

SKUNK WANTS TO PLAY



Story Synopsis

In this counting book, Skunk wants to play at the park. She finds 1 bird and 2 squirrels, and they play together. Next they visit the pond, where they find 3 frogs, and all the animals play together. They continue visiting new locations and finding groups of animals that represent 1 more, until they find 5 giraffes at the zoo. Children will enjoy the seek-and-find aspect of this story.

LITERACY ELEMENTS

quotation marks

WORDS TO DISCOVER

to
play
at
park
found
pond
farm
zoo

MATH CONNECTIONS

NUMBER SENSE
counting sequence
sets to 5

Overall Learning Opportunities

A
B
C

Children will:

- make sense of written materials using reading strategies that are appropriate for beginners
- demonstrate understanding of stories that are read to them
- communicate effectively by listening and speaking

1
2
3

Children will:

- demonstrate understanding of sets and of whole numbers

Activity Menu

Reading Together, page 69

Read the story to the class or a small group. The pattern of the story will encourage children to chime in as you read.

Guided Reading/Picture Walk, page 70

Meet with children who are at Level C to guide them through the text, using discussion, a Picture Walk, Independent Reading, and Revisit and Reinforce the Story.

As a Group, pages 71–72

A
B
C

What Am I? – Children create riddles to identify the various animals in the story.

Act It Out – Children act out the story, with one child acting as Skunk and then each group of children choosing others to participate.

1
2
3

Who Is Skunk Playing with Today? – Children count and order groups of animals.

Are There Enough? – Children draw or use counters to compare sets.

Independent Work, pages 73–76

A
B
C

Blackline Master 29 encourages children to communicate information through pictures.

Blackline Master 30 asks children to match animal pictures to animal names.

1
2
3

Blackline Master 31 provides practice with writing and representing numerals.

Blackline Master 32 provides a mat to act out number stories.

LEARNING OPPORTUNITIES

Children will:

- listen to stories for enjoyment and information
- make connections between their own experiences and those of storybook characters
- identify some features of books
- demonstrate understanding of a story by making predictions

TEACHING tip

As you read, reinforce the number

pattern when Skunk meets each new group by asking a volunteer: Where is the 1 bird? The 2 squirrels? The 3 frogs? And so on.

Getting Ready to Read

Show the cover of the book and read the title aloud. Begin a discussion about play by asking:

- Skunk likes to play. What do you like to play? Where do you like to go to play? Who do you like to play with?

Explain to children that they are going to read a story about Skunk and the friends she plays with. Show the cover art and ask:

- What do you think Skunk wants to play? Why?
- Where do you think she might be going? What other animals might she find there?

As You Read

Children are asked to search and find sets of animals whenever Skunk goes somewhere. As you read, stop to help children locate and count the animals hidden in the picture. After several pages, ask children to predict how many new friends the animals might meet next. Pages 14–15 provide an opportunity for you to pause to ask children to predict what Skunk and her friends might find at the zoo. Turn the page to check.

Some children may join in as you read the repeated sentence.

Returning to the Story

Ask open-ended questions, such as:

- What was your favourite part of the story?
- What place in the story would you prefer to go? Why?

To help children recall specific details, ask questions such as:

- Where did Skunk go first? Second? Last? Who did she find there?
- Where did Skunk and her friends go after the pond?

Before rereading the story, invite a volunteer to point to and read the title of the book. Invite children to chime in as you read the story aloud.

Extending the Reading Experience

- Post signs in different locations around the classroom to represent the different settings in the book (park, pond, farm, zoo). Assign roles to several children and have the children act out the story as you and the rest of the class read it aloud.
- Children can extend the story by deciding where Skunk and her friends will go next and who they will find. Print their decisions, for example:

Skunk and her friends want to play by the (sea). At the (sea), they find 6 (whales).

“This is fun,” said Skunk and her friends.

Volunteers can illustrate the pages that the class creates.

