

Cricket Now and Then

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.

Vocabulary

High-frequency Words: on, to, and, up, they, their, the, now

Content Words: players, wear, caps, heads, hats, helmets, white, clothes, pads, colours, play, red, cricket, balls, pink, people, dress, watch, used, still

Phonemic Awareness

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

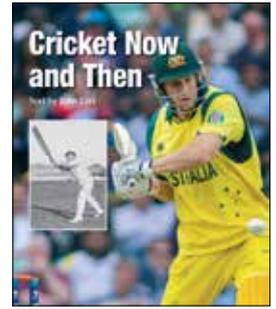
Phonics

Letters and Sounds: th

Words to Blend and Segment: then, that, the, this, them

Fluency

Students practise rereading the story orally with a partner.



See the differences between cricket in the old days and the way it is now.

Before Reading

- Help students to use the title and cover illustration to make predictions about the text. They look at the cover and describe what they see. Ask: What game is being played here? What letter does *cricket* begin with? Read the title together using knowledge of high-frequency words.
- From the cover and title have students predict what the text might be about. Ask: Why are there two pictures? Are both men playing cricket? What do you notice about the smaller picture? (It is black and white and is smaller.) Do you like it? Why? Why not? Discuss if this will be a fiction or nonfiction text.
- Read the title page together.
- Talk/walk through the pictures. Discuss what is happening on each page. Before turning to page 16 ask students what they think might happen on that page.

Reading the Text

- Read the cover and the title page together.
- On page 2 discuss the picture. Ask: Is this a picture of now or how cricket players used to dress? What is on their heads? It is called a cap. Discuss what the words *used to* mean.
- Look for the word in the text on page 2 beginning with /c/. Read the words together.
- Compare the clothes with the picture on page 5. Read the words together, pointing to the words as they are read.
- Continue on through the text in this way, comparing the then and now photographs of cricket players, their clothes and equipment, then reading the words.

After reading

Invite students to discuss the information. Prompt if needed.

- Check on the predictions made at the beginning and understanding the humour at the end. Discuss the ending. Is it what students predicted? How does dressing up to watch cricket differ between the old days and now? Which looks like more fun? Have you had or would you like to have your face painted?

Phonemic Awareness

- Recognise and produce words that begin with the same sound: /th/ Students listen to and hear the word *this*, /th/ is. Emphasise /th/. Ask them to listen for the beginning /th/ sound and repeat the word. Do the same with the words *the, them, they, their, then*.
- Play a game asking students to indicate when they hear /th/ sound in a list of words you read out, chip, cat, the, to, they, on, up, them.

Phonics

- Discuss how a digraph is two letters that combine to make one sound. t, h /th/
- Write the words *then, that, the, this, them* on the board to practise blending and segmenting the sounds together as a group, e.g. /th/ /i/ /s/, *this*.
- Have 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 *on, to, and, up, they, their*. Print the flash cards from the inside front cover. Ask students to locate and read these words in the book, then read them together.
- Play a guessing game. Say: I am thinking of a word with two letters and it starts with /t/, (*to*) and so on.

Fluency

- Students practise rereading the text orally with a partner.

Writing

- Students write a new text about something different, e.g. *People used to _____ . Now they _____ .* They illustrate their text.

Home/School Link

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