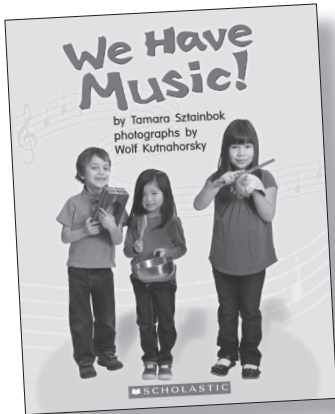


We Have Music!



Written by Tamara Sztainbok
 Photographs by Wolf Kutnahorsky

Text Type: Non-fiction: Description — Account

Guided Reading Level: B

Summary: This simple text identifies some of the items children can use to make music.

Word Count: 27
High-Frequency Words:
a, I, we

Text Supports

- ▶ photographs support the text
- ▶ repeated language pattern
- ▶ consistent placement of text

Possible Text Challenges

- ▶ change of language pattern on page 8
- ▶ word recognition, e.g., 'shell'

Reading Strategies

Comprehension

- ▶ synthesizing
- ▶ analyzing

Working with Words

- ▶ identifying high-frequency words
- ▶ using photos and contextual cues to support word recognition
- ▶ using initial letters to confirm word identification

Assessment Opportunities

Note each student's ability to:

- ▶ synthesize new information with prior knowledge to create new understanding
- ▶ analyze to gain meaning from text
- ▶ use background knowledge to enhance text meaning
- ▶ recognize high-frequency words
- ▶ use picture and contextual cues to predict unknown words

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



BEFORE READING

Making connections

Activating and Building Background Knowledge

- ▶ Build background by explaining that there are many things people use to make music.

If you want to make music what do you use?

ELL Note:

Illustrate the concept of music by reviewing different examples of music with the students. This can be done by singing, humming, and/or drumming your hand on a hard surface. Encourage students to bring in music from their native country and then play these recordings during the day.

Analyzing

- ▶ Hold up a copy of the book and show the front and back covers. Read the title, author, illustrator, and the text on the back cover.
- ▶ Have students look at the front cover and talk about the photograph.

What do you think these children are going to do? How will these children make music?

Discussing Supports and Challenges

- ▶ Hand out copies of the book.

Tracking print

- ▶ Reread the title and title page. Encourage students to read along matching the print with their fingers.

Print concepts

- ▶ Read page 2 together and explain how the pattern 'I have a ...' will help them read the book. Explain that this pattern starts most pages in the book.

Word solving and building

- ▶ Have students turn to page 4 and use photographic cues to help recognize words in the text.

Yes, the picture shows a string. What letter do you expect that word to start with? Which word says 'string'?

Visual literacy

- ▶ Have students look carefully at the background behind the text and photograph on page 4.

This is the way people write music. Musicians can read this and make the music themselves.

ELL Note:

If possible, use a small keyboard or xylophone and play the notes that are indicated on the background of each page. Explain how reading notes are like reading words. Ask students if they have ever seen musical notation. You can also show them sheet music for songs they have been singing.

Synthesizing

Setting a Purpose

- ▶ Focus the readers on a comprehension purpose.

Let's read the book to find out how these children make music.

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

Analyzing/synthesizing
Analyzing/infering

- ▶ Ask each student to read the text independently, keeping in mind the purpose of reading.
- ▶ Observe and listen to students as they read quietly, assisting them with word solving, vocabulary, punctuation, or sentence structure. Respond to comprehension queries and offer occasional comprehension prompts to help them problem solve. Possible prompts:
 - What is this child holding? What would she say she has?
 - On the last page, what are the children saying they can do?
- ▶ If students finish early, ask them to reread independently or with a partner.
- ▶ Note successful reading strategies and any remaining reading challenges.



AFTER READING

Synthesizing/analyzing

Analyzing
Inferring/synthesizing
Making connections

- ▶ Revisit the purpose for reading and discuss how the children made music.
- ▶ Have students look at page 8 and extend comprehension by offering prompts to initiate discussion:
 - What do you notice about the text? What is the same? What is different?
 - How do the children make music with these items?
 - What else could they have used to make music?

Teaching Tip: Have props available to help students formulate ideas about others ways of making music.

Self-monitoring

- ▶ Comment on any effective reading strategies that you observed.

I saw Keesha look at the word and then she looked at the picture to figure out which word would make sense.

Rereadings

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



Home Links

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

Focused Follow-Up

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

Making Music

- ▶ Provide opportunities for students to make music with the items from the text and with other items that they predict will make interesting sounds.

Group Book

- ▶ Students can consider how they could make their own music and draw and label two pages for a group book on how to make music. Encourage students to refer to the text as needed.

Word Building

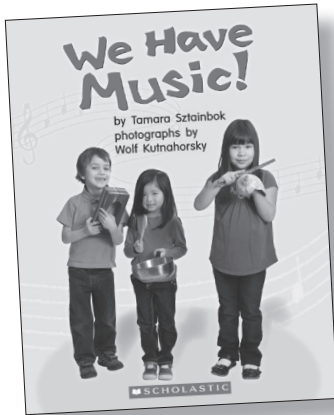
- ▶ Ask students to use plastic letters to build high-frequency words from the text. Provide copies of the book for reference.
- ▶ Provide students with magnetic letters to make the word 'pot.' Ask them to make new words by changing the first letter. Provide the letters 'h,' 'l,' 'd,' and 'g' to get them started.

Making connections

High-frequency words/word solving and building

Word solving and building

We Have Music!



