



Grade

1

Magazine

Shared Reading Teaching Plans



Shared Reading
Audio Available Online
www.lpey.ca

Meet Speedy,
our classroom
pet



Do dinosaurs
ever go
to school?



School Days Teaching Plans

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Literacy Place for the Early Years

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Online Resources

See Grade 1 of the *Literacy Place for the Early Years* website for fluent readings that accompany this magazine.

www.lpey.ca

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School Days Introduction

(magazine walk-through; front cover; “School’s In”; Contents page; “Joke Corner”)



Text Type: Variety of Text Types

Summary: This magazine contains seven selections that are of interest to grade one students. Its focus is on schools—how schools have changed, travelling to school, a classroom pet, and a joke corner. A variety of text types are offered within this single text format. In this lesson, students are introduced to the magazine, some of its text features, and two short selections.

Text Features

- ▶ table of contents
- ▶ letter

Visual Literacy

- ▶ labelled diagrams
- ▶ map
- ▶ environmental print

Print Concepts

- ▶ captions

First Reading

Reading Strategies

Comprehension

- ▶ analyzing
- ▶ making connections: text to world and text to self
- ▶ using text features to aid understanding

Working with Words

- ▶ attending to print

Assessment Opportunities

Note each student’s ability to:

- ▶ analyze the magazine format and contribute to a discussion about it
- ▶ draw on personal experience to make text-to-self connections to this format
- ▶ recognize and use text features to predict text



BEFORE READING

Making connections: text to world

Activating and Building Prior Knowledge

Show students a magazine they may be familiar with from school resources, such as *Chickadee* or *Owl*. You may also want to show an adult magazine that they may have seen at home or in a store. Say, *This is a special type of text. What is this type of text called?* When you have elicited the idea of a magazine, ask, *How do you know that this is a magazine? What makes it a magazine?*

Help students brainstorm ideas, such as: you find it on a newsstand in a store, not with other books; there are lots of pictures; and there is a list of the stories in the front (they might not know this).

Making connections: comparing

After students have orally contributed their ideas on magazines, record their ideas about how a magazine is different from a book. Have a chart prepared (on a white board or on chart paper) with two columns—“magazine” and “book.” Have students add their ideas to the chart, comparing the two formats.

Alternatively, have two large circles drawn for a Venn diagram so that students can compare the two formats in a visual way and also decide on those aspects that both formats share.

Analyzing

Setting a Purpose

Say, *You know a lot about magazines and how they are different from books. Let's look through this magazine and see if the special features we talked about are in this magazine.*

ESL Note: To help students follow the format and text closely, you can create an overhead of key pages, including the table of contents. Use a pointer to highlight features and check students' understanding by asking them to reiterate information using the overhead.



DURING READING

Analyzing

Say, *The title on this book reads School Days, but there is no author and no illustrator mentioned here. I wonder why? What on the cover indicates that this might be a magazine rather than a storybook?*

Predicting

Ask students to look at the information found on the front cover and encourage them to predict what will be inside this magazine. Ask, *What do the two headings or titles at the bottom tell you? How do you know this magazine was written for students your age?*

Inferring

Say, *Let's turn to the inside front cover.* Discuss the photograph and the drawings on this page. Read the title and the captions. Ask, *What can you tell about where these students live? What clues are in the pictures?* Be sure to have a map or a globe on hand to show students where New Brunswick is in relation to the rest of Canada and where their school is located in particular. Ask, *What do these drawings tell us about New Brunswick?*

Teaching Tip: Make sure that students recognize the importance of the table of contents and understand how it can help them determine what to read or find the selection they wish to read.

Text features Look at the Contents page. Read the letter from Jitterbug and have students determine who Jitterbug is. Explain to them that the letter is a way to indicate that this character will pop up throughout the book to help them navigate their way through this text format. When they see Jitterbug it is a time when they will be asked questions or offered suggestions for reading the text.

Visual literacy Point out the three small photos on the Contents page and read the text to students. Tell them that this is an activity they can come back to after they have read the magazine together.

Predicting Read the titles of the stories or articles in the magazine. Ask students to predict what these stories might be about and then quickly leaf through the magazine to see if their predictions are correct.

Visual literacy When they have reached the inside back cover, stop to examine the format of this page. Read the title (“Joke Corner”) and ask students what this tells them is on this page. Note that the text is colour coded—the “question” and “answer” parts of the jokes are in different colours. Read the questions to students and read the answers with them, offering a great deal of support as this is a first reading.

ESL Note: Understanding jokes requires a good knowledge of the nuances of the English language. To support ESL students’ comprehension, read each of the jokes and ask students to tell what makes them funny. Clarify if needed.

Visual literacy Direct students to the text in the bottom right corner of the page. Ask, *Why does it look like this? Why is the border made of ants?* Tell them that this is the answer box for some of the surprise pages in the book that they will be reading another day.



AFTER READING

Analyzing Students have now been introduced to the magazine format. They should be able to recognize how magazines are different from books and know how the special text features can help them read magazines.

Evaluating Organize students for a think-pair-share activity. Say, *Talk to your partner about this new book. Do you think this is a good way of making a book for grade one? If you had some stories that you thought grade one students would like to read, how would you have put them together in a book? Do you think that this is going to be a book that the class will enjoy? Explain your answers to your partner.*



SECOND AND FURTHER READINGS

Some students may benefit from rereadings of the introductory selections of the text. 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 your students.

