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for the Early Years



K

Kindergarten

Magazine

Shared Reading Teaching Plans

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It's My World



Shared Reading
Audio Available Online
www.lpey.ca



- Great games
- Camping with dad
- How are shadows made?

It's My World Teaching Plans

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Literacy Place for the Early Years


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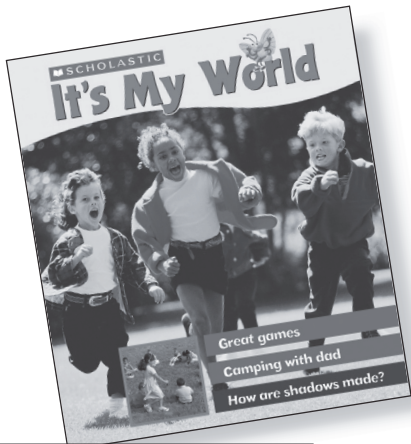
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Online Resources

See Kindergarten of the *Literacy Place for the Early Years* website for fluent readings that accompany this magazine.

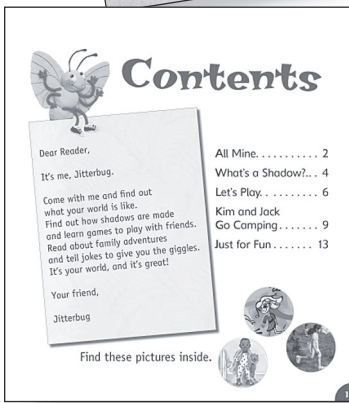
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It's My World Introduction



Text Type: Variety of Text Types

Summary: This magazine contains five selections (a poem, an explanation, a procedure, a short story, and a fun page) that will appeal to kindergarten students. A variety of text types are offered within this single text format.



Text Features

- ▶ table of contents
- ▶ letter
- ▶ headings

Visual Literacy

- ▶ visual puzzle
- ▶ inset photos/pictures
- ▶ captions
- ▶ speech bubble

Print Concepts

- ▶ variety of fonts and print sizes
- ▶ parentheses
- ▶ bullets
- ▶ numbered steps
- ▶ variety of punctuation

Reading Strategies

Comprehension

- ▶ predicting
- ▶ making connections: text to self

Working with Words

- ▶ attending to print

Assessment Opportunities

Note each student's ability to:

- ▶ attend to print
- ▶ make predictions
- ▶ make text-to-self connections

Teaching Tip: In this introductory lesson, students are introduced to the magazine and some of its features through a book walk. This lesson focuses on opportunities to activate background knowledge and encourage predicting.



BEFORE READING

Making connections:
text to text

Activating and Building Prior Knowledge

Show students a magazine they may be familiar with, such as *Chirp* or *Chickadee*. Ask them if they know what this type of text is called. Say, *Magazines look different than other books you may have read. They have a number of different things in them, like poems, informational articles, and short stories written by different authors. Sometimes there are puzzles and games. Let's look at this magazine to see what's in it.*

ESL Note: Have copies of magazines available for ESL students to use to familiarize themselves with the magazine format. Some ESL students may know of magazines that are popular in their home country. Encourage them to share what they know with the class.

Text features

Show the cover the magazine. Read the title, *It's My World*, and "Scholastic" on the front cover. Discuss the reason that there isn't an author's name or an illustrator or photographer's name on the cover.

Making connections:
text to self

Look at the photos on the front cover and ask, *What are these children doing? Do you ever do this? When? Why?*

Predicting

Read the title of the magazine again and ask, *What things do you think people have written about in this magazine?* Jot down students' ideas on the board. Then read the three lines in the bottom-right corner of the cover and ask students to predict what games they think might be in the magazine. Ask them if there is any other way of getting a hint from the front cover (inset picture).

Setting a Purpose

Predicting

Say, *Let's look through the magazine and see if your predictions are right.*



DURING READING

Visual literacy

Draw students' attention to the pictures on the inside front cover. Have them look at the layout of the pictures and the corresponding caption with each child's name in bold print.

Teaching Tip: You may wish to return to this page after the book walk or another day and read it with students, then have them draw a picture of their favourite thing.

Text features

Point out the letter from Jitterbug on the Contents page and ask students if any of them have ever sent a letter to or received a letter from a friend. Point out the inset photos and say, *These give us more hints of what we will find in the magazine.* Discuss the purpose of the numbers after each item in the Contents.

Word solving and building/print concepts

Point to “Let’s Play” and ask, *What page does the selection called “Let’s Play” start on?*

Show the poem “All Mine” and explain that this is an action poem printed across two pages. Say, *The picture will help you figure out some words on these pages.*

Point out the exclamation marks that are after the action words in the picture and explain their purpose.

Visual literacy

Draw attention to the inset photos on page 5 and tell students that these photos will be helpful if they want to make shadows just like the ones on this page. Say, *These photos are easier to follow than written instructions.*

Print concepts/visual literacy

Read the title “Let’s Play.” Have students look at the pictures and ask them what the children are doing. Point out the print concepts that are used to make instructions easy to follow (headings, bullets, numbered steps).

Read the speech bubble above Jitterbug on page 8. Read the question and ask students to answer it. Ask them how they could tell this was Jitterbug’s question.

