



Running words: 42

Book Summary

Families travel to the State Fair taking different forms of transport.

Building Basic Skills

High-frequency words – The, We, went, in, a, to, the

Content words – Fair, car, bus, train, boat, pickup, plane, helicopter, fair

Repeated phrase – We went in a

Phonics and phonemic awareness – W (We), w (went), p (pickup, plane), b (bus, boat)

Punctuation – periods, capital letters

Skills and Strategies

The Fair can be used to introduce and reinforce:

- sharing own experiences related to the content of the story
- reading a variety of simple high-frequency words in context
- innovating on the story to create own versions of stories, plays, and songs

B writing using the conventions of capital letters and periods.

Materials

- copies of words and punctuation for this book from page 92, cut and ready for use
- copies of BLM, pencil, markers
- paper
- play dough

The Fair

by Clare Bowes

illustrations by Craig Smith

Introducing the Text

Encourage children to think about different forms of transport by playing a guessing game about vehicles. *I am thinking of something that has four wheels and a steering wheel. I wear my safety belt in it when I come to school.* Children guess the answer. Encourage them to take turns with a partner giving oral clues and guessing the answer.

Discussion Model

Using only the teacher's copy, discuss each page of the book with the group. Ensure that content words are integrated naturally into the discussion.

Cover – *We are going to read about families who used different vehicles to get to the same special place.*

Page 3 – *How did these people travel? How many people are in the family?*

Page 5 – *What can you see in the picture? Where might this family have gone on the bus? Say “bus” together, stressing the initial “b” sound.*

Page 7 – *How did these people travel? What do you think they are asking the train driver? Can you see a clue in the picture telling you where they went? (picture on front of train)*

Page 9 – *Why did this family travel by boat? How else could they travel from an island? Say “boat” together, stressing the initial “b” sound. What other word have we talked about that begins with “b”?*

Pages 11 and 13 – Discuss the pictures and draw attention to the common sounds in “pickup” and “plane.”

Page 15 – *How did this family travel? Encourage children to identify all of the vehicles included in the story. Do you know where all of the families went?*

Page 16 – *Were you right? Read the sign on the marquee to children.*

Reading the Text

Hand one book to each child. Together, read the title and the names of the author and illustrator on the cover and title page.

Page 2 – Identify the capital “W” and clarify that this is where to start reading. Encourage children to point to each word as you quietly read aloud together.

Page 4 – Point to the first word together and encourage children to read quietly to themselves. Observe for recognition of “W” and “w.”

Pages 6–16 – Children read the remaining pages quietly to themselves. If children encounter difficulties, ask questions that encourage using reading strategies such as attempting the initial sound in a word, rerunning, and checking the picture.

Revisiting the Text

- Discuss the vehicles in the story and encourage children to think of other modes of transport that they are familiar with, for example, bicycle, scooter, in-line skates.
- Discuss capital and lowercase letters, using “We” and “went” as examples.
- Find words in the text beginning with “p” and “b.” Write the words on the board and discuss the sound and formation of their initial letters.
- Using the words and punctuation for this book from page 92, reassemble the sentences with children.

Following Up

B On the BLM activity opposite, children write “W” or “w” to complete the words “We” and “went” and draw a picture of the fair.

- Children draw pictures about going somewhere. Caption with “I/We went in a....” Collate each page into a book for shared reading.
- Use play dough to make a capital and lowercase “w.” This can be extended to making the high-frequency words “We,” “we,” and “went.”