



Poetry Collection

Shared Reading Teaching Plans

Say it out Loud!

Poems to Play With

Selected by Monica Kulling



Shared Reading
Audio Available Online
www.lpey.ca
Password: sikg8t

Say it Out Loud! Shared Reading Teaching Plans
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Literacy Place for the Early Years

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Online Resources

See Kindergarten of the *Literacy Place for the Early Years* website for fluent readings, cloze readings, and songs that accompany this poetry book.

www.lpey.ca
Password: sikh8t

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Teaching Note:

Before reading any of the poetry selections with students, introduce them to the text and the poetry collection format. A key print concept for beginning readers is the knowledge that most books are read from the beginning or front of the book to the end or back of the book. This collection of poems allows the teacher to expand students' knowledge of print concepts to include a random reading of complete small texts within a larger text.

Say to students, *Today I have a new book to share with you. It is a special book, and we will be returning to it many times to read and reread parts of it.* Point to the title and subtitle as you say, *This book is called Say it Out Loud! Poems to Play With, and it is a collection of poems.* Explain that for this book, Monica Kulling (point to her name) has collected some poems that she thinks kindergarten students will enjoy and put them together to make this book.

Turn to the Table of Contents. Explain to students that this page has a list of all of the poems that are in the collection, the name of the person who wrote each poem, and the page where it is located. It is important to refer to the Table of Contents to ensure students understand its use. You may wish to refer back to the Table of Contents before carrying on with the teaching plan for a specific poem. It is not necessary to follow the teaching plans in order. Students can be asked to choose the poem they wish to read from the Table of Contents, or the teacher may point out the poem that is to be read and the group can look up the page on which it is found.

Ensure that students understand that when reading this book, it is not necessary to start at the beginning or front of the book. The reader can turn to any page and begin reading that poem.

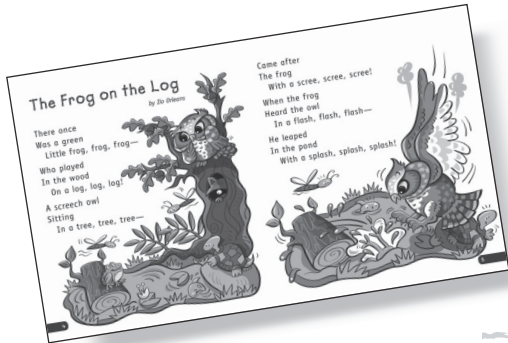
You may wish to begin each subsequent lesson with a familiar reread of at least one of the poems in the collection.

Song versions of the following poems are available online: "Mabel Murple," "Zelba Zinnamon," "The Squirrel," and "The Apple and the Worm." You may wish to use the song version at the beginning of the lessons to introduce these poems. Fluent readings for all poems and cloze readings for several poems are also included online. Please see the Kindergarten website at www.lpey.ca. The password to access *Say It Out Loud!* audio is sikg8t.

The Frog on the Log

Written by Ilo Orleans

Illustrated by Jackie Snider



Text Type: Fiction: Narrative — Rhyming Poem

Summary: This poem uses rhythm, rhyme, and repetition to describe the story of a frog who is surprised by a screech owl and jumps into a pond.

Text Features

Print Concepts

- ▶ exclamation marks
- ▶ uppercase letter at beginning of each line
- ▶ arrangement of text (third line of each stanza is indented)
- ▶ dashes

First Reading

Reading Strategies

Comprehension

- ▶ inferring
- ▶ evaluating

Working with Words

- ▶ attending to print (tracking across lines and down page)

Assessment Opportunities

Note each student's ability to:

- ▶ attend to print
- ▶ participate by joining in with the reading
- ▶ make appropriate inferences
- ▶ evaluate the characters' feelings



BEFORE READING

Making connections:
text to world

Activating and Building Prior Knowledge

Read the title and author's name. Say, *The title of this poem is "The Frog on a Log" and the author is Ilo Orleans.* Show students the illustrations of the frog and the owl and engage them in a discussion about these animals, including details about their habitats, food, enemies, and special characteristics. Ask, *What do you know about frogs? Where might you find frogs? What do frogs like to eat? Tell me something that frogs are very good at doing. What do you know about owls? This owl is called a screech owl. What does that name tell us about this particular kind of owl?*

ESL Note:

You may wish to bring in pictures of frogs and owls in their natural environment or show students a nature video on owls and frogs.

Evaluating

Direct students' attention to the illustrations and engage them in a discussion about what is happening. Ask, *How does the frog/owl feel in the first half of the poem? In the second half? How do you know? What do you think happened?*

Print concepts

Say, *In this poem, the author has used exclamation marks in two places. The exclamation mark tells us that the author wants us to read the words just before the exclamation mark with excitement in our voices.*

Inferring

Setting a Purpose

Say, *We are going to read a poem about a frog that is sitting on a log and suddenly leaps into the water. Let's read together to find out why the frog jumped into the water.*



DURING READING

Print concepts

Read the entire poem to students, emphasizing its rhythm. Make sure you read the last line before the exclamation marks with excitement.

Tracking print

Reread the poem, this time using a pointer under the text. Make sure you point to single words to emphasize matching text and voice one to one.

Building confidence

Invite students to join in on the repeated words (*frog, frog, frog; log, log, log; tree, tree, tree; scree, scree, scree; flash, flash, flash; and splash, splash, splash*).

Invite students to experiment with different ways of saying "scree, scree, scree"—for example, using a high voice, a loud voice, a scratchy voice, or a scary voice.

Teaching Tip:

This poem has a strong rhythm. Bring the poem's rhythm to students' attention by asking them to tap their hands on their knees (once for each word) as you read the poem together.



AFTER READING

Inferring

Discuss the poem with students. Ask, *What happened in this poem? Why did the screech owl come after the frog?*

Evaluating

Ask, *How does the frog feel at the beginning of the poem? How does the owl feel? How does the illustrator help us understand that? How does the frog feel at the end of the poem? How does the owl feel? How does the illustrator help us understand that?*

Making connections: text to world

Using the Think-Pair-Share technique, invite students to think of other creatures that might make the frog jump into the pond and then share their ideas with a partner.

Second and Further Readings

Many texts benefit from being reread with students. The readings suggested in this plan can be expanded to include further readings. Participation will increase when a book becomes familiar, and students will become more comfortable taking turns and using a pointer to track print.

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 selections based on the needs of the students in your class.

Print Concepts, Book Handling, and Text Features

Text features

Review the title and the names of the author and illustrator.

Tracking print

Give students opportunities to practise tracking print. Note students' ability to track print from left to right, handle return sweep and match the written text one to one with the oral reading. Identify students who are having difficulty and provide them with additional support and practice.

Print concepts

- ▶ Draw students' attention to the beginning of each line and the use of capital letters. Ask, *What do you notice about the first word on each line?*
- ▶ Direct students' attention to the indenting of each section's third line. Ask students if they noticed anything special about how the author placed the words on the page.
- ▶ Review the use of the exclamation mark. Draw students' attention to these marks and encourage them to read these sections with excitement in their voices.

Focusing on Comprehension

Making connections: text to self

Discuss the poem with students. Ask, *Have you ever been surprised/scared by something? What would make you jump?*

Evaluating

Ask, *Could this really happen or is it pretend?* Have students give reasons to support their opinion.

Phonemic and phonological awareness

Word solving and building

Working with Words

Use the words *frog* and *log* from the poem's title. Explain to students that the ends of these words sound the same. Demonstrate by saying each word. Use magnetic letters to spell each word. Show students how the words have the same letters at the end.

Invite students to think of more words that rhyme with *frog* and *log*. Use magnetic letters to make some of the words (e.g., *dog*, *hog*, *jog*).



RESOURCE LINKS

You may wish to do some of these optional follow-up activities. Choose those that best meet the needs and interests of your students.

Writing

As a class, brainstorm facts about frogs and create a list. Using Shared Writing, create a paragraph of facts about frogs. You may like to use the pattern from *The Important Book* by Margaret Wise Brown (HarperCollins Canada, 1990) to create the paragraph. For example:

The important thing about frogs is that they can jump far.

Frogs are green.

Frogs eat bugs.

But the important thing about frogs is that they can jump far.

Independent Reading

Make the six small versions of *Say It Out Loud!* and the online audio available for students. Invite students to use these materials to read the book independently.

Teaching Tip:

The online audio for this book includes a cloze reading of this poem. In this reading, selected words have been omitted. Students listening to the cloze reading have the opportunity to chime in with the missing words.



Home Links

Invite students and parents to find fiction and non-fiction books at the library that feature frogs and other animals. Recommend that parents or family members read these aloud to students and discuss content in an open-ended way.

Working with Words

Once concepts have been introduced in context, see the focused lessons in the *Working with Words Guide* for more direct instruction for those students who need it.

Read Aloud

Read aloud other poems/songs about frogs to students, e.g., "Five Speckled Frogs." You may also wish to read aloud fiction books about frogs or owls to students.

I Speak, I Say, I Talk

Written by Arnold L. Shapiro

Illustrated by Craig Terlson

Text Type: Non-fiction: Description — Poem

Summary: In this free verse poem, the reader is introduced to a variety of animals and the sounds they make. People are also included in this list of animals since they, too, communicate by making sounds. The animals and their sounds are visually brought to life in a comic strip format.



Text Features

Visual Literacy

- ▶ speech bubbles
- ▶ comic strip illustrations showing animals and the sound each one makes

Print Concepts

- ▶ uppercase letter at beginning of each line
- ▶ uppercase letters used for the words *Speak, say, talk*

First Reading

Reading Strategies

Comprehension

- ▶ analyzing
- ▶ making connections: text to world

Working with Words

- ▶ attending to print
- ▶ language predictability: associating meaning to words

Assessment Opportunities

Note each student's ability to:

- ▶ join in with the reading
- ▶ track print
- ▶ analyze the pictures and match the illustrations and sounds to the corresponding lines in the poem
- ▶ draw on knowledge about the world to make text-to-world connections
- ▶ understand the meaning of sound words: *creak, squeal, squawk*



BEFORE READING

**Making connections:
text to world**

Activating and Building Prior Knowledge

Ask, *Who has a pet at home? What is it? What sound does it make? If I went to a farm, what animals might I see? What sounds might I hear? If I went to a zoo, what animals might I see? What sounds might I hear?*

Analyzing

Direct students' attention to the illustrations and engage them in a discussion about what they notice. Ask, *What animals do you see? What sound does a lion make? a bear? a cow?, etc.*

ESL Note:

You may wish to go through the illustrations and review the names of the animals shown.

Text features

Read aloud the title and author's name. To point out features, say, *The title of this poem is "I Speak, I Say, I Talk" and the author is Arnold L. Shapiro.*

Analyzing

Setting a Purpose

Say, *We are going to read a poem about different animals and the sounds that they make. As I read the poem, listen for the sound each animal makes.*

Teaching Tip :

You may wish to break this poem into three sections by reading and discussing it one stanza at a time, or you may decide to read and discuss the entire poem.



DURING READING

Tracking print

Read the poem to students. Read the words printed in uppercase letters at the end of each stanza in a louder voice.

**Visual literacy/
print concepts**

Draw students' attention to the comic strip format and speech bubbles the illustrator has used. Say, *Each animal in the poem is shown within one of these little boxes and the sound it makes is either written inside the box or inside a speech balloon. If you look at this box (point to appropriate box), you will see a lion and beside it the Roar sound a lion makes. If you look at this box (point to appropriate box), you will see a horse and inside this speech balloon the Neigh sound a horse makes. When we read a comic strip, we read the pictures across the page. Use a pointer to demonstrate, sweeping it across the four panels on page 6 and then across the three panels on page 7.*

**Tracking print/
building confidence**

Reread the poem, this time using a pointer to track the print. Make sure to point to single words in order to emphasize one-to-one matching between the spoken and written word. Invite students to join in to make the sound that accompanies each animal.

Language predictability

Stop at the end of the first stanza and talk about the word *creak*. Explain that this is a sound. Ask students to make a creaking sound. Continue reading but stop at the end of the second stanza and talk about *squeal*. Have students make a squealing sound. Continue reading the last stanza and then ask students to make a squawking sound.



AFTER READING

Analyzing

Read aloud the name of each animal, one by one, in the poem. Have a student come up and identify the illustration and the sound that goes with each animal. Discuss the ending of the poem. Ask, *What type of animal was shown in the last illustration? What kind of sounds do people make? Why do people make sounds? Why do animals make sounds?*

Making connections: text to world

Ask, *What are some sounds that other animals make?* Using the Think-Pair-Share technique, invite students to think of their favourite animal and the sound it makes and share this information with a partner. Invite student volunteers to share their ideas with the group.

Print concepts/ visual literacy

Draw students' attention to the use of capitals in the poem. Say, *Look at the first word in each line. What do you notice about the first letter in each of these words? That's right, they are big letters or capital letters. Writers always use a capital letter in the first word of a sentence.* Then say, *Look at the last line in each part of the poem. What do you notice about the last word in each of these lines? That's right, all the letters are big or capital letters. Sometimes writers use capital letters to make a word stand out in a reader's mind.*

Second and Further Readings

Many texts benefit from being reread with students. The reading suggested in this plan can be expanded to include further readings. Participation will increase when a book becomes familiar, and students will become more comfortable taking turns and using a pointer to track print.

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 selections based on the needs of students in your class.

Print Concepts, Book Handling, and Text Features

Tracking print

Give students opportunities to practise tracking print. Note each student's ability to track print from left to right, handle return sweep, and match one-to-one the written text with the oral reading. Identify those students who are having difficulty and provide them with additional support and practice.

Print concepts

After reading the poem again, draw students' attention to the author's use of uppercase letters and the exclamation point in the last line of each stanza. Ask, *What do you think the author wants us to do with our voices when he uses uppercase letters and an exclamation point? That's right. Read loudly and with excitement.*

Focusing on Comprehension

Analyzing

Draw students' attention to the differences between the sound word in the poem and the sound word in the illustration. Say, *The author wrote, "Bears snore." Look at the illustration of the bear. What sound is shown in the illustration? (ZZZZZ) What other differences between the sound word in the poem and the sound word in the illustrations can you find? (baa/Baaaaaa, chatter/CHITCHAT, moo/MOOOOO, coo/COOOO, hum/HUMMM, growl/GRRRRRR, howl/AOOOOOOO, buzz/BUZZZZZ)*

Making connections: comparing

Ask students to think about other poems, songs, or books they have heard or read in which animals make sounds. Ask, *Did the animals make the same sound as the animals did in this poem? What sounds did the animal make?* (e.g., pigs: oink; dogs: bark; cats: meow)

Letter knowledge

Working with Words

Invite students to use a word mask to locate words that begin with a capital or small letter “c,” or words that begin with the same letter as the first letter in their name.

