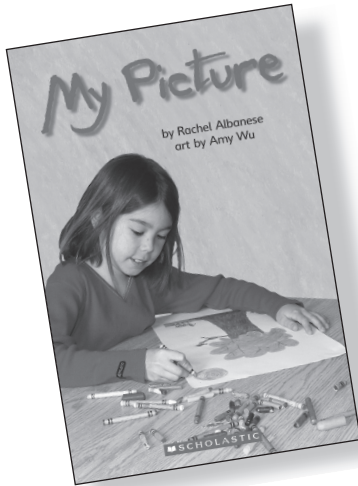


My Picture

Written by Rachel Albanese

Illustrated by Amy Wu



Text Type: Non-fiction: Description — Personal Account

Guided Reading Level: A

Summary: This book describes the details a girl included in a picture that she drew.

Word Count: 24

High-frequency Words: *a, cat, dog, here, is, my*

Text Features

Visual literacy

- ▶ artwork is child's own

Text Supports

- ▶ repetitive language pattern
- ▶ illustrations are highly supportive of text

Possible Text Challenges

- ▶ word change in the pattern on the last page: *a* changes to *my*

Reading Strategies

Comprehension

- ▶ inferring
- ▶ making connections: text to self

Working with Words

- ▶ using picture cues to support word solving
- ▶ using known high-frequency words to monitor matching (finger/voice matching)
- ▶ using initial consonants for word predictions

Assessment Opportunities

Observe each student's ability to:

- ▶ make inferences from picture details to further understand the text
- ▶ make personal connections to the text
- ▶ use picture cues to support word solving
- ▶ begin to monitor matching with known high-frequency words
- ▶ begin to use initial consonants for word predictions

Teaching Tip: When assessing students' learning, make sure you observe them throughout the Guided Reading session and not just at the end.



BEFORE READING

**Making connections:
text to self**

Activating and Building Prior Knowledge

Show students the cover of the book and read the title. Turn to the back cover and read the sentence, matching one-to-one. Engage students in a discussion as to how they think about what to draw. Remind them that authors usually write about what they know best, but illustrators often draw things that they like, that inspire them, or that help them tell a story in their mind.

Word solving and building

Overcoming Text Challenges

Give each student a copy of the book. Have them turn to the back cover and frame the word *Here*. Point out or have students tell you that *Here* starts with the capital “h.” Draw their attention to the punctuation at the end of the sentence. Tell them (or let them tell you) that it is an exclamation mark. Discuss its function. Ask students to turn to page 2. Remind them to check the picture on page 3. Ask, *What do you see? That’s right.* The book says, “Here is a tree.” Have them locate and frame the word *tree*. Ask, *What letter does tree begin with? Yes, it starts with a “t.”*

**Making connections:
text to self**

Setting a Purpose

Say, *Let’s read the book to see if we can find out why the girl decided to make this picture.*



DURING READING

Observe and listen to all students in the group as they read independently. Offer prompts to help students problem solve as they read, e.g., *Check the picture to see what would make sense. Did your finger match each word?*

Note students’ successful use of the reading strategies and any difficulties they may encounter.

If students finish before the others have completed the reading, ask them to go back and reread, then share with a partner why they think the girl drew this picture.

Teaching Tip:

It is important to note your observations on a Group Monitoring sheet. These notes inform your teaching the next time you meet with the group or conference with an individual student and help you keep track of developing reading strategies.



AFTER READING

Inferring

Ask, *What was the picture that the girl drew? Did the author help us find out what prompted the girl to make this picture or did you have to figure it out for yourself?* Ask the students to tell you what makes them think this way. (Having drawn a tree, which might have been inspired by one that she could see, the girl then seems to be telling a little story in her head about the various creatures around the tree: a bird comes to build a nest in the tree, then the cat comes to see what is happening in the tree, and then the dog comes to see what is happening in the tree).

ESL Note: Discuss the basic storyline thoroughly with ESL students. Focus on the order of the sequential elements, i.e., the nest, the bird, the cat, and the dog and the significance of this order.

