

Book Summary

A boy shows a variety of things he takes to school in his school bag.

Repeated Phrases

I take some/my ___
when I go to school.

Text Type – Sequential

Materials

- copies of words and punctuation for this book from page 137
- copies of PCM, pencils, felt-tip pens
- examples of school bags from the group

My School Bag

by *Delaine Turner*

photographs by *Mark Cooté*



Set F

Skills and Strategies

Reading *My School Bag* will reinforce the following objectives and give the children the opportunity to:

- W** use knowledge of onset and rime to create new words
- S** understand that text must make sense and use cues to monitor this
- T** use the context of the story to make predictions
-  write labels or captions for a specific purpose.

Word Study

- High-frequency words: My, my, I, go, to
- Punctuation: full stops, exclamation mark, comma, capital letters
- Phonics and phonemic awareness:
 - S, s – School, school, some, sweatshirt
 - B, b – Bag, bag, books
 - p – paper, pencils
 - plural “s” – books, felt pens, pencils
 - onsets and rimes – b/ooks, c/ap

Speaking and Listening

Use this text to help the children:

- share ideas about the story with others in the group
- share own experiences related to the content of the story.

The Guided Reading Lesson

Introducing the text

Ask the children to bring their school bags into the classroom. Talk about what they might put into their bags each day. Compare their bags with the bag on the cover of the book.

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 is the boy holding up?

Title page – Together, read the title and the names of the author and the photographer again. What things can you see in the picture? Do you have any of these things in your bag today?

Page 3 – What is he taking to school? Why is he putting the books into the folder?

Pages 4 and 5 – Why do you take paper to school? Ask the children to locate the “s” words in the text on page 4. Do you know any other words that start like this?

Pages 6 and 7 – What is he putting into the pencil case? Identify and discuss the plural word “pens”. Repeat and reinforce on page 9 with the word “pencils”. Identify the colour of each felt pen.

Pages 8 and 9 – What is he holding in his hand?

Reinforce plurals. Identify the colours of the pencils and count how many there are.

Page 11 – What will help you to read the new word on page ten? (the image) What do you think he is going to put into his school bag next?

Page 13 – Were you right?

Page 15 – What will he do with the apple?

Page 16 – Why does he need his school bag?

The children can now read the book again independently.

Revisiting the Text

- Discuss the other uses that the children have for their school bags.
- Locate the word “books” in the text and write it on the board.
- Show the children how, using the “ook” rime, a word can be changed to make other words. Repeat this process with the word “cap”, using the “ap” rime.
- Using the words and punctuation for this book from page 137, reassemble the sentences with the children.

Following Up

 Write labels or captions for a specific purpose.

- Help the children to write labels for some of the items that go into their school bags. Ask the children to draw one of these items. Glue both the picture and label onto a large version of the school bag to be displayed on the wall.

P On the PCM activity opposite, children practise matching the labels to the appropriate pictures.