**Title**: Karate **Level**: F **ISBN**: 978-067361290-8 **Publisher**: Scott Foresman

**Familiar Read**: (3 min.)

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

1. going

2. it now-bow-down-flower

3. has

**Before Reading**: (5-7 min.)

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

Have you ever taken a karate class? What did you do there? Karate is a type of exercise. Read to find out what Linn does at her class. As you read, see if you can tell why she loves it.

* **Difficult Words/Vocabulary:** pajamas (4) bare (7) quiet (14) Review color words.
* **Suggested Teaching Point**: (refer to Behaviors to Notice and Support)

Readers notice when something does not make sense. They may reread the sentence to help them.

**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*?

**After Reading**: (5-7 min.)

* **Discuss the story**

What did you learn about karate class? What do people wear?

What do the different colored belts mean?

What kinds of things can karate-trained people do?

What do the different bows mean?

Why do you think Linn likes her karate class?

Would you like to take karate instruction? Why/why not?

Do you still have questions about karate?

* **Return to Teaching Point**

Was there a part of the story you did not understand? Did rereading that part help you to understand it?

* **Comprehension Strategy Focus**: connections, **questions**, inferences, visualizing, **summarizing**, synthesizing, determining importance

**Writing Connection**: (5 min.)

I would (would not) like to learn karate. Tell why.