
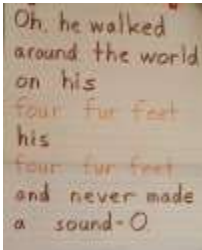
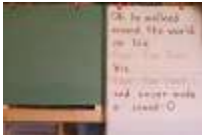


Four Fur Feet - Margaret Wise Brown

| | |
|---|--|
| <p>Author</p> <p>Monique Richard Professor Emeritus School of ECE Ryerson University</p> | <p>Book</p>  <p><i>Four Fur Feet</i> - Margaret Wise Brown</p> <p>Myspace Four fur Feet a video http://vids.myspace.com/index.cfm?fuseaction=vids_individual&videoid=5753085</p> |
| <p>Preparation</p>  <p>Transcribe the chorus on chart paper by using a different colour of markers for the alliteration. The text can easily be seen and copied by the children and</p>  <p>Post the chart on the two-part easel. On the right place the chart and on the left side the following steps of the lesson. The use of a chalkboard is very useful for such activity as it allows for erasing as often as necessary.</p> | |
| <p>Objectives</p> <ul style="list-style-type: none">• Children will develop an understanding of the concept of alliteration and will be able to compose at least one with at least three words.• Children will create sentences that contain examples of alliteration .Children will match words with the onset /f/.• Children will practice finger-reading. | |

Shared Reading

Before Reading

- Show the puppet and help children describe it using prompts such as "What colour is the animal? How many feet does it have? "What the feet are made off". Write the answer on a chart paper: Four Fur Feet.
- Have a hand puppet demonstrates alliterations. Start with short sentences of three or four words.
- Invite the children to create their own alliterations. Explain that poets often use this device to create a special effect. Sometimes they sound great, sometimes they are funny, and sometimes they are just pleasant to listen to.
- Introduce the rhymed story by explaining that in the rhymed story, someone repeats frequently the chorus "Four Fur Feet".

Reading

First Read-aloud

- Read the book once without showing the pictures and let the children imagine the images. Read the book for enjoyment.

Second Read-aloud

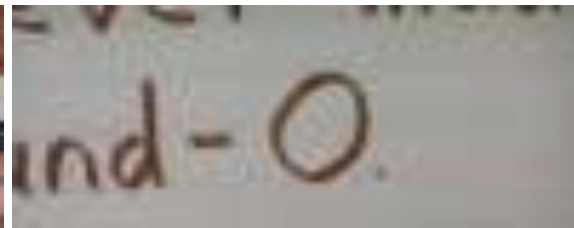
- Read by emphasizing the f sound in four fur feet.

Third Read-aloud

- On the third reading, change the order of the words four/fur/feet and delete the initial consonant and have the children guess which words you are trying to say. For example:
 - _ur _eet __our
 - __our__eet__ur
 - __ur__eet__our
- Invite the children to join in the chorus with the puppet.



- Introduce the lesson with a stuffed animal by explaining that the story is about a four fur feet animal.
- Explain that you will read a story that has a chorus that is written on the chart paper.
- Bring children's attention to the alliteration and helps children become aware of the construct of it.
- Start reading the story and invite the children to take turn to hold the toy hence helping the children to grasp the concept of a four fur feet animal. The toy also sustains children's attention.



- Help the children to stretch the "o". Model finger-point reading by matching voice-print of the text written on the chart. Subtly exaggerate the initial sounds of the speech as pointing to the initial letter of each word. Repeat this routine over few days.



- Then invite one child at a time to read the chart. Assist children who have not yet develop the ability to synchronize their voice with print in recited text by using the hand-over-hand method. Distribute to each child a /f/ word. Together children start reading a sentence, and stop at each /f/ word. The child who has the matching word comes to the wall chart and places it over the word on the strip. Prompt the children to explain which visual cues they have used to match them: number of letters, length of the word, guess.

- Explain how to move from one word to the next by paying attention that there is a two-finger space between each word. By pointing slowly to each word, reinforce the children's skill of print orientation.
- Use the "hand-over-hand" technique to help a child finger read the chart.

Interactive Writing

- Draw a web on chart paper, placing the consonant /f/ in the circle. Attach strands to it, and write the link them to the three words from the chorus. Help children read the words and become aware that the words start with the same letter.
- Brainstorm with the children other /f/ words that could be added to the chorus. Make sure that the second letter of the words is a vowel such as family, fan, far, few, follows, full.
- Share the pen with the children who can write with or without the teacher's assistance.
- Model using other words to extend the chorus by adding more words that begin with the same letter /f/.
- Invite the children to find other words. Using those words, help the children to create silly sentences using as many alliterations that they may create.
- Circle the /f/ with a different colour marker. It is suggested to write the texts on sentence strips and to place them in a pocket chart.
- Distribute one white board to each child for them to copy the /f/ words.



- Make a web of "T" words. Words are suggested by the children. Sometimes they need to be prompted by the teacher.



- A child is copying down the alliteration poem that was composed by the group of children. She added drawings which indicate that she understands that both print and drawings are part of the same semiotic system. She circles all the "Ts".



- Those two poets have beautified their transcription of the poem.
- Those two poets have beautified their transcription of the poem.



- Copy the poem with a yellow marker to help children who are still learning to form letters. Those photos which were taken in April illustrate how individual children (JK-SK) were able to overwrite faster than few months ago.
- Literacy Work Stations individually or in pairs, the children match the movable words with the sentence strips. The children draw and write about a "Four Fur Feet animal". The children copy one sentence used previously and illustrate it.