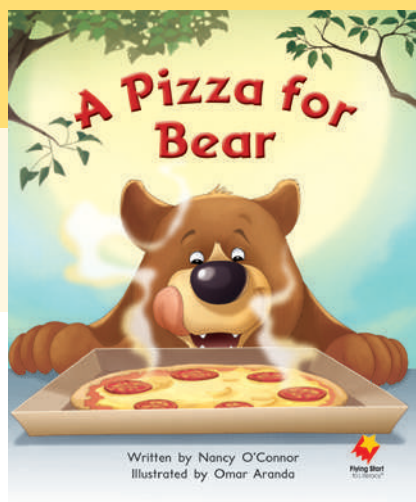


Lesson Plan

Early Emergent
reading stage

Shared Reading



Shared Book



Vocabulary Starter

This delightful rhyming story is about a bear who travels around the woods finding food to eat. One day, Bear smells something new and delicious. He follows the smell to a family campsite. Yum, yum! The campers scurry away! Munch, munch! It's a pizza for Bear!

Vocabulary

Oral vocabulary

ambles crunch drools eats licks runs scampers scratches
slurps sniffs swims

High-frequency words

a and he his the to with

Phonemic awareness

- Rhyming words as in *trees/bees/breeze, to/do, lips/drips, munch/crunch*

Phonics

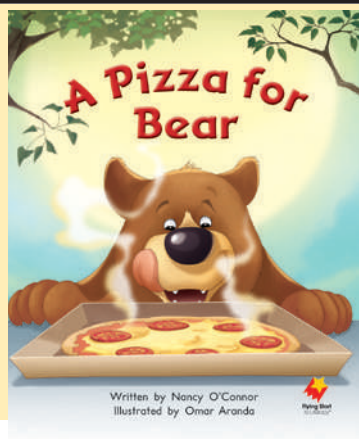
- Identifying the /p/ sound as in *pizza*

Print concepts

- Matching one-to-one correspondence between the written and spoken word

Key concepts	Curriculum link
• We use different actions to do things, e.g. eat, run, sleep, swim. • When camping, be prepared for the unexpected.	• Science: People and the environment

A Pizza for Bear



Introducing the book

Ask: *What do you know about bears?* Discuss.

Hold the shared book *A Pizza for Bear* upside down in front of the students. Say: *We are going to read this book.* Wait for the students to alert you that the book is the wrong way up. Invite a student to put the book up the right way.

Point to the title on the cover of the shared book *A Pizza for Bear*. Say: *This book is called A Pizza for Bear.* Ask: *Do you think a bear would eat a pizza?* Discuss.

Say: *This story is set in a park. In this park, people can go camping. In some parks, there are Rangers who take care of the park, the animals that live there and the people that visit.*

First reading of the book

Read *A Pizza for Bear* to the students with very few stops along the way. Read the text slowly and pause between each section of text to give the students the opportunity to study the illustrations.

After you have read the text, explain the meanings of certain words. For example, on page 4, say: *Amble means to move along slowly without hurrying.*

On page 10, say: *Drools means that something is so delicious that it makes your mouth water.*

Second reading of the book

Read the book a second time. On this second reading, use a pointer to point to each word, as you read it. This will help to reinforce one-to-one correspondence between the written and spoken word. Ask different students to hold the pointer with you as you read.

Invite the students to join in as you read. For example, on pages 12 and 13, say: *Let's all read these pages. I'll read it first and then we will all read together.* Read the words slowly, as you point to each one.

After reading, ask a student to retell the story. Ask: *Who can tell me what happened in this story?* Prompt students, if necessary, by turning the pages to match their words, as they describe what happened in the story.

Talking about the book

Invite students to respond to the book and to talk about their thinking.

Ask: *What different foods did Bear eat in the story? Why did the campers run away when Bear arrived at their campsite? Do you think this story could actually happen? Why? What would you do if Bear came to your campsite?*

Doing Things



ELL support

Support students by providing information about bears. Say: *Bears live in forests and eat a lot of different foods. They eat both plants and meat. Some of their favourite foods are berries and honey. Bears do some of the things that people do – they eat, sleep, run and swim.* Use the *Flying Start to Literacy Vocabulary Starter Doing Things* to discuss the things that people do. Show and talk about the labelled photographs.

Returning to the book

Return to the book on multiple occasions, inviting the students to join in. Encourage them to take increasing responsibility for reading the text to themselves. Select the focus for subsequent lessons based on your students' strengths and needs.

Phonemic awareness

Reread some of the pages to highlight words that rhyme. For example, turn to pages 2 and 3 and say: *I am going to read these pages again. When you hear two words that have the same sound at the end, raise your hand.*

Read the pages and ask the students to say the rhyming words – *trees* and *bees*. Say: *Yes, you're right, the words trees and bees have the same sound at the end. These words rhyme.*

Repeat, where appropriate, on other pages of the book.

Phonics

Write the word *pizza* on a chart. Say: *This is the word pizza. Who would like to count the letters in this word?* Invite a student to count each letter. Ask: *What sound can you hear at the start of this word? Let's all say the /p/ sound.*

Ask a student to draw a circle around the first letter. Say: *The first letter of this word is the letter "p". In this word "p" makes the /p/ sound.* Ask a student to find the word *pizza* on the front cover of *A Pizza for Bear*.

Explore other words such as students' names and common objects (paint, pillow, puppy, picture, etc.) that begin with the letter "p".

Extending oral language

Choose some of the more uncommon words that have been used in the book (e.g. page 3 – *slurps*; page 4 – *ambles*; page 10 – *gleam*, *drools*; page 14 – *gasps*; page 16 – *scampers*) to examine further. Explain what each word means and invite the students to act out the words. For example, say: *It says that "Bear slurps honey." Slurps means to make a loud, sucking noise while you drink or eat something. Let's all pretend to be Bear slurping honey.*

Fluency

Read the book again, focusing on the rhythm of the text, created by short sentences and the use of rhyming words. Say: *Listen as I read. How is my voice different from my speaking voice?*

Print concepts

Model one-to-one correspondence between the written and spoken word. Turn to pages 4 and 5. Say: *I will circle the first word on the page.* Use a pointer to circle the first word – *Bear*. Ask: *Who would like to show me another word on the page?* Invite a student to use a finger or a pointer to circle another word on the page. Repeat a few times.

Ask: *How many words can you see on these pages?* Use a pointer to count each word (10 words). Say: *Watch and listen as I read this page once more. Every time I say a word I will point to that word on the page.* Read the text slowly and use the pointer to point to each word as you say it.

Writing – Modelled

Say: *I am going to write a sentence about something that Bear might do at the end of the day. What do you think he might do?* Draw out that Bear might go to sleep at the end of a busy day. Say: *Yes, I am going to write the sentence: Bear sleeps.*

Think aloud as you write to demonstrate the decisions you make. For example, say: *The first word I am going to write in this sentence is the word bear. It begins with the letter "b". I need a capital "b" because it is the start of a sentence. Now, I will leave a space before I write the word sleep. It begins with the letter "s".*

Optional retelling activity

There is an optional retelling activity on the inside back cover of each shared book in the *Flying Start to Literacy* Shared Reading Collection. It is designed to help students remember what they have read. It helps them to focus on the main ideas, events, settings and characters to reinforce the students' comprehension.

Activity card

Bear and me

You will need: crayons

Draw pictures in the boxes.



Bear runs.

I run.



Bear eats.

I eat.

Flying Start to Literacy Lesson Plans *A Pizza for Bear* © 2016-2018 EC Licensing Pty Ltd.

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