



Running words: 88

Book Summary

This story looks at exploring the world around you. A brother and sister decide to explore their garden on a sunny day. They discover a spider making a web, some strawberries growing, a bird's nest, and their cat's new kittens. These small discoveries are so enjoyable that they want to continue exploring the next day.

Themes

Animals, birds, and insects;
Discovery; **Exploration**; Family;
Habitats

Features of the Book

- The information contained in the illustrations
- Content words for discussion: *discover, explore*
- Phonics and phonemic awareness: short vowel sounds – *explore/let's/nest/next/then/web* and long vowel sounds – *discover/some/wonder*

Skills and Strategies

Let's Go Exploring introduces and reinforces the following skills and strategies:

- making connections;
- making predictions;
- determining the author's purpose.

Materials

- Copies of the Sentence Strips reproducible for this book, cut and ready for use
- Copies of the BM, pencils

Let's Go Exploring

by Olivia Lewis

Introducing the Text

Begin by asking students to think of times they have gone exploring around their home or neighbourhood. Write their answers in a list.

- *Where did you go?*
- *Who went with you?*
- *What did you find?*

Reading the Text

Hand one book to each student. Ensure that the content words (*discover, explore*) are integrated naturally into the discussion. An understanding of these terms will help students appreciate the author's purpose and the decisions the characters make in the story. Encourage the students to use the information in the illustrations and text to make predictions, then to revise or confirm these as you work through the book.

Cover

Together, read the title and the name of the author on the cover and the title page. Look at the illustrations.

- *Where are the children?*
- *What do you think this story is about? (exploring nature)*

Page 2

- *Where are the children?*
- *What do you think the boy is saying?*

Read the text together. Confirm that the boy is suggesting they explore the garden. Point out that the children are probably brother and sister (having used the word "our" in reference to their garden).

Page 3

- *What are the children doing? (making a map of the garden)*
- *What explorer tools do you see on the table? (binoculars, magnifying glass, collection jar)*
- *What do you think the children will find?*

Read the text together. Confirm that the children are making a map of the garden before they set out.

Pages 4 to 5

- *What do the children find on these pages? (a spider making a web on the swing)*
- *How can you tell they are excited about their find? (They look alert and happy.)*

Read the text together. Confirm that the children have found a spider making a web.

- *Would you have noticed the spider making a web or would you have walked past without seeing it?*

Pages 6 to 7

- *What do the children find on these pages? (strawberries growing in the garden)*
- *What do the children do with the strawberries? (eat them)*

Read the text together. Confirm that the children have found strawberries growing in the garden and that they eat them.

- *Would you have noticed the strawberries under the leaves of the plants or would you have walked past without seeing them?*

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Pages 8 to 9

- *What do the children find on these pages?* (a bird's nest in a tree)
- *What do they need to use so they can see inside the nest?* (binoculars)

Read the text together. Confirm that the children have found a bird's nest in the tree.

- *Would you have noticed the bird's nest or would you have walked past the tree without seeing it?*

Pages 10 to 11

- *What do the children find on these pages?* (their cat in the shed)

Read the text together. Confirm that the children have found their cat in the shed.

- *Do you think they will discover anything else interesting in the shed?*
- *Would you have explored the shed or would you have walked past without looking inside it?*

Page 12

- *What else do the children find in the shed?* (their cat has had kittens)

Read the text together. Confirm that the children discover that their cat has had kittens in the shed.

- *Did you predict any of the things the children found in their garden?*

Revisiting the Text

- Revisit the list the students made at the beginning of the story of places they explored and the things they found there. Have them point out any items they found that are the same as the ones in the story. Talk about the ones that are different – did the students find other things from nature or did they also discover some items made by people?
- Write the words “explore”, “let’s”, “nest”, “next”, “then”, “web” and “discover”, “some”, “wonder” in two columns on the board, and with students, create a list of other words that contain the short “e” sound and words that contain the short “o” sound.

Following Up

- Encourage the students to discuss how the things they discovered on their explorations are similar to the things the children in the story found and how they are different. (The specific things the students found might be different from those in the story, but the fun of discovering them and the need to look closely to find them is the same.) Ask the students to name the qualities and skills that good explorers need. (The answers will vary, but might include curiosity, patience, carefulness, persistence, and observation skills.)
- Give the students copies of the BM for this story. They can draw a map of the places in the story, and label it by cutting out and pasting the words at the bottom.