

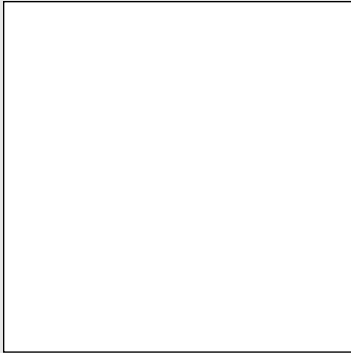
Overview of the Concept: Probability

Book Summaries

Title	Level	Summary
Breakfast in the Bathtub	D	This illustrated narrative shows three children giving examples of “always,” “sometimes,” and “never.”
All About Miss Miller	H	In this illustrated realistic narrative, Dan and Aja talk about their teacher and things that will probably, or probably not, happen at school on this one day.
The Worrywart	J	Pedro, the worrywart, goes to the zoo with his family in this illustrated realistic narrative. Pedro worries about many things, and his parents comment on their probability.

Target Outcomes

WNCP	Ontario	APEF
<p>Statistics and Probability (Chance and Uncertainty)</p> <ul style="list-style-type: none"> Predict the chance of an event happening, using the terms never, sometimes, always. 	<ul style="list-style-type: none"> Demonstrate an understanding of probability and demonstrate the ability to apply probability in familiar day-to-day situations. Demonstrate understanding that an event may or may not occur. Use events from meaningful experiences to discuss probability (e.g., it will never snow here in July). Use mathematical language (e.g., never, sometimes, always) in informal discussion to describe probability. 	<p>Data Management and Probability:</p> <ul style="list-style-type: none"> Conduct informal investigations of chance and estimate probabilities with respect to games and other simple, everyday situations. <p>G1 predict whether an event can never occur, must always occur, or simply might occur sometimes</p>



Level D

Text Type

narrative (realistic)

Word Count

94 (not including speech bubbles and print within illustrations), 101 (including speech bubbles and print within illustrations)

High Frequency Words

a, at, back, do, eat, for, I, in, my, the, to, you

Content Words

always, breakfast, sometimes, toast, eggs, never, pies, school, front, drive, read, night, chair, bed, bathtub

Text Features

- 16-page book
- 1–6 lines per page
- illustrations
- strong picture cues
- patterned text
- italics
- rebus
- speech bubbles

Working with Words

Compound Words

Cross-Curricular Links

Social Studies

Drama

Breakfast in the Bathtub

Before Reading

Give examples of the use of each of the words “always,” “sometimes,” and “never.” For example, “I always go to bed at night.” “I sometimes walk to school.” “I never go to work at the hospital.” Ask, *What do you always do in the morning before school? What do you sometimes do in the morning? What do you never do in the morning?* Create three columns on chart paper (always, sometimes, and never), and record the students’ responses in the appropriate columns. Point out the similarities and differences between the three lists, and discuss why these might occur.

Previewing the Text

- Look at the cover. Ask, *What is happening in the picture?* Elicit the words “breakfast” and “bathtub” in your discussion. Read the title of the book aloud.
- Say, *This book is about some things that three children always do, sometimes do, and never do.*
- Support the students in a book walk. Discuss the pictures to help students access the meaning of the text, and introduce any unfamiliar vocabulary, expressions, and language structures.

Page 2: Ask, *What meal is this boy eating? What letter do you think the word “breakfast” starts with?* Have the students locate the word on the page. Say, *This boy always eats breakfast.*

Page 3: Ask, *What is the boy eating for breakfast on this day? Do you think he always eats toast for breakfast, or does he eat it sometimes?* Have students find the word “sometimes.” Say, *Sometimes he eats toast for breakfast.*

Page 4: Ask, *What is the boy eating for breakfast on this day? Do you think he always eats eggs for breakfast, or does he eat them sometimes?*

Page 5: Ask, *What is funny about this picture? By the boy’s expression, how often do you think he eats mud pies for breakfast?* Elicit the word “never.” Point out the word “never” on the page, and discuss the use of italics for emphasis.

