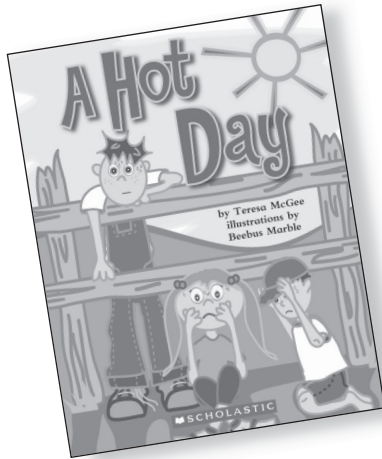


A Hot Day



Written by Teresa McGee

Illustrated by Beebus Marble

Text Type: Fiction: Description — Account

Guided Reading Level: C

Summary: Farm animals and people are all very hot, until they find ways to cool off.

Word Count: 55

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

Text Supports

- ▶ illustrations that show solutions to the problem
- ▶ consistent placement of text
- ▶ repetitive language pattern
- ▶ rhyming words

Possible Text Challenges

- ▶ alternation between two lines of text and one line of text per page
- ▶ quotation marks
- ▶ the words: *cow, pig, farmer, children, and said*

Reading Strategies

Comprehension

- ▶ making connections: text to self
- ▶ analyzing: recognizing problem/solution

Working with Words

- ▶ using picture cues and initial letters to solve unfamiliar words
- ▶ using known high-frequency words to support matching one to one

Assessment Opportunities

Note each student's ability to:

- ▶ make text-to-self connections
- ▶ analyze to determine the story's problem and solutions
- ▶ use picture cues and initial letters to solve unfamiliar words



BEFORE READING

Analyzing

Activating and Building Prior Knowledge

Hold up a copy of the book and have students look at the front cover. Read the title and the names of the author and illustrator. Open the book to display both the front and back, and say, *I think the children and animals have a problem. What is their problem?* Read the back cover text, matching each word with your finger as you read.

**Making connections:
text to self**

Ask, *If you were the children, what might you do to solve your problem?* Ask this question about the animals too, making sure you clearly use the name of each animal pictured on the back.

Word solving and building

Overcoming Text Challenges

Show the title page and encourage students to read it with you as you match one to one. Turn to pages 2 and 3. Direct students' attention to page 3 and say, *There are words on this page you know. Who can frame the word I?* Then cover the print and say, *What animal do you see on this page? That's right. It's a dog. The word dog is on this page. What letter does it start with?* Say the word slowly, stretching it out: *d-o-g*. Uncover the text and have a student frame the word. Turn to page 9. Cover the print. Say, *Who is so hot now?* Say the word slowly, stretching it out: *f-a-r-m-er*. Have students predict the beginning letter and then frame the word. Give each student a copy of the book. Do a brief picture walk through the book, telling students to look at the pictures to get a sense of the story. Remind students, *The pictures and the beginning letter of a word can help you figure out words.*

Print concepts

Return to pages 2 and 3 and point out the quotation marks on page 3. Explain that the dog is talking to us and that the quotation marks let us know someone is talking. Point to the word *said* and explain that this word is another way for us to know that someone is talking. You might have students tell you what letter *said* starts with to help them assimilate this word.

Analyzing

Setting a Purpose

Let's read the book to see how everyone solved their problem of being so hot.



DURING READING

Observe and listen to all students in the group as they read independently. Offer prompts to help students problem solve as they read. For example, *Remember that you can use the beginning sound and the picture to help you solve that word.* As they are reading, remind students to note how the animals and people solve their problem of being hot.

Teaching Tip:

It is important to jot down your observations on a Group Monitoring sheet. These notes facilitate informed teaching for the next time the group meets and help you keep track of developing reading strategies.



AFTER READING

Word solving and building

Praise the use of good reading strategies, e.g., *I saw Emily use the beginning sound to help her read that word. That is what good readers do.* If a page was tricky for students, return to that page. For example, *Page 9 had a tricky word. Can you find it?* Once students have identified the word *farmer*, revisit the picture, directing students to point out the details that help them recognize that the person is a farmer. Tell them it helps to stretch out the word slowly, and model this strategy. Ask students to share other ways they solved difficult words.

Analyzing

Have students recall the animals and people in the story. Write the characters' names on chart paper in the left column of a chart. Then ask how each solved

the problem of being so hot. In the right column, beside each name, record the corresponding solutions, using pictographs and/or one- or two-word descriptions, e.g., pond, tree, mud puddle, lemonade, or cold drink.

ESL Note: Have students look through the book and point to the pictures of the animals or people, saying their name.

