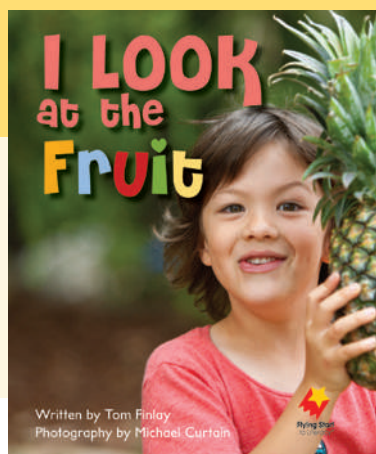


Lesson Plans

Early Emergent
reading stage

Level 1



In *I Look at the Fruit*, children examine a range of fruit.

Running words: 35

Text type: Recount



Eating Fruit shows children eating and enjoying a range of fruit.

Running words: 28

Text type: Recount



Vocabulary Starter

Vocabulary

High-frequency words

at I look the

Key vocabulary

apple banana lemon orange
pineapple strawberry watermelon

Phonics

- Hearing beats in a word
- Hearing initial sounds in words

Text features

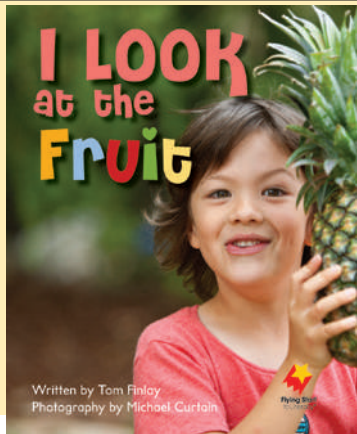
- Photographs
- Word bank (page 16)

Reading strategies

- Recognising the pattern of the book
- Using initial letters to confirm words

Key concepts	Curriculum links
• There are many different kinds of fruit. • We like to eat lots of different fruits.	• Health

Lesson 1 | Look at the Fruit



Before reading

Getting ready to read

Encourage students to activate their prior knowledge.

Ask: *Can you tell me some different fruits?* List suggestions on a chart. Talk about the characteristics of the fruit suggested.

Ask: *What colour are apples? How big is a strawberry/watermelon? What does a pineapple look like? How are lemons and bananas the same? How are they different?*

Vocabulary building

Introduce the vocabulary from the book. This can be done using the Vocabulary Starter **Fruit**. 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 *I Look at the Fruit*. Say: *In this book, there are children looking at different fruits. Which fruits do you think they will look at?* Turn to pages 2 and 3.

Ask: *What fruit is this girl looking at? What does she tell us?* Have students look at the first word of the sentence. Ask: *Who might be saying this?* Give each student a copy of the book.

Have them turn to page 16. Ensure that they can name each fruit in the word bank. Point to one fruit and model the form of the text: *I look at the [lemon]*. Have students repeat this with other fruit on the page.

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. Ask: *What do you notice about the sentences in this book? How does seeing this pattern help you to read the book?*

For students who don't see the pattern, have them read two pages in a row. Ask: *What is the same about each of those sentences? What is different? What do you expect the next page to start with?*

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.

Which fruits did the children look at? (Literal)

Which red fruits were there in the book? (Inferential)

How are the fruits in the book the same? (Synthesising)

Which fruits would you include if you were writing a book like this? (Critical)

Reviewing reading strategies

Give positive feedback on the problem-solving strategies the students used as they read the book. Say: *I noticed that you saw the pattern "I look at the ..." when you were reading. Good readers notice patterns in books.*

English Language Learner support: *I Look at the Fruit / Eating Fruit*

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

Fruit 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 take turns to read the book to a partner. Encourage them to read fluently. Say: *Make your voice sound smooth, as if you were talking.*

Word work

Phonemic awareness and phonics

Open the Vocabulary Starter **Fruit** and read each word. Highlight each syllable by clapping the word as you read (one clap for each syllable). Say: *You try. Clap each word as you say it. How many beats can you hear in apple? How many beats can you hear in watermelon?*

Exploring words

Provide students with word cards: *I, look, at, the, apple, orange, strawberry, banana, watermelon, pineapple, lemon.* Have students use these cards to make sentences from the book and then read them to a partner.

