



Eagle eyes

Heather Haylock

Focus phonics

e written as ea as in weather, heavy, threats, head

u written as o as in other, coming, stomach

Tricky words

any, because, eye, many, move, people, should, their, there, through, two, where, work, would

Book summary

Some animals have clever eyes – rattlesnakes have heat-seeking eyes and eagles can see far further than a human. Experts have developed lots of different tools to help humans see hard-to-see things, such as into a person's body, up into space, or deep into forests.

Learning intention

Phonics: To decode words with the focus phonemes of /e/ spelt ea and /u/ spelt o, in the text and extend to other known words with the same grapheme-phoneme correspondences, e.g. thread, lead, ready; love, glove, above.

Comprehension:

- Retrieve and record information/key details from the text
- Explain the meaning of words in context
- Summarise main ideas
- Make inferences from the text
- Make predictions that fit with information given in the text
- Make connections (text to self, text to text, text to world)
- Ask questions
- Visualise

Fluency:

- Read at a natural speaking pace with minimal sounding out
- Pay attention to punctuation when reading, pausing and changing tone as appropriate
- Read with appropriate emphasis and intonation to support the meaning of the text

Before reading

Story discussion: Look at and discuss the cover and read the title together. Ask: What does the title mean? What is the photo of? Share any prior knowledge of eagles. Who is the author? Have you read any other books by Heather Haylock and what did you think of them? (Heather has written other books in the Reading Road series such as Let's go camping, A problem called Scamp, Secrets of the sea) Were they fiction or non-fiction? Do you think this book is fiction or

non-fiction and why? Why do you think the author chose this title? Make predictions about what kind of information might be given in this non-fiction text. Keep a note of predictions and return to them later. Flip through the book to get a sense of the contents. Read and discuss the blurb on the back cover.

Quick phonics warm-up: Read the words on the inside front cover together, with the focus phonemes of /e/ written as ea, and /u/ written as o. Flip through the text to find and read words with these same focus phonemes. Discuss the meaning of these words. Build the focus word *head* with letter cards. Think of words that rhyme with *head*. List these to read together, e.g. read, lead. Discuss their meaning. Think of other words with the /u/ sound as in *other*, e.g. brother, mother, cover. Read the words and discuss their meaning.

Vocabulary check:

chameleons p 25 slow moving lizard-like creatures that change colour and have eyes that move independently (note the ch sounds like /c/)

dense p 14 thick or heavy - it's hard to see through it, e.g. thick fog or forest

Morphology: binoculars p 9 – bi means two and ocu means eyes, therefore the meaning is two small telescopes side by side. Ask: What other words do you know starting with the prefix bi-? (bicycle (2 wheels); bilingual (speaks 2 languages)). 1738, "involving both eyes", earlier "having two eyes" (1713), from French binoculaire, from Latin bini "two by two, twofold, two apiece" (see binary) + ocularis "of the eye", from oculus "eye".

Etymology: telescope p 7 the suffix -scope means examine, inspect; instrument for viewing to make things look bigger and closer; the prefix tele- means long tube-like instrument, an instrument for viewing, covering distance. Originally from "optical instrument by means of which distant objects appear nearer and larger", 1640s, from Italian telescopio (Galileo, 1611), and Modern Latin telescopium (Kepler, 1613), both from Greek teleskopos "far-seeing". Ask: What other words do you know that end in the suffix -scope? (endoscope p 10; microscope p 6) Discuss their meanings.

Tricky word practice: Display the tricky words *any* and *where*. Ask: What are the tricky parts of these words?

any - the tricky part is a which says /e/.

where - the tricky part is ere which says /air/.

Practise spelling and reading these tricky words.

During reading

Read the story: This book may not fit into a single reading session. The end of p 15 is a good point to break the reading. Students can finish the book in a second group session or for homework.

Reading could follow one or more of the following approaches:

- Start by reading the text with students, then invite them to take over the reading. On p 2, ask: What does it mean to have eagle eyes? Do you have eagle eyes? Can you see things that others can't see? Look at the picture on p 3. Ask: What tool has been invented to see things far away in space? (telescope) On p 5, ask: If things are too small to see, what tool can we use to make them look bigger? (glasses) Before glasses were invented, what was used to magnify print? (reading stones) On p 6, ask: What else works like a reading stone to make things look bigger? (magnifying glass and microscope) Continue reading at a natural speaking pace with minimal sounding out.

