SCHOLASTIC

Literacy Place

for the Early Years

Digital Sampler

Sampler Table of Contents

The Philosophy Behind *Literacy Place for the Early Years*

Children's literacy grows along a developmental continuum when rich print experiences, strategic teaching in social contexts, and appropriate instructional support are provided. *Literacy Place* offers a literacy foundation for helping children develop strong literacy skills and knowledge. It is a resource where all materials and instructional plans are

‣ comprehensive

‣ integrated

‣ strategic

‣ continuous

‣ linked to a developmental flow that moves from supported to independent learning

‣ based on built-in assessment

Literacy Place for the Early Years is comprehensive.

Literacy Place is thorough and far-reaching in its intent to help meet students' literacy learning needs. It covers all areas of language arts and helps to meet curricula objectives. The Reading component of the program includes reading aloud to students, and Shared, Guided, and Independent Reading. The Writing section incorporates Modelled, Shared, Guided, and Independent writing into text-type studies, literature responses, and self-selected writing. The Working With Words section covers needs in word recognition and solving in reading, and spelling in writing. Oral language, as a pivotal process in literacy development, is woven into all aspects of the resource. Instructional plans are provided for all the components to ensure that *Literacy Place* is a comprehensive resource for students *and* teachers.

Literacy Place provides programming that covers a wide range of children's literacy needs. It recognizes the need to be flexible and resourceful in meeting the diverse needs of those students who require more supports and those who would benefit from greater challenges. *Literacy Place* provides multi-level materials for Guided Reading; a range of strategies and prompts to use with students who are at differing stages on the literacy continuum; opportunities to differentiate learning by changing grouping arrangements (e.g., moving from a whole-class Shared Writing to Small-Group Guided Writing support); and assessment devices to explore current learning and future instructional needs.

Literacy Place also supports different methods for learning. For example, hands-on word recognition and spelling activities are provided for young learners who need a tactile approach; CDs with songs are offered for students to sing along with shared readings of poems; and fluent reading of texts on CDs allows students to read along as they reread poems and books. Literature response and follow-up activities after Read Alouds, Shared, Guided, and Independent Reading focus not only on writing, but also on students representing their ideas through mime, drama, painting, models, and posters.
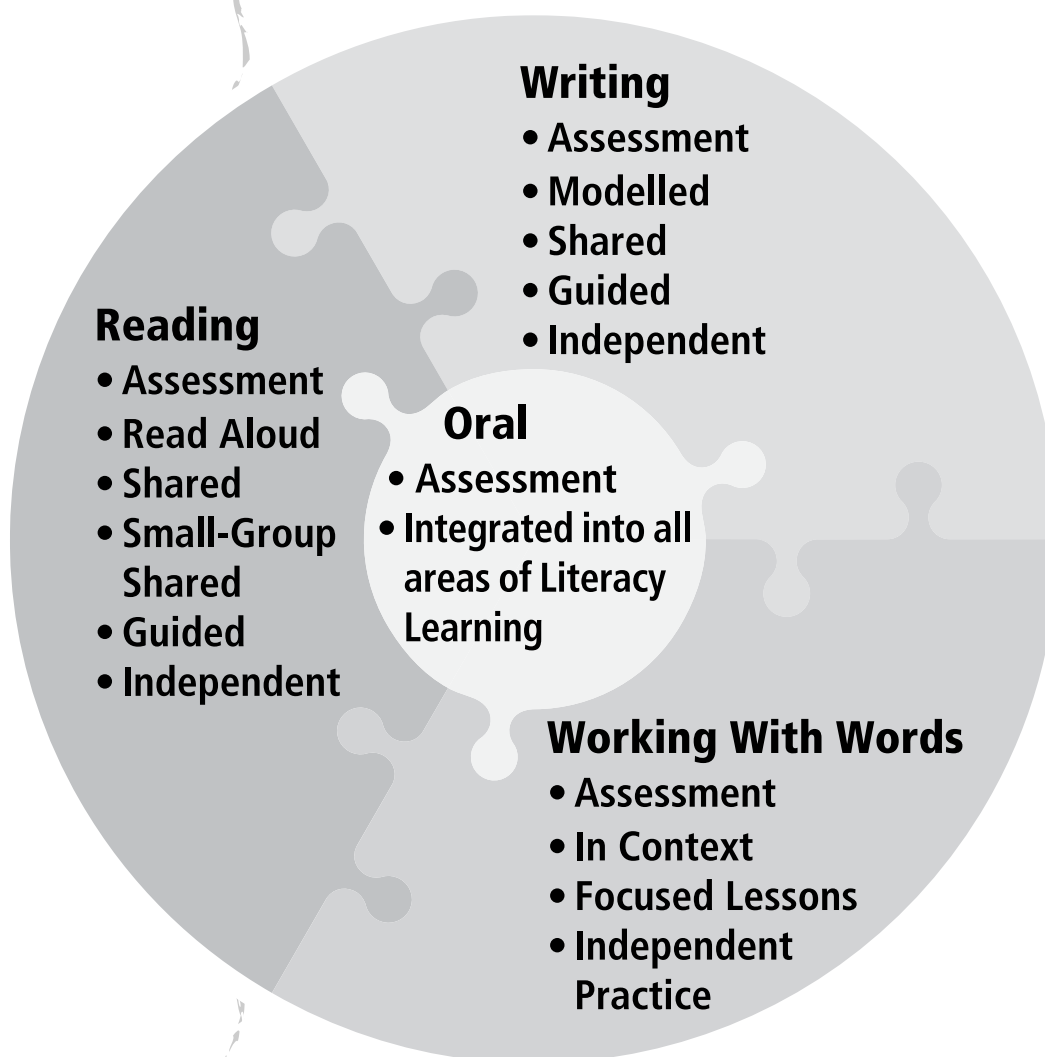
This resource recognizes that students need exposure to a wealth of print materials to enable them to become proficient language users, readers, and writers. It provides a balanced collection of fiction and non-fiction materials and a wide range of different text types so that students are exposed, for example, to stories, poems, descriptive reports, persuasive texts, instructions, and explanations. *Literacy Place* also stimulates the development of visual literacy with lessons that engage young readers in comprehending charts, diagrams, photographs, and visual imagery.

Literacy Place for the Early Years is strategic.

Students need to learn strategies to take increasing control of the reading and writing processes. They need to know, for example, what to do if they are confused about ideas or don't recognize a word when they are reading. Students also need strategies to use when they have to persuade a reader, or spell a word, when they are writing. This resource takes a strategic approach to teaching and learning.

▶ Eight comprehension strategies—analyzing, sequencing, making connections, predicting, inferring, evaluating, synthesizing, and self-monitoring—are emphasized in all of the reading areas and are used for literature response writing.

▶ Each teaching plan for Read Alouds, Shared Reading, and Guided Reading emphasizes one or two comprehension focuses for each text. Strategies are introduced in supported Read Alouds and Shared Reading sessions, and applied in Guided and Independent Reading.

▶ When you hear students read, strategic prompts are provided to help you to focus students on a comprehension or word-solving strategy as they encounter new ideas or unfamiliar words.

▶ In writing, strategies are taught in Modelled and Shared Writing sessions and then applied when students write on their own. Their usage is supported in small-group Guided Writing sessions.

▶ Oral language stimulation strategies are provided to enable you to assist inexperienced language learners.

Writing
- Assessment
- Modelled
- Shared
- Guided
- Independent

Reading
- Assessment
- Read Aloud
- Shared
- Small-Group Shared
- Guided
- Independent

Oral
- Assessment
- Integrated into all areas of Literacy Learning

Working With Words
- Assessment
- In Context
- Focused Lessons
- Independent Practice

Literacy Place for the Early Years is integrated.

Literacy Place is an innovative, cohesive resource that links literacy learning across all components.

Literacy strategies and activities in one component have strong links to strategies and activities in another component, to enable students to learn strategies in an integrated way and to transfer learning from one literacy context to another. For example, comprehension strategies introduced in Read Alouds and Shared Reading are applied and reinforced in Guided Reading and may receive attention during student conferences in Independent Reading. These comprehension processes also become the basis for students' written, oral, or artistic responses to literature. Similarly, books read in Read Alouds and Shared Reading form common supported reading experiences for all class members. These texts provide models of text types. They are used in the writing component for text-type studies and may be used by students as models for self-selected writing. The Shared Reading texts are also used for introducing high-frequency words and for word-solving activities.
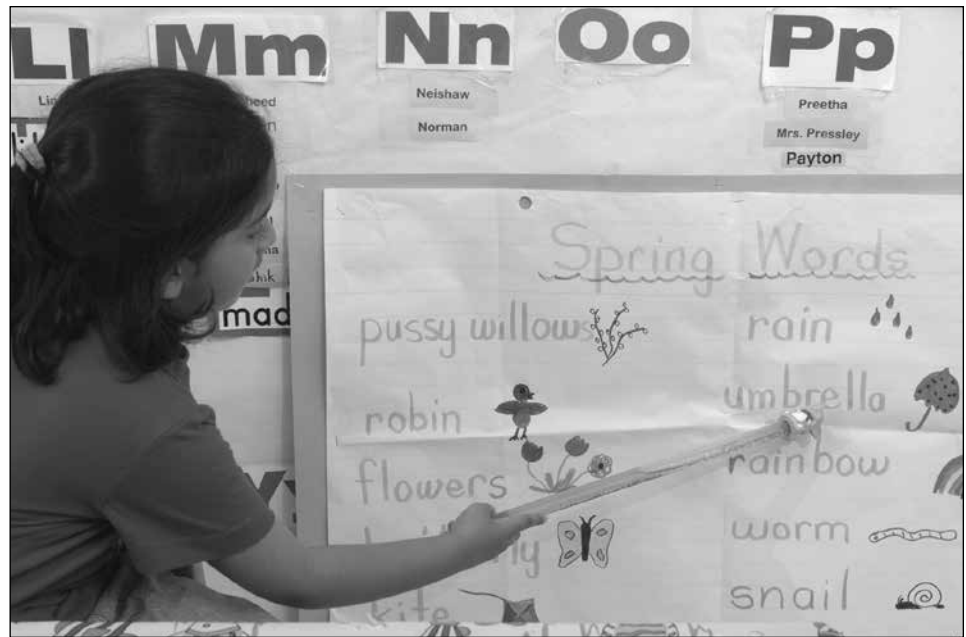
Links across all the components are outlined in the *Reading, Writing,* and *Working with Words* Guides. They are also embedded within each lesson plan.

In addition, Home Links are provided in the resource to reinforce the home-school connection in children's literacy development. In some lessons, Home Link activities are suggested. For example, bookmarks with tips for reading with a child are provided to accompany books that are sent home. Suggestions for setting up special literacy backpacks are offered in the Home Links section of this program guide.

Literacy Place for the Early Years offers continuity.

Literacy Place offers continuous literacy learning experiences for primary-aged children.

▸ The basic components in Reading, Writing, and Working with Words remain constant throughout the primary grades, although the levels and breadth of materials increase.

▸ Comprehension, word solving, writing, and spelling strategies, introduced in kindergarten, are built on and refined as students progress through the grades.

▸ Students do not need time at the beginning of each school year to learn the language arts' agenda in their new classrooms. The philosophy, approaches, components, and strategies will be familiar to them. New learning can be linked to existing knowledge in a seamless way.

▸ Using each developmental continuum for Oral Development, Reading, Writing, and Working with Words ensures that student progress can be tracked from kindergarten through grade three. Monitoring student growth with an accompanying core of assessment tools ensures that information that is useful in planning instruction is forwarded to the next teacher. No time is wasted at the beginning of each school year as the new teacher has received intelligible and pertinent information as a starting place for instruction from the previous teacher.

Literacy Place for the Early Years is linked to a developmental flow that moves from supported to independent learning.

Literacy Place recognizes that students move from needing support in literacy learning towards the acquisition of more knowledge and skills, and increasing independence. All students need support when they learn something new and they all need opportunities to move from scaffolded learning to take increasing control of their new skills and knowledge.

Literacy Place is built on the premise that students need to move from support to independence in their learning. For example, the completely supported reading experience offered in Read Alouds eventually moves to the moderate support of Shared Reading, and ultimately the lighter scaffolding in Guided Reading. The intent is that students can integrate the strategies learned in the supported contexts and move towards reading independently. Naturally, this movement will only occur if students are provided with appropriate materials that are at "just the right level." The resource offers lessons for the supported contexts and appropriate materials for students to use as they travel towards independence.

Literacy Place for the Early Years's instructional plans are based on built-in assessment.

Learning moves forward as children increase their knowledge of new literacy concepts and strategies in supported learning contexts. *Literacy Place* offers developmental continua to enable you to track each student's progress. Developmental continua are provided in oral development, reading, writing, and working with words. This enables

the teacher to establish each student's current level of development and to make instructional plans to support his or her learning.

Significant amounts of time cannot be allotted to assessment as time for instruction is so important. Helpful assessment must be brief and focused, built into daily activities, and related to planning to meet student needs.

Literacy Place has developed assessment tools for all components of the program to provide the teacher with useful tools for evaluating student progress and for deciding on the next instructional steps. These tools are intended to be integrated into daily classroom life. For example, checklists on print tracking, word solving, and comprehension are provided for use as you hear children read in guided reading groups. In writing, quick rubrics are provided for pre- and post-evaluations of students' work in text-type writing projects. Similarly, each developmental continuum has been formulated into a developmental checklist for recording observations on each student's progress.

The resource offers varied and flexible methods for assessing student growth and for helping you to decide on appropriate instructional plans. Not all assessments need to be used. The aim is to offer options and to help you to track growth in ways that make practical sense in the classroom. Select the tools that best meet your needs.

