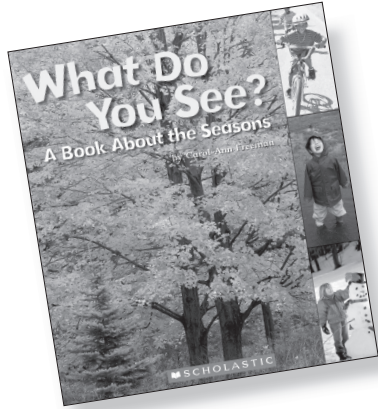


What Do You See?

A Book About the Seasons

Written by Carol-Ann Freeman



Text Type: Non-fiction: Description — Report
Guided Reading Level: D

Word Count: 66

High-frequency Words: *can, do, green, I, in, is, it, on, red, see, the, what, you*

Summary: This book is about things that can be seen in each of the four seasons.

Text Features

- ▶ table of contents

Visual Literacy

- ▶ inset magnified photos
- ▶ flow diagram

Text Supports

- ▶ colourful photographs are supportive of text
- ▶ repetitive sentence patterns

Possible Text Challenges

- ▶ question marks
- ▶ table of contents
- ▶ flow diagram

Reading Strategies

Comprehension

- ▶ making connections: text to self
- ▶ sequencing

Working with Words

- ▶ word solving and building: using pictures to solve unfamiliar words

Assessment Opportunities

Note each student's ability to:

- ▶ make text-to-self connections
- ▶ sequence the order of the seasons
- ▶ solve unfamiliar words using photo cues

Teaching Tip : When assessing students' learning about non-fiction topics, it is important to observe growth in understanding throughout the lesson and not just at the end.



BEFORE READING

Analyzing/making
connections: text to self

Activating and Building Prior Knowledge

Show students the cover of the book. Ask them about what is happening in each of the pictures. Ask questions such as, *When can you make a snowman?* If students need prompting, ask, *Can you make a snowman in summer?* Elicit from students that each of the seasons is represented in the pictures. Write each season on the board, leaving space under or beside each word so that you can later write some of the students' ideas. Look at the pictures on the title page and on the table of contents page. Verify with them that each season is represented in the pictures. Invite students to share personal experience and connections to the pictures.

ESL Note:

Begin by identifying the current season and its indicators (e.g., if it's Fall, talk about the weather, colour of the leaves on the trees, etc.).

Text features

Overcoming Text Challenges

Revisit the table of contents page, this time indicating the word beside each picture. Ask, *What do you think the numbers on this page might mean? Do you think they might be able to help you in some way?* If students are unable to provide any suggestions, guide them by asking them to turn to one of the pages and find out what information it contains.

Print concepts

Point out the question mark on the title page. Ask, *What does a punctuation mark like this mean? How should you read it?* Point out the question marks on pages 5, 7, 9, and 11, and remind students they indicate a question.

Predicting

Read aloud the text on the back cover of the book and ask students to predict some of the things they might see in different seasons. Write their ideas under the season names that you wrote earlier on the board.

Making connections:
text to self

Setting a Purpose

Say, *As we read this book, I want you to think about the things you see in different seasons.*



DURING READING

Ask each student to read the text independently, thinking about the purpose that has been set. Observe and listen to students as they read the text, noting their ability to maintain the sentence pattern as they track the text with their eyes. Notice if they can handle the change of pattern. If not, on page 10, say, *Try that again. Look at the picture and look at the first word again. Is there a part of that word that you already know? See if you can put in a word that would look and sound right.*

If students finish before others, ask them to reread and retell the text to a friend.



AFTER READING

Predicting/making connections: text to self

Discuss the things the author saw in each season, and have the students share some of the things they see that were not in the book. Clarify any confusion about things that students placed in the wrong seasons. It might be a good idea to ask students why they are placing certain things in a season that seems “wrong.” Some seasonal activities can overlap to a certain extent, and some students might have had experiences in which events happen out of season.

Visual literacy

Look at the magnified picture inserts on pages 4, 6, and 8. Ask, *Did these pictures help you to understand what you were reading? What kinds of pictures are they? How could you make a small part of a picture big like that?* Relate these inserts to the use of a magnifying glass or the zoom lens on a camera.

