

# A Present for Dad

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**Level 22**

## Getting ready for reading

You might ask the students to talk about any experiences they have had at planting grass seeds, for example, at school on cottonwool, or at home in the ground. Ask: *What did you need to do? How did the grass grow?*

## Talking through the book

Give each student a copy of the book. You might say: *This book is about a boy who wants to give his dad a special birthday present.*

Turn through the book with the students, talking about the stages of the lawn's development. You might say: *What would Imran need to do first? What can you see him doing now? What will he need to do next? What problems may arise? How will Imran deal with them?*

## Reading the book

Students read the book individually while the teacher observes each student's reading behaviours and prompts students 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 students to support their answers with evidence from the book as they discuss these questions.

*Where had Imran's dad been?*

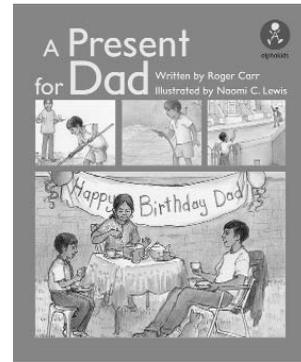
*What did Imran need to do to make his dad's birthday present?*

*What problems did he have getting it ready on time?*

*How did Imran's dad feel about his present?*

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

Students could explore the letter patterns used to represent the /or/ sound throughout the book: *for, lawn, water, store, before, corner.*



## TEXT FEATURES

- **This book is a narrative about a young boy who replants a lawn in the backyard as a present for his father's birthday.**
- **Colour illustrations extend and enhance the text.**
- **The text features a list and direct speech.**
- **There are up to 15 lines of text on a page.**

### ***Being a text user***

Discuss:

*What type of book is this? Fiction or factual?*

*What could you learn from this book?*

### ***Being a text critic***

Discuss:

*How is the family in the book like yours? How is it different?*

*Would someone in your family like to have a lawn planted for their birthday?*

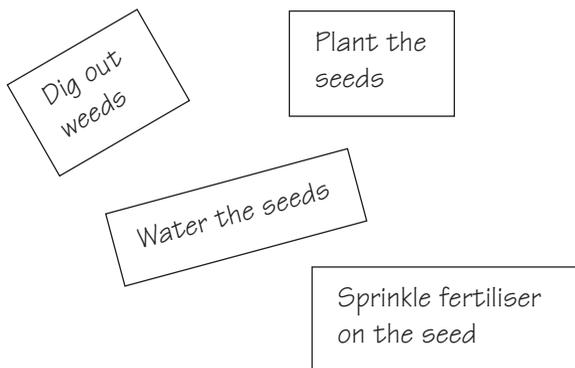
## **Literacy learning centres – follow-up activities**

### **T TEXT CENTRE 1**

Students could analyse the text (see Blackline Master 10, page 121).

### **T TEXT CENTRE 2**

Students could make a set of small cards with instructions for planting and looking after a lawn. Other students could put these into the correct order.



### **WRITING CENTRE**

The students may create a song and a dance about a present they could give to another person, another country, or the world.

### **INTERACTIVE LITERACY CENTRE**

Students could work in cooperative groups to make a readers theatre of the text. This could be performed for others in the class.

### **WORD CENTRE**

Students could read familiar texts and environmental texts to list words with the /or/ sound. They could classify the words according to the letters used to represent the sound.

### **Keeping track**

Observing the students' ability to list words with a common sound provides insights into their phonemic awareness.