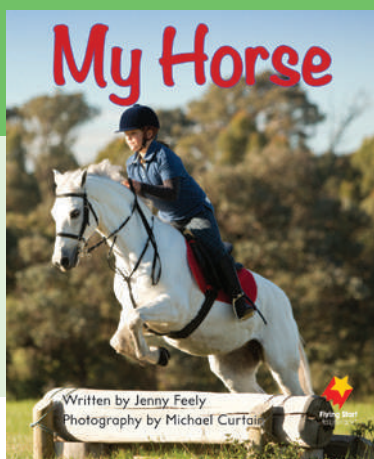


Lesson Plans

**Emergent
reading stage**

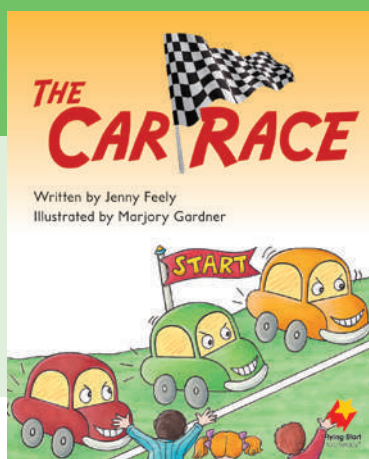
Level 3



This book describes the different things a rider and her horse can do, such as run and jump.

Running words: 54

Text type: Recount



The Car Race is about three cars that race each other in a cross-country race.

Running words: 79

Text type: Narrative

Vocabulary

High-frequency words

and can did go I in is like
my not said the this to

Key vocabulary

car green horse jump/ed log mud orange
over red ride run water

Phonics

- Identifying the /m/ sound in initial and middle positions as in *mud*, *jump*
- Identifying the /j/ sound as in *jump*

Text features

My Horse

The Car Race

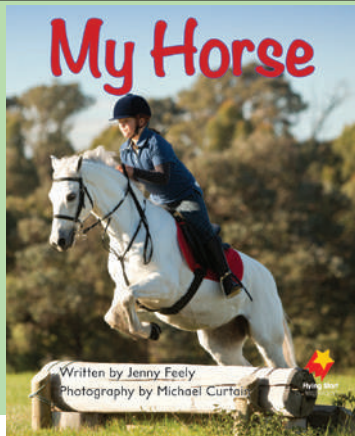
- Photographs support the text
- Illustrations support and extend the text

Reading strategies

- Matching one to one
- Recognising some high-frequency words

Key concepts	Curriculum link
- People can ride horses. - Horses can run and jump over things. - Cars can race each other. They can go over and around things.	Health and Physical Education

Lesson 1 My Horse



Before reading

Getting ready to read

Encourage students to activate their prior knowledge.

Ask: *Who has ridden a horse?* Invite students to share their experiences. Ask: *Did your horse run? Did your horse jump? Where did you ride your horse?*

★ Show the students pictures from a book or the Internet of a horse and rider jumping over jumps. Ask: *What things can a horse and rider do?*

Vocabulary building

★ Introduce the vocabulary from the book. Write the word *horse* on a chart. List the words *ride*, *jump*, *run*, *over*, *water* and *mud* on the chart. Invite students to use the word *horse* and one or two other words from the list to say a sentence.

Introducing the book

Show the students a copy of the book *My Horse*. Say: *This book is called My Horse. It is about a girl who likes to ride her horse. She goes in water, in mud and over jumps on her horse.* Ask students to turn to pages 2 and 3. Say: *This is the girl on her horse.* Turn to pages 4 and 5. Ask: *Where is the girl riding now?* Respond using the structure of the sentences in the text. Say: *Yes, her horse can go in the water.* Continue turning the pages and talking about the photographs, using the structure of the sentences in the book.

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 can match what they are saying with the words on the page. Say: *Can you point to each word as you read it?* If students are not matching one to one, help them by holding their finger as they point to each word that they read.

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.
What things did the girl and her horse do? (Literal)
Do you think the girl had lots of practice riding this horse?
What makes you think this? (Inferential)
Would you like to ride a horse like this girl? Why? (Synthesising)
Do all people who ride horses jump over things? (Critical)

Reviewing reading strategies

Give positive feedback on the problem-solving strategies the students used as they read the book. For example, say:
I can see that you know that when you read, you need to say one word for each word on the page.

English Language Learner support: *My Horse* / *The Car Race*

Use the teacher notes on the back of the Vocabulary Starters **Farm Animals**, **Colours**, **Things I Like to Do** and **I Like to...** to support students who are learning English.

★ These activities are also suitable for English Language Learners.

Lesson 2 The Car Race

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 record their reading using an audio-recording device. After students listen to their reading, ask: *Could you hear and understand each word you read? Was your voice smooth?* Have students re-record their reading after they have reflected on these questions.

Word work

Phonemic awareness and phonics

Ask students to work with a partner to find words in the book that have the /m/ sound (*my, mud, jump*). Have students share their lists. Write the words on a chart and underline the position of the /m/ sound.

Exploring words

Write the words *jump, ride* and *run* on a chart. Say: *These words tell us what is being done.* Ask: *What other things can we do?* (e.g. *walk, read*) Add these to the list. Have students take turns to act out words from the list. Other students can try to guess the word.

Writing

Modelled writing

★ Say: *The girl in the book rode her horse in the mud, in the water and over logs. If I had a horse I would like to ride my horse on the beach.* Model writing a sentence about this. For example:

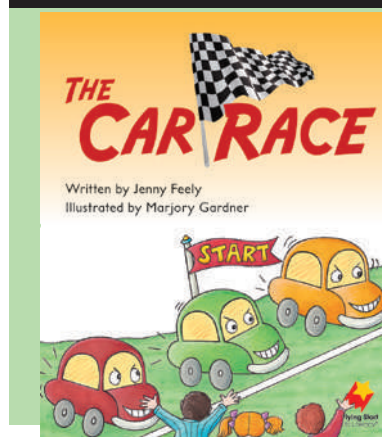
I like to ride my horse on the beach.

