

What's This? What's That?

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Illustrated by Bettina Guthridge

Level 2

This book is a rhyming guessing game. It has simple repetitive text supported by colour illustrations. There is one line of text placed consistently on each page in a question-and-answer pattern. It uses the sentences: *What's this? What's that?* and the sentence stem *A ... on a ...*

Getting ready for reading

Talk about the way that things can look like something when you see their shadow but may be different when you see the thing itself. Discuss times when children have been surprised by this.

Talking through the book

You could introduce the book by saying: *This book is like a guessing game.* Turn to page 3. Have children guess what the blue object that looks like a hat could actually be. Model the form of the text. You could point to the hat brim and say: *What's this?* and then point to the hat crown and say: *What's that?*

Reading the book

Children read the book individually while the teacher observes each child's reading behaviours and prompts children to use cues to read unfamiliar words. The teacher may select an additional teaching focus based on these observations.

Returning to the text

Select the most appropriate teaching focus for the learning needs of the group. Choose one or more of the following.

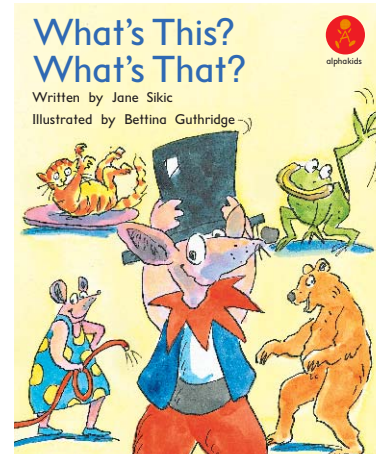
BEING A MEANING MAKER

Discuss:

What is on the log?

What did you think the bear on the chair would be?

If the book was longer, what could the next four pages be?



Check this

Teachers can observe children's emergent reading behaviours for evidence of their understanding of punctuation.

Ask children to locate the punctuation in the text: *Can you point to a question mark? Why do we have a question mark?*

BEING A CODE BREAKER

Vocabulary

- High-frequency words: *what's, this, that, a, on, in*
- Word families: *cat – bat, fat, hat, mat, pat, rat, sat;*
frog – bog, cog, dog, fog, hog, jog, log
- Rhyming words: *cat/mat, frog/log, mouse/house, bear/chair*

Sounds and letters

- Hearing sounds: /at/ – *cat, hat, that, mat, rat*

Writing conventions

- Punctuation: upper case letters, full stops, question marks, apostrophes
- Grammar: contractions – *what's / what is*

BEING A TEXT USER

Discuss:

What type of text is this?

Would you use this book? How?

BEING A TEXT CRITIC

Discuss:

What things did the author need to know about to write this book?

Why has the author chosen to use the pattern 'What's this? What's that?'

Would this book work if there were no illustrations?

Literacy learning centres – follow-up activities

WRITING CENTRE

Children innovate on text to make their own 'What's this? What's that?' pages.

Provide lists of simple rhyming words:

cat, bat, fat; dog, log, hog

fish, dish, wish

snake, lake, rake; fly, sky, high, cry.

What's this? What's that?
A snake in the lake.

INTERACTIVE LITERACY CENTRE

Children read familiar poems and rhymes to a partner and cooperatively compile lists of rhyming words.



WORD CENTRE

Children use Blackline Master 3 to make, break and record words with the letter patterns *at* and *og*.

