

GUIDED READING PROGRAM

Nonfiction Focus

2nd Edition



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

- **Can It Float?**
- **Count the Wheels**
- **Houses**
- **So Many Hats!**
- **Sounds on the Farm**
- **Sports**
- **Trees**
- **What Do You See?**
- **What's the Weather, Meg?**
- **Where Are Jack and Jill?**

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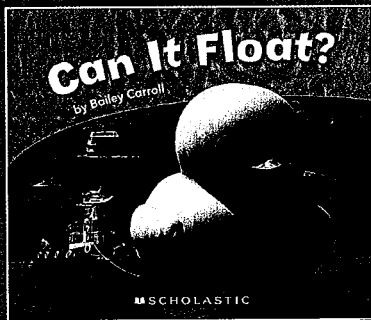
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ISBN-13: 978-0-545-64728-1
ISBN-10: 0-545-64728-2



Can It Float?



Summary & Standards

Summary: Colorful photographs help children learn about living and nonliving objects that float on water.

CCSS.ELA-Literacy: Integrate and evaluate content presented in diverse formats, including visually and quantitatively (CCRA.R7); determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas (CCRA.R2).

Author: Bailey Carroll

Word Count: 42

Genre: Informational Text

Themes/Ideas: identifying objects that float; exploring science concepts

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

Questions The book title and the last sentence in the book pose questions for the reader to answer.

Vocabulary

High-Frequency Words: a, can, on, the
Domain-Specific Vocabulary

float (p. 2): to rest on water without sinking

swan (p. 7): large white bird seen in lakes or ponds

Challenging Features

Text The last sentence in the book changes from the previous pattern. Also, the sentence is addressed to the reader. Children may be unsure as to when they should answer the question.

Content Children may not understand the concept of floating and the idea that both large and small things can float on water. Some children may be unfamiliar with ice floating on water, so you may wish to preview that picture.

Supporting Features

Text The sentence patterns repeat throughout the text, which makes the text easy to follow. The text on each page is supported by a photo.

Vocabulary Children should be familiar with most of the words in the book. They can use picture clues to help them with unfamiliar words. Make sure that children understand that the word *frog* on page 8 refers to a swimming-pool toy, not a real frog.

A First Look

Display the book and read the title. Then ask: *What do you see floating on the water?* Talk about the boats and the large float. Then ask: *Where will we look to find the answers to this question?*

Read and Analyze Informational Text Cite Textual Evidence

Compare and Contrast

Point out that this book has photographs that show how things look in real life. Encourage children to look at the photos to help them identify the things that float and see how the things pictured are alike and different.

(pp. 2–3) *What is floating on the water here? Where is the leaf? Where is the ice? What details in the photos help you understand what the word float means?*

(pp. 4–5) *What is floating on the water on each page? How are these things different? How are they alike?*

(pp. 6–7) *What is floating on the water? What does the author want you to understand about things that can float? Which thing that floats is alive?*

(p. 8) *What does the photo show? Can a toy frog float? How can you tell? What details in the photo show that a toy frog can float?*

Praise children for specific use of “Behaviors to Notice and Support” on page 95 of the *Guided Reading Teacher’s Guide*.

Develop Comprehension

Thinking Within the Text

Have children look at each spread in the book. Remind children that the main idea is what the book is mostly about. Ask:

- *What do all the pages show?*
- *How is each page of the book different?*

Thinking Beyond the Text

Have children compare photos and text on pages 6 and 8. Ask:

- *If you read the page 6 text and didn't look at the photo, what would you expect to see?*
- *What kind of frog is floating? Why is it floating? Would a real frog float? Tell why.*

Thinking About the Text

Together look at page 5. Ask how the reader can tell the flower is floating. Then talk about what it means to float. Locate another photo to discuss in the same way.

Focus on Foundational Skills Phonics and Word-Solving Strategies

Develop Print Awareness

Point out that some sentences may begin on one line and continue onto the next line.

- Together look at the second sentence on page 2. Have children point to the capital letter that begins the sentence. Then have them move their finger to find the end mark, the period, that ends the sentence. Help children see that the sentence begins on one line and ends on the next line.
- Repeat with pages 4 through 6, each time noting that the second sentence begins on one line and ends on the next.

Initial Sounds

Remind children that words are made of sounds and that letters stand for those sounds.

- Read aloud these words: *leaf*, *water*, *boat*, and *ball*. Have children identify each beginning sound they hear. Then read these words, and ask children to identify each ending sound they hear: *can*, *float*, *flower*, and *swan*.

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

Develop Fluency

Model reading sentences that are on two lines. Show children how to move from one line to the next. For page 8, model how to read the question with proper inflection. Then have children echo-read a spread, repeating each sentence after you read it.

Expand Oral Language/Conversation

Talk About Things That Float Lead a discussion about why some things float and other things sink. Encourage children to look for similarities among the items in each group.

Write and Respond to Reading

Write a Description Have children choose an item from the book and illustrate it. Then have them write two sentences that describe the object they drew. **(Informative/Explanatory)**

Complete a Sentence Use the book's text pattern to have children write about something else that can float on water. Provide this sentence frame: *A ___ can float on water.* **(Informative/Explanatory)**

ELL Bridge

Use picture-word correspondence to help children identify the items in the book. Point to a photo in the book, name the item, and then point to the corresponding word. Have children repeat the word after you. Invite children to point to an item on another page, use picture clues to identify the word, and then say it.

Connect Across Texts

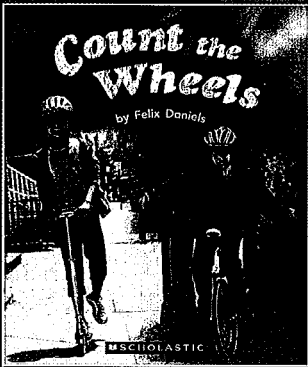
In the Pond by Carol Hearn

Ask children to recall some of the things they learned about that can float. Together look through *In the Pond* and have children name the animals that swim and float in a pond.

Connect to the Internet

Share this website about children experimenting with objects to find out whether or not the objects will float: <http://www.pbslearningmedia.org/resource/lsp07.sci.phys.matter.cgboatfloat/a-boat-that-floats/>. Click on the photo to activate the link to the video.

Count the Wheels



Summary & Standards

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

CCSS.ELA-Literacy: Analyze how and why individuals, events, or ideas develop and interact over the course of a text (CCRA.R3); analyze the structure of texts, including how specific portions relate to each other and the whole (CCRA.R5).

