



The Playground

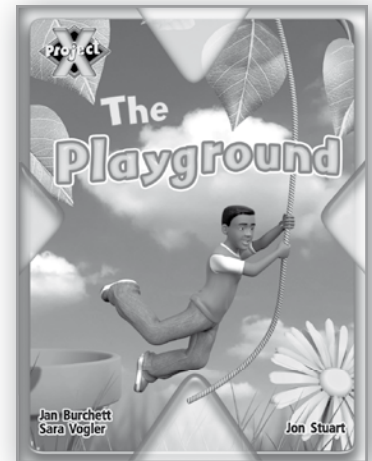
BY JAN BURCHETT AND SARA VOGLER

About this book

Max and Jet make a micro-playground. But Jet gets trapped, so Max rescues him using a sponge trampoline.

Reading Level: E (Fiction)

Word Count: 104



High-Frequency Words	Reading Skills and Techniques	Related Comprehension Strategies
their, they, wanted, went, called, will, said, down, that	<ul style="list-style-type: none">controlling directionalityusing pictures to solve wordsrecognizing an increasing bank of high-frequency wordsrereading to confirmsolving words using semantic, syntactic, and graphophonic clues	<ul style="list-style-type: none">predictingcross-checkingmaking connectionsretellingevaluating

Before reading

- Ask the students to talk about their favourite playground activities.
- Read the title of the book and look at the front cover. Ask the students to predict what the book might be about. Remind them that they can use clues from this book, but they can also make connections to other Project X books and make predictions based on what they have read before.

Assessment Note

Do the students:

- respond with relevant predictions and ideas?
- make connections to other Project X books?



Toys and Games – Guided/Group Reading Notes



During reading

- Review techniques readers can use when they need to figure out a new word.
- Give the students sticky notes and tell them that, while reading independently, they are to mark one place where they solve a word.
- Model reading for the students by reading aloud pages 3 to 7. Demonstrate expressive reading that indicates excitement as well as effective phrasing and rate.
- 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 the students share the words they solved while reading independently and talk about the techniques they used to solve them. (**metacognition**)
- Ask the students to tell what happened in the story. (**retelling**)
- Ask the students:
 - Why did Max need to rescue Jet? (**literal understanding**)
 - Were you surprised that Jet got into trouble? Why or why not? (**making connections, evaluating**)
 - Did you enjoy this story? (**evaluating, making personal connections**)

Additional activities

- **Word Study:** Write the following words at the top of a three column table: *dragged, jumped, wanted*. Ask the students to read the words and listen to the way they pronounce the *-ed* ending. Then direct the students to demonstrate several action verbs and make sentences about them (e.g., *John hopped. Ali waved.*) Listen to the endings and help students decide into which column each word should be placed. Encourage the students to talk about what the *-ed* ending indicates and the ways it can be pronounced.
- Encourage students to reread the story with a partner.
- Have students write about what the four friends do in the micro-playground.
- Provide craft materials and encourage students to create their own playground. Have them write about their creation, or create a labelled map of their playground.
- Take students to an outdoor playground and have them write a recount or personal narrative of the experience.

Assessment Note

How do the students solve difficult text?

Do the students:

- demonstrate control of high-frequency words?
- read at an appropriate rate?
- use their fingers to track text?

Assessment Note

Do the students:

- have a literal understanding of the story?
- evaluate using prior knowledge and text clues?
- make connections to self and other texts?

Assessment Note

Do the students:

- identify the varied pronunciations of the *-ed* ending?
- use a range of strategies to write unfamiliar words?
- write complete sentences?



