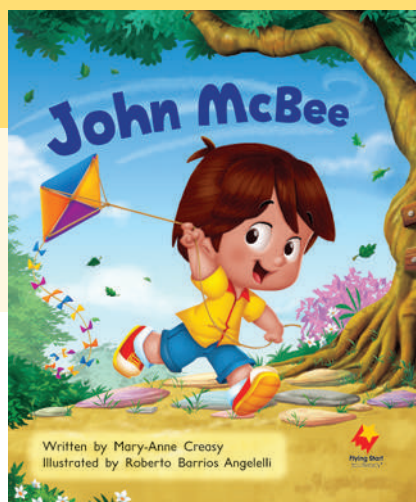
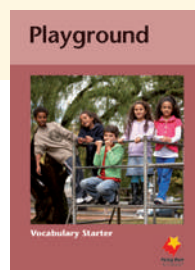


Lesson Plan



Shared Book



Vocabulary Starter

John McBee is a delightful rhyming tale about a boy and a bear. John McBee gets a fearsome fright when he encounters a bear in the tree he has climbed. He starts a chase when he flees from the frightening bear only to find that when the bear finally catches up with him, he just wants to be John McBee's friend!

Vocabulary

Oral vocabulary

brand bridge clatter fearsome fetch fright kite new patter play rope slide squish swish tree tunnel

High-frequency words

a and are at be from he his I is of that the to with you

Phonemic awareness

- Rhyming words as in *McBee/tree, there/bear, rope/hope, sound/around*

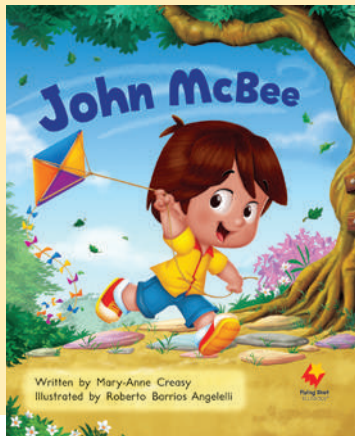
Phonics

- Identifying the /j/ sound as in *John*

Print concepts

- Understanding that a word is made up of a group of letters

Key concepts	Curriculum link
• Playgrounds are fun places to visit. • Sometimes we don't understand when people want to be our friends.	• Health and Physical Education: Relationships



Introducing the book

Show the front cover of the shared book *John McBee*. Ask: *Do you like going to playgrounds? What things do you do at the playground? Who do you go with?*

Say: *This book is called John McBee. It is about a boy called John McBee and a bear he meets at a playground. It is a made-up story.*
Ask: *What do you think John McBee and the bear might do at the playground together?* Talk about the students' ideas.

First reading of the book

Read the book to the students with very few stops along the way. Read the text modelled on the rhythm of the traditional rhyme *Jack and Jill went up the hill*.

As you turn each page, pause before you begin to read. This will give the students the opportunity to scan the page to see what is happening in the illustrations before they concentrate on listening to the words.

When reading pages 8, 9, 10 and 11, emphasise the words that describe the sounds made during the chase (e.g. *clatter, clatter, clatter*). Use expression as you read, to highlight the suspense and rising drama in the story. For example, on page 5, raise the volume of your voice as you say:
GRRRRRRR! GRRRRRRR! GRRRRRRR!

Second reading of the text

Read the book a second time to the students. This time, leave out certain rhyming words and encourage the students to say these words. Pause when you get to the word you want the students to say. For example, on pages 2 and 3, read:

*John McBee climbed up a (pause) _____
to fetch his brand new kite.
When he got there,
he saw a (pause) _____
and got a fearsome (pause) _____.*

Continue reading the book in this manner.

On pages 8, 9, 10 and 11, encourage students to join in with the reading. Say: *Now, you read with me. I will point to the words as we all say them together.*

Talking about the book

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

Ask: *Why did John McBee run away when he first saw the bear?*
Why was the bear chasing John?
How did the story end?
Did John McBee and the bear end up being friends? How do you know this?

Playground



Vocabulary Starter

ELL support

Encourage the students to name and talk about things they see and do at playgrounds. Support students by discussing the things you see at playgrounds. For example, say: *Some people like to play with kites at playgrounds. A kite is a toy that you hold by a long string and let it fly in the wind.* Use the *Flying Start to Literacy Vocabulary Starter Playground* to discuss the equipment children see at the playground. 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

Write the words *John McBee* on a chart. Say: *This says John McBee. It ends in the /ee/ sound. Let's all say it together /eeee/. I will read the book again. Put your hand up if you hear a word that rhymes with John McBee. This means it is a word that has the /ee/ sound at the end of it like McBee.*

Phonics

Write the letter "j" on a chart. Say: *This is what the letter "j" looks like. Words that start with the letter "j" often have a /j/ sound at the start of them. I will read this first page again. Listen for the word with the /j/ sound.* Discuss that the name *John* begins with the letter "j" and it makes the /j/ sound.

If applicable, use students' names from your group as other examples of names that begin with "j".

Extending oral language

Revisit pages 8 and 9. Ask a student to act out the race as you read the words. Say: *When I read the words, I want you to pretend that you are John McBee.* Give several students a turn at being John McBee as the text is read. Ask: *Why do you think the author chose to write the words clatter, clatter, clatter as John and the bear race across the bridge?* Draw out that the word *clatter* describes the sounds that are made as they race across the bridge. Discuss the use of the words *patter*, *swish* and *squish*.

