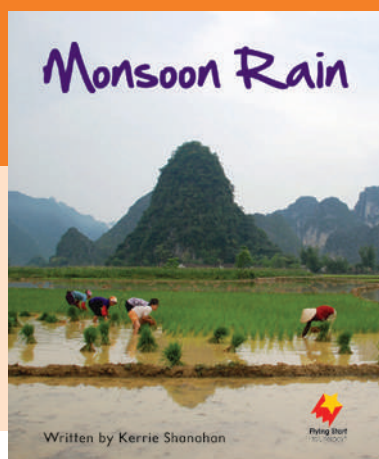


Lesson Plans

Transitional
reading stage

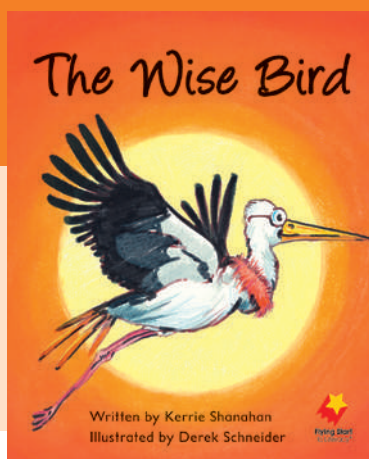
Level 14



Monsoon Rain explains the weather patterns in places where there is a wet season and a dry season only. It explains what happens when the monsoon rain arrives.

Running words: 215

Text type: Explanation



The Wise Bird is a story about a bird that helps other animals to learn the valuable lesson of not wasting water.

Running words: 320

Text type: Narrative

High-frequency words

New: away back big home(s) house(s) into more most much next over people soon these until use water while year

Key vocabulary

bird breeze city dries drink dry dusty elephant farms food grow heat hippopotamus hot land monsoon plants rain rainwater splashing waiting water wise zebra

Phonics

- Identifying the long /a/ sound made by “ai” as in *rain*, *wait*
- Identifying the vowel digraph “oo” as in *soon*, *food*

Text features

Monsoon Rain

The Wise Bird

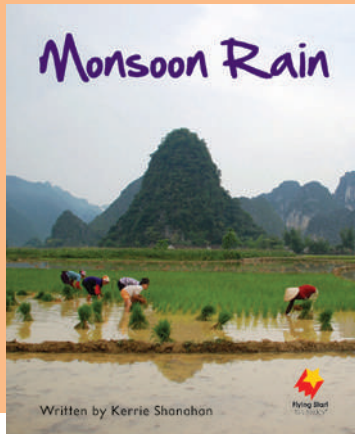
- Photographs support the text
- Dialogue
- Illustrations extend the text

Reading strategies

- Self-extending – using a range of cues
- Comprehension – drawing inferences

ELL support	Key concepts	Curriculum link
• The texts support the reading of vocabulary related to monsoon rain and the impact it has. • Photographs and illustrations support the introduction of this vocabulary.	• In some places it is either very dry or very wet. • The rain that comes after a long, dry stretch is called monsoon rain. • Monsoon rain affects people and animals in many ways.	• Science: Earth and space sciences – Weather patterns

Lesson 1 Monsoon Rain



Before reading

Getting ready to read

Encourage students to activate their prior knowledge. Talk about rain. Ask: *What happens to you when it rains? How does rain affect you and the things around you?* Ask students to turn and talk with a partner about a time when they were caught in the rain or when it rained and rained for a long time. Encourage students to share their personal recounts.

★ If your students are not familiar with areas where there is a wet and a dry season, you can support them by discussing this before reading the text. Say: *In some places there are only two seasons – the wet season and the dry season. In these places it is either very wet or very dry. It is dry for long stretches of time before it finally rains. When it rains, it rains for a long time. This rain is called monsoon rain.*

Vocabulary building

★ On the board, write a list of words from the book related to weather (*hot, dry, heat, rain, monsoon rain, rainwater*). Talk through each of the words and its meaning. Encourage the students to talk about the words they are familiar with.

Introducing the book

Give each student a copy of *Monsoon Rain*. Say: *This book explains what monsoon rain is and what happens to people and animals when this rain arrives.* Talk through the book, discussing the photographs. Ask: *What is the weather like in these photographs? How do you know this?* Respond using the structure of the sentences in the text. *Yes, before the monsoon rain comes, it is dry and very hot.*

During reading

Ask each student to read 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. Look for students who are able to independently use a range of cues when decoding. Do they have an understanding of the range of cues they use? Ask: *What things can you do when you are reading and you come to a word you don't know?*

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 are the conditions like before the monsoon rain comes?
What happens when the monsoon rain arrives? (Literal)
Why is the monsoon rain important? (Inferential)
Is monsoon rain a good thing? Explain your answer. (Synthesising)
Would you like to live in a place where there is monsoon rain?
Why? Why not? (Critical)

Students could complete the Blackline master (BLM).

Reviewing reading strategies

Give positive feedback on the reading strategies students used as they read the book. For example, say: *I noticed how you were looking at the photographs as you read the words. They both gave you information.*

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

Ask students to work in groups to practise reading the book fluently. Provide students with musical instruments (drums, triangles, shakers, etc) so that they can add appropriate sounds when reading. (For example, after the first sentence on page 2, a slow drum beat could be played.) Encourage groups to perform their reading with musical backing to an audience, perhaps from another class.

Word work

Phonemic awareness and phonics

Talk about the word “monsoon”. Ask: *What sounds do you hear in this word? What sound does the double “o” make in this word?* Ask students to talk to a partner about other words that have a double “o” that make this sound. Invite students to share their ideas. Make a group list on a chart.

