



THE NEW LOOK

Story Synopsis

Kim has a great idea for giving the zoo a new look. She builds and paints new fences for each animal. The size and pattern of each fence mirror the pattern of the animals themselves: a black-and-white fence for the zebras, an orange-and-black fence for the tigers, a tall, spotted fence for the giraffes, and so on. Children will have the opportunity to identify a variety of patterns throughout the book.

You can use Poster 5 with this storybook.

LITERACY ELEMENTS

dialogue

MATH CONNECTIONS

PATTERNING AND ALGEBRA
identifying, extending,
creating patterns
MEASUREMENT
days of the week

WORDS TO DISCOVER

zoo
look
build
new
fence
paint
animal names
days of the week

ESL CONSIDERATIONS

"Look" is used as a verb and as an adjective.

Overall Learning Opportunities

- 1₂3** Students will:
 - explore patterns and pattern rules
 - identify relationships between and among patterns
- A_B** Students will:
 - read a variety of simple materials for different purposes
 - express clear responses to written materials, relating the ideas in them to their own knowledge and experience
 - read independently, using reading strategies appropriate for Grade 1
 - read aloud in a way that communicates meaning

ACTIVITY MENU

Shared Reading, page 7

Investigation: Patterns, page 8

Guided Reading, page 9

As a Group, pages 10–11

- 1₂3**
 - *Making Patterned Fences*: using blocks to identify and extend
 - *Patterns We Wear*: identifying and creating patterns
- A_B**
 - *Zoo Mural*: drawing, writing, and collaborating
 - *Readers' Theatre*: reading aloud and acting out

Home Connections, page 12

- H** • *BLM 1*: identifying and creating rhythmic expressions of patterns

Independent Work, pages 13–17

- 1₂3**
 - *BLM 2*: developing individual patterns
 - *BLM 3*: creating and extending colour patterns
 - *BLM 4*: creating patterns by colouring in a quilt
- A_B**
 - *BLM 5*: retelling the story by completing sentences
 - *BLM 6*: reading sentences and matching them with pictures



LEARNING OPPORTUNITIES

Students will:

- reread all or parts of a written piece to clarify their understanding of its meaning
- use pictures and illustrations to determine the meaning of unfamiliar words
- understand the use of some conventions of spelling

OBSERVING FOR ASSESSMENT

During *Shared Reading*, observe and make note of the student's specific reading behaviours. Does the student:

- express thoughts and feelings about a story?
- use punctuation, such as periods or commas, to help in understanding what he/she reads?
- use knowledge and experience to increase understanding?

TEACHING tip

Give BLM 6 as homework, rotating the assignment so that each child can take home a copy of the book.

Getting Ready to Read

Talk with children about community improvements, such as painting, planting, renovations, sidewalk or road repairs, and about how these upgrades improve safety or appearance.

Read the title of the book to children, pointing to the words as you read.

Explore the cover art together and ask:

- What do you see?
- Is there anything in the picture that tells us what the story will be about?
- What do you think “the new look” means?

First Reading

Read through the story, pointing to the words as you read them and to details in the pictures that can help children understand the storyline.

As you finish reading each page, pause and invite comments. To be certain that children notice day-by-day sequence, pause after reading page 6 and ask:

- What day is next?

As the story progresses, encourage predictions about what will follow.

Read to the end of the story, then show page 16. Talk about why Kim decided to build and paint new fences for all the animals and how successful her “new look” was.

Ask:

- The zoo got a new look. Did anything else?

Returning to the Story

Engage children in talking about the story by asking open-ended questions, such as:

- What was your favourite part of this story?

- Which was your favourite picture? Why?

Ask children questions to help them recall specific details, such as:

- Which animals got the first fence?
- Which animal got a short/short/tall fence?

Second Reading

- To prepare for the Second Reading, invite a volunteer to point to and read the title of the book. Point out uppercase and lowercase letters and explain their use. Invite another volunteer to show the page on which the story begins. Have a third volunteer show where the first word begins and where it ends.

Reread the story aloud. Encourage the children to chime in with the reading where they feel comfortable. The Oral Cloze procedure works well in the Second Reading of a *Shared Reading*.

