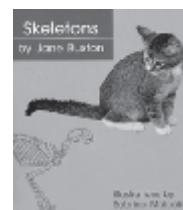


Skeletons

by Jane Buxton

illustrations by Sabrina Malcolm



Book Summary

Skeletons uses text and illustrations to show the various skeletons that animals have.

Features of the Book

- The use of photographs and diagrams to support the text.
- The repetitive structure of the text to reinforce vocabulary.
- The use of compound words – “inside” and “outside.”
- The repetition of the “sk” blend – “skeleton.”
- The use of the exclamation point.
- The high-frequency words – “A,” “it,” “on,” and “the.”

Purpose

Skeletons can be used in a guided reading setting to introduce the following skills and strategies:

- S** using visual clues to monitor that reading is making sense;
- S** blending sounds together to make a word;
- S** using knowledge of onset and rime to create new words from those in the story;
- S** incorporating diagrams to support information.

Introducing the text

Look at the cover of the book.

- What is the cat looking at?
- What do you think this story is about?

Read the names of the author and illustrator to the group.

Reading the text

- S** Using visual clues to monitor that reading is making sense.
- S** Blending sounds together to make a word.
- S** Using knowledge of onset and rime to create new words from those in the story.

Look at the title page together.

- What could this skeleton be?
- Do we have skeletons? Where?
- Why do we need them?
- What do you think they look like?

Discuss the children’s ideas.

Pages 2 and 3

- What are these skeletons?

Identify some similarities and differences between both skeletons.

Pages 4 and 5 – Look at the border.

- What do you notice about the border? Which parts of the skeleton can you see?

Use specific terminology to describe the individual parts of the skeletons, for example, skull and spine. Continue identifying similarities and differences between each skeleton.

Pages 6 and 7

- Why are some bones different sizes?

Page 8

- What is different on this page?
- Why isn’t there a diagram of a skeleton?

Discuss the children’s ideas and the use of the exclamation point at the end of the sentence.

- How would we say this expressively?

Children now read the book independently.

Revisiting the text


Find the word “fish” in the story.

- Can you think of any words that would rhyme with this word?

Make a list of these on the board.

Now do the same with “frog” (page 4), “cat” (page 5), and “snake” (page 7).

Following Up

- S** Incorporating diagrams to support information.
 The children could draw their own skeletons and name the appropriate parts using labels from the teacher.
- B** Complete the blackline master opposite.