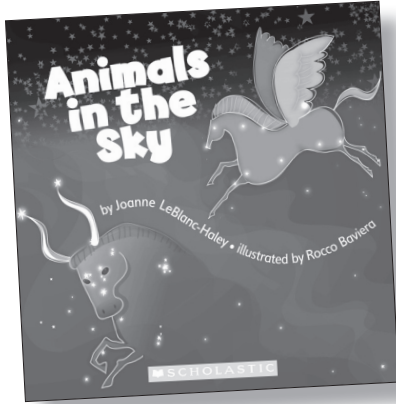


Animals in the Sky



Written by Joanne LeBlanc-Haley

Illustrated by Rocco Baviera

Text Type: Non-fiction: Description — Report

Guided Reading Level: C

Summary: This simple text introduces some animal constellations.

Word Count: 49

High-Frequency Words:
*big, here, little, look, see,
with, you*

Text Supports

- ▶ illustrations support the text
- ▶ consistent placement of text
- ▶ repeated language pattern

Possible Text Challenges

- ▶ understanding that the group of stars suggests a general outline of an animal
- ▶ change of language pattern on the final page
- ▶ interpreting the night sky map on the final page (need to change orientation of page to view all animals)
- ▶ the words *bull*, *swan*, and *wings*
- ▶ two lines of print on pages 4 and 8

Reading Strategies

Comprehension

- ▶ analyzing

Working with Words

- ▶ building high-frequency words
- ▶ using pictures and the first letter(s) for word predictions
- ▶ manipulating initial letters to form new words

Assessment Opportunities

Note each student's ability to:

- ▶ analyze to gain meaning from text
- ▶ use background knowledge to enhance text meaning
- ▶ track print over one and two lines
- ▶ recognize high-frequency words
- ▶ use picture and print cues (first letters) to predict new words

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 students what they see in the sky at night.
- ▶ Hold up the book so that students can see the front and back covers. Read the title, the author's name, the illustrator's name, and the back cover text, "Let's find the animals in the sky."

When it's really dark and there are not many clouds, what can you see in the sky at night?

Analyzing

- ▶ Ask students what animals they can see in the sky on the cover.
- ▶ Build background knowledge by explaining briefly how people saw animals in the stars.

People looked at groups of stars and tried to remember them by thinking of them as pictures of animals.

Discussing Supports and Challenges

- ▶ Hand out copies of the book.

Tracking print

- ▶ Reread the title and the title page, encouraging students to track the print with their fingers and read along with you.

This pattern starts most of the pages. Let's look at the next page and check. Look at page two and check the language pattern.

Print concepts

- ▶ Read the first page together and explain how the pattern "Here is..." will help them read the book.

Word solving and building

- ▶ Look at the picture on page two and link with word recognition.

Yes, the picture shows a lion. What letter do you expect it to start with? Which word says lion?

Visual literacy

- ▶ Ask the students to look carefully at the picture and find the yellow stars and the picture that people imagined when they saw the group of stars (line drawing of the lion).

It's something like a dot-to-dot puzzle but a bit more has been added to make a lion.

ELL Note: Provide pictures of the animals mentioned (lion, bear, bull, swan, horse) to help students make the connection between the animal outlines and the real animals.

Analyzing

Setting a Purpose

- ▶ Focus the readers on a comprehension purpose.

Read the book to find out what other animals you can see in the sky.

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/evaluating
Analyzing/evaluating
Self-monitoring/analyzing
Self-monitoring
Evaluating

- ▶ Ask each student to read the book independently, keeping in mind the purpose set for reading.
- ▶ Observe and listen to students as they read aloud quietly, assisting them with word-solving strategies, vocabulary, and punctuation. Respond to comprehension queries and offer occasional comprehension prompts to help them to problem solve. Possible prompts:
 - There are only a few stars here. What did they add to think of it as a swan?
 - Does this one look like a bear?
 - What do you need to do to find the animals on the last page?
 - You ran out of words. Try reading that sentence again.
- ▶ If students finish early, ask them to reread independently or with a partner. Ask them to talk about their favourite animal in the sky.
- ▶ Note successful reading strategies and any remaining reading challenges.



