



Flea's Syllable Song

Level: BB1.2 Syllable Awareness

Lesson One	Prior Knowledge
Lesson Two	Comprehension Strategies – making, confirming and/or revising predictions
Lesson Three	Exploring the Setting
Lesson Four	Exploring the Characters
Lesson Five	Phonemic Awareness - syllable awareness
Lesson Six	Innovations
Lesson Seven	Revise, Consolidate, Extend

Lesson One – Prior Knowledge

Before Reading

- Extend prior knowledge and vocabulary around the book cover and title page.
- Read the title to the students. Discuss the title and the cover photo. Tell the students that these insects are the characters in this book. Invite the students to identify the characters Flea is going to teach the song to.
- Discuss the setting. Ask the students where they think the critters are. Where might they be going?
- Explain that they will learn what a syllable is as you read them the book. Tell them also that they will be able to join in Flea's song when you have read them the book a few times.

- Turn to the title page. Tell the students that before you read them the book they are going to find out some things about the real insects. Click on the Flea picture. Ask the students what they already know about fleas. Add to, or correct their knowledge as necessary.
- Tell the students – *A flea is a very small insect. It's as small as a dot made by the end of a pencil – demonstrate this. Fleas suck blood to keep them alive, so they live on animals whose blood they can suck. The animals they mainly live on are dogs, cats and birds. When fleas want to get around they hop, so sometimes if you are near a dog with fleas, a flea may hop onto you and bite you for your blood.*
- Click on the Spider picture. Follow the same procedure. Then tell the students – *A spider is not really an insect because it has eight legs. Insects have six legs. Spiders spin webs to catch their food. They eat insects like flies. Some spiders can sting you.*
- Click on the Centipede picture. Follow the same procedure. Then tell the students – *A centipede is a tiny, long, thin animal with lots of legs. Real centipedes have more legs than the centipede in this book.*
- Click on the Caterpillar picture. Follow the same procedure. Then tell the students – *Caterpillars are just a bit bigger than centipedes. They have fatter soft bodies and lots of legs. Caterpillars change into butterflies and moths.*
- Click on the Bumblebee picture. Follow the same procedure. Then tell the students – *A bumblebee is a big, hairy bee. It is bigger than a honeybee. You can hear bumblebees humming as they fly around plants.*

During Reading

- Use the audio or turn down the volume and read the complete book to the students with the appropriate intonation and pacing.

After Reading

- Discuss what the student's liked and didn't like about the story, then ask them to think about the part they liked the best.
- Have the students give a personal response to the story and draw the part they liked the best.
- Write the student's dictated caption using the following sentence frame. *"I like the part when..., " said...*
- Have the students write or copy their own name.
- Invite volunteers to share their pictures with the class, talk about the part they liked the best, and read the caption.

Lesson Two

Comprehension Strategies – Making, Confirming, Revising Predictions

Before Reading

- Invite the student's to read the title with you.
- Have them recall the facts they learned about fleas, spiders, caterpillars, centipedes, and bumblebees in the previous lesson.
- Tell the students that as you read the story, you are going to ask them to think about what might come next.

During Reading

- Turn the audio off and read the story singing the refrains.
- Invite the students to participate in the reading by asking for predictions and having them confirm or revise their predictions as you read the book, for example -
 - page 5 - Read - *Spider clapped and sang. But she got it wrong.*
Say - *Oh no! I wonder what Spider got wrong.*
Invite the students to answer. Respond to their answers and then read on to the end of page 5 - Say - *Were you right? Spider only clapped once for Spider didn't she? She should have clapped twice, like this, spi/der.* Demonstrate this. Then say - *Who came along next?*
 - Page 14 - Say - *Who is coming along now? Will Caterpillar get Flea's syllable song right? Do you think Caterpillar will do the right number of claps? Let's read on and find out if you're right or not.*
 - Read pages 16 and 17 - Say - *Were you right? What made you think Caterpillar would get it wrong?*
 - Page 18 - Say - *Where do you think they are all going? There was a clue at the beginning of the story. Did you notice it? Let's read on and find out?*

