

Lesson Plans

Early Emergent
reading stage

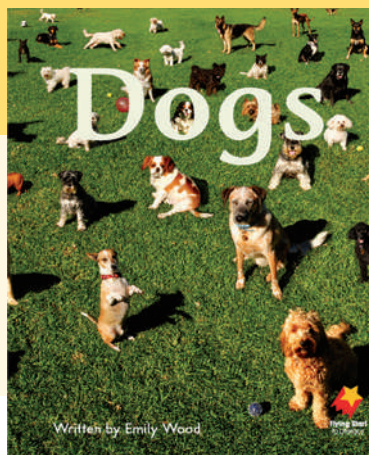
Level 1



Me is about all the things an energetic boy does in his day.

Running words: 21

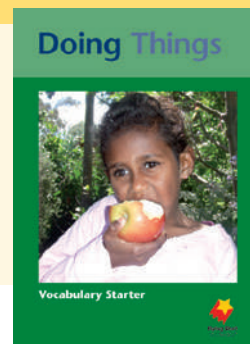
Text type: Recount



Dogs presents a range of dogs as they run, dig, swim and finally collapse into sleep.

Running words: 28

Text type: Report



**Vocabulary
Starter**

Vocabulary

High-frequency words

can I this

Key vocabulary

dig dog drink eat
jump run sleep swim

Phonics

- Initial sound-letter relationships: r, j, s, d, c

Text features

- Caption book: one line of text per double-page spread
- Photographs
- Word bank (page 16)

Reading strategies

- Reading for meaning
- Understanding the concepts of print
(left to right directionality, word by word reading)

Key concepts	Curriculum links
- People and dogs are living things that need food, water, exercise and sleep. - Living things have physical needs. - People enjoy different things.	- History: Personal and family histories - Science: Living things



Before reading

Getting ready to read

Encourage students to activate their prior knowledge. Talk about the things children like to do. Say: *What things can you do?* List these on a chart. Encourage students to answer in complete sentences: *I can run, I can play.* As each student responds, reinforce the vocabulary by asking another student: *Can you run?* Encourage students to respond in the form *I can run.*

Vocabulary building

As needed, introduce the vocabulary from the book. This can be done using the Vocabulary Starter **Doing Things**. Refer to the teacher notes on the back of the Vocabulary Starter for ideas about using this resource.

Introducing the book

Show the students a copy of the book *Me*. Direct them to the front cover. *This book is called Me. In it a boy tells us about some of the things that he can do.* Talk through the book. As you turn the pages, ensure that the students are familiar with what the boy is doing on each page. Ask: *What might the boy tell you here?* Model the form of the text in your response. For example, say: *Yes, he might say "I can run."*

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. Observe one or two students as they read. Monitor students and help them problem solve as they read. Check for students who are matching each word they say with a word on the page (finger pointing).

After reading

Comprehension

Talk about these questions. Encourage students to support their answers by referring to the photographs and the text in the book.

What does the boy tell us he can do? (Literal)

Why does he finish the book by sleeping? (Inferential)

What is this book about? Can you think of one sentence that describes the boy in the book? Example: "This boy likes to play hard until he is very tired." Record the students' responses on a chart. (Synthesising)

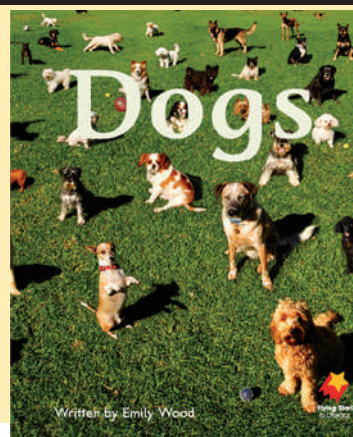
What other things could the author have shown the boy doing? (Critical)

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 made sense of what you were reading by pointing to each word. This is what good readers do.*

ELL Support: *Me/Dogs*

Use the teacher notes *Developing oral vocabulary for English Language Learners* on the back of the Vocabulary Starter **Doing Things** to support ELL students.



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

Ask the students to read the book to a partner.

Encourage them to try to make their reading sound smooth, like talking. Students can read aloud to the group. Provide feedback about the positive things each student demonstrates.

Word work

Phonemic awareness and phonics

Ask students to point to particular words, such as run. *How many letters are in the word “run”? What does run start with? Which letter is making the /r/ sound? What is the last letter? What sound does the “n” make in run?* Students can practise writing the words from the word bank on page 16 with magnetic letters.

