

Read It Again

Kindergarten **Q!**

Lesson Plans

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Week 1

Lesson 1: Let's read to see what is happening Book: *Mr McGee* by Pamela Allen

Before and During Reading: Print Knowledge

Learning Objective 1: To recognise that print carries meaning and to distinguish print from pictures.

1. Introduce the title. You could say: *The title of the book tells us the name of the story.*
2. Read the title of the book and point to each word: *The title of our book is Mr McGee.* (Point to each word separately and run your finger under the word as you read it). As you read it again, have one or two of the children come up and point to each word in the title of the book.
3. On the first page, point to the print and explain its function. You could say: *Here are the words that tell us what is happening. Let's read the words to find out what is happening.* On every page, point to the words as you read them.
4. On the last page, ask an individual child to come up to the book by saying: *Can you show me the words on this page?* You may repeat this for a few children.

Materials

- **Book:** *Mr McGee* by Pamela Allen

After Reading: Vocabulary

Learning Objective 2: To understand and use words for unfamiliar actions (verbs).

Target Words: peeled, gobbled, shouted, pecked

1. Tell the children: *Let's talk about all the things that Mr McGee did in this book.* Turn to the beginning of the book and open to the first page.
2. Show the children each page and ask: *What did Mr Gee do?* Allow individual children to provide their own responses, but follow these with model responses that use the target words. For example, on the page that shows Mr McGee gobbling the apple skin, you might say: *Mr McGee **gobbled** the apple skin. When you **gobble** your food you eat it really quickly. When you **gobble** your food you hardly even chew it. You can see by the picture Mr McGee is eating the apple skin very quickly. What did he do here?* (Give children a chance to answer.) Repeat their answer or say again: *He **gobbled** the apple skin.* Be sure to model each target word and its meaning.



Don't forget to take a look at the Learners' Ladder for ideas about adapting the **Vocabulary** activity to diverse learners.

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Read It Again! Learners' Ladder

Lesson 1: Vocabulary

Scaffolding Strategies

Use the **reasoning strategy** to help children consider the meaning of the target word.

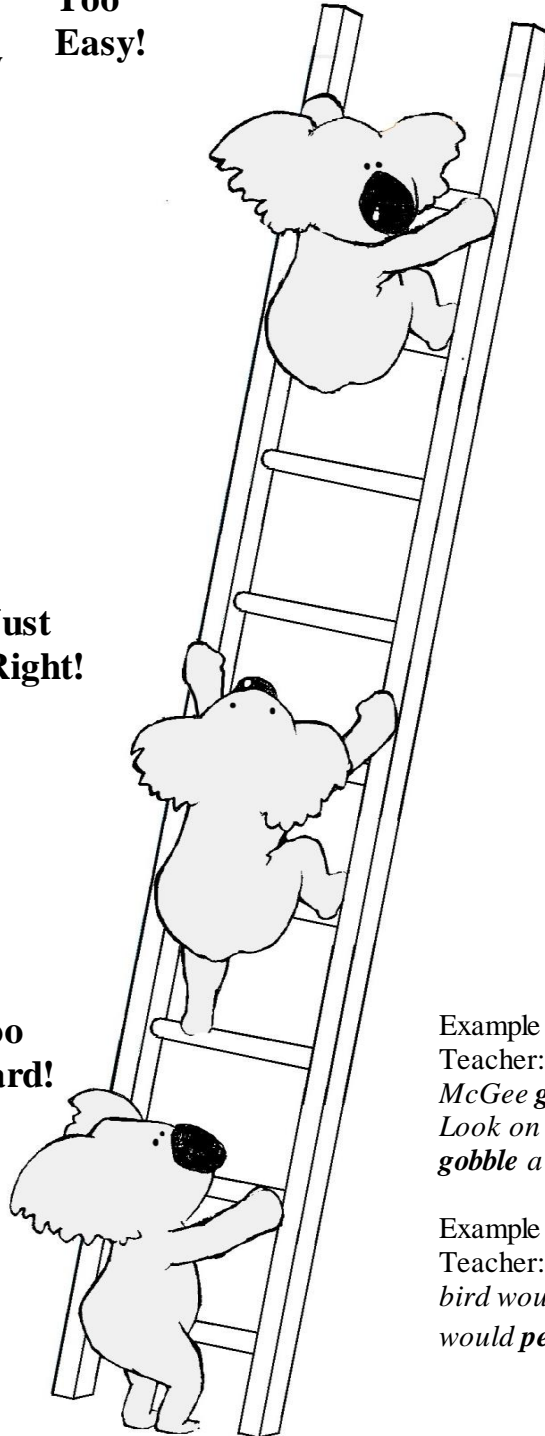
For children for whom the lesson seems **just right**, you can use the lesson plan as written!

Use the **reducing choices strategy** to help children learn the meaning of target vocabulary.

Too Easy!

Just Right!

Too Hard!



Scaffolding Examples

Example 1.
Teacher: *Rochelle, how do you know when someone, like Mr McGee, is **gobbling** his food?*

Example 2.
Teacher: *Why is it important to be very careful when you **peel** an apple?*

Example 1.
Teacher: *Let's think about when Mr McGee **gobbled** his food in this book. Look on this page – did Mr McGee **gobble** a sandwich or the apple skin?*

Example 2.
Teacher: *Let's think about some things a bird would **peck**. Do you think a bird would **peck** a worm? a tree? a dog?*

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Week 1

Lesson 2: Which words sound the same? Book: *Mr McGee* by Pamela Allen

Before Reading: Phonological Awareness

Learning Objective 1: To identify when two words share a rhyming pattern.

1. Introduce the activity by saying: *We are going to look at some pictures that rhyme. I'll say the name of the picture and you say it after me.*
2. Show each of the "EE" picture cards (**tree**, **key**, **bee**, and **pea**), and have the children name each card. Tell the children: *All these words rhyme; they sound the same at the end. See how my mouth does the same thing at the end?*
3. Make some rhymes with the "EE" cards, and discuss these rhymes with the children, as in: *This picture is tree (show card) and it rhymes with bee (show card). My mouth does the same thing at the end: tree, bee.* Continue this process for other pairs (**tree-pea**, **bee-key**).
4. Hold all four cards in your hand, and allow children to select two cards and name the pictures on them. Then ask the whole group: *Do (word) and (word) sound the same? Does your mouth do the same thing?*



Don't forget to take a look at the Learners' Ladder for ideas about adapting the **Phonological Awareness** activity to diverse learners.

During and After Reading: Narrative

Learning Objective 2: To identify and describe the setting and characters of a story.

1. Read the book *Mr McGee* with the children. Stop reading occasionally to *highlight* the character and the setting in the book. Ask children *open-ended questions* about the characters, such as: *Why did Mr McGee do that? What will he do next?* Also, describe any changes that happen in the setting, such as: *Mr McGee was in bed. Mr McGee was sitting at the table.*
2. After reading the book, place the large paper where all children can see it. At the top, write the word: *Characters.*
3. Review each of the key characters in the story. You could say: *In our book we met Mr McGee, the cat, and the curious bird.* Write each of the names on the sheet, leaving lots of space between names.
4. Go around the group of children and ask each child to tell you his/her favourite character and indicate **why**. Record children's answers below the character name. Allow children's answers to guide what you write, but extend their answers. If a child says, *Mr McGee is happy*, you could *extend* this answer, as in: *Alex said he likes Mr McGee the best because he is a happy man who does funny things.*

Materials

- **Book:** *Mr McGee* by Pamela Allen
- **"EE" Picture Cards:** tree, pea, key, bee
- **Large paper and marker**

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Read It Again! Learners' Ladder

Lesson 2: Phonological Awareness

Scaffolding Strategies

Use the **predicting strategy** to help children consider words that rhyme.

For children for whom the lesson seems **just right**, you can use the lesson plan as written!

Use the **eliciting strategy** to help children identify words that rhyme.

Too Easy!

Just Right!

Too Hard!



Scaffolding Examples

Example 1.
Teacher: *That's right Cameron; **tree** and **key** rhyme! Now I have another card. What word might be written on this card? Can you guess?*

Example 2.
Teacher: *When we read our book, we can listen for words that rhyme with **bee**. What are some words you think we might hear in this book?*

Example 1.
Teacher: ***Tree** and **pea** rhyme. My mouth does the same thing at the end of the words **tree** and **pea**. Brianna, does my mouth do the same thing at the end of **tree** and **pea**?*

Example 2.
Teacher: *Here I have two words - **tree** and **pea**. **Tree** and **pea** rhyme! Tell me, **tree** and **pea** rhyme.*

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Read It Again! Learners' Ladder

Lesson 3: Print Knowledge

Scaffolding Strategies

Use the **generalising strategy** to help children consider that print carries meaning.

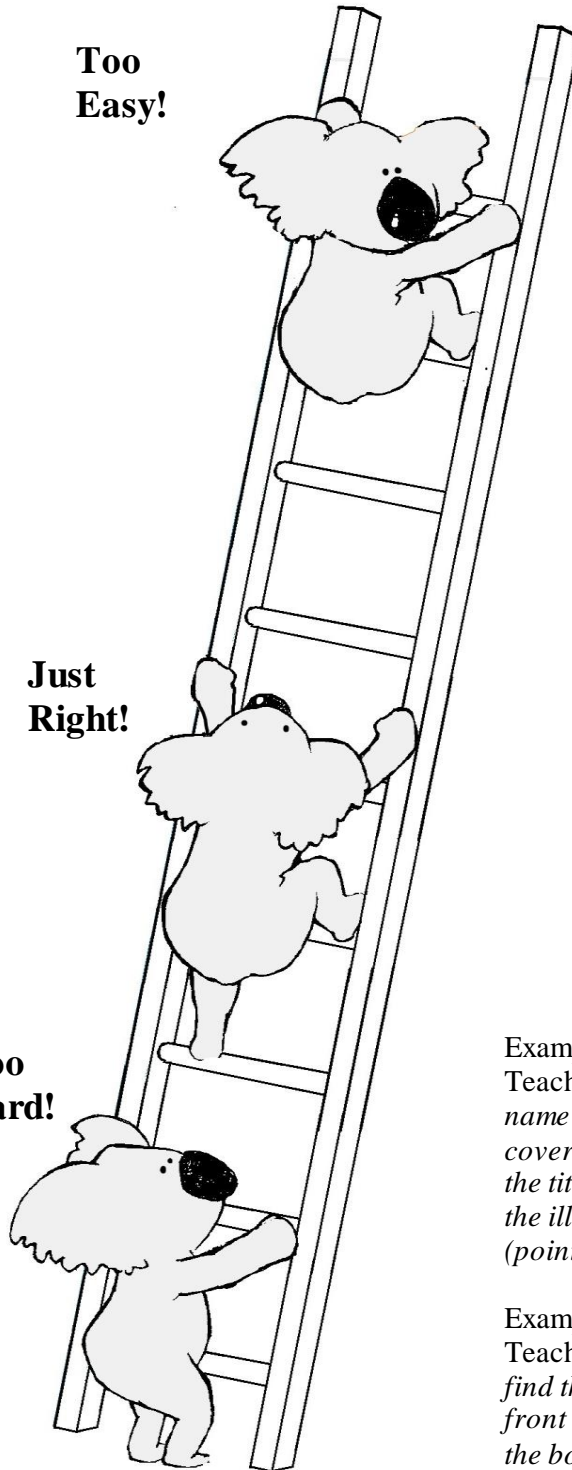
For children for whom the lesson seems **just right**, you can use the lesson plan as written!

Use the **reducing choices strategy** to help children recognise that print carries meaning and is different from pictures.

Too Easy!

Just Right!

Too Hard!



Scaffolding Examples

Example 1.
Teacher: *Words are all around us and give us information. Think about signs you see when you are driving in the car. Signs have words that tell us to do something. What are some things those signs tell us to do?*

Example 2.
Teacher: *Words in the book tell us the story. In our classroom, words give us information about people in our class. An important word is your name. If you see your name on something, what does it tell you about that thing?*

Example 1.
Teacher: *The title tells us the name of the book. Look at the cover of the book. Which part is the title? Is it the picture (point to the illustration) or the words (point to the title)?*

Example 2.
Teacher: *Where should I look to find the title? Would I look on the front of the book or the back of the book?*

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Week 2

Lesson 4: Can you hear the rhymes? Book: *Colour for Curlews* by Renée Trembl

Before Reading: Phonological Awareness

Learning Objective 1: To identify when two words share a rhyming pattern.

1. Review the concept of rhyming words with the children. Ask the children: *Who remembers what rhyming words are?* Remind children: *Rhyming words sound the same at the end.*
2. Show each of the “UN” picture cards (**sun**, **run**, **one**, and **bun**), and have the children name each card. Tell the children: *These words all rhyme. My mouth does the same thing at the end of these words.*
3. Make some rhymes with the “UN” cards, and discuss these rhymes with the children, as in: *This picture is **sun** (show picture) and it rhymes with **bun** (show picture). My mouth does the same thing at the end of these words: **sun**, **bun**.*
4. Hold all four cards in your hand, and allow children to select two cards from your hand and say the two words on them. Then ask the whole group: *Do (word) and (word) sound the same? Does your mouth do the same thing?*
5. Add the “IE” cards (**cry**, **tie**, **fly**, **shy**) to your hand. Create a non-rhyming pair (**cry** and **bun**) and tell the children: *Listen to these two words, **cry** and **bun**. **Cry** and **bun** do not sound the same. See how my mouth is different?* Allow children to pull pairs from your hand, and help them to identify if the two words rhyme.

Materials

- **Book:** *Colour for Curlews* by Renée Trembl
- “UN” **Picture Cards:** sun, run, one, bun
- “IE” **Picture Cards:** cry, tie, fly, shy

During and After Reading: Narrative

Learning Objective 2: To identify and describe the setting and characters of a story.

1. Read the book *Colour for Curlews*. During reading, stop to *highlight* the characters and settings of the story. You could say: *This story is all about two curious curlews that discover paints and brushes. The curlews are characters in this story. Here the curlews are taking the paints. What else are the characters doing? Use open-ended questions to actively involve children in the discussion during reading, such as: *What will the curlews do next? Where are the curlews now?**
2. After reading, engage the children in a discussion about the setting of the story. Explain what a setting is (where a story takes place); show each page of the book and ask children to describe the setting. You could ask: *Where are the curlews now? Do you think it is day time or night time? Have you been in a place where there are lots of birds?*



Don't forget to take a look at the Learners' Ladder for ideas about adapting the **Narrative** activity to diverse learners.

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Read It Again! Learners' Ladder

Lesson 4: Narrative

Scaffolding Strategies

Use the **reasoning strategy** to help children consider characters and their motivations to go to different settings.

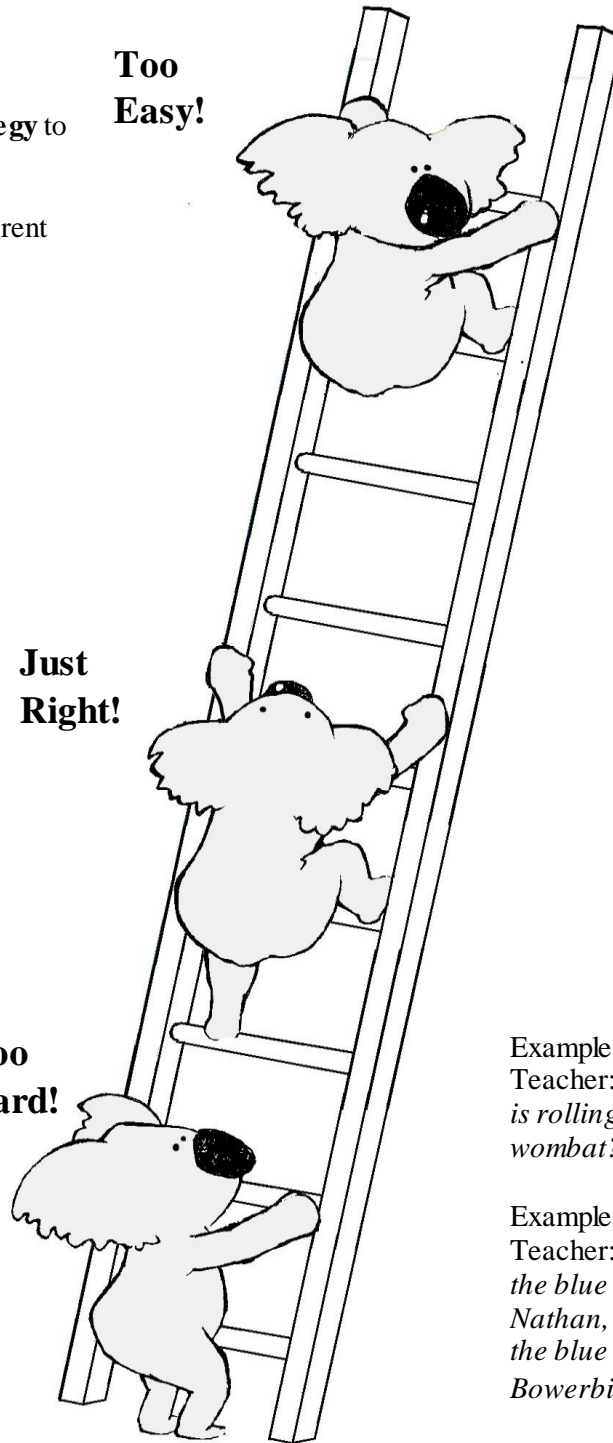
For children for whom the lesson seems **just right**, you can use the lesson plan as written!

Use the **eliciting strategy** to help children identify the characters and settings in the book.

Too Easy!

Just Right!

Too Hard!



Scaffolding Examples

Example 1.
Teacher: *Simon, the curlews found some paints and a brush in the art room. Why do you think they were looking in the art room?*

Example 2.
Teacher: *Where do you think all the birds were when they were painting? Why didn't the curlews stay in the art room?*

Example 1.
Teacher: *Cathy, look! The wombat is rolling in the paint. Where is the wombat?*

Example 2.
Teacher: *Nathan, the character with the blue treasures was a bowerbird! Nathan, tell me - the character with the blue treasures was a ___? Bowerbird!*

Remember!
It's time to consider
individual children's
progress.

This week complete
a Progress Checklist
for each child.

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Week 3

Lesson 5: Look at these new words!

Book: *Possum Goes to School* by Melanie Carter and Nicole Oram

Before and During Reading: Print Knowledge

Learning Objective 1: To recognise that print carries meaning and to distinguish print from pictures.

1. Show the children the cover of the book *Possum Goes to School*. Read the title of the book and point to each individual word as you read. Count the number of words in the title for the children: *1, 2, 3, 4 words in the title!*
2. Talk about what the title of a book does: *The title helps us know what the book is about. This title has the word 'school' in it (point to the word). I wonder if our story is about going to school. Let's read the book and see.*
3. During reading, stop occasionally to point out some words in the book, and use the word 'word' to help children understand what a word is. You could say: *Here is the word library and here is a picture of a library. We can see it's a library because it has lots of books.*
4. For each of the last five pages of the book, ask one child to come up to the book and show you where to start reading on the page. You could say: *Now we are going to read this page. Jonathon, come and show me where to start reading.*

Materials

- **Book:** *Possum Goes to School* by Melanie Carter and Nicole Oram

After Reading: Vocabulary

Learning Objective 2: To understand and use words for unfamiliar objects (nouns).

Target Words: claws, whiskers, fur, screech

1. After reading, tell the children: *Let's talk about some words we can use to describe the possum in this book. Let's talk about the words **claws**, **whiskers**, **fur**, and **screech**.* Show the page with the possum holding the cake. Point to and name the claws, whiskers and fur. Talk about the sound that a possum makes – screech. Ask children to tell you what each word means, and help them produce good definitions.
2. To *expand* on the children's definitions, look back through the book and *model* a definition of each word using the pictures in the book to help. You could say: *In the book the possum's claws rip the map and scratch at the floor. 'Claws are sharp nails that scrape, tear or dig.'* Do this for each word, as in:
 - *The book says "Screech, screech!" went the possum. 'Screech' is a loud high-pitched sound.*
 - *We can see in the picture that this possum has brown fur and long whiskers. Whiskers help the possum feel its way around and fur helps keep the possum warm and dry.*



Don't forget to take a look at the Learners' Ladder for ideas about adapting the **Vocabulary** activity to diverse learners.

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Read It Again! Learners' Ladder

Lesson 5: Vocabulary

Scaffolding Strategies

Use the **reasoning strategy** by asking an open-ended question to foster student's thinking about the target vocabulary word.

