

Lesson Plans

Early Emergent
reading stage

Level 2



On My Bike follows the journey of a boy as he rides his bicycle.

Running words: 49

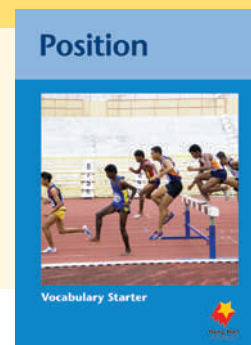
Text type: Report



Can You Go Here? asks students if they can do the same things in the playground as the children in the book.

Running words: 49

Text type: Recount



Vocabulary Starter

Vocabulary

High-frequency words

can down go here I in on
up you

Key vocabulary

around over under

Phonics

- Hearing beats in a word
- Identifying the /d/ sound as in *down*

Text features

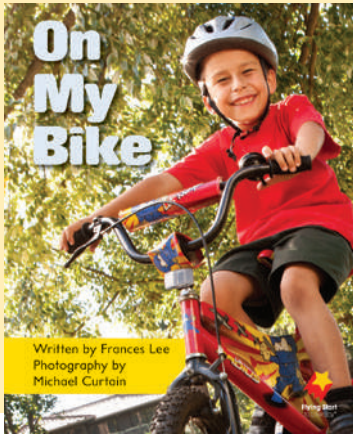
- Questions
- Word bank (page 16)

Reading strategies

- Matching the text and the pictures
- Using pictures to solve unknown words

Key concepts	Curriculum links
• When you ride your bike, you can go in many different directions and positions. • You can put yourself in many different positions at the playground.	• Maths • Health and Physical Education

Lesson 1 On My Bike



Before reading

Getting ready to read

Encourage students to activate their prior knowledge. Ask: *Do you have a bike? Where do you ride it? What things do you ride up? What things do you ride over?* Draw a simple map of a park on a chart, with a track, hills, bridges, tunnels and so on.

Alternatively, set one up with blocks on the floor. Ask: *Can you show me how you would ride around this track?* Have students talk about what they would be doing as they move around the track.

Vocabulary building

Introduce the vocabulary from the book. This can be done using the Vocabulary Starter **Position**. 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 *On My Bike*. Say: *This book is called On My Bike. In it, a child tells us about all the places he can go on his bike.* Give each student a copy of the book. Have them turn to pages 2 and 3. Ask: *What is the boy riding on? What might he tell us about where he is going?* Have the students read the sentence. Ask: *What do you see in the picture that matches the sentence? You read "I can go on here". Is the boy on the track? Does what you read match what you see in other information on the page?*

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. Check for students who are matching the text and the pictures. For example, a student who stops, looks at the picture and then reads *up* is likely to be searching and cross-checking information to make sure that there is a match between what they read and the rest of the information on the page. Prompt students to match in this way. Say: *Good readers use information in the pictures to help them check what they read.*

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 does the boy ride over? (Literal)
Why does the boy go in the gate? (Inferential)
Can you tell me what the boy has to do to get home? (Synthesising)
What other places might the boy go on his bike? (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 on page 8, you stopped reading at the word over. You looked at the picture and then read over. Good readers do this to check that what they read matches the information on the page. Well done!*

English Language Learner support: *On My Bike / Can You Go Here?*

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

Position to support students who are just beginning to learn English.

Lesson 2 Can You Go Here?



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 fluently to a partner. Encourage students to give each other positive feedback about each other's reading. Say: *I liked the way you read smoothly. It sounded like you were talking.*

Word work

Phonemic awareness and phonics

Open the Vocabulary Starter **Position** and read each word. Highlight each syllable by clapping the word as you read (one clap for each syllable). Say: *You try. Clap each word as you say it. How many beats can you hear in up? How many beats can you hear in over?*

Exploring words

Make the picture and word cards from the blackline master. Hold up individual word cards and have students act out the actions. Have students work with a partner to match picture and word cards.

Writing

Modelled writing

Say: *I am going to tell you how I get to my local park. Write about the things you do on your trip. As you write, say: I go up the hill. I go around the corner. Model referring to the book when you need to write positional words, such as around, up and down.*

Independent writing

Have students write about a short journey they take, such as getting to school or going from the classroom to the library. Provide sentence strips to support students as needed, for example: *I go _____ the _____.*

Encourage students to refer to the word bank on page 16.

Sharing and presenting

Have students share their writing with a partner. Talk about how students used the word bank on page 16 to support their writing.

Before reading

Getting ready to read

Encourage students to activate their prior knowledge. Talk about things students like to do at a playground. Ask: *What do you like to do at the playground? Where is your favourite place to be?* Draw out the relevant positional words related to playgrounds. Ask: *What things can you go [up/down/around/under]?* List suggestions under each of the vocabulary words on a chart.

Vocabulary building

As needed, introduce the vocabulary from the book. This can be done using the Vocabulary Starter **Position**. 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 *Can You Go Here?*

Say: *This book is called Can You Go Here? It shows you different places some children like to go at the playground and asks if you can go to these places, too.* Have students look at the title. Talk about the high-frequency words in the title. Point out the question mark and discuss what it means. Give each student a copy of the book. Have the students turn to pages 2 and 3. Direct the students to look at the end of the first sentence. Ask: *What do you see at the end of this sentence? What does this tell us about the sentence?* Have the students read the sentence.

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. Are the students glancing at the pictures as they read to help them work out unknown words? Prompt them to use this strategy as needed. Ask: *Can you see anything in the picture that would help you to work it out?*

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.

Which thing did the boy go over? (Literal)

Where are the children playing? (Inferential)

Why do playgrounds have different places to do things? (Synthesising)

Do all children like to play in playgrounds? Why? (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 when you got stuck on the word under, you glanced at the picture to see if it could help you to work it out. That's what good readers do.*

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

Talk about reading questions. Say: *When we read a question, our voices go up a bit at the end of the sentence. This tells people that we have read a question.* Have students practise reading expressively.

Word work

Phonemic awareness and phonics

Refer students to page 4 and read the text together. Ask: *What word on this page starts with the letter "d"? What sound does this letter make? What other words begin with the /d/sound?* List these words.

Exploring words

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

Writing

Modelled writing

Talk about the part of the playground that you liked best when you were a child. Say: *I liked going down the slide best when I was a child.* Model writing this on a chart, then say: *I am going to write a question as well: "Do you like to go down the slide?" What do I need to put at the end of the sentence to show that it is a question?* Model this for the students.

Independent writing

Have students write about what they like to do at the playground. Provide sentence strips to support them, e.g. *I like to go _____ the _____. Do you?* Encourage them to refer to the word bank on page 16.

Sharing and presenting

Have students present their writing to the class.

Talk about the pair

After students have read both *On My Bike* and *Can You Go Here?*, ask: *Why do children like to go in different positions at the park or the playground? What is good about going up? Why might*

you like to go under or around things? What do children learn by doing these things? Have the students complete the activity card.

Blackline master

Words and pictures

Cut out the word and picture cards. Match the correct picture to each word.

Picture cards



Word cards

up	down	on	over
under	around	in	

Assessment

Can the student recognise each of the key vocabulary words?
Can the student match each word to the correct picture?

Activity card

Perfect playground



Draw a playground. Add labels to show what you would do in each part of the playground.

up

on

in

over

under

down

around

Flying Start to Literacy Lesson Plans *On My Bike/Can You Go Here?* © 2013–2018 EC Licensing Pty Ltd.

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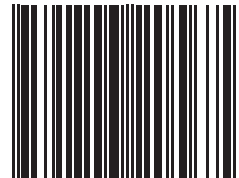


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