Text features

Print Concepts, Book Handling, and Text Features

Review the text features of magazines. Ensure students know how to use the table of contents. Help them see how the table of contents shows them what page to go to find a particular selection in the magazine. Ask, *If we wanted to look at the selection called “Bug,” what page would we turn to? Let’s turn to that page and see if we’re right. What about something to do with dinosaurs? Can you see the word “dinosaur” anywhere? What page is the story on?*

Tracking print

Continue to track print by asking students to demonstrate using a pointer.

Making connections: text to self

Focusing on Comprehension

Have students draw a picture of something they enjoy doing during or after school. Look at the pictures sent in by students from New Brunswick. Ask, *Are any of the things people in our class like doing similar to things students in New Brunswick like doing?*

Letter knowledge

Working with Words

Invite students to locate words in “Joke Corner” that start with “s,” e.g., *school*, *six*, and *sunglasses*.



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 pages for a joke book. Students can share a favourite joke with the class or model jokes based on the jokes in the magazine’s Joke Corner.

Independent Reading

Make the six small versions of *School Days* and the online audio available for students. Invite students to use these materials to reread their favourite selections independently.

Bug

(page 2)



Written by Lois Simmie

Illustrated by Cindy Revell

Text Type: Fiction: Narrative — Poem

Summary: This humorous, rhythmic poem talks about finding a ladybug in the boys' washroom.

Text Features

Print Concepts

- ▶ verses/stanzas

First Reading

Reading Strategies

Comprehension

- ▶ making connections: text to self
- ▶ evaluating

Working with Words

- ▶ recognizing rhyming words
- ▶ attending to print

Assessment Opportunities

Note each student's ability to:

- ▶ make connections by linking textual information with their own knowledge
- ▶ evaluate: give an opinion
- ▶ find rhyming words in the poem or from their own word knowledge
- ▶ join in with familiar language patterns



BEFORE READING

Making connections:
text to self

Print concepts

Evaluating

Activating and Building Prior Knowledge

Have students work in pairs. Say, *Tell your partner something you know about bugs.*

Tell students that they're going to be reading a poem. Say, *A poem is a special way of writing a story that puts lines together in verses with spaces between the verses. Sometimes some of the lines in each verse end with words that rhyme, like "me/he" and "at/cat." These rhyming words help make the poem seem like a song.*

Setting a Purpose

Say, *Let's read the poem together and find out more about the bug. I want you to think about why the narrator thinks that the bug shouldn't be in the washroom.*



DURING READING

Phonological and phonemic awareness

Read the poem to students, tracking print and reading in phrases to emphasize the rhythm of the poem. Encourage students to join in the reading and clap the rhythm along with you.

Teaching Tip: Knowing how language should flow to sound “right” may help students to self-correct when reading on their own.



AFTER READING

Making connections: text to self

Say, *When I was reading this poem, I was thinking about bugs I have seen and I was wondering about something. I was wondering: What does a “buggy way” mean?* Discuss the responses. Invite students to suggest and discuss anything they were wondering about.

Evaluating

Ask students why the narrator thinks that the bug doesn’t belong in the washroom. Ask, *Are all ladybugs female or are there male ladybugs?* Students might verify this information by checking in non-fiction reference books.

Print concepts

Talk about features of the poem. Have students point out the verses and locate rhyming words (*yesterday/way, noise/boys*).

Word solving and building

Say, *Let’s look at the word way. Write way on the board. Knowing that word can help me work out how to read and spell another word. Write say on the board below way. Ask, How are these words alike? How are they different?* Ask students to think of other words that end in “ay” (stay, bay, day, may). Build the list on the board asking students to use what they know about *way* to help you spell each of the new words.



SECOND AND FURTHER READINGS

Rereadings of this poem can occur as students continue to become more familiar with poetry. 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 your students.

Print Concepts, Book Handling and Text Features

Tracking print/building confidence

Reread the book with students. Track print but also ask students to demonstrate using a pointer to track lines of print.

Focusing on Comprehension

Analyzing

Invite students to generate questions about ladybugs or other bugs and have them look for the answers using non-fiction texts.

Making connections: text to self

Have students tell you about different bugs they have seen and where they saw them. You could record their answers on a chart with two columns, with the headings “Bug” and “Where I Saw It.”

High-frequency words

Working with Words

Frame a selection of high-frequency words to introduce or review the words (e.g., little, way, because, for).



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

Try some interactive writing activities as a class, such as writing a new poem about a ladybug or another insect.

Independent Reading

Make the six small versions of *School Days* and the online audio available for students. Invite students to use these materials to reread the poem 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 to support those students who need it.

See the specific Building Words lesson (“Ladybug”) in the Working with Words Guide.

Read Aloud

Read aloud a variety of other poems to emphasize the use of rhythm and rhyme in poetry.

How Times Change

(page 3)



Text Type: Non-fiction: Description — Comparison

Summary: A series of photographs with captions show a school and classroom in the past and in the present.

