



Gannets

Level: 10.1 Word Count: 133

Quick Quiz	Reading: <i>from, stay, little, your, one</i> Spelling: <i>from, stay, little, your, one</i>
New High-Frequency Word	find
Quick Read	What Looks Little in Space? (9.2) Things That Sting (9.3)
Quick Check	Very Australian (9.4)
Quick Write	<i>Which one of these animals swims in a swamp?</i>
New Skill	Y as a vowel – long i sound
New Book	Gannets

Quick Quiz

Builds fluency in reading and spelling words in isolation

- Use the following word cards: *from, stay, little, your, one*.
- Hold the cards up one at a time in quick succession. The student who says the word right first holds it. Tell the students the word if no one recognises it quickly. Go through the unknown words again until you have none left. The student with the most cards takes a turn at being the teacher and holds the cards up again.
- Dictate the following words for the students to write: *from, stay, little, your, one*. If students are having difficulty with any word, show them the card so that they can copy the word.

New Word

Introduces a new high frequency word into the reading and writing vocabulary

- Tell the students that now they are going to learn a new word – *find*.
- Hold up the find word card for the students to see.
- Have them read the word together.
- Have the students write *find* in the air with their fingers while still looking at the card. Have them write *find* on the floor or table with their fingers.
- Have them write *find* three times. Encourage them to write without looking at the card. Allow them to check if they need to.

Quick Read

Builds reading fluency, vocabulary and comprehension on connected text

- Give each student a copy of the following books:
What Looks Little in Space? and *Things that Sting*.
- Have the students read the books independently.
- Move around each student listening for fluent reading.
- Demonstrate and assist as required.
- Have students who finish first reread the books to different partners.

Quick Check

Monitors oral reading and checks on vocabulary and comprehension strategies

- Give each student a copy of the book *Very Australian*.
- Check comprehension by asking students to recall the main facts in *Very Australian*.
- Work with one student while the others follow the text silently.
- Remind the students before reading that you are not going to help as you want to see what they can do by themselves. Remind the students following along not to call out if the reader makes a mistake.
- Use the *Very Australian* sheet to circle the words that the student reads incorrectly.
- If the student stops at an unknown word, say: *You try it*. If the student still cannot read the word, ask a volunteer to tell him/her the word.
- If the student reads a word or words incorrectly, say nothing.
- When the student has finished reading, ask the other students what the reader did that was good.
- Look at the sheet to see what kind of mistakes the student made.
- Content word mistakes – brown. Choose one, go back to that page, discuss the photo and have all the students read the page together.
- Previously taught high-frequency word mistakes – pink. Add them to the words to be read in the Quick Quiz the following day.
- Decodable word mistakes – green. Choose one and quickly review the phonic element. Follow the new-skill sequence from the appropriate lesson.

Quick Write

Builds writing and spelling strategies

- Dictate the following sentence for the students to write.
Which one of these animals swims in a swamp?
- Remind the students that they know how to spell *which, one, of, these, in* and *a*.
- Remind them that they know how to listen for the sounds in short words like *swamp*. Tell them that they know the first two letters that make the /sw/ sound. They can say *swamp* slowly and here the last two sounds /m/ and /p/. Tell them that the /o/ sound in the middle of *swamp* is represented by the letter *a*, not *o*.
- Revise how to break a multi-syllabic word into syllables to help with spelling.
- Say *animal* slowly clapping the three syllables *an – i – mal*
- Tell the students that there are three syllables in *animal*.
- Invite a volunteer to spell the first syllable *an*. Write it on the board.
- Have the students say *animal* again listening for the sound in the second syllable. Emphasise this as you say it with them.
- Invite a volunteer to tell you what letter to write for the /i/ sound. Write this on the board *ani*.
- Have the students say *animal* again listening for the sounds in the last syllable, *mal*.
- Invite volunteers to say *mal* slowly and tell you the letters to write on the end of *animal*. Complete the word on the board.
- Ask which letter the students will have to write on the end of *animal* to make it into the plural, *animals*.
- Remind the students to think about capital letters and punctuation. Remind them that this sentence is a question.
- Dictate the sentence again and invite the students to start writing.
- Work with individual students as necessary.
- If the students have trouble with *which, one, of, these, in* or *a*, provide the correct spelling and have the students practise writing the word five times. Add them to the Quick Quiz words for the next lesson.

New Skill

Teaches new phonic skills explicitly and systematically

- Write *my* on the board. Read the word to the students and comment on the spelling. Tell them that sometimes *y* makes the same sound as the long *i*.
- Tell the students *y* often makes this sound at the end of a short word
- Say *by*. Ask the students to listen for the /i/ sound as you say the word *by* again.
- Write *by* on the board.
- Invite a volunteer to circle the letter that makes the /i/ sound.
- Say *why*. Ask the students to listen for the /i/ sound as you say the word *why* again.
- Write *why* on the board.
- Invite a volunteer to circle the letter that makes the /i/ sound and read the new word.

- Write *fl_* on the board. Invite a volunteer to add the final letter to make *fly*.
- Write *cr_ st_ sl_ tr_ dr_ fr_ pr_sk_ sp_*, on the board.
- Invite volunteers to write *y* on the end of the letters and read the word they have made.

New Book

Provides for comprehension strategies, vocabulary instruction and practice for new phonic skills on connected text.

- Give each student a copy of the book *Gannets*.
 - Read the title to the students.
 - Set the purpose for reading by saying: *In this book you will find out some things about Gannets.*
 - Discuss the cover photo. Tell the students that this bird is a gannet. They can see from looking at this photo what gannets eat.
 - Have the students turn to the title page and look at the photo. Have them say what more they know about gannets from looking at this photo.
 - Take a picture walk discussing each photo in the book.
 - Read the labels to the students and discuss them further if the students are not familiar with the vocabulary.
 - To ensure understanding say things such as: *Gannets live together in large groups called colonies. Spring is the time when gannets find a mate and lay their eggs. They make their nests very close together on the rock or cliff where the colony is. The chicks hatch in early summer. If you go to a gannet colony, you can see the chicks flap their wings as they learn to fly.*
 - Tell the students that there are some short words in this book that end with *y*. They should look for the words with *y* to help them as they read.
 - Tell them also that the new word *find* that they learned earlier in the lesson is in this book. Knowing this word will help them with their reading. Hold up the *find* word card to remind students.
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- Invite the students to read the title again and open their books to page 2.
 - Have the students read the book aloud independently.
 - Move around the group listening and helping individual students as necessary.
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- After reading, check comprehension by asking these questions:
What colour are gannets?
What do gannets do in springtime?
What does the male gannet do to find food?
What can happen when the male gannet comes back with the fish?
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- Have students turn to page 4 and find and read the word ending with *y*. They should find *by*.
 - Have the students turn to page 8 and find and read the words ending with *y*. They should find *by* and *fly*.
 - Have the students turn to page 10 and find and read the words ending with *y*. They should find *try* and *fly*.

- Have the students go through the book looking for *find* and rereading the sentences with *find* in them.
- Invite the students to read the book again with a partner.
- Have the weakest reader in the group reread the book to you.

Follow-Up Activities

Revises, consolidates and extends learning

Have the students complete the following activities.

- Read *Gannets* again.
- Illustrate the sentence they wrote in the Quick Write section of the lesson.
- Practise spelling using the appropriate spelling list.