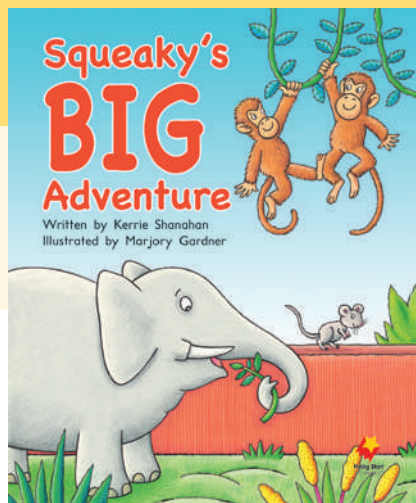
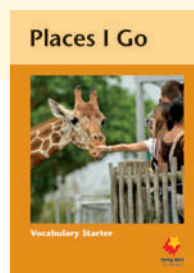


Lesson Plan



Shared Book



Vocabulary Starter

Squeaky longs for adventure. One day, she escapes from her cage. Join Squeaky as she visits many different places and encounters some dangers along the way. Eventually she realises that the best place to be is safely back in her cage.

Vocabulary

Oral vocabulary

beach cows crawling curious dark dart dash farm flash horse hurry
longed park pigs scurry shadows shiny shop slipped zoo

High-frequency words

a and as at in of on the to was with

Phonemic awareness

- Hearing sounds in words

Phonics

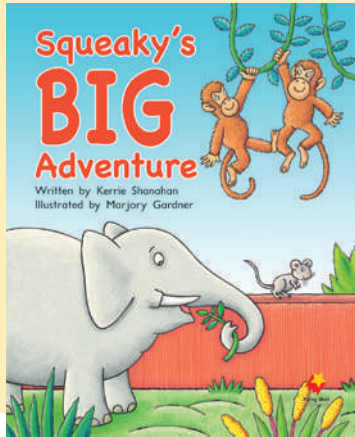
- Identifying the /d/ sound as in *dog*

Print concepts

- Identifying a diagram

Key concepts	Curriculum link
- Sometimes things happen that we do not expect. - Home is a good place to be.	Geography – Places have distinctive features

Squeaky's Big Adventure



Introducing the book

Show the front cover of the shared book *Squeaky's Big Adventure*. Point to the title and say: *This book is called Squeaky's Big Adventure*. Point to the author's and illustrator's names as you discuss their roles. Say: *The author's name is Kerrie Shanahan. She wrote the story. The illustrator's name is Marjory Gardner. She did the pictures. The pictures are also called the illustrations*. Say: *Squeaky's Big Adventure is about a pet mouse who gets out of her cage and goes on an adventure. Where might she go?* Discuss the students' suggestions.

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.

When reading the refrain, make your voice go faster to accentuate the importance of Squeaky needing to hurry, hurry and scurry, scurry. If necessary, stop and explain the meaning of particular words. For example, on page 5, say: *The book says that the cat is curious. Curious means very interested in finding out about things – the cat is inquisitive and nosy.*

Second reading of the book

Read the book a second time to the students. Say: *I'm going to read the book to you again*. Point to each word as you say it. This will emphasise one-to-one correspondence between the written and spoken words. Invite students to come to the book and hold the pointer with you as you read each word. When you come to the refrain, say: *I want you to listen to the rhythm of this part when I read it. I will clap along as I read to help you hear the rhythm*. Reread the refrain, clapping on each strong beat (the underlined word/syllable):

Hurry, hurry, dart and dash,
Scurry, scurry, quick as a flash!

Encourage the students to join in with reading the refrain as you read aloud. Say: *We can all read this part together, now. Everyone help me. I'll point to the words as we all say them.*

Talking about the book

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

Ask: *Why did Squeaky want to leave her cage?*
What dangers did Squeaky come across?
Why did Squeaky need to hurry?
Why did Squeaky go back home?

Places I Go



ELL support

Encourage students to name and talk about places they might go. Support students by talking about the things you might see at each place in the book. For example, say: *There are animals on farms. Some farms have cows and horses. What other animals might you see at a farm?* Use the *Flying Start to Literacy Vocabulary Starter Places I Go* to discuss different places. 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

Turn to pages 8 and 9. Say: *I'm going to read this page to you again. Listen to the words and what they tell you about the dog.* When you read page 9, emphasise the /d/ sound at the beginning of *dirty* and *dog*. Ask: *What does it say about the dog?* Draw out that it is a *dirty dog*. Ask: *What do the words dirty and dog have in common?* Draw out that they both start with the /d/ sound.

Phonics

Say: *On this page, we found out that the words dirty and dog both start with the /d/ sound.* Ask: *Does anybody know what letter makes this sound?* Draw out that it is the letter "d". Say: *The name of the letter that makes the /d/ sound in dirty and dog is the letter "d". This is what it looks like.* Write the letter "d" on a chart.

Extending oral language

Say: *Let's all read the refrain together.*
Hurry, hurry, dart and dash,
Scurry, scurry, quick as a flash!

Ask: *What are we telling Squeaky to do?* Draw out that the message is to encourage Squeaky to run as fast as she can. Talk about the meaning of the words in the refrain. Say: *Hurry means to move fast. Scurry means to move fast using lots of short little steps.* Invite students to show how they might hurry and scurry. Say: *Dart means to move suddenly, very quickly. Dash also means to run quickly.* Invite students to dart and dash. Discuss what the term *quick as a flash* means. Say: *A flash is something that happens suddenly and quickly. So, if you are as quick as a flash you are very, very fast!*

Fluency

Model reading with fluency and expression. Say: *Did you notice how I read that? I said the words smoothly. They were clear and easy to hear.* Invite small groups of students to read the refrain aloud. Encourage them to read fluently and with rhythm. Make an audio recording of the small groups as they read. Play the recording back to the whole group.

Print concepts

Turn to pages 14 and 15. Say: *On these pages, there are words and pictures. What else can you see?* Draw out that there are arrows and a dotted line. Invite students to use the dotted line and the pictures to talk about the places where Squeaky went and how she got back home. Say: *The arrows and the dotted line show where Squeaky went on her adventure. This is called a diagram.* Invite students to take turns using their fingers to retrace Squeaky's movements as they retell the story.

Writing – Modelled

Say: *I'm going to write the names of the animals that Squeaky came across on her adventure.* Write these on a large chart (curious cat, hungry hawk, dirty dog, slithering snake). Add a quick picture of each animal to support the students. Say: *If we were writing this story what other animals might Squeaky meet?* Use the students' suggestions to add other animals to the list. Add an adjective to the beginning of each animal name to highlight the use of alliteration. For example, *gorgeous goat, brave bear, funny fish.*

Students could choose an animal suggestion from the list (or one of their own). Help them to write this animal's name and they could then draw a picture of the animal.

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

Squeaky's adventures

You will need: crayons

Colour in Squeaky. Find a partner and talk about Squeaky's adventures.



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