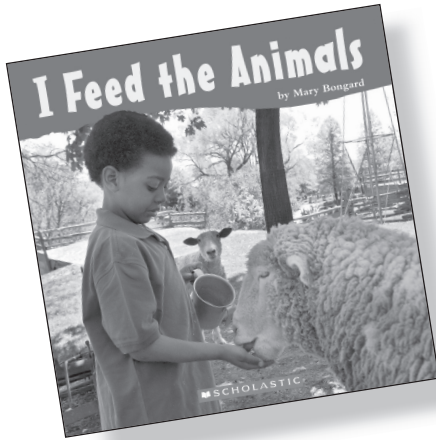


# I Feed the Animals



Written by Mary Bongard

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

**Guided Reading Level:** A

**Summary:** This book shows children feeding different farm animals in their farm habitat.

**Word Count:** 24

**High-frequency Words:** *I, the*

## Text Supports

- ▶ clear, colourful photographs
- ▶ consistent placement of text on left-hand page; photo on right
- ▶ repetitive text pattern
- ▶ high-frequency words: *I, the*

## Possible Text Challenges

- ▶ animal names: *chickens, cows, pigs, horses, sheep*
- ▶ collective noun: *animals*

## Reading Strategies

### Comprehension

- ▶ analyzing
- ▶ making connections: text to self

### Working with Words

- ▶ using picture cues to support word solving
- ▶ tracking print and using print concepts (e.g., turning to first page, starting at the first word on the page, pointing to the left page before the right)
- ▶ using a known high-frequency word to support tracking

## Assessment Opportunities

Observe each student's ability to:

- ▶ analyze
- ▶ make personal connections with their own experiences of feeding animals
- ▶ track print and match one-to-one
- ▶ use a known high-frequency word to check on their tracking
- ▶ check pictures for cues to support word solving
- ▶ begin using known initial consonants to solve words



## BEFORE READING

### Text features/analyzing

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

Hold up a copy of the book and read the front and back cover information including the author's name. Ask, *What information have the author and photographer given us already to help us understand the title?* Look at the back and then front covers drawing out photograph details. Ask, *What farm animals are the girls feeding in the photographs on the back cover? What animal is the boy feeding on the front? What information in the photographs helps us to know the animals are on a farm?* Ask students to name some farm animals they know. Record their ideas on the chalkboard.

### Word solving and building

#### **Overcoming Text Challenges**

Give each student a copy of the book. Turn to the title page and read it together. Model matching one to one. Have students turn to pages 2–3. Ask, *What animals can we see here? That's right. These are chickens. Chickens starts with the letter "c." It's combined with the next letter to make a "ch" sound. Find and frame the word chickens on your page. Say the word with me—chickens.* Page through the book using a similar dialogue to ensure students are familiar with the animals featured in the book.

**ESL Note:** Have labelled pictures of farm animals available. Students can practise saying the animal names.

**Teaching Tip:** Leave one animal name for reading work. Think about the letters students know, and choose an animal name for reading work that has a known letter as the initial consonant (e.g., "p" for *pigs*).

Have students look at the first few pages of the book and ask them what pattern they see on each page. Point out that knowing this pattern will help them to read the book.

### Word solving and building

Have students return to page 2 and put their finger under the first word. Say, *You know that word. You are ready to read the book. Remember that the photographs help you solve tricky words. Check the photograph on each page before you begin to read.*

#### **Setting a Purpose**

### Analyzing

Say, *Let's read the book and see which farm animals the children feed.*



## DURING READING

Observe and listen as students read independently. Allow them to read at their own pace. Observe and listen to students as they read the text, noting their use of print concepts and reading strategies and prompting them as needed.

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

If students finish before the others have completed the reading, ask them to go back and reread, then share with a partner which animal is their favourite and why.

**Teaching Tip:** It is important to jot note your observations on a Group Monitoring sheet for later analysis and reflection.



## AFTER READING

### Analyzing

Ask, *What animals did the children feed?* Discuss with the class what clues the photographs provide about the food the animals were being fed and their different farm habitats. For example, turn to page 5 and ask, *What do you think the little girl put in the trough for the pigs to eat? What do pigs like in their farm habitat/pen?* Encourage careful analysis of the photographs.

