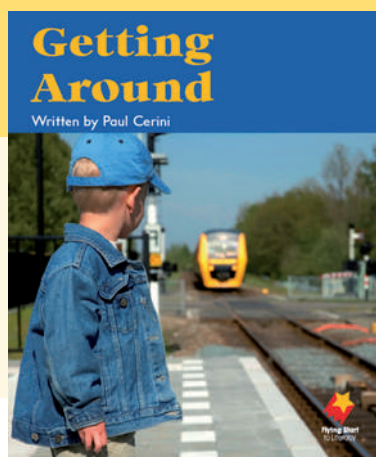


Lesson Plans

Early Emergent
reading stage

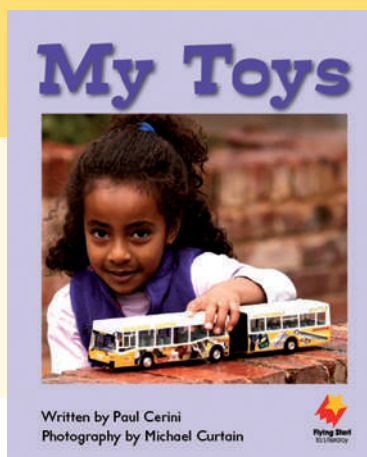
Level 1



Getting Around presents a range of vehicles used for transportation and to move things. The book shows how these vehicles are used and the people that use them.

Running words: 42

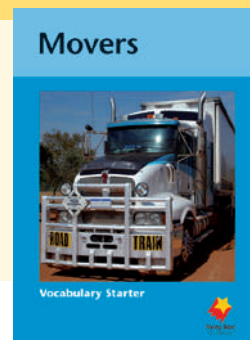
Text type: Recount



My Toys shows seven different children with toy vehicles. The book explores how these toys can be played with and where they can go.

Running words: 35

Text type: Recount



Vocabulary Starter

Vocabulary

High-frequency words

can go here I in my this

Key vocabulary

boat bulldozer bus
car plane train truck

Phonics

- Initial sound-letter relationships: /t/ as in truck, /b/ as in bus

Text features

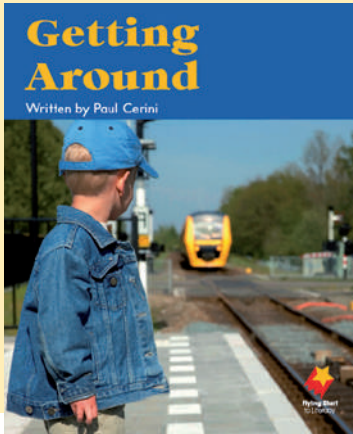
- Caption book: one line of text per double-page spread
- Photographs
- Word bank (page 16)

Reading strategies

- Reading for meaning – does it make sense?
- Using initial letters to support reading

Key concepts	Curriculum links
- There are many different kinds of transportation used in the world. - Children like to play with small versions of everyday objects.	- Geography - Science: Science at work

Lesson 1 Getting Around



Before reading

Getting ready to read

Encourage students to activate their prior knowledge. Talk about ways of travelling around. *How did you get to school today? How do you get to other places? Have you ever been on a train? Plane? What other kinds of machines can you use to get around?* Make a list of students' suggestions.

Vocabulary building

As needed, introduce the vocabulary from the book. This can be done using the Vocabulary Starter **Movers**. Refer to the teacher notes on the back of the Vocabulary Starter for ideas about using this resource.

Introducing the book

Show the students a copy of the book *Getting Around*. Say: *This book is about some different ways people get around.* Turn to page 2. *What might this man say about going in his truck?* Have students look at the first word in the sentence. *Who might be saying this?* Talk through the book. Ensure that the students are familiar with the name of each vehicle in the book.

During reading

Ask each student to read the text independently. Monitor the students as they read and support them where appropriate. If necessary, ask the students to stop reading and remind them to use the reading strategies you are focused on. Observe one or two students as they read. Check for students who are using the first letter or letter cluster as a support when they encounter new words.

After reading

Talking about the book

Ask the students to talk about the book. Promote discussion by choosing questions that are appropriate for your students. Ask them to support their answers by referring to the photographs and the text in the book. *Can you tell me three ways that people get around?* (Literal) *Which vehicle from the book would take the most people?* (Inferential) *What is the same about all the vehicles in the book? Can you think of one word that would describe these things?* (Synthesising) *How does the author think people get around? Do you agree with him?* (Critical)

Reviewing reading strategies

Give positive feedback on the problem-solving strategies that the students used as they read the book. For example, say: *I noticed how you made sense of the story by using the first letter of the new words you read. That's what good readers do.*

ELL Support: My Toys/Getting Around

Use the teacher notes *Developing oral vocabulary for English Language Learners* on the back of the Vocabulary Starter **Movers** to support ELL students.

Returning to the book

Provide multiple opportunities for the students to read and interact with the book again – with teacher support, with a partner and independently. Choose activities that are appropriate for your students.

