

# **Kindergarten Storybook Intervention Scripts**

**These intervention scripts are based on the work of Dr. Ed Kame'enui and Dr. Deb Simmons, University of Oregon from Project Optimize – Vocabulary/Storybook Intervention. Additional concepts regarding story presentation and vocabulary strategies were incorporated from project Text Talk by Isabel Beck, Margaret McKeown and Linda Kucan.**

**These intervention scripts were generated by Wendy Robinson, Trainer Language and Literacy, 2003.**

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## The Carrot Seed by Ruth Krauss

### The Carrot Seed 1<sup>st</sup> Reading

Reading time without discussion: approximately one and half minutes

Vocabulary words: planted, sprinkled, come up (Write the words on cards or white or chalk board.)

#### **BEFORE READING:**

Point to the title on the cover. **The title of this story is The Carrot Seed. It is written by Ruth Krauss. Crockett Johnson drew the pictures.**

**We are going to read this book because a lot of children in kindergarten like this book.**

Show the cover; ask **What do you think this story will be about?**

**Yes, this story will be about a little boy. Many of the stories we will read will be about a person, animal or thing, which are called characters.**

**Stories tell about characters – people, animals or things. Sometimes stories tell about the things that characters do. Sometimes stories tell what happens to characters.**

**In this story, you will learn about what the little boy does with the carrot seed in this story.**

**When I read this story, I am going to read and say a lot of words. I want you to listen for three magic words in the story. Here they are: (Write the words on a cards or on a board).**

**Planted – say it with me – planted**

**Come up – say it with me – come up**

**Sprinkled - say it with me - sprinkled**

**When you hear these words in the story, raise your hand.**

#### **DURING THE STORY**

Pay attention to volume, suitable speed, enunciation and intonation. Stop on the following pages and ask these questions.

Page 1 (opposite picture of boy planting carrot seed). **Good listening! You raised your hand. What word did you hear? Yes, planted.** If student did not recognize *planted* as a magic word say:

**The magic words are planted, come up and sprinkled. Listen and raise your hand. "The little boy planted a carrot seed."**

**The little boy planted the carrot seed. (Point to the illustration) Planted means put in the ground and cover it up with dirt. The little boy planted the carrot seed.**

Page 3 (opposite picture of boy and mother – word is come up) **Good listening! You raised your hand. What word did you hear? Yes, come up.** If student did not recognize come up as a magic word say: **The magic words are planted, come up and sprinkled. Listen and raise your hand. His mother said, "I'm afraid it won't come up."**

**Come up means to grow. The little boy's mother did not think the carrot seed would grow. She did not think it would come up.**

If the student hears and notices the words come up on next two pages, acknowledge their response and connect come up with grow,

Page 9 (opposite little boy pulling weeds) **Good paying attention. You raised your hand. What word did you hear? Yes, sprinkled.** If the student does not recognize sprinkled as a magic word, say: **The magic words are planted, come up and sprinkled. Listen and raise your hand: Every day the little boy pulled up the weeds around the seed and sprinkled the ground with water.**

**Sprinkled means to pour a little bit. The little boy was pouring a little bit of water on the ground. He sprinkled the ground where he planted the carrot seed.**

**AFTER READING** (Try to give each word equal time for discussion)

**Have you ever planted anything? What was it? What did you do after you planted it?**

**Have you ever seen a flower or a plant when it is just coming up? How do you know they are starting to come up? What do you see?**

**When a seed or plant needs water, why do you sprinkle it? What might happen if you dumped a lot of water on it? If you were putting salt on your food, would you sprinkle it or dump a lot of it?**

## Vocabulary Activities

Remember we had 3 magic words that you listened for in The Carrot Seed (Point to each word as you say them) **planted, come up, sprinkled.**

Here is the story, The Carrot Seed. Let's remember the new words that we talked about in this book.

Show picture with little boy planting the carrot seed. **The little boy put the carrot seed in the ground and covered it with a dirt. What's the magic word for put in the ground and cover it with dirt? Yes, planted.**

Show picture of the little boy with his mother. **The little boy's mother did not think the carrot seed would grow? What is our magic word for to grow? Yes, come up.**

Show page with little boy watering the carrot seed. **The little boy poured a little bit of water on the seed. What is our magic word for pour a little bit? Yes, sprinkled.**

We are going to play a game using these words. This is Guess the Word Game. You are going to tell me which word goes with another word.

1. Which words go with sprinkle? Pour a little bit or pour a lot
2. Which words go with come up? To grow or turn brown
3. Which words go with planted? To put in the ground and cover with dirt or take the dirt off?

I am going to say some sentences, and then I want you to use our magic words to finish the sentences.

The little boy put the seed in the ground and covered it with dirt. The seed was ...(planted)

Mom was watering the plants in the house. She poured a little bit of water. She was ... (sprinkling)

The farmer went out to look in his field. His corn was starting to grow. It was starting to ...(come up)

## The Carrot Seed by Ruth Krauss

### The Carrot Seed 2nd reading

Magic vocabulary words: planted, come up, sprinkled

#### **BEFORE READING**

Point to the title on the cover. **Do you remember the title of this book? Yes, The Carrot Seed. It is written by Ruth Krauss and Crockett Johnson drew the pictures.**

**A character is a person, animal or thing in a story. The little boy is character in this story. Stories tell about characters. Sometimes they tell what characters do. What does the little boy do in this story? If needed, ask: What does the little boy plant? What does he do to help it come up?**

**Remember we had three magic words that you listened for in the story. (Point to them as you repeat them quickly)**

**The first word was planted.** Show the picture of the little boy planting the seed. **The little boy planted a carrot seed so he could grow carrots.**

**The next word was come up.** Show the picture of mother, and then father, then big brother telling the little boy the seed would not come up. **The little boy's family thought the carrot seed would not come up, they did not think it would grow.**

**The third word was sprinkled.** Show the picture where the little boy is watering the carrot seed. **The little boy sprinkled the carrot seed with water so it would grow.**

**DURING READING** (Read the story with enthusiasm). Pause on the following pages and ask these questions.

Page where little boy is planting the carrot seed. **Planted means put in the ground and cover up with dirt. What does planted mean?** (put in the ground and covered with dirt). **The little boy was planting the carrot seed, putting it in the ground and covering it with dirt.**

Page with the mother and little boy. **Come up means to grow. What does come up mean?** (to grow) **The little boy's mom did not think the carrot seed would come up, it would not grow.**

Page showing the little boy watering the carrot seed. **Sprinkled means to pour a little bit. What does sprinkled mean? The little boy sprinkled the carrot seed with water, he poured a little bit of water on the carrot seed.**

## **AFTER READING**

**Why did the little boy plant the carrot seed? (to grow carrots)**

**What did his family tell him about the carrot seed? (they did not think the carrot would grow.)**

**Did the little boy believe his family? Why or why not? (no, he kept taking care of the seed.)**

**What did the little boy do make sure the carrot seed would grow? (pulled weeds and watered it)**

## **Story Retell – The Carrot Seed**

**Do you remember the title of this book? That's right, The Carrot Seed. A woman named Ruth Krauss wrote the book. Sometimes after we read stories, we retell what happened in the book. I am going to tell you what happened in The Carrot Seed. I will use my memory and the pictures from the book to help me. (Turn the pages in the book as you model retelling the story for the student.)**

First picture page. **The little boy planted a carrot seed.**

Second picture page. **His mom did not think the seed would come it.**

Third picture page. **His dad did not think the seed would come it.**

Fourth picture page. **His brother did not think the seed would come it.**

Fifth picture page. **The little boy pulled the weeds and sprinkled the dirt with water.**

Sixth picture page. **Nothing came up.**

Seventh picture page. **Nothing came up.**

Eighth picture page. **His family did not think the seed would come it.**

Ninth picture page. **The little boy pulled the weeds and sprinkled water on the ground.**

Eleventh picture page. **One day the carrot came up.**

Twelfth picture page. **The little boy knew the carrot would grow.**

**I want you to tell me what the book is about. I will turn pages in the book and I want you to tell me what is happening. Use the words you heard in the story to describe the pages.**

Your response or level of support will depend on the individual student's skills. If the student has trouble generating a response or only focuses on providing sentences that note details in the pictures, you will want to model more responses that focus on the important concepts in the story.

On the pages where the magic words were used, prompt the student if they do not use the magic word in their description.

The page with the little boy planting the seed. **Can you describe the page using the word planted?**

The page with the little boy and his mother. **Can you describe the page using the word come up?**

The page with the little boy watering the carrot seed. **Can you describe this page using the word sprinkled?**

**What problem did the little boy have in the story?** (the carrot seed would not come up)

**How did he solve the problem?** (he kept weeding and watering the carrot seed)

### **Vocabulary Activity**

**We are going to play a game using the magic words. This is "What Am I Talking About Game?"**

**The farmer went out into his field to see if his corn was starting to grow. What is the magic word for grow. Yes, come up. If incorrect or no response ask, come up or walk? The farmer went into his field to see if his corn was starting to come up. Say that.**

**Carol was ironing some pants. She poured a little bit of water to help get the wrinkles out. What is our magic word for pour a little bit? If incorrect or no response, ask dumped or sprinkled? Carol sprinkled water on her pants to help get the wrinkles out. Say that.**

**My neighbors put flower seeds in the ground and covered them with dirt? What is our magic word for put in the ground and cover with dirt? Yes, planted. If incorrect or no response, ask, picked or planted? The neighbors planted flower seeds. Say that.**

## There's a Nightmare in My Closet by Mercer Mayer

### There's a Nightmare in My Closet 1<sup>st</sup> reading

Reading time without discussion: approximately 21/2 minutes

Magic vocabulary words: nightmare, peek, creeping (write down on cards or white or chalk board)

#### **BEFORE READING**

Point to the title on the cover. **The title of this story is A Nightmare in My Closet. It is written by Mercer Mayer. He is the author. He drew the pictures that go with the story too. We are reading this story because a lot of kindergarten kids have nightmares and are afraid at bedtime.** Showing the cover, **What do think this story will be about?** Build on student responses by emphasizing the following:

**Yes, this story will be about a boy who has a nightmare in his closet. Many stories that we will read will be about a person, animal, or thing that we call characters. Stories tell about what characters do or what happens to the characters. In this story you will learn what happens to a little boy when he finds a nightmare in his closet.**

**When I read this story, I am going to read and say a lot of words. I want you to listen for 3 magic words in the story. Here they are:** Point to the words as you say them.

**Nightmare. Say it with me...nightmare.**

**Peek. Say it with me...peek.**

**Creeping. Say it with me...creeping.**

**When you hear these words in the story, raise your hand.**

#### **DURING READING**

Pay attention to volume, suitable speed, enunciation and intonation. Stop on the following pages and ask these questions.

First page with text. **Good listening! Which word did you hear? Yes, nightmare.** If the student does not recognize the target word, ask: **Did you hear a magic word? The magic words are nightmare, peek and creeping. Listen and raise your hand. There used to be a nightmare in my closet.**

**A nightmare is a scary dream.**

Page where boy is in bed with eyes showing. **Good job! What word did you hear? Yes, peek.** If the student does not recognize the target word, ask: **Did you hear a magic word? The magic words are nightmare, peek and creeping. Listen and raise your hand. When I was safe in bed, I'd peek....**

**Peek means look quickly.**

Page where monster is coming out of the closet. **Way to go! What word did you hear? Yes, creeping.** If the student does not recognize the target word, ask: **Did you hear a magic word? The magic words are nightmare, peek and creeping. Listen and raise your hand. I heard him creeping toward me.**

**Creeping is walking quietly on your tiptoes.**

**AFTER READING** (Try to give each word equal time for discussion)

**Have you ever had a nightmare? What was it about? Did the nightmare wake you up?**

**Show me how you peek through your fingers.** (Model for student) **Have you ever peeked when you were watching a scary movie? Have you ever peeked into your brother or sister's room?**

**Show me creeping (model for the student). When would it be good to be creeping? Can you think of a game that creeping would help you?**

### **Vocabulary Activities**

**Remember we had 3 magic words that you listened for in There is A Nightmare in My Closet.** (Point to the words as you review them): **nightmare, peek, creeping.** **Here is the book. Let's remember the new words that we talked about in this book.**

Show first page with text. **There used to be a scary dream in my closet. What is the magic word for scary dream? Yes, nightmare.**

Show page with boy in bed with eyes showing. **When I was safe in bed, I would look quickly. What is the magic word for look quickly? Yes, peek.** (Point to little boy peeking out of his covers)

Show page with nightmare coming out of closet. **I heard him walking quietly on his tiptoes toward me. What is the magic word for walking quietly on tiptoes? Yes, creeping.** (Point to monster creeping on his tiptoes.)

**We are going to play a game using the magic words. This is Guess the Word Game. You are going to tell me which word goes with another word.**

**Which words go with nightmare? Good dream or scary dream?**

**Which words go with peek? Stare or look quickly?**

**Which words go with creeping? Walking quietly on tiptoes or stomp feet hard?**

**I am going to say some sentences, and then I want you to use our magic words to finish the sentences.**

**Mark was afraid of this part of the movie. He would look quickly through his fingers. He would ...(peek).**

**Karen had a very scary dream about falling off a bridge. She had a ... (nightmare).**

**We were playing hide-and-seek. I walked quietly on my tiptoes to get back to base. I was. (creeping).**

## There's A Nightmare in My Closet by Mercer Mayer

### There's A Nightmare In My Closet 2<sup>nd</sup> reading

Magic vocabulary words: nightmare, peek, creeping

#### **BEFORE READING**

Point to the title on the cover. **The title of this story is There's A Nightmare in My Closet. This book was written by Mercer Mayer. He drew the pictures, too. Tell me what this story is about?** If needed, ask, **Who is in this story? What happened to the nightmare?** Keep it short. Offer support only if the student cannot remember at all. Build on student's responses by emphasizing the following:

**A character is a person, place or thing in a story. The little boy and the nightmare are the main characters. Stories sometimes tell about what happens to characters. What happens to the nightmare?**

**Remember we had 3 magic words that you listened for in the story. Point to the words as you say them. nightmare, peek, creeping.**

**The first word is nightmare. Show the first page with text. There used to be a nightmare in my closet.**

**The second word is peek. Show the page with the boy in the bed with his head out of the covers. When I was safe in bed, I would peek.**

**The third word is creeping. Show the page with the monster coming out of the closet. I heard him creeping toward me. (Point to the nightmare's feet to show him on his tiptoes.)**

#### **DURING READING**

Read the story with enthusiasm. Stop on the following pages and ask these questions:

First page with text **Nightmare means scary dream. What does nightmare mean? Yes, scary dream. There used to be a nightmare, a scary dream in my closet.**

Page with little boy in bed with his head out of covers. **Peek means looking quickly. What does peek mean? Yes, looking quickly.. When I was safe in bed, I'd peek, I would look quickly.**

Page with nightmare coming out of the closet. **Creeping means walk quietly on your tiptoes. What does creeping mean? Yes, walking quietly on your tiptoes. I heard him creeping, walking quietly on his tiptoes, toward me.**

## **AFTER READING**

**Where was the nightmare at the beginning of the story?** (in the closet)

**Where was the nightmare at the end of the story?** (in the boy's bed)

### **There is A Nightmare in My Closet – Story Retell**

**Point to the title. Do you remember the name of this book? That's right, There is A Nightmare in My Closet. The author and illustrator is Mercer Mayer. Tell me what this book is about. I will turn the pages and you tell me what is happening. Use the words you heard in the story to describe the pages. (Show all the pages in the book.)**

Your response or level of support will depend on the individual student's skills. If the student has trouble generating a response or only focuses on providing sentences that note details in the pictures, you will want to model more responses that focus on the important concepts in the story.

On the pages where the magic words were used, prompt the student if they do not use the magic word in their description.

First page with text. If the student does not use the word nightmare to describe that page, prompt them saying: **Can you describe the page using the word nightmare?**

Page with little boy in bed with eyes out.. If the student does not use the word peek to describe that page, prompt them saying, **Can you describe using the word peek?**

Page with monster coming out of the closet. If the student does not use the word creeping to describe that page, prompt them saying: **Can you describe the page using the word creeping?**

Ask these questions:

**What was the problem in the story?** (The little boy had a nightmare in his closet and he was afraid of it.)

**How was the problem solved?** (The little boy scared the nightmare and they became friends).

## **Vocabulary Activity**

**We are going to play a word game. This is What Am I Talking About Game. See if you can tell me what I am talking about.**

**Mom did not want to wake the baby. She walked quietly on her tiptoes to check on her. What is our magic word for walked quietly on her tiptoes? Yes, creeping. If incorrect or no response, say: creeping or stomping? Mom was creeping into the room to check on the baby. Say that.**

**The water was boiling in the pan. I lifted the lid to take a quick look. What is our magic word for look quickly? Yes, peek. If incorrect or no response, say: stare or peek? I took a peek at the water in the pan. Say that.**

**Billy woke up and screamed from a scary dream. What is the magic word for scary dream? Yes, nightmare. If incorrect or no response, say: pleasant dream or scary dream? Billy woke up and screamed from a nightmare. Say that.**

## The Snowy Day by Ezra Jack Keats

### The Snowy Day 1<sup>st</sup> reading

Reading time without discussions: approximately 3 minutes

Magic vocabulary words: tracks, firm adventures (write these words on cards or on a white or chalk board)

#### **BEFORE READING**

Point to the title on the cover. **The title of this story is The Snowy Day. The story was written by Ezra Jack Keats. He also drew the pictures. The Snowy Day is a story you may have heard. It is such a great story of things you can do on a snowy that I wanted to share it with you. When it snows this winter, maybe you can try some of these things.**

Showing the cover. **What do you think the story is about?** Build on student response by emphasizing the following:

**This story will be about a boy named Peter playing in the snow. Stories tell about characters – people, animals or things. Sometimes stories tell about the things that characters do. Sometimes stories tell what happens to characters. The Snowy Day tells us what character does. Listen to discover all the things Peter does on a snowy day.**

**When I read this story, I am going to read and say a lot of words. I want you to listen for 3 magic words in the story. Here they are:** (point to each word as you say them)

**Tracks. Say it with me... tracks**

**Firm. Say it with me... firm**

**Adventures. Say it with me... adventures**

**When you hear these words used in the story, raise your hand.**

#### **DURING READING**

Pay attention to volume, suitable speed, enunciation and intonation. Stop on the following pages and ask these questions.

Page with the long tracks. **Good listening! You heard a magic word. What word did you hear? Yes, tracks.** If the student does not recognize the target word, ask:

**Did you hear one of the magic words? The words are tracks, firm and adventures. Listen and raise your hand. He dragged his feet s-l-o-w-l-y to make tracks.**

**Tracks are marks left on the ground. Peter dragged his feet to make tracks.**

Page with Peter making a snowball. **Terrific, you heard a magic word. What is it? Yes, firm.** If the student does not recognize the magic word, ask: **Did you hear one of the magic words? The magic words are tracks, firm and adventures. Listen and raise your hand. He packed it round and firm and put the snowball in his pocket for tomorrow.**

**Firm is hard. Peter packed the snow round and firm to make a snowball.**

Page with mom taking Peter's socks off. **Good listening! What word did you hear? Yes, adventure.** If student does not recognize magic word, ask: **Did you hear one of the magic words? The words are tracks, firm and adventures. Listen and raise your hand. He told his mother all about his adventures.**

**Adventures are exciting times.**

**AFTER READING:** (Try to give each word equal time for discussion)

**Have you ever left tracks in the snow? What did they look like? Have you ever left tracks in the house? Have you ever seen animal tracks? What did they look like?**

**Have you ever made a snowball? Did you pack it firm? Are the muscles in your arm firm? Is your desk firm? Are your socks firm?**

**Have you ever had adventures in the snow? Have you had adventures at the beach? Have you ever had adventures with your cousins?**

### **Vocabulary Activities**

**Remember, we had 3 magic words that you listened for in The Snowy Day. Point to the words as you review them. tracks, firm, adventure. Here is the book, The Snowy Day. Let's remember the new words that we talked about in this book.**

Show page with long tracks. **Peter left marks on the ground in the snow with his feet and a stick. What is our magic word for left marks on the ground? Yes, tracks.**

Show page with Peter making the snowball. **Peter made the snowball hard. What's our magic word for hard? Yes, firm.**

Show page with Mom taking off Peter's socks. **Peter told his mom about all of his exciting times in the snow. What's our magic word for exciting times? Yes, adventures.**

**We are going to play a game using words. This is Guess the Word Game. You are going to tell me which word goes with another word.**

**Which word goes with firm? Soft or hard?  
Which words go with tracks? Snowballs or marks left on the ground?  
Which words go with adventure? Boring times or exciting times?**

**I am going to say some sentences, and then I want you to use our magic words to finish the sentences. The magic words are tracks, firm and adventures.**

**Mike took a stick. He made long marks in the ground. Mike made .... (tracks).**

**We went for a boat ride and stopped and had a picnic on an island. We had exciting times. We had ...(adventures)**

**The brothers were making a snow fort. They pressed the snowballs down hard to make walls. The snowballs were ...(firm)**

## The Snowy Day by Ezra Jack Keats

### The Snowy Day 2<sup>nd</sup> reading

Magic vocabulary words: tracks, firm, adventures

#### **BEFORE READING**

Point to the title on the cover. **Do you remember the title of this book? Yes, the title of this story is The Snowy Day. It is written by Ezra Jack Keats who also drew the pictures. He is the author and illustrator. Can you tell me what this story is about?** If needed, ask: **Who is in this story? What does Peter do?** Keep it short. Offer suggestions only if the student cannot remember at all. Build on student responses by emphasizing the following:

**Peter is the main character in this story. A character is a person, animal or thing in a story. It is who the story is about. Peter does a lot of fun things in the snow.**

**Remember, we had 3 magic words that you listened for in the story. Point to the word as you review them. tracks, firm, adventures**

**The first word was tracks. Show the picture with the long tracks. Peter made tracks in the snow with his boots and a stick.**

**The second word was firm. Show the picture of Peter making the snowball. Peter packed the snow round and firm to make a snowball.**

**The third was adventures. Show the picture of Mom taking Peter's socks off. Peter told his mother about his adventures in the snow.**

#### **DURING READING**

Read the story with enthusiasm. Stop on the following pages and ask these questions:

Page with long tracks. **Tracks mean marks left on the ground. What does tracks mean?** (marks left on the ground). **Peter left tracks on the ground, he made marks on the ground.**

Page where Peter is making a snowball. **Firm means hard. What does firm mean?** (hard) **Peter packed the snow together firm, hard.**

Page where Mom is taking Peter's socks off. **Adventures mean exciting times. Peter had adventures in the snow, exciting times in the snow.**

## **AFTER READING**

Ask these questions:

**How does Peter make tracks? (with a stick) What else could he use to make tracks?**

**What adventures did Peter have in the snow** (See if the student can name 2-3 things)

**Why did Peter pack the snow round and firm? Did he save the snowball? Did he have the snowball when he went to bed? Why not?**

**What adventures do you think Peter and his friend will have the next day in the snow?**

### **The Snowy Day – Story Retell**

Point to the title. **Do you remember the name of this book? That's right, The Snowy Day. The author and illustrator was Ezra Jack Keats. Tell me what this book is about. I will turn the pages and you tell me what is happening. Use the words you heard in the story to describe the pages.**

Your response or level of support will depend on the individual student's skills. If the student has trouble generating a response or only focuses on providing sentences that note details in the pictures, you will want to model more responses that focus on the important concepts in the story.

