



The Race

BY TONY BRADMAN

About this book

Kat and Jet have a race. Jet uses the micro-buggy but Kat only has a snail to ride.

Reading Level: H (Fiction)

Word Count: 215



High-Frequency Words	Reading Skills and Techniques	Related Comprehension Strategies
she, would, looked, said, that, are, you, took, was, went	<ul style="list-style-type: none"> reading silently reading increasingly complex sentence structures demonstrating control of a large bank of high-frequency words recognizing patterns and similarities in words attempting unknown words using word chunks adjusting rate 	<ul style="list-style-type: none"> self-monitoring self-correcting predicting identifying the main idea of a story retelling inferring



Before reading

- Have the students look at the front cover and talk about what they see. What are Kat and Jet doing?
- Read the title and encourage the students to predict what might happen in the story.

Assessment Note

Do the students respond with relevant predictions and ideas?



During reading

- Read pages 2 and 3 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 doesn't make sense or doesn't look right, we should go back and fix our errors.



Bugs – Guided/Group Reading Notes

- Tell the students that they are to mark with a sticky note any places in the text where they self-correct while reading.
- Have the students read the whole 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 to help you fill in a story map and use it to retell the story. **(retelling)**
- Ask the students:
 - How did Kat feel at the end of page 5 when Jet laughed at her snail? How did she feel at the end of the story? **(inferring)**
 - Why did Jet think he was going to win? **(inferring)**
 - What is the main idea of this story? **(identifying main idea)**

Additional activities

- **Word Study:** Have the students find the rhyming pairs on each two-page spread and record them on a chart. Direct them to work with a partner and assign each set of students a rhyming pair. Encourage them to brainstorm and record as many more rhyming words as they can.
- Encourage students to reread the story with a partner.
- Read the story of The Hare and the Tortoise. Have the students compare and contrast the two stories.
- Have the students:
 - make micro-buggies with small construction toys and write descriptions of their buggies.
 - think of another small creature that could be used as a “racing buggy.” Have them draw a picture and write about it.
 - research snails using simple books and the Internet, then draw a picture and write a few simple facts to accompany the illustration.

Assessment Note

Do the students:

- self-monitor and self-correct?
- read at an appropriate rate?

Assessment Note

Do the students:

- make inferences based on text clues and prior knowledge?
- identify main idea and provide evidence?

Assessment Note

Do the students:

- identify rhyme and generate additional rhymes?
- make text-to-text connections?
- find and share information using a range of sources and materials?



Bugs – Guided/Group Reading Notes

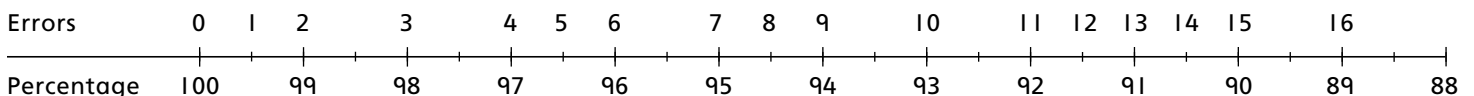
The Race

Level H (Fiction)
Running Words: 139

Name: _____

Date: _____

Page		Errors	S.C.	Errors MSV	S.C. MSV
2	Kat and Jet pushed the buttons on their watches. It was time to play, but what to do?				
3	Jet had his micro-buggy, but Kat had an idea, too!				
4	She found a friendly snail to ride on. She would drive him like a car.				
5	Jet looked and saw Kat playing. “A snail to ride on?” he said. “That won’t get you very far!”				
6	“This micro-buggy is so fast and strong,” said Jet. “It will leave you far behind.”				
7	“I’ll race you to the tree over there,” he said. Jet had winning on his mind.				
8	Jet and Kat sat at the starting line. “Are you ready?” yelled Jet. “Here we go!”				
9	Jet’s buggy took off like a rocket. Kat’s snail was quiet and slow.				
10	Jet went fast in his micro-buggy, but he stopped to look at a dragonfly. Look at that!				
Percent Accuracy: _____ S.C. Ratio: 1: _____		Total			





Leo's Bug Adventure

BY JAN BURCHETT AND SARA VOGLER

About this book

Leo makes himself small and goes inside a log, where he encounters a stag beetle.

Reading Level: H (Fiction)

Word Count: 204



High-Frequency Words	Reading Skills and Techniques	Related Comprehension Strategies
were, had, was, saw, went, also, good	<ul style="list-style-type: none">tracking print with eyes except at challenging pointsreading increasingly complex sentence structurespredicting words based on meaning and storylinedemonstrating phrased and expressive reading	<ul style="list-style-type: none">self-correctingself-monitoringmaking connectionsidentifying main idearetellinginferring



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? What do they know from previous texts that can help them make reasonable predictions?
- Read the question on the back of the book. Have the students brainstorm answers to the question. Record them on a chart for later reference.

