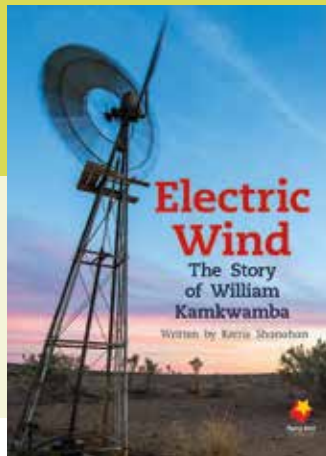


Lesson Plans

Fluent
reading stage

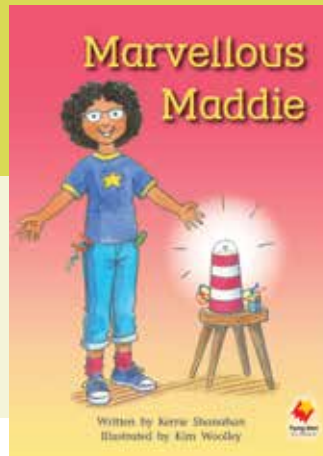
Level 30



This book recounts the amazing story of William Kamkwamba from Malawi. He used pieces of junk to make a windmill to generate electricity.

Running words: 1,427

Text type: Factual recount



Maddie's incredible ideas and inventions often end badly. But when Maddie gets caught in an emergency, her inventive idea saves the day.

Running words: 1,641

Text type: Narrative

Content vocabulary

automatic circuit designed device diagrams electricity
energy experiment invented/ors investigated mechanical
scientists tinkering windmill wind-powered

Phonics

- Exploring the suffix "or" as in *inventor*
- Exploring the prefix "auto" as in *automatic*

Text structures and features

Electric Wind: The Story of William Kamkwamba

- Chapters with headings
- Preface and epilogue
- Labelled photographs and fact box

Marvellous Maddie

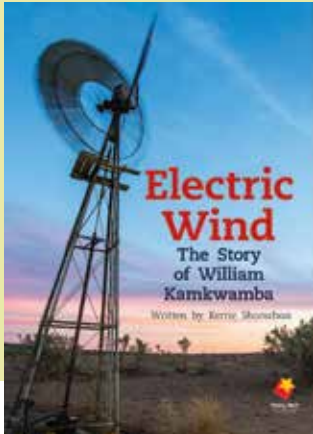
- Third-person narrative with dialogue
- Prologue, epilogue and chapter headings

Reading strategies

- Asking and answering questions
- Identifying how the plot changes and builds

ELL support	Key concepts	Curriculum links
• Photographs and illustrations support and extend the text. • The preface gives a context for the recount. • Chapter headings signal content.	• Knowledge, creativity and determination can help a person to solve problems. • Sometimes, people who think differently can be thought of as unusual by others. • Being able to solve problems in a creative way is an important skill.	• Technologies: Engineering principles and system. • Technologies: Technology and society.

Lesson 1 Electric Wind: The Story of William Kamkwamba



Before reading

Getting ready to read

Encourage students to activate their prior knowledge. Ask: *Did you know that in some parts of the world, many of the houses do not have electricity? What would your life be like without electricity?* Have students talk to a partner.

★ Show students a picture of a wind turbine. Say: *One way to make electricity is by using the power of the wind. The wind turns the blades, and this creates the electricity.*

Vocabulary building

★ Write the following words on a chart: *electricity, energy, experiment, inventors, scientists, diagrams*. Talk through the meaning of each word. In pairs, students take turns saying the words in a sentence.

Introducing the book

Give each student a copy of the book and have them read the title and the contents page. Say: *This book has a preface and an epilogue. What is the purpose of these parts of a book?* Discuss.

Have students prepare for reading by thinking and talking about the book. Say: *This book is set in Malawi, in Africa. What do you know about this country?* Discuss and draw out that it is hot and dry, and quite poor.

During reading

Ask each student to read the text independently. Monitor students as they read and support them where appropriate. If necessary, ask them to stop reading and remind them to use the reading strategies you are focused on. Say: *One way to make sure you understand what you are reading, is to stop and ask yourself questions, and think about the answers. For example, on page 11, you could ask yourself: "What made William think like this?" "What did William do?" "Why?"*

After reading

Talking about the book

Ask students to talk about the book. Encourage discussion by choosing questions that are appropriate for your students. Ask them to support their answers by referring to the photographs and the text.

