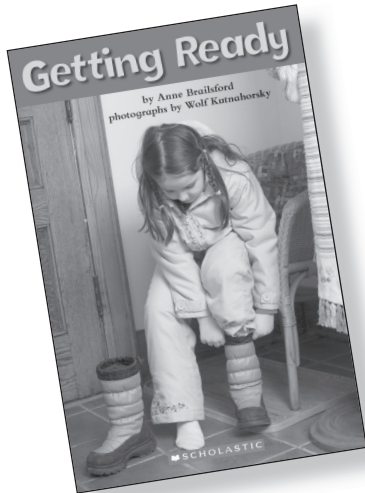


Getting Ready

Written by Anne Brailsford

Photographs by Wolf Kutnahorsky



Text Type: Non-fiction: Retell — Personal Account

Guided Reading Level: B

Summary: Getting ready to go outside in the winter is a lot of work. This simple text demonstrates the steps involved.

Word Count: 33

High-frequency Words: *I, my, on*

Text Supports

- ▶ repetitive language pattern on pages 2, 3, 4, 5, 6, and 7
- ▶ photographs are highly supportive of text
- ▶ consistent placement of text

Possible Text Challenges

- ▶ the words: *snow pants, jacket, boots, hat, scarf, and mittens*
- ▶ change in language pattern on last page
- ▶ exclamation mark

Reading Strategies

Comprehension

- ▶ inferring
- ▶ sequencing

Working with Words

- ▶ using photographs to predict unfamiliar words
- ▶ using beginning sounds to read unfamiliar words

Assessment Opportunities

Note each student's ability to:

- ▶ make inferences using the photographs
- ▶ arrange sentence strips from the story in sequence
- ▶ solve unfamiliar words by using photograph cues and/or beginning sounds

Teaching Tip: When assessing students' learning, make sure you observe *how* they process the text and not just whether they read accurately.



BEFORE READING

Text features/predicting

Activating and Building Prior Knowledge

Show students the cover of the book and read aloud the title, the author, and the photographer. Ask, *What do you think this book is about? What do you think the girl is getting ready to do?* Show students the photograph on the back cover and read the accompanying text. Confirm or modify predictions accordingly.

Making connections: text to self

Have students share with a partner what they do to get ready to go outside. Ask them to use the following sentence frame: "I put on my ____." Then have them consider how the weather affects their behaviour. Ask, *What do you do to get ready to go outside in the winter? What do you do to get ready to go outside in the summer? How is it different?*

ESL Note:

Have available all of the articles of clothing mentioned in the text. Hold up each item and review its name. You could invite students to identify the beginning sound and letter for each name.

Word solving and building

Overcoming Text Challenges

Turn to pages 2 and 3. Model using photograph cues and beginning sounds to predict unfamiliar words. Ask, *What do these photographs show the girl doing?* Cover the text and ask, *What would the girl say she is doing to get ready to go outside?* If students respond in the third person, prompt them again by saying, *What would the girl say? That's right! She would say "I put on my ____."* Use a pointer to draw students' attention to the words.

Ask, *What is the girl putting on in this photograph? (snow pants) What sound do you hear at the beginning of snow? What letter makes this sound?* Have students check to see if the word *snow* on the page begins with the letter "s." Remind students to use this strategy to check their word predictions as they read the text.

Point out the repeated language pattern in the text. Say, *Did you notice that the words are almost the same on both pages? Which words are the same? Which words are different?* Look for students to identify the repetitive language pattern: "I put on my ____."

Print concepts/infering

Make students aware of the change in the language pattern on page 8. Ask students to look at the photograph and describe what they see. Say, *Yes, in this photograph the girl is outside in her outdoor winter clothes. She looks a bit surprised. Why do you think she looks surprised? What do you think she expected when she went outside? What do you think she might say?* Read the text together, and note the exclamation mark and its purpose. (to denote surprise, emphasis)

Infering

Setting a Purpose

Let's read the book to find out why the girl got ready to go outside.



