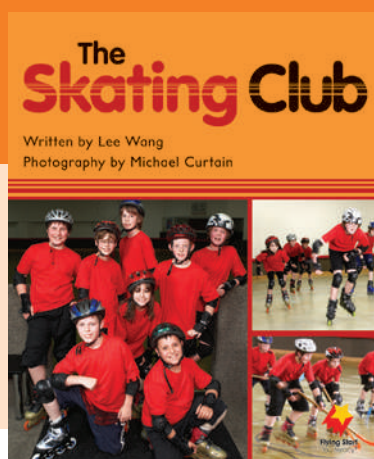


# Lesson Plans

Transitional  
reading stage

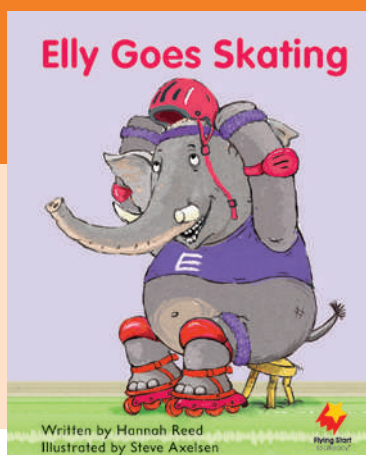
Level 11



*The Skating Club* reports on an inline skating club and the activities that the club's members participate in. It outlines how to keep safe and how to look after the skating equipment.

**Running words:** 228

**Text type:** Recount



*Elly Goes Skating* is a comical story about an elephant who goes to skating school to learn how to skate.

**Running words:** 280

**Text type:** Narrative

## High-frequency words

**New:**

## Key vocabulary

brake pads check clean club fit games helmets hockey hockey sticks jump pads puck rink school skated skates skating slide speed skating spin tricks wheels

## Phonics

- Identifying the long /e/ sound made by "ey" as in *hockey*
- Identifying the the long /a/ sound made by "ay" as in *stay, play*

## Text features

**The Skating Club**

- Headings, photographs
- Action verbs

**Elly Goes Skating**

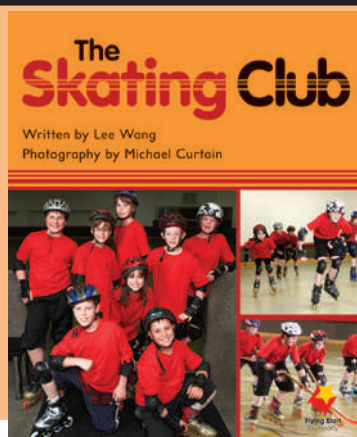
- Dialogue
- Illustrations support the text

## Reading strategies

- Using meaning cues – checking pictures and headings
- Using letter cues – scanning words

| ELL support                                                                                                                                                                                   | Key concepts                                                                                                                                                              | Curriculum link                                                                                                   |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Photographs and illustrations support the introduction of subject-specific terms (content vocabulary) and action verbs used in the texts.</li> </ul> | <ul style="list-style-type: none"> <li>• There are different ways to keep fit.</li> <li>• Keeping fit can be fun.</li> <li>• Skating is a fun way to keep fit.</li> </ul> | <ul style="list-style-type: none"> <li>• Health and Physical Education: Being healthy, safe and active</li> </ul> |

## Lesson 1 The Skating Club



### Before reading

#### Getting ready to read

Encourage students to activate their prior knowledge. Ask the students to turn and talk to a partner about groups, teams or clubs that they belong to. Encourage students to share their ideas and make a list of groups, teams and clubs that people can belong to. Ask: *Which groups, teams or clubs in our list help you to stay fit?* Highlight these. Ask: *Why do people join groups like these?*

★ Say: *A club is a group of people who meet to do an activity. Some examples of clubs could be reading clubs, running clubs or tennis clubs.* Ask students to talk with a partner about other types of clubs. Ask: *What other clubs do you know of?*

#### Vocabulary building

★ Show the students a picture of the things you need to have when you skate. Say: *This is a pair of skates. These are the wheels. This is a helmet. It is hard. These are wrist pads.*

