



Teacher Notes
At the Park
(Literacy Focus)

* Literacy Focus



At the Park

Emergent Level 2-3 (magenta/red)

Introduction:

Discuss: Visiting a park. What might we find at a park? ... trees, bushes, flowers, a pond, a fountain, a playground, etc. What might we see in the playground? ... swings, slides, see-saw, sand-pit, climbing frame, etc. Why is a park a nice place to visit? What might make a park an unpleasant place to go to?

Discuss: Rubbish: What do we mean by rubbish? Can you name things that can be called rubbish? ...maybe make a list of 'rubbish' words.

Shared reading: The teacher reads the book to the children as they follow the text with their eyes either reading a BIG book or where each child has their own copy of the book.

1. Questions:

- What rubbish can you see?
- Where is it?
- Who is picking it up?
- Where are they putting the rubbish?

Discuss:

- What do you think will happen to the rubbish?
- Talk about who collects the rubbish. How do they collect it? What with? Where do they take it? What happens to it?

2.

Find the following words in the text and match the cards to them:

park	rubbish	garden
grass	paper	plastic bags
playground	bottles	path
cans	Here	the
is	Look	all
at	up	pick
no	more	

Matching:

- Find the shortest words. How many letters are there?
- Find the longest words. How many letters are there?
- Put all the two letter words together.
- Put all the three letter words together.
- Put all the four letter words together.
- Put all the five letter words together. Etc.

Rhyming words: Can you think of a word that rhymes with:

- park – dark
- grass - glass
- ground - found
- cans - fans
- is – his
- at - cat
- here - fear
- look - book
- garden - pardon
- path – bath
- pick - stick ...etc

Make up two sets of the cards for ‘Memory Game’:

Select pairs of words, beginning with the nouns: park, rubbish, garden, grass, paper, bottles, path, and place the cards face down on a flat surface. Children can take turns turning over two cards at a time and reading the words. If the cards match they can keep the pair if the words have been read correctly. If the cards do not match they must be turned face down again before the next person has a turn. Add words as the children recognise them in isolation.

Choose a word and draw a picture for that word.

3. Sequencing:

Make up the following text on cards, each line on a separate card.

Here is the park.

Look at all the rubbish!

Here is the garden.

Pick up all the paper.

Here is the grass.

Pick up all the plastic bags.

Here is the playground.

Pick up all the bottles.

Here is the path.

Pick up all the cans.

Here is the park.

No more rubbish!

Shuffle the cards then children, working in pairs or in a small group, place the cards in the correct sequence of the story.

4. Write a story:

Children could tell or, with help, write a story about rubbish. Maybe they have had an experience collecting rubbish? Maybe there was a time when they had to put the rubbish out for the rubbish collection? Maybe they have had an accident caused by rubbish?

Encourage imaginative personal stories



* Free audio available from: www.giltedgepublishing.co.nz/audio-books