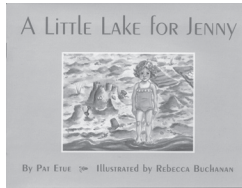


A LITTLE LAKE FOR JENNY

Written by - Pat Ehue
 Illustrated by – Rebecca Buchanan
 Set 6 – Words 134

Building Anticipation – Setting the Context

Invite children to share experiences they might have had at the beach.



Introduction

Introduce the book by showing the cover and saying: *This book is called, 'A Little Lake for Jenny'. It is a story about Jay, Adam, and Jenny who went to the lake with mom and dad to swim and play in the sand.*

Give each child a book. Children can first look for familiar words to build confidence for reading. Turn to page 7 where the words *sand*, *castle* appear and then to page 11 where the word *shouted* appears along with many punctuation marks.

Have a brief discussion on expressive reading. Have the children locate the words after predicting the beginning and final letters or letter clusters. Then they can check the text to see if their predictions were correct.

After you have allowed the children time for an independent book walk, ask them to read independently to find out why the book is called *A Little Lake for Jenny*. Observe the children as they read to ensure they are placed in the right group.

Discussion – Book Talk

Praise a reading strategy children were using and ask children to share a few strategies they used.

Discuss why the book was called *A Little Lake for Jenny*. Ask how Jay and Adam made the little lake and think about some difficulties they may have encountered. Ask why they think Jenny did not want to swim in the lake with everyone else.

Responding Creatively – Independent Practice

Children can:

- build and label a sand castle and make a small lake at the sand table.
- create a picture and write about a swimming experience.
- use the reproducible master to finish the sentences and draw pictures of 4 things they like to do at the beach.

Read Aloud Connections

Down the Winding Road, by Angela Johnson, Dorling Kindersley Publishers, 2000.

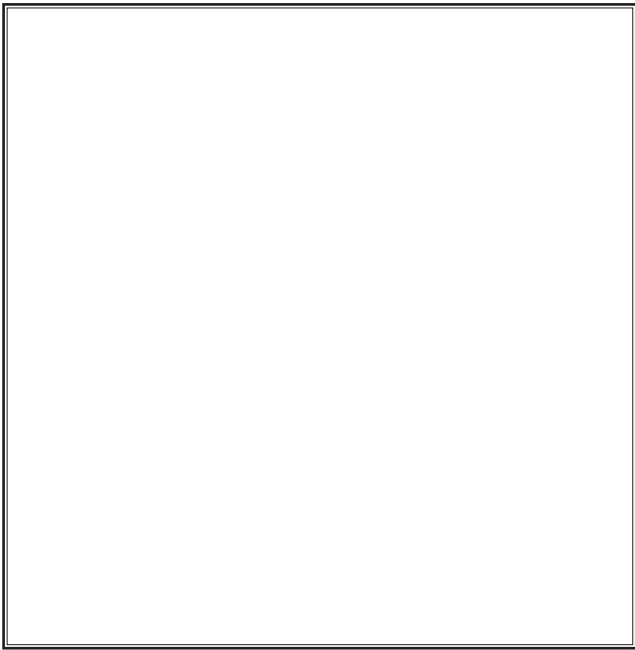
Jasmine's Parlour Day, by Lynn Joseph, Lothrop, Lee and Shepard Books, 1990.

Kate's Castle, by Julie Lawson, Stoddart Kids, 1997.

