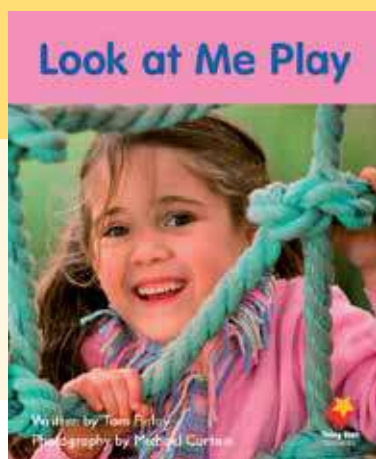


Lesson Plans

Early Emergent
reading stage

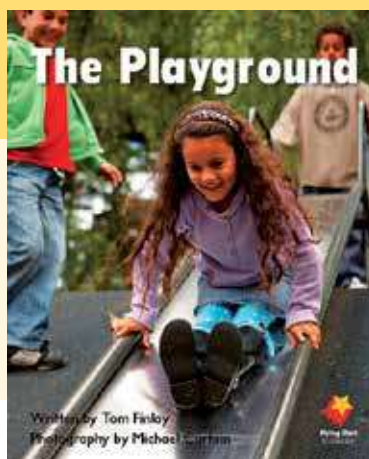
Level 2



Look at Me Play is about a girl who enjoys playing at the playground. When she is there she plays on many different things.

Running words: 63

Text type: Recount



The Playground is about a range of different children who describe what they like to play on when they go to the playground.

Running words: 50

Text type: Recount



Vocabulary Starter

Vocabulary

High-frequency words

at I like look me on
the to we

Key vocabulary

bars bridge play
ropes slide swing tree

Phonics

- Identifying the /s/ sound as in swing
- Identifying the /r/ sound as in ropes

Text features

- Return sweep
- Photographs
- Photographic word bank

Reading strategies

- Self-monitoring
- Using pictures to help decode the text

Key concepts	Curriculum links
- Playgrounds are community places that many children like to visit. - Play is an important activity for children.	- History: Personal and family histories - Health and physical education

Lesson 1 Look at Me Play



Before reading

Getting ready to read

Encourage students to activate their prior knowledge. Show the students a picture of children playing at a playground.

Ask: *What things are the children playing on?* Ask students to turn and talk with a partner about the things they like to do when they go to a playground. Students could draw a picture of what they like to do at the playground then talk to their partner about what they have drawn. Encourage students to model the form of the text. Example: *I like to play on the slide..*

Vocabulary building

As needed, introduce the vocabulary from the book. This can be done using the Vocabulary Starter **Playground**.

Refer to the teacher notes on the back of the Vocabulary Starter for ideas on how to use this resource.

Introducing the book

Show the students a copy of the book *Look at Me Play*. Have students look at the front cover. Ask: *What words do you know in the title?* Say: *This book is called Look at Me Play. It is about a girl who likes playing on many different things at the playground.* Suggest that students look at pages 2 and 3. *What is the girl playing on?* Model the form of the text in your response. Example: *Yes, she is on the swing. She might say, "I like to play on the swing."* Continue talking through the book.

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 are self-monitoring their reading. Do they notice when the words said do not match the words on the page?

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 things did the girl like playing on at the playground? (Literal)
Why does this girl like going to the playground? (Inferential)
What other things might this girl like to do at a playground? (Synthesising)
Do all children like going to playgrounds? Explain. Are all playgrounds like this one? (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 how you made what you said match the author's words. That's what good readers do.

ELL Support: *Look at Me Play/The Playground*

Use the teacher notes *Developing oral vocabulary for English Language Learners* on the back of the Vocabulary Starter **Playground** 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

In groups, students can use construction materials to make a stick puppet and models of the playground equipment mentioned in the book. Have them use their puppet and play equipment to act out the book as they read.

Word work

Phonemic awareness and phonics

Ask students to browse through the book and find words that have the /s/ sound in them. Make a list of these on a chart. Underline the letters in each word that make the /s/ sound (e.g. swing, slide, bars, ropes). Ask: *What other words can we add to this list?*

Exploring words

Ask students to work out how many times each of the high-frequency words (look, at, me, I, like, to, on, the) appears in the book.

Writing

Modelled writing

Ask the students to talk about what they like doing at the playground. Use their responses to model how we write about our ideas. For example, say: *Everyone likes to play at the playground. One of the best things to do is to play on the slide. Watch while I write these ideas on our chart.*

Independent writing

Brainstorm a list of other activities that the students like to do at a playground. Suggest that they use this list and the word bank on page 16 to make a book about going to a playground.

Sharing and presenting

Encourage students to talk with a partner about one of the following:

What are your favourite things to do at a playground?

In what ways are you like the girl in the book? How are you different?

Before reading

Getting ready to read

Encourage students to activate their prior knowledge.

Talk about going to the playground. *When you go to a playground with your friends what things do you like to do?* Make a list of the students' responses.

Vocabulary building

As needed, introduce the vocabulary from the book. This can be done using the Vocabulary Starter **Playground**.

Refer to the teacher notes on the back of the Vocabulary Starter for ideas on how to use this resource.

Introducing the book

Show the students a copy of the book *The Playground*. Say: *This book is called The Playground. It is about the things that different children do with their friends when they visit a playground. Talk through the book. What are the children playing on here? What might they say? Model the form of the text in your response. Example: Yes, they are on the swing. They might say, "We play on the swing."*

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

In small groups, students can use hand puppets as they read the book. Ask groups to practise and then perform to an audience. Encourage students to put on character voices. Give positive feedback. Example: *I like the way your puppet read the book. It sounded like the puppet was really saying the words.*

Word work

Phonemic awareness and phonics

Write the word “ropes” on a chart. Ask: *What sound can you hear at the start of the word “ropes”?* Ask a student to underline the letter that makes the /r/ sound in ropes. Write the word “bridge” on the chart. Ask: *What letter makes the /r/ sound in this word?* Ask a student to underline it.

