

## **HIGH INTEREST - LOW VOCABULARY NOVELS**

### **OVERVIEW**

A series of five exciting and interesting titles provide a framework for this new approach to reading. Comprehension is the main focus, with multiple choice questions designed to ensure students understand what they are reading. The titles include:

- 1) **Good Grief ... Third Grade**
- 2) **Too Many Murphys**
- 3) **Fourth Grade is a Jinx**
- 4) **Fifth Grade: Here Comes Trouble**
- 5) **Valentine's Day Can Be Murder**

The high interest - low vocabulary format of these novels is perfect for reluctant readers and is sure to keep students motivated to read. For the teacher, flexibility is key, with students being assigned novels to read individually, in small groups or as a class.

### **SUGGESTED TEACHING STRATEGIES**

A number of possible strategies describing how these units might be used in the classroom is given. These include:

- 1) **Whole Class Instruction**
- 2) **Individualized Approach**
- 3) **Small Group Instruction**
- 4) **Listening Skills Test**

A possible reward system to help motivate student reading is also given.

### **STORY SUMMARIES**

A synopsis and bibliographic information for each of the novels has been included for teacher reference.

### **ANSWER KEY**

Answer keys for each novel are provided.

### SUGGESTED TEACHER STRATEGIES

Flexibility is what makes this multiple choice, comprehension-based approach to reading so successful. Novels can be assigned to the whole class, individually, in small groups or as a "Listening Test".

#### Whole Class Approach

The beginning of the year is usually the best time to use the whole class approach. This makes it easier for the teacher to evaluate the reading ability of each student and to ensure that the children know how to answer "Multiple Choice" and "True or False" questions. It is best to select a novel with an easier reading level for this first novel. Of course, one major drawback to this approach is the need for a class set of novels.



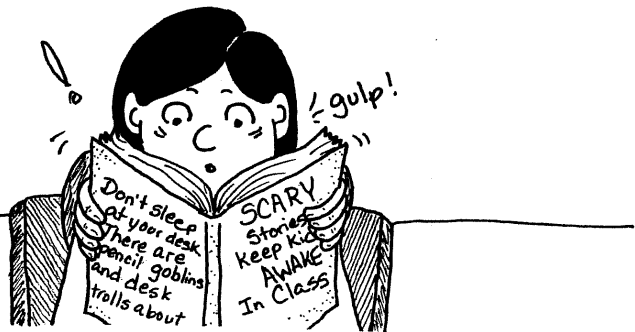
#### Individualized Approach

After the first novel, students can be given (or choose) books at their reading level. This eliminates the need for complete class sets of any novel. Five is a good number for any particular novel, and even one copy will do.

The advantage to this approach is that students are able to independently read books that they find interesting and are at an appropriate reading level.

##### 1) Enrichment

In every class there are students who finish their work before the others. A novel provides them with a long-term project, and they do not need to ask what to do next.



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## GOOD GRIEF ... THIRD GRADE

### Bibliographic Information

Colleen O'Shaughnessy McKenna, Scholastic, c1993.

### Story Synopsis

*Good Grief... Third Grade* introduces us to the battle between Marsha and Roger. Marsha is horrified when she is told to work on a book project with Roger, and is amazed to learn that she and Roger both love *Charlotte's Web*. Marsha accuses Roger of destroying her book report but is conscience-stricken when her lie gets Roger into trouble. Having "a good heart" is important to Marsha. She discovers a new side to Roger's personality when she sees how much he cares for his ungainly dog. Marsha sets things right by telling the truth, and a good joint book report is finally produced.

### Suggested Grade Levels

I would recommend this book to students in grades three to five. Good readers in grade two would also enjoy it.

