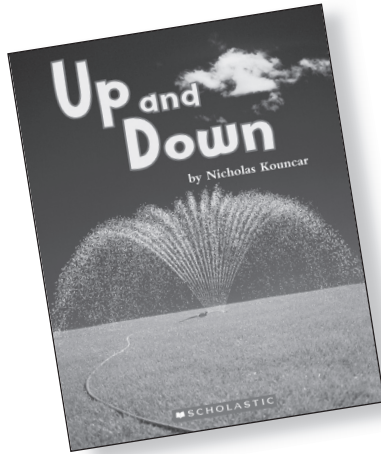


Up and Down

Written by Nicholas Kouncar



Text Type: Non-fiction: Description — Account
Guided Reading Level: C

Summary: This book describes things that go up and then come back down.

Word Count: 53
High-frequency Words: *and, down, the, up*

Text Supports

- ▶ photographs support the text
- ▶ consistent placement of text
- ▶ repetitive text pattern

Possible Text Challenges

- ▶ some challenging vocabulary
- ▶ return sweep on last page

Reading Strategies

Comprehension

- ▶ predicting
- ▶ making connections: text to world

Working with Words

- ▶ using picture cues to support word solving
- ▶ using a known high-frequency word (*and, down, the, up*) to monitor matching one-to-one
- ▶ beginning to use initial letters for word predictions

Assessment Opportunities:

Note each student's ability to:

- ▶ track print and match one-to-one
- ▶ make predictions
- ▶ make connections to knowledge about the world
- ▶ check photographs for cues to support word solving
- ▶ use a known high-frequency word to monitor matching one-to-one
- ▶ begin to use initial letters 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 world/predicting**

Activating and Building Prior Knowledge

Show students the cover of the book and read the title. Ask, *Do you know what's in the picture on the cover of this book?* Turn to the back cover and ask, *Is something going up and coming down in these pictures? Let's see if we can find out anything about what we are going to read in this book.* Read the back cover text and say, *The author is telling us that these pictures are of the space shuttle. Can anyone tell me what the space shuttle is? He tells us that it goes up and comes down. Then he asks us to predict what else goes up and down. What else can you think of that goes up and down?* Return to the front cover and say, *In this photograph I see water going up from the sprinkler. What happens to the water next? That's right. It comes back down on the grass.* On paper or on the board, record students' predictions of things that go up and come back down. Say, *So, we know from the pictures and the words on the back cover that this book is probably going to tell us about different things that go up and down.*

ESL Note:

Have ESL students jump up and down, gently toss a ball in the air, or play a game where things go up and down to help them connect the idea of moving *up* and *down* with the words in the book. Have them say "up" as they jump up (or toss a ball, etc.) and "down" as they come back down (or the ball comes down, etc.).

Word solving and building

Overcoming Text Challenges

Give each student a copy of the book. Have them look at the front cover and read the title with you matching one-to-one. Show them the back cover and have them read the text with you. Say, *If we wanted to write just one sentence instead of two* (point to the first two sentences in the blurb), *how could we make these two into one sentence?* Lead students to see that the two sentences could be joined with the word *and*. Tell students to watch out for a page where two sentences have been made into one with the word *and*.

Have students turn to the title page. Read the title together again and tell them the name of the author. Ask students to turn to page 4. Ask, *What can we see in this picture? That's right. It is a roller coaster. What letter would you expect to see at the beginning of roller?* Have them frame the word *roller*. Praise their prediction and ability to frame the word. Give students a chance to do a brief picture walk through the book to get a sense of the text.

Predicting

Setting a Purpose

Say, *Let's read the book to find out if we predicted correctly what else the author was going to tell us about things that go up and come down.*



DURING READING

Give the book to each student. Ask them to begin reading aloud independently, starting with the cover. Allow them to read at their own pace. Observe all students in the group as they read, noting their use of print concepts and reading strategies. Offer prompts to help students problem solve as they read: e.g., *Have you seen that word before?*

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

If students finish before the others have completed the reading, ask them to go back and reread, then share with a partner one of the things they learned about in the book that go up and down.

Teaching Tip: It is important to jot your observations on a Group Monitoring sheet (see the Reading Guide). These notes inform your teaching the next time you meet with the group or confer with individual students and help you keep track of developing reading strategies.



AFTER READING

Predicting

Ask, *Were our predictions about things that go up and down right? Let's put a check mark beside the ones we predicted correctly.*

Making connections: text to world

Say, *The author told us about things that go up and come down. Do we know any things that go down and then up?* If students need a hint, ask what happens when they dig in the sand: their spade goes down into the sand and then comes up, filled with sand. Have students do a Think/Pair/Share so that all have a chance to discuss their thinking.

Word solving and building

Based on your observations, review the challenges. For example, revisit the words *space shuttle*, *roller coaster*, and *plane*. Ask students what strategies they used to figure them out.

Point out positive reading strategies that you observed during the lesson. For example, *I liked how some of you slowed down when you got to roller coaster. You were thinking and checking the picture and first letter. Some of you slowed down on the last page, too. That was a tricky page. Others read that page again to check that they were right. Good for you! That's what good readers do.*



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.

Up/Down Objects

Students can create an object that goes up and down (e.g., a space shuttle, plane, car, or an object that they suggest themselves) using various classroom materials.

Goes Up, Comes Down

Have students use the BLM to write and draw about something that goes up and comes down.

Word Solving and Building

Have students search the book for words that have two syllables (two claps), e.g., *roller*, *coaster*, *shuttle*, *water*. Students can record their word choices on paper or in their word book.

