



B O L D P R I N T ®



kids

Shared and Interactive Kindergarten Pack Pack A

Teacher's Resource Sample

by Kathleen Corrigan



Note: This teaching plan is for the Kindergarten anthology *Moo! Baa! Oink!* and the Graphic Readers *I Spy*, *Simon Says*, and *What Will I Be?*
To preview these resources, go to

www.oupcanada.com/bpkssample/

BOLDPRINT KINDERGARTEN OVERVIEW

WHAT IS BOLDPRINT KINDERGARTEN?

Boldprint Kindergarten Shared and Interactive Packs provide resources for **shared reading instruction** and **oral language development** (whole class and small group) including projectable, interactive e-books.

Two packs for integrated **half-day** and **full-day** Kindergarten programs offer

- **Print and projectable e-book editions** with tools for highlighting, spotlighting, annotating, etc.
- **Audio support** for selected songs and stories
- Clear teaching plans for **modelled and shared reading** and **oral language** development
- Natural connections to **writing** integrated where appropriate
- Embedded opportunities for **inquiry, critical thinking**, and **play-based learning** throughout
- **Graphic Readers** that provide more small-group shared opportunities for children to **apply their learning** in other contexts

WHAT ARE THE COMPONENTS OF BOLDPRINT KINDERGARTEN?

Each pack (Pack A and Pack B) includes

- **5 large magazine-style Anthologies** (4 copies of each)
- **Projectable e-book versions** of the Anthologies on CD
- **Audio CD** with selected readings and songs
- **10 Graphic Readers** (one copy of each)
- **Teacher's Resource with the following sections**
 - **Teaching Early Learners** This section focuses on reflective practice and provides background information on topics such as how young children learn, the gradual release of responsibility model, play-based learning, oral language development, and assessment.
 - **How to Use This Resource** This overview offers supporting information on how to use the teaching plans within an integrated Kindergarten comprehensive literacy program.
 - **Teaching Plans** See outline on page 2.
 - **Assessment Tools** Assessment is embedded throughout the teaching plans. The front matter provides a range of suggestions for using observation (*e.g., video*). Assessment tools in black line master format provide support for assessment of comprehension strategies, emergent reading skills, oral language development, and individual conferencing.

PACK A AND PACK B STUDENT BOOKS

Reading Strategy Focus	Pack A Student Books	Pack A Graphic Readers (Ten titles)	Pack B Student Books	Pack B Graphic Readers (Ten titles)
Making connections	<i>What's Your Name?</i>	Various	<i>Where's the Bear?</i>	Various
Predicting	<i>Moo! Baa! Oink!</i>	Various	<i>Brrr!</i>	Various
Visualizing	<i>Splash Splash!</i>	Various	<i>Vroom Vroom!</i>	Various
Inferring	<i>How Much?</i>	Various	<i>All Together</i>	Various
Retelling	<i>A is for Apple</i>	Various	<i>Me Too!</i>	Various

WHAT'S THE STRUCTURE OF A TEACHING PLAN?

Introducing the Anthology

Two Introductory lessons

1. Introducing the Anthology
2. Modelling the Strategy (uses the poster page at the beginning of the anthology)

Selection Teaching Plans (one per selection):

Two Modelled/Shared Lessons

1. Comprehension strategy focus
2. Focus on asking questions/critical thinking/fluency (*e.g., point of view, bias, ideas in selections*)

Follow-up Lessons – several options for revisiting the text for a variety of purposes:

- Solving Text (*e.g., phonological awareness, letter/word knowledge, concepts of print*)
- Making Meaning (*e.g., drawing meaning from illustrations, text-to-self/text/world connections*)
- Using the Text (*e.g., purpose of name labels, songs, using pictures to tell a story*)

Literacy Threads & Play-based Opportunities

- Opportunities to go beyond the print, and naturally apply the strategy and other learning in play-based environments

Opportunities for Inquiry

- Opportunities for children to follow their own inquiries; includes a web of sample inquiry questions that children may suggest

Graphic Reader Teaching Plans

- Each Anthology is accompanied by 3 Graphic Readers, each with its own Before/During/After teaching plan
- Each Graphic Reader teaching plan takes a different focus:
 1. Comprehension strategy focus (*e.g., making predictions*)
 2. Graphic text focus (*e.g., speech bubbles show who is talking*)
 3. Anthology (content) focus (*e.g., What do we know about farms?*)
- Each “during” section of the teaching plans provides two options:
 - Small group lesson – High level of scaffolding (intentional instruction/teacher led)
 - Small group lesson – Lower level of scaffolding (moderate teacher intervention)

Assessment & Assessment Tools

Assessment and assessment tools are referenced throughout the lesson plans and focus on

- Emergent reading skills
- Use of comprehension strategies
- Oral language growth
- Individual conferencing on learning and next steps

Moo! Baa! Oink!

The selections in this anthology allow students to develop their ability to make predictions while enjoying a humorous look at farms and farm animals. The students explore the attributes of some common domestic animals through song, story, and careful viewing. They are encouraged to predict based on their knowledge of the animals and the storylines, and to cross-check their predictions with further information. Cross-checking is explicitly taught and stressed as it is an important component of self-monitoring—an essential strategic process for effective reading. The selections also lead to many opportunities for student-led inquiries and rich play-based activities.



Learning Goals & Assessment

Comprehension Strategy Focus: Making Predictions

These lessons address two key conceptual understandings.

Conceptual Understanding

Authors write texts to share ideas with their readers. We can think about what we read to help us understand those ideas.

Learning Goal

I am learning to think about the text when I predict what might happen and when I predict words.

Success Criteria

I make predictions when I

- ✓ think about what I know. (I use prior knowledge.)
- ✓ think what would make sense in the story or text.
- ✓ predict words.
- ✓ predict what might happen.
- ✓ check my predictions by looking at the pictures.
- ✓ check my prediction by looking at the letters.
- ✓ check my predictions by reading more.

Conceptual Understanding

Readers use many kinds of information to read and understand texts.

Learning Goal

I am learning to use many ways to read new texts.

Success Criteria

I learn to read new texts when I

- ✓ look at the picture.
- ✓ think about what I know. (I use prior knowledge.)
- ✓ think about the story.
- ✓ predict a word that makes sense.
- ✓ reread the words.
- ✓ look for letters I know.
- ✓ look for words I know.

Modelling the Strategy

Prediction is a simple and familiar strategy when reading. We can predict words, what a book might be about, or what might happen next. Effective readers check their predictions and modify them if they do not match additional information. Students will use this strategy continually over the Kindergarten year and it is important for them to understand that predictions do not have to be correct. What is important is that we think and predict and then check and change as needed. While modelling, you can demonstrate successful predictions but also predictions that need to be revised. Model prediction at the story and at the word level using a range of texts that interest the students. Encourage them to predict along with you.