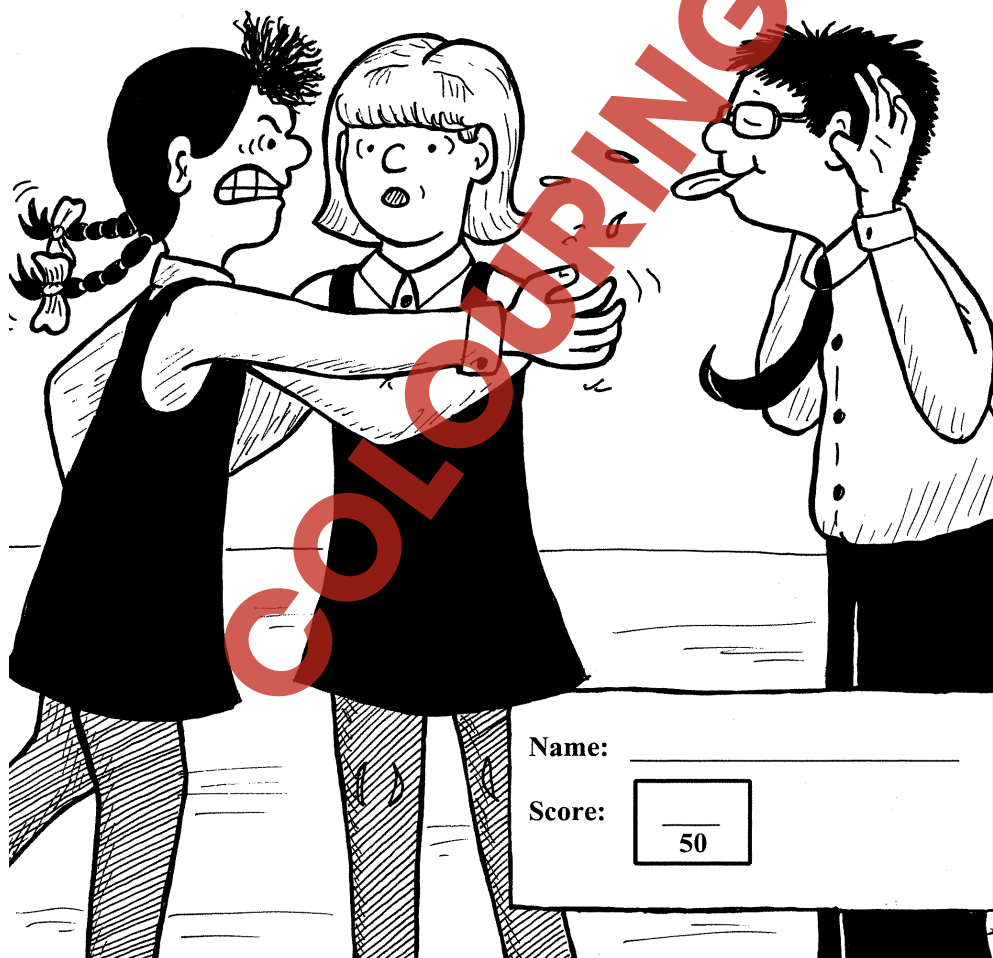
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## GOOD GRIEF ... THIRD GRADE

ROOM 10



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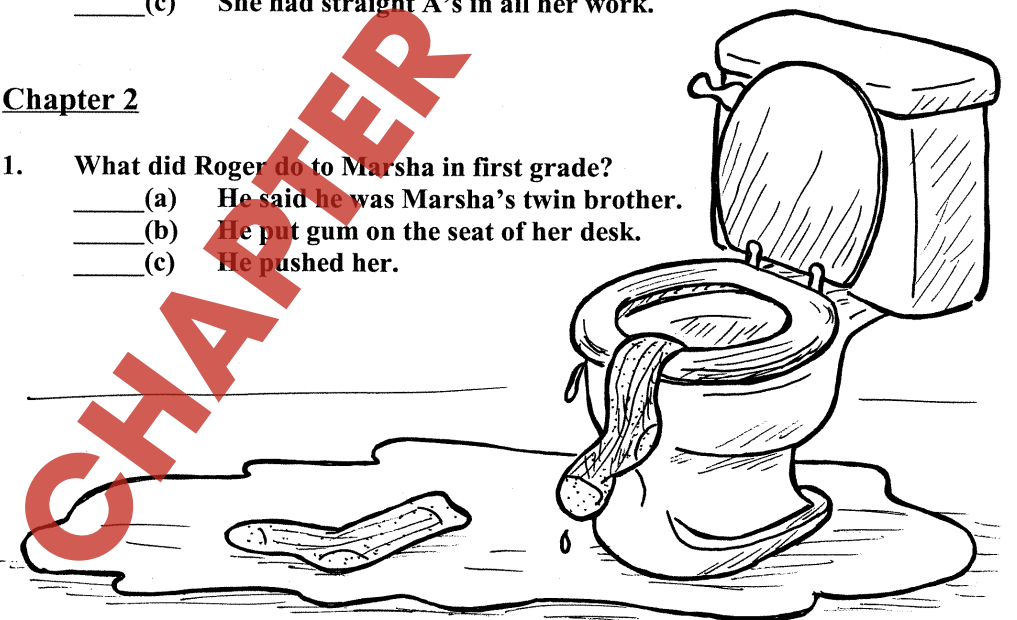
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### Chapter 1

