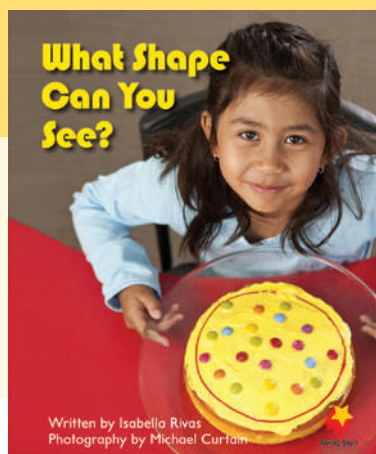


Lesson Plans

Early Emergent
reading stage

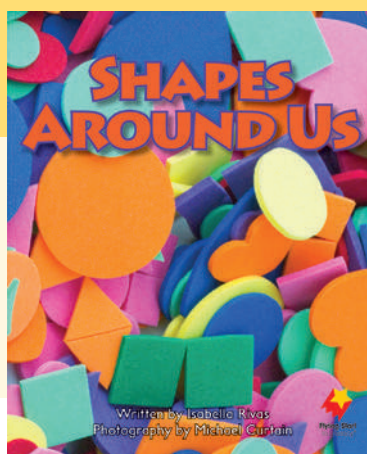
Level 1



The children in *What Shape Can You See?* show us a range of cakes made in different shapes.

Running words: 35

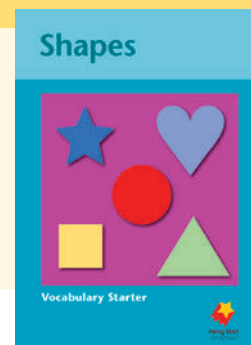
Text type: Recount



Shapes Around Us presents a variety of objects that are different shapes.

Running words: 35

Text type: Report



Vocabulary Starter

Vocabulary

High-frequency words

can I see you

Key vocabulary

circle heart oval rectangle
square star triangle

Phonics

- Hearing beats in a word
- Hearing initial sounds in words

Text features

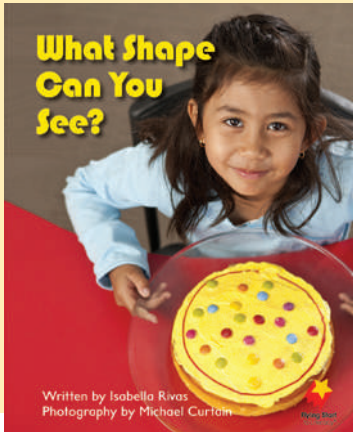
- Questions
- Word bank (page 16)

Reading strategies

- Identifying parts of the book
- Identifying where to begin and stop reading

Key concepts	Curriculum link
• We can make things in different shapes. • There are many different shapes around us.	• Maths

Lesson 1 What Shape Can You See?



Before reading

Getting ready to read

Encourage students to activate their prior knowledge. Show the students a piece of paper. Ask: *What shape is this? How many sides does it have? How many corners? What other shapes do you know?* Record students' suggestions on a chart. Talk about the features of each shape. Ask: *Which shapes have straight sides? Which shapes have curved sides/lines? Which shapes have square corners (right angles)?*

Vocabulary building

Introduce the vocabulary from the book. This can be done using the Vocabulary Starter **Shapes**. Refer to the teacher notes on the back of the Vocabulary Starter for ideas about how to use this resource.

Introducing the book

Show the students a copy of the book *What Shape Can You See?* Point to the cover of the book. Say: *Books have titles on the front cover. The title is the name of the book. Can you show me where the title is? This book's title is What Shape Can You See? What does the title make you think the book will be about?* Have the students turn to pages 2 and 3. Ask: *What shape can you see on these pages? How would you answer the question the title asks? What do you think the girl will say?*

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. Ask: *Can you show me the front cover of the book? What things do you see on the cover? Where is the title? What does a title tell you about a book? How does reading the title help you to understand the book? What other parts of the book are there?* Ask students to point out different parts of the book (front cover, title, author's name, back cover, photographs, sentences).

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.
Which shapes were in the book? (Literal)
Which shapes had straight sides? (Inferential)
Why are cakes made in different shapes? (Synthesising)
What other shapes could be included in this book? (Critical)

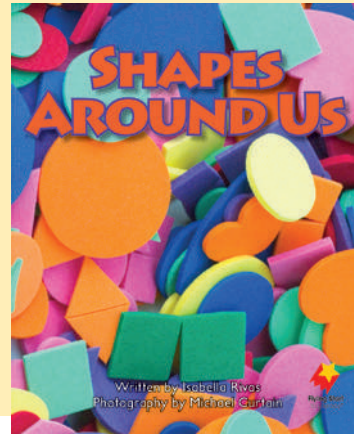
Reviewing reading strategies

Give positive feedback on the problem-solving strategies the students used as they read the book. Say: *I noticed that you thought about the title of the book to help you to predict what the book would be about. Good readers use information in the title to help them get ready for what is in the book.*

English Language Learner support: *What Shape Can You See?/Shapes Around Us*

Use the teacher notes *Developing oral vocabulary for English Language Learners* on the back of the Vocabulary Starter

Shapes to support students who are just beginning to learn English.



