

# Don't Give Up

## GOALS

### Comprehension

**Make connections:** Think about a time when something similar has happened to you.

### Vocabulary

**Focus High-frequency Words:** all, don't, give, good, help, new, play, thank

**Focus Content Words:** art, everything, friend, maths, reading, show, spelling, teacher, tennis, words

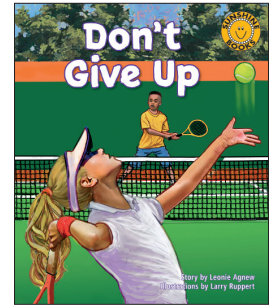
### Phonics

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

**Words to Blend and Segment:** five, give, hive, live, love

### Fluency

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



People can always help you when you aren't so confident. The important thing is not to give up.

## Before Reading

- Read the title together. Ask: What is happening on the cover? What are they playing? Who looks good at tennis? Who does the title refer to? Who is not giving up? The girl is helping the boy. Is there something you have learnt and decided not to give up?
- Read the title and the names of the author and illustrator. Have students read any other stories by Leonie Agnew? (*What Animals Can Do?*) Did they like reading them?
- Students look at the back cover to discuss what they are good at. Ask: Is there something that you could help someone else with?
- Help students to use the title and front 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? Are the two from the cover in the group?
- Talk/walk through the pictures. Discuss what is happening on each page. Bring words like *art, everything, friend, maths, reading, show, spelling, teacher, tennis, words* 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, look at the picture. Anna is good at tennis and she is helping Nick. Sometimes he misses. Ask: What do you think she says to him? Find the words *tennis, good, don't, give, sometimes* to confirm. Read the sentences together.
- On pages 4–5, Anna isn't good at everything. Ask: What is Anna doing now? Her friend Kelly is good at art so she is helping Anna. Look for the words *isn't, everything* and *friend* in the text to confirm. Read the words together.
- Follow this pattern for each page up to page 15, using the illustration, text and contextual cues to read the words together.
- Review the predictions made earlier, then turn the page to reveal the ending. Have students discuss what they see in the illustration. Read the text together. Ask: Did you like the ending? Why? How would you read the sentences?

## **After Reading**

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

- Is this a fiction or non-fiction book? How do you know? What is the difference? Could this story really happen? When is the best time to ask for help?
- Students think about a time when something similar happened to them. Did someone help you? What did you need help with? Did you help someone else? What are you good at?
- Have students identify the main idea of the story and the characters in it. What can you say about each one? Did they get along well? Did they have fun? Would you like to be a teacher?
- Reread the story together. Be aware of the punctuation marks. Change voices for the characters and emphasise the repetitive part about "*Don't give up!*"
- Read page 8, focusing on the punctuation. Review the purpose of the capital letters, full stops, commas, speech marks and exclamation marks. Demonstrate how reading without punctuation marks sounds and then repeat acknowledging the difference when you use them. Notice how the meaning becomes clearer when punctuation marks are observed.

## **Phonics**

- Write the words *five, give, hive, live, love* on the board to practise blending and segmenting the onsets and rimes, e.g. *g-ive, give*. Read them together and talk about the meaning of each.

## **Word Study**

- Talk about the words *all, don't, give, good, help, new, play, thank*. Read them together. Ask students to find the words in the text. Photocopy multiple 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. on the cover, *don't* is short for do not.
- Students tell what spelling rules Pedro is helping Kelly with on pages 6–7. (Changing nouns that end in y to plurals where y changes to -ies and changing base verbs that end in y to -ies for the present tense.) Give more examples: teddy/teddies, dolly/dollies; cry/cries, try/tries.
- Find the present tense to match the base verb, e.g. ask/asks, miss/misses, play/plays, say/says, help/helps, make/makes. Students make these into a two-column chart to read. Talk about how some words add -es but most just add -s for the present test.
- Together make a list of contractions in the text, e.g. *don't, doesn't, won't, isn't, you're*. Expand them and say what letters are missing in the contractions.

## **Fluency**

- Practise re-reading the story with a partner (orally). Use expression and intonation to make the conversations between the characters sound real.

## **Writing**

- Students think of something they find or have found tricky to do. Who did you ask for help? They write about it, illustrate and share with the group.
- Who helps who? Students make a story map that flows with arrows noting the events in the story. They illustrate and label a story map showing who helped who. They use it to retell the story to the class.
- Students make a class project to find out who is good at things and who would be willing to help others. They make a series of webs with subjects in the centre and helpers' names around the webs.