

What Am I?



Word Count: 31 **Text Type:** Literary Recount

High-Frequency Word Focus: a, am

Content Words: bat, cat, dragon, fox, frog, hen, ram, Sam

Language Features: (punctuation, vocabulary, sound and letter knowledge)
capital letters; full stops; VC, CVC patterns; short *a*

LITERACY

Interacting with others: listen to and respond orally to text and others; use interaction skills

Interpreting, analysing, evaluating: identify some differences between informative and imaginative texts; read predictable text; use comprehension strategies to understand and discuss text

Creating texts: produce some lower case letters

LITERATURE

Literature and context: recognise that authors can tell stories and share experiences that are similar or different to their own

Responding and examining: recognise story ending

Creating literature: retell text through performance

LANGUAGE

Language for interaction: use language to express likes

Text structure and organisation: understand concepts about digital text; purpose of capital letters and full stops

Expressing and developing ideas: explore the contribution of images to meaning

Sound and letter knowledge: recognise sounds in spoken words; letters of the alphabet

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 a costume box at home. Discuss costumes and how wearing them can help create a pretend world. Discuss playing make-believe, and link this to the story.

Encouraging prediction: Using the interactive digital book, or the printed version, show students the cover and read the title. Ask them why the boy is looking in the chest. Turn to and read the title page. Together, look at all the illustrations in the book, taking note of each costume. Have students use the illustrations to predict what the story might be about.

Outlining focuses: Explain to students that as well as learning what happens in this story, they will be talking about capital letters, full stops, letter patterns, and the short *a* sound.

DURING THE READING SESSION LISTENING, READING, SPEAKING, VIEWING

■ Literacy

Modelling: Read the text to students. Use expression, pause to clarify unfamiliar words, and point out details in the illustrations, such as the boy's face under the costumes.

Guiding: Invite students to read from their books, keeping 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 and knowledge of letter/sound patterns. Allow appropriate "wait time" and provide positive feedback to students when they use learned reading strategies to make meaning from words, sentences, and whole texts (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. Discuss the costumes the boy is wearing. Ask when and where he might wear them. Explain the difference between imaginary and informative texts. Ask students which they think this book is and why.

■ Literature

Literature and context: Ask students whether the author has written about an activity that they also enjoy doing. Ask what kind of boy they think Sam might be.

Responding and examining: Ask students to explain what happens at the end of the story.

■ Language

Language for interaction: Ask students which of Sam's costumes they liked the most and why.

Expressing and developing ideas: Ask students if they think the illustrations are an important part of this story and, if so, why.

Text structure and organisation: If you are using the digital version of the text, explain to students how it works. Ask students to read page 2. Point out the capital letter and explain that this tells us a new sentence is starting. Ask students to tell you the first word in the sentence on this page (*I*). Have them point to the capital *I* at the start of the sentence on each page. Discuss the purpose of the full stop at the end of each sentence.

Sound and letter knowledge: Ask students to read page 4 aloud and to note the short *a* sound in *am* and *bat*. Discuss the VC and CVC patterns in these words. Ask students to think of other words with the short *a* sound that have a VC pattern (for example, *an*, *at*) and a CVC pattern (for example, *mat*, *can*).

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. Prior to any writing or drawing activities, encourage students to sit comfortably and hold their pencils correctly.

- Ask students to complete the *What Am I?* 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 to the end, 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.
- Create a class book. Have each student write *I am a _____*. Ask them to fill in the blank with the character they would like to dress up as. Then, have students draw themselves as that character. Use the pages to make a class book called *What Am I?*
- Have students use materials from the art/craft cupboard to make a mask of their favourite animal.
- Have students use their masks to perform a retelling of the story (changing animal names according to mask).

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 _____

1c – What Am I?

Draw a line to match the words and the pictures.

I am a ram.



I am Sam.



I am a cat.



