

Lesson Plans

**Fluent
reading stage**

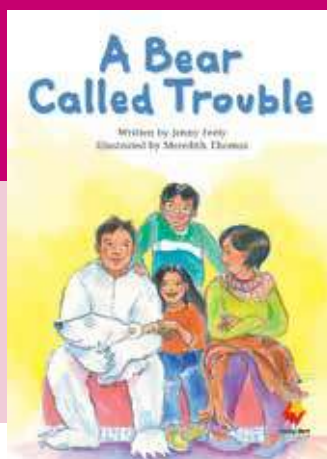
Level 19



Polar Bears is a report about polar bears and how they survive in their environment.

Running words: 624

Text type: Report



A Bear Called Trouble is a narrative about a family who attends a fancy dress party at the North Pole. Dad's polar bear costume is so good that a ranger mistakes him for a real bear and shoots him with a tranquilliser dart. Poor Dad sleeps right through the party!

Running words: 767

Text type: Narrative

Content vocabulary

claws cubs den explore fish flippers frozen fur growl habitat hunt mammals North Pole pad polar bear prey rangers sea birds sea ice seals skin tranquillise tranquilliser dart webbing wild

Phonics

- Identifying "ei" making the long /a/ sound as in weigh
- Identifying "ou" making the /u/ sound as in trouble

Text features

Polar Bears

- Contents page, chapters, glossary
- Headings in the form of questions and sub-headings

A Bear Called Trouble

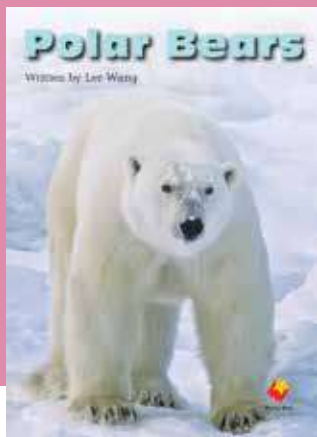
- Dialogue
- Chapter headings

Reading strategies

- Recognising how a book is organised (question and answer)
- Identifying where the story takes place

ELL support	Key concepts	Curriculum links
- The text of the report is organised into chapters, with each chapter answering a main question. - Colour photographs support the answers given to each question. - Illustrations support the narrative.	- Polar bears have adaptations that enable them to survive in their environment. - Polar bears are losing their habitat and this has an impact on humans.	- Science: Biological sciences – Living things, structure and function - Science: Biological sciences – Living things, behaviour

Lesson 1 Polar Bears



Before reading

Getting ready to read

Encourage students to activate their prior knowledge. Students could talk with a partner about what they know about polar bears. Use students' ideas to fill in the first column of a KWL chart with the headings: *What we KNOW about polar bears*, *What we WANT to know about polar bears* and *What we have LEARNT about polar bears*. Ask: *What things would you like to know about polar bears?* Use students' responses to fill in the second column of the KWL chart.

★ Show students a picture of a polar bear. Students could talk to a partner about the picture and what they know about polar bears.

Vocabulary building

★ Show the students a picture of a polar bear. Ask: *What do you know about polar bears?* Record the words the students use on a chart. Add words from the book as necessary (e.g. *frozen, mammal, pads, habitat*).

Introducing the book

Give each student a copy of the book *Polar Bears* and have them read the title. Say: *This book is a report on polar bears and how they survive in their frozen environment*. Refer students to page 3 and read through the table of contents. Ask: *What do you notice about the headings?* Talk through the rest of the book, asking questions that will give students the opportunity to discuss their prior knowledge and make predictions. For example, on pages 4 and 5 you might say: *The heading asks "What is a polar bear?" How might you answer this question?*

During reading

Ask each student to read the text independently. Monitor students as they read and support them as needed. If necessary, ask them to stop reading and remind them to use the reading strategy you are focused on. For example, are students aware that the chapter headings are questions? Ask: *What does the heading say? Why does it have a question mark?*

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. *Where do polar bears live? What is it like there? What body parts do polar bears have that help them survive in such harsh conditions? What do polar bears eat?* (Literal)
Why are polar bears coming into contact with people more often? How does this affect the polar bears and the people? (Inferential)
What might happen to the polar bears if the ice continues to melt? (Synthesising)
Why might the author have chosen to use questions as chapter headings? What other information would you have liked to be included in this book? (Critical)

Reviewing reading strategies

Give positive feedback on the reading strategies students used as they read the book. Ask: *What are some of the things you did that helped you make sense of this book? Can you find a place where you did some problem solving?* If appropriate, comment on how well the students recognised how the book was organised. Say: *That was good reading. You used the questions in the chapter headings to help you get ready for the information you were going to read.*

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 sit with a partner and take turns to read a chapter each. After reading, the students could give a comment to their partner about the fluency of their reading, e.g. *I like the way your voice sounded smooth, as if you were talking.*

Word work

Phonics

Write the words *way* and *weigh* on the board. Ask: *What can you tell me about these two words? How is the long /a/ sound represented in both of these words? It is uncommon for the /a/ sound to be represented by “eigh”. Do you know any other words that have “eigh” making the long /a/ sound? (neigh, sleigh, freight, eight).* Make a list. Discuss strategies for remembering how to spell these words (e.g. *I know how to spell eight so I can use this to spell weigh*).

