

The People Museum



Word Count: 99 **Text Type:** Literary Recount

High-Frequency Word Focus: as, just, saw, two, well

Content Words: clever, fun, hungry, museum, quick, strong, tall

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

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 and upper case letters; create short text to explore ideas and events

LITERATURE

Responding and examining: share thoughts and feelings about characters

Creating literature: retell text through illustration

LANGUAGE

Language for interaction: use language to express likes

Text structure and organisation: understand how digital texts work; understand 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

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 ever been to a museum. Discuss what exhibits students might see there, such as dinosaur exhibits.

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, noting what Tina and Mum see at the museum. Have students use the illustrations to predict what the story might be about.

Outlining focuses: Explain to students that as well as reading about the People Museum, they will be talking about words the characters say and learning about the *cl* blend.

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 the different exhibits on each page.

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 to give 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 questions. Why is the book titled *The People Museum*? Why are the dinosaurs visiting the museum? Ask students what the people in the various exhibits are doing, and why they are in the museum. Remind students of the difference between imaginary and informative texts, and ask which they think this book is and why.

■ Literature

Responding and examining: Remind students that Tina thinks she is just as good at everything as the people in the museum. Ask what words they would use to describe Tina.

■ Language

Language for interaction: Have students discuss what displays at the museum they liked best.

Text structure and organisation/expressing and developing ideas: If you are using the digital book, invite students to take turns to operate it for the following activities. Read the dialogue on page 4. Ask students to point to the quotation marks around Tina’s speech. Explain that the words *she said* tell us it is Tina who is speaking, and that the speech of every new speaker begins on a new line. Explain that we can add meaning to the words a character says by speaking in a different voice.

Sound and letter knowledge: Ask students to look at the word *clever* on page 8 and sound it out. Point out the *cl* blend at the beginning of the word and how both letters make their own separate sound. Brainstorm a list of words that start with the same blend (for example, *clap*, *clown*). Write them on the board. Have students take turns to come up to the board, sound out a word, and circle the *cl* blend.

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 *The People Museum* 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.
- Have students draw a picture of Tina visiting a different exhibit at the People Museum. Students can decide what this new exhibit should be (for example, a personal hero, a sports star). Have them present and describe their work to the class.
- Assist students to divide a sheet of paper into four sections. Ask them to draw something in each section that they might see on a visit to a museum. Encourage them to share their illustrations with the class.

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 _____

5d – The People Museum

1. Circle the (cl) in each of these words.

clap clock clown

claw cliff clam

2. Put the speech marks in the right place.

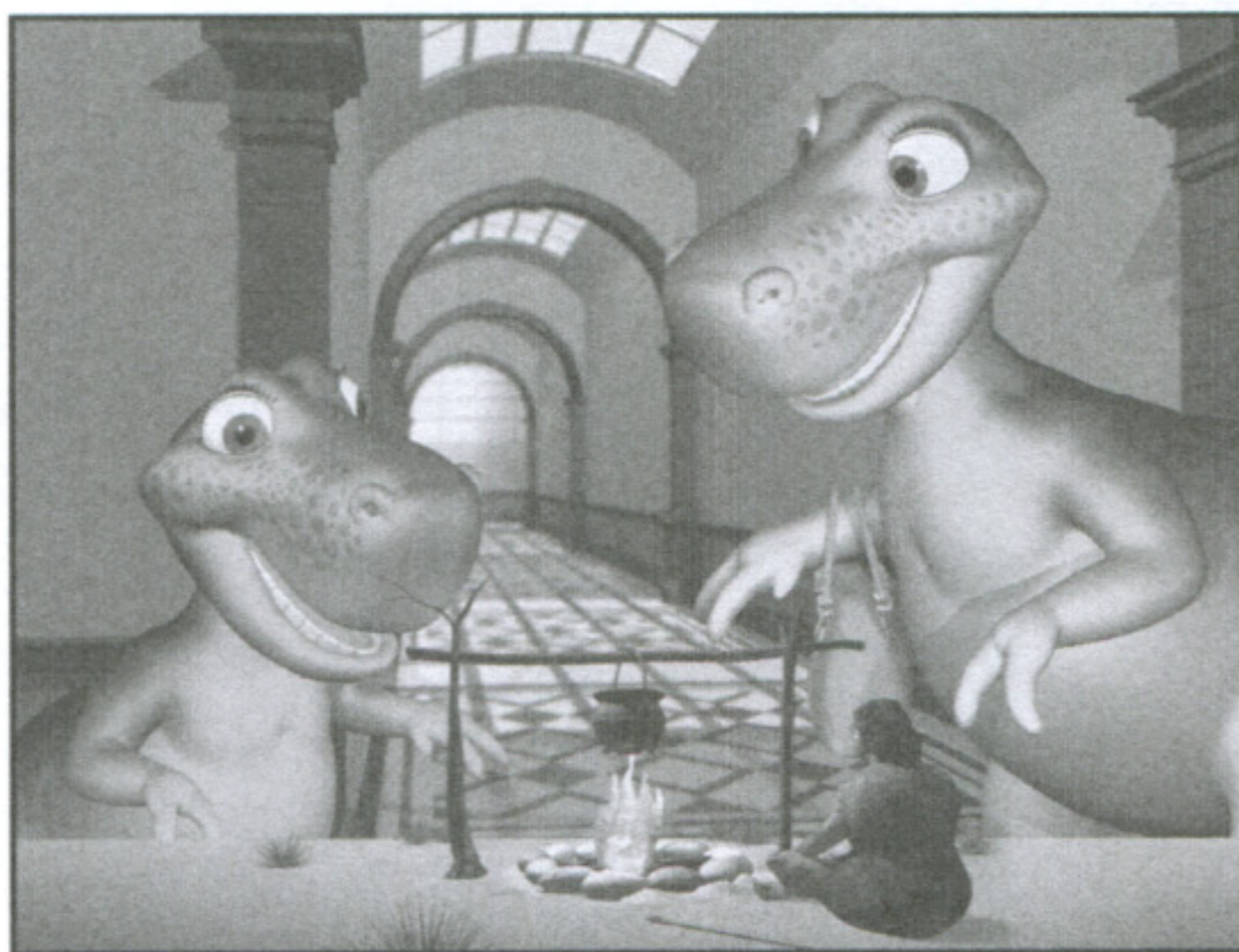
Let's go to the museum, said Mum.

I am just as brave, said Tina.

I am just as strong, she said.

The museum was fun, said Tina.







Now, can I get lunch?



Name _____

5d – The People Museum

Write Yes or No to answer these questions.

		Yes	No
	Is Tina tall?		
	Is Tina a T-rex?		
	Is Mum a cat?		
	Is Mum a dinosaur?		
	Did they go to a museum?		
	Did they go to a zoo?		

Name _____

5d – The People Museum

Write about your favourite exhibit at the People Museum.
Draw a picture of your favourite exhibit.



