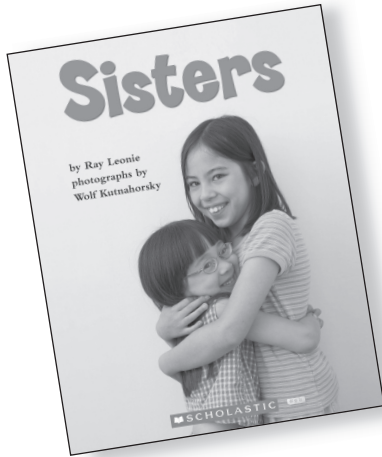


# Sisters



Written by Ray Leonie

Photographs by Wolf Kutnahorsky

**Text Type:** Non-fiction: Description — Personal Account

**Guided Reading Level:** A

**Summary:** This simple text identifies some of the things that these sisters both love.

**Word Count:** 15

**High-frequency Words:** love, we

## Text Supports

- ▶ photographs are highly supportive of text
- ▶ repetitive language pattern
- ▶ consistent placement of text

## Possible Text Challenges

- ▶ some challenging vocabulary

## Reading Strategies

### Comprehension

- ▶ analyzing
- ▶ synthesizing

### Working with Words

- ▶ using high-frequency words to aid in reading
- ▶ using initial letters to confirm word predictions
- ▶ using picture cues to read unfamiliar words

## Assessment Opportunities

Note each student's ability to:

- ▶ analyze text and photos for deeper understanding
- ▶ synthesize
- ▶ use high-frequency words to aid in reading
- ▶ use initial letters to confirm word predictions
- ▶ use picture cues to read unfamiliar words

**Teaching Tip:** When assessing students' learning, make sure you observe them throughout the Guided Reading session and not just at the end.



## BEFORE READING

### Predicting

#### **Activating and Building Prior Knowledge**

Show students the cover of the book, and read the title and the name of the author and the photographer. Say, *What do you think that you will read about in this book?*

### Making connections: text to self

Have students brainstorm and use their own experience to come up with some of the things that siblings might enjoy doing together. Show the back cover and read the sentence. Discuss what this might be telling the reader about the book.

#### **ESL Note:**

Invite students to share who they are close to in their family and the kinds of things they enjoy doing with that person.

### Word solving and building

#### **Overcoming Text Challenges**

Hand out copies of the book. Read the title page with students. Look through the first few pages together and see what clues are in the pictures. Turn to the first page and ask, *What would these sisters say they love?* (Ensure that your question reflects the sentence structure of the text.) Help students to formulate their response in the form of the book's sentence pattern. Ask students what letter they would expect to see at the beginning of the word if the sentence said, *We love horses.* Confirm that the word begins with the anticipated letter. Follow this format for the first few pages until you feel confident that students can use the picture to predict the text or use the initial letter to confirm or change their prediction.

### Analyzing

#### **Setting a Purpose**

Say, *I want you to read this book to find out about the things these sisters do and how they feel about them and each other.*



## DURING READING

Observe and listen to students as they read the text, assisting them with word-solving strategies, vocabulary, punctuation, and comprehension queries. Offer prompts to help students problem solve as they read. For example, *Can you find something in the picture to tell you about the sisters? What word would make sense?*

Note students' successful use of reading strategies and any difficulties they encounter.

If students finish before others have completed the reading, ask them to go back and reread, then share with a partner some of the things the sisters did and how they felt about them.



## AFTER READING

### Analyzing

When all students have finished reading the text, discuss what they learned about these sisters. Say, *What did the sisters enjoy doing together? Were all of the activities the same, or did they do lots of different things? What does that tell you about them?*

## Synthesizing

Ask students to consider the most important thing they learned about the two sisters. Say, *How do you think the sisters felt about one another?*

Point out positive reading strategies you observed during the reading. Ask students to share a reading strategy that they used when they encountered a difficult word. Keeping various strategies in the forefront of their minds will help students recall them and use them when they encounter other texts.