Word solving and building

Review any challenges you observed. For example, return to pages 4–5 and say, *Some of you found this page tricky. Frame the tricky part.* Have students frame the word *nest*. Say, *What could we do to solve this word? That’s right. We can look at the picture and think about the first letter, “n.” We have to think what would make sense, sound right, and begin with the letter “n.” We can get our mouth ready to say “n.” Now we know nest is the word we need. Good readers think what would make sense, sound right, and look right.*

Making connections: text to self

Say, *This book made me think about the nest I found in my pine tree this spring. It was high in the branches and was a nest for some robins. I found some blue eggshells on the ground.* Have students turn and share with a partner something this book reminded them of. Let some students share with the whole group.

Praise good reading behaviours you observed while students were reading.

Rereadings

Provide opportunities for each student to reread the book independently or with a partner.

Focused Follow-Up

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

My Picture

Provide students with a copy of the BLM and have them use crayons, markers, or another material, such as Plasticine or paper cut-outs, to make a simple 4-page mini-booklet. Encourage students to find an object as a starting point, just as the tree was a starting point for the girl. The object might be something from school or from their home, even their own room. Remind students to add the details page by page just as they saw in the book they read. They can complete the sentence stem: “Here is a _____.” on each page after their artwork is finished. Provide the book for reference.

Drawing an Experience

Students can draw a picture that recounts an experience they have had. Provide an opportunity for the students to recount their experience orally, using their picture to prompt them.

Word Building

Provide magnetic or plastic letters or letter cards for students to make words that rhyme with *nest*, e.g., *best, test, chest, jest, pest, rest, zest, vest, west*. Encourage students to record the words they make on paper or in their word books.



Home Links

Have students take home a reproducible version of this text. See www.lpey.ca.

Making connections: text to self

Making connections

Word solving and building

My Picture

Name: _____

page 1

Here is a _____.

page 4

Here is my picture.

Here is a _____.

page 2

Here is a _____.

page 3

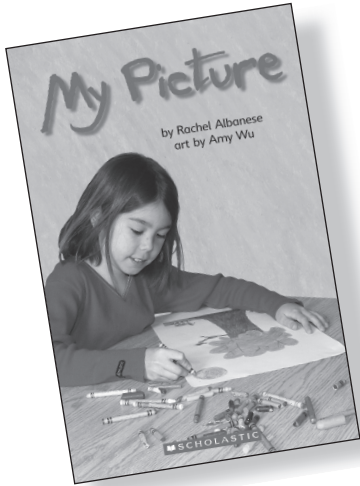
My Picture

Written by Rachel Albanese

Illustrated by Amy Wu

Text Type: Non-fiction: Description — Personal Account

Summary: This book describes the details a girl included in a picture that she drew.



For more information on Small-Group Shared Reading, see the Reading Guide for grade one.

Text Features

Print Concepts

- ▶ consistent placement of text
- ▶ repetitive text pattern
- ▶ exclamation mark

Reading Strategies

Comprehension

- ▶ inferring
- ▶ making connections: text to self

Working with Words

- ▶ using picture cues to support word solving
- ▶ using known high-frequency words (*a, cat, dog, here, is, my*) to support tracking

Assessment Opportunities

Note each student's ability to:

- ▶ track print and match one-to-one
- ▶ make inferences
- ▶ make personal connections to the text
- ▶ check pictures for cues to support word solving



BEFORE READING

Making connections: text to self

Activating and Building Prior Knowledge

Display the book for students. Read the title and then turn to the back cover. Read the sentence. Say, *All of you have drawn pictures that show something that has happened to you.* Analyze with students the details the girl has put in her drawing. Prompt students by saying, for example, *I can see that she made a sun.* Ask, *What else has she put in her picture? Do you think she drew the sun at the end or at the beginning of her picture?*

Letter knowledge

Students can be asked to predict the beginning letter of one or two of the objects in the picture. For example, ask, *What letter would you expect to see at the beginning of dog?* Praise their predictions. Record the word(s) on a board or chart paper.

Teaching Tip: Select only the letter(s) most students know and understand.

