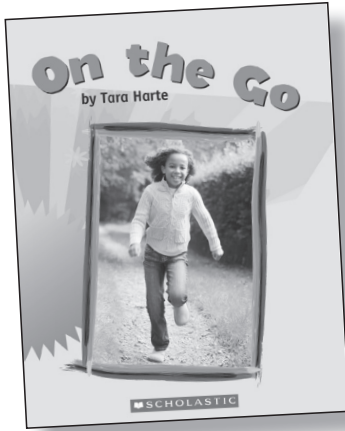


On the Go



Written by Tara Harte

Text Type: Non-fiction: Description — Account

Guided Reading Level: A

Summary: This book shows the different ways children move.

Word Count: 21

High-Frequency Words:

go, I, the

Text Supports

- ▶ photographs are highly supportive of the text
- ▶ repeated language pattern
- ▶ text boxes highlight written text

Possible Text Challenges

- ▶ word recognition, e.g., 'running,' 'dancing,' 'jumping,' 'rolling,' 'skipping,' 'sliding'

Reading Strategies

Comprehension

- ▶ making connections
- ▶ inferring

Working with Words

- ▶ using photograph and context cues, and initial letters to support word recognition
- ▶ identifying high-frequency words
- ▶ generating action words

Assessment Opportunities

Note each student's ability to:

- ▶ make connections to their own personal experiences
- ▶ infer the actions from the photographs
- ▶ recognize, then anticipate, the predictable language pattern
- ▶ track print using one-to-one matching
- ▶ work out less-familiar words using photograph and context cues, and initial letters

For Assessment Tools, see Monitoring Progress for Guided Reading in the Toolkit at www.lpey.ca and in the Kindergarten Reading Guide.



BEFORE READING

Activating and Building Background Knowledge

Making connections/
predicting

- ▶ Show students the front cover of the book. Track the print as you read the title 'On the Go.' Ask them to explain what they think the title means and to describe how they think the girl is moving as they examine the photograph.

Making connections/
inferring

- ▶ Show students the back cover of the book and ask them to describe what is happening.

This boy looks like he's having fun. He's moving in a different way than the girl on the front cover. How is he moving when he's 'On the Go'?

Tracking print/making
connections

- ▶ Track along under the lines of print as you read aloud the question, 'How do you like to move?'

The author is asking how you like to move when you're 'On the Go.' Think about that for a minute and then tell your elbow partner how you like to move.

ELL Note:

Start the lesson by playing 'Simon Says.' Include many action words in the instructions such as march, walk, crawl, jump, hop, dance, and so on. Act out the instructions so students can understand the meaning of the words. This activity will also help students come up with ideas when answering how they like to move.

Discussing Supports and Challenges

Predicting/making
connections

- ▶ Hand out a copy of the book to each student.
- ▶ Ask students to predict what they think this book will be about.
- ▶ Use prompts to discuss the book's content, purpose, and features:

Photographs and titles give us clues about what we're going to read. We see a girl on the front cover who's 'On the Go.' A boy is jumping on the back cover and the author is asking us how we like to move. What do you think this book will be about?

Inferring

Making connections

- What do you think the girl is doing?
- What different ways do people move around?

Let's jot down on the board all the different ways people can move around without any help from bikes, scooters, buses, cars, or any other vehicles.

- ▶ Choose one of the examples of how the students like to move. Use the example to alert students to the predictable language pattern 'I am ...' they will encounter in the book. For example, 'I am walking.'

Okay, walking is one way of moving around so I'm going to write down, 'I am walking.'

Making connections

Setting a Purpose

- ▶ Focus the readers on a comprehension purpose.

As you read, think about your favourite way of moving.

Teaching Tip: You may decide to change the comprehension focus for this text. For information on how to modify a Guided Reading lesson to match a new comprehension strategy, see the Guided Reading Teaching Plan Outline in the Toolkit at www.lpey.ca.



DURING READING

Inferring/making connections
Evaluating

Making connections/evaluating

- ▶ Ask each student to read the text independently, keeping in mind the purpose for reading.
- ▶ Observe and listen to students as they read quietly, assisting them with word-solving strategies, vocabulary, and punctuation. Respond to comprehension queries and offer occasional comprehension prompts to help them problem solve. Possible prompts:
 - Where do you think the boy who is jumping lives?
 - Why do you think so?
- ▶ If students finish early, ask them to reread independently or with a partner. Ask them to discuss their favourite way of moving.
- ▶ Note successful reading strategies and any remaining reading challenges.



AFTER READING

Making connections

Inferring/making connections
Inferring/making connections

Making connections/inferring

Self-monitoring/making connections

- ▶ Revisit the purpose for reading: What is your favourite way of moving?
- ▶ Extend comprehension by offering prompts to initiate discussion:
 - What kind of music do you think the boy on page 3 is dancing to? What makes you think that?
 - How does the girl in the wheelchair help herself to roll along? Are there any other ways to get a wheelchair moving?"
- ▶ Talk about the different aspect that's introduced on page 8, where the child is not 'On the Go.'
- ▶ Comment on any effective reading strategies that you observed.

