



# At the Skate Park

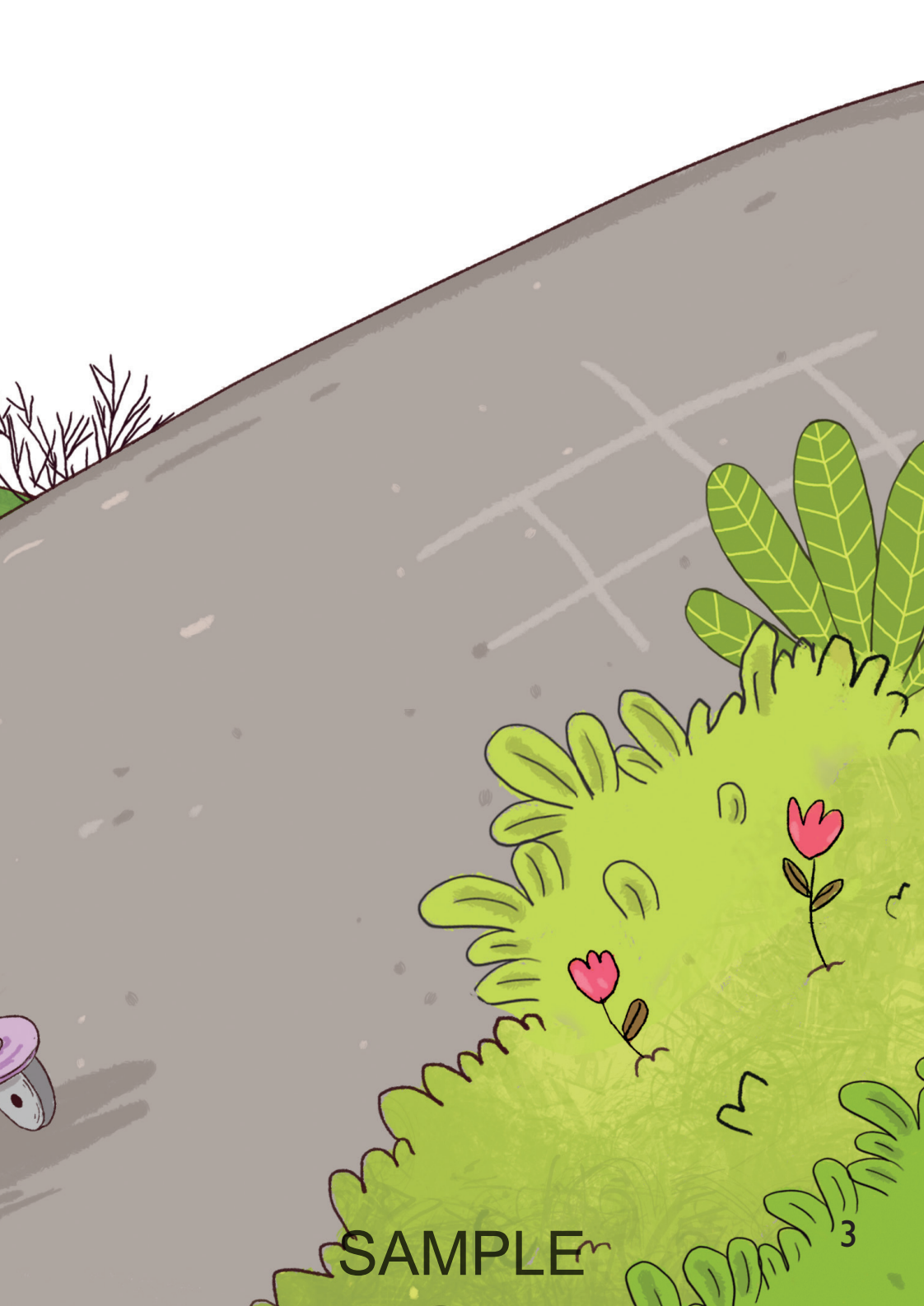


by Jillian Powell and Sernur Isik

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“I can go up the hill,”  
said Pip.





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“So can I,” said Dan.





