



My Cat Stripes

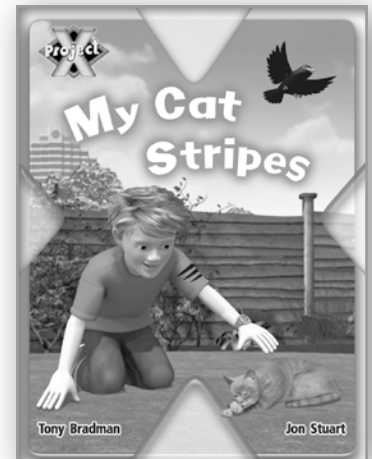
BY TONY BRADMAN

About this book

Jet thinks his cat is dull and boring, but when he shrinks he discovers that Stripes actually has a very busy life.

Reading Level: C (Fiction)

Word Count: 59



High-Frequency Words	Reading Skills and Techniques	Related Comprehension Strategies
you, are, the, is, she, in, sees, her, on, a, wants, too	<ul style="list-style-type: none"> one-to-one matching return sweep using pictures to solve words recognizing a few high-frequency words rereading to confirm solving words using semantic, syntactic, and graphophonic clues 	<ul style="list-style-type: none"> predicting cross-checking making connections inferring retelling

Before reading

- Have the students look at the front cover of the book and ask them to predict what the story might be about.
- Turn to the back cover and read the question. Have the students share what they know about cats and try to answer the question.
- Show the students word cards with the following words: *you, are, the, is, she, in, sees, her, on, a, wants, too*. Review the letters in the words and what the words say. Assign a word to each student and have him or her find that word in the text. Have the students point to, or “hug,” the word and try reading the sentence to see if that word sounds right in that sentence.

Assessment Note

Do the students respond with relevant predictions and ideas?



Pets – Guided/Group Reading Notes



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. Be sure they understand what happened on page 4.
- Model solving a word by looking at the picture and then cross-checking their prediction by looking at the first letter of the word. Example (page 8): *This picture shows Stripes on top of a wall. When I read the sentence, I read “Jet sees her on a” I think of what I see in the picture and then check the first letter of the word. I see a w, which says /w/, so that matches the word wall. Now I will look past the w and I see a chunk that I know. What is that chunk? Yes, it is the word all. So I put /w/ with all and get wall. It looks right. Let’s read the sentence again to make sure it sounds right and makes sense. So you see, readers can use lots of clues to figure out words they don’t know.*
- 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.



After reading

- Ask the students:
 - What is one thing Stripes did? (**literal understanding**)
 - Who are the characters in this story? (**retelling one element of a narrative**)
 - Why does Jet need to sleep? (**inferring**)
 - Did you enjoy this story? What was funny about the ending? (**evaluating, making personal connections**)

Additional activities

- **Word study:** Say a list of three or four words, some of which rhyme, and have the students identify the rhyming words. Then say three words, two of which are members of the *-all* family (e.g., *call, fill, ball*). Have the students identify the rhyming pair. Work together to generate a list of words in the *-all* family. Model saying the onset and then the rime to read each word. Have students form *-all* words using magnetic letters or other manipulatives. Ask them to find the word *wall* in the text.
- Have students retell the story using the numbered pictures on pages 14 and 15.
- Have students imagine a day in the life of another animal and write, draw, or tell their ideas.

Assessment Note

Are the students:

- pointing at the text and matching the words read?
- checking the picture?
- cross-checking the words using letter and meaning clues?

Assessment Note

Do the students:

- have a literal understanding of the story?
- infer using prior knowledge and text clues?

Assessment Note

Do the students:

- identify when two words rhyme?
- read words from the *-all* family?
- retell the story in sequence?



Pickles' New Home

BY SHOO RAYNER

About this book

Kat and Leo shrink and have fun playing in Pickles the hamster's new cage.

