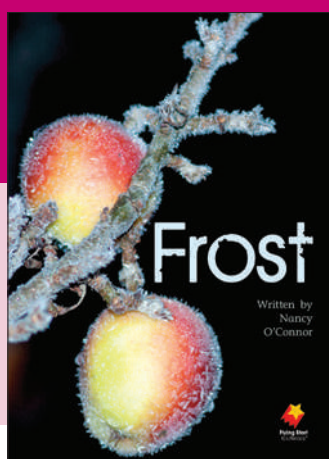


Lesson Plans

**Fluent
reading stage**

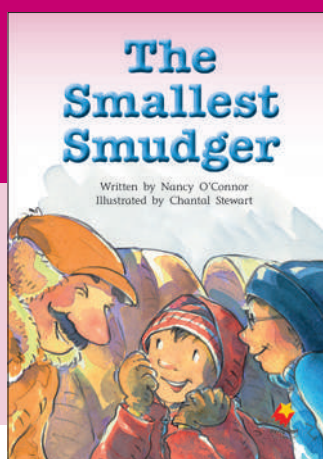
Level 24



Frost reports on what frost is, how it affects crops and what farmers do to minimise its negative impact.

Running words: 733

Text type: Report



When Tomás helps his father light the smudge pots to keep the oranges safe from frost, he finds out just how hard this job is.

Running words: 863

Text type: Narrative

Content vocabulary

blades cells chimney crops degrees Celsius freezes frost frozen helicopters ice crystals melts oil orange groves oranges pilots smoke smudge pots smudger soot sprinklers windmills zero

Phonics

- Distinguishing between the short /o/ and long /o/ sound
- Identifying the /oy/ sound made by “oi” as in *oil* and “oy” as in *boy*

Text features

Frost

- Chapters with headings and sub-headings
- Glossary
- Full-colour photographs

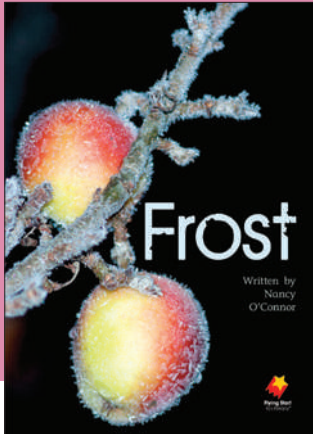
The Smallest Smudger

- Chapters with headings
- Direct speech
- A note from the author

Reading strategies

- Asking questions
- Making inferences about the setting

ELL support	Key concepts	Curriculum link
• Introduction and conclusion state and restate main concepts. • Photographs and illustrations support the content. • Extra information from the author gives context to the narrative.	• Frost is frozen water. • Farmers have various ways to stop frost, which can damage their crops. • The ways in which farmers stop frost have changed over time.	• Science: Earth and space sciences



Before reading

Getting ready to read

Encourage students to activate their prior knowledge.

Ask: *What happens when water freezes?* Discuss and draw out that, when water freezes, it turns into a solid called ice.

Ask: *What is frost? Is it water or is it ice? What do you know about it?* Discuss what students know about frost.

★ Say: *If it gets cold enough, the water and moisture in the air freezes and forms ice crystals on the ground, on plants and on other surfaces. This is called frost.*

Vocabulary building

★ Select content words from the book (e.g. *crops, smudge pots, frost, degrees Celsius*) and discuss their meanings. Have students say the words in sentences to a partner.

Introducing the book

Give each student a copy of the book and have them read the title and the contents page. Say: *Look at Chapter 2. What do you think a “killer frost” is? Look at Chapter 3. Why would people need to fight frost?*

Have students prepare for reading by thinking and talking about the book with your support. Ask: *What do you find interesting about frost?*

During reading

Ask each student to read the text independently. Monitor students as they read and support them where appropriate. If necessary, ask them to stop reading and remind them to use the reading strategies you are focused on. Check that they understand the content by asking literal questions. Say: *Remember to ask questions if you are not sure what the text means.*

After reading

Talking about the book

Ask 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.

What is a smudge pot? (Literal)

Why do some farmers spend so much time, effort and money protecting their crops from frost? (Inferential)

Do all orange farmers need to prevent frost damage? Why or why not? (Synthesising)

Where might an author get the idea to write a book about frost? (Critical)

Reviewing reading strategies

Encourage students to identify what they did to help themselves as readers. Say: *I liked the way you asked questions to check what the book was about and to make sure that you understood it. Well done!*

Returning to the book

Provide multiple opportunities for 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 sit in small groups and take turns reading a page each, focusing on their fluency. Say: *When it's your turn to read aloud, use a smooth, clear voice.*

Word work

Phonics

Write the word *frost* on the board. Ask: *What sound does the "o" make?* Explain that this sound is called the short /o/ sound. Say other words with this sound (e.g. *shop, cost, lost*). Ask: *What might the long /o/ sound sound like? What words have this sound?* Discuss. Have pairs of students list long and short /o/ sounds found in words in the book.

Exploring words

Write the phrase *tiny ice crystals* on the board. Ask: *Which word is the describing word – the adjective?* Draw out that the word *tiny* is an adjective. It gives us details about what the ice crystals are like. Ask: *What words could we use to describe frost? What words could describe oranges?* Discuss.

