



Sky's New Home



Word Count: 92 **Text Type:** Narrative

High-Frequency Word Focus: an, me, new, old, said

Content Words: book, fine, game, Grandpa, home, phone, radio, switch

Language Features: (punctuation, vocabulary, sound and letter knowledge) dialogue; initial consonant *g*

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; attempt to create short text to report ideas

LITERATURE

Responding and examining: share thoughts and feelings about events and characters; recognise characteristic features of texts – beginning and ending of story

Creating literature: retell text through illustration

LANGUAGE

Text structure and organisation: understand how digital texts work; punctuation is a feature of written texts – quotation marks

Expressing and developing ideas: know spoken sounds and words can be written down using letters of the alphabet; how to write high-frequency words; explore the contribution of images to meaning

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

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: Discuss how technology has changed the way we live, for example, how children today play electronic games indoors, rather than playing outdoors as they did in Grandpa’s day. Explain that before many modern technologies, there was a slower pace to life.

Encouraging prediction: Using the interactive digital book, or the printed version, read the title to students and have them discuss the characters on the cover. Turn to and read the title page. Ask students to look at the pictures as you move through the book. Draw attention to the photographs on the left-hand pages. Have students use the illustrations and photographs to predict what the story might be about.

Outlining focuses: Explain to students that as well as reading about Sky’s new home, they will talk about words the characters say, and words that begin with the letter *g*.

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 out the old and new objects in the pictures as you read.

Guiding: Invite students to use their books 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 list the things Grandpa prefers. Discuss how some people still enjoy old ways of doing things, even though we have new ways of doing them. Look at pages 14 and 16, and ask what Sky and Grandpa both like to do. Remind students of the difference between imaginary and informative texts, and ask which they think this book is and why.

■ Literature

Responding and examining: Have students identify what happens at the start and end of the story. Ask what they thought of Grandpa when he preferred something old, and how they felt when they read the last page of the story.

■ Language

Text structure and organisation/expressing and developing ideas: If you are using the digital book, explain to students how it works. Read page 4 together. Tell students the purpose of the quotation marks. Explain that we can tell who is speaking because each speaker’s words begin on a new line, and the text tells you who is saying them. Explain that we can help give more meaning to words a character says by speaking in a different voice.

Have students discuss how the photographs helped them to understand the story.

Sound and letter knowledge: Have students turn to page 8 and find two words that start with *g* (*game*, *Grandpa*). Point out the capital and lowercase *g*. Hold up pictures of common objects. Have students tell which ones start with *g*.

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 *Sky’s New Home* 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.
- Brainstorm a list of old and new things. Find pictures of things on the list and make a poster showing both old and new. Discuss the differences between the old and new things.
- Have students research, then illustrate, an old car and new car. Help them write underneath:
I think the _____ car is the best because _____.
- Have students retell the text by drawing pictures of three things that were in Sky’s new home.

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 _____

4d – Sky's New Home

1. Tick the box to show who said it.

	Sky	Grandpa
"This is our new home."		
"This game is new."		
"An old phone is fine for me."		
"This book is new."		
"An old book is fine for me."		

