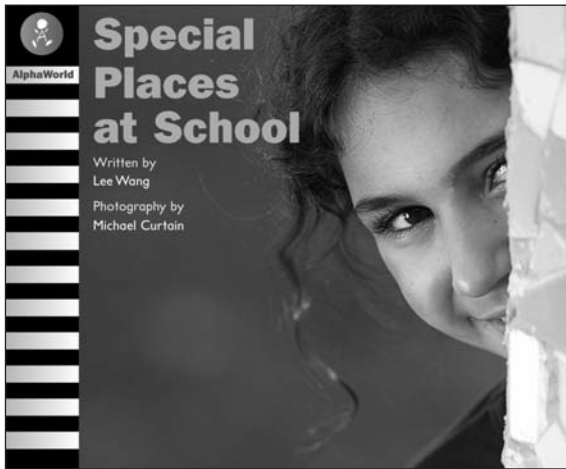


Special Places at School



Topic: School/Community/Environment

Curriculum link: Study of Society

Text type: Recount/Description

Reading level: 15

Word count: 329

Vocabulary: artist, building, chicken, coop, garden, hide-and-seek, kitchen, sandpit, secret, special, vegetables

Possible literacy focus:

- Identifying words to show that the text is written in the first person.
- Identifying verbs in the text: we can 'build' bridges and 'make' tunnels.
- Giving a personal response to the book: Would you like to go to this school? Why or why not?

Follow-up activities

Class market

Reread page 18 of *Special Places at School*. Ask the children to think about planning their own class market to be held at the school. List their ideas on the board.

What would you like to sell?

Who could show us how to make these things?

What would you need to make these things?

When would we sell them?

Where would we set up the market?

Would you like to invite other classes to join in?

What would the profits be used for? You could put the money towards making a new special place at the school.

Provide time for the children to make some of the items they suggested and run the market. Write a recount of the experience.

Now and then

Brainstorm a list of ideas about the special places at your school with the children. Ask the children to think about other special places that they would like to see at their school. Write these ideas on a chart.

Now ask the children to interview their parents, grandparents, relatives, older siblings and friends to find out what their special places were at school.

Once everyone has had a chance to do some research, list this new information on the chart. What is the same and what is different in the two lists?

Compound words

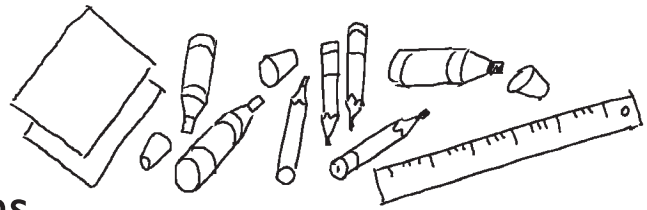
Write the following words on the board: necklaces, sandpit.

What do you notice about these two words?

If the children do not notice that they are compound words, rewrite the words as follows: neck + laces, sand + pit

Show the children that compound words are made up of smaller words. Now ask the children to hunt for other compound words in the text. List these on the board. Have the children draw and write sentences using these words. They could also include other compound words that they find or know.

Poster



You will need:

large sheet of paper, felt pens,
pencils, coloured pencils, ruler

1. Choose a special place. It could be at school or somewhere else.
2. Design a poster about your special place.
3. Use large, clear lettering so that it is easy to read.
4. Draw a picture of your special place.
5. Display your poster in the classroom.

A special place

You will need:

paper, cardboard, pencils, small containers and boxes,
material, coloured paper, wool, tissue paper, string, sticky
tape, glue, scissors, stapler, staples

1. Think about the special places in the book.
2. Which one is your favourite and why?
3. Write about it.
4. Make a model of this place.
5. Label the special features.
6. Display your model and writing in your classroom.

Name _____

Special places

Why do you think that these places are so special? Write about them.

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Instructions Ask the children to write about each special place. Remind children to use the book *Special Places at School* as a reference.

Name _____

Secret garden

Design a secret garden for your school. Make sure that you think about all of the children who would like to play there.



Write a description of your secret garden.

Instructions Ask children to draw a bird's eye view of their secret garden. They could add labels for the special features. Encourage them to colour in their designs.