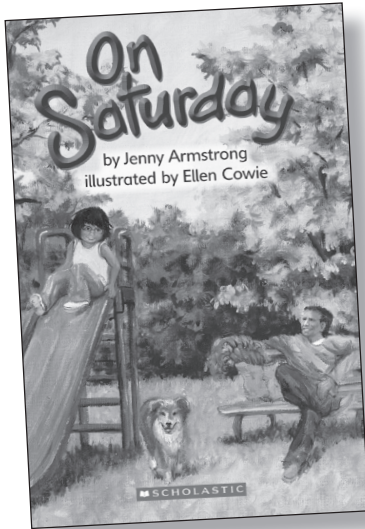


On Saturday



Written by Jenny Armstrong

Illustrated by Ellen Cowie

Text Type: Fiction: Narrative — Personal Account

Guided Reading Level: D

Summary: A little girl recounts the things she does with her dad on Saturday from morning to night.

Word Count: 54

High-Frequency Words:

a, at, down, go, house, I, like, my, play, the, to, we

Text Supports

- ▶ pictures support the text
- ▶ consistent placement of text
- ▶ two lines of text on each page

Possible Text Challenges

- ▶ changing vocabulary
- ▶ some activities may be unfamiliar
- ▶ question mark, exclamation mark

Reading Strategies

Comprehension

- ▶ self-monitoring

Working with Words

- ▶ using picture cues to support word recognition
- ▶ finding small words in larger words
- ▶ using beginning sounds to read unfamiliar words
- ▶ recognizing high-frequency words

Assessment Opportunities

Note each student's ability to:

- ▶ ask oneself questions
- ▶ track print from left to right
- ▶ recognize high-frequency words
- ▶ use picture cues to identify unfamiliar words
- ▶ find small words in larger 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

Predicting/text features

Activating and Building Background Knowledge

- ▶ Show students the front cover of the book and read aloud the title, and the author's and the illustrator's names. Ask students to predict what the book is about.

What do you think this book is about? What is the little girl doing? Who do you think the man is in the picture?

Print concepts/making connections

- ▶ Hand out a copy of the book to each student.
- ▶ Direct students to look at the back cover. Read the accompanying text. If students do not notice, point out that the text is a question, noting the question word, 'what,' and the question mark. Have students turn to a partner and answer the question, "What do you like to do on Saturday?" Have students share one idea with the group.

ELL Note:

Before the students pair up with their partners, ask them to raise their hands if they watch television, go shopping, play soccer, wash dishes, or visit family on the weekend. Use props such as a soccer ball, shopping bag, and other items to assist in comprehension.

Tracking print

Discussing Supports and Challenges

- ▶ Have students turn to the title page and ask them to read the title with you, matching each word with their fingers.

Word solving and building

- ▶ Tell students that you are going to do a picture walk through the book. Encourage students to look for clues in the pictures as they can help figure out unknown words. Introduce any key vocabulary that students may not know. For example, on page 3 the girl and her dad are tidying the house. As you discuss the picture introduce key vocabulary and have students find these words in the text.

I want everyone to turn to page 3. What are the girl and her dad doing? That's right; it looks like they are cleaning. Sometimes when people are cleaning, they say they are tidying up. Can you find the word 'tidy' on page 3? That's great. How did you know that said 'tidy'?

Word solving and building

- ▶ Have students turn to the title page and frame the word Saturday. Ask students to find small words in Saturday (sat, at, day). Repeat for other words in the story, such as 'pancakes,' 'store,' 'cart,' 'park,' 'dinner,' and 'popcorn' helping students find the smaller words.

Finding small words in a bigger word can help us figure out the big word. Let's look at the word 'Saturday.' What small words do you see in Saturday? Now, turn to page 2 and look at the word 'breakfast.' How did you know that was 'breakfast'?

Self-monitoring

Setting a Purpose

- ▶ Focus the readers on a comprehension purpose.

What questions are you asking yourself when you read this book?

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

Self-monitoring

Self-monitoring

Evaluating

- ▶ 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, interpreting illustrations, and vocabulary. Respond to comprehension queries and offer occasional comprehension prompts to help them problem solve. Possible Prompts:
 - What is the girl doing in the picture? Do you do any of these things on a Saturday?
 - Did that make sense? Reread that part again and ask yourself what would make sense and sound right.
 - Have you answered your question? Have any more questions emerged as you read?
- ▶ If students finish early, ask them to reread independently or with a partner. Ask them to find their favourite page and share it with a partner.
- ▶ Note successful reading strategies and any remaining reading challenges.

