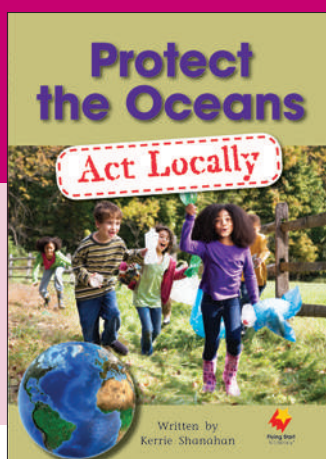


Lesson Plans

Fluent
reading stage

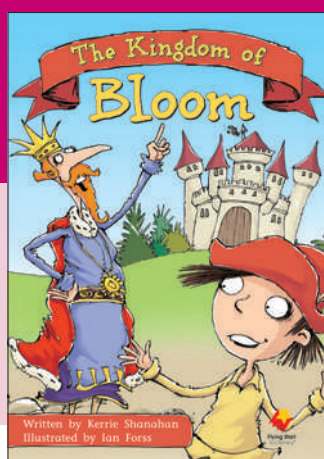
Level 21



This book reports on the problem of rubbish in our oceans, and what people around the world are doing to stop this from happening.

Running words: 853

Text type: Report



In *The Kingdom of Bloom*, the king is inspired by a small boy to encourage his people to clean up their smelly and polluted towns.

Running words: 755

Text type: Narrative

Content vocabulary

clean Director for the Environment Director of Fun environment filthy garbage patch graffiti king kingdom oceans organise palace plant plastic pollute pollution recycled recycling rubbish stormwater drains volunteers

Phonics

- Identifying the long /e/ sound as represented by “ea” as in clean
- Identifying and decoding common prefixes and suffixes

Text features

Protect the Oceans: Act Locally

- Chapters with headings and sub-headings
- Full-colour photographs

The Kingdom of Bloom

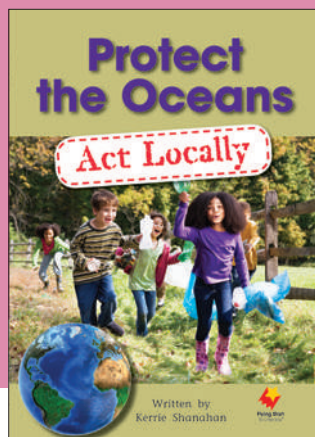
- A note from the author
- Chapters with headings
- Full-colour illustrations
- A note from the author

Reading strategies

- Identifying cause and effect
- Linking multiple episodes in a story

ELL support	Key concepts	Curriculum link
• The introduction prepares students for the information to follow. • Headings and sub-headings signal content. • “A note from the author” section provides extra supporting information.	• The problem of rubbish is a global issue. • People can take action to improve and protect their local environments. • Taking action locally can make a difference globally.	• Science: People and the environment, taking action

Lesson 1 Protect the Oceans: Act Locally



Before reading

Getting ready to read

Encourage students to activate their prior knowledge. Show students a globe or a map of the world and identify the land and the oceans. Ask: *Do you think there is rubbish in the oceans? If so, how does the rubbish get there?* Have students reflect on how they feel about the fact that there is rubbish in our oceans.

★ Ask: *Where should we put our rubbish? What happens to rubbish that gets dropped on the ground?* Draw out that some of this rubbish washes down drains and ends up in the ocean.

Vocabulary building

★ Write the following words on the board: *rubbish, clean, graffiti, recycling, garbage patch, pollution and plants*. Discuss and group the words according to whether they have a positive or negative impact on the environment.

Introducing the book

Give each student a copy of the book. Say: *This book is called Protect the Oceans: Act Locally. It tells us four different stories about what some children have done to reduce the amount of rubbish in the oceans.* Give students time to browse through the book. Read the contents page and ask: *What projects might we hear about in this book? Which chapter interests you the most? Why?*

Have students prepare for reading by thinking and talking about the book with your support. Ask: *What things can we do to help clean up our community?*

During reading

Ask each student to read the text independently. Monitor students as they read and support them where appropriate. If necessary, ask them to stop reading and remind them to use the reading strategies you are focused on. Ask individual students to stop reading at various intervals to check they are understanding cause and effect. Ask: *What happens to rubbish when people drop it on the ground? How does it get into the oceans?*

After reading

Talking about the book

Ask students to talk about the book. Encourage discussion by choosing questions that are appropriate for your students. Ask them to support their answers by referring to the photographs and the text.

What is the "Great Pacific garbage patch"? (Literal)

Why do people not pick up their rubbish? (Inferential)

Do you think the actions of one person can really make a difference? Explain. (Synthesising)

Does everyone want to help look after the environment? Explain. (Critical)

Reviewing reading strategies

Encourage students to identify what they did to help themselves as readers. Say: *You can talk about things that happened in the book and why these things happened. That shows you have a good understanding of the information.*

Returning to the book

Provide multiple opportunities for 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

Students could record themselves reading the book using an audio-recording device. Play back the recording, and discuss the positives and areas to work on.

Word work

Phonics

Write the words *clean*, *beach*, *ocean* and *teach* on the board. Ask: *What do these words have in common? Which one is different? Why?* Draw out that these words all have the letter combination “ea” but in the word *ocean* it represents a different sound. Explain that the long /e/ sound is often represented by “ea”. Brainstorm a list of words as examples.

Exploring words

Have students work with a partner to browse through the book to find and list words related to the topic (e.g. *volunteers*, *organise*, *environment*, *rubbish*). Have pairs share their lists. Discuss the meanings of the words as you compile a class word list.

