

# All Kinds of Things

by Beth Becker

photographs by Michael Overend



## Book Summary

Rings and things and buttons and bows. In this book, seven children show us what they collect.

## Features of the Book

- The use of nouns to label the collections.
- The “ings” word ending – “rings” and “things.”
- The regular plural form using “s.”
- The blends – “th” and “sh.”
- Repetition of the words – “I collect.”
- The use of capital and lowercase letters as a title convention.
- The high-frequency word “I.”

## Purpose

*All Kinds of Things* can be used in a guided reading setting to introduce the following skills and strategies:

- S** sharing own experiences related to the content of the story;
- S** predicting the story line using illustrations from the book;
- S** recognizing the relationship between letters and their sounds;
- S** practicing rereading own writing to an audience.

## Introducing the text

Ask if the children in the class have a collection. From this, the children will begin to offer their ideas for other collections and be focused for the reading.

Look at the cover of the book and discuss the photograph.

- *What does the girl collect?*
- *Where do you think she got all of these things?*
- *What can you see on the shelves?*

Read the title and the author’s and photographer’s names to the group.

## Reading the text

- S** Sharing own experiences related to the content of the story.
- S** Predicting the story line using illustrations from the book.
- S** Recognizing the relationship between letters and their sounds.

Title page – Read the text together and discuss the photograph.

Page 2 – Explain that in this story, the children are all telling us what they collect.

- *What does this boy collect?*
- *Do you think he is pleased with his collection?*

Pages 3 to 7 – Identify the objects and encourage the children to name the collections.

- *Do any of you collect pencils/stickers?*
- *Can you think of another way to keep a collection of pins/magnets/rings?*

Page 8 – Discuss this collection and note that it contains a variety of things. Refer back to the title and read it together.

Children now read the book independently.

## Revisiting the text

Ask the children to read the book to find the nouns “stickers,” “shells,” and so on.

- *What sound does “sh” make?*


Say it together. Find the word in the story that begins like this.

- *What other “sh” words do you know?*
- *Can you find the word that rhymes with “things”?*

Talk about “ing” as a word ending. List other words that end like this.

## Following Up

- S** Practicing rereading own writing to an audience.

 What do you collect/would you like to collect? Make a booklet together showing these collections. Label each one.

- B** Complete the blackline master opposite.