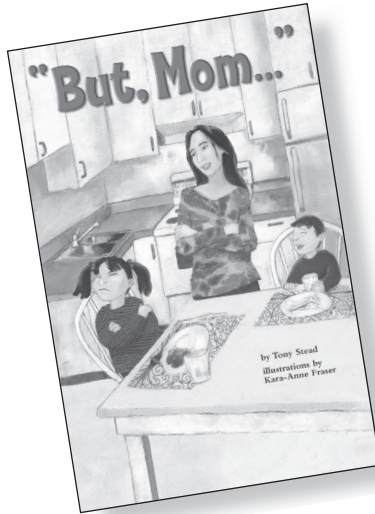


“But, Mom...”

Written by Tony Stead

Illustrated by Kara-Anne Fraser



Audio Available Online
www.lpey.ca

Text Type: Fiction: Persuasive — Realistic Story

Summary: Mom is always telling Julia what to do, and Julia always has a reason not to do it. Using familiar situations, this book asks the reader to decide who is right in each episode, encouraging personal response with repetitive language patterns.

Text Features

Print Concepts

- ▶ one spread for each day of the week
- ▶ print above the illustrations
- ▶ repetitive text structure (“I think I’m right. My Mom thinks she’s right. What do you think?”)
- ▶ question marks

First Reading

Reading Strategies

Comprehension

- ▶ predicting
- ▶ evaluating
- ▶ making connections: text to self

Working with Words

- ▶ tracking print left to right

Assessment Opportunities

Note each student’s ability to:

- ▶ join in with predictable language patterns
- ▶ read the days of the week in order
- ▶ track print from left to right
- ▶ make predictions about content
- ▶ contribute personal experience and make connections
- ▶ express opinions about events and actions in the story



BEFORE READING

Predicting

Activating and Building Prior Knowledge

Show students the front cover of the book and read the title, and names of the author and illustrator. Say, *The title of this book is “But, Mom...,” the author is Tony Stead, and the illustrator is Kara-Anne Fraser.* Turn to the back cover and read the text there. Ask, *What do you think is going to happen in this story?*

Predicting/infering

Show the picture on the front cover. Ask, *What do you think Mom is trying to make Julia do? How do you think Julia is feeling?*

Evaluating

Setting a Purpose

Say, *Let’s read the book together to find out what Mom wants Julia to do, and then let’s see what we think.*



DURING READING

Print concepts

Direct students’ attention to the punctuation around the dialogue. *We use these marks when someone is speaking. When we see these marks we are reading in the voice of the person speaking.*

Tracking print/ print concepts

Read through the book, tracking the print. Try to read using one voice for Mom and another for Julia. Emphasize as you move from the end of one line to the next, and when you turn the page. Point out the quotation marks.

Building confidence

This is an interactive text, so after each page pause for students to talk about what they think. Ask, *Who do you think is right? Julia or Mom?*

Once the pattern is set, invite students to join in the reading. They can read the right-hand page, “I think I’m right,” etc.

ESL Note:

Pause to discuss any vocabulary that might be new for students, such as *beauty, sleep, spinach, and neighbours.*



AFTER READING

Evaluating

Review the episodes in the story and the characters’ arguments and actions. Ask, *What do we think? Who is right?* List students’ answers on a two-column chart such as the following:

We think Mom is right because...	We think Julia is right because ...

Making connections:
text to self

Invite students to discuss what happens in their families when students do not do what they are told to do by their parents. *What do you think Julia's mom will do if Julia doesn't do what she is told?*

Second Reading

Reading Strategies

Comprehension

- ▶ sequencing: retelling

Working with Words

- ▶ attending to print
- ▶ using beginning and ending sounds to confirm word predictions

Assessment Opportunities

Note each student's ability to:

- ▶ join in with predictable and familiar language patterns
- ▶ join in reading the days of the week
- ▶ retell events from the story



BEFORE READING

Synthesizing

Activating and Building Prior Knowledge

Show students the cover of the book and remind them of the main characters, Mom and Julia. Ask students to retell events from the story. *What do we know about Mom and Julia?*

Sequencing: retelling

Setting a Purpose

Say, *As we read the book today, I want you to pay attention to what happened each day.*



DURING READING

Print concepts/ tracking print

Ask students to join in the reading with you. Use a pointer to point to each word as you say it. As you come to each day of the week, pause and let students read the day.



