

Lesson Plans

**Emergent
reading stage**

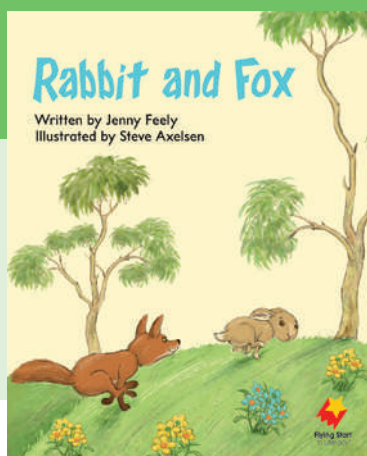
Level 3



The book *Winners* is about Meg and Ben who race against each other. Sometimes Meg wins, sometimes Ben wins and sometimes they both win.

Running words: 56

Text type: Recount



This book is about a fox that is trying to catch a rabbit. When the rabbit runs, so does the fox. In the end the rabbit jumps down its burrow to safety – just in time.

Running words: 69

Text type: Narrative

Vocabulary

High-frequency words

a and can he here in is sees
then there they this too

Key vocabulary

bag Ben fox hop/s jump/s
Meg rabbit run/s snap win/s

Phonics

Winners

Rabbit and Fox

- Identifying the /u/ sound as in *jump*
- Identifying the /j/ sound as in *jump*

Text features

- Photographs support and extend the text
- Illustrations support and extend the text

Reading strategies

- Locating an unknown word in the text
- Matching each word read with each word on the page

Key concepts	Curriculum links
• Animals and people can move in different ways. • People and animals sometimes race.	• Health and Physical Education: Being healthy, safe and active • Science: Biological sciences – living things, basic needs



Before reading

Getting ready to read

Encourage students to activate their prior knowledge. Say: *This book is an information recount about a girl and a boy.* Invite students to bring in any medals, certificates or trophies they have won as a prize. Ask students to talk about why they received their prize. Ask: *What did you do to get your medal? Tell us about your certificate.*

★ Talk about words related to races. *What does win mean? What does the word winners mean?*

Vocabulary building

★ Talk about races. Ask: *What sort of races could we do?* Make a list on a chart (*hopping, jumping, running*). Ask students to show what each of these movements looks like. Introduce the concept of a three-legged race. Show the picture on page 12.

Introducing the book

Show the students a copy of the book *Winners*. Say: *This information recount is called Winners. It is about a girl called Meg and a boy called Ben. Meg and Ben race against each other – they have a hopping race and a jumping race. Then they are partners in a three-legged race. Talk through the pages. What sort of race are they having here? Who is the winner? Respond using the structure of the sentences in the text. Yes, Ben hops and hops. Meg hops and hops too. Ben wins!*

During reading

Ask each student to read the text independently. Monitor students as they read and support them where appropriate. If necessary, ask students to stop reading and remind them to use the reading strategy you are focused on. Check that students can locate unknown words in the text. Ask: *Can you point to the word that says hops? What did you do to work that out?*

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. *What races did Meg and Ben do? What race did Meg win? What race did Ben win? What race did both Meg and Ben win? (Literal)* *Why did Ben and Meg both get a ribbon? (Inferential)* *What might Meg and Ben have learnt about winning? (Synthesising)* *Does every race have a winner? Do all children get a chance to win? (Critical)*

Reviewing reading strategies

Give positive feedback on the problem-solving strategies students used as they read the book. Say: *You showed me that you could find a word in the book that you didn't know. That's what good readers do.*

English Language Learner support: Winners / Rabbit and Fox

Use the teacher notes on the back of the Vocabulary Starter **Doing Things** 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

In groups of three, students can practise and perform a readers' theatre for the book *Winners*. Encourage students to read fluently. *Try to make your voice clear and smooth, not jerky.*

Word work

Phonemic awareness and phonics

Talk about the /j/ sound. *Say the word jump. What sound do you hear at the start of this word? What letter do you think makes this sound?* Write the word *jump* on a chart with the letter "j" underlined. *What other words have the /j/ sound in them?* Add these to the chart.