Resource Components

Literacy Place for the Early Years at a Glance!

|	Read Aloud	Shared Reading	Small-Group Shared/ Guided Reading	Teacher's Resources
	• variety of fiction and non-fiction text types	• variety of fiction and non-fiction text types	Guided Reading Teaching Plans for levels A-R Plus Small-Group Shared Reading Teaching Plans for levels A–C • variety of fiction and non-fiction text types	1 Planning Guide for all three grades
Kindergarten September 2005	**10 titles** With 24-page Teaching Booklet featuring a Teaching Plan for each title	**15 Big Books** with a small version 6-pack, audio CD*, and Teaching Plan * Many audio CDs include Music	**20 titles** **Level Titles per Level** A, B, C, D 5 • Levels A, B, & C (15 titles) include Small-Group Shared Lesson Plans • Guided Reading Lesson Plans for each book	• Planning Guide • Kindergarten Reading Guide • Kindergarten Writing Guide • Kindergarten Working with Words Guide
Grade One September 2005	**10 titles** With 24-page Teaching Booklet featuring a Teaching Plan for each title	**10 Big Books** with a small version 6-pack, audio CD*, and Teaching Plan * Many audio CDs include Music	**60 titles** **Level Titles per Level** A, B, C, D 5 E, F 8 G, H, I 6 J 4 K 2 • Levels A, B, & C (15 titles) include Small-Group Shared Lesson Plans • Guided Reading Lesson Plans for each book	• Planning Guide • Grade 1 Reading Guide • Grade 1 Writing Guide • Grade 1 Working with Words Guide
Grade Two September 2006	**10 titles** With 24-page Teaching Booklet featuring a Teaching Plan for each title	**10 Shared Reading Packs** with a small version 6-pack, audio CD*, and Teaching Plan * Many audio CDs include Music	**50 titles** **Level Titles per Level** E, F 2 G, H, I 4 J, K, L 6 M 5 N,O 3,4 P 2 • Guided Reading Lesson Plans for each title	• Planning Guide • Grade 2 Reading Guide • Grade 2 Writing Guide • Grade 2 Working with Words Guide
Grade Three Fall 2006	**10 titles** With 24-page Teaching Booklet featuring a Teaching Plan for each title	**10 Shared Reading Packs** with a small version 6-pack, audio CD*, and Teaching Plan * Many audio CDs include Music	**45 titles** **Level Titles per Level** K 3 L 5 M-P 7 Q,R 4 • Guided Reading Lesson Plans for each title	• Planning Guide • Grade 3 Reading Guide • Grade 3 Writing Guide • Grade 3 Working with Words Guide

Teaching Support

Planning Guide

▶ Philosophy of *Literacy Place for the Early Years*

▶ Classroom Management: Organization, Scheduling, and Getting Started

▶ Oral Language Development

▶ English as a Second Language Support

▶ Home Links

▶ Developmental Continua (K–3): Oral Development, Reading, Writing, and Working with Words

▶ Monitoring Progress Overview
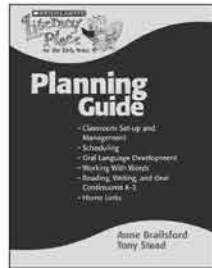
Reading Guide

▶ Approaches to Reading Instruction: Read Aloud, Shared Reading, Small-Group Shared Reading, Guided Reading, and Independent Reading

▶ Reading Behaviours and Strategies including Record Sheets with Prompts

▶ Independent Reading Mini-Lesson Teaching Plans

▶ Literacy Centres and Literature Response

▶ Monitoring Progress Tools for Read Aloud, Shared Reading, Small-Group Shared Reading, Guided Reading, and Independent Reading
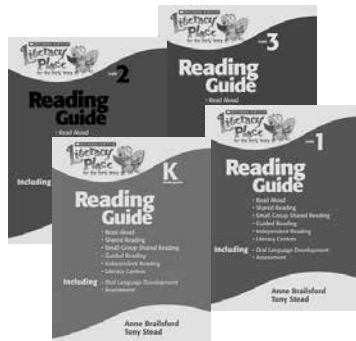
Writing Guide

▶ Approaches to Writing Instruction: Modelled Writing, Shared Writing, Guided Writing, and Independent Writing

▶ The Writing Process: Planning and Research, Drafting, Revising, Editing, and Sharing and Publishing

▶ Text-Type Writing (including Teaching Plans for 6 Text-Type Studies), Literature Response Writing, and Self-Selected Writing

▶ Craft and Convention Mini-Lesson Teaching Plans

▶ Handwriting

▶ Monitoring Progress Tools
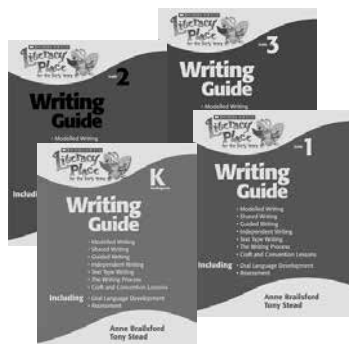
Working with Words Guide

▶ Support for the five areas of instruction: Phonological and Phonemic Awareness, Letter Knowledge, High-Frequency Words, Word Solving and Building, Language Predictability

▶ Activities and Lessons for the five areas in three approaches to instruction: In Context, Focused Lessons, and Independent Practice

▶ Tools and Support for Monitoring Progress
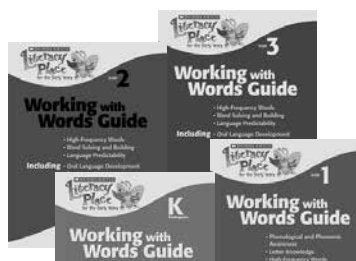
For more on multiple intelligences, refer to the works by Howard Gardner, including

Multiple Intelligences: The Theory in Practice (HarperCollins Canada, 1993)

Frames of Mind: The Theory Multiple Intelligences (HarperCollins Canada, 1993)

Intelligences Reframed: Multiple Intelligences for the 21st Century (HarperCollins Canada, 1999)

Literacy Place for the Early Years Website

On-line tools and support include

▶ reproducible take-home books for Levels A–C

▶ reproducible tools for monitoring progress (with the ability to add text before printing)

▶ reproducible graphic organizers

▶ reproducible Alphabet Letter Cards

▶ reproducible high-frequency words (large-size cards)

▶ reproducible pages from Guided Reading Teaching Plans

▶ How to take Running Records

▶ music for the songs on the Shared Reading CDs

Addressing Multiple Intelligences

According to Howard Gardner's theory of multiple intelligences, intelligence is not one inborn fixed trait, but is instead centred in many different areas of the brain. These areas are interconnected, but can function independently if needed and can be developed with the right environmental conditions. The multiple intelligences theory can be used to inspire and motivate students by presenting information in various ways, using teaching methods and reading-response activities geared to students' particular type(s) of intelligence. Gardner identified the following eight intelligences: verbal/linguistic, musical/rhythmic, visual/spatial, logical/mathematical, bodily/kinesthetic, intrapersonal, interpersonal, and naturalistic.

The Literature Response and follow-up activities in the *Literacy Place for the Early Years* Teaching Plans reflect these different intelligences. The following provides information on the types of activities that suit each intelligence and examples of related reading-response activities.

Verbal/linguistic intelligence involves being comfortable using language in verbal form. These students like to read, write, and tell stories. They are good at memorizing information. Response activities that suit them include

▶ discussing the story, the theme, and the author's purpose, etc.

▶ giving personal opinions about information, characters, plot, structure, setting, etc.

▶ retelling events in sequence

▶ organizing and performing dramatic and Reader's Theatre presentations

▶ participating in debates and panel discussions

▶ conducting mock interviews

Examples: Reader's Theatre activity from *How Big Are You?*

Contents

Introduction to the Reading Guide

Literacy Place for the Early Years offers a comprehensive approach to reading instruction through Read Alouds, Shared Reading, Small-Group Shared Reading, Guided Reading, and Independent Reading. These components of reading instruction work together to offer young literacy learners opportunities to have a full range of reading experiences from supported to independent learning. Reading strategies are introduced in Read Alouds and Shared Reading, reinforced in Small-Group Shared Reading and Guided Reading, and applied in Independent Reading. A strategic approach allows for smooth integration of learning across all the components.

In grade one classrooms there may be some students who require Small-Group Shared Reading before moving into Guided Reading groups. Other students may have sufficient literacy knowledge to move immediately into Guided Reading at the beginning of the year. Information from the kindergarten teacher should indicate the levels of Small-Group Shared and Guided Reading materials experienced by each student who attended kindergarten the previous year. New students to the school will need informal assessments to establish an entry level into the materials.

Besides the *Reading Guide,* the grade one reading materials in *Literacy Place for the Early Years* include

▸ 10 Read Alouds with Teaching Plans

▸ 10 Shared Reading Big Books with Teaching Plans, small copies of the book, and audio CDs with fluent readings, cloze readings, and songs

▸ 15 Small-Group Shared Reading Books (Levels A–C) with Teaching Plans

▸ 60 Guided Reading Books (Levels A–K) with Teaching Plans

Most supported

↑

Read Aloud
Shared Reading
Small-Group Shared Reading
Guided Reading
Independent Reading

↓

Least supported

Resource Materials

The Level A–C books can be used for either Small-Group Shared Reading or Guided Reading.

Oral Language Development and Reading

Literacy Place for the Early Years is built on the foundation that oral language should be integrated throughout all areas of literacy instruction with strategies and activities that require and support students as they use and develop oral skills for a variety of purposes. You can find the following opportunities to integrate oral language development with reading:

▸ Every reading lesson involves oral language activities. Read Aloud, Shared Reading, and Guided Reading sessions all require a variety of uses of oral language in a variety of group sizes.

▸ The chart on pages 154–187 highlights the oral language opportunities for each Teaching Plan. These opportunities include listening, discussing, sharing with a partner, role-playing, choral reading, retelling, giving opinions, and sharing details.

▸ The poems and songs in Shared Reading support the development of the sounds and rhythms of language.

Resource Materials

You can find downloadable versions of the reproducible assessment pages, the graphic organizers, the versions of Level A–C books, and the music for the songs. Go to the *Literacy Place for the Early Years* Website (www. lpeyresources.ca).

Within *Literacy Place for the Early Years,* reading is interconnected with Oral Language, and the Working with Words and Writing areas. All the guides and teaching plans indicate many of the connections to the other literacy areas, and students learn that strategies and knowledge acquired in one area are usable in another.

The *Reading Guide* and the teaching plans offer extensive support for implementation of the effective reading instruction in the classroom. The professional development, activities suggestions, and other instructional tools support the teacher with developing students' reading skills.

The *Reading Guide* includes a variety of assessment tools. Each component has accompanying assessment tools. These tools focus on evaluating student progress and on finding information that is relevant in planning future instruction.

Reading Behaviours and Strategies

All readers use a variety of strategies to make sense of what they read. The most effective readers seamlessly integrate the use of all reading strategies. Inexperienced readers need support to enable them to build a repertoire of reading strategies, and the *Literacy Place for the Early Years* resource offers instructional suggestions to help you support the young reader.

Reading strategies are thinking processes that readers use to process text and to solve problems.

We can't observe thinking processes, but we can observe reading behaviours and infer strategy usage. For example, an oral literature response where a student reads a book on how to make a pet rock and retells the directions, indicates that the student has recognized or word-solved key words, has analyzed the facts, and has understood the sequence of directions. The retelling behaviours provide us with indications of the student's strategy usage.

The *Literacy Place for the Early Years* resource outlines the major behaviours and strategies students need to demonstrate to be effective readers. This section also provides checklists to enable you to monitor behaviours and to infer strategy use.

Comprehension Strategies

Since understanding is always the goal of reading, comprehension strategies—the underlying thinking processes that readers use when they attempt to understand text—are essential to the reading process. Different texts make different comprehension demands on readers. For example, a recipe requires readers to read and process information in a sequential way as they follow the outlined steps, while a narrative about a birthday party may require readers to make connections to parties they have personally experienced to access background knowledge.

In *Literacy Place for the Early Years,* the comprehension strategies are grouped into eight categories:

self-monitoring: This strategy helps readers to choose a comprehension strategy that may be appropriate for a particular text. If students don't understand part of a text, monitoring alerts them to change their strategy. It allows them to adjust their thinking as they read and to integrate their thinking processes. For example, a student must combine several processes before he or she can use predicting as a primary

comprehension strategy. By reading the title and back cover information and examining the illustrations on the front and back covers, a student analyzes details and makes connections and inferences before predicting the book's content.

analyzing: This is the prime strategy for finding information that is readily available on the page in illustrations, charts, and text. For example, students reading a book about otters might learn that these animals have enemies, but to discover the specific types of enemies the text describes, they have to analyze details. When reading a text on dress-up costumes, they may need to analyze the illustrations to discover what specific items were used for the costumes.

sequencing: This organizing strategy requires readers to process information in a linear way and helps them to remember and recall information in a way that makes sense. This strategy is essential in the understanding of narratives since each event is dependent on the previous one. It is also vital for reading directions. For example, when readers are following a map, they need to process directions in a specific order to enable them to reach a location.

making connections: Understanding is enhanced when readers make associations between the text they are reading and their background knowledge. The text may make them think of personal experiences similar to those described in the text, of experiences others have told them about, or of events and information obtained from other books, videos, movies, or TV programs. For example, reading about the life cycle of a bee, a reader could recall personal encounters with bees or eating honey and combine this recollection with information obtained from watching a video on animals that live in colonies. Making connections may also lead to making comparisons. For example, when reading a Cinderella story, readers might think of similarities and differences with other versions they have encountered in books or movies.

predicting: Predicting increases anticipation and involvement in a story. To make logical predictions about the potential content of a text, readers must explore both the text and illustrations. The monitoring strategy encourages readers to look at their predictions and adjust them to fit incoming information. Effective readers continually make predictions while reading. Predicting is a necessary process in reading narratives, in which the introduction of each new character or event engages the reader in self-questioning about future events. In non-fiction, predicting occurs, for example, when readers wonder about the outcome of an experiment or when they anticipate that a full-scale eruption will be featured in a book about volcanoes.

inferring: Using this fill-in-the-gaps strategy, readers integrate previous information from the text and their background knowledge to link ideas and discover the author's intended meaning. Inferring may be

required with illustrations and charts, as well as texts. For example, an A-level text may have a single line of print: "I can ride a train." The student must look at the accompanying illustration to infer the identity of the person riding the train and to understand that the train is a miniature version in a park.

evaluating: Using this critical-thinking strategy, active readers continually form opinions and modify or confirm those opinions as they read. Depending on their preschool experiences with print, some grade one students may need modelling and support to grasp the difference between fiction and non-fiction. These students will often ask, "Is this true?" or "Did this really happen?" Beginning readers may ask themselves whether or not they like a book and think about their reasons. Experienced readers may form opinions about the characters, plot, illustrations, given information, or author's arguments and presentation style.

synthesizing: This may be the most demanding comprehension strategy since readers need to link details with the underlying key concepts and form a new understanding of the content. Beginning readers synthesize when they read and give a quick summary of the main ideas. To do so, they have to filter out details and decide on the relative importance of ideas. More experienced readers synthesize text to get at the underlying idea or message. Young readers may need a great deal of modelling and support to learn how to use this strategy.