Exploring words

Students could draw a picture of a polar bear. They could then label it, showing the parts of the polar bears that help them to survive (white fur to blend in to snow, black skin to absorb heat, pads on the feet to grip ice, etc).

Writing

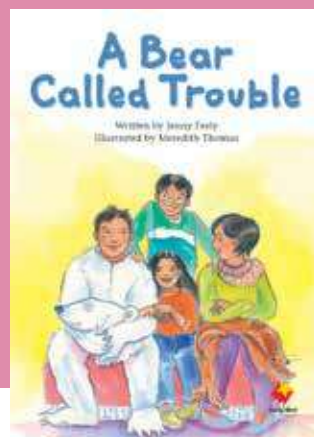
★ Refer students to the KWL chart started in the Before reading section. Ask: *What new information have we learnt about polar bears?*

Have students write a list of new information they have about polar bears and add it to the chart.

Sharing and presenting

Read the completed KWL chart to the students.

Lesson 2 A Bear Called Trouble



Before reading

Getting ready to read

Encourage students to activate their prior knowledge. Students could talk to a partner about fancy dress parties they have been to. Ask: *If you were going to a fancy dress party and had to dress up as an animal, what would you go as?* Make a list of students' ideas.

★ Support students by explaining what a fancy dress party is. Students could put on some dress-ups and tell the rest of the group what they are.

Vocabulary building

★ Write and say the words *tranquilliser dart*, *ranger*, *polar bear*, *dangerous*, *North Pole* and *wild*. Say: *All of these words are in the book we are going to read.* Invite students to tell you what they know about these words. Explain words that are unfamiliar to students.

Introducing the book

Give each student a copy of *A Bear Called Trouble* and have them read the title. Say: *This book is about a family who goes to a fancy dress party. The father dresses up as a polar bear. His costume is so good that the local ranger thinks he is a real polar bear and shoots him with a tranquilliser dart.* Refer students to the contents page and read through the chapter headings. Talk through the rest of the book, giving students the opportunity to make predictions. For example, on pages 4 and 5 you could say: *The family gets an invitation to a fancy dress party. What do you think each person will dress up as? What do you think the dad will dress up as?*

During reading

Ask each student to read the text independently. Monitor students as they read and support them as needed. If necessary, ask them to stop reading and remind them to use the reading strategy you are focused on. For example, are the students able to recognise where the story takes place. Are they aware that the setting changes in the story?

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.

What did the family members dress up as for the fancy dress party? What happened to Dad on the way to the party? How did Dad end up getting to the party? What did Dad do at the party? (Literal)

Why did the rangers shoot Dad when they thought he was a real polar bear? Was Trouble a good name for the bear? Why? (Inferential)

What would a ranger do if a real polar bear came into a town? Why would they need to do this? (Synthesising)

What factual information would the author have needed to know in order to write this story? (Critical)

Reviewing reading strategies

Give positive feedback on the reading strategies students used as they read the book. Ask: *What strategies did you use?*

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

In small groups students could make stick puppets of the characters from the story and do a readers' theatre using the puppets. Encourage students to use expression and fluency in their reading.

Word work

Phonics

Have students read through the book to find words with the short /u/ sound, as in *up*, *come* and *trouble*. List these words in columns under the headings: “u”, “o” and “ou”. Brainstorm other words that could be added to the list. Say: *What letter or letters are used to make the /u/ sound in these words?* Underline these letter/s in each word. Explain that “ou” in *trouble* is an uncommon way for the /u/ sound to be represented.

Exploring words

Discuss the word *tranquillise*. Ask: *Can you see a smaller word in this word?* Discuss the meaning of *tranquil*. Ask: *What other words can you make from the word tranquil?* Make a list of these words, discussing the meaning of each one (*tranquilliser*, *tranquillised*, *tranquillisers*, *tranquillises*).

Writing

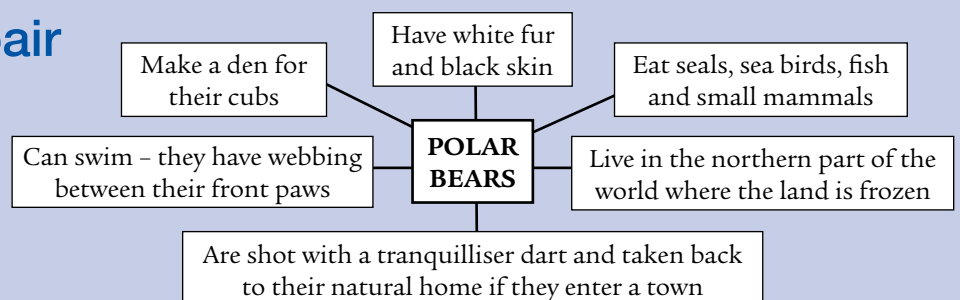
★ Ask: *What were the main events in the story? Where did these events take place?* List these on a chart.

