

Peacock gets a Job

Teacher's Notes

Level 11

Literacy Connections

Word Count: 192 words (approximately, including title)

Reading Skills:

Read by using a variety of appropriate and effective reading strategies
Use the patterns of the text and prior knowledge to develop meaning and help prediction

Decoding Skills

High Frequency Words: just, around, all, get, tried, said, could, job

Alphabet Knowledge: Short "a" vowel sound:
prance, farm, have, cat, scraps, that
Long "a" vowel sound:
day, chase, lay, make, tail

Word Study: Adjectives Nouns (naming words):
peacock, farm, job, rooster, mice, cat, eggs, flies, spider, horse
Verbs (doing words):
prance, chase, lay, eat, catch, make, herd, frowned, crowed

Contracted Words: there's, I'll, you'd, that's, it's

Text Features: Patterned sentence structure

Content Connections

- Animals that live and work on farms
- Animals' adaptations and characteristics
- Farming and agriculture
- Special abilities and talents
- Celebrating individual differences

Content Words:

peacock, rooster, cat, mice, hen, pig, flies, spider, cow, sheep, dog, horse, farm, job

Suggested Activities

- Listen to the different sounds of the short and long vowel sounds of the letter 'a' as suggested. Discuss any spelling rules that may come about through the exploration.
- Extend this learning to include the other vowels.
- Brainstorm a list of contracted words. Discuss the placement of the apostrophe in these words.
- Through discussion, ask the students to give their reasons why each animal featured in the story was best suited for the job it was doing. Also discuss why the peacock wasn't the best choice for all the other jobs.
- What job did the rooster have? Find the illustration that hints at the rooster's special job on the farm.
- Visit a farm or have a petting farm come to visit you at school.
- Follow the production of food that is hinted at in this text. Map the process of milk from a cow to the supermarket shelves or the production of eggs.
- Discuss with the students how each animal on the farm was really good at or useful in some way. Ask the students to think of the aspects of their own characters that they contribute with.
- Celebrate diversity and individual difference.
- Play *Mix and Match*. On cards, write the different jobs that the animals did. On a second card write down the names of the animals featured in the story.

e.g.	chases the mice	cat
	pulls the wagon	horse
	makes the milk	cow