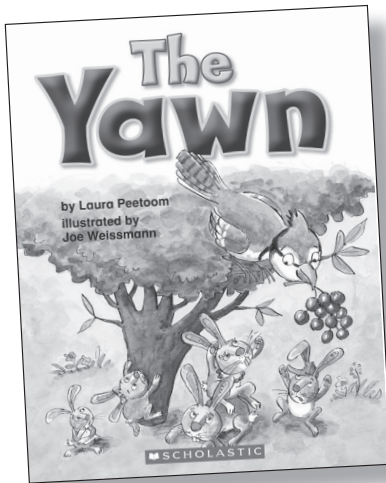


The Yawn



Word Count: 18
High-Frequency Words:
blue, brother, sister

Written by *Laura Peetoom*

Illustrated by *Joe Weissmann*

Text Type: Fiction: Narrative — Humorous Story

Guided Reading Level: A

Summary: This story shows how a contagious yawn can lead to a meal.

Text Supports

- ▶ illustrations are highly supportive of the text
- ▶ repeated language pattern written in simple sentences
- ▶ consistent placement of text

Possible Text Challenges

- ▶ no text on page 8
- ▶ word recognition, e.g., *Rabbit, yawns, Jay*
- ▶ exclamation mark

Reading Strategies

Comprehension

- ▶ synthesizing

Working with Words

- ▶ using picture cues to support word recognition
- ▶ using initial sounds to predict words

Assessment Opportunities

Note each student's ability to:

- ▶ integrate information with prior knowledge to create new understanding
- ▶ use picture cues to support word solving
- ▶ use initial sounds to read unfamiliar words



BEFORE READING

Predicting/making connections

Activating and Building Background Knowledge

- ▶ Show students the front cover and read the title, and the author's and illustrator's names. Talk about the animals on the cover and what they are wearing. Ask students to explain what they think the title means, as they examine the picture.

What are the rabbits wearing? Who do you think these rabbits might be? What do you think the rabbits want? Why do you think the title of this book is 'The Yawn?'

ELL Note:

Demonstrate to the class what a yawn is. Use actions such as stretching arms, closing eyes, and covering mouth. Ask students why people yawn and ask them to produce quiet and loud yawns.

Making connections/analyzing/predicting

Discussing Supports and Challenges

- ▶ Show students the back cover and read the sentence. Discuss the two characters and encourage students to make further predictions about the book.

Who are the two characters on the back cover? How do we know by what they are wearing? The illustrations in the book will help us decide which character is which.

Making connections/analyzing

- ▶ Continue looking at the back cover encouraging students to look for clues in the illustration.

What is Brother Rabbit doing? What often happens when you are sitting beside someone who yawns? How do we read a sentence that ends in an exclamation mark? Why? Where do we find the word 'yawn' in this sentence? How is it different from a word on the front cover?

ELL Note:

Talk about members in a family by asking students about their own families.

Word solving and building

- ▶ Provide each student with a copy of *The Yawn* and have students turn to page 2.
- ▶ Help students to recognize a key word by identifying the animals on page 2.

What sound does 'rabbit' start with? Can you find a word that starts with that sound? What is the Baby Rabbit doing? Where have we seen the word 'yawn' before? Let's read this sentence together.

Print concepts

- ▶ Explain that the illustrations support the patterned text. Point out that on each page a sentence ends each time with ... 'yawns.'

The illustrations will help us decide who the character is. Remember to look at what each rabbit is wearing.

Synthesizing

Setting a Purpose

- ▶ Focus the readers on a comprehension purpose.
- ▶ Ask each student to read the text independently, keeping in mind the purpose for reading.

As you are reading think about how yawning helped the rabbits?

Teaching Tip: You may decide to change the comprehension focus for this text. For information on how to modify a Guided Reading lesson to match a new comprehension strategy, see the Guided Reading Teaching Plan Outline in the Toolkit at www.lpey.ca.



DURING READING

Analyzing
Inferring/synthesizing

Inferring/synthesizing

Evaluating
Self-monitoring

Predicting

- ▶ Observe and listen to students as they read quietly, assisting them with word-solving strategies, vocabulary and punctuation. Respond to comprehension queries and offer occasional comprehension prompts to help them problem solve. Possible prompts:
 - Who do you see in the illustration? What is the character doing?
 - What do you think Mother Rabbit is thinking when she is looking at Brother Rabbit?
 - What do you think the rabbit family is thinking as the blue jay yawns?
 - How do you think Blue Jay feels on page 8?
 - Did that make sense? Reread that part and think what would make sense and sound right.
- ▶ If students finish early, ask them to reread independently or with a partner. Ask them to discuss whether they think that the rabbit family has done this trick before.
- ▶ Note successful reading strategies and any remaining reading challenges.



