

When We Started School



Word Count: 104 **Text Type:** Factual Recount

High-Frequency Word Focus: made, play, school, then, when

Content Words: friends, fun, learned, music, numbers, started, teams, word

Language Features: (punctuation, vocabulary, sound and letter knowledge) sentences (directionality); long *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: create short text to record ideas and events

LANGUAGE

Language for interaction: use language to express likes

Text structure and organisation: understand how digital texts work; directionality; texts can take different forms – purpose of index

Expressing and developing ideas: write some high-frequency and known 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 to recall what they did during their first week at school. Ask them who their first friends were and what they liked to play.

Encouraging prediction: Using the interactive digital book, or the printed version, read the title to students, and have them discuss what the children on the cover are doing. Turn to and read the title page. Ask students to look at the photographs as you move through the book, taking note of the different activities the children are doing. Then, use the photographs to help students predict what the book might be about.

Outlining focuses: Explain to students that as well as reading about starting school, they will be talking about reading sentences in the right order, and learning about words that have a long *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 the activities or objects in the photographs as they are mentioned in the text.

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 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. Have students read the text and look at the photograph on pages 2 and 3. Ask if they think it would be a good idea to make name tags when students first start school, and why (or why not). Then, have students turn to pages 12 and 13. Ask them to look at the masks on this page and to describe what kind of masks they are. Ask students how the children might have used the masks to do a play.

■ Language

Language for interaction: Ask students which mask on pages 12 and 13 they liked the most and why.

Text structure and organisation: If you are using the digital book, invite students to take turns to operate it for the following activities. Turn to page 2. Have students read the sentences from top to bottom of the page. Now, read them yourself from bottom to top. Discuss how the text does not make sense when the sentences are read in the wrong order. Repeat with other pages, reinforcing the importance of directionality. Discuss the purpose and placement of the index on page 16.

Sound and letter knowledge: Model the pronunciation of the words *name* and *game* on page 2. Explain to students that the *a* in these words makes a long sound while the *e* is silent. Have students practise making the long *a* sound, then repeat the exercise with the word *made*, also on page 2. Practise this sound, then extend students' vocabulary by making a list of long *a* words with silent *e* at the end.

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 *When We Started School* 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.
- Provide students with some small blank cards. Have them write pairs of numbers on different cards. Tell them to turn the cards face down and play a "find the pairs" memory game with a friend.
- Provide students with materials they can use to make simple musical instruments, for example, plastic containers, rice or beans, small boxes, rubber bands, and wooden blocks. Have each student demonstrate their instrument, then explain to the class how they made it.

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 _____

6a – When We Started School

1. Circle the **a** in each word.
Say each word out loud.

bake	lake	make	take
gate	snake	wave	came
flame	game	cake	name

2. Read these sentences.
Write them in the correct order.

We played a number game.

We started school.

We made numbers.


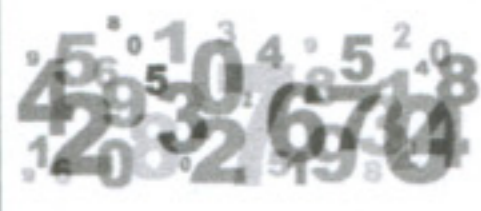





1. _____
2. _____
3. _____



Name _____

6a – When We Started School

Write Yes or No to answer these questions.

	Yes	No
 Did they go to school?		
 Did they learn numbers?		
 Did they learn words?		
 Did they learn music?		
 Did they make hats?		
 Did they make friends?		
 Did they go to the zoo?		

Name _____

6a – When We Started School

Draw a picture of what you most enjoy doing at school.
Then, write a sentence that describes your drawing.

