

Book Summary

Three children follow another child as he moves over playground equipment in different ways.

Repeated Phrases

When Joe went ____, they all went ____.

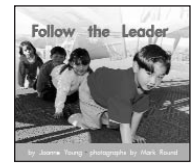
Text Type – Sequential

Materials

- copies of words and punctuation for this book from page 135
- copies of BLM, pencils, scissors, glue
- paper, crayons

Follow the Leader


by *Joanne Young*
photographs by *Mark Round*



Set F

Skills and Strategies

Reading *Follow the Leader* will reinforce the following objectives and give the children the opportunity to:

- W** identify and read high-frequency words in context
- S** emphasize left-to-right movement to reinforce directionality
- T** demonstrate an understanding of how print is organized and read
-  write labels or captions for a specific purpose

Word Study

- High-frequency words: the, When, went, up, they, all, down, in
- Punctuation: periods, exclamation point, commas, capital letters
- Phonics and phonemic awareness:
 - J – Joe
 - W, w – When, went
 - d – down
 - onsets and rimes – ar/ound, w/ent

Speaking and Listening

Use this text to help the children:

- share own experiences related to the content of the story;
- retell or recall the main points from the story.

The Guided Reading Lesson

Introducing the text

Draw some examples of playground equipment and, with the children, mime how to use it.

Encourage the children to talk about their experiences of using playground equipment.

Discuss different ways of moving on the equipment.

Introduce the words “up,” “down,” “under,” “over,” “around.”

Reading and discussing the text

Hand one book to each child. Read the title and the names of the author and the photographer to the children. Now use the outline below to support the children as they read and discuss their way through the book.

Cover – What is happening here? Which child is the leader? How do you know?

Title page – Together, read the title and the names of the author and the photographer again. Why do you think Joe is turning around?

Page 3 – What did Joe do here? What did the other children do? Reinforce the repeated phrase. What do you think will happen next?

Pages 4 and 5 – Were you right? Identify the letter “d” in “down.” What other words do you know that begin like this?

Page 7 – Where are the children going now?

Pages 8 and 9 – How are the children moving along the bridge? Reinforce the “o” in “over.”

Page 11 – What are the children doing here?

Pages 12 and 13 – The children are going _____. Find the word “in.” What will they do next?

Page 15 – Were you right?


Page 16 – What had happened here? Why do you think Joe stopped? Why is there an exclamation point? How would we read this sentence?

The children can now read the book again independently.

Revisiting the Text

- Play follow the leader around the classroom.
- Locate “the” on the cover and “they” in the text. Practice articulating the sound of this blend.
- Find the comma on page 2 and discuss its purpose. Read the page together, emphasizing the pause.
- Look at the words “When” and “went” in the text. Talk about the reason for the capital and lowercase “w.”
- Using the words and punctuation for this book from page 135, reassemble the sentences with the children.

Following Up

-  Write labels or captions for a specific purpose.
- Ask the children to draw a picture of themselves and their friends playing on a piece of playground equipment. Write a sentence based on the structure in the book, for example, “When _____ (child’s name) went up, they all went up.”
- B** On the BLM activity opposite, children cut and glue the picture into the box that matches each sentence.