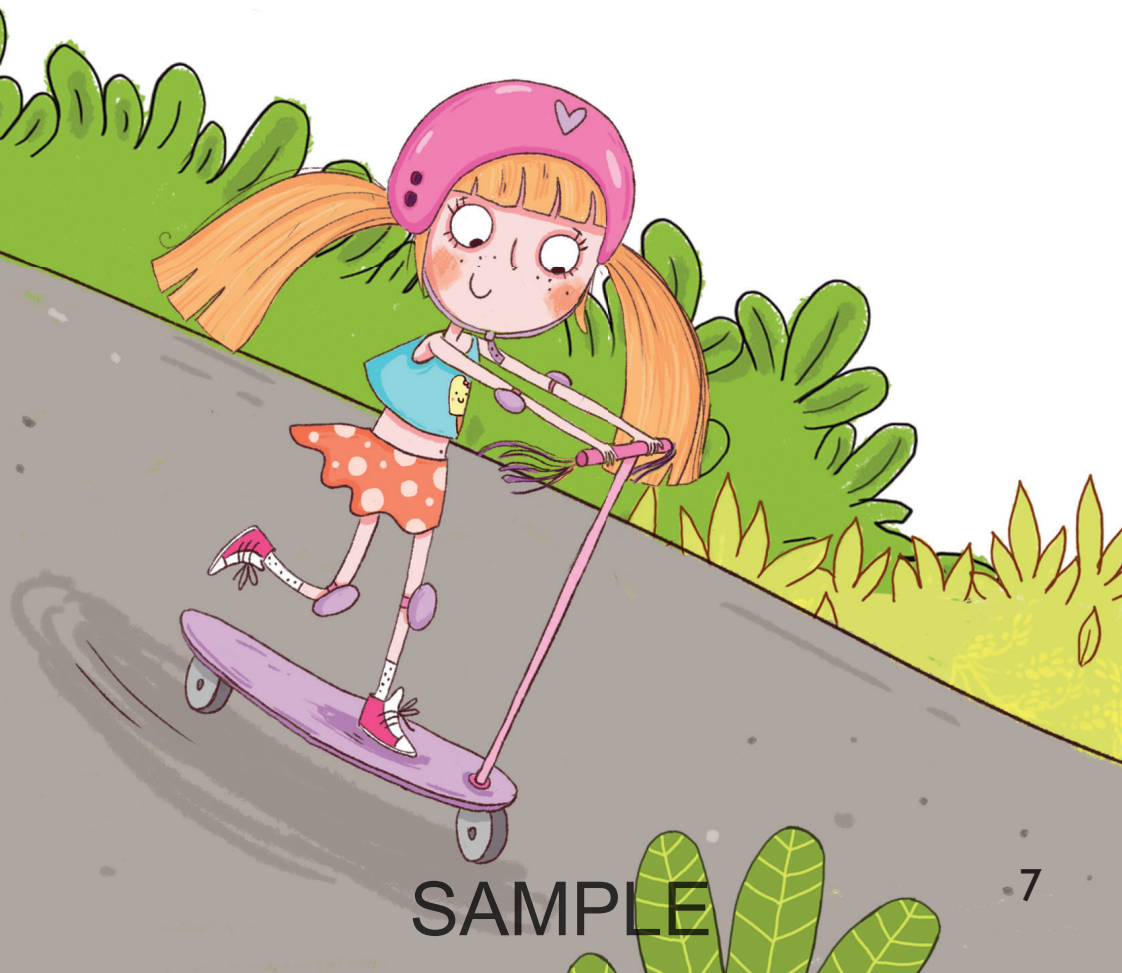


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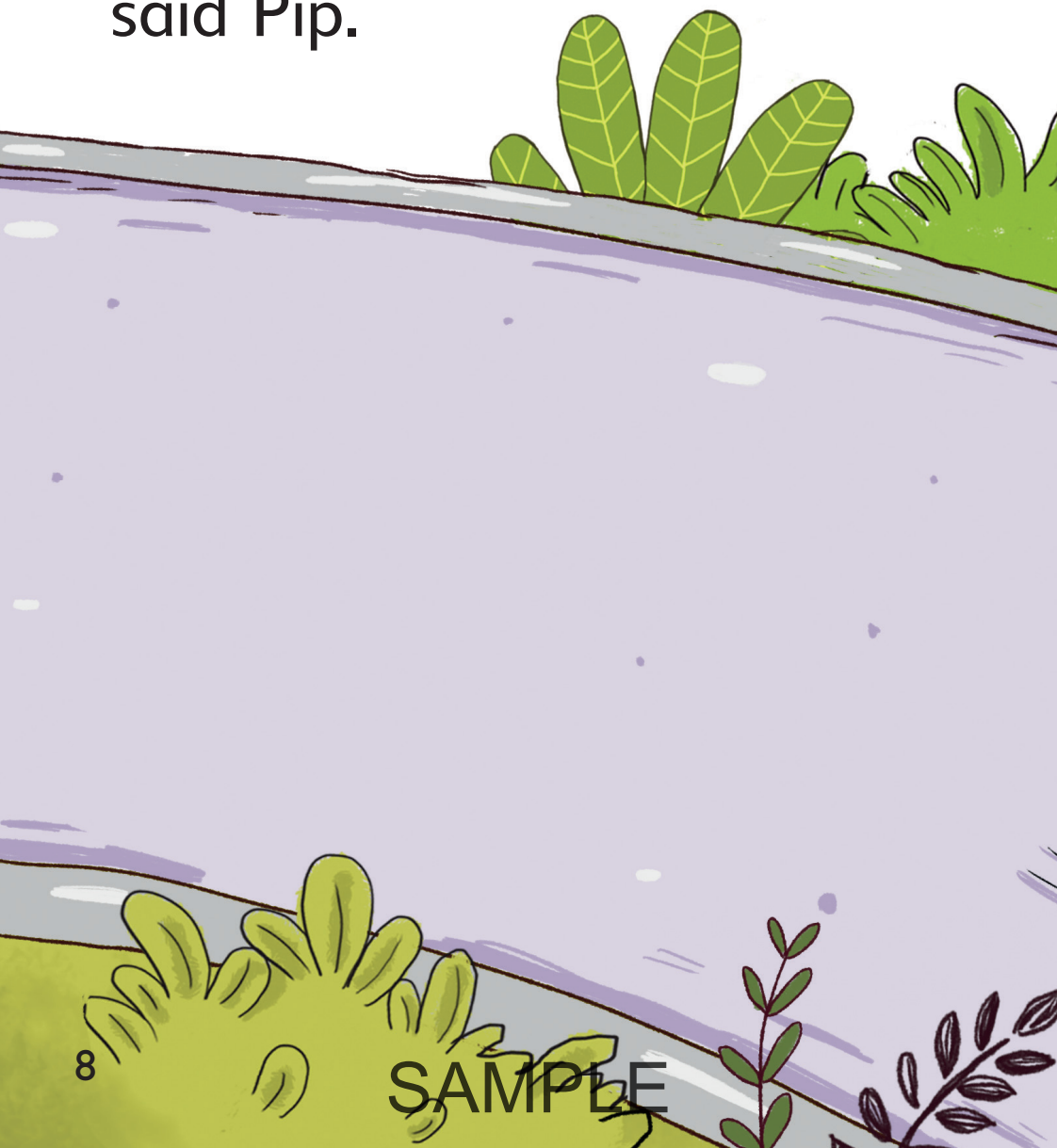
“I can go down the hill,”  
said Dan.

