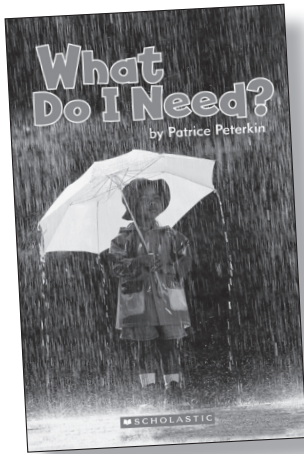


# What Do I Need?



Written by Patrice Peterkin

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

**Guided Reading Level:** C

**Summary:** A simple account of the clothes worn and items used in different kinds of weather.

**Word Count:** 44  
**High-Frequency Words:**  
*do, I, is, it, my*

## Text Supports

- ▶ photographs support the text
- ▶ consistent placement of text (except page 12)
- ▶ repetitive sentence patterns
- ▶ question-and-answer format

## Possible Text Challenges

- ▶ text structure (question on one page; answer on following page)
- ▶ change in language pattern on page 12
- ▶ use of question mark
- ▶ compound words 'sunscreen,' 'today' and the question word 'what'

### Reading Strategies

#### Comprehension

- ▶ predicting

#### Working with Words

- ▶ identifying high-frequency words
- ▶ using question-and-answer format for word prediction
- ▶ using photo and contextual cues to support word recognition
- ▶ using first/last letters to confirm word identification

### Assessment Opportunities

Note each student's ability to:

- ▶ draw on and extend background knowledge about weather
- ▶ make predictions
- ▶ track print using one-to-one matching
- ▶ recognize high-frequency words and use them as anchors when reading
- ▶ use picture cues and initial letters to predict unknown words

For Assessment Tools, see Monitoring Progress for Guided Reading in the Toolkit at [www.lpey.ca](http://www.lpey.ca) and in the Kindergarten Reading Guide.



# BEFORE READING

## Activating and Building Background Knowledge

Making connections

- ▶ Ask students what the weather is like today and if the weather will be the same tomorrow.

*Think about the weather today. What will you need to wear when you go outside?*

### ELL Note:

Ask ELLs to put on their outerwear and talk about what they are wearing and why. Reinforce the use of colour words and clothing words. Count how many students have blue jackets, baseball caps, etc.

Predicting

- ▶ 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 discuss what the weather is like. Ask them to predict what the boy will need to go outside.

*What will the boy need when he goes outside? Do you think he will need the same things every day when he goes outside? Tell me why. What could the weather be like on other days?*

Making connections

- ▶ Build background by discussing answers to the question: What will I need to go outside when it is raining? Cold? Hot? Windy?

## 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

- ▶ Have students look at the picture to see what the weather is like and read the first page together to establish the language pattern. Ask students to look for the question mark on this page.

*See if you can find a question mark on any other pages as you read this book.*

Word solving and building

- ▶ Have students turn to page 2. Talk about what the weather is like in this picture and then have them locate the word 'raining' with their fingers.

*It's a good idea to look carefully at the pictures too because some things you see in the pictures will help you figure out the words that tell you about the weather.*

Visual literacy

- ▶ Have students look at page 6. Ask them what they notice coming through the window and how it helps them figure out what the weather is like outside.

*Remember to look at all the pictures because pictures give us lots of help when we read.*

## Setting a Purpose

Predicting

- ▶ Focus the readers on a comprehension purpose.

*Let's read the book to see how the weather changes and make a prediction every time we read 'What do I need?'*

**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](http://www.lpey.ca).



## DURING READING

### Evaluating Word solving and building

- ▶ 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, vocabulary, punctuation, or sentence structure. Respond to comprehension queries and offer occasional comprehension prompts to help them problem solve. Possible prompts:
  - Does that make sense? Does that sound right? Can we say it that way?
  - Is that a question? How do you know?
- ▶ If students finish early, ask them to reread independently or with a partner. One can read the questions and the other can read the answers.
- ▶ Note successful reading strategies and any remaining reading challenges.



## AFTER READING

### Making connections

### Predicting

### Self-monitoring

- ▶ Discuss weather changes and how they help you decide what to wear when going outside.
- ▶ Revisit the purpose for reading and discuss predictions. Ask if anyone predicted something different than what was in the book. (e.g., page 6: boots) and how they figured out the words in the text.

