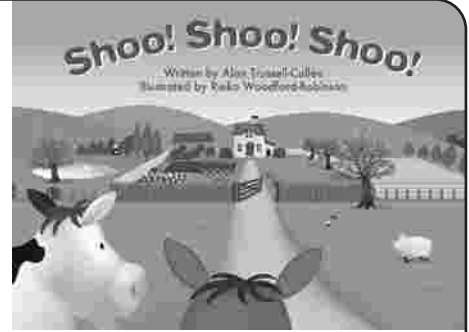


## Emergent Lesson Plan

### Shoo! Shoo! Shoo!

Emergent Level 5



### Lesson Rationale

The students will

- Make connections between the story and the students' personal experience
- Identify the main idea of the story

### Before the lesson

Read and enjoy *Shoo! Shoo! Shoo!* Prepare for the lesson by reading the lesson plan and preparing the resources and materials for the follow-up activity.

### Reading and thinking

Ask the students what they know about farms.

*Who has visited a farm? What do you know about farms? What do you see on farms?*

Show the students the cover illustration of *Shoo! Shoo! Shoo!* Discuss the illustration, ask the students to tell you what they see, focus attention on the animals depicted and the garden growing.

Tell the students that there is a problem on this farm. Does this illustration give you any clues as to what it may be? Listen to the possibilities that are suggested.

Read the title to the students. Ask them, *What does "shoo!" mean? Who would say it? Why or when would you say it?*

Thank the students for telling you so much about farms and how their thinking will make it easier for them to read and understand the story.

Read pages two and three. Tell the students, *Someone has left the gate open. Why is leaving the gate open a problem? What do you think will happen?*

Read pages four and five.

Have the students tell you what has happened and what the cows are doing. If necessary, ensure that the students understand that it is not a good idea for cows to eat up the garden.

Read pages six and seven. Enjoy the illustrations.

Read pages eight and nine. Discuss the trouble the goats are causing.

Read pages ten through to 13. Discuss the apparent problems.

Read to the end of the story.

### **More thinking**

Talk with the students about the problem of the open gate on the farm. *What happened because the gate was open?* Record and discuss the ideas the students give you and praise those that use ideas from the book as a basis for their ideas. Ask the students to finish the following sentence starter and illustrate their writing, incorporating as much detail as they can (BLM 5). *On the farm you need to close the gate or ...*

Some students may come up with ideas that are possible in the farm setting but did not occur in the story. Allow them to present their ideas as the other students are. Be aware that they may be drawing on more relevant personal experience than others. At the other end of the continuum you may have students who have experience of farms. For these students spend more time talking and looking at the illustrations that accompany this story in order to develop their understanding.