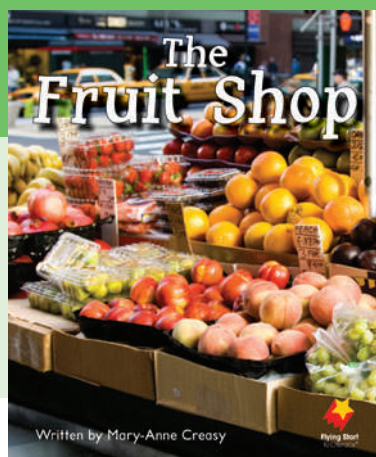


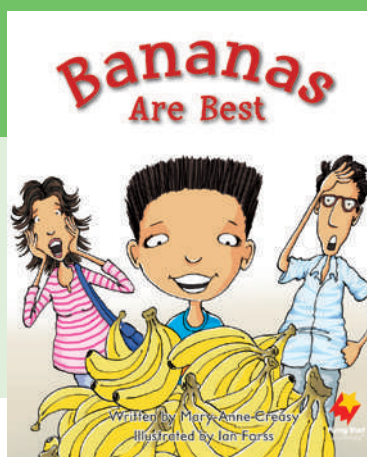
Lesson Plans

Emergent
reading stage

Level 3



The Fruit Shop explains how different types of fruit get from the places where they are grown to the shops where they are sold.
Running words: 69
Text type: Explanation



When a family goes shopping, they all have a different favourite fruit that they want to buy.
Running words: 75
Text type: Narrative

Vocabulary

High-frequency words

a and are at do go got I in like
look not on said some the this to

Key vocabulary

apples bananas best Dad Mum
oranges shop truck watermelons

Phonics

- Identifying the /s/ sound in the final position as in *apples*
- Identifying the /b/ sound as in *banana, best*

Text features

The Fruit Shop
Bananas Are Best

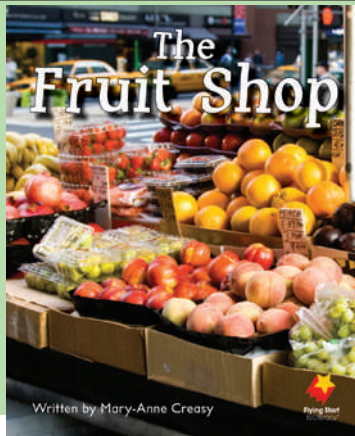
- Pictorial flow chart
- Use of direct speech; illustrations extend the text

Reading strategies

- Using the photographs to identify unknown words
- Using initial letters to solve unknown words

Key concepts	Curriculum links
- Fruits are transported from the places where they are grown to shops where they are sold. - Fruit can be bought from a shop. - Different people like different fruits.	- Economics - Geography

Lesson 1 The Fruit Shop



Before reading

Getting ready to read

Encourage students to activate their prior knowledge.

Ask: *Where do we get fruit from? How does fruit get to the shop?*

★ Bring in some different types of fruit. Show them to the students. Discuss the name of each fruit. Ask students to think of as many fruits as they can. Have students work with a partner and take turns saying the name of a fruit.

Vocabulary building

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

Introducing the book

Show the students a copy of the book *The Fruit Shop*. Say: *This book is called The Fruit Shop. It is about different fruits and how they get to the shop.* Show pages 2 and 3. Ask: *Where are the apples being put?* Respond using the structure of the sentences in the text. Say: *Yes, the apples go in the truck.* Show pages 4 and 5. Ask: *Where might the truck take the apples?* Say: *Yes, the apples in this truck go to the shop.* Continue turning the pages and talking about the photographs, using the structure of the sentences 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. If a student is unsure of a word, say: *Look at the photograph. What do you see? Now try reading the word again.*

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.

How do apples get to the shop? (Literal)

Why are fruits taken to the shop in a truck? (Inferential)

What other fruits might be taken to a fruit shop in a truck? (Synthesising)

Are all fruits taken to a shop? (Critical)

Reviewing reading strategies

Give positive feedback on the problem-solving strategies the students used as they read the book. For example, say: *Well done. I liked the way you used the photographs to help read new words.*

English Language Learner support: *The Fruit Shop/Bananas Are Best*

Use the teacher notes on the back of the Vocabulary Starters **Fruit** and **Movers** to support students who are learning English.

★ These activities are also suitable for English Language Learners.

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 small groups to make picture cards of each fruit from the book. Have students present a reading of the text using the cards as a prop. Encourage students to read fluently.

Word work

Phonemic awareness and phonics

Draw an apple on a chart. Write the word *apple* underneath. Now, draw two more apples. Ask a student to add the letter “s” to the word *apple*. Ask: *How has the word changed? What sounds do you hear at the end of the words apple and apples?* Repeat with other fruits, for example, *watermelon/s, orange/s, banana/s*.

