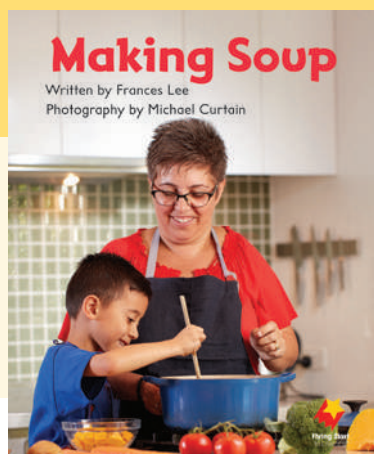


Lesson Plans

Early Emergent
reading stage

Level 2



Making Soup recounts the making of a delicious pot of vegetable soup, using a selection of different vegetables.

Running words: 49

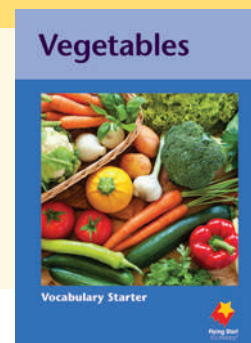
Text type: Recount
(first person, I)



This book introduces a range of vegetables growing in a garden, and it poses a question about each one.

Running words: 61

Text type: Report



Vocabulary Starter

Vocabulary

High-frequency words

in went the I like come and
look at is this a an

Key vocabulary

broccoli carrot potato corn
onion pumpkin tomato

Phonics

- Counting the syllables in a word
- Hearing and pronouncing the /c/ sound as in *come*

Text features

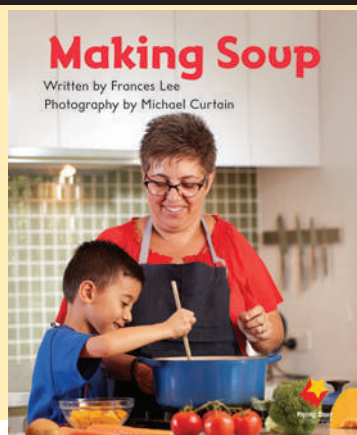
- Questions
- Photographs
- Word bank (page 16)

Reading strategies

- Reading left to right with a return sweep
- Using pictures to solve unknown words

Key concepts	Curriculum links
- There are different kinds of vegetables that we eat. - We can cook vegetables. - Vegetables grow on plants. - Vegetables grow on different parts of a plant.	- History: Personal and family histories - Health and Physical Education: Food and nutrition

Lesson 1 Making Soup



Before reading

Getting ready to read

Encourage students to activate their prior knowledge. Ask: *Have you ever eaten vegetable soup?* Encourage students to share their experiences. Ask: *How do you think vegetable soup is made? What vegetables could be used to make it?* Have students turn and talk with a partner before sharing their ideas with the group. Discuss students' responses.

Vocabulary building

Introduce the vocabulary from the book. This can be done using the Vocabulary Starter **Vegetables**. 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 *Making Soup*. Say: *This book is about a boy and his mother making vegetable soup together.* Give each student a copy of the book and have them browse through it. Ask: *What vegetables did you see?* Discuss. Use the word bank on page 16 to ensure students are familiar with the name of each vegetable. Have students turn to pages 2 and 3. Ask: *What is happening?* Discuss that an onion went in the pot. Establish the pattern. *What does the first sentence say? What does the second sentence say?* Talk through each double-page spread in a similar way.

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. For example, check that students are able to read using a return sweep. Ask: *What do you do when you have finished reading this line? Where do you start reading next?*

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 vegetables were put in this soup? (Literal)

Why did the boy need his mother's help to make this soup? (Inferential)

What vegetables would you use to make vegetable soup? (Synthesising)

Do all children like to make soup? (Critical)

Reviewing reading strategies

Give positive feedback on the problem-solving strategies the students used as they read the book. Say: *I noticed that when you finished reading the first line, your eyes moved to look at the first word on the second line. Well done!*

English Language Learner support: *Making Soup/The Vegetable Garden*

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

Starter **Vegetables** to support students who are just beginning to learn English.