Page 6: Ask, *What does this girl take to get to school? Do you think that she takes the bus every day?* Elicit the word “always” in your discussion. Locate the word “always” on the page.

Page 7: Ask, *Where is the girl sitting on the bus? Say, Yes, sometimes she sits at the back of the bus.*

Page 8: Ask, *Where is the girl sitting on the bus on this day? Say, Yes, sometimes she sits at the front of the bus.*

Page 9: Ask, *What is going on in this picture that would never happen? What sound is at the beginning of the word “drive”? Say, Find the word “drive” on the page.*

Page 10: Ask, *What does this boy always do at night?* Point out the word “night” on the page, and draw the students’ attention to the silent letters within.

Page 11: Ask, *Where does the boy sometimes like to read? How do you know?* (picture and text)

Page 12: Ask, *Where is another place the boy sometimes reads?*

Page 13: Ask, *Where does the boy never read? What two little words can you find in the word “bathtub”?*

Pages 14–15: Say, There are three questions on page 14. Draw the students’ attention to the question marks. Say, *The author has used some pictures instead of words to help us read the questions. Ask, What words would you use to describe the pictures?* Review the three possible responses to the questions in the speech balloons on page 15.

Page 16: Ask, *What is the boy doing in this picture?* Say, *Find the question mark on the page.* Practise reading the question with the students using the proper inflection.

Reading the Text

Encourage students to read the book independently, at their own pace. Remember that subvocalizing (reading softly out loud) by early readers is to be expected and is often helpful. Observe and assist individual students as necessary. Give specific praise to students you observe using reading strategies.

Revisiting the Text

You may choose to do only some of these activities, over several days.

- Ask the students to recall what the children in the book always did, sometimes did, and never did. Add these activities to the chart from the Before Reading activity.

- Encourage the students to reread the book together as a group, independently, or with a partner.
- Ask the students to search through the book to find the page that proves each of the statements listed below.
 - The boy sometimes eats toast.*
 - The girl never drives the bus.*
 - The boy always reads at night.*
 - The boy never eats mud pies for breakfast.*
 - The girl sometimes sits at the back of the bus.*
 - The boy sometimes reads in his chair.*
 - The girl always takes the bus to school.*
 - The boy never reads in the bathtub.*
- Have the students look at all the “never” pages (5, 9, and 13) and comment on what they notice. For example, the illustrations are outlined differently from the others, to imply unreality. Ask students to note other examples within these illustrations of things that would never happen.
- Review with the students what the children in the book always, sometimes, and never did. Ask the students to complete **BLM 13-1: Always, Sometimes, Never** by cutting out the sentences at the bottom of the page and pasting them in the correct column, according to what the characters say in the book.

Working with Words: compound words

Write the following little words on paper strips, and show the students how they come together to make compound words “some,” “times,” “bath,” and “tub.” Go over **BLM 13-2: Make Compound Words** with the students and ask them to complete it by cutting out the little words at the bottom and pasting them into the correct place to make compound words.

Extending Activities

Make “Always,” “Sometimes,” and “Never” Illustrations

Brainstorm with the students things that they always do at home (e.g., go to bed), sometimes do at home (e.g., watch television), and never do at home (e.g., go for recess). Record the students’ ideas on chart paper, under three columns. Divide the students into groups and have each group make an illustration of at least one idea from each column. The students may label their illustrations “Always,” “Sometimes,” “Never,” or write sentences describing the activities.

Make “I Always...” Books

Brainstorm with the students things that they always do, either at home or at school (e.g., eat lunch, read books). Ask the students to create an “I Always ...” 4-page booklet. On each page of the booklet, ask the students to complete the sentence, “I always _____” by writing something they always do (e.g., “I always brush my teeth”). Then have the students illustrate their sentences. The students can share their booklets with others, looking for similarities and differences.

Cross-Curricular Links

Social Studies

Have the students look at page 9. Ask, *Why would the girl never drive the bus?* (she doesn't know how to drive, isn't old enough to drive, it wouldn't be safe). Brainstorm different rules that keep the students and others safe, and record the students' ideas on chart paper (e.g., look all ways before crossing the street, never swim alone). Ask the students to work in pairs or small groups to illustrate each rule, and create a bulletin board entitled "Always Be Safe."