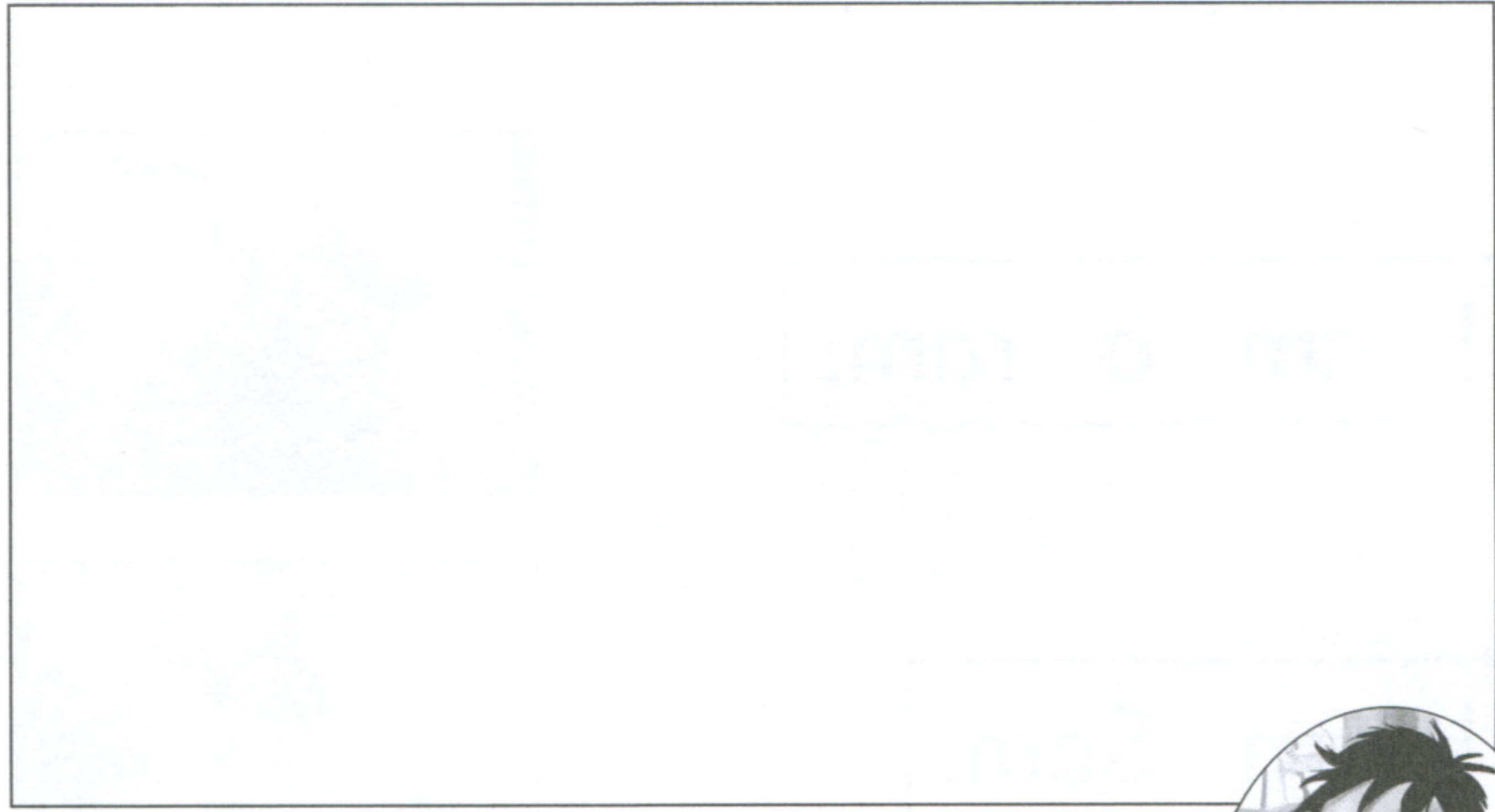
I am a bat.



