



# Don't Let It Frighten You

Level: 2.16.4 Word Count: 266

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| Quick Quiz              | Reading: <i>because, white, even, high, move</i><br>Spelling: <i>because, white, even, high, move</i> |
| New High-Frequency Word | someone   |
| Quick Read              | The Cheekiest Birds (2.16.1)<br>Runners, Jumpers, Throwers (2.16.2)                                   |
| Quick Check             | Friendly, Cheerful Gorillas (2.16.3)  |
| Quick Write             | <i>Gorillas don't like to be lonely. They move close to another gorilla, then they are cheerful.</i>  |
| New Skill               | suffixes - less, without, - en, to make   |
| New Book                | Don't Let It Frighten You   |

## Quick Quiz

### Builds fluency in reading and spelling words in isolation

- Use the following word cards: *because, white, even, high, move*.
- Hold the cards up one at a time in quick succession. The student who says the word right first holds it. Tell the students the word if no one recognizes it quickly. Go through the unknown words again until you have none left. The student with the most cards takes a turn at being the teacher and holds the cards up again.
- Dictate the following words for the students to write: *because, white, even, high, move*. If students are having difficulty with any word, show them the card so that they can copy the word.

## New High-Frequency Word

**Introduces a new high-frequency word into the reading and writing vocabulary.**

- Tell the students that now they are going to learn a new word – *someone*.
- Hold up the *someone* word card for the students to see.
- Have them read the word together.
- Have them write *someone* at least three times. Encourage them to write without looking at the card or the word that they have previously written. Allow them to check if they need to.

## Quick Read

**Builds reading fluency, vocabulary and comprehension on connected text**

- Give each student a copy of the following books:  
*The Cheekiest Birds and Runners, Jumpers, Throwers.*
- Have the students read the books independently.
- Move around each student, listening for fluent reading.
- Demonstrate and assist as required.
- Have students who finish first reread the books to different partners.

## Quick Check

**Monitors oral reading and checks on vocabulary and comprehension strategies**

- Give each student a copy of the book *Friendly, Cheerful Gorillas*.
- Check comprehension by asking students to recall the main facts in *Friendly, Cheerful Gorillas*.
- Work with one student while the others follow the text silently.
- Remind the students before reading that you are not going to help as you want to see what they can do by themselves. Remind the students following along not to call out if the reader makes a mistake.
- Use the *Friendly, Cheerful Gorillas* sheet to circle the words that the student reads incorrectly.
- If the student stops at an unknown word, say: *You try it*. If the student still cannot read the word, ask a volunteer to tell him/her the word.
- If the student reads a word or words incorrectly, say nothing.
- When the student has finished reading, ask the other students what the reader did that was good.
- Look at the sheet to see what kind of mistakes the student made.
- Content word mistakes – brown. Choose one, go back to that page, discuss the photo and have all the students read the page together.
- Previously taught high-frequency word mistakes – pink. Add them to the words to be read in the Quick Quiz the following day.
- Decodable word mistakes – green. Choose one and quickly review the phonic element. Follow the new-skill sequence from the appropriate lesson.

## Quick Write

### Builds writing and spelling strategies

- Dictate the following sentences for the students to write.  
*Gorillas don't like to be lonely. They move close to another gorilla, then they are cheerful.*
- Explain to the students that there are two sentences for them to write.
- Remind the students that they know how to spell *don't, like, to, they, move, then, and are*.
- Remind them that they know how to listen for the sounds in short words like *be* and *close* and that they know the letter combinations to write.
- Tell the students that they know the letter combinations they need to write *lonely* and *cheerful*.
- Revise breaking words into syllables to help spell *gorillas* – *go/rill/a*.
- Dictate the sentences again and invite the students to start writing.
- Remind them of capital letters and punctuation.
- Work with individual students as necessary.
- If the students have trouble with *don't, like, to, they, move, then, or are*, provide the correct spelling and have the students practise writing the word five times. Add them to the Quick Quiz words for the next lesson.

## New Skill

### Teaches new phonic skills explicitly and systematically

- Tell the students that they are going to learn some more suffixes to help them understand the meaning of words. Today there are two suffixes –less and –en.
- Write *fear* and *fearless* on the board and read what you have written. Explain that if you are without fear, you are fearless.
- Write *home* and *homeless* on the board. Invite a volunteer to tell you what a homeless person is.
- Write *light, lighter, and lighten* on the board. Explain that you lighten something to make it light to lighter. You lighten the load in your schoolbag, by taking some things out. This makes it lighter.
- Write *quick, quicker, and quicken* on the board. Ask students what you have to do to your pace to make you move quicker.

## New Book

**Provides for comprehension strategies, vocabulary instruction and practice for new phonic skills on connected text.**

- Give each student a copy of the book *Don't Let It Frighten You*.
  - Read the title to the students.
  - Set the purpose for reading by saying: *This book tells you about some of the things that are harmless that frighten people.*
  - Discuss the cover photo. Tell the students that this is a spider. Most spiders are harmless, but still many people are frightened of them.
  - Have the students turn to the title page and look at the photo. Do the students know anyone who is afraid of dogs?
  - Take a picture walk discussing each photo in the book.
  - Read the labels and captions to the students and discuss them further if the students are not familiar with the vocabulary.
  - To ensure understanding say things such as: *Many people are frightened of the dark. They think there are monsters under the bed. They lie there with their heart thumping. Crickets are insects that many people are frightened of. Crickets frighten people because they jump. But they're harmless.*
  - Read the suffixes on page 12 with the students to reinforce vocabulary.
  - Tell the students that there are some words with *en* and *less* endings in this book. The students should look for these words to help them as they read.
  - Tell them also that the new word *someone* that they learned earlier in the lesson is in this book. Knowing this word will help them with their reading. Hold up the *someone* word card to remind students.
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- Invite the students to read the title again and open their books to page 2.
  - Have the students read the book aloud independently.
  - Move around the group listening and helping individual students as necessary.
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- After reading, check comprehension by asking these questions:  
*What do people who are afraid of the dark do?*  
*Why do mice come inside?*  
*What can fierce-looking spiders who are not harmless do to you?*  
*Why is it pointless to let most things frighten you?*
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- Have the students turn to page 4 and find and read the words with *en* and *less* suffixes. They should find *frightened*, *frighten*, *pointless*, and *harmless*.
  - Have students turn to page 6 and find and read the words with *en* and *less* suffixes. They should find *frightened*, *frighten*, *pointless*, and *harmless*.
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- Have the students go through the book looking for *someone* and rereading the sentences with *someone* in them.

- Invite the students to read the book again with a partner.
- Have the weakest reader in the group reread the book to you.

## Follow-Up Activities

### Revises, consolidates and extends learning

Have the students complete the following activities.

- Read *Don't Let It Frighten You* again.
- Illustrate the sentence they wrote in the Quick Write section of the lesson.
- Practise spelling using the appropriate spelling list.
- Read along with the audio book to improve fluency.
- Work with a partner or small group using the e-book to reread and discuss *Don't Let It Frighten You*.