



# Norman's Candy Hearts

Level B / 38 words / fiction

High frequency words:

*is, look, my*

## Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What do you think Norman will do with the candy hearts? How do you feel about candy hearts?"

## Look through all the pictures

- Using the language in the story, discuss the photographs on each page.
- Help the children find and learn the two-syllable word *candy*. Clap the syllables together.

## Reading the text

- Have the children read the text independently. Encourage them to read it again if they finish before the others in the group.
- While they're reading, listen to each student individually and prompt them to use meaning, structure, and letter cues at difficulty. Praise the successful use of reading cues.
- Make sure the children can match (with their finger) or track (with their eyes) each word of the text.

### FUN FACT

Try dropping some candy hearts into carbonated soda. The candies are denser than the soda and will sink to the bottom. When carbon dioxide bubbles in the soda stick to the candies, they float up through the soda. This up-and-down motion makes the heart candies appear to slowly *dance* in the soda.

## After reading

- Discuss the meaning, structure, and letter cues that you noticed students using correctly at difficulty.
- **Literal comprehension:** The answers are in the text. Ask, "To how many friends does Norman give candy hearts? What candy heart does Norman give to you?" Have students read the pages that support their answers.
- **Inferential comprehension:** The answers are in your head. Ask, "What would you write on a candy heart for your friend? What would you write on a candy heart for your teacher?"

## Word work

- Have students locate the high-frequency words in the text and practice writing them.
- Notice and discuss the plural noun *hearts*.
- Find and discuss the interjection *yum*. An interjection is a word that shows emotion.

## Rereading for fluency

- Have the children read the story again, either independently or with a partner. Use this opportunity to listen and prompt for strategy use at difficulty.

## Writing activity

- Have the students write and complete the following sentences: "*This candy heart is for you. It says \_\_\_\_\_.*" Then have the students draw a picture that corresponds to what they have written.

**Teaching Points:** Using meaning to connect pictures to text; Matching words with fingers, one to one; Finding and clapping two-syllable words; Introducing interjections; Practicing plural nouns; Rereading.