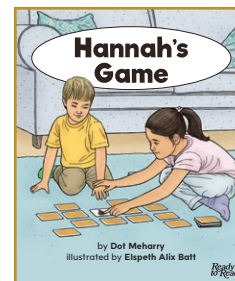


Hannah's Game

by Dot Meharry
illustrated by Elspeth Alix Batt

This text is levelled at Yellow 1.



Overview

When Hannah shows Sam how to play her new card game, she discovers at the end of the game that one card is missing! Students will enjoy working out where the missing card might be. (Students will have met Hannah and her little brother, Sam, before in *Hannah's Bike*, Red 3).

This text supports students to develop a self-extending reading processing system, requiring them to “search and use interrelated sources of information” and use a “range of word-solving strategies and comprehension strategies to make or confirm meaning” (*The Literacy Learning Progressions*, page 10).

There is an audio version of the text as an MP3 file at readytoread.tki.org.nz

Related texts

- Stories about Hannah and Sam: *Hannah's Bike* (Red 3)
- Stories that involve siblings: *My Book*, *T-shirts from Nana* (Red 1); *At the Pool* (Red 2); *Earmuffs* (Red 3); *Swimming Lessons* (Yellow 2); *Going Camping* (Yellow 3)
- Stories involving problems: *Dragons! Dragons! Dragons!*, *The Crocodile's Christmas Jandals* (shared); *A Starfish for Oscar* (Red 1); *Monster in the Pool* (Yellow 1)
- Stories about learning something new: *Feeding the Birds*, *Swimming Lessons* (Yellow 2); *Sports Day for Monster* (Yellow 3)

Cross-curriculum links

Health and physical education (level 1, interpersonal skills) – Express their own ideas, needs, wants, and feelings clearly and listen to those of other people; (level 1, relationships) – Explore and share ideas about relationships with other people.

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 below.

The context of playing a card game and the setting of home, both of which are likely to be familiar to students

Most content explicitly stated but also some implicit content that provides opportunities for students to make predictions (for example, from the title page illustration that the game is about matching the cards) and inferences (for example, that Hannah knows how to play the game, but Sam doesn't)

Several lines of text on every page and some sentences that run over more than one line but do not split phrases, supporting phrased reading



Illustrations that support and extend the meaning but may not exactly match the words

Dialogue between easily identified speakers

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

Many high-frequency words (for example, "and", "are", "get", "got", "He", "is", "it", "like", "need", "on", "play", "put", "she", "that", "There", "They", "was", "Where", "with", "You"), several of which are repeated often

Interest words ("car", "card", "cards", "dinosaur", "dinosaurs", "dog", "game", "games", "hat", "laughed", "missing", "turned") that are likely to be in a reader's oral vocabulary and are strongly supported by the context, the sentence structure, and/or 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 Hannah and Sam play a card game.

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 story to make predictions and inferences
- identify (summarise) the main events in the story
- make meaning by drawing on more than one source of information, for example, using sentence structure and context to supplement information gained from partial decoding attempts
- notice some errors in their reading and take action to self-correct.

Introducing the story

- 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 that students are likely to be familiar with from previous reading and writing, including language experience writing, (for example, “are”, “Can”, “dinosaur”, “dog”, “get”, “got”, “Hannah”, “hat”, “it”, “like”, “need”, “new”, “not”, “one”, “over”, “play”, “put”, “Sam”, “them”, “There was”, “They”, “turned”, “two”, “Where is”, “with me”, “You”).
- A few days before introducing this story, have the students reread *Hannah’s Bike* to remind them of the main characters. Put a copy in their browsing box. Give the students opportunities to play some matching games to support the concepts of “the same” and “not the same”. (This activity will be particularly useful for English language learners.)