- Using **Blackline Master 5**, reinforce the Oral Cloze by inviting the children to cut out the words and complete the sentence.



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Extending the Reading Experience

- You read, “On Monday, Kim closes the zoo. On Tuesday, Kim looks at the zebras and says.” Ask children to read, with voice intonation, the repeated line “I will build....” Follow by reading, “‘That’s better,’ says Kim.” Continue the reading pattern to page 14, which you read, and page 16, which children read.

- Assign a day of the week to individual children. Following a reading rehearsal, have the children read their parts aloud. For example, the child for the first Monday reads, “On Monday, Kim closes the zoo,” followed by the child for Tuesday, and so on.

Patterns

LEARNING OPPORTUNITIES

Students will:

- describe and make models of patterns, using objects and words
- use one attribute to create a pattern
- compare patterns using objects and pictures
- talk about a pattern rule

YOU WILL NEED

- interlocking cubes
- crayons
- 4 sorting labels: AB, AAB, ABB, ABC

OBSERVING FOR ASSESSMENT

As you visit students, ask them to describe and extend their colour patterns. Can the student:

- create a colour pattern?
- describe the pattern using colours and letters?

TEACHING tip

Students are making two recordings of their work: a model and a coloured, labeled drawing. Post the sorted, coloured pattern strips on a bulletin board so that children can refer to them and add to the display over time. Display the sorted cube patterns at a centre so that children can continue to create and sort other patterns.

Reading the Story

As you read the story aloud, pause on pages 6, 8, and 10. Examine each painted fence and chant the colour pattern together. Ask:

- Why do you think Kim chose that colour pattern for the zebra? Tiger? Snake?

Examine page 16. Ask:

- What other patterns can you find?
- How would you describe the pattern you found?

As each pattern is identified and described, chant and extend it together.

Starting the Investigation

Present the black-white-black-white colour pattern on page 6. Invite children to join you in chanting the pattern. Ask:

- How can we show this colour pattern with the interlocking cubes?

Invite a volunteer to create the black-white-black-white pattern with the interlocking cubes. As it is shared and chanted, record it on chart paper.

Introduce A and B as another way to describe each part of the pattern. Record the letters ABABABAB under the colours on the chart. Ask:

- If we were to make the pattern longer, what would come next?

Repeat this process as you examine the colour patterns on page 8 (AABAABAAB) and page 10 (ABCABCABC).

Working on the Problem

On another day, provide pairs of children with interlocking cubes in either two or three colours. Ask them to create different colour patterns.

As they are working, ask children to read their cube patterns and identify which colour comes next.

They should choose one pattern to record, using crayons and recording strips cut from **Blackline Master 2**. Have children colour the strip and label the parts of the cube pattern in the AB(C) form.



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Invite children to present their cube patterns by describing them using colours and then letters.

Sort the cube patterns and the recording strips under the letter labels: AB, ABB, AAB, ABC.

Sharing Solutions

Display the sorted patterns and allow children time to examine them, focusing their attention on similarities and differences. Point to each set and ask:

- How are these patterns the same?
- How are they different?

Extension

Use a cube pattern or a recording strip to demonstrate how to translate a pattern in other ways. Choose and present a pattern. Ask children to describe it first in colour, then in letters, then in different actions (such as clap/snap, hop/step, sit/stand). Then brainstorm further ways to describe the same pattern (such as by using different animals, sounds, fruits, objects).

LEARNING OPPORTUNITIES

Students will:

- retell a simple story in proper sequence and recall information in it accurately
- predict what may happen next in a story
- use their knowledge and experience to understand what they read

OBSERVING FOR ASSESSMENT

During independent reading, observe and make note of the student's specific reading behaviours. Does the student:

- show an interest in reading the book independently?
- appear to read at a pace that "works" for him/her?
- subvocalize during silent reading?

TEACHING tip

During *Reading the Text*, it's important to get children thinking about the story in the present tense. It is difficult to ask questions that will elicit a present tense response, so when you affirm a response, put it into the present tense.

Setting the Scene

Introduce the story and share a conversation with the children. Talk about how a little bit of paint can make something look fresh and new. Tell the children that Kim wanted to make the animal cages at the zoo look nicer.

