Oral Reading Record

Name:                Age:                Date:                

Text: Lost in the Maze

ELL 7 GR. L: E Running words: 124

Summary:

Getting started: CD/STUDENT 1

- Have students make a large maze on the classroom floor. You can also have this activity on a computer with a maze game. Ask what a maze is. What do you need to do? Have children talk about finding their way through the maze. Choose different types of mazes. Alternatively, provide children with mazes printed on paper. Ask, What strategies can you use to solve a maze? Talk about being lost. Ask, What does it mean to lose something? How do you ever lose it? Discuss what children should do if they become lost.

Book Walk: CD/STUDENT 1

- Introduce the story. Give each child a copy of the book and discuss the title. Ask, How many words are on this book? Can you see any words you know? Discuss the pictures or the front cover and encourage children to make predictions about the text. Ask, What words do you see on the front cover? How do you think Lee lost her way? What should she do next? Direct the children to page 2. Ask, What is Lee thinking when she loses her way? Discuss the pictures or the front cover and encourage children to make predictions about the text. Ask, What words do you see on the front cover? How do you think Lee lost her way? What should she do next? Encourage children to make predictions about the text. Ask, What words do you see on the front cover? How do you think Lee lost her way? What should she do next? Encourage children to make predictions about the text. Ask, What words do you see on the front cover? How do you think Lee lost her way? What should she do next?

- How right might you get out of the maze? Have children predict what words might be in the text.

- Flip through the book, discussing events and illustrations. Choose four illustrations helpful to reading the text. Promote language that is used throughout the text. When questioning, use vocabulary from the text.

- Review the book's illustrations, identifying where Lee is and where she is not. Use the illustrations to help you see the text. Discuss Lee's vocabulary and her understanding of the text. When questioning, use vocabulary from the text.

- Ask, Where is Lee going to go? Where will she be? Draw a picture of the maze. Where is Lee going to go? Where will she be?
Sequencing:

You will need: scissors, glue, a strip of paper

1. Cut out the pictures and paste them in order on a strip of paper.
2. Cut out the sentences and paste them under the matching pictures.

Name: Sequencing

Date:

Who said that?

You will need: scissors, glue

1. Cut out the sentences and paste them in the chart.

Name: Who said that?

Date:

Lost in the Maze

Sequencing pictures from matching with pictures.

Comprehension:

Gaining meaning from sentences.

Other teaching focus

ELL engagement

Other teaching focus

Comprehension:

Main teaching focus

Vocabulary:

ELL engagement

Other teaching focus

Comprehension:

Main teaching focus

Vocabulary:

ELL engagement

Other teaching focus

Comprehension:

Main teaching focus

Vocabulary:

ELL engagement

Other teaching focus

Comprehension:

Main teaching focus

Vocabulary:

ELL engagement

Other teaching focus

Comprehension:

Main teaching focus

Vocabulary:

ELL engagement

Other teaching focus

Comprehension:

Main teaching focus

Vocabulary:

ELL engagement

Other teaching focus

Comprehension:

Main teaching focus

Vocabulary:

ELL engagement

Other teaching focus

Comprehension:

Main teaching focus

Vocabulary:

ELL engagement

Other teaching focus

Comprehension:

Main teaching focus

Vocabulary:

ELL engagement

Other teaching focus

Comprehension:

Main teaching focus

Vocabulary:

ELL engagement

Other teaching focus

Comprehension:

Main teaching focus

Vocabulary:

ELL engagement

Other teaching focus

Comprehension:

Main teaching focus

Vocabulary:

ELL engagement

Other teaching focus

Comprehension:

Main teaching focus

Vocabulary:

ELL engagement

Other teaching focus

Comprehension:

Main teaching focus

Vocabulary:

ELL engagement

Other teaching focus

Comprehension:

Main teaching focus

Vocabulary:

ELL engagement

Other teaching focus

Comprehension:

Main teaching focus

Vocabulary:

ELL engagement

Other teaching focus

Comprehension:

Main teaching focus

Vocabulary:

ELL engagement

Other teaching focus

Comprehension:

Main teaching focus

Vocabulary:

ELL engagement

Other teaching focus

Comprehension:

Main teaching focus

Vocabulary:

ELL engagement

Other teaching focus

Comprehension:

Main teaching focus

Vocabulary:

ELL engagement

Other teaching focus

Comprehension:

