

Let's Go

by Feana Tu'akoi
photographs by Mark Round

Overview

This book features a young Tongan boy proudly showing how he gets ready to walk to school with his dad. There is an audio version of this text on the Ready to Read CD *Readalong 2001*. It is also available in five Pasifika languages in the Tupu series.

Suggested purposes

This book supports the comprehension strategies of making connections and summarising. It provides opportunities to practise one-to-one matching, cross-checking, recognising high-frequency words, and developing the concept of a sentence. *Going Fishing* (Red), *My Dad*, and *Keep Trying* (both at Yellow) are other Ready to Read texts that feature relationships between fathers and sons.

Text features

(Focus on only one or two per session.)

- the highly supportive photographs
- the family relationships portrayed in the photographs
- the high-frequency words “dad”, “go”, “Here”, “is”, “my”, “to”
- the repeated initial consonant “b” – “bag”, “book”, “box”
- the upper-case and lower-case forms of “G” in “Go” and “go”
- the compound word “sunhat”
- the contraction “Let's”
- the title as a support for reading the last page
- the repetitive sentence structure with a change on page 8
- the exclamation mark for emphasis on page 8
- the Ready to Read book featured on page 4.

Introducing the text

Bring one of the children's school bags onto the mat and ask the child to show the group what it contains. Encourage the children to talk about how they get ready for school. *What do you put in **your** school bag?* Discuss how they get to school and who they come to school with. *What do you say when you're ready to go?*

The first reading

Introduce the cover of the book. *I'm thinking about where they're going. I can see that the boy has a school bag and he's wearing a sunhat ...* Refer to the introductory discussion. *What do you think the boy might be saying?* Read the title with the group. Read the names of the author and the photographer.

Title page – Listen to the children read the title again.

Page 2 – *I wonder what he's saying on this page ...* You may need to introduce the word “Here”.

Remind the children of the strategies you want them to focus on during the reading. Listen to them read the text themselves, providing support and feedback as necessary. Observe their one-to-one word matching and use of the photographs as clues to the interest words. Note any instances of cross-checking using visual information.

Page 4 – There is a surprise for the children on this page!

Pages 5 and 6 – If some children say “coat” for “jacket” or “hat” for “sunhat”, draw their attention to the initial consonant and prompt them to cross-check.

Page 8 – Observe which children notice the change in the text pattern. *Think about what the boy might be saying to his dad. What letters will help you here?* If necessary, refer back to the title of the book. *What do you think Mum might be saying?*

Encourage the children to compare their experiences with those portrayed in the book. *Is getting ready for school in your house the same as in the book? How is it different?*

Ideas for revisiting the text

(Choose only one or two per session.)

Listen to the children reread the text, observing their attempts to maintain accurate one-to-one word matching, their use of visual information, and how they manage the change in the text pattern on the last page.

Ask the children to summarise the events in the book. Write the names of the objects (and Dad!) on cards and have the children work in pairs to put the cards in sequence, referring to the book to confirm.

Review the concept of a (simple) sentence. *A sentence is a group of words that tells you something. A sentence starts with a capital letter and ends with a full stop. Show me where this sentence starts. Where does it finish? What is the boy telling you on this page?*

Locate the exclamation mark on page 8 and practise rereading the sentence expressively. *Let's read this page so that it sounds like we're talking.* Explain that the exclamation mark is like a full stop because it comes at the end of a sentence but the vertical line above the full stop shows that the sentence is especially important or exciting. (You could also relate this to the children's knowledge of question marks, but don't do it at this stage if you think it will cause confusion.)

Locate some of the high-frequency words in the text. *Find the word "is" on page 2. Can you find "is" on the next page too? Tell me the letters in the word. Now find "my". How do you know that that says "my"?*

Find all the words in the text that start with "b". Ask the children to suggest more words that start this way.

Locate the upper-case and lower-case forms of the word "go" in the text, including the title. Talk about why sometimes words need to have capital letters. Discuss the visual features of the letters "G" and "g".

Locate the compound word "sunhat" in the text. Show the children how it is two words joined together. Remind them of other compound words they are likely to have come across, for example, "birthday", "Fantail", "Goodbye", "hedgehog", "myself", and "rainbow".

Suggestions for further tasks

Have the children listen to the audio version on the CD *Readalong 2001* and read along with the book.

Use the text as a model for a big book or captioned slide show of the group members packing their school bags at the end of the day or of getting ready for school, playtime, or lunchtime. Illustrate the text with photographs or the children's drawings.

Write some "Here is" captions for the classroom – "Here is the window." "Here is the play dough." Encourage the children to read them independently. Also encourage them to copy or make their own labels.

Make the Tupu versions of the story available for children to take home or invite speakers of the various languages to read the books to the children.

Read or reread *The New Cat*.

Have the children draw the contents of their own school bags, inside a school bag shape. Label the items.

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