



What Can Lola See?

Level C / 50 words / fiction

High frequency words:

at, now, on, she

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What is Lola doing in this picture? What kinds of things do you think Lola will see in this book?"

Look through all the pictures

- Using the language in the story, discuss each photograph in the book.
- Help students find the high-frequency words: *at, now, on, and she*.
- Help the children find the words that may be new to them: *ladybug, chipmunk, snail, and ground*. Have them 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.

FUN FACT

Cats use their eyes to communicate. Half-closed or squinted eyes indicate relaxation, affection, and trust. Dilated pupils can be a display of fear, anger, pleasure, or excitement. If a cat stares without blinking, it could be showing control, dominance, or aggression.

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, "What did Lola see in the garden? What did Lola see in the grass?" Have students read the pages that support their answers.
- **Inferential comprehension:** The answers are in your head. Ask, "What is the strangest thing you've ever seen outside your house?"

Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- On separate cards, write each *place* that Lola looked (*garden, tree, grass, ground*) and each *item* that she saw (*ladybug, chipmunk, snail, snake*). Then, match each *place* card to the corresponding *item* card.

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

- Have students write and complete the following sentence: "*Lola is looking at a _____.*" Then have them draw a picture that corresponds to what they have written.
- Encourage the use of proper punctuation and independent attempts to spell words correctly.

Teaching Points: Introducing new words; Finding and clapping multisyllabic words; Sequencing; Rereading.