Toys and Games – Guided/Group Reading Notes

The Playground

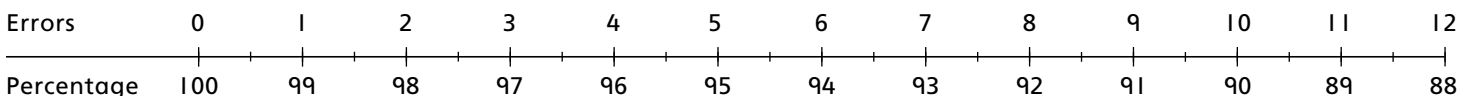
Level E (Fiction)

Running Words: 104

Name: _____

Date: _____

Page		Errors	S.C.	Errors MSV	S.C. MSV
3	Max and Jet pushed their buttons . . .				
4	They made a micro-playground.				
5	Jet wanted to be the first to try it.				
6	He went up the steps and walked along a bridge.				
7	Jet walked along the pencil bridge to the other end.				
8	Help! The pencil broke! “Help me, Max,” called Jet. “I am stuck!”				
9	Hold on! “Hold on, Jet,” said Max. “I will save you!”				
10	Max dragged the sponges over to Jet.				
11	“Jump onto my sponges!” he said. Jet jumped down onto them.				
12	“That was cool!” said Jet. “I want to do it again. Come on, Max!”				
15	“This is fun!” said Jet. “Let’s get Kat and Leo.”				
Percent Accuracy: _____ S.C. Ratio: 1: _____		Total			





Robo-Rex

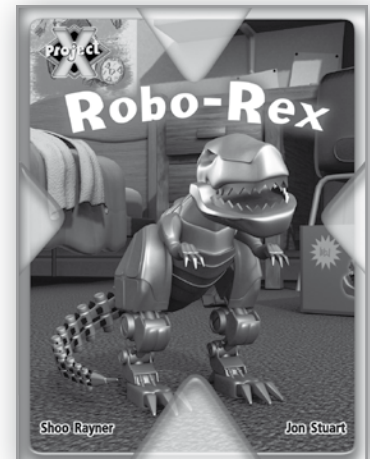
BY SHOO RAYNER

About this book

Jet decides to shrink, but is then scared by his own toy robot.

Reading Level: E (Fiction)

Word Count: 98



High-Frequency Words	Reading Skills and Techniques	Related Comprehension Strategies
he, is, not, in, here, the	<ul style="list-style-type: none">tracking print with eyes except at challenging pointsreading increasingly complex sentence structuresapplying understanding of punctuation to readingdemonstrating phrased and expressive reading	<ul style="list-style-type: none">predictingmonitoring comprehensionmaking connectionsinferringretellingevaluating



Before reading

- Ask students to think about a time they got a special new toy. Talk about how they felt and what they did.
- Ask students to share any experiences they have had with remote-controlled or battery-operated toys.
- Read the title of the book and look at the front cover. Ask the students to predict what the book might be about. Remind them that they can use clues from this book, but they can also make connections to other Project X books they have read, and to their own experiences.

Assessment Note

Do the students make reasonable predictions?



During reading

- Review techniques readers can use when they need to figure out a new word.
- Give the students sticky notes and tell them that, while reading independently, they are to mark one place where they solve a word.



Toys and Games – Guided/Group Reading Notes

- Model reading to the students by reading aloud pages 2 to 5. Demonstrate expressive reading that indicates excitement as well as effective phrasing and rate. Ask the students to explain how to read the line, “Watch out, Jet!” (page 5). What clues are available to the reader? Why does Jet need to watch out?
- Have the students 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 the words they solved while reading independently and talk about the techniques they used to solve them. (**metacognition**)
- Have the students tell what happened in the story. (**retelling**)
- Ask the students if they enjoyed reading the story and what they liked best about it. (**evaluating, personal response**)
- Ask the students:
 - What do they think of Jet’s solution to his problem? Can they think of other solutions? (**evaluating, solving problems**)
 - What is the problem at the *end* of the story? How did the car get turned on? (**inferring**)
 - How did Jet feel when he was smaller than Robo-Rex? Encourage the students to talk about times they have been afraid of things bigger than they are. (**inferring, making connections**)

Additional activities

- **Word study:** Draw attention to words that contain the letter *u*. Have the students stretch out the words and listen for the phoneme represented by *u*. Record words from the book such as: *pushes, button, jumps*. Encourage them to think of other words with *u*. Sort and classify the words into groups. Can they think of other words for each category?
- Have students write and illustrate a description of a favourite toy.
- Make available simple remote-controlled or battery-operated toys and encourage students to experiment with them.
- Have students:
 - design a robot using a computer program (e.g., KidsPix™) and orally explain what their robot can do.
 - create a robot using modelling clay or other craft materials and write about what the robot can do.

