

Staying Still

GOALS

Comprehension

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

Model how to use print cues.

Vocabulary

High-frequency Words: about, and, do, how, out, see, think, your

Content Words: bee, butterfly, feel, fun, listen, love, skip, stay, still, us

Phonemic Awareness

Identify syllables in words and clap as they are spoken

Phonics

Letters and Sounds: -ill

Words to Blend and Segment: fill, hill, pill, still, will

Fluency

Model fluent reading of a section of the text differentiating between the busy and still parts for students to repeat.



Looking, listening, feeling and seeing the world around us is all about mindfulness.

Before Reading

- Ask students what they know about keeping still? What does it mean?
- Read the title to them and then read it together. Ask: What is the girl doing on the cover?
- From the cover photo and title students predict what the text might be about. Discuss if this will be a fiction or nonfiction text.
- Read the title page together. Talk about what is happening in the picture. Notice the Table of contents. Read this together to give an idea of what will be in the text.
- Talk/walk through the pictures. Notice how thinking is illustrated. Discuss what is happening on each page. Bring words like *bee, butterfly, feel, fun, listen, love, skip, stay, still, us* into the conversation.
- Before turning to page 16, ask students how they think the book might end.

Reading the Text

- Ask: What are some of the things good readers do? Model how to use print cues such as look for chunks in words (*but, butter, fly – butterfly*).
- Read the cover and the title page together. On page 2 discuss what the children are doing. Look for the word *skip* in the text. How will it start? /sk/ Then read the words together, pointing to the words as they are read.
- On page 3, discuss the picture. Locate the word *still*. Read the words together.
- On pages 4–5, connect with the pictures and key words to understand the meaning of them. Then read the text together.
- Follow this pattern for each page discussing the pictures, looking for key words before reading each page.

After Reading

Invite students to discuss the information. Prompt if needed.

- Discuss the ending. Is this what students predicted? Ask them to discuss what they are doing right now. Are they busy or still? What do they think the author's purpose was for writing the book? What have they learnt from this book?
- Retell the text using the pictures on each page as a guide. Discuss the difference between being busy and still.

Phonemic Awareness

- Identify syllables in words and clap as they are spoken, e.g. *but/ter/fly* Students listen and identify syllables in words you read. They clap as they are spoken, e.g. *stay/ing, still*.
- They listen and identify one-syllable words to clap as they are read, e.g. *love, skip*.
- Have students clap and say two syllable words, e.g. *look/ing; think/ing*. They take turns to say a word for a partner to say and clap the syllables.

Phonics

- Recognise words that have the same rime: /ill/ Write words *fill, hill, pill, still, will* on the board to practise blending and segmenting the onsets and rimes. Students point to the words as they are spoken. Make sure that pure sounds are used, e.g. /f/ not /fuh/.

Word Study

- Talk about the words *about, and, do, how, out, see, think, your*. Photocopy and print the flash cards from the inside front cover. Read them together. Ask students to locate and read these words in the book. Discuss their meaning in context.
- On a piece of paper, students draw a picture of one of the pages in the book. They write the matching sentences from the text.
- Talk about words ending in -ing. Students list them and say what the root verb is. They make a chart matching these, e.g. *see/seeing, listen/listening; look/looking; stay/staying; think/thinking*.

Fluency

- Model fluent reading of a section of the text differentiating between the busy and still parts for students to repeat.

Writing

- Students make a chart with examples of busy/still. They label and illustrate their chart. They might use the outside back cover for ideas. They share the chart with the class.
- Have students write a new text using the pattern of the text, e.g. *Staying still is fun. We can listen. They write the text and illustrate it.*
- Students draw a picture of themselves and label it "being still". They share with a partner.

Home/School Link

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