Drama

Divide the students into groups. Ask each group to prepare a silent skit of something they always do at school, sometimes do at school, or never do at school. Provide time for the groups to rehearse, and then have them present their skits to the class. The other students then guess what the group is acting out. In addition to guessing the activity, challenge the students to guess whether the activity is something they always do, sometimes do, or never do.

All About Miss Miller

Before Reading

Without the students seeing, put an object (e.g., a mitten) in a paper bag and close the bag. Show the closed bag to the students. Say, *I wonder what is in this bag.* Write some clues about the object on chart paper (e.g., “It is soft. It is the size of my hand. I can wear it.”) Ask, *Do you think it is an apple?* Model the probability language (“probably” and “probably not”) for the students by saying such things as, *It is probably not an apple because apples are not soft.* Give the students other suggestions (e.g., puppy, ice cream), and have them answer using the words “probably,” and “probably not” and explain their reasoning. After posing multiple questions to the students, reveal the identity of the object.

Previewing the Text

- Show the cover and discuss the art. Read the title of the book aloud. Ask, *Where are the children? Who do you think the woman is?*
- Say, *This is a story about two students on their way to school in the morning. They talk about their teacher and what will probably, or probably not, happen at school today.*
- Support the students in a book walk. Discuss the pictures to help students access the meaning of the text, and introduce any unfamiliar vocabulary, expressions, and language structures.

Pages 2–3: Point out Aja and Dan in the picture and show where their names appear on the page. Say, *Aja and Dan are walking to school.* Ask, *How do we know what Aja is wondering about?* (picture and text) Say, *Miss Miller was not feeling well yesterday. Aja wonders if she will come to school today.* Point out the words “Miss Miller” on the page. Say, *Dan thinks that Miss Miller will come to school today. What word does he use that is in italics?*

Pages 4–5: Direct the students’ attention to the quotation marks on page 4 and discuss what they mean. Say, *Dan is asking if Aja thinks Miss Miller will wear her blue dress today.* Ask, *What does Aja answer? How do you know?* (picture and text) Point out the word “probably” on the page. Have students practice saying “probably not” smoothly as a phrase.

Level H

Text Type

narrative (realistic)

Word Count

158 (not including speech balloon, 159 (including speech balloon)

High Frequency Words

a, and, at, be, come, do, her, I, is, it, not, on, out, said, she, saw, to, we, will, you

Content Words

wonder, yesterday, think, never, probably, video, recess, always, guitar, every

Text Features

- 16-page book
- 5–7 lines per page
- illustrations (realistic)
- moderate picture clues
- dialogue
- speech balloon
- thought bubbles
- print within illustrations

Cross-Curricular Links

Math

Health

Pages 6–7: Ask, *How can you tell that it is cold today? In the thought bubble, what is Miss Miller wearing on her head?*

Pages 8–9: Direct the students’ attention to the thought bubble. Ask, *What did the students do in class yesterday? (saw a video) What does Dan wonder about today? What does Aja answer?*

Pages 10–11: Ask, *Where do you think the students and Miss Miller are in the thought bubble? (elicit the word “recess”)* Say, *Miss Miller is always out at recess on Thursdays and Fridays.* Ask, *What letter do you think the word “recess” starts with?* Ask the students to locate the word “recess” on the page.

Pages 12–13: Ask, *What else did Miss Miller do at school yesterday? What happened when Miss Miller played her guitar? (she broke a string) How do you know? (picture and text)*

Pages 14–15: Ask, *What does Miss Miller do every day? Does Dan think that she will read the class a story today? How do you know? (picture and text)*

Page 16: Ask, *How do you know that Miss Miller is not at school today?* Read the note on the blackboard. Point out the speech balloon and discuss its purpose.