Predicting

Read the title of the short story, “Kim and Jack Go Camping” and ask for predictions about where they will be camping and what they will take. Ask students to share their ideas with a partner.

Inferring

Read the title, “Just for Fun,” on the joke page, and ask how the pictures would give them a hint that this page was a joke/tongue twister/fun page.

Visual literacy

Show just the first picture on the back cover and ask students to look carefully at the picture. Tell them there is another picture with some things that are the same and some that are different.

Quickly show them the second picture. Tell them that they will get a chance to look closely at both pictures on another day.



AFTER READING

Predicting

Students have now been introduced to the magazine format. Ask them if they were right about what they thought would be in the magazine. Have them share their ideas their partner.

Have students share some of the features of magazines that they have learned. List their responses on chart paper or on the board. Say, *We will learn more about the special things that magazines have when we read this magazine together.*

Teaching Tip:

The selections in this magazine can be revisited throughout the year. You may wish to let your students choose the first selection you read.

All Mine

(pages 2-3)



Written by Bobbi Katz

Illustrated by Amanda Woodward

Text Type: Fiction: Description — Poem

Summary: This poem is told from the point of view of a narrator describing all the parts of the body that fit together to make “ME!”

Text Features

Visual Literacy

- ▶ labels on the illustration

Print Concepts

- ▶ parentheses
- ▶ exclamation marks
- ▶ word *ME!* all in capital letters

First Reading

Reading Strategies

Comprehension

- ▶ analyzing
- ▶ making connections: text to self

Working with Words

- ▶ tracking print
- ▶ using picture cues to solve unfamiliar words

Assessment Opportunities

Note each student’s ability to:

- ▶ track print
- ▶ analyze to identify the main ideas
- ▶ make text-to-self connections
- ▶ use picture cues to solve unfamiliar words



BEFORE READING

Text features

Activating and Building Prior Knowledge

Read the title and author’s name and then have students look at the illustration. Ask them to name all the things that the children in the picture are doing. Record their responses, using single words or simple drawings. Point out and read the labels on the illustration.

**Making connections:
text to self**

Refer to the list the class created. Ask students to say what body part they use to perform each of the actions in the list. Beside each action, write or draw the body part that students identify.

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

Analyzing

Setting a Purpose

Let's read this together to see what the author tells us about all the things the children are doing in the picture. As we're reading, pay attention to what body parts are mentioned in the poem.



DURING READING

Text features

Point to the title and read it again. Ask, *How do we know this is the title of the poem?* Discuss the red print in larger type.

Tracking print

Say, I'll read the poem, pointing to the words as I do. Follow the words as I point to them and join in on any of the words you know.

Language predictability

Pause at the end of page 2 and ask, *Who knows what whiffer-sniffer means?* If students have difficulty, reread the last two lines on the page. Briefly discuss why the author might call a nose a *whiffer-sniffer*.



AFTER READING

Analyzing

Refer to the list of actions and body parts that students identified before the reading. Ask if anything on the list is not included in the poem. Then ask if the poem contains any actions or body parts that are not on the list.

**Making connections:
text to self**

Talk about whether students have all the body parts mentioned in the poem. Together as a class, have students point to each body part on themselves as they say the words. Reflect on how the poem is written by a person who is talking about his or her own body, but that we all have these body parts. Next, ask if they can do all of the actions mentioned in the poem. This might lead into discussion about how some people are unable to perform some of the actions in the poem because of physical disabilities. (If there are any students in the class who have physical disabilities, you will need to be sensitive about how you approach this topic.)

Print concepts

Talk about why the word *ME!* is capitalized and has an exclamation mark after it. Discuss the way that these print elements affect how we read. Demonstrate how *ME!* would be read with and without the exclamation mark and capitals. Challenge students to find another exclamation mark in the poem. Then have one student show how "tap, tap, tap" would be read with and without the exclamation mark.

Word solving and building

Point out how the illustration and labels help us solve unfamiliar words. Model by reading the first two lines of the poem, pausing before the word *clap*. Say, *I wonder what this word is. If I look at the picture, I can see the same word.* Point to the label *clap!* *The boy is clapping his hands, so this word must be clap.* Then reread the entire first two lines and say, *Yes, that makes sense so that must be correct.*

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.

Print Concepts, Book Handling, and Text Features

Tracking print

Have a student come up and use a pointer to track print as you reread the poem with the class.

Print concepts

Point to the parentheses and explain that inside them the author tells a second thing that toes do. Discuss that the reason the author used parentheses is that this is extra information and the poem would still make sense without it. You might ask them to come up with other ideas about what could be included in parentheses in the poem. Give an example to guide them, e.g., *Legs to run (or jump up high)*.

Analyzing

Focusing on Comprehension

After you reread the poem as a class, invite students to act out the actions as you point to the corresponding words. (Have students spread out, so that they are not too close to anyone else, and caution them to be mindful of those around them.) Then read the poem again, with students doing the motions while they chime in with the action words.

Analyzing

Give one sticky note to each student. Have them draw on it one body part that appears in the poem. Draw the outline of a body on chart paper. Reread the poem, pausing after every line. When they hear you read the body part that they drew a picture of, students should attach their sticky note to the outline of the body.

