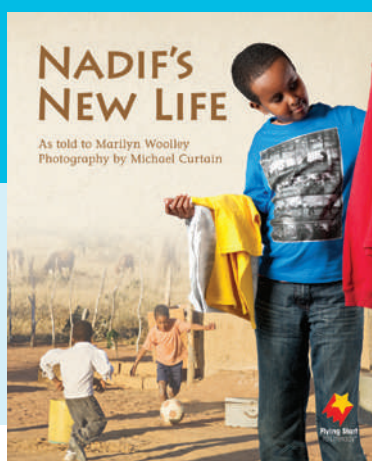


Lesson Plans

**Early Fluent
reading stage**

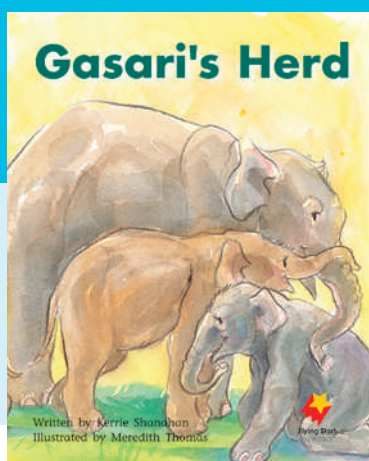
Level 16



Nadif's New Life recounts the story of a Somali boy who loses his family in the war. He begins a new life in Australia.

Running words: 706

Text type: Recount



Gasari's Herd is a narrative about an elephant whose herd is captured by humans, leaving Gasari all alone. One day she saves a young elephant's life and is welcomed into a new herd by the young elephant's family.

Running words: 417

Text type: Narrative

Content vocabulary

Africa Australia belonged bombs brave city computer crocodiles destroyed discover elephant English exploring family fearless fighting friend/s/ly frightened Gasari gun jungle killed library life lions market refugee camp river scared school shops soccer Somalia survive thatched village

Phonics

- Identifying the vowel digraph "oy" as in *destroyed*
- Identifying the vowel digraph "er" as in *her* and *herd*

Text features

Nadif's New Life

Gasari's Herd

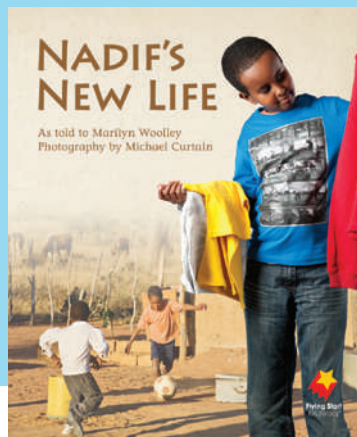
- Scrapbook-style photographs
- Chapter headings
- Contents page
- Author's note

Reading strategies

- Comparing and contrasting
- Making inferences about a character

ELL Support	Key concepts	Curriculum links
• The recount is supported by photographs. • New terms are explained within the text. • Illustrations support the narrative.	• Most people belong to a group of people who have things in common. • Sometimes people join new groups. • Different groups of people do some things differently to other groups.	• Geography: Interconnection • Civics and Citizenship: Roles and responsibilities

Lesson 1 Nadif's New Life



Before reading

Getting ready to read

Encourage students to activate their prior knowledge. Ask: *Have you seen stories on the news about children who live in regions where there is a war? What would it be like living there? How would you feel? What might happen?* Discuss students' responses.

★ Say: *In some parts of the world children live where there is a war nearby. This would make their life very difficult. Has something happened in your life that has made it difficult?* Students could draw a picture of themselves at a time when they experienced something that was hard to deal with. Students could then sit knee-to-knee with a friend and talk about their picture.

Vocabulary building

★ Say: *We are going to read a book about a boy who moves from Somalia to Australia. What feelings might this boy experience? What things might be new to the boy?* During the discussion, list some key content words from the book that arise (Somalia, Australia, scared, family, refugee camp, village, city, etc).

Introducing the book

Give each student a copy of *Nadif's New Life* and have them read the title. Say: *This book is about a boy called Nadif who lived in Somalia. In Somalia a war broke out and Nadif got separated from his family. He walked for eight weeks to reach a refugee camp. Eventually he was sent to Australia. The book explains how Nadif coped in his new country.* Talk through the book, discussing the photographs, giving students the opportunity to make predictions. For example, on pages 4 and 5 you could say: *This is Nadif in his village in Somalia. Somalia is a country in Africa. What can you say about the house Nadif lived in? What sort of things do you think Nadif might have done in his village?*

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 comparing and contrasting information? Ask: *What was Nadif's life like in his village? What is the same or different about his life now?*

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 country was Nadif from originally? What happened in his country to make him leave his village? How did Nadif get to Kenya? What things did Nadif need to learn about in Australia? (Literal)* *In what ways had Nadif's life changed from the beginning of the book to the end? (Inferential)* *How do you feel about what happened to Nadif? How does hearing Nadif's story make you feel about your life? If you had the chance to talk with Nadif, what would you say to him? What questions would you ask him? (Synthesising)* *How would the author have found out about Nadif's story? Do you think this is a story that lots of people should hear about? Why? (Critical)*

Reviewing reading strategies

Encourage the students to identify what they did to help themselves as readers. Ask: *What are some of the things you did that helped you make sense of this book?* If appropriate, comment on how well the students were able to compare and contrast Nadif's former and present life. For example, you could say: *I noticed how you were thinking about what is the same and different about Nadif's life now that he lives in Australia.*

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 practise reading the text fluently. Say: *Try to make your voice sound smooth, as if you are Nadif talking about your life.* The students could then go to another class and read the book to another student.

