

The Ice Festival



Word Count: 113 **Text Type:** Literary Recount

High-Frequency Word Focus: before, could, him

Content Words: autumn, dragon boat, festival, ice, kite, moon, spring, summer, winter

Language Features: (punctuation, vocabulary, sound and letter knowledge) dialogue; capital letters; full stops; long *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 explore ideas and events

LITERATURE

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

Creating literature: retell text through illustration

LANGUAGE

Text structure and organisation: understand punctuation is a feature of written texts – quotation marks; use of capital letters and full stops

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

Sound and letter knowledge: recognise sounds and rhyme 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 what changes with the seasons (*the weather*), and if they know of any seasonal festivals. Ask if anyone has been to a seasonal festival, and have them share their experiences.

Encouraging prediction: Using the interactive digital book, or the printed version, read the book's title to students, and have them discuss what the man and boy on the cover are doing. Turn to and read the title page. Ask students to look at the illustrations as you move through the book, identifying the two characters and the settings throughout. Have them use the illustrations to predict what the story might be about.

Outlining focuses: Explain to students that as well as discovering what happens to the man and boy in the story, they will take note of the special punctuation used when people speak, and learn about the long *u* 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 details in the illustrations, such as the dragon boats on page 9.

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. Ask why Luke does not want to go to the first three festivals, and why Uncle Bo is sad on page 14. Why is Luke happy to go to the ice festival? 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. Discuss the characters. Ask them what kind of person they think Uncle Bo is. Have them discuss how Luke’s feelings change throughout the story, and how they felt when Luke said he had not been to the ice festival.

■ Language

Text structure and organisation: Read page 14 and explain to students which words Uncle Bo speaks by pointing out the quotation marks around his dialogue. Repeat with Luke’s answer overleaf. Point out that a new line is required for a new speaker. Note the capital letters and full stops. Repeat these steps with other pages, having students tell you the purpose of specific punctuation marks.

Sound and letter knowledge: Read page 2 and ask students to sound out the name *Luke*. Teach students the saying, “When two vowels go out walking, the first one does the talking, and the other one stays silent.” In this case, the *u* in *Luke* makes the long *u* sound and the *e* stays silent. Together, list other long *u* family words to extend students’ vocabulary (for example, *dune*, *duke*).

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 Ice Festival* 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.
- Group students in pairs and ask them to design a poster advertising a seasonal festival, either real or imaginary. Have them illustrate their poster, then write a sentence or two about their festival.
- Assist students to cut either snowflakes from white paper or autumn leaves from orange, yellow, and red paper. Have them draw either a winter or autumn picture and decorate it with their cutouts.

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 _____

7d – The Ice Festival

1. Put speech marks in the correct places.

It is spring, said Uncle Bo.

I went there before, Luke said.

We could go to the Kite Festival,
Uncle Bo said.

I did go there before, Luke told him.

We could go there! said Luke.