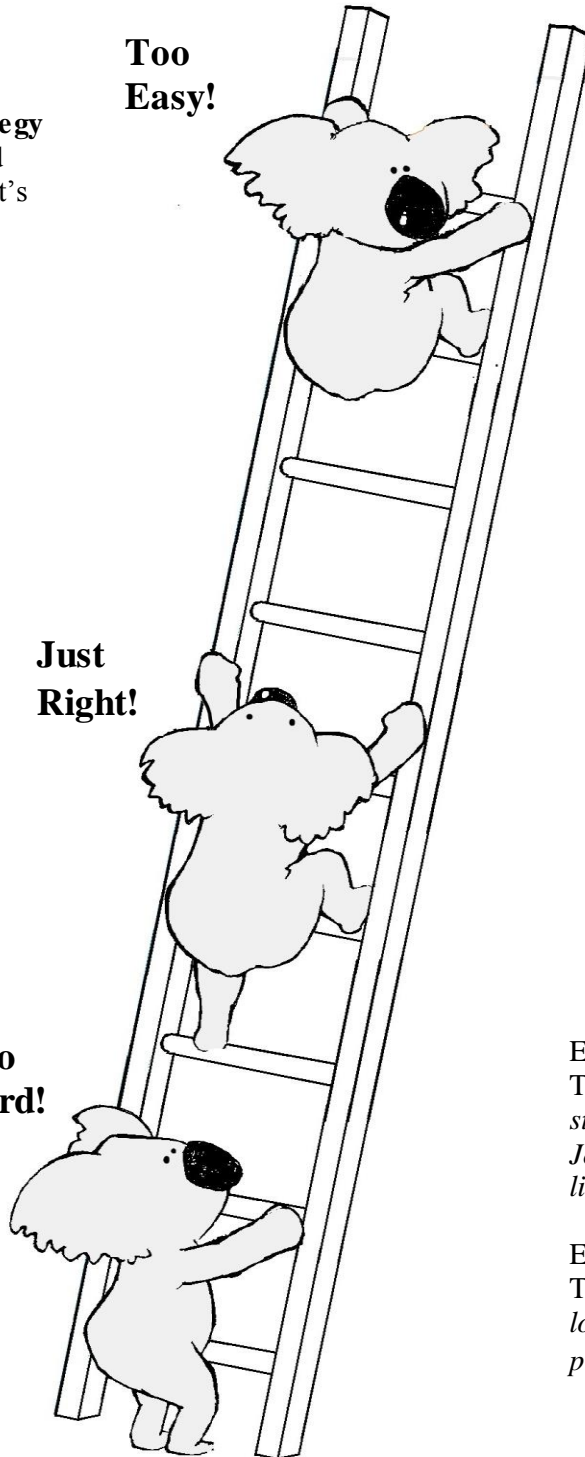
For children for whom the lesson seems **just right**, you can use the lesson plan as written!

Use the **reducing choices strategy** to help children say the target vocabulary word.

Too Easy!

Just Right!

Too Hard!



Scaffolding Examples

Example 1.
Teacher: *Some animals have long claws and other animals have short claws. Angela, can you tell me why?*

Example 2.
Teacher: *Some animals, like possums, have whiskers. Sometimes, Grandads have whiskers on their faces. How are a possum's whiskers and Grandad's whiskers alike? How are they different?*

Example 1.
Teacher: *What room in the story had lots of books? John, does a tuckshop or a library have lots of books?*

Example 2.
Teacher: *What animal has a long furry tail? Is it a possum or a goldfish?*

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Read It Again! Learners' Ladder

Lesson 6: Phonological Awareness

Scaffolding Strategies

Use the **generalising strategy** to help children consider words that rhyme.

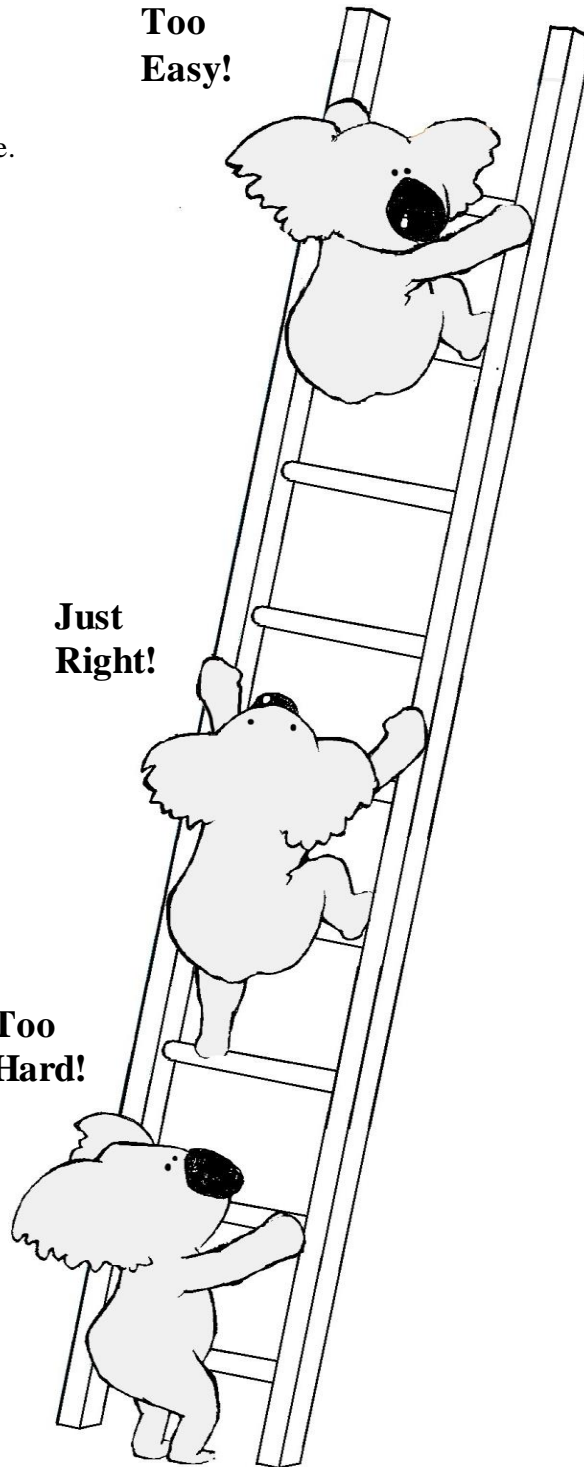
For children for whom the lesson seems **just right**, you can use the lesson plan as written!

Use the **eliciting strategy** to help children identify words that rhyme.

Too Easy!

Just Right!

Too Hard!



Scaffolding Examples

Example 1.
Teacher: *We heard lots of rhyming words when we were playing our card game. What are some other times you hear rhyming words?*

Example 2.
Teacher: *All the rhyming words we heard were short words. Let's listen to some longer rhyming words. Think about what parts of the words rhyme; **baker, maker, taker**. What parts of these words rhyme?*

Example 1.
Teacher: ***Paw** and **door** rhyme. They have the same sounds at the end. Elise, tell me: **paw** and **door** rhyme.*

Example 2.
Teacher: ***Saw** and **house** sound different. **Saw** and **house** do not rhyme. Jacob, do **saw** and **house** rhyme?*

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Week 4

Lesson 7: Where do I read?

Book: *Ben & Duck* by Sara Acton

Before and During Reading: Print Knowledge

Learning Objective 1: To recognize that print carries meaning and to distinguish print from pictures.

1. Show the children the cover of the book *Ben & Duck*. Read the title of the book, pointing to each word of the title as you read it.
2. Ask the children: *How many words are in the title of this book? Let's hold up a finger for each word.* Read the title at a slow pace, holding up a finger for each word you read. When you are finished, tell the children: *There are three words in the name of this book! And the words tell us what this book is about. It says 'Ben and Duck.'* What do you think it is about?
3. During reading, point to the words on each page as you read. Stop occasionally to tell the children that you are reading the words in the book and pointing to them as you read, as in: *Here are the words on this page that I need to read. I am going to read each word to you...*
4. Before reading the last page of text, ask one child to come up and show you the words on the page. You could say: *Show me the words on this page so I know what to read.*



Don't forget to take a look at the Learners' Ladder for ideas about adapting the **Print Knowledge** activity to diverse learners.

After Reading: Vocabulary

Learning Objective 2: To understand and use words representing spatial concepts.

Target Words: up, through, under, in, down

1. Place the large paper so all the children can see it. At the top, write the phrase: 'Places Ben and Duck went in the story'. Tell the children that you want them to tell you some of the places Ben and Duck went in the story. You could say: *Ben and Duck met in the park and did many fun things! Let's see if we can remember all the things they did and where they were when they did this. I'll write down what you say.*
2. Show the children the pictures in the storybook to help them tell you where Ben and Duck are. Model use of the words **up, through, under, in** and **down** when discussing the pictures. You could say: *Ben and Duck went **through** the gate.*
3. Have the children tell you what to write, but extend their answers to include the prepositions **up, through, under, in** and **down**, modelling the use of these words. After writing a response from the children, read it back and then have the children repeat it. You could say: *Ben and Duck went **under** the hedge.*

Materials

- **Book:** *Ben & Duck* by Sara Acton
- **Large paper and marker**

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Read It Again! Learners' Ladder

Lesson 7: Print Knowledge

Scaffolding Strategies

Use the **reasoning strategy** to help children consider why print is meaningful and why it is different to pictures.

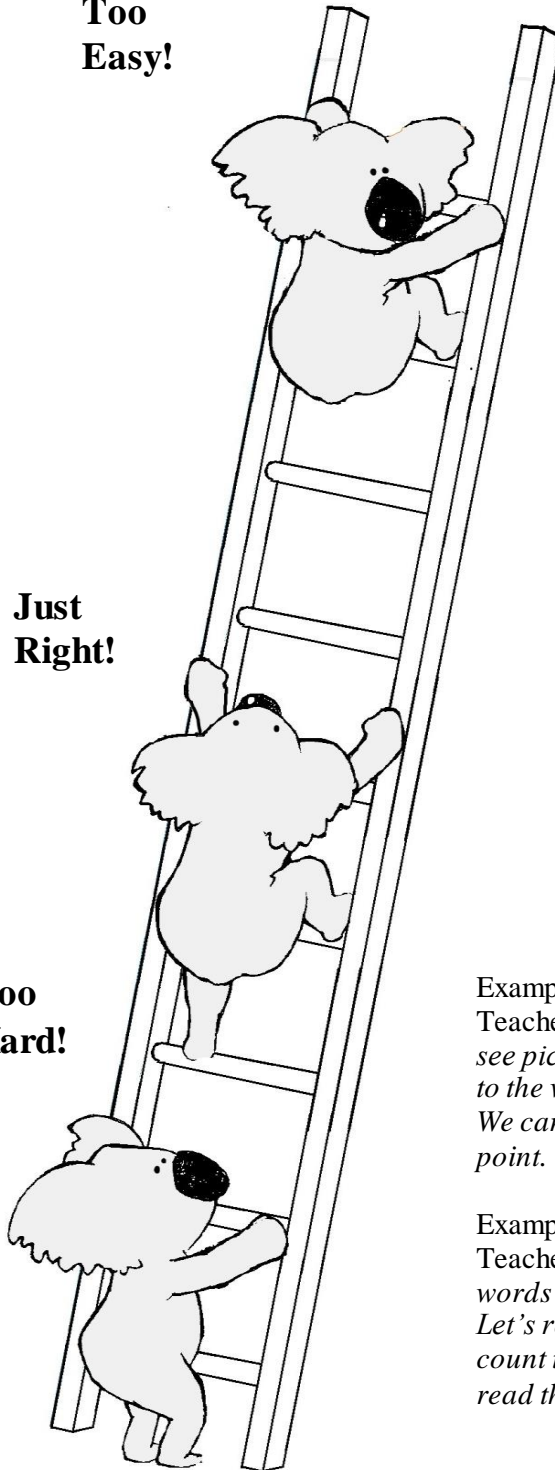
For children for whom the lesson seems **just right**, you can use the lesson plan as written!

Use the **co-participation strategy** to help children understand that print is meaningful and is different to pictures in the book.

Too Easy!

Just Right!

Too Hard!



Scaffolding Examples

Example 1.
Teacher: *Melissa, look at this page – it only has pictures. Why can't I read this page?*

Example 2.
Teacher: *Ricky, this word is written on a signpost. Sometimes people write in the sand. Sometimes people like to write on the footpath or on a tree. Why do you think people like to write their name and leave it behind?*

Example 1.
Teacher: *James, I see words and I see pictures on this page. Let's point to the words. Come point with me. We can read them together as we point.*

Example 2.
Teacher: *Sarah, let's point to all the words on this page. I see five words. Let's read them together. We can count the words on our fingers as we read them.*

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Week 4

Lesson 8: What happened in this story?

Book: *Ben & Duck* by Sara Acton

Before Reading: Phonological awareness

Learning Objective 1: To identify when two words share a rhyming pattern.

1. Review the concept of rhyming words with the children. Ask the children: *Who remembers what rhyming words are?* Remind children: *Rhyming words sound the same at the end.*
2. Show each of the “AT” cards (**hat, cat, rat, mat**) and have the children name each card. Tell the children: *These words all rhyme. My mouth does the same thing at the end of these words.*
3. Make some rhymes with the “AT” cards, and discuss these rhymes with the children, as in: *This picture is **hat** (show picture) and it rhymes with **mat** (show picture). Watch, my mouth does the same things at the end: **hat, mat.***
4. Hold all four cards in your hand, and allow children to select two cards from your hand and say the two words on them. Then ask the whole group: *Do (word) and (word) sound the same? Does your mouth do the same thing?*
5. Add the “OX” cards (**fox, box, rocks, socks**) to your hand. Create a non-rhyming pair (**cat, box**) and tell the children: *Listen to these two words, **cat** and **box**. **Cat** and **box** do not sound the same. See how my mouth is different? Allow children to pull pairs from your hand, and help them to identify if the two words rhyme.*

Materials

- **Book:** *Ben & Duck* by Sara Acton
- “AT” **Picture Cards:** hat, cat, rat, mat
- “OX” **Picture Cards:** fox, box, rocks, socks

During and After Reading: Narrative

Learning Objective 2: To identify and describe setting and characters in a story.

1. Read the book *Ben & Duck*. During reading, *highlight* the setting presented in the story and discuss this with the children, as in: *Ben met Duck in the park. I bet Ben enjoys spending time at the park. The park is the setting where this book begins.*
2. After reading, talk about the different places Ben and Duck went in the story as in: *First, they were at the park. What tells us they were at the park? Where did they go next? What tells us they were at the house?*
3. Tell the children what a setting is (where the story takes place). In this story the settings were the park and the house. Remind the children that every time they read a story, they can try to think about the story’s setting.



Don’t forget to take a look at the Learners’ Ladder for ideas about adapting the **Narrative** activity to diverse learners.

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Read It Again! Learners' Ladder

Lesson 8: Narrative

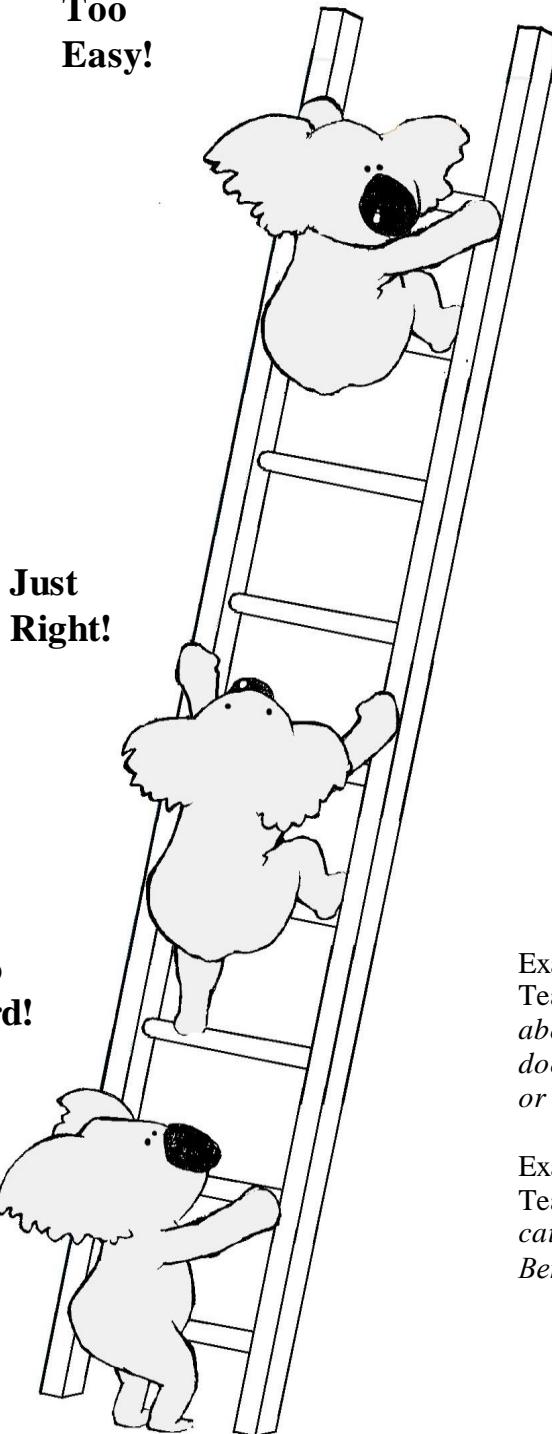
Scaffolding Strategies

Use the **predicting strategy** to help children consider the setting and characters of the story.

For children for whom the lesson seems **just right**, you can use the lesson plan as written!

Use the **reducing choices strategy** to help children identify the characters and settings in the story.

Too Easy!



Just Right!

Too Hard!

Scaffolding Examples

Example 1.
Teacher: *We just saw that Duck lived in the park and Ben lived in a house. What else do you think lives in the park? Who else do you think lives at Ben's house?*

Example 2.
Teacher: *Do you think Ben will find Duck again? Why? Why not?*

Example 1.
Teacher: *Everyone think about Duck. Nathan, does Duck live on a farm or in a park?*

Example 2.
Teacher: *Cole, did Duck catch the bus or fly to Ben's house?*

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32

Week 5

Lesson 9: Where are the characters in this story?

Book: *Mr McGee* by Pamela Allen

Before and During Reading: Print Knowledge

Learning Objective 1: To recognize that print carries meaning and to distinguish print from pictures.

1. Show the children the cover of the book *Mr. McGee*. Read the title of the book, pointing to each word of the title as you read it (There are two words in the title).
2. Ask the children: *How many words are in the title of this book? Let's hold up a finger for each word.* Read the title at a slow pace, holding up a finger for each word you read. When you are finished, tell the children: *There are two words in the name of this book! And the words tell us what this book is about. What do you think it is about?*
3. During reading, point to the words on each page as you read. Occasionally stop to tell the children that you are reading the words in the book and pointing to them as you read, as in: *Here are the words on this page that I need to read. I am going to read each word to you.*
4. On the last page of the book, ask one child to come up and show you the words on the page. You could say: *Show me the words on this page so I know what to read.*

After Reading: Vocabulary

Learning Objective 2: To understand and use words representing spatial concepts.

Target Words: under, down, over, outwards, upwards, through

1. Place the large paper so all the children can see it. At the top, write the phrase: 'Places Mr. McGee Went in the Story'. Tell the children that you want them to tell you some of the places Mr. McGee went in the story. You could say: *Mr. McGee was in many different places in the book and did many fun things! Let's see if we can remember all the things he did in the book and all the places he went. I'll write down what you say. In the beginning, Mr. McGee woke up in his bed. Where was his bed?(under the apple tree)*
2. Show the children the pictures of the storybook to help them tell you where Mr. McGee is. Model use of the words under, down, over, outwards, upwards and through when discussing the pictures. You could say: *Mr. McGee is going upwards and growing outwards.*
3. Allow the children to tell you what to write, but extend their answers to include the prepositions **under, down, over, outwards, upwards, and through**, modelling the use of these words. After writing an item from the children, read it back and have the children repeat it. You could say: *Mr. McGee is flying over the steeple. Let's all read what I wrote here...*

Materials

- **Book:** *Mr. McGee* by Pamela Allen
- **Large paper and marker**



Don't forget to take a look at the Learners' Ladder for ideas about adapting the **Vocabulary** activity to diverse learners.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																
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Read It Again! Learners' Ladder

Lesson 9: Vocabulary

Scaffolding Strategies

Use the **generalising strategy** to help children consider the target prepositional words in contexts beyond the story.

For children for whom the lesson seems **just right**, you can use the lesson plan as written!

Use the **reducing choices strategy** to help children discuss key prepositional phrases.

Too Easy!

Just Right!

Too Hard!



Scaffolding Examples

Example 1.
Teacher: *Mr McGee went to many places in the story. He went under, over, outwards and upwards. Think about all the places you go to here at school. What places do you go that are **inside**? What things do you find **outside**?*

Example 2.
Teacher: *In the playground, what are some things you climb **over**? What are some things you can go **under**?*

Example 1.
Teacher: *Would you walk **over** or **under** an apple tree?*

Example 2.
Teacher: *When the teacher says it's time to go out to play, do you stand **up** or sit **down**?*

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16

Week 5

Lesson 10: Rhyme with me.

Book: *Mr McGee* by Pamela Allen

Before Reading: Phonological Awareness

Learning Objective 1: To identify when two words share a rhyming pattern.

1. Review the concept of rhyming words with the children. Ask the children: *Who remembers what rhyming words are?* Remind children: *Rhyming words sound the same at the end.*
2. Show each of the “ED” cards (**bed, sled, red, bread**) and have the children name each picture. Tell the children: *These words all rhyme. My mouth does the same thing at the end of these words.*
3. Make some rhymes with the “ED” cards, and discuss these rhymes with the children, as in: *This picture is **bed** (show picture) and it rhymes with **sled** (show picture). Watch; my mouth does the same things at the end: **bed, sled.***
4. Hold all four cards in your hand, and allow children to select two cards from your hand and say the two words on them. Then ask the whole group: *Do (word) and (word) sound the same? Does your mouth do the same thing?*
5. Add the “OG” (**frog, dog**) and “EAR” (**bear, pear**) cards to your hand. Create a non-rhyming pair (**bed, pear**) and tell the children: *Listen to these two words, **bed** and **pear.** **Bed** and **pear** do not sound the same. See how my mouth is different? Allow children to pull pairs from your hand, and help them to identify if the two words rhyme.*



Don't forget to take a look at the Learners' Ladder for ideas about adapting the **Phonological Awareness** activity to diverse learners.

During and After Reading: Narrative

Learning Objective 2: To identify and describe the settings and characters in a story.

