

Lesson Plans

**Emergent
reading stage**

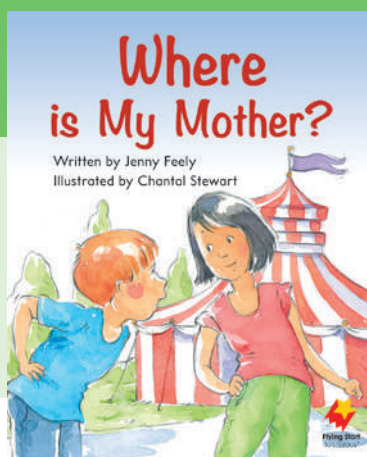
Level 5



This book shows the clothes people wear for a range of activities.

Running words: 146

Text type: Report



A boy looks for his mother after losing her at the circus.

Running words: 153

Text type: Narrative

Vocabulary

High-frequency words

a am and at can do for has here I is
look/ed my no on put said see she
some that the to what you your

Key vocabulary

black blue build cook dance drum green
hat horse jacket kick mum pants pink play
red ride shoes skirt socks t-shirt yellow

Phonics

- Identifying the /sh/ sound as in *shoes*
- Identifying the /bl/ sound blend as in *blue, black*

Text features

Look at My Clothes

Where is My Mother?

- Summary chart
- Direct speech

Reading strategies

- Using the photographs to identify unknown words
- Cross-checking the picture with what makes sense

Key concepts	Curriculum links
• People wear different clothes when they do different activities. • For some activities, people wear particular items of clothing for protection. • We wear a variety of clothes that are different colours. • We can describe what a person looks like by naming the colour and type of clothing they are wearing.	• Health: Relationships • Health: Identity

Lesson 1 Look at My Clothes



Before reading

Getting ready to read

Encourage students to activate their prior knowledge.

Ask: *Do you do anything where you have to wear a particular type of clothing such as a hat, pants or shoes? What things do you wear? Why do you wear them?* Allow time for students to discuss these questions. Ask: *Can you think of any other jobs or activities where people have to wear particular clothes? Why do they have to wear these clothes?*

★ Show students photographs of different uniforms on the Internet. Ask students to identify the different parts of each uniform, e.g. hat, jacket, pants. Ask: *Why do you think people wear these clothes?*

Vocabulary building

★ As needed, introduce the vocabulary from the book. This can be done using the Vocabulary Starter **Clothes**. 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 *Look at My Clothes*. Say: *This is a puzzle book. It shows us people dressed in different types of clothes and then asks what these people do in their clothes.* Point to the girl on the cover. Ask: *What is this girl doing? What is she wearing?* Give each student a copy of the book. Have them turn to pages 2 and 3 and talk about the photograph. Ask: *What is the man wearing? What do you think he does when he wears these clothes?* Turn the page. Say: *Yes, he cooks.* Continue turning the pages and talking about the photographs and the clothes each person is wearing.

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. Look for students who pause before an unknown word and then glance at the photograph before reading on. Encourage this behaviour by saying: *What can you see in the photograph that might help you to work it 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 clothes does the man wear to play the drum? (Literal)

Why does the man need to wear that hat to build things? (Inferential)

Why do people wear particular clothes when they do some activities? (Synthesising)

What other jobs or activities could be in this book? (Critical)

Reviewing reading strategies

Give positive feedback on the problem-solving strategies the students used as they read the book. Say: *I noticed that you looked at the photograph to check that you read the right words. That's what good readers do.*

English Language Learner support: *Look at My Clothes* / *Where is My Mother?*

Use the teacher notes on the back of the Vocabulary Starters **Colours, Clothes, I Like to..., At School, Farm Animals** and **My Family** to support students who are learning English.

★ These activities are also suitable for English Language Learners.

Lesson 2 Where is My Mother?

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

Encourage expressive reading. Discuss how the book is written in the first person, as if each of the people in the book were talking to us. Ask: *What would the cook sound like if he were reading this page to us?* Have students read the book in small groups, with each student taking on the role of a different person.

Word work

Phonemic awareness and phonics

Have students turn to page 11. Ask: *Can you find a word on this page that starts with the /sh/ sound? Can you find another word in this book that has this sound? (t-shirt)* Record these words on a chart, focusing on the letters that represent the /sh/ sound. Have students suggest other words with the /sh/ sound. Add these to the list.

Exploring words

Provide the blackline master. Have students use words from the word bank to make sentences to match each picture. Have the students read their sentences to a partner.

