

ZACK AND NATE

Running Words

Chapter 1: 176

Chapter 2: 228

Level 13/H

Story Synopsis

In Chapter 1, Zack gets a new brother, Nate.

Nate is always crying. Mom does lots of things to try to stop Nate from crying, and Zack helps, too.

In Chapter 2, Zack does not want to share his toys with Nate. Finally, in the end, Zack shares a car with his brother.

Blackline Master

After reading the story, have the students brainstorm questions that might be answered by reading the story. Ask them to write two questions and have a partner answer them.

Before Reading

- Discuss the children's experiences with brothers and sisters.
- Provide the students with a synopsis of the story.
- Have a discussion with the students about why Zack might not want to share his toys with Nate.
- Show the children the Table of Contents.

During the Reading

Listen to students read and be prepared to help them problem-solve new words. You can use a small chalkboard or a white-board to demonstrate breaking new words apart (such as *holding* and *sandbox*).

After the Reading

- Discuss the story. Ask: *Why do you think baby Nate was crying? How did Zack help? What were some of the things Nate wanted to play with?*
- Use magnetic letters or a white-board to look at the words *hold*, *began*, and *nicely*. Show the students how to break these words apart.

Extending the Story

- Have the students write a third chapter about Nate and Zack.
- Have the children choose a partner to read the story with.

SCARED AT NIGHT

Running Words

Chapter 1: 179

Chapter 2: 230

Level 14/H

Story Synopsis

In Chapter 1, Kai keeps seeing scary things and it is keeping him from sleeping. Dad comes in and tells him to go to sleep. In Chapter 2, Kai goes to sleep over at Jake's house. They plan to sleep outside in a tent. Kai keeps hearing things that keep him awake. Finally, he has a good idea to solve his problem and how to go to sleep.

Blackline Master

After the students read both chapters have them fill in each box of the story map with the setting, characters, problem, and solution. After students complete this task, have them compare their maps.

Before Reading

- Discuss the cover picture.
- Provide the students with a synopsis of the story.
- Have a discussion with the students about their experiences of being scared of the dark.
- Show the children the Table of Contents.

During the Reading

As the children read, listen and encourage them to read with an animated voice. Prompt them to use the quotation marks and make it sound "like talking." If they have difficulty with the word *isn't* on page 5, ask, "Does it look like a word you know?" Cover the part *n't* and tell them it is like *is* or use a white board or magnetic letters to show them the relationship between *isn't* and *is*.

After the Reading

Discuss Chapter 1. Ask: *What happened in the morning?* Have them relate their own experiences of going to bed late. After reading Chapter 2, let them talk about how Kai solved the problem of being scared while outside in the tent.

Extending the Story

- Have the students write about a sleep-over experience.
- Have the children practice reading the book into a tape recorder.

THE HANUKKAH PARTY

Running Words

Chapter 1: 140

Chapter 2: 126

Level 15/I

Story Synopsis

Jake and his family are getting ready for a Hanukkah party. Dad is making potato pancakes when disaster strikes. All the pancakes spill onto the floor and the cat starts to eat them. Grandma and Grandpa come and save the day.

Blackline Master

Using magnetic letters, show the students how to break large new words into known parts. Ask them to look at the list of words and break the words apart on the black lines.

Before Reading

- Discuss the cover picture. Talk about Hanukkah.
- Provide the students with a synopsis of the story.
- Have a discussion with the students about what the family might do to solve their problem.

During the Reading

Listen to students read and be prepared to help them problem-solve new words. You can use a small chalkboard or a white board to demonstrate breaking new words apart (such as *they'll* and *sniffed*).

After the Reading

- Discuss the story. Ask: *Why do you think Jake didn't want Mom and Dad to cook something else? What else could the family do to solve the problem?*
- Use magnetic letters or a white board to look at the word *happened*. Show them the parts (*hap pen ed*).
- Use magnetic letters or a white board to look at the word *refrigerator*. Show them the parts (*re frig er ator*).

Extending the Story

- Have the students write a story about a holiday celebration.
- Plan a menu for a party.

THE TREE FORT

Running Words

Chapter 1: 160

Chapter 2: 224

Level 14/H

Story Synopsis

Chapter 1 is a story about Max and the new tree fort he made with his Dad. Kira and her friend Evan want to go up, but Max and Julie tell them they are too little. In Chapter 2, Kira wants to sleep in the tree fort. Dad tells her it will be cold and dark so she decides to have a daytime sleep-out. Max and Julie make fun of her idea.

Blackline Master

Have the students look for words that were in the story and circle them in the word search.

Before Reading

- Discuss times students have been told they were too little or got teased by older siblings.
- Provide the students with a synopsis of the story.

During the Reading

Circulate and listen to the students reading. Encourage them to use the quotation marks and make it sound like someone is talking. If they have difficulty with the word *we've*, cover up the part *ve* with your finger and tell them how it starts like a word they know (*we*).

After the Reading

Discuss Chapter 1. Ask: *How did Kira and Evan get Max and Julie to let them up in the tree fort? Why do you think Max and Julie first told Kira and Evan they were too little to come up?*
Discuss Chapter 2. Ask: *Why did Julie and Max change their minds and decide to go on the sleep-out? How do you think Kira felt?*

Extending the Story

- Have the students write their own stories about a tree house or fort they may have made.
- Help the students make a fort in the classroom as a place for quiet reading.

Name _____

Directions: Think of two questions that could be answered by reading your book. Write each question, making sure you have a capital at the beginning of your question and a question mark at the end. Then have a partner, who has read your book, answer the questions.

Question 1

Answer 1

Question 2

Answer 2

Name _____

Story Map

Directions: Fill in each box of the story map with the setting, characters, problem and solution.

Setting (Where did the story take place?)

Characters (Who is in the story?)

Problem (What is the problem in the story?)

Solution (How is the problem solved?)

Name _____

Taking Words Apart

Directions: Look for parts in the new words that you know and show where you can break them apart. (Example: winter - w i n t e r)

slammed

patting

quitter

thinner

Name _____

Word Search

Directions: Find words that were in your story.

jghdjswelcomekgjerish
eMaxkghdielskgidhesk
gwoodjdhsnbjdhgjdhfjd
hstheirkgwhengjdkgda
roundkgdhfortjdhsckgh
elpingkdhsckghethanksg
jdheibubuildgjdshgoshgj