Teaching Plan at a Glance

READING LESSONS		FOLLOW-UP LESSONS – REVISITING THE TEXT*				OPPORTUNITIES FOR INQUIRY
SELECTION	MODELLED AND SHARED LESSONS	Solving Text	Making Meaning	Using the Text	Inquiry webs around the questions below offer suggestions	
On the Farm ... p. 4	Introducing the Anthology Modelling the Strategy Focus: Making Predictions	Phonological awareness: playing with rhyme; /ig/ family Letter and word knowledge: the, on, f Concepts of print: ellipses	Connecting text to self	Using multiple images	Why are farms important?	
Old Macdonald p. 6	Lessons with Each Selection Include: Shared Reading Lesson 1 Focus: Making Predictions Shared Reading Lesson 2 Focus: Critical thinking/ critical literacy/fluency Literacy Threads & Play-Based Learning	High-frequency words: a, and, on, he, here, an Letter knowledge: h, w, m Concepts of print: bold, exclamation mark	Thinking about familiar stereotypes	Singing and writing songs	Why do farmers raise animals such as pigs?	
Little Red Hen p. 14		High-frequency words and letter knowledge: I will, w, n, h Concepts of print: question mark, speech bubbles	Understanding story structure: problem and solution	Following procedures	Why is bread part of healthy living for people in our world?	
Where is the Cow? p. 22		High-frequency words and letter knowledge: is, the, where, w, c, n Phonological awareness: orally play with rhyme; /ow/ family	Connecting text to self and text to text	Asking questions	Why do farmers raise animals such as cows?	
Who Said That? p. 30		Letter knowledge and high-frequency words: b, c, m, n, w, said Concepts of print: question mark Phonological awareness: listening for final sounds (/k/, /f/, /oo/)	Drawing meaning from illustrations	Using speech bubbles	How do people and animals communicate?	
GRAPHIC READERS						
I Spy	Focus: Making Predictions					
What Will I Be?	Focus: Graphic texts use speech bubbles to show who is talking					
Simon Says	Focus: What do we know about farms?					

*See How to Use This Resource, pages xx–xx, for examples of ways to teach these lessons.

Introducing the Anthology

Display or project the cover of the anthology. Ask the students to look at it and think about what they see. Encourage them to discuss the picture by using prompts such as:

- Let's talk about what we see. Tell me more ...
- What are they doing? How do you think they are feeling?

Draw the students' attention to the posters the animals are holding. You could say:

We use posters to share an idea or give information. We use words and sometimes pictures on our posters. Well, these animals have something to say too. Think about what a cow might say. Let's all sound like cows. Who will predict what the cow is saying?

Stress the word *moo* and stretch out the sounds. Continue by saying:

What sound is at the beginning of *moo*? (Be sure they say the sound /m/ not the letter name.) Yes I hear /mmmm/ at the beginning of *moo*. What letter says /m/? So what letter would you expect to see at the beginning of *moo*? Yes, an *m*, look I see an *m*. We listened to the sound of the word *moo* and we checked to see if the letter matched and it does. Our prediction seems to match. Now let's check the end ...

If desired, repeat the process with *baa* for the sheep then with *oink* for the pig. When they isolate the sound /oy/ tell them it is often written *oi* so they can check the word.

Explain that the title of this magazine is *Moo! Baa! Oink!* Ask:

What do you predict it might be about? Why?

Open the book and display the inside cover and the title page. Ask the students if they see anything that supports their predictions.

Modelling the Strategy

Selection: On the Farm ... (Poster)

Display the poster pages. Ask the students to talk to a partner about what they see and where they think these pictures were taken. Have them report back in the larger group.

Encourage them to provide evidence for their ideas (*Why do you say that? What evidence did you notice?*). Think aloud by saying something like:



pages 4–5

As soon as I looked at this poster I made some predictions about this book. Readers make predictions when they think about what they see or read and then think about what might happen in the text. I see farm animals and a cornfield and those are all on farms. Let me read the title of the text and see if it matches my prediction. This text is called “On the Farm ...” Why do you think that is the title? Tell us if you think it is a good title or if you would change it.



These pages help to confirm the predictions we made when we looked at the cover and inside the text. I like to check and confirm or change predictions. Right now I can confirm my prediction.

Ask volunteers to tell the group what is happening in each photo. What evidence is in the photo? Extend their responses by offering precise vocabulary or useful modifiers (e.g., *Yes, the combine is harvesting the crops. The boy is picking luscious strawberries.*).

LITERACY THREADS & PLAY-BASED LEARNING

- Encourage the students to brainstorm farm animals and then create a survey to identify favourite farm animals. Let the surveyors report their data to the class.
- Place books about farms at the reading centre. Include a selection of fiction and non-fiction.
- Place farm animals and farm machinery toys in a tub for use outside. Encourage the students to create farms in the sand area

For English Language Learners

- Use an interactive whiteboard to display photos of common farm animals. Link each photo to the audio file on the audio CD that repeats the animal's name and its sound. Students can touch the photo to hear the name. 
- Then add the written name for each animal and have the students match the photo and name. Link the audio file to the written word so students can self-check. 

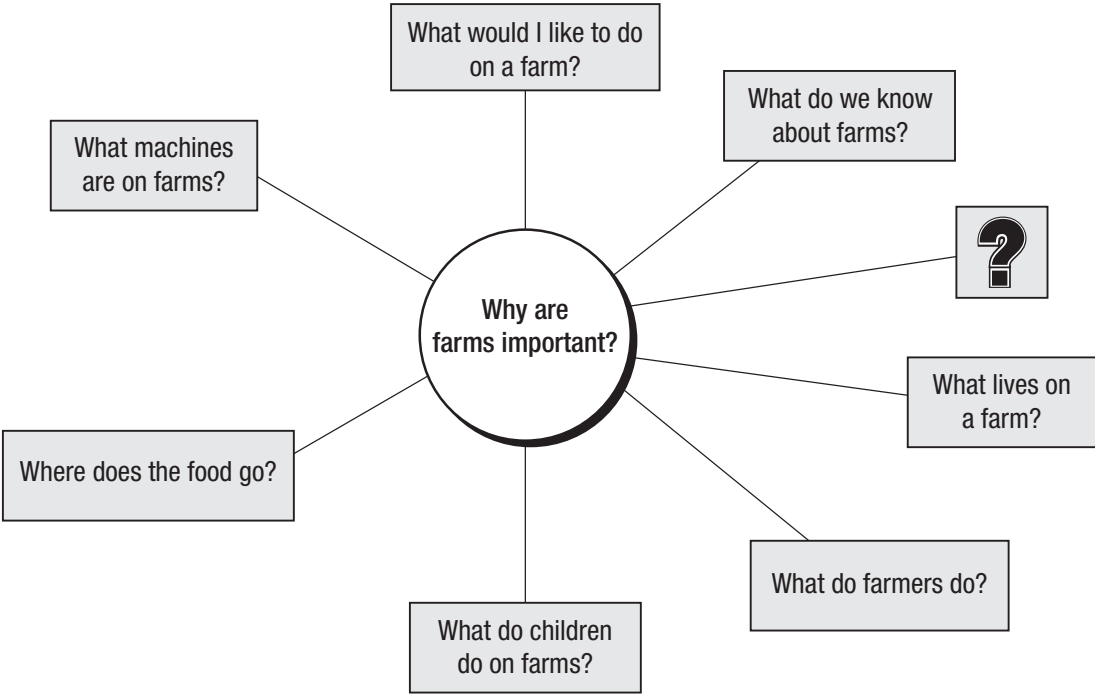
Follow-Up Lessons – Revisiting the Text

The follow-up lessons can be used in a whole-class or small-group shared context. The number and choices of lessons depend on the current learning goals in the class. See How to Use This Resource, pages xx–xx, for examples of ways to teach these lessons.

