

# This Is His!

## GOALS

### Comprehension

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

### Vocabulary

**High-frequency Words:** it, is, this, his, go, to

**Content Words:** ball, bat, skateboard, cat, boot, toe, beanstalk, time

### Phonemic Awareness

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

### Phonics

**Letters and Sounds:** s

**Words to Blend and Segment:** sat, sap, set, sad, sit

### Fluency

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



Whose house would have such big ball, a big bat and a big cat? Could it be a giant?

## Before Reading

- Read the title. Discuss the exclamation mark. Read the title together with emphasis. Together look at the cover of *This is His!* Read the names of the author and illustrator. Discuss what is happening in the picture. Ask: What is the boy doing? Have you ever seen such a big ball? Would it be heavy?
- Look at the title page illustration. Ask: What is the boy doing? How is he feeling? Why? What do you think might happen in the story?
- Talk/walk through the pictures. What is the boy doing on each page? Why do you think everything is so much bigger than the boy? Before turning to page 14, predict the ending. What happens when the boy sees the toe in the boot? When you see the beanstalk, does this give you a clue now of what the story is about? Why is the boy running away on page 16?
- Have students talk about what they know of a story about a beanstalk. Jack and the beanstalk? Who lives up the beanstalk? (A giant) Could the boy in the story be Jack?

## Reading the Text

- Read the title together and the names of the author and illustrator. Read the title page together. On page 2 students discuss what they think Jack is doing in the picture. (Jack is exploring the giant's house at the top of the beanstalk). Ask: What would the word *ball* start with? Get your mouth ready for /b/ *ball*. Find the word that starts with /b/. Put your finger under it and say *ball*. Read the sentence together: *This is his ball*. Follow this pattern for each page, discussing the picture and reading the words together.

## **After Reading**

Invite students to discuss the story. Prompt if needed.

- Discuss the ending. Who knows what Jack has been doing? Do you think he was supposed to be in the giant's house?
- Students retell the story in order using the pictures on each page 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: /s/ Have students listen to words that start with /s/, *said, same, sign, sore, sit*. They emphasise the /s/ sound as they repeat the words following the model. They think of more words starting with /s/. Listen and repeat: say, sat, sing, sack.
- Make a game where you say words and students do an action when they hear /s/ at the beginning of the words. e.g. sit, sad, jam, ham, sat

## **Phonics**

- Discuss the name and sound of the letter s. Write cvc words *sat, sad, sap, set* and *sit* on the board to practise blending and segmenting the sounds together as a group. Students hear the sounds in /s/ /a/ /t/. They say them separately, then blend together slowly.
- Illustrate using alphabet letters for s, a, t, touching them as the sounds are made for the word *sat*. Do the same for the other cvc words.

## **Word Study**

- Talk about the words *it, is, this, his, go* and *to*. Print the flash cards from the inside front cover. Read them together. Ask students to locate the words in the book.
- On a piece of paper, students draw a picture from the story. They write the words (with help if needed). *This is his\_\_\_\_\_*. They find the final word in the story and write it in the space. They 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, 6 and 8.
- Continue on until the end of the story with students repeating the text after hearing the model. Notice the rhyming words (*cat/bat, toe/go*) and the punctuation in the title and on page 16. Change your voice for the exclamation marks for emphasis.
- Students take turns to read the story to a partner.

## **Writing**

- Have students write a new story using the same pattern *This is his\_\_\_\_\_*. What is something else that might belong to the giant? e.g. This is his plate/cup/food/hen. Students write the story and illustrate it.

## **Home/School Link**

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