

**Trying** Written by Kobi Yamada and Illustrated by Elise Hurst

	Strategy	Notes
Comprehension	Set purpose for reading	<p><b>Use prior knowledge:</b></p> <ul style="list-style-type: none"> <li>○ Look at the cover. Discuss what the boy is doing in the picture. Ask what the word <i>trying</i> means and if they have any connections with trying something before. How did they feel? Did they give up? Did they keep working and get better at it?</li> <li>○ Read a couple of pages, and model a connection from the story.</li> <li>○ Read a couple more pages, and have students turn and talk with a partner about a connection they made from reading.</li> </ul> <p><b>Summarize text:</b> If students are new to summarizing, talk to them about story elements such as character(s), setting, problem, and solution. (Depending on the age group and their exposure to summarizing, discussing story elements might need to be done in individual lessons.) After discussing what story elements are, put them all together to create a summary of this book.</p> <ul style="list-style-type: none"> <li>• Characters: boy and old sculptor</li> <li>• Setting: watching a sculptor in a studio</li> <li>• Problem: boy wants to create something beautiful, but thinks his creations aren't very good</li> <li>• Solution: boy keeps trying and gets better over time</li> </ul>
	Use prior knowledge to predict and connect with text	
	Check for understanding; monitor and self-correct	
	Back up and reread	
	Make and adjust mental images; use text to confirm	
	Ask questions throughout the reading process	
	Make and adjust predictions; use text to confirm	
	Infer and support with evidence	
	Recognize literary elements	
	Retell; include sequence of main events	
	Summarize text; include important details	
	Use main ideas and supporting details to determine importance	
	Use text features to learn important information	
	Analyze how visual elements integrate and contribute to the meaning of text	
Determine and analyze author's purpose and support with text		
Recognize and explain cause and effect relationships		
Compare and contrast within and between texts		
Read voraciously		
Accuracy	Look carefully at letters and words	<ul style="list-style-type: none"> <li>○ Cover some of the words in the story. Tell the students you will be skipping the words and coming back to try to figure them out.</li> <li>○ Skip a word and read the rest of the sentence. Then come back to the word and look at the first letter and context clues to help you figure the word out.</li> <li>○ Once you have the word, reread the whole sentence to make sure it makes sense.</li> <li>○ As you continue reading, have the students turn and talk to their partners to try to figure the word out together. Some example words: <i>incredible</i> (p.5), <i>opportunity</i> (p.8), <i>experience</i> (p. 9), <i>disappointment</i> (p.14)</li> </ul>
	Use beginning and ending sounds	
	Blend sounds; stretch and reread	
	Chunk letters and sounds together	
	Flip the sound	
	Recognize high-frequency words on sight	
	Use picture clues	
	Cross-check: Do the words... look right, sound right, make sense?	
	Use prior knowledge and context	
	Skip the word, then come back	
Read voraciously		
Fluency	Read texts that are a good fit	<ul style="list-style-type: none"> <li>○ This book is mostly a dialogue between the boy and the sculptor. Talk with students about focusing on quotation marks and the punctuation at the end of each sentence.</li> <li>○ The dialogue can be read with a lot of emotion.</li> <li>○ A lot of questions are asked in this story. Explain how your voice goes up when a question is asked.</li> </ul>
	Use punctuation to enhance phrasing and prosody	
	Adjust & apply different reading rates to match text	
	Reread text	
	Read voraciously	
Expand Vocabulary	Tune in to interesting words	<p><b>Tune in to interesting words:</b></p> <ul style="list-style-type: none"> <li>○ Many interesting words are used throughout this book: <i>simply, incredible, opportunity, experience, disappointment, necessary, proven, terrible, emerging, perseverance, progress, confided, worthwhile, treasure</i></li> <li>○ Add any of the above words to your classroom word chart.</li> </ul> <p><b>Use reference tools:</b> It's possible that students could decode some of the words in this story but still not understand what they mean. The words listed above could also be used to teach how to use a dictionary.</p>
	Use prior knowledge and context clues	
	Use pictures, illustrations, and diagrams	
	Use word parts	
	Apply understanding of figurative language	
	Use reference tools such as dictionary, thesauruses, and glossaries	
	Ask someone to define the word for you	
Read voraciously		