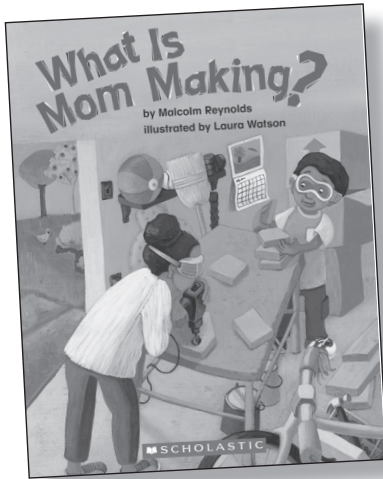


## What Is Mom Making?



Written by Malcolm Reynolds

Illustrated by Laura Watson

**Text Type:** Fiction: Description — Account

**Guided Reading Level:** C

**Summary:** A little boy helps his mom make a birdhouse.

**Word Count:** 41

**High-Frequency Words:**

*a, in, is, Mom, she, the, what*

### Text Supports

- ▶ illustrations support the text
- ▶ repeated language patterns
- ▶ familiar topic (building with wood)
- ▶ consistent placement of text (except page 12)

### Possible Text Challenges

- ▶ reading sentences that wrap onto next line of text
- ▶ varying lengths of sentences
- ▶ question mark, exclamation mark
- ▶ incomplete sentence on page 12
- ▶ speech bubble

### Reading Strategies

#### Comprehension

- ▶ synthesizing

#### Working with Words

- ▶ identifying high-frequency words
- ▶ using picture cues and initial letters for word identification
- ▶ generating rhyming words

### Assessment Opportunities

Note each student's ability to:

- ▶ synthesize new information with prior knowledge to create new understanding
- ▶ identify high-frequency words
- ▶ use picture cues and initial letters to identify unknown words
- ▶ track print from left to right

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 and back covers of the book. Read the title and author's and illustrator's names aloud. Ask students to explain what they know from looking at the picture. Listen for and acknowledge observations such as building tools, drill, paint, wood, safety glasses, ruler, saw, cutting, and the bird. Build and expand on background knowledge by explaining what you see in the illustrations.

*On the front cover I see that the boy has some pieces of wood. I think they might use these pieces to build something. When I look at the back cover I see Mom cutting wood with a saw while the boy gets the next piece ready.*

### ELL Note:

Ask students if they know anyone who uses these tools and ask them what kinds of things they have made with them.

## Predicting

- ▶ Hold up the book and turn the pages so all can see. Using the pictures as support, encourage students to predict what mom and the boy might be making using these tools. Pose questions using the vocabulary from the text. Continue in this manner, up to, but not including, page 10.

*When I look at pages 2 and 3, I think Mom and the boy might have a plan. They look like they are starting to build something. I wonder what it might be.*

### Discussing Supports and Challenges

- ▶ Hand out a copy of the book to each student.
- ▶ Reread the title and title page, encouraging students to track the print with their fingers as they read along with you.
- ▶ Read page 2 together and explain how the patterns 'Mom is...' and 'What is she making?' will help them read the book.
- ▶ Have students turn to page 4. Remind them to look at the picture before reading to see how it can help them predict words.

*I see that this word starts with the 'k' sound. What is Mom doing that starts with the 'k' sound? You're right, she's cutting. Now try reading the whole sentence to see if 'cutting' makes sense.*

## Tracking print

## Print concepts

## Word solving/language predictability

## Synthesizing

### Setting a Purpose

- ▶ Focus the readers on a comprehension purpose.

*Let's read the book and look for clues that tell us what Mom is making.*

**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

Word solving and building

Self-monitoring

Word solving and building

- ▶ Ask each student to read the book independently, keeping in mind the purpose for reading. If students finish early ask them to quietly tell a neighbour who is also finished about any clues they found in the pictures.
- ▶ 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 problem solve. Possible prompts:
  - What do we call the place where Mom and the boy are working? Could it be a garage? How do you know?
  - Does that word match the picture?
  - How did you figure out that word? How can you figure out words that you do not know?