Exploring words

How does a rabbit move? How does a fox move? List these words on a chart. *What other words can be used to describe how people or animals can move?* Add students' responses to the chart.

Writing

Modelled writing

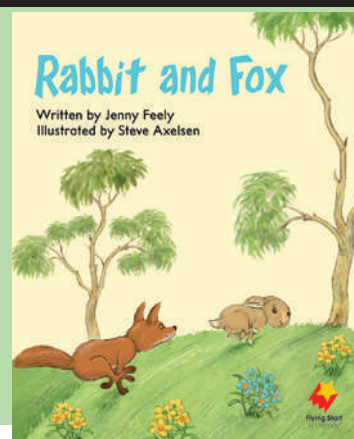
★ Refer to the book. Ask students to talk about how you feel when you are in a race. Model their responses as you write on a chart. For example, say: *When you are in a race, you get really hot and sweaty.* Invite students to contribute where they can. For example, say: *I think you know the word you.* *Who can tell me how to write you?*

Independent writing

Talk about races and winning. Ask: *Have you ever been in a race? Did you win?* Have students draw and write about a time that they were in a race (real or imagined).

Sharing and presenting

Ask students to talk about their drawing and writing.



Before reading

Getting ready to read

Encourage students to activate their prior knowledge. Say: *We are going to read a story about a fox and a rabbit.* Draw a fox and a rabbit on the board. Label your pictures. Talk about rabbits and foxes. Ask: *How does a fox move? How does a rabbit move? Would a fox chase a rabbit? Why? Why not? How might a rabbit get away from a fox?*

★ Ask students to sit knee-to-knee with a partner and talk about who would win a race between a rabbit and a fox. Ask students to consider how the rabbit might get away from the fox.

Vocabulary building

★ Write the words *hop*, *jump* and *run* on the board. Read the words to the students. Ask: *How would these words change if I added an "s" to the end of each one?* Read the new words (*runs*, *hops*, *jumps*) to the students.

Introducing the book

Show the students a copy of the book *Rabbit and Fox*. Say: *This book is a story called Rabbit and Fox. It is about a rabbit and a fox. When they see each other the rabbit runs and so does the fox. The fox chases the rabbit all the way back to his burrow.* Talk through the book. Ask: *How is the rabbit moving?* Respond using the structure of the sentences in the text. *Yes, the rabbit is hopping. Rabbit can hop. Rabbit hops here. Rabbit hops there.*

During reading

Ask each student to read the text independently. Monitor students as they read and support them where appropriate. If necessary, ask students to stop reading and remind them to use the reading strategy you are focused on. Look for students who match each word read with each word on the page. Encourage this behaviour. Say: *Make your finger touch each word on the page as you read.*

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.

In what ways did the rabbit move in the book? How did the fox move? (Literal)

Why did rabbit run? Why did fox run? (Inferential)

Who was the winner of this race? (Synthesising)

Would the rabbit always make it back to safety? Do you like the author's ending? Explain. (Critical)

Reviewing reading strategies

Give positive feedback on the problem-solving strategies students used as they read the book. Say: *I noticed that as you read you matched each word with each word on the page. Well done.*

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

In pairs, students could present a readers' theatre of *Rabbit and Fox*. Have students make playdough models of the fox and the rabbit. Students could then use their playdough models to act out the story as it is read.

Word work

Phonemic awareness and phonics

Write the words *jump* and *run*. *What sounds can you hear in these words? What sound do they have in common? What letter makes the /u/ sound?* Ask students to work with a partner to browse through familiar texts and find other words that have the /u/ sound in them.

Exploring words

Refer students to page 16. *Why has the author used the word snap here? What other word or sentence could have been written on page 16?* Discuss students' responses.