### Home Links

Have students take home a reproducible version of this text. See [www.lpey.ca](http://www.lpey.ca).

## Making connections: text to self

## Rereadings

Provide opportunities for each student to reread the book independently or with a partner.

## Focused Follow-up

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

### ***We Love...***

Ask students to consider someone they know, a family member or a friend, with whom they share an activity or experience that they love. Suggest that students draw themselves sharing one of these “loves” with the other person. They can then write a “We love \_\_\_\_\_” sentence. Encourage students to complete the sentence with a word to describe their drawing. Have them at least try to print the first letter of the word. You might have volunteers help them complete the words. The pages can then be stapled together to form a booklet, and the booklets can be displayed in the classroom.

## Synthesizing

### ***This Book Is About...***

Have students complete the sentence starter on the BLM and draw a picture of something in the book. You might have volunteers help them complete the sentence.

## High-frequency words

### ***Word Building***

Encourage students to build the book's high-frequency words using plastic, magnetic, or card letters.

# This Book Is About...

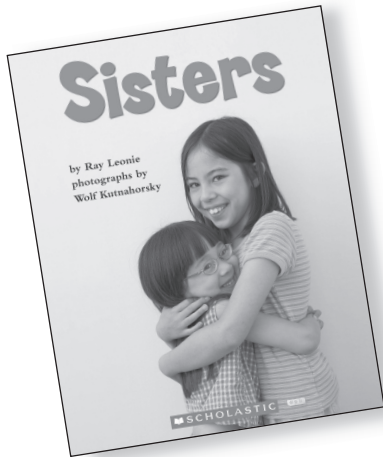
Name: \_\_\_\_\_

This book is about \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Sisters



Written by Ray Leonie

Photographs by Wolf Kutnahorsky

**Text Type:** Non-fiction: Description — Personal Account

**Summary:** This simple text identifies some of the things that these sisters both love.

For more information on Small-Group Shared Reading, see the Reading Guide for kindergarten.

## Text Features

### Print Concepts

- ▶ one three-word sentence on each left-hand page, except for the final page
- ▶ repetitive language pattern

## First Reading

### Reading Strategies

#### Comprehension

- ▶ inferring
- ▶ synthesizing

#### Working with Words

- ▶ tracking print
- ▶ using the first letter to confirm word predictions
- ▶ using picture cues to solve unfamiliar words

### Assessment Opportunities

Note each student's ability to:

- ▶ track print
- ▶ infer characters' feelings from text and pictures
- ▶ synthesize
- ▶ use the first letter to confirm predictions
- ▶ use picture cues to help read unfamiliar words

**Teaching Tip:** When assessing students' learning, make sure you observe and record throughout the session.



## BEFORE READING

### Predicting

#### **Activating and Building Prior Knowledge**

Show students the cover of the book and ask, *Who do you think these two people are?* Take some predictions from the students about the relationship between the two girls. Accept all suggestions. Read the title *Sisters*. Ask students to predict what the book might be about. Then display both the front and the back covers and read the sentence on the back cover. Ask, *What do you think the book might be about?*

### Text features

Read the title and the name of the author and photographer. *The title of this book is Sisters, and the author is Ray Leonie. Wolf Kutnahorsky is the person who took the pictures.*

### Inferring

#### **Setting a Purpose**

Say, *Let's read to find out how these two sisters feel about one another.*



## DURING READING

### Tracking print/ word solving and building

Read the title on the cover. Read through the book, tracking print. Track the phrases, not single words, so that the reading mimics oral language and provides a demonstration to students of how to chunk words. Say, *Let's look at the title page. What are the sisters doing? I am turning to the first page. Let's look at the picture to see what the girls are doing. Let's look at the first word. What letter does it start with? The girl and her sister are doing something together, and when you are playing with another person, what word do you use to talk about the two of you? That's right. You say We.* After you have decoded the word *love*, turn quickly to the rest of the pages and point out "We love" on each page. Say, *That will really help us as we read this book.*

### Building confidence

In order to build confidence in the reading of this highly predictable text, encourage students to join in when they feel they can do so.



