



The Silver Box

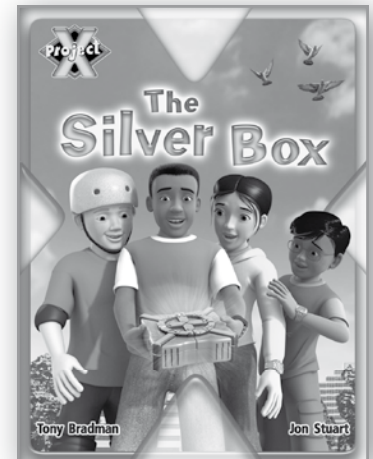
BY TONY BRADMAN

About this book

This story explains how the four Project X friends find their special watches, learn about some of the watches' properties, and make a pact to keep their discovery a secret.

Reading Level: K (Fiction)

Word Count: 500+



High-Frequency Words	Reading Skills and Techniques	Related Comprehension Strategies
was, there, could, what, once	<ul style="list-style-type: none"> • applying understanding of punctuation to reading • demonstrating phrased and expressive reading • using illustrations, context, and prior experience to make meaning and solve new words • reading silently • attempting unknown word using word chunks 	<ul style="list-style-type: none"> • making connections • retelling • inferring • self-monitoring • self-correcting • asking and answering questions

Before reading

- Show the students the cover. Ask them to talk about what they see. What do they predict the story will be about?
- Read the title of the book and then the first page, up to the point where it says, "Sorry! You have to read on to find out!" Model the use of expression to build excitement.
- Ask the students what they think Max will find in the box. How do they know? (If this is their first Project X book, ask them to suggest possible contents.)

During reading

- Read pages 3 to 5 to the students, deliberately making an error in your reading. Model rereading and self-correcting, then finish reading the section.

Assessment Note

Do the students:

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



Discovery – Guided/Group Reading Notes

- Give the students sticky notes and ask them to mark one place where they notice an error and need to self-correct while reading.
- Model expressive oral reading by reading aloud to the end of page 7. Have the students tell you what clues helped you decide how to read the text aloud, including punctuation and italics.
- Have the students read the entire book silently. Listen to individual students read quietly to you and assess their control of the reading process in this book.



After reading

- Have the students share a word they self-corrected while reading. Ask them to describe how they found the error and how they self-corrected. (**metacognition**)
- Ask the students to retell the story. (**retelling**)
- Ask the students to discuss the characteristics of each main character. What words and actions help them identify these characteristics? Can they present evidence from other texts? (**inferring, drawing conclusions, evaluating, making connections**)
- Ask if there is one character who might cause trouble. Why? (**making connections, drawing conclusions, evaluating**)
- Reread page 2 up to the point where it says, “Sorry! You have to read on to find out!” Why did the author start the book this way? (**author’s craft**)
- Have one student assume the role of Max and another take the role of Jet. Have the other students ask them questions about the story. (**asking and answering questions**)

Additional activities

- **Word Study:** Have the students look through the book and identify all the types of punctuation they can find. Write a list of each form, ensuring the students know their proper names. Talk about the purpose of each punctuation mark. Have the students try reading various sentences or phrases using different punctuation. (The list should include: period, question mark, comma, ellipsis, hyphen, apostrophe, quotation marks, exclamation mark.)
- Encourage students to reread the story with a partner.
- Have the students:
 - practise and present a Reader’s Theatre version of the story. Four students can play the role of the characters while one student acts as the narrator.
 - write an adventure for the four friends.
 - write a story about where the watches came from. Ask them to imagine who invented the watches or how they got into the box with the message.

Assessment Note

Are the students:

- responding to punctuation as they read?
- self-monitoring and self-correcting?
- reading at an appropriate rate?

Assessment Note

Do the students:

- explain how they self-monitored and self-corrected?
- identify characteristics of the characters based on evidence?
- make inferences and deductions based on text clues and prior knowledge?
- ask and answer questions using information from the text and their own experiences?

Assessment Note

Do the students:

- identify and explain punctuation marks?
- use a range of strategies to write unfamiliar words?
- develop stories that reflect connections to previously-read texts?