Author: Felix Daniels

Word Count: 56

Genre: Informational Text

Themes/Ideas: counting; grouping like things

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 groups the items in the book by the number of wheels each has.

Vocabulary

High-Frequency Words: at, has, look, the

Domain-Specific Vocabulary

cart (p. 3): a two-wheeled wagon that is pushed or pulled and used for carrying things

Challenging Features

Text Children may need help reading the chart on page 8. Show them how to read across each row and then down the first column.

Vocabulary Point out the picture of the handcart on page 3 and identify it as a cart. Help children sound out the word *cart*. Children may need help reading the word *too*. Remind children that the word *too* in this spelling means “also.”

Supporting Features

Text There is a two-word change in each of the second sentences. With two exceptions, only the naming word and number word change.

Content The accompanying photograph should help children identify the item shown on each page and children will be able to verify the number of wheels by counting.

A First Look

Talk about the cover and help children identify the scooter and unicycle. Then read the title. *Ask: How many wheels do you see on the unicycle?* Note that the scooter has two wheels, even though children can only see one wheel in this photograph. Then ask children what other things they might expect to see in a book called *Count the Wheels*.

Read and Analyze Informational Text Cite Textual Evidence

Compare and Contrast Details

Point out that the author shows pictures of things that have wheels, and readers can count the wheels. Remind children that readers can see what is alike and different about these things that have wheels.

(pp. 2–3) *How many wheels does the bike have? How many wheels does the cart have? What is alike about the bike and the cart? What is different?*

(pp. 4–5) *How many wheels does this bike have? How many wheels does the skate have? What is alike about the bike and the skate?*

(pp. 6–7) *What is alike about the wagon and the bus? What is different?*

(p. 8) *How are the chart and the title of the book alike? What three things does the chart show in every row? What things do you see on the chart that you also see in the book?*

Praise students for specific use of “Behaviors to Notice and Support” on page 95 of the *Guided Reading Teacher’s Guide*.

Develop Comprehension

Thinking Within the Text

Explore the parts of the book together.

- *What is the name of the book? Who wrote the book? What do you see on the title page?*
- *On the back cover, what question does the author ask the reader?*

Thinking Beyond the Text

Ask children to think about things with wheels. Then ask:

- *What other things with wheels could you add to this book?*
- *In what ways do wheels help make bikes, skates, and wagons fun for children?*

Thinking About the Text

Have children think about the author's choices. Ask:

- *Why does the author show a chart at the end of the book?*
- *Where else in the book besides on this chart can you see the picture of the unicycle?*

Focus on Foundational Skills Phonics and Word-Solving Strategies

Develop Print Awareness

Remind children that a sentence begins with a capital letter and has punctuation at the end.

- Have children turn to page 2. Read the first sentence aloud together. Ask: *What capital letter does the first word begin with? What punctuation does the sentence end with?*
- Then look at the second sentence on page 2. Have children identify the capital letter and the end punctuation.

Number Words

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

- Have children look at the chart on page 8. Say: *Point to the number 1 and the word one.*
- Then say: *Point to the number 2 and the word two.* Repeat for 3 and 4.

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 pages 2 and 3. Then have partners practice reading the book aloud, stopping at the end of each sentence and pointing to the period.

Expand Oral Language/Conversation

Talk About Wheels Lead a discussion about how the number of wheels affects how easy it is to ride something. Ask: *Why is it easier to ride a tricycle, which has three wheels, than a bike, which has only two wheels? Why would it be hard to ride a unicycle, which has one wheel?* Have children share their experiences riding tricycles and bikes.

Write and Respond to Reading

Make a Chart Provide children with a copy of the chart from page 8 without the photographs. Then have them draw a picture for each row of the chart. **(Informative/Explanatory)**

Answer the Question Have children draw something with wheels. They can use the book as a reference. Then have children complete the sentence frame below. **(Informative/Explanatory)**

This _____ has _____ wheels.

ELL Bridge

Use the chart on page 8 to support vocabulary development for the nouns *unicycle, bike, cart, skate, wagon, and bus* and for the counting words *one, two, three, and four*. Have children say or point to the correct photograph or word to complete the sentence frame *A _____ has _____ wheels.*

Connect Across Texts

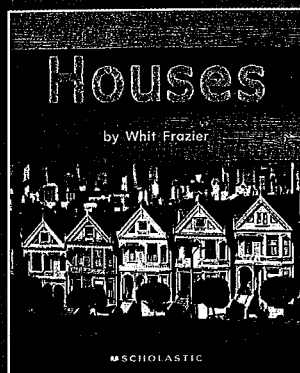
Let's Go! by Diane Theo

Together look through *Let's Go!* to find things that have wheels and are used for traveling. Then find the things in *Count the Wheels* that have wheels and can be used for traveling.

Connect to the Internet

Share this website with children to play a game matching numerals with counting words: <http://www.pbskids.org/curiousgeorge/busyday/allie/>.

Houses



Summary & Standards

Summary: Have you ever seen a blue house or a yellow house? Find out what colors houses can be!

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: Whit Frazier

Word Count: 39

Genre: Informational Text

Themes/Ideas: identifying colors; describing different houses

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 the reader the different colors a house can be.

Vocabulary

High-Frequency Words: can, be

Domain-Specific Vocabulary

orange (p. 4): the color made by mixing red and yellow

purple (p. 6): the color made by mixing red and blue

Challenging Features

Text Children may be challenged when they read the sentence with commas on page 8. Explain that commas are used in a sentence to separate a list or group of three or more things.

Vocabulary Children may need assistance with the different pronunciations of the words *house* on each page of the book and the title *Houses*.

Supporting Features

Text The patterned text gives children support as they read. Each sentence begins with the stem *A house can be* and ends with a word that names a color.

Content Vivid color photos and the design of the book will help children understand the content. Children will most likely be familiar with the names of the colors in the book.

A First Look

Ask children to point to the front cover of the book. Read aloud the title. Say: *What do you notice about the row of houses?* Encourage children to include the names of colors in their descriptions. Read aloud the back cover question. Then ask: *What do you think you will read about in this book?*

Read and Analyze Informational Text Cite Textual Evidence

Identify Key Details in Photos and Text

Explain that the author of this book uses both words and photos to tell about houses. Tell children that looking at the picture can help them read the name of the color that is written on the page.