**Evaluating/making connections:
text to self**

Encourage a discussion about the appropriateness of the characters' solutions to the problem of being hot. Discuss how different animals prefer different ways of cooling off. Ask, *Would you cool off by swimming in water? sitting under a tree? rolling in mud? drinking a cold drink?*

Rereadings

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

Teaching Tip: Reading to a partner provides fluency practice. Remind students to read the dialogue as the characters in the book would speak.



Home Links

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

Analyzing

Focused Follow-up

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

Picture Clues

Have students look through the book to find picture clues that show it is hot, e.g., sun in the sky, drops of sweat, lying down. Have students take turns sharing with the group one clue that they found.

Word Solving and Building

Have students build high-frequency words from the text using magnetic, plastic, or card letters. Provide copies of the book for reference.

High-frequency words

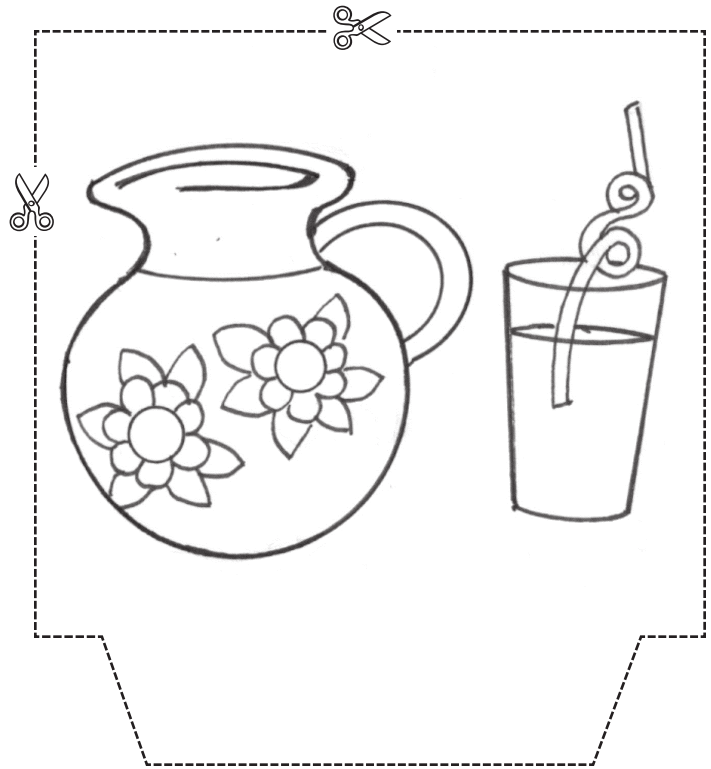
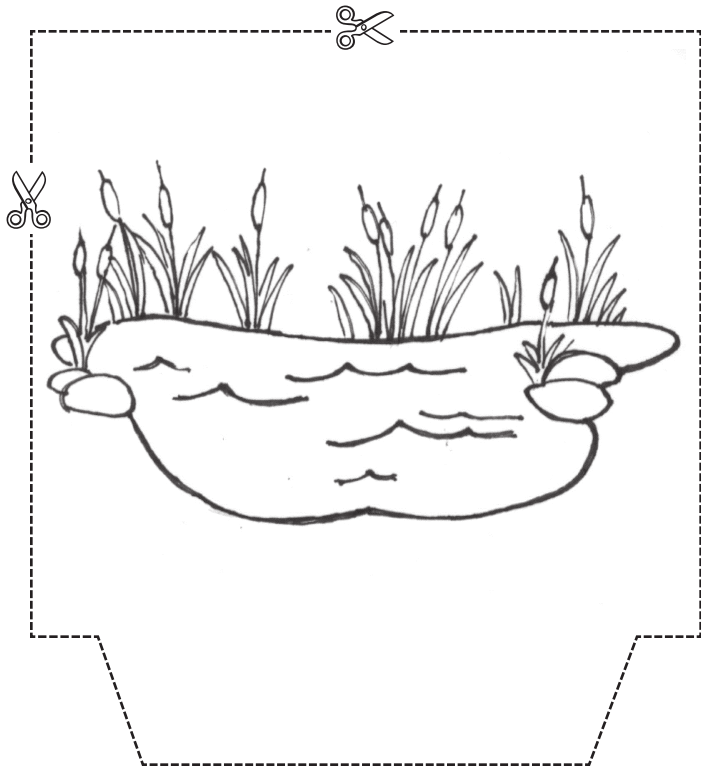
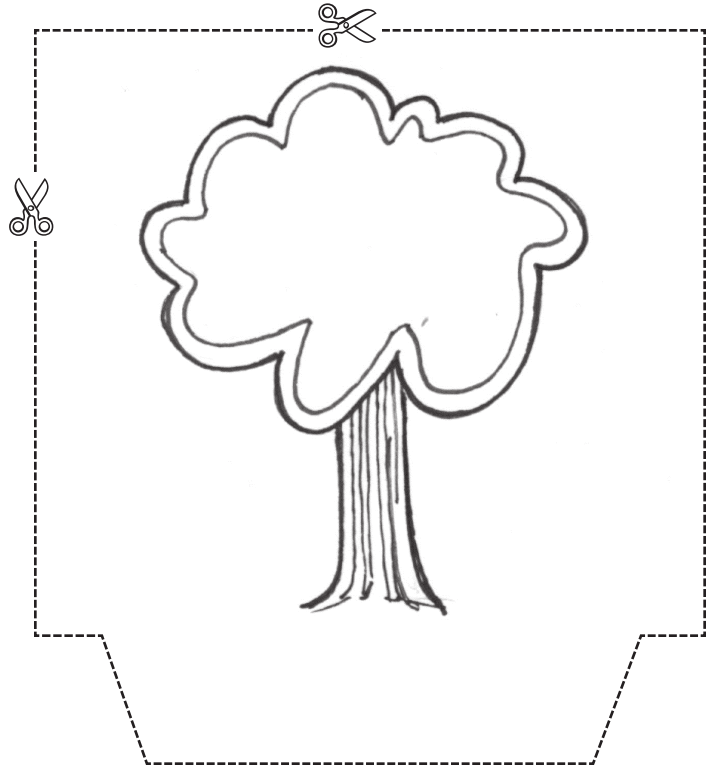
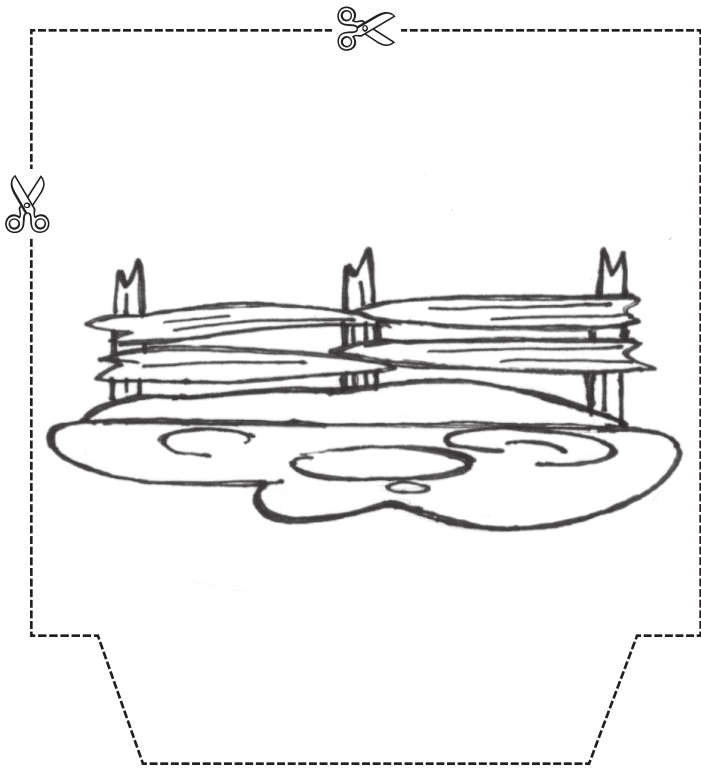
Ways to Cool Off

