



The Trampoline

Level F / 77 words / fiction

High frequency words:

going, into, out, was, were

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What is the fox doing in the picture on the front cover? What do you think the fox is going to do next?"

Look through all the pictures

- Using the language in the story, discuss each illustration 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: *boing, ready, trampoline, and yikes*. Discuss meaning, word structure, and sounds you expect to hear in those words. Have children clap and count the syllables. Notice that *boing* and *yikes* are examples of onomatopoeia.

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 decode words, self-correct, or improve expression.
- Children should be able to track print with their eyes, move quickly through the text, and read fluently while paying attention to punctuation, except at point of difficulty.

After reading

- Discuss the meaning, structure, and letter cues that you notice students using correctly.
- **Literal comprehension:** The answers are in the text. Ask, "How does the fox use the trampoline? What do the chickens do when they see the fox on the trampoline?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "Have you ever jumped on a trampoline? How did it feel? If you could use a trampoline to jump into any place, where would you jump?"

Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Find and discuss the word *fair* with the /ai/ vowel pattern. Using magnetic letters, make other words with the same sound and vowel pattern (*hair, pair, chair, stair*).
- Find and discuss the word *noise* with the /oy/ phoneme. Discuss other words with the same sound (*boy, oil, toys*).

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

- Have each student write and complete the following sentences: "I am jumping on a trampoline. I am going to jump into/onto the _____." Then have the students draw a picture that corresponds to what they have written.

FUN FACT

Trampolines are used for more than just jumping. Divers practice their ability to target a landing spot by trampolining and freestyle skiers practice moves and tune up their balance on trampolines.

Teaching Points: Introducing new words; Finding and clapping multisyllabic words; Noticing *onomatopoeia*; Practicing the /ai/ vowel sound; Practicing words with the /oy/ phoneme; Rereading.