



Lola Looks Up

Level B / 25 words / fiction

High frequency words:

a, am, I, see, the

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What is Lola doing? What do you think Lola can see?"

Look through all the pictures

- Help the children find the phrase *I see*. Using the language in the story, discuss what Lola can see in each picture.
- Introduce and find the new words: *balloon, bird, moon, helicopter, and plane*. 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 noticed students using correctly at difficulty.

FUN FACT

As sunlight passes through our atmosphere, tiny air molecules cause it to scatter. Blue light is scattered more than other colors because it travels as shorter, smaller waves. Because blue light is reflected and redirected in every direction, we see the sky as blue.

- **Literal comprehension:** The answers are in the text. Ask, "Can you name one thing that Lola could see when she looked up into the sky? Can you name them all?" Have them read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "What other things have you seen when you've looked up into the sky?"

Word work

- Have students locate the high-frequency words in the text and practice writing them.
- With the help of the students, create a list of all of the things Lola saw when she looked up into the sky. Then, brainstorm a list of other things that can be seen in the sky.

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

- Revisit the list that the students generated of things that can be seen in the sky. Using those words, have each student complete and write the sentence: "*I see a _____.*" Then have the students draw a picture that corresponds to what they have written.
- Encourage the use of punctuation and independent attempts to spell words correctly.

Teaching Points: Using meaning to connect pictures to text; Self-monitoring - the repetitive text in this book supports the reader's early attempts at self-monitoring; Finding and clapping multisyllabic words; Rereading.