

## Book Summary

Several animals go down a water slide, with some enjoying the experience more than others.

## Repeated Phrases

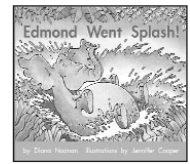
\_\_\_\_\_ went down the slide.  
“My turn,” said \_\_\_\_\_.

**Text Type** – Narrative

## Materials

- copies of words and punctuation for this book from page 133
- copies of BLM, pencils, markers
- crayons, paper

# Edmond Went Splash!




Set F

by *Diana Noonan*

illustrations by *Jennifer Cooper*

## Skills and Strategies

Reading *Edmond Went Splash!* will reinforce the following objectives and give the children the opportunity to:

- W** use knowledge of onset and rime to create new words
- S** understand that text must make sense and use cues to monitor this
- T** use the context of the story to make predictions
-  innovate on the story to create own versions of stories, plays, and songs

## Word Study

- High-frequency words: Went, went, down, the, My, said
- Punctuation: periods, quotation marks, commas, exclamation points, capital letters
- Phonics and phonemic awareness:
  - M – Monkey, My
  - S, s – Snake, Splash, said, slide
  - T, t – Tiger, the, turn
  - onsets and rimes – d/own, sl/ide, w/ent
- Use of capital letters for animal names, for example, Giraffe, Parrot, Tiger

## Speaking and Listening

Use this text to help the children:

- predict the story line using illustrations from the book;
- share own experiences related to the content of the story.

## The Guided Reading Lesson

### Introducing the text

Discuss the children’s experiences of regular slides and water slides. Talk about taking turns and what might happen at the bottom of a water slide.

### Reading and discussing the text

Hand one book to each child. Read the title and the names of the author and the illustrator to the children. Now use the outline below to support the children as they read and discuss their way through the book.

**Cover** – How can we tell that Edmond is on a water slide?

**Title page** – Together, read the title and the names of the author and the illustrator again.

**Page 3** – Who can you see on the slide? Who is waiting for a turn?

**Page 5** – Who is on the slide now? Who do you think will have the next turn? Why?

**Page 7** – Were you right?

**Page 9** – How do you think Giraffe is feeling? What does Parrot think?

**Page 11** – Is Parrot enjoying the slide? Do you think Zebra will enjoy his turn?

**Page 13** – What does the picture tell us about how Zebra felt? Why might he feel this way?

**Pages 14 and 15** – Tiger is having a turn. What do you notice about the words “Tiger” and “turn”?

**Page 16** – What happened when Edmond went down the slide? Why do you think this happened?


What letter does “slide” and “splash” begin with? Find these words on the page.

The children can now read the book again independently.

## Revisiting the Text

- How do you think Edmond would feel after he has splashed everyone? Have you ever felt like that? Use magnetic letter to make the word “went” on the board. Use other letters to show how the rime “ent” can be used to make other words by changing the onset.
- Locate the word “Snake” on page 2. Can you find another word beginning with “s”? Discuss the capital and lowercase letter “s.”
- On page 4, look at the words “Monkey” and “My.” List some other words the children know that begin with “M.”
- Using the words and punctuation for this book from page 133, reassemble the sentences with the children.

## Following Up

-  Innovate on the story to create own versions of stories, plays, and songs.
- Ask the children to draw a picture of themselves on a slide, with a friend waiting for their turn. Help the children to write a sentence based on the structure in the book, using their own names in place of the animal names, for example, “Sam went down the slide.”
- B** On the BLM activity opposite, children practice writing the high-frequency words “My” and “said” and illustrate each sentence with the appropriate animal.