

I Like My Dad

GOALS

Comprehension

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

Vocabulary

High-frequency Words: I, on, my, can, one, two, like, his, him

Content Words: count, hat, head, eyes, face, letters, shirt, spots, shorts, fingers, hand, stripes, boots, holes, socks, three, four, five, six, seven

Phonemic Awareness

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

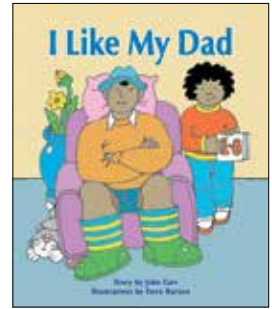
Phonics

Letters and Sounds: l

Words to Blend and Segment: lot, let, lap, lip, lid

Fluency

Choral reading with students pointing to the words as they are read.



A boy using counting to show what he likes about his dad.

Before Reading

- Together look at the cover illustration to help with reading the title – mainly high-frequency words known by students. Discuss what is happening in the picture. Ask: Who is in the picture? Notice the cat. Read the title together. Discuss the meaning of the title, *I Like My Dad*. Reread the title. Read the names of the author and illustrator.
- 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 the boy is counting on each page. On page 15 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 2 discuss what the boy is counting in the picture. Read the words together.
- 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 students discuss what they see in the illustration. Read the text together. Ask: Did you laugh when you read the ending? Why is it funny? Explain how *count* has a different meaning here, *I can count on him*. (depend on him)

After Reading

Invite students to discuss the story. Prompt if needed.

- Retell the story using the pictures on each page as a guide.
- Discuss the ending. Is this what students predicted? Why would you not expect? Was this a clever idea that the author thought of to make a surprise ending? Notice the cat on each page. What is it doing?

Phonemic Awareness

- Recognise and produce words that begin with the same sound: /l/ Hear the beginning sound in *lot* and *lad*. Say the words slowly emphasising the /l/. Students think of other words that start with /l/. Say them and listen to the /l/ sound.
- Model words starting with and emphasising /l/, e.g. *lot*, *let*, *lip*, *lid*, *lap*. Students listen and copy your model. They think of other words to say starting with /l/, e.g. *live*, *long*, *last*, *lemon*, *laugh*. Listen to the /l/ at the beginning as it is emphasised. They say the words and listen to the /l/ as they say them.

Phonics

- Discuss the name and sound of the letter l. Write cvc words *lot*, *let*, *lap*, *lip*, *lid* on the board to practise blending and segmenting the sounds together as a group.
- Hear the sounds in *lot*, /l/ /o/ /t/. Say them separately, then blend together slowly, *lot*.
- Illustrate using alphabet letters *l*, *o*, *t*, touching them as the sounds are made for the word *lot*.

Word Study

- Talk about the words *can*, *his*, *two*, *like*, *him*, *one*. Print the flash cards from the inside front cover. Read them together. Ask students to locate *one*, *two*, *him* and *his* in the text.
- On a piece of paper, students draw a picture from the story. They write the words *I count* _____ *on his* _____. They find the words in the story and read their sentence to a partner.
- Together make a time line showing the order of the story, e.g. 1 hat, 2 eyes etc. Students use the time line to retell the story.

Fluency

- Choral read with students as they point to the words as they are read. Then they read the story to a partner.

Writing

- Have students write a new story using the word *count*: *I count* _____ *on* _____ . 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.