FOCUS	CONCEPT OF THE DAY
Solving Text (For a sample Solving Text lesson, see How to Use This Resource, p. x.)	Phonological awareness: playing with rhyme explore the /ig/ family orally (e.g., pig, jig, big) Letter and word knowledge: the, on, f Concepts of print: ellipsis
Making Meaning	Connecting text to self: Have the students decide which farm activity they would like to do and then share their ideas with partners. Have a few students share with the whole group. Talk about why people might have different opinions.
Using the Text	Using multiple images: Why did the author use several different images rather than one picture of a farm or just one image?

? OPPORTUNITIES FOR INQUIRY

Encourage students to ask questions and follow their own inquiries. The suggestions below are just some paths the children could follow. See How to Use This Resource, pages xx–xx, for examples of Inquiry activities.



Old Macdonald (Join-in)

READING LESSONS

Shared Reading Lesson 1: Making Predictions

Before Tell the students you are going to read a text called “Old Macdonald.” You could say something like:

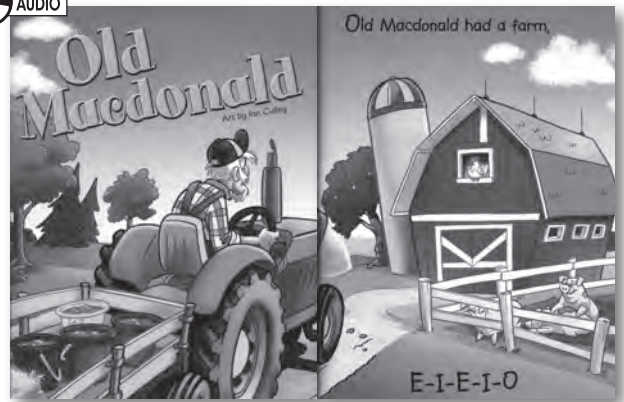
I know McDonald’s is a place to eat, but I don’t think that makes sense in a book about farms. I need to look at the first page and see if I can predict what the text will be about.

Display or project the opening spread and think aloud:

This does look like a farm story. I see a tractor and a barn and some pigs and a chicken too. I predict that Old Macdonald is the farmer I see right here. Look in his wagon—I see buckets of something. I think maybe it is food. I predict he is going to feed the pigs or the chicken. When I predict it helps me think about what might happen and then it is a little easier to read the words. Let’s see if I need to change my predictions.

During Read the text through once in a phrased and fluent manner pausing at these suggested places, or at similar spots:

- page 7: Well, if Old Macdonald had a farm then he is the farmer just like I predicted. Let’s see if he is going to feed the animals.
- page 9: Hmm, it says, “And on his farm he had some -----.” I look at the picture and I see pigs, so I predict it says, “And on his farm he had some pigs.” Now I need to check my prediction. The first sound is /p/.
- What letter says /p/? *P*?
- Look, there is a *p*, so my prediction looks right. Let’s try it: “And on his farm he had some pigs.” Pigssssss. I think *pigs* makes sense and looks right too.
- page 10: Look at those pigs—they look so excited to be fed. What do you predict they will say?
- *Oink*, just like we read on the front cover. Let me try that and see if it makes sense and sounds right too.
- Read to the end of the text and say: Did you notice how I figured out the words by making predictions? And my prediction about feeding the pigs was right. I wonder if he will feed the chicken too?
- Let’s read it again and you can help me.



pages 6–13

Assessment Opportunity



AM 1 – At a Glance Anecdotal Record:
Using prediction to solve words

Read the text through and encourage the students to chime in if they wish.

After After the second reading, talk about what other animals might be on Old Macdonald's farm and what they would say at feeding time. List the students' ideas on a chart and, if desired, model stretching out the name of the animal and its sound in order to determine the first letter. If appropriate you may jointly solve more than just the first letter. You may wish to scribe all the words or to use interactive writing according to the needs of your class.

Draw the students' attention to the success criteria that were developed or are being developed. Help them recognize the criteria that they have used in this reading.

LITERACY THREADS & PLAY-BASED LEARNING

- Sing the Old Macdonald song together a few times using several animals. Each time you add a new animal repeat the refrain for each previous animal (so the refrain gets longer and longer). 
- Once the students are comfortable with the song, divide them into animal groups. Have them stand up and sing the animal part when it is their turn. This will encourage them to think about the sequence and their role while still singing the core of the song.
- Use the schoolyard or field to outline and "create" Old Macdonald's farm. Have the students plan and design the fields, buildings, and animal pens. Encourage them to role-play animal and human characters.
- Provide the recording of the Old Macdonald song at the listening centre. Students may wish to sing along and enjoy the music. Provide plastic farm animals to use as they listen, as well as a copy of the text. 

Shared Reading Lesson 2: Point of View

Reread the text encouraging the students to chime in when they feel comfortable. You may wish to have a student point to the words as you read/sing along. Briefly review the comprehension strategy of making predictions. For example, say:



Yesterday I was able to make predictions that helped me solve words and think about what the text is all about. Think about how you could predict this word: "Old Macdonald had a ----." Turn to your partner and say what you could do to check your prediction.

After the students share, return to the text and read it through again. Then say:

We suggested other animals that could be on Old Macdonald's farm. We even sang about some. But they are not in the story. Why didn't the author include other animals?

After the students share their ideas, reinforce or introduce the concept that an author chooses what he or she wants to write and the points of view that will be shared. It is up to the reader to think about what might be missing and decide if it is important. Ask students what animals they would like to see included in the text.

LITERACY THREADS & PLAY-BASED LEARNING

- Encourage students to draw a picture and write a further verse for the Old Macdonald song. You may decide to create a class book if enough students wish to pursue this activity.
- Provide an audio file of animal sounds. Have students listen to the audio file and match the sounds to a lotto board or picture cards. 
- Place audio recordings of other farm songs such as "The Farmer in the Dell" or "Down on Grandpa's Farm" at the listening centre.
- Listen to the Old Macdonald song and pretend to be the animals in the song. 

