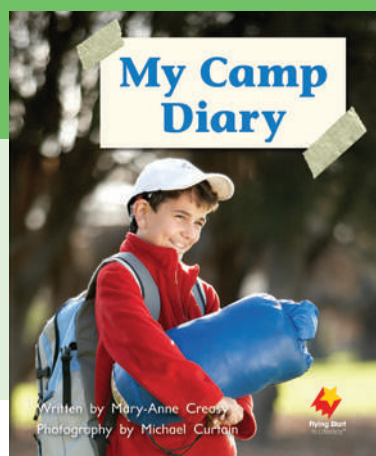
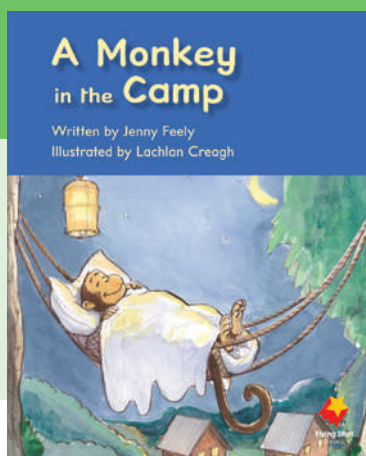


Lesson Plans

**Emergent
reading stage
Level 5**



This information book records the day-to-day experiences of a boy who is on camp. It recounts the camp activities.
Running words: 160
Text type: Recount



This narrative is about a monkey who joins kids on a camp and does the activities with them.
Running words: 167
Text type: Narrative

Vocabulary

High-frequency words

a all am and at came come
did down get go going got
had he I in is it like/s liked
looked me my not now of
on out said so the then there
they to too us up was we
went what will with

Key vocabulary

bed big blue bus camp Dan eat flip Friday fun huts
jumped into kids lot Max met Monday monkey mother
next pizza play pool ropes sat school sleep slid slide stop
Sunday Thursday tree Tuesday water Wednesday

Phonics

- Identifying the /mp/ blend as in *jump*
- Identifying the /sl/ blend as in *slide*

Text features

My Camp Diary
A Monkey in the Camp

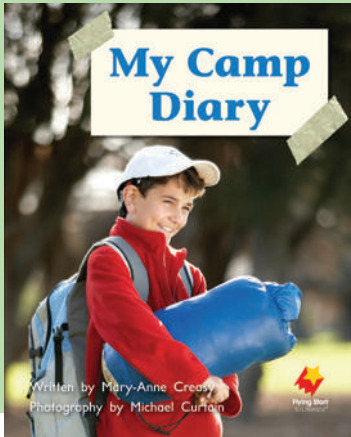
- Diary format
- Direct speech; illustrations support the text

Reading strategies

- Searching for cues in the text – using letter cues
- Searching for cues in the text – using meaning

Key concepts	Curriculum links
• Some children go on camps. • Some camps have organised activities.	• Health and physical education: Being healthy, safe and active

Lesson 1 My Camp Diary



Before reading

Getting ready to read

Encourage students to activate their prior knowledge. Say: *We are going to read an information book about going on camp.* Invite a student from another class in your school who has been on camp to be a guest speaker. Ask the guest speaker to talk about their camp experiences. Encourage students to ask the guest speaker questions about their time on camp.

★ Support students' understanding of what a camp is by discussing the things that the guest speaker talked about. *What is a camp? Who goes on camps? What happens on a camp? Do you think you would like to go on a camp? Why?*

Vocabulary building

★ Talk to students about keeping a diary. Say: *Some people write about what happens to them each day. We call that a diary. You need to write the day of the week each time you write in a diary.* Ask students to name the days of the week. Record these on a chart, beginning with *Sunday*.

Introducing the book

Show the students a copy of the information book *My Camp Diary*. Say: *This book is called My Camp Diary. What do you think a diary is?* Discuss students' responses. Ask students to browse through the text. *This diary is about what happens to a boy during his week away at camp.* Ask: *What features does this book have that tell you it is written as a diary?* Discuss responses. Talk through the book. For example, ask: *What day of the week is this page about? What is the boy doing?*

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 attending to the letter cues. Do they check the letters in the word to see whether the word they read looks right? Encourage this behaviour. Say: *You read the word _____. Look at the letters in that word. Does the word look like the word you 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.

How did the boy get to camp? Who did the boy meet on Monday?

What did the boys do on Thursday? (Literal)

Why does the boy say that he will go to the next camp? (Inferential)

What did you learn about camps by reading this book?

(Synthesising)

Do all children think that camp is fun? Explain. (Critical)

Reviewing reading strategies

Give positive feedback on the problem-solving strategies students used as they read the book. Say: *I can see that you know how to pay attention to the letters in the words as you read. That's what good readers do.*

English Language Learner support: *My Camp Diary* / *A Monkey in the Camp*

Use the teacher notes on the back of the Vocabulary Starters **Doing Things**, **Shopping**, **My Family**, **Movers**, **Places I Go** 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

Model reading the book fluently. *Did you notice how my voice sounded when I read the book? Can you read it like that?* Students can read the book with a partner, concentrating on reading it fluently.

