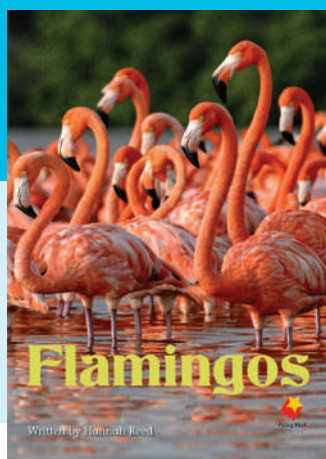


Lesson Plans

Early Fluent
reading stage

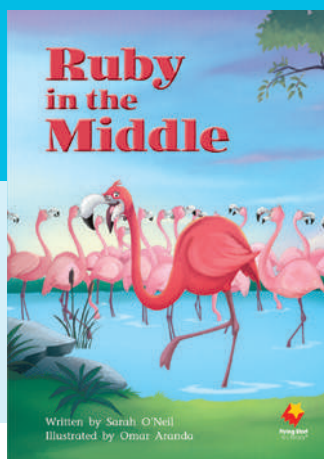
Level 16



Flamingos reports on what flamingos look like, what they eat and how they raise their young.

Running words: 564

Text type: Report



Ruby's always in the middle of the flock, but never on the edge. But she learns the hard way that she must take turns!

Running words: 584

Text type: Narrative

Content vocabulary

beak birds chick/s edge egg feathers flamingo/s flew flock fly/ing food hatch/ed head lake middle nest/s parents safe throats under waves webbed feet wind wings wise

Phonics

- Identifying various representations of the long /a/ sound
- Identifying different letter combinations that make the /oo/ sound as in *food*

Text features

Flamingos

- Contents page and index
- Chapters with headings and sub-headings

Ruby in the Middle

- Contents page and chapter headings
- Dialogue and illustrations; author's note

Reading strategies

- Monitoring and clarifying
- Using multiple sources of information to decode words

ELL support	Key concepts	Curriculum links
• The main concepts of the book are stated in the introduction and re-stated in the conclusion. • Headings and sub-headings signal content. • Photographs and illustrations support the text.	• Flamingos have body features that help them to find food. • Flamingos live in groups called flocks. • Being in a flock helps flamingos find food.	• Science: Biological sciences – Living things • Health and Physical Education: Relationships, team work

Lesson 1 Flamingos



Before reading

Getting ready to read

Encourage students to activate their prior knowledge. Ask: *What are flamingos? What do you know about flamingos?* Have students talk with a partner about these questions. Ask pairs of students to share what they know with the whole group. Create a large T-chart with the headings “Know” and “New”. Record students’ ideas in the “Know” column. Keep the chart to revisit later.

★ Show students a photograph of a flamingo. Ask: *What body parts does a flamingo have?* Make a list. Have students turn and talk to a partner and make predictions about where flamingos live, what they eat and how they live together as a group. Have pairs report back to the group.

Vocabulary building

★ Ask: *What words might be in a book about flamingos?* List students’ predictions.

Introducing the book

Give each student a copy of the book. Say: *This book is a report on flamingos.* Ask students to turn to the contents page. Say: *The information about flamingos is organised under these headings.* Read the chapter headings and sub-headings. Ask students to browse through the book. Ask: *What do you expect to learn about by reading this book? Which chapter interests you the most? Why?*

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 students are monitoring their own reading. Does the student realise when an error is made? Do they re-read or read on to clarify the meaning of a sentence or paragraph? Encourage these behaviours when needed.

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 sort of water does a flamingo drink? How many eggs does a flamingo lay at a time? (Literal)

Why is it good for flamingos to live in a group? (Inferential)

What other animals live in a group and help each other to find food and look after their young? (Synthesising)

How would the author have found out the information needed to write this book? (Critical)

Reviewing reading strategies

Encourage students to identify what they did to help themselves as readers. Say: *I liked the way you monitored your own reading. You did this by reading on to check the meaning when you weren’t sure. That’s what good readers do.*

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 work in pairs and take turns to each read a page, focusing on reading in a smooth, clear voice.

