



Max the Detective

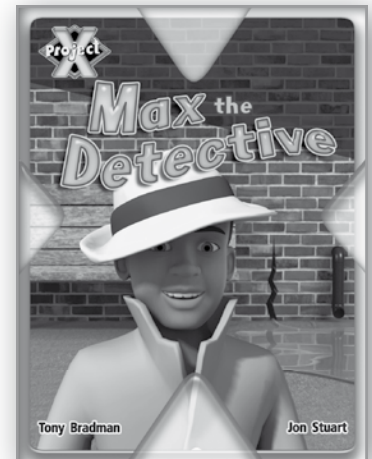
BY TONY BRADMAN

About this book

Max notices several clues that tell him there is a problem at the school. Max shrinks to investigate and solve the problem.

Reading Level: I (Fiction)

Word Count: 386



High-Frequency Words	Reading Skills and Techniques	Related Comprehension Strategies
was, about, had, that, was, there, where, went	<ul style="list-style-type: none"> reading silently 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"> predicting identifying the main idea of a story retelling inferring visualizing



Before reading

- Look at the book cover and read the title. Ask the students to talk about what they notice. Do they understand the image Max is portraying through his clothing? If the students understand what a detective is, discuss detectives they may have met in other stories or on television programs. Otherwise, explain what a detective does.
- Talk about some things that students themselves could detect.



During reading

- Read pages 2 and 3 to the students, then draw their attention to the book Max is reading (page 3). Have them predict what kind of book it is.
- Turn to page 4 and have the students talk about the thought bubble. What does Max want to be? Then discuss how readers can

Assessment Note

Do the students:

- respond with relevant observations and ideas?
- sustain attentive listening and respond with relevant connections or questions?



What a Waste – Guided/Group Reading Notes

make predictions and support their reading through evidence found in the pictures.

- Remind the students that detectives collect clues to help them solve the mystery or problem they are exploring.
- Direct the students to read the entire book independently. As they read, they are to use a sticky note to mark clues.
- Listen to individual students as they read and assess their control of the reading process in this book.



After reading

- Ask students to discuss the clues that Max noticed in the story. (**literal recall**)
- Have students help you fill in a story map and use it to retell the story. (**retelling**)
- Discuss what Max was thinking and feeling when he was small and underground. What might he be able to see, smell, touch, and hear? (**inferring, visualizing**)
- Have the students discuss what they would have done if they had found a leaky pipe at school. (**personal response, problem solving**)
- Reread pages 20 and 21. Why didn't Max say anything when he bumped into Mr. Foster? (**inferring, making connections**)
- What is the main idea of this story? (**identifying main idea**)

Additional activities

- **Word Study:** Say the word *crack* and ask the students to generate rhyming words. Record the words on a chart or whiteboard. Have the students identify the segments of the words that rhyme. Using mini-whiteboards or magnetic letters, have students make and break members of the *-ack* word family. Emphasize identifying all the sounds in the blends (e.g., *track, black*).
- Encourage students to reread the story silently.
- Have the students:
 - work as a group to reread the text and find all the words that are related to water. Record these words in a list. Then give the students a chance to explore water vocabulary through other experiences (e.g., running the tap, playing at the water table). Have them use these sensory experiences to generate new words to add to the list, then use the water words to create free verse.
 - read more detective stories.
 - interview the school custodian about ways he or she would deal with a leaky pipe, then orally share the answers with a small group or the rest of the class.

Assessment Note

Do the students:

- make reasonable predictions?
- read high-frequency words with ease?
- read with fluency?

How do they solve new words?

Assessment Note

Do the students:

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

Assessment Note

Do the students:

- create and read words in the *-ack* family?
- identify and generate water words?
- use descriptive language effectively to write poetry?
- interview and share information effectively?



In the Trash

BY DAMIAN HARVEY

About this book

Kat and Jet use their shrinking powers to get a treat, but soon they find themselves thrown in the garbage. There, they realize how much food is thrown out.

