

Juliet's Scarf

GOALS

Comprehension

Re-tell the story using the pictures on each page as a guide. What animals did Juliet offer the scarf to?

Vocabulary

Focus High-frequency Words: ask, before, big, first, get, going, now, very

Focus Content Words: elephant, giraffe, idea, knitting, monkey, neck, scarf, throat, trunk, warm

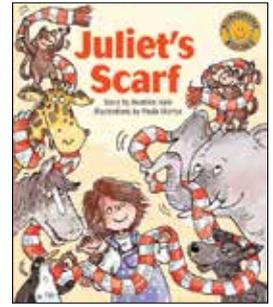
Phonics

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

Words to Blend and Segment: scab, scale, scarf, scone, scoop

Fluency

Practise re-reading the story with a partner (orally).



Juliet loves to knit but she can't find anyone to wear the scarf she has knitted.

Before Reading

- Read the title and the names of the author and illustrator. Notice the apostrophe in the title. Ask: What is it for? (the scarf belongs to Juliet) Look at the cover picture. Ask: What do you see? What can you say about the scarf? What is Juliet doing in the picture? How would you describe Juliet? Have students relate any knowledge of scarves.
- Help students use the title and cover illustration to make predictions about the story.
- Look at the title page illustration. Ask: What is the same or different in this picture compared to the cover? What is it showing? What do you think might happen in the story?
- Talk/walk through the pictures. Discuss what is happening to Juliet on each page or the animals. Bring words like *elephant*, *giraffe*, *idea*, *knitting*, *monkey*, *neck*, *scarf*, *throat*, *trunk*, *warm* into the conversation.
- On page 14, have students predict what might happen.

Reading the Text

- Read the title together and the names of the author and illustrator.
- On page 2, ask: What is Juliet doing? Find the word *knitting* with a silent k to confirm. What is she knitting? Find the word *scarf*. Notice what is happening on page 3. Find the word *longer*. Read the sentences together.
- On pages 4–5, ask: What is Juliet doing now? Look for the words *father* and *dog* in the text to confirm this. Read the sentences together. What do you think Juliet will try next?
- Follow this pattern for each page up to page 14, using the illustration, text and contextual cues to read the words together.
- Review the predictions for the ending made earlier, then turn the page to reveal the ending.
- Students discuss what they see in the illustration. Read the text together. Ask: What is Juliet going to knit next? Did you like the ending? Why? How would you read the sentence? What did you think of the way the long scarf was used in the end? How would you have used it?

After Reading

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

- Is this a fiction or nonfiction book? How do you know?
- Students re-tell the story using the pictures on each page as a guide. What animals did Juliet offer the scarf to? How did they all feel at the end of the story?
- Reread the story together, varying voices for the different characters.

Phonics

- Write the words *scab, scale, scarf, scone, scoop* on the board to practise blending and segmenting the onsets and rimes together as a group, e.g. /sc /ab/. Demonstrate using alphabet letters for each word and touching them as the sounds are made for the word. Brainstorm other words starting with /sc/ to write up on the board. Read them together, e.g. scan, scare, scalp, scar.
- Talk about words where gh sounds like /f/, e.g. *coughing* on page 11. Students say the word and think of more, e.g. laugh, tough, rough, trough, enough. Students make a gh /f/ web.

Word Study

- Talk about the words *ask, before, big, first, get, going, now, very*. 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. *before* is the opposite of *after* on page 2.
- Find words with possessive apostrophes, e.g. *Juliet's scarf, Jane's horse, giraffe's throat/neck; elephant's trunk, horse's neck*. Students practise using these with a partner.
- Find the words *first* and *second* on pages 11 and 12. How many zookeepers were in the story? How many monkeys were in the story. What did they do?
- On a piece of paper, have students draw a picture from the story. They find the words in the story and write them and then read their sentence to a partner.

Fluency

- Practise re-reading the story with a partner (orally). Remember to use a variety of intonation and expression to make the characters sound interesting.

Writing

- Discuss the back cover and have students re-tell the story using these pictures.
- Students make a summary chart of the story answering the question words: Who? What? When? Where? Why? How? They label and illustrate, then share with the group.
- Demonstrate how to knit so that students could knit a square each to be made into a rug or for animals in shelters.