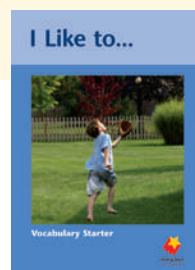


Lesson Plan



Shared Book



Vocabulary Starter

What a Mess! retells a day of play that a brother and sister have together at their home. As they play, both inside and outside their house, they create chaos and mess along the way. They have so much fun, but who's going to clean it up? wonders Mum.

Vocabulary

Oral vocabulary

bubbles building clean cooking mess painting playing read skating

High-frequency words

a and I in it of the to with you

Phonemic awareness

- Recognising the number of syllables in a word

Phonics

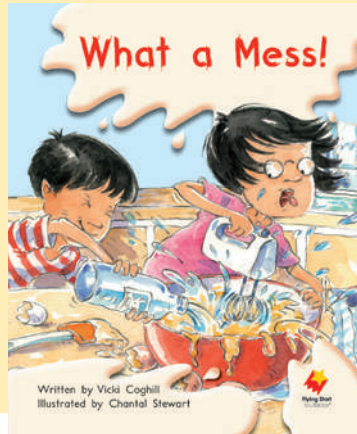
- Identifying the /m/ sound as in *mess*

Print concepts

- Reading left to right

Key concepts	Curriculum link
• We use different actions to do things. • We need to be responsible for what we do. • There are lots of ways to have fun at home.	• History – Family life

What a Mess!



Introducing the book

Ask: *Do you make a mess when you are playing? Who cleans up the mess?*

Show the cover of the shared book *What a Mess!* Read the title. As you say each word in the title, point to the corresponding word on the cover of the book.

Say: *This book describes what a brother and sister did over a day. They made a lot of mess while they played at their house.*

Point to the illustration on the front cover. Ask: *What sort of mess do you think the children made?*

First reading of the book

Read the book to the students with very few stops along the way. Read the book using rhythm and expression. On each spread, read the mother's direct speech using a firm voice and emphasise the word *mess*. After finishing each page, provide some time for the students to look at the pictures before turning the page.

Point to each word as you read aloud to emphasise the concept of one-to-one correspondence between the written and spoken word.

You may need to stop a few times to clarify meaning. For example, before reading pages 2 and 3, say: *Why is Mum looking worried? What sort of mess are the children making?*

Before reading page 14, ask: *What is happening now?*

Second reading of the book

Read the book a second time to the students and encourage them to read along with you.

Say: *Let's read together. I will point to the words as we read.*

Before reading each double-page spread, look at the illustrations and talk about what is happening. For example, on pages 2 and 3, say: *Where are the children playing? Respond using the pattern of the text. Say: Yes, that's right, they are playing in the garden. They are having lots of fun.*

Point to each word as you read. Encourage the use of expression when reading the repeated refrain: *"Who's going to clean it up? What a mess!" said Mum.*

Ask students, individually or in pairs, to take turns reading the mother's direct speech:

"Who's going to clean it up? What a mess!"

Choose students who are confident to read aloud.

Talking about the book

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

Ask: *Do you do any of these activities at your home?*

Which activity would you like to do the most?

Which activity made the most mess?

Do you like making mess? Why or why not?

I Like to...



ELL support

Encourage the students to name and talk about activities they like to do such as building, making bubbles, and reading. Use the *Flying Start to Literacy* Vocabulary Starter **I Like to ...** to discuss the words we use to describe the activities that we do. 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

Say: *I am going to say some words from the book. I will clap as I say each word. This will help you to hear how many beats, or syllables, that word has. The first word is mess.*

Say the word *mess* as you clap once. Ask: *How many beats, or syllables, are there in that word?*

Repeat with the words *Mum* and *fun*. Say: *The words mess, Mum, and fun all have one syllable.* Ask the students to clap with you as you repeat these words.

Continue the activity with the words *playing*, *building*, and *cooking*. This time clap twice as you say each word (one clap for each syllable: play-ing). Say: *The words playing, building, and cooking all have two syllables.*

Phonics

Model identifying sound-letter correspondence. Point to the word *mess*. Say: *This word says mess. It starts with the letter "m". Can you hear what sound the letter "m" makes at the start of the word mess? Let's all make this sound: mmmmmmm*

Repeat with the word *Mum*. Ask: *What other words begin with the /m/ sound like the words mess and mum?*

Extending oral language

Model identifying action words in a sentence. Read the sentence on page 2. Say: *In this sentence, it is the word playing that tells us what the children are doing.*

Turn to page 4 and read the sentence. Ask: *Which word tells us what the children are doing?* Draw out that it is the word *building*. Repeat this on each double-page spread (skating, cooking).

Fluency

After reading each double-page spread, ask: *Which words did the mum say on this page? How do you know?*

Say: *I will read it again. This time listen to the words that Mum says and listen to how my voice changes when I read these words.* Read the mother's direct speech with expression to highlight how to read a character's voice.

Print concepts

Choose a page to revisit. Say: *I am going to read this page to you.*

Ask: *Which word on this page is the first word that I will read?* Invite a student to point to the first word. Ask: *How do you know this is the first word I will read?* Draw out that it is at the top of the left side of the page. Say: *That's right. We always begin reading on the top of the left side of the page.*

Writing – Modelled

Model writing a new page for the book *What a Mess!* on a large sheet of paper. Say: *I am going to write about another mess these children made. I am going to write about them making a mess when they are cutting and pasting.*

*We were cutting and pasting at the table.
We were having lots of fun.*

Think aloud as you write. Say: *The first word I am going to write is the word We. It has two letters in it – "w" and "e". Now I am going to leave a space before I write the next word were. It starts with "w" too.*

Ask students to illustrate your writing.

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

Clean or messy?

You will need: scissors, craft glue

Cut out the pictures. Paste each picture under the right heading.



Making a mess	Cleaning up

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