Tell the children the title of the book, then focus the children's attention on the cover art, and ask:

- What do you see in the picture? What's happening?
- What do you think the story will be about? Why do you think that?

Encourage many predictions.

Reading the Text

- Take the children on a page by page Picture Walk. As you focus the children's attention on the pictures, ask questions that will elicit the vocabulary and language patterns necessary for the children to be able to read the text independently. For example, as the children look at the picture on pages 2–3, you could ask:

- It's Monday. What is Kim doing?

Because the children will respond, "She's closing the zoo," you can elicit a present tense response by adding:

- Yes, that's right. On Monday, Kim closes the zoo.

Show the picture on pages 4–5 and ask:

- On Tuesday Kim looks at the zebras and tells them she will build something new for them. What will she build?

Continue walking through the pictures to pages 14–15. Then ask:

- What day will the next day be?
- Remember, at the beginning of the story, Kim was posting a sign that said the zoo was closing and when it would reopen. When was it supposed to reopen?

Turn to page 16 and ask:

- What does Kim do on Monday?

At this point, pause so the children have time to explore the picture. Say:

- Now it's your turn to read the story on your own.

- Invite children to read the whole book independently.

After Reading

Ask children:

- If you had been the author of this story, what animals would you have included that were missing from this story? Let's make a list. As I print the names of the animals, can you help me spell the words?

Revisit the Story

Discuss the story using open-ended prompts to engage children in talk. Ask:

- Did you enjoy reading this story? Why or why not?
- Which of all the animals in the story do you like best? Why?

Engage children in recalling specific information from the selection. Ask:

- How many of the animals can you remember?
- Can you match any day of the week to which fence Kim was building and painting that day?

Focus children on the way the story is told through language:

- Can you remember the poem she said to the animals each day? Let's say it together.

Reinforce the Story

Encourage children to retell the story in sequence, using the book as a reference to ensure accuracy.

LEARNING OPPORTUNITIES

Students will:

- describe and make patterns using objects and words
- given a rule expressed in informal language, extend a pattern

YOU WILL NEED

- interlocking cubes

OBSERVING FOR ASSESSMENT

Can the student:

- create a colour pattern?
- chant the created pattern?
- tell what should come next in the pattern?

LEARNING OPPORTUNITIES

Students will:

- describe and draw patterns using diagrams and words
- use one attribute to create a pattern
- talk about a pattern rule
- compare patterns using pictures and spoken words

YOU WILL NEED

- strips of paper
- colouring materials

Activity: Making Patterned Fences

On each spread of *The New Look*, encourage children to identify and describe the patterns. Have them point to the pattern as they chant it aloud. Invite them to extend the pattern in response to the question:

- What would the pattern look like if it were longer?

Start to snap interlocking cubes together in an ABABAB pattern. When you have 3 repetitions of the sequence, have children chant the colour pattern. Ask:

- What comes next in this patterned fence?

Add the cubes and continue to extend the pattern.

Provide interlocking cubes for children to make their own patterned fences. Start

with only 2 colours. When the fences are at least 12 cubes long, meet as a group. Have children chant their fence patterns aloud. Invite children to add to the fences as you say:

- What do you think would come next in (child's name) fence?

On other days children can make pattern fences with more than 2 colours. You might also have them use coloured craft sticks or pattern blocks to create patterned fences.

Extension

Children can continue to make patterns by colouring the fences on **Blackline Master 3**. Encourage children to chant their completed colour patterns.



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Activity: Patterns We Wear

Ask children to find the animals that have patterned coverings in *The New Look*. Chant the patterns they find aloud. Challenge children to look at their own clothing to find patterns. Ask:

- What other animals can you think of that have patterned coverings?
- What patterns can you find on your clothes?

Chant the identified patterns aloud.

Give children long strips of paper and tell them they are to design a patterned scarf that they would like to own. Provide colouring materials such as markers, crayons, or paint.

Post the completed scarves and have children chant the patterns aloud. Invite children to compare the patterns. Ask:

- Which patterns do you think are the same in some way?
- How are they the same?
- How are they different?
- Which patterns use the same colours? The same shapes?

