

# GUIDED READING PROGRAM

Nonfiction Focus

*2nd Edition*



These are the cards that go with Level A of the Guided Reading Program: Nonfiction Focus, 2nd Edition. There is one card for each book in the level, as follows:

- **The Beach**
- **Count on Fish**
- **Hair**
- **In the Pond**
- **In the Woods**
- **Let's Go!**
- **Let's Make Soup**
- **The Little Panda**
- **Skippy Likes the Seasons**
- **Trucks**

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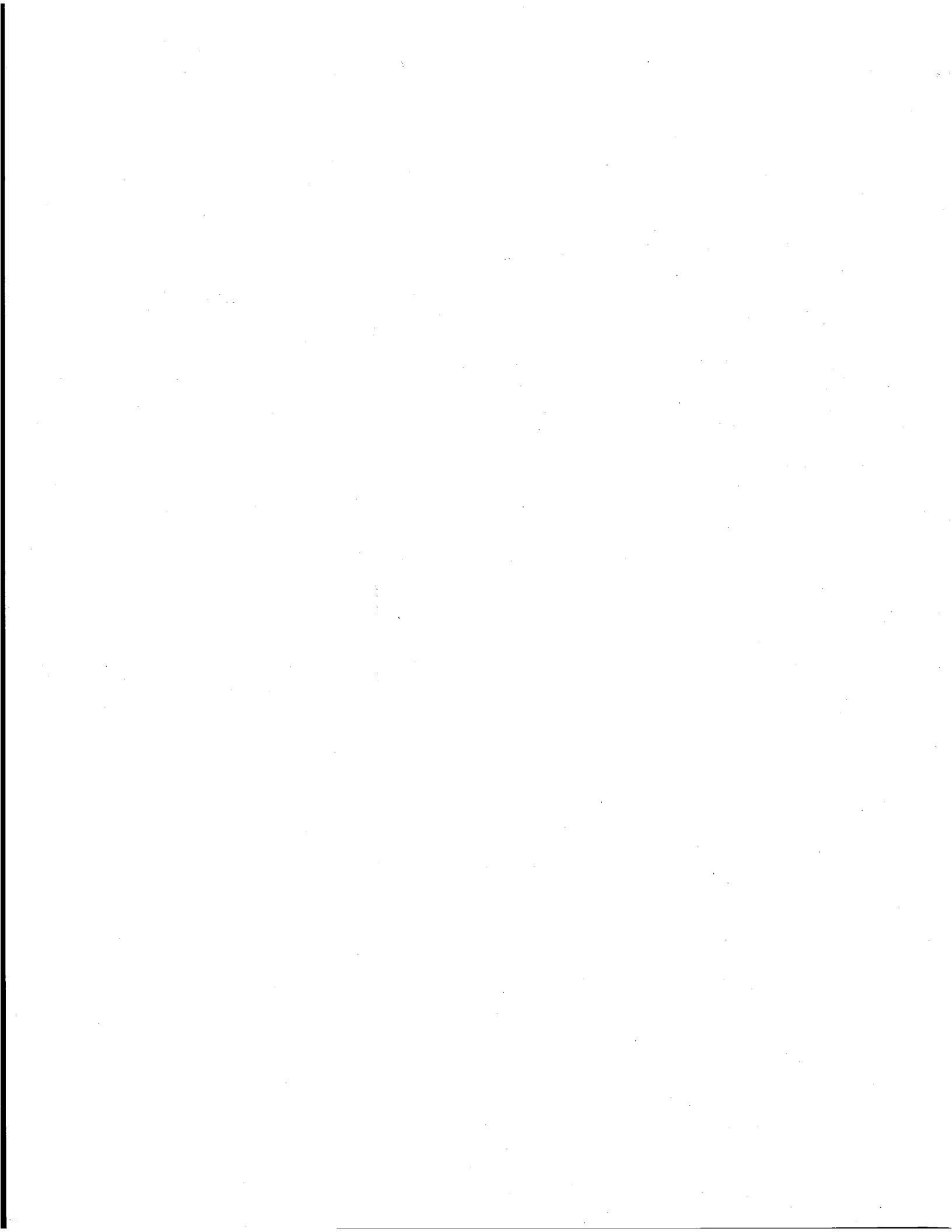
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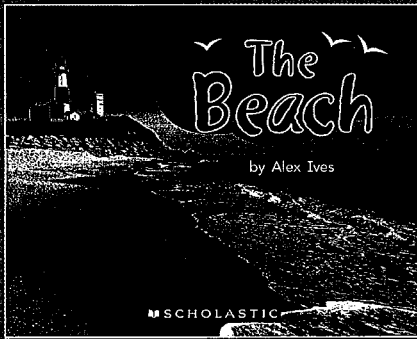
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# The Beach



## Summary & Standards

**Summary:** What can you see on a visit to the beach? Take a look!

**CCSS.ELA-Literacy:** Read closely to determine what the text says explicitly and to make logical inferences; cite specific textual evidence to support conclusions (CCRA.R1); integrate and evaluate content presented in diverse formats, including visually and quantitatively (CCRA.R7).

**Author:** Alex Ives

**Word Count:** 27

**Genre:** Informational Text

**Themes/Ideas:** looking at beaches; enjoying time together

**Text Type:** Picture Book

## Genre/Text Type

**Informational Text/Picture Book** Remind children that informational text has facts about a topic. This picture book includes photos to inform the reader.

## Informational Text Features

**Photos** The photos in the book show different things that can be seen on a beach.

## Vocabulary

**High-Frequency Words:** at, look, the  
**Domain-Specific Vocabulary**  
**beach** (title): a strip of sand where land meets water  
**sea** (p. 4): the ocean

## Challenging Features

**Text** In the last sentence of the book the pattern of the sentences changes slightly. Also this is the first page on which people, instead of objects, are shown.

**Vocabulary** Children may need assistance with the pronunciation of the digraph *sh* in the word *shells*.

## Supporting Features

**Text** The patterned text gives children support as they read. Except for page 8, each sentence begins with the same stem (*Look at the*) and ends with something seen at the beach.

**Content** Vivid color photographs will help children understand the content of what they read.

## A First Look

Ask children to point to the front cover of the book. Read aloud the title of the book. Ask children to name the things they see on the cover. Help them identify the building as a lighthouse. For children who do not live near a beach, explain that a beach is a place where the ocean meets the land. Then say: *Let's find out what you might see if you visited a beach.*

## Read and Analyze Informational Text Cite Textual Evidence

### Recognize Patterned Text

Tell children that an author may use the same words over and over and in the same order. These patterns can make the text easier to read. Point out that the sentences in this book follow a pattern. Help children discover the pattern.

(pp. 2–3) *This sentence says "Look at the grass." On page 3, the sentence says "Look at the sand." What words are the same in both sentences? What do the pictures show?*

(pp. 4–5) *On page 4, what do you see in the picture? What do the words tell you to look at? Which words are the same on these pages?*

(pp. 6–7) *What do the words tell you to look at on each page? How are the sentence patterns the same on these pages?*

(p. 8) *What does the author tell you to look at now? What are the people doing on the beach?*

Praise children for specific use of "Behaviors to Notice and Support" on page 94 of the *Guided Reading Teacher's Guide*.

## Develop Comprehension

### Thinking Within the Text

Ask children to use the pictures to answer questions like these:

- *What does the grass on the beach look like?*
- *What are the birds on the beach doing?*

### Thinking Beyond the Text

Ask children to look at page 8. Then ask:

- *Why might the beach be a good place for the activity shown on this page?*
- *What other things do people like to do on a beach?*

### Thinking About the Text

Remind children that authors write books to share ideas.

- *What do you think the author wanted you to learn about the beach?*
- *How do the photos help you learn about the beach?*

## Focus on Foundational Skills Phonics and Word-Solving Strategies

### Naming Words

Remind children that a naming word is a word that names a person, place, or thing.

