

Hobbies

GOALS

Comprehension

Making text to self connections: Ask students what a hobby is, then they tell if they have a hobby and what it is.

Vocabulary

High-frequency Words: and, are, fly, good, have, is, make, my, other, play, ride, what, with, you

Content Words: animals, baking, balls, basketball, building, circus, climbing, computer, dirty, drawing, exciting, flying, games, gardening, glue, growing, hobbies, hoops, horse, karate, model, music, need, painting, paper, plants, playing, riding, reading, rock, self-defence, shooting, singing, skateboarding, skills, stories, swimming, taste, teach, things, use, water, wheels, words

Phonemic Awareness

Identify syllables in words and clap as they are spoken: e.g. hob/bies

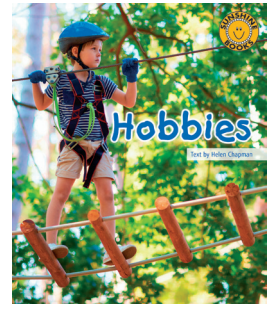
Phonics

Letters and Sounds: sw

Words to Blend and Segment: swim, swing, swan, sweep, sweet

Fluency

Model fluent reading of a section of the text including how to read questions for students to repeat



Here are examples of lots of hobbies with all sorts of different skills.

Before Reading

- Ask students if they know what a hobby is. If they have a hobby, what is it?
- Read the title to students and then read it together. Ask: What is the hobby on the cover picture? What is the boy doing? From this cover photo and title students predict what the text might be about. Discuss if this will be a fiction or nonfiction text.
- Look at the title page. Ask: What hobby is shown here? Is this something you like doing?
- Talk/walk through the pictures. Discuss what is happening on each page. Bring words like *animals, flying, balls, computer, taste, self-defence* and *gardening* into the conversation.

Reading the Text

- Read the cover and the title page together. On pages 2–3 discuss what this hobby is. Look at the heading. Headings usually have the key words. Ask: What letters would *horse* and *riding* start with? Confirm and read the heading together.
- Read the words on page 2 together, pointing to them as they are read. Notice that there is one sentence and one question. Which one is the question? How do you know?
- On page 4 discuss the heading of this hobby. Look at what the girl is doing in the picture. Ask: Where would you learn this kind of flying skill? (circus) Read the heading together. Then continue on to the sentence and question under the heading.
- Follow this pattern for each page, discussing the pictures, what the different hobbies are and what the children are doing before reading the heading first then the sentences on each page.

After Reading

Invite students to discuss the information. Prompt if needed.

- Retell the text using the pictures on each page as a guide. Discuss what is involved for each of the hobbies.
- Ask students to discuss what hobbies they have. What do they think the author's purpose was for writing the book. What have they learnt from this book?

Phonemic Awareness

- Identify syllables in words and clap as they are spoken, e.g. hob/bies. Students listen for one-syllable words from the book to clap, e.g. *with, play, good, you*. They listen for two-syllable words, e.g. *hob/bies, bak/ing, build/ing*. Then read the three-syllable words from the book for students to clap, e.g. *bas/ket/ball, gar/den/ing, ka/ra/te*.

Phonics

- Recognise words that start with the same blend sound /sw/. Write the words swim, swing, swan, sweep, sweet on the board to practise blending and segmenting the sounds together as a group, e.g. /sw/ /i/ /m/, swim.

Word Study

- Talk about the words *and, fly, good, you, with, play, other, ride*. Read the flash cards from the inside front cover together and ask students to locate and read these words in the book. They say a sentence to a partner using at least one of the words.
- On a piece of paper, students draw a picture of one of the pages in the book. They write the matching heading, sentence and question from the text, e.g. page 11, *Painting. My hobby is drawing and painting. What other hobbies use paper?*
- Talk about the words in the book ending in -ing. List these and say what the root verb is. Have students make a chart matching these, e.g. *ride/riding; fly/flying; climb/climbing; play/playing; grow/growing*. Notice that verbs ending in e usually drop the e before adding -ing, e.g. *bake/baking*. *Swimming* has a double m. Ask: What could the rule be for this?
- Have students make a hobbies web with examples of hobbies branching out from the web. They label and illustrate their web and share it with the class.

Fluency

- Model fluent reading of part of the text including how to read questions for students to repeat.

Writing

- Have students write a new text using the pattern of the text – a heading, a sentence, then a question about the hobby, e.g. Writing. My hobby is writing stories. What other hobbies tell stories? They write their text and illustrate it.

Home/School Link

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