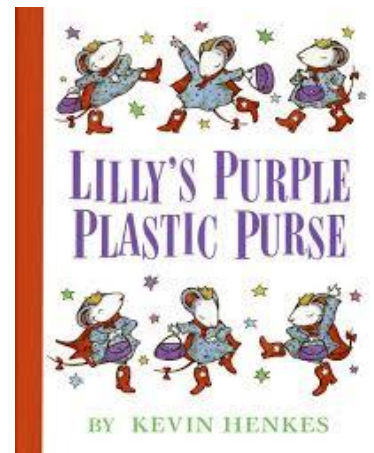


Lilly's Purple Plastic Purse

Written by: Kevin Henkes

Lilly LOVES school, and her teacher, Mr. Slinger. One day, Lilly comes to school with a new purple plastic purse for sharing time. She is so excited to share them that she can't wait, and gets into a little trouble with Mr. Slinger.



Possible strategies for instruction:

Comprehension:

- **Check for understanding**
 - Students need to learn to stop periodically while reading to make sure what they are reading makes sense. After reading a few pages, stop and briefly summarize what was just read. After doing this a few times, have students summarize for the class.
Examples:
 - P. 3 "I just read that Lilly loves school- the pointy pencils, squeaky chalk, her own desk, the fish sticks at lunch, and especially her teacher, Mr. Slinger."
 - P. 5 "I just read about Mr. Slinger- he wore artistic shirts, glasses on a chain around his neck, and he gave the class snacks that were curly, crunchy, and cheesy."
- **Predict what will happen next; Use text to confirm**
 - There are a few places in this story where students can practice predicting what will happen next. Stop at these key places in the story and have students think about what will happen. After reading on, look back to see if the predictions were correct.
Places to stop and predict:
 - P. 10 Lilly cannot wait to show the class her new things at sharing time. (Do not show picture on p. 11.)
 - P. 15 Lilly leaves the mean note for Mr. Slinger in his bag.
 - P. 21 Lilly gives Mr. Slinger her new story, a note from her mother, and snacks from her father.

Accuracy:

- **Use beginning and ending sounds**
 - Use this strategy to teach students to not only look at the beginning of an unknown word, but also at the ending sound and make sure their attempt makes sense. While reading the story, stop at a few tricky words and call the students' attention to the beginning and ending sounds before making an attempt at reading them. One way to make it more visual for the students would be to write the selected words on the white board, using a different color for the beginning

and ending sounds. After students make attempts at the tricky words, be sure to check to see if the words make sense in the sentence. Examples:

- P. 2 chalk
 - P. 4 chain
 - P. 9 purse, quarters
 - P. 15 disturb
- **Cross-checking...Do the pictures and/or words look right? Do they sound right? Do they make sense?**
 - While reading the story aloud, stop periodically at a few “tricky” words. After reading the sentence, look back at the tricky word and have students help use the pictures and sounds to see if the tricky word makes sense. Example words to use:
 - P. 2 chalk
 - P. 5 tasty
 - P. 8 erasers
 - P. 9 purse, tune

Fluency:

- **Use punctuation to enhance phrasing and prosody (end marks, commas, etc.)**
 - This is a wonderful text to model reading expressively. Read aloud the following sentences from the book. Have students note how your voice changes depending on the punctuation.
 - P. 5 “Howdy!”
 - P. 5 “Do you think you rodents can handle a semicircle?”
 - P. 10 “Lilly *really, really* wanted to show everyone.”
 - P. 11 “Look everyone. Look what I’ve got!”
 - P. 24 “What should we do with this?”

Expand Vocabulary:

- **Tune in to interesting words and use new vocabulary in speaking and writing**
 - Choose a few key words to focus on from the story. Point the words out to the students, discuss them and their definitions, and add them to the class Word Collector or Word Wall. Possibilities for words include:
 - Privacy, artistic, glittery, aunty, considerate, unique

This text can be used with nearly any strategy on the CAFE menu. The above strategies are a highlighted collection to use as a springboard for further instruction.