

# InitialLit

Year 2

whole-class initial instruction in literacy



samples



# What is InitialLit-2?

By Year 2, most children will be well on their way to reading independence. The InitialLit-2 program builds on the skills taught in InitialLit-F and InitialLit-1, with the focus shifting now to consolidating children's reading and spelling skills, working specifically on reading comprehension, fluency, spelling, grammar and vocabulary.

In this sample pack, you will find lesson and activity snapshots and a brief explanation of the resources that can be found in InitialLit-2.



# The four components of InitialLit-2

InitialLit-2 has four main components:

1. Spelling
2. Comprehension and Fluency
3. Grammar
4. Vocabulary, oral language and comprehension through a storybook component

## 1. Spelling

This component reviews phoneme-grapheme correspondences and spelling concepts taught in InitialLit-1 and teaches the remainder of the advanced alphabetic code systematically and explicitly. Children will also learn new spelling rules and morphological concepts.

There are 84 scripted lessons provided in the Spelling Handbooks, to be delivered three times per week (approx 20-30 minutes per lesson). A set of PowerPoint slides accompany each lesson. The lessons follow a similar format each time, providing children with regular revision and practice in core skills.

The Spelling Workbook which accompanies the program is an integral part of the whole-class spelling lesson. A class set (25 copies plus one for the teacher) of the Spelling Workbooks is included with the InitialLit-2 Kit. Additional copies may be purchased or downloaded from the MultiLit Members' Area.

Below is a small selection of the types of activities used in the Spelling component of InitialLit-2.

Learning intentions are set at the start of each lesson, and words are reviewed for reading.

**Lesson 22: Split digraph (bossy 'e') words + ing**

**Materials**

**For lesson**

- Spelling Workbooks and pencils
- Concept Poster 10: Drop 'e', add 'ing'
- Whiteboard and marker

**For small-group and independent work**

- Worksheets (download from MultiLit website)
- Tricky Word Rainbow Writing: bought (download from MultiLit website)
- Relevant books/readers for group reading
- Any other resources/materials for use in differentiated literacy activities

**Today's lesson**

**Teacher**

Today we are going to read and write some words that have suffixes. We are going to learn a spelling rule for adding the suffix /ing/ to bossy 'e' words. We will also learn a new tricky word.

**Activity 1: Review – reading words**

**Materials required:** Whiteboard and marker

Teacher	Students
1 Let's read some words with the bossy 'e' and some verbs with the suffix /ing/.	
2 Write the following words on the whiteboard:	
<ul style="list-style-type: none"> <li>drive</li> <li>lifting</li> <li>rake</li> <li>sleeping</li> </ul>	<ul style="list-style-type: none"> <li>slide</li> <li>mixing</li> <li>reading</li> <li>vote</li> <li>cooking</li> <li>smile</li> </ul>
OR	
<ul style="list-style-type: none"> <li>invite</li> <li>munching</li> <li>complete</li> <li>speaking</li> </ul>	<ul style="list-style-type: none"> <li>throwing</li> <li>amaze</li> <li>explode</li> <li>singing</li> <li>consume</li> <li>counting</li> </ul>

**Note 1:** The first set of words is easier than the second. Choose words appropriate to the level of your children.

**Note 2:** Define any unusual or unknown words.

**Lesson 69: Base words, prefixes, suffixes review**

**Materials**

**For lesson**

- Spelling Workbooks and pencils
- Whiteboard and marker

**For small-group and independent work**

- Worksheets (download from MultiLit website)
- Tricky Word Rainbow Writing: favourite, should, shouldn't (download from MultiLit website)
- Relevant books/readers for group reading
- Any other resources/materials for use in differentiated literacy activities

**Today's lesson**

**Teacher**

Today we will practise reading and spelling words with different prefixes and suffixes. We will also spell some tricky words.

**Activity 1: Reading words**

**Materials required:** Whiteboard and marker

Teacher	Students
1 Let's read some words with prefixes and suffixes.	
2 Write the following words on the whiteboard.	
<ul style="list-style-type: none"> <li>unwell</li> <li>toys</li> <li>playing</li> <li>cheerful</li> </ul>	<ul style="list-style-type: none"> <li>foxes</li> <li>rebuild</li> <li>melting</li> <li>runs</li> <li>unfair</li> <li>painful</li> <li>reaches</li> <li>refill</li> </ul>
OR	
<ul style="list-style-type: none"> <li>redirect</li> <li>sandwiches</li> <li>meaningful</li> <li>unhelpful</li> </ul>	<ul style="list-style-type: none"> <li>reappearing</li> <li>regrows</li> <li>reapplying</li> <li>publishes</li> <li>forgetful</li> <li>unknown</li> <li>replaying</li> <li>elephants</li> </ul>

**Note 1:** The first set of words is easier than the second. Choose words appropriate to the level of your children.

**Note 2:** Define any unusual or unknown words.

Children segment words into phonemes, and transition to oral spelling using letter names.

### Activity 3: Oral spelling of words with the sound /i/ using the letters 'i' 'g' 'h' as in 'light'

**Materials required:** Whiteboard and marker

Teacher	Students
<p>1 Now, let's practise another way to spell the phoneme /i/. Write 'igh' on the whiteboard. We can also use the letters 'i' 'g' 'h' to spell words with the phoneme /i/. Which letters can we also use to spell the phoneme /i/? Signal. Remember, three letters making one sound is called a <b>trigraph</b>.</p>	i' 'g' 'h'
<p>2 Let's practise spelling some words with the trigraph 'igh' spelled 'i' 'g' 'h'. The first word is 'light'. I switched on the <b>light</b> in my bedroom. Say the sounds in 'light'. Hold up a finger for each sound you say. Signal.</p>	children hold up fingers as they say /i/ /i/ /i/
<p>3 How will we spell the /i/ sound in 'light'? Signal. Spell 'light', using letter names. Signal. Write the word on the board as it is spelled.</p>	i' 'g' 'h' i' 'i' 'g' 'h' 't'
<p>4 Repeat Steps 2-3 with the following words. Put each word in an oral sentence.</p> <ul style="list-style-type: none"> <li>bright</li> <li>high</li> <li>night</li> <li>slight</li> </ul> <p><b>Note:</b> It will be worth pointing out that the letters 'igh' are often followed by a 't' (fight, fright, bright, night, sight). Children should be encouraged to look for spelling patterns.</p>	

Tricky word spelling is included, highlighting the regular and irregular parts of the word.

