

# My Turn

## GOALS

### Comprehension

Discuss the meaning of possessive pronouns – my, our, your, their

### Vocabulary

**High-frequency Words:** it, is, my, said, the, yes, and, our, their, your

**Content Words:** turn, hippo, elephant, it's

### Phonemic Awareness

Identify syllables in words and clap as they are spoken, e.g. *hip/po*

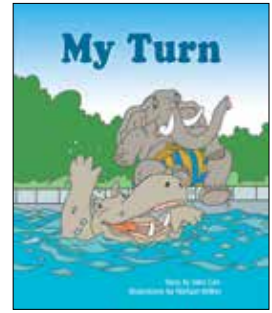
### Phonics

**Letters and Sounds:** y

**Words to Blend and Segment:** yum, yes, yet, yam, yak

### Fluency

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



The hippo and the elephant take turns at diving into the pool.

## Before Reading

- Read the title. Discuss the meaning of *My Turn*. Ask: Do you have times when you take turns? Reread the title. Read the names of the author and illustrator to students.
- Help students 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: What animals are these? What are they doing? Which one is having a turn at swimming?
- Look at the title page illustration. Ask: What is different here? Whose turn will be next? What do you think might happen in the story?
- Talk/walk through the pictures. Discuss the action 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 ask: Who is having the first turn? 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 a surprise?
- Discuss the meaning of the contraction – *it's*.

## **After Reading**

Invite students to discuss the story. Prompt if needed.

- Discuss the ending. Is this what students predicted? Was this a clever idea that the author thought of to make a surprise ending? Reread the story together.
- Discuss the meaning of possessive pronouns – *my, our, your, their*. Act out examples showing the meaning of each.
- Ask students to retell the story using the pictures on each page as a guide.

## **Phonemic Awareness**

- Identify syllables in words and clap them as they are spoken, e.g. *hip/po*.
- Students find words with 1, 2 or 3 syllables in them and clap the syllables, e.g. *turn* = 1 clap, *hip/po* = 2 claps, *el/e/phant* = 3 claps. Have students clap the number of syllables in their own names.

## **Phonics**

- Discuss the name and sound of the letter y. Write cvc words *yum, yes, yet, yam, yak* on the board to practise blending and segmenting the sounds together as a group.
- Have students emphasise the /y/ sound as they stretch the sounds for *yes, /y/ /e/ /s/*.
- Illustrate using alphabet letters for y, e, s, touching them as the sounds are made for the word *yes*.

## **Word Study**

- Talk about the words *our, your, said, and, their, yes*. Print multiple copies of the flash cards from the inside front cover. Read them together. Ask students to locate these words in the text. Play a game of memory with the cards.
- On a piece of paper, students draw a picture from the story. They find and write the words in the story to match the picture and read their sentence to a partner.

## **Fluency**

- Model fluent reading of the text with expression, noting the punctuation and change of characters. Students repeat.
- In small groups have students role play the story.

## **Writing**

- Students write a new story about taking turns. They draw a picture first, then write the story, e.g. "*It's my turn,*" *I said*.

## **Home/School Link**

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