



No Rules Day

Word Count: 234 **Text Type:** Narrative

High-Frequency Word Focus: hold, people

Content Words: clean, rules, safe, Saturday, Sunday

Language Features: (punctuation, vocabulary, sound and letter knowledge) exclamation marks; days of the week; vowel diphthong oy

LITERACY	LITERATURE	LANGUAGE
<p>Interacting with others: engage in conversations and discussions; use interaction skills</p> <p>Interpreting, analysing, evaluating: identify some differences between imaginative and informative texts; read texts using a variety of developing skills; use comprehension strategies to build meaning</p> <p>Creating texts: create short text that shows emerging use of structure, grammar, punctuation and word choice; write using unjoined lower case and upper case letters</p>	<p>Literature and context: discuss how authors create characters using language and images</p> <p>Responding and examining: discuss features of plot, character and setting</p> <p>Creating literature: recreate text using drawing and writing</p>	<p>Text structure and organisation: recognise the purpose and effect of punctuation</p> <p>Expressing and developing ideas: understand the use of vocabulary; write high-frequency words</p> <p>Sound and letter knowledge: manipulate sounds in spoken words; recognise 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: Brainstorm a list of rules students have to follow at home and school. Discuss rules that adults have to follow, for example when driving.

Encouraging prediction: Read the book's title to students and discuss the illustration on the cover. Turn to and read the title page. Ask students to look at the illustrations throughout the text 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 "No Rules Day," students will be talking about exclamation marks, days of the week, and the sound made by *oy*.

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.

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 by asking questions. What is Maggie annoyed about at the start of the story? Why does Mum decide to have a No Rules Day? What does Maggie find out about why we have rules? Remind students of the difference between imaginary and informative texts. Ask which they think this book is and why.

■ Literature

Literature and context: Have students discuss how the author and illustrator use words and pictures to help us understand what kind of character Maggie is.

Responding and examining: Have students recall what happens at the start, middle, and end of the story.

■ Language

Text structure and organisation: Use the final sentence on page 16 to revise the purpose and effect of exclamation marks. Have students take turns to read the sentence, using expression. Repeat with the exclamation on page 4.

Expressing and developing ideas: List the days of the week in order. Assist students to learn the order by reading the list together. Look at pages 6 and 12 and ask students to identify what day it is in the story. Have students pair up and repeat this as a game, with one student naming a day of the week and their partner saying what the next day will be.

Sound and letter knowledge: Ask students to sound out the word *annoy* on page 2. Point out the sound of the *oy* and ask them to brainstorm a list of other words that have this diphthong (for example, *boy*, *toy*). Explain that the two vowel sounds *o* and *y* combine to make a unique sound. Point out that *oy* can also come at the beginning of a word (for example, *oyster*) or in the middle of a word (for example, *joyful*).

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 *No Rules Day* 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.
- Make a chart of class rules. Ask students to choose one rule each and make a poster to illustrate it. Display students' work about the classroom.
- Have students divide a sheet of paper in two. Ask them to head the page *Road Rules*. Ask them to write and illustrate two important road rules.
- Ask students to look at Maggie's bedroom on page 6, then write a description of what they see. They could begin their description with *On No Rules Day, Maggie's room...*

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 _____

11a – No Rules Day

1. Choose *oy* words from the box and write them in the spaces.

toys	boy	enjoy
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Mum said I must pick up my _____.

Sam looked after the new _____ in his class.

What game do you _____ playing?

2. Circle the *oy* words in the sentences below.

The little baby is full of joy.

“Ahoy!” shouted the sailor.

Sam ate boysenberry pie.

We like to dress like cowboys.

Mum is employed by a bank.

Do you enjoy soy sauce?



Name _____

11a – No Rules Day

Circle the correct answers.

Maggie wanted Susie to come and play on

- Saturday
- Tuesday
- Thursday

What did Mum say happens on Saturday?

- People do sport.
- People do homework.
- People do chores.

On No Rules Day, Maggie threw her blankets

- on the floor
- on the cat
- out the window

Maggie learned that rules

- annoy people
- keep people safe and clean
- teach children bad things



Name _____

11a – No Rules Day



Write a rule in each space.

A classroom rule

A playground rule

A rule at home

A road rule