Assessment Opportunity

AM 1 – At a Glance Anecdotal Record:
Asking questions about the author's choices

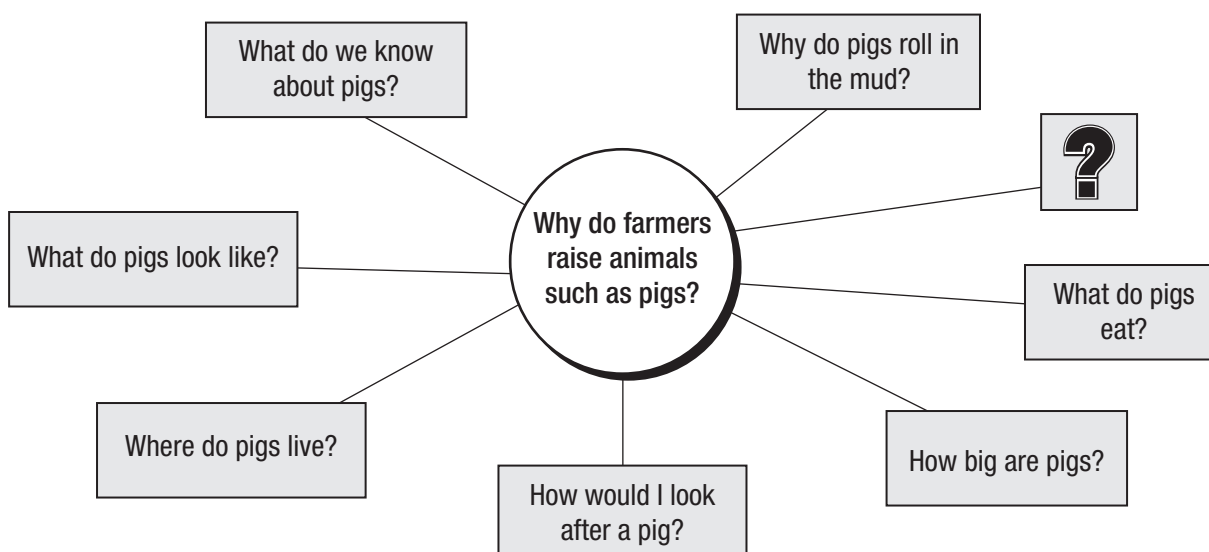
Follow-Up Lessons – Revisiting the Text

Each day, before focusing on the specific concept of the day, reread or sing the text together encouraging the students to chime in. Support them as they read in a phrased and fluent manner with you. Stress the musical cadence of the text. Draw attention to the larger bolded text and explore how this feature helps the reader know how to be expressive. Allow students to take the lead in this activity if they are able.

FOCUS	CONCEPT OF THE DAY
Solving Text (For a sample Solving Text lesson, see How to Use This Resource p. x.)	High-frequency words: a, and, on, he, here, an Letter knowledge: h, w, m Concepts of print: bold, exclamation mark
Making Meaning	Thinking about familiar stereotypes: Ask the students what they think of when they hear the word <i>pig</i> . Point out that the author/illustrator used pigs because we think of pigs as animals that love to eat and are also dirty, so they were the funniest animals to include in the song. How did the illustrations match this idea about pigs? Does this match the students' ideas about pigs?
Using the Text	Singing and writing songs: Why do we sing songs? Who writes songs? Can we write a song?

? OPPORTUNITIES FOR INQUIRY

Encourage students to ask questions and follow their own inquiries. The suggestions below are just some paths the children could follow. See How to Use This Resource, pages xx–xx, for examples of Inquiry activities.



Little Red Hen (Graphic story)



READING LESSONS

Shared Reading Lesson 1: Making Predictions

Before Project or display the first page of the text. Ask the students to look at the pictures and talk to a partner about what they notice. Ask them to predict what characters might be in this story.

Explain that this is a graphic story and the artist has started the text by presenting each of the characters that they will meet as you read to them. Then have the students look at the bottom of page 14. What has the Little Red Hen found? What do they predict she might do with the seed?

Remind the students that in graphic texts it is important to view the illustrations carefully because the illustrations help tell the story. They can make predictions about the text when they look at the illustrations.

During Read the text through once. Pause on each page to allow the students to examine the illustrations, and then read any text in a phrased and fluent manner using different voices to identify various characters' speech (you could use the reading on the audio CD at this point). If you are using the projected form of the text, use the spotlight to focus first on the hen on pages 16–19. Then show the other animals.

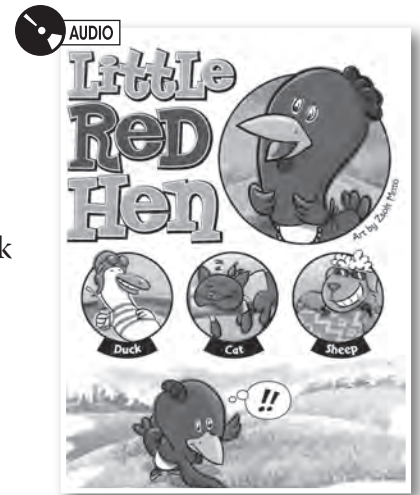
Pause at the places suggested below (or similar spots) and model prediction. (You may also need to explain each of the steps the hen is following since the process is shown but not explicitly described.)

- page 15: Read “Who will help,” then say: Oh, look at those lazy animals. I don’t think any of them will help the Little Red Hen. Read the rest of the page and say: I knew they were too lazy to help. I predict the Little Red Hen will throw away the seed and relax too. Let’s see what happens.
- page 16: Oh, what happened? I see she didn’t give up and she planted the seed alone. I need to think about a new prediction. Look, some wheat has grown. She says “Who will help?” What do you predict the other animals will say? Let’s read and see.

Continue reading the text up to page 20. Have the students predict the animals’ responses at this point and cross-check their predictions by reading the words in the speech bubbles (the speech on page 20 starts with *I*, rather than *not*).

Read page 21 using as much dramatic flair as possible, or use the audio CD. Then tell the students you are going to read it again and that they can help you this time.

Reread the text encouraging the students to help with the reading where appropriate.



pages 14–21

After When you have finished the text the second time, say:

We were able to predict what would happen because we looked at the pictures and we also thought about what already happened in the story. Then we checked our predictions by looking at the words and pictures. We are using some of the success criteria that will help us reach our learning goal of thinking and predicting when we read.

LITERACY THREADS & PLAY-BASED LEARNING

- Place multiple versions of “Little Red Hen” at the reading centre.
- Place farm animal pictures near visual arts centres. Challenge the students to mould or paint or construct farm-related artwork. Encourage them to describe or label their creations.

Assessment Opportunity

AM 2 – Comprehension Strategies Checklist

Shared Reading Lesson 2: Is it Fair?

Reread the text encouraging the students to chime in where they feel comfortable. Read it a third time and have volunteers fill the roles of the cat, sheep, and duck. Remind them that they will be able to predict their words by thinking about the story and looking at the words.

Have the students think about the Little Red Hen’s decision to eat all the bread herself. Do they think it was a good idea? Why or why not? This can lead to some rich discussion about fairness, sharing, being responsible, and helping in the classroom, etc. Accept the students’ ideas, but prompt them to provide reasons for their ideas.

Assessment Opportunity

AM 1 – At a Glance Anecdotal Record: Critical thinking

LITERACY THREADS & PLAY-BASED LEARNING

- Place hand or stick puppets and a copy of the anthology at the puppet area. Encourage students to retell or act out the story of the Little Red Hen.
- Help students write a Readers’ Theatre script of the story. Provide time and support for them to practise and then present their play.
- Provide different types of bread for students to sample, but be aware of any gluten or other food allergies. Encourage students to decide on a way to collect data about the breads (e.g., survey of favourites, ways to describe the samples).



