



# Lola is Feeling Hungry

Level B / 20 words / fiction

High frequency words:

*is*

## Before reading

- Look at the cover and read the title.
- Possible discussion questions: "Look at Lola's face in the picture on the front cover. How do you think she is feeling? Why do you think she is making that face?"

## Look through all the pictures

- Using the language in the story, discuss the photographs on each page.
- Help the children find and learn the two-syllable words: *feeling*, *Lola*, and *hungry*. Clap and count the syllables together.

## 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.

### FUN FACT

According to American Psychologist Robert Plutchick, all animals are born with eight basic emotions: anger, sadness, fear, joy, anticipation, surprise, disgust, and trust. These emotions help animals survive when dealing with environmental challenges.

## After reading

- Discuss the meaning, structure, and letter cues that you noticed students using correctly at difficulty.
- **Literal comprehension:** The answers are in the text. Ask, "Why is Lola sad at the beginning of the book? Why is Lola mad in the middle of the book? How do you know she is feeling sad and mad?" Have students read the pages that support their answers.
- **Inferential comprehension:** The answers are in your head. Ask, "How do you think Lola feels at the end of the book? Why? What emotions do you feel when you are hungry?"

## Word work

- Find and discuss the rhyming words *mad* and *sad*. Using magnetic letters, create more words with the same *ad rime* pattern (*bad, dad, glad, had, pad*).
- Ask students to find the feeling words in the text: *hungry, sad, and mad*. Discuss and create a list of other feeling or emotion words that they know.

## Rereading for fluency

- Have the children read the story again, either independently or with a partner. Use this opportunity to listen and prompt for strategy use at difficulty.

## Writing activity

- Using an emotion from the student-generated list, have the students write and complete the following sentence using an appropriate emotion: "*Lola is feeling \_\_\_\_\_.*" Then have the students draw a picture that corresponds to what they have written.

**Teaching Points:** Using meaning to connect pictures to text; Matching words with fingers, one to one; Finding and clapping two-syllable words; Introducing rhyming words with the *ad rime*; Practicing emotion words; Rereading.