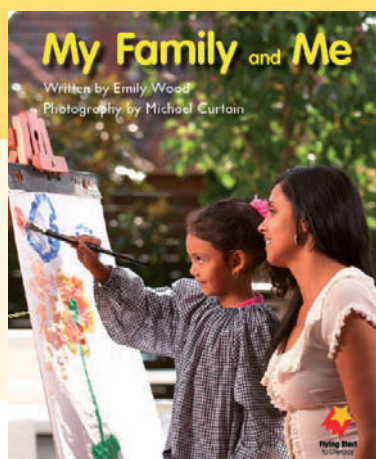


Lesson Plans

Early Emergent
reading stage

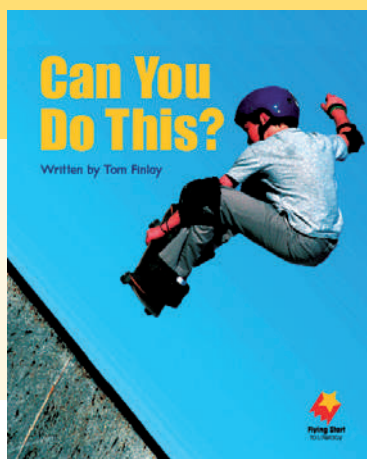
Level 2



My Family and Me is about the activities a girl likes to do with different members of her family.

Running words: 60

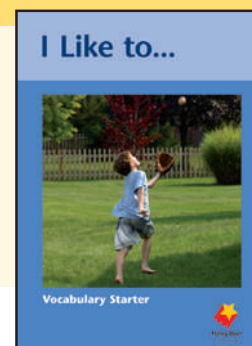
Text type: Recount



Can You Do this? develops the idea that people like to do many different things. It asks the reader if they can do any of the activities in the book.

Running words: 56

Text type: Recount



Vocabulary Starter

Vocabulary

High-frequency words

a can I like me my to with you

Key vocabulary

brother catch cook dance
father fish grandma grandpa
kick mother paint ride
sister skate

Phonics

- /c/ as in cook
- /k/ as in kick

Text features

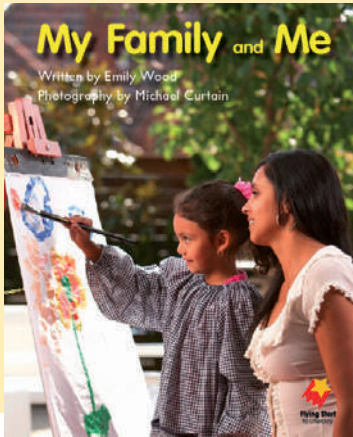
- Two or three lines of text per double-page spread
- Variation in text to encourage focusing on the words
- Questions
- Photographs
- Word bank (page 16)

Reading strategies

- Using problem-solving strategies when you get into difficulties
- Checking: "Does it make sense?"

Key concepts	Curriculum links
• People have different interests. • People like to do things with others.	• History: Personal and family histories • Health and physical education

Lesson 1 My Family and Me



Before reading

Getting ready to read

Encourage students to activate their prior knowledge. List the following family members on the board: father, mother, brother, sister, grandpa and grandma. Alternatively you could display the Vocabulary Starter **My Family** on the board. Ask: *What things do you like to do with your father? Brother?* List students' responses under each family member's name.

Vocabulary building

As needed, introduce the vocabulary from the book. This can be done using the Vocabulary Starters **I Like to...** and **My Family**. Refer to the teacher notes on the back of the Vocabulary Starters for ideas about using these resources.

Introducing the book

Show the students a copy of the book *My Family and Me*. Say: *This book tells about some things that a girl likes to do with her family.* Turn through the book. Ask: *Who is the girl with here? What are they doing?* Model the form of the text in your response. Say: *Yes, the girl tells us "My grandma can cook." Does the girl like to cook? What will she tell us?* Encourage students to think about the message of the book. Suggest they reread to the spot where it became difficult and then think of what would 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. Observe one or two students as they read. Check for students who are aware of mistakes they make. Ask: *What did you notice? What went wrong? How will you try to work it out?*

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.

Who does the girl like to ride with? (Literal)

Can you think of some words to describe the girl's family? (Inferential)

Why does the girl do different things with different people in her family? (Synthesising)

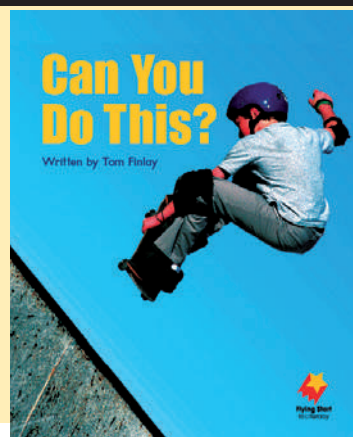
Are all families like the one in this book? (Critical)

Reviewing reading strategies

Give positive feedback on the problem-solving strategies the students used as they read the book. For example, say: *You noticed when the reading didn't make sense. That's what good readers do.*

ELL Support: *My Family and Me/Can You Do This?*

Use the teacher notes *Developing oral vocabulary for English Language Learners* on the back of the Vocabulary Starters **I Like to...** and **My Family** to support ELL students.



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 the students work in cooperative pairs to give each other feedback and support as they read the text to each other. Encourage students to make their reading sound like talking.

Word work

Phonemic awareness and phonics

Review the list of /c/ words. Ask: *What letters can be used to make the sound /c/ (c, k, ck, q, and ch)?* Have students make a /c/ book with examples of different words with the sound grouped according to letter (e.g. c – cat, cook; k – kick, king; q – queen, quilt; ck – trick, duck; ch – school, choir).

