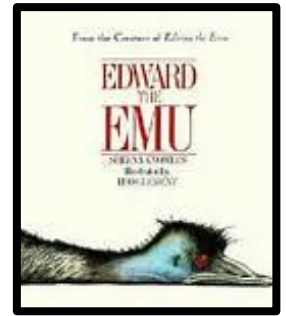


Edward the Emu

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Edward the Emu resides at the zoo, but is not content with his role as the sole Emu. After switching places with a friend or two, Edward realizes being an Emu wasn't all that bad. He returns to his cage to find....surprise! His replacement?



Possible strategies for instruction:

Comprehension:

- **Use prior knowledge to connect with text:**
 - In order for students to understand a story they must first find a connection!
 - Ask students if they've ever been to the zoo.
 - Ask if they know what an Emu is. Show a picture of an Emu.
 - After reading the first few pages, ask students if they've ever thought about being someone else? Have you ever wanted to trade places with a friend?
 - Demonstrate how I connect to the text..."Boys and Girls when I was little I wanted to trade houses with my friend, because her mom always served great snacks!"
- **Check for Understanding:**
 - In order to understand what we read, we have to stop, check and think. Model for students how you think as you read, stopping to ask yourself "who" the story is about and what is happening. Periodically, stop and ask students "who" this part of the story is about, and "what" is happening.

Accuracy:

- **Use the pictures... Do the words and pictures match?**
 - One way to teach Kindergarteners to read is to read the pictures. Ask students to read the pictures.
 - On pages 11/12: Do you think Edward is having fun being a lion? Why? What are Edward and the lion doing?
 - On pages 25/26: What happened when Edward got back to his cage? How do you think he feels? Why?

Fluency:

- **Adjust and apply different reading rates to match text:**
 - Kindergarteners need modeling to demonstrate smooth, expressive reading.
 - On pgs. 3/4 read in a boisterous voice, as Edward would do, "The Seals are best, anybody can tell, so tomorrow I'll just be a seal as well!"

- On pgs. 13/14 read, *“The lion’s a beast I shall always detest, the snakes are the things that I like to see best.”* Emphasize the word ‘detest’.
- On the second to last page read, *“Hello, I’m Edwina, it’s nice meeting you, you’re the best I’ve seen since I came to the zoo!”* Use a sweet, soft voice.

Expand Vocabulary:

- **Voracious reading:**
 - Explain to students that being a voracious reader means LOVING to read. Provide students an example of your favorite books that you love to read and what makes those books your favorite. Encourage students to be voracious readers by falling in love with books. Tie voracious reading into the ‘I’ in good fit books.

- **Tune in to interesting words and use new vocabulary words in speaking and writing:**
 - In order to build vocabulary it is important to teach new words.
Pre-teach words: snarled (pgs.11/12), gumption (13/14), (23) gasped, (27) considered
Have students act out ‘snarl’ and ‘gasp’.
Decide together which words to put on the classroom word collector. Consider including ‘basked’, and ‘reside’.
Encourage students to use these words in speaking and writing.

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.