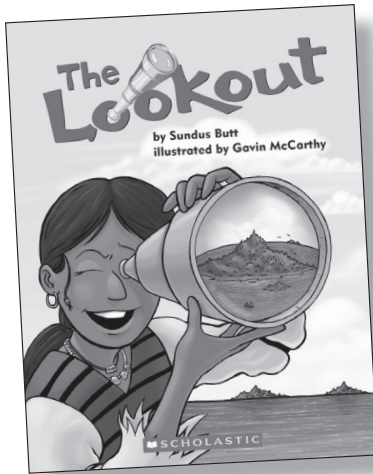


## The Lookout



Written by Sundus Butt

Illustrated by Gavin McCarthy

**Text Type:** Fiction: Narrative — Adventure Story

**Guided Reading Level:** B

**Summary:** This story is about a young girl who, acting as a lookout, leads her band of pirates to buried treasure.

**Word Count:** 34  
**High-Frequency Words:**  
*can, I, see, the, we*

### Text Supports

- ▶ illustrations are highly supportive of the text
- ▶ consistent placement of text
- ▶ one line of text per page
- ▶ repeated language pattern

### Possible Text Challenges

- ▶ words with initial blends/digraphs: *sky, ship, chest*
- ▶ change in language pattern on last page

### Reading Strategies

#### Comprehension

- ▶ sequencing

#### Working with Words

- ▶ using pictures and initial letters to support word identification
- ▶ recognizing high-frequency words
- ▶ generating rhyming words

### Assessment Opportunities

Note each student's ability to:

- ▶ understand story events using text and illustrations
- ▶ retell the story in sequence
- ▶ use pictures and initial letters to confirm unknown words
- ▶ recognize high-frequency words

For Assessment Tools, see Monitoring Progress for Guided Reading in the Toolkit at [www.lpey.ca](http://www.lpey.ca) and in the Grade One Reading Guide.



# BEFORE READING

## Making connections

### Activating and Building Background Knowledge

- ▶ Show students the front cover of the book and read the title and author's and illustrator's names. Read the text on the back cover. Invite discussion about the pirates' treasure. Look for opportunities to use or reinforce key words in the book such as 'ship,' 'island,' 'hole,' and 'chest.'

*What might the treasure be? Where do you think it is hidden? What do you think the pirates will have to do to find the treasure?*

## Inferring

### Discussing Supports and Challenges

- ▶ Ask students to look at the cover illustration and notice what the girl is doing.

*What do you think a 'lookout' does? Is this girl the 'lookout'? What makes you think that?*

## Language predictability

- ▶ Introduce the repeated phrase, 'I can see the ...' by discussing what the girl might say when she looks through her telescope (e.g., 'I can see the island.'). Hold up your copy of the book and have students look at the back cover. Have students discuss what the girl might say when she looks up high and down below. Invite students to predict other things she might see.

*What letter do we expect to see at the beginning of the word 'island'?*

### ELL Note:

Practise the phrase, 'I can see the... ' by looking out the window and saying, "When I look out the window, I can see the swings." Ask students what they can see when they look out the window.

## Tracking print

- ▶ Hand out a copy of the book to each student. Read the title together and ask students to point to the words. Ask them to find the word 'the' and say the letters in the word.

## Predicting

- ▶ Turn to the title page and have students predict what the girl might say (e.g., 'I can see the ship.'). Ask students to tell what else they see going on in this picture.

## Word solving and building

- ▶ Ask students to turn to page 2. Have them locate the repeated pattern 'I can see the...'. Encourage students to examine the picture to help identify the word 'water.'

*Yes, there are sharks but the first sound /sh/ doesn't match the letter 'w.' Let's start the /w/ sound with our mouths and think what it could be.*

## Analyzing/inferring

- ▶ Tell students that the illustrations in this book, and not just the words, tell part of the story. Ask them to look at pages 2 and 3 and use prompts:
  - What has happened to one of the pirates?
  - What is the pirate going to do with the little boat?
  - Do you think these two pirates will still help find the treasure?

## Word solving and building

- ▶ Support students as they read the high-frequency word 'we' by asking what the pirates might all say at the end of the story.

*If the pirates are all together and use the word 'we,' what letters would we expect to see in that word?*

## Sequencing

### Setting a Purpose

- ▶ Focus the readers on a comprehension purpose.

