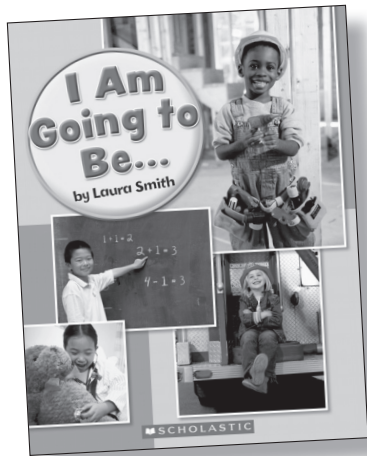


I Am Going to Be...



Written by Laura Smith

Text Type: Non-fiction: Description — Account

Guided Reading Level: B

Summary: This book describes what some children are going to be when they grow up.

Word Count: 52
High-Frequency Words:
a, am, be, going, I, like, school, to

Text Supports

- ▶ photographs support the text
- ▶ consistent placement of text
- ▶ repeated language pattern (I am going to be a ...)

Possible Text Challenges

- ▶ analysis of photographs needed to determine occupation
- ▶ one line of text per page (last page has two lines of print)
- ▶ occupational words (e.g., *firefighter, pilot*)
- ▶ change in language pattern on page 8

Reading Strategies

Comprehension

- ▶ making connections

Working with Words

- ▶ identifying high-frequency words
- ▶ using photographic cues and initial letters to support word recognition

Assessment Opportunities

Note each student's ability to:

- ▶ make connections to their own personal experiences and extend background knowledge
- ▶ track print over one and two lines
- ▶ recognize high-frequency words
- ▶ use photographic cues and initial letters to solve unfamiliar words
- ▶ recognize change in repeated language pattern on page 8

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

Making connections

Activating and Building Background Knowledge

- ▶ Ask the students to work with a partner and talk about the things they like to do.

Tell your partner what you like to do for fun. Do you know any grown-ups who do these things as part of their jobs?

ELL Note:

Describe your job as a teacher and how it entails things you like to do. Encourage students to talk about their parents' jobs and professions. Ask ELLs about the jobs their parents had back home.

Analyzing

- ▶ Hold up the book and show students the front and back covers. Read the title and name of the author. Have students look at the pictures on the covers to see what each child is doing.

This book tells us what these children are going to be when they grow up. When we read the book, look carefully at the pictures because they give hints about what the children like to do.

Discussing Supports and Challenges

- ▶ Hand out copies of the book.

Tracking print

- ▶ Reread the title and title page. Encourage students to track the print with their fingers as they read along with you.

Print concepts

- ▶ Read the first page together and explain how knowing the pattern 'I am going to be a ...' will help them read the book.

Word solving and building

- ▶ Have students turn to pages 4 and 5 and encourage them look for clues in the photographs that will help them recognize words in the text.

Look at the boy. He has a hard hat and a belt with building tools. What is he going to be? Look at girl. She is leaning on a tractor. Who uses a tractor like this to do work? What do you think the girl is going to be when she grows up?

Visual literacy

- ▶ Explain to students that noticing what people are doing in the photographs will help figure out what the child in the picture is going to be. Ask students what the girl is doing on page 7.

What do you call the equipment she is using and what does it do? Who is the man in the picture? Why do you think he is there?

Making connections

Setting a Purpose

- ▶ Focus the readers on a comprehension purpose.

Read the book to find out what each child is going to be. When you read, don't forget to look carefully at the pictures to decide what each child is going to be. Think about what you are going to be.

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/making connections
Analyzing
Evaluating
Making connections/evaluating
Making connections

- ▶ 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 and vocabulary. Respond to comprehension queries and offer comprehension prompts to help them to problem solve. Possible prompts:
 - What kind of truck is on page 2?
 - What is this girl doing? (page 3)
 - Why is the girl on page 6 wearing a hat and goggles? Why is she saluting?
 - Where do you think the boy is? Why is he smiling? (page 8)
- ▶ If students finish early, ask them to read independently or with a partner. Ask them to discuss what they would like to be when they grow up.
- ▶ Note successful reading strategies and any remaining reading challenges.



