SCHOLASTIC
Literacy Place
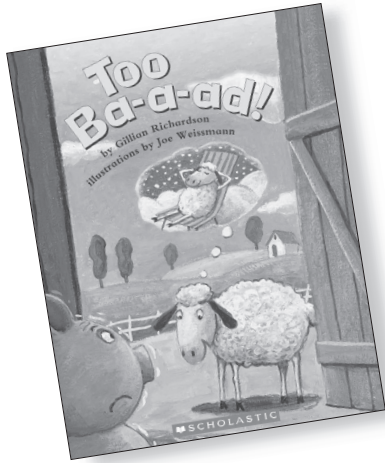*for the Early Years*

Too Ba-a-ad!

Written by Gillian Richardson

Illustrated by Joe Weissmann

> **Text Type:** Fiction: Narrative — Humorous Story
>
> **Guided Reading Level:** I

Summary: Two farm animals try to keep their body temperature just right. Pig is cold and wishes he had wool like his friend Sheep. After Sheep's wool is sheared he finds out what it's like to be cold.

Word Count: 470

Text Supports

▶ illustrations assist interpretation of text, although more attention to print is needed

▶ repetitive language patterns on pages 2, 5, and 12 ("I'm cold …," "His knees shivered. His ears shivered. Even his curly tail shivered.")

Possible Text Challenges

▶ three-syllable words: *slippery, another, anymore*

▶ words with "ed" ending: *shivered, covered, sunburned, surprised, flattened, wilted, rolled, drooped*

▶ the word *dandelion*

Reading Strategies

Comprehension

▶ synthesizing

▶ inferring

Working with Words

▶ word solving and building: using chunking/syllabication to solve unfamiliar words

Assessment Opportunities

Note each student's ability to:

▶ self-monitor reading strategies and make adjustments

▶ synthesize to provide a brief account of the story

▶ infer: visualize what is happening in the text

▶ solve challenging words using chunking and syllabication

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

BEFORE READING

Activating and Building Prior Knowledge

Making connections: text to self

Show students the front and back cover and ask them where this story takes place. Read the author's clue on the back of the book. Ask students to look carefully at the illustration and predict what is happening in this story. Read the title and ask, *Why is* Ba-a-ad *spelt this way*? Ask students if they have been to a farm and have them share experiences with the class. Hand out copies of the book.

ESL Note: Discuss the expression "too bad." Ask, *What do people mean when they use this expression?* Encourage students to provide examples and to dramatize the examples. Ask for other expressions used to communicate the same meaning, e.g., "tough luck." Students may have expressions in their first language that have similar meaning. Some may want to share these expressions and give an approximate translation.

Self-monitoring

After looking at the front and back covers, ask, *What's going on? What questions are you asking yourself before you read?* Chart students' questions.

Teaching Tip : Good readers access background knowledge to help them understand and synthesize what they are reading with what they know.

Predicting

Invite students to discuss what they know about pigs and sheep. Ask students how pigs might feel about mud and how sheep might feel about mud. Chart their predictions of how the animals feel about mud.

Overcoming Text Challenges

Word solving and building

Have students examine the picture of Pig on pages 2 and 3. Ask what the pig's body is doing. If students say *shaking* for *shivered*, have them examine the text on page 2 and look at the sentence that contains the word *shivered*. Acknowledge that the student's word begins the same way and makes sense but that it does not look right. Have students find a chunk of the word that they recognize and that will give them a clue. Continue chunking the word until students solve it. On page 5, go through the same hints and word-solving strategies for the word *slippery*.

Setting a Purpose

Inferring

Tell students that as they are reading this story they are to decide how Sheep feels about mud. Ask them to also think about how Pig feels when Sheep has a problem. Discuss how the text and illustrations may give them clues.

DURING READING

Ask each student to read the book independently, thinking about the purpose that has been set. Observe and listen to students as they read the text, assisting them with word-solving strategies, vocabulary, punctuation, and comprehension questions. Offer prompts to help students problem solve as they read. Note students' successful use of strategies and any

difficulties they encounter. For example, *Can you take apart that word to help you solve it?* Note students' successful use of reading strategies and any difficulties they encounter.

If students finish before others have completed the reading, ask them to reread the story, and then share with a partner what they think happened.

AFTER READING

Inferring/predicting

When all students are finished reading, discuss each animal's feelings about mud. Check predictions to confirm or make changes. Have the students discuss how they knew Pig would like the mud and Sheep would not. Encourage them to support their arguments with picture and text clues.

Word solving and building

Revisit *shivered*, *slippery*, and other challenging words from the text. Ask students to explain what strategies they used to work out these words.

Synthesizing

Discuss what happened in the story. Ask, *What does Pig do to try and have wool like Sheep? Why doesn't this work? What does Pig do to cool down? Why doesn't this work for Sheep?* Have students briefly explain what the story was about.

Self-monitoring

Discuss whether the questions students asked themselves before reading helped them to understand the story better. What questions would they ask now?

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.

Story Map

Synthesizing

Provide students with a copy of the BLM. Ask them to draw an appropriate picture for each of the four headings and write a sentence underneath. Ensure that students understand the headings "characters," "setting," "problem," and "solution" before they plan their story map.

Farm Animal Story

Inferring

Invite students to create a copycat story about two new farm animals with a different problem.

List the Ways

Analyzing

Ask students to write down all the ways that Pig tried to be more like Sheep.

Word Building

Word solving and building

Ask students to build a selection of words from the book, (e.g., *shivered, slippery, covered*) using magnetic, plastic, or card letters.

Story Map

Name: _____

Setting

Solution

Characters

Problem