



A Fun Day



Word Count: 147 **Text Type:** Literary Recount

High-Frequency Word Focus: what

Content Words: clothes, dancing, fire, flower, food, groom, hands, jewels, married, music, necklaces, paint

Language Features: (punctuation, vocabulary, sound and letter knowledge) dialogue; long e

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 and record ideas

LITERATURE

Responding and examining: share thoughts and feelings about events

Creating literature: retell text through illustration

LANGUAGE

Text structure and organisation: understand how digital texts work; understand punctuation is a feature of written texts – quotation marks; the use of capital letters for names

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 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 any of them have ever been to a wedding and, if so, to describe the experience. Explain that wedding ceremonies and clothing are different all over the world.

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

Outlining focuses: Explain to students that as well as reading about the fun day, they will be talking about the words characters say and words that have a long e 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 out details in the illustrations, such as Seema having her hands painted with henna on page 5.

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 look at the illustration on page 5 and tell who the other people in the picture might be. Ask them to look at page 9 and compare Seema’s bridal dress to the clothes worn by other characters in the story. Ask what the thought bubble on page 15 represents. Remind them of the difference between imaginary and informative texts, and ask which they think this book is and why.

■ Literature

Responding and examining: Ask students what they think about the different events that happen on the wedding day.

■ Language

Text structure and organisation: If you are using the digital book, invite students to take turns to operate it for the following activities. Read page 14. Remind students that quotation marks indicate spoken words, then identify what is said by Mum and what is said by Jasmine. Explain the rule requiring a new line for a new speaker. Point out the capital letters for names and full stops at the end of sentences.

Sound and letter knowledge: On page 2, draw students’ attention to the words *Seema* and *we*. Use these words to highlight different letters that make the long *e* sound. Ask students to find other words in the book that have the long *e* sound (*me, see, she*). Show students that the letters *ea* can also make a long *e* sound (for example, *sea*). Give students a list of long *e* words (for example, *be, beads, feet, green, he, tea*), and ask them to circle the letters that produce the long *e* sound. Create a long *e* chart, and make lists of words with each of these different letter combinations.

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 *A Fun Day* 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.
- Ask students to draw themselves and their family at a wedding. Ask them to present their work to the class and explain who the people in the picture are.
- Have students fold a sheet of paper into four sections, then draw four different events from the story.
- Have students draw a picture of, then write about, their favourite annual celebration. Use their work to create a class book called *We Celebrate*.

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 _____

8b – A Fun Day

Write the correct word in each sentence.

we see feet Seema beads me

It was fun seeing S_____ as a bride.

Seema had b_____ on her dress.

Seema wore no shoes on her f_____.

W_____ had a fun day at the wedding.

Can you s_____ the flowers on
m_____?



Name _____



8b – A Fun Day

Write the answers and draw the pictures.

What did Jasmine like best at the wedding?

What was one thing that happened?

Name _____

8b – A Fun Day

Design an invitation to a special celebration.
Write what the celebration is for,
and when and where it will be.
Then, decorate the invitation.



You are invited to