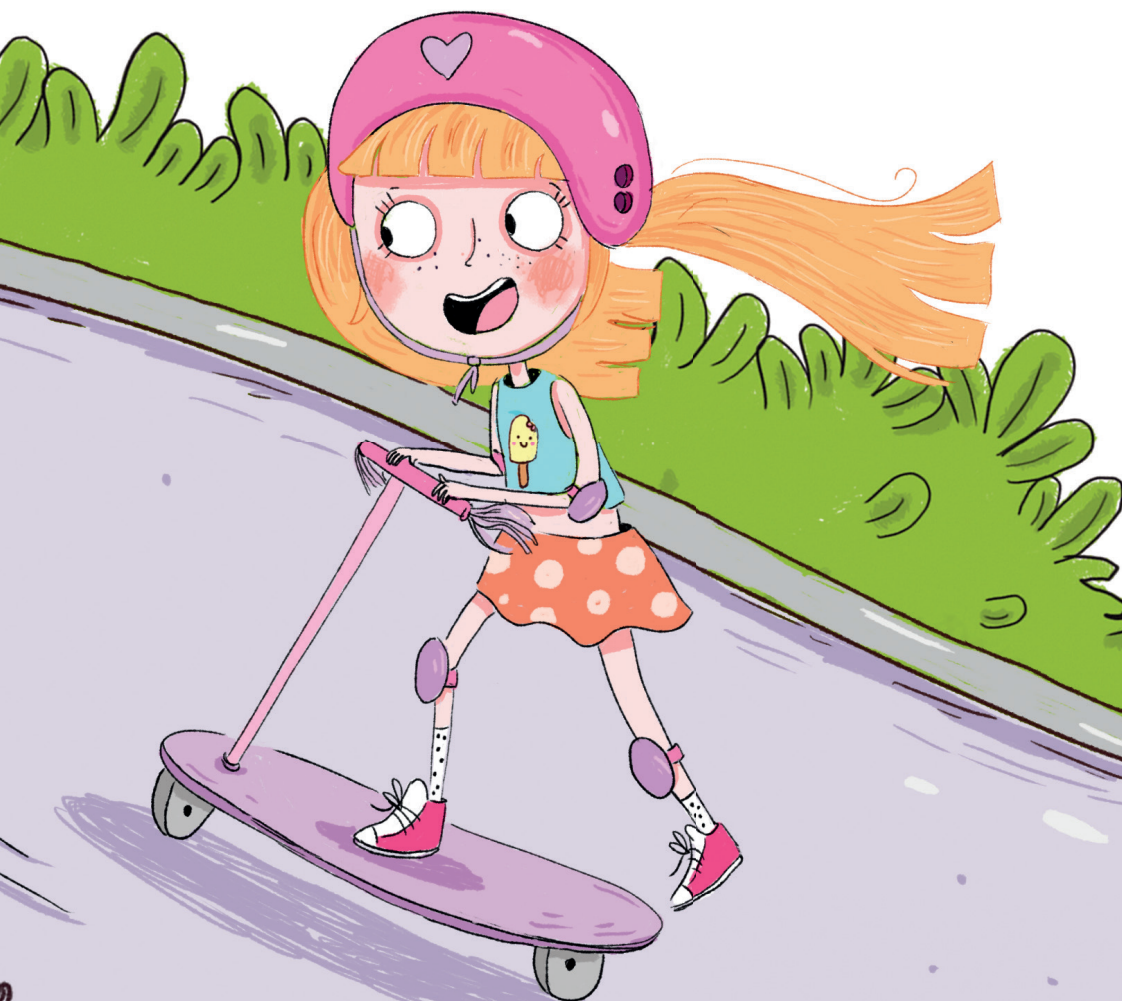


“So can I,” said Pip.



