

# CAN I PLAY?

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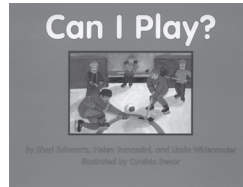
Set 6 – 105 words

## Building Anticipation – Setting the Context

Discuss and share the children’s experiences of playing sports.

### Introduction

Introduce the book by showing the cover and saying: *This book is called ‘Can I Play?’ It is about Danny and Kate who like to play hockey.*



Give each child a book. Take the children to a couple of selected pages such as page 7 and have them predict and locate the words *hockey* and *Kate* as well as one or two other high frequency words (i.e. *cannot*) to build confidence for reading.

Have the children turn to page 10 to look at the illustration and ensure that they understand the equipment shown.

Decide if it is necessary to predict and locate the words *net* and *puck*. If the children supply the words by looking at the illustration, leave it for reading work.

After an independent book walk, ask children to read the text independently to find out why Kate is sad.

## Discussion – Book Talk

Praise a reading strategy children were observed using and then ask children to share a few strategies they used. Ask the children why Kate was sad? *Why wouldn’t the boys let her play? What happened that caused the boys to invite her to play?*

Ask: *Do you think they were fair to Kate? Why or why not?*

## Responding Creatively – Independent Practice

Children can:

- make a booklet that tells about a sport, where it is played, special rules and safety measures. Label the pictures.
- list reasons why both girls and boys should play any sport.
- use the reproducible master to draw a picture and write about their favorite sport.
- write a letter to a friend asking them about their favorite sport.

## Read Aloud Connections

*Horris and Morris but mostly Dolores*, by James Howe, Atheneum Books, 1999.

*Oh No!* by Scharlaine Cairns, Rigby, 1987.

*The Moccasin Goalie*, by William Brownbridge, Orca Books, 1995.

## Learning About Language - Focused Teaching

High Frequency Words	with, all, yes, I’m, one, please	Provide a double set of word cards featuring these words and other familiar high frequency words. Children can play <i>Fish</i> or <i>Snap</i> with a friend.
Letters and Letter Clusters	<i>Yy</i> - yes, you <i>pl</i> - please, play <i>sb</i> - shouted	Draw children’s attention to the letter <i>y</i> . Practice writing the letter in the sandbox or on the board with a wet brush.
Onset and Rimes and Word Families	all, ball, call, mall, hall net, pet, met, set, wet	Use onset and rime cards to make words with the rime <i>all</i> . Have the children say the word. Count the number of letters in the word.
Word Endings	<i>th</i> - with <i>ed</i> – liked, shouted, played, looked	Have children look for words in the book that end with <i>ed</i> . Record the words.
Compound Words	cannot	Make <i>cannot</i> and break it into two words.
Contractions	I’m	Read the walls to find <i>I’m</i> .
Text Features	Bold font - <b>No</b>	Feature a bolded <b>No</b> in direct dialogue during shared reading or writing (e.g., <b>Oh! No!</b> ).
Poetry Links	<i>I’m - Fun on the Trampoline</i> <i>With - Up and Down,</i> <i>- Things I Can Do</i> <i>All - Dreaming Happy Hippo,</i> <i>Penguins, Going Places</i>	The high frequency word shown is in the book and the poem. In shared writing create a rhyming innovation based on a favorite familiar poem. Place a copy in the reading corner for familiar rereading.

## Reproducible Master - Can I Play?

Draw a picture of you playing a sport and complete the story.



I like playing \_\_\_\_\_ because

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