

# Something's Coming!



*Written by Dave Taylor*

*Illustrated by Dimitri Kostic*

**Text Type:** Fiction: Narrative — Fantasy Story

**Guided Reading Level:** E

**Word Count:** 117

**High-frequency Words:**

*a, an, and, for, from, it, me, no, not, run, saw, the, to, way*

**Summary:** The shadow cast by the monkey's mask scares the warthog. The warthog warns the ostrich that "Something's coming!" and there's a chain reaction of animals getting scared and running away. The elephant doesn't run away and finds out what's coming as the action has circled back to the beginning location.

## Text Supports

- ▶ repetitive language on pages 4 to 9
- ▶ illustrations support reading of animal names

## Possible Text Challenges

- ▶ new animal introduced before the old one speaks
- ▶ animal names: *warthog, ostrich, cheetah, zebra, buffalo, rhinoceros,* and *elephant*
- ▶ exclamation marks

## Reading Strategies

### Comprehension

- ▶ predicting
- ▶ evaluating

### Working with Words

- ▶ Word solving and building: using illustrations and initial letters to determine unfamiliar words

## Assessment Opportunities

Note each student's ability to:

- ▶ make predictions and either confirm or change them based on what is happening in the story
- ▶ evaluate characters' emotions based on picture cues
- ▶ use picture information to solve unfamiliar words
- ▶ use initial letters for word predictions



## BEFORE READING

### **Activating and Building Prior Knowledge**

Show students the front cover of the book. Examine the illustration on the cover and read aloud the title. Identify where the story takes place and the different animals that students see.

## Word solving and building

### **Overcoming Text Challenges**

Tell students that the animals are the characters they will read about in the story and that their names will appear in the text. Inform students that they can use the illustrations to help them read the animal names.

Hand out copies of the book and do a book walk with students, pointing out some of the animal pictures and their corresponding names in the text. Focus on the more challenging animals and leave *zebra* and *elephant* for students to work out.

**ESL Note:** Have pictures available of each animal in the story, with its name printed at the bottom. Students can practise saying the name of each animal as pictures are shown. To help produce accurate pronunciation, clap each syllable. To assist the learning through a sound connection, add the sound each animal might make after each one is named (e.g., rhinoceros—grunt sound).

## Inferring/evaluating

Encourage students to use the pictures to help them judge the animals' feelings when they hear that something is coming. Tell students that as they read the story they will need to look closely at how one animal's feelings affect the next animal's feelings. For example, on page 4, the ostrich is calm until she hears the news from the warthog. Her change of emotion is found on page 5 as she tells the cheetah the news.

**ESL Note:** Go over "emotion" words (calm, scared, surprised, afraid) before the lesson to ensure comprehension.

## Print concepts

Show and read the title of the book. Point out the exclamation mark and ask students what the author wants the reader to know when he uses an exclamation mark. Tell students that this mark shows us that there is a strong feeling, such as fear or surprise.

## Predicting

Read aloud the text on the back cover of the book and ask students to predict what they think might be coming to scare the animals. Direct students' attention to page 2 and discuss the shadow in the grass. Ask, *What might make a shadow like this?* Record students' predictions on chart paper so you may go back and revisit them after the reading.

### **Setting a Purpose**

## Predicting

Ask each student to read the text independently to discover what scared the animals.



## **DURING READING**

Observe and listen to students as they read the text, noting their ability to track print and to use picture cues to assist in their understanding of the text. To assist you with these observations you could use prompts such as, *Read that again and think what would make sense.*

**Teaching Tip:** As students read, record anecdotal notes on cue cards for future Guided Reading grouping.

Encourage students who finish early to reread the text independently or with a partner.



## AFTER READING

### Predicting

After all students have completed their reading, invite them to talk about what scared the animals. Refer to their initial predictions and discuss reasons why they may or may not have been accurate (lack of information, twist in the plot, etc.). If students do not identify the shadow, found on page 2, as the cause of what frightened the animals, draw their attention to this page and to the shadow cast by the mask on page 12.

### Evaluating

Invite students to discuss how the animals in the story are feeling. Encourage them to use the pictures to support their ideas.

### Word solving and building

Ask students which words they found challenging and how they were able to figure them out.

Point out positive reading strategies that you observed during the lesson. For example, *I noticed that when Luka came to an animal name, he looked at the picture and used letter sounds to help him read the animal's name.*

## Rereading

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.

### ***Animals' Thoughts and Feelings***

#### Inferring/evaluating

Invite students to write or draw what one of the animals in the story thought or felt when given the warning that "something's coming."

### ***Retelling with Puppets***

#### Sequencing: retelling

Provide students with the BLM of the characters, craft sticks, scissors, and tape. Students can cut out the characters and tape the craft sticks on the back to create puppets. They can then retell the story with a partner using the puppets. Encourage students to use expression in their voice when retelling the story to indicate how the animals were feeling.

### ***Identifying Letters***

#### Letter knowledge

Using magnetic, plastic, or card letters, have students identify the beginning letter of each of the animal names (*warthog, ostrich, cheetah, buffalo, zebra, rhinoceros, elephant*).

# Retelling with Puppets

Name: \_\_\_\_\_

