



Hide and Cheat

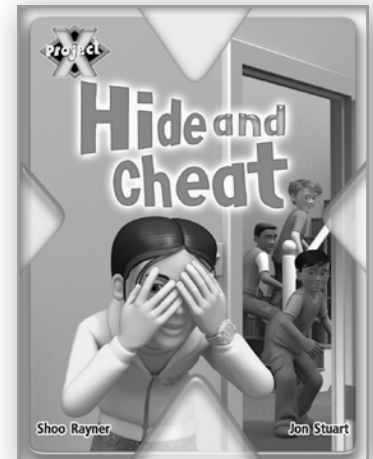
BY SHOO RAYNER

About this book

Jet cheats at Hide and Seek by shrinking, but Kat finds him by using the micro-tracking device on her watch.

Reading Level: J (Fiction)

Word Count: 499



High-Frequency Words	Reading Skills and Techniques	Related Comprehension Strategies
were, not, saw, that, was, 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 beginning to read familiar texts silently recognizing patterns and similarities in words 	<ul style="list-style-type: none"> making connections retelling inferring predicting asking and answering questions



Before reading

- Discuss times the students have played Hide and Seek. Where was their best hiding place?
- Read the title of the book. Why is it called *Hide and Cheat* rather than *Hide and Seek*?
- Look at page 2. Why do they think Stripes is listed as a character?
- Look at page 3. What are the two main settings for the story? Have the students identify good places to hide in these settings.

Assessment Note

Do the students respond with relevant predictions and ideas?

Do they make connections to other Project X books?



During reading

- Review techniques readers can use when they need to figure out a new word. Thinking about the storyline, the illustrations, and the characters can sometimes help them solve words.
- Give the students sticky notes and tell them that, as they read, they are to mark one place where they need to solve a word.



Hide and Seek – Guided/Group Reading Notes

- Model expressive oral reading by reading aloud to the end of page 9. Have the students tell you what clues helped you decide how to read the text, including punctuation, italics, and capitalization of full words.
- Ask about the significance of the red dot (page 7). Have the students predict what will happen next.
- Have the students read pages 10 to 15 independently. Tell them to think about Kat's feelings as they read. 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 and talk about what technique they used to solve them. (**metacognition**)
- Discuss with the students:
 - What is the main problem in the story? (**deducing, determining main idea**)
 - How did Kat feel during different parts of the story? What caused her feelings to change? (**inferring, deducing**)
 - What does Jet's room (page 3) suggest about his character? Does it remind students of their own rooms? (**deducing, inferring, drawing conclusions**)
- Have three students assume the roles of Max, Leo, and Kat. Pick the point in the story when Jet is missing and Max and Leo ask Kat to help (page 19). Have them form a tableau or freeze frame, and discuss their thoughts at that moment. (**deducing, inferring, drawing conclusions**)
- Invite the other students to ask questions of the three role-players. (**asking and answering questions**)

Additional activities

- **Word Study:** Write the words *had* and *hid*. Ask the students to compare them. Write *cat* and *cut*. What do they notice? Remind students that they can read and write new words by comparing them to words they know. They do this already with rhyming words, but they can make other comparisons, too. Have the students write the words *dad*, *hot*, *bin*, *get*, and *cup*, then have them change the vowels to make new words.
- Encourage students to reread the story with a partner.
- Have the students:
 - write a short story about how it would feel to play Hide and Seek as a miniature person.
 - hide objects in the school yard or classroom and mark their positions on a map. Have other students use the map to find the objects.

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:

- identify ways to solve new words?
- 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:

- manipulate medial vowels to create new words?
- use a range of strategies to write unfamiliar words?



