



Jet's Family

BY SHOO RAYNER

About this book

This book introduces Jet's family, including his pet cat, Stripes.

Reading Level: B (Fiction)

Word Count: 34



High-Frequency Words	Reading Skills and Techniques	Related Comprehension Strategies
the, she, Mom, Dad, no, is, says, has	<ul style="list-style-type: none">• one-to-one matching: voice/word match and pointing• return sweep• using pictures to solve words• recognizing a few high-frequency words• rereading to confirm• finding familiar chunks	<ul style="list-style-type: none">• predicting• monitoring comprehension• making connections• inferring



Before reading

- Talk with the students about their families. Who do they live with? Do they have any pets?
- Have the students look at the front cover of the book and ask them to predict who the people might be. Turn to pages 2 and 3 and read the names with the students. Ask them if this page has helped them confirm, or change, their predictions about the cover.
- Show the students word cards with the following words: *is, the, she, no, says*. Review the letters in the words and what the words say. Assign a word to each student and ask them to find that word in the text. Ask them to point to, or “hug,” the word. Then ask them to try reading the sentence to see if that word sounds right in that sentence.

Assessment Note

Do the students respond with relevant predictions and ideas?



My Family – Guided/Group Reading Notes



During reading

- Use a shared reading process for the first reading of the book. Read the book through, encouraging the students to point as you read. At the end of each double spread of text, ask students to predict what will happen next in the story. Check the predictions when the page is turned.
- Model solving a word by looking at the picture and then cross-checking the prediction by looking at the first letter of the word. Example (page 8): *This picture shows Mom with the empty plate. I can infer that she is sad that all her cupcakes fell to the floor. I infer this by looking at her face and by thinking about how I would feel. So the word sad makes sense. What sound does sad begin with? Yes, /s/. What letter says /s/? Yes, look, the word starts with an s, so sad makes sense and looks right. Now let's say the end of the word sad: ssss – ad. When I look at the end of the word I see a, d; that would say /ad/. So it really looks right. Let's read the sentence again to make sure it sounds right and makes sense.*
- Reread the story, asking the students to point and read with you.
- Invite the students to reread the book independently. Remind them to point to the words as they read.



After reading

- Discuss with the students:
 - Who are the characters in this story? (**retelling one element of a narrative**)
 - What happened to the cupcakes? Why? (**literal understanding**)
 - How did Toby feel after the cupcakes fell? (**inferring**)
 - Do you think Toby and Jet get along? Why? (**inferring, making connections, drawing conclusions**)
 - Did you enjoy this story? Why or why not? When has something like this happened to you? (**evaluating, making personal connections**)

Additional activities

- **Word study:** Say three words, two of which are members of the -et family (e.g., *get, let, mat*). Have the students identify the rhyming pair. Work together to generate a list of words in the -et family. Model saying the onset and then the rime to read each word. Have students form -et words using magnetic letters or other manipulatives. Ask them to find the word *Jet* in the text.
- Have students make cupcakes using modelling clay, beads and other craft materials. Have them sketch their cupcake and label the sketch.

Assessment Note

Are the students:

- pointing at the text and matching the words read?
- checking the picture?

Assessment Note

Do the students have a literal understanding of the story?

Can the students infer using prior knowledge and text clues?

Assessment Note

Do the students:

- hear and generate rhyme?
- create and read word-family words?



Go To Bed!

BY ALEX LANE

About this book

This narrative tells a story about Max and his sister, Molly. Molly is not able to go to sleep until she checks the room for monsters.

