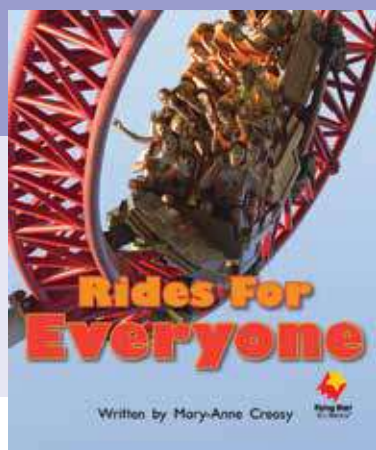


Lesson Plans

Early
reading stage

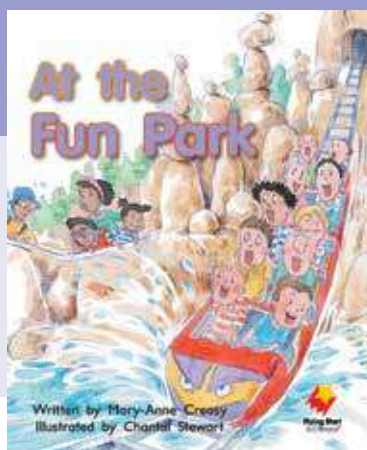
Level 10



In *Rides For Everyone*, all the children like to go on rides at the fun park. Each child explains their reasons for liking their favourite ride.

Running words: 225

Text type: Recount - opinion



In *At the Fun Park*, the family have trouble finding a ride that everyone will like.

Running words: 142

Text type: Narrative

High-frequency words

be big goes into isn't just much one people very were

Key vocabulary

boat bump cars drop fast fun fun park hill horse ride/s upside down screaming slide sister splash stops top water wet

Phonics

- Identifying the final consonant blend /mp/ as in *bump*
- Identifying the long /i/ sound as in *ride*

Text features

Rides For Everyone
At the Fun Park

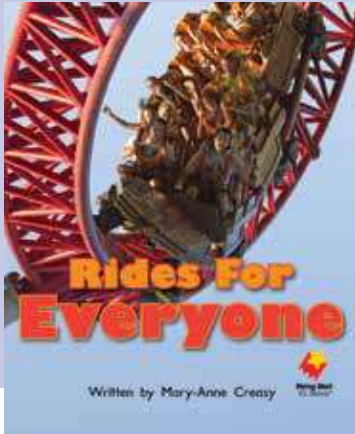
- Section headings
- First-person narrative

Reading strategies

- Self-monitoring
- Making predictions about the characters

ELL support	Key concepts	Curriculum link
- The introduction clearly identifies the issue. - Photographs support and extend the written text. - Illustrations provide support. - The content vocabulary is supported by the context.	- Not everyone likes the same thing. - People have reasons for the things they like and dislike. - People have different fears. - People can help each other to face and overcome their fears.	History: Culture and community

Lesson 1 Rides For Everyone



Before reading

Getting ready to read

Encourage students to activate their prior knowledge. Ask: *Have you ever been to a fun park? What rides were there at this fun park?* List students' suggestions on the board. Talk about which rides on the list that the students would and would not like to go on. Place a tally mark to show which rides students chose. Ask: *Which ride/s would we all go on? Are there any rides that no one would go on?*

★ Show students the photos of each ride in the book. Ask them to turn and talk with a partner about which rides they would like to go on. They could list one thing they would like about each ride and one thing they would not like. Have students share their ideas with the group.

Vocabulary building

★ As needed, introduce the vocabulary from the book. Return to the list made above. Ask: *What does each ride do?* List the words that describe the motion of the ride, e.g. *around and around*. Ask: *Which other rides go around and around? Which ride goes up and down?*

Introducing the book

Give each student a copy of the book. Say: *In this book, six children tell us about the ride they most like to go on at the fun park and what they do on that ride. Every child likes a different ride. But they agree there is one ride they all like. What do you think that ride is?* Say: *While you are reading today, I want you to pay attention when what you read doesn't make sense, or doesn't sound right, or doesn't look right.* Talk about the need to reread and use strategies to fix such problems if they occur.

During reading

As each student reads the text independently, monitor 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 are monitoring themselves as they read, checking that what they read matches the printed word. Give positive feedback when this occurs. For example, say: *You read "I like it when they go bang". Can you check the words? Does bang look right? What else would make sense there?*

After reading

Talking about the book

Ask the 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 in the book. *Which ride did all the children like?* (Literal)
Why do you think the child likes it when the Ferris wheel stops at the top? (Inferential)
Why do fun parks have lots of different rides? (Synthesising)
Do all children like to go to the fun park? Why or why not? (Critical)
Return to the chart made prior to reading. Ask: *Which of these rides were in the book?*

Reviewing reading strategies

Give positive feedback on the reading strategies the students used as they read the book. For example, say: *I noticed that you stopped reading when you made a mistake. What helped you to fix the problem? That's what good readers do.*

Returning to the book

Provide multiple opportunities for the students to reread and interact with the book – with teacher support, with a partner and independently. Choose activities that are appropriate for your students.