*Tell me how the pirates find the treasure.*

**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](http://www.lpey.ca).



## DURING READING

### Sequencing Self-monitoring

### Word solving and building

### Analyzing

- ▶ Ask each student to read the text independently, keeping in mind the purpose for reading. Remind students to try to match the pictures and letters when figuring out words.
- ▶ Observe and listen to students as they read quietly, assisting them with interpreting the illustrations, word solving, and punctuation. Respond to comprehension queries and offer occasional prompts to help them to problem solve. Possible prompts:
  - What did the girl do after she saw the island?
  - Good for you! You noticed the word couldn't be 'boat' because it doesn't start with the letter 'b.'
  - What did we call that special box? Could it be a 'chest'?
- ▶ If students finish early, ask them to reread independently or with a partner. Ask them to look for all the things that happened to the two pirates.
- ▶ Note successful reading strategies and any remaining reading challenges.



## AFTER READING

### Sequencing

- ▶ Revisit the purpose for reading: How did the pirates find the treasure?

*What did the lookout see first? Next?*

### Analyzing Inferring

- ▶ Extend comprehension by offering prompts to initiate discussion:

- What did each of the pirates do to help find the treasure?
- Who do you think put the treasure there? Does the picture on page 4 give you a clue?
- What do you think the pirates should do with the treasure?

### Evaluating



### Home Links

Provide students with a copy of the take-home text. See [www.lpey.ca](http://www.lpey.ca).

## Rereadings

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

### ELL Note:

Partner the ELL with a reading buddy. The buddy can model correct reading, intonation, and pronunciation as well as provide support for the ELL when he or she reads the story.

## Focused Follow-Up

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

### Sequencing

#### *Retell*

- ▶ Print the key words: 'water,' 'sky,' 'ship,' 'island,' 'hole,' 'chest,' and 'treasure' on cards and have students arrange them in sequence to retell the story. Students can match the cards with the words in the book to confirm.

### Sequencing/text features

#### *Tell a Story*

- ▶ Students can use the phrase 'I can see the ...' to generate their own sentences. They may wish to use the illustrations in the book for ideas.

#### *I Can See the ...*

- ▶ Students can use the phrase 'I can see the ...' to generate their own sentences. They may wish to use the illustrations in the book for ideas.

### High-Frequency words

#### *Word Building*

- ▶ Provide students with plastic letters and ask them to rebuild the high-frequency words from the text.

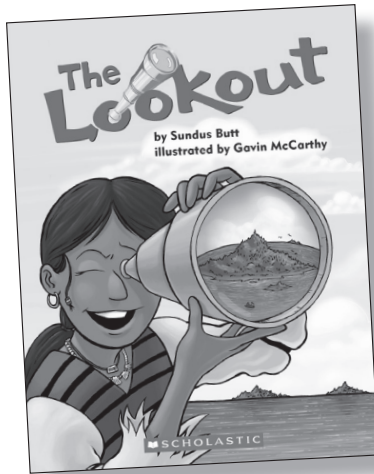
### Word solving and building

- ▶ Ask students to build words that rhyme with 'an.'

### ELL Note:

After the follow-up activities, reread the story with the ELLs and focus on what is happening in the illustrations. Ask them to point out different events such as the pirate sleeping under the tree.

## The Lookout



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**Text Type:** Fiction: Narrative — Adventure Story

**Summary:** This story is about a young girl who, acting as a lookout, leads her band of pirates to buried treasure.

For more information on Small-Group Shared Reading, see the Toolkit at [www.lpey.ca](http://www.lpey.ca) and the Grade One Reading Guide.

### Text Features

#### Visual Literacy

- ▶ illustrations are highly supportive of text
- ▶ title in large coloured font and embedded illustration (telescope)

#### Print Concepts

- ▶ consistent placement of text
- ▶ one line of text on each page
- ▶ repeated language pattern (I can see the ...)
- ▶ exclamation mark

## First Reading

### Reading Strategies

#### Comprehension

- ▶ sequencing

#### Working with Words

- ▶ using picture cues and initial letters to support word recognition
- ▶ saying words slowly to isolate first and last sounds
- ▶ recognizing high-frequency words
- ▶ oral rhyming of words

### Assessment Opportunities

Note each student's ability to:

- ▶ retell the story in sequence
- ▶ use pictures and initial letters to solve words
- ▶ isolate final sounds in words
- ▶ recognize high-frequency words
- ▶ track print

For Assessment Tools, see Monitoring Progress for Small-Group Shared Reading in the Toolkit at [www.lpey.ca](http://www.lpey.ca) and in the Grade One Reading Guide.



## BEFORE READING

### Inferring

#### **Activating and Building Background Knowledge**

- ▶ Show students the front cover of the book and read the title and the author's and illustrator's names. Point out the illustration on the back cover and invite discussion about pirates. Provide prompts such as:

- What do you think the girl is doing?
- Do you think the girl is the 'lookout?'  
What do you think a lookout does?
- Where might the ship be going?
- Do you think there is anyone else with her?

*Tell me what you see in these illustrations. What do you think will happen in this book?*

- ▶ Read the text on the back cover to confirm students' suggestions or make adjustments.

