

Playing

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Level 1

This book explores the things a little girl likes to do when she is playing. It is a simple repetitive text supported by colour photographs. The text is placed consistently on the page. There is one line of text to a page with no return sweep. It introduces the sentence stem: *I like to ...*

Getting ready for reading

Talk about and list the sorts of active play children like to do when they are outside.

Discuss the way that after playing hard outside all day you might need a bath.

Have children tell their favourite play activity around the group using the form of the text: *I like to run. I like to swim. I like to ride my bike.*

Talking through the book

You may like to say: *In this book the girl tells us what she likes to do when she is playing outside.* Talk through the book identifying all actions taking place. Note the change to the sentence structure on the last page.

Reading the book

Children read the book individually while the teacher observes each child's reading behaviours and prompts children to use cues to read unfamiliar words. The teacher may select an additional teaching focus based on these observations.

Returning to the text

Select the most appropriate teaching focus for the learning needs of the group. Choose one or more of the following.

BEING A MEANING MAKER

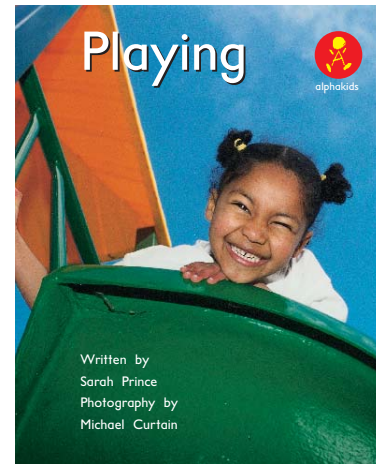
Discuss:

What is this book about?

What does the girl like to do best of all?

What words would best describe the sorts of play that she likes to do?

Why does she like her bath the best of all?



Check this

Teachers can observe children's emergent reading behaviours for evidence of their ability to locate unknown words.

Examples of prompts to promote problem-solving are: *Would run fit there? Would hide fit there?* If the child makes a meaningful substitution which is not correct, reread to the point of error, sounding the first letter of the unknown word.

BEING A CODE BREAKER

Vocabulary

- High-frequency words: *I, like, to, my, of, all*
- Word families: *run – bun, fun, gun, run, sun; hide – glide, slide, side, wide; all – ball, call, fall, hall, tall, wall*

Sounds and letters

- Hearing sounds: /l/ – *like, play, slide*

Writing conventions

Punctuation: upper case letters, full stops, exclamation marks

Grammar: verbs (action words) – *run, hide, jump, slide, swing, crawl*

Use of *to* before the verb: compare sentence structure with *Fruit Salad – I like ... [noun] / I like to ... [verb]*

BEING A TEXT USER

Discuss:

What does this book help you to learn about?

BEING A TEXT CRITIC

Discuss:

Why has the author put the things the girl does in the order that they appear in the book?

Does the order matter?

What does the author think about children?

Literacy learning centres – follow-up activities

WRITING CENTRE

Children innovate on the text, writing about what they like to do in the classroom. Provide lists of activity words supported by pictures: *read, write, draw, sing, count, talk*, etc.

Can the child create their own text? Can they read it aloud?

WORD CENTRE

Children make, break and record words from the text using onset and rime:

run: bun, fun, gun, run, sun

hide: glide, slide, side, tide, wide, pride

all: ball, call, fall, hall, tall, wall

INTERACTIVE LITERACY CENTRE

Children work in pairs to practise the text as a rap. They record this on an audio or videotape, to play to the class. Provide a copy of the text on a single piece of paper.