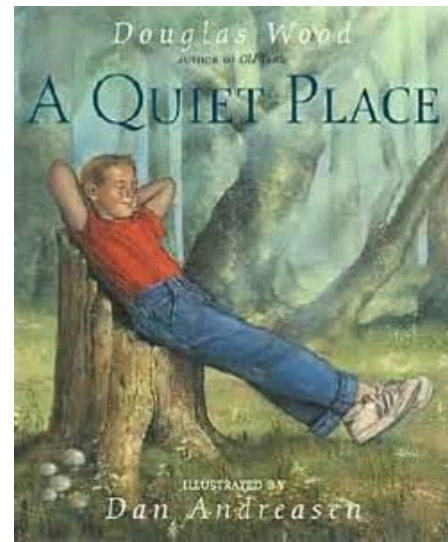


## A Quiet Place

Written by: Douglas Wood

Illustrated by: Dan Andreasen

Everyone needs a quiet place to escape to once and awhile. The boy in this beautifully imaginative story finds different quiet places throughout the book. But sometimes it is hard to find one.



### Possible strategies for instruction:

#### *Comprehension:*

- **Make a picture or mental image:**
  - Use this strategy to ask students where their favorite quiet place is. Have them close their eyes and image what the place looks like, feels like, sounds like, and smells like. Have students make a picture in their minds of the quiet places the boy experiences throughout the book.
- **Ask questions throughout the reading process:**
  - Activate student listening by asking questions throughout the text.
  - At the end of the book, ask students where they think the best quiet place is. What place is always there...no matter what?
- **Make and adjust predictions, use text to confirm:**
  - At the end of each page the author says a \_\_\_\_\_ can be your quiet place. But... Have students predict other places that the boy might travel to.

#### *Accuracy:*

- **Use the pictures...do the words and pictures match:**
  - This text includes great illustrations for each quiet place throughout the book. While reading, model how you can look at the pictures to help accurately read the text.
- **Skip the word, Then come back:**
  - Model this strategy as you come to words that you might not know in the text. Read a sentence and explain your thinking when you don't know a word. Use context or picture cues to help figure out what a word could be. Always go back and reread the sentence with the correct word.

#### *Fluency:*

- **Use punctuation to enhance phrasing and prosody:**
  - The book is written in poem form and uses commas to help with phrasing.
  - Model eclipse: "Until someone calls you to clean your room. Then..."
  - "But if the desert is a bit too dry..."

- **Read text as the author would say it, conveying the meaning or feeling:**
  - The author uses a lot of similes and metaphors to compare things and as a reader your intonation helps to reinforce these comparisons. Model how to read with good expression and with feeling.
    - Pg. 7 – “Blue jays scream warnings, and wind sings in the leaves.”
    - Pg. 13 – “the water is so calm it looks like a mirror.”

*Expand Vocabulary:*

- **Tune into interesting words and use new vocabulary in speaking and writing :**
  - Pull out interesting words in the text such as: shrieking, mossy, galloping, plops, admiring, and discover.
  - Have students use the examples of interesting words and write their own “quiet” place that they would want to go to.
    - *Create a class book of the places that students wrote about.*
- **Voracious reading:**
  - Read this book as a whole class and discuss how good literature helps us want to find more books to read.
  - Keep this book displayed so students can choose to read it again.
  - Refer back to this book when students find “Quiet” places to read during Read to Self.

*This text can be used with nearly any strategy on the CAFE menu. The above strategies are a highlighted collection to use as a springboard for further instruction.*