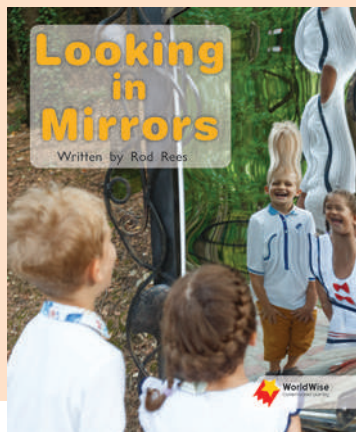


Lesson Plan

**Transitional
reading stage
Levels 11–12**



Looking in Mirrors explains what mirrors are and how we use them in a variety of ways. It explores how mirrors are used at home and at work, and in ways that keep us safe, and how they are used to have fun.

Running words: 209

**Informative text type:
Description**

Science Curriculum links

Australia

- **PS (ACSSU020)** Light and sound are produced by a range of sources and can be sensed
- **CS (ACSSU018)** Everyday materials can be physically changed in a variety of ways

New Zealand

- **PW:** Explore everyday examples of physical phenomena such as light and sound
- **MW:** The chemical and physical properties of common materials and changes that occur when materials are mixed, heated or cooled

Key concepts

- Mirrors work by reflecting light.
- Mirrors are made of glass.
- Mirrors have many different purposes.

Content vocabulary

bathrooms, bedrooms, bicycles, buses, cars, dentists, drive, glass, light, metal, mirror, reflects, roads, safe, safety, silver, streets, strong, trucks, work

Text features

- Introduction
- Headings
- Index

Reading strategy

- Asking and answering questions

Before reading

Introducing the book

Activate students' prior knowledge. Ask: *What happens when you look in a mirror? How do you think a mirror works?* Invite students to talk with a partner and then share their ideas with the group. Ask: *Where do you see mirrors?* Use students' ideas to create a list on a chart.

Provide each student with a copy of *Looking in Mirrors*. Say: *This book is called Looking in Mirrors. It is about how mirrors work, and what they are used for.*

Have students browse through the book, looking at the headings and photographs.

Building vocabulary

Ask: *What words or phrases might be in a book about how mirrors work, and what they are used for?* Have students talk to a partner, then share with the group. List the words on a chart and invite students to make suggestions about what each word means. Where appropriate, have the students add a drawing (for example, a picture or a symbol) to the words on the chart to make the meaning clear. Discuss each word as you list them on the chart. If necessary, introduce the content vocabulary and add these words to the list.

Introducing the reading strategy

Say: *Good readers ask questions about what they are reading.* Have students talk with a partner about the questions they would like to ask about mirrors, how they work and what they are used for. Say: *When you ask questions about the book you are reading, it shows that you are thinking deeply about what you are learning.*

During reading

As each student reads the text independently, monitor and support them where appropriate. If necessary, ask the students to stop reading and remind them to use the reading strategy you are focused on. Encourage students to reflect on what they have read, and what else they would like to know about the topic. For example, on pages 4 and 5 you could say: *Think about what you have read. What would you like to ask about it? What else do you still want to know?*

After reading

Talking about the book

Have students 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 text in the book.

What are mirrors made of? What does a dentist use a mirror for? (Literal)

Why does there need to be light for a mirror to work? How do mirrors keep you safe? (Inferential)

Where do you use a mirror? What do you use it for? (Applied)

Reviewing the reading strategy

Give positive feedback on the reading strategy the students used as they read the book. Say: *I like that you asked questions about the book. This helps you to understand what you read, and it shows me you want to learn more!*

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.

Speaking and listening

Have students sit in a circle in a small group. Say: *Take turns saying the name of a place where there might be a mirror.*

Have students refer to the book for ideas and use their own knowledge.

Vocabulary

Say: *A mirror is a thing.* Write the word *mirror* on a chart.

Have students turn to pages 8 and 9. Read the text on page 8 out loud. Say: *We know that a mirror is a thing. What other things are written about on this page? (cars, trucks)* Add these words (nouns) to the chart. Say: *All of these words are things.*

Repeat with the text on page 10, which includes the nouns *metal, mirrors, streets* and *roads*.

Ask: *What other words could we add to our list of things?* Record students' ideas.

Phonological awareness

Say the words *light* and *drive* out loud. Say: *Listen carefully as I say these two words. They both have the long /i/ sound. What does it sound like?*

Ask: *Do you know other words that have this sound?* Have students turn and talk with a partner about this. Discuss as a group to identify words with the long /i/ sound (such as *like, fly* and *side*).

Phonics

Say the word *mirror* out loud. Ask: *How many syllables in this word?* Have students clap and say the syllables. Say: *That's right, the word "mirror" has two syllables.*

Write the word *mirror* on a chart. Say: *Each syllable in a word has a vowel sound in it. Which letters make the vowel sounds in this word?* Ask students to identify the letters that represent the vowel sound in each syllable of the word *mirror*. Invite a student to underline these letters (mirror).

Repeat with other words, such as *metal, silver, bathroom* and *bedroom*.

Writing

Shared writing

Ask: *What are the different ways that mirrors are used?* Discuss students' ideas and create a list on a chart.

Say: *We will now write about one of these ways that mirrors are used in more detail. Let's write about mirrors that are on cars.*

Have students contribute ideas about both the content and writing conventions. For example, you could ask: *What could the first sentence say? Give me an example of how it would sound. Why do cars have mirrors? We need to explain the reasons carefully, so that our writing makes sense.*

When you are finished, reread the writing and ask: *Did that make sense? Was it clear?* Discuss as a group and make improvements to the writing, if needed.

Independent writing

Ask: *What different types of mirrors are in the book?* Have students talk about this with a partner.

Say: *Choose a mirror from the book to draw and write about.* Have students talk with their partner about the mirror they are going to write about.

Have students write independently. Say: *Draw a picture of the mirror and then write about it. Think about where you would see this mirror and what it is used for.*

Sharing and presenting

Have students sit in a circle in a small group and take turns to share their drawings and writing.

Ask: *What have we learnt about mirrors?* Have students turn and talk with a partner and then discuss as a group.

Say: *We have learnt a lot about mirrors. What would you still like to know?* Discuss.

Blackline Master: Looking in Mirrors

Name: _____

Write where you might see each of these mirrors.

Draw what you might see in the mirrors.

Mirror	Write: Where would you see this?	Draw: What would you see?
		
		

Draw a mirror you have seen. Show what you might see in it.

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