#### Introducing the book

Give each student a copy of *The Skating Club*. Say: *This is a factual text that will give us information about a skating club. It will tell us about the equipment the children need and the things they do at their club.* Talk through the book. Ask: *What things can you see in the photographs? Why might these things be needed?* Refer students to the heading on page 4. Say: *The heading on this page is "Staying safe". What sort of information might be on this page?* Respond using the structure of the sentences in the text. *Yes, it is about being safe. We need to stay safe when we skate.*

### During reading

Ask each student to read the text independently. Monitor students as they read and support them as needed. If necessary, ask them to stop reading and remind them to use the reading strategy you are focused on. For example, are the students using the photographs and headings to support their reading? Ask: *Apart from the text, what other things on the page can help you with your reading? How does reading the heading help you? What do the photographs on this page tell you?*

### 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. *How do the children in the book look after their skates?* *What types of things do these children do at their club?* (Literal) *Why do these children go to a skating club?* (Inferential) *Would you enjoy going to a skating club? Explain.* (Synthesising) *Do you need to be good at skating to join this skating club?* *Would all skating clubs be like this one? Explain.* (Critical)

#### Reviewing reading strategies

Give positive feedback on the reading strategies the students used as they read the book. For example, say: *What are some of the things you did that helped you make sense of this book? Can you show me a page where you did some problem solving?* If appropriate, comment on how well the students used the headings and the photographs.

## 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 work in small groups to practise reading the book in parts. Each member of the group could read certain sections of the book. Encourage the students to read clearly and fluently. Say: *You will need to make sure your voice is smooth and clear so that the audience can hear the information you are reading to them.*

## Word work

### Phonemic awareness and phonics

Write the word *hockey* on the board. The word “hockey” ends with the long /e/ sound. What letters make this sound in this word? Ask students to work in a small group and browse through other familiar texts to find and list words with this vowel digraph. Share students’ lists.

### Exploring words

Ask: *What things can people do when they are on skates?* Make a list of the students’ suggestions. Refer students to pages 12 and 13 of the text. Ask: *What words on these pages describe what can be done on skates?* Make a list of these (spin, slide, jump). Ask: *What do these words have in common? What type of words are they?* Say: *These types of words are called action verbs. They describe something that people can do.* Ask students to work with a partner and browse through the book to find other action verbs in the text.

## Writing

### Modelled writing

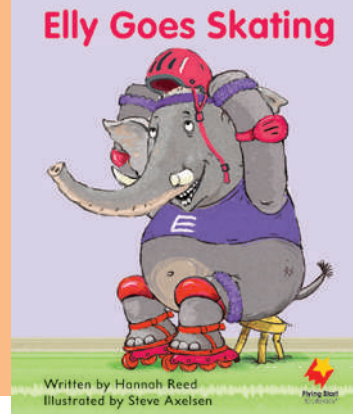
★ Ask: *Why did the children in this book join a skating club?* Model writing on a chart a list of reasons from the book. Encourage the students to give their own ideas and include these on the chart.

### Independent writing

Have students work with a partner to make a poster that advertises a skating club. Encourage students to include information on their poster about why skating is good for you and what you can learn by joining the club.

## Sharing and presenting

Each group of students could present their poster.



## Before reading

### Getting ready to read

Encourage students to activate their prior knowledge. Ask: *What would an elephant on skates look like?* Students could draw a picture of an elephant on skates, then talk about their picture with a partner.

★ Say: *Imagine that an elephant went skating.* Ask students to turn and talk to a partner about what might happen.

### Vocabulary building

★ Write the words *jump, skate, stand, land* and *spin*. Say: *These are some of the action words or verbs in the book.* Read the words. Model an action (e.g. spin) and ask the students to identify the word. Ask the students to each choose a word and repeat the activity.