Exploring words

Write the words *truck, shop, bananas, apples* and *watermelons* on a chart. Ask students to work with a partner and take turns saying a sentence with at least two of these words.

Writing

Modelled writing

★ Ask: *What other fruits might be taken to a shop in a truck?* Brainstorm a list of students’ ideas. Say: *I am going to write about one of these fruits.* Model the writing of sentences based on the structure of the text. For example: *Look at the grapes. The grapes go in the truck. The grapes in this truck go to the shop.*

Independent writing

Ask students to choose a fruit. Supply students with sentence starters that they can use to write about their fruit. For example: *The _____ go in the truck.*
The _____ in this _____ go to the shop.

Sharing and presenting

Have students work with a partner and take turns to talk about their writing.



Before reading

Getting ready to read

Encourage students to activate their prior knowledge. Write the words *oranges, watermelon, apples* and *bananas* on a chart. Read through the words. Ask: *Out of these four fruits, which one do you like the best?* Count how many students like each fruit and record this number next to the names of the fruits on the chart.

★ Ask students to say what their favourite fruit is.

Vocabulary building

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

Introducing the book

Show the students a copy of the book *Bananas Are Best*. Say: *This book is about a family shopping for fruit.* Turn to pages 2 and 3. Ask: *What fruit is the dad putting in the trolley? Do you think he likes oranges?* Turn to pages 4 and 5. Say: *The boy says, “I do not like oranges”. What fruit do you think he wants to buy?* Use this as a model to continue turning the pages of the book and talking about the illustrations.

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 small groups and read the book in parts. Encourage them to read with expression. Say: *Try to make your voice sound like the boy is talking.*

Word work

Phonemic awareness and phonics

Write *Bananas are best* on a chart. Ask: *What two words begin with the same sound?* Ask students to work with a partner and say words with the /b/ sound in them. Have students share their words and compile a group list.

Exploring words

Ask students to write the words *orange*, *apple*, *watermelon* and *banana* on four blank cards. Have students work with a partner and take turns choosing a word card. They then give clues about the word on the card and their partner has to guess the word.

Writing

Modelled writing

★ Say: *A fruit I really like is mango. I do not like oranges. I am going to write about this.* Model writing a sentence about this. For example: *I like mango, but I do not like oranges.*

Independent writing

Ask: *What fruit do you like? What fruit don't you like?* Ask students to write a sentence about a fruit they like and a fruit they do not like, and to illustrate their writing. Encourage students to refer to your writing for support.

Sharing and presenting

Compile students' writing into a book and share with the group.

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. Check that students can use the first letter of a word to decode it. Ask: *How did you know that word?* If a student is having difficulty reading an unknown word, say: *Look at the first letter of the word. What sound might it make? Now try reading the word again.*

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 illustrations and the text in the book.

What fruit did the boy like best? (Literal)

Why didn't the mum or dad put bananas in the trolley? (Inferential)

If you were shopping with this family, what fruit would you put in the trolley? (Synthesising)

Do children always like food that is different from what their parents like? (Critical)

Reviewing reading strategies

Give positive feedback on the problem-solving strategies the students used as they read the book. Say: *I liked the way you looked at the first letter in a word and thought about the sound it might make.*

