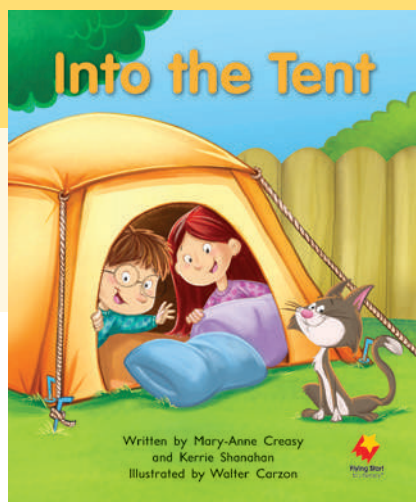


Lesson Plan

Early Emergent
reading stage

Shared Reading



Shared Book



Vocabulary Starter

Into the Tent is a story full of rhyme and fun. When a brother and sister set up their tent for the night they don't expect any visitors. But ... one after the other, their family members decide to join them. The tent stretches and stretches and stretches until ... Bang! Snap!

Vocabulary

Oral vocabulary

bang bright brother creak crept Dad Grandpa me Mum
noisy sister snap stretch

High-frequency words

and I in that the to was with you

Phonemic awareness

- Rhyming words as in *back/ Jack*

Phonics

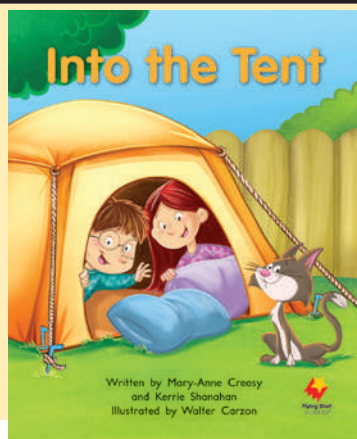
- Identifying the /t/ sound as in *tent*

Print concepts

- Reading left to right, top to bottom

Key concepts	Curriculum link
• Families like doing things together. • Sometimes the smallest things can make a difference.	• History – Family life

Into the Tent



Introducing the book

Ask: *Have you ever slept in a tent? What was it like?* Provide time for students to share their personal experiences of camping.

Ask: *Would your whole family fit into one tent? What might happen if there were too many people in one tent?*

Show the front cover of the shared book *Into the Tent*. Invite a student to come to the book and point to the title. Say: *Yes, that's right. That is the title. These words say Into the Tent.*

Say: *This story is about a family who set up a tent in their yard to sleep in.*

First reading of the book

Read the book to the students with very few stops along the way. Read the book with rhythm, accentuating the rhyming words in the text to engage the students with the book. After finishing each page, provide some time for the students to look at the pictures before turning the page.

When reading the refrain on pages 5, 7, 9, and 11, stretch out the word *stretch* and make the word *creak* sound like the noise the tent makes when it is moving and stretching. Pretend to yawn when reading the word *yawning*.

On page 13, read the last line with a pause between each word to build the suspense – *and in* (pause) *she* (pause) *crept*. On page 14, read the words *SNAP!* and *BANG!* loudly and with expression.

Second reading of the book

Read the book a second time to the students. Say: *I am going to read the book again. This time I want you to join in. Let's practise.* Turn to page 5 and read the refrain. Point to each word as you read. Have the students join in.

Say: *Let's go back to the start and we will all read together.*

As you read, leave out the last word in each verse for the students to fill in as a group. For example:

*We went camping
in our yard out the back,
me and my brother
and our dog _____.*

When you come to the refrain, say: *Let's read this part together.*

After reading each double-page spread, ask: *Where is the cat in this picture?* Invite a student to come to the book and point to the cat in the illustration.

Talking about the book

Invite students to respond to the book and to talk about their thinking.

Ask: *Why did the tent collapse?*

Who do you think made the tent go SNAP!? If the students say it was the cat, ask: Was it really just the cat that made the tent collapse?

Would you have liked sleeping in this tent? Why or why not?

My Family



ELL support

Encourage the students to name and talk about people that can be in a family. Ask: *Who is in your family?* Provide time for students to talk about the members of their family. Say: *Many families like to do things together. What things do you do with your family?* Use the *Flying Start to Literacy Vocabulary Starter My Family* to discuss family members. Show and talk about the labelled photographs.

Returning to the book

Return to the book on multiple occasions, inviting the students to join in. Encourage them to take increasing responsibility for reading the text to themselves. Select the focus for subsequent lessons based on your students' strengths and needs.

Phonemic awareness

Discuss what rhyming words are. Identify the words in the text that rhyme.

Say: *This story has words in it that rhyme. Who can explain what rhyming words are?* Encourage students to share their understanding of rhyming words. Say: *Yes, you are right. Rhyming words are two or more words that have the same sound at the end of them.*

Say: *I want you to listen as I read, and then tell me which words rhyme with each other.*

Read page 2 and then ask for students to identify the rhyming words (back/Jack). Repeat with page 3 (tent/went). Continue through the book, examining the rhyming words in each verse.

Phonics

Turn to the front cover. Point to the word *tent*. Say: *This word says tent. Everyone say the word tent.*

Ask: *What sound do you hear at the beginning of this word?*

Point to the letter "t" in *tent*. Say: *The word tent starts with the letter "t" and it makes the /t/ sound.* Talk about other words that begin with "t" and make the /t/ sound.

Extending oral language

Ask: *What family members are in this story?* As students respond, write the names as a concept map with the word *family* in the middle. Ask: *What other family words do you know?* (e.g. aunt, cousin, grandmother). Add these words to the concept map. As you add each word, talk about how this person is related to the members of the family.