Fluency

Model reading the text with rhythm. Reread pages 2 and 3. Say: *I am reading the words with a rhythm.* Ask: *Can you hear how my voice is different from my normal speaking voice when I read these words?*

Print concepts

Model the concept of knowing that a word is made up of a group of letters. Turn to page 8. Say: *I'm going to read this page aloud. I will point to the words as I say them.* Ask: *Who can see where the word clatter is written? How many times can you see this word?* Point out that there is a space inbetween each word that is written on the page. Invite students to come to the book and point to the word *clatter*. Repeat the activity on pages 9, 10 and 11.

Writing – Modelled

Revisit pages 8, 9, 10 and 11. Say: *Let's make a list of the playground equipment that John McBee and the bear raced on.* Write the words *bridge*, *tunnel*, *slide* and *sandpit* on a large chart. Ask: *What other things do you find at playgrounds?* Use the students' suggestions to continue the list. Say: *I am going to choose one of the things on our list to write about.* Model your writing on the structure of the text. For example:
Across the bars – swing, swing, swing.
Up the ladder – stamp, stamp, stamp.
Down the pole – whoosh, whoosh, whoosh.

Read your sentence aloud and point to each word as you say it. Invite a student or pairs of students to come to the front and read the sentence.

Optional retelling activity

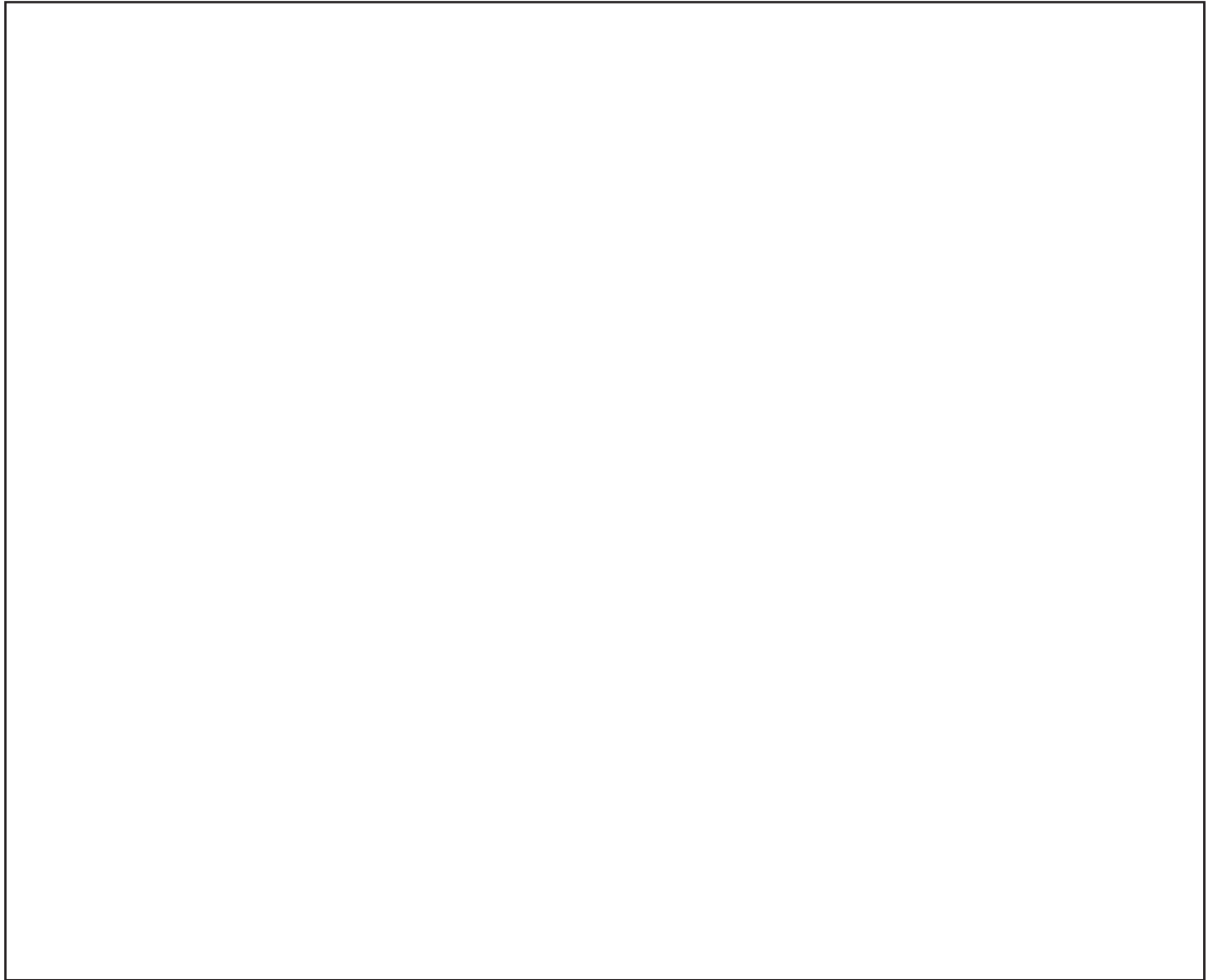
There is an optional retelling activity on the inside back cover of each shared book in the *Flying Start to Literacy* Shared Reading Collection. It is designed to help students remember what they have read. It helps them to focus on the main ideas, events, settings and characters to reinforce the students'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

Activity card

At the playground

You will need: crayons

Draw John McBee and the bear at the playground.



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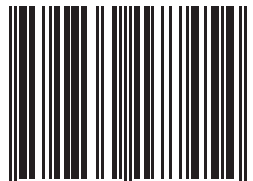
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