Encourage children to wear as many patterns as they can the next day. Have them describe and compare their patterned clothing.

Extension

Using **Blackline Master 4**, children can create a pattern on the quilt. Draw children's attention to the fact that there are rows and columns and that their patterns may develop in both directions or just one.



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LEARNING OPPORTUNITIES

Students will:

- read media works to obtain information and to complete assigned tasks
- create some simple media works
- correctly spell words identified by the teacher

YOU WILL NEED

- colouring materials or model-making materials; paper, scissors, and glue; blank word cards and marking pens

OBSERVING FOR ASSESSMENT

Look for:

- detail in the student's pictures
- student's manipulation of scissors
- student's handling of writing tools

LEARNING OPPORTUNITIES

Students will:

- use punctuation to help them understand what they read

OBSERVING FOR ASSESSMENT

Listen for:

- developing fluency in oral reading, such as attention to punctuation, appropriate oral reading speed, word accuracy, and phrasing
- appropriate volume

Activity: Zoo Mural

Invite children to choose their favourite zoo animal, colour a picture of it, use scissors to cut it out, and print the animal's name on a word card. You may want to demonstrate the size the animal picture should be to ensure that the children make theirs large enough for the mural.

Set aside a large bulletin board in the classroom or hall to use as a zoo display. Create a background for the animals, including cages, ground cover, sky, and so on. Post children's writing and drawing to create a class zoo mural.

Extension

- Encourage children to print a few sentences that give factual information about the animal they've selected.
- Children could make personal dioramas of a zoo with animals cut out of construction paper or modelled with play dough.

Activity: Readers' Theatre

Divide children into groups and assign 1 page of text to each child. Have children practise reading their assigned page on their own, then work as a group to rehearse their Readers' Theatre.

In turn, each group presents its Readers' Theatre to the other children, who serve as audience.

Schedule each group to present its Readers' Theatre at different times across the day or week to keep the "freshness" of the activity and to avoid comparisons being made.

Help children prepare for their oral reading by having them listen to and follow along with the first reading on the audio program.

Extension

The children could present their Readers' Theatre to another class.

When you schedule presentation times with other classes, make sure there is enough space for the readers to sit on chairs in front of the audience.



The New Look

Dear Family,

We've enjoyed reading the book *The New Look*. This storybook is part of a series called *Side By Side*. This series connects mathematics and language through reading. Spending time reading and doing math activities at home helps your child develop solid skills and concepts. Enjoy reading the story with your child.

Choose some or all of these activities to enjoy together:

- In the story, Kim paints the fences in the zoo to match the animals. She uses the colour patterns of the zebra, tiger, and snake to create a new and interesting look. Kim is so inspired by colourful patterns that, on page 16, she creates unique and interesting colour patterns for other animals. With your child, look around your own home for examples of colour patterns. Look on floor tiles, wrapping paper, wallpaper, quilts, clothing, and other fabrics.
- Play a game of "What's Missing?" Set out a simple pattern using small objects such as coins, coloured beans, or coloured paper clips. For example, using two types of coins, you might show the pattern: penny, penny, dime; penny, penny, dime; and so on. With your child, look at the pattern and chant the pattern aloud. Next, ask your child to close his or her eyes and then remove one of the objects. Have your child open his or her eyes and identify what is missing. Switch roles and play again.
- Rhythmic patterns are fun to do and can happen anywhere at any time. Use your hands to begin a pattern: clap, clap, snap, clap, clap, snap, and so on. Ask your child to join in when he or she is ready. Start to add some other actions that emphasize the pattern by moving your hands, such as: clap low, clap low, snap high, and so on. After a while, change the actions, such as clap left, clap left, snap right, and so on. Continue to try new rhythmic patterns and actions. Ask your child to make up one for you to do.

Remember to send the storybook back to school with your child.

My name is _____



Colour the squares to make a pattern.

