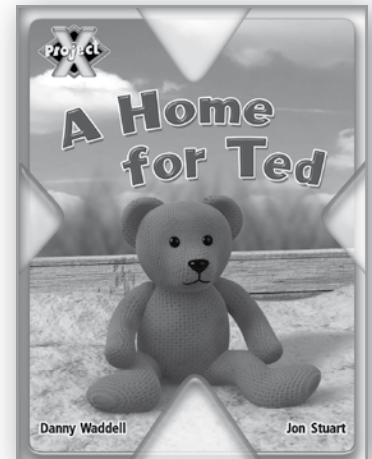# A Home for Ted

BY DANNY WADDELL

About this book

Kat tries to make a home for Ted using different materials, but each one falls down. She finally builds one using bricks and this one stays up.

Reading Level: A (Fiction)

Word Count: 30

High-Frequency Words	Reading Skills and Techniques	Related Comprehension Strategies
a, of, for	• one-to-one matching: voice/word match and pointing • return sweep • using pictures to solve words • recognizing a few high-frequency words • rereading	• predicting • monitoring comprehension • making connections • asking and answering questions • inferring

Before reading

● Read the title of the book and look at the front cover. Ask the students to predict what the book might be about. Look at page 3 and discuss what they see. Ask the students to talk about what might happen to a home made of sand. What other materials could Kat use?

● Show the students word cards with the words *a* and *of*. Review the letters in the words and what the words say. Have the students find the words on page 3, encouraging them to point to, or "hug," the words. Then read the sentence aloud to the students, encouraging them to point to the high-frequency words as you say them.

Assessment Note

Do the students respond with relevant predictions and ideas?

During reading

- Use a shared reading process for the first reading of the book. Read the book through, encouraging the students to point as you read. At the end of each page of text, ask them to predict what will happen to the house Kat builds. Check the predictions when the page is turned.

- Model solving a word by looking at the picture and then cross-checking the prediction by looking at the first letter of the word. Example (page 5): *This picture shows Kat making a house from sticks, so the word* sticks *makes sense. What sound does* sticks *begin with? Yes, /s/. What letter says /s/? Yes, let's look, the word starts with an* s *so* sticks *makes sense and looks right. Let's read the sentence again to make sure it sounds right.*

- Reread the story with the students pointing and reading with you.

- Invite the students to reread the book independently. Remind them to point to the words as they read.

Assessment Note

Are the students:
- pointing at the text and matching the words read?
- checking the picture?

After reading

- Remind the students that, before they read, they talked about materials that could be used to build Ted's house. What do they think of Kat's solution? **(evaluating)**

- Direct the students' attention to page 6. How is Kat feeling? How do they know? Point out that they inferred her feelings by looking at the picture and by thinking about how they would feel in her place. Ask them to look through the book and find Kat showing another feeling. Discuss what they infer. **(inferring)**

- Ask the students if they know of any other stories where characters made houses that fell down. What happened? **(making connections)**

Assessment Note

Do the students infer using prior knowledge and text clues?

Additional activities

- **Word Study:** Ask students how they can tell when words rhyme. Show pictures of three objects, two of which rhyme (e.g., *bed, Ted, pot*). Have the students identify the rhyming pair. Repeat with additional pictures. Review the pictures of words that rhyme with *Ted*. Work together to generate a list of words in the *-ed* family and record them on a chart. Model saying the onset and then the rime as you write, and slowly read, each word. Have students form *-ed* words using magnetic letters or other manipulatives. Have them find the word *Ted* in the text.

- Have the students:
  - build houses for Ted and write about what they designed.
  - use their houses and small toys to retell the story.

