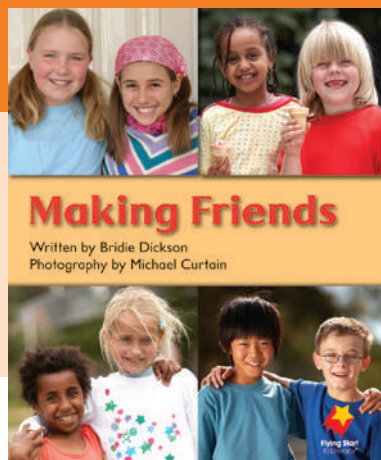


Lesson Plans

Transitional
reading stage

Level 12



Making Friends recounts several personal experiences about making new friends.

Running words: 348

Text type: Recount



The Blue Crane is a story about a blue crane that arrives at a lake where some white cranes live. Despite many differences, the blue crane is eventually accepted by the white cranes.

Running words: 318

Text type: Narrative

High-frequency words

New: asked away back ball
because friend(s) house
into let('s) live(d) next until
walk(ing) want(ed) water

Key vocabulary

became best catch dance eating food friends games kids
met mothers new park play school

Phonics

- Identifying the /c/ sound represented by “ch” as in *school*
- Identifying the vowel digraph “ue” as in *blue*

Text features

Making Friends

- Labels on some photographs
- Some dialogue

The Blue Crane

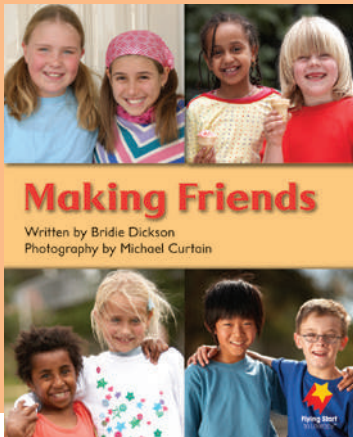
- Dialogue

Reading strategies

- Comprehension – relating personal experiences to a text
- Using letter cues to decode

ELL support	Key concepts	Curriculum link
• Photographs support the recounting of experiences. • The narrative repeats familiar phrases throughout.	• Friends can be made in different ways. • Friends have things in common. • Friends have differences.	• Health and Physical Education: Relationships

Lesson 1 Making Friends



Before reading

Getting ready to read

Encourage students to activate their prior knowledge. Show the students a photograph of a friend of yours. Talk about your friend, explaining how you met and how you became friends. In pairs, students could share photographs of themselves. They could turn and talk with a partner about their friend in the photo, how they met and how they became friends. Invite students to share their stories.

★ Students could draw a picture of themselves with one of their friends. Students could then talk about their picture, explaining who their friend is, how they met and how they became friends.

Vocabulary building

★ Make a list some of the vocabulary students used when talking about their own experiences of making friends (friends, asked, play, show, games, became, met).

Introducing the book

Give each student a copy of *Making Friends*. Say: *This book is called Making Friends. It has four different recounts by children who remember how they met a special friend.* Refer students to pages 2 and 3. Say: *This is Kim and this is Sophie. Kim tells us how she met Sophie and how they became friends. Where do you think they met? Why do you think they are friends?* Continue talking through the book, encouraging students to make predictions from the photographs.

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. Look for students who are able to comprehend the text and relate their own personal experiences to it.

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.

How did Kim and Sophie meet? Why was Emma feeling sad at school? How did Liz help her? (Literal)

What are some of the ways that people can become friends? (Inferential)

Have you made a friend in a similar way to one of the people in this book? (Synthesising)

All of the recounts in this book are positive stories about friends.

Do all friendship stories end happily like these ones? (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 find a place where you did some problem solving?* If appropriate, comment on how well the students identified what was important about the way that the children became friends in each narrative. Ask the students to summarize what they have read by identifying the important ideas. Can they provide an oral summary of each of the narratives? For example, ask: *How did Kim and Sophie become friends? What information is important?*

★ These activities are also suitable for English Language Learners (ELL).

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 groups of four and read one story each from the book. Encourage students to read the text fluently. Say: *Try to make your reading sound like you are telling the story. Your voice should sound smooth, just like it does when you are talking.*

Word work

Phonemic awareness and phonics

Write the word *school* on the board. Ask: *What sounds can you hear in this word? What letters make each of these sounds? What letters make the /c/ sound in this word?*

Exploring words

Ask: *What words could you use to describe a good friend?*

Students could work with a partner to brainstorm a list of these words. Ask pairs of students to share their lists, then use these words to create a group list.

