

Read It Again

FoundationQ!

Lesson Plans

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|----------------------------------------------|
| Lesson 1: Just an ordinary dog? |
| Book: Daisy All-Sorts by Pamela Allen |

Week 1

Materials Book: *Daisy All-Sorts* by Pamela Allen
 Plain card
 Marker

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 'Daisy All-Sorts'.* (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 students 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 student to come up to the book by saying: *Can you show me the words on this page?* You may repeat this for a few students.

During and After Reading: Vocabulary

Learning Objective 2: To understand and use unfamiliar words to describe things or actions.

Target Word: **ordinary** (adjective)

1. Read the story to the students. When you reach the end of page one, stop and comment: *If something is not very special or exciting you could say that it is **ordinary**.* Continue to read the story.
2. At the completion of the story, remind the students of the word: *In the story we spoke of a word that you can use when something is not very special or exciting; you could say it is **ordinary**.* Ask all the students to repeat the word (scaffold for an accurate production). *Let's write the word **ordinary**.* Write the word **ordinary** on a card, and name each letter as you write it, as in; **ordinary** is a long word; **ordinary** has eight letters. *This is the o, this is the r, this is the d, this is the i, this is the n etc. ... **ordinary**!* Place the card where the students can see it (afterwards it can be placed on a word wall in the classroom as a reminder to use the word in context during the week).
3. Provide your own examples: *I think putting on my shoes is **ordinary**.* Ask students to provide their own examples (scaffold as necessary).
4. Say to the students: *I am going to tell you about some things. If you think something is **ordinary** say 'that's **ordinary**'. If you don't think it's **ordinary** don't say anything.*
 - *Having a drink of water*
 - *Flying to the moon*
 - *Brushing my teeth before bed etc.*
5. Students to complete: *If something is not very special or exciting you could say it's ...*

Read It Again - *FoundationQ!* Learners' Ladder

Lesson 1: Vocabulary

Scaffolding Strategies

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

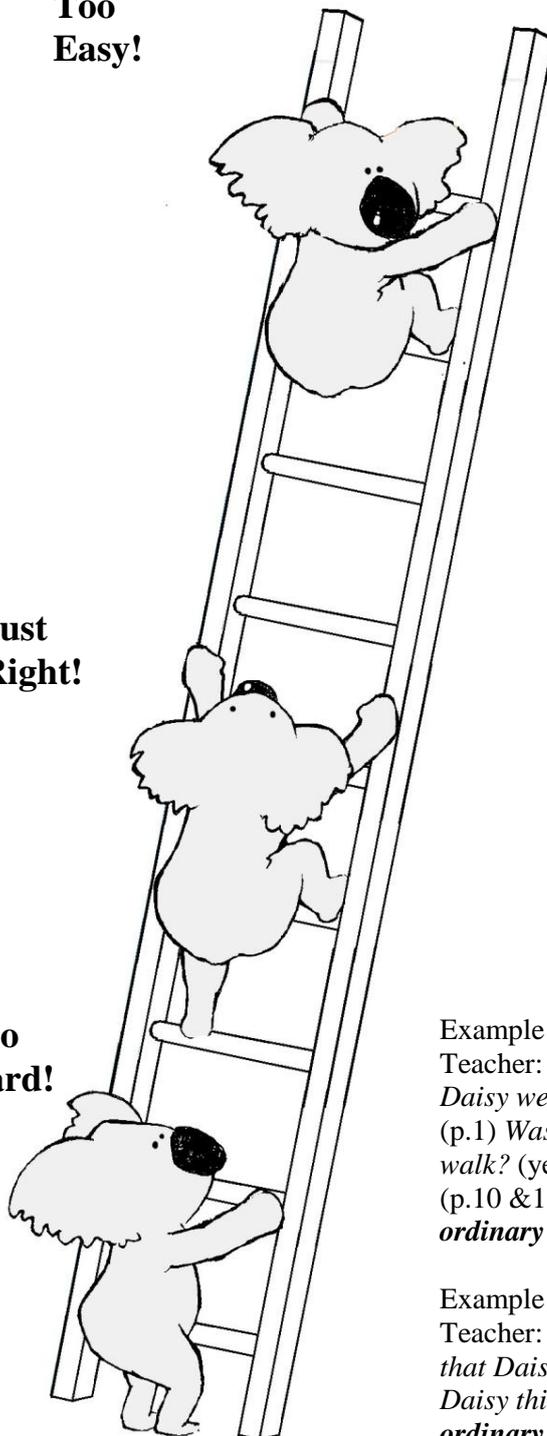
For students for whom the lesson seems **just right**, you can use the lesson plan as written!

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

Too Easy!

Just Right!

Too Hard!



Scaffolding Examples

Example 1.
Teacher: *Rochelle, what is another way to say something is very **ordinary**?*

Example 2.
Teacher: *Tell me some things that you think are very **ordinary** and tell me why.*

Example 1.
Teacher: *Jim, let's think about when Daisy went walking. Look on this page. (p.1) Was Daisy having an **ordinary** walk? (yes). Now, look on this page. (p.10 &11) Was Daisy having an **ordinary** walk? (no)*

Example 2.
Teacher: *Let's think about some things that Daisy thought were **ordinary**. Did Daisy think long, boring walks were **ordinary**? (yes). Did Daisy think liquorice all-sorts were **ordinary**? (no)*

Week 1

Lesson 2: Which words sound the same?

Book: Daisy All-Sorts by Pamela Allen

Materials Book: *Daisy All-Sorts* by Pamela Allen
 Rhyming Cards: dog, frog, jog, log
 Setting cards
 Character cards
 Whiteboard (or similar) and pens
 Blu-Tack

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 “og” picture cards (**dog, frog, jog** and **log**), and have the students name each picture. Tell the students: *All these words rhyme; they sound the same at the end. See how my mouth is the same at the end?*
3. Make some rhymes with the “og” cards, and discuss these rhymes with the students, as in: *This picture is **dog** (show picture) and it rhymes with **frog** (show picture). My mouth does the same thing at the end: **frog, dog**. Continue this process for other pairs (**dog - log, dog - jog**).*
4. Hold all four cards in your hand, and allow students 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?*

During and After Reading: Narrative

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

1. Read the book *Daisy All-Sorts* with the students. Stop reading occasionally to *highlight* the character and the setting in the book. Ask students *open-ended questions* about the characters, such as: *Why did he do that? What will he do next?* Also, describe any changes that happen in the setting, such as: *Daisy is inside the house.*
2. After reading the book, hand out the character cards to the students. You could say: *In our book we met Daisy, Stanley and Bella. They are the characters in our book.* Then ask each student to use blu-tack to attach their character card to a picture of a character in the book.
3. Write a list of the characters on a whiteboard or similar. Ask each student to tell you which character they put their card on. Ask them to tell you something about that character. Record students' answers below the character name. Allow students' answers to guide what you write, but extend their answers. If the student says, *Daisy is a dog*; you could **extend** this answer, as in: *Alex said Daisy is a dog. Daisy is a dog that loves to eat licorice all-sorts.*

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Lesson 2: Phonological Awareness

Scaffolding Strategies

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

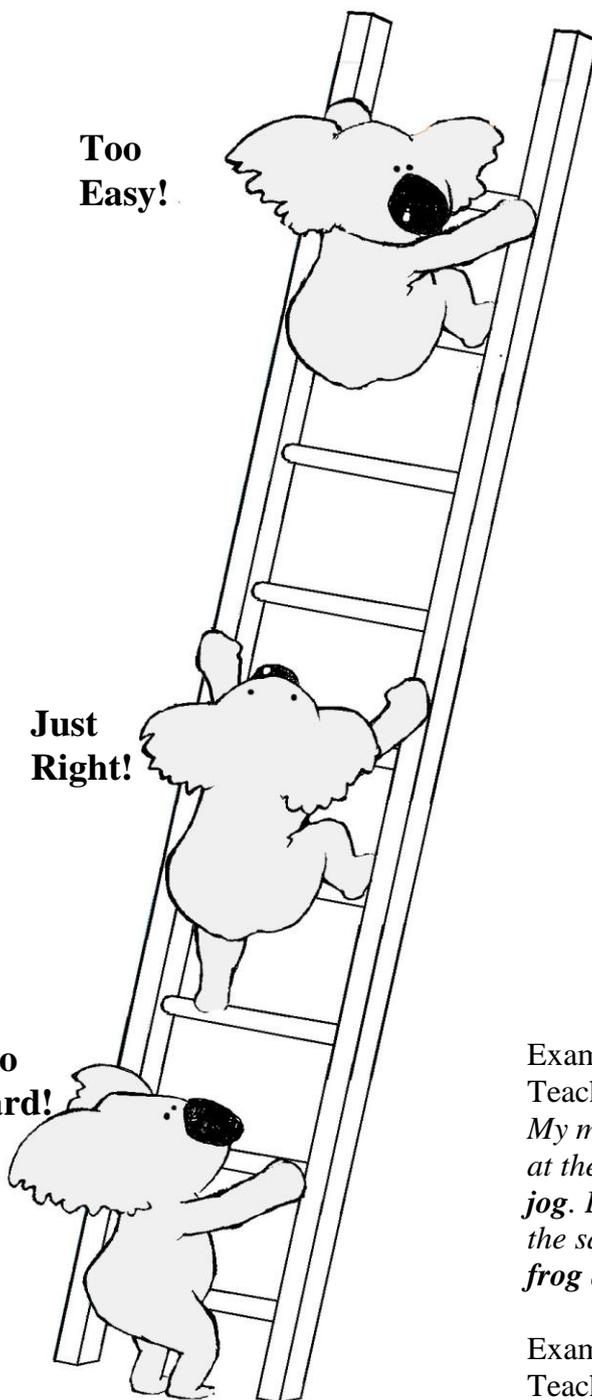
For students for whom the lesson seems **just right**, you can use the lesson plan as written!

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

Too Easy!

Just Right!

Too Hard!



Scaffolding Examples

Example 1.
Teacher: *That's right Cameron; **dog** and **jog** rhyme! Now I have another card. What words 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 **dog**. What are some words you think we might hear in this book?*

Example 1.
Teacher: ***Frog** and **jog** rhyme. My mouth does the same thing at the end of the words **frog** and **jog**. Brianna, does my mouth do the same thing at the end of **frog** and **jog**?*

Example 2.
Teacher: *Here I have two words - **dog** and **log**. **Dog** and **log** rhyme! Tell me, **dog** and **log** rhyme.*

Week 2

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| Lesson 3: What do these words do? |
| Book: The Very Cranky Bear by Nick Bland |

Materials Book: *The Very Cranky Bear* by Nick Bland

Before and During Reading: Print Knowledge

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

1. Show the students the cover of the book *The Very Cranky Bear*. Point to the title and ask the students what the title of a book does. You may say: *Here is our title. What does the title tell us?* (You may have to *model* the answer). Tell the students: *The title tells us what the story is about.*
2. Read the title while pointing to each word as you say it.
3. Before reading, you could ask students to predict what they think the story will be about. You might say: *The title says 'The Very Cranky Bear'. What do you think is going to happen in this book?*
4. Throughout reading, pause and point to specific words and explain that the words help tell the story. For example, you may say: *These words say 'All I really want' (pointing to words). You might ask some students to point to some words also, as in: David, can you come show me where it says 'really'?*

After Reading: Vocabulary

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

Target Words: **antler, mane, stripes.** (nouns)

1. After reading, tell the students: *Let's talk about some of the new words we heard in this book. Let's talk about the words **stripes**, **antler** and **mane**.*
2. Look at the pictures of each of these items in the book. Model a definition of each word using the pictures to help. You could say:

*The book says the moose has marvellous **antlers**. **Antlers** are horns that look like branches. Reindeer have **antlers** on their head.*

*The book says that the lion has a golden **mane**. A **mane** is the long thick hair that grows from its neck. Horses also have **manes**.*

*The book says the zebra has fantastic **stripes**. **Stripes** are lines which are a different colour from the background. The zebra is white with black **stripes**. Ask the students to think of some other things that can have **stripes** (e.g. a tiger, a blanket, a shirt, a candy cane).*

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Lesson 3: Print Knowledge

Scaffolding Strategies

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

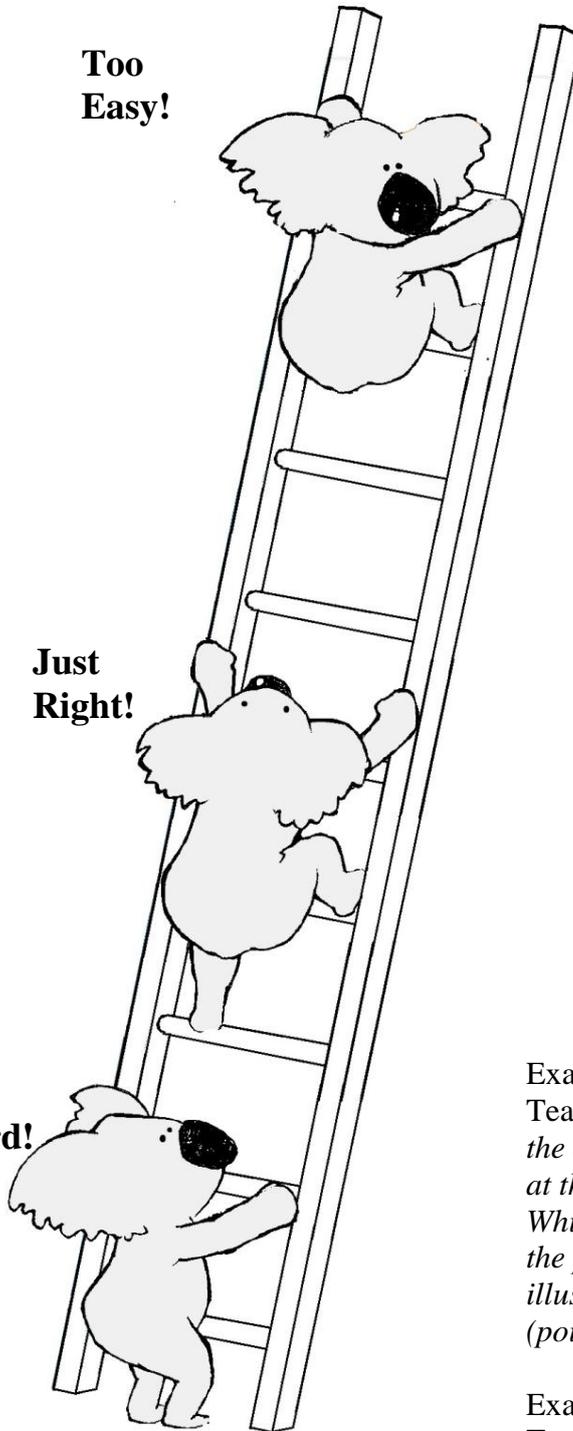
For students for whom the lesson seems **just right**, you can use the lesson plan as written!

Use the **reducing choices strategy** to help students 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?*

Week 2

Lesson 4: Who is in the story?

Book: The Very Cranky Bear by Nick Bland

Materials Book: *The Very Cranky Bear* by Nick Bland
 Rhyming Cards: goose, moose, Bruce, juice, dog, frog, jog, log
 Setting cards
 Character cards
 Blu-tack

Before Reading: Phonological Awareness

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

1. Review the concept of rhyming words with students. Ask the students: *Who remembers what rhyming words are?* Remind students: *Rhyming words are words that sound the same at the end.*
2. Show each of the “oose” picture cards (**goose, moose, Bruce and juice**), and have the students name each picture. Tell the students: *These words all rhyme. My mouth does the same thing at the end of these words.*
3. Make some rhymes with the “oose” cards, and discuss these rhymes with the students, as in: *This picture is **goose** (show picture) and it rhymes with **moose** (show picture). My mouth does the same thing at the end of these words: **goose, moose.***
4. Hold all four cards in your hand, and allow students 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 at the end?*
5. Add the “og” cards (**dog, frog, jog, log**) to your hand. Create a non-rhyming pair (**log and juice**) and tell the students: *Listen to these two words, **log and juice**. **Log and juice** do not sound the same. See how my mouth is different?* Allow students to pull pairs from your hand, and help them to identify if the two words rhyme.

During and After Reading: Narrative

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

1. Read the book *The Very Cranky Bear*. During reading, stop to *highlight* the characters and setting of the story. You could say: *This story is all about a cranky bear that lived in a cave. The cranky bear is one of the characters in this story. Here the bear is chasing the other animals out of the cave. What else is this character doing?* Use *open-ended* questions to actively involve students in the discussion during reading, such as: *What will the zebra do next? Where is the sheep now? Who were the other characters in this story? (sheep, zebra, deer, lion)*
2. After reading, engage the students 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 students to describe the setting. You could ask: *Where are the animals now? How can you tell that they are outside?* Ask the students to use blu-tack to place a setting picture on various backgrounds, e.g. the cave, outside, the jungle.

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Lesson 4: Narrative

Scaffolding Strategies

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

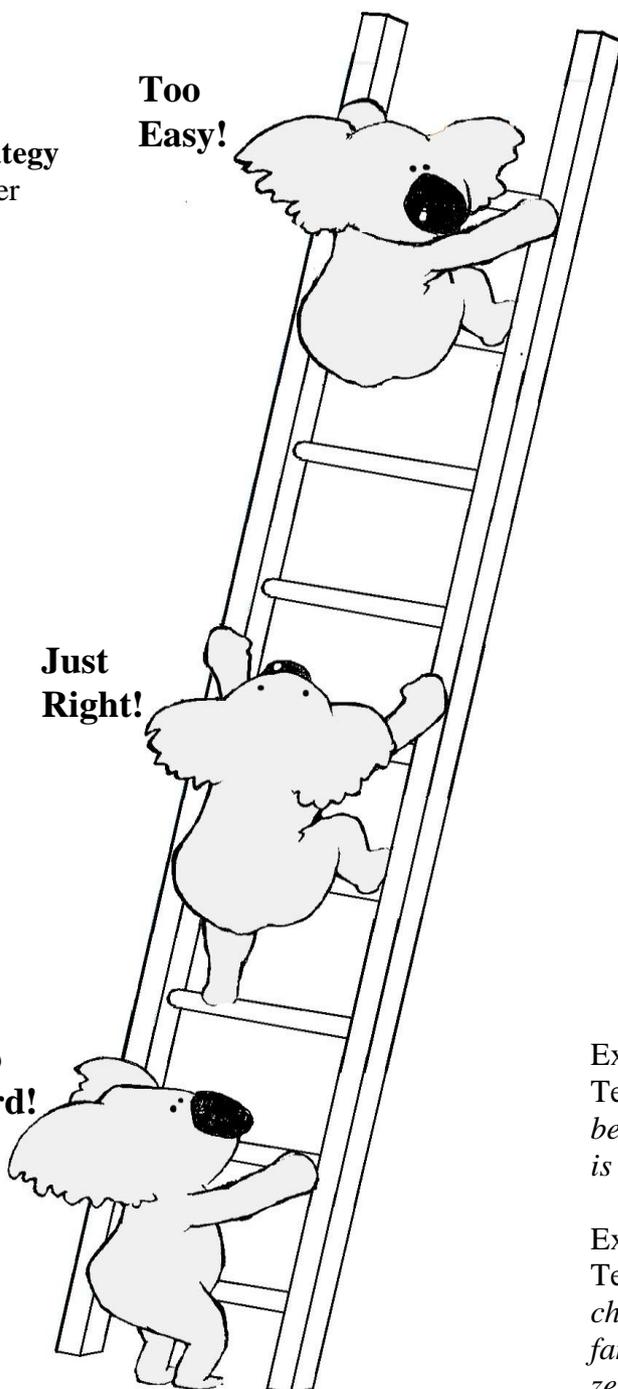
For students for whom the lesson seems **just right**, you can use the lesson plan as written!

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

Too Easy!

Just Right!

Too Hard!



Scaffolding Examples

Example 1.

Teacher: *Simon, the bear was trying to sleep in the cave. Why do you think he picked the cave to sleep in?*

Example 2.

Teacher: *Where do you think all the animals were going? Why didn't they stay in the jungle?*

Example 1.

Teacher: *Cathy, look! The bear is in the cave. Where is the bear?*

Example 2.

Teacher: *Nathan, the character with the fantastic stripes was a zebra! Nathan, tell me - the character with the fantastic stripes was a ___? Zebra!*

REMEMBER!

It's time to consider
individual student's
progress...

This week, complete a
Student Progress
Checklist for each
student.

Week 3

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| Lesson 5: Wonderful words. |
| Book: Big Rain Coming by Katrina Germein |

Materials Book: *Big Rain Coming* by Katrina Germein
 Plain card
 Marker

Before and During Reading: Print Knowledge

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

1. Show the students the cover of the book *Big Rain Coming*. 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 students: *1, 2, 3 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 rain in it (point to the word). I wonder if our story is about when it rains. Let's read the book and see.*
3. During reading, stop to point out some words in the book, and use the word '**word**' to help students understand what a word is. You could say: *Here is the **word** 'dogs' and here is a picture of two dogs. These **words** tell us about what the dogs are doing.* Read the text, pointing to each word.
4. For each of the last five pages of the book, ask one student 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.*

During and After Reading: Vocabulary

Learning Objective 2: To understand and use unfamiliar words to describe things or actions. To understand and use words for unfamiliar nouns.

Target Words: **wonderful** (adjective) and **billabong** (noun)

1. Read the story to the students. When you reach the end of the page with the picture of the **billabong**, stop and comment: *A **billabong** is a small lake.* Continue to read.
2. When you reach the end of the last page stop and comment: *If you think something is very, very good you could say that it is **wonderful**.* Ask all the students to repeat the word (scaffold for an accurate production). *Let's write the word **wonderful**.* Write the word **wonderful** on a card, and name each letter as you write it, as in ... **wonderful** is a long word; **wonderful** has nine letters. *This is the w, this is the o, this is the n, this is the d etc. ... **wonderful!***
3. Provide your own examples: *Going to the beach with my family is **wonderful**.* Ask each student to provide their own example (scaffold as necessary).
4. Say to the students: *I am going tell you about some things; if you think it's **wonderful** say 'That's **wonderful**'. If you don't think it's **wonderful**, don't say anything.*
 - *Opening birthday presents.*
 - *Cleaning out your bedroom.*
 - *Finding buried treasure.*
5. Students to complete: *If something is very, very good, you could say it is ...*

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

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

Too Easy!

Just Right!

Too Hard!



Scaffolding Examples

Example 1.
Teacher: *In the story 'Big Rain Coming', why did the people think the rain was wonderful?*

Example 2.
Teacher: *Tell me some things that you think are wonderful?*

Example 1.
Teacher: *In the story 'Big Rain Coming', did the people think the rain was terrible or wonderful?*

Example 2.
Teacher: *If it started raining lollipops at your house, would this be awful or wonderful?*

Week 3

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| Lesson 6: Can you hear the rhymes? |
| Book: Big Rain Coming by Katrina Germein |

Materials Book: *Big Rain Coming*, by Katrina Germein
 Rhyming Cards: pig, big, dig, wig, snake, rake, lake, cake, dog, frog, jog, log
 Setting cards
 Character cards

Before Reading: Phonological Awareness**Learning Objective 1: To identify when two words share a rhyming pattern.**

1. Review the concept of rhyming words with students. Ask the students: *Who remembers what rhyming words are?* Remind students: *Rhyming words sound the same at the end.*
2. Show each of the “ig” cards (**big, pig, wig** and **dig**), and have the students name each picture. Tell the students: *These words all rhyme. My mouth does the same thing at the end of these words.*
3. Make some rhymes with the “ig” cards, and discuss these rhymes with the students, as in: *This picture is **pig** (show picture) and it rhymes with **dig** (show picture). Watch, my mouth does the same things at the end: **pig, dig**.*
4. Hold all four cards in your hand, and allow students 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 “ake” (**snake, rake**) and “og” (**dog, log**) cards to your hand. Create a non-rhyming pair (**pig, rake**) and tell the students: *Listen to these two words, **pig** and **rake**. **Pig** and **rake** do not sound the same. See how my mouth is different?* Allow students to pull pairs from your hand and help them to identify if the two words rhyme.

During and After Reading: Narrative**Learning Objective 2: To identify and describe the settings and characters in a story.**

1. Read the book *Big Rain Coming*. After reading the text on each page, *highlight* the character and the setting. You could say: *The book said old Stephen nodded to the dark clouds spreading in the south. He is hoping for rain. And look, here he is watching the big black clouds.*
2. Show the students the ‘setting’ card; remind the students that the setting is where the story takes place. Tell the students: *Our story took place in the dry, dusty outback. The outback is the setting of the book.*
3. Have the students tell you what they remember about the setting of the story. Ask the students: *Help me describe the outback. What did we see in the outback?* Prompt the students as needed, such as: *We saw lots of lizards and dry dusty dirt. The people slept outside under the stars and swam in the Billabong.* Show the pictures in the book to give the students even more support.

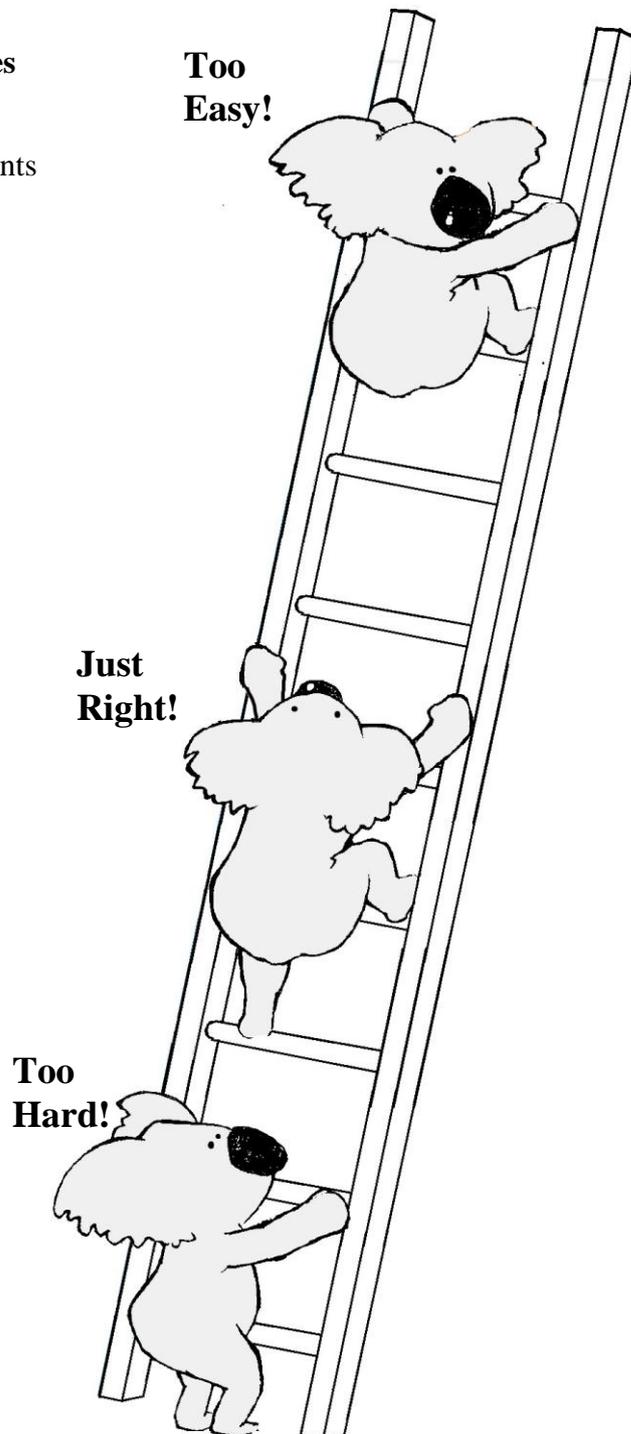
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Lesson 6: Phonological Awareness

Scaffolding Strategies

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

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

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



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: ***Pig** and **wig** rhyme. They have the same sounds at the end. Elise, tell me: **pig** and **wig** rhyme.*

Example 2.
Teacher: ***Pig** and **rake** sound different. **Pig** and **rake** do not rhyme. Jacob, do **pig** and **rake** rhyme?*

Week 4

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| Lesson 7: Where do I read? |
| Book: Edward the Emu by Sheena Knowles |

Materials Book: *Edward the Emu* by Sheena Knowles
 Plain card
 Marker pen

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 students the cover of the book *Edward the Emu*. Ask one student to come up and show you the title of the book. You could say: *Our book today is 'Edward the Emu'. Sue, come and show me the title of the book, the name of our book. That's right – these words say Edward the Emu. 'Edward the Emu' is the title of our book.* Read the title and point to each word as you say it: *Edward the Emu*.
2. 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).

During and After Reading: Vocabulary**Learning Objective 2: To understand and use unfamiliar words to describe things or actions.**Target Words: **amusing** (adjective)

1. Read the story to the students. When you reach the page where Edward is pretending to be a seal, stop and comment: *If something makes you laugh you could say that it is **amusing**.* Continue to read.
2. At the completion of the story, remind the students of the word: *In the story we spoke of a word that you can use when something makes you laugh or smile, you can say it is **amusing**.* Ask all the students to repeat the word (scaffold for an accurate production). *Let's write the word **amusing**.* Write the word **amusing** on a card, and name each letter as you write it, as in; ***amusing** is a long word; **amusing** has seven letters. This is the a, this is the m, this is the u, this is the s etc. ... **amusing!***
3. Provide your own examples: *I think it's **amusing** when I hear a funny joke.* Ask each student to provide their own example (scaffold as necessary).
4. Say to the students: *I am going to tell you about some situations, if you think it's **amusing** say 'that's **amusing**'. If you don't think it's **amusing** don't say anything.*
 - a. *Clowns juggling at the circus*
 - b. *Mum cooking dinner*
 - c. *Pigs that can fly*
5. Students to say the word in unison: *If something makes you laugh or smile you could say that it is ...*

Read It Again - FoundationQ! Learners' Ladder
Lesson 7: Print Knowledge

Scaffolding Strategies

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

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

Use the **co-participation strategy** to help students 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 students so everyone's fingers are moving in the same direction and students can see the page.*

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

Week 4

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| Lesson 8: What happened in this story? |
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| Book: Edward the Emu by Sheena Knowles |
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Materials Book: *Edward the Emu* by Sheena Knowles
 Rhyming Pictures: pig, big, dig, wig, snake, rake, lake, cake
 Character cards
 Setting cards
 Whiteboard (or similar) and pens
 Blu-tack

Before Reading: Phonological awareness

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

1. Review the concept of rhyming words with students. Ask the students: *Who remembers what rhyming words are?* Remind students: *Rhyming words sound the same at the end.*
2. Show each of the “ig” cards (**pig, big, dig, wig**) and have the students name each picture. Tell the students: *These words all rhyme. My mouth does the same thing at the end of these words.*
3. Make some rhymes with the “ig” cards, and discuss these rhymes with the students, as in: *This picture is **pig** (show picture) and it rhymes with **dig** (show picture). Watch, my mouth does the same things at the end: **pig, dig**.*
4. Hold all four cards in your hand, and allow students 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 “ake” cards (**snake, cake, rake, lake**) to your hand. Create a non-rhyming pair (**pig, snake**) and tell the students: *Listen to these two words, **lake** and **wig**. **Lake** and **wig** do not sound the same. See how my mouth is different?* Allow students to pull pairs from your hand, and help them to identify if the two words rhyme.

During and After Reading: Narrative

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

1. Read the book *Edward the Emu*. During reading, *highlight* the setting presented in the story and discuss this with the students, as in: *Edward the emu lives at the zoo. I bet Edward enjoys spending time with the other animals at the zoo. The zoo is the setting for this book.*
2. After reading the book, hand out the character cards to the students. You could say: *In our book we met Edward the emu and lots of his animal friends. They are the characters in our book.* Then ask each student to use the blu-tack to attach their character card onto a picture of a character in the book.
3. Write a list of the characters on a whiteboard or similar. Ask each student to tell you which character they put their card on. Ask them to tell you something about that character. Record student’s answers below the character name. Allow student’s answers to guide what you write, but extend their answers. If the student says, *seals like playing*; you could **extend** this answer, as in: *Seals like playing. Seals like playing in the water with a beach ball.*

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Lesson 8: Narrative

Scaffolding Strategies

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

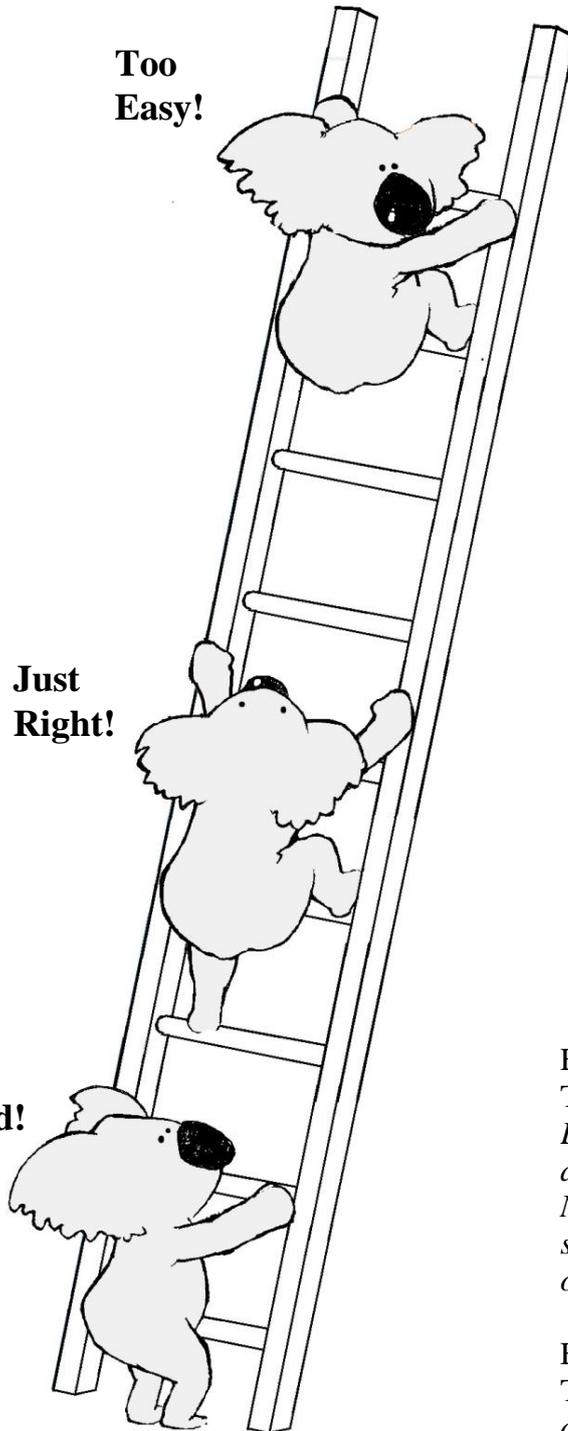
For students for whom the lesson seems **just right**, you can use the lesson plan as written!

Use the **reducing choices strategy** to help students identify the characters and settings in the book.

Too Easy!

Just Right!

Too Hard!

**Scaffolding Examples**

Example 1.
Teacher: *We just saw that the seal lived in a pool and the snake lived in a tree. Where do you think Edward lives? Where do you think Edwina lives?*

Example 2.
Teacher: *Do you think Edward will try to be another animal again? Why? Why not?*

Example 1.
Teacher: *Everyone think about the seal. Nathan, does the seal live in a pool or in a tree?*

Example 2.
Teacher: *Cole, did Edward try to be a snake or a dog?*

Week 5

Lesson 9: Please learn these words.

Book: Daisy All-Sorts by Pamela Allen

Materials Book: *Daisy All-Sorts* by Pamela Allen
 Plain card
 Marker

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 students the cover of the book *Daisy All-Sorts*. 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? Bobby, 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: *Daisy All-Sorts*. Remind the students that they have heard this book before. Ask students 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).

During and After Reading: Vocabulary

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

Target Word: **plead** (verb of saying)

1. Read the story to the students. When you reach the end of the page where Stanley is pushing Daisy, stop and comment: *When you desperately want someone to do something you could say you **pleaded**.* Continue to read the story.
2. At the completion of the story, remind the students of the word: *In the story we spoke of a word that you can use when you desperately want someone to do something; you could say that you **pleaded**.* Ask all the students to repeat the word (scaffold for an accurate production). *Let's write the word **pleaded**.* Write the word **pleaded** on a card, and name each letter as you write it, as in: ***pleaded** has seven letters. This is the p, this is the l, this is the e, this is the a etc... **pleaded!***
3. Provide your own examples using a pleading voice: *Please, please can I have some of your chocolate?* Ask each student to give an example of how they might **plead** for something special (scaffold as necessary).
4. Say to the students: *I am going tell you about some things. If you think it's something that you would desperately want, use your best pleading voice (i.e. please, please can I!). If you don't think it's something that you'd want stay very quiet.*
 - *A fancy new bike for Christmas*
 - *A big plate of overcooked broccoli*
 - *A yummy triple chocolate cookie*

Read It Again - *FoundationQ!* Learners' Ladder
Lesson 9: Vocabulary

Scaffolding Strategies

Use the **generalising strategy** to help students consider the target word in contexts beyond the story.

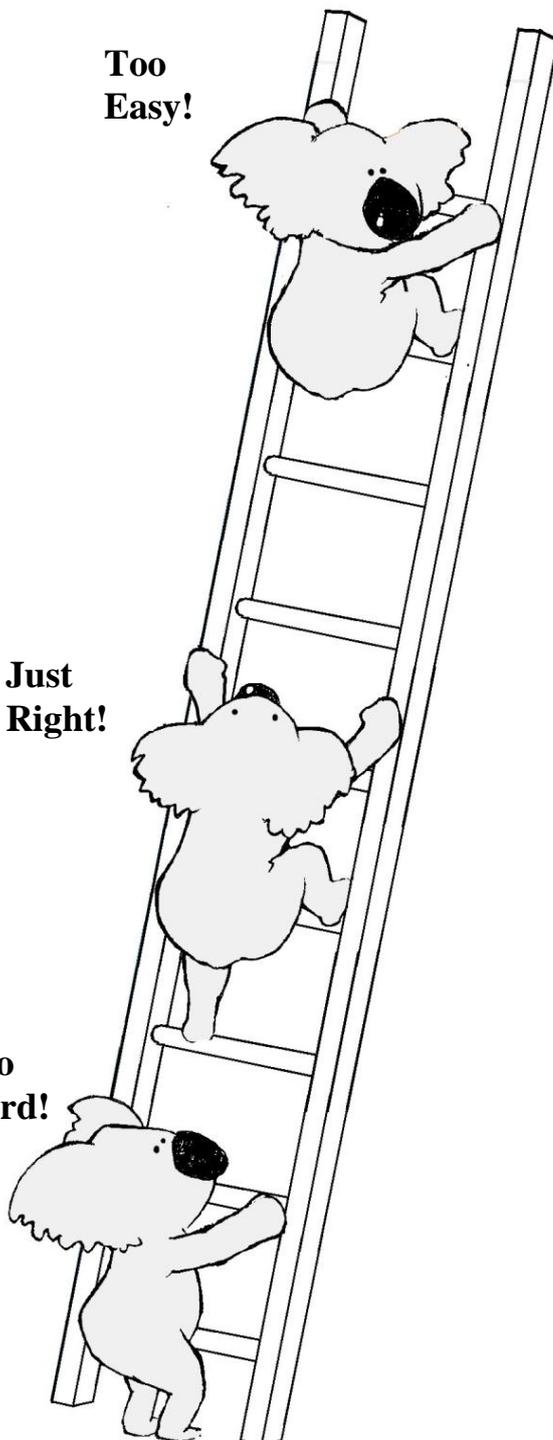
For students for whom the lesson seems **just right**, you can use the lesson plan as written!

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

Too Easy!

Just Right!

Too Hard!



Scaffolding Examples

Example 1.
Teacher: *In the story, 'Daisy All-sorts', Stanley **pleaded** with Daisy to move. When are some times that you have **pleaded** with someone?*

Example 2.
Teacher: *When you are playing in the playground with your friends, what are some things that you might **plead** for?*

Example 1.
Teacher: *Would you **plead** for extra vegetables at dinner time?*

Example 2.
Teacher: *When you really, really want something, do you say nothing or do you **plead** for it?*

Week 5

Lesson 10: More syllables!

Book: Daisy All-Sorts by Pamela Allen

Materials Book: *Daisy All-Sorts* by Pamela Allen
'kick off' cards

Before Reading: Phonological Awareness

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

Target Words: **delighted, Daisy, beautiful, hill, helmet, yesterday, up**

1. Tell the students 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 **delighted**. (Clap for each syllable in this word: **de - ligh - ted**. 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 **hill** (clap for the one syllable in the word) and the word **up** (clap for the one syllable in the word).*
2. Provide six models for the students, clapping as you say each syllable in these words: **Daisy, beautiful, hill, helmet, yesterday, up**.
3. Now give each student the opportunity to clap for the parts of one of the six words. Some students may need some support to identify the syllables in words. Model the correct response for each word after the student has the opportunity to clap for the parts of his/her word. As an example: *Daniel, your word is **Daisy**. Clap for each part of the word **Daisy**. 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: **Dai** (clap), **sy** (clap). **Daisy** has two parts. Let's do it together: **Dai - sy**. There are two parts in the word **Daisy**.*

During and After Reading: Narrative

Learning Objective 2: To describe the 'kick off' of a story.

