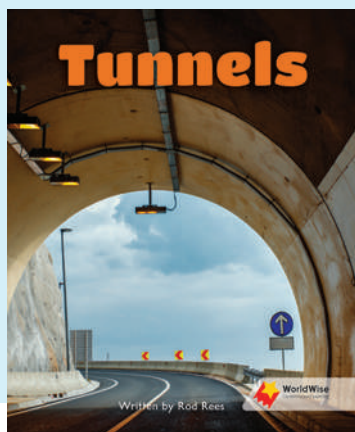


Lesson Plan

**Early Fluent
reading stage
Levels 17–18**



Tunnels reports on different types of tunnels, what they are made of and where and why they are built.

Running words: 461

Informative text type:
Report

Science Curriculum links

Australia

- **CS (ACSSU018)** Everyday materials can be physically changed in a variety of ways
- **UIS (ACSHE022)** People use science in their daily lives, including when caring for their environment and living things

New Zealand

- **MW:** The uses of common materials and their observed properties
- **NS:** Linking science to daily living

Key concepts

- People have been building tunnels for a very long time.
- Tunnels can be used for different things.
- Many people use tunnels to walk through or travel through by train, car, bus or motorcycle.

Content vocabulary

built, buses, carriages, cars, coal, diamonds, electricity, gold, hand tools, machines, miners, mines, mining, mountain, passage, power station, railway, signals, traffic, trains, trucks, tunnels, underground, underwater

Text features

- Chapters with headings and subheadings
- Diagrams
- Glossary

Reading strategy

- Using the glossary to solve unknown words

Before reading

Introducing the book

Activate students' prior knowledge. Ask: *What is a tunnel? What are tunnels used for?* Invite students to talk with a partner and then share their ideas with the group.

Provide each student with a copy of *Tunnels*. Say: *This book is called Tunnels. It is about different types of tunnels, and the different things that tunnels can be used for.* Have students browse through the book, looking at the chapter headings and photographs.

Building vocabulary

Ask: *What words or phrases might be in a book about tunnels?* Have students talk to a partner, then share with the group. List the words on a chart and invite students to make suggestions about what each word means. Where appropriate, have the students add a drawing (for example, a picture or a symbol) to the words on the chart to make the meaning clear.

Discuss each word as you list them on the chart. If necessary, introduce the content vocabulary and add these words to the list.

Introducing the reading strategy

Say: *Good readers use the features of the books to help them make sense of the information.* Ask: *Which part of the book would you use if you weren't sure what a word meant?* Have students find the glossary in the book. Ask: *How do you know which words are in the glossary?* Discuss and draw out that glossary words are in bold.

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 strategy you are focused on. Encourage students to use the glossary to clarify the meaning of challenging words. For example, you could stop students and ask: *Are you sure about the meaning of that word? Let's check the glossary and see what it says.* Support students in identifying the word in the glossary and reading the meaning. Explain that the words are listed in alphabetical order.

After reading

Talking about the book

Have students 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 text in the book.

What vehicles can travel through tunnels? What is a mine? (Literal)

Why are tunnels so important in a city? How have tunnels changed over time? (Inferential)

What tunnels have you been in? Why did you go in that tunnel? (Applied)

Reviewing the reading strategy

Give positive feedback on the reading strategy the students used as they read the book. Say: *You are great at using the glossary. Well done! This helps you to fully understand the book.*

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.

Speaking and listening

Have students work in a group of three and each choose a chapter to become an “expert” on. Each student rereads their chapter and they then take turns telling the other students the main information in the chapter.

Encourage students to use positive body language when they listen to each other. Say: *Sit still and look at the speaker.*

Vocabulary

Say: *There are words in this book that tell us where something is or where something goes. These words are called positional words and they tell us the position of things. An example of this is the word “under”. Invite students to use the word *under* in a sentence.*

Have students work with a partner to find words in the book that describe the position of something (such as *through, under, underground, underwater, on, in, around* and *top*). As pairs share their words, write them on a chart. Ask: *What other position words could we add to our list?* (For example, *above, behind, over, next to, inside* and *outside*.)

Phonological awareness

Say: *Talk with your partner about the sounds you hear in the word “light” (/l/, long /i/, /t/).* Invite pairs to share their thinking and discuss. Repeat with the word *sign* (/s/, long /i/, /n/).

Discuss and draw out that both words have the long /i/ sound. Talk about the letters that represent this sound in both words (“igh” in *light*, and “i” in *sign*).

Phonics

Write the words *drive, light* and *kind* on a chart. Ask: *What do these words have in common?* Discuss and draw out that they all have the long /i/ sound and that the long /i/ sound can be represented in a variety of ways. Have the students work with a partner to find other words with a long /i/ sound in the book (such as *sign, guide* and *mines*). List students’ suggestions on the chart. Ask: *What letter groups can make the long /i/ sound?*

Writing

Shared writing

Ask: *What sort of tunnel will we write about?* Discuss with the group and come to an agreement. For example, you could write about railway tunnels.

Say: *Let’s use the information in the book and our own knowledge to write a report about railway tunnels. What do we know about railway tunnels?* Discuss as a group.

Have students contribute ideas about both the content and writing conventions. For example, you could ask: *How will I begin our report? What information will I write about first? How will I finish?*

As you write, share the pen with the students by inviting them to write known high-frequency words onto the chart, as required.

Independent writing

Have students choose a tunnel discussed in the book to write about. Have them talk with a partner about their chosen tunnel before they begin to write.

Encourage students to check their information in the book.

Say: *When you have finished your writing, add a diagram or an illustration.*

Sharing and presenting

Compile students’ writing into a book and share with the group.

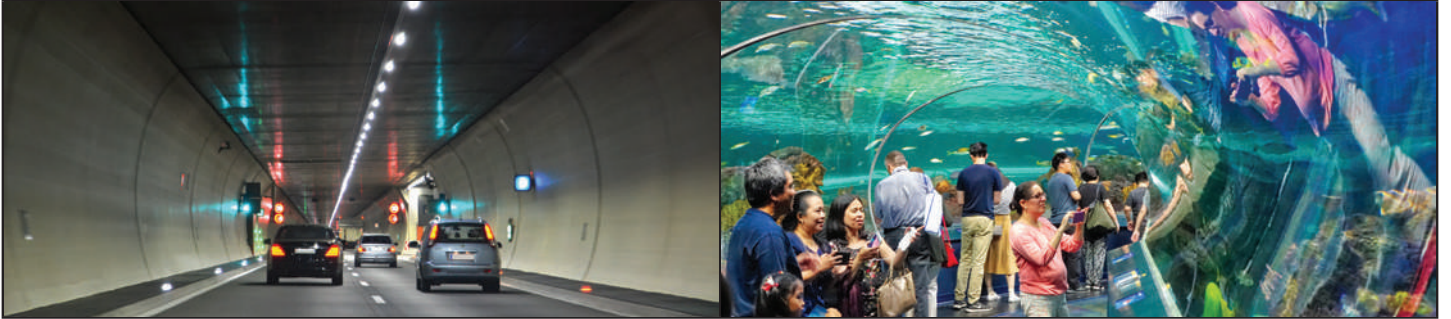
Say: *We have learnt a lot about tunnels. What surprised you the most?* Use students’ responses to scribe a list of facts about tunnels onto a chart.

Blackline Master: Same and Different

Name: _____

Look closely at these two tunnels. How are they the same?

In what ways are they different?



Fill in the chart.

[illegible]

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