

Lesson Plans

**Early Fluent
reading stage**

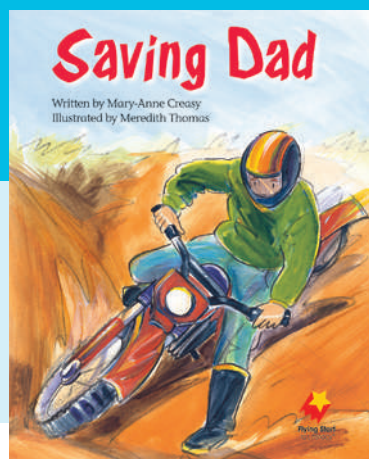
Level 16



Message Sent reports on the different ways people sent messages before the invention of electronic communication.

Running words: 553

Text type: Report



Saving Dad is a narrative about Abbey and her dad who have an accident. They are a long way from home and Abbey's dad has a broken leg. Abbey and her dad come up with some clever ways of sending messages to get help.

Running words: 563

Text type: Narrative

Content vocabulary

Africa code computers drum electronically fire flags Ghana horn horses Incas light Native American matches messages mobile phones pigeon Pony Express radio relay runner sending smoke signals South America television travel Vikings write

Phonics

- Identifying the vowel digraph "ou" as in *mountains, sound, south, thousand*
- Identifying the /r/ controlled vowel sound as in *scared*

Text features

Message Sent

- Contents page and index
- Headings

Saving Dad

- Dialogue
- Chapters with headings

Reading strategies

- Using an index to locate information
- Linking events in the story

ELL Support	Key concepts	Curriculum links
- Supportive photographs accompany each new concept about sending messages as they are introduced. - The illustrations in the narrative support the text.	- People send messages to each other in different ways. - Over the years, people have developed new and different ways to send messages.	- History: The past in the present - Civics and Citizenship: Roles and responsibilities

Lesson 1 Message Sent



Before reading

Getting ready to read

Encourage students to activate their prior knowledge. Talk about sending messages and communication. Ask: *How do people send messages to each other? What ways do you use to communicate with other people?* Students could talk with a partner about these questions. Invite students to share their responses and make a group list.

★ Show students a letter, an email, a fax, a text message on a mobile phone, etc. Discuss each different form of communication. Invite students to share their personal experiences with sending and receiving messages.

Vocabulary building

★ Refer to the list of ways to send messages that was made during the Getting ready to read section. Say: *These are all modern ways of sending messages. How did people send messages before we had phones and computers?* List the students' suggestions. Add others from the book the students may not have come up with.

Introducing the book

Give each student a copy of *Message Sent* and have them read the title. Say: *This book is a report on the different ways that people have sent messages throughout history. It explains how people have sent messages by people running in a relay system, travelling on horseback, sending smoke signals, using flags and making noise.* Refer to page 3. Say: *This is the contents page.* Read through the headings. Talk through the book, giving students the chance to make predictions. For example, on pages 6 and 7 you could say: *How do you think these people are sending messages?* Respond using the vocabulary from the text. For example, say: *Yes, this is called a horse relay. How else could a message be sent by relay?*

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, do the students know how to use the index to locate information? Say: *One of the ways good readers find information in a book is by using the index. Where might you find some information about smoke signals?*

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 is a message relay? How are smoke signals sent? How are flags used to send messages? How can sound be used to send messages? What sort of animals can be used to send messages? (Literal)* *How has sending messages changed over time? Why has this happened? (Inferential)* *Why are many of these ways of sending messages no longer used? (Synthesising)* *Did you find the information in this book interesting? What other forms of sending messages could have been included in this book? (Critical)*

Reviewing reading strategies

Encourage the students to identify what they did to help themselves as readers. Ask: *What are some of the things you did that helped you make sense of the information in this book?* If appropriate, comment on how well the students were able to use the index. Say: *That was good reading. You will be able to use what you have learned about how an index works when you are reading other information 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 props such as a drum, a horn, flags, etc, using empty packaging and card. The props could be used to help demonstrate the different ways of sending messages. Students could then read the book, using the props, to an audience. Encourage students to concentrate on fluency when reading the text. Say: *Try to make your voice sound smooth and clear when you read.*

Word work

Phonics

Write the word *house* on the board. Ask: *What sounds do you hear in this word? What letters represent these sounds? H/ou/se.* In pairs, students could look through the book to find words that have “ou” in them making the same sound (*mountains, sound, south, thousands*). Students could also look through other familiar texts to find words with this spelling pattern. Students could share their lists and make a group list of words.

Exploring words

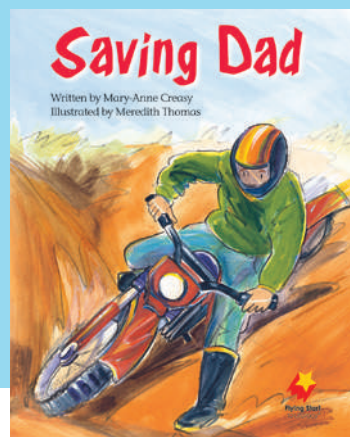
Revisit the list of words made during the Vocabulary building section. Have students use these to play a game of “Guess the picture” with a friend (one person chooses a word and draws clues that will allow their partner to guess the word; students then change roles).