Fluency

Model reading the text with rhythm. Reread pages 2 and 3. Say: *As I read, listen for the words that rhyme. Can you hear how my voice is different to my normal speaking voice when I read these words?* Point out that the words at the end of every second and fourth line rhyme.

Print concepts

Use a pointer to demonstrate left-to-right directionality when reading. Say: *Did you notice how I moved my pointer back to the left side when I read each line?* Invite a student to hold the pointer with you as you read a page. Emphasise where you start each line.

Writing – Modelled

Say: *Let's pretend we have set up our tent. I think the first person into the tent might be Emma* (choose a student in the group).

As you write, talk about the decisions you make. Say: *I want to write the sentence Emma went into the tent. I am going to start by writing Emma's name. Now I am going to write the word went. Now I will write into. I will leave a gap before I write the word the. The is spelled "t", "h", "e". The last word in the sentence is tent. It begins with the letter "t".*

Repeat, as appropriate, using other students from the group. Give students a sentence starter to complete:
_____ *went into the tent.*

Optional retelling activity

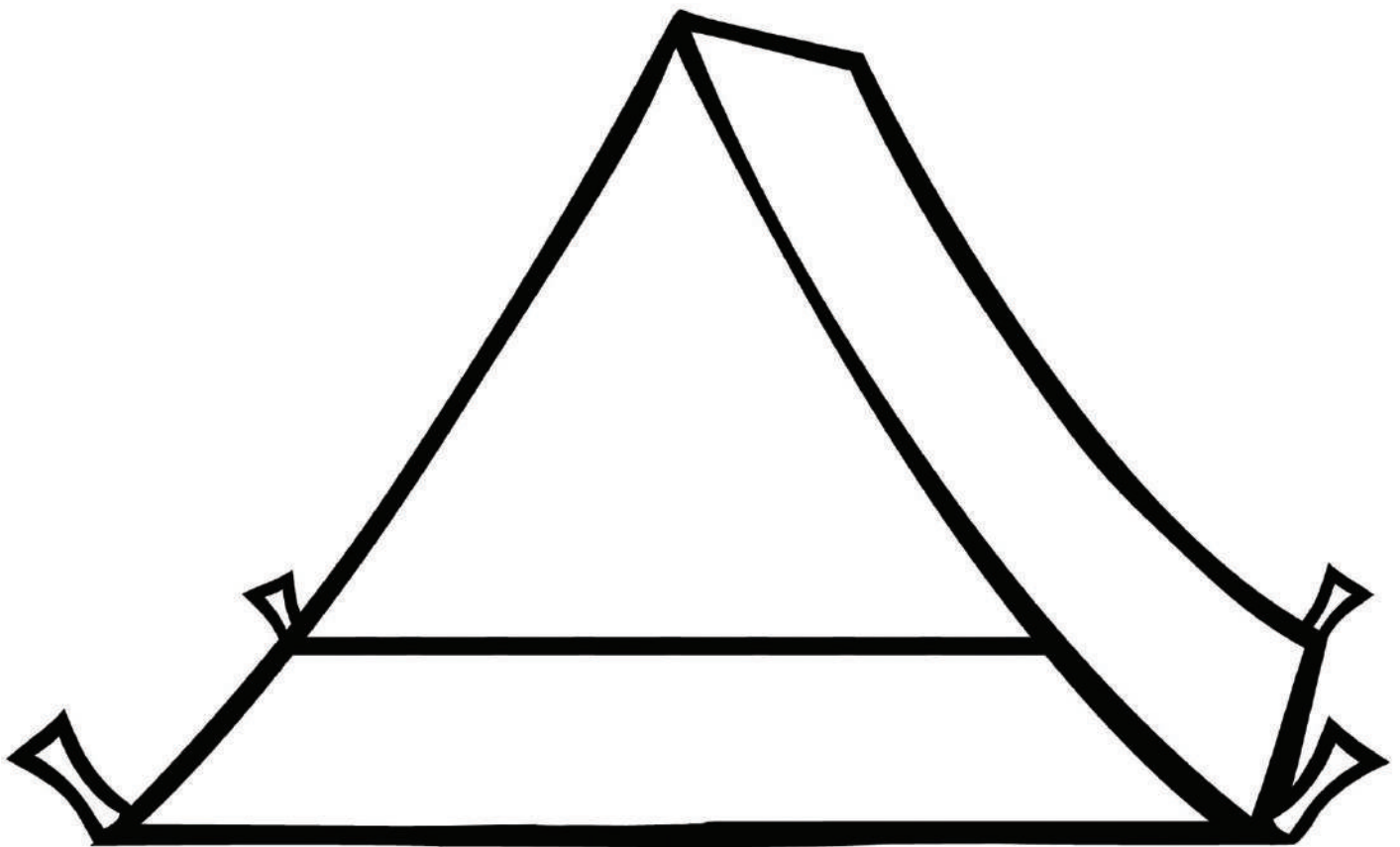
There is an optional retelling activity on the inside back cover of each shared book in the *Flying Start to Literacy* Shared Reading Collection. It is designed to help students remember what they have read. It helps them to focus on the main ideas, events, settings and characters to reinforce the students' comprehension.

Activity card

My family in the tent

You will need: crayons or pencils

Draw your family in the tent.



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Developed by Eleanor Curtain Publishing
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Printed in China through Colorcraft Ltd, Hong Kong
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Distributed in Ireland by Folens Publishers
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www.flying-start-to-literacy.com.au
www.ecpublishing.com.au

ISBN: 978-1-76038-539-2



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