



Sydney

Level: 10.2 Word Count: 133

Quick Quiz	Reading: <i>stay, little, your, one, find</i> Spelling: <i>stay, little, your, one, find</i>
New High-Frequency Word	very
Quick Read	Things that Sting (9.3) Very Australian (9.4)
Quick Check	Gannets (10.1)
Quick Write	<i>This gannet chick finds out it cannot fly.</i>
New Skill	Y as a vowel – long e sound
New Book	Sydney

Quick Quiz

Builds fluency in reading and spelling words in isolation

- Use the following word cards: *stay, little, your, one, find*.
- Hold the cards up one at a time in quick succession. The student who says the word right first holds it. Tell the students the word if no one recognises it quickly. Go through the unknown words again until you have none left. The student with the most cards takes a turn at being the teacher and holds the cards up again.
- Dictate the following words for the students to write: *stay, little, your, one, find*. If students are having difficulty with any word, show them the card so that they can copy the word.

New Word

Introduces a new high frequency word into the reading and writing vocabulary.

- Tell the students that now they are going to learn a new word – *very*
- Hold up the *very* word card for the students to see.
- Have *very* read the word together.
- Have the students write *very* in the air with their fingers while still looking at the card. Have them write *very* on the floor or table with their fingers.
- Have them write *very* three times. Encourage them to write without looking at the card. Allow them to check if they need to.

Quick Read

Builds reading fluency, vocabulary and comprehension on connected text

- Give each student a copy of the following books:
Very Australian and Things That Sting.
- Have the students read the books independently.
- Move around each student, listening for fluent reading.
- Demonstrate and assist as required.
- Have students who finish first reread the books to different partners.

Quick Check

Monitors oral reading and checks on vocabulary and comprehension strategies

- Give each student a copy of the book *Gannets*.
- Check comprehension by asking students to recall the main facts in *Gannets*.
- Work with one student while the others follow the text silently.
- Remind the students before reading that you are not going to help as you want to see what they can do by themselves. Remind the students following along not to call out if the reader makes a mistake.
- Use the *Gannets* sheet to circle the words that the student reads incorrectly.
- If the student stops at an unknown word, say: *You try it*. If the student still cannot read the word, ask a volunteer to tell him/her the word.
- If the student reads a word or words incorrectly, say nothing.
- When the student has finished reading, ask the other students what the reader did that was good.
- Look at the sheet to see what kind of mistakes the student made.
- Content word mistakes – brown. Choose one, go back to that page, discuss the photo and have all the students read the page together.
- Previously taught high-frequency word mistakes – pink. Add them to the words to be read in the Quick Quiz the following day.
- Decodable word mistakes – green. Choose one and quickly review the phonic element. Follow the new-skill sequence from the appropriate lesson.

Quick Write

Builds writing and spelling strategies

- Dictate the following sentence for the students to write.
This gannet chick finds out it cannot fly.
- Remind the students that they know how to spell *this, finds, out,* and *it*.
- Remind them that they know how to listen for the sounds in short words like *fly*. Tell them that they know the first two letters that make the / fl / sound and the last letter that makes the long / i / sound.
- Remind them that they know how so listen for the sounds in words like *chick*. Tell them that this word has more letters than sounds and they know the letters that make the / ck / sound.
- Revise how to break a multi-syllabic word into syllables to help with spelling.
- Say *gannet* slowly clapping the two syllables *gan – net*.
- Tell the students that there are two syllables in *gannet*.
- Say the first syllable *gan* again and invite a volunteer to spell it for you to write on the board.
- Have the students say *gannet* again listening for the sounds in the second syllable. Emphasise *net* as you say it with them.
- Invite a volunteer to tell you what letters to write for the *net* syllable. Write *gannet* on the board.
- Revise how to break a compound word into two little words to help with spelling.
- Say *cannot*. Ask the student which two little words they can hear in *cannot*. Tell them that they know how to spell *can* and *not*.
- Remind the students to think about capital letters and punctuation.
- Dictate the sentence again and invite the students to start writing.
- Work with individual students as necessary.
- If the students have trouble with *this, finds, out,* or *it*, provide the correct spelling and have the students practise writing the word five times. Add them to the Quick Quiz words for the next lesson.

