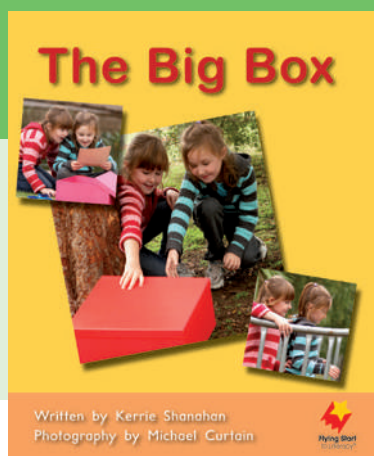


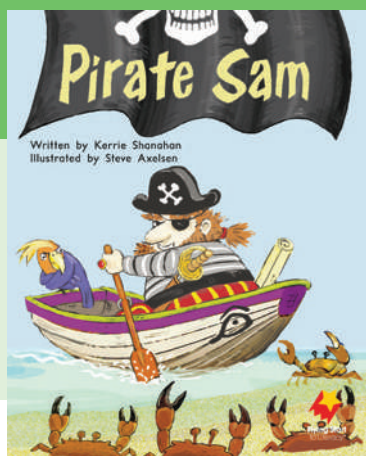
Lesson Plans

**Emergent
reading stage**

Level 4



This book is an information recount about two girls who follow clues and find a surprise at the end of the journey.
Running words: 237
Text type: Recount



Pirate Sam is a narrative about a pirate who follows clues on a map to search for treasure.
Running words: 184
Text type: Narrative (fantasy)

Vocabulary

High-frequency words

a and at but do down for get go he here his I in is look/ed no not of on said saw see that the there they this to up was went will you

Key vocabulary

across around big bird blue boat box bridge dad green Jill jumped log map must one orange over pond pups red run Sam sandpit steps Tess top two yellow

Phonics

- Identifying the /v/ sound as in *over*
- Identifying the /y/ sound as in *yellow*

Text features

The Big Box
Pirate Sam

- Photographs extend the story
- Direct speech

Reading strategies

- Self-monitoring – pointing to each word read
- Self-monitoring – checking that what you have read makes sense

Key concepts	Curriculum link
- A map can be used to find places or things. - Language of location can be used to describe the position of an object.	Mathematics: Measurement and geometry – location

Lesson 1 The Big Box



Before reading

Getting ready to read

Encourage students to activate their prior knowledge. Say: *We are going to read an information book about following clues.* Write sentences on clue cards that use positional language from the text (across, around, down, over). For example, *Go across the mat, Go down the hall, Go over the chair, Go around the desk.* Invite students to read the cards and follow the instructions on them.

★ Write out the position phrases from the text onto a chart (down the steps, around the pond, across the log, over the bridge). Read out each phrase and encourage students to role-play each of the directions.

Vocabulary building

★ As needed, introduce the vocabulary from the book using the Vocabulary Starter **Colours**. Refer to the teacher notes on the back of the Vocabulary Starter for ideas on how to use this resource.

Introducing the book

Show the students a copy of the book *The Big Box*. Say: *This book is called The Big Box. It is an information recount about two girls who follow a set of clues to get to a special surprise.* Talk through the book. *What is in the box? What does the map say? What colour box do they need to find next? How will they do this?* Respond using the structure of the sentences in the text. *Yes, they saw the pink box. There was a map in the pink box. The map said to go across the log and look for a green box.*

During reading

Ask each student to read the text independently. Monitor students as they read and support them where appropriate. If necessary, ask students to stop reading and remind them to use the reading strategy you are focused on. Check that students are pointing to each word as they read. Say: *Are you reading all the words on the page? Point to each word as you read to make sure that you are reading the words the author wrote.*

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 was in the first box? What was in the last box?* (Literal) *What did the girls have to do to find each box? Do you think the girls enjoyed finding each clue?* (Inferential) *What are maps used for?* (Synthesising) *What other surprise could have been in the last box? How would this change the story?* (Critical)

Reviewing reading strategies

Give positive feedback on the problem-solving strategies students used as they read the book. Say: *I like the way you are checking to make sure that you read each word on the page. That's what good readers do.*

English Language Learner support: The Big Box / Pirate Sam

Use the teacher notes on the back of the Vocabulary Starters **Colours**, **Position**, **Movers** and **Playground** to support students who are learning English.

★ These activities are also suitable for English Language Learners.

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

Students could work in a group of three to create a readers' theatre. One student reads the book while the other two act it out. Students could change roles. Encourage students to read the words clearly and smoothly. *If you read the words clearly, the students acting out the book will know what to do.*

Word work

Phonemic awareness and phonics

Write the word *over* on the board. *What sounds can you hear in this word? What letter makes the /v/ sound? What other words have the /v/ sound in them?* Ask students to turn and talk with a partner about this. Record students' responses on a chart.

