

Lesson Plans

Early Emergent
reading stage

Level 2

At the Shop



Written by Tom Finlay
Photography by Michael Curtain

At the Shop is about a boy and his dad who go on a shopping trip. They have fun buying a range of items from the shop.

Running words: 49

Text type: Recount

Things I Like

Written by Isabella Rivas
Photography by Michael Curtain



In *Things I Like* a boy prepares a meal for a friend. He sets the table with the things he likes to eat and drink.

Running words: 49

Text type: Procedure

Shopping



Vocabulary Starter

Vocabulary Starter

Vocabulary

High-frequency words

at got I like some the we

Key vocabulary

bread cheese flowers grapes
pizza sausages shop water

Phonics

- Identifying the /w/ sound and then identifying the letter-sound as in water
- Identifying the /f/ sound and then identifying the letter-sound as in flowers

Text features

- Cumulative graphic on each spread
- Photographs
- Word bank (page 16)

Reading strategies

- Using meaning when reading
- Understanding the storyline throughout the reading of the book

Key concepts	Curriculum links
• Food is part of our lives. • Food can be bought from shops. • Different people have different foods that they like and dislike.	• Geography • History: Personal and family histories

At the Shop



Written by Tom Finlay
Photography by Michael Curtain



Before reading

Getting ready to read

Encourage students to activate their prior knowledge. Talk about going shopping. Encourage students to talk about where they like to go shopping and what they like to buy. Ask: *Do you go to the shops? What do you like to buy?* Make a list of students' responses on the board.

Vocabulary building

As needed, introduce the vocabulary from the book. This can be done using the Vocabulary Starter **Shopping**. Refer to the teacher notes on the back of the Vocabulary Starter for ideas about how to use this resource.

Introducing the book

Show the students a copy of the book *At the Shop*. Encourage students to look at the front cover. Say: *This book is called At the Shop. It is about a boy and his dad who go shopping.* Ask: *What things might they buy?* Talk through the book. Ask: *What did they buy here?* Model the form of the text in your response. Example: *Yes, they got some bread.* They might say, *"We got some bread at the shop."*

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 reading for meaning. Are they reading the words and checking that they makes sense? Say: *Did that make sense?*

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 boy and his dad buy? (Literal)
Did the boy enjoy the shopping trip? What makes you think this? (Inferential)
What sort of shop did they go to? What other things are available to buy here? (Synthesising)
What other things could the boy and his dad have bought at the shop? (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 you were asking yourself, "Does this make sense?" That's what good readers do.*

ELL Support: At the Shop/Things I Like

Use the teacher notes *Developing oral vocabulary for English Language Learners* on the back of the Vocabulary Starter **Shopping** 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 the students to read the text to a partner. Encourage them to read the whole sentence fluently. Say: *Can you read the sentence all at once? Can you make it sound like you are talking?*

Word work

Phonemic awareness and phonics

Ask: *What words in the book have the /w/ sound in them?* List these on a chart. *What other words have the /w/ sound?* Add these to the list. Play a shopping game where each person takes a turn to go shopping and buys something that starts with the /w/ sound. They say “I went to the shop and I bought a wig, a watermelon and a wand.”

Exploring words

Students can use the word bank on page 16 to write a shopping list. Have students use their shopping lists to role-play a trip to the shops where they purchase the goods on their list.

Writing

Modelled writing

Talk to the students about what they would include if they were planning a special meal. Build on the students’ ideas to make a list of what they would need to buy at the shop (water, flowers, napkins, etc.). Ask the students to watch as you write the group’s ideas on a chart.

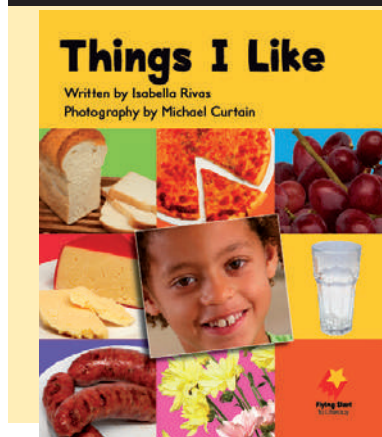
Independent writing

Ask the students to write their own shopping lists for a special meal, using the word bank on page 16 for support if necessary.

