

Forts

GOALS

Comprehension

Making connections: Have you ever played in or on a playground fort or made a fort? What kind of game did you play? What are forts used for?

Vocabulary

Focus High-frequency Words: but, came, like, live, their, them, were, when

Focus Content Words: animals, cannons, door, enemies, fort, gaps, people, safe, town, tunnels

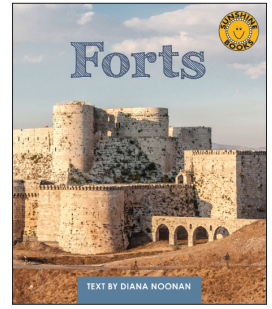
Phonics

Letters and Sounds: Recognise and produce words that have the same vowel sound: or fort

Words to Blend and Segment: born, corn, for, force, fort

Fluency

Model reading a section of the text using expression and emphasis to convey information for students to repeat.



People don't usually live in forts anymore but there are still many to discover.

Before Reading

- Students talk about playing in or on a playground fort or making a fort. Ask: What kind of game did you play? What are forts used for? Look on the back cover to see if they have seen or played in a fort like this one.
- Read the title together. Discuss what they see in the pictures on the cover and title page. Notice the different shapes. Ask: Who wrote the text? What other texts have you read by Diana Noonan? (*So Many Seeds? Let's Get Fit!*) What did you think of them?
- Help students use the title and cover illustration to make predictions about the text. Then read the title and the table of contents to give an idea of what is going to be in the text.
- Talk/walk through the pictures. Notice how high and strong the forts look. Ask: Would they be safe? Discuss what students see on each page. Bring words like *animals, cannons, door, enemies, fort, gaps, people, safe, town and tunnels* into the conversation.

Reading the Text

- Read the cover and the title page together.
- On pages 2–3, ask: What do you see in the picture? What can you say about it? (Elicit that it was built long ago to keep people safe and was hard to get into.) Have students look for tricky words, e.g. *ago, people, hard, kept, safe*. Then read the text together, pointing to the words as they are read. How long do you think it would have taken to build a fort like this?
- On page 4, discuss the town by the fort. Ask: What is in the town? Talk about the meaning of these words and the chunks that make them up, e.g. *ch-ur-ches, mar-kets, hou-ses*.
- On page 5, notice the steps made of stone in the fort. People would take their animals with them when enemies came. Find the tricky words. Break them into chunks or syllables, e.g. *en-e-mies, an-i-mals, peo-ple*. Read the sentences together.
- Follow this pattern for each page, discussing pictures and what the different forts or features of forts are before reading each page. Ask for comments about what forts look like today.
- Students look at the index and find the page with information about cannons. They ask a partner questions about the index, e.g. What page are tunnels on?

After Reading

Check the accuracy of students' predictions. Invite them to discuss the text. Prompt if needed.

- Would forts be useful today? Why? Is this book fiction or non-fiction? How do you know? What is the difference?
- Students re-tell the text using the pictures on each page as a guide.
- Discuss the ending and what a trip to a fort might be like today. What do you think the author's purpose was for writing the book? What have you learnt from this book? How many countries do you think you would find forts in today? Are there any forts where you live?
- Look at the page numbers. What effect does this have on the design of the book?

Phonics

- Write the words *born, corn, for, force, fort* on the board to practise blending and segmenting together as a group, e.g *b-orn, born*. Brainstorm /or/ words to add to the list, e.g. *core, sort*.

Word Study

- Talk about the words *but, came, like, live, their, them, were, when*. Photocopy the flash cards from the inside front cover. and read them together. Ask students to find and read these words in the book and discuss their meaning in context. They play a spelling game with the cards.
- Students draw a fort shape and make each stone or brick contain a word that describes or makes up a fort, e.g. *stone, cannon, tunnel, strong, thick walls*.
- Survey members of the class to see what they like best about forts. Record the results in an illustrated graph or chart to share.
- Students copy or trace a map of the world and with a partner indicate where there are old forts in the world. They write the words and illustrate to share with the class.

Fluency

- Model reading a section of the text using expression and emphasis to convey information for students to repeat.

Writing

- On a piece of paper, students draw a picture of one of the forts in the book. Then they write the matching sentence from the text. They share this with a partner.
- Students can make a model of a fort using modelling clay or lego (building bricks). They discuss whether people were safer long ago than today. They give reasons and write their answers. They can illustrate the explanation.
- Students draw a plan of a fort showing the different parts. They label their drawing and write about it.
- The class could build a model fort in the classroom. They design, build and problem solve with issues around making sure the fort won't collapse. They could use sticks, stones and other materials found outside.