1. Read the book *Daisy All-Sorts*. Pause during reading to repeat and review the main problem of the story. You could say: *Stanley has a great new bike that goes very fast, but Daisy can't keep up. You are highlighting the **kick off** event for the students through these comments.*
2. After reading, hold up the **kick off** icon and say: *This is a **kick off** picture. When we play football we kick the ball to get the game started. We can think of a story starting with a **kick off** as well. So this picture reminds us that a story always has a **kick off** that gets the story started.*
3. Say: *In this story the **kick off** was a problem - Stanley had a new fast bike but Daisy couldn't run fast enough to keep up. Another story might have an exciting **kick off**; maybe a new baby is born. Our story started with a problem. Susan, can you tell me what the problem was in our story? That's right; Daisy couldn't keep up with Stanley's new bike.*

Read It Again - *FoundationQ!* Learners' Ladder
Lesson 10: Phonological Awareness

Scaffolding Strategies

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

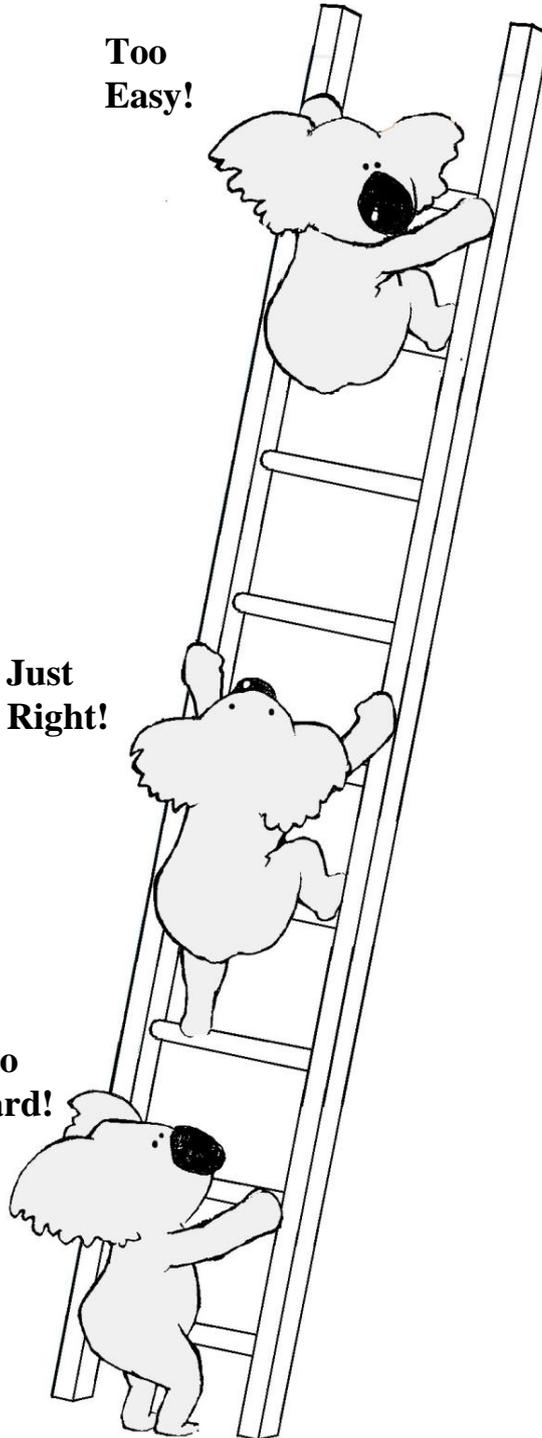
For students for whom the lesson seems **just right**, you can use the lesson plan as written!

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

Too Easy!

Just Right!

Too Hard!



Scaffolding Examples

Example 1.
Teacher: *We just saw that **helmet** has two parts: **hel** - **met**. Do you think the word **bicycle** has more parts or fewer parts than the word **helmet**?*

Example 2.
Teacher: *Sam, your word is **Bella**. Tessa, your word is **beautiful**. Whose word do you think will be longer when we clap out the parts?*

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

Example 2.
Teacher: *Long words have more than one part. Listen to the word **tomorrow**. Is it a long word?*

Week 6

Lesson 11: Which way do we read?**Book: The Very Cranky Bear by Nick Bland**

Materials Book: *The Very Cranky Bear* by Nick Bland

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 students the cover of the book *The Very Cranky Bear*. 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 Very Cranky Bear*. Remind the students that they have heard this book before. Ask students 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).

After Reading: Vocabulary

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

Target Words: **first/last**

1. After reading, tell the students: *We are going to talk about all the things that happened in the story.*
2. Pick one of the *major events* from the story and model the use of the words **first** and **last**. For this particular book the characters, the animals, decide to give the bear some things to cheer him up. You could say: **First** *the zebra decided to give the bear some stripes; then the moose decided to give the bear antlers and last, the lion gave the bear a mane.*
3. On the first/last page, again demonstrate the terms **first** and **last**. You might say: **First** *the zebra gave the bear some stripes. What is the first thing you do when you wake up in the morning?* Allow several students to answer this question, and *extend* their responses. For instance, if a student says: *I brush my teeth*, you could extend this to: *The first thing you do when you get up is brush your teeth.*

Read It Again - *FoundationQ!* Learners' Ladder
Lesson 11: Print Knowledge

Scaffolding Strategies

Use the **reasoning strategy** to help students consider the directionality and organisation of print on a page.

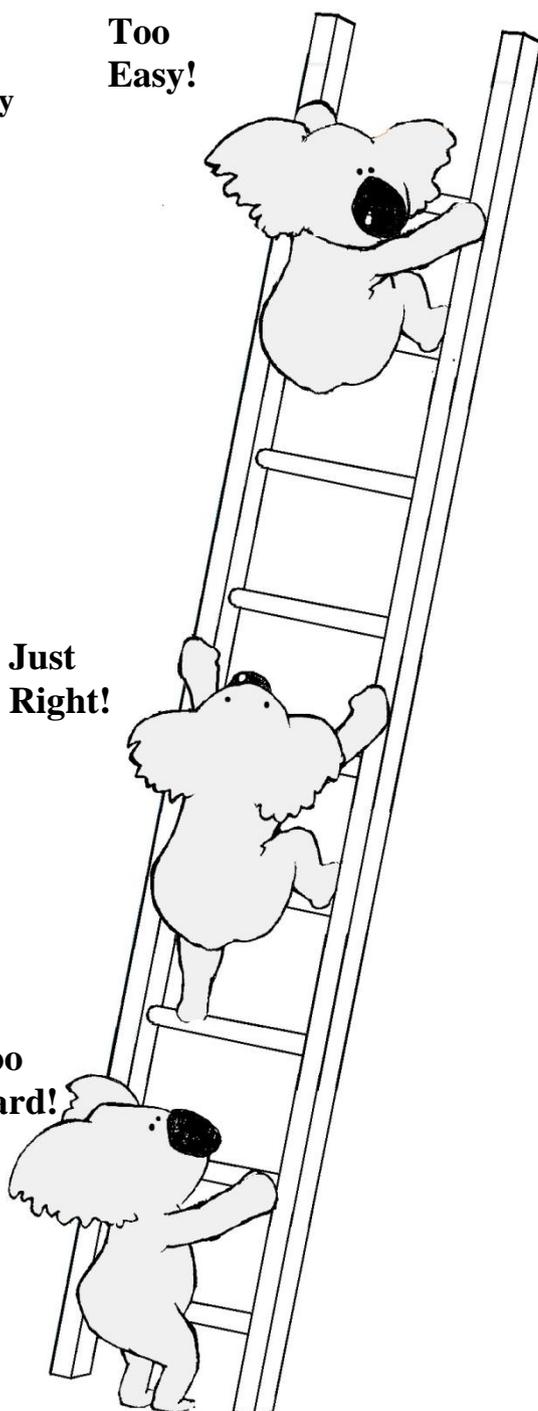
For students for whom the lesson seems **just right**, you can use the lesson plan as written!

Use the **co-participation strategy** to help students 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 title of this book is 'The Very Cranky Bear'. Read the title with me as I point to the words.*

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

Week 6

Lesson 12: Story kick-off.

Book: The Very Cranky Bear by Nick Bland

Materials Book: *The Very Cranky Bear* by Nick Bland
 Paper
 Pencils
 'kick off' cards

Before Reading: Phonological Awareness

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

Target Words: **animals, marvellous, zebra, sheep, jungle, fantastic, play**

1. Tell the students 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 **animals**. (Clap for each syllable in this word: **an - i - mals**. 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 **sheep** (clap for the one syllable in the word) and the word **play** (clap for the one syllable in the word).*
2. Provide seven models for the students, clapping as you say each syllable in these words: **animals, marvellous, zebra, sheep, jungle, fantastic, play**.
3. Now give each student the opportunity to clap for the parts of one of the seven words. Some students may need some support to identify the syllables in words. Model the correct response for each word after the student has the opportunity to clap for the parts of his/her word. As an example: *Patrick, your word is **zebra**. Clap for each part of the word **zebra**. Let Patrick 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: **ze** (clap), **bra** (clap). **Zebra** has two parts. Let's do it together: **ze - bra**. There are two parts in the word **zebra**.*

During and After Reading: Narrative

Learning Objective 2: To describe the 'kick off' of a story.

1. Read the book *The Very Cranky Bear*. Pause during reading to repeat and review the main problem of the story. You could say: *It was raining so the friends found a nice warm cave to play in, but a very cranky bear lived in the cave and scared them away. You are **highlighting** the **kick off** event for the students through these comments.*
2. After reading, hold up the **kick off** icon and say: *This is a **kick off** picture. When we play football we kick the ball to get the game started. We can think of a story starting with a **kick off** as well. So this picture reminds us that a story always has a **kick off** that gets the story started.*
3. *In this story the **kick off** was a bit scary. The very cranky bear roared at the friends and scared them. Another story might have a magical **kick off**; perhaps you wake up with fairy wings. A story might have a surprise **kick off**, like you find a treasure chest. Our story started with something a bit scary. Tom, can you tell me what the **kick off** was in our story? That's right, the very cranky bear roared at the other animals.*

Read It Again - *FoundationQ!* Learners' Ladder

Lesson 12: Narrative

Scaffolding Strategies

Use the **generalising strategy** to help students consider how a narrative needs a clear beginning.

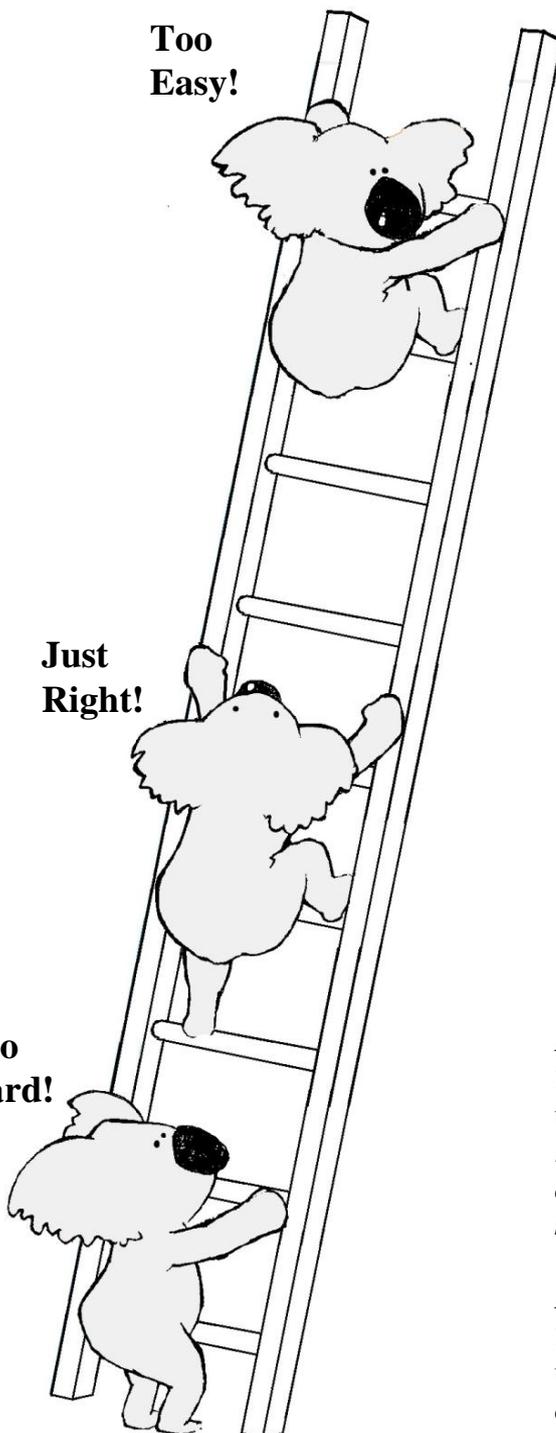
For students for whom the lesson seems **just right**, you can use the lesson plan as written!

Use the **eliciting strategy** to help the students focus on the story's beginning.

Too Easy!

Just Right!

Too Hard!

**Scaffolding Examples**

Example 1.
Teacher: *This story started with four friends looking for somewhere to play. Where is somewhere that you like to play?*

Example 2.
Teacher: *The animals wanted to get into the cave because it was raining outside. What would you do if it was raining?*

Example 1.
Teacher: *Rochelle, we can see it is raining outside the cave. What is happening outside?*

Example 2.
Teacher: *The bear was sleeping in the cave. What was the bear doing?*

Week 7

Lesson 13: Let's think!

Book: Big Rain Coming by Katrina Germein

Materials Book: *Big Rain Coming* by Katrina Germein
Name cards

Before and During Reading: Print Knowledge

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

1. Before the lesson, alphabetise the students' name cards and tell the students: *Let's talk about the letters in our names.*
2. Hold up a name card and point out the first letter in the name, as in: *This is Amber'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'.*
3. Once all the names beginning with a particular letter have been identified, review these, as in: *We just talked about three names that begin with the letter 'A'. We saw Amber's name begins with an 'A' (hold up name card), Ashley's name begins with an 'A' (hold up name card), and Adam's name begins with an 'A' (hold up name card). Continue this process for all students' names.*
4. Read the book *Big Rain Coming*. Pause to identify some letters in students' names. You could say: *We talked about the letter 'B' in Ben's, Bella's and Beth's names. I see a 'B' on this page too (pointing).*

During and After Reading: Vocabulary

Learning Objective 2: To understand and use new words representing thinking processes.

Target Word: **think** (verb)

1. Read the book *Big Rain Coming*. When you reach the end of the page where Stephen is sitting with his legs crossed, stop and comment. You might say: *Old Stephen **thinks** it is going to rain. **Think** means to have ideas about something. Old Stephen was **thinking** about the weather. He **thought** it would rain.* (When using the words **think** and **thought**, deliberately point to your own forehead to model that "thinking" goes on inside your head).
2. When you reach the end of the page where Stephen once again says 'big rain coming', stop and comment: *Old Stephen still **thinks** it is going to rain.* Continue to read.
3. At the completion of the story, remind the students of the word: *In the story we spoke of a word that you can use when you have ideas about something; **think**.* Ask all the students to repeat the word. Write the word on a card and place it where the students can see it (afterwards it can be placed on a word wall in the classroom as a reminder to use the word in context during the week).
4. Provide your own examples by asking the students some questions (remember to point to your forehead when saying **think**): *Do you **think** it is going to rain today? Do you **think** it is going to snow today? Do you **think** we are going to Disneyland today? Do you **think** we are going to eat lunch today?*

Read It Again - *FoundationQ!* Learners' Ladder
Lesson 13: Vocabulary

Scaffolding Strategies

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

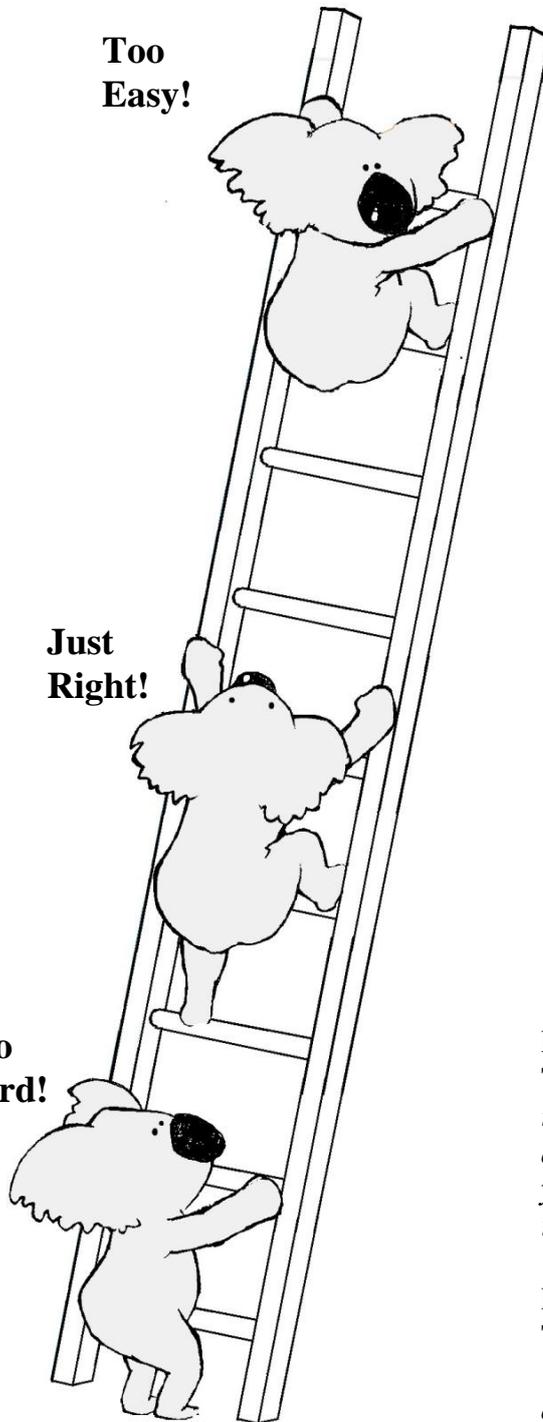
For students for whom the lesson seems **just right**, you can use the lesson plan as written!

Use the **co-participation strategy** to help students 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 **thought** of something that made you very happy.*

Example 2.

Teacher: *What are some things that we might **think** about if it looks like there will be a bad storm?*

Example 1.

Teacher: *Tell me a word that means to have ideas about something (point to your forehead). Let's say it together... **think**.*

Example 2.

Teacher: *In our story, 'Big Rain Coming', what did Old Stephen think was going to happen? He **thought** there was... say it with me... big rain coming!*

Week 7

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|-------------------------------------------------|
| Lesson 14: Let's put it together. |
| Book: Big Rain Coming by Katrina Germein |

Materials Book: *Big Rain Coming* by Katrina Germein
 Paper and Pencils
 'kick off' cards

Before Reading: Phonological Awareness

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

Target Words: **Sunday, rain, spreading, coming, breeze, Tuesday, wonderful, billabong**

1. Tell the students: *Remember, some words have many parts, like the word **Sunday**. (Clap for each syllable in this word: **Sun - day**. 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 **rain**. Clap for the one syllable in this word. Give each student the opportunity to practice clapping for the parts in words, using the words **Sunday, rain, spreading, coming, breeze, Tuesday, wonderful, billabong**.**
2. You could say: *Let's take turns clapping out the parts of words. Sarah, your word is **spreading**. Clap for each part of the word **sprea - ding**. Let Sarah try on her own, then provide feedback.*
3. Now, tell the students that you are going to say some words that are already broken into their smaller parts. Tell the students: *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 two second pause between the syllables: **Sun - day, sprea - ding, com - ing, Tues - day, won - der - ful, bill - a - bong**. After you say each word and the students have had an opportunity to guess what it is, model the correct answer. You may say: *I said **Tues - day**. The word is **Tuesday**. I put the parts of the word together.**

During and After Reading: Narrative

Learning Objective 2: To describe the 'kick off' of a story.

1. Read the book *Big Rain Coming*. Pause during reading to repeat and review the main problem of the story. You could say: *Stephen is waiting for the rain to come; it has not rained for a long, long time. You are highlighting the **kick off** event for the students through these comments.*
2. After reading, hold up the **kick off** icon and say: *This is a **kick off** picture. When we play football we kick the ball to get the game started. We can think of a story starting with a **kick off** as well. So this picture reminds us that a story always has a **kick off** that gets the story started.*
3. *In this story the **kick off** was a problem- it had not rained for a long, long time. The land was very dry and dusty and it was difficult to keep cool. Another story might have a scary **kick off**; perhaps a dinosaur comes to school. A story might have a funny **kick off**, like the old lady swallowing a fly. Our story started with a problem. Emma, can you tell me what the problem was in our story? That's right; there had been no rain for a long, long time.*

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

Scaffolding Strategies

Use the **generalising strategy** to help students consider why we can break words into word parts.

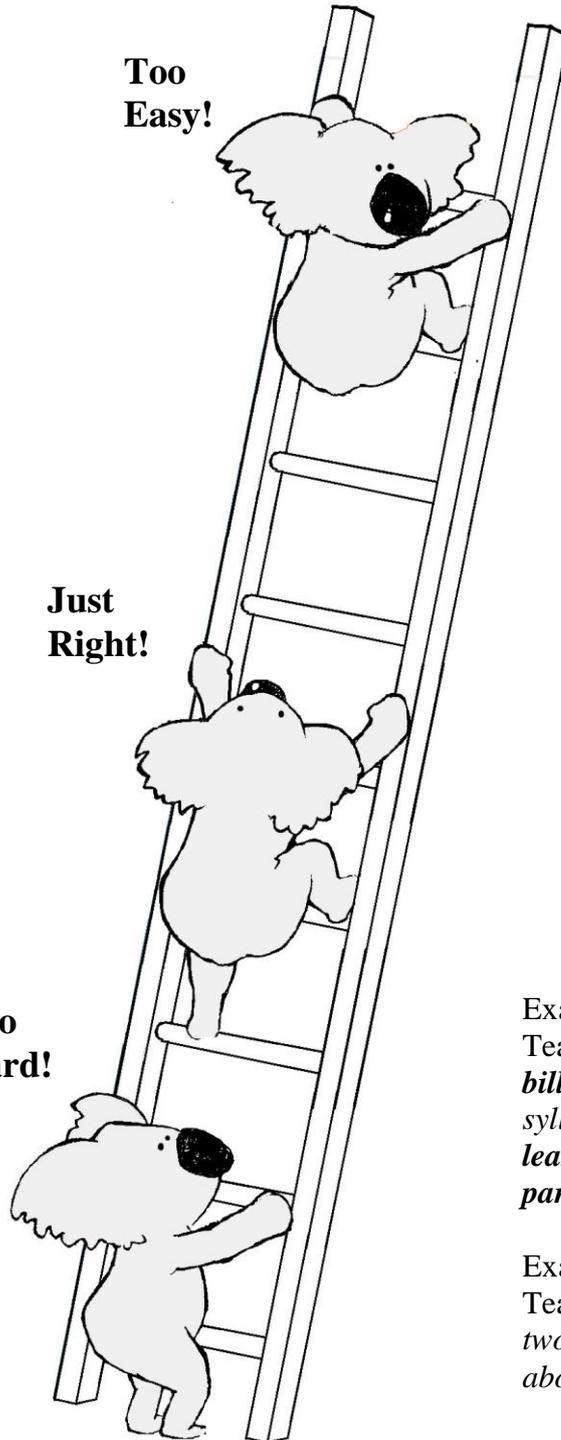
For students for whom the lesson seems **just right**, you can use the lesson plan as written!

Use the **reducing choices strategy** to help students 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 some things at home that have two syllables? Think about toys you have at home to play with. Which toys have names with two parts?*

Example 2.

Teacher: *Think about your names. Who has a name that has 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 **billabong** has three syllables. What about **leak** - y? What about **pant** - ing?*

Example 2.

Teacher: ***Sunday** has two syllables. What about **sun** - shine?*

Week 8

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| Lesson 15: What letters are in your name? |
|--------------------------------------------------|

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|-----------------------------------------------|
| Book: Edward the Emu by Sheena Knowles |
|-----------------------------------------------|

Materials Book: *Edward the Emu* by Sheena Knowles
 Plain card
 Marker
 Name cards

Before and During Reading: Print Knowledge

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

1. Before the lesson, give each student his/her name card. Tell the students: *Let's talk about the letters in our names.*
2. Hold up an upper-case letter card and ask students to identify whether the letter begins their name, as in: *This is the letter 'T'. Who sees a 'T' at the beginning of their name?* Help students identify whether their name begins with the target letter, modelling the correct response as needed: *I know Tom's name begins with a 'T'. Tom, do you see a 'T' 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 Tom's and Tess's names begin with a 'T'. Now let's see whose name begins with 'D'* (hold up 'D' letter card).
4. Read the book *Edward the Emu*. Pause occasionally to identify a few letters that are in students' names. You could say: *We talked about the letter 'E' in Emma's name. I see an 'E' on this page too* (pointing).

During and After Reading: Vocabulary

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

Target Word: **grin** (verb)

1. Read the book *Edward the Emu*. When you reach the end of the page where Edward is standing on the lion's head, stop and comment: *When you do a great big smile that shows all of your teeth, you call it a **grin**.* Continue to read.
2. At the completion of the story, remind the students of the word: *In the story we spoke of a word that you can use when you do a great big smile; you could say that you **grin**.* Ask all the students to repeat the word (scaffold for an accurate production). *Let's write the word **grin**.* Write the word **grin** on a card and name each letter as you write it, as in; **grin** has four letters. *This is the g, this is the r, this is the i, and this is the n ... **grin!***
3. Provide your own examples: *I **grin** when ...* Ask each student to provide their own example (scaffold as necessary).
4. Say to the students: *I am going tell you about some things. If you think it's something that would make you **grin**, I want you show me a big **grin**. If you don't think it would make you **grin** then keep a straight face. 1.) A funny clown at the circus 2.) Getting into trouble from Mum 3.) Hearing a funny joke.*
5. Students to repeat: *If you do a great big smile that shows all your teeth, you call it a ...*

Read It Again - *FoundationQ!* Learners' Ladder
Lesson 15: Print Knowledge

Scaffolding Strategies

Use the **predicting strategy** to help students consider letters in familiar words.

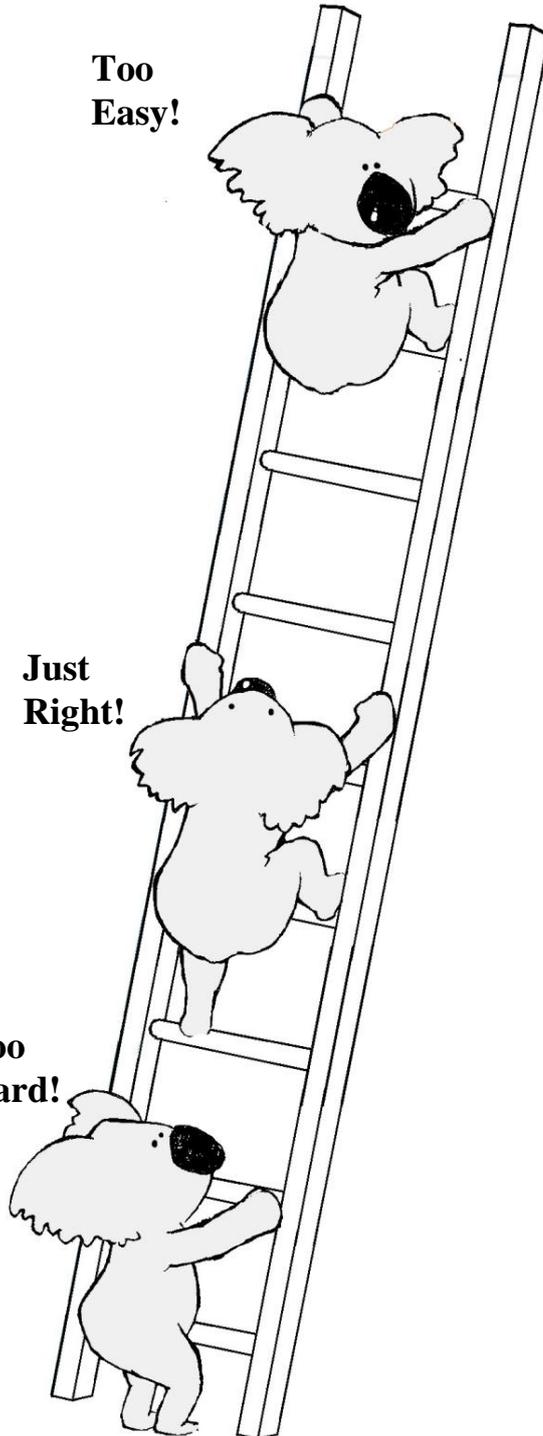
For students for whom the lesson seems **just right**, you can use the lesson plan as written!

Use the **reducing choices strategy** to help students 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: *Think about your name. Would you say your name is a short word or a long word? Why?*

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'?*

Week 8

| |
|-----------------------------------------------|
| Lesson 16: Let's get started. |
| Book: Edward the Emu by Sheena Knowles |

Materials Book: *Edward the Emu* by Sheena Knowles
 Paper
 Pencils
 'kick off' cards

Before Reading: Phonological Awareness

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

Target Words: **emu, tomorrow, visitor, Edward, Edwina, amusing, zookeeper**

1. Tell the students: *Remember, some words have many parts, like the word **zookeeper**. (Clap for each syllable in this word: **zoo - kee - per**. 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 **snake**. (Clap for the one syllable in the word).**
2. Give each student the opportunity to practice clapping the parts in words, using the words: **emu, tomorrow, visitor, Edward, Edwina, and amusing**. You could say: *Let's take turns clapping out the parts of words. Andrew, your word is **emu**. Clap for each part of the word **emu**. Let Andrew try it on his own, then provide feedback.*
3. Now, tell the students that you are going to say some words that are already broken into their smaller parts. Tell the students: *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 two-second pause between the syllables: **e - mu, to - mor - row, vi - si - tor, Ed - ward, Ed - wi - na** and **a - mus - ing**. After you say each word and the students have had an opportunity to guess what it is, model the correct answer for all the students. You could say: *I said **e - mu**. The word is **emu**. I put the parts of the word together.**

During and After Reading: Narrative

Learning Objective 2: To describe the 'kick off' of a story.

1. Read the book *Edward the Emu*. Pause during reading to repeat and review the main issue of the story. You could say: *Edward the emu is bored with being an emu. He wants to try to be a different animal. You are highlighting the **kick off** event for the students through these comments.*
2. Hold up the **kick off** icon and ask: *Who can remember what this is? That's right; it's the **kick off** picture that reminds us that a story always has a **kick off** that gets the story started.*
3. Hold up the book *Edward the Emu*. Say: *Let's see if we can work out where we should put the **kick off** picture in our story. A **kick off** for a story can be funny or scary or a problem. The **kick off** in our story was funny. David, can you tell me what the funny **kick off** was in our story? Yes, Edward was pretending to be a seal. Let's put the **kick off** picture on that page.*

Read It Again - *FoundationQ!* Learners' Ladder
Lesson 16: Narrative

Scaffolding Strategies

Use the **generalising strategy** to help students consider how a narrative needs a clear beginning.

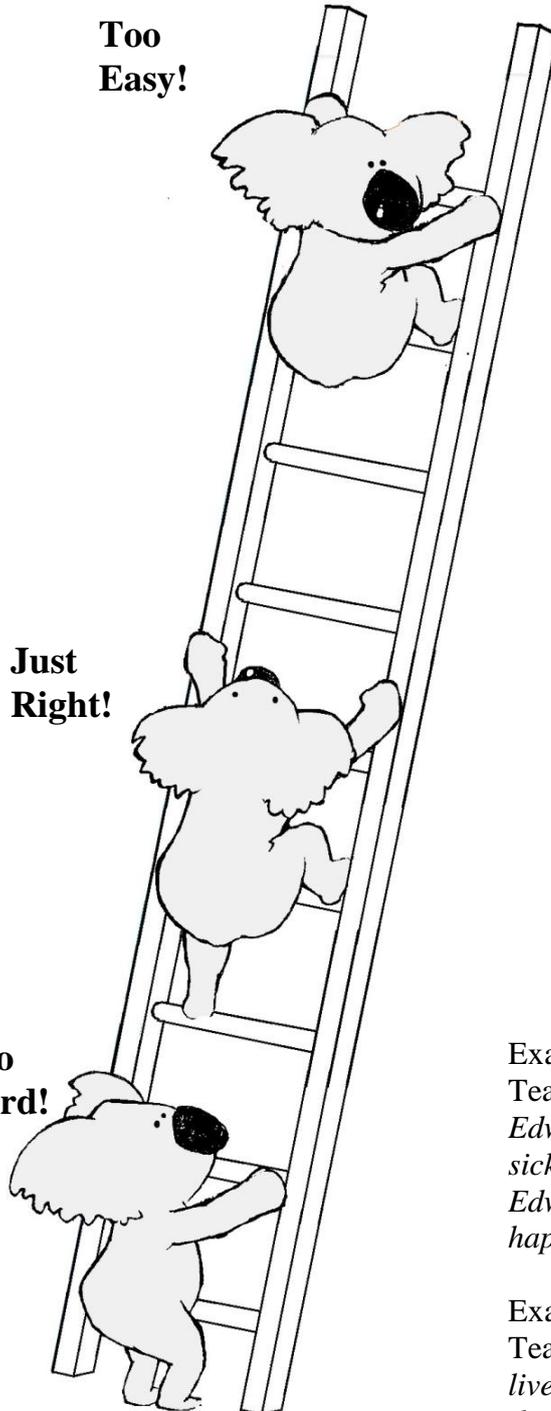
For students for whom the lesson seems **just right**, you can use the lesson plan as written!

Use the **reducing choices strategy** to help the students focus on the story's beginning.

Too Easy!

Just Right!

Too Hard!



Scaffolding Examples

Example 1.
Teacher: *The story started with Edward the emu being really bored. When is sometime that you have been bored?*

Example 2.
Teacher: *Edward decided to pretend to be another animal. What could you do if you were bored at home?*

Example 1.
Teacher: *Beccy, Edward the emu was sick of the zoo. Was Edward sad or happy at the zoo?*

Example 2.
Teacher: *Edward lived next door to the seals. Did Edward live close to the seals or a long way away?*

Week 9

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|-----------------------------------------------------|
| Lesson 17: Before and after. |
| Book: Possum in the House by Kiersten Jensen |

Materials Book: *Possum in the House* by Kiersten Jensen
 Name cards
 Basket

Before and During Reading: Print Knowledge

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

1. Write each student's name on a name card and put all the name cards in a basket. Tell the students: *Let's talk about the letters in our names. I put everyone's name in this basket. Let's see if we can read each other's names and say what the first letter is.*
2. Ask a student to come up and choose a name out of the basket, as in: *Kyle, choose a name. You chose 'Joshua' (hold the card so the class can see and point to the first letter). What letter does Joshua's name start with? Kyle, can you point to the 'J' in Joshua's name?*
3. Continue for all the names, giving each child a chance to choose a name, read it, and point to the first letter.
4. Read the book *Possum in the House*. Before reading point out the first letter in the author and illustrator names, as in: *Kiersten and Tony. Kiersten begins with 'K' and Tony begins with 'T' (pointing). During reading, pause occasionally to point out the first letter in people's names, as in: Mum begins with 'M' and Dad begins with 'D' (pointing).*

After Reading: Vocabulary

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

Target Words: **before/after**

1. After reading, tell the students: *We are going to talk about all the things that happened in the story.*
2. Pick one of the major events from the story and model the use of the words **before** and **after**. For this particular book the main character, the possum, has a sequence of events in what he does. You could say: **After** *the possum made a mess in the pantry, he went to the kitchen.* Or you could say: **Before** *the possum went to sleep in the bedroom, he splashed in the toilet.*
3. On the last page, again demonstrate the terms **before** and **after**. You might say: **Before** *the possum went to sleep he splashed in the toilet! What is something you do before you go to sleep?* Allow several students to answer this question, and *extend* their responses. For instance, if a student says 'I brush my teeth', you could extend this to: **Before** *you go to bed, you brush your teeth.*

Read It Again - *FoundationQ!* Learners' Ladder
Lesson 17: Vocabulary

Scaffolding Strategies

Use the **predicting strategy** to build students understanding and use of words representing time concepts.

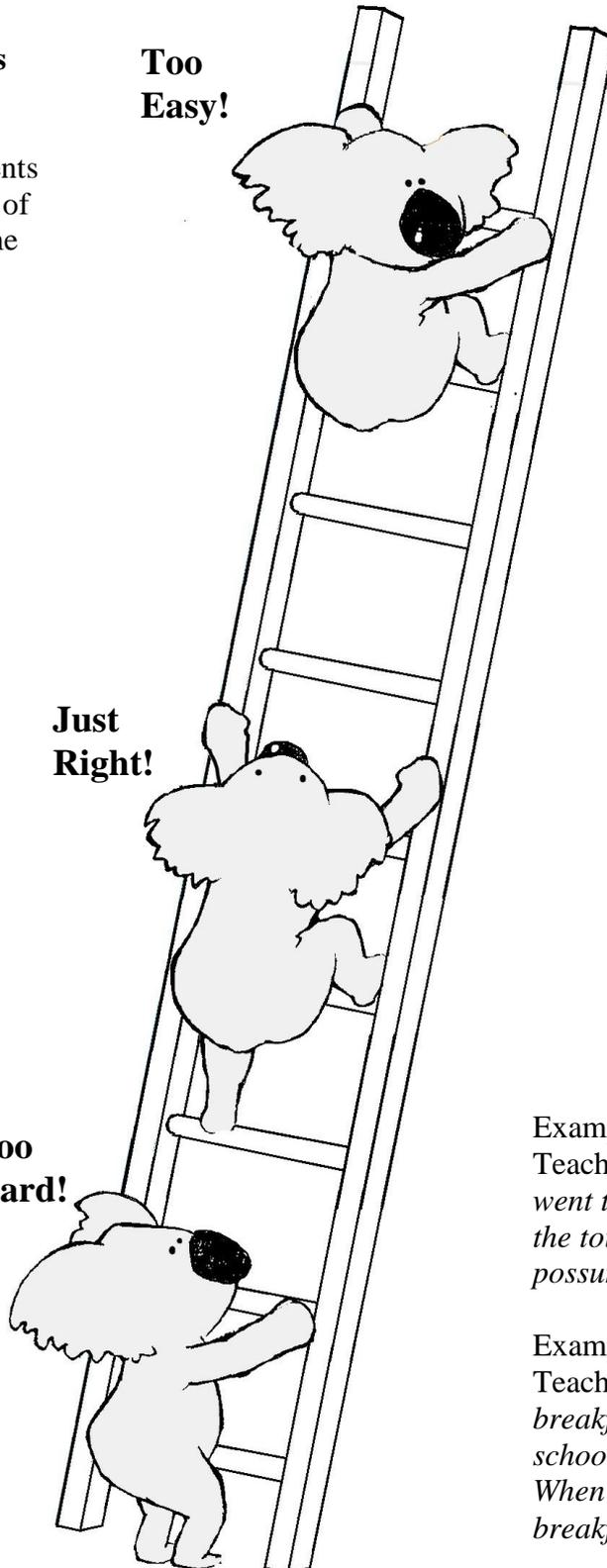
For students for whom the lesson seems **just right**, you can use the lesson plan as written!

Use the **eliciting strategy** to help students understand and use the concepts of **before** and **after**.

Too Easy!

Just Right!

Too Hard!



Scaffolding Examples

Example 1.
Teacher: **Before** the possum went to sleep, he splashed in the toilet. How do you think the possum was feeling before he went to sleep?

Example 2.
Teacher: Tell me how you feel just **before** you go to school in the morning.

Example 1.
Teacher: **Before** the possum went to sleep, he splashed in the toilet. When did the possum splash in the toilet?

Example 2.
Teacher: I have my breakfast **before** I go to school in the morning. When do I have my breakfast?

Week 9

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| Lesson 18: Can you retell our story? |
| Book: Possum in the House by Kiersten Jensen |

Materials Book: *Possum in the House* by Kiersten Jensen
 Large sheet of paper and Marker

Before and During Reading: Phonological Awareness

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

Target Words: **basket, bookshelves, bathroom, bed, hiding, help, him**

1. Tell the students 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 the students have difficulties with the concept ‘first’ you can substitute the word ‘beginning’ as in ‘beginning sound’).
2. Say the word **basket**, emphasising the first sound and then tell the students the sound that begins the word, as in: ***basket** (emphasising the /b/), **basket** starts with the /b/ sound.* Repeat for **bookshelves, bathroom, bed, hiding, help** and **him**.
3. Read the book *Possum in the House*. During reading, stop occasionally when you come to the words **basket, bookshelves, bathroom, bed, hiding, help, him**. (Some of these words appear often in the text and you do not need to pause each time they are mentioned). Draw students’ attention to the word and its first sound as in: *There’s a possum in the laundry and he’s hiding in the **basket**. We talked about the word **basket** before. **Basket** starts with the /b/ sound.* Your goal is for the students to begin to think about the first sound in words but they may not be identifying them at this point.

During and After Reading: Narrative

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

1. Read the book *Possum in the House*. During reading, stop occasionally and summarise the *key events* of the story. For example, you may stop on the second page and say: *The possum is making a terrible mess in the kitchen.* You might stop in the middle of the book and say: *The possum is trying to escape from the house but doesn’t know where to go.* You might stop again at the end saying: *The family decided to just leave the possum sleeping in the bed!*
2. After reading, ask the students to help you retell the story. You could say: *Let’s see if we can retell the story.* On the sheet of paper, write: **First**... and ask the students: *What happened first?* Help them remember the first major event you discussed and record their answer. You could say: *Did the possum run into the laundry before or after he was in the kitchen?*
3. Continue this process, writing the words ‘**Then**’, ‘**Next**’, and ‘**Last**’ to model their use and to help the students identify corresponding story events. At the end, use the story sheet to retell the story, *expanding* on the students’ answers: **First**, *Mum found the possum hiding in the pantry. **Then**, the possum tried to escape and hid in all the different rooms. **Next**, the family found him trying to hide in the toilet! **Last**, they found him asleep in the bedroom so left him there.*

Read It Again - *FoundationQ!* Learners' Ladder
Lesson 18: Narrative

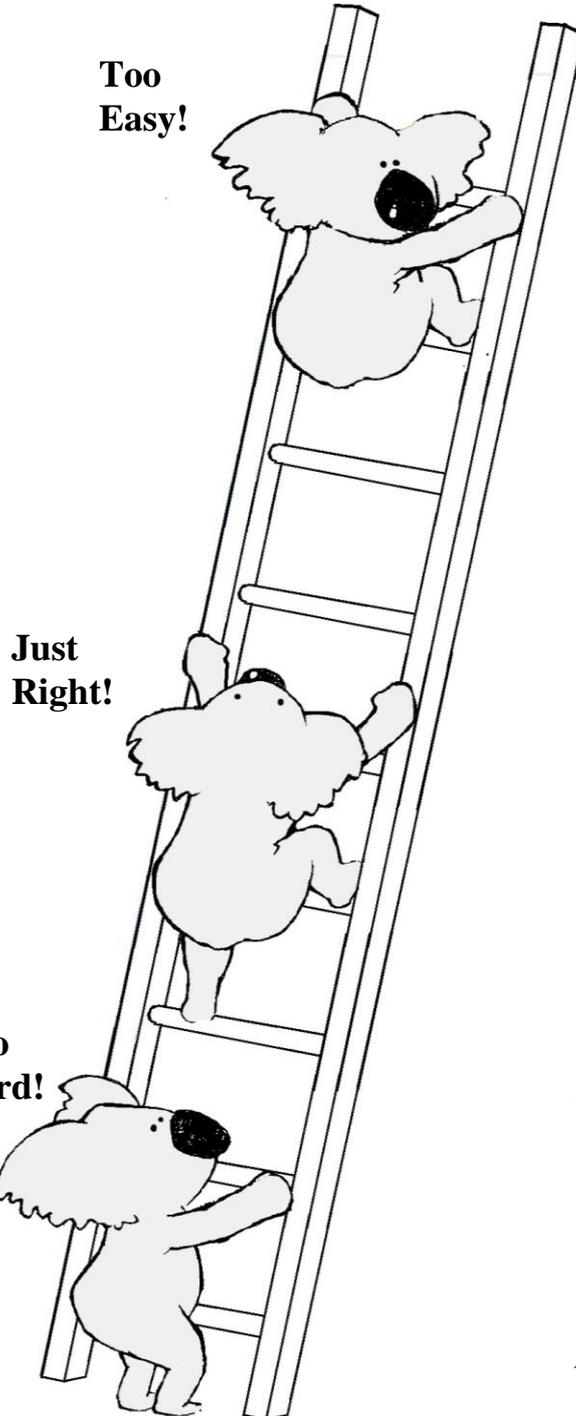
Scaffolding Strategies

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

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

Use the **eliciting strategy** to help students 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 usually happens at the end of a story?*

Example 2:
Teacher: *First, the possum was in the house. What happened first in the story?*

Week 10

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| Lesson 19: The writing on the page. |
| Book: Shoes from Grandpa by Mem Fox |

Materials Book: *Shoes from Grandpa* by Mem Fox

Before Reading: Print Knowledge

Learning Objective 1: To understand and use new words describing aspects of books (e.g. illustrator, author, cover, title page) and print (e.g. word, letter, spell, read, write).