### Activity 5: Spelling tricky words (remember)

**Materials required:** Spelling Workbooks and pencils; whiteboard and marker

Teacher	Students
<p>1 We are going to spell a new tricky word.</p>	
<p>2 Write 'remember' on the whiteboard. Say each syllable as you write: re/mem/ber. This word is 'remember'. What word? Signal. Use the word in context: I could not <b>remember</b> where I put my shoes. Do you <b>remember</b> what happened at school yesterday?</p>	remember
<p>3 Who can put the word 'remember' into a sentence? Call on individual children to respond. Provide a sentence starter if necessary, e.g., I remember when ...</p>	
<p>4 <b>Clap the syllables</b> Let's clap the syllables in 'remember'. Signal. re (clap) mem (clap) ber (clap) How many syllables? Signal. Clap syllables in 'remember' several times together until firm.</p> <p><b>Note:</b> Many people spell this word 'rember'. The middle syllable /mem/ is the tricky part of 'remember'. Ensure that children are able to hear each syllable clearly and that they use their spelling voice to guide the spelling.</p>	re (clap) mem (clap) ber (clap) three
<p>5 <b>First syllable</b> Underline the first syllable in 'remember'. We spell the first syllable with the letters 'r' 'e'. Spell 're'. Use letter names. Signal.</p>	r' 'e'
<p>6 <b>Second syllable</b> Underline the second syllable in 'remember'. We spell the second syllable with the letters 'm' 'e' 'm'. Spell 'mem'. Use letter names. Signal.</p>	m' 'e' 'm'
<p>7 <b>Third syllable</b> Underline the third syllable in 'remember'. We spell the third syllable with the letters 'b' 'e' 'r'. Spell 'ber'. Use letter names. Signal.</p>	b' 'e' 'r'
<p>8 Spell the whole word. Say the tricky middle syllable /mem/ in a loud voice. Signal. Repeat several times until firm.</p>	r' 'e' / 'm' 'e' 'm' (said in louder voice) / 'b' 'e' 'r'

Children are taught spelling rules and conventions and given opportunities to apply them.

### Activity 4: Writing words with 'g' saying /g/ or /j/

**Materials required:** Spelling Workbooks and pencils; whiteboard and marker

Teacher	Students
<p>1 Ask children to open workbooks to Page 90.</p> <p>To avoid distraction or working ahead, instruct children to put their pencil on the desk until needed. We are going to read and write some words.</p>	
<p>2 Point to Part 1. The 'g' in some words will say /g/ and in other words it will say /j/. Remember the rule. Which vowels tell us to say /j/? Signal. If any other letter comes after 'g', we will say /g/. Let's read the words in the box together. Ready. Point to the first word and read across.</p>	e' 'i', 'y'
<p>3 You are now going to write the words in the correct column. If the 'g' says /g/, write it in the first column. If the 'g' says /j/, write it in the second column. Let's do the first word together. What word? Signal. /g/ or /j/? Signal. Write it in the /g/ (first) column and circle the letter after 'g'. Remind children to attend to the letter after 'g'.</p>	gold /g/ children write word in first column and circle 'o'
<p>4 Complete the rest of the words on your own. Monitor children as they work to ensure they are spelling the words correctly and putting the words in the correct column.</p>	
<p>5 Children read each list of words and check their spelling against a whiteboard model.</p>	
<p>6 <b>Final review</b> Which vowel letters make 'g' say /j/? Signal.</p>	e' 'i', 'y'

## Spelling Workbook

### Part 1: Reading and writing words with 'g' saying /g/ or 'g' saying /j/

a. Read the words.

gold	gym	grub
giraffe	gigantic	gate
gull	cage	huge
go	large	twig

b. Write the words in the correct column. One of the words can go in both columns.

'g' - /g/ (as in 'gate')	'g' - /j/ (as in 'giraffe')

Children are taught morphology, including some suffix rules.

### Activity 3: Writing words with prefix 're'

**Materials required:** Spelling Workbooks and pencils; whiteboard and marker

Teacher	Students
1 Ask children to open workbooks to Page 84.  To avoid distraction or working ahead, instruct children to put their pencil on the desk until needed.	
2 You are going to spell some base words, and then add the prefix 're'. We spell the prefix 're' with the letters 'r' 'e'. How do we spell the prefix 're'? <b>Signal.</b> What does the prefix 're' usually mean? Ask individual child to respond. <i>(to do something again)</i>	'r' 'e'
3 Point to Part 1a. The base word is 'build'. Now change 'build' to 'rebuild'.	children add prefix 're'
4 What was the base word? <b>Signal.</b> Did you add a prefix or a suffix? <b>Signal.</b> Spell 'rebuild'. Use your letter names. <b>Signal.</b>  Use word in context: ' <b>Rebuild</b> ' means to build again. We had to <b>rebuild</b> our home after the fire.	build prefix 'r' 'e' 'b' 'u' 'i' 'd' 'i' 'd'
5 Point to Part 1b. The base word is 'name'. Now change 'name' to 'rename'.	children add prefix 're'
6 What was the base word? <b>Signal.</b> Did you add a prefix or a suffix? <b>Signal.</b> Spell 'rename'. Use your letter names. <b>Signal.</b> Use word in context: ' <b>Rename</b> ' means to name something again. I <b>renamed</b> my toy rabbit 'Lucky' because it almost got swept away when I dropped it in the river, but I caught it just in time.	name prefix 'r' 'e' 'n' 'a' 'm' 'e'
7 Point to Part 1c. Write the word 'turn'.  Now make it 'return'.  What was the base word? <b>Signal.</b> Did you add a prefix or a suffix? <b>Signal.</b> Spell 'return'. Use your letter names. <b>Signal.</b>  Use word in context: ' <b>Return</b> ' means to come back again. I <b>returned</b> to school after going on a long holiday with my family.	children write 'turn' children add prefix 're' turn prefix 'r' 'e' 't' 'u' 'r' 'n'
8 Repeat Step 7 with the following words.  redo, reread, reuse	

### Part 1: Spelling words with the prefix 're'

- \_\_\_ build
- \_\_\_ name
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