AFTER READING

Analyzing
Analyzing/evaluating
Self-monitoring

- ▶ Discuss which animals in the sky were included in the book.
- ▶ Look at the final page of the text which was more challenging. Offer prompts to initiate discussion:
 - Which is your favourite animal in the sky?
 - Now all the animals are together in the night sky. Can you find them? Do you need to turn the book around to see them all?
 - Are they all in the same place?
 - Are they all the same size?
- ▶ Comment on any effective reading strategies you observed.

Braedon read, "Here is a bird" at first and then noticed that 'bird' would begin with 'b,' but this word started with 'sw.' He saw that the bird had a long neck so he changed it to 'swan.' He checked the picture and the letters at the beginning of the word.



Home Links

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

Making connections/
synthesizing

High-frequency words

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.

Drawing Animals in the Sky

- ▶ Ask students to draw their own animal in the sky and discuss their drawing with another student. Their animal can be labelled.

Spotting Constellations

- ▶ Provide some simple books on star constellations in the classroom library. Help students to look for the stars at appropriate times of the year.

"You can see the swan this month. Look for..."

Word Building

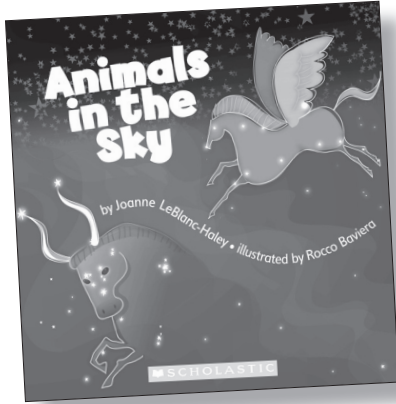
- ▶ Provide magnetic, plastic, or card letters and ask students to build high-frequency words and/or animal names from the text.
- ▶ Use the letters to engage in word substitutions by exchanging initial letters, e.g., use the word 'can,' remove the 'c' and make 'man,' 'pan,' 'ran,' etc.



Small-Group Shared Reading Teaching Plan

(see reverse for Guided Reading Teaching Plan)

Animals in the Sky



Written by Joanne LeBlanc-Haley

Illustrated by Rocco Baviera

Text Type: Non-fiction: Description — Report

Summary: This simple text introduces some animal constellations.

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 combine diagrams of the stars with line drawings of animals (stars are yellow and animal outlines are light purple)
- ▶ night sky illustration showing positions of star constellations in the night sky

Print Concepts

- ▶ repeated language pattern
- ▶ consistent placement of text
- ▶ two lines of print on pages 4 and 8

First Reading

Reading Strategies

Comprehension

- ▶ analyzing

Working with Words

- ▶ recognizing some high-frequency words
- ▶ using picture cues and the first letter(s) to confirm word predictions

Assessment Opportunities

Note each student's ability to:

- ▶ analyze to gain meaning from text
- ▶ recognize an increasing number of print concepts, e.g., word, first word, last letter
- ▶ track print over one and two lines
- ▶ recognize high-frequency words
- ▶ use picture and print cues (first letters) to predict new 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

Activating and Building Background Knowledge

- ▶ Show the students the back and front covers of the book and focus them on the topic.

This is a book about the stars you can see in the sky at night.

- ▶ Ask the students to tell you about stars they have seen in the night sky. Offer prompts.

Have you seen stars? When is it best to look at them? (e.g., away from city lights/few clouds)

- ▶ Read the title, the author's name, the illustrator's name, and the back cover comment, "Let's find the animals in the sky."

Analyzing

- ▶ Ask students what animals they can see in the sky on the cover.

People looked at groups of stars and tried to remember them by thinking of them as pictures like these pictures of animals.

- ▶ Build background knowledge by explaining briefly how people saw animals in the stars.

