

I Can Juggle

GOALS

Comprehension

Retell the story using the pictures on each page as a guide.

Vocabulary

High-frequency Words: I, of, can, and

Content Words: juggle, lots, frozen, peas, three, blocks, cheese, cakes, bears, bottles, pears, apples

Phonemic Awareness

Recognise and produce words that begin with the same sound: /p/

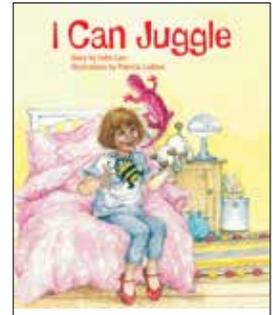
Phonics

Letters and Sounds: p

Words to Blend and Segment: pat, pan, pad, pin, pit

Fluency

Model fluent reading of a section of the text for students to repeat



A girl succeeds in juggling many different things with a surprise ending.

Before Reading

- Read the title. Ask students if they have ever seen or tried juggling? Demonstrate or discuss how difficult it is. Read the names of the author and illustrator. Discuss what is happening in the picture and where is it happening (setting). Ask: How many toys is the girl juggling with on her bed? Juggling can be done with any number of objects starting with one. The aim is to throw objects up and catch them without dropping them.
- Look at the title page illustration. Ask: Where has the story moved to now? (setting). Does the girl look sleepy? Who else is in the picture? What do you think might happen in the story?
- Talk/walk through the pictures. What is the girl doing on each page? Why do you think she is juggling while Mum and Dad do the shopping? Before turning to page 16, have students predict the ending.

Reading the Text

- Read the title together and the names of the author and illustrator. Read the title page together. On page 3 discuss what the girl is juggling in the picture and how many there are.
- Say *apples*. Find and point to the word in the text starting with /a/ (*apples*). Read the words together, *I can juggle three apples*. Follow this pattern for each page, discussing the picture, locating the word and then reading the sentence together.

After Reading

Invite students to discuss the story. Prompt if needed.

- Discuss the ending. Do you think the girl was supposed to be juggling the grocery items? What do you think would happen next after page 16?
- Could this story really happen? Is it a fiction or nonfiction? (Fiction – not true)
- Retell the story in order using the pictures as a guide. What happened first? Next? And so on. How did the story end?

Phonemic Awareness

- Recognise and produce words that begin with the same sound: /p/ Students listen for a word starting with /p/ as you read page 4. Students say *pears*, emphasising the /p/. Do the same for the last page emphasising /p/eas.
- Brainstorm more words that start with /p/. e.g. pin, pot, pad, pick, post, pit, pan, pat.

Phonics

- Discuss the name and sound of the letter p. Write cvc words *pat*, *pan*, *pad*, *pin* and *pit* on the board to practise blending and segmenting the sounds together as a group.
- Hear the sounds in *pan* /p/ /a/ /n/. Say them separately, then blend together slowly. Illustrate using alphabet letters *p*, *a*, *n*, touching them as the sounds are made for the word *pan*.

Word Study

- Talk about the words *I*, *of*, *an* and *can*. Print the flash cards from the inside front cover. Read them together. Ask students to locate the words on a few of the pages. Ask: What letter do they expect to see first?
- Discuss the words in the text that have s at the end. Ask: What does this mean? (more than one) Read the words *peas*, *pears*, *apples*.
- On a piece of paper students draw a picture of themselves doing an activity from the story. They write the words *I can juggle three* _____. They find the final word in the story and read their sentence to a partner.

Fluency

- Model fluent reading of a section of the text for students to repeat, e.g. pages 2, 4 and 6. Talk about the return sweep (where you go after reading the first line) and the full stop (end of sentence pause).
- Then follow with three more pages. Continue on until the end of the story with the students repeating after hearing the model. Make sure page 14 is read with *lots and lots* of expression. Talk about the two return sweeps (three lines of text).
- Students take turns to read the story to a partner. They notice any rhyming words, e.g. *pears/ bears*; *peas/cheese*.

Writing

- Students write a new story using the same pattern *I can juggle...* What is something you can or would like to juggle? And how many will you juggle? e.g. I can juggle two oranges/lemons/ mandarins.

Home/School Link

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