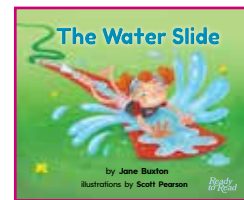


# The Water Slide

by Jane Buxton  
illustrated by Scott Pearson

This text is levelled at Magenta.



## Overview

In this simple but action-packed story, a child describes her experience of playing on a water slide with her dad, including her attempt to involve the family cat. This story provides opportunities for students to make connections to their own experiences of similar activities and to think critically about what might have happened without Dad's intervention.

*The Water Slide* supports the development of a self-extending reading processing system by helping students “apply their growing awareness of early concepts about print and their expectations that text should make sense and sound right” (*The Literacy Learning Progressions*, page 10).

There is an audio version of the text as an MP3 file at [readytoread.tki.org.nz](http://readytoread.tki.org.nz)

## Cross-curriculum links

Health and physical education (level 1, regular physical activity) – Participate in creative and regular physical activities and identify enjoyable experiences.

## Related texts

- Texts about families and family activities: *Dad's Snore*, *T-shirts* (shared); *At the Beach* (Magenta); *The Race* (Red 1)
- Texts about having fun with water: “Slooshy Slooshy”, “I Blew a Bubble” (poem cards); the poem “A Splish-splash Day” (in the shared book *Splish Splash!*); *Bubbles*, *What Does the Tide Bring In?* (shared)
- Texts about cats: “Bedtime Cat”, “Robber Cat” (poem cards); *Greedy Cat* (shared); *The New Cat* (Magenta); *Greedy Cat is Hungry* (Red)

(continued overleaf ...)

## 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 are shown in the boxes with a solid outline. Other boxes show additional characteristics.

The familiar setting and context of playing at home

Most content explicitly stated but also some implicit content providing opportunities for students to make simple inferences and predictions

Clear spacing between words to support one-to-one matching

A close match between the text and the illustrations

Some pages with more than one line of text, providing opportunities to practise return sweep

Many high-frequency words, several of which (“Dad”, “I”, “the”, “went”) are repeated often

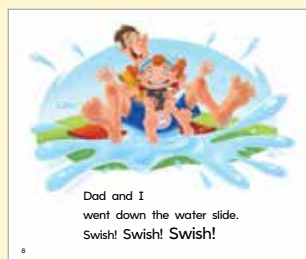
Interest words that are likely to be in the reader's oral vocabulary and are strongly supported by the context, the sentence structure, and the illustrations, for example, “cat”, “down”, “hose”, “water slide”

Some dialogue (with speakers clearly identified)

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

Some visual language features to support meaning, for example, the increasing font size on page 8

The repetition of “swish” for emphasis



## 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 Dad makes a water slide.

## 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 text and illustrations to predict what will happen in the story
- attempt to read a simple story for themselves
- start building a reading vocabulary of high-frequency words
- gain control over one-to-one matching, directionality, and return sweep
- notice some errors in their reading and take action to self-correct.

## Introducing the text

Use your knowledge of your students to ensure that your introduction to the text activates their prior knowledge and provides support for a successful first reading. Feed in new vocabulary and language structures they will meet in the text.

English language learners may not know some of the words. Support them to understand and enjoy the story by teaching them some key vocabulary before reading. Select two or three pictures. Encourage them to look at the pictures and talk about them in their first language. Follow this up by providing English words and phrases orally and in writing. Give the students copies of the words and pictures and support the students to match them up.

- Use the cover illustration to introduce the topic of water slides. Encourage the students to share their experiences.
- Share the reading purpose.
- Prompt the students to use the title page illustration (and their knowledge of cats) to predict the possible connection between the cat and the water slide:  
*I wonder why the cat looks unhappy ...*
- Browse through the illustrations together, discussing what is happening. Rephrase the students’ responses or use prompts to elicit new language structures and vocabulary, for example:
  - on page 2, ask What has Dad made? to elicit the structure “Dad made a”;
  - on page 3, emphasise “he” when asking What did he do?
  - on page 4, to support “swish”, talk about the sound that the water might make.
- On pages 6 and 7, prompt the students to revisit their title page predictions. Draw their attention to the speech marks on page 7: *I wonder what Dad said about the cat.*
- Remind the students of the reading purpose.

