



Buzz Off!

BY DAMIAN HARVEY

About this book

Lots of bugs come into the classroom. Max, Leo, and Kat decide to find out why. They shrink and solve the bug problem.

Reading Level: I (Fiction)

Word Count: 347



High-Frequency Words	Reading Skills and Techniques	Related Comprehension Strategies
was, were, then, have, will, could	<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 readingusing illustrations, context, and prior experience to make meaning and solve new words	<ul style="list-style-type: none">making connectionsretellinginferringpredictingasking and answering questions



Before reading

- Show the cover and ask the students to talk about what they see. Have them predict what might happen in the story based on the cover information.
- Read the synopsis on the back cover and ask students if they want to revise their predictions before continuing. Why or why not?

Assessment Note

Do the students respond with relevant predictions and ideas?



During reading

- Review techniques readers can use when they need to figure out a new word. Remind students that thinking about the storyline, the illustrations, and the characters can sometimes help them solve words.



Invasion – Guided/Group Reading Notes

- Give the students sticky notes and tell them that, while reading independently, they are to mark one place where they need to solve a word.
- Model expressive oral reading by reading aloud to the end of page 6. Read dialogue with an appropriate level of excitement. Have students identify what clues helped you decide how to read the text. Highlight exclamation marks and question marks.
- Ask the students to read the entire 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 and talk about what technique they used to solve them. (**metacognition**)
- Direct the students' attention to page 7. How are the students in the classroom feeling? (**inferring**)
- Ask the students:
 - What attracted the bugs to the classroom? (**literal recall**)
 - Why did the bugs all arrive that particular day? (**inferring, questioning**)
 - What are the white cubes on the candy that Max is holding on page 17? (**making connections**)
 - Why did Max and Kat ask for Leo's help? (**inferring**)
- Have one student role play being Leo while the other students ask him questions about events that happened in the book. (**questioning, exploring point of view**)

Additional activities

- **Word Study:** Write the words *it's*, *let's*, *there's*, *that's* on the board. Have the students find sentences in the book that use these words (e.g., pages 6, 9, 16), and read the sentences. Model reading the sentence containing *let's* (page 9), then replace it with *let us*. Explain the term *contraction*. Have the students figure out the two words in the other contractions they've identified, then reread the sentences and determine if the two new words still sound right and make sense. Challenge them to look through the rest of this book, and in others, to identify at least eight contractions and their two original words.
- Play a recording of *Flight of the Bumblebee* and have the students free draw as they listen.
- Have the students imagine they are being followed by lots of bugs. Ask them to draw a picture and add a few sentences or speech bubbles to show how they would feel.
- Have students research wasps, flies, or ants using simple informational texts or the Internet. Have them draw the insect and write two or three facts about it.

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, or track primarily with eyes alone?

Assessment Note

Do the students:

- identify ways to solve new words?
- make inferences based on text clues and prior knowledge?
- demonstrate understanding of the text through asking and answering questions?

Assessment Note

Do the students:

- recognize, create, and use contractions and their component words?
- use a range of strategies to write unfamiliar words?



Go Away, Molly!

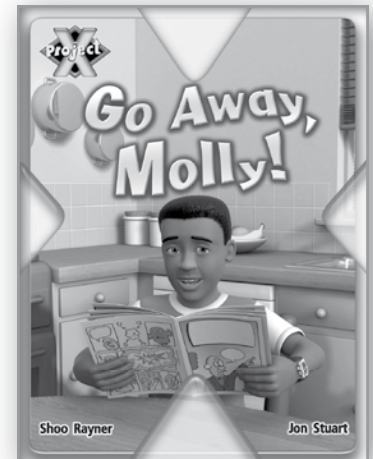
BY SHOO RAYNER

About this book

Max has an exciting new comic he wants to read. His sister Molly wants to play and keeps interrupting him. Max shrinks in an effort to find a quiet place, but Molly won't leave him alone.

Reading Level: I (Fiction)

Word Count: 333



High-Frequency Words	Reading Skills and Techniques	Related Comprehension Strategies
away, wanted, your, now, could	<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 readingusing illustrations, context, and prior experience to make meaning and solve new words	<ul style="list-style-type: none">making connectionsretellinginferringasking and answering questionsidentifying point of view



Before reading

- Display the front cover of the book and ask the students to talk about what they see. What is Max doing?
- Ask the students if any of them has a brother or sister. Do they sometimes want to be on their own but find that their younger sibling(s) won't let them? Or do the students sometimes find themselves bugging their older sibling(s)? How does it feel to be the younger one? The older one? (For students who are the only child in their family, try to relate the discussion to bugging their parents to play or to get up early on weekend mornings.)

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. Remind students that thinking about the storyline,



Invasion – Guided/Group Reading Notes

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.
- Model expressive oral reading by reading aloud to the end of page 5. Demonstrate reading dialogue with an appropriate level of excitement. Have the students identify what clues helped you decide how to read the text. Highlight exclamation marks and question marks.
- Ask the students to read the entire 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 and talk about techniques they used to solve them. (**metacognition**)
- Ask the students to discuss:
 - how Max felt when Molly picked up the ship or when she chased the ball. (**deducing, inferring**)
 - how Molly felt when Max kept disappearing. (**inferring, making connections, exploring point of view**)
 - what they would have done in Max's place. Could Max have behaved differently? Could Molly? (**evaluating, critical thinking, recognizing points of view**)
- Have the students retell the story. (**retelling**)
- Ask one student to role play being Max while the other students ask him questions about what happened in the book. (**questioning, inferring, exploring point of view**)

Additional activities

- **Word Study:** Draw attention to words in the book with the phoneme /oa/ (i.e., the long o sound): *woke, go, own, know, no, slowly, rolled*. Write the words, then read one of them slowly. Have the students identify what letters make the /oa/ sound. Repeat with each word. Have students generate other words with a long o sound, sort them, and identify the spelling patterns.
- Have the students:
 - reread the story with a partner.
 - rehearse and present a Reader's Theatre version of the text.
 - write about and/or draw a special place they like to go to be quiet or alone. Why is it special?
 - think about what Max will say at the end of page 23 and write the response in a speech bubble.

