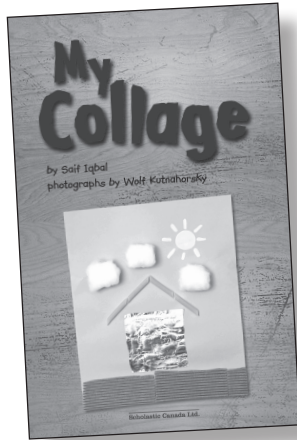


My Collage



Word Count: 34
High-Frequency Words:
is, it, my

By Saif Iqbal
Photographs by Wolf Kutnahorsky

Text Type: Non-fiction: Description — Personal Account

Guided Reading Level: C

Summary: This personal account provides sensory descriptions of the objects a child uses to make a collage.

Text Supports

- ▶ consistent placement of text
- ▶ three word sentences (except page 12)
- ▶ repeated language pattern
- ▶ photographs support the text
- ▶ front cover photograph provides clues to the meaning of 'collage'

Possible Text Challenges

- ▶ unanticipated sensory vocabulary (students may expect name of objects rather than descriptions)
- ▶ making a collage may be new for the readers
- ▶ change in language pattern on page 12
- ▶ word recognition, e.g., 'collage'

Reading Strategies

Comprehension

- ▶ synthesizing

Working with Words

- ▶ identifying high-frequency words
- ▶ using photos and contextual cues to support word recognition
- ▶ using first letters for word identification
- ▶ generating rhyming words

Assessment Opportunities

Note each student's ability to:

- ▶ synthesize new information with prior knowledge to create new understanding
- ▶ recognize change in repeated language pattern
- ▶ use photographic and contextual cues to predict unknown words
- ▶ track print

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



BEFORE READING

Synthesizing

Activating and Building Background Knowledge

- ▶ Hold up a copy of the book and show the front cover. Have students talk about how the picture was made.

This is an interesting picture. Look closely. How did the artist make this picture?

Word solving and building

- ▶ Explain to students that this picture has a special name. Talk about the different things that the artist used and introduce the word ‘collage.’

Tracking print

- ▶ Point to the word ‘collage’ on the front cover and track your finger under the word as you say it aloud. Emphasize the consonant sounds. Continue to read the title, author, illustrator, and the text on the back cover.

Discussing Supports and Challenges

Visual literacy

- ▶ Hand out a copy of the book to each student.
- ▶ Look through the book with the students and explain that this book tells us how the objects feel or how they look.

The pictures in a book are very important. In this book, we have to decide how the object in the picture feels or looks and these clues help us figure out these tricky words.

Print concepts

- ▶ Read pages 2 and 3 together and explain that the patterns ‘This is ...’ and ‘It goes...’ will help them read the book. Explain that these patterns begin most pages in the book.

Making connections/word solving and building

Making connections/word solving and building

Making connections/word solving and building

Word solving and building

Word solving and building

- ▶ Read the title out loud and use prompts to discuss the book’s content, purpose, and features:
 - Look at the cotton ball. What does it feel like? Can you find the word ‘soft’ on this page? How do you know?
 - Here is a piece of pasta. What does it feel like? Can you find that word on this page? How do you know?
 - Next is a piece of cardboard. If you ran your fingers over it, how would it feel? Can you find that word on this page? How do you know?
 - This is a piece of tin foil. It’s very shiny. Can you find a word on the page that says ‘shiny’?
 - This yellow paint is bright. Where on the page is the word ‘bright’?

ELL Note:

Have concrete examples of the objects in the book so students can appreciate the different concepts (e.g., hard, soft). Have something smooth to contrast with the bumpy cardboard, and something dull to contrast with the shiny foil. Play ‘I Spy,’ using objects commonly found in the classroom. This activity will help ELLs practise both classroom vocabulary and the new adjectives.

Synthesizing

Setting a Purpose

- ▶ Focus the readers on a comprehension purpose.

What does this boy's collage show?

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

Self-monitoring

Predicting

Analyzing/infering

- ▶ Ask each student to read the text independently, keeping in mind the purpose for reading.
- ▶ Observe and listen to students as they read aloud 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 include:
 - Does that match the picture? Look at the picture and the words and make sure they match.
 - Look at page 8 and decide where you think the foil will be placed? Why do you think so?
 - Who is the child on page 12? How do you know?



