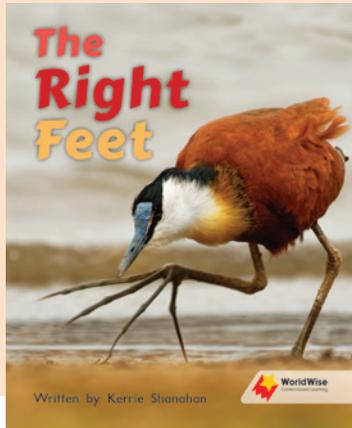


Lesson Plan

Transitional
reading stage
Levels 11–12



The Right Feet reports on a range of different birds that have different looking feet. It explains the various ways that these birds use their feet; to perch, to catch their food, to run, to walk in sand and mud, and to swim or wade in water.

Running words: 302

**Informative text type:
Description**

Science Curriculum links

Australia

- **BS (ACSSU017)** Living things have a variety of external features
- **BS (ACSSU211)** Living things live in different places where their needs are met

New Zealand

- **LW:** All living things have certain requirements so they can stay alive
- **LW:** Living things are suited to their particular habitats

Key concepts

- All birds have things in common; they all have feathers, lay eggs and have two feet.
- Birds have different types of feet, and they use their feet to do different things.

Content vocabulary

beak, birds, branches, claw, eggs, feet, ground, perch, skin, toes, twigs, walk, water, webbed, wings

Text features

- Introduction and conclusion
- Headings
- Fact boxes
- Index

Reading strategy

- Using headings to predict information

Before reading

Introducing the book

Activate students' prior knowledge. Ask: *Do birds have feet? What do their feet look like? What do they use their feet for?* Invite students to talk with a partner and then share their ideas with the group.

Provide each student with a copy of *The Right Feet*. Say: *This book is called The Right Feet. It is about different birds that have different looking feet, and they use their feet to do different things.*

Have students browse through the book, looking at the headings and photographs.

Building vocabulary

Ask: *What words or phrases might be in a book about birds and their feet?* Have students talk to a partner, then share with the group. List the words on a chart and invite students to make suggestions about what each word means. Where appropriate, have the students add a drawing (for example, a picture or a symbol) to the words on the chart to make the meaning clear. Discuss each word as you list them on the chart. If necessary, introduce the content vocabulary and add these words to the list.

Introducing the reading strategy

Say: *Good readers use all the information on the page when they are reading, and they always read the headings before they read the text.* Ask: *How can reading the headings help you?* Have students talk about this with a partner as they browse through the book, looking at the headings.

During reading

As each student reads the text independently, monitor and support them where appropriate. If necessary, ask the students to stop reading and remind them to use the reading strategy you are focused on. Encourage students to read the headings, and to think about what information they will be reading about in that section of text. For example, you could stop students and ask: *What does this heading say? What will the information be about?* Support students by reading the headings and talking about what they will be reading about in that section.

After reading

Talking about the book

Have students talk about the book. Encourage discussion by choosing questions that are appropriate for your students. Ask them to support their answers by referring to the photographs and text in the book.

What sort of feet do birds that live close to the water have? What can birds with very strong claws do with their feet? (Literal)

Why do birds have different looking feet? How is the information in this book organised? (Inferential)

What other birds could be in this book? What sort of feet do these birds have? (Applied)

Reviewing the reading strategy

Give positive feedback on the reading strategy the students used as they read the book. Say: *I noticed that you read the chapter headings first, before reading the text. This helps you to know what you will be reading about.*

Returning to the book

Provide multiple opportunities for the students to reread and interact with the book – with teacher support, with a partner and independently. Choose activities that are appropriate for your students.

Speaking and listening

In small groups, students can take turns to act out being one of the birds in the book. Other students then try to guess what sort of feet the bird has, what these feet look like and what the bird uses their feet for.

Vocabulary

Write the word *perch* on a chart. Have students turn to pages 4 and 5. Say: *Birds with these feet use them to perch on branches. The word “perch” tell us what the bird does. It is an action word (verb).*

Have students turn to page 6. Say: *Work with your partner to find the words on this page that tell us what the birds do – their actions.* Partners find the action words in the text on page 6. Have pairs share their ideas and add words to the chart, such as *catch, fly, grab, grip, hold* and *rip*.

Phonological awareness

Ask: *What sounds do you hear in the word “perch”?* Discuss and draw out that the word has three sounds (phonemes) – /p/, /er/, /ch/.

Repeat with other content words from the book that have three phonemes, such as *bird, wade, beak, toes* and *feet*.

Discuss sounds that are the same in pairs of words, such as *feet/beak, bird/perch* and *bird/wade*.

Phonics

Write the words *feet* and *beak* on a chart. Ask: *What sounds do these words have? What sound do they both have in common?* Have students turn and talk with a partner. Have them share their ideas and discuss. Draw out that both words have the long /e/ sound.

Ask: *What letters represent the long /e/ sound in these words?* Invite students to underline the letters “ee” and “ea” in the words.

Ask pairs to talk about other words that have the long /e/ sound. Have them share their ideas and add these words to the chart. Discuss the letters in each word that represent the long /e/ sound.

Writing

Shared writing

Ask: *What different types of feet have we learnt about in this book? What types of birds have these feet?* Discuss students' ideas.

Say: *We are going to write about one of the birds in this book – what their feet look like, and what they use their feet for. Let's write about the ostrich. What do we know about this bird and its feet?*

Have students contribute ideas about both the content and writing conventions. For example, you could ask: *How could we begin this explanation? What will we write about the ostrich? What words can we use to describe the ostrich's feet? What action words will we use to explain what the ostrich does with its feet?*

Share the pen by inviting students to write high-frequency words, as needed.

Independent writing

Ask: *What do you now know about birds and their feet?* Have students talk with a partner about this.

Have students choose a type of bird and its particular type of feet to write about. Say: *Think of what the bird's feet look like, and what the bird uses their feet for.* Encourage them to check their information in the book.

Students can then illustrate their writing.

Sharing and presenting

Say: *We are going to use the headings in the book to sort out and record what we know about birds and their feet.*

Draw up a chart with four columns, using the headings in the book.

Ask: *What have we learnt?* Use students' ideas to record facts in the appropriate headings.

Blackline Master: The Right Feet

Name: _____

Use words from the word banks to fill in the summary chart.

webbed feet	flat feet	long toes	long back claw	strong claws
catch food	hold on	take off	walk on sand	run fast

Feet	Type of feet	What these feet do
		
		
		
		
		

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