

A MIGHTY BITEY CREATURE

by RONDA ARMITAGE illustrated by NIKKI DYSON

COMPREHENSION FOCUS

Inferring

Make Inferences from Dialogue

STANDARD CORRELATION

Describe characters, settings, and major events in a story, using key details.

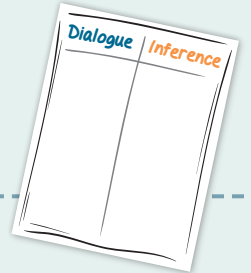


SEL CONNECTION

Empathy

PREPARE

Starting with the title page as page 1 (which includes the title, author, and publisher), use the provided circle stickers and number each of the book's pages. Place a sticky flag on the following pages: 5, 9, 19, 21, 25, and 33. Create the anchor chart template as shown; it will be completed during the lesson.



STEP 1

EXPLAIN WHAT THE STRATEGY IS AND WHY READERS USE IT

Today when we read, we will be paying attention to the characters talking (dialogue). Paying attention to what a character says can help us think or infer how the character is feeling when they say it. We will use dialogue as a clue in order to make an inference on how the character is feeling.

STEP 2

INTRODUCE THE NEW BOOK

All is quiet in the jungle until a frog is bitten by a mighty bitey creature. Let's read to find out who or what is biting animals in the jungle.

STEP 3

READ AND DEMONSTRATE HOW TO USE THE STRATEGY

As you read the story aloud, stop and ask a *Why* or *How* question about something a character said. Discuss the illustrations and how they support the characters' dialogue. Then help students make an inference about how the characters are feeling. List the following speaker tags on the chart in the *Dialogue* column and discuss their meaning: *cried*, *whispered*, *shrieked*, *growled*, *wailed*, and *commanded*. Demonstrate what each of those speaker tags might sound like.

Read pages 2-5. Think aloud. Let's look at what Frog said here in the first sentence on page 5. Frog says, "OU-OU-OUCH!" The author even made the letters bigger and bolder. The author also added a speaker tag. The speaker tag is *cried*. Let's think about how Frog is feeling. He says ouch, and he is crying. I think he is really hurt by the bite. Let's read on.

Read pages 6-9. On page 9, Frog whispers, "Sh-sh-shh!" to Monkey. Let's think about what the author is telling us here. I think Frog is telling Monkey to be quiet so he can sneak away from the creature.

Read pages 10-19. The first sentence on page 11 is "'EE-EE-EEEE!' shrieked Monkey." Let's all say EE-EE-EEEE! together. Let's look at the illustration. How is Monkey feeling? On three, let's all say the answer (hurt or scared). On page 17, the first sentence is "'YA-A-A-HOO!' shrieked Zebra." Let's all say YA-A-A-HOO! together. Let's look at the illustration. How is Zebra feeling? On three, let's all say the answer (hurt or scared).

Read pages 20-21. King Lion growls, "You noisy creatures. You've woken me from my nap." Turn and tell your partner how Lion is feeling. How do you know? Listen to the partner pairs, and then share some of their ideas (mad, angry, upset). Also on that page, Frog wails, "It's coming after us!" I think they are all scared.

Read pages 22-25. Lion commanded the animals to stand back! Commanded means he is taking charge. Let's all say that together and sound like Lion, "Stand back!" He is trying to let the creature know he is the king of the jungle.

Read pages 26-33. Discuss the ending of the story and the ways how and what the characters say help you to know how they are feeling. What are some ways we can pay better attention to how our classmates are feeling?

Dialogue	Inference
cried: "OU-OU-OUCH!" (page 5)	Frog is really hurt.
whispered: "Sh-sh-shh!" (page 9)	Frog is trying to sneak away from creature
shrieked: "EE-EE-EEEE!" (page 11) "YA-A-A-HOO!" (page 17)	Monkey is hurt/scared. Zebra is hurt/scared.
growled: "You noisy creatures ..." (page 21)	Lion is angry.
wailed: "It's coming ..." (page 21)	Frog is scared.
commanded: "Stand back!" (page 24)	Lion is taking charge.



STEP 4

INDEPENDENT PRACTICE

Download the activity sheet from pioneervalleybooks.com/st. Have students pick one animal from the story and show how it was feeling. Display the pictures on the wall.

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STEP 1 • **REVIEW THE BOOK**
Retell the story from Day 1 using the anchor chart as your guide. Use the speaker tags and what the characters said to retell the story. Have students retell the key details by sounding like the characters.

STEP 2 • **GENERATE THE SENTENCE(S)**
Have students help you generate a sentence about how a character was feeling in the story.
Possible sentence: *The frog was scared of the creature.*

STEP 3 • **INTERACTIVE WRITING**
Let's write, The frog was scared of the creature. Repeat that with me. As students repeat the sentence, draw blank lines on a piece of chart paper to represent each word of the sentence.

Have students help write the dominant sounds in each word. Use the ABC Wall Poster to create the sound-letter link. Demonstrate proper letter formation on a dry-erase easel. Share the marker with students and have them help write any familiar sight words on the chart. As one student writes a letter on the chart paper, have other students practice letter formation by writing it on a small dry-erase board or in the air.

Reread the entire sentence. Display the chart paper next to the student pictures from Day 1.

STEP 4 • **EXTEND AND CONNECT THE LEARNING**
When you read stories with dialogue and speaker tags, help students infer how the characters are feeling. Write a class story using dialogue and speaker tags.