ELL Note: Offer prompts that maximize the use of the words from the story, e.g., “Do you eat breakfast?” “What do you eat for breakfast?” Point to each word on the page as you say them.



AFTER READING

Self-monitoring

Making connections

Evaluating

Making connections

- ▶ Revisit the purpose for reading: What questions are you asking yourself when you read this book?
- ▶ Extend comprehension by offering prompts to initiate discussion:
 - Do you do any of the same activities on Saturday? Do you do anything different on Saturday?
 - What is your favourite activity to do on a Saturday? Why?
 - Who do you do things with on Saturday?

Before you started reading, did you think of questions you had about the book? Did you find any answers? What new questions arose as you read? How does asking questions while you read help you understand the book?

Self-monitoring

- Comment on any effective reading strategies you observed.

I noticed that Mohammad wasn't sure what the word popcorn was so he looked at the picture closely and used his fingers to find the small word pop in popcorn. That's what a good reader does. They use the clues to help them problem solve.



Home Links

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

Evaluating

Rereadings

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

Focused Follow-Up

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

Drawing and Writing

- ▶ Have students choose their favourite activity to do on Saturday and then draw a picture. Encourage students to write two sentences following the models in the book.

Dramatize

- ▶ Have students act out what they like to do on Saturday.

Word Building

- ▶ Provide students with plastic letters and have them build high-frequency words from the text. After building the words, invite students to practise writing the words.

Remember to say the word as you spell it. Let's try it together with the word "house." As you write it, I want you to say, h-o-u-s-e spells 'house.'

High-frequency words

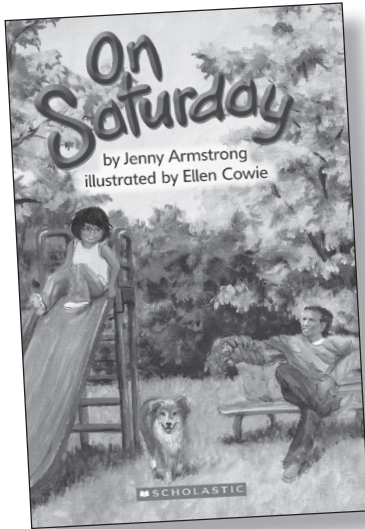
Word solving and building

- ▶ Create a chart listing all the rhymes and onsets for a word family using words such as 'like,' 'day,' 'cook,' and 'eat.' Display the chart on your word wall.

Word solving and building

- ▶ Have students find all the words in the book that have small words inside them. Have students record the words and circle or underline the small words.

On Saturday



Written by Jenny Armstrong

Illustrated by Ellen Cowie

Text Type: Fiction: Narrative — Personal Account

Summary: A little girl recounts the things she does with her dad on Saturday from morning to night.

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 are highly supportive of text

Print Concepts

- ▶ consistent placement of text
- ▶ two lines of text on every page
- ▶ question mark, exclamation mark

First Reading

Reading Strategies

Comprehension

- ▶ making connections

Working with Words

- ▶ using picture cues to support word recognition
- ▶ finding small words inside larger words
- ▶ recognizing high-frequency words

Assessment Opportunities

Note each student's ability to:

- ▶ make connections to their own personal experiences and extend background knowledge
- ▶ use picture cues to solve unknown words
- ▶ find small words inside larger 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 and in the Grade One Reading Guide.



BEFORE READING

Making connections

Activating and Building Background Knowledge

- ▶ Show students the front cover of the book. Point to each word as you read the title, and the author's and illustrator's names. Turn the book over and display the back cover. Read the text on the back cover. Have students close their eyes and consider the question: 'What do you like to do on Saturday?' Have pairs of students discuss what they like to do on Saturdays. Make a list of the students' ideas.

What do you do on Saturdays? Who do you do things with on Saturdays? What is your favourite thing to do on Saturday?

ELL Note: Review the days of the week focusing on the days students are at school and the days they are not. Refer to a calendar to provide a visual reference.