- Have children turn to page 2. Read the sentence aloud together. Ask: *Which word names something to look at on the beach?* (grass)
- Then look at page 4. Ask: *Which word names something else to see on the beach?* (sand)
- Continue with pages 5–7, having children find the naming word on each page.

### Initial Consonant s

Remind children that the letter *s* makes the sound we hear at the beginning of the word *sun*.

- Have children revisit page 2. Point to the word *sand* and say: *The word sand begins with the sound /s/.*
- Then ask children to look at page 4 to find another word that begins the sound /s/. (*sea*)

For more prompts and ideas for teaching problem-solving strategies, see page 28 of the *Guided Reading Teacher's Guide*.

## Develop Fluency

Model reading the last page of the book with expression. Tell children to notice how your voice shows excitement when you read a sentence that ends with an exclamation point.

## Expand Oral Language/Conversation

**Talk About the Beach** Invite children to recall what they read and saw in the book. Then encourage children to compare this information with other things they have learned about beaches from books, movies, or visits.

## Write and Respond to Reading

**Label a Mural** Have children make a mural of the beach on chart paper. Invite them to label the different parts of the mural. Encourage children to use vocabulary from the book. (**Informative/Explanatory**)

**Complete a Sentence** Give each child a sheet of paper with this sentence frame: *Look at the \_\_\_\_\_.* Have children draw a picture to complete the sentence. Then help them write a word to complete the sentence. (**Informative/Explanatory**)

## ELL Bridge

Cover the last word in each sentence on pages 2–7 with a sticky note. Then read the beginning of each sentence. Say: *Look at the \_\_\_\_\_.* Encourage children to finish each sentence. After they say the word, remove the sticky note and say the word aloud together.

## Connect Across Texts

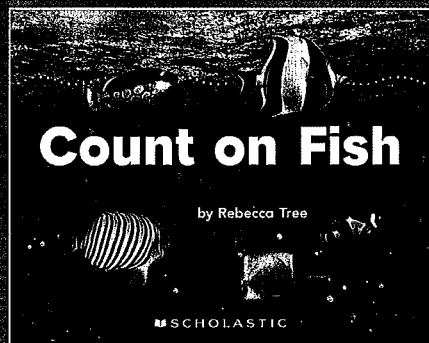
*Animal Tracks* by Richard Parker

Show the animal tracks made in the sand and identify the animal that made the tracks. Link the photo of the seagull with the photo of the birds in *The Beach*. Talk about other birds and animals that might make tracks on the beach.

## Connect to the Internet

Share this website with children to explore information and games about beaches: <http://water.epa.gov/learn/kids/beachkids/>.

# Count on Fish



## Summary & Standards

**Summary:** One, two, three. How many fish do you see? Let's count!

**CCSS.ELA-Literacy:** Integrate and evaluate content presented in diverse formats, including visually and quantitatively (CCRA.R7); analyze the structure of texts, including how specific portions relate to each other and the whole (CCRA.R5).

**Author:** Rebecca Tree

**Word Count:** 34

**Genre:** Informational Text

**Themes/Ideas:** counting; looking at fish and marine life

**Text Type:** Picture Book

## Genre/Text Type

**Informational Text/Picture Book** Remind children that informational text has facts about a topic. This picture book includes photos to inform the reader.

## Informational Text Features

**Chart** A chart on the last page organizes the book's information in a clear, accessible way.

## Vocabulary

**High-Frequency Words:** can, five, four, I, one, see  
**Domain-Specific Vocabulary**

**count** (p. 8): to work out how many there are of something

**fish** (p. 2): an animal that lives in water and has scales, fins, and gills

## Challenging Features

**Text** Children may need help in reading the chart on page 8. First, explain how to read the chart (across the rows and down the columns), and then ask children how the chart provides information.

**Vocabulary** Children may confuse the number words for four and five.

## Supporting Features

**Text** The patterned text gives children support as they read. Each sentence on pages 2–6 begins with the same stem (*I see*) and ends with a specific number of fish.

**Content** Children likely will enjoy the seeing the fish and counting them.

## A First Look

Ask children to point to the front cover of the book. Read aloud the title of the book. Ask: *What could this title mean? How many fish are on the cover?* Then say: *Let's open the book and read to see how many fish we can count.*

## Read and Analyze Informational Text Cite Textual Evidence

### Use Picture Clues

Tell children that when they pay attention to pictures as they read they can learn more about the information the author wants to share. Ask children to look at the pictures to find answers to questions. Point out the chart on page 8 that gives information about counting fish.

(pp. 2–3) *How many fish do you see on page 2? Which word names the number? How many striped fish do you see? Point to the word that names the number 3.*

(pp. 4–5) *Count the fish in each picture. How many do you see?*

(p. 6) *How many fish do you see on page 6?*

(p. 7) *The words on page 7 say, "I see a lot of fish." How can you find out how many fish is a lot of fish?*

(p. 8) *The name of the chart is "Count on fish!" What can you count on this chart? (numbers, number words, fish) How many fish are in the top row of the chart? What number and what number word tell about the fish?*

Praise children for specific use of "Behaviors to Notice and Support" on page 94 of the *Guided Reading Teacher's Guide*.

## Develop Comprehension

### Thinking Within the Text

Explain to children that counting on is another way of saying counting up. Have children find the number word on each page as they count up from one to five.

### Thinking Beyond the Text

Help children compare the information in the chart. Ask:

- *The title of the chart is "Count on fish!" How can you use the chart to count on fish?*
- *What is alike about all the rows in the chart?*

### Thinking About the Text

Have children look at pages 2–6. Then say:

- *What words did the author repeat on pages 2 and 3?*
- *What words did the author repeat on pages 4 and 5?*

## Focus on Foundational Skills Phonics and Word-Solving Strategies

### Identify Parts of a Book

Show children that a book has a front cover, a back cover, and a title page.

- Ask children to identify the front cover of the book. Ask: *What do you see on the front cover?*
- Then ask children to point to the back cover. Read aloud the question. Ask: *Why do you think the author includes a question here?*
- Help children find the title page. Explain that the title page includes the book's title and author, just like the cover does.

### Number Words

Remind children that numbers can be written as numbers (numerals) or as words.

- Have children turn to page 8. Say: *Point to a number on the chart.*
- Then have children point to the word that is that number.
- Repeat until all the numbers and number words have been identified.

For more prompts and ideas for teaching problem-solving strategies, see page 28 of the *Guided Reading Teacher's Guide*.

## Develop Fluency

Model reading the chart on the last page of the book. Point out that you do not hurry as you read. Explain that you pause after each number to allow time for looking at the photo that follows it.

## Expand Oral Language/Conversation

**Talk About Counting Fish** Recall that the photo on page 7 shows "a lot of fish." Ask children to name other things the author may have shown in a book about counting up. For each suggestion, ask: *How many \_\_\_ would be a lot of \_\_\_?*

## Write and Respond to Reading

**Create a Chart** Ask children to count the number of fish in the photo on page 7. Then have them record the information in a chart. Encourage them to include the numeral, counting word, and pictures of the fish. **(Informative/Explanatory)**

**Write a Story** As a class, write a short story on chart paper about a child who takes a trip to an aquarium to count fish. Include the number and kinds of different fish the child encounters. Have children refer to *Count on Fish* for descriptions of the various fish. Encourage children to add illustrations for the text. **(Narrative)**

## ELL Bridge

Provide children with a collection of plastic fish or pictures of fish. Invite children to take turns selecting one or more fish. Then encourage them to complete the sentence frame *I see \_\_\_\_\_ fish.* Guide children to write the numeral on the board or on a piece of chart paper.

