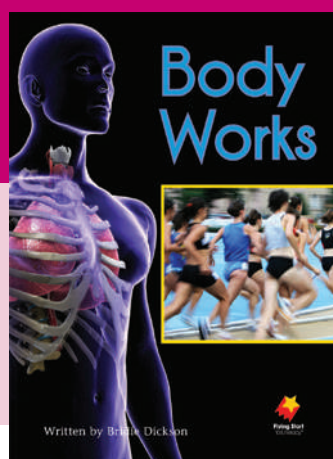


Lesson Plans

Fluent
reading stage

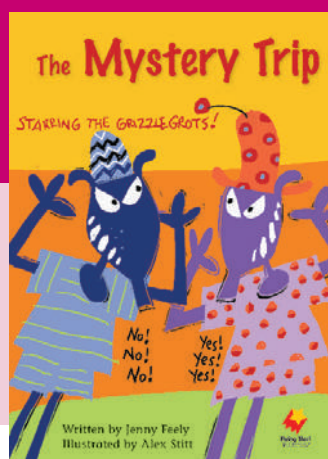
Level 23



Body Works explains how different parts of the human body work. It also suggests activities to try that will help you to understand how your body works. These are written as procedures for you to follow.

Running words: 775

Text type: Explanation



The Mystery Trip is a narrative about Greta and Griffin Grizzlegrot who cannot agree on anything – except that they both want to go to the moon. One day they enter a competition to win a trip to the moon, but realise that they have to pass a fitness test first. Dr Bill shows them how to get fit, but will they win the trip?

Running words: 1010

Text type: Narrative

Content vocabulary

alive blood body bones brain breathe cells doctor ears exercise eyes fit fitness fruit salad healthy hearing heart lungs muscles oxygen pulse pupil push-ups sight sit-ups skeleton skin

Phonics

- Identifying “eigh” making the long /i/ sound as in *height*
- Identifying “oo” making the /u/ sound as in *blood*

Text features

Body Works

- “Try this...” boxes
- Labelled diagrams

The Mystery Trip

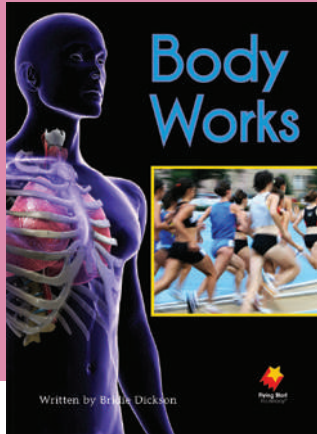
- Dialogue – extra speech in illustrations
- Contents page, chapters with headings

Reading strategies

- Reading fluently, attending to punctuation and line breaks
- Linking multiple episodes in a story

ELL support	Key concepts	Curriculum links
• New concepts and vocabulary are supported by labelled diagrams and coloured photographs in the explanation. • The narrative has supportive illustrations.	• The human body is made up of many parts that work together. • You can look after your body by eating healthy food and exercising.	• Science: Biological sciences – Living things, human bodies • Health and Physical Education: Health benefits of physical activity

Lesson 1 Body Works



Before reading

Getting ready to read

Encourage students to activate their prior knowledge. Students could draw a picture of a human body and label all the parts that they know. Students could then sit knee-to-knee with a partner and take turns to talk about their diagrams.

★ Support students by giving them the opportunity to browse through books about the human body.

Vocabulary building

★ Write the names of the body parts discussed in the book onto word cards (*brain, heart, lungs, muscles, skeleton, skin, blood, eyes, ears*). Ask one student to lie down on a large piece of paper. Draw an outline around their body. Discuss each of the body parts on the cards in turn and stick them on to the outline. Use arrows if needed to show where each of the body parts are on the body.

