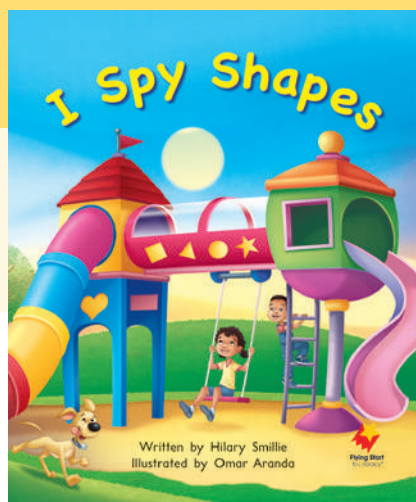


Lesson Plan



Shared Book



Vocabulary Starter

How many shapes can you spy? This informational text invites the reader to find shapes in the world around them. Readers will love to look and find the shapes hidden in the illustrations, as they read along with the rhyming text.

Vocabulary

Oral vocabulary

circle heart rectangle shapes square star triangle

High-frequency words

a are as be for have I of the to was you

Phonemic awareness

- Recognising the number of syllables in a word

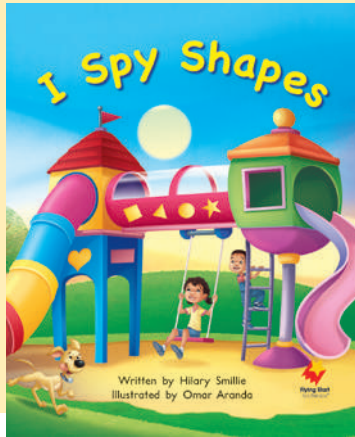
Phonics

- Identifying the /h/ sound as in *heart*

Print concepts

- Identifying features of the front cover – title, author, illustrator

Key concepts	Curriculum link
• There are different types of shapes. • Shapes are all around us.	• Mathematics: Shapes



Introducing the book

Point out different shapes, such as a rectangular book, a square table, a clock that is round like a circle, and so on.

Say: *Look around the room. What shapes can you see?*

Show the front cover of the shared book *I Spy Shapes*. Say: *In this book we will find lots of shapes in the pictures.*

Invite a student to come to the book and point to the title. Say: *Yes, this is the title of the book. The title is I Spy Shapes.*

First reading of the book

Read the book to the students with very few stops along the way. Read using expression and rhythm to highlight the rhyming nature of the book.

Read pages 2 and 3 to the students. Invite students to point out shapes they can see in the picture.

Read pages 4 and 5. Say: *There are lots of things in this picture that are square-shaped. Have a look and find some. Remember a square has four sides that are all the same length.*

Allow time for the students to study the picture. Choose two or three students to come to the book one at a time and point out two or three squares they can see.

Continue reading the book in this fashion.

Second reading of the book

Read the book a second time to the students. Encourage them to join in as you read. Say: *This time when I read the book I want you to join in with reading the words. I will point to each word and you help me read them.*

Introduce each page before reading. For example, on pages 4 and 5, say: *This page is all about squares. Let's read the words.* Read the words slowly so that the students can join in with you.

After reading, say: *Can anyone see a square shape that we didn't notice last time we looked at this picture?* Invite students to point out the newly discovered shapes. Continue reading the book in this manner.

Talking about the book

Invite students to respond to the book and to talk about their thinking.

Ask: *What can you tell me about squares? Circles? Star-shaped things?*

How are rectangles and squares similar? How are they different?

What makes a triangle a triangle?

What new things did you find out about shapes?

What other shapes do you know? Could these shapes have been in the book?

Shapes



ELL support

Encourage students to talk about the shapes they know. Support students by ensuring they know the names of the shapes in the book. Look at each shape, name it and talk about its features. Say: *This is a square. A square has four straight sides. Each side is the same length.* Use the *Flying Start to Literacy Vocabulary Starter Shapes* to discuss shapes. Show and talk about the labelled photographs.

Returning to the book

Return to the book on multiple occasions, inviting the students to join in. Encourage them to take increasing responsibility for reading the text to themselves. Select the focus for subsequent lessons based on your students' strengths and needs.

Phonemic awareness

Turn to the chart on page 16. Say: *Let's explore these shape words.* Point to the word *square* on the chart. Say: *This word says square. Let's count the letters in the word – 1, 2, 3, 4, 5, 6.* Ask: *What words sound like square?* Draw out that words such as *hair, fair* and *stare* rhyme with *square*.

Ask: *How many syllables or beats are in this word? Let's clap the word.* Clap once as you say the word *square*. Say: *Square has one syllable.* Repeat with the other words on the shape chart.

Phonics

Turn to the chart on page 16. Cover the letter "h" at the beginning of the word *heart*. Say: *This word says heart. What sound do you hear at the beginning of the word? Let's all say that /h/ sound.*

Ask: *What letter do you expect to see at the beginning of the word heart? Remember this letter makes the /h/ sound.*

After the students make predictions, uncover the letter "h". Say: *This is the letter "h". It makes the /h/ sound in the word heart.*

Extending oral language

Use the last page of the book to review the shapes words. Draw one heart shape on a chart. Ask: *How many hearts can you see?* Write the word *heart* under the shape. Add two heart shapes to the chart. Say: *How many shapes can you see? I need to write to show there are more shapes. Watch while I write the word heart. When there is more than one of something, we often add "s" to the word.* Repeat with the word *star*.

