

Lesson Plan



Shared Book



Vocabulary Starter

Hullabaloo is a tale about three scary monsters who make a mighty hullabaloo. They cause all sorts of trouble as they stomp into town. But, when their monster mother finds them and sees what her naughty monsters have done, she gets very cross and makes them clean up their mess. Now, the naughty monsters can only dream about making a hullabaloo!

Vocabulary

Oral vocabulary

around bouncing frown green howl hullabaloo neighbourhood red-faced
roar rubbish sack scary stomped

High-frequency words

a and as at he his in of on that the they this to with you

Phonemic awareness

- Rhyming words as in *along/ song*

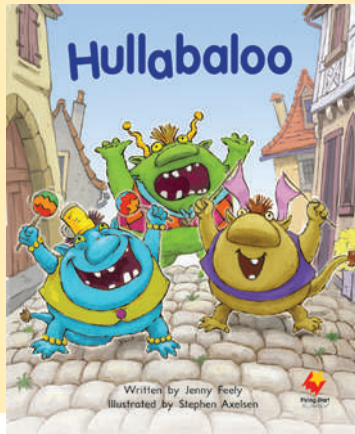
Phonics

- Identifying the /h/ sound as in *Hullabaloo*

Print concepts

- Understanding that a word is made of a group of letters

Key concepts	Curriculum link
• Things come in different colours. • Monsters are imaginary creatures.	• Health and Physical Education: Relationships



Introducing the book

Show the front cover of the shared book *Hullabaloo* to the whole group and point to the title. Say: *The name of this book is Hullabaloo. Hullabaloo means making a lot of noise and a lot of mess.* Point to the illustration on the front cover and ask the students to describe the monsters. Ask: *What sounds might a monster make?* Say: *This is an imaginary story. I can see that some of the characters are three small monsters. The setting for the story is an imaginary town and it looks very neat and tidy. Maybe these monsters will make a hullabaloo – a lot of mess and noise.*

First reading of the book

Read the book to the students with very few stops along the way. Read fluently and expressively to engage the students with the book. After finishing each page provide some time for the students to look at the pictures before turning the page.

Read the chorus on page 4 in a loud voice. Make your voice louder as you read the words, *roar, roar, roar; growl, growl, growl*; and the final word, *howl*. At the end of page 5, stop and say: *The green monster is making a hullabaloo – lots of mess and noise. Watch carefully to see what more hullabaloo the monsters will make.*

Point to each word as you read it to demonstrate one-to-one word correspondence and left-to-right directionality.

Second reading of the book

Read the book a second time to the students. Say: *Let's read Hullabaloo together. I will point to the words and you can join in.* Use a pointer to point to each word on the page as you read it.

Read the book aloud and encourage the whole group to join in, especially when reading the refrain on pages 4 and 16. Say: *Let's practise this part first and then we will read it all together.*

On page 4, say: *Let's read this speaking part together. The green monster says: Watch me make a hullabaloo!* Have the students all read together. Repeat on page 6 with: *Look at me make a hullabaloo!*

Talking about the book

Invite students to respond to the book and talk about their thinking.

Ask: *What did the green monster do to make a hullabaloo?*

What did the next monster do?

What did the smallest monster do?

How did the red-faced monster mother react?

What did the monsters dream about?

Do you think these monsters are scary monsters? Why or why not?

Colors



ELL support

Encourage the students to name and talk about colours they know. Support students by talking about the different coloured monsters from the book. Use the *Flying Start to Literacy Vocabulary Starter Colours* to talk about colours. Show and talk about the labelled photographs.

Returning to the book

Return to the book on multiple occasions, inviting the students to join in. Encourage them to take increasing responsibility for reading the text to themselves. Select the focus for subsequent lessons based on your students' strengths and needs.

Phonemic awareness

Model that some words rhyme because they have word endings that sound the same. Say: *This story is written using lots of words that rhyme. Words that rhyme have the same sound at the end. Let's find some rhyming words.*

Turn to pages 2 and 3. Say: *On this page, there are words that rhyme. I will read the words and I want you to listen for words that rhyme.* Read page 2. Ask: *Which words rhyme?* Draw out that the words *knew* and the last syllable in *hullabaloo* rhyme. Read page 3 and highlight the rhyming words *along* and *song*. Repeat, as applicable, with rhyming words on other pages of the book.

Phonics

Revisit the front cover of the book and read the title. Say: *The title Hullabaloo begins with the letter "H". This is what the letter "H" looks like.* Point to the letter "H" in *Hullabaloo*. Ask: *What sound does the letter "h" make in the word hullabaloo?* *Let's all make that /h/ sound together.*

Extending oral language

Turn to pages 10 and 11. Say: *It says that the monster mother is red-faced. What do you think red-faced means?* Draw out that *red-faced* means angry. Ask: *How does the picture help you to know that the mother monster is angry?*

Fluency

Have small groups of students take turns to say the chorus. Model saying the words fluently and with rhythm. Encourage the students to say the words like this as well.

*With a roar, roar, roar,
And a growl, growl, growl.
We're scary monsters
Hear us howl.*

Make an audio recording to play back to the students.

Print concepts

Model how words are made up of letters. Turn to page 2. Say: *The first line on this page has three words.* Point to the words *Three scary monsters*. Say: *Read these words with me, Three scary monsters.* Point to the word *scary*. Say: *Let's count the letters in the word scary – 1, 2, 3, 4, 5.* (NB: Don't use the word *three*, as this would be too confusing.) Ask: *Can you look carefully and find a word with one letter, two letters, and three letters?*

Writing – Modelled

Say: *I am going to write about the three scary monsters from Hullabaloo. I am going to write that they made a mess painting.* Talk about your writing as you write. Say: *I need a capital "T" to write the word three because it is at the start of a sentence.* On a large sheet of paper write: *Three scary monsters made a mess painting.*

Talk about other ways the monsters could make a hullabaloo. Students could use these ideas in their own writing. Create sentence starters for students to complete:

Three scary monsters made a mess _____.

Optional retelling activity

There is an optional retelling activity on the inside back cover of each shared book in the *Flying Start to Literacy* Shared Reading Collection. It is designed to help students remember what they have read. It helps them to focus on the main ideas, events, settings and characters to reinforce the students' comprehension.

Activity card

Making a hullabaloo

You will need: crayons

Draw a monster making a hullabaloo.

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