High-frequency words

Working with Words

Remind students that, during the first reading, you invited them to join in with the words they were familiar with. Ask students what words they recognized and record these words on chart paper or the chalkboard. Ask individual students to find them in the poem or point them out on the Word Wall.

Word solving and building

Instruct students to find a partner. Tell them that one student will point to each child in the picture and the corresponding action word, and the other student will perform the action. Then they switch roles.



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

Give each student a piece of paper with *ME!* at the top. Have them draw themselves with all the body parts mentioned in the poem. Tell them to label each body part, referring to the poem for guidance, if necessary. Then have them print a caption at the bottom of the drawing, telling about an action they can do. (Some students may require assistance with their caption.)

Copy the poem onto chart paper, but put blank lines in place of the action words. Invite students to come up with ideas for alternative actions (e.g., “Fingers to point, Hands to wave,...”). Once your class poem is done, read it with students, encouraging them to act out the new actions. Then display the poem by hanging it on the wall. Before you begin this activity, you may wish to take a look at the Description text-type study in the *Writing Guide*.

Independent Reading

Make the six small versions of *It's My World* and the online audio available for students. Encourage students to reread the poem individually or with partners, using the pointer and actions.

Gather a selection of picture books on the body or on body movement for reading individually or in pairs.

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 to the class another example of a poem about the body.

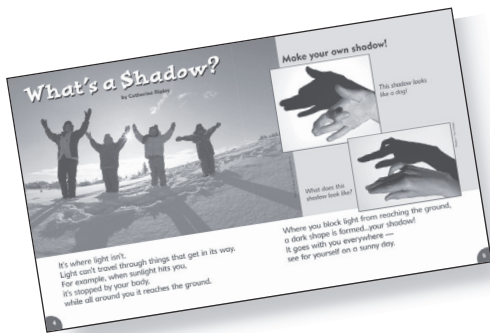


Home Links

Make copies of the poem that the class created and give each student one to take home. Encourage students to read it with family members and to show the actions that go with the poem.

What's a Shadow?

(pages 4-5)



Written by Catherine Ripley

Text Type: Non-fiction: Explanation

Summary: The two-page article explains what a shadow is and how shadows are formed. It includes instructions on how to make shadow puppets.

Text Features

Visual Literacy

- ▶ inset photos
- ▶ captions

Print Concepts

- ▶ question marks, ellipses, dash
- ▶ contractions (*what's*, *it's*, and *isn't*)

First Reading

Reading Strategies

Comprehension

- ▶ analyzing
- ▶ making connections: text to self and text to world

Working with Words

- ▶ tracking print
- ▶ understanding contractions
- ▶ using letter and context cues to solve unfamiliar words

Assessment Opportunities

Note each student's ability to:

- ▶ track print
- ▶ analyze to find main facts
- ▶ make connections by linking text information to background knowledge



BEFORE READING

**Making connections:
text to self and text to world**

Activating and Building Prior Knowledge

Pick a sunny day and have students go outside and stand in the sunlight. Ask them to look all around them and see if they can find their shadow. Once back in the classroom, have students talk to a partner about their shadow and describe what it looks like. Elicit students' previous knowledge about shadows by asking, *What do you think causes a shadow? Why don't you always have one?*

Text features

Display the article and then read the title and the author's name. Invite students to come up and point to the shadow of each person in the photograph.

Inferring/predicting

Draw students' attention to the two inset photos and read the heading, "Make your own shadow!" Ask, *Have you ever tried to make a shadow puppet?* After they have shared their responses, ask students to try to figure out what the two animals are. Create a list for each photo, using words or simple drawings of students' predictions.

Setting a Purpose

Analyzing

Let's read this book to see if we can learn more about shadows and how to make interesting shadows of our own.



DURING READING

Tracking print

Read the book to the class, tracking the print as you do. Invite students to join in the reading if they feel confident enough.

Language predictability

As you read the book, clarify difficult vocabulary, e.g., *reaches*, *shape*, and *formed*, by asking questions to explore meaning.

Inferring

Stop at the end of page 4. Ask students, *What do you think happens to sunlight when it hits you? Why do you think it doesn't go through your body?* Take a moment for a couple of students to give their ideas.

Visual literacy

After reading the rest of the main text, point out the print accompanying the inset photos and explain that they are called captions. Then read the captions.



AFTER READING

Predicting

Refer to the list of predictions created before the reading about the shadow puppets. Ask for a show of hands to see how many students guessed correctly what the first shadow was.

Inferring

Look at the second picture and refer to the list of guesses made earlier. Discuss each guess. When the correct answer (crocodile) comes up, talk about the parts of the picture that lead students to believe it is a crocodile, even though nothing says it is a crocodile.

ESL Note:

ESL students may not be familiar with the animals (dog and crocodile) portrayed by the shadows on page 5. Have pictures of each animal available.

Analyzing

Explain what a fact is and have students give you some facts about shadows from the article or their own prior knowledge. Record their responses on chart paper with the title “Facts about Shadows.”

Word solving and building

Direct students’ attention to the first line on page 4 and point out the words *it’s* and *isn’t*. Explain that each word is a *contraction*, which is a way of putting two words together in a short form. Put the words *it is not* on the board with magnetic letters and show how they can make the contractions.

