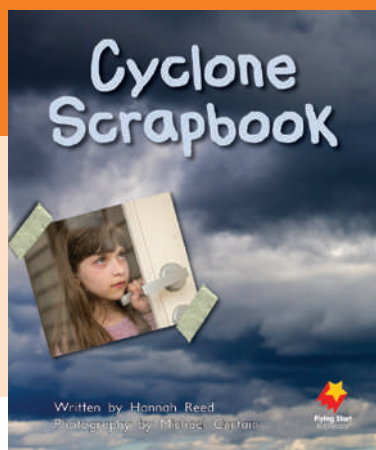


Lesson Plans

Transitional
reading stage

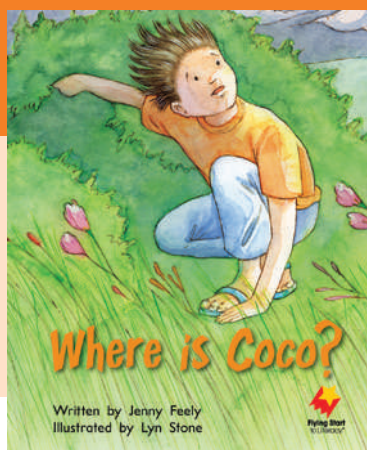
Level 14



Cyclone Scrapbook tells what happened before, during and after a cyclone came to town.

Running words: 211

Text type: Diary



In *Where is Coco?*, Coco the dog is expecting puppies, but when a cyclone comes, she cannot be found. Will Coco be safe in the terrible storm? And what about her pups?

Running words: 217

Text type: Narrative

High-frequency words

New: away because cannot getting last people wanted

Key vocabulary

bangs blow/ing buckets clean crash crashes cyclone Dad fall family food home house mess Mum okay outside rain ready safe safest school shops strong/er table terrible tree water wind windows

Phonics

- Identifying the long /a/ sound as in *safe*
- Identifying the long /a/ sound as in *rain*

Text features

Cyclone Scrapbook

- Diary-style entries with days used as headings
- Scrapbook-style photographs
- Newspaper article

Where is Coco?

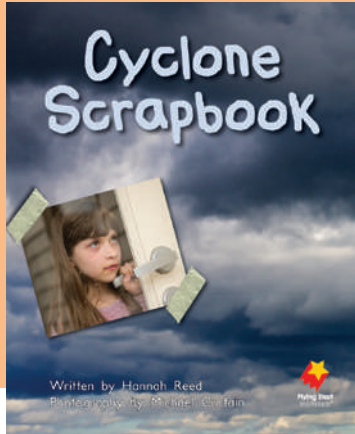
- Simple and compound sentences; dialogue

Reading strategies

- Making inferences about characters
- Making connections about characters' feelings

ELL support	Key concepts	Curriculum link
• Headings clearly set the time sequence of the text. • Photographs support and extend the text. • Illustrations provide support for the setting. • New vocabulary is supported by the context.	• Cyclone wreak havoc and cause great destruction. • People need to prepare well so that they stay safe when a cyclone comes. • Cyclones are dangerous events.	• Science: Earth science

Lesson 1 Cyclone Scrapbook



Before reading

Getting ready to read

Encourage students to activate their prior knowledge. Ask: *Have you ever been in a bad storm? What was it like?* On the board, list things that can happen in a bad storm. Ask: *What are very bad storms called?* List students' suggestions.

★ Show students a scrapbook. Talk about the features of scrapbooks – written by the main character, headings to show time, photos to show what is happening, etc.

Vocabulary building

★ As needed, introduce the vocabulary from the book. Write *cyclone* on the board. Ask: *What other words do you think we will read in a book about a cyclone?* List these words on the board. Ensure that all students are familiar with their meanings.

Introducing the book

Give each student a copy of the book. Say: *This book is called Cyclone Scrapbook. It has been written as a scrapbook and is about a time a cyclone came. It tells us what the family did to get ready for the storm, what it was like during the cyclone and what it was like after the cyclone had passed.* Have students turn to page 2. Say: *It is the day the cyclone comes. What do you think this girl is doing? How might she be feeling? Have you ever felt like this?* Discuss how making connections between your own feelings and those of characters in books can help you when you are reading. Encourage students to remember this as they read the book.

During reading

As each student reads the text independently, monitor and support them where appropriate. If necessary, ask them to stop reading and remind them to use the reading strategies you are focused on. Encourage students to make connections with the characters in the book. Stop them as they read and ask: *How do you think the girl is feeling right now? How would you feel if you were in her shoes? How does thinking about this help you to understand the book?*

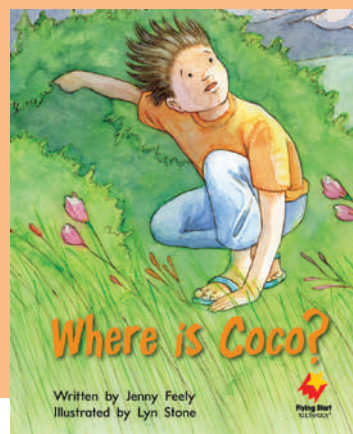
After reading

Talking about the book

Ask the 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 in the book.
Why did the father cover the windows? (Literal)
Why was it safer under the table during the cyclone? (Inferential)
Why are cyclones so dangerous? (Synthesising)
Does this book give you enough information to be safe in a cyclone?
What other information would you need? (Critical)

Reviewing reading strategies

Give positive feedback on the reading strategies the students used as they read the book. For example, ask: *How did the girl's feelings change as the book went on? How did noticing this help you to understand the book? Good readers think about these things.*



Returning to the book

Provide multiple opportunities for the students to reread 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 record their reading on an audio recording device. After students listen to their reading, ask: *Could you hear and understand each word you read? Was your voice smooth?* Have students re-record their reading after they have reflected on these questions.