*Check the picture. Now look at the first/last letter of the word. What do you think the word is?*
- ▶ Have students look at page 12. Invite them to raise their hands if they were surprised to read 'I need a kite!'

*What else did you guess? How did you confirm that it was 'kite' and not something else? (e.g., checked the picture, the first letter of 'kite,' and number of words in the sentence)*
- ▶ Comment on any effective reading strategies that you noticed.

*I liked the way Mary asked the question 'What do I need?' She made the sound of her voice go up a little when she noticed the question mark. We do that when we ask questions and should always do that when we see a question mark at the end of a sentence.*

## Rereadings

- ▶ Provide opportunities for students to do a choral reading. One group of students reads the pages with the questions and the other group reads the pages with the answers. Then the groups switch pages and reread.



### Home Links

Provide students with a copy of the take-home text. See Additional Resources at [www.lpey.ca](http://www.lpey.ca).

## Focused Follow-Up

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

### Making connections

#### ***What Do I Need When it is Sunny?***

- ▶ Write the sentence 'It is sunny today.' Have students draw three things they need to wear before going outside that do not appear in the book.

#### **ELL Note:**

Have picture dictionaries available that portray the different seasons along with itemized vocabulary of each thing found in the picture. This will give ELLs ideas on what to add to their drawing. A partner or volunteer can practise the new vocabulary with the student.

### Print concepts

#### ***Adding Punctuation***

- ▶ Have students put punctuation marks on the following questions and answers and then check their answers by referring to the text.

I need my hat

What do I need

It is raining today

What do I need to go outside

#### ***Word Building***

- ▶ Have students use magnetic letters to build the high-frequency words found on pages 6 and 10. (e.g., 'I,' 'is,' 'it') Discuss with students how the words are the same and how they are different.
- ▶ Have students look at page 2 and read the first line. Have them locate the word 'raining.' Direct them to clap for the two syllables in the word. Then have them read the next page. Ask students to find a word that starts the same as 'raining.' Have them say and clap the two syllables of this word. Discuss the concept of 'big' and 'little' words with students.

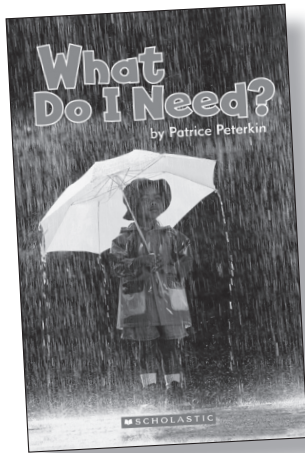
#### ***Role Play***

- ▶ Students can role play getting ready to go outside in different kinds of weather.

### High-frequency words/word solving and building

### Phonological and phonemic awareness

## What Do I Need?



Written by Patrice Peterkin

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

**Summary:** A simple account of the clothes worn and items used in different kinds of weather.

For more information on Small-Group Shared Reading, see the Toolkit at [www.lpey.ca](http://www.lpey.ca) and the Kindergarten Reading Guide.

### Text Features

#### Visual Literacy

- ▶ large title, different colour
- ▶ supportive illustrations spanning two pages

#### Print Concepts

- ▶ repeated language pattern on alternate pages of book
- ▶ punctuation marks (question marks, periods, exclamation mark)

## First Reading

### Reading Strategies

#### Comprehension

- ▶ predicting
- ▶ making connections

#### Working with Words

- ▶ recognizing similar words/word parts and using them to work out new words
- ▶ recognizing high-frequency words

### Assessment Opportunities

Note each student's ability to:

- ▶ track print over one and two lines
- ▶ recognize high-frequency words
- ▶ use pictures and print cues (first/last letters) to predict words
- ▶ make and confirm predictions

For Assessment Tools, see Monitoring Progress for Small-Group Shared Reading in the Toolkit at [www.lpey.ca](http://www.lpey.ca) and in the Kindergarten Reading Guide



# BEFORE READING

Making connections

## Activating and Building Background Knowledge

- ▶ Show the front and back covers. Read the title and back cover text.