AFTER READING

Synthesizing

Analyzing/evaluating

Inferring

Predicting
Evaluating/self-monitoring

- ▶ Revisit the purpose for reading:
How did yawning help the rabbits?
- ▶ Extend comprehension by offering prompts to initiate discussion:
 - How do you think each of the family members felt as they were looking up at Blue Jay at the beginning of the story? How do you think they felt at the end of the story?
 - Do you think the rabbit family will try this trick again? Why?
 - Could the rabbit family have done anything else to get the food? If you were part of the family, what might you do?

How do you think yawning helped the rabbits? Do you think that this was the first time that they have done this trick?

Self-monitoring

- ▶ Comment on any effective reading strategies you observed.

Grace looked at the illustrations carefully before she read the sentence. She then looked back at the illustration to see that she had the correct family member. It is a good idea to use the illustrations to give you information and confirm your reading.



Home Links

Provide students with a copy of the take-home text. See www.lpey.ca.

Rereadings

- ▶ Provide opportunities for each student to reread the text independently or with a partner.

ELL Note:

Partner the ELL with a competent reader. The reader reads the text, pointing to each word, and the ELL delivers the 'yawning' sound. After a few rounds, they change roles. The reader provides support and help to the ELL if necessary.

Focused Follow-Up

The following activities are optional. Choose those that best meet your students' needs:

Evaluating/predicting

My Ending

- ▶ Discuss with the students possible alternative endings for the story.

Dramatize

- ▶ Invite students to choose animals from the puppet collection to retell the story from the point of view of different animals.

High-Frequency words

Word Building

- ▶ Provide students with magnetic, plastic, or card letters and have them build the high-frequency words from the story.

Word solving and building

- ▶ Using the target word, 'brother,' discuss the smaller words within that word and how adding other consonants can make new words ('mother,' 'another,' 'smother').

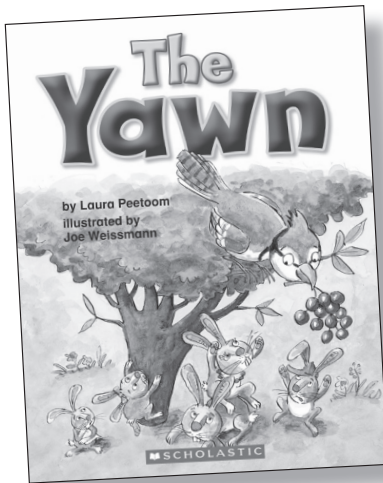
Word solving and building

- ▶ Identify initial consonant clusters in the text (e.g., brother, blue) and ask students to suggest other words that start with those clusters.

Teaching Tip:

After all groups have used this book for Guided Reading or Small-Group Shared Reading, read other stories, such as 'Caps for Sale' or 'The Fox and the Crow,' to the students and then have them compare the stories with a partner.

The Yawn



Written by *Laura Peetoom*

Illustrated by *Joe Weissmann*

Text Type: Fiction: Narrative — Humorous Story

Summary: This story shows how a contagious yawn can lead to a meal.

For more information on Small-Group Shared Reading, see the Toolkit at www.lpey.ca and the Grade One Reading Guide.

Text Features

Visual Literacy

- ▶ illustrations highly supportive of text
- ▶ illustration on last page has no text

Print Concepts

- ▶ repeated language pattern
- ▶ consistent placement of text
- ▶ exclamation mark on back cover

First Reading

Reading Strategies

Comprehension

- ▶ synthesizing

Working with Words

- ▶ use picture cues and first and last letters to read unfamiliar words
- ▶ identifying words that start with the same letter
- ▶ recognizing high-frequency words

Assessment Opportunities

Note each student's ability to:

- ▶ synthesize new information with prior knowledge to create new understanding
- ▶ use picture cues and first and last letters to read unfamiliar words
- ▶ recognize the predictable language pattern
- ▶ track print



BEFORE READING

Predicting/making Connections

Text Features/making connections

Activating and Building Background Knowledge

- ▶ Show students the front cover. Have them carefully analyze the illustration and predict what the story may be about.
- ▶ Have the students look at the title. Frame the first word and ask if any students know what it says (The). If the word is unknown, read it to them.

What do we see on the front cover? Who are these animals? How is each rabbit dressed? What are they wearing that helps us decide who is what family member? What do you think the story is about? What do you think the rabbits want?

The word starts with the letter 'Y' and says 'yawn.' What does yawn mean? When do we yawn? Have you ever yawned when you saw someone else yawning? Why do you think that happens?

ELL Note: Demonstrate what a yawn is. Use actions such as stretching arms, closing eyes, and covering mouth. Ask students why people yawn and ask them to produce quiet and loud yawns.

- ▶ Show students the back cover and read the sentence.

