Run Kat, Run!

BY ANDREA SMITH

About this book
Kat shrinks and explores a park. During her adventure, she has to escape from a spider.

Reading Level: G (Fiction)

Word Count: 180

High-Frequency Words	Reading Skills and Techniques	Related Comprehension Strategies
today, look, will, very, like, big, could, what	• tracking print with eyes except at challenging points • reading increasingly complex sentence structures • applying understanding of punctuation to reading • demonstrating phrased and expressive reading	• self-monitoring • self-correcting • predicting • identifying point of view • retelling • inferring

Before reading

● Display the front cover of the book and ask students to talk about what they see. Where is Kat? Why is she running? Read the question on the back cover and ask them to predict the answer to the question.

● Read pages 2 to 5 aloud to the students, deliberately making an error in your reading. Model rereading and self-correcting. Ask the students to discuss what Kat might find when she shrinks down.

During reading

● Remind students that all readers make errors when they read, but when we self-monitor our reading and we notice that something doesn't make sense or doesn't look right, we should go back and fix our errors. Tell the students that they are to mark with a sticky note any places in the text where they self-correct while reading.

Assessment Note

Do the students:
● respond with relevant predictions and ideas?
● sustain attentive listening and make relevant connections?

- Have the students read pages 6 and 7, then discuss what has happened and what might happen next.
- Ask the students to finish reading the book independently. Listen to individual students as they read and assess their control of the reading process in this book.

After reading

- Have students share examples of the self-monitoring and self-correcting they did when they read the text independently. **(metacognition)**
- Ask the students why Kat said, "Help!" (p. 7, p. 9). What could she have done instead of running? **(inferring, deducing)**
- Remind the students that, when reading, we often read the point of view of only some characters. Whose point of view is expressed in this book? How do they know? Have students talk about other points of view that are, or could be, expressed in this story. **(identifying point of view)**
- Draw the students' attention to page 12. Do they know another story about a girl and a spider? Read or recite the "Little Miss Muffet" rhyme. Why did Miss Muffet run away? How is this the same as, or different than, Kat's experience? **(making connections, inferring)**

Additional activities

- **Word Study:** Say the word *fly* and ask the students to generate a list of words that rhyme with it. Record the words on a chart or whiteboard. Have the students identify the various spelling patterns that can make up the long *i* sound at the end of a word (e.g., *tie, try, bye*). Using mini-whiteboards or magnetic letters, have students make and break the words. Emphasize identifying all sounds in the blends (e.g., *fly, try, cry*). If appropriate, identify the multiple ways to record *by, buy, bye* and compare them with *to, too, two*.
- Encourage students to reread the story with a partner.
- Have the students:
  - write about what the spider is thinking on page 15, and what it will do next.
  - make finger or stick puppets and use them to retell the story.
  - investigate spiders (or mice or flies) using a variety of resources (observation, Internet, books), then present their findings orally.
  - act out this text and/or the story of Miss Muffet. Have the students think of ways to move like a spider, fly, or mouse.

Assessment Note

Do the students:
- self-monitor and self-correct?
- demonstrate control of high-frequency words?
- read at an appropriate rate?
- track text with eyes alone?

Assessment Note

Do the students:
- describe their own self-monitoring and self-correcting?
- identify point of view and provide evidence?
- make text-to-text connections?

Assessment Note

Do the students:
- make and read words in the *-y* family?
- use a range of strategies to write unfamiliar words?
- find and share information using a range of materials?
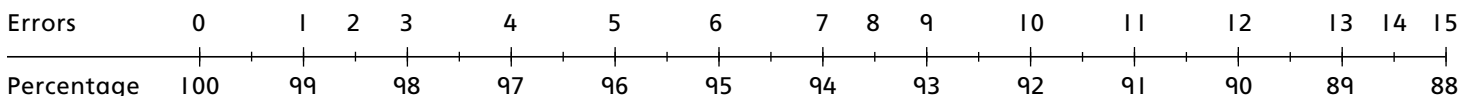
Big and Small – Guided/Group Reading Notes

Run Kat, Run!

