24	Genre: report	Animal reports always give a detailed description of the animal. What do paragraphs 2 and 3 tell us about the gorilla's appearance?
24	Comprehension: making connections/ visualising	An adult gorilla is nearly 2 metres tall. Can you find anything in the classroom that is nearly two metres tall?
24	Grammar: adjectives	Gorillas have black hair. The word 'black' is an adjective or a describing word. Can you find another example of an adjective on this page?
25	Comprehension: determining importance Genre: report	What is the main idea of the first two lines? If you had to give these lines a heading, what would it be?
25	Phonics: ea	Looks at the word 'means'. It has two vowels 'e' and 'a' that together make a long 'e' sound. Can you find two more words on this page with the 'ea' sound?
25	Comprehension: comparing	Gorillas live in family groups. Can you think of any other creatures that live in family groups?
26	Vocabulary development/ grammar	Look at the photo of the baby gorilla. Can you think of three adjectives to describe it?
26	Vocabulary development: antonyms	Look at the words 'friendly', 'new' and 'heavy'. Can you think of words that mean the opposite of these words?
26	Comprehension: comparing/making connections	Gorillas communicate using their faces, bodies and by making sounds. Do we communicate in similar or different ways to gorillas?
27	Phonics: ea	Looks at the word 'years'. It has two vowels 'e' and 'a' that together make a long 'e' sound. Can you find two more words on this page with the same sound?
27	Comprehension: making connections	Gorillas are endangered. Can you think of another endangered animal?
27	Comprehension: inferring	Do you think female gorillas are good mothers? Give reasons for your answer.