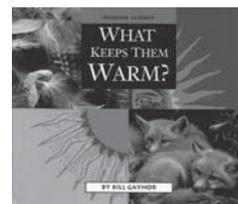


What Keeps Them Warm?

by Bill Gaynor



Book Summary

The text begins with the thought-provoking statement “Animals don’t wear clothes,” and goes on to answer how a variety of animals keep warm.

Features of the Book

- The variation in text size and placement according to difficulty.
- Good model of expository text with narrative evolving from a single question.
- Extra blocks of text that provide further information.
- The use of multiple photographic images on the page.
- Key vocabulary appearing in large, bold print.
- The repetitive use of “Some animals.”
- The high-frequency words – “them,” “have,” “that,” “This,” and “get.”

Purpose

What Keeps Them Warm? can be used in a guided reading setting to introduce and reinforce the following strategies:

- S** reading an increasing range of high-frequency words in context;
- S** encouraging rereading of the text to clarify understanding;
- S** introducing and discussing the meaning of new words within the story;
- S** developing an awareness of the specific structure within a story.

Introducing the text

Talk about the two photos on the front cover. The quarters that show the sun may be the key to the title for some children.

- *What do you know about the sun?*
- *If the sun isn’t out, how do we keep warm?*
- *How do you think the fox keeps warm?*
- *What are feathers for?*

Read the title and the name of the author to the group.

Reading the text

- S** Reading an increasing range of high-frequency words in context.
- S** Encouraging rereading of the text to clarify understanding.
- S** Introducing and discussing the meaning of new words within the story.

Look at the title page.

- *Do you know what this animal is? How do you think it keeps warm?*
- *Do we have these animals in this country? Where could we see them?*

Pages 2 to 11 – Consider the ways in which each animal is similar to or different from a person.

- *In the pictures, what tells you that these animals live in cold places?*
- *Do you know of any other animals that have thick fur?*
- *What do we have that looks like fur?*
- *Do we really use it to keep us warm?*

Page 12

- *What is the girl asking us?*

Children now read the book independently.

Revisiting the text

- *Why are some words in bigger print than others?*
- *Does it help you remember the information?*

Make a list of the words that tell what keeps the animals warm.

- *Can you add to it?*

Following Up

- S** Developing an awareness of the specific structure within a story.
- Make a class book about animals keeping warm. Consider cats, dogs, horses, mice, etc.
-  Encourage the children to write sentences to answer the question on page 12. Follow the book’s format by writing one simple statement, followed by sentences that give more information.
- B** Complete the blackline master opposite.