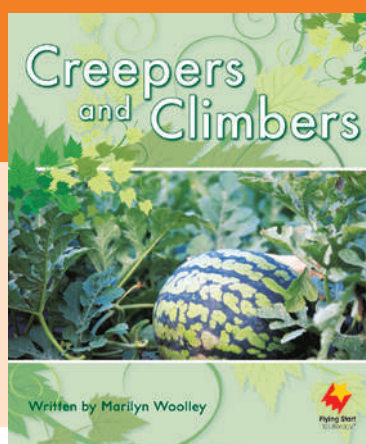


Lesson Plans

Transitional
reading stage

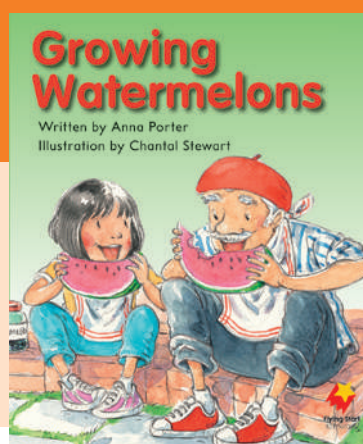
Level 12



Creepers and Climbers is about plants that creep along the ground as they grow and plants that climb on things as they grow.

Running words: 220

Text type: Explanation



Growing Watermelons is a story about a girl who gets her plant seeds all mixed up.

She plants them anyway and her grandpa helps her work out which plant is which.

Running words: 382

Text type: Narrative

High-frequency words

New: another asked big don't find into let('s) more next open(ed) over people than these thing(s) year(s)

Key vocabulary

bean climber climbing creeper creeping eggplant flowers green grow growing grown leaves orange planted plants pods pumpkin stems sunlight twist vine watered watermelon yellow

Phonics

- Identifying the /m/ sound represented by "mb" as in *climb*
- Identifying the long /o/ sound as in *grow*

Text features

Creepers and Climbers

- Puzzle with clues on odd pages, answers on even pages
- Summary chart
- Index

Growing Watermelons

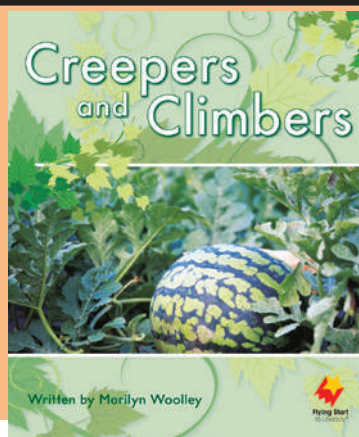
- Dialogue
- Illustrations that support the text

Reading strategies

- Reading a puzzle book
- Self-monitoring – rereading and self-correcting

ELL support	Key concepts	Curriculum link
• Vocabulary specific to plant growth and life cycles is introduced to readers in an interesting context, with supportive colour photographs and illustrations.	• Some plants creep along the ground to get more sunlight. • Some plants climb up things to get more sunlight. • Many plants grow from seeds.	• Science: Biological sciences – Living things

Lesson 1 Creepers and Climbers



Before reading

Getting ready to read

Encourage students to activate their prior knowledge. Students could turn and talk with a partner about what plants need to enable them to grow. Make a list of these needs on the board. Say: *Some plants grow along the ground. These plants are called creepers. Why might they grow like this? Some plants climb up things as they grow. Why might they do this?*

★ You could take students around the schoolyard to look at different plants. Discuss the names of the parts of the plants. Say: *These are the leaves. How would you describe these leaves? This plant has big leaves. They help the plant to take in sunlight.*

Vocabulary building

★ Show students a picture of a pumpkin, a watermelon, some beans, some peas and an eggplant. Say: *These are the plants we will be reading about.* Talk about the names of each plant and write the words on individual cards. Have the students match the words to the pictures.

Introducing the book

Give each student a copy of *Creepers and Climbers*. Say: *This book is called Creepers and Climbers. It is about plants that creep and climb. It is written as a puzzle.* Refer students to pages 2 and 3. Say: *This is the introduction. It tells us that the book is about plants that creep over things as they grow and plants that climb up things as they grow. What plants can you see?* Turn to pages 4 and 5. Say: *The clues are on this page. What clues can you see?* Respond using the structure of the sentences in the text. *Yes, this plant has big, yellow flowers.* Turn the page. *The answer is on this page. What plant is it? Yes, it is a pumpkin plant.*

During reading

Ask each student to read 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. Look for students who know how to read the text as a puzzle book. Are they aware of the difference between the clues and the information given about each plant? Ask: *Where are the clues? How do you know this? Where is the answer written?*

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. *Why do some plants creep? Why do some plants climb?* (Literal) *Why do watermelon and pumpkin plants creep and not climb?* (Inferential) *What things did all the plants in this book have in common?* (Synthesising) *Do you know of any other plants that could have been included in this book?* (Critical)

Students could complete the Blackline master (BLM).

Reviewing reading strategies

Give positive feedback on the reading strategies students used as they read the book. For example, say: *Well done. I noticed that you understand this is a puzzle book because you read the clues, questions and answers differently.*

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

Encourage students to practise reading the book fluently. They could then read the book to someone who has not heard it before (possibly a student from another class). Encourage students to give the listener an opportunity to guess what each plant is. Say: *You will need to read fluently so that the person can hear and understand each clue.*

Word work

Phonemic awareness and phonics

Write the words *creep* and *climb* on the board. Ask students to talk with a partner about the sounds they can hear in each word. Ask: *Did anything surprise you about the way some of the sounds in these words are represented?* Ask: *What letters represent the /m/ sound in this word? What other words do you know that have this sound represented by “mb”?* Make a list on the board (e.g. comb, lamb).