1. Read the book *Mr. McGee*. After reading the text on each page, *highlight* the character and the setting. You could say: *The book said Mr McGee woke up and said “It’s time to get out of bed”. His bed is under the apple tree. And look, here he is getting out of bed.*
2. At the top of the large paper, write ‘Setting’ and remind the children that the setting is where the story takes place. Tell the children: *Our story took place under the apple tree. Under the apple tree is the setting of the book.*
3. Have the children dictate to you what they remember about the setting of the story. Ask the children: *Help me describe the apple tree. What did the apple tree look like?* Prompt the children as needed, such as: *The tree is big. It has lots of branches. It has a thick trunk. Where else is Mr. McGee in the book?* (Show the pictures in the book to give the children even more help.)

Materials

- **Book:** *Mr. McGee* by Pamela Allen
- **“ED” Picture Cards:** bed, sled, red, bread
- **“OG” Picture Cards:** frog, dog
- **“EAR” Picture Cards:** bear, pear

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32

Read It Again! Learners' Ladder

Lesson 10: Phonological Awareness

Scaffolding Strategies

Use the **reasoning strategy** to help children consider how words rhyme.

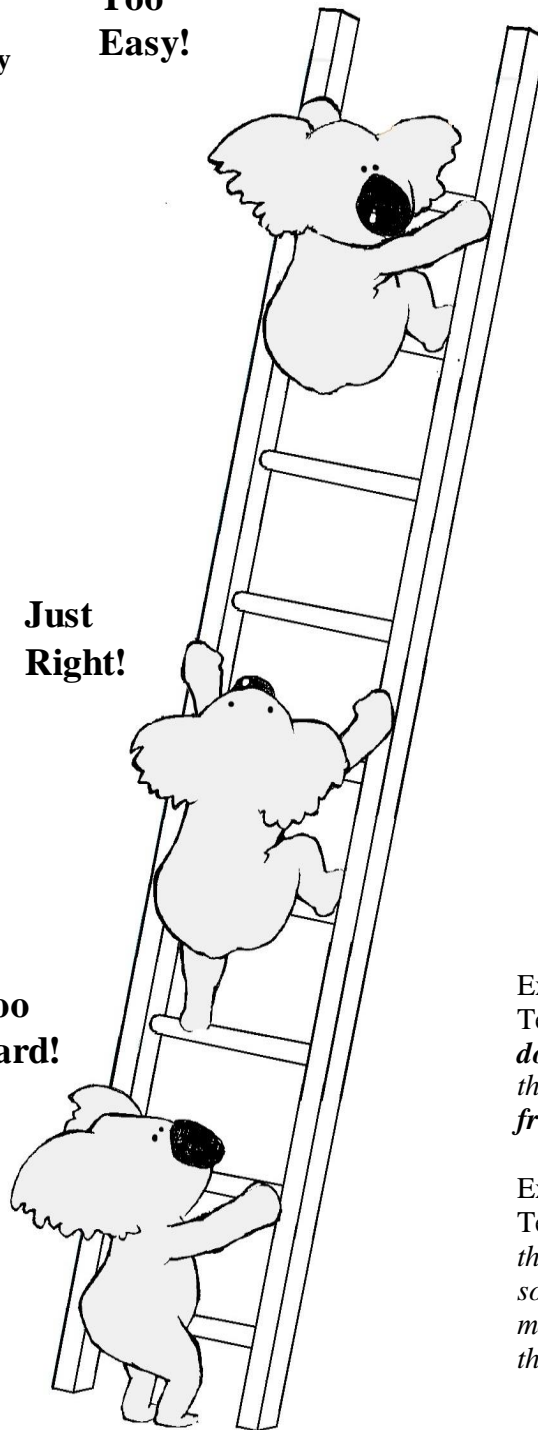
For children for whom the lesson seems **just right**, you can use the lesson plan as written!

Use the **eliciting strategy** to help children identify words that rhyme.

Too Easy!

Just Right!

Too Hard!



Scaffolding Examples

Example 1.
Teacher: *The words **bed** and **bread** rhyme. What is it about these two words that makes them rhyme?*

Example 2.
Teacher: *The words **dog** and **frog** rhyme, but the words **dog** and **red** do not. What makes some words rhyme and some words not rhyme?*

Example 1.
Teacher: ***Dog** and **frog** rhyme. Do **dog** and **frog** sound the same at the end? Yes – tell me: **dog** and **frog** rhyme!*

Example 2.
Teacher: ***Red** and **bread** sound the same. Do **bear** and **pear** sound the same at the end? Tell me: ‘Yes, **bear** and **pear** sound the same at the end!’*

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1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32

Week 6

Lesson 11: Which way do we read?

Book: *Colour for Curlews* by Renée Treml

Before and During Reading: Print Knowledge

Learning Objective 1: To recognise the left-to-right and top-to-bottom directionality of print.

1. Show the children the cover of the book *Colour for Curlews*. Ask one student to come up and show you the title of the book. You could say: *We have seen this book before. Does anyone remember its name? Tim, show me the title of the book, the name of our book.*
2. Read the title and point to each word as you say it: *The title of our book is Colour for Curlews.* Remind the children that they have heard this book before. Ask children to tell you what the story is about. Extend each student's contribution to add to their responses.
3. With your finger, *track* the text on each page of the book while reading. Every few pages, comment on print directionality, pointing out how print goes from left-to-right. You could say: *I am pointing to the words as I read. I am going to start over here* (point to the left margin) *and go all the way across the page;* or *I read from this side* (left) *to this side* (right). Also comment on how print goes from top-to-bottom. You could say: *I am going to read this way; from here* (point to top line) *to here* (point to bottom line).



Don't forget to take a look at the Learners' Ladder for ideas about adapting the **Print Knowledge** activity to diverse learners.

After Reading: Vocabulary

Learning Objective 2: To understand and use words which describe things and actions (adjectives and adverbs).

Target Words: curious, perfect, unique

1. Place the large paper so all the children can see it. At the top, write the phrase: 'New Words'. Tell the children: *Let's talk about some new words we heard in Colour for Curlews. We are going to learn three new words.*
2. Turn to the page that shows the first of your words (**curious**). Read the text and then create a general definition that the children can understand. You could say: *This page says, 'Two curious curlews find paint and an artist's brush'. Curious means that they want to know more about things. Let's write the word curious on our new word list. Write the word curious on the word list and name each letter as you write it, as in: Curious has seven letters. This is the C, this is the U, this is the R, this is the I, this is the O, this is another U, and this is the S... CURIOUS!*
3. Repeat this for the words **perfect** and **unique**, and define each word, as in: *The curlew put a splash of red paint on the brolga's face in just the perfect place. The paint is in the best place to make her eye stand out. It's perfect.*

Materials

- **Book:** *Colour for Curlews* by Renée Treml
- **Large paper and marker**

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32

Read It Again! Learners' Ladder

Lesson 11: Print Knowledge

Scaffolding Strategies

Use the **predicting strategy** to help children consider how print is organised on a page.

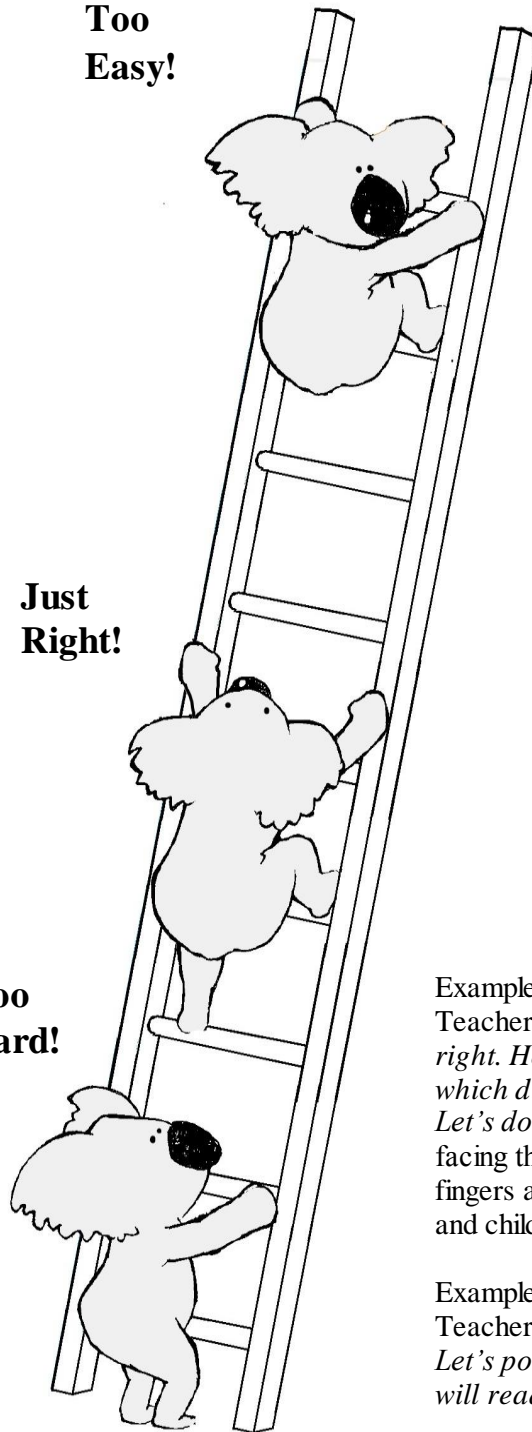
For children for whom the lesson seems **just right**, you can use the lesson plan as written!

Use the **co-participation strategy** to help children identify how print is organised on a page.

Too Easy!

Just Right!

Too Hard!



Scaffolding Examples

Example 1.
Teacher: *Where do you think I am going to start reading on this page?*

Example 2.
Teacher: *Do you think I will read this page (point to the right) or this page (point to the left) first?*

Example 1.
Teacher: *I am going to read from left to right. Hold your fingers up and show me which direction I will read on this page. Let's do it together. (Have the book facing the children so everyone's fingers are moving in the same direction and children can see the page).*

Example 2.
Teacher: *Sam, come up to the book. Let's point together to the first line I will read on this page.*

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32

Week 6

Lesson 12: Creating Rhymes

Book: *Colour for Curlews* by Renée Treml

Before Reading: Phonological Awareness

Learning Objective 1: To identify when two words share a rhyming pattern.

Target Words: sun, red, squeeze, paint, face, brown

1. Before reading, review what a rhyme is and provide some examples. You could say: *Remember, words that rhyme sound the same at the end, like sun, bun and run.*
2. Tell the children: *Let's play a game. I am going to say two words. You decide if the two words rhyme.* Use the target words as the first part of the pair. Say each target word twice, one time providing a rhyming word and another time providing a non-rhyming word (e.g., **sun-bun, sun-tree**). Alternate randomly between providing the rhyming or non-rhyming word first.
3. Provide the correct model after each response. You could say: *Eva said squeeze and bees rhyme. Let's see if we can hear if the endings are the same. Squeeze and bees. The endings sound the same, so they rhyme.*

During and After Reading: Narrative

Learning Objective 2: To describe one or more major events in the story.

1. Read the book *Colour for Curlews*. Pause during reading to review major events of the story. You could say: *In the beginning, the curlews squeezed the paint out of the tubes. They painted their eyes to be golden like the sun.* You are highlighting the important events for the children through these comments.
2. After reading, review the major events of the story. You are modelling how to summarise a story. You could say: *'Colour for Curlews' was about two curlews who had lots of fun with paint. In the beginning the curlews used just one colour to paint their friends. Then they tried mixing two colours and painted the birds with the new colours they had made. At the end of the story, the animals go off to show their colours to their friends.*
3. Hand out the paper and crayons so that each child has one set. Tell the children: *Let's draw one animal that the curlews painted. Think of one animal that the curlews painted and draw it. I am going to draw when the curlews painted the brolga. I'm going to draw the brolga and colour red around his eye. You can draw whatever you want.* As children are drawing their pictures, move among the children and help each child to write his/her name on the pictures.

Materials

- **Book:** *Colour for Curlews* by Renée Treml
- **Paper** (One per child)
- **Crayons or markers** (One per child)



Don't forget to take a look at the Learners' Ladder for ideas about adapting the **Narrative** activity to diverse learners.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32

Read It Again! Learners' Ladder

Lesson 12: Narrative

Scaffolding Strategies

Use the **generalising strategy** to help children consider how a narrative includes a few major ideas or events.

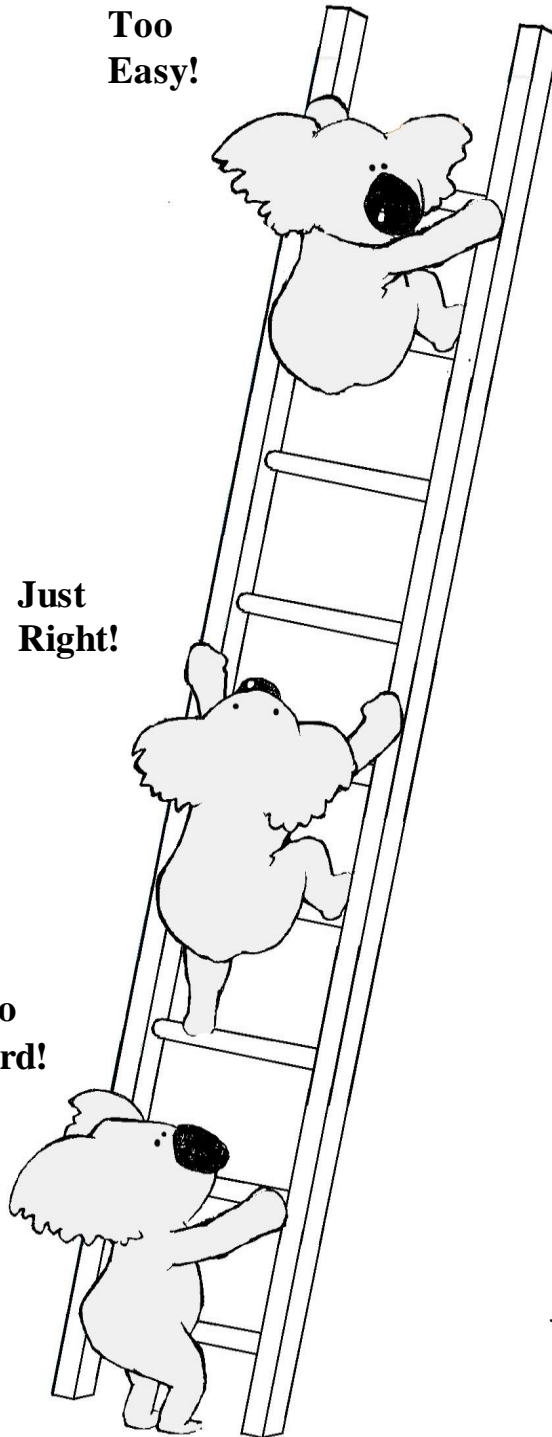
For children for whom the lesson seems **just right**, you can use the lesson plan as written!

Use the **eliciting strategy** to help the children identify a major event in the story.

Too Easy!

Just Right!

Too Hard!



Scaffolding Examples

Example 1.
Teacher: *This story was all about mixing colours to make new ones. What is your favourite colour and have you ever tried to make it yourself?*

Example 2.
Teacher: *The birds were really surprised when Finch painted himself all the colours of the rainbow. When is a time you have been really surprised?*

Example 1.
Teacher: *Rochelle, here the quails mix red with yellow to make orange. What colours did the quails mix?*

Example 2.
Teacher: *The curlews found some paint and brushes. What did the curlews find?*

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32

Week 7

Lesson 13: Action!

Book: *Possum Goes to School* by Melanie Carter and Nicole Oram

Before and During Reading: Print Knowledge

Learning Objective 1: To recognize the left-to-right and top-to-bottom directionality of print.

1. Show the children the cover of the book *Possum Goes to School*. Ask one child to come up and show you the title of the book. You could say: *We have seen this book before. Does anyone remember its name? Show me the title of the book, the name of our book.*
2. Read the title and point to each word as you say it. *The title of our book is Possum Goes to School.* Remind the children that they have heard this book before. Ask children to tell you what the story is about. *Extend* each child's contribution.
3. With your finger, *track the text* on each page of the book while reading. Every few pages, comment on print directionality, pointing out how print goes from left-to-right. You could say: *I am pointing to the words as I read. I am going to start over here (point to the left margin) and go all the way across the page.* You could also say: *I read from this side (left) to this side (right).* Also comment on how print goes from top-to-bottom. You could say: *I am going to read this way: from here (point to top line) to here (point to bottom line).*

After Reading: Vocabulary

Learning Objective 2: To understand and use words for unfamiliar actions (verbs).

Target Words: hiding, climbing, sniffing, watching, hanging, chewing

1. Tell the children: *Let's talk about all the things that the possum did in this book.* Turn to the beginning of the book and open to the first page.
2. Show the children each page and ask: *What is the possum doing?* Allow individual children to provide their own responses, but follow these with model responses that use the target words. For example, on the first page, you might say: *The possum is **hiding** in the cupboard. He's **hiding** because possums shouldn't be at school. You can see by the picture that he is surprised when the boy opens the cupboard. He then runs through the school causing all sorts of chaos. (Turn the pages and talk about what the possum is doing) What is he doing here? (Give children a chance to answer.) Repeat and extend their answer: He is **climbing** the book shelves. Be sure to model each target word and its meaning. (**sniffing** the food; **watching** the fish; **chewing** the minties; **hanging** in the playground)*

Materials

- **Book:** *Possum Goes to School* by Melanie Carter and Nicole Oram



Don't forget to take a look at the Learners' Ladder for ideas about adapting the **Vocabulary** activity to diverse learners.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16

Read It Again! Learners' Ladder

Lesson 13: Vocabulary

Scaffolding Strategies

Use the **generalising strategy** to help children use the target word in the context of their own lives.

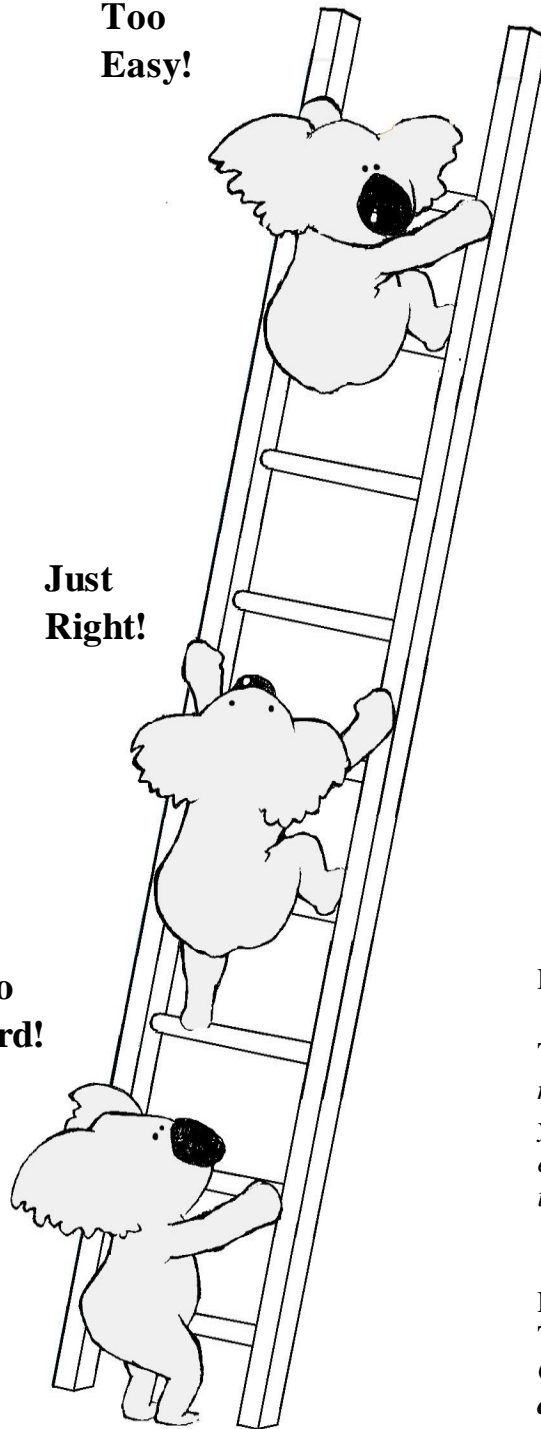
For children for whom the lesson seems **just right**, you can use the lesson plan as written!

Use the **co-participation strategy** to help children define and use the target word.

Too Easy!

Just Right!

Too Hard!



Scaffolding Examples

Example 1.
Teacher: *Billy, tell us about a time when you were **watching** something that made you very happy.*

Example 2.
Teacher: *Where are some places you might **hide** if it looks like there will be a bad storm?*

Example 1.

Teacher: *Tell me a word that means to bite and grind food in your mouth so it becomes soft enough to swallow. Let's say it together... **chew**.*

Example 2.

Teacher: *In our story, 'Possum Goes to School', the possum was **climbing** the bookshelves. What was the possum doing? Say it with me – **climbing** the bookshelves.*

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16

Week 7

Lesson 14: Blending syllables into words.

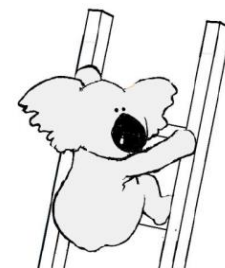
Book: *Possum Goes to School* by Melanie Carter and Nicole Oram

Before Reading: Phonological Awareness

Learning Objective 1: To segment words into syllables and to blend syllables into words.

