

We Come Down

GOALS

Comprehension

Making connections: Ask students if they have ever been in snow. What do they need to wear to keep warm and/or to protect themselves if they fall?

Vocabulary

High-frequency Words: on, in, the, we, come, down

Content Words: skis, boards, sleds, toboggans, tubes, together, snow

Phonemic Awareness

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

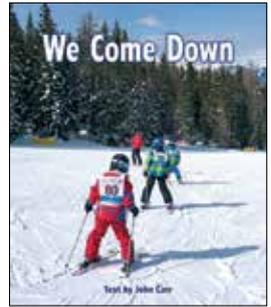
Phonics

Letters and Sounds: w

Words to Blend and Segment: win, wet, wig, wit, wax

Fluency

Practise reading the book orally with a partner.



It is fun to be in the snow and to travel down the slopes in different ways.

Before Reading

- Ask students if they have ever been in the snow. What do you need to wear to keep warm and/or protect yourselves if you fall? Students look at the cover and describe what they see. Predict what the title might be. Read the title to students, then read it together.
- Read the title page together. Ask: How is the picture on the title page different to the cover? Talk about ways people can come down.
- Talk/walk through the pictures. Discuss the way people come down on each page.

Reading the Text

- Read the title on the cover and the title page together.
- On page 2 discuss what is happening in the picture. Then find the word for what it is the children are coming down on. Look for the letter that has the /s/ sound. Point to and read *skis*, then read the sentence together (pointing to the words as they are read).
- Follow this pattern for each page.

After Reading

Invite students to discuss the information. Prompt if needed.

- Discuss the ending. Does it look like fun? How were the people feeling?

Phonemic Awareness

- Recognise and produce words that begin with the same sound: /w/ Students listen to and hear the word *we*. Emphasise the beginning sound /w/. Ask students to slowly say *we*, stretching out the sounds. They think of other words that start with /w/. e.g walk, win, wet, wish. Together say them slowly, emphasising the /w/ sound.
- Students make rhyming words starting with /w/. Say: “*If I say bin, you say /w/in.*” Do the same with get, talk, big, hit.

Phonics

- Discuss the name and sound of the letter w. Write cvc words *win, wet, wig, wit* and *wax* on the board to practise blending and segmenting the sounds together as a group. e.g. /w/ /i/ /n/, *win*. Use alphabet letter cards to illustrate the sounds and touch the letters as the sound is made for each.

Word Study

- Talk about the words *on, in, the, we, come, down*. Print the flash cards from the inside front cover. Read them together. Ask students to locate and read these words in the book.
- Students draw a picture from the text and write the matching sentence from the text (with help if needed). e.g. *We come down on skis.*

Fluency

- Students practise reading the text orally with a partner. Remind them that as this is a nonfiction book, it is best read at a moderate speed, not too fast. It is telling the reader information.

Writing

- Have students write a new text using the same pattern. They think of something different to come down on, e.g. *We come down on _____* .
- Model this as a cut-up text. e.g. *We come down on cardboard*. Have the words cut up and have students put them back in the correct order to make sense.
- Point out the capital letter at the beginning and the full stop at the end. These are clues to help you know which order the words go in to make a sentence. Read and reread the sentence as each word is added, checking to make sure it sounds right, looks right and makes sense. Tell students to watch how you are pointing to the words as you read, starting on the left. Ask them to follow this model.
- Point to the spaces between the words. These are important so that we know where a word begins and ends. Count the words.
- Students use what they have learnt about reading and writing from the cut-up text and write their own text (with help if needed) and illustrate it.

Home/School Link

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