

All By Myself



Written by Barbara Hill

Photographs by Lorne Chapman

Text Type: Non-fiction: Description — Personal Account

Guided Reading Level: B

Summary: Sheldon tells us about all of the everyday activities that he's learned how to accomplish independently. He can brush his teeth, tie his shoelaces, brush his hair, button his shirt, write his name, and read a book.

Word Count: 48

High-frequency Words:

can, I, my

Text Features

Visual Literacy

- ▶ environmental print

Text Supports

- ▶ repeated language pattern on every page, i.e., "I can _(activity)_ my _(item)_ all by myself."
- ▶ photographic support for the action words (e.g., *brush*) and noun (e.g., *shoes*), which aids word recognition and comprehension

Possible Text Challenges

- ▶ the words *brush, teeth, tie, shoes, hair, button, shirt, write, name, read,* and *book*
- ▶ environmental print on page 11 (SHELDON) and page 12 (*Making Things*, by Barbara Hill)
- ▶ the text placement changes on page 12 (text appears below the photo)

Reading Strategies

Comprehension

- ▶ making connections: text to self
- ▶ predicting

Working with Words

- ▶ word solving and building: using photographs and beginning sounds to aid word recognition

Assessment Opportunities

Note each student's ability to:

- ▶ use the predictable language pattern
- ▶ use picture cues to predict words and support comprehension
- ▶ use self-correcting behaviours
- ▶ use initial letters/sounds to aid word recognition
- ▶ recognize high-frequency words
- ▶ make connections: text to self



BEFORE READING

Predicting

Activating and Building Prior Knowledge

Show students the front cover of the book, and read the title and the names of the author and photographer. Show the back cover, read the text, and invite students to generate a list of all of the things they think Sheldon can do by himself. Chart the predictions for students to confirm or change later.

Word solving and building

Overcoming Text Challenges

Hand each student a copy of the book. Check that they all locate the first word on page 2 and are ready to read. Choral read page 2 with them and point out that the words “I can (do something) all by myself” will be on every page they read; it’s only the activity that will be different.

Ask students what letter they’d expect to find at the beginning of *brush*, then *teeth*. Invite them to check their responses with the text. Remind them that photographs can also provide clues to help them figure out words they’re not sure of.

Making connections: text to self

Setting a Purpose

Direct students to read the whole book to themselves to find out all of the things Sheldon can do by himself. Say, *When you finish reading, take another look at the things he can do and be ready to tell which ones you can do.*

ESL Note:

Make available pictures of actions students may be able to do. During discussion, early ESL learners can point to or hold up pictures of things they do (e.g., set the table, ride a bicycle, tidy room).



DURING READING

As you listen to students read, observe print tracking progress (e.g., Are student’s eyes sweeping under the line of print as the text is verbalized?) and word recognition strategies (e.g., Are they using picture cues? initial letter sounds/letters?) Offer prompts and positive reinforcement as needed. Note any difficulties encountered and the use of effective reading strategies to overcome them.

Teaching Tip:

Keep track of your observations on each student’s Behaviours and Strategies Record Sheets in the Reading Guide. Alternate the students you hear read during first or second readings, to ensure that all students are heard during the first reading at least once across Level B readings.

Ask early finishers to reread the book independently or with a partner.



AFTER READING

Predicting

Ask students to talk about all of the things that Sheldon can do by himself. Refer back to the chart of predictions offered before reading began, and invite students to place a check mark against all of the predictions that matched Sheldon’s actions in the text.

Analyzing/making connections: text to self



Home Links

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

Making connections: text to self

Evaluating

High-frequency words

Language predictability

Review any challenges observed (e.g., *write*, with its silent “w” for the beginning letter). Mention effective reading strategies observed as you heard students read.

Ask students to find page 1, and to describe what activity Sheldon is doing. Invite them to generate a sentence about the photo, using the language pattern from the book, for example, “I can blow my nose all by myself.” Print the sentence on the board and ask students to read it orally. Invite students to discuss with a partner which things they can do by themselves.

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.

Writing/Drawing

Refer to the chart of predictions generated before reading. Ask students to choose one of the actions that wasn’t in the book. Have them draw a picture and write a matching sentence, for example, “I can wash my face all by myself.”

Discussion

Ask students to discuss, in pairs, the kinds of things older siblings or students can do all by themselves (e.g., play soccer, swim a length at the pool). Invite them to share their thoughts with the group.

Word Building

Ask students to build some of the book’s high-frequency words (e.g., *I*, *can*, and *my*) or possible challenge words (e.g., *brush*, *tie*, and *button*) using magnetic, plastic, or card letters. Students can refer back to the text as needed.

Building Sentences

Provide copies of the BLM and ask students to cut along the dotted lines. Have them rebuild the sentence on each page of the book, placing their word clusters under the text, and reread the sentence they’ve built.

Teaching Tip : Have students store their word clusters in envelopes labelled with their names and the book title for future use.