Main teaching focus

Vocabulary:

ELL engagement

Other teaching focus

Comprehension:

Main teaching focus

Vocabulary:

ELL engagement

Other teaching focus

Comprehension:

Main teaching focus

Vocabulary:

ELL engagement

Other teaching focus

Comprehension:

Main teaching focus

Vocabulary:

ELL engagement

Other teaching focus

Comprehension:

Main teaching focus

Vocabulary:

ELL engagement

Other teaching focus

Comprehension:

Main teaching focus

Vocabulary:

ELL engagement

Other teaching focus

Comprehension:

Main teaching focus

Vocabulary:

ELL engagement

Other teaching focus

Comprehension:

Main teaching focus

Vocabulary:

ELL engagement

Other teaching focus

Comprehension:

Main teaching focus

Vocabulary:

ELL engagement

Other teaching focus

Comprehension:
Name:  

**Sequencing**

You will need: scissors, glue, a strip of paper

- Cut out the pictures and paste them in order on a strip of paper.
- Cut out the sentences and paste them under the matching pictures.

**Text conventions**

- Visual recognition of high-frequency words: 'fis', 'st', 'sh', 'op', 'stop'.
- Read words and flash cards (two cards for each word) and have children use the cards to play a game, such as Memory.

**Vocabulary**

- **CCSS RI.K.4, FS.K.3.c, L.K.1.a, RL.1.4, FS.1.g, L.1.1.a**

**Main teaching focus**

- Engage Literacy

**Other teaching focus**

- Text features:

  - Other teaching focus

**Teacher’s note**

- Have children cut out the pictures and sequence them in the order of the text. Then have them paste the pictures and matching sentences on a strip of paper.

**Main teaching focus**

- **CCSS RI.K.10, FS.K.4, RL.1.10, FS.1.4.b**

**Other teaching focus**

- **APPS: 1, 2, 3, 4, 5. I am coming to get you!”

**Teacher’s note**

- Give children a chance to experience reading fluently—smoothly and without stopping. Have them practice reading the text to each other smoothly and without stopping. Use the text to model how to read fluently. Have children practice by reading the text to each other smoothly and without stopping.

**Vocabulary**

- **CCSS FS.K.1.c, FS.K.1.d, L.K.2.b, FS.1.1.a, L.1.2.b**

**Main teaching focus**

- **ELL engagement**

**Other teaching focus**

- **APPS: 1, 2, 3, 4, 5. I am coming to get you!”

**Teacher’s note**

- Have children cut out the pictures and sequence them in the order of the text. Then have them paste the pictures and matching sentences on a strip of paper.

**Main teaching focus**

- **CCSS RI.K.4, FS.K.3.c, L.K.1.a, RL.1.4, FS.1.g, L.1.1.a**

**Other teaching focus**

- **Vocabulary**

**Teacher’s note**

- Give children a chance to experience reading fluently—smoothly and without stopping. Have them practice reading the text to each other smoothly and without stopping. Use the text to model how to read fluently. Have children practice by reading the text to each other smoothly and without stopping.

**Vocabulary**

- **CCSS RI.K.4, FS.K.3.c, L.K.1.a, RL.1.4, FS.1.g, L.1.1.a**

**Main teaching focus**

- **ELL engagement**

**Other teaching focus**

- **APPS: 1, 2, 3, 4, 5. I am coming to get you!”

**Teacher’s note**

- Give children a chance to experience reading fluently—smoothly and without stopping. Have them practice reading the text to each other smoothly and without stopping. Use the text to model how to read fluently. Have children practice by reading the text to each other smoothly and without stopping.

**Vocabulary**

- **CCSS RI.K.4, FS.K.3.c, L.K.1.a, RL.1.4, FS.1.g, L.1.1.a**

**Main teaching focus**

- **ELL engagement**

**Other teaching focus**

- **APPS: 1, 2, 3, 4, 5. I am coming to get you!”

**Teacher’s note**

- Give children a chance to experience reading fluently—smoothly and without stopping. Have them practice reading the text to each other smoothly and without stopping. Use the text to model how to read fluently. Have children practice by reading the text to each other smoothly and without stopping.

**Vocabulary**

- **CCSS RI.K.4, FS.K.3.c, L.K.1.a, RL.1.4, FS.1.g, L.1.1.a**

**Main teaching focus**

- **ELL engagement**

**Other teaching focus**

- **APPS: 1, 2, 3, 4, 5. I am coming to get you!”

