

Making Things

Written by Barbara Hill



Word Count: 31
High-frequency Words: *a, can, I*

Text Type: Non-fiction: Description — Account
Guided Reading Level: A

Summary: This book shows different things children can make independently.

Text Supports

- ▶ clear, colourful photographs support the text
- ▶ consistent placement of text
- ▶ repetitive text pattern
- ▶ high-frequency words: *I, can, a*

Possible Text Challenges

- ▶ specific vocabulary
- ▶ collective noun: *things*

Reading Strategies

Comprehension

- ▶ analyzing
- ▶ making connections: text to self

Working with Words

- ▶ 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 (e.g., *a, can, I*) to support tracking
- ▶ using picture cues to support word solving

Assessment Opportunities

Note each student's ability to:

- ▶ track print and match one-to-one
- ▶ use a known high-frequency word to support tracking
- ▶ analyze picture details to discover what different things the children made and the materials they used
- ▶ make text-to-self connections
- ▶ check pictures for cues to support word solving

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



BEFORE READING

Making connections: text to self

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. Keeping the back cover visible ask, *What is the boy making? What do you think he is using to make his picture?* Allow time for students to reveal their thinking. Turn to the front cover and discuss what the girl is making. Ask, *Have you ever made anything like this? What did you use? Do you think the materials this girl is using are the right ones for the job?*

Predicting

Engage students in a conversation predicting other things the children in the book might make and some of the materials they would need. A list can be made on the chalkboard as a visual reminder for After Reading.

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. Say, *The title tells us that this book is about making things. What are two things you already know about that the children in this book are making? Let's do a picture walk through the book and see if we can name some other "things" before we start to read.* Students do not need to name all of the items in the book, but as they name some, list them on the chalkboard under the heading "Things."

Have them turn to page 9. Ask, *What is the boy making? That's right. He is making a shadow. Shadow starts with the letter "s" (or the cluster "sh"). Find and frame the word on your page. Say the word with me—shadow.*

ESL Note:

Invite students to share or demonstrate things they make in their native countries and the materials they use.

Teaching Tip:

If students are unfamiliar with other items shown in the book, use a similar procedure to ensure they know the noun on most pages. Remember to leave one or two more familiar ones for reading work.

Analyzing

Setting a Purpose

Say, *Let's read the book to see what the words and pictures tell us about other things the children can make.*



DURING READING

Have students turn 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 pictures help you solve tricky words. Check each picture before you begin to read.*

Observe and listen as students read independently. Allow them to read at their own pace. Note their use of print concepts and reading strategies and prompt them as needed. For example, *Can you take a word apart to help you solve it? Does the picture help you solve the word?* Note students' successful use of the 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 other things the children made and the materials they used.



AFTER READING

Predicting/analyzing

Say, *Let's think about our predictions about what the children would make in this book. Were we right?* Appropriately praise their correct predictions. Have students turn to a few select pages, e.g., pages 2 and 8. Guide the conversation by prompting, e.g., *What is the girl using for the snowman's nose? What do you think she used for buttons?* On page 9, they will need to infer what the light source might be, or they can suggest possible light sources.

Making connections: text to self

Ask, *Which of the things in this book have you made? Did you use the same or different materials?*

Word solving and building

Based on your observations, review the challenges. For example, revisit the words *tower*, *shadow*, and *sandcastle*, or other words that were challenging for students. Ask what strategies they used to figure these out.

Model positive reading strategies you observed during the lesson, e.g., *I saw you checking the pictures before you started reading each page.*

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.

I Can Make

Provide students with a copy of the BLM and have them draw pictures to show the things they can make. Encourage students to complete the sentence frames. Encourage them to stretch out a tricky word and record the sounds they can hear. Provide the book for reference.

Shadow Centre

Provide a light source facing a wall or piece of large white paper so that students can experience making a shadow with their hands and fingers. An overhead projector facing the wall or a large flashlight works well. Provide the book as a reference, and encourage students to find the page in the book with the shadow. Have them examine the photo carefully and try making the same shadow as the child in the photograph first. They can then go on to make shadows of their own and let their friends guess what they are making.

Word Building

Provide students with magnetic, plastic letters, or letter cards. Ask students to build words that rhyme with *make*, e.g., *bake, take, wake, rake, fake, snake, lake*. Encourage students to write the words they make.