AFTER READING

Sequencing

Write the days of the week in a two-column chart, like the following:

Monday	
Tuesday	
Wednesday	
Thursday	
Friday	
Saturday	
Sunday	

Turn to page 2 and ask, *What did Mom want Julia to do on Monday?* Write students' answer in the second column. Continue examining the pictures and filling in the chart for each day of the week.

Inferring/evaluating

As you look at each picture, ask, *How does Julia feel? How do you know that?* Discuss the change at the end of the story. *This time Mom doesn't want to do something. Who is right this time?*

Word solving and building

As you complete the chart, have students help you to write their answers. Invite them to sound out particular words, to identify beginning or ending sounds, and to help you spell known high-frequency words. Prompt them with questions such as, *Where have we seen that word before? What sound(s) do you hear? What letter makes that sound?* Invite a student to come up and share the pen to write a word or two.

Language predictability

Clarify any words that puzzle students or that were not discussed during the first reading.

Third Reading

Reading Strategies

Comprehension

- ▶ making connections: text to self

Working with Words

- ▶ attending to print
- ▶ locating verbs

Assessment Opportunities

Note each student's ability to:

- ▶ hear the first sound in a word
- ▶ predict a word from the illustrations
- ▶ contribute personal experience and make connections



BEFORE READING

Making connections: text to self

Activating and Building Prior Knowledge

Ask students to tell a partner about a time when they didn't do what they were told. What happened? How did they feel?

Making connections: text to self

Setting a Purpose

Say, *As we read today, I want you to think about how you would feel if you were Julia and your mom or dad was telling you what to do.*



DURING READING

Building confidence

Read the text with students chiming in as before, particularly on the right-hand pages that feature repetitive text patterns. Pause when you come to the days of the week and ask one of the students to come up and point to the word for the class to read it.



AFTER READING

Making connections: text to self

Invite students to share ideas about how they would feel if they were Julia. *Would you be angry or frustrated? What would you tell Julia’s mom? How would you try to convince her to see things your way?*

Discuss what happens at school when students don’t want to do what the teacher suggests. Ask, *Why do we have rules? What are our rights and our responsibilities in our families and in the classroom?* Make a list of “Our Responsibilities” in the classroom (e.g., to work quietly, to be kind to others).

Letter knowledge/ word solving and building

Let’s look at action words, called verbs. Invite students to help you find *eat* (page 2), *clean* (page 6), and *dance* (page 10). *What are the first letters in these words? What letters do they share?*

Say, *Action words describe actions—things we can do.* Invite students to share orally other action words that they know.

ESL Note:

Where possible, have students mime the action for each action word, to reinforce and clarify meaning.



FURTHER READINGS

Many texts benefit from being reread with students. The three readings suggested in this plan can be expanded to include further readings. Participation will increase when a book becomes familiar, and students will become more comfortable taking turns and using a pointer to track.

For each rereading we recommend that you select a balance of Print Concepts, Comprehension, and Working with Words strategies from the following suggestions. Make your selections based on the needs of the students in your class.

Print Concepts, Book Handling, and Text Features

Print concepts

Point out the exclamation marks and the periods on each page. Explain that an exclamation mark shows that the character is excited or angry. Ask, *Why do you think Julia’s words are shown with an exclamation mark?*

Text features

Have a conversation about reading the pictures. *There is a lot of information in the illustrations. How do they help us to understand what is going on in the story?* Ask students to tell the story of each page in their own words by looking at the detail in the pictures.

Tracking print

Invite students to take turns with the pointer. Watch for one-to-one correspondence of one written word to one spoken word.

Focusing on Comprehension

Sequencing: retelling

Ask, *What happened on Monday? Tuesday?*, etc. Turn the pages slowly, asking students to tell you which day is next, and what happened on that day in the story.

