



# Counting Down



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

**High-Frequency Word Focus:** take, today

**Content Words:** audience, band, calendar, final, Friday, Monday, music, practise, Saturday, show, solo, Sunday, Thursday, trumpet, Tuesday, Wednesday

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

## LITERACY

**Interacting with others:** engage in conversations and discussions; use interaction skills

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

**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

## LITERATURE

**Responding:** discuss features of setting; share personal responses; listen to opinions of others

**Creating literature:** recreate text using drawing and writing

## LANGUAGE

**Language for interaction:** understand language is used in combination with other forms of communication

**Text structure and organisation:** understand concepts about print and screen – digital text

**Expressing and developing ideas:** understand the use of vocabulary; explore words that represent 'when' – adverbs; write high-frequency words

**Sound and letter knowledge:** manipulate sounds in spoken words; 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 play any instruments and if they have ever performed in front of an audience. Ask them to share with the class how they felt about performing for others, and how they should prepare for it. Discuss the importance of practising regularly.

**Encouraging prediction:** Using the interactive digital book, or the printed version, read the title to students and have them discuss the illustration on the cover. Turn to and read the title page. Ask students to look at the illustrations as you move through 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 a boy and his performance in a show, they will talk about the days of the week, and the vowel diphthong *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, such as the cat on page 7.

**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. Use the illustrations to discuss how the family, including the cat, feel about Marcus’s practising. Ask why Dad turns on the mixer on page 8, and Mum starts the lawnmower on page 11. Ask how the family feels about Marcus’s trumpet-playing at the end of the story. Remind students of the difference between imaginary and informative texts, and ask which they think this book is and why.

## ■ Literature

**Responding:** Discuss the different settings in the book and their relevance to the story. Ask students if they think the title is appropriate for the story.

## ■ Language

**Language for interaction:** Use the pictures on pages 8 to 11 and 15 and 16 to discuss how facial expressions and gestures communicate how people feel.

**Text structure and organisation:** If you are using the digital book, invite students to take turns to operate it for the following activities.

**Expressing and developing ideas:** Stop on any page between pages 5 and 13, and ask students to tell you what day it is you are reading about. Then, have them tell you what yesterday was, based on that day, and what tomorrow will be. Ask students to count how many days it will be from the day on that page until Marcus’s concert on Saturday.

**Sound and letter knowledge:** Ask students to sound out the word *boy* on page 16, noting the sound of the *oy*. Brainstorm a list of words with *oy* that rhyme with *boy* (for example, *annoy*, *enjoy*, *joy*, *soy*, *toy*). Have students come up to the board, circle the *oy* diphthong in one of the words, and pronounce it for the class.

## 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 *Counting Down* 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 write and illustrate how the characters reacted to Marcus playing his trumpet.

**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 \_\_\_\_\_

# 11b – Counting Down

1. Circle the *oy* words below.

toy	cowboy	loyal
boil	boy	spoil
royal	tail	soy
coin	joy	soil

2. Complete the sentences using these words.

enjoys

royal

toys

Marcus \_\_\_\_\_ playing the trumpet.

The children play with their \_\_\_\_\_.

Kings and queens are \_\_\_\_\_.



Name \_\_\_\_\_

# 11b – Counting Down

1. The days of the week are mixed up.  
Write them in the correct order.

Start with Monday and end with Sunday.

Tuesday

Friday

Monday

Sunday

Thursday

Saturday

Wednesday

Monday

Monday
Sunday



2. What day is it tomorrow?

Today is Monday. Tomorrow is \_\_\_\_\_.

Today is Wednesday. Tomorrow is \_\_\_\_\_.

Today is Saturday. Tomorrow is \_\_\_\_\_.

Today is Tuesday. Tomorrow is \_\_\_\_\_.

Today is Friday. Tomorrow is \_\_\_\_\_.

Today is Sunday. Tomorrow is \_\_\_\_\_.

Today is Thursday. Tomorrow is \_\_\_\_\_.

Name \_\_\_\_\_

# 11b – Counting Down

Write a recount about counting down the days to your birthday.  
Tell how you felt as the day got closer.



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