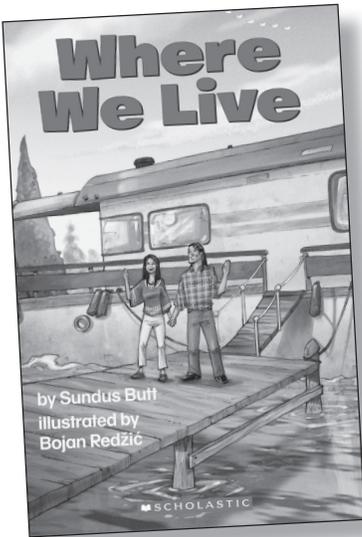


Where We Live



Written by Sundus Butt

Illustrated by Bojan Redžić

Text Type: Non-fiction: Description — Account

Guided Reading Level: A

Summary: This book shows the different homes people live in.

Word Count: 30

High-Frequency Words:

a, an, house, in, we

Text Supports

- ▶ illustrations support the text
- ▶ repeated language pattern written in simple sentences
- ▶ consistent placement of text (except page 12)

Possible Text Challenges

- ▶ use of article (a/an)
- ▶ word recognition, e.g., *bowl, apartment, trailer*
- ▶ compound words e.g., *farmhouse, houseboat*

Reading Strategies

Comprehension

- ▶ self-monitoring

Working with Words

- ▶ using picture cues to read unfamiliar words
- ▶ using beginning sounds to confirm word predictions

Assessment Opportunities

Note each student's ability to:

- ▶ ask oneself questions
- ▶ check illustrations for cues to support word solving
- ▶ use beginning sounds to read unfamiliar words
- ▶ recognize the predictable language pattern

For Assessment Tools, see Monitoring Progress for Guided Reading in the Toolkit at www.lpey.ca and in the Grade One Reading Guide.



BEFORE READING

Predicting/making connections/self-monitoring

Activating and Building Background Knowledge

- ▶ Show students the front cover and read the title, and the author's and illustrator's names. Discuss where this takes place and who these people might be.

Who do you think these people might be? Where is this taking place? Have you ever been on a pier at a lake or the ocean? What do you see there? What does the title lead us to believe? What questions do you have about what you see on the cover?

ELL Note:

Ask ELLs if they have ever lived near a lake, river, or ocean. Talk about the activities they did there. Ask them if they ever saw a house near or on the water. Explain that this book is about different homes and invite them to describe their home in their native country.

Self-monitoring/making connections/analyzing/predicting

Discussing Supports and Challenges

- ▶ Show students the back cover. Read the question and talk about the illustration.

Who do you think these people might be? What questions do you have about them? Where do you live? Where do they live? What is the mark at the end of the sentence? How should we read this sentence?

Analyzing/self-monitoring

- ▶ Provide each student with a copy of the text and have students turn to the title page. Discuss the illustration and encourage students to raise questions.

This page is called a title page. It has the same information on it as the front cover. What do we see in this picture? What is different in this picture from the front cover? What questions do you have about what you see?

Word solving and building

- ▶ Have students turn to page 2 and help them to recognize a key word (live).

Put your finger under the second word. Have you seen this word before on either the front or back cover? What is the word? Let's read this sentence together.

Print concepts

- ▶ Read page 2 and explain how the pattern 'We live in ...' will help them read the book. Point out that the illustrations support the repeated language pattern.

Self-monitoring

Setting a Purpose

- ▶ Focus the readers on a comprehension purpose.

As you are reading, think about what questions you have or would like to ask the people in the book.

Teaching Tip: You may decide to change the comprehension focus for this text. For information on how to modify a Guided Reading lesson to match a new comprehension strategy, see the Guided Reading Teaching Plan Outline in the Toolkit at www.lpey.ca.



DURING READING

- Analyzing**
 - Self-monitoring**
 - Making connections**
 - Evaluating**
 - Predicting**
- ▶ Ask each student to read the text independently, keeping in mind the purpose for reading.
 - ▶ Observe and listen to students as they read quietly, assisting them with word solving, interpreting illustrations, and vocabulary. Respond to comprehension queries and offer occasional comprehension prompts to help them to problem solve. Possible prompts:
 - Who do you see in the illustration? Where do they live? What change in pattern do you see on page 10 from the other pages?
 - What questions do you have about the illustration?
 - Did that make sense? Reread that part and think what would make sense and sound right.
 - Is this the same or different from where you live?
 - How would you like to live there?
 - ▶ If students finish early, ask them to reread independently or with a partner. Ask them to discuss where each family lives and what it might be like to live there.
 - ▶ Note successful reading strategies and any remaining reading challenges.



