

Lesson Plans

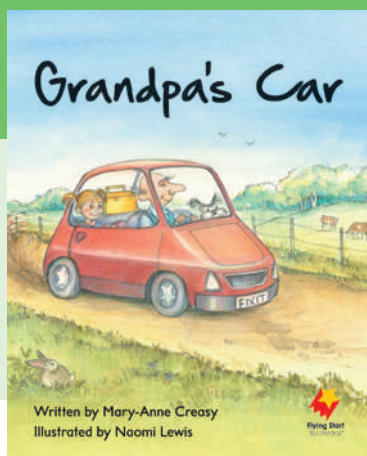
Emergent
reading stage
Level 6



This information book describes the different places where boats, trucks and planes can go.

Running words: 135

Text type: Report



This narrative is about how a girl's grandpa gets her to school by converting his vehicle.

Running words: 253

Text type: Narrative

Vocabulary

High-frequency words

a all and but came can cannot
come for from get go got had
he I in into is it it's like lots
my not now of on onto out
said saw so some that the then
there they this to too us was we
went what's will with yes your

Key vocabulary

across bam big boat box
bridge/s car fix fix-it flat
grandpa/'s help his land lots
mud must over plane/s sand
school stop stuck trip truck/s
under water

Phonics

- Identifying the /nd/ blend as in *sand*
- Identifying the /x/ sound in words as in *fix*

Text features

On the Move

Grandpa's Car

- Photographic index
- Direct speech

Reading strategies

- Self-correcting – finding an error and correcting when prompted
- Self-correcting independently

Key concepts	Curriculum links
- Vehicles are designed to move on certain surfaces. - Different types of vehicles move on different surfaces. - Some vehicles can move on more than one surface.	Technology: Design technologies

Lesson 1 On the Move



Before reading

Getting ready to read

Encourage students to activate their prior knowledge. Say: *We are going to read an information book about big vehicles like boats, trucks and planes. What vehicles can go on water? What vehicles go on land? What vehicles go in the air?* Ask students to turn and talk with a partner. Draw up a chart with the headings *Vehicles that go on land*, *Vehicles that go on water*, and *Vehicles that go in the air*. Use the students' feedback to fill in the chart.

★ Discuss different types of vehicles using the Vocabulary Starter **Movers**.

Vocabulary building

★ As needed, introduce the vocabulary from the book using the Vocabulary Starters **Playground**, **Position** and **Movers**. Refer to the teacher notes on the back of the Vocabulary Starters for ideas on how to use these resources.

Introducing the book

Show the students a copy of the book *On the Move*. Say: *This book is an information book about where trucks and boats can go and where planes can land. Talk through the book. Where is this boat going? What is this boat doing? Where else can boats go? Can boats go on land?*

During reading

Ask each student to read the text independently. Monitor students as they read and support them where appropriate. If necessary, ask students to stop reading and remind them to use the reading strategy you are focused on. Check that students can find where they have made an error. Can they correct the mistake when they are prompted? Say: *Can you find where you made a mistake in the sentence? Read the sentence again and see if you can fix your mistake.*

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. *Where can all boats go? Where can all trucks go? What do planes need to be able to land?* (Literal)
Why do some boats need to be able to go on land? Why do some trucks need to be able to go on water? Why do planes need to be able to land in different places? (Inferential)
Why are there different types of movers? (Synthesising)
Did some of the information in this book surprise you? Explain. (Critical)

Reviewing reading strategies

Give positive feedback on the problem-solving strategies students used as they read the book. Say: *You showed me that you can fix up a mistake. That's what good readers do.*

English Language Learner support: *On the Move* / *Grandpa's Car*

Use the teacher notes on the back of the Vocabulary Starters **Position**, **Movers** and **Playground** to support students who are learning English.

★ These activities are also suitable for English Language Learners.

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 use playdough to make a model boat, plane and truck. Working in pairs, students could then use their models to help demonstrate the information being read in the text. Students could present their reading of the text to another class in the school.

