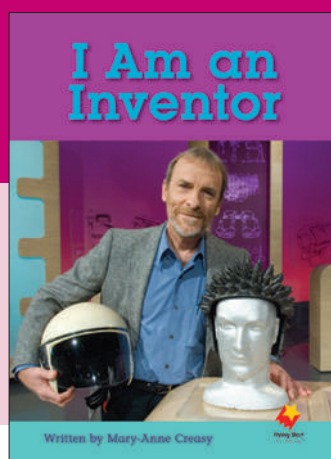


Lesson Plans

Fluent
reading stage

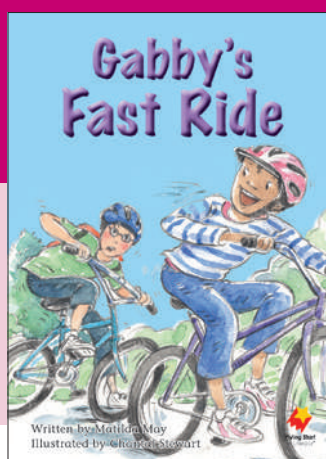
Level 21



I Am an Inventor is a biography about Don Morgan who invented a safer bike helmet. It outlines the process Don went through to become an award-winning inventor.

Running words: 660

Text type: Biography



Gabby's Fast Ride is a narrative about the day Gabby goes on a bike ride. Gabby is a real daredevil when she rides her bike, and despite several warnings, she will not slow down. Her bike ride ends in a bad crash. Luckily Gabby is safe, thanks to her new, safer bike helmet.

Running words: 706

Text type: Narrative

Content vocabulary

bicycle bike helmet bike track crash/ed cylinders experiment foam handlebars imagination invent/or/ed/ion laboratory protect pyramids research safe scientist skidded swerved test/ed/ing university wheels

Phonics

- Identifying “y” making the /i/ sound as in *cylinder* and *pyramids*
- Identifying “aigh” making the long /a/ sound as in *straight*

Text features

I Am an Inventor

- Chapters with headings
- Text boxes and diagrams

Gabby's Fast Ride

- Chapters with headings
- Dialogue

Reading strategies

- Recognising when meaning breaks down
- Making inferences about a character's actions

ELL support	Key concepts	Curriculum links
• The biography is supported by photographs, labelled diagrams and text boxes that offer further information. • Illustrations support the narrative.	• Inventions start with a problem to solve and require ideas, experimenting, testing, time and hard work to become a reality. • Some inventions help to keep us safe.	• Technologies: Design and technologies • Health and Physical Education: Safety



Before reading

Getting ready to read

Encourage students to activate their prior knowledge. Gather a collection of items such as a grater, clothes pegs, tongs, a can opener, a stapler, paper clips and scissors. Give out one item per pair of students and ask: *What is your item called? What is its purpose? Why might someone have thought of inventing and making this item?* Ask pairs to share their thoughts on why their item might have been invented.

★ Support students further by discussing the meaning of the words *inventor* and *invention*. You could say: *An invention is something new that has been made. For example, someone once invented this stapler. The person who did this is an inventor.*

Vocabulary building

★ Show the students a bike helmet and ask: *What is this and why do we need it? What might be inside this helmet? What is it made of?* Say: *We are going to read a book about the person who invented an even safer bike helmet and how he did it. What words might be in this book?* List students' ideas.

Introducing the book

Give each student a copy of *I Am an Inventor* and have them read the title. Say: *This book is about Don Morgan who invented a safer bike helmet. It tells us how Don did this.* Refer students to the contents page and have them read it. Ask: *What do you know about the process that Don went through?* Have the students look through the book. Draw their attention to the text boxes that show the step(s) in each part of the process. Say: *Notice how a step is added in each chapter.*

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 taking responsibility for problem solving when they do not understand what they are reading? Say: *What do you do when you do not understand what you are reading?*

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.

When did Don first start experimenting on bike helmets? What did he find out? (Literal)

Did Don think of the idea for his safer helmet straight away? Was it easy for Don to complete his invention? Why did it take him a long time to finish this invention? (Inferential)

What other inventions would you like to find out about? (Synthesising)

What sorts of questions would the author have needed to ask Don in order to write this book? (Critical)

Reviewing reading strategies

Give positive feedback on the reading strategies students used as they read the book. Ask: *What strategies did you use?* If appropriate, comment on how the students recognised when the meaning was not clear to them and problem solved. You could say: *I noticed that you did what good readers do when reading non-fiction. You slowed down when you did not understand what you were reading.*

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

Have students sit with a partner and take turns to read a page, concentrating on reading fluently.

Word work

Phonics

Write the words *cylinder* and *pyramid* on the board. Ask: *What sounds can you hear in these words? What letter/s represent each sound? What sounds does the letter “y” represent in these words?* Explain that “y” making the short /i/ sound (as in *big*) is not very common.

Exploring words

Write a list of content words from the book (*inventor, invention, project, experiment, test, research, laboratory, imagination*). Point to a word and ask questions such as: *What is the meaning of this word? Can you use this word in a sentence? Can this word have different endings? If so, what could they be?* Point to two words and say: *How are these words similar? Can you put both words in a sentence?*

Students could complete the Blackline master (BLM).

