

If I Had Wings

GOALS

Comprehension

Reading strategies: Ask students: “What are some of the things that good readers do?” Model how to use picture, print and contextual cues.

Vocabulary

High-frequency Words: on, in, I, you, the, to, up, me, if, had, some, could

Content Words: wings, fly, sky, springs, bounce, ground, claws, climb, tree, tracks, walk, mud, balloons, float, air, flippers, swim, pool, wheels, skate, school

Phonemic Awareness

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

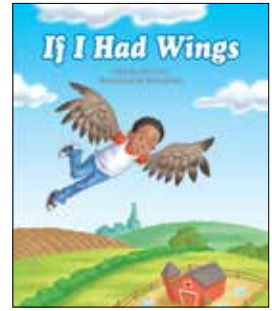
Phonics

Letters and Sounds: w

Words to Blend and Segment: win, wet, wig, wax, wit

Fluency

Model reading of the text with expression, noting the punctuation.



A boy imagines all the amazing ways he could get around.

Before Reading

- Read the title and discuss the meaning of *wings* and *if*. Then reread the title. 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: Who has wings? What can the boy do if he has wings? Look at the title page and read the title.
- Talk/walk through the pictures. Discuss the illustration in the thought bubble on each page. Ask: What is the boy wishing for? On page 15 predict the ending.

Reading the Text

- Read the title and the names of the author and illustrator together. Read the title page.
- Ask: What are some of the things that good readers do? Model how to use picture, print and contextual cues. On page 2 look for the word *wings*. Ask: What letter will it start with? Get your mouths ready for /w/. What does the illustration show the boy doing? Look for the word *if*. Read the words together. Make sure each word in the sentence makes sense, matches the picture, looks right and sounds right.
- 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 the ending. Have the students discuss what they see in the illustration. Read the text together.

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. Notice the repetitive parts and how these help to read the story, e.g. *If I had....I could.....*
- Ask students to retell the story using the pictures on each page as a guide. They could make a time line to assist with the retelling.

Phonemic Awareness

- Recognise and produce words that begin with the same sound:/w/ Emphasise the /w/ sound as you slowly say *win, wet, wax, wig, wit*. Have students repeat these.
- Think of more words starting with /w/ to listen to and say, e.g. wing, walk, we, wish, wash. Ask students to indicate when they hear /w/ as you say a list of words that start with various letters.

Phonics

- Write cvc words *win, wet, wax, wig, wit* on the board to practise blending and segmenting the sounds together as a group.
- Students listen to and hear the sounds in *win* as you say the words slowly stretching the sounds /w/ /i/ /n/. Say them separately, then blend together slowly. Illustrate using alphabet letters for *win* and touching them as the sounds are made for the word.
- Repeat for the other cvc words.

Word Study

- Talk about the words *to, if, had, some, you, could*. Print the flash cards from the inside front cover. Read them together. Ask students to locate the words throughout the book.
- On a piece of paper, have students draw a picture from the story. They find the words in the story and write them, then read their sentence to a partner.
- Discuss punctuation and the importance of commas and fullstops.

Fluency

- Model reading of the text with expression, noting the punctuation. Students repeat.

Writing

- Have students write a new story about a dream they might have. They draw their picture in a thought bubble first, then write the story, e.g. *If I had some _____, I could _____ .*

Home/School Link

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