

Book Summary

Two children play together co-operatively with various toys.

Repeated Phrase

We like to play with the ___.

Text Type – Survey

Materials

- copies of words and punctuation for this book from page 130
- copies of PCM, pencils, felt-tip pens
- a camera, a variety of toys – blocks, cars, dinosaurs, etc.

Playing

by *Meryl-Lynn Pluck*
photographs by *Mark Round*



Set E

Skills and Strategies

Reading *Playing* will reinforce the following objectives and give the children the opportunity to:

W identify onset and rime within new words

S emphasise left-to-right movement to reinforce directionality

T monitor reading to ensure that it is making sense, using meaning and structural and visual information from the story

 use text as a model for writing.

Word Study

- High-frequency words: We, like, to, play, the
- Punctuation: full stops, exclamation mark, capital letters
- Phonics and phonemic awareness:
 - d – dinosaur, doll's house, dough, drums
 - p – play, puzzle
 - plurals – blocks, cars, dinosaurs, drums
 - onsets and rimes – b/lock, c/ars

Speaking and Listening

Use this text to help the children:

- share own experiences related to the content of the story
- respond to simple questions about the content of the story.

The Guided Reading Lesson

Introducing the text

Give the children some blocks to play with and ask them to work together in pairs to build something. Put the blocks aside and discuss what other inside activities the children enjoy doing with a friend. List these on the board.

Reading and discussing the text

Hand one book to each child. Read the title and the names of the author and the photographer to the children. Now use the outline below to support the children as they read and discuss their way through the book.

Cover – What are the children in the picture playing with? How do you think they are feeling?

Title page – Together, read the title and the names of the author and the photographer again. What are the children doing now? What do you think they are making?

Page 3 – What are the children playing with? Look at their faces. What could they be thinking? Discuss the colours of the cars shown.

Page 5 – This is a special house. Do you know what it is called?

Page 6 – What are they playing with now? Can you find the word “play”? Do you know any other words that sound like “play”?

Pages 8 and 9 – Where have we seen this picture before? How many blocks have they used so far?

Identify the word “blocks” and on the board, show the children how, using the “ocks” rime, the word can be changed to make other words.

Page 11 – *What are they playing with now?*

Pages 12 and 13 – *What do you think they are making? Can you find the two words on page twelve that are the same?*

Pages 14 and 15 – Ask the children to identify the two different “p” words on page 14. *What else did they play with that began with “p”?* (play dough)

Page 16 – *Look closely at the number of words on this page. How are they different from earlier pages? Where do you think the children have been playing?*

The children can now read the book again independently.

Revisiting the Text

- Let the children pair up and choose an activity or toy to play with together. Photograph them while they play.
- Write the word “car” on the board. Show the children how to make the word into “cars” by adding the plural in a different colour. Repeat with other words from the text.
- Using the words and punctuation for this book from page 130, reassemble the sentences with the children.

Following Up

 Use text as a model for writing.

- Using photos of the children playing with their friends, ask the children to write a sentence based on the structure in the book to describe what is happening in their photo. The pictures and text could then be displayed together as a wall story or made into a class book for independent reading.

P On the PCM activity opposite, children draw two of each item and write the respective plurals for each noun.