- Use the title and the cover illustration to generate a discussion about who the characters are and what they are doing. Encourage the students to share their experiences of playing similar games.
- Have the students use the illustrations on the title page and pages 2 and 3 to confirm or clarify their predictions about the game, including the idea that the game is new.
- Share the purpose for reading.
- Browse through the illustrations together, briefly discussing what is happening. Use prompts or rephrase their responses to draw out (or feed in) vocabulary and language structures that you think will need support (for example, “the same”, “not the same”, “turned over”, “two cards”, “put them back”).
- Prompt the students to notice the problem on page 6. *How many cards are left? How can they finish the game?* Encourage the students to predict what has happened to the missing card. Some students may notice the expression on Sam’s face on page 7. Save page 8 so the students can discover the answer for themselves.

Monitoring the reading

- Observe closely as the students read the story quietly to themselves. Note their ability to use print information (in particular, initial letters and digraphs and inflected endings) and to read the high-frequency words and groups of words together in phrases. Look for any instances of self-monitoring, cross-checking, and self-correction. Provide support to individual students as necessary. For example:
 - on page 2, if a student needs more support for “game”, you could prompt with: *Remember what the story is about. Look at how the word starts. Hannah had a new g...*
 - on page 3, if a student is puzzled by the phrase “cards that are the same”, prompt them to think about the meaning: *What cards do they need to get? ... Yes, cards that are the same. Now try that again.*
 - on page 8, if a student needs support with “laughed”, prompt them to look at the picture to see what Sam has done. *Sam played a trick on Hannah. Look at the first letter. What word would look right and make sense?*
- If a student makes an error without noticing a problem, wait until the end of the sentence or the page before intervening unless they stop reading. Waiting gives them the opportunity to notice the error and fix it themselves. Use the appropriate prompts to draw their attention to the error. For example:

Text in book	Student reads	Teacher prompt
She turned over two cards.	She picked up two cards.	<i>That makes sense, but does this word start like “picked”? Look at the first letter of this word (point to “turned”).</i>
“The cards are not the same. You need to put them back.”	“The cards are not the same ... put them back.” (Student omits You need to)	<i>Did you read every word? Try that again.</i>
“Where is the other dinosaur?”	“ There is the other dinosaur.”	<i>Did Hannah know where the dinosaur was? Look at the question mark. She’s asking a question. Try that again.</i>

- Other prompts you can use to encourage monitoring include: *Think about what would make sense; Read the sentence again; What could this word be?; If the word was ..., what would you expect to see at the beginning/end?; Are you sure?; Think about what would sound right and look right.*
- Remember to base your prompts on what you know about your students’ prior knowledge. For example, asking an English language learner if a word or sentence sounds right may not be useful if they are not familiar enough with English phonemes, vocabulary, or syntax to know the answer. In this case, an explanation and further examples would be more effective.
- Reinforce the students’ attempts to problem-solve, whether they are successful or not, for example: *You went back and read that sentence again to check it. That’s good work.*
- For further suggestions about ways to support students to self-monitor (to cross-check, confirm, and self-correct), see *Effective Literacy Practice in Years 1–4*, page 130.

Discussing the story

You can reread this story several times, focusing on different aspects and providing opportunities for the students to build comprehension and fluency. Many of the discussion points listed here also lead naturally into “After reading” activities.

- Enjoy the students’ responses to Sam’s trick. *Have you ever done anything like this?*
- Remind the students of the reading purpose and, together, summarise what happened in the story.
- Have the students make connections to their own experiences of playing similar games. If necessary, clarify that the game is about remembering where the cards are as well as matching them. You could introduce the term “memory game”.