After Reading

- Ask the students some literal comprehension questions about the story, for example -
 - What was Flea doing at the beginning of the story?*
 - How many claps did Flea say Spider had to clap for Spider?*
 - Who came along after Spider?*
 - What did Caterpillar say?*
 - Where were they all going?*
 - Who did they meet?*
- Ask some inferential questions, for example -
 - Do you think Flea was upset because her friends couldn't get her song right? Why or why not?*
 - How do you think Centipede managed to clap with all those legs?*
 - Do you think Caterpillar was upset when she got it wrong?*
 - If Bumblebee joins in Flea's song, will he get it right the first time?*
- Discuss with the students how good they think they would have been, if they had been Flea's friends. Would they have been able to clap their hands right?

Lesson Three - Exploring the Setting

Before Reading

- Tell the students that today they are going to learn some more about where the story took place. They are going to learn the names of some of the things in the photos.
- Turn to page 2/3. Click on the background and a popup box with the background photo only will appear (to remove the photo click on the X on the top right hand corner of the photo). The aim of this part of the lesson is that ELL students and students who speak English but have very limited experiences, will have English language words that they can use in the following discussion.
- Invite the students to look closely at the photo and tell you all the things that they can see. Invite volunteers to come and point to the item they are naming.
- Elaborate on the students' answers, for example – *Yes these are steps. Some people call steps, stairs. These steps are made of stone, but some steps are made of wood.* Then pointing to the stairs say – *what are these called?* You want all students to say the word.
- Ask questions about items that the students do not mention, for example - *Who knows what this is called? It's called a fence. This fence is made of iron. What is this called?*
- Repeat this sequence with the other pages in the book where the background differs.

During Reading

- Turn the audio off and read the story reinforcing the setting. As you read, stop and discuss the setting further, for example –
Page 2/3 – Say – *Do you think this is Flea's house? Why or why not? Where does Spider live? What time of year do you think it is? Why do you think that? How is this the same as/different from the street where you live?*
Page 4/5 – *What things in this photo tell you more about what time of year it might be?*
Page 6/7 – *Where did Flea and Spider have to go to get from Flea's house to Centipedes house?*
Page 8/9 – *What's things about Centipede's house are the same as Spider's house. What things are different? What sorts of things are the same as/different from your house?*
Page 12/13 – *What is different about where they are walking now?*
Page 14/15 – *Where do you think Caterpillar lives?*
Page 20/21 – *Where are they all now?*
Page 24 – *Have you decided what time of year it is now? Did you think that at the beginning or did you change your mind?*

After Reading

- Have the students draw where they live. Have them include something around their house, for example - other houses, trees, street etc.
- Have them write, copy or trace the caption, *This is where I live.*
- Invite volunteers to share their pictures, tell about where they live, and read the caption.

Lesson Four – Exploring Characters

Before Reading

Tell the students that today they are going to learn more about the characters in the book.

- Turn to page 22/23. Click on Flea and a popup box will appear with Flea only in it.
- Invite the students to recall the facts they know about fleas.
- Invite volunteers to describe what Flea looks like.
- Have them say what is the same as/different from a real flea and the flea character.
- Guide their responses if necessary by asking questions such as – *Do real fleas have arms? How many legs do real fleas have? Can real fleas walk?*
- Repeat this sequence with each of the characters.

During Reading

- Turn the audio off and read the story to the students.
- Invite them to join in as much of the reading as they can. Encourage them to join in the refrains –

*I am Flea, I am Flea,
Clap and sing along with me.
Spider, Flea, Spider, Flea,
Clap and sing along with me.
Centipede, Spider, Centipede Flea,
Clap and sing along with me.
Caterpillar, Centipede,
Spider, Flea,
Clap and sing along with me.*

- Use the oral cloze procedure of hesitating before certain words to encourage participation, for example - “*Sure,*” said ..., “*Follow*”

After Reading

- Discuss the characters with the students.
Which character do they like the most? Why?
Ask the students who is the main character?
Who do they think the smartest character is? Why?
- Have the students chose a character to draw.
Caption their drawing with, *This is ...*
- Invite volunteers to share their drawings, tell about their picture, and read the caption.

