



Very Australian

Level: 9.4 Word Count: 123

Quick Quiz	Reading: <i>was, from, stay, little, your</i> Spelling: <i>was, from, stay, little, your</i>
New High-Frequency Word	one
Quick Read	Slugs (9.1) What Looks Little in Space? (9.2)
Quick Check	Things That Sting (9.3)
Quick Write	<i>This jellyfish is going to sting your legs.</i>
New Skill	Consonant blend sw
New Book	Very Australian

Quick Quiz

Builds fluency in reading and spelling words in isolation

- Use the following word cards: *was, from, stay, little, your.*
- 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: *was, from, stay, little, your.* 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 – *one*.
- Hold up the *one* word card for the students to see.
- Have them read the word together.
- Have the students write *one* in the air with their fingers while still looking at the card. Have them write *one* on the floor or table with their fingers.
- Have them write *one* 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:
What Looks Little in Space? and *Slugs*.
- 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 *Things That Sting*.
- Check comprehension by asking students to recall the main facts in *Things that Sting*.
- 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 *Things That Sting* 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 jellyfish is going to sting your legs.
- Remind the students that they know how to spell *this, is, going, to* and *your*.
- Remind them that they know how to listen for the sounds in short words like *leg* and to remember to put an *s* on the end of the word to make it plural.
- Explain to the students that the letters on the end of *sting* are the same as on the end of *going*.
- Say *going* and *sting* slowly emphasising *ing*. Remind the students that knowing this will help them spell *sting* as they can already spell *going*.
- Revise how to break a compound word into the two small words to help with spelling.
- Say *jellyfish* slowly.
- Tell the students that there are two words in *jellyfish*. The words are *jelly* and *fish*.
- Tell them that they know how to spell *fish*. Remind them that there are two letters that make the / *sh* / sound. Revise the hearing sounds in words task to help the students spell *jelly*.
- Draw four boxes on the board.

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- Invite the students to say *jelly* slowly and say which letter to write in the first box.
Write *j* in the first box.

j			
---	--	--	--
- Invite the students to say *jelly* again slowly and say which letter to write in the next box.
Write *e* in the next box.

j	e		
---	---	--	--
- Invite the students to say *jelly* again slowly and say which letter to write in the next box.
Write two *l*s in the next box and explain to the students that *jelly* is one of the words that has more letters than sounds.

j	e	ll	
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- Tell the students that the letter that makes the / *e* / sound on the end of *jelly* is *y* not *e*.
Write *y* in the last box.

j	e	ll	y
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- 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, is, going, to* or *your*, 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

- Write the letters *s* and *w* on the board. Pronounce the letters separately. Have the students pronounce them with you.
- Tell the students that you are going to blend *s* and *w* together to make a / *sw* / sound. Explain to the students that when they see these letters at the beginning of a word they make the / *sw* / sound. Remind them that they previously learned how to blend *s* and *p*, *s* and *t* and *s* and *l*, together. Tell them that this is the same strategy using different letters.
- Say *swot*. Ask the students to listen for the / *sw* / sound as you say the word *swot* again.
- Write *swot* on the board.
- Invite a volunteer to circle the letters that makes the / *sw* / sound.
- Say *swim*. Ask the students to listen for the / *sw* / sound as you say the word *swim* again.
- Write *swim* on the board.
- Invite a volunteer to circle the letters that makes the / *sw* / sound and read the new word.
- Write *_ell* on the board and invite a volunteer to add the letters to make the word *swell*. Have the students read the word.
- Write *_ine*, *_ing*, *_ipe*, *_itch*, *_iss*, *_ish*, on the board.
- Invite volunteers to write *sw* in front 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 *Very Australian*.
- Read the title to the students.
- Set the purpose for reading by saying: *In this book you will find out about some things that people all over the world associate with Australia.*
- Discuss the cover photo. Tell the students that kangaroos are only found in the wild in Australia. You can see them in zoos in other countries, but everyone knows they are Australian animals.
- Have the students turn to the title page and look at the photo. Have them say what this animal is. Tell them that the koala is another animal that is associated with Australia.
- 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: *a billabong is a water hole or pond. Only Australians call them billabongs. A swamp is a place where there is shallow water. Plants and animals live in swamps. The Swan River flows through Perth in Western Australia.*
- Read the chart on page 12 with the students. Have them say what else they could add to the chart.

- Tell the students that there are some words in this book that start with *sw*. They should look for the words with *sw* to help them as they read.
- Tell them also that the new word *one* that they learned earlier in the lesson is in this book. Knowing this word will help them with their reading. Hold up the *one* word card to remind students.
- 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:
Which two animals are very Australian?
Where can you see crocodiles?
What is a swag?
What can you see swimming in the Swan River?
- Have students turn to page 5 and find and read the word starting with *sw*. They should find *swamps*.
- Have the students turn to page 6 and find and read the words starting with *sw*. They should find *Swan*, *swimming* and *swans*.
- Have the students find *swag* two times in the book and read the sentences with *swag* in them.
- Have the students go through the book looking for *one* and rereading the sentences with *one* 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 *Very Australian* again.
- Illustrate the sentence they wrote in the Quick Write section of the lesson.
- Practise spelling using the appropriate spelling list.