DURING READING

Ask students to begin reading aloud independently, starting with the cover. Observe and listen to students as they read the text at their own pace, assisting them with word solving strategies, vocabulary, punctuation, and comprehension queries. Offer prompts to help students problem solve as they read.

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

If some students finish before the others have completed the reading, ask them to go back and reread, then share with a partner what they find difficult about getting ready to go outside.



AFTER READING

Inferring

When all students have finished reading the text, discuss the ending. Ask, *What was the girl probably going to do? What can she do now? How do you think the girl feels? Do you think the girl thought there was snow outside? What clues tell you what she thought? What do you think happened to the snow?*

Sequencing

Make available all of the articles of clothing mentioned in the text. Print the words from the text onto sentence strips. Display the strips in the wrong sequence. As each sentence is read, have one student demonstrate the action. Discuss the problems with the sequence and work together to arrange the sentences in the same sequence as was found in the text.

Word solving and building

Select some of the words that were challenging for students and ask them what strategies they used to work these out, referring to the text if the strategy involved visual cues. Point out positive reading strategies you observed during the reading. For example, *I noticed Joseph read the word coat instead of jacket but then he checked the first letter in jacket and changed his prediction. That's what good readers do.*



Home Links

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

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.

Getting Ready

Sequencing

Provide students with copies of the BLM. Ask them to complete each sentence frame: "I put on my _____." using the words from the story. Point out to them that these words appear at the top of the BLM. Encourage students to complete the sentences in the same order as they appear in the story. Afterwards, students can draw a picture of each piece of clothing above the completed sentence.

Tell the Tale

Sequencing

Make and cut out the articles of clothing mentioned in the story using cloth, felt, or paper. Have students draw a picture of the girl in the story, cut it out, and glue it onto a craft stick to make a puppet. In pairs, have students manipulate their puppets and the articles of clothing to retell the story to each other. Encourage students to use the sentence frame from the story: "I put on my _____."

Word Search

Letter knowledge

Ask students to look for words in the text that begin with the consonant "s" (*snow pants, scarf*), "j" (*jacket*), "b" (*boots*), "h" (*hat*), and "m" (*mittens*).

Getting Ready

Name: _____

mittens

hat

boots

jacket

snow pants

scarf

I put on my _____.

I put on my _____.

I put on my _____.

I put on my _____.

I put on my _____.

I put on my _____.

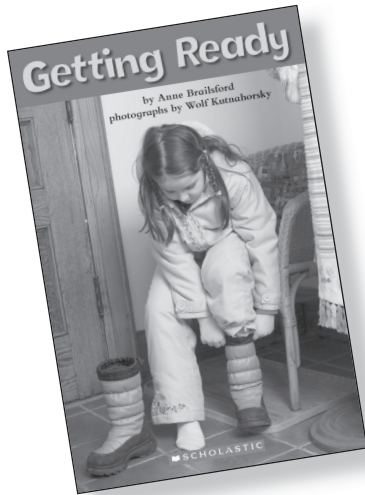
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For more information on Small-Group Shared Reading, see the Reading Guide for kindergarten.

Text Features

Print Concepts

- ▶ consistent placement of text
- ▶ repetitive language pattern

First Reading

Reading Strategies

Comprehension

- ▶ making connections: comparing
- ▶ inferring

Working with Words

- ▶ using photographs to predict unfamiliar words
- ▶ attending to print (title, first page, first word on page)

Assessment Opportunities

Note each student's ability to:

- ▶ participate by joining in with the reading
- ▶ make comparisons between self and main character
- ▶ make inferences about ending
- ▶ check photographs for cues to predict unfamiliar words
- ▶ track print



BEFORE READING

Text features/predicting

Activating and Building Prior Knowledge

Show students the cover of the book, and point to the corresponding places on the cover as you say, *This book is written by Anne Brailsford. The photographs in the book were taken by Wolf Kutnahorsky. What does this photograph tell you the book might be about?*

Point to the title and say, *Here is the title of the book. It is called Getting Ready. What do you think this girl is getting ready for?* Give students an opportunity to respond. Show students the back cover and say, *Here is another photograph of the girl. Where do you think she is going?* Give students an opportunity to respond then read the accompanying text.