**Teacher’s note**

- Give children a chance to experience reading fluently—smoothly and without stopping. Have them practice reading the text to each other smoothly and without stopping. Use the text to model how to read fluently. Have children practice by reading the text to each other smoothly and without stopping.

**Vocabulary**

- **CCSS RI.K.4, FS.K.3.c, L.K.1.a, RL.1.4, FS.1.g, L.1.1.a**

**Main teaching focus**

- **ELL engagement**

**Other teaching focus**

- **APPS: 1, 2, 3, 4, 5. I am coming to get you!”

**Teacher’s note**

- Give children a chance to experience reading fluently—smoothly and without stopping. Have them practice reading the text to each other smoothly and without stopping. Use the text to model how to read fluently. Have children practice by reading the text to each other smoothly and without stopping.

**Vocabulary**

- **CCSS RI.K.4, FS.K.3.c, L.K.1.a, RL.1.4, FS.1.g, L.1.1.a**

**Main teaching focus**

- **ELL engagement**

**Other teaching focus**

- **APPS: 1, 2, 3, 4, 5. I am coming to get you!”

**Teacher’s note**

- Give children a chance to experience reading fluently—smoothly and without stopping. Have them practice reading the text to each other smoothly and without stopping. Use the text to model how to read fluently. Have children practice by reading the text to each other smoothly and without stopping.

**Vocabulary**

- **CCSS RI.K.4, FS.K.3.c, L.K.1.a, RL.1.4, FS.1.g, L.1.1.a**

**Main teaching focus**

- **ELL engagement**

**Other teaching focus**

- **APPS: 1, 2, 3, 4, 5. I am coming to get you!”

**Teacher’s note**

- Give children a chance to experience reading fluently—smoothly and without stopping. Have them practice reading the text to each other smoothly and without stopping. Use the text to model how to read fluently. Have children practice by reading the text to each other smoothly and without stopping.

**Vocabulary**

- **CCSS RI.K.4, FS.K.3.c, L.K.1.a, RL.1.4, FS.1.g, L.1.1.a**

**Main teaching focus**

- **ELL engagement**

**Other teaching focus**

- **APPS: 1, 2, 3, 4, 5. I am coming to get you!”

**Teacher’s note**

- Give children a chance to experience reading fluently—smoothly and without stopping. Have them practice reading the text to each other smoothly and without stopping. Use the text to model how to read fluently. Have children practice by reading the text to each other smoothly and without stopping.

**Vocabulary**

- **CCSS RI.K.4, FS.K.3.c, L.K.1.a, RL.1.4, FS.1.g, L.1.1.a**

**Main teaching focus**

- **ELL engagement**

**Other teaching focus**

- **APPS: 1, 2, 3, 4, 5. I am coming to get you!”

**Teacher’s note**

- Give children a chance to experience reading fluently—smoothly and without stopping. Have them practice reading the text to each other smoothly and without stopping. Use the text to model how to read fluently. Have children practice by reading the text to each other smoothly and without stopping.

**Vocabulary**

- **CCSS RI.K.4, FS.K.3.c, L.K.1.a, RL.1.4, FS.1.g, L.1.1.a**

**Main teaching focus**

- **ELL engagement**

**Other teaching focus**

- **APPS: 1, 2, 3, 4, 5. I am coming to get you!”

**Teacher’s note**

- Give children a chance to experience reading fluently—smoothly and without stopping. Have them practice reading the text to each other smoothly and without stopping. Use the text to model how to read fluently. Have children practice by reading the text to each other smoothly and without stopping.
Phonological awareness/Graphophonics

- Talk about how the letters in the initial consonant digraphs ‘sh’ in ‘shouted’ are sounded as ‘sh’ and not ‘s-h’. As a group, think of and record other ‘sh’ words.

- Discuss the reading strategy of segmenting words into onset and rime. Have children find ‘coming’ in the text and point to the ‘ing’ ending. Discuss how the letters in the initial consonant blend ‘st’ in ‘stop’ are sounded as ‘st’, not ‘s-t’. Brainstorm other words that begin with ‘st’. Repeat for ‘cr’. Have children find all the words in the text that begin with ‘st’.

