



The Gingerbread Micro-Man

BY DANNY WADDELL



About this book

Max's mother is making gingerbread men. When Max and Jet shrink, Jet tries to play a trick on her. He almost gets a big surprise!

Reading Level: D (Fiction)

Word Count: 121

High-Frequency Words	Reading Skills and Techniques	Related Comprehension Strategies
was, mom, and, the, went, to, a, they, came, on, she, not, see, me, as, can, you, go, thank, said, here	<ul style="list-style-type: none"> controlling directionality using pictures to solve words recognizing an increasing bank of high-frequency words rereading to confirm solving words using semantic, syntactic, and graphophonic clues 	<ul style="list-style-type: none"> predicting cross-checking making connections inferring retelling

Before reading

- Have the students look at the book's front cover and discuss what they see. Ask them to predict what the story might be about.
- Turn to the back cover and read the story summary. Have the students predict what the trick might be. Tell them to think about their prediction as they read the text.
- Ask the students if they have ever made gingerbread men or other cookies. Show them actual baking materials or pictures of baking equipment and discuss the purpose of these items.
- Review the less familiar high-frequency words and have the students find them in the text.

Assessment Note

Do the students:

- respond with relevant predictions and ideas?
- sustain attentive listening and respond with relevant comments, questions or connections?

During reading

- Review the techniques readers can use when they need to figure out a new word.



Food – Guided/Group Reading Notes

- Give the students sticky notes and tell them they are to mark one place where they need to solve a word while reading.
- Use a shared reading process to read pages 3 to 5 together. Have the students discuss what Max’s mom is doing and what Jet is thinking about. Then have the students read the rest of the text independently.
- Listen to individual students as they read.

After reading

- Have the students share the words they solved and talk about the solving technique they used. (**metacognition**)
- Discuss with the students:
 - Why was it easy to read the speech bubbles on pages 10-13? (**making text-to-text connections**)
 - What did the boys do with the raisin while Max’s mom was gone? (**literal understanding**)
 - Why did Jet want to shrink? Was it a good plan? (**inferring**)
 - Did you enjoy this story? What was funny about the ending? (**evaluating, making personal connections**)
 - Look at page 15. How does Jet feel now? Do you think he wants to have a cookie? (**inferring**)
 - What text-to-self and text-to-text connections can you make to this story? (**making connections**)

Additional activities

- **Word study:** Draw the students’ attention to the words *playing* and *making*. What is the same about the words? What is different? Have the students use manipulatives to make new words by adding and removing the *-ing* ending from other words (e.g., *look-ing*, *see-ing*, *go-ing*, *eat-ing*).
- Explore some of the core elements of a narrative by creating a graphic organizer to record characters, setting, and events. Have students work with you to fill in the graphic organizer, then have them use it to retell the story.
- Provide several versions of the story of the Gingerbread Man. Encourage students to read or tell the story.
- Have students create gingerbread men using cut and paste materials.
- Make real gingerbread cookies. Record the procedure together. Compare the recipe to the procedure on page 16.

Assessment Note

How do the students solve difficult text?

Do the students:

- demonstrate control of high-frequency words?
- read at an appropriate rate?
- use their fingers to track text?

Assessment Note

Do the students:

- have a literal understanding of the story?
- infer using prior knowledge and text clues?
- make connections to self and other texts?

Assessment Note

Do the students:

- make and break words by adding and removing the *-ing* ending?
- retell the story, or an alternate version of the Gingerbread Man story?



The Birthday Cake

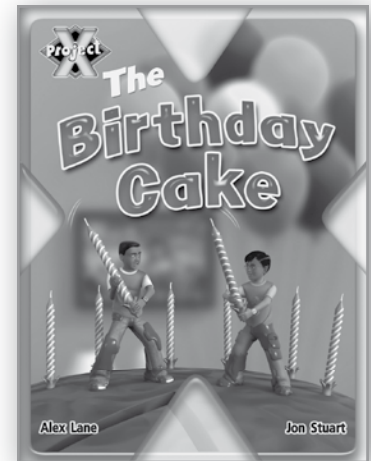
BY ALEX LANE

About this book

It is Jet's birthday. Max and Leo shrink to give Jet a surprise.