Fluency

Reread the book. Say: *I am going to read the book fluently and clearly. After I read each page I will choose some students to read along with me.* Read pages 2 and 3, and then choose two students to reread the text with you. Continue reading the book in this manner.

Print concepts

Show the students *I Spy Shapes* and say: *Let's see what we know about this book.* Ask: *Where is the front cover? Where is the title? Where is the name of the author and the illustrator? Where do I begin reading? Where is the first word on this page?*

Writing – Modelled

Cut out a shape such as a circle. Stick the shape onto a chart. Say: *I am going to write about this shape. I will write a sentence that says This is a circle.*

Think aloud as you write. Say: *The first word in the sentence is This. It begins with a capital "T". I will write it here. Now I need to write the word is. It is spelled with an "i" then an "s". I will leave a gap and then write the word a. Now I need to write the name of the shape – circle.*

Invite a student to come to the chart and point to each word as they read the sentence. Students could then cut out their own shape, stick it onto a piece of paper and write a sentence about it.

Optional retelling activity

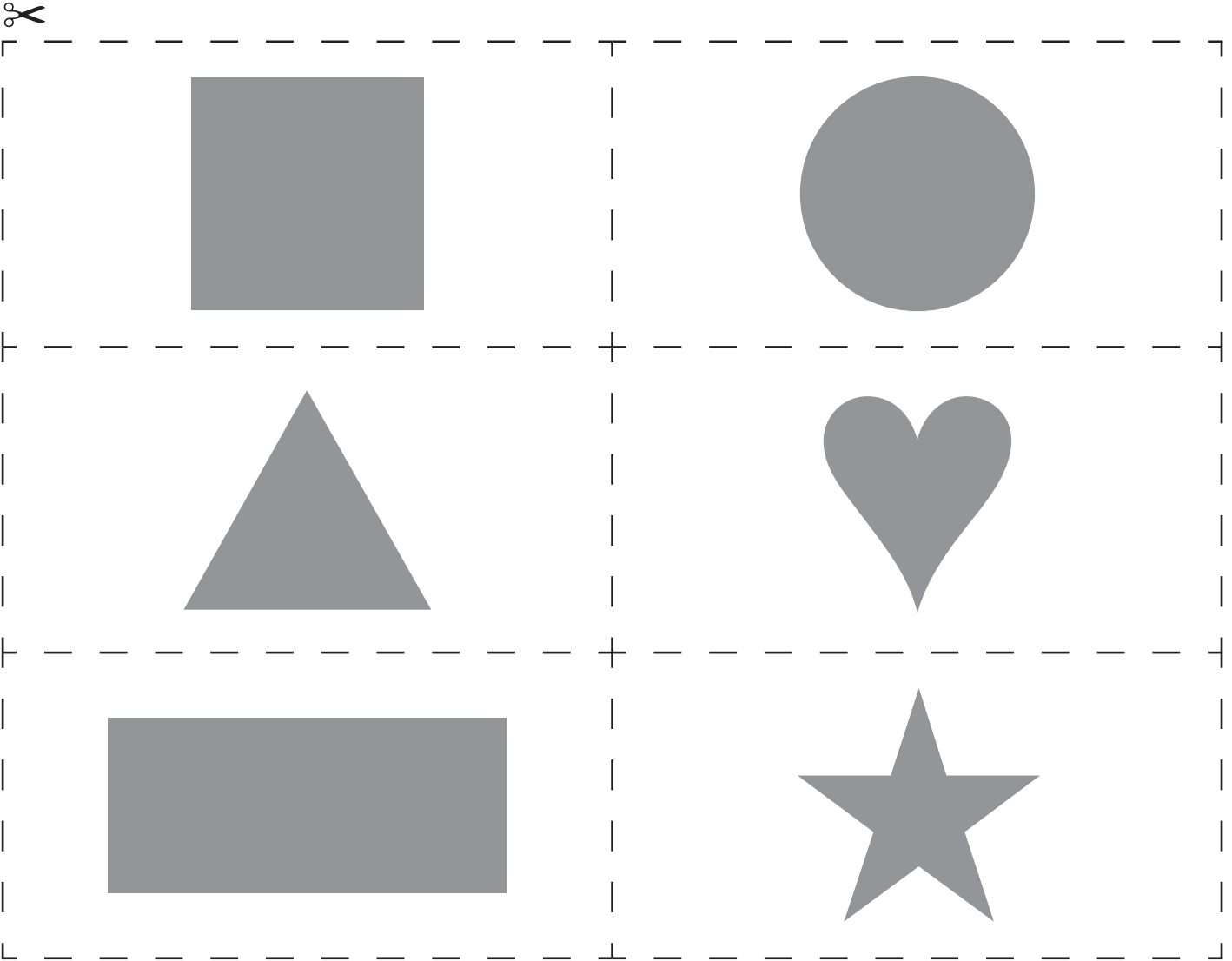
There is an optional retelling activity on the inside back cover of each shared book in the *Flying Start to Literacy* Shared Reading Collection. It is designed to help students remember what they have read. It helps them to focus on the main ideas, events, settings and characters to reinforce the students' comprehension.

Activity card

Shape match

You will need: two copies of the shape cards below, scissors

Cut out the shape cards. Join with a friend. Place all the shape cards face down. Take turns to turn over two cards. If the shapes match, keep the pair.



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