

Lesson Plan



Shared Book



Vocabulary Starter

Sharing Fruit is a photographic book about two children who share a variety of fruits. They find different amounts of each type of fruit and they work out how to share them evenly. *Sharing Fruit* is written in rhyming verses with a catchy refrain on every double-page spread.

Vocabulary

Oral vocabulary

apples bananas berries cherries crispy crunchy grapes juicy lemons
munch oranges plump squirty squishy squashy sweet tasty

High-frequency words

a and are for have in on the to you

Phonemic awareness

- Recognising the same sounds in words close together

Phonics

- Identifying the /f/ sound as in *fruit*

Print concepts

- Understanding that spoken and written words match

Key concepts	Curriculum link
• Fruit can look and taste different. • Fruit is good for you and it is a healthy food choice.	• Mathematics: Number, fractions



Introducing the book

Ask: *What is your favourite fruit?* Provide time for students to talk about which fruits they like best and why.

Show the front cover of the shared book *Sharing Fruit*. Say: *This book is about lots of different fruits and how they are shared evenly between two children. What does it mean to share something evenly?* Draw out that when things are shared evenly every person gets the same amount.

Demonstrate how to share things evenly between two students, such as a collection of four soft toys, a pile of six books, or a packet of twelve pencils.

Ask: *How can we check that we have shared evenly?* Draw out that each person can count the number of things that they have.

First reading of the book

Read the book to the students through with very few stops along the way. Focus on reading aloud using expression and rhythm. Highlight the rhyming words in each verse.

When reading the refrain on each double-page spread, use facial expressions to emphasise how delicious each piece of fruit is. Accentuate the words *Munch, munch, munch* as you read. On page 15, when you read the words *No, thank you!* make your face look like you are eating something sour.

Second reading of the book

Read the book a second time to the students. This time, encourage the students to read along with you. Before reading each double-page spread, prepare the students by giving a brief overview. For example, on pages 2 and 3, say: *Here are two red apples. Let's read the words together.*

After reading each double-page spread, talk about the number concepts involved. Allow time for students to count the fruit. Ask them to work out if the fruit was shared evenly. For example, after reading pages 2 and 3, ask: *How many apples are there altogether? How many apples did each child get? How do you know the apples were shared evenly?* As you read, ask students to come to the book and count the fruit.

Talking about the book

Invite students to respond to the book and to talk about their thinking.

Ask: *What did this book teach you about fruit? What did it teach you about sharing?*

Did this book make you want to eat fruit? Explain.

What does the boy's face on page 15 tell you?

What other fruits could the author have written about in this book?

Fruit



ELL support

Encourage the students to name and talk about other types of fruit they will come across in the book, such as lemons, cherries, and grapes. For example, say: *This is a lemon. Lemons grow on trees. They have yellow skin and taste sour.* Use the *Flying Start to Literacy Vocabulary Starter Fruit* to discuss different types of fruit. Show and talk about the labelled photographs.

Returning to the book

Return to the book on multiple occasions, inviting the students to join in. Encourage them to take increasing responsibility for reading the text to themselves. Select the focus for subsequent lessons based on your students' strengths and needs.

Phonemic awareness

Focus on the use of alliteration in the text. For example, *crispy, crunchy* on page 3, *squishy, squashy* on page 5, and *green grapes* on page 13.

Say: *I am going to say the words crispy and crunchy. Listen to what is similar about these words – cr-ispy, cr-unchy. Draw out that they both begin with the /cr/ sound.*

Repeat with the words *squishy, squashy* on page 5.

Phonics

Write the word *fruit* on a chart. Circle the letter “f”. Say: *This word says fruit and it starts with the letter “f”. This is what “f” looks like.*

Say: *Let’s all say the word fruit. What sound do you hear at the beginning of the word?* Have all students make the /f/ sound.