Reading Level: C (Fiction)

Word Count: 50



High-Frequency Words	Reading Skills and Techniques	Related Comprehension Strategies
has, a, in, you, go, and, can, up, down, are	<ul style="list-style-type: none"> one-to-one matching return sweep using pictures to solve words recognizing a few high-frequency words 	<ul style="list-style-type: none"> predicting monitoring comprehension making connections inferring retelling



Before reading

- Have the students share what they know about hamsters. Where would they keep a pet hamster? If possible, display a real hamster cage or find images to share. What are all the features of a hamster's cage? Direct the students' attention to page 3 and compare Pickles' cage to the one(s) you are looking at.
- If available, have students read (or reread) *Hamster on the Run*.
- Show the students the cover of the book and read the title. Ask why the hamster is so large. Read the question on the back cover. What do they predict will happen in this story?



During reading

- Use a shared reading process for the first reading of the book. Read the book through, encouraging the students to chime in when they are comfortable and to point as you read.

Assessment Note

Do the students:

- connect personal information, or information from a previous text, to a new text?
- respond with relevant predictions and ideas?



Pets – Guided/Group Reading Notes

- Ask the students to explain what happened on page 5. How would they feel if they were Kat and Leo?
- Tell the students you are going to reread the text and they are to read along. Ask them to review what they might do when they encounter a word they are not sure of. Write a list of ideas that can develop into an anchor chart.
- Reread the text together using your voice to help express the ideas (e.g., upward inflection when Leo goes up).
- Invite the students to reread the book independently. Remind them that they may point to the words if they wish.



After reading

- Ask students if they enjoyed the story. What would they like to do if they were in Pickles' cage? (**evaluating, personal response**)
- Remind the students that, before reading, they discussed what the story might be about. How closely did their predictions match the story? How did making predictions help them think and understand as they read? (**predicting, metacognition**)
- Ask the students:
 - What is one thing Kat and Leo did in Pickles' cage? (**literal understanding**)
 - Why did Kat and Leo go in the cage? Could it be dangerous? (**inferring, recalling, drawing conclusions**)
 - How do you think Pickles felt about the kids being in his cage? (**inferring**)

Additional activities

- **Word Study:** Say the following list of words: *nap, nice, nickel*. Ask students if they rhyme. Explain that they begin with the same letter but they don't end with the same chunk, so they don't rhyme. Then say *win, pin, pot* and ask which words rhyme. Repeat with the words *Jet, jar, let*. Work together to generate a list of words in the *-in* family. Model saying the onset and then the rime to read each word. Have students form *-in* words using magnetic letters or other manipulatives. Explore how to use blends or digraphs when forming the words (e.g., *spin, thin, grin*). Ask the students to find an *-in* word in the text.
- Have students use the pictures on pages 14 and 15 to retell the story to a partner.

Assessment Note

Are the students:

- pointing at the text and matching the words read?
- checking the picture?
- reading high-frequency words with fluency?
- using their voices to add interest to the reading?

Assessment Note

Do the students:

- identify their personal preferences and explain why?
- infer using prior knowledge and text clues?

Assessment Note

Do the students:

- hear and generate rhyme in the *-in* family?
- retell the story in sequence?



A Dog's Day

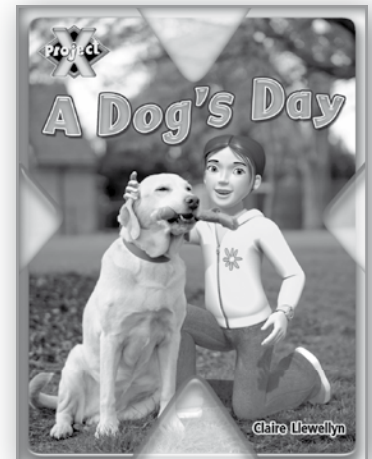
BY CLAIRE LLEWELLYN

About this book

This non-fiction text provides information about what a dog needs to stay healthy and happy.