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

Have the students read the book with a partner to practise reading fluently. Say: *When you read, make your voice sound smooth, like you are speaking.*

Word work

Phonemic awareness and phonics

Have students turn to the word bank on page 16. Use these words to practice identifying syllables in words. For example, say: *When I say the word tomato, I can hear three parts in the word to/ma/to.* Clap as you say each syllable. Invite students to join you in saying and clapping each syllable. Say: *These word parts are called syllables.* Repeat with other words in the word bank.

Exploring words

Review the high-frequency words: *in, went, the, I, like.* Have students form these words with magnetic letters or letter tiles. Use the book as a reference.

Writing

Modelled writing

Talk about something you have cooked. For example, you could say: *I like to cook muffins. The muffins have milk, flour, eggs, sugar and butter in them. I will write about how I did this.* Use sentences from *Making Soup* as a model for your writing. For example, *In went the eggs. In went the flour . . . I like to cook muffins.*

Independent writing

Ask: *What do you like to cook?* Have students talk with a partner about something they have cooked or would like to cook. Have them write about it using the sentence starter: *I like to cook _____.* Students could then draw a picture to match their writing.

Sharing and presenting

Have students talk about their writing with a partner. Have them talk about what they like to cook and how they do it.

Before reading

Getting ready to read

Encourage students to activate their prior knowledge.

Ask: *Do you have plants growing at your house? Are any of these plants vegetable plants? Does your family eat these vegetables?*

Discuss. Say: *Some people grow vegetables in their gardens. They pick these vegetables and eat them. What vegetables might some people grow in their vegetable gardens?*

Vocabulary building

Introduce the vocabulary from the book. This can be done using the Vocabulary Starter **Vegetables**. 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 *The Vegetable Garden*. Say: *This book is about a vegetable garden with different vegetables growing in it.* Give each student a copy of the book and have them turn to page 16. Discuss the name of each vegetable in the word bank.

Have students turn to pages 2 and 3. Ask: *Do you know any of the words on this page?* Discuss. *What is the boy asking?* Establish the pattern. Point to the question mark. Say: *This is a question mark. It tells us that the sentence is a question.*

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. For example, if a student is having difficulty decoding a word, you could say: *Look at the photographs. What do you notice? Now look at the word and have another try at reading it.*

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 vegetables grow under the ground? (Literal)

How can you tell when vegetables are ready to be picked and eaten? (Inferential)

Which vegetables would you like to grow? Why? (Synthesising)

What other vegetables could the author have written about? (Critical)

Reviewing reading strategies

Give positive feedback on the problem-solving strategies the students used as they read the book. Say: *I noticed that when you weren't sure of a word, you used the pictures to help you work it out. This is a good strategy.*

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

Have students read the book with a partner, taking turns to read the statements and the questions. Ask: *How is your voice different when you are reading a question?*

Word work

Phonemic awareness and phonics

Write the names of the vegetables from the book on a chart. Ask: *Which words start with the letter "c"?* Invite students to underline these words. Say each word emphasising the /c/ sound. Say: *Talk with a partner about other words that have the /c/ sound.*

Exploring words

Ask the students to use the word bank on the Blackline master (BLM) to label the pictures on the shopping list. Have the students make the words with magnetic letters.

Writing

Modelled writing

Say: *We are going to make a puzzle book.* Use two sheets of paper. On the first sheet, write the question: *Is this corn?* Talk aloud as you write. For example, say: *I can hear the /c/ sound at the beginning of the word corn so I will write the letter "c".* Discuss your use of the question mark. Say: *On the next sheet of paper, I will draw a picture to match my writing.*

Independent writing

Say: *You can write a question and draw a matching picture for our puzzle book.* Provide students with the sentence starter: *Is this a _____?* Have students choose a vegetable to write about and then draw a picture of it.

Sharing and presenting

Compile the students' writing and pictures, and staple them together to make a book. Invite the students to join you as you read the book aloud to the group.