## Connect Across Texts

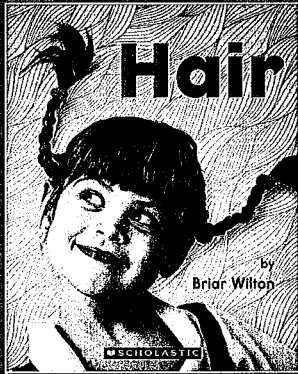
*Count the Wheels* by Felix Daniels

Talk about what is being counted in each of the books and locate the number words. Then focus attention on the chart on the last page of each book and compare the information in the charts.

## Connect to the Internet

Share this website with children to allow them to continue to count items: <http://www.scholastic.com/earlylearner/parentandchild/math/count.htm>.

# Hair



## Summary & Standards

**Summary:** Hair can be curly or straight, long or short. Hair comes in different colors, too.

**CCSS.ELA-Literacy:** Integrate and evaluate content presented in diverse formats, including visually and quantitatively (CCRA.R7); interpret words and phrases and analyze how specific word choices shape meaning or tone (CCRA.R4).

**Author:** Briar Wilton

**Word Count:** 28

**Genre:** Informational Text

**Themes/Ideas:** describing hair; exploring how people are different

**Text Type:** Picture Book

## Genre/Text Type

**Informational Text/Picture Book** Remind children that informational text has facts about a topic. This picture book includes photos to inform the reader.

## Informational Text Features

**Photos** Images in the book help explain the text.

## Vocabulary

**High-Frequency Words:** black, is, my, red, white

**Domain-Specific Vocabulary**

**curly** (p. 2): having twists or turns

**straight** (p. 3): without a bend or curl

## Challenging Features

**Text** Children may not understand that each line of text is supposed to be the words spoken by the child shown in the picture.

**Vocabulary** Children may be challenged by the describing words *curly*, *straight*, *long*, and *short*. Help the children connect the picture and text.

## Supporting Features

**Text** The patterned text gives children support as they read. Each sentence begins with the same three words (*My hair is*) and ends with a different describing word.

**Content** Each photo provides support for the different kind or color of hair described on the page. Most children will be familiar with the color words that describe hair, with the possible exception of the word *red*.

## A First Look

Talk about the cover and have children describe the girl in the photo. Read the title. Ask: *What do you notice about this girl's hair?* Then ask: *What other words can we use to describe hair?* Then ask: *What do you think you will read about in a book called Hair?*

## Read and Analyze Informational Text Cite Textual Evidence

### Identify Details in Photos and Text

Point out that this book has photographs to show children with different kinds of hair. Explain to children that details in photos will help them read the words that the children in the photos use to tell about their hair.

(pp. 2–3) *What is the girl telling about? What kind of hair does the girl have? Which word describes her hair? Which word does the boy use to tell about his hair?*

(pp. 4–5) *Does the girl have long hair or short hair? Point to the word long. Does the boy have long hair or short hair? Point to the word short.*

(pp. 6–7) *What color hair does the girl on page 6 have? Point to the word that names the color. What does the girl on page 7 say about her hair?*

(p. 8) *What color hair does this boy have? What question did all the children answer?*

Praise children for specific use of “Behaviors to Notice and Support” on page 94 of the *Guided Reading Teacher's Guide*.

# Teaching Options

## Develop Comprehension

### Thinking Within the Text

Have children look at pages 2 and 3. Ask:

- Which two words in each sentence tell you the children are describing their own hair?
- Which word means the opposite of curly?

### Thinking Beyond the Text

Talk about the words the children use to describe their hair. Then ask:

- Besides brown, black, and red, what other words describe hair color?
- What words could you use to describe the hair of the girl on the cover?

### Thinking About the Text

Have children look at pages 2 and 3. Ask:

- Why did the author write this book?
- How do the photos help you understand the words about hair?

## Focus on Foundational Skills Phonics and Word-Solving Strategies

### Develop Print Awareness

Remind children that there are spaces between words in a sentence.

- Have children point to the first word on page 2, *My*. Then say: *Let's find the next word in the sentence*. Point out the space between the first and next word in the sentence. After children locate the words, point out that the words in a sentence are always separated with a space and never run together.
- Repeat with the sentence on page 3. Children may note that all the sentences have four words.

### Phonogram -ed

Remind children they can use the word parts they know to help them read new words.

- Read aloud page 8: *My hair is red*. Slowly reread *red*, modeling how to blend the first sound, /r/, with the phonogram -ed. Then ask children to blend the word parts to form the whole word.
- Continue the same routine with *bed*, *fed*, *Ted*, and *wed*.

For more prompts and ideas for teaching problem-solving strategies, see page 28 of the *Guided Reading Teacher's Guide*.

## Develop Fluency

Model reading each page of the book. Have children repeat each sentence. Then have children read the page with you, pointing to the words as they read.

## Expand Oral Language/Conversation

**Talk About Hairstyles** Explain that people style their hair in different ways besides short, long, curly, and straight. The girl on the cover wears bangs and braids. The girl on page 5 has a pixie cut. Ask children to describe the other hairstyles they see in the photos in the book.

## Write and Respond to Reading

**Make a Group List** Have the class make a list of words from the book that describe hair. Then help children think of more words that describe hair and write them on the list. **(Informative/Explanatory)**

**Write a Group Book** Tell children that some people get their hair cut in a shop. Explain that the group will write a story about the people who come to one shop. Write the following sentence frame on the board: *A \_\_\_\_\_ with \_\_\_\_\_ hair came to the shop*. Ask children to complete the sentence and draw a picture for the group book. Then staple the pages to make a book. **(Narrative)**

## ELL Bridge

Use the pictures to support vocabulary development for adjectives that describe hair: *curly*, *straight*, *long*, *short*, *brown*, *black*, and *red*. Then invite children to take turns completing the oral sentence frame *My hair is \_\_\_\_\_ with an adjective that describes their own hair*.

## Connect Across Texts

*Houses* by Whit Frazier

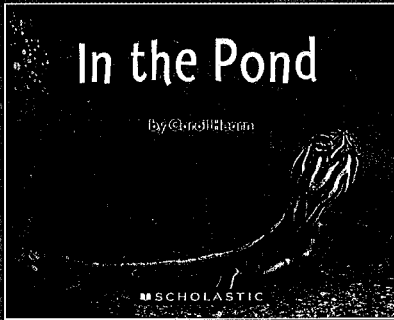
Look at the pictures in *Houses* and together name the colors of the houses. Which color words appear in both books?

## Connect to the Internet

Share this website with children so they can continue to learn about the subject of hair: <http://kidshealth.org/kid/htbw/hair.html>. The speaker icon on each page plays audio of the text.



# In the Pond



## Summary & Standards

**Summary:** What can swim in a pond? Can you guess what swims and swims?

**CCSS.ELA-Literacy:** Assess how point of view or purpose shapes the content and style of a text (CCRA.R6); determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas (CCRA.R2).

**Author:** Carol Hearn

**Word Count:** 23

**Genre:** Informational Text

**Themes/Ideas:** identifying animals in a pond; comparing and contrasting animals

**Text Type:** Picture Book

## Genre/Text Type

**Informational Text/Picture Book** Remind children that informational text has facts about a topic. This picture book includes photos to inform the reader.

## Informational Text Features

**Photos** The photos show different animals that swim in ponds.

## Vocabulary

**High-Frequency Words:** a, and  
**Domain-Specific Vocabulary**

**beaver** (p. 7): an animal with a wide, flat tail that lives both on land and in water

**pond** (title): a body of fresh water that is smaller than a lake

## Challenging Features

**Text** Children may be challenged by the last sentence, which varies from the patterned text in the rest of the book.

**Vocabulary** Children may need help decoding the less familiar action words *bounce* and *throw*.

## Supporting Features

**Text** The patterned text on pages 2–7 gives children support as they read. Throughout the book, each sentence names an animal and follows the pattern *A \_\_\_\_\_ swims.*

**Content** The title introduces children to where the animals are. Children will recognize most of the animals that swim in the pond. Photos reinforce the text and help children understand the content.