Reading Level: C (Non-Fiction)

Word Count: 66 (includes speech bubbles)



High-Frequency Words	Reading Skills and Techniques	Related Comprehension Strategies
this, is, a, her, she, with, in, it, has, day	<ul style="list-style-type: none"> one-to-one matching left page, then right page using pictures to solve words recognizing a few high-frequency words using content vocabulary rereading to confirm 	<ul style="list-style-type: none"> predicting cross-checking making connections asking and answering questions identifying important information



Before reading

- Have students discuss what they see on the front cover. Read the question on the back cover and ask students to tell what they know about what dogs usually do on an ordinary day.
- Explain that this book is non-fiction. Review the meaning of non-fiction, then ask the students to think about the back cover question as they read.



During reading

- Use a shared reading process for the first reading of the book.
- Pause on page 5 and model solving the word *nap* as follows: *This picture shows Pip sleeping. When I read the sentence, I read "Then she takes a ..." I want to say sleep because she is sleeping in the picture. But "Then she takes a sleep" wouldn't sound right.*

Assessment Note

Do the students:

- share background knowledge?
- understand the differences between fiction and non-fiction?



Pets – Guided/Group Reading Notes

I think of what I see in the picture and then check the first letter of the word. I see an n, which says /n/, so I need a /n/ word that makes sense. Now I will look past the n, and I see a chunk that I know. What is that chunk? Yes, it is the chunk -ap. So I put /n/ with -ap and get nap. It looks right. It makes sense. Let's read the sentence again to make sure it sounds right, too.

- Reread the story with the students pointing and reading along.
- Invite the students to reread the book independently. Remind them to read in a phrased and fluent manner that sounds like talking.



After reading

- Ask the students:
 - Did you enjoy reading this text? What part did you like best? Which picture appealed to you the most? Why? (**personal response**)
 - What do dogs need to stay healthy and happy? (**literal recall**)
 - What other things are important for dogs? (**inferring**)
 - What information is important in this text? Why did the author repeat "Then she takes a nap" over and over? (**determining important information, author's craft**)
 - Why is there a list at the end of the book? (**organizing information, author's craft**)

Additional activities

- **Word study:** Say the following list of words: *got, tent, rat*. Ask if they rhyme. Point out that they end with the same letter, but not the same chunk. Then say *spin, barn, win*. Ask which words rhyme. Repeat with the words *nap, rope, cap*. Work together to generate a list of words in the *-ap* family. Model saying the onset and then the rime to read each word. Have students form *-ap* words using magnetic letters or other manipulatives. Ask them to find the *-ap* word in the text.
- Have students write a list, such as that found on page 16, about another animal they know about.
- Provide a selection of pictures of dogs. Ask the students to sort them and explain their sorting rules. Have the students begin sorting some of the pictures, then invite a friend to figure out the rule and finish sorting the pictures. Did the friend follow the rule? (If possible, use an interactive whiteboard for this activity.)

Assessment Note

Are the students:

- reading the left page before the right page?
- reading with you?
- checking the picture?

Do the students discuss how to solve and cross-check unfamiliar words?

Assessment Note

Do the students:

- identify their personal preferences and explain why?
- identify important information?
- answer question about what they learned or know about a dog's needs?

Assessment Note

Do the students:

- differentiate between words that rhyme and words that end in the same letter?
- use a range of strategies to write unfamiliar words?



Pets – Guided/Group Reading Notes

A Dog's Day

Level C (Non-Fiction)

Running Words: 66

Name: _____

Date: _____

Page		Errors	S.C.	Errors MSV	S.C. MSV
2	This is Pip.				
3	Hello, Pip. Pip is a busy dog.				
4	Pip eats her food.				
5	Ssshhh! Then she takes a nap.				
6	Pip runs with a ball.				
7	Then she takes a nap.				
8	Jump, Pip! Pip jumps in the pond.				
9	Then she takes a nap.				
10	Pip gets a bath.				
11	Then she takes a nap.				
12	Pip gets a drink.				
13	Then she takes a nap.				
14	It has been a busy day!				
Percent Accuracy: _____ S.C. Ratio: 1: ____		Total			