(pp. 2-3) *What colors do you learn a house can be on these pages? How do both the words and the pictures help you know this?*

(pp. 4-5) *What words name colors on these pages? Tell how the pictures on both pages also help you know what color a house can be.*

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

(p. 8) *Compare the words and the photo on this page. How is this house different from the other houses in the book?*

Praise children for specific use of “Behaviors to Notice and Support” on page 95 of the *Guided Reading Teacher’s Guide*.

Develop Comprehension

Thinking Within the Text

Review the title and cover page. Ask:

- *What do you see on the cover?*
- *How are the cover and title page alike?*

Thinking Beyond the Text

Ask children to think about the houses in the book. Then ask:

- *What other colors do you think someone might paint a house?*
- *Besides telling about the color, what might the author have said about the houses?*

Thinking About the Text

Have children look at the borders around the photos. Ask:

- *How do the pictures help you read the color words?*
- *How does the author let you know that a house can be more than one color?*

Focus on Foundational Skills Phonics and Word-Solving Strategies

Develop Print Awareness

Tell children that you pause, or take a short rest, when you see a comma in a sentence.

- Read aloud the sentence on page 8. Ask children to listen to how your voice rests for a moment after the words *blue*, *green*, and *yellow*.
- Ask children to point to the commas on page 8.

Describing Words

Remind children that describing words tell what someone or something is like. Point out that names of colors are describing words.

- Have children turn to page 7. Read the sentence aloud. Ask: *Which word is the describing word? (green)*
- Then look at page 8. Read the sentence aloud. Ask: *How many describing words are on this page? (four) What are the describing words? (blue, green, yellow, orange)*

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. Ask children to notice how you pause after each comma and how your voice shows excitement when you get to the exclamation point at the end of the sentence. Have them work with a partner and take turns reading the page.

Expand Oral Language/Conversation

Talk About Houses Point out that the houses in the book all look different. Guide children to describe the various houses. For each house they describe, have children tell about its color, size, and any other interesting feature they notice.

Write and Respond to Reading

Write About What You Like Ask children to choose from the book the house they like best, draw a picture of it, and write a sentence to tell why they like it best. (**Opinion**)

Make a List Help children brainstorm a list of all the colors a house could be. Write the color words on the board or on chart paper. Then have children choose one color, draw three houses in that color, and label the picture with the color name. (**Informative/Explanatory**)

ELL Bridge

Provide children with crayons, markers, or paint. Tape a piece of chart paper to the board or an easel. Invite each child to select a color from the art supplies and draw a house on the paper. Encourage children to name the color they used to complete the sentence starter *A house can be _____*.

Connect Across Texts

What Do You See? by Heather Flaherty

Children are asked to find a little animal on each page. The color of the animal is shown in the text and in the photo. Have children compare the colors in *What Do You See?* with the colors in *Houses*.

Connect to the Internet

Children learned that houses can be many different colors. Share this website with children to continue exploring color as they draw and paint online: http://www.abcya.com/abcya_paint.htm.

So Many Hats!



Summary & Standards

Summary: So many hats! What kinds of hats do different workers wear when they work?

CCSS.ELA-Literacy: Integrate and evaluate content presented in diverse formats, including visually and quantitatively (CCRA.R7); determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas (CCRA.R2).

Author: Charles Ryder

Word Count: 29

Genre: Informational Text

Themes/Ideas: describing hats people wear at their jobs; identifying details of different jobs

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 The border illustrations show things people use and see when they are on the job.

Vocabulary

High-Frequency Words: big, is, little, my, too

Challenging Features

Text Children may be challenged by the placement of text above each picture. Point out that each sentence describes the picture under it.

Vocabulary Children may be challenged by the descriptive words with consonant blends *small*, *hard*, and *soft*. Say each word, identify the consonant blend, and have children repeat it.

Supporting Features

Text The patterned text supports children as they read. Each sentence begins with *My hat is* and ends with a descriptive adjective.

Content Children will be familiar with some of the occupations shown in the book. The photos reinforce and supplement the book's text for those occupations that are unfamiliar.

A First Look

Talk about the cover photo and read the title of the book *So Many Hats!* Ask: *What are the people doing in the kitchen?* Point to a hat and have children note that every person in the photo is wearing the same kind of hat. Identify it as a chef's hat. Then say: *Let's find out why the author called this book So Many Hats!*

Read and Analyze Informational Text Cite Textual Evidence

Identify Key Details in Photos

Point out that the photos in the book show people doing different kinds of jobs. Tell children that the photos will show key details about the kinds of hats some people need to wear when they do their jobs. The photos will help them understand what the hats look like and where the workers are when they wear them.

(pp. 2-3) *What kind of hat does the woman wear? Where does she work? What kind of hat does the man wear? Where does he work? Why do both these people need to wear hats?*

(pp. 4-5) *What kind of hat does the woman at the construction site wear? Why is wearing a hard hat important for her? Where does the woman wearing red work? Why is her soft hat good for the work she does?*

(pp. 6-7) *What kinds of hats do these two people wear?*

(p. 8) *What is silly about the hat on page 8? Why are clown hats silly?*

Praise children for specific use of "Behaviors to Notice and Support" on page 95 of the *Guided Reading Teacher's Guide*.

Develop Comprehension

Thinking Within the Text

Remind children that the main idea is what the book is mostly about. Then ask:

- *What did you learn from reading this book?*
- *What details do you remember reading about?*

Thinking Beyond the Text

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

- *This worker is wearing a hard hat. What other workers wear hard hats?*
- *This worker helps when people get hurt in the snow. How might people get hurt on a mountain in the snow?*

Thinking About the Text

Have children look at the border and discuss details the author includes about the work each worker does. Say:

- *Look at the borders around each picture. What details do you see in these borders that tell you about the job the person does?*

Focus on Foundational Skills Phonics and Word-Solving Strategies

Develop Print Awareness

Remind children that the words in a sentence are separated by spaces.

- Have children point to the sentence on page 6. Ask: *How many words are in this sentence?* (four) Have them point to the sentence on page 7. *How many words are in this sentence?* (five) Read the sentences together.
- Have children work with a partner to count the words in each sentence on the book pages.

Words With Short Vowels: a, i

Remind children how to decode words with short vowels *a* and *i*.

- Look at page 2. Ask: *Which word names what the woman is wearing? (hat) What is the first sound in hat? (/h/) What is the short vowel sound? (/a/) What is the final sound? (/t/)*
- Continue with the word *big* on page 6.