## A First Look

Talk about the cover and have children identify the animal in the photo. Then read the title. Ask: *What animals besides a turtle might live in a pond? What do you think these animals might do in a pond?* Then say: *Let's find out what animals swim in a pond.*

## Read and Analyze Informational Text Cite Textual Evidence

### Compare Information in Photos and Text

Tell children that the words and photos give information about the different animals that swim in a pond. Point out that children can learn about the animals from reading the words and from looking at the pictures.

(pp. 2–3) *What do the words tell you the frog does? What else can you learn about the frog by looking at the picture? What does the author say the turtle does? What else can you learn about the turtle from the picture?*

(pp. 4–5) *Which animals swim on these pages? Look at the pictures and tell how these animals are different.*

(pp. 5–6) *What does the author say is alike about these animals? What can you tell about how they are alike from the pictures?*

(p. 8) *What does the author say about the fish? What kind of fish does the picture show?*

Praise children for specific use of “Behaviors to Notice and Support” on page 94 of the *Guided Reading Teacher's Guide*.

## Develop Comprehension

### Thinking Within the Text

Have children look at the book cover. Then ask:

- *Who is the author? Why do you think she wrote the book?*
- *Why did the author choose to use photos for this book?*

### Thinking Beyond the Text

Point out that all the animals in this book swim in a pond. Then ask:

- *Do you think any of these same animals could also be found on land? Which ones?*
- *If you could add another animal to this book, what would it be? Why would you choose it?*

### Thinking About the Text

Have children look at page 8. Ask:

- *How does the author make this sentence different from other sentences in the book?*
- *Is In the Pond a good title for this book? Why?*

## Focus on Foundational Skills Phonics and Word-Solving Strategies

### Develop Print Awareness

Tell children that a sentence always ends with an end mark.

- (pp. 2-7) Have children look at the sentence on each page. Point out that there is an end mark after the word *swims*. Tell children that this end mark is a period.
- Model reading the sentence and explain that you keep reading until you get to the end mark.

### Initial Consonants

Help children use beginning sounds and pictures to read unfamiliar words.

- Ask children to find page 3. Say: *Put your finger on the first word on this page. Let's read it together. Move your finger onto the next word. What letter does it begin with? What sound does it stand for? What do you see in the picture that begins with this sound?*
- Encourage children to use the beginning sounds and photos to read *duck* (p. 5) and *fish* (p. 8).

For more prompts and ideas for teaching problem-solving strategies, see page 28 of the *Guided Reading Teacher's Guide*.

## Develop Fluency

Model reading the exclamatory sentence on page 8. Point out the action "swims and swims!" Ask children to note the excitement in your voice and invite them to repeat the sentence with similar inflection.

## Expand Oral Language/Conversation

**Talk About Pond Animals** Talk about animals that swim in ponds. Have children compare and contrast the animals in the book. Encourage children to describe each animal and say whether it has feathers, fur, fins, a shell, or smooth skin. Expand the conversation to other animals that might swim in a pond.

## Write and Respond to Reading

**Draw and Label** Have children choose and draw an animal from the book. Help them label each animal with its name. **(Informative/Explanatory)**

**Write Patterned Text** Help children copy and complete this sentence starter *A \_\_\_\_\_ swims in a pond*. Collect the sentences to make a book of patterned text about animals that swim in a pond. **(Informative/Explanatory)**

## ELL Bridge

Ask children to draw and cut out pictures of the animals featured in the book. Draw a pond on the board. Ask children to add each animal to the pond by taping it to the board. As they add the animal, encourage them to say *A \_\_\_\_\_ swims*.

## Connect Across Texts

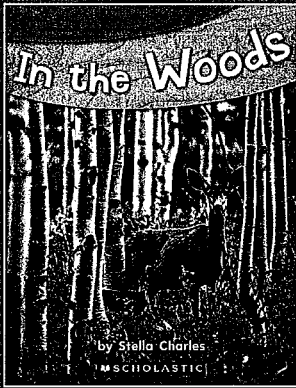
*In the Woods* by Stella Charles

This informational text shows animals that live in the woods. Talk about which animals might want to visit a pond in the woods and why.

## Connect to the Internet

Share this website with children to continue to explore other animals that live or swim in ponds: <http://www.ypte.org.uk/environmental/ponds/84>.

# In the Woods



## Summary & Standards

**Summary:** Where could you find a snail, a squirrel, and a spider? In the woods! Read about these and other animals that make their homes in the woods.

**CCSS.ELA-Literacy:** Assess how point of view or purpose shapes the content and style of a text (CCRA.R6); analyze how and why individuals, events, or ideas develop and interact over the course of a text (CCRA.R3).

**Author:** Stella Charles

**Word Count:** 42

**Genre:** Informational Text

**Themes/Ideas:** identifying different woodland animals; describing where animals live

**Text Type:** Picture Book

## Genre/Text Type

**Informational Text/Picture Book** Remind children that informational text gives facts about a topic. This picture book includes photos to help inform the reader.

## Informational Text Features

**Back Cover Text** A question on the back of the book introduces readers to the topic of animals that live in the woods.

## Vocabulary

**High-Frequency Words:** a, in, is, the

**Domain-Specific Vocabulary**

**snail** (p. 2): a small, slimy animal with no legs and a shell on its back

**woods** (p. 2): an area of thickly growing trees

## Challenging Features

**Text** Children may be challenged by the placement of the text in the treetops. Explain this is part of the book's design and guide children to focus on the text.

**Vocabulary** Some words that names animals begin with consonant blends: *snail*, *spider*, *skunk*, and *squirrel*. Say each word, identify the beginning blend, and have children repeat it.

## Supporting Features

**Text** The patterned text gives children support as they read. Each sentence ends with the same four words (*is in the woods*). Children will be reading only one new word on each page.

**Content** Children should be able to look at the photos and identify each woodland animal.

## A First Look

Talk about the cover and have children tell what details they see. Ask children to point to the animal and name it. Then read the title. Then say: *Think about the title and look at the picture. What animals do you think you will read about in this book?*

## Read and Analyze Informational Text Cite Textual Evidence

### Locate Information

Point out that this book uses both words and photographs to show what animals live in the woods and how the animals look in real life. Remind children that they can learn about animals that live in the woods by reading the words as well as looking at the photos.

(pp. 2–3) *What animal is in the first picture? Which word names the animal? Which word names the animal in the second picture? Where are both these animals?*

(pp. 4–5) *Which words tell where the bird is? What other animal is also in the woods? What colors are the bird's feathers and skunk's fur?*

(pp. 6–7) *What animals do you see on these pages? Point to the word that names each animal. What are the animals doing?*

(p. 8) *What animal is in this photo? Point to the word that names this animal. How is this deer different from the other animals in the book?*

Praise children for specific use of "Behaviors to Notice and Support" on page 94 of the *Guided Reading Teacher's Guide*.

## Develop Comprehension

### Thinking Within the Text

Ask children to recall the animals they read about. Ask:

- *What animals do we see in this book?*
- *What is the biggest animal in the book?*

### Thinking Beyond the Text

Talk about different things the animals might do in the woods. Then ask:

- *How does a spider make its home in the woods?*
- *How do you think the bird on page 4 made its home in the tree?*

### Thinking About the Text

Have children look at pages 6 and 7. Ask:

- *Why do you think the author chose to use photos of animals instead of drawings?*
- *Look at both pictures. Why might the author have put these photos next to each other?*

## Focus on Foundational Skills Phonics and Word-Solving Strategies

### Develop Print Awareness

Remind children to follow words from left to right and from page to page when they read.

