

### About the Book

Text Type: Fiction/Realistic Page Count: 12 Word Count: 73

#### Book Summary

*Nothing Scares Me* is the perfect reading treat for the Halloween season. The boy in the story isn't scared of anything on Halloween night ... or is he? Photographs of costumed trick or treaters accompany a text appropriate for the emerging reader. Connect with your student's excitement about the spooky holiday as you teach how to compare and contrast and use verbs.

### About the Lesson

#### Targeted Reading Strategy

- Connect to prior knowledge


#### Objectives

- Use the reading strategy of connecting to prior knowledge to understand text
- Compare and contrast
- Discriminate initial consonant *sc-* and *sk-*blends
- Identify initial consonant *sc-* and *sk-*blends
- Recognize and use verbs
- Recognize and use the high-frequency word *my*

#### Materials

Green text indicates resources available on the website.

- Book—*Nothing Scares Me!* (copy for each student)
- Chalkboard or dry-erase board
- Compare and contrast, initial consonant *sk*-blend, verbs worksheets
- Discussion cards

 Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting the book on an interactive whiteboard or completed with paper and pencil if the books are reused.)

#### Vocabulary

\*Bold vocabulary words also appear in a pre-made lesson for this title on [VocabularyA-Z.com](http://VocabularyA-Z.com).

- High-frequency words: *a*, *my*, *not*
- Content words:

Story critical: *broccoli* (n.), *ghost* (n.), *gorilla* (n.), *pirate* (n.), *scared* (adj.), *vampire* (n.)

### Before Reading

#### Build Background

- Write the word *Halloween* on the board and point to the word as you read it aloud to students.
- Ask students to raise their hand if they know what Halloween is. Have them share with a partner everything they know about the holiday. Invite volunteers to share if they celebrate the holiday, and what costumes they have worn. Draw pictures of the costumes described on the board.

## Book Walk

### Introduce the Book

- Show students the front and back covers of the book and read the title with them. Ask what they think they might read about in a book called *Nothing Scares Me*. (Accept all answers that students can justify.)
- Show students the title page. Discuss the information on the page (title of book, author's name).
- Write the following repetitive sentence on the board: A \_\_\_\_\_ outside my door? I'm not scared. Read the sentence aloud, pointing to the words as you read them to students. Have students read them aloud. Explain that these words repeat throughout the book.

### Introduce the Reading Strategy: **Connect to prior knowledge**

- Explain to students that good readers make connections between what they already know and new information they read.
- Model connecting to prior knowledge using information from the title page.  
*Think-aloud: On the title page I see a skeleton, a ghost, and a pirate! Actually, I can tell that these are people dressed up in costumes, just like on Halloween. I already know that Halloween is a holiday that we celebrate in October, when people dress up and trick-or-treat for candy. On the basis of my prior knowledge, I believe that the people in this picture are out trick-or-treating for Halloween. In fact, the boy dressed in the skeleton costume is holding a pumpkin bucket for collecting candy. The title of the story is Nothing Scares Me, and I know that Halloween usually has a spooky side to it, like ghosts and haunted houses. I wonder if the characters in the story will be dealing with something scary. Thinking about what I already know about Halloween will help me to better understand this story.*
- Have students preview the cover, title pages, and the pictures in the story. Point to the drawings on the board and remind students that they already discussed some of their prior knowledge of Halloween. Ask students how their prior knowledge connects with the information they previewed from the story.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

### Introduce the Comprehension Skill: **Compare and contrast**

- Review or explain to students that one way to remember information in a story is to organize it by describing how objects are alike and different. Explain that we *compare* objects by noting how they are alike, and we *contrast* objects by noting how they are different.
- Draw a Venn diagram on the board. Label the left side *Dinosaur* and the right side *Dragon*. Explain that this graphic organizer is called a *Venn diagram*, and it helps to arrange the information we get from comparing and contrasting. Explain that information that is the same about both creatures goes in the center, overlapping part of the diagram. Information that shows how they are different is placed on either side—if it describes the dinosaur only, it belongs on the left, and if it describes the dragon only, it belongs on the right.
- Model how to compare and contrast. Fill in the Venn diagram as you speak.  
*Think-aloud: How do I compare and contrast a dinosaur and a dragon? First, I think about ways they are different, or how they contrast. For one, a dragon breathes fire, and a dinosaur does not. A dragon has wings. A dinosaur is a real animal, even though it is no longer alive today, and a dragon is fantasy. Dinosaurs can be studied in museums and dragons are not. I also need to think about ways these creatures are alike, or compare with each other. Both dinosaurs and dragons are big creatures. Dragons and dinosaurs can be fierce, and even scary. What are some other ways a dinosaur and a dragon compare and contrast?*
- Invite volunteers to suggest other ways a dinosaur and a dragon are alike or different. Write student responses in the appropriate areas of the Venn diagram.

