

Lesson Plans

**Fluent
reading stage**

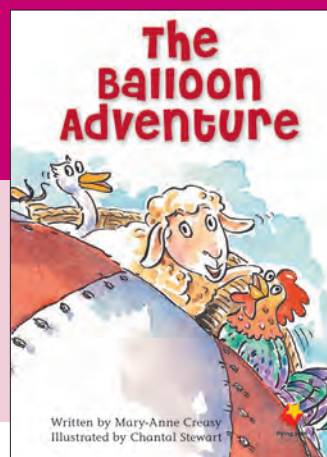
Level 22



The First Flight is a historical report about two brothers who decide to make a flying machine. They invent a hot-air balloon, which first takes animals, and then people, on some history-making flights.

Running words: 627

Text type: Report



The Balloon Adventure is a narrative about three animals that are put in the basket of a hot-air balloon as part of an experiment to see if living things can fly. The animals become reluctant heroes when they are the first living things to successfully fly in a machine.

Running words: 625

Text type: Narrative

Content vocabulary

air basket duck experiments famous fire flight floated fly gas hot-air balloon invented/tion machine passengers racehorse rooster sheep smoke

Phonics

- Identifying “ough” making the /or/ sound as in *thought*
- Identifying “oe” making the /ew/ sound as in *shoe*

Text features

The First Flight

- Contents page, chapters with headings
- Photographs and realistic illustrations

The Balloon Adventure

- Fantasy with talking animals
- Contents page, chapters with headings

Reading strategies

- Identifying important ideas in a book
- Using context to determine the meaning of an unknown word

ELL support	Key concepts	Curriculum links
• In the report, new concepts and vocabulary are introduced with the support of photographs, illustrations and labels. • The narrative is supported by the illustrations.	• The first machine to fly and carry people was a hot-air balloon. • Hot air rises and can lift things. • Some inventions are tested on animals first to check that they are safe for humans.	• History: The past in the present • Technologies: Design and technologies

Lesson 1 The First Flight



Before reading

Getting ready to read

Encourage students to activate their prior knowledge.

Ask: *What different machines can humans fly in?* Make a list.

Add the hot-air balloon if not already suggested. Ask: *Which machine do you think was the very first to take humans successfully on a flight?*

★ Support students by showing them pictures of hot-air balloons from books or on the Internet.

Vocabulary building

★ Write a list of content vocabulary from the book on the board (*fly, hot-air balloon, invented, fire, smoke, air, experiments, floated, gas, passengers, flight*). Invite students to talk about the words they know. Explain the words that the students are not familiar with.

Introducing the book

Give each student a copy of *The First Flight* and have them read the title. Ask: *What do the title and the photograph tell you? What do you expect to be reading about?* Discuss. Say: *This book is a historical report about how the first flying machine that carried people was invented, made and tested.* Refer the students to the contents page. *What clues does this page give you about that first flight?* Have the students skim through the book. Point out the photographs and realistic illustrations. Say: *When there are no photographs of some events from long ago, authors sometimes use realistic illustrations to help readers understand the information.*

During reading

Ask each student to read the text independently. Monitor students as they read and support them as needed. If necessary, ask them to stop reading and remind them to use the reading strategy you are focused on. Say: *There are lots of facts in non-fiction books as well as important ideas. The introduction and the chapter headings might help you figure out what is important.*

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 did the brothers first come up with their hot-air balloon idea? What did they do to test it? What happened the first time the brothers showed the public their hot-air balloon? Why did they put animals in the balloon before people? How far did the first flight with people on board travel? How did the people get down? (Literal)

Was the invention of the hot-air balloon a success? Why do you say this? (Inferential)

How have hot-air balloons changed since the first one? In what ways are they still the same? (Synthesising)

How can authors find the information they need to write historical reports? (Critical)

Reviewing reading strategies

Encourage students to identify what they did to help themselves as readers. Ask: *What are some of the things you did that helped you make sense of this book? What are some of the things you did to help yourself?* If appropriate, comment on how well the students did in determining the important ideas in the book.

★ These activities are also suitable for English Language Learners (ELL).

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

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. Students could read the book aloud to a group of children from a younger class in the school. Encourage students to concentrate on reading fluently. Say: *Think about where on the page you take a break. Think about keeping your voice smooth.*

Word work

Phonics

Ask pairs of students to think of five words with the /or/ sound in them. Have students share their words and make a list. Underline the letter/s that make the /or/ sound in each word. Add the word *thought* to the list if it wasn't suggested by the students and say: *What letters make the /or/ sound in this word? Do you know of other words that have the /or/ sound represented in this way? (fought, brought).* Point out that this is an uncommon way to represent the sound.