Sharing and presenting

Encourage students to talk to a partner about their shopping bags and the sentences they have written.

Lesson 2 Things I Like



Before reading

Getting ready to read

Encourage students to activate their prior knowledge. Ask students to turn and talk to a partner about things they like to eat. Discuss students’ responses. Provide students with a paper plate and ask them to draw five things that they like to eat on their plate. Students can then talk about what they have drawn on their plates. Encourage students to model the form of the text in their response, e.g. “I like...”

Vocabulary building

As needed, introduce the vocabulary from the book. This can be done using the Vocabulary Starter **Shopping**. Refer to the teacher notes on the back of the Vocabulary Starter for ideas to use this resource.

Introducing the book

Show the students a copy of the book *Things I Like*. Say: *This book is about a boy who is preparing a meal. He gets all the things he likes and creates a yummy feast.* Direct students to pages 2 and 3. Ask: *What is the boy getting here?* Model the form of the text in your response. Example: *Yes, he is getting bread. He might say, “I like bread. I got some bread.”* Continue talking through the book in this manner.

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

Suggest that students work with a partner. One student reads all the sentences in the book that start with, “I like...” The other student reads the sentences that start with “We got some...” Encourage students to read with fluency. Say: *Can you read the words like you are saying them to each other?*

Word work

Phonemic awareness and phonics

Direct the students to pages 14 and 15. Ask: *What word in the text has the /f/ sound in it? What other words have this sound?* List these on a chart. Ask students to draw five things that have the /f/ sound in them. Talk about the students’ drawings and add any new words to the list.

Exploring words

Ask students to identify high-frequency words in the text. Ask: *Which word says “like”? What letter does “like” start with? Can you show me the word “we”? How did you know that word said “we”? Well done. I like the way you are remembering these words.*

Writing

Modelled writing

Invite students to write about their favourite foods. Before they start writing, ask students why they like these foods. For example, say: *I like apples because they are crunchy.* Make a list of students’ responses on a chart.

Independent writing

Refer students to pages 14 and 15. Say: *The boy prepared the table with all the things that he likes. What things are on his table? What would you put on your table?* Ask the students to draw a table that is set with things they like.

Sharing and presenting

Encourage students to talk about their finished writing. *How is your table similar to the boy’s table? 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 able to hold the message in their heads as they read. Ask: *What did the boy get? What does he like? What things has the boy got so far?*

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 boy get? What did he do with the things that he got?* (Literal)
What do you think the boy and his friend will do next? (Inferential)
Summarise what the boy in the book did. Why did he choose the things he did? (Synthesising)
If you wrote a book like this one would you have the same food? Why? Why not? (Critical)

Reviewing reading strategies

Give positive feedback on the problem-solving strategies the students used as they read the book. Say: *You kept thinking about what you were reading all the way through the book.*

Talk about the pair

What things would you need to do if you were going to create a yummy lunch for a friend? Students can turn and talk about this with a partner. List their responses on a chart.

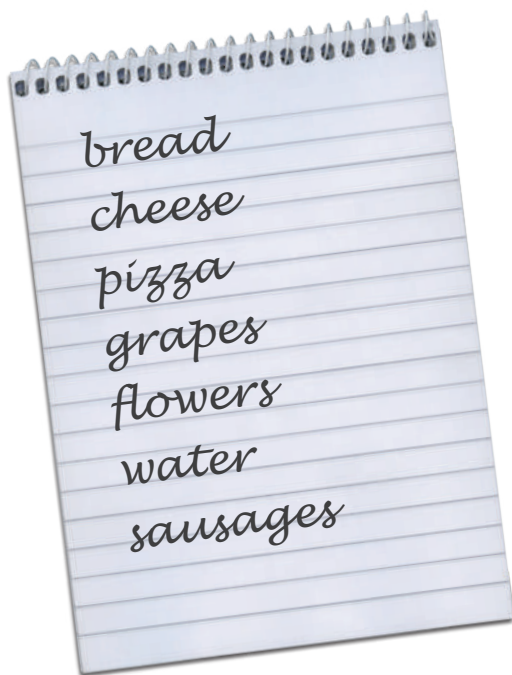
Suggest that students work in pairs to create a step-by-step list of the things they would need to do to make a yummy lunch for a friend. Students can work further with these books by completing the Activity card.

