

Lesson Plans

Early Emergent
reading stage

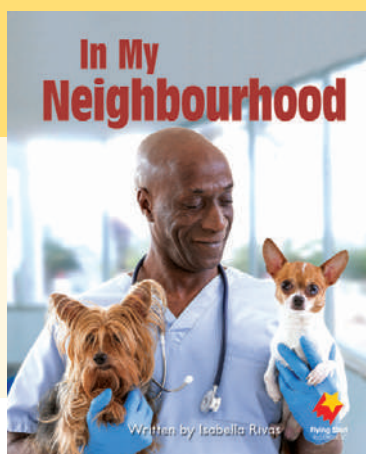
Level 1



The children in *People Who Help Me* introduce readers to people who help them in the community.

Running words: 36

Text type: Recount
(first person, I)



This book reports on the people in the neighbourhood who do a range of jobs that help us in different ways.

Running words: 29

Text type: Report



Vocabulary Starter

Vocabulary

High-frequency words

I look at the

Key vocabulary

teacher police officer doctor
firefighter dentist hairdresser vet

Phonics

- Hearing and pronouncing the /d/ sound as in *doctor*
- Hearing and pronouncing the /f/ sound as in *firefighter*

Text features

- Photographs
- Word bank (page 16)

Reading strategies

- Finding text on the page
- Using pictures to solve unknown words

Key concepts	Curriculum link
• Some people do jobs that help other people. • People in the community trust these workers to help them. • Different community workers help us in different ways. These people can be seen in our neighbourhood.	• Health and Physical Education: Being healthy, safe and active

Lesson 1 People Who Help Me



Before reading

Getting ready to read

Encourage students to activate their prior knowledge. Ask: *What sort of people might be in a book called People Who Help Me?* Have students turn and talk to a partner first and then share their ideas with the group. Make a list of the students' ideas. If needed, add the names of the community helpers in the book.

Vocabulary building

Introduce the vocabulary from the book. This can be done using the Vocabulary Starter **People Who Help Us**. Refer to the teacher notes on the back of the Vocabulary Starter for ideas about how to use this resource.

Introducing the book

Show the students a copy of the book *People Who Help Me*. Say: *This book is about people in our community who help others.* Turn to the word bank on page 16 and ask: *Who are these community helpers?* Talk about each worker and how they help people.

Give each student a copy of the book and have them turn to pages 2 and 3. Say: *This boy is looking at his teacher. What might the words say?* Discuss students' ideas and establish the pattern, "I look at the" Continue talking through the remainder of 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. For example, you might ask: *Where are the words on this page?* Have the students point to the words. Say: *When you read, your eyes should be looking at these words.*

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 the dentist doing? What pet is the vet looking after?* (Literal)

Do you think the children in this book like and trust the community helpers? Why do you think this? (Inferential)

Who do you think is the most important community helper? Why? (Synthesising)

What other community helpers could have been in this book? (Critical)

Reviewing reading strategies

Give positive feedback on the problem-solving strategies the students used as they read the book. Say: *I noticed that as you read, your eyes were looking at the words. This is important, because the words give us information or the story.*

English Language Learner support: *People Who Help Me/In My Neighbourhood*

Use the teacher notes *Developing oral vocabulary for English Language Learners* on the back of the Vocabulary Starter

People Who Help Us to support students who are just beginning to learn English.

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 read the book with a partner to practise reading fluently. Say: *When you read, try to make your voice sound smooth, like you are speaking.*

Word work

Phonemic awareness and phonics

Read through the key vocabulary. Ask: *What words start with the /d/ sound? What other words do you know that begin with the /d/ sound?*

Exploring words

Use the word cards from the activity card to examine the key vocabulary. Have students place the word cards in front of them. Ask students a range of questions about the words, such as: *Can you find the word/s with the most letters? ... fewest letters? ... that begins with “t”? ... has two beats or syllables? etc.* Give students time to find the word/s, and discuss their answers.

Writing

Modelled writing

Draw a simple picture of you with a community helper, for example, with your hairdresser getting your hair cut. Say: *I am going to write, “I look at the hairdresser.”* Where appropriate, invite students to help write the high-frequency words in the sentence.

