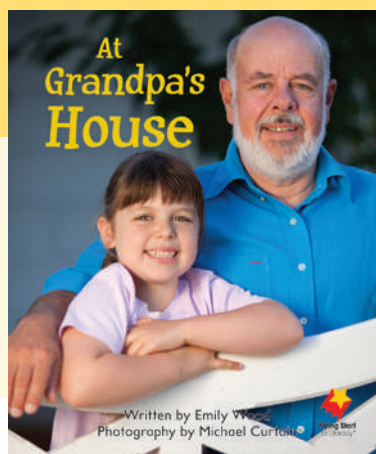


Lesson Plans

**Early Emergent
reading stage**

Level 2



At Grandpa's House is about all the things a child and her grandpa like to do together.

Running words: 49

Text type: Recount



Cakes For Sale is about a group of children who set up a cake stall.

Running words: 49

Text type: Recount

At School



Vocabulary Starter

**Vocabulary
Starter**

Vocabulary

High-frequency words

at I like look me my
to with

Key vocabulary

build count cut draw glue
grandpa read write

Phonics

- Identifying the /g/ sound as in *grandpa*
- Identifying the /c/ sound as in *cake*

Text features

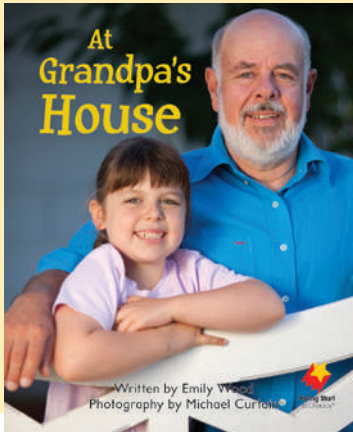
- Photographs
- Word bank (page 16)

Reading strategies

- Reading left to right with a return sweep
- Recognising some high-frequency words

Key concepts	Curriculum links
- We use many different actions to do things. - We use many different actions to make things.	- History: Personal and Family Histories - Maths - Design and Technology

Lesson 1 At Grandpa's House



Before reading

Getting ready to read

Encourage students to activate their prior knowledge.

Ask: *Do you have a special relative or other older person that you like to spend time with? What things do you like to do with them?*

Have students talk with a partner about some of the things they do. Ask: *Who is your special person? What things do you do together? How often do you get to see this person?* Discuss students' responses.

Vocabulary building

Introduce the vocabulary from the book. This can be done using the Vocabulary Starter **At School**. Refer to the teacher notes on the back of the Vocabulary Starter for ideas about how to use this resource.

Introducing the book

Show the students a copy of the book *At Grandpa's House*.

Say: *This is a book about the things this girl likes to do with her special person – her grandpa.* Give each student a copy of the book. Have them turn to the word bank on page 16. Ensure that students are familiar with each action shown. Have students turn to pages 2 and 3. Ask: *Can you point to where you will start reading? Which way will you go? What will you do at the end of the line?* If this is the first time students have read text with a return sweep, ensure that they know what to do.

During reading

Ask each student to read the text independently. Monitor the students as they read and support them where appropriate. If necessary, ask the students to stop reading and remind them to use the reading strategies you are focused on. For example, check that students are able to read text with a return sweep. Do students read the return sweep smoothly as one sentence? Do their eyes follow the text to the next line? Support the development of comprehension strategies by prompting the students to make connections with their own experiences as they read.

Ask: *Do you like to [build] with someone special?*

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 things does the girl like to do with her grandpa? (Literal)

Why does the girl like doing these things with her grandpa? (Inferential)

Why does the grandpa do so many things with his granddaughter? (Synthesising)

Do all children like to do things with their grandpa? (Critical)

Reviewing reading strategies

Give positive feedback on the problem-solving strategies the students used as they read the book. Say: *I noticed that you made sense of what you were reading by remembering where to go when you got to the end of the line. That's what good readers do.*

English Language Learner support: *At Grandpa's House* / *Cakes For Sale*

Use the teacher notes *Developing oral vocabulary for English Language Learners* on the back of the Vocabulary Starter

At School to support students who are just beginning to learn English.



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 read the book to a partner. Encourage them to read smoothly as if they were talking. Discuss how to read expressively. Ask: *What would the girl's voice sound like if she were reading the book to us? How would her voice show that she really liked doing each thing with her grandpa?*

Word work

Phonemic awareness and phonics

Refer students to pages 8 and 9. Read the text together. Ask: *Can you find two words on this page that start with the letter "g"? What sound do these words start with? Do you know some other words that start with the /g/sound? Record these words on a chart.*

Exploring words

Give each student a copy of the blackline master. Have students work with a partner to choose a word from the word bank to match each picture and to finish each sentence. The students then take turns to read the sentences to each other.

