

# Last One Picked

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Level 13

## Getting ready for reading

Discuss times when children have felt left out of a game or play situation. How did they feel? What did they do about it?

You may also choose to discuss some of the skills involved in basketball if it is likely that children are unfamiliar with them.

## Talking through the book

Turn through the book with the children. You might say: *What do you see happening here? Who do you think owns the basketball? Yes, Joe owns the basketball. Who are the captains?* You may need to simply identify the children's names before reading.

## 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***

Encourage the children to support their answers with evidence from the book as they discuss these questions.

*Who won the game?*

*Were the other children fair to the last one picked?*

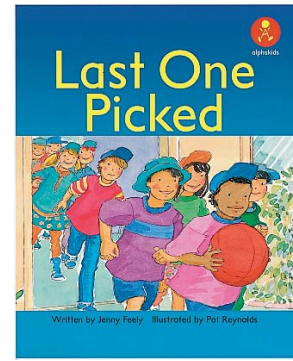
*Would they pick him last in tomorrow's game?*

*Would the last one picked want to play in tomorrow's game?*

### ***Being a code breaker***

Children may like to explore the following language features:

- the rime 'all' to build words, for example: *ball, basketball, fall, hall, stall, tall, wall.*



## TEXT FEATURES

- **This text is a narrative about an everyday schoolyard basketball game. It explores issues related to the isolating of one student by his peers.**
- **The text is written in the first person.**
- **There are up to ten lines of text on a page.**
- **Direct speech and a range of punctuation are featured.**
- **Illustrations support and extend the text.**

### **Being a text user**

Discuss:

*Would this book be a good book to help you learn about playing basketball?  
What could this book help you to learn about?*

### **Being a text critic**

Discuss:

*The author has chosen two boys as the captains of the basketball teams. Are boys always captains of school basketball games?  
Can all children who are left out play basketball well? How might they overcome being left out?*

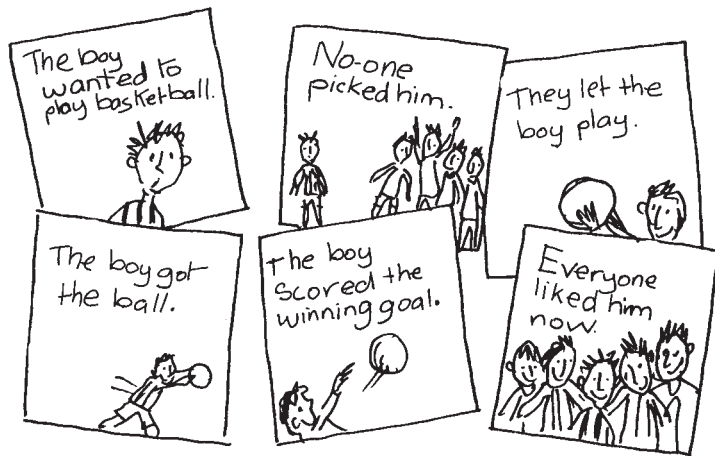
## **Literacy learning centres – follow-up activities**

### **✍ WRITING CENTRE 1**

Children can write a story about a time they have been left out of a game or play situation. What happened? How did they deal with the situation.

### **✍ WRITING CENTRE 2**

Provide 4 or 5 cards for children to make sequence cards, drawing and writing about the important events from the story and then having other children order the cards in the correct sequence.



### **🎭 INTERACTIVE LITERACY CENTRE**

Have children work in cooperative groups to make stick puppets of the characters in the book. They could practise and perform a puppet play retelling the story. Blackline Master 7 provides instructions for making simple stick puppets.)

### **📖 BOOK BROWSING CENTRE**

Provide other stories about being left out for children to read. They can compare and contrast the solutions authors have used to respond the problem. Some suggested texts are: *Titch* by Pat Hutchins and *Thomas Had a Temper* by Nicki Saltis (Alphakids, level 8)

### **Keeping track**

Children can be asked to keep a log of what they have learned and what they feel they need to work on next in their learning. Such reflection provides teachers with valuable information to inform future teaching practice.