Level G (Fiction)
Running Words: 129

Name: _____

Date: _____

Page		Errors	S.C.	Errors MSV	S.C. MSV
4	Hi, everyone! It's me, Kat! Today I'm going to shrink down and take a look around. I wonder what I will find. Hello!				
5	First I will shrink, so I am small. Here we go . . .				
6	Now Kat is very small. The grass is very tall around her. It looks like trees!				
7	Kat can hear something flying. What could it be? Oh no! It is a big fly! Help!				
8	Run Kat! Run as fast as you can! Kat runs away from the big fly.				
9	Next she runs into a mouse! The mouse is very big, too. Kat is scared of the mouse. Help!				
10	Run Kat! Run as fast as you can! Kat runs away from the big mouse.				
11	Kat is tired from so much running. She sits down on a rock.				
Percent Accuracy: _____ S.C. Ratio: 1: ____	Total				

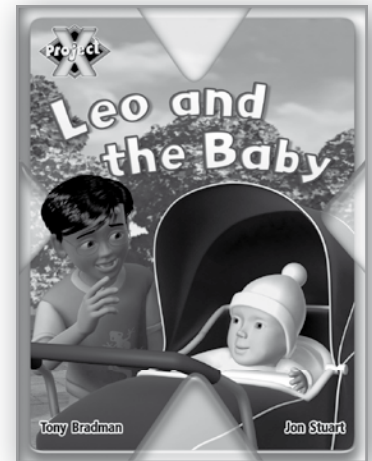| Errors	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Percentage	100	99	98	97	96	95	94	93		92	91	90	89		88

Leo and the Baby

BY TONY BRADMAN

About this book

All the students at school are admiring a baby. Leo can't see well enough so he shrinks and climbs into the carriage with the baby.

Reading Level: G (Fiction)

Word Count: 142

High-Frequency Words	Reading Skills and Techniques	Related Comprehension Strategies
all, wants, too, could	• tracking print with eyes except at challenging points • reading increasingly complex sentence structures • applying understanding of punctuation to reading • demonstrating phrased and expressive reading • recognizing patterns and similarities in words	• self-correcting • self-monitoring • making connections • identifying point of view • retelling • inferring

Before reading

● Display the front cover of the book and ask the students to talk about what they see. What do they predict the story will be about?

● Ask students to share experiences with babies in their own lives.

● Have the students look at page 3. What is the setting of the story? How do they know?

During reading

● Read pages 4 to 7 aloud to the students, deliberately making one or two errors in your reading. Model noting the error, rereading, and self-correcting. Then continue reading fluently.

● Remind students that all readers make errors when they read, but when we self-monitor our reading and we notice that something

Assessment Note

Do the students:

● respond with relevant predictions and ideas?

● make connections to their own experiences?

doesn't make sense or doesn't look right, we should go back and fix our errors. Tell the students that they are to mark with a sticky note any places in the text where they self-correct while reading.

- Reread pages 4 to 7 chorally with the students. Ask what they notice about the words. If they have not noticed the rhyming pattern in the text, reread and emphasize a rhyming pair.

- Remind students to think about self-monitoring and self-correcting, then ask them to finish reading the book independently. Listen to individual students as they read and assess their control of the reading process in this book.

After reading

- Have students share examples of the self-monitoring and self-correcting they did when they read the text independently. **(metacognition)**

- Have the students help you fill in a story map and use it to retell the story. **(retelling)**

- Ask the students how Leo felt before he shrank. **(inferring)**

- Ask the students if they enjoyed the story and what they liked about it. **(personal response)**

- Remind the students that, when reading, we often read the point of view of only some characters. Whose point of view is expressed in this book? How do they know**?** Have students talk about other points of view that are, or could be, expressed in this story. **(identifying point of view)**

- Remind the students that the four friends in the Project X books have a lot of adventures when they use their watches to shrink. But what might happen if adults were to find out about the watches? Was it risky for Leo to shrink this time? Why? What other solutions could he have found? **(inferring, deducing, evaluating)**

Additional activities

- **Word Study:** Have the students find the rhyming pairs on each two-page spread and record them on a chart. Direct the students to work with a partner and assign each of the groups one rhyming pair. Ask them to record as many more rhyming words as they can.

- Have students:
  - reread the story with a partner.
  - create a storyboard to retell the story.
  - sing songs and rhymes involving babies.

Assessment Note

Do the students:
- identify rhyming pairs?
- self-monitor and self-correct?
- track text with their eyes alone?