AFTER READING

Making connections

Analyzing

Making connections

Making connections/analyzing
Analyzing

- ▶ Revisit the purpose for reading: What is each child going to be? What are you going to be?
- ▶ Extend comprehension by offering prompts to initiate discussion:
 - Look at the picture on page 2. What do you see in this picture that a firefighter needs to use?
 - Look at the picture on page 3. How do you know this girl is a singer? What equipment do singers need?
 - Look at page 6. Why is the girl wearing a jacket and a scarf? What do you see that gives a hint about what she is going to be when she grows up?
 - What is different about the text on page 8?

ELL Note: Make a list of the new vocabulary introduced and draw an illustration to accompany each word. Reread the story with the ELLs, this time using the new words.

Self-monitoring

- ▶ Comment on any effective reading strategies that you noticed.

I liked the way Mary helped herself when she was stuck on page 8. She stopped at the first word of the second line of print, looked at the picture again, and reread the first line to check the word 'I.' Then she finished reading the page.



Home Links

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

Making connections

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.

Drawing 'What I Am Going To Be ...'

Give each student paper divided into two sections. On one side have them draw a picture showing what they are going to be and on the other side have them draw a piece of equipment they will use in that job.

I Am Going To Be _____	
Name: _____	

Making connections

Playing Charades

- ▶ Students can act out the occupations shown on the covers of the book.

High-frequency words

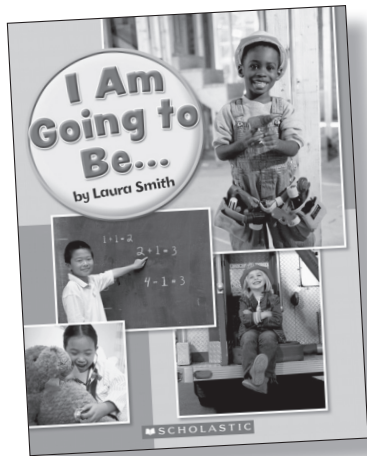
Word Building

Word solving and building

- ▶ Provide students with magnetic letters or word cards to build high-frequency words from the text ('a,' 'am,' 'be,' 'going,' 'I,' 'like,' 'school,' 'to').
- ▶ Ask students to build high-frequency words and sort them according to the number of letters in each word: 1, 2, 4, or 5 letters.
- ▶ Provide students with plastic letters and ask them to build new words by changing the initial letters in the words 'be' and 'like.'

Word solving and building

I Am Going to Be...



Written by Laura Smith

Text Type: Non-fiction: Description — Account

Summary: This book describes what some children are going to be when they grow up.

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

- ▶ title in colourful, informal font inside a circle
- ▶ colourful frame surrounding photographs
- ▶ text box highlights text
- ▶ supportive photographs

Print Concepts

- ▶ consistent placement of text
- ▶ one line of text on each page, except on page 8
- ▶ repeated language pattern (I am going to be a ...)

First Reading

Reading Strategies

Comprehension

- ▶ making connections

Working with Words

- ▶ recognizing high-frequency words
- ▶ using photographic cues and initial letters to support word recognition

Assessment Opportunities

Note each student's ability to:

- ▶ make connections to their own personal experiences and extend background knowledge
- ▶ track print over one and two lines
- ▶ recognize high-frequency words
- ▶ use photographic cues and initial letters to solve unfamiliar words
- ▶ recognize change in repeated language pattern

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/
analyzing**

Activating and Building Background Knowledge

- ▶ Hold up the book and read the title and author's name. As you read, point to each child on the front and back covers and talk about what each child is doing and who does that kind of work.

*What is each child doing?
What is the child going to be?*

Making connections

- ▶ Ask students to share with a partner what they are going to be when they grow up and the reasons for their choice.

*What are you going to do when you grow up?
Why do you want to be a ...?*

Analyzing

- ▶ Direct students' attention to the photographs in the book and discuss what each child is doing. Explain that the photographs will provide clues about what the children are going to be when they grow up.