Text Features

- ▶ headings

Visual Literacy

- ▶ historical photographs
- ▶ captions

First Reading

Reading Strategies

Comprehension

- ▶ making connections: comparing
- ▶ inferring

Working with Words

- ▶ attending to print

Assessment Opportunities

Note each student's ability to:

- ▶ analyze details from the photographs and captions and make inferences in order to compare life in historical classrooms with classrooms today
- ▶ recognize and use text features
- ▶ attend to print



BEFORE READING

Making connections:
text to world

Activating and Building Prior Knowledge

Ask, *What do you think schools were like a long time ago? What were classrooms like? Why do you think that?*

ESL Note: Some ESL students may have attended school in another country. Invite them (and parents, through the interview activity) to share their school experiences outside of Canada. Consider adding a new column to note this on the chart you create during reading.

**Making connections:
comparing**

Setting a Purpose

Explain that these photographs are of the same classroom and school. Say, *Let's look at these photos to see how this classroom and school have changed over time.*



DURING READING

**Text features/
print concepts**

Draw students' attention to the size and colour of the print on the page and explain that the most important information is often in the largest print.

Visual literacy

Discuss the captions under the pictures. You might want to talk about black and white versus colour photos, explaining that historical photographs are often in black and white.

**Making connections:
comparing**

Talk about historical photographs and their value in helping us compare what something was like in the past with what it is like today. Model making a comparison (*e.g., The school building is the same but now it is larger.*) and invite students to make similar ones.

**Making connections:
comparing/tracking print**

Read the text (including headings and captions) with you leading and the students joining in wherever possible. Have students pick out some of the differences they notice in each of the photos of the two schools and the two classes. Have chart paper on hand to record their responses. Create a chart called "How classrooms have changed" with two columns: "In the Past" and "Now." Write the title and headings in large print, so that students recognize them as a special print feature.

Teaching Tip:

You might use this activity as an interactive writing lesson by having students come up and "share the pen" to do some of the writing.



AFTER READING

Analyzing

Ask students to go home and interview one of their parents or another adult about their grade one classroom. Give each student a sheet of paper with the same headings as those on the chart paper and have students record their parents' responses under the "In the Past" heading and their own ideas under the "Now" heading. Encourage students to bring in a photograph of their parents' school or classroom if one is available.



SECOND AND FURTHER READINGS

Some students may benefit from rereadings of this selection. Select Print Concepts, Comprehension, and Working with Words strategies from the following suggestions. Make your selections based on the needs of your students.

Print Concepts, Book Handling, and Text Features

Text features/print concepts

Review the text features and print concepts (headings, captions, different sizes and colours of text) with students.

Analyzing/Inferring

Focusing on Comprehension

Have students examine the photographs again, and prompt them to look for and think about details. What conclusions can they draw about the students and teachers, or the time of year? (e.g., boy wearing Batman t-shirt probably likes Batman, some students are wearing shorts and short-sleeve shirts, so we know that it is a warm time of year).

High-frequency words

Working with Words

Frame high-frequency words, such as *school*, *that*, *this*, *up*.



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.

Independent Reading

Make the six small versions of *School Days* and the online audio available for students. Invite students to use these materials to reread the selection 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 to support those students who need it.

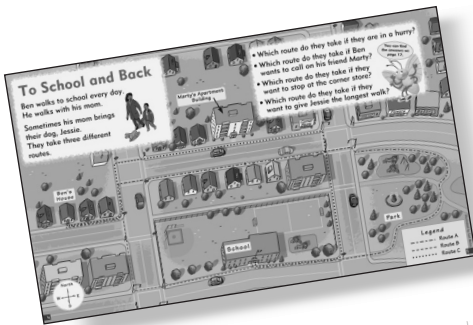
To School and Back

(pages 4-5)

Illustrated by Carl Weins

Text Type: Fiction: Procedure — Map With Directions

Summary: A two-page spread of a map depicting various routes that may be travelled to school. A short narrative sets the context, and discussion is guided by four key questions.



Text Features

Visual Literacy

- ▶ map keys—legend, compass
- ▶ labels
- ▶ “bird’s-eye view” perspective
- ▶ speech bubble

Print Concepts

- ▶ question marks

First Reading

Reading Strategies

Comprehension

- ▶ analyzing
- ▶ sequencing

Working with Words

- ▶ attending to letter knowledge (by one-to-one matching)
- ▶ using context to solve word meanings

Assessment Opportunities

Note each student’s ability to:

- ▶ recognize features of text (map) as being different from a “story”
- ▶ analyze: find facts by understanding features of a map
- ▶ sequence: use and understand terms “shortest” and “longest” when answering questions about routes
- ▶ match words in text with labels on map
- ▶ name letters in words
- ▶ join in reading, particularly on repetitive patterns



BEFORE READING

Text features

Activating and Building Prior Knowledge

Ask students what they notice on these two pages. Ask, *Does this look like a story? What does it look like?* Draw students' attention to different kinds of buildings and labels, various dotted lines, and sentences (note periods and question marks). Use the word "map" if not offered by students.

Making connections: text to world

Discuss with students times we might use maps.

Analyzing

Setting a Purpose

Say, *Let's read the sentences and find out more about this map.*



DURING READING

Tracking print

Read the title and first sentence on page 4, tracking print. Emphasize "to school and back" in the title by using word-by-word tracking. Help students locate Ben's House by matching the word "Ben" from the sentence to the word "Ben's" on the label. Continue reading the section on page 4.

