

Spooky House

Guided Reading

Session One

Working Together

- Focus on the title. Ask the students in which text form they might expect this book to be written.
- Talk about narrative texts and ask the students what they might expect in a narrative text, e.g., characters, settings, a plot with a problem/resolution.
- Discuss with the students the different types of narratives. Make a list, e.g., science fiction, adventure, mystery, fantasy.
- Ask the students to focus on the illustration, design, and title font and predict what type of narrative *Spooky House* might be.
- Ask the students to read pages 2–3 silently.
- Focus on the Think Tank and discuss the students' suggestions.

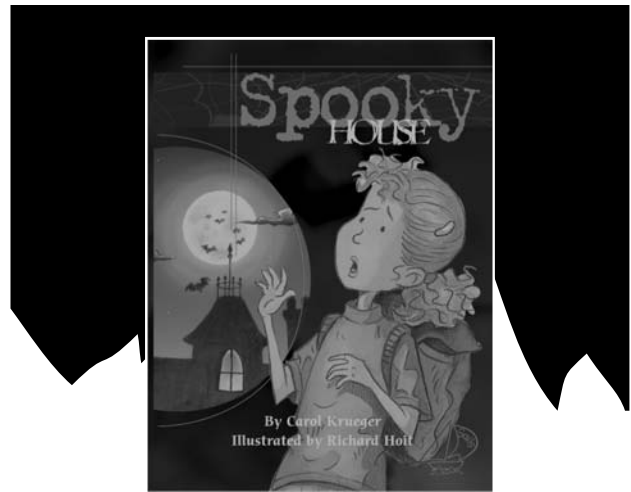
Working Independently

- Give each student a copy of BLMs 1 and 2.
- Allow the students time to read the rest of the story independently. As they read the story students can record their responses on the appropriate BLM:
Inferences Think Tank, page 5
Prediction Think Tank, page 16
Action and Reaction Think Tank, page 19
Summary Think Tank, page 27

Session Two

Working Together

- Work through the Think Tanks throughout the text. Referring to their BLMs, discuss students' *inferences, prediction, action and reaction, and summary response* as they occur in working through the text.
- Discuss the *comprehension connections* on pages 28–29, *Think about the text*.



- Return to page 11. Focus students' attention on the *setting* Think Tank and discuss.

Session Three

Working Together

- Focus the students' attention on the visual aspects of the text, e.g., illustrative text, design elements, illustrations, variety of fonts. Talk about how these contribute to the meaning of the story.