LEARNING OPPORTUNITIES

Children will:

- make sense of written materials using reading strategies that are appropriate for beginners
- make connections between their own experiences and those of storybook characters
- retell the story in their own words

OBSERVING FOR ASSESSMENT

During *Independent Reading*, you can assess specific reading behaviours and make anecdotal notes of your observations. For example, does the child:

- show an interest in reading the book independently?
- understand that printed messages make sense?
- use self-monitoring strategies to produce meaningful reading?

TEACHING tip

Encourage the children to find the answers to the questions in *Revisit the Story* by looking in their books. If they know the answer from memory, encourage them to check their thinking by looking in the book.

Setting the Scene

Invite the children to talk about the friends with whom they like to play, what they like to play, and where they play.

Share the title of the book. Say:

- Who do you think are the friends that Skunk likes to play with?
- Where do you think they play? What do you think they play? Let's find out.

Reading the Text

Picture Walk

Have the children turn to pages 2–3. Ask:

- Where is Skunk?
- What does she want to do in the park?
- Can you find any animals in the picture that could be Skunk's friends?

Turn to pages 4–5. Ask:

- What are the bird, the squirrels, and Skunk doing?
- How do you know that Skunk is having fun?

Turn to pages 6–7. Ask:

- Where do Skunk, the bird, and the squirrels want to play now?
- What are the 3 animals they find at the pond to play with?

Turn to pages 8–9. Ask:

- What are the frogs, the bird, the squirrels and Skunk doing?
- How do you know that Skunk is having fun?

Turn to pages 10–11. Ask:

- Where do Skunk and her friends want to play now?
- What animal do they find to play with at the farm?
- How many pigs do they find?
- Where else might Skunk want to play?

Turn to pages 14–15. Ask:

- Where did they go to play?
- Do you think they might find any friends to play with at the zoo?

Turn to page 16. Ask:

- How do you know they are all having fun?

Independent Reading

Have the children read the whole book independently.

After Reading

Ask children:

- Where do you and your friends like to play? What do you and your friends like to play?
- Where might you meet new friends?

Revisit the Story

Ask open-ended questions, such as:

- What part of the story did you enjoy most? Why?
- Which picture did you think was the happiest? Why?

Engage the children in recalling specific information from the selection. Ask such questions as:

- Who were Skunk's friends?
- Which friends did Skunk find at the park? The pond? The farm? The zoo?
- How could you tell that all the animals were friends?

Provide children with **Blackline Master 29**, and have them draw to complete it.



Focus the children's attention on the language of the selection. **Page 73**

Ask:

- Who can find a word in the story that rhymes with logs? With sun?
- Who can find a word that means an animal that is black with a white stripe down its back? A place where animals are kept for people to come to look at them?

Reinforce the Story

Have children talk about the story, discussing the characters, the topic, the beginning, the ending, favourite parts of the story, and so on.

LEARNING OPPORTUNITIES

- Children will
- listen and respond to others in a variety of contexts
 - use gestures, tone of voice, and other non-verbal means to communicate more effectively

TEACHING tip

When the children understand the routine, they can provide the *What Am I?* clues.

Activity: What Am I?

Choose one of the animals from the story and create a riddle about that animal for children to answer.

Begin with only 1 clue, then add clues to help children guess, for example:

- What am I? I'm pink-skinned. (Children guess.)
- I have a twirly tail. (Children guess.)

Give children **Blackline Master 30** and challenge them to match the animal word to the picture of that animal.



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Extension

Extend the riddle activity by creating “Where Am I?” riddles about the various settings in the story, for example: “I’m in a place where you can find swings. Where am I?”

As children become comfortable with this model, they can present similar riddles of their own.

LEARNING OPPORTUNITIES

- Children will
- listen to stories for information
 - respond appropriately to a variety of materials read aloud to them

TEACHING tip

Have the children sit in a large circle so there will be space for the actors to move.

Activity: Act It Out

Assign 1 child the role of Skunk. Read the following script and have the children act it out. In the first scene, Skunk chooses the bird and 2 squirrels. In the second and subsequent scenes, Skunk and the other animals choose those who are to play the new animals.

