

Lesson Plans

Early Emergent
reading stage

Level 2



In *What Did You Do?* a range of children tell the reader about what they did at different places. The book incorporates vocabulary previously used in the books *Getting Around* and *Animals on the Farm*.

Running words: 56

Text type: Recount



In *Going Places* a range of children go to places with different relatives. The book revisits vocabulary used in the books *Hide and Seek* and *My Birthday*.

Running words: 64

Text type: Recount



Vocabulary Starter

Vocabulary

High-frequency words

a at I my on the to
went with

Key vocabulary

beach boat brother bus car
cow farm father grandma
grandpa horse mother park
pool school shop sister
slide swing train zoo

Phonics

- /b/ as in bus, boat, beach
- /p/ as in pool, park, grandpa

Text features

- Caption book: two or three lines of text per double-page spread
- Photographs
- Word bank (page 16)

Reading strategies

- Checking on oneself when reading – crosschecking for information.
- Predicting the meaning of words by looking at the letters

Key concepts	Curriculum links
• People like to go to a range of places with their friends and family. • At each place different activities are available.	• Geography • Health and physical education

Lesson 1 What Did You Do?



Before reading

Getting ready to read

Encourage students to activate their prior knowledge. Show students the Vocabulary Starter **Places I Go**. Focus on the picture of the pool. Ask: *What is this? What might you do at a pool?* Encourage students to talk about what is happening in each picture.

Vocabulary building

As needed, introduce the vocabulary from the book. This can be done using the Vocabulary Starters **Places I Go**, **Movers** and **My Family**. Refer to the teacher notes on the back of the Vocabulary Starters for ideas about using these resources.

Introduce the book

Show the students a copy of the book *What Did You Do?* Turn to the title page. Ask: *Where is the boy in the first picture. What might he say to the question, "What did you do?"* Repeat with the other pictures. Try to draw out responses that model the form of the text in the book. Say: *I went on a... at the...* Turn to page 2. Ask: *What might this book say to the question "What did you do at the pool?"* Focus on the phrases "I went on a..." and "at the..." Ask: *Can you show me the word "went"? What does "went" start with? How many letters does "went" have?*

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. Check for students who can predict the meaning of words by looking at some letters. Example: sees "s" and predicts "slide".

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 did the boy go on at the shops? (Literal)
Where might the boy be going to on the bus? Why do schools use buses? (Inferential)
What is the same about all of the things that the children went on? (Synthesising)
What does the author want you to think about? (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 when you got stuck, you remembered to look at the photo and the first letter of the word. That was good reading.*

ELL Support: *What Did You Do?/Going Places*

Use the teacher notes *Developing oral vocabulary for English Language Learners* on the back of the Vocabulary Starters **Places I Go**, **Movers** and **My Family** 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 students to read the book in small groups. Students take turns to be the reader as the other students act out the book. The students then swap roles. Encourage the students to read in a clear, loud voice.

Word work

Phonemic awareness and phonics

Focus on the sound /b/ as in boat. Have students sit side by side to find the words from the book that start with “b”. Have the students draw pictures of a range of things that start with /b/ sound. Display these on a chart.

Exploring words

Provide word cards made from the BLM. Lay the cards out in front of the students. *Can you find “went”?* When students have found the word “went” ask: *Can you give me a sentence with “went” in it?* Focus on the letters in the word.

Writing

Modelled writing

Use the photographs of the beach from the book. Ask the students to talk about going to the beach with their families. Say: *I’m going to write, “We have such a good time at the beach because …” What could I write next?*

Independent writing

Provide the students with the sentence starter: *I went on the ____ at the ____*. Have them use the Vocabulary Starters **Movers** and **Places I Go** as support.

Sharing and presenting

Have students talk about what they have written on their cards with the group.

