

Up and Down

GOALS

Comprehension

Discuss prepositions to determine position, e.g. up, down

Vocabulary

High-frequency Words: the, can, come, up, go, down

Content Words: monkey, hippo, clown, cake

Phonemic Awareness

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

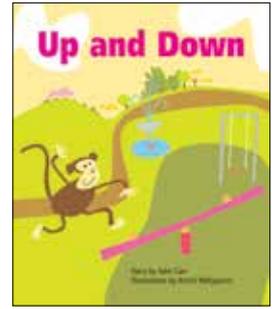
Phonics

Letters and Sounds: g

Words to Blend and Segment: got, gum, gas, get, gap

Fluency

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



A hippo, a monkey and a clown have fun on a see-saw.

Before Reading

- Read the title to students. Together look at the cover of *Up and Down*. Discuss the meaning of the words *up* and *down*. Read the names of the author and illustrator. Discuss what is happening in the picture. Ask: Have you been to a playground? What do you like playing on? Do you like being up or down?
- Look at the title page illustration. Ask: What is monkey doing? What do you think might happen in the story?
- Talk/walk through the pictures. What is happening on each page? Before turning to page 16, predict the ending. What happens to the cake?

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 the monkey is doing in the picture. Look for the letter /u/ for *up*. Read the words together: *The monkey can go up*. 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 humorous ending. What is the word on the last page? How should we read it? What does the explanation mark do? *Splat!* is a sound word so it sounds like the noise the cake might make as it hit the clown's face. (onomatopoeia)

Phonemic Awareness

- Recognise and produce words that begin with the same sound /g/. Have students practise saying *go*, emphasising the /g/. Do the same for other /g/ words such as *get, going, guess, gone, give*.
- Play a game where students listen and identify /g/ words spoken aloud, e.g. game, fame, tame, got, hot, go, going, toe.

Phonics

- Discuss the name and sound of the letter g. Write cvc words *got, get, gas, gum* and *gap* on the board to practise blending and segmenting the sounds together as a group.
- Hear the sounds in *got* /g/ /o/ /t/. Say them separately, then blend together slowly. Illustrate using alphabet letters *g, o, t*, touching them as the sounds are made for the word *got*.

Word Study

- Talk about the words *the, up, down, go, come* and *can*. Print the flash cards from the inside front cover. Read them together. Ask students to locate the words in the text. They put their finger under the word and read it.
- On a piece of paper, students draw a picture from the story. They write the words (with help if needed). *The _____ can go/come – up/down*. They find the missing 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 2–6. Continue on until the end of the story with students repeating after hearing the model.
- Students take turns to read the story to a partner.

Writing

- Have students write a new story using the same pattern. *The _____ can go/come – up/down*. Use a different animal, thing or person. e.g. The cat/girl can go up. 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.