Exploring words

Provide students with word cards from the text (I, we, look, at, me, like, to, play, on, the, swing, tree, slide, bars, bridge, ropes). Have them use the cards to create sentences.

Writing

Modelled writing

Ask the students to talk about how to stay safe at the playground. Say: *We are going to think of some rules that will keep us safe. I’m going to write these rules on the chart.*

Independent writing

Have the students write about what they do at the playground using the sentence starter: *We play on the _____*. Provide the word bank on page 16 for support.

Sharing and presenting

Read the class playground book to the students. *How is our book similar to The Playground? How is it different?*

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 are using the pictures to help them with their reading. Are students glancing at the pictures as they read to help them decode the text?

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 things do the children in this book do at the playground? (Literal)
Are the children having fun? What makes you think this? (Inferential)
What things do you like doing at playgrounds? Do you like similar things to the children in this book? (Synthesising)
Do all children like to play at the playground with their friends?
Do you only have fun at a playground if you are with friends?
Explain. (Critical)

Reviewing reading strategies

Give positive feedback on the problem-solving strategies the students used as they read the book. For example, say: *You are using the photographs to help you read. Say: That’s what good reads do.*

Talk about the pair

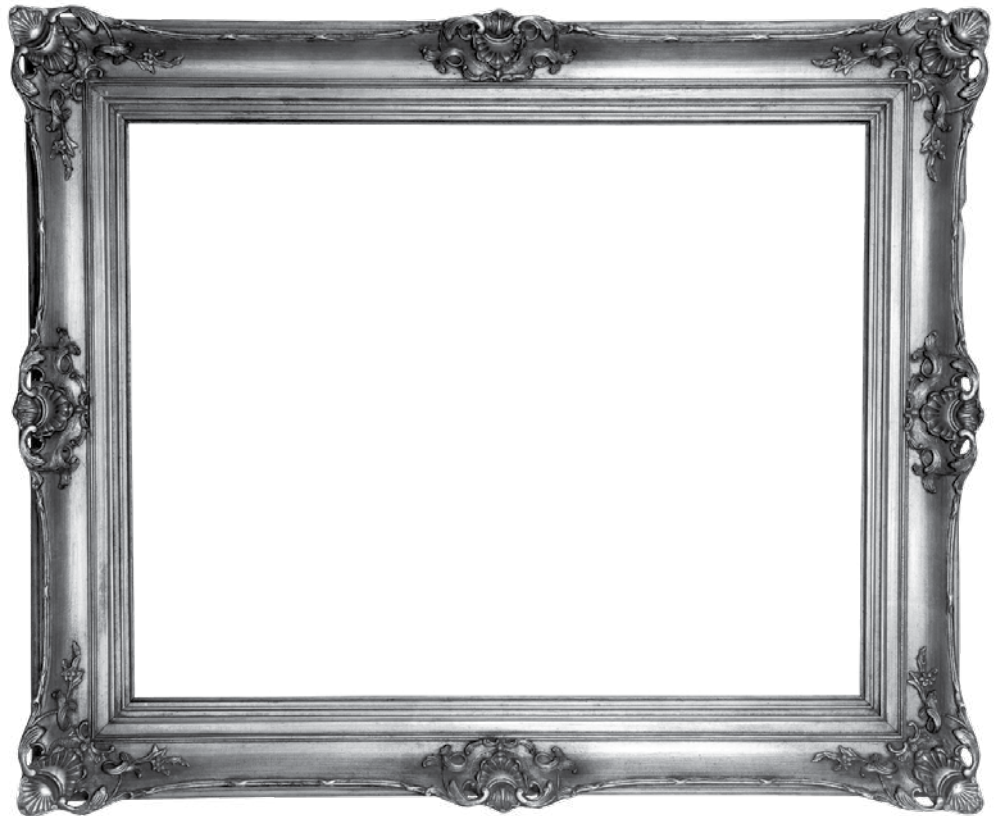
After students have read both *Look at Me Play* and *The Playground*, ask: *Why do children go to playgrounds? What things do they like doing there?* Have students turn and talk about this question with a partner.

In small groups students can design a playground that they think would be fun to play on. Groups can draw their playground on a large sheet of paper. Suggest that students label their playground using the displayed Vocabulary Starter. Groups can talk to the class about their finished playgrounds.

Blackline master

Put yourself in the picture

Draw yourself playing at a playground. Use the word bank on page 16 of both *Look at Me Play* and *The Playground* to write about your picture.



Assessment

Can the student relate personal experiences to the text?
Can the student write a sentence?

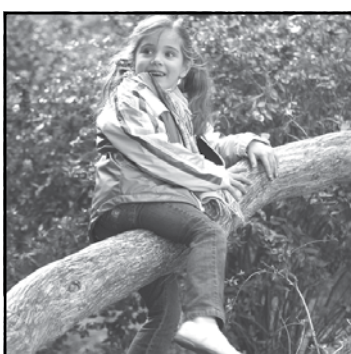
Activity card

Playing favourites



Write the numbers 1 to 6 on the dotted line under each box, with 1 being your favourite playground activity and 6 being your least favourite playground activity. Share your rankings with a small group.













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