Language predictability

Model thinking aloud to find the meaning of the word *route*. "*Three different routes...*" *Here's Ben's house and I see three different lines that show the path he takes to school. The word routes must have something to do with the path, or the way, he goes to school.*

Analyzing

Model tracing the various routes on the map. Ask students where else they see those patterns on the map and draw their attention to the legend. Identify each route as Route A, Route B, or Route C. (Perhaps use a sticky note to attach a label "A," "B," or "C" to the routes on the map.)

Print concepts

Draw student's attention to the question marks. Model thinking aloud to highlight reading of questions. *I'll read all these questions before I try to answer one. That might help me learn more about Ben's different routes.*

Visual literacy

Also highlight the speech bubble and the Jitterbug character and read what Jitterbug says. Say, *We can check our ideas when we have all the answers.*

Tracking print

Read the questions on page 5, pausing to emphasize repetition of pattern, "Which route do they take if..." Track word-by-word on the repeated patterns. Invite students to join in.

Analyzing

Reread each question, inviting students to join in. Discuss each question and the kind of route Ben would use for each situation. Continue to help students match words in the sentences to labels on the map.

Sequencing/predicting

Use information from the map to answer each question. Students may require prompting to interpret "in a hurry" as finding the shortest route. Once the route has been identified, locate it on the legend. Invite individual students to trace the route on the map with their finger (or mark with a coloured, non-stick product such as Wikki-stix). Use language such as "shortest" and "longest" to describe the routes. Record students' responses so that answers can be checked on page 17.



AFTER READING

Predicting

Check students' responses with the answer key on page 17.

Sequencing: retelling

Ask students to discuss in partners (think-pair-share) which route they would use and tell why.



SECOND AND FURTHER READINGS

Some students may benefit from rereadings of this selection, particularly as students are exposed to more maps through social studies and additional work with distances through mathematics. Select Print Concepts, Comprehension, and Working with Words strategies from the following suggestions. Make your selections based on the needs of your students.

Tracking print

Continue to track print by asking students to demonstrate using a pointer.

Text features

Review the features of a map—labels, legend. Locate the compass (North, South, East, West) and discuss its purpose.

Analyzing

Focusing on Comprehension

Generate new questions for the students to answer and write them on chart paper so that students can match key words in the questions to labels on the map. For example, *What route do they use if they want to buy flowers?* (Questions may result in a new route.) *What route do they use if Ben wants to play in the park?* Invite students to make up new questions.

Sequencing

Use cut-out stick figures, counters, finger puppets, etc. to dramatize the characters walking the routes.

High-frequency words

Working with Words

Frame high-frequency words, particularly those repeated in the pattern, "Which route do they take if ...?"

Word solving and building

Compare *route/routes*, *walk/walks*, and *want/wants*. Frame each in context and highlight the letter "s." Say the words slowly, one by one, and ask students to point to the correct form of the word. Discuss how knowing one part of a word can help us read new words.



RESOURCE LINKS

Writing

Obtain or create a map of your school, and work with students to draw and label routes from the classroom to various parts of the school. Brainstorm questions you can ask about your map, e.g., *Which route do we use when we are going out for recess?*

Working with Words

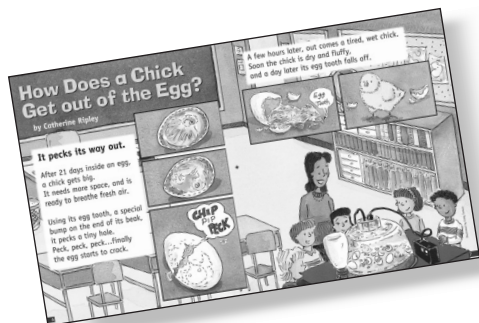
See the specific Building Words lesson ("Different") in the Working with Words Guide.

How Does a Chick Get out of the Egg?

(pages 6-7)

Written by Catherine Ripley

Illustrated by Craig Terlson



Text Type: Non-fiction: Explanation — Account

Summary: This article provides an explanation about why and how a chick pecks its way out of an egg. It gives a sequenced account of the events involved in the hatching of a chick. Sequentially arranged illustrations support student comprehension.

Text Features

Visual Literacy

- ▶ sequential illustrations
- ▶ label
- ▶ speech balloon

Print Concepts

- ▶ question mark
- ▶ print arrangement: beside and above pictures

First Reading

Reading Strategies

Comprehension

- ▶ sequencing: retelling
- ▶ analyzing

Working with Words

- ▶ tracking print
- ▶ recognizing letter sounds

Assessment Opportunities

Note each student's ability to:

- ▶ sequence: retell events in correct order
- ▶ analyze main ideas
- ▶ track print across lines and down pages
- ▶ recognize the short "e" sound



BEFORE READING

Making connections: text to world

Activating and Building Prior Knowledge

Cover the text while you show the illustrations. Use the illustrations to activate background knowledge. *This text is an explanation. Look at the pictures. What do you think this article explains?* Have students share their ideas. *Let's read the title at the top of the page and see if it will tell us more.* Uncover the title and read it with students. Compare the title with students' predictions. Then elicit students' previous knowledge about chicks: *What kind of animal does a chick grow up to be?*

Print concepts

Read the title again and the author's name. Note that the title is written as a question. Ask, *What mark on the page shows us it is a question?*

Visual literacy/ print concepts

The text will answer the question in the title, but the pictures tell us a story too. Invite students to study the illustrations again. *What are some things you see in each picture?* Point out and read the speech balloon on page 6 and the label on page 7.