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 with a partner page by page. Circulate and provide help where needed.

Expand Oral Language/Conversation

Talk About Jobs Point out that many workers wear special hats. Discuss jobs that have special hats in this book. Ask: *What other jobs do you know that require workers to wear special hats?* Children may name firefighters, police officers, pilots, bus drivers, and baseball players.

Write and Respond to Reading

Draw a Hat Have children draw a hat from the book. Help them label the hat with a descriptive adjective. **(Informative/Explanatory)**

Complete a Sentence Have children draw themselves pretending to be one of the workers in the book and wearing the right hat for the job. Write the following sentence frames on the board for children to complete: *I am a _____ . My hat is _____ .* **(Narrative)**

ELL Bridge

Use the pictures to support vocabulary development for descriptive adjectives. Invite children to use gestures to demonstrate the meaning of each adjective as they say the sentence *My hat is _____ .* (adjective)

Connect Across Texts

What's the Weather, Meg? by Janie Smith

Help children compare the two texts. Help children see that Meg changes what she needs in each picture according to the weather, while each person wears a special hat according to the work he or she does.

Connect to the Internet

Share this website with children to continue to explore the jobs that people do: <http://kids.usa.gov/jobs/a-z-list/index.shtml>.

Sounds on the Farm



Summary & Standards

Summary: Chickens, pigs, cows, and more—the farm animals have their own distinct sounds.

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: Alex Ives

Word Count: 24

Genre: Informational Text

Themes/Ideas: learning about farm animals; recognizing animal sounds

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 Colorful close-up images present a detailed view of each farm animal.

Vocabulary

High-Frequency Words: and, the

Domain-Specific Vocabulary

clucks (p. 3): sounds made by a hen (used as verb)

peeps (p. 4): high-pitched sounds made by a chick (used as verb)

Challenging Features

Text Children may not recognize the white triangles near each animal’s mouth. Explain that these shapes indicate that the animal is making a sound.

Vocabulary Children, especially English language learners, may be challenged by some of the sound words. Point to each word, say it slowly, and have children repeat after you. Then model making each animal sound.

Supporting Features

Text The book has a repetitive text pattern. All of the sentences, except for the last page, have only three words. This pattern will support children in their reading.

Content Children will be familiar with the animals in the book. Most children will know the sounds attributed to each of farm animals.

A First Look

Talk about the cover. Have children identify the animals. Read the title. Ask: *What do you think these animals are doing?* Then ask: *What other kinds of animals might you expect to see in a book about sounds on the farm?*

Read and Analyze Informational Text Cite Textual Evidence

Use Picture and Context Clues

Explain that using the pictures can help readers when they come across a word they don’t know. Remind children to use the photographs of the animals to help them figure out the word that names the sound the animal makes.

(pp. 2–3) *What animal is shown on page 2? Which word tells what its sound is like? What animal do you see on page 3? Which word tells what it says? Why does the author show white lines by each animal’s mouth?*

(pp. 4–5) *Which animal peeps? If you want to know what sound the duck makes, where will you find the answer? How are these two animals alike?*

(pp. 6–7) *What animal is shown on page 6? Which word tells you what sound it makes? Which word tells what a cow says? How are these two animals different from the chick and the duck?*

(p. 8) *If you wanted to know where a dog is, how might you find the answer? What on a farm might make a dog bark and bark?*

Praise children for specific use of “Behaviors to Notice and Support” on page 95 of the *Guided Reading Teacher’s Guide*.

Develop Comprehension

Thinking Within the Text

Remind children that authors write books to share ideas. Talk about what idea the author wanted to share. Review the animals discussed and, for each, review the sound it makes.

Thinking Beyond the Text

Point out that a farm is home to the animals in the book. Ask children to think about the animals. Ask:

- *Why is a farm a good home for these animals?*
- *What other animals might you see there?*

Thinking About the Text

Together, look at the photos on pages 4–5. Ask:

- *How does the author let the reader know the animals are making sounds?*
- *How do the words tell you about the sounds on a farm?*

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.

- Look at page 8. Help children identify the first word. Then have children point to the end mark, an exclamation mark, at the end of the sentence. Explain that this exclamation mark tells the reader to read with expression.
- Model reading the sentence aloud and have children repeat.

Action Words

Remind children that words can tell what a person or an animal does, such as *runs* or *eats*. These words are called action words.

- Have children turn to page 2 and read the sentence aloud together. Ask: *Which word tells what the rooster does? (crows) What does a rooster do when it crows? (It makes a sound.)*
- Have children identify the action words on the remaining pages.

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

Develop Fluency

Have partners take turns reading one page at a time. Tell them to read the last page together. Remind children to read the last page with strong voices, because it ends with an exclamation point.

Expand Oral Language/Conversation

Talk About Farm Animals Lead a discussion about the animals that live on farms. Encourage children to describe what they might see, hear, smell, look, and do during a visit to a farm.

Write and Respond to Reading

Draw and Label a Mural Have children create a mural that features a farm and the animals that live on it. Help them write labels to identify the farm animals. **(Informative/Explanatory)**

State an Opinion Ask children to choose an animal from the book and write a sentence that tells why a farm is the best home for this animal. Guide children to use picture details to support their opinion. **(Opinion)**

ELL Bridge

Use this book to review and discuss common animal names. Preview the book by pointing to each animal. Write the animal's name on the board. Have children make flash cards by writing each word on one side of an index card and drawing a picture of the animal on the opposite side. Have partners use the cards to practice the words or play a matching game.

Connect Across Texts

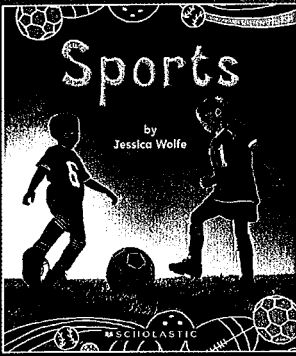
In the Woods by Stella Charles

Identify where each of the books takes place, one in the woods and one on a farm. Talk about how these locations are alike and how they are different. Then talk about the different animals that live in each place.

Connect to the Internet

Explore this site and try some of the activities:
<http://www.activityvillage.co.uk/farm-animals>.

Sports



Summary & Standards

Summary: How many different kinds of balls can be used to play sports? Many!

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); analyze how and why individuals, events, or ideas develop and interact over the course of a text (CCRA.R3).

Author: Jessica Wolfe

Word Count: 27

Genre: Informational Text

Themes/Ideas: recognizing sports; identifying balls used in different sports

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

Question The question on the back cover engages the reader in the topic of sports.

