Title: **Horrible Harry and the Drop of Doom**  Level: L ISBN: 0590290681 Publisher: Scholastic Ch. 1

Familiar Read: (3 min.)

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

1. could oo like in moon

2. would boom, broom, mood, food, groom

3. should drooling

Before Reading: (5-7 min.)

* Book Introduction: (include meaning, structure, visual)
* This book is part of a popular series about a boy named Harry. Harry is at the end of 2nd grade and he is getting ready to leave his lovely teacher Miss Mackle. Harry isn’t really horrible, but that’s a nickname some classmates gave him. His classmates like to tease each other, but they are pretty good friends.
* Show the cover of the book. Discuss the meaning of doom. This is Harry on the cover. Talk about what the Drop of Doom must be.
* Read through the table of contents.
* Read p. 1 together. Tell the kids that Song Lee is one of Harry’s friends. She’s Korean and at times her speech is a little different because she is still learning the English language.
* Read to find out what’s inside that red envelope. Get to know the characters and their personalities. Read to find out what Harry’s problem is!

Difficult Words/Vocabulary – proper nouns like Mountainside Park, Kasploosh Mountain p.2-3, p. 3 shoogie-boogie-boo, p. 5 interrupted, p. 6 scolded, p. 7 managed, p. 8 bulging, p. 10 heebie-jeebies

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

At the beginning of a novel, you meet the characters. Start thinking about what type of people they are. Are they people you would enjoy being around?

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 is Harry’s problem? Why is Harry afraid of the Drop of Doom? Find the evidence on p. 8 to tell why Harry is so afraid of elevators. The Drop of Doom is very much like an elevator. Compare and contrast the two.
* What would you do if you were Harry?
* What kind of friend do you think Song Lee was? Use evidence from the chapter.

Writing Connection: (5 min.)

Tell how you think Harry should handle this situation. OR

Write a description of the Drop of Doom and include a picture if there is enough time.

Title: **Horrible Harry and the Drop of Doom**  Level: L ISBN: 0590290681 Publisher: Scholastic Ch. 2

Familiar Read: (3 min.)

Familiar Writing: (3 min.) Word Building (3 min.) edge, ledge, pledge

1. where \*\*synonyms for heebie-jeebies, creeps

2. about horrible, terrible, awful

3. anything spoke, told, explained

Before Reading: (5-7 min.)

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

Show p. 9, Point out how well the illustrator shows how Harry feels about his problem. What is his problem? Discuss Song Lee’s advice to Harry. What advice would you give to a friend in this situation?

Read the title of Ch 2. Make predictions about what the present might be.

Difficult Words/Vocabulary – p. 12 temporarily, handerkerchief, Psssst, p. 13 cackled (replied while laughing), quilt, beamed = smiled, p. 16 treasure, p. 16 “The class turned pin quiet.” P. 17 Harry “gritted” his teeth. P17 canary, p. 18 Academy Awards, p. 18 Pul-leeeese

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

Think about the story and make predictions. Change your predictions as you gain new information. Continue to understand the characters’ personalities.

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 song Lee suggest Harry do so he wouldn’t worry so much?

Was your prediction about the present correct? Mine wasn’t, I thought Song Lee might give Harry a gift to help him feel better.

p. 14 Reread the part about the skit. What is a skit? (Synonym for a short play.)

p. 16 bottom of pg. When I read that Miss Markle gently folded up the quilt, I thought she must be a kind, loving teacher. She seems to appreciate her students.

p.17 What did the kids learn about their teacher for 3rd grade? Discuss the pros and cons of this group being together again. (Sidney’s teasing poem to Harry. Harry having to face these kids if he does not go on the Drop of Doom.)

p. 18 What does looping mean?

Has Harry’s problem gone away?

Why was The Present a good name for this chapter even though the present wasn’t for Harry?

Writing Connection: (5 min.)

Write about whether you think looping is a good idea in school. OR

Make a list of nice presents for great teachers.

Title: **Horrible Harry and the Drop of Doom**  Level: L ISBN: 0590290681 Publisher: Scholastic Ch. 3

Familiar Read: (3 min.)

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

1. people suffixes- sudden, suddenly stop, stopped

2. children answer, answered soft, softly

3. mother father Underline ONLY the suffix.

Before Reading: (5-7 min.)

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

In Ch. 3 the kids meet at Song Lee’s house and prepare to go to the amusement park.

Show p. 24-25, further build the concept on an amusement park. Point out the Drop of Doom and the sign by that says “It’s to die for.” (humor ☺) Point out what an arch is, compare it to McDonald’s golden arches.

