

Moving

Level K / 1171 words / fiction

High frequency words:

about, always, around, never, old

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "Have you ever moved? 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: *comfort, stomach, memory, believe, breath, and continued*. Discuss meaning, word structure, and sounds you expect to hear in those words. Notice that *birthday, shortcut, goodbye, and goodnight* 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.

FUN FACT

The average American moves 11.7 times in his or her lifetime. Nearly 45 million Americans move each year, an enormous number that also happens to be the same number as California's entire population.

- **Literal comprehension:** The answers are in the text. Ask, "What were the most important events that happened in this story? Did you learn anything new about Danny?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "What questions would you ask Danny about his move? How do you feel about this story? Would you recommend it to someone else? Why or Why not?"

Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Help the students locate the words with the VVC vowel pattern: *keep, sleep, door, look, room, and deep*.
- Find and discuss the plural nouns: *boxes, burrs, bushes, games, photos, puppies, windows, and birds*.
- Point out and discuss the contractions: *couldn't, wasn't, didn't, and that'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.

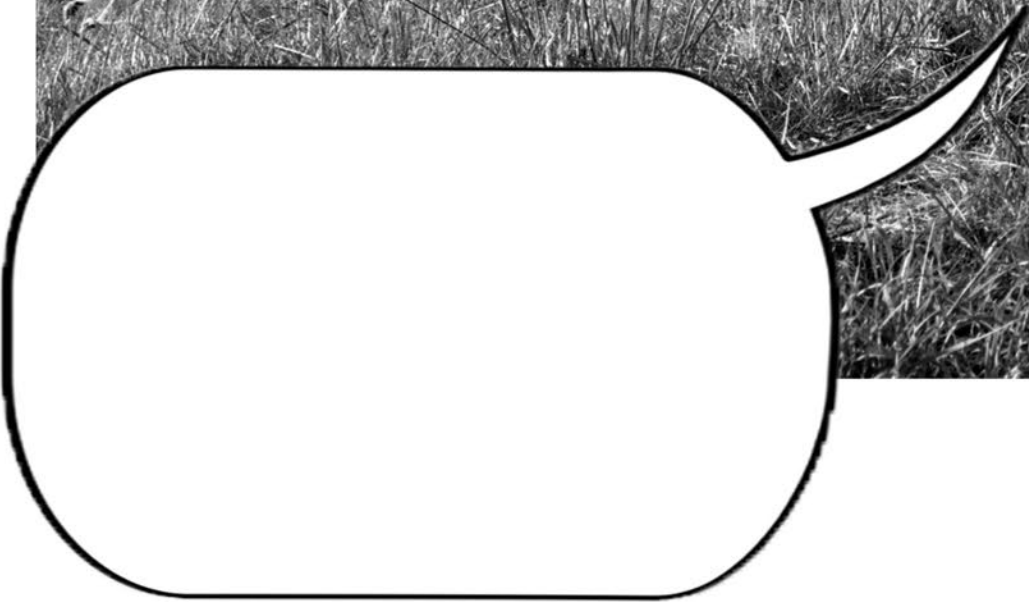
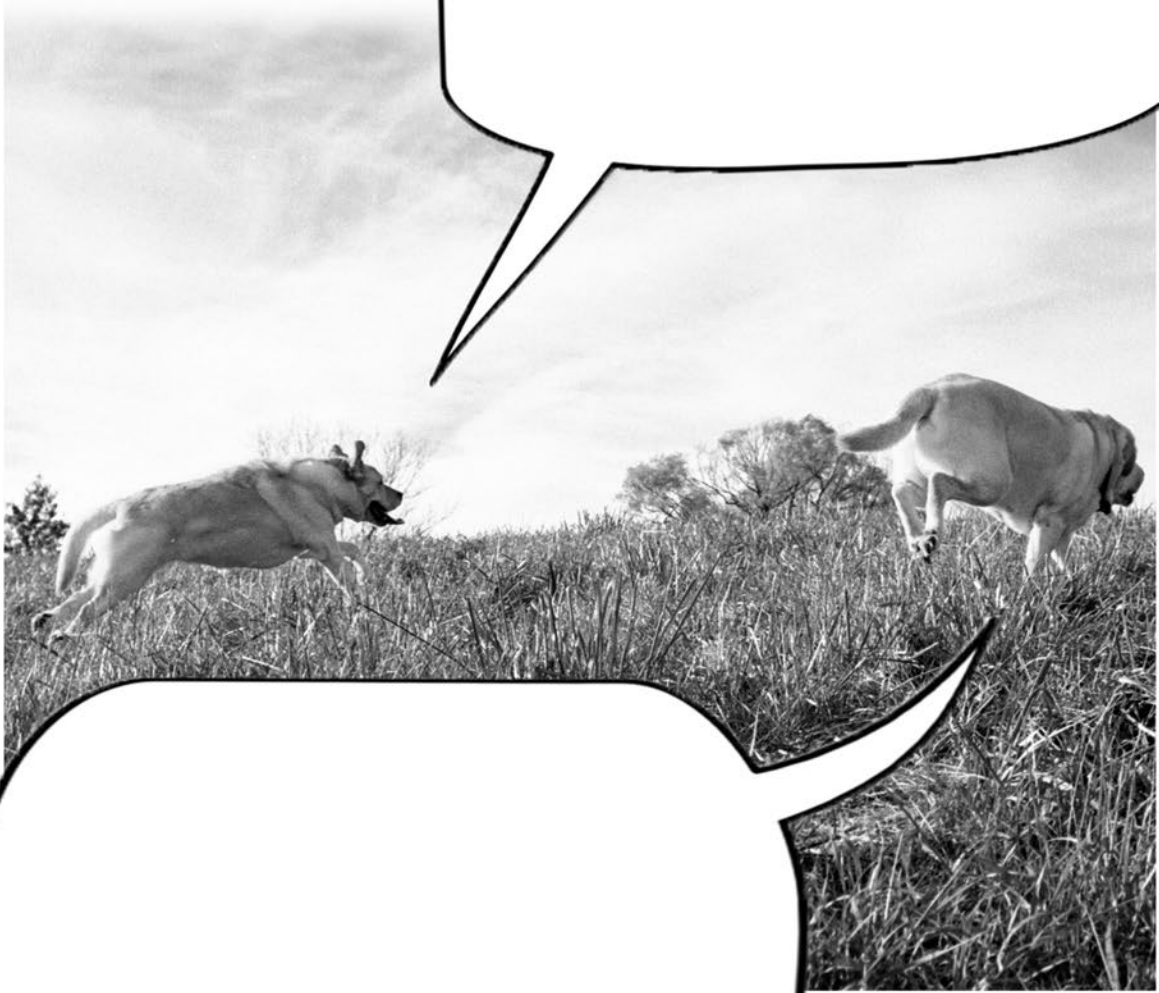
Writing activity

- Give a different picture from the story to each student. Add a speech bubble to each picture and have the student write dialogue for the character in the photo. Discuss the order of events in the text, and help the students put the pictures in the correct order. Then retell the story by having each student read his/her speech bubble in sequential order.

Teaching Points: Introducing new words; Noticing compound words; Identifying and understanding basic story elements in a text; Practicing the VVC vowel pattern; Practicing plural nouns; Noticing contractions; Rereading; Retelling.

