

Who Came to Stay?

GOALS

Comprehension

Retell the text using the pictures on each page as a guide. What made the girl change her mind about her baby brother?

Vocabulary

High-frequency Words: a, all, and, are, ask, away, big, but, came, can, did, do, for, go, have, he, help, I, is, it, just, like, little, look, me, more, my, no, not, now, play, put, run, said, see, she, that, then, this, to, walk, we, went, with, what, who, yes, you, your

Content Words: baby, bed, brother, cannot, cat, day, dog, don't, fun, hear, house, lot, mother, Mum, really, sleep, stay, talk, ten, time, today, wave, while, why

Phonemic Awareness

Recognise and produce words that begin with the same sound: /st/

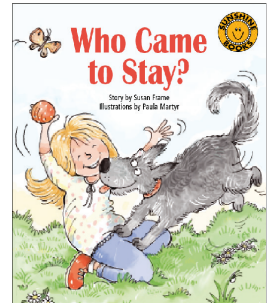
Phonics

Letters and Sounds: st

Words to Blend and Segment: stop, stick, stem, step, stay

Fluency

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



A girl gets annoyed when someone new comes to stay and they don't go away.

Before Reading

- Listen to the title and the name of the author and illustrator. Ask: Have you ever had anyone come to stay at your place? Discuss who it was and how long they stayed.
- 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. Ask: Look at the title page illustration. Who is in the picture? What does the expression on her face tell you? What do you think might happen in the story?
- Talk/walk through the pictures. Discuss who or what is coming to stay on each page and how the girl is feeling about them. 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 came to stay? Find the word *dog* on page 2. Look for the letter d. Read the words together. Notice the rhyming words *today* and *away*.
- Follow this pattern for each page up to page 15, discussing the illustration and reading the words together. Point out the repetition on the first few pages and how it helps to read.
- Look at the bold print on page 6. Ask: How would those words be read? Why are they important in the story?
- 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.

- Discuss the ending. Who really came to stay? Is this what students predicted? Do they have brothers or sisters at home?
- Retell the text using the pictures on each page as a guide. Who came to stay first, next and so on? What made the girl change her mind about her baby brother?
- Discuss the meaning of pronouns: *he*, *she*, *we*. Model using the pronouns and relate them to the illustrations in the book. Role play with the students to demonstrate.
- Reread the story together. Feel the rhythm as you read the repetitive parts. Have students notice the rhyming words on each page, e.g. *today/away*; *brother/mother*.
- Make a chart showing setting, characters and events. Students notice how the characters and events change but the setting remains the same.
- Reread pages 14-16 focusing on the punctuation. Teach students the purpose of the full stop, comma, question mark and speech marks.

Phonemic Awareness

- Recognise and produce words that begin with the same sound: /st/ Students listen for the /st/ sound in the following words: stop, stick, stay, step, stuck. They repeat after you, emphasising the /st/ sound. They think of more words starting with /st/ to say, e.g. start, sting, stew, stem.

Phonics

- Discuss the sound of the blend /st/. Write the words stop, stick, stay, step, stuck on the board to practise blending and segmenting the sounds together as a group, e.g. /st/ /o/ /p/ stop. Illustrate touching alphabet letters as the sounds are made for the word.

Word Study

- Talk about the words *who*, *came*, *ask*, *help*, *then*, *your*, *just*, *now*. 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. *A little dog came to my house today.*

Fluency

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

Writing

- Students make a chart about what babies can/cannot do. They can use this to retell the story.
- Students write a new sentence about someone or something that came to stay using the pattern from the story. They draw a picture first, then write the sentence. e.g. *A little mouse came to my house today. She stayed for a while then went away.*

Home/School Link

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