AFTER READING

Synthesizing

Analyzing/evaluating

Making connections/
evaluating

Making connections/
analyzing

Making connections/
synthesizing

Analyzing

Self-monitoring

- ▶ Revisit the purpose for reading and discuss what the collage showed.
- ▶ Extend comprehension by offering prompts to initiate discussion:
 - As we look at each page, the background on the left is different than the background on the right. Why?
 - Why did the boy choose a blue background for his collage?
 - Do you think the boy placed the objects on the paper or did he glue them? How do you know?
 - If the boy didn't have any paint, what could he have used for the sun?
 - What do you notice that is different about the text on page 12?
- ▶ Comment on any effective reading strategies you observed.

How could this book teach someone about a collage?

Tia looked at the picture and said, "That looks like it is bumpy." Then she checked the word at the top of the page. It's a good idea to check the picture for clues.



Home Links

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

Make a Collage

- ▶ Provide students with different objects and ask them to use them to make a collage about things they like to do or read about. Once complete, students can share their collages with others.

ELL Note:

Have primary colouring books on hand to inspire students with ideas for their collages. Talk about the elements of the pictures they make, for example, "This cat has soft ears and a hard tail."

Word solving and building

Descriptive words

- ▶ Create a T-chart with two columns. Under the heading 'Descriptive words' write the adjectives from the text ('soft,' 'hard,' 'bumpy,' 'shiny,' and 'bright'). Ask students to provide other examples of words that fit the description. Students can 'share the pen' and write or draw pictures under the 'Example' heading in the chart.

Descriptive words	Example
soft	cotton ball
hard	pasta
bumpy	cardboard
shiny	foil
bright	yellow paint

Sequencing

Retell

- ▶ Encourage students to describe orally the sequence of materials used to create the collage in the story using ordinals 'first,' 'second,' 'third,' etc.

High-frequency words

Word Building

- ▶ Record 'go' on a card, display it for all to see and explain that it is a word students know. Ask students to find 'go' in a larger word on page 3. Ask students if it would sound right to say, "It go here?" After students respond, say, "You're right, so we change 'go' to 'goes' and we say 'It goes here.'" Point out the same pattern on pages 5, 7, 9, and 11.

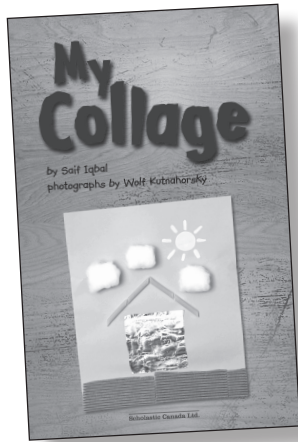
Phonological awareness

- ▶ With students' assistance, create oral rhymes for the words 'my,' 'here,' 'hard,' and 'bright.'

Word solving and building

- ▶ Identify the initial consonant cluster in the word 'bright' and ask students to think of other words that start with that cluster (e.g., brown, bring, broom).

My Collage



By Saif Iqbal
 Photographs by Wolf Kutnahorsky

Text Type: Non-fiction: Description — Personal Account

Summary: This personal account provides sensory descriptions of the objects a child uses to make a collage.

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

Text Features

Visual Literacy

- ▶ front cover photograph provides clues to the meaning of ‘collage’
- ▶ text boxes highlight printed text
- ▶ supportive photographs

Print Concepts

- ▶ consistent placement of text
- ▶ repeated language patterns
- ▶ change of language pattern on page 12
- ▶ exclamation mark (on the back cover)

First Reading

Reading Strategies

Comprehension

- ▶ synthesizing
- ▶ predicting

Working with Words

- ▶ recognizing high-frequency words
- ▶ using photos and context cues to confirm word predictions
- ▶ recognizing similar words/word parts and using them to unlock new words

Assessment Opportunities

Note each student’s ability to:

- ▶ synthesize new information with prior knowledge to create new understanding
- ▶ track print
- ▶ use photographs and context cues to predict words

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

Synthesizing

Word solving and building

Activating and Building Background Knowledge

- ▶ Hold up a copy of the book and show the front cover. Have students talk about how the picture was made.
- ▶ Explain to students that this picture has a special name. Talk about the different things that the artist used and introduce the word 'collage.'

This is an interesting picture. How do you think the artist made this picture?

Synthesizing

Setting a Purpose

- ▶ Focus the readers on a comprehension purpose.

What does this boy's collage show?