Reading Level: D (Fiction)

Word Count: 76



High-Frequency Words	Reading Skills and Techniques	Related Comprehension Strategies
it, was, and, to, they, the, up, in, on, of, a, all, some	<ul style="list-style-type: none"> controlling directionality using pictures to solve words recognizing an increasing bank of high-frequency words rereading to confirm solving words using semantic, syntactic, and graphophonic clues 	<ul style="list-style-type: none"> predicting cross-checking making connections inferring retelling

Before reading

- Have the students talk about the foods they like to have at parties, then look at the book cover and discuss what is happening.
- Read the summary on the back cover. What do they predict will be the surprise? Why? Encourage students to think about the text cover, and also about previous texts, as they predict.

During reading

- Review the techniques readers can use when they need to figure out a new word.
- Give each student a sticky note and tell them that, when they read the book independently, they will need to mark one place where they had to solve a word.
- Use a shared reading process to read pages 2 to 5 together. Use a lot of expression as you read. Do not point to the words.

Assessment Note

- Do the students:
- make reasonable predictions?
 - connect personal information, or information from a previous text, to the new text?



Food – Guided/Group Reading Notes

- Have the students discuss what is happening on page 5. Why are Max and Leo shrinking? What do the students predict will happen?
- Have the students read the rest of the text independently. Remind them that they may find they can read more fluently if they don't point as they read.
- Listen to individuals as they read and assess their control of the reading process.



After reading

- Have the students share the words they solved while reading and discuss what technique they used to solve them. (**metacognition**)
- Ask the students if they enjoyed reading the story. What would they do if they were on the table with food? (**personal response**)
- Ask the students:
 - What is one thing the boys did when they were on the table? (**literal recall**)
 - How did Jet feel when he picked up his slice of cake (page 14)? (**inferring**)
 - Look at the boys' pants on page 16. What happened to them? (**inferring, deducing**)
- Use a graphic organizer to record the main characters, setting and sequence of events. Encourage the students to use it to retell the story. (**retelling**)

Additional activities

- **Word study:** Remind the students that we say two words *rhyme* when they end with the same chunk. Say *nap, nail, cap*. Ask which words rhyme. Repeat with the words *make, cake, walk*. Work together to generate a list of words in the *-ake* family. Model saying the onset and then the rime to read each word. Have students form *-ake* words using magnetic letters or other manipulatives. Explain that rhyming words always *sound* the same at the end, but that sometimes we have more than one way to *write* that chunk. Compare the regular *-ake* words with *break* and *steak*. Explain that writers have to learn that there may be more than one way to make a word chunk. Have the students find an *-ake* word in the text.
- Ask students to imagine what Jet might say to the boys. Have them fill out a speech bubble for Jet to say on page 14.
- Have students write a menu for a party or a list of things they would do at a party. They may illustrate and label their work.

Assessment Note

How do the students solve difficult text?

Do the students:

- demonstrate control of high-frequency words?
- read at an appropriate rate?
- use their fingers to track text?

Assessment Note

Do the students:

- articulate some ways to solve new words?
- identify their personal preferences and explain why?
- infer using text clues and background knowledge?

Assessment Note

Do the students:

- identify, read, and write words from the *-ake* word family?
- demonstrate understanding of different points of view?
- make connections to their own interests and experiences?



What's for Lunch?

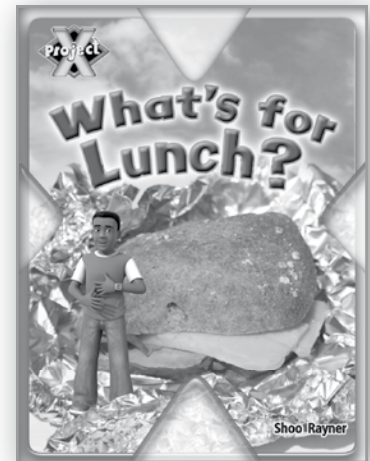
BY SHOO RAYNER

About this book

Max looks at items in his lunch box and gives the reader information about each item.