1. What did Roger do to Marsha on their first day in third grade?  
 (a) He made fun of the book she was reading.  
 (b) He threw gum wrappers into her desk.  
 (c) He scribbled on her new notebook.
2. What did Marsha do to Roger on their first day in third grade?  
 (a) She slammed his fingers in her desk.  
 (b) She threw her eraser at him.  
 (c) She called him "ape face".
3. Why was Marsha glad she had Mrs. Byrnes for her teacher, instead of Mrs. Lodge?  
 (a) Mrs. Lodge never let the kids get drinks.  
 (b) Mrs. Byrnes always took her class on more field trips.  
 (c) Mrs. Byrnes had always smiled at Marsha when she was in grade two.
4. From reading this chapter, what do you know about Marsha in grade two?  
 (a) Her desk was always neat.  
 (b) She got into trouble a lot and was sent to the principal.  
 (c) She had straight A's in all her work.

### Chapter 2

1. What did Roger do to Marsha in first grade?  
 (a) He said he was Marsha's twin brother.  
 (b) He put gum on the seat of her desk.  
 (c) He pushed her.



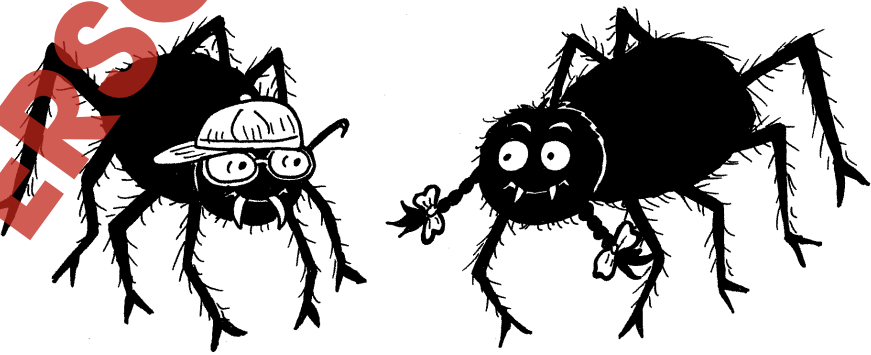
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**PERSONAL RESPONSE**

- Did you like this book? \_\_\_\_\_ Why or why not?  
 \_\_\_\_\_  
 \_\_\_\_\_
- Who was your favourite character? \_\_\_\_\_ Why?  
 \_\_\_\_\_  
 \_\_\_\_\_
- Have you ever had trouble getting along with someone in your class?  
 \_\_\_\_\_  
 \_\_\_\_\_
- How would you try to solve this kind of problem?  
 \_\_\_\_\_  
 \_\_\_\_\_



**Chapter 2**

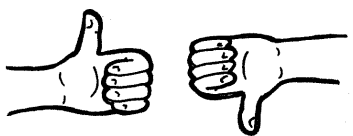
- Why did Marsha talk so loudly on the bus?  
 \_\_\_\_\_(a) All the children on the bus were noisy.  
 \_\_\_\_\_(b) Marsha wanted everyone to hear her when she was bragging.  
 \_\_\_\_\_(c) She thought Collette wasn't listening to her.
- Why did Collette lie about the Irish cookies?  
 \_\_\_\_\_(a) She was always making up stories.  
 \_\_\_\_\_(b) Collette was afraid Marsha would tell everyone that Mrs. Murphy wasn't going to bake something good for the bake sale.  
 \_\_\_\_\_(c) Collette thought she could fool Marsha if she put some green icing on bought cookies.
- When Marsha said that she would come over to watch Mrs. Murphy bake, Collette said she couldn't because it was going to be a special time just for her and her mother. This shows that Collette  
 \_\_\_\_\_(a) Is good at quick thinking.  
 \_\_\_\_\_(b) Likes to brag.