CAUTION

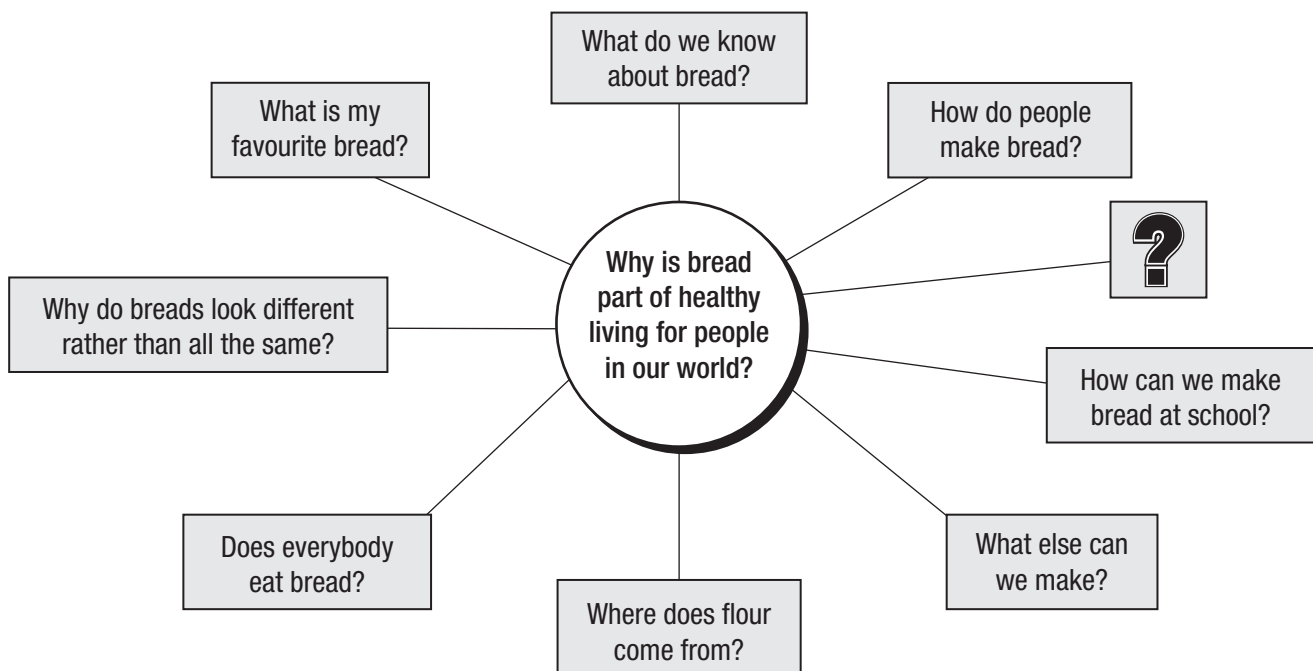
Follow-Up Lessons – Revisiting the Text

When revisiting the text with large or small groups of students, encourage them to take on specific roles and read their characters’ dialogue. In some settings you may wish to have small groups take each role so that students are comfortable and confident reading.

FOCUS	CONCEPT OF THE DAY
Solving Text (For a sample Solving Text lesson, see How to Use This Resource p. x.)	High-frequency words: I, will Letter knowledge: w, n, h Concepts of print: question mark, reading speech bubbles that are spread across the page
Making Meaning	Understanding story structure: problem and solution: Narratives have a problem and a solution. What is the Little Red Hen’s problem? Why is it a problem? What is her solution?
Using the Text	Following procedures: Provide pictures of the process of making bread from planting to eating. Have students order the pictures and write or tell the procedure.

? OPPORTUNITIES FOR INQUIRY

Encourage students to ask questions and follow their own inquiries. The suggestions below are just some paths the children could follow. See How to Use This Resource, pages xx–xx, for examples of Inquiry activities.



Where is the Cow?

READING LESSONS

Shared Reading Lesson 1: Making Predictions

Before Project or display page 22. Ask the students to talk about what they see. Ask them to identify any words they know in the title (potentially *is*, *the*). Model or work with the students to predict and check the word *cow*. For example, say:

The title is “Where is the -----?” Now I need to look at this word. What do I know about it? It starts with a C that says /k/. Hmm, “Where is the k-k-k.” Now if I look at the illustration I can see two people looking around and scratching their heads. They must be asking, “Where is the something?” Look at what’s peeking around the barn—it is a cow. Cow, that starts with /k/. I predict it says, “Where is the cow?” That makes sense and it looks right when I look at the first letter.

What do you predict this story—“Where is the Cow?”—is going to be about? Share your prediction with your partner.

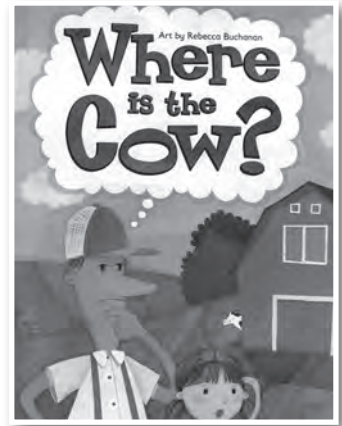
Have the students discuss their predictions.

During Encourage them to give reasons for their ideas and then read page 23. Ask them to answer the question. Read page 24 and have them answer the question.

Project page 25 and have the students predict where they will find the cow. Ask them to explain their reasoning using the pattern of the previous pages and the clues on page 25. Then finish reading the text encouraging the students to answer the question on each page.

After After you have completed the text, turn back to the first page and have the students read the text with you. Why did the author say, “Wow!” at the end?

Be sure to help the students recognize that they are using several success criteria that will help them achieve the learning goal.



pages 22–29

Assessment Opportunity

AM 1 – At a Glance Anecdotal Record:
Application of success criteria

or

AM 2 – Comprehension Strategies Checklist

LITERACY THREADS & PLAY-BASED LEARNING

- Place farm animals and farm books in the block centre. Provide materials for labelling or creating a map of the farm.
- Provide farm animals and materials for fencing or buildings at the sand table.
- Put out small animals with sorting trays. Encourage the students to sort and then have classmates guess the sorting rule.

Shared Reading Lesson 2: Exploring Possibilities

Reread the text encouraging the students to chime in where they feel comfortable. You may wish to have a student point to the words as you read.

Draw the students’ attention to the illustrations. What do they see? Why are the illustrations important for this story?

Then ask the students to think about what the cow is doing. Is she hiding? Is she trying to be someone else? Explore both possibilities with them.

Why might the cow be hiding? Do they ever hide? When? Why might the cow want to be someone else? When do they pretend to be someone else (e.g., at dramatic play)? What makes them think the cow is hiding or pretending just for fun?

Follow-Up Lessons – Revisiting the Text

The follow-up lessons can be used in a whole-class or small-group shared context. The number and choices of lessons depend on the current learning goals in the class. See How to Use This Resource, pages xx–xx, for examples of ways to teach these lessons.

