

I Like to Go to the Park



I like to go to the park.
I like to go with my dad.
I like to go and be safe.



I like to go up the ladder.
I like to go down the slide.
I like to go sitting down.



I like to go on the swing.
I like to go this way.
I like to go that way.



I like to go up the wall.
I like to go down the pole.
I like to go to the park.

I Like to Go to the Park

Overview

A monkey and dad play at the park. Repeating patterns and high frequency words are used to engage and support emergent readers as well as lead them to use prediction and confirmation.

Shared Reading Activities

There are many ways to use shared reading posters in your classroom. Respond to the developmental needs of your classroom by selecting a variety of activities over five days to promote reading and reading comprehension. Consider any of the following as appropriate to your classroom:

- introduce the text using the illustrations to predict vocabulary
- emphasize phrasing and fluency
- attend to directionality and point to words for the class
- attend to directionality and ask students to point to words for the class
- discuss sentence structure
- re-read the text (daily)
- re-read the text using different voices
- re-read the text while encouraging the students to read along with you
- re-read the text pausing at certain words and encouraging students say what the next word may be
- encourage students to identify any words in story which match those on your classroom word wall
- encourage classroom discussion (e.g., large or small group)
- encourage students to read the text

Questions to Prompt Discussion

- What happened first in the story?
- What happened in the middle of the story?
- What happened last in the story?
- Why do you think the author wrote this story?
- What four words are used in every sentence of this story? (I like to go...)
- What do you like to do at the park?
- What are the safe things the monkey is doing at the park?
- What are some things that are not safe to do at a park?
- How does playing at the park keep us healthy?

Ontario Curriculum Expectations

Language

As children progress through the Kindergarten years, they:

- respond to a variety of materials read aloud to them;
- use illustrations to support comprehension of texts that are read by and with the teacher;
- Listen and respond and respond to others for a variety of purposes and a variety of contexts;
- use prior knowledge to make connections to help them understand a diverse range of materials read by and with the teacher;
- make predictions regarding an unfamiliar text that is read by and with the teacher, using prior experience, knowledge of familiar texts, and general knowledge of the world around them;
- demonstrate an awareness of basic book conventions and concepts of print when a text is read aloud or when they are beginning to read print;
- demonstrate knowledge of most letters of the alphabet in different contexts; and
- begin to use reading strategies to make sense of unfamiliar texts in print.

Mathematics

As children progress through the Kindergarten years, they:

- Use ordinal numbers in a variety of contexts

Health and Physical Activity

As children progress through the Kindergarten years, they:

- begin to demonstrate an understanding of the effects of healthy, active living; and
- talk about safe and unsafe situations as they arise in the classroom and discuss ways to be safe.

Shared reading is an interactive approach to the teaching of reading. Students are able to develop new skills in a safe and encouraging environment, and can consolidate skills they have already been taught.

In shared reading, all students must be able to see the print and accompanying pictures so that you can share with the students the responsibility for reading. Facilitate the reading process by sharing use of a reading stick.

Courtesy of:



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