On the pages where the magic words were used, prompt the student if they do not use the magic word in their description. Show all the pages.

Page showing the long tracks in the snow. If the student does not use the words tracks to describe that page, prompt them saying: **Can you describe the page using the words tracks?**

Page with Peter making a snowball. If the student does not use the word firm to describe that page, prompt them saying, **Can you describe using the word firm?**

Page with Mom pulling Peter's socks off. If the student does not use the word adventures to describe that page, prompt them saying: **Can you describe the page using the word adventures?**

## **Vocabulary Activity**

**We are going to play a word game. This is What Am I Talking About Game. See if you can tell me what I am talking about.**

**We went to the mountains. We saw moose and bear. We climbed rocks. We saw waterfalls. We had an exciting time in the mountains. What is our magic word for exciting times? If incorrect or no response, ask firm or adventures? We had adventures in the mountains. Say that.**

**The deer ran through the fresh snow leaving marks on the ground. What is our magic word for leaving marks on the ground? If incorrect or no response, ask: tracks or adventures. The deer left tracks in the snow. Say that.**

**Mom packed sugar into the cup hard. What is our magic word for hard? If incorrect or no response, ask: soft or firm? Mom packed sugar into the cup firm. Say that..**

## Where the Wild Things Are by Maurice Sendak

### Where the Wild Things Are 1<sup>st</sup> reading

Reading time without discussion: approximately 3 minutes

Magic vocabulary words: mischief, terrible, rumpus (write these words on cards or white or chalk board)

#### **BEFORE READING**

Point to the title. **The title of this story is Where the Wild Things Are. It is written by Maurice Sendak. He also drew the pictures. We are going to read this story as lots of children like it and it has won a lot of prizes.** Showing the cover, ask: **What do you think this story will be about?** Build on student responses by emphasizing the following:

**Yes, this story will be about some monsters, or wild things. The monsters or wild things are characters in this story. Many of the stories we will read will be about a person, animal or thing, which are called characters. Stories tell about characters – people, animals or things. Sometimes stories tell about the things that characters do. Sometimes stories tell what happens to characters.**

**Listen to find out what happens to a boy who acts like a wild thing himself.**

**When I read this story, I am going to read and say a lot of words. I want you to listen for 3 magic words in the story. Here they are (point to the word as you say them):**

**Mischief. Say it with me...mischief.**

**Terrible. Say it with me...terrible.**

**Rumpus. Say it with me...rumpus.**

**When you hear these words in the story, raise your hand.**

#### **DURING READING**

Pay attention to volume, suitable speed, enunciation and intonation. Stop on the following pages and ask these questions:

Page where Max is being sent to his room. **Good listening! You raised your hand. What word did you hear? Yes, mischief.** If student does not recognize the target word, say: **Did you hear one of the magic words? The magic words are mischief, terrible and rumpus. Listen and raise your hand. The night Max wore his wolf suit and made mischief of one kind and another.**

**Mischief is naughty things. Max is making mischief by chasing the dog.**  
(Turn back and point to the picture of Max chasing the dog on the previous page)

Page with Max arriving where the wild things are. **Way to go! What word did you hear? Yes, terrible.** If student does not recognize the target word, say: **Did you hear one of the magic words? The magic words are mischief, terrible and rumpus. Listen and raise your hand. They roared their terrible roars.**

**Terrible is very bad. The wild things have terrible roars, terrible teeth, terrible eyes and terrible claws. Very bad roars, very bad teeth, very bad eyes, and very bad claws.** (Point to the wild things),

Page of wild things looking at the moon. **Good paying attention! What word did you hear? Yes, rumpus.** If student does not recognize the target word, say: **Did you hear one of the magic words? The magic words are mischief, terrible and rumpus. Listen and raise your hand. Let the wild rumpus start.**

**Rumpus is wild play. Look at the rumpus of Max and the wild things.** (Point to the activities of Max and the wild things.)

**AFTER READING** (Try to give each word equal time for discussion.)

**Have you ever gotten into mischief? What did you do? What are things that are mischief at school? Why are we not supposed to get into mischief?**

**Show me a terrible face. Animals can be terrible. Has anyone seen a terrible animal? What was it like? What was it doing? Are all animals terrible?**

**Are you allowed to have a rumpus in your classroom? Where would be a good place to have a rumpus? What would you do at a rumpus? What would happen if we had a rumpus in the classroom?**

### **Vocabulary Activities**

**Remember we had 3 magic words that you listened for in the book, Where the Wild Things Are.** (point to the words as you review them): **mischief, terrible, rumpus.** **Let's remember the new words that we talked about in this book.**

Page where Max is chasing the dog. **What is our magic word for what Max is doing in the picture? Yes, mischief.**

Page where Max is landing on the island of the wild things. **The wild things roared their very bad roars. What is our magic word for very bad? Yes, terrible.**

Show the page where the wild things are howling at the moon. **What is our magic word for what Max and the wild things are doing in this picture? Yes, rumpus.**

**We are going to play a game using the magic words. This is called Guess the Word Game. You are going to tell me which word goes with another word.**

**Which words go with mischief? Being good or being naughty?  
Which words go with terrible? Very bad or very polite?  
Which words go with rumpus? Playing checkers or playing wild?**

**I going to say some sentences, and then I want you to use our magic words from Where the Wild Things Are to finish them.**

**The wild kids did all kinds of naughty things. The wild kids made  
...(mischief).**

**Mom told us to stop the wild play. Mom told us to stop ... (the rumpus).**

**The wild things in this book had very bad roars and very bad claws. The  
claws and roars were ...(terrible).**

## Where the Wild Things Are by Maurice Sendak

### Where the Wild Things Are 2<sup>nd</sup> reading

Magic vocabulary words: mischief, terrible, rumpus

#### **BEFORE READING**

Point to the title on the cover and ask: **Do you remember the title of this book? The title of this story is Where the Wild Things Are. Maurice Sendak is the author. An author is the person who wrote the book. Maurice also drew the pictures. Tell me what the story is about?** If needed, ask: **Who is in this story? What happens to Max?** Keep is short. Offer support only if the student cannot remember at all. Build on the student's responses by emphasizing the following:

**A character is a person, place or think in a story. Max and the wild things are characters in this story. Stories tell about characters. Sometimes they tell what characters do. What did Max and the wild things do together?**

**Remember we had 3 magic words that you listened for in the story.** (point to the words as you say them).

**The first word was mischief.** Show the picture where Max is chasing the dog. **In this picture Max is making mischief.**

**The second word is terrible.** Show the picture where Max is landing on the island where the wild things are. **The wild things had eyes that were terrible.**

**The third word was rumpus.** Show the picture where the wild things are howling at the moon. **Max led the wild things in a rumpus.**

#### **DURING READING**

Read the story with enthusiasm. Stop on the following pages and ask these questions:

Page where Max is sent to his room. **Mischief is naughty things. What is mischief?** (naughty things) **One night Max wore his wolf suit and made mischief of one kind and another, he did many naughty things.**

Page with Max landing on the island of the wild things. **Terrible is very bad. What is terrible?** (very bad) **They roared their terrible roars, their very bad roars.**

Show all three pages of rumpus without text. **Rumpus is wild play. What is rumpus?** (wild play) **Let the rumpus, the wild play, start.**

## **AFTER READING**

Ask these questions:

**Who is the main character in the story?** (Max, the wild things) **What happens to Max in the beginning of the story?** (Max makes mischief, gets into trouble, has to go to his room)

**What happens in Max's room that night? Where does Max go? Who does Max meet?** (room becomes a forest, he goes in a boat, goes to an island, he meets the wild things)

**What kind of eyes do the wild things have?** (terrible eyes) **What do he and the wild things do?** (they have a rumpus)

**Where was Max at the end of the story?** (in his room)

### **Story Retell – Where the Wild Things Are**

**Do you remember the title of this book? That's right, Where the Wild Things Are. A man named Maurice Sendak wrote the book. I want you to tell me what the book is about. I will turn pages in the book and I want you to tell me what is happening. Use the words you heard in the story to describe the pages.**

Your response or level of support will depend on the individual student's skills. If the student has trouble generating a response or only focuses on providing sentences that note details in the pictures, you will want to model more responses that focus on the important concepts in the story.

On the pages where the magic words were used, prompt the student if they do not use the magic word in their description. Show the first three picture pages. Skip the two picture pages where the forest is starting to grow. Show the picture page where the forest is full grown. Show all the next pages until the rumpus. Select one of the rumpus pages to show. Show the rest of the pages in the book.

The page where Max is in his wolf suit. If the student does not use mischief to describe that page, prompt them by saying: **Can you describe the page using the word mischief?**

The page where Max landed where the wild things were. If the student does not use the word terrible to describe that page, prompt by saying: **Can you describe the page using the word terrible?**

The page where the wild things are howling at the moon. If the student does not use the word rumpus to describe that page, prompt by saying: **Can you describe this page using the word rumpus?**

**What problem did Max have in the story?** (he made mischief and had to go to his room)

**How did he solve his problem?** (Max stayed in his room and woke up the next morning.)

### **Vocabulary Activity**

**We are going to play a game using the magic words. This is “What Am I Talking About Game?”**

**The monster had a very bad voice and a very bad face. What is our magic word for very bad? Yes, terrible.** If incorrect or no response, ask, **lovely or terrible? The monster had a terrible voice and a terrible face. Say that.**

**The two boys and the dog were playing wild with a ball and a stick. What is our magic word for wild play? Yes, rumpus.** If incorrect or no response, ask, **tea party or rumpus? The two boys and dog had a rumpus. Say that.**

**Cindy messed up the living room, broke a lamp and scared her sister. She did a lot of naughty things. What is our magic word for naughty things? Yes, mischief.** If incorrect or no response, ask: **behaving or mischief? Cindy made mischief. Say that.**

## Caps for Sale by Esphyr Slobodkina

### Caps for Sale: 1<sup>st</sup> reading

Reading time without discussions: approximately 4 1/2 minutes

Magic vocabulary words: peddler, stamped, disturb

### **BEFORE READING**

Point to the title on the cover. **The title of this story is Caps for Sale. The story was written by Esphyr Slobodkina. He also drew the pictures. This book is an old folktale that has been written down for us to enjoy.** Show the cover and ask: **What do think this story is about?** (Build on student responses by emphasizing the following)

**This is a story about a man with many caps. Most of the stories we will read will be about a person, animal or thing, which we call characters. Stories tell about characters. Sometimes stories tell what happens to characters. This story tells what happens to the main character, the man with the caps.**

**When I read this story, I am going to read and say a lot of words. I want to listen for 3 magic words in the story. Here they are.** (Point to each word on a card as you say them.)

**Peddler. Say it with me ... peddler**  
**Stamped. Say it with me ... stamped**  
**Disturb. Say it with me ...disturb**

**When you hear these words in the story, raise your hand.**

### **DURING READING**

Pay attention to volume, suitable speed, enunciation and intonation. Stop on the following pages and ask the following questions.

Page 1 (after the first sentence) **Good. You raised your hand. What word did you hear? Yes, peddler.** If student fails to recognize the word, say: **Did you hear one of the magic words? The words are peddler, stamped and disturb. Listen and raise your hand. "Once there was a peddler who sold caps."**

**A peddler is someone who travels and sells things. This peddler travels about and sells caps.** Point to the peddler.

Page where the peddler first leans back on the tree. **Good paying attention. You raised your hand. What word did you hear? Yes, disturb.** If the student did not recognize the word disturb, say: **Did you hear one of the magic words? The words are peddler, stamped and disturb. Listen and raise your hand. "He leaned back little by little so as not to disturb the caps on his head."**

**Disturb is to move out of place. The peddler did not want to upset the caps. He did not want to disturb the caps.**

Page where peddler stamps his foot. **Good listening! You raised your hand. What word did you hear? Yes, stamped.** If student did not recognize the word, say: **Did you hear any of the magic words? The words are peddler, stamped and disturb. Listen and raise your hand. "He stamped his foot and he said, "You, monkeys, you."**

**Stamped means put your foot down hard.**

### **AFTER READING**

**If you were a peddler, what would you like to sell? You would be a \_\_\_\_\_ peddler.**

**Have you heard the words "Do not disturb?" Where did you hear them? What are some things you should not disturb? (bee's nest, your parent's mail, a sleeping baby, etc.)**

**Show me stamp your foot. (Demonstrate if necessary.) When do you stamp your feet? (when you are mad, at a football game, if you are in the snow and your feet are cold) Why did the peddler stamp his foot?**

### **Vocabulary Activities**

**Remember we had 3 magic words that you listened for in this story. The words are: peddler, stamped and disturb. Here is the book Caps for Sale. Let's remember the new words that we talked about in this book.**

Show the first picture of the peddler with the caps on his head. **The man traveled and sold caps. What is our magic word for someone who travels and sells things? Yes, peddler.**

Show page where peddler is leaning back on the tree. **The peddler sat down slowly so as not to move the caps out of place. What is the magic word for move out of place? Yes, disturb.**

Show page where peddler is stamping his foot. **The peddler was angry at the monkeys and put his foot down hard. What's the magic word for put his foot down hard? Yes, stamped.**

**We are going to play “Guess the Word game.” You are going to tell me which word goes with another word.**

- 1. Which words go with disturb? Sing a song or move out of place?**
- 2. Which words go with peddler? Collect cards or travel and sell?**
- 3. Which words go with stamped? Wave your finger in the air or put your  
 foot down hard?**

**I am going to say some sentences and I want you to use our magic words to finish the sentences.**

**The man is walking around town and selling caps. The man is a ...(peddler)**

**The man was angry. He put his foot down hard on the floor. The man  
...(stamped his foot).**

**The cap peddler sat down carefully so as not to move the caps out of place.  
The peddler didn't want to ... (disturb the caps)**

## Caps for Sale by Esphyr Slobodkina

Caps for Sale: 2<sup>nd</sup> reading

Magic vocabulary words: peddler, disturb, stamped

### **BEFORE READING**

Point to the title on the cover. **Do you remember the title of this book? Yes, the title is Caps for Sale. It is written by Esphyr Slobodkina and he also illustrated the book, he drew the pictures.**

**Tell me what this story is about.** (Keep this short. If needed, ask: **Who is in this story? What happens to his hats?** Build on student responses by emphasizing the following:

**A character is a person, animal or thing in a story. Who are the characters in this story? Right, the peddler and the monkeys. Stories tell about characters. This story tells us about the monkeys taking the caps and how the peddler gets the caps back.**

**Remember we had three magic words that you listened for in the story.** (Point to the words as you repeat them) **peddler, disturb, stamped**

**The first word was peddler.** Show the first picture of the peddler standing with all the caps on his head. **There once was a peddler who sold hats.**

**The next word was disturb.** Show the picture where the peddler is first leaning on the tree. **The peddler leaned back carefully so he would not disturb his caps.**

**The third word was stamped.** Show the picture where the peddler first stamps his foot. **The peddler was angry and he stamped his foot.**

### **DURING READING**

Read the story with enthusiasm. Stop on the following pages to ask these questions:

The first page. Stop after the first sentence. **A peddler is someone who travel and sells things. What is a peddler?** (someone who travels and sell things)  
**The man in the story is a peddler, he travels and sells caps.**

The page where the peddler first leans back on the tree. **Disturb means move out of place. What does disturb mean?** (move out of place) **The peddler did not want to disturb his caps, to move them out of place.**

The page where the peddler first stamps his foot. **Stamped means put his foot down hard. What does stamped mean?** (put his foot down hard). **The peddler stamped his foot, he put his foot down hard.**

## **AFTER READING**

Ask the following questions. Scaffold for student if not sure of information.

**What is the peddler doing at the beginning of the story?**

**What does the peddler do so that he does not disturb the caps?**

**What happened to the caps?**

**How does the peddler get the caps back?**

### **Caps for Sale – Story Retell**

Point to the title. **Do you remember the name of this story? That's right, Caps for Sale. A woman named Esphyr Slobodkina wrote this story and drew the pictures. You are going to tell me what the book is about. I will turn the pages and you tell me what is happening. Please use the words you heard in the story.**

Your response or level of support will depend on the individual student's skills. If the student has trouble generating a response or only focuses on providing sentences that note details in the pictures, you will want to model more responses that focus on the important concepts in the story.

On the pages where the magic words were used, prompt the student if they do not use the target word in their description. Show all the pages.

The first page showing the peddler. If the student does not use the word peddler to describe that page, prompt them saying, **Can you describe the page using the word peddler?**

The page with the peddler leaning back on the tree. If the student does not use the word disturb to describe that page, prompt them saying, **Can you describe the page using the word disturb?**

The page with the peddler stamping his foot. If the student does not use the word stamped to describe that page, prompt them saying, **Can you describe the page using the word stamped?**

Ask the following questions:

**What problem did the peddler have?** (The monkeys took his caps.)

**How did he solve his problem?** (The monkeys imitated him and threw the caps down on the ground; he got them back.)

### **Vocabulary Activity**

**We are going to play a game using the words. This is the “What Am I Talking About Game?”**

**I do not want to make the stack of paper move out of place. What is our magic word for move out of place? Yes, disturb.** If incorrect, or no response ask, **disturb** or **celebrated**? I do not want to disturb the stack of papers, say that.

**The woman goes from house to house trying to sell flowers. What is our magic word for someone who travels around and sells things? Yes, peddler.** If incorrect or no response ask, **peddler** or **disturb**? **The woman is a flower peddler. Say that.**

**People in the stands put their feet down hard every time the team scored. What is our magic word for put his feet down hard? Yes, stamped.** If incorrect or no response ask, **The crowd stamped their feet every time the team scored. Say that.**

## **Can I Keep Him? By Steven Kellogg**

### **Can I Keep Him? 1<sup>st</sup> reading**

Reading time without discussion: approximately 4 1/2 minutes

Magic vocabulary words: annoy, disagreeable, appetite (write these words on cards or white or chalk board)

#### **BEFORE READING**

Point to the title on the cover. **The title of this story is Can I Keep Him? The book is written by Steven Kellogg. He is also the illustrator. What is the illustrator? Yes, he draws pictures. Can I Keep Him is a story that might have happened to you. It is the story of a little boy who wants a pet. Show the cover, **What do you think this story is about?** Build on student's responses by emphasizing the following:**

**Yes, this is story about a little boy who wants a pet. He is the main character in the story. Characters in a story usually have a problem. In this story the little boy has a problem with finding the right animal as a pet. In most stories the problem is fixed. There is a solution to the problem. Listen to see if the little boy finds the right animal for a pet.**

**When I read this story, I am going to say a lot of words. I want you to listen for 3 magic words in the story. Here they are:** (point to the words as you say them)

**Annoy. Say it with me...annoy.  
Disagreeable. Say it with me...disagreeable.  
Appetite. Say it with me...appetite.**

**When you hear these words, raise your hand.**

#### **DURING READING**

Pay attention to volume, suitable speed, enunciation, and intonation. Stop on the following pages and ask these questions:

Page with dog in the yard. **Good listening! What word did you hear? Yes, annoy.** If student does not recognize magic word, say: **Did you hear one of the magic words? The magic words are annoy, disagreeable and appetite. Listen and raise your hand. He would bark all the time and annoy Mr. and Mrs. Van Doon.**

**Annoy means bother.**

Page with bear in the living room. **Good job! What word did you hear? Yes, disagreeable.** If student does not recognize magic word, say: **Did you hear one of the magic words? The magic words are annoy, disagreeable and appetite. Bears have a disagreeable odor.**

**Disagreeable means not nice.**

Page with tiger in the kitchen. **Way to go! What word did you hear? Yes, appetite.** If student does not recognize magic word, say: **Did you hear one of the magic words? The magic words are annoy, disagreeable and appetite. Listen and raise your hand. Tigers grow up to have terrible appetites.**

**Appetite means need to eat.**

**AFTER READING** (Try to give each word equal time for discussion.)

**Have you ever done anything to annoy your parents? What was it? Have your brother or sister ever annoyed you? Raise your hand if you think this would annoy you:**

**Someone saying your name over and over**

**Someone who keeps tapping your arm with pencil**

**Someone giving you ice cream'**

**Someone pulling your hair**

**Have you ever smelled something that was disagreeable? What food do you think has a disagreeable odor? Which would smell disagreeable: sweaty socks or fresh cookies?**

**Do you have a big or little appetite? Who has the biggest appetite in your family? Can you think of an animal that has a big appetite? Can you think of an animal that has a small appetite?**

### **Vocabulary Activities**

**Remember we had 3 magic words we were listening for when we read Can I Keep Him?. Point to the words as you review them. annoy, disagreeable, appetite.**

**Here is the book, Can I Keep Him?. Let's remember the new words that we talked about in this book.**

Show the page with the dog in the yard. **He would bark all night and bother Mr. and Mrs. Van Doon. What is our magic word for bother? Yes, annoy.**

Show the page with the bear in the living room. **Bears are not nice to smell. What is our magic word for not nice? Yes, disagreeable.**

Show the page with the tiger in the kitchen. **Tigers grow up to have a terrible need to eat. What is our magic word for need to eat? Yes, appetite.**

**We are going to play a game using the magic words. We are going to play Guess the Word Game. You are going to tell me which word goes with another word.**

**Which words go with disagreeable? Not nice or happy?**

**Which words go with annoy? Enjoy or bother?**

**Which words go with appetite? Need to eat or need to sleep?**

**I am going to say some sentences and I want you to use our magic words to finish the sentences. The magic words are annoy, disagreeable and appetite**

**Mom opened the bag of wet swimsuits from last week. The smell was not nice. The smell was ...(disagreeable).**

**Mike kept staring at his sister at supper. He was trying to bother her. Mike was trying to ...(annoy her).**

**I had not eaten all day. I had a huge need to eat. I had a huge ...(appetite).**

## Can I Keep Him? By Steven Kellogg

### Can I Keep Him? 2<sup>nd</sup> reading

Magic vocabulary words: annoy, disagreeable, appetite

#### **BEFORE READING**

Point to the title on the cover. **Do you remember the title of this book? Yes, the title of this story is Can I Keep Him? It is written by Steven Kellogg. He is also the illustrator, he drew the pictures. Tell me what this book is about.** If needed, ask: **Who is in this story? What does the little boy do?** Keep it short. Only offer support if the student cannot remember at all. Build on student's responses by emphasizing the following:

**Characters in stories often have problems. What problem did Arnold, the little boy have? Stories tell how characters solve problems. What did Arnold do to solve his pet problem?**

**Remember we had three magic words that you listened for in the story. Point to the words as you say them. annoy, disagreeable, appetite**

**The first word was annoy. Show the page with the dog in the yard. The dog would bark all night and annoy the neighbors.**

**The second word was disagreeable. Show the page where the bear is in the living room. Bears have a disagreeable odor. Our house would smell bad.**

**The third word was appetite. Show the page with the tiger in the kitchen. Tigers grow up to have terrible appetites. It would eat all our food.**

#### **DURING READING**

Read the story with enthusiasm. Stop on the following pages and ask the following questions:

Page with the dog in the yard. **Annoy means bother. What does annoy mean? (bother) The dog's barking would annoy, would bother, the neighbors.**

Page with the bear in the living room. **Disagreeable means not nice. What does disagreeable mean? (not nice). Bears have disagreeable, not nice, smell.**

Page with the tiger in the kitchen. **Appetite means need to eat. What does appetite mean? (need to eat) Tigers have a big appetite, big need to eat.**

## **AFTER READING**

**What is the little boy's problem?** (he wants a pet)

**How does he try to fix the problem?** (brings home different animals)

**Why won't mom let him keep the dog?** (bark is annoying)

**Why won't mom let him keep the bear?** (smell is disagreeable)

**Why won't mom let him keep the tiger?** (appetite is too big)

### **Can I Keep Him – Story Retell**

Point to the title. **Do you remember the title of this book? That is right. Can I Keep Him Steven Kellogg wrote the book. You are going to tell me what is the book is about. I will turn the pages and you tell me what is happening. Please use the words you heard in the story.**

Your response or level of support will depend on the individual student's skills. If the student has trouble generating a response or only focuses on providing sentences that note details in the pictures, you will want to model more responses that focus on the important concepts in the story.

