**WEEK ONE: DAY TWO**

|  |  |
| --- | --- |
| **Big Book** **Stellaluna****(20 minutes)** | **First Reading:** On the first reading, the focus should be on enjoying the book and not focusing specifically on sight word recognition or phonics instruction. **Vocabulary**: sultry, forest, mother, fruit bat, baby, soft, tiny, crooned, clutched, breast, search, followed, scent, ripe, silent, powerful, swooped, dodging, shrieking, escape, struck, limp, wings, dark, leafy, tangle, branches, twig, wrapping, trembling, fear, squeaked, daybreak, flump, headfirst, downy, nest, startling, clambered, out of sight, babble, hissed terribly crawly, bear it, plop, grasshopper, bugs, curious, gripping, instant, behaved, gracefully, embarrassing, clumsy, anxious, confused, escaped, attacked, survived.**Comprehension**: predict using the cover and illustrations.**Before Reading Activities** • Introduce the title of the book to the children. Who might Stellaluna be? What is a bat? What do the children know about bats? Locate the author’s name. Discuss what the author does. Talk about the illustrator. What is the illustrator’s job? Why is there only one name on the cover?• Describe the front cover. Can you see anything else besides Stellaluna? Who else might be in the story? What might happen to Stellaluna in the story? Where is Stellaluna? Is it day time? How do you know? Where might the story be set?**During Reading Activities** Read the story and focus the children’s attention on each new illustration and ask predictive questions about the characters and setting. The flow of the story should not be interrupted. Pause on the page when Stellaluna falls from the branch into the forest below. What will happen to Stellaluna? Where will she land? Draw the children’s attention to the small pen and ink drawings at the top of the text pages. What do these drawings tell us? (These small illustrations tell the story of how Stellaluna’s mother is alive and searching for her baby.)**After Reading Activities** • Talk about the predictions that the children made. • Talk about sentence structure. Look at the “Good Writers” chart and find examples of sentences in the story. •Encourage the children to talk through the sequence of the story and identify the main elements from the beginning, middle and ending.• Favourite part of the story. The facilitator should model how to choose a favourite part of the story. • Character: revise the term ‘character’, talk about the characters in the story, how many characters are there in the story? Do some characters have bigger parts in the story? Which character do you like the best? Why? Reflection: divide the children into groups to reflect on the story |
| **Drama****20 Minutes** | **Based on the Big Book Stellaluna****Vocabulary**: thought, bubbles, characters **Comprehension**: infer from illustrations, predict, recall details from the story. • Thought Bubbles: Examine illustrations from the story and focus on the main character Stellaluna. How does she feel at different stages of the story? How can you tell? Use post it notes to create thought bubbles for the pictures from the story. The children can discuss the pictures in groups and decide the thought bubbles they want the facilitator to write. These thought bubbles should be kept with the book to use in the next lesson.• Hot Spot: the children talk about what they did over the mid-term break for ten seconds without stopping. After a child speaks, the other children can be asked questions about what has been said. The children can also be given the opportunity to ask the speaker questions.  |

|  |  |
| --- | --- |
| **Centres****10 Minutes** | **Centres**:Centre 1: Listening Centre (Group 1) Stellaluna CD – the children can follow the book in a small version. Centre 2: Writing (Group 2) Journal Entry – before beginning their journal copies in the next session, the children should practice writing a journal entry on blank paper with adult support. Centre 3: Computer Station (Group 3) Sight Words Buddy Centre 4a & 4b: Sight Vocabulary (Group 4a - Facilitator 1, Group 4b - Facilitator 2) Look Say Cover Write Check – if the children are unfamiliar with this activity it will need to be modelled before they begin. |

**WEEK ONE: DAY THREE**

|  |  |
| --- | --- |
| **Art**20 minutes | **Comprehension:** Response to big book story using creative art.**Activity**: Paper Plate Bats[Paper Plate Bats - Crafts on Sea](https://www.craftsonsea.co.uk/paper-plate-bats/)[Paper Plate Bat Craft - (adabofgluewilldo.com)](https://www.adabofgluewilldo.com/paper-plate-bat-craft/) |