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 work with a partner. Have one student read the title and the other student read the pages. Encourage them to read in phrases.

Word work

Phonemic awareness and phonics

Open the Vocabulary Starter **Shapes** and read each word. Highlight each syllable by clapping the word as you read (one clap for each syllable). Say: *You try. Clap each word as you say it. How many beats can you hear in triangle? How many beats can you hear in star?*

Exploring words

Provide the **Shapes** Vocabulary Starters and magnetic letters. Have the students form sentences (e.g., *I can see the circle*) and read them to a partner.

Writing

Modelled writing

Say: *I want to make a question-and-answer puzzle.* Model how to think through the writing. Say: *I look at the window. I see that it is a rectangle.* Show the students how to fold a piece of paper in half. On the front, draw a picture of the window. Think out loud as you write underneath the picture. Say: *What shape can you see?* Unfold the paper and write: *I can see a rectangle.* Brainstorm other classroom objects that can be used to make such puzzles.

Independent writing

Have the students make their own question-and-answer puzzles. Provide sentence stems to support students as needed. Encourage them to refer to the word bank on page 16 when writing shape words.

Sharing and presenting

Have students present the questions from their puzzles to other students to see if they can answer correctly.

Before reading

Getting ready to read

Encourage students to activate their prior knowledge. Talk about shapes that students can name. Ask: *Can you tell me a shape that has four straight sides and four square corners? Can you tell me a shape that has no straight sides?* Record students' ideas on a chart. Have students look around the classroom to find things that match the shapes listed on the chart. Ask: *What things in our classroom are [squares/circles/triangles]?* Have students select something in the room and stand near it. They can then ask: *Can you see the [triangle]?* Other students must identify the shape.

Vocabulary building

Introduce the vocabulary from the book. This can be done using the Vocabulary Starter **Shapes**. Refer to the teacher notes on the back of the Vocabulary Starter for ideas about how to use this resource.

Introducing the book

Show the students a copy of the book *Shapes Around Us*. Say: *This book asks questions about shapes in the environment. It is a bit like the game we just played.* Turn to the title page. Ask: *Can you see the star? What is the thing that is star-shaped called?* Give each student a copy of the book and have them turn to page 16. Ensure that all students can name the shapes in the word bank. Have students turn to page 2. Talk about where to start reading. Ask: *Can you point to where you start reading? Which way do you go? Which word is the last word?* Point out the question mark. Read the sentence together.

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. Ask: *Where do you start reading on this page? Which is the first word you say? Which is the last word?* For students who need extra support, model pointing to each word as you read. Say: *We always start reading on this side. Then we read the word next to it. Can you see the space between the words? This space tells you where this word ends and the next word starts.*

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.

Which thing was a square? (Literal)

How many rectangles were there? (Inferential)

How does it help to know the shape of something? (Synthesising)

What did you learn about shapes by reading 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 pointed to the words as you read. This helps your eyes to know where to look. This is 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 work with a partner to practise fluent reading, taking turns to read and answer the questions. Encourage students to inflect to indicate the question.

Word work

Phonemic awareness and phonics

Ask the students to point to the word *star*. Ask: *What sound can you hear at the start of star? What letter makes the /s/ sound?* Repeat with the other shape words.

Exploring words

Make word and picture shape cards using the blackline master. Have students match the words to the shapes. Have students use these cards and magnetic letters to make sentences from the book, then read their sentences to a partner.

Writing

Modelled writing

Say: *I am going to write the question “Can you see the book?”* Refer to the book. Ask: *What does a question look like?* Point out the question mark. Say: *This is called a question mark. It tells the reader that the sentence is a question.* Model writing your question for the students.

Independent writing

Have students write questions about shapes in the world, modelling their writing on the sentences in the book and drawing an object of a given shape. Encourage students to refer to the word bank to help with writing shape words.

Sharing and presenting

Have students read their questions to the class for other students to answer. Discuss: *How did you know that this sentence was a question? What did you look at? How did this affect the way you read and thought about the sentence?*

Talk about the pair

After students have read both *What Shape Can You See?* and *Shapes Around Us*, ask: *What did you learn about shapes by reading these books? How does knowing what shape something*

