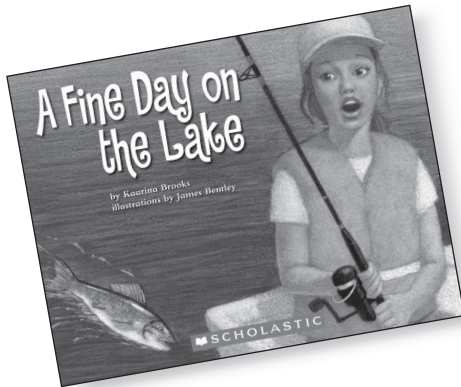


A Fine Day on the Lake



Word Count: 487

Written by Kaarina Brooks

Illustrated by James Bentley

Text Type: Fiction: Narrative — Realistic Story

Guided Reading Level: K

Summary: Holly is spending the day fishing with her grandfather. Although her Grandpa catches many fish, Holly does not catch any. Holly and her Grandpa change places, and even trade fishing poles, but Holly still doesn't catch any fish. Holly finally learns that a fine day on the lake has nothing to do with how many fish she catches.

Text Supports

- ▶ familiar sentence structures
- ▶ illustrations support the text

Possible Text Challenges

- ▶ quotation marks, exclamation marks
- ▶ sentences arranged in short column beside illustrations
- ▶ some challenging vocabulary
- ▶ repeated pattern in bold print
- ▶ words in italics

Reading Strategies

Comprehension

- ▶ inferring
- ▶ synthesizing

Working with Words

- ▶ read unfamiliar words by using context and picture cues
- ▶ using the glossary to find the meaning of unfamiliar words

Assessment Opportunities

Note each student's ability to:

- ▶ make inferences about main characters
- ▶ synthesize to find main ideas of the story
- ▶ read unfamiliar words by using context and picture cues
- ▶ use the glossary

Oral Language Opportunities

- ▶ joining in class discussions or discussing with a partner
- ▶ responding to questions about the text
- ▶ orally re-enacting the story



BEFORE READING

Predicting

Activating and Building Prior Knowledge

Show students the front cover of the book. Read the title, then the names of the illustrator and the author. Ask students for predictions of what the girl on the cover might think a fine day on the lake is. Invite students to turn to the text on the back cover of the book and read it chorally with you.

Inferring

Invite students to look at the title page and discuss who the characters might be. Turn together to pages 2 and 3. Ask, *Who do you think is catching the fish in this picture?*

ESL Note: Have ESL students illustrate their responses to what Grandpa and Holly think a fine day on the lake is. Prepare a sheet folded in four for ESL students to illustrate three or four pictures. They should then label each illustration to demonstrate comprehension.

Print concepts

Overcoming Text Challenges

Draw students' attention to the italicized words *another* and *any* on page 2 and *this* and *your* on page 6. Explain that these words use a different kind of print (with a slant), and that the author intends these words to be read with emphasis or expression.

Text features

On pages 2 and 3, point out that Holly and her Grandfather are speaking to each other, and that the quotation marks tell us the exact words they say. Tell students about the exclamation marks and review or introduce their purpose as required. Ask, *Have you read other stories that used quotation marks? What do you do with your voice when you read italicized words? What do you do when you see an exclamation mark?*

Synthesizing

Setting a Purpose

Say, *I want you to read to the end of the book to find out what Grandpa and Holly think a fine day on the lake is.* Tell students that if they finish early, they can write down the two ways Holly's Grandpa tried to help her, and mark with a checkmark the ones that worked.

Teaching Tip: Record the comprehension focus on chart paper so students can refer to it as they reread the text. Students need to know the purpose for their reading so they stay tuned in as they read.



DURING READING

Direct students to read to the end of the book, thinking about the purpose that has been set.

Observe and listen to one or two students, as time allows. Assist them with word-solving strategies, vocabulary, punctuation, and comprehension strategies, as needed. Monitor for students' use of context to read unfamiliar words, for self-monitoring to fix any misread words, and for the appropriate

expression and intonation in the case of quotation marks and exclamation marks.

Through individual questioning, note whether or not each student understands how Holly feels about fishing (that she is frustrated by not catching any fish, and that she would rather just daydream), and how Grandpa feels (he is having a lucky day fishing, but can enjoy the day even if he is not lucky). Also, note any difficulties students have. Offer such prompts as, *How does Holly feel about fishing? Why? How did Grandpa try to help her? Did it work?*



AFTER READING

Sequencing

Ask students to recall what happened in the story, encouraging them to refer to the text when recalling details.

Inferring

Discuss how Grandpa tries to help Holly catch fish. Ask if anything he tried helped her (trading places in the boat/sharing Grandpa's fishing pole/sharing the fish he caught).

Ask, *Who are the water people? Are there really people in the water?*

Synthesizing

Ask, *What does Holly think a fine day on the lake is? What does Grandpa think a fine day on the lake is?* Encourage students to support their answers using the book. For example, they may refer to Holly thinking on pages 4–5, or to page 11, as Grandpa explains what he does on days when the fish aren't biting. Ask, *What lesson does Grandpa teach Holly?*

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 the needs of your students.

Word Endings

Word solving and building/ language predictability

As a group, locate and list the words from the book which have “-ed” endings (*cried, flopped, stared, tickled, scared, wanted, watched, etc.*). Ask students to fold a piece of 8-1/2 × 11” paper in half, then choose five of these words to print in one column, and draw a picture to show the meaning of the words.

How Holly Felt

Inferring

Have students use the BLM to describe how Holly felt at different stages of her day with Grandpa.

How Holly Felt

Name: _____

When Grandpa caught all the fish, Holly felt

When Grandpa told her to be still and quiet, Holly felt

When Grandpa caught fish even when he tried to help her, Holly felt

**When Grandpa showed her what he does when the fish aren't biting,
Holly felt**
