

My Magic Dreaming Place

GOALS

Comprehension

Connect to prior knowledge: Ask children if they have dreams and what they are about.

Vocabulary

High-frequency Words: a, about, again, am, an, at, be, but, good, I, in, it, let, me, my, on, say, that, the, will, you

Content Words: acrobat, dad, disappear, diver, dreaming, driver, drummer, Friday, friend, I'm, lawn, magic, Monday, mow, place, racing, stand, tell, Thursday, today, Tuesday, Wednesday, weekend

Phonemic Awareness

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

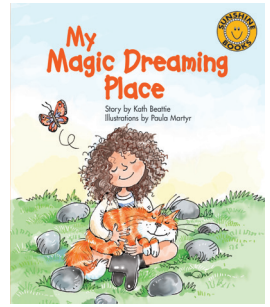
Phonics

Letters and Sounds: long i (my)

Words to Blend and Segment: my, try, dye, fry, cry

Fluency

Model reading of text with expression, noting the punctuation and repetitive parts. Students repeat.



The girl has a vivid imagination. Every day she dreams of being someone new.

Before Reading

- Ask students if they have dreams and what they are about.
- Read the title. Discuss the meaning of *dream* and *magic*. Ask students if they remember their dreams. Ask: Do you daydream? Is there a special place where you like to daydream?
- 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.
- Look at the title page illustration. Ask: Who is in the picture? What do you think she is doing? What do you think might happen in the story?
- Talk/walk through the pictures. Discuss who or what the girl is dreaming about on each day of the week. 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 pages 2–3 what is the girl showing us? Find the word *dreaming* on page 2. Look for the letter d. Read the words together.
- Discuss the days of the week. Find *M* for *Monday* on page 4. What is she dreaming about? Find *d* for *diver*. Read the words together.
- 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.

- Ask: What days of the week does the girl dream? What happens in the weekend? What days are in the weekend? Can she dream again the next Monday?
- Discuss the ending. Is this what students predicted?
- Reread the story together. Feel the rhythm as you read the repetitive parts.
- Ask students to retell the story using the pictures on each page as a guide. What did she dream about first, next and so on?

Phonemic Awareness

- Recognise and produce words that have the same vowel sound: /y/ Students listen to and repeat the words my, try, dye, fry, cry. They listen for words that rhyme with my as you read a list to them, e.g. my, me, fry, friend, try, say, dye, dry. Students repeat the words that rhyme and think of more that sound the same, e.g. cry.

Phonics

- Discuss the long i (my). Explain that sometimes a y on the end of a word has the long i sound.
- Write the words my, fry, try, dye, dry on the board to practise blending and segmenting the sounds together as a group, e.g. /m/ /i/, my. Illustrate using alphabet letters for each word and touching them as the sounds are made for the word.

Word Study

- Talk about the words *good, let, about, that, am, again, be, say*. 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. *On Monday I stand in my magic dreaming place. I say "Today I'm dreaming that I am a diver."*
- Have students draw their own special place for dreaming and label it.

Fluency

- Model reading of text with expression, noting the punctuation and repetitive parts. Students repeat. They practise their fluency by reading to a partner.

Writing

- Students make a chart showing what the girl dreamed about on each day of the week. They illustrate the chart. They can use this to retell the story.
- Students write a new sentence about dreaming using the pattern from the story. They draw a picture first, then write the sentence. e.g. *On Thursday I stand in my magic dreaming place. I say, "Today I'm dreaming that I am a princess."*

Home/School Link

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