### Activity 3: Writing verbs with the suffix 'es' or 's'

**Materials required:** Spelling Workbooks and pencils; whiteboard and marker; Concept Poster 22: Suffix 'es'

Teacher	Students
1 Ask children to open workbooks to Page 115.  To avoid distraction or working ahead, instruct children to put their pencil on the desk until needed.	
2 We are going to add suffix 'e' 's' or 's' to words. There is a helpful rule about when to add the suffix 'e' 's' to words.	
3 Write the following words on the whiteboard.  <ul style="list-style-type: none"> <li>fix</li> <li>miss</li> <li>punch</li> <li>rush</li> <li>buzz</li> </ul> Underline 'x', 'ss', 'ch', 'sh', 'zz'.  If words end in 'x', 'ss', 'ch', 'sh', 'zz', we add 'e' 's' to help us pronounce the word. If words end in any other letters, we just need to add 's'.	
4 Add the suffix 'es' to the words in Step 3.  fixes, misses, punches, rushes, buzzes  Read these words. <b>Signal.</b>	children read words
5 Point to Part 1 in your workbook. Let's write some words with suffix 's' or 'e' 's'.	
6 Draw two columns on the board or use the workbook slide. Label one column 'suffix es' and the other column 'suffix s'. Above the 'es' column, write the letters 'x', 'sh', 'ch', 'ss', 'zz' to act as a prompt for the children. Above the 's' column, write 'all other letters'.	
7 Are we going to add 's' or 'e' 's'? We need to think about the letters at the end of the base word to help us decide.	
8 The first word is 'munch'. The boys <b>munch</b> on their apple. What sound is at the end of 'munch'? <b>Signal.</b> Spell 'munch'. Use letter names. <b>Signal.</b> So do we add suffix 's' or suffix 'e' 's'? <b>Signal.</b> It ends with /ch/ so we add 'e' 's'. Write 'munches' in the 'e' 's' column. Say the base word and suffix as you write. Use the word in context: She <b>munches</b> on a carrot.  Write the words on the whiteboard each time and ask children to check their work.	/ch/ 'm' 'u' 'n' 'c' 'h' 'e' 's' children write 'munches', saying <b>munch/es</b>
9 The next word is 'throw'. I <b>throw</b> the ball. What sound is at the end of 'throw'? <b>Signal.</b> Spell 'throw'. <b>Signal.</b> So do we add suffix 's' or suffix 'e' 's'? <b>Signal.</b> It doesn't end with those special sounds, so write 'throws' in the 's' column. Say the base word and suffix as you write. Use the word in context: Jack <b>throws</b> his rubbish in the bin.	/ð/ 't' 'h' 'r' 'o' 'w' 's' children write 'throws', saying <b>throw/s</b>
10 Repeat Step 9 with the following words. Use the words in context each time.  <ul style="list-style-type: none"> <li>march – marches They march around the room. John marches to the beat of the music.</li> <li>read – reads We read our books. Kim reads her favourite book.</li> </ul>	

### Part 1: Spelling verbs with suffix 's' or 'es'

(x, sh, ch, ss, zz) suffix 'es'	(all other letters) suffix 's'

Children write a dictated sentence using words with target spelling patterns and current tricky words.

### Activity 6: Sentence dictation

**Materials required:** Spelling Workbooks; whiteboard and marker

Teacher	Students
<p>1 You are going to write a sentence. Write the following sentence on the whiteboard, saying each word as you write: <i>My friend will eat the stew.</i></p> <p>Say the sentence with me. Hold up a finger as you say each word. Signal. <i>My friend will eat the stew.</i></p> <p>OR</p> <p>Use the more difficult option: Did you renew / the book that was / due in February?</p> <p><b>Note:</b> The forward slashes (/) show where the sentence should be broken up for dictation.</p>	<p>children hold up fingers as they say <i>My friend will eat the stew.</i></p>
<p>2 Point to Part 3. Listen to the first part of the sentence: <i>My friend will ...</i> Say it with me. Signal. Write it in your workbook and put your pencil down when you are finished. Say the words as you write them.</p> <p><b>Note:</b> Remind children that this is not a copying exercise. They should only look at the whiteboard model if they get really stuck!</p>	<p><i>My friend will</i> children write as they say <i>My friend will</i></p>
<p>3 Listen to the last part of the sentence: <i>... eat the stew.</i> Say it with me. Signal. Write it in your workbook and put your pencil down when you are finished. Say the words as you write them.</p>	<p><i>eat the stew.</i> children write as they say <i>eat the stew.</i></p>
<p>4 Read your sentence to yourself. Check that no words have been left out.</p>	
<p>5 Let's spell each word together using our letter names. Spell 'My'. Signal. Spell 'friend'. Signal. Spell 'will'. Signal. Point to the words on the whiteboard. Correct any words you got wrong by crossing the word out and writing the correct word above.</p> <p>Spell 'eat'. Signal. Spell 'the'. Signal. Spell 'stew'. Signal. Point to the words on the whiteboard. Correct any words you got wrong by crossing the word out and writing the correct word above.</p> <p>Make sure you have a capital letter at the beginning of the sentence and a full stop at the end. Monitor children's work.</p>	<p>'M' 'y' 'f' 'r' 'i' 'e' 'n' 'd' 'w' 'i' 'l' 'l' 'e' 'a' 't' 't' 'h' 'e' 's' 't' 'e' 'w'</p>

### Part 3: Sentence dictation

---



---



---



---



---

Children are explicitly taught how to break longer words into syllables.

### Activity 4: Spelling words ending with 'tion'

**Materials required:** Spelling Workbooks and pencils; whiteboard and marker

Teacher	Students
<p>1 Ask children to open workbooks to Page 126.</p> <p>To avoid distraction or working ahead, instruct children to put their pencil on the desk until needed.</p>	
<p>2 Point to Part 1. You are going to spell some words ending with /shən/. We are going to spell /shən/ with the letters 't' 'i' 'o' 'n' in these words. How do we spell /shən/? Signal.</p>	<p>'t' 'i' 'o' 'n'</p>
<p>3 The first word is 'mention'. What word? Signal. Use word in context: Did I <i>mention</i> that it is my birthday today?</p>	<p><i>mention</i></p>
<p>4 Which letters do we need to add to make 'mention'? Signal. Now add /shən/ to complete the word. Say the letter names as you write.</p>	<p>'t' 'i' 'o' 'n' children write 'tion' as they say letter names</p>
<p>5 Spell the whole word: mention. Use your letter names. Signal.</p>	<p>'m' 'e' 'n' 't' 'i' 'o' 'n'</p>
<p>6 The next word is 'fraction'. What word? Signal. Use word in context: We learn about <i>fractions</i> in maths.</p>	<p><i>fraction</i></p>
<p>7 Which letters do we need to add to make 'fraction'? Signal. Now add /shən/ to complete the word. Say the letter names as you write.</p>	<p>'t' 'i' 'o' 'n' children write 'tion' as they say letter names</p>
<p>8 Spell the whole word: fraction. Use your letter names. Signal.</p>	<p>'f' 'r' 'a' 'c' 't' 'i' 'o' 'n'</p>
<p>9 Repeat Steps 6-8 with the following words:</p> <ul style="list-style-type: none"> <li>caption</li> <li>suction</li> <li>action</li> <li>fiction</li> </ul>	
<p>10 Point to Part 2. We are going to spell some more /shən/ words. We will write each syllable and then the whole word. The first word is 'station'. What word? Signal. Clap the syllables in 'station'.</p> <p>Now write the first syllable: /stā/. Write the second syllable: /shən/. Write the whole word. Say the letter names as you write.</p>	<p><i>station</i> children clap as they say <i>sta/ tion</i> children write 'sta' children write 'tion' children write 'station', saying the letter names as they write</p>

### Part 2: Spelling words ending in 'tion'

	First syllable	Second syllable	Third syllable	Write the whole word
a.	_____	_____	_____	_____
b.	_____	_____	_____	_____
c.	_____	_____	_____	_____
d.	_____	_____	_____	_____
e.	_____	_____	_____	_____



Posters are displayed in the classroom to reinforce new spelling rules and concepts.