AFTER READING

- Self-monitoring**
 - Analyzing**
 - Inferring**
 - Evaluating/self-monitoring**
- ▶ Revisit the purpose for reading: What questions did you have as you were reading?
 - ▶ Extend comprehension by offering prompts to initiate discussion:
 - What is different about the sentence on page 10? Why is the word ‘an’ and not ‘a’?
 - How do you think each of the family members feel about where they live?
 - If you were part of one of these families, which one would it be and why? How do you think it would be to live there? What would you like/dislike about it? What questions would you have for the family?

As you read about each of the places to live, what questions did you have?

ELL Note: Do an oral exercise to practise and reinforce the use of ‘an.’ Say, “Show me an elbow. (an eye, an ear, an arm)” Students respond with, “Here is an elbow, etc. ...”

Self-monitoring

- Comment on any effective reading strategies or posed questions that you observed.

Mia looked at the illustrations carefully before she read the sentence. She then looked back at the illustration to check that the last word did make sense. It is a good idea to use the illustrations to give you information and confirm your reading.



Home Links

Provide students with a copy of the take-home text. See www.lpey.ca.

Rereadings

- ▶ Provide opportunities for each student to reread the text independently or with a partner.

ELL Note:

Partner an ELL with a reading buddy. The ELL reads, 'We live in...' and the partner completes reading the sentence on each page. Then the pair switches parts.

Focused Follow-Up

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

Draw a Picture of Where They Live and Talk about it

- ▶ Discuss with the students where they live and draw a picture. Encourage students to complete the sentence starter: 'I live in a/an _____.'

Dramatize

- ▶ Have students choose an appropriate puppet from the puppet collection to retell the account.

Word Building

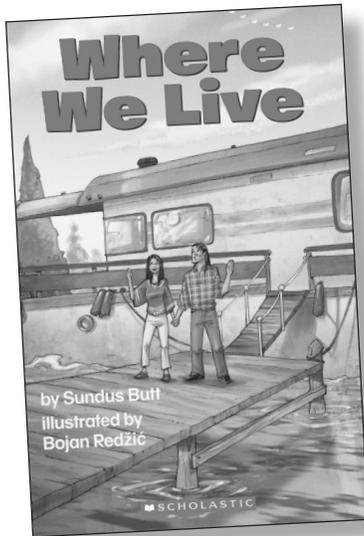
- ▶ Provide students with magnetic or plastic letters and have them build the high-frequency words from the story.
- ▶ Ask students to build words that rhyme with 'house' (e.g., 'mouse,' 'louse,' 'grouse,' 'douse').
- ▶ Print the two words 'boathouse,' and 'farmhouse' and talk about compound words made using the high-frequency word 'house.' Ask students to suggest other compound words using 'house' (e.g., 'doghouse,' 'dollhouse,' 'playhouse,' 'birdhouse,' 'greenhouse,' 'housework,' and 'houseplant').

Evaluating/predicting

High-frequency words/word solving and building

Word solving and building

Where We Live



Written by Sundus Butt

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Text Type: Non-fiction: Description — Account

Summary: This book shows the different homes people live in.

For more information on Small-Group Shared Reading, see the Toolkit at www.lpey.ca and the Grade One Reading Guide.

Text Features

Visual Literacy

- ▶ illustrations support the text

Print Concepts

- ▶ repeated language pattern
- ▶ consistent placement of text except last page
- ▶ use of article 'a' and 'an'
- ▶ punctuation marks

First Reading

Reading Strategies

Comprehension

- ▶ self-monitoring

Working with Words

- ▶ using picture cues and initial letters to work out words

Assessment Opportunities

Note each student's ability to:

- ▶ ask oneself questions
- ▶ use picture cues and initial letters to read unfamiliar words
- ▶ track print

For Assessment Tools, see Monitoring Progress for Small-Group Shared Reading in the Toolkit at www.lpey.ca and in the Grade One Reading Guide.



BEFORE READING

Predicting/making connections/self-monitoring

Activating and Building Background Knowledge

- ▶ Show students the front cover. Have them carefully analyze the illustration and predict what the story may be about.

What do we see on the front cover? Who do we see? Why do you think they are waving? Where does this take place? Have you ever been at a lake or the ocean? Where was it? What questions do you have about the picture? What would you ask the people?

ELL Note:

Ask ELLs if they have ever lived near a lake, river, or ocean. Talk about the activities they did there. Ask them if they ever saw a house near or on the water. Explain that this book is about different homes and invite them to describe their home in their native country.

Text Features

- ▶ Read the title, and the author's and illustrator's names framing each word or underscoring it as you read. Have students read the title with you a second time. Discuss what it means.
- ▶ Show students the back cover. Read the question and talk about the illustration.

