

Safety Puppies



Text Type: Non-fiction: Description — Comparison

Guided Reading Level: B

Summary: This text uses symbols and images to reinforce lessons that compare what is safe to touch and what is not safe to touch.

Word Count: 55
High-Frequency Words:
a, an, is, it, not, to

Text Supports

- ▶ consistent placement of text
- ▶ two repeated language patterns
- ▶ photographs are highly supportive of text
- ▶ safety message supported by symbol and photographs

Possible Text Challenges

- ▶ 'do not' symbol Ø may be new to some
- ▶ comparison photographs
- ▶ T-chart summarizes information
- ▶ words and items in green indicate safe; words and items in red indicate not safe

Reading Strategies

Comprehension

- ▶ synthesizing

Working with Words

- ▶ using photographic cues, repeated language patterns, and background knowledge to support word recognition
- ▶ recognizing high-frequency words

Assessment Opportunities

Note each student's ability to:

- ▶ synthesize new information with prior knowledge to create new understanding
- ▶ infer from photographs safe and unsafe objects
- ▶ use photographic cues, repeated language patterns, and background knowledge to help recognize unfamiliar words
- ▶ recognize high-frequency words

For Assessment Tools, see Monitoring Progress for Guided Reading in the Toolkit at www.lpey.ca and in the Grade 1 Reading Guide.



BEFORE READING

Making connections

Activating and Building Background Knowledge

- ▶ Show students several examples of symbols and discuss their meaning. Display simple examples such as walk/ do not walk. Use red to cross out the symbol and to indicate 'do not.'



Why do you think this symbol is red? Why is the picture crossed out?

Inferring

- ▶ Discuss with students the purpose of the different symbols.

Why do we need symbols? Why can't we just use signs with words?

ELL Note:

Ask ELLs if they have seen any of these signs in their native country. Have them point to the ones they recognize.

Word solving and building

- ▶ Write the words 'It is safe' on chart paper. Point to each word with your finger as you say the words aloud. Ask each student to read the words and point to a requested word. Repeat with the words 'It is not safe.'
- ▶ Draw a 'do not' symbol (Ø) on chart paper and discuss its meaning with students.

As we read 'Safety Puppies' we will see this symbol and it will show us what is not safe to touch.

ELL Note:

When talking about the words 'It is safe' use gestures such as nodding affirmatively and smiling, and say, "This is okay to do." With the words, 'It is not safe' use a disapproving expression, shake your head to indicate disapproval, and say, "This is not okay to do."

Visual literacy

Discussing Supports and Challenges

- ▶ Hold up your copy of the book and read the title.

In this book, two Dalmatian puppies give us clues about what is safe and what is not safe to touch. Let's look for the clues.

Synthesizing

- ▶ Look through the book with the students and ask if each object is safe to touch or not safe to touch. Then look at the clues on the page, such as what the dog is doing, the 'do not' symbol and the pages that have the word 'not.'
- ▶ Give each student a copy of the book.

Word solving and building

- ▶ Have students turn to pages 2 and 3. Point out that knowing the pattern 'It is safe' and 'It is not safe' will help them to read the book. Continue turning the pages and have students look for the repeated language patterns.

Look at this page, can you find the words, 'It is safe.' Look at this page, can you find the words, 'It is not safe?'

Synthesizing

Setting a Purpose

- ▶ Focus the readers on a comprehension purpose.

Let's read the book to find out how the book shows us what is safe and what is not safe to touch.

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

Self-monitoring

- ▶ 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 strategies, vocabulary, and punctuation. Respond to comprehension queries and offer occasional comprehension prompts to help them problem solve.

Possible prompts:

- Does that word match the picture? Look at the picture and the words and make sure they match.

I noticed that you paused and tried again. Good work. What can you do to help you figure out that part of the story?

Inferring

- Does the dog's posture give a clue about the safety message? What other clues are provided that indicate that something is safe (colour green) and unsafe (colour red)?