Stop on the pages that the magic words were used and prompt the student if they do not use the word in their description. Show all the pages.

Page with dog in the yard. If the student does not use the word, annoy to describe that page, prompt by saying, **Can you describe the page using the word annoy?**

Page with bear in the living room. If the student does not use the word disagreeable to describe that page, prompt by saying, **Can you describe the page using the word disagreeable?**

Page with tiger in the kitchen. If the student doesn't use the word appetite to describe that page, prompt by saying, **Can you describe the page using the word appetite?**

Ask the following questions:

**What problem did Arnold, the little boy, have in this story?** (Arnold wanted a pet.)

**How did Arnold solve his problem?** (He kept bringing home animals until his mom would agree.)

## **Vocabulary Activity**

**We are going to play a word game. We are going to play the “What Am I Talking About Game?” See if you can tell me what I am talking about.**

**Scott kept asking for candy at the store. It was starting to bother Mom. What is our magic word for bother? Yes, annoy. If incorrect or no response, ask: annoy or delight? Scott was starting to annoy Mom. Say that.**

**Dad ran into a skunk in the woods. His clothes did not smell nice. What is our magic word for not nice? Yes, disagreeable. If incorrect or no response, ask: pleasant or disagreeable. The skunk smell on Dad’s clothes was disagreeable. Say that.**

**I ate three hot dogs and two bags of chips for lunch. I had a big need to eat. What is the magic word for need to eat? Yes, appetite. If incorrect or no response, ask: thirst or appetite? I had a big appetite. Say that.**

## The Wolf's Chicken Stew by Keiko Kasza

### The Wolf's Chicken Stew 1<sup>st</sup> reading

Reading time without discussion: approximately 31/2 minutes

Magic vocabulary words: craving, prey, scrumptious

#### **BEFORE READING**

Point to the title on the cover. **The title of this story is The Wolf's Chicken Stew. The book is written by Keiko Kasza. He is both the author and the illustrator. He wrote the book and drew the pictures. This story is about a very hungry wolf and a chicken.** Show the cover. **What do you think this story is about?** Build on student's responses by emphasizing the following:

**Yes, this is a story about a wolf that is very hungry. He wants to eat the chicken. The wolf and chicken are the main characters. Characters in a story usually have a problem. In this story the wolf has a problem. In most stories the problem is fixed, there is a solution. Listen to see if you can find out how the wolf fixes his problem.**

**When I read this story, I am going to say a lot of words. I want you to listen for 3 magic words in the story. Here they are: (point to the words as you say them)**

**Craving. Say it with me...craving.**

**Prey. Say it with me...prey.**

**Scrumptious. Say it with me...scrumptious.**

**When you hear these words in the story, raise your hand.**

#### **DURING READING**

Pay attention to volume, speed, enunciation, and intonation. Stop on the following pages and ask these questions:

Page with wolf behind the tree watching the chicken. **Good job! What word did you hear? Yes, craving.** If student does not recognize the target word, say: **Did you hear one of the magic words? The magic words are craving, prey, and scrumptious. Listen and raise your hand. One day the wolf got a terrible craving for chicken stew.**

**Craving means someone wants something really bad.**

Page with wolf creeping up on chicken. **Good listening! What word did you hear? Yes, prey.** If student does not recognize the target word, say: **Did you hear one of the magic words? The magic words are craving, prey and scrumptious. Listen and raise your hand. But just as he was about to grab his prey.**

**Prey means animal that is being hunted by another animal.**

Page with hundred pancakes. **Way to go! What word did you hear? Yes, scrumptious.** If student does not recognize the target word, say: **Did you hear one of the magic words? The magic words are craving, prey and scrumptious. Listen and raise your hand. First he made a hundred scrumptious pancakes.**

**Scrumptious means tastes great.**

If the student raises his/her hand on the next two pages of text when you read the word scrumptious, acknowledge the word and repeat: **Scrumptious means tastes great.**

**AFTER READING** (Try to give equal discussion time to each word.)

**Have you ever had a craving for a certain food? What food was it? Does anyone in your family ever have a craving? What do they have a craving for?**

**The chicken is prey for a wolf. What is prey for a cat? What is prey for bear? What is prey for a bird?**

**Tell me something that you think is scrumptious? What flavor of ice cream is scrumptious? Put your thumb up if you think what I say is scrumptious. Leave your thumb down if you do not. Doughnuts, liver, chocolate chip cookies, broccoli, pizza.**

### **Vocabulary Activities**

**Remember we had 3 magic words we were listening for when we read The Wolf's Chicken Stew. Point to the words as you review them: craving, prey and scrumptious.**

**Here is the book, The Wolf's Chicken Stew. Let's remember the new words that we talked about in this book.**

Show the page with the wolf hiding behind the tree. **One day the wolf wanted chicken stew very bad. What is our magic word for someone wants something really bad? Yes, craving.**

Show the page with the wolf creeping up on the chicken. **But just as the wolf was about to grab the animal he hunts... What is our magic word for the animal another animal hunts? Yes, prey.**

Show the page with the hundred pancakes. **First he made a hundred pancakes that taste great. What is our magic word for tastes great? Yes, scrumptious.**

**We are going to play a word game using the magic words. We are going to play Guess the Word Game. You are going to tell me which word goes with another word.**

**Which words go with craving? Something you really want or something you do not want?  
Which words go with scrumptious? Tastes terrible or tastes great?  
Which words go with prey? Animal that another animal hunts or something you wear?**

**I am going to say some sentences and I want you to use our magic words to finish the sentences. The magic words are craving, prey and scrumptious.**

**Mom was making sugar cookies. I ate one right after she took them out of the oven. It tasted great. It tasted...(scrumptious)**

**Dad told mom that he wanted pizza for supper really bad. He had a ...(craving).**

**The cat hunted the mouse as it ran across the room. The mouse was the cat's ...(prey).**

## The Wolf's Chicken Stew by Keiko Kasza

### The Wolf's Chicken Stew 2<sup>nd</sup> reading

Magic vocabulary words: craving, prey, scrumptious

#### **BEFORE READING**

Point to the title on the cover. **Do you remember the title of this book? Yes, The Wolf's Chicken Stew. It is written by Keiko Kasza. He, also, drew the pictures. Tell me what this book is about.** If needed, ask: **Who are main characters? What is the wolf trying to do in the story?** Keep it short. Only offer support if the student cannot remember at all. Build on student's responses by emphasizing the following:

**Yes, the main characters in this story are the wolf and the chicken. The wolf wants to eat the chicken. Most of the story the wolf cooks food for the chicken to fatten the chicken up. Stories tell how the characters in the story solve or fix their problem. How is the problem solved in this story? Does the wolf get what he wants?**

**Remember we had three magic words that you listened for in the story. Point to the words as you say them: craving, prey and scrumptious.**

**The first word was craving. Show the page where the wolf is hiding behind the tree. One day the wolf got a terrible craving for chicken stew.**

**The second word was prey. Show the page where the wolf is creeping up on the chicken. Just as the wolf was about to grab his prey.**

**The third word was scrumptious. Show all three pages of the food the wolf cooked. First he made a hundred scrumptious pancakes. The next night he brought a hundred scrumptious doughnuts. And on the next night he brought a scrumptious cake weighing a hundred pounds.**

#### **DURING READING**

Read the story with enthusiasm. Stop on the following pages and ask these questions.

Page with the wolf hiding behind the tree. **Craving means wanting something really bad. What is craving?** (wanting something really bad) **One day the wolf was craving, was wanting chicken stew really bad.**

Page with the wolf creeping up on the chicken. **Prey means animal being hunted by another animal. What is prey?** (animal being hunted by another

animal) **But just as the wolf was about to grab his prey, the animal he hunted ...**

Page with one hundred pancakes. **Scrumptious means tastes great. First he made a hundred scrumptious pancakes, a hundred pancakes that taste great.**

Page with one hundred doughnuts. **Scrumptious means tastes great. The next night he brought a hundred scrumptious doughnuts, a hundred doughnuts that taste great.**

Page with cake. **Scrumptious means tastes great. And on the next night he brought a scrumptious cake, a cake that tastes great.**

### **AFTER READING**

**Who are the main characters?** (wolf, chicken and baby chicks)

**What does the wolf have a craving for?** (chicken stew)

**Who is the wolf's prey?** (chicken)

**Name some of the scrumptious food the wolf made?** (pancakes, doughnuts, cake, cookies)

### **The Wolf's Chicken Stew – Story Retell**

Point to the title. **Do you remember the name of this story? That's right, The Wolf's Chicken Stew. You are going to tell me what the book is about. I will turn the pages and you tell me what is happening. Please use the words you heard in the story.**

**Remember, stories have characters, a problem and a solution. Please think about these things as you retell the story. They will help you remember what the story is about.**

On the pages where the magic words were used, prompt the student if they do not use the magic words in that description. Show all the pages.

Page where wolf is hiding behind the tree. If the student does not use the word craving to describe that page, prompt by asking: **Can you describe this page using the word craving?**

Page where the wolf is creeping up on the chicken. If the student does not use the word prey to describe that page, prompt by asking: **Can you describe this page using the word prey?**

Page with the pancakes, page with the doughnuts, page with the cake. If the student does not use scrumptious to describe these pages, prompt by asking: **Can you describe these pages by using the word scrumptious?**

Ask these questions:

**What was the problem in the story?** (the wolf had a craving for the chicken)

**How was the problem solved?** (The wolf met the baby chicks and he no longer wanted to eat the chicken. He wanted to cook food for them.)

### **Vocabulary Activity**

**We are going to play a game using the magic words. This is the What Am I Talking About Game?**

**Jack had not had popcorn for three weeks. When he went to the movies he wanted popcorn really bad. What is the magic word for wanting something really bad? Yes, craving.** If incorrect or no response, ask: **craving or picnic?**  
**Jack had a craving for popcorn. Say that.**

**Mom packed a picnic lunch for us. We had sandwiches, chips and fresh chocolate brownies. The brownies tasted great. What is our magic word for tastes great? Yes, scrumptious.** If incorrect or no response, ask: **awful or scrumptious?**  
**The brownies tasted scrumptious. Say that.**

**In the jungle the lion stood under the tree. He was watching the elk drink water. The lion hunts the elk for food. What is our magic word for animals that another animal hunts? Yes, prey.** If incorrect or no response, ask: **friend or prey?**  
**The elk was the lion's prey. Say that.**

## Ira Sleeps Over by Bernard Weber

### Ira Sleeps Over 1<sup>st</sup> reading

Reading time without discussion: approximately 8 1/2 minutes

Magic vocabulary words: invited, decided, ghost stories (write words on cards or white or chalk board)

### **BEFORE READING**

Point to the title on the cover. **The title of this story is Ira Sleeps Over. The author of the story is Bernard Weber. He also is the illustrator. What does the illustrator do? Ira Sleeps Over is a story that might happen to you if you are asked to sleep at a friend's house.**

Showing the cover, ask: **What do you think this story is about?"** Build on student responses by emphasizing the following:

**The story will be about a boy that is goes to sleep at a friend's house. The characters in a story usually have a problem. In this story, Ira has a problem with taking his teddy bear to stay over night at his friend's house. In most stories, the problem is fixed or solved. Listen to see if Ira finds out what to do about taking his teddy bear to his friend's house.**

**When I read this story, I am going to read and say a lot of words. I want you to listen for 3 magic words in this story. Here they are. (Point to each word as you say it.)**

**Invited. Say it with me ... invited**

**Decided. Say it with me ... decided**

**Ghost stories. Say it with me... ghost stories**

**When you hear these words in the story, raise your hand.**

### **DURING READING**

Pay attention to volume, suitable speed, enunciation and intonation. Stop on the following pages and ask these questions:

First page after the first sentence. **Oh, good. You raised your hand. What word did you hear? Yes, invited.** If the student did not recognize the word, say: **Did you hear one of the magic words? Listen and raise your hand. The words are invited, decided and ghost stories. I was invited to sleep at Reggie's house.**

**Invited is asked to do. Reggie invited Ira to sleep over at his house.**

Page with Ira sitting on the stop. **Good listening! You raised your hand. What word did you hear? Yes, decided.** If student did not recognize the word, say: **Did you hear one of the magic words? The words are invited, decided and ghost stories. Listen and raise your hand. I decided not to take my teddy bear.**

**Decided is made up your mind. Ira decided not take his teddy bear to Reggie's house.**

Page 18 (Ira and Reggie walking In front of the garage. **Good, you heard the magic word. What was it? Yes, ghost stories.** . If student did not recognize the word, say: **Did you hear one of the magic words? The words are invited, decided and ghost stories. Listen and raise your hand. We can tell ghost stories.**

**Ghost stories are scary stories.**

#### **AFTER READING**

Ask the following questions:

**Have you ever been invited to sleep at someone's house? Have you ever been invited to a birthday party? Have you ever been invited to read a book with someone?**

**What have you decided to do after school? What have you decided to play at recess? Have you decided what is your favorite kind of cookie?**

**Have you ever heard a ghost story? Do you like ghost stories? When do people usually tell ghost stories?**

#### **Vocabulary Activities**

**Remember, we had 3 magic words that you listened for in this book, Ira Sleeps Over. Point to each word as you read them. Invited, decided and ghost stories**

**Let's remember the new words we talked about in this book.**

Show first picture with Ira happy. **Reggie asked Ira to sleep over. What is the magic word for asked over? Yes, invited.**

Show page with Ira sitting on his steps. **Ira made up his mind not to take his teddy bear to Reggie's house. What is the magic word for made up your mind? Yes, decided.**

Show page 18 where Reggie and Ira are walking in front of the garage. **The boys told scary stories after they got into bed. What is the magic word for scary stories. Yes, ghost stories.**

□

**Let's play "Guess the Word Game." You are going to tell me which word goes with another word,**

**Which words go with invited? Asked to do or went to the store?  
Which words go with ghost stories? Funny stories or scary stories  
Which words go with decided? Made up your mind or looked for**

**I am going to say some sentences and then I want you to use our magic words to finish the sentences.**

**The boys went camping. At night they told scary stories in the tent. The boys told ...(ghost stories)**

**Dad did not know if he wanted to go to the movies or to the baseball game. When he made up his mind he ... (decided)**

**Mike wanted me to go on a bike ride. He asked me to come. Mike ... (invited me)**

## Ira Sleeps Over by Bernard Weber

### Ira Sleeps Over 2<sup>nd</sup> reading

Magic vocabulary words: invited, decided, ghost stories

#### **BEFORE READING**

Point to the title on the cover. **Do you remember the name of this story? Yes, the title is Ira Sleeps Over. It is written by Bernard Weber. What else did he do? Tell me what this story is about.** (If needed, ask, **Who is in this story? What happens to Ira?**). Keep it short. Offer support only if student cannot remember at all. Build on student responses by emphasizing the following:

**Characters in stories often have problems. What problem does Ira have? Stories tell how characters solve problems. What did Ira do to fix his teddy bear problem?**

**Remember we had 3 magic words that you listened for in the story.** Point to the words as you say them. **Invited, decided, ghost stories.**

**The first word was invited.** Show the first picture (page 3) **Ira was happy because he was invited to sleep at Reggie's house.**

**The next word was decided.** Show the picture of Ira sitting on the step (page 15). **Ira decided not to take his teddy bear to Reggie's house.**

**The third word was ghost stories.** Show the picture with the boys in bed telling stories. **Reggie told Ira ghost stories.**

#### **DURING READING**

Read the story with enthusiasm. Stop at the following pages and ask these questions.

The first page after the first sentence. **Invited means asked to do. What does invited mean?** (asked to do) **Ira was invited, asked to sleep over at his friend's house.**

Page where Ira is sitting on the steps. **Decided is made up your mind. What does decided mean?** (made up your mind) **Ira decided not to take his teddy bear.**

Page where the boys walk in front of the garage. **Ghost stories mean scary stories. What does ghost stories mean? (scary stories) At night, the boys were going to tell ghost stories, scary stories.**

## **AFTER READING**

**What is Ira invited to do?** (sleep over at Reggie's house)

**Ira has a problem. What is it?** (he is afraid to take his teddy over to his friend's house) **What does he decide to do at first?** (leave his teddy bear at home)

**When Ira goes to Reggie's house, what do they do?** (Reggie showed him his collection, played office, they wrestled and had a pillow fight.)

**What do they do when they go to bed?** (tell ghost stories)

**What does Reggie do about being scared?** (gets his teddy bear) **What does Ira do about being scared?** (goes home to get his teddy bear) **Did Reggie care that Ira had a teddy bear?** (no) **Is there a problem with the teddy bears?** (no)

## **Ira Sleeps Over – Story Retell**

Point to the title. **Do you remember the title of this book? That's right, Ira Sleeps Over. A man named Bernard Weber was the author and illustrator. Tell me what happened in the story. I will turn the pages and you can tell me what is happening. Use the words you heard in the story to tell me about the book.**

**Remember, stories have characters, a problem and a solution. Please think about these things as you retell the story. They will help you remember what the story is about.**

Stop at the pages with the target words on them. If the student does not use the magic words, use the following prompts. Show pages 3, 5, 8, 12 and all the rest of the pages.

