

I Go Up

GOALS

Comprehension

Making predictions: Help students to use the title and cover illustration to make predictions about the story. After reading, check on predictions made at the beginning. What have you been up in?

Vocabulary

High-frequency Words: I, in, the, and, up, down, on, go

Content Words: bus, escalator, helicopter, stairs, plane, balloon, roller coaster

Phonemic Awareness

Identify syllables in words and clap as they are spoken, e.g. bal/loon

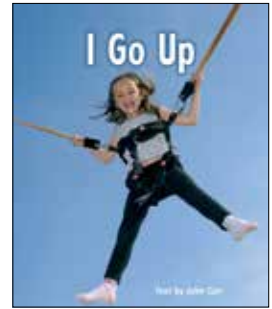
Phonics

Letters and Sounds: u

Words to Blend and Segment: up, us, cup, tub, pup

Fluency

Students practise reading the book on their own and then orally to the teacher.



There are many things that you can go up in.

Before Reading

- Students look at the cover and describe what they see. Predict what the title might be. Read the title together. Ask: What have you been up in?
- Read the title page together. Ask: How is the picture on the title page different to the cover? Talk about what the mother and daughter are going up in. Predict what the book might be about.
- Talk/walk through the pictures. Discuss what is happening on each page. Students find the word for *bus* on page 2. Look for the letter that has the /b/ sound. Point to *bus*. Repeat this procedure for the rest of the book. Before turning to page 16, ask students what they think might happen.

Reading the Text

- Read the title together. Then read the title page.
- On page 2 discuss what the child is going up on, then read the words together. Students point to the words as they are read.
- Follow this pattern for each page. Ask students if their voice matched the words, or were there some left over? Discuss the two lines of text on page 16 and where to go at the end of the first line. Notice the exclamation mark. Model rereading the last page with expression for students to copy.

After Reading

Invite students to discuss the information. Prompt if needed.

- Discuss the ending. Did it match their prediction?

Phonemic Awareness

- Students identify syllables in words and clap as they are spoken, e.g. *bal/loon*. They listen for words in the text with one syllable or beat (one clap), e.g. *bus, plane, down, up*. Listen for words with two syllables or beats (two claps), *roll/er, coast/er*.
- Clap and say the words together.
- Play a game. Say: I'm thinking of a word in the book with one syllable that begins with /d/. (*down*) What is it? Say it and clap it.

Phonics

- Discuss the name and sound of the letter u. Write cvc words *up, us, cup, tub* and *pup* on the board to practise blending and segmenting the sounds together as a group, e.g. /c/ /u/ /p/, *cup*. Use alphabet letter cards to illustrate the sounds and touch the letters as the sound is made for each.

Word Study

- Talk about the words *I, and, in, up, the* and *down*. Print the flash cards from the inside front cover. Read them together. Ask students to locate and read these words in the book.
- On a piece of paper students draw a picture from the text. They write the words (with help if needed). *I go up on the _____*. They find and write the final word in the space and read their sentence to a partner.
- Talk about the meaning of high-frequency words *up, down, in, on*. Role play using a pencil to demonstrate the meaning. Ask students to say, *My pencil is _____*, as they role play.

Fluency

- Students practise reading the book on their own and then orally to you.
- Have them notice the end punctuation on page 16. Model how to read this page. Remind students that this is a nonfiction book. It is best read at a moderate speed, not too fast. It is telling the reader information.

Writing

- Have students write a new text using the same pattern. *I go _____ the _____*. Students write the text and illustrate it.

Home/School Link

Take the book home and any related activity done in class to share with family.