- Have children point to the first word, *A*, on page 2. Read the word together. Then have children point to the next word in the sentence, *snail*. Ask children to point to each word that comes next in the sentence as you read together.
- Encourage children to work with a partner to find the beginning of the sentence on page 3.

### High-Frequency Words

Remind children that a high-frequency word is a word that they will often see in the books they read. Children can learn the words by reading them many times.

- Read aloud pages 2–8 as children follow along. Focus on high-frequency words *is*, *in*, and *the* on each page. Have children find the words in each line and read them.

For more prompts and ideas for teaching problem-solving strategies, see page 28 of the *Guided Reading Teacher's Guide*.

## Develop Fluency

Model stopping at the end of each sentence as you read. Then have children read the book with you, pointing to the period when they reach the end of each sentence.

## Expand Oral Language/Conversation

**Talk About Woodland Animals** Point out that each sentence ends with *in the woods*. Ask: *What do the pictures in the book show you about the woods?* Talk about the plants and animals you might see if you took a walk in the woods.

## Write and Respond to Reading

**Draw and Write** Give children paper folded in fourths. Have them draw four animals that live in the woods, one in each box. Help them label the animals. **(Informative/Explanatory)**

**Complete a Sentence** Write the following sentence frame on the board: \_\_\_\_\_ *is in the woods*. Guide children to complete the sentence and to draw a picture that matches the sentence. **(Informative/Explanatory)**

## ELL Bridge

Encourage children to match pictures to words to support vocabulary development for nouns that tell what animals live in the woods: *snail, spider, bird, skunk, squirrel, raccoon, and deer*. Tape a piece of chart paper to the wall and write each noun on the paper. Leave enough space next to each word for a drawing. Read aloud a noun and invite a child to draw a matching picture next to it.

## Connect Across Texts

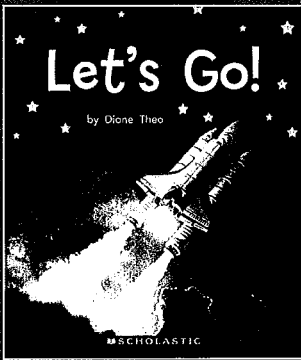
*In the Cold, Cold Sea* by Lucy Dana

This informational text shows animals that inhabit the sea. Talk about why the sea is the best place for some animals, while the woods are the best place for others.

## Connect to the Internet

Share this website with children to explore the subject of raccoons, one of the animals featured in *In the Woods*: <http://kids.nationalgeographic.com/kids/animals/creaturefeature/raccoons/>.

# Let's Go!



## Summary & Standards

**Summary:** A bike, a car, a truck, and a bus can go! What else can go?

**CCSS.ELA-Literacy:** Read closely to determine what the text says explicitly and to make logical inferences; cite specific textual evidence to support conclusions (CCRA.R1); determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas (CCRA.R2).

**Author:** Diane Theo

**Word Count:** 28

**Genre:** Informational Text

**Themes/Ideas:** identifying things that go; comparing things that go

**Text Type:** Picture Book

## Genre/Text Type

**Informational Text/Picture Book** Remind children that informational text has facts about a topic. This picture book includes photos to inform the reader.

## Informational Text Features

**Border Designs** Borders around the photos feature clues about where each vehicle travels.

## Vocabulary

**High-Frequency Words:** a, can, go

**Domain-Specific Vocabulary**

**jet** (p. 8): an airplane with very powerful engines

## Challenging Features

**Text** Children may be distracted by the border designs surrounding the photos and text. Explain that they are part of the book's design and then help children interpret them.

**Vocabulary** Children may not know that a jet is a specific kind of airplane. Tell children to use the beginning sound of *j* to remind them to say *jet* and not simply rely on the picture and say *airplane*.

## Supporting Features

**Text** The patterned text gives children support as they read. The only word that changes is the name of the object that "can go" (*A \_\_\_ can go.*). Children will be reading only one new word on each page.

**Content** Each accompanying photograph should help children identify the thing that each sentence says can go.

## A First Look

Read the title and talk about the cover. Identify the space shuttle and have children point to it. Ask: *Where can the space shuttle go?* Then ask children to predict what other things they might read about that can go.

## Read and Analyze Informational Text Cite Textual Evidence

### Recognize Patterned Text

Tell children that sometimes an author repeats words in sentences when writing a book. Explain that the sentences in this book follow a pattern that makes the sentences easier to read. Help children discover the pattern.

(pp. 2–3) *What things that can go do you see in the pictures? The sentence on this page says, "A bike can go." What does the sentence about the car say? (A car can go.) Which words are the same in both sentences?*

(pp. 4–5) *What things that can go do you see in the pictures? The sentence on this page says, "A truck can go." What does the sentence about the bus say? (A bus can go.)*

(pp. 6–7) *What do you see in these pictures? What does the sentence say about the train? What does the sentence say about the bus?*

(p. 8) *What can go in the sky?*

Praise students for specific use of "Behaviors to Notice and Support" on page 94 of the *Guided Reading Teacher's Guide*.

## Develop Comprehension

### Thinking Within the Text

Review with children that this book is about different things that can go. Have children name what is shown on each page. Talk about the details in the border design surrounding each photo that give clues about what someone might see when riding in or on each vehicle.

### Thinking Beyond the Text

Have children think about things that go. Then ask:

- *How is a jet different from all the other things that you read about in this book?*
- *What other things that can go might you add to the book?*

### Thinking About the Text

Have children think about the choices the author made. Ask:

- *Why is the photo on page 3 a good photo to use to show that a car can go?*
- *Why do you think the author started the book by showing a bicycle and ended by showing a jet?*

## Focus on Foundational Skills Phonics and Word-Solving Strategies

### Develop Print Awareness

Review periods and exclamation points.

- Ask children to identify the end punctuation on pages 2–7.
- Help children read the title and back cover. Name the end punctuation for each sentence. Remind children that an exclamation point tells the reader to read with excitement.

### Naming Words

Remind children that a naming word names a person, place, or thing. Point out that the words for the things that go are naming words.

- Have children turn to page 4. Read the sentence aloud together. Ask: *Which word names the thing that goes?* Read the word aloud together. Then ask the same question about page 5.
- Help children find and point to the naming words on other pages.

For more prompts and ideas for teaching problem-solving strategies, see page 28 of the *Guided Reading Teacher's Guide*.

## Develop Fluency

Model fluent reading of the first two pages of the book. Then have children echo-read the remainder of the book with you, repeating each sentence after you read it and pointing to each word as they read. Ask children to echo the excitement in your voice when they read the exclamation sentence on page 8.

## Expand Oral Language/Conversation

**Talk About Ways to Travel** Guide children to see that all the examples in the book are things that take people from one place to another. Discuss where each travels—bikes, cars, trucks, and buses go on streets and roads, a train goes on tracks, a boat goes on water, and a jet goes in the air.

## Write and Respond to Reading

**Draw and Label a Scene** Have children choose one of the examples from the book and draw themselves going somewhere in it or on it. Help children label their pictures with the word that names the object. **(Narrative)**

**Complete a Sentence** Write the following sentence frame on the board. Help children complete the sentence and draw a picture to match the sentence.

*Let's go in a \_\_\_\_\_!* **(Narrative)**

## ELL Bridge

Use the pictures to support vocabulary development for nouns that name things that go: *bike, car, truck, bus, train, boat, and jet*. Invite children to take turns drawing a picture of one of the nouns from the book. Have children complete the sentence, "A \_\_\_\_\_ can go." by naming the noun they drew.

## Connect Across Texts

*Trucks* by Jane Craft

Talk about the trucks the bears see as they take their walk. Then point out the photo of the truck in *Let's Go!* What is alike about all the trucks?