“I can go up the ramp,”  
said Pip.

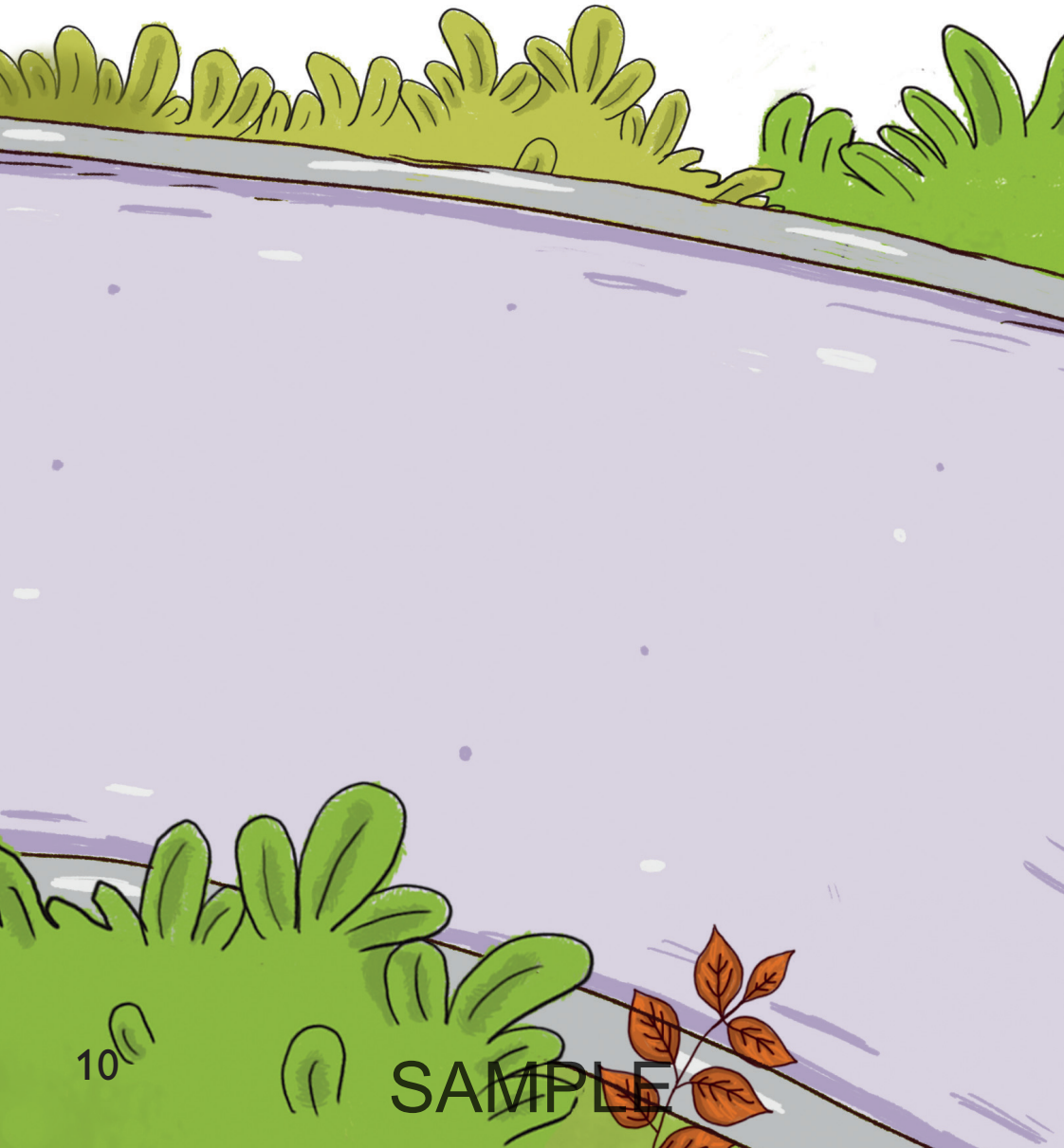




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