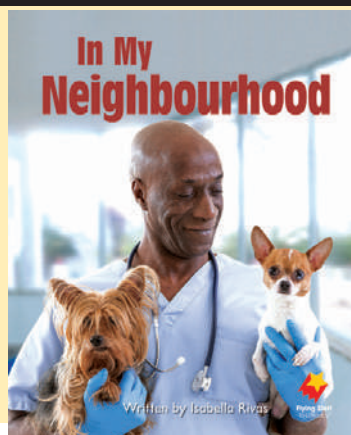
Independent writing

Say: *Think of a time when a community helper helped you.* Have students talk with a partner about this. Say: *Draw a picture of yourself with the community helper and then use the word bank on page 16 to help you write a sentence about your picture.*

Sharing and presenting

Have students take turns to talk about their pictures and read their sentences with a partner.

Lesson 2 In My Neighbourhood



Before reading

Getting ready to read

Encourage students to activate their prior knowledge. Begin a discussion by asking a range of questions, such as: *Who would help you if you had a sore tooth? Who would you visit if you needed a haircut? Who would help if there was a fire? Say: There are many types of jobs that people do that help other people.*

Vocabulary building

Introduce the vocabulary from the book. This can be done using the Vocabulary Starter **People Who Help Us**. Refer to the teacher notes on the back of the Vocabulary Starter for ideas about how to use this resource.

Introducing the book

Show the students a copy of the book *In My Neighbourhood*. Say: *This book is about the people that you might see in your neighbourhood.* Give each student a copy of the book and have them turn to page 16. Say: *These are the people in this book.* Give students time to talk about the words and photographs with a partner. Have students turn to pages 2 and 3. Ask: *What community helper is with this child?* Discuss. Say: *Yes, it is a teacher. The words say, “Look at the teacher.”* Establish the pattern as you continue talking through the pages in a similar way.

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. For example, if a student is having difficulty decoding a word, you could say: *I can see you're unsure about that word. Look at the picture. What do you see? Now try to work out what the word says.*

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 the doctor doing? How is the firefighter helping?* (Literal) *Which community helper or helpers might be responding to an emergency?* (Inferential) *Which community helper might you see the most of? Which community helper don't you see very often?* (Synthesising) *Are these the most important community helpers?* (Critical)

Reviewing reading strategies

Give positive feedback on the problem-solving strategies the students used as they read the book. Say: *I liked that you looked at the pictures to help you work out words that you weren't sure about. This is a great strategy.*

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 read the book with a partner to practise reading fluently. Say: *When you read, think about reading fluently. That means to read with a smooth voice, so it sounds like you are speaking.*

Word work

Phonemic awareness and phonics

Say the word *firefighter*, emphasising the /f/ sound at the start and the middle of the word. Ask: *Can you hear the first sound in this word? What is it?* Have students take turns saying other words they know of with the /f/ sound to a partner.

Exploring words

Write the high-frequency words *look*, *at* and *the* on the whiteboard. Say: *I am going to give you clues about one of these words. It starts with an "l" and it has four letters in it. What is the word?* Repeat with the other words.

Writing

Modelled writing

Draw a picture of a police officer. Say: *I am going to write a sentence about this police officer. I will write the first word of the sentence here, on the left-hand side of the page. Watch as I write the word "Look". Now, I will write the word "at". It has two letters.* Continue talking aloud as you model how to write the sentence, "Look at the police officer."

Independent writing

Give each student a copy of the Blackline master. Say: *Finish each sentence, cut out the strips and make them into a book.*

Sharing and presenting

Have students take turns reading their strip book to a partner.

Talk about the pair

After students have read *People Who Help Me* and *In My Neighbourhood*, ask: *What have you learnt about people who help you? Which of the community helpers in the book have you had help*

from? Encourage students to share personal experiences. Have students complete the activity card.

Blackline master

Make a book

Use words from the word bank to finish each sentence. Cut out each strip and staple them together to make a book.

Word bank

police officer
dentist
firefighter
vet
doctor
teacher
hairstylist



Look at the _____.



Look at the _____.



Look at the _____.



Look at the _____.



Look at the _____.



Look at the _____.



Look at the _____.



Assessment

- Can the students match the appropriate word to each picture?
- Can the students read a sentence?

Activity card

Snap!



Cut out the cards and play a game of snap with two friends.



teacher	police officer	doctor	firefighter	dentist
teacher	police officer	doctor	firefighter	dentist
hairdresser	hairdresser	vet	vet	

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