

A Family of Beavers by Marjorie Jackson

Phonemic Awareness	Phonics	Vocabulary	Fluency, Expression, Pace	Comprehension	Reading/Writing Link
<p>Find the phrases the author uses to move the reader through the book:</p> <p>In the middle of the lake, Every evening at sundown, Whenever there was danger nearby,</p>	<p>double consonants within words:</p> <p>middle paddled plugged slapped hurried</p>	<p><u>compound word meanings:</u></p> <p>doorways sundown whenever nearby grownup</p>	<p>Reading page 11 the way the author intended it to be read, noting the font, size of the print, and the exclamation point.</p>	<p>“Discuss the kind of information gathered from the text and compare it with that gleaned from the illustrations. Ask students to identify the most important facts and to include these in a two-sentence or three-sentence summary of the book followed by a concluding statement about their impressions of the book.”</p> <p>Book Note by Margaret Mooney</p>	<p>Young writers sometimes need explicit teaching in developing “supporting details”.</p> <p>Give students a big idea, and have them work in partners to find the supporting details in the text: Example:</p> <p style="padding-left: 40px;"><u>beavers needed a new home</u> worked together            used logs and branches grewed, cut down trees    built a dam long, orange teeth</p> <p>Talk to the children about how in their writing they may have written a “big” idea that now needs them to add some supporting details. They can go back into their writing and underline or highlight a big idea. In revision they can think about details they might want to add.</p>

Guided Reading Level: Fluent 2

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