

The Rainforest Ball

GOALS

Comprehension

Discuss strategies for reading a play: What is a narrator? Which parts do the characters read? Predict what the play might be about.

Vocabulary

High-frequency Words: a, after, all, am, an, and, at, big, can, come, down, fly, go, good, have, he, him, his, I, in, is, jump, know, let, look, more, not, of, off, on, out, run, saw, that, the, them, they, three, to, too, up, walk, was, we, were, when, will, with, you

Content Words: animals, around, ball, bangs, bees, blew, buzzing, course, crept, dance, drum, elephant, everyone, flying, friend, frogs, fun, goodnight, hanging, heard, he's, hide, I'll, I'm, jumping, kiss, let's, loud, monkey, morning, quietly, rainforest, scary, slept, sloth, snuggled, sound, sudden, swinging, that's, through, tight, toucan, trees, us

Phonemic Awareness

Recognise and produce words that have the same vowel sound: /o/

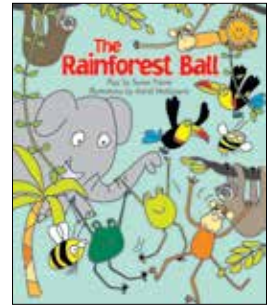
Phonics

Letters and Sounds: o (on)

Words to Blend and Segment: on, pot, not, cot, lot

Fluency

Read the play as a reader's theatre together before taking character parts in groups of seven or 13.



This is a play about animals in the rainforest and their invitation to a ball.

Before Reading

- Discuss what a play is and strategies for reading a play. What is a narrator? How do we know which parts the characters read?
- Read the title. Discuss the meaning of *rainforest*. Ask: What animals might live in a rainforest? What is a *ball*? (Discuss the difference between playing with a ball and going to a ball, a kind of dance.)
- Read the title and the names of the author and illustrator of the play.
- Help students to use the title and cover illustration to make predictions about the play.
- Together look at the cover picture. Discuss what is happening. Ask: What animals can you see and what are they doing?
- Look at the title page. Here is the list of characters in the play plus the narrator who tells the story. Ask: How many characters are there. Read their names together and what animal they are. What do you think might happen in the play?
- Talk/walk through the pictures. On pages 2–3, discuss what animals are swinging and what might be big and scary. Continue in this way until page 15. Have students predict the ending.

Reading the Text

- Read the title together and the names of the author and illustrator. Read the names of the characters on the title page together. Ask: On page 2, what are the animals' names and what are they doing? Find the words *Milly* and *Molly*. Look for the M. They are *swinging*. Look for /sw/.
- Read the narrator's words together. What about the drummer? Do they say anything? (No, they bang on the drum three times.) Notice the words for actions are in a different font.

- Follow this pattern for each page up to page 14, discussing the illustration and reading the different characters' words together. Point out the repetition and rhyme on each page and how this helps reading.
- 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? Was Eric the Elephant scary? What was scary?

After Reading

Invite students to discuss the play. Prompt if needed.

- Discuss the ending. Is this what students predicted? Why was the kiss scary?
- What did the animals do when they heard a scary sound?
- Reread the story together. Feel the rhythm as you read the rhyming and repetitive parts.
- Ask students to retell the story using the pictures on each page as a guide. Which animals felt scared first, and next and so on? When did the story change to being not scared and why?

Phonemic Awareness

- Recognise and produce words that have the same vowel sound: /o/ e.g. on, pot, not, cot, lot. Students listen for the /o/ vowel sound as you read the words slowly. They repeat the words, /p/ /o/ /t/, pot, emphasising the /o/. They think of more words with /o/, e.g. off, dot, got, hot.

Phonics

- Discuss the short vowel sound /o/. Write the words on, pot, not, cot, lot on the board to practise blending and segmenting the sounds together as a group, e.g. /p/ /o/ /t/. Illustrate using alphabet letters for each word and touching them as the sounds are made for the word.

Word Study

- Talk about the words *when, him, let, have, more, was, walk, were*. Read them together. Ask students to locate the words in the text. Talk about the meaning and use of each word.
- Compare *was* and *were*. Model using the words in sentences to show the different meaning.
- On a piece of paper, have students draw a picture from the play. They find the words and write them and then read their sentence to a partner. e.g. *He's big and he's scary, you know.*

Fluency

Read the play as a reader's theatre before taking character parts in groups of seven or 13.

Writing

- Students make a chart showing what the animals were doing before they felt scared, e.g. monkeys – swinging. They can use the chart to retell the play. Show how the feelings changed when the elephant appeared.
- Students write a new sentence using the pattern from the play. They draw a picture first, then write the sentence, e.g. Jimmy and Janey were walking around when all of a sudden they heard a loud sound.

Home/School Link

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