Exploring words

Draw up a T-chart with the headings: *What conditions are like before the rain* and *What conditions are like when it rains*. Ask students to turn and talk with a partner about what they would put in each column. Invite students to share their ideas as you fill in the T-chart. Use subject-specific vocabulary from the text.

Writing

Modelled writing

★ Ask: *What are the benefits of monsoon rain?* Discuss the students’ ideas. Model writing, *Monsoon rain is good for people because _____; Monsoon rain is good for animals because _____.*

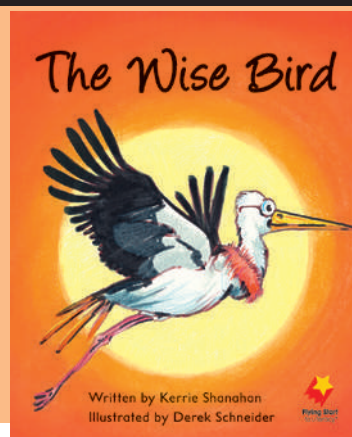
Independent writing

Give each student a copy of the Blackline master. Ask them to cut out three of the pictures and paste them on a sheet of paper. Students then write a sentence about each of the pictures in terms of monsoon rain and the effect it has on people and animals.

Sharing and presenting

Students could sit with a partner and talk about the sentences they wrote.

Lesson 2 The Wise Bird



Before reading

Getting ready to read

Encourage students to activate their prior knowledge. Write the words “elephants”, “hippopotamus” and “zebras” on the board. Say: *A group of elephants, a hippopotamus and a group of zebras are all characters in the story we are going to read. They live in a place where it is dry for long stretches of time before it rains heavily.* Ask students to talk with a partner about how each of these animals use water and why water is important for their survival. List students’ suggestions on the board.

★ Refer to the three animals listed on the board (elephant, hippopotamus and zebra). Ask students to draw a picture of one of these animals using water. Students could talk with a partner about their pictures.

Vocabulary building

★ Draw a T-chart on the board with the headings *Wet* and *Dry*. Ask: *What words can be used to describe a place that is very dry? What words can be used to describe a place that is very wet?* List the students’ responses on the T-chart.

Introducing the book

Give each student a copy of *The Wise Bird*. Say: *This story is about a bird who notices that the animals are wasting water. He tries to warn them that the rain is still a long way off but they do not listen. When it does not rain the animals realise that the bird is very wise and they learn an important lesson.* Talk through each page. Ask: *What are the animals doing here? What might the bird be saying to them?* Respond using the structure of the sentences in the text. *Yes, the bird might tell them to use the water wisely. It will not rain for a long time.*

During reading

Ask each student to read 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. Look for students who understand the text on a deeper level. Are they able to draw inferences from the text? Ask: *Where might the animals in this story live? What makes you think this? What weather patterns occur where these animals live? Why did the animals change their opinion about the wise bird?*

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.

How were the animals wasting water? What did the bird warn them about? (Literal)

How did the wise bird know the rain was coming? (Inferential)

What did the animals learn from the wise bird? (Synthesising)

What message or messages do you get from reading this story?

What did you learn? (Critical)

Reviewing reading strategies

Give positive feedback on the reading strategies students used as they read the book. For example, say: *I noticed that you connected the different parts of the story to understand it better.*

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

In cooperative groups, students could make stick puppets of the characters from the story and perform a readers' theatre. Give positive feedback to students who use expression when reading the characters' parts. Say: *I liked the way you read that.*

Word work

Phonemic awareness and phonics

Write the word "rain" on the board. Ask: *What letters make the long /a/ sound in this word?* Ask pairs of students to browse through the text and list all the other words that have the long /a/ sound represented by "ai" (rained, plain, again, etc).

Exploring words

Ask students to draw a line down the middle of a large piece of paper. On one side of the paper students can draw the animals from the book when it is very dry and on the other side they can draw the animals when it has rained. Students could then use the list of words and phrases on the Activity card to label their scenes.

Writing

Modelled writing

★ Say: *What are the main events in the story?* Discuss. Make a list of the events and model how to create a story map, using words and pictures that show these events. Begin with the first event, e.g. *The wise bird warned the elephants not to waste the water.*

Independent writing

Ask the students to create their own story maps using the list of events from the chart. Remind them to use words and pictures to show each event.

Sharing and presenting

Students could sit in a circle and talk about their story maps.

Talk about the pair

Students could turn and talk with a partner about what they have learnt about monsoon rain. Ask them to talk about why monsoon rain is good as well as the bad things that happen because of monsoon rain.

In small groups, students could complete a PMI chart about monsoon rain.

Plus	Minus	Interesting

Students can work further with these books by completing the Activity card.

Blackline master

Wet and dry

On a blank piece of paper, draw a T-chart with the headings *Wet* and *Dry*. Cut out the pictures below and stick them in the appropriate column of your chart. Write a sentence at the bottom of each column to explain what happens in these conditions.



Assessment

Is the student able to categorise information in picture form?

Is the student able to write a sentence that summarises information?

Activity card

Weather watch



Imagine you are a weather reporter and you need to report on the weather conditions in an area that has monsoon rain.

You will need to prepare two reports – one for when it is dry and one for when it is wet. You could use some of the key words and phrases from the word bank below to help you write your reports.

Collect any props (dress-ups, microphone, weather chart, etc) that you may want to use and practise reading your reports. Present your weather reports to a friend.

plenty of water	rain	hot	no water	very little food
dry	splashing and spraying	plants grow	dusty	plenty of food

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Text: Kerrie Shanahan
Consultant: Susan Hill
Designed by Derek Schneider
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