Word work

Phonemic awareness and phonics

Have the students find any words in the book that have the a_e pattern making the long /a/ sound (*safe, made*). Have students suggest other words with this sound. List the words according to the way the long /a/ sound is spelled.

Exploring words

List the compound words from the book on the board (*outside, everything, today, tonight*). Discuss how sometimes words are put together to make new words. Have students suggest other compound words, such as *suitcase* and *basketball*. Talk about how looking for the smaller words inside compound words can help you to read the words.

Writing

Modelled writing

★ Give each student a copy of the Blackline master. Discuss the “Words to use”, clarifying meanings as needed.

Independent writing

Have students complete the Blackline master.

Sharing and presenting

Have students read their sentences to a partner. Compare the sentences students have written. Discuss examples where the same information has been presented in a different way.

Before reading

Getting ready to read

Encourage students to activate their prior knowledge. Ask: *What happens when a cyclone comes? What do people need to do to stay safe? How do pets stay safe during these terrible storms? What would you do if your pet was missing and a cyclone was coming?*

★ Write the following words on cards: *rain, wind, dark clouds*. Ask students, in pairs, to use these words to talk about a storm.

Vocabulary building

★ As needed, introduce the vocabulary from the book. Focus on words about storms – *wind, rain, cyclone, strong*. Have the students familiarise themselves with these words by making up sentences that they tell to a partner.

Introducing the book

Give each student a copy of the book. Say: *This book is about a time when a cyclone came. Everyone was getting ready for the storm, but no one could find Coco the pet dog. Coco is about to have puppies.* Ask: *How would you feel if your pet dog was lost and a huge storm was coming? What would you do?* Have students read up to page 7. Pause and discuss how the boy might be feeling. Say: *As you read the rest of the book, think about how you would feel if your dog was lost. Notice how your feelings are the same as the boy in the book and how they are different.*

During reading

As each student reads the text independently, monitor and support them where appropriate. If necessary, ask them to stop reading and remind them to use the reading strategies you are focused on. Encourage students to make connections about characters' feelings as they read the book. At given places, ask students to stop reading. Ask: *How would the boy be feeling? How would the dad be feeling?*

After reading

Talking about the book

Ask the 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 in the book. *What things did the family do to get ready for the cyclone?* (Literal) *Why did Coco go under the house?* (Inferential) *How do people and animals stay safe when a cyclone comes?* (Synthesising) *Are people always able to stay safe in cyclones? Why do you think this?* (Critical)

Reviewing reading strategies

Give positive feedback on the reading strategies the students used as they read the book. For example, have students reflect on any connections they made with the characters' feelings. Ask: *What did the boy feel like when no one would help him look for Coco? Would you have felt like that? How did that help you to understand the story?* Encourage students to think about stories in this way. Say: *Good readers make connections between their own feelings and those of characters.*

Returning to the book

Provide multiple opportunities for the students to reread and interact with the book – with teacher support, with a partner and independently. Choose activities that are appropriate for your students.

Developing fluency

Have small groups perform a readers theatre of the book. Discuss how to make sure that each reader is ready for their turn: follow the text while someone else is reading; look ahead to see when your turn is coming.

Word work

Phonemic awareness and phonics

Write *rain* on the board. Underline the “ai”. Ask: *What sound do these letters make in this word?* Have the students suggest similar words (*brain, hail, bait*). List these words on a chart.

Exploring words

Have students each write a sentence from the book on paper. In pairs, they take turns to cover one word in the other's sentence with a slip of paper. The student who wrote the sentence must then say what the covered word is and write it on the slip of paper. Repeat with other sentences.

Writing

Modelled writing

★ Have students brainstorm words that show how the characters may have felt at different stages. Model using these words to write about cyclones.

A cyclone is coming. I am _____.

The cyclone is here. I am _____.

The cyclone is over. I am _____.

Independent writing

Have students write about cyclones, using the sentence starters above.

Sharing and presenting

Ask students to read their sentences to a partner and to talk about why they may have had different feelings.

Talk about the pair

When students have read both books, ask: *What do we know about cyclones from reading these two books? What would you do if a cyclone was coming? How would you feel? Why are*

cyclones so dangerous? Students could explore this further by completing the Activity card.

Blackline master

Writing sentences

Write a sentence about each picture.



Words to use: **cyclone coming**



Words to use: **wind rain table**



Words to use: **mess safe over**

Assessment

Can the student write a simple sentence about each picture?
Can the student read their sentence aloud?

Activity card

Write and draw



Write and draw to show what you know about cyclones.

The cyclone is coming.

The cyclone is here.

The cyclone is over.

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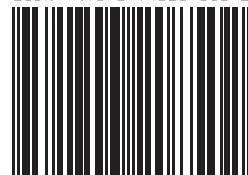
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