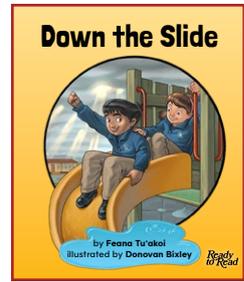


# Down the Slide

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This text is levelled at Red 1.



## Overview

When Milly and Sunil go down the slide at school, they don't notice that the slide is wet! *Down the Slide* is narrated in the first person by Milly and is the first of three stories about these characters. Students will meet Milly and Sunil again in *The Lost Hat* (Red 2) and *A Bird in the Classroom* (Yellow 2).

This story supports the development of a self-extending reading processing system by helping students "make meaning of the text by applying their increasing ability to attend to the print detail and their growing knowledge of sentence structures and also by using their expanding vocabulary and the illustrations" (*The Literacy Learning Progressions*, page 10).

There is an audio version of the text as an MP3 file at [www.readytoread.tki.org.nz](http://www.readytoread.tki.org.nz)

## Cross-curriculum links

Health and physical education (level 1, relationships) – Explore and share ideas about relationships with other people.

## Related texts

- Texts about having fun with friends or family: *At the Beach*, *The Water Slide* (Magenta); *The Race* (Red 1); *At the Pool* and *Rain, Rain* (Red 2)
- Texts about going "up" and/or "down": *Bubbles* (shared); *The Water Slide* (Magenta)
- Texts about rainy days: "Doctor Foster", "Puddle Play" (poem cards); "A Splish-splash Day" (in the shared book *Splish Splash!*); *Rain, Rain* (Red 2)
- Texts with first-person (child) narrators: *At the Beach*, *I Can Read*, *The Water Slide* (Magenta); *Rain, Rain* and *The Lost Hat* (Red 2)

## Text characteristics

The students are working towards the standard for after one year at school. Many of the characteristics of Green texts are also in texts at earlier levels but in simpler forms. These characteristics, as they relate to this text, are shown in the boxes with a solid outline. Other boxes show additional characteristics.

The familiar setting of the school playground and the familiar context of playing together

Dialogue between easily identified speakers

The labelled illustrations (a visual language feature) inside the front cover

The first-person narrator (Milly)

Two to three lines of text on every page, providing opportunities to practise return sweep

Most content explicitly stated but also some implicit content that provides opportunities for students to make predictions and inferences (for example, noticing from the illustrations that it has been raining and that the slide may be wet)



Sunil went down the slide.  
I went down the slide.  
Down, down, down.

6



"Oh, no!" said Sunil.  
"Look at my pants."

7

Illustrations that support and extend the meaning but may not exactly match the words (for example, on page 7, showing but not stating that Sunil's pants are wet)

A range of punctuation, including speech marks, exclamation marks, and commas to support phrasing and meaning

To support word recognition, many high-frequency words, several of which ("at", "down", "I", "on", "said", "the", "up", "went") are repeated often, and common verbs ("go", "going", "look", "looked", "sat")

Interest words (for example, "ladder", "pants", "slide", "wet") that are likely to be in the reader's oral vocabulary and that are strongly supported by the context, the sentence structure, and the illustrations

Reading standard: After one year at school

The Literacy Learning Progressions

## Suggested reading purpose

(What can the students expect to find out or think about as a result of reading this text?)

We are reading this story to find out what happens when Milly and Sunil go down the slide.

## Possible learning goals

(What opportunities does this text provide for students to learn more about how to “read, respond to, and think critically” about texts?)

The behaviours listed below link to *The Literacy Learning Progressions*. **Select from and adapt** them to set your specific learning goal. Be guided by your students’ particular needs and experiences – their culture, language, and identity (*Reading and Writing Standards for years 1–8*, Knowledge of the Learner, page 6).

This text provides opportunities for students to:

- make connections between their own experiences and information in the text and illustrations to make predictions and inferences
- make meaning by drawing on more than one source of information, for example, meaning (context and illustrations), structure (sentence structure and word order), and visual information (print information including punctuation)
- continue building a reading vocabulary of high-frequency words
- read groups of words together in phrases and gain control over using return sweep with multiple lines of text
- notice some errors in their reading and take action to self-correct.

## Introducing the story

- Before using this book with students, listen to the audio version or use the pronunciation guide on the inside front cover to check how to pronounce Sunil’s name.
- To reinforce the positional words “up” and “down”, you could read or reread the Ready to Read shared book *Bubbles* prior to this lesson. This will be particularly supportive for English language learners. Encourage them to share the words in their first language and use them as you discuss what is happening to the bubbles in the illustrations.
- Use your knowledge of your students to ensure that the introduction to the story activates their prior knowledge and supports them for a successful first

reading. This story uses vocabulary and language structures (for example, “down, down, down”, “I”, “is”, “Look at”, “looked”, “my”, “on”, “said”, “sat”, “the”, “up, up, up”, “went”) that students are likely to be familiar with from previous reading and writing.

