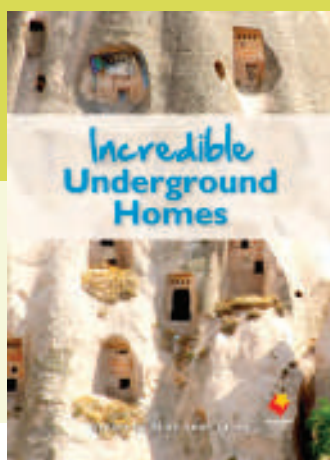


Lesson Plans

Fluent Plus
reading stage

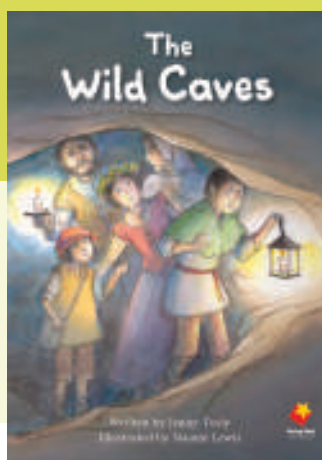
Level 29



Throughout history people have chosen to live in underground homes. *Incredible Underground Homes* reports on how and why people live underground.

Running words: 1362

Text type: Report



In *The Wild Caves* Hassan and Ferah's little brother goes missing in the wild caves behind their cave home. Hassan and Ferah go looking for him. Little do they know that this experience will enable them to save the villagers after a disastrous cave-in.

Running words: 1574

Text type: Narrative

Content vocabulary

archaeologists cave-in excavated insulated limestone
natural caves sandstone shafts ventilation volcanic rock
wild cave

Phonics

- Different sounds represented by the "ea" digraph as in *beneath, weather, earth*
- Different sounds represented by the "ar" digraph as in *toward, ordinary, forward, around, staring*

Text features

Incredible Underground Homes

- Contents page, index
- Chapter headings, subheadings, captions, fact boxes

The Wild Caves

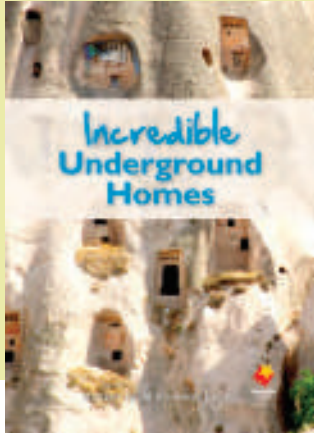
- Third-person narrative with dialogue
- Contents page, chapter headings

Reading strategies

- Using text features to locate specific information
- Using the context to confirm word meanings

ELL support	Key concepts	Curriculum links
• Text boxes add additional information. • Illustrations provide support for the historical setting. • New vocabulary is supported by the context.	• People have lived underground for thousands of years so that they can be sheltered from harsh weather and safe from enemies. • Cave-ins are a real and present danger for people who live underground.	• Geography • Civics and Citizenship: Facing challenges

Lesson 1 Incredible Underground Homes



Before reading

Getting ready to read

Encourage students to activate their prior knowledge. Ask: *What is a cave? Can people live in caves? What do you know about how people might live in caves?* Have students complete the first row of the Blackline master. Discuss their ideas. Ask students to list anything they might be wondering about living in caves (e.g. How do people get water/air/light?). Have them complete the second row of the Blackline master

★ Support students by ensuring that they know what a cave is. Say: *A cave is a dug-out space under the ground. Caves are formed naturally over time. Some animals live in caves. Even some people have made their homes in caves.*

Vocabulary building

★ Write the words *cave* and *excavate* on cards. Ask: *Can you see a link between these two words? Draw out the base word cave.* List other words that may relate to this word (e.g. *cavern, cave-in, excavation, caving*).

Introducing the book

Give each student a copy of *Incredible Underground Homes*. Direct the students to use the cover, title page and contents page to get themselves ready to read. Ask: *What do you already know about this book? Why might such homes be called “incredible”?*

Support the students by summarising the content of the book. Say: *This book describes the history of some people who have chosen to live in caves. It also discusses why some people still choose to live underground.*

During reading

As each student reads the text independently, monitor and support the students where appropriate. Ask the students to stop reading and remind them to use the reading strategies you are focused on. Say: *As you read, use the captions, fact boxes and headings to find specific information.*

After reading

Talking about the book

Have the students talk about the book. Promote discussion by choosing questions that are appropriate for your students. Ask them to support their thinking by referring to the photographs and the text in the book.

Why do people choose to live in underground homes? What did people do to get water in the underground city? (Literal)

Why might underground homes be protected from the weather? What is an underground home? (Inferential)

What are the advantages of underground homes? What are the disadvantages? (Synthesising)

What does the author think of underground homes? Do you agree with her? (Critical)

Reviewing reading strategies

Encourage students to identify what they did to help themselves as readers. Ask: *How did the text features help you to make sense of the information in this book?*

Have students complete the Blackline master they began in the Getting ready to read section. Ask: *Which of the things that you listed on the BLM were confirmed? Which were contradicted? What new and unexpected things did you learn?*

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 a student read the book to a partner, taking turns to read a chapter at a time. At the end of each chapter, encourage students to pause and give feedback about the strengths of the reading.

Word work

Phonics

Make cards with words from the book that contain the “ea” digraph (*year, weather, earliest, area, heat, each, great, underneath, beneath, nearly, reaches, idea, clear, earth, heavy, reasons, means*). Display the cards on the board. Have the students group the words by the sound represented by “ea” (e.g. *heat, beneath*).