Reading Level: I (Fiction)

Word Count: 356



High-Frequency Words	Reading Skills and Techniques	Related Comprehension Strategies
what, there, could, all, out, they	<ul style="list-style-type: none">• reading silently• reading increasingly complex sentence structures• predicting words based on meaning and storyline• using a wider range of appropriate reading strategies	<ul style="list-style-type: none">• visualizing• making connections• identifying main idea• retelling• inferring



Before reading

- Quickly skim up to page 6 of the book, looking at the pictures. Have the students identify which characters will become small and predict why this might happen.
- Display a wastebasket that has some “clean” garbage in it. Include items such as: a printed email, an uneaten orange, a map, an empty plastic water bottle, an empty margarine container, a sock or cap, etc. Have the students explore the contents and think about who the owner of the wastebasket might be.



During reading

- Read page 3 to the students and ask them to infer how Jet is feeling. Remind them that readers can use picture clues to help them make inferences and better understand the text.

Assessment Note

Do the students:

- respond with relevant predictions and ideas?
- make connections to previous texts?
- draw conclusions and provide evidence?



What a Waste – Guided/Group Reading Notes

- Have the students continue reading independently up to page 11. What is happening to Kat and Jet? Ask the students to visualize what it might be like for Kat and Jet inside the garbage bin. Remind them that readers make mental images as they read.
- Ask the students to finish reading the book independently. They should think about what they visualize as they read and record the images on sticky notes.
- Listen to individual students as they read and assess their control of the reading process in this book.



After reading

- Ask the students to share the visualizations they noted while reading. (**visualizing, metacognition**)
- Have the students identify what they think are the important parts of the story. What is the main idea of this book? (**identifying main idea**)
- Reread pages 14 and 15 and ask the students how Kat is feeling. Why? (**inferring**)
- Ask the students to talk about the garbage Kat and Jet found in the trash bin. Encourage them to take a critical stance related to recycling, use of composting or green boxes (if available in your community), etc. (**personal response, analysis**)

Additional activities

- **Word Study:** Have the students read page 17 and draw their attention to the word *climb*. Ask them to say the word slowly, stretching out the sounds. What sound is represented by the letters *mb*? How would they expect to write the sound of /m/? Explain that, while we usually write just an *m* when we hear /m/, there are a few words in English that use *mb* to represent this sound. Using the following clues, ask students to try writing more *mb* words: *Mary had a little _____.* *The mummy was found inside a dark _____.* *The toilet broke, so we called a _____.*
- Have the students:
 - reread the story silently.
 - draw a picture of the inside of the trash bin in the story and surround the picture with descriptive language to support visualization.
 - create a poster to encourage people to compost food waste.
- Turn the students' attention back to the wastebasket you showed them before reading. Have them sort what should be recycled instead of thrown out. Then have them write a note to the owner of the wastebasket telling him or her about recycling.

Assessment Note

Are the students self-monitoring and self-correcting?
How are they solving difficult text?

Assessment Note

Do the students:

- use effective language to share mental images?
- identify a main idea and provide evidence?
- make inferences based on text clues and prior knowledge?
- share personal knowledge of waste reduction issues?

Assessment Note

Do the students:

- read and write words containing the grapheme *mb*?
- create a poster that effectively shares information with the intended audience?
- use a range of descriptive words?



Turn It Off!

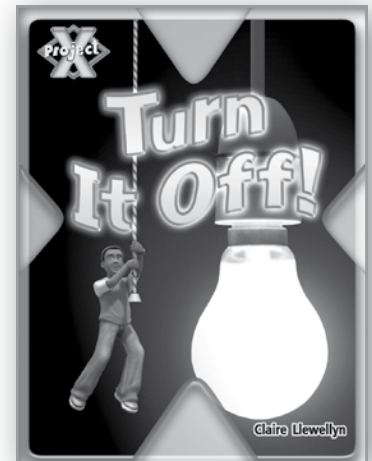
BY CLAIRE LLEWELLYN

About this book

This non-fiction report is about how we use energy and how we can take action to save energy.

