

# *I Want to Be a Scientist*

by Rebecca Tree

**A young girl imagines her future self in different types of jobs that a scientist could have in nature, in medicine, under the sea, and far out into space! With goals and some imagination, you can imagine yourself being anything you want to be!**

### **Create Successful Reading Habits**

Academic language is a critical component of vocabulary development, oral language, and developing a student's ability to read, think, speak, and write about a topic. By guiding students to develop their academic language skills, teachers can mitigate some of the challenges that students encounter when learning to comprehend text.\* Students should engage in a variety of activities that purposefully support the development of their academic language. Inferential language instruction can be helpful when learning about figurative language because it supports a student's ability to think critically, make inferences, connect ideas, and determine the deeper meaning of the text.

\* U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, What Works Clearinghouse. (n.d.). Practice Guides. <https://ies.ed.gov/ncee/wwc/PracticeGuides>

## SCIENCE OF READING – PURPOSE OF ASSESSMENTS

Assessing students is critical for identifying specific literacy needs. There should always be a purpose for assessments. The **four main purposes for assessments are:**

1. **Screening** helps to identify who is at risk for not meeting grade-level learning goals.
  - usually administered in the fall, winter, and spring of a school year to identify students at risk for reading and spelling difficulties
2. **Progress Monitoring** determines if the intervention is fixing the problem.
  - administered frequently to check for adequate student growth
  - used to determine instructional needs and to make instructional decisions
3. **Diagnostic** assessments assist in identifying specific needs and what should be taught.
  - measure students' proficiency in reading skills
  - used to design effective instructional interventions
  - can be informal, criterion-referenced, or norm-referenced
4. **Outcome Measure** assessments help to determine if students are meeting expected levels of performance.
  - can be criterion- or norm-referenced
    - **Norm-referenced** assessments measure a student's performance in comparison to the performance of same-age students on the same assessment and are designed to document gains in performance. The FAST Assessment is an example of a norm-referenced assessment.
    - **Criterion-referenced** assessments measure what a student knows and does not know at the time, and the results are compared to grade-level standards. An end-of-unit test is an example of a criterion-referenced assessment.

Assessment data, combined with other relevant information, are used to determine the most efficient and effective way to increase student outcomes. Assessment data can be used to plan instruction, determine the composition of small groups, and evaluate progress.

## WORD WORK – BLENDING ONSETS AND RIMES

Blending **onsets** and **rimes** helps develop students' phonological awareness and positively impacts their ability to decode words when reading and writing.

**ELA.K.F.1.2: Demonstrate phonological awareness.**  
**c. Blend and segment onset and rimes of single-syllable words.**

The term **onset** refers to the initial phonological unit (the first sound) of any single-syllable word pattern. Examples of single-syllable word patterns are CVC, CVCe, and CVVC words.

- Example: The /s/ in *sip* is the **onset**.

The term **rime** refers to the vowel and consonants that follow the **onset**.

- Example: The /ip/ in *sip* is the **rime**.

*I Want to be A Scientist* contains many single-syllable words that can be used to practice blending **onset** and **rime** with your students.

Here is an example of teaching **onset** and **rime** using the word *help* from the book. (p. 4, p. 7) Say:

- "Today, we are going to practice blending words by their **onset** and **rime**. The first sound you hear in a word is the **onset**, and the middle and ending sounds are the **rime**."
- "Let's practice using the word *help*. What is the first sound you hear in the word /h/ ... /ělp/?" (/h/)
- "What middle and ending sounds do you hear in the word /h/ ... /ělp/?" (/ělp/)
- "Blend the sounds together, /h/ /ělp/. What's the word?" (*help*)

Practice again using the word *rock* separated into its **onset** (/r/) and its **rime** (/ok/).

- Ask students to blend the two sounds together to say the word *rock*.

Continue to explicitly teach students how to blend **onset** and **rime** by choosing words from the book *I Want to be a Scientist*.