Book Handling, Print Tracking, and Word Recognition

Young readers need to learn to take control of book-handling and print-tracking strategies. They also need to learn to develop strategies to enable them to recognize more familiar words and analyze less familiar words as they read. Integrating meaning, grammatic (syntax), and visual-sound cues with the visual dynamics of print tracking are vitally important for the inexperienced reader.

In the early stages of reading you need to be aware of the book handling, print tracking, and word recognition concepts that students need to learn and the strategies they need to use to problem solve as readers. These strategies are listed in the following checklists:

Book Handling and Print Tracking: Developing awareness of the spatial arrangement of print and the directionality conventions a reader needs to follow.

Engagement with Texts: Developing enjoyment of and attention and response to texts.

Word Recognition: Recalling high-frequency words and using analysis strategies to work out less familiar words. Integrating cues to combine visual-sound cues with language predictability (meaning and syntactic cues).

Self-Monitoring: Using problem-solving strategies to notice errors and to work out difficulties, attention to texts, and self-questioning to monitor comprehension.

Many of the behaviours listed in the charts are observable in the early stages of reading. For example, finger tracking allows you to observe where the child starts reading, line movement from left to right, and line movement down a page. Similarly, oral reading permits you to observe word recognition, word-analysis attempts, and self-correcting behaviours. Such observed behaviours let you know that strategies are being used by the reader, and help you to assess whether the strategies are being used effectively. However, there are times when reading behaviours are not directly observable. On the checklists, the teacher prompts are provided next to the behaviours. These prompts allow you to check on strategy use and may ask students to demonstrate or verbalize a particular reading behaviour.

Reading Behaviours and Strategies Record Sheets

The Reading Behaviours and Strategies Record Sheets are based on the grade one section of the Reading Continuum. These record sheets are supported by the Comprehension Strategies Anecdotal Record, which focuses on the eight comprehension strategies. To establish individual assessment records, you can photocopy the Reading Behaviours and Strategies Record Sheets (pages 13–19) and record each student's literacy development in the four areas. You may wish to monitor the behaviours and strategies you have highlighted in Read Aloud and Shared Reading sessions.

On the record sheets, the first column lists the various reading behaviours and strategies. The second column provides sample prompts you can use to encourage students to use a particular reading strategy. If a prompt does not elicit the desired reading behaviour, you can model the behaviour. In this way, you can immediately tie assessment to instruction. When students demonstrate a desired reading behaviour or the use of a reading strategy, you can change the prompt into a reinforcement. For example, if a student demonstrates self-monitoring by fixing a misread word, instead of saying, "Read it again and check it out," you can say, "I like the way you read the word again to check if it was right." In the last column, you can quickly note whether the student exhibits a particular reading behaviour or strategy use on his or her own or with prompting. There is some space to make quick notes, if you wish.

Comprehension Strategies Anecdotal Record

This record sheet will remain the same throughout kindergarten to grade three. Self-monitoring is the underlying comprehension strategy that allows readers to use the other strategies in combination and to make changes to strategy use while reading. The other strategies on the Comprehension Strategies Anecdotal Record (page 16) are listed in order of increasing complexity; for example, analyzing and sequencing rely on more factual processes, whereas strategies such as inferring, evaluating, and synthesizing rely on the integration of thinking processes and require more reflection by the reader.

On the Comprehension Strategies Anecdotal Record, the first column lists the various comprehension strategies. The second column provides sample prompts you can use to encourage students to use a particular reading strategy. The third column is left blank so that you can add anecdotal notes about a student's strategy use. While you cannot observe comprehension strategies being used, you can infer their use when you attend to a student's oral, written, and artistic responses to a text.

Using the Reading Behaviours and Strategies Record Sheets

You can use the record sheets to summarize your observations after completing a running record or miscue analysis, or you can use them to make observations about targeted strategies as you listen to a student read during Guided Reading or an individual student-teacher conference. You may wish to date your observations.

You can use a single copy of each record sheet repeatedly by recording your observations in a different colour each time. For example, you might use a green marker for your September observations and a red one for October. Also, it may be helpful to indicate whether a student uses a strategy inconsistently (by recording an "I" on the checklist) or consistently (by recording a "C").

Once a student demonstrates consistently the successful use of a Book Handling and Print Tracking strategy with several texts of the same (or increasing) level of difficulty, you can stop monitoring it. You will probably want to monitor Engagement with Texts and Word Recognition behaviours and strategies throughout grade one. Self-Monitoring and Comprehension strategies will be monitored for all grades. A student's demonstration of a strategy when using an unfamiliar text is the most reliable indication of successful strategy use.

Frequent updating of the record sheets will help you plan specific instruction for Guided Reading sessions, as well as for whole-class and individual settings. It will also help you determine which students to group together at different points in the year and when students are ready to move on to the next instructional level.

The Reading Behaviours and Strategies Record Sheets not only allow you to assess individual literacy development over the course of the year in the areas described above, but also include sample prompts you can use to help students develop particular thinking processes.
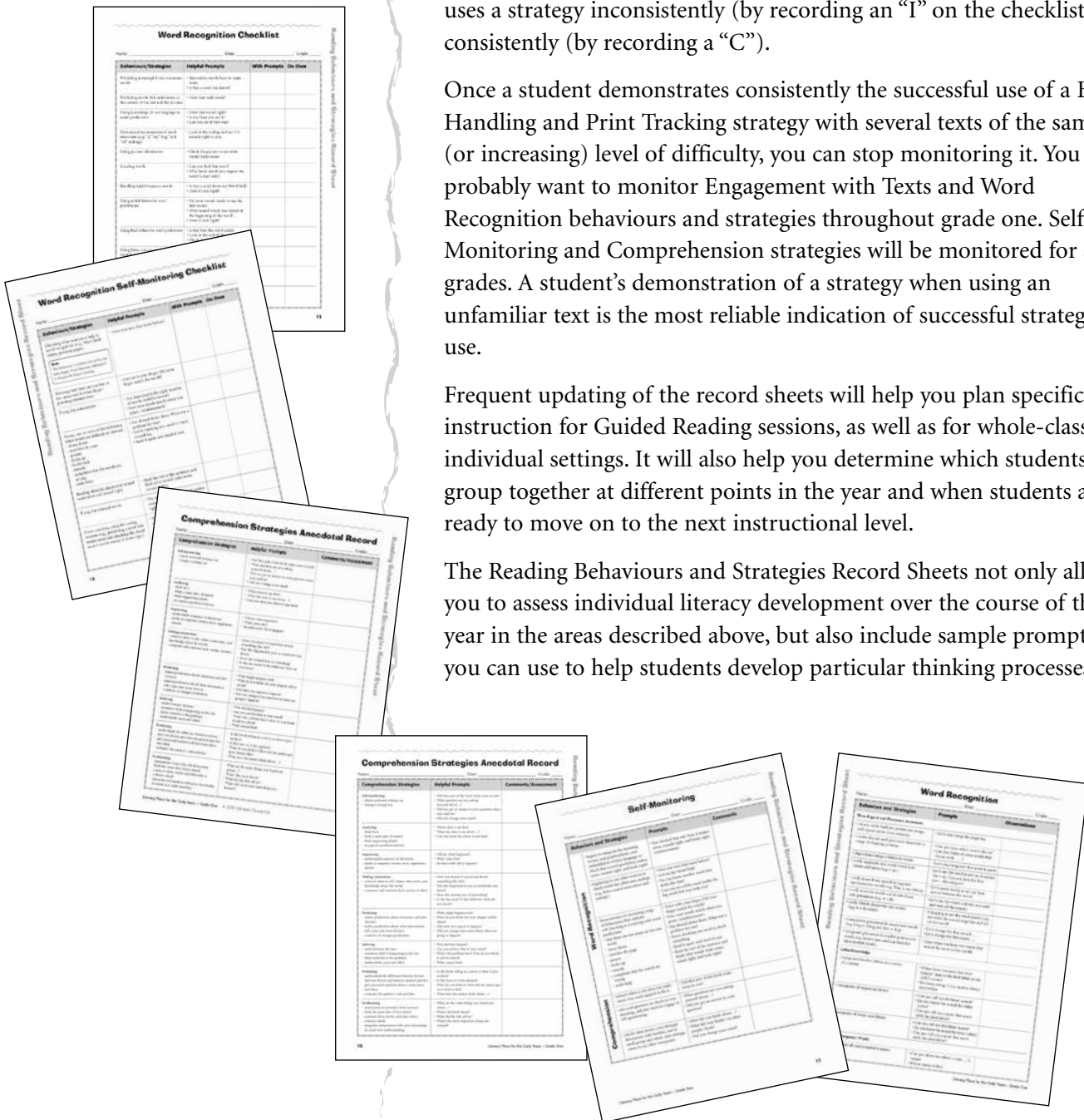
Contents

Writing Development

Students enter grade one with varying skills and knowledge related to writing. Some students hold a pencil confidently, form letters, link letters to sounds as they print words, and compose messages that reflect their ideas. Some know how to start at the top left-hand corner of a page and write from left to right along lines. Other students need support in developing a pencil grip and might represent their ideas using pictures or a combination of scribble-writing and letter-like formations. These students may not have developed the concept of directionality and may place marks randomly on a page.

Having made the connection between writing and reading, some students know that when ideas are written down, other people can read them. Other students may not have had opportunities to establish the connection between writing and reading.

Your role is to observe students' writing behaviours as they start grade one and progress throughout the year, and to offer supportive writing experiences to assist individual students at their level of development.

Oral Language Development and Writing

Literacy Place for the Early Years is built on the foundation that oral language should be integrated throughout all areas of literacy instruction with strategies and activities that require and support students as they use and develop oral skills for a variety of purposes. You can find the following opportunities to integrate oral language development with writing:

▸ Oral language is an important part of the instruction of writing in Modelled Writing, Shared and Guided Writing sessions as listening, discussing, and contributing ideas are all involved in active learning and applying of students' understanding.

▸ Oral language is also an important part of the writing process; for example, the Planning and Researching step includes students discussing their ideas or asking others for information. The Sharing and Publishing step can be the oral sharing of the text and discussion.

Writing Continuum for Grade One

Literacy Place for the Early Years offers a writing continuum for grade one students. This continuum has also been converted into a rubric (page 183) to enable you to track each student's writing progress during the school year. The writing continuum for grade one describes the progress of most students in any grade one class.

The writing continuum is arranged in four sections:

▸ **Communication** describes the student's understanding of the purposes for writing, awareness of using a voice that is appropriate for the audience, and development of content.

▸ **Language Structure** outlines the student's awareness of the grammatical elements in the language and the connection between reading and writing. For example, a student may use the language patterns of patterned books as models to create simple and compound sentence structures, rereading his or her writing when appropriate.

▸ **Writing Process** describes the student's developmentally appropriate engagement in planning and researching, drafting, revising, editing, and sharing and publishing.

▸ **Conventions** looks at directionality, word spacing, letter formation, and legibility. It also focuses on progress in the development of spelling, punctuation, and capitalization skills.

Within each category of the writing continuum, student progress is listed in the expected order of development. To cover the wide range of abilities of students in grade one, most of the criteria of writing development for kindergarten have also been included. Keep in mind that some students may start grade one at a developmental stage that is well into the continuum.

When observing students in your class, you will notice that their progress along the writing continuum will vary. Students at different developmental stages require a variety of teaching approaches to meet their needs and help them to develop as writers. The *Literacy Place for the Early Years* resource offers assistance in meeting the wide range of students' writing needs in your class.

