

I Played All Day

It rained on Sunday.
But I wanted to play.
I wanted to jump. But not on
the bed. I jumped on the floor.



I wanted to cook. But not on
the stove. Dad cooked on
the stove and I mixed.



I wanted to dance. But not
on the couch. I danced on
the floor.



I wanted to mix things.
But not bottles with
poison. I mixed paint.



It rained on Sunday. But I
wanted to play. I played all
day. I played the safe way.



I Played All Day

Overview

A monkey plays inside on a rainy day. An emphasis is placed on ed-ending words. 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?
- Which words in this story end with “-ed”
- Why do you think the author used so many words that end in “-ed”?
- Why did the monkey play inside?
- What do you like to do when it is raining outside?
- What are some of the things the monkey did to play safe?
- How would the story be different if the monkey did not play safe?
- How do you play safe inside your home?
- How do you play safe outside your home?
- How does jumping and dancing keep us healthy? (e.g., makes our heart and muscles stronger)

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;
- 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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