## AFTER READING

### Inferring

Ask, *Do you think these two sisters enjoyed doing things together? Why do you think so? (Yes, they always looked happy together.) Did they enjoy one another's company? How many things did they do together? (Yes, they must have enjoyed one another's company because they did so many different things together.)*

#### **ESL Note:**

Invite students to share activities they enjoy doing with a person in their family.

### Synthesizing/infering

Say, *Does the book tell us anywhere how the sisters felt about one another? Can you find any page that tells you that? What makes you think as you do? (Their feelings are not stated anywhere, but the pictures show that they obviously enjoy being together, and the final picture shows that they love one another as they envelop each other in a big hug.)*

# Second and Further Readings

For rereadings of the text, give each student a copy of the book but continue to choral read the text. Support the development of print concepts and tracking behaviours by modelling using your own copy of the book and by assisting individual students when necessary.

For each rereading, we suggest 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 your students.

## Print Concepts, Book Handling, and Text Features

Give students opportunities to develop print concepts and to practise tracking print. Note each student's ability to do one or more of the following:

- ▶ locate particular words on a page (first word, last word, known high-frequency word)
- ▶ match one-to-one on each page
- ▶ track print from left to right
- ▶ turn pages correctly
- ▶ isolate initial sounds

### Text features

Review the title, author, and photographer. Ask students to look for this information on the title page.

### Inferring/synthesizing

## Focusing on Comprehension

Say, *We found that this book had a pattern, didn't we? We knew what words to expect on each page. But what happened when we got to page 12? Right, there were no words. Now that we have read the book, and you know something about the sisters, how could we use the language pattern and what we've learned about the sisters to write a good sentence for this page? How do you think we should start it?* Encourage students to come up with the sentence starter, "We love..." and then say, *What would be the best words to finish this sentence?* Encourage students to come up with *each other* or *one another*. Say, *Good. I bet the author would think that was a great ending! Why do you think the author didn't write that sentence?* (The author has shown how the sisters feel about one another and wants to leave that conclusion up to the reader.)

### High-frequency words

## Working with Words

Two high-frequency words (*We*, *love*) are repeated throughout, so it will benefit students if you concentrate on these words. Have students look for and frame these words throughout the book.

**Teaching Tip:** For framing words, students can use masks or their two index fingers.

## Rereadings

Provide opportunities for each student to reread the book with a partner.



### Home Links

Have students take home a reproducible version of this text to read chorally with family members.

See [www.lpey.ca](http://www.lpey.ca).

High-frequency words

High-frequency words

## Focused Follow-up

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

### ***"We Love" Books***

You may wish to use a digital camera to take photos of activities in the classroom that students enjoy. Have students use these photographs to create a group book about things that they love to do in the classroom. Use the same pattern as the one used in the text. Students may need help writing or completing the sentences. Display the books for others to look at and enjoy.

### ***Brother/Sister Booklets***

Those students who have a sister or a brother may wish to make their own booklets, following the pattern established in the text. They can draw pictures showing the activities they and their brother/sister like to do together. As with the text, have them write no text on the final page. (Students who do not have siblings could make their booklets about a cousin or about a best friend.)

You might have volunteers help them complete the sentences.

### ***High-frequency Words***

Put the high-frequency words *we* and *love* on the Word Wall. Locate each word in the text (each word has now been taught in context), spell the word together, stretch out the word, breaking the individual sounds apart, and spell it.

### ***Word Games***

Invite students to play games with the words *we* and *love*, such as *Snap* or *Concentration* by printing them on word cards, giving them plastic/magnetic letters to form the words independently, or using word masks to find the words in various locations throughout the classroom.