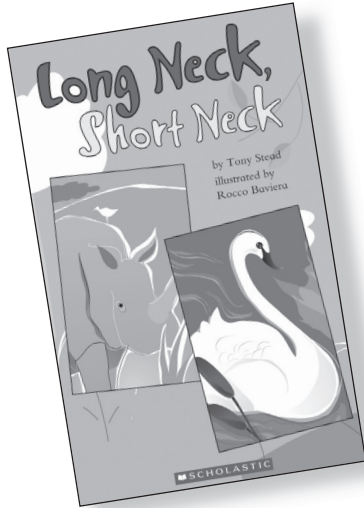


# Long Neck, Short Neck



Written by Tony Stead

Illustrated by Rocco Baviera

**Text Type:** Info-fiction: Description — Comparison

**Guided Reading Level:** C

**Summary:** In this simple narrative, a variety of animals tell whether they have a long neck, a short neck, or no neck at all.

**Word Count:** 80

**High-frequency Words:** *a, I, no, the*

## Text Features

### Visual Literacy

- ▶ chart

## Text Supports

- ▶ illustrations support the text
- ▶ repetitive language pattern

## Possible Text Challenges

- ▶ quotation marks
- ▶ personal pronoun
- ▶ animal names
- ▶ change in language pattern on last line

## Reading Strategies

### Comprehension

- ▶ analyzing
- ▶ making connections: comparing

### Working with Words

- ▶ using initial letters to confirm word predictions
- ▶ tracking print

## Assessment Opportunities

Note each student's ability to:

- ▶ track print from left to right
- ▶ analyze to gain meaning from the text
- ▶ compare information and how it is presented
- ▶ use the first letter to confirm word predictions
- ▶ recognize high-frequency words (*a, I, no, the*)

**Teaching Tip:** When assessing students' learning, make sure you observe them throughout the Guided Reading session to gauge how effectively they process the text and not just how accurately they read.



## BEFORE READING

### Predicting

#### **Activating and Building Prior Knowledge**

Show students the cover of the book, and then read them the title, and the names of the author and the illustrator, tracking print as you do. Say, *Let's listen to the title of this book again: Long Neck, Short Neck. Look at the illustrations on the cover. Think about how the title and the illustrations go together. What do you think that you will read about in this book?*

### Making connections: text to world

Ask students to think about some animals they know and whether they have a long neck or a short neck. Allow a few moments for students to share their ideas.

### Tracking print

#### **Overcoming Text Challenges**

Hand out copies of the book to each student. Read the title page, encouraging students to read along with you.

Instruct them to turn to page 2 and ask, *What animal is in this picture? What would this animal say about its neck?* Tell students that their response should be in the form of a sentence and that they are pretending they are the animal, so they should start their sentence with *I*. Students will likely respond, *I have a short neck*. Have them finger track beneath the text as you confirm their response by reading, *"I have a short neck," said the rhinoceros*. This will help familiarize them with the language pattern.

#### **ESL Note:**

Demonstrate the concepts of long and short using items from the classroom (or pieces of string).

### Print concepts

Point out the quotation marks throughout the book and briefly discuss their purpose, ensuring students understand that this punctuation indicates that someone is speaking.

### Letter knowledge/ word solving and building

Tell students to look at the illustration on page 3. Ask them, *What letter would you find at the beginning of the word turtle?* Once students give the correct response, confirm that the word begins with "t." Follow this format for the first few pages until students are comfortable predicting the animal names from picture cues and using the initial letters to confirm or change their predictions. Before students read on their own, ensure that they are familiar with all of the animals in the book, e.g., pelican.

#### **Setting a Purpose**

### Analyzing

*Let's read to find out what the animals in this book say about their necks.*



## DURING READING

Ask each student to read the book independently, keeping in mind the purpose that was set for reading. Observe and listen to students as they read the text, assisting them with word-solving strategies, vocabulary, punctuation, and comprehension queries. Offer prompts to help students problem solve as they read. If any students finish before others have completed the reading, ask them to go back and reread, then share with a partner what the surprise was at the end. Note students' successful use of reading strategies and any difficulties they encounter.



## AFTER READING

### Analyzing

When all students have finished reading the text, initiate a conversation about what animals were included and what the animals said about their necks. Record students' responses on a three-column chart with the headings "Long Neck," "Short Neck," and "No Neck." Ask students what the surprise was at the end of the book.

### Making connections: comparing

Spend some time discussing the information in the chart. Ask questions to encourage student input such as, *How many animals have long necks? How many have short necks? Do more animals have short necks or long necks? Which animal has no neck?*

### Word solving and building

Point out positive reading strategies you observed during the reading. Ask students to share a reading strategy that they used when they encountered a difficult word. By becoming aware of and discussing their reading strategies, they will be more likely to use them again when they read other texts.