New Skill

Teaches new phonic skills explicitly and systematically

- Tell the students that in the last lesson they learned that y can make the same sound as the long i when it is on the end of a short word. Today they are going to learn that sometimes y makes the long / e / sound on the end of a word.
- Say *baby*. Ask the students to listen for the / e / sound as you say the word baby again.
- Write *baby* on the board.
- Invite a volunteer to circle the letter that makes the / e / sound. Point out that the vowel *a* makes the long sound.
- Write *daddy* on the board.
- Invite a volunteer to circle the letter that makes the / e / sound and read the new word.

- Tell the students that some words like *daddy* have two letters that are the same before the y. When they read these words they use the short vowel sound. Say *baby* and *daddy* and have the students listen for the difference.
- Write *Ton_* on the board. Invite a volunteer to add the final letter to make *Tony*.
- Write *sun_* on the board. Invite a volunteer to add the final letter to make *sunny*.
- Write *pon_*, *Kat_*, *shad_*, *lad_*, *laz_*, *craz_*, *tin_*, *tid_*, on the board.
- Invite volunteers to write y on the end of a group of letters and read the word they have made.
- Write *fun_*, *Sall_*, *happ_*, *kitt_*, *joll_*, *popp_*, *chopp_*, on the board.
- Invite volunteers to write y on the end of a group of letters and read the word they have made.

New Book

Provides for comprehension strategies, vocabulary instruction and practice for new phonic skills on connected text.

- Give each student a copy of the book *Sydney*.
 - Read the title to the students.
 - Set the purpose for reading by saying: *In this book you will find out about some things about the city of Sydney.*
 - Discuss the cover photo. Tell the students these are some of the buildings in Sydney. The building with shell-shaped roofs is the Opera House.
 - Have the students turn to the title page and look at the photo. Have them say what this is and what it tells them about the city of Sydney.
 - Take a picture walk discussing each photo in the book.
 - Read the labels to the students and discuss them further if the students are not familiar with the vocabulary.
 - To ensure understanding say things such as: *The water that you can see in the photos where there are also buildings is the Sydney harbour. The Sydney harbour is one of the prettiest harbours in the world. Operas tell a story, but the actors don't talk, they sing.*
 - Discuss the map on page 12. Have the students identify where Sydney is on the map of Australia. Which state is Sydney in?
 - Tell the students that there are some short words in this book that end with y. They should look for the words with y to help them as they read.
 - Tell them also that the new word *very* that they learned earlier in the lesson is in this book. Knowing this word will help them with their reading. Hold up the *very* word card to remind students. Point out that *very* has the y ending that makes the long / e / sound.
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- Invite the students to read the title again and open their books to page 2.
 - Have the students read the book aloud independently.
 - Move around the group listening and helping individual students as necessary.

- After reading, check comprehension by asking these questions:
What can you see in Sydney at night?
What is one way you can get over the harbour bridge?
What is the name of a big, pretty building in Sydney?
What are three things you can do in Sydney?
- Have students turn to page 2 and find and read the words ending with *y*. They should find *very, city, pretty*.
- Have the students turn to page 8 and find and read the words ending with *y*. They should find *very, sunny* and *ferry*.
- Have the students turn to page 4 and find and read the words ending with *y*. They should find *very* and *pretty*.
- Have the students go through the book looking for *very* and rereading the sentences with *very* in them.
- Invite the students to read the book again with a partner.
- Have the weakest reader in the group reread the book to you.

Follow-Up Activities

Revises, consolidates and extends learning

Have the students complete the following activities.

- Read *Sydney* again.
- Illustrate the sentence they wrote in the Quick Write section of the lesson.
- Practise spelling using the appropriate spelling list.