



My Yard

Level B / 26 words / informational text

High frequency words:

and, big, little, see

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "A yard is a piece of ground near a house or building. Is there a yard near your home? What kinds of things might you find in that yard?"

Look through all the pictures

- Using the language in the story, discuss the animal in each picture. Connect the animals on each page to student experiences.
- Help the children find and clap the two-syllable words: *chipmunk, rabbit, raccoon, and little*.

Reading the text

- Have the children read the text independently. Encourage them to read it again if they finish before the others in the group.
- While they're reading, listen to each student individually and prompt them to use meaning, structure, and letter cues at difficulty. Praise the successful use of reading cues.
- Make sure the children can match (with their finger) or track (with their eyes) each word of the text.

FUN FACT

Many yards and lawns contain some type or types of grass. Grass is an ancient and useful plant with over 10,000 different types, such as bluegrass, wheat, corn, oat, and bamboo.

After reading

- Discuss the meaning, structure, and letter cues that you noticed students using correctly at difficulty.
- **Literal comprehension:** The answers are in the text. Ask, "Name one of the yard animals from the book. Find the page about that animal and read it."
- **Inferential comprehension:** The answers are in your head. Ask, "What other animals or items might you find in a yard?"

Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Ask the children to find the pair of opposite words *big-little* in the text. Opposites are also called *antonyms*.

Rereading for fluency

- Have the children read the story again, either independently or with a partner. Use this opportunity to listen and prompt for strategy use at difficulty.

Writing activity

- Write the word *toad* on the board. Have the students write a sentence with the word *toad*. Then have the students draw a picture that corresponds to what they have written.
- Encourage the use of punctuation and independent attempts to spell words correctly.

Teaching Points: Using meaning to connect pictures to text; Matching words with their fingers, one to one; Finding and clapping multisyllabic words; Introducing antonyms.