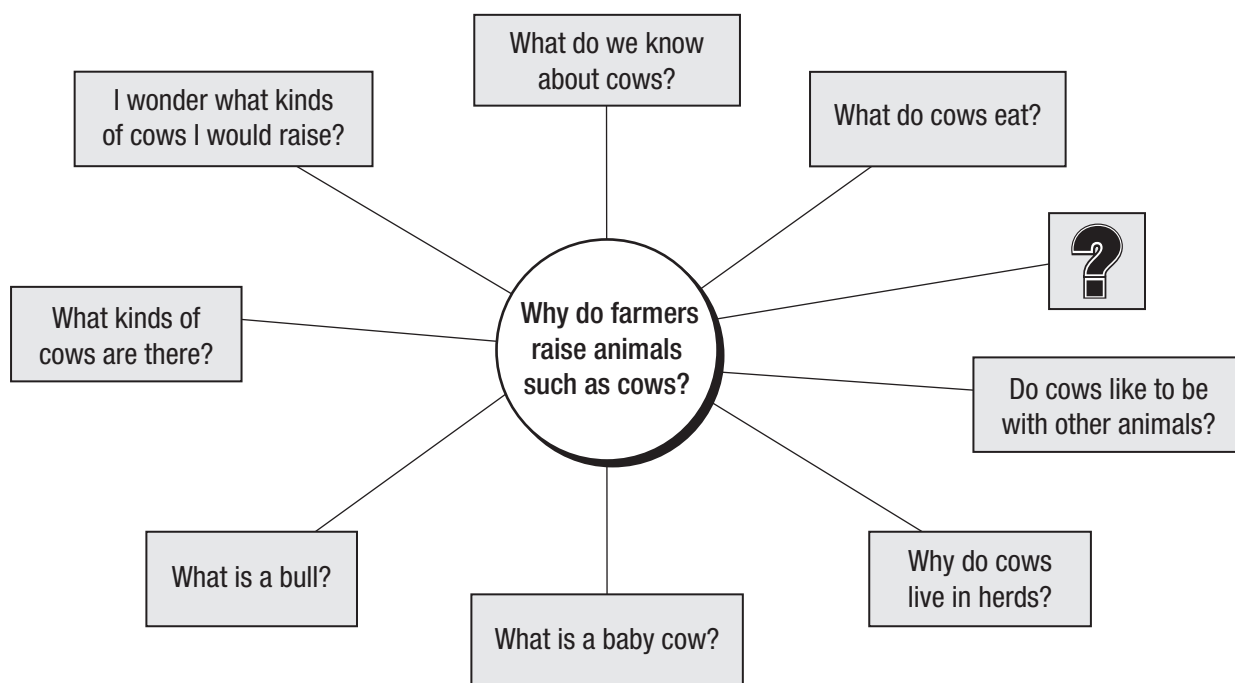
Assessment Opportunity

AM 1 – At a Glance
Anecdotal Record:
Critical thinking

FOCUS	CONCEPT OF THE DAY
Solving Text (For a sample Solving Text lesson, see How to Use This Resource p. x.)	High-frequency words and letter knowledge: Core: is, the Advanced: where w, c, n Phonological awareness: orally play with rhyme using the /ow/ family
Making Meaning	Connecting text to self and text to text: Reread the text and encourage the students to make text-to-self and text-to-text connections.
Using the Text	Asking questions: Why did the author keep asking a question and not tell us an answer?

? OPPORTUNITIES FOR INQUIRY

Encourage students to ask questions and follow their own inquiries. The suggestions below are just some paths the children could follow. See How to Use This Resource, pages xx–xx, for examples of Inquiry activities.



Who Said That? (Wrap up)

Display or project the final text and prompt the students to view the spread and think about what they see. Encourage them to share observations and ideas, and then ask them to predict what the speech bubbles might say.

Read the title of the text and emphasize the question mark. What do they think this means?

Draw the students' attention to the horse and ask what a horse might say. Have them decide what letter they predict they will see at the beginning of the word *neigh*. Look at the first speech bubble. Does it begin with an *n*? If it begins with *b* what word do they predict it says?

See if they can now explain the meaning of the title, or explain to them that the text is a puzzle and they have to match the speech bubble with the correct animal.


Assign different animals to pairs or small groups of students and see if they can find the matching speech bubble. When they have decided which one belongs to their animal, have each group come up and point out their speech bubble. If possible, project the text and let them use the spotlight feature to highlight their speech bubbles.

Work together to confirm their decisions. The animal sounds are provided on the audio CD. You can play the sounds to check and confirm the decisions.



pages 30–31

LITERACY THREADS & PLAY-BASED LEARNING

- Provide a copy of the anthology and audio CD at the listening centre so that students can play the animal names and sounds while they view the spread. 
- Encourage a group of students to create a game using the animals in the text and other familiar animals (e.g., cat, duck, frog, mouse). Have them draw animals on tag board and provide them with tag board speech bubbles for the animal sounds. Other students can match the speech bubbles to the pictures.
- Refer back to the opening poster. Have students create speech bubbles for the people or animals in the pictures.
- Explore locomotion and positional concepts during physical education in the gym or outside. Have the students move like various animals and explore relative position.
- Supply pictures of adult and baby animals for sorting and describing.
- Place rubber ducks and other plastic animals at the water centre. Offer other materials such as wood for ramps or a bridge, plastic plants, etc. to encourage farm storytelling

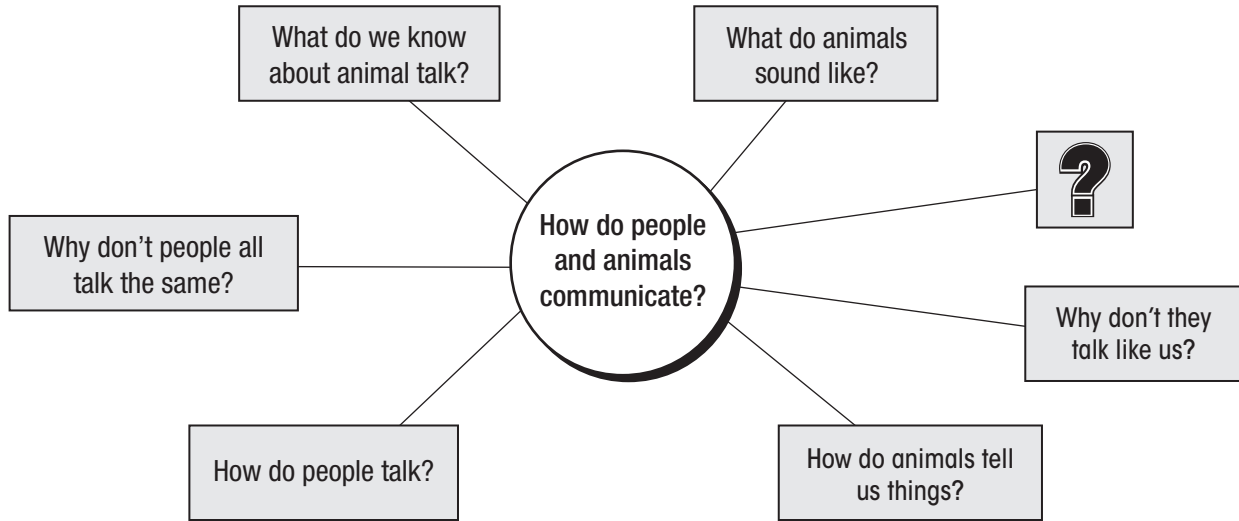
Follow-Up Lessons – Revisiting the Text

The follow-up lessons can be used in a whole-class or small-group shared context. The number and choices of lessons depend on the current learning goals in the class. See *How to Use This Resource*, pages xx–xx, for examples of ways to teach these lessons.

