



Giraffe Giants

Level: 10.3 Word Count: 137

Quick Quiz	Reading: <i>little, your, one, find, very</i> Spelling: <i>little, your, one, find, very</i>
New High-Frequency Word	use
Quick Read	Very Australian (9.4) Gannets (10.1)
Quick Check	Sydney (10.2)
Quick Write	<i>Very lucky children can catch a fish from the wharf.</i>
New Skill	Soft g
New Book	Giraffe Giants

Quick Quiz

Builds fluency in reading and spelling words in isolation

- Use the following word cards: *little, your, one, find, very*.
- 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: *little, your, one, find, very*. 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 – *use*.
- Hold up the *use* word card for the students to see.
- Have them read the word together.
- Have the students write *use* in the air with their fingers while still looking at the card. Have them write *use* on the floor or table with their fingers.
- Have them write *use* 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:
Very Australian and *Gannets*.
- 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 *Sydney*.
- Check comprehension by asking students to recall the main facts in *Sydney*.
- 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 *Sydney* 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.
- Check 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 previous appropriate lesson.

Quick Write

Builds writing and spelling strategies

- Dictate the following sentence for the students to write.
Very lucky children can catch a fish from the wharf.
- Remind the students that they know how to spell *from*, *can*, *very*, *a*, and *the*.
- Remind them that they know how to listen for the sounds in short words like *catch*, *fish* and *lucky*. Remind them that these words have more letters than sounds and they know the letters that make the / *ch* /, / *ck* / and / *sh* / sounds. They also know the letter to write on the end of *lucky*.
- Revise how to break a multi-syllabic word into syllables to help with spelling.
- Say *children* slowly clapping the two syllables *chil* – *dren*.
- Tell the students that there are two syllables in *children*.
- Say the first syllable *chil* again and invite a volunteer to spell it for you to write on the board. Remind the students that they know the letters that make the / *ch* / sound.
- Have the students say *children* again listening for the sounds in the second syllable. Emphasise *dren* as you say it with them.
- Invite volunteers to tell you what letters to write for the *dren* syllable. Say it again slowly if necessary. Complete *children* on the board.
- Write *wharf* on the board and tell the students they should copy this word when they come to write it.
- Remind the students to think about capital letters and punctuation.
- Dictate the sentence again and invite the students to start writing.
- Work with individual students as necessary.
- If the students have trouble with *this*, *finds*, *out*, or *it*, 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.
- If the students have trouble with *catch*, *fish* or *lucky*, revise the appropriate consonant digraph skills.

New Skill

Teaches new phonic skills explicitly and systematically

- Write *g* on the board. Tell the students that they already learned the sound that *g* usually makes like in *goat* and *garden*. Today they are going to learn that sometimes *g* has a / *j* / sound. *G* sometimes, but not all the time, has the / *j* / sound when it is followed by *e*, *i* or *y*.
- Say *gentle*. Ask the students to listen for the / *j* / sound as you say the word *gentle* again.
- Write *gentle* on the board.
- Invite a volunteer to circle the letter that makes the / *j* / sound. Point out that *g* is followed by *e*.
- Say *giant*. Ask the students to listen for the / *j* / sound as you say the word *giant* again.
- Write *giant* on the board.

- Invite a volunteer to circle the letter that makes the /j/ sound. Point out that g is followed by i.
- Say *gymnast*. Ask the students to listen for the /j/ sound as you say the word *gymnast* again.
- Write *gymnast* on the board.
- Invite a volunteer to circle the letter that makes the /j/ sound. Point out that g is followed by y.
- Write *_em, _ene, _erman _ibe, _inger, _ist, _ym, _erbil*, on the board.
- Invite volunteers to write g at the beginning of a group of letters and read the word they have made. Help the students with the longer words.

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 *Giraffe Giants*.
 - Read the title to the students.
 - Set the purpose for reading by saying: *In this book you will find out some things about Giraffes.*
 - Discuss the cover photo. Tell the students that giraffes live on the grasslands in Africa. You can also see giraffes in zoos.
 - Have the students turn to the title page and look at the photo. Have them say what else they know about giraffes 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: *Male giraffes are taller and heavier than female giraffes. Giraffes have patterns on their bodies. No two patterns are exactly the same. Giraffes are herbivores. This means that they eat grasses and leaves. They don't eat meat. Giraffe have enemies. The enemies are usually meat eaters like lions. But they have other enemies like rhinos who want to come into their territory and share their food. Poachers are also giraffe enemies. Poachers may kill giraffes so they can sell their skin.*
 - Discuss the index. Which page would the students turn to, to find out about male giraffes?
 - Tell the students that there are some words in this book that start with g. They should look for the words with g to help them as they read.
 - Tell them also that the new word use that they learned earlier in the lesson is in this book. Knowing this word will help them with their reading. Hold up the use 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.

- After reading, check comprehension by asking these questions:
How tall can male giraffes grow?
What do giraffes use their long tongue for?
How do giraffes fight?
What is hard for a giraffe to do?
- Have students turn to page 2 and find and read the sentences with *giraffe* in them.
- Have the students turn to page 6 and find and read the sentences with *giraffe* in them.
- Have the students turn to page 10 and find and read the words starting with *g*. They should find *giraffes* and *gentle*.
- Have the students go through the book looking for *use* and rereading the sentences with *use* 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 *Giraffe Giants* again.
- Illustrate the sentence they wrote in the Quick Write section of the lesson.
- Practise spelling using the appropriate spelling list.