Word work

Phonemic awareness and phonics

Focus on the /sl/ blend as in the words “sleep” and “slide”. *What sound do these two letters make together? Play “Guess my word”. I am thinking of a word in the book that has the /sl/ sound in it. This word is something that you usually do at night.*

Exploring words

Ask students to draw a T-chart with the headings: *Things I would like to do* and *Things I would not like to do*. Under these headings, ask them to list the main activities written about in the text. Students can talk about their chart with a partner.

Writing

Modelled writing

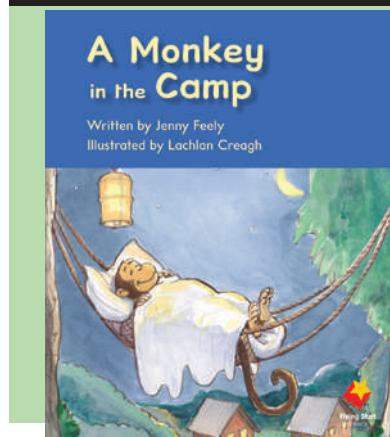
★ Say: *We are going to write a diary about what we did at school today.* Ask students to recall and discuss what they did. Have them contribute to the diary where they can. For example, say: *First, we need to write the day. Look around the room. Can you see the days of the week written anywhere?*

Independent writing

Ask students to write about what they would like to do at camp. Make a list of high-frequency words (*going, will, am, now, liked, there, had*) that students can use in their writing.

Sharing and presenting

Students could discuss with a partner what they have written and drawn about camp.



Before reading

Getting ready to read

Encourage students to activate their prior knowledge. Say: *We are going to read a funny story about a monkey at a camp. What would a camp be like if a monkey came and joined in the activities with the kids?* Ask students to turn to a partner and talk about this. Discuss student responses.

★ Talk about what could happen if a monkey came into the classroom. *What might a cheeky monkey do if it came into our classroom?* Ask students to draw a picture showing what might happen. Suggest that students talk with a partner about their picture.

Vocabulary building

★ Talk about what you might do at a pool. Say: *Some pools have a slide. If you went on the slide, you would say, “I slid down the slide”.* Write the sentence on the board. Say: *If you turned over as you went down the slide, you would say, “I did a flip”.* Write that sentence on the board.

Introducing the book

Show the students a copy of the book *A Monkey in the Camp*. Say: *This book is called A Monkey in the Camp. It is about a Monkey that joins a group of kids on their camp.* Talk through the book. Ask: *What is happening in this picture? Where is the monkey?* Reply using the structure of the sentences in the text: *Yes, Monkey sat in the tree and looked at the kids.*

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 searching the text for meaning cues. Do they check that the words they have read make sense? Encourage this behaviour. For example, say: *You read _____. Does that make sense? Try reading it again. This time, think about what would make sense.*

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 activities did the kids and the monkey do at the camp? Where did Monkey sleep? (Literal)

Why did Monkey have to leave the camp? (Inferential)

In what ways was this camp like other camps you know about? How was it different? (Synthesising)

Do you think that a monkey was a good choice of character for this book? Explain. (Critical)

Reviewing reading strategies

Give positive feedback on the problem-solving strategies students used as they read the book. Say: *I noticed you were making sure that what you read made 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

Students could present a readers' theatre by using a soft toy monkey to act out the book as they read. Encourage students to read with fluency. *Try to read the words smoothly, not in a jerky way.* Students could present their readers' theatre to another class in the school.

Word work

Phonemic awareness and phonics

Write the /mp/ blend on the board. *What sound do these two letters make together?* Ask students to browse through the text and find words that have the /mp/ sound in them. *What other words do you know that have this sound?* Make a list.

Exploring words

For example use the text to reinforce students' sight-reading of high-frequency words. For example, turn to pages 2 and 3. *Can you show me the word "came"? How did you know that it said "came"? What letters are in the word?*

Writing

Modelled writing

★ Ask: *What other things could Monkey and the kids have done at camp? Imagine you are the author of the book and you need to write about some other activities that Monkey did with the kids.* Make a list of the activities on a chart. Invite students to help you where they can. For example, ask: *Who can help me write kick?*

Independent writing

Ask students to pick something from the activities listed on the chart to draw and write about. Compile the pages to make a class book.

Sharing and presenting

Read the class book to the students. Ask students to talk about their writing activity with a partner.

Talk about the pair

After students have read both *A Monkey in the Camp* and *My Camp Diary* ask: *Why do kids go on camps? What things might you learn by going on a camp?*

Students can work in a small group to fill out

a PMI (plus, minus and interesting) chart about going on a camp. Students can work further with these books by completing the Activity card.

Blackline master

What happened on camp?

Use the book *My Camp Diary* to find out what happened on each day of camp.
Write or draw in the chart below.

Monday	
Tuesday	
Wednesday	
Thursday	
Friday	

Assessment

- Can the student find information in the book?
- Can the student fill out a table correctly?

Activity card

Camp charades



Use these fun Camp Cards to play charades with your friends.

1. Cut out the cards below.
2. Students take turns to pick a card then act out what is happening on the card.
3. Other students guess what is being acted out.



Getting to
camp



Going to sleep



Making pizza
to eat



Going up on
the ropes



Going down
the water slide



Getting home
on the bus

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