### Making connections: text to self

Ask, *Can you find the photographs that show children feeding animals from their own hands? How do you think that feels? Have you ever done that? Would you like to do it? What do you think you would need to do before feeding an animal this way?* (Encourage a discussion about the fact that before getting close to any animal's mouth, it's wise to observe safety precautions and ask someone who knows the animal whether it is friendly and if it's likely to bite.)

### Word solving and building

Based on your observations, review the challenges. For example, revisit the words *chicken* and *sheep*, or other words that were challenging for students. Ask what strategies they used to figure these out. Praise the observed reading behaviours of good readers. For example, say, *I saw you checking the photographs before you started reading each page. That's what good readers do.*

## 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.

### **Model Animals**

Students can create their favourite farm animal from the book out of modelling clay. Provide a piece of tag board for students to display and label their animal: e.g., pig by \_\_\_\_\_. Provide the book for reference.

### **My Farm Animal**

Students can draw their favourite farm animal in its habitat. Encourage them to include details to show what their animal eats and likes. Have students use the BLM to make a booklet with a front cover on which they print their name as the author and illustrator. Students cut out the sections of the BLM and staple them together to form a booklet. Provide the text for reference.

### **Word Hunt**

Tell students they are going on a hunt in the classroom looking for words and objects that start with "a" like *animals*. Remind them they can record words they find as they read today, too.

### Analyzing

### Letter knowledge



### 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

# My Farm Animal

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

by \_\_\_\_\_ .



I feed the \_\_\_\_\_ .



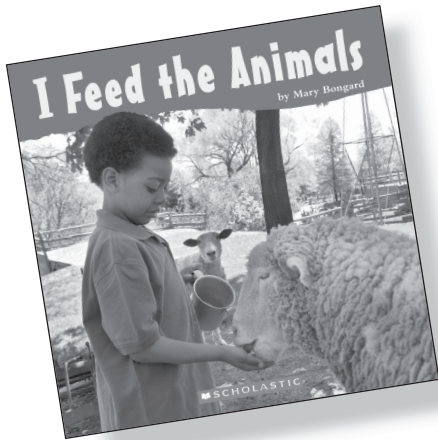
\_\_\_\_\_ like \_\_\_\_\_ .

# I Feed the Animals

Written by Mary Bongard

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

**Summary:** This book shows children feeding different farm animals in their farm habitat.



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

## Text Features

### Print Concepts

- ▶ repetitive language patterns
- ▶ consistent placement of text and photos

## First Reading

### Reading Strategies

#### Comprehension

- ▶ analyzing
- ▶ making connections: text to self

#### Working with Words

- ▶ using picture cues to support word solving
- ▶ using a known high-frequency word to support tracking

### Assessment Opportunities

Note each student's ability to:

- ▶ analyze
- ▶ make text-to-self connections
- ▶ track print and match one to one
- ▶ turn pages appropriately
- ▶ check pictures for cues to support word solving



## BEFORE READING

### Making connections: text to self

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

Show students the book. Read the title and the author's name, then read the sentence on the back cover and say, *We're going to find out about some farm animals that some children feed.* Then say, *How many of you have fed animals? Did you feed the animals on a farm? Where else have you fed animals?* Provide time for discussion if students have experiences to share. You can model by providing an experience of your own.

### Analyzing

With students, analyze details of what is happening in the photograph on the back cover. Prompt students by saying for example, *I can see a baby cow.* Ask, *What is the little girl feeding the cow?* Say, *That's right, she is feeding the cow milk.*

#### **ESL Note:**

Have a discussion about farms, including the fact that the animals are domesticated and depend on people for food.

### Predicting

Students can predict which farm animals they will see in the book. Record their predictions on the chalkboard.

