

At the Park

Word Count: 48 **Text Type:** Narrative

High-Frequency Word Focus: at

Content Words: ball, bee, dog, duck, man, park, rug, tree, van

Language Features: (punctuation, vocabulary, sound and letter knowledge)
repetitive phrases with single word change; VC patterns; rhyming words; short *a*

LITERACY

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

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

Creating texts: write a lower case letter

LITERATURE

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

Responding and examining: share thoughts and feelings about characters and events; retell events from a story

Creating literature: retell text through illustration

LANGUAGE

Language for interaction: use language to express needs

Expressing and developing ideas: recognise texts are made up of words and groups of words that make meaning; use onset and rime to spell words; write some high-frequency and known words

Sound and letter knowledge: recognise sounds and rhymes 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 what they like to do and see at the park. Ask them which park they enjoy the most, and with whom they normally go.

Encouraging prediction: Read the book's title to students. Discuss the man on the cover. Turn to and read the title page. Ask students to look at the illustrations throughout the book and note the man moving from one place to another. Then, have them use the illustrations to predict what the story might be about.

Outlining focuses: Explain to students that as well as reading about what happens in the park, they will be talking about repetitive phrases, words with a single vowel and a single consonant, the short *a* sound, and words that rhyme.

DURING THE READING SESSION LISTENING, READING, SPEAKING, VIEWING

■ Literacy

Modelling: Read the text to students. Use expression, and pause to clarify unfamiliar words where necessary. Point to details in the illustrations, such as the lines showing the movement of the ball towards the man on page 7.

Guiding: Invite students to read, 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 by having them recall some of the things the man encountered at the park. Discuss the subplot in the illustrations by asking students what happened to make the man run to the van. Explain the difference between imaginary and informative texts, and ask which they think this book is and why.

■ Literature

Literature and context: Ask students if the author has told a story that is similar to their own experience.

Responding and examining: Ask students how they felt when the man left his picnic and ran to the van. Invite students to retell the story's main events in correct order.

■ Language

Language for interaction: Ask students what they would do if they were in a similar situation to the man in this story.

Expressing and developing ideas: Explain that texts are made up of groups of words that make meaning. Ask students to read the phrase *is at the park* on each page. Explain that this phrase is repeated on every page, while one word in each sentence changes. This repetition adds meaning to the story.

Sound and letter knowledge: Discuss words made up of a single vowel followed by a single consonant (VC words). Ask students to find the words *is* and *at* in the book. Write these words on flashcards and have students play flashcard games to assist the development of their reading vocabulary.

Ask students to read the words *man* on page 2 and *van* on page 16. Point out the short *a* sound in both words. Explain how these words rhyme. Ask students to think of more words that rhyme with these words (for example, *can*, *fan*). Have students use onset and rime to spell these words.

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 *At the Park* 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.
- Sequence the story from beginning to end using only illustrations. Ask students to remember all the things that the man encountered. Have them draw a quick sketch of each thing, then put the pictures in the correct order.
- Remind students that the man was scared of the bee and that is why he ran from the park. Have them draw pictures of three things they would run away from.
- Tell students to draw pictures of four things they have seen in a park.

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 _____

2a – At the Park

1. Add *a* to these words.

b__t

m__n

p__t

s__d

m__d

c__n

c__b

r__n

r__t

2. Look at the picture.

Circle the sentence that is true.



A van is
at the park.

A man is
at the park.

Name _____

2a – At the Park

Who is at the park?

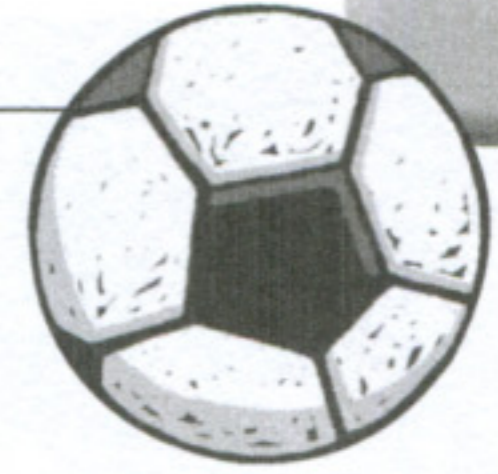
Draw the pictures.



A dog is at the park.

A bee is at the park.

Name _____



2a – At the Park

1. Write a word from the book in the space.
Draw a picture to match the sentence.

A van is _____ the park.

2. Draw a face that shows how you felt when the man ran to the van.