Assessment Note

Do the students:
- describe their own self-monitoring and self-correcting?
- make inferences based on text clues and prior knowledge?
- identify point of view and provide evidence?

Assessment Note

Do the students:
- recognize rhyming words and generate additional rhymes?
- read in a phrased and fluent manner?
- use pictures and words to tell the story?
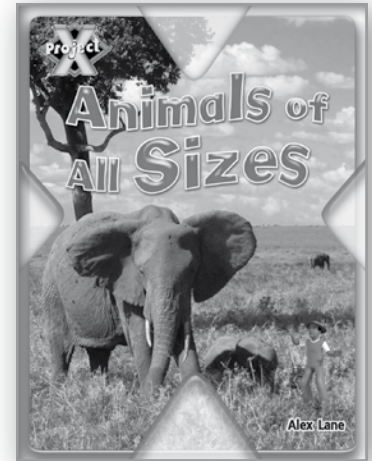
Animals of All Sizes

BY ALEX LANE

About this book

This non-fiction text gives factual information about different animals and compares the sizes of their teeth, tails, mouths, feet, legs, and wings.

Reading Level: G (Non-Fiction)

Word Count: 217 (includes labels and speech bubbles)

High-Frequency Words	Reading Skills and Techniques	Related Comprehension Strategies
this, not, very, has, are, they	• tracking print with eyes except at challenging points • reading increasingly complex sentence structures • applying understanding of punctuation to reading • demonstrating phrased and expressive reading • recognizing patterns and similarities in words	• self-correcting • self-monitoring • making connections • synthesizing

Before reading

- Read the title of the book and look at the front and back covers with the students. What do they predict they will learn about animals? Have the students brainstorm various big and small animals they know.
- Provide small plastic animals (e.g., zoo animals, farm animals, domestic pets) or pictures of familiar animals. Have the students sort them into two categories. Talk about how size can be relative (e.g., a cow is big compared to a cat, but small compared to an elephant).

Assessment Note

Do the students:
- provide reasons for their predictions?
- sort and compare animals by size?

During reading

- Read aloud pages 2 and 3. Model reading the labels to help you read the running text.

- Then read pages 4 and 5, deliberately making one or two errors while reading. Model noting the error, rereading, and self-correcting. Then continue reading fluently.
- Remind students that all readers make errors when they read, but when we self-monitor our reading and we notice that something doesn't make sense or doesn't look right, we should go back and fix our errors. Ask the students to mark with a sticky note any places in the text where they self-correct while reading.
- Direct the students to read the rest of the book independently. Listen to individual students as they read and assess their control of the reading process in this book.
- Invite the students to reread the entire book independently. Remind them to read the speech bubbles and labels as well as the running text.

After reading

- Ask the students if this book looks like a story (i.e., a narrative) about animals, or if it tells us something else. Discuss their ideas about fiction/non-fiction texts, including types of illustrations, use of labels, etc. When do people read non-fiction? **(identifying text genres and features, inferring)**
- Ask students to identify which pages they liked best and tell why. **(evaluating, personal response)**
- Turn to page 4. Ask the students what they have learned about giraffes. What else do they know about giraffes? Do they know any other animals that have long legs? How do those animals compare with giraffes? **(synthesizing, drawing on prior knowledge)**

Additional activities

- **Word Study:** Create a four-column chart headed with the words *tail, day, whale, ape*. Ask the students to identify what sound is made by the letter *a* in each word. Have them look in alphabet books or other texts to find words with a long *a* sound, then add them to the chart. Have the students select three of the long *a* spelling patterns, record one new word for each pattern, and illustrate the words.
- Ask the students to reread the story with a partner.
- Have the students:
  - sort small animal toys or cut-outs and have a friend figure out the sorting rule.
  - compare two new animals using the pattern established in the text.
  - research an animal and write a report that describes some if its features.

Assessment Note

How do the students solve difficult text?

Do the students:
- demonstrate control of high-frequency words?
- self-correct?
- track text with eyes alone?
- read at an appropriate rate?

Assessment Note

Do the students:
- show an understanding of differences between fiction and non-fiction?
- identify some features of non-fiction texts in this book?
- synthesize by bringing together information from multiple sources?

Assessment Note

Do the students:
- identify the long *a* sound and recognize spelling patterns that can be used to represent long *a*?
- use a range of methods to record new words?
- write using complete sentences?