Jet's Discovery

BY MICHAELA MORGAN

About this book

Jet uses his ability to shrink to find his teacher's missing earring.

Reading Level: K (Fiction)

Word Count: 500+



High-Frequency Words	Reading Skills and Techniques	Related Comprehension Strategies
was, then, how, came, had	<ul style="list-style-type: none"> applying understanding of punctuation to reading demonstrating phrased and expressive reading using illustrations, context, and prior experience to make meaning and solve new words reading silently attempting unknown word using word chunks 	<ul style="list-style-type: none"> making connections retelling summarizing inferring self-monitoring self-correcting asking and answering questions



Before reading

- Display the front cover and page 1 of the book. Ask the students to talk about what they see. What is happening to Jet? Discuss what they already know about Jet's character. How do they think he ended up inside a cup?
- Explain that the story begins with Jet arriving late for school. Have the students ever been late for school? How did they feel?

Assessment Note

Do the students respond with relevant connections and observations?



During reading

- Read pages 3 and 4 aloud to the students, deliberately making an error in your reading. Model rereading and self-correcting, then finish reading the section.
- Give the students sticky notes and tell them that, as they read, they are to mark one place where they notice an error and need to self-correct.



Discovery – Guided/Group Reading Notes

- Continue to read aloud to the end of page 6. Model using your voice to depict dialogue and to build suspense. Ask the students what they think might be about to happen after Jet shrinks.
- Ask the students to silently read the entire the book. Listen to individual students read quietly to you and assess their control of the reading process in this book.



After reading

- Have the students share a word they self-corrected while reading. Ask them to describe how they found the error and how they self-corrected. (**metacognition**)
- Ask the students to use the pictures on pages 22 and 23 to retell the story. (**retelling**)
- Discuss with the students:
 - What is the main problem in the story? (**deducing, determining main idea**)
 - Why did Jet want to help Miss Jones find her earring? (**inferring, deducing**)
 - Since Jet was late for school at the start of the book, should he have stopped to look for the earring or gone straight to class? Why? (**evaluating, adopting a critical stance**)
- Have one student assume the role of Jet while the other students ask Jet questions about the decisions he made. (**asking and answering questions, inferring, drawing conclusions**)

Additional activities

- **Word Study:** Write the following words on the board: *heard, swirled, gurgled, dirty*. Ask the students to read each word and deliberately stretch out the sounds. What sound do they hear in all four words? Isolate the /ir/ (r-controlled vowel) phoneme, and identify the spelling patterns that are used to record it in these words. List the spelling patterns at the top of three columns. Ask the students to generate rhyming words and add new /ir/ words to the chart. Create additional columns if needed (e.g., *word, alert*).
- Have the students:
 - write one key word or phrase for each picture on pages 22 and 23. Discuss the words they chose and why they chose them.
 - write a list of excuses for being late.
 - create a list of the powerful words used to describe movement in this book (e.g., *swirled, tumbled, climbed, crawled*). In the gym, hall, or outdoors, ask one student to read the words while the others perform corresponding movements.

Assessment Note

Do the students:

- demonstrate control of high-frequency words?
- read in a phrased and fluent manner, noting punctuation and context clues to support expressive reading?

Assessment Note

Do the students:

- explain how they self-monitored and self-corrected?
- include all elements of an effective retell?
- infer using prior knowledge and text clues?
- evaluate, think critically, and draw conclusions?

Assessment Note

Do the students:

- identify the /ir/ phoneme and recognize associated spelling patterns?
- select words that summarize the key parts of the story?
- use a range of strategies to write unfamiliar words?



Dragon Hunter

BY CLAIRE LLEWELLYN

About this book

This non-fiction text relates the story of how an explorer brought two Komodo dragons back to New York. It includes facts about Komodo dragons as well as a few recently discovered animal species.

