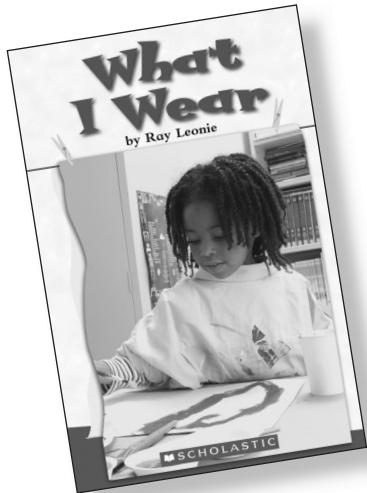


# What I Wear

Written by Ray Leonie



**Text Type:** Non-fiction: Description — Account

**Guided Reading Level:** C

**Summary:** Photographs depict children painting, fishing, swimming, rollerblading, playing baseball, and getting ready for bed. Each child explains what he or she is doing and the photograph shows the corresponding clothing for the activity.

**Word Count:** 53

**High-frequency Words:** *I, is, to*

## Text Supports

- ▶ repetitive language pattern on pages 2, 4, 6, 8, 10
- ▶ photographs support text
- ▶ consistent placement of text

## Possible Text Challenges

- ▶ some activities may be unfamiliar
- ▶ photograph on page 7 does not support text fully
- ▶ language pattern change on pages 10 and 12

## Reading Strategies

### Comprehension

- ▶ making connections: text to self
- ▶ analyzing

### Working with Words

- ▶ tracking print
- ▶ using photo cues to solve unfamiliar words

## Assessment Opportunities

Note each student's ability to:

- ▶ track print
- ▶ make text-to-self connections
- ▶ analyze
- ▶ check photographs for cues to support word solving/understanding

**Teaching Tip:** When assessing students' learning, observe them throughout the Guided Reading session and not just at the end.



## BEFORE READING

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

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

Show students the front cover of the book. Read aloud the title and author's name. Ask, *What is the girl doing in the picture? What is she wearing? Have you done something like this?* Show students the back cover of the book. Ask, *Where do you think this girl is? What is she wearing? Has anyone been swimming before? Who did you go with? What did you wear?*

**Predicting**

Ask, *Why do you think this book is called What I Wear? What other activities might we find in this book?* List students' suggestions. Ask, *What clothing would you wear for each of these activities?* List students' suggestions.

### **ESL Note:**

Have students tell about some activities they have done in their home country, and any special clothing or equipment required for that activity.

**Analyzing**

### **Overcoming Text Challenges**

Show students the title page. Ask, *What is the boy doing? Have you ever thrown a ball? What is the game called? What is he wearing? Why would he wear a hat? Why would he wear running shoes?*

**Word solving and building/print concepts**

Say, *Let's look at the photograph on page 3.* Ask, *What is the girl doing? What is she wearing to paint?* Read page 2 together, then ask, *How did the photograph help you to read the words?*

**Tracking print**

Have students turn to pages 4 and 5. Say, *This book follows a pattern. Let's read page 4 together.* Ask, *What pattern did you notice between this page and the one we just read?* Look for students to identify the repetitive language pattern and the consistent placement of text to the left of the photograph.

**Inferring**

Show students page 7. Ask, *What is the girl wearing? What is she doing?* If students respond, "Throwing a ball" ask, *What does her clothing tell us she is also doing?*

**Making connections: text to self**

### **Setting a Purpose**

*As you're reading, I want you to think about which activity is your favourite.*



## DURING READING

Ask students to read the text aloud quietly to themselves, starting with the cover. Observe and listen to students, noting their use of the photographs for word solving and understanding as well as their use of the repetitive pattern in the text. Provide prompts when needed. For example, *What is the boy wearing in the picture? Does that help you figure out what he is doing? What is the text pattern that you saw on the last page? Do you see it on this page?*

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

If some students finish before others have completed the reading, ask them to share their favourite activity from the book with a partner.



## AFTER READING

### Analyzing/predicting

Focus students' attention on the list they made earlier. Ask, *Did the author include some activities in the book that we did not have on our list? What clothing was the child wearing for this activity? Let's look, check, and add those we did not have.*

### Making connections: text to self

*Which was your favourite activity in the book? Why?*

### Word solving and building

Reread page 10 together and ask, *Why does it not say, "I am baseballing?" That's right baseballing is not a real word. Instead we say "I am playing baseball."* Repeat for *going to bed* vs. *bedding* on page 12.

Point out positive reading strategies that you noted students using. For example, *Turn to page 4. Abbas, how did you figure out the second sentence? Yes, I saw you turn back to check the pattern on page 2. Good readers use patterns.*



### 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.

## Focused Follow-up

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

### ***What I Wear***

Using the BLM, invite students to draw a picture of themselves doing a favourite activity, e.g., soccer, hockey, hiking, biking. Encourage students to include any special clothing that is required. Have students complete the accompanying sentence.

