

Zoom Broom

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The sequel to the book, "Piggie Pie". Gritch the witch is hungry again, but this time she has a problem – her broom broke. Now, instead of looking for something to eat, she has to look for a new broom. With the help of salesman, Foxy the Fox, will she ever find the perfect broom?

Possible strategies for instruction:

Comprehension:

- **Check for Understanding:**
 - When reading the text, stop frequently to check for understanding by asking the following questions: Who did we read about? What happened with Gritch the Witch?
- **Use prior knowledge to connect with text:**
 - Before reading, ask students, “How many of you have seen or heard The Wizard of Oz? What do you know or remember from the story?” Today we are going to read Zoom Broom. Look for any connections you can find from this story to The Wizard of Oz.
 - Before reading, ask students, “Have you ever broken or lost something that you loved? A toy? A game? How did you feel? Were you mad/sad/frustrated? If you haven’t had anything break before, what do you think it would feel like to have something of yours break? Today we are going to read a story about a witch. She needs to go somewhere, but her broom is broken and she needs a new one.”
- **Use text features (titles, heading, captions, graphic features):**
 - P.6 – “Notice the difference between these two words, *teeny* and **PROBLEM**. One is written much smaller and one is in bold. Authors will use size and boldface to put different emphasis on words. Think about why the author would use a different size and boldface for these two words.”
 - P. 6 – “Notice the phrase, ‘What the WHOAAAAA! How the OOOOOWWWWW! What the HEY! HEY! HEY! K-BOOM! Hay!’ contains many words with capital letters. Why do you think the author chose to have certain words in all capital letters?”
 - P.22 – “On this page the words ‘*Which one*’ are written in a different way. This is called italics. Again, an author will use italics to put special emphasis on certain words. I am going to read the sentence again. Listen to how it sounds when I read it. Think about why the author would use italics for these words.”
 - P. 9, 14 & 15 – Boldface font is used again (reference back to P.6 and why the author used boldface).

- **Recognize literacy elements (genre, plot, character, setting, problem/solution, theme):**
 - Ask students to name the characters?
 - P.2 – Who is the first character, describe the character?
 - P.14 – What new character is introduced? Is the character a good or evil character?
 - Reinforce that fiction stories have a problem or problems. The problem will be solved by the end of the story.
 - P.2 – What is Gritch the Witch’s problem?
 - P.6 – What problem does Gritch have next?
 - P.9 – What solution does she try to solve her problem?
 - P.10 – What is the problem with her first idea?
 - P.12 – Where does she go to try to solve her problem next?
 - P.20 – What does the Fox try to do to Gritch?
 - P.27 – How did Gritch solve her problem?
 - Describe how setting can change throughout a story.
 - P.2 – Where is the setting?
 - P.8 – Where is the setting now?
 - P.14 – Where is the setting now?
- **Compare and Contrast within and between:**
 - Since Zoom Broom is the sequel to Piggie Pie, there will be connections between characters. Also, many other fairy tales are referenced throughout the story. See if the students can make the connection of what fairy tales are mentioned.
 - As we read Zoom Broom we are going to make connections to other stories we have read. Making connections helps the reader to understand the story better. As you read, make sure you understand what is happening and be aware of any connections you make.
 - P. 4 – “Are you making any connections to other stories and what is your evidence?”
 - P. 9 – “The Witch of the East? No. Old gal had one of those awful “house” accidents...”

Accuracy:

- **Recognize when two words rhyme:**
 - Practice rhyming words in the text. When you encounter words that rhyme, make a list of the pairs with the students such as: zoom, broom; moaned, groaned; wobbled, hobbled.
- **Recognize words at sight:**
 - Many basic sight words are used in this story, and some are repeated often. Select words to highlight at the grade level of your students.
 - Who, her, the, had, see, little, look
 - Many verbs are also included in this text. A separate list of verbs could be pulled from this text to use in reading and writing.
 - Coughed, chugged, choked, gasp, moaned, groaned, muttered, uncurled

Fluency:

- **Use punctuation to enhance phrasing and prosody:**
 - There are many examples of different types of sentences throughout the story. You can model the difference between a sentence that ends in a period, a question mark or an exclamation point.
 - Model how to use intonation while reading.
 - P. 7 – “Hmmm. The Witch of the East? No.”
 - P. 9 – “She has those kids, Hansel and Gretel, living with her...Eeesh!”
 - P.14 – “A rug?” Gritch groused with a glare. “I don’t want a rug!”
- **Read the text as the author would say it, conveying the meaning or feeling:**
 - Share a Youtube video of the story being read with different voices of the characters. These example give the students the opportunity to hear and see the meaning and feeling of this text.
- **Voracious reading:**
 - This text is a sequel to Piggie Pie and is appealing to various levels and abilities. Encourage students to reread this story along with Piggie Pie and other stories by the author Margie Palatini.
 - Other books by Margie Palatini:
 - Hogg, Hogg, & Hog
 - Goldie and the Three Hares
 - Moosetache
 - Bad Boys
 - Gorgonzola

Expand Vocabulary:

- **Tune into interesting words and use new vocabulary in speaking and writing:**
 - Discuss interesting words in this text such as: plunked, delicate, hankering, sputtered, tailspinned, dandy, and distinction.
 - Verbs are used throughout the text. Incorporate how writers use power verbs to tell their stories. Verbs are action words like run, hop, jump; anything that you can do. Listen for the verbs in the story. Following or as you read, make a list of verbs used that are powerful action words.
 - Rushed, looking, rolled, clap and shouted.
- **Use word parts to determine the meaning of words:**
 - Use words in the text such as roll-*ed*, limp-*ing*, cough-*ed*, gasp-*ing* and un-curl-*ed* to model this strategy. Discuss how these word parts change the meaning of the word.

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.