Assessment Note

Do the students:
- identify when two words rhyme?
- retell the story in sequence?
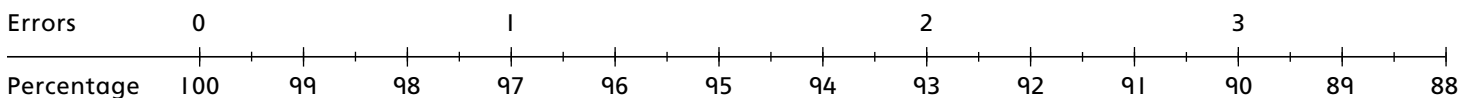
My Home – Guided/Group Reading Notes

A Home for Ted

Level A (Fiction)
Running Words: 30

Name: _____

Date: _____

Page		Errors	S.C.	Errors MSV	S.C. MSV
3	Kat made a home of sand.				
5	Kat made a home of sticks.				
7	Kat made a home of cardboard.				
9	Kat made a home of bricks.				
10	Kat made a home for Ted.				
Percent Accuracy: _____ S.C. Ratio: 1: _____	Total				

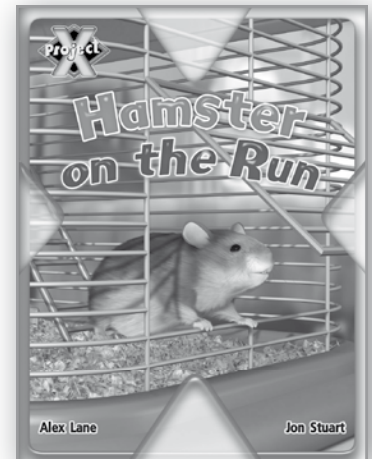| Errors	0		1		2		3	
Percentage	100 99	98 97	96 95	94 93	92 91	90 89	88	

Hamster on the Run

BY ALEX LANE

About this book

Leo's hamster has escaped and Leo has to search the house to find it.

Reading Level: A (Fiction)

Word Count: 56

High-Frequency Words	Reading Skills and Techniques	Related Comprehension Strategies
he, is, not, in, here, the	• one-to-one matching: voice/word match and pointing • return sweep • using pictures to solve words • recognizing a few high-frequency words • rereading • using speech bubbles • recognizing punctuation (question marks)	• predicting • monitoring comprehension • making connections • asking and answering questions • inferring

Before reading

- Look at the front cover. Point to the hamster and ask the students what they think it is. Explore the students' prior knowledge about hamsters and pet rodents. Explain that "on the run" means that the hamster has run away. Ask them to predict what the story might be about.

- Tell the students that there are several familiar words in this book. Ask them to look at page 3 and find words they know. Have each student point at, or "hug," the high-frequency words as they are found.

- Draw the students' attention to the question on page 3. Read the question and emphasize the upward inflection of your voice. Point out the question mark and explain that this is used to tell us we are reading a question. Have the students make question marks in the air, then turn to page 4 and find another question mark.

- Turn back to page 3 and point to the speech bubble. Read it aloud. Show how the speech bubble tells us what Leo is saying and that he is trying to answer the question.

Assessment Note

Do the students:

- respond with relevant predictions and ideas?
- cross-check information?

During reading

- Use a shared reading process for the first reading of the book. Read the book through, encouraging the students to point as you read. On page 3, point out that this book is unusual: you will be reading the question at the bottom of the page and then reading the speech bubble.

- At the end of each page of text, ask students to predict where Leo will look next. Check the predictions when the page is turned.

- Model solving a word by looking at the picture and then cross-checking the prediction by looking at the first letter of the word. Example (page 5): *This picture shows Leo is in the bathroom. I can tell because of the bathtub. So I think the place in this question is* bathroom. *What sound does* bathroom *begin with? Yes, /b/. What letter says /b/? Yes, let's look. The word starts with a* b, *so* bathroom *makes sense and looks right.*

- Reread the story with the students pointing and reading with you. Take the time to find the hamster on each page as you read.

Assessment Note

Are the students:
- reading the left page before the right page?
- pointing at the text and matching the words read?
- checking the pictures?

After reading

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

- Ask the students to recall the predictions they made about the book before they began reading. Do they need to change their predictions? Explain that predictions can be changed during or after reading. (**predicting**)

- Direct the students' attention to page 10. How is Leo feeling? How do they know? Point out that they inferred his feelings by looking at the picture and by thinking about how they would feel if they were Leo. Then have them look at page 12 and infer Leo's feelings. Ask them to share how they felt when they lost something special. (**inferring**)

Assessment Note

Do the students:
- identify and explain their personal preferences?
- make connections with self and other texts?

Additional activities

- **Word Study:** Provide students with blank word cards. Have them write a high-frequency word on each card. Have them work with a partner and use the two sets of cards to play a memory game.

