

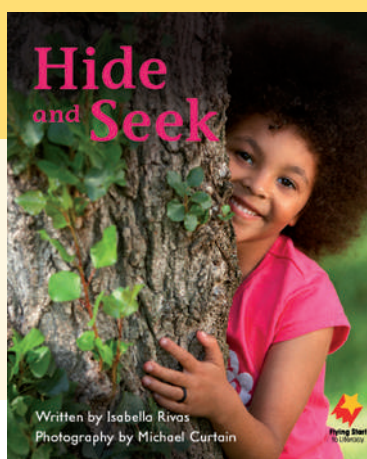
Lesson Plans

Early Emergent
reading stage

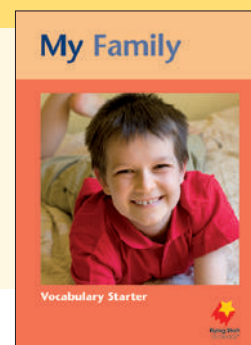
Level 1



My Birthday outlines how a family prepares for a birthday party. All members of the family join together to help celebrate.
Running words: 24
Text type: Recount



Hide and Seek is about a game of hide and seek in the park that involves the whole family.
Running words: 27
Text type: Recount



Vocabulary Starter

Vocabulary

High-frequency words

come here I is my

Key vocabulary

brother father
grandma grandpa
mother sister

Phonics

- Initial sound-letter relationships:
/m/ as in mother, /g/ as in grandma

Text features

- Caption book: one line per double-page spread
- Photographs
- Word bank (page 16)

Reading strategies

- One-to-one word matching
- Reading left to right

Key concepts	Curriculum links
- Families do things together. - Celebrations can be important family activities.	History: Personal and family histories

Lesson 1 My Birthday



Before reading

Getting ready to read

Encourage students to activate their prior knowledge. Ask students to bring photos from home showing family celebrations. Suggest students turn and talk with a partner about their photos. Talk about birthday celebrations. *Who has had a birthday party? What did you do? What did you do to get ready for the party? Who came to your party? What family members were there?* Discuss students' responses.

Vocabulary building

As needed, introduce the vocabulary from the book. This can be done using the Vocabulary Starter **My Family**. Refer to the teacher notes on the back of the Vocabulary Starter for ideas on how to use this resource.

Introducing the book

Show the students a copy of the book *My Birthday*. Say: *This book is about a girl's birthday party and the people who come to it.* Talk through the book. As you turn through the pages talk about the person in each photograph and who they might be. Ask: *Who might this person be?* Model the form of the text in your response. For example, say: *Yes, this is the girl's mother. The girl might say, "My mother is here."*

During reading

Ask each student to read the text independently. Monitor the students as they read and support them where appropriate. If necessary, ask the students to stop reading and remind them to use the reading strategies you are focused on. Check that students read by matching each word they say with a word on the page. Do they point to each word as they read it? Ask: *Which word says "my"? Which word says "here"?*

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. *Who came to the girl's party?* (Literal)
Where was the party? Who lives with the girl? Who visited the house for the party? (Inferential)
What did each person do to get ready for the party? (Synthesising)
Are all parties like this one? Why? Why not? (Critical)

Reviewing reading strategies

Give positive feedback on the problem-solving strategies the students used as they read the book. For example, say: *I noticed that you made sense of what you were reading by pointing to each word as you said it. That is what good readers do.*

ELL Support: *Hide and Seek/My Birthday*

Use the teacher notes *Developing oral vocabulary for English Language Learners* on the back of the Vocabulary Starter **My Family** to support ELL students.

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

Model reading the text fluently. Say: *Did you hear how I read the words smoothly and clearly? I tried to sound like I was speaking.* Ask students to read the book out loud. Give positive feedback on their fluent reading. *Well done, you read the words fluently; it sounded like you were speaking.*

Word work

Phonemic awareness and phonics

Refer students to the word bank on page 16. *What words start with the /m/ sound?* Write these on a chart. Ask students to turn and talk with a partner about words they know that begin with the /m/ sound. *What other words can we add to our chart?* Compile a group list of words that start with the /m/ sound.

Exploring words

Suggest that students draw and label pictures of their own family members to create a personal family word bank modelled on the word bank on page 16 of the book.

