

# Lin's Bag

## GOALS

### Comprehension

**Make connections:** Students think about a time when something similar happened to them.

### Vocabulary

**Focus High-frequency Words:** been, first, going, got, he, now, ran, them

**Focus Content Words:** bags, button, elevator, excited, friends, handbag, holiday, parents, tickets, time

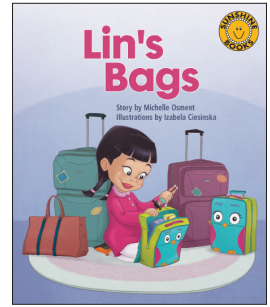
### Phonics

**Letters and Sounds:** Identify syllables in words and clap as they are spoken, e.g. skate-board

**Words to Blend and Segment – pr:** prank, press, prick, print, prune

### Fluency

Model reading of the text with expression, noting the punctuation and change of characters. Students repeat. What can be learnt from this story?



Lin and her family are off to the airport after their holiday. But where are their bags and where is Dad?

## Before Reading

- Ask: Has anyone been on holiday? What did you take? Listen to the title and the names of the author and illustrator. Have you read any other stories by Michelle Osment? (*Those Are Not My Beans*) Did you like it? Notice the apostrophe in the title showing the bags belong to Lin.
- Together look at the cover. Discuss what they see. Ask: What is Lin doing in the picture? Which are Lin's bags? Who do the other two belong to?
- Look at the back cover to discuss what students would take on holiday. Ask: Would the different things in the pictures fit into a bag or not?
- Help students use the title and cover illustration to make predictions about the story.
- Look at the title page illustration. Ask: What is the same or different in this picture compared to the cover?
- Talk/walk through the pictures. Discuss what is happening on each page. Bring words like *bags, button, elevator, excited, friends, handbag, holiday, parents, tickets, time* into the conversation. On page 15, have students predict the ending.

## Reading the Text

- Read the title together and the names of the author and illustrator.
- On pages 2–3, ask: What are Lin and her parents doing? What is Lin excited about? Find the words *elevator, excited* and *friends* to confirm. Read the sentences together.
- On pages 4–5, ask: What is Mum doing? What has she lost? Look for the words *handbag* and *tickets* in the text to confirm. Read the words together.
- Follow this pattern for each page up to page 15, using the illustration, text and contextual cues to read the words together.
- Review the predictions made earlier, then turn the page to reveal the ending. Have students discuss what they see in the illustration. Read the text together. Ask: Did you like the ending? Why? How would you read the sentences?

## **After Reading**

Check the accuracy of students' predictions. Invite them to discuss the story. Prompt if needed.

- Where were the tickets? How did the family lose their bags in the elevator? Do you think this could be based on a true story? Why?
- What type of genre is this story? Is this a fiction or a non-fiction book? How do you know? What is the difference?
- Students think about a time when something similar happened to them. Share and discuss.
- Reread the story together. Be aware of the punctuation marks and change voices for the characters and emphasis.

## **Phonics**

- Write the words *prank, press, prick, print, prune* on the board to practise blending and segmenting the onsets and rimes together as a group, e.g. *pr-ank, prank*. Read them together and talk about the meaning of each.
- Students look at the word *Lin's*. Why is the apostrophe there? Can you see any other words with a similar apostrophe showing something belonging to a character (possessive, Mum's bag on page 4). They make up other examples using their names. Where would the apostrophe go? List examples on the board for students to read.

## **Word Study**

- Talk about the words *been, first, going, got, he, now, ran, them*. Read them together. Ask students to find the words in the text. Photocopy sets of the flash cards from the inside front cover and use them to play a spelling game in pairs. Discuss the meaning or use of each word in the book, e.g. *ran* is the past tense of run on page 10.
- Look for contractions in the story. List them and their expanded forms and say what they mean, e.g. *that's, let's, I've, don't, didn't, you've*.
- Have students find the past tense to match the base verb, e.g. press/pressed; open/opened; pull/pulled; smile/smiled; pick/picked; look/looked; squeeze/squeezed; close/closed. They make these into a two-column chart to read. Talk about how some verbs already end in e, so you just add d to make the past tense. (smile/smiled)
- Together make a list of opposite words on the board, e.g. up/down, opened/closed. Read them together. Think of more opposites to add.
- On a piece of paper, students draw a picture from the story. They find the words in the story and write them and then read their sentence to a partner.

## **Fluency**

- Model reading of the text with expression, noting the punctuation and change of characters. Students repeat. What can be learnt from this story?

## **Writing**

- Students make a Who, What, Where, How chart to summarise the story. Say who the characters were, where the story took place, what happened and how it ended. They illustrate where possible and present to the class.
- Have students design and plan a model elevator using two cardboard cartons stuck together. They demonstrate how it works.