Lesson Five – Syllable Awareness

Before Reading

Tell the students that today they are going to learn more about clapping syllables, just like the characters in the book did.

- Say – *Flea*, clapping once as you say the word.
- Have the students say and clap *Flea* with you.
- Tell them that the word *Flea* has one part or syllable so it has one clap.
- Chose names of class members with one syllable to clap, for example - *John* and *Kate*.
- Demonstrate what to do by saying the name and clapping once.
- Have the students do this with you.
- Ask the students to listen as you say and clap *spi/der*. Tell them that spider has two parts or syllables *spi* and *der*, so it has two claps. Demonstrate this.
- Have the students say and clap *spi/der* with you. Repeat with the names of students who have two syllables in their name, for example - *Em/ma* and *Ja/cob*.
- When the students can do this, add three-syllable names such as *Mad/i/son* and *Ni/cho/las*.
- You may also like to introduce four-syllable names such as *Al/ex/an/der* and *Gab/ri/el/la*.

During Reading

- Turn the audio off and read the story to the students. Have them join in as much as possible.
- Invite them to clap the refrains as well as joining in the reading.

After Reading

- Ask the students questions such as –
Which character's name has two claps?
How many claps does Centipede have?
How many claps does Bumblebee have?
- Clap once and ask, *Whose name am I clapping?*
- Clap twice and ask, *Whose name am I clapping?*
- Invite the students to clap the syllables of their own name.
- Have the students chose a friend and clap their name.
- Make up refrains using the students' names. Have the students sing and clap them with you, for example - *Emma, Jacob, Madison, Sam*.

Lesson Six – Innovations

- Tell the students that today they are going to make a new story. The new story is going to have different characters.
- Write on the board, *Flea sat in the sun.*
- Invite students to choose another character that is not Flea but has the same number of syllables. This could be the names of students in the class or animals.
- List their responses above and below the word *flea*, for example -

Dog
Flea sat in the sun.
Cat
Pig

- Invite the students to read the new stories with you -
Dog sat the sun.
Cat sat in the sun.
Pig sat in the sun.
- Write, *Along came Spider.*
- Invite the students to suggest other characters for *Spider* with the same number of syllables. List these. Have the students clap the name as they say it, for example -

Tiger
Lion
Along came Spider.
Giraffe
Monkey

- Tell the students that there are now lots of stories they can read, for example -
Dog sat in the sun. Along came Tiger.
Dog sat in the sun. Along came Monkey.
They could also read, *Pig sat in the sun. Along came giraffe.*
- Invite volunteers to read one of the stories.
- Repeat the procedure with *Centipede* and *Caterpillar*.
- Help the students with animals if they can't think of any, for example -
centipede – antelope, elephant, chimpanzee
caterpillar – rhinoceros, orangutan
- Discuss which characters the students like the best and write a new story on chart paper, for example -
Dog and Cat sat in the sun.
Along came Tiger and Lion.
Along came Antelope and Elephant.
Along came Rhinoceros and Orangutan.
- Have the students draw one of the new characters. Have them, or help them to cut it out. Paste it on to the new story.
- Display the new story and read it together, clapping the names.

Lesson Seven – Revise, Consolidate, Extend

During Reading

- Turn the audio on and encourage the students to join in with as much of the reading as they can. Have them join in and clap the refrains.

After Reading

- Ask the students what happened at the beginning of the story, and what happened next. Ask them how the story ended.
- Have them recall the places that Flea and her friends went to on their way to shoot baskets.
- Invite volunteers to point to the places that they recall and identify some of the objects in the photograph.
- Have the students discuss all the things that are different about where they live and where this story takes place.
- Discuss the difference between the characters and real fleas, spiders, centipedes, caterpillars, and bumblebees with the students. Correct any misconceptions.
- Re-read the innovation book with the students and have them clap the names of the characters.
- Invite the students to name and clap the names of objects in the classroom.
- Have the students work in pairs or small groups to re-read the story at the computer with the audio on.