Talk about the pair

After students have read both *Making Soup* and *The Vegetable Garden*, ask: *Where do vegetables come from?* Draw out that vegetables grow on plants and can be grown in a

garden, and then eaten. Say: *Apart from being made into soup, how else can vegetables be eaten?* Have students complete the activity card.

Blackline master

Shopping for vegetables

Use words from the word bank to fill in the shopping list. Label each picture.

Word bank

tomato
corn
potato
pumpkin
carrot
onion
broccoli

Shopping list















Assessment

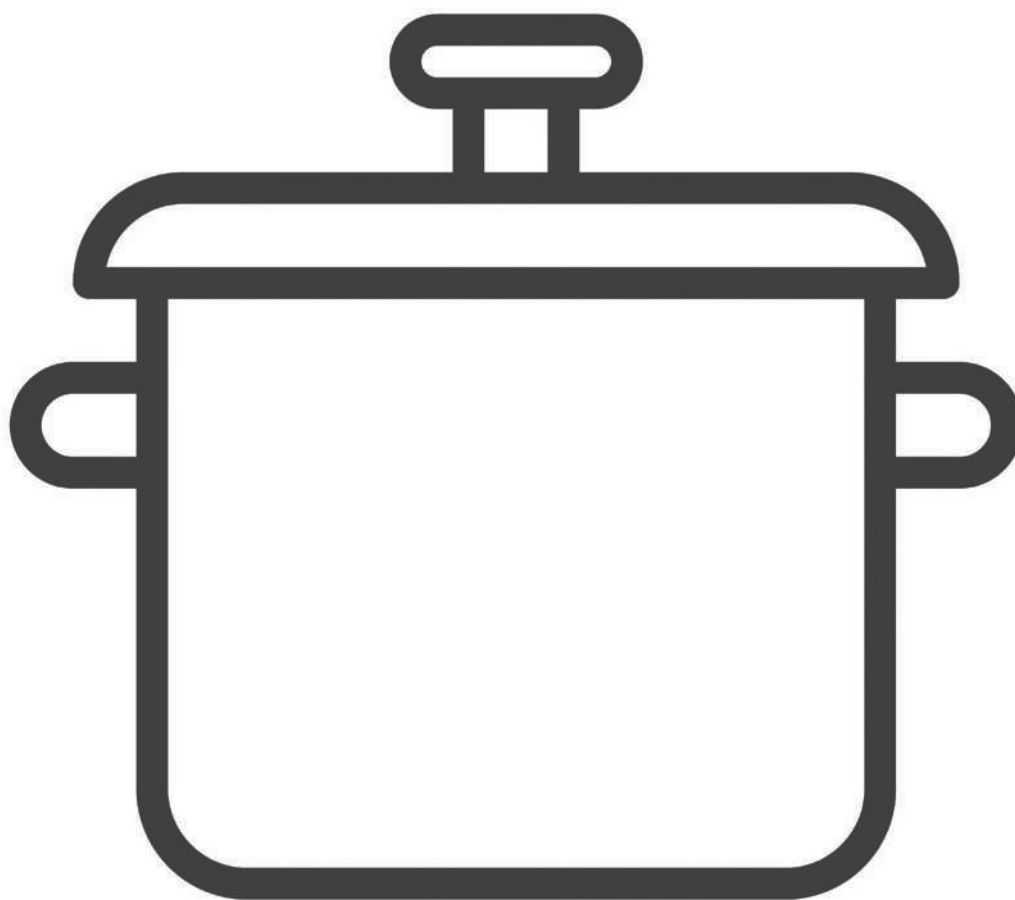
- Can the student identify key vocabulary?
- Can the student match words to pictures?

Activity card

My vegetable soup



Draw pictures of vegetables or cut out pictures from magazines and stick them in the pot. Choose a vegetable in your pot to write about.



In went the _____.

I like _____.

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Developed by Eleanor Curtain Publishing

Text: Kerrie Shanahan

Consultant: Susan Hill

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