

Emma the Elephant



Word Count: 86 **Text Type:** Narrative

High-Frequency Word Focus: now, off, she

Content Words: car, cool, doors, elephant, hot, monkey, parrot

Language Features: (punctuation, vocabulary, sound and letter knowledge) dialogue; initial consonants *m, c*

LITERACY	LITERATURE	LANGUAGE
<p>Interacting with others: listen to and respond orally to text and others; use interaction skills</p> <p>Interpreting, analysing, evaluating: identify some differences between imaginative and informative texts; read predictable text; use comprehension strategies to understand and discuss text</p> <p>Creating texts: produce some lower case letters; attempt to create short text to record ideas</p>	<p>Responding and examining: share thoughts and feelings about events and characters; recognise characteristic features of texts – beginning and ending of story</p> <p>Creating literature: retell text through illustration</p>	<p>Language for interaction: use language to express needs</p> <p>Text structure and organisation: understand how digital texts work; punctuation is a feature of written texts – quotation marks</p> <p>Expressing and developing ideas: know that 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; recognise texts are made up of groups of words that make meaning</p> <p>Sound and letter knowledge: recognise sounds in spoken words; letters of the alphabet – upper and lower case</p>

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 how they feel on a very hot day. Ask how they like to cool down.

Encouraging prediction: Using the interactive digital book, or the printed version, read the title to students and have them discuss the illustration on the cover. Turn to and read the title page. Ask students to look at the illustrations as you move through the book, identifying the main character and what she is doing throughout. Have them use the illustrations to predict what the story might be about.

Outlining focuses: Explain to students that as well as reading about Emma the elephant, they will be looking closely at specific words the characters say, and talking about words that begin with *m* and *c*.

DURING THE READING SESSION LISTENING, READING, SPEAKING, VIEWING

■ Literacy

Modelling: Read the text to students. Use expression, pause to clarify unfamiliar words, and point to details in the illustrations, such as the folded roof of the car on page 9.

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 asking them to explain why Emma was so hot, and to tell whether they think Min and Pat’s suggestions are good ones. Ask students how Emma finally solved her problem. Ask students for their own ideas of ways for elephants to cool off. Remind them 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 them how they felt about each suggested way for Emma to cool off, and if they think the author chose a good ending for the story.

■ Language

Language for interaction: Have students discuss what they could do to stay cool on a very hot day.

Text structure and organisation/expressing and developing ideas: If you are using the digital text, explain to students how it works. Ask students to read page 6. Point out the quotation marks around the dialogue. Tell them the text inside the quotation marks is speech. Ask students which character is speaking. Explain that we can add meaning to spoken words by saying them in a different voice.

Sound and letter knowledge: Have students find words on page 6 that begin with *m* (*Min, monkey*). Discuss the upper and lowercase *m*. Ask students if they know anyone with a name that begins with *m*. Turn to page 12 and discuss the words that start with the letter *c* (*can, cannot, cool*). Ask students to name things in the classroom that start with *c*.

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 *Emma the Elephant* 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 through, 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.
- Ask students to draw Emma as a different animal, cooling off in a different way. Emma could be an animal that swims to Antarctica, or a frog that cools off in a pond.
- Have students cut and paste pieces of coloured paper to create “hot” and “cold” pages. Red and yellow paper could be used for the hot pages and blue and white for cold.
- Have students draw a picture of each of the characters in the story.

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 _____

4e – Emma the Elephant

1. Say the *m* sound in these words.

Then, circle the (m).

monkey

man

meat

made

movie

milk

more

my

2. Say the *c* sound in these words.

Then, circle the (c).

cut

comb

call

could

come

carry

car

copy

colour



3. Circle the speech marks in these sentences.

“Get the top off now!” yells Min.

“Get the doors off now!” yells Pat.

“Who can cool me off now?”
she asks.

Name _____

4e – Emma the Elephant

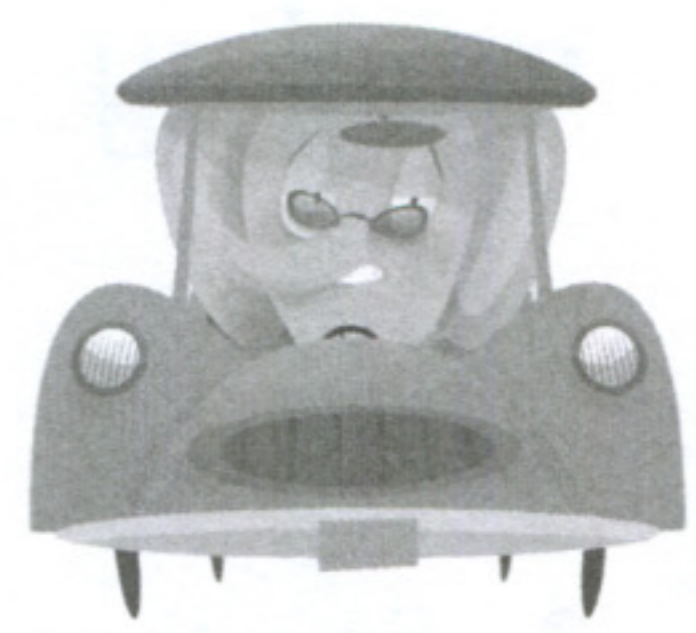
1. Circle the right word.

Emma is an elephant / ant.

Emma drives a truck / car.

Emma is hot / cold.

Emma cools off in the car / water.



2. Draw a picture of Emma swimming in the sea.

Name _____

4e – Emma the Elephant

Draw two pictures to show what happens at the start and at the end of the story. Write if Emma is hot or cool.



Start of the Story

Emma is _____.

End of the Story

Emma is _____.