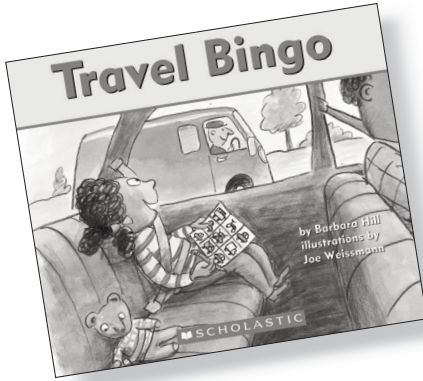


Travel Bingo

Written by Barbara Hill

Illustrated by Joe Weissmann



Text Type: Fiction: Narrative — Realistic Story

Guided Reading Level: B

Summary: A little girl plays a game called travel bingo while she is travelling in the car with her dad to visit her grandma.

Word Count: 57

High-frequency Words:

a, I, yes

Text Features

Visual Literacy

- ▶ colour words are in colour
- ▶ bingo card illustrations

Text Supports

- ▶ repetitive language pattern on pages 2, 4, 6, 8, and 10
- ▶ illustrations are highly supportive of the text

Possible Text Challenges

- ▶ exclamation mark
- ▶ knowing how to play bingo: interpreting the visual bingo card
- ▶ the compound word *motorcycle*

Reading Strategies

Comprehension

- ▶ inferring
- ▶ sequencing: retelling

Working with Words

- ▶ using illustrations to assist with the recognition of unfamiliar words
- ▶ word solving and building: using beginning sounds to read unfamiliar words

Assessment Opportunities

Note each student's ability to:

- ▶ make inferences using prior knowledge and support them using illustrations and the text
- ▶ sequence the vehicles seen (by colours and types)
- ▶ solve challenging words by using strategies such as locating information in the illustrations and focusing on beginning sounds

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/predicting

Activating and Building Prior Knowledge

Show students the front and back cover of the book. Read them the title of the book and the blurb and ask them if they have ever played bingo or travel bingo. Ask them how they get “bingo.” Also ask them who they think the little girl will visit.

ESL Note:

Play a simplified (colours only) version of the bingo game played in the story. Create a colour bingo card for the overhead and model placing markers on the card as students pull colour cards from a box. Students will see how bingo is achieved.

Word solving and building

Overcoming Text Challenges

Hand out copies of the book. Ask, *Have you ever played bingo? Have you ever played travel bingo?* Do a picture walk of the book. Discuss the pictures in the book and ask questions about each page to implant the language. *How will the girl know what to cross off on her bingo card? What colour car is she looking for?* (page 2) *What vehicle and colour of the vehicle comes next? This is not a car or a truck. What might this be?* (page 10) If labelling any of the colours of the vehicles presents a problem, offer support by directing students to the pages in the book where the words occur and have them use the beginning sounds to help them with their responses (e.g., the word *yellow* on page 8).

Predicting

Invite students to predict whether they think the girl will get bingo before she arrives at her destination.

Inferring

Discuss how they will know if she gets bingo and how the pictures in the book may give them clues.

Sequencing

Setting a Purpose

Tell students that as they read the book they should think about the order in which the girl sees the different vehicles. *What does she see and cross off her card first (then second, third, and so on)?*

Teaching Tip:

Remind students of the comprehension focus before they read the text independently. Students need to know the purpose for their reading so they are “tuned in” as they read.



DURING READING

Give the book to each student. Ask them to begin reading aloud independently, starting with the cover. 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. For example, *Can you find the colour of the truck in the picture?* If they say *motorbike* instead of *motorcycle*, ask them to look at the beginning sound of the second part of the compound word and tell you why it cannot be the word *bike*.

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 what they think happened in the story.



AFTER READING

Sequencing: retelling

When all students have finished reading the text, discuss what the girl saw first, second, third, and so on. Ask, *What did she do as she saw each one?*

Inferring

Discuss whether the girl completed her bingo card. Encourage students to use the pictures to validate their responses (three pictures in a row gives bingo!).

Evaluating

Ask, *Did the girl have fun playing travel bingo? How do you know? What do you think she said to Grandma about her bingo game?*

Word solving and building

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

Print concepts

Direct students to page 2 of the book. Ask them to read it to themselves and then draw their attention to the exclamation mark after the word *yes*. Ask them why they think the author put the exclamation mark after that word and how the author would like us to say that word.

Point out positive reading strategies that you observed during the lesson. For example, *I noticed that Abigail used the picture and letter sounds to help her figure out this word. 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.

Travel Tales

Invite students to write and/or draw about one of their own experiences when travelling (e.g., what they did on a long car trip). Encourage students to share and discuss their writings and drawings with each other.

Bingo Game

Provide students with a copy of the BLM bingo card. Invite them to colour the vehicles any colours they like. They can then use the cards to play bingo on a family car trip, or from home or at the park. Alternatively, the cards could be used in class to play picture bingo by calling out vehicle types and colours.