Home Links

Have students take home a reproducible version of this text. See www.lpey.ca.

Making connections: text to self

Analyzing

Word solving and building

I Can Make

Name: _____

I can make a _____.	I can make a _____.

Making Things

Written by Barbara Hill

Text Type: Non-fiction: Description — Account

Summary: This book shows different things children can make independently.



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

Text Features

Print Concepts

- ▶ clear, colourful photographs support the text
- ▶ consistent placement of text
- ▶ repetitive language pattern
- ▶ high-frequency words (*I, can, a*)

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 (*I, can, a*) to support tracking
- ▶ using a known first letter to predict words

Assessment Opportunities

Note each student's ability to:

- ▶ track print and match one-to-one
- ▶ turn pages appropriately
- ▶ analyze picture details to discover what different things children made and the materials they used
- ▶ make text-to-self connections
- ▶ check pictures for cues to support word solving



BEFORE READING

Making connections: text to self

Activating and Building Prior Knowledge

Show the book to students. Read the title and author's name. Ask, *What is the girl in this picture doing? How do you know? Have you ever done anything like this?* Turn to the back cover. Ask, *What is the boy making? That's right. He is making a picture.* Turn back to the front cover and say, *This book is called Making Things.* Read the text on the back cover. Ask, *What kinds of things can you make all by yourself?* Provide time for students to share their experiences.

Teaching Tip:

Students can be asked to predict what letter some of the objects begin with. For example, ask, *What letter would you expect to see at the beginning of picture?* Praise their predictions. Select only the letter(s) most students know and understand.

Predicting

Have students predict other things the children in the book might make and some of the materials they would need. Their predictions can be recorded on the chalkboard for visual reference for After Reading.

ESL Note:

Invite students to share or demonstrate things they make in their native countries and the materials they use.

Analyzing

Setting a Purpose

Say, *Let's read the book to see what the words and pictures tell us about other things the children can make.*



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 picture? That's right, there is a girl making a snowman. 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 picture to problem solve the noun on the page. For example on page 7, ask, *What is the girl making?* Pause briefly to see if anyone notices that the picture is the same as the front cover. Praise the way students checked the picture 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, e.g., *tower, shadow, sandcastle.*



AFTER READING

Predicting/analyzing

Ask, *What other things did the children make all by themselves?* If a list was made in the Before Reading, go back to the list and circle the correct predictions. Praise their thinking. Allow time for spontaneous discussion related to the activities that the children in the book are enjoying.

**Making connections:
text to self**

Ask students to share with a partner something they can make (or have made) all alone. Provide time for some students to share with the whole group.

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:

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

Print concepts

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

Analyzing

Focusing on Comprehension

Encourage students to analyze picture details to discover what materials were needed for each item made. You might have pairs select a picture of something they would like to make. Ask them to check the picture to see what materials are being used. Say, *Have you ever made something like this? What materials did you use?*

**Making connections:
text to self**

Continue to allow opportunities for students to make personal connections. Invite them to relate their own experiences, e.g., what they can make, trips to a special place where they made something themselves (daycare, craft class, beach). Ask, *Which project did you like the best? What materials did you use? What was special about it? Did you ever work on a project you didn't enjoy? Why didn't you enjoy it?*

High-frequency words

Working with Words

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

Letter knowledge

Students can look for and/or predict the initial consonants/cluster featured in the book: "m," "s," "p," "t," "h," "f," "sh."

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



Home Links

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

See www.lpey.ca.

Analyzing

Making connections: text to self

Word solving and building

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.

Writing a Procedure

As a group, select one of the items made in the book. Look closely at the picture depicting the item. Discuss with students how the item is made. Together, write a materials list and a procedure for making the chosen item.

Look at What I've Made!

Encourage students to bring to school things that they have made at home, at daycare, or elsewhere. Have them show what they made, tell why they decided to make it, what materials they used, and how they might change it if they were to make it again.

Rhyming Words

Model using the rime "ake" to build rhyming words (e.g., *bake, take, sake, rake, fake, snake, lake, wake, quake*). Provide magnetic letters, letter tiles, or cards at the Literacy Centre for additional practice in making and breaking words independently or in pairs.