Predicting

Now that you've looked at the pictures, do you know what the answer to "How Does a Chick Get Out of the Egg?" might be? Invite students to share their responses.

Sequencing: retelling

Setting a Purpose

Listen carefully while I read because I am going to see if you can remember the chick's special way of getting out of the egg and I want you to try to remember everything in the right order. The pictures will help you to remember.



DURING READING

Tracking print

Use a pointer to track print by phrases or sentences. Note to students that the text occurs to the left of the pictures on page 6 and above the pictures on page 7. Pause between paragraphs to allow students to assimilate the information before moving on.

Building confidence

Invite students to repeat phrases after you, especially where there are commas and other forms of punctuation. This practice will help students learn to pause where appropriate.

Sequencing/word solving and building

Point out time-related vocabulary (*after, finally, a few hours later, soon, a day later*) and record them on chart paper or the board. Talk about how these words show cause and effect and how they signal that the text is moving from one event to the next.

ESL Note:

Ensure that ESL students understand time-related vocabulary. Provide some examples of how these words are used in different contexts.



AFTER READING

Sequencing: retelling

Ask students to work with a partner to retell the explanation in sequential order. Have one student act out the events as the other student retells them in sequence. Students can then switch roles.

Analyzing

What are the most important things you learned from the text and pictures?
Prompt as necessary, e.g., *Why did the chick have to get out of the egg? What did the chick use to peck its way out of the egg?*



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

As you reread, students can develop their knowledge of print tracking, e.g., *Where do we start reading? Where do I go now?* As you track print during the rereading, offer individual students roles in helping you. Offer as much support as necessary (e.g., guide the pointer with the student who needs assistance).

Visual literacy

Discuss with students the difference between the illustrations in boxes and the large, background illustration that runs over both pages. *Why do you think the illustrator included the big illustration?*

Focusing on Comprehension

Sequencing: retelling

As you point to each illustration with a pointer, have students retell the sequence of events. Encourage them to use the time-related words you recorded earlier.

Working with Words

Phonological and phonemic awareness

Focus students' attention on words that have a short "e," such as *egg, get, fresh, peck, and wet*. As you point them out, orally stretch out the words (e.g., *egg: e-gg*). Encourage students to think of other words with this short vowel sound.

Words solving and building

Discuss what action words are. Have students help you identify the action words in the reading, e.g., *needs, starts, comes, falls*.



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

Invite students to write other “How Does...?” pieces. Brainstorm with students a list of topics they have some knowledge about. Using the same text format as the magazine selection, do modelled, shared, and/or independent writing. (Refer to the Explanation text-type study in the Writing Guide.)

Independent Reading

Make the six small versions of *School Days* and the online audio available for students. Invite students to use these materials to reread the selection independently.

Provide non-fiction picture books on chicks and chickens 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 to support those students who need it.

Read Aloud

Read to the class another example of an explanation about an animal, such as how a spider spins its web or how a snake sheds its skin.



Home Links

Encourage students to search the Internet or visit the local library with a family member to find photos of a chick hatching.

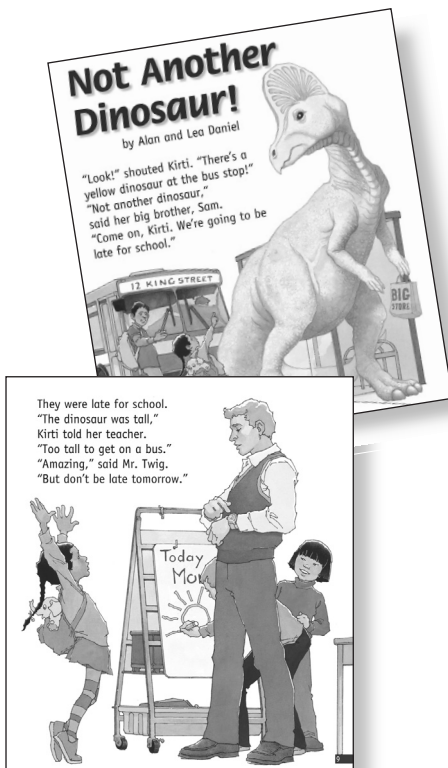
Not Another Dinosaur!

(pages 8-13)

Written and illustrated by Alan and Lea Daniel

Text Type: Fiction: Narrative — Fantasy Story

Summary: A young girl, Kirti, imagines she sees dinosaurs, which makes her late for school. On the third day she takes her toy dinosaurs to school and arrives on time.