Word solving and building

- How did you figure out that word? What can you do to help you figure out tricky words?

- ▶ Note successful reading strategies and any remaining reading challenges.



AFTER READING

Synthesizing

- ▶ Revisit the purpose for reading: How did the book show us what is safe and what is not safe to touch?

How do we know what is safe to touch and what is not safe to touch?

Analyzing

- ▶ Direct students' attention to the back cover and make a list of what's safe to touch and what isn't safe to touch. Compare the group's list with the T-chart on page 8.

Synthesizing/evaluating

- ▶ Extend comprehension by offering prompts to initiate discussion:
 - As we look at page 2 it says it is safe to touch a flower. Is it safe to touch all flowers?
 - On page 7 it says it is not safe to touch a candle. Is it ever safe to touch a candle?

When Jonas was reading he said, "It's safe to touch a sneaker." Then he noticed something and said, "It is safe to touch a shoe." What did you notice Jonas?

- ▶ Comment on any effective reading strategies you observed.



Home Links

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

High-frequency words

Phonological awareness

Word solving and building

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.

Safe and Not Safe

- ▶ Create a two-column chart about things at home that are safe and not safe to touch. You may wish to have students elicit their family's help and list the suggestions in a chart.

Word Building

- ▶ Provide students with magnetic letters to build the same high-frequency words from the text ('a,' 'an,' 'is,' 'it,' 'not,' 'to'). Have students print the words from the model they created. Then ask students to count the number of times the word is found in the book.
- ▶ Clap the rhythm of the sentences with the students.
- ▶ Show students a sentence where the word 'a' comes before words such as 'flower,' 'shoe,' 'ball,' and 'candle.' Then point out the word 'an' appearing before a word such as 'iron.' Ask students to think about why 'an' is used before 'iron.' Reinforce this use as it arises naturally in other stories or in conversation.

Safety Puppies



Text Type: Non-fiction: Description — Comparison

Summary: Safety Puppies uses symbols and images to reinforce lessons that compare what is safe to touch and what is not safe to touch.

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

- ▶ supportive photographs
- ▶ green/red lines reinforce message of safe/not safe
- ▶ page number is highlighted by a paw symbol
- ▶ 'do not' symbol (Ø) highlighted in red

Print Concepts

- ▶ consistent placement of text on every page
- ▶ repeated language patterns
- ▶ T-chart on last page summarizes information

First Reading

Reading Strategies

Comprehension

- ▶ synthesizing

Working with Words

- ▶ using photographic cues, final sounds, and initial and final letters to work out words

Assessment Opportunities

Note each student's ability to:

- ▶ synthesize new information with prior knowledge to create new understanding
- ▶ track print
- ▶ use photographs, initial and final letters, and final sounds to solve words

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

Making connections/
synthesizing

Activating and Building Background Knowledge

- ▶ Before introducing the book, build on students' background knowledge about safety by showing the front cover of the book and reading the title to the students. If students do not mention the Dalmatian as a symbol of fire safety, share that information with them.

The title of this book is Safety Puppies. When you look at the cover what connections to the word 'safety' do you make?

Synthesizing

Setting a Purpose

- ▶ Focus the readers on a comprehension purpose.

Today we are going to read a book about safety, and we'll see how the Dalmatian puppies help deliver the message.



DURING READING

- ▶ Hand out a copy of the book to each student. Point out the dog's posture on each page as each illustration is viewed.

How does the Dalmatian show us it is safe to touch an object? How does the Dalmatian show us it is not safe to touch an object? What else do you notice on the 'not safe' page?

ELL Note:

Ask ELLs if they have seen any of these 'do not' signs in their native country. Have them point to any they recognize.