Vocabulary

High-Frequency Words: I, play

Domain-Specific Vocabulary

roll (p. 6): causing something to move forward by making it turn over and over

sports (p. 8): games usually played by teams

Challenging Features

Text Children may be challenged by the placement of text above each picture. Point out that each sentence describes the picture under it.

Vocabulary Children may be challenged by the less familiar action words *throw* and *roll*. Help children decode and blend letter sounds.

Supporting Features

Text The patterned text supports children as they read. Except for the last page, each sentence begins with *I* followed by an action verb and ending with *the ball*. Children will be reading only one new word on each page.

Content Children should be able to use the photo clue to help them name the action shown. Many children may have had experience playing or watching some of the sports shown in the book.

A First Look

Talk about the cover and have children identify details in the photo. Ask: *What are the children trying to do to the soccer ball?* Point to the illustrations and ask if children can name any of these kinds of balls. Read the question on the back of the book. Then say: *Let's find out what people do with these different balls when they play sports.*

Read and Analyze Informational Text Cite Textual Evidence

Ask and Answer Questions

Point out that good readers ask themselves questions about what they read. Explain that as they read they may find answers to their questions. Tell children that the words and the photos will help them understand what children do with the ball when they play different sports.

(pp. 2–3) *What sport are the children playing on page 2? Which word tells what the children do with the ball? What kind of ball is shown on page 3? Which word tells what the player does with the ball?*

(pp. 4–5) *Which word tells what the boy does with the baseball? What question might you ask about what the child is about to do?*

(pp. 6–7) *Where are the girl and her mother? How do you know? What are they doing with the ball? What question might you ask about what the boy is doing?*

(p. 8) *What question might you ask about the sport the girl is playing?*

Praise children for specific use of “Behaviors to Notice and Support” on page 95 of the *Guided Reading Teacher’s Guide*.

Develop Comprehension

Thinking Within the Text

Have children think about the sports played in the book. Ask:

- *What is this book about?*
- *What are some things the children do with the balls when playing sports?*

Thinking Beyond the Text

Direct children to page 5. Then ask:

- *What do you think will happen after the boy throws the baseball?*
- *In which other sports do you throw a ball?*

Thinking About the Text

Have children look at page 8. Ask:

- *How does the author make this sentence different from the other sentences in the book?*
- *How does the author tell about the whole book on this page?*

Focus on Foundational Skills Phonics and Word-Solving Strategies

High Frequency Words

Remind children that some words are sight words that must be memorized.

- Have children point to the word that begins each sentence. Ask: *What is this letter?* (capital I) *How do you say this letter?*
- *When do you use capital I as a word?* (when talking about yourself) *Remember to write this word as a capital when talking about yourself.*
- Have children work with a partner to read each sentence on pages 2–7, pointing to themselves and emphasizing when they read the word *I*.

Action Words

Remind children that an action word tells what someone or something does. Clap your hands to show an example of the action word *clap*.

- Have children look at page two and ask what action word tells what the child is doing to the ball. (*kick*)
- Focus on the action word on each page.

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 book independently.

Expand Oral Language/Conversation

Talk About Sports Point out that each sport has a special ball people use to play the game. Name the kinds of balls shown in the photos in the book. Discuss how to play any of the sports pictured.

Write and Respond to Reading

Draw a Ball Have children draw a picture of one ball from a photo in the book. Help them label their picture with the name of the sport it is used in. (Informative/Explanatory)

Make Up a Story Have children look at page 8. Ask children to tell a story about the girl and complete the sentence starters below. (Narrative)

I _____ the ball.

I like to play _____.

ELL Bridge

Use the pictures to support vocabulary development for action verbs. Invite children to use gestures to demonstrate the meaning of each verb as they say a sentence in the book.

Connect Across Texts

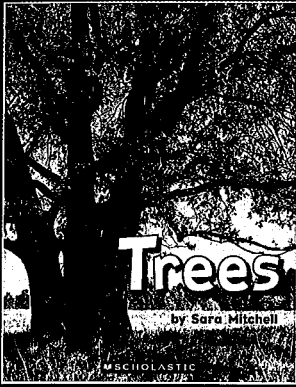
The Little Panda by Joe Noonan

Discuss the action words used to tell about what the little panda can do. Then review the action words used to tell what the children do when they play sports.

Connect to the Internet

Share this website with children to watch a video about sports: <http://pbskids.org/video/>. Click on Browse Videos>Topics>Sports, and choose a video.

Trees



Summary & Standards

Summary: Can trees grow fruit? Can trees grow flowers? Let's find out!

CCSS.ELA-Literacy: Analyze the structure of texts, including how specific portions relate to each other and the whole (CCRA.R5); interpret words and phrases and analyze how specific word choices shape meaning or tone (CCRA.R4).

Author: Sara Mitchell

Word Count: 29

Genre: Informational Text

Themes/Ideas: identifying parts of a tree; 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

Chart With Labels The chart at the end of the book shows parts of a tree with labels.

Vocabulary

High-Frequency Words: has, look, this, what
Domain-Specific Vocabulary

bark (p. 6): the covering on the trunk of a tree

roots (p. 7): parts of a plant or tree that grow under and on the ground and bring food to it

Challenging Features

Text Children will notice that page 8 veers from the patterned text found in the rest of the book. Point out that the sentence on this page introduces a chart that summarizes the information the author presented in the book.

Vocabulary Children may be challenged by the words that name plant parts. Remind children to use picture clues and beginning sounds to help them figure out the words.

Supporting Features

Text The sentences on pages 2–7 are patterned text. Each sentence begins with *This tree has* and ends with a word that names a different part of a tree.

Content Children may test what they have learned about trees by examining the chart of tree parts. The chart gives them a close-up look at the tree parts.

A First Look

Ask children to look at the front cover of the book. Read aloud the title of the book. *What do you see? What parts of the tree can you name? Let's read to find out more about trees.*

Read and Analyze Informational Text Cite Textual Evidence

Understand Structure

Tell children that authors write words and show photos to help readers understand what they are reading. Explain that sometimes authors organize their books in special ways. Point out that the author of this book adds a chart with labels at the end to help readers remember the things they read about in the book.