## Introduce the Vocabulary

- While previewing the book, reinforce the vocabulary words students will encounter. For example, while looking at the picture on page 4, you might say: *The boy says he is not scared. Point at the word scared on the page; it starts with the consonant sc blend. Can you make a scared face? Does this boy look scared? No, he doesn't. How do you think he feels?*
- Remind students to look at the picture and the letters with which a word begins or ends to figure out a difficult word. For example, point to the word *gorilla* on page 6 and say: *I am going to check the picture and think about what would make sense to figure out this word. The picture shows a big, black monkey stomping outside the door. When I look at the first part of the word, it starts with the /g/ sound. However, the word monkey starts with the /m/ sound. It's true; monkeys are usually much smaller than this. I've seen monkeys at the zoo. I've also seen gorillas at the zoo, which kind of look like big monkeys. Gorillas look like this costume, too. Also, the word gorilla starts with the /g/ sound. The sentence makes sense with this word. The word must be gorilla.*

## Set the Purpose

- Have students use what they already know about Halloween to connect with the story as they read. Remind them to think about how the Halloween characters compare and contrast.

## During Reading

### Student Reading

- **Guide the reading:** Give students their copy of the book. Have a volunteer point to the first word on page 3 (A). Point out to students where to begin reading on each page. Remind them to read the words from left to right.
- Ask students to place their finger on the page number in the bottom corner of the page. Have them read to the end of page 5, using their finger to point to each word as they read. Encourage students who finish before others to reread the text.
- Model connecting to prior knowledge. As you talk, draw a picture of Halloween decorations on the board, and point to this prior knowledge as you describe it in the think-aloud.  
*Think-aloud: Why are all these creepy people standing outside the boy's door? I know! It must be because it is Halloween, and they are trick-or-treating at his house. I see the pumpkin at the door and the orange lights, and I know these are all Halloween decorations. My prior knowledge about Halloween helps me to understand that these are people dressed up in costumes to celebrate the holiday. I think the boy is not scared because he knows these are just people pretending to be a vampire and a pirate. My prior knowledge helps me to understand how the boy feels.*
- Point out to students that you used your prior knowledge about Halloween decorations as you read. Have students draw a picture of prior knowledge they had about Halloween that they used as they read this part of the story. Invite students to share their picture and explain how they connected with that prior knowledge as they read.
- Draw a new Venn diagram on the board. Label the left side *Vampire* and the right side *Pirate*. Have students work in groups to discuss how the vampire and the pirate from the story compare and contrast. Call on groups to share their ideas and record the information in the appropriate areas of the Venn diagram on the board.
- **Check for understanding:** Have students read to the end of page 8. Encourage them to share how they connected to prior knowledge as they read. (Accept all answers that show students understand how to connect to prior knowledge.)

- Have students work in groups and choose two Halloween characters to compare and contrast. Ask the groups to assign one person as secretary, and have the secretary draw a Venn diagram on a separate sheet of paper. Have groups discuss how the Halloween trick-or-treaters compare and contrast, and have the secretary record the information in the Venn diagram. Call on groups and have them share their Venn diagrams (one or more students other than the secretary should share the information with the class). Record the information on the board for the entire class to review.
- Have students read the remainder of the book. Remind them to use what they already know about Halloween to help them understand new information they read.



Have students make a small question mark in their book beside any word they do not understand or cannot pronounce. These can be addressed in the discussion that follows.

## After Reading

- Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

### Reflect on the Reading Strategy

- **Think-aloud:** *At the end of the story, the boy is finally scared of something—broccoli. How silly! I do know, though, that a lot of kids don't like to eat their vegetables, especially broccoli. On a night like Halloween, when everyone is getting candy, most children would not want to even think about eating vegetables. My prior knowledge helps me to understand why the boy says he is afraid.*
- Discuss with students how using what they already knew helped them to understand what they read. Have students share with a partner additional examples of how they connected to prior knowledge as they read.
- Have students draw a picture on a separate piece of paper showing how they connected to prior knowledge about Halloween while they read about the boy who wasn't scared. Invite them to share their picture and explain it to the class.

### Reflect on the Comprehension Skill

- **Discussion:** Review the Venn diagrams recorded on the board. Discuss with the class how comparing and contrasting the characters helped them to better remember the story. Have students work with a partner to compare and contrast some of the costumes from the story with their own Halloween costumes.
- **Independent practice:** Introduce, explain, and have students complete the [compare-and-contrast worksheet](#). If time allows, discuss their responses.
- **Enduring understanding:** In this book, the boy is not afraid of all the Halloween people at his door, but when he sees broccoli, uh oh! What are some things that are scary to you? Describe a time when you pretended something was scary, but it really wasn't.

## Build Skills


### Phonological Awareness: Initial consonant **sc-** and **sk-**blends

- Say the word *scared* aloud to students, emphasizing the initial /sk/ sound. Have students say the word aloud and then say the /sk/ sound.
- Read page 8 aloud to students. Have them raise their hand when they hear a word that begins with the /sk/ sound. Say each word from that page that begins with the /sk/ sound aloud and have students repeat the word after you.
- **Check for understanding:** Say the following words one at a time and have students give the thumbs-up signal if the word begins with the /sk/ sound: *skunk, sun, sit, scab, cat, scum, say, scoot, kiss, sob, skis, and cup*.