Assessment Note

How do the students solve difficult text?

Do the students:

- identify punctuation and content clues?
- read at an appropriate rate?

Assessment Note

Do the students:

- explain effective ways to solve words?
- include all elements of an effective retell?
- identify their personal preferences and explain why?
- infer using prior knowledge and text clues?

Assessment Note

Do the students:

- recognize various phonemes represented by the grapheme *u*?
- use a range of strategies to write unfamiliar words?



Pet Play

BY CLAIRE LLWELLYN

About this book

This non-fiction text explores different toys and games for pets.

Reading Level: E (Non-Fiction)

Word Count: 184 (includes headings, labels and speech bubbles)



High-Frequency Words	Reading Skills and Techniques	Related Comprehension Strategies
like, with, all, who	<ul style="list-style-type: none">recognizing an increasing bank of high-frequency wordsusing illustrations, context, and prior experience to make meaning and solve new wordstracking print with eyes except at challenging pointsreading increasingly complex sentence structures	<ul style="list-style-type: none">predictingmonitoring comprehensionmaking connectionsasking and answering questions



Before reading

- Talk with the students about different pets. How do they play with their pets? What do their pets like to do?
- Place a few pet toys in a box or bag and have the students take turns reaching in and feeling a toy. While feeling it, the student should describe the toy while the others guess what it is and which animal might play with it.
- Read the title of the book and the question on the back. Give students a few minutes to brainstorm answers to the question. Then have the students look at the front cover and talk about what they see.



During reading

- Ask the students to predict whether this book is fiction or non-fiction. Have them explain their reasoning.

Assessment Note

Do the students:

- use appropriate vocabulary to describe the toy?
- make reasonable predictions about the toy's use?
- brainstorm relevant answers to the back cover question?



Toys and Games – Guided/Group Reading Notes

- Read aloud pages 2 and 3. Discuss the order in which to read the text elements on each page (i.e., running text, labels, then speech bubble).
- Explain that the book asks the readers questions. Ask what punctuation mark they will see when a question is asked.
- Divide the students into pairs and tell them that they are to read together and take turns answering the questions.
- 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 labels as well as the running text.



After reading

- Read page 16 aloud. Ask the students who the “I” is on this page. How do they know? Then ask the students to discuss whether or not they agree with Jet. (**identifying perspective, evaluating, personal response**)
- Review the differences between fiction and non-fiction texts. When do people read non-fiction? (**identifying text genres and features, inferring**)
- Model generating questions, then support students while they generate questions about the animal toys. Examples: *What is it made of? How does the animal use it? Why do you think a _____ likes this toy?* (**questioning**)

Additional activities

- **Word study:** Write and read the words *the* and *this*. Have the students say the words slowly and listen for the sounds. How many sounds do they hear in each word? Highlight the *th* digraph and practise making the sound together. Point out that this is the “sticking out your tongue sound,” and that it is written with two letters. Have the students look at page 10 and find another example of the “sticking out your tongue sound,” this time at the end of a word (*with*). Encourage the students to look in other books to find additional examples.
- Ask the 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 the students look in books, flyers or on the Internet to find other pet toys. Ask them to generate questions about the toys and have a friend try to answer them.
- Have students write two additional pages for the book using pet toys they find on the Internet, in flyers, or hand-drawn pet toys.

Assessment Note

Do the students:

- know the purpose of a question mark?
- read the text at an appropriate rate?

Assessment Note

Do the students:

- understand who is narrating the text?
- explain their opinions?
- show an understanding of the differences between fiction and non-fiction?
- generate appropriate questions?

Assessment Note

Do the students:

- connect the *th* digraph with its sound?
- recognize or create the high-frequency words in other contexts?
- follow the text pattern when creating their own book pages?