Written by Tamara Sztainbok
 Photographs by Wolf Kutnahorsky

Text Type: Non-fiction: Description — Account

Summary: This simple text identifies some of the items children can use to make music.

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
- ▶ background illustrations include lines of music

Print Concepts

- ▶ one line of print on each page
- ▶ repetitive language pattern
- ▶ exclamation mark

First Reading

Reading Strategies

Comprehension

- ▶ synthesizing
- ▶ analyzing

Working with Words

- ▶ recognizing high-frequency words
- ▶ using photograph cues to solve unfamiliar words
- ▶ use initial letters to confirm word predictions

Assessment Opportunities

Note each student's ability to:

- ▶ synthesize new information with prior knowledge to create new understanding
- ▶ analyze to gain meaning
- ▶ track print
- ▶ use photographs to gain meaning from text
- ▶ recognize high-frequency words
- ▶ recognize an increasing number of print concepts e.g., reading text from left to right, one-to-one word matching

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

- Predicting**
- ▶ Show the front and back covers of the book and ask students to predict the topic of the book.
- What do you think the children are going to do with the items they have in their hands?*
- Making connections**
- ▶ Ask students to talk about the items they have used to make music.
 - ▶ Read the title, author, and photographer, and the text on the back cover: 'Let's make music.'
- What have you used to make music? What have we used in the classroom to make music?*
- Analyzing**
- ▶ Have students look at the front cover and talk about the photograph.
- How will the children on the cover use these objects to make music?*
- Synthesizing**
- ▶ Focus the readers on a comprehension purpose.
- Let's read the book together to find out how these children make music.*



DURING READING

- Print concepts**
- ▶ Hand out the books so that each student has a copy. As you handle the book, read with the students and weave print concepts into your talk. Have students turn to page 2 and use prompts to point out some of the print concepts of the text:
- Tracking print**
- Where do you start reading? Where is the first word?
- Analyzing**
- What do you see in the photograph? What does the little girl have?
- Tracking print**
- ▶ Encourage students to join in with the reading, pointing to the print in their books and tracking the lines with their fingers.
- Point to each of the words as we read them.*

Teaching Tip: If students need more support, use your copy of the text to model tracking print by holding it so all can see, and while reading, tracking each word using your finger. Use individual books for the second and subsequent readings.

- Predicting/synthesizing**
- ▶ Emphasize comprehension further by pausing to ask, 'What can the child do with the two items? How can the items be used to make music?'
- Analyzing**
- ▶ As you turn each of the pages, focus on the meaning embedded in the photograph first and then link to the text and print features.

What does this child have? What letter does that start with? Do you see that word on the page?



AFTER READING

Synthesizing

- ▶ Provide a prompt related to the purpose set for reading.

How did the children in this book make music?

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

- ▶ Continue to support the development of print concepts, tracking, and book handling by using your copy of the book to demonstrate (e.g., moving your finger across the line of print), and to verbalize concepts such as first/last word, next page, and assisting individual students when necessary.

Print concepts

- ▶ Point out the exclamation mark at the end of the sentence on page 8. Discuss with students how they should use an exclamation mark to emphasize the words in a sentence. Encourage students to consider the reasons the exclamation mark is used only in this sentence of the text. Practise using it in some of the other sentences and recognize its limited use.

Focusing on Comprehension

Making connections/synthesizing

- ▶ Ask students to consider how the children in the book were able to make music with the items they had.

How would a spoon and a pot make music? How would a string and a box make music? How would a stick and a shell make music?

ELL Note:

Some children may not know the word 'shell.' Using a picture of a shell or an authentic shell to introduce the label prior to reading the book will provide students with a more fluent read.

Teaching Tip:

You can change the comprehension focus each time you read to help students focus on different ideas. For example, to highlight Predictions/making connections you may decide to ask, "What do you think would happen if we used a ruler and book? Would they make music?" For more information, see the Small-Group Shared Reading Teaching Plan Outline in the Toolkit at www.lpey.ca.

Working with Words

High-frequency words

- ▶ Focus on word recognition by:
 - framing one or two high-frequency words with a word mask (e.g., 'a,' 'I,' 'we')

Phonemic awareness

Visual literacy

- using photographic cues and first letters to work out words (e.g., 'box,' 'spoon,' and 'stick')

What sound does 'box' start with? What letter would you look for at the beginning of the word? Point to the word 'box.'

- ▶ Draw students' attention to the musical notation that appears in the background on each page. Explain that this is how music is read. It was used in this book to show the reader that the items the children are holding can be used to make music.

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.

Making Music

- ▶ Provide the materials shown in the text so students can make their own music. Encourage students to consider additional items that might be used to make music. They may bring some items from home or find items in the classroom. They should have an opportunity to play music together and perhaps present the music to the rest of the class.

Searching for Words

- ▶ Prior to this lesson record the high-frequency words: 'a,' 'I,' and 'we' on cards and place them in name tag holders. Encourage students to walk around the classroom searching for the word on their tag. Students can keep a tally of the number of times they read their word.

Making Words

- ▶ Provide students with magnetic letters to make the word 'pot.' Ask them to make new words by changing the first letter. Provide the letters 'h,' 'l,' 'd,' and 'g' to get them started.

Making Books

- ▶ Students may choose to write their own books about making music using two items. Provide copies of the text to use for reference. Students may choose to photograph or draw pictures of their musical instruments.



Home Links

Provide students with a copy of the take-home text to read chorally with family members. See **Reproducible Books under Additional Resources** at www.lpey.ca.

High-frequency words

Word solving and building