Inferring
Tracking print/print
concepts

Predicting/making
connections

- ▶ Use prompts to point out some of the features of the text as you read it together.
 - Point out the 'do not' symbol and discuss its meaning.
 - As students track print, point out the repeated language patterns: 'It is safe to...' and 'It is not safe to...'
 - If you weren't sure of the last word in the sentence, how would the photograph and first letters help you figure it out?

What's this a picture of? Can you find the word 'flower' on the page? How do you know that word says 'flower?' Run your finger under the word 'flower' and check.



AFTER READING

Synthesizing

- ▶ Revisit the purpose for reading: How do the Dalmatian puppies help deliver the message about safety?

Evaluating/synthesizing

- ▶ Expand the discussion. Possible prompts include:

- Is it safe to touch all flowers? Why do you think so?
- Is it ever safe to touch a candle? Why do you think so?
- What other safety messages could the dogs give us?

As you read the book together think about other safety messages the dogs could give us.

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, locating the ‘do not’ symbol (Ø), and following the repeated language patterns.)

When we read the word ‘not’ let’s say it with a lot of emphasis. That will really show how dangerous it is to touch those objects.

Synthesizing/making connections

Focusing on Comprehension

- ▶ Invite students to reread the text with a focus on connecting all of the information (photographs, initial letters of words, and text features) to help better understand the book.
- ▶ During reading, pause and offer prompts:
 - What do you notice about the chart on page 8?
 - Where did the information come from?
 - Why is the word ‘safe’ in green type and the words ‘not safe’ in red type?

Good readers use what they already know and look for clues on each page of the book. What clues on the page tell us that this is safe to touch? What clues on the page tell us it is not safe?

Teaching Tip: You can change the comprehension focus each time you read to help students focus on different ideas. For example, to highlight Predicting, you may decide to ask, “What else might the safety puppies say it is safe to do ... and not safe to do...?” For more information, see the Small-Group Shared Reading Teaching Plan Outline at www.lpey.ca.

Phonological awareness Word solving and building

Working with Words

- ▶ Focus on word recognition by:
 - taking a word like ‘shoe’ and doing oral rhyming with it
 - taking a word like ‘ball’ and asking the students to think of other words that start with ‘b’ (sound and letter)
 - taking a word like ‘iron’ and asking the students to think of other words that end with ‘n’ (sound and letter)
 - pointing out the use of the word ‘an’ on page 5 before the word ‘iron’ and comparing it to page 4 where the word ‘a’ is used before the word ‘shoe.’ Have students think about why ‘an’ is used. Reinforce this use as it arises naturally in other stories or in conversation.



Home Links

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

Word solving and building

Word solving and building

Phonological and phonemic awareness

Rereadings

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

Focused Follow-Up

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

Creating a Comic Book

- ▶ Use self-sticking notes cut in the shape of a speech bubble and place one above each dog in the book. Model how to create a comic book by discussing possible comments the safety puppy might say on each page and record the comments on the speech bubbles. You may choose to have students work in small groups creating their own comic books. Students share comic books with their older book buddies.

Building a Sentence

- ▶ Write each word from the text onto cards and place them randomly in a pocket chart. Ask a student to recreate a sentence from the text, e.g., 'It is safe to touch a flower.' Once the words are organized correctly, demonstrate how we can switch the first two words in the sentence and make a question. Point out the changes in the capital letter and use of a question mark at the end of the sentence.

It is safe to touch a shoe.

Is it safe to touch a shoe?

Building Sensory Vocabulary

- ▶ Ask students to look at the pictures of the objects in the text and think of words that describe each picture. Categorize the describing words according to how it feels, how it smells, how it looks, and how it sounds.

Solving Words

- ▶ Write the title of the book, 'Safety Puppies,' on the board. Write the sentence 'It is safe to touch a ball.' Point out the word 'safe' and note how 'safe' is in the word 'safety.'

Word Stretching

- ▶ Have students say the word for each object in the book in three different ways: as a word; as a stretched out word; and by clapping the number of syllables in the word.