Reading Level: B (Fiction)

Word Count: 67



High-Frequency Words	Reading Skills and Techniques	Related Comprehension Strategies
and, went, to, up, go, said	<ul style="list-style-type: none"> one to one matching: voice/word match and pointing return sweep using pictures to solve words recognizing a few high-frequency words rereading using speech bubbles recognizing punctuation (exclamation marks) 	<ul style="list-style-type: none"> predicting monitoring comprehension making connections inferring



Before reading

- Talk with the students about bedtime, touching on the fact that sometimes children can get scared at bedtime. What could make them scared? Have the students think of a time when they were scared at night and share this with a partner.
- Show the students the cover of the book and read the title. Why does the title have an exclamation mark? How should we read it?
- Looking at page 2, encourage the students to discuss the characters in the story and predict what might happen. Look at the picture on page 3 to identify the setting of the story.
- Explain that there are several familiar words in this book. Using word cards, show students the high-frequency words they will encounter and read them together. Give each pair of students a set of word cards to practise reading them together.
- Read pages 3 and 4 to the students. Ensure they understand the thought bubble on page 4 that shows why Molly got out of bed. What is she doing? Why?

Assessment Note

Do the students respond with relevant predictions and ideas?



My Family – Guided/Group Reading Notes



During reading

- Use a shared reading process for the first reading of the book. Read the book through, encouraging students to point to each word as you read.
- Discuss how you used your voice expressively when reading the speech bubbles. What punctuation clue helped you know what expression to use?
- Reread the text together, emphasizing the speech bubbles and the dialogue.
- Invite the students to reread the book independently. Remind them to point to the words as they read.



After reading

- Discuss how you read the word *got* the first time you came to it. Encourage students to think about the picture on page 4, and talk about saying the first sound and the chunk after it. Model saying *g-ot, got*. Remind them that this is one way readers solve words. **(metacognition)**
- Remind the students that, before reading, they discussed what the story might be about. Talk about whether or not their predictions need to be modified. Emphasize that predictions can change as we read. **(predicting, monitoring comprehension)**
- Ask the students:
 - Why did Molly keep getting out of bed? **(literal understanding)**
 - What did Molly have to do before she could sleep? **(inferring, recalling, drawing conclusions)**
 - Have you ever felt like Molly? **(personal connection)**
 - Why did Max get up at the end of the story? **(inferring, drawing conclusions)**

Additional activities

- **Word study:** Say three words, two of which are members of the *-ot* family (e.g., *hot, not, pet*). Have the students identify the rhyming pair. Work together to generate a list of words in the *-ot* family. Model saying the onset and then the rime to read each word. Have students form *-ot* words using magnetic letters or other manipulatives. Have them find the word *got* in the text.
- Have the students:
 - reread the story with a partner.
 - practise the high-frequency words using word cards to play *Concentration* or *My Card, Your Card*.
 - use blocks or other materials to build a home for the monster so it won't bother Molly and Max.
 - set up a bedroom in the dramatic play centre and enact bedtime routines.

Assessment Note

Are the students:

- pointing at the text and matching the words read?
- checking the picture?
- using punctuation and other text features to support oral reading?

Assessment Note

Do the students:

- infer using text clues and background knowledge?
- identify their personal preferences and explain why?
- make personal connections to the text?

Assessment Note

Do the students:

- hear and generate rhyme?
- recognize or create the high-frequency words in other contexts?



My Family – Guided/Group Reading Notes

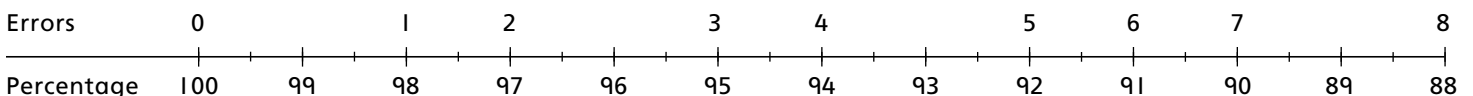
Go To Bed!

