

Where is Jill?

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: is, on, in, the, where, up, here

Content Words: hiding, hill, sack, shed, tree, barley, corn, page

Phonemic Awareness

Recognise and produce words that end with the same sound: /l/

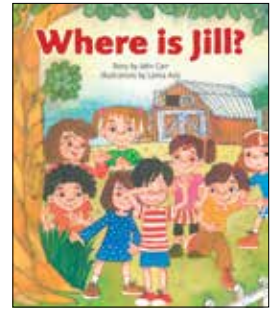
Phonics

Letters and Sounds: l, ll

Words to Blend and Segment: Jill, will, till, hill, fill

Fluency

Model fluent reading of a section of the text differentiating between questions and answers and emphasising the rhyming words for students to repeat.



The boy looks for Jill but finds his other friends until he gets to page 16.

Before Reading

- Read the title. Discuss the meaning with students. Ask: How do you know it is a question? Who could Jill be? Reread 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: What are the children playing? Why is the boy hiding his eyes? (Are they playing hide-and-seek? Is he counting?)
- Look at the title page illustration. Ask: What is the boy doing now? What does his face tell you? What do you think might happen in the story?
- Talk/walk through the pictures. Discuss who the boy finds on each page and where he finds them. Notice how the person's name rhymes with the place where they are hiding. 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.
- On page 2 look at the illustration. Ask: Is this Jill? Where is she hiding? Is she up a hill? (Do you know the rhyme *Jack and Jill*? Where did they go?) Look for the word *Jill* in the text. (Starts with J and ends with /l/) Find the word *hill* that ends like *Jill*. (They rhyme.) Students notice that the first line is a question. Read the words together. Follow this pattern for each page up to page 14, discussing the picture and reading the words together.
- Review students' 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 think the ending was clever? Why?

After Reading

Invite students to discuss the story. Prompt if needed.

- After reading, check on students' predictions made at the beginning and understanding of humour at the end. Is this what students predicted? Was this a clever idea that the author thought for an ending?
- Reread the story together. Recognise how to read a question and answer and how your voice differs. (Most pages start with an answer and end with a question.) Notice the rhyming words on each page, e.g. *Jill/hill, Jack/sack, Ed/shed*.
- Ask students to re-tell the story using the pictures on each page as a guide. What happened first, next, and so on?

Phonemic Awareness

- Recognise and produce words that end with the same sound: /l/ Say the word *Jill* slowly emphasising the /l/ sound. Have students listen, notice the end sound and repeat the word.
- Repeat with hill, will, mill, well, fell. Think of other words ending in /l/ for students to listen to and repeat, e.g. smile, while, mile, pile, mail, nail.

Phonics

- Discuss the name and sound of the letter/s: l, ll Write cvc words *Jill, will, till, hill, fill* on the board to practise blending and segmenting the sounds together as a group. Students listen to and hear the sounds in *will* /w/ /i/ /ll/. They say them separately, then blend together slowly.
- Illustrate using alphabet letters for the words and touching them as the sounds are made for the word.

Word Study

- Talk about the meaning of the words *is, on, in, here, where, up*. Print the flash cards from the inside front cover and read them together. Ask students to locate the words in 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 and then read their sentence to a partner.

Fluency

- Model fluent reading of a section of the text differentiating between questions and answers and emphasising the rhyming words for students to repeat. They reread to a partner.

Writing

- Using the same pattern, students write a new story about someone hiding. They draw a picture first, then write the story, e.g. *Where is _____? _____ is hiding in/on the _____.*

Home/School Link

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