### Sequencing

#### **Setting a Purpose**

- ▶ Focus the readers on a comprehension purpose.

*Let's read this book together and find out how the pirates find the treasure.*



## DURING READING

### Language predictability/ predicting

- ▶ Hand out a copy of the book to each student. Reread the title together and ask students to point to the words. Ask them to find the word 'the' and say the letters in the word.
- ▶ Introduce the repeated phrase, 'I can see the ...' by looking at the front cover illustration and discussing what the girl might say when she looks through her telescope (e.g., I can see the island.). Turn to the cover page and have students predict what the girl might say (e.g., I can see the ship.). Ask students to tell what else they see going on in this picture.

### Word solving and building/ tracking print

- ▶ Turn to page 2 and invite participation in the reading. You may wish to ask students to reread any sentence in which you highlight word-solving strategies. Encourage students to track print with their finger as you read.

*Let's check that word. She is looking up in the sky. What letter will we see at the beginning of 'sky?' Let's reread that sentence now that we can figure out the word.*

### Analyzing/infering

- ▶ Tell students that the illustrations in this book, and not just the words, tell part of the story. Ask them to look at pages 2 and 3 and make predictions.

*What has happened to one of the pirates? What is the pirate going to do with the little boat? Do you think these two pirates will still help find the treasure?*

### Sequencing

- ▶ Remind students they are reading to find out what the pirates do to find the treasure. Pause at the end of page 5 and have students retell what the pirates have done so far.

**Phonological and phonemic awareness**  
**Word solving and building**

- ▶ Support students' word-solving by occasionally pausing to discuss word-solving strategies such as:
  - Let's stretch out that word 'island.' What sound do you hear at the end of the word?
  - The girl is pointing to a hole. What letter would we expect to see at the beginning of that word?



## AFTER READING

### Sequencing

- ▶ Provide a prompt related to the purpose for reading: How did the pirates find the treasure?  
*How did the pirates find the treasure? What did the lookout see first? Next?*
- ▶ Expand the discussion. Possible prompts include
  - What did each of the pirates do to help find the treasure?
  - Who do you think put the treasure there? Does the picture on page 4 give you a clue?
  - What do you think the pirates should do with the treasure?

## 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 print, counting the number of words in a sentence, noticing the upper-case 'I' and 'W,' locating the periods and pointing out the exclamation mark).  
*The exclamation mark tells me I should read this sentence in a different way. How do you think I should sound?*

### Text features

- ▶ Point out the illustrations on the front and back covers, and the cover page. Ask students to locate the illustrations in the story. Discuss the purpose of these illustrations using prompts:
  - Why do you think the author and illustrator chose these pictures?
  - What can you find out about the story from these illustrations?
  - How do the covers help us before we even read the book?

### Focusing on Comprehension

- ▶ Invite students to reread the text with a focus on inferring.  
*As we read together, think about how you might feel if you had found treasure.*
- ▶ During reading, pause and offer prompts:
  - What is happening to the pirates?
  - What might they be saying?
  - How are they feeling? Why do you think so?

## Sequencing

- ▶ After reading, list the steps the pirates took to find the treasure using a 'first,' 'next,' 'then,' 'finally' structure. This may be done orally or as a shared writing activity.

## Sequencing/text features

- ▶ Invite students to use the illustrations to tell what is happening to the other two pirates.

## Inferring

- ▶ Choose two or three of the illustrations and have students imagine what the two pirates in the background are saying. If you wish, create speech bubbles during a shared writing activity to add to the story.

**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 they find in the treasure chest?" For more information, see the Small-Group Shared Reading Teaching Plan Outline in the Toolkit at [www.lpey.ca](http://www.lpey.ca).

## High-Frequency words

## Word solving and building

## Phonological and phonemic awareness

## Phonological and phonemic awareness

## Working with Words

- ▶ Focus on word recognition by:

- framing or highlighting one or two high-frequency words (e.g., 'can,' 'see,' 'the')
- saying words slowly and listening for first or last sounds (e.g., 'water,' 'chest')
- generating rhyming words for 'can'
- selecting a word such as 'ship' and generating other words that start with the /sh/ sound.

*Let's say 'ch-e-s-t' slowly. What sound do you hear at the end? What letter would you expect to see at the end of the word?*

## 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.

## ELL Note:

Partner the ELL with a reading buddy. The buddy can model correct reading, intonation, and pronunciation as well as provide support for the ELL when he or she reads the story.

## Home Links

Provide students with a copy of the take-home text to read chorally with family members. See [www.lpey.ca](http://www.lpey.ca).

## Sorting Words

## Phonological and phonemic awareness

- ▶ Students can sort a selection of words according to the number of syllables (e.g., 'water,' 'island,' 'ship,' and 'chest').