Inferring

Direct students' attention to the photograph on the front cover of the book. Ask, *What time of year do you think it is? What clues tell you that it is winter? How do you know it is not summer?*

Making connections: text to self

Ask students, *What do you do to get ready to go outside in winter?* List responses on chart paper or on the chalkboard. If possible, draw a sketch beside each response to help students recognize the words. Read the list with students.

ESL Note:

Have available all of the articles of clothing mentioned in the text. Hold up each item and review its name.

Making connections: comparing

Setting a Purpose

Let's read this book together to find out what the girl does to get ready to go outside compared to what you do.



DURING READING

Tracking print

As you get ready to read, say, *Let's start on the first page, and (pointing) here's the first word.* Track the print with a pointer.

Teaching Tip:

Track the phrases, not single words, so that the reading mimics oral language and demonstrates to students how to chunk words appropriately.

Building confidence

Encourage students to join in the reading. As you approach the last noun in each sentence, pause momentarily and encourage students to use the photograph to predict what the word might be.

Print concepts

Pause after reading page 3 to point out and discuss the repeated language pattern. *Did you notice that the words are almost the same on both pages? Which words are different? Yes, snow pants on page 2 and jacket on page 3.* Continue reading, pausing to point out the consistent placement of the text underneath each photograph.

Inferring

Before reading the text on page 8, ask students to look at the photograph and describe what is happening. Ask, *What do you think the girl is thinking?*



AFTER READING

Making connections: comparing

Ask, *What did the girl do to get ready to go outside?* Compare what the girl did to what students do. Place a check mark beside each matching response on the list created before reading. Ask, *What things do you and the girl do that are the same? What things do you do that are different?*

Inferring

Tell students that sometimes a book does not tell a reader everything. Sometimes a reader has to fill in the pieces by thinking about clues in the pictures or text. Direct students' attention to the photograph on page 8. Ask, *What happened at the end of the story? What do you think happened to the snow? How do you think the girl feels? Do you think the girl thought there was snow outside? What clues tell you this is what she thought?*

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

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 words)
- ▶ match word-by-word when reading
- ▶ track print from left to right
- ▶ go back to the left side to track a new line of print

Print concepts

If students are ready, point out the end punctuation in the text (periods and exclamation mark) and discuss their function.

Text features

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

Sequencing

Focusing on Comprehension

Make available all of the articles of clothing mentioned in the text. Print the words from the text onto sentence strips. Display the strips in the wrong sequence. As each sentence is read, have one student demonstrate the action. Discuss the problems with the sequence and work together to arrange the sentences in the same sequence as was found in the text.

Evaluating

Review the ending of the text with students. Ask, *Why do you think the author ended the story this way? How did the ending make you feel? If you wrote this book, how would you have ended it?*

Evaluating

Have students discuss the use of photographs in the text. Ask, *If you were making this book, would you have made it with photographs or would you have drawn pictures? Why do you think this book was made with photographs instead of drawings?*

High-frequency words

Give students plastic/magnetic letters to form high-frequency words from the text (*I, on, my*) independently and/or use word masks to find these words in various locations throughout the classroom.

Letter knowledge

Revisit each photograph in the story except for the last one and ask students to predict the nouns *snow pants, jacket, boots, hat, scarf, and mittens*. Have students isolate the beginning sound and check the first letter on the page to confirm each prediction.



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 world

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.

What Do I Do?

Encourage students to use props from the dress-up box to get ready for a particular activity. As they get ready, have them describe for one or more classmates who they are and what they are doing to get ready, e.g., *I am a fireman. I am getting ready to go to work. I put on my helmet. I put on my boots. I put on my coat.*

High-frequency words

Word Wall Words

Put the high-frequency words *I, on, and my* on the word wall, if they are not already there. Invite students to locate each word in the text and spell it, by stretching out the individual sounds.