



## Look out!

Erin Howard

### Focus phonics

ur as in surf, hurt, burns, turn, surfers

ure as in picture

air as in air, pair

ear as in gear, hear, ear, near, year

### Tricky words

all, are, as, be, by, do, go, have, her, here, into, is, like, little, love, no, of, out, put, she, so, some, someone, something, the, there, they, to, today, was, we, were, what, when, you, your

### Book summary

Learn about ways to keep safe while having fun or doing a job.

## Learning intention

**Phonics:** Extend knowledge of the vowel digraph /ur/ and the trigraphs /ure/, /air/ and /ear/ and other words with adjacent consonants.

### Comprehension:

- Make predictions that fit with information given in the text
- Make connections (text to self, text to text, text to world)
- Ask questions

### Fluency:

- Read at a natural speaking pace with minimal sounding out

## Before reading

**Story discussion:** Look at and discuss the cover. Read the title together. Discuss the illustration. Ask: Why do you think the author chose this title? What is the person looking out for here? (rocks, deep water) Compare this with the title page illustration. Ask: Have you had to look out for anything dangerous when doing any activity? Who is the author? Have you read any other books by Erin? What were they called? Read the back cover blurb together. Flip through the book to get a sense of the contents. Invite students to share any prior knowledge of the topic of the book, and make predictions about what might happen in the text and what kind of information might be given. Keep a note of predictions and return to them later.

**Quick phonics warm-up:** Read the words on the inside front cover together, with the focus phonemes /ur/, /ure/, /ear/, and /air/. Flip through the text to find and read words with a focus phoneme of /ur/, /ear/ or /air/. Ask students to think of words that rhyme with *picture*.

**Vocabulary check:**

puck p 8 a black disc that players hit in ice hockey

bib p 18 an apron that protects a welder from hot flex when welding

**Morphology:** -er on the end of a word can have different meanings, e.g. -er can mean more (*blacker* means more black, *deeper* means more deep); -er can mean a person or thing that performs an action (*player* means a person who plays, *farmer* means a person who farms, *welder* means a person who welds). Find more words in the text ending in -er and discuss what they mean, e.g. swimmer, surfer, higher, older, winner, upper.

**Etymology:** *lumberjack*, someone who cuts down logs or lumber; 1831, Canadian English, from lumber (n.) + jack (n.) 'man, fellow.' Lumberman in the same sense is from 1769. *Arborist*, a tree surgeon; someone who trims (prunes) or cuts down trees. 1570s, from Latin arbor 'tree' + -ist. In early use probably from French *arboriste*.

**Tricky word practice:** Display *no* and *go*. Point to the tricky parts of the words. (o sounds like /oa/) Practise reading and writing these words.

## During reading

**Read the story:** This book may not fit into a single reading session, so the end of p 13 is a good point to break. Students can finish the book in a second group session or for homework. Reading could follow one or more of the following approaches:

- Start by reading the text to students, then invite them to take over the reading. Ask: What words tell you what you need to do when training on bars on p 3? (keep a tight grip) Look at pp 4-5, what different types of protection can you see on these pages? Students continue reading, aiming for a smooth and fluent reading, but pausing to sound out and blend any words that they cannot read on sight. Practise segmenting and blending the word *near* /n/ /ear/ on p 16.
- Students read silently at their own pace; listen to each student in turn as they read a brief passage.
- Divide the book up into five sections and allocate them to students (pp 2-5, 6-9, 10-13, 14-17, 18-24); they read a section each and then report back on it.

**Phonics support:** Remind students to sound out and blend the letters as necessary to read any unfamiliar words, but encourage them to read words with familiar letters and sounds fluently on sight if they can, without sounding out. If students get stuck on a word, model how to sound out and blend the sounds in the word. Encourage students to help each other with sounding out and blending and praise good use of this strategy especially with the vowel digraph /ur/ and the trigraphs /air/ and /ear/ and words with adjacent consonants.

**Comprehension support:** Pause occasionally to talk about the text and encourage students to find and retrieve key details from the text. Ask: Can you name some things you would use for protection in winter? (pp 6-9, puffer jacket, scarf, mittens, ear muffs, thick leggings, sunglasses, helmet with face guard) What will you need for safety if you want to do tricks at the track? (pp 10-11, arm and leg pads, helmet, footgear that grips)

## After reading

**Apply learning:** Discuss the text. Ask: What have you learned about keeping safe and having fun? How can you do both at the same time? What did the author need to know to write this text? What makes you say that?

**Comprehension:** Return to students' predictions and discuss if they were correct or how they differed. Ask: Were there any surprises? What new things did you learn? Discuss the questions on the inside back cover.

Ask: What do you need to be aware of if you like swimming in the sea? (pp 14-17) What protection do welders need to keep safe from the hot flex? (p 18) What jobs and hobbies need hard hats or helmets?

Often -er on the end of a word is unstressed and sounds like a light version of /u/. This is called a schwa sound. Discuss how to say these words: welder, swimmer, surfer, higher, older, puffer, winner, upper. Discuss how to spell these words. (they all have -er on the end)

Find compound words in the story. These are two words joined to make one (lumberjack, something, someone, without, footgear) Talk about the meaning of each of the compound words.

**Fluency:** Choose a passage from the book and model how to read it fluently/with appropriate accuracy, rate and prosody. Students read the same passage, copying your reading. Students then choose another brief passage and read it at a natural speaking pace with minimal sounding out to their partner. They practise speed-reading the focus words from the inside front cover to encourage automaticity.

**Spelling and writing through dictation:** Read out the following passage for students to write. It uses words and sentences from the text as these are decodable. The focus is on encoding (spelling) rather than creating content.

(page 4)

It is good to have something to put on your teeth when you do a contact sport.

For sports like cricket, the bigger the kit is, the better it is. You need a strong helmet and thick shin pads. When you are batting, you might have a chest pad and an arm pad, as well.

## Follow-up activities

Students complete the follow-up activities:

### **Worksheet 1: Phonics**

Add suffixes s and ing to ur words.

Base words.

### **Worksheet 2: Comprehension**

Safety equipment Venn diagram.

Write a safety report.

### **Worksheet 3: Wellbeing**

Fill in the blanks.

### **Worksheet 4: Science**

Complete a table about sport injuries.

Label a helmet.