- Talk about how the letters in the initial consonant blend ‘wh’ in ‘where’ are sounded as ‘wh’, not ‘w-h’. As a group, think of and record other words that begin with ‘wh’. Have children underline the ‘wh’ digraph in these words.

- Discuss the reading strategy of segmenting words into onset and rime. Find ‘et’ in the text and discuss how to read it by sounding ‘f’. Have children read the word using this strategy. Brainstem and record other words that begin with ‘et’. Have children underline the ‘et’ digraph in these words.

- Discuss the reading strategy of sounding ‘f-un’. Have children read the word using this strategy. Brainstem and record other words that begin with ‘f-un’. Have children underline the ‘f-un’ rime in these words.

- Have children practice reading these words. Ask children to find ‘coming’ in the text and point to the ‘ing’ ending. Discuss how the letters in the initial digraph ‘sh’ are sounded as ‘sh’ and not ‘s-h’. As a group, think of and record other ‘sh’ words.

- Discuss how ‘ed’ on the end of a word means that an ‘un’ rime. Ask, “What things did Lea say in the story?” Encourage children to give directions to a partner to help them walk from side to side of the room in either direction. Then have children complete BLM 3 (page 5) drawing the way through the maze, and then writing the directions for Dad to get to Lea.

- ELL engagement

- Weave directional language with partners in groups. Let children look at a partner’s maze, and then give directions to a partner to help them walk from side to side of the room in either direction. Then have children complete BLM 3 (page 5) drawing the way through the maze, and then writing the directions for Dad to get to Lea.

- Use exclamation points to express feelings. What are these words the same? Identify and discuss other exclamation points. Using ‘I am lost!’ as an example, have children find other exclamation points in the text.

- Discuss how question marks are used to identify a question. Ask, “How many exclamation points are used in this text?” Ask, “How many question marks are used in this text?” Encourage children to highlight these words in the text.

- Collect work samples, e.g. BLM 1 could be kept in the child’s portfolio. Focus on enhancing children’s language and vocabulary.

- Vocabulary:
  - Sequence: (CCSS K.RL.5.1.1.6.7.8.9.10.11.12) Visual recognition of high frequency words: ‘I am coming’, ‘here I am!’, ‘Stop!’
  - Word work: ‘I am lost!’ ‘Stop! Stop where you are. I will look for you.” ‘I will hide inside the maze,” ‘Oh, no!’ ‘I am lost!’ ‘Here I am!’ ‘1, 2, 3, 4, 5. I am coming to get you!’ ‘Where are you hiding?’ ‘I am looking for you.’ ‘Can you see me?’ ‘I am lost.’ ‘I will hide inside the maze.” ‘Oh, no!’ ‘I am lost!’ ‘Here I am!’ ‘1, 2, 3, 4, 5. I am coming to get you!’

- Other teaching focus

- News and weather

- Assessment:
  - BLM 1, 2, and 3 completed on page 4 and page 5
  - News, children responses, strategies, and reading behaviors before, during, and after reading

- Collection work samples, e.g. BLM 1 could be kept in the child’s portfolio.

- Complete Oral Reading Record (page 6)
Name:                        Age:                        Date:                        

**Writing directions**

- Draw a path through the maze for Dad to find Leo.
- Write directions for Dad so that he can find Leo.

**Oral Reading Record**

Name:                        Age:                        Date:                        

**Text: Lost in the Maze**

**SEL 7 GRL: E**

**Running words: 124**

**Summary:**

Lost in the Maze

Lost in the Maze. Dad goes to look for her. Leo goes lost, so Dad tells her to stop where she is and finds her.

**Getting started:**

- Using them, make a large maze on the classroom floor.
- Use dice to create a unique maze with each child. What is a maze? Who do you need it? Have children take turns finding their way through the maze. Discuss different types of mazes. Also provide children with mazes to solve. Ask: What strategies can you use to solve a maze?
- Talk about being lost. Ask: What does it mean to become lost? Have you ever been lost before? Discuss what children should do if they become lost.

**Book talk:**

- Introduce the story. Give a child a copy of the book and discuss the title. Ask: How many words can I read in the title? Can you say any words you know? Discuss what you can guess the picture or the front cover and encourage children to make predictions. Ask: What do you see on the cover? Do you know what Leo means? Do you think Leo is lost? What might he get out of the maze? Have children predict what words might be in the text.
- Flip through the book, discussing events and illustrations. Discuss how illustrations help you read the text. Discuss language that is used throughout the text. When questioning, use vocabulary from the text.