2. Write *g* in these words.

___irl

___et

___ood

___ame

___ot

___one

___ave

___as

___o

___ap



Name _____

4d – Sky's New Home

1. Match the words to the picture.

radio



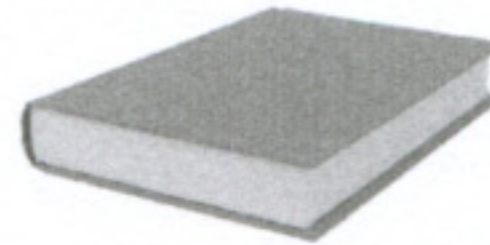
switch



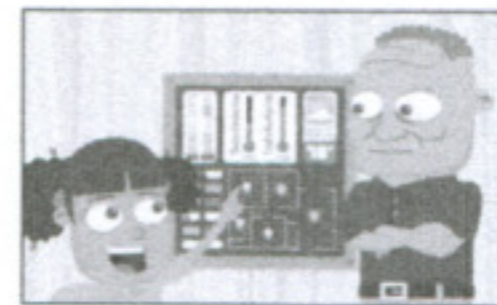
phone



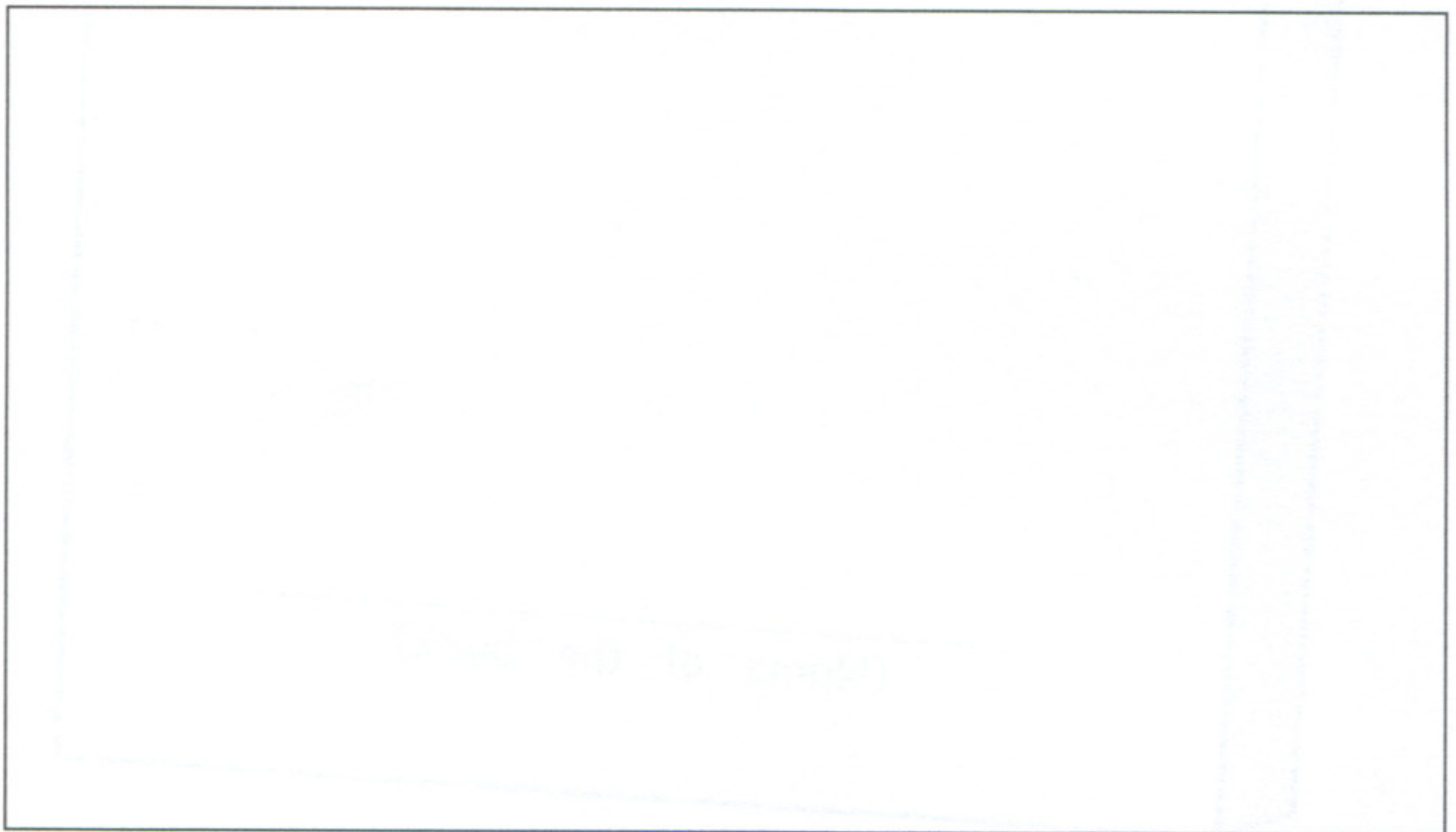
game



book



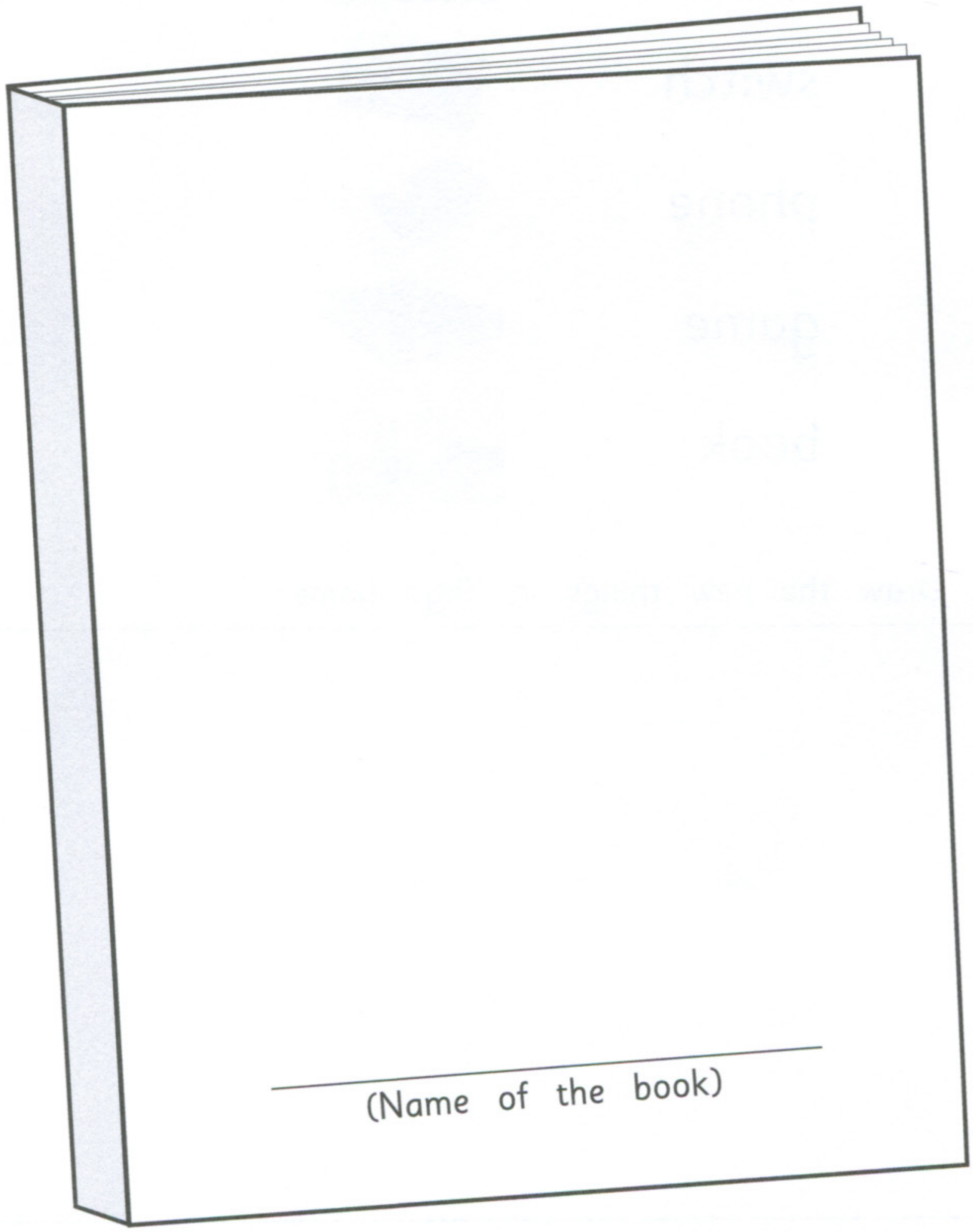
2. Draw the new things in Sky's home.



Name _____

4d – Sky’s New Home

Make a cover for this book by drawing some old things or some new things.
Write the name of the book.



(Name of the book)