Synthesizing

Have students make a character from the story out of modelling clay. They can colour and cut out what the character used to cool off (from the BLM) and place it with the model on tag board or on a box lid. Students can write the lines from the book that match their model on a strip of paper, and use it to label their creation.

Ways to Cool Off

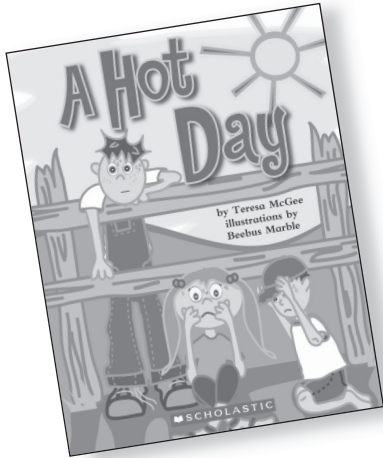
Name: _____



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Text Type: Fiction: Description — Account

Summary: Farm animals and people are all very hot until they find ways to cool off.

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

Text Features

Print Concepts

- ▶ consistent placement of text
- ▶ alternation between two lines of text and one line of text per page
- ▶ quotation marks
- ▶ repetitive language pattern
- ▶ rhyming words

First Reading

Reading Strategies

Comprehension

- ▶ inferring
- ▶ analyzing

Working with Words

- ▶ tracking print
- ▶ beginning to use picture cues and initial letters to support word solving
- ▶ unfamiliar words

Assessment Opportunities

Note each student's ability to:

- ▶ track print left to right and go back to the left to track a new line of print
- ▶ infer to determine story setting
- ▶ analyze text and illustrations to recognize a problem and its solutions
- ▶ use picture cues and initial letters to solve unfamiliar words

Teaching Tip: When assessing students' learning, make sure you observe and record throughout the session.



BEFORE READING

Inferring

Activating and Building Prior Knowledge

Display the book for all group members to see. Read the title and the author and illustrator's names, while matching one to one. Encourage students to look closely at the cover picture details. Ask, *How do you think the children are feeling?* Show the back cover and ask, *How do you think the animals are feeling?* Read the back cover text.

Making connections: text to self

Encourage students to make text-to-self connections. Ask, *What happens to you on a hot day?* After students share their responses, ask, *What do you do to cool off?*

ESL Note: Invite students to share or demonstrate how they cool off in their native countries.

Inferring

Look at the cover illustration again. Invite students to infer where the story takes place. Remind them to check the picture clues again carefully. Record their responses on chart paper or the chalkboard, e.g., cottage, park, farm. Note how many mention each location and circle the most popular response.

Setting a Purpose

Inferring

Let's read and see where the story takes place.



DURING READING

Word solving and building/tracking print

Read the title. Then say, *Let's read the title page together. I am turning to the next page, page 2. What animal is in the picture? What letter would you expect to see at the beginning of dog? That's right, a "d."* Frame the word *dog* to show that they were right. *Now I am putting my finger under the word I. I am ready to read this page.* Read the book, modelling matching one to one and tracking print from the first line to the second. Pause on each new page to look at the picture first. Say, *Who is in the picture now?*

Building confidence

As you read, highlight the rhyming of the words *hot* and *not*. Invite students to join in with the reading after a couple of pages once the repeating language pattern is established.



AFTER READING

Inferring

Refer to the recorded inferences about the story setting. Ask, *Where did this story take place? Were we right? What clues in the illustrations and words helped us to be sure?*

Analyzing

Invite students to name each of the characters in the book. Create a chart on chart paper and record their responses in the first column. Ask students again what problem each character in the book had. *That's right. They were all hot.* Then have them recall the various ways each character cooled off. Beside the character names in the chart, write single-word responses, e.g., *water, tree, mud.* Note to students that the author has the reader figure out from the illustrations how the characters cooled off.

Building confidence

Have students choose a favourite page in the book. Reread the page, encouraging students to chime in with you.

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 reading, 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 student's ability to do one or more of the following:

- ▶ track print left to right and go back to the left side to track a new line of print
- ▶ turn pages correctly
- ▶ locate known high-frequency words

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

Print concepts

Point out the quotation marks on page 3 and explain to students that they mean someone is talking. Tell them, *The word said also lets us know someone is talking. When we read what someone is saying we need to read it just like we think they would say it. In this book, everyone is hot, so how should we read what they say?* With the book open to page 3, ask students to read the text with you just as they think the dog would say it. Practise reading each page, reminding students to think about how the animal or person would sound when they are hot and when they are not.

Analyzing

Focusing on Comprehension

Look at the pictures again and have students point out the clues the illustrator has given to show that everyone is hot, e.g., drops of sweat, lying down, the big sun in the sky.

Making connections: text to self

Recall how the characters solved the problem of being hot. Ask students about other ways to cool off that they know of, e.g., wearing light clothing, running through a sprinkler, eating a frozen treat.

Letter knowledge

High-frequency words

Phonological and phonemic awareness

Working with Words

Have students predict the first letter of the animals and people shown in the book and then frame the words so they can check to see if they were right. Select words that start with letters that are most familiar to students.

Have students frame known high-frequency words on each page (*I, the, we*), and then read the page to them.

Note again with students that the words *hot* and *not* rhyme. Orally build rhyming word families using words from the text. For example:

hot: not, got, dot, pot

dog: log, jog, hog, frog

pig: big, dig, fig, wig

As students suggest words, write them on separate cards and place them in groups.

Teaching Tip:

two index fingers.

For framing words, students can use masks or their



Home Links

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

Word solving and building

Synthesizing

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.

Rhyming Word Jumble

Mix up the cards you created previously for words that rhyme with *hot*, *dog*, and *pig*, and have students organize them back into their rhyming groups. Provide magnetic, plastic, or card letters for students to make any other rhyming words they can think of to add to the groups.

Hot and Not Pictures

Tell students to create two pictures of their favourite character in the story. Have them draw the character feeling hot and write below it, "I am so hot," said the _____. Then have them draw the character cooling off and write, "Now I am not." Provide copies of the book for reference.