Exploring words

List topic-based words from the book that students may need to work with (e.g. *cave-in, natural caves, excavated, volcanic rock, insulated, archaeologists, ventilation*). Have each student turn and talk to a partner to create sentences using two or more of the words from the list.

Writing

★ Ask: *What would be good about living underground? What would not be good about living underground?* Discuss. Students could then write about the positives and the negatives of living in an underground home. Provide students with a proforma to help them organise their writing, e.g.

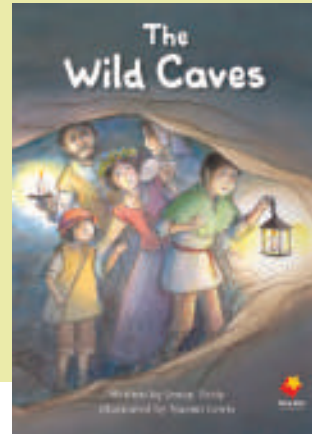
It would be good to live underground because ...
It would not be good to live underground because ...

Ask the students to write a simple explanation about one of the incredible underground homes from the book. Have the students refer to the information they have collected on the Blackline master. Encourage students to draw diagrams to illustrate what the underground home would be like.

Sharing and presenting

Review students’ ideas about living underground by having the students share their Blackline master responses with a partner. Ask: *What did you gain by reading this book? What would you say if you were asked to recommend it to someone else?*

Lesson 2 The Wild Caves



Before reading

Getting ready to read

Encourage students to activate their prior knowledge. Review the information students read in *Incredible Underground Homes*. Ask: *What would be the biggest danger of living in a cave? What would happen if there was a cave-in? How would the people escape?*

★ Support students by revisiting what they know about people living in underground homes. Say: *Some people live underground. They dig out caves and tunnels to make rooms and passages.* Ask students to talk with a partner about what it would be like to live in an underground home.

Vocabulary building

★ Write the word *cave-in* on a card. Ask: *What is a cave-in? Can you give me a sentence that shows what the word means?* (e.g. *As the roof collapsed, Dad yelled, “Cave-in!”*) Have the students brainstorm words that they would expect to find in a book about a cave-in (e.g. *cavern, tunnel, dust, danger*). List their suggestions on the board.

Introducing the book

Give each student a copy of *The Wild Caves*. Direct the students to use the cover, title page and contents page to get themselves ready to read. Ask: *What do you already know about this book? When do you think the story takes place? What gave you that idea? What is a wild cave? What characters do you think will be in the book?* Read the contents page together. Ask: *What do you think “a doorway to a new world” means?*

Give students the opportunity to browse through the book. Ask them to look at the pictures and predict what the chapter headings mean.

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 a student read a chapter of the book to a partner. Encourage students to take note of the punctuation to support fluent reading.

Word work

Phonics

Write the word *heard*. Ask: *Which letters represent the /er/ sound in this word? What sound do these letters usually represent?* (“ear” as in *near*) Talk about how this is an uncommon way to spell the /er/ sound. List other words with this spelling of the sound (e.g. *early, earth, pearl, learn, search, research*).

Exploring words

Write the word *underground*. Ask: *What do you notice about this word?* Have each student work with a partner to find other compound words in the book.

Writing

★ Ask: *How are the children in this story similar to you? In what ways are their lives different?* Discuss students’ responses. Ask students to write a list of questions they would like to ask the children in the story about the way they live.

Have students imagine what it may be like to live in an underground home. Ask: *What might people who live in underground homes want to do? What might stop them from achieving this? How would they overcome this difficulty?* In pairs, students could ask each other questions to clarify and extend ideas. Have each student write a plot outline for a story.

Sharing and presenting

Have students share the story maps they have completed from the Activity card during the Reviewing reading strategies section.

During reading

As each student reads the text independently, monitor and support the students where appropriate. Ask the students to stop reading and remind them to use the reading strategies you are focused on. Ask: *What is this word? What is the sentence about? What might the word mean?*

After reading

Talking about the book

Have the students talk about the book. Promote discussion by choosing questions that are appropriate for your students. Ask them to support their thinking by referring to the illustrations and the text in the book.

What was Dad doing when the first cave-in happened? Why did Garni go into the wild cave? (Literal)

Were Garni’s special stones really valuable? Why did Ferah and Hassan follow Garni into the cave? (Inferential)

Why do people live in caves? What are the benefits? (Synthesising)
In this book the author has the children saving all the villagers. Could this happen in real life? Why?/Why not? (Critical)

Reviewing reading strategies

Encourage students to identify what they did to help themselves as readers. Ask: *When you were reading, did you use the context of a word to confirm that you had read it correctly or that you needed to correct yourself?* Allow time for students to share their experiences. Ask: *What helped you to work it out? What did you notice? What did you think about?* Have each student complete the Activity card to retell the story.

Talk about the pair

Ask: *What have you learned about living underground from reading these two books? What are the advantages? What are the disadvantages? Would you choose to live in an underground home?*

Why or why not? Have students discuss their ideas in pairs. These ideas could be collated by the teacher in a Plus, Minus and Interesting (PMI) chart.

Blackline master

Living underground

Think about living underground and write about your thinking in the boxes below.

What I think I know	
What I wonder about	
Things I was right about	
Things I was not right about	
New information	

Assessment

Is the student able to identify key information from the book?

Can the student compare his/her previous knowledge with new information to identify any misconceptions?

Activity card

Story map



Draw and write about *The Wild Caves*.

Setting

Characters

Problem 1

Problem 2

Solution

Solution

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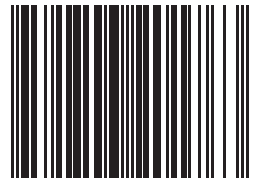
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