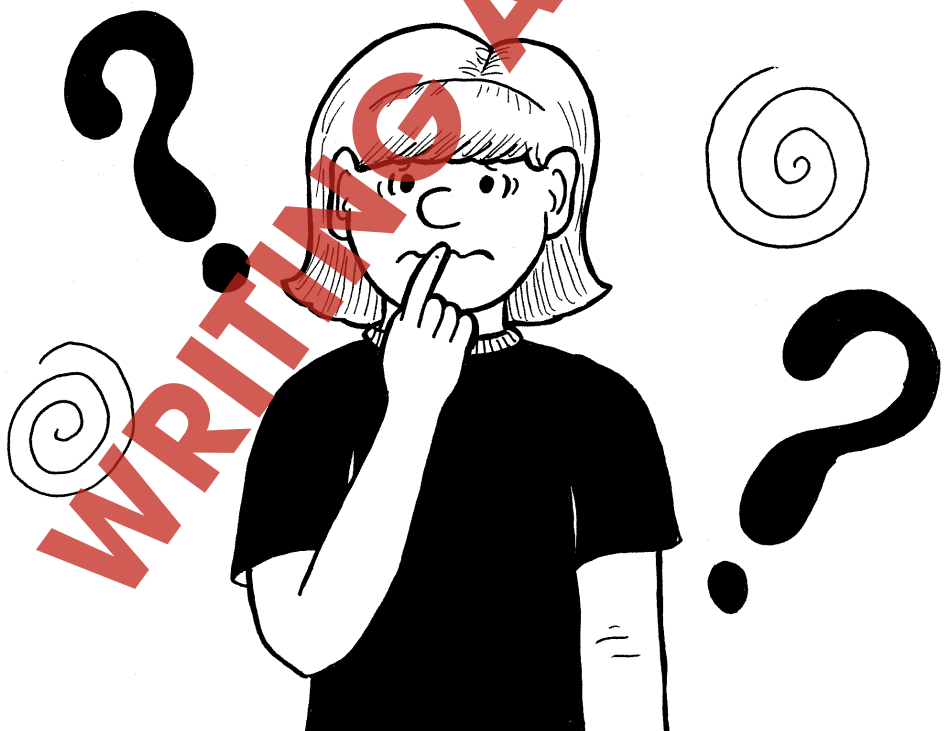
**Chapter 3**

- What is the legend about the Blarney Stone?  
 \_\_\_\_\_(a) It was used to kill a giant.  
 \_\_\_\_\_(b) It once turned a prince into a frog.  
 \_\_\_\_\_(c) Anyone who kisses the stone will be given the ability to talk about anything.
- Why did Collette's mother say the cookies should be green?  
 \_\_\_\_\_(a) She knew Collette had told Marsha that the cookies would have green icing.  
 \_\_\_\_\_(b) Ireland is called the Emerald Isle.  
 \_\_\_\_\_(c) Stevie drank all the red food colouring.
- Why were the cookies as hard as rocks?  
 \_\_\_\_\_(a) Stevie put in extra flour when Collette and Mrs. Murphy weren't looking.  
 \_\_\_\_\_(b) The recipe said the cookies were supposed to be little Blarney Stones.  
 \_\_\_\_\_(c) Collette put in too much oatmeal.

**PERSONAL RESPONSE**

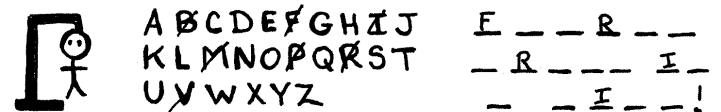


- Did you like this book? \_\_\_\_\_ Why or why not?  
 \_\_\_\_\_  
 \_\_\_\_\_
- Would you ever give up a major part in a play so that your friends would not be mad at you? Why or why not?  
 \_\_\_\_\_  
 \_\_\_\_\_



**Chapter 3**

TRUE OR FALSE:

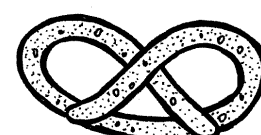


- A wasp stung Mrs. Johnston during school.
- Roger pretended that his leg was broken.
- The principal's name is Sister Mary Elizabeth.
- Collette started to cry because she was scared.
- Roger had to stand in a corner.
- The teacher called Roger "Mr. Smarty Pants."

