

Lesson Plans

Early Emergent
reading stage

Level 1



My Body shows a range of body parts and where they are on the body.

Running words: 28

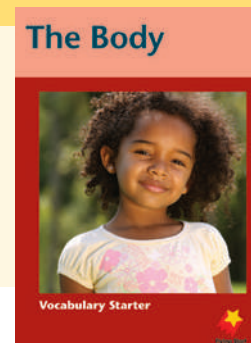
Text type: Recount



Here I Am! explores which body parts children use when playing in different parts of the playground.

Running words: 28

Text type: Recount



Vocabulary Starter

Vocabulary

High-frequency words

is here my

Key vocabulary

eye face foot hand knee
leg nose

Phonics

- Hearing beats in a word
- Hearing initial sounds in words

Text features

- Arrows on photographs
- Word bank (page 16)

Reading strategies

- Matching one printed word to each word read
- Using the photographs to identify unknown words

Key concepts	Curriculum links
• Our body has different parts. • We use parts of our body to do different things.	• Science • Health and Physical Education

Lesson 1 My Body



Before reading

Getting ready to read

Encourage students to activate their prior knowledge.

Ask: *Can you show me your knee? Which part of your body is your knee on? What does your knee do? What other body parts do you have?* Draw a simple body diagram on a chart. Ask students to point to different parts of the diagram and name the body part. Add labels as students suggest each body part.

Vocabulary building

Introduce the vocabulary from the book. This can be done using the Vocabulary Starter **The Body**. 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 *My Body*. Say: *This book is called My Body. In this book, a girl tells us about different parts of her body.* Prompt the students to look at the title. Ask: *Which word says my? Which word says body?* Give each student a copy of the book. Have them turn to pages 2 and 3. Point out the arrow on page 2. Ask: *What does this arrow point to? How can this help us to read the sentence?* Have students point to the first word in the sentence. Read the sentence together.

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 that students are reading by matching each word they say with a word on the page. Do they point to each word as they read it? Ask: *Can you put your finger under each word as you read it? Can you show me where the first word is? What does it say? What word do you think will come next? Can you point to it?*

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.

- Which parts of her body did the girl tell us about?* (Literal)
- Which parts of the face are in the book?* (Inferential)
- What are some of the parts of a body?* (Synthesising)
- Why has the author used arrows to point out body parts?* (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 pointed to each word as you read to help you make sense of what you were reading. That's what good readers do when they are learning to read.*

English Language Learner support: *My Body / Here I Am!*

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

The Body 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

Model reading several pages from the book fluently.

Say: *When I read, I try to make it sound like I am talking.*

Ask the students to read the book out loud. Give positive feedback on their fluent reading.

Word work

Phonemic awareness and phonics

Open the Vocabulary Starter **The Body** and read each word. Highlight each syllable by clapping the word as you read (one clap for each syllable). Say: *You try. Clap each word as you say it. How many beats can you hear in hand? How many beats can you hear in foot?*

Exploring words

Give each student a copy of the blackline master. Have students label the different parts of the diagram and add arrows to connect each body part with its label. Encourage students to refer to the word bank on page 16.

Writing

Modelled writing

Talk about how we use different parts of our bodies to do things. Ask students to suggest what things they can do. For example, ask: *What things do you like to do with your [legs]?* Use one student's response to model how we write about our ideas. For example, write: *Toby likes to run with his legs.* Say: *Watch how I write that sentence.* Model referring to the word bank on page 16.

Independent writing

Have students write about their favourite body part and what they like to do with it. Brainstorm things that each body part can do on the diagram created in the Getting ready to read section.

Sharing and presenting

Encourage students to compare the ideas in their writing with each other. Ask: *Who liked to dance with their legs? Who did something different? Whose favourite body part was their face?*

Lesson 2 Here I Am!



Before reading

Getting ready to read

Encourage students to activate their prior knowledge.

Ask: *What kind of things do you play on at the playground?*

Brainstorm and list different play equipment, drawing out items that are in the book. Talk about what students like to do on different parts of the playground. Ask: *What do you like to do on the net? How do you use your legs? How do you use your hands? How do you use your eyes?*

Vocabulary building

Introduce the vocabulary from the book. This can be done using the Vocabulary Starter **The Body**. 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 *Here I Am!* Say: *This is a book about some children having fun at the playground. The book asks you to think about what body parts you use in different parts of the playground.* Have students look at the cover of the book. Ask: *Where do you think this girl is? What is she playing on?* Give each student a copy of the book. Turn to page 2. Ask: *What body part is this child using? What might they say?* Model responding using the form of the text: *Here is my hand.*

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. Watch for students glancing at the photographs as they read. Encourage students to use this strategy. Say: *Can you see anything in the pictures that would help you to work it out? You read "Here are my hands" – does this match the picture?*

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 part of the playground did the child use their legs on?* (Literal) *Why is it useful to use your legs when hanging on the bars?* (Inferential) *How do playgrounds help children to be healthy?* (Synthesising) *Can all children play in the ways that the children in the book play?* *Who might not be able to play in this way?* (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 glanced at the pictures as you were reading. How did this help you to understand the book? Good readers use all the information on the page to help them to understand what they are 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

Ask students to take turns to read pages of the book to each other. Encourage them to make their reading smooth, as if they were talking.

