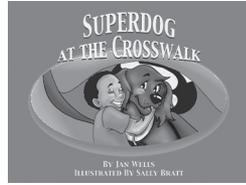


SUPERDOG AT THE CROSSWALK

By – Jan Wells
 Illustrated by – Sally Bratt
 Genre - Narrative
 Set 12 - 156 Words

Building Anticipation – Setting the Context

If students have read previous Superdog stories, ask what they remember about Superdog. If they have not met the character before ask what kinds of guesses they would make about a character named Superdog. Recall the earlier Porcupine book entitled, *Superdog Helps Mr. Black* from set 8. Ask: *What do you think that word super tells us?*



Ask the children to think about a time when they helped someone and tell their reading partner about it. If time permits, ask each reading partner to retell the event their partners told them. This is an excellent activity to promote active listening and oral communication.

State the purpose for reading by telling the children that Superdog likes to help people. Have them read to see how she helps someone in this story.

Introduction

Take a picture walk on the first page and ask them why they think Superdog said: *No problems here*. Bring out the idea that maybe Superdog is looking for someone to help.

State the purpose for reading. The children can read the rest of the story to see if Superdog finds anyone to help.

Discussion – Book Talk

Retell the story and recount the story structure. Ask and discuss these questions: *How did Superdog help someone? Do you think Superdog was pleased? What other adventures might Superdog have?*

Creative Response – Independent Practice

- Children can:
- write their own story about Superdog. (Prompt them to think of someone who might need help and describe how Superdog could help them.)
 - make a plan for the stories using the story organizer on the reproducible master.
 - make a poster about traffic safety rules.

Read Aloud Connections

- City Signs* photos by Zoran Milich, (non-fiction) Kids Can Press, 2002.
Officer Buckle and Gloria by Peggy Rathman, Putman Books, 1987.
Watch out for Banana Peels and Other Important Sesame Street Safety Tips by Sarah Albee, Random House, 2000.

Learning about Language – Focused Teaching		
High Frequency Words	fast, flew, just, could, asked, together, another	Find these words on the word wall and in books.
Word Families and Letter Clusters	oss family - cross, moss, floss, toss, Ross	Use movable letters to create the oss word family.
Structural Features of Words.	Create words with the prefix <i>super</i> - Superdog, supermarket, supervisor Contraction - <i>can't</i> Compound word - <i>crosswalk</i>	Talk about the word <i>super</i> . Super means extra or great. Brainstorm words with the prefix <i>super</i> . Talk about three syllable words. Find other contractions. Find other compound words on the word wall or in books.
Text Features	<i>ly</i> ending - safely	Words with <i>ly</i> often tell how something is done - <i>slowly, quickly, loudly, softly</i> . Create a chart of <i>ly</i> words and word hunt more <i>ly</i> words to add to it.

Story Organizer

Title of your story _____

Where does the story take place? _____

Who will your story be about? _____

What problem will he or she have? _____

How will Superdog help? _____
