

# Hip-Hop!

**Word Count:** 210    **Text Type:** Narrative

**High-Frequency Word Focus:** read, words

**Content Words:** better, broke, children, class, danced, drum, email, guitar, hospital, leg, nurses, phone, plaster, played, sang, sick, song, video

**Language Features:** (punctuation, vocabulary, sound and letter knowledge) words that start questions; vowel digraph *ea*

LITERACY	LITERATURE	LANGUAGE
<p><b>Interacting with others:</b> engage in conversations and discussions; use interaction skills</p> <p><b>Interpreting, analysing, evaluating:</b> identify some differences between informative and imaginative texts; read texts using a variety of developing skills; use comprehension skills to build meaning</p> <p><b>Creating texts:</b> 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</p>	<p><b>Responding and examining:</b> discuss characters and make connections to personal experiences; discuss characters, plot and setting; perform rhymes and songs</p> <p><b>Create literature:</b> recreate text using writing and drawing</p>	<p><b>Language variation and change:</b> understand people use different systems of communication</p> <p><b>Text structure and organisation:</b> recognise purpose and effects of punctuation</p> <p><b>Expressing and developing ideas:</b> write high-frequency words</p> <p><b>Sound and letter knowledge:</b> manipulate sounds in spoken words; recognise sound/letter matches; understand the variability of sound/letter matches</p>

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 had to miss school for a lengthy period of time due to an illness or a hospital stay. Ask them to share their experiences.

**Encouraging prediction:** Read the book's title to students. Discuss what the children in the cover illustration are doing. 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 what the children in the story do, they will talk about words that start questions and sounds made by *ea*.

## DURING THE READING SESSION LISTENING, READING, SPEAKING, VIEWING

### ■ Literacy

**Modelling:** Return students' attention to the start of the book, then read the text to students. Use appropriate expression, pause to clarify unfamiliar words where necessary, and point to details in the illustrations, such as Dan's cast on page 12.



**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 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. Ask them why Dan was in hospital, and what the children did when they learned he was there. Ask why it is good for people in hospital to receive visitors, cards, emails, and videos. Remind students of the difference between imaginary and informative texts, and ask which they think this book is and why.

## ■ Literature

**Responding and examining:** Ask students if they have had an experience similar to that of Dan’s. Discuss the different settings in the book and the importance of each to the story.

## ■ Language

**Language variation and change:** Discuss how the children communicated with Dan while he was in hospital, and the many ways people can communicate by distance.

**Text structure and organisation:** Discuss the many different words that can start a question (for example, *how*, *what*, *why*). Then, have students read page 12 and find the question on this page. Ask which word signals the question. Ask what else tells them that this is a question (*the question mark*). Point out that questions may also start with other words, such as *did*.

**Sound and letter knowledge:** Ask students to find a word on page 2 with the vowel digraph *ea* (*read*) and to sound it out. Point out that *ea* here makes the short *e* sound. Ask students to think of words that rhyme with this word (for example, *bed*, *led*). Now, read page 4 to students and point out that here the *ea* in *read* has a long *e* sound. Remind students that some letters make different sounds in different words. Finally, ask students to find another word with *ea* in the first sentence on page 8 (*great*). Ask them what sound the *ea* makes in this word (long *a*).

## 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 *Hip-Hop!* worksheets. Encourage them to work independently, but assist as required.
- 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.
- Write an amusing class song together by making up a tune or using one that students already know. It could be a get-well song, as in the story, a birthday song, or a morning song the class could sing each day.
- Have students look back at the two-line rhymes in the book. Ask them to write a list of rhyming-word pairs, then use their words to write their own simple two-line rhymes.
- Have students draw and write about their favourite event in the story.

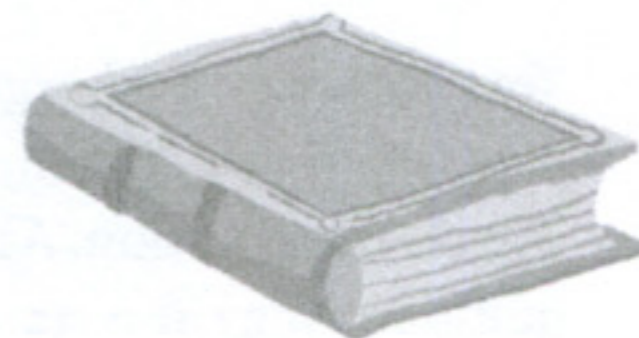
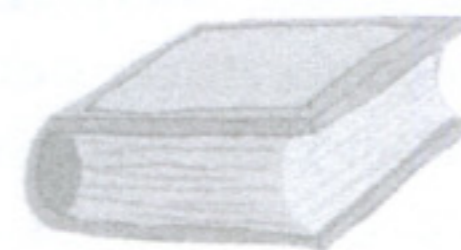
**Assessment:** When a student or group of students is ready for assessment, have them complete the appropriate assessment activities on pages 244–276 of the Teacher Guide.



Name \_\_\_\_\_

**10b – Hip-Hop!**1. Does the *ea* make the long *e* or short *e* sound?

	long <i>e</i>	short <i>e</i>
bead		
head		
sea		
beach		
thread		
ready		



2. Choose *ea* words from the box.  
Write them in the spaces.



beach	read	head	Beast
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I like to \_\_\_\_\_ cool books!

He has a hat on his \_\_\_\_\_.

Beauty and the \_\_\_\_\_ is a fairytale.

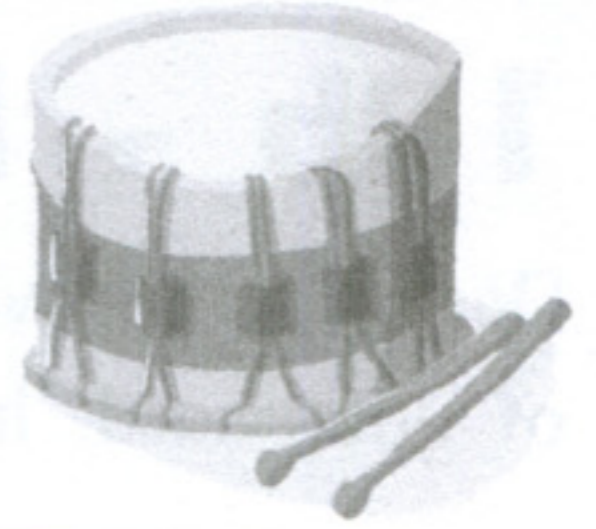
Jane likes to play on the sandy \_\_\_\_\_.



Name \_\_\_\_\_

# 10b – Hip-Hop!

Write the answers and draw the pictures.



Who played guitar?

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Who played a drum?

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Where did Dan's class sing for the children?

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Name \_\_\_\_\_

# 10b – Hip-Hop!

Design a get-well card for Dan. In the first box, draw the front of your card. In the second box, write a message to Dan.

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