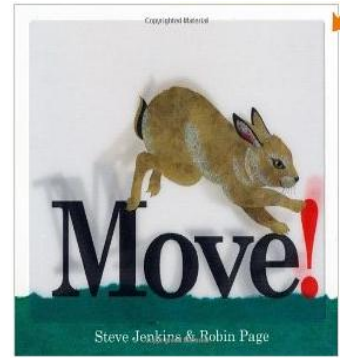


Move

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Move is a non-fiction text about how twelve animals move. Verbs are written in present tense. Animal names and movements are boldfaced. Factual information is provided for each animal in the back of the book.



Possible strategies for instruction:

Comprehension:

- **Use prior knowledge to connect with text:**
 - Ask students what they know about how animals move. How many different ways can they brainstorm? Turn-and-talk with partner. Write animal names and how they move on board. Ex. Frog-hops, mouse-scurries
 - Can students name 2 animals that move the same way?
 - Are there any animals you want to know about?
 - Add to list of animals and movements after reading the book.
- **Compare and contrast within and between texts:**
 - Compare 2 animals that share the same movement verb. Use a Venn diagram on the board. What is similar about the animals? What is different? Fill in the diagram together.
 - Have a student choose another verb from the book. Compare the 2 animals and fill in the diagram.
 - Discuss the similarities and differences by 'reading' the Venn diagram.
 - Upper grade students could be asked to fill in a Venn diagram.

Accuracy:

- **Flip the sound:**
 - The twelve verbs are great examples of words to model this strategy. These verbs include:
 - Waddle, slide, float, dance, run, fly, climb, slither, leap, swim, dive, walk, swing
 - Ask students to listen to see if they recognize a word.
 - Use the hand movement.
 - Have students turn-and-talk to flip the sound of one of the verbs.
- **Chunk letters and sounds together:**
 - Model separating words into smaller chunks using a word mask, ruler, or bookmark.

- The animal names are good choices. These names include:
 - gibbon, jacana, armadillo, crocodile, praying mantis, roadrunner, artic (hare), jumping spider, polar (bear), penguins
- Write some animal names on the board and have students turn-and-talk with a partner to chunk the letters and sounds.
- Share word with class.

Fluency:

- **Reread text:**
 - The structure of the book is that the first part of a sentence is on the right page and the second part of the sentence is on the other side. Students practice rereading the 1st and 2nd parts fluently then putting them together without stopping in the middle.
 - This is a good book choice for Read to Someone. One student reads the first part and the other reads the second part. They could practice it so they read the complete sentence fluently. Students could read it chorally also.
- **Use punctuation to enhance phrasing and prosody:**
 - Model reading the prepositional phrases with expression. Each sentence part contains a preposition.
 - Read it with incorrect phrasing for students to hear the difference.
 - Turn-and-talk with a partner and say the phase selected fluently.
 - Practice with Read to Someone and Read to Self.

Expand Vocabulary:

- **Tune in to interesting words and use new vocabulary in speaking and writing:**
 - Stop and notice words that sound interesting or are fun to say. Some word choices include:
 - snag, slithering, rustling, prey, impress, and waddle. In addition, many other interesting words are found at the end of the book in the animal descriptions.
 - Write the word choice on the word collector.
 - Invite students to keep track of interesting words by using a sticky-note.
 - Share words at the end of the literacy block.

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.