

Book Summary

A story about two children trying to clear away their mess without success until Mom comes to help.

Repeated Phrases

They put away
all the _____.

Text Type – Narrative

Materials

- copies of words and punctuation for this book from page 137
- copies of BLM, pencils, scissors, glue
- a selection of dress up clothes and toys, a small box or case, magnetic letters, play dough, glue

Look at This Mess!



Set F

by Fiona Lovatt Davis
illustrations by Pat Reynolds

Skills and Strategies

Reading *Look at This Mess!* will reinforce the following objectives and give the children the opportunity to:

- W** hear and recall the sounds in words sequentially
- S** emphasize left-to-right movement to reinforce directionality
- T** monitor reading and ensure that it is making sense, using meaning and structural and visual information from the story
-  use text as a model for writing

Word Study

- High-frequency words: Look, Mom, They, This, all, at, away, the, this, up, said
- Punctuation: periods, exclamation points, quotation marks, capital letters
- Phonics and phonemic awareness:
 - M, m – Mess, Mom, mess
 - Th, th – They, This, the, this
 - a – all, animals, at, away
 - b – blocks, books
 - c – cars, clothes
 - plurals – animals, blocks, books, cars, clothes, toys
 - onset and rime – a/way

Speaking and Listening

Use this text to help the children:

- share own experiences related to the content of the story;
- sequence the story using own words.

The Guided Reading Lesson

Introducing the text

Using a selection of “mess things” (dress up clothes, toy cars, books, and blocks) and a small container (a box or case), ask the children if they could put the things away in the box tidily.

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 – What have these children been playing with?

Why are they looking worried?

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

What are the children doing?

Pages 2 and 3 – What do you think Mom is saying to the children?

Can you find the word “mess?” What letter do you think it will start with?

Prepare the children for the change of structure on page 4.

Pages 4 and 5 – What are the children doing in this picture?

What is the first sound you can hear in “away”? What other sounds can you hear? Can you find the word “away”?

Pages 6 and 7 – How are the children putting away the dress up clothes?

Where will we start reading? Then where will we go?

Where do we go at the end of the line?

Page 9 – What are they putting away now? What do you think they will put away next?

Page 11 – Were you right?

Pages 12 and 13 – Can you find all the words that start with “a” on page 12? Is everything going to fit in the cupboard? What do you think will happen next?

Page 15 – Were you right? What will Mom say now?

Page 16 – What is different about the way they have put the toys away this time?

The children can now read the book again independently.

Revisiting the Text

- Discuss the toys that the children in the story played with. *Can you remember the order that they were put away in?*
- Identify the words in the book that begin with “th” and practice articulating the sound.
- Using the words and punctuation for this book from page 137, reassemble the sentences with the children.

Following Up

-  Use text as a model for writing.

- Have the children practice making the letter “a” out of play dough and locate words in the text that begin like this.
- Discuss other things that can be “put away.” Ask the children to draw pictures of these objects and use the sentence structure of the book to write about each one. These can be made into a book for sharing later.

- B** On the BLM activity opposite, children practice writing the high-frequency word “the” and match the text to the corresponding pictures.