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.

Print Concepts, Book Handling, and Text Features

Tracking print

Reread the text, having one of the students use a pointer to track the text.

Print concepts

Draw students’ attention to the question marks, ellipses, and dash. Explain why these special features are used. Reread the text, raising your voice at the question marks and pausing for a longer time after the ellipses and a shorter time after the dash to demonstrate how they guide the way you read.

Focusing on Comprehension

Analyzing

As you reread the text with students, have them count on their fingers the number of facts that you read. Then after the reading, invite them to tell what these facts are.

Synthesizing

After rereading the text, set up a lamp in the classroom and have students try to make the shadows in the photographs.

Working with Words

Word solving and building/ self-monitoring

Model how to solve challenging words by making the initial letter sound and then making a prediction. Next, demonstrate self-monitoring by checking that the prediction makes sense in the context.



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

Ask students to go home and see if they can find more information about shadows. Encourage them to look for the shadow of a car or a tree and watch to see if there are any changes in the shadow as the day progresses.

Alternatively, have students take turns bringing home the book you created, *Our Shadow Puppets*. They can read the book with family members and recreate the shadow puppets in it.

Writing

With students, brainstorm a science topic that they have learned about in class or another topic that they are familiar with. Pick one and ask students to share facts that they know about the subject. As a Shared Writing activity, write an explanation like “What’s a Shadow?” You may wish to refer to the Explanation text-type study in the *Writing Guide*.

Set up a lamp and give students an opportunity to try to make their own shadow puppets. Hand out sheets of paper and have each student draw a picture of their hand making the shadow. They can then write underneath it “What does this shadow look like?” Instruct them to record the answer underneath (e.g., *bird*), keeping in mind that some students will need assistance with this step. They then paste a strip of paper, like a door, over the answer to hide it. Put all the sheets of paper together in a book and add a title page: *Our Shadow Puppets*.

Independent Reading

Make the six small versions of *It's My World* and the online audio available for students. Invite students to use these materials to read the book independently.

Collect a selection of books on the subject of shadows for individual or partner reading.

Make available the book the class created, *Our Shadow Puppets*, and invite students to read it.

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 (“Ground”) in the *Working with Words Guide*.

Read Aloud

Read to the class another example of an explanation about shadows or about a related topic. For example, you may wish to follow up with information on sundials.

Let's Play

(pages 6-8)



Written by Susan Hughes

Photographed by Wolf Kutnahorsky

Text Type: Non-fiction: Procedure — Instructions

Summary: This text tells students how to play two different games. One game comes from Ghana and the other from the Inuit of Canada.

Text Features

Visual Literacy

- ▶ captions

Print Concepts

- ▶ headings
- ▶ bullets
- ▶ numbering

First Reading

Reading Strategies

Comprehension

- ▶ predicting
- ▶ making connections: text to self
- ▶ sequencing

Working with Words

- ▶ attending to print
- ▶ using picture cues to solve unfamiliar words and concepts

Assessment Opportunities

Note each student's ability to:

- ▶ attend to print
- ▶ make connections: text to self
- ▶ predict what the games are called
- ▶ sequence the steps of the games
- ▶ use picture cues to solve unfamiliar words and concepts



BEFORE READING

Making connections:
text to self

Activating and Building Prior Knowledge

Read the title and author's name. Ask students what games they like to play. Have them describe to a partner one of the games they play when they are outside. Invite some students to share their responses and make a list of these games. Save this list for a later activity.

ESL Note: Encourage ESL students to share games that are popular in their home country and demonstrate how they are played.

Predicting

Explain to students that this text tells how to play two games. Point to the photographs and say, *These pictures show how the games are played. They help us to better understand what the words tell us.*

Encourage students to look at the photos and guess the names of the games the children are playing. Write down their ideas on the board or on chart paper in separate columns for each game.

Setting a Purpose

Predicting

Let's read and see if our ideas about what the games are called match what the text says.



DURING READING

Tracking print

Tell students that you are going to use a pointer to track the print as you read. Encourage them to chime in whenever they can.

Print concepts

Point out that the bold print indicates headings. Explain that headings tell what the words underneath will be about. Then draw students' attention to the bullets and say, *These dots are used to show where the author is giving short pieces of information.* Remind students that this text gives instructions on how to play two games. Then point to the number and ask, *Why do you think there are numbers in the text?* Discuss that they are used to help us understand in what order to do the steps in each game.

Language predictability

Pause at difficult words and concepts (e.g., *circle, behind, chaser, partner, straight*) and use the pictures to help students understand their meanings. Model how to do this. For example, point to the word *circle* and say, *I wonder what this word is. It says that you "run around" it. If I look at the picture beside the word, it shows a girl running around a circle of children.* Point to the circle in the picture and then draw a circle on the board. *I think this word is circle.*

Visual literacy

After reading the instructions in the main text for the first game, read the captions under the picture on page 7. Explain that captions are used to give more information about pictures. Read the caption on page 8 after you have read the main text on that page.



AFTER READING

**Making connections:
text to self**

Reread the caption on page 7 and ask students, *How many of you have played a game like this one?* Tell them to raise their hands. Then ask some individuals what their version of the game is called. If that name is already on the board or chart paper, point to it. Otherwise, add it to the list. Also ask if students have played a game like the one on page 8.