Exploring words

Provide word cards of the high-frequency words and key vocabulary words from the book. Ask the students to make a sentence from the book. Students can then copy this sentence.

Writing

Modelled writing

Ask the students to talk about the things they are good at. Use their responses to model how we write about our ideas. Say: *Ben said he is good at kicking his soccer ball. Watch while I write that idea on our chart.*

Independent writing

Have the students write their own *Can You Do This?* book, using the sentence starter: *Can you _____ like me?*

Sharing and presenting

Review the high-frequency words from the book (I, like, to, with, my). Have the students locate these in their writing.

Before reading

Getting ready to read

Encourage students to activate their prior knowledge. Have students turn and talk to each other about the different things that they like to do. Tell students some things you like doing. Ask: *What things do you like to do in your spare time?* Make a list of students' responses on a chart.

Vocabulary building

As needed, introduce the vocabulary from the book. This can be done using the Vocabulary Starter **I Like to...** Refer to the teacher notes on the back of the Vocabulary Starter for ideas about using this resource.

Introducing the book

Show the students a copy of the book *Can You Do This?* Say: *This book is about the things that seven children can do when they have free time. They ask if you can do the things that they do.* Turn to pages 2 and 3. Ask: *What is this girl doing?* Point out the question mark. Say: *What is this? What is the girl doing? Can you kick like her?* Turn through the book. Ask: *What question will this boy/girl ask? What will he/she tell us? Ask: What will you do if you get stuck when reading this book?* Have students sit knee-to-knee and talk about strategies that they use when they are reading. Draw out some strategies that are relevant to the students. Encourage students to look at the first letter of the word when trying to work out a word. Encourage them to look at the picture and to read the sentence again up to the point of difficulty, thinking about what might make sense there.

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. Observe one or two students as they read. Check for students who notice when their reading does not make sense. Ask: *What did you notice? What would make sense there?* Encourage students to crosscheck what they read against the information on the page (e.g. pictures, starting letters).

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 did the boy like to ride? Do you like to ride horses? (Literal)

Why might the girl like to cook? (Inferential)

When do children get to do the things shown in the book? (Synthesising)

Do all children get to do the things the children in the book are doing? (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 when you made a mistake. That's what good readers do.*

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 cooperative groups to perform a reader's theatre of the book. Encourage them to act out the activities described on each page.

Word work

Phonemic awareness and phonics

Have students find all of the words in the book with the /c/ sound (e.g. cook, can, catch). Ask: *What letters are making the /c/ sound in these words (c, k and ck)?* Have the students read through familiar books to find other words with the /c/ sound.

Exploring words

Provide each student with a copy of the Blackline master (BLM). Have them cut up the cards and match the verbs to the pictures. Students could also write and illustrate each word to make a picture dictionary of things to do.

Writing

Modelled writing

Refer to the chart that you made prior to reading. Say: *You like doing so many things with your family. What do you like doing best?* Use the students' responses to model how we write about our ideas.

Independent writing

Have the students write about the things they like to do with different members of their family. Provide the Vocabulary Starters **My Family** and **I Like to ...**

Sharing and presenting

Ask students to talk about one of the following: *What have you learned by reading this book? What have you learned about reading? What will you work on next with your reading?*

Talk about the pair

What are the authors of these books trying to tell us about people? Encourage students to reread the pair of books and talk about their ideas with a partner. Suggest that students think and talk each idea through (grow it)

before moving on to the next idea. Each pair could then talk about their ideas with the group. List the ideas on the board. Students can work further on these books by completing the Activity card.

Blackline master

Things I like to do

Cut out the pictures and paste them next to the matching word.

	 cook	
kick		paint
	catch	
skate		dance
	ride	

Assessment

Can the student match the correct picture to each word?

Activity card

Doing things



You will need: pencils, paper.

1. Fold your piece of paper into eight parts.
2. Write the names of four people in the top four squares.
3. Write and draw in the squares underneath to show what you like to do with each person.

Example:

grandma	mother	grandpa	sister
			
I like to cook with my grandma.	I like to paint with my mother.	I like to catch a fish with my grandpa.	I like to ride with my sister.

Flying Start to Literacy Lesson Plans *My Family and Me / Can You Do This?* © 2009–2014 EC Licensing Pty Ltd.

© 2009–2014 EC Licensing Pty Ltd. This work is protected by copyright law, and under international copyright conventions, applicable in the jurisdictions in which it is published. The trademark "Flying Start to Literacy" and Star device is a registered trademark of EC Licensing Pty Ltd in Australia and New Zealand.

In addition to certain rights under applicable copyright law to copy parts of this work, the purchaser may make copies of those sections of this work displaying the footnote: "© 2009–2014 EC Licensing Pty Ltd", provided that: (a) the number of copies made does not exceed the number reasonably required by the purchaser for its teaching purposes; (b) those copies are only made by means of photocopying and are not further copied or stored or transmitted by any means; (c) those copies are not sold, hired, lent or offered for sale, hire or loan; and (d) every copy made clearly shows the footnote copyright notice.

All other rights reserved.



Developed by Eleanor Curtain Publishing

Text: Jenny Feely

Consultant: Susan Hill

Designed by Derek Schneider

Printed in China through Colorcraft Ltd, Hong Kong

Distributed in Australia & New Zealand by Lioncrest Education

Phone: +61 2 4991 2874 email: info@lioncrest.com.au

www.lioncrest.com.au

Distributed in Ireland by Carroll Education

Phone: +353 1 413 7230 email: info@carrolleducation.ie

www.carrolleducation.ie/ecom

www.flying-start-to-literacy.com.au

www.ecpublishing.com.au

ISBN-13: 978-1-74234-166-8



9 781742 341668