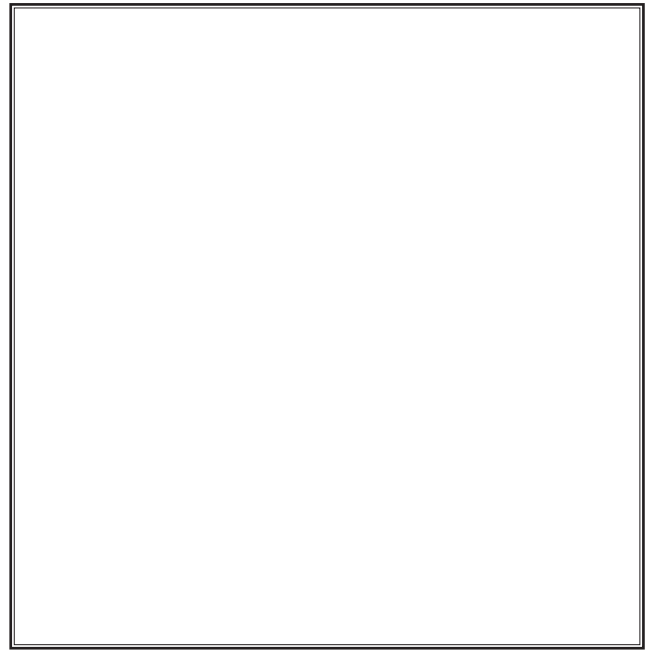
Learning About Language - Focused Teaching		
High Frequency Words	with, now, one, I'm, thank	Provide a double set of word cards featuring these words and some other familiar words. Children can play <i>Fish</i> with a partner.
Letters and Letter Clusters	<i>Jj</i> - Jenny, Jay <i>tb</i> - thank	Brainstorm a list of words that begin with <i>j</i> . Circle the words that begin with an upper case letter.
Onset and Rimes and Word Families	and, sand, hand, land	Make a list of words featuring the rime <i>and</i> . Post the list at the ABC-Word Study Centre and encourage children to make these words with movable letters.
Word Endings	<i>ing</i> - swimming <i>ed</i> - played, shouted	Make these words with movable letters. Separate the root word.
Compound Words		Review familiar concepts.
Contractions	I'm	Find the word <i>I'm</i> in books in your group's reading basket.
Text Features	Speech bubbles in the illustration.	Encourage children to try this feature with one of their drawings. Provide the book as a reference.
Poetry Links	<i>I'm - Fun on the trampoline</i> <i>with - Up and Down</i> <i>Things I Can Do.</i>	Put word cards for a favorite poem in the pocket chart. Remove a few words and have children predict what would make sense, sound right, look right. The high frequency word shown is in the book and the poem.

Reproducible Master - A Little Lake for Jenny

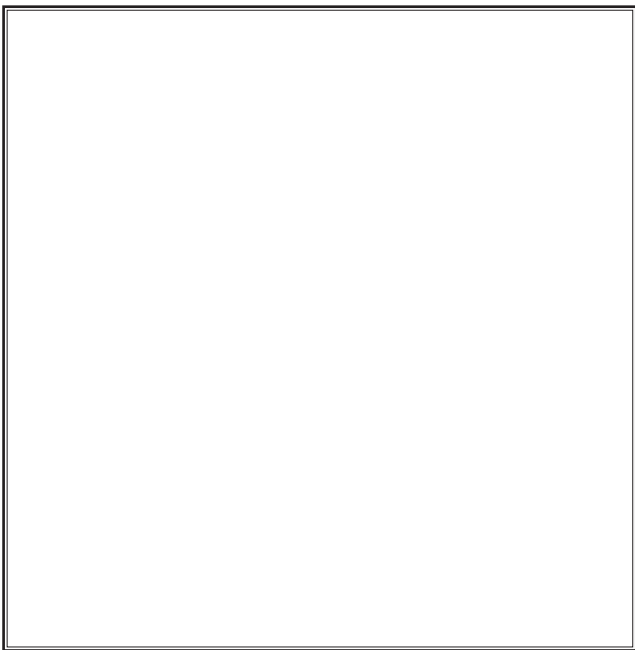
Complete the sentences and illustrate 4 things you like to do at the beach.



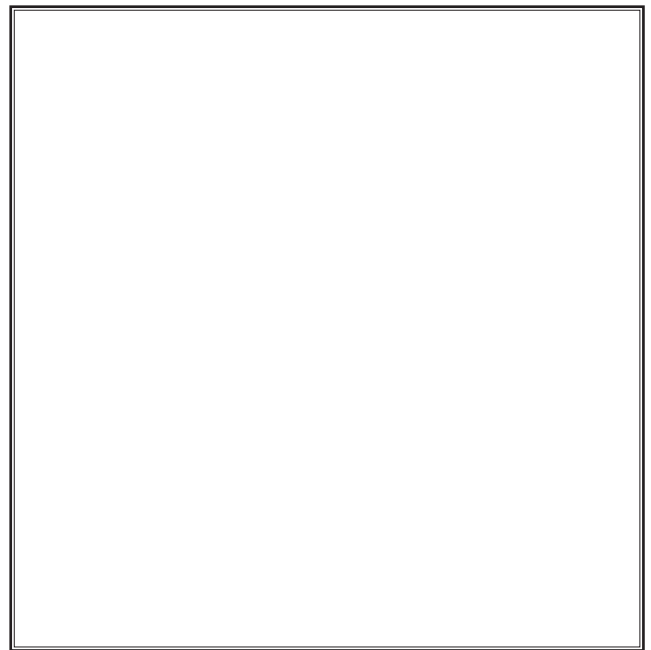
I like to _____
_____ at the beach.



I like to _____
_____ at the beach.



I like to _____
_____ at the beach.



I like to _____
_____ at the beach.