

Lesson Plans



To the Rescue reports on different types of rescue workers and includes interviews that outline real rescue scenarios.

Running words: 730

Text type: Report/Interview



Superhero Sam tries to help, but just gets in the way. But one day, he finds the perfect way to help and he becomes a hero!

Running words: 577

Text type: Narrative

Content vocabulary

air tank dangerous firefighters flames flood helicopters hospital lives mask/s mountain rain rescue rescue basket save saving siren smoke snow station storm trained/ing trapped weather wildfire wind workers

Phonics

- Identifying the /sh/ sound as in *station*
- Identifying the r-controlled vowel as in *storm*

Text features

To the Rescue

- Contents page, chapter headings and sub-headings
- Index

Super Sam

- Chapters with headings
- Illustrations and dialogue

Reading strategies

- Using an index to locate information
- Linking illustrations and text

ELL support	Key concepts	Curriculum links
• The main concepts are stated in the introduction and re-stated in the conclusion. • Chapter headings and sub-headings signal content. • Photographs and illustrations support the text.	• Rescue workers are trained to rescue people from dangerous situations. • Rescue workers have specialised skills. • Rescue workers know how to keep themselves and others safe.	• Science: People and the environment • Health and Physical Education: Personal development



Before reading

Getting ready to read

Encourage students to activate their prior knowledge.

Ask: *What happens when there is a fire? Who helps rescue people and put the fire out?* Draw out that firefighters are people who rescue people from fires. Repeat the discussion with sea rescue, flood rescue and mountain rescue scenarios. Allow time for students to share any personal experiences with being rescued.

★ Show students photographs of the various types of rescue workers from *To the Rescue*. Ask: *In what ways do these rescue workers look similar? How are they different?*

Vocabulary building

★ On a chart, create four large squares with a heading in each square: “Fire rescue”, “Sea rescue”, “Flood rescue” and “Mountain rescue”. Have students brainstorm words to do with each topic.

Introducing the book

Give each student a copy of the book. Say: *This book is a report on different types of rescue workers.* Have students read the contents page. Ask: *What types of rescue workers are written about in this book?* Refer students to pages 6 and 7. Say: *These pages give us general information about fire rescue.* Ask students to turn to pages 8 and 9. Say: *On these pages, one firefighter tells us about a real fire rescue.*

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 the student to turn to page 24. Say: *This is the index. It lists the main topics covered in the book and tells us what page they are on. What pages tell us about firefighters?*

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.

How does a sea rescue worker rescue someone? (Literal)

Why are there different types of rescue workers? Why is it important that they are trained? (Inferential)

Are there other types of rescue workers that are not included in this book? (Synthesising)

Do all rescue workers need to be brave? Why do you think this? (Critical)

Have students complete the Blackline master provided.

Reviewing reading strategies

Encourage students to identify what they did to help themselves as readers. Ask: *What is the purpose of an index? How does it help you to find information? Why is an index important in a non-fiction book?*

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 use an audio recording device to record themselves reading. Encourage them to focus on reading with a smooth, clear voice.

Word work

Phonics

Write the words *fire station*. Ask students to talk to a partner about the sounds they hear in the words. Ask: *Can you hear the /sh/ sound? What letters make this sound?* Have students list other words in which these letters make the /sh/ sound.

Exploring words

Write the word *fire*. Ask: *What other words can we add to the root word fire to create new words?* (e.g. *firefighter, fire truck, bushfire*) Have pairs of students create word lists for other root words, such as *water, rescue* and *rain*.

Writing

★ Ask: *Would you like to be a rescue worker? Why or why not?* Discuss students' ideas. Model writing an opinion piece about why you would like to be a particular kind of rescue worker, e.g. a sea rescue worker.

Ask students to write an opinion piece about being a rescue worker. Have them write reasons why it would be good to be a rescue worker and why it wouldn't be good. Encourage them to include at least two reasons for each side of the discussion.

Sharing and presenting

Have students share their writing. As they do, scribe their ideas onto a large T-chart to create a summary of their main points.

Lesson 2 Super Sam



Before reading

Getting ready to read

Encourage students to activate their prior knowledge. Have students talk to a partner about superheroes and their powers. Ask: *What do superheroes do? What special powers can they have? Would a superhero be good at rescuing someone who was in danger or would a rescue worker be better?* Discuss students' opinions.

★ Give students a five-minute time limit to draw a picture of a superhero. Have students sit in a small group and share their pictures. Encourage them to talk about the name of their superhero, what special powers the hero has and how the superhero helps others.

Vocabulary building

★ As needed, introduce the vocabulary from the book. Write the words *superhero, rescue worker* and *firefighter*. Ask: *How are these people similar? In what ways are they different?*

Introducing the book

Give each student a copy of the book. Say: *This is a story about Super Sam*. Discuss the front cover, read the contents page and provide time for students to browse through the book. Ask: *Where is the story set? Who is the main character? What do you think he will be like? What do you think might happen in this story?*

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: *What is happening in the illustration? Does this picture back up what the words are saying? Does it give you extra information?*

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.

What happened when Super Sam tried to rescue a man in the sea? (Literal)

Why weren't the fire, sea and mountain rescue workers happy with Super Sam? (Inferential)

What else might Super Sam be good at doing? (Synthesising)

Could the character of Super Sam have been a girl? Would this have changed the story? Why or why not? (Critical)

Reviewing reading strategies

Encourage students to identify what they did to help themselves as readers. Say: *I liked the way you used the illustrations to get more information about the story. You also used the pictures to help you work out some of the words. Well done. That's a good reading strategy.*

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 perform a readers' theatre of the book, taking on the parts of Super Sam, the rescue workers and the narrator. Say: *When you are reading your character's part, think about how your character would speak. Try to make your voice sound this way.*

Word work

Phonics

Write the word *storm*. Underline the “or” vowel digraph. Ask: *What sound does this letter combination make? What other words have this sound?* Make a list of “or” words.

Exploring words

Write the words *flew* and *fly*. Ask: *How are these words similar? How are they different?* Draw out that they are the same action but are written in different tenses. Have students work with a partner to write the past tense words for *swim*, *see*, *save*, *work* and *carry*.

Writing

★ Model writing another story about Super Sam. For example, Super Sam trains to become a firefighter, learning the skills he needs and how to use the specialised equipment. He then gets a job at a fire station. On his first job with the fire crew, he helps put out a house fire. At the fire, Super Sam notices a kitten stuck up a tree and he uses his flying super power to rescue it.

Ask students to talk with a partner about ideas for a Super Sam story. Have students write and illustrate their story.

Sharing and presenting

Compile students' stories in a book and read it to the group.

Talk about the pair

After students have read both books, ask: *What do you know about rescue workers? What do you admire about rescue workers?* Have students work in small groups to perform

a role-play about being saved by a rescue worker. Have students work further with the books by completing the Activity card provided.

Blackline master

To the rescue

Use information from *To the Rescue* to fill in the data chart below about rescue workers.

	The job – what do they do?	Equipment – what do they use in their work?	Danger – what makes this a dangerous job?
Fire rescue			
Sea rescue			
Flood rescue			
Mountain rescue			

Assessment

Can the student understand information in a non-fiction book?

Can the student record information appropriately on a data chart?

Activity card

Think, draw, write



1. Think of everything you know about rescue workers.
2. Draw a scene showing a rescue.
3. Write about the rescue in the space below.

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