Exploring words

Provide pairs of students with sets of cards featuring high-frequency words (there, was, said, down, these, saw etc). With a partner, students can sort the word cards into groups according to their own criteria (e.g. number of letters, starting letter, sounds in words).

Writing

Modelled writing

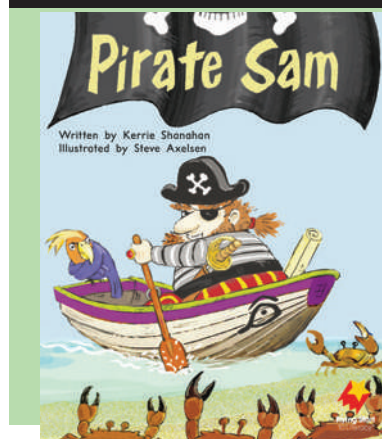
★ Ask students to talk about how Tess and Jill felt when they opened the orange box. Model how we write about our feelings. For example, say: *Jill and Tess were so excited when they saw what was in the orange box.* Invite students to contribute where they can. For example, ask: *Where will I start my writing?*

Independent writing

Ask students to draw and write about a time when they received a surprise.

Sharing and presenting

Students can talk about their recount maps with a partner.



Before reading

Getting ready to read

Encourage students to activate their prior knowledge. Say: *We are going to read a story about Pirate Sam who has a treasure map. Talk about treasure maps. What is a treasure map? What might be on a treasure map?* Give students the opportunity to turn and talk with a partner about this. Share students' responses.

Vocabulary building

★ Draw a treasure map that includes clues from the book (to the yellow sand, across the log, up the steps, in the red box). Share your map with students. Say: *This is a map that gives clues about how to get to the hidden box of treasure. What clues would you have to follow on this map to get to the treasure?*

Introducing the book

Show the students a copy of the book *Pirate Sam*. Say: *This book is called Pirate Sam. It is about a pirate who follows a map to try to find treasure.* Talk through the book. *What can Sam see on the map?* Respond using the structure of the sentences in the text. *Yes, Sam can see a red box on the map. Ask: Where is Sam going now? Why is Sam running back to his boat?*

During reading

Ask each student to read the text independently. Monitor students as they read and support them where appropriate. If necessary, ask students to stop reading and remind them to use the reading strategy you are focused on. Look for students who are checking that what they read makes sense. Encourage this behaviour. Say: *Make sure that what you read makes sense. You said _____. Does that make sense in this book?*

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 illustrations and the text in the book.

What did Sam have to do to get to the red box? Did Bird want to go to the box? (Literal)

What extra information did the illustrations add to the story? (Inferential)

What would have been drawn or written on Sam's map? (Synthesising)

Why did the author choose a bird as a character? What other character could have been used? (Critical)

Reviewing reading strategies

Give positive feedback on the problem-solving strategies students used as they read the book. Say: *You showed me that you are checking to see that what you read makes sense. Well done.*

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 students to create a readers' theatre with puppets. Provide students with craft materials to make stick puppets of Pirate Sam and Bird. Ask students to read the book by using the puppets to "say" each character's part.

Word work

Phonemic awareness and phonics

Ask students to browse through the text to find a word that has the /y/ sound in it (yellow). Have students talk with a partner about words they know that have the /y/ sound in them. Make a chart showing these words.

Exploring words

What things would have been on Pirate Sam's map? Pairs of students can turn and talk to each other about this. In pairs, the students can draw the map that Pirate Sam was following. Ask students to label the map using vocabulary from the text (red box, yellow sand, the log).

Writing

Modelled writing

★ Ask students to talk about what happened when Bird and Pirate Sam got back to their ship. Ask: *What might Bird and Pirate Sam have said to each other?* Use students' ideas to model writing a conversation between the two characters. Invite students to contribute where they can. For example, ask: *What kind of "i" do I need if "i" is at the start of the sentence?*

Independent writing

Ask: *What things would have been on Pirate Sam's map?* Ask students to draw and label the map that Pirate Sam was following.

Sharing and presenting

Students could use their stick puppets to present their written conversation between Bird and Pirate Sam.

Talk about the pair

After students have read both *Pirate Sam* and *The Big Box*, students could work in small groups to design their own treasure hunt. Each group can make a map that

leads to a surprise. Provide students with a range of empty boxes to use for hiding their clues. Students can take turns to follow each group's map to find the hidden "treasure". Students can work further with these books by completing the Activity card.

Blackline master

Make a treasure map

Use the words in the word bank to label the treasure map. Add arrows to your map.

box

go

to

the

down

steps

around

pond

across

log

over

bridge



Assessment

Can the student use position vocabulary in the appropriate context?

Can the student match drawings with labels?

Activity card

Word and picture match



Cut out the cards and play a memory game. To play, put all the cards face down. Take turns to flip two cards over to find a pair. You have found a pair when the words match with what the girls are doing in the picture. Continue playing until all the pairs are found.



Go over the bridge	Go down the steps	Go around the pond	Go across the log
			
Go to the tree	Go to the sandpit		

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