First page showing Ira happy. If the student does not use the word, invited to describe this page, prompt them by saying: **Can you describe the page using the word invited?**

Page where Ira is sitting on the steps. If the student does not use the word decided, prompt them by saying: **Can you describe the page using the word decided?**

Page where the boys are telling ghost stories. If the student does not use the word ghost stories, prompt them by saying. **Can you describe the page using the word ghost stories?**

Ask the following questions:

**What problem does Ira have?** (does not know what to do about his teddy bear for a sleep over at a friends)

**How did he solve his problem?** (he goes home and gets his teddy bear when he gets scared)

### **Vocabulary Activity**

**We will play a word game. It is What Am I Talking About Game? See if you can tell me what I am talking about.**

**Torey told Jordin scary stories. What is our magic word for scary stories? Yes, ghost stories.** If incorrect or no response, ask: **ghost stories or funny stories? Torey told Jordin ghost stories. Say that.**

**I made up my mind to ride my bike without training wheels. What is our magic word for made up your mind? Yes, decided.** If incorrect or no response, ask: **decided or invited? I decided to ride my bike without training wheels. Say that.**

**Grandma asked Austin over to swim in her pool. What is our magic word for asked to do? Yes, invited.** If incorrect or no response, ask: **planted or invited. Grandma invited Austin over to swim in her pool. Say that.**

## **Bunny Cakes by Rosemary Wells**

### **Bunny Cakes 1<sup>st</sup> reading**

Reading time without discussion: approximately 6 minutes

Magic vocabulary words: grocer, list, thrilled (write the words on cards or white or chalk board)

### **BEFORE READING**

Point to the title on the cover. **The title of this story is Bunny Cakes. This book was written and illustrated by Rosemary Wells. This book is a great story about making birthday cakes. I like the main characters, Max and Ruby. They are in a lot of books by Rosemary Wells.** Showing the cover, **What do you think this story will be about?** Build on student responses by emphasizing the following:

**The story will be about a bunny making a cake. Stories usually have a problem. What problem do you think the bunny might have? Stories happen in a place. We call where the story takes place, the setting. What do we call where the story takes place? (the setting) Listen for the setting in this story.**

**When I read this story, I am going to read and say a lot of words. I want you to listen for 3 magic words in the story. Here they are.** Point to each word as you say them). **Here they are:**

**List. Say it with me... list**  
**Grocer. Say it with me... grocer**  
**Thrilled. Say it with me...thrilled**

**When you hear these words in the story, raise your hand.**

### **DURING READING**

Pay attention to volume, suitable speed, enunciation and intonation. Stop on these pages and ask these questions:

Page with eggs on the grocery list. **Good, you raised your hand. What is the word? Yes, list.** If the student did not recognize the magic word, say: **Did you hear one of the magic words. The words are list, grocer and thrilled. Listen and raise your hand. Ruby sent Max to the store with a list that said EGGS.**

**List means things written down.** (Point to the list)

First page with grocer. **Good listening. What word did you hear? Yes, grocer.** If the student did not recognize the magic word, say: **Did you hear one of the magic words? The magic words are list, grocer, and thrilled. Listen and raise your hand. The grocer could not read Max's writing.**

**A grocer is someone who sells food.**

Last page with Grandma and the cakes **Oh, good. What word did you hear? Yes, thrilled.** . If the student did not recognize the magic word, say: **Did you hear one of the magic words. The words are list, grocer and thrilled. Listen and raise your hand. Grandma was so thrilled, she didn't know which cake to eat first.**

**Thrilled means very happy.**

### **AFTER READING**

**When do you make a list? Does your family make a grocery list? Could you make a list of the kindergarten kids at your table?**

**When you go to the grocery store, do you see a grocer? What does the grocer do? What would your favorite thing to do if you were a grocer?**

**Tell me about a time when you were thrilled. Has anything thrilling happened to you at school? What was thrilling about it?**

### **Vocabulary Activities**

**Remember we had 3 magic words for Bunny Cakes. (Point to the words as you review them). list, grocer, thrilled.**

**Here is the book, Bunny Cakes. Let's remember the new words we talked about in this book.**

Show the page with the EGG grocery list. **Ruby wrote down eggs for the grocery. What is our magic word for things written down? Yes, list**

Show the page with the first picture of the grocer. **The man who sells food read Ruby's list and got some eggs for Max. What is our magic word for someone who sells food? Yes, grocer.**

Show the last page with Grandma and the cakes. **Grandma was very happy to get two birthday cakes. What is the magic word for very happy? Yes, thrilled.**

**We are going to play Guess the Word Game. You are going to tell me which word goes with another word.**

**Which words go with thrilled? Very happy or very sad?**

**Which words go with grocer? Someone who puts out fires or someone who sells food?**

**Which words go with list? Things written down or things in a closet?**

**I am going to say some sentences, and then I want you to use our magic words to finish the sentences.**

**It made Brenna very happy when she got a puppy. She was ...(thrilled)**

**School is ready to start. Mom said we should write down the things we need. We should make a ...(list)**

**The man was putting cereal boxes on the shelves and putting the prices on them. He is a ...(grocer)**

## **Bunny Cakes by Rosemary Wells**

### **Bunny Cakes 2<sup>nd</sup> reading**

Magic vocabulary words: list, grocer, thrilled

#### **BEFORE READING**

Point to the tile on the cover. **Do you remember the title of this book? Yes, it is Bunny Cakes. Rosemary Wells is the author and illustrator. Tell me what this story is about.** If needed, ask: **Who is in this story? What keeps happening to Max?** Keep it short. Offer support only if the student does not remember at all. Build on the student's responses by emphasizing the following:

**Can you tell me a character in this story? Yes, Max is one of the main character in this story. In many stories, the main character has a problem. What problem did Max have? How did he solve the problem? This story takes place at Max and Ruby's house and the grocery story. There are two settings in the story.**

**Remember we had 3 magic words that you listened for in the story.** Point to the words as you review them **list, grocer, thrilled**

**The first word was list.** Show the picture with EGGS on the grocery list. **Ruby put EGGS on the list of things she needs.**

**The second word is grocer.** Show the first picture of the grocer. **The grocer got eggs for Max.**

**The third word is thrilled.** Show the last page with Grandma and the cakes. **Grandma was thrilled to have two different birthday cakes.**

#### **DURING READING**

Read the story with enthusiasm. Stop on the following pages, and ask these questions.

Page with EGGS on the grocery list. **List is things written down. What is a list?** (things written down) **Ruby wrote a list for Max.**

Page with the first picture of the grocer. **Grocer is someone who sells food. What is a grocer?** (someone who sells food) **The grocer helped Max buy food for Ruby.**

Last page with Grandma and the birthday cakes. **Thrilled means very happy. What is thrilled?** (very happy) **Grandma was thrilled with the birthday cakes.**

## **AFTER READING**

Ask the following questions:

**What were Max and Ruby each trying to do for their Grandmother?**

**What problem did Ruby have? What did she do to try to solve her problem?**

**What problem did Max have? How did he try to solve the problem?**

### **Bunny Cakes - Story Retell**

Point to the title. **Do you remember the title of this book? That's right, Bunny Cakes. A woman named Rosemary was the author and illustrator. Tell me what happened in the story. I will turn the pages and you can tell me what is happening. Use the words you heard in the story to tell me about the book.**

**Stories have characters, a setting, a problem and a solution. Please think about these things as you retell the story. They will help you remember what the story is about.**

Stop at the pages with the target words on them. If the student does not use the magic words, use the following prompts. Show all the pages.

Page showing the list with EGGS on it. If the student does not use the word, invited to describe this page, prompt them by saying: **Can you describe the page using the word list?**

Page with the first picture of the grocer.. If the student does not use the word decided, prompt them by saying: **Can you describe the page using the word grocer?**

Last page with Grandma and the cakes. If the student does not use the word ghost stories, prompt them by saying: **Can you describe the page using the word thrilled?**

### **Vocabulary Activity**

**We will play a word game. It is What Am I Talking About Game? See if you can tell me what I am talking about.**

**I wanted to remember the things I would need for my birthday party so I wrote them down. What is the magic word for things written down? Yes,**

**list.** If incorrect or no response ask: **list or grocer? I made a list of things I needed for my party. Say that.**

**The woman at the store was selling fruit, pies and cookies. What is the magic word for someone who sells food? Yes, grocer.** If incorrect or no response ask: **pilot or grocer? The grocer was selling fruit, pies and cookies. Say that.**

**Steve was very happy to be going to the park. What is the magic word for very happy? Yes, thrilled.** If incorrect or no response ask: **sad or thrilled? Steve was thrilled to be going to the park. Say that.**

## Owen by Kevin Henkes

### Owen 1<sup>st</sup> reading

Reading time without discussion: approximately 4 1/2 minutes

Magic vocabulary words: perfect, invisible, handkerchiefs (write these words on cards or white or chalk board)

### **BEFORE READING**

Point to the title on the cover. **The title of this story is Owen. The author of this book is Kevin Henkes. He also drew the pictures, he is the illustrator. We are reading this book because a lot of kindergarten kids still have a blanket they love. We will see how one boy deals with the problem of being too old to carry a blanket to school.** Showing the cover, **What do you think this story is about?** Build on the student response by emphasizing the following:

**The story will be about a mouse boy. He is the main character. Did you notice that the mouse has a blanket? In many fiction books the main character has a problem. In this book, the mouse has a problem with his blanket. Listen for the problem. Stories happen in a place. We call that the setting. The setting in this story is mainly Owen's house.**

**When I read this story, I am going to read and say a lot of words. I want you to listen for 3 magic words in the story. Here they are:** (Point to the words as you say them)

**Perfect. Say it with me...perfect  
Invisible. Say it with me...invisible  
Handkerchiefs. Say it with me...handkerchiefs**

**When you hear these words in the story, raise your hand.**

### **DURING READING**

Pay attention to volume, suitable speed, enunciation and intonation. Stop on the following pages and ask these questions:

Page with parents putting Owen to bed. **Good listening! What word did you hear? Yes, perfect.** If the student did not recognize the magic word, say: **Did you hear one of the magic words? The words are perfect, invisible and handkerchiefs Listen and raise your hand. The blanket fairy would leave an absolutely wonderful, positively perfect, especially terrific big-boy present.**

**Perfect means exactly right.**

Page at dinner. **Good job! What word did you hear? Yes, invisible.** If the student did not recognize the magic word, say: **Did you hear one of the magic words? The words are perfect, invisible, and handkerchiefs. Listen and raise your hand. Fuzzy helped Owen become invisible.**

**Invisible means not seen. Owen thought putting Fuzzy on his head made him invisible.**

Page with Owen using handkerchiefs in many ways. **Good listening! What word did you hear? Yes, handkerchief.** If the student did not recognize the magic word, say: **Did you hear one of the magic words? The words are perfect, invisible and handkerchiefs Listen and raise your hand. Now Owen carries one of his not-so-fuzzy handkerchiefs wherever he goes.**

**Handkerchiefs means small pieces of cloth.**

### **AFTER READING**

**If your teacher says that your paper is perfect, what does she mean? What do you think the perfect lunch would be? Tell me what the perfect present would be.**

**How do you make yourself invisible? How does a magician make a rabbit invisible? If something is invisible, how can you find it?**

**Does anybody In your family carry a handkerchief? Have you seen a handkerchief? What do you use instead?**

### **Vocabulary Activities**

**Remember, we have 3 magic words that we listened for in Owen. Point to the words as you review them. perfect, invisible, handkerchiefs Here is the story, Owen. Let's remember the new words that we talked about in this book.**

Page with parents putting Owen to bed: **Owen's parents said that the Blanket Fairy would bring him an exactly right present. What is our magic word for exactly right? Yes, perfect.**

Page with parents at dinner. **Owen used the blanket to make him not be seen. What is our magic word for not seen? Yes, invisible.**

Page with Owen using handkerchiefs in many ways. **Owen carries one of his not-so-fuzzy pieces of cloth wherever he goes. What is our magic word for pieces of cloth? Yes, handkerchiefs.**

**We are going to play a game using the magic words. This is Guess the Word Game. You are going to tell me which word goes with another word.**

**Which words go with handkerchief? Pieces of cloth or Kleenex?**

**Which words go with perfect? Wrong or exactly right?'**

**Which words go with invisible? Easy to see or not seen?**

**I am going to say some sentences, and then I want you to use our magic words to finish the sentences.**

**Molly wanted to write her name exactly right. She wanted her name to look  
....(perfect)**

**Dad was sneezing and sneezing. Mom gave him a small piece of cloth.  
Mom gave him a ...(handkerchief)**

**The magician had a bird on his hand. Then the bird was not seen. The bird  
was ...(invisible),**

## Owen by Kevin Henkes

### Owen 2<sup>nd</sup> reading

Magic vocabulary: perfect, invisible, handkerchief

#### **BEFORE READING**

Point to the title on the cover. **Do you remember the title of this book? Yes, the title of this book is Owen. The person who wrote the book and drew the pictures is Kevin Henkes. Tell me what the story is about?** If needed ask, **Who is in this story? What happens to Owen?** Keep it short. Offer support only if student cannot remember at all. Build on student responses by emphasizing the following:

**The main character in this story is Owen. What other characters are in this story? Many stories have a problem. Is there a problem in this story? Is the problem solved?**

**Remember we had 3 magic words that you listened for in the story.** Point to the each word as you say the word. **perfect, invisible, handkerchief**

**The first word was perfect.** Show the picture with parent putting Owen to bed. **Owen's parents told him that he would get a perfect present from the Blanket fairy.**

**The second word was invisible.** Show the page where they are eating dinner. **Owen used his blanket to become invisible.**

**The third word was handkerchiefs.** Show the page with Owen using his handkerchiefs in many ways. **Now Owen carries one of his not-so-fuzzy handkerchiefs with him everywhere.**

#### **DURING READING**

Read the story with enthusiasm. Stop on the following pages and ask these questions.

Show the picture with parents putting Owen to bed. **Perfect means exactly right. What does perfect mean?** (exactly right) **Your school paper is perfect, exactly right. Say that.**

Show the picture at dinner. **Invisible means not seen. What does invisible mean?** (not seen) **The magic dog was invisible, not seen.**

Show the picture where Owen is using handkerchiefs in many ways.  
**Handkerchiefs are small pieces of cloth. What does handkerchiefs mean?**  
(small pieces of cloth) **Grandma always carried a pretty handkerchief, a small piece of cloth.**

### **AFTER READING**

Ask these questions:

**Who is the main character in this story?**

**What is his problem?**

**What do his parents say he will get if he leaves his blanket under his pillow? Does that work?**

**What else do Owen's parents try in order to get Owen to stop carrying his blanket? Does it work?**

**Who solves the problem with Owen's blanket? How does his mother fix the problem?**

### **Owen – Story Retell**

Point to the title. **Do you remember the title of this book? That's right, Owen. A man named Kevin Henkes was the author and illustrator. Tell me what happened in the story. I will turn the pages and you can tell me what is happening. Use the words you heard in the story to tell me about the book.**

**Stories have characters, a setting, a problem and a solution. Think about these things as you retell the story and it will help you remember what the story is about.**

Stop at the pages with the target words on them. If the student does not use the magic words, use the following prompts. Show all the pages.

First page showing Owen's parents putting him in bed. If the student does not use the word perfect to describe this page, prompt them by saying: **Can you describe the page using the word perfect?**

Page where they are at dinner. If the student does not use the word invisible, prompt them by saying: **Can you describe the page using the word invisible?**

Page where Owen is using handkerchiefs in many ways. If the student does not use the word handkerchiefs, prompt them by saying. **Can you describe the page using the word handkerchiefs?**

Ask the following questions:

**What problem does Owen have?** (Owen does not want to give up his blanket.)

**How did he solve his problem?** (His mom makes handkerchiefs out of the blanket so Owen can carry them around.)

### **Vocabulary Activity**

**We will play a word game. It is What Am I Talking About Game? See if you can tell me what I am talking about.**

**Magicians have a lot of little pieces of cloth. What is our magic word for a little pieces of cloth? Yes, handkerchiefs.** If incorrect or no response, say: **quilt or handkerchiefs? Magicians have a lot of handkerchiefs. Say that.**

**We are planning a surprise party for my mom. We want it to be exactly right. What is the magic word for exactly right? Yes, perfect.** If incorrect or no response, say: **exactly right or rotten? We want the party for my mom to be perfect. Say that.**

**Sam likes to pretend that his coat makes him be not seen. What is our magic word for not seen? Yes, invisible.** If incorrect or no response, say: **shiny or invisible? Sam likes to pretend that his coat makes him invisible. Say that.**

## The Runaway Bunny by Margaret Wise Brown

### The Runaway Bunny 1<sup>st</sup> reading

Reading time without discussion: approximately 4 1/2 minutes

Magic vocabulary words: mountain, hidden (write these words on cards or white or chalk board)

#### **BEFORE READING**

Point to the title on the cover. **The title of this story is The Runaway Bunny. The story was written by Margaret Wise Brown. The illustrator was Clement Hurd. In this story, the little bunny is not happy and wants to run away from home.** Showing the cover, ask: **What do you think this book is about?** Build on student responses by emphasizing the following: **Yes, the story will be about a runaway bunny. Stories that we read happen in a place. We call where the story takes place, the setting. What do we call where the story takes place? (the setting) This story takes happens in a lot of different places. Listen for the different places, the different settings, the runaway bunny wants to go to.**

**When I read this story, I am going to read and say a lot of words in the story. Here they are.** (Point to each word as you read them)

**Mountain. Say it with me...mountain**

**Hidden. Say it with me...hidden.**

**Join. Say it with me...join**

**When you hear these words in the story, raise your hand.**

#### **DURING THE STORY**

Pay attention to volume, suitable speed, enunciation, and intonation. Stop on the following pages and ask the following questions:

Page with text where bunny is climbing the mountain (black and white) **Good for you! What word did you hear? Yes, mountain.** If student does not recognize the target word, say: **Did you hear a magic word? The magic words are mountain, hidden and join. Listen and raise your hand. I will become a rock on the mountain, high above you.**

**Mountain means very big hill.**

Page with bunny hiding in a flower (black and white) **Good listening! What word did you hear? Yes, hidden.** If student does not recognize the target word, say: **Did you hear a magic word? The magic words are mountain, hidden and join. Listen and raise your hand. I will be a crocus in a hidden garden.**

**Hidden means hard to find.**

Page with bunny going into the circus tent (black and white) **Way to go! What would did you hear? Yes, trapeze.** If student does not recognize the target word, say: **Did you hear a magic word? The magic words are mountain, hidden and join. Listen and raise your hand. I will join the circus and fly away on a flying trapeze.**

**Join means to be a part of.**

### **AFTER READING**

Ask these questions:

**Have you ever been to the mountains? Where at? What do mountains look like?** (Use the picture in book if student has not seen a mountain.) **Would it be hard or easy to run up a mountain? What are things you can do on a mountain?**

**Have you ever hidden anything from your family? What is a hidden place in your house? What are good things to keep hidden?**

**Can you think of something you ever joined? What are some things your parents have signed you us to join? Would you like to join a group going to the zoo? Would you like to join a group going to clean their rooms?**

### **Vocabulary Activities**

**Remember we had 3 magic words that you listened for in The Runaway Bunny.** (Point to the words as you review them): **mountain, hidden, join.**

**Here is the book, The Runaway Bunny. Let's remember the new words that we talked about in this book.**

Show the page with the bunny climbing the mountain. **I will become a rock on the very big hill, What is the magic word for very big hill? Yes, mountain.**

Show the page with the bunny hiding in the flower. **I will be a flower in a hard to find garden. What is our magic word for hard to find? Yes, hidden.**

Show the page with the bunny going into a circus tent. **I will be part of the circus. What is the magic word for be a part of? Yes, join.**

**We are going to play a game with our magic words. It is Guess the Word Game. You are going to tell me which word goes with another word.**

**Which words go with hidden? Hard to find or easy to find?  
Which words go with mountain? Large lake or very big hill?  
Which words go with join? Take away or be a part of?**

**I am going to say some sentences, and then I want you to use our magic words to finish the sentences. The magic words are mountain, hidden and join.**

**People like to climb up very big hills. People like to climb ...(mountains)**

**A letter came in the mail asking me to be a part of a zoo club. The zoo club wanted me to (join).**

**The cousins were playing hide-and-seek. Max was in a place that was hard to find. Max was (hidden).**

## The Runaway Bunny by Margaret Wise Brown

### The Runaway Bunny 2<sup>nd</sup> reading

Magic vocabulary words: mountain, join

#### **BEFORE READING**

Point to the title on the cover: **Do you remember the title of this book? The title is The Runaway Bunny. It is written by Margaret Wise Brown. A man named Clement Hurd drew the pictures. He drew the pictures for a lot of Margaret Brown's books. Tell me what this book is about?** If needed, ask: **Who is in this story? What is the bunny's problem?** Keep it short. Offer support only if the student cannot remember at all. Build on the student's responses by emphasizing the following:

**The setting of the story is where the story takes place. Where does this story take place? Yes, in lots of places, a mountain, a river, a hidden garden, a circus. There is more than one setting in this story.**

**Remember we had 3 magic words that you listened for in the story.** Point to the words as you say them. **mountain, hidden, join**

**The first word is mountain.** Show page bunny is rock on the mountain (color pages). **The bunny is rock on the mountain.**

**The second word is hidden.** Show page where bunny is hidden in the pink flower (color pages). **The bunny is hidden in the crocus, the pink flower.**

**The third word is join.** Show page where bunny is flying on the trapeze (color pages). **The bunny went to join the circus.**

#### **DURING READING**

Read the story with enthusiasm. Stop on the following pages and ask these questions:

Page where bunny is climbing the mountain (black and white) **Mountain is very big hill. What is a mountain?** (a very big hill) **I will become a rock on a mountain, a very big hill, high above you.**

Page where bunny is hiding in the garden (black and white page) **Hidden is hard to find. What is hidden?** (hard to find) **I will become a flower in a hidden garden, a hard to find garden.**

Page where the bunny is going in the circus tent (black and white page) **Join is to be a part of. What does join mean? (be a part of) I will join a circus, I will be part of a circus.**

### **AFTER READING**

**Who are the main characters in this story?**

**What is the little bunny's problem?**

**What is the mother bunny's problem?**

**Name some of the places the bunny wanted to run away to.**

**What is the setting or place at the end of the story?**

### **The Runaway Bunny – Story Retell**

Point to the title. **Do you remember the title of this book? That's right, The Runaway Bunny. A woman named Margaret Wise Brown was the author.**

**Tell me what happened in the story. I will turn the pages and you can tell me what is happening. Use the words you heard in the story to tell me about the book.**

**Stories have characters, a setting, a problem and a solution. Think about these things as you retell the story and it will help you remember what the story is about.**

Stop at the pages with the target words on them. If the student does not use the magic words, use the following prompts. Show the first page and only the color picture pages after that.

Page showing the bunny getting ready to climb the mountain. If the student does not use the target word to describe this page, prompt them by saying: **Can you describe the page using the word mountain?**

Page showing the bunny in the garden.. If the student does not use the target word, prompt them by saying: **Can you describe the page using the word hidden?**

Page showing the bunny going into the circus. If the student does not use the target word, prompt them by saying. **Can you describe the page using the word join?**

Ask the following questions:

**What problem does the bunny have?** (the little bunny wants to run away)

**How did he solve his problem?** (the mother bunny convinces him to just stay home)

### **Vocabulary Activity**

**We will play a word game. It is What Am I Talking About Game? See if you can tell me what I am talking about.**

**We went out West to see the very big hills. What is our magic word for very big hill? Yes, mountains.** If incorrect or no response, ask: **river or mountain?**  
**We went out West to see the mountains. Say that.**

**Paula had a treasure hunt at her birthday party. All the presents were hard to find. What is our magic word for hard to find? Yes, hidden.** If incorrect or no response, ask: **hidden or careful?** **The presents were hidden. Say that.**

**Next year I will get to be part of the school band. What is our magic word for be part of? Yes, join.** If incorrect or no response, ask: **join or leave?** **Next year I will join the school band. Say that.**

## Harry the Dirty Dog by Gene Zion

### Harry the Dirty Dog 1<sup>st</sup> reading

Reading time without discussion approximately 4 minutes

Magic vocabulary words: buried, strange, furiously (Write on cards or on white or chalk board)

#### **BEFORE READING**

Point to the title on the cover. **The title of this story is Harry, the Dirty Dog. The author, the person who wrote the book, is Gene Zion. Margaret Graham drew the pictures. We are going to read this book as lots of kindergarten kids like it.**

Show the cover and ask, **What do you think this story will be about?**

**Yes, the story will be about a dog. Many of the stories we will read will about a person, place or thing, which we call characters. Stories tell about characters. Sometimes stories tell about the things characters do and sometimes stories tell us about what happens to characters. In this book, you will hear what happens to Harry, the dirty dog.**

**When I read this story, I am going to read and say a lot of words. I want you to listen for 3 magic words in the story. Here they are. (Point to each words as you say it.)**

**Buried. Say it with me ... buried  
Strange. Say it with me... strange  
Furiously. Say it with me...furiously**

**When you hear these words in the story, raise your hand.**

#### **DURING READING**

Pay attention to volume, suitable speed, enunciation and intonation. Pause on the following pages and ask these questions.

