

# See Me Giggle

## GOALS

### Comprehension

**Making connections:** Ask students what makes them giggle?

### Vocabulary

**High-frequency Words:** I, see, me, when

**Content Words:** giggle, dance, slide, sing, ride, hop, talk, google, wiggle, walk

### Phonemic Awareness

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

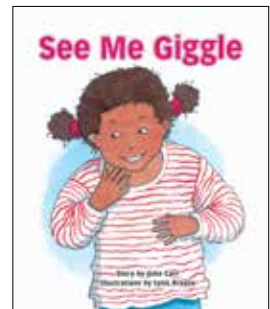
### Phonics

**Letters and Sounds:** g

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

### Fluency

Model fluent reading of a section of the text, emphasising the rhyming words, for students to repeat.



This girl likes to giggle and see the funny side of everything she does.

## Before Reading

- Ask students what makes them giggle. Together look at the cover picture. Discuss what is happening in the picture. Read the title. Discuss the meaning of *See Me Giggle*. Talk about the difference between laugh, giggle and smile. Demonstrate these.
- Read the title together and the names of the author and illustrator.
- Help students to use the title and cover illustration to make predictions about the story.
- Look at the title page illustration. Ask: Is the girl still giggling? Reread the title. What do you think might happen in the story?
- Talk/walk through the pictures. Discuss what makes the girl giggle on each page. On page 15 have students predict the ending.

## Reading the Text

- Read the title and the names of the author and illustrator. Read the title page together. On page 2 discuss what students think makes the girl giggle 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 a surprise ending. Have the 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?

## **After Reading**

Invite students to discuss the story. Prompt if needed.

- Discuss the ending. Is this what students predicted? What made the girl giggle at the end?
- Reread the story together.

## **Phonemic Awareness**

- Recognise and produce words that begin with the same sound: /g/ Students listen to and repeat words with emphasis on the first letter /g/, e.g. get, got, gas, gap, gum.
- They think of more /g/ words to listen to and repeat, e.g. give, game, giggle, go, going.

## **Phonics**

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

## **Word Study**

- Talk about the words *I, see, me, when*. Print the flash cards from the inside front cover. Read them together. Ask students to locate *see, me* and *when* on each page.
- On a piece of paper, students draw a picture from the story. They write the words: *See me \_\_\_\_\_ when I \_\_\_\_\_*. They find the words in the story and read their sentence to a partner. Talk about the capital letter and the full stop.
- Find words in the story with one or two syllables, e.g. *dance, slide (1), gig/gle, goo/gle, wig/gle (2)* Have students note how the syllables break between double letters. Together clap the beat of each syllable as the words are said slowly.

## **Fluency**

- Model fluent reading of a section of the text, emphasising rhyming words, for students to repeat, e.g. pages 4, 8, 12 and 16. (*slide/ride, talk/walk*)
- Continue until the end of the story with the students repeating after hearing the model. Talk about the comma on page 14 and what it means.
- Students take turns to read the story to a partner.

## **Writing**

- Students write a new story using the same pattern, e.g. See me giggle when I wink. They write their story and illustrate it.

## **Home/School Link**

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