

Fluent Lesson Plan

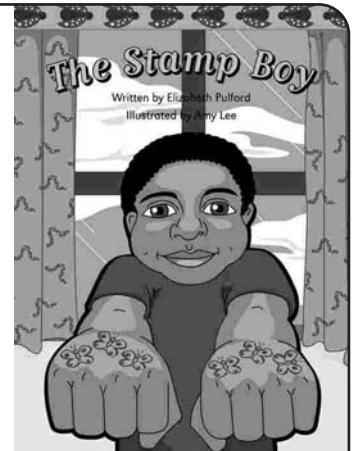
The Stamp Boy

Fluent Level 14

Lesson rationale

The students will

- Recall the information and events of a story
- Summarize the information and events of a story



Before the lesson

Enjoy reading *Stamp Boy* yourself. Read through the lesson plan. Prepare the resources and materials you will need for the lesson and the follow-up activity.

Reading and thinking

Discuss the comprehension strategy the students will be focusing on today.

Introduce the story by reading the title and showing the students the cover illustration. Talk about the title and the illustration with the students. Question them as to what they think the story will be about.

Read pages two to six inclusively. Discuss the story so far by asking, *What has happened in the story? Can you remember what colour the stamps were? What else can you recall about the stamps?*

Continue to read the story from pages seven through to 11.

Again ask similar questions to those posed before. Continue to use the words 'recall' and 'remember' and model the use of key words in your answers, for example 'red', 'ladybirds', 'arms'.

Go back again to the story, reading from page 12 to the end of page 15.

Read pages 16 and 17. Talk about how these pages tell us what has already happened in the story.

Read page 18 together. Ask the students to predict where the new stamp may go, what colour it may be and what the picture on the stamp may be. Praise the students for their responses and be especially proud of the replies that recognize that the stamps are on an insect, spider theme, and the colours that have also been used by the writer.

Read and enjoy pages 20 to 24.

At the conclusion of the reading, again ask the students to recall the events of the story using similar questions that were used at the start of the lesson.

More thinking

Depending on the students you are teaching, choose to follow this activity through with the appropriate level of support required for success. This activity asks students to record the information and events that they have previously recalled orally through discussion.

As always, there are many ways of doing this using a variety of charts and organizers. Even a blank piece of paper works. You may choose to use a format that your students are already familiar with and are practiced at using, or you may want to take this opportunity to introduce and model a new one.

The focus for recording should be on using the 'key words' only. This is an important skill and will take some students time after time of modelling and practise to carry this skill through to independent usage. Do not expect them to get it the first time!

e.g.	Bank	blue	butterflies	hand
	Post Office	red	ladybirds	arms
	Library	black	spiders	legs
	Toyshop	green	caterpillars	tummy