Do you like to move around like any of the children in the text? If so, why?

The boy on the last page isn't 'On the Go.' He's not moving, he's sleeping. It says, 'I am sleeping!' Why do you think there is an exclamation mark at the end of the sentence?

Kit looked at the photo and read, "I am twisting." Then, she looked again and said, "That word can't be 'pulling.' 'Pulling' begins with a 'p' and there's a 'd' at the beginning of the word. He's dancing. It says 'I am dancing.'



Home Links

Provide students with a copy of the take-home text. See Additional Resources at www.lpey.ca.

Evaluating

Making connections/
evaluating

High-frequency words/word
solving and building

Word solving and building

Rereadings

- ▶ Provide opportunities for each student to reread the text independently or with a partner.

Focused Follow-Up

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

Demonstrate Ways of Moving

- ▶ Ask the students to demonstrate their favourite way of moving when they're 'On the Go.'

Animal Moves

- ▶ Invite students to think about how their favourite animal moves when it's 'On the Go,' for example, hopping (a rabbit), climbing (a monkey), flying (an eagle), and to demonstrate the action to other members of the group.

Draw a Captioned Picture

- ▶ Ask students to create a captioned picture that shows them engaged in their favourite way of moving when they're 'On the Go.' Scribe their descriptions, if needed, and read them back to ensure that the students have said everything they intended to say. Encourage students to read their descriptions to another group member.

Word Building

- ▶ Provide students with plastic or magnetic letters and ask them to build some of the:
 - high-frequency words from the text ('go,' 'I,' 'the')
 - action words from the text (e.g., 'running,' 'jumping,' 'dancing,' 'skipping')

Word Sort

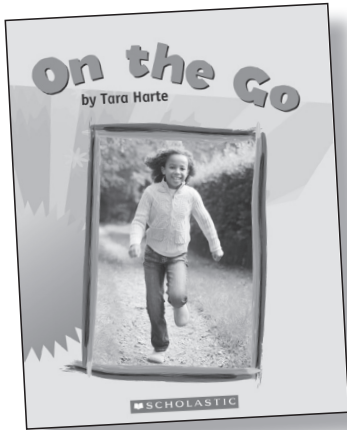
- ▶ Print the action words from the text on individual cards and ask students to sort them into groups, according to their initial letter.



Small-Group Shared Reading Teaching Plan

(see reverse for Guided Reading Teaching Plan)

On the Go



Written by Tara Harte

Text Type: Non-fiction: Description — Account

Summary: This book shows the different ways children move.

For more information on Small-Group Shared Reading, see the Toolkit at www.lpey.ca and the Kindergarten Reading Guide.

Text Features

Visual Literacy

- ▶ supportive photographs
- ▶ title in large brightly-coloured font

Print Concepts

- ▶ consistent placement of text
- ▶ an exclamation mark
- ▶ question mark (back cover)

First Reading

Reading Strategies

Comprehension

- ▶ making connections
- ▶ inferring

Working with Words

- ▶ recognizing language pattern (I am ...)
- ▶ recognizing high-frequency words
- ▶ using photographic cues and initial letters to support recognition of action words

Assessment Opportunities

Note each student's ability to:

- ▶ make connections to their own personal experiences
- ▶ infer the actions from the photographs
- ▶ track print
- ▶ recognize, then anticipate, the predictable language pattern
- ▶ use context cues from the photographs to facilitate word recognition

For Assessment Tools, see Monitoring Progress for Small-Group Shared Reading in the Toolkit at www.lpey.ca and in the Kindergarten Reading Guide.



BEFORE READING

**Making connections/
predicting**

Activating and Building Background Knowledge

- ▶ Show students the front cover of the book. Track the print as you read the title 'On the Go.' Ask them to explain what they think the title means and to describe how they think the girl is moving as they examine the photograph.

**Making connections/
inferring**

- ▶ Show students the back cover of the book and ask them to describe what is happening.

This boy looks as though he's having fun. He's moving in a different way than the girl on the front cover. How is he moving when he's 'On the Go'?

Tracking print/making connections

- ▶ Track along under the lines of print as you read aloud the question, 'How do you like to move?'

The author is asking how you like to move when you're 'On the Go.' Think about that for a minute and then tell a partner how you like to move.

ELL Note:

Start the lesson by playing 'Simon Says.' Include many action words in the instructions such as march, walk, crawl, jump, hop, dance, and so on. Act out the instructions so students can understand the meaning of the words. This activity will also help students come up with ideas when answering how they like to move.

Making connections

Setting a Purpose

- ▶ Focus students on the comprehension purpose.

As you read, think about your favourite way of moving.