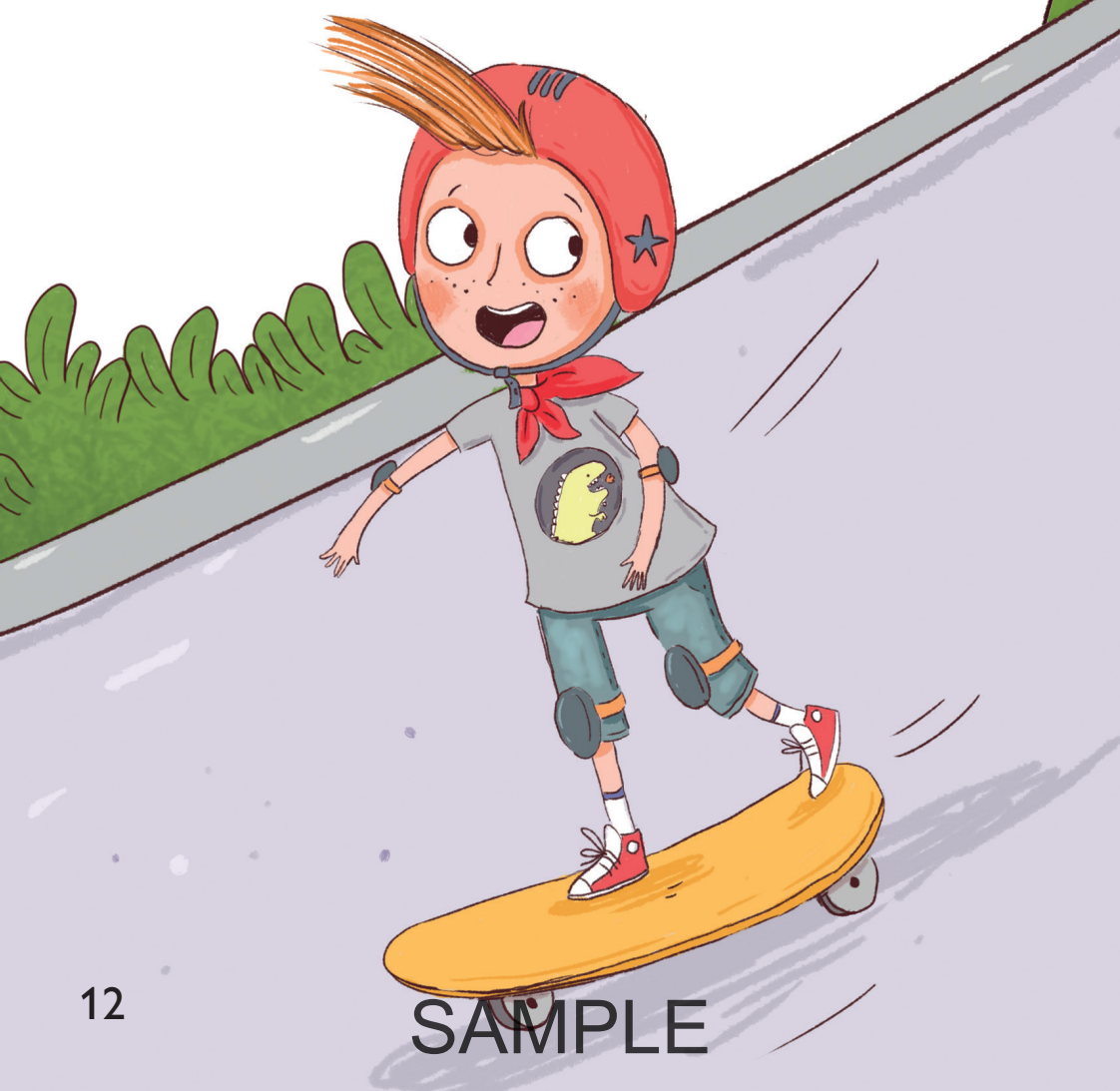
“So can I,” said Dan.





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“I can go down the ramp,”  
said Dan.