Introducing the book

Give each student a copy of *Body Works* and have them read the title. Turn to pages 4 and 5. Ask: *What will you learn about in this book?* Refer students to the contents page and have them read the chapter headings. Ask: *Which section are you most interested in?* Have the students skim through the book as they get ready to read. Draw their attention to the “Try this...” boxes. Say: *These list practical things you can do to find out more about how your body works.*

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 reading the punctuation? Do they attend to the line breaks so that their oral reading sounds fluent and smooth? Say: *If the sentence has not finished, remember to keep your voice going past the end of the line to the new line.*

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 does the heart do? Why is this important? What do your lungs do? What things does your brain allow you to do? (Literal)

What could happen if one part of your body is not working as it should? Why is your skin important? (Inferential)

What things can you do to look after your body and help it to keep working the way it should? (Synthesising)

Do you think it is important to know how your body works? Why? (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 to help yourself as you read? Can you find a place where you did some problem solving?* If appropriate, comment on how well the students attended to the punctuation and line breaks. Say: *Good readers know that they need to notice the punctuation and line breaks.*

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

Students could work with a partner. One student reads out a “Try this...” box to their partner and the students then follow the instructions. Have students take turns to read out each of the “Try this...” boxes.

Word work

Phonics

Write the word *height* on the board. Say: *What sounds can you hear in this word? What letters make the /i/ sound? Have you seen the /i/ sound represented in this way before?* Draw out that this is an uncommon way of representing the /i/ sound (*height, sleight*).

Exploring words

Refer students to the labelled diagrams they drew in the Before reading section. Ask: *Were any of the labels on your diagram incorrect? Can you now add even more labels to your diagram?* Ask students to make any necessary changes to their diagram and add new words they now know.

Writing

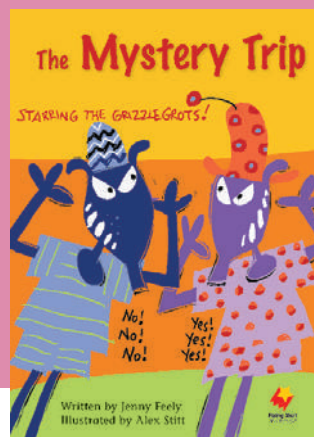
★ Refer to page 24 and talk about body parts. Use the photograph and students’ prior knowledge. Model how to write clues. For example, *What am I? There are two of me. I can push things. I can move in different ways. I am legs.*

Have students select a body part and write “What am I?” clues for that body part. Encourage students to write at least three clues for each body part. They could write the answer to their clues under a flap and illustrate their writing.

Sharing and presenting

Compile the “What am I?” clues into a book and read it to the whole group. Give students the chance to guess the answer to each set of clues.

Lesson 2 The Mystery Trip



Before reading

Getting ready to read

Encourage students to activate their prior knowledge. Students could talk with a partner about being fit. Ask: *What does being fit mean? Are you fit? How do you know? What would you need to do to find out how fit you are?*

★ Support students by discussing parts of the body and their roles. You could show the students a labelled diagram or photo of a human body, like the one on page 24 of *Body Works*, and talk about each body part.

Vocabulary building

★ Make a list of the content vocabulary from the book (*fruit salad, fit, fitness, doctor, sight, hearing, heart, lungs, blood, muscles, oxygen, exercise, push-ups, sit-ups*, etc). Invite students to talk about the words they know. Explain the words that they are not familiar with.

Introducing the book

Give each student a copy of *The Mystery Trip* and have them read the title. Turn to pages 4 and 5. Ask: *What do you notice about these characters? Say: This is Greta Grizzlegrot and this is Griffin Grizzlegrot. What might they be disagreeing about?* Have the students skim through the book. Ask: *What else do you know about this story?*

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. Do students link the events in the story as they read? Say: *As you read, think about what is happening in this part of the story and how it is connected to what you have already 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 illustrations and the text in the book.

