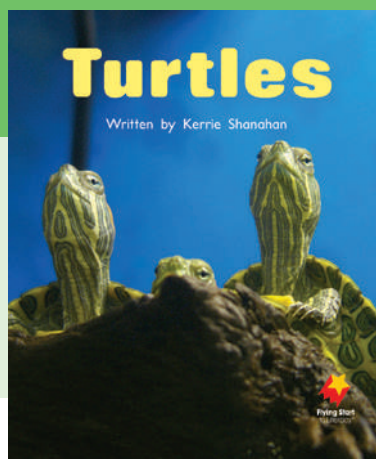


Lesson Plans

**Emergent
reading stage**

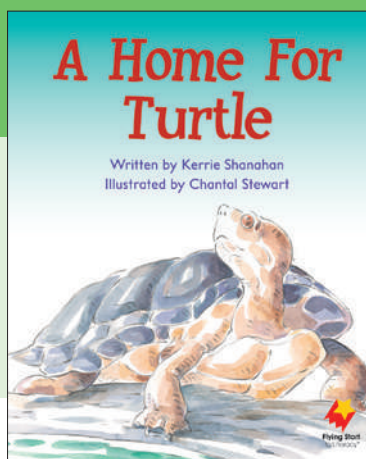
Level 6



This book is about what turtles look like, what they do and what they eat.

Running words: 92

Text type: Report



A boy finds a home for a turtle, ensuring that it has all the things the turtle needs.

Running words: 96

Text type: Narrative

Vocabulary

High-frequency words

a an and can come do for from go got has have I in into is little make must no not of on out puts said saw so the them then they this to too we

Key vocabulary

best catch/es digs eat eggs fish four frogs insect jumped legs log nest park pet pond rest snap spot swam swim turtle under water

Phonics

- Identifying the /w/ sound as in *water*
- Identifying the /p/ sound in initial, middle and final positions as in *park*, *spot* and *snap*

Text features

Turtles
A Home For Turtle

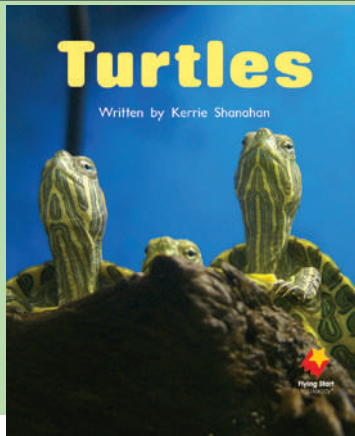
- Index; text supported by photographs
- Use of direct speech; text supported by illustrations

Reading strategies

- Predicting what word will come next
- Cross-checking the picture with what makes sense

Key concepts	Curriculum links
• Turtles are animals that have four legs, live in water and lay eggs. • Turtles live in a habitat that has the things they need to stay alive.	• Science: Living Things • Health: Relationships

Lesson 1 Turtles



Before reading

Getting ready to read

Encourage students to activate their prior knowledge.

Ask: *What is a turtle? What do you know about turtles? Where do they live? What do they eat? What are newborn turtles like?*

★ Have students turn and talk to a partner to generate as much information about turtles as possible, and then report back to the group, sharing the information they have gathered. Record these ideas on a chart.

Vocabulary building

★ As needed, introduce the vocabulary from the book.
Ask: *What words do you think a book about turtles will have in it?*
List these on a chart. Talk about any words that students are unfamiliar with.

Introducing the book

Show the students a copy of the book *Turtles*. Say: *This book tells us about what turtles do and where they live.* Give each student a copy of the book. Have them turn to pages 2 and 3. Say: *Good readers think about which words would sound right as they read.* Read the first two words to the students: *This is ...*. Ask: *What word would sound right as the next word? Yes, “a” sounds right. Let’s check — is “a” the next word? What word would we expect to come next?* Repeat with the next sentence. Say: *When you read the rest of the book, predict what word might come next by thinking about what would make sense.*

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. Check for students who are predicting the word that will come next by using the information on the page.
Ask: *How did you know that word was turtle? What did you think about?* For students who need support, ask: *What word do you think will come next? Does turtle make sense?*

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.
How do turtles make their nests? (Literal)
Why do turtles live near water? (Inferential)
What things does a turtle need to live? (Synthesising)
What other things could the author have told us about turtles? (Critical)

Reviewing reading strategies

Give positive feedback on the problem-solving strategies the students used as they read the book. For example, say: *I noticed that when you got to the word water, you weren’t sure what it said. So you predicted what it could be and then checked that it sounded right and made sense. That’s what good readers do.*

English Language Learner support: *Turtles / A Home For Turtle*

Use the teacher notes on the back of the Vocabulary Starters **Position**, **Pets**, **I Like to...** and **Things I Do** 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

Model reading the first few pages of the book for the students. Say: *I want you to notice how my voice sounds while I am reading.* Discuss your reading with the students, explaining that you read several words at a time (phrasing) and that you read smoothly as if you were talking. Ask students to practise fluent reading with the remainder of the book.