Word work

Phonemic awareness and phonics

Write the words “sand” and “land” on a chart with the /nd/ blend underlined. Ask students to talk with a partner. *What other words do you know with the /nd/ blend?* Share students’ responses and list these on a chart.

Exploring words

Ask students to refer to the photographic index on page 16. Ask them to talk with a partner about each of the words in the index. Encourage them to use information in the photographs to help them with their understanding. *What do each of the words in the index mean?* Share students’ responses with the whole group.

Writing

Modelled writing

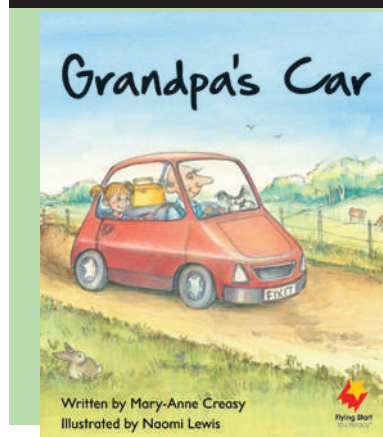
★ Ask students to talk about how they think one of the vehicles changes. Record their responses on a chart. For example: *When the truck goes into the water, its wheels go up.* Invite students to contribute where they can.

Independent writing

Ask students to choose one type of mover from the book (boat, truck or plane). Have them write all the facts they now know about this mover. Encourage them to refer to *On the Move* to check their facts.

Sharing and presenting

Students can share their writing with a partner.



Before reading

Getting ready to read

Encourage students to activate their prior knowledge.
Say: *We are going to read a story about a girl going to school in her grandpa’s car.* Talk about how you got to school that morning. Talk about how the students got to school.
Ask: *How did you get to school today? Who did you come with? Did anything interesting happen along the way?*

Vocabulary building

★ Write the headings “Car”, “Truck” and “Boat” on a chart. Read the headings to the students. Ask students to think of all the things they know about these types of vehicles. Record their responses on the chart.

Introducing the book

Show the students a copy of the book *Grandpa’s Car*. Say: *This book is a narrative called Grandpa’s Car. It is about a girl who goes to school in her grandpa’s car. Along the way they have some trouble. Grandpa needs to fix the car to make sure they get to school.* Talk through the book and respond using the structure of the sentences in the text. *What do you think Grandpa is doing here? What has he turned the car into? Why might he have done this? What might the girl say to Grandpa here?*

During reading

Ask each student to read the text independently. Monitor students as they read and support them where appropriate. If necessary, ask students to stop reading and remind them to use the reading strategy you are focused on. Check for students who are able to self-correct independently. Encourage this independent behaviour. Say: *Remember that you need to fix your mistakes. Reading the sentence again will help you.*

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 things did Grandpa turn his car into? (Literal)

Why did Grandpa turn his car into a truck? Why did he turn the truck into a boat? (Inferential)

If you could ask Grandpa to turn your car into another vehicle what would you choose? Why? (Synthesising)

Is this a true story? Why do you think this? (Critical)

Reviewing reading strategies

Give positive feedback on the problem-solving strategies students used as they read the book. Say: *You found where you made a mistake and you fixed it up. Well done.*

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 students to present a readers' theatre. Students could each take a part (Grandpa, the girl and a narrator) and work on presenting the book with expression. *How might the girl say this? Try to make your voice sound this way.*

Word work

Phonemic awareness and phonics

Write the letter “x” on the board. *What sound does this letter make? What words in the book have this sound in them?* List these words on the board (*box, fix, fix-it*). Ask students to turn and talk with a partner about other words that have the /x/ sound in them. Add these words to the list.

Exploring words

Students could draw a story map showing the trip to school the girl and her grandpa had. Students could label their story maps showing the car being fixed to become a truck, a boat and so on. Encourage students to refer to the book.

Writing

Modelled writing

★ Model writing a retelling of a fictional trip to school, and underline some of the high-frequency words that you used. Have students then write their own story. Encourage them to refer to the high-frequency words in your writing.