Writing Continuum—Grade One

Category	Writing Behaviours
Communication (Content, Purpose, Voice, and Audience)	The student • combines pictures and text to communicate ideas to others • tries writing for different purposes (e.g., letters, stories, persuasive accounts, lists, and greeting cards) • is developing an awareness of different audiences for writing (e.g., *He'll like this card* and *Mom will use this recipe*) • shows some awareness of voice in writing (e.g., an expressive, personal voice for a social letter and an informative, more impersonal voice for writing directions) • writes accounts using a range of text types (e.g., retellings, descriptions, and narratives) • uses some forms of writing (e.g., letter, story, poem) • initiates own writing for personal purposes, to tell a story, to write a message, or to write down information • chooses topics that are of personal interest to write about • begins to make written responses to literature, often accompanied by a picture • records observations with pictures and some supportive text; may offer some explanations, but needs support • expresses a brief opinion without necessarily supporting the viewpoint • develops an idea into a brief account (may need support to finish it) • writes a story with a setting, characters, problems, and resolution (may need support) • writes a report using pictures and sentences. Does basic research by asking others and reading simple texts on the topic.
Language Structure	• rereads own writing • uses repeated, familiar language patterns to create accounts, (e.g., *I like…, I like…*) • begins many sentences with *I/We* • uses a variety of sentence beginnings • uses simple, compound, and complex sentence structures • uses first-person but changes to third-person for stories and reports (needs support) • language tends to be "talk written down" • uses age-appropriate grammar most of the time (irregular past tenses and plural agreements will be inconsistent) • tenses may be inconsistent (present and past) • often uses "and" or "then" to link two ideas • writes in sentences (may need support at times) • uses a small selection of verbs in accounts (needs support to increase the variety and to include adjectives and adverbs)

Writing Process	Planning and Researching
	• talks about ideas for writing (e.g., with a buddy, a group, parents, and people in school)
	• draws pictures and makes visual plans
	• jots down ideas (possibly using a graphic organizer)
	• gathers information by
	  - asking others
	  - using picture books with simple texts
	  - using charts and diagrams
	  - watching visual media (films, videos, and DVDs)
	
	Drafting
	• writes a first draft with or without an organizer

Category	Writing Behaviours
Writing Process (continued)	Revising • adds or deletes ideas after discussion with others • revises ideas with a buddy (will need support) Editing • uses classroom resources for checking spellings (e.g., Word Wall, wall charts, picture dictionary) • checks for simple punctuation conventions (e.g., capitals and periods) • prints clearly • checks that pictures support the information provided in the account Sharing and Publishing • chooses a favourite text for publishing • shares writing in an oral presentation • publishes writing in simple book form
Conventions	Form • prints letters clearly: uses upper and lowercase letters more conventionally • incorporates directionality convention into writing (e.g., left to right, and line movement down a page) • uses spaces between words • copies words from classroom resources (e.g., Word Wall and charts) • title of a written account is clear and helpful for a reader • illustrations support the text Spelling *First half of grade one:* • uses letters to represent consonant sounds in words • adds vowels to words and syllables • uses simple high-frequency words from the Word Wall (e.g., *I, the, you*) *Second half of grade one:* • incorporates visual cues into spelling (e.g., double letters, final "e"s on words, vowel digraphs) • uses a range of high-frequency words from the Word Wall • generates new words by comparing them with familiar word patterns (e.g., *If I know cat, I can work out how to spell sat.*) Punctuation and Capitalization • usually uses capitals for names, places, and beginnings of sentences (may need support) • may start to use question marks and exclamation marks (usage may not always be accurate)

The Writing Process

A Developmentally Appropriate Approach

The five steps of the writing process (planning and researching, drafting, revising, editing, and sharing and publishing) represent those taken by experienced writers as they progress through a piece of writing from conception to completion.

Five Steps

Steps	Tasks Involved
planning and researching	• thinking about and discussing an assigned topic OR selecting a topic from - a range of options - personal interests • deciding on a purpose and an audience • collecting information and organizing ideas
drafting	• focusing on the content • writing ideas in a rough draft
revising	• rereading • reading the rough draft to others and receiving feedback • adding and deleting ideas • reorganizing content • adding an interesting introduction and conclusion • refining vocabulary choices
editing	• checking grammar • correcting spelling • correcting punctuation and capitalization
sharing and publishing	• reading the text to others • preparing the text for publication by rewriting it in legible handwriting • adding features that are appropriate for the text type and form (e.g., headings, titles, illustrations with labels) • presenting an attractive text that has appeal for readers

Grade one writers are not expected to use all of these steps immediately. Your task is to expose students to the initial steps and provide opportunities for them to learn about the other steps over time. For example, students at the beginning of grade one should be involved in planning (e.g., drawing ideas, talking ideas over with a buddy) and drafting (i.e., writing down their thoughts). These two steps are sufficiently complex for young writers who are learning to control a

pencil, form letters, transcribe their ideas into words, and apply directionality concepts.

Over time, in addition to planning and drafting, students can begin to use the steps of revising, editing, and sharing and publishing. Even then, it is not necessary to progress through all the steps for every piece of writing. Sometimes we want students to write their ideas in rough form, and other times we want students to take their writing through to publication.

Although these steps seem sequential, in reality many writers do not progress through the steps in a linear fashion. Some writers may plan and research, draft a section of a text, revise that section, draft a new section, and then return to the first part to further revise it. So, while writers gradually progress forward through the broad steps, they often move back and forth across the steps.

To provide students with balanced experiences, it is recommended that you include three types of writing:

▶ text-type study—writing that has a specific organization and features

▶ written literature response—an exploration in writing of ideas in a text

▶ self-selected writing—written work that is done by students independently, often using topics, text types, and/or forms that students have chosen

One type of writing can influence another type, resulting in student growth in writing. For example, a text-type study can influence self-selected writing by providing each student with a wide range of topics and text-type options. (See Types of Writing on page 27 for further explanation.)

Planning and Researching

3 Types of Writing

In the prewriting stage of planning and researching, writers narrow down their topic, decide on their purpose and audience, formulate ideas, collect information, and organize that information for writing.

Topic Choice

Text-Type Study: For this type of writing, you offer a range of options based on the framework of the text type. For example, in a procedural text study, you might write a class recipe for making a sandwich and then ask students to write a recipe for a sandwich of their choice.

Written Literature Response: For this type of writing, students respond to a book that either you have read to them or they have read themselves. The book determines the context of the response. Possible topics for fiction include main characters, plots, or new endings. For a non-fiction text, a literature response might involve retelling interesting

facts, comparing new information with information a student already knows, or expressing an opinion about concepts in the text.

Alternatively, you could provide sentence starters, story boxes (see BLM page 193), or open-ended questions to narrow down an overall topic and stimulate a response.

Self-Selected Writing: For this type of writing, students choose their own topic. Initially, grade one students may need assistance in brainstorming ideas for possible topics. Brainstorming can be done with the whole class, in small groups, or in partners. You can list possible topics on a chart and have each student keep a personal list of a few potential topics.

Usually, young students select topics that emerge from personal experiences and retell events. Once they accumulate experiences in other areas of the classroom writing and reading program, students have a greater range of topics from which to choose and start to incorporate a wide range of text types and forms into their self-selected writing.

Purpose and Audience

Writers need to be aware of why and for whom they are writing. This knowledge has an impact on the choice of text type and form. For example, if a class wanted to write to the school council to request the inclusion of a new slide in the playground, awareness of purpose and audience would indicate the need for a persuasive text in the form of a letter.

Text-Type Study: For this type of writing, the assigned project determines the purpose and audience. For example, in the procedural text project in which students write recipes for making sandwiches, the purpose is likely to be producing recipes to share with classmates and family members. The audience consists of class members and their families.

Written Literature Response: The purpose of book responses is usually for students to share ideas with their classmates. If responses include book recommendations such as "People who like animal stories will enjoy this book," the audience can be defined as classmates who like animal stories.

Self-Selected Writing: In this type of writing, students identify their own purpose and audience. Often young students write for themselves since initial writing is frequently speech that is written down. They write to express their ideas and clarify their thoughts. Expanding the audience to include the teacher, classmates, family members, friends, and community members occurs as young writers develop other purposes for writing. Sometimes, an audience becomes evident as they write invitations, notes to friends, or directions for feeding a class pet.

Formulating Ideas and Collecting, Recording, and Organizing Information

All types of writing require students to gather information, record quickly or try out some ideas, and organize those ideas. Primary students can use a variety of sources for ideas, a range of methods for quick recording or trying out of ideas, and some organizational techniques. The following chart illustrates some of these:

Sources for Ideas	Recording and Trying Out Ideas	Organizing Ideas
• personal experiences • other people • magazines • books • videos and TV shows • computer games and programs	• drawing • a mixture of drawing and writing • writing a word or two as a reminder • role-playing (trying out ideas with an improvised script) • talking with a buddy or group	• using idea cards (i.e., drawing an idea or writing one key word on a card or sticky note) • using sentence strips (writing one idea on each strip) • sorting the idea cards or sentence strips into sequential order • clustering the idea cards or sentence strips into smaller subtopics • using a text-type organizer • using another graphic organizer (e.g., a form organizer for a recipe)

In the prewriting stage, students can use a range of sources for formulating ideas and collecting information about their topics. Grade one writers can

▸ draw on their own experiences and knowledge

▸ interview knowledgeable family members, school staff, or community helpers

▸ look for information in books and magazines

▸ use visual sources such as videos, TV shows, and computer programs

As students gather information, they can record ideas using drawings, writing, or a combination of both. Students can also discuss their information with a partner or act it out in a skit. You can demonstrate how to find sources and record ideas in Modelled or Shared Writing or in short craft lessons (see Craft Lessons for Planning and Researching on pages 130–144). Ensure students are aware that they can use many different sources for information and can record and try out their initial ideas using drawings, writing, talk, and drama.

You can also use Modelled and Shared Writing and brief craft lessons to demonstrate ways of organizing information. For example, in a whole-class report on an animal, you might demonstrate how to write each idea about the animal on a sentence strip. Later, these ideas could be sorted into categories to illustrate ideas about the animal's appearance, food, and home.

Demonstrations can encourage students to use a variety of methods for researching ideas, making quick records of those ideas, and organizing them.

Drafting

In this step, students use ideas from their plans to write a rough draft. In self-selected writing, text-type studies, and written literature responses, there are common elements of draft writing:

▶ converting the ideas from the plans into text (This should be demonstrated in Modelled and Shared Writing.)

▶ trying to stay on topic, write in sentences, sequence and link ideas, use words that relate to a text type (e.g., *first, second, next,* and *finally* for procedural texts), and draw a conclusion (Teacher demonstrations will assist young writers before they draft their own texts.)

▶ focusing on the content, rather than spelling or mechanics, although these are not totally ignored (Teacher demonstrations will include ideas expressed in grammatically appropriate sentences and drafts written with correct punctuation and capitalization for Modelled and Shared Writing.)

Text-Type Study: Students draft their ideas based on the writing demonstrated to the class in Modelled and Shared Writing sessions. Just as students' plans are based on an extension of the class plan, so their drafted writing follows the framework you have demonstrated. When students write a rough draft, they are following a structure but writing on their own.

Written Literature Response: Students may follow a structure proposed by you, or they may respond to a text in an open-ended way as they draft their ideas.

Self-Selected Writing: Students take their own writing plans and convert them into draft texts. As each student pursues a topic of personal interest, drafts are developed in Independent Writing.

Revising

In most of grade one, students revise texts with assistance. You can demonstrate this step in Modelled and Shared Writing. During the revising step, the focus is on changing and adding to the content. In text-type studies, written literature responses, and self-selected writing, there are common elements in revising:

▶ rereading your ideas

▶ sharing your ideas and inviting feedback

▶ changing content by
  –adding and deleting ideas
  –changing the order of ideas

▶ creating and using a revised checklist

▶ changing the form of writing (e.g., changing the text to a letter form)

Contents

Introduction to the Working with Words Guide

Oral Language Development and Working with Words

Literacy Place for the Early Years is built on the foundation that oral language should be integrated throughout all areas of literacy instruction with strategies and activities that require and support students as they use and develop oral skills in different settings and group sizes for a variety of pupurposes. You can find the following opprtunities to integrate oral language development with working with words:

- Oral language is integrated into each of the five interative teaching areas through discussing, sharing, developing vocabulary, and so on.

- The Phonological Awareness section has direct oral language instruction with activities to support and develop students' awareness (their "ear") for the sounds and rhythms of language with a focus on: rhymes, onsets and rimes, syllables, and phonoemes in spoken language.

- Phonemic Awareness supports the awareness of speech sounds within words.

All students need to learn to control written language's visual, sound, meaning, and grammatical structures in order to become effective readers and writers. In *Literacy Place for the Early Years,* the *Working with Words Guide* offers five interactive teaching areas to assist young students in acquiring these necessary skills:

▸ phonological and phonemic awareness (helping students to internalize the sounds and rhythms of the language)

▸ letter knowledge (focusing on students' automatic recall of letter shapes and names)

▸ high-frequency words (helping students to recall the most commonly used words in the language to increase their fluency in reading and spelling)

▸ word solving and building (emphasizing how word patterns can be used to analyze words when reading and to construct words when spelling)

▸ language predictability (encouraging students to use the predictable structures and context of written language, to integrate visual-sound cues with other sources of information in reading, to work out word meanings, and to cluster predictable patterns of letters in spelling)

Each of these areas works with the others to build a wealth of strategic knowledge about how the visual-sound system operates in written language. For example, students need to be aware of the sound sequences in words (phonemic awareness) and to recognize alphabet letters (letter knowledge) and their correspondence with sounds (word solving and building) before they can analyze words in reading and construct words in spelling. They also should be able to check their word predictions with other sources of information, such as structure and meaning, in written language and use context clues to clarify word meanings (language predictability).

Resource Materials

See the *Literacy Place for the Early Years* Website (www.lpeyresources.ca) for downloadable versions of the reproducible pages including assessment, lesson-specific BLMs, and letter cards. See also the large-size High-Frequency Words and Building Words word cards for grade one.

Interactive Teaching Areas

Phonological and Phonemic Awareness

In the broadest sense, phonological awareness involves developing an ear for language. More specifically, it involves awareness of the rhythm, emphases, rhymes, onsets and rimes, syllables, and phonemes (individual speech sounds) in spoken language.

