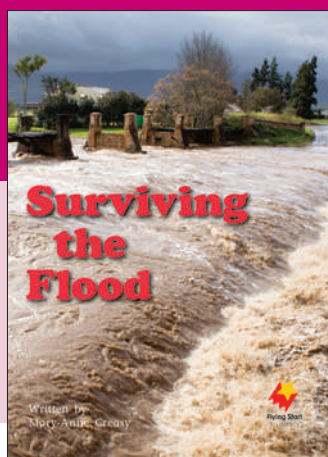


Lesson Plans

**Fluent
reading stage**

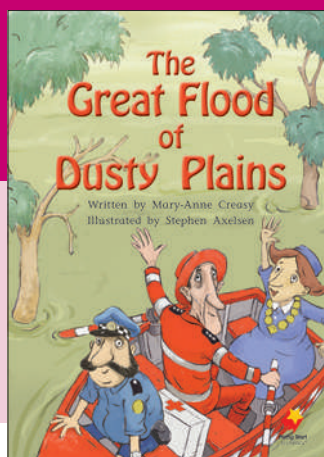
Level 20



Surviving the Flood recounts events before, during and after a flood. It also describes different types of floods.

Running words: 677

Text type: Recount



It never rains in Dusty Plains, or so the residents think! Luckily, the town's safety officer is ready when a flood hits.

Running words: 722

Text type: Narrative

Content vocabulary

fast floods flash floods floodwaters overflows predicted prepare riverbanks safekeeping slow-moving floods surviving floods victim volunteered

Phonics

- Identifying the short /u/ sound made by "oo" as in flood
- Identifying the short /e/ sound made by "ea" as in ready

Text features

Surviving the Flood

**The Great Flood
of Dusty Plains**

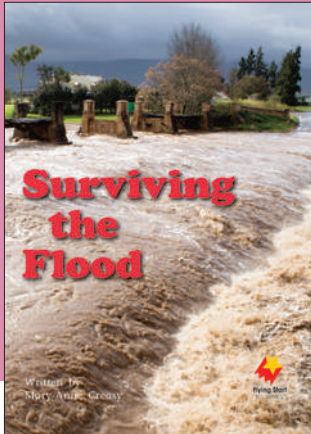
- Contents page
- Chapters with headings and sub-headings
- Preface
- Contents page
- Chapters with headings
- A note from the author

Reading strategies

- Asking questions
- Reading fluently, attending to punctuation and line breaks

ELL support	Key concepts	Curriculum link
• Full-colour photographs and illustrations support the text. • Headings and sub-headings signal content.	• There are different types of floods. • People can prepare for floods to help keep themselves and their belongings safe. • There is a lot of cleaning up to do after a flood.	• Science: Earth and space sciences

Lesson 1 Surviving the Flood



Before reading

Getting ready to read

Encourage students to activate their prior knowledge. Ask: *What is a flood? What damage can a flood cause? What can people do to prepare for floods?* Provide time for students to share their experiences (if any) of floods.

★ Show students pictures of floods using an interactive whiteboard. Say: *A flood happens when it rains heavily or for long periods. The water in rivers, lakes and dams overflows and runs into places that are usually dry.*

Vocabulary building

★ Ask small groups of students to make a list of words they predict might be in a book about floods. Have groups share their words. List these and discuss their meanings.

Introducing the book

Give each student a copy of the book and have them read the title and the contents page. Ask: *What sort of information might be in each chapter?* List students' ideas on a chart with three columns – before, during and after the flood.

Have students prepare for reading by thinking and talking about the book with your support. Ask: *Do you think this book is based on real events? Why do you think this?*

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. Encourage students to ask questions about the content of what they have just read.

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.

Why did the family have to throw out their food? (Literal)

Why did the family have time to move their belongings and get to higher ground? (Inferential)

What things would you take to higher ground if a flood were coming towards your home? (Synthesising)

What extra information do the photos add to this book? (Critical)

Reviewing reading strategies

Encourage students to identify what they did to help themselves as readers. Say: *I like the way you ask questions about what you have read. This helps to clarify what you know and what you don't know. Well done!*

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 to another class or group of students in the school. Remind them to focus on reading fluently. Say: *Read smoothly through line breaks and pause at full stops and commas.*

Word work

Phonics

Write the word *flood* on the board and underline the double “oo”. Ask: *What sound do these letters make? What letter more commonly makes this sound?* List some examples (e.g. *cup, puppy, jump*). Reinforce that double “oo” is an uncommon way for this sound to be represented.

Exploring words

Return to the list of words created during “Vocabulary building”. Ask: *Were these words in the book?* Have students find other “flood words” in the book to add to the list. Discuss the meanings of these words. Have students explore these words further by completing the Blackline master provided.