Predicting

Ask what the names of the two games are. Note whether the names match any of the predictions students made before the reading. If the names are already listed on the board or chart paper, point to them. If not, write them next to the lists.

Sequencing: retelling

Direct students' attention to the pictures on pages 6 and 7 and have them retell the instructions for the game. Do the same for the game on page 8. For each game, either have students take turns explaining one step or have one student describe all the steps.

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

Ask, *Where do I look to find the things I need for the game? Where do I look to find out how to play? How do I know this is where I should look?* Discuss how headings help us locate information quickly and easily. Then ask, *How many people and/or things do I need for this game? How many steps are there for this game?* Allow students to answer and then ask them, *How do you know?* Emphasize the importance of bullets and numberings to help convey information.

Tracking print

Talk about how this text has a lot of information presented in different ways. There are headings, lists, and captions, and it is important to know how to read a text like this. Ask a student to come up and point with his or her finger to show in what order to read all the text on page 6. Have two other students come up and do the same for pages 7 and 8.

Focusing on Comprehension

Synthesizing

Give the class an opportunity to play one of the games in the text during gym class. Afterward, ask students to describe in their own words how they played each game.

Making connections: text to world

Ask students to recall the names of the games in the text and their own names for these games. Refer them to the list you made earlier of the games students play outside. Ask students to come up with alternative names for these games (e.g., tag: chase; hide-and-seek: search-and-find).

Language predictability/
self-monitoring

Word solving and building

Working with Words

Model how to solve difficult vocabulary. Point to the word *chaser* and say, *I wasn't sure what this word meant when I first read it, but then I saw that it looked a lot like the word chases. Point to chases. I realized a chaser must be someone who chases. If I read the sentence again, this makes sense.*

Use magnetic, plastic, or card letters to spell the word *chase*. Then add an “r” to show how to change the word to *chaser*. Talk about how there are other words that can be changed in the same way. Spell the word *dance* and then add “r” to make it *dancer*. Once students understand the concept, spell a word and have a student come up and add the “r.” Some examples are *write/writer*, *skate/skater*, *drive/driver*, *bike/biker*. If students seem ready to take on an added challenge, show them how some words can change in the same way by adding “er,” e.g., *sing/singer*, *read/reader*, *teach/teacher*, *paint/painter*.

Teaching Tip:

If it seems more appropriate for your class, you may wish to make the above an oral activity only. After giving examples of how words can be changed by adding the “er” sound, ask students to come up with some examples of their own.



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, create instructions for how to play a game. Have students choose a game. Write the title “How to Play _____” at the top of a piece of paper and draw four boxes. Draw the instructions for the game (one instruction per box) and write a caption beneath each picture. You may wish to look at the Procedure text-type study in the *Writing Guide* before starting this activity. Students may wish to create their own “How to Play _____” sheets for a game of their choice.

Brainstorm with students another step that could be added to a game in the book to make it even more fun. Then write instructions for this step as a Shared Writing activity. With students, decide what number it should be given, and then renumber the other steps as necessary. Have each student draw a picture to illustrate this new step.

Independent Reading

Make the six small versions of *It's My World* and the online audio available for students. Invite students to use these materials to read the book independently.

Gather some picture books about games around the world for individual or partner reading.



Home Links

Suggest that students ask family members to describe a game that they played when they were children, perhaps a game from another country.

Alternatively, encourage students to go with a family member to the library to find other books on games around the world to read together. Invite a few students to share with the class any new games they learned about.

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 these students who need it.

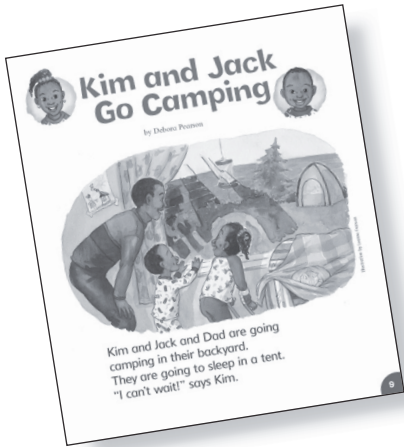
Read Aloud

Read to the class a book about a game from another country. Show where this country is on a map.

On a map, show students the location of Ghana, and Nunavut, where many Inuit live in Canada. Read a book on the country of Ghana and on the Inuit of Canada.

Kim and Jack Go Camping

(pages 9-12)



Written by *Debora Pearson*

Illustrated by *Leanne Franson*

Text Type: Fiction: Narrative — Realistic Story

Summary: Kim and Jack are going camping in their backyard with Dad. They've just settled in when their cat, Jingles, scratches on the tent to join them.

Text Features

Print Concepts

- ▶ quotation marks
- ▶ print below and above the picture

First Reading

Reading Strategies

Comprehension

- ▶ predicting
- ▶ making connections: text to self

Working with Words

- ▶ attending to print
- ▶ using picture cues to solve unfamiliar words

Assessment Opportunities

Note each student's ability to:

- ▶ track print
- ▶ make text-to-self connections
- ▶ predict



BEFORE READING

Making connections: text to self

Activating and Building Prior Knowledge

Read the title and author's name and then talk with students about what camping is. Encourage students to share whether they have ever been camping. Elicit responses about where they camped, whether they slept in a tent or trailer, and how they felt about the experience. If no students have been camping, ask them whether they would like to try it and what they think they would like or dislike about it.