Let's look at the pictures in the book. See if you can figure out what each child is going to be when he or she grows up. It's important to look carefully at the pictures on each page to help you figure out what each child is going to be.

Making connections

Setting a Purpose

- ▶ Focus the readers on a comprehension purpose.

Let's read the book together to see what each child is going to be. Think about what you are going to be and see if any of these children want to be the same when they grow up. When we finish reading, I will ask you to tell me what you are going to be.



DURING READING

**Visual literacy
Tracking print/print
concepts**

**Predicting/making
connections**

Analyzing/infering

Analyzing

Analyzing

- ▶ Hand out the books so each student has a copy. As you handle the book, read with the students, and weave print concepts into your talk. Use prompts to point out some of the features of the text.
 - Look at the title. How does it grab your attention?
 - As students track print point out the repeated language pattern: 'I am going to be a ...'
 - If you weren't sure of the last word in each sentence, how would the photograph and first letter clues help you figure it out?
- ▶ Emphasize comprehension further by pausing to ask:
 - What did you notice in the photographs on pages 4 and 5 that helped you figure out what each child wanted to be?
 - What does the boy on page 4 have in his hand? What does he have on his head? What does he have in his belt? What do you see behind him?
 - What is the machine on page 5? What is behind the machine?

ELL Note: Make a list of the new vocabulary introduced and draw an illustration to accompany each word. Reread the story with the ELLs, this time using the new words.



AFTER READING

Making connections

- ▶ Revisit the purpose for reading: What are the children going to be? What are you going to be?

Tell your partner what you are going to be and the reasons for your choice.

Analyzing/infering

- ▶ As a group, talk about how the photographs gave hints about what each child is going to be.

Second and Further Readings

For rereading, 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.

Print Concepts, Tracking, and Book Handling

Tracking print/print concepts

- ▶ 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, following the repeated language pattern, and pointing out the spaces between words).

Tracking print

- ▶ Read the title aloud pointing to each word. Have students locate the 'T' in the title and on page 2. Ask students to tell you what is the same and what is different about the 'T.'

Sometimes, in books, you see a capital 'T' with a top and bottom and sometimes without a top and bottom. When the 'T' doesn't have a top and bottom, it looks just like a small 'l.' It's a bit tricky but you will get used to seeing it both ways in books.

Focusing on Comprehension

Infering

- ▶ Invite the students to reread the text with a focus on inferring.
- ▶ During reading, pause to offer prompts:
 - What does a firefighter do?
 - What kinds of things can a builder make?
 - Why does a farmer need a tractor?
 - What does a pilot do?

As we read together, think about how the children are feeling in each photograph.

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, "What occupation did you like best?" For more information, see the Small-Group Shared Reading Teaching Plan Outline in the Toolkit at www.lpey.ca.

High-frequency words

Word solving and building



Home Links

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

Making connections

High-frequency words

High-frequency words

Working with Words

- ▶ Focus on supporting word recognition by:
 - framing one or two high-frequency words with a word mask (e.g., 'a,' 'am,' 'be,' 'going,' 'I,' 'like,' 'school,' 'to')
 - using photographic clues and initial letters to work out words
 - highlighting the 'I am going to be a ...' language pattern using a coloured piece of acetate

What sound does 'like' start with? What letter would you look for at the beginning of the word? Point to the word 'like.'

Rereadings

- ▶ Provide opportunities for students who are sufficiently comfortable with the text to reread the book with a partner.

Focused Follow-Up

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

Playing Charades

- ▶ Students can act out the occupations shown on the covers of the book.

Matching Words

- ▶ Provide students with word cards for 'a,' 'am,' 'be,' 'I,' 'like,' and 'to' and place them in a pile. Have each student pick a card. Have one student read the story pointing to each word while reading. Ask each student to look for the word on their card on each page. On the last page, have each student stand up holding their card in front of them when their word is read aloud.

Building Words

- ▶ Provide students with magnetic letters. Ask each student to build a high-frequency word on the white board and have others read it.