### ***Dressing Up***

Have students use clothing from the dress-up box to portray one of the activities on the class list. Encourage them to use the sentence patterns from the book to tell classmates what they are doing and wearing, e.g., "I am painting. This is what I wear."

### ***Word Building***

Ask students to use magnetic letters to build high-frequency words from the text. Provide copies of the book for reference.

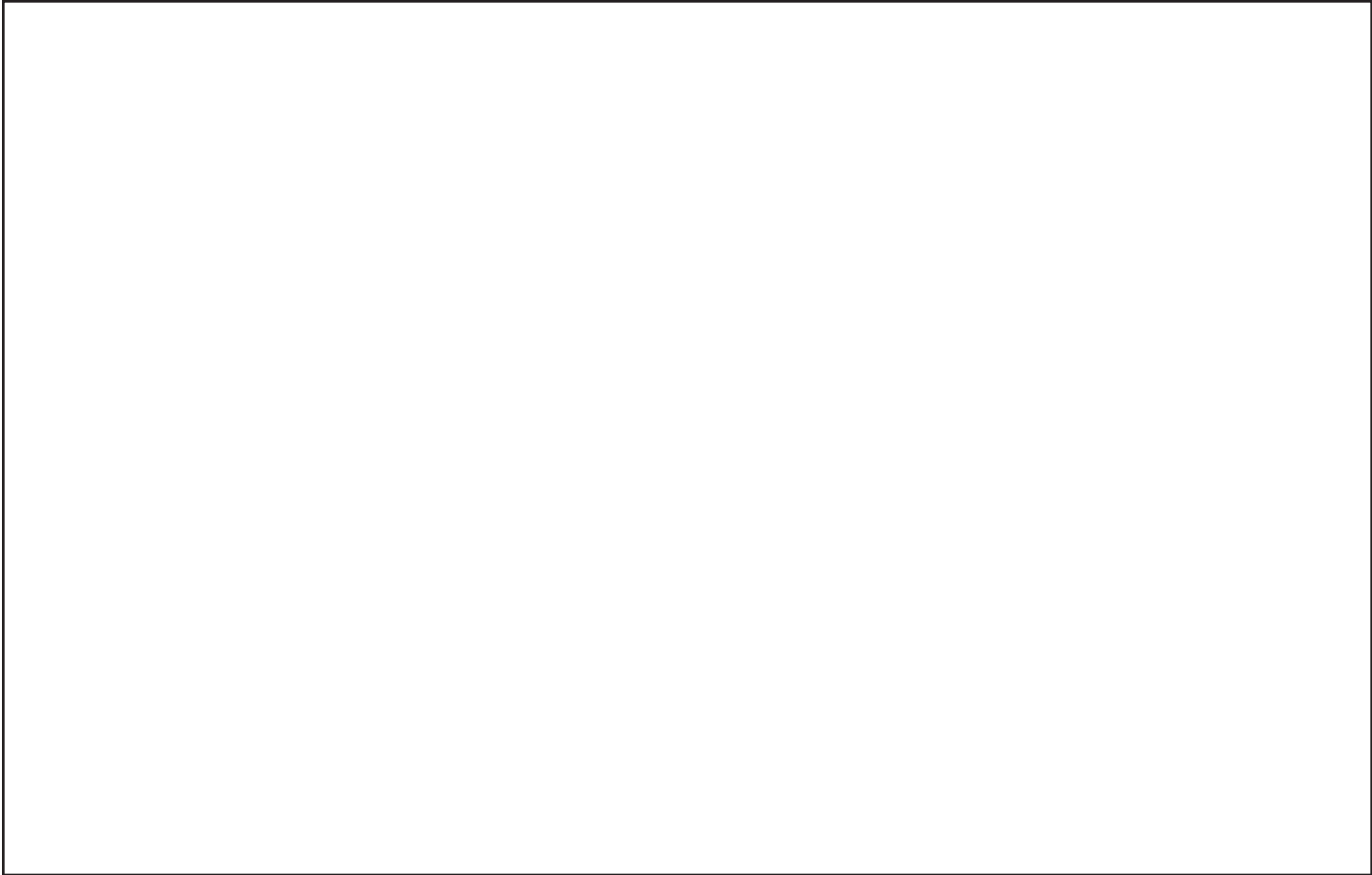
### Making connections: text to self

### Making connections: text to world/text to self

### High-frequency words

# What I Wear

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

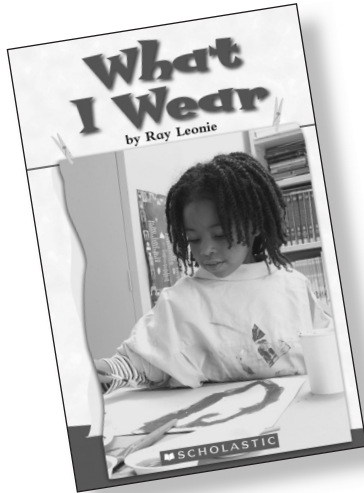


I am \_\_\_\_\_.

This is what I wear.