Target Words: scissors, book, bottle, underneath, telephone, refrigerator, cake

1. Tell the children that it can be fun to listen for the parts of words. You could say: *Today we are going to listen for the parts of words. Some words have a lot of parts, like the word **refrigerator**. (Clap for each syllable in this word: **re-frig-er-at-or**. Be sure to clap as you say each syllable in the word, not before or after.) Some words have only one part, like the word **rip** (clap for the one syllable in the word) and the word **jam** (clap for the one syllable in the word).*
2. Provide six models for the children, clapping as you say each syllable in these words: **scissors, book, bottle, underneath, telephone, cake**.
3. Now give each child the opportunity to clap for the parts of one of the six words. Some children may need some support to do this activity, so model the correct response for each word after the child has the opportunity to clap for the parts of his/her word. As an example: *Daniel, your word is **bottle**. Clap for each part of the word **bottle**. (Let Daniel try on his own, then provide feedback.) You clapped one time, but there are two parts in this word to clap for. Watch how I clap two times: **bott** (clap), **le** (clap). **Bottle** has two parts. Let's do it together: **bott-le**. There are two parts in the word **bottle**.*



Don't forget to take a look at the Learners' Ladder for ideas about adapting the **Phonological Awareness** activity to diverse learners.

During and After Reading: Narrative

Learning Objective 2: To describe one or more major events in a story.

1. Read the book *Possum Goes to School*. Pause during reading to repeat and review major events of the story. You could say: *The possum is running through the school looking for a place to hide. You are highlighting the important events for the children through these comments.*
2. After reading, review the *major events* of the story. You are *modelling* how to summarise the story. You could say: *Possum Goes to School was all about the possum causing chaos as he ran through the school. First the boy found the possum hiding in the cupboard. The possum then ran through the school looking for a place to hide. In the end he ran into the playground and climbed up a tree.*
3. Pass out the paper and crayons so that each child has one of each. Ask the children: *What was your favourite place the possum went in the school? My favourite place was the tuckshop because the possum was sniffing all the fresh food.* As children are drawing their pictures, move among the children and ask children to describe their picture: *Tell me about your picture. I will write what you say on your picture.*

Materials

- **Book:** *Possum Goes to School* by Melanie Carter and Nicole Oram
- **Paper** (One per child)
- **Crayons** (One per child)

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32

Read It Again! Learners' Ladder
Lesson 14: Phonological Awareness

Scaffolding Strategies

Use the **predicting strategy** to help children consider the syllabic structure of words.

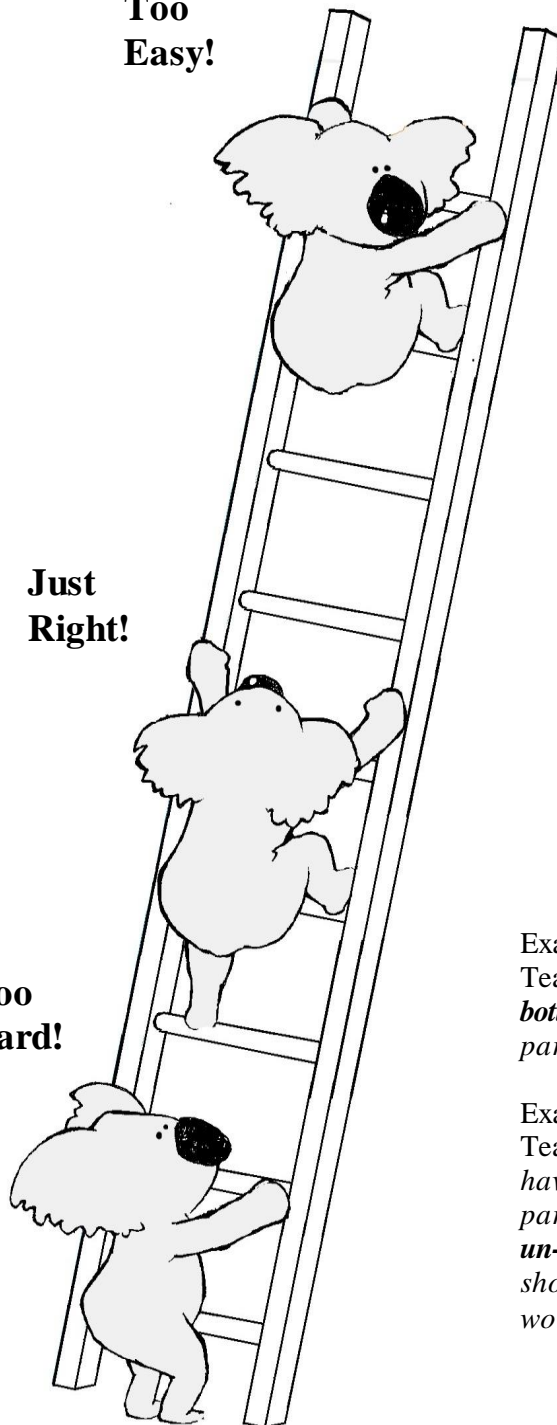
For children for whom the lesson seems **just right**, you can use the lesson plan as written!

Use the **reducing choices strategy** to help children identify the syllabic structure of words.

Too Easy!

Just Right!

Too Hard!



Scaffolding Examples

Example 1.
Teacher: *We just saw that bottle has two parts – **bott - le**. Do you think the word **refrigerator** has more parts or fewer parts than the word **bottle**?*

Example 2.
Teacher: *Scott, your word is **tuckshop**. Julie, your word is **butterfly**. Whose word do you think will be longer when we clap out the parts?*

Example 1.
Teacher: *Does the word **bottle** have one or two parts?*

Example 2.
Teacher: *Long words have more than one part. Listen to the word **un-der-neath**. Is it a short word or a long word?*

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																
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Week 8

Lesson 15: Before and After

Book: *Ben & Duck* by Sara Acton

Before and During Reading: Print Knowledge

Learning Objective 1: To recognize the left-to-right and top-to-bottom directionality of print.

1. Show children the cover of the book *Ben & Duck*. Ask one child to come up and show you the title of the book. You could say: *We have seen this book before. Does anyone remember its name? Show me the title of the book, the name of our book.*
2. Read the title and point to each word as you say it: *The title of our book is Ben and Duck*. Remind the children that they have heard this book before. Ask children to tell you what the story is about. Extend each child's contribution to add a little more information to their responses.
3. With your finger, *track the text* on each page of the book while reading.
4. Every few pages, comment on print directionality, pointing out how print goes from left-to-right. You could say: *I am pointing to the words as I read. I am going to start over here* (point to the left margin) *and go all the way across the page*. You could also say, *I read from this side* (left) *to this side* (right). Also comment on how print goes from top-to-bottom. You could say: *I am going to read this way: from here* (point to top line) *to here* (point to bottom line).



Don't forget to take a look at the Learners' Ladder for ideas about adapting the **Print Knowledge** activity to diverse learners.

After Reading: Vocabulary

Learning Objective 2: To understand and use words representing time concepts.

Target Words: before, after

1. After reading, tell the children: *We are going to talk about all the things that happened in the story.*
2. Pick a *major event* from the story and model the use of the words **before** and **after**. For this particular book, there are things that happened before Ben got on the bus and things that happened after Ben got on the bus. You could say: **Before** *Ben got on the bus, the duck followed him up the path, through the gate and under the hedge.* Or you could say: **After** *Ben got on the bus, the duck went to Ben's house and they ate spaghetti, had desert and jumped in the bath.*
3. On the last page, again demonstrate the terms **before** and **after**. You might say: **After** *they had a bath Ben and Duck say goodbye. What is something you do after you have your bath?* Allow several children to answer this question, and extend their responses. For instance, if Paula says: *I sleep*, you could extend as in: *Paula goes to sleep after her bath.*

Materials

- **Book:** *Ben & Duck* by Sara Acton

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Read It Again! Learners' Ladder

Lesson 15: Print Knowledge

Scaffolding Strategies

Use the **reasoning strategy** to help children consider the directionality of print on a page.

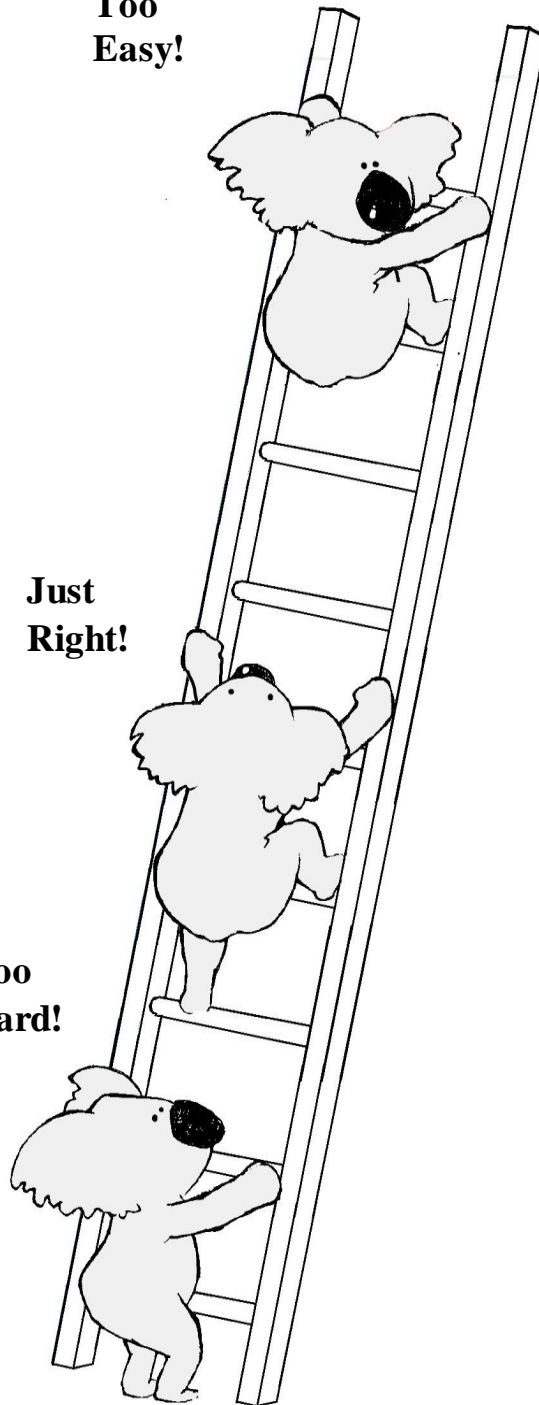
For children for whom the lesson seems **just right**, you can use the lesson plan as written!

Use the **co-participation strategy** to help children recognise the directionality and organisation of print on a page.

Too Easy!

Just Right!

Too Hard!



Scaffolding Examples

Example 1.
Teacher: *How do I know where to begin reading? What are some clues that help show me where to start reading?*

Example 2.
Teacher: *What if I began reading at the bottom of the page? Why would this be a bad idea?*

Example 1.
Teacher: *The name of this book is 'Ben and Duck'. Read it with me as I point to the words.*

Example 2.
Teacher: *Tony, I am going to read the title. Will you come up here and point to the words with me while I read?*

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Week 8

Lesson 16: More Syllables!

Book: *Ben & Duck* by Sara Acton

Before Reading: Phonological Awareness

Learning Objective 1: To segment words into syllables and to blend syllables into words.

Target Words: spaghetti, pudding, cucumber, honey, duck, flew

1. Tell the children how to listen for the parts of words. You could say: *Today we are going to listen for the parts of words. Some words have a lot of parts, like the word **animal**. (Clap for each syllable in this word: **an-i-mal**. Be sure to clap as you say each syllable in the word, not before or after.) Some words have only one part, like the word **gate**. (Clap for the one syllable in the word.)*
2. Model six examples for the children, clapping as you say each syllable in these words: **spaghetti, pudding, cucumber, honey, duck, flew**.
3. Give each child a turn to clap for the parts of words, using the words you modelled (**spaghetti, pudding, cucumber, honey, duck, flew**). Some children may need some support to do this activity, so model the correct response for each word after the child has the opportunity to clap for the parts of the word. Example: *Thomas, your word is **duck**. Clap for each part of the word **duck**. (Let Thomas try on his own, then provide feedback.) You clapped two times, but there is only one part in this word to clap for. Watch how I clap one time: **duck** (clap). **Duck** has one part. Let's do it together: **duck**. There is one part in the word **duck**.*

Materials

- **Book:** *Ben & Duck* by Sara Acton
- **Large paper and marker**

During and After Reading: Narrative

Learning Objective 2: To identify and describe one or more major events in a story.

1. Read the book *Ben & Duck*. Pause on every page to summarize the *major events* in the story. For example, you could say: *Ben went to the park and met one very large duck!*
2. After reading, ask the children to describe the *major events* in the story. You could say: *Help me remember each thing that happened in the story.* For children who need more structure, you may use open-ended questions to prompt them, as in: *What did the duck do?* Write down children's answers on the paper. After the children list several events, read the list to the children. You could say: *These are all the events we remembered from our story. Let's read what we remembered.* Point to the events as you read them.



Don't forget to take a look at the Learners' Ladder for ideas about adapting the **Narrative** activity to diverse learners.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
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Read It Again! Learners' Ladder

Lesson 16: Narrative

Scaffolding Strategies

Use the **generalising strategy** to help children consider the importance of key events when telling a narrative story.

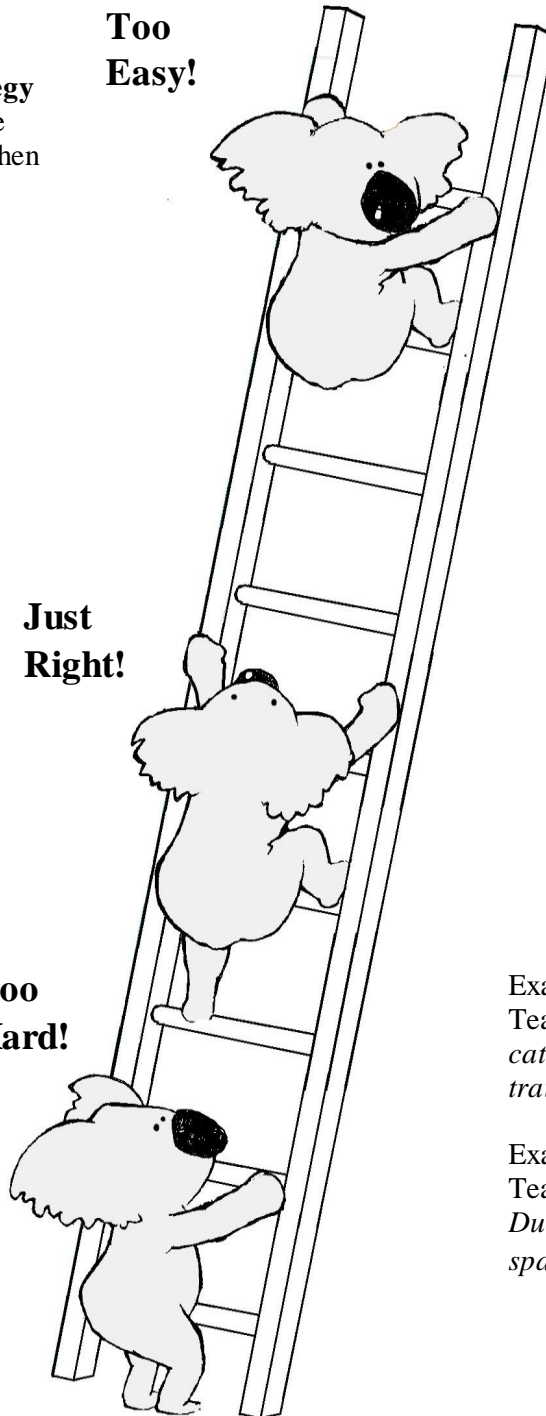
For children for whom the lesson seems **just right**, you can use the lesson plan as written!

Use the **reducing choices strategy** to help the children identify major events from the story.

Too Easy!

Just Right!

Too Hard!



Scaffolding Examples

Example 1.

Teacher: *In this book, we saw Ben and Duck do all sorts of things in the park. What if this was a farm? What would be some things that might happen to Ben and Duck on a farm?*

Example 2.

Teacher: *In our story, we learned that ducks can fly? What if we made up a story about a duck flying through the city? Why would a duck be flying through the city?*

Example 1.

Teacher: *Did Ben catch the bus or the train to go home?*

Example 2.

Teacher: *Did Ben and Duck eat sausages or spaghetti?*

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1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32

Week 9

Lesson 17: The words go this way!

Book: *With Nan* by Tania Cox & Karen Blair

Before and During Reading: Print Knowledge

Learning Objective 1: To recognize the left-to-right and top-to-bottom directionality of print.

1. Show the children the cover of the book *With Nan*. Read the title of the book, pointing to each word of the title as you read it.
2. Ask the children: *How many words are in the title of this book? Let's hold up a finger for each word.* Read the title at a slow pace, holding up a finger for each word you read. When you are finished, tell the children: *There are two words in the name of this book! And the words tell us what this book is about. What do you think it is about?*
3. With your finger, *track the text* on each page of the book while reading.
4. Every few pages, comment on print directionality, pointing out how print goes from left-to-right. You could say: *I am pointing to the words as I read. I am going to start over here* (point to the left margin) *and go all the way across the page.* You could also say: *I read from this side* (left) *to this side* (right). Also comment on how print goes from top-to-bottom. You could say: *I am going to read this way: from here* (point to top line) *to here* (point to bottom line).

Materials

- **Book:** *With Nan* by Tania Cox & Karen Blair
- **Large paper and marker**

After Reading: Vocabulary

Learning Objective 2: To understand and use words for unfamiliar actions.

Target Words: *scurried*, *burrowed*, *hopped*

1. Place the large paper so all the children can see it. At the top, write the phrase: 'New Words'. Tell the children: *Let's talk about some new words we heard in our book. We are going to learn three new words.*
2. Turn to the page that shows the first of your words (**scurried**). Read the text and then create a general definition that the children can understand. You could say: *The lizard **scurried** away. **Scurried** means to move away very quickly. Let's write the word **scurried** on our new word list. Write the word **scurried** on the word list, and name each letter as you write it, as in: **Scurried** has eight letters. This is the **S**, this is the **C**, this is the **U**, this is the **R**, this is another **R**, this is the **I**, this is the **E**, this is the **D**... **SCURRIED!***
3. Repeat for the words **burrowed** and **hopped**, and define each word, as in: *The echidna **burrowed** in the ground. **Burrowed** means to dig down into the ground. The frog **hopped** from rock to rock. **Hopped** means to jump upward or forward. Usually we hop on one foot, but frogs hop with two feet.*



Don't forget to take a look at the Learners' Ladder for ideas about adapting the **Vocabulary** activity to diverse learners.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32

Read It Again! Learners' Ladder

Lesson 17: Vocabulary

Scaffolding Strategies

Use the **predicting strategy** to help children predict the effect of key vocabulary words on characters and themselves.

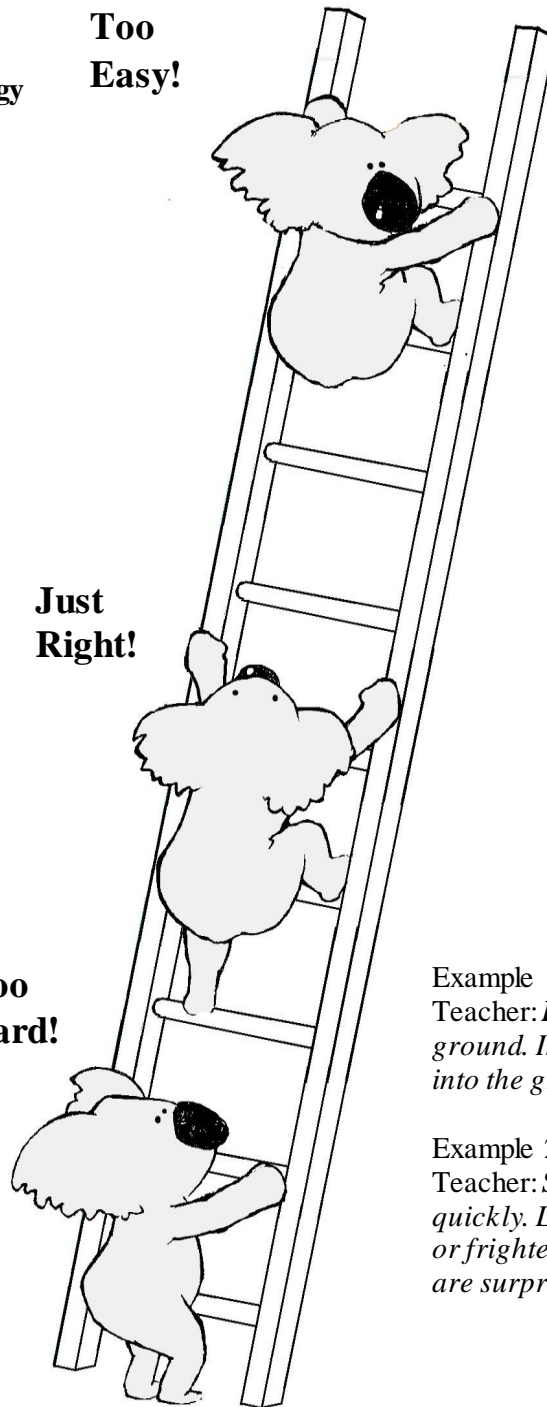
For children for whom the lesson seems **just right**, you can use the lesson plan as written!

Use the **eliciting strategy** to help children understand new words.

Too Easy!

Just Right!

Too Hard!