## Connect to the Internet

Share this website with children to play a transportation game: [http://pbskids.org/barney/children/games/transportation\\_game.html](http://pbskids.org/barney/children/games/transportation_game.html).



# Let's Make Soup



## Summary & Standards

**Summary:** Add peppers, corn, and other veggies to the pot and stir. What do you have? Enough soup for some very hungry bunnies!

**CCSS.ELA-Literacy:** Integrate and evaluate content presented in diverse formats, including visually and quantitatively (CCRA.R7); analyze the structure of texts, including how specific portions relate to each other and the whole (CCRA.R5).

**Author:** Jephson Gibbs  
**Genre:** Fantasy  
**Text Type:** Picture Book

**Word Count:** 21

**Themes/Ideas:** identifying different vegetables; working together

## Genre/Text Type

**Fantasy/Picture Book** Remind children that a fantasy story is a story that could not happen in the real world. Illustrations in the book help the reader picture the fantasy.

## Text Features

**Illustrations** The illustrations clearly show the sequence of how the bunnies make soup.

## Vocabulary

**High-Frequency Words:** have, we

**Domain-Specific Vocabulary**

**celery** (p. 6): vegetable with pale green, crisp stalks that can be cooked or eaten raw

**peppers** (p. 3): vegetable that comes in red, green, orange, or yellow, and can be cooked or eaten raw

## Challenging Features

**Text** The last page of the book changes from naming a vegetable to naming the cooked dish, soup. Remind children of the book's title.

**Vocabulary** Children may be challenged by the different pronunciations of *c* in the words *carrots*, *celery*, and *corn*. Tell children *c* sometimes has a soft sound like the *s* in *soup*.

## Supporting Features

**Text** Patterned text gives children support as they read. Each sentence begins with the same two words (*We have*) and ends with a different naming word. Children will read only one new word on each page.

**Content** Children should figure out each vegetable name by looking at the pictures.

## A First Look

Talk about the cover and have children identify details in the picture. Ask children to point to the foods and name them. Then read the title. Ask: *What do you think the bunnies will do with the vegetables?* Then ask: *How do you know this story could not happen in real life?*

## Read and Analyze Literature Cite Textual Evidence

### Describe Story Events

Remind children to use the illustrations as they read to find out more information about what is happening in the story. Ask children to look for details in the pictures to help them figure out what is happening

(pp. 2–3) *On the first page, what vegetables does the bunny have? What do you think the bunnies will do with the peppers?*

(pp. 4–5) *On page 4, what vegetable is the little bunny holding? Explain what the bunnies on page 5 are doing. What vegetable will they add to the soup?*

(pp. 6–7) *What vegetable are the two bunnies on page 6 holding? Tell about how all the bunnies on page 7 are working together.*

(p. 8) *Point to the word that names what the bunnies made. What will the bunnies do next?*

Praise children for specific use of “Behaviors to Notice and Support” on page 94 of the *Guided Reading Teacher’s Guide*.

## Develop Comprehension

### Thinking Within the Text

Look at the front and back covers and ask:

- How does looking at the front cover help you answer the question on the back cover?
- How do all the pages together help you to answer that question?

### Thinking Beyond the Text

Call attention to the bunny with the wooden spoon and pepper grinder. Ask why she might have these things. Then ask:

- Why does the bunny taste the soup?
- Why does she add pepper to the soup?

### Thinking About the Text

Discuss the illustrations on pages 4 and 5. Ask:

- How does the illustrator let the reader know that the soup is hot?
- How does the illustrator show that the bunnies are working hard?

## Focus on Foundational Skills Phonics and Word-Solving Strategies

### Develop Print Awareness

Remind children that words in print are separated by spaces.

- Have children point to the first word on page 2, *We*. Say: *Now point to the next word in the sentence*. Point out the space between the first two words in the sentence. Say: *There is always a space between one word and another*.
- Have children work with a partner to point to each word in a sentence and to the spaces between the words.

### Words That Name More Than One

Have children identify words that name more than one thing.

- Invite children to look at the word *beans* on page 2. Ask: *Does the word name one bean or more than one?* Explain that words naming more than one of something often end in *s*.
- Have children find other examples of plurals that end in *s*. (*peppers, peas, carrots*)

For more prompts and ideas for teaching problem-solving strategies, see page 28 of the *Guided Reading Teacher's Guide*.

## Develop Fluency

Model fluent reading of a sentence that ends in a period and a sentence that ends in an exclamation mark. Point out that your voice shows excitement when reading the sentence on page 8 that ends in an exclamation mark.

## Expand Oral Language/Conversation

**Talk About Vegetables** Point out that the bunnies add a variety of vegetables to the soup. Encourage children to describe the different tastes and appearances of the vegetables in the book.

## Write and Respond to Reading

**Write a Recipe** Label a large piece of chart paper with numbers 1–7. After each number, leave enough space for a child to draw a picture. Invite a child to draw the first ingredient the bunnies add to the soup next to the numeral 1 on the chart. Continue by asking children to draw the remaining ingredients in the order in which they are added to the soup. Finally, invite a child to draw a bowl of soup for the last step. **(Informative/Explanatory)**

**Write a Description** Ask children to choose a vegetable from the book and write a description of it. Help children write the sentence and have them draw a picture to match the sentence. **(Informative/Explanatory)**

## ELL Bridge

Bring in the vegetables used in the book, a mixing bowl, and a wooden spoon. Review the names of the vegetables. Then invite children to pick up a vegetable and say *We have \_\_\_\_\_*. Ask children to then add the vegetable to the bowl and mix it with the spoon.

## Connect Across Texts

*Trucks* by Jane Craft

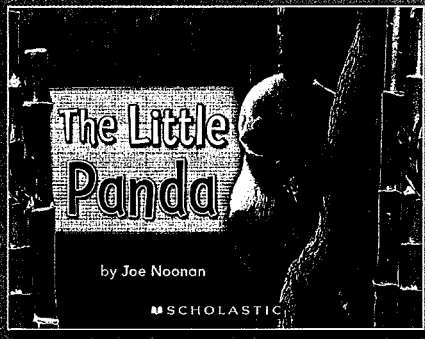
In *Let's Make Soup*, rabbits are the cooks. How do the animal characters in both books make the stories fun to read?

## Connect to the Internet

Children learn about vegetables used to make soup in this book. Share this website with children to play a food-themed game of "I Spy" bingo: <http://www.scholastic.com/ispy/games/bingo.htm>.



# The Little Panda



## Summary & Standards

**Summary:** In a tree or on the ground, a little panda can do so many things!

**CCSS.ELA-Literacy:** Assess how point of view or purpose shapes the content and style of a text (CCRA.R.6); determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas (CCRA.R.2).

**Author:** Joe Noonan

**Word Count:** 35

**Genre:** Informational Text

**Themes/Ideas:** identifying what a panda can do; analyzing nature photography

**Text Type:** Picture Book

## Genre/Text Type

**Informational Text/Picture Book** Remind children that informational text has facts about a topic. This picture book includes photos to inform the reader.

## Informational Text Features

**Photos** The photos show a panda engaged in different activities.

## Vocabulary

**High-Frequency Words:** can, little, the  
**Domain-Specific Vocabulary**  
**panda** (p. 2): a large black and white bear found in China

## Challenging Features

**Text** Children may wonder about the bamboo frame on each page. Explain that this is part of the book's design. Guide children to focus on the text at the top of each page.

**Vocabulary** Children may be challenged by the pronunciation of the word *climb*. Explain that when the *m* is followed by a *b* at the end of this word, the *b* is silent.

## Supporting Features

**Text** The patterned text gives children support as they read. Each sentence begins with *The little panda can* and ends with a different action word.

**Content** Children will most likely have an interest in seeing a little panda. The photographs make it easy for children to understand what the panda can do.