Exploring words

Ask students to turn to page 16 and to list the words in the word bank according to their own or set criteria. Example: is fun to do/can be done inside.

Writing

Modelled writing

Make a chart about all the things the students can do. Ask the students to contribute and use their responses to model how we write about our ideas. For example: *Carlos can run really fast. Watch while I write that idea on our chart.*

Independent writing

Provide each student with a copy of the Blackline master (BLM). Make a sentence. Review the words in the word bank. Ask students to write about two of the pictures on the BLM, then to talk about their writing with a partner.

Sharing and presenting

Ask students to talk about one of the following:
What did you learn about children by reading this book?
What did you learn about reading?

Before reading

Getting ready to read

Encourage students to activate their prior knowledge. Talk about dogs. Say: *Can you show me how a dog runs? How does a dog swim? How does a dog eat? Drink? Do you do these things this way? Do all dogs swim this way?*

Vocabulary building

As needed, review the key vocabulary from the book using the Vocabulary Starter **Doing Things**. Refer to the teacher notes on the back of the Vocabulary Starter for ideas about using this resource.

Introducing the book

Show the students a copy of the book *Dogs*. Direct them to the front cover. *This book is called Dogs. It tells us about something each dog can do.* Talk about the dogs on the front cover. *What do you think these dogs might be able to do?* As students respond, model the form of the text. For example, say: *This dog can bark.* Turn through the book. Ask: *What can this dog do?* Model the form of the text in your response. Say: *Yes. This dog can run.* Return to page 2. Point out the new high-frequency word “this”.

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. Observe one or two students as they read. Monitor students and help them problem solve as they read. Check for students who are moving their fingers under the text from left to right.

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. *What can the dogs in the book do?* (Literal)
Why can all dogs do the things in the book? (Inferential)
What is the same about all of the dogs in the book? (Synthesising)
What do you think the author thinks about dogs? Do you agree with her? (Critical)

Reviewing reading strategies

Give positive feedback on the problem-solving strategies the students used as they read the book. For example, say: *You were moving your fingers across the page from left to right. We need to do that to make sense of what we are reading.*

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

Ask students to work independently in small groups to develop a choral reading of *Dogs*. Encourage them to add sound effects. For example, when reading *This dog can swim*, students could shake a drink bottle to create a splashing sound.

Word work

Phonemic awareness and phonics

Turn to the word bank on page 16. *I am thinking of a word that starts with the sound /d/. Can you point to it?* When students have correctly located the word, say: *Can you think of other words that start with this sound?* List these on a chart.

Exploring words

Provide each student with small word cards (I, can, this). *Can you show me “can”?* Repeat with other words. *What letters do you see in “this”?* “Can”? “I”? Ask students to work with a partner to use the cards and the word bank on page 16 to make sentences from the book.

Writing

Modelled writing

Ask the students to share what they know about dogs. Use their responses to model how we write about our ideas. For example: *Everyone said that dogs like digging for things. Watch while I write that idea on our chart.*

Independent writing

Ask students to make their own book called *Dogs*. Brainstorm other activities that dogs might do, then build a word bank to support this.

Sharing and presenting

Ask students to talk about the things they have drawn and written. *How has reading *Dogs* helped you?*

Talk about the pair

After students have read both *Me* and *Dogs*, say:
What did you learn about dogs from these books? What did you learn about children? What do both dogs and children need to eat/run/sleep? How are dogs and children the same?

How are they different? Use a Venn diagram to show what dogs and children have in common. Students can work further with these books by completing the Activity card.

Blackline master

Make a sentence

Use these words to write about two of these pictures.

I
can
this
sleep
swim
drink
dig
jump
eat
run
dog



Assessment

Can the student recognise and use the vocabulary words correctly?
Is the student able to write a sentence?

Activity card

Concentration



Cut out the cards and play a game of concentration. To play, put cards facing down. Take turns to flip two cards over to find a pair. Continue playing until all the pairs are found.



drink	drink	swim	swim
eat	eat	dig	dig
run	run	jump	jump
sleep	sleep	can	can
dog	dog	I	I

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Developed by Eleanor Curtin Publishing

Text: Jenny Feely

Consultant: Susan Hill

Designed by Derek Schneider

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Phone: +61 2 4991 2874 email: info@lioncrest.com.au

www.lioncrest.com.au

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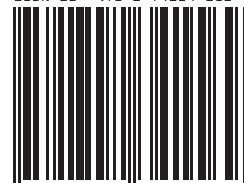
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