*Remember to look at the pictures to help you with the words. Can you make your voice sound like you are asking a question when you see a question mark. Do you see any clues about what they are building?*



## AFTER READING

Synthesizing

Analyzing

Inferring

Predicting

Self-monitoring

- ▶ Revisit the purpose set for reading: What clues tell you what Mom is making?
- ▶ Turn to page 12 and talk about what Mom made. Return to pages 2 and 3 and discuss how the illustrations provided clues about building a birdhouse. Continue to look through the pages identifying the clues in the pictures.
- ▶ Extend comprehension by offering prompts to initiate discussion.
  - How do you think Mom and the little boy felt after they made the birdhouse?
  - What else might they build using the same materials and tools?
  - Comment on any effective reading strategies you observed.

*How did the illustrations provide clues to what Mom was building?*

*Sydney saw that Mom was hammering on page 8. He saw a word starting with 'h' and he thought the word might be 'hammering.' Then he read the whole sentence to see if it made sense. Did anyone else do that?*



### 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 book independently or with a partner

### ELL Note:

Partner the ELL with a reading buddy. The ELL reads the refrain, 'What is she making?' and the partner reads the rest. In subsequent readings the ELL reads more of the text while the partner provides support if necessary.

## Focused Follow-Up

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

### Synthesizing

#### **Building Objects**

- ▶ Provide opportunities for students to engage in building activities to create their own objects. They can explain their objects to a classmate.

### Making connections

#### **Building Tools**

- ▶ Have students recall an experience when they have built something using some of the tools shown in the book. Encourage them to use the correct terms when describing how to use the tools e.g., hammering with the hammer and cutting with the saw.

#### **Safety Rules**

- ▶ Invite students to recall the safety rules that Mom and the boy demonstrated in the book, and record these in a chart as well as any additional safety rules for using tools. (e.g., wearing safety glasses, letting adults do the hammering, cutting and sawing) Students can create a poster to illustrate each of the safety rules.

### Sequencing

#### **Dramatize**

- ▶ Encourage students to role play the parts of Mom and the boy while others read the text chorally. Another student may play the role of the bird waiting outside.

### High-frequency words

#### **Word Building**

- ▶ Provide magnetic, plastic, or card letters and ask students to build the high-frequency words from the text ('a,' 'in,' 'is,' 'Mom,' 'she,' 'the,' 'what'). Encourage students to read their list of words to a partner.

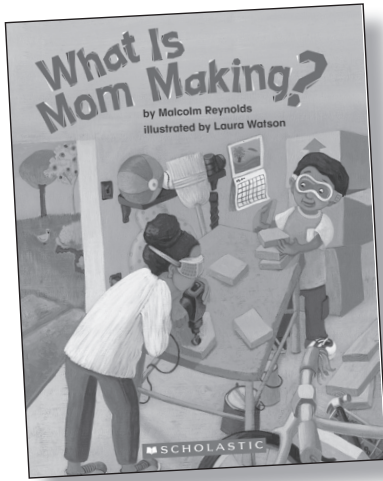
### Word solving and building

- ▶ Provide students with plastic letters and ask them to build new words by changing the initial letters in the word 'in' to make 'tin,' 'bin,' 'win,' and 'fin.'

### Word solving and building

- ▶ Some students may be able to generate rhyming words that start with a two letter blend or digraph. (e.g., 'thin,' 'spin,' 'shin,' and 'chin') Students could also change the word 'she' to make 'we,' 'be,' 'me,' and 'he.'

## What Is Mom Making?



Written by Malcolm Reynolds

Illustrated by Laura Watson

**Text Type:** Fiction: Description — Account

**Summary:** A little boy helps his mom make a birdhouse.

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
- ▶ speech balloon

#### Print Concepts

- ▶ consistent placement of text except last page
- ▶ repeated language patterns
- ▶ an exclamation mark

## First Reading

### Reading Strategies

#### Comprehension

- ▶ synthesizing

#### Working with Words

- ▶ recognizing high-frequency words
- ▶ using pictures cues and the initial letters to confirm word predictions

### Assessment Opportunities

Note each student's ability to:

- ▶ synthesize new information with prior knowledge to create new understanding
- ▶ recognize high-frequency words
- ▶ use pictures cues and initial letters to predict new words



## BEFORE READING

### Activating and Building Background Knowledge

- ▶ Show students the front cover and read the title. Then show the back cover and read text on the back cover. Point out the illustration and invite discussion.

