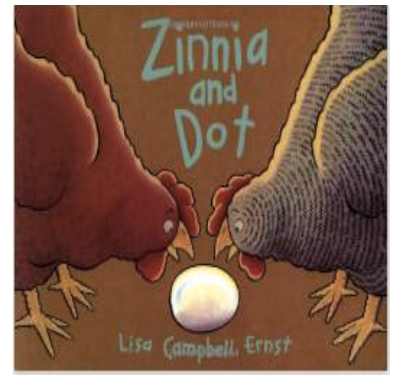


Zinnia and Dot

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Two bickering hens named Zinnia and Dot are constantly trying to outdo each other. Will they learn to put their differences aside and quit arguing in time to protect something valuable to both of them?



Strategy Instruction Possibilities

Comprehension:

- **Predict What Will Happen; Use Text to Confirm**
 - Use this strategy to assist students in making connections and becoming engaged in the text. There are many places in this text that encourage readers to think ahead. Remember to revisit predictions and use text to confirm their predictions.
 - After reading page 3, ask the students what they think will happen next?
 - On page 4, confirm and adjust predictions and make a new prediction about what the hens will do now?
 - After reading page 10, ask the students what they think will happen next?
 - On page 11, confirm and adjust predictions. Read page 12 and ask the students why they think the hens hear a tap-tap-tap? What will the hens do now?
 - On page 13, confirm and adjust predictions. What will the hens do with their chick now?
- **Check for Understanding**
 - This book contains many similes (smooth as silk, shimmer like pearls), and rich vocabulary, (Zinnia strutted in the sunlight. Dot fluttered across the hay.) Stop after each page and model Check for Understanding by asking the students “What has happened so far? What do we now know about the hens?”
 - Model going back to re-read and use the pictures to help understand the text.
- **Determine and Analyze Author’s Purpose and Support With Text**
 - Ask students, “What was the author’s purpose for writing this story? Was it to inform, entertain, or persuade us as readers?” What text from the story supports their conclusions?
 - Although the main purpose of this story is to entertain, is there an underlying message that the author is trying to convey? If so, what is the lesson?

Accuracy:

- **Skip the Word, Then Come Back**
 - Prior to reading the text, select some words to cover up. When reading the text, model by skipping over the covered word and reading the rest of the sentence. Next, return to the beginning of the sentence and view only the first letter of the covered word. Using the first letter and the context of the sentence, try to figure out the word. Some words to try this with are:
 - Fluttered (page 3), admiring (page 3), burst (page 4), quarreling (page 7), jumped (page 11)

Fluency:

- **Use Punctuation to Enhance Phrasing and Prosody**
 - This text provides many opportunities to use expression when reading. Tell your students to notice the ups and downs of your voice. Explain to them why your tone changes when you read something with an exclamation point versus a period or question mark. Some examples would be:
 - “This is all *your* fault!” (Page 5)
 - “*You* were the one who started it all!” Dot shouted. (Page 5)
 - “SHARE? Never!” (Page 6)
 - “Ha!” cried Zinnia. “The only story I’ll tell is about me and my baby chick *leaving* this coop!” (Page 8)
 - “Stop humming!” “Stop wiggling!” “Move over!” (Page 13)
- **Adjust and Apply Different Reading Rates to Match Text**
 - This story has a lot of humor, however if it is read too fast or too slow, the humor and the meaning will be lost. Read the text too fast. Then ask your students what they noticed about that rate. They should respond with “You read it too fast and it was hard to follow and understand.” Next read it too slow, and ask what they noticed. They should realize the humor is lost when it is read too slowly. Then model well and reiterate that whenever we read, it is important that our reading rate match the text.

Expand Vocabulary:

- **Tune In to Interesting Words and Use New Vocabulary in Speaking and Writing**
 - Select three to four words from the text to focus on. Introduce them to the students. When coming across them in the text, say them, have students repeat the word, write them, and have students add these words to their personal word wall in their journals. Explain the meanings. Provide multiple exposures by revisiting these words.
 - Possible choices include:
 - Shimmer, strutted, admiring, bragging, pandemonium, shrieked, quarreling, giddy, and cackled.

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.