Building Sentences

Name: _____

I can



all by myself.



brush my teeth



tie my shoelaces



brush my hair



button my shirt



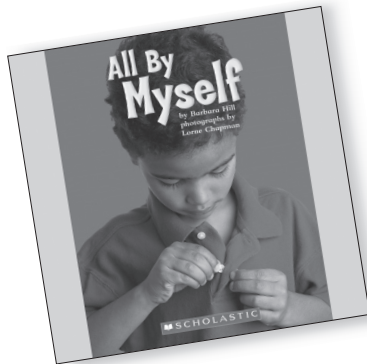
write my name



read my book



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Summary: Sheldon tells us about all of the everyday activities that he's learned how to accomplish independently. He can brush his teeth, tie his shoelaces, brush his hair, button his shirt, write his name, and read a book.

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

Text Features

Visual Literacy

- ▶ environmental print on page 11 (SHELDON) and page 12 (*Making Things*, by Barbara Hill)

Print Concepts

- ▶ the text appears to the left of the photos throughout most of the book but beneath the photo on page 12

First Reading

Reading Strategies

Comprehension

- ▶ making connections: text to self
- ▶ inferring

Working with Words

- ▶ attending to print (words, spaces between words, tracking across lines)

Assessment Opportunities

Note each student's ability to:

- ▶ join in with the predictable language pattern
- ▶ predict content based on the front and back covers
- ▶ use photo cues to aid word recognition
- ▶ make connections with the theme of independence



BEFORE READING

Text features

Activating and Building Prior Knowledge

Hold up your copy of the book so that everyone in the group can see it. Point with your finger as required. Read the title and names of the author and photographer, using prompts to elicit the concepts that authors write and photographers provide the pictures.

Making connections:
text to self

Look at the photo on the front cover and ask, *Can you button your shirt/blouse/jacket? Which is the hardest to button? Why is that? Do you start at the top or at the bottom? Which way is the easiest?*

Predicting

Look at the photo on the back cover, read the blurb and say, *We know that the boy can button his shirt. What other things do you think the boy can do all by himself?* Jot students' ideas on a chart.

Setting a Purpose

Making connections:
text to self

Say, *As we read this book, I'd like you to think about all of the things this boy can do by himself. When we finish reading, take another look at the things he can do and tell us which ones you can do.*

ESL Note: Make available pictures of actions students may be able to do. During discussion, early ESL learners can point to or hold up pictures of things they do (e.g., set the table, ride a bicycle, tidy room).



DURING READING

Tracking print

As you get ready to read, model: *Let's start on the first page, and* (pointing) *here's the first word.* Start reading and invite students to join in. Track the print with your finger.

Building confidence

Pause after reading page 4 to point out and discuss the repeated language pattern. Say, *Did you notice that the words are almost the same on both pages? I can ___ my ___ all by myself. Which words are different? Yes, "brush my teeth" on the first page, and "tie my shoes" on the next page.* Help students to recognize that the only words that are different are the ones that tell us what he can do.

Continue reading, pausing to talk about the photographs and encouraging students to notice details like the environmental print on pages 11 and 12.

Print concept

Point out the position of the print on page 12 to support students' attention to changes in text placement on the page.



AFTER READING

Making connections:
text to self

Say, *Let's talk about the things Sheldon can do all by himself. As we do that, we'll put a check mark next to all the things he can do. We'll add the ones that we didn't think of to our chart and check those off, too.*

Encourage students to think of other things that they can do all by themselves and add these actions to the chart.

ESL Note: Have students show or pantomime the things Sheldon can do (e.g., *button, tie*) when they volunteer answers. The rest of the group can then mimic the same action.

Inferring

Turn to page 3 and ask students why they think Sheldon has a big smile in the photo.

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 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 your students.

Print Concepts, Book Handling, and Text Features

Text features

Review the position and meaning of title and author.

Print concepts

Review the possibility that print position can change on different pages in a book.

Print concepts

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

- ▶ locate particular words on a page (first word, last word)
- ▶ match one-to-one on each page
- ▶ track print from left to right
- ▶ move from left pages to right pages
- ▶ turn pages correctly
- ▶ frame and count the words on a page (to reinforce the concept of a word)

Prompt students as required before, during, or after the reading.

Focusing on Comprehension

Analyzing

Invite students to explore details in the photos, for example, the book in the photo on page 12.

Working with Words

Letter knowledge

Find all of the words that start with the letter “b” (e.g., *brush*, *button*, and *book*).

Phonological and phonemic awareness

Generate words that rhyme with key words in the text, for example, *book* (look, hook), *name* (game, same).

Letter knowledge

Locate words by their beginning letter/sound. Ask students, *What letter do you think is at the beginning of the word teeth? What sound does that letter make? Find another word in the book that starts with the same letter (tie).*

Teaching Tip:

Always finalize isolated word activities with a rereading of the words in context.



Home Links

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

**Making connections:
text to self**

Evaluating

High-frequency words

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.

Action Word Drawing

Refer back to the predictions generated before reading. Ask students to choose one of the actions that wasn't in the book. Have them draw a picture and write a matching sentence for that action, e.g., "I can wash my face all by myself."

Discussion

Move beyond the text-to-self focus, and ask students to discuss, in pairs, the kinds of things older siblings or students can do all by themselves, (e.g., play soccer, swim a length of the pool). Invite them to share their thoughts with the group and chart them for future small group and independent reading.

Word Building

Ask students to build some of the book's high-frequency or possible challenge words (e.g., *brush*, *tie*, and *button*) using magnetic, plastic, or card letters. They can refer back to the text as needed.