FOCUS	CONCEPT OF THE DAY
Solving Text (For a sample Solving Text lesson, see <i>How to Use This Resource</i> p. x.)	Letter knowledge: b, c, m, n, w High-frequency word: said Phonological awareness: Listening for final sounds (/k/, /f/, /oo/)
Making Meaning	Drawing meaning from illustrations: Imagine what each animal is really saying. Create a scenario for each animal.
Using the Text	Using speech bubbles: Provide speech bubbles made of tag board (or commercial sticky note speech bubbles). Write or have the students write the animal sound on the speech bubbles. Direct them to place the speech bubbles so they point to the correct animal. Talk about how we expect the “arrow” to point to the speaker. Turn back to “Little Red Hen” and look at those speech bubbles and how they work.

? OPPORTUNITIES FOR INQUIRY

Encourage students to ask questions and follow their own inquiries. The suggestions below are just some paths the children could follow. See *How to Use This Resource*, pages xx–xx, for examples of Inquiry activities.



I Spy

Focus: Making Predictions

Before Briefly play I Spy with the students focusing on words on the word wall (*I spy a word that starts with b*) or on students in the group (*I spy someone who has pink shoes*). While you play use the phrases “I spy ... Can you?”

Show the students the cover of the book. Ask them to predict what the mice are doing. Ask them what clues they are using to make their predictions. Then draw their attention to the title. Encourage them to identify words or letters they know and then ask them to predict what the second word might be. Read the title to confirm.

During

Small Group Lesson – High Level of Scaffolding: Tell the students they are going to be reading the story *I Spy*. Remind them that readers can make predictions as they read to understand the story better and to help read the words. Tell them that this story has a pattern that will help them predict some of the words and that other words can be solved using the picture and the letters.

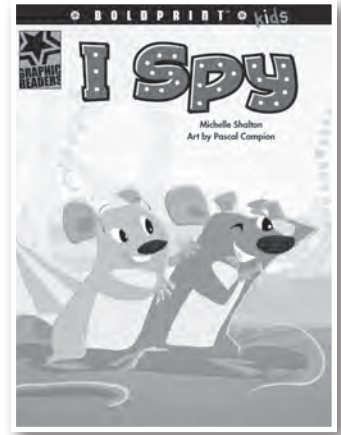
Hand out the books and ask the students to look through the first few pages and talk to a partner about what they observe. Ask them where the story is taking place. Read page 2 and ask them to check the number word. How can they check they are correct?

Have the students look at page 3 and find the word *I*. Ask them to frame it with their fingers. Read page 3 while they point to the words. Reread the page and have them read along. Ask them to predict the number word they will see on page 4. Turn over and read the page together. Was their prediction correct? How did they know the number would be *eight*? How did they know the mouse spied eight *fish*? Cross-check the first letter to confirm.

Then read the rest of the book together. Ensure that they continue pointing accurately and allow time to check the illustrations before reading each page. Return to the beginning of the book and read the text together. As they learn the pattern of the text, let the students take more ownership of the reading and reduce teacher support. After finishing the text ask the students to frame the word *can*. Have them flip back and see how many times they can see the word *can*.

Small Group Lesson – Low Level of Scaffolding: Tell the students they are going to be reading the story *I Spy*. Remind them that readers can make predictions as they read to understand the story better and to read new words. Tell them that this story has a pattern that will help them predict some of the words and that other words can be solved using the picture and the letters.

Hand out the books and ask the students to look through the first few pages and talk to a partner about what they observe. After they finish their short picture walk ask them to discuss where the story is taking place. Read page 2 together, stopping at *ten* and *ducks*. How can they solve and check these



Assessment Opportunity

You can use the following assessment masters with the graphic reader lessons:

AM 1 – At a Glance Anecdotal Record: Oral skills (listening and/or speaking)

AM 2 – Comprehension Strategies Checklist

AM 3 – Emergent Reader Skills and Techniques Checklist

AM 4 – Individual Conference Checklist and Next Steps

words? Ask them to read to the end of page 7 independently. Ask them to predict what number word they will find on page 8. Why? Then have the students finish reading the text independently, supporting them as needed.

After Have the students talk about how they predicted the next number word and the related noun. Have volunteers show how they can check the first letter to help confirm the predictions. Students may then reread the text alone or buddy-read the text.

What Will I Be?

Focus: Graphic texts use speech bubbles to show who is talking

Before Tell the students they are going to be reading a book called *What Will I Be?* Ask them to predict what it might be about. After they have predicted, show them the cover of the text. Point out the thought bubble and read the title to them. Ask them if they need to change their predictions in any way. What do they predict this book is about now?

Ask them to brainstorm any baby animals they know and the animals they grow up to be (e.g., puppy and dog). Tell them that the book is a graphic text that uses photographs rather than illustrations. Have them look at the cover. What common feature of a graphic text do they see on the cover?

Remind them that in the *Moo! Baa! Oink!* book they have been reading, the speech bubble arrow usually shows who is talking. As they read this text they are to think about who is talking.

During

Small Group Lesson – High Level of Scaffolding: Have the students open their books to pages 2 and 3. Ask them to talk about what they see. Be sure they know the words *tadpole* and *frog* and have them find the words in the text. Model reading pages 2 and 3 and then read the pages in a choral fashion. Look at page 3. Who is talking? How do they know? (Point out that the speech bubble gives one clue and the meaning of the sentence confirms this. They are not being fooled like in the text “Who Said That?”)

After reading, have them find the word *I* on each page. Then have them find and frame *a*. Ask them to write the two words on mini whiteboards or chalkboards. Then turn to pages 4 and 5. Have them talk about what they see. Reinforce the vocabulary *cub* and *lion* and then ask them to find the words *I* and *a* on each page.

Go back to page 4 and read the two pages together. Be sure the students are pointing carefully to the words as you read. Ask them who is talking on page 5. How do they know? Turn to pages 6 and 7. Ask the students to predict words they will find on these pages. How do they know? Read the pages and check their predictions.

Read pages 8 and 9 together and then turn back to the beginning of the book and reread it together fluently. Then turn to pages 10 and 11. Is



anyone talking? Who is thinking about being an astronaut? Who is thinking about being a doctor? What evidence do they have?

Small Group Lesson – Low Level of Scaffolding: Have the students open their books to pages 2 and 3. Ask them to talk about what they see. Be sure they know the words *tadpole* and *frog* and have them find the words in the text. Read pages 2 and 3 in a choral fashion. Look at page 3. Who is talking? How do they know? (Point out that the speech bubble gives one clue and the meaning of the sentence confirms this. They are not being fooled like in the text “Who Said That?”)