- page 2: Ask: Where is Leo and Dad? Where is the maze? page 4: Ask: Where is Leo going in this? Will he come out of the maze? Where is Leo going off to? page 5: Ask: Where is Dad in this? page 7: Ask: What do you think Dad is doing? What might he do if he is going to help? What do you think he is saying or asking? page 8: Ask: What has Dad done? page 10: Ask: What is Dad doing? page 12: Ask: What is Leo doing? Where is he going? page 13: Ask: Where is Leo going? Why is he going in this direction? Where is he going next?

- page 14: Ask: Leo is you have no idea. page 16: Ask: What do you think Leo is saying? page 18: Ask: Do you think Leo is helping or asking for help? How do you know?

**Totals:**

**High-frequency words introduced:**

- 60, fun, up, map, stopped

**High-frequency words consolidated:**

- after, coming, getting, hiding, inside, Isle, will

**Program theme:**

- Lost in the Maze: A Guide to Survival (Confession)

**Curriculum link:**

- Physical activity

**Reading the text:**

- Have children read aloud independently. Focus on the meaning of mazes, structures, and visual cues. Support development of reading strategies. Identify ways the maze can be used to develop into more complex learning experiences.

- Discuss reading strategies with children. During reading, ask: How could you use the text like that with other words? Have children choose a book and read it. Ask: As children read, can they remember what happens on the next page and how the text might end?

- Have children recognize how the text in the story. Ask: Have you played in a maze before? Have you ever been lost?

- Have children recall the text in their own words. Ask: What did you do today? Have you been lost?

- Talk about the complications and solutions of the story. Ask: What was the problem in the story? How was the problem solved?

- Talk about the characters and their role in the story. Ask: Do children find the story interesting? Discuss strategies and provide opportunities for children to construct specific skills. For example, if children have difficulty with the writing, discuss strategies such as counting, re-reading, or looking at the pictures.

**Crossword:**

- White lanterns from the top or Sterneck Paper Hen: children read the sentences and choose picture that shows what the sentences say. Ask children to sequence
Oral Reading Record

Name: ________ Age: ________ Date: ________

Text: Lost in the Maze

EFL 7 GRRL E Running words: 124

Summary:

Getting started

• Use Turn, make a large maze on the classroom floor. You can also do this outside on someone with chalk and wash. What is a maze? What do you need to do? How children take turns finding their way through the maze. Discuss different types of mazes. Alternatively provide children with maze puzzles to solve. Ask: What strategies can you use to solve a maze?

• Talk about being lost. Ask: What do you mean by “I’m lost”? How do you ever get lost before? Discuss what children should do if they become lost.

Book walk

• Introduce the story. Show a child a copy of the book and discuss the title. Ask: How many words are in the title? Can you say any words you know? Have you ever been in a maze? Discuss the pictures and the front cover and encourage children to make predictions about the text. Ask: What can you see in the front cover? Have you ever been in a maze? Ask: What does the title mean? Discuss the words that might be in the text.

• Flip through the book. Discuss the events and illustrations. Discuss how illustrations help us to read the text. Promote language that is used throughout the text. When questioning, use vocabulary from the text.

• Page 2-3: Ask: Where is Lee and Dad? Where is the maze? How many mazes are there? Where is the maze in the book? How many mazes are in the book?

• Page 4-5: Ask: What do you think Dad is doing? What do you think is Dad doing? What do you think Lee is doing? Is Lee lost?

• Page 6-7: Ask: Where is Lee going? Why is he going there? What do you think he is thinking when he is lost?

• Page 8-9: Ask: What has Dad said to Lee? Why do you think he is saying that?

• Page 10-11: Ask: What is Lee doing? Why is Lee doing that? What has the Lee been thinking when he is lost?

• Page 12-13: Ask: Where is Lee going? Why do you think he is going there? What has Lee been thinking when he is lost?

• Page 14-15: Ask: What is Lee doing? Why do you think he is doing that? What has Lee been thinking when he is lost?

• Page 16-17: Ask: What has Lee been thinking when he is lost? Why do you think Lee is doing this?

Totals

 maka_1001_Literacy_Plan_V2_11-13-11-01.jpg