1. Show the students the cover of the book *Shoes from Grandpa*. Tell them: *This is the front of the book* (turn the book around), *and this is the back of the book*. Turn the book back to the front cover. *On the front of the book, we see the **title** (underline with your finger) and the **author** (underline with your finger). Remember the **title** is the name of the book. Read the title, tracking each word. The **author** is the person who writes the words in the book. The **author** of our book is Mem Fox. Let's open our book to the first page.*
2. Show students the title page of the book. Tell them: *The first page of the book has a special name. It is the **title page**. Pointing to the title, you could say: Here we see the name of the book again. What do we call the name of the book? That's right, the **title**. Then, point to the author's name on the title page and say: These words tell us the **author** of the book. Her name is Mem Fox. What does the **author** do?*

During and After Reading: Vocabulary

Learning Objective 2: To understand and use unfamiliar words to describe things or actions.

Target Word: **local** (adjective)

1. Read the story to the students. When you reach the end of the page where Jessie is on the rocking horse waiting for Dad to come out of the shop, stop and comment: *If a shop is close to where you live you could say that it is **local***. Continue to read.
2. At the completion of the story, remind the students of the word: *In the story we spoke of a word that you can use when something is close to where you live, like the shop in the story, you could say it is **local***. Ask all the students to repeat the word (scaffold for an accurate production).
3. Provide your own examples: *I often go to the **local** shop to get milk and bread*. Ask each student to provide their own example (scaffold as necessary).
4. Say to the students: *I am going tell you some places. If you think they are **local** say: 'That's **local**'. If you don't think they are **local** just stay quiet. 1.) The fruit shop just around the corner from your house 2.) Disneyland 3.) The swimming pool two streets away from your house.*
5. Students to repeat: *If something is close to where you live, you could say it's ...*

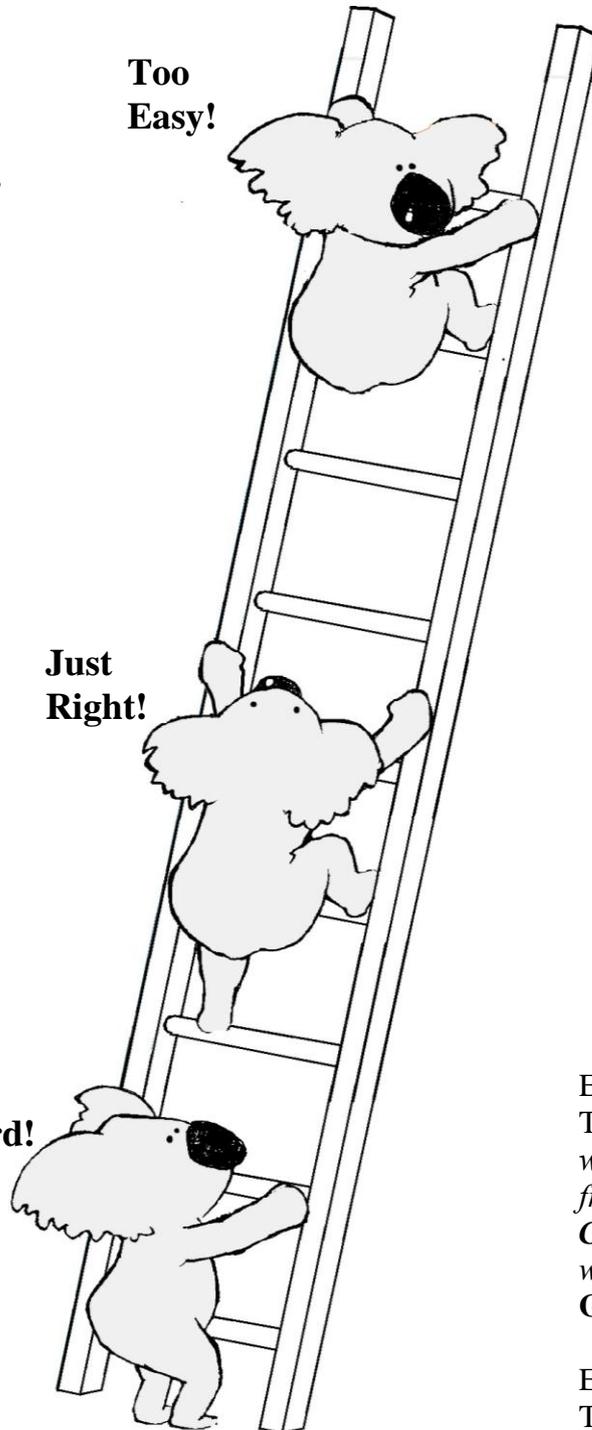
Read It Again - FoundationQ! Learners' Ladder
Lesson 19: Print Knowledge

Scaffolding Strategies

Use the **predicting strategy** to help students understand and use new words about books and print.

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

Use the **eliciting strategy** to help students understand new words about books and print.



Scaffolding Examples

Example 1.

Teacher: *Before we read any more of our book 'Shoes from Grandpa', tell us what you think the book will be about. How do you know?*

Example 2.

Teacher: *We've talked about the title of our book being on the front cover. Where else can we find the title? Why would the title be written in a book more than one time?*

Example 1.

Teacher: *There are three words in our book title 'Shoes from Grandpa'. This word is **Grandpa**. Erin, what is this word? (Point to the word **Grandpa**).*

Example 2.

Teacher: *The title is the name of the book. What is the title?*

Week 10

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| Lesson 20: Does it sound the same? |
| Book: Shoes from Grandpa by Mem Fox |

Materials Book: *Shoes from Grandpa* by Mem Fox
 Picture cards: shoes, shop, sheep, ship, cup, koala, cat, cape
 Large sheet of paper and Marker

Before Reading: Phonological Awareness

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

1. Tell the students: *Today we are going 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 /sh/ picture cards (**shoes**) and tell the students: ***shoes**. The word 'shoes' begins with the /sh/ sound. Listen, /sh/ is a long sound. Did you hear the /sh/ at the beginning of shoes? You make the /sh/ sound with me. Then, take a second /sh/ picture card (**shop**) and say: **shop** begins with the /sh/ sound. The words **shop** and **shoes** begin with the same sound... /sh/.*
3. Show one of the /k/ picture cards (**cup**) and tell the students: ***cup** begins with the /k/ sound. Did you hear the sound /k/ at the beginning of **cup**? Say it with me: /k/. Then, hold up the /sh/ picture card again (**shoes**): Remember **shoes** begins with the sound /sh/ ... **shoes** and **cup** begin with different sounds.*
4. Hold all the picture cards in your hand and allow students to come up one by one and pick a pair of cards. Help them decide if the words begin with the same sound.

After Reading: Narrative

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

1. After reading, ask the students to help you retell the story. You could say: *Let's see if we can retell the story. On the sheet of paper, write: **First** ... and ask the students: *What happened first? Help them remember the first major event you discussed and record their answer on the paper, as in: *What did Jessie's grandpa give her at the beginning of the story?***
2. Continue this process, writing the words **Then**, **Next**, and **Last** to model their use and to help the students identify corresponding story events. At the end, use the story sheet to retell the story, *expanding* on the students' answers: ***First**, Jessie's grandpa gave her a new pair of shoes. **Then** her Dad bought her socks and her Mum bought her a skirt. **Next** all the rest of her family bought her lots of other clothes. **Last**, Jessie thanked them all but said that all she wanted was some jeans! Jessie put on her new jeans and went off to ride her skateboard.*

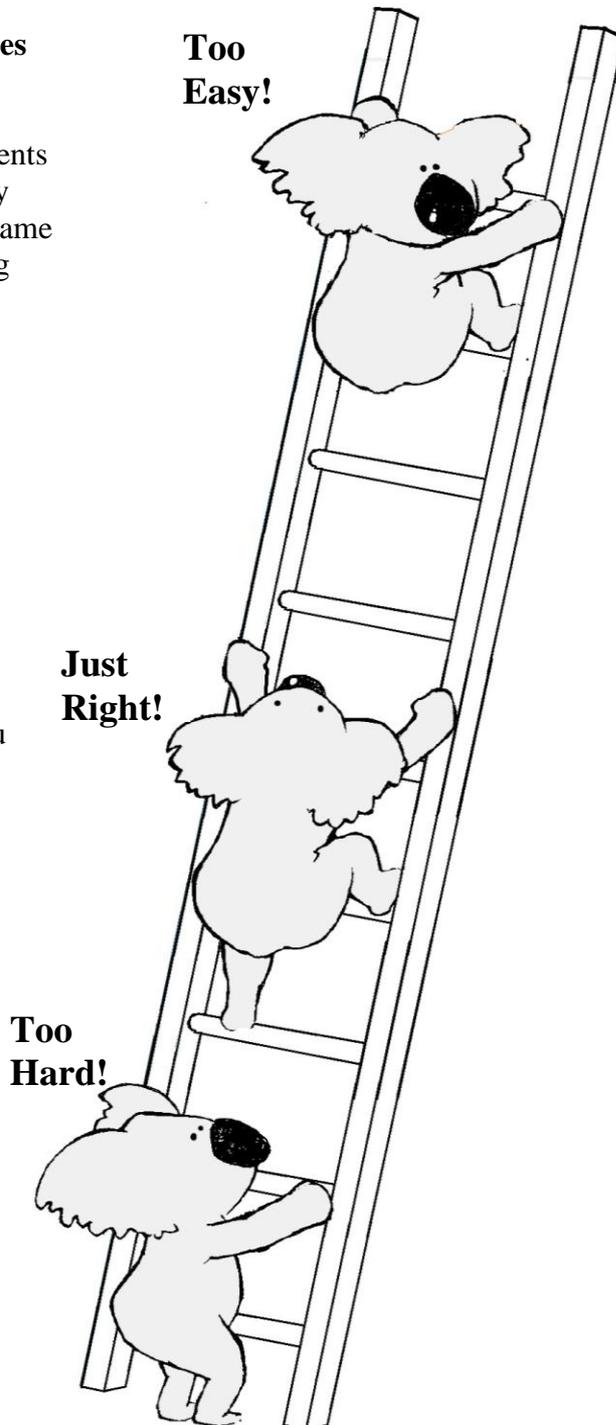
Read It Again - *FoundationQ!* Learners' Ladder
Lesson 20: Phonological Awareness

Scaffolding Strategies

Use the **reasoning strategy** to help students identify how and why two words have the same or different beginning sound.

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

Use the **reducing choices strategy** to help students identify when two words have the same or different beginning sound.



Scaffolding Examples

Example 1.
Teacher: *Kyle, your name and Kate's name have something about them that is the same. Can you tell me what it is? Why is it important to listen for the first sound in words?*

Example 2.
Teacher: *I've written **socks, sister and seagull** on the board. Who can tell me why I put all these words together in one group?*

Example 1.
Teacher: *Remember that **shoes and shop** have the same beginning sound - /sh/. Does **sheep** have the same beginning sound as **shoes and shop**?*

Example 2.
Teacher: *Caleb, your name begins with a /k/ sound. Tell me what sound your name begins with. Is it /sh/ or /k/?*

Week 11

Lesson 21: Let's use our manners.

Book: Pete the Sheep by Jackie French

Materials Book: *Pete the Sheep* by Jackie French

Before and During Reading: Print Knowledge

Learning Objective 1: To understand and use new words describing aspects of books (e.g. illustrator, author, cover, title page) and print (e.g. word, letter, spell, read, write).

1. Read the title of the book and tell the students: *Our title has three words* (track each word as you say it): *Pete - the - Sheep*. Ask students to come point to the words in the title, as in: *Joshua, can you come point to all the words in the title?*
2. Stop during reading to draw students' attention to how many words are in the sign on the shop window, 'SHAUN'S SHEEP SALON', as in: *Let's count the words on this page* (point to each of the three words, counting 1, 2, 3). *Three words. They say 'SHAUN'S SHEEP SALON'. Taylor, point to the words as I read them.* Continue to pause and ask students to count the words in the shop window signs which appear throughout the book.
3. As you read the book *Pete the Sheep*, stop to discuss the note left to the shearers, as in: *Look at this note. Brute, Tiny and Fang had left a note. Where do you think the sheepdogs have gone?* Let the students make guesses, then say: *Let's read it and see.*

During & After Reading: Vocabulary

Learning Objective 2: To understand and use words that modify things or actions.

Target Word: **politely** (adverb)

1. Read the story to the students. When you reach the page where Shaun introduces Pete, stop and comment: *If you say something very nicely and use your best manners, you say it **politely**.* Continue to read.
2. At the completion of the story, remind the students of the word: *In the story we spoke about a word that you can use when you say something very nicely using your best manners. You say it **politely**.* Ask all the students to repeat the word (scaffold for an accurate production).
3. Provide your own examples of polite talking: *'May I please borrow your pen?'* Ask each student to provide their own example of polite talking (scaffold as necessary). Provide feedback to each student: *You said that so **politely**.*
4. Say to the students: *I am going say some things. If you think I said them **politely** say 'that's polite'; if you think I didn't say them **politely** stay quiet.*
1.) *Could I please have an ice-cream?* 2.) *Where's my hat?* 3.) *Can I please play?*
5. Students to repeat: *If you say something very nicely using your best manners, you say it ...*

Read It Again - *FoundationQ!* Learners' Ladder
Lesson 21: Vocabulary

Scaffolding Strategies

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

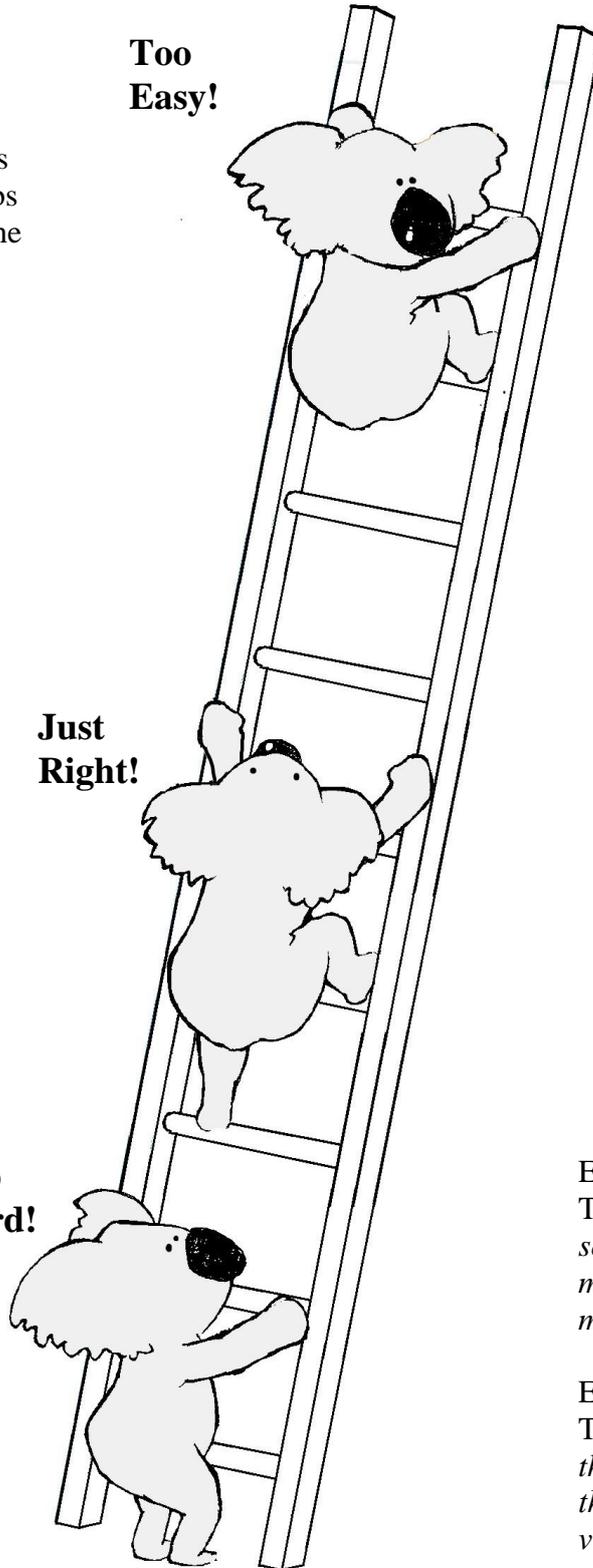
For students for whom the lesson seems **just right**, you can use the lesson plan as written!

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

Too Easy!

Just Right!

Too Hard!



Scaffolding Examples

Example 1.
Teacher: *In the story Pete the Sheep said 'baa' **politely**. People often say things **politely** because they like to use good manners. When is a time that you would use your best manners and say something **politely**?*

Example 2.
Teacher: *Tell me about a time when someone said something to you **politely**.*

Example 1.
Teacher: *Let's think of some things that you might say **politely** – please may I? or I want!*

Example 2.
Teacher: *It's nice to say things **politely**. Do you think it's very nice or not very nice to say things **politely**?*

Week 11

Lesson 22: Cool cuts.

Book: Pete the Sheep by Jackie French

Materials Book: *Pete the Sheep* by Jackie French
 Picture cards: milk, mouse, monkey, map, duck, dolphin, dog, dive
 Large sheet of paper and Marker

Before and During Reading: Phonological Awareness

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

1. Tell the students: *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 /m/ picture cards (milk) and tell the students: **milk ... milk begins with the sound /m/. Listen, it's a long sound. Did you hear the sound /m/ at the beginning of milk? Make it with me - /m/.** Take out a second /m/ picture card (mouse) and say: **... mouse begins with the sound /m/. Milk and mouse begin with the same sound.**
3. Show one of the /d/ picture cards (duck) and tell the students: **duck ... duck begins with the sound /d/. Did you hear the sound /d/ at the beginning of duck? Say it with me: /d/.** Then, hold up the /m/ picture card again (milk): **Remember milk ... milk begins with the sound /m/. My lips come together at the beginning of milk, but not on duck.** Now say: **milk and duck start with different sounds.**
4. Hold all the picture cards in your hand and allow students to come up one-by-one and choose a pair. Help them decide if the words begin with the same first sound.
5. During reading, stop occasionally and ask students to identify words beginning with the same first sound, as in: *Listen to see if you can hear two words that start with the /sh/ sound - 'Ratso the shearer had a sheepdog called Brute'. What words started with the /sh/ sound?* Additional phrases to target include: 'Big Bob the shearer had a sheepdog called Tiny'; 'Where did you get that cool cut?'; 'Doggone dogs grumbled Bungo'.

During and After Reading: Narrative

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

1. Read the book *Pete the Sheep*. Stop occasionally and provide a summary of the story's major events. For example, early in the story you might say: *Shaun didn't have a dog like all the other men; he had a sheep called Pete instead.* You might stop a few pages later and say: *Shaun shored off all Pete's wool; now all the other sheep think Pete looks really cool.* You might stop again before the end saying: *Shaun thought only sheep could come to the salon, but Pete said that all animals could look gorgeous too!*
2. After reading, ask the students to help you retell the story. You could say: *Let's see if we can retell the story.* On the sheet of paper write, '**First ...**' and ask the students: *What happened first?* Help the students remember the first major event you discussed and record their answer on the paper, as in: *What did Shaun and Pete do at the beginning of the story?*
3. Continue this process, writing the words **Then**, **Next**, and **Last** to model their use and to help the students identify a corresponding major story event. At the end, use the story sheet to retell the story, expanding on the students' answers: **First**, *Shaun and Pete shored all the sheep. Then, the other men got cross because all the other sheep would only go to Pete. They said Pete had to go but Shaun left as well. Next, Shaun and Pete opened a salon where they could shear all the sheep with really cool haircuts. Last, the salon was so popular that all the dogs and other men started working there.*

Read It Again - *FoundationQ!* Learners' Ladder

Lesson 22: Narrative

Scaffolding Strategies

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

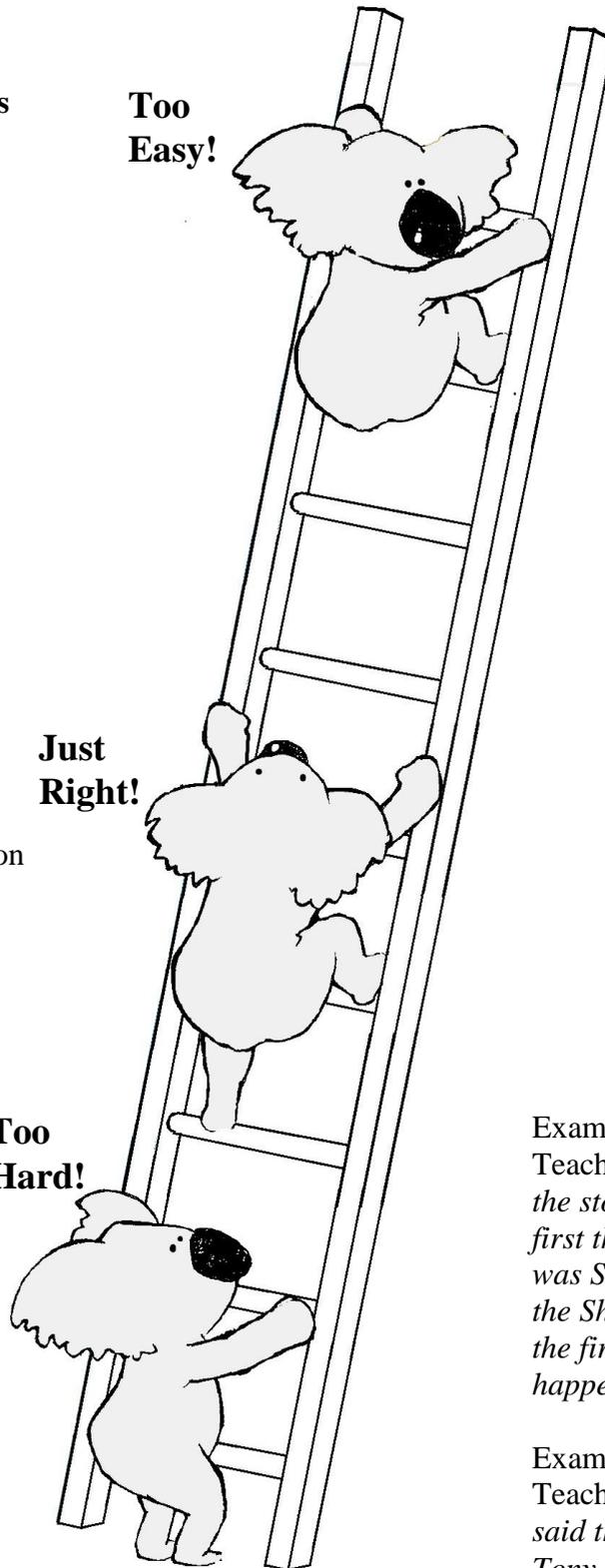
For students for whom the lesson seems **just right**, you can use the lesson plan as written!

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

Too Easy!

Just Right!

Too Hard!



Scaffolding Examples

Example 1:

Teacher: *In our story, the sheep wouldn't move because they were waiting for Pete. What do you think the sheep would have done if Pete was not there? How do you think the sheep would have acted differently?*

Example 2:

Teacher: *What do you think would have happened if Shaun didn't give the sheep the cool cuts they wanted? What might the sheep have done?*

Example 1:

Teacher: *Let's think about the story. Remember the first thing that happened was Shaun came with Pete the Sheep. Sam, what was the first thing that happened in our story?*

Example 2:

Teacher: *The other men said that Pete had to go! Tony, who had to go?*

Week 12

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| Lesson 23: Shout those words! |
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| Book: Ruby Roars by Margaret Wild and Kerry Argent |
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Materials Book: *Ruby Roars* by Margaret Wild and Kerry Argent

Before and During Reading: Print Knowledge

Learning Objective 1: To understand and use new words describing aspects of books (e.g. illustrator, author, cover, title page) and print (e.g. word, letter, spell, read, write).

1. Read the title of the book and tell the students: *Look - the words 'Ruby' and 'roars' are in big bold letters (pointing at the words **Ruby and roars**). It looks like the words are yelling at you. The way the words look gives us a hint about the story. What do you think Ruby does in the story?*
2. Read the book *Ruby Roars*. After reading the text ... *Ruby liked making scary noises. 'Scrrr!' 'Screekle!', 'Scrunch!'* discuss print fonts, as in: *The words 'Screekle' (pointing) and 'scrunch' (pointing) are bigger than the other words and in large black letters. The way they are written makes me think Ruby is roaring.* Read on and look at the words in bold. Describe how the words are gradually getting bigger. Ask the students what that might mean.
3. Three or four times during reading ask students to come up to the book to find words that look different than other words on the page, as in: *Zachary, look at all these words. Point to the words that look different from the words around them.* Discuss the print font, as in: *Zachary saw that the words 'screeow' and 'yee-oww-eee' are big and bold. I can just imagine how loud and scary Ruby sounds!*

During and After Reading: Vocabulary

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

Target Word: **practise** (verb)

1. Read the story to the students. When you reach the page where Ruby goes off to practise roaring, stop and comment: *If you keep doing something over and over to get better at it, you say that you **practise**.* Continue to read.
2. At the completion of the story, remind the students of the word: *In the story we spoke of a word that you use when you do something over and over to get better at it; you **practise**.* Ask all the students to repeat the word (scaffold for an accurate production).
3. Provide your own examples: *I **practise** tennis every day so I get better at it.* Ask each student to provide their own example (scaffold as necessary).
4. Say to the students: *I'm going to say some things that you might need to **practise** because you want to get better at them. If you think they need practice say; 'You need to **practise**'. If you don't think you need to **practise**, say nothing. 1.) Reading 2.) Breathing 3.) Football.*
5. Students to repeat: *If you do something over and over to get better at it, you can say that you ...*

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

Scaffolding Strategies

Use the **reasoning strategy** to help students learn that print features can be used to convey meaning.

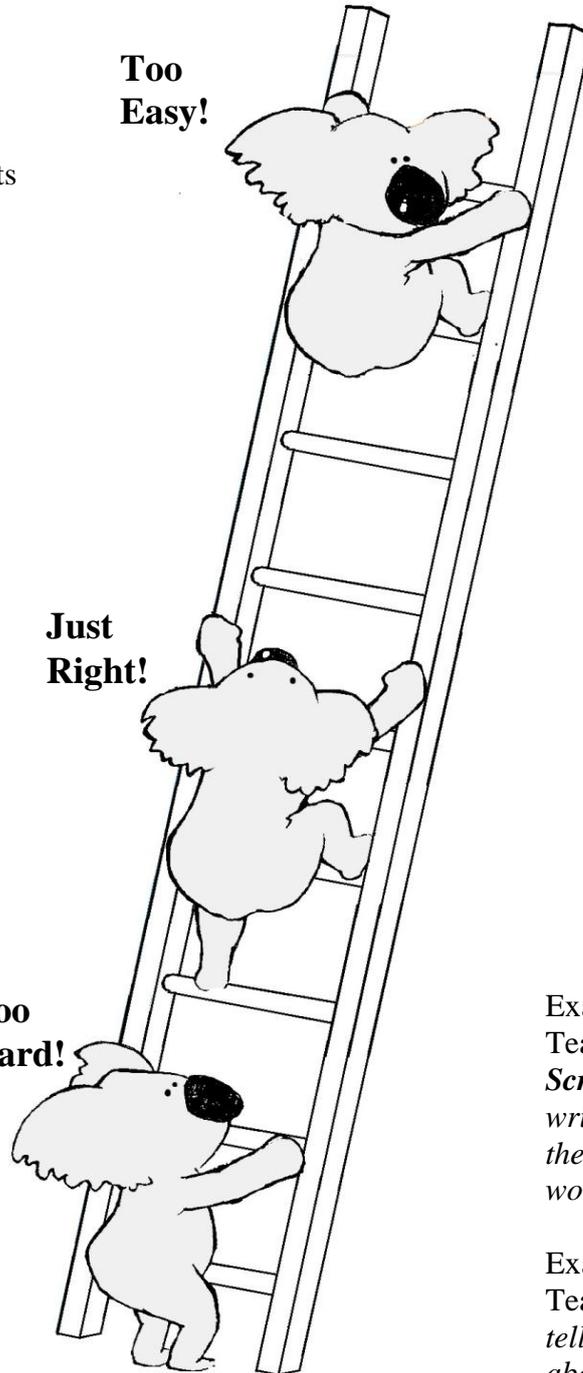
For students for whom the lesson seems **just right**, you can use the lesson plan as written!

Use the **eliciting strategy** to help students understand new words about books and print.

Too Easy!

Just Right!

Too Hard!



Scaffolding Examples

Example 1.
Teacher: *The title of our book is Ruby Roars. The words **Ruby** and **roars** are in big, bold letters. Why do you think the author wrote these words in big, bold letters?*

Example 2.
Teacher: *In the book, some words are written in big, bold letters. If you were reading the book to the class, would you use a quiet voice or a loud voice when you read those words? Why?*

Example 1.
Teacher: *Laura, the words **Screekle** and **Scrunch** are written in big, bold print. Are these quiet words or loud words?*

Example 2.
Teacher: *The title of a book tells us what the book is about. Charlie, what do you think Ruby does in the book *Ruby Roars*?*

Week 12

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| Lesson 24: Starting out the same or different. |
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|-----------------------------------------------------------|
| Book: Ruby Roars by Margaret Wild and Kerry Argent |
|-----------------------------------------------------------|

Materials Book: *Ruby Roars* by Margaret Wild and Kerry Argent
 Picture Cards: lizard, ladybug, lion, lips, rock, read, rainbow, river
 milk, mouse, monkey, map, duck, dolphin, dog, dive
 shoes, shop, sheep, ship, cup, koala, cat, cape
 Large sheet of paper and Marker

Before Reading: Phonological Awareness**Learning Objective 1: To identify when two words share the same first sound.**

1. Tell the students: *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 /l/ picture cards (**lizard**) and tell the students: ***lizard** ... **lizard** begins with the sound /l/. Look, your tongue is up behind your teeth for the sound /l/. Did you see my tongue go up for /l/ in the beginning of **lizard**? Can you hear the /l/ sound? You make the /l/ sound with me.* Then, take out a second /l/ picture card (**ladybug**) and say: ***Ladybug** begins with the /l/ sound ... **lizard** and **ladybug** begin with the same sound, /l/.*
3. Show one of the /r/ picture cards (**rock**) and tell the students: ***rock** ... **rock** begins with the /r/ sound. Did you hear the sound /r/ at the beginning of **rock**? Say it with me: /r/.* (Some students may not be able to accurately say the /r/ sound yet. The goal for them will be only to listen for the sound). Then, hold up the /l/ picture card again (**lizard**): *Remember **lizard** begins with the sound /l/ ... **lizard** and **rock** start with different sounds.*
4. Hold all the picture cards in your hand and allow students to come up one-by-one and pick a pair. Help them decide if the words begin with the same first sound.

After Reading: Narrative**Learning Objective 2: To order three or more major events in a story.**

1. After reading, ask the students to help you retell the story. You could say: *Let's see if we can retell the story. On the sheet of paper, write: **First** ... and ask the students: *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 students identify a corresponding *major story event*. At the end, use the story sheet to retell the story, expanding on the students' answers. ***First**, Ruby was a baby and liked making different noises. **Then**, Ruby tried to make scary noises, but no one was scared by her. **Next**, Ruby practised and practised until she could do a scary howl. **Last**, Ruby scared all the animals but they didn't know it was little Ruby!*

Read It Again - FoundationQ! Learners' Ladder
Lesson 24: Phonological Awareness

Scaffolding Strategies

Use the **generalising strategy** to help students develop an understanding of word structure.

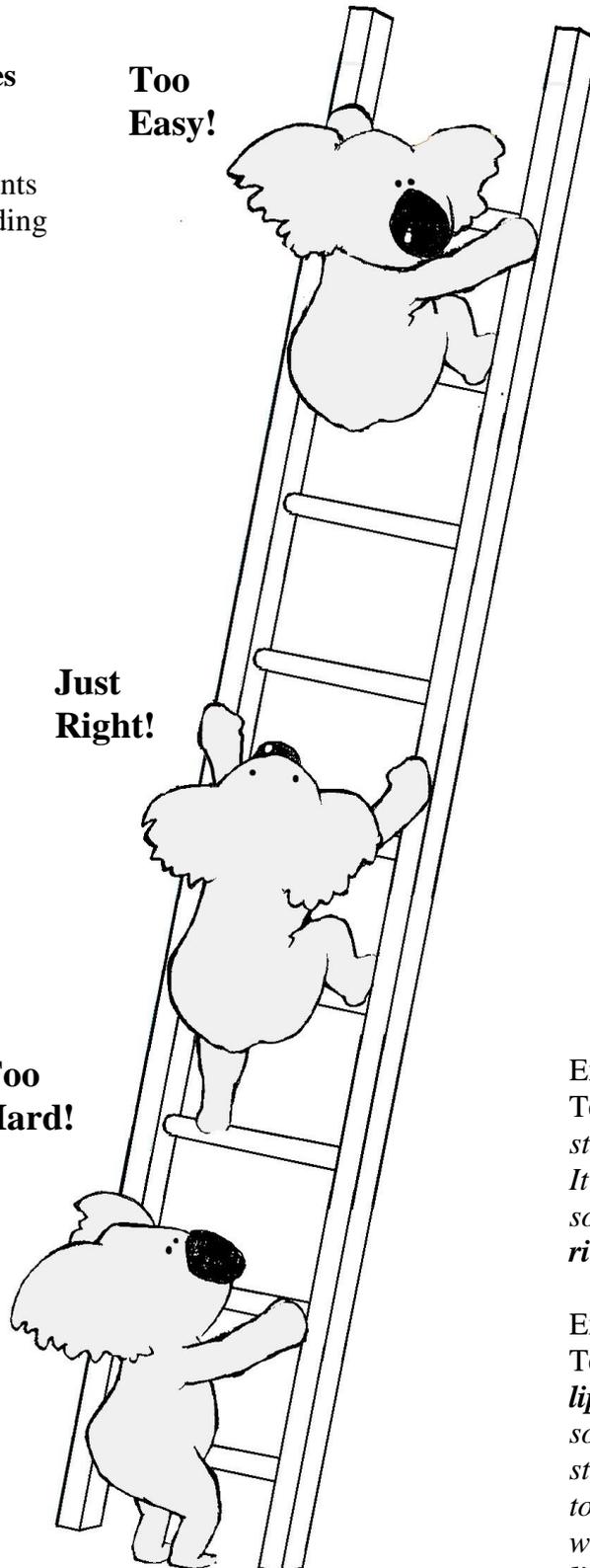
For students for whom the lesson seems **just right**, you can use the lesson plan as written!

Use the **eliciting strategy** to help students identify words that have the same first sound.

Too Easy!

Just Right!

Too Hard!



Scaffolding Examples

Example 1.
Teacher: *John, here is the picture of a **lamp**. Which picture do you think I am going to pick to go with the **lamp**? Why did you pick that picture?*

Example 2.
Teacher: *If I had a picture of a **lion**, which pile of cards would I put it on?*

Example 1.
Teacher: **Rock and river** start with the same sound. It is the /r/ sound. What sound do **rock** and **river** start with?

Example 2.
Teacher: *Chris, this is **lips**. It starts with the /l/ sound. This is **ladder**. It starts with the /l/ sound too. Which word starts with the same sound as **lips**?*

REMEMBER!

It's time to consider
individual student's
progress...

This week, complete a
Student Progress
Checklist for each
student.

Week 13

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|-----------------------------------------------------|
| Lesson 25: Be careful! |
| Book: Possum in the House by Kiersten Jensen |

Materials Book: *Possum in the House* by Kiersten Jensen
 Large sheet of paper
 Marker

Before and During Reading: Print Knowledge**Learning Objective 1: To recognise the difference between letters and words.**

1. Hold up the book *Possum in the House* for the students to see. Read the title, point to each word, and then say: *Our title has four words* (track each word as you say it); *Possum-in-the-House*. Then, draw the students' attention to the letters in each of the words in the title, as in: *Possum is made up of six letters*. (Hold up a finger as you say each letter). *P-O-S-S-U-M*. *These letters make up the word possum*. *House has five letters*. *H-O-U-S-E*. *These letters make up the word house*.
2. Write the words 'Room List' at the top of the large sheet of paper. Tell the students: *This says 'Room List.'* *As we read about where the possum went in the house, we will keep a list of all the rooms he visited.*
3. During reading, pause at each of the rooms to read the word and write it on the large sheet of paper. You could say: *This word says 'kitchen.'* *Let's write the word kitchen on our list. Count the letters that make up the word kitchen as I write.* (Hold up a finger as you write each letter, encouraging the students to count out loud). *K-I-T-C-H-E-N*. *Seven letters make up the word kitchen - it's a long word*. Repeat for words as they appear throughout the book, such as **study, laundry, lounge, toilet, bedroom**. Let students judge if it is a 'long' or 'short' word.

During & After Reading: Vocabulary**Learning Objective 2: To understand and use words for unfamiliar actions.**

Target Word: **warning** (verb)

1. Read the story to the students. When you reach the page with the washing machine, stop and comment: *There is a sign on the washing machine that says **warning**. If someone could be in danger, you tell them about it so they know to be careful; you can say you have given them a **warning**.* Continue to read.
2. At the completion of the story, remind the students of the word: *In the story we spoke of a word that you can use so that people know to be careful; you could say you have given them a **warning**.* Ask all the students to repeat the word (scaffold for an accurate production).
3. Provide your own examples: *I should give a warning if I see a car coming very quickly towards the crossing.* Ask each student to provide their own example (scaffold as necessary).
4. Say to the students: *I am going to tell you about some things. If you think they are dangerous and might need a **warning**, yell out '**warning**'.* *If you don't think they are dangerous stay quiet.* 1.) *A poisonous snake hiding in the long grass* 2.) *A kitten hiding in a box* 3.) *Broken glass in the sandpit*
5. Students to repeat: *If someone is in danger and needs to be careful you might give them a ...*

Read It Again - *FoundationQ!* Learners' Ladder
Lesson 25: Vocabulary

Scaffolding Strategies

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

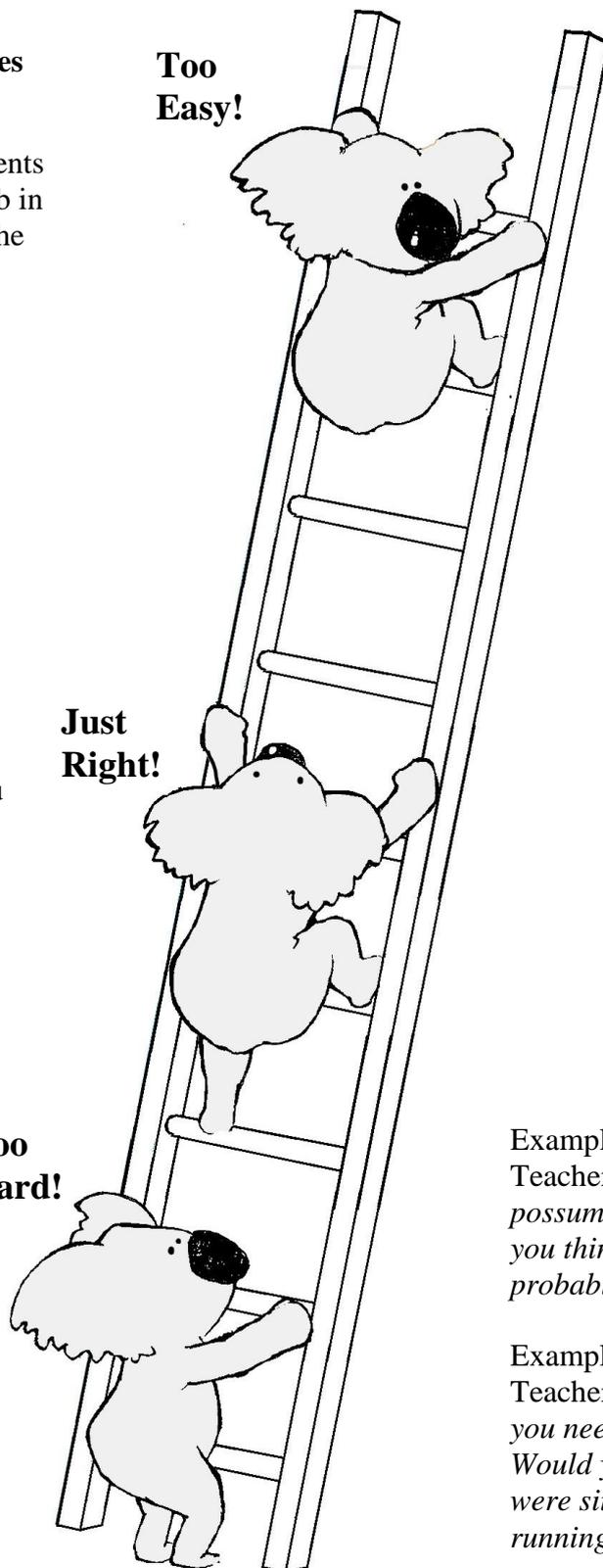
For students for whom the lesson seems **just right**, you can use the lesson plan as written!

