

Matthew Likes to Read

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Overview

This is a personal experience narrative with a humorous ending about a boy who reads wherever he goes. “Matthew Likes to Write” (in *Junior Journal 9*) is a sequel to this text.

Suggested purposes

Signs and symbols in the illustrations provide strong links to the visual language strand of the English curriculum and raise awareness of the many purposes for reading.

Text features

(Focus on only one or two per session.)

- the many examples of environmental print
- the large amount of subject-specific vocabulary
- the use of speech marks to show that Matthew is reading the signs
- the imperative language on some of the signs
- the words and symbols included in the illustrations
- the use of abbreviations “km” for “kilometres” and “c” for “cents”
- the humorous ending
- the compound words “newspaper”, “Southland”, and “supermarket”
- the prefix “kilo” in “kilometres”
- the words that appear in upper-case in the illustrations and lower-case in the text
- the silent “g” in “signs”
- the variation in sound of the present and past tense of “read”
- the same sound represented by “er”, “ir” and “ur” in “serves”, “stir”, and “turn”.

Possible challenges

- the large amount of subject-specific vocabulary
- the words “directions”, “kilometres”, “minutes”, “Platform”, and “touch”.

Introducing the text

Talk about signs that the children see on their way to school or in the classroom. Tell the children you have a book for them to read that’s about a boy who likes to read signs – and lots of other things. There is a wide variety of subject-specific vocabulary in this book, much of which the children may have heard but not seen in print. Don’t attempt to introduce all the unfamiliar words before the reading, but be prepared to have brief discussions during the reading as you feel it’s needed.

During the reading

Ask the children to read the title. *What is Matthew holding?* Read the names of the author and the illustrator.

Ask the children to read the text silently, pausing at various points for discussion or to clarify any difficulties with the reading.

Page 2 – *What sort of shop is this? How do you know?* Draw out the idea that the signs and notices on the shop are there to provide information.

Page 3 – If necessary, write “South” and “land” on the whiteboard to support the children in working out this word. Draw attention to the speech marks on this page. Clarify that they’re there to show the words that Matthew is reading.

Pages 4 and 5 – Talk about the signs before reading the text. *Where might you see signs like these? What do the letters “km” stand for? Can you find that word on this page?* Draw the children’s attention to the silent “g” in “signs”.

Pages 6 and 7 – *What is Matthew reading here? Do you know how to make soup from a soup packet?* Some children may be more familiar with the word “instructions” than “directions”. If necessary, support them in decoding this word by helping them split it into syllables. *Find me the sentence that tells you how long he needs to cook the soup for. What does “Serves four” mean?*

Pages 8 and 9 – Some children may be unfamiliar with railway stations or department stores, so vary the level of support as necessary. For example, you could feed in words such as “Platform” or the idea of shops having more than one floor. Encourage them to use the illustrations and context along with the grapho-phonetic information. *Where is Matthew on this page? Why would he need a ticket? What are the signs in the shop telling him?* If they have trouble with the word “touch”, draw their attention to the sign resting on the glass jar in the illustration.

Page 10 – *What does Mum need to remind her what to buy in the supermarket?*

Page 11 – Support the children with the past-tense form of “read” by asking *How did Matthew know what Mum needed to buy?* Briefly talk about how the word “read” can have a long or a short “e” sound, depending on how it’s being used.

Page 12 – *Why is Matthew smiling?*

After the reading

(Choose only one or two per session.)

Listen while the children reread the book with a partner, observing the strategies they use to work out the unfamiliar vocabulary.

Read the signs and other text in the illustrations.

Discuss the visual features of signs and symbols. *Focus on the road signs on pages 4 and 5. What makes you notice them?* Talk about the colour, size, and shape of the signs, the use of large upper-case letters, and the fact that each sign has only a few words. Compare the road signs with the ones in the supermarket. Draw out the idea that signs that need to be seen from a distance or read quickly must be very clear.

Focus on the abbreviations “km”, “km/h”, and “P” on page 5 and “c” for “cents” on page 11. Talk about what the abbreviations are short for and why they’re useful. You could also talk about the “\$” symbol on pages 11 and 12.

Focus on page 3. *Why might Matthew want to read the weather page? What are some*

other reasons for reading a newspaper?

Locate the word “Southland” on page 3. *How did you work out this word?* Find the other compound words in the text and ask the children to split them. Remind the children of the strategy of looking for the biggest part of a word that they know when they’re trying to work out unfamiliar words.

Talk about the meaning of the prefix “kilo” in “kilometres” (or “kilogram”). Explore other prefixes that can be added to “metres” (or “grams”).

Write the words “Serves”, “Stir”, and “turn” on the whiteboard and ask the children to read them out loud. *Can you hear what’s the same about all of these words?* Draw out the idea that the same sound can be represented by “er”, “ir”, and “ur”. Encourage the children to add other examples to a class chart as they come across them in their reading.

Suggestions for further tasks

Read “Matthew Likes to Write” in *Junior Journal 9*.

Go for a walk around the school or in the community and read all the signs along the way. Talk about why the signs are there.

Create some signs to use in your classroom or in other parts of the school. Discuss the purpose of these signs and decide on the criteria for wording and design.

Read the weather page in the newspaper.

Make soup or an instant pudding, using directions on a packet.

Write directions for playing a game or doing an activity.

Write a supermarket shopping list.