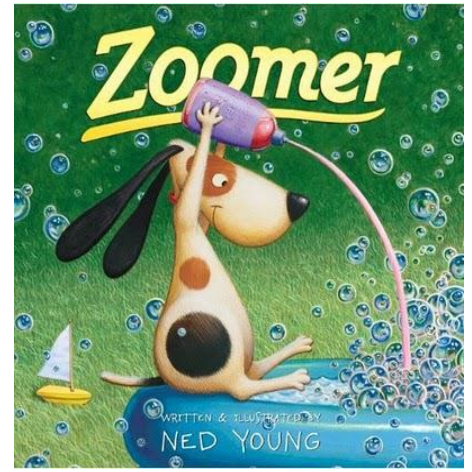


Zoomer

Written and Illustrated by Ned Young

Zoomer is an energetic pup that is too busy to go to school. His dad and brothers, Hooper and Cooper are trying so hard to get him to get ready. Zoomer has too many things that he wants to do like play music, blow giant bubbles, build sandcastles, and draw the universe! We go on this adventure with them only to find out, it's Saturday!



Possible Strategies for Instruction:

Comprehension:

- **Make a picture or mental image:**
 - Throughout the story, Zoomer is always doing something elaborate. Each page has a different description of what trouble he is getting in to such as “blowing the world’s biggest bubble!” Students can close their eyes and imagine what that giant bubble would look like. We can continue to do this throughout the rest of the story with each thing that Zoomer does: building a Brontosaurus out of sand, drawing the universe, sailing a pirate ship, and doing magic tricks.
- **Make and adjust predictions/use text to confirm:**
 - Read the first 6 pages to the class. Before turning on to the next page, have students predict: Why won’t Zoomer share his bubble bath? What world record do you think he is going for? Read the next page together to find out and confirm predictions.
- **Determine and analyze author’s purpose and support with text:**
 - Discuss with students some reasons that you think the author would tell us this story. Was it to teach us about things that dogs like to do? Was it to make us like dogs? How did the author entertain and make us laugh throughout this story?

Accuracy:

- **Use the pictures. . . Do the words and picture match?**
 - On pg. 14, Zoomer “drew a picture of a universe.” Read this page to the students, showing them the picture but saying we aren’t sure of this word. Let’s look at our picture to see if we can figure it out. We see planets, stars, space ships and the moon. Our word begins with the letter “u.” Can we think of a word that has all of those things? Universe! Let’s go back and try the word and see if they match!
- **Flip the sound:**
 - On pg. 8, dad was “putting breakfast on the table.” Discuss with students that the word table sounded out with a short a sound just doesn’t sound right. What could we do to try another sound? Flip the sound? Model flipping the sound of the short a to a long a to get our word table. Cross check it with the picture to make sure that it makes sense.

Fluency:

- **Use punctuation to enhance phrasing and prosody:**

- The story opens with the pups playing ball in their room. Cooper opens with “Wake up, Dad!” “You’re missing the game!” Model to students how our enthusiasm and inflections can grab the reader’s attention and make them more interested in the story.
- On pg. 7, Zoomer is playing his instrument for his dad with text to model the sound that it makes: “OOMPAAAAAA!!!” Reading with students, we can emphasize this noise and talk about how it is written to make us change our voice.
- In the next sentence, Dad says, “Well, it certainly is LOUD!” When reading emphasize this word and discuss with students how the word in all capital letters means that we put more feeling in to it when we read it. Model and reread with students.

Expand Vocabulary:

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

- On pg. 7, Dad “took a photograph to document Zoomer’s accomplishment.” Questions students on what they think it means for us to “document” something? What are some things that we document in our classroom? At home?
- On pg 9, dad is trying to “coax” Zoomer to get ready for school. What do you think is another good word to describe what it means to coax someone? Discuss with students sometime that they may have had to coax someone.

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.