



Then and Now

Word Count: 189 **Text Type:** Literary Recount

High-Frequency Word Focus: let, mother, says, too

Content Words: bake, changed, clothes, computer, home, office, park, photo, radio, shops, TV

Language Features: (punctuation, vocabulary, sound and letter knowledge) punctuation for dialogue; abbreviations; silent w

LITERACY

Interacting with others: engage in conversations and discussions; use interaction skills; make a short presentation

Interpreting, analysing, evaluating: identify some differences between informative and imaginative texts; read texts using a variety of developing skills; use comprehension strategies

Creating texts: create short text that shows emerging use of structure, grammar, punctuation and word skills; write using unjoined lower case and upper case letters; construct texts using software

LITERATURE

Responding and examining: Discuss features of texts; make connections with own experiences

Creating literature: retell text using digital form of communication

LANGUAGE

Text structure and organisation: understand concepts about print and screen – digital text; recognise the purposes and effects of punctuation

Expressing and developing ideas: understand the use of vocabulary; write high-frequency words

Sound and letter knowledge: recognise sound/letter matches

The reading period is a time for enjoyment, sharing, learning, development, reinforcement, and extension. To meet the needs of each group of students, use the direct focuses described above, and any additional focuses listed in the Scope and Sequence Chart on page 16 and found in most texts at this level, to support and encourage continued development of all language skills.

GETTING STARTED LISTENING, SPEAKING, VIEWING

Activating prior knowledge: Ask students if they have ever talked to their grandparents about what life was like when they were children. Brainstorm a list of differences between life now and how it was in the past.

Encouraging prediction: Using the interactive digital book, or the printed version, read the book’s title to students. Discuss the illustration on the cover. Turn to and read the title page. Ask students to look at the illustrations throughout the book, and use them to predict what the story might be about.

Outlining focuses: Remind students that every book has features the author includes to make it interesting and purposeful. Explain that as well as reading about life now and in the past, they will be talking about punctuation, abbreviations, and the silent w.

DURING THE READING SESSION LISTENING, READING, SPEAKING, VIEWING

Literacy

Modelling: Return students’ attention to the start of the book, then read the text. Use appropriate expression, pause to clarify unfamiliar words where necessary, and point to details in the illustrations.

Guiding: Using a positive and encouraging tone, invite students to read from their books. Remind them to keep in mind what was modelled. Use the specific abilities and needs of the group as an indication of when to assist by pausing and giving prompts or clues. Suggest strategies, such as using picture cues, knowledge of letter/sound patterns, and rereading. Allow appropriate “wait time” and provide positive feedback to students when they use learned reading strategies to make meaning from words, sentences, and the whole text (the main aim of guided reading).

Interacting, interpreting, analysing, and evaluating: At appropriate intervals and/or the conclusion of reading, ensure students are making meaning from the text. Have them look at pages 4 and 5. Ask what the bubble over Grandma’s head signifies, and what she is thinking about in this illustration. Ask students about the differences between past and present Suntown. Remind them of the difference between imaginary and informative texts, and ask which they think this book is and why.

■ Literature

Responding and examining: Have students look back at pages 2 and 3. Ask if they have ever looked at old photographs, and invite them to share who or what was pictured.

■ Language

Text structure and organisation: If you are using the digital book, invite students to take turns to operate it for the following activities. Revise punctuation that indicates dialogue by having students identify quotation marks and capital letters on selected pages.

Expressing and developing ideas: Explain that if we use a shortened form of a word for ease of speech, it is called an abbreviation. Ask students to read page 8 to find an abbreviation in the text. Ask them what *TV* is short for. Point out how the letters *t* and *v* are the first letters of two syllables in the word *television*. Brainstorm other words we use in daily life that are abbreviations, such as *email* and *phone*.

Sound and letter knowledge: Ask students to read page 8, find the word *two*, and sound it out. Point out how the letter *w* is silent and we hear only the *t* and the *o*. *Two* sounds just like *to*. Write a list of other words on the board that have a silent *w* (for example, *who* and *write*). Now, have students take turns approaching the board, sounding out a word on the list, and circling the silent letter in it.

PUTTING THE LEARNING INTO PRACTICE

READING, SPEAKING, LISTENING, WRITING, CREATING, VIEWING

Small group/independent activities: Have students reread the text independently, then proceed to the following activities. Where facilities allow, students could complete some activities using computers. Prior to any writing/drawing activities, encourage students to sit comfortably and hold their pencils correctly. Remind them of the importance of rereading and editing their work.

- Ask students to complete the *Then and Now* worksheets. Encourage them to work independently, but assist as required.
- Have students complete the self-recording in the interactive digital book. They can practise reading the book through, then record and save their reading.
- A group of students could use the Listening Post CD to hear an audio version of the guided reading text and then answer the accompanying aural comprehension worksheet.
- Have students research what life was like when their grandparents were young, such as the games they played, forms of transport they used, and clothes they wore. Ask students to make a *Then and Now* poster illustrating how things have changed. Have them present their posters to the class.
- Assist students to send an email to a grandparent or older person retelling parts of the story they read.

Assessment: When a student or group of students is ready for assessment, have them complete the appropriate assessment activities on pages 244–276 of the Teacher Guide.

Name _____

10a – Then and Now1. Circle the words where *w* is silent.

walk	wrap	write	wing
two	twin	wrote	why
who	wrist	wreck	water

2. These words are abbreviations.

Match the abbreviations to the long words.

sub	aeroplane
bike	telephone
photo	television
plane	submarine
TV	bicycle
phone	electronic mail
email	photograph



Name _____

10a – Then and Now

Answer Yes or No to these questions.

	Yes	No
Was Amy seven in the photo?		
Did Grandma bake when she was young?		
Does Amy bake with her mother?		
Does Amy phone her mother at work?		
Does Grandma make Amy clothes?		