Blackline master

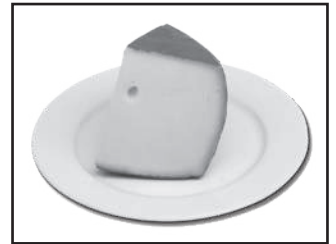
My shopping list

Use words from the word bank below to fill in the blanks. Label the pictures.

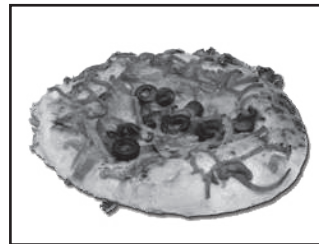
At the shop we got some



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Assessment

Can the student identify key vocabulary?

Can the student match words to pictures?

Activity card

Tic Tac Toe

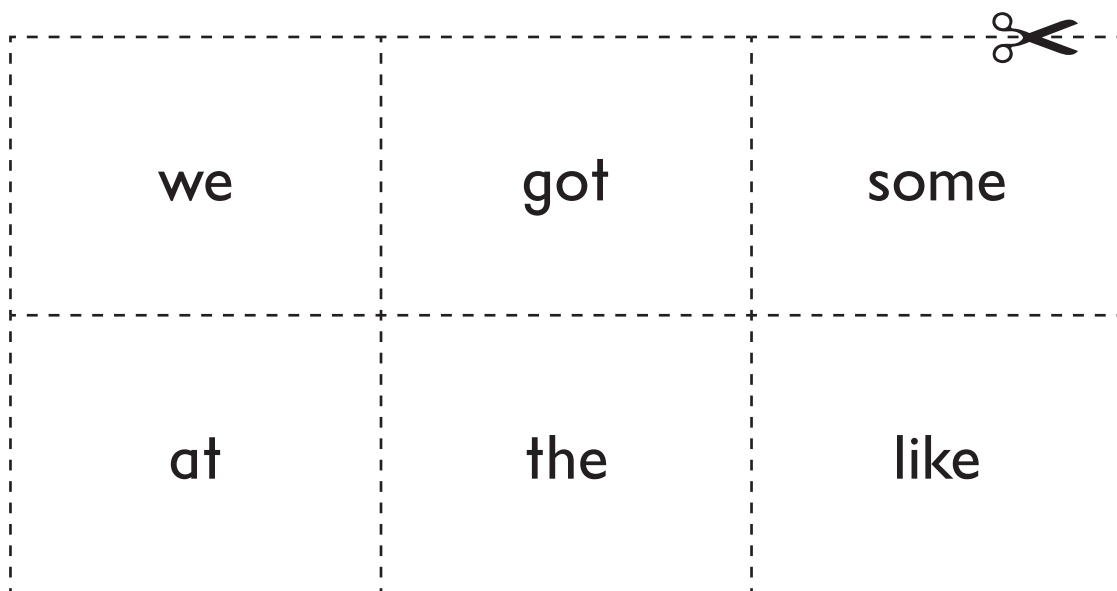


Play Tic Tac Toe.

1. Join with two friends.
2. Cut out the words below.
3. Place your word cards face down in a circle.
4. Take turns to use a ruler to point to one card at a time as you say the rhyme:

*Tic, tac, toe,
here I go.
Where I stop,
I do not know.*

5. Pick up the word you land on, read it and keep it.
6. Continue until there are no more words to turn over.
7. Each player can try to say a sentence that contains his/her words.



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