Exploring words

Pairs of students could work further with the content word cards to make and write sentences. Students could take turns to choose a word card and act out the word on the card. Have other students guess the word that is being acted out.

Writing

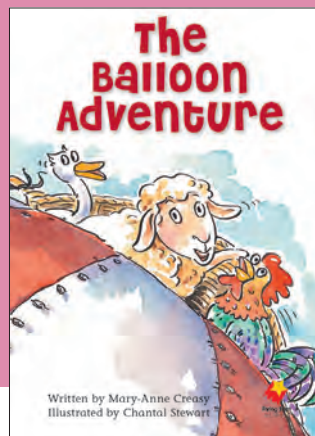
★ Model writing a newspaper article about the events in the story. Ask: *What would the people in the story say if they were interviewed? What would the brothers say?*

Have students write their own newspaper article. Encourage students to use a catchy headline and to draw some pictures to support their article.

Sharing and presenting

Students could sit in a circle in a small group and take turns to read their newspaper articles.

Lesson 2 The Balloon Adventure



Before reading

Getting ready to read

Encourage students to activate their prior knowledge. Talk about hot-air balloons. Ask: *What is a hot-air balloon? Would you like to fly in one? Why or why not?* Say: *The very first hot-air balloon to fly with living things in it did not have people in it – it had a duck, a rooster and a sheep in it. We are going to read a story about this.*

★ Support students by showing them pictures of the first hot-air balloon in the book *The First Flight*.

Vocabulary building

★ Introduce the vocabulary from the book by listing content words on the board (*racehorse, duck, rooster, sheep, balloon, basket, famous, machine, floated, higher, hot air, celebration*). Read the words to the students and invite them to talk about the words they know. Explain the words that they are not familiar with.

Introducing the book

Give each student a copy of *The Balloon Adventure* and have the students read the title. Ask the students to read the contents page. *What predictions do you have about this story?* Say: *This is a story based on true events. Over 200 years ago, the hot-air balloon was invented. Before people flew in it, the hot-air balloon was tested with some animals in it.* Invite the students to comment.

During reading

Ask each student to read the text independently. Monitor students as they read and support them as needed. If necessary, ask them to stop reading and remind them to use the reading strategy you are focused on. Do the students reread and read on? Are they able to substitute a word that would make sense? Say: *Think of a word you know that would make sense here.*

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.

Why did the King and Queen come to the farm? How did the animals get the balloon to land? Why were the sheep, the duck and the rooster famous all around the world? (Literal)

Why were the sheep, the duck and the rooster chosen to go in the balloon instead of Flash? (Inferential)

Are animals really used to test things if it is unsafe for humans? Can you give an example? (Synthesising)

How did the author get the idea for this book? What parts of this story might be true? What parts are made up? (Critical)

Reviewing reading strategies

Encourage students to identify what they did to help themselves as readers. Ask: *What are some of the things you did that helped you make sense of this book? What strategies did you use?*

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

Students could work in pairs to make a model of a hot-air balloon (using empty boxes, string and fabric). They could use their model and some plastic farm animals to re-enact the story as it is read aloud.

Word work

Phonics

Ask: *How do you spell the word shoe?* Write this on the board. Ask: *What other words have the /ew/ sound in them?* Make a list of students' suggestions. Ask: *What do you notice about the word shoe?* Draw out that the letters "oe" making /ew/ is not a common way to represent this sound.

Exploring words

Refer students back to the list of words studied during the Vocabulary building section. Ask students to work in a small group to make a game of memory. They could do this by writing the word on one card and drawing a matching picture on another card. Groups could then play memory using their cards.

Writing

★ Ask: *What would a retelling of this story sound like?* Discuss and chart the main events and ideas in the story. Remind the students that a retelling involves the main events without all the details of the original story.

Have students write a retelling of the story using the ideas on the chart for support.

Sharing and presenting

Students could sit with a partner and take turns to read their retellings to each other.

Talk about the pair

Ask: *What were the first living things to fly in a flying machine? When and where did this happen? What happened after the animals successfully flew in the hot-air balloon?*

In small groups students could design a modern

hot-air balloon. Students could present their design in poster form and share it with the other groups. Students could work further with these books by completing the Activity card.

Blackline master

Create a timeline

Cut out the statements below. Paste them onto another sheet of paper in the correct order to create a timeline of events leading up to the first successful human flight.



The brothers show their hot-air balloon to the public for the first time.	The brothers test their balloon with two passengers in it, but with ropes tying it to the ground.
The brothers get the idea to make a hot-air balloon from watching a fire.	The first hot-air balloon flight carries people over the city.
The brothers build an even bigger balloon that could carry passengers.	The brothers do experiments with a silk bag and a fire.
The brothers build their first big hot-air balloon.	The hot-air balloon lands safely. The first flight is a success.
The King and Queen watch the hot-air balloon with the animals in it.	The brothers put a duck, a sheep and a rooster in their hot-air balloon.