ESL Note: You could bring in some items (or pictures of items) that people bring camping (e.g., sleeping bag, flashlight) to help students envision the events in the book.

Predicting

Invite students to study the illustration on page 9 and guess where the father and children are going camping.

Setting a Purpose

Predicting

Let's read the text and find out where Kim and Jack go camping.



DURING READING

Tracking print

Using a pointer to track the print, read the text. Encourage students to chime in whenever they can.

Print concepts

Draw students' attention to the quotation marks and ask, *What are they for?* Explain that they show when someone is talking. As you read the dialogue, point to the quotation marks and use an expressive voice to emphasize that someone is speaking. You may wish to use different voices for each character.

Print concepts/tracking print

When you turn to page 10, outline the sequence in which you will be reading the text by pointing to each picture and then the print underneath in order. Follow the same process for page 11. Explain that in different texts the print can be set up in different ways but that we always read left to right, and top to bottom (demonstrate this movement with the pointer).

Language predictability

Pause at difficult vocabulary words (*tool belt*, *cozy*, and *scratch*) and discuss their meaning with students. Ask them to look at the pictures to help them understand the words.



AFTER READING

Predicting

Remind students of the predictions they made about where Jack, Kim, and their dad were going camping. *Were we correct?*

Making connections: text to self

Ask students, *Have you ever gone camping in your backyard? Was your experience like the one Kim and Jack had? If not, how was it different?* If students haven't camped in their backyard, ask, *Who would you want to take along if you could go camping in a backyard? What things would you bring with you?*

Word solving and building

Point out *tool belt* on page 10. Write it on the board and explain why that is an appropriate name based on the meanings of each individual word. Give some other examples of terms like this, e.g., *fire truck*, *hockey stick*, and *baseball glove*. Ask students if they can think of any others.

Second Reading

Reading Strategies

Comprehension

- ▶ inferring
- ▶ self-monitoring

Working with Words

- ▶ tracking print
- ▶ solving words using initial sounds
- ▶ using picture cues to solve unfamiliar vocabulary

Assessment Opportunities

Note each student's ability to:

- ▶ track print
- ▶ make inferences
- ▶ self-monitor by asking questions while reading
- ▶ solve words using initial sounds



BEFORE READING

Sequencing: retelling

Activating and Building Prior Knowledge

Review the story by asking students to retell what happened. Prompt them by pointing to the illustrations in order.

Inferring/self-monitoring

Setting a Purpose

Readers always ask themselves questions when they read. When I read this story to you, I wondered why Dad took Kim and Jack camping in the backyard instead of going to a campground. You probably asked questions, too. Let's read the story again to see what we wonder about this time. Then we'll try to come up with answers to our questions.



DURING READING

Print concepts

Remind students of what they learned about quotation marks (that they are used to show that a person is talking) and tell them you will read these parts in a special speaking voice.

Tracking print

Tell students to remember to read all the print under each picture, as you showed them before. Remind them of the order in which to read by indicating the flow of print with the pointer. Inform them that you will use the pointer as you read and that they should follow it as they read along. Encourage students to join in whenever they can.

Language predictability

Pause at the word *cozy* on page 11. Ask students to look at the picture and tell you how the picture could help them figure out what *cozy* means.

Pause after "Scratch! Scratch! Scratch!" Model how to figure out what this word is by using the initial sound. For example, *The first letter of the word is "s." This letter makes the sound "s." Kim says she hears something so that means this is a word for some kind of noise. Scratch is a kind of noise and it begins with the "s" sound, so I think the word might be scratch.*



AFTER READING

Inferring/self-monitoring

Ask students what questions they asked themselves as they read. Make a list of their responses.

Tell students you also had some questions as you read. If these questions are not already listed, add them: *Why did Dad take them camping in their backyard instead of at a campground? Why does Kim need crutches? What could be in Kim's tool belt on page 10? Why does Kim have her hand up to her ear on page 11? How does she feel when she hears the scratching?* Save this list for a later activity.

Inferring

Have students find a partner. Say, *Each of you will talk about one question you asked yourself when you were reading. Your partner will try to answer your question. There won't be any right or wrong answers, but share what you think is the answer and tell your partner why.* Have students share their ideas. Then, as a class, discuss the questions on the list that have not yet been covered and formulate some answers together.

Letter knowledge

Ask, *What letter would you expect to see at the beginning of the word scratch?* Turn to page 11 and point to the picture of Kim. Say, *Find scratch in the print under this picture.* Invite a student to point to the word. Have students find other words on the page that start with "s" (*sleep, says, something, and shines*).



FURTHER READINGS

Many texts benefit from being reread with students. The two 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 students in your class.

Print Concepts, Book Handling, and Text Features

Tracking print

Have one student track print with a pointer while the rest of the class reads the story aloud.

Building confidence

Have three students speak the dialogue of the three characters while you and the other students read the rest of the story together.