Phonemic awareness is a specific area within phonological awareness. It refers to awareness of speech sounds (phonemes) within words. The number of speech sounds does not always match the number of letters (graphemes) in words. For example, although cat (c/a/t) has three phonemes and three graphemes, rain (r/ai/n) has three phonemes and four graphemes.

Written English follows an alphabetic principle in that the phonemes in spoken language can be linked to the graphemes in words. Phonetic knowledge emerges from a combination of auditory (phonemic) and visual (graphemic) knowledge as letter-sound associations are made.

Although the alphabetic principle is irregular in English, basic knowledge of the sound patterns and sequences in the language is essential for young readers and writers. For example, hearing sounds in sequence when saying a word slowly is invaluable to young students when they are spelling words, and the ability to manipulate phonemes (e.g., knowing that they can replace "c" from *cash* with "d" to create *dash*) helps students when they need to analyze an unfamiliar word in reading or generate a new spelling based on a known word pattern.

Developmental Guidelines for Phonological and Phonemic Awareness

The following areas of phonological awareness are presented in an approximate order of development in that the earlier concepts are generally easier to learn than the later listed concepts. Gradually, phonological awareness becomes more specific and moves into the more detailed area of phonemic awareness. Over time, students need to be able to

▶ identify rhymes (e.g., notice and isolate rhyming words in songs and nursery rhymes)

- generate rhymes (e.g., make up nonsense and real words that follow a rhyming pattern)
- identify syllables within a word (e.g., clap the syllables in their name and their classmates' names)
- divide words into onsets and rimes (e.g., m–an, w–ish, sp–oon)
- segment sentences into words (e.g., "Icanseeyou" becomes "I can see you")
- recognize phonemes in initial and final word positions (e.g., *Mom* and *Meg* sound the same at the beginning of the words; *leg* and *dog* sound the same at the end of the words)
- stretch words out to hear individual phonemes (e.g., got = g–o–t)
- blend phonemes to make words (e.g., r–u–n = *run*)
- drop phonemes to create new words (e.g., drop "m" from *mat* to make *at*)
- manipulate phonemes (e.g., substitute "c" for "l" to create *cook* from *look*)
- recognize phonemes in medial position of words (e.g., *dog* and *sock* have the same medial sound)

Most students will develop this knowledge during kindergarten and grade one. They will progress from hearing, sequencing, and manipulating the sounds of the language to mapping the sounds onto alphabet letters and clusters of letters (see Word Solving and Building on page 11).

Letter Knowledge

Letter knowledge involves discriminating letter shapes, naming letters, associating letters with their sounds, forming letters for writing, and sequencing letters in alphabetical order. In addition, young students need to acquire other concepts about letters, such as distinguishing a letter from a word; being able to focus on first, last, and medial letters in words; and recognizing clusters of letters that form patterns in words (e.g., "ing," "an," "and," "ent").

Students learn letters best when they are exposed to many meaningful print activities, such as looking at the text and pictures as a book is read aloud to them, joining in during the Shared Reading of texts, and having adults transcribe their messages. Students need to know that letters form meaningful entities, such as words and messages, that communicate ideas. Once this knowledge is internalized, young readers and writers realize that knowledge of the 26 lowercase and 26 uppercase letters is a vital part of the reading and writing processes.

Developmental Guidelines for Letter Knowledge

Learning letter names is a little easier initially than learning letter sounds. The letter names are stable in that there are 26 letter names, but there are about 44 letter sounds. Therefore, one letter may have several sounds. Although there is some logic to teaching letter names first, most times letter knowledge is not acquired in a lock-step, linear fashion and it is likely that students will acquire a smattering of both letter names and letter sounds at the same time.

According to Fountas and Pinnell, students need not acquire complete letter-name knowledge or letter-sound knowledge before they can read. Many students learn words of particular interest to them (e.g., their name, their friend's name, *Mom, Dad,* and common words such as *love* and *stop*) before they can label all the letters and link the letters to sounds. However, students do need to control and use letter-name, letter-sound, and letter-formation knowledge early in their school years to enable them to communicate about print, to focus on print details in reading, and to write down their thoughts. Many students will acquire most letter concepts during kindergarten and the first half of grade one.

High-Frequency Words

Some words occur frequently in printed language. These are often function words that cement language ideas together (e.g., *to, where, so, does, was*). Since these words occur repeatedly in written language, be sure to focus students' attention on them. Knowledge of the most commonly occurring words is extremely helpful to young readers and writers. These words should be recognized quickly by students so they are able to read more fluently and attend to meaning rather than word recognition. If young students can also spell these words, they are likely to be more confident and fluid writers who attend to the purpose of the message rather than the mechanics of scribing the message. They will not need to work out all the small-function words that tie their written messages together. For a High-Frequency Words List, see page 179.

Although used with frequency in the language, many of these words (e.g., *who, their, your, two, goes*) are tricky since they do not follow predictable spelling patterns. To enable students to develop automatic recall of these words, they require brief daily periods using Word Wall activities.

To provide opportunities for solid learning by students, it is recommended that you give special attention to approximately five high-frequency words each week. Challenge words may be added for students who need more advanced words.

Using a Word Wall

A wall-sized classroom resource of high-frequency words can be very helpful for students as a readily accessible reference. You can refer to the Word Wall words during reading and writing demonstrations and lessons, and students can use this resource as an aid when they need to use high-frequency words for their writing.

Word Walls are placed on walls that are in clear view of students. At the beginning of the grade one year, you can arrange large alphabet letters, in alphabetical order, on the wall. Leave space beneath each letter for word cards. Please note that large-sized versions of the high-frequency words for the grade one Word Wall are available on the *Literacy Place for the Early Years* Website (www.lpeyresources.ca).

A Word Wall at the beginning of the year will contain only the large alphabet letters. As high-frequency words receive special focus in the classroom, the corresponding word cards are placed on the Word Wall. Words should be arranged alphabetically by first letter only. A Word Wall may look like this after a few weeks:

Teaching Tip

Word Walls should be uncluttered and provide a clear reference point for high-frequency words. For challenge words and words of topical interest, create separate charts and place these on another segment of a wall or on a closet door.

A	B	C	D	E	F
a	be	can	Dad		for
an	big		did		
at					

G	H	I	J	K	L
go	he	it			love
	have	is			like

M	N	O	P	Q	R
Mom	no	or	play		
me		on			

S	T	U	V	W	X
stop	the	us		we	
so	they				

Y	Z
yes	
you	

You may wish to provide library pockets or containers at the base of each letter on the Word Wall, in which you can place Word Wall words written on thin cards. Students can take these to their desks for use in personal writing and return them once they are finished. These word cards are especially helpful to students in the early days of grade one and to those with special needs, since transfer from the Word Wall may be more challenging for them.

for

go

have

F f

Gg

Hh
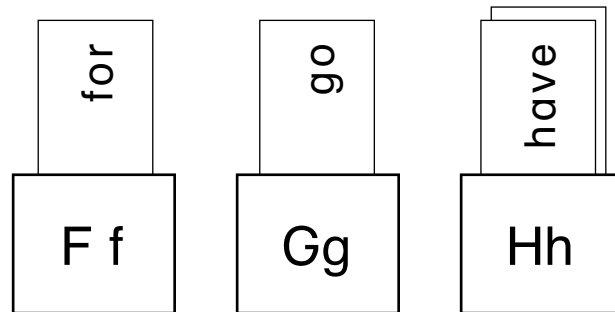
Developmental Guidelines for High-Frequency Words

Students encounter high-frequency words daily during any activity that involves reading and writing. *Literacy Place for the Early Years* provides a developmentally appropriate list of high-frequency words for grade one students (see the High-Frequency Words List on page 179X). Although the words on the list are arranged alphabetically to enable you to locate them easily, you should never teach the words in alphabetical order. Select high-frequency words for emphasis and study that are of immediate use to your students. These should relate to materials you are reading in Shared and Guided Reading or increase students' fluency in writing.

The words on this list with asterisks are the words provided for the kindergarten program. They are included here since some students may not have attended kindergarten or may need review early in the grade one year. These words, in addition to the names of the class members, can be the initial words for the Word Wall. (Student names should eventually be removed.) This list can serve as a checklist for recording which words have received special attention in the classroom.

Note

If two languages are taught in your classroom, you can minimize confusion by having two separate Word Walls on different walls, one for each language, and different coloured backings for words in each language.

Word Solving and Building

Word solving is the analysis of words when reading, in which the young reader pauses to investigate an unfamiliar word and then attempts to problem-solve. Word building involves the construction of words in spelling.

In order to work out unfamiliar words when reading and to construct words when spelling, students need to develop an ever-expanding knowledge of phonetic elements in words. They also should develop flexibility in manipulating those elements. For example, if a writer knows the word *got*, that knowledge can be used to change the initial letter/sound from "g" to "l" to spell *lot*. The writer could then build the word *log* by changing the last letter/sound from "t" to "g."

It would be an overwhelming task for students to learn all letter-sound associations in the language (e.g., "a" as in *want, apple, game, sail, war*). It would also be ineffective because the pronunciation of "a" is affected by the letters that surround it in the word and by the dialect of the person reading the word. Learning a set of rules to analyze and spell words is similarly unreliable. For example, possibly the most used rule—"When two vowels go walking, the first one does the talking"—is only true 45 percent of the time in our language.

Learning by Analogy

Learning by analogy is the most practical way for students to learn to solve and build words. It is effective because the brain has strengths in discovering patterns. When, for example, a student is learning letter names and sees the letter "c," the brain searches its store of letter patterns and narrows down the choices to curved letters. Experience and fine-tuning allow the young literacy learner to make the final letter name choice from within a range of similar letters (i.e., "o," "b," "p," "d," "a," "g," "q"). Similarly, when students attempt to identify a new word such as *grand*, their brains review known word patterns. They would likely think of "and" words to help them with the task. Knowledge of one word can often help a reader to work out a new word.

Marie Clay pointed out that learning individual letter-sound associations and blending them into words is both time-consuming and uncertain for the young literacy learner. She indicated that students need to attend to "larger chunks of information" when they read. Learning word patterns makes more sense because students learn these chunks of letter-sound information more readily and can transfer them by analogy to work out new words.

Note

Word patterns are clusters of letters that make a sound (e.g., "ent," "ing," "and," "ig," "oat," "out," "br," "str," "ch," "sh").

Reference

See *Becoming Literate: The Construction of Inner Control* by Marie Clay.

Making connections with meaning are also important. These occur, for example, when a student links *jump, jumping, jumps,* and *jumped* to the same type of meaningful act. Meaning connections help the reader and writer to unlock and build new words and also to comprehend them.

Developmental Guidelines for Word Solving and Building

Young students need to develop awareness of letters and of the rhythms and sounds of the language (phonological and phonemic awareness) before they can benefit from instruction in using visual-sound patterns to read and spell words. Phonological and phonemic awareness and letter recognition are vital precursors to word solving and building.

Once students have been immersed in meaningful contextual print activities and can attend to and manipulate the sounds of the language, as well as recognize letters and some words, it is time to demonstrate how the written language system operates.

In grade one, focus on consonant sounds (letter sounds and consonant clusters (e.g., "bl," "pr," "sh"), onsets and rimes (with one-vowel words), word families, vowels in combination with rimes, r-controlled patterns (e.g., *fur, car, her*), and inflected endings (e.g., *dog/dogs, look/looking, play/played*) within the context of everyday classroom activities, Shared and Guided Reading lessons, and focused lessons in the Working with Words areas.

Language Predictability

Language predictability provides clues embedded in the meaning (semantic), grammatical (syntactic), and visual-sound (graphophonic) cueing systems. These clues prompt young readers to activate appropriate contextual word-solving strategies and to work out word meanings (meaning and grammatical predictability). Language predictability also assists young writers as they spell words (graphophonic and grammatical predictability).

Meaning (Semantic) and Grammatical (Syntactic) Predictability

Some students in your classroom have been exposed to the English language since birth and have five or six years' experience as English-language users by the time they begin school. Their understanding of the meanings and grammatical arrangements embedded in the language will be developmentally appropriate. These students can bring their rich language knowledge to the reading and writing processes, and use the semantic and syntactic cueing systems to enable them to predict appropriate words. For example:

The sun was shining. It was a _____ day.

When reading the above sentences, these students' language monitoring systems will undoubtedly result in such predictions as *lovely, beautiful,* and *wonderful* since, syntactically, the cloze requires an adjective and, semantically, it demands a positive statement.

Similarly, these students can use context clues to work out word meanings. When they read about an old castle, for example, that is described as "dark and gloomy," the word *dark* provides a clue about the meaning of *gloomy*. Other ideas in the passage, for example, "small windows," "dust and cobwebs," and "grey walls," may also give clues about the meaning of *gloomy*.

The following are suggested prompts you can use to help students predict words:

Prompts for Semantic Predictability

▸ Does it make sense?
▸ Can you think of another word that makes sense there?
▸ You know it starts with a "p." What word would make sense?
▸ Read that again to see if it makes sense.
▸ Read ahead (to the end of the sentence) to see if that still makes sense.

> **Note**
>
> Cloze invites students to suggest suitable words to fill in blank spaces where words have been deleted from a text.

▸ Does it sound right?

▸ Does it sound like something you would say?

▸ Read that again to see if it sounds right to you.

▸ Would you need to add something to the end of that word? (The student wrote *look* instead of *looked*.)

▸ If there's more than one bird, we add an "s" at the end of the word.

Visual-Sound (Graphophonic) Predictability

Some generalizations about language follow:

▸ Every word includes a vowel.

▸ The main vowels are "a," "e," "i," "o," and "u." When these letters are not in a word, "y" is used as a vowel.