Reading Level: K (Non-Fiction)

Word Count: 600+ (includes headings, labels, captions, and speech bubbles)



High-Frequency Words	Reading Skills and Techniques	Related Comprehension Strategies
there, are, yes, have, who, out, they	<ul style="list-style-type: none"> demonstrating phrased and expressive reading using illustrations, context, and prior experience to make meaning and solve new words reading silently attempting unknown word using word chunks using table of contents, index, labels, and other non-fiction features 	<ul style="list-style-type: none"> retelling inferring self-monitoring self-correcting asking and answering questions determining important information



Before reading

- Ask the student what they know about dragons. Elicit descriptions and have the students cooperatively draw a large picture of a dragon. Are dragons real?
- Discuss the book cover. What is Max doing? Read the title and the synopsis on the back cover, then turn to the contents page.
- Review how a contents page is to be used and ask the students to work in pairs to find the section titled, "Discovering the Dragon."
- Take a picture walk through the first few pages of the book. What do the pictures suggest?



During reading

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

Assessment Note

Do the students:

- make connections and activate prior knowledge?
- provide reasons to support their opinions?
- demonstrate understanding of a table of contents?



Discovery – Guided/Group Reading Notes

- Call attention to page 3 and identify some features of a non-fiction text. Focus on the use of bold type for glossary terms. Have the students look at page 16 and note that the glossary and index are both organized in alphabetical order. Why is this? How does this help the reader find a word quickly?
- Give students a sticky note to record one or more words they may need to look up in the glossary as they read.
- Tell students they are about to discover whether dragons (as they know them from stories) really exist. Remind them to self-monitor their reading and self-correct when necessary.
- Direct the students to read silently up to page 13. Ask individual students to read quietly to you and assess their control of the reading process in this book.



After reading

- Have the students share a word they checked in the glossary while reading. Was it easy to find the word? (**metacognition**)
- What do students think now: do dragons exist? (**deducing, inferring, drawing conclusions**)
- Read pages 14 and 15 together. How does the author know there are still animals to be discovered? (**deducing, synthesizing, evaluating**)
- Have students refer to the book while retelling its main points. What information needs to be included? What can be left out? (**retelling, determining important information**)
- Ask students to imagine that Douglas Burden returned to New York at the end of page 9. How would he convince others that Komodo dragons really do exist? Have students act out a conversation between Burden and several skeptical scientists. (**drawing conclusions, considering point of view**)
- Discuss Max's question on page 8. (**adopting a critical stance**)

Additional activities

- **Word Study:** Create word cards using the glossary words, index terms, and the tricky words listed inside the book's front cover. Have the students organize the words in alphabetical order. Talk about looking at the second or third letter when necessary. Have them explore dictionaries, encyclopedias, and telephone directories to find other examples of alphabetical order.
- Have the students:
 - create Komodo dragons using modelling clay and make a habitat for the dragons using found materials.
 - research the island of Komodo, prepare a poster or fact board using features of non-fiction text, and share the information orally.

Assessment Note

Do the students:

- understand why glossary and index terms are listed in alphabetical order?
- read the text at an appropriate rate?
- read high-frequency words with ease?
- use appropriate strategies to solve new words?

Assessment Note

Do the students:

- understand the use of the glossary?
- identify important information and summarize the key elements of the text?
- answer questions and draw conclusions based on information in the text as well as prior knowledge?

Assessment Note

Do the students:

- demonstrate an understanding of alphabetical order?
- identify important information in other texts?
- use a range of methods to record new words?



Discovery – Guided/Group Reading Notes

Dragon Hunter

Level K (Non-Fiction)

Running Words: 131

Name: _____

Date: _____

Page		Errors	S.C.	Errors MSV	S.C. MSV
2	Dragon Stories About 100 years ago, people began to hear stories about real-life dragons. The stories said that the dragons lived on a tiny island called <i>Komodo</i> . Look out! It's a dragon!				
3	An explorer in New York heard about the dragons. He wanted to go to Komodo. He wanted to find out if the stories were true. The explorer's name was <i>W. Douglas Burden</i> . Komodo is a long way from New York.				
4	The Island of Komodo I can't see any dragons! Burden sailed to Komodo. He took a team of people with him. He wanted to catch a dragon and take it back to New York. He thought that the rest of the world would like to see a real dragon.				
5	Burden had to share his camp with spiders and snakes!				
Percent Accuracy: _____ S.C. Ratio: 1: _____		Total			