InitialLit-2 Spelling Concept Poster 11  
Double, add 'ing'


Short vowel sound before the final consonant ...  
**DOUBLE** the consonant.

run + ing


running

sitting



winning




swimming


© 2019 MultiLit Pty Ltd MultiLit

InitialLit-2 Spelling Concept Poster 16  
Base word and prefix


A **prefix** is a letter or letters added to the beginning of a **base word** to change its meaning.



unpack



repack




recharge


© 2019 MultiLit Pty Ltd MultiLit

InitialLit-2 Spelling Concept Poster 19  
'c' or 'k'


Use '**k**' when the next letter is '**e**', '**i**', '**y**' for words that have the /k/ sound.



kettle




kite




sky


Otherwise use '**c**'.



carrot



cow

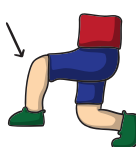


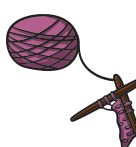




cut

© 2019 MultiLit Pty Ltd MultiLit

InitialLit-2 Spelling Concept Poster 18  
Silent letters

**Silent letters** are letters that we can see but can't hear.

Silent k	Silent b	Silent w
 knee	 lamb	 write
 knit	 thumb	 sword

© 2019 MultiLit Pty Ltd MultiLit

## 2. Comprehension and Fluency

In this component, children will be given explicit instruction in comprehension strategies and how to apply them to different types of text. They will also have regular opportunities to work on reading fluency through echo, choral and paired reading.

There are 56 lessons in the Comprehension and Fluency Handbooks, to be delivered twice a week (approx 40-45 minutes per lesson). Each lesson provides detailed content as well as the necessary examples, explanations, lesson structure and supporting resources.

A set of PowerPoint slides accompany each lesson. Texts may be read from the slides or from the RAD (Read and Discuss) Reading Book. The RAD Reading Books also contain additional practice passages with corresponding comprehension worksheets. A class set (25 copies) of the RAD Reading Books, plus one extra for the teacher, is included with the InitialLit-2 Kit. Additional copies may be purchased. Posters summarising the various strategies are also included.

Below is a small selection of the types of activities used in the Comprehension and Fluency component of InitialLit-2.

Children are introduced to different text types (informative, imaginative and persuasive), and learn about the features and purpose of different texts, in preparation for the teaching of comprehension strategies.

After reading and comprehension task		
Materials required: Slides 13-16; RAD Reading Book (one per child); Comprehension Task Sheet 3 (download); scissors, glue and pencils		
Teacher	Students	
<p>▶ 1 <b>Slide 13: Features of informative texts</b> Explain the following features of informative texts:</p> <ul style="list-style-type: none"> <li>▶ facts (something that is true)</li> <li>▶ headings and subheadings</li> <li>▶ photographs or real-life drawings</li> <li>▶ captions</li> <li>▶ text boxes</li> <li>▶ graphs, diagrams, timelines, maps</li> <li>▶ books may have a table of contents, glossary and index</li> </ul> <p>Remind children that informative texts may not have all these features and some texts may have additional features.</p>		
▶ 2 <b>Slide 14: Labelled text features</b> Why do you think the text has a heading? (Tells you the topic of the whole text)	children respond	
▶ 3 <b>Why do we have subheadings?</b> (Tells you what this section is about)  What are the other subheadings? Ask children to point to and read the other subheadings.	children respond	
▶ 4 <b>What does a map tell you?</b> (Shows you where something is located, e.g., which country or which street)  What does this map tell you?	children respond	
▶ 5 <b>What information does a photograph give us?</b> (Shows you what something looks like, in real life)  What does this photograph show us about a kookaburra?	children respond	
▶ 6 <b>What is a text box?</b> (A coloured or outlined box that gives extra information)	children respond	

### Script

Slide 14: Labelled text features InitialLit-2

**Heading**  
Tells you the topic of the whole text

**Map**  
Shows where something is located

**Subheading**  
Tells you what this section is about

**Photograph**  
Shows you what something looks like, in real life

**Text box**  
A coloured or outlined box that gives extra information

**Kookaburra**

Have you heard a kookaburra's call? It sounds like a laugh, but the kookaburra is not really laughing. The kookaburra's loud call is a warning to other birds to stay away.

Where do kookaburras live?  
Kookaburras live in trees. They can be found in eastern Australia, Tasmania and south-west Western Australia.

**Colour**  
Kookaburras are white and brown. They blend in with the colours around them. Camouflage makes it harder for predators to see them.

**Hunting**  
The kookaburra's strong beak helps it to catch food. Kookaburras eat meat and feed on insects, worms, lizards and snakes. When kookaburras hunt, they perch above their prey and stay very still before they pounce.

**Nest**  
Kookaburras make their nests in tree hollows. As the young kookaburras grow up, they often stay to help their parents with the new baby birds.

© MultiLit Pty Ltd MultilLit

### Accompanying PowerPoint slide

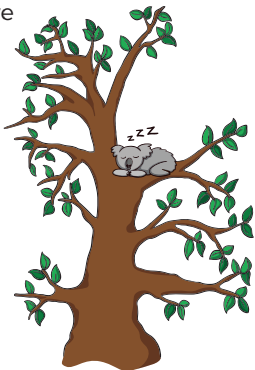


Detailed lessons provide explanations of specific comprehension strategies, accompanied by tailor-made texts displayed on PowerPoints and in the RAD Reading Books.

3	<p><b>Slide 20: Finding the main idea in text</b> Let's see if we can find the main idea of this passage. What is this passage mainly about?</p> <p>Use a think-aloud to guide children's response, e.g., Remember that the main idea is what the passage is mostly about. Let's use our handy hints.</p> <p>We might be able to predict the main idea from the title and picture. What is the title? What can we see?</p> <p>Sometimes the main idea is found in the first or last sentence (select children to read the first and last sentences). What do these sentences tell us?</p> <p>Are any words repeated? (<i>sleepy, koala/s, sleep, sleepest, gum leaves</i>)</p>	children respond
4	<p><b>Slide 21: Details</b> The main idea of this text is that koalas sleep a lot.</p> <p>Each little fact or detail is about koalas needing a lot of sleep. These details give us extra information about just how sleepy koalas are and why they are so sleepy.</p>	
5	<p><b>Think, Pair, Share</b> Work with your partner to find two little details in the text about the main idea that koalas sleep a lot.</p> <p>If necessary, provide leading questions such as:</p> <ul style="list-style-type: none"> <li>Where do they sleep?</li> <li>What does their diet have to do with their sleep? (<i>koalas sleep in gum trees; koalas eat gum leaves; gum leaves do not give koalas much energy</i>)</li> </ul>	partner work

# Koalas

The koala is one of the sleepest animals on the planet. Koalas sleep much more than we do. Koalas live in gum trees and feed on gum leaves. Gum leaves do not give koalas much energy so they need to sleep for most of the day.



Lessons provide opportunities for fluency development through paired, echo and choral reading.

### During reading

**Note:** Children may read from the slides or the RAD Reading Book. If reading from the book, discourage children from reading the next part so that they make a prediction based on Part 1 of the text only.

