



I Must Be Quick



Word Count: 109 **Text Type:** Narrative

High-Frequency Word Focus: be, must, only

Content Words: clowns, ice-cream, melt, minute, mum, quick, rides, watched

Language Features: (punctuation, vocabulary, sound and letter knowledge)
punctuation; capital letters for names; consonant *q(u)*

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 events

LITERATURE

Literature and context: understand authors can tell stories and share experiences similar or different to their own

Responding and examining: retell events from a story; share thoughts and feelings about characters and events

Creating literature: retell text through illustration

LANGUAGE

Text structure and organisation: recognise capital letters are used for names; understand how digital texts work; understand punctuation is different from letters

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 been to a fair. Discuss ice-creams and how quickly they melt.

Encouraging prediction: Using the interactive digital book, or the printed version, read the title to students and 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 he is doing. Have them use the illustrations to predict what the story might be about.

Outlining focuses: Explain that as well as reading about Mike, students will talk about how punctuation is different from words, capital letters, and words that start with *q*.

DURING THE READING SESSION LISTENING, READING, SPEAKING, VIEWING

Literacy

Modelling: Read the text to students. Use expression, pause to clarify unfamiliar words, and point out details in the illustrations, such as Mike being distracted on pages 11 to 13.

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. Ask students what happens when Mike does not follow Mum's instructions. Have them look at the illustrations and tell you why the ice-cream melted so quickly. Draw attention to the illustration on page 16. Point out Mum's and Jade's expressions as Mike hands Jade the melted ice-cream. Ask what emotions Mum and Jade might feel and why. Remind them of the difference between imaginary and informative texts, and ask which they think this book is and why.

■ Literature

Literature and context: Ask students if the author has told a story similar to an experience of their own.

Responding and examining: Invite students to retell what Mike did after he bought the ice-creams. Have them share how they felt each time Mike stopped to watch something.

■ Language

Text structure and organisation: If you are using the digital book, invite students to take turns to operate it for the following activities. Select any page of text. Draw attention to full stops and point out other punctuation marks. Discuss how these marks are different from words. Explain that they encourage us to take a breath and change our voice, but they do not "say" anything. Revise the use of capital letters for names by pointing out *Mike*, *Jade*, and *Mum*.

Sound and letter knowledge: Ask students to look at the text on page 4 and point to the word *quick*. Have them say the word and identify the sound made by the *q*. Explain that when a word starts with *q*, it is always followed by *u*. Together, discuss and list other words that start with *q* on the board.

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 *I Must Be Quick* 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.
- Brainstorm a list of things that must be done right away and the reasons for this, for example, coming to the dinner table before food gets cold. Have students illustrate a poster titled *I Must Be Quick* to present their ideas.
- Have students draw a large sun in the centre of a page and write *It is hot* in the middle. Around the outside of the sun, have them draw pictures of things that melt when warmed.
- Ask students to draw three sequential pictures that show how Mike created a problem by not returning with the ice-creams straight away.

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 _____

6e – I Must Be Quick

1. Circle the punctuation in these sentences.
Underline the capital letters.

“Will you buy ice-cream?”
asked Jade.



“Mike, will you get it?” said Mum.

“I must stay here with Jade.”

“Only get two,” said Mum.

“You must be quick or they will melt.”

2. Write *qu* in the space. Then, read the words.

___ __ een

___ __ ick

___ __ iet

___ __ ilt

___ __ estion

___ __ ail

___ __ iz

___ __ ake

___ __ arter

Name _____

6e – I Must Be Quick

1. Circle the correct answer in each sentence.

Mike was quick / slow.

Mum said, "Get two / three ice-creams."

The ice-cream will melt / freeze.

Mike watched the sports / clowns.

Mike watched the rides / balloons.

2. Draw a picture.

Mike watched the clowns.



Name _____

6e – I Must Be Quick

Draw a picture about a time you were asked to hurry up.

Write who asked you to hurry up, and what they said to you.



A large rectangular box for drawing and writing. At the bottom of the box, there are three horizontal lines for writing.