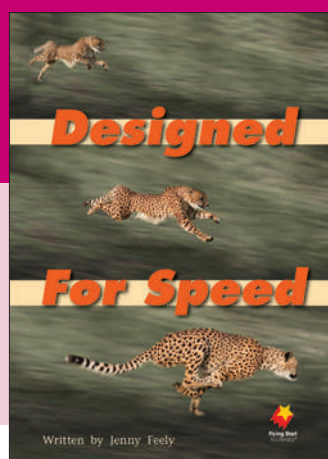


Lesson Plans

Fluent
reading stage

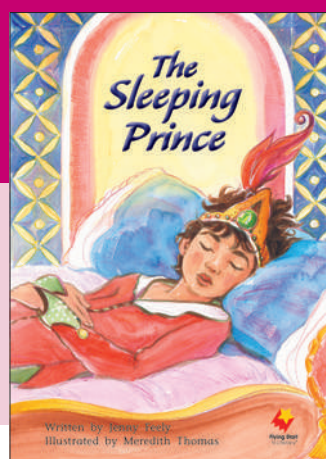
Level 22



Designed for Speed explains why sailfish, cheetahs and peregrine falcons are the fastest animals in water, on land and in the air.

Running words: 668

Text type: Explanation



When the prince falls into a deep sleep, it is the speed of a sailfish, a cheetah and a peregrine falcon that help to save him.

Running words: 722

Text type: Narrative – fairy tale

Content vocabulary

bill body shape cheetah communicate cure designed direction dive energy fastest hunt journey king kingdom muscles pearl peregrine falcon prey prince sailfish school sight sleek speed stretch

Phonics

- Identifying the long /e/ sound represented in words such as *speed*, *reach*
- Decoding the suffix “est”

Text features

Designed For Speed

- Chapters with headings and sub-headings
- Coloured photographs with captions
- Summary chart

The Sleeping Prince

- Contents page
- Chapters with headings
- A note from the author

Reading strategies

- Decoding multisyllabic words
- Using illustrations and text to make inferences about the setting

ELL support	Key concepts	Curriculum links
• Introduction and conclusion state and restate the concepts. • Headings and sub-headings signal content. • Photographs with captions and illustrations support the text.	• Some animals can move very fast. • Fast animals have features that facilitate their quick movement. • Fairy tales contain magical characters and events.	• Science: Biological sciences – Living things • English: Literature – myths and legends

Lesson 1 Designed For Speed



Before reading

Getting ready to read

Encourage students to activate their prior knowledge.

Ask: *What animal do you think is the fastest animal on Earth?*

List students' predictions. Ask: *Do you think the fastest animal would be a land animal, a sea animal or an animal that can fly?*

Discuss.

★ Show students pictures of a cheetah, a sailfish and a peregrine falcon. Say: *Why do you think these animals are fast?* Draw out that an animal's movement is related to its body shape.

Vocabulary building

★ Discuss the meaning of the term *designed*. Draw out that it means that the way something is made is done for a particular purpose or reason. Ask: *What does the phrase designed for speed mean?* Discuss.

Introducing the book

Give each student a copy of the book and have them read the title and the contents page. Ask: *How has the author organised the information? What animals has the author included?*

Have students prepare for reading by thinking and talking about the book with support. Ask: *How does it help animals to be fast? Which animal are you most looking forward to finding out about? Why?*

During reading

Ask each student to read the text independently. Monitor students as they read and support them where appropriate.

If necessary, ask them to stop reading and remind them to use the reading strategies you are focused on. Say:

Try breaking bigger words into syllables when decoding them, e.g. co/mmu/ni/cate.

After reading

Talking about the book

Ask 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.

What do sailfish do to communicate with each other? (Literal)

How does it help animals to be fast? (Inferential)

Do all animals need to be fast? Explain. (Synthesising)

Did the author do a good job of explaining why the three animals are so fast? What other information could have helped? (Critical)

Reviewing reading strategies

Encourage students to identify what they did to help themselves as readers. Say: *I liked the way you broke bigger words into smaller chunks or syllables when you were trying to decode them. That is a good strategy.*

Returning to the book

Provide multiple opportunities for 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 students read the book aloud with a partner, taking turns to read a page each, focusing on keeping their voices smooth and not jerky.

Word work

Phonics

Write the words *speed*, *sleek*, *eat* and *beak* on the board. Say: *These words have the long /e/ sound. Look at the ways this sound is represented.* Have students search through the book to find other examples. Add these to the list.

Exploring words

Have students turn to page 11 and read the last sentence of the first paragraph. Ask: *Which word tells you how the gazelle jumps? (high) Which word tells you how it changes direction? (quickly).* Repeat for page 7 with *easily* and *quickly*. Say: *These words give extra information about the action.* Model examples on the board (e.g. *won easily*, *ran slowly*, *smiled briefly*). Students can work further with adverbs by completing the Blackline master provided.

Writing

★ Choose an animal from the summary chart on page 24. Model how to write an explanation as to why this animal is fast (e.g. The lion is a very fast land animal. It can run 96 km/hour. The lion is fast because it has very strong muscles in its legs that help it to push off the ground. The lion needs to be fast so it can catch its prey.)

Have students choose an animal from the book to write about, answering this question: *Which animal fascinates you the most and why?* Encourage students to revise and edit their writing before typing it on a computer.

Sharing and presenting

Have students take turns sharing their writing. Keep a tally of the animals chosen by students. Which animal do the students think is the most fascinating?

