

Locked In

Level J / 970 words / fiction

High frequency words:

been, before, first, gave, open, very

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "Have you ever been locked in or locked out of someplace? How did that make you feel? What do you think is going to happen in this story?"

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: *stomach, hurried, laundry, determined, remembered, and squeezed*. Discuss meaning, word structure, and sounds you expect to hear in those words. Notice that *something, playground, everybody, outside, pancakes, hallway, and inside* are compound words.

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 figure out words, self-correct, or improve expression.
- Identify and discuss the basic story elements in the text: characters, setting, problem, and solution.

After reading

- Discuss the meaning, structure, and letter cues that you notice students using correctly.
- **Literal comprehension:** The answers are in the text. Ask, "What happened to Danny in this story? How was Danny's problem solved?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "Did you learn anything new about Danny in this story? Is there anything you would change about this story? What would it be? What do you think Danny would have done if Dad had not found him?"

Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Find and practice the words with the CVCC pattern: *ball, down, fast, kept, want, yard, and long*.
- Point out and discuss the contractions: *couldn't, wouldn't, didn't, and let's*.

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

- Introduce the story map graphic organizer. A story map is a strategy that uses a graphic organizer to help students learn the elements of a book or story. Fill in the setting, characters, events, and problem sections of a story map graphic organizer together.
- Have each student complete the solution section of the story map on their own. Then have the students work in pairs to retell the events from problem to solution.

FUN FACT

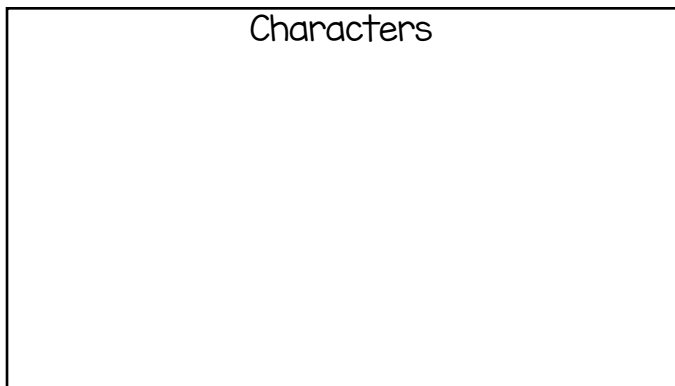
The oldest known locks are roughly 4,000 years old. They were made by Egyptians, and were large wooden bolts that secured doors.

Teaching Points: Introducing new words; Noticing compound words; Identifying and understanding basic story elements in a text; Practicing the CVCC word pattern; Noticing contractions; Rereading; Introducing the story map graphic organizer.