What competition did the Grizzlegrots enter? What did the Grizzlegrots have to do to be allowed to go to the moon? (Literal)
Why would the winner of the competition need to pass a fitness test? (Inferential)

How did the Grizzlegrots get fit? Would the things they did help you to get fit, too? What other things could you do to get fit? (Synthesising)
Why did the Grizzlegrots disagree on everything? Do all brothers and sisters disagree like the Grizzlegrots? (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 to help yourself? Can you find a place where you did some problem solving?*

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 book. Using the puppets they could perform a readers' theatre of the book.

Word work

Phonics

Say the word *blood*. Ask: *What sounds do you hear in the word blood? How do you spell blood?* Write *blood* on the board. Ask: *Does anything surprise you about how the sounds in this word are represented?* Draw out that the /u/ sound being represented by “oo” is not common (*blood, flood*).

Exploring words

Refer students to the list of words made during the Vocabulary building section. Ask students to work in a small group to make a set of “expert cards” for the words. Students could do this for each word by writing the word and drawing a picture on one side of the card and using the word in a sentence on the other side of the card.

Writing

★ Support students by discussing what might happen when the Grizzlegrots go on their trip to the moon. Ask: *What would the Grizzlegrots do when they get to the moon? What would they see? What might they argue about on the moon?*

Have students write the next chapter of the book about the Grizzlegrots landing on the moon.

Sharing and presenting

Have students read their Grizzlegrot stories to the group.

Talk about the pair

Ask: *What did you learn about the human body and how it works?* Students could discuss this with a partner. Ask: *How can we help to look after our bodies and keep them well?*
In small groups, students could trace around the body

of one of the students. They could then use felt-tip pens to draw and label as many body parts as they now know (heart, lungs, brain, muscles, skin, eyes, ears, etc). Students could work further with these books by completing the Activity card.

Blackline master

Put the story in order ...

Cut out each of the boxes below and stick them on another sheet of paper in the correct order. Draw a picture next to each box to illustrate each part of the story.

The Grizzlegrots' doctor tests them and says, "No. You are not fit enough to go to the moon."

The Grizzlegrots would both like to go to the moon. They enter a competition to win a trip to the moon. But if they win they must pass a fitness test before they can go.

The Grizzlegrots begin a fitness program. They run, walk and do exercises. They get fitter and fitter and fitter.

The Grizzlegrots ask their doctor if they would pass a fitness test. Would they be fit enough to go to the moon?

One day the Grizzlegrots get a letter in the mail to say they have won a prize. If they pass a fitness test they can go to the moon.

The Grizzlegrots pass the fitness test. They are off to the moon.

Assessment

Can the student put a series of events in the correct sequence?

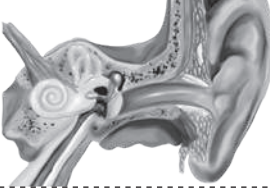
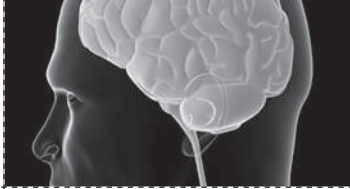
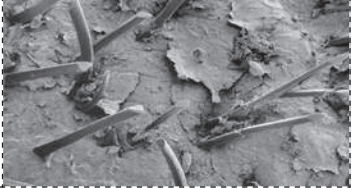
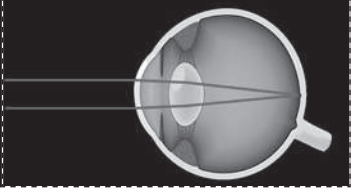
Can the student draw a picture to match text?

Activity card

Body memory



Cut out the cards below. Join with a partner and place all of your cards face down. Take turns to turn over two cards. If they match, you keep the pair and have another turn. When all the pairs have been picked up, count them. The person with the most pairs is the winner.

ears 	muscles 	brain 	Gives the body its shape. Protects internal organs.
heart 	lungs 	Allow you to hear sounds.	skin 
Allow you to see.	Help your body to move.	Stops germs and dirt from getting in. Feels hot and cold.	Controls your muscles, stores information, solves problems.
Pumps blood around your body.	Puts oxygen into your blood.	skeleton 	eyes 

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