



Lola's Lost Collar

Level E / 89 words / fiction

High frequency words:

goes, her, into, was, when, your

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "Look at the front cover and find Lola's collar. Describe her collar? Why do you think Lola wears a collar?"

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: *collar, gone, heard, and wrong*. Discuss meaning, word structure, and sounds you expect to hear in those words. Have children clap and count the syllables.

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, "What does Lola have on her collar? Where did Lola look for her collar? How did Lola get her collar back?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "Why does Lola have a bell on her collar? How do you think Lola lost her collar? How do you think she felt when she got her collar back?"

Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Find and discuss the word *grass* with the *gr* onset. Using magnetic letters, make other words with the same beginning sound (*grab, grip, groom, group*).
- Find and discuss the compound words: *outside, someone, and something*.
- Point out and discuss the quotation marks and question marks throughout the text.

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 the following sentence: "Where is my collar with a bell?" Then have the students draw a picture that corresponds to what they have written.

FUN FACT

Cats love to climb and explore. Breakaway collars have a safety buckle that unsnaps when pulled with force. If your cat's collar gets stuck on a fence or tree branch, the quick-release collar will unlatch, allowing your cat to safely get away.

Teaching Points: Introducing new words; Finding and clapping multisyllabic words; Practicing words with the *gr* onset; Noticing compound words; Noticing punctuation (quotation marks and question marks); Rereading.