

I Can't Find My Roller Skates

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Level 5

This book is about the efforts of a young child to find their roller skates. It has some repetitive text and is supported by colour illustrations. Prepositions are introduced: *in, on, up(stairs), under, behind*. The text is placed consistently on the page. There is one line of text to a page. It uses the sentence structure: *I've looked ... the ..., but they weren't ... there*. The sentence structure changes on the final pages.

Getting ready for reading

Talk about times when things have been lost in the classroom. Where did we need to look? Emphasise positional words: *in, on, up, under, behind ...*

Talking through the book

To introduce this book you might say: *This book is about some lost roller skates. The girl who has lost them looks everywhere. Turn through the book noting the places she looks. She looked in the toy box. They weren't in there. She looked in the bookshelf, upstairs, under the bed and behind the door. She looked everywhere. She didn't ask her sister, however.*

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:

How did the girl try to find the roller skates?

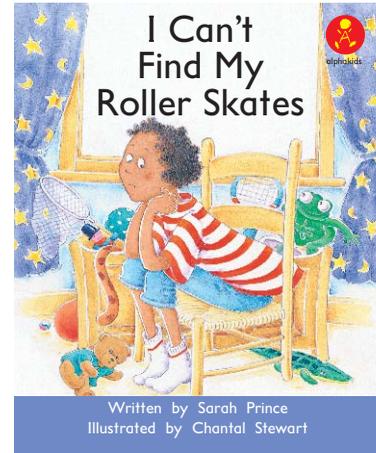
Was she good at looking for the skates?

Did the girl's sister know she was looking for the roller skates?

BEING A CODE BREAKER

Vocabulary

- High-frequency words: *I, can't, my, lost, in, the, but, they, there, on, for, in, up*
- Word families: *skate – ate, date, fate, gate, hate, late, rate; think – blink, ink, link, pink, rink, sink, wink; but – cut, gut, hut, jut, nut*
- Prepositions: *in, on, up, under, behind*



Check this

Teachers can observe children's emergent reading behaviours for evidence that they use cues from all sources. Some prompts to promote this are:

What could you try?

What would make sense?

Can you think of a word that sounds right?

Sounds and letters

- Hearing sounds: /oo/ – *looked, book*

Writing conventions

- Punctuation: full stops, upper case letters, exclamation marks, commas, apostrophes
- Grammar: contractions – *can't / cannot; weren't / were not; haven't / have not*

BEING A TEXT USER

Discuss:

Is this book fact or fiction?

Who is likely to enjoy reading this book?

BEING A TEXT CRITIC

Discuss:

Why do you think the author chose to not let the girl see her sister?

What is the author trying to say about families?

Is your family like this?

Literacy learning centres – follow-up activities

☺ WORD CENTRE 1

Children play 'Find the worm' in pairs. Provide two sets of cards, one with prepositions – *in, on, under, inside* – and the other showing words labelling things in the classroom. You will also need a small cut-out cardboard worm.

Shuffle both sets of cards and place them face down in two piles.

One child closes their eyes while the other child selects a card from each pile and hides the worm somewhere in the room in a position that matches the cards.

The other child can ask ten questions to locate the worm. *Is it under something? Is it under the table?*

☺ WORD CENTRE 2

Children play Contraction Concentration. Make a set of pairs of cards, showing the contraction and the complete form. Children match the pairs.

cannot	did not	I am	it is
can't	didn't	I'm	it's
should not	have not	she is	he is
shouldn't	haven't	she's	he's

✍ WRITING CENTRE

Children search familiar texts and environmental print to compile a list of words with 'oo' in them. They then classify the words by the sound made.