

Riddles

GOALS

Comprehension

Discuss meaning of the question word *what* and question mark. Retell the riddles using pictures on each page as a guide.

Vocabulary

High-frequency Words: a, but, can, eat, has, not, see, walk, what

Content Words: clock, corn, ears, eyes, hands, hear, legs, mouth, potato, river, saw, shoe, table, talk, taste, teeth, tongue, touch

Phonemic Awareness

Recognise that words can be broken into individual sounds and produce them.

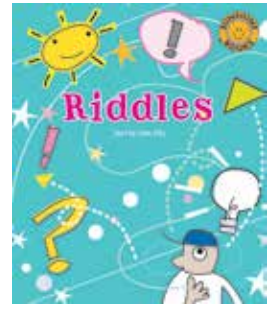
Phonics

Letters and Sounds: long e (see)

Words to Blend and Segment: see, bee, treat, she, eat

Fluency

Model fluent reading of a section of the text differentiating between questions and answers for students to repeat.



Guess the answers to these riddles based on parts of the body.

Before Reading

- Ask students what they know about riddles. Have you ever made up one or read one?
- Students look at the cover and describe what they see. They predict what the title might be. Read the title to them and then read it together.
- Using the cover illustration and title, students predict what the text might be about. Discuss if this will be a fiction or a nonfiction text.
- Read the title page together. Talk about what is happening in the picture. On page 3, ask: What makes a riddle? (A question with a funny answer – a twist in the meaning or a double meaning) Discuss the meaning of the question word *what* and the question mark.
- Talk/walk through the pictures. Discuss what is happening on each page. Bring question and answer into the conversation. Notice that one page has the question and the next has the answer.

Reading the Text

- Read the cover and the title page together. On page 3 discuss the picture and what the question is about, then read the words together, pointing to the words as they are read. Turn the page to read the answer on page 4. Discuss why this is a riddle and why it is clever.
- Follow this pattern for each page, discussing what the riddles (questions or answers) are and finding key words before reading each page.
- Have students predict the answer to the last riddle before turning to page 16.

After Reading

Invite students to discuss the information. Prompt if needed.

- Students discuss the riddles and the reason they thought each one was clever and funny. Ask: What are the key words in each? Prompt if needed. (*potato/eyes; corn/ears* etc.)
- What makes a riddle funny? Which one did you find the funniest? How does it make you feel when you read a riddle?
- Students retell the riddles using pictures on each page as a guide.

Phonemic Awareness

- Recognise that words can be broken into individual sounds and produce them. Students listen as you say words slowly, with the sounds stretched out. Students repeat, e.g. *cannot* /c/ /a/ /n/ /o/ /t/, *cannot*; *see* /s/ /ee/, *see*; *has* /h/ /a/ /s/, *has*.
- Play a game where you say a word and students repeat it, stretching the sounds and then breaking the word into individual sounds, e.g. *riddles* /r/ /i/ /d/ /l/ /s/

Phonics

- Recognise words that have the long ee sound. Write the words *see, bee, tree, eat, she* on the board to practise blending and segmenting the sounds together as a group, e.g. /s/ /ee/, *see*.
- Play a game of “I am thinking of a word”, e.g. I am thinking of a word with three letters rhyming with *bee* and starting with *s* (*see*).

Word Study

- Talk about the words *has, what, see, but, eat, not, walk, can*. Print the flash cards from the inside front cover. Read them together. Ask students to locate and read the words in the book.
- On a piece of paper, have students draw and write their favourite riddle from the book.
- Talk about the question word *what* and the question mark. Discuss other question words, e.g. *where, why, which, when, how*. Ask questions using these words.
- Look at the word *cannot*. Discuss the two words that make up this compound word and its meaning (the opposite of *can*).
- Discuss the plurals in the text. Make a two-column chart showing the plural adding *s* and its matching singular, e.g. *eye, eyes*. (Note the exception – *tooth, teeth*.)

Fluency

- Model fluent reading of a section of the text differentiating between questions and answers for students to repeat.
- Choral read the text with half the class reading the questions and the other half reading the answers.

Writing

- Have students write a new riddle using the question/answer pattern of the text. They write their text and illustrate it.

Home/School Link

Take the book home and any related activity done in class to share with family.