

About the Book

Text Type: Fiction/Fantasy Page Count: 14 Word Count: 279

Book Summary

A shy new monster moves in next door to Jupe. Despite Jupe's attempts to bring her out of her hiding places, Zog is just too shy. When there's a knock on the door, a tea party on the lawn, and a giggle coming from behind the bush, Zog overcomes her fears.

About the Lesson

Targeted Reading Strategy

- Retell

Objectives

- Use the reading strategy of retelling to understand informational text
- Analyze characters
- Blend and segment phonemes
- Identify words with *r*-family blends
- Identify dialogue in text
- Recognize and use high-frequency words *for, many, over, see, when*

Materials

Green text indicates resources available on the website

- Book—*Hide and Seek with Zog* (copy for each student)
- Chalkboard or dry erase board
- [Analyze characters, quotation marks worksheets](#)
- [Discussion cards](#)



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

Vocabulary

- High-frequency words: *for, many, over, see, when*
- Content words: *curious, drapes, juicy, kickball, knocks, sofa, tiptoes*

Before Reading

Build Background

- Ask students to tell you the games they most like to play. Ask students if they have ever played hide and seek. Talk about how the game works.
- If students have read other books in the Monsters series, ask them to recall what they know about the characters. Recall experiences that the Monsters have had in previous stories. Ask what students know about Jupe. When you are previewing the book, link this information from past reading experiences with the new text.

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 *Hide and Seek with Zog*. (Accept all answers that students can justify.)

Lesson Plan *(continued)*

Hide and Seek with Zog

- Show students the title page. Discuss the information on the page (title of book, author's name, illustrator's name).
- Ask students what this Monsters book might be about, based on the title and the cover picture. Ask who they think Zog might be.
- Reinforce any language that you feel might be difficult for students by incorporating it into the discussion. For example, on pages 3 and 4, you might ask: *Who moves next door to Jupe? What is Zog doing in these pictures? Why does she hide?*

Introduce the Reading Strategy: **Retell**

- Explain to students that one way to understand and remember what they are reading is to stop now and then during reading to retell in their mind the events of the story.
- Explain to students that when someone retells something, they explain the details that happened in the order in which they happened. Point out that people retell stories as part of their daily lives, such as explaining the events of their day or the events on a television show. Ask students to share other examples of when people might retell something.
- Model retelling a familiar story in detail, such as *The Three Little Pigs*.
Think-aloud: *In The Three Little Pigs, the pigs decide to build their own houses. The first little pig gets some straw to build his house. After the pig builds the house, the big bad wolf comes along and asks the little pig to let him in. The first little pig refuses, so the wolf huffs and puffs and blows down the house of straw. The first little pig runs away. The second little pig builds a house of sticks. The big bad wolf comes along and asks to be let in. When the second little pig refuses, the wolf huffs and puffs and blows down the house of sticks. The second little pig runs away.*
- Continue retelling in detail until the end of the story. Invite students to suggest information for the retelling of the story.
- Have students place sticky notes on pages 6, 10, and 14 of the book. Explain that as they read, they should stop on these pages to think about what has happened so far in the story. Encourage students to retell in their mind the events of the story as they read.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Comprehension Skill: **Analyze characters**

- Remind students that all stories have characters, or the people or animals that the story is about. Remind students that they can learn about characters by what they say, what they do, what they think, and what others say about them.
- Using the Build Background discussion, describe Jupe's characteristics, based on her previous adventures. Tell students that you remember when Bonk had a loose tooth. While the other monsters told him scary stories, Jupe told him about the Tooth Monster. Tell students that Jupe's actions make you think that Jupe is nice and that she cares about other monsters.
- **Check for understanding:** Ask students to recall the story in which Jupe gets a pet. If necessary, remind students of the other monsters' funny suggestions (snake, alien, and so on) and Jupe's responses. Ask: *What do we know about Jupe from her responses?* (Jupe is realistic and practical.)

Introduce the Vocabulary

- While previewing the book, reinforce the vocabulary words that students will encounter. For example, while looking at the right-hand picture on page 4, you might say: *It looks as if Jupe is putting an apple by the door.*
- 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 *hides* on page 5 and say: *I am going to check the picture and think about what would make sense to figure out this word. The first picture shows Zog standing in back of some drapes. When I look at the first part of the word, it starts like /h/. However, the word stand starts with the /st/ sound, so this can't be the word. It looks as*

Lesson Plan *(continued)*

Hide and Seek with Zog

though Zog doesn't want to be seen and is trying to hide. Maybe the page says that Zog hides. The word hides starts with the /h/ sound. The sentence makes sense with this word. The word must be hides.


Set the Purpose

- As students read, have them think about what the characters in the story say and do. Have them think about what the words and actions tell them about the kinds of people (or monsters) the story characters are.