Word Building

Ask students to build a selection of the book's colour words using magnetic, plastic, or card letters.



Home Links

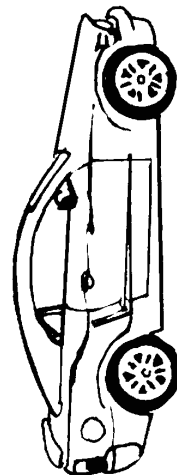
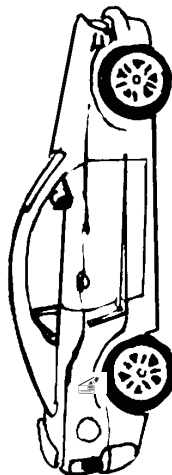
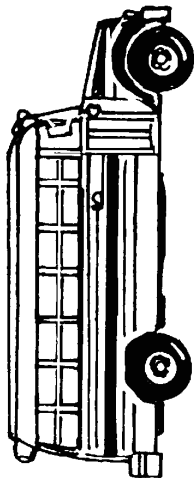
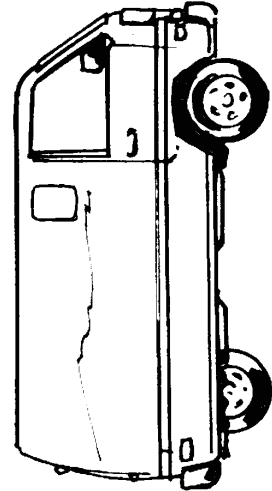
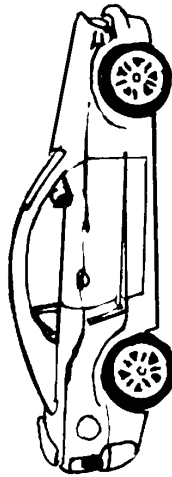
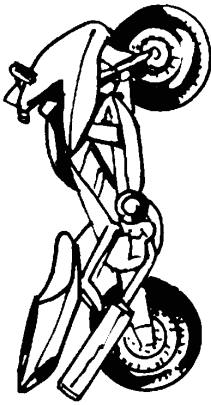
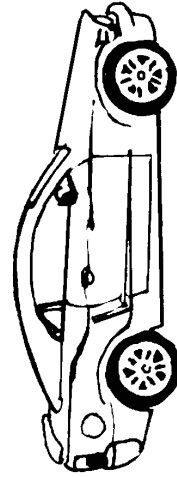
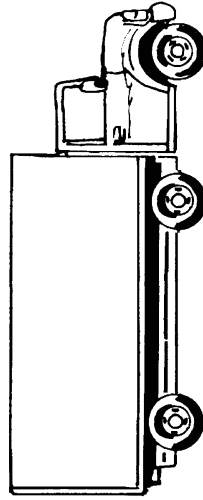
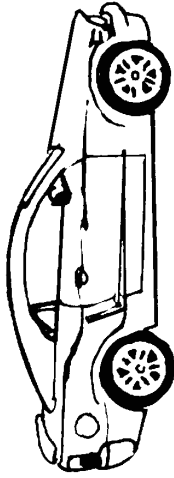
Have students take home a reproducible version of this text. See www.lpey.ca.

Making connections: text to self/sequencing: retelling

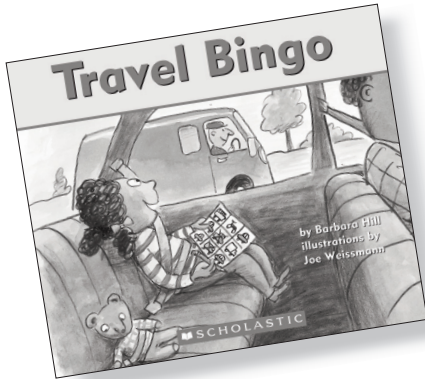
Word solving and building

Bingo Game

Name: _____



Travel Bingo



Written by Barbara Hill

Illustrated by Joe Weissmann

Text Type: Fiction: Narrative — Realistic Story

Summary: A little girl plays a game called travel bingo while she is travelling in the car with her dad to visit her grandma.

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

Text Features

Visual Literacy

- ▶ colour words are in colour
- ▶ bingo card illustrations

Print Concepts

- ▶ repetitive language patterns
- ▶ consistent placement of text
- ▶ two lines of text on most pages
- ▶ exclamation mark

First Reading

Reading Strategies

Comprehension

- ▶ making connections: text to self
- ▶ sequencing

Working with Words

- ▶ using picture cues to support the solving of unfamiliar words
- ▶ using known high-frequency words to support reading of text

Assessment Opportunities

Note each student's ability to:

- ▶ participate by joining in with the reading
- ▶ sequence the vehicles seen
- ▶ make text-to-self connections
- ▶ track print
- ▶ check pictures for cues to support word solving/understanding
- ▶ locate a known high-frequency word



BEFORE READING

Predicting

Activating and Building Prior Knowledge

Have students look at the front cover. Ask, *What does the little girl have on her lap? What do you think she is doing with it?* If any students have not played bingo or do not understand how it is played, explain or have another student explain. Be sure they understand how you get bingo. Then ask, *Which picture do you think the little girl has just put an “X” on? How do you know? What did she see before the green van?*

ESL Note:

Play a simplified (colours only) version of the bingo game played in the story. Create a colour bingo card for the overhead and model placing markers on the card as students pull colour cards from a box. Students will see how bingo is achieved.