Lesson 2 The Sleeping Prince



Before reading

Getting ready to read

Encourage students to activate their prior knowledge. Ask: *If you were writing a fairy tale about a prince who falls into a deep sleep, how would you solve this problem? How would the prince be saved?* Have students share ideas with a partner before discussing with the whole group.

★ Discuss with students what a fairy tale is and talk about examples that students might know. Have students retell well-known fairy tales. Ask: *What do fairy tales often have in common?*

Vocabulary building

★ As needed, ask: *What words might be in a fairytale called The Sleeping Prince?* Make a list (e.g. *king, kingdom, castle, cure*) and discuss with students.

Introducing the book

Give each student a copy of the book and have them read the title and the contents page. Ask: *Where is this story set? What type of story do you think it is? What makes you think this?*

Have students prepare for reading by thinking and talking about the book with your support. Have students browse through the book. Ask: *What things do you already know about this story?*

During reading

Ask each student to read the text independently. Monitor students as they read and support them where appropriate. If necessary, ask them to stop reading and remind them to use the reading strategies you are focused on. Ask: *What do the pictures and the story tell you so far about where and when this story is set?*

After reading

Talking about the book

Ask 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.

What three things did Mira collect to help the prince? (Literal)

Why did the wise men and women laugh at Mira's idea?
(Inferential)

How would you describe Mira? Do you think she is wise?
(Synthesising)

Why might the author have chosen Mira to be an old woman?

How might the story have been different if she was a younger woman? (Critical)

Reviewing reading strategies

Encourage students to identify what they did to help themselves as readers. Say: *I like the way you worked out the setting of the story by looking at the pictures and hearing the words in the text. Knowing what type of story you are reading helps you to understand it.*

Returning to the book

Provide multiple opportunities for 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 students read the story with a partner, each taking turns to read a page. Say: *When you are reading direct speech, try to make your voice smooth, not jerky, and try to sound like you think the character would sound.*

Word work

Phonics

Write and say the word *tallest*. Ask: *What letters make the /est/ sound?* Ask the students to work in pairs and scan the book to look for other words that have “est” (e.g. *oldest, greatest, fastest*) Say: “est” is a suffix.

Exploring words

Explore suffixes further. Write the word *great* on the board. Ask: *What endings can we add to this word? (greater, greatest)* Ask: *How does each ending change the meaning?* Have pairs of students find words in the story that have endings added to a root word (e.g. *faster, oldest, tallest, laughed, reached*). Make a list of these words.

Writing

★ Discuss with students how people like to thank each other for things they do. Ask: *Do you think the king would like to thank Mira?* Model writing the letter that the king might write, e.g.
Dear Mira,
Thank you for saving my son's life. As a reward, I would like you to become my personal adviser. You and your animals are welcome at the castle any time.
Regards,
Your Majesty the King

Have students write a story about another time the king needed Mira and her animals to help him.

Sharing and presenting

Have students work in small groups to act out *The Sleeping Prince* or a story written by a student.

Talk about the pair

Ask: *What did you learn about fast animals by reading these books? How were fast animals helpful to Mira and the prince? What other speedy animals would you like to know more about?*

Have students work further with the books by completing the Activity card provided.

Blackline master

The need for speed

Fill each gap with a word that gives extra information about how each animal moves. Draw a picture of each animal. Use information from the book to label the features that help the animal to move fast.

The sailfish can swim _____ through the water.	
Cheetahs push _____ off the land with their strong legs.	
Peregrine falcons dive _____ through the air to catch their prey.	

Assessment

Can the student choose appropriate adverbs to complete sentences?

Can the student use information from a text to add labels to a picture?

Activity card

Fast facts



1. Cut out the fact cards.
2. Join with two other players, shuffle all your cards and place them in a pile.
3. Choose which animal you would rather be: a sailfish, a cheetah or a peregrine falcon.
4. Take turns picking up a card. If the fact matches your animal, keep the card. If it doesn't, put it at the bottom of the pile.
5. The winner is the first player to collect 10 fact cards about their animal.

Sailfish facts	Cheetah facts	Peregrine falcon facts
I am the fastest animal in water.	I am the fastest land animal.	I am faster than any other animal.
I have a long, pointed bill.	I can reach my top speed in less than three seconds.	I have excellent eyesight that helps me to see my prey.
I can communicate by changing colour.	I have a long, light body with strong muscles.	When I dive, I tuck in my wings, legs and tail.
I often hunt in a group.	I trip my prey over with my front paw.	I have extra eyelids to stop dust getting in my eyes when I fly.
I fold my top fin down so I can go even faster.	When I run, I stretch out my front legs and push off with my back legs.	My beak stops air from rushing into my body when I am diving.

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Developed by Eleanor Curtin Publishing

Text: Kerrie Shanahan
Consultants: Susan Hill and Jenny Feely
Designed by Derek Schneider
Printed in China through Colorcraft Ltd, Hong Kong
Distributed in Australia & New Zealand by Lioncrest Education
Phone: +61 2 4991 2874 email: info@lioncrest.com.au
www.lioncrest.com.au

Distributed in Ireland by Carroll Education
Phone: +353 1 413 7230 email: info@carrolleducation.ie
www.carrolleducation.ie/ecom

www.flying-start-to-literacy.com.au
www.ecpublishing.com.au

ISBN: 978-1-76017-627-3



9 781760 176273