Word work

Phonemic awareness and phonics

Have students turn to pages 10 and 11. Say: *Can you find a word on this page that starts with the letter “w”?* Which letter is making the /w/ sound in water? Ask students to list other words that begin with the /w/ sound.

Exploring words

Provide sentence strips from the book. For example: *This is a turtle.* Have students work with a partner to make these sentences using magnetic letters or letter tiles. When finished, have students read the sentences.

Writing

Modelled writing

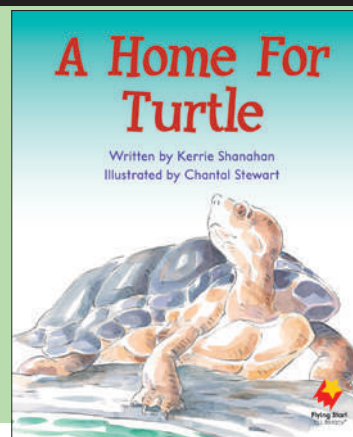
★ Refer to the chart made in the Getting ready to read section. Ask: *What new information did we learn by reading Turtles?* Add students’ suggestions to the chart. Say: *I am going to use this information to write about turtles.* Model writing a simple sentence about turtles, referring to the book and the chart as you write.

Independent writing

Have students write and draw to show what they know about turtles. As needed, supply sentence strips to support students. For example: *This is a _____ .*
Turtles eat _____ .

Sharing and presenting

Discuss what students have learnt from reading the book and doing the activities.



Before reading

Getting ready to read

Encourage students to activate their prior knowledge.

Ask: *Do you have a pet? What do you do to look after your pet?*

★ Allow time for students to talk in small groups about their pets and how they care for them. Ask: *If you had a pet turtle, what do you think it would need? Can we keep turtles at home?*

Vocabulary building

★ As needed, introduce the vocabulary from the book. List words that may be unfamiliar to the students on a chart, e.g. *pond, insect, turtle, swim.* Have students work with a partner, using these words in sentences. Encourage students to use more than one of the words in each sentence.

Introducing the book

Show students a copy of the book *A Home For Turtle*. Say: *This book is about a boy who finds a turtle. He wants to keep it for a pet, but once he thinks of the things a turtle needs, he has to decide what is best for the turtle.* Give each student a copy of the book. Have the students turn to pages 2 and 3. Talk about the reading strategy of cross-checking the picture with what makes sense. Say: *As you read, look at the picture. What is the boy doing?* Continue to turn the pages and talk about the illustrations.

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. Look for students who glance at the picture before or after they read a sentence. This is evidence that they may be cross-checking to make sure that what they read makes sense in the context of the picture. Support students to use this strategy. Say: *Look at the picture. Does pond match the picture?*

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.

Where did the boy take the turtle? (Literal)

Why was the pond the best place for the turtle? (Inferential)

What other places would make a good home for turtles?

(Synthesising)

Would all children do what the boy did to look after the turtle?

(Critical)

Reviewing reading strategies

Give positive feedback on the problem-solving strategies the students used as they read the book. For example, say: *I noticed that you were checking the pictures as you read. 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 read the book to a partner. Focus on expressive reading. Ask: *What would the boy sound like when he said, “Can I have this turtle for a pet?” Can you make your voice sound excited?*

Word work

Phonemic awareness and phonics

Have students work with a partner to find words in the book with the /p/ sound (*park, spot, snap*). Write the words on a chart and underline the position of the /p/ sound. Ask: *What do you notice? What can we say about the /p/ sound?*

Exploring words

Give students the sentence strips and pictures from the blackline master. Have them make the missing words with magnetic letters or letter tiles. Have students read their completed sentences to a partner.

Writing

Modelled writing

★ Say: *I want to write a story about finding another animal at the park. Make a list of animals that you might find, e.g. a frog, a lizard, a bird. Use the book as a model as you write: One day, I saw a frog at the park. “Can I have this frog for a pet?” I said.*

Independent writing

Have students write about finding an animal at the park. Encourage them to use the book as a model.

Sharing and presenting

Have students read their stories to the class.

Talk about the pair

Return to the chart made in the Getting ready to read section of *Turtles*. Ask: *What else can we add to this chart now that we have read both books? Is there anything we need to change*

on the chart? How has reading these books helped us to learn about turtles? Have students complete the activity card.

