

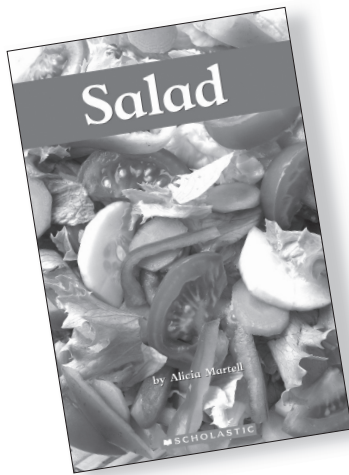
Salad

Written by Alicia Martell

Text Type: Non-fiction: Description — Personal Account

Guided Reading Level: A

Summary: This book tells about the vegetables a little boy likes in his salad.



Word Count: 18
High-frequency Words:
I, like

Text Supports

- ▶ repeated language pattern (“I like _____.”)
- ▶ picture support for each vegetable
- ▶ consistent placement of text throughout
- ▶ one line of text on each page

Possible Text Challenges

- ▶ vegetables and fruit named in the text (*lettuce, tomatoes, cucumbers, carrots, peppers*)

Reading Strategies

Comprehension

- ▶ analyzing
- ▶ making connections: text to self

Working with Words

- ▶ using picture cues to support word recognition
- ▶ word solving and building: using initial consonant to support and check word recognition (self-monitoring)

Assessment Opportunities

Note each student’s ability to:

- ▶ track print while reading (e.g., match one-to-one, track print from left to right)
- ▶ demonstrate understanding of print concepts (e.g., find the first word on a page)
- ▶ use picture cues for word recognition and to support comprehension
- ▶ begin using known initial consonants to monitor reading
- ▶ make text-to-self connections



BEFORE READING

Making connections:
 text to self

Activating and Building Prior Knowledge

Hold up a copy of the book and look at the front cover. Read the name of the author. Ask, *What can we see in this picture? Which of these vegetables and fruits do you know/like?* Have the students name all the ones they know. Explain to students that a tomato is a fruit. Say, *This is a book about the ingredients a person likes in a salad.*

ESL Note: Some ESL students may not be familiar with all the vegetables and fruit (tomato) depicted in the book. If possible, bring in samples of fresh vegetables and fruit for students to look at, feel, smell, and taste. Be sure there are no allergy issues. Provide further review or learning opportunities as students become more familiar with the foods by discussing colours, textures, and/or shapes of each.

Analyzing

Overcoming Text Challenges

Read the title. Turn to the title page and say, *This is the title page. This page tells us the title of our book again.* Encourage students to read it with you. You might ask or point out that *Salad* begins with the letter “s.”

Turn to the first page of text. Cover the text and say, *The pictures help us work out some of the tricky words. Look at this picture. What does this person like in a salad? Yes, the person says, “I like lettuce.”* Do a similar picture walk on several pages reinforcing the language pattern “I like ____.” on each page.

Tracking print

Give a copy of the text to each student. Ask the students to read the title with you matching with their finger just like you. Have them turn to the title page and read it with you matching with their finger. Ask them to turn to the first page. Have them locate with you the word “I” by putting their finger under it. Remind them that good readers check the picture before they begin to read. Ask them to read this page with you. Be sure you are holding your book up and modelling checking the picture and matching one-to-one.

Letter knowledge

Prompt to encourage students to begin to focus on print cues, e.g., *What letter does the word lettuce begin with? Let’s find the word lettuce on the page. Put your finger under it and get your mouth ready to say the word. Say the word together. We can hear the letter “l” and see it at the beginning of the word. We know this is the word lettuce.*

Making connections: text to self

Setting a Purpose

Tell students you want them to read the rest of the book to find out what other vegetables and fruits this boy likes in his salad. Say, *I want you to think about what fruits and vegetables you like in your salad.*



DURING READING

Ask the students to turn to page 4 and point to the first word. Ask them to read the rest of the book to themselves. Remind them to check each picture before they begin to read. Listen and watch as each student reads the text independently.

Teaching Tip : At this stage, students will be mouthing the words or quietly reading out loud. Be ready to model for or prompt an individual student if necessary. Directionality and one-to-one matching are the most important behaviours to look for, along with making sensible predictions based on the photographs.



AFTER READING

Word solving and building

Praise observed behaviours of good readers, e.g., *I saw you matching one-to-one with your finger. Good for you. You are good readers. You also remembered to check the picture first each time you turned the page.*

Revisit any observed challenges, e.g., *Turn to page 5. I noticed some of you found this word tricky. You said, "I like peppers." The top fruit does look much like one but after I check the picture and then get my mouth ready when I see the first letter that my finger is under – oops – I see a letter "t." It can't be a pepper. Make the word pepper with magnetic letters and then make tomato to further show the visual difference.*

Making connections: text to self

Draw the students' attention to the back cover. Discuss all the ingredients this person likes in his salad. Discuss what they like in their salad.



Home Links

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

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.

Salad Picture

Have the students draw a picture showing what they like in their salad. Encourage them to write about their salad. Provide opportunities for the students to share their drawing and writing.

Create a Book

Create a group book with each student contributing a page using the language pattern from the text but substituting the student's name for "I," e.g., "Bezhad likes mushrooms." The back cover could read: "This is what we like in our salad." Alternatively, have each student make an individual book modelled on the actual text. They can do this independently or using the BLM provided on the next page.

Building Sentences

Provide copies of the BLM and ask students to cut along the dotted lines. Have them rebuild the sentence on each page of the book, placing their word clusters under the text, and reread the sentence they've built.

Word Building

Ask the students to build the book's high-frequency words *I* and *like* using magnetic, plastic, or card letters. Then ask them to finish the sentence by building another word using the letters, e.g., "I like cats."