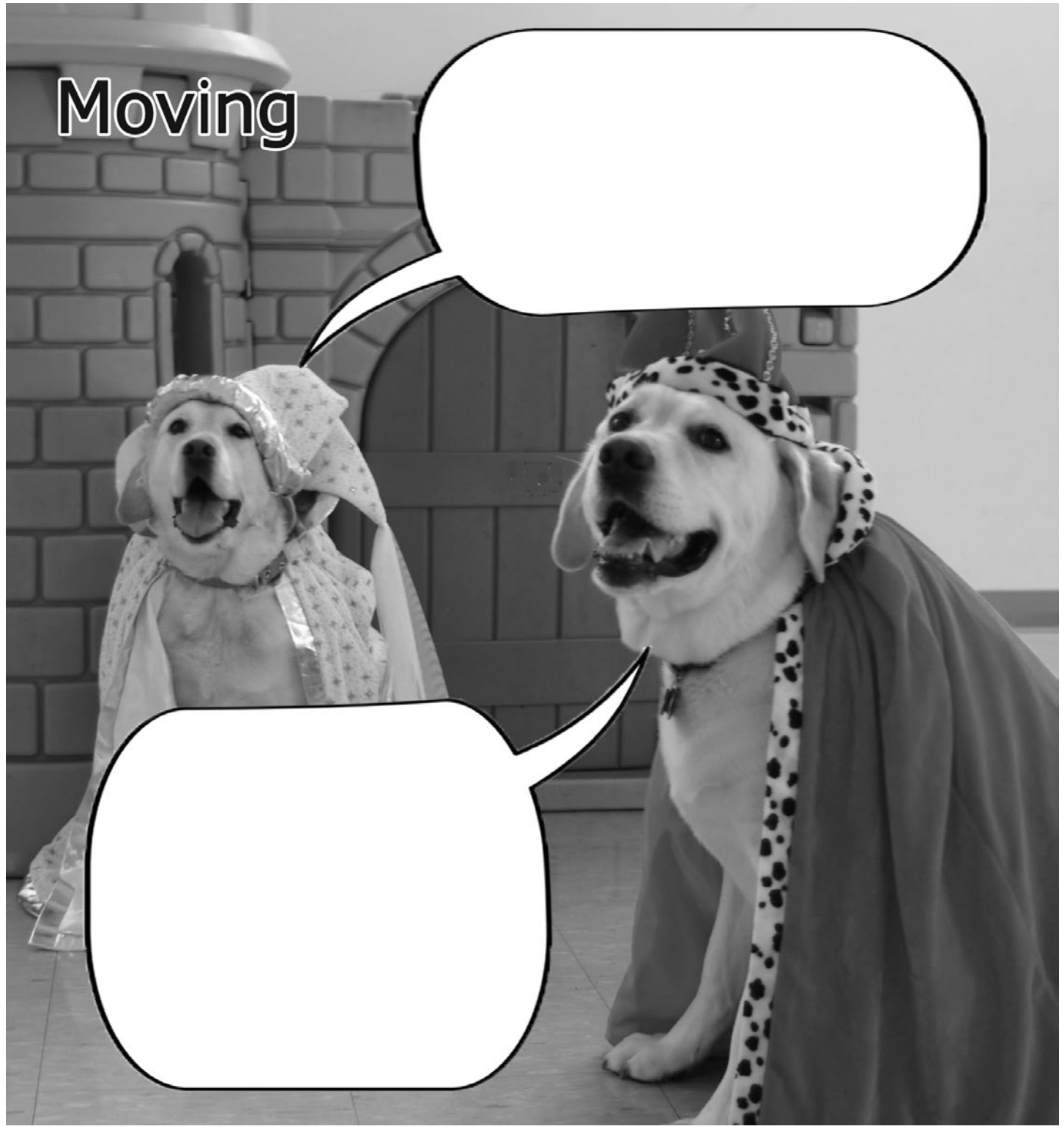
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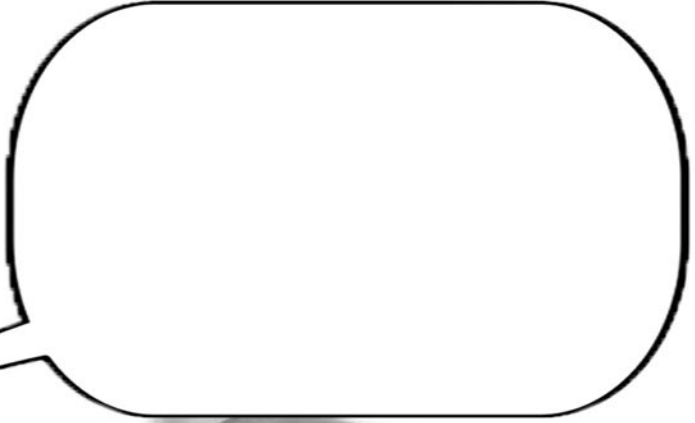
