

Amelia Rose Loves to Read

GOALS

Comprehension

Reading strategies: Ask students “What are some of the things that good readers do?”
Model how to use picture, print and contextual cues.

Vocabulary

High-frequency Words: all, before, but, go, him, my, ride, stop

Content Words: book, dance, fun, horse, learn, love, read, should, story, time

Phonemic Awareness

Identify and make rhyming words.

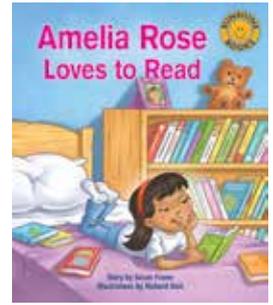
Phonics

Letters and Sounds: -all

Words to Blend and Segment: ball, call, fall, hall, tall

Fluency

Model reading of text with expression, noting the punctuation, rhyme and change of characters.
Students repeat after you.



Amelia Rose's father thinks she should read but she should also try other things.

Before Reading

- Listen to the title and the name of the author and illustrator. Ask: Have they read any other stories by Susan Frame? Look at the cover picture together and have students discuss what they see. Ask: What is Amelia Rose doing in the picture? Where is she sitting? How many books do you think she has? Is this a fiction or nonfiction book? How do you know?
- Help students to use the title and cover illustration to make predictions about the story.
- Look at the title page. Ask: What is the same or different in this picture compared to the cover? Where is Amelia Rose reading now? What do you think might happen in the story?
- Talk/walk through the pictures. Discuss what is happening on each page or what the characters are doing. Bring words like *book, dance, fun, horse, learn, love, read, should, story, time* into the conversation.
- On page 14, have students predict the ending.

Reading the Text

- Read the title together and the names of the author and illustrator. Ask: What are some of the things that good readers do? Model how to use picture, print and contextual cues.
- On pages 2–3, ask: Who do you think the man is? Locate the word *dad* to confirm. What do you think Dad is saying? Where is he pointing? (on page 3 he says “*go out and play in the sun*”.) Does this make sense? Read the sentence together. Notice the rhyme (*fun/sun*).
- On page 4, ask: Where is Amelia Rose now? (in the sand) Look for the word to confirm this. Read the sentence to check *sand* makes sense. (*Sand* rhymes with *hand*.)
- Follow this pattern for each page up to page 15, using the illustration, text and contextual cues to read the words together. Discuss how the rhyme and repetitive parts help with reading the story. Ask: How do you use your voice for these parts?
- Review the predictions for the ending made earlier, then turn the page to reveal the ending.
- Have students discuss what they see in the illustration. Read the text together.

After Reading

Invite students to discuss the story. Prompt if needed.

- Retell the text using the pictures as a guide. What did Dad and Amelia Rose do on each page? Why do you think Dad was wanting Amelia Rose to try other things besides reading? Was this a good idea? How did they both feel at the end of the story?
- Discuss the back cover. How would they order the pictures?
- Discuss the meaning of pronouns and model using them. Relate the pronouns to the illustrations in the book. (pages 2–3 – *she, them, my, I, you, your*) *She* is used instead of *Amelia Rose*. Find other pronouns in the book and explain their meaning.
- Reread page 3 focusing on the punctuation. Teach students the purpose of the capital letters, full stops, commas, apostrophe and speech marks. Write examples using the students' names with the apostrophe, e.g. Mary Jones' pen, John Brown's book.

Phonemic Awareness

- Students indicate when they hear rhyming words as you read the story, e.g. *time/79; fun/sun; sand/hand; course/horse*. They repeat the rhyming words, emphasising the rhymes.

Phonics

- Discuss the sound of the rime: /all/ Write the words *ball, call, fall, hall, tall* on the board to practise blending and segmenting the onsets and rimes together as a group. Make the onsets and rimes using magnetic letters. Brainstorm and write words ending with /all/. Read them together. (*mall, wall, stall*)

Word Study

- Talk about the words *all, before, but, go, him, my, ride, stop*. Read them together. Ask students to locate the words in the text. Photocopy 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. *him* is a pronoun in place of the horse on page 6.
- Find contractions in the story and discuss their meaning. (*it's, isn't, you've, you'll*) Make a list and match to their expanded form.
- Students find the verbs on page 10. They write their matching root. (*played/play; ridden/ride; learnt/learn*) They think of other examples to add to the list.

Fluency

- Model reading of the text with expression, noting the punctuation, rhyme and change of characters. Students repeat after you.

Writing

- Students make a time line noting the suggestions Dad made. They illustrate and label the time line, then use it to retell the story to the class.
- Students make a problem/events/solution three-column chart about the story. They illustrate and share with the class.

Home/School Link

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