2. Link the u and e in these words.




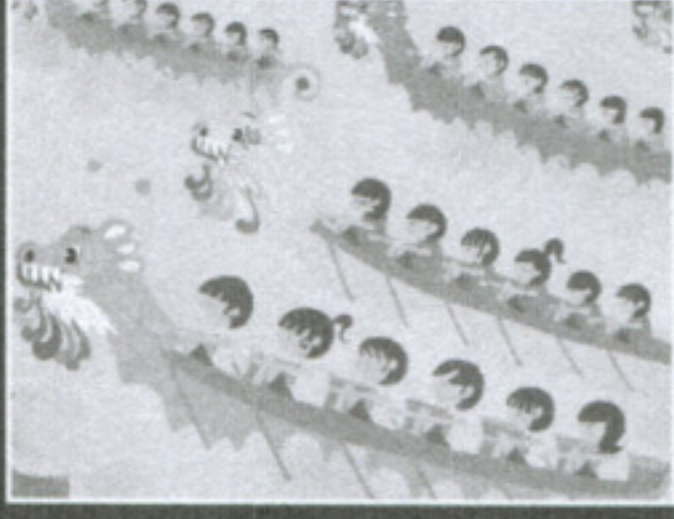
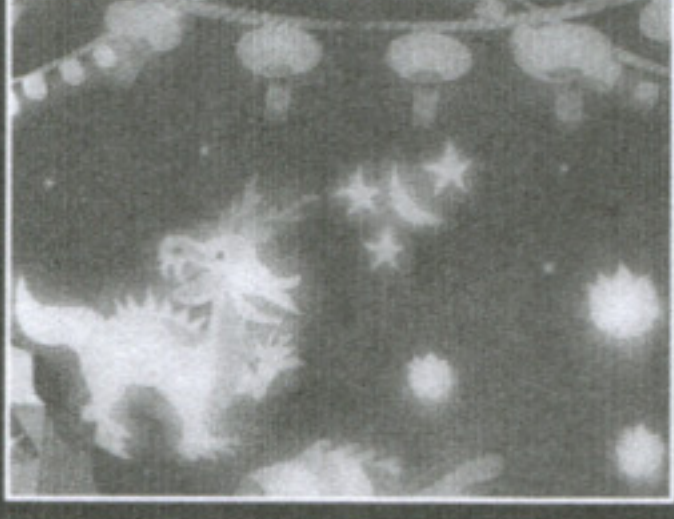

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|-------|------|-------|
| tube | mule | prune |
| fluke | fuse | mute |
| rude | duke | tune |



Name _____

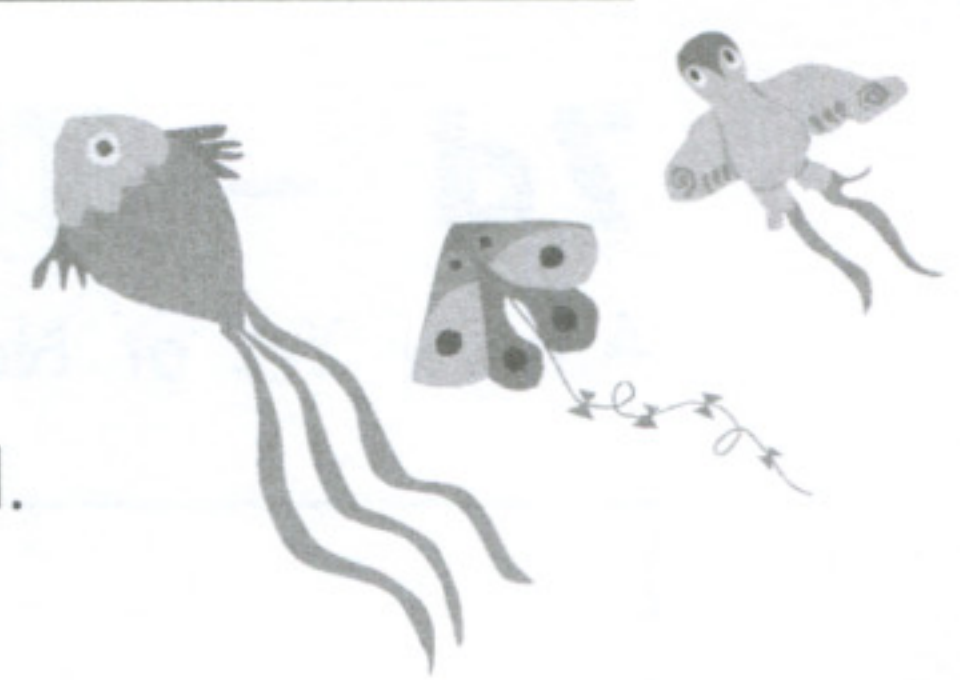
7d – The Ice Festival

Answer Yes or No to these questions.

	Yes	No
		
		
		
		
		
		

Name _____

7d – The Ice Festival



Think about your favourite festival in the book.
Write about why you would like to go to that festival.
Use the book to help you with some words.
Draw a picture of the festival.

A large, empty rectangular box with a thin black border, intended for drawing a picture of a festival.