▸ When you see "p_n," the letter in the middle is going to be a vowel.

▸ When you see "q_," the next letter is going to be a "u."

▸ In the case of regular verbs such as hope, when you add "ing" to a word, you can expect to drop the "e" (*hope/hoping*)

These generalizations offer some predictability, but they should not be viewed as rules. There are few absolutes in the language and, if we follow rules, we discover there are often as many exceptions as words that fit the rules.

Often students discover the predictable elements of the visual-sound (graphophonic) system as they become more experienced readers and writers. For example, when playing a word game that involves predicting letters to complete a word, students will likely focus on the most probable letter predictions. If students see "s t i _ k," they will likely predict a "c" to make *stick* if they are thinking of words with similar patterns such as *lick* and *pick*. They may, however, predict an "n" if they make a link to words such as *wink* or *pink*. They would be most unlikely to select "p," "h," or "j" to complete the word as these consonants do not form predictable patterns in the English graphophonic system. Graphophonic predictability would narrow down the choices for spelling the word.

The following are suggested prompts you can use to help students predict words:

Prompts for Graphophonic Predictability

▸ Does it look right?

▸ You listened to the sounds and wrote them down. Now does it look okay?

▸ Every word has a vowel.

▸ "Y" can be a vowel if there are no other vowels in a word.

▸ What would you expect to see in the middle of the word (at the beginning/at the end)?

▸ Is this like another word you know?

▸ For most words, you just add "ing" to the end of the word (e.g., *walk/walking*).

▸ That word ends in "e." Often we drop the "e" when we add "ing" (e.g., *hope/hoping*).

▸ For short words with one vowel and a consonant at the end, we often double the last consonant before adding "ing" (e.g., *mop/mopping*).

▸ This word starts with a "q." What do you expect for the next letter? ("u")

▸ There are two vowels together in the middle of this word (e.g., *boat*).

▸ There's a silent letter at the beginning of this word (e.g., *knit*). When there's a "k" before an "n" at the beginning of a word, the "k" is usually silent.

Integrating Graphophonic, Semantic, and Syntactic Predictability

The active reader uses all three cueing systems to assist in word solving. For example, if a student doesn't recognize the word *store* in the sentence "Chen went to the store to get candy," he or she may think:

▸ It needs to be somewhere you can get candy. (semantic predictability)

▸ It's got to be a place. (syntactic predictablity: noun)

▸ It starts with "st." (graphophonic predictability: letter-sound associations)

▸ So where is this place where you get candy that starts with "st?"

Some students will intuitively use graphophonic, semantic, and syntactic predictability as they work out unfamiliar words when reading. Others will need direct teaching to enable them to benefit from the predictable elements of written language. In addition, when students are in the early stages of literacy learning, the graphophonic system will not offer predictability. Increasing experience with written language is needed for the visual-sound system to become more predictable. In working out the meaning of words, students will also need to integrate the cueing systems and synthesize meaning clues to enable them to comprehend an unfamiliar word.

Resource Materials

Language predictability will present significant challenges to hearing-impaired, language-delayed, and English-as-a-second-language users. The Oral Language section of the *Planning Guide* offers suggestions for assisting these students to develop English language skills.

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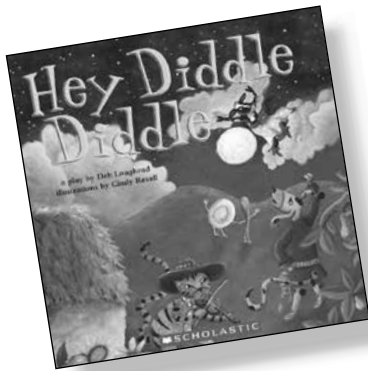
Hey Diddle Diddle

Written by Deb Loughead

Illustrated by Cindy Revell

Text Type: Fiction: Narrative — Rhyming Play

Summary: This rhyming-script poem (play), based on the nursery rhyme "Hey Diddle Diddle," explains how the events that led to the nursery rhyme unfolded.

Text Features

▶ cast of characters

Visual Literacy

▶ illustrations depicting characters
▶ different coloured font for each character's name

Print Concepts

▶ script format
▶ exclamation mark
▶ question mark
▶ capitalization of proper names

First Reading

Reading Strategies

Comprehension

▶ making connections: comparing, text to text
▶ sequencing: retelling

Working with Words

▶ attending to print (words, tracking across lines and reading specific parts only)
▶ language predictability: associating meaning to words

Assessment Opportunities

Note each student's ability to:

▶ repeat a character's lines on cue
▶ compare the events and characters in the poem with the events and characters in the play
▶ make predictions about the cast of characters
▶ retell the story in sequence
▶ recognize and use text features to aid understanding

BEFORE READING

Activating and Building Prior Knowledge

Text features

Show students the cover of the book, and read the title and the names of the author and illustrator. *This book is called* Hey Diddle Diddle. *It was written by Deb Loughead and illustrated by Cindy Revell.*

Making connections: text to text

Ask, *Do you know the nursery rhyme "Hey Diddle Diddle?"* Ask for a show of hands. Invite students to recite the nursery rhyme. Ask, *Did you ever wonder about what happens in that nursery rhyme? Why would a cow jump over the moon? Could a cow jump over the moon? Why would the dish run away with the spoon, and where would they run to?*

Tell them that the author probably wondered about these things, too, and she decided to rewrite the nursery rhyme as a play in which she would try to explain the events that took place in the nursery rhyme. Ask, *Can anyone tell me what a play is?* Write some of their answers on the chalkboard or chart paper.

ESL Note: Show students some books of nursery rhymes. Flip through the book and read some titles. Ask students to raise their hands if they know the rhyme. Ask them to try to recite the rhyme. Ask ESL students if they know any nursery rhymes in their language. Can they recite them for the class?

Predicting/making connections: comparing

Show the cover of the book and invite students to make predictions. Ask, *What characters do you expect to be in a play based on the nursery rhyme "Hey Diddle Diddle?" What do you think they might do? How do you think the play might be different from the nursery rhyme?* Make a three-column chart on the chalkboard or on chart paper. Label the first column, "Character," the second column, "What We Think," and the third column, "What It Said." With students' help, write the name of each character from the poem in the first column. Have students brainstorm about what each one might do and write their ideas in the "What We Think" column.

Setting a Purpose

Sequencing: retelling

Let's read the book together to find out what the characters do in this play.

DURING READING

Sequencing/text features

Say, *Have we listed all the characters that we expected to find in the play?* Direct students' attention to page 2. Ask, *Who do you see in the pictures on this page?* Remind them of the nursery rhyme and ask if they see any of the same characters pictured here. Ask, *Did we get most of the characters right that we expected to find in the play?* Point to the word *characters*, and read it for students. Tell them that a list of the characters who will appear in a play is always provided at the beginning of the play. Tell them that each of the pictures on that page shows a character who is in the play they are going to read. Point out the different colours for the characters' names. Ask, *Are there any characters on this page who weren't in the poem?*

Establish that the chicken and the owls aren't in the poem. Point to the word *Narrator* and read it. Say, *The narrator has a special job—the narrator tells the parts of the story that are difficult for the actors to tell. The narrator tells the background of the story. That helps us to know how and when the events in the*

story happen. As we read this play for the first time, we'll watch for the owls and see what their part is.

Visual literacy Point out how the words that each character says are labelled with the characters' names and pictures, so it is easy to tell when each character is speaking. Those words are spoken only by that character or group of characters.

Divide the class into six groups. Each group will read and take on a particular role in the book. In the first reading you take the role of the narrator.

Tracking print Track pages by sentences or phrases using a pointer, emphasizing each character part as you come to it.

Teaching Tip : Assist students while they are reading by pointing to each group as its part comes up for reading.

Building confidence Invite the entire class to join the narrator in reading the nursery rhyme on page 4.

Word solving and building Clarify any words that puzzle the students. Explore the meaning of challenging vocabulary (e.g., *fiddle* and *fiddling*.) Emphasize the rhyming words that give the text rhythm.

AFTER READING

Sequencing: retelling Say, *Well, this was a funny play about the rhyme, wasn't it? What happened? Why wouldn't the cat fiddle right away when the cow asked him to? Why wouldn't the cow fill the cat's milk can right away when the cat asked her to? Why was the dog upset by the cat's request? What did the dog do then? How did the dish feel about being grabbed by the dog? Did the spoon agree with the dish or not? Why did the little dog laugh? How did the cat and the cow react to the dog's laughing?* Give students an opportunity to discuss the various events of the play and to explain how one event caused another one to happen.

Making connections: comparing Ask, *How is the play different from the nursery rhyme? It had some different animals in it, didn't it? What other things were different about it?*

Second Reading

Reading Strategies

Comprehension
▶ self-monitoring
▶ synthesizing

Working with Words
▶ attending to print (words, spaces between words, tracking across lines and down pages)
▶ language predictability: associating meanings to words

Assessment Opportunities

Note each student's ability to:
▶ repeat a character's lines on cue
▶ find answers to questions about characters and events
▶ find main ideas in the play
▶ recognize and use text features to aid understanding

BEFORE READING

Sequencing: retelling

Complete the chart you began in the last lesson by having students tell what happened in the play as you complete the third column. Ask, *Did the characters do what we thought they might do, or did the author have some different ideas?*

Setting a Purpose

Self-monitoring/analyzing

Say, *A lot of things were happening in this play, weren't they? Let's read it again together to make sure all of our questions about the characters and what they did were answered.*

DURING READING

Tracking print/ building confidence

Read the book with students, tracking print. This time, have a group of students read the part of the narrator. As before, point to each group as you come to its part in the play.

Language predictability

Clarify any words that puzzle students. For example, on page 6 point to the word *musical*. Ask students if they can find a word they know in that word. Some may recognize *music*. Ask what they think *musical cat* might mean. If they can't tell you, suggest that they look at the next two lines, which show that the cat is skilled in playing the fiddle.

AFTER READING

Synthesizing

Ask, *So what did you find out from the play that you didn't find out from the poem? The poem didn't tell you how one event led to another, did it? The play did that, so let's see if we can see the connections between the events.* Recall with students their discussion of events in the play at the end of the last lesson. As a class, write each major event on the chalkboard. Leave space between each event so that you can connect them with arrows. Ask, *What was the first thing that happened? What was it that started all the other events happening?* You might need to give students some of the starters below and let them supply the ideas in square brackets:

▶ The cow asked the cat to fiddle, but first the cat [wanted some milk.]
▶ The cow said she would fill the cat's milk can, but first the cow [wanted to dance.]
▶ The dog thought the cat should drink from a dish, so the dog [went to get a dish.]
▶ The dish said a dish is for people, and the spoon said [dishes and spoons go together.]
▶ So the dish and the spoon [ran away.]
▶ And the dog [laughed and laughed.]
▶ …and that's what made the cow [jump over the moon!]

ESL Note: On the chalkboard, provide students with the starters in the activity but have the answer on chart paper or strips, in random order. Students can choose the correct answer and read the whole sentence aloud. Then put a checkmark next to the answer or remove the strip.

Self-monitoring

Ask, *Were all of your questions answered by the play? Let's look again at the text on the back cover. What questions were asked there? Were those questions answered?*

Allow time for students to respond and say, *Show me where the play tells you that. Did you find out where the dish and the spoon ran to? No, we didn't find that out, but we did find out why they ran away. Do you think it's a good idea for some questions to be left unanswered?*

Emphasize the strategy of self-questioning, e.g., *Good readers ask themselves questions when they read.* Model self-questioning, e.g., *I wonder if the cow really wanted to jump so high?*

High-frequency words Give each group a page to examine and have them find all of the high-frequency words on that page.

Third Reading

Reading Strategies

Comprehension

▶ analyzing
▶ evaluating

Working with Words

▶ word solving and building: analyzing word patterns

Assessment Opportunities

Note each student's ability to:

▶ read each character's part with attention to rhythm and expression
▶ track print using a pointer
▶ analyze text for further character and plot information
▶ evaluate author's ideas

BEFORE READING

Analyzing Have students look at the poem again and look at the flow chart they constructed at the end of the last lesson. Ask, *What are some of the things we found out that we didn't know from the poem? I wonder if there is any other information that we can find out from the play?*

Analyzing ***Setting a Purpose***

Say, *Let's read the play again to see what further information we can find out about what the characters do and how they feel.*

DURING READING

Tracking print/ building confidence Reread the play with students. Take less of a role this time. You might ask one student to be the person who points to each group when its turn to read is coming up. You might ask one student to track print. Have the groups change roles so that they have an opportunity to try being different characters and thus become more comfortable with their reading of the play.

ESL Note: First choose a non-ESL student to point to each group. After this student has done a few pages, ask an ESL student to point. This is a non-threatening exercise because the ESL student doesn't have to talk, but it provides you with an opportunity to evaluate if the student can follow the reading.

Analyzing Ask, *Why did the dog think the cat shouldn't drink milk from a can? How do you know? What had happened to the dog that made him feel this way? Where does the book tell you that?*

🦋 AFTER READING

Word solving and building

Ask, *Did you notice that sometimes there were capital letters at the beginning of the words* Cow *and* Cat? *Other times, there were no capital letters. Why do you think that was?* Direct students' attention to page 6.

Say, *If we look on this page, we can see* cat *with and without a capital "c," and we can see* cow *with and without a capital "c."* Lead students to see that, when each is used as a proper name, a capital letter is used, but when the character is being talked about as simply a cat or a cow, it doesn't have a capital first letter.

<div>

Teaching **Tip:** You may need to help students with the rhythm. They may well be tempted by some words to put the emphasis there instead of elsewhere in the line. If students have difficulty, have them clap as they say the lines, so that they can better understand where the strong and weak beats should be.

