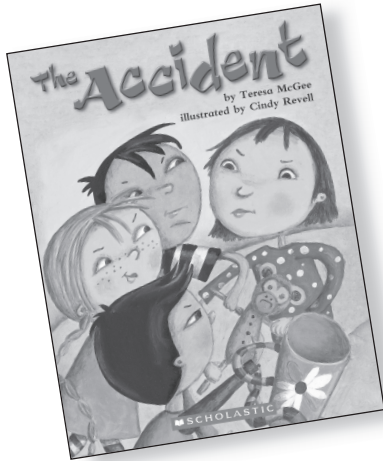


The Accident

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Illustrated by Cindy Revell



Text Type: Fiction: Narrative — Realistic Story

Guided Reading Level: E

Summary: While fighting over a toy, four friends accidentally break something special that belongs to their teacher. Their reaction to the accident and the way they make amends is the subject of this story.

Word Count: 130

High-frequency Words: *a, and, can, could, day, do, down, first, for, had, he, her, I, is, it, make, my, no, said, some, the, they, this, to, up, want, was, we, went, what, you*

Text Supports

- ▶ illustrations support the text
- ▶ repetitive language on pages 8 and 10

Possible Text Challenges

- ▶ analysis of text and illustrations necessary to make inferences
- ▶ quotation marks
- ▶ exclamation marks
- ▶ some difficult words: *accident, special, should, could*
- ▶ word *crash* in large, spaced out print (page 6)

Reading Strategies

Comprehension

- ▶ inferring
- ▶ evaluating

Working with Words

- ▶ word solving and building: using letter-sound knowledge to solve unfamiliar words
- ▶ using picture and context cues to solve unfamiliar words

Assessment Opportunities

Note each student's ability to:

- ▶ make predictions and confirm or change them based on story content
- ▶ make inferences and support them using picture and text cues
- ▶ evaluate: give personal opinions
- ▶ solve unfamiliar words using letter-sound knowledge and picture and context cues



BEFORE READING

Making connections:
text to self

Activating and Building Prior Knowledge

Show students the front cover of the book. Ask them to look carefully at the illustration and predict what these children are doing and how they are feeling. Read the title. Ask students what the word *accident* means. Have students tell about a time when they or someone they knew had an accident at their home or school. Have them reflect on what they think caused the accident, as well as describing what happened.

Teaching Tip: Good readers think about personal experiences they have had that are similar to the ones they are reading about. This helps them to bring added meaning and to infer the main idea of the text.

Inferring

Overcoming Text Challenges

Hand out copies of the book. Ask, *What type of accident do you think these children are going to have? How does the accident happen? Let's look at a few pages together and see if we can tell where the accident happens and what the children will do about it.* Discuss the illustrations on pages 3, 5, and 7.

Print concepts

Look at page 2. Ask students to identify the quotation marks and review what they mean.

Point out exclamation marks and ask students what those marks tell a reader about how to read the sentence.

Word solving and building

Introduce challenging words on page 4 by saying, *What are the children doing with this toy?*

Visual literacy

Have students look at pages 6 and 7 and invite them to read the word on page 6. Ask, *Why do you think the word on this page is written this way? How would you read it?* Invite them to say the word out loud in the way they think the author intended it to be read.

Predicting

Read aloud the text on the back cover of the book and ask students to predict what the characters might do. Write the word *could* on the board and ask students to predict something the children could do. Then write the word *should* on the board and have the students predict something the children should do. Beside each word, jot down some of the students' predictions so that they may refer to them after the reading.

ESL Note: ESL students may require clarification on the meaning and uses of *should* and *could*. After clarifying the meanings, provide examples and/or ask students to provide examples of the use of each.

Inferring

Setting a Purpose

Tell students that as they read the book they are to look for clues as to what caused the accident and how the four friends will make up for it. Tell students not to share their thoughts until everyone is finished reading the text. Ensure that students are able to explain the purpose so that they'll know what they are looking for as they read.



DURING READING

Observe and listen to students as they read the text. Note their ability to problem solve difficult words using letter-sound knowledge, and picture and context cues. Note students' successful use of strategies and any difficulties they encounter.

If students finish early, encourage them to reread the story and discuss what happened with a partner.



AFTER READING

Predicting

Once all students have finished reading the text, refer them back to what they predicted the friends could do to make up for the accident. Discuss clues they found in the text to help them confirm or change their predictions. Revisit specific pages of the text for evidence of how these clues were helpful.

Evaluating

Discuss what the children did to make up for the accident. Ask, *Do you think giving Mrs. Peng a new mug was a good solution? Why? What other things could the children have done to make up for breaking her mug?*

Inferring

Ask students to discuss why the accident happened and how they figured out what would break. Have students check the text and illustrations to see which ones offer the best cues. For example, on pages 4–5, text: children are grabbing/pulling/yanking, illustration: children are fighting over toy, mug is close to the edge of the desk. Conclude by pointing out to students that a story contains many cues to help them find its message.

Word solving and building

Ask students to talk about any words they had difficulties with and the word-solving strategies they used to solve these words.

Watch for evidence of good strategy use and praise students by making comments such as, *I noticed that you looked carefully at the picture on that page before you talked about how you thought the children would make up for the accident.*

Rereadings

Provide opportunities for each student to reread the book independently or with a partner.

Focused Follow-Up

The following activities are optional. Choose those that best meet your students' needs.

My Accident

Students can draw and/or write about an accident they've had.

Make a Flap Book

Have students work in pairs to make a flap book. On each flap, they can write and illustrate the following, based on their reading of the story: the names of the children in the story, the place where the events in the story happened, the problem that occurred, and how the children solved the problem.

Sentence Starters

Have students complete the sentence starters on the BLM.

"ed" Words

Show students the word *wanted* on page 2 and highlight the "ed" ending. Have them find the "ed" words in the story (e.g., *yelled, grabbed, pulled, yanked, looked, asked, added*), then think of another action word that they could add the "ed" ending to. Have them use it in a sentence.

Making connections:
text to self

Inferring/evaluating

Word solving and building

Sentence Starters

Name: _____

The mug broke because _____

Giving Mrs. Peng a new mug was a good/bad solution
because _____