Sequencing/visual literacy

Look at the diagram on page 12. Ask, *What do you think the arrows mean? Why do you think every photograph has an arrow?* Elicit information about the cyclical nature of the seasons and the fact that the cycle never ends.

Word solving and building

Revisit any words that were challenging for students and ask them what strategies they used to work these out.

Praise students’ successful use of strategies, e.g., *I noticed that Liam looked at the picture to help him figure out that word.*

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.

Sequencing

Sequence of Seasons

Have students colour and cut out the pictures on the BLM and glue them on the page in the correct sequence. Have them write the name of the season above each picture (the first one has been done for them).

Evaluating

Favourite Season Graph

Make a favourite season graph. Students can draw a picture that represents their favourite season on a sticky note and post it on the class graph. Invite students to predict which season will be their favourite. Students can tally and then confirm their predictions. Invite them to write about their interpretations of the graph data.

Drama

Have students take turns dramatizing one of the four seasons while the rest of the group guesses the season. Students can either tell about each season or use pantomime to tell what weather is most common in that season.

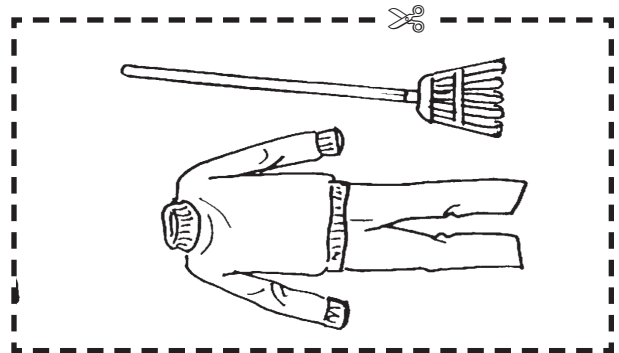
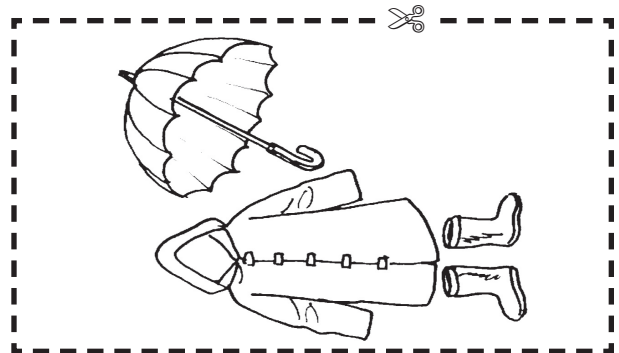
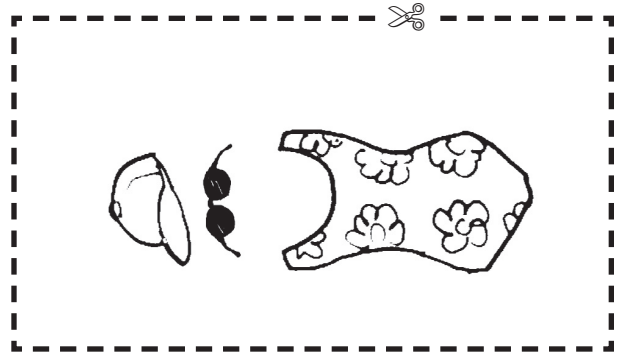
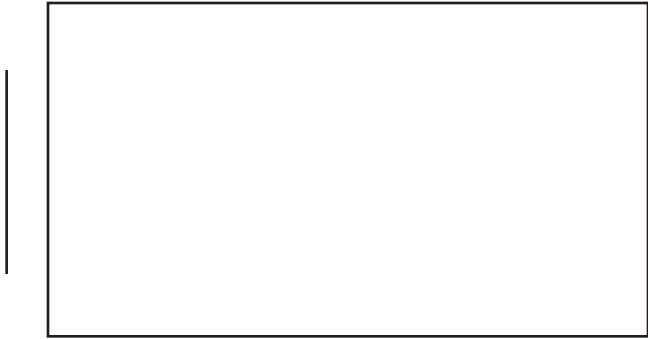
Phonological and phonemic awareness

Word Building

Encourage students to make new words that rhyme with *spring* (ring, sing, sting) or *fall* (ball, tall, mall, small).

Sequence of Seasons

Name: _____



spring