Difficult Words/Vocabulary – p. 20 aquarium, p. 22 cringed, p. 25 arch, p. 26 dangling, goose pimples

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

Discuss how an author uses boldfaced words, all capitals and italics to express meaning. Notice how the illustrations help us understand concepts and add fun and interest to books.

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

On p. 20, what was meant by “be careful not say the e word?”

Together choral read p. 26. Discuss the italics on thin and the capital letters. Why did everyone yell the Drop of Doom?

Notice the kids’ faces in the van on p. 24!

Why does Harry have goose pimples? What do you think he will do about his problem?

Writing Connection: (5 min.)

Flip through ch.1-3. Write a list of Harry’s friends names. Next to each name, write a short description of each friend.

Title: **Horrible Harry and the Drop of Doom**  Level: L ISBN: 0590290681 Publisher: Scholastic Ch. 4

Familiar Read: (3 min.)

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

1. became read, bread, thread, spread

2. saw

3. behind

Before Reading: (5-7 min.)

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

In journals, write these words and break them into syllables: Build schema as you discuss what the word means.

tradition, traditional canals attendant distraction pretended plunged

courage Talk about synonyms for food- grub, dish, snack, munchies

Today Harry and his friends will begin their adventure at Mountainside Park.

Read p. 27-29 together. Talk about the use of italics. (the song) (Korean food)

Discuss fins on a car, compare to fins on a shark.

Difficult Words/Vocabulary –

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

As you read about the kids’ adventures today, stop and think about what is happening. Make pictures in your mind to imagine what is happening. Forming pictures in your mind will make the story more enjoyable!

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

Talk about the main events at the park up to this point.

Share some images the kids made in their minds. Can you imagine some of your friends in this situation? How you react on the water ride? Do you think Kasploosh Mountain is a good name for this ride? Do you think it will help build up Harry’s courage? (Prove this by rereading p. 25.)

Writing Connection: (5 min.)

Write a description of Kasploosh Mountain!

Title: **Horrible Harry and the Drop of Doom**  Level: L ISBN: 0590290681 Publisher: Scholastic Ch. 5

Familiar Read: (3 min.)

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

1. again soft c sound- noticed, advice,

2. only cemetery

3. something because

Before Reading: (5-7 min.)

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

This chapter is about the friends going through a haunted house. Have you ever been inside a haunted house? What kinds of things might the kids see? Talk about how some people are afraid of haunted houses and some people find them exciting. Do you think a haunted house or The Drop of Doom would be scarier?

Build some background knowledge for these terms:

p. 37 cobwebs, p. 37 tombstones, epitaphs (ep-uh-tafs) A short description of someone who has died, written on the person’s gravestone. P. 40 scrunched p. 41 the phrase, safe and sound,

p. 42 confessed, p. 43 chuckled=laughed, p. 43 scowled

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

Making vivid images in your mind to help you understand and enjoy the characters and their actions.

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

Reread the epitaphs, talk about favorites.

What made Mary scream?

Why was Sidney so scared? Is Sidney a boy or a girl? Reread p. 38 if kids don’t know.

Why did the ride stop? Why was this situation so dangerous?

How do think Harry handled this ride?

Writing Connection: (5 min.)

Harry seems to be getting braver through each chapter. Look at p. 44-45, then write a prediction of what you imagine might happen in this chapter.

Title: **Horrible Harry and the Drop of Doom**  Level: L ISBN: 0590290681 Publisher: Scholastic Ch. 6

Familiar Read: (3 min.)

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

1. been Make a list of contractions from ch. 5.

2. people

3. mother

Before Reading: (5-7 min.)

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

Play Hangman using words from the story. mountainside (12 spaces), elevator (8 spaces),

promised (8 spaces), everyone (8 spaces), groaned (7spaces), shrieked (8 spaces),

salamander (10 spaces), souvenirs 9 spaces)

Choral read p. 44-45. Enjoy the humor and building tension about what may happen. Talk about building a picture in your mind to help appreciate the book. Talk about the butler and the tuxedo or tux he is wearing as he dares people to enter the ride.

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

Making vivid images in your mind to help you understand and enjoy the characters and their actions.

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

Look at p. 55. Discuss the clever way the author shows the downward movement with his words.

How did Harry do? Discuss how Harry changed through the book.

Did any of the characters change through the book? What does this story make you think about friendships?

When all the kids went back to the ride a second time, do you know what the author means when he says Mrs. Park looked kind of beat? Why do you think she passed on going on the ride again?

Do you think Sid will keep his eyes open this time?

Would you ride on The Drop of Doom? Can you think of friends or family members who would rather sit with Mrs. Park while you went on the ride?

Writing Connection: (5 min.)

Glue the souvenir picture into your journal.

Write about how Harry changed through this book. Write about ways that having a positive attitude can help you through life.