Use the **reducing choices strategy** to help students learn the target verbs.

Too Easy!

Just Right!

Too Hard!



Scaffolding Examples

Example 1.
Teacher: *We talked about how you might get a **warning** if there is something you have to be careful of. Can you think of a time when you might have needed a **warning**?*

Example 2.
Teacher: *Tell me about a time in a movie or TV show where one character was given a **warning** because he or she was in danger.*

Example 1.
Teacher: *Think about what the possum was doing in the story. Do you think he was being careful? He probably needed a **warning**.*

Example 2.
Teacher: *A **warning** is something you need if you could be in danger. Would you need a **warning** if you were sitting quietly or if you were running around the classroom?*

Week 13

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| Lesson 26: Who and where? |
| Book: Possum in the House by Kiersten Jensen |

Materials Book: *Possum in the House* by Kiersten Jensen
 Character cards
 Setting cards

Before Reading: Phonological Awareness**Learning Objective 1: To identify and produce words starting with a specific first sound.**

1. Review the idea that words are made up of many parts. You could say: *Remember, words are made up of many sounds. You can try to listen for the sounds in words. Like the word **fur**. Do you hear the first sound in **fur**? What do you hear? That's right! **Fur** starts with the /f/ sound.*
2. Tell the students: *Let's play a game. Let's see if you can think of words that start with the same sound as your name.*
3. Give every student an opportunity to say a word that starts with the same sound as his or her own name. You may have to support students in identifying the first sound of their names. You could say: *Rebecca, your name starts with the /r/ sound. Tell me another word that starts with the /r/ sound. That's right! **Red** and **Rebecca** share the same first sound.*
4. If students have difficulty, you could provide some cueing, as in: *I can think of a colour that starts with the /r/ sound ... it's the colour of an apple.* Continue this process for each student, providing support as necessary for students to think of words beginning with specific sounds.

During and After Reading: Narrative**Learning Objective 2: To produce a fictional story that has a setting and characters (a Scaffolded Retell).**

1. Tell the students: *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 students to define (in their own words) the concept of **character** and **setting**.
2. Read the story *Possum in the House*, stopping occasionally to discuss the setting and characters, as in: *Who is the story talking about? Where is he?* Model the terms **character** and **setting**, as in: *Sue, the possum is in the kitchen. The kitchen is part of the story's **setting**.*
3. After reading, tell students 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: *Mum found a possum hiding in the pantry so she screamed for help and the possum ran away.*
4. Have students 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 'he is hiding in the bookshelves'. You are right. But tell us **who** is hiding in the bookshelves - do you remember what the animal is?*
5. After each student's response, restate the student's sentence but add a little detail, as in: *Yes, here we see **the possum hiding in the drawer**. The possum is **in the drawer**, trying to hide **in the bathroom**.* Continue this activity until the whole book has been retold by the class.

Read It Again - *FoundationQ!* Learners' Ladder

Lesson 26: Narrative

Scaffolding Strategies

Use the **predicting strategy** to help students produce a fictional story of their own.

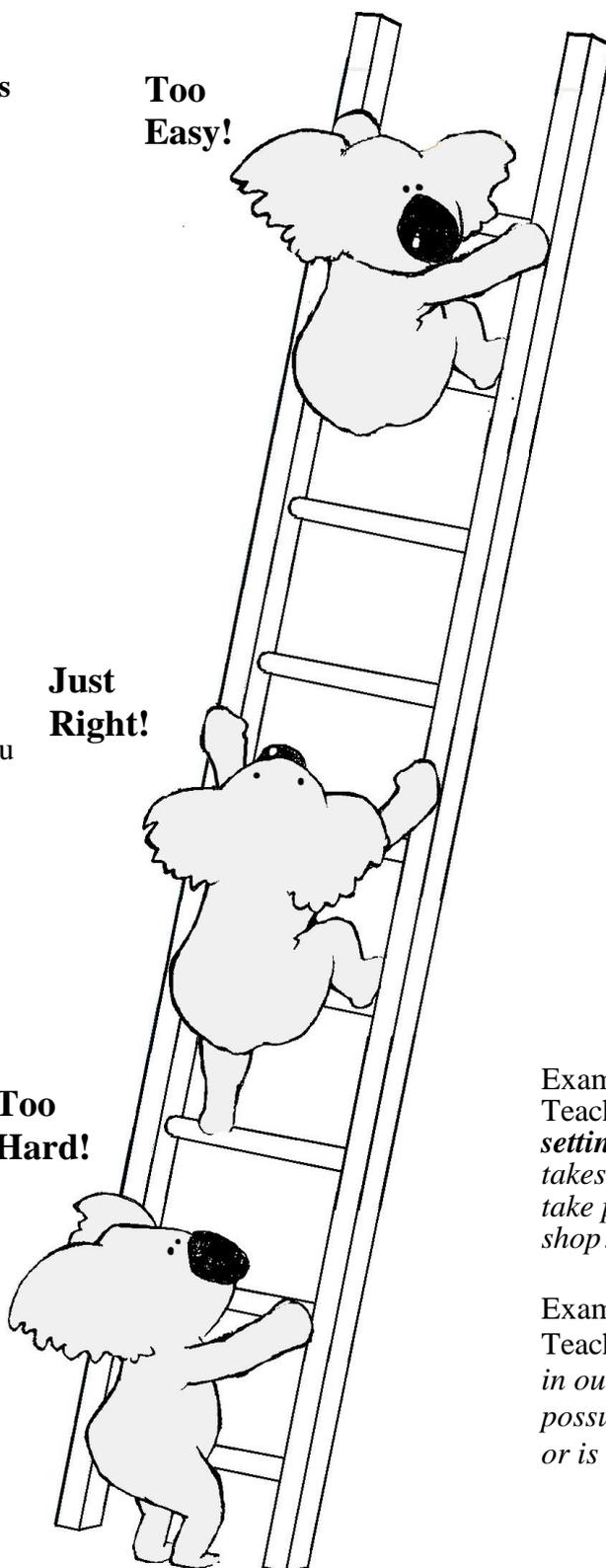
For students for whom the lesson seems **just right**, you can use the lesson plan as written!

Use the **reducing choices strategy** to help students 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 possum. Where do you think he would be hiding if he was in our classroom? What should we use as our **setting**?*

Example 2:
Teacher: *What if the people had caught the possum? What might the possum have done if they caught him?*

Example 1:
Teacher: *Remember, the **setting** means where a story takes place. Does our story take place in a house or a shop?*

Example 2:
Teacher: *Who is a **character** in our story, other than the possum and Mum? Is it Dad or is it a big, old cat?*

Week 14

| |
|---------------------------------------------|
| Lesson 27: Is it a letter or a word? |
| Book: Shoes from Grandpa by Mem Fox |

Materials Book: *Shoes from Grandpa* by Mem Fox

Before and During Reading: Print Knowledge

Learning Objective 1: To recognise the difference between letters and words.

1. Hold up the book *Shoes from Grandpa* for the students to see. Tell the students: *Our title has three **w**ords* (track each word as you say it): *Shoes - from - Grandpa. The important words in the title have capital letters.*
2. Draw the students' attention to the capital letters in the title, as in: *Both of these words begin with a large letter, or a capital letter. Look, this word* (track the whole word **Shoes**) *begins with a capital S* (point to the letter) *and this word* (track the whole word **Grandpa**) *begins with a capital G* (point to the letter). *Tom, come point to the capital letter that begins this word* (track the word **Shoes**). *That's right - you pointed to a capital S. Who sees a capital G in the title?* Have another student point to the **G** in **Grandpa**.
3. When reading, pause occasionally to discuss how letters make up words. You could say: *Let's look at the word **g**o* (tracking the word) *and the word **r**ibbons on this page* (track the word). *Which word do you think is longer? Abbey, can you come up and count how many letters make up the word **g**o? That's right! **G**o is made up of two letters. Madison, come count how many letters make up the word **r**ibbons. That's right - seven! **G**o is made up of two letters and **r**ibbons is made up of seven letters. **R**ibbons is a longer word than **g**o!*

During & After Reading: Vocabulary

Learning Objective 2: To understand and use unfamiliar words to describe things or actions.

Target Word: **mean** (adjective)

1. Read the story to the students. When you reach the last page stop and comment: *If someone really isn't very nice you could say that they are **mean**.* Continue to read.
2. At the completion of the story, remind the students of the word: *In the story we spoke of a word that you can use if you think someone really isn't being nice. You could say they are **mean**.* Ask all the students to repeat the word (scaffold for an accurate production).
3. Provide your own examples: *I think it's **mean** when people call each other names.* Ask each student to provide their own example (scaffold as necessary).
4. Say to the students: *I am going tell you about some things. If you think they are not very nice say 'That's **mean**'. If you don't think it's **mean** just stay quiet. 1.) Pulling somebody's hair 2.) Helping a new student to find their way around 3.) Laughing at someone after they've fallen over.*
5. Students to repeat: *If you think that someone isn't being nice, you could say they are being ...*

Read It Again - *FoundationQ!* Learners' Ladder

Lesson 27: Print Knowledge

Scaffolding Strategies

Use the **reasoning strategy** to help students learn that certain words, including names, start with capital letters.

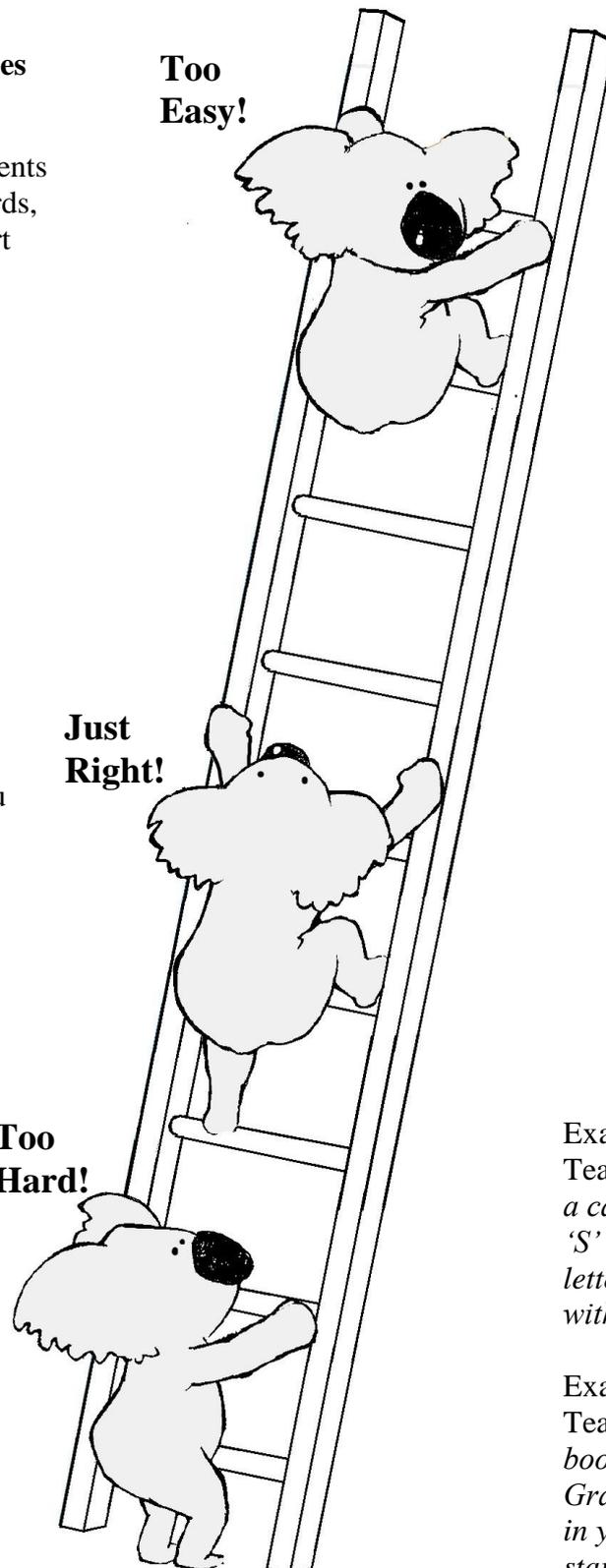
For students for whom the lesson seems **just right**, you can use the lesson plan as written!

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

Too Easy!

Just Right!

Too Hard!



Scaffolding Examples

Example 1.

Teacher: *The title of our book is 'Shoes from Grandpa'. Who can tell me why the 'S' and the 'G' are capital letters?*

Example 2.

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

Example 1.

Teacher: *Sarah, I just wrote a capital 'L' and a capital '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 a capital 'G' in it. Grace, that's the first letter in your name. Whose name starts with a 'G', Grace's or Liam's?*

Week 14

Lesson 28: Say it!

Book: Shoes from Grandpa by Mem Fox

Materials Book: *Shoes from Grandpa* by Mem Fox
 Picture cards: One from each sound group sh, k, m, d, l, r
 Character cards
 Setting cards

Before Reading: Phonological Awareness

Learning Objective 1: To identify and produce words starting with a specific first sound.

1. Review the idea that words are made up of many parts. You could say: *Remember, words are made up of many sounds. You can try to listen for the sounds in words. Like the word **shoes**. Do you hear the first sound in **shoes**? What do you hear? That's right! **Shoes** starts with the /sh/ sound.*
2. Place all the cards for this activity in a bag. Tell the students: *Let's play a game. I will choose a picture from this bag. Let's see if we can think of words that start with the same sound as the picture that I choose.* Choose a card and ask the students to say a word that starts with the same sound as the card you drew out. You may have to support students in identifying the first sound in the word. You could say: *I picked the word **milk** ... **milk** starts with the /m/ sound. Who can think of another word that starts with /m/?* Ask two or three students to provide a word that begins with the same sound as the picture you drew out.
3. Then, have several students choose cards from the bag. Provide support for students in identifying a word that starts with the same first sound as the words they selected.

During and After Reading: Narrative

Learning Objective 2: To produce a fictional story that has a setting and characters (a Scaffolded Retell).

1. Tell the students: *As I read, think about the **characters**, or **who** the story is about, and the **setting**, or **where** the story is taking place.* Discuss these concepts, asking students to define (in their own words) the concept of character and setting.
2. Read the story *Shoes from Grandpa*, stopping occasionally to discuss the setting and characters, as in: *Who is the story talking about? Where is the action taking place?* Model the terms **character** and **setting**, as in: *Most of our **characters** are people!*
3. After reading, tell students they are going to take turns being the storyteller. You could say: *Let's retell the story. I'll start.* Open the book and say: *Jessie's family is having a barbecue and Grandpa bought Jessie a new pair of shoes.*
4. Have students take turns coming up to the book and acting as storyteller, as in: *Andrew, 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 'Dad has socks'. You're right. Dad bought some socks - but where? Did he buy them **from the shops**?*
5. After each student's response, restate the student's sentence but add a little detail, as in: *Yes, here we see **Jessie on a boat**. But **who** gave her the coat? We can see it was **Grandma** who gave her the coat to wear **on the boat**.* Continue this activity until the whole book has been retold by the class.

Read It Again - *FoundationQ!* Learners' Ladder
Lesson 28: Phonological Awareness

Scaffolding Strategies

Use the **reasoning strategy** to help students produce words starting with a specific first sound.

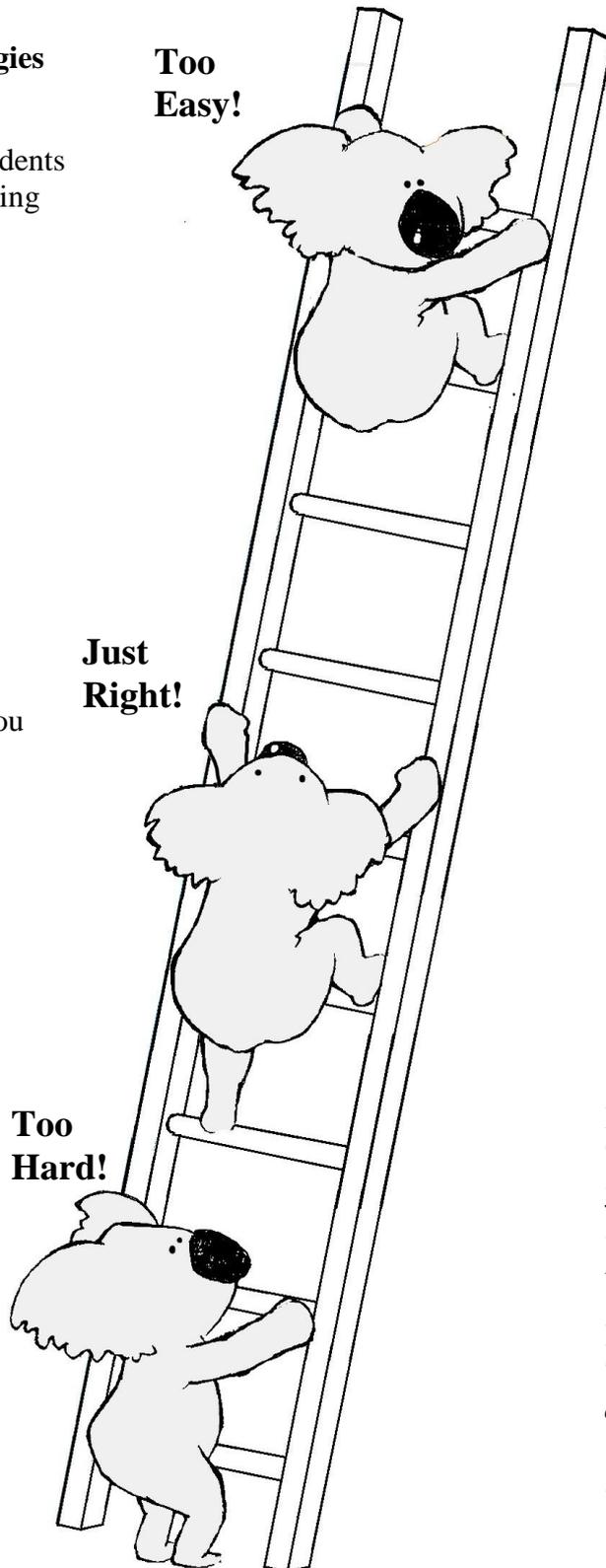
For students for whom the lesson seems **just right**, you can use the lesson plan as written!

Use the **reducing choices strategy** to help students produce a word starting with a specific first sound.

Too Easy!

Just Right!

Too Hard!



Scaffolding Examples

Example 1.
Teacher: **Shoes, sheep, milk and shop.**
Fernando, tell us which word is different and tell us why.

Example 2.
Teacher: **Cup, koala, cat.** *What's another word I can add? Why did you choose that word?*

Example 1.
Teacher: **Mark, does your name start with the same sound as Holly or Matilda?**

Example 2.
Teacher: **Duck, dolphin and lizard.** *Which word has the same first sound as duck - dolphin or lizard? Which of these words have the same first sound?*

Week 15

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|----------------------------------------------|
| Lesson 29: Haircut hopefuls. |
| Book: Pete the Sheep by Jackie French |

Materials Book: *Pete the Sheep* by Jackie French

Before and During Reading: Print Knowledge

Learning Objective 1: To build a vocabulary base of common sight words, including those seen often in the environment and in children's books.

1. Show the students the cover of the book *Pete the Sheep*. 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? 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 'Pete the Sheep'.* Remind the students that they have heard this story before. Ask students to tell you what the story is about. Extend each student's contribution.
3. Read the book *Pete the Sheep*. During reading pause after having read the text, at the page with the note from the dogs. Ask students if they can 'read' what is on the note, as in: *Look, here is a note that the dogs must have written. It looks like a note for the shearers. It has three names at the bottom (track the names). Jacob, can you guess what this name is? If students have trouble, you could ask for members of the class to help, or provide hints as in: This dog's name starts with a capital 'B'.*

During and After Reading: Vocabulary

Learning Objective 2: To understand and use words that modify things or actions.

Target Word: **hopefully** (adverb)

1. Read the story as usual. When you reach the page where the dogs come into the salon hoping for a haircut, stop and comment: *If there is something that you really, really would like to happen, you could say **hopefully** it will happen.* Continue to read.
2. At the completion of the story, remind the students of the word: *In the story we spoke about a word that you can use when you really would like something to happen. You could say **hopefully** it will happen.* Ask all the students to repeat the word (scaffold for an accurate production).
3. Provide your own examples: ***Hopefully** I will get nice presents on my birthday.* Ask each student to provide their own example (scaffold as necessary).
4. Say to the students: *I am going say some things. If it's something you'd really like to happen, say **'hopefully'**; if it's something you wouldn't like to happen, don't say anything. 1.) An extra helping of dessert after dinner 2.) Extra vegetables with dinner 3.) Going to your best friend's house on the weekend.*
5. Students to repeat: *If you really would like something to happen you could say ...*

Read It Again - *FoundationQ!* Learners' Ladder

Lesson 29: Vocabulary

Scaffolding Strategies

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

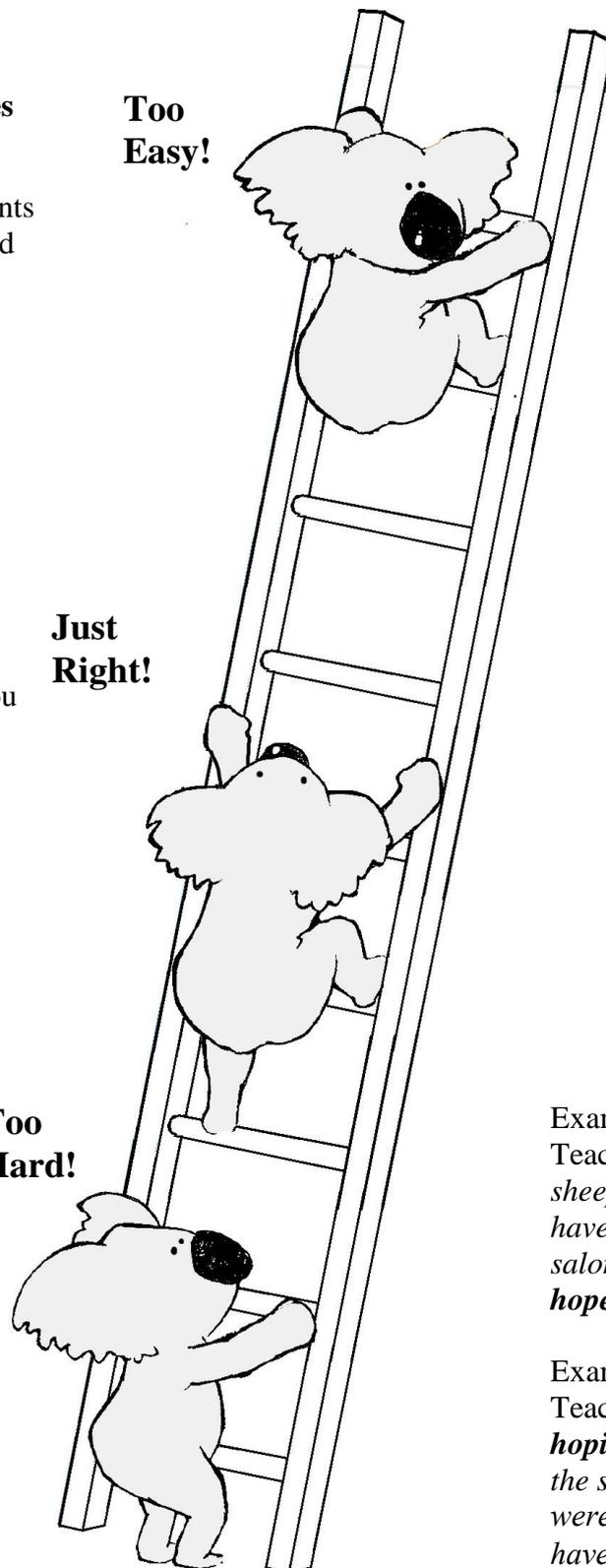
For students for whom the lesson seems **just right**, you can use the lesson plan as written!

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

Too Easy!

Just Right!

Too Hard!



Scaffolding Examples

Example 1.
Teacher: *What do we say if we really want something to happen? (**hopefully**). Would you be **hopeful** if Mum said she might take you to the movies?*

Example 2.
Teacher: *Think about some times when you might have been **hopeful**. What might you have said? (prompt for a sentence using **hopefully**)*

Example 1.
Teacher: *In the story the sheepdogs really wanted to have their hair done at the salon. Do you think they were **hopeful**?*

Example 2.
Teacher: *Lots of animals were **hoping** they'd get a haircut at the salon. Do you think they were saying "**Hopefully** I can have one"?*

Week 15

Lesson 30: Tell me a story.

Book: Pete the Sheep by Jackie French

Materials Book: *Pete the Sheep* by Jackie French
 Large sheet of paper and Marker
 Character cards
 Setting Cards

Before and During Reading: Phonological Awareness

Learning Objective 1: To identify and produce words starting with a specific first sound.

1. Review the idea that words are made up of many parts. You could say: *Remember, words are made up of many sounds. You can try to listen for the sounds in words. Like the word **man**. Do you hear the first sound in **man**? What do you hear? That's right! **Man** starts with the /m/ sound.*
2. Write the word **sheep** in the middle of a large piece of paper. Tell the students: *This word says **sheep**. What are some words that start with the same sound as **sheep**? You may need to support students in identifying the first sound. You could say: I hear the /sh/ sound at the beginning of the word **sheep**... **shoe** starts with /sh/, too.*
3. Write down each correct response (real or nonsense words). As you write, model the pairs, as in: *Anna said **shark**. That's right! **Sheep** and **shark** start with the same sound, /sh/.*
4. Tell the students: *Let's play a game. When I read, you listen for words that start with the same sound as **sheep**. You tell me when you hear /sh/ words and I will add them to our list. Read the book *Pete the Sheep*, and pause occasionally to point out words starting with the sound /sh/.*

During and After Reading: Narrative

Learning Objective 2: To produce a fictional story that has a setting and characters (a Scaffolded Retell).

1. Tell the students: *As I read, think about the **characters**, or **who** the story is about, and the **setting**, or **where** the story is taking place. Review these concepts, asking students to define (in their own words) the concept of **character** and **setting**.*
2. Read the story *Pete the Sheep*, stopping occasionally to discuss the setting and characters, as in: *The sheep are in the shearing shed. Model the terms **character** and **setting**, as in: **Pete** is a **character** in our story, he's not a man or a dog; he's a sheep. At the beginning of the book a **farm** is the **setting** of our story.*
3. After reading, tell students 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: All the men have a sheep dog but Shaun has a sheep-sheep called Pete!*
4. Have students take turns coming up to the book and acting as storyteller, as in: *Joy, 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: Are the sheep getting shorn in a house?*
5. After each student's response, restate the student's sentence, adding detail, as in: *Yes, Shaun is shearing a sheep. The sheep is **sitting in a chair** while Shaun is shearing him **at the salon**.* Continue until the whole book has been retold by the class.

Read It Again - *FoundationQ!* Learners' Ladder

Lesson 30: Narrative

Scaffolding Strategies

Use the **generalising strategy** to help students produce a fictional story with **characters** and **setting**.

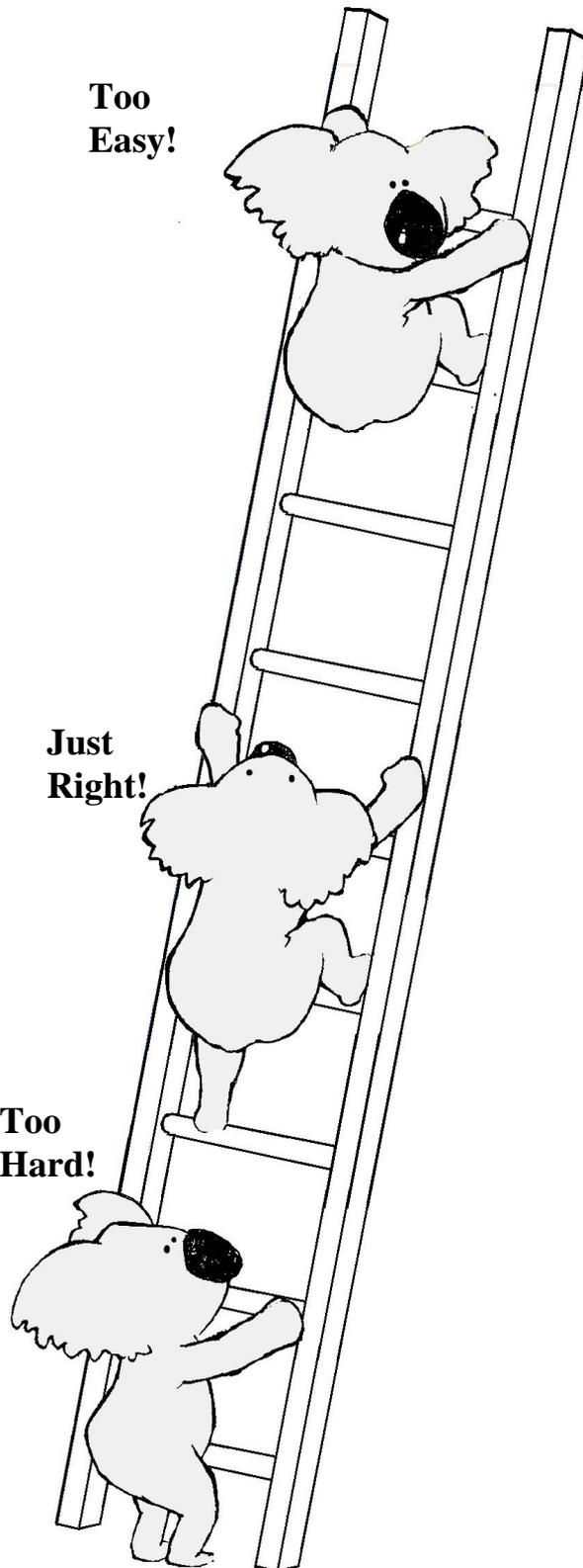
For students for whom the lesson seems **just right**, you can use the lesson plan as written!

Use the **reducing choices strategy** to help students understand the concepts of **characters** and **setting** in a fictional story.

Too Easy!

Just Right!

Too Hard!



Scaffolding Examples

Example 1:

Teacher: *Remember when we hatched the chickens in our classroom? Let's tell a make-believe story about one of the chickens...he'll be a **character**. What should the **setting** be?*

Example 2:

Teacher: *Tracey, I know you really like horses. Why don't you pick one to be the main **character** of our story? What other **characters** might be in our story if it takes place in a barn?*

Example 1:

Teacher: *At the beginning of our story *Pete the Sheep*, which is the **setting**, the sheep or the shearing shed?*

Example 2:

Teacher: *Shaun and Pete the sheep are **characters** in our story. Who else is a **character**, the sheep dogs or the salon?*

Week 16

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| Lesson 31: I wonder what that noise is. |
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|-----------------------------------------------------------|
| Book: Ruby Roars by Margaret Wild and Kerry Argent |
|-----------------------------------------------------------|

Materials Book: *Ruby Roars* by Margaret Wild and Kerry Argent

Before and During Reading: Print Knowledge

Learning Objective 1: To build a vocabulary base of common sight words, including those seen often in the environment and in children's books.

1. Show the students the cover of the book *Ruby Roars*. You could say: *We have seen this book before. Does anyone remember its name? Help me read the words.* Point to each word in the title as you read: **Ruby - Roars**.
2. Tell the students: *In our title we see the word **Ruby** and the word **Roars**. Thomas, come show me the word **Roars** in our title.*
3. Read the book *Ruby Roars*. During reading, pause occasionally after passages in which the words **Ruby** or **roars** appear, to point out the word. You could say: *Look at this word. Andrew, do you remember what this word is? We saw this word in the title. That's right - **Ruby**. This word says **Ruby**. I also see the word **Ruby** right here* (track the word in the text). **OR** After reading "Ready to rip and roar..." you could say: *This word says **roar** (pointing to the word). I see the word **roar** again on this page where Ruby is roaring into the night. Here it says **roared** (pointing) and here in the picture it shows Ruby... (pause). What do you think this word is (pointing to the word **roared**)? That's right! **Roared**. It says 'She **roared** into the night'.*

During and After Reading: Vocabulary

Learning Objective 2: To understand and use words that describe thinking processes.

Target Word: **Wonder** (Cognitive verb)

1. Read the story to the students. When you reach the page where Ruby is listening to the sounds all around her, stop and comment: *If you think about something because you find it interesting and you want to know more, you could say you **wonder** about it.* Continue to read.
2. At the completion of the story, remind the students of the word: *In the story we spoke of a word that you use when you think about something because you find it interesting and you want to know more. You might **wonder** about it.* Ask all the students to repeat the word (scaffold for an accurate production).
3. Provide your own examples: *I **wonder** about how aeroplanes fly because I think it's really interesting.* Ask each student to provide their own example (scaffold as necessary).
4. Say to the students: *I'm going to say some things that might make you **wonder** because they might be interesting to you. If you think you'd be interested say 'I **wonder** about that'. If you don't think you'd be interested stay quiet 1.) Learning to fly like a superhero. 2.) Learning how to wash the dishes. 3.) Climbing to the top of a really high mountain.*
5. Students to repeat: *If you think about something because you find it interesting you might say you that you ...*

Read It Again - *FoundationQ!* Learners' Ladder
Lesson 31: Print Knowledge

Scaffolding Strategies

Use the **generalising strategy** to help students recognise several common sight words including environmental print.

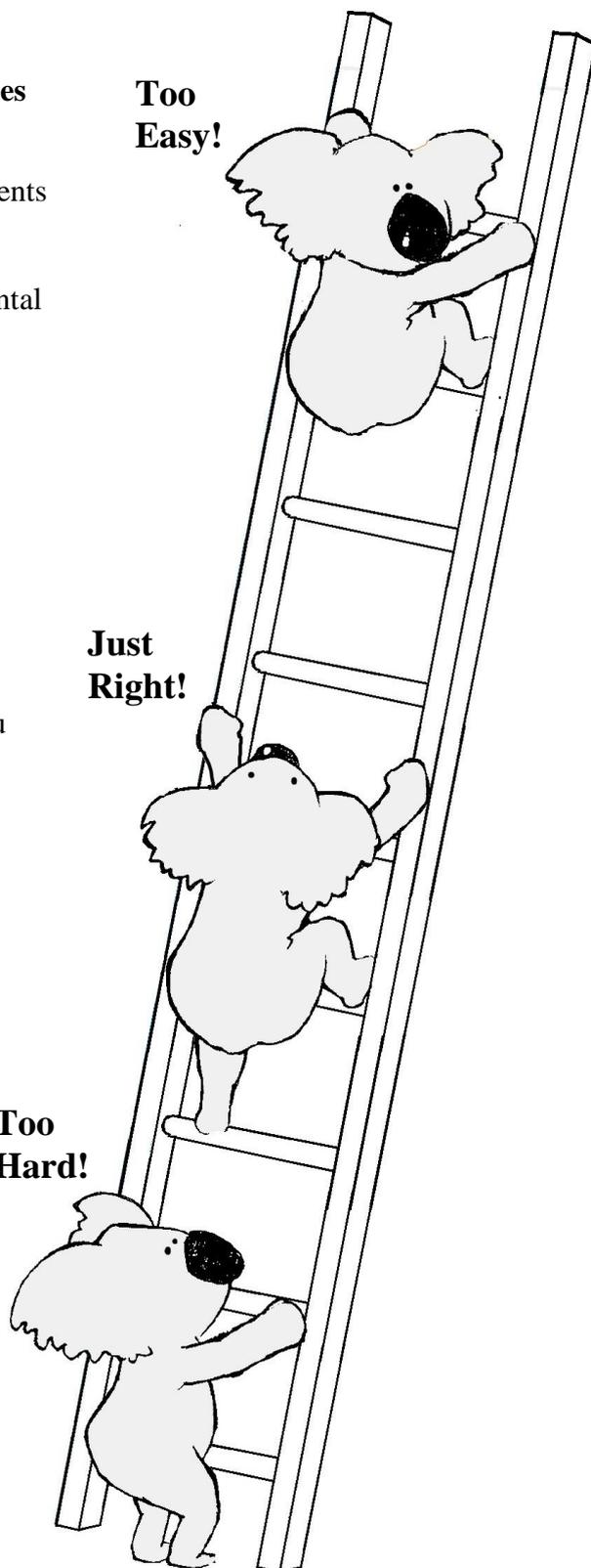
For students for whom the lesson seems **just right**, you can use the lesson plan as written!

Use the **co-participation strategy** to help students recognise some common sight words, including environmental print.

Too Easy!

Just Right!

Too Hard!



Scaffolding Examples

Example 1.
Teacher: *I have written several words we see all the time. Who can tell me if they know any of these? (Stop, Exit, Toilet)*

Example 2.
Teacher: *On this page there is a picture of a big fox. Who can find the word **fox** on this page?*

Example 1.
Teacher: *David, walk around the classroom with me and we'll point to some words together. If you know what the word says, you can tell everyone.*

Example 2.
Teacher: *Patrick, come and help me find the word **Ruby**. It's in a couple of places on this page, remember!*

Week 16

Lesson 32: Catch the sound when I read.

Book: Ruby Roars by Margaret Wild and Kerry Argent

Materials Book: *Ruby Roars* by Margaret Wild and Kerry Argent
 Large sheet of paper and Marker

Before and During Reading: Phonological Awareness

Learning Objective 1: To identify and produce words starting with a specific first sound.

1. Review the idea that words are made up of many parts. You could say: *Remember, words are made up of many sounds. You can try to listen for the sounds in words. Like the word **man**. Do you hear the first sound in **man**? What do you hear? That's right! **Man** starts with the /m/ sound.*
2. Write the words **hand** and **hot** in the middle of a large piece of paper. Tell the students: *This word says **hand**. This word says **hot**. They both start with the sound /h/. What are some other words that start with the same sound as **hand** and **hot**? You may have to support students in identifying some words. You could say: *I hear the /h/ sound at the beginning of the word **hand** ... **hill** starts with /h/ too.**
3. Write down each correct response (real or nonsense words). As you write, model the pairs, as in: *Jody said **hit**. That's right! **hand** and **hit** start with the same sound, /h/.*
4. Tell the students: *Let's play a game. When I read, you listen for words that start with the same sound as **hand** and **hot**. You tell me when you hear /h/ words and I will add them to our list. Read the book *Ruby Roars* and pause occasionally to point out or discuss words starting with the sound /h/.*

After Reading: Narrative

Learning Objective 2: To produce a fictional story that has a setting and characters (a Scaffolded Retell).

1. Tell students 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: *When Ruby was a baby she liked making noises.**
2. Have students take turns coming up to the book and acting as storyteller, as in: *Jason, 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: *Here, Ruby is trying to scare the other animals. **Where** are they? **What** is she doing?**
3. After each student's response, restate the student's sentence, adding detail, as in: *Ruby is howling at her mum in the kitchen.* Continue until the whole book has been retold by the group or class.

Read It Again - *FoundationQ!* Learners' Ladder
Lesson 32: Phonological Awareness

Scaffolding Strategies

Use the **reasoning strategy** to help students produce several words starting with a specific first sound.

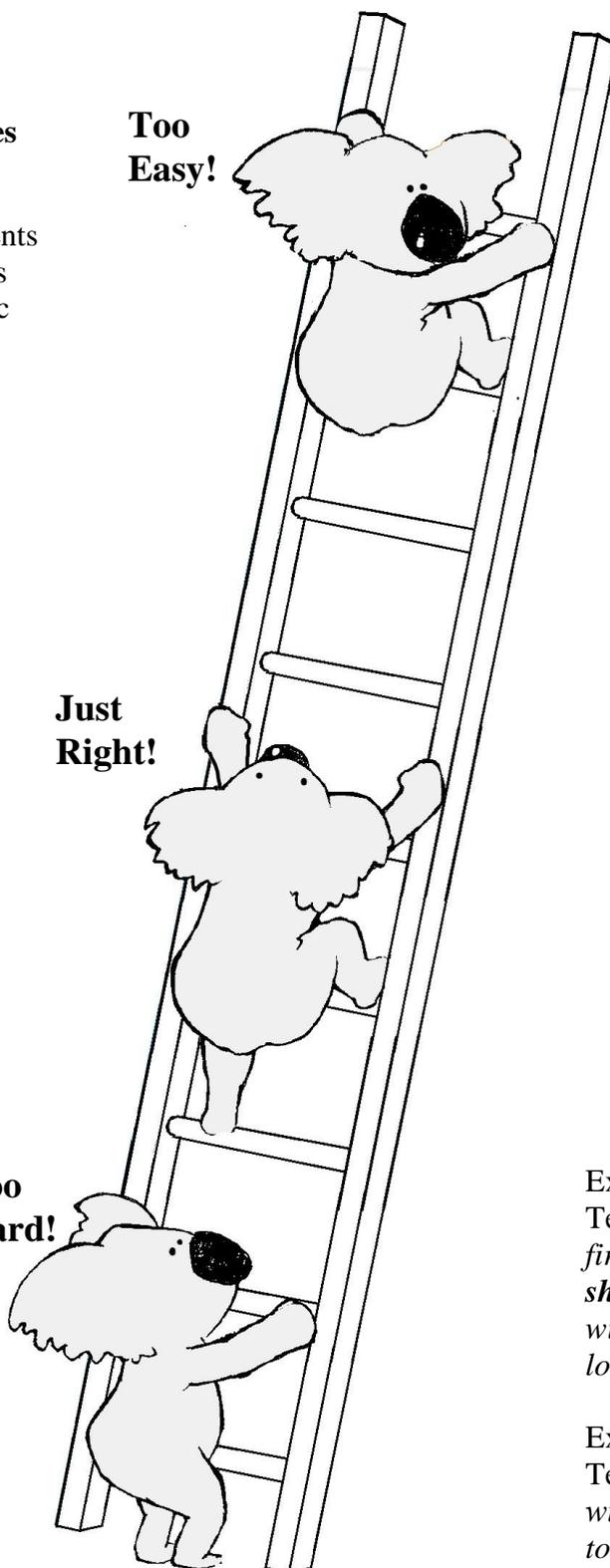
For students for whom the lesson seems **just right**, you can use the lesson plan as written!

