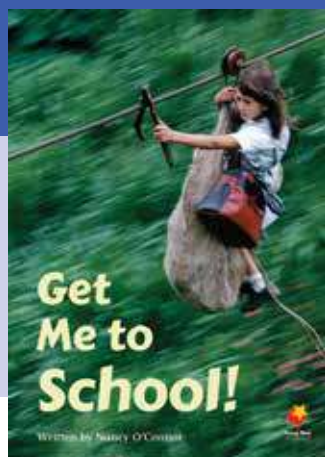


Lesson Plans

Advanced Fluent
reading stage

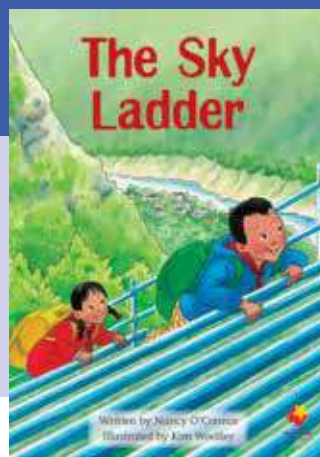
Level Q



Discover some of the unusual places children around the world go to school and learn about the amazing ways they travel to get there.

Running words: 1707

Text type: Report



Mei Li and her friend have attended boarding school in the valley for four years. They no longer worry about the dangerous kilometre-high “sky ladder” they must climb to reach their village on the mountaintop. But Chen is only five and he is terrified.

Running words: 2493

Text type: Narrative

Content vocabulary

bamboo rafts burros classrooms
Double Dutch education famines
government homelessness language
librarian library Luta de Galo
Nobel Peace Prize Oonch Neech
poverty recess right schoolhouse
Tinikling

Literary language

Verbs (saying): asked called cried laughed replied
screamed whispered

Nouns specific to setting: chili pepper chicken
cliff-face dumplings farmer market mountain
rungs sky ladder tree dragon village

Adjectives: dangerous difficult exhausted precious
rickety sheer steep strict

Reading strategies

Get Me to School!

- Making inferences about the information presented

The Sky Ladder

- Identifying how a character changes from the beginning of a story to the end

Curriculum links

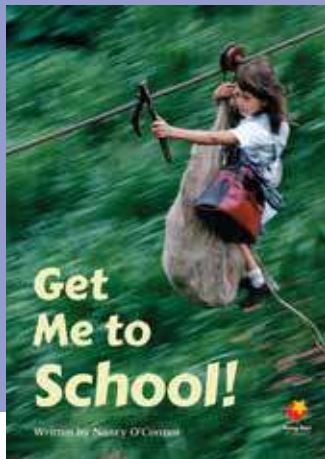
Get Me to School!

- Technologies: Engineering principles and systems

The Sky Ladder

- Technologies: Engineering principles and systems

Lesson Plan Get Me to School!



Key concepts

- Every child has the right to an education.
- Some children go to great efforts to receive an education.
- Some people have devised innovative ideas to ensure children have access to an education.

Before reading

Exploring vocabulary

Give each student a copy of *Get Me to School!* Say: *Some children can't go to school because of war, because they are too poor or because the closest school is too far away. This book is about how some of these children still get an education. What words might be in this book?* Discuss students' ideas.

★ Ask: *What words might be in a book about children going to school?* Discuss and list words on a chart. Add content vocabulary where appropriate.

Establishing the strategy focus

Say: *This book gives us information about how children get to school, where they go to school and the things some people do to help children get an education. As you read, use this information to form your own opinions and draw conclusions. This is called "making inferences".*

During reading

Reading with teacher support

Have students read the contents page and the introduction.

Ask: *What would "no school" mean for your future?*

Have students read Chapter 1 independently. Say: *As you read, think about the information and then make inferences. This means to use what you have read and your own understandings to come to a final thought or idea – to draw conclusions.* As each student reads the text, monitor and support them where appropriate.

Check for understanding

Introduce Graphic Organiser 1: Making inferences. Ask:

What information was in Chapter 1? What inferences can you make?

Discuss as a group. Have students work with a partner to fill in the Chapter 1 section on their graphic organiser.

★ Support students as they begin work on their graphic organiser.

Working with a partner

Have students read Chapter 2 independently. Ask: *What information surprised you? What is your opinion on this?*

Have partners discuss what they have read and complete the Chapter 2 section on their graphic organisers. Say: *Think about the information you have learnt and what you can infer from this.* Have pairs of students repeat this process for Chapters 3 and 4.

Quick write

Recap what it means to make inferences. Draw out that it means to reach conclusions based on the information in the text. Say: *Think about the text as a whole. What inferences can you make?* Have students do a "quick write", where they write two or three inferences about the book.

After reading

Talking about the book

Have students talk about the whole text. Use a range of questions to promote discussion and higher-level thinking.

Why do so many children not go to school? (Inferential)

How do some of these stories compare to your school experience?

How does this make you feel? (Synthesising)

What do you think is the author's opinion on children getting an education? (Critical)

Invite students to ask their own questions.

