



Oh No, Norman!

Level D / 82 words / fiction

High frequency words:

away, no, that, what, you

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What is Norman doing with Bee? What do you think is going to happen in this story?"

Look through all the pictures

- Using the language in the story, discuss what is happening in each picture.
- Have the children find the words that may be new to them: *sometimes, eye, friend, and forgot*. Clap and count the syllables.

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.

After reading

- Discuss the meaning, structure, and letter cues that you notice students using correctly.
- **Literal comprehension:** The answers are in the text. Ask, "Why was Norman playing with Bee? How did Bee get hurt?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "How do you think Norman felt when he realized Bee was torn? What do you think Danny will think when he finds out?"

Word work

- Have students locate the high-frequency words in the text and practice writing them.
- Find and discuss the action words (verbs) that have the *-ed* suffix: *loved, cried, called, liked, shouted, worried, and picked*. This ending means that the action has already happened. It happened in the past.
- Find and discuss the rhyming pair *ran-can*. Using magnetic letters, create words with the same *an* rime pattern (*man, fan, pan, ran, tan*).

Rereading for fluency

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

Writing activity

- Have each student write the following sentence: "*Sometimes Norman loved Bee a little too much.*" Then have them draw a picture that corresponds to what they have written.

FUN FACT

Googly eyes (aka jiggly eyes) are most commonly known as small plastic craft supplies used as eyeballs. They have an outer shell with black dots that move around.

Teaching Points: Introducing new words; Practicing words with the *an* rime; Finding and clapping multisyllabic words; Introducing the *-er* suffix; Rereading.