

We Can Do Karate

GOALS

Comprehension

Connect to prior knowledge: Has anyone been to karate?

What do you know about karate?

Vocabulary

High-frequency Words: I, we, can, a, do

Content Words: karate, kick, block, punch, love

Phonemic Awareness

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

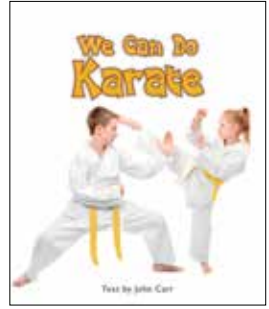
Phonics

Letters and Sounds: k

Words to Blend and Segment: kit, kid, kin, kiss, kick

Fluency

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



The children show off some of their karate moves.

Before Reading

- Ask: Has anyone been to karate? What do you know about karate? Students look at the cover and describe what they see. They predict what the title might be. Read the title to students and then read it together.
- From the cover photo and title students predict what the text might be about. Ask: What are the children doing? What are they wearing? Discuss if this will be a fiction or nonfiction text.
- Read the title page together. Talk about what the children are doing in the picture.
- Talk/walk through the pictures. Discuss what is happening on each page and who the boy is. Before turning to page 16 ask students what they think might be on the last page of the book.

Reading the Text

- Read the cover and the title page together. On pages 2–3 discuss what the two children are doing and what they might be thinking/saying, then read the words together. Students point to the words as they are read.
- Follow this pattern for each page discussing what is happening in the picture before reading each page. Look for the key word in the text to match the action in the picture. Make sure it looks right, sounds right and makes sense.

After Reading

Invite students to discuss the information. Prompt if needed.

- Discuss the action on page 16. How does it compare to the predictions made earlier?
- Ask: Would you like to learn karate? Why is this kind of kick and punch okay in karate and not anywhere else?
- Together make a “before and after” chart about karate. The headings could be: What I knew before (prior knowledge) and What I know now (after reading the book).

Phonemic Awareness

- Recognise and produce words that begin with the same sound: /k/. Emphasise the /k/ sound for students to recognise as they listen to you say kit, kid, kin, kid, kiss, kick. Students repeat in the same manner.
- Students think of more words to say and listen to with a /k/ sound at the start, e.g. karate, kick, kitchen, kite.

Phonics

- Discuss the name and sound of the letter k. Write cvc words *kit, kid, kin, kid, kiss, kick* on the board to practise blending and segmenting the sounds together as a group, e.g. /k/ /i/ /t/ kit.
- Use alphabet letter cards or magnetic letters to illustrate the sounds and touch the letters as the sound is made for each.

Word Study

- Talk about the words *I, we, can, a, do*. Print the flash cards from the inside front cover. Read them together. Ask students to locate and read these words in the text.
- On a piece of paper, students draw a picture of a page from the text. They write the matching sentence from the text, e.g. *I can do a _____*.

Fluency

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

Writing

- Have students write a new text about something else they like doing. e.g. *I can do _____*. They can illustrate their text.

Home/School Link

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