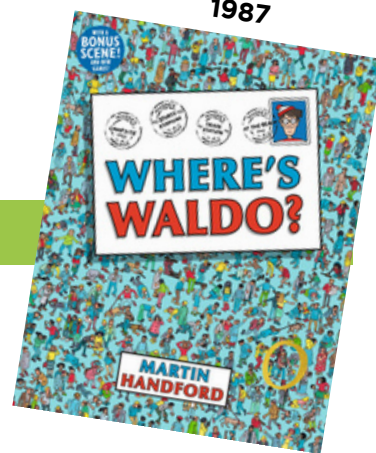


Where's Waldo?



READ ALOUD

Themes: Adventure and travel; Observation and attention to detail; Patience and persistence

Book Brief: Waldo hikes around the world, sending letters about the strange sights he sees along the way. On every spread, students search crowded scenes for Waldo, his friends, and hidden objects.

Author(s):

Martin Handford

Illustrator(s):

Martin Handford

BEFORE READING

The Cover: What do you notice about the crowded picture and the character circled in red and white. What kind of book do they think this will be?

The Pictures: Take a brief picture walk and ask students that Waldo is hidden in every one.

Prior Knowledge: Ask students, "Have you ever searched for something hard to find? A lost friend or missing toy, how did you feel when searching?"

Vocabulary: Frontload Tier 2 words using the accompanying [vocabulary guide](#).

Purpose for Reading: "As we read today, we will retell Waldo's adventures in order. The places he visits and the funny things he sees at each one."

DURING READING

Check for understanding & make connections:

- Where is Waldo now? What place is he visiting?
- What strange or funny things does Waldo see here? Name two.
- Can you remember the places Waldo has visited so far? Try to say them in order.
- What clues in the picture match something Waldo wrote in his letter?
- Which sight was the silliest? Tell a partner what happened in that scene.



Think Aloud: "When I finish a scene, I stop and say it back to myself: 'First Waldo went to the beach where he saw a sandcastle, then he went to ski slopes and saw a skier rolled up into a snowball. Retelling as I go helps me remember his whole trip.'"

AFTER READING

Our Purpose: Waldo has lost his things in every place. Can you retell us the order of the places he went so we know where to search?

Extending Our Thinking: Have students use [RIF's Create A Character](#) to create their own Waldo scene and write a postcard describing where he went and what he saw while he was there.

If your students enjoyed this book...

- Encourage them to continue to discuss it and refer to it in other lessons and conversations.
- Let them explore more search and find titles:
 - [I Spy A Dinosaur's Eye](#) (2003)
 - [I Spy A Penguin](#) (2005)