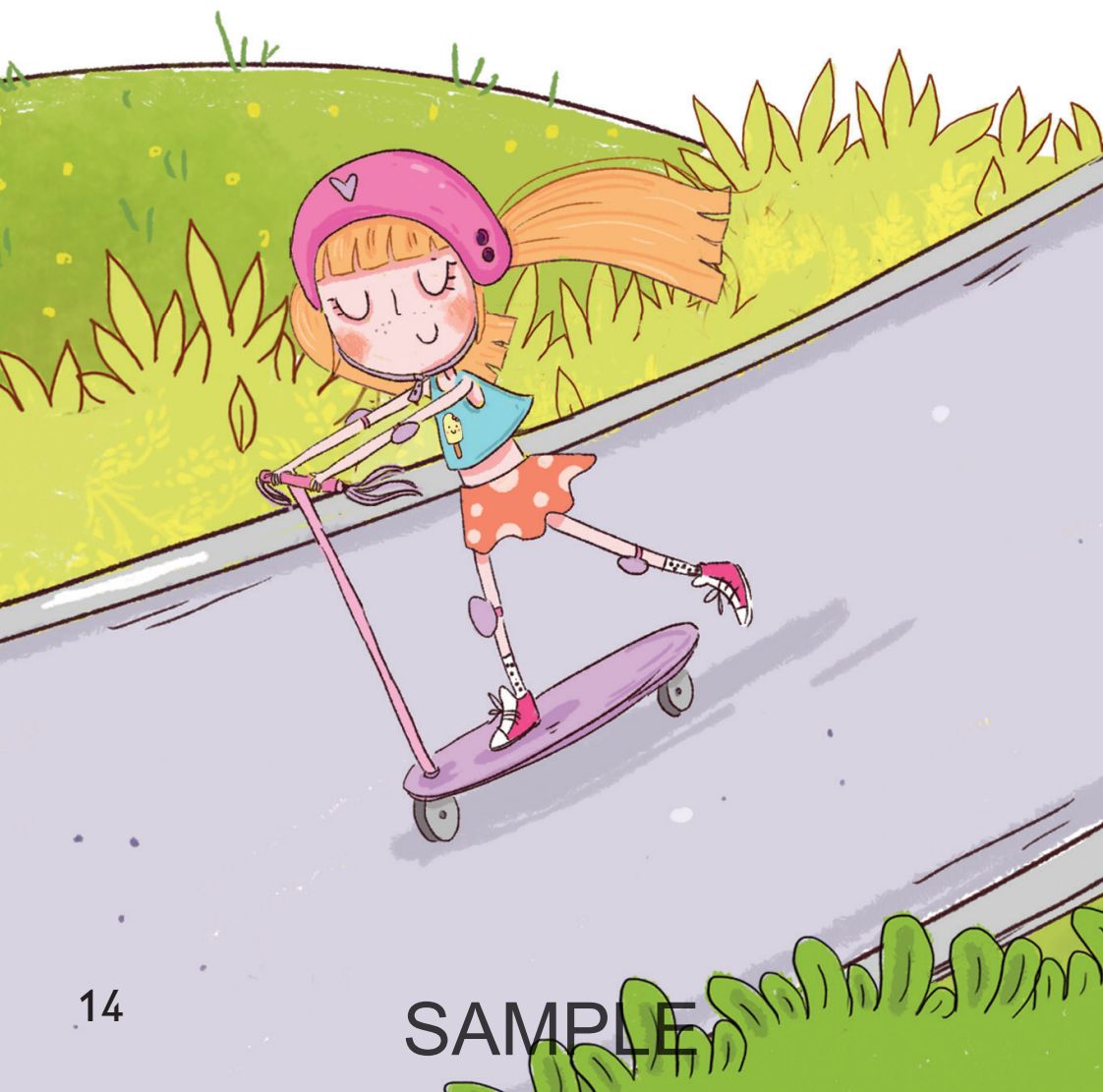




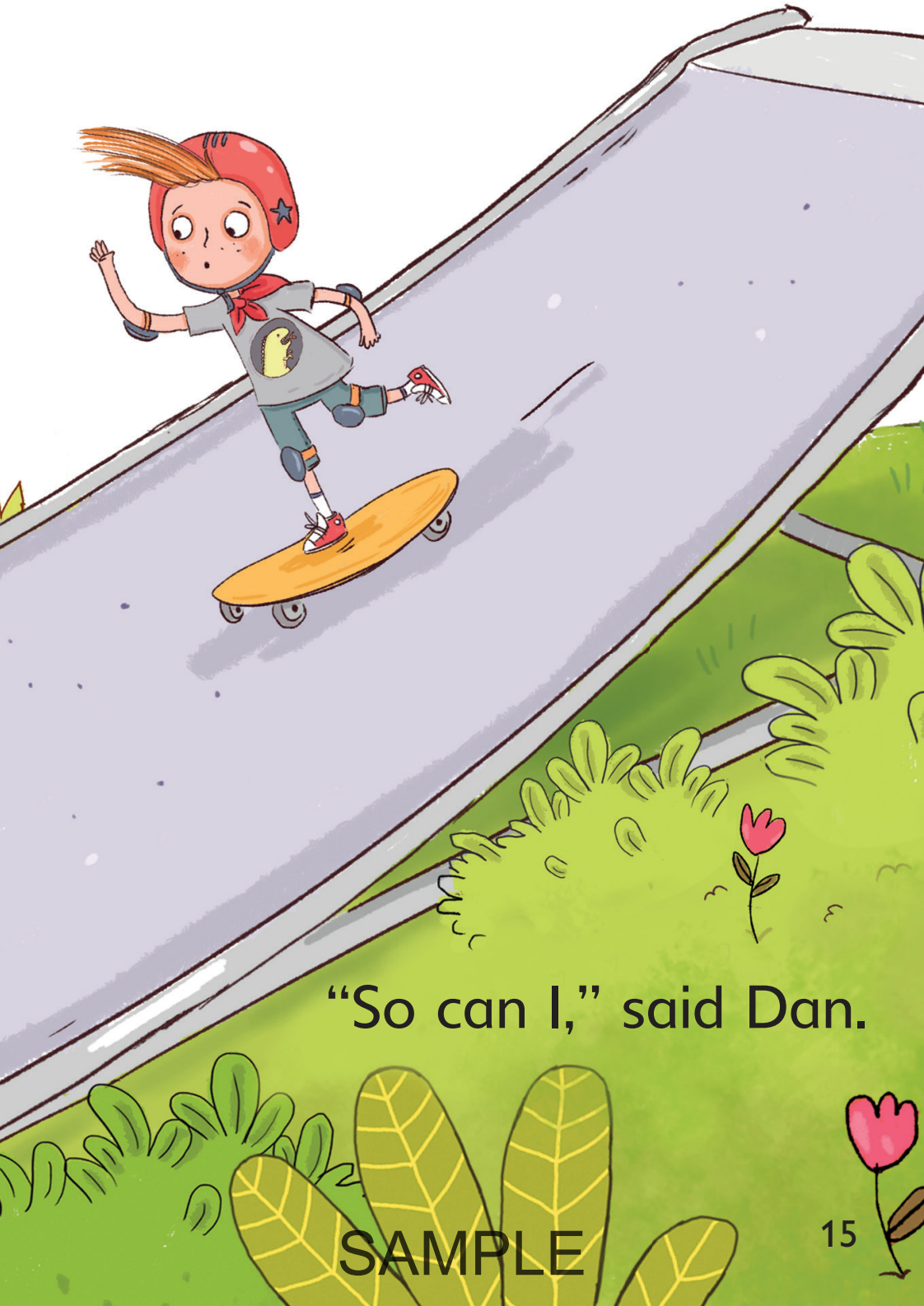
“So can I,” said Pip.