Phonological and phonemic awareness

Arrange toy animals or pictures of animals featured in the poem in a row. Hold each animal up, one at a time, and say the phonemes of the animal slowly, e.g., c–a–t for *cat*, p–i–g for *pig*, b–a–t for *bat*. Have students identify the animal.



RESOURCE LINKS

You may wish to do some of these optional follow-up activities. Choose those that best meet the needs and interests of your students.

Writing

Create a class version of the poem. Have students brainstorm names of animals and the sound each one makes. Encourage students to suggest animals other than the ones in the poem. Record students’ ideas on chart paper or the board. Cut out speech bubble shapes and place them at the Literacy Centre. Invite students to draw an animal from the class list, print the sound it makes on the speech bubble, and glue the speech bubble onto the picture of the animal. The completed pages can be compiled into a class book. (For more ideas, refer to the Descriptive text-type study in the *Writing Guide*.)

Independent Reading

Make the six small versions of *Say It Out Loud!* and the online audio available for students. Invite students to use these materials to read the book independently.

Teaching Tip :

The online audio for this book includes a cloze reading of this poem. In this reading, selected words have been omitted. Students listening to the cloze reading have the opportunity to chime in with the missing words.

Working with Words

Once concepts have been introduced in context, see the focused lessons in the *Working with Words Guide* for more direct instruction for those students who need it.

Read Aloud

Share other poems, songs, or books about animals with students. For example:

Polar Bear, Polar Bear, What Do You Hear? by Bill Martin Jr. (Henry Holt & Company Inc., 1997)

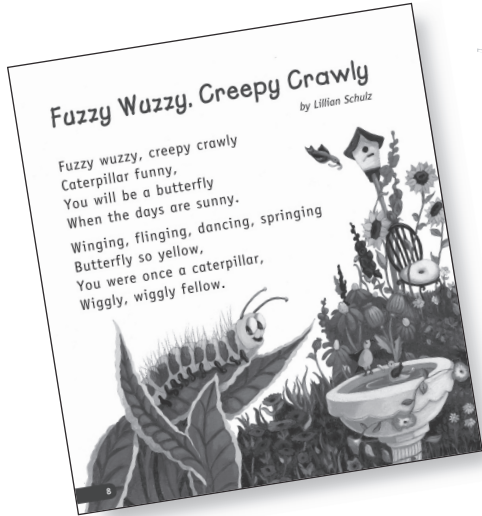
Cock-a-Doodle-Moo by Bernard Most (Harcourt, 2001)



Home Links

Send home both fiction and non-fiction books about animals for parents to read aloud to students. Invite parents to help students make a list of the animals and the sounds they make.

Fuzzy Wuzzy, Creepy Crawly



Written by Lillian Schulz

Illustrated by Laura Watson

Text Type: Fiction: Description — Rhyming Poem

Summary: In this realistic rhyming poem, a caterpillar changes into a butterfly. This poem complements the life cycle of the butterfly.

Text Features

Print Concepts

- ▶ commas
- ▶ uppercase letters

First Reading

Reading Strategies

Comprehension

- ▶ sequencing
- ▶ inferring

Working with Words

- ▶ attending to print
- ▶ recognizing and creating rhyming words

Assessment Opportunities

Note each student's ability to:

- ▶ join in with the reading
- ▶ track print (word by word, from left to right, by line over several lines)
- ▶ sequence: retell the main events in the poem
- ▶ make inferences and support them using the text
- ▶ create new words to match a rhyming pattern



BEFORE READING

Making connections: text to world

Activating and Building Prior Knowledge

Engage students in a discussion about caterpillars and butterflies, prompting for details about their habitats, food, enemies, life cycle, and special characteristics. Ask, *What do you know about caterpillars/butterflies? What do they look like? Where might you look for caterpillars/butterflies? What do caterpillars eat? How do caterpillars/butterflies move? Tell me something special that caterpillars do.*

ESL Note: Bring in photos to illustrate the life cycle of the caterpillar/butterfly.

Text features

Read aloud the title and author. Use prompts to point out concepts. Say, *The title of this poem is “Fuzzy Wuzzy, Creepy Crawly” and the author is Lillian Schultz. In this poem, the author uses commas after words (point to commas) to tell us to take a little pause. When we read this poem, we have to remember to stop reading at the commas and take a breath before we go on.*

Sequencing

Setting a Purpose

Say, *We are going to read a poem about a fuzzy wuzzy, creepy crawly insect. Let’s read to find out what it is and what happens to it.*



DURING READING

Print concepts

Read the entire poem to students, emphasizing its rhythmic nature and making sure to pause at each comma.

Tracking print

Reread the poem, this time using a pointer to track the print. Make sure to point to single words in order to emphasize one-to-one matching between the spoken and written word.

Building confidence

As you reread the first stanza, invite students to make movements with their arms to represent the wiggling and crawling movements of the caterpillar. As you reread the second stanza, have them gently flap their arms to represent a butterfly flying. Invite students to join in the reading, especially for the rhyming words: *funny/sunny, yellow/fellow*.

Teaching Tip: Use the pointer to track the phrases, not single words, in order to emphasize phrased, fluent reading.



AFTER READING

Sequencing

Discuss the poem with students. Ask, *What happened in the poem? What order did it happen in?*

Inferring

Invite students to share the pictures that formed in their mind as they heard the first two lines of the first verse (“Fuzzy wuzzy, creepy crawly/Caterpillar funny”). Ask students how the picture changed when they heard the first two lines from the second verse (“Winging, flinging, dancing, springing/Butterfly so yellow”).

Word solving and building

Reread each stanza in the poem. As you reread each one, ask students to listen for the rhyming words. Ask, *What two rhyming words did you hear? (funny/sunny; yellow/fellow)* Say, *Come and show me these words on the page.* Ask, *What do you notice about the letters in these words? That's right, they each have the same letters except for the first one.* With students, create a list of other rhyming words for *funny* and *yellow*. Use the lists to explain to students that words that end with the same letters rhyme.

Second and Further Readings

Many texts benefit from being reread with students. The reading suggested in this plan can be expanded to include further readings. Participation will increase when a book becomes familiar, and students will become more comfortable taking turns and using a pointer to track print.

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 selections based on the needs of students in your class.

Print Concepts, Book Handling, and Text Features

Tracking print

Give students opportunities to practise tracking print. Note each student's ability to track print from left to right, handle return sweep, and match one-to-one the written text with the oral reading. Identify those students who are having difficulty and provide them with additional support and practice.

Print concepts

- ▶ Review the use of the comma. Draw students' attention to the commas and encourage them to stop and take a breath at each one while reading.
- ▶ Draw students' attention to the use of uppercase letters at the beginning of each line. Ask, *What do you notice about the first word on each line?*

Sequencing: retelling

Focusing on Comprehension

Have students enact a dramatized retelling of the poem. Divide students into three groups. Assign each group one of the following roles: caterpillar, butterfly, and narrator. Give the caterpillar group an opportunity to experiment with the movements associated with the caterpillar, e.g., *creepy crawlly*. Invite the butterfly group to experiment with the ways in which the butterfly moves in the poem, e.g., *winging, flinging, dancing, springing*. While the narrators read the poem, have the caterpillar and butterfly groups demonstrate their movements each time they are referred to in the poem.

Inferring

Invite students to close their eyes and "paint a picture" in their head of the scene they envision as you reread the poem. Afterwards, have students paint or draw their scenes.

Phonological and phonemic awareness

Working with Words

Explore the number of syllables in some of the words from the poem by having students clap the syllables as they say the word. Ask, *How many claps are in the word fuzzy? caterpillar? butterfly?*



RESOURCE LINKS



Home Links

Encourage students to look at the Butterfly Conservatory's Website and watch the video clip with their parents (<http://www.niagaraparks.com/nature/butterfly.php>).

You may wish to do some of these optional follow-up activities. Choose those that best meet the needs and interests of your students.

Writing

Write another verse for the poem using Shared Writing. Write the first two lines of stanza one or two on chart paper or the board. Invite students to brainstorm lines that rhyme with either one as you record their ideas. To prompt their thinking, have students use the rhyming words in the list they made earlier. Prior to the brainstorming, draw students' attention to the position of each rhyming word at the end of a line. Alternatively, the class could brainstorm ideas for a free-verse poem describing either the life cycle or movements of a caterpillar or another type of insect. (For more ideas, refer to Descriptive text-type study in the *Writing Guide*.)

Independent Reading

Make the six small versions of *Say It Out Loud!* and the online audio available for students. Invite students to use these materials to read the book independently.

Teaching Tip:

The online audio for this book includes a cloze reading of this poem. In this reading, selected words have been omitted. Students listening to the cloze reading have the opportunity to chime in with the missing words.

Locate both fiction and non-fiction books about caterpillars and/or butterflies for individual or partner reading.

Working with Words

Once concepts have been introduced in context, see the focused lessons in the *Working with Words Guide* for more direct instruction for those students who need it.

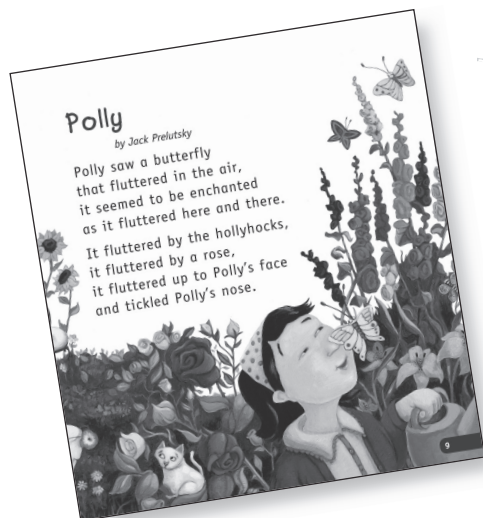
Read Aloud

Read aloud some other books about caterpillars or butterflies. For example:

The Very Hungry Caterpillar by Eric Carle (Philomel, 2002)

I'm a Caterpillar by Jean Marzollo (Scholastic Canada, Ltd., 1997)

Polly



Written by Jack Prelutsky

Illustrated by Laura Watson

Text Type: Fiction: Description — Rhyming Poem

Summary: In this rhyming poem, a girl watches a butterfly flutter around the garden.

Text Features

Print Concepts

- ▶ commas
- ▶ periods

First Reading

Reading Strategies

Comprehension

- ▶ inferring
- ▶ making connections: text to self

Working with Words

- ▶ attending to print
- ▶ language predictability: associating meaning to words

Assessment Opportunities

Note each student's ability to:

- ▶ join in with the reading
- ▶ make inferences and support them using the illustrations and text
- ▶ draw on background knowledge and personal experiences to make text-to-self connections
- ▶ track print (word by word, from left to right, by line over several lines)
- ▶ understand the meaning of unfamiliar vocabulary: *enchanted*



BEFORE READING

Making connections: text to world

Activating and Building Prior Knowledge

Engage students in a discussion about butterflies. Ask, *What do you know about butterflies? What do they look like? Where might you find butterflies? What time of year do you see butterflies? How do butterflies move?*

Print concepts

Read aloud the title and author's name. Use prompts to point out concepts. Say, *The title of this poem is "Polly" and the author is Jack Prelutsky.*

Analyzing

Direct students' attention to the illustration and engage them in a discussion about what is happening. Ask, *What is happening in the illustration? What is the girl doing? What are the butterflies doing?*

Inferring

Setting a Purpose

Say, *Let's read to see if we can find out how Polly feels about the butterflies.*



DURING READING

Print concepts

Read the poem aloud to students. Make sure to read the poem expressively to demonstrate the purpose of the punctuation and the rhythmic nature of the poem.

Language predictability

Help students figure out the meaning of the word *enchanted* by linking it to other stories in which they may have heard this word. Say, *Have you read or heard other stories in which there was an enchanted forest? an enchanted castle? What did the word enchanted mean in these stories?* Read the first stanza again. Ask, *Why do you think the author describes the butterfly as enchanted or magical?*

ESL Note:

Discuss the meaning of the word *fluttered*. Encourage students to move in a way that represents fluttered.

Teaching Tip:

Many students may be unfamiliar with hollyhocks. Explain that they are a type of flower. You could point out the hollyhocks on the upper right-hand side of the page to give students a visual representation.

Print concepts

Direct students' attention to the punctuation in the poem. Say, *In this poem, the author uses commas (point to commas) to tell us to take a little pause because there is more to read. When we're reading this poem, we have to remember to pause and take a little breath before we go on. At the end of each verse, the author uses a period (point to periods) to tell us to stop because this sentence or part is finished.*

Tracking print

Reread the poem, using a pointer to track print. Make sure to point to single words in order to emphasize one-to-one matching between the spoken and written word. On the first rereading, invite students to join in for the word *fluttered* and gently flap their arms like wings.



AFTER READING

Inferring

Discuss the poem with students. Ask, *What happened in the poem? When you heard the words “and tickled Polly’s nose” what kind of a feeling did you get? How do you think Polly feels about the butterfly tickling her nose? Do you think she likes butterflies? Why? How does the illustrator show us how Polly feels about the butterfly landing on her face?*

Making connections: text to self

Have students think back to the poem. Ask, *Would you like to have a butterfly tickle your nose? Have you ever had a butterfly land on you? How did it feel?* Using the Think-Pair-Share technique, invite students to think of other insects that have landed on them and share their experiences with a partner.

Second and Further Readings

Many texts benefit from being reread with students. The reading suggested in this plan can be expanded to include further readings. Participation will increase when a book becomes familiar, and students will become more comfortable taking turns and using a pointer to track print.

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 selections based on the needs of students in your class.

Tracking print

Give students opportunities to practise tracking print. Note students’ ability to track print from left to right, handle return sweep, and match one-to-one the written text with the oral reading. Identify those students who are having difficulty and provide them with additional support and practice.