Page with Harry burying the scrub brush. **Good listening! You raised your hand. What word did you hear? Yes, buried.** If the student did not recognize the word say, **Did you hear a magic word? The magic words are buried, strange and furiously. Listen and raise your hand. He took the scrubbing brush and buried it in the backyard.**

**Harry buried the brush.** (Point to the picture). **Buried means to put into the ground and cover up with dirt.** Harry buried the scrubbing brush.

Page with Harry's family looking out the back door. **Yes, you raised your hand. What word did you hear? Yes, strange.** If the student does not recognize the word say, **Did you hear a magic word? The magic words are buried, strange and furiously.** Listen and raise your hand. **There's a strange dog in the backyard. Strange means something or someone you do not know. The children thought they did not know the dog in the backyard. They said it was a strange dog.**

Page showing the uncovered scrubbing brush, still in the hole. **Good paying attention. You raised your hand. What word did you hear? Yes, furiously.** If student did not recognize the word, say, **Did you hear a magic word? The words are buried, strange and furiously.** Listen and raise your hand. **He ran to the corner of the garden and began to dig furiously.**

**Furiously means fast and wildly. Harry was digging fast and wildly. He was digging furiously to get the scrubbing brush.**

#### **AFTER READING**

Ask the following questions.

**Have you ever buried something in the backyard? What was it? Why did you bury it?**

**What do you do when you see a strange dog? Why was it strange? Do you like strange animals?**

**Let's say this word together, furiously... say it again, furiously. Can you wave your hand furiously? (Demonstrate and have the student imitate.) Why would you wave your hand furiously? Can you clap your hands furiously?**

#### **Vocabulary Activities**

**Remember we had three magic words that you listened for in this book, Harry, the Dirty Dog – buried, strange and furiously. (Point to each word as you say them)**

**Here is the book Harry, the Dirty Dog. Let's remember the new words that we talked about in this story.**

Show page with Harry burying the brush. **Harry put the scrub brush in the ground and covered it with dirt. What the magic word for put in the ground and covered with dirt? Yes, buried.**

Show page where Harry's family is looking in the yard for the strange dog. **The children thought Harry was a dog they did not know. What the magic word for someone you do not know? Yes, strange.**

Show page where brush is uncovered in the hole. **Harry dug fast and wildly to find the scrubbing brush. What is the magic word for fast and wildly? Yes, the word is furiously.**

**We are going to play a game using the words. This is "Guess the Word Game." You are going to tell me which word goes with another word.**

**What goes with strange? Someone you don't know or someone you do know?**

**Which words go with buried? In the air flying or in the ground covered with dirt?**

**Which words go with furiously? Soft and slow or fast and wildly?**

**I am going to say some sentences, and then I want you to use our magic words to finish the sentences.**

**The squirrel put his nut in the ground and covered it with dirt. The nut was ... (buried)**

**Steve did not know the person that was walking into his classroom. The person was ...(strange).**

**I saw my dad getting off the airplane. I wave my hand fast and wildly. I waved my hand ...(furiously).**

## Harry, the Dirty Dog by Gene Zion

### Harry, the Dirty Dog 2<sup>nd</sup> reading

Magic vocabulary words: buried, strange, furiously

#### **BEFORE READING**

Point to the title on the cover. **Do you remember the title of this book? Yes the title of this book is Harry, the Dirty Dog. The author is Gene Zion. Margaret Graham drew the pictures. She is the illustrator. A character is a person, animal or thing in a story. Harry is a character in this story. Stories tell about characters In this story, what happens to the character, Harry?**

**Remember we had 3 magic words that you listened for in the story. Point to the words as you say them: buried, strange and furiously. The first word was buried. Show the picture of Harry burying the scrub brush. Harry buried the scrubbing brush so that he would not have to take a bath.**

**The next word was strange. Show the picture of Harry's family looking in the yard at the strange dog. The children thought that Harry was a strange dog, one they did not know.**

**The third word is furiously. Show the picture where Harry has just uncovered the scrubbing brush. Harry dug furiously to find the scrubbing brush.**

#### **DURING READING**

Read the story with enthusiasm. Stop on the following pages and ask these questions.

Page with Harry burying the brush. **Buried means in the ground and covered with dirt. What does buried mean?** (in the ground and covered with dirt). **Harry was burying the scrubbing brush, putting it in the ground and covering it with dirt.**

Page with Harry's family looking out the back door. **Strange is something you do not know. What does strange means?** (something you do not know). **The family saw a strange dog, a dog they did not know.**

Page showing the uncovered scrubbing brush, still in the hole **Furiously means fast and wildly. What does furiously mean?** (fast and wildly) **Harry dug furiously, he dug fast and wildly.**

## **AFTER READING**

**Why did Harry bury the scrubbing brush?** (he did not want to take a bath)

**How did Harry get dirty?** (rolling and playing the dirt)

**Who was the strange dog in the yard?** (Harry)

**Why did Harry dig furiously?** (he wanted to find the brush quickly so his family could give him a bath and realize he was not a strange dog)

### **Harry, The Dirty Dog – Story Retell**

Point to the title. **Do you remember the title of this book? That is right. Harry, the Dirty Dog. Gene Zion wrote the book. You are going to tell me what is the book is about. I will turn the pages and you tell me what is happening. Please use the words you heard in the story.**

**Stories have characters, a setting, a problem and a solution. Think about these things as you retell the story and it will help you remember what the story is about.**

Stop on the pages that the magic words were used and prompt the student if they do not use the word in their description. Show all the pages.

□

Page with Harry burying the brush. If the student does not use the word, buried to describe this page, prompt saying, **Can you describe the page using the word buried?**

Page with children looking at the strange dog. If the student does not use the word strange to describe the page, prompt saying, **Can you describe the page using the word strange?**

Page with the brush uncovered, in the ground. If the student doesn't use the word furiously, prompt saying, **Can you describe the page using the word furiously?**

Ask the following questions:

**What problem did Harry have in this story?** (His family thought he was a strange dog because he was dirty)

**How did Harry solve his problem?** (He got his family to give him a bath and see that he was Harry.)

## **Vocabulary Activity**

**We are going to play a word game. We are going to play the “What Am I Talking About Game?” See if you can tell me what I am talking about.**

**My pet fish died. I put it in the ground and covered it with dirt. What is our magic word for put in the ground and covered with dirt? Yes, buried. (f incorrect or no response, ask: buried or giggling? My pet fish died so I buried it. Say that.**

**Mom did not know the cat that was sitting on the step. What is our magic word for something or someone you do not know? Yes, strange. If incorrect or no response, ask: familiar or strange? Mom saw a strange cat on the step. Say that.**

**Kelly wants to see what her birthday present is. She opens it up fast and wildly. What is our magic word for fast and wildly? Yes, furiously. If incorrect or no response, ask: calmly or furiously? Kelly opens her birthday present furiously. Say that.**

## The Day Jimmy's Boa Ate the Wash by Trinka Noble

### The Day Jimmy's Boa Ate the Wash 1<sup>st</sup> reading

Reading time without discussion: approximately 4 1/2 minutes

Magic vocabulary words: dull, boa constrictor, hurry (write the words on cards, white or chalk board)

#### **BEFORE READING**

Point to the title on the cover. **The title of this story is The Day Jimmy's Boa Ate the Wash, It is written by Trinka Noble. Steven Kellogg drew the pictures. Steven Kellogg wrote one of the books we read earlier. It was the story about a little boy who wanted a pet. Do you remember the title of that story? Yes, Can I Keep Him? I want to read this story to you because it is a funny story. Listen to find out what happens when a class goes on a field trip to a farm. Showing the cover, **What do you think this story will be about?** Build on student responses by emphasizing the character's and problem.**

**Yes, the characters will be Jimmy and the boa or Yes, Jimmy's boa will eat the wash. Stories that we have read have characters, problems and settings. Thinking about these will help you remember what happens in the story.**

**When I read this story, I am going to read and say a lot of words. I want you to listen for 3 magic words in the story. Here they are:** (point to each word as you say them).

**Dull. Say it with me... dull.**

**Boa constrictor. Say it with me...boa constrictor.**

**Hurry. Say it with me...hurry.**

**When you hear these words in the story, raise your hand.**

#### **DURING READING**

Pay attention to volume, suitable speed, enunciation and intonation. Stop on the following pages and ask these questions.

Page where girl is eating peanut butter with her finger. **Good job! You raised your hand. What word did you hear? Yes, dull.** If student does not recognize the target word, say: **Did you hear a magic word? The magic words are dull, boa constrictor and hurry. Listen and raise your hand. Oh, boring, kind of dull, until the cow started crying.**

**Dull is no fun. The girl said her field trip was dull.**

Page where Jimmy is pulling the snake from his bag. **Good listening! What word did you hear? Yes, boa constrictor.** If student does not recognize the target word, say: **Did you hear a magic word? The magic words are dull, boa constrictor and hurry. Listen and raise your hand. Because of the boa constrictor.**

**A boa constrictor is a large snake. Jimmy brought his boa constrictor on the field trip.** (Point to the boa constrictor.)

Page where teacher and children are running. **Way to go! What word did you hear? Yes, hurry.** If student does not recognize the target word, say: **Did you hear a magic word? The magic words are dull, boa constrictor and hurry. Listen and raise your hand. ...we sort of left in a hurry.**

**Hurry means in a fast way. The teacher and children left in a hurry.**

#### **AFTER READING**

**Dull means no fun. Have you ever done anything that was dull? Is there anything dull about school? What can you do when you think something is dull?**

**Have you ever seen a boa constrictor? Where did you see it? What did it look like it?** (Use the picture in the book to talk about what the snake looks like if student has not seen one.) **Do you think a boa constrictor would make a good pet? Why or why not?**

#### **Vocabulary Activities**

**Remember we had 3 magic words that you listened for in The Day Jimmy's Boa Ate the Wash.** (Point to the words as you review them): **dull, boa constrictor, hurry.**

**Here is the book The Day Jimmy's Boa Ate the Wash. Let's talk about the new words that we learned in this book.**

Show the page where the girl is eating peanut butter with her finger. **The girl said her field trip was no fun. What is the magic word for no fun? Yes, dull.**

Show the page of Jimmy pulling the boa out of his bag. **Jimmy brought his large snake on the field trip. What is the magic word for large snake? Yes, boa constrictor.**

Show the page of teacher and children running. **The teacher and children all left in a very fast way. What is the magic word for in a fast way? Yes, hurry.**

**We are going to play a game using the magic words. This is Guess the Word Game. You are going to tell me which word goes with another word.**

**Which words go with boa constrictor? Large snake or small snake?**

**Which words go with dull? Very lively or no fun?**

**Which words go with hurry? In a slow way or in a fast way?**

**I am going to say some sentences and then I want you to use our magic words to finish the sentences. The magic words are dull, boa constrictor, and hurry.**

**The girl said her field trip was no fun. Her field trip was ....(dull)..**

**Jimmy had a large snake in his bag. In his bag was a ...(boa constrictor).**

**The teacher and kids ran in a quick way to the bus. They left in a ...(hurry).**

## The Day Jimmy's Boa Ate the Wash by Trinka Noble

### The Day Jimmy's Boa Ate the Wash 2<sup>nd</sup> reading

Magic vocabulary words: dull, boa constrictor, hurry

#### **BEFORE READING**

Point to the title on the cover. **Do you remember the title of this book? The title of this book is The Day Jimmy's Boa Ate the Wash. It is written by Trinka Noble. It is illustrated by Steven Kellogg. Tell me what it is about?** If needed, ask: **Who is in the story? What happens to the class?** Keep it short. Offer support only if the student cannot remember it all. **Remember that stories have characters, settings and problems. As you listen to the story, pay attention to what the characters, settings and problems are. This will help you understand and remember the story.**

**Remember we had 3 magic words that you listened for in the story. Point to each word as you say them.**

**The first word was dull.** Show the page where the girl is eating peanut butter with her finger. **The girl said her field trip was dull.**

**The second word was boa constrictor.** Show the page where Jimmy is pulling the snake out of his bag. **Jimmy brought his boa constrictor on the field trip.**

**The third word was hurry.** Show the page where the teacher and children are running. **The teacher and children all left in a hurry.**

#### **DURING READING**

Read the story with enthusiasm. Stop on the following pages and ask these questions:

Page where the girl is eating peanut butter with her finger. **Dull means no fun. What does dull mean? (no fun) The girl said her field trip was kind of dull, no fun.**

Page where Jimmy is pulling his snake out of the bag. **A boa constrictor is a large snake. What is a boa constrictor? (large snake) Jimmy had a pet boa constrictor, a large snake.**

Page with teacher and children running **Hurry means fast way. What does hurry mean? (fast way) They left in a hurry, in a fast way.**

## AFTER READING

### The Day Jimmy's Boa Ate the Wash – Story Retell

The story retell will move to the student doing it from memory without using the book unless needed as a prompt. There are 6 episodes in the story retell. Be sure to mark each corresponding page before the lesson.

Show the cover of the book. **We are going to talk about this story today. First let's answer some questions.** Point to the title. **Do you remember the title of this book? That's right, The Day Jimmy's Boa Ate the Wash. Trinka Noble is the author of this book. Who are the characters in this story? That's right, Jimmy, the class, the teacher, the girl, the boa and farmer's wife are all characters in the story. What is the setting for the story? Right, the setting is mainly on a farm. What problem does the class have? Yes, Jimmy brought a boa constrictor on the field trip.**

The idea is to have the student tell you a sentence or two about each episode of the story incorporating character, setting and problem/solution. Each episode prompt corresponds to a picture in the book. Do not show the picture until the student talks about each episode on his own.

**Now try your best to remember what happens in the story. I will help you by asking questions and showing pictures if you get stuck. Be sure to tell me names of characters, where the story takes place, and the problem the characters have. Tell me the story as if you were telling it to a friend who has never heard it.**

**Format for prompts.** (Use of prompts will be based on individual student response to the retell task.)

Ask the primary prompt.

If the student does not respond or responds incorrectly, give a secondary prompt. If the student still does not respond or responds incorrectly, show the picture and give the alternate prompt.

If the student does not respond correctly to the alternate prompt, give the student the answer and ask the question again.

Always show the picture and confirm the student's response **after** an acceptable answer.

Episode 1	Primary prompt: <b>Once upon a time ...</b> (a class went on a field trip to a farm)  Secondary prompt: <b>What happened at the beginning of the story?</b>
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	<p>Alternate prompt: Show the page where teacher is teaching about corn and ask: <b>Who is in the picture and where are they going?</b></p> <p>Setting prompt (if student hasn't said): <b>Where does the story take place?</b></p>
Episode 2	<p>Primary prompt: <b>What is the problem in the story?</b> (Jimmy brings a boa on the field trip)</p> <p>Secondary prompt: <b>What happened before that or What happened after that?</b></p> <p>Alternate prompt: Show the picture where Jimmy is taking the boa out of the bag and ask: <b>What problem does this picture show?'</b></p>
Episode 3	<p>Primary prompt: <b>What happens next?</b> (the boa gets into the hen house and scares the hen into laying an egg on someone's head)</p> <p>Secondary prompt: <b>What happened before that or What happened after that?</b></p> <p>Alternate prompt: Show the picture of laying an egg on Jimmy's head and ask, <b>What is happening in this picture?</b></p>
Episode 4	<p>Primary prompt: <b>What happened then?</b> (The class gets into an egg and corn fight)</p> <p>Secondary prompt: <b>What happened before that or What happened after that?</b></p> <p>Alternate prompt: Show picture of children throwing eggs and ask: <b>What is happening here?</b></p>
Episode 5	<p>Primary prompt: <b>How is the problem solved?</b> (the children and teacher all leave in a hurry leaving the boa behind)</p>

	<p>Secondary prompt: <b>What happened before that or What happened after that?</b></p> <p>Alternate prompt: Show the picture of teacher and children running. <b>How is the problem being solved in this picture?</b></p>
Episode 6	<p>Primary prompt: <b>What happens to the boa constrictor at the end of the story?</b> (the boa stays on the farm)</p> <p>Secondary prompt: <b>What happened at the very end?</b></p> <p>Alternate prompt: Show final picture of boa constrictor curled up by fire and ask: <b>What is happening at the end of the story?</b></p>

### Vocabulary Activity

**We are going to play a game using the words. This is the What Am I Talking About Game? See if you can tell me what I am talking about.**

**I saw a large snake at the zoo. What is our magic word for large snake?**  
(boa constrictor) **I saw a boa constrictor at the zoo. Say that.**

**The movie about mice was no fun. What is our magic word for no fun?**  
(dull). **The movie about mice was dull. Say that.**

**Sharon was late for supper. She left in a fast way. What is our magic word for fast way?** (hurry) **Sharon left in a hurry. Say that.**

## Millions of Cats by Wanda Gag

### Millions of Cats 1<sup>st</sup> reading

Reading time without discussion: approximately 6 minutes

Magic vocabulary words: lonely, sip, quarrel (write on cards or white or chalk board)

### **BEFORE READING**

Point to the title on the cover. **The title of this story is Millions of Cats. The story was written by Wanda Gag. Wanda Gag also drew the pictures. She is the illustrator. We have found out a lot of authors also draw the pictures for their books. This book is an old book. It might be one your mom or dad would remember reading when they were little. Showing the cover, What do you think this story is about? Yes, the story is about an old man and woman and millions of cats. Listen to find out how the old man and woman find a cat. Stories that we read happen in a place. We call where the story takes place the setting. What do we call where the story takes place? (the setting) Most of this story happens in a hilly land. A hilly land is the setting for this story.**

**When I read this story, I am going to read and say a lot of words. I want to listen for 3 magic words in the story. Here they are. (Point to each word as you say them.)**

**Lonely. Say it with me... lonely.**

**Sip. Say it with me...sip.**

**Quarrel. Say it with me...quarrel.**

**When you hear these words in the story, raise your hand.**

### **DURING READING**

Pay attention to volume, suitable speed, enunciation and intonation. Stop on the following pages and ask these questions:

First page with text. **Good. What word did you hear? Yes, lonely.** If the student does not recognize the magic word, say: **Did you hear one of the magic words? The words are lonely, sip and quarrel. Listen and raise your hand. But they couldn't be happy because they were so very lonely.**

**Lonely is sad at being by yourself.** (Point to the old man and old woman).

Picture of empty pond. **Good listening! What word did you hear? Yes, sip.** If the student does not recognize the magic word, say: **Did you hear one of the magic words? The words are lonely, sip and quarrel. Listen and raise your hand. Each cat took a sip of water and the pond was gone.**

**A sip is a tiny drink. These cats only took one sip of water each, but it is all gone.** (Point to the cats around the empty pond.)

Picture of fighting cats. **Great listening! What word did you hear? Yes, quarrel.** . If the student does not recognize the magic word, say: **Did you hear one of the magic words? The words are lonely, sip and quarrel. Listen and raise your hand. And they began to quarrel.**

**Quarrel is to fight. Look at all these cats quarrel.** (Point to the quarreling cats.)

## **AFTER READING**

Ask the following questions:

**Lonely is sad at being by yourself. I am lonely when I am in my house without my family. Try to think of a time when you were lonely. When was it? Show me what lonely looks like.** (Demonstrate with your own face and body at the same time.) **What do you do when you are lonely? What do you do if someone else looks lonely?**

**If you are drinking something very hot, do you sip it or drink it in one big drink? What happens if you don't sip a hot drink? If you think a drink might taste yucky, do you sit or drink it in a big drink?**

**Raise your hand If you sometimes quarrel with your friends. What do you quarrel about? Having a quarrel is not very nice for you or the person you are having a quarrel with. What can you do instead of having a quarrel?**

## **Vocabulary Activities**

**Remember we had 3 magic words that listened for in Millions of Cats. Let's remember the new words that we talked about in this book.**

Show the first page with text. **The old man and woman were sad at being by themselves. What is the magic word for sad at being by yourself? Yes, lonely.**

Show the picture of the empty pond. **All the water was gone after each cat took only one tiny drink. What is our magic word for tiny drink? Yes, sip.**

Show the picture of fighting cats. **What is our magic word for what cats did in this picture? Yes, quarrel.**

**We are going to play a game using the magic words. This is Guess the Word Game. You are going to tell me which word goes with another word.**

**Which words go with lonely? Sad at being by yourself or happy at being by yourself?**

**Which words go with quarrel? Get along or fight?**

**Which words go with sip? Tiny drink or huge drink?**

**I am going to say some sentences, and then I want you to use our magic words from Millions of Cats to finish the sentences.**

**The cat feels sad at being by himself. The cat feels ...(lonely)**

**The hot chocolate was very hot so I only took a tiny drink. I took a ...(sip)**

**Halley was mad at her sister for breaking her doll, so she began to fight. Halley began to ...(quarrel)**

## Millions of Cat by Wanda Gag

### Millions of Cats 2<sup>nd</sup> reading

Magic vocabulary words: lonely, sip, quarrel

#### **BEFORE READING**

Point to the title on the cover. **Do you remember the title of this book? Yes, the title of this story is Millions of Cats. It is told by Wanda Gag and also illustrated by her. Can someone tell me what this story is about?** If needed, ask: **Who is in this story? What happens to the old man when he goes to find a cat?** Keep it short. Offer support only if the children cannot remember at all. Build on student's responses by emphasizing the following:

**Stories have a setting. The setting is where the story takes place. Where does the story take place? Yes, mainly in a hilly land. Does this story take place anywhere else? ( a pond, a hill of grass, the old people's house) There is more than one setting in this story.**

**Remember we had 3 magic words that you listened for in the story.** Point to the words as you review them. **lonely, sip, quarrel**

**The first word was lonely.** Show the first page with text. **This old man and old woman are very lonely.**

**The second word was sip.** Show the picture of the empty pond. **The water was all gone even though each cat only took one sip.**

**The third word was quarrel.** Show the picture of fighting cats. **The cats began to quarrel.**

#### **DURING READING**

Read the book with enthusiasm. Stop on the following pages and ask these questions.