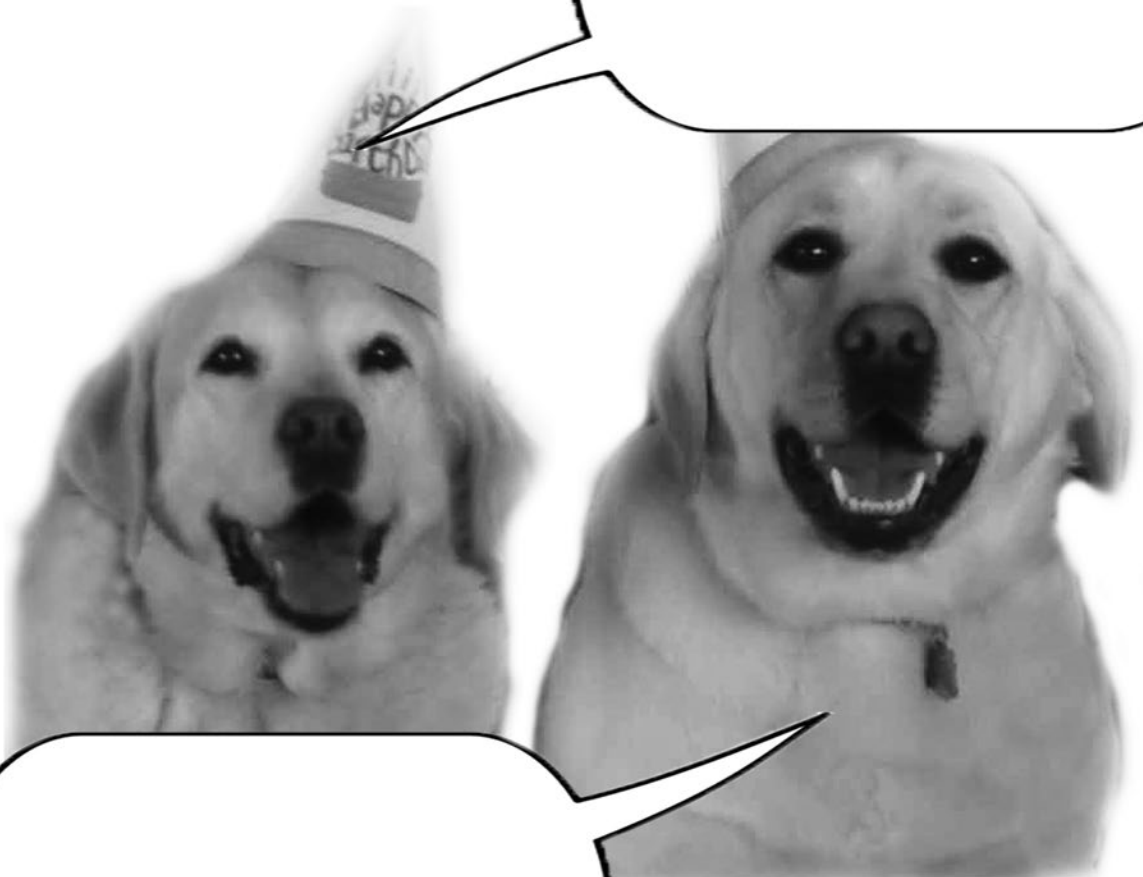


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