Print concepts

Draw students’ attention to the differences in the use of capital letters between “Polly” and “Fuzzy Wuzzy, Creepy Crawly.” Say, *What do you notice about the beginning of each line in “Fuzzy Wuzzy, Creepy Crawly?” That’s right. They all begin with a capital letter. What do you notice about the beginning of each line in “Polly?” That’s right. Only the first word in the first line begins with a capital letter.* You may want to explain to students that writers can use either style to write poems.

Print concepts

Review the use of commas and periods. Encourage students to use these punctuation marks to read the poem expressively.

Focusing on Comprehension

Inferring

Have students close their eyes as you reread the poem. Afterwards, ask, *What words does the author use to make you see a butterfly moving in your mind? (Look for students to suggest “fluttered in the air,” “fluttered here and there,” “fluttered by.”) What else does the author do to make you think you are actually seeing a butterfly? (Look for students to suggest he describes what butterflies do.)*

Phonological and phonemic awareness

Letter knowledge

Working with Words

Point out the rhyming words *rose* and *nose* in the poem. With students, make a list of other words that rhyme with these two. Depending on the results of the list, point out that sometimes rhyming words have the same letters/same sound at the end (e.g., *nose—those*) and sometimes they have different letters/same sound at the end (e.g., *nose—toes, grows*).

Have students locate the word *it* with an upper case “I” and with a lower case “i.”



RESOURCE LINKS

You may wish to do some of these optional follow-up activities. Choose those that best meet the needs and interests of your students.

Writing

With students, write another descriptive verse about the butterfly for this poem. Record the sentence frame “It fluttered by _____” on chart paper or the board. Choose a setting, e.g., at home, at school, in the park. Invite students to suggest things the butterfly might flutter by in the chosen setting. Record their ideas. If necessary, provide examples to prompt students’ thinking, e.g., It fluttered by the garden, it fluttered by the grass, it fluttered by the mailbox, it fluttered by the porch. Students could draw illustrations to accompany the new verse(s). Alternatively, students could also substitute the word *fluttered* for another movement word. (See the Descriptive text-type study in the *Writing Guide*.)

Independent Reading

Make the six small versions of *Say It Out Loud!* and the online audio available for students. Invite students to use these materials to read the book independently.

Teaching Tip:

The online audio for this book includes a cloze reading of this poem. In this reading, selected words have been omitted. Students listening to the cloze reading have the opportunity to chime in with the missing words.

Locate both fiction and non-fiction books about butterflies for individual or partner reading.

Working with Words

Once concepts have been introduced in context, see the focused lessons in the *Working with Words Guide* for more direct instruction for those students who need it.

Read Aloud

The following are other titles about insects you may wish to share with students:

Joyful Noise by Paul Fleischman (HarperCollins Canada, 2004)

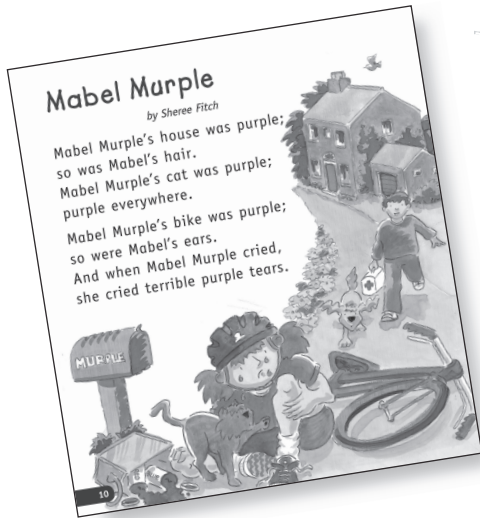
The Very Quiet Cricket by Eric Carle (Philomel, 2002)



Home Links

Invite students to survey their family members to find out if they like butterflies and which one is their favourite. Students may wish to share their findings with their classmates.

Mabel Murple



Written by Sheree Fitch

Illustrated by Chris Jackson

Text Type: Fiction: Description — Rhyming Poem

Summary: This poem uses rhythm, rhyme, and repetition to involve students in the story of a girl named Mabel Murple who loves the colour purple.

Text Features

Print Concepts

- ▶ comma and periods
- ▶ uppercase and lowercase letters

First Reading

Reading Strategies

Comprehension

- ▶ analyzing
- ▶ evaluating

Working with Words

- ▶ attending to print

Assessment Opportunities

Note each student's ability to:

- ▶ join in with the reading
- ▶ analyze to find supporting details
- ▶ evaluate: give an opinion
- ▶ match print and voice one-to-one
- ▶ track print over several lines

Teaching Tip: The online audio for this book includes a song version of this poem. You may choose to begin the lesson by listening to the song. Alternatively, you may listen to the song after reading the poem. Encourage students to sing along once they become familiar with the melody.



BEFORE READING

Making connections:
text to self

Activating and Building Prior Knowledge

Discuss students' favourite colours. Ask, *Do you have a favourite colour? Why do you like this colour?* Make a list of their favourite colours on the board or on chart paper. Ask, *What things are this colour?*

ESL Note:

Gather items from the classroom or bring in items of different colours. Prepare cards with the different colour words on them, and use these as labels for the various items.

Text features

Read the title and author's name. Say, *The title of this poem is "Mabel Murple" and the author is Sheree Fitch.* Invite students to say the name *Mabel Murple* several times to hear and feel the rhythm in the name.

Analyzing

Direct students' attention to the illustrations and engage them in a discussion about what is happening. Ask, *What do you notice about this illustration? What is it telling us about Mabel?*

Setting a Purpose

Analyzing

Say, *In this poem, Mabel Murple is a girl who is surrounded by purple. Let's read to find out more about Mabel.*



DURING READING

Read the poem to students, emphasizing its rhythm.

Tracking print

If students require more practice matching text one to one with the oral reading, reread the poem, this time using a pointer under the text, and point to single words to emphasize one-to-one matching of the text and voice.

Building confidence

On the first rereading, invite students to join in on the repeated words, *Mabel Murple* and *purple*.

Teaching Tip:

This poem has a strong, obvious rhythm. Bring the poem's rhythm to students' attention by asking them to tap the rhythm on their knees as they read the poem together.



AFTER READING

Analyzing

Discuss the poem with students. Ask, *What did we learn about Mabel? What were some of the things in the poem that were purple?*

Evaluating

Ask, *Would you describe Mabel as normal or unusual? Have students give reasons for their responses. How was Mabel unusual or different?*

Evaluating

How does the illustrator show us that Mabel had a reason for crying?

**Making connections:
text to world**

Using the Think-Pair-Share technique, invite students to think of other things that are purple and share their ideas with a partner. Have several students share their ideas with the whole group.

Have students think of other things that would be unusual/different if they were purple (e.g., a purple television show). Have students share these ideas with a partner. Ask several students to share their ideas with the class.

Second and Further Readings

Many texts benefit from being reread with students. The reading suggested in this plan can be expanded to include further readings. Participation will increase when a book becomes familiar, and students will become more comfortable taking turns and using a pointer to track print.

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 selections based on the needs of students in your class.

Print Concepts, Book Handling, and Text Features

Tracking print

Give students opportunities to practise tracking print. Note students' ability to track print from left to right, handle return sweep, and match the written text one-to-one with the oral reading. Identify students who are having difficulty and provide them with additional support and practice.

Print concepts

Direct students' attention to the comma and periods. *Where can you find a comma in this poem? What do we do when we see a comma? Where can you find a period in this poem? What does the period tell us?*

Focusing on Comprehension

Analyzing

Discuss the poem and illustrations with students. Ask, *Why was Mabel crying? Does the poem tell us the answer? Sometimes we need to look at the illustrations to get a better understanding of the words. What else can we learn by looking closely at the illustrations?*

Evaluating

Ask, *Could this really happen or is it pretend?* Have students give reasons to support their opinions.

Working with Words

**Phonological and
phonemic awareness**

Have students change Mabel's last name to rhyme with a different colour word. Say, *Mabel Murple likes purple. If she liked green then we could change her last name to rhyme with green. What rhymes with green?* (e.g., *Mabel Meen likes green.*) Have students come up with other last names for Mabel that rhyme with different colour words.

Letter knowledge

Have students locate words that begin with an uppercase letter and words that begin with a lowercase letter.



RESOURCE LINKS

You may wish to do some of these optional follow-up activities. Choose those that best meet the needs and interests of your students.

Writing

Change the word *purple* to another colour word to create a different version of this poem. Print the poem on sentence strips and place them in a pocket chart. Insert a card with another colour word on top of the word *purple* to create a revised poem. For example,

*Mabel Murple's house was green;
So was Mabel's hair.
Mabel Murple's cat was green;
green everywhere.*

You can also incorporate the phonemic/phonological awareness activity of changing Mabel's last name to rhyme with the colour word into this activity. For example,

*Mabel Meen's house was green;
So was Mabel's hair.
Mabel Meen's cat was green;
green everywhere.*

Independent Reading

Make the six small versions of *Say It Out Loud!* and the online audio available for students. Invite students to use these materials to read the book independently.

Locate both fiction and non-fiction books about colours and make them available for individual and partner reading.

Working with Words

Once concepts have been introduced in context, see the focused lessons in the *Working with Words Guide* for more direct instruction for those students who need it.

Read Aloud

Read aloud other poems or books that include colour words. For example:

Red Is Best by Kathy Stinson (Annick Press, 1988)

Purple, Green and Yellow by Robert Munsch (Annick Press, 1992)

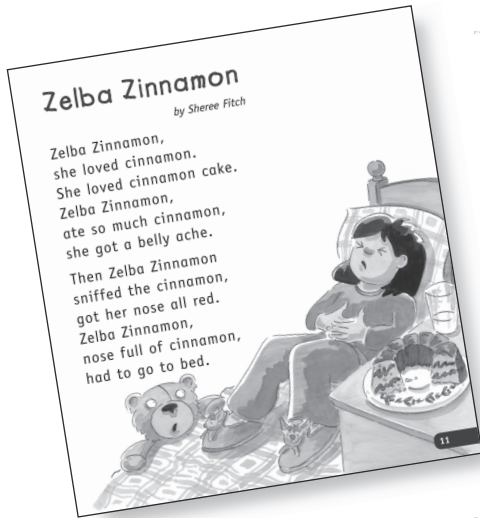
Harold and the Purple Crayon by Crockett Johnson (HarperCollins Canada, 2005)



Home Links

Have students ask family members what their favourite colour is and report back to the class. The survey results can be tallied, graphed, and discussed.

Zelba Zinnamon



Written by Sheree Fitch

Illustrated by Chris Jackson

Text Type: Fiction: Narrative — Rhyming Poem

Summary: This poem uses a strong rhythm, rhyme, and repetition to describe what happens to Zelba when she has too much of her favourite spice—cinnamon.

Text Features

Print Concepts

- ▶ commas and periods
- ▶ capitalization of proper nouns (first and last name)

First Reading

Reading Strategies

Comprehension

- ▶ inferring: understanding cause and effect
- ▶ making connections: text to self

Working with Words

- ▶ tracking print
- ▶ language predictability: using cueing systems

Assessment Opportunities

Note each student's ability to:

- ▶ make inferences
- ▶ make connections: text to self
- ▶ track print

Teaching Tip: The online audio for this poem includes a song version of this poem. You may choose to begin the lesson by listening to the song. Alternatively, you may listen to the song after reading the poem. Encourage students to sing along once they become familiar with the melody.



BEFORE READING

Making connections: text to self

Activating and Building Prior Knowledge

Ask students if they ever ate so much of a food that they got sick. Model the response by saying, *One time I ate too much chocolate cake. My tummy felt like it was going to burst. I had to go and lie down.* Invite some students to share their stories about overeating.

Ask students what foods they have eaten containing cinnamon (e.g., hot chocolate, cookies, pumpkin pie). Draw or record a list of foods with cinnamon in them.

ESL Note:

Bring in a container of cinnamon for students to sniff. As it's handed around, say, *Don't sniff too much. You'll get a nose full!* This action exemplifies the figurative line in the poem, "nose full of cinnamon," which ESL students may have difficulty understanding.

Inferring

Show students the illustration of Zelba lying down holding her stomach. Ask students to examine the illustration to figure out what they think is wrong with Zelba and why.

Setting a Purpose

Inferring

Say, *Let's read to find out why Zelba has a stomach ache.*



DURING READING

Read the entire poem in a fluent, easy manner. For the first reading, don't track print with a pointer. Emphasize the rhythm and understanding the author's message.

Tracking print

Reread the poem, running your finger or a pointer below the text. The phrasing of this poem aligns with each line. Run your finger or pointer fluidly under each line, not under single words.

Building confidence/ language predictability

Reread the poem, stopping the pointer just before *Zinnamon* and *cinnamon*. Encourage students to provide the word. Ask how they knew it was the right word. They should be able to tell you that they knew it was *Zinnamon* because it "goes with" Zelba (or is her last name) and that they knew it was *cinnamon* because it "makes sense and sounds right."



AFTER READING

Inferring

Say, *Before reading, you said that Zelba was sick/had a stomach ache because _____.* Were you right? Now that we've read the poem, what do we know about what was wrong with Zelba and why?

Evaluating

Reread the last three lines of the poem. Ask, *Why did Sheree Fitch use the words, "nose full of cinnamon?" Does she mean that Zelba's nose is completely full of cinnamon?* Establish that it means she had a little bit of cinnamon in her nose, referring students back to the activating activity of sniffing cinnamon. Discuss how authors use exaggeration to make stories more interesting and humorous. Ask students to name other stories they have read where the author used exaggeration the way Sheree Fitch did.

Second and Further Readings

Many texts benefit from being reread with students. The reading suggested in this plan can be expanded to include further readings. Participation will increase when a book becomes familiar, and students will become more comfortable taking turns and using a pointer to track print.

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 selections based on the needs of students in your class.

Print Concepts, Book Handling, and Text Features

Tracking print

Continue tracking the print in subsequent rereadings. Offer as much support as necessary (e.g., guiding the pointer with students who need assistance). Use this activity as an opportunity to assess students' ability to track print appropriately.