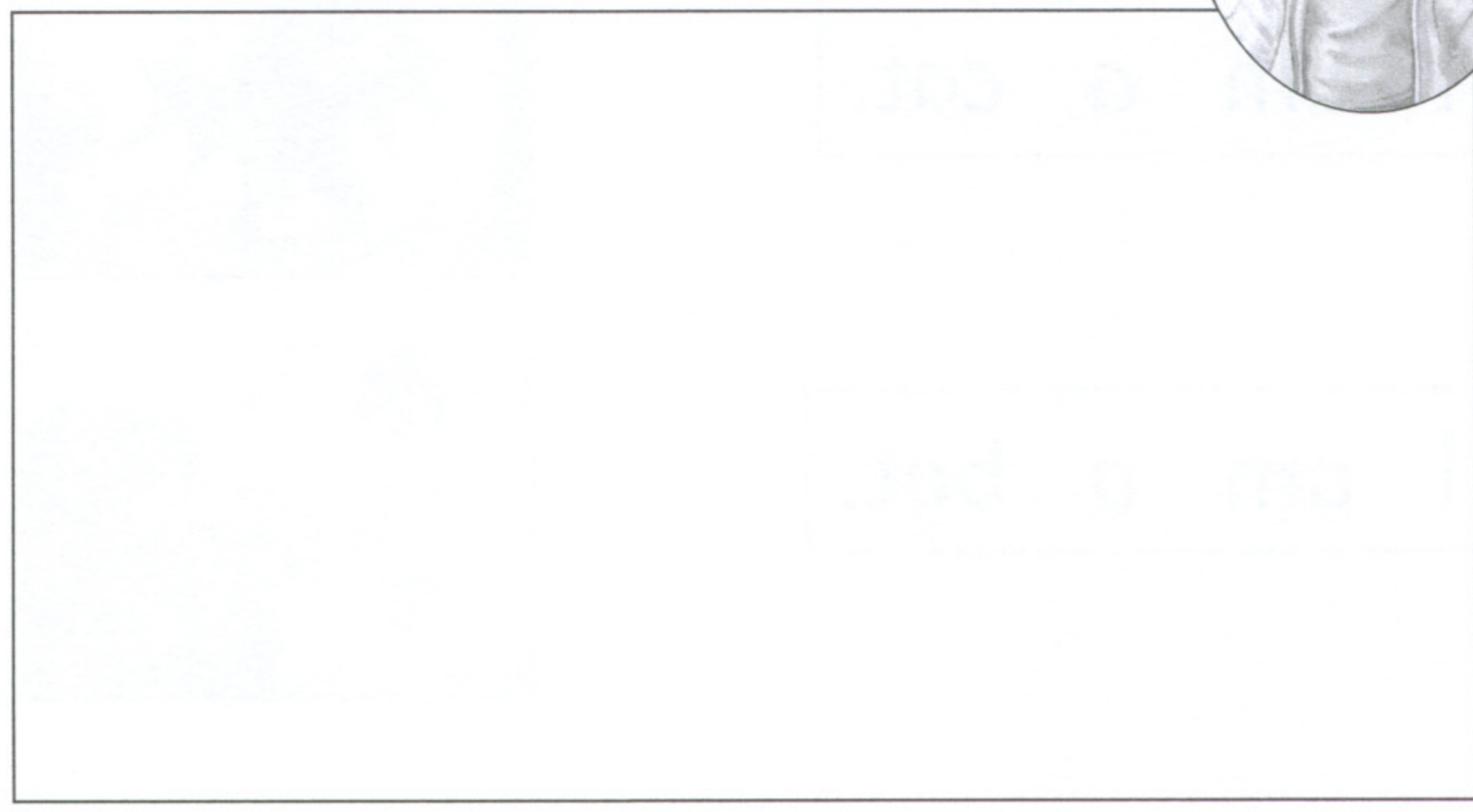
Name _____

1c – What Am I?

1. Draw yourself in one of Sam's costumes.



2. Draw yourself in a new costume.



Name _____

1c – What Am I?

Draw these pictures from the story.

Write the matching word

from the book in each space.



Animal with Feathers

I am a _____.

The Boy

I am a _____.