Hide and Seek – Guided/Group Reading Notes

Hide and Cheat

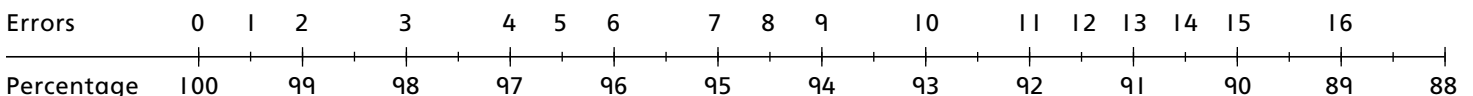
Level J (Fiction)

Running Words: 145

Name: _____

Date: _____

Page		Errors	S.C.	Errors MSV	S.C. MSV
4	Max, Kat, Leo, and Jet were playing Hide and Seek. “It’s not fair,” said Kat. “Jet always wins.” Jet grinned. “I am the best at hiding,” he said.				
5	It was Kat’s turn to seek. “I am going to count to twenty,” she said, “and this time I <i>am</i> going to find Jet.”				
6	Kat closed her eyes and counted. The boys ran off to look for hiding places. “...eighteen, nineteen, TWENTY!” cried Kat. “Ready or not, here I come!”				
7	When Kat opened her eyes, she saw a small red dot on her watch. The dot moved. Then it stopped. “That’s funny,” Kat thought.				
8	Kat soon found Leo hiding behind the sofa. She found Max under Jet’s bed. But Jet had disappeared!				
9	Kat looked down at her watch. The red dot was still there. “Jet’s watch is red,” said Kat to herself. Then she had a thought.				
Percent Accuracy: _____ S.C. Ratio: I: _____		Total			





Where's Woody?

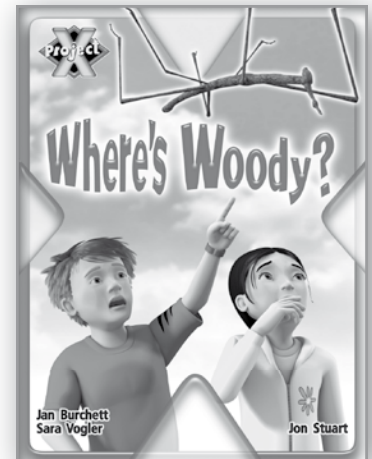
BY JAN BURCHETT AND SARA VOGLER

About this book

The class's pet stick insect, Woody, escapes from his cage and becomes enormous when Jet presses his watch.

Reading Level: J (Fiction)

Word Count: 459



High-Frequency Words	Reading Skills and Techniques	Related Comprehension Strategies
they, like, were, was, could, cried, went	<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 beginning to read familiar texts silently recognizing patterns and similarities in words 	<ul style="list-style-type: none"> making connections retelling inferring predicting asking and answering questions



Before reading

- Display the front cover of the book and ask the students to talk about what they see. What are Jet and Kat looking at?
- Look at pages 2 and 3. Why does Woody the stick insect have his own page? Read page 3 and show the students other pictures of stick insects. Ask who has seen one before. Is it possible they have seen one and not known?

Assessment Note

Do the students respond with relevant connections and observations?



During reading

- Review techniques readers can use when they need to figure out a new word. Thinking about the storyline, the illustrations, and their own experiences can sometimes help them solve words.
- Give the students sticky notes and tell them that, as they read, they are to mark one place where they need to solve a word.



Hide and Seek – Guided/Group Reading Notes

- Read aloud to then end of page 7. Model expressive oral reading, using your voice to build suspense as Leo reacts to Jet pushing the button. What clues told you to read this way?
- Look at page 9. What do the students predict is going to happen? Why?
- Ask the students to read the entire book independently. Tell them to be sure to look for Woody on each page spread. 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 and talk about what technique they used to solve them. **(metacognition)**
- Ask the students to help you fill in a story map and use it to retell the story. **(retelling)**
- Discuss with the students:
 - What is the main problem in the story? **(deducing, determining main idea)**
 - What is the significance of Kat's thought bubble on page 20? **(deducing, drawing conclusions)**
 - How does Woody feel when he is in the tree? Have one student assume the role of Woody while the other students ask questions. **(asking and answering questions, inferring, drawing conclusions)**
- Ask students to describe the personality of the four friends (Max, Jet, Leo, and Kat). What clues can they use? **(inferring, deducing)**

Additional activities

- **Word Study:** Have students find alternative words for *said* (e.g., *cried*, *shouted*) and record these on the board. Then, write a sentence such as, "We have to get Woody back to normal size." Ask the students to say the sentence in a manner that reflects each of the words identified as alternatives for *said*. What do these words imply about the feelings of the person saying the sentence?
- Have the students:
 - reread the story with a partner.
 - write what will happen next in the story of Woody.
 - research stick insects and write a point form fact file or instructions on how to care for a stick insect.
 - collect photographs of different bugs or animals and paint a habitat around them to demonstrate their understanding of *camouflage*.