## A First Look

Ask children to look at the front cover of the book. Read aloud the book's title. Ask: *What animal do you see? What is the little panda doing?* Read the question on the back of the book. Then say: *What do you think we will find out about when we read this book?*

## Read and Analyze Informational Text Cite Textual Evidence

### Compare Information in Photos and Text

Explain that the author uses both words and photos to tell what the panda can do. Point out that sometimes photos give the same information as the words on the page. But sometimes photos show different information than the text or give extra information.

(pp. 2-3) *What do the words on these pages tell you the panda can do? What extra information do the photos give you?*

(pp. 4-5) *The words tell us the little panda can walk and play. The photos give us more information. Where is the panda walking? What is the panda playing with?*

(pp. 6-7) *What information do you learn from the words on these pages? What do you learn from the photos?*

(p. 8) *Look at the words and the photo on this page. What do you see in the picture? What do the words tell you?*

Praise children for specific use of "Behaviors to Notice and Support" on page 94 of the *Guided Reading Teacher's Guide*.

LEVEL A

## Develop Comprehension

### Thinking Within the Text

Have children look at pages 2 and 3. Ask:

- *What animal is this book about?*
- *What are all the things a panda can do?*

### Thinking Beyond the Text

Talk about the different things the little panda does. Then ask:

- *What other animals do you know that can do some of the same things the little panda does?*
- *Which things that the little panda can do now will it still do when it grows up?*

### Thinking About the Text

Have children look at page 8. Ask:

- *Look at the photo the author chose. How does this picture help you understand what the words say?*
- *Why is this a good way for the author to end the book?*

## Focus on Foundational Skills Phonics and Word-Solving Strategies

### Develop Print Awareness

Remind children that every telling sentence gives the reader information. Point out that every telling sentence ends with a period. Read the sentence on page 2. Ask children to point to the period.

- Read each telling sentence and have children point to the period that ends it.

### Action Words

Remind children that an action word tells what someone or something does. Explain that the action words in the book tell us what the little panda can do.

- Have children turn to page 4. Read the sentence. Ask: *Which word tells what the little panda can do? (walk)*
- Then look at page 5. Read the sentence. Ask: *What is the action word on this page? (play)*
- Continue with other action words in the book.

For more prompts and ideas for teaching problem-solving strategies, see page 28 of the *Guided Reading Teacher's Guide*.

## Develop Fluency

Model reading each page of the book. Then have children read to a partner. Circulate and listen in to monitor children's pacing and pronunciation. Provide feedback as necessary.

## Expand Oral Language/Conversation

**Talk About the Little Panda** Have a discussion with children about the actions of the little panda in the book. Turn to a spread and ask: *What other thing do you think the little panda can do here? Why might it be fun to watch a little panda?*

## Write and Respond to Reading

**Draw and Label an Action** Ask children to draw a panda doing one of the actions it can do. Then help children label their picture with an action word. **(Informative/Explanatory)**

**Write a Fact** Help children draw a panda and write a fact about it. Guide children to use information from both the photos and the text. Combine the fact sheets to make a book about pandas for the class library. **(Informative/Explanatory)**

## ELL Bridge

Invite children to take turns pretending to be a panda and pantomiming an action from the book. Encourage the other children to name the action being performed and phrase their answer as *The little panda can \_\_\_\_\_*.

## Connect Across Texts

*Skippy Likes the Seasons* by Bailey Carroll

Compare this book with *The Little Panda*. Help children see that both books show the same animal on every page. Then help children see that in one book we learn what the animal can do, while in the other we learn what the animal likes.

## Connect to the Internet

Share this website with children to view video footage and photos of pandas at the San Diego Zoo: <http://kids.sandiegozoo.org/animals/mammals/giant-panda>.

# Skippy Likes the Seasons



## Summary & Standards

**Summary:** Skippy, a playful dog, enjoys romping in different places and finds things to like in each season.

**CCSS.ELA-Literacy:** Integrate and evaluate content presented in diverse media and formats, including visually (CCRA.R7); read closely to determine what the text says explicitly and to make logical inferences; cite specific textual evidence to support conclusions (CCRA.R1).

**Author:** Bailey Carroll

**Word Count:** 21

**Genre:** Informational Text

**Themes/Ideas:** identifying different seasons of the year; learning words for places a dog likes to play

**Text Type:** Picture Book

## Genre/Text Type

**Informational Text/Picture Book** Remind children that informational text has facts about a topic. This picture book includes photos to inform the reader.

## Informational Text Features

**Labels** Labels are used to identify the four seasons.

## Vocabulary

**High-Frequency Words:** likes, the  
**Domain-Specific Vocabulary**

**fall** (p. 6): the season between summer and winter; another word for autumn

**winter** (p. 8): the season between fall and spring; often the coldest season of the year

## Challenging Features

**Text** Children may be challenged by the placement of the word that names each season. Point out that this feature is called a label.

**Vocabulary** Children may be challenged by the words that begin with consonant blends: *Skippy*, *grass*, *flowers*, and *snow*. Say each word, identify the beginning sounds, and have children repeat it.

## Supporting Features

**Text** The patterned text gives children support as they read. Throughout the book each sentence begins with the same two words (*Skippy likes*) and ends with a different naming word. Children will be reading only one new word on each page.

**Content** Children should be able to look at the pictures and recognize the things that Skippy likes.

## A First Look

Read the title and have children point to Skippy. *Ask: What does the title tell you about Skippy? Then ask: Which of the four seasons of the year is it now? Summer? Fall? Winter? Spring? Then say: Think about the title and look at the picture. What do you think this book is about?*

## Read and Analyze Informational Text Cite Textual Evidence

### Identify Key Details in Photos and Text

Point out that this book has photographs to show how things look in real life. Explain to children that details in the photos will help them understand why Skippy likes the seasons.

(pp. 2–3) *Where is Skippy in the first picture? What does each picture show that Skippy likes? In which season does Skippy see grass and flowers? Which word names the season?*

(pp. 4–5) *Where is Skippy playing on page 4? What does Skippy like? What does Skippy like on page 5? Which word names the season?*

(pp. 6–7) *In which season do the leaves change color? Besides leaves, what does Skippy like in this season? Point to the word that names the season.*

(p. 8) *What does the photo show that Skippy likes in this season? Which word names the season? What question might you ask about Skippy when you look at this photograph?*

Praise students for specific use of “Behaviors to Notice and Support” on page 94 of the *Guided Reading Teacher’s Guide*.

## Develop Comprehension

### Thinking Within the Text

Remind children that good readers ask and answer questions about a text as they read. Have children ask questions for their classmates to answer using information from the text.

### Thinking Beyond the Text

Have children look at pages 4 and 5. Identify the season. Then ask:

- *What other things might Skippy like in the summer? Tell why.*
- *Look at pages 6 and 7. What other things might Skippy like in the fall? Tell why.*

### Thinking About the Text

Have children look at pages 2 and 3. Ask:

- *How does the author let the reader know what season it is?*
- *Look at the picture on page 6. What clues in the photo help you know that it is fall?*

## Focus on Foundational Skills Phonics and Word-Solving Strategies

### Develop Print Awareness

Remind children that the first word in a sentence always begins with a capital letter, and a sentence always ends with a punctuation mark.

- Have children point to the first word on page 2, *Skippy*. Ask: *Which letter is a capital?* Read the word together. Then have children point to *likes* and *grass*. Have children put their finger on the period that ends the sentence.
- Have children work with a partner to find the beginning of each sentence and the end mark.

### Initial Sounds

Help children identify initial consonant sounds.

- Look at page 4. Say: *The picture shows what Skippy likes. Which word names what Skippy likes? (sand) What sound begins sand? (/s/)* Model the sound as children repeat it. Then ask: *What other words begin with the same sound?*
- Continue with the words *leaves* and *mud*.

