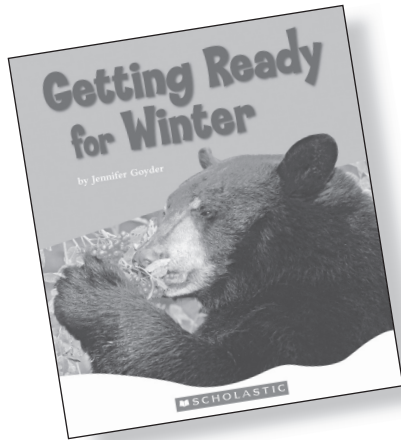


Getting Ready for Winter



Written by Jennifer Goyder

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

Summary: This text describes how squirrels, beavers, black bears, snowshoe hares, Canada geese, and people get ready for winter.

Word Count: 301

Text Features

- ▶ table of contents
- ▶ headings

Visual Literacy

- ▶ labelled diagram
- ▶ photographs with captions

Text Supports

- ▶ table of contents

Possible Text Challenges

- ▶ photographs with captions
- ▶ labelled diagram
- ▶ word endings

Reading Strategies

Comprehension

- ▶ predicting
- ▶ analyzing

Working with Words

- ▶ using picture and context cues to read unfamiliar words
- ▶ using word parts to read unfamiliar words

Assessment Opportunities:

Note each student's ability to:

- ▶ make predictions
- ▶ analyze to find facts
- ▶ use picture and context cues to read unfamiliar words
- ▶ use word parts to solve unfamiliar words



BEFORE READING

Making connections: text to world

Activating and Building Prior Knowledge

Ask students to tell you what they know about how animals get ready for winter. Use their responses to create a web on half a piece of chart paper. On the other half create a second web about what people do to prepare for winter. Ask students to point out similarities and differences in the two charts.

**Text features/
word solving and building**

Show students the cover of the book and have them read the title together. Ask them what animal is on the front cover and what it might be doing to get ready for winter. If the answer is not already on the web, add it at this time.

Overcoming Text Challenges

Ask, *Do you think this book will be a story book or a book that gives you information? Why do you think so?* Point out the various text features, e.g., Table of Contents, section headings, captions, and diagram.

Turn to page 7 and point out the caption under the photograph of the squirrel. Inform students that throughout the book there will be additional information under photographs to help them learn about the various animals. Tell them that they can decide to read this information before or after the main body of the text.

ESL Note: Turn to page 4 and read the four questions that begin with *which*. Discuss the use and meaning of the word. Explain that by using the word *which* at the beginning of a sentence, we create a question. Ask students what other “w” words are used to ask a question (who, what, where, why, when).

Look at the diagram on page 9. Ask, *Why do you think there are words written in the diagram? What do they tell you?* Discuss any of the vocabulary that may be challenging for students (e.g., lodge, entrance).

Predicting

Identify the animals and captions under the photos on page 4. Read the opening sentence followed by the questions. Point out that the word *animal* is sometimes singular and sometimes plural. What does that tell students about the answers? After each question, pause and let students predict the answers. Ask, *Do you have any other questions about how animals get ready for winter?* Record these on chart paper.

Analyzing

Setting a Purpose

Tell students that as they read this book they are to look for the answers to the questions on page 4 and to any questions that they have posed.

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



DURING READING

Ask students to read the text independently, thinking about the purpose for their reading.

Observe and listen to each student as they read the text, noting their ability to analyze text information to confirm or make adjustments to their predictions. You could ask such questions as, *Which animal did you think would gather food for winter? Do you still think your prediction is correct? Why or why not? Do you need to change your prediction now that you have read about squirrels?* Listen for how students are using their word-solving strategies to help understand words with added endings, using such prompts as, *Look at the ending of the word and see if it sounds right to you.*

If students finish before others have completed their reading, ask them to go back and reread, then discuss with a partner whether their predictions were accurate.



AFTER READING

Predicting/analyzing

When all students have completed their reading turn back to page 4 and reread the questions. After each question, pause and ask students to answer the question and explain their reasoning. Encourage students to use the Table of Contents to find the appropriate page reference. Turn to page 16 and look at the two questions. Refer students to the web they created at the beginning, having them add any additional information at this time.

Word solving and building

Select some of the challenging words (e.g., *gather, changes, ready, collect, hidden, entrance, lodge, freeze, bottom, hungry, weight, through, and enemies*) or other words that were challenging for students. Ask them what strategies they used to work these out, referring to the text if the strategy involved visual cues.

Model positive reading strategies you observed during the lesson. For example, *I noticed Emma studying hidden to see if there were any parts of the word she knew. She recognized “hid” and she found the “den” ending. When she blended them together, she could read the word hidden.*

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.

Analyzing

Three-Fact Foldable

To support students' use of new facts create a three-part fact foldable. Fold a sheet of legal-size paper in half lengthwise to form a tent. Cut the front flap into three equal parts. On the front of each flap students write the name and draw an illustration of one of the animals. Under the flap students write two or three facts from their reading about how the animal gets ready for winter.

Evaluating

Getting Ready for Winter

Have students use the BLM to record information about how animals and people get ready for winter. Then have them complete the statement that tells the most important thing they learned about the similarities among the two groups.

Word solving and building

Finding Word Endings

Have students divide a paper in half, labelling one column “s” and the other “ed.” Have students go through the text independently or with a partner and write all the words that end with these letters in the appropriate column. Have students look around the room and in other texts to see if they can find any additional words to add to either column. Once they've gathered 10 to 15 words in each column have them highlight the “s” and “ed” ending and compare their lists with a partner.

Getting Ready for Winter

Name: _____

<p>Animals</p>	<p>People</p>
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The most important thing I discovered about how animals and people get ready for

winter is _____.