Writing

Modelled writing

Talk about something that you liked to do with a special adult when you were a child. Say: *I remember that I built a treehouse with my grandpa. Here is how I would write about it. Think aloud as you write.*

Independent writing

Have students write about things that they like to do with a special adult. As needed, provide students with sentence strips to support their writing. For example: *I like to _____ with _____.*

Sharing and presenting

Have students read and talk about their writing with a partner. Ask: *Who is your special person? What do you like to do with them?*

Before reading

Getting ready to read

Encourage students to activate their prior knowledge. Talk about school markets or other markets students may have been to where there were cake stalls. Ask: *Have you ever seen a cake stall? What did it sell? What do you think they did to get the cake stall ready? Have students role-play selling cakes at a cake stall. Talk about the skills needed to run a cake stall, drawing out the actions in the word bank on page 16. Ask: Did you need to count anything? What did you need to build?*

Vocabulary building

Introduce the vocabulary from the book. This can be done using the Vocabulary Starter **At School**. Refer to the teacher notes on the back of the Vocabulary Starter for ideas about how to use this resource.

Introducing the book

Show the students a copy of the book *Cakes For Sale*. Say: *This book is called Cakes For Sale. In it, some children tell us about the things they had to do to get their cake stall ready. What do you predict they will tell us? Give each student a copy of the book. Have them turn to pages 2 and 3. Focus on high-frequency words that students may recognise. Look at the first word. Ask: Do you know what it says? What word is next? We can use this to work out the next word. Would "Look at dog" sound right? Would it make sense? What would sound right and make sense?*

During reading

Ask each student to read the text independently. Monitor the students as they read and support them where appropriate. If necessary, ask the students to stop reading and remind them to use the reading strategies you are focused on. Check for students who can recognise some high-frequency words. Point to a high-frequency word. Ask: *What does this word say? What other words do you know?* Prompt the students to apply appropriate comprehension strategies as they read. Say: *You read "I like to draw". Did that make sense? Look at the word draw – does it look right?*

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 things did the children like to do? (Literal)
What did they build their cake stall with? (Inferential)
How did the children work together to sell cakes? (Synthesising)
Would you like to help make a cake stall like this one? Why? (Critical)

Reviewing reading strategies

Give positive feedback on the problem-solving strategies the students used as they read the book. For example, say: *I noticed that you recognised the words I like to and used this to help you work out what the next word might be. Good readers know lots of words just by looking at them.*

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 work in small groups to read and then act out the different things the children in the book did to get ready for the cake stall. Encourage students to read smoothly and expressively.

Word work

Phonemic awareness and phonics

Refer students to the word bank on page 16. Ask: *Can you find two words that start with the letter "c"? What are they? Which letter makes the /c/ sound in these words? Do you know other words that begin with the /c/ sound?* List the words in two columns: *c* words and *k* words. Discuss that the /c/ sound is commonly made with "c" and "k" at the start of words.

Exploring words

Provide students with high-frequency word cards for *I*, *like*, *to*, *look*, *at* and *me*. Ask: *Can you point to like? What does like start with? Can you find like in the book?* Repeat with other words.

Writing

Modelled writing

Refer students to the word bank on page 16. Ask them to think about times when they have needed to use these actions. Model writing about a time when you needed to, for example, build something: *I had to build a kennel for my dog.*

Independent writing

Have students write about a time when they used one or more of the actions in the book to make something. Collate the finished writing into a class book.

Sharing and presenting

Read the collated book to the class. Compare and contrast what students have written about. Say: *Sam and Jo both built things. What is the same/different about the things they built?*

Talk about the pair

After students have read both *At Grandpa's House* and *Cakes For Sale*, ask: *What things happen in both books? Why does the girl build with her grandpa? Why does the boy in Cakes*

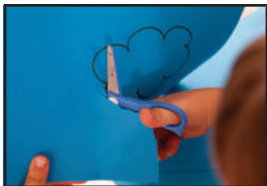
For Sale build? *What does this tell us about building? What does it tell us about the other skills the children in the book use?* Have students complete the activity card.

Blackline master

Match the words and pictures

Choose a word from the word bank to match each picture and to finish each sentence.

Word bank

	Look at me. I like to _____ .	count
	Look at me. I like to _____ .	draw
	Look at me. I like to _____ .	read
	Look at me. I like to _____ .	cut
	Look at me. I like to _____ .	build
	Look at me. I like to _____ .	glue
	Look at me. I like to _____ .	write

Assessment

Can the student match the action word to the appropriate picture?
Can the student read the sentence?

Activity card

Where will you use it?



Look at each action. Write a sentence in each box about how you use these actions.

Actions	I use it to ...
read 	
build 	
cut 	

Flying Start to Literacy Lesson Plans *At Grandpa's House/Cakes For Sale* © 2013-2016 EC Licensing Pty Ltd.

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