Level B (Fiction)
Running Words: 67

Name: _____

Date: _____

Page		Errors	S.C.	Errors MSV	S.C. MSV
3	Good night! Max and Molly went to bed.				
4	Molly got up.				
5	Go to bed, Molly! “Go to bed, Molly!” said Max.				
6	Molly got up.				
7	Go to bed, Molly! “Go to bed, Molly!” said Max.				
8	Molly got up.				
9	Go to bed, Molly! “Go to bed, Molly!” said Max.				
10	Molly got up.				
11	Go to bed, Molly! “Go to bed, Molly!” said Max.				
12	Max got up. Go to bed, Max!				
Percent Accuracy: _____ S.C. Ratio: 1: _____		Total			





Ducks

BY ALEX LANE

About this book

This non-fiction text explores the life cycle of ducks as they are born and raised.

Reading level: B (Non-Fiction)

Word Count: 51 (includes headings and labels)



High-Frequency Words	Reading Skills and Techniques	Related Comprehension Strategies
look, the, a, on, has, at	<ul style="list-style-type: none"> one to one matching: voice/word match and pointing left page then right page using pictures to solve words recognizing a few high-frequency words using content vocabulary rereading reading headings and labels 	<ul style="list-style-type: none"> predicting monitoring comprehension making connections asking and answering questions identifying important information



Before reading

- Look at the book's front cover. Ask the students to describe what they observe. Point to Leo and ask the students where he is. Explain that this book is non-fiction. Review the meaning of non-fiction. Have the students predict what the text might be about.
- Create a K-W-L chart and have the students list things they think they know about ducks (K column) and things they would like to learn about ducks (W column).

Assessment Note

Do the students respond with reasonable predictions?



During reading

- Use a shared reading process for the first reading of the book. Read the book through, encouraging the students to point as you read. Remind them to read the left page before the right page. As you read, discuss how you use the labels and Leo's speech bubbles to gain information.



My Family – Guided/Group Reading Notes

- Reread the story with the students pointing and reading along with you. On page 5, ask the students how they figured out the word *seven*. Review the use of the picture and letter clues (perhaps also finding the word on a chart in the classroom). Ask how they checked that it sounded right.
- Invite the students to reread the book independently. Remind them to point to the words as they read.



After reading

- Return to the K-W-L chart and have the students help you decide what to write in the “what we learned” (L) column. (**literal recall**)
- Refer back to the “what we want to learn” (W) column. Do we still have things we want to know? How could we find answers? (**asking and answering questions**)
- Ask the students:
 - How did the labels on pages 2 and 3 help you understand the text? (**metacognition**)
 - Did you enjoy reading the story? What part did you like best? Which picture appealed to you the most? Why? (**personal response**)
 - Did this book remind you of any fictional texts (books, oral texts, movies)? (**making connections**)
 - How do you think ducks make a nest? (**inferring, deducing**)
 - Why do we need non-fiction books? (**critical literacy**)

Additional activities

- **Word study:** Have the students find the word *sit* on page 8. Model saying the word, then saying it again without the /s/ sound. What is the new word (*it*)? Use magnetic letters to show the process. Have the students try dropping initial sounds from other words to create new words (e.g., *goat/oat*, *hat/at*, *meat/eat*, *will/ill*, *dear/ear*, *pants/ants*). If appropriate, attempt the same exercise using blends (e.g., *grow/row*, *brake/rake*, *spot/pot*).
- Encourage students to reread the story with a partner.
- Talk about nouns we use to label adult and baby animals (e.g., *cow/calf*, *dog/puppy*). Use an interactive whiteboard to have students sort and match adult and baby animal names with pictures, or make pictures and word cards available for hands-on manipulation.
- Read fictional duck texts such as *The Ugly Duckling* or *Make Way for Ducklings*.
- Have students choose one duck fact, write a sentence about that fact, then illustrate the sentence.
- Provide a toy farm for students to play with and explore.
- Make available other non-fiction texts about animal life cycles.

Assessment Note

Are the students:

- reading the left page before the right page?
- pointing at the text and matching the words read?
- checking the pictures?

Assessment Note

Do the students:

- identify information included in the text?
- demonstrate understanding of the purpose of labels?
- identify their personal preferences and explain why?

Assessment Note

Do the students:

- create new words by eliminating initial sounds from existing words?
- connect the information in this text with other texts or with personal experience?