Independent writing

Ask students to write about a fictional trip to school where something unusual happens. Make a list of high-frequency words from the text for students to use in their writing.

Sharing and presenting

Ask students to sit knee-to-knee with a partner and take turns to talk about their writing.

Talk about the pair

After reading both *On the Move* and *Grandpa's Car*, ask: *What do you know about movers now that you have read these books?* Discuss students' responses and use these to write statements of understanding onto large cards (one card for each statement). For example, “All boats

can go on water. Planes need a flat place to land. Some trucks can go on water.” Small groups of students could then illustrate each card. Cards could be shared with the whole group and then displayed in the classroom. Students can work further with these books by completing the Activity card.

Blackline master

Where can they go?

Draw a picture in each box that shows how each mover can go on water and on land.

	Water	Land
Boats		
Trucks		
Planes		

Assessment

- Can the student find information in the text?
- Can the student fill in a data chart accurately?

Activity card

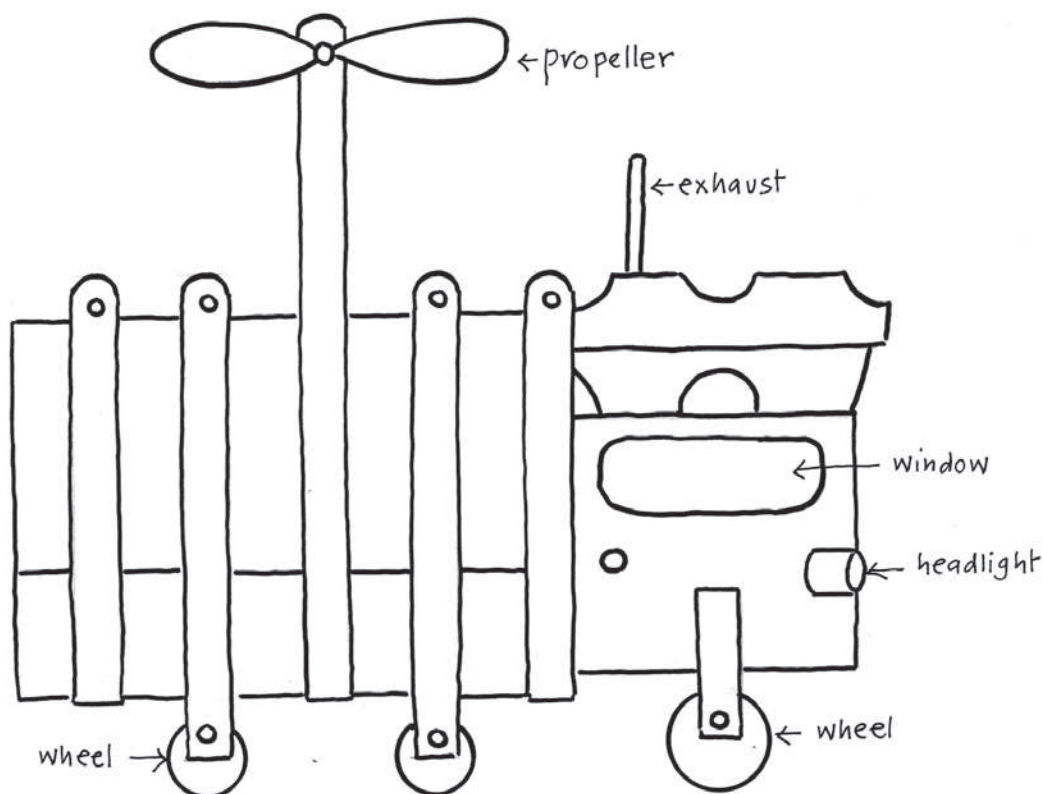
An amazing mover



Make a mover that can go on land, water and in the air. You will need: empty boxes and packaging, craft sticks, string, tape, scissors.

What to do:

1. Work with two other friends to draw a design of a vehicle that can go on land, on water and in the air.
2. Use construction materials to make a model of your design.



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