Word work

Phonics

Revise the long /a/ sound. Brainstorm a list of words with the sound (e.g. *make, stay, snail*). Have pairs of students scan the text to find and list all the words with the long /a/ sound (e.g. *lake, place, raise, strange, waves, safe*).

Exploring words

Say: *Flamingos take turns being in the middle and on the edge of the flock. The words middle and edge describe the position of something – where something is. What other positional words or phrases do you know?* (e.g. *on top, underneath, in between, behind, in front*) Record students' responses on a chart.

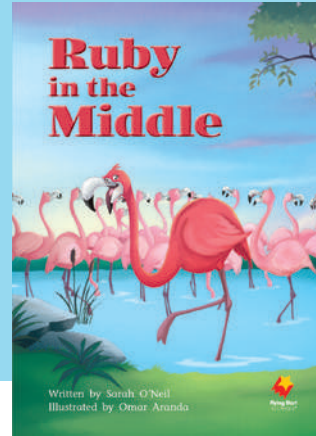
Writing

★ Model writing a report about another type of bird or animal. Use the chapter headings from *Flamingos* ("What they look like", "Getting food" and "Raising their young") and follow the structure and language features.

Have students follow your model and write a simple report on an animal they know about. Have them use the headings "What they look like", "Getting food" and "Raising their young". Support students by ensuring they know some information that they could write about in each chapter. Have students use the Blackline master to publish their report as a book.

Sharing and presenting

Have students sit in a small group and take turns to share their books about animals.



Before reading

Getting ready to read

Encourage students to activate their prior knowledge. Read the author's note on page 24 of *Ruby in the Middle*. Ask: *What do you think might happen if a flamingo didn't take its turn on the edge of the flock?*

★ Ask: *Who is in your family? Do the members of your family help each other? In what ways? What things do you do to help your family? Is it important for members of a family to help each other?*

Vocabulary building

★ As needed, introduce the vocabulary from the book. Write the words *flamingo, waves, wind, middle, edge, flock* and *food*. Say: *The main character in the book is a flamingo called Ruby.* Have pairs of students take turns saying the name *Ruby* and at least one of the words from the list in a sentence.

Introducing the book

Give each student a copy of the book. Say: *Ruby in the Middle is about Ruby the flamingo who won't take her turn on the edge of the flock when they are feeding. What problems might this cause?* Provide time for students to browse through the book before reading.

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. For example, when a student is having difficulty decoding a word, encourage them to use multiple sources of information. Ask: *What does the word look like? What sounds might the letters make? What is happening in the pictures? What sort of word needs to go there?*

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 did Ruby like being in the middle of the flock? (Literal)
Why did the flock move away from Ruby? What did Ruby learn from this experience? (Inferential)
What does this story teach us about being a part of a group? (Synthesising)
Do all groups work as well as a flock of flamingos? (Critical)

Reviewing reading strategies

Encourage students to identify what they did to help themselves as readers. Say: *When you are working out what a word is, I notice that you use lots of information to help you to work it out. That's great reading.*

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 in small groups, taking on the parts of Ruby, the wise flamingo and the rest of the flock. Encourage students to use expression when reading dialogue. Say: *Make your voice sound like the character.*

Word work

Phonics

Write the words *flew*, *food* and *true*. Ask: *What sound do these words have in common?* Invite students to underline the letters that make this sound (*flew*, *food*, *true*). Have pairs of students scan the text to find other words with this sound.

