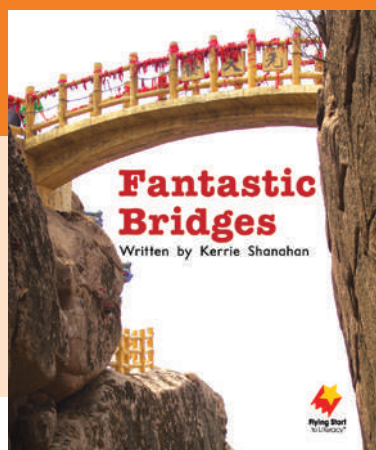


Lesson Plans

Transitional
reading stage

Level 13



Fantastic Bridges tells about a range of different bridges throughout the world. Each bridge is fantastic in some way.

Running words: 142

Text type: Report



In *Jack the Explorer and the Hidden City*, Jack finds an old map. It leads him to a hidden city. On his journey, he crosses many unusual bridges.

Running words: 223

Text type: Narrative

High-frequency words

New: another because down found let over people red these through walked

Key vocabulary

boats bridges build cars cave city concrete fantastic forest high hill land map river steel trains tunnel vines water

Phonics

- Isolating initial, middle and end sounds in a word
- Identifying common spellings for the long /a/ sound

Text features

Fantastic Bridges

Jack the Explorer and the Hidden City

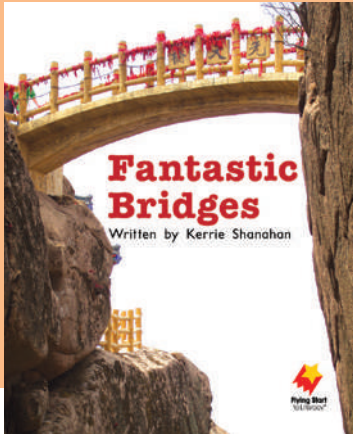
- Contents page
- Introduction and conclusion
- Headings
- Photographs with captions
- Labelled map
- Ellipsis

Reading strategies

- Using the photographs and captions
- Using prior knowledge to make connections

ELL support	Key concepts	Curriculum link
• The introduction and conclusion state and restate the key concepts. • Chapter headings clearly signal content. • Illustrations provide support for the setting and the character.	• Bridges go over land and water. • Bridges make it easier to get from one place to another. • There are different types of bridges.	• Science: The physical world

Lesson 1 Fantastic Bridges



Before reading

Getting ready to read

Encourage students to activate their prior knowledge. Ask students to draw a picture of a bridge, then share their pictures in a small group. Ask: *What are bridges for?* List students' responses. Say: *There are long bridges, tall bridges, bridges for cars, bridges for trains and even bridges for boats.*

★ Show students photographs of bridges that go over land, sea, rivers and valleys. Ask them in pairs to talk about each bridge, using the stem: *This bridge goes over ...*

Vocabulary building

★ As needed, introduce the vocabulary from the book. Write the words *bridges, water, land, cars, trains, boats, tunnel, steel, concrete* and *build* on the board. Talk about the words and their meanings. Have students say a sentence to their partner with *bridge* and one of the other words from the list in it. Students continue saying sentences to each other.

Introducing the book

Give each student a copy of the book. Say: *This book is called Fantastic Bridges. It has lots of amazing bridges in it.* Give students time to browse through the book. Ask: *Which bridge did you think looked fantastic? Why?* Read through the table of contents. Ask: *Which bridge are you most interested in? Why?* Talk through the book, asking students to make predictions about the bridges in the photographs.

During reading

As each student reads the text independently, monitor and support them where appropriate. If necessary, ask students to stop reading and remind them to use the reading strategies you are focused on. Observe students who use the photographs and the captions to support their reading. Ask: *How did you work out that word? Did the photograph help you? In what way? What extra information did you get from the caption?* Remind students who are having difficulty to look at the photographs for support.

After reading

Talking about the book

Ask the students to 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 the text in the book. *What is the living bridge made from?* (Literal)
Why are there many different types of bridges? (Inferential)
Where have you seen an interesting bridge? (Synthesising)
Is Fantastic Bridges a good title for this book? Why? Are all bridges fantastic? (Critical)

Reviewing reading strategies

Give positive feedback on the reading strategies the students used as they read the book. For example, say: *I saw how you looked at the photographs when decoding new words. Well done. This is a good strategy.*

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.

Developing fluency

Ask pairs of students to take turns reading a page. Encourage them to read clearly with fluency.

Word work

Phonemic awareness and phonics

Write *bridge* on the board. Ask: *How many letters are in this word? How many sounds are in this word?* Ask students to isolate the sounds they hear in the word (/b/, /r/, /i/ and /j/ made by “dge”). Repeat with other one-syllable words in the text, such as *land*, *boats*, *build* and *trains*.

Exploring words

Highlight the high-frequency words *because* and *through*. Ask students to locate the unusual letter combinations that make some of the sounds in these words: “au” making /o/ as in *hop*; and “ough” making /oo/ as in *moon*. Students can work with a partner to come up with ways to remember how to spell these words. Pairs can share their strategies.

