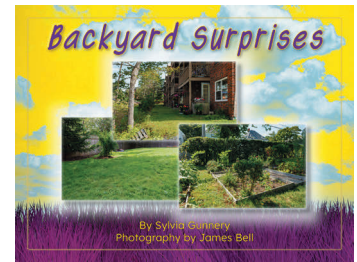
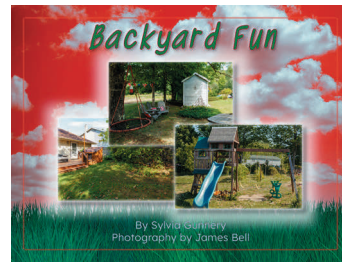
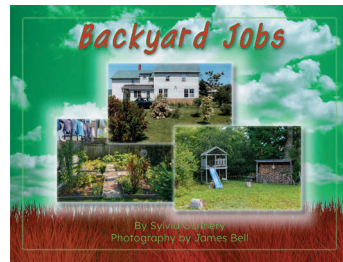
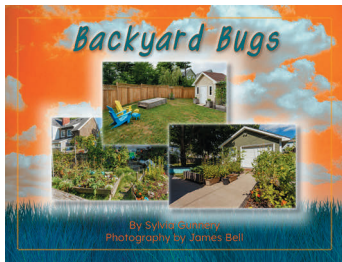


The Backyard Set



Ontario Language Expectations Addressed

A1.1; A1.2; A2.3; A3.1; B1.1; B1.2; B1.3; B1.4; B1.5; B2.1; B2.2; B2.3; B2.4; B2.5; B2.7; B2.8; B3.1; B3.2; B3.3; C1.1; C1.2; C1.3; C1.4; C1.5; C2.1; C2.2; C2.3; C2.4; C2.5; C2.6; C2.7; C3.2; C3.3; C3.6; C3.8; D1.1; D1.2; D1.3; D1.4; D1.5; D2.1; D2.2; D2.3; D2.4; D2.5; D3.1; D3.2; D3.3

This is a set of four levelled non-fiction books which features various activities which can take place in a typical backyard.

The titles are:

- *Backyard Bugs*
- *Backyard Jobs*
- *Backyard Fun*
- *Backyard Surprises*

Some High Frequency Words:

Backyard Bugs: here, is, an

Backyard Jobs: we, put, the, away, up, now, my

Backyard Fun: can, find, in, come, look, up, what, comes, this, to, see, let's

Backyard Surprises: are, on, today, fun, like, out

Some Interest Words:

Backyard Bugs: beetle, ladybug, grasshopper, caterpillar

Backyard Jobs: rake, berries, soil

Backyard Fun: trampoline, high, branches, under

Backyard Surprises: surprises, closer, quiet, hummingbird, lawn

Building Anticipation: Show the children an assortment of pictures of bugs, garden tools, outdoor toys, flowers, birds and animals. Discuss where we might find all these items and list other things they have in their backyards.

Book Introduction: Present the four books that they are going to be reading and ask what bugs, jobs, fun and surprises might be found in backyards. Introduce each book separately guiding students through a book walk and locating a few of the interest words. Review the strategies they can use to solve unknown words.

Discussion: Share and reinforce the reading strategies the children used. Have children locate any words they found difficult or did not understand. Talk about all the different things that are found in backyards and which ones they have seen. Brainstorm which activities they find the most interesting and ones they would like to try.

Responding Creatively:

Language: Brainstorm and list all the things they could do in backyards.

Make a riddle book about the different backyard activities. Read their riddles aloud for the class to solve.

List and illustrate various animals and bugs they might see in their backyard.

Encourage verbal descriptions of the different bugs and animals.

Make a class book on each of the four titles in the series.

Label various photographs of different backyard animals and insects.

Discuss and list the various outdoor activities students enjoy.

Make a chart of different outdoor games and sports.

Play a concentration game matching backyard animals and activities with the corresponding word.

Science: Enjoy a class outing and observe the different bugs and animals that they see.

Discuss the benefits of the different insects in our environment.

List questions students may have on the different bugs and animals.

Divide into groups and research the answers to their questions.

Share their findings with the class.

Investigate the different homes and foods of outdoor animals.

List possible dangers for outdoor animals.

Investigate homes in nature and discuss how to protect them.

Math: Count, record, and graph the number of legs the different insects have.

Graph their favourite backyard activity.

Art: Provide different materials for children to make their favourite insect or animal.

Design and make a class mural of all the different things we can see and do in backyards.

Drama: Dramatize an outdoor activity, animal, insect, or backyard task.

Health and Safety: Review and list safety rules for outdoor play.

Discuss the importance of playing safely.

Social Studies: Discuss and list the various ways students can help with outdoor chores.

Talk about the importance of being a helper.

Design a weekly chart for children to record their jobs.

Relate some backyard activities and jobs to future careers that people have.

Language Foundations: Focused Teaching

<p>Phonemic Awareness</p> <p>Hearing and saying syllables.</p>	<p>fly; bee/tle; la/dy/bug; grass/hop/per; but/ter/fly; a/way; wa/ter; ber/ries; friends; tram/po/line; hot; fun</p>	<p>Children say and clap each syllable and tell the number of parts they hear.</p>
<p>Alphabet Knowledge</p> <p>Naming and forming upper- and lower-case letters both in and out of order.</p> <p>Printing upper- and lower-case letters with appropriate formation.</p>	<p>Alphabet Chart and alphabet cards</p> <p>tactile letters, plasticine, salt boxes, large printing samples with starting and ending points indicated (e.g. a green and red dot)</p>	<p>Children sing the alphabet song and use the chart and cards to match upper- and lower-case letters. They recognize letters both in order and randomly.</p> <p>Children practice letter formation in salt and other tactile surfaces until ready to print letters on paper. Students work on correct formation of letters.</p>
<p>Phonics</p> <p>Decodable words Letter and sound correspondence</p> <p>Long vowel sounds Single syllable words that end with an e (“pinching e”)</p> <p>Long vowel sounds with two vowels together</p> <p>Word level reading and spelling using phonics</p>	<p>ant; sand; away; up; dig; pick; fix; can; down; flowers; fun; branch; tent; stem; prints; path; rock</p> <p>here; rake; pile; bike; ride; slide, like, hole</p> <p>bee; beetle; seeds; tree; wait; clean; read; road.</p>	<p>Using phonetic skills taught children decode the words orally. Using magnetic letters children practice making the word from the sounds they hear.</p> <p>Review vowel sounds both long and short. Have children discover what is the same with all words listed. Children use magnetic letters to make the words. Scramble the letters and have them make the words. Children then spell and read the words fluently.</p> <p>Have the students discover what is different with this second list of long vowel words. Note the two vowels which make the long vowel sound in each of the words. Use the magnetic letters to make, say and record the words.</p>
<p>Language Conventions</p> <p>Beginning capitals and ending punctuation</p> <p>Word endings: adding ing at the end of verbs.</p>	<p>Sentences from all four texts.</p> <p>playing; splashing; jumping; climbing; camping; reading</p>	<p>Discuss and note that all sentences begin with a capital and end with a punctuation mark. Note the use and meaning of period, question and exclamation marks.</p> <p>Using magnetic letters have students practice adding the ing to the base words and then use both words in sentences.</p>
<p>Reading Fluency</p> <p>Accuracy, rate and prosody</p>	<p>All four texts in this set</p>	<p>Encourage the students to read with increasing automaticity, accuracy and expression noting the different punctuation marks.</p> <p>Have students listen to a recording of their reading and evaluate how they sound.</p>