

Chee and Chuck

GOALS

Comprehension

Reading Strategies: Ask students, “What are some of the things good readers do?”

Model how to use print cues, e.g. look for chunks in words – term-ites

Vocabulary

High-frequency Words: a, all, and, as, away, back, brown, come, down, for, from, get, go, had, has, he, in, is, it, into, look, my, no, of, on, one, out, over, play, run, that, the, their, then, they, to, up, what, when, where, with, yes

Content Words: above, around, bad, begin, behind, beside, bold, both, catch, ceiling, chase, close, colour, cupboard, curtain, day, door, drops, each, eyes, fall, flicks, floor, fright, gecko, gone, green, hall, hanging, head, hear, he’s, hide, house, houseflies, insects, inside, island, it’s, keep, large, light, long, lookout, mat, mirror, night, oh, onto, painting, plant, poor, pot, prey, shoulder, shuffle, sleep, small, sound, stare, stay, sticky, still, sun, termites, toes, tongue, upside, very, wait, wall, what’s, wherever, windowsill, winged

Phonemic Awareness

Identify and make rhyming words.

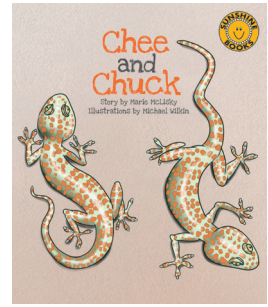
Phonics

Letters and Sounds: ch

Words to Blend and Segment: Chee, Chuck, chip, chop, chess

Fluency

Model reading a section of the text with expression, noting the punctuation and rhyme. Students repeat.



Chee and Chuck are two cheeky geckos who play all day and hunt for food at night.

Before Reading

- Listen to the title and the name of the author and illustrator. Ask: Who or what do you think Chee and Chuck are? Together look at the cover picture. Ask what students know about geckos. Link to the nonfiction text called *Geckos*.
- Help students to use the title and cover illustration to make predictions about the story.
- Look at the title page illustration. What is the same or different here compared to the cover? What do you think might happen in the story?
- Talk/walk through the pictures. Discuss what is happening to the geckos on each page or what they are doing. Bring words like *gecko*, *island*, *mirror*, *ceiling*, *cupboard*, *curtain* and *termites* into the conversation. On page 15, have students predict the ending.

Reading the Text

- Model how to use print cues, such as looking for chunks in words, e.g. term-ites on page 12. Ask: What are termites? Look at the picture.
- 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 setting for the text? (a house on the island of Bali) Look for the word *island*. It has a small word or chunk inside it. Read the word together, slowly emphasising the chunk. Where were the geckos hiding? Find the word *mirror* on page 2. Look for the letter m and the chunk -or. Read the words together. Reread the page together noticing the rhyming words *away/play/day/prey*. What does *prey* mean?

- Follow this pattern for each page up to page 15, discussing the illustration, looking for key words and chunks of words, and reading the words together.

After Reading

Invite students to discuss the story. Prompt if needed.

- Retell the text using the pictures on each page as a guide. Ask: What did the geckos do first, next and so on? What made Chuck get a fright?
- Reread the story together. Feel the rhythm as you read the rhyming words on each page, e.g. *goes/toes; floor/door*.
- Discuss the meaning of prepositions. Model using prepositions. Relate to the illustrations in the book – *behind* (page 2), *beside* (page 8), *inside, onto* (page 14). Read the sentences with the prepositions in them. Ask: What do they tell you? (position or direction) Look for more prepositions in the story.
- Reread page 10, focusing on the punctuation. Teach students the purpose of the full stop, comma, question mark and exclamation mark.

Phonemic Awareness

- Identify and make rhyming words. Students listen for rhyming words as you read the text. They indicate when they hear any and repeat them in pairs, e.g. *inside, hide; eyes, houseflies; wall, hall; stare, hear*.

Phonics

- Discuss the sound of the digraph /ch/. Write the words *Chee, Chuck, chip, chop, chess* on the board to practise blending and segmenting the sounds together as a group, e.g. /ch/ /e/ /ss/ chess. Illustrate using alphabet letters, touching them as the sounds are made for the word.

Word Study

- Talk about the words *from, run, play, away, had, brown, over, where*. Read them together. Ask students to locate the words in the text and read them in context.
- 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 a section of the text with expression, noting the punctuation, and rhyme.

Writing

- Students make a chart of rhyming words from the story. They add more of their own, e.g. wall, hall, tall, call, fall, mall. See who can make the most rhyming words for one word.
- Students write a new sentence about Chee and Chuck using the pattern from the story. They draw a picture first, then write the sentence. e.g. Hanging onto the walls with their sticky toes, the geckos love to play wherever they go.

Home/School Link

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