Scaffolding Examples

Example 1.
Teacher: *That's right! The lizard **scurried** away. How do you think Simon felt when the ground suddenly moved and hurried away?*

Example 2.
Teacher: *In the story, the frog **hopped** away when it heard Simon and Nan. Have you ever tried to **hop**? What do you think would happen if you tried to **hop** all the way from your house to the park?*

Example 1.
Teacher: ***Burrowed** means to dig down into the ground. In our story, the echidna **burrowed** down into the ground? Who **burrowed** into the ground?*

Example 2.
Teacher: ***Scurried** means to move away very quickly. Lizards **scurry** when they are surprised or frightened. What animal **scurries** when they are surprised or frightened?*

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Read It Again! Learners' Ladder

Lesson 18: Phonological Awareness

Scaffolding Strategies

Use the **generalising strategy** to help children consider why we can break words into word parts (like syllables).

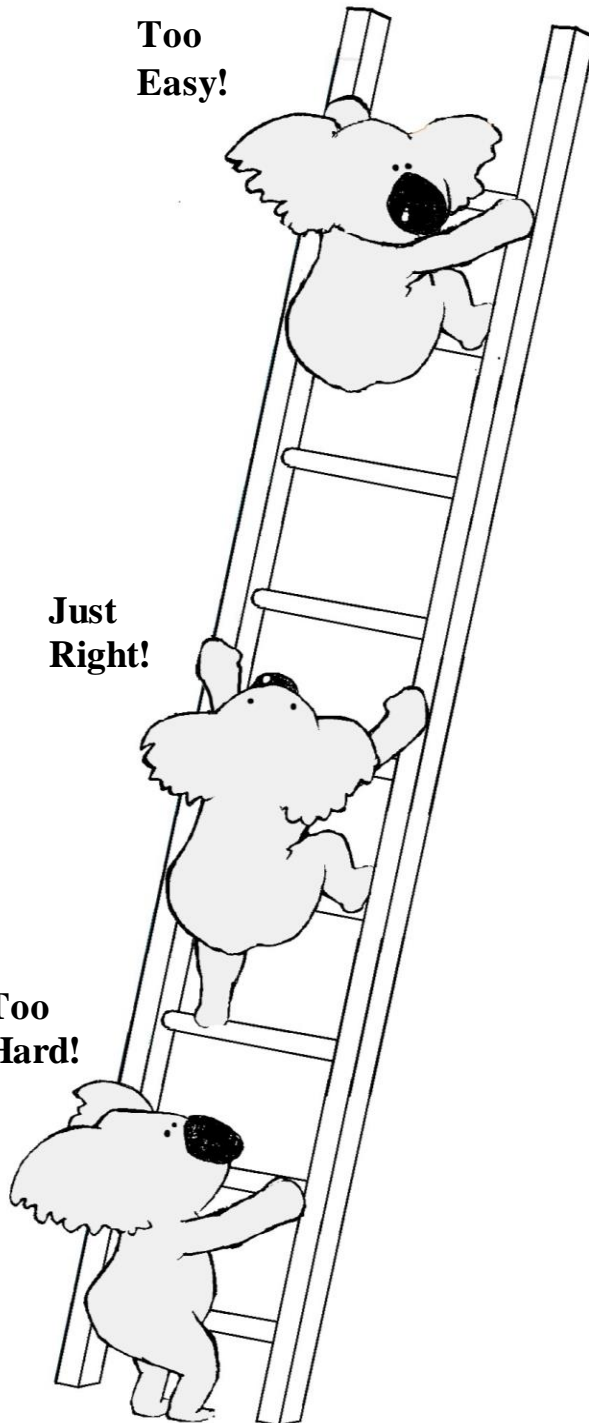
For children for whom the lesson seems **just right**, you can use the lesson plan as written!

Use the **reducing choices strategy** to help children identify the different syllables of a word.

Too Easy!

Just Right!

Too Hard!



Scaffolding Examples

Example 1:
Teacher: *Leslie, can you think of the names of things at home that have two syllables? Think about things in the kitchen that you use to cook. Which things have names with two parts?*

Example 2:
Teacher: *Think about your name. Who has a name with two syllables? Who has more than two syllables in their name? Who has less than two syllables in their name?*

Example 1:
Teacher: *We said **afternoon** has three syllables. What about **mor-ning**? Does **mor-ning** have three syllables or two syllables? What about **night**?*

Example 2:
Teacher: ***Dinner** has two syllables. What about **break-fast**? Does **break-fast** have one syllable or two syllables?*

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
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Week 10

Lesson 19: Track those words!

Book: *10 GREEN GECKOS* by Phillip Gwynne and Lloyd Foye

Before and During Reading: Print Knowledge

Learning Objective 1: To recognize the left-to-right and top-to-bottom directionality of print.

1. Show children the cover of the book *10 Green Geckos*. Ask one child to come up and show you the title of the book. You could say: *Peter, show me the title of the book, the name of our book.*
2. Read the title and point to each word as you say it. Say: *The title of our book is '10 Green Geckos'.* Track the text on the cover as you read the title.
3. With your finger, *track the text* on each page of the book while reading.
4. Every few pages, comment on print directionality, pointing out how print goes from left-to-right. You could say: *I am pointing to the words as I read. I am going to start over here* (point to the left margin) *and go all the way across the page.* You could also say: *I read from this side* (left) *to this side* (right). Also comment on how print goes from top-to-bottom. You could say: *I am going to read this way: from here* (point to top line) *to here* (point to bottom line).



Don't forget to take a look at the Learners' Ladder for ideas about adapting the **Print Knowledge** activity to diverse learners.

After Reading: Vocabulary

Learning Objective 2: To understand and use words for unfamiliar actions (verbs).

Target Words: climbing, swimming, surfing, poking, spinning, clinging

1. Place the large paper where all the children can see it. At the top, write the phrase: "What are the Geckos doing?"
2. Tell the children: *Let's talk about all the things the geckos are doing in this book.* Turn to the beginning of the book and open to the first page.
3. Show the children each page and ask: *What are the geckos doing?* Allow individual children to provide their own responses, but follow these with model responses that use the target words. For example, on the first page, you might say: *This gecko is **clinging** to the fan. **Clinging** means hanging on tightly so he doesn't fall. You can see by the picture that he needs to hold on very tightly. What is this gecko doing?* (Give children a chance to answer.) Repeat their answer or say: *He is **clinging** to the fan.* Be sure to model each target word and its meaning.
4. Write all the words on the large paper so you can talk about and practise them during the week.

Materials

- **Book:** *10 GREEN GECKOS* by Phillip Gwynne and Lloyd Foye
- **Large paper and marker**

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16

Read It Again! Learners' Ladder

Lesson 19: Print Knowledge

Scaffolding Strategies

Use the **reasoning strategy** to help children understand the meaning and organisation of print.

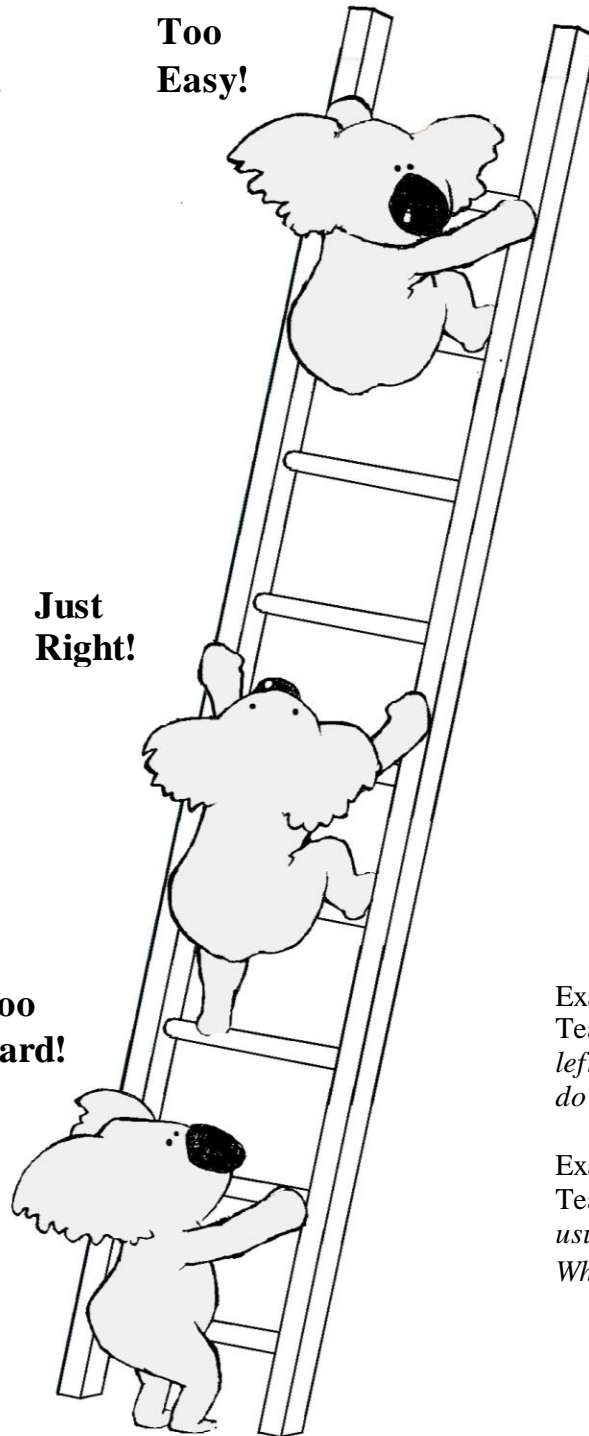
For children for whom the lesson seems **just right**, you can use the lesson plan as written!

Use the **eliciting strategy** to help children identify the organisation of print on a page.

Too Easy!

Just Right!

Too Hard!



Scaffolding Examples

Example 1.
Teacher: *The title appears on the cover and again on the very first page of the book. The title must be very important to appear twice in the beginning of the book. Why do you think the title is so important?*

Example 2.
Teacher: *Sometimes the print on a page doesn't follow the 'rules' – the print acts silly. For example, sometimes a word is written really, really large. Why do you think print might be written really large or really small?*

Example 1.
Teacher: *I start reading on the left and move to the right. Where do I start reading?*

Example 2.
Teacher: *The first line I read is usually at the top of the page. Where is the first line I read?*

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Week 10

Lesson 20: What happened in this story?

Book: *10 GREEN GECKOS* by Phillip Gwynne and Lloyd Foye

Before Reading: Phonological Awareness

Learning Objective 1: To segment words into syllables and to blend syllables into words.

Target Words: gecko, sink, umbrella, curtain, house, television

1. Tell the children how some words have a lot of parts, but others have only one part. You could say: *Today we are going to listen for the parts of words. Some words have two parts, like the word **curtain**. (Clap for each syllable in this word: cur-tain. Be sure to clap as you say the syllable in the word, not before or after.) Some words have only one part, like the word **house**. (Clap for the one syllable in the word: house.)*
2. Give each child the opportunity to practise clapping for the parts in words, using: **gecko, sink, umbrella, curtain, house, television**. You could say: *Let's take turns clapping out the parts of words. Sarah, your word is **gecko**. Clap for each part of the word **gecko**. (Let Sarah try on her own, then provide feedback.)*
3. Now, tell the children that you are going to say some words that are broken into their smaller parts. Tell the children: *I am going to say the parts of a word. See if you can put the parts together and guess the word. Say these words syllable by syllable with a 2-second pause between the syllables: **ge-cko, sink, um-bre-lla, cur-tain, house, te-le-vi-sion**. After you say each word and the children have an opportunity to guess what it is, *model* the correct answer. You may say: *I said **cur-tain**. The word is **curtain**. I put the parts of the word together.**

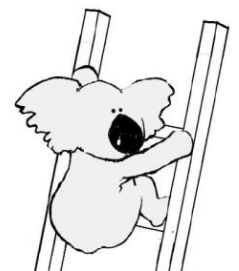
After Reading: Narrative

Learning Objective 2: To identify and describe one or more major events in a story.

1. Read the book *10 GREEN GECKOS*. During reading, summarize the major events on each page by commenting. For example, you could say: *One green gecko was taken by a mouse. OR One green gecko tumbled to the ground.*
2. After reading, ask the children to recall several major events from the story. You could say: *Let's talk about what happened to the geckos in the story. Write down the children's answers on the paper. After listing several events, read the list to the children. You could say: *These are some of the things that happened to the geckos in our story.**
3. After reading the list of events back to the children, ask them to try to put the events in order. Ask: *What happened first?* Help the children as needed to think about the order of events, as in: *In the beginning of the book one green gecko was taken by a mouse. Then one green gecko had too much to drink. How many geckos were living in the house at the beginning of the story? How many geckos were living in the house at the end of the story?*

Materials

- **Book: *10 GREEN GECKOS*** by Phillip Gwynne and Lloyd Foye
- **Large paper and marker**



Don't forget to take a look at the Learners' Ladder for ideas about adapting the **Narrative** activity to diverse learners.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16

Read It Again! Learners' Ladder

Lesson 20: Narrative

Scaffolding Strategies

Use the **predicting strategy** to help children use events in the story to make inferences important to their understanding.

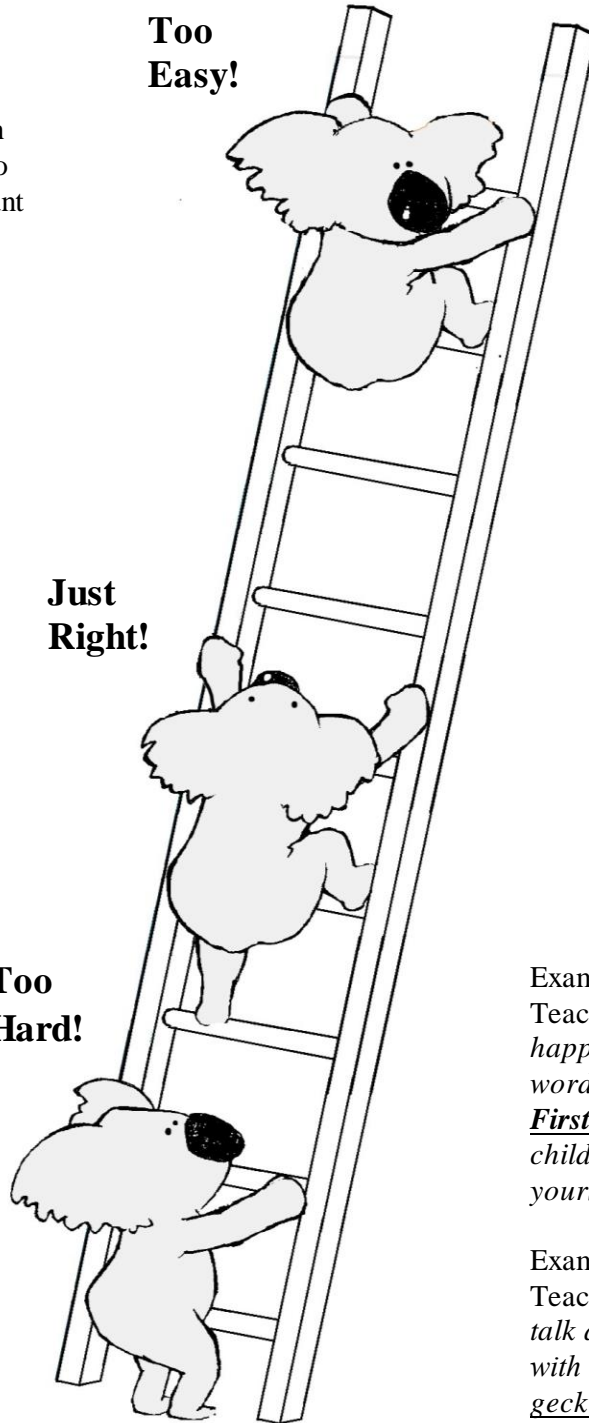
For children for whom the lesson seems **just right**, you can use the lesson plan as written!

Use the **co-participation strategy** to help children identify major events from the story.

Too Easy!

Just Right!

Too Hard!



Scaffolding Examples

Example 1.

Teacher: *In the beginning of the story there were lots of geckos living in the house. Why do you think geckos like to live in people's houses?*

Example 2.

Teacher: *Three of the geckos in the story were brave enough to go surfing. But one gecko was really nervous and scared. Do you think the scared gecko would like surfing if he tried it? Why? Why not?*

Example 1.

Teacher: *Let's talk about what happened first in the story. Say the word **first** with me (all together) ... **First** the geckos ... (ask individual children or fill in the sentence yourself)*

Example 2.

Teacher: *Ok, now we are going to talk about what happened next. Say it with me (all together) ... **Next**, the geckos ... (ask individual children or fill in the sentence yourself)*

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Week 11

Lesson 21: What letters are in your name?

Book: *I'm Green and I'm Grumpy* by Alison Lester

Before and During Reading: Print Knowledge

Learning Objective 1: To learn some uppercase letter names, including those in own name and those of some friends or family members.

1. Before the lesson, print each child's name on a Name Card and put the cards in alphabetical order. Tell the children: *Let's talk about the letters in our names.*
2. Hold up a Name Card and point out the first letter in the name. For example: *This is Ashleigh's name. Her name begins with the letter A* (point to the first letter in the name). Continue for all names beginning with that letter: *Let's see who else has a name beginning with an A.* Once all the names beginning with a particular letter have been introduced, review them, as in: *We just talked about three names that begin with the letter A. We saw Ashleigh's name begins with an A* (hold up name card), *Adam's name begins with an A* (hold up name card), *and April's name begins with an A* (hold up name card). Choose 1 or 2 other name cards and repeat this process.
3. Read the book *I'm Green and I'm Grumpy*. Pause to identify some letters in children's names. You could say: *We talked about the letter A in Ashleigh's, Adam's, and April's names. I see an A on this page too* (pointing).

Materials

- **Book:** *I'm Green and I'm Grumpy* by Alison Lester
- **Name cards** (Make one per child. Make the first letter uppercase and all others lowercase.)
- **Large paper and marker**

After Reading: Vocabulary

Learning Objective 2: To understand and use words which describe things and actions (adjectives and adverbs).

Target Words: shiny, grumpy, huge

1. Place the large paper so all the children can see it. At the top, write the phrase: 'New Words'. Tell the children: *Let's talk about some new words we heard in the book, I'm Green and I'm Grumpy. We are going to learn three new words.*
2. Turn to the page that shows the first of the words (**shiny**). Read the text and then create a general definition that the children can understand. You could say: This page says, *'I'm smooth and I'm shiny.'* **Shiny** is something that is bright and glossy. Write the word **shiny** on the word list and write robot below it. Model one or two more examples of something that is **shiny** and write these down: *I can think of other shiny things. A new car can be shiny. Remember the book Colours for Curlews? The lorikeet used the red paint to make her beak shiny and scarlet. I'm going to write that as an example of something shiny: a shiny scarlet beak.*
3. Repeat this for the words **grumpy** and **huge**, as in: *This page says I'm green and I'm grumpy.' Grumpy means cranky and in a bad mood. This page says 'I'm huge and I roar.' Huge means very, very large. A dinosaur is very, very large.*



Don't forget to take a look at the Learners' Ladder for ideas about adapting the **Vocabulary** activity to diverse learners.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16

Read It Again! Learners' Ladder

Lesson 21: Vocabulary

Scaffolding Strategies

Use the **generalising strategy** to help children discuss the target adjectives in a context outside of the book.

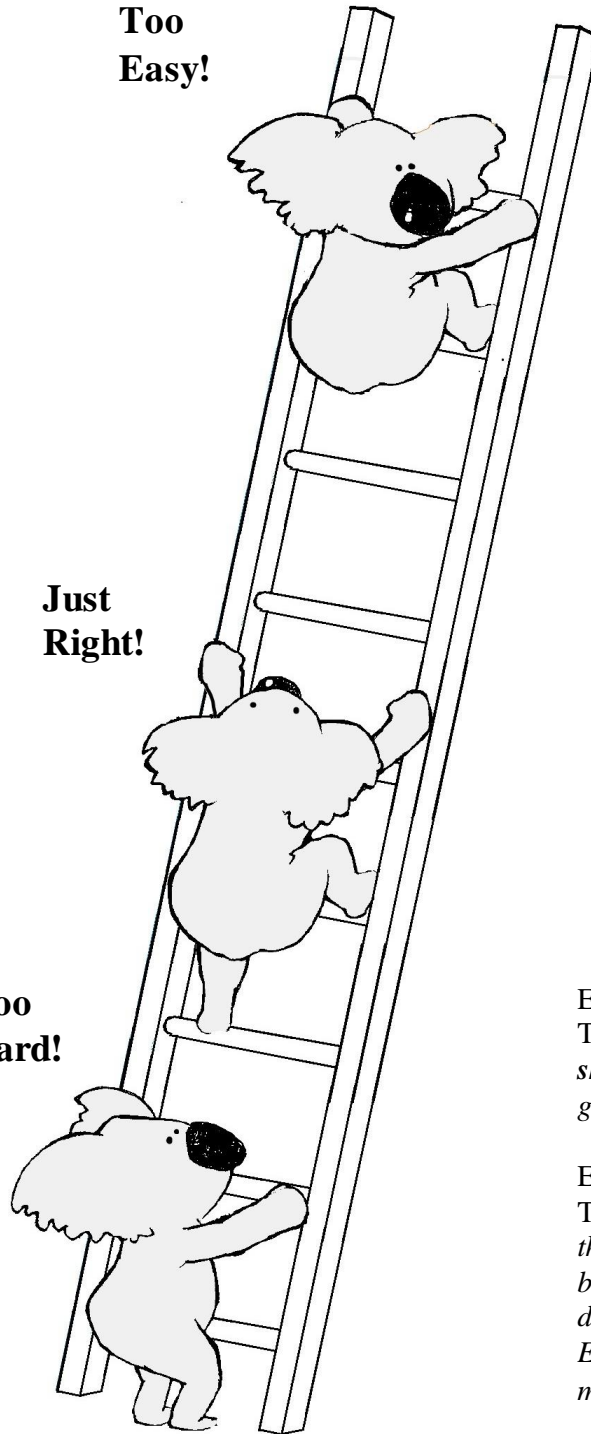
For children for whom the lesson seems **just right**, you can use the lesson plan as written!