Why couldn't William continue going to school? How did William find what he needed to build the windmill? (Literal)

Why did so many people doubt William and call him crazy? Why was William so determined to build his windmill? (Inferential)

Why is William so inspiring to so many people? Do you know of anyone else who inspires people? How are they similar to William? (Synthesising)

Why might the author have chosen to write about William's story? What can we learn from him? (Critical)

Have students show what they have learnt by filling in the Blackline master: *Retell the story.*

Reviewing reading strategies

Encourage students to identify what they did to help themselves as readers. Ask: *How does asking and answering questions about what you are reading help you?* Discuss and draw out that it helps to keep the reader focused on the meaning of the text.

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

Returning to the book

Provide multiple opportunities for 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 students take turns to read a page with a partner. Say: *As you read, ensure that your voice is clear and smooth so that your partner can hear you and understand what you are reading.*

Word work

Phonics

Write the word *inventor* on a chart. Ask: *What sound do the letters “or” make in this word?* Discuss and draw out that it is the schwa vowel. Ask: *What other words have this final sound?* Make a list (e.g. teacher, doctor, actor, dollar). Ask: *What different letter combinations can make this sound?*

Exploring words

Have students turn to page 11 and read the first sentence. Ask: *What is excitement? What is disappointment?* Discuss. Ask: *Is excitement a thing? Is disappointment a thing?* Discuss. Say: *Even though you can’t see or touch “excitement” or “disappointment”, they are still things. These types of words are called abstract nouns.*

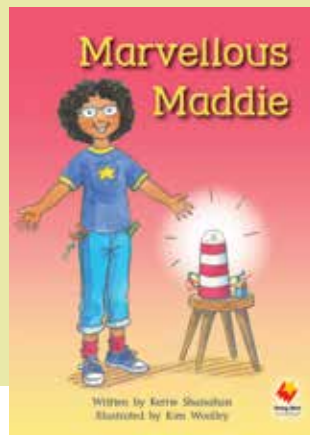
Writing

★ Ask: *Do you think William is a good role model? Why?* Discuss. Say: *I am going to write about my opinion on this topic.* Model your writing on a large chart. Talk aloud as you write, to demonstrate your thinking. For example, you could say: *I am going to begin by stating my opinion.* Write on the chart, for example: *I think William is an excellent role model.* Say: *Now I am going to give my reasons why I think this.* Continue to model your writing. Ask: *What information might have been in the newspaper article written about William?* Use students’ ideas to record a list of points on a chart. Have students use these ideas to write their own newspaper article about William and his windmill.

Sharing and presenting

Have students take turns reading their newspaper articles to each other in small groups.

Lesson 2 Marvellous Maddie



Before reading

Getting ready to read

Encourage students to activate their prior knowledge. Ask: *Have you ever invented something? Have you ever made a gadget or device using junk? Have you ever tinkered with old, broken appliances?* Invite students to share their ideas. Ask: *If you could invent something that could help us in the classroom, what would it be?*

★ Say: *We all like doing different things. Some people like inventing and making things. These people are often good problem solvers.*

Vocabulary building

★ Ask: *What is an inventor? What is a designer? What other words might be in a book about a girl who designs and invents things?* Use students’ ideas to record a list of content words on a chart.

Introducing the book

Give each student a copy of the book and have them read the title and the contents page. Ask: *What does the illustration on page 2 tell you about Maddie? What clues do the chapter names give you about the story?*

Have students prepare for reading by thinking and talking about the book. Read the prologue aloud. Ask: *Who might Maddie be? What might the story be about?*

During reading

Ask each student to read the text independently. Monitor students as they read and support them where appropriate. If necessary, ask them to stop reading and remind them to use the reading strategies you are focused on. Discuss with the student how the plot changes. For example, you could ask: *What happened at the end of that page/chapter? Does it make you want to keep reading? Why? What might happen next?*

After reading

Talking about the book

Ask students to talk about the book. Encourage discussion by choosing questions that are appropriate for your students. Ask them to support their answers by referring to the illustrations and the text.

