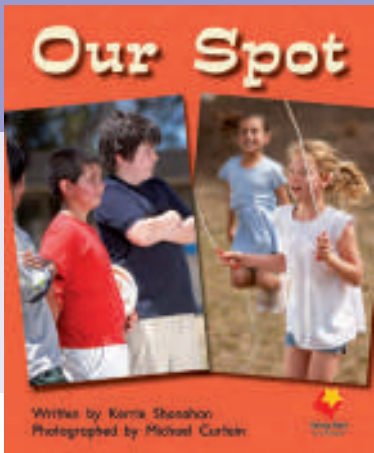


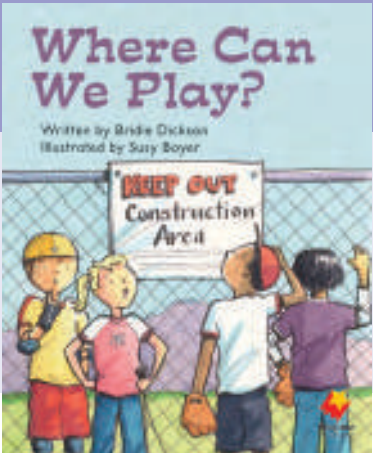
Lesson Plans

Early
reading stage

Level 8



Our Spot is a factual recount that discusses what happens when two groups of children want to play in the same spot.
Running words: 216
Text type: Recount



Where Can We Play? is a narrative about a group of children who can no longer play in their favourite spot, so they create a new play spot.
Running words: 247
Text type: Narrative

High-frequency words

New: again be boys day good her know long new one our very were when worked

Key vocabulary

bags blue bricks bulldozer catch cleaned dug father first fix hit hole jump/ing land mother paint/ed plants play/ed play/ing red rope school shop skate stones spot swept trash truck weeds

Phonics

- Identifying the /th/ sound in words as in *them, that*
- Identifying the “a-e” vowel digraph as in *safe, came*

Text features

Our Spot

- Clear photographs support the text
- Some dialogue

Where Can We Play?

- Illustrations support and extend the text; dialogue

Reading strategies

- Attending to the punctuation
- Self-monitoring when an error is made

ELL support	Key concepts	Curriculum links
- Both texts have themes that many students will be able to relate to. - Colour photographs or illustrations support the sequence of events.	- Many children have a spot where they like to play. - Dealing with conflict in a positive way is an important skill.	- Geography: Place, space and environment - Health and physical education: Being healthy, safe and active



Before reading

Getting ready to read

Encourage students to activate their prior knowledge. You could go for a walk around the schoolyard and talk with the students about their favourite places to play. Ask: *Where do you like to play? What is your favourite play spot? Why do you like to play here? What makes this spot special? What do you do if other people are playing in your favourite spot?*

★ Ask students to draw a picture of their favourite place to play at school. Students could then turn and talk with a partner about their picture.

Vocabulary building

★ Ask: *What games do you like to play in your favourite spot at school? Make a list of these games on the board.*

Introducing the book

Give each student a copy of the book *Our Spot*. Say: *This book is called Our Spot. It is a recount about two groups of children who want to play in the same spot at their school. They need to come up with a way to solve their problem.* Talk through the book. Ask: *What are the boys doing here? What do the looks on their faces tell you about how they are feeling? What are they doing now?* Respond using the structure of the sentences in the text. Yes, the girls might say, “You cannot play there when we are skipping here”.

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. Check that students are attending to the punctuation. Encourage this behaviour. Say: *When you come to a full stop, you need to stop. When you come to a comma, you need to pause. That way, what you read will make sense.*

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.

Why couldn't the girls play in their usual spot? What happened when both groups tried to play their games near each other? How did they solve the problem? (Literal)

Were the children all happy in the end? How do you know this? (Inferential)

What do you think the children may have learnt from this problem and the way they solved it? (Synthesising)

Do you think the children came up with a good solution? Would this sort of solution work all the time? Explain. (Critical)

Reviewing reading strategies

Give positive feedback on the reading strategies students used as they read the book. For example, say: *You noticed what punctuation marks the author used, so the story made sense.*

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

Students could work in a group and perform a readers' theatre of the book. Encourage students to use expression when they are reading.