(pp. 2–3) *What words on these pages tell what a tree can have? Besides the pictures of trees, what else does the author show? How do the photos help you understand the text?*

(pp. 4–5) *What is the girl on page 4 pointing to? What is the boy on page 5 pointing to?*

(pp. 6–7) *On page 6, what do you learn a tree has? Look at the photo on this page. What can you tell about bark? On page 7, what do you learn a tree has? Look at the photo on this page. What can you tell about the tree's roots?*

(p. 8) *Look at the labels on the chart. What does the first label tell you a tree can have? What does the last label tell you a tree can have? How do these pictures connect with the photographs in the book?*

Praise children for specific use of "Behaviors to Notice and Support" on page 95 of the *Guided Reading Teacher's Guide*.

Develop Comprehension

Thinking Within the Text

Remind students that when they come to a word that is not familiar, they may use the pictures to help them figure out the meaning. Then ask:

- *What is the meaning of the word bark?*
- *What are roots?*

Thinking Beyond the Text

Review what the book tells about trees. Ask:

- *Fruit is growing on the tree on page 4. What was growing on the tree before the apples formed?*
- *Look at the picture on page 6. If you touched the bark, how would it feel?*

Thinking About the Text

Have children look at page 8. Ask:

- *Why did the author use the chart to show what a tree can have?*
- *Why was it helpful for the author to include close-up photos of tree parts in the chart?*

Focus on Foundational Skills Phonics and Word-Solving Strategies

Develop Print Awareness

Remind children that we read words from left to right and from page to page.

- Read aloud and ask children to follow along and point to each word as you read it. Monitor whether children are matching your voice to the print.
- Read aloud the sentence on page 2. Ask children to point to each word on the page as they hear you read it.

Words with Long Vowel e

Remind children that long e sounds like the name of the letter e. Tell children that the long e sound can be spelled with the letters ee or ea.

- Have children turn to page 2. Read the sentence aloud. Ask: *Which word has the letters ee? (tree) What sound do these letters make?*
- Then ask: *Which word has the letters ea? (leaves) What sound do these letters make?*

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 labels on the chart. Point out that even though there are no periods after the labels, you pause before reading each one. Explain that you want to give yourself time to look at the picture under each label before reading the next one.

Expand Oral Language/Conversation

Talk About the Roots of Trees Explain that a tree gets food and water from the ground through its roots. The roots also help hold a tree in the soil. Invite children to look at the photos of roots on pages 7 and 8. Ask: *What do the roots look like? How do you think the roots help a tree stay in the ground?*

Write and Respond to Reading

Make a Tree Chart Help children make a chart like the one on page 8. Have children draw the parts of a tree on chart paper. Then help them write the corresponding label above each picture. **(Informative/Explanatory)**

Write a Story Ask children to draw a picture of a tree with lots of leaves. Have them draw some children playing under the tree. Then ask children to write a sentence about who is playing under the tree. **(Narrative)**

ELL Bridge

Provide children with construction paper and crayons and ask them to draw a tree. Encourage them to look at page 8 of the book for ideas of what to include in their drawings. Help children label the different parts of their trees.

Connect Across Texts

Count on Fish by Rebecca Tree

Look at page 8 in *Count on Fish* and in *Trees*. Talk about what is alike about the way the books end. Compare the charts and point out that both have pictures, labels, and review details from the book.

Connect to the Internet

Share this website with children to see a visual of how a tree grows: <http://www.arborday.org/kids/carly/lifeofatree/>.

What Do You See?



Summary & Standards

Summary: Look closely. What do you see? Little animals in many colors.

CCSS.ELA-Literacy: Integrate and evaluate content presented in diverse formats, including visually and quantitatively (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: Heather Flaherty

Word Count: 64

Genre: Informational Text

Themes/Ideas: identifying animals; learning the words for colors

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

Page Borders The color mentioned on each page is reflected in the color of the page border.

Questions On each page of the text, the reader is asked to look for a little animal in the photo.

Vocabulary

High-Frequency Words: do, little, see, the, you
Domain-Specific Vocabulary

chick (p. 3): a baby bird, especially a chicken

horse (p. 7): a large animal with hooves, often used for riding or for pulling loads

Challenging Features

Text The use of patterned text ends on the last page. Call attention to the chart on page 8.

Content Children must use the photographs to answer the questions posed in the text. Help children locate the details in the photos.

Supporting Features

Text The patterned text gives children support as they read pages 2–7. Each question begins with the same stem, *Do you see the little*, and ends with a different color and animal name. Children will read only two new words on each page.

Vocabulary The color border will help children identify the color named in each question.

A First Look

Read the title and ask children what they see in the photograph. Then read the questions on the back cover. Ask: *Which animal on the cover is a little animal? What is it? What do you think we are going to read about in this book?* Talk about the possibilities.

Read and Analyze Informational Text Cite Textual Evidence

Use Photos to Answer Questions

Point out that sometimes authors write questions for the reader to answer. Remind children to read each question about a little animal and then look at the photo.

(p. 2) *What big and little brown animal do you see in the picture? The question asks, “Do you see the little brown dog?” Point to the little brown dog.*

(p. 3) *What animals do you see in this picture? The question asks, “Do you see the little yellow chick?” Point to the little yellow chick.*

(p. 4) *What color are the frogs in this picture? Which animal does the question ask about? Point to the little green frog.*

(p. 5) *What color are the fish in this picture? Read the question. Point to little blue fish.*

(pp. 6–7) *Let’s read each question and then point to the animal the question asks about.*

(p. 8) *What is the title of the chart? Is it a question? Now name all the little animals you see.*

Praise children for specific use of “Behaviors to Notice and Support” on page 95 of the *Guided Reading Teacher’s Guide*.

Develop Comprehension

Thinking Within the Text

Review the pages with children. For each page, ask the following questions:

- Which word names an animal?
- Which word names a color?

Thinking Beyond the Text

Have children look at the pages one by one, and think about the animals in each picture. Ask:

- Could some of the animals in this book come in other colors? What colors could they be?
- What other little animals could have been shown in this book? What colors are they?

Thinking About the Text

Direct children to look at page 8. Ask:

- Why does the author include this page? How is it different from the other pages?
- Why do you think the author shows a border of color around each photo?

Focus on Foundational Skills Phonics and Word-Solving Strategies

Develop Print Awareness

Remind children that a question, or asking sentence, begins with a capital letter and ends with a question mark. Point out the question mark in the title of the book.

- Have children read the questions on the back cover. Ask: *What part of each sentence tells you that the author is asking a question?*
- Have children look at page 3. Ask: *Is this a question?* Help children locate the beginning capital letter and ending question mark.

