

NAP TIME FOR GILBERT LEVEL D

INTRODUCE THE BOOK Before students begin to read, prepare them for a successful first reading of the story. Familiarize them with the plot, important concepts, new words, and language structures in the book. Begin by providing a brief synopsis of the book.

SYNOPSIS OF THE STORY

The farmer is looking for Gilbert, who is sleeping in the barn.

BEFORE STUDENTS BEGIN TO READ YOU MIGHT SAY:

- 1 "On page 4 it says that *Gilbert liked to sleep on the hay in the barn. He lay down and went to sleep.*"
- 2 "On page 6, the farmer is shouting for Gilbert. She shouted, '*Where are you, Gilbert?*' Now practice saying *Where are you, Gilbert?* a few times."
- 3 Ask, "What two letters would you expect **shouted** to start with? Can you find the word **shouted** in your book?"
- 4 "On page 8, we see that Gilbert ignored the farmer. He liked sleeping in the hay in the barn."

READ THE TEXT After you look through the book together, have the students begin to read. Encourage the students to read the entire book in a soft reading voice. Listen to the students' reading, and prompt for and/or praise strategic processing. See Prompting Guide D for reading behaviors to observe and support.

DISCUSS AND REVISIT THE TEXT Start a conversation about the story. Encourage students to make connections to their own experiences and/or other stories they have read. Engage the conversation by asking students to make predictions, inferences, and connections to personal experiences or other stories. Stay away from questions that can be answered with "yes" or "no."

YOU MIGHT ASK:

- What happened in the story?
- What happened first, and what happened next?
- Why did Gilbert wake up?