Print concepts

Read the text on page 9 aloud to students. Ask, *Is someone speaking in this part of the story?* Once it is established that someone is speaking, ask, *Who is talking? What does this person say?* Ensure that students isolate just the dialogue: "I can't wait!" *How do you know a person is speaking these words?* Guide students' responses to include the use of quotation marks. Follow a similar line of questioning for the text at the top of page 11, at the bottom left of page 11, and on page 12.

Synthesizing

Focusing on Comprehension

Bring in a play tent that pops open, or a blanket that could be used as a tent, and some props (including a stuffed cat). Have students dramatize the part of the camping trip that takes place in the tent.

Sequencing: retelling

Make puppets or cutout figures of the characters in the book, and let students take turns using them to retell the story's events in the correct order.

Inferring

Refer back to the list of questions you created earlier. Ask students to find a partner and then give each pair one question to discuss. Afterward, invite the pairs of students to share what conclusions they came to regarding their question.

**Making connections:
comparing**

Make a two-column chart with the headings "Kim, Jack, and Dad" and "Us." Create three rows with the headings "Where," "Who," and "What." Use this chart to compare students' own camping experiences with the camping adventure in the story. Ask students where the people in the story camped, who went camping, and what they brought along on the camping trip, and record their answers in the first column. Then fill in the second column with students' responses about their own camping trips.

Letter knowledge**Working with Words**

Point to the title and ask students what letter the word *camping* starts with. Invite a student to come up and find the letter "c" at the beginning of the word *camping* in the title. Have other students take turns finding all the words in the story that begin with the letter "c" (e.g., *camping*, *cozy*, and *could*). Read the words as students point to them.

**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

Divide a sheet of paper into three sections with the following headings: "Where," "Who," and "What." Give a copy to each student and have them draw three pictures showing a camping experience they had or would like to have. Tell them that their pictures should show: Where did/would they camp? Who would/did they go with? What did/would they bring with them? Have them put a caption under each picture.

Independent Reading

Make the six small versions of *It's My World* and the online audio available for students. Invite students to use these materials to read the book independently.

Collect picture books on the subject of camping for students to read individually or in pairs.

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 ("Scratch") in the *Working with Words Guide*.



Home Links

Suggest that students go home and ask their family members about camping experiences they may have had. Remind them to find out where their family member went camping, who they went with, and what they brought along.

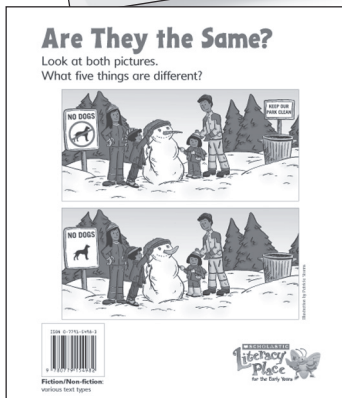
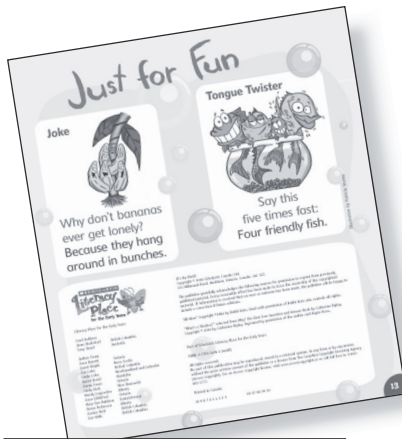
Read Aloud

Read to students another example of a narrative text about camping.

Find a book with some simple campfire recipes that are fun and easy (e.g., *Cooking on a Stick* by Linda White, Gibbs Smith, 2000) and read one of them to students. If possible, prepare the recipe so students can enjoy it in class around a pretend campfire. You might also teach the class a couple of campfire songs to sing once they have finished eating.

Just for Fun and Are They the Same?

(page 13 and back cover)



Illustrated by Patricia Storms

Text Type: Joke and Tongue Twister; Visual Puzzle

Summary: “Just for Fun” consists of a pun about bananas and a tongue twister of words that start with “f.” For “Are They the Same?” students are asked to find the differences between two almost identical illustrations.

Text Features

Visual Literacy

- ▶ illustrations act as a puzzle

Print Concepts

- ▶ question marks
- ▶ colon

First Reading

Reading Strategies

Comprehension

- ▶ evaluating
- ▶ making connections: comparing

Working with Words

- ▶ identifying initial letters
- ▶ attending to print

Assessment Opportunities

Note each student’s ability to:

- ▶ track print
- ▶ identify initial letters
- ▶ evaluate: give opinions
- ▶ make connections: compare



BEFORE READING

Activating and Building Prior Knowledge

Predicting

Read the title “Just for Fun” on page 13 and tell students to look at the page. Ask them what might make us think this is a fun page before we even start to read it. Guide the discussion to include references to the funny illustrations, the unique layout of the title, and the small amounts of text underneath.

Making connections: text to world

Read the headings “Joke” and “Tongue Twister” on page 13 and invite students to tell what these two things are. Ask students why tongue twister is an appropriate name for this kind of game. Have students pair up and share either a joke or *tongue twister* with a partner.

Predicting

Turn to the back cover and read the title “Are They the Same?” Inform students that this is a picture puzzle and give them a moment to study it. Ask them what they think they will have to do to solve the puzzle. Students should respond that they have to find the differences between the two pictures. At this point, do not allow them to point out those differences. Tell students they will be able to solve the puzzle later on.