Writing

Modelled writing

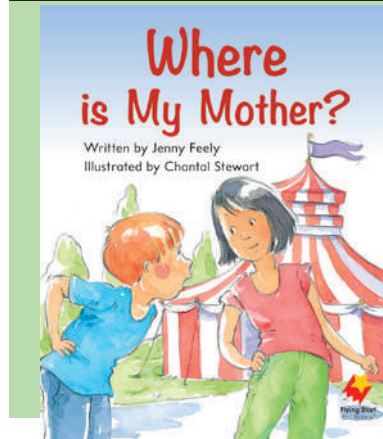
★ Talk about an activity that you like to do, or have done, where you wear particular clothing, for example, playing basketball. Model making a puzzle card. Fold a piece of card in half. On the front, write: *I put on my _____ and _____. What do I do?* Write the answer inside the card.

Independent writing

Have students create a puzzle card, modelled on the book. Fold a piece of card or paper in half. Have students draw a picture of themselves wearing clothing specific to an activity on the front. Have them write: *I put on my _____ and _____. What do I do?* Have them draw and write about themselves doing that activity inside the card.

Sharing and presenting

Have students read the question on their cards to the group for other students to guess what the activity is.



Before reading

Getting ready to read

Encourage students to activate their prior knowledge. Ask: *Have you ever been lost and not known where your mother or father was? What happened? How did you find them again? How did you feel when you couldn't find your mother or father? What did people ask you about your mother or father to help to find them?* Have students work with a partner and share their experiences.

★ Have students, with a partner, act out being lost. One student has lost his/her parents and is asking the other student for help. Students can then swap roles.

Vocabulary building

★ As needed, introduce the vocabulary from the book. This can be done using the Vocabulary Starter **Clothes**. 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 *Where is My Mother?* Say: *This book is about a boy who loses his mother at the circus. To try to find his mother, the boy tells Isabel what his mother is wearing. Isabel tries to find a woman wearing that item of clothing.* Give each student a copy of the book. Have the students turn to pages 2 and 3. Ask: *What is the boy doing? What do you think he would say to Isabel?* Have the students read pages 2 and 3. Ask: *Does what you read match the pictures? Does it make sense?* Talk about how good readers expect what they read to match what they see in the pictures.

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 are cross-checking what they read with the pictures. Look for students who glance at the pictures as they read. Encourage students to use this reading strategy by saying: *Does that match the picture? Can you think about what 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.

What clothes was the boy's mother wearing? (Literal)

Why was the boy's mother wearing so many different coloured clothes? (Inferential)

What could Isabel have done to find the boy's mother more quickly? (Synthesising)

What else could the boy have done to find his mother? (Critical)

Reviewing reading strategies

Give positive feedback on the problem-solving strategies the students used as they read the book. Say: *I noticed that as you read the text, you looked at the pictures to check that what you were reading made sense. That's what good readers do.*

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 the students read the book to a partner. Encourage them to read fluently by phrasing – reading two or three words together to help the reading sound like talking.

Word work

Phonemic awareness and phonics

Have students turn to page 8. Ask: *Can you find a word on this page that starts with the blended sound /bl/? Can you find any other words that start with the blended sound /bl/ in this book?* List these on a chart.

Exploring words

Provide sentence strips from the book. For example: *I can see a red jacket.* Have students work with a partner to make these sentences using magnetic letters or letter tiles. When finished, have students read their sentences to the class.

Writing

Modelled writing

★ Say: *I want to write a description of what I am wearing.* Write each item of clothing on a chart and then list words to describe it. Model using this list as a resource while you write. For example: *I am wearing a red jumper. It has black spots.*

Independent writing

Have students write a description and draw a picture of their favourite outfit. Provide the Vocabulary Starters **Colours** and **Clothes** as references.

Sharing and presenting

Have students talk about the words they used to describe their clothing. You might like to talk about the order in which we use these adjectives. For example: “A big, red jacket”, not “A red, big jacket”.

Talk about the pair

After the students have read both *Look at My Clothes* and *Where is My Mother?*, encourage them to discuss what they have learnt. Ask: *What have these books taught us about*

clothes? Why is it helpful to know about these things?
Have students complete the activity card.

Blackline master

What do I do?

Make a sentence to match each picture. Use the words in the word bank to complete each sentence.



I put on my _____ and my _____
to _____ .



I put on my _____ and my _____
to _____ .



I put on my _____ and my _____
to _____ .



I put on my _____ and my _____
to _____ .

Word bank

hat	jacket	pants	build	shoes
skirt	dance	play the drum	t-shirt	ride my horse

Assessment

Can the student recognise clothing words?

Can the student make and read a simple sentence?

Activity card

Clothes match



You will need: 2 sets of cards

1. Cut out the cards and place them face down.
2. With your partner, take turns to pick up two cards. If they match, keep them. If they don't match, place them face down again.
3. The player with the most pairs wins.



hat



shoes



skirt



t-shirt



jacket



socks



pants

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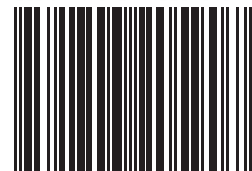
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