

# THE ELEVATOR ADVENTURE

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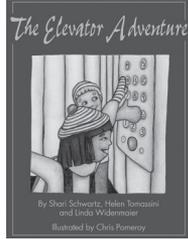
Illustrated by – Chris Pomeroy

Genre – Narrative

Set 14 - 257 Words

## Building Anticipation – Setting the Context

Ask the children: *Do you have an elevator where you live? What are elevators for?* Recall children's experiences with elevators.



## Introduction

Tell the children that the story is called *The Elevator Adventure*. Ask them to predict: *What kind of adventure do you think someone might have in an elevator?*

## Discussion – Book Talk

Ask the students: *Do you think May Ling was brave? Why or why not?* Talk about what kind of question this is. Ask the students if they can think of any other *on your own* questions.

Ask *think and search* questions: *Why do you think the bell started to ring? What do you think made the elevator start again?*

Ask *right there* questions: *How did May Ling feel in the elevator?* Find the sentence that tells us that. Ask the students if they can think of any other *right there* questions.

Revisit the children's initial predictions. Ask the students how predicting helped them understand the story, even if their prediction wasn't correct. Students will learn that it gave them a purpose for reading, guided their thinking, and made them stop and check the prediction.

## Responding Creatively – Independent Practice

Children can:

- think about the predictions they made and write another elevator adventure.
- use the writing organizer on the reproducible master to recount the events in the story.
- talk about their personal response: *Did they like this story? Why or why not? What did they like about it? What would they change if they were the writer?* Did it remind them of any other stories?

## Read Aloud Connections

*Elevator Magic* by Stuart J. Murphy, Brian Karas & Frank Remkiewicz, Scott Foresman, 1997.

*The Case of the Elevator Duck* by Polly Berrien Berends & Diane Allison, Random House, 1989.

*The Party in the Lift* (early chapter book) by Jacqueline Wilson, Blackie, 1989.

## Learning about Language – Focused Teaching

High Frequency Words	best, tell, know, really, watch(ing)	Find these words on the word wall and in books.
Word Families and Letter Clusters	<i>ack</i> family - backpack, snack, rack, track, lack	Make a word family list.
Structural Features of Words	Irregular spellings - building, friend, talking	Make these words with movable letters.
Text Features	Ellipsis . . . Words in capital letters - BRRRING! Suddenly	Practice reading the line showing the pause. Practice reading the line with emphasis. Write a sentence starting with <i>suddenly</i> .

# Writing Organizer

Who \_\_\_\_\_

\_\_\_\_\_

What \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

When \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Where \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Why \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_