

Ready, Set, Go!

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Book Summary

This is a personal narrative about Bailey, who features in *Rainbows All Around* (grade 3 Orbit). In this story, Bailey makes a new friend by teaching him how to make a juice-box racer. The text includes a procedural description and diagrammatic instructions.

Features of the Book

- Narrative and procedural text
- Incidental inclusion of disability
- Development of the characters through the story
- Problem resolution
- Contractions – *how's, it's, I'll, what's, haven't, I'm, don't*
- Compound words – *hallway, pancakes, breakfast*
- Blends – *cl, pl, cr, sh, tr, ch, wh, gr, th*
- Features Bailey from *Rainbows All Around*, a grade 3 Orbit book

Purpose

Ready, Set, Go! can be used to introduce and reinforce the following skills:

- **S** interpreting and analyzing characters' feelings, relationships, and actions;
- **S** writing contractions;
- **S** following written instructions;
- **S** recognizing and understanding compound words;
- **S** using text as a model for writing.

The Guided Reading Lesson

- **S** Interpreting and analyzing characters' feelings, relationships, and actions
- **S** Writing contractions

Materials needed

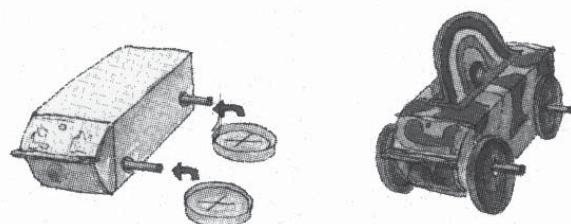
- A copy of the text for each child and one for the teacher
- A dry-erase board or chart paper and markers
- A collection of empty cans, boxes, lids, markers, and other "trash" for recycling
- Optional: a copy of the blackline master and a pencil for each child

Introducing the text

Show the children a variety of materials that can be recycled. Discuss what they could do with the materials.

Look at the front cover and title of *Ready, Set, Go!* and discuss what the book is about.

- *What have the two children made?*
- *How do you think they made the toys?*
- *How do you think they are feeling about their project?*



Reading and discussing the text

This can be taken over two days. If your group can read the book with less support, adjust the lesson plan accordingly.

Day One

Explain to the group that they are going to meet a girl called Bailey in this book and find out how she makes a new friend. Ask the children to read the first chapter of the story independently.

- *As you read, think about what Bailey is thinking, feeling, and doing.*

Check that everyone is able to follow the story and tell them to read on to the end of chapter 2.

At the top of a chart, write “Bailey.” Underneath, write the following headings: Feelings, Thoughts, and Actions. When the children have finished reading, ask them to share their ideas about Bailey.

- *What was she feeling? What was she thinking? What did she do?*

Make sure they can justify their opinions from the text or illustrations. Write their observations on the chart under the appropriate headings. The children can now read to the end of chapter 3.

Day Two

Before returning to the text, write these words on a T-chart: what’s, I’m, and don’t. Discuss the way we make and use contractions and why we do this.

- *What is the full version of each contraction?*

When you feel that the children understand these examples, ask whether they can think of more. Add them to the T-chart both in contracted and full form.

Ask the children to review the Bailey chart made in the previous session.

- *Can you add any more observations about Bailey?*

Start another chart with Boy written at the top and the same subheadings.

- *What can we write about the boy?*
- *As you read the rest of the book, come up to the chart and add your observations about these two characters.*

When everyone has finished reading, compare the information they have recorded about Bailey and Nate.

- *How has Bailey changed since the beginning of the book?*
- *In what ways are Bailey and Nate similar? How are they different?*

Revisiting the Text

The activities below can be used immediately after the guided reading lesson or during later reading sessions as mini-lessons or individual activities.

S Following written instructions

Ask the children to bring empty juice boxes, lids, old markers, and decorations to school. They can use the instructions on page 32 to make a juice-box racer.

S Recognizing and understanding compound words

List the following words on a board: hallway, downstairs, and wastebasket.

- *What do you notice about these words?*
- *Can you find smaller words inside each one?*
- *What do the small words mean? How does this help us understand the big word?*
- *Do you know what we call long words made up of two smaller words?*
- *How can knowing about compound words help us when we are reading?*

Begin a chart of compound words that the children can add to as they come across more examples in their independent reading. Share the words that they find, discussing them to decide whether they are compound words. During this process, establish the criteria for compound words: the meaning of the long word combines the meanings of the short words.

S Using text as a model for writing

In a shared or interactive writing session, ask the children to write instructions for a simple craft project. Rehearse the steps before they are written down to make sure that they follow a logical sequence.

B The children can complete the blackline master on page 81 to write instructions for their own projects.