**Materials required:** Slides 11-14

Teacher	Students	
1	<p><b>Slide 11: Getting ready to read</b> This is Part 1 of the text. We will read Part 2 in our next lesson. This is an imaginative text. Remember, the purpose is to entertain, so we need to read it with a lot of expression.</p>	
2	<p>Briefly remind children about punctuation. Ask children to identify any punctuation marks and explain what we do when we see them. A review of ellipses may be required.</p>	
3	<p><b>Listen and follow along silently as I read.</b> Model reading the text to the children.</p>	children follow along silently
4	<p><b>Slides 12-13: Echo reading</b> Let's practise our fluency with echo reading. I will read a section out loud. As I read, I want you to follow along silently. When I finish, I want you to read the same section out loud together.</p> <p><b>Note:</b> Given the length of this text, you may choose to echo read with a small section only.</p>	children follow along silently and then read text out loud
5	<p><b>Slide 14: Reflect</b></p> <ul style="list-style-type: none"> <li>Did I read words correctly?</li> <li>Was my reading smooth, like talking?</li> <li>Did I look for and use punctuation to help me read?</li> </ul>	

### During reading

**Note:** Choose from the following options for working towards fluent reading:

- Choral reading from the slides.
- Paired reading using the RAD Reading Books, Page 19.

**Materials required:** Slides 8-10; RAD Reading Books (one per child)

Teacher	Students	
1	<p><b>Slide 8: Working towards fluent reading – model</b> Let's practise our fluent reading as we read 'Recycle!'. Only do modelled reading if you feel the class needs that extra step. Otherwise proceed straight to Step 2.</p>	children follow along silently
2	<p><b>Slides 9-10: Working towards fluent reading</b> Choose one of the following options:</p> <ul style="list-style-type: none"> <li>Choral reading with the children from the slides.</li> </ul> <p>Or</p> <ul style="list-style-type: none"> <li>Paired reading using the RAD Reading Books, Page 19.</li> </ul>	<p>children read together with teacher</p> <p>children read to their partner</p>

Additional practice texts in the RAD Reading Book are accompanied by teacher notes to guide the session, and worksheets to complete individually or in small groups.

## Text and reading guide in RAD Reading Book

**InitialLit-2** RAD Reading Book  
Imaginative text  
Practice passage 2 (Lessons 1-4)

**Imaginative text: The Animal Picnic**

What is an imaginative text?  
Imaginative texts are stories. They have ideas and characters that are not real. The purpose of imaginative texts is to entertain us. Sometimes, imaginative texts teach us lessons about life.

**Features of imaginative text**

- Title
- Characters
- Setting
- Problems and solution
- Series of events
- Some stories have illustrations

**Before we read ...**

- What is a picnic? Have you ever been on a picnic?
- Where do you go during a storm? Have you ever wondered what animals do during storms?
- What type of text do you think this might be? Why?

**During reading ...**

- Read carefully and with expression.
- Discuss the meaning of words you may not know.

**After we read ...**

**Let's discuss**

- What type of text is *The Animal Picnic*? How do you know that it is not real?
- What kinds of animals came to the picnic? How did they get there?
- What happened to interrupt the picnic?
- How did the animals help each other?
- What was the elephants' good idea?
- Can you find a word in the story that means 'scared'? (paragraph 2)
- What can we learn from this story?

**Let's write!**


- Write your own animal rescue story.

Download worksheet for The Animal Picnic from the MultiLit website.

48

**InitialLit-2** RAD Reading Book  
Imaginative text  
Practice passage 2 (Lessons 1-4)

**The Animal Picnic**



Every year, animals big and small meet for the animal picnic. They come by land, sea and sky. They creep and crawl, slither and slide. They prowl, climb, hop, run and walk. They fly and swim from far away to join in the fun.

This year, all the animals were very excited as they shared snacks and stories with their friends. Suddenly, dark clouds appeared and the animals rushed to find shelter from the wind and rain. Many little creatures were afraid of the storm and began to shiver and shake.

The animal friends helped each other to survive the terrible storm. Rabbits and wombats shared their underground homes. The littlest creatures snuggled in the warm fur of the pandas. A mouse family welcomed others into their hollow log. The clever elephants had the best idea of all. They spread their huge ears to make a roof to protect their friends until the storm passed. The animals would never forget this picnic day and the kindness of their friends.

49

**InitialLit-2** RAD reading  
Practice passage 2: worksheet  
Imaginative text: The Animal Picnic

Name: \_\_\_\_\_

**Imaginative text:  
The Animal Picnic**

Note: Answers should be written in full sentences where appropriate (Questions 1, 2 and 8).

1. Why do the animals meet every year in the story?

2. Animals move in different ways. Draw lines to match these animals to the way they move.

lion	slither
koala	climb
snake	prowl
monkey	hop

Write your own sentences about an animal that hops.

3. Some animals 'began to shiver and shake' during the storm because they were  
☒ Shaded the correct answer. ☐ excited. ☐ tired. ☐ frightened.

4. List four places where the animals found shelter during the storm.

5. Which words best describe the elephants in the story?  
☒ Shaded the correct answer. ☐ hungry and sleepy ☐ clever and kind ☐ cold and scared

6. Draw lines to match each word to its meaning.

afraid	stay alive
survive	keep from harm
terrible	scared
protect	very bad

Write (4) things that can happen in a storm.

7. What would you do when there is a storm? Write one or two sentences.

8. What is the author's purpose in writing this story?  
Write answer:  
☒ to give facts about animals ☐ to entertain us

9. What food would you take? Make a list.

MultiLit

© 2019 MultiLit Pty Ltd

10

**InitialLit-2** RAD reading  
Practice passage 2: worksheet  
Imaginative text: The Animal Picnic

5. Which words best describe the elephants in the story?  
☒ Shaded the correct answer. ☐ hungry and sleepy ☐ clever and kind ☐ cold and scared

6. Draw lines to match each word to its meaning.

afraid	stay alive
survive	keep from harm
terrible	scared
protect	very bad

Write (4) things that can happen in a storm.

7. What would you do when there is a storm? Write one or two sentences.

8. What is the author's purpose in writing this story?  
Write answer:  
☒ to give facts about animals ☐ to entertain us

9. What food would you take? Make a list.

MultiLit

© 2019 MultiLit Pty Ltd

20

Accompanying  
comprehension worksheets

### 3. Grammar

The grammar lessons accompanying InitialLit-2 introduce children to a number of grammatical concepts and useful terminology to help them better understand the structure of spoken and written English.

There are 32 scripted lessons (and an extended final writing task) provided in the Growing Grammar Handbook. A set of PowerPoint slides accompany each lesson. Lessons can be flexibly fitted in across the year, with each lesson taking approximately 25-30 minutes. Each lesson should be further consolidated using the short, guided writing activity (and worksheets) provided, as grammar instruction is more effective when its application to writing tasks is directly demonstrated to students.

Ensuring children have a firm understanding of the grammatical concepts covered will be generally useful for reading and writing across all areas of the curriculum and will support the delivery of other elements of the InitialLit-2 program.

Children will be explicitly taught the key grammatical concepts shown below (along with conventions for punctuating speech). Several of these concepts were introduced in InitialLit-1 and are further developed in InitialLit-2.