Text Features

Visual Literacy

- ▶ environmental print in illustrations

Print Concepts

- ▶ quotation marks
- ▶ sentences continue over two lines
- ▶ exclamation marks and question marks

First Reading

Reading Strategies

Comprehension

- ▶ inferring
- ▶ evaluating (distinguishing between fact and fiction)

Working with Words

- ▶ attending to print (words, spaces between words, tracking across lines and down pages)

Assessment Opportunities

Note each student's ability to:

- ▶ attend to print, joining in reading on repeated words and phrases
- ▶ make predictions using illustrations and prior knowledge
- ▶ make inferences using information from text and illustrations
- ▶ evaluate: distinguish between fact and fiction



BEFORE READING

Text features/print concepts

Activating and Building Prior Knowledge

Use the table of contents to locate the story “Not Another Dinosaur!” and turn to page 8. Read the title and author. Point out the exclamation mark and read the title with expression, with a comment such as, *I knew I should read the title that way because of this exclamation mark.*

Inferring/predicting

Discuss the illustration on page 8, asking students to identify what they see. Use their responses to establish that the students in the picture are probably on their way to school (e.g., bus, backpacks) and the problem in the story will focus on a dinosaur. Ask students for their ideas as to what the specific problem might be. Record their ideas on a chart.

Visual literacy

Help students read the environmental print on the dinosaur’s shopping bag (“Big Store.”) Ask, *What has this dinosaur been doing?*

Evaluating

Ask students to decide if this is an information text about dinosaurs or a story about dinosaurs, and why. List two or three points.

Setting a Purpose

Inferring

Say, *As we read, I want you to think about whether the dinosaurs are real.*



DURING READING

Tracking print

Track print as you read, modelling a sweeping motion when sentences are written over two lines of print. Track word-by-word when you wish to emphasize the characters’ dialogue.

Building confidence

Invite students to join in on words or phrases they know.

Inferring

Make sure students use picture cues to identify changes in setting and time (school, neighbourhood; three-day sequence) and key characters.



AFTER READING

Predicting

Revisit students’ initial ideas about the characters, setting, and the problem. Were their predictions regarding the problem correct? If not, what surprised them? Record their ideas on the prediction chart.

Inferring

Discuss whether the dinosaurs were real or part of Kirti’s imagination. Ask students if they think anyone else in the story saw the dinosaurs. Look for clues in the text that help the reader know Kirti was imagining them (e.g., page 8—Sam doesn’t look at the dinosaur; page 9—the teacher and children don’t look surprised; page 10—Sam uses the word *pretending*, adults in the illustration aren’t looking at the dinosaurs; page 11—Mr. Twig is cross, not surprised; page 13—Kirti has toy dinosaurs in her backpack).

Second Reading

Reading Strategies

Comprehension

- ▶ synthesizing
- ▶ inferring
- ▶ evaluating

Working with Words

- ▶ phonological and phonemic awareness clapping to identify syllables

Assessment Opportunities

Note each student's ability to:

- ▶ recognize dialogue and purpose of quotation marks
- ▶ synthesize: state the main idea/problem
- ▶ read between the lines
- ▶ evaluate the author/illustrator's craft
- ▶ clap to segment words of two and three syllables



BEFORE READING

Inferring

Setting a Purpose

Say, *Today when we read, let's see if we can imagine how the characters in the story feel about Kirti's dinosaurs.*



DURING READING

Tracking print/ building confidence

Track print, emphasizing places where the sentence is continued across two lines. Invite students to join in.

Print concepts

Use the exclamation marks and question marks in the characters' dialogue to model reading with expression. Point out the punctuation marks to the students. Use one or two of the instances to talk about how the characters are feeling. Encourage students to join in reading dialogue.



AFTER READING

Inferring

Discuss how the characters might have felt about the dinosaurs. Encourage students to use the illustrations and text.

Synthesizing

Remind students of the prediction chart they completed and help them state the main problem of the story, e.g., *Kirti was late for school because she kept imagining dinosaurs. She solved the problem by taking her toy dinosaurs to school.*

Evaluating

Ask students if they think the illustrator did a good job of giving the reader clues about the dinosaurs. Did they know they were imaginary right away or did the illustrator trick them at first? As students mention "clues" in the illustration, place a sticky note directly on the illustration to draw attention to the text.

Phonological and phonemic awareness

Clap the syllables in the word *dinosaur*. Look for other "long words" and check to see if they contain three syllables.



FURTHER READINGS

Some students may benefit from rereadings of this selection. Select Print Concepts, Comprehension, and Working with Words strategies from the following suggestions. Make your selections based on the needs of your students.

Tracking print

Print Concepts, Book Handling, and Text Features

Continue to track the print, but allow students to take on various roles. Offer varying levels of support, from letting students guide the pointer to letting them follow along with you as you point to words.

Tracking print/ print concepts

Help individual students track the print spoken by individual characters by drawing attention to the quotation marks. Say, *Where do I point to show the first word the character says?*

Visual literacy

Read the environmental print embedded in the illustrations. Discuss the message on the flip chart in the illustration on page 9. Ask, *What do you think it says? How do you know?*

Synthesizing

Focusing on Comprehension

Use a narrative organizer (see the Reading Guide) to record the names of the main characters, the setting, the problem, and the resolution.

Evaluating

Continue to explore the difference between fact and fiction. Divide a page in half. Students draw and label a fictional dinosaur on one side, e.g., “shopping Dinosaur” (as on page 8) and a real dinosaur on the other side. Students can write a sentence telling what they “imagine” and know about each of their dinosaurs.