Making connections: text to world

Ask if any students have ever done a picture puzzle like the one on the back cover. If they have, invite a couple of students to describe what they had to do.

Setting a Purpose

Evaluating

Let’s read page 13 to see if we think the joke is funny and if we can say the tongue twister. Then we will look at the back cover and see if we can solve the picture puzzle, and decide if we think it is easy or difficult.



DURING READING

Attending to print/ print concepts

Turn to page 13, covering the answer to the joke. Explain to students that you are going to read the first part of the joke, which is a question, and then they are going to have to try to answer it. Point out the question mark and briefly talk about how this punctuation means there is a question. Track the print as you read. Invite students to read along if they feel confident doing so.

Predicting

After you read the first part of the joke, “Why don’t bananas ever get lonely?” have a number of students give predictions about the answer. Then uncover the answer and read it to students.

ESL Note:

Some ESL students may not be familiar with the meaning of the word *bunches*. Guide any students who don’t understand that groups of bananas are referred to as *bunches*. It might be helpful to have available a picture of a bunch of bananas, or you could even bring in a real bunch of bananas.

Evaluating

Read the text for the tongue twister and ask for a show of hands to see who thinks they can do this successfully. Ask who thinks it will be hard and who thinks it will be easy. Have students pair up and try the tongue twister a couple of times.

**Making connections:
comparing**

Turn to the back cover and read the title and text, showing only the first illustration. Ask students to look carefully at the picture. Explain to them that in the other picture there are some things that are the same and some that are different. Show them the second picture. Give them a chance to look closely at both pictures before asking for the five different things. Write the five things on the board and then check both pictures with students to see if their answers are correct (red circle and bar on “NO DOGS” sign, different-coloured hat on boy, snowman has a banana for a nose instead of a carrot, girl’s boots are on top of her snowpants, no “KEEP OUR PARK CLEAN” sign).



AFTER READING

Evaluating

Look again at page 13 and ask students whether they thought the joke was funny. *Why or why not?* Then ask them if they were able to say the tongue twister five times. *Was it harder or easier than you thought it would be?* Turn to the back cover and ask if the class was able to find all five different things. Ask students if they thought it was easy or difficult. Ask, *Why do you think the directions tell us how many things we have to find?* Discuss how knowing the number of different things there are lets us know if we are finished the puzzle or if we have to keep looking.

Analyzing

Discuss the importance of the information in the pictures. Talk about how the funny pictures on page 13 indicated that the page was supposed to be fun and how the illustrations on the back cover were what we had to look at to solve the puzzle. Then ask students about strategies for looking at a picture puzzle. *How did you use your eyes to find all the different things in the pictures?* Guide the discussion to include the strategy of looking at all the objects in the pictures one by one to make sure you don’t miss anything.

Print concepts

Turn to the joke on page 13 and talk with students about the importance of the question mark in a joke. Then point to the colon in the tongue twister. Explain that this punctuation separates the directions from the words in the tongue twister.

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	<p>Print Concepts, Book Handling, and Text Features</p> <p>Write the joke from page 13 on chart paper, but do not include the question mark. Remind students of your discussion about question marks in jokes and how they go at the end of a question. Then read the joke and say, <i>The question mark is missing. Where do you think it should be?</i> Have available a card with a question mark on it and reusable adhesive on the back that a student can come up and stick on the correct spot. Then write a few more jokes on the board, similar to the one on page 13, leaving out the question mark. For each joke, have a student place the question mark where it belongs. A sample joke is “Why are fish so smart? Because they spend so much time in schools.” Save the jokes for a later activity.</p>
Analyzing	<p>Focusing on Comprehension</p> <p>Ask students why tongue twisters are difficult to say. Guide them to note that each word in a tongue twister starts with the same letter. As a class, write your own tongue twister on chart paper. Save it for a later activity.</p>
Evaluating	<p>Tell the joke from page 13 again, but change the answer: <i>Why don't bananas ever get lonely? Because they hang around in groups.</i> Talk about why this joke doesn't work. In the same way, you may wish to change the jokes you listed on chart paper earlier and discuss how they are no longer funny with their new punch lines.</p>
Evaluating	<p>Turn to the picture puzzle. Discuss how to improve the puzzle by asking questions such as, <i>How do you think this puzzle could have been better? Should there have been more than five things that were different or was that the right number? What are some other things that could have been different between the two pictures?</i></p>
Letter knowledge	<p>Working with Words</p> <p>Ask students to look at the tongue twister on page 13 and identify what letter each word in it starts with.</p>



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 blank picture puzzle called *Are They the Same?* and give a copy to each student. Have them draw two pictures of their own that have some things the same and some things different. Encourage them to list on the back what things are different in their picture puzzle.



Home Links

Have students ask a family member to tell them a joke or tongue twister that they can share with their classmates.

Independent Reading

Make the six small versions of *It's My World* and the online audio available for students. Invite students to use these materials to read the book independently.

Provide a variety of easy joke/puzzle books for students to read individually or with a partner in the classroom.

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 to the class books with other examples of fun games and jokes.



Kindergarten

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