



The Fort

Level I / 533 words / fiction

High frequency words:

again, fall, pick, soon, walk

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What do you think this story is about? Have you ever built a fort?"

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: *beginning, distance, sniff, and wondered*. Discuss meaning, word structure, and sounds you expect to hear in those 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

- Introduce and discuss plot summary. Help the readers decipher the critical episodes in the text and the character's main goal or obstacle.
- **Literal comprehension:** The answers are in the text. Ask, "Who are the characters in this story? What is the setting? What are some things that happened in this story?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "How do you think Danny feels at the end of this story? How do you think Bee feels?"

Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Find and discuss the words with the *oo* vowel pattern: *roof, soon, and roof*.
- Find and discuss the words with the *gr* onset: *ground, grumpy, and groundhog*.

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

"Creating secret forts, dens, hideouts, and playhouses isn't just random play, it's a universal drive that's rooted in kids' healthy development," says educator David Sobel. Forts help kids figure out their nearby world, create their own separate space, and have fun.

Teaching Points: Introducing new words; Identifying and understanding basic story elements in a text; Practicing words with the *oo* vowel pattern; Practicing the *gr* onset; Rereading; Introducing the story map graphic organizer.

Name

Story Map Organizer

Characters

Setting

Beginning

Middle

End