Writing

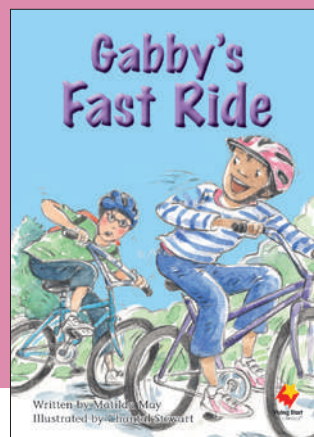
★ Support students by listing the main steps involved in inventing something (finding a problem, thinking of an idea to solve the problem, drawing, testing and checking it works, getting it made, promoting it). Model what a flow chart looks like.

Have students create a flow chart using boxes and arrows that outlines the steps involved in inventing something. Encourage students to write and draw.

Sharing and presenting

Pairs of students could share their flow charts with another pair.

Lesson 2 Gabby's Fast Ride



Before reading

Getting ready to read

Encourage students to activate their prior knowledge.

Ask: *What things keep you safe when you are riding a bike?* Ask students to discuss this with a partner. Invite students to share their bike-riding experiences. Ask: *Who enjoys bike riding? Where do you go riding? What safety equipment do you wear? Who has fallen off their bike? What happened?*

★ Students who have bike helmets could bring them in and share them with the group. Ask: *Why should you wear this when you are riding a bike? How might it keep you safe?*

Vocabulary building

★ Write and say the word *bike*. Invite the students to brainstorm words that they think would be in a book where the character had a bike. Record these and add words they have not said (e.g. *safe, helmet, handlebars, wheels, pedalled, swerved, bike track, wobbled, skidded and crashed*).

Introducing the book

Give each student a copy of *Gabby's Fast Ride* and have them read the title. Say: *Look at the chapter headings in the contents page. What do they suggest might happen in this story?* Discuss. Have the students skim through the book. Ask: *What are you expecting from the story now? Is it the same as or different from your original ideas?*

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 able to comprehend the text at the inferential level? Are they able to make inferences about a character's actions? Ask: *Why did Gabby not want to wear her helmet?*

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.

Why didn't Gabby want to wear a bike helmet? What did her dad say about this? Why did everyone warn Gabby to slow down? How did Gabby crash? Was she hurt? Why not? (Literal)

Why did Gabby need to get another new helmet after she had her crash? How did the crash change Gabby? (Inferential)

What is your view on wearing bike helmets? Does this story change your view? (Synthesising)

Would everyone who has a bike crash like Gabby's be safe? Can helmets always totally protect you? Explain. (Critical)

Reviewing reading strategies

Give positive feedback on the reading strategies students used as they read the book. Ask: *What are some of the things you did that helped you make sense of this book?*

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 make stick puppets of the main characters and do a readers' theatre of the story.

Word work

Phonics

Ask: *What words have the long /a/ sound in them?* Brainstorm a list. Ask students to underline the letter/s in each word that make the /a/ sound. If not already there, add the word *straight* to the list. Ask: *What letters in this word make the /a/ sound? What can you say about this?* Draw out that this is an uncommon way of making the /a/ sound.

Exploring words

Refer students to the word list made during the Vocabulary building section. Ask them to take turns with a partner to tell their own story using the listed words.

Writing

★ Make a list of the main events that happened in the story. Ask: *What was the first thing that happened in the story? What happened next? Then what happened? What did Gabby do after that?*

Have students use this list to support their creation of a cartoon strip of the story.

Sharing and presenting

Have students share their cartoon strips with a friend.

Talk about the pair

Ask: *What was Don Morgan's invention? What things did he do to invent his helmet? Say: Don's helmet is an improvement on the old style of bike helmet. Why is it better?*

Students could work in small groups to make a television

ad that advertises Don's new helmet and gives good reasons why people should buy it. Groups could take turns to present their ads to the whole group. Have students work further with these books by completing the Activity card.

Blackline master

Inventor words

1. Look through the book to find and list six words about Don Morgan and his invention.
2. On the pairs of cards below, write an “invention word” on one card and draw a matching picture or memory jogger on the other.
3. Cut out the cards and join with two friends to use your cards to play a game of memory.



Assessment

Can the student choose relevant content vocabulary from a text?

Can the student show that he/she understands the meaning of content vocabulary?

Activity card

You be an inventor!



1. **Getting ideas** In a small group, think of something that needs to be invented or something that could be improved upon. Share your thoughts and come up with an idea for an invention.
2. **Thinking and talking** Talk about your new invention. What would your invention look like? How would it work?
3. **Designing** Draw what your invention could look like in the space below and use labels to explain how it would work.
4. **Presenting** Explain to the rest of the class what your invention is and why it is an important invention.

Flying Start to Literacy Lesson Plans *I Am an Inventor / Gabby's Fast Ride* © 2010–2015 EC Licensing Pty Ltd.

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