

The New Boy at School

GOALS

Comprehension

Connect to prior knowledge: How did you feel when you were new at school?

Have you helped a new person settle in?

Vocabulary

High-frequency Words: a, all, am, and, at, away, back, came, can, could, do, go, had, have, he, help, his, I, in, is, it, let, like, look, know, me, my, new, no, not, of, off, play, red, said, some, that, the, then, there, to, want, was, well, with, you

Content Words: blew, boy, bright, cannot, catch, cried, face, flew, fun, gave, gear, hat, head, hello, I'm, I'd, knew, laughed, let's, okay, rude, school, shook, smiled, sorry, speeding, strong, sudden, that's, there's, today, told, took, top, tried, turned, us, way, well, wheelchair, wind, would

Phonemic Awareness

Identify and make rhyming words.

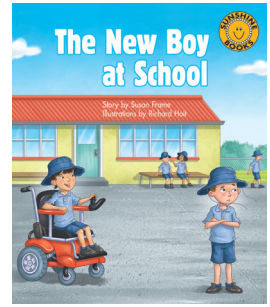
Phonics

Letters and Sounds: /a/ can

Words to Blend and Segment: can, hat, that, bat, ran

Fluency

Model reading of text with expression, noting the punctuation, rhyme and change of characters. Students repeat.



The new boy doesn't think the boy in the wheelchair can do much. But he is wrong!

Before Reading

- Ask: How did you feel when you were new at school? Have you helped a new person settle in?
- Read the title. Discuss the meaning of *new*. What is the opposite of *new*? (old) Ask: What does it mean to be new at a school?
- Read the title and the names of the author and illustrator. Discuss their roles. Help students to use the title and cover illustration to make predictions about the story.
- Together look at the cover picture. Students discuss what they see in the picture.
- Look at the title page illustration. Ask: Who is the new boy? What do you notice about the child coming towards him? How does the title page help us guess what might happen in the story? What might happen next?
- On page 3. Ask: What do you think the boy in the wheelchair is saying to the new boy?
- Talk/walk through the pictures. Discuss what is happening with the new boy on each page. Students construct a story from the illustrations. On page 15, 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 boy in the wheelchair saying to the new boy? Find the word *play* on page 2. Look for the letter *p*. Read the words together. Notice the rhyming words *today* and *play*. Ask: How do rhyming words help you work out the story?
- Ask: How can you work out who is talking in the story? Are there clues in the pictures? Are the clues in the words the characters say? Identify the speech marks and discuss what they are for.
- Focus on the question mark and comma. Use these terms as you ask students how they would read parts featuring them.

- Follow this pattern for each page up to page 14, discussing the illustration and reading the words together with intonation and expression appropriate to the grammar and punctuation.
- Review the predictions for the ending made earlier. Ask: Did you like the ending? Why? Is it important to apologise if you say or do something wrong?

After Reading

Invite students to discuss the story. Prompt if needed.

- How do you think the boy in the wheelchair felt on page 4? How did his feelings change?
- Reread the story together. Feel the rhythm as you read the rhyming words on each page, e.g. *today/play; blew/flew; tried/cried; head/said*.
- Students role play/act out the story in pairs taking the parts of the two characters.

Phonemic Awareness

- Identify and make rhyming words. Students listen for words that rhyme in the story as it is read to them, e.g. *today/play; blew/flew; tried/cried; head/said*. They repeat the words that rhyme and think of more that sound the same, e.g. red, bed, led, fed.
- Play a game where students indicate when they hear pairs of words that rhyme as you read them out, e.g. pay, day, ray, red, bed, fed, hot, lot, cot.

Phonics

- Discuss the medial vowel sound /a/. Make sure students know that medial means middle. Role play with three students standing in a line. Who is in the middle? Each could hold a letter for the word *had* noting *a* is in the middle. Have students listen for the sound /a/ in dad, mad, sad as you say the words, slowly stretching out the sounds. Students repeat.
- Write the words *can, that, hat, bat, ran* on the board to practise blending and segmenting the sounds together as a group, e.g. /c/ /a/ /n/ *can*. Emphasise the /a/ sound. Illustrate using alphabet letters for each word and touching them as the sounds are made for the word.

Word Study

- Talk about the words *new, could, red, at, back, well, had, want*. 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.

Fluency

- Model reading of text with expression, noting punctuation, rhyme and change of characters.

Writing

- Students write a sentence about helping a new student at their school. They draw a picture and write a sentence. They can use the words in the book to help with their writing.

Home/School Link

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