



One Word Pearl

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Pearl loves and collects all kinds of words.

Throughout the story, Pearl learns about word choice to get her thoughts and ideas across. We learn about the power of words to transform, inspire, and cultivate imagination.

Possible strategies for instruction

Comprehension

- Create mental images
 - Provide wait time for students to form an image. Have students share with each other. Then show the book's illustrations and let the students compare the pictures in their heads with those of the illustrator. A few examples of places to read without showing the illustrations:
 - First three pages of the story
 - Two pages beginning with "The next day was Saturday . . ."
 - Two pages beginning with "The next Saturday . . ."
- Use text features
 - The book uses numerous fonts, and the manner in which the text is displayed on the page (in the round, swirly, and more) can also lead to rich discussion. Ask why these techniques would be used to help us understand what is happening in the story.
- Determine and analyze author's purpose
 - The author may have had multiple purposes. Here are suggestions for getting your students to think more deeply about why the author wrote this text.
 - After discussing the title and cover illustration, have students predict the author's purpose. Ask, "Do you think this selection is going to teach, entertain, or persuade?"

During reading, pause to check their predictions with this question: "How is the text confirming or changing my thinking?"

After reading, ask, "Why do you think the author wrote this book? What evidence can you point to?"

Accuracy

- Chunk letters and sounds together
 - There are many opportunities to chunk parts of words to decode correctly. Here are a couple of examples:
 - The *oo* chunk and the *-le* syllable pattern in *poodles*, *noodles*, and *doodles*
 - *-ip* family words: *chips*, *drips*, *skipped*, *skippity*, *pippity*, *flippity*
- Trade a word/guess a word that makes sense
 - Choose words that may be difficult for your students to read at first but can be figured out by using the beginning sounds and context of the

surrounding sentences. Use a sticky note to cover all but the beginning letters or blend of the word. Model how you use the clues to help figure out the word, and then remove the sticky note and check the rest of the word. Read the sentence with the word in it to check for meaning.

- Some examples: *collected* (p. 1), *decided* (p. 4 and later in the story), *answered* (p. 6 and later in the story)

Fluency

- Use punctuation to enhance phrasing and prosody (end marks, commas, etc.)
 - The story contains dialogue with punctuation, exclamation points, and question marks, as well as periods. Read the text with the punctuation as written to help get both the meaning and prosody of the story.
- Read text as the author would say it, conveying the meaning or feeling
 - This goes along with using the punctuation to be able to read as the author would say it with prosody.

Expand Vocabulary

- Tune in to interesting words and use new vocabulary in speaking and writing
 - This book is full of examples for tuning in to interesting words that students can add to their speaking vocabulary and carry over into their writing. Make a list on chart paper of words that students chose that they might use in writing, and add these to the class word collector or to personal word walls.
 - This could be carried to a deeper study of synonyms and replacing “overused” words.
- Use pictures, illustrations, and diagrams
 - This also goes back to the accuracy strategy of “Use the pictures . . . Do the words and pictures match?”
Using the illustrations can help readers understand the vocabulary used. Some examples:
 - p. 6—Pearl is spinning in the illustration, and the words used are *twirled*, *swirly*, and *whirly*.
 - p. 11—Three small illustrations help students decide on the words used.
- Use word parts to determine the meaning of words (prefixes, suffixes, origins, abbreviations, etc.)
 - Many words in the story have suffixes added to make varying parts of speech. Depending on your students’ needs, choose the appropriate word study lesson. Some examples:
 - *y*, *-est*, *-ing* at the end of words to form adjectives
 - *-ed* as a suffix to show past tense of verbs
 - Plurals, using *s* or *es*

This text can be used with nearly any strategy on the CAFE Menu. These are highlighted to use as a springboard for further instruction.