- Students read silently at their own pace; listen to each student in turn as they read a brief passage.
- Divide the book up between students; they read a section each and then report back on it.

Phonics support: Remind students to sound out and blend the letters as necessary to read any unfamiliar words, but encourage them to read words with familiar letters and sounds fluently on sight if they can, without sounding out. If students get stuck on a word, model how to sound out and blend the sounds in the word. Encourage students to help each other with sounding out and blending and praise good use of this strategy, especially with words using the focus phonemes of /e/ written as ea and /u/ written as o.

Comprehension support: Pause occasionally to talk about the story and encourage students to find and retrieve key details from the text, e.g. at the end of p 12, ask: What tools have been made to see into people's bodies? (endoscope, PillCam and x-rays) Share experiences of anyone who has had an x-ray. On p 21, ask: How can drones help to see things? (cameras can be fitted to drones for filming sports events or finding things in unsafe places like lost animals) What other ideas do you have for how drones can help?

After reading

Apply learning: Discuss the text. Ask: What new information have you learned about eyes and things that help us to see? Which tool or animal is your favourite? Why do you say that? How many eyes would you like to have and why? What did the author need to know before writing this text? How does it compare to any of her other books? Is it similar or different?

Comprehension: Review the predictions made earlier. Were they correct? Were there any surprises?

Retelling the text. Ask students to choose a heading and retell part of the text.

Read and discuss the questions on the inside back cover. On p 7, what are astronomers? (people who study space) Count and clap the syllables in *astronomers*. Make a list of 10 words from the book with up to four syllables and write the number of syllables beside them. Clap the syllables as you say the words. (some possible words: eagle, habitat, poked, swallow, magnifying, telescopes, microscopes, robot, drone, invented, independently, chameleons, rattlesnakes)

On p 22, locate the word "eagle's". On p 25, locate the word "snails". Explain why the apostrophe is before or after the s. (p 22 refers to one eagle; p 25 refers to all snails) Read the sentences with these words in them aloud.

Locate 10 words in the story with adjacent consonants and read them together, e.g. spot, spider, starfish, scallop, snail, snake, clever, flying, grab, swoop.

Fluency: Choose a passage from the book and model how to read it fluently with appropriate emphasis and intonation to support the meaning of the text. Students read the same passage, copying your reading. (echo-reading) Students choose another brief passage and read it at a natural speaking pace with minimal sounding out, then swap over. Read parts of the text together (choral-reading) to build fluency and self-confidence. Students practise speed-reading the focus words from the inside front cover to encourage automatic recall (words that can be recalled automatically have been orthographically mapped to students' long-term memory).

Spelling and writing through dictation: Read out the following passage for students to write. It uses words and sentences from the text as these are decodable. The focus is on encoding (spelling) rather than creating content.

(pages 3-4)

Clever tools have been invented to help people see things that are hard to see. These tools mean we can see far away. We can look up into space and we can look down onto the globe. We can watch animals in the wild. We can even look inside the human body.

If people find it hard to read small print today, they can wear glasses to help. Before glasses were invented, people came up with some clever ways to help them read. 'Reading stones' were small lumps of glass shaped like pebbles. When they were put on top of letters, the letters looked bigger.

(page 6)

Magnifying glasses work like reading stones. Magnifying glasses make little things look bigger. They can magnify things like insects, skin, rocks and hairs. Microscopes help us look at things that are too small to be seen at all by the naked eye, such as tiny animals in a drop of pond water.

Follow-up activities

Students complete the follow-up activities:

Worksheet 1: Phonics

/u/ spelt o. /e/ spelt ea.

Write sentences, definitions.

Worksheet 2: Comprehension

Answer questions about the text.

Write a book review.

Worksheet 3: Science

Write about inventions.

Worksheet 4: Science

Write about clever animal eyes. Write and draw about what you would like to be able to see.