Reading the Text

Encourage students to read the book independently, at their own pace. Remember that subvocalizing (reading softly out loud) by early readers is to be expected and is often helpful. Observe and assist individual students as necessary. Give specific praise to students you observe using reading strategies.

Revisiting the Text

You may choose to do only some of these activities, over several days.

- Encourage the students to reread the book as a group, independently or with a partner.
- Have the students respond to questions such as the following:
What instrument does Miss Miller play for the students?
When is Miss Miller always out at recess?
What did Miss Miller wear yesterday?
What does Miss Miller do every day?
- Reread the questions that Dan and Aja ask about Miss Miller. For each one, ask students to give the response of “probably” or “probably not,” and then give the reason why it is likely or unlikely. When you have discussed all the situations in the book, ask, *Do you think Miss Miller will come to school in the afternoon today?* and have students give their reasons for their answer of probably/probably not.

- Ask the students to complete **BLM 13-3: How Well Do You Know Miss Miller?** by writing yes or no beside each sentence. Challenge the students to complete as much of the BLM as they can without referring to the text. Then have the students use their book to check their responses.

Extending Activities

Write About My Teacher

Provide the students with a few possible scenarios involving yourself (e.g., you know it is a student's birthday) and ask the students to speculate on what you probably will or will not do (e.g., you will probably sing "Happy Birthday" to the student). Then have the students brainstorm different things that you always or never do in the classroom. Record the students' ideas on chart paper. Then provide the students with the following sentence starters:

My teacher will probably ...

My teacher will probably not ...

My teacher always ...

My teacher never ...

Ask the students to complete at least one sentence for each sentence starter, and include a reason to support their thinking.

Probably or Probably Not Game

Write sentences such as the following on index cards: *It will rain today; We will have recess today; There will be ice on the playground; I will eat dinner tonight.*

Place the index cards in a box or bag, and ask a volunteer to draw a card.

Together, read the sentence to the other students. Ask the student to decide on a "probably" or "probably not" response to the statement, and explain the reasoning. Ask the other students whether they agree or disagree with the student's response. This game could be carried out over several days, and students can add their own sentences to the container if desired.

Cross-Curricular Links

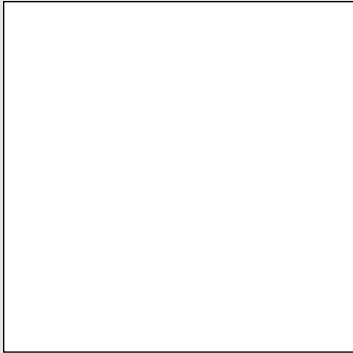
Math

Collect some blocks with a variety of specific attributes and place them where the students can see them. For example, include two colours, with more of one colour (five blue, one red); two different shapes (cubes and rectangular prisms)—so you might have one red cube, three blue cubes, and two blue rectangular prisms. Discuss the attributes with the students, then place all six cubes in a transparent plastic bag. Ask, *If you were to take out one object without looking, what are some predictions you could make about it?* While the students can see the blocks, have them brainstorm predictions, using the terms "always," "sometimes," "never," "probably," and "probably not" while you record them. For example, *It would always be a block. It would never be yellow. It would*

probably be blue. It would always have corners. It would probably not be red. Have students give reasons for their predictions. Place the blocks into a paper bag, and have individuals take turns taking out one block without looking. Check the results of each drawing with the list of predictions to confirm their validity.

Health

Ask the students to look through the book, noticing how Miss Miller appears to be feeling in the thought bubbles. Tell the students that she has a cold, and ask the students to brainstorm how she can get better. On chart paper, write an interactive letter to Miss Miller with the students, giving her instructions on how to get better (e.g., get a lot of rest, keep warm, go to the doctor, drink a lot of juice and water, eat soup).