Nouns	Noun groups	Conjunctions
Proper nouns	Verbs	Regular and irregular past tense
Pronouns	Adverbs	Future tense
Adjectives	Prepositions	Speech marks

Detailed lessons introduce children to the target concept, with examples provided in accompanying PowerPoints.

Children apply newly learned skills in a dedicated writing task.

#### Activity 2: What is an adverb?

**Materials required:** Slides 7-9; whiteboard and marker

Teacher	Students
<p>1 <b>Slide 7: Learning goals</b> Display and explain the learning goals and criteria for success.</p>	
<p>2 <b>Slide 8: How we do things</b> When we do things, we can do them in different ways. For example, we could do them <b>slowly</b> or <b>quickly</b>, <b>loudly</b> or <b>quietly</b>.</p>	
<p>3 <b>Action time</b> Everybody, stand up <b>quickly</b>. Now <b>slowly</b> turn around. Now say "hello" <b>loudly</b>. Now sit down <b>quietly</b>.</p>	children do actions
<p>4 "Quickly" and "slowly" and "loudly" and "quietly" are words that tell us <b>how</b> we do an action. Write these words on the board. We call these words adverbs. What do we call them?</p>	adverbs
<p>5 <b>Slide 9: What is an adverb?</b> Adverbs can tell us more about a verb. They <b>add</b> information to a verb. They are <b>adverbs</b>.</p>	

#### Growing writing

##### Slide 21

Link the use of verbs to children's writing by asking them to write a description of what people are doing in a scene.

- ▶ Display the picture of a busy beach on Slide 21 (or use another scene). Discuss what people are doing (e.g., building a sandcastle, relaxing, drinking, swimming, eating ice cream, etc). Identify the base verbs and list on the board (e.g., build, relax, drink, etc).
- ▶ Ask children to imagine they are persuading someone how good it is to go the beach by explaining all the fun things they can do there. Model writing the beginning of a text, e.g.,



The beach is so much fun because you can do so many different things.  
If you are hot, you can swim. If you are cold, you can lie in the sun.  
You can play ball. You can ...

- ▶ Children can use this beginning (or write their own) and then complete the text in an exercise book. Encourage them to finish with a strong statement (e.g., Going to the beach is definitely never boring!)

**Note:** Any writing task necessarily requires children to integrate many aspects of language use simultaneously. Although children are focusing on the use of verbs in this task, they should not be discouraged from also using adjectives, adverbs, prepositional phrases or other language features if they wish.

Posters can be displayed in the classroom to reinforce new concepts.



Downloadable lesson worksheets allow children to revise and practise concepts in a guided session. Differentiated options are provided.

**2 Stop and hunt**  
Hand out Lesson worksheet 25a and a pencil to each child. We are going to do a word hunt, looking for verbs, adverbs and conjunctions. Let's begin with verbs. Work with your partner to find two **saying verbs** in the passage. Circle them and then write them in the box on your worksheet.

**3 Slide 18: Word hunt – saying verbs**  
Click to reveal the saying verbs in the passage. Did you find them? Check your work. Monitor students' work.

**4 Slides 19-22: Word hunt**  
Repeat with the following word types.

- A verb that tells us that something has already happened (hint: it might have the suffix 'ed').
- An adverb with the suffix 'ly'.
- A conjunction.
- Write the words that Jack said. Use speech marks.

**5 Optional: Slides 23-27**  
This passage can also be used to review other parts of speech. If desired, continue hunting for the following word types. Remind children of the different grammatical concepts if necessary and offer examples.

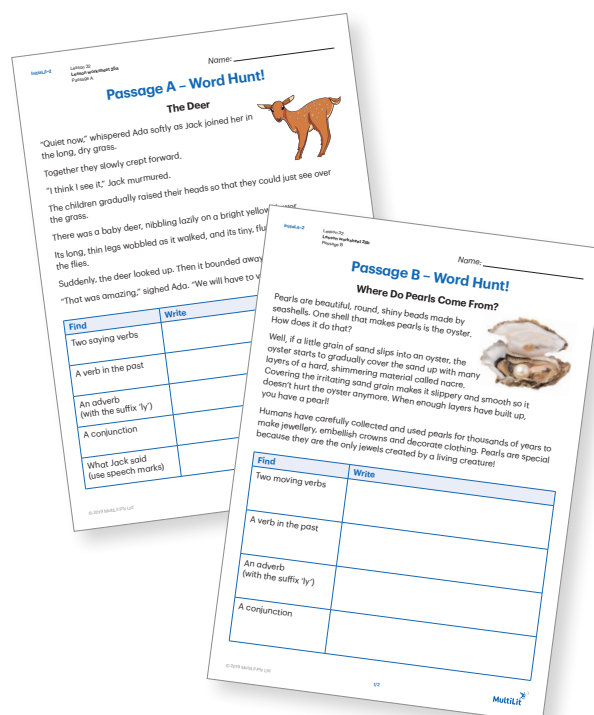
- Two proper nouns  
(Proper nouns name people and places. They have a capital letter.)
- Two noun groups  
(Noun groups are words that go together with a noun, e.g., the children, a bright yellow flower.)\*
- A pronoun  
(Pronouns replace nouns, e.g., he, she.)
- Three adjectives  
(Adjectives describe a noun.)
- A preposition  
(Prepositions are little words that tell us where, e.g., on, in.)

**\*Note:** Proper nouns and pronouns are also noun groups, but children are not expected to recognise this.  
**\*Note:** Children are not expected to identify the possessive pronouns 'their' and 'its'.

children work with their partner to find two saying verbs

children check work

## Script



Accompanying  
lesson worksheets

## 4. Vocabulary, oral language and comprehension

In InitialLit-2, developing oral language, vocabulary and listening comprehension is addressed through a rich children's literature component. Detailed lessons are provided for 14 storybook titles (and one poem). Two novel studies are included for use towards the end of the year.

There are three core sessions provided for each title (approx. 30 minutes per session). These sessions focus on skills such as making predictions, story summarising, oral expression and vocabulary development. A longer fourth session (which can be delivered over several days) includes detailed writing tasks linked to each book's structure and themes, as well as activities to make connections between the book and other areas of the curriculum. The four sessions are designed to be delivered over a two- to three-week period. The choice of books allows for the exploration of different text types (imaginative, informative, persuasive, poetry).

The Storybook component also provides an authentic way to practise the specific comprehension strategies being taught in the Comprehension and Fluency component of the InitialLit-2 program.

### Session 1

After linking to prior knowledge and making predictions, the story is read with a brief focus on three target vocabulary words.

**Session 2: Talk about the story**  
Reread the story, pausing to ask a selection of the following questions.

Page	Literal	Inferential / Evaluative	Definitional / Language
1-2	What does the snail want to do?		What does <b>slithered</b> mean? Briefly explain the meaning of 'tale' and the expression of 'itchy feet' (a desire to travel and see the world).
3-4	How did the snail write the message?	How was the tiny snail different to the other snails?	Briefly explain the expression: 'hitch a lift'.
5-6	What did the whale tell the snail about in his song?	Why could the whale sing about these things?	What does <b>shimmering</b> mean? Point out the different meaning of 'tail' here. What does <b>towering</b> mean?
		Where do you think they have travelled to? Why do you think that?	