Assessment Note

Do the students:

- respond with relevant predictions and ideas?
- make connections to previous texts?



During reading

- Read pages 2 to 5 to the students, deliberately making one or two errors in your reading. Model noting the error, rereading, and self-correcting. Then continue reading fluently.



Bugs – Guided/Group Reading Notes

- 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.
- Ask the students to read the entire 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 to help you fill in a story map and use it to retell the story. Is the stag beetle a character? Why or why not? **(retelling)**
- Have the students refer to the list (brainstormed before reading) of things that might be found in the log. How many of their ideas were in the book? **(predicting)**
- Ask the students:
 - Why was Leo bored? **(inferring)**
 - What might have happened if Leo had not jumped out of the hole in the log? **(inferring)**
 - How did Leo feel when he saw the first few bugs? How did that change later in the story? **(inferring)**
- Ask the students if they enjoyed the story and what they liked about it. **(personal response)**
- Have the students talk about what they think are the important parts of the story. What is the main idea of this book? **(identifying main idea)**

Additional activities

- **Word Study:** Write the words *Dad, was, saw, take, dark* across the top of a chart. Then ask the students to say the words slowly and isolate the sound made by the letter *a*. Have the students find other words with the letter *a* and decide together which sound the *a* makes. Record the new words in the appropriate column. Can the students see any patterns?
- Have students reread the story with a partner.
- Ask students to research beetles (or stag beetles) using simple non-fiction texts and present the information for others in written, visual, and/or oral form.
- Have students create a model of Leo and a stag beetle using modelling clay, then use the models to help retell the story.

Assessment Note

Are the students self-monitoring and self-correcting?
How are they solving new words?

Assessment Note

Do the students:

- describe their own self-monitoring and self-correcting?
- identify the parts of a narrative?
- make inferences based on text clues and prior knowledge?
- identify a main idea and provide evidence?

Assessment Note

Do the students:

- recognize various phonemes represented by the letter *a*?
- read in a phrased and fluent manner, using appropriate expression?
- present researched information in an appropriate manner?



Bug Hunt

BY CLARIE LLEWELLYN

About this book

This non-fiction report gives factual information about a number of bugs in the house and garden.

Reading Level: H (Non-Fiction)

Word Count: 280 (includes labels and speech bubbles)



High-Frequency Words	Reading Skills and Techniques	Related Comprehension Strategies
have, you, like, what, they, very, has	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> self-correcting self-monitoring making connections synthesizing



Before reading

- Display the book cover and ask the students to talk about what they see. What do they predict Leo is going to do? Why?
- Ask what Leo is holding in his hand. Why does he have a magnifying glass?
- Read the title of the text and ask the students to brainstorm some bugs that Leo might find.

Assessment Note

Do the students provide reasons for their predictions?



During reading

- Read aloud pages 2 to 5. Model reading the labels to help you understand the text.
- Read pages 6 and 7, deliberately making one or two errors while reading. Model noting the error, rereading, and self-correcting. Then continue reading fluently.



Bugs – Guided/Group Reading Notes

- 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.
- 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 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 is a story about bugs 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 which pages they liked best and why. (**evaluating, making a personal response**)
- Ask the students:
 - Does Leo like bugs? How do they know? (**inferring**)
 - Why was the moth sleeping? (**recalling, deducing, inferring, drawing conclusions**)
- Play a game of "What am I?" Give one or two clues describing a bug and have the students guess which bug you are describing. After modelling the game, encourage students to make up the clues. (**recalling**)

Additional activities

- **Word Study:** Draw attention to two compound words in the text: *earwig*, *ladybug*. Have students identify the two words that make up each compound word. Help them to brainstorm some other compound words they know. Ask the students to read the small words that make up the new compound words. Which compound words are made up of two words that seem to make sense together (e.g., *tooth + brush*) and which ones don't seem to make sense (e.g., *ear + wig*)? Have students draw pictures to make funny representations of the compound words (e.g., a lady + a generic bug).
- Ask the students to reread the story with a partner.
- Have the students:
 - sort small toy bugs or pictures of bugs and ask a friend to figure out the sorting rule.
 - build a bug using classroom materials.
 - research a bug and write a report about some of its features.

Assessment Note

Do the students:

- self-monitor and self-correct?
- read at an appropriate rate?
- track text with eyes alone?

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?
- explain their opinions?
- answer questions by finding information in the book?

Assessment Note

Do the students:

- identify compound words?
- create and identify sorting rules?
- use a range of methods to record new words?
- write using complete sentences?