*Today we're going to read about a Mom who is making something but we don't find out what it is until the end of the book. Let's look at the pictures carefully for clues and guess what she might be making. I'll start. I think they might be in a garage since there are a lot of tools and it looks like they keep a bicycle there.*

### Making connections

- ▶ Have students share examples of the tools they have used and what they have made. As they share an item that is included in the book, find the tool in your book. Point out and discuss the tool and its use (e.g., wood, drill, hole, tape measure, hammer, nails, safety glasses, paint, paint brush).

*You said you used a hammer. On page 9 Mom is hammering a nail into a piece of wood.*

**ELL Note:** Ask students if they know anyone who uses these tools and ask them what kinds of things they have made with them.

### Synthesizing

### Setting a Purpose

- ▶ Focus the readers on a comprehension purpose.

*Let's read the book and look for clues that tell us what Mom is making.*



## DURING READING

### Print concepts

- ▶ Hand out the books so that each student has a copy.
- ▶ Read the title, author and illustrator's names.

*This is the title and it asks us a question. You can see the question mark at the end.*

### Predicting

- ▶ Encourage students to think silently and then whisper to their elbow partner what they think Mom might be going to make.

### Tracking print

- ▶ Put your finger under the first word on page 2 and model reading from left to right. As you read the first sentence, demonstrate how to keep reading from one line to the next line stopping when you reach the period.

*Where do we start reading? What is the first word? I'll put my finger right under that word. Then I'll follow along with my finger as I read.*

### Print concepts

- ▶ Point out the repeated language patterns on page 2. Explain that these repeated patterns will help them read this book.

*Let's read page 2 together. "Mom is in the garage. What is she making?" Did you hear the pattern? It's 'Mom is \_\_\_\_\_. What is she making?' Remember that patterns can help us read.*



**Analyzing  
Inferring**

- ▶ Encourage students to join in with the reading and to keep thinking about what Mom might be making.
- ▶ Emphasize comprehension by pausing to ask:
  - What letter does the word 'hole' start with? Can you find that word?
  - How is the boy helping Mom on page 9?



**AFTER READING**

**Synthesizing**

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

*Let's look at the clues that tell us what Mom is making.*

**Analyzing**

- ▶ Turn to page 12 and talk about what Mom made. Start the beginning of the book and discuss the clues provided in the illustrations. Clues might include the bird waiting outside on the front cover and page 7, the shapes of the cut pieces of wood, and the illustration on page 11.

*What clues did you find about what Mom was making as we read the story? How did the illustrations provide clues to what Mom was building?*

**Teaching Tip:** As children share and point out clues assist with identifying the clue and what it might suggest. This is also an opportunity to use vocabulary from the text that will assist readers with word solving.

## 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:

### 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., tracking print over two lines, following the repeated language patterns, and pointing out the thought bubble, question mark, and exclamation mark).

### Focusing on Comprehension

**Evaluating**

- ▶ Invite students to read the text with a focus on evaluating.
- ▶ During reading, pause and offer prompts:
  - What jobs was the boy allowed to do? Why?
  - Did the boy know what they were building?
  - What steps did they use to make the birdhouse?
  - How did they feel about building the birdhouse? Why?
  - How did the birds feel about the new birdhouse? Why?

*Why did the Mom and boy wear safety glasses?*

**Teaching Tip:** You can change the comprehension focus each time you reread to help students to focus on different aspects of the book. For example, to highlight Predicting you may decide to ask, “What do you think Mom and the little boy will make next?” 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 Letter knowledge



#### 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).

### High-Frequency words

### High-Frequency words

## Working with Words

- ▶ Focus on word recognition by:
  - framing one or two high-frequency words with a word mask
  - asking students to use the pictures to help predict a word, name a sound and the first letter of the word, and locate the word in the text.

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

## 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.

### **Building Objects**

- ▶ Provide opportunities for students to engage in building activities to create their own objects. They can explain their objects to a classmate.

### **Building Words**

- ▶ Provide plastic or magnetic letters and ask students to make some of the high-frequency words from the book.
- ▶ Provide students with word cards for the high-frequency words (‘a,’ ‘in,’ ‘is,’ ‘Mom,’ ‘she,’ ‘the,’ ‘what’) found in the text. Have students work with a partner matching the word cards with the appropriate words in ‘What Is Mom Making?’