

# Huggles in School

## Features of the text:

- Punctuation: speech marks, exclamation marks, question marks
- Repeated patterns
- Problem solving

<p><b>Before Reading</b></p> <ul style="list-style-type: none"><li>• Ask the children to tell you how they feel when they wake up in an unusual place.</li><li>• Ask, <i>What do you do when you are in this situation?</i></li><li>• Introduce the text: <b>Huggles in School</b>.</li><li>• Look at the cover and title page. What clues does it give about the story? Ask, <i>Why do you think Huggles likes being at school?</i></li></ul>	<ul style="list-style-type: none"><li>• <b>Making meaning:</b> making personal connections, prediction</li><li>• <b>Analyzing the text:</b> visual literacy</li></ul>
<p><b>Reading the Text</b></p> <ul style="list-style-type: none"><li>• Ask the children to read the text quietly.</li><li>• Give the children something specific to focus on as they read. For example, <i>Read the book to find out what happens to Huggles when he is alone at school.</i></li><li>• If necessary, guide the children's reading of one or two pages, then encourage them to read on quietly.</li></ul>	<ul style="list-style-type: none"><li>• Children may draw upon all text features during the reading of the text. Help individual children as necessary.</li></ul>
<p><b>After Reading</b></p> <ul style="list-style-type: none"><li>• Notice the verbs relating to the computer on page 7 (<i>buzzed, flashed</i>) and the fish on page 9 (<i>flapped, jumped</i>). Ask the children to create synonyms.</li><li>• Re-read pages 2 and 4. Ask, <i>How do you know Huggles was asleep for a long time?</i></li><li>• Re-read pages 6–9 and ask, <i>What did Huggles try to hug?</i></li><li>• Re-read pages 14 and 15. Ask, <i>Who did Huggles find to hug?</i></li><li>• Re-read pages 5, 10, and 12. Notice the repeated pattern. (<i>No one to hug.</i>)</li><li>• Notice the verbs in the past tense throughout the book, (<i>hugged, buzzed, flashed, hated, flapped, jumped</i>)</li><li>• Look at the illustrations on pages 10, 11, and 13. Ask, <i>Where do you think the water came from?</i></li></ul>	<ul style="list-style-type: none"><li>• <b>Using the text:</b> considering how words are used (vocabulary)</li><li>• <b>Making meaning:</b> recall, reorganization, summarizing</li><li>• <b>Cracking the code:</b> past tense, repeated pattern</li><li>• <b>Analyzing the text:</b> recognizing the illustrator's role in creating the text</li></ul>