Use the **reducing choices strategy** to help children learn the meaning of target adverbs.

Too Easy!

Just Right!

Too Hard!



Scaffolding Examples

Example 1.
Teacher: *The story told us that that the thundering, rumbling dinosaur was very **grumpy**. People often have different ideas of what might make someone **grumpy**. Think about a time when you felt **grumpy**. Who wants to share what happened that made them feel **grumpy**?*

Example 2.
Teacher: *Have you ever seen something so **huge** it makes you think 'Wow that is so big!' Tell me about something **huge** you have seen before.*

Example 1.
Teacher: *Let's think of more **shiny** things. Which is **shiny** – a gold coin or a stick?*

Example 2.
Teacher: *Let's think of something that you have seen that is **huge**. I bet we have all seen lots of different sizes of cars and trucks. Ellen, which is **huge** – a bus or a motorcycle?*

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Week 11

Lesson 22: Can you retell our story?

Book: *I'm Green and I'm Grumpy* by Alison Lester

Before Reading: Phonological Awareness

Learning Objective 1: To segment words into syllables and to blend syllables into words.

Target Words: grumpy, robot, yellow, cat, Rosie, cockatoo, computerised, dinosaur

1. Tell the children how some words have a lot of parts, but others have only one part. You could say: *Today we are going to listen for the parts of words. Some words have two parts, like the word **robot**. Clap for each syllable in this word: **ro-bot**. (Be sure to clap as you say the syllable in the word, not before or after.) Some words have only one part, like the word **cat**. Clap for the one syllable in this word: **star**.*
2. Now, tell the children that you are going to say some words that are broken into their smaller parts. Tell the children: *I am going to say the parts of a word. See if you can put the parts together and guess the word. Say these words syllable by syllable with a 2-second pause between the syllables: **grum-py, ro-bot, yell-ow, cat, Ro-sie, cock-a-too, com-put-er-ised, di-no-saur**. After you say each word and the children have an opportunity to guess what it is, model the correct answer. You may say: *I said **grum-py**. The word is **grumpy**. I put the parts of the word together.**



Don't forget to take a look at the Learners' Ladder for ideas about adapting the **Phonological Awareness** activity to diverse learners.

During and After Reading: Narrative

Learning Objective 2: To order three or more major events in a story.

1. Read the book *I'm Green and I'm Grumpy*. During reading, stop occasionally and summarise the *key events* of the story. For example, you may say: *This book is about children dressing up. Lee is the first child in the dress-up cupboard. Lee was dressed as a thundering, rumbling dinosaur.*
2. After reading, ask the children to help you re-tell the story. You could say: *Let's see if we can re-tell the story. On the sheet of paper, write: **First**... and ask the children: *Who was the first child in the dress-up cupboard? Let's see if we can remember which other children were in the dress-up cupboard and what they were dressed as.**
3. Continue this process, writing the words **Then**, **Next**, and **Last** to model their use and to help the children identify corresponding story events. At the end, use the story sheet to retell the story, *expanding* on the children's answers: ***First**, Lee was dressed as a thundering, rumbling dinosaur. **Then**, Kim was in the cupboard dressed as a magic, twinkling fairy. **Next**, the children opened the cupboard and found Joe, dressed as a shiny, whirring robot. **Last**, they found Rose, small, silent and asleep in the cupboard.*

Materials

- **Book:** *I'm Green and I'm Grumpy* by Alison Lester
- **Large paper and marker**

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32

Read It Again! Learners' Ladder
Lesson 22: Phonological Awareness

Scaffolding Strategies

Use the **reasoning strategy** to help children consider how syllables make up words.

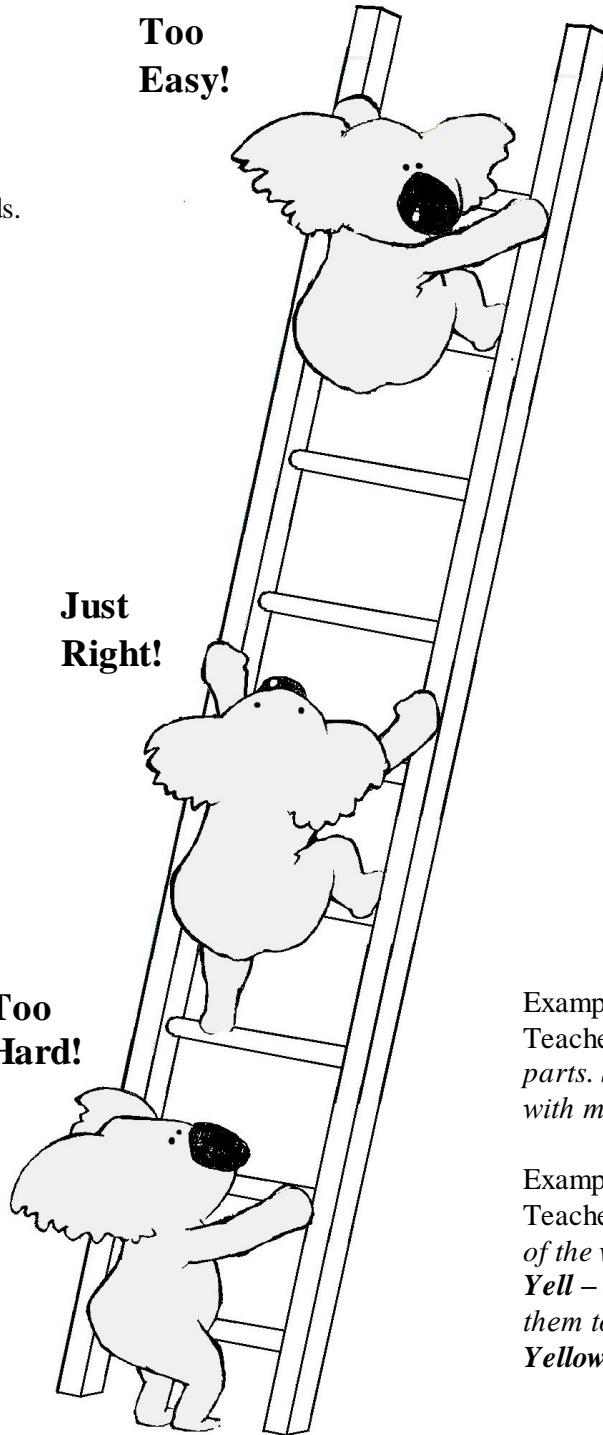
For children for whom the lesson seems **just right**, you can use the lesson plan as written!

Use the **co-participation strategy** to help children identify syllables of words and blend syllables to make words.

Too Easy!

Just Right!

Too Hard!



Scaffolding Examples

Example 1:
Teacher: *How do you know if a word is a long word or a short word? What makes **dinosaur** a long word and **cat** a short word?*

Example 2:
Teacher: *Think about your name. Would you say your name is a short word or a long word? Why?*

Example 1:
Teacher: ***Dinosaur** has three parts. Say the parts of the word with me ... **Di-no-saur**.*

Example 2:
Teacher: *Let's say the two parts of the word **yellow**. **Yell - ow**. **Yell - ow**. OK, now let's put them together. Say it with me ... **Yellow**.*

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16					
1	2	3	4	5	6	7	8	9	10	11	23	24	25	26	27	28	29	30	31	32

Week 12

Lesson 23: Learning new words

Book: *Goodnight, Mice!* by Frances Watts and Judy Watson

Before and During Reading: Print Knowledge

Learning Objective 1: To learn some uppercase letter names, including those in own name and those of some friends or family members.

1. Before the lesson, give each child his/her name card. Tell the children: *Let's learn about the letters in our names.*
2. Hold up an uppercase letter card and ask children to identify whether the letter begins their name, as in: *This is the letter B. Who sees a B at the beginning of their name?* Help children identify whether their name begins with the target letter, modelling the correct response as needed: *I know Byron's name begins with a B. Byron, do you see a B in your name?*
3. Once all the names for a target letter are identified, review the names and go on to the next letter: *We learned Byron's and Belinda's names begin with a B. Now let's see whose name begins with T* (hold up T letter card).
4. Read the book *Goodnight, Mice!*. Pause occasionally to identify a few letters that are in children's names. You could say: *We talked about the letter B in Byron's and Belinda's names. I see a B on this page too* (pointing).



Don't forget to take a look at the Learners' Ladder for ideas about adapting the **Print Knowledge** activity to diverse learners.

Materials

- **Book:** *Goodnight, Mice!* by Frances Watts and Judy Watson
- **Name cards** (one for each child; first letter uppercase and all others lowercase)
- **Uppercase letter cards** (only for the letters that begin each child's name)
- **Large paper and marker**

After Reading: Vocabulary

Learning Objective 2: To understand and use words for unfamiliar actions (verbs).

Target Words: peek, wriggling, scampering

1. Place the large paper so all the children can see it. Tell the children: *Let's talk about some new words we heard in 'Goodnight, Mice! We are going to learn three new words.*
2. Turn to the page that shows the first of the words (**peek**). Read the text and then create a general definition that the children can understand. Build off the definition using the pictures. You could say: *This page says 'Peek in a tiny window'. Peek means to take a quick look. Look at the mouse's house on the first page. The story is telling us to take a peek in the window. We need to turn the page to look inside the house. Ask the children to give an example of when they might peek at something. Extend their answers. For example, if James says: When I play hide and seek, sometimes I take a quick peek to see if anyone is coming, you might say: When James played hide and seek, he peeked out from behind the curtain to see if someone was coming.*
3. Repeat this for the words **wriggling** and **scampering**, as in: *Grandpa is woken by four little mice wriggling on the couch. Wriggling means to twist and turn. Look at the picture of the mice - they're wriggling and giggling. Sometimes when you're moving in your chair, the teacher might say 'Stop wriggling. The mice are scampering down the hall. Scampering means to run quickly and lightly. When might you scamper with your friends?*

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32

Read It Again! Learners' Ladder
Lesson 23: Print Knowledge

Scaffolding Strategies

Use the **predicting strategy** to help children consider letters and syllables in familiar words.

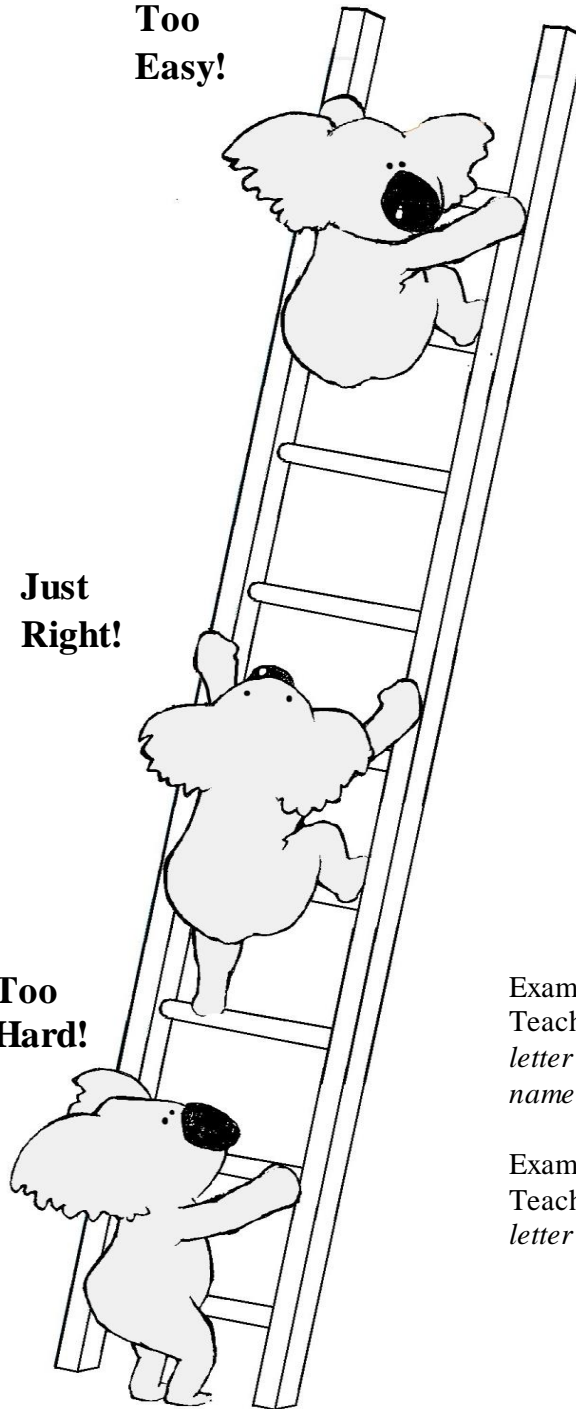
For children for whom the lesson seems just **right**, you can use the lesson plan as written!

Use the **reducing choices strategy** to help children learn some letter names and associate them with familiar words.

Too Easy!

Just Right!

Too Hard!



Scaffolding Examples

Example 1.
Teacher: *Here is the letter A. Can you guess how many people in our class have a name starting with the letter A?*

Example 2.
Teacher: *Matthew, your name begins with the letter M. Do you think there will be words in this book that begin with the letter M? Why? Why not?*

Example 1.
Teacher: *Shane, is A the first letter in your name or Andy's name?*

Example 2.
Teacher: *Hilary, is the first letter of your name H or B?*

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16

Week 12

Lesson 24: What sound begins this word?

Book: *Goodnight, Mice!* by Frances Watts and Judy Watson

Before and During Reading: Phonological Awareness

Learning Objective 1: To identify when two words share the same first sound.

Target words: forest, four, fall, mice, Mitzi

1. Tell the children that it can be fun to listen to the first sounds in words. You could say: *Today we are going to listen to the first sound in a word. Most words are made up of many sounds. See if you can hear the first sound in these words.* If children have difficulties with the concept ‘first’, you can substitute the word ‘beginning’, as in: ‘beginning sound’.
2. Say the word, stretching out the first sound and then tell the children the sound that begins the word, as in: *ffforest ... forest begins with the sound fff.* Repeat for **four, fall, mice** and **Mitzi**.
3. Read the book *Goodnight, Mice!*. During reading, stop occasionally when you come to the words **forest, four, fall, mice** and **Mitzi** (these words appear often in the book and you do not need to pause each time they are mentioned). Draw children’s attention to the word and its first sound, as in: *‘Skipping and skittering up the hall, skidding and sliding and – Careful! Don’t fall!’ We talked about the word fall before reading. Fffall starts with the fff sound.* Your goal is for the children to begin to think about the first sounds in words, but they are not to be identifying them at this point.

Materials

- **Book:** *Goodnight, Mice!* by Frances Watts and Judy Watson
- **Large paper and marker**

After Reading: Narrative

Learning Objective 2: To order three or more major events in a story.

1. Read the book *Goodnight, Mice!*. Stop occasionally and provide a summary of the story’s major events. For example, early in the story you might say: *It’s time for the mice to say Goodnight and get ready for bed.* You might stop a few pages later and say: *The mice are having a bath before bed.* You might stop again before the end saying: *The mice put their pyjamas on then looked for the perfect bedtime book.*
2. After reading, ask the children to help you re-tell the story. You could say: *Let’s see if we can re-tell the story.* On the sheet of paper, write **First** ... and ask the children: *What was the first thing the mice did when they went upstairs to get ready for bed?* Help them to remember the first major event you discussed and write their answer on the paper.
3. Continue this process, writing the words **Then, Next,** and **Last** to model their use and to help the children identify corresponding story events. At the end, use the story sheet to retell the story, *expanding* on the children’s answers: ***First,** the mice jumped on Grandpa’s lap and kissed him good-night. **Then,** they had a bath and cleaned their teeth. **Next,** they put on their pyjamas and picked the perfect bedtime book. **Last,** the mice fell fast asleep.*



Don’t forget to take a look at the Learners’ Ladder for ideas about adapting the **Narrative** activity to diverse learners.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32

Read It Again! Learners' Ladder

Lesson 24: Narrative

Scaffolding Strategies

Use the **reasoning strategy** to help children consider the importance of ordering events in a story.

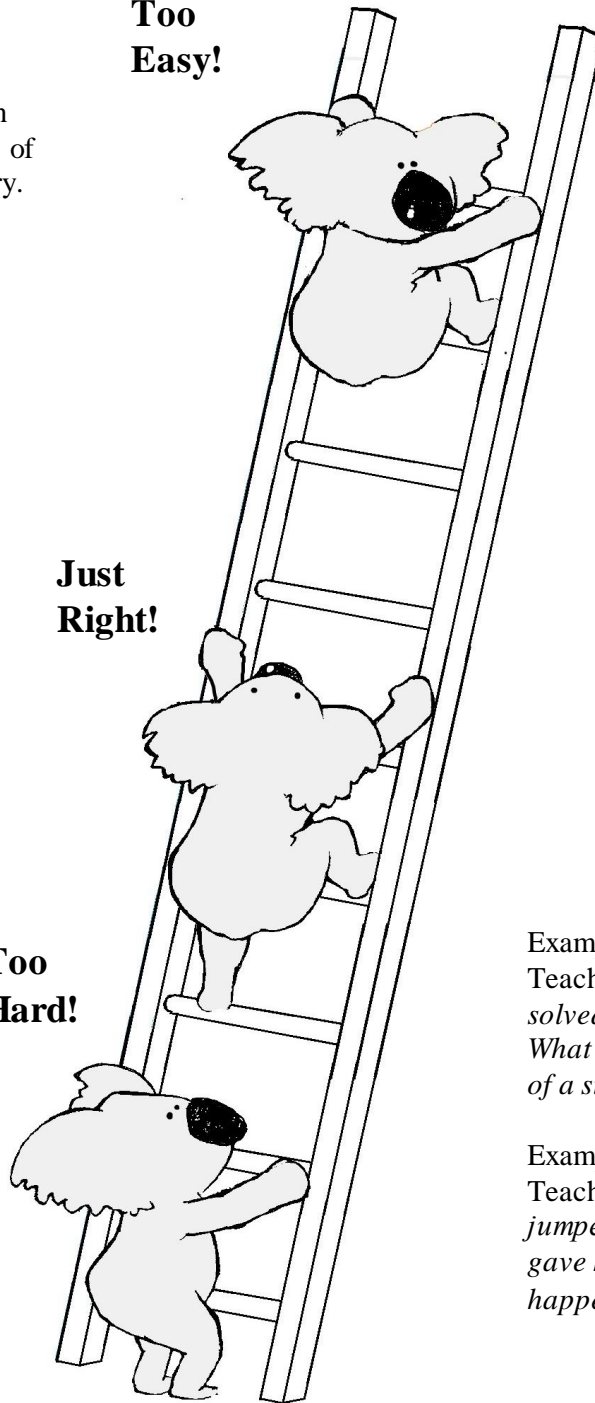
For children for whom the lesson seems **just right**, you can use the lesson plan as written!

Use the **eliciting strategy** to help children identify events that occurred in the beginning, middle and end of the story.

Too Easy!

Just Right!

Too Hard!



Scaffolding Examples

Example 1.
Teacher: *Why is it important that our stories have a beginning, middle and end?*

Example 2.
Teacher: *How do you let someone know you are beginning a story? How do you let someone know you are at the end of your story?*

Example 1.
Teacher: *A problem is usually solved in the end of the story. What often happens at the end of a story?*

Example 2.
Teacher: *First, the mice jumped on Grandpa's lap and gave him a kiss. What happened first in the story?*

Remember!
It's time to consider
individual children's
progress.

This week complete
a Progress Checklist
for each child.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16

Week 13

Lesson 25: Have you heard these words before? Book: *With Nan* by Tania Cox & Karen Blair

Before and During Reading: Print Knowledge

Learning Objective 1: To learn some uppercase letter names, including those in own name and those of some friends or family members.

- Put all the name cards in the basket. Tell the children: *Let's talk about the letters in our names. I put everyone's name in the basket. Let's see if we can read each other's names and say what the first letter is.*
- Ask a child to come up and pick a name out of the basket, as in: *Tony, pick a name. You found Corey's name (hold the card so the class can see and point to the first letter). What letter does Corey's name start with? Tony, can you point to the C in Corey's name?* Continue for all the names, giving each child a chance to pick a name, try to read it, and point to the first letter.
- Read the book *With Nan* and pause occasionally to point out the first letter in the character's names, as in: *Simon went walking with Nan. Simon's name begins with an S (point to the first letter). Nan told Simon that some things aren't always what they seem. Nan begins with an N (pointing).*

Materials

- Book:** *With Nan* by Tania Cox & Karen Blair
- Name cards** (One per child)
- Small basket**

After Reading: Vocabulary

Learning Objective 2: To understand and use words for unfamiliar objects (nouns).

Target Words: prickle, twig, bush

- Tell the children: *Let's talk about some new words we heard in our book. We are going to learn three new words.*
- Turn to the page that shows the first of the words (**prickle**). Paraphrase the page and then create a general definition that the children can understand. You could say: *This page shows a bush with long sharp prickles. A prickle is a sharp-pointed tip on a stem or a leaf.* Write the word **prickle** on the word list, and name each letter as you write it, as in: *Prickle has seven letters. This is the P, this is the R, this is the I, this is the C, this is the K, this is the L, this is the E ... PRICKLE!*
- Repeat this for the words **twig** and **bush** and define each word, as in: *Here we have a twig that ate. A twig is a small shoot or branch usually without leaves. Twigs are very thin and snap easily. Have you ever seen a stick insect that looked like a twig? This page says, 'There was a prickled bush.' A bush is a small shrub or tree. Do you have a bush in your garden at home?*



Don't forget to take a look at the Learners' Ladder for ideas about adapting the Vocabulary activity to diverse learners.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16

Read It Again! Learners' Ladder

Lesson 25: Vocabulary

Scaffolding Strategies

Use the **generalising strategy** to help children discuss the target word in a context outside of the story.