</div>

Evaluating

Ask, *What do you think? Was this a good way to rewrite the rhyme as a play? Did the author do a good job? Why do you think so? Did the illustrations help you to understand the story and to see what was happening? Which was your favourite part of the play? Why did you like that best?*

🦋 FURTHER READINGS

Many texts benefit from being reread with students. The three readings suggested in this plan can be expanded to include further readings. Participation will increase when a book becomes familiar and students will become more comfortable in taking turns and using a pointer to track print.

For each rereading, we suggest that you select a balance of Print Concepts, Comprehension, and Working with Words strategies from the following suggestions. Make your selections based on the needs of students in your class.

Print Concepts, Book Handling, and Text Features

Text features/ print concepts

Review the title, names of the author and illustrator, back cover text, and cast of characters.

Tracking print

Continue to track print, offering any necessary support, such as guiding the pointer with a student who needs assistance.

Add concepts that offer learning opportunities for the range of students in the classroom, e.g., *Where do we start reading? Where do I go now?* (over the page or on to the next line). *Who speaks next?*

Focusing on Comprehension

Analyzing

Say, *We learned a lot more about these characters from the play, didn't we, than we did from the nursery rhyme? Let's see what we found out.* Write each character's name on the chalkboard, leaving space for some information to be written below. Ask, *After the narrator and the owls spoke, who was the first character to speak?* (the cow) *What did you find out about that character?* (She likes to dance.) *Who spoke next?* (the cat) *You know that she likes drinking milk, but where do you find out how she likes to drink it?* (On page 8, she tells that she likes to drink it from a can.) *What does the*

narrator tell you about the dog? (He had good manners because he was trained by a man. He thought it was rude to drink milk from a can. He believed that a pet should eat from a dish, just as he did.) *What did the dish and the spoon have to say to the dog?* (A dish is for people. The dish told the dog to get away. The spoon agreed with the dish. He said cats don't belong with dishes or spoons.) Ask, *You know that the cow liked to dance, but do you think she was enjoying her dancing at the end of the play? How do you know?* (No, she probably isn't enjoying it because we are told that the "poor" cow is jumping too high.)

Self-monitoring

Emphasize the strategy of self-questioning, e.g., *Good readers ask themselves questions when they read.* Model self-questioning, e.g., *I wonder why the cat was playing the fiddle?*

Working with Words

Phonological and phonemic awareness

Orally stretch words (e.g., d–i–sh on page 3 and th–ir–st on page 7). Blend to reform the words.

Letter knowledge

Locate words that start with "f" (e.g., *fiddle,* page 4; *fiddling,* page 5; *for* and *fill,* page 6; *fine, friend,* and *first,* page 7; *From,* page 8; *fetch,* page 9). Some of these words are repeated, so encourage students to find each example.

High-frequency words

Frame a selection of high-frequency words to introduce or review the words (see list of high-frequency words recommended for grade one in the Working with Words Guide.)

Word solving and building

Have students look again at page 5. As a class have them tell you as many words as they can think of that rhyme with *day* while you write them on the chalkboard. Ask students to read each word and to put it into a sentence orally. Discuss similarities and differences with *day* and remind students that knowing one word can sometimes help you work out other words.

Point out *can* on the same page and have students work in pairs to come up with rhyming words that they can then use in a sentence to say to their partner.

Word solving and building

Direct students' attention to page 5. Point out the words *fiddling* and *drinking.* Ask students what is the same about those two words. *Yes, they have an "ing" ending. What other words can you find in this play that have an "ing" ending?* (*saying, playing, using, eating, laughing, jumping*). Write those words on the chalkboard or on chart paper, then generate any other words students can think of that can be expanded with an "ing" ending.

RESOURCE LINKS

You may wish to do some of these optional follow-up activities. Choose those that best meet the needs and interests of your students.

Writing

As a class write your own short play based on a simple nursery rhyme. You could choose "Baa Baa Black Sheep," "Jack and Jill," or any other rhyme that gives a simple concept with no explanation for what happens. Encourage students to come up with questions that they can answer imaginatively as to why the events in the rhyme happened, then discuss the characters that

would be needed. Would a narrator be needed or a "chorus," such as the owls
provided in the play they have just read. Have them come up with the dialogue
(it doesn't need to be rhyming dialogue), and then let them draw and colour
finger puppets to glue on craft sticks and use to perform their play. See the
Narrative text type study in the Writing Guide.

Have students draw and/or write the continuing story of the dish and the
spoon. Where did they go? What did they do when they got there? Did they
ever come back?

Invite students to think of another character who might be added to the cast
of characters in this play. What would the character do? How might the play
change as a result?

Independent Reading

Place the Shared Reading text *Hey Diddle Diddle* in the book box, and place
the audio recording and six small versions of the big book at the Listening
Centre.

Gather a selection of short plays and/or of rhyming stories for individual or
partner reading.

Working with Words

Once concepts have been introduced in context, see the focused lessons in the
Working with Words Guide for more direct instruction for those students who
need it.
   See also the specific Building Words lessons ("Drinking" and "Jumping")
in the Working with Words Guide.

Read Aloud

Read to the class another example of a rhyming play.

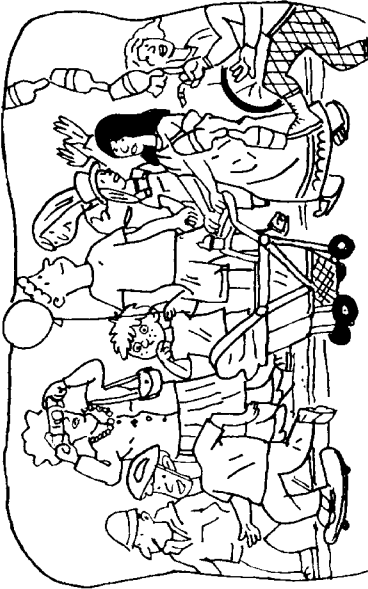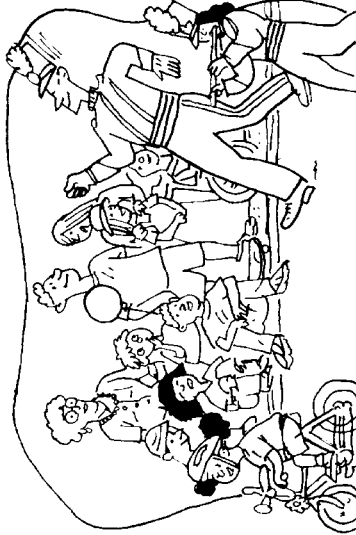# Rebuilding the Parade

Name: _____

"Yes!" cheered Ben. "I can see the clowns!"

"Look! There's a fire truck," said Dad.

"I see the jugglers," said Mom.

"Look! Here comes the marching band," said Mom.

"Here comes the horse," said Mandy.

![Scholastic Literacy Place for the Early Years]

Here Comes the Parade

Written by Nancy Halla

Illustrated by Stephen MacEachern

Text Type: Fiction: Narrative — Realistic Story

Guided Reading Level: E

Summary: A young boy named Ben goes to a parade and is unable to see all the participants. Finally his father lifts him onto his shoulders so that he can see everything.

Word Count: 98

High-frequency Words:
a, and, can, come, dad, down, he, here, I, is, it, look, mom, said, see, the, up, where, yes, you

Text Supports

▶ repetitive language pattern on pages 4, 6, 8, and 10
▶ full cover illustration shows all the members of the parade

Possible Text Challenges

▶ dialogue with quotation marks
▶ the words *marching band*, *jugglers*, and *fire truck*

Reading Strategies

Comprehension

▶ inferring
▶ predicting

Working with Words

▶ using illustrations to assist with the recognition of unfamiliar words
▶ word solving and building: using beginning sounds to read unfamiliar words

Assessment Opportunities

Note each student's ability to:

▶ make inferences and support them using illustrations and the text
▶ make predictions about characters and plot
▶ solve challenging vocabulary by using strategies such as locating information in the illustrations and focusing on beginning sounds

Teaching Tip: When assessing students' learning, make sure you observe them throughout the Guided Reading session and not just at the end.

🐝 BEFORE READING

Activating and Building Prior Knowledge

**Making connections:
text to self**

Show students the front and back covers of the book and ask them what they think is happening. Read them the title of the book and ask them if they have ever been to a parade or seen one on TV. Invite students to discuss the parades they have seen. If none of the students have seen or been to a parade, then quickly share your own experiences.

ESL Note: If possible, show video clips of parades and discuss, emphasizing vocabulary that tells what students saw. You could use drama activities to demonstrate the concept of barriers that could prevent someone from seeing a parade.

Overcoming Text Challenges

Word solving and building

Hand out copies of the book. Ask, *What might you see at this parade?* If labelling any of the participants in the parade presents a problem, offer support by directing students to the pages in the book where these words occur and have them use the beginning sounds to assist them with their responses. Looking at the illustrations may help students recognize unfamiliar words. For example, if students say *clowns* for *jugglers*, direct them to page 7 in the book and point out the word *jugglers*. Ask them to look at the beginning sounds in the word and tell you why this word is not *clowns*. Lead them to the conclusion that this word is *jugglers* by asking them to give you a word that would not only make sense but look right.

Print concepts

Direct students to page 3 of the book. Ask them to read it to themselves and then ask, *Who is talking on this page?* Ask if they know it is Mom who is talking. Draw students' attention to the quotation marks and discuss how the author uses them to tell the reader exactly what Mom has said. Explain that the author has used the marks throughout the book to show what some of the characters are saying.

Predicting

Read the text on the back cover and ask students if they think Ben will be able to see all the things in the parade. Encourage them to give reasons for their thinking. Record the students' predictions as they share them orally. This allows students to refer back to their predictions after the reading either to confirm them or make changes.

Setting a Purpose

Inferring

Tell students that as they read this book they are to think about Ben and whether or not he can see each member of the parade.

Teaching Tip : Write the comprehension focus on chart paper so that students can refer back to it as they independently read and reread the text. Students need to know the purpose for their reading so they are "tuned in" as they read.

🦋 DURING READING

Ask each student to read the book independently, thinking about the purpose that has been set.

Observe and listen to students as they read the text, assisting them with word solving strategies, vocabulary, punctuation, and comprehension queries. Offer prompts to help students problem solve as they read (see the Reading Strategy Checklist in the Reading Guide). Note students' successful use of strategies and any difficulties they encounter.

If students finish before others have completed the reading, ask them to reread the story, then share with a partner what they think happened.

🦋 AFTER READING

Predicting

When all students have finished reading the text, initiate conversation about what happened. Ask them to explain why Ben was unable to see the marching band, horse, jugglers, and fire truck. Refer them back to their original predictions and have them check their predictions.

Inferring

Have students discuss how they know he could see the clowns but not the other members of the parade. Encourage them to use the pictures to validate their responses.

Word solving and building

Revisit the words *marching band*, *fire truck*, *jugglers*, or other challenging words. Ask students what strategies they used to work these out.

Point out positive reading strategies you observed during the lesson. For example, *I noticed that Mary used the picture and letter sounds to help her work out this word. That's what good readers do.*

Rereadings

Provide opportunities for each student to reread the book independently or with a partner.

Focused Follow-up

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

Rebuilding the Parade

Sequencing

Provide students with a copy of the BLM and blank paper. Ask, *What didn't Ben see in the parade?* Have them rebuild the parade for Ben by cutting out the pictures and pasting them down in the order they appeared.

Parade Experiences

Making connections: text to self/evaluating

Invite students to write or draw about their own experiences at a parade. If students have never been to a parade, they could write or draw about Ben's feelings when he couldn't see the parade. Encourage them to share and discuss their writings and drawings with each other.
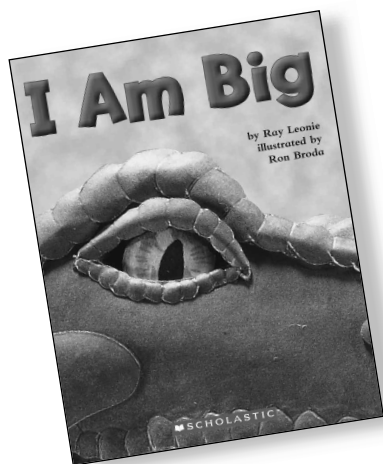
Word Building

World solving and building

Ask students to build a selection of words from the book (e.g., *parade*, *band*, *here*, *comes*, *horse*, and *clowns*) using magnetic, plastic, or card letters.

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I Am Big

Written by Ray Leonie

Illustrated by Ron Broda

Text Type: Info-fiction: Description — Account

Guided Reading Level: B

Summary: This book describes a dinosaur one physical detail at a time. On the last page, the reader finds out that it is a Tyrannosaurus Rex.

Word Count: 28
High-frequency Words: *am, big, I, is, my*

Text Supports

▶ consistent placement of text beneath the illustration
▶ repetitive text on all but the last page
▶ high-frequency words: *my, is*

Possible Text Challenges

▶ body part words: *tail, foot, leg, tooth, mouth, head,*
▶ specific dinosaur name: *Tyrannosaurus Rex*
▶ pattern change on last page

Reading Strategies

Comprehension

▶ analyzing
▶ predicting

Working with Words

▶ using picture cues to support word solving
▶ tracking print and using print concepts (e.g. turning to first page, starting at the first word on the page, pointing to the left page before the right)
▶ using a known high-frequency word (e.g., *my, is, I, am*) to support tracking

Assessment Opportunities

Note each student's ability to:

▶ analyze picture details
▶ predict which animal is being described
▶ check pictures for cues to support word solving

🐝 BEFORE READING

Using text features

Activating and Building Prior Knowledge

Hold up a copy of the book and read the front and back cover information, including the author and illustrator names. Say, *The author is the person who wrote this book, and the illustrator drew all of the pictures.*

Analyzing/predicting

Ask, *What information has the author given us already to help us predict and answer the question "Who am I?"* Record on a chart the information they know.