Print concepts

- ▶ Emphasize the pause that is signalled by the commas and the break that is signalled with a period. Say, *Listen to what the commas and periods tell me to do as I reread "Zelba Zinnamon."* After the rereading, discuss the fact that writers use commas so that readers will take a little breath before continuing. Say, *periods are used to end a thought. Some sentences need commas to "sound right" but all sentences need periods to signal the end of the thought.*
- ▶ Reread, focusing on capitalization of names/proper nouns. Ask students what they notice about the letters in *Zelba Zinnamon*. Discuss the fact that all names of people and places begin with capital letters. Students may also say that both names begin with the letter "Z" or the sound of "z."

Focusing on Comprehension

Synthesizing

This poem contains two events that describe cause and effect, creating a good opportunity for students to practise retelling. Ask students to retell Zelba's story in their own words. Retelling can be practised with the whole group or in pairs. Model retelling if students still need this scaffolding or are being introduced to retelling stories told by others. Invite students to continue the story by saying, *End the story with your own ideas of what happened to Zelba next.*

Sequencing

Print each line of the poem on sentence strips and then mix up the strips. During this strategy, the complete poem is displayed near the "rebuilding" area—a pocket chart or floor space. The entire poem can be built back into its sequence or rebuilt verse by verse, depending on the abilities or needs of students. If students are unfamiliar with rebuilding text, model placing the title at the top of a pocket chart and then model how to figure out which strip would come next. Think aloud, *I know "Zelba Zinnamon" goes first because it's in bold print and it's the name of the poem. (Exaggerate returning to the original text to check for the next cues.) I see the next line is the same as the title, so it must be this strip that looks just like the title but isn't bolded. Yes, it looks the same—both lines start with "Z."* Continue building the poem in its correct sequence, referring back to the original text and "thinking aloud" the cues that are helping you. Invite students into the process once they show they understand how to rebuild text.

Self-monitoring

After each reading, ask students, *What is one new thing you noticed about your reading today?* Provide some models to get students started, such as, *I noticed that all the words in the second and third lines are the same except that the third line has one more word at the end of it or, I noticed that this story has some rhymes in it.*

Teaching Tip:

This type of discussion will show students that they should be monitoring their own reading and will reinforce a variety of reading strategies. As well, you will be able to make instructional decisions based on the answers given. For example, if students don't notice the alliteration, you may wish to focus on including alliteration instruction and practice in daily activities.

Language predictability

Working with Words

Expand students' vocabulary and understanding by focusing on the words *belly* and *ache*. Say, *We can see in the illustration that Zelba has a belly ache. The poem tells us that she has a belly ache. What are some other words for belly ache?* Brainstorm with students all the words that are synonymous with belly ache—tummy ache, stomach ache, upset tummy, sore stomach, and others heard or used at home.

Phonological and phonemic awareness

Have some alliteration fun with Zelba Zinnamon. After reading the poem several times, point out that the author, Sheree Fitch, used the same sound to start Zelba's names. Establish that Zelba and Zinnamon start with the same sound. Invite students to chime in whenever the words that "start the same" appear in the poem. Once students understand the meaning of "start the same" words, you can substitute any consonant for the initial letter ("Z") in her name during subsequent rereadings, e.g., Belba Binnamon, Delba Dinnamon. You can tie this into focus letters or match to the initial consonants in the days of the week or month.

Phonological and phonemic awareness/ word solving and building

The poem offers three opportunities to practise rhyming and to create word families from the rhymes. Say, *this poem has some word patterns. Let's find some.* Read the first verse and ask, *What two words sound the same?* After establishing that *Zinnamon* and *cinnamon* sound the same, ask, *How are they the same/different? Yes, they rhyme and have the same "on" pattern at the end of each word, but they have different beginning letters.* Continue in this way with the next verse.

Write *Zinnamon* and then *cinnamon* on the chart. Ask students to read *Zinnamon* and *cinnamon* with you. Discuss the similarities and differences, underlining the rhyme *on*. Repeat this process for the other rhymes in the poem (*cake/ache; red/bed*). Because *red/bed* is a more commonly used pattern than the others, use that pair to create a word family. Ask students to think of other words that rhyme with *red* and *bed*, and print them below one another on chart paper. When you have exhausted the list, ask, *What is the same about all these words?* Underline the "ed" rhyme in each. Ask, *What should we name this family of words?* Print "ed" above *red* as the name of the word family. Finally, discuss how knowing about this word family can help students in reading and spelling.

Teaching Tip: Writing the words beneath each other on chart paper can help students see the similarities and differences.

High-frequency words

Frame and introduce a few high-frequency words or review established words. (See the list of high-frequency words recommended for kindergarten in the *Working with Words Guide*.)



RESOURCE LINKS

Writing

Making cinnamon toast would be a very easy (and tasty) class project. After students have had the opportunity to make the toast according to oral directions, write the recipe together using Shared Writing (see the Procedure text-type study in the *Writing Guide*). Students can illustrate ingredients and directions. Discuss how writing directions is different from writing stories.

Recipe for Cinnamon Toast

Ingredients:

bread
butter
brown sugar
cinnamon

Directions:

1. Butter bread.
2. Sprinkle with brown sugar.
3. Sprinkle with cinnamon.
4. Set on a cookie sheet and put under broiler until the brown sugar bubbles.
5. Let cool, and then eat it up!

Independent Reading

Make the six small versions of *Say It Out Loud!* and the online audio available for students. Invite students to use these materials to read the book independently.

Working with Words

Once concepts have been introduced in context, see the focused lessons in the *Working with Words Guide* for more direct instruction for those students who need it.

Read Aloud

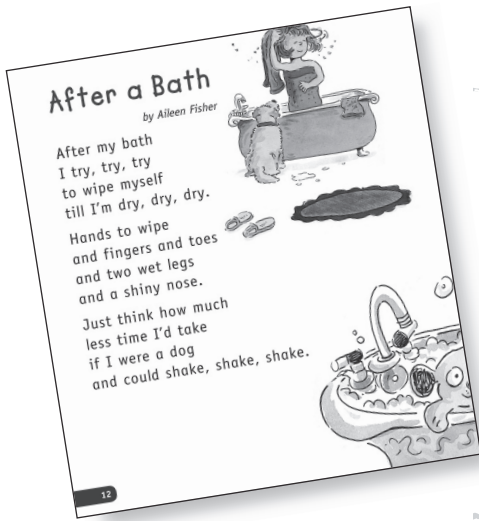
Select favourite poems to reread and dramatize on a regular basis. Suggest to students that “Zelba Zinnamon” would make a great rope-skipping rhyme.



Home Links

Have students take a copy of the cinnamon toast recipe home to make with their families. Practise reading it together before sending it home, so students can read it to their families while making cinnamon toast together. Stress that an adult must always operate the oven and broil the toast.

After a Bath



Written by Aileen Fisher

Illustrated by Craig Terlson

Text Type: Fiction: Description — Rhyming Poem

Summary: This poem tells how the narrator dries off after a bath and how it would be much faster if she were a dog.

Text Features

Print Concepts

- ▶ periods
- ▶ commas

First Reading

Reading Strategies

Comprehension

- ▶ inferring
- ▶ synthesizing

Working with Words

- ▶ tracking print

Assessment Opportunities

Note each student's ability to:

- ▶ track print
- ▶ make inferences about how the narrator feels
- ▶ synthesize to find the main ideas



BEFORE READING

Making connections:
text to self

Making connections:
text to world

Activating and Building Prior Knowledge

Track the print as you read the title and the author's name. Ask students what they do after a bath. Students may mention drying themselves, brushing their hair, putting on lotion or powder, putting on pyjamas, going to bed, etc.

Ask, *Who has seen an animal take a bath? What did it do to dry off?* Record students' answers on a T-chart with the headings "Animal" and "How It Dries Off."

ESL Note: To familiarize ESL students with body-parts language, use a large drawing of a person and label the different parts (hands, fingers, toes, etc.) as a group.

Inferring

Setting a Purpose

Tell students that they will be reading a poem today about taking a bath. Say, *You've told me how some animals dry off. As we read, listen to find out what the person in the poem thinks about drying off after a bath.*



DURING READING

Tracking print

Read the entire poem in a smooth manner. Run your finger or a pointer fluidly under each line, not under single words. During this first reading, the emphasis should be on rhythm and understanding the author's message.

Building confidence

Invite students to join in the reading whenever a word is repeated more than once. Use "try, try, try" to illustrate. Stop the pointer just after the first *try*. Motion to students to join in with you for the next two words. Repeat this for *dry* and *shake*.



AFTER READING

Inferring

Say, *What does this person think about drying off after a bath?* Establish through discussion that she thinks it is hard, a lot of work, difficult, takes too much time, etc. Then ask, *Do you think this person wishes she were a dog? Why?*

Synthesizing

Say, *There's a lot of action in this poem. When a poem or a story has many ideas in it, readers need to be able to find the most important ideas. Let's read each verse and find the most important ideas in each one. I'll show you how to find the most important idea in the first verse.* Read it aloud. Say, *I think the most important idea is that she is trying to dry herself off.* Draw and/or record the main idea on a card. Read aloud the second verse and invite students to contribute the main idea. Repeat this process for the third verse, emphasizing that main ideas use fewer words than the text and are told in our own way. Draw and/or record the main ideas on separate cards. Save these cards for a later activity.

Second and Further Readings

Many texts benefit from being reread with students. The reading suggested in this plan can be expanded to include further readings. Participation will increase when a book becomes familiar, and students will become more comfortable taking turns and using a pointer to track print.

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 selections based on the needs of students in your class.

Print Concepts, Book Handling, and Text Features

Tracking print

Continue tracking the print during the rereadings. Offer as much support as necessary (e.g., guiding the pointer with students who need assistance).

Teaching Tip: During the rereadings, take the opportunity to assess students' ability to track print appropriately.

Print concepts

Point to the end of the first verse and ask students what they see there. Confirm or inform them that this dot is called a period. Ask, *What is it for?* Discuss that it is used to indicate the end of a set of words that are telling one idea. Invite students to come up and point to other periods in the poem. Note to students that each verse ends with a period because each verse conveys its own idea. Remind students of the main ideas they identified earlier in each verse.

Focusing on Comprehension

Synthesizing

Have students suggest ways of enhancing this poem with actions. This poem can also be sung to the tune of "Twinkle, Twinkle, Little Star."

Sequencing

After the first reading, students found the main ideas in the poem. Now have them sequence the events of the poem using these main ideas. Randomly display the cards created during the prior activity. Have students reason through the sequence of events in the poem and place the cards in the right order.

Self-monitoring

After each rereading of the poem, ask students, *What is one new thing you noticed about your reading today?* Provide some models to get students started, such as, *I noticed that this poem has some rhymes in it.*

Teaching Tip: This type of discussion will show students that they should be monitoring their own reading and will reinforce a variety of reading strategies. As well, you will be able to make instructional decisions based on the answers given.

Phonological and phonemic awareness

Working with Words

Focus on "shake, shake, shake" in the last line of the poem. Lead the class in "stretching out" the word *shake* so that the "sh" cluster is very obvious. Print *shake* on chart paper, emphasizing the "sh" cluster. Ask, *Did you notice that there's another word in the poem that begins with the same sound as shake?* Point to *shiny* and print it under *shake*, stretching out *shiny* so that the "sh" cluster is very obvious. Ask, *What other words do you know that begin with the same sound as shake and shiny?* As you print each word, orally stretch it out as before. After recording the words, ask students, *What do you notice about all these words?* Establish that they all begin with "sh" and the sound made by blending the letters *s* and *h*. Create a class rule about the "sh" cluster. Challenge students to add more "sh" words to the list as they notice them.

High-frequency words

Frame and introduce a few high-frequency words or review established words. (See the list of high-frequency words recommended for kindergarten in the *Working with Words Guide*.)



RESOURCE LINKS

You may wish to do some of these optional follow-up activities. Choose those that best meet the needs and interests of your students.

Writing

Before the first reading, students contributed to a class chart on how animals dry off. Students now refer back to the chart to complete their page for a class book called *After a Bath*. On a piece of paper, they write a sentence about how an animal of their choice dries off after a bath, e.g., “A dog shakes.” Some students may need assistance writing their sentence. Students then illustrate their sentence. Completed pages can be bound into a book that can be read for shared and independent reading.

Brainstorm with students something else that we do that animals do differently. For example, we eat our food with a knife and fork, but cats eat straight from their bowls. As a Shared Writing activity, write a poem with the class similar to “After a Bath.” You may wish to refer to the Descriptive text-type study in the *Writing Guide* before beginning this activity.

Independent Reading

Make the six small versions of *Say It Out Loud!* and the online audio available for students. Invite students to use these materials to read the book independently.

Teaching Tip: The online audio for this book includes a cloze reading of this poem. In this reading, selected words have been omitted. Students listening to the cloze reading have the opportunity to chime in with the missing words.

Collect a number of picture books on the subject of taking a bath, for individual or partner reading.

Working with Words

Once concepts have been introduced in context, see the focused lessons in the *Working with Words Guide* for more direct instruction for those students who need it.

Read Aloud

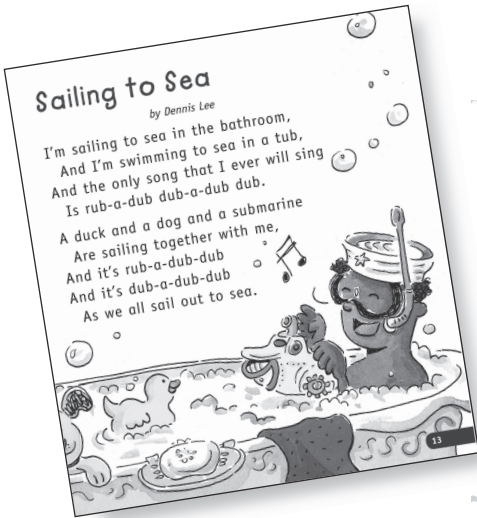
Select favourite poems that students have enjoyed in the past to reread and dramatize.



Home Links

Encourage students to ask family members to tell any humorous or cute bath stories they may have about students when they were younger or about their pets.

Sailing to Sea



Written by Dennis Lee

Illustrated by Craig Terlson

Text Type: Fiction: Description — Poem

Summary: A child imagines the adventure of sailing to sea in a bathtub.

