



# The Drone

Level F / 113 words / fiction

High frequency words:

*going, of, our, out, some, was*

## Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What does the fox find in the box? What do you think the fox is going to do with the drone?"

## Look through all the pictures

- Using the language in the story, discuss each photograph in the book. Notice details in the pictures and use that information to better understand the text.
- Help the children find any tricky words in the text: *lucky, drone, speeding, and thump*. Discuss meaning, word structure, and sounds you expect to hear in those words. Have children clap and count the syllables.

## Reading the text

- Have the children read the text independently. While they're reading, listen to and prompt each student to use meaning, structure, and visual information to decode words, self-correct, or improve expression.
- Children should be able to track print with their eyes, move quickly through the text, and read fluently while paying attention to punctuation, except at point of difficulty.

### FUN FACT

A drone, also known as an unmanned aerial vehicle (UAV), is an aircraft without a pilot on board.

A drone's flight is either controlled by a computer in the drone or remotely, by a pilot on the ground.

## After reading

- Discuss the meaning, structure, and letter cues that you notice students using correctly.
- **Literal comprehension:** The answers are in the text. Ask, "How does the fox use the drone? What do the chickens do when they see the fox?" Have students read the pages that support their answers.
- **Inferential comprehension:** The answers are in your head. Ask, "Where would you fly a drone? Why?"

## Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Find and discuss the word *blow* with the *bl* blend. Using magnetic letters, make other words with the same beginning sound and pattern (*blue, blimp, black, bloom*).
- Find and discuss the rhyming pairs: fox-box, do-to, day-away, and we-me.
- Point out the quotation marks and exclamation marks throughout the text.

## Rereading for fluency

- Have the child(ren) read the story again aloud, listening for phrased, fluent oral reading that includes appropriate pausing, intonation, and word stress.

## Writing activity

- Have each student write and complete the following sentences: "I am flying in the sky! I am going to look for some \_\_\_\_\_." Then have the students draw a picture that corresponds to what they have written.

**Teaching Points:** Introducing new words; Finding and clapping multisyllabic words; Practicing rhyming words; Noticing punctuation (quotation marks and exclamation marks); Practicing words with the *bl* blend; Rereading.