



What Can You Do?

Word Count: 73 **Text Type:** Factual Description

High-Frequency Word Focus: can, you

Content Words: crawl, hop, leap, slide, swim, swing, trot

Language Features: (punctuation, vocabulary, sound and letter knowledge) capital letters; 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 imaginative and informative texts; read predictable text; use comprehension strategies to understand and discuss text

Creating texts: produce some lower case letters

LANGUAGE

Language for interaction: develop the use of language amongst peers in the school situation

Text structure and organisation: understand the use of capital letters

Expressing and developing ideas: write some high-frequency and known words

Sound and letter knowledge: recognise sounds in spoken words; letters of the alphabet; know there are upper and lower case letters

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 the ways people can move (for example, *run, walk*). Then, make a list of the ways animals can move (for example, *trot, climb*). Compare the two lists and discuss the differences.

Encouraging prediction: Read the book's title to students. Discuss what the orangutan on the cover is doing. Turn to and read the title page. Ask students to look at the photographs throughout the book and take note of the ways the different animals move. Then, have them use the photographs to predict what the book might be about.

Outlining focuses: Explain to students that as well as reading about how different animals move, they will be talking about the capital letters that appear at the start of each sentence and learning more about 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 where necessary, and point to details in the photographs, such as the kangaroo's long tail on page 11.

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. Ask which animal can hop/slide/swim. What

is the girl doing on page 16? Ask students if they can move in the same way as the animals in the book. Explain the difference between imaginary and informative texts, and ask which they think this book is and why.

■ Language

Language for interaction: Ask students why animals move in different ways.

Text structure and organisation: Ask students to read page 2. Remind them that a capital letter tells us that a new sentence is starting. Ask students to tell you the first word in each sentence on this page (*I*). Have them point out the first word in other sentences throughout the book, identifying the capital letter.

Sound and letter knowledge: To reinforce students' understanding of the use of capital letters, print lowercase and uppercase letters on flashcards, and ask students to sort them into two piles, one for uppercase and one for lowercase (big and small letters). Ask students to read page 4 aloud and note the short *a* sound in *am*, *cat*, and *can*. Ask students to think of other words with the short *a* sound (for example, *at*, *apple*, *bat*). Write a list of words with the short *a* sound on the board, and have students circle the short *a* 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. Prior to any writing or drawing activities, encourage students to sit comfortably and hold their pencils correctly.

- Ask students to complete the *What Can You Do?* 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.
- Discuss the different kinds of movement in the book (for example, hop, leap, slide). Make sure there is enough room for students to take turns demonstrating one movement from the book while the others guess which one it is. Then, have students demonstrate other movements.
- Students could take on the role of each animal and retell the story through dramatization.
- Have students fold a sheet of paper into four sections. At the top of the sections, help them write the words *Swim*, *Fly*, *Run*, and *Crawl*. Ask them to draw animals that move in a particular way in the appropriate section.

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 _____

3a – What Can You Do?

1. Circle the capital letter and underline the short a sound in these sentences.

The first one is done for you.

i / I am a cat.



I / i am a bat.



it / It is a tap.



It / it is a hat.



2. Add *a* to these words.

c _____ n b _____ t

c _____ t b _____ n

c _____ p t _____ p

c _____ b t _____ n

Name _____

3a – What Can You Do?

1. Circle the animals that were in the book.



2. Tick Yes or No.

	Yes	No
The horse can trot.		
The cat can swim.		
The fish can hop.		

3. Draw yourself crawling.

Name _____

3a – What Can You Do?

Draw a picture of an animal that was not in the book.

Write what the animal can do.



A large empty rectangular box for drawing and writing.

I can _____.