

The Smile

GOALS

Comprehension

Discuss meaning of pronouns: he, she, her, his.

Vocabulary

High-frequency Words: my, I, a, for, he, she, that, his, me, her, had, with, it, the, and, while, how, about, that

Content Words: smile, shared, plant, aunt, mother, brother, pet, vet, cat

Phonemic Awareness

Identify and make rhyming words.

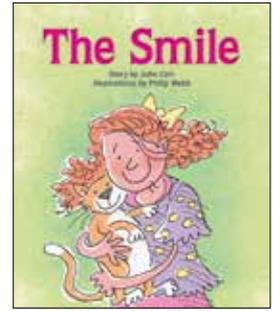
Phonics

Letters and Sounds: sh

Words to Blend and Segment: shop, ship, shot, shut, shed

Fluency

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



Just like a yawn, the smile goes from one to another.

Before Reading

- Listen to the title. Discuss the meaning of *smile*. How is it different to laugh? Ask students to demonstrate. Ask: What happens when you share a smile with someone? Try doing that now. A smile usually makes the other person want to smile back. Can you keep smiling for long? What makes you smile or laugh?
- Read the title and 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 is the girl smiling at? Look at the title page illustration. Who is smiling here? What do you think might happen in the story?
- Talk/walk through the pictures. Discuss who or what is sharing a smile 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. Ask: On page 3 what is the girl smiling at? Find the word *plant* on page 2. Look for the letter p. Read the words together. Notice the rhyming words *smile* and *while*.
- Follow this pattern for each page up to page 14, discussing the illustration and reading the words together. Point out the repetition on each page and how it helps to read.
- Review the predictions for the ending made earlier, then turn the page to reveal the ending. Have students discuss what they see in the illustration. Read the text together. Ask: Did you like the ending? Why?

After Reading

Invite students to discuss the story. Prompt if needed.

- Discuss the ending. Is this what students predicted?

- Discuss the meaning of pronouns – *he, she, her, his*. Model using *he* with *his* and *she* with *her*. Relate the pronouns to the illustrations in the book. Role play with the students to demonstrate them.
- Reread the story together. Feel the rhythm as you read the repetitive parts. Notice the rhyming words at the end of each page, e.g. *plant/aunt, brother/mother*.
- Ask students to retell the story using the pictures on each page as a guide. Who had a smile first, next and so on?

Phonemic Awareness

- Identify and make rhyming words. Students listen for words that rhyme in the story as it is read to them, e.g. *smile/while, pet/vet, cat/that*. Students repeat the words that rhyme and think of more that sound the same, e.g. pet, wet, set, let.
- Play a game where students indicate when they hear pairs of words that rhyme as you read out to them, e.g. set, bet; sat, let; cat, hat; mat, let.
- Have students draw a picture of two words that rhyme and label them, e.g. cat, hat.

Phonics

- Discuss the sound of the digraph: /sh/. Explain that the two letters combine to make one sound /sh/. Write the words *shop, ship, shot, shut, shed* on the board to practise blending and segmenting the sounds together as a group, e.g. /sh/ /u/ /t/ shut. Illustrate using alphabet letters for each word and touching them as the sounds are made for the word.

Word Study

- Talk about the words *that, had, with, for, his, her*. Read them together. Ask students to locate the words in the text. Print multiple sets of the flash cards from the inside front cover and use them to play a game of matching the words.
- On a piece of paper have students draw a picture from the story. They find the words in the story and write them and then read their sentence to a partner. e.g. *He had a smile for a while and shared it with his pet.*

Fluency

- Model fluent reading of a section of the text emphasising the rhyming words for students to repeat. They practise their fluency by reading to a partner.

Writing

- Students make a circular story showing where the smile went. They use arrows, labels and small pictures. They can use this to retell the story.
- Students write a new sentence about sharing a smile using the pattern from the story. They draw a picture first, then write the sentence. e.g. *I had a smile for a while and I shared it with my _____*. (Dad, sister, Gran)

Home/School Link

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