Reading Level: I (Non-Fiction)

Word Count: 319 (includes headings, labels, and speech bubbles)



High-Frequency Words	Reading Skills and Techniques	Related Comprehension Strategies
these, they, when, you	<ul style="list-style-type: none">• reading silently• reading increasingly complex sentence structures• adjusting rate• using table of contents, index, labels, and other non-fiction features	<ul style="list-style-type: none">• determining important information• making connections• using text form and pattern to help make meaning



Before reading

- Look at the back cover and focus on the question. Talk to the students about energy. What do they understand about the term *energy*? Begin the first two columns of a K-W-L chart to record their ideas.
- Read over the contents page. Lead a brief discussion about some common household items that might connect to each content topic (e.g., lamps, bathtubs, blue bins).



During reading

- Read pages 2 to 5 aloud to the students. Confirm their understanding by talking about what they have learned from the text thus far. Identify any challenging vocabulary.

Assessment Note

Do the students:

- attempt to clarify understanding?
- make text-to-self connections with the topics?



What a Waste – Guided/Group Reading Notes

- Ask the students to reread pages 2 to 5 independently, then continue reading to the end of page 9. Students who finish first can go back and make notes about one or two connections they can make to their own lives.
- Read pages 10 to 13 together. Discuss how to solve new words and how to confirm understanding while reading.
- Invite the students to reread the book independently. Remind them to read the speech bubbles, headings, and labels as well as the running text.



After reading

- Turn to pages 14 and 15 and complete the quiz together. Return to the K-W-L chart and fill in the final column. What do they still want to learn? How can they find out that information? (**literal understanding, monitoring comprehension, identifying information, using a graphic organizer**)
- Ask the students what fact they found most interesting or surprising. (**personal response**)
- Ask the students which pages they liked best and why. (**evaluating, making a personal response**)
- What tells the students that this book is a non-fiction book rather than a story? (**identifying text genres and features**)
- Discuss the features of non-fiction text and how readers can use them. Give them challenges to solve using the glossary, index and table of contents. (**using text features to obtain information**)

Additional activities

- **Word Study:** Draw attention to the word *light*. Write it and highlight the letters that represent the long *i* sound. Have the students brainstorm words that rhyme with *light* and note the spelling pattern they have in common. Have the students each write and illustrate one *-ight* word and create a group book out of their drawings.
- Ask the students to:
 - silently reread sections of the text that interest them.
 - reread the text with a partner.
 - think of ways they can save energy at home. Have them draw a picture and write about one way they will personally try to save energy.
 - interview the custodian about how the school deals with its waste and share the information orally.

Assessment Note

- How do the students solve difficult text?

Assessment Note

Do the students:

- understand the key concepts in the text?
- answer questions by finding the information in the book?
- explain their opinions?
- show an understanding of differences between fiction and non-fiction texts?

Assessment Note

Do the students:

- identify and generate words in the *-ight* family?
- use a range of methods to record new words?
- interview and share information effectively?



What a Waste – Guided/Group Reading Notes

Turn It Off!

Level I (Non-fiction)
Running Words: 110

Name: _____

Date: _____

Page		Errors	S.C.	Errors MSV	S.C. MSV
2	What Is Energy? Energy is used all the time. Energy gives us light. It gives us heat and sound. Energy makes things move. Energy makes lightbulbs work. Energy makes cars move.				
3	We make energy for other things to use by burning fuels like oil, gas, and coal . These fuels are running out. They will last longer if we save energy. A television uses energy. People get energy by eating food.				
4	Turn Off the Lights Have you ever been told to turn the lights off when it is not dark?				
5	Lights need energy to make them work. If you leave the lights on when you don't need them, you waste energy.				
Percent Accuracy: _____ S.C. Ratio: I: _____		Total			