DURING READING

Analyzing/tracking print

- ▶ Hold up your copy of the book and turn to page 2, positioning it so that everyone can see the words and photographs clearly.

Show me where I should start reading. Point to the first word on the page. Okay now, let your eyes follow along as I read this page to you, 'I am running.'

Tracking print

- ▶ Hand out the books so that each student has a copy. Ask students to turn to page 2 and invite them to join in with the reading whenever they feel comfortable.

Predicting

- ▶ Confirm earlier predictions made by the students about the front cover by pointing out the initial letter of 'running' on page 2. Explain that this is an additional clue that can be used with the photo to figure out a word.
- ▶ Use prompts to point out the repeated language pattern after reading page 3.
 - Let's look at the first words on pages 2 and 3. What is the same? What is different?
 - If you weren't sure of the last word, how would the photo and first letter clues to help you figure it out?

**Making connections/
inferring**

- ▶ Emphasize comprehension further by pausing to ask:
 - Where do you think the boy who's jumping lives? What makes you think so?

Inferring
Making connections
Evaluating

- Who or what do you think is making this wheelchair roll along?
- Describe other ways of skipping and sliding.
- Do you think all of the children that are in this book live in the same place? What makes you think so?

Print concepts

- ▶ After chorally reading page 8, ask students to compare the sentence on page 8 with the sentences on previous pages to determine why the author uses an exclamation mark at the end of the sentence 'I am sleeping!'



AFTER READING

Making connections

- ▶ Revisit the purpose for reading: What is your favourite way of moving?

Do you like to move around like any of the children in the text? If so, why?

- ▶ Extend comprehension further by pausing to ask:

**Making connections/
inferring**
Making connections

- The girl in the wheelchair is rolling herself along by pushing the wheels. Are there any other ways to get the wheelchair rolling for her?
- What might these children be saying as they're 'On the Go'?

Second and Further Readings

For rereadings, give each student a copy of the book and choral read the text. Depending on the needs of your students, focus on a balance of the following three areas.

Print Concepts, Tracking, and Book Handling

**Tracking print/print
concepts**

- ▶ Continue to support the development of print concepts, tracking, and book handling by using your copy of the text to demonstrate and to verbalize key ideas (e.g., tracking a line of print from left to right, following the repeated language pattern, and pointing out the punctuation marks).

Focusing on Comprehension

Inferring

- ▶ Invite students to reread the text with a focus on inferring.
- ▶ During reading, pause to offer prompts:
 - When you look at the picture of the girl who's running what time of year do you think it is? Why do you think so?
 - Why is the boy jumping? What makes you think so?
 - What kind of skipping could this boy do without a rope? Tell us, and then show us what is different.
 - How is the girl feeling when she zips down the slide? Why do you think that?

Teaching Tip: You can change the comprehension focus each time you read to help students focus on different ideas. For example, to highlight Evaluating, you may decide to ask, "What action did you like best?" For more information, see the Small-Group Shared Reading Teaching Plan Outline in the Toolkit at www.lpey.ca.

High-frequency words

Word solving and building

Phonological awareness
Phonological awareness



Home Links

Provide students with a copy of the take-home text. See Additional Resources at www.lpey.ca.

Evaluating

Making connections/
evaluating

Making connections/
synthesizing

Making connections

Working with Words

► Focus on supporting word recognition by:

- framing one or two high-frequency words with a word mask ('go', 'I', 'the')
- using photographic cues and initial letters to work out words
- highlighting the 'I am ...' language pattern using a coloured piece of acetate
- taking a word like 'am' and doing oral rhyming with it
- dividing the 'ike' rhyming pattern words into onsets and rimes (e.g., l-ike, b-ike, M-ike, h-ike)

What sound do you hear at the beginning of the word 'jumping'? Which letter matches that sound? Find the page that shows the boy jumping, and let's check.

Rereadings

► Provide opportunities for students who are sufficiently comfortable with the text to reread the book with a partner. Remind students to track the print as they read.

Focused Follow-Up

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

Demonstrate Ways of Moving

► Students describe and demonstrate their favourite way of moving when they're 'On the Go.'

Animal Moves

► Students describe and demonstrate how their favourite animal moves when it's 'On the Go,' for example, hopping (a rabbit), climbing (a monkey), and flying (an eagle).

Draw a Captioned Picture

► Ask students to create a captioned picture that shows them engaged in their favourite way of moving when they're 'On the Go.' Scribe their descriptions, if needed, and read them back to ensure that the students have said everything they intended to say. Encourage students to read their descriptions to another group member.

Moving Words

► Students can generate additional 'On the Go' actions that they or their favourite creatures use, such as striding, creeping, walking, and crawling. Students then describe some of those actions to group members.

Imagining

► Ask students to imagine that it's Saturday night and they've fallen asleep at the end of a very busy 'On the Go' kind of day. Have students describe everything they did that day.