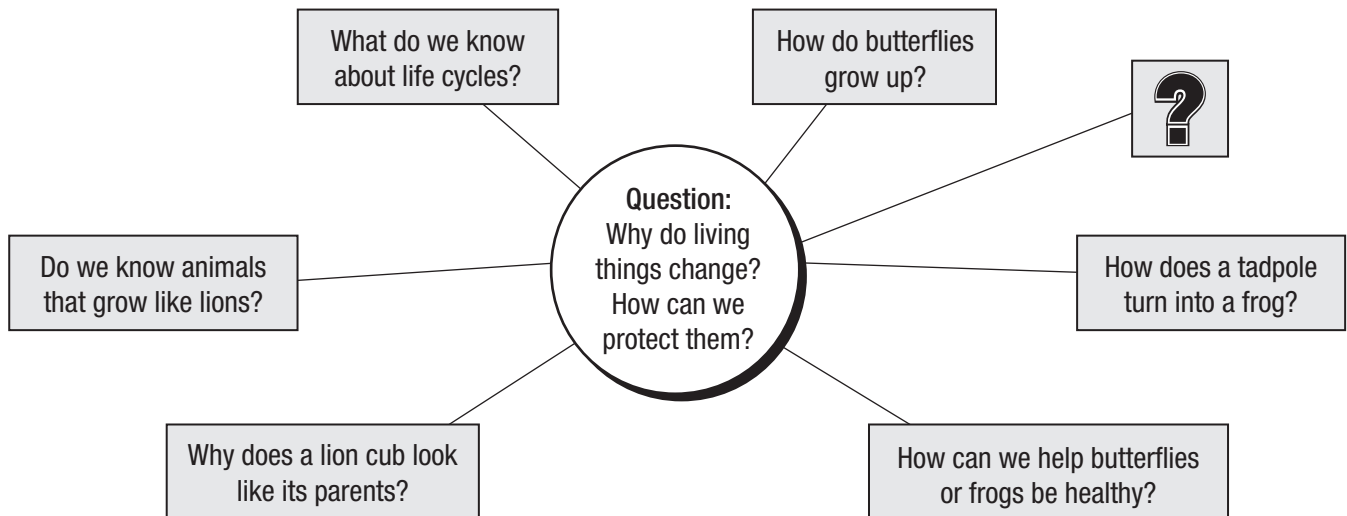
Tell the students they are going to finish reading the text independently. Explain that on the last pages there are thought bubbles, not speech bubbles. When they get there they are to imagine what thoughts are happening. Then direct them to finish reading the text independently. Monitor them closely to provide support if they are unsure of content vocabulary.

After Address any challenges the students experienced as they read the text. Review the information provided by speech or thought bubble “arrows.” Then have them talk about what the thought bubbles mean for each child.

The students may then reread the text alone or buddy-read the text. Suggest the students draw a self portrait with a thought bubble showing what they might like to do when they grow up.

OPPORTUNITIES FOR INQUIRY

Encourage students to ask questions and follow their own inquiries. The suggestions below are just some paths the children could follow. See How to Use This Resource, pages xx–xx, for examples of Inquiry activities.

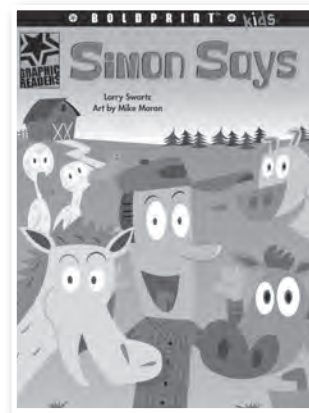


Simon Says

Focus: What do we know about farms?

Before Play a short game of Simon Says. Then tell the students they will be reading a book called *Simon Says*. Tell them that the book takes place on a farm. Ask them to brainstorm animals on a farm that might be in the book. Can animals really play Simon Says?

Show them the cover of the book and ask them to predict what the animals might do if they play Simon Says. How can they tell this is a make-believe story?



During

Small Group Lesson – High Level of Scaffolding: Hand out the books and have the students turn to pages 2 and 3. See if they can find any words they know on page 2. Then ask them to find the words *Simon says*. What letter do they expect to see at the beginning of each word? Can they compare it with the cover?

Read the first sentence on page 2. Ask the students how they know someone is talking. Ask them to predict what Simon will do. Read them the second sentence to check their predictions. Then read page 3. Does the picture help us confirm that Simon said *run*? Ask the students to reread the two pages with you pointing carefully as they read.

Read the rest of the book together. Before reading each *Simon says* page, have the students predict what Simon will ask each animal to do and then confirm it when they read with you. At page 10 ask the students to talk about why Simon is in the pond, and not the ducks.

After reading, have the students look at pages 10 and 11 and find words or letters they know.

Small Group Lesson – Low Level of Scaffolding: Hand out the books and have the students turn to pages 2 and 3. See if they can find any words they know on page 2. Then ask them to find the words *Simon says*. How do they know someone is talking? Read the first sentence on page 2. Ask them to predict what Simon will do. Have them read the second sentence to check their predictions. Then ask a volunteer to read page 3. Does the picture help us confirm that Simon said *run*?

Have the students read the rest of the book independently. Ask them to predict what Simon will ask each animal to do and then confirm it when they read. If they finish reading quickly, ask them to think about another animal Simon might feed and what he would tell that animal to do.

After Ask the students to think about the animals in the story. Why did Simon pick those actions for each animal? What would happen if he asked the pigs to swim or the ducks to run?

What other animals could play Simon Says on the farm? What would you ask them to do? Students may then reread the text alone or buddy-read the text. Some students may choose to play Simon Says.

AM 1 - At a Glance Anecdotal Record

Date Range: _____

Criterion looked for: (e.g., refers to picture when predicting)

Name: _____

Notes:		

AM 2 - Comprehension Strategies Checklist

Name: _____ Date Range: _____

Observe the student's demonstration of comprehension over time in a range of contexts including large and small group shared reading. Indicate the depth of control and use of the comprehension strategy.

Comprehension Strategy: _____	Observed:	Observed:	Observed:
Self-monitors (cross-checks using cueing systems)			
Self-corrects			
Makes connections			
Predicts			
Asks and answers questions			
Infers			
Visualizes			
Retells			
Identifies point of view			
Determines important Information			
Uses text form and pattern to help make meaning			

AM 3 - Emergent Reader Skills and Techniques Checklist

Name: _____ Date Range: _____

Watch for the student's demonstration of skills and techniques over time in a range of contexts. Indicate, using a level designation, the degree of control.

Skill or technique	Observed in shared reading context	Observed in small group shared or guided reading context	Observed in independent practice and play
One-to-one matching of words			
Directionality: left to right, top down			
Directionality: return sweep			
Uses illustrations, context, and prior experience to make meaning and solve new words			
Demonstrates control of an increasing bank of high frequency words (in context and in isolation)			
Rereads to confirm			
Attempts unknown word using initial letters			
Starting to look through words (e.g., noticing inflections, familiar chunks)			
Connects sounds to letters			
Understands the difference between letter and word			
Knows upper and lowercase letters and sounds			
Building rate and some phrasing			