Word work

Phonemic awareness and phonics

Ask the students to point to the word *foot*. Ask: *What sound can you hear at the start of foot? What letter makes the /f/ sound?* Repeat with the other body words.

Exploring words

Ask students to look at the words on page 2. Ask: *Can you see the word here? What does here start with? How many letters does it have? What are these letters?* Have the students use their fingers to write the word on their hands. Repeat with the other high-frequency words: *my, is*.

Writing

Modelled writing

Draw a simple picture of a child swinging on some bars. Ask: *What might this child tell us about where their hands and legs are?* Model adding labels to the picture. For example, write: *My hands are here. My legs are here*. Have the students help with writing words as is appropriate to their level of development.

Independent writing

Have students write instructions about how to play on their favourite part of the playground. Encourage them to refer to the word bank on page 16 to support their writing.

Sharing and presenting

Have students work with a partner. One student reads their instructions, while the other acts them out.

Talk about the pair

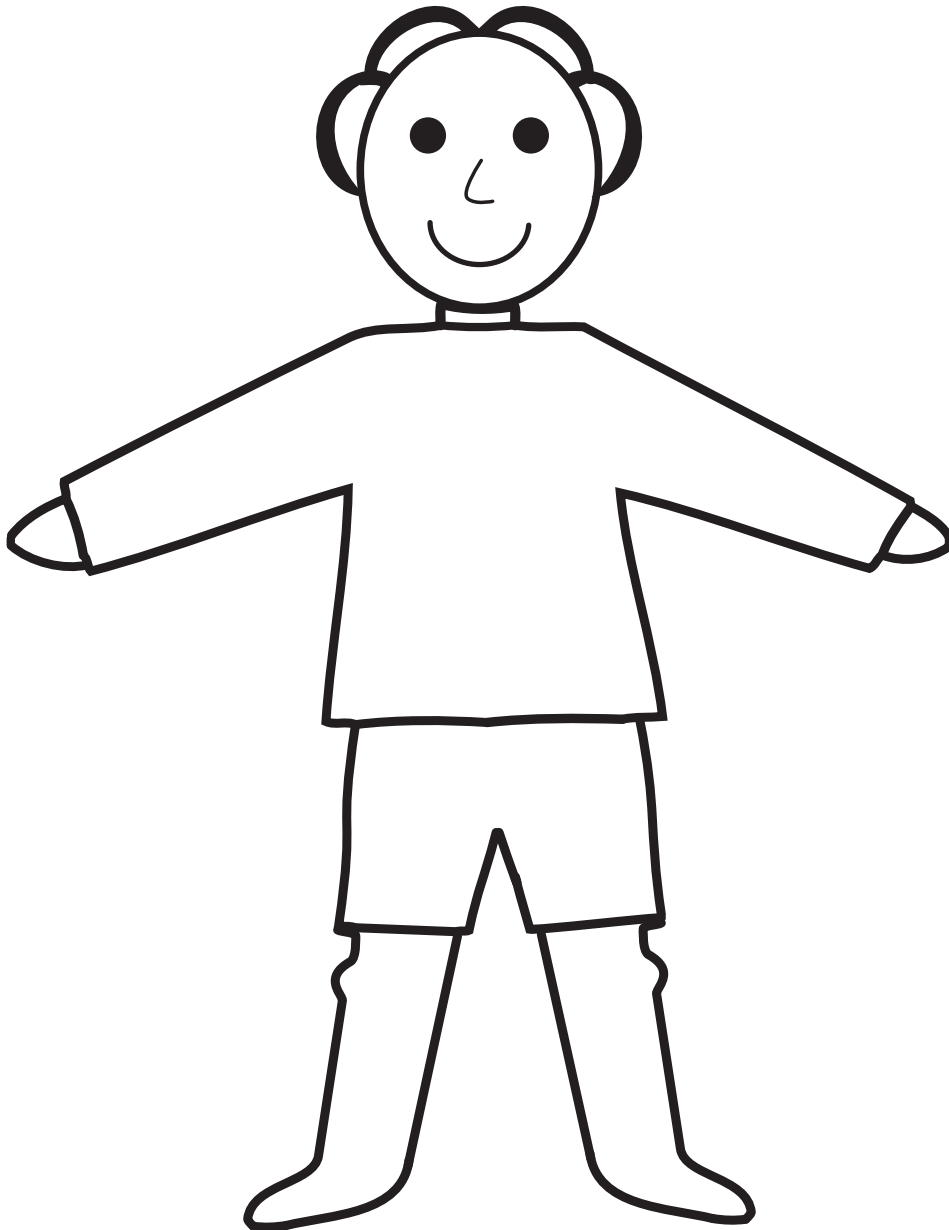
After students have read both *My Body* and *Here I Am!*, ask: *How does each part of your body help you to play? How do your body parts help you to do other things? What would*

happen if one of your body parts was hurt and you couldn't use it?
Have students complete the activity card.