Text Features

Print Concepts

- ▶ commas
- ▶ periods
- ▶ hyphens

First Reading

Reading Strategies

Comprehension

- ▶ predicting
- ▶ analyzing
- ▶ evaluating

Working with Words

- ▶ tracking print
- ▶ recognizing rhyming patterns

Assessment Opportunities

Note each student's ability to:

- ▶ track print
- ▶ join in with the reading
- ▶ make predictions about the poem's content
- ▶ analyze to find main ideas
- ▶ evaluate: give opinions



BEFORE READING

Analyzing

Activating and Building Prior Knowledge

Cover the poem and display only the title, author's name, and illustration. Read the title and the author's name to the class. Invite students to study the illustration and ask questions to initiate thought about the poem, such as, *What do you notice in the picture? Does this remind you of anything?*

Predicting

Reread the title, encouraging students to read along with you as you track the print. Ask, *Why do you think this poem is called “Sailing to Sea”? What do you think this poem is about?*

ESL Note:

Clarify that the words *sailing*, *swimming*, *sea*, and *submarine* relate to water.

Print concepts

Draw students’ attention to the hyphens in *rub-a-dub-dub* and explain that they are used to make reading some words easier. To demonstrate, write the word *rubadubdub* without any hyphens.

ESL Note:

ESL students may have trouble with the words *rub-a-dub*. Talk about the fact that these are “nonsense” words.

Setting a Purpose

Predicting/analyzing

After reading the title and looking at the illustration, we had some ideas about what the poem might be about. Let’s read the poem to find out what really happens in it.



DURING READING

Tracking print

Read the poem to the class. The first reading should be done without interruptions. Model how to track print by using the pointer to follow under the print from left to right and to go back to the left side to track a new line of print.

Analyzing

As you read, aid comprehension by emphasizing the words and phrases that give clues to understanding the story line (e.g., “sailing to sea in the bathroom,” “swimming,” “dog,” “duck,” “submarine,” “sail out to sea”).

Building confidence/ language predictability

Invite students to join in the reading. Pause before *dub* at the end of the fourth line to give students a chance to complete the rhyming pattern that begins with *tub*. Similarly, pause before the word *sea* at the end of the last line.

Word solving and building

Point out the instances of *rub-a-dub* in the poem. To reinforce the meaning, suggest that students act out this phrase as they read it by pretending to scrub themselves clean.



AFTER READING

Predicting/analyzing

Discuss predictions students made of what the poem would be about and compare them to the poem. The focus of this discussion is not on whether the predictions were right or wrong, but what the title and illustration led students to believe. Say, *Now that we’ve read the poem, we have more information and we can look at the illustrations and title differently.* Stress the importance of being a reader who is always willing to search for new information and to adapt original ideas when necessary.

Analyzing/evaluating

Ask students to summarize what the child says in the poem. Once they have established that the child is sailing to sea in a bathtub with a duck, dog, and submarine, talk about whether this really happens. Discuss that this poem is an expression of the child’s imagination.

Word solving and building

Write the words *bath* and *room* on separate cards. Show and read each card and ask students what each word means. Then, put the cards together as *bathroom*, and ask students to come up with a meaning. Discuss how some words are made up of two words put together, and each is important to the meaning of the word.

Second and Further Readings

Many texts benefit from being reread with students. The reading suggested in this plan can be expanded to include further readings. Participation will increase when a book becomes familiar, and students will become more comfortable in taking turns and using a pointer to track print.

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 selections based on the needs of students in your class.

Tracking print

Print Concepts, Book Handling, and Text Features

Continue to track print as you reread the poem. You can also offer the pointer to individual students to give them practice in tracking print.

Print concepts

Point out and discuss the purpose of the different types of punctuation (comma and period) found at the end of the poem's lines.

Making connections: text to self

Focusing on Comprehension

Discuss favourite bath time activities with the class, e.g., toys, songs, games. Have students turn to a partner and share their thoughts. Then invite a few students to tell the class about their bath time fun.

Evaluating

Read the title again. Talk about what someone might think the poem is about if they haven't read the poem and they just read the title and didn't look at the picture. Discuss how the title doesn't tell that the poem is about a child pretending to sail in a bathtub. Ask students for title ideas that would tell more clearly what the poem is about, e.g., "Sailing in a Bathtub," "Tub on the Sea," "The Bathtub Song for Sailors."

Making connections: text to world

Ask students to think of other ways that children can use their imagination when they are in the bathtub. Students may mention pretending to be a fish, whale, shark, mermaid, etc. Record students' ideas on chart paper or the board and save the list for a later activity.

Word solving and building/ phonological and phonemic awareness

Working with Words

Use magnetic, plastic, or card letters to create *rub* and *dub* and discuss what is the same about these two words. Ask students to suggest other beginning letters and have students come up and make the words (e.g., *sub*, *tub*, *cub*, *hub*, *nub*, *fub*, *lub*). Record each word on chart paper. Ask students which of the words they created are meaningful and which are just groups of letters for playing rhyme games.

Letter knowledge

Reread the title and ask students what letter the word *sailing* starts with. Have them find another word in the title that begins with “s.” Invite a student to point to it as you read the word aloud. Then ask them to find other “s” words in the poem. As each student comes up and points to a word, encourage the class to read it aloud with you.

High-frequency words

Write on the board some high-frequency words from the poem that students are familiar with. (Choose from *I, to, in, the, and, a, is, me, it, and we.*) Have them find these words on the Word Wall, in other places around the classroom, and/or in books.



RESOURCE LINKS

You may wish to do some of these optional follow-up activities. Choose those that best meet the needs and interests of your students.

Writing

Refer back to the list you made together of other ways children can use their imagination in the bathtub. Have students raise their hands to choose one idea. As a Shared Writing activity, write a few sentences (or a poem like “Sailing to Sea”) to describe this pretend game. With student input, come up with a title. Display the finished product on the wall, and then have students create pictures to hang all around it. You may wish to look at the Descriptive text-type study in the *Writing Guide* before you begin this activity.

Draw a bathtub on chart paper and write “Rub-a-Dub Fun” in the centre. Ask students to name favourite bath toys and, using an interactive writing format, help you write them on cards. Have students illustrate the cards, and then tape them onto the tub.

Independent Reading

Make the six small versions of *Say It Out Loud!* and the online audio available for students. Invite students to use these materials to read the book independently.

Teaching Tip: The online audio for this book includes a cloze reading of this poem. In this reading, selected words have been omitted. Students listening to the cloze reading have the opportunity to chime in with the missing words.



Home Links

Create a poetry booklet for home use. Add this poem and suggest that family members and students read one or two poems together each evening.

Collect a selection of books on the subject of taking a bath for individual or paired reading.

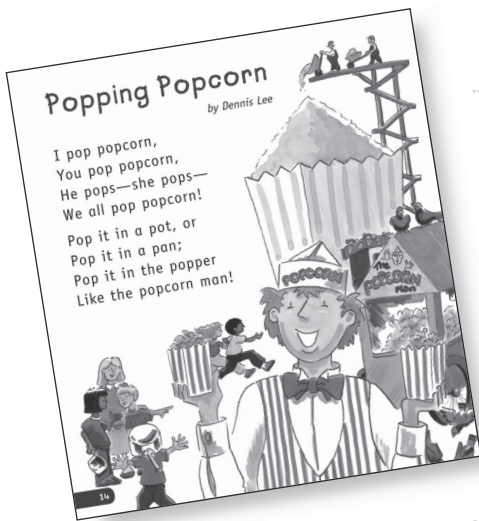
Working with Words

Once concepts have been introduced in context, see the focused lessons in the *Working with Words Guide* for more direct instruction for those students who need it.

Read Aloud

Read other Dennis Lee poems and note similarities (e.g., rhythm, “silliness,” age of the characters, etc.).

Popping Popcorn



Written by Dennis Lee

Illustrated by Jackie Snider

Text Type: Fiction: Description — Poem

Summary: This playful, rhythmic poem describes all the people who like to make popcorn and some different ways to make popcorn.

Text Features

Print Concepts

- ▶ dashes
- ▶ semi-colon
- ▶ exclamation mark

First Reading

Reading Strategies

Comprehension

- ▶ analyzing

Working with Words

- ▶ tracking print

Assessment Opportunities

Note each student's ability to:

- ▶ track print
- ▶ analyze to find information in the text and illustration
- ▶ participate by joining in with reading



BEFORE READING

Making connections:
text to self

Activating and Building Prior Knowledge

Read the title and the author's name. Initiate a discussion with students about popcorn: *Who likes popcorn? What do you like about it? Who has made popcorn? How did you make it?* Record students' answers to this last question on chart paper or the board, using words and/or simple drawings.

ESL Note: Some ESL students may not be familiar with popcorn. Have a few kernels of unpopped corn on hand to show students, and describe (or show) the process of making popcorn.

Inferring

Invite students to study the illustration, and ask questions that direct them to make inferences about the information in it. For example, *Why do you think everyone is smiling? What are the birds doing? What are the men with the wheelbarrows doing? Is this really the way popcorn is made? Why are the children holding pots?*

Analyzing

Setting a Purpose

We have talked about how we have made popcorn. As we read, let's listen for the ways to make popcorn that are mentioned in the poem.



DURING READING

**Tracking print/
print concepts**

Track the print as you read the poem with students, exaggerating the return to the left side for each new line. Read in such a way as to reinforce how dashes and exclamation marks affect the way the text is read (i.e., pausing at the dashes and reading with emphasis where there is an exclamation mark). When you read the first word, *I*, point to yourself, and when you read *you*, point to the class. For *he* and *she*, point to individual students. As you read *pot*, *pan*, and *popper*, point to the corresponding item in the illustration.

Building confidence

Invite students to read along. Since the words *pop* and *popcorn* are repeated several times through the poem, pause to give students a chance to predict these words when they occur after you've read them a few times.



AFTER READING

Analyzing

Remind students of the purpose question: *As we read, we were going to find out the different ways to make popcorn. What did the poem tell us about this?* Record the answers on chart paper or the board, using single words (*pot*, *pan*, and *popper*) and simple drawings.

**Making connections:
comparing**

Have students look at the list you created earlier of the ways they make popcorn. Compare their methods with those mentioned in the poem. Discuss with students how a pot or pan was what people used in the past to make popcorn. Talk about how a popper is used at movie theatres to make popcorn. If any students have seen a popper making popcorn at a movie theatre, invite a student to describe what he or she saw.

Inferring/analyzing

Have students think back to questions about the illustration that they answered before the reading. *Now that we've read the poem, let's answer these questions again. We'll see how much we've learned.*

Analyzing

Ask students, *Who is the popcorn man?* Have a student come up and point to him in the illustration. *How does he make popcorn? How do you know?* Students should mention that the poem says the popcorn man pops it "in the popper," and they should point to the popper in the illustration.

Second and Further Readings

Many texts benefit from being reread with students. The reading suggested in this plan can be expanded to include further readings. Participation will increase when a book becomes familiar, and students will become more comfortable taking turns and using a pointer to track print.

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 selections based on the needs of students in your class.

Print Concepts, Book Handling, and Text Features

Tracking print

Invite a student to track the print with a pointer as the class rereads the poem. Before you begin, ask students such questions as, *Where do we start reading? Where do we read next after we finish the first line?* Have students answer by coming up and pointing.

Print concepts

This poem lends itself well to being read as a chant. Encourage students to clap along to the rhythm. Point out and emphasize, by the way you read, the functions of the punctuation (dashes and exclamation marks). You may wish to discuss the purpose of the semi-colon by explaining that, in this poem, it is halfway between a comma and a period, a longer pause than a comma but not as long as a period.

Evaluating

Ask students to look at the illustration. Initiate a discussion about why an illustration was included. Discuss how it helps the reader better understand the poem, it is fun to look at, and it shows the reader more on the subject of popcorn than just the words say.

Focusing on Comprehension

Analyzing

Say, *This poem is called "Popping Popcorn." Listen, and as we read it again, think about who is popping popcorn.* After the reading, students should respond that *I, you, he, she, we, and the popcorn man* are popping popcorn.

Analyzing/making connections: comparing

Tell students, *As we read, pay attention to what things are mentioned in the poem that are also included in the illustration, and what things in the poem aren't included in the illustration.* After the reading, have students share their thoughts. Then ask, *What things are in the illustration that aren't in the poem?*

Evaluating

Ask students to study the illustration again. *What in this illustration wouldn't happen in real life?* Have students point out what is fiction and what is non-fiction in the picture. Encourage them to justify their answers.

Synthesizing

Have students think about what the poem is about and then tell a partner in their own words. Invite a couple of students to share their summaries with the class.

Working with Words

Phonological and phonemic awareness

Mention how important the letter "p" is in this poem. Demonstrate what happens to your lips when you say a word beginning with "p." Ask students to watch your mouth as you read the poem, and overemphasize the lip movement when you make the "p" sound. Invite students to read along and to focus on how their mouth feels when they say a word beginning with "p."

Word solving and building

Have students search through the poem to find the word *pop*, either by itself or within a longer word. Use magnetic letters on the overhead projector to do an onset and rime activity with *pop*. Change the first letter to make other words, such as *hop*, *mop*, and *top*.

Word solving and building

Take some time to look at the word *popcorn*. Show students that this compound word is made up of two words that work together to make a new word.

High-frequency words

Encourage students to search for specific familiar words in the poem (e.g., *I*, *he*, *she*, *we*, *it*, *in*, *a*, and *the*). Then have them find these words elsewhere, such as on the Word Wall or in other books.



RESOURCE LINKS

You may wish to do some of these optional follow-up activities. Choose those that best meet the needs and interests of your students.

Writing

As a class, work together to write the steps for making popcorn (e.g., microwave, popcorn maker, popcorn in a pot). Write each step on a strip of paper. When complete, students can take these strips and arrange them in the correct order.

Brainstorm a list of foods that students have helped a family member make (e.g., cookies). Together with students, choose one of these foods and write a description about it, including some details about how to prepare it. You may wish to follow the format of “Popping Popcorn,” or create a poem with a different format, or write a prose piece. Afterward, have each student create a picture of the food, or of themselves preparing it or eating it. Refer to the Descriptive text-type study in the *Writing Guide*.

Independent Reading

Make the six small versions of *Say It Out Loud!* and the online audio available for students. Invite students to use these materials to read the book independently.

Teaching Tip: The online audio for this book includes a cloze reading of this poem. In this reading, selected words have been omitted. Students listening to the cloze reading have the opportunity to chime in with the missing words.