Blackline master

What did the turtle do?

Use magnetic letters or letter tiles to finish these sentences.



I let _____ turtle _____ .



The turtle jumped _____
_____ pond.



Then the turtle
sat _____ a log _____ the sun.



The turtle got _____ insect
_____ eat.

Assessment

Can the student complete each sentence with words that make sense
and are grammatically correct?

Can the student read each completed sentence fluently?

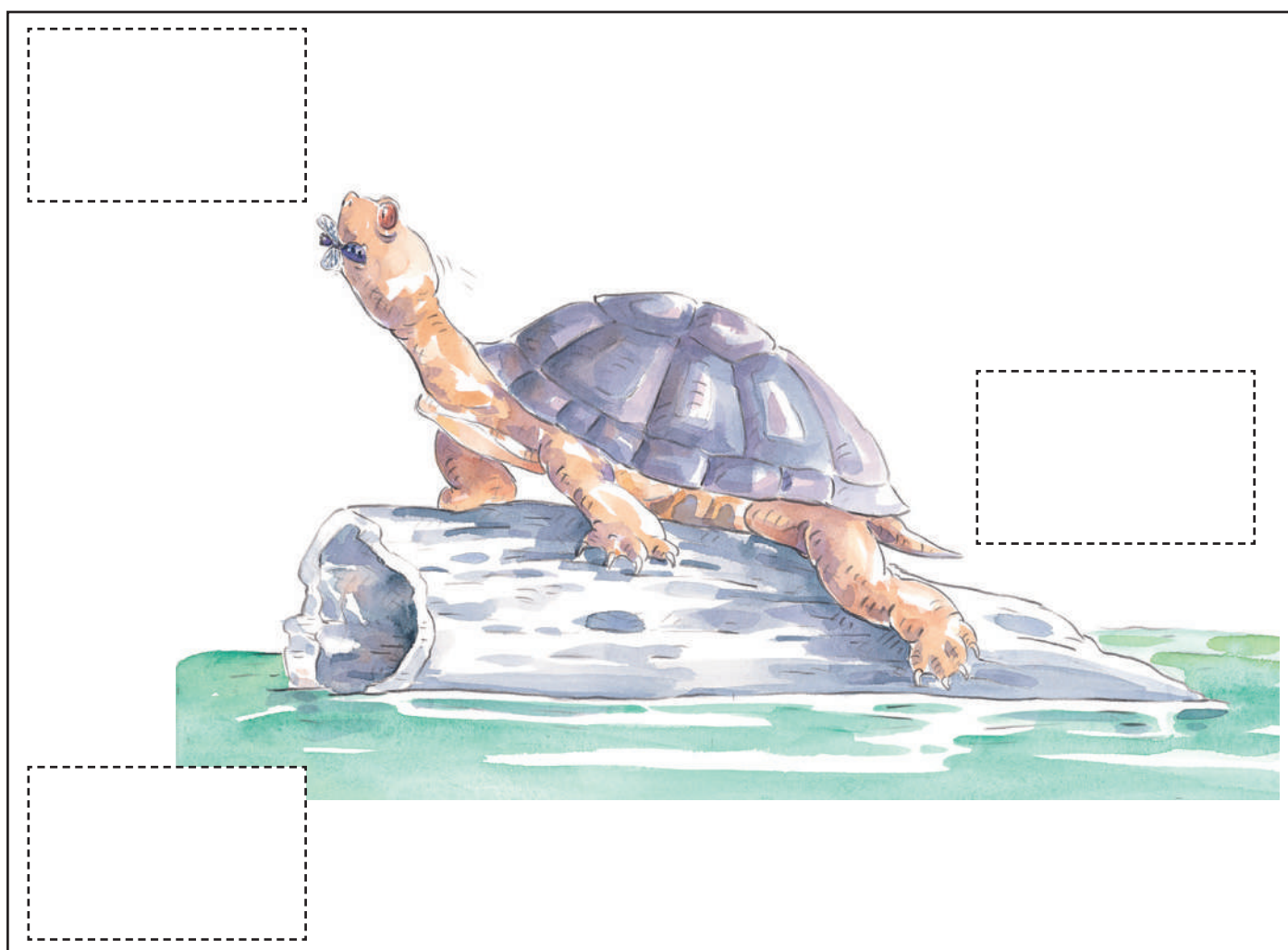
Activity card

A good home



You will need: paper, pencils, glue

Look at the picture. Make labels for each of the things in the picture that make it a good home for a turtle. Cut out your labels and glue them on the picture.



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