**Helpful words**  
Materials: Storybook 2 word cards (download from MultiLit website)

Nouns	Verbs	Adjectives	Adverbs
	slither	shimmering towering	

Note: 'shimmering' and 'towering' can also be verbs.

Remind students that Astrid the Awesome Architect is building four towers to hold all the Helpful Words the children will learn during the year. Recall the grammatical categories of the towers and discuss where the new vocabulary words belong. Place the words in the towers.

**The Snail and the Whale**  
Author: Julia Donaldson & Axel Scheffler (illus.)

**Session 1: Read the story**

**Before the story**

**Link to prior knowledge**  
What do you know about whales? Have you ever been to the beach and looked in the rock pools? What kinds of creatures did you see?

**Prediction**  
Look at the front and back cover of the book. What do you think might happen in the story? Think about the reason for your prediction. Is there something in the picture that gives you a clue or does the title or back cover blurb help you?

**Option 1 (Easier)**  
As a class, brainstorm students' **predictions**. Record each prediction on a chart or on the board.  
Alternatively, ask students to write their prediction on a sticky note and add it to the chart. Discuss some of the reasons for students' predictions.

**Option 2 (Harder)**  
As a class, brainstorm students' **predictions and reasons**. Record these on a chart or on the board, divided into two columns.

Prediction (I predict ... I think ... I believe ...)	Reason (... because ... as)

Alternatively, ask students to record their prediction and reason in an exercise book.

### Session 2

The story is reread and questions are asked every couple of pages to help children practise using comprehension strategies. Children are guided to think about the structure of the text they have just heard and summarise the important parts. Target vocabulary words are then categorised into the four main parts of speech, using Helpful Word Towers.



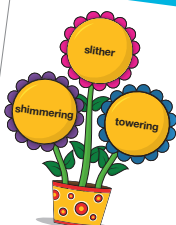
### Session 3: Word work

Say the word	Define the word	Connect the word	Write the word
<b>Slither (p1)</b> Remind children how the word is used in the context of the story and write the word on the board as you say it. Children break the word into syllables. Children repeat the word.	Tell me what <b>slither</b> means. e.g., moved in a twisting, sliding way Now tell the person next to you what <b>slither</b> means. Act: Show me how you can make a slithering action with your arm.	Children think of contexts in which the word is used. e.g., a snake in the grass; a snail on a rock; a worm in the soil Would an elephant slither along the ground? Why not?	Put the following sentence starter on the board. Children write their own sentence in their books. The _____ slithered across _____.

## Session 3

The vocabulary items are worked with more extensively, without rereading the story. For example, children will generate their own definition, develop word connections and write the word in a sentence. They may be asked to consider more than one word at a time, use words in different contexts or act out the words. Additional optional activities include Word Webs and Guess my Word.

### Picking all the words



We talked about three words: **slither**, **shimmering** and **towering**.  
Now tell me which word fits.

- I felt very small next to the huge mountains. (*towering*)

Ask students to make a sentence using the word, e.g., The **towering** mountains made me feel small.


Repeat with:

- My brother twisted and turned to get under the bed. (*slithered*)
- I love watching the stars shine in the night sky. (*shimmering*)

### Word connections (optional)

Do one of the following activities to consolidate a Helpful Word (all materials are available on the MultiLit website).


#### Word Web



Introduce students to the Word Web template, explaining each heading.

As a class, complete an enlarged copy of the web for the word **'shimmering'**.

#### Guess my Word



Introduce students to the Guess my Word template, explaining what information to provide for each clue.

Write three clues for the word **'shimmering'** on the board and ask students to guess the word.

### Session 4: Beyond the book

#### Link to writing

Choose one or both of the following tasks to work on text structure and children's writing skills. The tasks may need to be completed over several sessions.


#### Story Map

**Learning task:** fill in a Story Map for *The Snail and the Whale*

**Learning objective:** understand narrative structure; summarise main events in a story

**Materials:** Marty the Marvellous Mapper poster and Story Map template (one per child, download from MultiLit website)

Remind students about **Marty the Marvellous Mapper**. Display the Story Map template (on screen or enlarged printed copy) and remind children that they need to help Marty complete the map by summarising the story from beginning to end.



Plan	Model
Discuss the types of information that are missing on the template by asking: Who are the main characters in the story? Where is the story set? What happened in the beginning of the story? What happened in the middle of the story? What was the problem? How did the story end? What was the solution? Make notes on the board.	Model using your notes to write full sentences for the first section of the template, e.g., This story is about a snail who travels around the world with a whale. It takes place in the seas and oceans across the world.

## Session 4

This session offers two writing tasks, focusing on text structure and developing the writing techniques found in different text types in children's own writing. Templates are provided for each task.

Further activities are provided to link to other curriculum areas, fostering children's knowledge of various domains.

### Link to curriculum

#### Science: Whales and snails



- Explain why the whale in the story would have travelled so far: discuss the migratory paths of whales travelling from colder waters to warmer waters and back again; discuss how whales can get beached and why they need to be kept wet.

OR

- Explore the family of molluscs, including both garden snails and sea snails. Look at some pictures and link to children's own experiences.


#### English: Language features – moving verbs

Point out some of the moving verbs that are used in the story, e.g., snail (*slithered*, *crawled*); waves (*arched*, *frolicked*). As a class, brainstorm moving verbs for four of the animals in the story (whales, birds, fish, dogs). Students then complete the 'Storybook 2 moving verbs worksheet'.

#### Visual Arts: Rainbow snail trail scratch painting

Children cover a piece of heavy paper in blocks of colour, using crayons. They should fill the entire paper with colour. Mix black paint with a little dishwashing liquid. Children paint over their coloured page with the black paint. While wet, use wooden craft sticks or chopsticks to scratch a picture or write a message like the snail, e.g., 'Save the whale'.



# Consolidation and small-group work

Independent and teacher-led small-group activities follow the explicit lesson. These activities will consolidate the skills taught in the lesson and provide further practice.

It is recommended that small group consolidation activities take place four to five times per week, for 20-40 minutes per session, fitting in with the explicit teaching components of the program.

Children will have an opportunity to work in reading groups led by the teacher, practising their reading skills, and developing fluency and comprehension.

Below is a snapshot of the worksheets, games and other activities that will be used for further practice and consolidation. All supporting resources are included to download from the Members' Area of the MultiLit website.

