



Oily Feet

Word Count: 270 **Text Type:** Narrative

High-Frequency Word Focus: black, live, near

Content Words: animals, beach, clean, crashed, feathers, feet, help, jumper, mess, oil, penguin, rescue, ship, swim

Language Features: (punctuation, vocabulary, sound and letter knowledge)
comma after adverbs that tell where and when; base morphemes with suffix *est*; *r*-controlled vowel *ur*

LITERACY

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

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

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

Literature and context: discuss how authors create characters using languages and images

Responding and examining: discuss characters and events and make connections with own experiences

Creating literature: recreate text using writing and drawing

LANGUAGE

Text structure and organisation: recognise the purpose and effect of punctuation

Expressing and developing ideas: know how to use morphemes in word families; understand the use of vocabulary; 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 what they know about oil spills. Discuss what kinds of sea and coastal animals are affected by this kind of environmental pollution.

Encouraging prediction: Read the book's title to students and discuss the cover illustration. 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 an oil spill, they will talk about commas, words that tell where and when, words to which *est* is added, and the sound made by *ur*.

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 jumpers on page 11.

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. Have them read page 4, and ask why Molly does not help clean up the beach. Read pages 8 to 12. Ask how Molly is now able to help. Ask why the man is bathing the penguin on page 13, and how Molly’s jumper will help it. Remind students of the difference between imaginary and informative texts, and ask which they think this book is and why.

■ Literature

Literature and context: Have students discuss how the author’s description and the illustrator’s depiction of Molly helped them form ideas about her character.

Responding and examining: Ask students how they felt about what Molly did for the penguins, and if it reminded them about something or someone they have helped.

■ Language

Text structure and organisation/expressing and developing ideas: Draw students’ attention to the comma in the first sentence on page 6. Explain that it comes after a part of the sentence that tells where something happened. On page 10, the comma comes after a part of the sentence that tells when something happened. Have them explain the position of the commas on pages 14 and 16. Read page 4 and point out that the suffix *est* has been added to the base morpheme *big* to make the superlative *biggest*. Explain that the suffix *er* is added when comparing two things, and *est* is added when comparing three or more things. Together, make a list of base words, then turn them into superlatives.

Sound and letter knowledge: Point to the word *Saturday* on page 10. Write it on the board and circle the *ur*. Model pronunciation, focusing on the *ur* sound. Point out how the *r* modifies the sound of the *u*. Have students listen and repeat. List other words containing this *r*-controlled *u*. Have students circle and pronounce the *ur* sound in each word.

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 *Oily Feet* 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.
- Ask students to draw a series of pictures that illustrate what happened to *Oily Feet*. Use their pictures to decorate the classroom.
- Have students write about a form of pollution that impacts their own lives, such as litter dropped in the street. Have them end their text with the sentence *We could fix this pollution problem by...* Encourage students to present their work to the class.

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 _____

12c – Oily Feet1. Add *ur* to each word.

t____tle

c____b

____n

c____l

t____n

s____f

Sat____day

ch____ch

h____t

2. Write *est* at the end of each word.

quick_____

deep_____

slow_____

soft_____

loud_____

firm_____

dark_____



Name _____

12c – Oily Feet

Answer Yes or No.

Do Molly and her family live near the beach? _____

Does the ship float all the way to the beach? _____

Is the sea polluted after the oil spills? _____

Do seals suffer in the oil spill? _____

Do penguins suffer in the oil spill? _____

Does Molly help the penguins? _____

Is the penguin called Black Feet? _____