Level J

Text Type

narrative (realistic)

Word Count

419 (not including print within illustrations), 423 (including print within illustrations)

High Frequency Words

a, about, all, and, are, at, be, but, can't, dad, day, did, do, don't, for, get, go, going, good, got, have, he, his, I, in, is, it, like, look, make, mom, no, not, off, on, out, said, see, she, that, the, them, then, there, they, to, too, up, very, want, was, we, went, what, when, will, with, yes, you, your

Content Words

worrywart, worried, tomorrow, probably, might, breeze, lions, chances, maybe, otters, minutes, polar bears, while, gorillas, climber, somebody, fence, worrying

Text Features

- 16-page book
- 4–12 lines per page
- illustrations
- moderate picture support
- dialogue
- italics
- print within illustrations

Working with Words

Contractions

Cross-Curricular Links

Science
Drama

The Worrywart

Before Reading

Create index cards with a variety of probable and improbable situations on them (e.g., It will snow today. We will go to the Moon for our school trip.). The situation cards can contain sentences and/or pictures. As a group, ask the students to sort the situations into things that will probably happen, or probably not happen. Make tent cards (Probably, Probably Not) to identify each group. After the group makes a decision about each card, have individuals come up and put the card in the appropriate pile. Discuss the students' reasoning for their decisions.

Previewing the Text

- Show the students the cover of the book and read the title. Discuss the art.
- Say, *This story is about a boy named Pedro who goes to the zoo with his family. Pedro worries about almost everything, which is why he's called a worrywart.*
- Support the students in a book walk. Discuss the pictures to help students access the meaning of the text, and introduce any unfamiliar vocabulary, expressions, and language structures.

Pages 2–3: Say, *Pedro is getting ready for bed. His family is going to the zoo tomorrow. He is worried that it might rain tomorrow.* Ask the students to locate the word “tomorrow” on the page. Then have the students find the word “worrywart” on the page. Ask, *Where can you see another word that begins like the word “worrywart”?* (the word “worried” appears twice on the page)

Pages 4–5: Ask, *What is happening in this picture?* (elicit “getting ready”) Ask, *Where is the question on this page? What is Pedro worried about?* (elicit “too hot outside”) *What do you think his mom answers?* Ask the students to find the words “probably not” on the page.

Pages 6–7: Say, *Pedro is worried that the lions won't be out today.* Ask, *Do you think Mom thinks the lions will be out? Why?* Explain the meaning of the phrase “chances are,” and tell the students that these two words are meant to be said together smoothly. Have students practise saying the phrase.

Pages 8–9: Ask, *Where is the family now? How do you know?* (picture and text) Ask, *What animals do you see on the map of the zoo? What animal is Dad pointing to?* (elicit “otter”) Say, *Pedro is worried that they missed them feeding the otters.* Ask the students to speculate whether the family missed the otter feeding.

Pages 10–11: Ask, *Were you right?* Say, *Pedro and his family were just in time to see the otters eating.* Ask, *What animal are they going to see now?* Say, *Pedro is worried that he won’t get to see the polar bears swim in their pool.* Ask, *What do you think his Mom answers?*

Pages 12–13: Ask, *Was Mom right? Did the polar bears go in the pool to cool off? How do you know?* Ask, *What are the gorillas doing on this page?* (elicit “climbing”) Ask the students to locate the word “climber” on the page. Point out the silent “b,” and ask the students to repeat the word with you. Say, *Pedro is worried that the gorilla will get out and hurt somebody.* Ask, *What does Dad reply about the fence?*

Pages 14–15: Ask, *What animal do you think the family will see next?* Say, *Pedro is looking at the sky. What do you think he is worried about now?*

Page 16: Ask, *What has happened?* Say, *Mom is asking Pedro if he made it rain with all his worrying.* Ask, *What does Pedro answer?*

Reading the Text

Encourage students to read the book independently, at their own pace. Remember that subvocalizing (reading softly out loud) by early readers is to be expected and is often helpful. Observe and assist individual students as necessary. Give specific praise to students you observe using reading strategies.

Revisiting the Text

You may choose to do only some of these activities, over several days.