**Tricky word rainbow writing**

**Spelling and tricky word worksheets**

**Grammar worksheets**

**Bubble Bingo**

**Comprehension worksheets linked to text in RAD Reading Book**

# Monitoring student progress

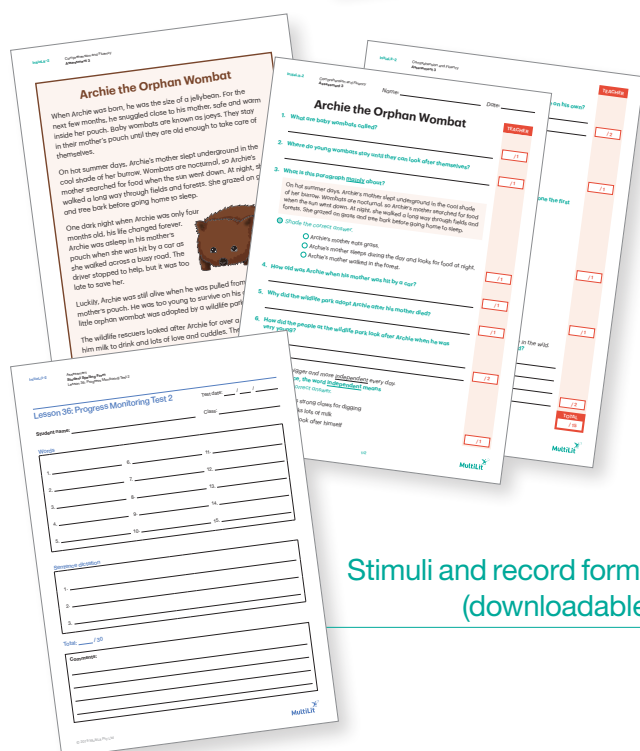
The assessment procedures in InitialLit-2 will track student progress throughout the year. The Screener, administered at the start of the year, establishes a baseline for all students. Ongoing Progress Monitoring and Cumulative Review assessments will assist teachers in grouping students and in the identification of children who may be struggling with their reading or spelling, enabling them to put early intervention in place. The program provides detailed administration and scoring instructions, testing stimuli and marking guides. Student response forms and teacher record forms are downloadable, along with the Class Record data spreadsheet.

The Wheldall Assessment of Reading Passages (WARP) Kit is provided alongside the InitialLit-2 Kit. Children can be monitoring regularly using this measure of oral reading fluency. The easy-to-use benchmarks allow for the identification of children in the bottom 25% for reading.

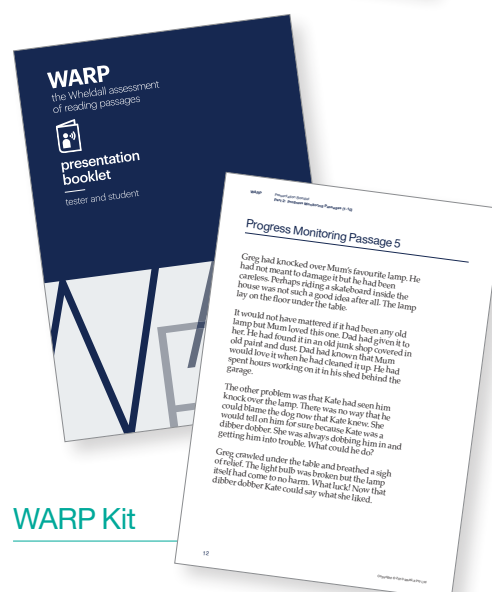
## Assessment Presentation Book



## Class Record data spreadsheet (downloadable)

 This is a screenshot of the 'InitialLit-2 Screener Class Record' spreadsheet. It is a large table with columns for Student Name, Class, Date, and various assessment scores. The table includes data for 28 students, with rows for different assessment dates (e.g., 7-Feb-19, 10-Feb-19, 13-Feb-19, etc.). The columns include scores for Reading regular words (1q), Reading irregular words (1q), Reading easy words (2q), Passage reading (1q), Spelling regular words (2q), Spelling irregular words (2q), Spelling easy words (2q), Total (2q), and Total (%). A 'Comments' column is also present. The spreadsheet is color-coded with blue and green headers and alternating row colors.


## Stimuli and record forms (downloadable)



## WARP Kit



# Additional resources and ongoing support

Additional resources supplement the program and assist schools and teachers in their planning and implementation of InitialLit. These include downloadable resources such as curriculum documents and other templates for planning and keeping lesson records.

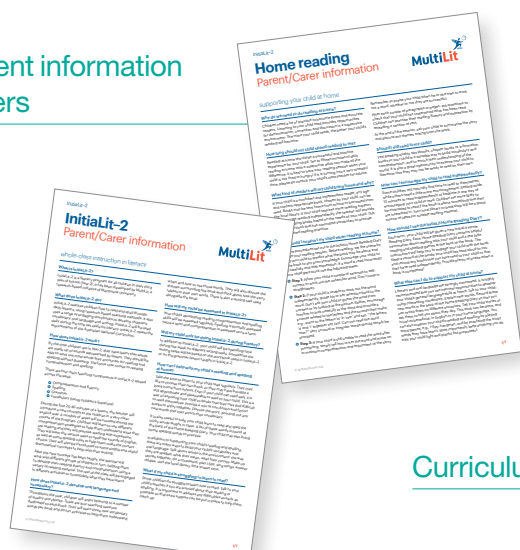
General parent information plus specific home reading information are also available as downloadable resources, along with a student Home Reading Diary for each term.

Ongoing support is provided via email, phone and regular webinars throughout the year. A dedicated InitialLit Community Facebook group provides schools with another avenue of accessing support, and the opportunity to connect with other schools Australia-wide using the InitialLit program.

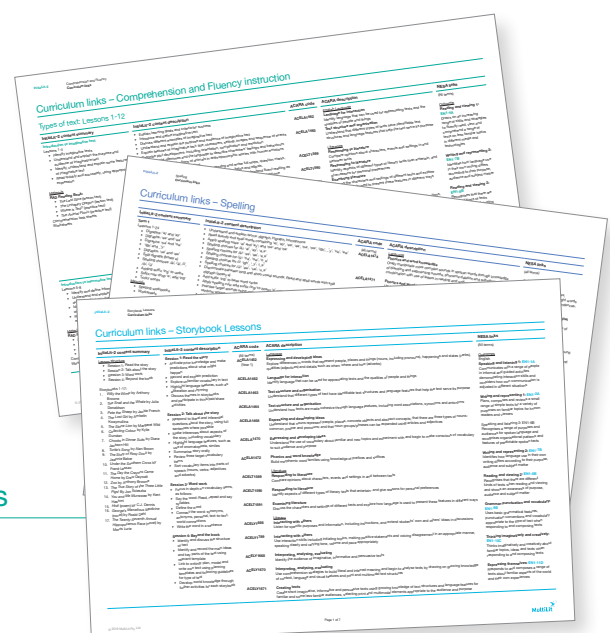
## Home Reading Diaries



## Parent information letters



## Curriculum links



# InitialLit

Year 2



## Find out more

---

For further information on InitialLit-2, visit [www.multilit.com/initialit](http://www.multilit.com/initialit).

To purchase InitialLit-2 and to register for the two-day Professional Development Workshop, download an order form from the MultiLit website at

[www.multilit.com/initialit](http://www.multilit.com/initialit).