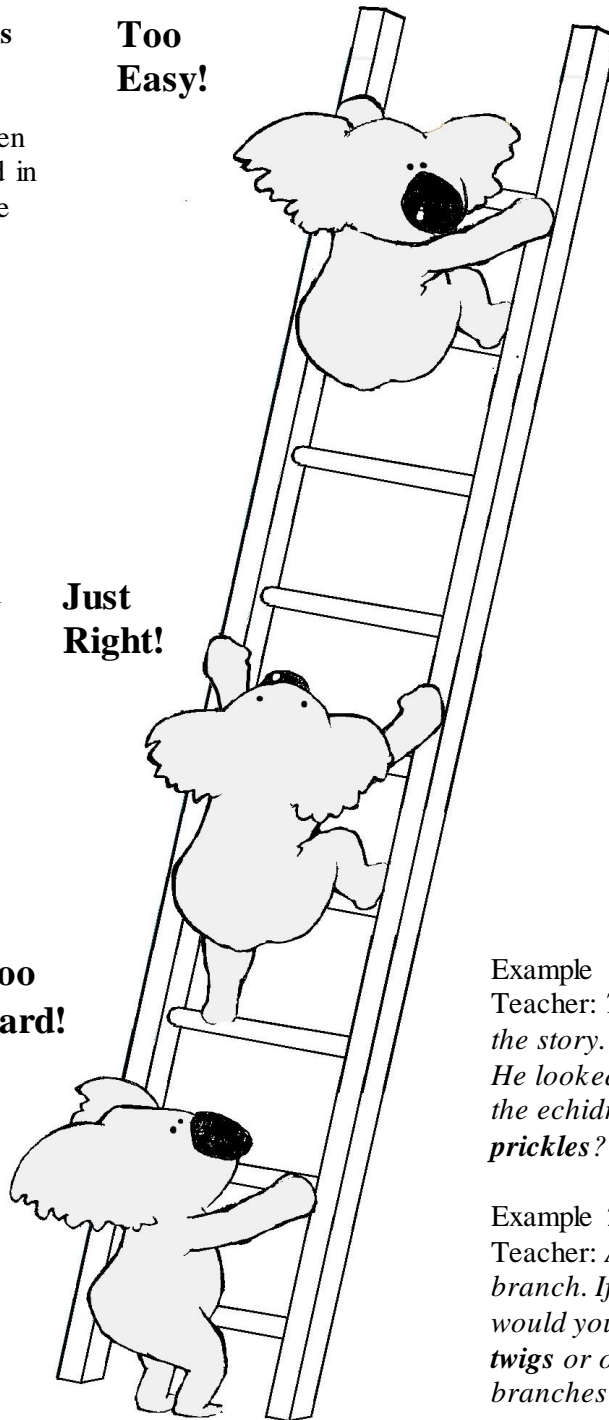
For children for whom the lesson seems **just right**, you can use the lesson plan as written!

Use the **reducing choices strategy** to help children learn the target words.

Too Easy!

Just Right!

Too Hard!



Scaffolding Examples

Example 1.
Teacher: *We talked about how a **prickle** is a sharp pointed tip of a leaf or stem. Why do you need to be very careful when you are playing near **prickled** bushes?*

Example 2.
Teacher: *Tell me about a time when you were surprised by something that you hadn't noticed?*

Example 1.
Teacher: *Think about the echidna in the story. He had long sharp spikes. He looked like a **prickled** bush. Did the echidna have soft fur or sharp **prickles**?*

Example 2.
Teacher: *A **twig** is a small thin branch. If you were climbing a tree would you stand on the thin, skinny **twigs** or on the thick, strong branches?*

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32

Week 13

Lesson 26: First, Then, Next, Last

Book: *With Nan* by Tania Cox & Karen Blair

Before Reading: Phonological Awareness

Learning Objective 1: To identify when two words share the same first sound.

Target Words: five, fork, phone, fish, mouse, moose, map, milk

1. Show one of the /f/ picture cards (fork) and tell the children: *Fffork. Fffork begins with the sound fff. Listen, did you hear the sound fff in the beginning of fffork?* Repeat for all of the /f/ and /m/ picture cards.
2. Hold all the picture cards in your hand and ask individual children to come up and pick one and say the word. Tell the group: *This word is mmmouse. Listen for the first sound. Mmmouse. What sound does mmmouse start with?* Continue to choose children to pull cards from your hand. If children are unable to identify the first sound, continue to model the correct answer, as in: *Mmmouse starts with the sound mmm.*



Don't forget to take a look at the Learners' Ladder for ideas about adapting the **Phonological Awareness** activity to diverse learners.

During and After Reading: Narrative

Learning Objective 2: To order three or more major events in a story.

4. Read the book *With Nan*. Stop occasionally and provide a summary of the story's major events. For example, early in the story you might say: *Nan and Simon put on their boots and went out for a walk.* You might stop again before the end saying: *Nan and Simon lay down on the ground and watched a lizard scurry away.*
5. After reading, ask the children to help you re-tell the story. You could say: *Let's see if we can re-tell the story.* On the sheet of paper, write **First** ... and ask the children: *What happened first?* Help them remember the first major event you discussed and record their answer on the paper, as in: *What did Nan and Simon do at the beginning of the story?*
6. Continue this process, writing the words **Then**, **Next**, and **Last** to model their use and to help the children identify a corresponding *major story event*. At the end, use the story sheet to retell the story, *expanding* on the children's answers: *First, Nan and Simon put on their boots and went out for a walk. Then, Nan told Simon that things aren't always what they seem. Next, Nan showed Simon a leaf that flew; a rock that hopped; a twig that ate. Last, Simon went to sleep on his favourite pillow – Nan's lap.*

Materials

- **Book:** *With Nan* by Tania Cox & Karen Blair
- **/f/ Picture Cards:** five, fork, phone, fish
- **/m/ Picture Cards:** mouse, moose, map, milk
- **Large paper and marker**

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32

Read It Again! Learners' Ladder

Lesson 26: Phonological Awareness

Scaffolding Strategies

Use the **predicting strategy** to help children consider words starting with the same initial sound.

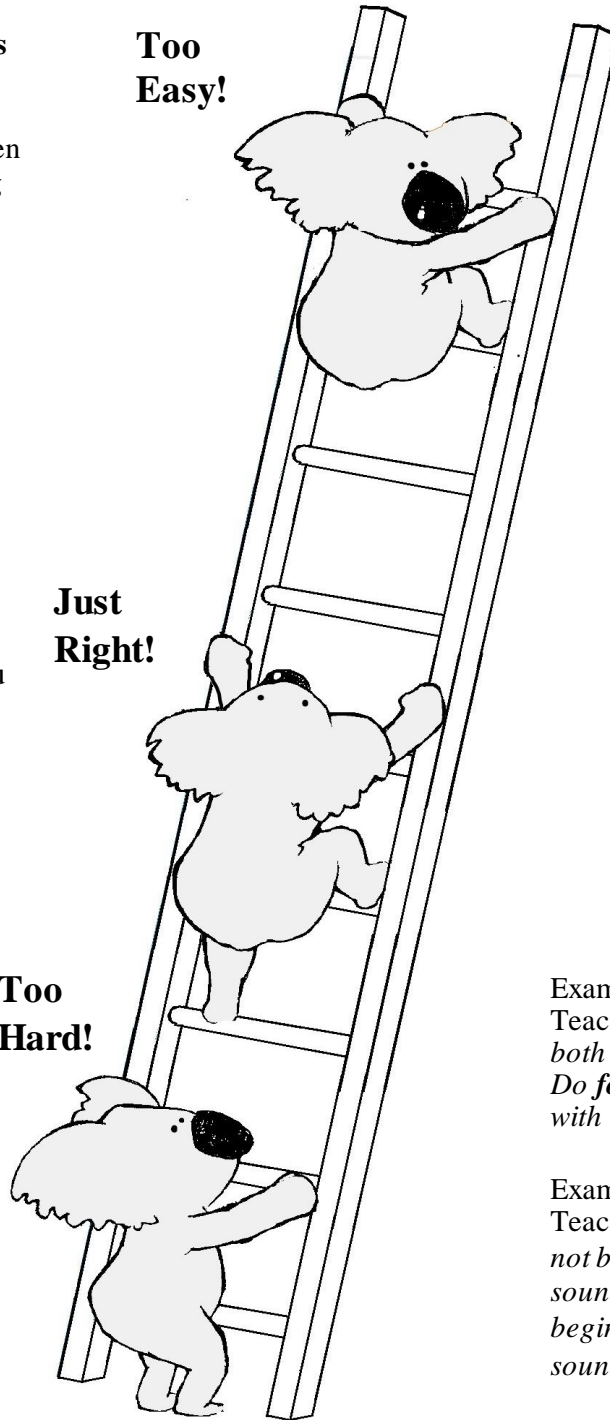
For children for whom the lesson seems **just right**, you can use the lesson plan as written!

Use the **eliciting strategy** to help children identify whether words begin with the same initial sound.

Too Easy!

Just Right!

Too Hard!



Scaffolding Examples

Example 1:
Teacher: *I have picture cards of things that begin with the /f/ sound. Can you guess some things that may be in my pack of cards?*

Example 2:
Teacher: *Do you think there are a lot more words that begin with the /m/ sound? Do you think we can think of 5 more words that begin with the /m/ sound? I'll write them down as we think of them.*

Example 1:
Teacher: ***Fan** and **phone** both begin with the /f/ sound. Do **fork** and **phone** begin with the same /f/ sound/?*

Example 2:
Teacher: ***Mouse** and **five** do not begin with the same first sound. Do **mouse** and **five** begin with the same first sound?*

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1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32

Week 14

Lesson 27: How many do you have?

Book: *10 GREEN GECKOS* by Phillip Gwynne and Lloyd Foye

Before and During Reading: Print Knowledge

Learning Objective 1: To learn some uppercase letter names, including those in own name and those of some friends or family members.

- Before the story, give each child a **Letter G** card. Tell the children: *This is the letter G (holding up a G card). It is an uppercase G. You all have a letter G card. Let's look for more letter Gs in the title of this book.* Show the cover of the book *10 Green Geckos*. Ask the children how many Gs they see. You could say: *I see two uppercase letter Gs in our title. Green starts with letter G (point to the letter G in the word Green). Gecko starts with letter G (point to the first letter in the word G).*
- Put all the name cards in the basket. Tell the children: *Let's talk about the letters in our names. I put everyone's name in the basket. Let's see if we can read each other's names and say what the first letter is. Remember, the first letter in our names is always written as an uppercase letter.*
- Ask a child to come up and pick a name out of the basket, as in: *Tim, pick a name. You found Sarah's name (hold the card so the class can see and point to the first letter). What letter does Sarah's name start with? Tim, can you point to the S in Sarah's name?*
- Continue for all the names, giving each child a chance to pick a name, try to read it, and point to the first letter.

After Reading: Vocabulary

Learning Objective 2: To understand and use words which describe objects (adjectives).

- After reading, give the children the picture cards. Tell the children: *Let's play a matching game. I'll hold up a number and you look at your card to see if the number of pictures on your card matches my number.*
- Hold up the number three and say: *This is the number three. Who has three pictures on their card?* Ask the children to name the picture and then extend their answer to model phrases that have an adjective and a noun (e.g., five chairs). You could say: *Jordan says he has chairs. He has five chairs on his card.*
- Continue for all the different numbers.



Don't forget to take a look at the Learners' Ladder for ideas about adapting the **Print Knowledge** activity to diverse learners.

Materials

- Book:** *10 GREEN GECKOS* by Phillip Gwynne and Lloyd Foye
- Letter 'G' Cards**
- Name Cards** (One per child)
- Picture Cards** (3 sets): surfboard (one), boats (two), mice (three), forks (four), chairs (five)
- Number Cards:** Numbers 1 - 5

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16

Week 14

Lesson 28: Do you hear the first sound?

Book: *10 GREEN GECKOS* by Phillip Gwynne and Lloyd Foye

Before Reading: Phonological Awareness

Learning Objective 1: To identify when two words share the same first sound.

1. Show one of the /s/ picture cards (sand) and tell the children: *Sssand. Sssand begins with the sound sss. Listen, did you hear the sound sss in the beginning of sssand?* Repeat for all of the /s/ and /w/ picture cards.
2. Hold all the picture cards in your hand and allow children to come up, pick one, and say the word. Tell the group: *This word is **wwwave**. Listen for the first sound. **Wwwave**. What sound does **wwwave** start with?* Continue to allow children to pull cards from your hand. If children are unable to identify the first sound, continue to model the correct answer, as in: ***Wwwave** starts with the sound **www**.*
3. Read the book *10 GREEN GECKOS*. During reading, stop occasionally when you come to words beginning with the sounds /s/ or /w/ to point out the first sounds of the words, as in: *There were nine green geckos climbing up the **wall**. **Wwwall** - **Wwwall** begins with the sound **www**.*

During and After Reading: Narrative

Learning Objective 2: To order three or more major events in a story.

1. After reading, ask the children to help you re-tell the story. You could say: *At the beginning of the story there were ten green geckos living in a house. On each page we lost one gecko and at the end of the story there were no geckos living in the house. Let's talk about what happened to each gecko. On the sheet of paper, write **First**... and ask the children: *What happened first?* Help them identify the first major story event.*
2. Continue this process, writing the words **Then**, **Next**, and **Last** to model their use and to help the children identify a corresponding major story event. At the end, use the story sheet to retell the story, expanding on the children's answers: ***First**, there were 10 green geckos living in a house. **Then**, one green gecko was taken by a mouse. **Next**, one green gecko accidentally fell of the wall. (continue for each gecko) **Last**, there was just one green gecko left living in the house. In the end all 10 green geckos were back together cooking sausages at the beach.*

Materials

- **Book:** *10 GREEN GECKOS* by Phillip Gwynne and Lloyd Foye
- **/s/ Picture Cards:** sailboat, six, sun, sand
- **/w/ Picture Cards:** walk, wave, wall, one
- **Large paper and marker**



Don't forget to take a look at the Learners' Ladder for ideas about adapting the **Narrative** activity to diverse learners.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16

Read It Again! Learners' Ladder

Lesson 28: Narrative

Scaffolding Strategies

Use the **predicting strategy** to help children consider key events in a story.

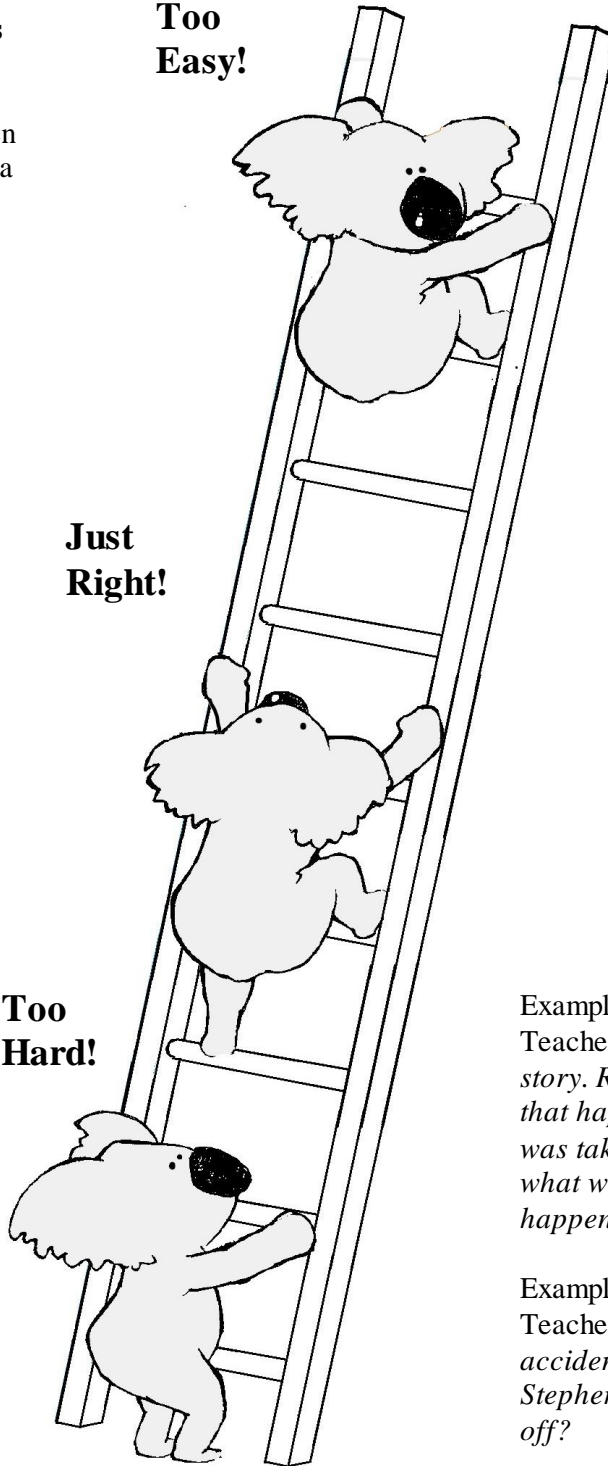
For children for whom the lesson seems **just right**, you can use the lesson plan as written!

Use the **eliciting strategy** to help children identify key events in a story.

Too Easy!

Just Right!

Too Hard!



Scaffolding Examples

Example 1.
Teacher: *In our story, the green geckos got into lots of tricky situations. Do you think geckos always get into this much trouble? What do you think geckos really do all day?*

Example 2.
Teacher: *What do you think happened to the gecko that was washed down the sink? What adventures do you think he might have had?*

Example 1.
Teacher: *Let's think about the story. Remember the first thing that happened was one gecko was taken by a mouse. Andrew, what was the first thing that happened in our story?*

Example 2.
Teacher: *Next, one green gecko accidentally fell off the wall. Stephen, what did the gecko fall off?*

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Week 15

Lesson 29: What are these colours?

Book: *I'm Green and I'm Grumpy* by Alison Lester

Before and During Reading: Print Knowledge

Learning Objective 1: To learn some uppercase letter names, including those in own name and those of some friends or family.

1. Show the children the cover of the book *I'm Green and I'm Grumpy*. Point to the upper case letters in the title, as in: *Let's take a look at some of the uppercase letters in our title. I see a G here (point) and here (point). I see an I here (point) and here (point).*
2. Read the title, *I'm Green and I'm Grumpy*. Tell the children: *Look for the G (point) and I (point) as I read. Show the children the name of the author. Say: The author of this story is Alison Lester. I see an uppercase L in the author's name.*
3. During reading, stop to point out uppercase letters **G**, **L** and **I** when they occur. Allow some children to come up to the book to find the letters. You could say: *Lee is in the cupboard (point to word). Lee begins with an L (point to letter). Melanie, can you come show me the L in Lee's name?*

After Reading: Vocabulary

Learning Objective 2: To understand and use words that describe things and actions (adjectives and adverbs).

1. After reading, tell the children: *Let's talk about all the different colours we saw in the book. Let's see if we can remember all of our colour names. Hold up each of the colour cards, naming each one.*
2. Give each child a colour card. You can explain: *I'm going to give each of you a colour. As we go through the book, let's see if we can find something that matches everyone's colour.*
3. Turn to each page of the book, and talk about some of the objects on the page. Help children match their colour cards to the colours of things they see. You could say: *I see a boy wearing a blue cap on this page. Who has the blue card? Amy, your card is blue. Can you point to someone wearing a blue cap on this page?*

Materials

- **Book:** *I'm Green and I'm Grumpy* by Alison Lester
- **Colour Cards:** blue, green, red, yellow, purple, orange, brown



Don't forget to take a look at the Learners' Ladder for ideas about adapting the **Vocabulary** activity to diverse learners.

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Read It Again! Learners' Ladder

Lesson 29: Vocabulary

Scaffolding Strategies

Use the **reasoning strategy** to help children consider adjectives and adverbs.

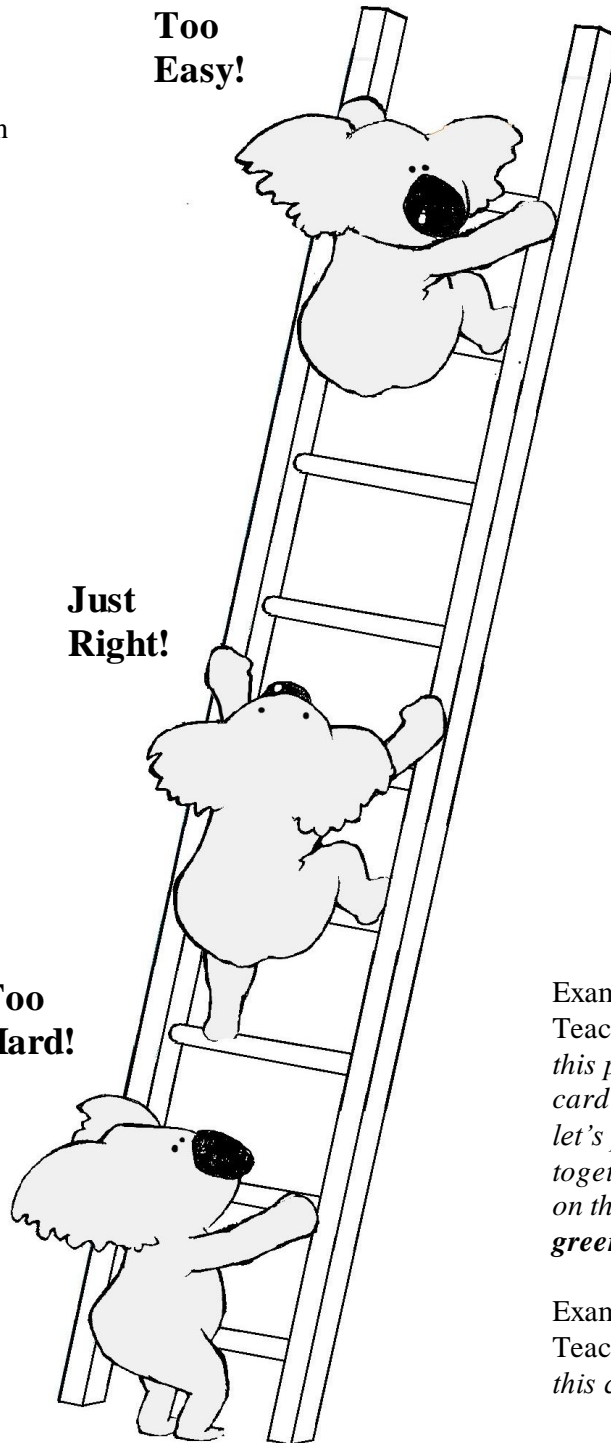
For children for whom the lesson seems **just right**, you can use the lesson plan as written!

