

Dragonflies by R. Hugh Rice

Phonemic Awareness	Phonics	Vocabulary	Fluency, Expression, Pace	Comprehension	Reading/Writing Link
<p>Discuss the sound /y/ makes at the ends of words:</p> <p>/y/ tiny, pretty, scary</p>	<p>There are opportunities in this book for decoding unfamiliar and longer words through syllabication.</p> <p>dragonflies mosquitoes</p> <p><u>word endings</u> /ward/ forward, backward</p>	<p><u>hover</u> stay close fly to remain suspended to linger near a place</p>	<p>Understanding how punctuation affects expression; practice reading aloud page 3; <i>how does our voice change when we read aloud a question?</i></p> <p>It is important to teach appropriate intonation while reading and to help students become aware of the importance of using punctuation as a guide.</p>	<p>“Establish what your group knows about dragonflies and begin to categorize the information as listed. Identify what needs to be confirmed and what still needs to be sought.</p> <p>Discuss the use of both illustrations and text, text first, and then illustrations to confirm and add more.</p> <p>Refer to the inside back cover for extra information and discuss where other information could be accessed.</p> <p>Discuss the kind of information gained: explains or describes what happens, what things are like and how they do things. Introduce the term “an expository text”, drawing attention to the <i>ex-</i> as a link with “explain”.</p> <p>Source: Book Note by Margaret E. Mooney</p>	<p>“Choose an insect familiar to the children and use the same categories to write a short expository text.”</p> <p>Source: Book Note by Margaret E. Mooney</p>

Guided Reading Level: Early 4

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