

Just Like Me

GOALS

Comprehension

Making predictions: Help students to use the title and cover illustration to make predictions about the story. After reading, check on predictions made at the beginning. What animals are you like?

Vocabulary

High-frequency Words: like, me, just

Content Words: frogs, jumping, apes, swinging, cheetahs, running, monkeys, climbing, kangaroos, hopping, seals, swimming, dogs, children

Phonemic Awareness

Recognise and produce words that begin with the sound: /j/

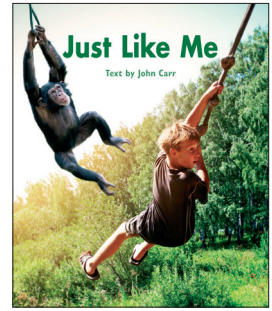
Phonics

Letters and Sounds: j

Words to Blend and Segment: jam, jab, job, jet, jog

Fluency

Model reading of the text with expression and noting the punctuation.



There are lots of things that animals like to do that we do, too.

Before Reading

- Students look at the cover and describe what they see. They predict what the title might be.
- Read the title together. From the cover photo and title students predict what the text might be about. Ask: What animals might do things just like you?
- Read the title page together. Talk about what the animal is and what it is doing.
- Talk/walk through the pictures. Discuss the actions of the animals on each page. Ask: Are they doing things you could do? Then find the word for action on page 2. Have students look for the letter that has the /j/ sound. Point to *jumping* and *just*.
- Before turning to page 16, ask what students think might happen at the end of the text. What animal is the child with?

Reading the Text

- Read the title together. Then read the title page together.
- On page 2 discuss the action of the frog, then have students read the words. They point 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. Was the text like your predictions? Was the ending what you predicted? Why was there a seal on the title page? (Link to page 12)

Phonemic Awareness

- Students recognise and produce words that begin with the sound /j/. Say the words so they hear the beginning sound in *just* and *jump*. Say the words slowly emphasizing the /j/.
- Have students think of other words that start with /j/. Say them together and listen to the /j/ sound.

Phonics

- Discuss the name and sound of the letter j. Write cvc words *jam, jab, job, jet* and *jog* on the board to practise blending and segmenting the sounds together as a group, e.g. /j/ /a/ /m/, jam. Students 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 *like, me, just*. Print the flash cards from the inside front cover and read them together. Ask students to locate and read these words in the book.
- Students draw a picture of an animal and write the matching sentence from the text, e.g. *Seals like swimming, just like me*.

Fluency

- Model reading of the text with expression and noting the punctuation. (Pause at the comma.) Students repeat after you.

Writing

- Students write a new text using the same pattern, ____ *like* ____, *just like me*. e.g. Tigers like running, just like me. Students write the text and illustrate it.
- Students make a time line showing the order of the text. They illustrate their time line and write labels. They use this as a guide to retell the text.

Home/School Link

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