Making connections

Setting a Purpose

- ▶ Focus the readers on a comprehension purpose.

Let's read this book to find out what the girl does on Saturday compared to what you do on Saturday.



DURING READING

Tracking print

- ▶ Hand out the books so that each student has a copy.
- ▶ Use a pointer to track print. Track the phrases so that you model grouping words together when reading.

Turn to page 2. Let's start to read. Can someone come up and point to the first word so we all know where to start reading?

Word solving and building/predicting

- ▶ Encourage students to join you while you are reading. As you approach the last word on each page, pause for a moment and have students look at the picture carefully for clues about what the word might be and then make predictions.

"We eat breakfast. I like..." Look really closely at the picture. What are they eating? It looks like pancakes. Look at this word and see if our prediction is right. What letter does the word 'pancakes' start with? What letter do we hear at the end? Let's go back and read it again to make sure it makes sense.

Language predictability

- ▶ On page 3, pause at the word 'tidy' and ask questions to explore its meaning. Encourage students to use prior knowledge, picture cues, and context clues when solving the word.

Inferring/making connections

- ▶ Before reading page 6, ask students to look closely at the picture and describe what is happening. Encourage students to think about how the girl is feeling.

What do you think the girl is thinking about? How do you think she is feeling? How do you know this? Do you help make dinner? How does it make you feel?



AFTER READING

Making connections

Provide a prompt related to the purpose for reading.

What did the girl do on Saturday? What activities do you do on Saturday that are the same as the girl does? What activities do you do that are different?

Predicting/inferring

- ▶ Expand the discussion. Possible prompts might include:
 - How do you think the girl is feeling?
 - What clues are you using to figure out how she is feeling?
 - What do you think she does on Sundays?
 - Are they the same types of activities that she does on Saturday? Why do you think this?

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 over two lines, locating specific vocabulary such as high-frequency words, and pointing out the question and exclamation marks).

Evaluating

Focusing on Comprehension

- ▶ Invite students to reread the text with a focus on evaluating.
- ▶ During reading, pause and offer prompts:
 - What is your favourite activity to do on Saturday? Why?
 - Who do you do things with on a Saturday?
 - Do you think everyone does the same thing on Saturday? Why?
 - Do you think people always do activities on Saturday with the same person? Why?

What are your favourite activities to do on Saturday?

Teaching Tip: You can change the comprehension focus each time you read to help students focus on different ideas. For example, to highlight Sequencing you may decide to write the different activities on cards and have students place them in the correct order to match the story. 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.

High-frequency Words

Word Families

Working with Words

- ▶ Focus on word recognition by:
 - framing high-frequency words (e.g., ‘a,’ ‘at,’ ‘down,’ ‘go,’ ‘house,’ ‘I,’ ‘like,’ ‘my,’ ‘play,’ ‘the,’ ‘to,’ and ‘we’)
 - finding little words inside of big words.

Find the word ‘pancakes’ on page 2. This word is made up of two little words. Let’s frame the first small word ‘pan.’ What’s the other small word? That’s right, ‘cakes.’ How does finding a small word in a big word help us to read?

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.

Dramatizing

- ▶ Create groups of students and have each student in the group choose a different day of the week. Then they can act out an activity they like to do on that day.

Oral Language Game

- ▶ Have students stand in a circle. Begin the activity by saying, “On Saturday, I ...” and create an action for your activity. Then the next person repeats your sentence and adds the next day with an action. All students mimic the actions. For example, “On Saturday, I like to jump.” (everyone jumps) The next person says “On Saturday, I like to jump.” (everyone jumps) “On Sunday I like to sleep (everyone snores).” Continue until everyone in the circle has had a turn.

Writing ‘On Saturday’ books

- ▶ Have students create their own ‘On Saturday’ book with at least five activities they do on a Saturday. If students are not writing at this level, create a group book where each student contributes a page using the sentence starter, ‘On Saturday, I ...’ Students can also create a ‘Days of the week’ book with activities they like to do on each day.

Building Words

- ▶ Add the high-frequency words found in the book on the word wall. Invite students to locate each word in the text and spell it by stretching out the individual sounds.
- ▶ Choose a word such as ‘like’ and brainstorm words that rhyme with it (e.g., ‘bike,’ ‘Mike,’ ‘hike’).