- Encourage the students to think critically. For example:
 - *How did Hannah know that Sam had the card? Why did Sam hide it?*
 - *Will Hannah want to play with Sam again?*
 - *Why is it important to have rules for games?*
- Have the students reread the story, stopping to discuss points of interest. You can revisit the text over several lessons, exploring such features as:
 - the first sentence on page 3, which runs over two lines and includes an extended noun phrase (“cards that are the same”). Reinforce the meaning by asking: *What did they need to get?*
 - the feelings of the characters (as suggested by the illustrations and the text)
 - when Sam might have hidden the dinosaur card (note this is not shown in the illustrations, so there is no right answer)
 - the use of speech marks to indicate dialogue and the attributions to clarify who the speaker is. Encourage the students to read the dialogue so that it sounds like talking (and that the questions sound like questions). This will be particularly helpful for English language learners.
 - words with specific initial letters (for example, “Can”, “car”, “card”, “cards”, “Come”; “dinosaur”, “dog”; “game”, “get”, “got”; “Hannah”, “had”, “hat”, “he”, “Here”; “laughed”, “left”, “like”; “said”, “Sam”, “same”) or words with inflected endings (“turned”, “looked”, “laughed”)
 - how adding an “e” changes “Sam” into “same”. You could experiment with other words from the text (can, cane; hat, hate) or other common examples.
 - the use of the singular and plural forms of words (for example, “card”, “cards”; “game”, “games”). For English language learners, explain that “s” is often added to the ending of a word to show that there is more than one.

After reading: practice and reinforcement

After-reading tasks (for example, reading, oral language activities, writing, and alphabet and word games and activities) may be linked directly to *Hannah’s Game* or to the wider literacy programme. Provide many opportunities for students to reread *Hannah’s Game* as well as books from browsing boxes, big books, poem cards, books from the library corner, and texts generated from language experience and shared writing.

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

- Ask the students to reread the story to a partner. Listen in, noting their ability to use punctuation to support phrasing and expression. 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 story while listening to the audio version. Audio versions also provide English language learners with good models of pronunciation, intonation, and expression.
- Provide opportunities for students to read other stories with similar themes (see Related texts).
- Revisit the story with the students drawing on their own experiences of playing similar games. Discuss the rules that Hannah and Sam use for the game of Memory (such as taking turns, turning over two cards, dealing with cards that are the same or not the same), drawing on their own experience of playing similar games. Have the students work in pairs to write their own rules for playing Memory.
- Have each student illustrate two “cards that are the same” for a group game of Memory. As they play the game, remind them to use the phrases “the same” and “not the same”. They could explain to someone else in the class how to play the game. You could make connections to mathematics activities that involve sorting and describing.
- Have the students practise making inferences by creating thought bubbles for Sam on pages 6 and 7.
- Have the students choose three events and draw and write about them in sequence.
- Have students create questions and answers, using Hannah’s questions on page 7 and Sam’s answer on page 8 as a model. Have a collection of objects (or picture cards from a Memory game) and model a question (for example, *Where is the blue pencil?*) with the student/s answering “Here it is”. Have the students practise asking and answering questions. (This oral language activity will be particularly useful for English language learners.) You could extend this to writing, varying the difficulty and level of support according to students’ needs. The students could make a group book or slide show or “flap” books using folded paper. Have them write their own “Where” question (perhaps with a picture or photo of the missing item), followed by a “Here” sentence and picture of where the item is. You could choose to add “There” into the oral language activity, but you will need to clarify the difference in meaning between “Here” (close by) and “There” (further away).

- Explore the words with “ed” endings. Write “turn” and “turned” on the whiteboard. *What do you notice about the ending of “turned”?* Write the word “play”. *Show me how you can make “play” into “played”.* Now make “look” into “looked”? Support the students to identify the root word in “laughed”. Create a table to record the word patterns. Have the students choose two words from the table to use in sentences.

turn	turned
play	played
look	looked
laugh	laughed

- Make Memory games for the students that use familiar words. You could have the students match the *same* words or words with features in common. For example, you could ask them to match words starting with the same initial letter; words ending in “ed” and their associated root words (“turn”, “turned”; “look”, “looked”; “laugh”, “laughed”; “play”, “played”; “like”, “liked”); or singular and plural forms of nouns (game/s, card/s, dog/s, car/s, hat/s, dinosaur/s).