Writing

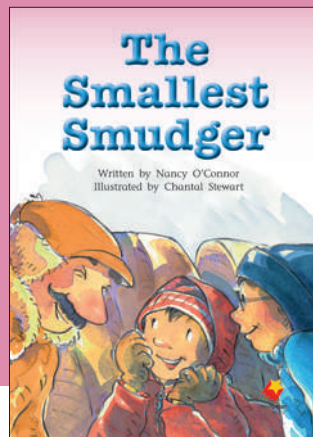
★ Have pairs of students talk about what they now know about frost. Ask: *What do you now know about frost?* Use students' input to model writing a list of factual statements related to frost. Think aloud as you scribe to demonstrate the decisions you make as a writer.

Have students write about their understanding of frost by completing the Blackline master supplied. Encourage them to refer to the book to check their understanding and to clarify facts.

Sharing and presenting

Have students use their completed Blackline masters to orally present the facts they know about frost.

Lesson 2 The Smallest Smudger



Before reading

Getting ready to read

Encourage students to activate their prior knowledge. Read "A note from the author" to the students. Ask: *What might a smudger do? Why do you think the author describes the work as hard and dirty? Why might a smudger need to be up all night?*

★ Revise what frost is and why it is bad for crops. Ask students to share their experiences with frost. Ask: *What did it look like? What did the air feel like? How long did the frost stay on the ground?*

Vocabulary building

★ Show a picture of a smudge pot from the book *Frost*. Say: *This is a smudge pot. Farmers light smudge pots at night so that they create smoke. The layer of smoke stops the frost getting on to the crops. A smudger is someone who works through the night to keep the smudge pots smoking.*

Introducing the book

Give each student a copy of the book and have them read the title and the contents page. Have them browse through the book looking at the chapter titles and the illustrations. Ask: *Who do you think the smallest smudger might be?*

Have students prepare for reading by thinking and talking about the book with your support. Ask: *Does this story look like it is a realistic story – a story that could actually happen? What makes you think this?*

During reading

Ask each student to read the text independently. Monitor students as they read and support them where appropriate. If necessary, ask them to stop reading and remind them to use the reading strategies you are focused on. Remind them to keep making inferences about the setting. Ask: *What might it feel like/look like/smell like/sound like in the orange grove late at night?*

After reading

Talking about the book

Ask 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.

Why was Tomás woken up in the middle of the night? (Literal)

Why did Tomás sneak off to the truck? (Inferential)

Would you like to be a smudger for a night? Why or why not? (Synthesising)

Could this story be a true story? Why? (Critical)

Reviewing reading strategies

Encourage students to identify what they did to help themselves as readers. Say: *You gave me lots of information about the setting – where this story happened. That shows me you understand what you are reading. Well done!*

Returning to the book

Provide multiple opportunities for 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 read the book with a partner, each taking turns to read a page. Say: *When you read direct speech, try to make your voice sound like you are the character speaking.*

Word work

Phonics

Write the words *oil* and *boy* on the board. Discuss the different ways the /oy/ sound is represented in these two words. Have students brainstorm a list of other words with this sound. Record these on a T-chart (e.g. *soil, coil, foil, ahoy, toy, joy*).

Exploring words

Have students turn to page 16. Read: *They trudged back to the fuel truck*. Ask: *What does trudged mean? Why did the author choose this word instead of walked?* Ask students to “trudge”. Read the last sentence on page 20. Discuss the use of the word *exclaimed* instead of *said*.

Writing

★ Ask: *What would be good about being a smudger? What wouldn't be good? What would be interesting about it?* Use students' ideas to model filling in a PMI (Plus, Minus, Interesting) chart. Think aloud as you write to demonstrate the decisions you make as a writer.

Ask: *Would you like to have had an experience at being a smudger like Tomás did?* Discuss. Have students write an opinion piece about whether or not they would have liked being a smudger.

Sharing and presenting

Have students share their opinion pieces about being a smudger.

Talk about the pair

Ask: *What do you know about frost? What do you know about orange crops? What do you know about smudge pots?* Discuss and write a list of facts using students' statements.

Have students work further with the books by completing the Activity card provided.

Blackline master

Frost facts

Write and draw to fill in the chart. What facts do you now know about frost?

What is frost?	
How does frost damage plants?	
What can farmers do to stop frost? Give two different examples. 1.	
2.	

Assessment

Does the student show an understanding of the content they have read?
Can the student use a resource to check and clarify their facts?

Activity card

You be the smudger



1. Cut out the cards.
2. Join with a partner, shuffle both sets of cards and place them in a pile.
3. Take turns picking up a card, reading it and following the instructions.
4. The first player to colour in all of their smoke clouds is the winner.



You sleep through your alarm. Do <u>not</u> colour in a smoke cloud.	You light a smudge pot. Colour in a smoke cloud.	Your smudge pot goes out. Do <u>not</u> colour in a smoke cloud.	The smoke keeps the frost away. Colour in a smoke cloud.
You run out of oil. Do <u>not</u> colour in a smoke cloud.	The sun is coming up – your work is finished. Colour in a smoke cloud.	You lose your gloves. Do <u>not</u> colour in a smoke cloud.	You don't spill any oil. Colour in a smoke cloud.



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