Developing fluency

Students could take turns reading a page each in a small group. Encourage them to read fluently. Say: *When you read, try to make your voice sound smooth.*

Word work

Phonemic awareness and phonics

Write *bump* on the board. Ask: *What sounds do you hear at the end of this word? Can you think of other words with the /mp/ blend at the end?* List students' suggestions.

Exploring words

Have the students look through the book to find and list all the words that show how the rides move (adverbs). Ask: *Can you think of any other words that show how something moves?* Add these to the list.

Writing

Modelled writing

★ Ask: *Which ride do you like to go on at the fun park? Why do you like this ride?* Model writing your answers to these questions on the board. Refer to the book as a model as needed.

Independent writing

Have the students write about the ride they most like at the fun park. Encourage them to give personal opinions about why this ride is good to go on.

Sharing and presenting

Discuss students' writing as a class. Why have students chosen different rides? Why do different people like the same ride for different reasons?

Lesson 2 At the Fun Park



Before reading

Getting ready to read

Encourage students to activate their prior knowledge. Ask: *Have you ever been to a fun park? Were there any rides that you were too scared to go on? Why were these rides frightening? Did you overcome your fear? How did you do this?*

★ Show students the cover of *At the Fun Park*. Ask: *Would you go on this ride? Why/why not? Would your mum or dad like to go on this ride? Why/why not?*

Vocabulary building

★ As needed, introduce the vocabulary from the book. Write *screaming* on the board. Ask: *Which rides might we see people doing this on? Why do people scream on rides?* Review adverbs related to how the rides move. List these on the board.

Introducing the book

Give each student a copy of the book. Say: *This book is about when a family goes to the fun park and tries to find a ride that they can all go on together.* Have students read pages 2 to 4. Ask: *Who is in this book? What is the narrator like? What is his sister like? What do you think the sister would say when the family goes to the water slide?* Talk about how thinking about what the characters in a story are like can help you to predict what they might do.

Returning to the book

Provide multiple opportunities for the students to reread and interact with the book – with teacher support, with a partner and independently. Choose activities that are appropriate for your students.

Developing fluency

Have the students work in small groups to practise reading the book fluently and expressively. Each student could take the part of a different character in the book.

Word work

Phonemic awareness and phonics

Write *ride* on the board. Ask: *What sounds can you hear in this word? Which letters are making the long /i/ sound?* Have the students list other words with the i-e pattern. These could be written on a chart shaped like a water slide as a visual prompt. Have the students complete the Blackline master.

Exploring words

Write *screaming* on the board. Ask: *What word would this become if we took the “ing” off the end?* Have the students use both *scream* and *screaming* in sentences. List other words that can have “ing” added to the end, such as *laugh*, *splash* and *bump*.

Writing

Modelled writing

★ Brainstorm ways people can help others to overcome a fear. List the students’ ideas on a concept map.

Independent writing

Have students write about a time when they were scared. How did they overcome this fear? Who helped them?

Sharing and presenting

Have students share their writing with a partner. Ask: *Did you use any of the ideas from our brainstorm when you were writing? How does brainstorming before you write help you to get ideas?*

During reading

As each student reads the text independently, monitor 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. Encourage students to think about the characters’ personalities to support their predictions when reading. Say: *Why did the boy say, “No, I do not like that ride?” What does that tell you about him and how he feels about fast rides? What do you think he would say about going on a fast water slide?*

After reading

Talking about the book

Ask the 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 in the book.

Which ride did the family all go on? (Literal)

Why did the boy offer to hold his mum’s hand on the ride? (Inferential)

Why do people like to go to fun parks as a family? (Synthesising)

Do all people like to go to fun parks? Why might some people not like them? (Critical)

Reviewing reading strategies

Give positive feedback on the reading strategies the students used as they read the book. For example, say: *What can you tell me about the characters in the book? How did thinking about this help you while you were reading? Good readers notice what characters are like and use this to predict what the characters will do or say.*

Talk about the pair

When students have read both books, ask: *What did we learn about people from reading these two books? Does everyone like the same things? Is this a good thing or a bad thing?*

Students could explore this further by completing the Activity card.

Blackline master

Sounds and letters

Finish each word. Read the words to a partner.



sl _ d _



r _ d _



k _ t _



br _ d _



b _ k _



_ c _



f _ r _



d _ c _



m _ c _

Assessment

Can the student complete the words correctly?
Can the student read the words?

Activity card

What do people like?



Fill in the chart.

Things everyone likes to do	Things some people like to do	Things no one likes to do

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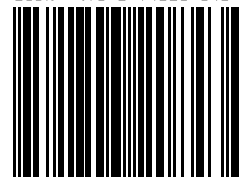
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