Word work

Phonics

Write the word *destroyed* on the board. Say: *What sounds can you hear in this word?* Underline the letters “oy” in this word. Say: *What other words do you know that have these letters and this sound in them?* Students could talk about this with a partner and then make a group list (*enjoy, boy, toy, foyer, annoy*, etc).

Exploring words

Ask students to re-read the text and make a list of five words that they found challenging. Students could then join with a partner and take turns to explain the meaning of each word on their list.

Writing

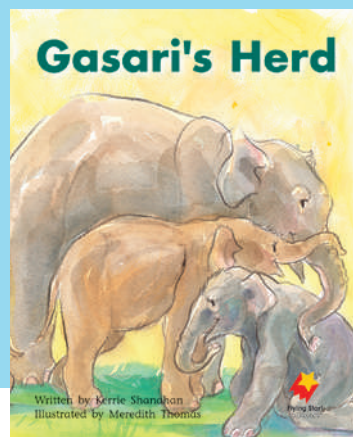
★ Say: *This book is a biography of Nadif’s life – it tells us the story of his life so far. Invite students to talk about their lives.* Ask: *Where were you born? What is your house like? What things do you like to do? What interesting events have happened in your life?*

Have students write their own biographies about their lives so far.

Sharing and presenting

Students could take turns to read their biographies to the group.

Lesson 2 Gasari’s Herd



Before reading

Getting ready to read

Encourage students to activate their prior knowledge. Show the students a picture of an elephant. Say: *Female (girl) elephants live in groups with their mothers and aunts and other young elephants. These groups are called herds. Why do you think elephants live in herds?* Draw out that they look after the babies, and each other. Ask: *What might happen to an elephant if she lost her herd?* Discuss.

★ Students could act out being part of an elephant herd.

Vocabulary building

★ Say the words *Gasari, elephant, herd, fearless, brave, adventurous, exploring* and *jungle*, then write the words on the board. Say: *We are going to read a book about an animal called Gasari.* Encourage the students to discuss what they know about Gasari based on the words on the board.

Introducing the book

Give each student a copy of *Gasari’s Herd* and have them read the title. Say: *This is a story about an elephant who sees her herd taken away by humans. She is very sad and feels very alone. Then one day she saves the life of a young elephant. The herd that the young elephant belongs to invites Gasari to become a member of their herd.* Talk through the book, discussing the illustrations and asking students to make predictions. For example, on pages 4 and 5 you could say: *This is Gasari when she was young. She was named Gasari because Gasari means fearless and brave. What sort of things do you think young Gasari might get up to?*

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 making inferences about Gasari? You could ask: *How did Gasari feel when her herd was taken away? How did she feel when she was asked to join a new herd?*

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 happened to Gasari's herd? What did Gasari do when this happened? How was Gasari able to join a new herd? (Literal)* *Why was it important for Gasari to be part of a herd? Why did this make her happier? (Inferential)* *When Gasari lost her herd she felt totally alone. She felt as though she did not belong. Have you ever felt like you did not belong? Explain. (Synthesising)* *Although the book is about elephants, could a similar story happen to a person? Explain what you mean. (Critical)*

Reviewing reading strategies

Encourage the students to identify what they did to help themselves as readers. Ask: *Can you find a place in the book where you worked out a problem? What strategies did you use?*

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 small groups to present a reader's theatre of *Gasari's Herd*.

Word work

Phonics

On the board, write the words from the book that have the /er/ sound in them (*returned, turned, her, herd*). Ask: *What sound do all these words have? What different combinations of letters represent this sound?* Underline the letters. Students could then look through other familiar texts to find more words to add to the “er” list. (Note the difference in the sound of the “er” in *herd* to the “er” in a word such as *teacher* where the “er” makes the “schwa” vowel sound.)

Exploring words

Students could fold a piece of paper into thirds and write the headings *Young Gasari*, *Gasari alone* and *Gasari in her new herd*. In each column, students could write words that describe Gasari and her feelings during these different phases of her life.

Writing

★ Ask: *Who is telling this story?* Discuss how the story would sound if Gasari was telling the story. Model writing the first part of the story. (E.g. One day I went for a long walk away from my herd. When I got back I saw men with guns pushing my herd into a truck. I was terrified and didn't know what to do, so I hid behind some trees.)

Have the students choose a part of the story and write about it as if Gasari was telling the story.

Sharing and presenting

Students could read their writing to a partner.

Talk about the pair

Ask: *What does it mean to belong to a group? Do you think it is important to have somewhere where you feel like you belong?* Students could talk with a partner about places where

they feel like they belong. Students could then draw a picture of themselves in a place where they belong. Have students work further with these books by completing the Activity card.

Blackline master

Retrace Nadif's steps

Cut out the pictures below, write about each photograph, and then stick them onto a strip of paper in the correct sequence.













Assessment

Is the student able to write about episodes from a book?

Is the student able to sequence events from a recount?

Activity card

Feeling alone or feeling like you belong ...



1. On a large sheet of paper draw up a T-chart with the headings:

Feeling alone

Feeling like you belong

2. Cut out the pictures, symbols, words and phrases below and stick them onto your chart under the appropriate heading.
3. Add your own words, symbols or pictures.
4. Talk about your chart with a friend.



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