Blackline master

My body

Write labels for the body parts.



Assessment

Can the student write labels for different body parts?

Can the student use resources, such as the word bank in the book, to support them as they write?

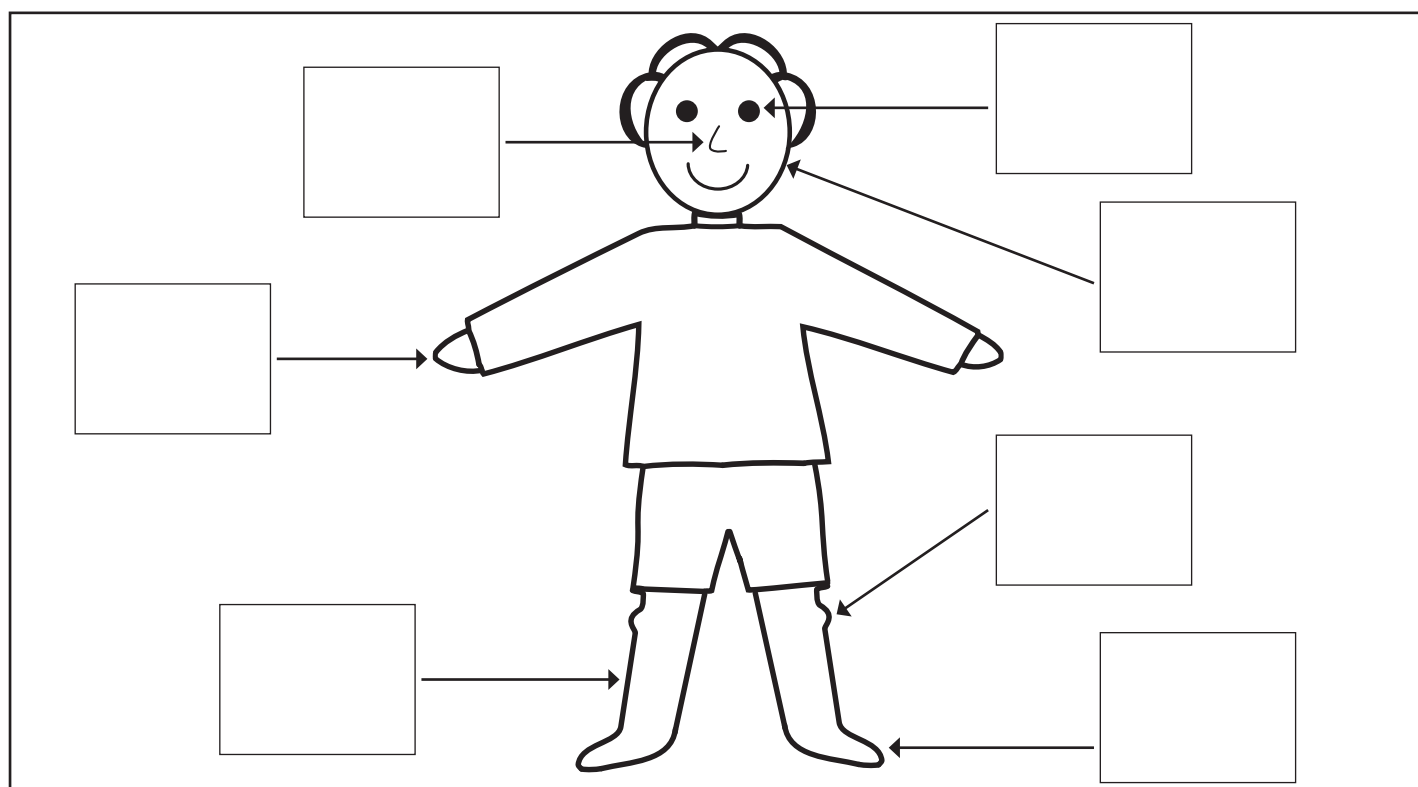
Activity card

Body parts bingo



You will need a copy of the activity card and two sets of word cards.

1. Shuffle the word cards and place them face down.
2. Take turns to select a word card. Place it in the correct box on the body diagram.
If this word has already been placed, put the card back on the bottom of the pile.
3. The first person to fill the last box wins.



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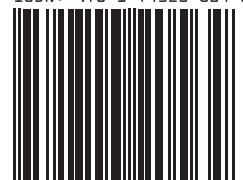
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