

# Saturday Morning

pictures by Lesley Moyes

## Overview

This narrative text describes a family working and having fun together on a Saturday morning. Children enjoy the climactic ending to this story. The framework of high-frequency words provides support for the less confident reader. This is a particularly effective text for monitoring children's attention to word endings. There is no author credit for this text as it was carried over from the earlier Ready to Read series and was the result of collaboration by a number of writers and editors.

**Curriculum link:** health and physical education

## Text features

(Focus on only one or two per session.)

- the high-frequency vocabulary
- the initial consonant blends "br", "cl", "pl", "sc"
- the digraph "ch" – "lunch", "Richard"
- the words ending in "ed" – "hosed", "cleaned", "helped"; and in "ing" – "helping", "going", "playing"
- the use of question marks
- the use of exclamation marks for emphasis
- the use of contractions – "I'm", "he's"
- the use of the compound word "breakfast"
- the song on page 5
- the use of direct speech
- the humorous ending
- the anonymous author.

## Setting the scene

Ask the children what they do on Saturday mornings. Be aware that there will be a wide variation in experiences. *Do you help Mum and/or Dad with jobs around the house?*

Talk about the equipment needed and the steps involved in washing a car. Depending on your assessment of the challenges in the text for the children, you could provide scaffolding by introducing the word "clean" (rather than the more usual "wash") into the discussion.

## The first reading

Read the title and the name of the illustrator together. Briefly explain why there is no author credit. Look at the cover illustration. Talk about what the bucket could be used for. Draw attention to the mischievous look in the boy's eyes. *What might he be thinking?*

Before reading, ask the children to find the names of the characters on pages 2 and 3. *How do you know which words are names?* Read the names of the

characters with the children. Listen to the children read the text to themselves, offering support as necessary.

Page 2 – If the children need help with “breakfast”, encourage them to use the picture cue on page 3 as well as the initial “br” blend.

Page 3 – Support the children in their decoding of “clean” by focusing on the initial blend “cl”. You could model reading on to the end of the line, as the word “car” is an important clue to meaning. If the children still have difficulty, remind them of the cover illustration.

Page 4 – Some children may suggest “cleaned” for “hosed”. They will need to rely mainly on visual information to work out the word “hosed” as this aspect of the task is not included in the illustration. Observe their use of cross-checking strategies. Listen carefully to check whether the children are noticing the “ed” endings on this page.

Page 5 – *Why are the words on this page written in italics?* Encourage the children to sing this page to the tune of “Here we go round the Mulberry Bush”.

Pages 7 and 8 – These pages include a number of words ending in “ed”. Check that the children are enunciating the word endings clearly. Observe the children’s use of graphophonic information when attempting the word “Scamp”.

Page 10 – Listen carefully when the children read the first line. Are they saying “cleaned” for “clean”? Ask the children to check the end sound of the word. *If it were “cleaned”, what would you expect to see?*

Page 11 – Encourage the children to predict what will happen next!

*How is this story the same as your Saturday morning experiences? How is it different?*

## Ideas for revisiting the text

(Choose only one or two per session.)

Listen to the children reread the text and note the strategies they are using to construct meaning.

Focus on any of the initial consonant blends or digraphs that the children may have been unsure of. Locate the words in the text and make a list of other words that start the same way.

Focus on the digraph “ch” at the end of the word “lunch”. Remind the children that they can use their knowledge of initial digraphs to help them decode words (or to encode words when writing) even when the digraph is in another position within a word. Write “Richard” on the board and ask the children to identify the “ch” within the word. Suggest some words that end with “ch” and ask the children to spell them out on the whiteboard.

List the words in the text that end with “ed” and “ing”. Create oral sentences with the children to clarify their understanding of the different verb forms.

Write the root words “hose”, “clean”, “help”, “go”, or “play” on the whiteboard and ask the children to suggest endings that could be added to create new words.

Write the word “Scamp” on the whiteboard and ask the children to identify known words within it (“am”, “camp”). Encourage the children to use this strategy of looking for the longest possible known word within unknown words when decoding longer words.

Sing the song on page 5 together.

Discuss what might happen after Richard's actions with the hose.

### Suggestions for further activities

The children could discuss and record what they do on a Saturday morning.

Innovate on the song on page 5 during a shared writing experience. An extension of this could be to develop the theme to include other days of the week.

A language experience activity could be to wash a car. Take photographs to record the event and use these as a basis for creating a group shared book or wall display on the experience.