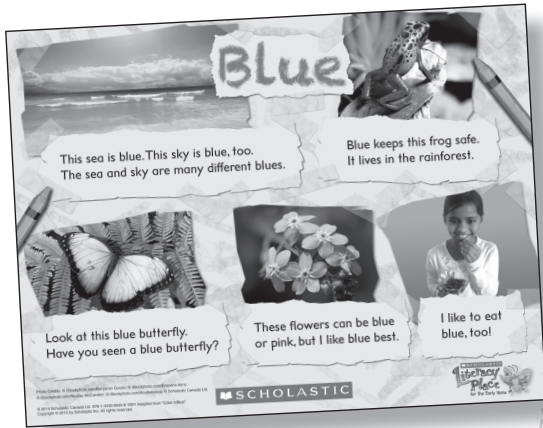


Blue



Text Type: Non-fiction: Description — Scrapbook Page

Guided Reading Level: E

Summary: This scrapbook page shows a variety of places where the colour blue might be found in nature.

Word Count: 56

High-Frequency Words: *best, different, eat, keep(s), live(s), sky, too*

Text Features

- ▶ text boxes
- ▶ variety of punctuation marks

Visual Literacy

- ▶ colourful photographs

Text Supports

- ▶ photographs support the text
- ▶ first text box uses a consistent and familiar sentence structure

Possible Text Challenges

- ▶ scrapbook format may be new
- ▶ unfamiliar vocabulary: *different, rainforest, safe*
- ▶ two lines of print per text box
- ▶ combination of statements and questions
- ▶ some complex sentence structures
- ▶ variety of punctuation marks

Reading Strategies

Comprehension

- ▶ self-monitoring
- ▶ making connections
- ▶ evaluating

Working with Words

- ▶ using photographic clues, background knowledge and word solving strategies to solve unfamiliar words
- ▶ identifying compound words

Assessment Opportunities

Note each student's ability to:

- ▶ self-monitor their own understanding
- ▶ make connections from the text to their personal experiences or to other texts
- ▶ evaluate to give personal opinions
- ▶ solve unfamiliar words

Oral Language Opportunities

- ▶ discussing in groups and pairs
- ▶ presenting to the group

For Assessment Tools, see Monitoring Progress for Guided Reading in the Toolkit at www.lpey.ca and in the Grade Two Reading Guide.



BEFORE READING

Activating and Building Background Knowledge

Making connections

- ▶ Ask students whether they have a favourite colour. Use the Think-Pair-Share strategy to share with the group.

Who has a favourite colour? Tell your partner what it is.

Making connections/evaluating

- ▶ Create a chart to record a quick brainstorm of colour choices. Prompt students to consider where they can find their colour inside and/or outside their homes.

Think of all the places you might find your favourite colour. Can you find it inside your house as well as in nature?

Making connections/self-monitoring

- ▶ Hand out a copy of the scrapbook page to each student. Explain that they are going to read about the author's favourite colour. Provide time for students to look at the text. Ask them to point to something that is familiar to them.

Is there anything on this page that you have never seen before? Point to it.

ELL Note: Have ELLs brainstorm items in their classroom, home, and community that are blue. Record their suggestions on a chart.

Discussing Supports and Challenges

Text features/analyzing

- ▶ Have students look carefully at how the text is placed on the page. Read the title and remind them that titles are often in larger print. Ask them to think of another way they might recognize this as the title.

Print concepts

- ▶ Discuss with the students where they should begin to read. Explain that each section can be read in any order, since this is a non-fiction text and each section contains connected but different information.

This is a non-fiction text and we can begin to read any section. We need to be sure that we read all the sections so we can learn as much as we can about the topic.

Visual literacy

- ▶ Encourage students to look for other special features on the page. Explain the structure of a scrapbook and the purpose of photos, text, and tape.

Visual literacy

- ▶ Help students recognize the purpose of the photos by having them identify the word "blue," and then its related concept, in each.

Print concepts

- ▶ Look at the punctuation marks at the end of the sentences and see how many different ones there are. Explain or review the use of the punctuation marks.

I see a period right here (end of first sentence). Can anyone find any more periods? Can anyone find a punctuation mark that is not a period? What is it used for?

Setting a Purpose

Self-monitoring

- ▶ Remind the students that it is important for the information to make sense as they read. Ask them to stop if they don't understand something in order to make sense of what they are reading.

It is important that what we read makes sense to us. Think about what to do if it doesn't make sense. How do the pictures help?

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

- ▶ Ask each student to read the text independently, keeping in mind the purpose for reading.
 - ▶ Observe and listen to the students as they read quietly, assisting as needed. Some may require help word solving and with word meanings. Respond to questions and offer prompts to help them problem solve. Possible prompts:
 - Did that make sense? Reread the sentence and think what would make sense and sound right.
 - Where are you stuck? Look at the photo and see if it can help you make sense of the word.
 - Which blue photo is your favourite? What did you learn from both the words and the picture?
 - ▶ If students finish early, ask them to reread and look for compound words that contain two smaller words. The words can be recorded on a sticky note.
 - ▶ Note successful reading strategies and any remaining reading challenges.
- Self-monitoring**
- Self-monitoring**
- Evaluating**
- Word solving and building**



AFTER READING

- ▶ Revisit the purpose for reading: Why is it important that we stop when we are stuck and try to make sense of what we are reading?

Reading is about making sense. Who can tell us somewhere they got stuck and how they figured out what to do?
 - ▶ Extend the understanding by offering prompts to continue the discussion:
 - Which picture was your favourite? Why?
 - Did you learn something new about the colour blue?
 - Does it matter which section you read first? Explain your thinking.
 - ▶ Point out the blue frog and ask students how they think being blue keeps the frog safe.

How does being blue keep the frog safe? This bright blue colour tells other animals that the frog is poisonous. This scares off predators who might have tried to eat it.
 - ▶ Revisit the chart of favourite colours and where they can be found from the initial brainstorming session.

If you wanted to make a scrapbook page about your favourite colour what would you need?
- Self-monitoring**
- Evaluating**
- Inferring**
- Making connections**

Self-monitoring

- ▶ Comment on any effective reading strategies you observed.

There were some new words in this text. Look at this sentence. (Show “The sea and the sky are many different blues.”) Nick said “ocean” instead of “sea” and then he looked carefully at the word again and realized that it started with “s.” Good noticing, Nick!

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.

Create a Scrapbook Page

- ▶ Invite the students to make a scrapbook page for their favourite colour. They could do an easy version by simply changing the word “blue” to their colour and finding, or making, illustrations to match.

Have students choose six photos or drawings that show their favourite colour. Invite them to create text to match the photos and create a scrapbook page.

ELL Note: Beginning ELLs can create their scrapbook page by matching pictures of objects with colour words.

Group Presentation

- ▶ Students can present their scrapbook pages to the group or class, describing their favourite colour and the process they went through to create the page.

ELL Note: Students can teach the word for blue in their home language to the class. Create a wall chart, or visual, with the words for blue in various languages. You could use Internet resources when required.

Word Building

- ▶ Invite the students to find the compound words in the text (*rainforest, butterfly*). Record the words on cards and cut them apart to highlight the small words. Have students brainstorm for other compound words and print them on cards. Students can use the cards as a puzzle game to create compound words.