Writing

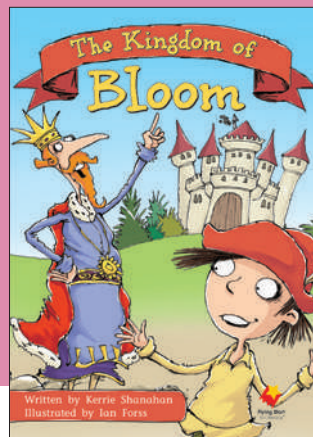
★ Ask: *What projects could we do at school or at home that would help reduce the amount of rubbish that ends up in the ocean?* Make a list (e.g. recycling, reducing rubbish, picking up rubbish). Use an idea from the list to model writing an action plan on how the project could be done. Use the headings “Project title”, “Aim” and “Steps”.

Have students choose an idea from the list and write an action plan, using the headings “Project title”, “Aim” and “Steps” to organise their information.

Sharing and presenting

Have students share their action plans. Discuss the plans with the group. You could choose one plan to be worked on at school as a whole class. Students could implement their action plans at home.

Lesson 2 The Kingdom of Bloom



Before reading

Getting ready to read

Encourage students to activate their prior knowledge. Ask: *What would you do if the place where you lived was polluted? Would you be prepared to help clean it up? What if no one else seemed to care? How could you motivate other people to help?*

★ Talk about the language of fairy tales (e.g. *king*, *palace*, *kingdom*). Say: *The story we are going to read is set in a place called the Kingdom of Bloom. What do you think this place might look like?* Discuss students' ideas.

Vocabulary building

★ Have pairs of students write a list of words that can be used to describe a polluted place (e.g. *filthy*, *smelly*, *dirty*, *smoky*, *smoggy*, *murky*, *grubby*, *messy*, *grimy*). Ask: *What means the opposite of dirty?* List ideas (e.g. *clean*, *fresh*, *neat*, *orderly*, *immaculate*).

Introducing the book

Give each student a copy of the book and have them read the title and the contents page. Ask: *Where is the story set?* *What do you predict might happen in this story?*

Have students prepare for reading by thinking and talking about the book with your support. Ask: *What can you see in this picture? Why do you think the character has that expression on his/her face?*

During reading

Ask each student to read the text independently. Monitor students as they read and support them where appropriate. If necessary, ask them to stop reading and remind them to use the reading strategies you are focused on. Check that they can make links between the various events in the story. Ask: *What made Marco write a letter to the king? What series of events did the writing of this letter start?*

After reading

Talking about the book

Ask students to talk about the book. Encourage discussion by choosing questions that are appropriate for your students. Ask them to support their answers by referring to the illustrations and the text.

Why did the people in the Kingdom of Bloom begin to clean up? (Literal)

Why didn't the king realise that his kingdom was polluted? (Inferential)

Have you ever done anything like Marco? If you could change something like Marco did, what might you do? (Synthesising)

Why do you think the author chose the names "Kingdom of Bloom" and "Budsville"? What is your opinion of these names? (Critical)

Reviewing reading strategies

Encourage students to identify what they did to help themselves as readers. Say: *Well done, you understand how each event in the story relates to what has already happened and what might happen next. This shows you really think about what you are reading.*

Returning to the book

Provide multiple opportunities for 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 groups to act out the book as it is read aloud by one student. Have students take turns being the reader. Encourage students to read with fluency and expression.

Word work

Phonics

Revise prefixes and suffixes. Say: *A prefix is a word part that can be added to the beginning of a word, and a suffix is a word part that can be added to the end of a word.* List some examples. Ask pairs of students to find and list ten words from the book with prefixes or suffixes or both.

Exploring words

Ask: *Which was the tidiest town?* Invite a student to write the words *tidy* and *tidiest* on the board. Discuss how the words are spelt. Have pairs of students list words with the "iest" ending (from the book and others they know of). Have them share their lists and compile a group list.

Writing

★ Ask: *What might Marco's first job be as the Director for the Environment?* Use students' responses to model writing a list of ideas (e.g. *creating a vegetable garden for the kingdom, teaching people how to recycle, planting native plants*).

Have students choose one of the ideas from the list or one of their own to use as a starting point for a narrative about Marco and his role as Director for the Environment. Say: *When you write a narrative, there must be a problem that arises. Think of a problem Marco might have when he begins to do his job.* Have students use the Blackline master to plan their narrative.

Sharing and presenting

Have students read their narratives in small groups.

Talk about the pair

Ask: *How are the children in Protect the Oceans: Act Locally and Marco from The Kingdom of Bloom similar?* List students' responses. Ask: *Do you think one person can inspire*

others? If you could inspire change, what would you like to change and how might you do it? Discuss students' ideas.

Blackline master

Marco's new job

Think about Marco and the problems he might face in his new job as Director for the Environment. Fill in the chart to plan your narrative.

Title	
Characters – Who is in the story?	
Setting – Where does the story happen?	
Problem – Something difficult or tricky that arises for the character/s	
Resolution – How does the character fix the problem?	

Use your plan to write your narrative. Illustrate your story.

Assessment

Does the student show an understanding of the structure of a simple narrative?
Can the student write a narrative?

Activity card

Action plan



1. Think of an area in your home, at your school or in your community that could be improved in some way – picking up rubbish, planting a garden, growing vegetables, painting walls, scrubbing off graffiti, building a playground, making a wetland.
2. Draw how the place looks now and how you imagine it could look.
3. Share your finished drawings with the group.

Before

After

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