First page with text. **Lonely is sad at being by yourself. What is lonely? (sad at being by yourself) Yes, lonely is sad at being by yourself. They could not be happy because they were so very lonely, so sad at being by themselves.**

Page with empty pond. **A sip is a tiny drink. What is a sip? (a tiny drink)Yes, sip is a tiny drink. Each cat took a sip of water, a tiny drink, and the pond was gone.**

Page with fighting cats. **Quarrel means fight. What is quarrel? (fight) Yes, quarrel is fight. The cats began to quarrel; they began to fight.**

## **AFTER READING**

Today the student will retell the story Millions of Cat. There are 7 episodes in the story retell. Be sure to mark each corresponding page before the lesson.

Show the cover of the book. **We are going to talk about this story today. First let's answer some questions.** Point to the title. **Do you remember the title of this book? That's right, Millions of Cats. Wanda Gag is the author and illustrator for this book. Who are the characters in this story? That's right, the old man, the old woman, the millions of cats and thin little cat. Where is the setting? Right, the setting is a hilly land. What problem did the old man and old woman have? Yes, the old man and old woman were very lonely.**

The idea is to have the student tell you a sentence or two about each episode of the story incorporating character, setting and problem/solution. Each episode prompt corresponds to a picture in the book. Do not show the picture until the student talks about each episode on his own.

**Format for prompts** (Use of prompts will be based on individual student response to the retell task.)

Ask the primary prompt.

If the student does not respond or responds incorrectly, give a secondary prompt. If the student still does not respond or responds incorrectly, show the picture and give the alternate prompt.

If the student does not respond correctly to the alternate prompt, give the student the answer and ask the question again.

Always show the picture and confirm the student's response **after** an acceptable answer.

**Now try your best to remember what happens in the story. I will help you by asking questions and showing pictures if you get stuck. Be sure to tell me names of characters, where the story takes place, and the problem the characters have. Tell me the story as if you were telling it to a friend who has never heard it.**

Episode 1	Primary prompt: <b>Once upon a time ...</b> (there was an old woman and old man who lived by themselves in a hilly land and were lonely)  Secondary prompt: <b>What happened in the very beginning of the story?</b>
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	<p>Alternate prompt: Show the first picture with text and ask: <b>Who is in the picture and what is their problem?</b></p>
<p>Episode 2</p>	<p>Primary prompt: <b>How did the old man try to solve the problem of being lonely?</b> (the old man tried to find a cat)</p> <p>Secondary prompt: <b>What happened before that or What happened after that?</b></p> <p>Alternate prompt: Show the next picture, <b>How did the old man try to solve the problem of being lonely?</b></p> <p>Setting prompt (if student hasn't said): <b>Where does the story take place?</b></p>
<p>Episode 3</p>	<p>Primary prompt: <b>What happens next?</b> (the old man found a hill covered in cats)</p> <p>Secondary prompt: <b>What happened before that or What happened after that?</b></p> <p>Alternate prompt: Show the picture of the hill covered in cats (next picture) and ask, <b>What is happening in this picture?</b></p>
<p>Episode 4</p>	<p>Primary prompt: <b>What happened at the hill of cats?</b> (He tried to find the prettiest cat but kept choosing more cats and ended up taking them all home)</p> <p>Secondary prompt: <b>What happened before that or What happened after that?</b></p> <p>Alternate prompt: Show picture of man walking over the hills followed by a long trail of cats and ask: <b>What is happening here?</b></p>

Episode 5	<p>Primary prompt: <b>What problem happened when there were too many cats?</b> (the cats had a fight about which one was the prettiest)</p> <p>Secondary prompt: <b>What happened before that or What happened after that?</b></p> <p>Alternate prompt: Show picture of quarreling cats and ask, <b>What problem do the cats have?</b></p>
Episode 6	<p>Primary prompt: <b>What happened next?</b> (after the fight, only one thin, frightened little cat is left)</p> <p>Secondary prompt: <b>What happened before that or What happened after that?</b></p> <p>Alternate prompt: Show the chair going home: <b>What happened after the quarrel?</b></p>
Episode 7	<p>Primary prompt: <b>How was the problem solved at the end of the story?</b> (the old man and woman take care of the little cat and are not lonely anymore.)</p> <p>Secondary prompt: <b>What happened at the end?</b></p> <p>Alternate prompt; Show picture of cat playing with yarn on the floor and ask, <b>What happened here at the end of the story?</b></p>

### Vocabulary Activity

We are going to play a game using the words. This is the **What Am I Talking About Game?** See if you can tell me what I am talking about.

The cat was sad at being by herself. **What magic word am I talking about?** Yes, **lonely**. If incorrect or no response, ask: **happy or lonely?** The cat was **lonely**. Say that.

**Mike and his brother fight over a TV show. What is our magic word for fight? Yes, quarrel. If incorrect or no response, ask: joke or quarrel? Mike and his brother quarrel. Say that.**

**Grandma took a tiny drink to see if the coffee was hot. What is our magic word for tiny drink? Yes, sip. If incorrect or no response, ask: blow or sip? Grandma took a sip of the hot coffee. Say that.**

## A Chair for Mother by Vera Williams

### A Chair for Mother 1<sup>st</sup> reading

Reading time without discussion: approximately 6 minutes

Magic vocabulary words: tips, spoiled, delivered (write these words on cards or on white or chalk board)

#### **BEFORE READING**

Point to the title on the cover **The title of this book is A Chair for Mother. The story was written by Vera Williams. She also was the illustrator. What does that mean? Stories that we read have characters, problems and settings. Thinking about them will help you remember what happens in the story.**

Showing the cover, ask, **What do you think this story will be about?** Build on the student's responses by emphasizing the characters and problem.

**Some of the characters are a girl and her mother. This is a story about buying a new chair.**

**When I read this story, I am going to read and say a lot of words. I want you to listen for 3 magic words in the story. Here they are:** (point to each word as you say them).

**Tips. Say it with me... tips**

**Spoiled. Say it with me... spoiled**

**Delivered. Say it with me.. delivered**

**When you hear these words in the story, raise your hand.**

#### **DURING READING**

Pay attention to volume, suitable speed, enunciation, and intonation. Stop on the following pages and ask these questions:

Page with almost empty glass jar. **Good job! What word did you hear? Yes, tips.** If student did not recognize the magic word, say: **Did you hear one of the magic words? The magic words are tips, spoiled and delivered. Listen and raise your hand. Some days she had lots of tips.**

**Tips are extra money for good work.**

Page with the fire trucks. **Good listening? What word did you hear? Yes, spoiled.** If student did not recognize the magic word, say: **Did you hear one of**

**the magic words? The magic words are tips, spoiled and delivered. Listen and raise your hand. But everything else in our whole house was spoiled.**

**Spoiled means messed up. The fire spoiled everything in our house. (Point to the things in the trash)**

Page with many chairs and sofas. **Good paying attention! What word did you hear? Yes, delivered.** If student did not recognize the magic word, say: **Did you hear one of the magic words? The magic words are tips, spoiled and delivered. Listen and raise your hand. They knew we couldn't wait for it to be delivered.**

**Delivered is brought. Aunt Ida and Uncle Sandy delivered the chair to house.**

### **AFTER READING**

Ask these questions:

**Have you ever seen someone give tips to a waitress or waiter? Why do you give tips? What things does a waitress do to get tips?**

**The furniture was spoiled after the fire. How did the furniture look? If a sofa have been covered with muddy water, how would it look? Would it be spoiled? What else could spoil a sofa?**

**Have you ever had anything delivered to your house? Tell me about it. What was it? Was it delivered in a truck or a van? Who delivered it?**

### **Vocabulary Activities**

**Remember we had 3 magic words that you listened for in the book A Chair for Mother, Point to the words as you review them. tips, spoiled and delivered.**

**Here is the story A Chair for Mother. Let's talk about the words that we learned in this book.**

Page with almost empty glass jar. **Mom put her extra money for good work into the jar. What is the magic word for extra money for good work? Yes, tips.**

Page showing the picture of the burned up furniture. **The furniture became messed up in the fire. What's the magic word for messed up? Yes, spoiled.**

Page showing the picture of pickup truck. **Aunt Ida and Uncle Sandy brought the chair. What's the magic word for brought? Yes, delivered.**

**We are going to play a game using the magic words. This is the Guess the Word Game. You are going to tell me which word goes with another word.**

**Which words go with delivered? Take away or brought?**

**Which words go with spoiled? In good shape or messed up?**

**Which words go with tips? Extra money for good work or money to pay the bill**

**I am going to say some sentences and then I want you to use our magic words to finish the sentences.**

**The taxi driver got extra money for good work. The taxi driver got ...  
(tips)**

**Sally's new shoes were messed up. Her shoes were ...(spoiled)**

**The postman brought all the mail. The mail was ... (delivered)**

## A Chair for Mother by Vera Williams

### A Chair for Mother 2<sup>nd</sup> reading

Magic vocabulary words: tips, spoiled, delivered

#### **BEFORE READING**

Point to the title on the cover. **Do you remember the title of this book? Yes, the name of the story is A Chair For Mother. It was written and illustrated by Vera Williams. Remember that stories have characters, problems and settings. As you listen to the story, pay attention to what the characters, settings and problems are. This will help you understand and remember the important things in a story. Can you tell me what this story is about? (if needed ask) **Who is in this story? What happened to the girl's house?** Keep it short. Offer suggestions only if the student cannot remember at all.**

**Remember we had 3 magic words that you listened for in the story.** Point to the words as you review them. **tips, spoiled, delivered.**

**The first word was tips.** Show the page with the nearly empty jar. **Mom saved all her tips.**

**The second word was spoiled.** Show the page where the house is burned up. **The fire spoiled everything in the house.**

**The third word was delivered.** Show the page of the chair in the pickup truck. **The aunt and uncle picked up the chair at the store and delivered it to the girl's house.**

#### **DURING READING**

Read the story with enthusiasm. Stop on the following pages and ask these questions:

Page with the nearly empty jar. **Tips are extra money for good work. What are tips?** (extra money for good work) **Mom put all her tips, her extra money for good work, into a jar.**

Page with fire trucks on it. **Spoiled is messed up. What is spoiled?** (messed up) **The fire spoiled, messed up, all of their furniture.**

Page with many chairs and sofas. **Delivered is brought. What is delivered?** (brought) **Aunt Ida and Uncle Sandy delivered, brought the new chair.**

## AFTER READING

### A Chair for Mother – Story Retell

Today the student will retell the story A Chair for Mother. There are 7 episodes in the story retell. Be sure to mark each corresponding page before the lesson.

Show the cover of the book. **We are going to talk about this story. First let's answer some questions. What is the name of this story? That's right, A Chair for Mother. Who are the main characters in this story? (a girl, her mother, Grandma) Where is the setting? Right. The setting is mostly in their home. What problem does the family have? Yes, they do not have a chair. It was spoiled in a fire.**

The idea is to have the student tell you a sentence or two about each episode of the story incorporating character, setting and problem/solution. Each episode prompt corresponds to a picture in the book. Do not show the picture until the student talks about each episode on his own.

**Format for prompts** (Use of prompts will be based on individual student response to the retell task.)

Ask the primary prompt.

If the student does not respond or responds incorrectly, give a secondary prompt. If the student still does not respond or responds incorrectly, show the picture and give the alternate prompt.

If the student does not respond correctly to the alternate prompt, give the student the answer and ask the question again.

Always show the picture and confirm the student's response **after** an acceptable answer.

**Now try your best to remember what happens in the story. I will help you by asking questions and showing pictures if you get stuck. Be sure to tell me names of characters, where the story takes place, and the problem the characters have. Tell me the story as if you were telling it to a friend who has never heard it.**

Episode 1	Primary prompt: <b>Once upon a time ...</b> (in a little house, in a city, a family was saving money to buy a new chair)  Secondary prompt: <b>What happened in the very beginning of the story?</b>
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	<p>Alternate prompt: Show the almost empty jar and ask: <b>What is in the picture and why is it important?</b></p> <p>Setting prompt (if student hasn't said): <b>Where does the story take place?</b></p>
Episode 2	<p>Primary prompt: <b>What problem did the family have?</b> (they needed a new chair)</p> <p>Secondary prompt: <b>What happened before that or What happened after that?</b></p> <p>Alternate prompt: Show the big beautiful chair and ask: <b>What problem did the family have?</b></p>
Episode 3	<p>Primary prompt: <b>What happened to cause the problem?</b> ( a fire spoiled their furniture)</p> <p>Secondary prompt: <b>What happened before that or What happened after that?</b></p> <p>Alternate prompt: Show the picture with the fire trucks and ask, <b>What happened in this picture?</b></p>
Episode 4	<p>Primary prompt: <b>What happened next?</b> (the family save enough money for a chair)</p> <p>Secondary prompt: <b>What happened before that or What happened after that?</b></p> <p>Alternate prompt: Show the full money jar and ask: <b>What happened in this picture?</b></p>
Episode 5	<p>Primary prompt: <b>What happened next?</b> (they went shopping for a chair)</p> <p>Secondary prompt: <b>What happened before that or What happened after that?</b></p>

	Alternate prompt: Show Grandma trying the chairs and ask: <b>What happened in this picture?</b>
Episode 6	<p>Primary prompt: <b>What happened next?</b> (they bought the perfect chair and had it delivered)</p> <p>Secondary prompt: <b>What happened before that or What happened after that?</b></p> <p>Alternate prompt: Show the chair going home: <b>What happened in this picture?</b></p>
Episode 7	<p>Primary prompt: <b>What happened at the end of the story?</b> (the family loved the new chair)</p> <p>Secondary prompt: <b>What happened at the end?</b></p> <p>Alternate prompt; Show mama and the girl in the chair and ask, <b>What happened here at the end of the story?</b></p>

### Vocabulary Activity

**We are going to play a game using the words. This is the What Am I Talking About Game? See if you can tell me what I am talking about.**

**The waves messed up her sand castle. What is the magic word for messed up? (spoiled) If incorrect or no response, say The waves spoiled her sand castle. Say that.**

**A good waitress or waiter will make a lot of extra money for good work. What is the magic word for extra money for good work? (tips) If incorrect or no response, say: extra money for good work or old clothes. A good waitress or waiter will get good tips. Say that.**

**The UPS person brought a package. What is the magic word for brought? (delivered) If incorrect or no response, say: delivered or opened? The UPS person delivered a package. Say that.**

## **Farmer Duck by Martin Waddell and Helen Oxenbury**

### **Farmer Duck 1<sup>st</sup> reading**

Reading time without discussion: approximately 4 1/2 minutes

Magic vocabulary words: lazy, fed up, plan (Write these words on card or white or chalk board.)

### **BEFORE READING**

Point to title on cover of the book. **The title of this story is Farmer Duck. This book has two authors, Helen Oxenbury and Martin Waddell. Farmer Duck is a story that has a hard-working character and a lazy character. This causes a problem in the story.** Showing the cover, ask: **What do you think this story will be about?** Build on student's responses by emphasizing the following:

**Yes, the story will be about a duck working on a farm. Stories that we read have characters, problems and settings. Thinking about them will help you remember what happens in the story. When I read the story, I am going to read and say a lot of words. I want you to listen for 3 magic words in the story. Here they are.** (Point to the words as you say them.)

**Lazy. Say it with me...lazy.  
Fed up. Say it with me... fed up.  
Plan. Say it with me...plan.**

**When you hear these words in the story, raise your hand.**

### **DURING READING**

Pay attention to volume, suitable speed, enunciation and intonation. Stop on the following pages and ask these questions:

First page after first sentence. **Good job! What word did you hear? Yes, lazy.** If student does not recognize the target word, ask: **Did you hear one of the magic words? The magic words are lazy, fed up and plan. Listen and raise your hand. There once was a duck that had the bad luck to live with a lazy old farmer.**

**Lazy means will not work.**

Page with farmer in bed eating chocolates. **Good listening! What word did you hear? Yes, fed up.** If student does not recognize the target word, ask: **Did you hear one of the magic words? The magic words are lazy, fed up and plan.**

**Listen and raise your hand. The farmer got fat through staying bed, and the poor duck got fed up with working all day.**

**Fed up means very unhappy.**

Page with animals sitting around the hay. **Way to go! What word did you hear? Yes, plan.** If student does not recognize the target word, ask: **Did you hear one of the magic words? The magic words are lazy, fed up and plan. Listen and raise your hand. So they had a meeting under the moon, and they made a plan for the morning.**

**Plan means something someone has decided to do.**

**AFTER READING** (Try to give each word equal discussion time.)

**In the story the farmer was lazy. Do you know anybody who is lazy? Are you ever lazy at home? How does it feel to be lazy? If you were working hard, how would you feel if someone in your group was lazy?**

**Have you ever been fed up with your brother or sister? What did they do? What other things make you feel fed up? Raise your hand if your room gets messy? Are your parents fed up with you when your room is messy?**

**Have you made a plan with your family for vacation? What things do we plan at school? Have you ever made a plan that did not work?**

### **Vocabulary Activities**

**Remember we had 3 magic words that you listened for in the book, Farmer Duck. Point to the words as you review them. lazy, fed up, plan**

**Here is the book, Farmer Duck. Let's remember the new words that we talked about in this book.**

Show first page. **The farmer will not work. What is the magic word for will not work? Yes, lazy.**

Show page where farmer is in bed eating chocolates. **The farmer would not do work and the poor duck was very unhappy with working all day. What is the magic word for very unhappy? Yes, fed up.**

Show page with animals sitting in circle around the hay. **The animals held a meeting and they decided what they wanted to do to help Duck, What is the magic word for something someone has decided to do? Yes, plan.**

**We are going to play a game using the magic words. This is Guess the Word Game. You are going to tell me which word goes with another word?**

**Which words go with lazy? Loves to work or will not work?**

**Which words go with fed up? Very unhappy or full of food?**

**Which words go with plan? Something someone has decided to do or no ideas?**

**I am going to say some sentences, and then I want you to use the magic words to finish the sentences.**

**Mike will not do any work at home. Mike is ...(lazy).**

**My family sat down to decide what we wanted to do for our vacation. We made a ...(plan).**

**Karen knocked over her milk and dropped her toast on the clear floor. Mom was very unhappy. Mom was ...(fed up).**

## **Farmer Duck by Helen Oxenbury and Martin Waddell**

### **Farmer Duck 2<sup>nd</sup> reading**

Magic vocabulary words: lazy, fed up, plan

#### **BEFORE READING**

Point to the title on the cover. **Do you remember the title of this book? Yes, it is Farmer Duck. Farmer Duck has two authors, Martin Waddell and Helen Oxenbury. Tell me what this story is about?** If needed, ask: **Who are the characters in this story? What is Duck's problem?** Keep it short. Offer support only if the student does not remember at all. Build on the student's responses by emphasizing the following:

**Yes, this story is about Farmer Duck, the lazy farmer and the other animals on the farm. Farmer Duck had to do all of the work and the farmer did nothing. That was Farmer Duck's problem. The other animals helped Farmer Duck fix his problem. Stories have characters and a problem and usually the characters fix the problem.**

**Remember we had 3 magic words that you listened for in the story. Point to the words as you review them: lazy, fed up, plan.**

**The first word was lazy. Show first page. There was a duck that had the bad luck to live with a lazy farmer.**

**The second word was fed up. Show the page with the farmer lying in bed eating chocolates. The farmer got fat through staying in bed all day and the poor duck got fed up with working all day.**

**The third word is plan. Show the page where the animals are sitting in a circle. The animals had a meeting under the moon and made a plan for morning.**

#### **DURING READING**

Read the story with enthusiasm. Stop on the following pages and ask these questions.

First page. **Lazy means not willing to work. What is lazy?** (not willing to work).

**A hard-working duck lived with a lazy farmer, a farmer who was not willing to work.**

Page with the farmer lying in bed eating chocolates. **Fed up means very unhappy. What does fed up mean?** (very unhappy) **The farmer got fat from staying in bed all day and the poor duck got fed up, very unhappy, from working all day.**

Page with animals in a circle around the hay. **Plan means something someone decided to do. What does plan mean?** (something someone decided to do). **The animals had a meeting under the moon and made a plan, something they decided to do, for morning.**

## **AFTER READING**

### **Farmer Duck – Story Retell**

Today the student will retell the story Farmer Duck. There are 7 episodes in the story retell. Be sure to mark each corresponding page before the lesson.

Show the cover of the book. **We are going to talk about this story. First let's answer some questions. What is the name of this story? That's right, Farmer Duck. Who are the main characters in this story?** (the farmer, Farmer Duck, other farm animals)) **Where is the setting? Right. The setting is the farm. What problem does Farmer Duck have?** (the farmer is lazy and will not help with the work; the duck does all the work)

The idea is to have the student tell you a sentence or two about each episode of the story incorporating character, setting and problem/solution. Each episode prompt corresponds to a picture in the book. Do not show the picture until the student talks about each episode on his own.

**Format for prompts** (Use of prompts will be based on individual student response to the retell task.)

Ask the primary prompt.

If the student does not respond or responds incorrectly, give a secondary prompt.

If the student still does not respond or responds incorrectly, show the picture and give the alternate prompt.

If the student does not respond correctly to the alternate prompt, give the student the answer and ask the question again.

Always show the picture and confirm the student's response **after** an acceptable answer.

Now try your best to remember what happens in the story. I will help you by asking questions and showing pictures if you get stuck. Be sure to tell me names of characters, where the story takes place, and the problem the characters have. Tell me the story as if you were telling it to a friend who has never heard it.