*This book describes different kinds of weather and what you need when you go outside. What did the boy need to have? Why?*

Making connections

- ▶ Ask students to share anything they know about changes in weather with an elbow-partner.
- ▶ Begin a chart titled 'What do I need?' using the same three headings as in the text: 'It is raining,' 'It is sunny,' 'It is windy.' Explain that students will see these three different types of weather in the text. Work together with students to predict what they would need when going outside in each weather condition. Record the predictions under each heading.

*What is the weather like today? Were you ever outside when the weather was different than today's weather? Tell your partner about it.*

*Tell me the different kinds of weather you talked about with your partner and I will write some of them down on our chart.*

What do I need?		
It is raining.	It is sunny.	It is windy.

Predicting

## Setting a Purpose

- ▶ Focus the readers on a comprehension purpose.
- ▶ Point out that the question 'What do I need?' appears on some pages and answers to the question appear on other pages.

*Let's read this book together to find out if the predictions in our chart are the same as the text. We will check our chart after we finish the story and we'll add anything new that we learn.*

*Check the punctuation marks. Remember that questions always end with a question mark and your voice sounds different at the end of a question.*



# DURING READING

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

*I'll read the first sentence and then you read it with me. Where do we start reading? Show me.*

## Visual literacy

- ▶ Stop at the following pages to point out some of the features of the text as you read it together:
  - p. 2: question mark
  - p. 6: shadow of the window
  - p. 8: sunscreen on the girl's face
  - p. 10: curtains
  - p. 12: exclamation mark
- ▶ Use a pointer to highlight the question marks and periods that tell us if the sentence is asking a question or a statement. Invite students to raise their hands when they see a question mark and put them down when there is a period.



## AFTER READING

### Predicting

- ▶ Have pairs of students share their predictions with one another. Then, as a group, compare the information in the chart with the text and add any new information.

### High-frequency words

- ▶ On the board, write the five high-frequency words from the text ('I,' 'is,' 'it,' 'do,' 'my'). Have students work with a partner to use one of the words in a sentence. Invite some students to share their sentences. Record the sentences and circle the high-frequency words.

### Word solving and building

- ▶ Write 'It is raining today.' and 'I need my raincoat.' Ask students to pick out the word that is part of two bigger words.

## 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 print, following repeated language patterns, and pointing out the question mark).

### Focusing on Comprehension

#### Making connections

- ▶ Invite students to reread the text with a focus on making connections.
- ▶ During reading, stop at the illustrations without children and offer prompts:
  - What details in the illustrations are important in helping to figure out what the weather is like outside?
  - What else might you wear in the weather? Why?

*Find a page that shows something you would need to have when you go outside. What is it? What word in the text matches the item in the picture? Point to it.*

**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 might decide to ask, “Is it important to wear different clothes in different kinds of weather?” For more information, see the Small-Group Shared Reading Teaching Plan Outline in the Toolkit at [www.lpey.ca](http://www.lpey.ca).

## High-frequency words



### Home Links

Provide students with a copy of the take-home text to read chorally with family members. See Additional Resources at [www.lpey.ca](http://www.lpey.ca).

## Working with Words

- ▶ Focus on word recognition by:
  - reading the title of the chart and have children locate the word ‘do.’
  - pointing to the repeated language patterns ‘It is’ and ‘I need my...’ and have students pick out ‘It,’ ‘is,’ ‘I,’ and ‘my’ on various pages.

*What letter would you expect to see at the beginning of ‘do’?*

## Rereadings

- ▶ Provide opportunities for students who are sufficiently comfortable with the text to reread the book with a partner. They can alternate reading the question pages.

**ELL Note:** Ask the ELL to form a trio with a pair of students. The ELL first observes the pair reading, then the ELL echoes or repeats what the others have read, and finally after adequate repetition the ELL reads on his/her own.

## Focused Follow-Up

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

### Word solving and building

#### Word Sort

- ▶ Provide cards with the following words: ‘raining,’ ‘raincoat,’ ‘sunny,’ and ‘sunscreen.’ Have students sort the cards in two piles according to the initial letters. Then have them identify the word part that is the same in each big word.

### Word solving and building

- ▶ Ask students if they know any other words that have the same word part and make a list of them.

#### Role Play

- ▶ Students can role play getting ready to go outside in different kinds of weather.

### Making connections

#### Drawing Kites

- ▶ Students can draw a picture showing either a kite they had or one they would like to have. Invite some students to share their pictures with the group.