

## Early Lesson Plan

### Peacock Gets a Job

Early Level 11

#### Lesson rationale

The students will

- Make connections between their personal experiences and their reading
- Use imagination to draw from their own personal experiences and information from the story to visualize elements of the story

#### Before the lesson

Read *Peacock Gets a Job* and the ideas planned for the lesson today. Organize the materials and resources you will need to effectively implement the lesson plan.

#### Reading and thinking

Talk to the students about the comprehension strategies set for this lesson.

Introduce the book to the students, telling them that this story takes place on a farm. Ask the students what they already know about farms. Extend their thinking by asking, *What do you see on a farm?* Use the cover illustration as a prompt.

Discuss the title of the story with the students. Pose the question, *What animals have jobs? Would you see animals doing jobs on a farm?*

These questions and others will lead you to an understanding of the level of prior or existing knowledge the students have. This will, in turn, give you an indication of the depth of understanding the students could gain from this story. It also provides an opportunity to 'give' vocabulary or concepts to the students that may have limited prior experiences.

Read pages two and four. Ask the students, *Why does Peacock want a job? What job do you think he would be good at? What job do you think the rooster does on the farm? Tell me about any other animals you can think of that do work on the farm?*

Praise the students for the replies and all the things they know already. Tell them that together you will read the story to find out what happens to Peacock.

Read pages six and seven of the story. Discuss the ideas presented on these pages.

Read pages eight and nine. Again discuss the text.

Continue reading the story in a similar way until the end of page 12.

At page 13 pause, and ask the students, *I wonder how Peacock is feeling? Why does he feel this way? What do you think could happen next?*

Read the text on pages 13 and 14.



Ask the students, *How do you think Peacock is feeling now? Why is he feeling different? Can you tell me what has happened to Peacock?*

Read pages 15 and 16 with the students.

Again praise them for their reading and thinking.

### **More thinking**

Using BLM 5 have the students prepare a picture and writing of an animal doing its 'special job'. Use the text as an exemplar of how illustrations depict what the writing suggests. Discuss this and model this further and more explicitly if necessary. Allow the students to choose which animal they wish to describe. Sow the seed that some students may wish to choose animals that were not part of this story or even part of the farm setting. The responses you receive may be factual, fantastical, methodical or made-up. Whichever they are, your evaluation of them will provide you with further information about the students entrusted to your care.