Making connections

Read the back cover text to students. Ask, *Who do you think the little girl will see?*

Ask, *Do you go by car to visit someone special? Have you ever played bingo or travel bingo?*

Text features

Say, *The title of this book is Travel Bingo, and the author is Barbara Hill. The person who drew the pictures is Joe Weissmann.*

Sequencing/predicting

Setting a Purpose

Say, *Let’s read and find out what the little girl sees next and if she gets “bingo.”*



DURING READING

Tracking print/ visual literacy

Read the title on the cover matching each word clearly. Read through the book, tracking print. (Two-line pages on the left-hand side throughout, except for one line on page 11). Point out the words in colour and ensure that students are connecting the colour of the word to the colour of the vehicle it describes. Say, *Let’s read the title page together. I am turning to the first page. Look! There is a word that is not black on this page. What colour is the word? That’s right. It is the word “red,” and the author used red print to help us. I see the word “I” on this page. We know that word. Let’s all put our finger under the word “I.” We are ready to begin reading.* Read the book, matching one-to-one. Pause on each page to look first at the picture — this reinforces the use of picture cues. Have students name the vehicle when possible and tell the colour. Say, *What vehicle do you see in this picture? What colour is it?*

Building confidence

Invite students to join in, especially for the repeated, “Yes! I see one.”

Language predictability

Pause at challenging vocabulary and ask questions to explore meaning (e.g, *motorcycle*).



AFTER READING

Sequencing

Ask, *Did the little girl get “bingo”?* *What did she see first? What colour was it? What did she see last? What colour was it? Who was she going to see?*

Making connections: text to self

Ask, *Why do you like to play games when you are going somewhere in the car? Does it make the time pass more quickly or more slowly? Why might you want it to go by very quickly if you are going to see someone special?*

Invite students to work in pairs to discuss their own experiences of car travel and how to make the time pass quickly.

ESL Note:

Use a Reader’s Theatre to perform a retelling of the text.

Use the BLM from the *Travel Bingo* Guided Reading teaching plan. Cut out the bus, the motorcycle, the truck, the van, and one of the cars and colour them in to match the vehicles in the text. Glue or tape the vehicles onto craft sticks. Students can retell the text as follows: Reader 1: I look for a ... Reader 2: Yes! I see one. (A third student may hold up the picture.)

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

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, known high-frequency word)
- ▶ match one-to-one on each page
- ▶ track print from left to right
- ▶ turn pages correctly

Text features

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

Print concepts

Point out the period at the end of a sentence. Discuss its function. Point out the exclamation mark after each *Yes* and *Bingo*. Ask students, *How should you read a word or sentence that comes before this kind of punctuation mark?* If students can’t tell you, demonstrate, leading them to see that this type of punctuation mark denotes excitement or emphasis. Ask students to look at the question mark on the back cover. Ask, *What does that punctuation mark tell us about the sentence? How should we read it?*

**Making connections:
text to self**

Sequencing

High-frequency words

Letter knowledge

**Phonological and
phonemic awareness**



Home Links

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

See www.lpey.ca.

Sequencing

Making connections

Focusing on Comprehension

Ask students about car trips they take, who they visit that they think is special, and what they do while sitting in the car.

Ask each student to tell the vehicles that the little girl saw on the way to Grandma's, beginning with the very first one she saw. Make sure students include the colour of the vehicle in their description.

Working with Words

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

Ask students to look for words that begin with a known consonant: "c" (*car*), "v" (*van*), "t" (*truck*), "b" (*bus*), "m" (*motorcycle*), "h" (*house*), "G" (*Grandma*), "B" (*Bingo*).

Alternatively, have students predict what letter they would expect to see at the beginning of a word, then ask them to locate it in the text.

Orally stretch words from the text, e.g., *Let's say the word truck slowly. Stretch it out: t-r-u-c-k.* Clap the syllables of words from the text, e.g., *mo-tor-cy-cle.*

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.

Vehicle Drawing

Ask students to draw the vehicles the little girl saw. Fold paper into five sections and label the sections with the numbers 1 to 5. Encourage students to label the vehicles by saying the words slowly and stretching them out.

Group Bingo Card

Make a group bingo card based on the favourite vehicles of the group. Remind them that, as in the book, we can use the same vehicle more than once by changing the colour. Say, *We need nine vehicles on our card to fill the spaces.* Each student can draw a vehicle or two directly onto a squared paper or on a piece of paper of predetermined size to be attached later (sticky notes would work well). Say, *A bingo chip can be placed on the appropriate square each time we see a vehicle like that in our environment.* Students can experience the fun of getting "bingo"!