



Running words: 203

Book Summary

This book looks at when a girl named Grace starts her first day at after-school care. She waits and waits for the other children to ask her to play. When they don't, her mother suggests that she begins her own game. So she does! Soon, the other children join in Grace's game.

Themes

Overcoming obstacles, School and community, Relationships

Features of the Book

- The information contained in illustrations
- Content words for discussion: *hoop, game, join, throw*
- Phonics and phonemic awareness: consonant blend *pl*

Strategies

Grace's Game introduces and reinforces the following strategies:

- making predictions
- sequencing

Materials

- copies of the Sentence Strips reproducible for this book, cut and ready for use
- copies of the BM, pencils

Grace's Game

by Feana Tu'akoi

Introducing the Text

Begin by asking the students what games they play during the lunch break.

- *What games do you play?*
- *Who plays with you?*
- *Do you prefer to play alone or with others? Why?*

Reading the Text

Ensure that each student has a copy of the text. Ensure that the content words (hoop, game, join, throw) are integrated naturally into the discussion. An understanding of these terms will help the students appreciate the author's purpose and the decisions the characters make in the story. Encourage the students to use the information in the illustrations and text to determine the strategies of making predictions and sequencing as you work through the book.

Cover

Together, read the book's title and the name of the author. Point out the illustration.

- *What is Grace doing?* (hanging her school bag on a hook)
- *What are the two boys doing?* (playing a game of tag)
- *What do you predict Grace will do next?* (go outside and play a game, too)

Title Page

Read the title aloud. Confirm that Grace is playing a game with a hoop and a basketball. Ask the students if they have used these two things to play a game. Talk about how no one else is playing the game with her.

Pages 2 to 3

Ask the students if they went to or currently go to after-school care. Talk about the activities and games that the students do there.

- *Look at the illustrations on pages 2 and 3. What games are the children playing?* (playing tag,

kicking a ball, climbing a climbing frame)

- *Why might Grace not be joining in?* (Answers may vary.)

Together, read the text with the students. Have the students predict what Grace might do next. Write the students' responses on the board or on chart paper.

Page 4

- *What is happening in the illustration?* (Grace is sitting by herself watching the other children play games.)
- *How do you think that makes Grace feel?* (sad, alone)

Read the text with the students. Discuss if this situation has happened to any of the students. Talk about how it makes you feel when other people don't include you in their games.

Page 5

- *What is Grace's expression telling you?* (She is not happy.)
- *What advice might her mum be giving her?* (Answers will vary, but could include that she suggests Grace play her own game rather than just watching the others.)

Read the text together. Confirm that Mum had suggested Grace start playing a fun game so that others would join in with her.

Pages 6 to 7

- *What is Grace doing with the hoop and ball?* (starting her own game)
- *What game has Grace made up?* (throwing the ball into the hoop)
- *How could Grace make the game harder?* (move further away from the hoop as she throws)

Read the text with the students. Have the students predict what the author might write next.

Pages 8 to 9

- *What are the other children doing while Grace plays her game?* (watching her)

Grace's Game

Ask the students if they think the other children will join in Grace's game. Read the text with the students to check their earlier predictions.

Pages 10 to 11

- *What do the expressions on the girls' faces tell you on page 10?* (both look happy)
- *What does the illustration on page 11 tell us?* (more children are joining Grace and playing her fun game)

Read the text with the students.

Page 12

Read the text together. Then talk about how Grace feels now compared with at the beginning of the story (happy to have friends). Discuss other ways that the author could have concluded the story. If time permits, have the students act out their alternate endings.

Revisiting the Text

- Revisit the list that you wrote with the students on pages 2 to 3. How did the students' predictions compare with the author's ideas? Talk about how writers are all different, so they come up with different solutions to problems. Discuss the author's purpose for "Grace's Game" (even though Grace was not included at first, she let everyone join in with her game).
- Write the word "play" on the board or on chart paper. Explain that the two letters pl are a consonant blend. A consonant is a letter that is NOT a vowel. Ask the students to find other words in the story that start with the pl consonant blend (*play/ed, playground*). Then brainstorm a list of other pl words: (*plate, plank, please, plastic, plaster, plant, planet, plane, plug, place, plum, etc.*).

Following Up

- Re-read page 10. Imagine that Kayla and Grace invent a new

game together. Write some instructions to someone who has not played the game before. Explain to the students that instructions present information in an order or a sequence. Students could use sequencing words such as *first, then, next, finally* or they could use numerals 1, 2, 3, 4. Encourage the students to also feature "You will need" information.

- Give the students copies of the BM for this title. They can complete the sequencing chart.