Talk about the pair

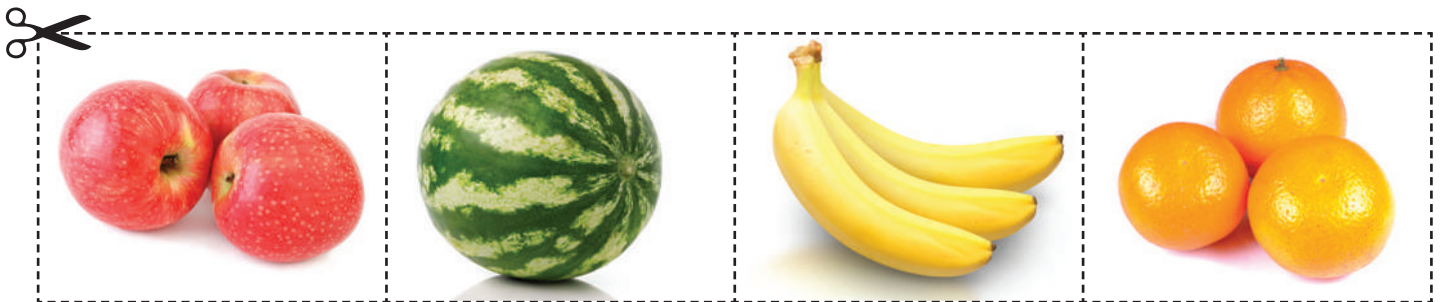
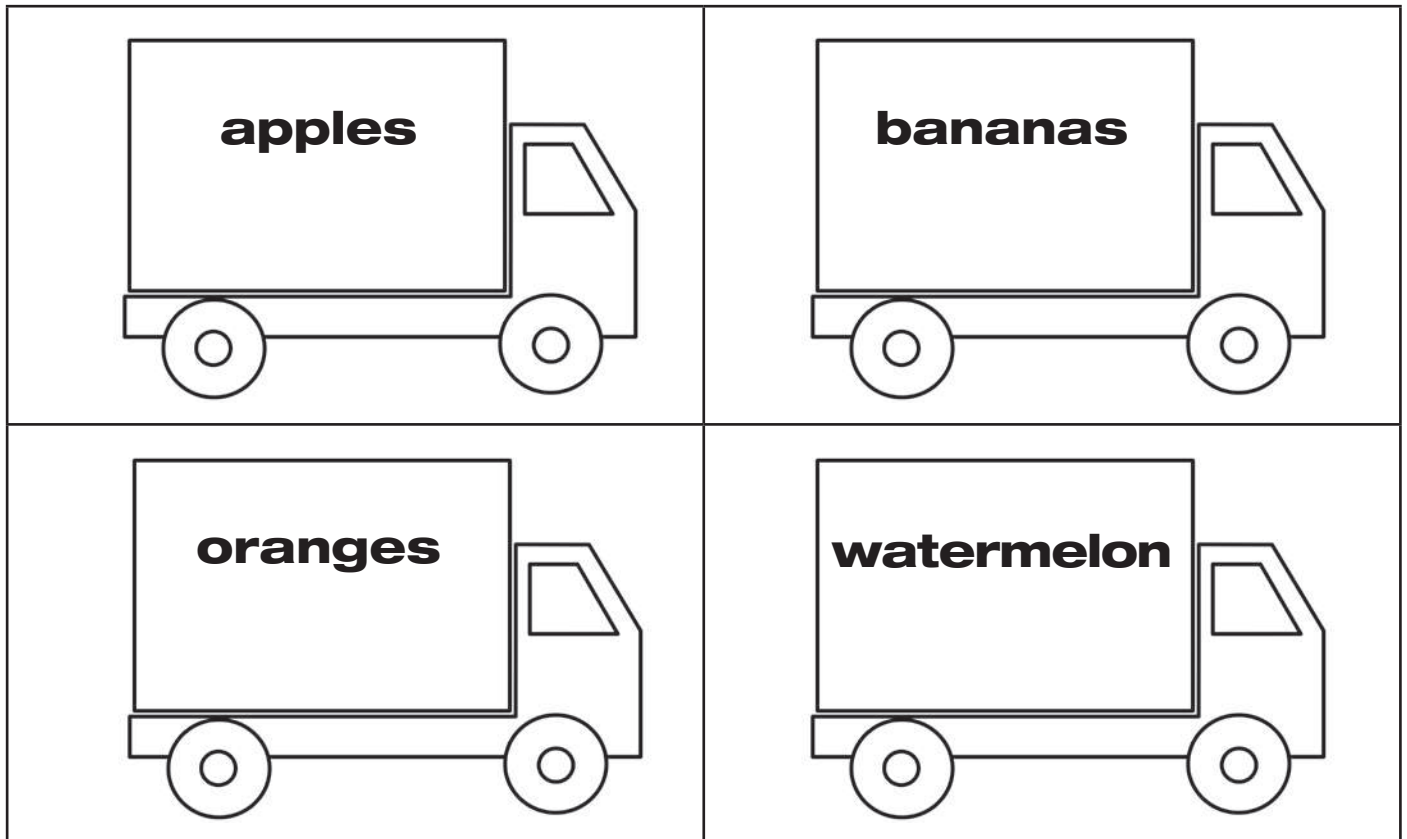
Have students, in small groups, choose a fruit and create a flow chart that shows how that fruit gets from where it

is grown to their kitchen. Ask: *What have you learnt about fruit by reading these books?* Have students complete the activity card.

Blackline master

Put the right fruit in each truck

Cut out the pictures of the fruit. Stick them on the right truck.



Assessment

Can the student match a picture to the appropriate word?

Can the student relate their personal knowledge to the information in the book?

Activity card

Fill your trolley



You will need: two sets of cards, a die, scissors

1. Cut out the picture cards and place them in front of you.
2. Choose a partner and take turns to roll the die.
3. Place the fruit that has the number you rolled in your trolley.
4. The first player to get one of each fruit in their trolley wins the game.



apple	banana	orange	watermelon	strawberry	pineapple
 1	 2	 3	 4	 5	 6



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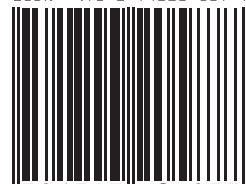
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