Home Links

Ask students to find out how their parents or guardians made popcorn when they were young. Have students share their findings with the class. You may wish to create a graph of the results, showing the number of people who used each method.

Collect a number of picture books on foods and food preparation for students to read independently or with a partner.

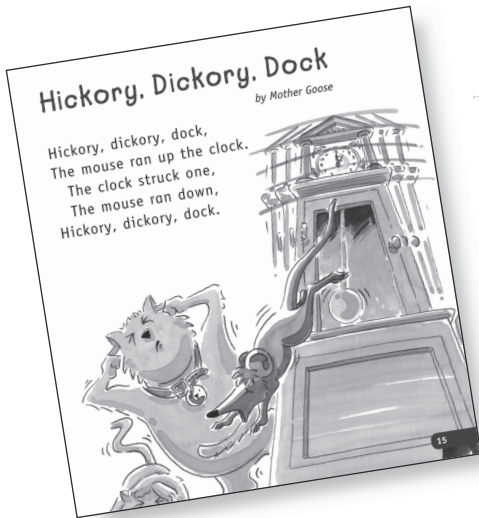
Working with Words

Once concepts have been introduced in context, see the focused lessons in the *Working with Words Guide* for more direct instruction for those students who need it.

Read Aloud

Find other poems with obvious alliteration and discuss with students how their mouth feels when saying the repeated letter.

Hickory, Dickory, Dock



Written by Mother Goose

Illustrated by Chris Jackson

Text Type: Fiction: Description — Rhyming Poem

Summary: This poem is an old Mother Goose favourite about the unexpected result of a mouse's visit to a grandfather clock.

Text Features

Print Concepts

- ▶ first and last line repeat
- ▶ commas
- ▶ periods
- ▶ indented text

First Reading

Reading Strategies

Comprehension

- ▶ sequencing
- ▶ inferring

Working with Words

- ▶ attending to print
- ▶ recognizing selected words from the poem

Assessment Opportunities

Note each student's ability to:

- ▶ track print
- ▶ join in with the reading
- ▶ sequence: retell the poem in their own words
- ▶ make inferences and use the illustration to support them



BEFORE READING

Text features

Activating and Building Prior Knowledge

Read aloud the title and author. Say, *The title of this poem is "Hickory, Dickory, Dock," and the author is Mother Goose.*

**Making connections:
comparing**

Say, *This poem was written to make learning to tell time fun. It was written a long time ago when clocks were much larger than they are today. These clocks were known as grandfather clocks, and they looked like this one (point to illustration of the grandfather clock on page 15). The clock would make a loud bonging or chiming sound to let people know the hour of the day.*

Ask, *How is a grandfather clock different than some of the clocks we use today?*

ESL Note: Discuss the concept of clocks with students. What are some different types of clocks? What purpose do clocks serve? Help students come to the conclusion that clocks show us the passage of time.

Teaching Tip: You may wish to send a letter home to parents/guardians and ask them to participate in a “clock hunt” with their child at home. With parents’ help, have students compile a list of all of the time-telling objects in their homes (e.g., watches, wall clocks, computers, cell phones). The next day, work with students to chart and compare the results.

Sequencing

Setting a Purpose

Say, *We’re going to read a poem about a grandfather clock and a mouse. As you listen to the poem, I want you to pay attention to what happens at the beginning, middle, and end.*



DURING READING

Tracking print

As you read the poem, use a pointer to demonstrate how to phrase the words, pause at commas, and stop briefly at periods. Pause at the beginning of each indented line to build suspense.

Building confidence

Point out to students that the poem begins and ends with the same lines: “Hickory, dickory, dock.” Invite students to join in, especially for these repeated lines.

Language predictability

Explain to students that the line in the poem that reads “The clock struck one” means that the clock indicated it was one o’clock by making a bonging or chiming sound.



AFTER READING

Sequencing

Ask, *What was the first thing the mouse did in the poem? As the mouse was running up the grandfather clock, what happened? What did the mouse do when the clock struck one? Why do you think the mouse ran down?*

Inferring

Have students look carefully at the illustration. Ask, *Why do you think there are three different images of the top part of the clock? Why do you think the mouse ran up the clock? Do you think the mouse lives in this clock? Why? Why do you think there are cats in this illustration? Why do you think the cats are plugging their ears? What do you think will happen next?*

Have student volunteers come up and find the following repeated words in the text: *hickory, dickory, dock, clock, ran.*

Second and Further Readings

Many texts benefit from being reread with students. The reading suggested in this plan can be expanded to include further readings. Participation will increase when a book becomes familiar and students will become more comfortable taking turns and using a pointer to track print.

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 selections based on the needs of students in your class.

Print Concepts, Book Handling, and Text Features

Tracking print

Give students opportunities to practise tracking print. Note students' ability to begin reading at the first word on the page, track print from left to right and by line over several lines. Identify those students who are having difficulty and provide them with additional support and practice.

Print concepts

- ▶ Point out to students that the third and fourth lines of the poem are indented. Explain that each sentence is indented to make the reader take a longer pause before reading it in order to build suspense. Encourage students to practise this technique as they reread the poem.
- ▶ Review the use of commas and periods. Encourage students to use these punctuation marks to read the poem expressively.

Focusing on Comprehension

Evaluating

Revisit the repeated line “Hickory, dickory, dock” in the poem. Ask, *Do these lines give the reader any information about the poem? Why do you think the author used these lines in the poem?*

Making connections: text to text/comparing

Read aloud other rhymes by Mother Goose that feature mice, such as “Three Blind Mice” and “Slowly, slowly, very slowly.” Invite students to make connections between the poems and/or the mice in these poems. Prompt their thinking by asking, *How are these poems alike? How are they different? What are all of the mice in these poems doing?*

Working with Words

Phonological and phonemic awareness

Have students clap the syllables while reading the words “Hickory, dickory, dock.”



RESOURCE LINKS

You may wish to do some of these optional follow-up activities. Choose those that best meet the needs and interests of your students.

Writing

With students, write additional verses for this poem by changing the animal, and the time. Depending on students' ability, each animal's response to the clock striking the hour may also be changed. For example:



Home Links

Encourage students to look for different clocks in the community. Add students' findings to the class chart.

Hickory, dickory, dock,
The dog ran up the clock.
The clock struck two,
The dog let out a yelp,
Hickory, dickory, dock.

Alternatively, students might like to use their ideas about what might happen next to the mouse (see After Reading) to write an additional verse for the poem. (For more ideas, refer to the Descriptive text-type study in the *Writing Guide*.)

Independent Reading

Make the six small versions of *Say It Out Loud!* and the online audio available for students. Invite students to use these materials to read the book independently.

Teaching Tip : The online audio for this book includes a cloze reading of this poem. In this reading, selected words have been omitted. Students listening to the cloze reading have the opportunity to chime in with the missing words.

Working with Words

Once concepts have been introduced in context, see the focused lessons in the *Working with Words Guide* for more direct instruction for those students who need it.

Read Aloud

The following titles are other Mother Goose rhymes and books about time you may wish to share with students:

James Marshall's Mother Goose by James Marshall (Farrar, Straus & Giroux, 1986)

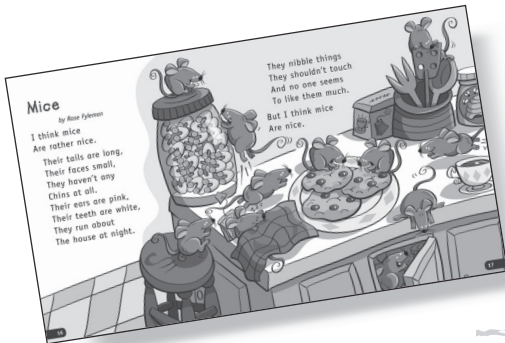
What Time Is It, Mr. Crocodile? by Judy Sierra (Harcourt Trade Publishers, 2004)

Clocks and More Clocks by Pat Hutchins (Aladdin Publishing Company, 1994)

Mice

Written by Rose Fyleman

Illustrated by Jackie Snider



Text Type: Fiction: Description — Rhyming Poem

Summary: In this rhyming poem, the author describes the characteristics of mice and why she thinks mice are nice.

Text Features

Print Concepts

- ▶ indented text
- ▶ commas
- ▶ periods

First Reading

Reading Strategies

Comprehension

- ▶ analyzing
- ▶ evaluating

Working with Words

- ▶ using pictures to predict word meanings
- ▶ identifying rhyming words

Assessment Opportunities

Note each student's ability to:

- ▶ join in with predictable and familiar word patterns
- ▶ analyze: identify information about mice in the text and illustration
- ▶ evaluate: give opinions about his/her feelings and the author's feelings about mice
- ▶ use the illustration to predict word meanings
- ▶ locate and identify rhyming words



BEFORE READING

**Making connections:
text to self**

Activating and Building Prior Knowledge

Say, *Raise your hand if you have seen a mouse, played with a mouse, had mice in your house, cottage, or garage. Ask, What did the mice do? What do you think of mice?*

Text features

Read aloud the title and author. Say, *The title of this poem is “Mice” and the author is Rose Fyleman.*

Predicting

Ask students to look at the illustration. Ask, *What do you think this poem is about? Where are the mice? What are they doing? What do you think the author thinks about mice?*

ESL Note:

Record a list of things students observe from the illustration. Students can refer to this list for ideas for the Writing activity in Resource Links.

Analyzing**Setting a Purpose**

Say, *Let’s read the poem to find out what the mice are doing and how the author feels about them.*

**DURING READING**

Read aloud the poem in a rhythmic way. Do not track print on this reading. Instead, focus on varying the speed by reading the first and last two lines slowly and reading the indented lines quickly.

Print concepts/evaluating

Draw students’ attention to the indented lines in the poem. Have them listen as you read the indented lines again quickly. Ask, *As I read these lines, what did you think of? Why do you think the author indented the lines?* (The lines are indented to make the part of the poem about the mice distinct from the author’s feelings about them. Accept all responses, as the focus of the activity is to make students aware of the arrangement of the print on the page.)

Word solving and building

Have students look at the illustration as you reread the following two lines: “They nibble things/They shouldn’t touch.” Ask, *What do you think nibble means? What should the mice not touch? Why?*

Tracking print

Reread the poem, tracking the print with a pointer as you read. Emphasize the rhyming words and maintain the focus on reading the indented text quickly. As you read aloud each mouse body part, point to the corresponding part of your own body, where appropriate.

Building confidence

Encourage students to join in the rereading of the poem, especially for the first two and last two lines, which are similar. Invite students to point to their body parts as each corresponding mouse body part is read.

**AFTER READING****Analyzing**

Discuss the poem with students. Ask, *What does the poem tell you about mice? What does the poem tell you mice look like? What does the poem tell you mice do? What does the illustration tell you about the mice?*

Evaluating

Ask, *What does the author think about mice? Do her feelings surprise you? Why? Why do you think she likes mice? Has she changed your feelings about mice? How?*

Phonological and phonemic awareness

Say, *Some of the words in this poem rhyme or sound the same at the end. Listen as I reread the first two lines. What words rhyme?* Have a student volunteer come up and find the words *mice* and *nice* in the text. Ask, *What letters are the same in these two words?* Say, *That's right, the letters "i," "c," and "e."* Words that end with the same letters usually rhyme. Invite students to suggest other words that rhyme with these two.

Second and Further Readings

Many texts benefit from being reread with students. The reading suggested in this plan can be expanded to include further readings. Participation will increase when a book becomes familiar, and students will become more comfortable taking turns and using a pointer to track print.

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 selections based on the needs of students in your class.

Tracking print

Print Concepts, Book Handling, and Text Features

Give students opportunities to practise tracking print. Note students' ability to track print word by word, from left to right, by line over several lines, and from one page to another.

Print concepts

Review or introduce the use of commas and periods. Invite students to find the commas and periods in the poem and use these punctuation marks to read the poem expressively.

Building confidence

Have students read the first two and last two lines slowly and the indented lines quickly on subsequent rereadings.

Evaluating

Focusing on Comprehension

Have students look at the illustration. Ask, *What words would you use to describe the mice? Why do you think the illustrator has drawn the mice this way? If you drew a picture to go with this poem, what would you do the same? What would you do differently?*

Making connections: text to world

Ask, *What does the author say about how most people feel about mice? What reasons does she give?*

High-frequency words

Working with Words

Distribute cards with some of the high-frequency words (*I, to, and, at, no*) from the poem to students. Have students work in pairs to find the word on their cards in the poem.

Language predictability

Review with students that words ending with the same letters rhyme. On rereadings, pause before reading the second rhyming word in each pair to see if students can fill in the rhyming word.



RESOURCE LINKS



Home Links

Invite students to do a survey to find out what each member of their family thinks of mice and why. Compile and chart the responses.

You may wish to do some of these optional follow-up activities. Choose those that best meet the needs and interests of your students.

Writing

As a class, write a short story about all the things the mice might nibble in the house. Orally brainstorm edible delights. This may be written as a poem if any of the words rhyme. For example,

Mice like pizza
Mice like peas
Mice like eating lots of cheese.

Students could draw pictures to accompany the story or poem. (For more ideas, refer to the Descriptive text-type study in the *Writing Guide*.)

Independent Reading

Make the six small versions of *Say It Out Loud!* and the online audio available for students. Invite students to use these materials to read the book independently.

Teaching Tip : The online audio for this book includes a cloze reading of this poem. In this reading, selected words have been omitted. Students listening to the cloze reading have the opportunity to chime in with the missing words.

Gather a collection of fiction and non-fiction books about mice in a book box for students to peruse during their independent reading time.

Working with Words

Once concepts have been introduced in context, see the focused lessons in the *Working with Words Guide* for more direct instruction for those students who need it.

Read Aloud

The following titles are other poems and stories about mice that you may wish to share with students:

The Best Mouse Cookie by Laura Numeroff (HarperCollins Canada, 1999)

If You Take a Mouse to School by Laura Numeroff (HarperCollins Canada, 2002)

A Mouse Told His Mother by Bethany Roberts (Little, Brown and Co., 1999)

There's a Mouse in My House! by Sheree Fitch (Doubleday Canada, 1999)

The Squirrel

Written by Anonymous

Illustrated by Laura Watson



Text Type: Fiction: Description — Rhyming Poem

Summary: This rhyming poem describes the characteristics and actions of a squirrel as he searches for food.