Word work

Phonemic awareness and phonics

Ask students to scan the text and locate any words that have the /th/ sound in them. Make a class list.

Exploring words

Provide students with a photocopy of a map of the school grounds. Talk about the different types of games that are played in the different areas of the schoolyard. Ask students to label their map showing what types of games could be played in the different areas.

★ Invite students to role play various scenarios that might happen in the schoolyard. *What things might friends say to each other?* You might like to list some of the direct speech from the book as a starting point for students' responses.

Writing

Modelled writing

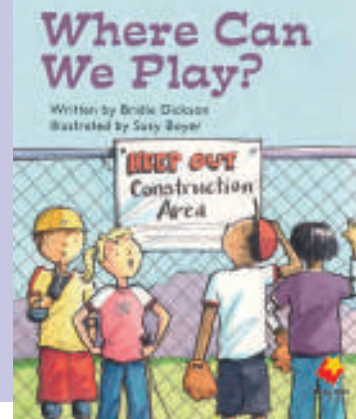
★ Ask: *How did the children in the book solve their problems? What things do you need to think about when you are trying to solve a problem in the schoolyard?* List students' responses on a chart. Invite students to contribute to the chart, using their knowledge of high-frequency words. For example, say: *The sentence starts with the word then. Who can write then on our chart?* Encourage students to identify sounds within words. For example, say: *We need to write the word upset. Who can hear the two parts in this word? Who can write the first part of upset on the chart?*

Independent writing

Ask students to draw and write about their favourite spot to play. They could write about what they do there.

Sharing and presenting

Students could talk in a small group about a time when they had trouble finding a good play spot or a game to play. Students could then share their "Problem-solving booklets" with their groups.



Before reading

Getting ready to read

Encourage students to activate their prior knowledge. Talk about where students like to play after school and on weekends. Ask: *Where do you go to play with your friends after school?* Students could turn and talk with a partner about their favourite spots and the games they play there.

★ Students could draw a picture of their favourite after-school spot to play. Students could then sit with a partner and take turns to talk about their picture.

Vocabulary building

★ Ask students to talk with a partner about what makes a place a good spot to play outside. Invite students to share their ideas. List their ideas on the board. Add the words *safe, flat, clean, no rubbish* and *no weeds* if students do not suggest them.

Introducing the book

Give each student a copy of *Where Can We Play?* Say: *This book is called Where Can We Play? It is about four children called Tom, Anna, Tan and Zac who have a great spot to play. But then this spot becomes unusable and they need to find another spot to play. They end up fixing up some land that Zac's father has so that they can play there.* Talk through the book. Ask: *What things do the kids like to do at their play spot? What is happening here? What do you think they are talking about here?* Respond using the structure of the sentences in the text. *Yes, Zac's father had some land at the back of his shop. He might say, "This land is flat and it is safe."*

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. Check that students are self-monitoring when an error is made. Do they notice when an error is made? Do they stop, reread and correct the error?

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 games do the children like to play? Why did they need to find a new spot? What did they do to get their new spot ready? (Literal)

Were the children happy with their new spot? (Inferential)

Do you have a spot where you can go to play with your friends? (Synthesising)

Do all children have a spot like this one where they can go and play?

Should all children have a spot like this? Why? (Critical)

Reviewing reading strategies

Give positive feedback on the reading strategies students used as they read the book. For example, say: *I noticed that when you made a mistake on page 8, you reread the sentence and fixed it.*

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

Ask students to take turns reading the text to a partner. Encourage them to read with expression. *Well done. Your reading was smooth, not jerky. It sounded just like you were talking.*

Word work

Phonemic awareness and phonics

Write the word “safe” on the board. Ask: *What sounds do you hear in this word? What letter makes the /s/ sound? What letter makes the /f/ sound? What letters make the long /a/ sound? What other words in this book has the long /a/ sound represented by “a-e”?* Write a list of these words on the board (skate, came, gave).

