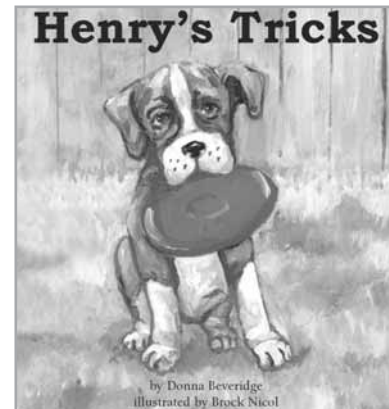


Henry's Tricks

Author Donna Beveridge

Illustrator Brock Nicol

12 pages ■ 162 words



Henry's Tricks

Em	Early				Fluent			
	1	2	3	4	1	2	3	4
	S		G	I				

S = Shared G = Guided I = Independent

1st grade

SYNOPSIS

A playful dog attends a child's birthday party and performs tricks. The main character is also featured in *Henry* and *Henry Runs Away* by the same author.

WHAT THE BOOK OFFERS

- Humor
- Third person, past tense
- Consistent text placement—the bottom of the page
- Dialogue; quotation marks, exclamation points
- Some longer, more complex sentences
- Text/illustration match
- Opportunity to recount incident in detail
- Two-part sentences
- Illustrations that give secondary cues
- Varied sentence beginnings

POSSIBLE SKILLS EMPHASIS

- Understanding conventions of dialogue punctuation
- Doubling ending consonants when adding-ed (clapped, wagged, rolled, tipped, flipped)
- Retelling the sequence of events
- Attend to text and picture detail for prediction and confirmation
- Reading dialogue and punctuation with fluency, appropriate pace, and expression

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	1	2	3	4	1	2	3	4
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Henry's Tricks (continued)

INTRODUCING THE BOOK

From the cover, title page and back cover what do you think the author and illustrator are trying to tell us? Do any of you have a dog? Can your dogs play tricks? Why did the illustrator move Henry from the backyard with a "frisbee" to indoors with a party hat on the title page? Elicit conversation about what dogs are able to do, use the title to tie the discussion to the predictions about the text. Who do you think will be the main character in this story? What do you think the main character will do?

FOCUS OF INSTRUCTION

Read pages 2 and 3 in your head. *What happened? What do you think will happen next? Can you guess what tricks Henry will perform next? Read on through page 7 and find out what other things Henry can do. What mood is the author creating in this story? The author is using feelings that create a mood and it is supported by the illustrations... how?* The story has a light-hearted, happy mood supported by the actions of the characters and the faces and movements of the children in the illustrations.

Read pages 8-9 in your head. *How did the author and illustrator surprise and delight you as a reader?*

Page 10: *How do you think Henry is feeling? What words tell you that?*

Pages 11-12 *The author uses a circular ending technique; how does she conclude with something she began with? (See "following the reading example").*

FOLLOWING THE READING

Chart the structure of the story, how the episodes link and lead from the beginning to the end. Discover how the author uses the same plot element to both begin the story and end the story.

Have students think of a story they have written that they might take one element from the beginning and bring it back in the end? Talk it through first then then try revising a story that way.