Text Features

Print Concepts

- ▶ exclamation marks
- ▶ question mark

First Reading

Reading Strategies

Comprehension

- ▶ making connections: comparing
- ▶ inferring

Working with Words

- ▶ language predictability: associating meaning to words
- ▶ recognizing rhyming words

Assessment Opportunities

Note each student's ability to:

- ▶ join in with the reading
- ▶ make connections: compare the squirrel in the poem to real squirrels
- ▶ make inferences and support them using the illustration
- ▶ understand the meaning of nonsensical words: *whisky, frisky/hippity hop*, etc.
- ▶ recognize and locate rhyming words

Teaching Tip: The online audio for this book includes a song version of this poem. You may choose to begin the lesson by listening to the song. Alternatively, you may listen to the song after reading the poem. Encourage students to sing along once they become familiar with the melody.



BEFORE READING

**Making connections:
text to world**

Activating and Building Prior Knowledge

Say, *Raise your hand if you have seen a squirrel. What did it look like? What was it doing? What do squirrels eat? Where do squirrels live? How do squirrels move? What else do you know about squirrels?* Record students' responses on a KWL chart.

ESL Note:

You may need to bring in pictures of squirrels to show those students who are not familiar with them. Discuss squirrels' appearance (especially their bushy tail) and habitat, and the fact that they collect and eat nuts.

Text features

Say, *This poem is called "The Squirrel." These words here say "by Anonymous." It means we do not know who wrote this poem.*

**Making connections:
comparing**

Setting a Purpose

Say, *Let's read this poem to find out how the squirrel in this poem is the same as or different from real squirrels.*



DURING READING

Tracking print

Track the print with a pointer as you read the poem. Make sure to point to single words in order to emphasize one-to-one matching between the spoken and written word.

Language predictability

Clarify for students some of the nonsensical language the poet uses to describe how the squirrel moves. Say, *In this first line, the author uses the words "Whisky, frisky/Hippity hop" to describe how the squirrel moves. Does anyone know what the word whisk means? It means to whip or move in a sudden, fast motion. Let's stand up and move like the squirrel, "Whisky, frisky/Hippity hop,/Up we go—to the treetop!"*

Print concepts

Discuss the function of an exclamation mark. Draw an exclamation mark on chart paper or the board. Say, *This is an exclamation mark. It tells us to read the words that come before it with excitement in our voices. Who can find an exclamation mark in the poem? Who can show us how we would read, with excitement, the words: "To the treetop!"; "Broad as a sail!"; and "Out it fell!"?*



AFTER READING

**Making connections:
comparing**

Have students use the text and illustration to make comparisons between the squirrel in the poem and squirrels in the real world. Review with students the information in the KWL chart you made earlier and encourage students to use the information in the text and illustration. To prompt their thinking, ask, *Does this squirrel look like squirrels you have seen? How is it the same? How is it different? Does this squirrel eat the same food as real squirrels? The author has used words such as "Whisky, frisky/Hippity hop" and "Whirly, twirly/Round and round" to describe how the squirrel moves. Does this squirrel move like squirrels you have seen? How is it the same? How is it different? What other similarities or differences do you notice between the squirrel in the poem and real ones? You may wish to use a Venn diagram to record students' responses.*

Inferring

Direct students' attention to the illustration. Ask, *What do you think the squirrel is doing? What clues in the illustration give you that idea? How do you think the squirrel feels when the nut falls out of its shell? What do you think the squirrel will do?*

Phonological and phonemic awareness

Say, *Some of the words in this poem rhyme or sound the same at the end. As I reread the first four lines, listen for rhyming words.* Have student volunteers identify and find the following words in the text: *whisky/frisky; hop/treetop*. Ask, *What letters are the same in these two words? Say, That's right, the letters "s," "k," and "y" and "o" and "p."* Words that end with the same letters usually rhyme.

Second and Further Readings

Many texts benefit from being reread with students. The reading suggested in this plan can be expanded to include further readings. Participation will increase when a book becomes familiar, and students will become more comfortable taking turns and using a pointer to track print.

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 selections based on the needs of students in your class.

Tracking print

Print Concepts, Book Handling, and Text Features

Give students opportunities to practise tracking print. Note students' ability to track print word by word, from left to right, by line over several lines, and from one page to another.

Print concepts

Discuss the function of a question mark. Draw a question mark on chart paper or the board. Say, *This is a question mark. It tells us to read the words that come before it in a questioning way. Who can find a question mark in the poem? Who can show us how we would read the line: "Where's his supper?"*

Evaluating

Focusing on Comprehension

Have students discuss whether or not they think the poet has described a squirrel accurately. Ask, *How well do you think the poet describes how a squirrel moves? How well do you think the poet describes what a squirrel looks like? What, if anything, would you change?*

Evaluating

Have students discuss whether or not they think the illustrator has portrayed a squirrel realistically. Ask, *How well do you think the illustrator has drawn what a squirrel looks like? What, if anything, would you change?*

Language predictability

Working with Words

With students, take another look at the language the author uses to describe how the squirrel moves. Say, *In these lines, the author uses the words "Whirly, twirly."* Reread stanza two. Ask, *What do you think these words mean? If I asked you to show me whirling or twirling, what would you do? What words give us a clue about what these words mean in the second line of this part of the poem? (Round and round)*

Phonological and phonemic awareness

Reread the second stanza and ask students to listen for rhyming words. Have student volunteers identify and find the following words in the text: *whirly/twirly; round/ground*. Ask, *What letters are the same in these two words?* You may want to repeat this strategy to help students identify the following rhyming words in stanzas three and four: *furly/curly; tail/sail; shell/fell; snappity/crackity*.

High-frequency words

Distribute cards with some of the poem's high-frequency words (*to, and, the, a, it, in, he*) to students. Have them work in pairs to find the word on their cards in the poem.



RESOURCE LINKS

You may wish to do some of these optional follow-up activities. Choose those that best meet the needs and interest of your students.

Writing

Have students draw a picture of a squirrel and write one fact they have learned about squirrels. To begin, ask students to share some of the observations about squirrels they recorded at home. Or, have students brainstorm sentence starters they could use to record a fact about squirrels.

If necessary, prompt their thinking by suggesting the following starters:

Squirrels eat _____.
Squirrels live _____.
Squirrels move _____.
Squirrels like _____.
Squirrels don't like _____.

Compile students' completed fact/picture pages into a class book. (For more ideas, refer to the Descriptive text-type study in the *Writing Guide*.)

Independent Reading

Make the six small versions of *Say It Out Loud!* and the online audio available for students. Invite students to use these materials to read the book independently.

Make fiction and non-fiction books on squirrels available for students to peruse. Include the book about squirrels written and illustrated by students (see Writing activity).

Working with Words

Once concepts have been introduced in context, see the focused lessons in the *Working with Words Guide* for more direct instruction for those students who need it.

Read Aloud

Share other poems and fiction and non-fiction stories about squirrels with students.



Home Links

Encourage students to observe squirrels in their backyard or a nearby park. Have students write one or more sentences that describe squirrels, with the help of a family member. Have students bring their sentences to school.

The Apple and the Worm

Written by Robert Heidbreder

Illustrated by Craig Terlson



Text Type: Fiction: Description — Rhyming Poem

Summary: This poem describes the experience of a boy who swallows a worm, engaging the reader through rhyme and repetition.

Text Features

Print Concepts

- ▶ capital letters
- ▶ exclamation marks
- ▶ capitalization of the word *plop*

First Reading

Reading Strategies

Comprehension

- ▶ sequencing
- ▶ inferring

Working with Words

- ▶ tracking print
- ▶ language predictability: associating meaning to words

Assessment Opportunities

Note each student's ability to:

- ▶ track print
- ▶ make inferences based on the illustration and poem
- ▶ sequence: retell the events



BEFORE READING

Predicting

Activating and Building Prior Knowledge

Say, *This poem is called “The Apple and the Worm,” and it is written by Robert Heidbreder. Look at the picture on page 21. Why do you think the poet called his poem “The Apple and the Worm”? How do you think the worm got in the boy’s stomach? List students’ predictions on the board.*

Inferring

Ask, *What do you think the bird wants? Why?*

Sequencing

Setting a Purpose

Say, *Let’s read to find out the sequence of events that led to the worm being in the boy’s stomach.*



DURING READING

Tracking print

Each two-line set in the poem forms a sentence or complete thought. Read the poem two lines at a time. Pause at the end of the second line of the set. Use a rhythmic phrasing for the reading. Do not track print on this first reading.

Building confidence

Reread the poem, tracking print as you read, using your finger or a pointer. When tracking, ensure that the emphasis remains on the phrased and rhythmic reading.

Print concepts

Encourage students to chime in, particularly at the capitalized word *PLOP*.

The word *plop* is capitalized. Explain to students that when all the letters of a word are capitalized, the word should be emphasized and said in a louder voice. Practise reading that word more loudly than the other words.

Language predictability

Pause at challenging words and ask questions to explore meaning: e.g., *squiggle* and *squirm*.

ESL Note:

Discuss the meaning of the words *squiggle*, *squirm*, *wiggle*, and *slippery*, *slimy*, *scummy*. Encourage students to move in ways that represent squiggling, squirming, and wiggling and talk about things that are slippery, slimy, and scummy.



AFTER READING

Predicting

Discuss how the worm got into the boy’s tummy and check the students’ predictions from the beginning of the lesson.

Inferring

Ask, *How could swallowing a bird help the boy?*

Sequencing

Ask, *What happened first? What happened second? Say, Turn to a partner and retell the sequence of events in the poem.*

Second and Further Readings

Many texts benefit from being reread with students. The reading suggested in this plan can be expanded to include further readings. Participation will increase when a book becomes familiar, and students will become more comfortable taking turns and using a pointer to track print.

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 selections based on the needs of students in your class.

Print concepts

Print Concepts, Book Handling, and Text Features

- ▶ Discuss the exclamation marks in the poem. Explain that exclamation marks serve to show emphasis.
- ▶ The punctuation in this poem helps the reader to phrase ideas. The commas and periods at the ends of the lines cause the reader to stop briefly before moving on to a new idea. On subsequent rereadings, emphasize the purpose and importance of the punctuation.

Inferring

Focusing on Comprehension

Ask students to consider how the boy feels about the worm in his stomach. Ask students to think about what the worm would feel like in the boy's stomach.

Inferring/predicting

Consider the last lines, *Unless...I swallow a bird some day!* Ask, *Do you think the boy would swallow a bird? Why? Why not? Discuss with a partner.*

High-frequency words

Working with Words

During rereadings, have students identify the high-frequency words they have been learning, e.g., *I, a, an, the, it, in, is, to.*

Phonological and phonemic awareness

Discuss rhyming words and what makes them rhyme. On rereadings, emphasize and identify the various rhyming words: e.g., *squiggle, wiggle; worm, squirm; scummy, tummy; stay, day.*



RESOURCE LINKS

Writing

Have students brainstorm ideas on how the worm felt in the boy's tummy. As a class, write a short story from the worm's point of view. See the Descriptive text-type study in the *Writing Guide*.

Independent Reading

Make the six small versions of *Say It Out Loud!* and the online audio available for students. Invite students to use these materials to read the book independently.

Teaching Tip: The online audio for this book includes a song version of this poem. You may choose to begin the lesson by listening to the song. Alternatively, you may listen to the song after reading the poem. Encourage students to sing along once they become familiar with the melody.



Home Links

Send home another poem about birds, worms, or insects for students to read together with parents/guardians.

Working with Words

Once concepts have been introduced in context, see the focused lessons in the *Working with Words Guide* for more direct instruction for students who need it.

Read Aloud

Read aloud information text selections about birds and worms to students. You may also wish to read books such as *There was an Old Lady Who Swallowed a Fly* by Simms Taback (Penguin USA, 1997) or *There was an Old Lady Who Swallowed a Trout!* by Teri Sloat (Owlet Publications, 2002) and have students compare and make text-to-text connections.

Go Wind

Written by Lilian Moore

Illustrated by Chris Watson



Text Type: Fiction: Description — Poem

Summary: In this poem, the author uses rhyme to describe how the wind sounds and feels on a typical windy day.

Text Features

Print Concepts

- ▶ word in italics (*me*)
- ▶ word in large, bold print (*wheee*)
- ▶ commas
- ▶ dash

First Reading

Reading Strategies

Comprehension

- ▶ analyzing
- ▶ inferring

Working with Words

- ▶ attending to print
- ▶ recognizing and building rhyming words

Assessment Opportunities

Note each student's ability to:

- ▶ join in with predictable and familiar language patterns
- ▶ analyze text and illustration to find information
- ▶ make inferences and support them using the illustration and text
- ▶ track print
- ▶ create new words to match a rhyming pattern



BEFORE READING

Making connections: text to self

Activating and Building Prior Knowledge

Discuss students' experiences with wind. Say, *Raise your hand if you have been outside on a windy day. What did you see the wind doing? How would you describe how the wind sounded? How would you describe how the wind felt?* Jot down some of the key words from students' experiences on the board or chart paper.

Text features/predicting

Before the lesson, cover the poem with a piece of opaque fabric that does not reveal the illustration but would blow off easily in a light wind. Introduce the poem by saying, *The poem we are going to read today is called "Go Wind." It is written by Lilian Moore. Have students predict from the title what may happen in the poem, prompting them as to whether they think it will be a strong or a light wind. Record their predictions.*

Reveal the illustration by removing the fabric as if it was blown off by a gentle wind. Discuss with students what they see in the illustration. Ask, *Have you changed your mind about your prediction? Why or why not?* Have students support their thinking by referring to details in the illustration.

Analyzing

Setting a Purpose

Say, *We have been talking about the wind and the things we can see it do, as well as how it sounds and feels. Let's read the poem to find out how the author describes the wind.*

Teaching Tip: Practise reading the poem before reading it to the class to make sure you attend to the punctuation and get the full effect of the rhyming and onomatopoeic words (*swoosh* and *wheee*).



DURING READING

Print concepts

Read the entire poem, emphasizing rhyme and onomatopoeia appropriately. Model fluent, phrased reading. Do not track the print on this first reading.

