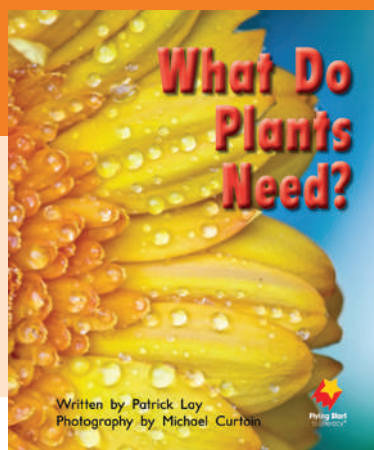


Lesson Plans

Transitional
reading stage

Level 14



What Do Plants Need? has two experiments that test what plants need to grow.

Running words: 222

Text type: Recount



Three brothers enter the King's pumpkin-growing contest, but only the smallest brother works hard to try to win the gold.

Running words: 320

Text type: Narrative

High-frequency words

New: could does loved need now smallest try

Key vocabulary

bean biggest brother experiments flowers gold grew grow hole leaves middle plant/s pumpkin roots seed seedling sunlight water weeds

Phonics

- Breaking words into syllables
- Identifying the long /e/ sound ("ee" as in *seed*, "ea" as in *each*)

Text features

What Do Plants Need?

- Step-by-step written and photographic directions
- Callout boxes with a "Find out" problem

The Great Pumpkin-Growing Contest

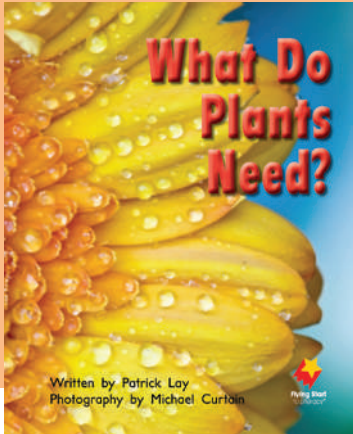
- Repetitive structures; simple and compound sentences

Reading strategies

- Recognising and using knowledge of text structure
- Making text-to-text connections (link to traditional tale)

ELL support	Key concepts	Curriculum links
• Photographs support the text. • Numbered steps clearly indicate the order of the procedure. • Humorous illustrations support the story. • New vocabulary is supported by the context.	• Plants have needs. • Plants need water to grow. • Plants need sunlight to grow. • Some plants need to be looked after so they will grow.	• Science: Living things • English: Traditional stories

Lesson 1 What Do Plants Need?



Before reading

Getting ready to read

Encourage students to activate their prior knowledge. Ask them to draw a plant and label its parts, then to share their pictures with a partner. Ask: *What do plants need to grow?* Discuss and list students' ideas on a chart.

★ Talk about something you did, such as making a cup of tea. Write each step on a separate card. Write a number on each card to show the order in which you did each thing. In pairs, ask students to put the cards in order.

Vocabulary building

★ As needed, introduce the vocabulary from the book. Write *flowers*, *leaves* and *roots* on the board. Ask students to look at the pictures they drew during the Getting ready to read stage. Ask: *Did you use these labels on your picture?* Give students time to add the labels if necessary. Write the word *experiment* on the board. Ask: *What is this word? What does it mean?* Discuss responses.

Introducing the book

Give each student a copy of the book. Say: *This book is called What Do Plants Need? It has two experiments. One tests whether plants need water to grow. The other experiment tests whether plants need sunlight to grow.* Ask students to browse through the book. Discuss the layout. For example, on pages 4 and 5, ask: *Why are the pieces of text numbered?*

During reading

As each student reads the text independently, monitor and support them where appropriate. If necessary, ask them to stop reading and remind them to use the reading strategies you are focused on. Check that students are aware of the structure of the text – a recount. Check if they can use this knowledge to help them decode. Ask: *What is this statement telling you? Yes, it is telling you what they did. What did they do next? How do you know? Yes, the numbers tell you what they did next.*

After reading

Talking about the book

Ask the students to talk about the book. Encourage 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 did the first experiment test? (Literal)
Do plants need water to grow? Do plants need sunlight to grow? Explain. (Inferential)
What other experiment could you do about plants? (Synthesising)
Would these experiments work for all types of plants? (Critical)

Reviewing reading strategies

Give positive feedback on the reading strategies the students used as they read the book. For example, say:
I like the way you know that you must read each step in this recount in order for it to make sense. Well done.

Returning to the book

Provide multiple opportunities for the students to reread and interact with the book – with teacher support, with a partner and independently. Choose activities that are appropriate for your students.

Developing fluency

Pairs of students could read the book together – one reads the steps while the other role-plays the actions. Students then change roles. Say: *You will need to read each direction clearly so your partner knows what to do.* Students could complete the Blackline master and then read it fluently to a partner.

Word work

Phonemic awareness and phonics

Clap each syllable as you say the word *experiment*. Ask: *How many syllables are in this word?* Pairs of students could find and list five words with one syllable and five words with two syllables in the book.

Exploring words

Write *sunlight* on the board. Ask a student to circle the two small words in this word. Say: *A word that is made up of two smaller words is called a compound word.* In small groups, students list other compound words.