Writing

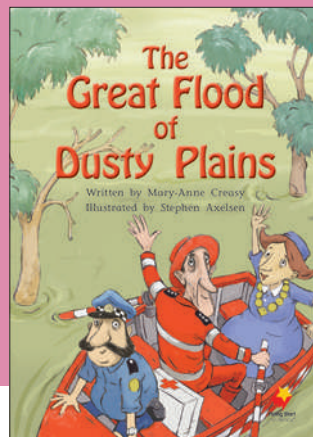
★ Use the structure from the book (before, during and after) to model the writing of a recount about an experience you have been involved in. It could be a disaster, such as a flood or fire, or a happy event, such as a concert, sporting event, wedding, party or other celebration.

Brainstorm a list of events that students could write a personal recount about (e.g. school camp, a sleepover, a birthday party, a family holiday, buying a new pet, a sports game). Have students choose a topic and then write their recount. Encourage them to use the structure (before, during, after) used by the author of *Surviving the Flood*.

Sharing and presenting

Have students record their recounts on audio-recording devices. Play back the recordings to the group.

Lesson 2 The Great Flood of Dusty Plains



Before reading

Getting ready to read

Encourage students to activate their prior knowledge.

Ask: *What things would you save if a flood were coming towards your town?* Have students talk with a partner about this before discussing with the whole group.

★ Support students by explaining that, if it doesn't rain in a place for a long time, it becomes very dry. Say: *Sometimes, this is called a drought. When it does finally rain, it can be very heavy and this can cause a flood.*

Vocabulary building

★ Support students by discussing the characters in the book. Say: *The book we are going to read is set in a small, outback town. Three of the characters in the book are Ron the safety officer, the mayor and the police chief. What roles might these people do?* Discuss.

Introducing the book

Give each student a copy of the book and have them read the title and the contents page. Have students browse through the book, taking note of the illustrations and chapter headings. Discuss and make predictions.

Ask: *Where is the story set? Who are the main characters?*

Have students prepare for reading by thinking and talking about the book with your support. Ask: *What problem might arise because of a flood?*

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. If students are not reading fluently, say: *Try to make your voice smooth. When you see a comma or full stop, pause. This will help you to read fluently.*

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 objects belonging to the town did Ron save? (Literal)

Why didn't anybody in the town, except for Ron, expect a flood? (Inferential)

Could this story be based on a real story? Give reasons for your answer. (Synthesising)

Why do you think the author chose "Dusty Plains" as the name of the town in the story? (Critical)

Reviewing reading strategies

Encourage students to identify what they did to help themselves as readers. Say: *You read fluently. You took notice of punctuation and you read smoothly through line breaks. Well done!*

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 with a partner, taking turns to read a page each. Remind students to use expression when reading direct speech. Say: *Try to make your voice sound the way the character would sound.*

Word work

Phonics

Write the phrase "Ron was always ready" on the board. Ask students to underline the letters that make the short /e/ sound ("ea" in *ready*). Ask: *Do the letters "ea" together usually make this sound? What is the more common sound they make?* Draw out that it is more common for "ea" to make the long /e/ sound as in *meat, heat, repeat*.

Exploring words

Revise compound words. Have pairs of students look through the book to find and list joined compound words (*earthquake, bushfire, townspeople, grandfather*), then separated compound words (*safety officer, police chief*) and hyphenated compound words (*prize-winning, first-aid*).

Writing

★ Ask: *What other emergencies might Ron be involved in?* List ideas (e.g. Ron saves the town from a bushfire by spotting smoke in the distance and calling in firefighters from the neighbouring town to help. Ron predicts that a huge storm is on the way and ties down everything that might blow away.) Model writing a narrative using an idea from a list.

Students can use the setting and characters from the book to write a narrative about Ron, choosing an idea from the list.

Sharing and presenting

Have students take turns to read their narratives.

Talk about the pair

Refer back to the chart begun during "Introducing the book" for Lesson 1. Read the information and ask: *What new information can we add to this chart?* List students'

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

Blackline master

A flood of words

1. Choose a word from the word bank to write next to each definition.
2. Write each word in a sentence to show you know what it means.

Word bank

flash flood	volunteer	flood victim	slow-moving flood
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Flood word	Definition – what the word means	Example – write the word in a sentence
	A person who helps others without getting paid for their work	
	A flood that happens when it rains suddenly and heavily, and the drains can't cope with all the water	
	A flood that happens slowly when it rains for many days or weeks	
	A person who has been affected by a flood	

Assessment

Does the student understand the meaning of content words?

Can the student use the word in a sentence in the correct context?

Activity card

Think, draw, write



Draw a picture and write a sentence in each box to show what might happen before, during and after a flood.

Before the flood	
During the flood	
After the flood	

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