High-Frequency Words

Remind children that there are many ways to learn to read new words. Sometimes children can learn to read a word by reading it over and over.

- Point out the words *do* and *you* on page 2. Have children repeat each word.
- Have children find the words *do* and *you* on the other pages of 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 fluent reading of a question. Point out that your voice goes up at the end of the question. Have partners practice reading questions fluently by taking turns reading the questions on each page.

Expand Oral Language/Conversation

Talk About Colors Remind children that this book shows animals that are different colors—brown, yellow, green, orange, blue, and white. Encourage children to name a color and point to objects in the classroom with the same color.

Write and Respond to Reading

Draw and Label a Little Animal Ask children to draw the little animal they liked best, using the color mentioned in the book. Help children label their drawings with the word that names the animal and the word that names its color. **(Opinion)**

Write an Answer Write on chart paper or on the board: *Do you see a little animal? What is it?* Have children answer the questions by selecting an animal from the book. Provide the following sentence frame: *I see a little _____.* Suggest that children use page 8 for reference. **(Informative/Explanatory)**

ELL Bridge

Ask children to name in their own language the animal in the photo and the color of the border. Then, as you read the color words in English, have children repeat them after you.

Connect Across Texts

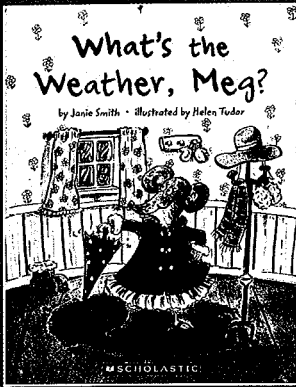
Sounds on the Farm by Alex Ives

Children learn about the sound each farm animal makes. Extend the idea to the animals in *What Do You See?* and determine the sounds they make.

Connect to the Internet

Have children visit the following website to associate more animals with colors: <http://kids.sandiegozoo.org/activities/zoodles/create>.

What's the Weather, Meg?



Summary & Standards

Summary: As long as Meg is well prepared, she can go out in all kinds of weather—sunny, rainy, windy, cloudy, and snowy.

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); analyze how and why individuals, events, or ideas develop and interact over the course of a text (CCRA.R3).

Author: Janie Smith

Word Count: 63

Genre: Fantasy

Themes/Ideas: learning about the weather; knowing how to dress for all kinds of weather

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 the reader picture the fantasy.

Text Features

Chart With Labels A chart at the end of the book reviews for children all the things Meg needs when she goes out in different kinds of weather.

Vocabulary

High-Frequency Words: a, is, it, her

Domain-Specific Vocabulary

windy (p. 4): having strong winds

cloudy (p. 5): having many clouds

Challenging Features

Text Children may be challenged by the two word changes on each page. The kind of weather changes and the item that Meg needs changes. Also, children may need help with reading the ellipses on the chart on the last page.

Vocabulary Children may be challenged by the words that name the different kinds of weather.

Supporting Features

Text The patterned text supports children as they read. The first sentence on each page describes the weather and begins with *It is*. The second sentence tells what Meg needs for the day.

Content The idea of having to choose different things to wear for different kinds of weather will be familiar to children.

A First Look

Read the title aloud. Ask: *How do you know that the title asks a question?* Ask children to look at the picture. *Who do you think is pictured on the cover?* Then ask children to name the items of clothing that they see. Finally, ask: *What do you think Meg will do with all those different things? How can we find out what Meg will do?*

Read and Analyze Literature Cite Textual Evidence

Ask and Answer Questions

Point out that good readers ask themselves questions about what they read. Explain that as they read they may find answers to their questions. Tell children that the details in each illustration will help them understand what kind of weather Meg experiences and what she needs for that weather.

(pp. 2–3) *Who is in each picture? What happens on page 3 that makes Meg carry an umbrella?*

(pp. 4–5) *How does the picture show that it is windy? If you want to know what Meg needs on a windy day, how will you find out? When the weather is cloudy, what does Meg need to put on?*

(pp. 6–7) *What kind of day is it now? What does Meg put on? What question might you have about Meg's boots and her mittens? How can the picture answer your question?*

(p. 8) *Think about the details you read about on each page of the book. On what kind of day does Meg wear each of these items?*

Praise children for specific use of “Behaviors to Notice and Support” on page 95 of the *Guided Reading Teacher's Guide*.

Develop Comprehension

Thinking Within the Text

Talk about the story. Ask:

- *Where does the story take place?*
- *What does Meg do each time the weather changes?*

Thinking Beyond the Text

Have children look at pages 2 and 3. Then ask:

- *Why are sunglasses important on a sunny day?*
- *What happens on a rainy day? What would happen to Meg if she had no umbrella?*

Thinking About the Text

Have children look at pages 6 and 7. Ask:

- *Why did the author write two snowy day pages? What is the difference between these two pages?*
- *How do the illustrations describe where Meg is?*

Focus on Foundational Skills Phonics and Word-Solving Strategies

Recognize Syllables

Remind children that words have syllables or parts, and that each part has a vowel sound.

- Have children point to the first sentence on page 7. Read each word, separating syllables. Have children repeat. Ask: *Which word has two syllables?* (snowy) Read the second sentence. *Which word has two syllables?* (mittens)
- Read aloud the sentences on pages 2 and 3. Ask children which words have three syllables. (sunglasses, umbrella) Have children pronounce the syllables with you and then blend the words.

Substitute Phonemes

Tell children that they can make new words by changing one sound in a word.

- Look at page 4. Say the word *day* and have children segment the onset and rhyme. (/d/ /ay/) Ask: *If you change the /d/ sound to an /s/ sound, what new word do you have?* (say) Do the same with the /l/, /r/, /m/, and /b/ sounds to make *lay, ray, may, and bay.*
- Say the word *hat*. Have children suggest a new initial sound to make new words.

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

Develop Fluency

Review the illustrations and the labels on the chart. Point out the ellipses in the sentence at the top of the chart. Model how to begin the sentence at the top and complete it with a word from the chart. Then have children take turns reading the chart to each other.

Expand Oral Language/Conversation

Talk About Weather Ask students to describe the weather today. Ask how this weather determined what they wore to school. Talk about each kind of weather in the story. Ask students if Meg had the items she needed for each day. Discuss whether she needed to wear anything else.

Write and Respond to Reading

Make a Chart Give children a chart to complete. Down the left side of the chart, write each of the five weather words from the story. Then have children complete the chart with a picture to show what Meg needs for each day.