Making connections: text to self

Ask, *What has happened to you or someone in your family that is like the events in the story?* Talk about the feelings that arise when you are in these situations. Ask students, *What makes you angry? How do you know you are angry? How does your body feel? What do you do when you are angry? What makes you feel better again?*

Making connections: text to self

Say, *Draw a picture of a day when you were in trouble. What did you do? What happened to you? How did you feel? Tell a friend about your picture.* Students can write the story that describes the picture.

Self-monitoring

Explain to students that good readers ask themselves questions when they read. Model the strategy of self-monitoring, e.g., *I wonder why Julia's mom thinks she should go outside?* Encourage students to use this strategy.

Working with Words

Letter knowledge

- ▶ Choose one of the initial sounds that appears frequently in the book: “b,” “m,” “s.” As you reread the book together, challenge students to look and listen for all the words that start with “b” (*But, be, beauty, bed, beautiful, been, busy*), “m” (*Monday, mom, my, music, miss, movie*) or “s” (*spinach, strong, says, she, she's, school, sleep, Saturday, Snowy, Sunday*).
- ▶ Have students use a letter window frame to find the initial letters of words they can read in context, e.g., *Julia, Mom, spinach, music*.

High-frequency words

Find and frame a selection of high-frequency words to introduce or review the words. High-frequency words recommended for kindergarten that appear frequently in this book are: *I, Mom, my, she, the*.

Word solving and building

- ▶ Find the word *big* on page 2. Invite students to help you generate a list of words that rhyme with *big* (e.g., *dig, fig, gig, jig, pig, rig, wig*). Practise saying each word slowly, emphasizing the sound of the initial letter and the “ig,” then quickly blending them together.
- ▶ Ask students to think of all the words that describe Julia's feelings in the book, e.g., *happy, sad, mad, angry, frustrated*. Write these words on chart paper. Students can draw a picture of a face that illustrates each feeling and write the word beneath.



RESOURCE LINKS

You may wish to do some of these optional follow-up activities. Choose those that best meet the needs and interests of your students.

Writing

Model writing arguments for and against a particular activity. Begin by generating a list of things that students are asked to do by their parents, e.g., put away toys, wear a hat on sunny days, don't eat in the living room. Together, brainstorm reasons for and against one or more activities, using Mom and Julia's arguments as models. You can use the following sentence starters to record positions for and against:

My mom/dad says, " _____ because _____."
I say, " _____."

Write several arguments on separate sheets of chart paper, and invite pairs or groups of students to illustrate each one. Combine the pages into a class book. When rereading the class book, stop to discuss the arguments for and against each position and to decide who's right.

You may invite students to write and illustrate their own arguments independently, using the same or similar sentence starters. See the Persuasive text-type study in the Writing Guide.

Independent Reading

Make the six small versions of "But Mom..." and the online audio available for students. Invite students to use these materials to read the book independently.

Teaching Tip: The online audio for this book includes a cloze reading of this story. In this reading, selected words have been omitted. Students listening to the cloze reading have the opportunity to chime in with the missing words.

Place the texts created during Shared/Independent Writing based on "But Mom..." in the class library.

Working with Words

Once concepts have been introduced in context, see the focused lessons in the Working with Words Guide for more direct instructions for those students who need it.

See the Building Words lesson ("Monday") in the Working with Words Guide.



Home Links

Have students talk to their parents about rules and responsibilities at home.

Read Aloud

Read to the class other books with family life and “being naughty” in the theme:

Noisy Nora by Rosemary Wells (Putnam, 1997)

No David! by David Shannon (Blue Sky Press/Scholastic Canada Ltd., 2002)

David Goes to School by David Shannon (Blue Sky Press/Scholastic Canada Ltd., 1999)

David Gets in Trouble by David Shannon (Blue Sky Press/Scholastic Canada Ltd., 2002)

When Sophie Gets Angry—Really, Really Angry by Molly Bang (Blue Sky Press, 1999)