Use the **co-participation strategy** to help students produce words starting with a specific first sound.

Too Easy!

Just Right!

Too Hard!



Scaffolding Examples

Example 1.
Teacher: *I wrote **hand**, **hot** and **hit** on this list. Who can tell me why my next word is going to be **hop**?*

Example 2.
Teacher: ***Pop**, **pig**, **pet** and **peek** are all on the same list. Skye, why will I start a new list for the word **nose**?*

Example 1.
Teacher: *Listen to the first sound in this word; **sheep**. Repeat that word with me, making a nice long /sh/ sound.*

Example 2.
Teacher: *Patrick, come with me and we'll point to some things that start with the /t/ sound.*

Week 17

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|------------------------------------------------------------------------------|
| Lesson 33: What does it mean? |
| Book: There's a Hippopotamus on Our Roof Eating Cake by Hazel Edwards |

Materials Book: *There's a Hippopotamus on Our Roof Eating Cake* by Hazel Edwards
 Sentence cut-outs
 Scissors
 Plain card and Marker

Before Reading: Print Knowledge

Learning Objective 1: To understand that punctuation is a feature of written text different from letters. To recognise that capital letters and full stops signify the beginning and end of sentences.

1. Say: *The first word of a sentence must always have a capital letter.* Turn to the second page of the book where the girl is pointing to the hippopotamus. Say: *On this page there are three sentences. Can you find the capital letter in the first sentence?* Repeat for the other sentences.
2. Say: *A full stop tells us that the sentence has ended. If you are reading a sentence out loud, the full stop tells you to pause before reading on. This is so you can take a breath, and it helps the listener to understand the sentence.* Direct the students' attention back to the page with the girl pointing to the hippopotamus. Say: *Can you find the full stop in the first sentence on this page?* Repeat for the other sentences.
3. Read the sentence on the first worksheet. Say: *This sentence starts with a capital letter and ends with a full stop.* Cut the sentence on the dotted lines and jumble the pieces up. Ask the students to put the sentence back together. Have the students read the sentence with you. Does the sentence make sense? Ask questions to help the students understand how to form a sentence. Say: *Where is the first word in the sentence? How do we know it's the first word? What is the last word in the sentence? How do we know it is the last word?* Repeat for the other sentences.

After Reading: Vocabulary

Learning Objective 2: To talk about the meaning of new words, including how words can have more than one meaning.

Target Word: **Cross** (adjective, verb, noun)

1. After reading the story, tell the students: *Sometimes words have more than one meaning. We have to use clues in the book to work out which meaning to think about.* Turn to the page where the father is frowning at the girl and say: *In this picture Daddy is **cross**.* Ask the students to repeat the word (scaffold for an accurate production). Say: *Let's write the word **cross**.* Write the word **cross** on a card, and name each letter as you write it. When you have finished, track the word (i.e. stretch your finger along under the word blending the sounds as you go) ... **cross!** (Note - avoid segmenting into individual sounds).
2. Explain to the students that words can have more than one meaning. Say: ***Cross** can mean that someone is angry. **Cross** can be a shape, like an X (trace the shape with your finger). **Cross** can also mean moving to another side, such as when you **cross** the road or **cross** to the other side of the room.*
3. Say: *In the book the father is **cross** because the girl drew in his best book. Does this **cross** mean angry, a shape or moving to another side?*
4. Provide the students with an example: *I get **cross** when someone takes my pencil.* Ask the students to provide their own example of something that makes them **cross**.

Read It Again - FoundationQ! Learners' Ladder
Lesson 33: Print Knowledge

Scaffolding Strategies

Use the **predicting strategy** to help students understand that punctuation is a feature of written text.

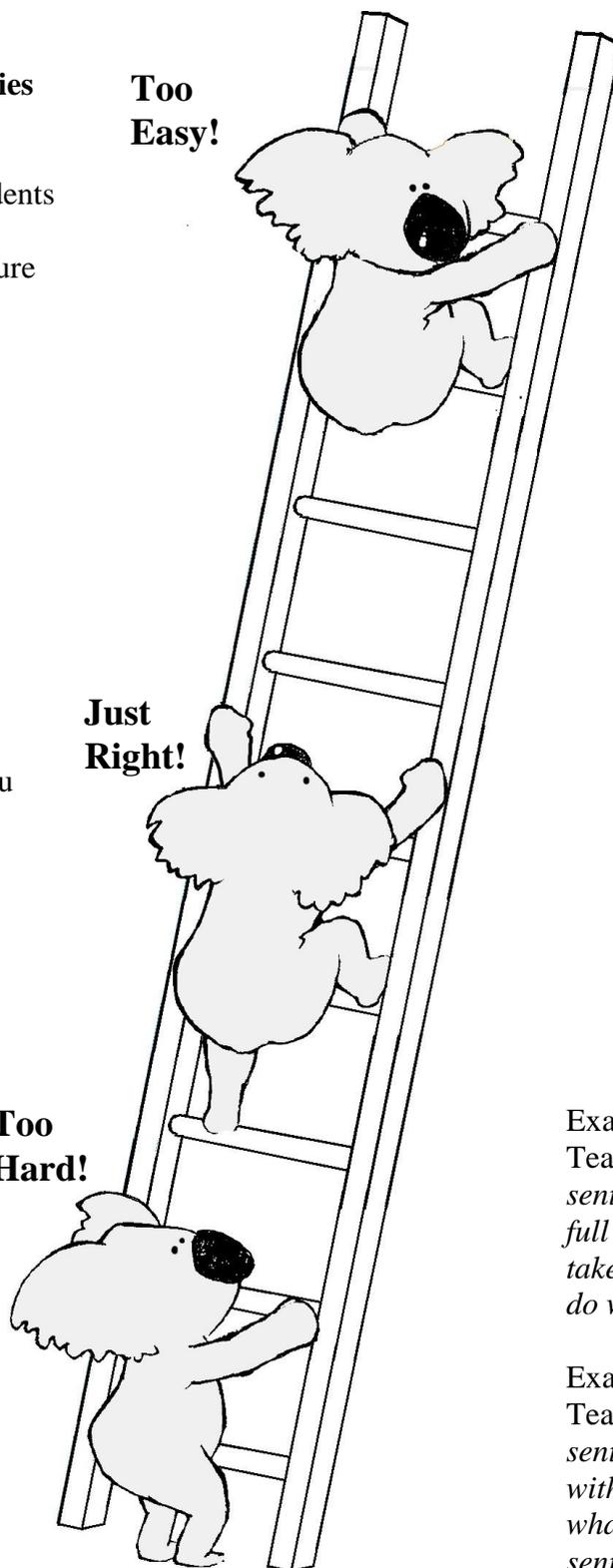
For students for whom the lesson seems **just right**, you can use the lesson plan as written!

Use the **eliciting strategy** to help students understand that capital letters and full stops signify the beginning and end of sentences.

Too Easy!

Just Right!

Too Hard!



Scaffolding Examples

Example 1.

Teacher: *When I read the words on this page, I don't just keep reading from the first word to the last word. Tell me what I need to do to read this page so you can easily understand it.*

Example 2.

Teacher: *There are three sentences on this page. If you are reading these sentences to the class, how many times would you pause? How do you know where to stop to take a breath?*

Example 1.

Teacher: *At the end of this sentence there is a full stop. A full stop tells us to pause and take a breath. Ben, what do I do when I see a full stop?*

Example 2.

Teacher: *The first word in a sentence must always start with a capital letter. Kate, what must the first word in a sentence start with?*

Week 17

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|------------------------------------------------------------------------------|
| Lesson 34: Man - ip - u - la - tion! |
| Book: There's a Hippopotamus on Our Roof Eating Cake by Hazel Edwards |

| |
|------------------------------------------------------------------------------|
| Book: There's a Hippopotamus on Our Roof Eating Cake by Hazel Edwards |
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Materials Book: *There's a Hippopotamus on Our Roof Eating Cake* by Hazel Edwards
 Picture Cards: hippopotamus, television, tomato, bicycle, bathtub, honey, bandage, grandfather (2 sets. For 1 set, cut each picture into the same number of parts as there are syllables in the words. E.g. bicycle - cut into 3 parts)
 Scissors

Before Reading: Phonological Awareness

Learning Objective 1: To understand and manipulate syllables in words and develop an understanding of word structure.

1. Say to the students: *I'm going to say the syllables in one of the words from our book and you can blend them together to say the whole word.* Choose one of the picture cards and show it to the students. Say the syllables in the word one at a time, pausing about one second between syllables. For example, say **bi** - **cy** - **cle**. Have one student blend the syllables to say the word; then give that student the picture parts for that word. The student can practice saying the word one syllable at a time while pointing to the picture part. After saying the word syllable by syllable, have the student put the picture parts together and say the whole word.
2. Say to the students: *Listen I'm going to say some more words from our story. Then you can tell me the first, middle or last syllable in the word.* You can use the picture parts as a visual cue to support the students in identifying the target syllable.
 - What is the first syllable in the word **bathtub**? (bath)*
 - What's the last syllable in the word **honey**? (ney)*
 - What's the middle syllable in the word **tomato**? (ma)*
 - What's the first syllable in the word **television**? (tel)*
 - What's the last syllable in the word **hippopotamus**? (mus)*
 - What's the middle syllable in the word **bicycle**? (cy)*
 - What's the first syllable in the word **grandfather**? (grand)*
 - What's the last syllable in the word **bandage**? (dage)*

During and After Reading: Narrative

Learning Objective 2: To produce a personal story that has a clear beginning, middle, and end.

1. Read the book *There's a Hippopotamus on Our Roof Eating Cake*. During reading, stop at the page where the girl fell over and cut her knee. Discuss with the students whether they would cry if they cut their knees, as in: *The girl cut her knee and cried? If you cut your knee would you cry? Why/ Why not?*
2. After reading, ask the students to think of their own experiences going to the doctor, as in: *Sometimes someone in your family might go to the doctor.* Allow a few students to tell about a time they went to the doctor. After, tell students how we can use these experiences to make stories.
3. Tell the students your own story, as in: *My little brother felt sick and was really hot. Mum was very worried and took his temperature. Then she took him to the doctor who gave him some medicine. The end.*
4. Now, ask three students to provide their own story, as in: *Zara, tell me about a time that someone in your family had to go to the doctor.* Repeat the story, adding details to model a story with a clear **beginning**, **middle**, and **end**.

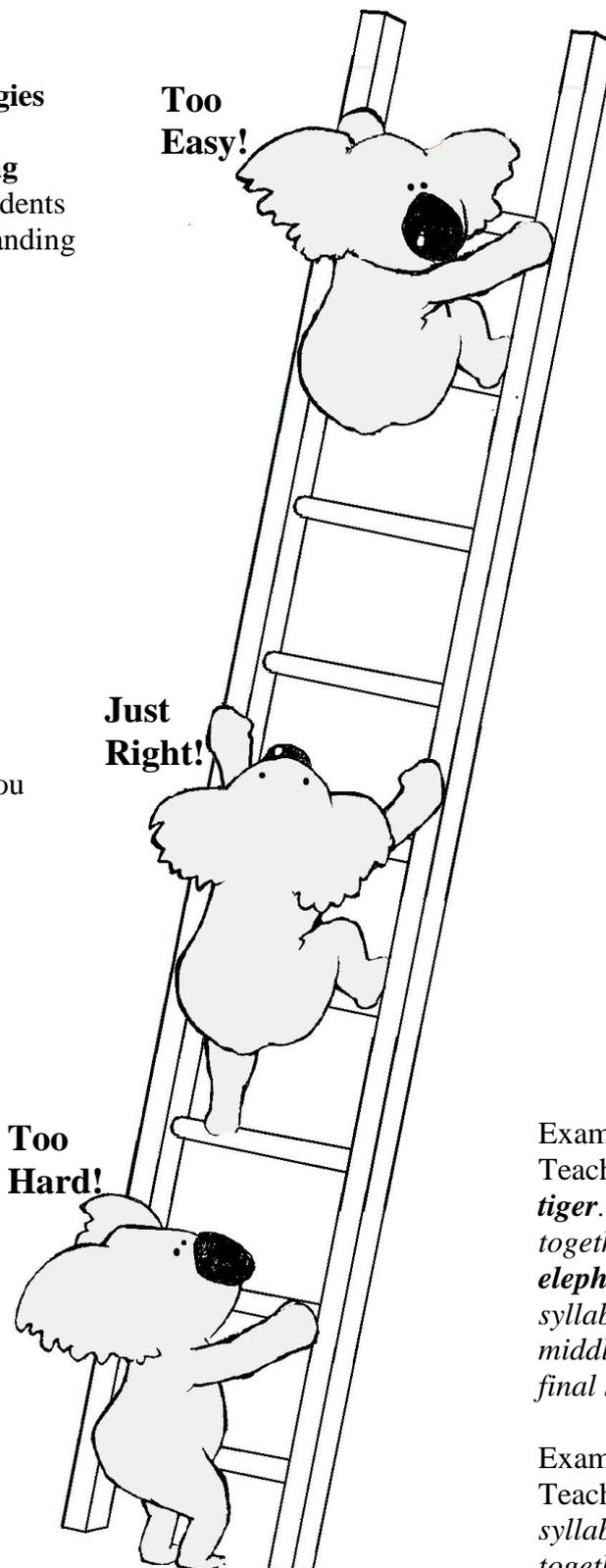
Read It Again - FoundationQ! Learners' Ladder
Lesson 34: Phonological Awareness

Scaffolding Strategies

Use the **generalising strategy** to help students develop an understanding of word structure.

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

Use the **co-participation strategy** to help students understand syllables in words.



Scaffolding Examples

Example 1.
Teacher: *Remember that words are made up of syllables. Josh, tell me the name of your favourite animal? Now can you tell me the syllables in that word?*

Example 2.
Teacher: *Barbara, think of your favourite animal. Tell us the syllables and we can guess the word.*

Example 1.
Teacher: *Jessica, say this word - **tiger**. Let's say the syllables together: **ti - ger**. Tony, say **elephant**. Let's say the first syllable together - **el**; Let's say the middle syllable - **e**; Let's say the final syllable - **phant**.*

Example 2.
Teacher: *This time I'll say the syllables and we will all blend it together to make a word. Listen, **le - ttuce**. Now let's say the whole word - **lettuce**.*

Week 18

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|-----------------------------------------------------|
| Lesson 35: Keep on tracking! |
| Book: The Terrible Plop by Ursula Dubosarsky |

Materials Book: *The Terrible Plop* by Ursula Dubosarsky
 Letter cards: b n m t h l s j r p
 Rime chunks: op ake at ill
 Plain card and Marker

Before and During Reading: Print Knowledge

Learning Objective 1: To attend to rime chunks as they track words and to sound out whole words rather than individual letters.

1. Set out the letter cards in a row, with the rime chunks (the vowel and final consonant) underneath. Have the students say the letter names and the sound each makes. The students can then read the rime chunk out loud. Have the students take turns at placing one of the letter cards in front of the rhyming section and reading the resulting word. The students then decide if it is a real word (thumbs up) or a nonsense word (thumbs down).
2. Read the book *The Terrible Plop* with the students. Stop reading occasionally to draw attention to rhyme features. For example, say: *Listen, cat - bat. Those words rhyme because they sound the same at the end. Look, the words cat and bat both end in at* (pointing to the rime chunk).

During and After Reading: Vocabulary

Learning Objective 2: To understand and use unfamiliar words to describe things or actions.

Target Words: **terrible** (adjective)

1. Read the story to the students. When you reach the end of the page where the apple has fallen into the water with a 'plop', stop and comment: *If something is very bad or if something very bad happens you could say that it is **terrible***. Continue to read.
2. At the completion of the story, remind the students of the word: *In the story we spoke of a word that you can use if something very bad happens; you can say it's **terrible***. Ask all the students to repeat the word (scaffold for an accurate production). Say: *Let's write the word **terrible***. Write the word **terrible** on a card, naming each letter as you write it. When you have finished, track the word, blending the sounds as you go ... **terrible!** ('Stretch' the word; do not segment it).
3. Provide examples: *I think it's **terrible** when people steal things*. Ask each student to provide their own example (scaffold as necessary).
4. Say to the students: *I am going to tell you about some situations. If you think it's something very bad say: 'That's **terrible**'. If you don't think it's **terrible**, don't say anything.*
 - *A big storm blows down a tree and blocks your driveway.*
 - *You get extra presents on your birthday.*
 - *The bath overflows and ruins the new carpet at your house.*
5. Students to say the word in unison: *If something very bad happens you could say that it is...*

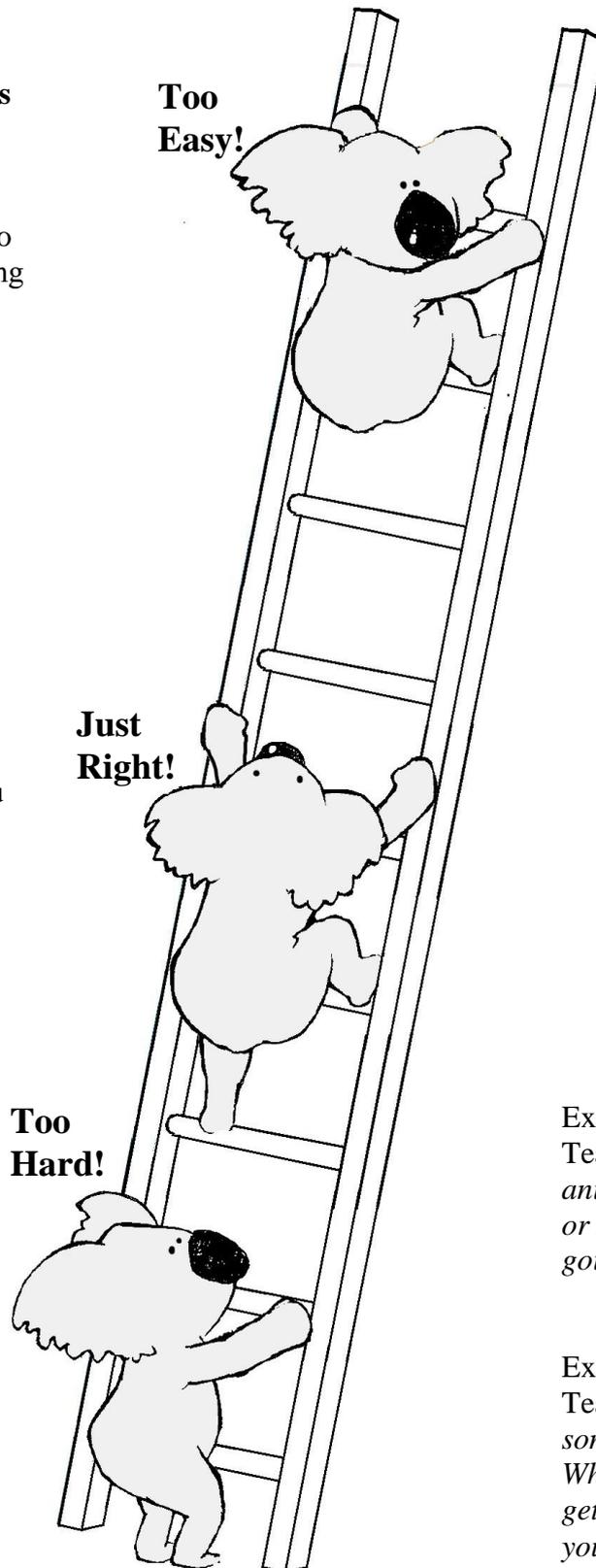
Read It Again - *FoundationQ!* Learners' Ladder
Lesson 35: Vocabulary

Scaffolding Strategies

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

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

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



Too Easy!

Scaffolding Examples

Example 1.
Teacher: *Andrew, why did all the animals run away from the **terrible** plop?*

Example 2.
Teacher: *At the end of the story the rabbit is not scared of the **terrible** plop anymore. Jason, can you tell me why?*

Just Right!

Example 1.
Teacher: *In the story did the animals think something good or something **terrible** was going to happen?*

Example 2.
Teacher: *Let's think about some things that are **terrible**. What do you think is **terrible** - getting a present or breaking your arm?*

Too Hard!

Week 18

Lesson 36: What was that noise?

Book: The Terrible Plop by Ursula Dubosarsky

Materials Book: *The Terrible Plop* by Ursula Dubosarsky
 Picture Cards: fox, monkey, elephant, alligator, rabbit, butterfly, kookaburra, bear

Before Reading: Phonological Awareness

Learning Objective 1: To understand and manipulate syllables in words and develop an understanding of word structure.

1. Say to the students: *Words have parts called syllables. Let's clap the syllables in these words from our book 'The Terrible Plop'. Say the words on the list in a random order. Have the students clap the syllables in each word. (You may have to support students in identifying and clapping the syllables in words).*

One syllable: fox, tree, bear, hop, big

Two syllables: apple, water, rabbit, munching, monkey

Three syllables: elephant, butterfly, terrible, suddenly

Four syllables: alligator, kookaburra, caterpillar

2. Place the picture cards face down. Have the students take turns at choosing a card, saying the word, and then clapping the syllables.

During and After Reading: Narrative

Learning Objective 2: To produce a personal story that has a clear beginning, middle, and end.

1. Read the book *The Terrible Plop* and stop occasionally to discuss events relating to the book's theme of being scared of a big noise. At the end, summarise the story to say: *The rabbits got scared by a big noise that went plop. All the other animals got scared too. But then the little rabbit found that there really was nothing to be scared of; it was just a noise.*
2. After reading, ask the students to think of their own experiences, as in: *Think of a time you were a bit scared of a noise.* Provide students a few moments to think of such a time. Allow a few students to share. Tell students they can use their experiences to make stories.
3. Tell the students your own story, as in: *When I was a child, I went to the Ekka and there were fireworks. I was really scared of the loud banging noises. But then Mum told me that the noises were all coming from up in the sky and I looked up and saw the beautiful colours. The end.*
4. Now, ask three students to provide their own story, as in: *Adam, tell me about a time that you felt a little bit scared of a noise, but then everything was OK.* Repeat the story, adding details to model a story with a clear **beginning, middle, and end.**

Read It Again - *FoundationQ!* Learners' Ladder
Lesson 36: Narrative

Scaffolding Strategies

Use the **predicting strategy** to help students to produce a personal story that has a clear beginning, middle, and end.

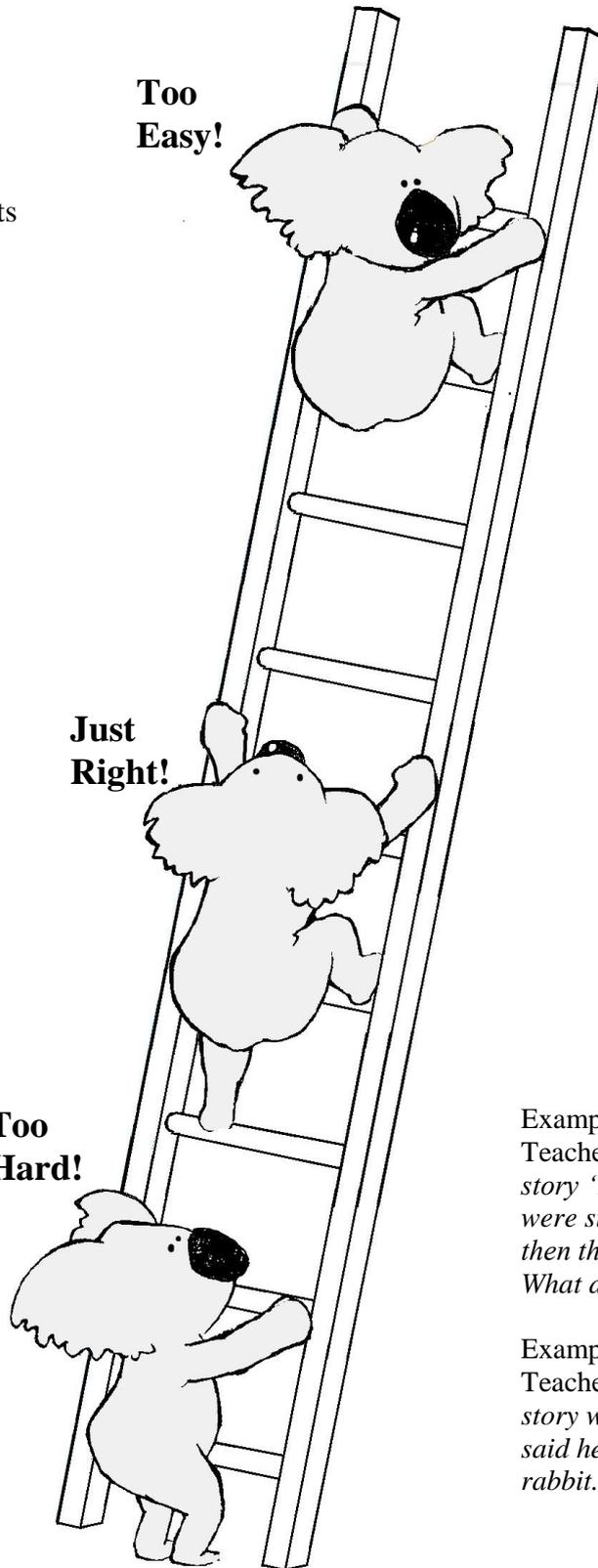
For students for whom the lesson seems **just right**, you can use the lesson plan as written!

Use the **eliciting strategy** to help students to produce a personal story that has a clear beginning, middle, and end.

Too Easy!

Just Right!

Too Hard!



Scaffolding Examples

Example 1:
Teacher: *At the end of our story the little rabbit is munching chocolate cake down by the lake. What do you think he will do next?*

Example 2:
Teacher: *Our book today is called 'The Terrible Plop'. It was an apple falling that made the terrible plopping noise. What else might make a terrible plopping noise?*

Example 1:
Teacher: *At the beginning of our story 'The Terrible Plop' there were six rabbits near the lake and then they heard a big 'plop'. What did they hear?*

Example 2:
Teacher: *The last character in our story was the big brown bear. He said he was going to eat the little rabbit. What did the bear say?*

Week 19

Lesson 37: Feeling fearless.

Book: Fearless by Colin Thompson

Materials Book: *Fearless* by Colin Thompson
 'Fix it up' sentence strips
 Plain card and Marker

Before Reading: Print Knowledge

Learning Objective 1: To understand that punctuation is a feature of written text different from letters. To recognise that capital letters and full stops signify the beginning and end of sentences.

1. Say: *Remember, a sentence must always start with a capital letter and end with a full stop.* Turn to the page where Fearless is growling at the handbag and point to the sentence in bold print. (There were scary things everywhere.) Say: *Look at this sentence. Can you find the capital letter in this sentence? Can you find the full stop?*
2. Show the students the first sentence strip. Say: *Look at this sentence, **Fearless likes bones.** If I accidentally wrote that sentence like this (point to incorrect sentence), when I meant to write it like this (point to correct sentence), I would need to go back and make the first letter a capital and put a full stop at the end.*
3. Say: *Let's look at these sentences and fix them up too.* Write the corrected sentence in the space provided. Have the students read and check the sentence with you. Ask questions to help the students understand how to form a sentence. *Does the first word have an uppercase letter? Is there a full stop at the end?*

During and After Reading: Vocabulary

Learning Objective 2: To understand and use new words which represent feelings.

Target Words: nervous (adjective)

1. Read the story to the students. When you reach the end of the page where the vet is giving Fearless a needle, stop and comment: *If someone is **nervous**, they are frightened or worried about something.* Finish reading the book.
2. Then remind the students of the word: *In the story we spoke of a word that you can use if someone is frightened or worried about something. You might say they are **nervous**.* Ask all the students to repeat the word. Write the word on a card and then track the word blending the sounds as you go. Place the card where the students can see it (afterwards it can be placed on a word wall in the classroom as a reminder to use the word in context during the week).
3. Provide your own example: *I feel **nervous** when I meet a strange dog I don't know.* Have the students provide some examples of their own (scaffold as necessary).
4. Say to the students: *I am going to say some things that happened to Fearless in the story. See if you can remember whether he felt **nervous**. If you think he felt **nervous**, say; 'He was **nervous**'.* (Go back through the book to check if needed).
 - *When a car backfired in the street.*
 - *When he went to the vet for a needle.*
 - *When he licked the baby's face.*
 - *When he had to use the stairs.*
5. Students to say the word in unison: *If you feel afraid of doing something that might be scary, you might say you are ...*

Read It Again - *FoundationQ!* Learners' Ladder
Lesson 37: Vocabulary

Scaffolding Strategies

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

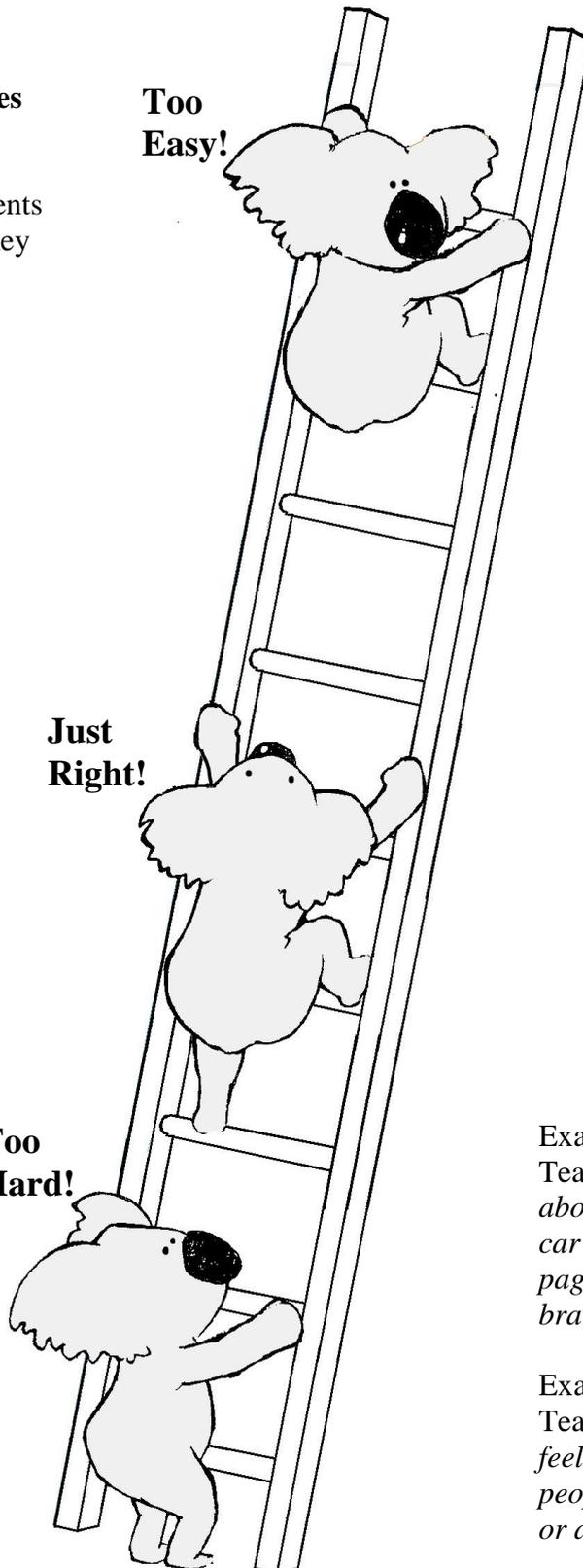
For students for whom the lesson seems **just right**, you can use the lesson plan as written!

Use the **reducing choices strategy** to help students learn the meaning of adjectives that describe feelings.

Too Easy!

Just Right!

Too Hard!



Scaffolding Examples

Example 1.

Teacher: *Mary, in the story, what did Fearless do that made you think he was **nervous**? (hiding, running away, growling).*

Example 2.

Teacher: *Amy, tell me how you might react if you feel **nervous**.*

Example 1.

Teacher: *Mollie, let's think about when Fearless heard the car backfiring. Look on this page - is Fearless feeling brave or **nervous**?*

Example 2.

Teacher: *Some things make us feel **nervous**. What can make people feel nervous - a snake or a butterfly?*

Week 19

| |
|-----------------------------------------|
| Lesson 38: Say it. Say it again! |
| Book: Fearless by Colin Thompson |

Materials Book: *Fearless* by Colin Thompson
 Picture Cards: nervous, biscuit, children, dinner, funny, baby, naughty, garden
 Counters

Before Reading: Phonological Awareness

Learning Objective 1: To understand and manipulate syllables in words and develop an understanding of word structure.

- Place one of the picture cards on the table. Say the word and have a student say it after you. Put one counter on the table for each syllable in the word, placing the counters from left to right. Ask the student to say the word again but not say one of the syllables, either the first or last syllable. For example: Say *funny* (the student repeats the word). *Say it again but don't say **fun***. As you say the syllable remove the first or last counter. Then point to the remaining counter/s and ask the student: *What's left?* The student should then respond with *nee*.
- Play 'Say it, Say it again!' Look around the room and name something you see that has two or more syllables. See the list below for some ideas. Ask the student to name the item. Then say: *Say it again, but don't say ...* Give one syllable, either the first or the last in the word, for the student to delete. For example: Say *pencil* (pause for a response); *Say it again, but don't say **cil***. (pen)

win - dow

com - pu - ter

cal - en - der

cup - board

tea - cher

pa - per

ta - ble

cur - tain

pic - ture

te - le - phone

mi - cro - wave

prin - ter

After Reading: Narrative

Learning Objective 2: To produce a personal story that has a clear beginning, middle, and end.

- Read the book *Fearless*. At the end, summarise the story by saying: *Fearless was a puppy who was scared of everything. But when the robbers came he wasn't scared of them and they ran away. His family thought he was very brave. The end.*
- After reading, ask the students to think of their own experiences, as in: *Think of how you can go and do things even when you are feeling a bit scared. Think of a time you were brave.* Allow students a few moments to think of such a time. Encourage a few students to share. Tell students they can use their experiences to make stories.
- Tell the students your own story, as in: *When I was a child, we had to move to a new neighbourhood. As we drove up to the house I saw some big kids playing outside. At first I was too shy to go and say 'hello', but then I went over and smiled at them. They asked me to play. I was pleased that I had been brave that day. The end.*
- Now, ask three students to provide their own story, as in: *Stacey, tell me about a time that you were really brave.* Repeat the story, adding details to model a story with a clear **beginning, middle, and end**.

Read It Again - *FoundationQ!* Learners' Ladder
Lesson 38: Phonological Awareness

Scaffolding Strategies

Use the **predicting strategy** to help students manipulate syllables in words.

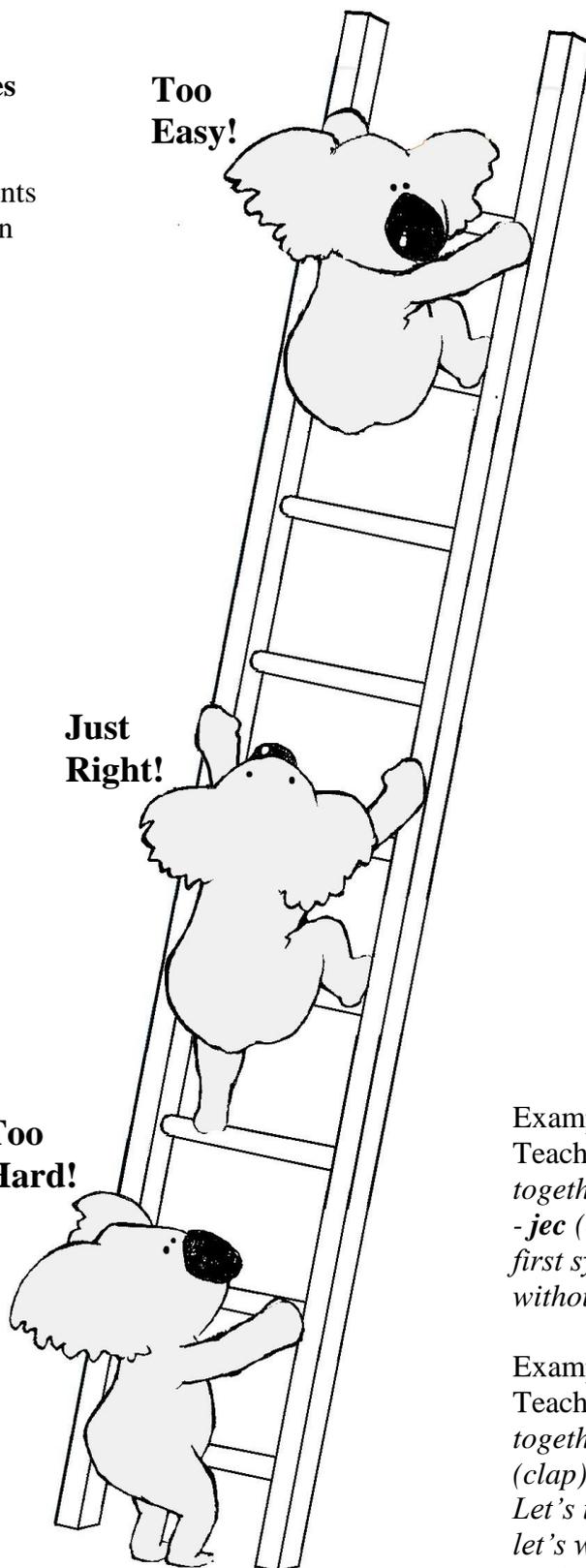
For students for whom the lesson seems **just right**, you can use the lesson plan as written!

Use the **eliciting strategy** to help students understand and manipulate syllables in words.

Too Easy!

Just Right!

Too Hard!



Scaffolding Examples

Example 1.
Teacher: *Listen to this word - **chimney**. Now listen while I switch the syllables **ney** - **chim**. Sarah, say **tonight**. What will our word be if we switch the syllables?*

Example 2.
Teacher: *Abbie, can you switch the syllables in the word **naughty**? Jo, can you switch these syllables to tell us the word: **board** - **card**?*

Example 1.
Teacher: *Let's say **injection** together. Clap it with me; **in** (clap) - **jec** (clap) - **tion** (clap). **in** is the first syllable. Let's say **injection** without **in**; **jection**.*

Example 2.
Teacher: *Let's say **stethoscope** together. Clap it with me; **steth** (clap) - **o** (clap) - **scope** (clap). Let's try saying **stethoscope** and let's whisper the last syllable - **stetho**scope.*

Week 20

| |
|-------------------------------------------|
| Lesson 39: Magic chunks. |
| Book: Magic Beach by Alison Lester |

Materials Book: *Magic Beach* by Alison Lester
 Letter cards: b n m t h l s j r p ch sh
 Rime chunks: ip and ay in
 Plain Card and Marker

Before and During Reading: Print Knowledge

Learning Objective 1: To attend to rime chunks as they track words and to sound out whole words rather than individual letters.

1. Place the letter cards into a bag. Have students take turns at choosing a letter and placing it in front of one of the rime chunks (the vowel and final consonant). Have the students read the resulting word smoothly using a tracking process. The students decide if it is a real word (thumbs up) or a nonsense word (thumbs down).
2. Read the book *Magic Beach* with the students. Stop reading occasionally to draw attention to rhyme features. For example, say: *Listen, boat - float. Those words rhyme because they sound the same at the end. Look, the words boat and float both end in oat* (pointing to the rime chunk).

During and After Reading: Vocabulary

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

Target Word: **rescue** (verb)

1. Read the story to the students. When you have read the page where the knight is charging the dragon, stop and comment: *When you help someone to get out of danger, you say that you **rescue** them.* Continue to read.
2. After reading, remind the students of the word: *In the story we spoke of a word that you use when you help to get someone out of danger; you say that you **rescue** them.* Ask all the students to repeat the word (scaffold for an accurate production). Say: *Let's write the word **rescue**.* Write the word **rescue** on a card, and name each letter as you write it. When you finish, track the word blending the sounds as you go **rescue!** (Remember, 'stretch' the word; do not segment)
3. Provide your own examples: *I had to **rescue** my cat from the neighbour's dog because he was going to bite him.* Ask each student to provide an example of their own (scaffold as necessary).
4. Say to the students: *In the story there was a picture of Princess Belinda **rescuing** the baby from the dragon. Let's think about other times people might need to be **rescued**. Say 'yes' if you need to be **rescued**.*
 - *You are climbing a tall tree and become stuck between some large branches.*
 - *Your Grandmother comes to stay and keeps feeding you your favourite ice-cream.*
 - *You are swimming at the beach and you can't get back to shore.*
5. Students to finish this sentence: *When you help someone to get out of danger, you say that you ...*

Read It Again - *FoundationQ!* Learners' Ladder

Lesson 39: Print Knowledge

Scaffolding Strategies

Use the **reasoning strategy** to help students to track rime chunks and sound out whole words.

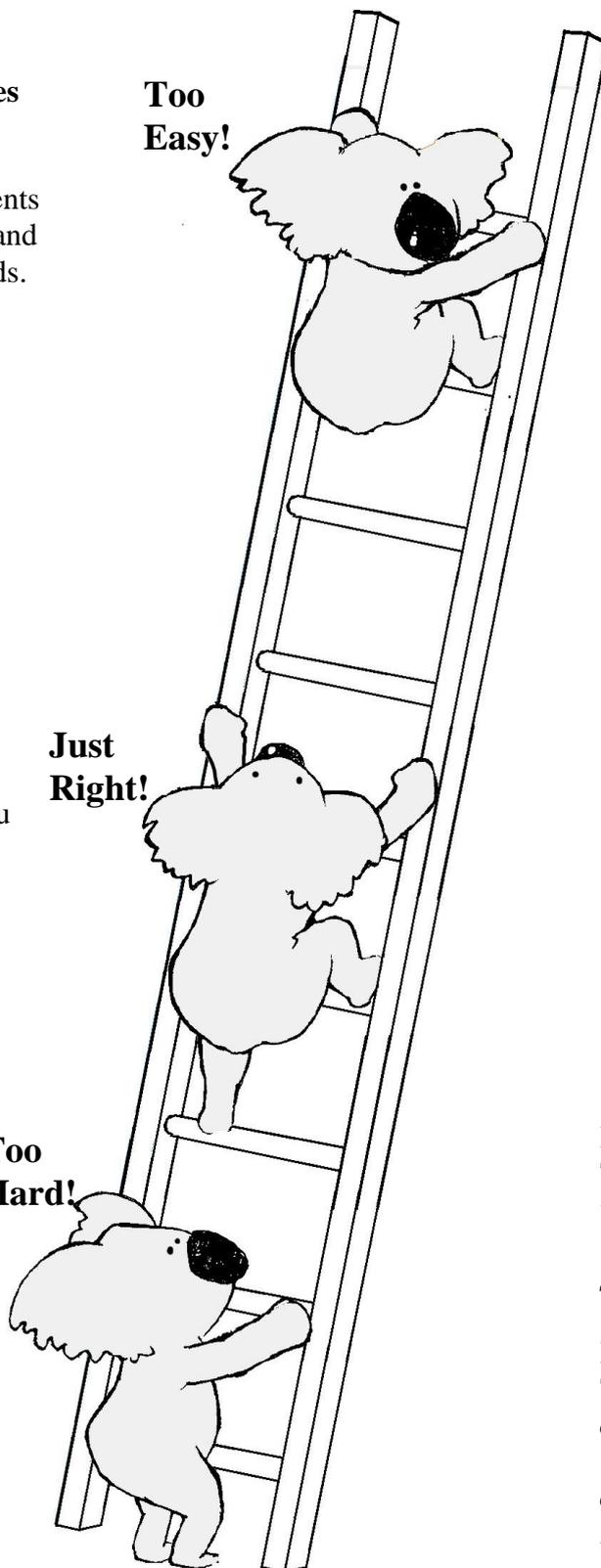
For students for whom the lesson seems **just right**, you can use the lesson plan as written!