Writing

Modelled writing

Ask the students to talk about fruit that they like to eat. Use their responses to model how we write about our ideas. Say: *I like apples and strawberries. Watch while I write about that on our chart.*

Independent writing

Have the students write about the fruit they like. Have students illustrate their writing and compile it in a class book called *Look at the Fruit We Like*.

Sharing and presenting

Have students read their pieces of writing to the class. Talk about this writing. Ask: *Which students like apples?* Talk about strategies students used to help them with their writing. Ask: *How did you know how to write look?*

Eating Fruit



Before reading

Getting ready to read

Encourage students to activate their prior knowledge. Ask: *Which is your favourite fruit? How do you like to eat it?* List suggestions on a chart. Talk about how different fruits are eaten. Ask: *Which fruits do you need to cut? Which fruits have skin that you have to take off? Which fruits have seeds? Can you eat the seeds?* Have students act out eating a particular kind of fruit and other students guess which fruit is being eaten.

Vocabulary building

Introduce the vocabulary from the book. This can be done using the Vocabulary Starter **Fruit**. 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 *Eating Fruit*. Say: *This book is called Eating Fruit. It shows us how a range of children eat different fruits.* Point to the picture on the cover. Ask: *What is this child doing?* Give each student a copy of the book. Have them turn to pages 2 and 3. Ask: *What is the boy eating? Will he eat all of the apple?* Have the students focus on the sentence. Ask: *Can you see the word apple? What letter does apple start with?* Talk about how checking the first letter of a word can help to work out what the word says.

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. Are the students using the first letter or letter cluster as support when they encounter new words? Say: *You said “Look at the apple”. What did you check at the start of the word apple to make sure that you were right?* Support students to use this strategy as needed. Say: *You read “Look at my apple”. Can you point to the word my? What letter would you expect my to begin with? Do you see it? What could that word be?*

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.

Which fruits did the children ask you to look at? (Literal)

Do all the children like the same fruit? (Inferential)

What other fruits could be included in this book? (Synthesising)

Do all children like fruit? (Critical)

Reviewing reading strategies

Give positive feedback on the problem-solving strategies the students used as they read the book. Say: *I noticed that you checked that the first letter in pineapple was “p” when you were reading. How did this help you? Good readers do this to check that they are reading the words correctly.*

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

Model reading several pages of the book to the students.

Ask: *Did you notice how I read the words smoothly, so that it sounded like talking?* Have the students practise fluent reading with a partner.

Word work

Phonemic awareness and phonics

Ask the students to point to the word *banana*. Ask: *What sound can you hear at the start of banana? What letter makes the /b/ sound?* Repeat with the other fruit words.

Exploring words

Have students use the blackline master to write sentences from the book.

Writing

Modelled writing

Ask: *Have you ever had a fruit kebab* (cubes of different fruits on a skewer)? *I like to make fruit kebabs with pineapple, watermelon and strawberries.* Model writing about how you make the kebab. On a chart, write: *I put on some pineapple, then some watermelon, then a strawberry.*

Independent writing

Have students write about how they like to eat their favourite fruits. Encourage them to refer to the word bank on page 16 to support their spelling as they write.

Sharing and presenting

Have students read their writing to the class. Talk about the different ways students like to eat fruit. Ask: *Did anyone learn about a new way to eat fruit? Will you try this at home?*

Talk about the pair

After students have read both *I Look at the Fruit* and *Eating Fruit*, talk about the books. Ask: *What did you learn from these books? What information is the same in each book? What*

information is different? What else would you like to know about fruit? Have the students complete the activity card.

Blackline master

Fruits

Cut out the word cards. Use these cards to help you write sentences to match each picture.

Word cards

Look	at	the	orange	 apple
pineapple	banana	lemon	strawberry	watermelon

Assessment

Can the student form a simple sentence with the word cards?

Can the student read the sentence accurately?

Activity card

Fruit pairs



You will need two sets of cards. Cut out the cards and mix them up. Put the cards face down. Take turns to try to find a pair.



strawberry



watermelon



lemon



apple



pineapple



orange



banana

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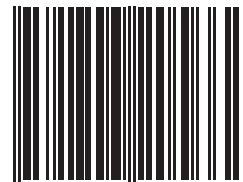
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