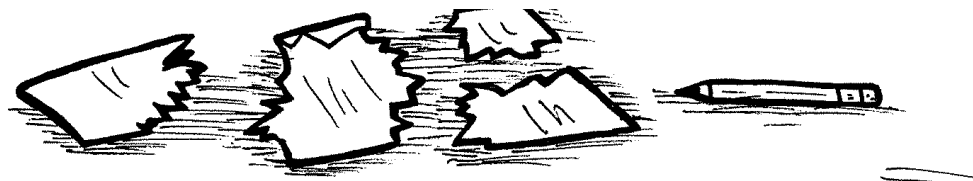


**Chapter 4**

- Why were Laura and Stevie sitting under the table?  
 \_\_\_\_\_(a) They were upset because their mom got a job.  
 \_\_\_\_\_(b) They were playing Hide-and-Go-Seek.  
 \_\_\_\_\_(c) They were playing house.
- Why did Collette snap at Stevie?  
 \_\_\_\_\_(a) She was playing a game with him.  
 \_\_\_\_\_(b) Stevie took one of her stuffed animals without asking.  
 \_\_\_\_\_(c) Collette did not want her mother to teach her.
- When Collette tried to see things from her mother's point of view, what happened?  
 \_\_\_\_\_(a) Collette thought it must be nice to stay home all day looking after little children.  
 \_\_\_\_\_(b) Collette saw that her mother had to do the same things over and over again, things like washing the dishes and cooking, and she realized that this didn't look like fun.  
 \_\_\_\_\_(c) Collette offered to do the dishes for her mother every night.



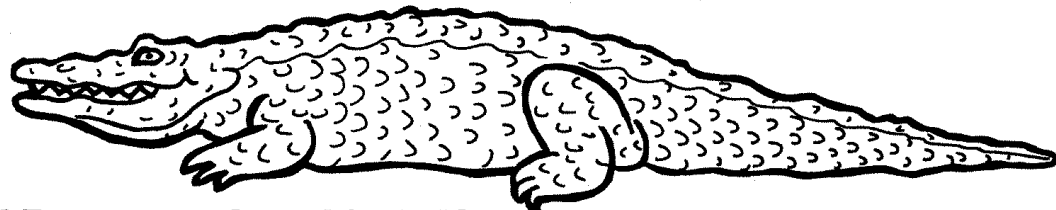
**Chapter 13**



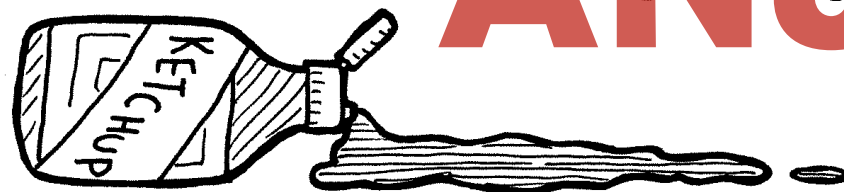
TRUE OR FALSE:

- \_\_\_ 1. Marsha wanted to tell Miss Murtland that she had lied.
- \_\_\_ 2. Roger told Miss Murtland that Marsha had lied.
- \_\_\_ 3. Marsha is glad that Miss Murtland is going to call Roger's parents.
- \_\_\_ 4. Marsha was afraid that Collette and Sarah would not be her friends any more.
- \_\_\_ 5. Marsha thinks a mean teacher would have just sent her to the nurse's office to rest.

**Chapter 14**



1. What did Roger say about his dad?
  - \_\_\_ (a) His dad was stronger than those wrestlers on television.
  - \_\_\_ (b) His dad would ground him if he got into trouble at school.
  - \_\_\_ (c) His dad had a temper and got really mad.
2. What was Marsha worried about?
  - \_\_\_ (a) She was worried about Roger.
  - \_\_\_ (b) She was afraid she would miss the next field trip.
  - \_\_\_ (c) She thought Miss Murtland would "press charges" against her.



**Chapter 15**

1. Why did Marsha feel "kind of funny" when everyone was being so nice to her?
  - \_\_\_ (a) She liked being the center of attention and felt important.
  - \_\_\_ (b) She felt shy because she was not used to all the attention.
  - \_\_\_ (c) She knew she had not really earned this niceness.

**GOOD GRIEF ... THIRD GRADE**

**Answer Key**

Q 1	(1) b	(2) a	(3) a	(4) b
Q 2	(1) a			
Q 3	(1) a	(2) a	(3) c	
Q 4	(1) b	(2) b	(3) c	(4) a
Q 5	(1) a	(2) b		
Q 6	(1) b	(2) a		
Q 7	(1) b	(2) b	(3) b	
Q 8	(1) b	(2) c		
Q 9	(1) b	(2) a		
Q 10	(1) b	(2) a		
Q 11	(1) a	(2) a	(3) b	
Q 12	(1) a	(2) a	(3) b	(4) b
Q 13	(1) T	(2) F	(3) F	(4) T
Q 14	(1) a	(2) a		
Q 15	(1) c			
Q 16	(1) a	(2) b	(3) b	
Q 17	(1) d	(2) b	(3) b	(4) b
Q 18	(1) c	(2) a		

Number of Questions = 50