Why did Maddie have to join the bike riding elective? (Literal)

Why did Eric and Henry change their opinion of Maddie? What sort of qualities does Maddie have? (Inferential)

Why are people who are creative and inventive like Maddie so important? Do you know anyone who is similar to Maddie?

(Synthesising)

What message or messages might the author have wanted to convey in this story? (Critical)

Have students show more about what they have learnt by filling in the Blackline master: *Retell the story*.

Reviewing reading strategies

Encourage students to identify what they did to help themselves as readers. Ask: *How did you know when the story got exciting? What happened?* Discuss. Say: *Understanding the plot and knowing when it becomes exciting or suspenseful shows you really understand what you are reading.*

Returning to the book

Provide multiple opportunities for 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 students choose two pages from the book. Say: *When you read dialogue, try to make your voice sound the way the character would speak if they were saying those words.* After practising, have students take turns reading their pages aloud in a small group.

Word work

Phonics

Have students turn to page 8. Point out the word *automatic*. Ask: *What does this word mean?* Write *automatic* on a chart. Ask: *What other words start with “auto”?* Record students’ ideas on a chart (e.g. *automobile*, *autobiography*, *autopilot*). Ask: *What might “auto” mean?* Discuss and draw out that it means “self”.

Exploring words

Have students turn to page 7. Invite a student to read paragraph two aloud. On a chart, write the words: *tinkered*, *investigated*, *planned*, *designed*, *invented* and *built*. Ask: *What do these words have in common?* Discuss and draw out that they all describe an action. Say: *These types of words are called verbs.*

Writing

★ Show students a newspaper article. Point out the headline, the photographs with captions, etc. Ask: *What information would be in a newspaper article about Maddie and the rescue?* Use students’ ideas to model writing the newspaper article onto a large chart. Invite students, as appropriate, to help you write particular words or sentences. Ask: *What else might Maddie invent?* Have students discuss their ideas with a partner. Students could then write a story about Maddie’s next amazing invention. Say: *Think about the invention. What does it do? What does it look like? Is it a success?* Have students illustrate their writing.

Sharing and presenting

Compile students’ stories into a class book and read it aloud to the group.

Talk about the pair

After reading *Electric Wind: The Story of William Kamkwamba* and *Marvellous Maddie*, ask: *In what ways are William and Maddie similar? How are they different?*

Draw a Venn diagram on a large chart and use this as an organiser to record students’ ideas. Students can work further on the books by completing the Activity card.

Blackline master

Retell the story

Use the boxes below to retell the story of William **or** Maddie.

Think about the main events. Draw and/or write about each event in the boxes provided.
Use the back of this page if you need extra boxes.

1		2	
3		4	
5		6	

Assessment

Can the student retell the main events in a story?

Can the student order the events in the correct sequence?

Activity card

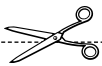
Race to collect and build



Be the first to collect what you need to build a circuit like Maddie's and a windmill like William's.

You will need: a die; one set of cards for each player

1. Cut out the cards. Place both sets face up in front of you and your partner.
2. Take turns to roll the die.
3. Collect the card that matches the number rolled. If you roll a number and you already have that part, you miss a turn. The first person to collect all nine parts (2 light bulbs, 2 batteries, wire, scissors, tape, windmill blades and a windmill tower) is the winner.



Roll a 1 to collect



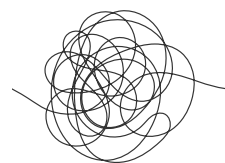
Light bulb

Roll a 1 to collect



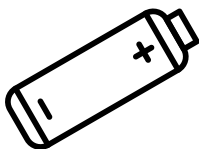
Light bulb

Roll a 2 to collect



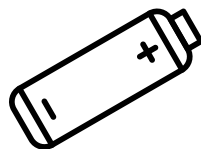
Wire

Roll a 3 to collect



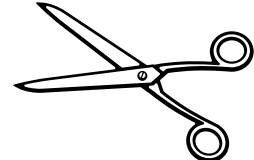
Battery

Roll a 3 to collect



Battery

Roll a 4 to collect



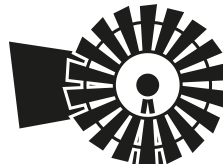
Scissors

Roll a 4 to collect



Tape

Roll a 5 to collect



Windmill blades

Roll a 5 to collect



Windmill tower

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