Phonological and phonemic awareness

Working with Words

Continue clapping out syllables of words and record on a chart, sorting by words with two or three syllables.

Letter knowledge

Sort words in the text that start with the letter “s” by /s/ and /sh/.

High-frequency words

Frame a selection of high-frequency words, such as *look, brother, school, little*.



RESOURCE LINKS



Home Links

After reading “Not Another Dinosaur!” have students take home their pictures of real and imaginary dinosaurs and share them with their parents. Type the class version of “Not Another _____!” and send it home for students to read.

Writing

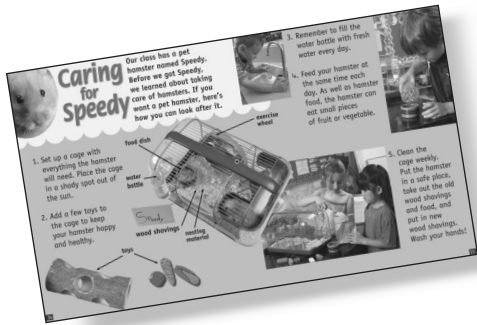
Use the basic framework of “Not Another Dinosaur!” to develop a class version of the story, based on bringing an imaginary animal/toy to school. Cover words in the text with a sticky note, on which is written the class suggestion. For example, “Not Another Robot!” Lines in the text can be adjusted to suit the new topic. Ask students to help with the spelling of substituted words. Record these on sticky notes and cover words in the text as needed. See the Writing Guide for more on the Narrative text type.

Working with Words

See the specific Building Words lesson (“Dinosaur”) in the Working with Words Guide.

Caring for Speedy

(pages 14-16)



Text Type: Non-fiction: Procedure — Instructions

Summary: This is a set of directions for caring for a class pet, a hamster named Speedy. The text uses numbered steps and photographs with labels to clearly show how to care for a hamster.

Text Features

Visual Literacy

- ▶ labels
- ▶ speech balloon
- ▶ each step has a corresponding photo

First Reading

Reading Strategies

Comprehension

- ▶ analyzing
- ▶ making connections: text to self, text to text

Working with Words

- ▶ attending to print (tracking print beside, above, and below pictures)

Assessment Opportunities

Note each student's ability to:

- ▶ compare the steps of caring for Speedy with caring for another pet
- ▶ recognize and use text features (numbered steps, photographs, labels) to aid understanding
- ▶ draw on background knowledge and personal experience to make text-to-self connections
- ▶ attend to print



BEFORE READING

Making connections:
text to self

Activating and Building Prior Knowledge

If you have a class pet, invite students to tell the steps in caring for your class pet. Record the steps, using language from the text when possible. Number the steps and draw sketches to accompany them. Ask what could be added to the pictures to make them more informative (labels). If you don't have a class pet, ask some students what kind of pets they have or have had and have them tell one thing that was important in caring for them. Continue on as suggested above for a class pet.

Predicting

Introduce “Caring for Speedy.” Say, *First we read the title to see what information we can get from it. Allow students to make suggestions. Then say, Who do you think Speedy is? Let’s check out your ideas with the introduction beside the title.*

Print concepts/ visual literacy

Ask students to look at the first two pages of the article. What are some of the ways they see to get information? Record the students’ suggestions. If not suggested, draw their attention to the numbered text, photographs, and arrowed labels.

Analyzing

Setting a Purpose

Now we’re going to read to find out the directions for caring for a pet hamster.



DURING READING

Tracking print

Read the text to students, tracking pages by phrases or sentences using a sweeping movement with a pointer. Note that the position of the text flows around the photographs.

Word solving and building

If students need clarification of a word or phrase during the reading, stop and make the meaning clear through explanation or action.



AFTER READING

Analyzing

Say, *Let’s think about what we would need to care for a hamster. Show me where you see that information on the page.* Help students to focus on the photographs and labels as well as the numbered steps.

Making connections: text to self

Draw students’ attention to the chart detailing the steps in caring for your class pet. Ask, *How are the steps the same? How are they different?*

Evaluating

Ask, *Is this text a story or does it give us information? How do you know?* Invite students to discuss their ideas in partners (think-pair-share).

Second Reading

Reading Strategies

Comprehension

- ▶ analyzing
- ▶ sequencing: retelling

Working with Words

- ▶ attending to print

Assessment Opportunities

Note each student’s ability to:

- ▶ analyze to identify the key words in each step
- ▶ sequence: recognize the pattern of directional language in procedural writing



BEFORE READING

Analyzing

Display a prepared chart divided into six sections. (Note: All parts of this chart are blank until students begin giving the key word(s) for each box.) Tell students that some words in directions are more important to remember than others.

Analyzing

Setting a Purpose

Say, *As we read, I want you to decide which are the key words in each step—the words that give you the most important information.*



DURING READING

Track print/building confidence

Analyzing

Read the text with students, tracking print. Invite students to join in.