# What I Wear

Written by Ray Leonie



**Text Type:** Non-fiction: Description — Account

**Summary:** Photographs depict children painting, fishing, swimming, rollerblading, playing baseball, and getting ready for bed. Each child explains what he or she is doing and the photograph shows the corresponding clothing for the activity.

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

## Text Features

### Print Concepts

- ▶ repetitive language pattern on pages 2, 4, 6, 8, 10
- ▶ consistent placement of text
- ▶ two lines of text on all but the last page

## First Reading

### Reading Strategies

#### Comprehension

- ▶ predicting
- ▶ making connections: text to self

#### Working with Words

- ▶ using photo cues to solve unfamiliar words
- ▶ using high-frequency words to track print

### Assessment Opportunities

Note each student's ability to:

- ▶ participate by joining in with the reading
- ▶ predict content
- ▶ make text-to-self connections
- ▶ track print
- ▶ check photographs for cues to support word solving/understanding



## BEFORE READING

Analyzing/making connections: text to self

### Activating and Building Prior Knowledge

Have students look at the front cover. Ask, *What is the girl doing? How do you know? What is she wearing? Why would she wear a paint shirt/smock? Who in this class has done some painting? What do you wear when you paint?*

Show students the back cover as you read aloud the text. Ask, *What is this girl doing? What is she wearing? Has anyone been swimming before? Who did you go with? What did you wear?*

### ESL Note:

Have students tell about some activities they have done in their home country, and any special clothing or equipment required for that activity.

Text features

Say, *The title of the book is What I Wear and the author is Ray Leonie.* Point to the words as you read them.

Predicting

Ask, *Why do you think this book is called What I Wear? What other activities might we find in this book?* List students' responses on chart paper or on the chalkboard.

### Setting a Purpose

Predicting

Say, *Let's read and find out if we have selected the same activities as the author.*



## DURING READING

Tracking print/building confidence

Read the book, tracking print. Say, *Let's read the title page together. I am turning to the first page.* Pause on each page to first look at the photograph. Ask, *What is the girl doing in the photograph? Have we seen this photograph before? Where?* Say, *I see the word I on this page. We know that word. Let's begin reading.* Read the page, matching one to one.

### Teaching Tip:

Pausing on each page to give students an opportunity to look at the photograph reinforces the use of photo cues.

Read through the text on page 6 tracking the print smoothly word by word as students watch. Ask, *Where did we see this girl before? Yes, we saw her on the back cover. Let's turn the page.* Continue to read the book, tracking print smoothly word by word. Invite students to chime in, especially for the repeated sentence "This is what I wear."



## AFTER READING

Predicting

Ask, *Did the author include some activities in the book that we did not have on our list? Let's look, check, and add those we did not have.*

Making connections: text to self

Ask, *Who has done one of the activities we recorded on our list? Which one is your favourite activity?*

**Analyzing/word solving  
and building**

Examine the photographs in the book. Ask, *Did the photographs help you decide what the activity was and help you read the word? Were some activities easier to understand from the photographs than others? Which one was hard?*

**ESL Note:** Have students tell if any of the activities in the book are like ones in their home country.

## 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 selection 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 word)
- ▶ match one-to-one on each page
- ▶ track print from left to right
- ▶ turn pages correctly

**Text features**

Review the title and author. 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. Turn to page 12 of the text and talk about the function of the exclamation mark. Ask, *How would you read this sentence?* If students can't tell you, demonstrate, leading them to realize that this type of punctuation mark denotes excitement or emphasis.

**Analyzing**

### Focusing on Comprehension

Have students examine each photograph. Ask, *What is each child wearing in the photograph? Why? Could the child on page 7 wear the same as the child on page 5 or page 3? Why not?*

**Making connections:  
text to self**

Have students choose an activity they like to do and tell a classmate what they would wear for this activity. Have students use the following sentence frame: I am \_\_\_\_\_. This is what I wear.

**Phonological and phonemic awareness**

**Letter knowledge**

**High-frequency words**



**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:  
text to world**

**High-frequency words**

**Working with Words**

Orally stretch words from the text. *Let's say the word swimming as slow as a snail. Swim-ming. Now, let's clap it: swim-ming. Now, let's clap our other activity words: fish-ing, paint-ing. What are the letters in the last part of each word?*

Ask students to look for words in the text that begin with the consonants "s" (*swimming*), "f" (*fishing*), "b" (*bed* and *baseball*), "p" (*painting*), and "r" (*rollerblading*).

Print the following sentences from the text on chart paper or on the chalkboard:

"I am going to bed.  
This is what I wear.  
Good night!"

*Say, We have some very familiar words here. Who can find the word I? Let's circle it. Is it anywhere else? How about the word is? to? Let's circle each of them.*

**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 I Wear Puppets***

Have students draw a picture of a person doing an activity from the text. They can cut out their person and glue it onto a stick to make a puppet. In pairs, have students manipulate their puppets and orally tell their partner what the puppet is doing and wearing. Encourage students to use the statements: I am \_\_\_\_\_. I wear \_\_\_\_\_.

Ask students to look for and frame known high-frequency words (*I, is, to*).