

Lesson Plans

Early
reading stage

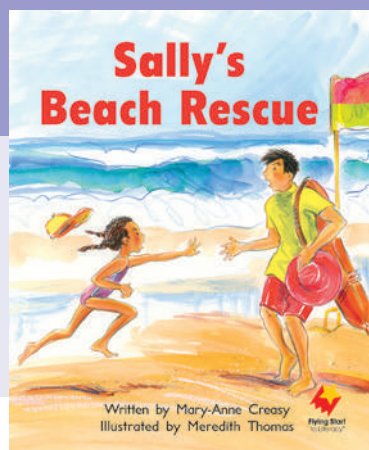
Level 9



Keep Safe at the Beach gives directions about what you need to do to swim safely at the beach.

Running words: 134

Text type: Procedure



In *Sally's Beach Rescue*, Sally and Grandma go to the beach for a swim. Instead, they help to save a boy who has gotten into trouble in the water.

Running words: 201

Text type: Narrative

High-frequency words

New: find if into know looked or people played where

Key vocabulary

beach buddy close flags help keep safe spot stay swim/ swimming tell water wave/s

Phonics

- Recognising words with the consonant blend /sw/ as in *swim*
- Isolating the medial sound /i/ in one-syllable words such as *swim*

Text features

Keep Safe at the Beach

- Numbered steps with explanations
- Summary list

Sally's Beach Rescue

- Simple and compound sentences

Reading strategies

- Cross-checking using visual cues: Does that look right?
- Cross-checking using meaning: Does that make sense?

ELL support	Key concepts	Curriculum link
• The introduction and conclusion state and restate the focus of the book. • Each chapter gives one clear direction. • Illustrations provide support for the setting. • New vocabulary is supported by the context.	• There are dangers at the beach. • We have rules to keep us safe at the beach. • To stay safe when swimming, people need to follow safety procedures.	• Health: Safety

Lesson 1 Keep Safe at the Beach



Before reading

Getting ready to read

Encourage students to activate their prior knowledge. Ask: *Have you ever been to the beach? What did you do when you were there?* Elicit that many people like to swim when they go to the beach. Ask: *How do you stay safe when you are swimming at the beach?* List students' ideas on the board.

★ Show students photographs of different beaches – surf beaches, beaches with big waves, crowded beaches and beaches with safety flags. Point to the safety flags and explain what they are and how they help to keep us safe. Ask them in pairs to talk about what they would do to stay safe at each beach. Record their ideas on a class chart.

Vocabulary building

★ As needed, introduce the vocabulary from the book. Say: *What words do you think we will come across in a book about being safe when swimming at the beach?* List these words on the board, eliciting words such as *swim, waves, beach* and *flags*.

Introducing the book

Give each student a copy of the book. Say: *This book tells a lot of things you need to know about and to do to be safe at the beach.* Have students turn to pages 2 and 3. Point to the photograph of Jane. Say: *This is Jane. She is a surf lifesaver. She helps to keep people safe at the beach. What do you think Jane will tell us?* Have the students read the first page. Ask: *How did you know that word was beach? What did you look at to check?* Talk about the need to check what you read against the letters and other information on the page.

During reading

As each student reads the text independently, monitor and support them where appropriate. If necessary, ask them to stop reading and remind them to use the reading strategies you are focused on. Look for students who are cross-checking using visual cues. Ask: *How did you know that word was flags? What did you look at?* Encourage students to use this behaviour when stuck on a word. Say: *You read "Swimming where it is safe". Can you check the words? Does it look right? What would you expect to see at the end of swimming? Can you try it again?*

After reading

Talking about the book

Ask the 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 in the book.

Who should you swim with? (Literal)

Why do people need to know how to stay safe at the beach? (Inferential)

How would you know that you were being safe at the beach? (Synthesising)

Review the list made prior to reading the book. Ask: *What things in the book are the same as our list? What things are different?* (Critical)

Reviewing reading strategies

Give positive feedback on the reading strategies the students used as they read the book. For example, say: *I saw that you noticed when the words didn't match with what you read. You read "There are flag at the beach", then you stopped and looked at the word flags, then you corrected the sentence. That's what good readers do.*

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.

Developing fluency

Model fluent reading. Have pairs of students take turns reading pages aloud to practise reading fluently.

Word work

Phonemic awareness and phonics

Write *swim* on the board. Underline the “sw”. Ask: *What sounds do “sw” make in swim?* Draw out that the sounds of these letters blend together. Have students suggest other words that begin with “sw”. Have them complete the Blackline master.

Exploring words

Write the word *flags* on the board. Say: *The “s” on the end of this word means that there is more than one flag.* Write the word *wave* on the board. Ask: *What do I need to do to this word to show there is more than one wave?* Repeat with other beach words, such as *ball* and *umbrella*.