Use the **co-participation strategy** to help children consider colour words in the context of the book.

Too Easy!

Just Right!

Too Hard!



Scaffolding Examples

Example 1.
Teacher: *How did we describe some of the things in this book? Why is it helpful to talk about the colour of something?*

Example 2.
Teacher: *Think about at the shops where there are lots of different hats for you to buy. How could you point out a particular hat you wanted your parents to buy? What kinds of words might you use to describe the hat and why?*

Example 1.
Teacher: *I see a **green** door on this page. Everyone with a **green** card come up to the book and let's point to the **green** door together. Is there something else on this page that is the colour **green**?*

Example 2.
Teacher: *Let's name the colour of this cape together... **purple**.*

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Week 15

Lesson 30: Listen to these sounds!

Book: *I'm Green and I'm Grumpy* by Alison Lester

Before Reading: Phonological Awareness

Learning Objective 1: To identify when two words share the same first sound

1. Tell the children that it can be fun to listen to the first sounds in words. You could say: *Today we are going to listen to the first sound in some words. Most words are made up of many sounds. See if you can hear the first sound in these words.*
2. Show one of the /f/ picture cards (fork) and tell the children: *Fffork. Fffork begins with the sound fff. Listen, did you hear the sound fff in the beginning of fffork?* Repeat with all of the /m/ picture cards, /s/ picture cards, and /w/ picture cards.
3. Hold all the picture cards in your hand and allow children to come up, pick one, and say the word. Tell the group: *This word is mmmoose. Listen for the first sound. Mmmoose. What sound does mmmoose start with?* Continue to allow children to pull cards from your hand. If children are unable to identify the first sound, continue to model the correct answer, as in: *Mmmoose starts with the sound mmm.*



Don't forget to take a look at the Learners' Ladder for ideas about adapting the Phonological Awareness activity to diverse learners.

During and After Reading: Narrative

Learning Objective 2: To produce a fictional story that has a setting and characters.

1. Tell the children: *As I read to you, think about the characters, or who the story is about, and the setting, or where the story is taking place.* Discuss these concepts, helping children to define (in their own words) the concept of character and setting.
2. Read the story *I'm Green and I'm Grumpy*, stopping occasionally to discuss the setting and characters, as in: *Who is the story talking about? Where are they?* Model the terms character and setting, as in: *Dean, the children are in the dress-up cupboard. The dress-up cupboard is part of the story's setting.*
3. After reading, tell children they are going to take turns being the storyteller. You could say: *Let's retell the story. I'll start.* Open the book to the first page and say: *The children are standing next to the green door. They can hear Lee roaring and thundering.*
4. Have children take turns coming up to the book and acting as storyteller, as in: *Amy, come tell us what happened next. Be sure to tell us who the story is talking about and where they are.* Ask clarifying questions, as in: *You said 'Kim is silver and glittering.' You are right. But tell us who Kim is dressed as - do you remember?*
5. After every child's response, restate the child's sentence but add a little detail, as in: *Yes, here we see Lee the dinosaur and Kim the fairy standing near the green door. They can hear Joe in the cupboard. Joe is dressed as a shiny, whirring robot.* Continue this activity until the whole book has been retold by the class. After each student's response, restate the student's sentence, adding detail, as in: *Yes, Ted is in the cupboard. Ted is dressed up as a fat, stripy cat. He has a very long fluffy tail.* Continue until the whole book has been retold by the class.

Materials

- **Book:** *I'm Green and I'm Grumpy* by Alison Lester
- **Large paper and Marker**
- **/s/ Picture Cards:** sailboat, sun, six, sand
- **/w/ Picture Cards:** walk, wave, one, wall
- **/f/ Picture Cards:** fork, five, phone, fish
- **/m/ Picture Cards:** moose, mouse, map, milk

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Read It Again - Learners' Ladder

Lesson 30: Phonological Awareness

Scaffolding Strategies

Use the **predicting strategy** to help children consider words that have the same or different beginning sound as a target word.

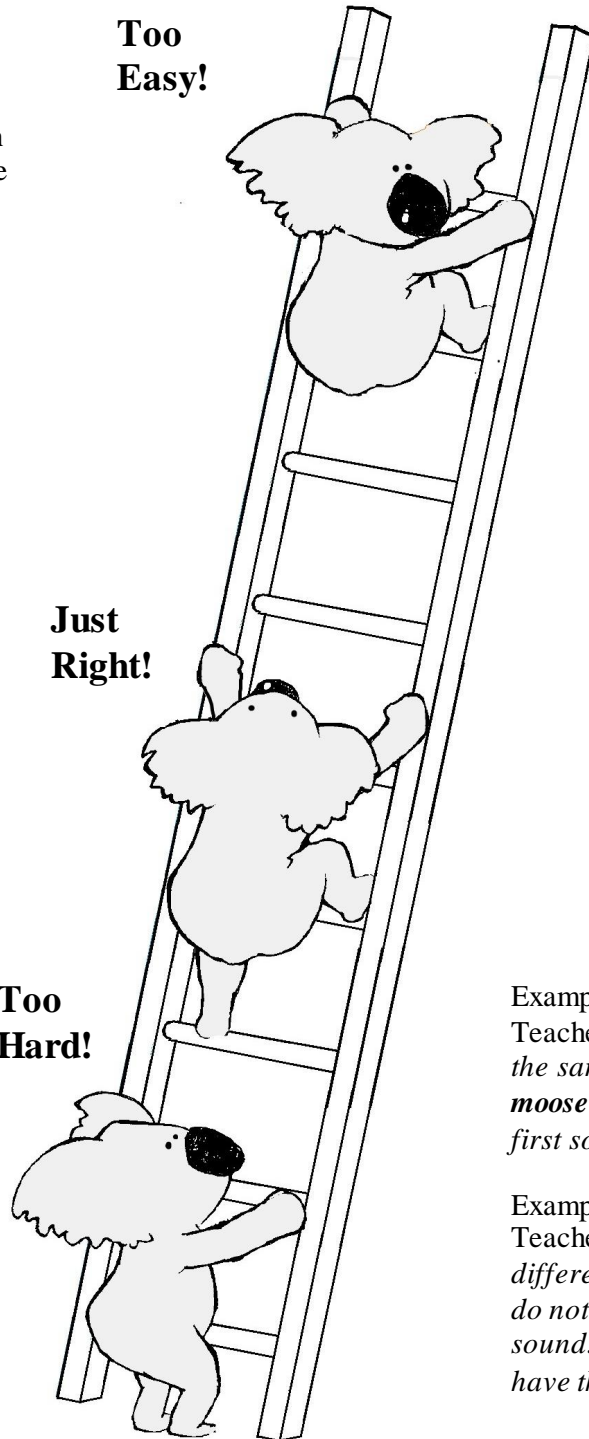
For children for whom the lesson seems **just right**, you can use the lesson plan as written!

Use the **eliciting strategy** to help children identify when two words have the same or beginning sound.

Too Easy!

Just Right!

Too Hard!



Scaffolding Examples

Example 1:
Teacher: *Leslie, I'm going to say a word that starts with /s/ ... what do you think it is?*

Example 2:
Teacher: *We are going to make a list of everyone whose name starts with the /s/ sound. Who do you think will be on this list?*

Example 1:
Teacher: **Moose** and **map** share the same first sound! *Carrie, do moose and map share the same first sound?*

Example 2:
Teacher: **Six** and **fork** have a different first sound. **Six** and **fork** do not share the same first sound. *Nick, do six and fork have the same first sound?*

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Week 16

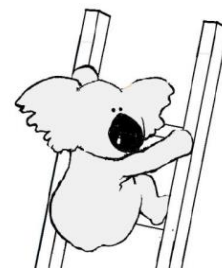
Lesson 31: I wonder how many you have!

Book: *Goodnight, Mice!* by Frances Watts and Judy Watson

Before Reading: Print Knowledge

Learning Objective 1: To learn some uppercase letter names, including those in own name and those of some friends and family.

1. Show the children the cover of the book *Goodnight, Mice!*. Point to the upper case letters in the title, as in: *Let's take a look at our title. How many uppercase letters do you see? I see a G here (point) and an M here (point). That's two uppercase letters!*
2. Write the letter **M** on the large paper. Tell the children, *M is the second uppercase letter we see in our title. Does anyone's name begin with an M?* Follow with discussion, as in: *I see Meg's hand up. Let's look at Meg's name (write Meg on the paper below the letter M and underline the M). That's right! Meg begins with an M. Who else has a name beginning with an M? Michael, I think your name begins with an M too (write Michael on the paper and underline the M).*
3. Continue this for all children. Choose letters from the children's names. You could say: *Bradley, your name starts with the letter B. Let's write the letter B on the paper. We have to write an uppercase B because it is the first letter in your name. Does anyone else have a name that starts with B?*



Don't forget to take a look at the Learners' Ladder for ideas about adapting the **Print Knowledge** activity to diverse learners.

After Reading: Vocabulary

Learning Objective 2: To understand and use new words which describe objects (adjectives).

1. After reading, give each child a picture card. Tell the children: *Let's play a matching game. I'll hold up a number and you look at your card to see if the number of items on your card matches my number.*
2. Hold up the number two and say: *This is the number two. Who has two items on their card?* Ask the children to name the item and then extend their answer to model phrases that have an adjective and a noun (e.g., two towels). You could say: *Jordan says he has two items on his card. He has two towels on his card.*
3. Hold up the colour cards. Say: *Jordan, you told us you have two towels on your card. Can you tell us what colour your towels are? That's right, your towels are red. Jordan has two red towels on his card. The words two and red tell us about Jordan's towels.*
4. Continue for all the different numbers and colours.

Materials

- **Book:** *Goodnight, Mice!* by Frances Watts and Judy Watson
- **Large paper and marker**
- **Number Cards**
- **Colour Cards**
- **Picture Number and Colour cards**

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Read It Again! Learners' Ladder

Lesson 31: Print Knowledge

Scaffolding Strategies

Use the **reasoning strategy** to help children learn that certain words, including names, usually start with uppercase letters.

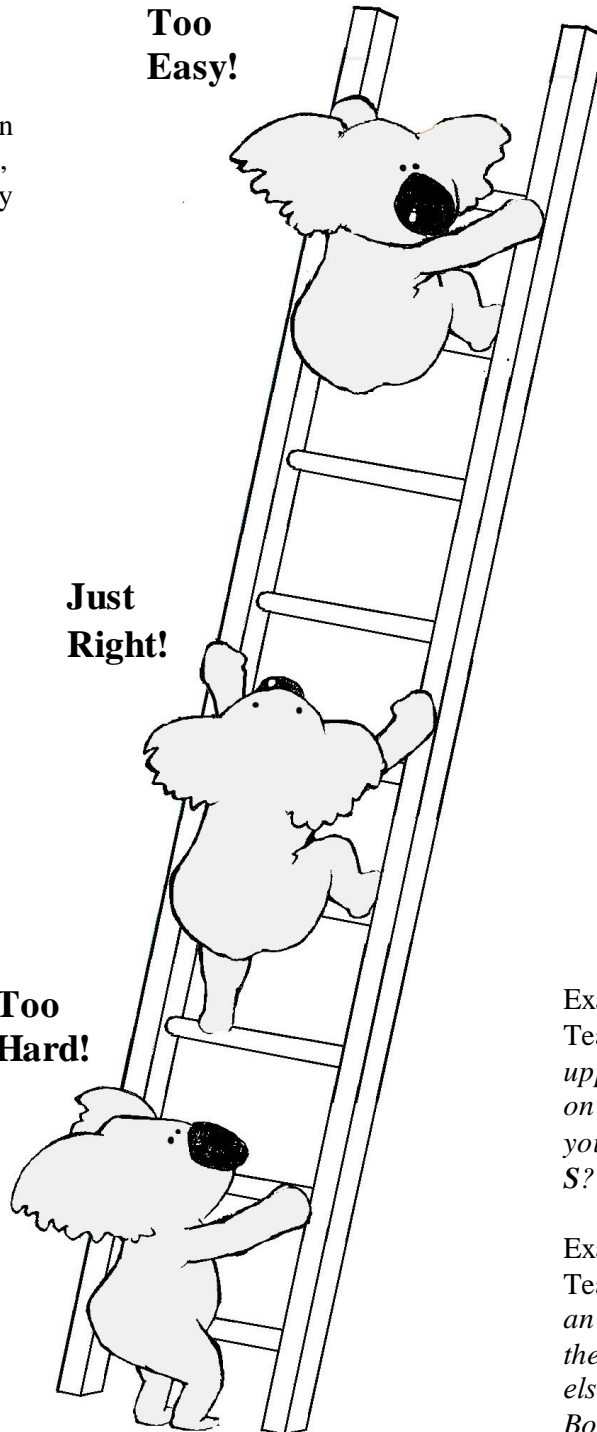
For children for whom the lesson seems **just right**, you can use the lesson plan as written!

Use the **reducing choices strategy** to help children learn some uppercase letters like those in their own name or their friends' and family members' names.

Too Easy!

Just Right!

Too Hard!



Scaffolding Examples

Example 1.
Teacher: *The title of our book is Goodnight Mice. Who can tell me why the G and the M are uppercase letters?*

Example 2.
Teacher: *We know that book titles and people's names start with uppercase letters. Our city's name also starts with an uppercase letter. Why do you think some words start with an uppercase letter and others do not?*

Example 1.
Teacher: *Laura, I just wrote an uppercase L and an uppercase S on the board. Which letter does your name start with, the L or the S?*

Example 2.
Teacher: *The title of our book has an uppercase M in it. Milly, that's the first letter in your name. Who else's name starts with an M, Bobby's or Michael's?*

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Week 16

Lesson 32: Who and where?

Book: *Goodnight, Mice!* by Frances Watts and Judy Watson

Before Reading: Phonological Awareness

Learning Objective 1: To identify when two words share the same first sound.

1. Tell the children: *Today we are going to try to find words with the same first sound. See if you can hear the first sound in these words. We are going to decide if they are the same or if they are different.*
2. Hold up one of the /f/ picture cards (fish) and tell the children: *fffish. Fffish begins with the sound fff. Did you hear the sound fff in the beginning of fffish? You make the fff sound with me.* Then, pull a second /f/ picture card (five) and say: *fffive ... fffive begins with the sound fff. Fffish and fffive begin with the same sound.* Then, pull a /w/ card (wave): *wwwave ... wwwave begins with the sound www.* Now say: *fffish and wwwave start with different sounds.*
3. Show one of the /s/ picture cards (six) and tell the children: *sssix ... sssix begins with the sound sss. Did you hear the sound sss in the beginning of sssix? Say it with me: sssix.* Then, pull a /m/ picture card (mouse): *mmmouse ... mmmouse begins with the sound mmm.* Now say: *Sssix and mmmouse start with different sounds.*
4. Hold all the picture cards in your hand and allow children to come up one-by-one and pick a pair. Help them decide whether or not the words begin with the same or different first sound.

During and After Reading: Narrative

Learning Objective 2: To produce a fictional story that has a setting and characters.

1. Tell the children: *As I read to you, think about the characters, or who the story is about, and the setting, or where the story is taking place.* Review these concepts, asking children to define (in their own words) the concept of character and setting.
2. Read the story *Goodnight, Mice!* stopping occasionally to discuss the setting and characters, as in: *Who is the story talking about? Where are they?* Model the terms character and setting, as in: *Brooke, they are in a house in the forest. The house is part of the story's setting.*
3. After reading, tell children they are going to take turns being the storyteller. You could say: *Let's retell the story. I'll start.* Open the book to the first page and say: *Four tiny mice are sitting on the floor. The tiny mice are sleepy and grizzly. Mum and Dad say: 'It's time for bed, mice.'*
4. Have children take turns coming up to the book and acting as storyteller, as in: *Amy, come tell us what happened next. Be sure to tell us who the story is talking about and where they are.* Ask clarifying questions, as in: *You said 'they are splishing and splashing in the bathtub.' You are right. But tell us who is splishing and splashing - do you remember their names?*
5. After every child's response, restate the child's sentence but add a little detail, as in: *Yes, here we see the mice splishing and splashing in the bathtub. The mice are called Mitzi, Billy, Clementine and Oliver. Mitzi, Billy, Clementine and Oliver are in the bathtub, playing with their toys.* Continue this activity until the whole book has been retold by the class.

Materials

- **Book:** *Goodnight, Mice!* by Frances Watts and Judy Watson
- **Large paper and Marker**
- **/s/ Picture Cards:** sailboat, sun, six, sand
- **/w/ Picture Cards:** walk, wave, one, wall
- **/f/ Picture Cards:** fork, five, phone, fish
- **/m/ Picture Cards:** moose, mouse, map, milk



Don't forget to take a look at the Learners' Ladder for ideas about adapting the **Narrative** activity to diverse learners.

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Read It Again - Learners' Ladder

Lesson 32: Narrative

Scaffolding Strategies

Use the **predicting strategy** to help children produce a fictional story of their own, using the characters and/or setting in the current book as a starting off point.

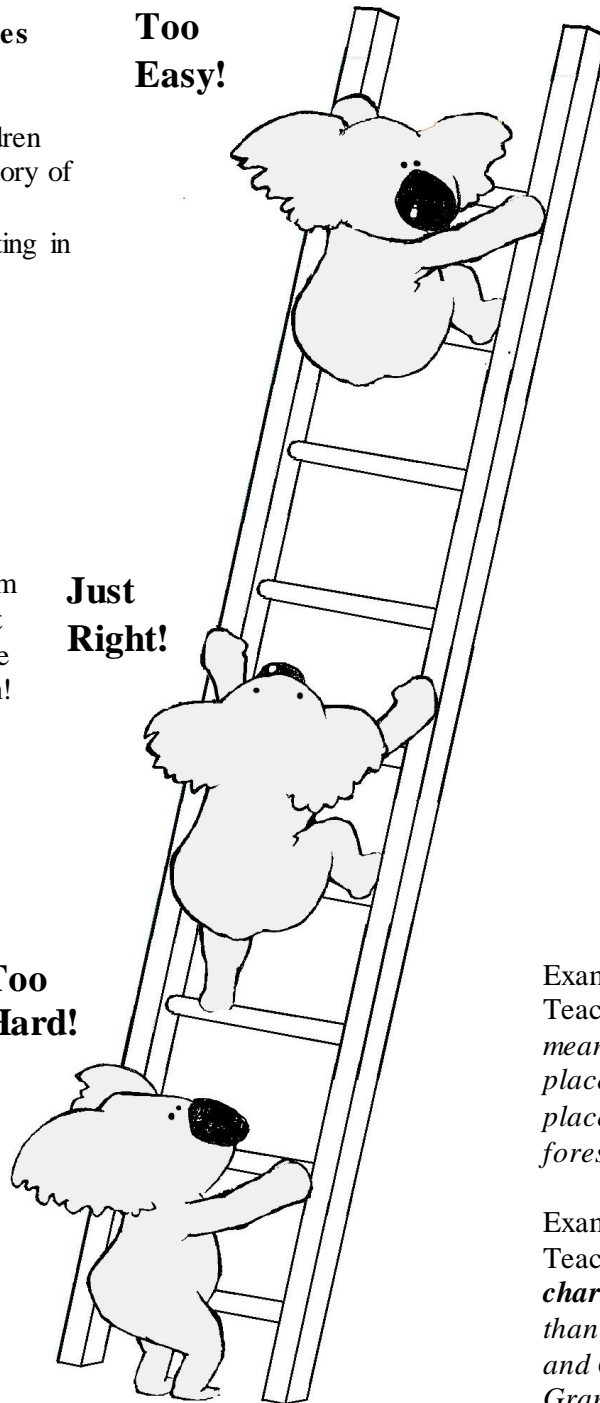
For children for whom the lesson seems **just right**, you can use the lesson plan as written!

Use the **reducing choices strategy** to help children understand that a fictional story is composed of settings and characters.

Too Easy!

Just Right!

Too Hard!



Scaffolding Examples

Example 1.

Teacher: *Let's tell another story about the mice. Where do you think they would be if they were wearing bathing suits and sunglasses? What would we use as our setting?*

Example 2.

Teacher: *What if the mice didn't live in a forest but in the city? What would their house look like?*

Example 1.

Teacher: *Remember, **setting** means where a story takes place. Does our story take place in the city or in the forest?*

Example 2.

Teacher: *Who is another **character** in the story, other than Mitzi, Billy, Clementine and Oliver? Is it Grandma or Grandpa?*