



Running words: 35

## Book Summary

Children take different parts in a school play.

## Building Basic Skills

**High-frequency words** – The, We, were, the, in, a

**Content words** – Play, trees, clouds, rats, hens, farmers, dogs, kids, play

**Repeated phrase** – We were the

**Phonics and phonemic awareness** – W (We), w (were); plural “s” on nouns

**Punctuation** – periods, capital letters, exclamation point

## Skills and Strategies

*The Play* can be used to introduce and reinforce:

- monitoring reading and ensuring that it is making sense using meaning, structural, and visual information from the story
- reading a variety of simple high-frequency words in context
- sharing own experiences related to the content of the story
- writing new words independently by hearing and recording the sounds in sequence.

## Materials

- copies of words and punctuation for this book from page 97, cut and ready for use
- copies of BLM, markers, pencil
- masks (these can be quickly made with a paper plate and string)
- questions chart
- developmental art materials
- white glue, string, crayons

# The Play

*by Karen Anderson*

*illustrations by Ali Teo*

## Introducing the Text

Capture children’s interest by using masks to explore characters in plays. *What character is this? How would you act if you were wearing this mask? What would you say?*

## 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 some children who acted in a play.*

**Page 3** – *What were these children in the play? How would you act if you were a tree?*

**Page 5** – *Why was the boy holding the cloud above his head? How could you show stormy weather with these clouds?*

**Page 7** – *What might have happened to the rats in the play?*

**Page 9** – *How do you know what these characters were?*

**Page 11** – *Can you tell whether these farmers were boys or girls? Does it matter? Why/why not?*

**Pages 13 and 15** – Ask children to identify the characters and describe their costumes and appropriate actions and sounds. Discuss the “W” in “We” and “w” in “were” on pages 12 and 14.

**Page 16** – *Where are the characters? What do you think this play might have been about?*

## Reading the Text

Write these questions on a chart: Does it make sense? (meaning); Does the word fit there? (structure); Does it look right? (visual). It is helpful to have an icon next to each one. Sometimes when I am reading a book, I’m not sure what the next word is. When this happens, I have a guess and ask myself these questions. This helps me to fix my mistakes and carry on reading. 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** – Establish where to begin reading and encourage children to quietly read aloud together, pointing at each word as they read.

**Page 4** – Point to the first word together and encourage children to read quietly to themselves. Observe attempts to reread where necessary.

**Pages 6–16** – Encourage children to read the remaining pages independently. 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

- Encourage children to talk about their experiences of being in a play or playing an imaginary game.
- Ask children to find “We” and “were” on a number of pages in the text. Discuss why “We” begins with a capital letter and “were” with a lowercase letter. On the board, write a sentence in which these words are spelt with the opposite case, for example, Were you a cloud in the play? When will we perform the play?
- Using the words and punctuation for this book from page 97, reassemble the sentences with children.

## Following Up

- **B** On the BLM activity opposite, children write plural “s” in the spaces provided and draw each character more than once.
- Using a variety of developmental art materials, children make a mask or costume for a character chosen from the play, personal experience, or their imagination. Children should be given the opportunity to devise and present a short performance to an audience.
- On a card with several capital and/or lowercase “w”s written in pencil, children paint glue over the letters and stick on wool or string. When the glue has dried, children make a crayon rubbing of the letters. This could be extended by using the words “We” and “were.”