## Introducing the book

Give each student a copy of *Elly Goes Skating*. Say: *The main character in this story is an elephant called Elly who wants to learn how to skate. She realises that she will need to go to a skating school.* Have students turn to pages 2 and 3. Ask: *What has Elly seen that makes her want to try skating?* Respond using the structure of the sentences in the text. *Yes, one day Elly saw Pig skating.*

## During reading

Ask each student to read the text independently. Monitor students as they read and support them as needed. If necessary, ask them to stop reading and remind them to use the reading strategy you are focused on. Encourage students to use initial consonant digraphs and clusters as they decode. For example, say: *Look at the letters in that word. What letters can you see at the beginning of the word? What sound do the two letters at the beginning of the word make? Look at the letters in that word. What letters help you to know what sounds you should hear in the word?*

## 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.

*Where did Elly go to learn how to skate? What things did she learn there?* (Literal)

*Did Elly find it easy to learn how to skate? Explain.* (Inferential)

*How might Elly have felt when she first tried skating? How might she have felt when she learnt how to skate?* (Synthesising)

*Is it always easy to learn something new? Explain.* (Critical)

### Reviewing reading strategies

Give positive feedback on the reading strategies the students used as they read the book. For example, say: *What are some of the things you did to help yourself?* If appropriate, comment on how the students used the initial letter information.

## 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 work in a group to make stick puppets of the main characters from the book, then act out the book using the puppets. Encourage the students to use expression when reading. Say: *Think how Elly might say, "Look out!". Try to make your voice sound just like Elly's voice would.*

### Word work

#### Phonemic awareness and phonics

Write the words *play*, *pay* and *tray* on the board. Say: *These words have the long /a/ sound made by the letters "ay".* Ask students to look through *Elly Goes Skating* to find other words that contain this digraph. Make a list. Students could use magnetic letters to make words containing the "ay" digraph.

### Exploring words

Have students could work with a partner to browse through the book and make a list of words to do with skating (skate, helmet, pads, wheels, jump, etc). Encourage students to share their lists. Create a group list of skating words.

## Writing

### Modelled writing

★ Ask: *What other activity did Elly try?* Have students talk with a partner about this. Use the students' ideas to model writing about what other things Elly could have done for exercise.

### Independent writing

Students could innovate on the text to write their own Elly story. Encourage students to refer to the text to check the spelling of high-frequency words.

### Sharing and presenting

In small groups, students could talk about the story they wrote about Elly. The stories could be made into a class book and read to the whole class.

## Talk about the pair

After students have read both *The Skating Club* and *Elly Goes Skating*, ask: *What new things did you learn about skating? Is skating a good activity to do? Explain.*

In small groups, students could cut out pictures from magazines to make a collage showing a range of activities that help people keep fit. Students can work further with these books by completing the Activity card.

# Blackline master

## All about skating

Use information from the text *The Skating Club* to fill in the data chart below:

### Assessment

Is the student able to find information within the text?

Is the student able to fill in the data chart appropriately?

# Activity card

## Skate your way to 20 points



Find a friend to play this game with you.

### What to do:

1. Cut out the cards below.
2. Place them in a pile with your partner's cards.
3. Take turns picking up a card, reading it and placing it back at the bottom of the pile.
4. Keep a tally of the points you score each time you pick up a card.
5. The first person to get 20 points is the winner.



|                                                                         |                                                                                    |                                                              |                                                                      |
|-------------------------------------------------------------------------|------------------------------------------------------------------------------------|--------------------------------------------------------------|----------------------------------------------------------------------|
| <p>You clean the wheels of your skates.</p> <p>1 point</p>              | <p>You put on your helmet and your knee, wrist and elbow pads.</p> <p>2 points</p> | <p>You spin around on your skates.</p> <p>3 points</p>       | <p>You win a speed-skating race.</p> <p>3 points</p>                 |
| <p>You hit the puck when you play hockey on skates.</p> <p>2 points</p> | <p>You test the brakes on your skates.</p> <p>2 points</p>                         | <p>You learn a new trick on your skates.</p> <p>2 points</p> | <p>You check that the wheels spin on your skates.</p> <p>1 point</p> |

Flying Start to Literacy Lesson Plans *The Skating Club / Elly Goes Skating* © 2009–2016 EC Licensing Pty Ltd.

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