



Running words: 30

Book Summary

A child shows how to make a card for a present.

Building Basic Skills

High-frequency words – The, Here, is, the, a, for, you

Content words – Present, paper, pencil, cake, glue, candle, hole, ribbon, present

Repeated phrases – Here is a; Here is the

Phonics and phonemic awareness – p (paper, pencil, present), c (cake, candle)

Punctuation – capital letters, periods

Special Feature

procedural text

Skills and Strategies

The Present can be used to introduce and reinforce:

- predicting the story line using illustrations from the book
- retelling the sequence of the story using own words
- rereading the text at difficulty and searching for meaning

B writing new words independently by hearing and recording the sounds in sequence.

Materials

- copies of words and punctuation for this book from page 88, cut and ready for use
- copies of BLM, markers, pencil
- paper, ribbon, glue, scissors
- magnetic letters

The Present

by Kay Hancock

photographs by Dean Zillwood

Introducing the Text

Show children materials used for making a card. *What could we make with these? How would you make that?*

Discussion Model

Using only the teacher's copy, discuss each page of the book with the group. Ensure that content words are integrated naturally into the discussion.

Cover – *What do you think this boy is making? When do you give and receive presents? How do we know who a present is from? This story shows us how to make a card for a present.*

Page 3 – *What is the boy holding? What do you think he is going to do with it?*

Page 5 – *Were you right?* Discuss whether children would use pencils or other drawing implements to make a card.

Page 7 – *What has the boy drawn? What would you draw on a card?*

Page 9 – *What is he holding?* Draw children's attention to the inset. *Why is there a large and a small picture?*

Page 11 – *What is different about his drawing now? Why has he done that? What should the boy do next?*

Page 13 – *Why is he making a hole? How did he make it?*

Page 15 – *What is the boy doing now?* Draw children's attention to the inset picture. *Who do you think he will give the present to?*

Page 16 – *What does this picture tell us? Were you right?*

Reading the Text

Hand one book to each child. Together, read the title and the names of the author and photographer on the cover and title page.

Page 2 – Clarify where to start reading and encourage children to point to each word as you quietly read aloud together.

Page 4 – Point to the first word together and encourage children to read quietly to themselves. Observe accuracy of one-to-one matching.

Pages 6–16 – Encourage children to read the remaining pages quietly to themselves. If children encounter difficulties, ask questions that encourage using reading strategies such as attempting the initial sound in a word, rereading, and checking the picture.

Revisiting the Text

- In pairs, children retell the story in their own words. When children are listening to their partner, they should be checking the sequence against their book. Reverse roles.
- On the board, record each step of making a card as picture boxes. Include five steps – folding the card, drawing a picture, gluing the candle, making a hole, and tying the ribbon.
- Using the words and punctuation for this book from page 88, reassemble the sentences with children.

Following Up

- B** Children use the BLM activity opposite. Show children where to fold their paper to make a card.
- Following your model from Revisiting the Text, children draw picture boxes to show how to make a card.
- Use magnetic letters to practice writing "Here," "is," and "the." Working in pairs, children guess what their partner is writing.