

Lesson Plan

**Emergent
reading stage
Levels 5–6**



Look at Us Go! explains the different ways that things can move by pushing them or pulling them, set within the context of an outing to the park by a mother and her two daughters.

Running words: 145

Informative text type:
Recount

Science Curriculum links

Australia

- **PS (ACSSU005)** The way objects move depends on a variety of factors, including their size and shape
- **CS (ACSSU003)** Objects are made of materials that have observable properties

New Zealand

- **PS:** Simple patterns of physical phenomena
- **MW:** The uses of common materials and their observed properties

Key concepts

- Pushing and pulling makes things move or stops them moving.
- Pushing and pulling can be done with different amounts of force.

Content vocabulary

bar, big, little, park, pull, push, slide, swing

Text features

- Picture summary table
- Photographs

Reading strategy

- Using initial letters to solve unknown words

Before reading

Introducing the book

Activate students' prior knowledge. Ask: *Do you like going on the swing at the park? Does someone push you? Do you like to go high?*

Invite students to talk about this with a partner and then share their ideas with the group.

Provide each student with a copy of *Look at Us Go!* Say: *This book is called Look at Us Go! It is about a mum and her two daughters who go to the park, and how being pushed or pulled helps the girls to have a great time.*

Have students turn to pages 2 and 3. Ask: *What is the big sister doing? How is this helping the little sister?* Invite students to share their ideas.

Have students browse through the book and look at the photographs.

Building vocabulary

Ask: *What words or phrases might be in a book about going to the park?* Have students talk to a partner and then share with the group. List the words on a chart and invite the students to make suggestions about what each word means. Where appropriate, have the students add a drawing to the words on the chart to make the meaning clear. Discuss each word as you list them on the chart. If necessary, introduce the content vocabulary and add these words to the list.

Introducing the reading strategy

Say: *Good readers use what they know about the sounds letters can make to help them work out words they are unsure of.* Have students look at the title on the cover. Say: *Look at the word "park". What could help you to work out this word if you were unsure what it said?*

During reading

As each student reads the text independently, monitor and support them where appropriate. If necessary, ask the students to stop reading and remind them to use the reading strategy you are focused on. Encourage students to use their knowledge of letter-sound correspondences to solve unknown words. For example, on pages 2 and 3 you could say: *I can see you're not sure of that word. Look at the first letter. What sound might it make? Now have another try at working out what that word is.*

After reading

Talking about the book

Have students 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 text in the book.

Who pulled the little sister to the park? Who pushed the big sister on the swing? (Literal)

Why did the big sister go faster on the swing and the slide than the little sister? How did pushing and pulling help the family get to the park and home again? (Inferential)

How else do we use pushing and pulling? How does this help us? (Applied)

Reviewing the reading strategy

Give positive feedback on the strategies the students used as they read the book. Say: *When you weren't sure of a word, you worked out what sound the word might start with. This helped you a lot. Well done!*

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.

Speaking and listening

Have students work with a partner. One student chooses an activity from the book to act out. The other student watches and then explains what the role-play was about. Say: *Watch carefully as your partner acts out something from the book. Then you will need to tell your partner what they were acting out. Use full sentences to explain it, and speak clearly.*

Vocabulary

Write the words *push* and *pull* on a chart, and discuss the meaning of each word. Say: *These words are the opposite of each other. They mean totally different things. What other opposites are in the book?*

Have students browse through the book. Discuss and draw out that *big* and *little* are opposites. Add these words to the chart.

Have students turn and talk to a partner about other pairs of words they know that are opposites. Invite students to share their ideas, and add further words to the chart.

Phonological awareness

Say the words *push* and *pull*. Ask: *What sounds the same in these words?* Discuss and draw out that the first two sounds are the same in both words.

Say: *The first sound of both words is the /p/ sound.* Talk about other words that begin with this sound.

Repeat with the words *slide* and *swing*, and then *bar* and *big*.

Phonics

Have students turn to page 2. Say: *Work with your partner to find the word “with”.* Ask: *What letters are in this word?* Have students take turns saying the letters in *with* to each other, without looking at the text.

Say: *This word is used a lot in the books that you read. It helps your reading if you know this word when you see it on the page.*

Where appropriate, repeat this activity with other high-frequency words in the text, such as *we*, *are*, *my* and *likes*.

Writing

Modelled writing

Say: *I am going to write about a time when I pushed something to help me move.* For example: “When I go for a bike ride I push the pedals with my feet and legs. This helps the wheels to move and so I move along. The harder I push, the faster I go. I have to push very hard when I am going up a hill.”

Speak aloud as you write on a large chart. Talk about the decisions you make as a writer. For example, you could say: *I am going to write about riding my bike and how I need to push the pedals to do this. I must make sure my sentences are clear and easy to understand because I am explaining how something works. My first sentence will explain that I push the pedals on my bike with my feet.*

Independent writing

Ask students to talk to a partner about times when they push or pull things (such as playing with a toy car, opening/shutting a door, and pushing a shopping trolley or stroller). Have each student choose a time when they pushed or pulled something to enable it to move.

Say: *Draw a picture of yourself pushing or pulling something, and then write about it.*

If students need extra support, provide a sentence starter. For example: *I _____ this, and it moves.*

Sharing and presenting

Have students take turns talking about their drawings and their writing. As students share, create a list on a chart of all the things that we push and pull.

Say: *We have read and talked about different times when we push or pull things to move them in some way.* Ask: *What things have you learnt about pushing and pulling?* Discuss and draw out that we can push or pull with lots of force or with a little bit of force. The more force we put into pushing or pulling the faster something can move or slow down.

Blackline Master: Pushing and Pulling

Name: _____

Cut out the pictures. Stick them onto the T-chart.

Draw another picture in each column.



Pushing

Pulling

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Developed by
Eleanor Curtain Publishing
Text: Kerrie Shanahan, Jenny Feely
Consultant: Lyn Reggett
Designed by Derek Schneider
Printed in China through
Colorcraft Ltd, Hong Kong

Distribution details:
www.ecpublishing.com.au/contact-us

More information:
www.WorldWiseReading.com.au
www.ecpublishing.com.au

ISBN: 978-1-76107-272-7



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