

# Smile!

## GOALS

### Comprehension

**Making predictions:** Help students to use the title of book and cover illustration to make predictions about the story.

### Vocabulary

**Focus High-frequency Words:** blue, don't, green, good, no, other, our, where

**Focus Content Words:** camera, class, children, front, middle, photo, short, smile, tall, teacher

### Phonics

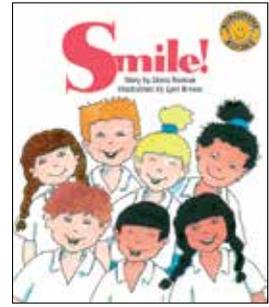
**Letters and Sounds:** Recognise and produce words that begin with the same sound:

ph /f/

**Words to Blend and Segment:** phew, phone, photo, photocopy, photograph

### Fluency

Choral reading with students pointing to the words as they are read.



It is time for the class photo but the photographer has never taken one before.

## Before Reading

- Together look at the cover picture. Students discuss what they see. Ask: What are the children doing in the picture? Try to work out the title. Read the title together. Why are they smiling? Do you smile for photos? Have you had a class photo taken? Share experiences. Where did you sit or stand in the picture?
- Read the names of the author and illustrator. Have students read any other stories by Diana Noonan? (*So Many Seeds, Forts, Arches*) Did they enjoy them?
- Look at the title page illustration. Ask: What is the same or different in this picture compared to the cover? What do you think might happen in the story?
- Talk/walk through the pictures. Discuss what is happening to Mr Man, Miss Snap and the children on each page. Bring words like *camera, class, children, front, middle, photo, short, smile, tall, teacher* into the conversation.
- On page 15, have students predict the ending.

## Reading the Text

- Read the title together and the names of the author and illustrator.
- On pages 2–3, ask: What is Miss Snap doing? Find the words *taking* and *photo* to confirm. What is she taking a photo of? Why does she look worried? Read the sentences together.
- On pages 4–5, ask: What are Mr Man and Miss Snap doing? Look for the words *fair, dark, back, middle, front* in the text to confirm this. Read page 4 to check the words make sense.
- On page 5, ask: How is Miss Snap feeling? What is she doing? Find words in the text to confirm this, e.g. *smile, camera, click*. Read the words together. Repeat the last sentence.
- On page 7 look at the illustration, ask: Do you think Miss Snap has some things to learn?
- Follow this pattern for each page up to page 14. Discuss how the speaking parts should be read. How do you use your voice for these parts?
- On page 16, have students discuss what they see in the illustration. Ask: How would you read the sentences? (Use emphasis for the exclamation mark.)

## **After Reading**

Check the accuracy of students' predictions. Invite them to discuss the story. Prompt if needed.

- Why do you think the author wrote this story? Is this a fiction or non-fiction book? How do you know? What is the main idea or theme of the story? What can you say about class photographers? What do they need to know?
- Students re-tell the story using the pictures on each page as a guide. What did Miss Snap, Mr Man and/or the children do on each page? Why do you think Miss Snap sorted children that way to start with? Did she know what she was doing? How did everyone feel at the end of the story? Did you like the ending? Why?
- Discuss the back cover. How would you order the pictures?
- Reread the story together. Focus on the punctuation and show intonation and expression for the different characters.

## **Phonics**

- Write the words *phew*, *phone*, *photo*, *photocopy*, *photograph* on the board to practise saying the words together as a group, e.g. /ph/ew/.
- Brainstorm other words with /f/ ph to write on the board. Read them together, e.g. phonics, phase, physics, pharmacy.

## **Word Study**

- Talk about the words *blue*, *don't*, *green*, *good*, *no*, *other*, *our*, *where*. Read them together. Ask students to find the words in the text. Photocopy sets of the flash cards from the inside front cover and use them to play a spelling game in pairs. Discuss the meaning or use of each word in the book, e.g. *don't* is short for do not on page 12.
- Students find words in the story that are opposites and explain their meanings, e.g. *back/front*; *tall/short*; *fair/dark*. Fill in a two-column chart to read. Think of more to add to the list.
- Discuss the words *back row*, *middle row* and *front row*. Miss Snap and Mr Man tried three ways of sorting the children. Summarise the information by matching the describing words showing hair colour, eye colour and height with back, middle and front, e.g. Back row – black hair; blue eyes; tall children and so on.

## **Fluency**

- Choral reading with students pointing to the words as they are read. Take notice of the punctuation to make it more meaningful.

## **Writing**

- Students make a problem/events/solution three-column chart noting the events in the story. They illustrate and label the chart, then use it to re-tell the story to the class.
- Help students to use a school digital camera to create photos of groups in the class for a school album. They learn how to handle a camera with care, how to line up the subjects, how to check the photos and print them. Create a digital and/or printed photo album. Share the album with the class.