Writing

Modelled writing

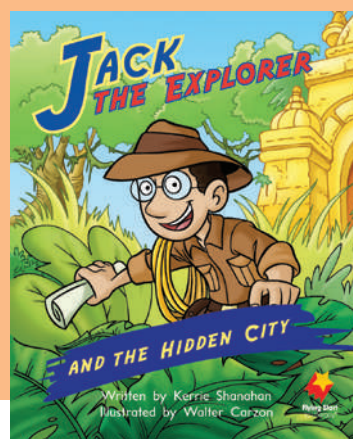
★ Find and print pictures of fantastic bridges. Choose one to model writing a report about. Write statements about features of the bridge that can be observed in the photograph, e.g. *This is a very long bridge. It crosses over water. Cars travel on this bridge. It is made out of steel and concrete.*

Independent writing

Ask students to choose a photo of a bridge to write about. Before students write, ask: *What can you tell about this bridge by looking at the photo?* Remind students that they are writing a report so what they write needs to be true.

Sharing and presenting

Collect the writing and photographs to make a class book to share.



Before reading

Getting ready to read

Encourage students to activate their prior knowledge. Ask: *What is an explorer? What do explorers do?* Discuss students' ideas. Say: *We are going to read a book about an explorer named Jack who is looking for a hidden city. What do you think this city might look like?* Discuss students' ideas. Say: *Jack follows a map to find the city. What things might be on the map?*

★ Show students the map on page 3 of the book. Ask students, in pairs, to talk about the map. Ask: *What does Jack have to find first? What does he have to find next? And after that? What is the last thing he will find?*

Vocabulary building

★ As needed, introduce the vocabulary from the book. Write the words *roll-up bridge*, *high bridge*, *living bridge* and *hidden city* on the board. Ask students to draw a simple map with labels showing these things.

Introducing the book

Give each student a copy of the book. Say: *This book is called Jack the Explorer and the Hidden City. Talk through each page. Allow students to become familiar with the character, the setting and the plot by encouraging them to make predictions. For example, on pages 2 and 3, say: This is Jack and this is the map he is going to follow. What things can you see on the map? What is he using the map for?*

During reading

As each student reads 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. Encourage students to use their prior knowledge to help them decode and understand the story. For example, say: *What kind of plants are found deep in a forest? Use this to help you read this page.*

After reading

Talking about the book

Ask the students to 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 illustrations and the text in the book.

What bridges did Jack have to cross to get to the hidden city? (Literal)

Why did Jack want to find the hidden city? (Inferential)

Do you think there could be a real hidden city like the one in this story? Why? (Synthesising)

Would this story have been different if the main character was a girl? Why? (Critical)

Reviewing reading strategies

Give positive feedback on the reading strategies the students used as they read the book. For example, say: *I liked the way you used what you knew about bridges to help you read this book. Good job.*

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.

Developing fluency

Students could work in pairs, with one reading the book as the other acts out Jack's part. Students then change roles.

Word work

Phonemic awareness and phonics

Write *cave* and *day* on the board. Ask: *What sound do these words have in common?* Underline the letters that make the long /a/ sound (cave and day). Ask students to scan familiar texts to find words with these letter patterns making the long /a/ sound.

Exploring words

Refer students to page 16. Ask: *What words could you use to describe the hidden city?* Make a list. Say: *Words that are used to describe things are called adjectives.* Ask students to look through the book to find adjectives, such as *roll-up*, *old*, *red*, *last* and *living*. Students could complete the Blackline master.

Writing

Modelled writing

★ Ask: *What other things could Jack look for?* Make a list of the students' ideas. Use an idea from the list to model writing a narrative about Jack.

Independent writing

Ask students to create a simple map like the one in the book. Students then write a narrative about Jack, using the map as a plan. Students could illustrate their stories.

Sharing and presenting

Students could take turns reading their story to the group.

Talk about the pair

When students have read both books, ask them to talk with a partner about what they have learnt about bridges and what they still want to find out. Students

can record these on a T-chart: "What I know" and "What I want to find out". Students can work further with these books by completing the Activity card.

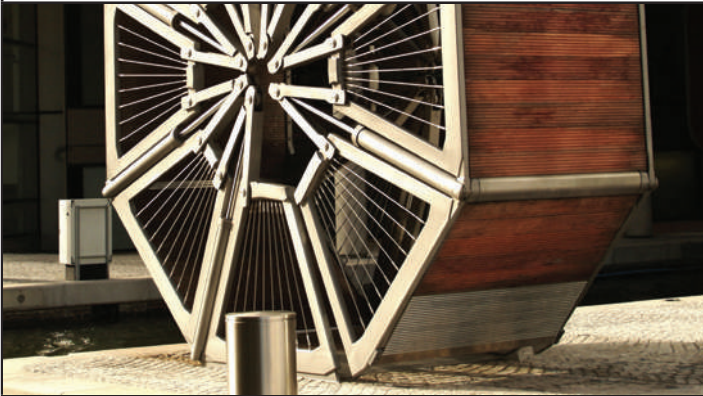
Blackline master

Describing bridges

Write two adjectives that describe each bridge. Use one word from the word bank and one you think of yourself.









Word bank

rolling	high	skinny	long
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Assessment

Can the student match adjectives to a picture?

Can the student choose appropriate adjectives to describe an object?

Activity card

Design a fantastic bridge



Use ideas from the books to design a fantastic bridge.

Think about:

- the purpose of the bridge
- what it is made from
- what it is going over.

Draw your design below and include labels.

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