Writing

Modelled writing

★ Ask: *What advice would you give someone about how to make friends?* Have students discuss with a partner then share their ideas with the group. Model writing their ideas on a chart.

Independent writing

Have students innovate on the text by writing their own personal recount about how they met someone and became friends with them.

Sharing and presenting

Students could sit with a partner and take turns to read their recounts to each other.



Before reading

Getting ready to read

Encourage students to activate their prior knowledge. Play some music and ask students to dance. Say: *You can dance any way you like.* Turn off the music and ask: *Did everyone do the same dance? Does it matter that you all danced differently? Did someone dance in a way that you would like to be able to dance? How could you learn to dance this way?*

★ Ask students to think about one of their friends. Students could then turn and talk with a partner about this friend, how they are similar to their friend and how they are different.

Vocabulary building

★ Write and say the word *crane*. Ask: *Do you know what a crane is?* Explain that the word *crane* can mean a machine or a bird. Show the students the cover of the book. Say: *Cranes are birds with a long beak and long legs. In the story we are going to read, the cranes live at the edge of a lake.*

Introducing the book

Give each student a copy of *The Blue Crane*. Say: *This book is called The Blue Crane. It is a story about a group of white cranes that live near a lake. They are all good friends. One day a blue crane comes to their lake. The blue crane is different. The white cranes do not want the blue crane to be their friend.* Turn to pages 4 and 5. Say: *These are the white cranes. They all look like each other. Here is the blue crane. How is this crane different? What might the white cranes say?* Respond using the structure of the sentences in the text. Say: *Yes, the white cranes said, "You do not look like us. You are blue and we are white. You cannot be our friend".*

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, do they check the word to make sure it sounds right? Ask: *How did you know that word? What did you check? What did you look for in the word?*

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.

Why didn't the white crane want to be friends with the blue crane? (Literal)

Why did the white cranes change their minds about being friends with the blue crane? (Inferential)

Have you ever been in a situation similar to the one the blue crane was in? Explain when. What did you do? (Synthesising)

Is it fair that the white cranes did not want to be friends with the blue crane because she was different? Explain. (Critical)

Reviewing reading strategies

Give positive feedback on the reading strategies the students used as they read the book. If appropriate, comment on how the students used initial letters as they read.

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 create sock puppets of the three white cranes and the blue crane, and use them to present a readers' theatre of the book. Encourage students to read with fluency and expression. Ask: *How would the blue crane say that? Can you make your voice sound that way?*

Word work

Phonemic awareness and phonics

Ask: *What colour was the new crane? What sounds can you hear in this word?* Invite students to write the word *blue* on the board. Ask: *Does anything surprise you about how this word is spelled?* Underline the “ue”. *What other letters can be used to represent this sound?*

Exploring words

Students could paint a picture of the cranes by the lake. When the paintings dry, ask students to use words from the text to label them.

Writing

Modelled writing

★ Make a T-chart with the headings, *Similarities between my friend and me* and *Differences between my friend and me*. Have students talking about what makes their friends alike and different from themselves. Record the students' responses on the T-chart.

Independent writing

Ask students to use a Venn diagram to write and draw about a friend including the ways this friend is similar to and different from the student.

Sharing and presenting

Students could sit in a small group and take turns to talk about their Venn diagrams.

Talk about the pair

Ask: *What have you learnt about friends by reading these books?* In pairs, students could write statements that show what they have learnt about friends, then share these statements with the group.

In small groups, students could make up and act out a scenario that shows people making new friends. Groups could take turns to present their role-plays to the whole group. Discuss each role-play and the message it sends. Students can work further with these books by completing the Activity card.

Blackline master

Know and think

Use the book and your own thoughts to fill in the chart below.

	What I know <i>How did they meet? How did they become friends?</i>	What I think <i>Why do you think they are good friends?</i>
		
		
		
		

Assessment

Is the student able to record facts on a chart?

Is the student able to offer opinions?

Activity card

I didn't know that!



A part of making new friends is learning things about them. Find out more about the people in your group by interviewing them and filling in this chart. When you have finished, talk with your group about what new things you learnt and what surprised you.

	Person 1 Name: _____	Person 2 Name: _____	Person 3 Name: _____
What is your favourite thing to do outside school?			
How many people live in your home?			
What is your favourite food?			
How do you get to school?			
What job would you like to do when you finish school?			

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Consultants: Susan Hill
Designed by Derek Schneider
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