### ELL and SWD suggestion:


Word families are groups of words that have a common phonetic sound and can be used to help students develop their phonemic awareness. Word families can be used to practice segmenting and blending **onsets** and **rimes** in words. Some examples are:


- Blend different **onsets** to the **rime** /ip/ to make words like *dip*, *hip*, *lip*, and *rip*.
- Blend different **rimes** to one **onset**. Blend the **onset** /s/ with different **rimes** to make words like *sat*, *sell*, *sun*, *sag*, and *sub*.
- Students can segment words into their **onsets** and **rimes**.


## TALK ABOUT NEW AND INTERESTING WORDS


Tier 2 vocabulary words can be used for explicit vocabulary instruction. When teaching vocabulary, it is important to create and share student-friendly definitions that are appropriate for the level of your students. Help students make connections to the word by providing contextual information that relates to the text being read and builds upon their background knowledge. Here are some examples of Tier 2 vocabulary words from the book:

**ELA.K.V.1.1: Use grade-level academic vocabulary appropriately in speaking and writing.**

 **scientist** (title, p. 2): A **scientist** is someone who knows a lot about science. The girl says that she wants to be a **scientist** and imagines the different jobs that she could have.

 **healthy** (p. 4): Someone who is **healthy** is well and does not feel sick. The girl imagines that she is a doctor and helps people stay **healthy**.

 **travel** (p. 8): When you **travel**, you move from one place to another. When the little girl imagines that she is an astronaut, she **travels** from Earth to outer space on a rocket.

 **explore** (p. 8, p. 11): When someone **explores** a place, they **travel** around it to learn what it is like. The girl imagines **exploring** planets in outer space and the creatures that live under the sea.

### ELL and SWD suggestion:

Illustrations on each page can be used to support vocabulary development. These pictures can help students internalize word meanings during discussions. Encourage ELL students to think of a word or word phrase in their native language that corresponds to the meaning of the word in English.

## READ FOR MEANING – AUTHOR AND ILLUSTRATOR CONNECTION

### ELA.K.R.1.3: Explain the roles of the author and illustrator of a story.

- Clarification 1: Students will explain that the author writes the words and the illustrator creates the pictures, recognizing that sometimes one person does both jobs, as in Dr. Seuss' Hop on Pop where Dr. Seuss performs both roles.
- Clarification 2: Students should also explain that both authors and illustrators contribute to the meaning of the text.

#### Before: Introduction

- Create a blank Illustrator Support graphic organizer on the board or on chart paper to fill out with students as you read. Example:

Author's Words	Illustrator Support
"What would I do?" (p. 2 - 3)	
"help people stay <b>healthy</b> " (p. 4 - 5)	
"help animals large and small" (p. 6 - 7)	
" <b>explore</b> life in a coral reef under the sea" (p. 10 - 11)	
"go into a cave and look at rocks" (p. 14 - 15)	

- Share that the purpose of the read-aloud is to determine how the **author and illustrator roles** work together to contribute to the meaning of the story.
- Say, "Today we are going to read a story called *I Want to Be a Scientist*. Let's look at the cover of the book and locate the author. Notice the word *by* on the cover. *By* tells us the book is written by Rebecca Tree, the author. The author writes the words in a book. Now, let's identify the illustrator. Notice the word *by* appears on the cover again, but this time, the word *illustrated* comes before it. The cover tells us the book is illustrated by Carolina Farias. The illustrator's job is to draw or make pictures in the book to support the author's writing. As we read, we will stop and describe how the pictures support the author's words."

#### During Reading: Illustrator Support Graphic Organizer

- Begin reading. Stop at the pages listed on the graphic organizer. Read the author's words from the graphic organizer, and ask students how the illustrator's pictures support the author's words. Capture student thinking in the illustrator support column.
- Once students complete the graphic organizer, ask them to turn and talk about their responses as a way to increase engagement.

#### After:

Students will draw illustrations to support the pre-selected author's words from the story and share them with a partner. The partner will identify ways the student illustrations support the author's words.

**Extension Writing:** Brainstorm other reasons the character might want to be a **scientist**. Students will create pages for a class book where the students provide the illustrations and help you write the author's words.

#### ELL and SWD suggestion:

Provide picture cards as a visual aid of the author and illustrator's role in a story and how they work together. Using illustrations can be used to support comprehension by helping students internalize word meanings during reading. Many literacy skills can transfer across languages.