The pattern is: _____

The pattern is: _____

The pattern is: _____

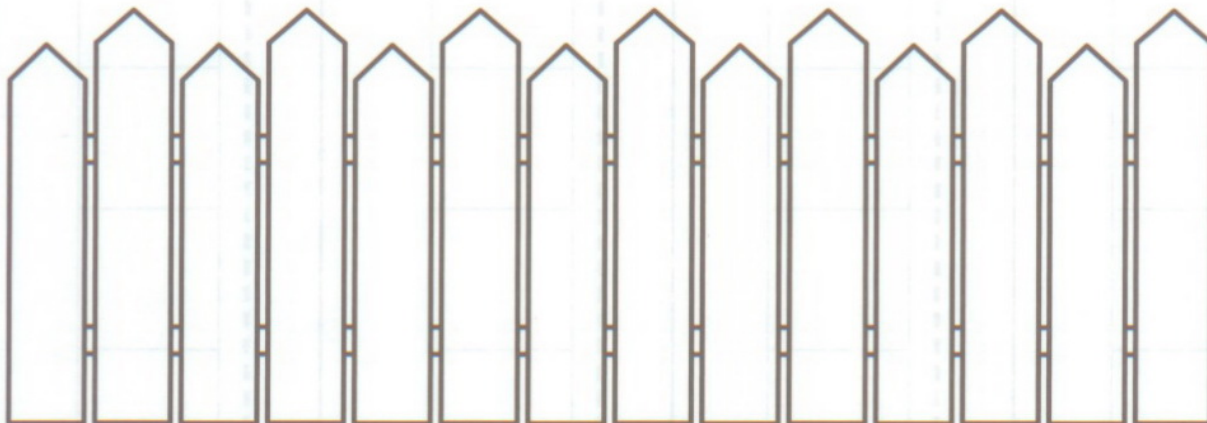
The pattern is: _____

My name is _____

Use 2 colours.

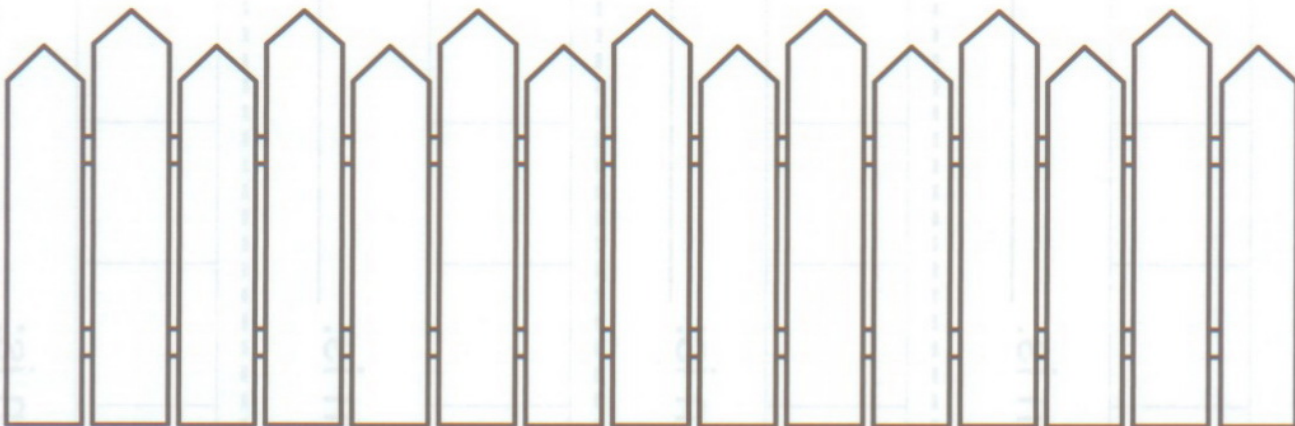


Make a pattern.