Independent writing

Ask: *Where can you ride a horse?* Make a list of ideas. Ask students to use a sentence starter to write about where they would like to ride: *I like to ride my horse _____.* Have students illustrate their writing.

Sharing and presenting

Have students sit in a circle in a small group and take turns to share their writing.



Before reading

Getting ready to read

Encourage students to activate their prior knowledge.

Ask: *Have you seen a car race? What did the cars do? Did they go in the mud? Did they jump?*

★ Bring in three toy cars. Say: *These cars are going to have a race.* Set up a finish line using masking tape on the floor. Invite three students to “drive” the cars. Say: *1, 2, 3... go!* Discuss the race. Ask: *Who won the race? Why did they win?*

Vocabulary building

★ Introduce the vocabulary from the book. Write *The green car, The red car* and *The orange car* on cards. Write the words *the log, the mud* and *the water* on cards. Write the words *jumped over* on a chart. Use the cards to make and say sentences. For example: *The red car jumped over the log.*

Introducing the book

Show the students a copy of the book *The Car Race*. Say: *In this story three cars race each other. Two cars jump over a log, over mud and over water. The other car doesn't jump over these things. Which car do you think will win?* Turn to pages 2 and 3. Say: *The race begins.* Turn to pages 4 and 5. Ask: *Which cars jumped over the log?* Respond using the structure of the sentences in the text. Say: *Yes, the red car jumped over the log. The green car jumped over the log.* Continue turning the pages and talking about the pictures, using the structure of the sentences in the book.

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 are able to read some high-frequency words. Say: *Point to the word the. Can you point to these words: did not, said?*

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.

How many cars were in the race? Which car won? (Literal)

Why did the orange car win? (Inferential)

What can you learn from what the orange car did in this race? (Synthesising)

Would there really be a car race like this one? Why? (Critical)

Reviewing reading strategies

Give positive feedback on the problem-solving strategies the students used as they read the book. For example, say: *You know the words the, did not and said. This helps you to read well because these words are in lots of books.*

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 work in small groups to make stick puppets of each car (using card, markers and craft sticks). Have students present a reading of the book using the stick puppets as props.

Word work

Phonemic awareness and phonics

Write the word *jump* on a chart. Ask: *What sounds do you hear in this word? What letter makes the /j/ sound in this word?* Have students work with a partner to look through known texts to find other words with the /j/ sound.

Exploring words

Write *jump* on a chart. Ask students to say *jump* in a sentence. Say: *Now add “ed” to jump. What does this say now? How has the meaning of the word changed?* Ask students to say a sentence with *jumped* in it.

Writing

Modelled writing

★ Say: *I am going to imagine that another car was in the race.* Model writing about what the new car might have done. For example: *The blue car jumped over a fence. The blue car jumped over a cow. “I win,” said the blue car.*

Independent writing

Ask students to add a new car to the race and write about what happens. Encourage them to refer to the text to check their spelling.

Sharing and presenting

Ask students to sit in a circle and take turns talking about their writing.

Talk about the pair

Have students talk with a partner about what horses and cars can do. Ask: *What was similar about the two books?*

What things were different? Have students complete the activity card.

Blackline master

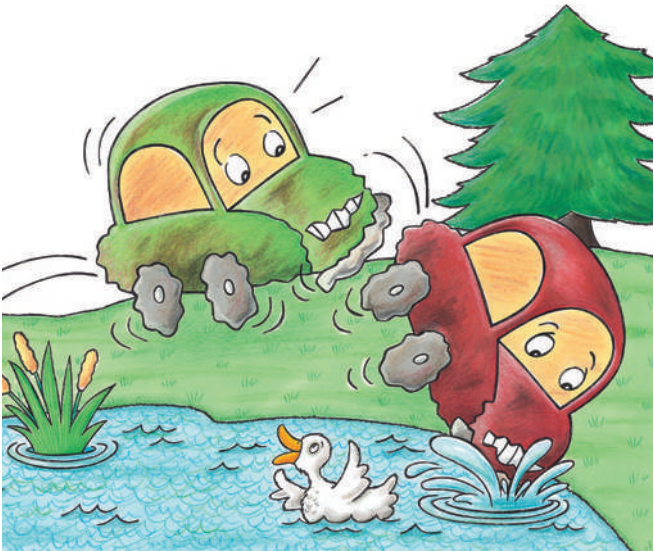
What can they jump over?

Use words from the word bank to write a sentence about each picture.

Word bank

horse	cars	jumped	over	log	water	the
-------	------	--------	------	-----	-------	-----





Assessment

Can the student write a sentence that makes sense?
Can the student use words from a word bank and known high-frequency words to write a sentence?

Activity card

1, 2, 3 ... Go!



You will need: a die, pencils, scissors

What to do:

1. Cut out your car token and write your name on it.
2. Join with two other friends.
3. Put your tokens on square 1.
4. Take turns to roll the die.
5. Move forward the number shown on the die.
6. Follow the instructions on the square you land on.



Car token

1	2 Jump over the log. Move forward 2 spaces.	3	4
5	6	7	8 Jump over the water. Move forward 3 spaces.
9 Jump in the water. Go back 3 spaces.	10	11	12 Jump over the mud. Move forward 3 spaces.
13	14 Jump on the log. Go back 3 spaces.	15	16 You win!

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