Writing

Modelled writing

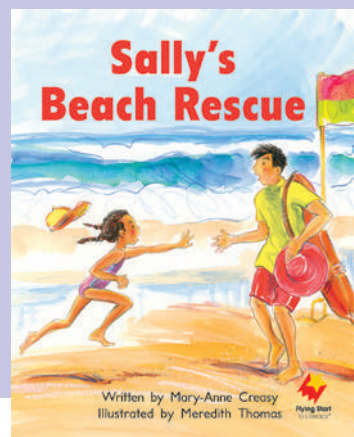
★ Say: *I want to write a list of directions like the one on page 16. My list will be about how to keep safe in the classroom. The list in the book has a title. My title will be “Keep Safe in the Classroom”. The list in the book has numbers. I will write numbers for each direction.* Model writing the list using suggestions from the students. Discuss how each point begins with an active verb, e.g. *find, look, get*.

Independent writing

Have students write a list of directions about how to keep safe doing something familiar, such as walking home, going to the park or riding a scooter.

Sharing and presenting

Have students share their list with a small group. Have each group write a list of active verbs they have used to start each direction.



Before reading

Getting ready to read

Encourage students to activate their prior knowledge. Ask: *What would you do if you were at the beach and you noticed that someone was in trouble in the water? How would you help? How would you stay safe?* List students' ideas on the board.

★ Ask the students to turn and talk to a partner about their swimming experiences, especially at the beach. Talk about waves – what they look like (big, white) and what they do (crash, push, pull).

Vocabulary building

★ As needed, introduce the vocabulary from the book, such as *waves, beach, water* and *swimming*. Say: *These are words you will need to read today.* Make sure that students understand the meaning of the words. Have them ask each other questions using these words, e.g. *Tell me something that you could do in the water at the beach.*

Introducing the book

Give each student a copy of the book. Say: *This book is a story about when Sally and her grandma went to the beach and saw a boy in the water who needed help.* Have the students read pages 2 and 3 together. Ask: *Did anyone make a mistake while they were reading? How did you know that you had made a mistake? What did you notice? How did you fix the mistake?* Focus on students who cross-checked for meaning while reading.

During reading

As each student reads the text independently, monitor and support them where appropriate. If necessary, ask them to stop reading and remind them to use the reading strategies you are focused on. Look for students who pause when they make an error and then correct their mistake. Ask: *What did you notice? What did you think about to fix the problem?* When an uncorrected error occurs, encourage students to cross-check using meaning by saying: *You read "She saw a bag in the water". Does that make sense? Can you try it again?*

After reading

Talking about the book

Ask the 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 in the book.

Where did Sally and her grandma go? (Literal)

Why did Sally go to the beach? (Inferential)

What might have happened if Sally and her grandma had not gone to the beach that day? (Synthesising)

Should the boy have been swimming by himself? Why? (Critical)

Reviewing reading strategies

Give positive feedback on the reading strategies the students used as they read the book. For example, focus on a student who has been cross-checking using meaning and say, *I saw that you stopped reading on page 12. What happened? How did you know you had made a mistake? Good readers notice when what they read doesn't make sense.*

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.

Developing fluency

Have small groups practise reading the book as a readers theatre. Focus on following with your finger and eyes to support fluency and to know when it is your turn to read.

Word work

Phonemic awareness and phonics

Write *swim* on the board. Underline the "i". Ask: *What sound does this letter make in swim?* Have students look for other words in the book that have the short /i/ sound. List these on the board.

Exploring words

Ask students to find all the words in the book about swimming (*swim, swimming, swam*). Have students tell a partner sentences with each of these words. Discuss the tense of each word: *I would like to swim* (I will do it in the future). *I am swimming* (I'm doing it now). *I swam in the pool* (I did it in the past).

Writing

Modelled writing

★ Talk about how dialogue is written. Ask one student a question, for example: *What did you have for lunch?* Model writing the student's response on the board. Refer to the book as a model of how speech is written. Elicit the use of quotation marks and the use of *said*.

Independent writing

Have students write about a time when they saw someone in danger. Have them include dialogue in their writing.

Sharing and presenting

Have students share their writing with a partner. Discuss the use of dialogue in the writing. Ask: *How did you show that someone was talking? Where did you put the quotation marks?*

Talk about the pair

When students have read both books, ask: *What do we know about being safe at the beach from reading these two books?* You could collate this information in a chart,

showing which book had which information. Students could explore this further by completing the Activity card.

Blackline master

Sounds and letters

Finish each word.



__ __ im



__ __ an



__ __ ing



__ __ eater

Write three more words with “sw”.

SW _____

SW _____

SW _____

Assessment

Can the student complete each word correctly?

Can the student identify other words that begin with the /sw/ consonant blend?

Activity card

Being safe at the beach



Make a safety poster.

1. Draw a picture of people at the beach.
2. Add labels to show what each person is doing to stay safe.

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