Appearance	Food	Habitat	Predictions
big tail
big foot			

Ask, *What animal do you predict this might be? Think about the facts we already have.* Record their predictions in the appropriate column.

> **ESL Note:** To familiarize ESL students with body parts language, use a large drawing of an animal and label the different parts (e.g., tail, leg, mouth) as a group.

Word solving and building

Overcoming Text Challenges

Give each student a copy of the book. Turn to the title page and read this page together. Model matching one-to-one for students. Have students turn to page 5. Ask, *What part of the animal can we see here? That's right. It is the tooth. What letter does the word* tooth *start with? That's right. It starts with a "t." Put your finger under the letter. Frame the whole word* tooth *on your page. Say the word with me—tooth.* Have students return to page 2 and put their finger under the first word. Say, *You know that word. You are ready to read the book. Remember that the pictures help you solve tricky words. Check the picture on each page before you begin to read.*

Analyzing

Setting a Purpose

Say, *Let's read the book to find out what the words and pictures tell us about the kind of animal this is.*

🐝 DURING READING

Observe and listen to students as they read the text, noting their use of print concepts and reading strategies and prompting them as needed. For example, *Can you use beginning sounds and the picture to help you solve that word? Was your prediction for _____ right? Can you take that word apart to help you solve it? Does the word sound right in the sentence?*

Note students' successful use of the reading strategies and any difficulties they encounter.

If students finish before the others have completed the reading, ask them to go back and reread, then share with a partner what kind of animal they have been reading about and at what point they first figured it out.

AFTER READING

Analyzing/predicting

Say, *Let's look at our predictions. Were we right?* Circle the correct predictions.
Ask, *As you were reading the book, did some of you want to change your
prediction?* Explain, *You may have changed your prediction in your own mind as
you read the book. The author and illustrator were giving us more clues about
what this animal was. Which clue helped you to know for sure that it was a
dinosaur?* Discuss with the class the clues provided by the students.
Encourage going back into the book to find the information.

Word solving and building

Have students look at page 8 and invite one or two of them to read it.
They may have difficulty with *Tyrannosaurus*. Help them to say the word by
using strategies such as finding words they recognize within the word
(e.g., *ran, us*) and stretching the word so that they tackle it in parts rather
than as a whole.

Point out the observed reading behaviours of good readers, e.g., *I saw you
checking the pictures before you started reading each page. I saw you matching
one-to-one as you read too. Good for you. That's what good readers do. Some of
you paused on the first letter of a tricky word and checked the picture again,
thinking what would make sense and look right. Good for you.*

Rereadings

Provide opportunities for each student to reread the book independently or
with a partner.

Focused Follow-up

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

My Dinosaur

Provide students with a copy of the BLM. Have them draw a picture of a
dinosaur and encourage them to record some facts about it.

Completing a Chart

Analyzing

Give students the opportunity to fill in the rest of the chart begun in the
before reading activity. Have each record one fact they learned or already knew
about the Tyrannosaurus Rex. Provide the book for reference.

Class Word Hunt

Letter knowledge

Tell students they are going on a hunt in the classroom looking for words and
objects that start with "t," as in "tooth."

Home Links

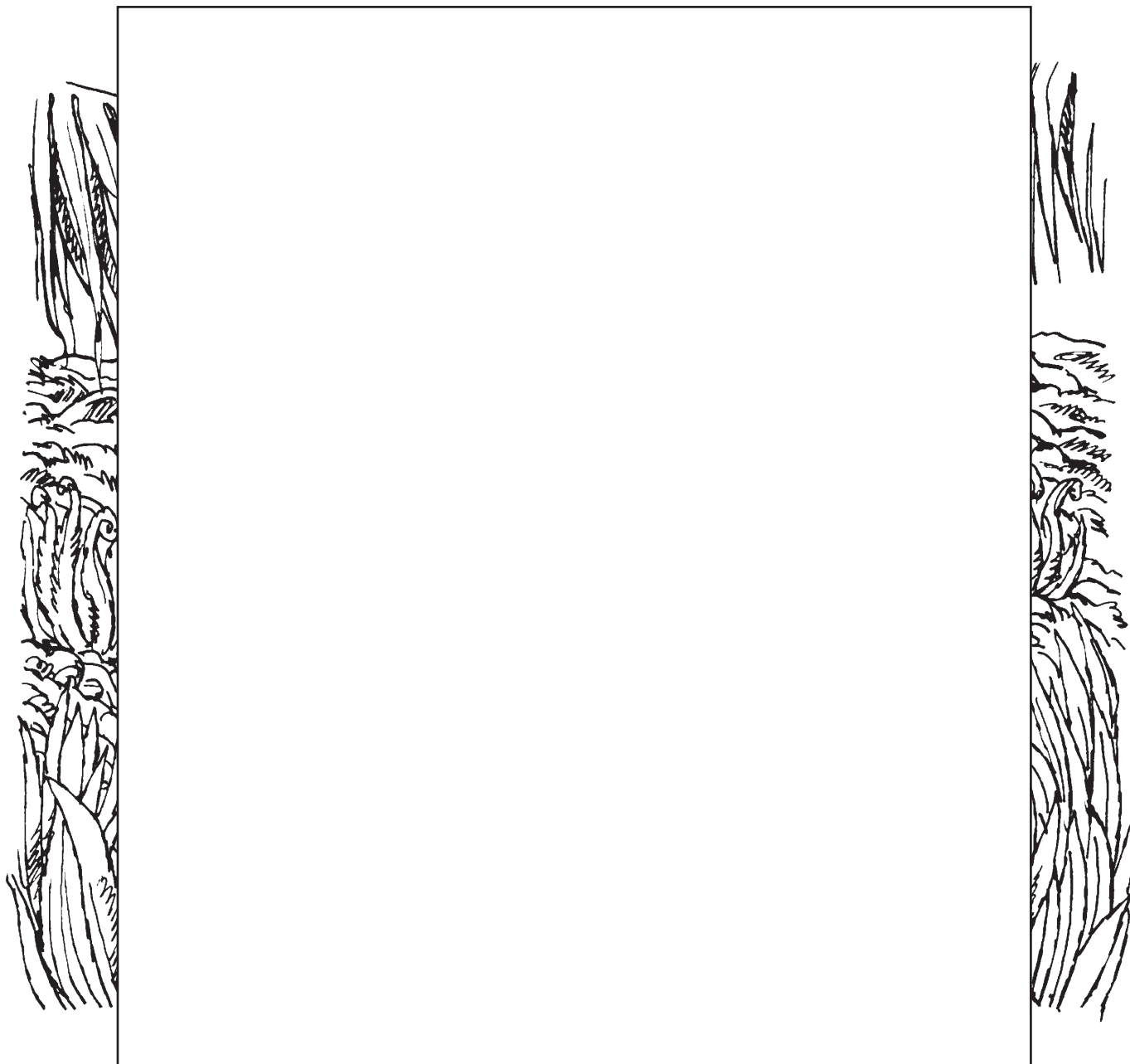Have students take home a
reproducible version of this
text. See *www.lpeyresources.ca.*

My Dinosaur

Name: _____

My dinosaur is _____

_____

_____

_____

Small-Group Shared Reading Teaching Plan
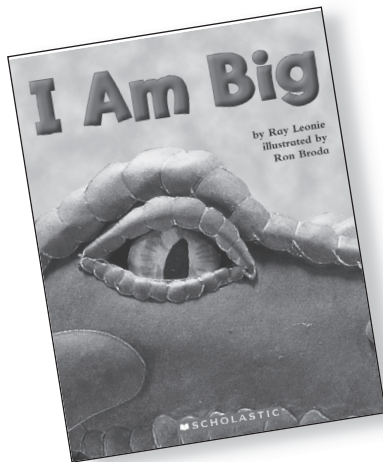
(see reverse for Guided Reading Teaching Plan)

I Am Big

Written by Ray Leonie

Illustrated by Ron Broda

> **Text Type:** Info-fiction: Description — Account

Summary: This book describes a dinosaur. On the last page, we find out it is a Tyrannosaurus Rex.

> **For more information on Small-Group Shared Reading, see the Reading Guide for grade one.**

Text Features

Print Concepts

- ▶ consistent placement of text
- ▶ repetitive language pattern on all but the last page

First Reading

Reading Strategies

Comprehension

- ▶ analyzing
- ▶ predicting

Working with Words

- ▶ using picture cues to support word solving
- ▶ tracking print and using print concepts (e.g., turning to first page, starting at the first word on the page, pointing to the left page before the right)
- ▶ using a known high-frequency word (e.g., *my, is, I, am*) to support tracking

Assessment Opportunities

Note each student's ability to:

- ▶ track print and match one-to-one
- ▶ analyze picture details
- ▶ predict which animal/dinosaur is being described
- ▶ make connections to personal knowledge of dinosaurs
- ▶ check pictures for cues to support word solving

BEFORE READING

Analyzing/predicting

Activating and Building Prior Knowledge

Display the book for all to see. Read the title, matching one-to-one. Have students carefully analyze the cover illustration and predict what the story is about. Prompt them to pay close attention to the details the illustrator has provided in the picture, e.g., *This animal has big teeth. What do you think it might be?* Record their predictions on a chalkboard or paper as the discussion continues. Show students the back cover of the book and read the text, modelling fluent reading. Then ask, *Does this information make you think that you would like to change your prediction(s)?* Record changed predictions in another colour.

ESL Note: To familiarize ESL students with body parts language, use a large drawing of an animal and label the different parts (e.g., tail, leg, mouth) as a group.

Analyzing

Setting a Purpose

Say, *Let's read the book and see if we can figure out what animal this is.*

DURING READING

Tracking print

Read the title again matching one-to-one. Read the name of the author and illustrator. Turn to the title page and say, *Let's read the title page together.* Model matching and tracking the print. Say, *I am turning to the first page now. What part of the animal can we see in this illustration? That's right, we can see a tail. My finger is under the first word.* If students know the first word *my,* say, *You know this word.* Frame the word and have students say the word. If *is* can be recognized by most, frame it as well and have students say it. Say, *I am ready to read this page.* Read the book, clearly matching one-to-one. Pause on page 5 and ask, *Do we want to change our prediction(s)? Why? Why not?* Encourage students to relate evidence read in the book thus far. If a prediction is changed, note it on the chalkboard or chart paper with a different colour.

Building confidence

Encourage students to join in at any time. You may wish to pause slightly after "My" on each page to give students a chance to join in on the next word. They should have little difficulty, after the first page or two, with "My," and "is big."

AFTER READING

Predicting/analyzing

Ask, *Were our predictions right?* Refer back to the list made earlier. Praise students for their predictions and analysis of the picture detail. Be sure to praise any prediction changes noted during the reading of the text based on information read in the book. Say, *This book told us some facts about the appearance of a Tyrannosaurus Rex. The illustrations gave us information too. We learned more facts about T. Rex.*

Second and Further Readings

For rereadings of the text, give each student a copy of the book but continue to choral read the text. Support the development of print concepts and tracking behaviours by modelling using your own copy of the book and assisting individual students when necessary.

For each rereading, we recommend that you select a balance of Print Concepts, Comprehension, and Working with Words strategies from the following suggestions. Make your selections based on the needs of your students.

Print Concepts, Book Handling, and Text Features

Print concepts

Give students opportunities to develop print concepts and to practise tracking print. Note students' ability to do one or more of the following:

- ▶ match one-to-one on a page
- ▶ track print left to right
- ▶ turn pages correctly
- ▶ use picture cues to word solve
- ▶ locate a particular word on the page (e.g., first word, last word, a high-frequency word)

Prompt students as required before, during, and after reading.

Print concepts

Point out the periods on each page. Discuss their function. Point out the question mark on the back cover and discuss its function, either by having a student read the question or by modelling it yourself and asking what students notice about the difference between the way you read that sentence and the way you read one that ended with a period.

Focusing on Comprehension

Predicting/analyzing

Show the illustrations on pages 2, 3, 8, and on the back cover. Have students make predictions about the appearance and habitat of T. Rex based on the detailed information in these illustrations. Fill in the "Appearance" and "Habitat" section of a chart similar to the one below. Record the book information in one colour of marker.

Appearance	Food	Habitat

Making connections: text to world

Encourage students to share facts they already knew about T. Rex. Record these facts on the chart in a different colour of marker.

Continue to fill in the chart, recording book information in one colour and already known facts in the other colour. A combination of pictures and words can be used to show the facts known about T. Rex.

Letter knowledge

Students can look for and/or predict the initial consonants featured in the book: "t," "f," "l," "m," and "h."

Teaching Tip : After isolated letter/word activities, go back and reread the letter/word in context.

Home Links

Have students take home a reproducible version of this text to read chorally with family members. See *www.lpeyresources.ca.*

Rereadings

Provide opportunities for each student to reread the book with a partner.

Focused Follow-Up

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

Making connections: text to text

I Am Small

As a class, draw and describe in writing the various small parts of a very small creature modelling the pattern used in *I Am Big.* It could be a small bird or other small animal or an insect.

Making connections: text to world

Making a Dinosaur Model

Students can make their own dinosaur model out of playdough. Encourage them to show details on its body like those featured in the illustrations. Provide a piece of tag board for students to display and label their dinosaur. Provide the book for reference.

Word solving and building

Building Words

Provide students with magnetic or plastic letters or cards. Have them build words that rhyme with *big* (e.g., *dig, fig, jig, pig rig, twig, wig*). Encourage students to write the words they make on paper or in their word books.