Episode 1	<p>Primary prompt: <b>Once upon a time ...</b> (on a farm, the farmer was lazy, the duck did all the work)</p> <p>Secondary prompt: <b>What happened in the very beginning of the story?</b></p> <p>Alternate prompt: Show the page with farmer in bed and the duck bringing him food.</p> <p>Setting prompt (if student hasn't said): <b>Where does the story take place?</b></p>
Episode 2	<p>Primary prompt: <b>What problem did the duck have?</b> (the duck had to do all the work; the farmer would not help)</p> <p>Secondary prompt: <b>What happened before that or What happened after that?</b></p> <p>Alternate prompt: Show the duck bringing the cow in from the field, bringing the sheep in or putting the hens in the hen house: <b>What problem did the duck have?</b></p>
Episode 3	<p>Primary prompt: <b>What happened to cause the problem?</b> (Farmer stayed in bed all day and the duck got mad)</p> <p>Secondary prompt: <b>What happened before that or What happened after that?</b></p> <p>Alternate prompt: Show the picture with the farmer eating candy in bed. <b>What happened in this picture?</b></p>
Episode 4	Primary prompt: <b>What happened</b>

	<p><b>next?</b> (the duck did all the work and got sad and tired)</p> <p>Secondary prompt: <b>What happened before that or What happened after that?</b></p> <p>Alternate prompt <b>What happened in this picture?</b> (Show the pictures where the duck is working and then resting in the hay.)</p>
Episode 5	<p>Primary prompt: <b>What happened next?</b> (the other farm animals got together and made a plan)</p> <p>Secondary prompt: <b>What happened before that or What happened after that?</b></p> <p>Alternate prompt: Show the animals in the barn: <b>What happened in this picture?</b></p>
Episode 6	<p>Primary prompt: <b>What happened next?</b> (the animals snuck into the house and scared the farmer away from the farm)</p> <p>Secondary prompt: <b>What happened before that or What happened after that?</b></p> <p>Alternate prompt: Show the animals chasing the farmer away): <b>What happened in this picture?</b></p>
Episode 7	<p>Primary prompt: <b>What happened at the end of the story?</b> (all the animals worked together on the farm)</p> <p>Secondary prompt: <b>What happened at the end?</b></p> <p>Alternate prompt; Show the picture of all the animals working,) <b>What happened here at the end of the story?</b></p>

## **Vocabulary Activity**

**We are going to play a game using the magic words. This is What Am I Talking About Game?**

**The basement was a mess. Jenny and Mike went down to clean it up. Jenny picked up all the toys. Mike was not willing to help do the work. What is our magic word for not willing to help? Yes, lazy. If incorrect or no response, ask: lazy or helpful? Mike was lazy. Say that.**

**Steve forgot his backpack and lunch almost every day. His mom told him they needed to decide what they were going to do. What is the magic word for something someone decides to do? Yes, plan. If incorrect or no response, ask: something someone decides to do or give up? Steve and his mom needed to make a plan. Say that.**

**Carol asked her friend, Kelly, to play. Kelly would play with her until Sara came over. Then Kelly would always play with Sara. Carol was very unhappy. What is our magic word for very unhappy? Yes, fed up. If incorrect or no response, ask: fed up or eat a lot? Carol was fed up with Kelly. Say that.**

## Andy and the Lion by James Daugherty

### Andy and the Lion 1<sup>st</sup> reading

Reading time without discussion: approximately 5 minutes

Magic vocabulary words: investigate, grateful, famous (write these words on cards or on white or chalk board)

### **BEFORE READING**

Point to the title on the cover **The title of this book is Andy and the Lion. James Daugherty wrote the story. I wanted to read this story to you because the little boy in this story likes to read books and use his imagination. I know you like to do that too. Listen to find out the adventures Andy goes on by reading a book.** Showing the cover, ask, **What do you think this story will be about?** Build on the student's responses by emphasizing the characters and problem.

**Yes, some of the characters will be a boy and a lion. Yes, there is a dog. Let's see if the dog is important to the story. Did the title of the story, Andy and the Lion, help you decide what the story might be about?**

**When I read this story, I am going to read and say a lot of words. I want you to listen for 3 magic words in the story. Here they are:** (point to each word as you say them).

**Investigate. Say it with me...investigate**  
**Grateful. Say it with me... grateful**  
**Famous. Say it with me... famous**

**When you hear these words in the story, raise your hand.**

### **DURING READING**

Pay attention to volume, suitable speed, enunciation, and intonation. Stop on the following pages and ask these questions:

Page with lion tail coming from behind the rock. **Wonderful ears! What word did you hear? Yes, investigate.** If student did not recognize the magic word, say: **Did you hear one of the magic words? The magic words are investigate, grateful and famous. Listen and raise your hand. Andy and Prince crept up cautiously to investigate.**

**Investigate means to look at something carefully.**

Page with lion licking Andy's face. **Good listening? What word did you hear? Yes, grateful.** If student did not recognize the magic word, say: **Did you hear one of the magic words? The magic words are investigate, grateful and famous. Listen and raise your hand. The grateful lion licked Andy's face to show how pleased he was.**

**Grateful means someone wants to thank someone for helping them.**

Page with lions performing at the circus. **Good paying attention! What word did you hear? Yes, famous.** If student did not recognize the magic word, say: **Did you hear one of the magic words? The magic words are investigate, grateful and famous. Listen and raise your hand. Of course Andy went. He wanted to see the famous lion act.**

**Famous means a lot of people know someone or something for a special reason.**

### **AFTER READING**

Ask these questions:

**If you wanted to see a penny in a sandbox, you would have to investigate the sandbox. Why? If you wanted to see a car in the garage, you would not have to investigate. Why not.**

**If any of the things I say would make you feel grateful, say, 'grateful'; if not do not say anything.**

- **Someone helping you up if you fell down on the ice**
- **Someone throwing a snowball at you**
- **Someone finding your lost puppy**
- **Someone giving you a present**
- **Someone cutting in front of you in line**

**Have you ever met a famous person? Who was it? Name a famous movie star. Name a famous athlete. Name a famous president.**

### **Vocabulary Activities**

**Remember we had 3 magic words that you listened for in the book Andy and the Lion. Point to the words as you review them. Investigate, grateful and famous.**

**Here is the story Andy and the Lion. Let's talk about the words that we learned in this book.**

Page with lion's tail coming from behind a rock. **Andy and his dog crept up to look behind the rock carefully. What is the magic word for look at something carefully? Yes, investigate.**

Page showing the lion licking Andy's face. **The thankful lion licked Andy's face to show how pleased he was. What's the magic word for wanting to thank someone for helping? Yes, grateful.**

Page showing lions performing at the circus. **Andy wanted to see the lion act that a lot of people thought was special. What is the magic word for something or someone that a lot of people know for a special reason? Yes, famous.**

**We are going to play a game using the magic words. This is the Guess the Word Game. You are going to tell me which word goes with another word.**

**Which words go with investigate? To look at carefully or hardly look at it? Which words go with grateful? Want to thank someone or mad at someone Which words go with famous? Nobody knows that person or a lot of people know that person?**

**I am going to say some sentences and then I want you to use our magic words to finish the sentences.**

**Everyone knew who the person who broke the world record; he was ... (famous)**

**Tim's mom cleaned up his room when he was sick. Tim wanted to thank her; he felt (grateful)**

**The police looked around the broken window carefully for clues, they were ...(investigating)**

## Andy and the Lion by James Daugherty

### Andy and the Lion 2<sup>nd</sup> reading

Magic vocabulary words: tips, spoiled, delivered

#### **BEFORE READING**

Point to the title on the cover. **Do you remember the title of this book? Yes, the name of the story is Andy and the Lion. It was written by James Daugherty. Remember that stories have characters, problems and settings. As you listen to the story, pay attention to what the characters, settings and problems are. This will help you understand and remember the important things in a story. Can you tell me what this story is about? (if needed ask) Who is in this story? What happened to the lion's paw? How did the lion pay Andy back for his help? Did this really happen to Andy or did he read about it in a book?** Keep it short. Offer suggestions only if the student cannot remember at all.

**Remember we had 3 magic words that you listened for in the story.** Point to the words as you review them. **Investigate, grateful, famous.**

**The first word was investigate.** Show the page with the lion's tail coming from behind the rock. **Andy and the dog crept up to investigate.**

**The second word was grateful.** Show the page where the lion is licking Andy's face. **The grateful lion licked Andy's face to show how pleased he was.**

**The third word was famous.** Show the page where the lions are performing at the circus. **Andy wanted to see the famous lion act.**

#### **DURING READING**

Read the story with enthusiasm. Stop on the following pages and ask these questions:

Page with the lion's tail coming from behind the rock. **Investigate means to look at something carefully. What is investigate?** (to look at something carefully) **Andy and the dog crept up cautiously to investigate, to look carefully behind the rock.**

Page with lion licking Andy's face. **Grateful means someone wants to thank someone for helping them. What is grateful?** (someone wants to thanks

someone for helping them) **The grateful lion licked Andy's face to say thank you for his help.**

Page with lions performing at the circus. **Famous is someone or something that a lot of people know for a special reason. What is famous?** (someone of something that a lot of people know for a special reason). **Andy wanted to see the famous lion act, the act that a lot of people knew for a special reason.**

## **AFTER READING**

### **Andy and the Lion – Story Retell**

Today the student will retell the story Andy and the Lion. There are 7 episodes in the story retell. Be sure to mark each corresponding page before the lesson.

Show the cover of the book. **We are going to talk about this story. First let's answer some questions. What is the name of this story? That's right, Andy and the Lion. Who are the main characters in this story? (Andy, the lion) Where is the setting? Right. The setting is more than one place. Andy is home, outside, and at the circus. What problem does the lion have? Yes, he has a thorn in his paw. What problem does Andy have? Yes, the lion gets loose at the circus?**

The idea is to have the student tell you a sentence or two about each episode of the story incorporating character, setting and problem/solution. Each episode prompt corresponds to a picture in the book. Do not show the picture until the student talks about each episode on his own.

**Format for prompts** (Use of prompts will be based on individual student response to the retell task.)

Ask the primary prompt.

If the student does not respond or responds incorrectly, give a secondary prompt. If the student still does not respond or responds incorrectly, show the picture and give the alternate prompt.

If the student does not respond correctly to the alternate prompt, give the student the answer and ask the question again.

Always show the picture and confirm the student's response **after** an acceptable answer.

**Now try your best to remember what happens in the story. I will help you by asking questions and showing pictures if you get stuck. Be sure to tell me names of characters, where the story takes place, and the problem the characters have. Tell me the story as if you were telling it to a friend who has never heard it.**

<p>Episode 1</p>	<p>Primary prompt: <b>Once upon a time ...</b> (Andy went to the library and got a book about lions. All he did after that was think about lions.)</p> <p>Secondary prompt: <b>What happened in the very beginning of the story?</b></p> <p>Alternate prompt: Show the pages where Andy only reads and thinks about lions. <b>What is the one thing that Andy does all the time now?</b></p> <p>Setting prompt (if student hasn't said): <b>Where does the story take place at the beginning of the book?</b> (library, home)</p>
<p>Episode 2</p>	<p>Primary prompt: <b>What problem did the Andy have?</b> (Something strange was behind the rock)</p> <p>Secondary prompt: <b>What happened before that or What happened after that?</b></p> <p>Alternate prompt: Show the page where the lion's tail is coming from behind the rock: <b>What problem did Andy have?</b></p>
<p>Episode 3</p>	<p>Primary prompt: <b>What problem did the lion have?</b> (thorn stuck in his paw)</p> <p>Secondary prompt: <b>What happened before that or What happened after that?</b></p> <p>Alternate prompt: Show the pictures with the thorn in the lion's paw, Andy pulling the thorn out, and the lion licking Andy's face. <b>What happened in these pictures?</b></p>

Episode 4	<p>Primary prompt: <b>What happened next?</b> (Andy went to the circus to watch the lions perform.)</p> <p>Secondary prompt: <b>What happened before that or What happened after that?</b></p> <p>Alternate prompt: Show the picture of the lions performing at the circus. <b>What happened in this picture?</b></p>
Episode 5	<p>Primary prompt: <b>What happened next?</b> (a lion jumped out of the cage and ran toward the people)</p> <p>Secondary prompt: <b>What happened before that or What happened after that?</b></p> <p>Alternate prompt: Show the picture of the lion jumping out of the cage. <b>What happened in this picture?</b></p>
Episode 6	<p>Primary prompt: <b>What happened next?</b> (Andy was in the lion's way, but the lion knew who Andy was and the lion did not hurt Andy.)</p> <p>Secondary prompt: <b>What happened before that or What happened after that?</b></p> <p>Alternate prompt: Show pictures of the lion running into Andy, recognizing Andy and the two hugging each other. <b>What happened in these pictures?</b></p>
Episode 7	<p>Primary prompt: <b>What happened next?</b> (The crowd was going to hurt the lion, but Andy saved the lion)</p> <p>Secondary prompt: <b>What happened before that or What happened after that?</b></p> <p>Alternate prompt: Show the crowd coming to get the lion. <b>What happened in this picture?</b></p>

Episode 8	<p>Primary prompt: <b>What happened at the end of the story?</b> (There was a parade and Andy got a medal.)</p> <p>Secondary prompt: <b>What happened at the end?</b></p> <p>Alternate prompt: Show the picture of Andy getting a medal, <b>What happened here at the end of the story?</b></p>
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### Vocabulary Activity

**We are going to play a game using the words. This is the What Am I Talking About Game? See if you can tell me what I am talking about.**

**Mike saw strange tracks in the snow and went to look at them carefully. What is the magic word for to look at something carefully?** (investigate) If incorrect or no response, say **walk away or investigate? Mike saw strange tracks in the snow and went to investigate. Say that.**

**Mom wanted to thank Sarah for helping to find her lost purse. What is the magic word for someone wanting to thank someone for helping them?** (grateful) If incorrect or no response, say: **grateful or strange? Mom was grateful that Sarah found her lost purse. Say that.**

**My cousin is known by a lot of people for doing magic tricks. What is the magic word for being known by a lot of people for a special reason?** (famous) If incorrect or no response, say: **unknown or famous? My cousin is famous for doing magic tricks. Say that.**

## **Make Way for Ducklings by Robert McCloskey**

### **Make Way for Ducklings 1<sup>st</sup> reading**

Reading time without discussion: approximately 6 minutes

Magic vocabulary words: enormous, beckoned, delighted (write these words on cards or on white or chalk board).

#### **BEFORE READING**

Point to the title on the cover **The title of this book is Make Way for Ducklings. Robert McCloskey is the author. Stories that we read have characters, problems and settings. Thinking about them will help you remember what happens in the story.** Showing the cover, ask, **What do you think this story will be about?** Build on the student's responses by emphasizing the characters and problem.

**Ducks are the main characters in the story. This story is about the Mallard family of ducks who are looking for a home. Listen for some of the problems that the ducks had in the story.**

**When I read this story, I am going to read and say a lot of words. I want you to listen for 3 magic words in the story. Here they are:** (point to each word as you say them).

**enormous. Say it with me... enormous  
beckoned. Say it with me... beckoned  
delighted. Say it with me... delighted**

**When you hear these words in the story, raise your hand.**

#### **DURING READING**

Pay attention to volume, suitable speed, enunciation, and intonation. Stop on the following pages and ask these questions:

Page with swan boat on the lake. **Wonderful! What word did you hear? Yes, enormous.** If student did not recognize the magic word, say: **Did you hear one of the magic words? The magic words are enormous, beckoned and delighted. Listen and raise your hand. Just as they were getting ready to start on their way, a strange enormous bird came by.**

**Enormous means very, very big.**

Page with people riding bikes in the park. **Good listening? What word did you hear? Yes, delighted.** If student did not recognize the magic word, say: **Did you hear one of the magic words? The magic words are enormous, delighted and beckoned.** Listen and raise your hand. **Good, said Mr. Mallard, delighted that at last Mrs. Mallard had found a place that suited her.**

**Delighted means really happy.**

Page with police officer stopping traffic for ducks. **Good paying attention! What word did you hear? Yes, beckoned.** If student did not recognize the magic word, say: **Did you hear one of the magic words? The magic words are enormous, delighted and beckoned.** Listen and raise your hand. **He planted himself in the center of the road, raised one hand to stop the traffic and then beckoned with the other, the way policeman do, for Mrs. Mallard to cross over.**

**Beckoned means letting someone know to come.**

#### **AFTER READING**

Ask these questions:

**I am going to name some things. If they are enormous, put your thumb up. If they are not, put your thumb down.**

**A dinosaur – thumb up**

**A whale – thumb up**

**A ladybug – thumb down**

**A mountain – thumb up**

**A raindrop – thumb down**

**We are going to finish some sentences: I was delighted when I got to. I will go first. I was delighted when I got to go to Disney World. Your turn. Now this sentence: I was not delighted when I ... I was not delighted when I had to clean up my room. Your turn. (Provide stem prompt if necessary).**

Have the student go to the other side of the room. Tell the student to use words or gestures to beckon you to come over to them. **Think of all the ways you could beckon me to come over to you. Show me.** Talk about times when you would want to use your voice and times when you would want to use your hands and arms.

## Vocabulary Activities

Remember we had 3 magic words that you listened for in the book Make Way for Ducklings, Point to the words as you review them: **enormous, delighted and beckoned.**

Here is the book, Make Way for Ducklings. Let's talk about the words that we learned in this book.

Page with swan boat on the lake. **A strange very, very big bird came by. What's the magic word for very, very big? Yes, enormous.**

Page with people biking in the park. **Mr. Mallard was really happy that Mrs. Mallard had found a place that she liked. What's the magic word for really happy? Yes, delighted.**

Page showing police officer stopping traffic for the ducks. **The officer put his hand up and stopped traffic and then let the ducks know he wanted them to come. What's the magic word for letting someone know you want them to come? Yes, beckoned.**

**We are going to play a game using the magic words. This is the Guess the Word Game. You are going to tell me which word goes with another word.**

**Which words go with delighted? Really happy or really mad?  
Which words go with beckoned? Push away or letting someone know you want them to come?  
Which words go with enormous? Very, very tiny or very, very big?**

**I am going to say some sentences and then I want you to use our magic words to finish the sentences.**

**Mom was really happy we cleaned up our rooms. Mom was ...  
(delighted)**

**They walked up to the very, very big dinosaur skeleton. The skeleton was ...  
(enormous)**

**The basement was dark, but Dad let me know with a flashlight to come over to him. Dad used the flashlight to ...(beckon)**

## **Make Way for Ducklings by Robert McCloskey**

### **Make Way for Ducklings 2<sup>nd</sup> reading**

Magic vocabulary words: enormous, delighted, beckoned

#### **BEFORE READING**

Point to the title on the cover. **Do you remember the title of this book? Yes, the name of the story is Make Way for Ducklings. It was written by Robert McCloskey. Remember that stories have characters, problems and settings. As you listen to the story, pay attention to what the characters, settings and problems are. This will help you understand and remember the important things in a story. Can you tell me what this story is about? (if needed ask) **Who is in this story? What happened to the ducklings?** Keep it short. Offer suggestions only if the student cannot remember at all.**

**Remember we had 3 magic words that you listened for in the story.** Point to the words as you review them. **enormous, delighted and beckoned**

**The first word was enormous.** Show the page with the swan boat. **Just as they were getting ready to start on their way, a strange enormous bird came by.**

**The second word was delighted.** Show the page where people are biking in the park **“Good,” said Mr. Mallard, delighted that at last Mrs. Mallard had found a place that suited her.**

**The third word was beckoned.** Show the page where the police officer is stopping traffic for the ducklings. **The policeman raised one hand to stop the traffic, and then beckoned with the other for Mrs. Mallard to cross the street.**

#### **DURING READING**

Read the story with enthusiasm. Stop on the following pages and ask these questions:

Page with the swan boat. **Enormous is very, very big. What is enormous?** (very, very big)

Page with people biking in the park. **Delighted is really happy. What is delighted?** (really happy)

Page with police officer stopping traffic. **Beckoned is letting someone know you want them to come here.**

## **AFTER READING**

### **Make Way for Ducklings – Story Retell**

Today the student will retell the story Make Way for Ducklings. There are 7 episodes in the story retell. Be sure to mark each corresponding page before the lesson.

Show the cover of the book. **We are going to talk about this story. First let's answer some questions. What is the name of this story? That's right, Make Way for Ducklings. Who are the main characters in this story? (Mr. and Mrs. Duck, the ducklings, the police officer) Where is the setting? Right the setting is different places. (garden, pond, river, highway) What problem do the ducks have? (They are looking for a safe place to live and raise their family)**

The idea is to have the student tell you a sentence or two about each episode of the story incorporating character, setting and problem/solution. Each episode prompt corresponds to a picture in the book. Do not show the picture until the student talks about each episode on his own.

**Format for prompts** (Use of prompts will be based on individual student response to the retell task.)

Ask the primary prompt.

If the student does not respond or responds incorrectly, give a secondary prompt. If the student still does not respond or responds incorrectly, show the picture and give the alternate prompt.

If the student does not respond correctly to the alternate prompt, give the student the answer and ask the question again.

Always show the picture and confirm the student's response **after** an acceptable answer.