The title says 'Where We Live.' What do you think this means to the two people on the cover? Where do you think they live? What are you wondering? What questions do you have for these people now?

What do we see here? Think about our title again, 'Where We Live.' Who do you think these people are? Why are they standing here? What would you like to ask them?

Teaching Tip:

Cardboard word windows of various sizes and sliding word frames are quick and easy to use for framing words and revealing a single letter, chunks of words, or whole words to students.

Self-monitoring

Setting a Purpose

- ▶ Focus the readers on a comprehension purpose.

As we read, think about questions you have for the people in the picture.



DURING READING

Visual literacy/ tracking print

- ▶ Hand out the books so that each student has a copy.
- ▶ As you read the title again, encourage students to join in with the reading, pointing to the print in their books and tracking print with their fingers.

Analyzing

- ▶ Turn to the title page and discuss the illustration with the students.

This page is called a title page. It has the same information as the cover. Do you see any words here that we saw before? Let's match them with the words on the cover. What is different about the picture?

- ▶ Turn to page 2 and talk about the illustration.

What do we see in this picture? Remember the title, Where We Live. What do you think this means for this picture?

Tracking print/word solving and building

- ▶ Model how to match each word with your finger and track print.

Put your finger under the first word on page 2. What letter does it start with? Is this a capital W or a small w? Why does it have a capital? Where did we see this word before? What did it say? Let's read this together. Put your finger under the next word.

Making connections

- ▶ Invite participation in the reading. You may wish to ask students to echo read until they are more familiar with the text. Discuss how each page starts with the same three words, 'We live in ...'

Analyzing

Analyzing/word solving and building

- ▶ Use prompts to point out the special features as you read together:
 - What do you see in this illustration? What building do you see?
 - What letter do you think 'trailer' starts with? Can you find it?
 - What words on this page are the same as on the last page?
 - What change do you see on the last page? How is it different from previous pages?
 - What questions are you asking yourself? What questions do you have for these people?

Evaluating

- ▶ Note students' use of analyzing illustrations, tracking print, and identifying the initial sounds for word solving.



AFTER READING

Self-monitoring concepts

- ▶ Provide a prompt related to the purpose set for reading.

What questions did you ask yourself? What questions do you have now?

Inferring/synthesizing

- ▶ Expand the discussion. Possible prompts might be:
 - Why do you think all of the people are waving?
 - What would it be like to live in a farmhouse?
 - How would you like to live on a boathouse?

Second and Further Readings

For rereadings, give each student a copy of the book and choral read the text. Depending on the needs of your students, focus on a balance of the following three areas.

Tracking print/print concepts

Print Concepts, Tracking, and Book Handling

- ▶ Continue to support the development of print concepts, tracking, and book handling by using your copy of the text to demonstrate and to verbalize key ideas (e.g., tracking a line of print from left to right, turning pages correctly, using picture cues to help identify words, and pointing out the capitals at the beginning of the sentence and locating the periods at the end of sentences).

Inferring

Focusing on Comprehension

- ▶ Invite students to reread the text with a focus on inferring.
- ▶ During reading, pause and offer prompts:
 - How do you think each of the family members feel?
 - Why do you think this?
 - How might you feel if you were living in one of these places?

Teaching Tip: You can change the comprehension focus each time you read to help students focus on different ideas. For example, to highlight Evaluating you may decide to ask, “If you could choose one of these places to live, which one would you choose, and why?” For more information, see the Small-Group Shared Reading Teaching Plan Outline in the Toolkit at www.lpey.ca.

High-Frequency words

Letter knowledge

Working with Words

- ▶ Focus on word recognition by:
 - framing the high-frequency words with a word mask (‘a,’ ‘an,’ ‘in,’ ‘house,’ ‘we’)
 - looking for and/or predicting the initial consonants featured in the words from the text: ‘h’ (house), ‘b’ (bowl and boathouse), ‘f’ (farmhouse), ‘a’ (apartment), and ‘t’ (trailer).

We have a couple of words in our story that start with the letter ‘b.’ Let’s find those two words.

Home Links

Provide students with a copy of the take-home text to read chorally with family members. See www.lpey.ca.

Rereadings

- ▶ Provide opportunities for students who are sufficiently comfortable with the text to reread it with a partner. They can take turns tracking print.

Focused Follow-Up

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

Drawing a picture of where you live

Making connections

- ▶ Have students draw a picture of where they live. Encourage students to complete the sentence starter: ‘I live in a/an _____.’ You may wish to put these pages together into a book form that students can reread.

Evaluating

- ▶ Students can discuss each type of living accommodation in the text and provide reasons for their choices.