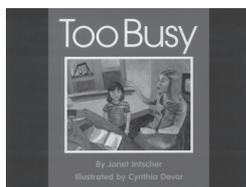


TOO BUSY

Written by - Janet Intscher
 Illustrated by - Cynthia Devor
 Set 8 – 135 words

Building Anticipation – Setting the Context

Engage the children in a discussion about what they do when they have no one to play with. Ask if they have any chores or responsibilities at home. Do they like to do them or try to get out of them?



Introduction

Introduce the book by showing the cover and saying:

This book is called 'Too Busy'. Molly wants Mom to play with her because she has nothing to do. Mom is too busy to play so Mom tells her some things she could do.

Give each child a book. Turn to familiar and unknown words with the children and look at the illustrations.

After an independent book walk, ask children to read the text independently to find out why Molly can't clean her room.

Discussion – Book Talk

Praise a reading strategy children were observed using and then ask children to share a few strategies they used. Ask: *Why couldn't Molly clean her room? Was she really busy?*

Have the children use the text to support their response. *Do you think Mom should have made Molly clean her room? Why or why not?*

Responding Creatively – Independent Practice

Children can:

- use the reproducible master to finish the sentences and draw pictures to show 3 things they like to do by themselves.
- make a labeled map of their bedroom or outside play area.
- brainstorm with a partner all the things they can do alone. Each child uses a different color for recording. The children's charts can be displayed and used as a basis for discussion.
- use the computer to write their own innovation of the story or use a draw program to design a bedroom or play area. Children can key in the labels they put on their first map.

Read Aloud Connection

You're my Nikki, by Phyllis Rose Eisenberg, Dial Books, 1992.

Learning About Language - Focused Teaching		
High Frequency Words	after, back, put, can't	Provide a double set of word cards with these words and other familiar high frequency words. Children play <i>Fish</i> in pairs.
Letters and Letter Clusters	<i>x</i> - box <i>sw</i> - swing <i>cl</i> - clean	Have children brainstorm new words by changing the <i>sw</i> in swing, e.g. <i>ring, sting, sing</i> . Consonants and blends can be featured.
Onset and Rimes and Word Families	swing, wing, sing, thing, nothing thank, bank, sank, rank, tank	Say pairs of words. Ask the children if they rhyme. <i>Swing-wing, Sing-make, Thank-tank, Sank-star.</i>
Word Endings	<i>y</i> – Molly, busy	Survey the class and list all the names ending in <i>y</i> .
Compound Words	outside	Draw Molly. Complete the sentence: <i>Molly is playing _____.</i>
Contractions	I'm, can't, it's	Practice writing contractions on an erasable board. Check by finding the words in the book.
Text Features	Bold font - mess	Read the book to a friend. Use the punctuation and text feature to help read expressively.
Poetry Links	<i>back - Dreaming</i> <i>- My Shadow</i>	Have the children locate known high frequency words using a word mask. Have children locate rhyming words.

Reproducible Master - Too Busy

Complete the sentences and illustrate 3 things you like to do by yourself.



I like to _____ by myself.



I like to _____ by myself.



I like to _____ by myself.