Text features

Read the title and author. *The title of this book is My Picture, and the author is Rachel Albanese. The person who drew the pictures is the little girl in the book, Amy Wu.*

Inferring

Setting a Purpose

Say, *Let's read the book to see if we can find out why the girl decided to draw this picture.*



DURING READING

Tracking print/ visual literacy

Read the title again. Turn to the title page and say, *Let's read the title page together.* Model matching and tracking the print. Say, *I am turning to the first page now. What do we see in this picture? That's right, there is a tree. The tree is the first thing the girl put in her picture. I am ready to read this page.* Read the book matching one-to-one. Pause on a page or two and have students help you analyze the picture to problem solve the noun on the page. For example, on page 4, ask, *What has the girl added to her picture now? That's right. She has put a nest here.* Praise the way they checked the picture to help them solve the word.

Building confidence

Invite students to join in when the pattern has been repeated a couple of times.



AFTER READING

Inferring

Ask, *Did the author tell us why the girl put these objects into her picture? Why do you think so?* Allow students time to share their ideas with the group. Students may suggest that the girl saw her own pet cat and dog beside a tree in her yard or she might have built her ideas on seeing the tree and thinking about creatures that might live in it or spend time around it. The author does not specifically state why the girl drew the picture.

Making connections: text to self

Ask students to share with a partner an event they might put in a picture.

Second and Further Readings

For further readings of the text, give each student a copy of the book but continue to choral read the text. Support the development of print concepts and tracking behaviours by modelling using your own copy of the book and assisting individual students when necessary.

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

Print concepts

Give students opportunities to develop print concepts and to practise tracking print. Note students' ability to do one or more of the following:

- ▶ match one-to-one on each page
- ▶ track print left to right
- ▶ use picture cues/information to problem solve words
- ▶ turn pages correctly
- ▶ locate a particular word on the page (e.g., first word, last word, a high-frequency word)

Prompt students as required before, during, and after reading.

Text features

Review the title, and author and illustrator's names. Ask students to look for this information on the title page. Ask, *What do you notice about the art? Is it different from the art you see in most of your books?* Establish that this is the girl's art and we see it as she is actually drawing it.

Print concepts

Point out the periods on each page. Discuss their function. Look at the exclamation mark on the last page. Discuss its function and why the author used it here.

Focusing on Comprehension

Inferring

Have students turn to the back cover to assist them as they give a brief account of how the girl created her picture. Ask, *What did the girl put in her picture first? second? Why do you think she did it in this order?* You may wish to tell a possible "story" that the girl was thinking of: *I can see a tree outside. What if a bird saw the tree and decided to build a nest in it? Now a cat sees the bird and wants to try to catch it, so it goes over to the tree. Just as it is getting ready to catch the bird, the dog sees the bird and the cat and wants to find out what is going on, so it goes over to the tree, and then the cat wonders what the dog is going to do, so it stops thinking about catching the bird.*

Making connections: text to self

Provide time for students to relate their personal connections orally. Use the following questions to guide them. Ask, *Does this book remind you of something?* You could share your own experience, for example, *I have a nest in my tree. Every morning I see the mother and father birds bringing food to their babies.* You might also ask, *Who else has seen a nest? Where did you see it? Who has a dog? What can you tell us about your dog? Who has a cat? What can you tell us about your cat?*

Working with Words

High-frequency words

Ask students to look for and frame high-frequency words (*a, cat, dog, here, is, my*).

Letter knowledge

Students can look for and/or predict the initial consonants featured in the book: "t," "n," "b," "c," "d," and "p."

Teaching Tip: After isolated letter/word activities, go back and reread the letter/word in context.



Home Links

Have students take home a reproducible version of this text to read chorally with family members. See www.lpey.ca.

Making connections: text to self

Rereadings

Provide opportunities for each student to reread the book with a partner.

Focused Follow-up

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

Drawing an Experience

Students can use crayons, just as the girl did, to draw a picture that recounts a personal experience. Provide an opportunity for students to recount their experience orally, using their picture to prompt them.

ESL Note:

ESL students frequently communicate in this manner so this is an excellent activity for them. However, they may need extra time and practice before sharing their experience orally.

Word Solving and building

Word Solving and Building

Have students use the “og” part of *dog* and make as many words as they can by replacing the first letter (e.g., *bog, cog, fog, hog, jog, log, frog*).