Exploring words

Turn to page 13 and read: *Slowly, the flamingos began to move down the lake and away from Ruby.* Ask: *How did the flamingos move?* Turn to page 22 and read: *And she happily waits for her turn in the middle.* Ask: *How does Ruby wait?* Say: *The words slowly and happily tell us how something is done. They are called adverbs.*

Writing

★ Model writing about being part of a group (e.g. a committee, a team, a choir). Include what was good about being in the group, what was difficult and what made you a good group member. Think aloud as you write to make explicit the decisions you make as a writer. Share the pen and ask students to add high-frequency words where needed.

Have students respond in writing to these questions: *What did Ruby learn about being part of a group? When have you been a good group member?*

Sharing and presenting

Have students take turns sharing their responses with the whole group.

Talk about the pair

After students have read both books, return to the T-chart started during the “Getting ready to read” stage of Lesson 1. Ask: *What do we now know about flamingos?*

Record students’ responses in the “New” column of the chart. Have students work further with these books by completing the Activity card provided.

Blackline master

Writing a non-fiction book

1. Write and draw under each heading about an animal of your choice.
2. Cut out the pages and staple them to make a book.
3. Make a front cover for your book.

Contents Chapter 1: What they look like Chapter 2: Getting food Chapter 3: Raising their young	Chapter 1: What they look like
Chapter 2: Getting food	Chapter 3: Raising their young

Assessment

Can the student write a simple report?

Can the student group information under appropriate headings?

Activity card

Flamingo in the middle



1. Be the first flamingo to reach the middle of the flock.
2. Join with a partner. Cut out the cards and place them face down in a pile.
3. Take turns to choose a card and place it on the game board (the cards must be placed in order from 1 to 8).
4. If you don't get the card you need, return the card to the pile.
5. The winner is the first player to reach the middle.

Cards



1. Uses large wings to fly to the lake
2. Uses long legs to walk in the water
3. Uses webbed feet to walk in the mud
4. Uses feet to stir up plants and animals in the mud
5. Uses long neck to reach the food
6. Uses beak to scoop up the food
7. Is part of a flock
8. Takes turns on the edge of the flock

Game board

1. Uses large wings to fly to the lake	2. Uses long legs to walk in the water	3. Uses webbed feet to walk in the mud
	→	→
8. Takes turns on the edge of the flock	Winner – your flamingo has a turn in the middle of the flock!	4. Uses feet to stir up plants and animals in the mud
↑	→	↓
7. Is part of a flock	6. Uses beak to scoop up the food	5. Uses long neck to reach the food
	←	←

Flying Start to Literacy Lesson Plans *Flamingos / Ruby in the Middle* © 2015-2016 EC Licensing Pty Ltd.

© 2015-2016 EC Licensing Pty Ltd. This work is protected by copyright law, and under international copyright conventions, applicable in the jurisdictions in which it is published. The trademark "Flying Start to Literacy" and Star device is a registered trademark of EC Licensing Pty Ltd in Australia and New Zealand.

In addition to certain rights under applicable copyright law to copy parts of this work, the purchaser may make copies of those sections of this work displaying the footnote: "© 2015-2016 EC Licensing Pty Ltd", provided that: (a) the number of copies made does not exceed the number reasonably required by the purchaser for its teaching purposes; (b) those copies are only made by means of photocopying and are not further copied or stored or transmitted by any means; (c) those copies are not sold, hired, lent or offered for sale, hire or loan; and (d) every copy made clearly shows the footnote copyright notice.

All other rights reserved.



Developed by Eleanor Curtin Publishing

Text: Kerrie Shanahan
Consultants: Susan Hill and Jenny Feely
Designed by Derek Schneider
Printed in China through Colorcraft Ltd, Hong Kong

Distributed in Australia & New Zealand by Lioncrest Education
Phone: +61 2 4991 2874 email: info@lioncrest.com.au
www.lioncrest.com.au

Distributed in Ireland by Carroll Education
Phone: +353 1 413 7230 email: info@carrolleducation.ie
www.carrolleducation.ie/ecom
www.flying-start-to-literacy.com.au
www.ecpublishing.com.au

ISBN 978-1-74320-920-2



9 781743 209202