**WEEK TWO: DAY TWO**

|  |  |
| --- | --- |
| **Big Book Stellaluna****20 Minutes** | **Second Reading** **Vocabulary**: sultry, forest, mother, fruit bat, baby, soft, tiny, crooned, clutched, breast, search, followed, scent, ripe, silent, powerful, swooped, dodging, shrieking, escape, struck, limp, wings, dark, leafy, tangle, branches, twig, wrapping, trembling, fear, squeaked, daybreak, flump, headfirst, downy, nest, startling, clambered, out of sight, babble, hissed terribly crawly, bear it, plop, grasshopper, bugs, curious, gripping, instant, behaved, gracefully, embarrassing, clumsy, anxious, confused, escaped, attacked, survived.**Comprehension**: recall events/characters/setting, make inferences based on illustrations**Before Reading Activities** •How does Stellaluna’s adventure begin?•Where does the story set?•What words does the author use to describe the setting?• What problem does Stellaluna have?•What happens to her?•Who are her new friends? •Revisit the thought bubbles created last week during drama. •How is Stellaluna’s problem fixed?**During Reading Activities**•Draw the children’s attention to how Stellaluna changes as the story progresses:**At the beginning**: happy, hungry, loved, fed, protected.**In the middle:** afraid, sad, clumsy, nervous, very hungry, confused, diurnal,**At the end:** safe, relieved, accepted, fruit eater, nocturnal**After Reading Activities****Some or all of the following** **questions could be given to the children in pairs/groups.**•When Stellaluna falls into the nest, immediately the birds notice something different about the bad. What do they notice?•What differences and similarities are there between the birds and the bat? What do they all find that they have in common? What do they learn from each other?•What does Stellaluna learn about herself after falling into the nest?•Momma Bird tells Stellaluna behaviour she dislikes, what does she say to Stellaluna?•How does Stellaluna behave after this?•How did Stellaluna’s mother recognise her? |
| **Drama****20 Minutes** | •Brainstorming: Use previous Though Bubble notes to help children generate questions to ask Stellaluna. As well as questions about how Stellaluna felt throughout the story, generate questions about her friendship with the birds, eating habits with the birds, eg eating grasshoppers instead of mangos!, acting like a bird, and finally finding her mother.•Hot Seat: Facilitator models being in role as Stellaluna the children question the facilitator. Once the children have seen this modelled, they can take turns in character as Stellaluna or other characters from the story. |

**WEEK TWO: DAY THREE**

|  |  |
| --- | --- |
| **Art** **(20 Minutes)**  | **Comprehension**: Response to big book through creative art.**Activity**: Children to illustrate their favourite part of the story. |

**WEEK THREE: DAY TWO**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Big Book: Stellaluna****20 Minutes** | **Third Reading****Vocabulary:** bats, habitat, caves, buildings, tree cavities, nocturnal, night, eyesight, fruit, nectar, microbats, megabats, fruit bat, vampire bat, mammal, fur, webbed, bumblebee bat,**Fact not Fiction:** Refer to the “Bat Notes” at the back of the book. Discuss some of the different types of bats and their habitats. **Introduction of non-fiction books** (If the children are familiar with the story it is a good opportunity to introduce them to non-fiction stories. Alternatively you can continue with third reading activities below. )Having read Stellaluna discuss with the children how it would be interesting to find out some more about bats. Where would we go to look? Introduce an information book on bats. Ask the children how this looks different to the book they have just been reading. Discuss what nonfiction is with the children: Point out examples that are all around them: books about their favourite animals, lunch menus, maps, room magazines, etc. Define non-fiction: It gives information. It explains and informs.KWL Chart Create a KWL chart with the children. What do we know about bats? What we want to know about bats? What we have learned about bats?

|  |  |  |
| --- | --- | --- |
| KWhat we know | WWhat we want to know | LWhat we have learned. |

**Third Reading:** **Based on the Big Book Stellaluna** •Remind the children about the small pen and ink drawings at the top of each text page in Stellaluna. These small illustrations tell the story of Stellaluna's mother. •The children could create a **sequel** to Stellaluna that shows how she is still friends with the birds. Children can work in small groups to develop their ideas. Encourage the groups to share ideas with the rest of the group. |

|  |  |
| --- | --- |
| **Drama (20 mins)** | **Based on Big Book** **Stellaluna** **Vocabulary**: illustration, setting, nest, branch, describe upside down, view**Comprehension**: recall details, infer details from illustrations, record setting through drawing.• Visualising and drawing settings: Discuss the illustrations from the book that focus on the settings. Use dramatic visualising to create images of the place this story has focused on – the birds’ nest, the tree branches where Stellaluna hangs from. Ask children to ‘stand’ on the branch of the tree and to describe what they see and what they can hear, each from their viewpoint. The children can then draw what they ‘see’ on paper individually, in partners or in groups. Encourage the children to be as detailed as they can. |

**WEEK 3: DAY THREE**

|  |  |
| --- | --- |
| **Art****20 Minute**Stellaluna book activities that are available in a printable and digital format. Students respond to literature and develop reading comprehension skills.**s** | **Based on Big Book Stellaluna** **Comprehension**: Response to book through creative art.Activity: Children to create own bat stick puppet. Materials needed: card, lollipop sticks, felt tips, googly eyes. |