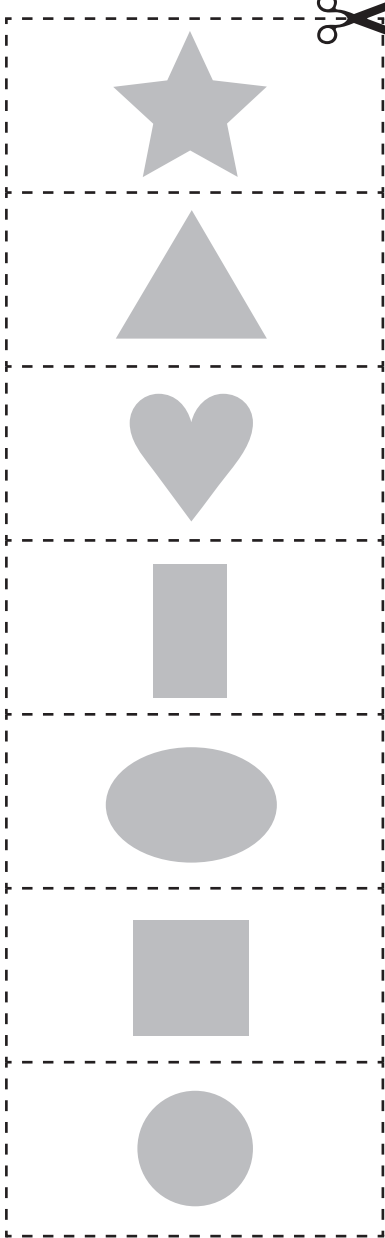
is help you to describe the thing/object to someone else? Have students complete the activity card.

Blackline master

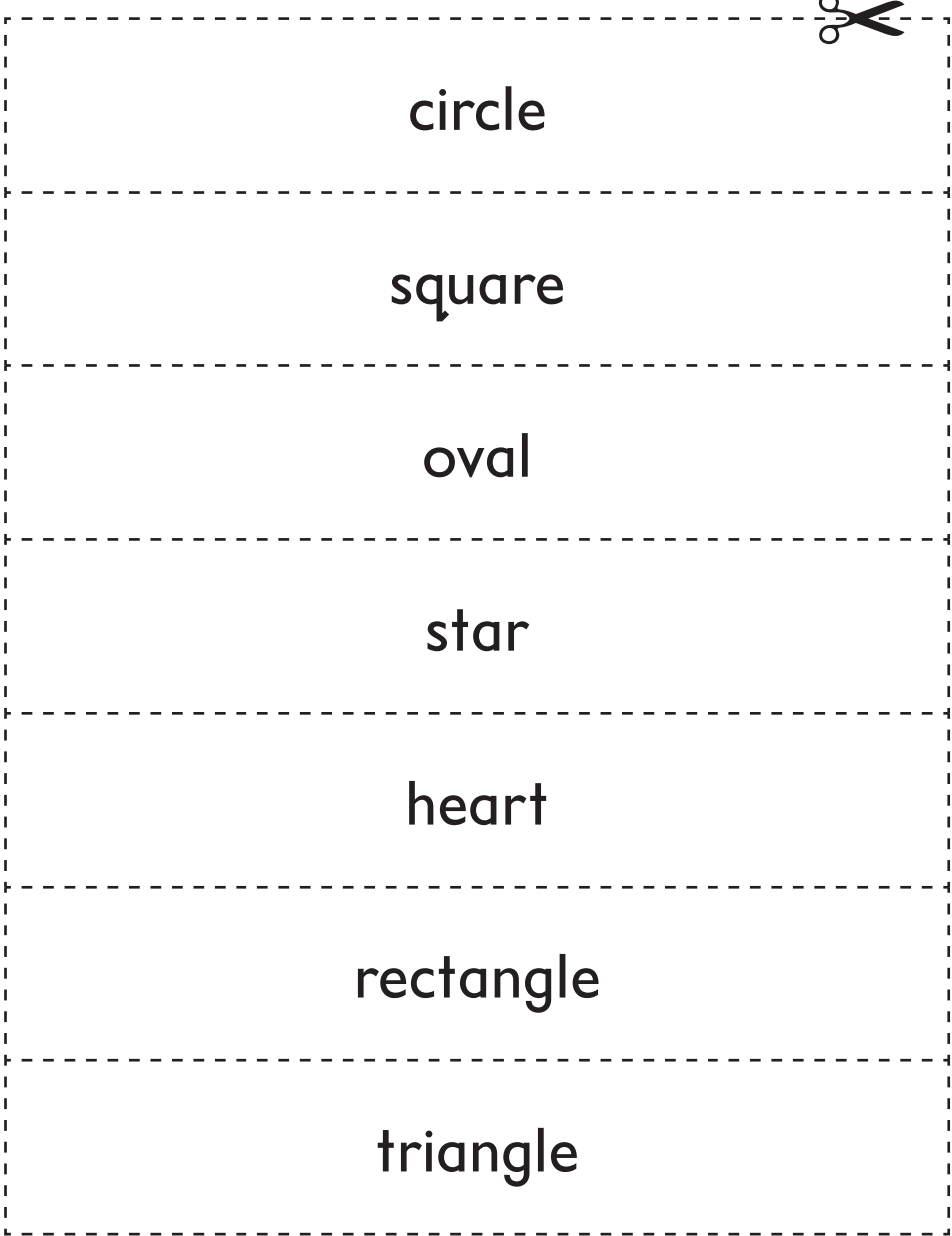
Shapes match-up

Cut out the cards. Match each picture card to a word card.

Picture cards



Word cards



Assessment

- Can the student match the word cards to the picture cards?
- Can the student use the word cards to make and read simple sentences?

Activity card

Shapes all around



Look around you. Draw things that are each shape.

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