Assessment Note

Do the students:

- demonstrate control of high-frequency words?
- read at an appropriate rate?
- read in an expressive manner?

Assessment Note

Do the students:

- explain effective ways to solve words?
- include all elements of an effective retell?
- infer using prior knowledge and text clues?
- recognize different points of view?
- gather evidence to draw conclusions about the characters?

Assessment Note

Do the students:

- collect new vocabulary from the book and apply it appropriately?
- research and apply information?
- use a range of strategies to write unfamiliar words?



Animal Magic

BY MICK GOWAR

About this book

This non-fiction text challenges students to discover and learn about animals that use camouflage.

Reading Level: J (Non-Fiction)

Word Count: 378 (includes headings, labels, and speech bubbles)



High-Frequency Words	Reading Skills and Techniques	Related Comprehension Strategies
will, some, why, how, they, you	<ul style="list-style-type: none">tracking print with eyes except at challenging pointsreading increasingly complex sentence structuresdemonstrating phrased and expressive readingusing illustrations, context, and prior experience to make meaning and solve new wordsusing table of contents, index, labels, and other non-fiction features	<ul style="list-style-type: none">making connectionsinferringasking and answering questionsdetermining important information



Before reading

- Display the cover of the book and ask students to discuss what they see. What is Leo doing? Read the title and the back cover.
- Review how a contents page is to be used and have pairs of students identify the page location of the index and the quiz.
- Take a picture walk through the first few sections of the book. Ask the students what makes each of these animals special. Discuss the word *camouflage* and ask if they know of other animals that use camouflage.



During reading

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

Assessment Note

Do the students:

- demonstrate understanding of a table of contents?
- make connections and activate prior knowledge?



Hide and Seek – Guided/Group Reading Notes

- Read aloud pages 2 and 3. Have students identify the animal and try to answer the questions. If they have read *Where's Woody?*, can they make a connection?
- Read the questions on page 3. Have the students work in pairs, with one person rereading the questions while the other checks the answers on page 4.
- Direct the students to look at page 5 with a partner. Have them take turns reading the questions, then checking the answers on the next page, as well as reading the information paragraph. Remind students to let their partner try solving words independently before helping (if necessary).
- Have the students read the remainder of the book independently. Listen to individual students as they read.



After reading

- Ask the students *why* the various animals use camouflage. (**deducing, inferring, drawing conclusions, synthesizing**)
- Have a student take the role of Leo and read aloud the questions about each camouflaged animal while other students answer. (**fluent reading, finding information in the text**)
- Ask the students to think of other questions Leo might ask. Write their questions on a chart and challenge the group to find answers. (**asking and answering questions**)
- Have the students work with a partner and try the quiz on pages 14 and 15. (**literal recall, application**)
- Refer to page 16 and discuss what the index is for. Ask students to work with a partner and find pages associated with specific index references. (**using text features**)

Additional activities

- **Word Study:** Draw attention to the word *its* throughout the text. Discuss why the word does not have an apostrophe. Have the students help you write some sentences that use *its* (perhaps from the text) and others that use *it's*. Show them how to check that they have used the correct form by substituting *it is* and asking themselves if the sentence still sounds right (e.g., *The dog licked its owner. The dog licked it is owner.*).
- Have the students:
 - research an animal mentioned in the book and write a fact book about it using labelled diagrams and other non-fiction text features.
 - draw and colour an animal picture to match some part of the classroom (e.g., carpet, curtain), then cut it out and “hide” the camouflaged picture for a friend to find.
 - find out more about the habitat of an animal that uses camouflage, then make a shoebox habitat for the animal using paint, paper, and recycled materials.

Assessment Note

Do the students:

- show an understanding of the differences between fiction and non-fiction?
- use appropriate word-solving strategies?
- read the text at an appropriate rate?

Assessment Note

Do the students:

- answer questions by finding information in the book?
- draw conclusions based on information in the text as well as prior knowledge?

Assessment Note

Do the students:

- identify the correct form of *its* for each sentence?
- identify important information in other texts?
- use a range of methods to record new words?
- demonstrate an understanding of camouflage and habitat?