- Provide non-fiction texts with information about hamsters or other pets. Encourage students to use these to learn more about pets.

- Have students use blocks or other materials to build a home for Pickles.

Assessment Note

Do the students:
- match and read high-frequency words?
- recognize or create the high-frequency words in other contexts?
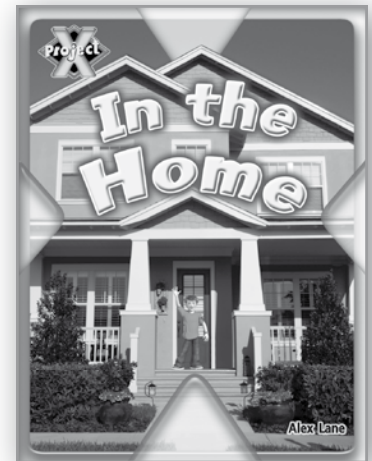
In the Home

BY ALEX LANE

About this book

This book explores various rooms in the house. There are pictures of activities for each room, but one picture doesn't match.

Reading Level: A (Non-Fiction)

Word Count: 38 (includes headings and labels)

High-Frequency Words	Reading Skills and Techniques	Related Comprehension Strategies
in, my, I, can	• one-to-one matching: voice/word match and pointing • left page then right page • using pictures to solve words • recognizing a few high-frequency words • rereading • reading headings and labels	• predicting • monitoring comprehension • making connections • asking and answering questions

Before reading

- Look at the front cover. Point to Jet and ask the students where he is. Explain that this book is a non-fiction text. Review the meaning of non-fiction, then ask the students to predict what the text might be about.
- Look at the left-hand pages (i.e., pages showing Jet). Have the students decide which room he is in. Encourage them to give reasons for their decisions.
- Look at the heading on each page and discuss how they know what it says.

Assessment Note

Do the students:
- respond with relevant predictions and ideas?
- cross-check information?

During reading

- Use a shared reading process for the first reading. Read the book through, encouraging the students to point as you read. Remind them to read the left page before the right page.

- On page 5, ask the students to find words they know, then read the line to confirm that those words make sense and sound right as well as look right.
- Then "read" the pictures together. What do the ✔ and the *x* mean?
- Reread the story with the students pointing and reading with you. Have students "read" the pictures on the odd numbered pages.
- Invite the students to reread the book independently. Remind them to point to the words as they read.

After reading

- Ask the students to describe what they liked best—or disliked—about the story. **(evaluating, personal response)**
- Review the differences between fiction and non-fiction texts. Have students compare this book with familiar fictional texts (e.g., *A Home for Ted*). Call attention to the use of labels and photographs. **(identifying text genres and features)**
- Remind the students that, before they read, they talked about what the text might be about. Do they need to modify their prediction? Remind them that predictions can be changed when we read. **(predicting)**
- Have students explore the rooms in the book. Do they have other names for these rooms? What other things do they do in each room? **(making connections)**

Additional activities

- **Word study:** Ask students how they can tell when words rhyme. Show pictures of three objects, two of which rhyme (e.g., *fan, mop, man*). Have the students identify the rhyming pair. Repeat with additional pictures. Review the pictures of words that rhyme with *can*. Work together to generate a list of words in the *-an* family and record the words on a chart. Model saying the onset and then the rime as you write, and slowly read, each word. Have students form *-an* words using magnetic letters or other manipulatives. Have them find the word *can* in the text and on the word wall.
- Encourage students to reread the story with a partner.
- Have students practise the high-frequency words using a range of manipulatives such as mini-whiteboards, magnetic letters, letter tiles, letter stamps, or word cards.
- Have students act out something they do at home while other students try to guess what the action is and which room it happens in.
- Show students pictures of different rooms in a house and have them describe what happens in each room.

Assessment Note

Are the students:
- reading the left page before the right page?
- pointing at the text and matching the words read?
- checking the pictures?

Assessment Note

Do the students:
- identify and explain their personal preferences?
- identify some features of non-fiction texts in this book?
- make connections with self and other texts?

Assessment Note

Do the students:
- identify when two words rhyme?
- match and read high-frequency words?
- recognize or create the high-frequency words in other contexts?