- Have the students reread the text, with different students assuming the characters’ parts. Assign one student the part of the narrator, or you may wish to read this part yourself.
- Ask the students to reread the book and find all of Pedro’s worries. Have the students make a list of the worries (e.g., “He worries that it’s going to rain.”) Ask the students to record the page number for each worry.
- Have the students answer questions such as the following:
What animals did Pedro worry wouldn’t be out today?
What animals did Pedro want to see them feed?
What animals did Pedro want to see swim in their pool?
What animal did Pedro worry would get out and hurt somebody?
- Have the students complete **BLM 13-4: True or False** by reading the statements and write true or false after each statement.

Working with Words: contractions

On index cards, write the contractions found in the book (that's, didn't, it's, there's, we're, don't, we'll, can't). Then write the long form on each contraction on other index cards (e.g., that is). Put magnetic tape on the back of each card and arrange them on the blackboard. Ask the students to match each contraction with its long form by placing them side by side on the blackboard. Distribute **BLM 13-5: Match the Contractions** to the students, and have them cut out the contractions at the bottom of the page, and glue them beside their long form.

Extending Activity

Be the Worrywart

Divide the students into pairs, and have each pair think of another situation or place that Pedro could be with his family (e.g., the grocery store, the library, the beach). Ask the students to think of something that Pedro might worry about in that situation, and come up with a question about his worry (e.g., “Do you think my favourite book will be in at the library?”). Then have the students think of an answer to the question, using “probably” or “probably not,” and give a reason for their answer (e.g., “Probably. We put the book on reserve, and the library called to say it was in.”). Students may think of other questions if time allows. Have the pairs present their dialogue to the class.

Cross-Curricular Links

Science

On chart paper, list different weather conditions (e.g. rainy, windy, snowy, hot, sunny, cloudy). Discuss with the students what they would probably wear in each of the particular weather conditions. Ask the students to pick one weather condition and draw themselves outside in that weather, wearing something they would probably wear, and something that they would probably not wear. Under their picture have the students finish these sentences: “I will probably wear _____. I will probably not wear _____.” (e.g., if the student draws a snowy day, “I will probably wear my scarf. I will probably not wear my sandals.”).

Science/Drama

Glue pictures of different animals one might see at the zoo on index cards. Put the cards in a container, and have individual students take turns picking a card. The student then moves like the animal on the card, and can give verbal or silent clues about the identity of their animal. The other students guess what animal the student is.

Name: _____

Date: _____

Always, Sometimes, Never

Put the sentences in the columns.

Always	Sometimes	Never



I eat toast for breakfast.

I read in the bathtub.

I take the bus to school.

I read in my chair.

I sit at the back of the bus.

I drive the bus.

I read at night.

I eat eggs for breakfast.

Name: _____

Date: _____

Make Compound Words

Cut out the words at the bottom of the page, and glue them beside another word to make a compound word.

bath	
------	--

snow	
------	--

some	
------	--

bed	
-----	--

sun	
-----	--



man

time

shine

tub

times

Name: _____

Date: _____

How Well Do You Know Miss Miller?

Write yes or no for each sentence.

1. Miss Miller has a blue dress. _____
2. Miss Miller plays the piano for the class. _____
3. Miss Miller wears a green hat. _____
4. Miss Miller is always out on Mondays and Tuesdays. _____
5. Miss Miller shows a video in class. _____
6. Miss Miller never reads a story. _____
7. Miss Miller always misses school. _____
8. Miss Miller wasn't feeling well. _____
9. Miss Miller is away today. _____
10. Miss Miller plays the guitar. _____

Name: _____

Date: _____

True or False

Write true or false beside each sentence.

	True or False
1. Pedro is a worrywart.	
2. His family was going to the farm.	
3. Lions like to sleep in the sun.	
4. Pedro likes to watch them feed the camels.	
5. Pedro wants to see the hippos swim in the pool.	
6. Pedro worries that he won't see polar bears swim.	
7. Pedro will probably see the polar bears swim.	
8. Pedro is worried that the gorilla will get out.	
9. Chances are the gorilla can't get out.	
10. The otters are fed at ten o'clock	

Name: _____

Date: _____

Match the Contractions

Cut out the contractions and glue them beside their long forms.

that is

do not

it is

there is

we are



that's

don't

we're

it's

there's