Title: **What Has Stripes?**  Level: AA ISBN: 978-1-60719-151-3 Publisher: Newmark

Familiar Read: (3 min.)

Familiar Writing: (3 min.) Word Building (3 min.)

1. the as, has- use letter cards to build

2. has the words

3. Point to the word that starts with /h/.

Point to the word that starts with /a/.

What 2 letters are the same in both words?

Before Reading: (5-7 min.)

* Book Introduction: (include meaning, structure, visual)

Show the front cover of one book. What animal on the cover has stripes? What part of its body has stripes? Talk about the pattern stripes make.

Today we’ll read a book about animals that have stripes. Let’s make a list of animals we can think of that have stripes. After we read, we’ll look at our list and circle any ideas that matched what the author wrote about. Out book is called What Has Stripes?

We’ll see the sight words **has** and **the** many times in our book.

Show p. 2-3 on one copy of the book. Show how the tiny drawing in the left corner matches a larger photograph. Notice the labels to identify photo.

Pass out books and read the labels. Practice reading the sight words too.

Difficult Words/Vocabulary – shown in picture glossary on p. 2-3

* Suggested Teaching Point: (refer to Behaviors to Notice and Support)

Readers point to each word as they read. They make sure their reading makes sense and matches the words the author wrote.

During Reading: (5-10 min.) \*Revisit the teaching point as needed.

Prompts to Support readers: *Does it match? Does it sound right? Does it make sense*?

Model reading the book, having kids point to each word you read.

Say: I will read the book again, and this time we’ll talk about some things good readers do.

p. 2-3 What will good readers do to understand these pages? (Use the photos and beginning sounds to read tricky words. Make sure what you say makes sense. Does the word match the photo?)

p. 4-5 Here we can look at the photograph to figure out tricky words.

p. 6-7 I started to say “The tiger **have** stripes” but that **didn’t sound right**! As we look closely at the word we read, “The tiger **has** stripes.”

p. 8-9 We know the sight word **the**! So we start reading… “The \_\_\_.”

p. 10-11 I see that the fish in the photograph has black stripes. The author could say “The fish has **black** stripes.” That is too many words for this sentence! Let’s count the words… Let’s point to words and read, “The fish has stripes.”

p. 12 We might wonder if this is a worm or a caterpillar. We check the beginning sound, the first letter… it’s a **c**, so we know the word is not worm! It must be caterpillar.

Have the kids choral read the book with you.

After Reading: (5-7 min.)

* Discuss the story

Who can name some of the animals in this book?

Reread the book… and on each page and ask, “Is this an animal we see in the wild in Indiana?”

Look back through each page, discuss the stripe bar at the bottom of each page. Why do think the author put this on each page?

Look at the list you made of striped animals and circle any matches with the book. Praise good thinking!

Look at the concept map on the inside back cover, this is a summary of what the author wants us to think about. We’re smart, we can think of more ideas to add to this map. Should we only include animals?

Writing Connection: (5 min.)

Make a picture of one of the animals with stripes. Write a sentence match the picture.

The \_\_\_\_\_\_\_\_\_ has stripes.

If time, make a bar at the bottom that matches the stripe pattern of the animal.