

My, My, My

GOALS

Comprehension

Making connections: Ask students if they have ever skateboarded? What do they need to wear to protect themselves if they fall?

Vocabulary

High-frequency Words: my, at, look

Content Words: words: socks, shoes, pads, helmet, skateboard, dog, mother

Phonemic Awareness

Recognise and produce words that have the same sound: /m/

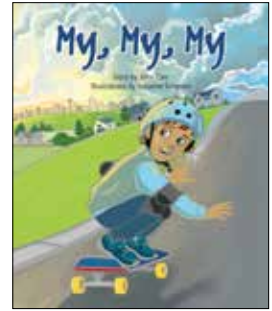
Phonics

Letters and Sounds: m

Words to Blend and Segment: am, mat, man, map, mad

Fluency

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



A boy has lots of protective gear for skateboarding but his mother doesn't.

Before Reading

- Together look at the cover of *My, My, My*. Read the title. Ask: What could the title mean? Discuss what is happening in the picture. Ask students if they have ever skateboarded? What do they wear to protect themselves if they fall? What is the boy in the picture wearing for protection.
- Read the names of the author and illustrator. Look at the title page illustration. Ask: How is the boy feeling? How do you know? What do you think might happen in the story?
- Talk/walk through the pictures. What is the boy doing on each page? What happens on page 13? Before turning to page 14, have students predict the ending. What happens when the dog rushes in? What happens to the boy and his mother?

Reading the Text

- Read the title and the names of the author and illustrator. Read the title page together. On page 3 discuss what students think the boy is doing in the picture.
- Read the words on page 2 together, *Look at my socks*. Follow this pattern for each page, discussing the picture and reading the words together. Notice the end punctuation on each page. Discuss what it means.
- Notice the words that end with the /s/ sound. e.g. *socks, shoes*. What does this mean? (plurals) Have students practise forming plurals by orally adding /s/ to *skateboard, helmet, dog*.

After Reading

Invite students to discuss the story. Prompt if needed.

- Discuss the humorous ending. How did Mum end up with cake on her head? Do you think the boy was supposed to have his skateboard inside? And the dog? Was it supposed to be inside?
- Retell the story in order. What happened first? Next? And so on. How did the story end?

Phonemic Awareness

- Recognise and produce words that have the same sound /m/. Emphasise the /m/ sound in *am, mat, map*. Student listen and repeat. They think of more words with /m/ e.g. *mum, mud, more, make, made*

Phonics

- Discuss the name and sound of the letter m. Write cvc words *am, man, map, and mad* on the board to practise blending and segmenting the sounds together as a group. e.g. Students listen to and hear the sounds in *mat* /m/ /a/ /t/. They say them separately, then blend together slowly. Illustrate using alphabet letters *m, a, t*, touching them as the sounds are made for the word *mat*.

Word Study

- Talk about the words *my, at* and *look*. Print the flash cards from the inside front cover. Read them together. Ask students to locate the words on each page.
- On a piece of paper, students draw a picture of themselves doing an activity from the story. They write the words, *Look at my _____*. They find the final word in the story and read their sentence to a partner.

Fluency

- Choral read the story with the students pointing to the words as they are read. Use expression, especially on the last page.
- Students take turns to read the story to a partner.

Writing

- Have students write a new story using the same pattern *Look at my....* Ask: What is something people can look at? e.g. *Look at my bike/toy/book/dog/cat*. Students write the story and illustrate it.

Home/School Link

Students take the book and any related activity done in class home to share with family.