Making connections: text to self

Making connections: text to self

High-frequency words

ESL Note: Students may want to share names, pictures, or samples of vegetables and fruit that are common salad ingredients in their homes (e.g., bok choy, mangoes, cilantro (Chinese parsley), eggplant, etc.).

Building Sentences

Name: _____

I like



peppers



cucumbers



salad



carrots

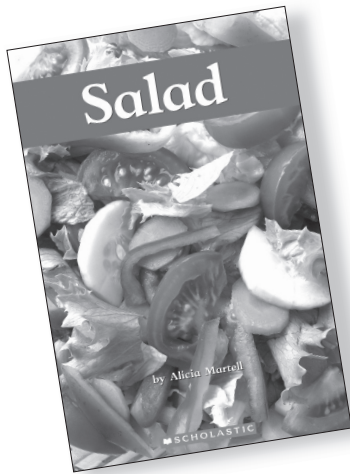


lettuce



tomatoes





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Summary: This book tells us about the vegetables a little boy likes in his salad.

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

Text Features

Print Concepts

- ▶ text placement: one line of text on each page with matching photograph on opposite page

First Reading

Reading Strategies

Comprehension

- ▶ predicting
- ▶ making connections: text to self

Working with Words

- ▶ using photo cues to support word recognition

Assessment Opportunities

Note each student's ability to:

- ▶ track print
- ▶ use photo cues to aid word recognition
- ▶ predict what things are in the salad
- ▶ join in with the predictable language pattern
- ▶ make text-to-self connections to what they like in salad
- ▶ participate with confidence in rereadings



BEFORE READING

Text features

Making connections:
text to self

Activating and Building Prior Knowledge

Display the book so everyone in the group can see it. Read the title, and author's name while matching one-to-one. Have students look at the cover and predict the content. Encourage them to name vegetables they know.

Ask, *Have you eaten some of these vegetables? Do you like salad? What do you like in your salad?* Record the ingredients the students like or have in their salads on chart paper. Keep this information for a follow-up activity.

ESL Note: Some ESL students may not be familiar with all the vegetables and fruit (tomato) depicted in the book. If possible, bring in samples of fresh vegetables and fruit for students to look at, feel, smell, and taste. Be sure there are no allergy issues. Provide further review or learning opportunities as students become more familiar with the foods by discussing colours, textures, and/or shapes of each.

ESL Note: Students may want to share names, pictures, or samples of vegetables and fruit that are common salad ingredients in their homes (e.g., bok choy, mangoes, cilantro (Chinese parsley), eggplant, etc.).

Setting a Purpose

Predicting

Say, *Let's read and find out all the vegetables that are in this salad.*

Teaching Tip: You may wish to take this opportunity to explain to students that although we often think of a tomato as a vegetable, it is actually a fruit, because it contains seeds.



DURING READING

Print concepts/ tracking print

Read the title on the cover. Then say: *Let's read the title page together. I am turning to the first page. What vegetable is in the photo? That's right, it's lettuce. My finger is on the first word. I am ready to read this page.* Read the book matching one-to-one.

Building confidence

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

Analyzing

Pause on each new page to first look at the picture—this reinforces the use of picture cues. Have the students name the vegetable when possible. Say, *What vegetable do we see in this photo?*

Tracking print

Point out the position of the print on page 12 to support the students' attention to changes in text placement on the page.



AFTER READING

Predicting

Ask, *What vegetables were in the salad? Let's look at our list. Let's circle the ones that are the same.* Praise students for their good predictions. Explain that other items on their list might be in a salad they like, but not in the salad in this book.

Making connections: text to self

Ask pairs of students to discuss a salad or other food they like to eat.

Second and Further Readings

For rereadings 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 by 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/ tracking print

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

- ▶ locate particular words on a page (first word, last word)
- ▶ match one-to-one on each page
- ▶ track print from left to right
- ▶ move from left pages to right pages
- ▶ turn pages correctly

Prompt students as required before, during, or after the reading.

Text features

Review the position and meaning of the title and author.

Print concepts

Point out the periods at the end of each sentence. Discuss their function.

Focusing on Comprehension

Making connections: text to self

Ask each student about the things they would put in their salad.

Making connections: comparing

Compare one student's salad with another. Discuss the more popular ingredients. Why might they be so popular?

Working with Words

High-frequency words

Ask students to look for and frame known high-frequency words: *I, like*.

Letter knowledge

Ask students to look for words that begin with particular consonants:

"l" (*lettuce*), "t" (*tomato*), "c" (*carrots, cucumbers*), "p" (*peppers*).

Alternatively, have the students predict what letter they would expect to see at the beginning of a word, then ask them to locate it in the text.

Phonological and phonemic awareness

Orally stretch words from the text, e.g., *Let's say the word tomato slowly.*

Stretch it out: t-o-m-a-t-o. Clap the syllables of words from the text, e.g., cu-cum-ber, lett-uce.

Rereadings

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



Home Links

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

See www.lpey.ca.

Focused Follow-Up

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

**Making connections:
text to self**

Salad Picture

Ask students to draw a picture of a type of salad they eat at home. Encourage them to label the ingredients in their salads by saying the words slowly and stretching them out.

**Making connections:
text to self**

Make a Group Book

Make a group book based on the information about students' favourite salad ingredients collected and recorded before the first reading. Use a modified sentence stem, e.g., "We like lettuce. We like mushrooms." Have each student illustrate one page. Use the book in a subsequent small-group shared reading session. Students can reread the book independently and copies can be placed in students' personal reading bins.

Evaluating

Food Discussion

Invite students to talk about other foods they like to eat and why they like them.

ESL Note: In pairs, students can match pictures to the printed names of the fruit and vegetables.