Draw students' attention to the words *wheee* and the italicized *me* on page 23. Ask, *How are these words different than the others? Say, That's right, the wheee is darker and bigger and the me is slanted. Ask, Why do you think the author made these words different than the others? Accept all responses. Lead students to realize that the author set these words apart in order to make the reader read them with lots of expression.*

Tracking print/ building confidence

Reread the poem, this time matching one-to-one for the words *fly* and *high* and tracking the phrases in the rest of the poem by looping under the words from the first to the last word in each phrase. Encourage students to join in, especially for the rhyming words and the repeated word *things*. Remind them to use lots of expression in their voices when they come to the words *wheee* and *me*.



AFTER READING

Analyzing

Discuss the author's description of the wind with students. Encourage them to use the illustration and the text to support their responses. Ask, *What is the wind doing in the poem? What things in the poem is the wind shaking? taking? making fly? What things is the wind swinging? What do you think the author means by the expression "ring things?" What sound does the author think the wind makes? (swoosh)*

Inferring

Discuss how the characters shown in the illustration feel about the wind. Encourage students to use the illustration and text to support their responses. Ask, *What is the wind doing to the boy? How do you think the boy feels about the wind? Why? What do you think the boy is thinking? Why? What is the wind doing to the dog? How do you think the dog feels about the wind? Why? How do you think the other people shown in the illustration feel about the wind? Why?*

Phonological and phonemic awareness

Draw students' attention to the rhyming words in the poem. Divide the rhyming words in the first stanza into onsets and rimes, e.g., *sh-ake; t-ake; m-ake*. Ask students to blend them back into words from the text. Ask, *What letters are the same in these words? Say, Words that end with the same letters usually rhyme. Ask, What other words rhyme with these three? Record students' responses. Repeat this strategy for the rhyming words in the second stanza.*

ESL Note:

Many of the action words in the poem can be demonstrated with classroom materials, e.g., *push, shake, ring, swing, fling*.

Second and Further Readings

Many texts benefit from being reread with students. The reading suggested in this plan can be expanded to include further readings. Participation will increase when a book becomes familiar, and students will become more comfortable taking turns and using a pointer to track print.

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 selections based on the needs of students in your class.

Print Concepts, Book Handling, and Text Features

Print concepts

- ▶ This poem provides an opportunity to show students how short sentences, rhyming words, onomatopoeia, and punctuation can work together to create a picture in the reader's mind. Demonstrate by reading aloud page 22 with no punctuation or pauses and then again with the appropriate punctuation and pauses. Have students close their eyes for the second reading. Afterwards, ask, *Which reading helped you to see, feel, and hear the wind best? Why?*

► This poem provides an opportunity to show students how different punctuation marks can be used to help to create a picture in the reader's mind. Point out to students the three sentences in stanza three. Explain that the end of each sentence or clear thought is marked by a period (point to period). Then tell students that the comma (point to comma) tells the reader to pause and the dash (point to dash) tells the reader to pause longer before reading what comes next. Read aloud the poem, emphasizing the punctuation. Ask, *What did you picture in your mind as I read this part of the poem?*

Evaluating

Focusing on Comprehension

Ask, *What kind of a wind day do you think the author wrote about? Was it a light wind or a strong one? Do you think the author described a strong wind day accurately? Why or why not?* Have students support their thinking by selecting details from the illustration or remembering words from the text. Model word selection from the text, e.g., *The word push makes me think of a strong wind day. I can see in my mind the strength of the wind pushing things down the street.*

Making connections: text-to-world

If wind has caused damage to your community recently, discuss with students the effects of a strong wind on people and the environment. Make available photographs or articles from the newspaper about the incident. Encourage students to do likewise. If relevant or appropriate, share with students non-fiction books about hurricanes, twisters, or tornadoes. Reread the poem after looking at the book(s) and decide if the poem describes one of these types of wind.

Teaching Tip : A text-to-text/text-to-world connections bulletin board can be developed over time for selected poems and books. Photocopy the related poems or book covers and connect the two pieces with string or wool. Include on the string the initials of the student who made the connection. Students are amazed at the number of connections that can be made back to the same book or poem over time.

Letter knowledge

Working with Words

Use the words *wind* and *whew* to introduce or review upper and lowercase “w” with students. Ask, *What words in the poem can you find that begin with the capital or small letter “w?” What sound does this letter make?* Challenge students to suggest other words that begin with “w.”

Word solving and building

Highlighting tape can be used to identify rhyming word sets featured in the poem—one colour per rhyming set (*shake, take, make; ring, swing, fling.*) Use magnetic letters, letter tiles, or letter cards to build other words using the featured rimes (e.g., “ake”: *bake, take, fake*; “ing”: *sing, ting, thing*).



RESOURCE LINKS

You may wish to do some of these optional follow-up activities. Choose those that best meet the needs and interests of your students.



Home Links

Encourage students to ask family members about their experiences with the wind. Provide time the next day for class sharing. Students can be encouraged to make a drawing and/or bring in a photo of the family member's experience.

Writing

Model writing about one of your own experiences with wind. As you record your thoughts, try to use short sentences using high-frequency words from the Word Wall and/or words from the text. Model either looking at the Word Wall or the text when selecting the word.

Invite students to think of their own experiences with wind and describe one of these experiences to a partner. Prompt their thinking by asking, *What was the wind like? Was it a strong wind? a light wind? How did the wind feel? How did the wind sound? What did the wind do? How did you feel?* Afterwards, have students draw a picture of their experience and write a sentence describing what is happening in the picture. Have students sign their name to the completed pages. Compile the pages into a picture book entitled *Wind Experiences*. (For more ideas, refer to the Descriptive text-type study in the *Writing Guide*.)

Independent Reading

Make the six small versions of *Say It Out Loud!* and the online audio available for students. Invite students to use these materials to read the book independently.

Teaching Tip :

The online audio for this book includes a cloze reading of this poem. In this reading, selected words have been omitted. Students listening to the cloze reading have the opportunity to chime in with the missing words.

Gather a collection of fiction and non-fiction books and poems about the wind. Include the class book entitled *Wind Experiences* with this collection (see Writing section). Place them in the independent reading corner for browsing/reading independently or with a partner.

Working with Words

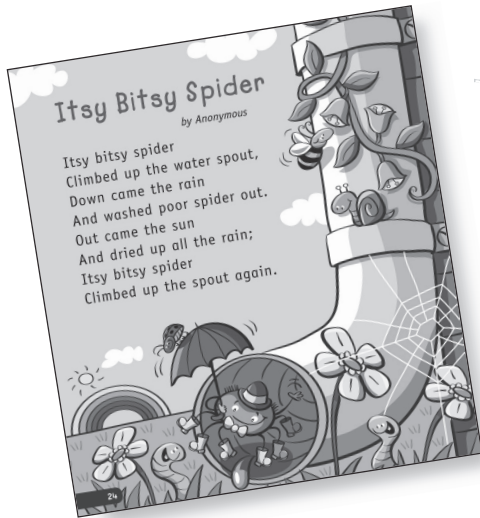
Once concepts have been introduced in context, see the focused lessons in the *Working with Words Guide* for more direct instruction for those students who need it.

See also the specific Building Words lesson (“Things”) in the *Working with Words Guide*.

Read Aloud

Regularly select poems and rhymes to read aloud to students.

Itsy Bitsy Spider



Written by Anonymous

Illustrated by Jackie Snider

Text Type: Fiction: Narrative — Rhyming Poem

Summary: This is a poem about a spider who climbs up the water spout and is washed out by the rain.

Text Features

Print Concepts

- ▶ upper and lower case letters

First Reading

Reading Strategies

Comprehension

- ▶ sequencing
- ▶ inferring

Working with Words

- ▶ language predictability: associating meaning to words (*water spout*)
- ▶ using high-frequency words to support reading (*the, and*)

Assessment Opportunities

Note each student's ability to:

- ▶ join in with predictable and familiar language patterns
- ▶ understand meaning of challenging vocabulary
- ▶ recognize high-frequency words
- ▶ sequence: identify what happens in each part of the poem
- ▶ make inferences and use the text and illustration to support them



BEFORE READING

Making connections:
text to self

Activating and Building Prior Knowledge

Encourage students to share what they know about spiders. Say, *Raise your hand if you have seen a spider.* Ask, *Where was it? How big was it? What colour was it? What was it doing?*

Text features/predicting

Say, *The poem we are going to read today is called "Itsy Bitsy Spider." These words say "by Anonymous." That means we do not know who wrote this poem. Ask, What does the title tell you about the spider?* Lead students to realize that the words *itsy bitsy* mean small or teeny tiny.

Text features

Demonstrate using the Table of Contents to find the poem. Say, *I am looking in the Table of Contents at the front of our book. I found the title "Itsy Bitsy Spider" because I know Itsy starts with a capital "I."* Read the title as you match one to one and then run your finger over to the page number. Say, *See here. It tells me the poem is on page 24.*

Analyzing

Turn to page 24, point to the title, and read it, matching one-to-one. Direct students' attention to the illustration. Ask, *Is the spider the size we predicted? How do you know? What else do you notice about the spider?*

Setting a Purpose

Sequencing

Say, *As I read this poem, I want you to listen to what happens to the spider at the beginning, middle, and end of the poem.*



DURING READING

Read the entire poem, using the appropriate expression and paying close attention to the punctuation. Model fluent, phrased reading. Do not track the print on this first reading.

Language predictability

Students may not be familiar with the term *water spout*. Ask, *What is a water spout?* If necessary, explain that a *water spout* is another word for drain spout. Say, *A water or drain spout (point to illustration) collects rain water from the rooftop of buildings and houses and carries or drains it down the spout and into the ground.*

Tracking print/ building confidence

Reread the poem, this time matching one-to-one. Be mindful of the punctuation. Pause before reading the second last line and invite students to chime in. Say, *These words are the same as the ones in the title and in the first line of the poem. Let's read them together.*

ESL Note:

The second reading can be sung. ESL students generally feel more confident joining in singing than reading.



AFTER READING

Sequencing

Ask, *What was the spider doing at the beginning of the poem? What happened to the spider after the rain came down the spout? What was the spider doing at the end of the poem?*

Inferring

Ask, *Why do you think the spider wants to climb up the water spout? What do you think might happen to the spider as he climbs up the spout again? Why? How do you think the spider feels at the end of the poem? Why?* Encourage students to use the illustration and text to support their answers.

High-frequency words

Highlight the high-frequency words *the* and/or *and* in the poem with coloured acetate or other material. Reread the poem with students. Each time the highlighted word appears, have students say the word, spell it, and then say it again as you glide a pointer from the first to the last letter. Continue to read the rest of the poem. Leave the word(s) highlighted for the next few rereadings.

Second and Further Readings

Many texts benefit from being reread with students. The reading suggested in this plan can be expanded to include further readings. Participation will increase when a book becomes familiar, and students will become more comfortable taking turns and using a pointer to track print.

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 selections based on the needs of students in your class.

Teaching Tip: On subsequent rereadings, you may wish to have students use the hand motions for *Itsy Bitsy Spider*. (Lines 1–2 and 7–8: Place fingertips of both hands together lightly. Move right pointer finger to left thumb and then rotate left pointer finger to right thumb. Lines 3–4: Wiggle fingers on both hands in a downward motion. Lines 5–6: Bring arms into chest with fists clenched and touching, raise arms overhead and then bring arms down with palms outstretched.)

Tracking print

Print Concepts, Book Handling, and Text Features

Have student volunteers track the print while the other students read the poem. Ensure that appropriate pauses are being modelled after the punctuation marks.

Print concepts

Using a word mask, have students locate capitalized words using their sound/letter knowledge. Say, *Frame the word that begins with a capital “D.”* Say the word for students, clearly enunciating the letter “D” before they search the text. You might also want to have students frame words that begin with both the upper case and the lower case version of a selected letter, e.g. *Down/dried; Climbed/came; Spider/spider/spout/sun; Bitsy/bitsy.*

Making connections: text to text

Focusing on Comprehension

Invite students to make connections between this poem and other poems or books they have read (e.g., “Little Miss Muffet”).

Making connections: comparing

Have pictures of spiders from magazines or non-fiction books available and display the illustration accompanying the poem. Have students compare the illustration of the spider in the poem with the ones in the books/magazines. Ask, *Does the spider in the poem look like a real one? Why? Why not? What does the spider in the poem remind you of?*

Phonological and phonemic awareness

Working with Words

- ▶ Use the words *spider*, *spout*, and *sun* to introduce or review the letter/sound of “s.” Ask, *What words in the poem can you find that begin with the letter “s?”* *What sound does this letter make?* Have students think of other words that begin with “s.”
- ▶ Select some rhyming words from the poem, such as *rain* and *again* or *spout* and *out*. Say, *Rain and again rhyme. What other words rhyme with them?* Record students’ suggestions.

Word solving and building

Draw students’ attention to the words *up* and *down* in the poem. Have student volunteers demonstrate the meaning of each word. Explain that these words are called opposites. With students, brainstorm a list of other opposites, e.g., *in/out*, *near/far*, *night/day*.



RESOURCE LINKS

Writing

Use Shared Writing to write a narrative about another adventure the itty bitsy spider might have. See the Narrative text-type study in the *Writing Guide*.

Independent Reading:

Make the six small versions of *Say It Out Loud!* and the online audio available for students. Invite students to use these materials to read the book independently.

Teaching Tip:

The online audio for this book includes a cloze reading of this poem. In this reading, selected words have been omitted. Students listening to the cloze reading have the opportunity to chime in with the missing words.



Home Links

Encourage students to look at home for information about spiders. They can ask parents/guardians/siblings. Alternatively, they could observe a real spider and, with the help of a family member, record their observations. Have students bring their observations to class for sharing.

Working with Words

Once concepts have been introduced in context, see the focused lessons in the *Working with Words Guide* for more direct instruction for those students who need it.

Read Aloud

Read aloud books, poems/rhymes, and songs about spiders. Encourage students to bring in books from home for you to read aloud to the class.



Kindergarten

***Literacy Place for the Early Years* supports balanced literacy in Kindergarten with these components**

- **10 Read Aloud Books** with Teaching Plans
- **15 Big Books for Shared Reading** with a small version 6-pack, Teaching Plan, and audio
- **20 Small-Group Shared/Guided Reading Titles**, sold in 6-packs with Teaching Plans

Levels	# of titles
A, B, C, D	5

- **Teaching Resource Package includes**
 - Planning Guide
 - Kindergarten Reading Guide
 - Kindergarten Writing Guide
 - Kindergarten Working with Words Guide



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