Who is yawning in the picture? How do we know? What is he wearing that tells who he is? How do we read a sentence ending in an exclamation mark? Why? Where do we find the word 'yawn' in this sentence? Does it look like a word on the front cover?

Teaching Tip: Cardboard word windows of various sizes and sliding word frames are quick and easy to use for framing words and revealing a single letter, chunks of words, or whole words to students.

Synthesizing

Setting a Purpose

- ▶ Focus the readers on a comprehension purpose.

Let's read this book together to see how yawning helps the rabbits.



DURING READING

Visual literacy/tracking print

Analyzing

- ▶ Hand out the books so that each child has a copy.
- ▶ As you read the title encourage students to join in with the reading, pointing to the print in their books and tracking print with their fingers.
- ▶ Turn to page 2 and discuss the illustration with the students.

Who is in this picture? What is happening?

Tracking print/word solving and building

- ▶ Model matching each word with your finger and tracking the print.
- ▶ Invite participation in the reading. You may wish to ask students to echo read until they are more familiar with the text. (In each reading, you read the line of text and then students read it with you.)

Put your finger under the first word on page 2. What letter does it start with? Is this a capital B or a small b? Which character's name in the picture starts with the sound of the letter 'b'? Let's read this together. Put your finger under the next word.

Analyzing Analyzing/word solving and building Predicting

Inferring Evaluating

- ▶ Use prompts to point out the special features as you read together:
 - Who do you see in this illustration? What is that character doing?
 - What letter do you think 'father' starts with? Can you find it? What words on this page are the same as on the last page?
 - What do you think Mother Rabbit is going to do when she sees Brother Rabbit yawn?
 - What do you think the rabbit family is thinking as Blue Jay yawns?
 - How do you Blue Jay feels on page 8?
- ▶ Note students' use of analyzing illustrations, tracking print, and identifying the initial sounds for word solving.



AFTER READING

Synthesizing

Analyzing Inferring

- ▶ Provide a prompt related to the purpose set for reading.
- ▶ Expand the discussion. Possible prompts might be:
 - What is the family doing on page 8?
 - How do you think the family felt on page 8?

How did yawning help the rabbits?

Second and Further Readings

Tracking print/print concepts

Inferring/predicting

For rereadings, give each student a copy of the book and choral read the text. Depending on the needs of your students, focus on a balance of the following three areas.

Print Concepts, Tracking, and Book Handling

- ▶ Continue to support the development of print concepts, tracking, and book handling by using your copy of the text to demonstrate and to verbalize key ideas (e.g., tracking a line of print from left to right, turning pages correctly, using picture cues to help identify words and pointing out the capitals at the beginning of the sentence and locating the periods at the end of sentences).

Focusing on Comprehension

- ▶ Invite students to reread the text with a focus on inferring and predicting.

Do you think that this is the first time that they have done this trick? Why do you think so?

- ▶ During reading, pause and offer prompts:
 - How do you think that each of the family members felt on the cover?
 - How did their feelings change on page 8?
 - What did the family learn?

Teaching Tip: You can change the comprehension focus each time you read to help students focus on different ideas. For example, to highlight Evaluating/Self-monitoring you may decide to ask, “Could the rabbit family have done something else to get food? If you were part of the family, what might you do?” For more information, see the Small-Group Shared Reading Teaching Plan Outline in the Toolkit at www.lpey.ca.

High-frequency words

Letter knowledge

Working with Words

- ▶ Focus on word recognition by:
 - framing the high-frequency words with a word mask (‘brother’, ‘sister’, ‘blue’)
 - looking for and/or predicting the initial consonants in the words from the text: ‘B’ (Baby) and (Blue), ‘R’ (Rabbit), ‘M’ (Mother), ‘F’ (Father), ‘S’ (Sister), and ‘y’ (yawns).

We have a couple of words in our story that start with the letter ‘b,’ but it is in capital form. Can you find a word that starts with a capital ‘B?’



Home Links

Provide students with a copy of the take-home text to read chorally with family members. See www.lpey.ca.

Rereadings

- ▶ Provide opportunities for students who are sufficiently comfortable with the text to reread it with a partner. They can take turns tracking print.

Focused Follow-Up

The following activities are optional. Choose those that best meet your students’ needs:

Drawing Your Favourite Character

- ▶ Invite students to draw their favourite character from the story and print the name of the character. Each student can then share his/her drawing with a partner and explain their reasoning.

Puzzling Words

- ▶ Select words from the text. Give clues and have students guess the mystery word.

The word I’m thinking of has four letters, starts with a ‘b’ and ends with a ‘y.’ The word I’m thinking of has six letters and ends with ‘t.’

Evaluating

Word solving and building

Teaching Tip: After all groups have used this book for Guided Reading or Small-Group Shared Reading, read other stories, such as ‘Caps for Sale’ or ‘The Fox and the Crow,’ to the students and then have them compare the stories with a partner.