Assessment

Can the student sequence events?

Is the student able to refer to a text to find information?

Activity card

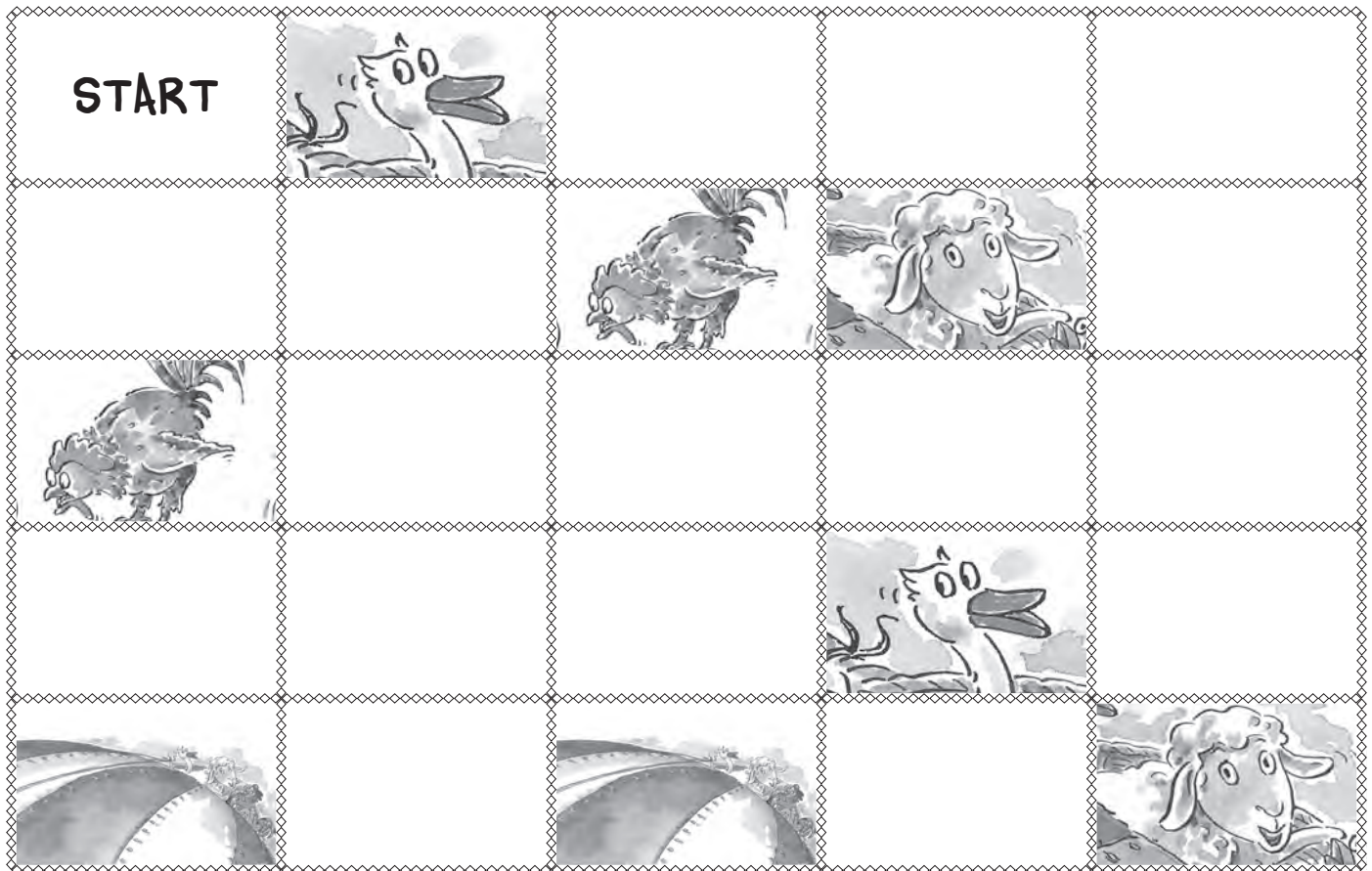
Hot-air balloon game



You will need: a die and a counter each

Find a partner and take turns to roll the die. Move the number thrown on the die forwards or backwards but not diagonally. You can turn the corner if you come to the edge of the grid. The first player to land on a sheep, a duck, a rooster and a hot-air balloon icon is the winner. You cannot land on a square where the other player has their counter.

Hint: Keep track of what you have landed on by recording it on a piece of paper as you play.



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