Strand: Matter	Theme: Texture

Purpose for Reading: To develop an understanding of what *hard* and *soft* mean.

Comprehension Strategies: Classifying and categorizing, applying knowledge, summarizing.

Vocabulary

Dictionary Words: dog biscuits, feathers, fur, paws, shell, stick

Vocabulary Words: bowl, chain, claw, eyebrow, fingernail, hair, nose, skin, teeth, T-shirt, wall, whiskers

High-Frequency Words: are, has, her, his, in, is, the, these, they, this, two, what, with

Before Reading

• Ask the students to describe hard and soft. Make a chart to show their responses.

• Read the title and have the students talk about the cover photo. What can they see in this photo that is hard? What can they see that is soft?

• Read the title page together and ask the students what they can see in this photo that is hard and what they can see that is soft.

Introduce the Picture Dictionary

• Ask the students to turn to the picture dictionary. Read and discuss the labels. Ask the students to sort the photos into *Hard* and *Soft* groups.

Take a Photo Walk

• Pages 4–5: Invite the students to look at these pages and say what they can see in the photo. Do they think it is showing hard or soft things? Why?

• Pages 6–7: Invite the students to look at this photo. Read the labels and discuss whether the items labelled are hard or soft.

• Pages 8–9: Recap the information shared about this photo from the cover. Ask the students to add any new ideas.

• Pages 10–11: Ask the students what they can see in the photo. Read and discuss the labels. *Are the labelled parts hard or soft? What other parts in the picture are hard?*

• Pages 12–13: Ask the students what they can see in the photo. Read and discuss the labels. *Are the labelled parts hard or soft? What other parts in the picture are soft?*

• Pages 14–15: Ask the students to look at this photo and discuss what they see. *What is the boy giving the dog? Is it hard or soft?*

Read the Book

• Ask the students to return to the title and read it independently.

• Turn to pages 2–3. Have the students read the dictionary words.

• Turn to pages 4–5. Ask the students to read this page independently. Remind them to use their eyes instead of pointing, but to point if they get lost or need to check the words they are saying.

• Ask the students to continue reading the book independently. Provide support where necessary.

After Reading

Comprehension

• Invite the students to return to the book and talk about the differences between hard and soft things. Add any new information to the chart.

• Have the students suggest other words to describe hard and soft.

• Have the students group items from the book under the headings *Hard* and *Soft*.

Vocabulary and Word Recognition

• Have the students find the high-frequency word *with* in the text. Ask the students to suggest sentences containing the word *with*. Write them on the board and invite volunteers to come and fill in the word *with*. Ask the students to write *with* five times independently, checking each time to make sure they are correct. Add *with* to a high-frequency word chart or word wall.

Oral Language

• Ask the students to turn to a partner and share a summary of the book in two sentences.

Writing

• Ask the students to write descriptive poems about hard or soft.

Creative Extension Activities

• Ask the students to make a collage chart of photos to show hard and soft.

• Have the students make groups of things from around the room to show hard and soft.

Independent Follow-Up Activities

• Reread the book to improve fluency.

• Complete the activities on page 16.

• Complete the photocopiable activities.

Name: _____

Use the book to help you answer the questions.

What has soft whiskers? _____

What has hard teeth? _____

What has a soft nose? _____

What has hard claws? _____

What has soft skin? _____

What has a hard bowl? _____

Name: _____

Draw and write about these hard and soft materials.

a feather		
scissors		
ice-cream		
a cup		

Reproducible page