Writing

Modelled writing

★ Ask students to talk about the book. Use their responses to model how we write about our ideas. For example, ask: *Who can show me on the chart where we need to start writing the next sentence?* Invite students to contribute where they can. For example, say: *I need to write hungry. Who can help me? What sounds can you hear?*

Independent writing

Ask students to predict what might have happened to the fox and the rabbit after page 16. Have them write about it.

Sharing and presenting

Ask students to sit knee-to-knee with a partner and talk about their writing and drawing.

Talk about the pair

After students have read both *Winners* and *Rabbit and Fox* ask: *When do animals need to run? When do people race against each other? What do you now know about winning?*

In small groups, students can fill in a chart about

how people, foxes and rabbits can move, using the headings *Run*, *Jump* and *Hop*. Groups of students can then add other animals to their chart by drawing and/or writing. Students can work further with these books by completing the Activity card.

Blackline master

Winning drawing

Draw a picture to match each sentence.

Meg wins!	Ben and Meg win!
Rabbit can jump.	Fox runs and runs and runs.

Assessment

- Can the student read familiar text?
- Can the student read the sentence and match an illustration to it?

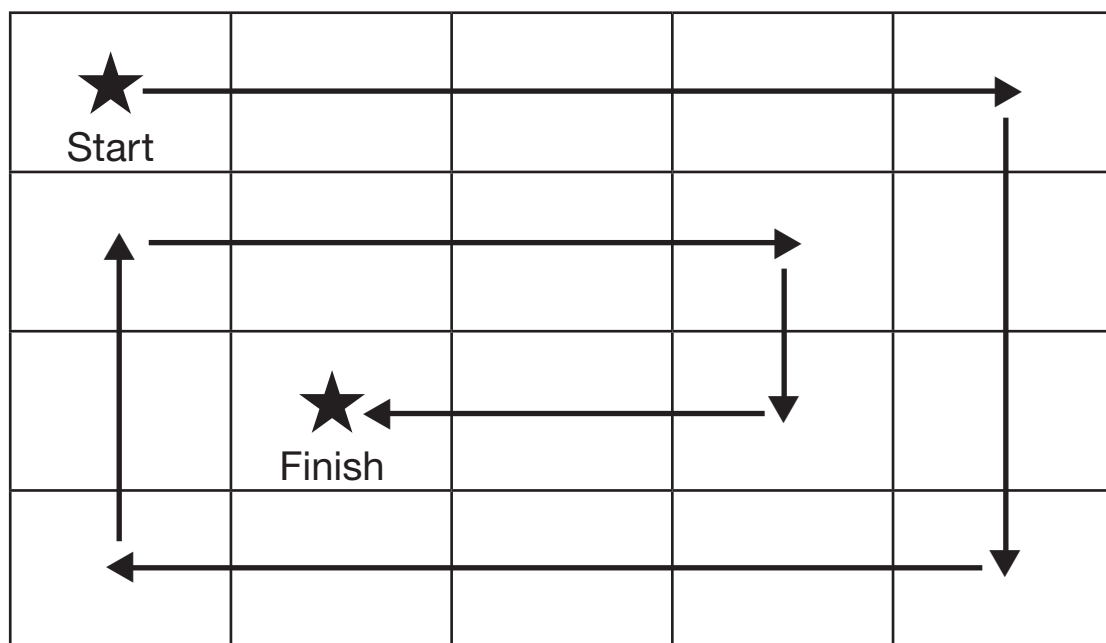
Activity card

Race your friends



You will need: a die, counters, scissors

1. Cut out the counters.
2. Take turns to roll the die.
3. Move your counter the same number of squares as the number shown on the die.
4. The first player to get to the end wins the game.



 Cut out the counters.



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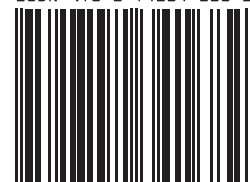
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