Use the **reducing choices strategy** to help students attend to the tracking of whole words.

Too Easy!

Just Right!

Too Hard!



Scaffolding Examples

Example 1.

Teacher: *If I put a letter **m** at the beginning of the chunk, **ip**, what word would I have? Can you make another word using the **ip** chunk?*

Example 2.

Teacher: *Let's make some more words. Alex, can you tell me a real word that ends with **ay**? Megan, can you make a nonsense word that ends with **in**?*

Example 1.

Teacher: *Nate, listen to this word - **sand**. Teacher tracks and says the word. Does **sand** end in **and** or **ip**?*

Example 2.

Teacher: *Listen to this word **chay**. It is not a real word. It is a nonsense word. Nate, is **chay** a real word or a nonsense word?*

Week 20

Lesson 40: A beach story.

Book: Magic Beach by Alison Lester

Materials Book: *Magic Beach* by Alison Lester
Large sheet of paper
Marker

Before Reading: Phonological Awareness

Learning Objective 1: To identify and isolate sounds in initial, final and medial positions in words.

1. Say: *Our book today is 'Magic Beach'. We have read this book before. We're going to play a game with some of the words from 'Magic Beach'. You'll have to listen carefully because I'm going to break the words into sounds and you'll have to put them back together to tell me the word.* Choose a word from the list below. Start with words with two sounds and increase the length of the words as the students learn. Say the sounds of the word with a slight pause between each sound and ask the students: *What word did I say?* The students should respond by blending the sounds and saying the whole word with no pauses.

2 sounds

s - ea
ou - t
g - o
b - ay
u - p
eye - s

3 sounds

b - ea - ch
p - l - ay
m - oa - t
t - i - de
s - u - n
h - oo - k

4 sounds

s - a - n - d
ch - e - s - t
j - e - tt - y
s - w - i - m
c - ar - g - o
f - l - oa - t

After Reading: Narrative

Learning Objective 2: To share feelings, ideas, or experiences in a single story that is precise.

1. Read the book *Magic Beach*. Stop on the first page where the students are playing in the surf. Discuss whether any of the students have ever been swimming in the ocean, as in: *All these students are playing in the surf where there are waves. If you were at the beach would you go into the surf? Why? Why not?*
2. After reading, ask the students to think of their own experiences going to the beach, as in: *Sometimes your family might go to the beach.* Allow a few students to tell about a time they went to the beach. After, tell students how we can use these experiences to make stories.
3. Tell the students your own story, as in: *I went to the beach with some friends. The water was really calm so we went into the ocean. Then the sun was really hot so we went and sat in the shade. The end.*
4. Now, ask three students to provide their own story, as in: *Tom, tell me about a time that your family went to the beach.* Repeat the story, adding details to model a story with a clear **beginning, middle, and end.**

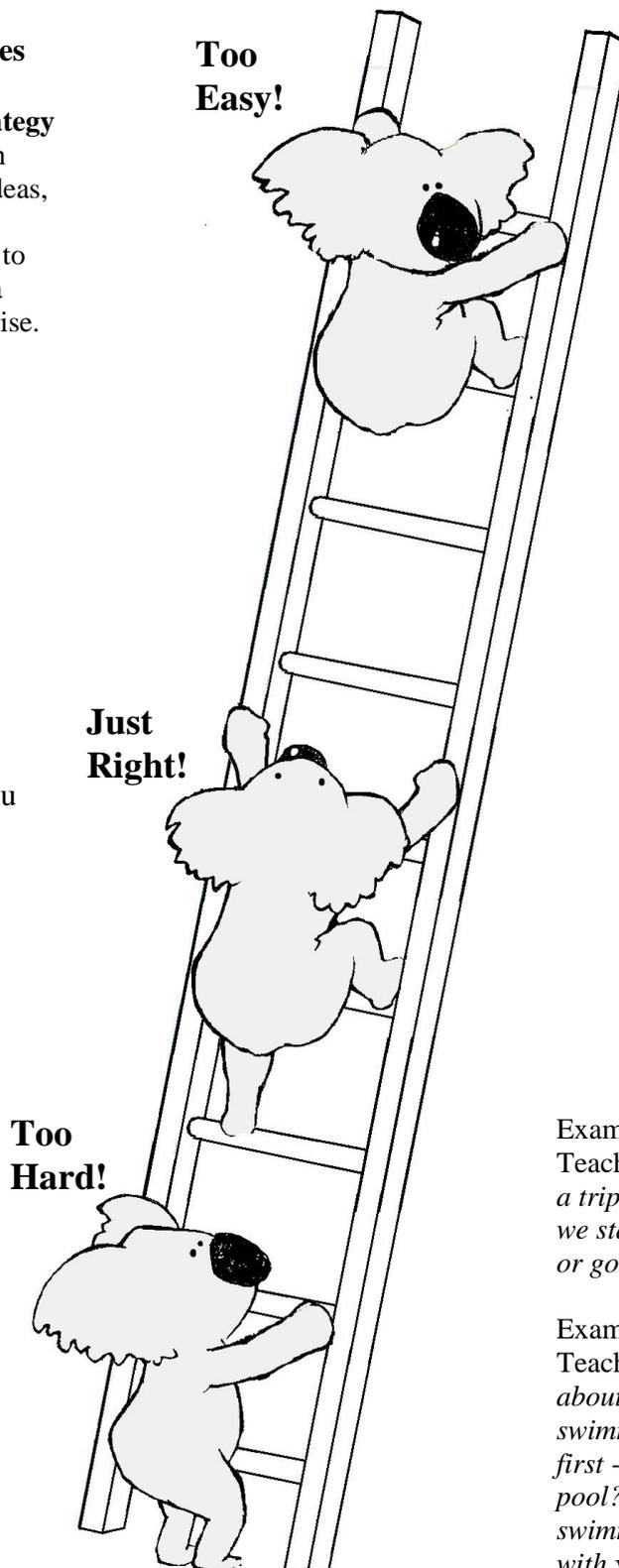
Read It Again - *FoundationQ!* Learners' Ladder
Lesson 40: Narrative

Scaffolding Strategies

Use the **reasoning strategy** to help students explain why certain feelings, ideas, or experiences are important to them, and to incorporate these into a single story that is precise.

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

Use the **reducing choices strategy** to help students share feelings, ideas, and experiences in a single story that is precise.



Scaffolding Examples

Example 1:

Teacher: *We all have feelings, just like the students in our story. When they were jumping in the waves the students were laughing with glee because they were so happy. Think about a time when you were happy. I'm going to ask you to share your story with the group. Remember to tell us why you were happy.*

Example 2:

Teacher: *Let's make up a story about a little boy named Jack. We'll first talk about how we think Jack should feel in our story, and why he feels that way.*

Example 1:

Teacher: *Let's write a story about a trip to the beach. Where should we start, with playing in the surf or going to bed?*

Example 2:

Teacher: *Cathy, let's write a story about when you went to the swimming pool. What did you do first - before you even got into the pool? Did you put on your swimmers/togs or did you jump in with your clothes on?*

Week 21

Lesson 41: What's the time Mr. Hippopotamus?

Book: There's a Hippopotamus on Our Roof Eating Cake by Hazel Edwards

Materials Book: *There's a Hippopotamus on Our Roof Eating Cake* by Hazel Edwards
 Word Cards: I, look, daddy, mummy, he, on
 Sentence Strips

Before Reading: Print Knowledge

Learning Objective 1: To build a vocabulary base of common sight words, including those seen often in the environment and in children's books.

1. Say: *Sight words are words that you see over and over in books. You know them just by seeing them. Let's have a look at some of the words from our book 'There's a Hippopotamus on Our Roof Eating Cake'. Show each card and say each word. Go over the words a number of times.*
2. Place the word cards face down on the table. Have students take turns at choosing a card and saying the word. You may have to support some students in identifying and saying the words. Then read the students the sentence strip for the chosen word (see list below). Ask each student to listen while you read the sentence and then show you which word in the sentence is the same as the one on their card. Point to the words in the sentence as you read, to support the students in finding their word.

I eat sandwiches.

Zoo visitors look at animals.

My daddy went to work.

Mummy read me a book.

He is very big.

The hippopotamus is on the roof.

During and After Reading: Vocabulary

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

Target Word: **yesterday/today**

1. Read the story to the students. When you reach the page where the little girl fell over, stop and comment: *If something happened one day before the day that we're in, we would say that it happened **yesterday**.* Continue to read the story.
2. At the completion of the story, remind the students of the word: *In the story we spoke of the word that you use if something happened one day before; you say it happened **yesterday**.* Ask all the students to repeat the word (scaffold for an accurate production). *Let's write the word **yesterday**.* Write the word **yesterday** on a card, and name each letter as you write it. When you have finished, track the word blending the sounds as you go ... **yesterday!**
3. Provide your own example of something you did **yesterday**. ***Yesterday** I went to the shops.* Ask each student to say something they did **yesterday** (scaffold as necessary).
4. Say to the students: *I will describe some things that have happened **today**, the day that we're in now, and some things that happened **yesterday**. If it happened **today** say 'That was **today**'; if it happened **yesterday** say: 'That was **yesterday**'. Think of two things that happened **yesterday** and one that happened **today** (e.g. library, music, special event).*

Read It Again - *FoundationQ!* Learners' Ladder
Lesson 41: Vocabulary

Scaffolding Strategies

Use the **predicting strategy** to help students reason about what could happen next or to think about possible outcomes.

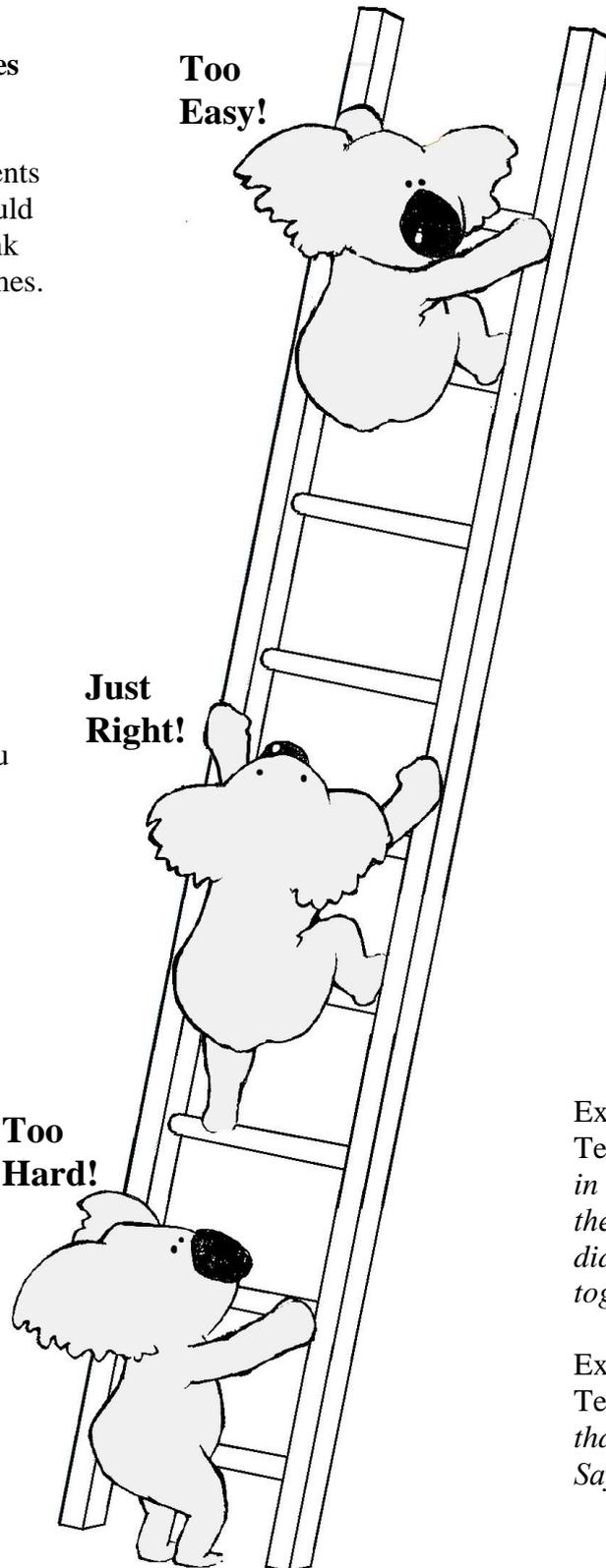
For students for whom the lesson seems **just right**, you can use the lesson plan as written!

Use the **co-participation strategy** to help students learn about time concepts.

Too Easy!

Just Right!

Too Hard!



Scaffolding Examples

Example 1.

Teacher: *In the story the little girl said “Yesterday I fell over and cut my knee”. What do you think she did after she fell?*

Example 2.

Teacher: *In the story the little girl said “Today I was naughty”. She drew on her Dad’s best book. What could she do now to make her Dad happy?*

Example 1.

Teacher: *If you did something in the day that we are in at the moment, you’d say you did it **today**. Let’s say it together: **today**.*

Example 2.

Teacher: ***Yesterday** is the day that happened before today. Say it with me ... **yesterday**.*

Week 21

Lesson 42: Building words.

Book: There's a Hippopotamus on Our Roof Eating Cake by Hazel Edwards

Materials Book: *There's a Hippopotamus on Our Roof Eating Cake* by Hazel Edwards
 Picture Cards: hippopotamus, television, tomato, bicycle, bathtub, honey, bandage, grandfather
 Large sheet of paper and Marker
 "Max" card

Before and During Reading: Phonological Awareness

Learning Objective 1: To identify and isolate sounds in initial, final and medial positions in words.

- Show the students the pictures and name each one. Then say: *I see something that starts with the /t/ sound. It is fun to watch. It's a ... (television). Let's do a few more.*
I see something that starts with /h/. It's a large zoo animal. It's a ... (hippopotamus).
I see something that starts with /b/. It has two wheels. It's a ... (bicycle).
I see something that starts with /h/. It's sticky and sweet and you put it on a sandwich. It's ... (honey).
I see something that starts with /b/. It's made of cloth and you wrap it around your arm if it is sore. It's a ... (bandage).
I see something that starts with /t/. It's round and red and very juicy. It's a ... (tomato).
I see something that starts with /b/. You fill it with water and wash yourself in it. It's a ... (bathtub)
I see something that starts with /g/. He's old and part of the family. He's a ... (grandfather).
- Read the book *There's a Hippopotamus on Our Roof Eating Cake*. During reading, pause and ask the students to tell you the beginning sound of some words in the story. Say: *Can you tell me the beginning sound of these words?* As the student says the sound, make sure that he or she is saying just the beginning sound. If the student has difficulty, say the words again, slightly exaggerating the first sound.

| | | | |
|----------|-------------------------------|----------|--------------------------|
| Page 2: | hole, hippopotamus (/h/) | Page 14: | bandage, big, bed (/b/) |
| Page 20: | wasn't, went, work, why (/w/) | Page 24: | roof, riding, road (/r/) |

After Reading: Narrative

Learning Objective 2: To share feelings, ideas, or experiences in a single story that is precise.

- Read the book *There's a Hippopotamus on Our Roof Eating Cake* to the students. Then tell the students: *It's time to make our own story!* Tell the students that they are going to help you write a story about a dog named Max. Show the picture of Max and say: *This is Max. Max is a very happy dog.* At the top of a large sheet of paper, write the title of the story: *"Max's Good Day"*. Say to the students: *We are going to write a story about a really good day that Max had. I'll write the story but you have to tell me what to write! Let's be sure our story has a beginning, middle, and ending.*
- Write the first line of the story for the students on the paper: *Once upon a time there was a dog named Max and he had a very good day. First ...*
- Ask the students what happened **first** on Max's very good day. Write their response, but add details to model a story that is rich in detail. For instance, to the students' contribution of "Max ate his breakfast", you could say: *That's a good first thing to happen. Let's write this into our story. Max ate his breakfast. His breakfast was ...; What did he eat? Was he messy or neat? Let's write about how he ate his breakfast.* Write the first part of the story to reflect these rich discussions and descriptions.
- Continue to identify the **second** and **third** things that happened on Max's very good day until the story is complete. Write "The End" to close the story. Read the story with the students.

Read It Again - *FoundationQ!* Learners' Ladder

Lesson 42: Phonological Awareness

Scaffolding Strategies

Use the **generalising strategy** to help students generate words that begin with the same sound.

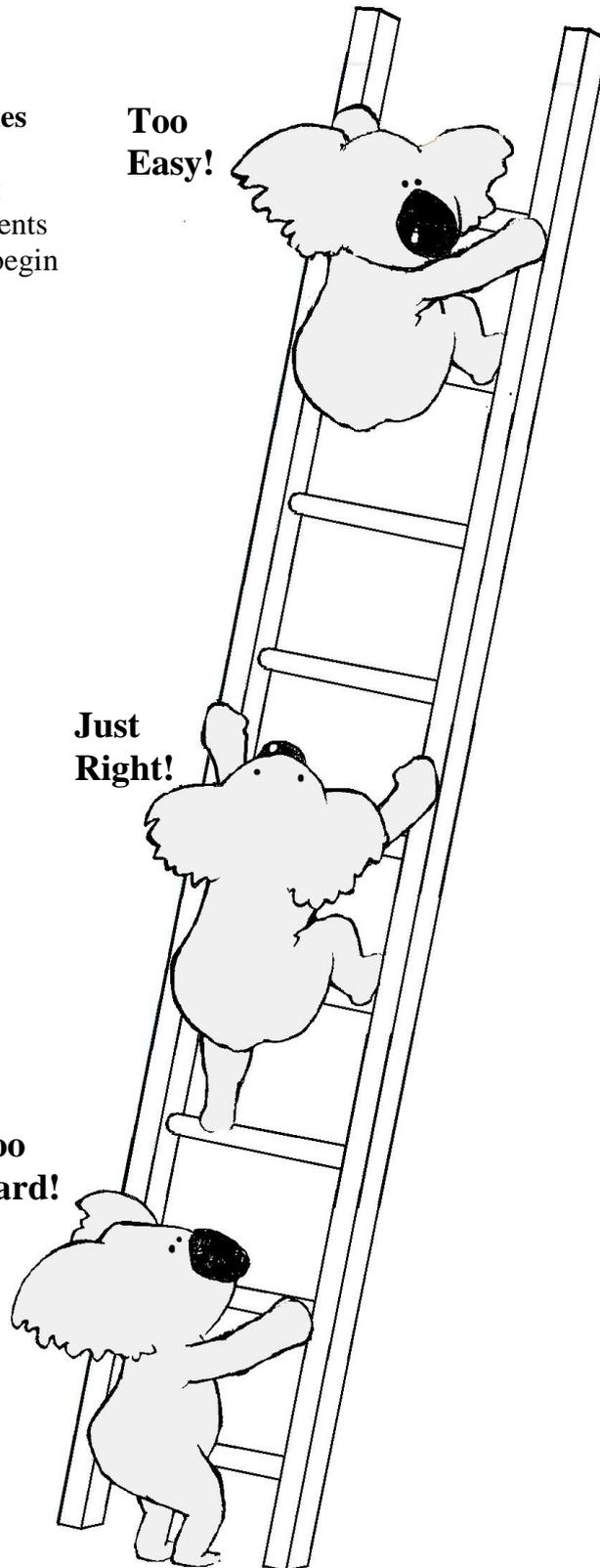
For students for whom the lesson seems **just right**, you can use the lesson plan as written!

Use the **co-participation strategy** to help students understand initial sounds in words.

Too Easy!

Just Right!

Too Hard!



Scaffolding Examples

Example 1.
Teacher: *Molly, think of as many words as you can that start with the same sound as the word **television**.*

Example 2.
Teacher: *Ryan, can you tell me which word does not begin with the same sound as the others - **bicycle, beach, water**?*

Example 1.
Teacher: *The first sound in the word **bandage** is /b/. What's the first sound in the word **bandage**? Let's say the sound together, /b/.*

Example 2.
Teacher: *Let's say the /b/ sound together. We put our lips together to make the /b/ sound. Listen and look for the /b/ sound at the beginning of these words **big, bed, bandage**.*

REMEMBER!

It's time to consider
individual student's
progress...

This week, complete a
Student Progress
Checklist for each
student.

Week 22

Lesson 43: See it! Say it!

Book: The Terrible Plop by Ursula Dubosarsky

| | |
|-----------|-----------------------------------------------------|
| Materials | Book: <i>The Terrible Plop</i> by Ursula Dubosarsky |
| | Picture cards: apples |
| | Large piece of paper or whiteboard and Marker |
| | Blu-tack |
| | Plain card |

Before Reading: Print Knowledge

Learning Objective 1: To build a vocabulary base of common sight words, including those seen often in the environment and in children's books.

Target Words: **the, big, to, in, me, come/s**

1. Say: *Sight words are words that you see over and over in books. You know them just by seeing them. Let's have a look at some of the words from our book 'The Terrible Plop'. Show the students the apples and say each word. Go over the words a number of times. Then say: Now let's have a look in our book and see if we can find our words. Do a word tally to see which word appears most often in the book.*
2. Draw a large tree on a piece of paper or whiteboard. Have students choose an apple and blu-tack it onto the tree. Have all the students say the word together.
3. When all the apples have been placed on the tree, have the students close their eyes while you remove one apple. Ask the students: *Which word is missing?* Repeat for all the words.

During and After Reading: Vocabulary

Learning Objective 2: To understand and use new words representing thinking processes.

Target Word: **think** (verb)

1. Read the story to the students. When you reach the end of the page where the fox is in the corner, stop and comment. You might say: *The fox **thinks** something terrible is going to happen. **Think** means to have ideas about something. The fox was **thinking** he should get out of there. He **thought** something very bad was going to happen.* (When using the words **think** and **thought** deliberately point to your own forehead to model that **thinking** goes on inside your head).
2. When you reach the end of the story comment: *Lots of the animals in the story **think** something terrible is going to happen. The fox **thinks** something bad is going to happen. Which of the other animals were **thinking** that something bad would happen?*
3. At the completion of the story, remind the students of the word: *In the story we spoke of a word that you can use when you have ideas about something; **think**.* Ask all the students to repeat the word. Write the word on a card and place it where the students can see it. (Afterwards it can be placed on a word wall in the classroom as a reminder to use the word in context during the week).
4. Provide your own examples by asking the students some questions (remember to point to your forehead when saying **think**):
 - Do you **think** it is going to hail today?
 - Do you **think** we are going to the movies today?
 - Do you **think** we are going to eat lunch today?
5. A word that we use when we have ideas in our head about something is ...

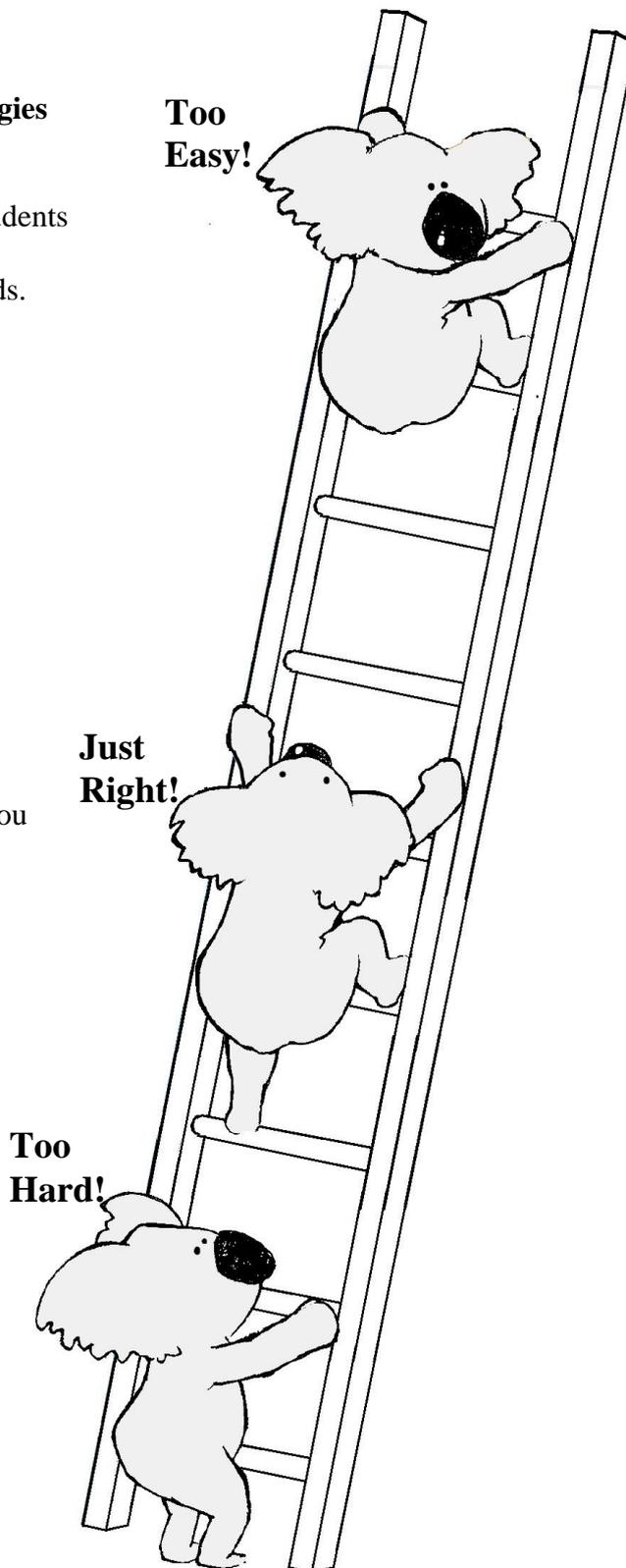
Read It Again - *FoundationQ!* Learners' Ladder
Lesson 43: Print Knowledge

Scaffolding Strategies

Use the **reasoning strategy** to help students develop a bank of common sight words.

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

Use the **co-participation strategy** to help students recognise common sight words.



Scaffolding Examples

Example.
Teacher: *Sight words are words you have seen before. You use lots of different clues to help you recognise sight words. Luke, you told us this word is **look**. What clues did you use to help you recognise the word **look**.*

Example 1.
Teacher: *I'm going to read the words on the apples. Let's read them together.*

Example 2.
Teacher: *Jake, point to the words for me to read. Say each one after me.*

Week 22

| |
|-----------------------------------------------------|
| Lesson 44: Tell me your story. |
| Book: The Terrible Plop by Ursula Dubosarsky |

Materials Book: *The Terrible Plop* by Ursula Dubosarsky
 Large sheet of paper
 Marker
 “Max” card

Before and During Reading: Phonological Awareness

Learning Objective 1: To identify and isolate sounds in initial, final and medial positions in words.

1. Choose one of the following letters, c, b, f, or s. Write the letter at the top of a large sheet of paper or on a whiteboard. Say, for example: *This is the letter **b**; it makes the sound /b/. Let’s read our book and listen for words that start with the /b/ sound.* As you read, have the students listen and look for words that start with the chosen sound. Write the words under the letter you wrote earlier, to make a list of words beginning with that sound. Then, choose another sound and create a list for that sound. You may need to read some pages again.
2. Review the lists of words for each sound. Say: *Listen; these words all begin with the sound /b/. These words all begin with the sound /f/, and so on through your lists.*

After Reading: Narrative

Learning Objective 2: To share feelings, ideas, or experiences in a single story that is precise.

1. Read the book *The Terrible Plop*. After the story is read, tell the students that they are going to write their own story. Tell the students that they are going to help you write another story about the dog named Max. At the top of a large sheet of paper, write the title of the story, “Max Solves His Problem”.
2. Show the students the picture of Max and say: *Remember the dog Max? We wrote last about the good day Max had. Today, Max has a problem - Max lost his bone! We are going to write a story about how Max found his bone. I’ll write the story but you have to tell me what to write! Let’s be sure our story has a beginning, middle, and ending.*
3. Write the first line of the story for the students on the paper: *Once upon a time there was a dog named Max. Max had a problem. He lost his bone! Max decided to go and look for it. First ...* Ask the students what happened **first** as Max tries to solve his problem. Write their response, but add details to model a story that is rich in detail. For instance, to the students’ contribution of “Max asked the other dogs,” you could say: *That’s a great first thing to happen. Let’s write this into our story. Max asked the other dogs. Which dogs did he ask? He asked the dog next door and the dog ... ? What did the other dogs say?*
4. Continue to identify the **second** and **third** things that Max did, until the story is complete. Write “The End” to close the story. Read the story with the students.

Read It Again - *FoundationQ!* Learners' Ladder

Lesson 44: Narrative

Scaffolding Strategies

Use the **predicting strategy** to help students share feelings, ideas, or experiences in a single story that is precise.

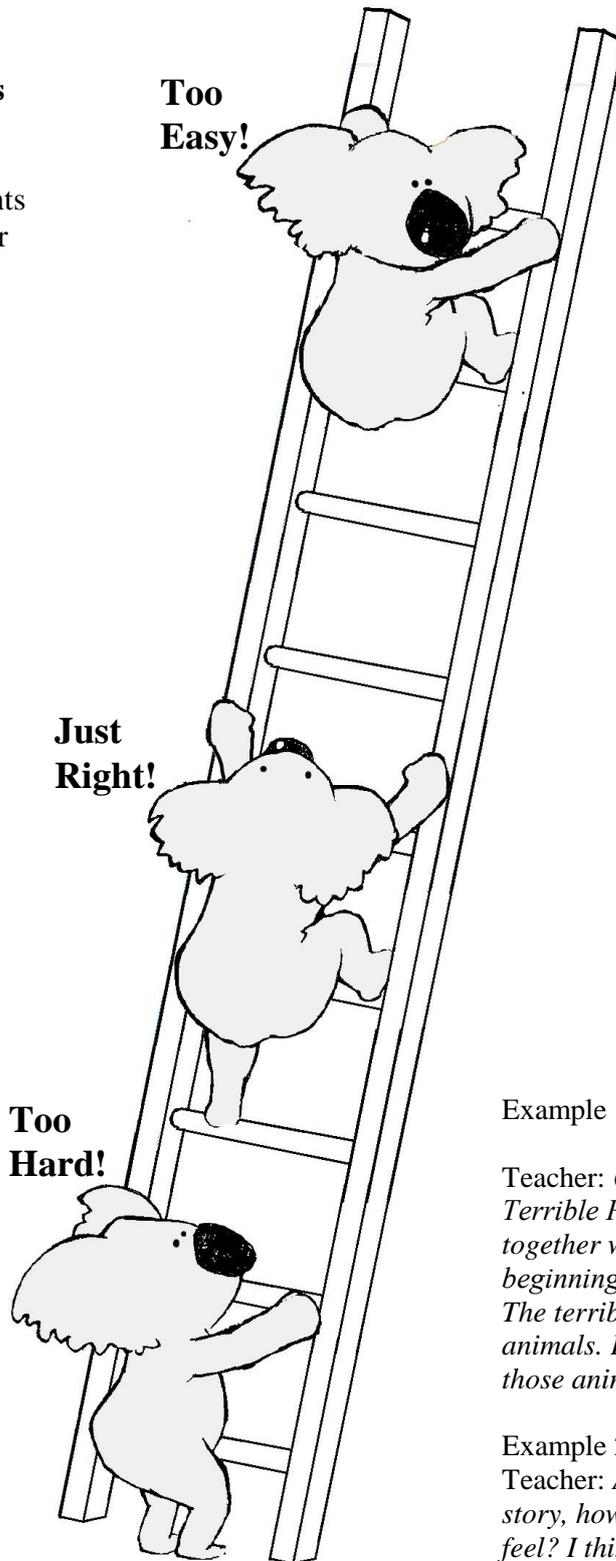
For students for whom the lesson seems **just right**, you can use the lesson plan as written!

Use the **co-participation strategy** to help students share feelings, ideas, or experiences in a single story that is precise.

Too Easy!

Just Right!

Too Hard!

**Scaffolding Examples**

Teacher: *Olivia, tell us a story about how you think you would feel if Timothy gave you his favourite toy to keep.*

Example 2:
Teacher: *What would happen if a funny clown walked into our classroom right now? Who wants to tell us a story about what would happen?*

Example 1:

Teacher: *Our story was about a Terrible Plop. Let's retell together what happened in the beginning of the story. I'll start. The terrible plop scared some animals. Patrick, tell me what those animals were.*

Example 2:

Teacher: *At the end of our story, how did the little rabbit feel? I think he feels wonderful for tricking the bear. Ryan, help tell me how he felt.*

Week 23

| |
|-----------------------------------------|
| Lesson 45: Keep them safe. |
| Book: Fearless by Colin Thompson |

Materials: Book: *Fearless* by Colin Thompson
 Word cards
 Blu-tack
 Paw prints
 Plain card and Marker

Before Reading: Print Knowledge

Learning Objective 1: To build a vocabulary base of common sight words, including those seen often in the environment and in children's books.

Target Words: **said, big, little, and, went, she**

1. Say: *Remember, sight words are words that you see over and over in books. You know them just by seeing them. Let's have a look at some of the words from our book 'Fearless'.* Show each card and say each word. Go over the words a number of times. Then, blu-tack the word cards to things around the room so they are easily seen. Ask a student to call out a sight word. As the word is named the students are to move as quickly as possible to that word.
2. Copy and cut out six paw prints and tape them to the floor to make a trail. Place a word card on each paw print and help your students say the sight words while following the trail of paw prints.

During and After Reading: Vocabulary

Learning Objective 2: To understand and use words that describe actions.

Target Words: **protect** (verb)

1. Read the story to the students. When you reach the end of the page with the picture of the scary things menacing the family, stop and comment: *If you want to keep something or someone safe, you could say you want to **protect** them.* Continue to read.
2. At the completion of the story, remind the students of the word: *In the story we spoke of a word that you can use if you want to keep someone or something safe; you could say you want to **protect** them.* Ask all the students to repeat the word (scaffold for an accurate production). *Let's write the word **protect**.* Write the word **protect** on a card and name each letter as you write it. When you have finished, track the word, blending the sounds as you go ... **protect!** (Remember, 'stretch' the word; do not segment it).
3. Provide your own example: *I had to **protect** my kitten from the neighbour's dog because he was going to bite him.* Ask each student to provide their own example (scaffold as necessary).
4. Say to the students: *Fearless wants to **protect** his family.*
 - a. *Does Fearless want to **protect** his family from spiders?*
 - b. *Does Fearless want to **protect** his family from robbers?*
 - c. *Does Fearless want to **protect** his family from babies?*
5. Students to say the word in unison: *If you want to keep someone or something safe, you say you want to ...*

Read It Again - *FoundationQ!* Learners' Ladder
Lesson 45: Vocabulary

Scaffolding Strategies

Use the **reasoning strategy** to help students explain why something happens.

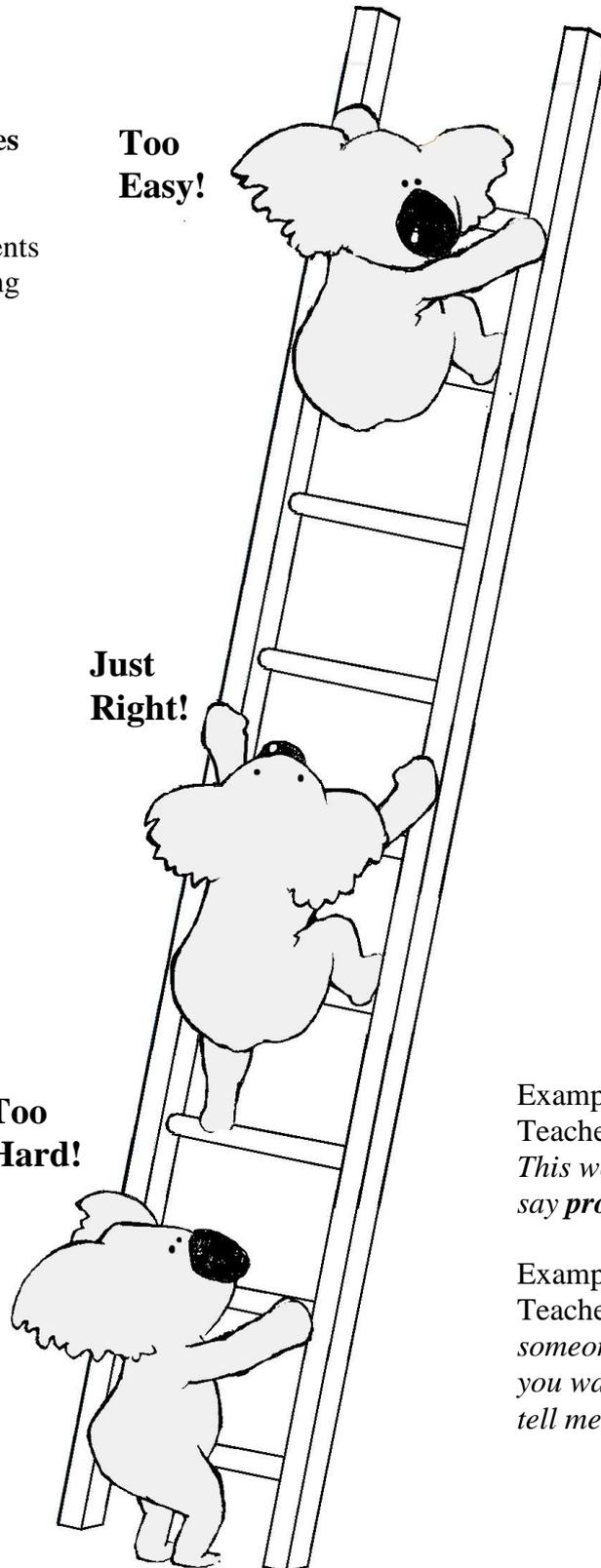
For students for whom the lesson seems **just right**, you can use the lesson plan as written!

Use the **eliciting strategy** to help students practise using unfamiliar verbs.

Too Easy!

Just Right!

Too Hard!



Scaffolding Examples

Example 1.
Teacher: *Fearless wanted to **protect** his family. Why do you think he wanted to **protect** them?*

Example 2.
Teacher: *It's important to **protect** the people that you care about. What are some of the reasons why you might need to **protect** someone?*

Example 1.
Teacher: *What does this word say? This word says **protect**. Lachlan, say **protect**.*

Example 2.
Teacher: *If you want to stop someone from being hurt, you say you want to **protect** them. Sarah, tell me the new word: **protect**.*

Week 23

Lesson 46: What's on the end?

Book: Fearless by Colin Thompson

Materials Book: *Fearless* by Colin Thompson
Classroom items
Large sheet of paper and Marker

Before Reading: Phonological Awareness

Learning Objective 1: To identify and isolate sounds in initial, final and medial positions in words.

1. Say: *Listen carefully. I'm going to say some words from our book, 'Fearless'. When I say the word, I want you to tell me the last sound you hear.* You may need to support the students in listening for the sound by saying the word again and slightly exaggerating the last sound. Be sure the students say just the last sound and don't blend two or more sounds together. For example, the students should say /l/, not /ell/, in /bell/.

| | | | |
|--------------|------------|-----------|-----------|
| fearless (s) | dog (g) | brave (v) | lock (k) |
| bone (n) | feet (t) | comb (m) | hello (o) |
| sleep (p) | witch (ch) | head (d) | tail (l) |

2. Ask the students to find some items around the room that end in sounds such as /p/, /s/, and /k/. You might need to organise some items for this activity. Write the words on a list as the students name them and share them with the group. Say, for example: *We found a **book**, a **fork**, a **clock** and a **drink**. All these words end with the /k/ sound.*

After Reading: Narrative

Learning Objective 2: To share feelings, ideas, or experiences in a single story that is precise.

1. Read the book *Fearless*. After the story is read, tell the students that they are going to make their own story. At the top of a large sheet of paper, write the title of the story: "Max's Favourite Tree". Show the picture of Max and say to the students: *Remember the dog Max? We wrote stories about Max before. Today, we will write a story about how Max watched his favourite tree grow from just a seed. I'll write the story but you have to tell me what to write! Let's be sure our story has a beginning, middle, and ending.*
2. Write the first line of the story for the students on the paper: *Our favourite dog Max had a favourite tree. Max watched his tree grow from just a seed. First ...* Ask the students what happened **first** as Max's tree grew. Write their response, but add details to model a story that is rich in detail. For instance, to the students' contribution of "The seed went into the ground," you could say: *That's a great first thing to happen. Let's write this into our story. The seed went into the ground. Who planted it? What did they do to put the seed in the ground?*
3. Continue to identify the **second** and **third** things that happened, following the process just described, until the story is complete. Write "The End" to close the story. Read the story with the students pointing to each word so they can follow along.

Read It Again - *FoundationQ!* Learners' Ladder
Lesson 46: Phonological Awareness

Scaffolding Strategies

Use the **predicting strategy** to help students generate words that end with the same sound.