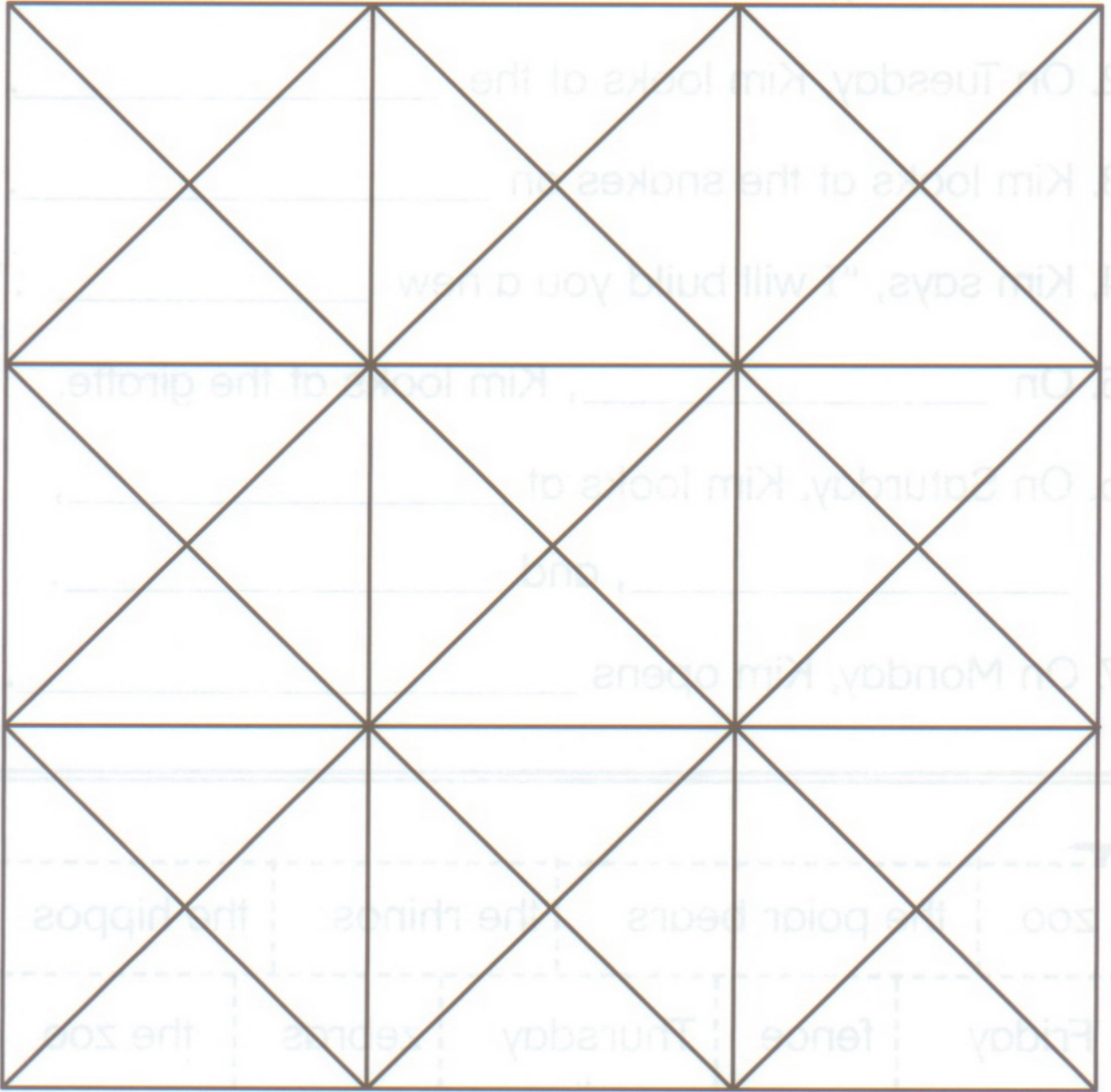
Use 3 colours.

Make a pattern.



My name is _____


Make a pattern quilt.



My name is _____.

Cut out and glue to complete the sentences.

1. On Monday, Kim closes the _____.
2. On Tuesday, Kim looks at the _____.
3. Kim looks at the snakes on _____.
4. Kim says, "I will build you a new _____."
5. On _____, Kim looks at the giraffe.
6. On Saturday, Kim looks at _____,
_____, and _____.
7. On Monday, Kim opens _____.



zoo	the polar bears	the rhinos	the hippos	
Friday	fence	Thursday	zebras	the zoo

My name is _____

Match the sentence to the picture.

This is a zebra.

This is a tiger.

This is a giraffe.

This is a rhino.

This is a hippo.

This is a polar bear.

This is a snake.