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“I can go down the slide,”  
said Pip.





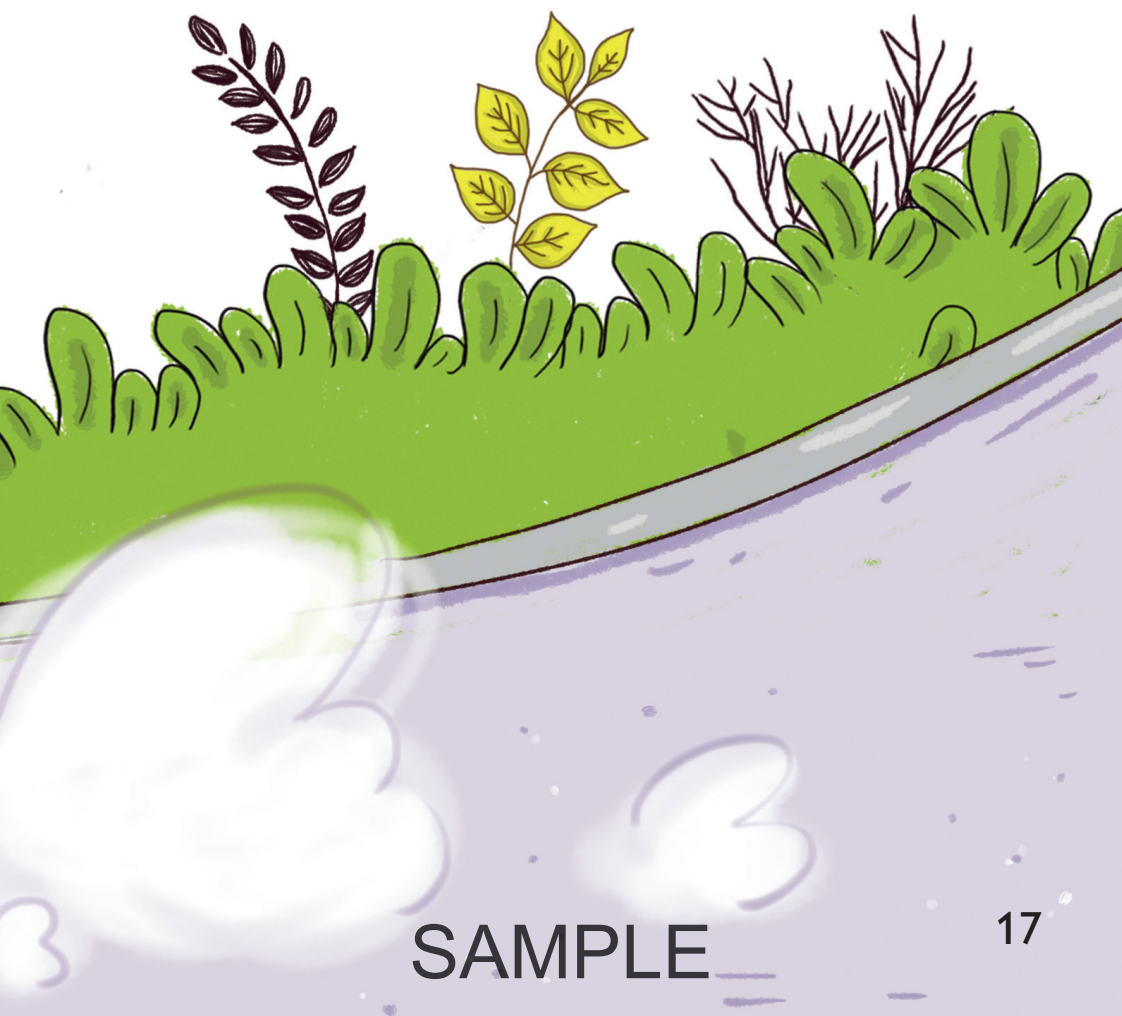


“So can I,” said Dan.

