

H for Horrible

Small Group Reading

Before reading

Ask students to predict the story line from the title and chapter headings.

Ask what they think the connection is between the two characters on the cover?

Preview Reading vocabulary and discuss word meanings. Brainstorm some synonyms for the word *horrible*.

During reading

Ask students the following questions as you read each chapter together.

CHAPTER 1

- How is Joss feeling before she opens her e-mail? (literal)
- How did she and Hannah become friends? (literal)
- How do you feel before you read an important letter? (personal response)

CHAPTER 2

- Why isn't Joss annoyed at her mother for reading her e-mail? (inferential)
- How would you feel if someone read your mail? (personal response)

CHAPTER 3

- Why do Joss and her mother want to please Hannah so much? (inferential)
- How does Joss feel when Hannah isn't enthusiastic about anything? (inferential)
- What would you do if you were in this situation? (personal response)

CHAPTER 4

- Is Hannah really interested in the Bandit's concert? (inferential)
- Why does Hannah lie about her allergies? (inferential)

CHAPTER 5

- Why does Hannah decide to pet one of the pups? (inferential)
- Why is Joss so angry at Hannah at this stage? (inferential)
- How would you have reacted? (personal response)

After reading

Students can complete BLMs 1 and 2 after you explain the instructions for each activity.

Spelling Students should use the suffixes listed on BLM 1 to create adjectives and nouns by adding those suffixes to base words.

Comparing and contrasting Have students compare the characteristics of Hannah and Holly by listing their similarities and differences. **(BLM 1)**

Understanding story structure Tell students to complete the story pyramid on BLM 2. Remind them that a story pyramid includes plot elements and characters. **(BLM 2)**

Grammar With students, look through the text to find adverbs. Remind students that adverbs tell how, when, or why something happened. As you find adverbs in the text, ask a volunteer to use each one in a sentence of their own creation.

Fluency Choose a chapter from the story as a Readers Theater production. Assign roles for each character and a narrator, making sure each student has a turn reading a part.