Going Places



Before reading

Getting ready to read

Encourage students to activate their prior knowledge. Talk about places that you like to visit. Say: *Tell me some places you have been with your mother or father*. Encourage students to respond in complete sentences and in the form of the book. Example: *I went to the park. I went with my cousins*. On a chart, list the places the students have been and who they went with.

Vocabulary building

As needed, introduce the vocabulary from the book. This can be done using the Vocabulary Starters **My Family** and **Places I Go**. Refer to the teacher notes on the back of the Vocabulary Starters for ideas about using these resources.

Introducing the book

Show the students a copy of the book *Going Places*. Say: *This book tells us about some places different children go with people in their family*. Turn through the book. For each double-page spread ask: *Where have these people been? Who did they go with?* Focus on the text. Ask: *What do you think this girl will tell us? Can you see the word “went”? What about “with”?* Encourage the students to look at the difference between the two words. Discuss the need to keep checking the page to see that what they read matches what is on the page.

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

Students can work with a partner to practise reading the book. Have the students discuss what fluent reading should sound like. Ask the students to give each other feedback.

Word work

Phonemic awareness and phonics

Ask: *Can you find me some things in the book that start with a /p/ sound?* Show students how to articulate the sound correctly (e.g. unvoiced, with a gentle explosion of breath from closed lips). List other words that start with the sound. Discuss the letter “p” used to represent the sound.

Exploring words

Provide cards made from the Blackline master (BLM). Encourage students to match the pictures and words. Discuss how students might remember each word (look at the first letter, notice the double “o” in pool and zoo).

Writing

Modelled writing

Refer to the chart to select a place that the students have all been to. Invite them to share their ideas about that place. Model how we write about ideas. For example, say: *I’m going to write, “There are lots of fun things to do at the shopping centre.”*

Independent writing

Ask the students to choose a place from the book to draw and write about. Encourage the students to use the Vocabulary starter **Movers** as a support.

Sharing and presenting

Students could read their strip books to a partner. Say: *What have you learned about reading today?*

During reading

Ask each student to read the text independently. Monitor the students as they read and support them where appropriate. If necessary, remind them to use the reading strategies you are focused on. Check for students who are checking the information on the page against what they are reading. For example, does the student notice that he/she has run out of words (finger pointing and reading do not match)? Does the student notice that he/she can hear sounds in the word and check that the letters in the word match the sounds?

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.
Where did the child go with his/her grandpa? (Literal)
Why did the children in the book always go with another person? (Inferential)
Why do people like to go places with other people? (Synthesising)
Do all children get to go places with their family? (Critical)

Reviewing reading strategies

Give positive feedback on the problem-solving strategies the students used as they read the book. For example, say: *You noticed when the words you said and the words in the book didn’t match.*

Talk about the pair

Review both books. Ask: *What do we know about the places in these books? What can you do at the pool? Who might you go there with? What other things could you do at this place? Who else might you go there with?*

Have students work in cooperative groups to make a model of one of the places in the book. Models could be made using playdough. Students could also use toy figures, farm animals and toy vehicles. Encourage students to write labels and to talk about what is shown in their model.

Blackline master

Where did you go?

Make a strip book. Use words from the word bank to make a sentence.
Cut out the sentences and staple to make a book.

farm		
shop		
pool		
zoo		
school		
park		
beach		
I		
went		
to		
the		

Assessment

Check for students who can match a word with the appropriate picture.
Check for students who can read the word without the support of a picture.

Activity card

Going places



You will need: magazines, scissors, pencils, paper, glue.

1. Find a photograph of a place you would like to go.
2. Cut out the photograph.
3. Talk to a partner about what you would do at that place if you went there.
4. Draw yourself doing this thing.
5. Cut out the photograph and glue it onto your picture.
6. Write about what you are doing.



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Flying Start
to Literacy



ELEANOR CURTAIN
PUBLISHING

Developed by Eleanor Curtain Publishing

Text: Jenny Feely
Consultant: Susan Hill
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/com

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

ISBN-13: 978-1-74234-163-7



9 781742 341637