For more prompts and ideas for teaching problem-solving strategies, see page 28 of the *Guided Reading Teacher's Guide*.

## Develop Fluency

Model reading each page of the book. Have children repeat each sentence. Then have children read the page with you, pointing to the words as they read.

## Expand Oral Language/Conversation

**Talk About Dogs** Point out that each sentence begins with "Skippy likes." Ask: *How does Skippy show that he likes something?* Talk about what signs pet owners look for in order to find out if their pet dog likes or does not like something.

## Write and Respond to Reading

### Draw and Label a Scene

- Have children each draw one scene from the book. Help children label their pictures with the name of the season. Remind children to add something to the picture that will help their classmates identify the season. **(Informative/Explanatory)**

### Complete a Sentence

- Write the following sentence starter on the board. Help children complete the sentence and draw a picture to match the sentence. **(Informative/Explanatory)**

*Skippy likes \_\_\_\_\_.*

## ELL Bridge

Use the pictures to support vocabulary development for nouns that tell what Skippy likes: *grass, flowers, leaves, mud, sand, snow, and water*. Invite children to take turns drawing one of the nouns from the book. Have children complete the sentence "Skippy likes \_\_\_\_\_." by naming the noun they drew.

## Connect Across Texts

*In the Woods* by Stella Charles

This informational text shows animals that inhabit the woods. Show children the pictures. Together name the animals and identify the seasons.

## Connect to the Internet

Share this website with children to continue to explore the subject of seasons: [www.scholastic.com/clifford/play/seasonalstickers/stickers.htm](http://www.scholastic.com/clifford/play/seasonalstickers/stickers.htm).

## Develop Comprehension

### Thinking Within the Text

Talk about the characters and the setting. Ask:

- *What characters do we meet in this story?*
- *Where are the bears at the beginning of the story? Where are they at the end?*

### Thinking Beyond the Text

Ask children to think about the little bear.

- *Why do you think the bear kept telling his mother to look at the truck?*
- *How do you know the little bear likes his toy truck?*

### Thinking About the Text

Look at the illustrations on pages 2 and 3. Ask:

- *How does the picture on page 2 show what kind of work a dump truck can help do?*
- *How does the picture on page 3 show what kind of work a garbage truck can help do?*

## Focus on Foundational Skills

### Phonics and Word-Solving Strategies

#### Develop Print Awareness

Remind children that the first word in a sentence begins with a capital letter. Point out that every sentence ends with an end mark.

- Together, look at page 2. Help children identify the first word. Then have children point to the end mark, an exclamation point. Explain that this exclamation point tells the reader to read with expression.
- Model reading the sentence aloud and have children repeat it.

#### Initial Sounds

Tell children that good readers use beginning sounds and pictures to help them figure out words.

- Read aloud the sentence on page 2, omitting the word *dump*. Point to the *d*. Say: *The letter d stands for the beginning sound /d/. Have children repeat the sound. Ask: What word that begins with /d/ tells what kind of truck the boy sees? (dump)*
- Repeat for *garbage* and *fire* on pages 3 and 5.

For more prompts and ideas for teaching problem-solving strategies, see page 28 of the *Guided Reading Teacher's Guide*.

## Develop Fluency

Model reading the sentences in the book. Ask children to notice the excitement in your voice. Invite them to repeat each sentence after you with a similar inflection.

## Expand Oral Language/Conversation

**Talk About Trucks and Workers** Point out that the pictures on pages 2–5 show how trucks can help workers do different jobs. Invite children to talk about each truck in the book and tell what kind of work the person driving the truck is doing.

## Write and Respond to Reading

**Draw and Label a Truck** Ask children to draw one of the trucks from the book. Help children label the truck and encourage them to explain why people might use this particular kind of truck. **(Informative/Explanatory)**

**Describe a Truck** Invite children to write a sentence that describes one of the trucks in the book. Children may write about the color, size, or purpose of the truck. Provide sentence frames: *This truck is \_\_\_\_\_. It is used to \_\_\_\_\_. (Informative/Explanatory)*

## ELL Bridge

Cover the description of each truck with a sticky note. Say: *Look at the \_\_\_\_\_.* Ask children to complete each sentence with the type of truck they see in the picture. Then remove the sticky note. Point to and say the words, ask children to repeat after you, and then say the complete sentence.

## Connect Across Texts

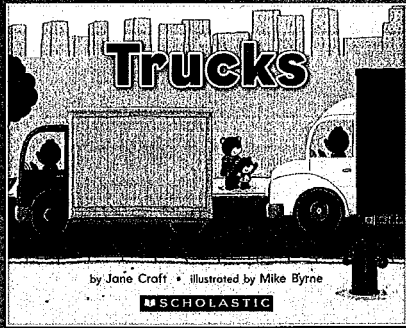
*The Little Panda* by Joe Noonan

This informational text shows in photos what a real panda can do. Help children distinguish the real bear from the fantasy bear characters in *Trucks* that dress and act like people.

## Connect to the Internet

Share this website with children to explore the types of trucks a fire department uses: <http://www.sparky.org/firetruck/index.htm>.

# Trucks



## Summary & Standards

**Summary:** There are so many different trucks for a little bear and his mother to see—all over the city. But Little Bear has a very special truck to show Mama!

**CCSS.ELA-Literacy:** Integrate and evaluate content presented in diverse formats, including visually and quantitatively (CCRA.R7); analyze how and why individuals, events, or ideas develop and interact over the course of a text (CCRA.R3).

**Author:** Jane Craft

**Word Count:** 34

**Genre:** Fantasy

**Themes/Ideas:** identifying different trucks; identifying jobs that use particular types of trucks

**Text Type:** Picture Book

## Genre/Text Type

**Fantasy/Picture Book** Remind children that a fantasy is a story that could not happen in the real world. Illustrations help readers picture the fantasy.

## Text Features

**Illustrations** The illustrations clearly depict the story characters and show the sequence of events.

## Vocabulary

**High-Frequency Words:** at, look, the  
**Domain-Specific Vocabulary**

**cement** (p. 4): a gray powder used in building; it becomes hard when mixed with water and left to dry  
**dump truck** (p. 2): a truck that has an open top that can tip sand or gravel from an opening at the back

## Challenging Features

**Text** Point out that sentences end with exclamation points. Explain that this shows that the bear is excited when he tells his mother what to look at.

**Vocabulary** Children may be challenged by the two-syllable words in the text. Model pronunciation of the words *garbage*, *cement*, and *little*.

## Supporting Features

**Text** The patterned text gives children support as they read. Throughout the book, each sentence begins with the same two words (*Look at*).

**Content** Most children like trucks, and this picture book lets children make a connection between the picture of the truck and a word that describes it.

## A First Look

Talk about the cover and have children identify details in the picture. Ask: *Who are the characters in this book? Where are they?* Then read the title. Ask: *What kind of trucks do the bears see?* Then ask: *Why do you think this book is called Trucks?*

## Read and Analyze Literature Cite Textual Evidence

### Use Picture Details

Remind children to use the illustrations as they read to find out what the little bear and his mother see on their walk. Help children use details in the illustrations to connect the pictures of the trucks with their names and functions.

(pp. 2–3) *What kind of truck do the bears see first? Compare it to the truck they see next.*

(pp. 4–5) *What do the bears see the worker doing by the cement truck? How does the truck help him do his job? Describe the truck on page 5. Who is waving to the little bear?*

(pp. 6–7) *What is different about the two trucks the bears see next?*

(p. 8) *What kind of truck does the bear want his mother to look at now? How is it different from the other trucks the story characters have seen in the book?*

Praise children for specific use of “Behaviors to Notice and Support” on page 94 of the *Guided Reading Teacher’s Guide*.