Making connections: text to world

Making connections: text to world

Phonological and phonemic awareness

Goes Up, Comes Down

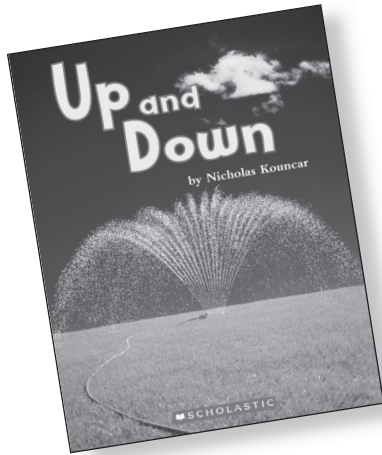
Name: _____

The _____ comes down.

The _____ goes up.

Up and Down

Written by Nicholas Kouncar



Text Type: Non-fiction: Description — Account

Summary: This book describes objects that go up and then come back down.

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

Text Features

Print Concepts

- ▶ repetitive language pattern
- ▶ consistent placement of text

First Reading

Reading Strategies

Comprehension

- ▶ predicting
- ▶ making connections: text to world

Working with Words

- ▶ using picture cues to support word solving
- ▶ using a known high-frequency word (*and, down, the, up*) to monitor matching one-to-one
- ▶ beginning to use initial letters for word predictions

Assessment Opportunities

Note each student's ability to:

- ▶ track print and match one-to-one
- ▶ make predictions
- ▶ make connections to knowledge about the world
- ▶ check photographs for cues to support word solving
- ▶ use a known word to monitor matching one-to-one
- ▶ begin to use initial letters for word predictions



BEFORE READING

Making connections:
 text to self

Activating and Building Prior Knowledge

Ask students, *Have you ever played a game with something that goes up and then comes back down?* If they need it, give them a hint about ball games, then invite them to describe some of their experiences with various ball games.

ESL Note:

Have ESL students jump up and down, gently toss a ball in the air, or play a game where things go up and down to help them connect the idea of moving up and down with the words in the book. Have them say “up” as they jump up (or toss a ball, etc.) and “down” as they come back down (or the ball comes down, etc.).

Text features/predicting

Display the book. Read the title and author’s name, and then turn to the back cover. Read the back cover. Then say, *The author has asked us to predict what else goes up and down. What else can you think of besides a space shuttle that the author might have included in the book?* Return to the front cover and say, *I am looking at this photograph and I see water going up from the sprinkler. What happens to the water next? That’s right. It comes back down on the grass.* On paper or on a board that has been divided into two sections, write “Up and Down” at the top of the first column. In that column, record students’ predictions of things that go up and come back down. Write the heading “Down and Up” in the other column for use in a later reading.

Setting a Purpose**Predicting**

Say, *Let’s read to find out what things that go up and down are included in the book.*

**DURING READING****Tracking print/
word solving and building**

Read the title again. Turn to the title page and say, *Let’s read this page together.* Model matching and tracking the print. Say, *Turn to the first page. What do we see in this photograph that goes up? That’s right. A plane goes up. What letter would you expect to see at the beginning of plane? Good for you. It is the letter “p.”* Frame the letter “p.” Say, *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 photographs to problem solve the noun on the page.

Building confidence

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

**AFTER READING****Predicting**

Ask, *What else did the author tell us about that goes up and comes down? Let’s circle on our list the ones we predicted would be in the book.* Praise their predictions.

**Making connections:
text to world**

Ask, *Have you ever been in or on anything that goes up and then comes down?* Some students will have flown in a plane. If students need it, give them the hint: *Have you ever been on anything that goes up and comes down in the playground?*

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 assisting individual students when necessary.

For each rereading, we suggest 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:

- ▶ track print and match one-to-one
- ▶ check photographs for cues to support word solving
- ▶ predict words that make sense in the text and photographs
- ▶ use oral language in order to make predictions
- ▶ begin to use initial letters for word predictions
- ▶ use a known word to monitor matching one-to-one
- ▶ locate a particular word on a page (e.g., first word, last word, a high-frequency word)

Print concepts

Point out the periods on each page and discuss their function. Point out the use of a capital letter at the beginning of each sentence.

Text features

Review the title and author. Ask students to look for this information on the title page.

Making connections: text to world

Focusing on Comprehension

Say, *We've been learning about things that go up and come down. Do we know any things that go down and then come up?* Add students' ideas to the second column in the chart from Before Reading. You may need to prompt by asking questions such as, *We talked before about how a ball can go up and then down, but what happens when you bounce it? What do you do after you jump into a pool?* Praise their ideas. Give time for all to have an opportunity to respond.

High-frequency words

Working with Words

Ask students to look for and frame high-frequency words (*and, down, the, up*).

Letter knowledge

Students can predict the beginning letter and look for nouns featured in the book: *plane, roller coaster, boy, car, space shuttle, water*.

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 world

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.

Up/Down Drawing

Students can draw and write about one thing they know that goes up and down. Provide a copy of the book for reference.

Making a Group Book

Using Shared Writing, write a book entitled “Down and Up.” Encourage each student to contribute an idea. Use the sentences, “The _____ goes down. The _____ comes up.” Set up the pages so that there is space for an illustration or a cut-and-paste picture of each student’s contribution. Have each student sign his or her name as the illustrator.

The _____ goes down.	The _____ comes up.
Illustrated by _____	Illustrated by _____

Reread the book together when it is completed and place it in the class library for students to read.

Word Building

Give students magnetic or plastic letters or letter cards for the word *coaster*. Have them make as many words as they can and list them, then build the word *coaster*. (Words they might make are: *coast, at, as, to, coat, star, cat, sat, tar, cast, cost, rest*. There are more, but students are unlikely to make them at this level.)

Word solving and building