Developing fluency

Have students work in cooperative groups to compose and perform a choral reading of the book. Example: *I can go in this truck. Brrm, Brrm, Brrm.* Provide feedback about the positive things each group demonstrates.

Word work

Phonemic awareness and phonics

Encourage students to find some words in this book that start with the letter “b”. List these (e.g. boat, bus, bulldozer). Ask: *What sound is the “b” making in each of these words?* List other words that start with this sound. Have students work in cooperative groups to draw other things that start with “b”. These could be displayed on a boat or a bus-shaped poster.

Exploring words

Provide students with copies of the Blackline master (BLM). Have students cut out the cards then match the word cards to the picture cards. Talk about the strategies students used to recognise each word. Students could work in cooperative pairs to play a memory game with two sets of the picture cards. Alternatively, they could paste their sentences onto paper to make a group book.

Writing

Modelled writing

Refer to the list that you made about the way people get around. Use these ideas to make a chart about each of the students in the group. For example: “Maria can go in the bus.”

Independent writing

Ask the students to cut out the pictures from the BLM and paste the pictures onto sheets of paper. Encourage students to use the book as a model for the sentences they write.

Sharing and presenting

Suggest that students present their choral reading of the book *Getting Around* to the class.

My Toys



Written by Paul Cerini
Photography by Michael Curtain



Before reading

Getting ready to read

Encourage students to activate their prior knowledge. Talk about different kinds of vehicles. Show the students the toy vehicles. Have students sit knee-to-knee to talk about the following questions: *What are these? Where might you play with them? Why do some children like to play with these kinds of toys?*

Vocabulary building

As needed, introduce the vocabulary from the book. This can be done using the Vocabulary Starter **Movers**. Refer to the teacher notes on the back of the Vocabulary Starter for ideas about using this resource.

Introducing the book

Show the students a copy of the book *My Toys*. Encourage students to talk about the front cover. Ask: *What is this boy doing? Where is he doing it? Do you like to play with boats?* Turn to the word bank on page 16. *Where would you play with this plane?* Repeat with other pictures.

Returning to the book

Provide multiple opportunities for the students to read and interact with the book again – with teacher support, with a partner and independently. Choose activities that are appropriate for your students.

Developing fluency

Have students read the book with a partner. They could make a reader's theatre of the book where they take turns to read a page while their partner acts as the toy mentioned in the text.

Word work

Phonemic awareness and phonics

Talk about the words in the book that start with “t”. Have students brainstorm other toys that begin with “t”. Students could then work in cooperative groups to draw a “t” train with each carriage having the name of a toy that starts with “t” in it. Use simple rectangles and circles to draw each carriage.

Exploring words

Have students look at the sentence on page 2. Ask: *How many letters does the word “go” have? What letter comes first? What other letter is in the word “go”?* Repeat with other high-frequency words.

Writing

Modelled writing

Ask the students to talk about their toys. Use their responses to model how we write about our ideas. For example: *We like playing with our toys. Watch while I write that idea on our chart.*

Independent writing

Provide the students with a sentence starter with these high-frequency words: *My _____ can go here.* Suggest they use the word bank on page 16 for support.

Sharing and presenting

Have students perform their reader's theatre for the class. Share out toys and talk about the ones that start with the /t/ sound.

During reading

Ask each student to read the text independently. Monitor the students as they read and support them where appropriate. If necessary, ask the students to stop reading and remind them to use the reading strategies you are focused on. Observe one or two students as they read. Check for students who are reading for meaning. If they pause after an error, say: *What did you notice?*

After reading

Talking about the book

Ask the students to talk about the book. Promote discussion by choosing questions that are appropriate for your students. Ask them to support their answers by referring to the photographs and the text in the book.
Where can the boat go? Where can the bulldozer go? (Literal)
Which toys can go in mud? (Inferential)
What is the same about all of the toys in the book? (Synthesising)
Do all children like to play with these kinds of toys? Why do you think this? (Critical)

Reviewing reading strategies

Give positive feedback on the problem-solving strategies the students used as they read the book. For example, say: *I noticed that you asked yourself if your reading made sense.*

Talk about the pair

After students have read both *Getting Around* and *My Toys*, say: *How are real trucks and toy trucks the same? How are they different?* Repeat with other vehicles featured in both books.

What do you now know about things that help people to get around that you didn't know before? What else would you like to find out? Students can work further with this book by completing the Activity card.

Blackline master

I can go

Cut out the pictures and paste them onto a sheet of paper. Use the words from the word bank to help you write a sentence about each picture.

car
plane
truck
bulldozer
boat
train
bus
this
go
I
can
in



Assessment

Can the student read the sentences he/she has created?

Is the student able to point to specified high-frequency words, e.g. *Can you show me "this"?*

Activity card

Invent a vehicle



You will need: boxes, card, glue, straws, pipe cleaners, tape, paper, cellophane, lids, bottle tops.

1. Work in a small group to invent your own real or toy vehicle.
2. Add labels to show the parts of the vehicle.
3. Write about what the vehicle can do.

Example:



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