

Write On!

GOALS

Comprehension

Making connections: Ask students to predict what good writers do.
Are they good writers?

Vocabulary

High-frequency Words: have, let, more, say, see, think, up, which

Content Words: everywhere, own, poem, read, rhyme, share, story, true, words, write

Phonemic Awareness

Recognise and produce words that have the same ending sound: -ite

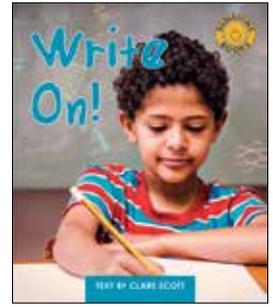
Phonics

Letters and Sounds: -ite

Words to Blend and Segment: bite, kite, site, quite, write

Fluency

Model reading a section of the text using expression and emphasis to convey information for students to repeat.



Writing lets your words last. There are so many ways that we can write.

Before Reading

- Ask students what good writers do. Link to what they do. Ask: Are you good writers?
- Read the title to students and discuss its meaning. Discuss what they see in the pictures on the cover and title page. Ask: Is this the position you sit in when you write?
- Read the name of the author. Ask: Have they read other books by Clare Scott? (*Bridges, Boing*) Is this book fiction or nonfiction? How do you know? What is the difference?
- Students make predictions about the text from the cover and title page photographs.
- Have students look at and discuss the fact on the back cover. Ask: What could have been used to write on stone? Why did they use stone? Can you read the writing? Why not?
- Read the title and the table of contents to give an idea of what is going to be in the text.
- Talk/walk through the pictures. Discuss the different types of writing on each page and what they might be for. Bring words like *everywhere, own, poem, read, rhyme, share, story, true, words, write, warm* into the conversation.
- Before turning to page 16, ask students how they think the book might end.

Reading the Text

- Read the cover and the title page together. Have students notice the exclamation mark.
- On pages 2–3, ask: What kind of writing do you see? Look for tricky words like *writing, everywhere, kinds* and *words*. Break the words into chunks or syllables, e.g. *writ/ing*. Read the text together, with students pointing to the words as they are read. Let them try to read the words in magnetic letters.
- On page 4, discuss the pictures. Find the words *stories* and *true* in the text. Read the sentences together. Talk about what the writing might be for. (A true story about bridges).
- On page 5, find the words *made* and *beginning*. What kind of writing is this? (fiction) Read the sentences together.
- Follow this pattern for each page, discussing the pictures and what the different writing is for before reading each page.

After Reading

Invite students to discuss the information. Prompt if needed.

- Check on the accuracy of students' predictions made at the beginning.
- Read page 15 and ask students if they are good writers. Do you do the things on the list? What does the *handy hint* mean?
- Retell the text using the pictures as a guide. Discuss what each writing is for.
- Discuss the ending and the humour. What did you notice about the last two words and the title? Talk about "Right on" and "Write on" and the exclamation mark. Was the author being funny?
- What do you think the author's purpose was for writing the book. What have you learnt from this book? What writing do you think is the most important?

Phonemic Awareness

- Recognise and produce words that have the same ending sound: -ite Students listen to words you read to identify the -ite ending, e.g. *bite, kite, site, quite, write*. They repeat after you, emphasising the /ite/ sound. They think of more words ending with /ite/. (*right, night, light*)

Phonics

- Recognise words that have the ending: -ite Write words *bite, kite, site, quite, write* on the board to practise blending and segmenting onsets and rimes together as a group. Brainstorm more words with -ite ending to add to the list. (*right, night, light*) Note how words that have the same ending sound can have a different spelling. Make the words in magnetic letters.

Word Study

- Talk about the words *have, let, more, say, see, think, up, which*. Photocopy the flash cards from the inside front cover. Read them together. Ask students to locate and read these words in the book. Discuss their meaning in context. In pairs, make them in magnetic letters, then read them to each other.
- On a piece of paper, students draw a picture of one of the writings in the book. They write the matching sentence from the text.
- Have students make a words web with all the things we do with words branching out from the centre. Use page 2 to help you.
- Make a venn diagram showing different types of writing, e.g. online/print and the ones that do both will be written in the middle.
- Make a writing web with examples of different writings branching out from the web. Students label and illustrate it and share their web with the class.

Fluency

- Model reading a section of the text using expression and emphasis to convey information.

Writing

- Help students to create a text of their own. It can be a poem, song, ad or any of the ones they have read about. They plan and write it, then share this with a partner.

Home/School Link

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