

## Authentic Text Lesson Plan – Years 2–4

**Title:** Free Juice    **Text Type:** Non-Fiction    **Reading Level:** Authentic – Early Level 2    **Vocab words:** carton, squirmy, snatched, slurping, nervous, crouched, sternly

### Lesson 1

**Introduce the Text:**

- Establish background knowledge and make connections.
- Discuss text type, title, author and the front cover.
- Make predictions about text and connections to self.
- Explain text features to students and how to use them (non-fiction/fiction) imagination/information e.g. table of contents, index, glossary, headings, bold words, pictures/photographs, labelled diagrams etc

**Vocabulary Introduction:**

- Read and unpack the meaning of 2–4 words: use the [iDeal Teaching Vocabulary Process](#).

**carton, squirmy, snatched**

**Word Level Reading and Spelling (be sure to explicitly teach concepts that may not have been taught and/or to review those previously taught):**

- Decode, encode, decode (DED) 3–5 words.

**stopped, grabbing, ripped, slipped, funny**

**Sentence Level Reading and Sentence Structure:**

- Teach punctuation and sentence types, focusing on phrasing through the sentence.

**Children were grabbing cartons of juice, then sprinting outside.**

**“I’ll have mine later,” he said.**

**Reading Practice:**

- Read the first 2–3 pages. Focus is on accuracy.

**Comprehension Questions:**

- Where was the free juice?
- Who was feeling squirmy?
- Why do you think Jack snatched a carton of juice?

### Lesson 2

*Students begin silent reading previously read pages whilst waiting for the teacher to begin the lesson.*

**Review the Storyline:**

- What did we read yesterday? Can you remember the main events?

**Vocabulary Review and Introduction:**

- Review words from lesson 1 and introduce new vocabulary words.

Review words: **carton, squirmy, snatched**

New words: **slurping, nervous, crouched**

**Word Level Reading and Spelling (be sure to explicitly teach concepts that may not have been taught and/or to review those previously taught):**

- Decode, encode, decode (DED) 3–5 words.

**giggling, happening, pounding**

**Reading Practice:**

- Students read pages 4–6 of the book aloud to the teacher, either individually or as a group. Focus on student’s fluency, rate, phrasing, and accuracy.
- Revisit sentence structures taught in the previous lesson. Are there any others that also represent the same sentence types and punctuation use?

**Comprehension Questions:**

- Record 3 inferential questions for students.
- Model how to identify what the question is asking. Support students and encourage them to share their answers. Discuss as a group why they have come to these conclusions.

### Lesson 3

*Students begin silent reading previously read pages whilst waiting for the teacher to begin the lesson.*

**Review the Storyline:**

- What did we read yesterday? Can you remember the main events?

**Vocabulary Review and Introduction:**

- Review words from lesson 1 and 2 and introduce new vocabulary word.

Review words: **carton, squirmy, snatched, slurping, nervous, crouched**

New word: **sternly**

**Reading Practice:**

- Students re-read the text independently or with a buddy.
- Students summarise the text with their group/buddy.

**Comprehension Questions:**

- Review how to interpret questions and where to look to find the answers.
- Record on a whiteboard/modelling book, 3–5 questions that include both literal, inferential, evaluation and reaction questions. Ensure that students can read and understand the questions.
- Students work independently to find the answers and record them in their books/on a mini whiteboard.
- Mark answers.
- Give students independent follow-up tasks to complete.

*Make notes regarding further teaching points during next week’s reading instruction.*