Setting a Purpose

Analyzing

- ▶ Focus the readers on a comprehension purpose.

Let's read this book together to find out what other animals you can see in the sky.



DURING READING

Print concepts

- ▶ Hand out the books so that each child has a copy. As you handle your book and read with the students, weave print concepts into your talk.

Let's turn to the first page. Where do we start reading? Where is the first word?

- ▶ Look at the first picture and offer prompts.

What do you see in the picture? Are there just a few stars?

Tracking print

- ▶ Encourage the students to join in with the reading, pointing to the print in their books and tracking the lines with their fingers.

Teaching Tip: If you have students who need more support, you may model using your copy by holding it up so that the small group can see the text, and reading it aloud to the students, tracking print as you do so. Use individual books for second and subsequent readings.

Analyzing

Analyzing/making connections

- ▶ During the reading, focus on comprehension and offer prompts to assist them to access meaning.
 - The stars are yellow. The picture has light purple lines.
 - Can you see the star on the lion's tail?
 - Point to the stars on the swan. Do they remind you of a swan?
 - Is it a whole bull?
 - You need to move the page around to see the little bear and the bull. (final page)

- ▶ As you turn each of the pages, focus on the meaning embedded in the picture first and then link to the text and print features.

Note: On the last page, you may wish to read the text first, as it directs you to look at the picture.

If it's about a lion, we should see a word that starts with 'l.' Can you find it and point to it?

- ▶ On pages 4 and 8, point out the two lines of print and demonstrate the line movement that is necessary.

ELL Note: Provide pictures of the animals mentioned (lion, bear, bull, swan, horse) to help students make the connection between the animal outlines and the real animals.



AFTER READING

Analyzing

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

Which animals in the sky did you find out about?

Analyzing

- ▶ Expand the discussion. Possible prompts include:
 - Were all the animals the same size?
 - Can you see how they thought those stars looked like a swan?
 - Are they all in the same place in the sky? How do you know?

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 book to demonstrate (e.g., movement to a new line), verbalizing concepts such as 'first/last word,' 'next line,' 'top/bottom of the page,' and assisting individual students when necessary.

We have to move to a new line here. (on pages 4 and 8)

Evaluating

Focusing on Comprehension

- ▶ Invite students to reread the text with a focus on evaluating.
- ▶ During reading pause and add prompts:
 - Does that star pattern look like a lion?
 - Can you think of another animal that might fit that star pattern?
 - Is it tricky to find all the animals on the last page?

As we read together, think about which animal in the sky you like best.

**Visual features/ evaluating/
making connections:
comparing**

- ▶ Ask students to compare the first and last pages of the book. Both show the night sky.

How did the picture of the night sky (last page) look different from the picture on the first page? Was the picture on the last page helpful?

Teaching Tip: You can change the comprehension focus each time you read to help students focus on different ideas. For example, to highlight Making connections you may decide to ask, “Have you ever seen star patterns like these in the sky?” 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 one or two high-frequency words with a word mask
 - asking students to use the picture to help to predict a word, naming the sound and the first letter of the word, and locating the word in the text.

What sound does ‘bear’ start with? What letter would you look for at the beginning of the word? Can you point to the word ‘bear’?

Rereadings

- ▶ Provide opportunities for each student to reread the book with a partner. They can share a text and take turns finger tracking.

Focused Follow-Up

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

Drawing Animals in the Sky

- ▶ Encourage students to draw a star pattern and create their own animal in the sky. When finished, ask students to share their animals in the sky with a partner and talk about their drawings.

Working with Words

- ▶ Provide a few high-frequency word cards (select from: ‘big,’ ‘here,’ ‘little,’ ‘look,’ ‘see,’ ‘with,’ ‘you’) and ask the students to work with a partner to match the word cards with the appropriate words in the text.
- ▶ Provide plastic, magnetic, or card letters and ask students to build some of the high-frequency words from the text.

High-frequency words

High-frequency words



Home Links

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