

# How the Teachers Came to School

## 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 and understanding of humour at the end.

How does your teacher come to school?

### Vocabulary

**High-frequency Words:** on, in, no, a, to, come, the, how, does

**Content Words:** school, bike, car, horse, train, skates, helicopter, submarine, teachers

### Phonemic Awareness

Identify and make rhyming words

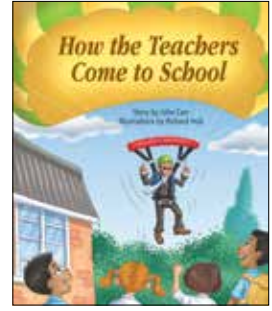
### Phonics

**Letters and Sounds:** p

**Words to Blend and Segment:** pat, pan, pad, pin, pit

### Fluency

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



The teachers in this school have many different ways to come to school.

## Before Reading

- Read the title. Discuss its meaning. Then reread the title and have students listen to the names of the author and illustrator.
- Help students to use the title and cover illustration to make predictions about the story.
- Together look at the cover picture. Discuss what is happening in the picture. Ask: Could this be a teacher coming to school? What is carrying him? Who are looking at him?
- Look at the title page illustration. Who is this teacher? What is the teacher doing? What do you notice about the teacher's name and parachute? (They rhyme.) What do you think might happen in the story?
- Talk/walk through the pictures. Discuss the person's name and mode of transport on each page. Notice the rhyming words. On page 12, 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 the illustration. Ask: Who is on the bike? (Mrs Pike) Read the words together.
- Follow this pattern for each page up to page 12, discussing the picture and reading the words together. On page 12 there is a question. Read it together. Review the predictions for the ending made earlier, then turn the pages to reveal a surprise ending. Have the students discuss what they see in the illustrations. Read the text together. Ask: Did you laugh when you read the ending? Why is it funny?

## **After Reading**

Invite students to discuss the narrative. Prompt if needed.

- Discuss the ending. Is this what students predicted? Was this a clever idea that the author thought of to make a funny surprise ending? How does your teacher come to school?
- Reread the story together. Notice the rhyming words on each page. e.g. *bar/car; Morse/horse; Bain/train*
- Ask students to re-tell the story using the pictures on each page as a guide.

## **Phonemic Awareness**

- Students listen to the story being read to them. They identify the rhyming words they hear, e.g. *bike, Pike*. They repeat the rhyming words and think of some more, e.g. like, hike.

## **Phonics**

- Discuss the name and sound of the letter p. Write cvc words *pat, pan, pad, pin, pit* on the board to practise blending and segmenting the sounds together as a group, e.g. /p/ /a/ /t/.
- Illustrate how to use alphabet letters *p, a, t, pat*, touching them as the sounds are made for the word.

## **Word Study**

- Talk about the words *made, on, in, no, a, to, come*. Print the flash cards from the inside front cover and read them together. Ask students to locate these words in the text.
- On a piece of paper have students draw a picture from the story. They find and write the words in the story and then read their sentence to a partner.

## **Fluency**

- Model reading of the text, emphasising the rhyming words. Students repeat after you.
- They take turns to read the story to a partner.

## **Writing**

- Have students write a new story about a teacher. They draw the picture first, then write the story, e.g. My teacher comes to school on/in \_\_\_\_\_. Students write the story and illustrate it.
- Students find the rhyming words in the story, e.g. *Pike/bike*. They make a chart pairing the rhymes and invent some more rhyming words to add to the chart, e.g. *hike/like/Mike*. After going through the book, students add new rhyming words, e.g. *late/gate, school/pool, down/brown, up/cup*.
- Students make a T-Chart about the teachers. They write their names on the left side and on the right side they write how they got to school, e.g. Mr Marapoot – parachute, and so on.
- Students retell the story in pairs using their T-charts.

## **Home/School Link**

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