

Can I Get On?

GOALS

Comprehension

Reading strategies: Ask students: “What are some of the things that good readers do?” Model how to use picture, print and contextual cues.

Vocabulary

High-frequency Words: on, I, you, said, the, can, yes, no, are, get

Content Words: giraffe, gorilla, bear, walrus, hippo, elephant, zebra, ant, heavy

Phonemic Awareness

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

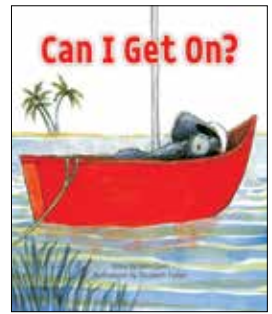
Phonics

Letters and Sounds: c

Words to Blend and Segment: can, cat, cap, cup, cot

Fluency

Model reading of the text with expression, noting the punctuation and change of characters. Students repeat.



So many animals are on the boat. Then the ant asks to get on.

Before Reading

- Look at the cover. Discuss what might be happening in the picture. What animal is in the boat? What is it doing? What is the setting? Is it a hot or cold country? How do you know?
- Ask students to see who can read the title independently. (All are high-frequency words.) Read the title together. Notice the question mark. Demonstrate the expression we use when we read a question. Students repeat copying the model. Ask: Who do you think will want to get on the boat? Read the names of the author and illustrator. What are their roles?
- Look at the title page illustration. What is different to the cover? What do you think might happen in the story?
- Talk/walk through the pictures. Discuss what animals are wanting to get on. On page 15, ask students to predict the ending.

Reading the Text

- Read the title together and the names of the author and illustrator. Read the title page together. Ask: What are some of the things that good readers do? Model how to use picture, print and contextual cues. On page 2 discuss what students think the giraffe is saying in the picture. Read the words together “*Can I get on?*” said the giraffe. What did the gorilla reply? Yes or no? How do they know? What tells you in the picture? Find the word. If it is *yes*, what letter will it start with? /y/, *yes*.
- Point to *yes*. Confirm that the word looks right for *yes*, makes sense and matches what is happening in the picture. Follow this pattern for each page up to page 14, discussing the picture and reading the words together. Review the predictions for the ending made earlier, then turn the page to reveal the ending. Have the students discuss what they see in the illustration.
- Read the text together. Ask: Was the ant really too heavy? Did you laugh when you read the ending? Why is it funny?

After Reading

Invite students to discuss the story. Prompt if needed.

- Discuss the ending. Is this what students predicted? Why would you not expect the ant to be too heavy? Was this a clever idea that the author thought of to make a funny ending?
- Reread the story together. Students act out the story in the class with individuals taking the roles of different animals.

Phonemic Awareness

- Recognise and produce words that begin with the same sound: /c/ Students hear the sounds in *can* /c/ /a/ /n/. Say them separately, then blend together slowly, *can*. Emphasise /c/ at the beginning, /c/ *at*.
- Students listen and repeat, *cat, cot, cap, cup*, emphasising /c/. Say other words starting with /c/ (cow, cod, car, cab, cub).

Phonics

- Discuss the name and sound of the letter c. Write cvc words *can, cat, cap, cup* and *cot* on the board to practise blending and segmenting the sounds together as a group.
- Hear the sounds in *can* /c/ /a/ /n/. Students say them separately, then blend together slowly.
- Illustrate using alphabet letters *c, a, n*, touching them as the sounds are made for the word *can*.

Word Study

- Talk about the words *are, yes, no, said, get, can*. Print the flash cards from the inside front cover. Read them together. Ask students to locate *can, said* and *get* on each page.
- On a piece of paper, students draw a picture from the story. They write the words, "*Can I get on?*" *said the* _____ . "*_____*," (*said the gorilla*). They find and write the missing words in the story and read their sentence to a partner.
- Talk about the question mark and speech marks in the sentence. Demonstrate with an illustration of a speech bubble coming from an animal's mouth with what they say in it and discuss how that relates to speech marks.

Fluency

- Model reading of the text with expression, noting the punctuation and change of characters. Students repeat, copying the model.
- Students take turns to read the story to a partner.

Writing

- Have students write a new story using the same pattern, "*Can I get on?*" *said the dog*. They draw a speech bubble coming from the dog's mouth with the words the dog says in it. 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.