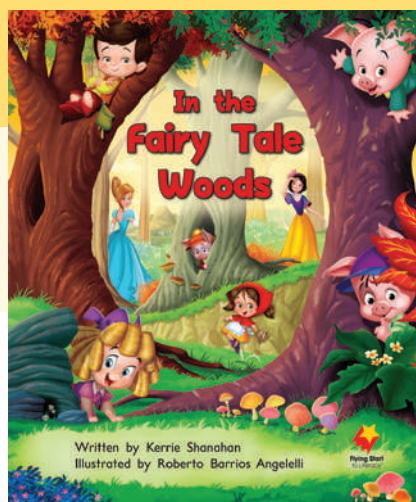


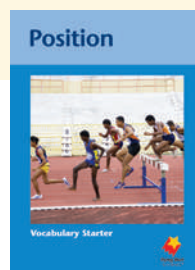
Lesson Plan

Early Emergent
reading stage

Shared Reading



Shared Book



Vocabulary Starter

In this rhyming puzzle book, readers will meet their favourite fairy tale characters in the fairy tale woods. They will delight in helping each character find the things they need to complete their fairy tale.

Vocabulary

Oral vocabulary

beanstalk characters down everywhere glum hood lightning out spy up woods

High-frequency words

and at have he in the they to with you

Phonemic awareness

- Rhyming words as in *spy/eye/by, there/everywhere, sun/fun, kind/find, need/speed*

Phonics

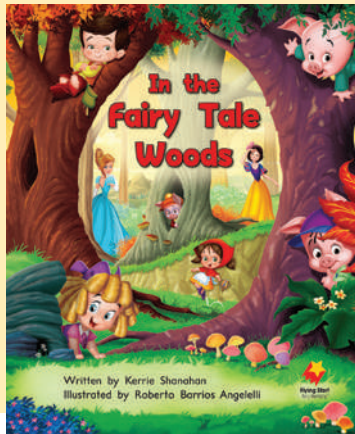
- Identifying the /w/ sound as in *wood*

Print concepts

- Identifying the return sweep

Key concepts	Curriculum link
• There are many fairy tale characters. • We can hide in different places and positions.	• English: Literature – Traditional texts

In the Fairy Tale Woods



Introducing the book

Show the front cover of the shared book *In the Fairy Tale Woods* to the students. Say: *This book is called In the Fairy Tale Woods. It has many different fairy tale characters in it.* Ask: *What fairy tale characters do you know?* Discuss the students' responses. Ask: *What fairy tale characters can you see on the front cover?*

First reading of the book

Read the book to the students. When you are reading pages 2 and 3, introduce the key along the bottom of the page which shows the characters that need to be found. Say: *These are the fairy tale characters we need to find in the picture.* Point to each picture in turn and talk about the characters.

Reread the text on the page and then provide time for the students to view the page and to spy the characters hiding in the fairy tale woods. Invite individual students to come to the book and point out the character that they see. Read pages 4 and 5 and provide time for the students to view the text and find the things in the key within the picture. Again, invite students to point out the things they find. Continue reading the remainder of the book in the same way.

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.* Invite different students to come to the front and find the required objects on each page. Encourage the students to use positional language to describe where a character or an object is. Say: *Tell me where the third little pig is.*

As you read, invite students to join in with the reading of the refrain. Say: *Now, we will all read this part together. I will point to the words as we say them.*

*Look in and out
and here and there.
Look up and down
and everywhere.*

Talking about the book

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

Ask: *Which page was your favourite? Why?*
How might it feel to be in the fairy tale woods?
What things would you like to see there?
Did you find the things you had to spy easy or difficult to find?
Who is your favourite fairy tale character and why?

Position



Vocabulary Starter

ELL support

Support students by giving a brief summary of each fairy tale in the book. For example, on pages 4 and 5, say: *Cinderella is a story about a girl who had a mean stepmother and stepsister. One night, Cinderella's fairy godmother transformed her into a beautiful princess.* Encourage students to name and talk about words related to position such as *here*, *there*, *high* and *everywhere*. Use the *Flying Start to Literacy Vocabulary Starter Position* to discuss positional language. 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

Model the identification of rhyming words. Return to the beginning of the book. Say: *Some of the words on this page rhyme. This means that they sound very similar to each other. I will read the words. Listen for the ones that have the same sound at the end.*

Read the page. Invite students to say the pairs of words that rhyme – *spy/eye/by* and *there/everywhere*.

Repeat on other pages to find other words in the book that rhyme, e.g. *sun/fun, kind/find, need/speed*.

Phonics

Point to the word *Woods* on the front cover. Say: *This word says woods. What sound can you hear at the start of the word woods? Draw out that it is the /w/ sound. Circle the letter "w" with your finger. Say: This letter is called "W". It makes the /W/ sound at the start of this word.*

Encourage students to think of other words that begin with the /w/ sound.

Extending oral language

Extend students' bank of words they can use to describe position and location. Choose one of the double-page spreads to focus on and promote the use of positional language. For example, on pages 2 and 3, say: *I want you to find the little pig with glasses and then tell me, using words, where he is.* Encourage students to use positional language in their answers. For example, say: *The pig with the glasses is up in the tree, Jack is behind the tree.* Repeat on other pages where appropriate.

Fluency

Read the refrain on page 3. Say: *Tell me about how I read this. What did my voice sound like?*

Invite students to read the refrain the way you did. Group more reserved students with a partner or in small groups to read aloud. Say: *I like the way your voices sound smooth. You are saying each word clearly and it is easy to hear and understand what you are saying.*

Print concepts

Model how to read using the return sweep. Open the book at pages 2 and 3. Point to each word on page 2 as you say it. Emphasise returning to the left-hand side of the page when you reach the end of a line of text. Say: *When I get to the end of the line, I need to look at the first word at the start of the next line. See where my pointer goes.* Demonstrate this again when you read the text on page 3.

Writing – Modelled

Choose one of the fairy tales from the book. On pages 4 and 5, say: *This page is all about the story of Cinderella. What do you know about this story?* Discuss the students' responses and use these ideas to write sentences about Cinderella onto large sheets of paper (one sentence per sheet of paper). (For example: *Cinderella went to the ball in a carriage. Cinderella had a fairy godmother.*)

Small groups of students could then illustrate each sentence.

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

Hiding in the woods

You will need: crayons and pencils

Draw your favourite characters in the woods.



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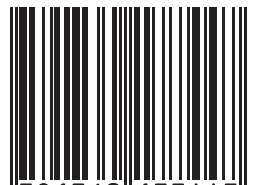
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