**Phonics: Initial consonant *sc-* and *sk-*blends**

- Write the word *scared* on the board and say it aloud with students.
- Have students say the /sk/ sound aloud. Then run your finger under the letters in the word as students say the whole word aloud. Ask students to identify which two letters represent the /sk/ sound in the word *scared*.
- Repeat the process with the word *skeleton*. Point out that the letter combinations *sc* and *sk* at the beginning of a word both produce the /sk/ sound.
- Have students practice writing the letter combinations *sc* and *sk* on a separate piece of paper while saying the /sk/ sound.
- **Check for understanding:** Write the following words that begin with the /sk/ sound on the board: *scam*, *skip*, *skull*, *scar*, *skirt*, and *scoop*. Say each word, one at a time, and have students look carefully at the blend that begins each word. Erase the initial consonant blend. Invite volunteers to come to the board and add the initial consonant blend *sc* or *sk* to each word. Have the rest of the class give a thumbs-up signal if they agree that the word is using the right blend, and correct if necessary.
- **Independent practice:** Introduce, explain, and have students complete the **initial consonant *sk-*blend worksheet**. If time allows, discuss their answers.

**Grammar and Mechanics: Verbs**

- Read page 5 aloud. Have students identify what the pirate is doing (laughing). Have students laugh out loud.
- Read page 6 aloud. Have students identify what the gorilla is doing (stomping). Have students stomp at their desks.
- Point out that these words are verbs. Review or explain to students that *verbs* are words that describe an *action*.
- Have students read page 3 aloud with you. Ask them to identify the verb in the sentence (*stands*). Have students discuss with a partner how the book would be different if all the creatures just stood outside the door. Explain that using different verbs makes the story much more exciting.
-  **Check for understanding:** Have students locate and circle the verbs in the book. Invite volunteers to share one verb they found and write it on the board. Have students choose a verb from the board and use it in an oral sentence with a partner.
- **Independent practice:** Introduce, explain, and have students complete the **verbs worksheet**. If time allows, discuss their responses.

**Word Work: High-frequency word *my***

- Walk around to different desks with a prop, such as a pencil. Place your pencil down on the desk and ask the student which pencil is theirs. Then say *This is my pencil*, and pick up your pencil. Repeat this with several different students.
- Explain to students that they are going to learn a word they will often see in books they read. Write the word *my* on the board and read the word aloud. Have students read the word with you.
- Ask students to spell the word *my* in the air with their finger as you spell it aloud with them.
- Explain that the word *my* means an object belongs to the person who is speaking.
- Read page 3 aloud with students. Have students point to the word *my* on the page. Point out to students that since the boy is telling the story, whenever they see the word *my* it refers to something that belongs to the boy. Ask students to identify the object that belongs to the boy, or the word that comes after the word *my* (*door*).
-  **Check for understanding:** Have students locate and underline every example of the word *my* in the book. Have them work with a partner to use the word in oral sentences.

## Build Fluency

### Independent Reading

- Allow students to read their book independently. Additionally, partners can take turns reading parts of the book to each other.

### Home Connection

- Give students their book to take home to read with parents, caregivers, siblings, or friends. Have them compare and contrast characters from the story with someone at home.

## Extend the Reading

### Realistic Fiction Writing and Art Connection

Have students draw a picture of themselves in their Halloween costumes. Ask them to imagine what they want to do on Halloween night. Have them write a paragraph about a Halloween adventure and staple it to the picture.

Visit [WritingA-Z.com](http://WritingA-Z.com) for a lesson and leveled materials on realistic fiction writing.

### Math Connection

Have students role-play a pretend trick-or-treat session in class, using pretend or real candy. After all students have collected their “candy”, create addition and subtraction word problems on the basis of the role-playing scenario. For instance, if Luke collected three pieces of candy at one house, and two pieces of candy at the next house, how much candy does he have altogether? Write the word problems on the board and have students copy them on a separate sheet of paper. Have students work with a partner to solve each problem, using equations and pictures.

### Skill Review

**Discussion cards** covering comprehension skills and strategies not explicitly taught with the book are provided as an extension activity. The following is a list of some ways these cards can be used with students:

- Use as discussion starters for literature circles.
- Have students choose one or more cards and write a response, either as an essay or as a journal entry.
- Distribute before reading the book and have students use one of the questions as a purpose for reading.
- Cut apart and use the cards as game cards with a board game.
- Conduct a class discussion as a review before the book quiz.

## Assessment

### Monitor students to determine if they can:

- consistently connect to prior knowledge to understand text
- accurately compare and contrast characters in a story during discussion and on a worksheet
- consistently discriminate initial consonant *sc* and *sk* blends during discussion
- correctly identify and write the letter symbols that represent the *sc* and *sk* blends during discussion and on a worksheet
- correctly use verbs during discussion and on a worksheet
- accurately use the high-frequency word *my* during discussion

### Comprehension Checks

- **Book Quiz**
- **Retelling Rubric**