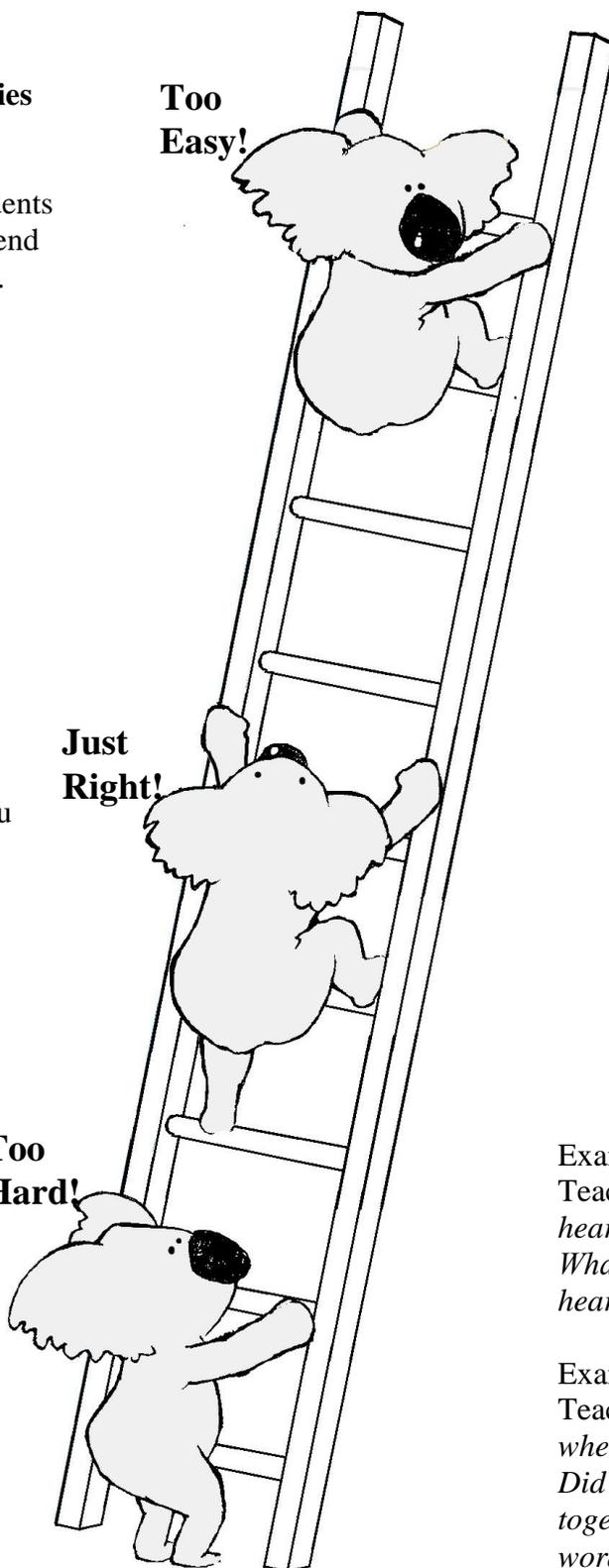
For students for whom the lesson seems **just right**, you can use the lesson plan as written!

Use the **eliciting strategy** to help students identify final sounds in words.

Too Easy!

Just Right!

Too Hard!



Scaffolding Examples

Example 1.
Teacher: *Tony, Listen to the sound at the end of these words; **heart, vet.** Can you think of another word that goes with these words? Why?*

Example 2.
Teacher: *Erin, can you tell me which word does not end with the same sound as the others - **dog, bag, lock.** Why?*

Example 1.
Teacher: *The last sound you hear in the word **sleep** is /p/. What's the last sound you hear in the word **sleep**?*

Example 2.
Teacher: *Watch my mouth when I say this word; **house.** Did you see my teeth come together at the end of the word for the /s/ sound?*

Week 24

| |
|-------------------------------------------|
| Lesson 47: Look at that! |
| Book: Magic Beach by Alison Lester |

Materials: Book: *Magic Beach* by Alison Lester
 Word cards: look, at, the
 Sentence strip
 Picture Cards: hats, ball, bucket, sandcastle, shark, wave, fish, ship
 Plain card and Marker

Before Reading: Print Knowledge

Learning Objective 1: To build a vocabulary base of common sight words, including those seen often in the environment and in children's books.

Target words: **look, at, the**

1. Say: *We have read the book 'Magic Beach' before. Today we are going to use our sight words from the book to make some sentences. Show the individual word cards and have the students say the words. Then say: Now let's talk about some of the things the students saw at the beach. Have the students tell you some things they remember from the book. Show the students the pictures and say: Now let's use our sight words and our picture cards to make and read some sentences. Place the sentence strip in front of the students. Have them choose a picture card and place it on the end of the sentence strip. The student can then point and read the complete sentence (E.g. Look at the shark.).*

During and After Reading: Vocabulary

Learning Objective 2: To talk about the meaning of new words, including how words can have more than one meaning.

Target Word: **light** (adjective, noun)

1. Read the story to the students. When you reach the page with the treasure chest, stop and comment: *In the book the students found a treasure chest full of shiny, glittering treasure that shone like a bright **light**. You can get **light** from the sun.* Continue to read.
2. At the completion of the story, remind the students of the word: *In the story we spoke about things that give **light**.* Ask all the students to repeat the word (scaffold for an accurate production). *Let's write the word **light**.* Write the word **light** on a card, and name each letter as you write it. When you have finished, track the word (i.e. stretch your finger along under the word blending the sounds as you go) ... **light!** (Note - avoid segmenting into individual sounds).
3. Tell the students: *Sometimes words can mean more than one thing. We have to use clues in the book to figure out which meaning to think about.*
4. Turn back to the page with the treasure chest. *Tell the students: In this story the word **light** is used to talk about the **light** coming from the shiny treasure. It's the same kind of **light** that we get from the sun or from turning on the lights at home.* Ask the students to think of some other things that might make **light** (torch, lamp, candle, bonfire, fireworks, glow stick etc.).
5. Remind the students that words can have more than one meaning. Say: *You can also use the word **light** when you talk about something that doesn't weigh very much; it could be **light** like a feather.* Ask the students to think of something that might be very **light** to carry (a sheet of paper, a pencil, a balloon etc.).

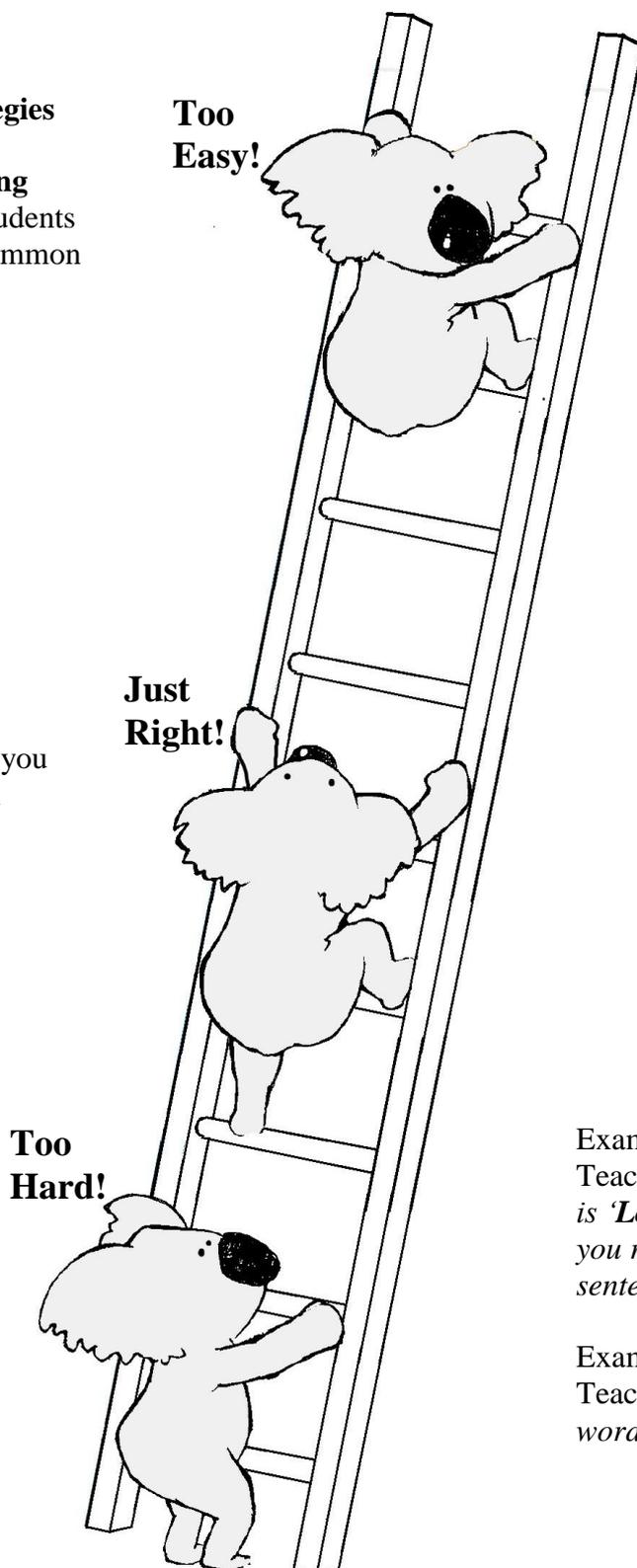
Read It Again - *FoundationQ!* Learners' Ladder
Lesson 47: Print Knowledge

Scaffolding Strategies

Use the **generalising strategy** to help students identify and use common sight words.

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

Use the **eliciting strategy** to help students recognise common sight words.



Too Easy!

Just Right!

Too Hard!

Scaffolding Examples

Example.
Teacher: *Ben, let's see if we can make a new sentence by adding one of our other sight words.* Give Ben the word card **little** and ask him to make and read his new sentence. (Example: Look at the **little** fish.)

Example 1.
Teacher: *Scott, this sentence is 'Look at the shark'. Can you read the first word in the sentence?*

Example 2.
Teacher: *Sarah, point to each word as I read the sentence.*

Week 24

| |
|-------------------------------------------|
| Lesson 48: What's your story? |
| Book: Magic Beach by Alison Lester |

Materials Book: *Magic Beach* by Alison Lester
 Picture cards: fish
 Coloured Markers
 Large sheet of paper and Marker
 "Max" card

Before Reading: Phonological Awareness

Learning Objective 1: To identify and isolate sounds in initial, final and medial positions in words.

Have the students tell you the letter name and sound for the vowel written on each of the fish. Then say a word from the word list. Ask a student to tell you what vowel sound they hear in the word and what letter makes that sound. The student can then draw a spot on the correct fish. Continue, presenting the words in a random order.

| a | e | i | o | u |
|---------|-------|--------|------|----------|
| crab | chest | king | toss | sun |
| hat | end | fish | rock | jump |
| trapped | jetty | dig | log | umbrella |
| bag | net | lid | dog | gull |
| dad | bed | wind | cot | bucket |
| has | shell | nibble | box | fun |

After Reading: Narrative

Learning Objective 2: To share feelings, ideas, or experiences in a single story that is precise.

1. Read the book *Magic Beach*. After the story is read, tell the students that they are going to make their own story. At the top of a large sheet of paper, write the title of the story: "Max's Trip to the Beach". Show the students the picture of Max and say: *Remember the dog Max? We have written lots of stories about Max. Today, we will write a story about how Max had fun visiting the beach. I'll write the story but you have to tell me what to write! Let's be sure our story has a beginning, middle, and ending.*
2. Write the first line of the story for the students on the paper: *Max's favourite place to visit is the beach. On Sunday Max went to the beach. He looked at the ocean. First ...* Ask the students what happened **first** at the beach. Write their response, but add details to model a story that is rich in detail. For instance, to a student's contribution of "Max ran into the surf", you could say: *That's a great first thing to happen. Let's write this into our story. Max ran into the surf. Were the waves high? Did Max fall over? Did he like the waves?*
3. Continue to identify the **second** and **third** things that happened, following the process just described, until the story is complete. Write "The End" to close the story. Read the story with the students pointing to each word so they can follow along.

Read It Again - *FoundationQ!* Learners' Ladder

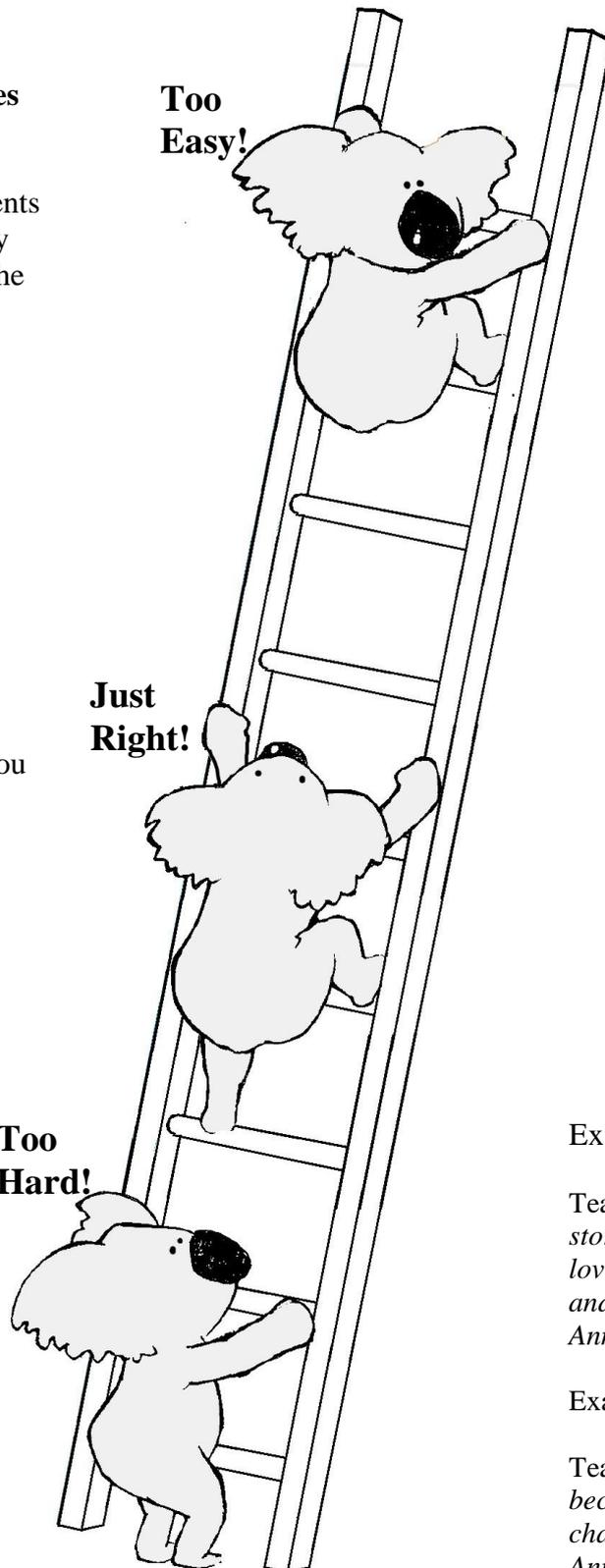
Lesson 48: Narrative

Scaffolding Strategies

Use the **reasoning strategy** to help students create a personal story that extends beyond the lesson.

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

Use the **eliciting strategy** to help students produce a story with a beginning, middle and end.

Too Easy!**Just Right!****Too Hard!****Scaffolding Examples**

Example 1:

Teacher: *Max's favourite place to visit is the beach. Think about a place that you really like to visit. I'm going to ask you to share your story with the group and explain why it is your favourite place.*

Example 2:

Teacher: *Max likes to visit the beach but he doesn't like going to the vet. We'll first talk about how we think Max feels about going to the vet, and why he feels that way.*

Example 1.

Teacher: *Let's think about the story. Remember that Annie loves her chair where she can sit and think. Steve, what does Annie like to do in her chair?*

Example 2:

Teacher: *Annie was really angry because Buster was sitting in her chair. Who can tell me why Annie was so angry?*

Week 25

| |
|----------------------------------------------|
| Lesson 49: What does it mean? |
| Book: Annie's Chair by Deborah Niland |

Materials Book: *Annie's Chair* by Deborah Niland
 Word cards: she, not, too, cried, can
 Plain card and Marker
 Coin or beanbag

Before Reading: Print Knowledge

Learning Objective 1: To build a vocabulary base of common sight words, including those seen often in the environment and in children's books.

Target words: **she, not, too, cried, can**

1. Say: *Remember, sight words are words that you see over and over in books. You know them just by seeing them. Let's have a look at these words from the book 'Annie's Chair'. Go through the word cards and then look through the book to find the words.*
2. Place selected word cards on the floor face up. Students take turns to toss a coin or throw a small beanbag onto a card. The student then says the word. Encourage the student to then say something interesting about the word (E.g. double letters (oo); 5 letters; starts with 'c').
3. Ask the students to throw the beanbag onto a specific word or provide other clues such as 'the word beginning with t' or 'a word with 3 letters'.

During and After Reading: Vocabulary

Learning Objective 2: To talk about the meaning of new words, including how words can have more than one meaning.

Target Word: **watch** (adjective, noun)

1. Read the story to the students. When you reach the page where Annie is watching TV from her chair, stop and comment: *In the book, Annie likes to **watch** TV from her favourite chair. You can **watch** other things too, like a game of football or a movie. Continue to read.*
2. At the completion of the story, remind the students of the word: *In the story we spoke about things you can **watch**. Ask all the students to repeat the word (scaffold for an accurate production). Let's write the word **watch**. Write the word **watch** on a card, and name each letter as you write it. When you have finished, track the word (i.e. stretch your finger along under the word blending the sounds as you go) ... **watch!** (Note - avoid segmenting into individual sounds).*
3. Tell the students: *Sometimes words can mean more than one thing. We have to use clues in the book to figure out which meaning to think about.*
4. Turn back to the page with Annie watching TV. *Tell the students: In this story the word **watch** is used to talk about time spent looking at something, like a TV show or a movie. Ask the students to think of some other things they might like to **watch** (football, ballet, puppet show, fireworks, cricket etc.).*
5. Remind the students that words can have more than one meaning. Say: *A **watch** is also something that you wear on your wrist to tell the time. Ask the students to look at their (pretend) **watch** and tell each other the time.*

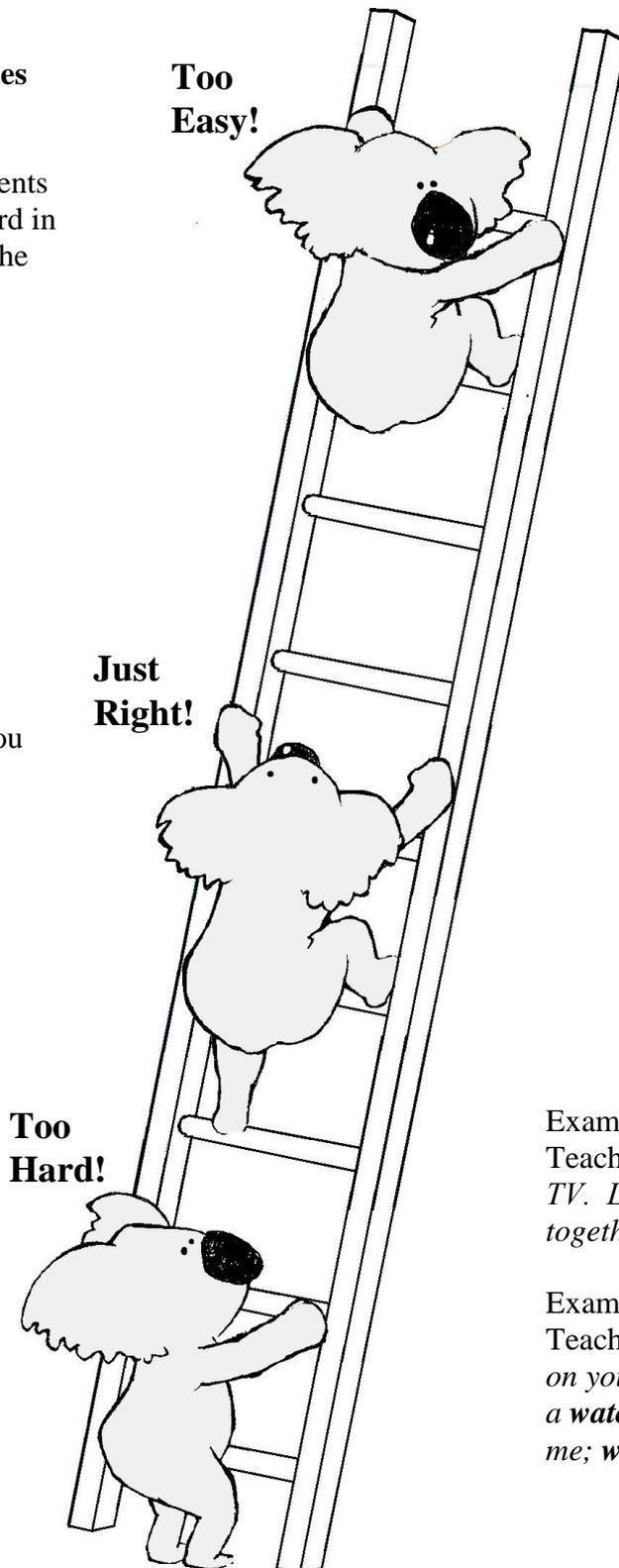
Read It Again - *FoundationQ!* Learners' Ladder
Lesson 49: Vocabulary

Scaffolding Strategies

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

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

Use the **co-participation strategy** to help students learn about word meanings.



Scaffolding Examples

Example 1.
Teacher: *In the story Annie likes to **watch** TV. Can you think of a time when you went to **watch** something, other than **watching** something on TV?*

Example 2.
Teacher: *Tell me about something that you have never been to that you might like to go and **watch** one day.*

Example 1.
Teacher: *Annie likes to **watch** TV. Let's say the word together; **watch**.*

Example 2.
Teacher: *The thing you wear on your wrist to tell the time is a **watch**. Say the word with me; **watch**.*

Week 25

| |
|----------------------------------------------|
| Lesson 50: Stretch the word. |
| Book: Annie's Chair by Deborah Niland |

Materials Book: *Annie's Chair* by Deborah Niland
 4 cups
 Large sheet of paper and Marker
 "Max" card

Before Reading: Phonological Awareness

Learning Objective 1: To understand and manipulate phonemes in words and develop an understanding of word structure.

1. Say: *Our book today is 'Annie's Chair'. Before we start reading we are going to play a game with some of the words we will hear in the story. Listen and I'll tell you what to do.* Place the four cups in a row in front of the students. Say the word 'cup', then stretch the word into its individual sounds, /c/ - /u/ - /p/. As you say each sound, drop a counter into a cup working from the students' left to right. After saying each of the sounds, blend the sounds to say the whole word.
2. Say a word from the list below. Say to the students: *Say the word ..., then say the sounds as you put the counters in the cups. Then say the word again.*

Note: The number of letters in a word may not be the same as the number of sounds in a word. For example, the word 'shook' has five letters, but only three sounds, /sh/, /oo/ and /k/. Be sure that the students are saying sounds not letter names as you break each word apart.

3 sounds

w - a - tch

p - l - ay

r - ea - d

c - ur - l

s - i - t

sh - oo - k

4 sounds

j - u - m - p

p - e - s - t

t - e - dd - y

s - n - ore - d

s - o - f - a

d - r - e - ss

3. Read *Annie's Chair* to the students. Stop occasionally to revisit some of the words from the list above. You might say: *There's our word chair. Who can tell me the sounds in the word chair?*

After Reading: Narrative

Learning Objective 2: To share feelings, ideas, or experiences in a single story that is precise.

1. At the top of a large sheet of paper, write the title of the story: "Max Learns New Tricks". Show the picture of Max and say to the students: *We have another Max story to write! Today, we will write a story about some tricks that Max has learned. I'll write the story but have to tell me what to write! Let's be sure our story has a beginning, middle, and ending.*
2. Write the first line of the story for the students on the paper: *Last weekend, Max went to dog school and learned so many new tricks! First ...*
3. Ask the students what happened **first** at dog school. Write their response, but add details to model a story that is rich in detail. For instance, to the students' contribution of "Max learned to roll over," you could say: *That's a great first thing to happen. Let's write this into our story. Max learned to roll over. Who helped him learn? Was it easy or hard? Why?*
4. Continue to identify the **second** and **third** things that happened, following the process just described, until the story is complete. Write "The End" to close the story. Read the story with the students pointing to each word so they can follow along.

Read It Again - *FoundationQ!* Learners' Ladder
Lesson 50: Phonological Awareness

Scaffolding Strategies

Use the **reasoning strategy** to help students understand segmentation of sounds.

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

Use the **reducing choices strategy** to help students to learn how to segment sounds in words.

Too Easy!

Just Right!

Too Hard!



Scaffolding Examples

Example 1.
Teacher: *Julie, I need two counters when I segment the word **chair** into its sounds. There are five letters in the word **chair** when we write it. Why do I only need two counters?*

Example 2.
Teacher: *Paul, we have been practising breaking words into sounds. Why is this important?*

Example 1.
Teacher: *Anne, I have two counters. Which word has two sounds - **cat** or **chair**?*

Example 2.
Teacher: *Matt, listen to these sounds: /f - l - i - p/. Let's blend those sounds together to make a word: /f - l - i - p/. Is that **slip** or **flip**?*

Week 26

Lesson 51: Label it!**Book: Tom Tom by Rosemary Sullivan**

Materials Book: *Tom Tom* by Rosemary Sullivan
Word cards: dog, mother, tree, car, bed, tap, bus, water
Plain card and Marker

Before and During Reading: Print Knowledge

Learning Objective 1: To build a vocabulary base of common sight words, including those seen often in the environment and in children's books.

Target Words: **dog, mother, tree, car, bed, tap, bus, water**

1. Show the students the word cards and read the words on the cards together. Put the word cards somewhere where they can be easily seen by the students.
2. Say to the students: *We are going to read our book, 'Tom Tom'. As we read we will be looking to match these words to the illustrations. As you read each page of the book, ask the students, Can we use any of our word labels on this page?* Have a student choose the label to match the illustration.

During and After Reading: Vocabulary

Learning Objective 2: To understand and use new words representing thinking processes.

Target Word: **imagine** (verb)

1. Read the story to the students. When you reach the page where Tom Tom is making a pretend fire, stop and comment. You might say: *Tom Tom is **imagining** he lives in the old days. If you think about something and make a picture of it in your own head, you could say that you are **imagining**.* (When using the word **imagine**, deliberately point to your forehead to model that you **imagine** inside your head).
2. At the completion of the story, remind the students of the word: *In the story we spoke of a word that you use when you think about something and make pictures about it in your head; you can say **imagine**.* Ask all the students to repeat the word. Write the word on a card and place it where the students can see it. (Afterwards it can be placed on a word wall as a reminder to use the word in context during the week).
3. Provide your own examples: *I would really love to have a holiday so sometimes I **imagine** that I'm sitting, listening to the ocean, on a beautiful beach in Fiji.*
4. Ask the students to talk about something special that they might try to **imagine**. Prompt them to use the word **imagine** when they tell the group/class.
5. *A word that you use when you think about something and make a picture of it in your head is ...*

Read It Again - *FoundationQ!* Learners' Ladder
Lesson 51: Print Knowledge

Scaffolding Strategies

Use the **predicting strategy** to build comprehension and help students discover how and why printed words are used in their environment.

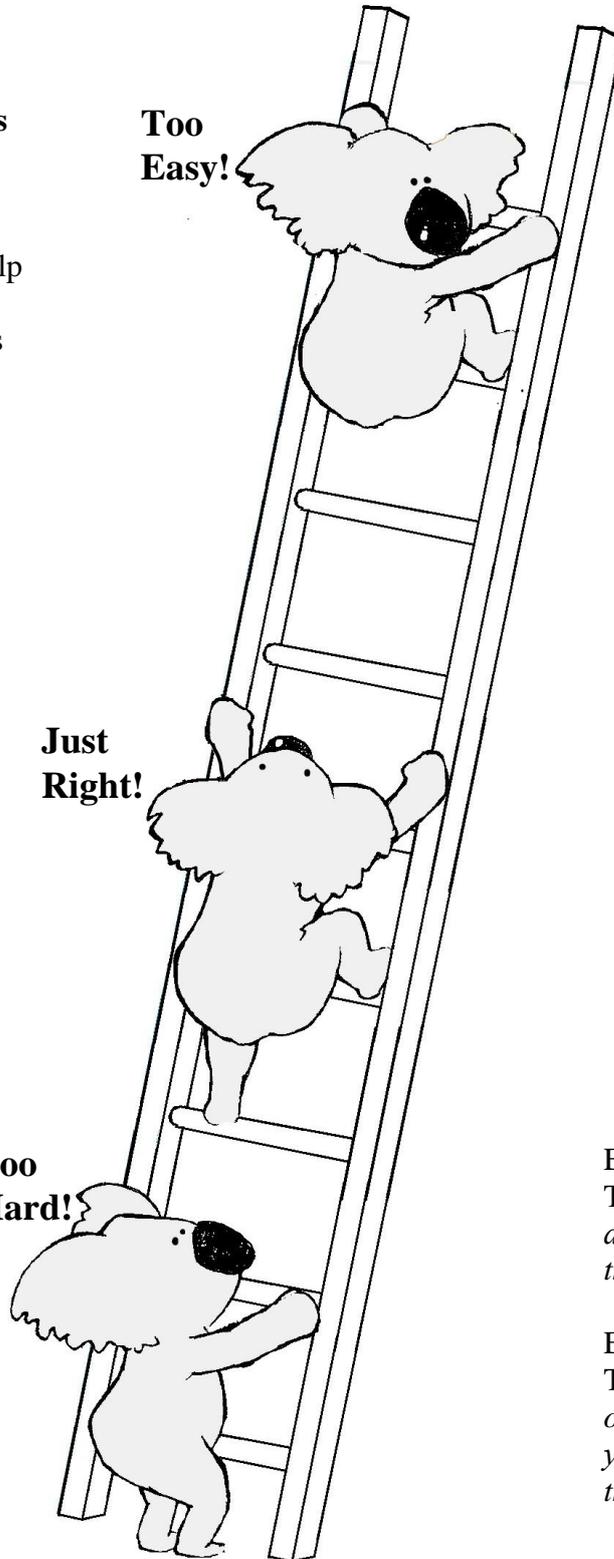
For students for whom the lesson seems **just right**, you can use the lesson plan as written!

Use the **co-participation strategy** to recognise some common sight words, including environmental print.

Too Easy!

Just Right!

Too Hard!



Scaffolding Examples

Example 1.
Teacher: *Labels help us to identify things and places. We label our lunch boxes to bring to school. What might happen if we forgot to label our lunchboxes?*

Example 2.
Teacher: *Tom Tom lives in Lemonade Springs. Why do you think it is called Lemonade Springs? What do you think the swimming hole in Lemonade Springs would be like to swim in?*

Example 1.
Teacher: *Ross, I can see a dog on this page. Let's find the word **dog** together.*

Example 2.
Teacher: *Sarah, look at our words. Give me a word you know, and we'll find the picture together.*

Week 26

Lesson 52: A busy day.

Book: Tom Tom by Rosemary Sullivan

Materials Book: *Tom Tom* by Rosemary Sullivan
 Counters
 Large sheet of paper and Marker
 “Max” card

Before Reading: Phonological Awareness

Learning Objective 1: To understand and manipulate phonemes in words and develop an understanding of word structure.

1. Say: *Our book today is ‘Tom Tom’. Before we start reading we are going to play a game with some of the words we will hear in the story. Say a word from the list below while placing a counter or other small object in front of the students for each sound. Cover the last counter with your hand. Ask: ‘What’s left?’ The students should respond with the sounds blended together without the last sound. For example, say the word **read**. Place three counters from left to right in front of the students while saying the sounds /r - ea - d/. Cover the last counter representing /d/ and say: ‘What’s left?’ The student should respond /rea/.*

| | | | | |
|-------|--------|--------|------|-------|
| like | rope | steak | eggs | lunch |
| night | time | house | camp | made |
| fried | supper | Granny | keep | fence |
| white | cubby | best | cold | sand |

2. Read the book *Tom Tom* to the students.

After Reading: Narrative

Learning Objective 2: To share feelings, ideas, or experiences in a single story that is precise.

1. At the top of a large sheet of paper, write the title of the story: “Max Helps Out”. Show the picture of Max to the students and say: *We have another Max story to write! Today, we will write a story about how Max helps everyone in his neighbourhood. I’ll write the story but you have to tell me what to write! Let’s be sure our story has a beginning, middle, and ending.*
2. Write the first line of the story for the students on the paper: *Max is a big help to all the neighbours. Every week he helps people as they are doing their jobs around home. First ...*
3. Ask the students what Max does **first**. Write their response, but add details to model a story that is rich in detail. For instance, to the students’ contribution of “Max brings in a newspaper” you could say: *That’s a great first thing to happen. Let’s write this into our story. Max brings in the newspaper. Whose newspaper does he get? Where does he leave it? Does he ever get slobber on the newspaper? Does he get a treat when he does this?*
4. Continue to identify the **second** and **third** things that happened, following the process just described, until the story is complete. Write “The End” to close the story. Read the story with the students pointing to each word so they can follow along.

Read It Again - *FoundationQ!* Learners' Ladder
Lesson 52: Narrative

Scaffolding Strategies

Use the **generalising strategy** to help students explain why certain feelings, ideas or experiences are important to them, and to incorporate these into a single story that is precise.

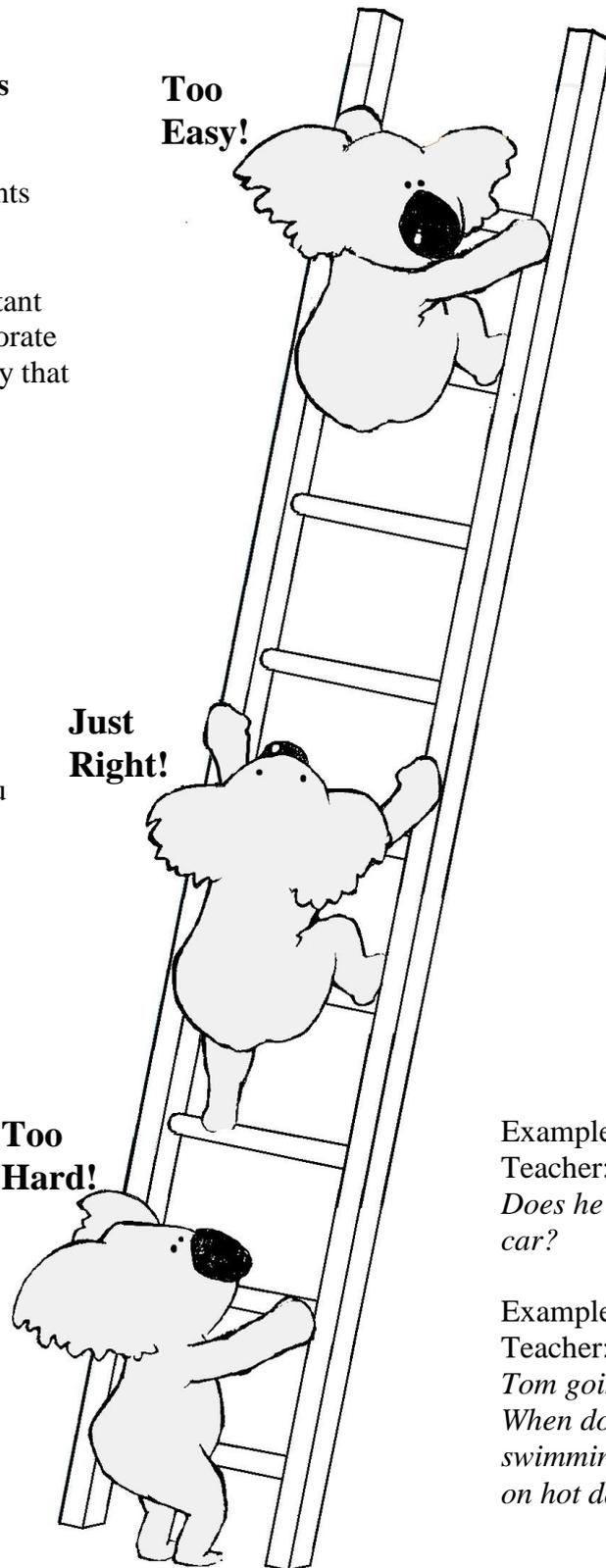
For students for whom the lesson seems **just right**, you can use the lesson plan as written!

Use the **reducing choices strategy** to help students share feelings, ideas or experiences in a single story that is precise.

Too Easy!

Just Right!

Too Hard!



Scaffolding Examples

Example 1.

Teacher: *Think about someone in your life who is good at helping you or other people. In a minute, I'm going to ask you to share a story about that helpful person.*

Example 2.

Teacher: *In the book, Tom Tom likes to paint. He paints pictures of the black cockatoos that watch him from up in the trees. Think about what you like to paint and tell us why.*

Example 1.

Teacher: *Tom Tom goes to school. Does he go to school in a bus or a car?*

Example 2.

Teacher: *Let's think about Tom Tom going swimming every day. When does he like to go swimming? Does he like to swim on hot days or cold nights?*

Week 27

Lesson 53: Let's celebrate!

Book: Alexander's Outing by Pamela Allen

Materials Book: *Alexander's Outing* by Pamela Allen
 Word Cards: but, down, going, here, home
 Sentence strips
 Plain card and Marker

Before and During Reading: Print Knowledge

Learning Objective 1: To build a vocabulary base of common sight words, including those seen often in the environment and in children's books.

Target Words: **but, down, going, here, home**

1. Say to the students: *Today our book is called 'Alexander's Outing'. Before we read our book, we are going to look at some words we will see in the story.* Read the words on the cards together.
2. Have the students sit in a circle. Have one student pick up a word card. Make sure the student knows the word, and doesn't show his or her card to the other students. The student then whispers the word to the student sitting next to him or her. The word gets whispered around the circle to the last student who says the word out loud. The word card is then held up to confirm that it is the correct word.
3. Say: *Now let's read the book and use our new words to make some sentences.* As you read, stop when you come to a page with one of the sentences from the sentence strips on it, and say: *Let's look at this sentence closely.* Show the sentence strip and say: *Which of our words can we fit into this sentence? Fill in the blank by using the correct word from the cards.*

In the beginning the ducks were (going) for a walk.

Alexander fell deep (down) in the earth.

They all looked for Alexander (but) they couldn't find him.

"Come (here) and help", they called to the policeman.

The ducks got safely (home) in time for tea.

During and After Reading: Vocabulary

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

Target Word: **celebration (noun)**

1. Read the story to the students. When you reach the second last page stop and comment: *If you organise a special party, you can call it a **celebration**.* Continue to read the last couple of pages.
2. At the completion of the story, remind the students of the word: *In the story we spoke of a word you can use if you have a special party. You can call it a **celebration**.* Ask all the students to repeat the word (scaffold for an accurate production). *Let's write the word **celebration**.* Write the word **celebration** on a card, and name each letter as you write it. When you finish, track the word blending the sounds as you go ... **celebration!** (Remember to 'stretch' the word, do not segment).
3. Provide your own examples: *I went to a **celebration** last week because it was my friend's anniversary.* Ask each student to tell of a recent **celebration** that they have been to or had themselves.
4. Say to the students: *Let's talk about some times when you might have a **celebration**. I will tell you about some times when you might or might not have a **celebration**. If you think you'd celebrate, say '**celebration time**'. If you think you wouldn't **celebrate**, stay quiet.*
 - *Your best friend is having his/her 5th birthday.*
 - *It's grocery shopping day at your house.*
 - *Your favourite Aunty or Uncle is getting married.*

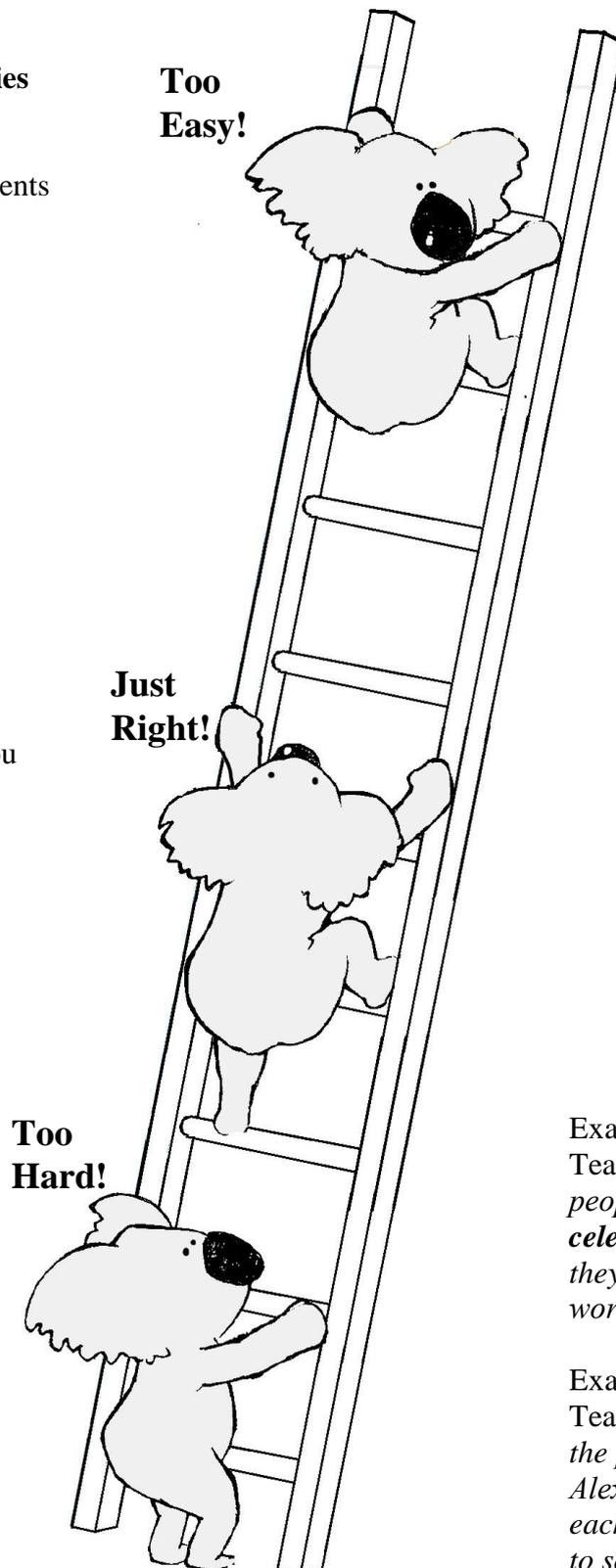
Read It Again - *FoundationQ!* Learners' Ladder
Lesson 53: Vocabulary

Scaffolding Strategies

Use the **predicting strategy** to help students demonstrate their understanding of the target word.

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

Use the **eliciting strategy** to help students learn the target noun.