Have students use this list to create pictures to complete a story map using pictures and words.

Sharing and presenting

Have students sit with a partner and take turns to talk about their story maps.

Talk about the pair



Blackline master

Think, feel, wonder

Look at the photograph in the circle. What does it make you think about?
How does it make you feel? What does it make you wonder about?
Share your chart with a friend.

Think...		Wonder...
Feel...		

Assessment

Can the student use an image to promote thinking?
Can the student understand the difference between thoughts and feelings
and write about them?

Activity card

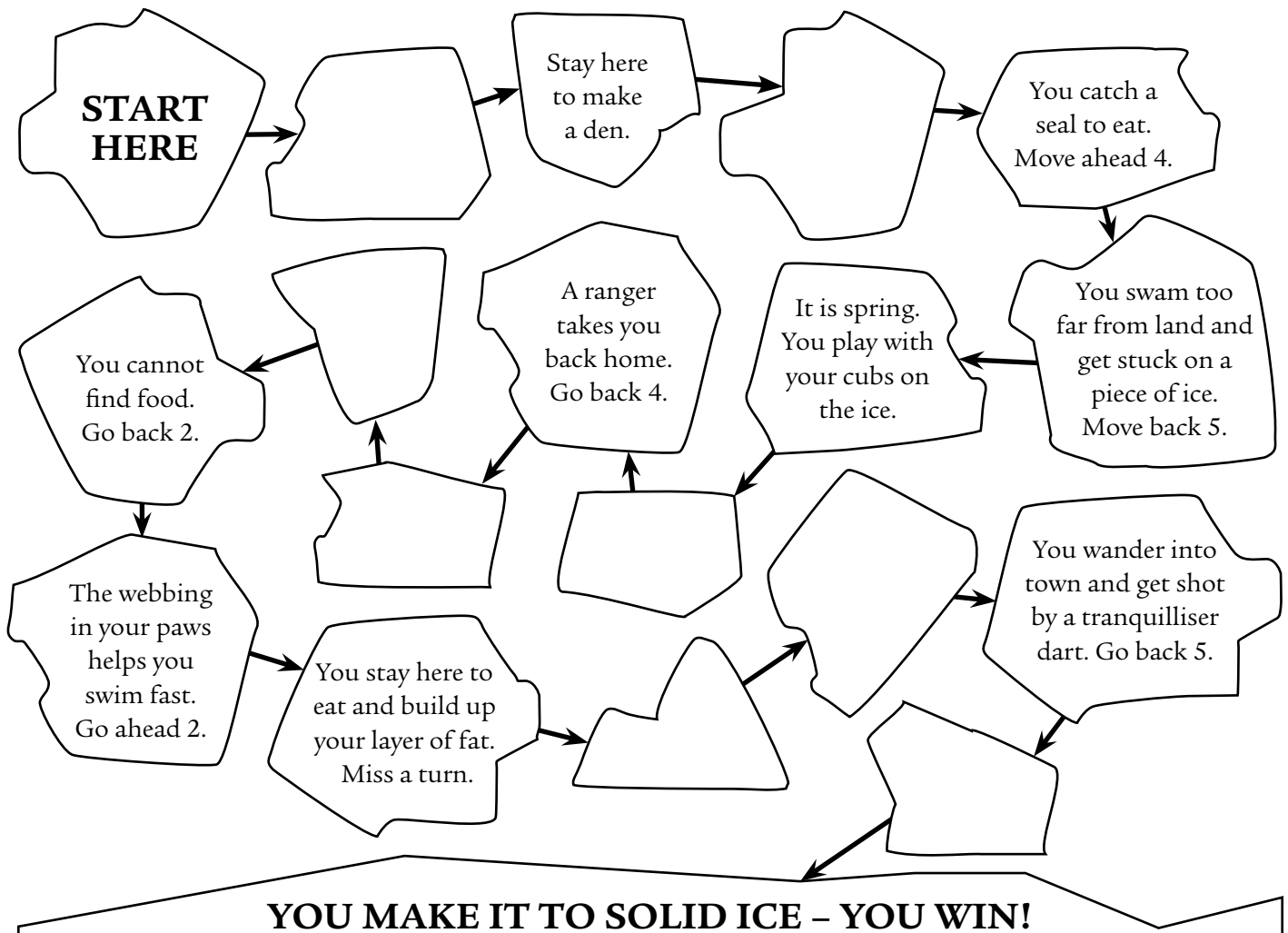
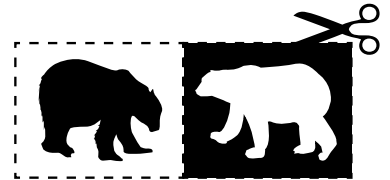
Polar bear race



What to do:

1. Cut out the polar bear counters and find a partner.
2. Take turns to roll the dice.
3. Follow the arrows and read the message on the piece of ice you land on.

The first polar bear to reach the safety of solid ice is the winner!



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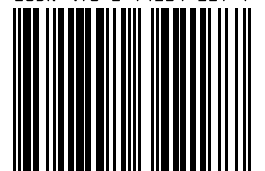
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