### Making connections: comparing

Turn to page 12 and discuss how the information from the text has been summarized in this chart. *How is this information the same as and different from the information in the rest of the text?* During the discussion, students should note that the chart only uses a few words and that all the information is presented on one page. Refer them to the chart you created of the animals in the book. Ask, *How is the chart in the book the same as and different from the chart we created?* Elicit that the chart in the book includes pictures.



### Home Links

Have students take home a reproducible version of this text. See [www.lpey.ca](http://www.lpey.ca).

## Rereadings

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

**Teaching Tip:** These rereadings will give students a chance to improve their fluency. You may wish to suggest that, as they reread, they practise reading with expression, using different voices for each animal.

## Focused Follow-up

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

### **Animal Chart**

Provide students with a copy of the BLM and ask them to consider another animal trait that they might compare (e.g., number of legs, whether the animals have fur or feathers, etc.). Students could use the animals from the book or use a set of animals of their choice. They can use pictures or words to represent the information. You may need to help them with the headings for their columns.

### **Labelled Diagram**

Ask students to draw a picture of their favourite animal in the book. They can label significant characteristics of this animal, e.g., long neck, wings, beak. Assist students as necessary with writing the labels.

### **Building Words**

Provide magnetic, plastic, or card letters, and encourage students to build high-frequency words from the book.

### Making connections: comparing

### Synthesizing

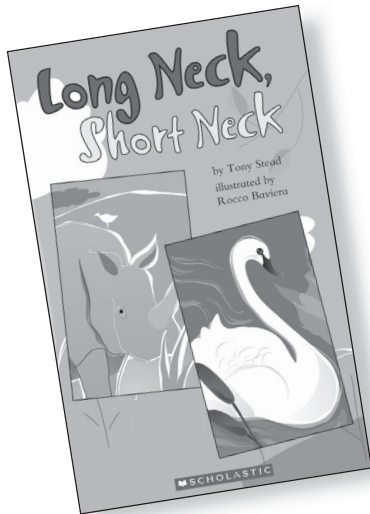
### High-frequency words

# Animal Chart

Name: \_\_\_\_\_

_____	_____

# Long Neck, Short Neck



*Written by Tony Stead*

*Illustrated by Rocco Baviera*

**Text Type:** Info-fiction: Description — Comparison

**Summary:** In this simple narrative, a variety of animals tell whether they have a long neck, a short neck, or no neck at all.

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

## Text Features

### Visual Literacy

- ▶ chart

### Print Concepts

- ▶ repetitive language pattern
- ▶ consistent placement of text
- ▶ two lines of text on each page changing to three lines on page 11
- ▶ quotation marks

## First Reading

### Reading Strategies

#### Comprehension

- ▶ analyzing
- ▶ making connections: text to world

#### Working with Words

- ▶ recognizing high-frequency words (*a, I, no, the*)
- ▶ using the first letter to confirm word predictions

### Assessment Opportunities

Note each student's ability to:

- ▶ analyze to gain meaning from the text
- ▶ make text-to-world connections
- ▶ track print from left to right
- ▶ recognize high-frequency words
- ▶ use the first letters to confirm predictions



## BEFORE READING

### Predicting

#### **Activating and Building Background Knowledge**

Show students the cover of the book. Track the print as you read the title and then the author and illustrator names. Say, *Tony Stead wrote this book and Rocco Baviera drew the pictures. Look at the pictures. What animals are these?* Ask students to predict whether the rhinoceros and the swan on the cover have a long neck or a short neck.

### Making connections: text to world

Suggest a couple of other animals to students and discuss whether those animals' necks are long or short. Invite students to identify some animals that have long necks and some that have short necks.

#### **ESL Note:**

Demonstrate the concepts of long and short using items from the classroom (or pieces of string).

### Analyzing

#### **Setting a Purpose**

Tell students that you are going to read the book with them, and that as you read together, they should pay attention to whether the animals in the book have long necks or short necks.



## DURING READING

### Tracking print

As you open the book, say, *Let's go to the first page.* Then ask, *Where do we start?* Invite a student to point to the first word on the page. Then say, *Let's point to the words as we read them.* Run your finger or a pointer under the text as you read. Track the phrases, not single words, so that the reading mimics oral language and demonstrates to students how to chunk words appropriately. Clearly show how to return to the left side to read a new line of print, saying, *Let's go to the first word on the next line.*

### Print concepts

At page 2, take a moment to point out the quotation marks. Ask students the purpose of this punctuation. Discuss that they indicate that someone is speaking. Read the words, "I have a short neck," pointing to the quotation marks. Then ask students, *Who is speaking these words?* As you continue to read, use an expressive voice when you get to the quotation marks to help students recognize that it is dialogue. You might want to use different voices for each animal.