During Reading

Student Reading

- **Guide the reading:** Give students their copy of the book. Ask them to place a finger on the page number in the bottom corner of page 3. 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 retelling.
Think-aloud: On page 3, I see Jupe walking toward a house with an apple in her hand. Zog, another monster, is looking out the window at Jupe. On page 4, Zog jumps inside her toy box to hide, and Jupe puts an apple by the door. Retelling the events of the story to myself or to other people helps me remember what is happening in the story.
- Invite students to retell the events so far in the story to a partner.
- Have students read to the end of page 9. Encourage them to retell in their mind the events of the story as they read.
- **Check for understanding:** Ask volunteers to retell the main events of the story so far. Write the events on the board. Invite other students to fill in any missing events that are important to a retelling of the story.
- Have students read the remainder of the book. Have them pause every now and then as they read to retell in their mind the events of the story.

 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

- Reinforce that stopping to retell in their mind what they are reading helps students better understand the story. (It encourages students to pay close attention to the story elements and promotes active participation, which aids in retention.)
- **Think-aloud:** *Stopping to think about what was happening helped me remember the events in the story better. It helped me be more involved with what I was reading. Now that I have finished reading the story, I can give a good retelling of it. Can you?*

Reflect on the Comprehension Skill

- **Discussion:** Involve students in a discussion about the characters in the story. Point out a simple event in the story and ask students what that event reveals about the character. For instance, when Jupe knocks on Zog's door, it shows that Jupe is friendly and that she is not shy. Provide other examples as needed.
- **Independent practice:** Introduce, explain, and have students complete the [analyze characters worksheet](#). If time allows, discuss their responses.

Lesson Plan *(continued)*

Hide and Seek with Zog



- **Enduring understanding:** In this book, you learned about a character in a story whose kindness and friendliness helped a shy character relax and be less scared. Now that you know this information, what will you do the next time you meet someone who is shy?

Build Skills

Phonological Awareness: Blend and segment phonemes

- Say the word *drapes* phoneme by phoneme (/d/ /r/ /â/ /p/ /s/) and have students repeat the sounds and blend them together to say the word. Make sure students understand what to do, and then say the following words: /f/ /l/ /a/ /g/ (*flag*); /b/ /l/ /a/ /k/ (*black*); /g/ /r/ /ô/ (*grow*); /f/ /r/ /e/ /n/ /d/ (*friend*); /t/ /r/ /u/ /k/ (*truck*); /s/ /l/ /a/ /p/ (*slap*); /s/ /t/ /â/ /k/ (*stake*).
- Give students the following words and have them segment the words into their individual phonemes: *Jupe, hide, Zog, play, friend, knock*.

Phonics: R-family blends

- Write the word *drapes* on the board and have students read it with you. Ask them what sounds they hear at the beginning of the word. Circle the *dr* letter combination and tell them that this is a blend—the /d/ and /r/ sounds blend together. Have students repeat the word, emphasizing the initial blend.
-  Have students turn to page 6 and find another *r*-family blend. Explain that other letters besides the letter *d* can blend together with *r*. Have students underline the word they find (*presents*). Have them circle the blend with a highlighter.
-  Challenge students to find and highlight other *r*-family blends in the book (*grass* on page 12; *friend* on page 13).
- Have students brainstorm other *r*-family blends. Write them on the board and have volunteers come up and circle the blend.

Grammar and Mechanics: Identify dialogue

- Review with students that *dialogue* is a character's direct speech. Ask students how they know when a character is speaking, and point out the quotation marks around the spoken words. Ask students how they know who is speaking. Point out the dialogue tag.
- **Check for understanding:** Hand out the [quotation marks worksheet](#) and review the first completed question. Explain that students will be adding quotation marks in the correct places. Point out the clue that when students see the word *said*, the quotation marks will come right before or right after.
- Instruct students to complete the worksheet. Guide as necessary, and review their answers after everyone has finished working.

Word Work: High-frequency words *for, many, over, see, when*

- Write the words *for, many, over, see, and when* on the board. Read each word with students. Explain that these words are used often in books and that it will help them read faster if they learn the words by heart.
- Point to each word quickly and in random order and have students read them several times.
- Have students practice writing each of the words on a separate piece of paper several times. Have them whisper-read the words or repeat them silently in their mind as they practice writing them.
- **Check for understanding:** Give students clues and have them guess the words: for example: *This word starts with the same sound as say; This word rhymes with any;* and so on. Then ask volunteers to think of clues while the other students guess the words.

Build Fluency

Independent Reading

- Allow students to read their book independently. Additionally, allow partners to 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 retell the story and describe the personalities of Jupe and Zog to someone at home.

Extend the Reading

Fantasy Writing Connection

Using their analyze characters worksheet, have students write a sentence of dialogue for Jupe and Zog. Help students brainstorm the kinds of things Jupe and Zog might say. Help students by writing the pattern “_____,” says _____. on the board. Allow students to write two sentences and attribute them to Jupe and Zog.

Art Connection

Have students draw a picture of something they could do to welcome someone to their neighborhood. Allow time for students to share their picture with the rest of the class.

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:

- accurately retell the story events to understand and remember text
- analyze and suggest words to describe the story characters in discussion and on a worksheet
- accurately blend and segment phonemes during discussion
- recognize *r*-blends and accurately locate them in the book
- correctly understand and identify quotation marks and dialogue tags in discussion and on a worksheet
- correctly use and write high-frequency words *for*, *many*, *over*, *see*, and *when*

Comprehension Checks

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