Exploring words

In pairs, students could scan the text and make a list of all words related to plants and plant growth (*grow, sunlight, creep, climb, leaves, flowers, etc.*).

Writing

Modelled writing

★ Turn to pages 4 and 5. Say: *This book gives clues about different plants. It describes what the plant’s leaves and flowers look like and how the plant grows.* Model writing a puzzle statement using a picture of a maple leaf. For example, *This plant has star-shaped leaves. This plant grows up straight and tall. It has small red flowers. Do you know what this plant is?*

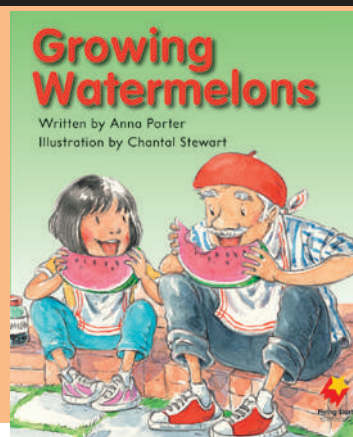
Independent writing

Have students fold a piece of paper in half. Have them choose a common plant and draw and write about the plant on the outside of the folded paper and then write the name of the plant on the inside.

Sharing and presenting

Students could sit in a small group and take turns to talk about plants.

Lesson 2 Growing Watermelons



Before reading

Getting ready to read

Encourage students to activate their prior knowledge. Provide the students with a selection of different seeds to look at and talk about. Say: *These are all seeds. If we plant them they could grow into plants.* Talk about each of the seeds individually. Say: *This is a pumpkin seed. What sort of plant will grow from it? What might it look like?*

★ Invite students to help you plant one of the seeds (e.g. a bean seed) in a pot of soil. Ask: *What happens now? How will this seed grow? What will it need so that it can grow?*

Vocabulary building

★ Ask students to work with a partner to identify words they would expect to find in a book about plants. Make a list on a chart. Add the words *grow, flowers, leaves* and *watered* if required.

Introducing the book

Give students a copy of *Growing Watermelons*. Say: *This book is called Growing Watermelons. It is a story about a girl called Rosa. Rosa is about to plant some seeds in her garden when she trips and the seeds get all mixed up. She plants the seeds anyway and they grow into big plants. Rosa’s grandpa likes watermelons, so when he comes to visit, he and Rosa try to work out which plant is the watermelon plant.* Talk through the book. Say: *Rosa is holding the packets of seeds. What has happened to Rosa here?* Respond using the structure of the sentences in the text. *Yes, Rosa tripped over and the seeds got all mixed up.*

During reading

Ask each student to read 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. Look for students who are able to self-monitor their own reading. Do they stop and reread when an error is made? Does their rereading indicate that they have successfully corrected the error?

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 illustrations and the text in the book.

Why didn't Rosa know which seeds were which? What did Rosa's grandpa want to eat? (Literal)

Why couldn't Grandpa find a watermelon on his first visit? (Inferential)

What did you learn about growing plants by reading this book? (Synthesising)

Would you enjoy growing plants like Rosa does? Why? (Critical)

Reviewing reading strategies

Give positive feedback on the reading strategies students used as they read the book. For example, say: *Well done, you stopped and reread when it didn't make sense. 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

Pairs of students could make stick puppets of Grandpa and Rosa. After practising reading the text fluently, students could perform a readers' theatre using the puppets to act out the story as they read.

Word work

Phonemic awareness and phonics

Write the word "grow" on the board. Ask: *What sounds can you hear in this word? What letters make each of these sounds?*

Students could browse through the book and other familiar texts to find words with "ow" (as in grow) in them.

Exploring words

Students could draw a picture of Rosa's garden, labelling all of the plants that are in it. Encourage students to use the text to find the names of the plants that are in the garden and the correct spelling of these names.

Writing

Modelled writing

★ Refer students to page 13 of the book. Say: *Rosa and her grandpa are having a conversation. What do you notice about the punctuation?* Model opening and closing punctuation marks showing where the dialogue begins and ends.

Independent writing

Have students use the picture on page 16 to write a conversation that Rosa and her grandpa might have. Say: *Be sure to use opening and closing punctuation marks.*

Sharing and presenting

Students could sit knee-to-knee with a friend and read their conversations between Rosa and her grandpa.

Talk about the pair

Ask: *What have you learnt about growing plants? What have you learnt about plants that creep and climb?* Students could work in groups of three to fill in a T-chart with the headings *Creepers* and *Climbers*.

Encourage students to write and/or draw all the information they know about these types of plants. Students can work further with these books by completing the Activity card.

Blackline master

Creeping and climbing plant facts

Write two facts about each of the plants pictured below.

Plant	Fact 1	Fact 2
		
		
		
		
		

Assessment

Can the student identify facts within the text?

Can the student write a statement of fact?

Activity card

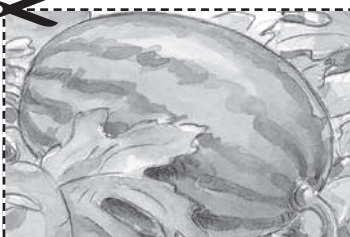
Garden bingo



You will need: 12 counters between the group, coloured pencils, scissors.

What to do:

1. In each box, draw and label one of the words listed below. You can choose to draw any combination that you like.
2. Cut out the grid and the word cards.
3. Join with three friends. Combine your word cards and place them in a container.
4. One person is the caller. This person picks one card at a time and reads it out. If you have this word on your chart, cover it with a counter.
5. The first person to cover his/her whole chart calls out BINGO and is the winner.

 watermelon			

watermelon	pumpkin	beans	peas	eggplant
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