Writing

Modelled writing

Ask students to talk about birthdays using their photos. Use the students' responses to model how we write about our ideas. For example, say: *Everyone thinks birthdays are fun. Watch while I write that idea on our chart.*

Independent writing

Ask the students to write about a party they have had. Brainstorm a list of people who might come to a party (friends, cousins, mother, father). Support the students by providing them with these high-frequency words as a sentence starter: *My ____ is here.*

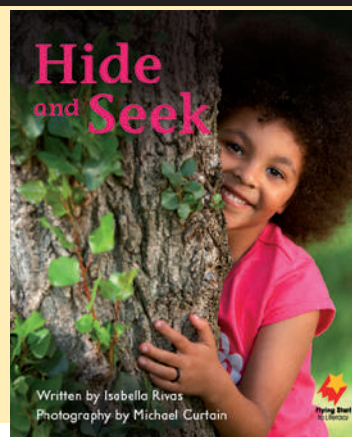
Sharing and presenting

Encourage students to talk about their writing.

Ask: *Is your family like the one in the book?*

How is your family similar to the family in the book?

How is it different?



Before reading

Getting ready to read

Encourage students to activate their prior knowledge. Talk about playing hide and seek. Ask: *What is hide and seek? How do you play hide and seek?* Ask students to talk with a partner about games they like to play with their family.

Vocabulary building

As needed, introduce the vocabulary from the book. This can be done using the Vocabulary Starter **My Family**. Refer to the teacher notes on the back of the Vocabulary Starter for ideas about using this resource.

Introducing the book

Show the students a copy of the book *Hide and Seek*.

Say: *This book is about a family that plays a game of hide and seek in the park.* Talk through the book. As you turn each page talk about which person the girl finds. Ask: *Who has she found here? What might she say?* Model the form of the text in your response. For example: *Yes, she has found her sister. She might say, "Here is my sister."*

During reading

Ask each student to read the text independently. Monitor the students as they read and support them where appropriate. If necessary, ask the students to stop reading and remind them to use the reading strategies you are focused on. Check for students who are moving their fingers under the words in a left to right direction.

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.

Which family members played the game? Where did the girl's brother hide? (Literal)

Did the family have fun playing together? What makes you think this? (Inferential)

What other games could this family have played together in the park? (Synthesising)

Is hide and seek a good game for a family to play? Why? Do all families play games like this? (Critical)

Reviewing reading strategies

Give positive feedback on the problem-solving strategies the students used as they read the book. For example, say: *I noticed how you were all moving your fingers from the left side of the page to the right side of the page.*

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

Ask students to act out the book in a small group. One student reads the text as other students act out the parts of the girl and her family. Students take turns to be the reader. Encourage students to read with expression. Say: *Try to make your voice sound excited, like the girl playing the game would be.*

Word work

Phonemic awareness and phonics

Refer students to the word bank on page 16. *What words start with the /g/ sound?* Write these on a chart. *What other words start with the /g/ sound?* Compile a list of words beginning with the /g/ sound.

Exploring words

Students could work in small groups to make a painted mural showing the family members from the book. Groups can write sentences from the book onto small strips of paper to add to their mural. For example: "Here is my mother. Here is my father."

Writing

Modelled writing

Ask the students to talk about playing hide and seek. Use their responses to model how we write about our ideas. For example, say: *We are very quiet when we play hide and seek. Watch while I write that idea on our chart.*

Independent writing

Have each student draw a picture of his/her family playing hide and seek. Provide them with the Vocabulary Starter **My Family** as support.

Sharing and presenting

Ask students to turn and talk to a partner about their books. Ask: *What did you learn by reading this book?*

Talk about the pair

After students have read both *My Birthday* and *Hide and Seek*, ask: *What other things can families do together?*

In small groups, students could list activities families can do together.

Students could then talk about the finished lists with the class. Students can work further with these books by completing the Activity card.

Blackline master

Family picture

Draw a picture of your family doing something together. Use words from the word bank to write about your picture. Label the people in your picture.

here

is

my

mother

father

sister

brother

grandpa

grandma

me

Assessment

Can the student write a sentence?

Can the student identify key vocabulary and use the words appropriately?

Activity card

Grouping words



Cut out the cards. Put two or more cards into a group. For example, grandma and grandpa both start with the /g/ sound, and "is" and "my" both have two letters and grandpa, brother and father are males. Can your partner pick why you have grouped them together?



mother

father

sister

brother

grandpa

grandma

here

is

my

me

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Developed by Eleanor Curtin Publishing

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Printed in China through Colorcraft Ltd, Hong Kong
Distributed in Australia & New Zealand by Lioncrest Education
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www.lioncrest.com.au
Distributed in Ireland by Carroll Education
Phone: +353 1 413 7230 email: info@carrolledeucation.ie
www.carrolledeucation.ie/ecom
www.flying-start-to-literacy.com.au
www.ecpublishing.com.au

ISBN-13: 978-1-74234-159-0



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