Writing

Modelled writing

★ Ask: *What things do we now know about plants?* Brainstorm and list ideas. Use the list to model writing a simple sentence, for example: *Plants need water.* Say: *This sentence is a simple sentence. It has only one idea.* Model writing a compound sentence, for example: *We know that plants need water because the seed without water did not grow.* Say: *This sentence is a compound sentence. It has more than one idea.*

Independent writing

Ask students to write one simple sentence and one compound sentence about plants.

Sharing and presenting

Read aloud the sentences to the group. Ask students to decide whether each sentence is simple or compound.



Before reading

Getting ready to read

Encourage students to activate their prior knowledge. Ask: *Who has grown vegetables in their garden? Who has seen a vegetable garden?* Invite students to share their personal stories about growing vegetables. Ask: *How do you look after the vegetables you are growing?* List students' ideas.

★ Show students the front cover of the book, *The Great Pumpkin-Growing Contest*. Ask: *Who is this? What is he doing? What do you notice about the pumpkins? Why do you think the King is measuring the pumpkins?* Have students work with a partner to list their ideas and then share their ideas with the group.

Vocabulary building

★ As needed, introduce the vocabulary from the book. Say: *In this story, there are three brothers – the smallest brother, the middle brother and the biggest brother. There is also a king, who holds a pumpkin-growing contest.* Write each character's name on the board. Ask students to draw and label a picture of the characters.

Introducing the book

Give each student a copy of the book. Say: *This book is about three brothers who enter a pumpkin-growing contest held by the King. But the problem is, the smallest brother does all the work.* Talk through the book. Point out the characters and say their names. Ask students to predict what is happening in the pictures. For example, on pages 10 and 11, ask: *What is the smallest brother doing? What are the other brothers doing?*

During reading

As each student reads the text independently, monitor and support them where appropriate. If necessary, ask them to stop reading and remind them to use the reading strategies you are focused on. Ask: *What type of story is this? Have you seen other stories like this before?* Elicit that it is a traditional tale. Give examples that the students may know, such as *Cinderella* and *Sleeping Beauty*. Say: *Knowing what type of story you are reading can help you to read the words and understand the story.*

After reading

Talking about the book

Ask the students to talk about the book. Encourage 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.

Who won the pumpkin-growing contest? (Literal)

Why didn't the smallest brother let the other brothers help him spend the gold? (Inferential)

Have you ever been in a situation where you did all the work and others didn't help you? (Synthesising)

Why did the author choose the smallest brother to be the one to do all the work? How would the story be different if one of the other brothers had done all the work? (Critical)

Reviewing reading strategies

Give positive feedback on the reading strategies the students used as they read the book. For example, say: *I like that you knew what type of story this was. You used the pictures and the story to work this out.*

Returning to the book

Provide multiple opportunities for the students to reread and interact with the book – with teacher support, with a partner and independently. Choose activities that are appropriate for your students.

Developing fluency

Have the students work in small groups to practise reading the book. Each student could take the part of a different character. Say: *Try to say the words just like your character would say them.*

Word work

Phonemic awareness and phonics

Write *seed* and *each* on the board. Ask pairs of students to take turns saying each sound in the words. Ask: *How many sounds do you hear? What letters make each sound?* Ask students to look through familiar texts to find more examples of the long /e/ sound.

Exploring words

Write *smallest* and *biggest* on the board. Circle the root words (*small* and *big*). Say: *What other words could we make from these root words? (bigger, smaller)* Make a list of other words that can have the “er” and “est” inflectional endings, such as *old*, *new*, *young* and *tall*.

Writing

Modelled writing

★ Ask: *Do you think the smallest brother should have shared the gold?* Discuss students' responses. Model writing your opinion – introduce the topic, state your opinion, give your reasons and write a concluding statement.

Independent writing

Ask students to write an opinion piece on whether the smallest brother should have shared the gold. Remind students to state their opinion and write reasons for it.

Sharing and presenting

Read the students' opinion pieces. Count how many are for and how many are against sharing the gold.

Talk about the pair

When students have read both books, ask them to talk with a partner about the things they know about plants. Ask students to share their ideas. Record

students' responses as a concept map. Have students complete the Activity card.

Blackline master

Order the steps

Cut out the sentences and pictures below.

Place each picture underneath the words that match it on a long strip of paper. Make sure you put the steps in the right order! Use *What Do Plants Need?* to help you.

We put a bean seed in between the paper and the cup.	We looked at the seeds. This is what we saw	We put some water in one of the plastic cups.
We put both cups in a sunny spot.	We got two plastic cups.	We rolled up some paper and put it inside each plastic cup.



Assessment

- Can the student match text with photographs?
- Can the student put the text in the correct order?

Activity card

Plant memory



Cut out the cards below.

Join with a partner and use both sets of cards to play a game of Memory. Match a sentence card with a picture card. The picture must show what the sentence is saying.



The smallest brother grew the biggest and best pumpkin.

The smallest brother watered the pumpkin seeds.

The smallest brother pulled out the weeds.

The leaf that had no sunlight turned yellow.

This plant has flowers, leaves and roots.

The seed with water grew.

Flying Start to Literacy Lesson Plans *What Do Plants Need? / The Great Pumpkin-Growing Contest* © 2014–2016 EC Licensing Pty Ltd.

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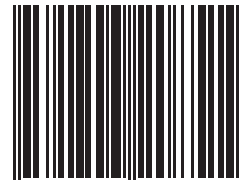
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