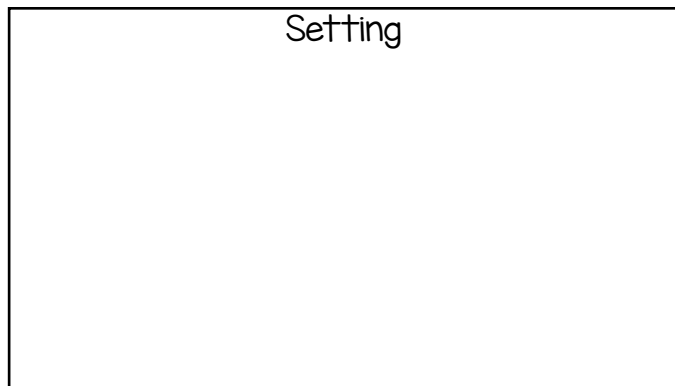
Name

Story Map Organizer

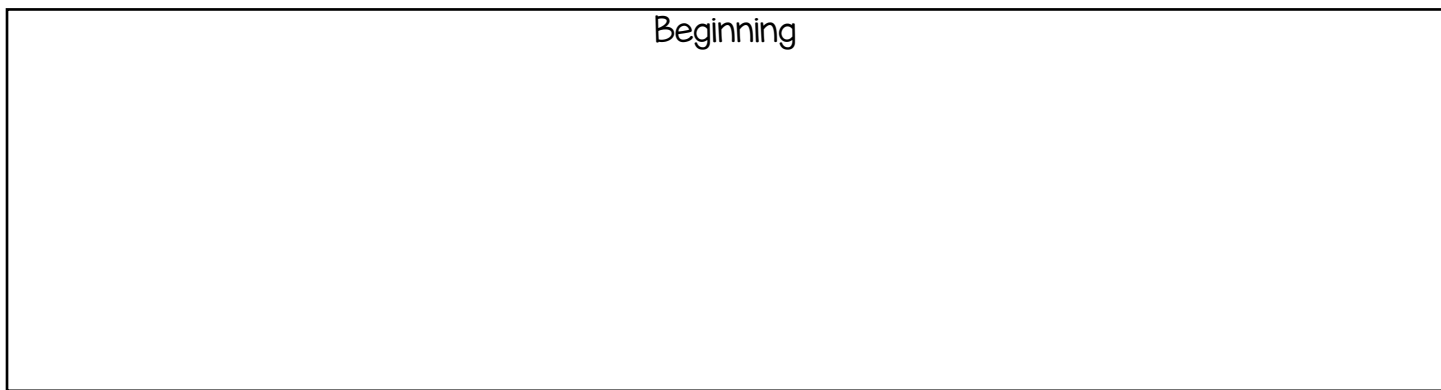
Characters

A large empty rectangular box for writing the names of the characters in the story.

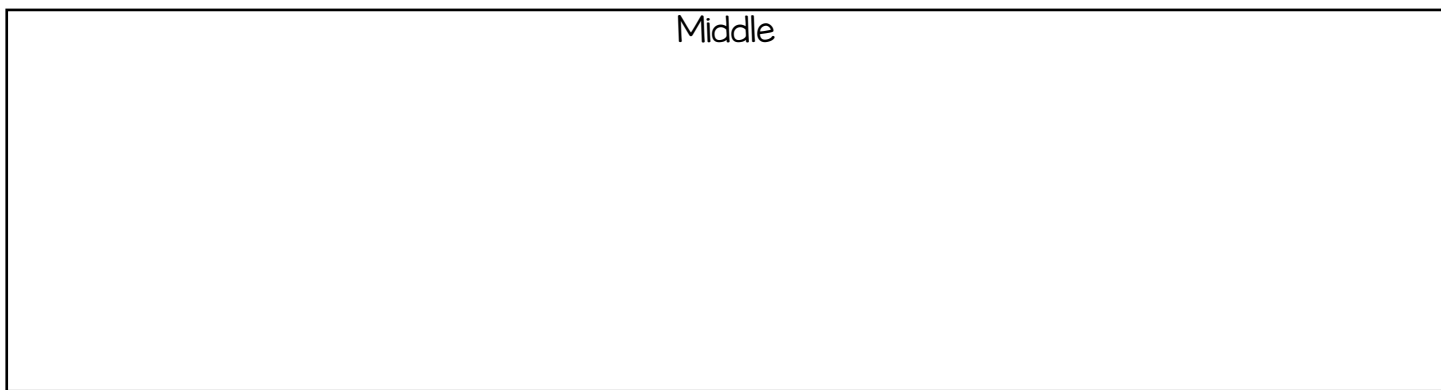
Setting

A large empty rectangular box for writing the location and time of the story.

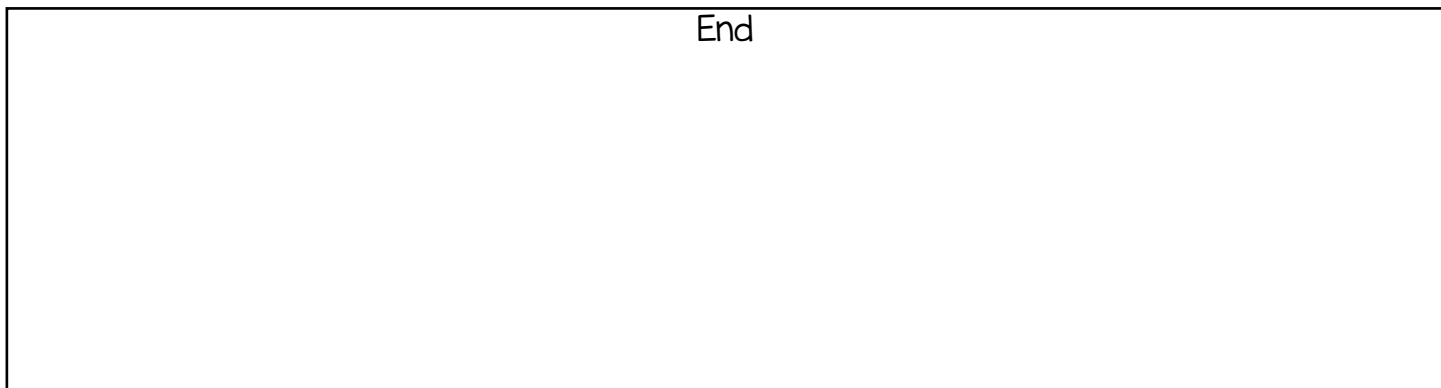
Beginning

A large empty rectangular box for writing the beginning of the story.

Middle

A large empty rectangular box for writing the middle of the story.

End

A large empty rectangular box for writing the end of the story.