



Special Days



Word Count: 148 **Text Type:** Information Report

High-Frequency Word Focus: day, sing

Content Words: Anzac, Canada, children's, dance, fireworks, flowers, kites, May, maypole, parades, soldiers, special, spring, teachers', treats

Language Features: (punctuation, vocabulary, sound and letter knowledge) serial commas; describing words; words ending in s

LITERACY

Interacting with others: listen to and respond orally to text and others; use interaction skills

Interpreting, analysing, evaluating: identify some differences between informative and imaginative texts; read predictable text; use comprehension strategies to understand and discuss text

Creating texts: create a short text to record ideas

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 – serial comma; texts take different forms and informative texts have a special purpose – placement of contents and index

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; recognise texts are made up of groups of words that make meaning; understand the use of vocabulary

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 about the special days in the calendar that they celebrate. Create a list of these special days and discuss how and where they are celebrated.

Encouraging prediction: Using the interactive digital book, or the printed version, read the title to students and have them discuss where the celebration on the cover might be taking place. Have students look at the photographs as you move through the book, using them to predict what the book might be about. Read the headings on the contents page to confirm their predictions.

Outlining focuses: Explain to students that as well as reading about special days of celebration, they will be talking about commas, describing words, and words that end in s.

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 the kites in the shape of fish on page 14.

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 reread page 4, then ask why the end of winter would be so important to people in England that they would want to celebrate it. Ask them to read page 8 and tell you what is meant by the phrase *the day Canada was born*. Ask them to study the photographs on page 9, and ask why the boy has a red maple leaf painted on his face. Remind them of the difference between imaginary and informative texts, and ask which they think this book is and why.

■ Language

Language for interaction: Ask students which of the special days in the book they would most like to take part in 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. Use the text on page 2 to revise the purpose of the serial comma. Discuss the purpose and placement of the contents and index pages.

Expressing and developing ideas/sound and letter knowledge: Remind students that words and groups of words in a sentence give meaning. Explain that some words add meaning by telling us more about another word. Give examples from the text, such as *brave*, *old*, and *special*. Have students tell you words that could be used to describe a festival or special day. Have students look at the words *days* and *treats* on page 10. Have them identify the common ending (*s*). Explain that the *s* adds meaning to these words by telling us that there is more than one of an object. Have students find other words in the text where this applies.

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 *Special Days* 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.
- Have students divide a page in two. Ask them to choose two special days they like to celebrate with their families and draw pictures that tell what happens on those days.
- Have students draw a fish kite they would like to make. Then, help them make the kite.
- Ask the children to think of a special event they would like to organise for Children’s Day. Ask them to write a description of what they would like to do.

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 _____

8d – Special Days

1. Add s to these words to make them plural.

festival____ kite____ teacher____ treat____

parade____ day____ flower____ place____

soldier____ horse____ food____ dance____

2. Write a describing word in the spaces.

On special days, we eat _____ treats.

We do a _____ dance around the
_____ maypole.

The teacher liked the _____ flowers.

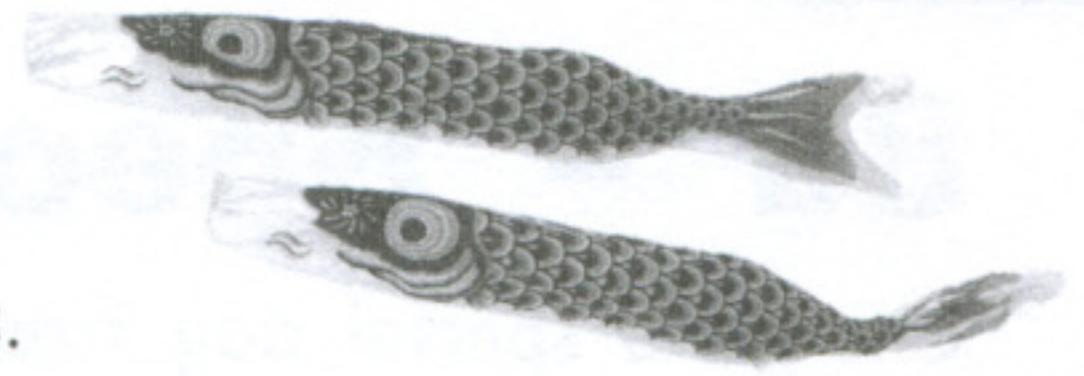
3. Read, then circle the describing words.

Our kind teacher showed us pictures of happy children flying colourful kites and singing special songs on Children's Day.



Name _____

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Draw pictures of what happens on these days.

May Day

Teachers' Day

Spring Festival

Children's Day

Name _____

8d – Special Days

Choose a special day from the book.
Write about what the day celebrates and where it is celebrated.
Then, write why you would like to go to the celebration.

The celebration I choose is _____

It is celebrated in _____

I would like to go to this celebration
because _____