#### **Setting a Purpose**

### Analyzing

Say, *Let's read the book to find out which farm animals the children feed.*



## DURING READING

### Tracking print/ word solving and building

Read the title again. Turn to the title page and say, *Let's read the title page together.* Model matching one to one and tracking the print. Say, *I am turning to the first page now. What do we see in this photograph? That's right, there are chickens. I am ready to read this page.* Read the book matching one to one. Pause on a page or two and have students help you analyze the photograph to problem solve the noun on the page. For example, on page 5 ask, *Which animal is the girl feeding now?* Encourage students to check the photograph to help them solve the word.

### Building confidence

Invite students to join in when the pattern has been repeated a couple of times.

### Language predictability

Pause at challenging vocabulary and ask questions to explore meaning.



## AFTER READING

### Analyzing

Ask, *What animals did the students feed?* Go back to the list of predicted farm animals and circle correct predictions. Praise their thinking and the number of farm animals they know.

### Making connections: text to self

Ask students to share with a partner an experience they've had feeding animals or visiting a farm (remind them that feeding ducks qualifies as feeding animals). Provide time for some students to share with the whole group.

# Second and Further Readings

For further readings 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:

- ▶ match one to one
- ▶ track print left to right
- ▶ use picture cues/information to problem solve words
- ▶ turn pages correctly
- ▶ locate a particular word on the page (e.g., first word, last word, a high-frequency word)

### Text features

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

### Print concepts

Point out the periods on each page. Discuss their function.

### Analyzing

Ask, *What did the photographs tell you about how farm animals are fed and where they live?*

### Making connections: text to self

Ask, *Who has been to a farm? What can you tell us about your farm visit? What animals did you see? Did you feed any of the animals? What was that like?*

### Making connections: text to self

Ask, *Does this book remind you of something? Say, I have a dog at home. Every morning and evening I need to feed my dog. I feed her dog food. I give her dog treats, too.* Ask, *Who else has a pet? What kind of pet do you have? What do you feed your pet? How often does your pet need food? Does your pet live in a special place?* Provide an opportunity for students to expand on their animal-feeding experiences: a pet's insistence on a specific feeding routine, special food, or special dishes; any funny or not-so-pleasant events connected with a pet's feeding. Encourage discussion of the best ways to feed pets, e.g., why should pets not be fed from the table? Encourage students to discuss any experiences at the zoo with animals that visitors are allowed to feed. Discuss reasons why many zoo animals should not be fed by visitors.

## High-frequency words

## Working with Words

Ask students to look for and frame high-frequency words: *I, the.*

## Letter knowledge

Students can look for and/or predict the initial consonants/clusters featured in the book: “f,” “c,” “p,” “h,” “s,” “sh,” “ch.”

### Teaching Tip:

After isolated letter/word activities, go back and reread the letter/word in context.

## Language predictability

After a few readings, cover the animal names beyond page 3 with a sticky note. As a group, reread the text using only your copy. Pause to allow students to fill in the covered word on each of the remaining pages. Praise their use of picture clues to solve the tricky word. Students can be asked to predict the initial letter. Reveal only the initial letter first and praise their predictions before revealing the rest of the word. Say, *Good for you. You knew the word pigs made sense and sounded right, and that it starts with a letter “p.”*



### 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).

## Making connections: text to world and text to self

## Rereadings

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

## Focused Follow-up

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

### Group Book

Students can draw a picture and complete the sentence starter “I feed the \_\_\_\_\_.” They can base this on pets they feed at home or at school, etc. Completed pages can be made into a group book.

### Building Sentences

Use white card stock to prepare a set of word cards featuring the names of all the animals in the book. Prepare word cards of a different colour for the sentence, “I feed the \_\_\_\_\_.” Place the sentence word cards in a pocket chart and build one of the book sentences with students to model the procedure. Remind them that a sentence needs a period at the end. Invite students to build other sentences from the book. Provide the book for reference.

### Word Building

Use the rime “igs” or “eep” to build rhyming words with students: (e.g., *wigs, figs, rigs, jigs, digs; beep, deep, jeep, peep, sleep, weep, sweep, steep, creep*).

## Word solving and building

### Teaching Tip:

While some students will identify rhyming words because they sound alike, others will identify rhyming words because they look alike. The change-a-letter (onset) rhyming technique builds confidence and helps young readers tackle words in a playful way.