Vocabulary reflection

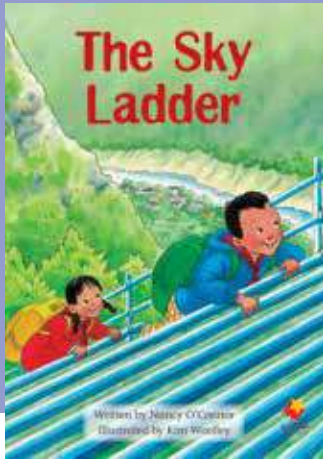
★ Revisit the words listed prior to reading. Ask: *What other words can we add to this list?* Use students' ideas to record more words related to education. Discuss the meanings of terms where appropriate.

Strategy reflection

Ask: *How did making inferences help you to better understand what you read?* Discuss students' responses and draw out that making inferences allows us to think more deeply about a topic; to learn more than just the obvious stated facts.

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

Lesson Plan The Sky Ladder



Key concepts

- Characters can change, and this change can be seen through their actions and dialogue.
- How a character reacts to a challenge tells us about their personality traits.

Before reading

Exploring vocabulary

Give each student a copy of *The Sky Ladder*. Have them read the A note from the author on page 32. Say: *This book, set in a mountaintop village in China, is about children who climb a kilometre-high ladder to get to and from school. What words might be in this book?*

★ Discuss the words in the book that indicate the setting (see Literary language – Nouns specific to setting).

Establishing the strategy focus

Say: *Characters can change throughout a story; the things they say and do can help you to notice these changes. As you read, note the changes in Wu and Chen.*

During reading

Reading with teacher support

Have students read Chapter 1 independently. Say: *Describe Mei Li and Chen.*

Refer students to the illustration on page 8. Ask: *What does the children's body language tell us about them? What do you know about Chen's personality?*

Have students read Chapter 2 independently. Ask: *What else have you learnt about Mei Li? What does she say or do that shows you this?* Have students talk with a partner and then share their ideas with the group.

Check for understanding

Ask: *What does Wu say on pages 11 and 13? What does this tell you about her?* Discuss.

★ Support students as they talk about the characters' personalities and what they say and do.

Working with a partner

Introduce Graphic Organiser 2: Character changes. Have partners fill in the "At the beginning of the story ..." sections on the chart. Say: *Write about what you know about Chen and Wu.*

Reading with teacher support

Have students read Chapter 3 independently. Monitor and support them where appropriate. Ask: *What happened to Wu? How did she feel? What words show you this?*

Have students read Chapter 4 independently. Ask: *What do you know about Mei Li's personality?* Encourage students to use evidence from the text to support their ideas.

Have students read Chapter 5 independently. Ask: *What do you know about Mei Li's family? What actions and words show you this?*

Check for understanding

Ask: *How did Wu's attitude towards Chen change?* Discuss.

Ask: *How did Chen feel after he climbed the ladder? What role did Mei Li play in this?*

Working with a partner

Have partners complete their graphic organisers. Encourage students to look for evidence that supports their responses.

Have pairs share their graphic organisers with the group.

After reading

Talking about the book

Have the students talk about the whole text. Use a range of questions to promote discussion and higher-level thinking.

Why did the parents allow their children to make the dangerous journey to school? (Inferential)

How would you feel about climbing the sky ladder? (Synthesising)

What messages did you get from this story? (Critical)

Invite students to ask their own questions.

Vocabulary reflection

★ Have partners find two examples of "saying verbs" in the book. Have them share these with the group and create a list on a chart. Ask: *What other words could we add to our list?*

Strategy reflection

Ask: *What events made Chen and Wu change? Did Mei Li change?*

Why do you think this? Have students use evidence from the text to support their opinions.

Synthesising: Talk about the pair

Say: *You have read a report about the struggles that some children go through to get an education, and a narrative centred around an example of this struggle. What have you learnt? How do you feel about this topic?*

Introduce de Bono's thinking hats strategy.

Say: *We're going to think about this topic in different ways by using de Bono's thinking hats strategy. By "putting on" a different-coloured hat, you can think about the topic from different perspectives.*

Name/s: _____

Red hat

(feelings and emotions)

How does the information in the two books make you feel?

White hat

(the facts)

What facts do you know about children getting an education?

Yellow hat

(the positives)

What positive things are being done to help children get to school?

Black hat

(the negatives)

Why can't some children get an education?
Why is this a negative thing?

Green hat

(creativity)

What other things could be done to help with this problem?

Blue hat

(thinking)

What does the information in the books make you think about?

Assessment

Do students understand the main themes from the texts? Can they write about the topic from different perspectives?

Graphic Organiser 1: Making inferences

Name/s: _____

Reflect on what you have read. List three facts from each chapter. Make inferences about the information you read about in each chapter.

Facts <i>(Information from the book)</i>		Inferences <i>(Form opinions and draw conclusions)</i>
Chapter 1: No easy way there!		
Chapter 2: Travelling schools		
Chapter 3: Caves and train platforms		
Chapter 4: It's all fun and games!		

Graphic Organiser 2: Character changes

Name/s: _____

Hint! *Think about Mei Li's involvement in the changes to both characters.*

	How did the character change?	Why did the character change?
Chen	<i>At the beginning of the story, Chen was ...</i>	
	<i>By the end of the story, Chen was ...</i>	
Wu	<i>At the beginning of the story, Wu was ...</i>	
	<i>By the end of the story, Wu was ...</i>	

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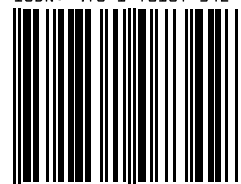
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