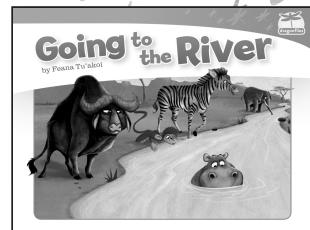


Going to the River

by Feana Tu'akoi

illustrated by Kirsty Lillico



Overview

This narrative text features some African animals going to the river. The climax of the story occurs when Lion appears and the other animals beat a hasty retreat!

Suggested purposes

This book supports the comprehension strategies of making and confirming predictions, summarizing the main ideas, making connections (with the students' knowledge of African animals), and forming hypotheses. It provides opportunities to practice one-to-one word matching and to reinforce high-frequency words and knowledge of upper-case letters. The varying lengths of the animal names help to reinforce the concept of a word.

Text features

(Focus on only one or two per session.)

- the high-frequency words – *going, is, the, to*
- the use of a variety of upper-case letters
- the upper-case and lower-case forms of initial letters – *Going, going; River, river*
- the -ing ending – *going*
- the -un rime in run
- the animal names
- the repetitive sentence structure
- the opportunities for prediction on page 7
- the change in structure on page 8
- the use of the exclamation mark for emphasis on page 8
- the strong support for the text provided by the illustrations

Setting the scene

Use the cover to initiate a discussion about animals. Ask the students to identify the animals that they can see. The students may not know "Buffalo." Tell them that they can find out the name of this animal when they read the story. Establish that the animals are in Africa. *What other African animals do you know?* Note that the lion is not shown in the cover illustration. Remind the students of other books they have read that feature African animals.

Draw the students' attention to the fact that the animals are all going in the same direction. Ask them to read the title, providing prompts if necessary. Direct them to the initial letter for "River." *I wonder where the animals are going. What do you think they are looking for? Where would they go to find it?* Prompt them to cross-check. *If the word was "River", what other letters would you expect to see?* Read the names of the author and illustrator.

Back cover – Read aloud the preview question. Discuss the students' predictions.

The first reading

Title page – Listen to the students read the title again.

Remind them of the strategies you want them to focus on during the reading. You may need to model running your finger along the whole length of some of the longer animal names. Listen to the students read, supporting them as necessary. Observe their one-to-one word matching.

Pages 2 to 5 – If necessary, ask questions to establish the pattern of the text. *What is this animal? Where is it going?* If they read, “The Elephant is ...,” prompt them to cross-check. Read that page again, pointing to each word. *Is there the right number of words? Does that word look like “The”? What letter does it start with?*

Page 6 – *Which animal is this?* Listen to the students’ ideas and encourage them to cross-check with the initial consonant “B.” *Could that word be “cow”? Why not?* You could write “Buffalo” on the board and help the students to sound it out in chunks (Buff-a-lo).

Page 7 – Encourage the students to predict the ending. *Who is this? What will the other animals do? Why?* Note that the lion’s fearsome claws are prominent!

Page 8 – Discuss the exclamation marks. Practice rereading this page expressively!

Ideas for revisiting the text (Choose only one or two per session.)

- Listen as the students reread the text, observing their attempts to maintain accurate one-to-one word matching, to use grapho-phonetic information especially initial letters, and to read expressively.
- Ask the students to locate some of the high-frequency words. Find the word “to” on page 2. *Can you find “to” on the next page? Tell me the letters in the word.* Ask the students to write the words themselves.
- Focus on some of the upper-case letters. Think of other names that start the same way. Yes, “E” for Elephant and “E” for Ellen!
- On the board, compare the upper-case and lower-case initial letters in “going” and “Going” or “river” and “River.” Locate these words in the text and discuss why words sometimes need capital letters. Discuss the visual features of “g” and “G” or “r” and “R.”
- Find “going” in the text and write it on the board. Erase, then restore the “ing” ending and talk about the difference it makes. Do the same with one or two other regular verbs, such as “look” and “play.” Practice using the words in oral sentences.
- Locate “Run!” and create a list of rhyming words by substituting initial consonants. Chant the list together.
- Encourage the students to share their responses to the illustrations. Note that they are paintings and that the use of “hot” colors emphasizes the dry environment.
- Using the words and punctuation cards for this book, reassemble the sentences with the students.

Suggestions for further activities

- Ask the students to retell the story in their own words.
- Innovate on the text, substituting other wild animals or change the setting to a farm with a dog providing the climax. Make it into a big book or wall story, illustrated by the students.
- Rewrite the story in a different setting, using the same sentence structure, for example, “Samuel is going to the party.”
- Dramatize the story using simple masks or animal puppets.
- Make a mural of the animals drinking at the river and add captions.

- BLM word activity: write upper- and lower-case letters to complete words

The students can write the appropriate upper-case letter in the space provided to match each picture.

- BLM comprehension activity: match words with pictures

Using their knowledge of African animals, the students can draw a line from each African animal to its name.