Exploring words

Refer to page 16. Say: *It says, “It is the best spot.” Why do they think that it is the best spot?* Make a list of the students’ responses. Compare this list to the list made during the Vocabulary building stage. *How are these lists different? How are they similar?*

Writing

Modelled writing

★ Ask students to talk about the rules they need to follow so they can play together safely. Write these rules on a chart. Invite students to contribute to the chart, using their knowledge of high-frequency words and sounds within words. For example, say: *We need to write the word safely. Who can hear the sounds in safely?*

Independent writing

Ask students to find their favourite part of the book and to draw and write about it.

Sharing and presenting

In small groups, students could take turns to talk about their PMI charts or writing.

Talk about the pair

Talk about places where children play. *What makes a good play spot? What problems can make it difficult for you to enjoy your play spot? Is it important to have good spots to play? Why?* Students could fill in a Venn diagram that shows the



similarities and differences between the new play spots in the two books. Students can work further with these books by completing the Activity card.

Blackline master

Solving playground problems

Refer to the book *Our Spot* to help answer these questions.

What problem did the two groups of children face?	
What things did the children try in order to fix their problem?	
How was the problem finally solved?	

Assessment

- Is the student able to gather information from the text?
- Is the student able to comprehend the information he/she has read in the text?

Activity card

Make a spot to play

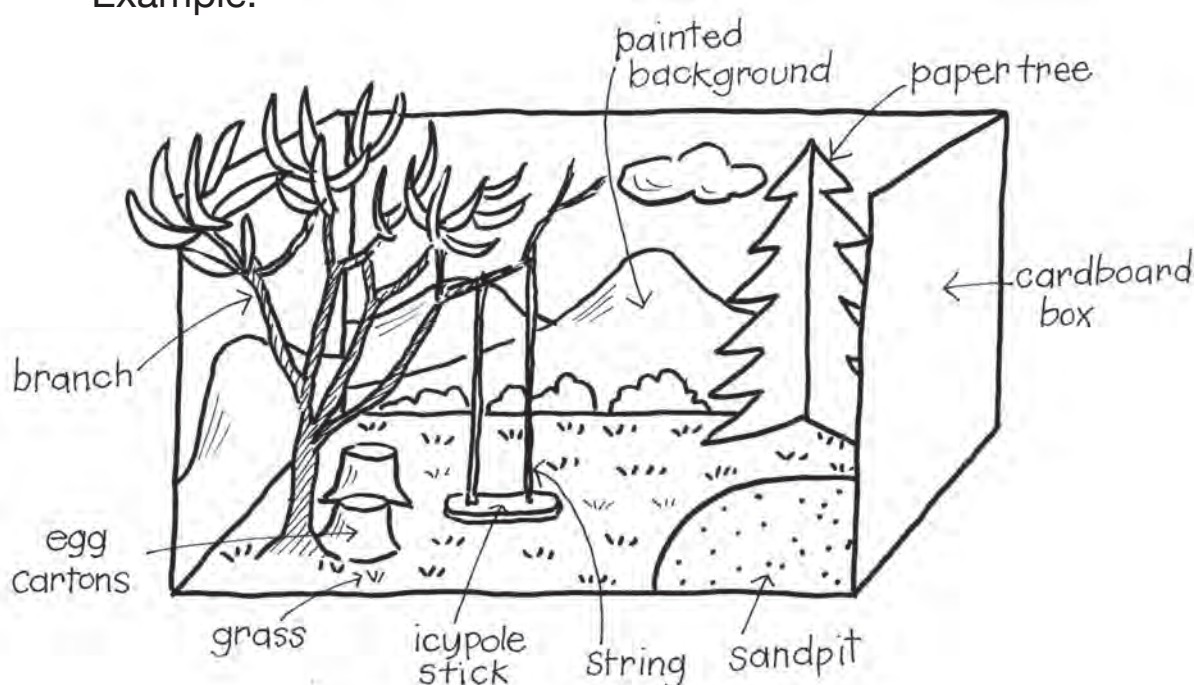


Work with a partner to make a model that shows a fantastic spot to play.

You will need: A small cardboard box, empty packaging, craft sticks, glue, coloured paper, string, felt-tip pens and materials from nature such as leaves, sand, etc.

What to do: Talk with your partner about what makes a good play spot. Make your model play spot. Write a sentence about your play spot. Show your model to another pair and talk about what you have made.

Example:



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