**Now try your best to remember what happens in the story. I will help you by asking questions and showing pictures if you get stuck. Be sure to tell me names of characters, where the story takes place, and the problem the characters have. Tell me the story as if you were telling it to a friend who has never heard it.**

<p>Episode 1</p>	<p>Primary prompt: <b>Once upon a time ...</b> (two ducks were looking for a safe place to raise their family. They looked at a pond, park and a river.</p> <p>Secondary prompt: <b>What happened in the very beginning of the story?</b></p> <p>Alternate prompt: Show the almost empty jar and ask: <b>What is in the picture and why is it important?</b></p> <p>Setting prompt (if student hasn't said): <b>Where does the story take place?</b></p>
<p>Episode 2</p>	<p>Primary prompt: <b>What problem did the ducks have?</b> (Each place they found had a problem. (e.g. the bikes almost ran them over at the pond, no space around the state house, no water in the small park) Secondary prompt: <b>What happened before that or What happened after that?</b></p> <p>Alternate prompt: Show the page with bike almost running the ducks over, page with state house and page with small park: <b>What problem did the family have?</b></p>
<p>Episode 3</p>	<p>Primary prompt: <b>What happened next?</b> (The ducks found a nice quiet place to live and built a nest.)</p> <p>Secondary prompt: <b>What happened before that or What happened after that?</b></p> <p>Alternate prompt: Show the picture with the ducks building a nest by the bridge, <b>What happened in this picture?</b></p>
<p>Episode 4</p>	<p>Primary prompt: <b>What happened next?</b> (the ducks swim back to the park and meet a police officer)</p> <p>Secondary prompt: <b>What happened before that or What happened after that?</b></p>

	<p>Alternate prompt: Show the picture of the police officer feeding the ducks peanuts. <b>What happened in this picture?</b></p>
Episode 5	<p>Primary prompt: <b>What happened next?</b> (Mrs. Duck laid eggs and hatched baby ducks)</p> <p>Secondary prompt: <b>What happened before that or What happened after that?</b></p> <p>Alternate prompt: Show the picture with the duck parents and baby ducklings: <b>What happened in this picture?</b></p>
Episode 6	<p>Primary prompt: <b>What happened next?</b> (Mr. Duck went off to see the rest of the river and Mrs. Duck was left to take care of the ducks.)</p> <p>Secondary prompt: <b>What happened before that or What happened after that?</b></p> <p>Alternate prompt: Show the picture of Mr. Duck swimming off: <b>What happened in this picture?</b></p>
Episode 7	<p>Primary prompt: <b>What happened next?</b> Mrs. Duck took the ducks to meet Mr. Duck at the park. They run into trouble trying to cross streets. The police officer came and stopped traffic so they could cross traffic.</p> <p>Secondary prompt: <b>What happened before that or What happened after that?</b></p> <p>Alternate prompt: Show the page where the police officer is stopping traffic for the ducks. <b>What happened in this picture?</b></p>

Episode 8	<p>Primary prompt: <b>What happened next?</b> The duck family continued to walk to the park. The police officers stopped traffic in the city so they could get to the park.</p> <p>Secondary prompt: <b>What happened before that or What happened after that?</b></p> <p>Alternate prompt: Show the page where all the police officers are stopping traffic for the ducks. <b>What happened in this picture?</b></p>
Episode 9	<p>Primary prompt: <b>What happened at the end of the story?</b> (The Duck family met up with each other and decided to live on the island in the park (garden))</p> <p>Secondary prompt: <b>What happened at the end?</b></p> <p>Alternate prompt; Show the page where the ducks are climbing onto the island. <b>What happened here at the end of the story?</b></p>

### Vocabulary Activity

**We are going to play a game using the words. This is the What Am I Talking About Game? See if you can tell me what I am talking about.**

**A whale is a very, very big animal. What is the magic word for very, very big? (enormous) If incorrect or no response, say enormous or tiny? A whale is an enormous animal. Say that.**

**Steve was really happy that he got a bike for his birthday. What is the magic word for really happy? (delighted) If incorrect or no response, say: sad or delighted. Steve was delighted that he got a bike for his birthday. Say that.**

**The movie had already started so Mom let me know by waving her hand to come over and sit by her. What is the magic word for someone letting you know to come here? (beckoned) If incorrect or no response, say: beckoned or**

**back off. The movie had already started so Mom beckoned for me to come sit by her. Say that.**

## Sheila Rae, The Brave by Kevin Henkes

### Sheila Rae, The Brave 1<sup>st</sup>

Reading time without discussion: approximately 4 1/2 minutes

Magic vocabulary words: fearless, horrible, familiar (write these words on cards or on white or chalk board)

#### **BEFORE READING**

Point to the title on the cover **The title of this book is Sheila Rae, the Brave. Kevin Henkes is the author. Stories that we read have characters, problems and settings. Thinking about them will help you remember what happens in the story.** Showing the cover, ask, **What do you think this story will be about?** Build on the student's responses by emphasizing the characters and problem.

**Sheila Rae is the main character in the story. She is a very brave person, she is not afraid of anything. Listen and see how Sheila Rae gets into trouble by being brave!**

**When I read this story, I am going to read and say a lot of words. I want you to listen for 3 magic words in the story. Here they are:** (point to each word as you say them).

**fearless. Say it with me... fearless  
horrible. Say it with me... familiar  
familiar. Say it with me... horrible**

**When you hear these words in the story, raise your hand.**

#### **DURING READING**

Pay attention to volume, suitable speed, enunciation, and intonation. Stop on the following pages and ask these questions:

Page with Sheila Rae skipping and Louise behind a tree. **Wonderful! What word did you hear? Yes, fearless.** If student did not recognize the magic word, say: **Did you hear one of the magic words? The magic words are fearless, familiar and horrible. Listen and raise your hand. "I am brave," she sang. "I am fearless."**

**Fearless means not afraid of anything.**

Page with Sheila Rae standing on the sidewalk holding her purse. **Good listening? What word did you hear? Yes, familiar.** If student did not recognize the magic word, say: **Did you hear one of the magic words? The magic words are fearless, familiar and horrible. Listen and raise your hand. It suddenly occurred to Sheila Rae that nothing looked familiar.**

**Familiar means something you see or hear a lot.**

Page with Louise's hair sticking out of the bush. **Good paying attention! What word did you hear? Yes, horrible.** If student did not recognize the magic word, say: **Did you hear one of the magic words? The magic words are fearless, familiar and horrible. Listen and raise your hand. She thought horrible thoughts.**

**Horrible means very bad.**

### **AFTER READING**

Ask these questions:

**Do you know anyone who is fearless? Put your thumbs up if you think this would something that would be fearless**

- **Helping someone out of a burning house**
- **Going into a dark room**
- **Jumping into a lake to save someone**
- **Catching a bug**

**Look around the classroom and tell what looks familiar. Tell me some familiar sounds you might hear on the playground? Familiar sounds you would hear at a basketball game? Familiar sounds at a movie?**

**Show me the face you would make if you ate something tasted horrible. Show me the face you would make if you saw something horrible.**

### **Vocabulary Activities**

**Remember we had 3 magic words that you listened for in the book Sheila Rae, the Brave, Point to the words as you review them: fearless, familiar, horrible**

**Here is the book, Sheila Rae, The Brave. Let's talk about the words that we learned in this book.**

Page with Sheila Rae skipping and Louise behind a tree. **I am brave, she sang, I am not afraid of anything. What's the magic word for not afraid of anything? Yes, fearless.**

Page with Sheila Rae standing on the sidewalk. **It suddenly occurred to Sheila Rae that nothing looked like anything she had seen before. What's the magic word for you see or hear a lot? Yes, familiar.**

Page with Louise's hair sticking out of a bush. **Sheila Rae thought very bad thoughts. What's the magic word very bad? Yes, horrible.**

**We are going to play a game using the magic words. This is the Guess the Word Game. You are going to tell me which word goes with another word.**

**Which word goes with not being afraid of anything?** fearless  
**Which word goes with being somewhere that you have been before?**  
familiar  
**Which word goes with very, very bad?** horrible

**I am going to say some sentences and then I want you to use our magic words to finish the sentences.**

**The dogs knocked the garbage can over and the smell was very bad. The garbage smelled ...**  
(horrible)

**Sam walked and walked and finally saw houses and yards that he had seen before. He finally saw a neighborhood that was ...**(familiar)

**The firemen went back into the burning building again and again. The firemen were ...** (fearless)

## Sheila Rae, The Brave by Kevin Henkes

### Sheila Rae, The Brave 2<sup>nd</sup> reading

Magic vocabulary words: fearless, familiar, horrible

#### **BEFORE READING**

Point to the title on the cover. **Do you remember the title of this book? Yes, the name of the story is Sheila Rae, the Brave. The author is Kevin Henkes. Remember that stories have characters, problems and settings. As you listen to the story, pay attention to what the characters, settings and problems are. This will help you understand and remember the important things in a story. Can you tell me what this story is about?**

(if needed ask) **Who is in this story? What happened to Sheila Rae?**

Keep it short. Offer suggestions only if the student cannot remember at all.

**Remember we had 3 magic words that you listened for in the story.** Point to the words as you review them. **fearless, familiar, horrible**

**The first word was fearless.** Show the page with Sheila Rae skipping on the sidewalk. **I am brave, she sang, I am fearless.**

**The second word was familiar.** Show the page Sheila Rae was standing on the sidewalk holding her purse. **It suddenly occurred to Sheila Rae that nothing looked familiar.**

**The third word was horrible.** Show the page where Louise's hair sticks up from the bushes. **She thought horrible thoughts.**

#### **DURING READING**

Read the story with enthusiasm. Stop on the following pages and ask these questions:

Page with Sheila Rae skipping on the sidewalk. **Fearless is not afraid of anything. What is fearless?**

(not afraid of anything)

Page with Sheila Rae standing on the sidewalk holding her purse. **Familiar is something that is seen or heard a lot? What is familiar?** (something that is seen or heard a lot)

Page with where Louise's hair sticks up from the bushes. **Horrible is very bad**

**What is horrible?** (very bad)

## **AFTER READING**

### **Sheila Rae, The Brave – Story Retell**

Today the student will retell the story Sheila Rae, The Brave. There are 6 episodes in the story retell. Be sure to mark each corresponding page before the lesson.

Show the cover of the book. **We are going to talk about this story. First let's answer some questions. What is the name of this story? That's right, Sheila Rae, The Brave. Who are the main characters in this story?** (Sheila Rae and Louise) **Where is the setting? Right the setting is different places.** (home, school and outside) **What problem does Sheila Rae have?** (She gets lost and scared)

The idea is to have the student tell you a sentence or two about each episode of the story incorporating character, setting and problem/solution. Each episode prompt corresponds to a picture in the book. Do not show the picture until the student talks about each episode on his own.

**Format for prompts** (Use of prompts will be based on individual student response to the retell task.)

Ask the primary prompt.

If the student does not respond or responds incorrectly, give a secondary prompt. If the student still does not respond or responds incorrectly, show the picture and give the alternate prompt.

If the student does not respond correctly to the alternate prompt, give the student the answer and ask the question again.

Always show the picture and confirm the student's response **after** an acceptable answer.

**Now try your best to remember what happens in the story. I will help you by asking questions and showing pictures if you get stuck. Be sure to tell me names of characters, where the story takes place, and the problem the characters have. Tell me the story as if you were telling it to a friend who has never heard it.**

<p>Episode 1</p>	<p>Primary prompt: <b>Once upon a time ...</b> (There was a mouse named Sheila Rae and she was not afraid of anything. She did all kind of brave things at home and school.)</p> <p>Secondary prompt: <b>What happened in the very beginning of the story?</b></p> <p>Alternate prompt: Show the pictures of Sheila being brave in the first five pages: <b>What is going in the pictures and why is it important?</b></p> <p>Setting prompt (if student hasn't said): <b>Where does the story take place?</b> (home, school and walking home from school)</p>
<p>Episode 2</p>	<p>Primary prompt: <b>What problem does Louise have in the beginning of the story?</b> (Louise is afraid of everything and Sheila Rae is not.)</p> <p>Secondary prompt: <b>What happened before that or What happened after that?</b></p> <p>Alternate prompt: Show the page with Louise sitting on the school steps. <b>What problem did Louise have?</b></p>
<p>Episode 3</p>	<p>Primary prompt: <b>What happened next?</b> (Sheila Rae wanted to walk home from school a new way. She did all kind of brave things. Louise followed her)</p> <p>Secondary prompt: <b>What happened before that or What happened after that?</b></p> <p>Alternate prompt: Show the next five pictures after they left the school, <b>What happened in these pictures?</b></p>

<p>Episode 4</p>	<p>Primary prompt: <b>What happened next?</b> (Sheila Rae saw that she was lost. She started to see and hear scary things. She did not feel brave anymore and she asked for help)</p> <p>Secondary prompt: <b>What happened before that or What happened after that?</b></p> <p>Alternate prompt: Show the picture of Sheila Rae sitting on a rock crying. <b>What happened in this picture?</b></p>
<p>Episode 5</p>	<p>Primary prompt: <b>What happened next?</b> (Louise jumped down from the tree and she told Sheila Rae she knew how to get home. She showed Sheila Rae how to get home)</p> <p>Secondary prompt: <b>What happened before that or What happened after that?</b></p> <p>Alternate prompt: Show the pictures with Louise jumping out of the tree and walking home: <b>What happened in these pictures?</b></p>
<p>Episode 6</p>	<p>Primary prompt: <b>What happened at the end of the story?</b> (Louise found their way home and Sheila Rae said she was brave)</p> <p>Secondary prompt: <b>What happened at the end?</b></p> <p>Alternate prompt: Show the picture where Louise and Sheila Rae are outside of their house. <b>What happened here at the end of the story?</b></p>

## **Vocabulary Activity**

**We are going to play a game using the words. This is the What Am I Talking About Game? See if you can tell me what I am talking about.**

**People who fly in outer space are not afraid of anything. What is the magic word for not afraid of anything? (fearless) If incorrect or no response, say fearless or fearful? People who fly in outer space are not afraid of anything. Say that.**

**Two cars hit each other on the corner and it was a very bad accident. What is the magic word for very bad (horrible) If incorrect or no response, say: good or horrible? Two cars had a horrible accident. Say that.**

**The music on the radio sounded like something I had heard a lot. What is the magic word for something you have seen or heard a lot? (familiar) If incorrect or no response, say: familiar or strange. The music on the radio sounded familiar. Say that.**

## George and Martha by James Marshall

### George and Martha 1<sup>st</sup>

Reading time without discussion: approximately 4 minutes

Magic vocabulary words: fond, relief, privacy (write these words on cards or on white or chalk board)

#### **BEFORE READING**

Point to the title on the cover. **The title of this book is George and Martha. James Marshall wrote the story and drew the pictures. He is the author and the illustrator. Stories that we read have characters, problems and settings. Thinking about them will help you remember what happens in the story.** Showing the cover, ask, **What do you think this story will be about?** Build on the student's responses by emphasizing the characters and problem.

**George and Martha are the main characters. They are best friends. Listen to see what adventures, exciting times, they have together.**

**When I read this story, I am going to read and say a lot of words. I want you to listen for 3 magic words in the story. Here they are:** (point to each word as you say them).

**fond. Say it with me... fond  
relief. Say it with me... relief  
privacy. Say it with me... privacy**

**When you hear these words in the story, raise your hand.**

#### **DURING READING**

Pay attention to volume, suitable speed, enunciation, and intonation. Stop on the following pages and ask these questions:

Page with Martha making soup. **Way to go! What word did you hear? Yes, fond** If student did not recognize the magic word, say: **Did you hear one of the magic words? The magic words are fond, relief and privacy. Listen and raise your hand. Martha was very fond of making split pea soup.**

**Fond means really likes something or someone.**

Page with George and Martha sitting at the table in the kitchen. **Good listening! What word did you hear? Yes, relief.** If student did not recognize the magic word, say: **Did you hear one of the magic words? The magic words are fond,**

relief and privacy. Listen and raise your hand. “What a relief!” George sighed.

**Relief means to start feeling much better about something**

Page with the tub on George’s head. **Good paying attention! What word did you hear? Yes, privacy.** If student did not recognize the magic word, say: **Did you hear one of the magic words? The magic words are fond, relief and privacy.** Listen and raise your hand. “But there is such a thing as privacy.

**Privacy means not being seen or bothered by anyone.**

### **AFTER READING**

Ask these questions:

**What are some foods you are fond of? What are TV shows you are fond of? Name a book you are fond of.**

**Have you ever felt relief when you found a toy you thought was lost? Have you ever felt relief when you thought you were lost and then saw your mom and dad? Tell about another time you felt relief.**

**Thumbs Up, Thumbs Down! Put your thumbs up if what I say would go with privacy and thumbs down if it would not go with privacy.**

- **Going to the bathroom (thumbs up)**
- **Playing at the park (thumbs down)**
- **Changing your clothes (thumbs down)**
- **Eating supper with your family**

### **Vocabulary Activities**

**Remember we had 3 magic words that you listened for in the book George and Martha.** Point to the words as you review them: **fond, relief, privacy**

**Here is the book, George and Martha. Let’s talk about the words that we learned in this book.**

Page with Martha cooking soup in the kitchen. **Martha really enjoyed making split pea soup. What’s the magic word for really enjoying doing something? Yes, fond.**

Page with George and Martha sitting at the kitchen table. **George felt much better about no more split pea soup. What is the magic word for starting to feel much better about something? Yes, relief.**

Page with the tub on George's head. **"We are friends," said Martha, "but there are times when you should not bother me." What is the magic word for not being seen or bothered by someone? Yes, privacy.**

**We are going to play a game using the magic words. This is the Guess the Word Game. You are going to tell me which word goes with another word.**

**Which word goes with really like to do something or someone? fond**  
**Which word goes with shutting the door when going to the bathroom?**  
privacy

**Which word goes with finding a lost pet? relief**

**I am going to say some sentences and then I want you to use our magic words to finish the sentences.**

**Sarah wanted to try on a new dress. She asked where the dressing room was. She wanted some ... (privacy)**

**Sam ran as fast as he could when he finally saw his mother. He had been lost and now he felt ... (relief)**

**Steve loves to read books about dogs. He is. ...(fond of them)**

## George and Martha by James Marshall

### George and Martha 2<sup>nd</sup> reading

Magic vocabulary words: fond, relief, privacy

#### **BEFORE READING**

Point to the title on the cover. **Do you remember the title of this book? Yes, the name of the story is George and Martha. The author and illustrator is James Marshall. Remember that stories have characters, problems and settings. As you listen to the story, pay attention to what the characters, settings and problems are. This will help you understand and remember the important things in a story. Can you tell me what this story is about? (if needed ask) Who is in this story? What adventures did George and Martha have?**

Keep it short. Offer suggestions only if the student cannot remember at all.

**Remember we had 3 magic words that you listened for in the story.** Point to the words as you review them. **fond, relief, privacy**

**The first word was fond.** Show the page with Martha cooking soup. **Martha was fond of making split pea soup.**

**The second word was relief.** Show the page George and Martha sitting in the kitchen. **George felt relief that Martha was not going to make split pea soup anymore.**

**The third word was privacy.** Show the page where George has the tub on his head. **“We are friends, but sometimes I need my privacy,” said Martha.**

#### **DURING READING**

Read the story with enthusiasm. Stop on the following pages and ask these questions:

Page with Martha cooking the soup. **Fond is really liking something or someone.. What is fond?**

(really liking something or someone)

Page with George and Martha sitting in the kitchen. **Relief means starting to feel much better about something. What is relief?** (starting to feel much better)

Page with George with the tub on his head. **Privacy is not being seen or bothered by someone. What is privacy?** (not being seen or bothered by someone)

## **AFTER READING**

### **George and Martha – Story Retell**

Today the student will retell the story George and Martha. There are 6 episodes in the story retell. Be sure to mark each corresponding page before the lesson.

Show the cover of the book. **We are going to talk about this story. First let's answer some questions. What is the name of this story? That's right, George and Martha. Who are the main characters in this story?** (George and Martha) **Where is the setting? Right the setting is different places.** (Martha's house, outside, the dentist) **What problems do the hippo friends have?** (George does not like pea soup, the hot air balloon takes off without George, George peeks at Martha while she is taking a bath, and George knocks out a tooth)

The idea is to have the student tell you a sentence or two about each episode of the story incorporating character, setting and problem/solution. Each episode prompt corresponds to a picture in the book. Do not show the picture until the student talks about each episode on his own.

**Format for prompts** (Use of prompts will be based on individual student response to the retell task.)

Ask the primary prompt.

If the student does not respond or responds incorrectly, give a secondary prompt. If the student still does not respond or responds incorrectly, show the picture and give the alternate prompt.

If the student does not respond correctly to the alternate prompt, give the student the answer and ask the question again.

Always show the picture and confirm the student's response **after** an acceptable answer.

**Now try your best to remember what happens in the story. I will help you by asking questions and showing pictures if you get stuck. Be sure to tell me names of characters, where the story takes place, and the problem the characters have. Tell me the story as if you were telling it to a friend who has never heard it.**

<p>Episode 1</p>	<p>Primary prompt: <b>Once upon a time ...</b> (There were two friends named George and Martha. Martha made split pea soup for Martha.)</p> <p>Secondary prompt: <b>What happened in the very beginning of the story?</b></p> <p>Alternate prompt: Show the picture of Martha making split pea soup. <b>What is going in the pictures and why is it important?</b></p> <p>Setting prompt (if student hasn't said): <b>Where does the story take place?</b> (Martha's house)</p>
<p>Episode 2</p>	<p>Primary prompt: <b>What problem does George have in the beginning of the story?</b> (George hated split pea soup. He poured the soup in his shoes. Martha saw him. She promised never to make that kind of soup again.)</p> <p>Secondary prompt: <b>What happened before that or What happened after that?</b></p> <p>Alternate prompt: Show the page with George pouring the soup in his shoes. <b>What problem did George have?</b></p>
<p>Episode 3</p>	<p>Primary prompt: <b>What happened next?</b> (George wanted to go flying in a hot air balloon. It would not fly. He got out and the hot air balloon took off without him.)</p> <p>Secondary prompt: <b>What happened before that or What happened after that?</b></p> <p>Alternate prompt: Show the page with the hot air balloon taking off, <b>What happened in this picture?</b></p>

Episode 4	<p>Primary prompt: <b>What happened next?</b> (George liked to peek in windows. He peeked in Martha's bathroom window. She was taking a bath and was mad at George. He never did it again.)</p> <p>Secondary prompt: <b>What happened before that or What happened after that?</b></p> <p>Alternate prompt: Show the picture with the tub on George's head. <b>What happened in this picture?</b></p>
Episode 5	<p>Primary prompt: <b>What happened next?</b> (Martha liked staring at herself in the mirror. She did it all the time. George got tired of it. He taped a silly picture on the mirror. It scared Martha and she quit looking at herself in the mirror.</p> <p>Secondary prompt: <b>What happened before that or What happened after that?</b></p> <p>Alternate prompt: Show the picture of Martha looking at the silly picture in the mirror: <b>What happened in these pictures?</b></p>
Episode 6	<p>Primary prompt: <b>What happened at the end of the story?</b> (George fell and knocked out a tooth. The dentist put in a new gold tooth. Martha told him how nice he looked. They are good friends.)</p> <p>Secondary prompt: <b>What happened at the end?</b></p> <p>Alternate prompt: Show the picture of George and Martha at the end of the book. <b>What happened here at the end of the story?</b></p>

## **Vocabulary Activity**

**We are going to play a game using the words. This is the What Am I Talking About Game? See if you can tell me what I am talking about.**

**Mike really liked to play the guitar. What is the magic word for really like something or someone? (fond) If incorrect or no response, say don't enjoy or fond? Mike was fond of playing the guitar. Say that.**

**Sally started to feel so much better about going to the doctor now that her shots were over. What is the magic word for starting to feel better about something (relief) If incorrect or no response, say: relief or scary? Sally felt relief after her shots were over. Say that.**

**Dad said he did want to be bothered while he made a phone call. What is the magic word for not being seen or bothering someone (privacy) If incorrect or no response, say: bother or privacy. Dad wanted privacy while he made a phone call. Say that.**