



The Pond

Level B / 48 words / informational text

High frequency words:

a, around, in, live, the

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "Are there any ponds near where you live? Have you been to a pond in a park or the woods? What animals did you see around the pond?"

Look through all the pictures

- Using the language in the story, have the children find and name the animal on each page.
- Help the children find and read the phrase *around the pond*.

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

A pond can form naturally or be man-made. There is wildlife living around or near ponds because many animals depend on them for food, shelter, and water.

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, "What lives around the pond? What lives in the pond?" Have the children read the pages that support their answers.
- **Inferential comprehension:** The answers are in your head. Ask, "Why do birds, snakes, and frogs live around the pond?"

Word work

- Have students locate the high-frequency words in the text and practice writing them.
- Have the children find the words *around* and *turtle* in the story. Clap and count the syllables. Find other multisyllabic words in the story. Have them notice that *dragonfly* has three syllables.

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

- Write the word *around* on the board. Have the children write a sentence about an animal that lives *around the pond*. Ask them to write a sentence about another animal that lives *in the pond*. Encourage the use of punctuation and independent attempts to spell words correctly.

Teaching Points: Using meaning to connect pictures to text; Matching words with fingers, one to one; Introducing new animal words; Finding and clapping multisyllabic words.