Extension

Make an overlay of the script and use it as a *Shared Reading* experience. With practice, the text can become a choral reading opportunity for the children.

Script:

Skunk is in the park looking around for her friends. She finds a bird and 2 squirrels and they have fun chasing each other around the tree.

Skunk, the bird, and the 2 squirrels are at the pond looking for some friends.

They find 3 frogs and the 7 animals play 3 on 3 basketball with 1 of the frogs refereeing.

Skunk, the bird, the 2 squirrels, and the 3 frogs are at the farm looking for some friends. They find 4 pigs. The 11 animals have fun playing tag. Skunk is “it.”

Skunk, the bird, the 2 squirrels, the 3 frogs, and the 4 pigs are at the zoo looking for some friends. They find 5 giraffes. The 15 animals and Skunk have fun playing soccer.

As a Group

LEARNING OPPORTUNITIES

Children will

- demonstrate an understanding of sets to 5
- demonstrate awareness of adding one more to a set

YOU WILL NEED

- sets of toys or stuffed animals

Activity: Who Is Skunk Playing with Today?

- Reread *Skunk Wants to Play* and ask children to listen carefully to the numbers in the story. Ask:
 - How many birds did Skunk find in the park?
 - How many squirrels did she find?
 - Who do the animals play with at the pond? At the farm?

Record the animal names and the number of animals each time.

- Display 1 toy or small stuffed animal. Then place sets of 2, 3, 4, and 5 like toys

or animals in random order. Tell children that Skunk wants to play with these toys or animals today. She is going to follow the same number pattern she did in the story. Have children focus on the number of items in each group and decide how they will place them in order for Skunk. Once the order is established, count together and place numeral cards in front of each set.

Extension

Children can colour the cube trains on **Blackline Master 31** to show the sequence from 0–5.



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LEARNING OPPORTUNITIES

Children will

- match objects by one-to-one correspondence
- estimate and count sets with more, fewer, or the same number

YOU WILL NEED

- drawing materials
- counters

Activity: Are There Enough?

Provide each child with access to counters and/or drawing materials. Use copies of **Blackline Master 32** as story mats. Tell a story, such as this one:

- Skunk brought 3 frogs home and wants to give each a cookie. She has 2 chocolate cookies and 1 coconut cookie. Are there enough cookies for the frogs?

Have children draw or use the counters to determine if there are enough cookies for each frog.

After children share and explain their responses, act out the story. Invite 3 children to act as the 3 frogs. Use counters to represent the cookies. Ask:

- Are there enough cookies for the frogs?
- Are there enough cookies for Skunk to have one too?

Tell another story, such as this one:

- Skunk brought the 4 pigs to her house for lunch. She set the table with 5 plates. Are there enough plates for everyone?

Have children draw or use the counters to determine if 5 is enough. After the discussion, act out the story. You might need to guide the children by asking:

- How many pigs are having lunch?
- How many skunks are having lunch?
- How many animals are there?

Invite children to act as the animals. Say:

- How many plates does Skunk need so that each animal has one?

Use counters to represent the plates.

Extension

Use **Blackline Master 32** to offer additional practice with matching objects by one-to-one correspondence. Children listen to your story and draw pictures in response. For example,

- Skunk is having a picnic with 3 friends. Give each animal 1 glass, 1 plate, and 3 cookies.

Encourage children to talk about their pictures. Ask questions to prompt counting and comparison.



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Skunk Wants to Play

BLM 29

Name _____

Draw!

1 bird

2 squirrels

3 frogs

4 pigs

5 giraffes

Skunk Wants to Play

BLM 30

Name _____

Match.



giraffe



skunk



bird



frog



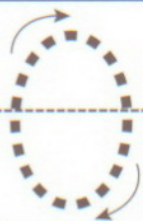
squirrel



pig

Name _____

Print and colour.



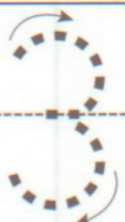
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Skunk Wants to Play

BLM 32

Name _____

Print and colour