(Informative/Explanatory)

Write a List Review the words in the story that were used to describe the weather. Then work with children to create a list of weather words. Have children keep their lists and add to them as they identify additional weather words.

(Informative/Explanatory)

ELL Bridge

Use the pictures in the story to support vocabulary development for adjectives that describe the weather and nouns for items to wear. Invite children to use gestures to demonstrate the meaning of each adjective as they say the sentence *It is a _____ day.* (weather word) *I need my _____.* (clothing word)

Connect Across Texts

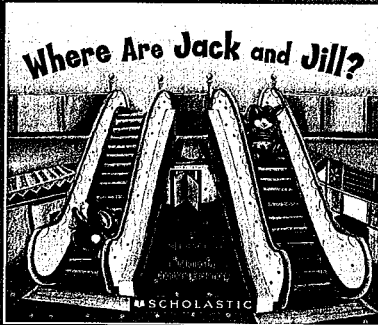
Where Are Jack and Jill? by Cynthia Rothman

Compare the main characters, Jack and Jill with the main character Meg in *What's the Weather, Meg?* Note details about how each illustrator drew each animal character.

Connect to the Internet

Share this website with children to continue to explore the weather:
<http://www.theweatherchannelkids.com>.

Where Are Jack and Jill?



Summary & Standards

Summary: Follow Jack and Jill as they shop at the mall. Figure out where they go and why they keep missing each other.

CCSS.ELA-Literacy: Analyze how and why individuals, events, or ideas develop and interact over the course of a text (CCRA.R3); determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas (CCRA.R2).

Author: Cynthia Rothman

Word Count: 41

Genre: Fantasy

Themes/Ideas: going shopping for a gift; reading about opposites

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: down, now, over, under
Domain-Specific Vocabulary
bridge (p. 4): a walkway or road that goes over something

Challenging Features

Text The last page has two sentences, which do not follow the text pattern of the previous pages. Explain that this change shows readers how the story ends.

Vocabulary Children may be challenged by the words that begin with consonant blends and digraphs: *steps*, *bridge*, and *shop*. Say each word, identify the beginning sounds, and have children repeat it. Note the use of the word *bridge* as a walkway in the shopping mall.

Supporting Features

Text Guide children in recognizing the sets of patterned text. The illustrations clearly give support for direction words.

Content Most children will have had experiences visiting a mall and going into a shop. They will probably enjoy the surprise ending.

A First Look

Ask children to describe what they see in the picture on the cover. Then read aloud the title and ask: *What could this book be about? What kind of place has steps like these?* Then say: *Let's look for clues that help us figure out where Jack and Jill are.*

Read and Analyze Literature Cite Textual Evidence

Compare and Contrast

Remind children that characters are the people or animals in a story. The setting is where the story takes place. Ask children to think about what the characters in this story, Jack and Jill, do and where they are.

(pp. 2–3) *What is Jack doing that is different from what Jill is doing? Are Jack and Jill in different places or the same place? Explain how you know.*

(pp. 4–5) *How are Jack and Jill both at the bridge, yet in different places? What words help you know this?*

(pp. 6–7) *Jill runs into the shop, and Jack runs out. Why is Jack holding a bag and Jill isn't? What is in the bag?*

(p. 8) *Where are Jack and Jill on this page? How is the setting different from the setting on other pages? What adventure did Jack and Jill have before they came home? What are they doing now that they are home?*

Praise children for specific use of “Behaviors to Notice and Support” on page 95 of the *Guided Reading Teacher's Guide*.

Develop Comprehension

Thinking Within the Text

Have children think about the story. Ask:

- *Who is the book about?*
- *Tell what happens to Jack and Jill.*

Thinking Beyond the Text

Ask children to look at page 8. Then ask:

- *Why are there boxes and ribbon in the picture? Why do you think Jack and Jill went shopping?*
- *Are Jack and Jill names of characters you know? Where have you read about or heard those names before?*

Thinking About the Text

Talk about the characters. Ask:

- *Why do Jack and Jill keep missing each other?*
- *Why is the picture on page 8 a good way to end the story?*

Focus on Foundational Skills Phonics and Word-Solving Strategies

Develop Print Awareness

Remind children that words are separated by spaces.

- Have children point to the first word on page 2, *Jill*. Say: *Now point to the next word in the sentence.* Point out the space between the first two words in the sentence. Say: *The words in a sentence are always separated by a space. The words do not run together.*
- Have children point to each word in a sentence and to the spaces between the words.

Initial Consonant j

Tell children that the letter *j* stands for /j/.

- Have children point to the word *Jack* on the cover of the book. Ask: *What is the sound of j in Jack? Can you find another word on the cover with this sound?*
- Encourage children to identify and pronounce the remaining words with /j/ in the book.
- If children point out that the word *bridge* has /j/, explain that the letters *dge* stand for the /j/ in *bridge*.

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

Develop Fluency

Model reading page 2 as children follow. Point to the phrase *up the steps*. Ask children to find word groups that go together like this one. Have them reread the book and identify the phrases.

Expand Oral Language/Conversation

Talk About Shopping Invite children to identify where Jack and Jill are. (mall, shopping center) Then discuss what Jack and Jill were shopping for. Talk about what probably happened when each of them went into the shop.

Write and Respond to Reading

Write a Group Story On the board, list the directional words from the story. Explain that together you will use these words to write about other places that Jack and Jill go. For example, *Jack runs up the hill; Jill runs down the hill.* When the group has created a sentence for each directional word, read aloud the story. **(Narrative)**

Complete Sentences Remind children that the book uses words that have opposite meanings, such as *up* and *down*. Write the following sentence frames on the board:

Jill ran _____ the bridge.
Jack ran _____ the bridge.

Have children copy and complete the sentences and draw a picture to match each. **(Narrative)**

ELL Bridge

Use the pictures to support vocabulary development for directional words. Have children work with a partner and take turns reading pages. The child who is listening can also use his or her hand to show the meaning of the directional word.

Connect Across Texts

Let's Make Soup by Jephson Gibbs

Invite children to tell how the rabbit characters look compared to the rabbit characters in *Where Are Jack and Jill?* Then compare how the stories begin and how they end. Did the rabbits do what they started out to do? Did the stories end happily?

Connect to the Internet

Share this website with children to continue to explore of the subject of opposites: <http://www.meddybemps.com/opposites/FullEmpty.html>.