## Monitoring the reading

- Observe the students as they read the text to themselves, intervening only if a student clearly needs help.
- Note their one-to-one matching (in particular, the two words “water” and “slide”, not “waterslide”), their directional movement and return sweep, and their ability to self-monitor and make sense of their reading. They may recognise and use some known words and letters.
- Provide support as necessary. For example, if the student is uncertain about how to start, direct their attention to the meaning: *Look at the picture. Remember what Dad was making ... Now read what Dad made.*
- If a student makes an error, wait until the end of the sentence or page before intervening, unless they stop reading. Waiting gives them the opportunity to notice the error and fix it themselves. Use appropriate prompts to draw their attention to the error.

For example:

Text	Student reads	Teacher prompt
Dad made a water slide.	Dad made a slide.	<i>You said “Dad made a slide”. Try that again and make sure your fingers match the words.</i>
He turned on the hose.	He turned on the <b>water</b> .	<i>You said “water” but this word doesn’t start like “water”. Try it again. Reread the sentence with the student, placing emphasis on the initial sound and leaving the student to come in with the word.</i>

- Other prompts that encourage self-monitoring include: *You said ... did that make sense?; Did that sound right to you?; Did your finger match the words? Read the sentence again.; Are you sure?; Try that again.*

Remember to base these prompts on what you know about the students’ prior knowledge. For example, asking an English language learner if a word sounds right may not be useful. In this case, an explanation and further examples would be more effective.

- Reinforce attempts to problem-solve, whether a student is successful or not, for example, *You noticed something was wrong and you went back to try again. That was good.*
- 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 to 4*, page 130.
- Enjoy the students’ reactions as they read Dad’s response on page 7.
- As students finish reading, they can quietly reread the story until everyone has finished.

## Discussing the text

- Have the students review their initial prediction about what would happen to the cat. Return to pages 6 and 7 and prompt them to think critically. *Was Dad right to say no when the girl got the cat? How did Dad say that? Have them read page 7 aloud in the way Dad would have spoken.*
- Enjoy rereading the last page together, emphasising the words in bold print.

## After reading: practice and reinforcement

After-reading tasks should provide practice and reinforcement. **Select from and adapt** these suggestions according to what you have observed about the needs of your students. Where possible, links should be made to other texts, including texts generated from language experience and shared writing, and to the wider literacy programme (oral language, writing, handwriting, alphabet and word games and activities) and other curriculum areas.

- Have the students read the story to a partner. Listen in, providing feedback and noting aspects that may need further attention. You may also use this time to do a quick running record with a student to provide more information on something you have noticed.
- The students can build their comprehension and fluency by rereading the text while listening to the audio version. Audio versions also provide English language learners with good models of pronunciation, intonation, and expression.
- To support English language learners with new vocabulary, give them pictures for key nouns from the text. Support them to say and write the word for each picture.
- Give the students copies of one or two illustrations from the text, each with the accompanying sentence cut up. Support them to put the words in the correct order.
- Have the students draw a picture of themselves or someone in their family going down a water slide. Innovate on the sentence structure of the text (for example, “Lani went down the water slide”, “My dog went down the water slide”).
- You could have the students draw a picture of what they think would have happened if the cat had gone down the slide. Support them to add a sentence describing their picture. Have them share their pictures and sentences with the group.

- Provide opportunities for the students to read other stories and poems about similar topics (see Related texts).
- Provide an opportunity for the students to play with water. Feed in vocabulary as they talk about their experiences. You could use this as a basis for language experience through writing. Together, create a poster of “water words” for the students to refer to.
- Create a group book about what the students like to do in the water, using some of the vocabulary from the story and related texts.
- Have word games and activities available that reinforce automatic recognition of high-frequency words, for example, matching games and making words with magnetic letters. Provide bilingual word games for students with a first language other than English.
- Ask the students to locate repeated high-frequency words on any double spread. *Can you find the word “went”?* *Can you find “went” on the next page?*



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