Scaffolding Examples

Example 1.
Teacher: *Let's say you have just decided to have a **celebration**, what are some of the things you might need to do next?*

Example 2.
Teacher: *If you were going to have a birthday **celebration**, what are some things that people might bring?*

Example 1.
Teacher: *There were lots of people at Alexander's **celebration**. See how happy they all look. Help me say the word ... **celebration**.*

Example 2.
Teacher: *Look! Here are all the people who **celebrated** Alexander's rescue (point to each person). Zachary, point to some people who joined the **celebration**.*

Week 27

| |
|-------------------------------------------------|
| Lesson 54: Where did that sound go? |
| Book: Alexander's Outing by Pamela Allen |

Materials Book: *Alexander's Outing* by Pamela Allen
 Large sheet of paper and Marker
 "Max" card

Before Reading: Phonological Awareness

Learning Objective 1: To understand and manipulate phonemes in words and develop an understanding of word structure.

Say: *We are going to play a word game. It goes like this. Say /rat/. Students say /rat/. Now say it again but don't say /r/ (beginning sound of the word chosen). Be careful to give the sound of the letter 'r' not the letter name. Students say /at/. Continue, working through the list of words below.*

| | | | |
|--------|--------|----------|---------|
| four | whole | bored | bottle |
| care | making | heard | lady |
| basket | fuss | sandwich | whistle |
| shout | man | park | they |

The following words may be more difficult. Make sure the student leaves out just the first sound in a blend. (E.g. for the word /**place**/, the student should respond /**lace**/).

| | | | | |
|-------|------|------|--------|--------|
| place | stop | flap | small | grab |
| drip | slow | skip | street | prance |

After Reading: Narrative

Learning Objective 2: To share feelings, ideas, or experiences in a single story that is precise.

1. At the top of a large sheet of paper, write the title of the story: "Max Visits his Friend". Show the picture of Max and say to the students: *We have another Max story to write! Today, we will write a story about the day when Max went to visit his friend Spike. I'll write the story but you have to tell me what to write! Let's be sure our story has a beginning, middle, and ending.*
2. Write the first line of the story for the students on the paper: *Max has a dog friend who is called Spike. Each Saturday he goes to visit Spike. First ...*
3. Ask the students what Max does **first**. Write their response, but add details to model a story that is rich in detail. For instance, to the students' contribution of "Max barked hello to Spike" you could say: *That's a great first thing to happen. Let's write this into our story. Max barked hello to Spike. Where was Spike? Did Max bark softly or loudly? What did Spike do when Max barked?*
4. Continue to identify the **second** and **third** things that happened, following the process just described, until the story is complete. Write "The End" to close the story. Read the story with the students pointing to each word so they can follow along.

Read It Again - *FoundationQ!* Learners' Ladder

Lesson 54: Phonological Awareness

Scaffolding Strategies

Use the **generalising strategy** to help students understand segmentation of sounds.

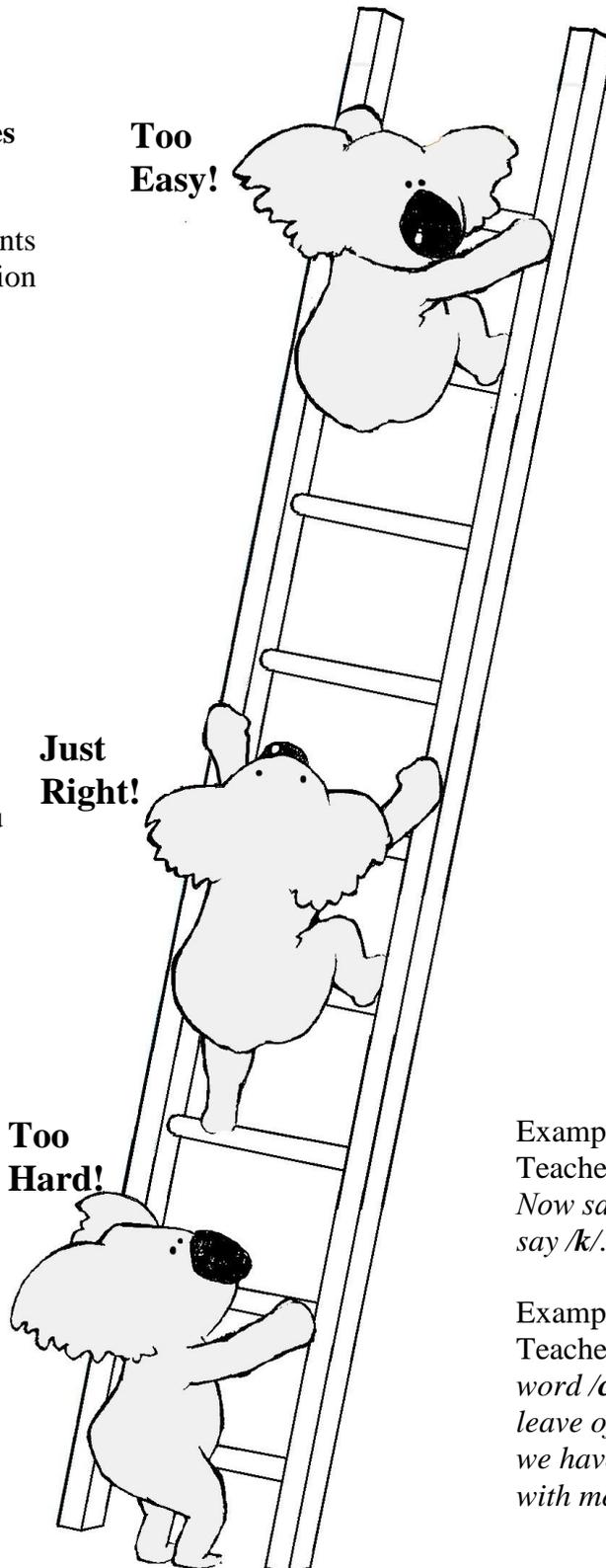
For students for whom the lesson seems **just right**, you can use the lesson plan as written!

Use the **eliciting strategy** to help students to learn how to segment sounds in words.

Too Easy!

Just Right!

Too Hard!



Scaffolding Examples

Example 1.

Teacher: *If we dropped the first sound from the words **cat**, **rat**, **mat** and **bat**, what would we have left?*

Example 2.

Teacher: *Think of a word and then drop the first sound off it. I'll try and guess what your word was.*

Example 1.

Teacher: *Casey, say /cat/. Now say it again but don't say /k/. Say it with me - /at/.*

Example 2.

Teacher: *Meg, if we say the word /cheesel/, and then we leave off the /ch/ sound, all we have left is /eese/. Say it with me - /eese/.*

Week 28

| |
|----------------------------------------------------|
| Lesson 55: Word categories. |
| Book: Book: Annie's Chair by Deborah Niland |

Materials Book: *Annie's Chair* by Deborah Niland
 Word Cards: All word cards - 1 set for each group
 Plain card and Marker

Before Reading: Print Knowledge

Learning Objective 1: To build a vocabulary base of common sight words, including those seen often in the environment and in children's books.

1. Say: *We have learnt a lot of new words. Today we are going to revise the words we have learnt. Let's play a game and see how many we can remember.*
2. Divide the students into groups of three or more. Give each group a set of cards. Assign each group a category into which they will sort the words. Categories may include: long and short; words that begin with the same letters; number of letters; words they know and don't know.
3. In pairs, have the students choose a word from the word cards, and write that word on their partner's back with their finger. The partner has to guess what word it is.

During and After Reading: Vocabulary

Learning Objective 2: To talk about the meaning of new words, including how words can have more than one meaning.

Target Word: **pest** (adjective, noun)

1. Read the story to the students. When you reach the page where Annie's brother (Jack) is teasing her, stop and say: *In the book, Annie doesn't like it when her brother is being a **pest**. If someone keeps bothering you, you could say they're being a **pest**.* Continue to read.
2. At the completion of the story, remind the students of the word: *In the story we spoke about a word you use if someone keeps bothering you; you could say they're being a **pest**.* Ask all the students to repeat the word (scaffold for an accurate production). *Let's write the word **pest**.* Write the word **pest** on a card, and name each letter as you write it. When you have finished, track along the word ... **pest!** (Note - avoid segmenting into individual sounds).
3. Tell the students: *Sometimes words can mean more than one thing. We have to use clues in the book to figure out which meaning to think about.*
4. Turn back to the page where Annie is being bothered by her brother. Tell the students: *In this story the word **pest** is used to talk about someone who keeps bothering you.*
5. Remind the students that words can have more than one meaning. Say: *Small insects or animals that do damage are also known as **pests**.* Ask the students to try to think of any insects or small animals that could be **pests** in Australia (rabbits, mice, cane toads, locusts, white ants etc.).

Read It Again - *FoundationQ!* Learners' Ladder
Lesson 55: Print Knowledge

Scaffolding Strategies

Use the **reasoning strategy** to build comprehension and help students discover how and why printed words are used in their environment.

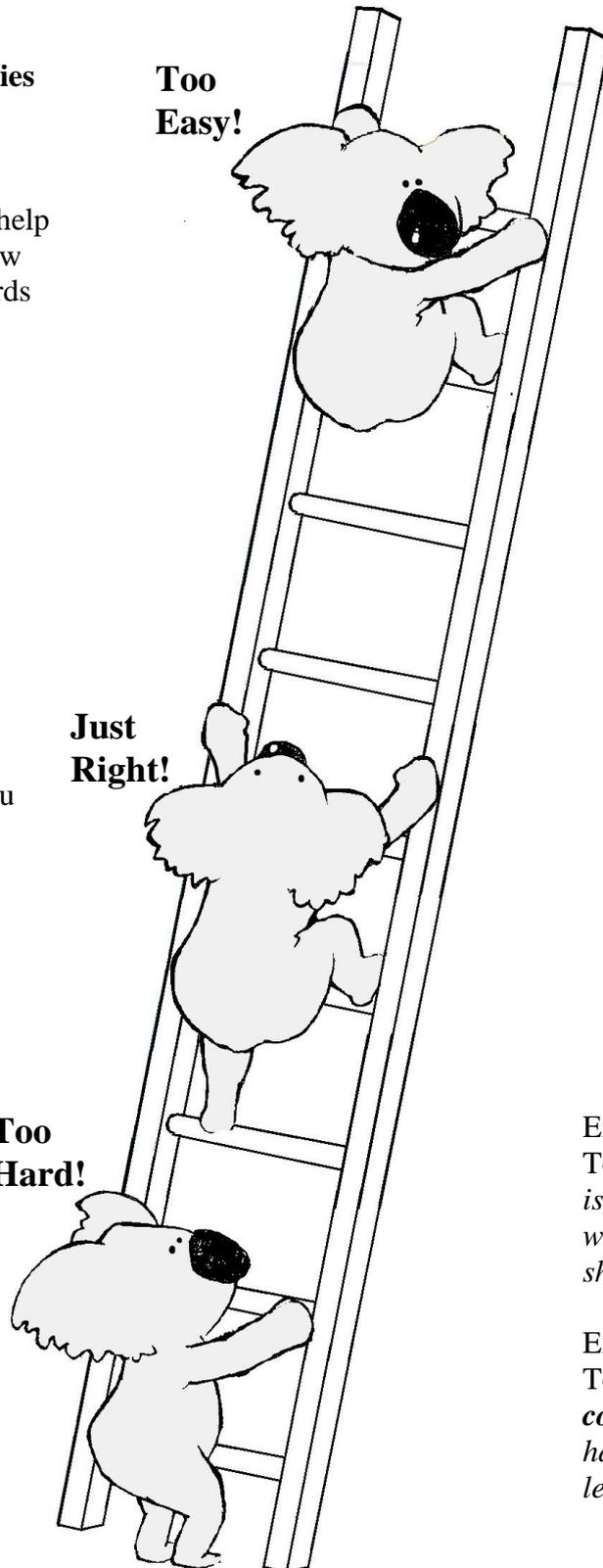
For students for whom the lesson seems **just right**, you can use the lesson plan as written!

Use the **reducing choices strategy** to recognise some common sight words, including environmental print.

Too Easy!

Just Right!

Too Hard!



Scaffolding Examples

Example 1.
Teacher: *Look at these two words. Would these two words go together in a word sort? Why or why not?*

Example 2.
Teacher: *Look at these three words. Two of these words would go together in a word sort. Which two are they? Why doesn't the other word belong?*

Example 1.
Teacher: *Peter, your word is **dog**. Does your word go with the long words or the short words?*

Example 2.
Teacher: *Katy, your word is **come**. Does the word **come** have three letters or four letters?*

Week 28

| |
|----------------------------------------------|
| Lesson 56: Wave the flag! |
| Book: Annie's Chair by Deborah Niland |

Materials Book: *Annie's Chair* by Deborah Niland
 beanbag or ball
 'finish flag' card

Before Reading: Phonological Awareness

Learning Objective 1: To understand and manipulate phonemes in words and develop an understanding of word structure.

1. Say: *Remember we have been learning to break words into sounds and leave some sounds out. Today we are going to leave out the first or last sound from some of our words from our book 'Annie's Chair'.*
2. To begin the game, have the students sit in a circle. Throw a beanbag to one student, and have that student stand up. Choose a word from the list below. Say: *Say /chair/*. Student says */chair/*. *Now say it again but don't say /ch/*. (Say the first or last sound. Remember say the sound, not the letter name). The student says the new word */air/* and then throws the beanbag to another student. Continue giving each student at least one turn.

| | | | |
|---------|---------|---------|----------|
| (w)atch | jum(p) | (p)lay | (p)est |
| rea(d) | tedd(y) | (c)url | (s)noled |
| (s)it | sof(a) | (sh)ook | (r)oared |
| tea(se) | wor(d) | hi(de) | ti(me) |

After Reading: Narrative

Learning Objective 2: To create an interesting ending for a story.

1. Read the book *Annie's Chair*. After the story is read, repeat and review the ending of the story. You could say: *Annie told Benny that he could never sit on her chair again - without her. You are highlighting the finishing event for the students through these comments.*
2. After reading, hold up the **finish flag** icon and say: *This is a **finish flag** picture. When there is a car race people wave a checked flag to show that the race is finished. We can think of a story finishing with a **finish flag** as well. So this picture reminds us that a story always has some words that get the story finished.*
3. *In our Max stories we always finished with "The End", but we can use more interesting words to show that a story has finished. In this story Annie told Benny that he could never sit on her chair again - without her. Another story might be a fairytale and end with the words "and they all lived happily ever after". Lisa, can you tell me how our story ended? That's right; Annie told Benny that he could never sit on her chair again - without her. You can stick the **finish flag** on the last page.*

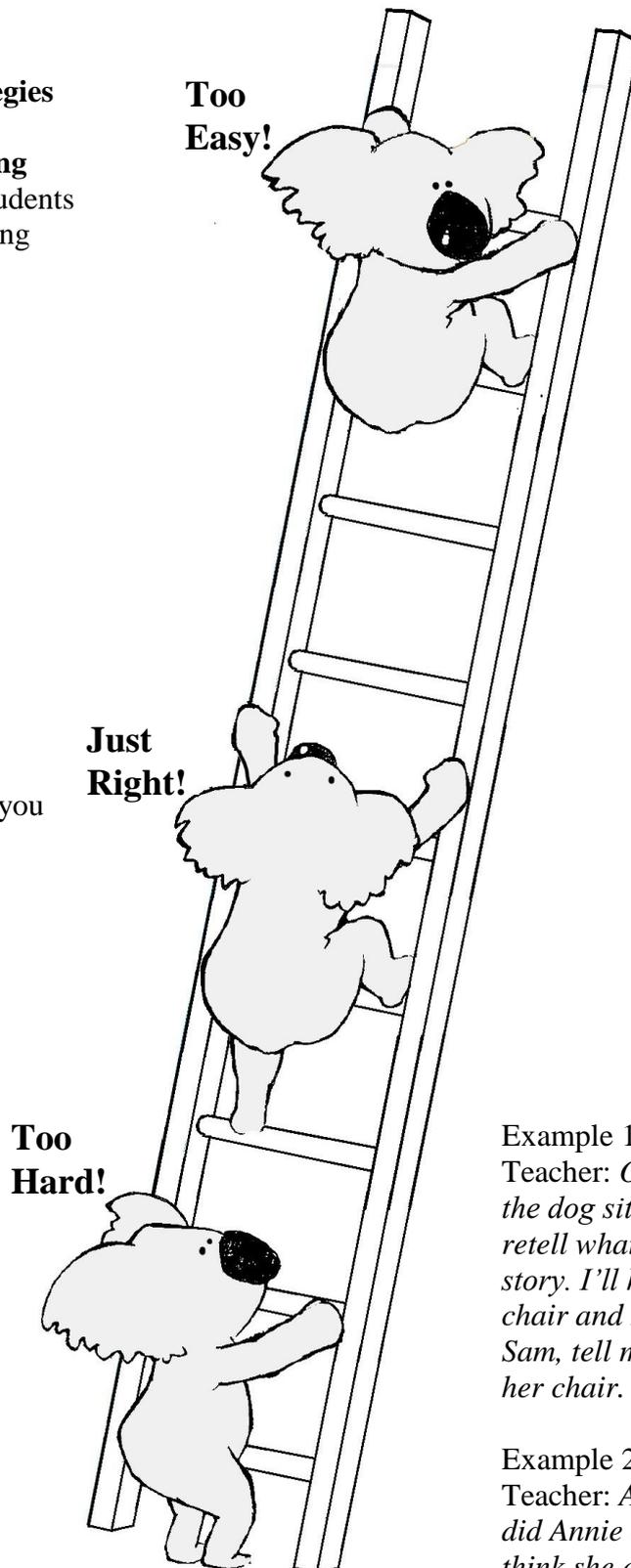
Read It Again - *FoundationQ!* Learners' Ladder
Lesson 56: Narrative

Scaffolding Strategies

Use the **generalising strategy** to help students create an interesting ending for a story.

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

Use the **co-participation strategy** to help students focus on the ending of a story.



Too Easy!

Just Right!

Too Hard!

Scaffolding Examples

Example 1.

Teacher: *All stories have endings. Our story 'Annie's Chair' had a happy ending. Think about another story that you have heard that has a happy ending. I'm going to ask you to share the happy ending with the group.*

Example 2.

Teacher: *Let's make up a story about a cat named Ginger. Let's pretend that Ginger got chased away from her family and then found by a little girl. What could be a happy ending to our story?*

Example 1.

Teacher: *Our story was about Buster the dog sitting in Annie's chair. Let's retell what happened at the end of the story. I'll have a try. Annie sat in her chair and Buster sat there with her. Sam, tell me what sat with Annie in her chair.*

Example 2.

Teacher: *At the end of our story, what did Annie decide to do with Buster? I think she decided to share something. Phoebe, help me tell what Annie decided.*

Week 29

| |
|-------------------------------------------|
| Lesson 57: Make believe is fun. |
| Book: Tom Tom by Rosemary Sullivan |

Materials Book: *Tom Tom* by Rosemary Sullivan
 Word Cards: All word cards

Before Reading: Print Knowledge

Learning Objective 1: To build a vocabulary base of common sight words, including those seen often in the environment and in children's books.

1. Say: *We have learnt a lot of new words. Today we are going to revise the words we have learnt. Let's play a game and see how many we can remember.*
2. Play the **Around Australia Word Game**. Students play this game in pairs. Put the students in pairs and have them line up. Show the first pair of students a word card. The first student to say the word correctly shows a new card to the next pair of students and so on. Keep going around until all the word cards have been used.

During and After Reading: Vocabulary

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

Target Word: **pretend** (verb)

1. Read the story to the students. When you reach the page where Tom Tom is making a pretend fire, stop and comment. You might say: *Tom Tom is pretending to make a fire. If you make believe that you are doing something, you can say that you **pretend** to do it.* Continue to read.
2. At the completion of the story, remind the students of the word: *In the story we spoke of a word that you use when you make believe that you are doing something; you **pretend**.* Ask all the students to repeat the word (scaffold for an accurate production).
3. Provide your own examples: *Sometimes I like to **pretend** I'm a sailor cruising the high seas and chasing pirates.* Ask each student to provide their own example (scaffold as necessary).
4. Say to the students: *I'm going to **pretend** I'm baking some delicious cupcakes. I want you to help me! Here is my bowl and wooden spoon (use whatever is available as a **pretend** bowl and spoon).* Ask the students to take turns **pretending** to add ingredients. Say: *Can someone **pretend** to pour some flour in my bowl; now can someone **pretend** to break some eggs into my bowl; now can someone **pretend** to stir the mixture etc.* Prompt the students to say what they're doing (e.g. *I'm **pretending** to ...*). When you've finished making your **pretend** cupcakes, ask everyone to **pretend** to eat one.
5. Students to repeat: *If you make believe that you are doing something you might say that you ...*

Read It Again - *FoundationQ!* Learners' Ladder
Lesson 57: Vocabulary

Scaffolding Strategies

Use the **reasoning strategy** to help students explain why something is the way it is.

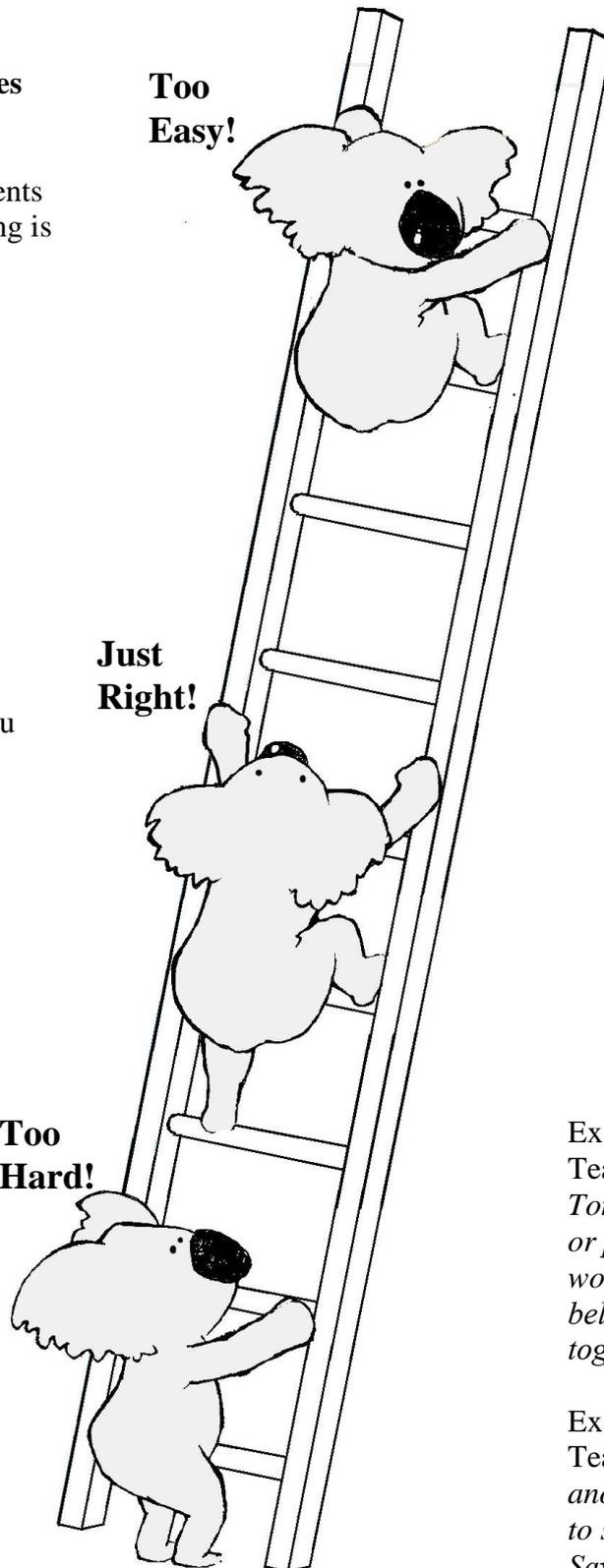
For students for whom the lesson seems **just right**, you can use the lesson plan as written!

Use the **co-participation strategy** to help students learn the target verb.

Too Easy!

Just Right!

Too Hard!



Scaffolding Examples

Example 1.
Teacher: *In the story Tom Tom **pretended** to make a fire. Why is it better to **pretend** and not make a real fire?*

Example 2.
Teacher: *Tell me about your favourite thing to **pretend**. Why do you like to **pretend** that?*

Example 1.
Teacher: *In the story Tom Tom liked to make believe or **pretend**. What's a word that means to make believe? Let's say it together ... **pretend**.*

Example 2.
Teacher: ***Pretend** is another word you can use to say you make believe. Say it with me ... **pretend**.*

Week 29

Lesson 58: Swap that sound.

Book: Tom Tom by Rosemary Sullivan

Materials Book: *Tom Tom* by Rosemary Sullivan
“finish flag” cards

Before Reading: Phonological Awareness

Learning Objective 1: To understand and manipulate phonemes in words and develop an understanding of word structure.

Say: *We have been learning to play with sounds in words. Today we are going to use some of the words from our book ‘Tom Tom’ to do a sound swap. Let’s say /rat/. All students say /rat/. Now let’s change the /r/ to a /k/. What’s our new word? (cat)*

Read the words below and see how many the students can change.

- | | |
|----------------------------------------------|-----------------------------------------------|
| 1. Say /like/. Change /k/ to /t/. (light) | 2. Say /rope/. Change /p/ to /d/. (road) |
| 3. Say /steak/. Change /k/ to /dge/. (stage) | 4. Say /lunch/. Change /l/ to /m/. (munch) |
| 5. Say /night/. Change /t/ to /s/. (nice) | 6. Say /pat/. Change /t/ to /k/. (pack) |
| 7. Say /house/. Change /h/ to /m/. (mouse) | 8. Say /camp/. Change /k/ to /l/. (lamp) |
| 9. Say /made/. Change /m/ to /sh/. (shade) | 10. Say /fried/. Change /f/ to /k/. (cried) |
| 11. Say /keep/. Change /k/ to /ch/. (cheep) | 12. Say /best/. Change /b/ to /n/. (nest) |
| 13. Say /cold/. Change /k/ to /f/. (fold) | 14. Say /yellow/. Change /y/ to /m/. (mellow) |
| 15. Say /wash/. Change /sh/ to /ch/. (watch) | 16. Say /pink/. Change /p/ to /th/. (think) |

After Reading: Narrative

Learning Objective 2: To create an interesting ending for a story.

1. Read the book *Tom Tom*. After the story is read, repeat and review the ending of the story. You are highlighting the finishing event for the students through these comments. You could say: *All the ducks got safely home in time for tea.*
2. After reading, hold up the **finish flag** icon and say: *Remember, this is a **finish flag** picture that shows that the story is finished. This picture reminds us that a story always has some words that get the story finished.*
3. *Remember that we can use interesting words to show that a story has finished. How did this story finish? That’s right; Tom Tom splashes in the sunlight with the other kids. Fred, you can stick the **finish flag** on the last page.*

Read It Again - *FoundationQ!* Learners' Ladder
Lesson 58: Phonological Awareness

Scaffolding Strategies

Use the **predicting strategy** to help students understand segmentation of sounds.

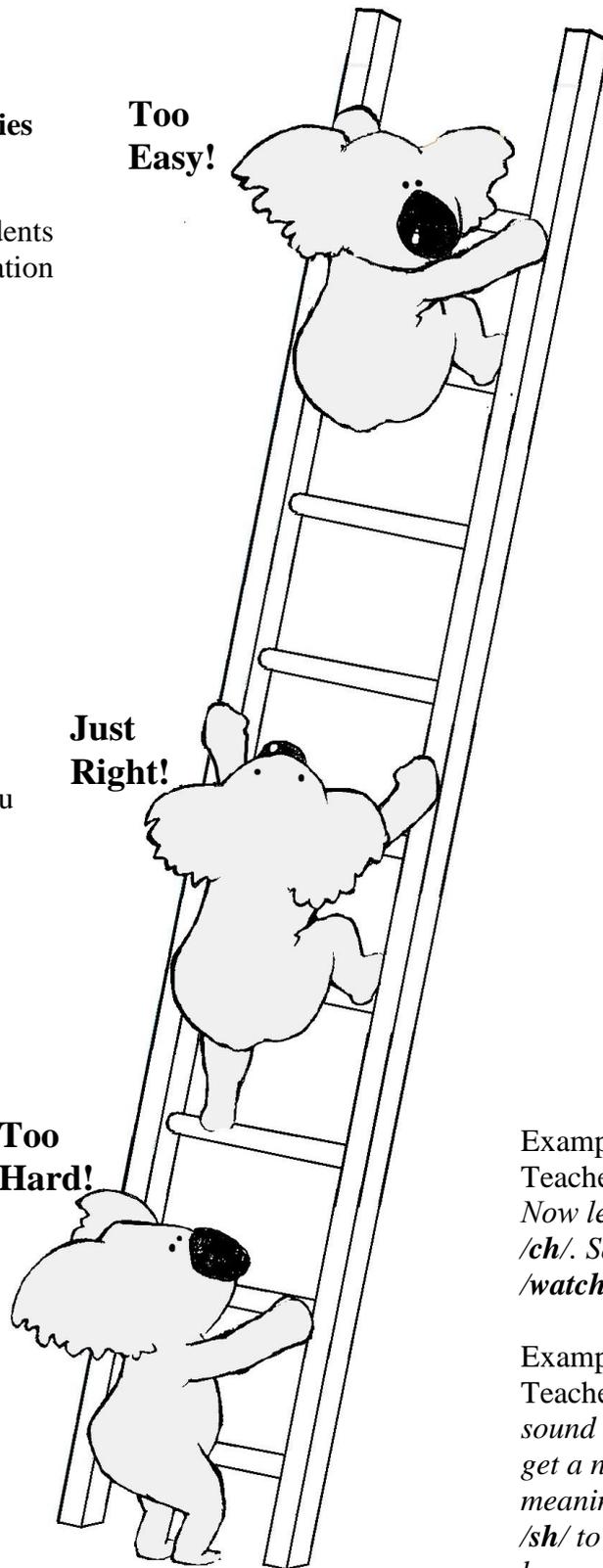
For students for whom the lesson seems **just right**, you can use the lesson plan as written!

Use the **co-participation strategy** to help students to learn how to segment sounds in words.

Too Easy!

Just Right!

Too Hard!



Scaffolding Examples

Example 1.
Teacher: *How many different words do you think you could make if you changed the first sound in the word **wake**?*

Example 2.
Teacher: *To what kind of words can we easily change a letter and make new words?*

Example 1.
Teacher: *Casey, say /wash/. Now let's change the /sh/ to /ch/. Say it with me /watch/.*

Example 2.
Teacher: *Will, changing one sound in a word means we get a new word with a new meaning. When we change /sh/ to /ch/ in /wash/ we have a new word - /watch/. Let's do it together.*

Week 30

| |
|-------------------------------------------------|
| Lesson 59: The word on reading. |
| Book: Alexander's Outing by Pamela Allen |

Materials: Book: *Alexander's Outing* by Pamela Allen
 All word cards
 Dice
 Counters
 Large sheet of paper and Marker

Before Reading: Print Knowledge

Learning Objective 1: To build a vocabulary base of common sight words, including those seen often in the environment and in children's books.

Say: *We have learnt a lot of new words. Today we are going to revise the words we have learnt. Let's play a game and see how many we can remember.*

Play **WHERE IS THAT DUCK?** The object of the game is to reach the picture of the duck and read the words on the cards along the way. Place the cards face down on the game board. Students take turns to throw the dice and move their markers along the spaces. When a student lands on a bush, the student picks up a card and says the word. The winner is the player to reach the duck first. Please note, this activity may best be done in small groups. The game board may be copied as needed.

After Reading: Vocabulary

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

Target Word: **past/along/through/across**

1. Place a large piece of butcher's paper where all the students can see it. At the top, write the phrase: "Where did the ducklings go?" Tell the students that you want them to describe where the ducklings went on their adventure.
2. You could say: *The ducklings did a lot of walking on their big adventure and saw lots of things. Let's see if we can remember their big walk. You describe where they went walking and I'll write it down.*
3. Show the pictures in the book to help students talk about where the ducklings went on their adventure. Allow the students to dictate what you write, but *extend* their answers to include the prepositions **past**, **along** and **through**, as in: *After they left home, they walked **past** a tree and **through** some big gates. Alexander was a bit naughty when they were walking **along** the road wasn't he? What did Alexander do when they were walking **along** the road? (He straggled behind).*
4. Ask the students to consider some of the things they walk/drive **past** on their way to school. Do they have to walk **through** anything along the way? Are there any long roads they have to walk/drive **along** to get there? Do they have to go **across** any roads?

Read It Again - *FoundationQ!* Learners' Ladder
Lesson 59: Print Knowledge

Scaffolding Strategies

Use the **generalising strategy** to build comprehension and help students discover how and why printed words are used in their environment.

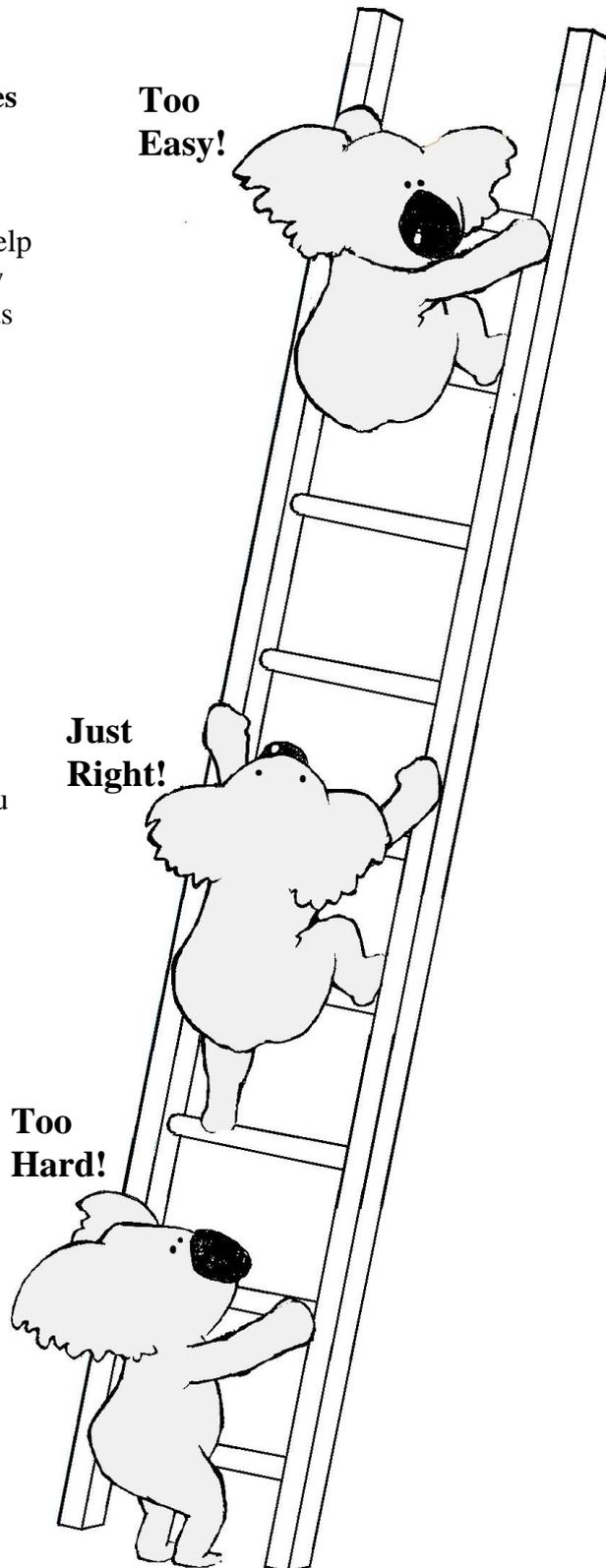
For students for whom the lesson seems **just right**, you can use the lesson plan as written!

Use the **eliciting strategy** to help recognise some common sight words, including environmental print.

Too Easy!

Just Right!

Too Hard!



Scaffolding Examples

Example 1.
Teacher: *Tommy, read your word and tell me something special about it.*

Example 2.
Teacher: *Gina, read your word and tell me where you have seen that word before.*

Example 1.
Teacher: *George, that word is **big**. Point to the word and say **big**.*

Example 2.
Teacher: *Lee that word is **look**. Point to the /oo/ in the word **look**.*

Week 30

Lesson 60: The end.

Book: Alexander's Outing by Pamela Allen

Materials: Book: *Alexander's Outing* by Pamela Allen
"finish flag" cards

Before Reading: Phonological Awareness

Learning Objective 1: To understand and manipulate phonemes in words and develop an understanding of word structure.

Say: *We have been learning to play with sounds in words. Today we are going to use some of the words from 'Alexander's Outing' to do a sound swap. Let's say /bag/. All students say /bag/. Now let's change the /a/ to an /i/. What's our new word? (big)*

Read the words below and see how many the students can change.

- | | |
|-----------------------------------------------|---------------------------------------------------|
| 1. Say /not/. Change /o/ to /e/. (net) | 2. Say /four/. Change /or/ to /air/. (fair) |
| 3. Say /but/. Change /u/ to /ai/. (bait) | 4. Say /had/. Change /a/ to /i/. (hid) |
| 5. Say /boy/. Change /oy/ to /ee/. (bee) | 6. Say /back/. Change /a/ to /oo/. (book) |
| 7. Say /park/. Change /ar/ to /i/. (pick) | 8. Say /shout/. Change /ou/ to /u/. (shut) |
| 9. Say /flap/. Change /f/ to /k/. (clap) | 10. Say /skipping/. Change /p/ to /d/. (skidding) |
| 11. Say /dance/. Change /d/ to /pr/. (prance) | 12. Say /small/. Change /sm/ to /f/. (fall) |
| 13. Say /slow/. Change /s/ to /f/. (flow) | 14. Say /quack/. Change /w/ to /r/. (crack) |
| 15. Say /cups/. Change /p/ to /t/. (cuts) | 16. Say /held/. Change /d/ to /p/. (help) |

After Reading: Narrative

Learning Objective 2: To create an interesting ending for a story.

1. Read the book *Alexander's Outing*. After the story is read, repeat and review the ending of the story. You are highlighting the finishing event for the students through these comments.
2. After reading, hold up the **finish flag** icon and say: *Remember, this is a finish flag picture that shows that the story is finished. This picture reminds us that a story always has some interesting words that get the story finished.*
3. *How did this story finish? That's right; all the ducks got safely home in time for tea. Jenny, you can stick the **finish flag** on the last page. How else could this story have ended? Perhaps we could have said "all the ducks got safely home in time for bed".* Encourage the students to offer more possible endings.

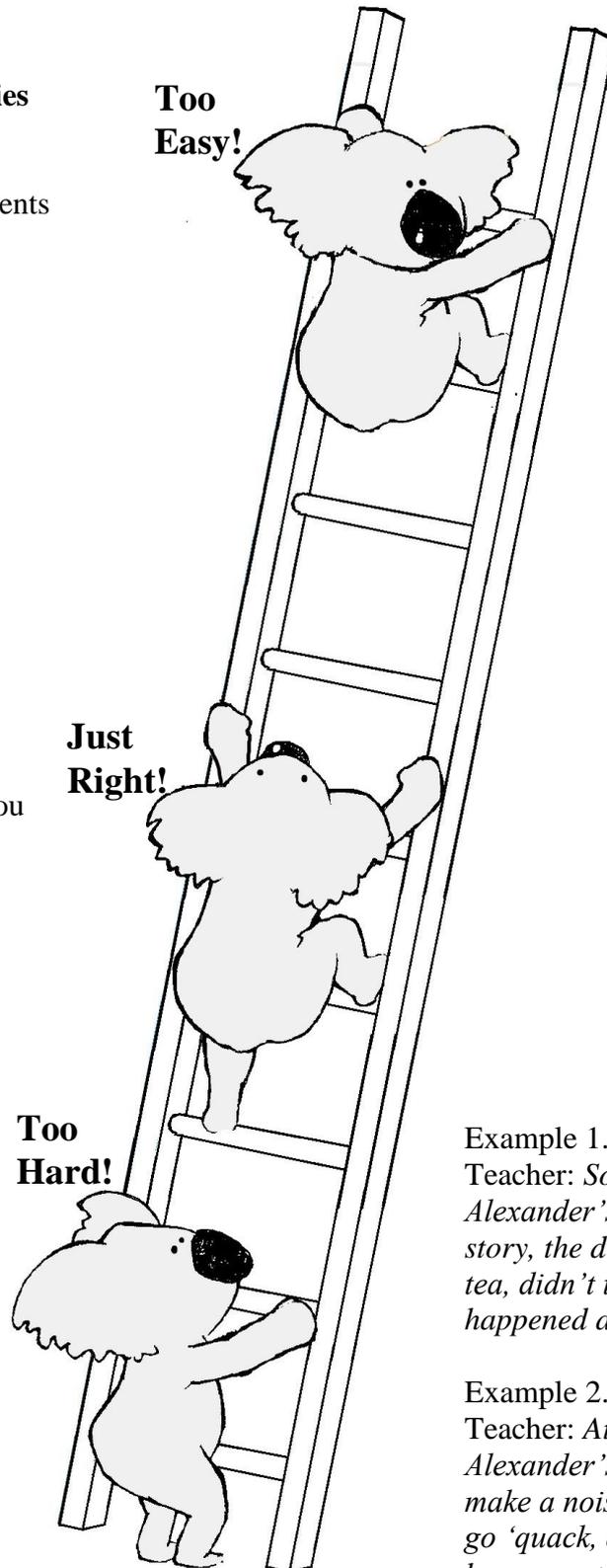
Read It Again - FoundationQ! Learners' Ladder
Lesson 60: Narrative

Scaffolding Strategies

Use the **predicting strategy** to help students create an interesting ending for a story.

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

Use the **eliciting strategy** to help students focus on the ending of a story.



Scaffolding Examples

Example 1.
Teacher: *We are going to the zoo next week. Kayla, tell us how a story about a trip to the zoo might end.*

Example 2.
Teacher: *Lauren, that was a happy ending about all the ducks getting home. How would the ending be different if they had not rescued Alexander?*

Example 1.
Teacher: *So we have finished reading Alexander's Outing. In the end of the story, the ducks got safely home for tea, didn't they? Who can tell me what happened at the end of our story?*

Example 2.
Teacher: *At the end of our story, Alexander's Outing, the ducks all make a noise don't they? The ducks all go 'quack, quack, quack'. Beth, what happens at the end of our story?*