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, or track primarily with eyes alone?

Assessment Note

Do the students:

- explain effective ways to solve words?
- infer using prior knowledge and text clues?
- recognize differing points of view?
- demonstrate understanding of the text through asking and answering questions?

Assessment Note

Do the students:

- identify the long o sound?
- recognize spelling patterns that can be used to represent long o?
- use a range of strategies to write unfamiliar words?



When Animals Invade

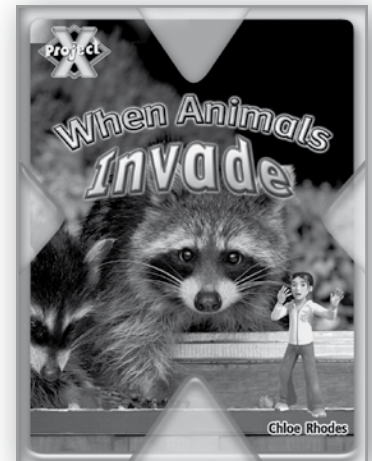
BY CHLOE RHODES

About this book

This non-fiction text explains what happens when animals invade towns and cities.

Reading Level: I (Non-Fiction)

Word Count: 419 (includes headings, labels, captions, and speech bubbles)



High-Frequency Words	Reading Skills and Techniques	Related Comprehension Strategies
when, they, can, have	<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 connectionsretellinginferringasking and answering questionsidentifying point of viewdetermining important information



Before reading

- Display the cover of the book and ask students to discuss what they see. How is Kat feeling? Why? Read the title and discuss the meaning of the word *invade*. What will *invade* in this book? Read the back cover, then turn to the contents page.
- Discuss how a contents page is to be used. Ask the students to work in pairs to find which page has information about monkeys in India and rats in the USA. Do they know what USA means?



During reading

- Ask the students to predict whether this book is fiction or non-fiction and explain their reasoning.
- Read aloud pages 2 and 3. Explore the map and identify each country and animal.

Assessment Note

Do the students:

- provide reasons to support their opinions?
- locate information on the contents page?



Invasion – Guided/Group Reading Notes

- Read aloud pages 4 and 5. Model reading the heading, the running text, checking the map, and reading the speech bubble. Refer to the illustrations to cross-check the word *rabbit* when you first read it.
- Ask the students to read the rest of the book independently. Remind them to read all captions, labels, and speech bubbles as well as the body text.
- Listen to individual students as they read.



After reading

- Now that they have read the text, ask the students if this book is fiction or non-fiction. Discuss what they notice about: types of illustrations; use of labels, maps, and captions; use of headings. When do people read non-fiction? (**identifying text genres and features, inferring**)
- Have students turn to page 16. What is the index used for? Have students work with a partner to review the pages associated with specific index entries. (**using text features**)
- Have students read and answer Kat's question on page 9. (**answering questions, inferring, drawing on prior knowledge**)
- Ask the students:
 - Why are there so many rats in New York City? How could people make things better? (**recalling, inferring, drawing conclusions**)
 - Why are humans invaders, too? Is it acceptable for humans to invade animal homes? What else could we do? (**drawing conclusions, critical thinking, synthesizing**)
 - Do rats, monkeys, and bears think they are invading? (**identifying point of view**)
- Have one student play the role of an animal while others ask questions about the animal's life in the city. (**asking and answering questions**)

Additional activities

- **Word Study:** Write the following words: *need, trees, money, steal*. Ask the students to say the words slowly and listen for the /ee/ (long e) sound. What letters are used to write /ee/? Have them suggest other words with a long e sound and sort them according to spelling pattern.
- Have the students:
 - research an animal featured in the book and tell about its life in the wild as well as in the city.
 - design a poster to stop people from leaving the litter that helps increase the rat population.
 - make a graph (pictogram or other) to show the numbers of animal invaders in the countries featured in the book.

Assessment Note

Do the students:

- read high-frequency words with ease?
- cross-check to solve new words?
- read the text at an appropriate rate?

Assessment Note

Do the students:

- show an understanding of differences between fiction and non-fiction texts, and why people read them?
- answer questions and draw conclusions based on information in the text as well as prior knowledge?
- recognize various points of view?

Assessment Note

Do the students:

- identify the long e sound and recognize spelling patterns that can represent long e?
- identify important information in other texts?



Invasion – Guided/Group Reading Notes

When Animals Invade

Level I (Non-Fiction)

Running Words: 138

Name: _____

Date: _____

Page		Errors	S.C.	Errors MSV	S.C. MSV
12	Rats in the USA In the United States, rats have invaded some cities. They eat the food that people throw away, and they can spread diseases. New York City is home to millions of rats. Some even say there are more rats than people in the city. A common rat in New York is about 23 cm long!				
13	People make a lot of trash, and that means lots of rats!				
14	Human Invaders People invade animals' homes, too. If the animals have no homes, they may die out. People invade by chopping down too many trees where animals live. We also build towns and roads on land where animals live. People sometimes think animals are a problem in towns and cities. We can be just as big a problem for animals.				
15	There are human invaders all over the world.				
Percent Accuracy: _____ S.C. Ratio: I: _____		Total			

