

The Brand New Kid

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Lazlo, has just moved to a new school. Throughout his first days of school he finds himself rather lonely and being picked on by the other kids. His luck changes in the end when Ellie asks him to play and realizes although he may look different they still can have fun together.

Possible strategies for instruction:

Comprehension:

○ **Check for understanding:**

Use this strategy to check in with the students and make sure they have a clear understanding about what is going on in the story.

- After page 4, ask “Where does this story take place and who are our main characters?”
- After page 10, ask “Why are the students being so mean to Lazlo?”
- After page 14, ask “How has Lazlo’s mood changed and what caused this?”
- At end of the story, ask “How did Ellie get the other students to change their views on Lazlo?”

○ **Use prior knowledge to connect to the text:**

- Before beginning the story have the students think back to their first day of school. Although they may not be new to the school, they are new to the grade, teacher, and a new group of peers. Ask them to discuss some of their feelings before coming to school the first day. If there are any new students you may ask them to compare their feelings to the other children’s.

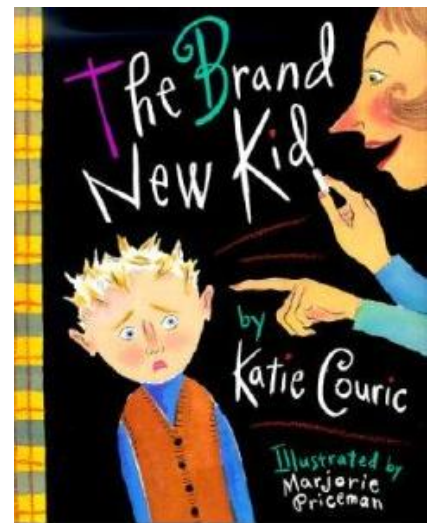
○ **Predict what will happen; use text to confirm:**

- Use this strategy throughout the book to get the students thinking ahead and connecting with the text.
 - After reading page 6, have the students think about how Lazlo is going to handle being the new student. How will he react and what will he do?
 - After reading page 17, have students predict what they think Ellie has in mind in order to change the way things have been going for Lazlo.

Accuracy:

○ **Use the pictures:**

- This strategy can be used in combination with comprehension. As looking at the picture creates a mental image in the students’ minds but also can be helpful in figuring out difficult words. Before reading choose a few words that may be difficult to the students and when you get to them in the text pause and demonstrate the



strategy “use the picture” to solve for the unknown word. Some words that work well in this text are: blond (8), chalk (10), ketchup (14), locker (20), strudel (22).

○ **Use beginning and ending sounds:**

- This story uses an AABB rhyming pattern, making it very easy for children to solve for unknown words at the end of each line. Have the students focus on the ending sound of the first word and match it with the ending of rhyming line. For example, locker and soccer, or smile and while.

Fluency:

○ **Adjust and apply different reading rates to match text:**

- Since this book follows a rhyming pattern, it has a very distinct pace and rhythm. Have the students start by looking at just the first paragraph. The first time have them read it while only stopping at punctuation. Then have them read the same paragraph again, this time pausing slightly at the end of each line before moving to the next. They will notice that they are pausing to emphasize the rhyming words at the end of each line.

Expand Vocabulary

○ **Tune in to interesting words and use new vocabulary in speaking and writing:**

- Before reading the story choose a few words from the text to introduce to the students. Have them rate these words as to whether they know the word and its meaning (+), they have heard the word before but are not sure of the meaning (□), or they have never heard the word before (-). Then read the story, stopping at the words that were previously introduced and talking about how they author used them in the story and how the students could use them in a sentence of their own. Possible word choices are: delight, fidgeted, booming, shrill, taunt, forlorn, couple.

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.