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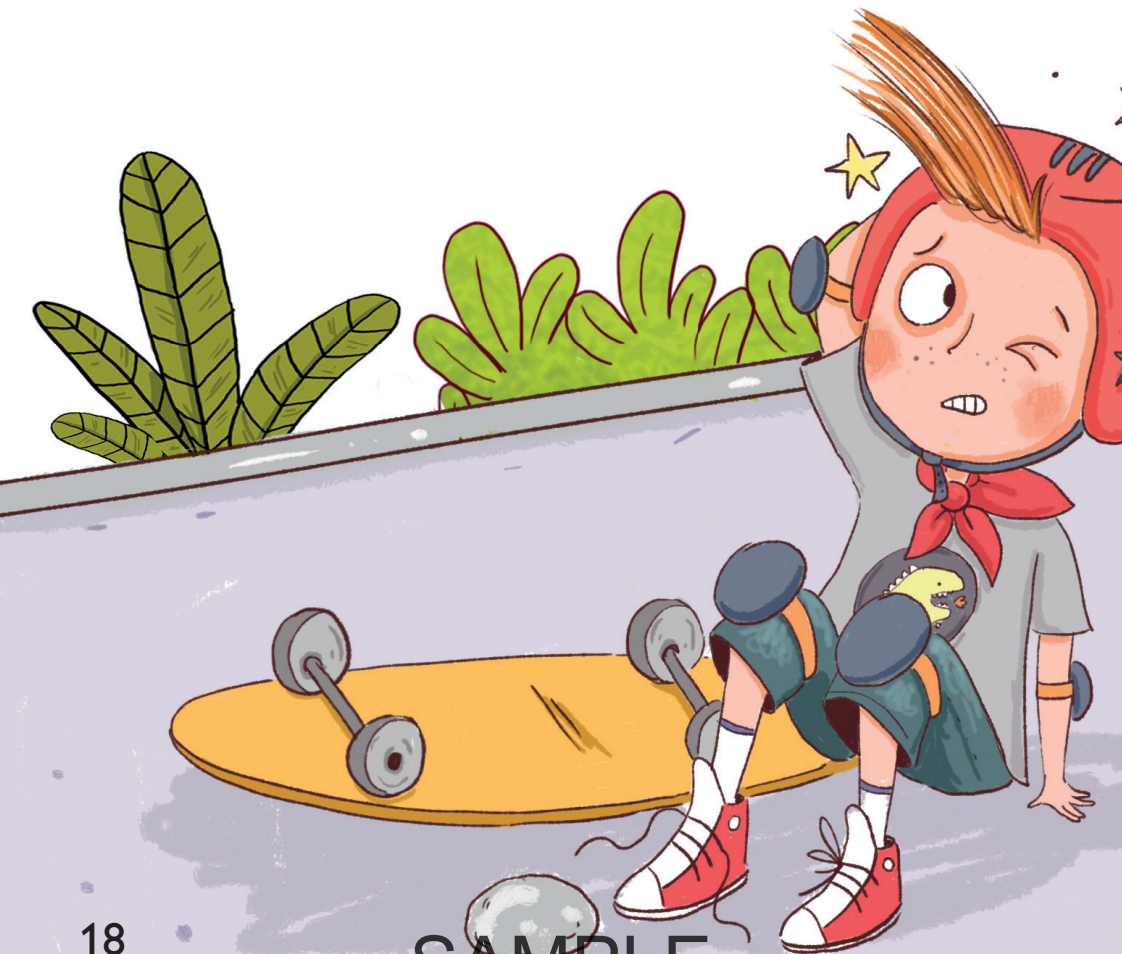
“I can stop,” said Pip.





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“So can I,” said Dan.







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# Story trail



Start at the beginning of the story trail. Ask your child to retell the story in their own words, pointing to each picture in turn to recall the sequence of events.





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# Independent Reading

This series is designed to provide an opportunity for your child to read on their own. These notes are written for you to help your child choose a book and to read it independently.

In school, your child's teacher will often be using reading books which have been banded to support the process of learning to read. Use the book band colour your child is reading in school to help you make a good choice. *At the Skate Park* is a good choice for children reading at Red Band in their classroom to read independently.

The aim of independent reading is to read this book with ease, so that your child enjoys the story and relates it to their own experiences.

## About the book

Pip and Dan go to a skate park to see who is fastest – Dan on his skateboard or Pip on her scooter.

## Before reading

Help your child to learn how to make good choices by asking:

"Why did you choose this book? Why do you think you will enjoy it?"

Support your child to think about what they already know about the story context. Look at the cover together and ask: "What do you think the story will be about?" Read the title aloud and ask:

"What can you do at a skate park?"

Remind your child that they can try to sound out the letters to make a word if they get stuck.

Decide together whether your child will read the story independently or read it aloud to you. When books are short, as at Red Band, your child may wish to do both!

## During reading

If reading aloud, support your child if they hesitate or ask for help by telling the word. Remind your child of what they know and what they can do independently.

If reading to themselves, remind your child that they can come and ask for your help if stuck.

## After reading

Support comprehension by asking your child to tell you about the story. Help your child think about the messages in the book that go beyond the story and ask: "Why does Dan have an accident?"

Give your child a chance to respond to the story: "Did you have a favourite part? What would you like to ride?"

Use the story trail to encourage your child to retell the story in the right sequence, in their own words.

## Extending learning

Help your child extend the story structure by using the same sentence pattern and adding more elements. For example, Pip and Dan have a hopping race. I can go up the stairs, said Pip. So can I said Dan. I can go down the stairs, said Pip. So can I said Dan. Where will they hop in your story?

On a few of the pages, check your child can finger point accurately by asking them to show you how they kept their place in the print by tracking from word to word.

Help your child to use letter information by asking them to find the interest word on each page by using the first letter. For example: "Which word is 'slide? How did you know it was that word?"

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