- Use the cover illustration to clarify the school setting. Encourage the students to attempt the title and to share their experiences of slides.
- Show the students the labelled illustrations inside the front cover and help them practise saying the names. Explain that Milly is telling the story.
- Draw students’ attention to the puddles in the title page illustration and encourage them to infer what this might mean (that it has been raining).
- Browse the illustrations on pages 2–7 together, discussing what is happening. If necessary, model how you “notice” the clues that it has been raining.
- As part of the discussion, rephrase the students’ responses or use prompts to elicit new language structures and vocabulary. For example:
  - on page 2, draw attention to Sunil waving. Expect the students to infer that he is talking to Milly. Briefly draw attention to the speech marks and clarify that this shows the characters are talking. *What do you think Sunil is saying to Milly?*
  - on page 5, to support the students with “sat”, you could ask: *What did they do? Yes, they sat on the slide.*
- On page 7, encourage the students to predict why Sunil is looking at his pants. This is a good opportunity to share the purpose for reading. (Save page 8 for the students to discover themselves.)

## Monitoring the reading

- Watch and listen as the students read the text quietly to themselves, noting their ability to read the high-frequency words and groups of words together in phrases, their control of return sweep, and any instances of self-monitoring and self-correction. Provide support to individual students as necessary. For example:
  - if a student has trouble getting started, draw their attention to the speech marks and explain that Sunil is talking to Milly
  - page 3 – clarify that the narrator (or “I”) is Milly. This may be particularly helpful for English language learners.
- Enjoy the students’ responses to the wet pants on page 8.

- If a student makes an error without noticing a problem, wait until the end of the sentence or page before intervening, unless they have stopped reading. Waiting gives the student the opportunity to notice the error and fix it themselves. Use appropriate prompts to draw their attention to the error. For example:

Text	Student reads	Teacher prompt
“I am going on the slide.”	“I am going <b>up</b> the slide.”	<i>You said “I am going up the slide”. Is this word “up”? Try that again.</i>
We sat on the slide.	We sat <b>down</b> on the slide.	<i>That sounded right and it made sense, but check those words again. Do they match what you said?</i>
“Look at my pants.”	“Look at <b>me</b> .”	<i>Are you sure? Did you read all the words?</i>

- Other prompts you can use to encourage monitoring include: *You said ... Did that sound right to you?; Were you right?; Would that make sense?; This word starts like ...; Look at the beginning of the word; Would ... fit in there?; Are you sure?*
- Reinforce attempts to problem-solve whether a student is successful or not.
- For further suggestions about ways to support students to self-monitor (to cross-check, confirm, and self-correct), see *Effective Literacy Practice in Years 1 to 4*, page 130.

## Discussing the text after the first reading

- Remind the students of the reading purpose and ask them to retell (summarise) what happened.
- Encourage them to share their responses to the ending. *Is that what you thought would happen? When did you notice the slide was wet? Has this ever happened to you?*
- Prompt the students to think critically (to think beyond the story). *What will Sunil and Milly do about their wet pants? Will they tell anyone about the wet slide? Have the students role-play the last few pages and include what could happen next.*
- Have the students reread the text, stopping for discussion at points of interest. You could draw attention to a text feature such as:
  - particular high-frequency words;
  - the way the text goes “up” and “down” on pages 4 and 6;

- the use of speech marks for dialogue. Encourage the students to read the dialogue with expression, especially on pages 7 and 8. You could focus on the expression “Oh, no!” on page 7. Encourage students who speak languages other than English to share similar expressions of disappointment or frustration from their own languages.

## After reading: practice and reinforcement

After-reading tasks should arise from monitoring the students’ needs during the lesson and should provide purposeful practice and reinforcement. Where possible, links should be made to other reading texts, including texts generated from language experience and shared writing, to the wider literacy programme (oral language, writing, handwriting, alphabet and word games and activities), and to other curriculum areas.

**Select from and adapt** these suggestions, according to the needs of your students.

- Encourage fluent, expressive reading by having the students reread the text to a partner. Ask them to make the story sound exciting. Listen in, providing feedback and making notes about aspects that may need further attention. You may also use this time to do a quick running record with a student to provide more information on an aspect you have noticed.
- The students can build their comprehension and fluency by rereading the text while listening to the audio version. Audio versions also provide English language learners with good models of pronunciation, intonation, and expression.
- Provide many opportunities for the students to enjoy reading other stories and poems about similar topics or with similar uses of language (see Related texts).
- To support comprehension and oral language, have the students work in pairs to take turns retelling the story using the illustrations. You could provide photocopies of the illustrations for the students to put in sequence as they talk about them.
- Have the students reconstruct cut-up sentences from the story. Have them match their sentences with copies of the complete sentences. Both the model and the children’s versions must be bigger than those in the book.
- Plan a language experience activity: give the students an opportunity to go down a slide and photograph or video them in action. Support them to draw and write about the experience. They could make up their own stories or innovate on the sentence frameworks from the text (for example, “I went up \_\_\_\_\_.”; “Look at me!”, “Come on the slide”).

- Encourage the students to discuss other “Oh, no!” moments from their lives or from other stories (see Related texts). Provide an opportunity for students to share/draw/write about their own “Oh, no!” moment. This is an activity that could include the whole class.
- Have word games and activities available that reinforce automatic recognition of high-frequency words, for example, matching games and making words with magnetic letters. Provide bilingual word games and activities where appropriate.