Say, *As we read each numbered step in “Caring For Speedy,” we’ll stop and investigate the key word or most important idea it talks about. I’ll put each key word or idea in a box on the chart. We can call this key word a title.*

Read through each numbered step deciding together the main focus of each. The finished chart will look like the this:

CARING FOR Speedy

1. Cage or Home	2. Toys	3. Water or Drink
4. Food	5. Cleaning	6. Handling



AFTER READING

Sequencing

Work together as a whole group or provide pairs of students with their own six-box charts to draw/label/write about the care of any living thing. The results can differ according to the abilities of the learner. All students would be expected to:

- ▶ complete the title for their chart
- ▶ have a title in each box
- ▶ draw and label the care of a living thing in each box matching the title
- ▶ use pictures (magazine/computer generated pictures could be used)
- ▶ use some words from “Caring For Speedy” in their labelling or writing

Teaching Tip: Completed charts may be shared, and revised. Decide with the student if this “How To” chart goes to the editing and publishing stage.

High-frequency words

Highlight selected content words such as *set up, place, add, and keep*. Discuss with the students how these words help the reader by giving specific directions on what to do.

ESL Note: Make a list of the action words (verbs) used at the beginning of each step (set up, add, remember, feed, clean, handle). Point out that the writer used these action words at the beginning of each step to instruct or tell the reader what to do. As a class, add more words to the list as students talk about what they do to take care of their pets.



FURTHER READINGS

Some students may benefit from rereadings of this selection. 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 your students.

Text features

Print Concepts, Book Handling, and Text Features

Review the features of this procedural text—numbered steps, photographs with labels.

Tracking print

Continue to track print, but offer individual students roles in print tracking during rereadings. Offer as much support as necessary, e.g., by guiding the pointer with the student who needs assistance. Add concepts that offer learning opportunities for the range of students in the classroom, e.g., *What do I read first on this page? Where do I find the next step in “Caring for Speedy?” What tells me what all the things in Speedy’s cage are called?*

Synthesizing

Focusing on Comprehension

Have students tell you the important things a hamster needs (cage, toys, water, food, fresh wood shavings).

Letter knowledge

Working with Words

Focus students’ attention on words that start with specific letters or sounds such as “h” in *hamster*, *happy*, and *healthy*.



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

The Caring for _____ box frame could be used for outlining the care of other living things. See the Writing Guide for more on the Procedure text type.

Independent Reading

Make the six small versions of *School Days* and the online audio available for students. Invite students to use these materials to reread the selection independently.

Provide non-fiction books on pets and pet care for students to read independently or with a partner. Include books about hamsters and other household pets, e.g., cats, dogs, birds.

Working with Words

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

See the specific Building Words lesson (“Hamster”) in the Working with Words Guide.



Home Links

Caring for _____ could be taken home for Home Reading upon completion. Parents and children could work together on another Caring for _____ chart using a home-generated box frame. Include directions for parents about assisting children in finding key words.

Signs

(back cover)



Text Type: Non-Fiction: Environmental Print

Summary: This is a collage of photographs of a variety of signs found in and around schools.

Text Features

Visual Literacy

- ▶ environmental print

Print Concepts

- ▶ question mark

First Reading

Reading Strategies

Comprehension

- ▶ analyzing
- ▶ making connections: text to self

Working with Words

- ▶ attending to print

Assessment Opportunities

Note each student's ability to:

- ▶ analyze: recognize signs and identify their importance
- ▶ make text-to-self connections by linking textual information with their own knowledge
- ▶ attend to print



BEFORE READING

Making connections:
text to self

Activating and Building Prior Knowledge

Show students the back cover of the magazine. Ask them to identify signs that they know on this page and tell you what they think these signs mean. Have them identify what makes something a sign as compared to just a word. Ask, *Why are signs important?*

Analyzing

Setting a Purpose

Say, *Let's read the directions to find out what we should do on this page.*



DURING READING

Read the main text to students. Point out that this text is made up of two questions. Draw attention to the question marks and their purpose. Read and discuss the signs on the page and possible answers to the questions.



AFTER READING

Analyzing

Give all students a clipboard (a heavy piece of cardboard with a clip is an effective substitute) and take a trip through the school (and the area outside the school if desired). Have students identify all of the signs that they encounter and record both the words on the sign and a picture of where they found it.

Alternatively, the class could take digital photos of signs around the school. Encourage students to predict what the sign says based on its location within the school.

Making connections: comparing

Have students compare the signs they found with the signs on the back cover. Ask, *What signs did you see that are the same as the signs on the cover?*

Analyzing

Students can work together to create a big book of signs around their school. One each page, they could use the sign as the illustration and the text could be an explanation of the sign (e.g., “The Boys Washroom sign tells the boys where to go to the washroom.” “Main Office tells everyone where to find the office when they come into our school.”)

ESL Note:

Create signs for the school in students’ first languages. (Parents or school volunteers who can write in the students’ languages may be needed to do this.)



SECOND AND FURTHER READINGS

Students may benefit from rereadings of this selection. Select Print Concepts, Comprehension, and Working with Words strategies from the following suggestions. Make your selections based on the needs of your students.

Print concepts

Print Concepts, Book Handling, and Text Features

Frame the question marks and discuss their function.

Making connections: text to self

Focusing on Comprehension

Encourage students to think of signs that they see in their environment. They may wish to create their own independent books of signs that they see.

Letter knowledge

Working with Words

Have students locate words in the signs that start with a particular letter. For example, “s” (*school, speed, stopping*), “b” (*boys, bus*).



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