### Building confidence/ word solving and building

Invite students to read along with you when they feel confident doing so. They may, for instance, join in the reading of the repetitive language patterns *I have a long neck* and *I have a short neck* but then listen as you read, *said the \_\_\_\_\_*. As you approach each animal name, pause momentarily so that students have an opportunity to make their own decision about what the word might be. Encourage students to look at the illustrations to reinforce the use of picture cues. Say, *What animal do you see in the picture?*

Point out the word *Look!* on page 11. Tell students that this word lets them know that a change is coming. Help them to recognize the change in the sentence pattern.

**Teaching Tip:** Small-Group Shared Reading allows the opportunity to demonstrate comprehension and word-solving strategies that students will be able to apply independently. Guide and support the group in feeling confident as readers and in seeing themselves as ready to read the text on their own.



## AFTER READING

- Analyzing** Begin the after-reading discussion with a comprehension question related to the purpose set for reading. Ask students what new information they learned from reading this book. *What animals did the author include? Did the animals have long necks or short necks?*
- Predicting** Remind students of their predictions about the rhinoceros and the swan. Ask them if their predictions matched what the book said. Also, have them recall the animals they mentioned prior to the reading. *Were any of these animals in the text?*
- Analyzing** Say to students, *There was a surprise at the end of the book. What was it?* Have students turn to a partner and share their response.

## 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 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

- Tracking print** Guide students to focus on visually tracking the text as they read. When they reach the end of a line, ensure each student understands where to track the next word. Encourage students to demonstrate where they are reading by pointing to their own copies of the book as they read with you. Assess students individually by observing how well they match the spoken word to the printed word and track the text from left to right.
- Visual literacy** Have students turn to page 12 and look at the chart. Ask, *Was it easier to understand the information in sentence form or chart form?* Discuss the differences between the two forms, e.g., *The chart is all on one page, and the only words are the chart headings and the animal names. The sentences include dialogue and the pictures are larger.*
- Focusing on Comprehension**
- Visual literacy** By reviewing the text and looking at the pictures, draw out the idea that the pictures in this text assist in the telling of the story. Discuss how the pictures help the reader to predict what the words are going to say.



For example, turn to the picture on page 2 and ask students, *What information do you get from this picture?* Once they have had an opportunity to talk about the information, confirm what they have discussed by saying, *The picture helps the reader to identify the name of the animal. It also shows whether the animal has a long neck or a short neck.*

## Evaluating

Ask students to consider the following question: *If you were making this book, would you have used photographs or illustrations? How would photographs have changed the book? Which helps us to identify the neck of the animal more easily—a photograph or an illustration?* Use these questions to help students think critically. Challenge them to think about how well the author and/or illustrator succeeded in creating a report on animals. There are no correct answers, just ensure that students give reasons for their responses.

## Working with Words

Remind students of your discussion about how the pictures help the reader to predict the unknown words. As students read, instruct them to predict what the animal name is. Then have them isolate the first letter in the predicted word. Ask them what letter makes that sound. Tell them to check the first letter in the written word to see if it matches. Reinforce to students that this is an important reading strategy that they can practise independently.

## 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.

### **Animal Trait Chart**

Refer to the chart on page 12 of the book. Discuss with students how the author was able to organize all the information about the animals' necks into this chart. Help students create a chart to record information about another animal trait. For example, students may choose to create a chart that shows the number of legs animals have, whether they have fur or no fur, or whether they have a mouth or a beak. Make this a shared or independent activity, depending on what best suits the group.

### **Animal Drawing**

Have students draw a picture of their favourite animal and label it with *long neck* or *short neck*. Encourage them to label other unique physical traits, if they wish, such as *beak*, *wings*, *trunk*, *tusk*, *horns*, etc. Once they are done, have students present their drawings to the group by naming the animal and describing its unique characteristics.

### **High-frequency Words**

Print the following high-frequency words from the book on cards: *a*, *I*, *no*, *the*. Invite students to play games with the cards, such as *Snap* or *Concentration*. Alternatively, give students plastic or magnetic letters to form the words independently, or provide word masks for students to find the words in various locations throughout the classroom.

## Word solving and building



### **Home Links**

Have students take home a reproducible version of this text to read chorally with family members.  
See [www.lpey.ca](http://www.lpey.ca)

## Making connections: comparing

## Making connections: text to world

## High-frequency words