Writing

★ Draw up a T-chart with the headings *Messages in the past* and *Messages today*. Ask the students to share what they know. Discuss the students’ ideas referring to *Messages Sent* and also to the students’ background knowledge. Have students complete their own T-chart with the headings *Messages in the past* and *Messages today*.

Sharing and presenting

Students could sit with a small group of students and take turns to talk about and read from their writing.



Before reading

Getting ready to read

Encourage students to activate their prior knowledge. Talk about what to do when someone gets hurt badly, e.g. breaking an arm. Ask: *Who might you need to contact? How would this usually be done?* Vary the context. Discuss being hurt in the schoolyard, hurt in the park, hurt while out hiking, etc.

★ Invite students to share their personal experiences of dealing with emergencies, e.g. *when my little sister got lost, when I broke my arm.*

Vocabulary building

★ Say the words *drum, flags, fire* and *horn*, then write them on a chart. Ask: *How could these things be used to send a message to someone far away?* Discuss how you could get someone’s attention using sound or smoke?

Introducing the book

Give each student a copy of *Saving Dad* and have them read the title. Say: *This story is about Abbey and her dad who are a long way from their home when Abbey’s dad falls off his motorbike. Abbey needs to get help. First she sends their dog Sam back home, then she tries a range of things to help show their rescuers where they are.* Talk through the book. Discuss what is happening in the illustrations and ask students to predict what might happen next. For example, on pages 4 and 5 you could say: *Here is Abbey and her dad on a motorbike. They can see some cows stuck down a river bank. What do you think might happen next?*

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, ask: *What has happened so far? What has Abbey done to get the attention of the rescuers?*

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 accident did Abbey's dad have? What did Abbey ask Sam to do? How did Abbey try to attract the attention of their rescuers? (Literal)

Why was making noise a good way to let people know where they were? (Inferential)

Why did Abbey need to do all of the things she did to get the rescuers' attention? (Synthesising)

Could this story have actually happened? What makes you think this? What would you have done if you were Abbey? (Critical)

Reviewing reading strategies

Encourage the students to identify what they did to help themselves as readers. Ask: *What are some of the things you did that helped you make sense of this book?*

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 themselves reading the story. Students could then reflect on their reading in terms of fluency and expression. Ask: *Did your reading sound smooth? Were you easy to understand? Did you use expression? Did your voice show when the story was getting exciting? Did you use character voices for reading dialogue?*

Word work

Phonics

Write the word *scared* on the board. Ask: *What sounds can you hear in this word? What letters make the sound in this word?* Write the letters “are” on the board. Ask students to work with a partner to list other words that have the sound represented by “are” (*dare, bare, spare, hare, etc.*).

Exploring words

Students could write a list of all the ways that Abbey tried to send a message.

Writing

★ Discuss the character Abbey. Ask: *What do Abbey's actions tell us about her character?* Make a list of the students' ideas (e.g. helpful, excited to have been riding on her Dad's motorbike, responsible).

Have the students choose a part of the story and rewrite it as if Abbey was telling the story.

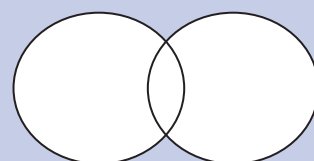
Sharing and presenting

Students could sit knee-to-knee with a friend and take turns to read their recounts to each other.

Talk about the pair

Ask: *What are some of the reasons that people send messages to each other? What are some of the ways this has been done in the past?* Groups of students could use a Venn diagram to record what they have learnt about sending messages from the two books.

Saving
Dad



Message
Sent

Have students work further with these books by completing the Activity card provided.

Blackline master

Crack the code

In the chart below, every letter of the alphabet has been given a symbol.

A	B	C	D	E	F	G	H	I	J	K	L	M
↓	↑	♥	+	▭	⊕	&	#	←	?	→	◇	@
N	O	P	Q	R	S	T	U	V	W	X	Y	Z
▽	☆	\$	☾	↘	□	△	↗	▮	%	○	!	☾

Use these symbols to write a message to a friend in the boxes below.

Hint: Leave a blank space in between each word.

Assessment

Can the student understand a code?

Can the student write a message using a code?

Activity card

Send a message



You will need: an instrument such as a drum, a tambourine, a shaker, a triangle or a recorder.

What to do: Work with a friend to fill in both of your sound charts. Use your instrument to send messages to each other.

Hint: Make sure you include words and phrases that will allow you to ask and answer each other's questions.

Key	Slow Beat = SB	Fast Beat = FB
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Message	Sound
Hello	SB SB
Goodbye	FB FB
I need help.	FB FB FB FB
How are you?	SB FB FB

Message	Sound

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