DURING READING

Print concepts

Predicting/sequencing

Making connections/visual literacy
Word solving and building

Word solving and building

Word solving and building

Word solving and building

Word solving and building

- ▶ Hand out the books so that each student has a copy.

- ▶ Invite students to participate in the reading. You may wish to ask students to echo read if the text is too difficult for full participation in choral reading during the first reading.

Let's look at the photograph on the front cover. Let's keep this picture in mind while we are reading. It may give us some clues.

- ▶ Point out the patterns: 'This is...' and 'It goes ...' to the students. Explain that these patterns begin most pages in the book.

- ▶ Stop before turning the pages and ask questions that prompt predictions and focus students' attention on the sequence of the materials used to make the collage:
 - Look at the title page. Before opening the book, what material do you think will be used first?
 - Were you right? What do you predict will be used next?

- ▶ Use prompts to point out some of the special features of the book as you read it together:
 - Let's look at the front cover of the book. What do you notice? Why do you think there is a finger on the letter 'e' in Collage?
 - This is a cotton ball. It's very soft. What letter do you expect to be at the beginning of 'soft'?
 - The next picture is a piece of pasta. Pasta is hard. What word on the page says 'hard'? How do you know?
 - If you run your fingers over cardboard, how does it feel? Can you find the word 'bumpy'? How do you know?
 - The next page has a word that begins with 'sh.' How do we get our mouths ready for 'sh'? Can you use a word starting with 'sh' to describe the foil on this page?
 - On this page, we see bright yellow paint. Let's read this sentence together to find the word 'bright.'



AFTER READING

Synthesizing

- ▶ Revisit the purpose for reading and discuss what the collage showed.

What does this boy's collage show?

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.

Tracking print/print concepts

Print Concepts, Tracking, and Book Handling

- ▶ 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 print, following repeated language patterns, and pointing out the exclamation mark).

Let's look at the end of each sentence and use the punctuation mark to guide us in how our reading sounds.

Focusing on Comprehension

- ▶ Invite students to reread the text with a focus on how connecting all of the information (photograph, first letter of words, and adjectives) on a page helps us to better understand the book.

As we read each page, we look at the picture and think about how the object feels. That helps us read the words at the top of the page.

Inferring

- ▶ During reading, pause and offer prompts:
 - What if the cotton balls were at the bottom of the page? What could they be?
 - What if the pasta was on top of the house? What could it be?
 - What if the sky had dark clouds? What would the words on the page say?

ELL Note:

Partner the ELL with another student or volunteer. The ELL reads the refrain, "This goes here," and the other student reads the rest of the text while pointing at each word. After doing this a few times, the book is read again, this time with both students reading and pointing at the same time. Finally, the ELL reads the book independently.

Teaching Tip:

You can change the comprehension focus each time you read to help students focus on different ideas. For example, to highlight Predicting/making connections you may decide to ask, "What do you think would be different if a school had been made instead of a house? Would the same materials be used?" 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/ phonemic awareness



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.

Working with Words

- ▶ Focus on word recognition by:
 - pointing out the word 'goes' and having students locate the smaller word 'go' within it
 - comparing the spelling of it/It; this/This; and Look/look and highlighting the use of a capital letter at the beginning of a sentence
 - asking students to think of other words that would describe the pictured object and then having them think of the initial letter of that describing word

Rereadings

- ▶ Provide opportunities for students who are sufficiently comfortable with the text to read the book with a partner. They can take turns finger tracking.

Focused Follow-Up

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

Create a 'Know Me' Collage

- ▶ Provide students with different objects and ask them to use them to make a collage about things they like to do or read about. Once complete, students share their collages with others.

ELL Note:

Have primary colouring books on hand to inspire students with ideas for their collages. Talk about the elements of the pictures they make, for example: "This cat has soft ears and a hard tail."

Writing a Shared Story

- ▶ Students work together to write their own book, using the same pattern of text that is presented in 'My Collage.'

Matching Descriptive Words to Pictures

- ▶ Provide students with objects and ask them to think of a describing word for the object.

Building Words

- ▶ Provide plastic or magnetic letters of upper and lower case 'I,' 'T,' 'L' and the letters 'o,' 'o,' 'k,' 'h,' 'i,' 's,' and 't.' Ask students to use the letters to make the words 'this,' 'it,' and 'look' in two different ways.

Rhyming Words

- ▶ Invite students to suggest rhyming words for 'bumpy.' They can act out the word and its rhyme. For example: 'bumpy,' 'jumpy,' and 'lumpy.'