

## Fluent Lesson Plan

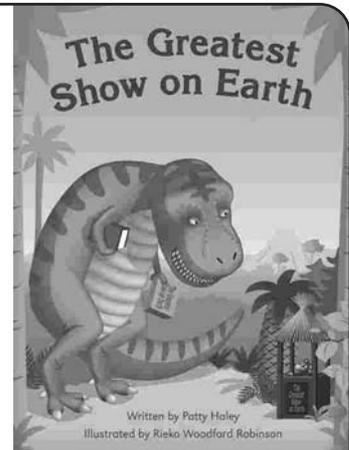
### The Greatest Show on Earth

Fluent Level 14

#### Lesson rationale

The students will

- Analyse information from the story
- Explain the main idea of the story
- Discuss the setting of the story



#### Before the lesson

Prepare yourself for the lesson by reading the story and becoming familiar with the lesson plan. Organize the resources or materials you may need for the follow-up activity.

#### Reading and thinking

Discuss with the students the strategies they will be focusing on today.

Introduce the story to the students by reading the title and showing them the cover illustration. Enhance the initial discussion of the book by reading the question and also showing the students the illustration on the back cover. Answer the rhetorical question featured there.

Focus the discussion on the dinosaurs and the setting of the story. Ask the students, *Where do you think dinosaurs live? What did Earth look like when the dinosaurs lived? What might we see in the illustrations that tell us about how things looked when the dinosaurs lived?*

At the end of this discussion tell the students about the term 'setting' - the place where a story happens.

Turn to page two. Together, read the text and discuss again what *The Greatest Show on Earth* could be. Look into the illustrations for clues. Looking to the illustrations will provide added information about the story and provide extra details about the setting.

Read pages four and five. Again discuss any ideas the students have about what could be "the greatest show".

Read pages six and seven, then pages eight and nine. Talk about the story and the illustrations with the students.

Ask, *What is happening in the illustrations?*

Turn to page 12, read the text on this page and page 13.

Read pages 14, 15 and 16.

Discuss the illustrations, setting and storyline.

**More thinking**

Talk with the students about the illustrations in this story. Discuss how important they are to the story and how without them the words would have little meaning. Tell the students that there was a big change in the illustrations at the start of the story compared to the end. Discuss this further if necessary. Using BLM 8, ask the students to draw and write about the setting at the start of the story compared to the end of the story.