Reading Level: D (Non-Fiction)

Word Count: 158 (includes headings, labels, and speech bubbles)



High-Frequency Words	Reading Skills and Techniques	Related Comprehension Strategies
what, is, in, your, can, you, see, I, for, have, his, has, from, on, or, like	<ul style="list-style-type: none"> controlling directionality using pictures to solve words recognizing an increasing bank of high-frequency words rereading to confirm solving words using semantic, syntactic, and graphophonic clues 	<ul style="list-style-type: none"> predicting cross-checking making connections inferring retelling asking and answering questions identifying important information

Before reading

- Read the title of the book and look at the front cover together. Discuss what students observe. Why is Max rubbing his tummy?
- Read the question on the back cover and ask the students what is in their lunch today, or what they like to eat for lunch.
- Look in the students' lunch boxes (or at pictures of food). Talk about the types of food they see and why we eat them. You may wish to briefly touch upon the topic of healthy foods or eating a range of food types.
- Have the students turn to pages 2 and 3 and discuss how we use the labels. Review the items in the pictured lunchboxes. Ask what every lunch contains (fruit, a drink). Do the students have these items in their own lunches?
- Read Max's question on page 3 and have each student use a sticky note to create one additional label for the food pictured on this two-page spread.

Assessment Note

Do the students respond with relevant ideas and comments?



Food – Guided/Group Reading Notes



During reading

- Review the techniques readers can use when they need to figure out a new word.
- Give each student a sticky note and tell them that, when they read the book independently, they will need to record one place where they had to solve a word.
- Use a shared reading process to read pages 4 to 7 together. Model reading headings, labels, and speech bubbles. Be sure the students understand how to navigate the text.
- Then have the students read the rest of the text independently. Listen to individual students as they read and assess their control of the reading process in this book.
- Invite the students to reread the entire book independently.



After reading

Ask the students:

- Where does cheese come from? (**literal recall**)
- What kind of food does Max really like? (**inferring**)
- Is this a fiction text or non-fiction? What evidence do you have? (**understanding text forms**)
- What do you do with the garbage left behind in your lunch box? (**personal response**)
- What can you do to make less garbage at lunch? Why does Max tell us to recycle? (**critical literacy**)

Additional activities

- **Word study:** Create a word sort using the nouns in the book. Have the students sort with a partner and explain their sorting rule(s). Explain that these words (the labels or names for things) are called nouns. Have each pair of students add two new nouns to their sort.
- Have the students design a survey and collect data about the contents of people's lunches or food preferences. Have them share what they learn.
- Have the students:
 - write a list of healthy foods they could put in a lunch.
 - draw or cut and paste a lunch inside a paper lunch box, then label the contents of the lunch box.
 - create a large poster or bulletin board of things we eat for lunch. Use food wrappers, as well as drawings or pictures from grocery flyers, of items that come to school. Have the students decide how they will sort the items, then create a title and labels.
 - explain, orally or in writing, ways they reduce garbage.

Assessment Note

How do the students solve difficult text?

Do the students:

- read all the text features?
- read the various text features in a logical order?
- control directionality?

Assessment Note

Do the students:

- recall information?
- identify some features of non-fiction texts?
- make connections to self?
- answer questions about what they learned or know about lunch food?

Assessment Note

Do the students:

- apply sorting rules consistently?
- demonstrate understanding of the purpose of the various text features?
- connect the information in this text with other texts or personal experience?



Food – Guided/Group Reading Notes

What's for Lunch?

Level D (Non-Fiction)

Running Words: 89

Name: _____

Date: _____

Page		Errors	S.C.	Errors MSV	S.C. MSV
6	Milk Max has milk in his lunch box. Milk helps bones grow.				
7	We get milk from cows. cow milk				
8	A Cheese Sandwich Max has a cheese sandwich in his lunch box.				
9	Cheese is made from milk. milk cheese				
10	A Red Apple Max has a red apple in his lunch box.				
11	Apples grow on trees. They can be red, green, or yellow. I like red apples best.				
12	A Banana Max has a banana in his lunch box.				
13	Bananas grow on plants. A bunch of bananas is called a hand.				
Percent Accuracy: _____ S.C. Ratio: 1: _____		Total			