Say: *The letter “f” makes the /f/ sound in the word fruit. Talk about other words that begin with the /f/ sound. Begin with students’ names, if applicable. Have students look around the classroom for objects beginning with the /f/ sound, for example, floor, fingers, feet, food, and so on.*

Extending oral language

Focus on the words in the book that describe the different types of fruit: *crispy, crunchy, squishy, squashy, sweet, juicy, plump, tasty, green, squirty*. Talk about the meaning of each word. For example, on pages 2 and 3, say: *It says that these apples are crispy and crunchy. These words have a similar meaning. If something is crispy and crunchy, it also means that it makes a noise when you bite into it. What other words could describe an apple?*

Fluency

In small groups, have students choose a verse from the book to practise reading fluently. For example:

*Apples, apples
for our lunch.
Crispy, crunchy,
Munch, munch, munch.*

Model reading fluently and with rhythm, then encourage each group to read in this way.

Print concepts

Model the concept of one-to-one correspondence between the written and spoken word. Say: *I am going to read the words. You will see how each word I say matches a word written on the page. Point to each word as you read it aloud. Say: Notice how there is a space between each word.* Have students come to the book and point to each word as everyone reads the words together.

Writing – Modelled

Model writing a sentence that says: *My favourite fruit is mango because it is juicy.* Talk aloud as you write. Say: *The first word in the sentence is my. I can hear the /m/ sound at the beginning of this word so I know it starts with the letter “m”. After the “m” is the letter “y”. The next word is favourite. It is a long word that starts with the letter “f”.* Continue to talk aloud as you write the sentence. *My favourite fruit is _____ because it is _____.*

Optional retelling activity

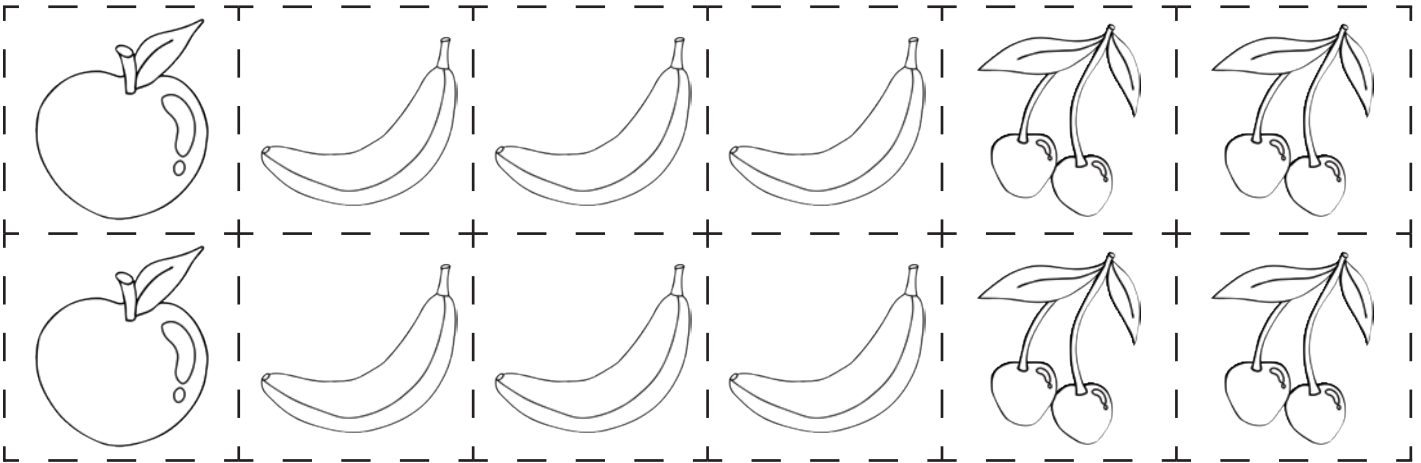
There is an optional retelling activity on the inside back cover of each shared book in the *Flying Start to Literacy* Shared Reading Collection. It is designed to help students remember what they have read. It helps them to focus on the main ideas, events, settings and characters to reinforce the students' comprehension.

Activity card

Sharing fruit

You will need: crayons, scissors, craft glue

Colour in the fruit. Cut out each piece of fruit. Paste the pictures into the boxes to share the fruit evenly.



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