

GUIDED READING PROGRAM

Fiction Focus

2nd Edition



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

- **The Big Blue Sea**
- **Brave Dave and the Dragons**
- **Hide and Seek**
- **It's Time to Eat!**
- **Little Blue Fish**
- **Little Duckling Is Lost**
- **The Oak Street Party**
- **One Frog, One Fly**
- **Pass the Pasta, Please!**
- **Patterns**

No part of this publication may be reproduced in whole or in part, or stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise, without written permission of the publisher. For information regarding permission, write to

Scholastic Inc., 557 Broadway, New York, NY 10012.

Copyright © 2009 by Scholastic Inc.

All rights reserved. Published by Scholastic Inc. Printed in the U.S.A.

ISBN-13: 978-0-545-14611-1

ISBN-10: 0-545-14611-9

SCHOLASTIC and associated logos and designs are trademarks and/or registered trademarks of Scholastic Inc.

Other company names, brand names, and product names are the property and/or trademarks of their respective owners.

1 2 3 4 5 6 7 8 9 10 10 18 17 16 15 14 13 12 11 10 09

The Big Blue Sea



Summary & Standard

This informational book tells about big and little animals that live in the sea. Children will demonstrate comprehension and understanding by articulating basic facts and ideas in what they read.

Author: Janine Scott
Genre: Informational Text

Word Count: 68
Theme/Idea: living in the sea

Making Connections: Text to World

Invite children to share what they know about animals, plants, or other things that can be found in the sea. Many children have seen movies or nature shows about the sea and animals that live in it.

Extend the real-world connection by talking about the way many different kinds of animals and plants live together in the sea. Some children may think only fish live there, but point out that many different animals of all different shapes and sizes make their home in the sea.

For additional teaching ideas and resources about marine life, see http://www.ceismc.gatech.edu/busyt/bio_marine.shtml.

Vocabulary

High-Frequency Words: a, and, big, blue, in, little, live, the

Related Words for Discussion: animals, fish, jellyfish, octopus, sea, sea horse, sea star, turtle, whale

Genre

Informational Text Remind children that informational stories give facts about a topic.

Supportive Book Features

Text The type is large and bold. Information is presented in an easy-to-follow repetitive text pattern. The text is supported by inset photographs that magnify the subject of the text on each page and a picture glossary on page 16.

Content Because each animal named is shown in its ocean habitat, children will readily understand the idea that this book talks about animals that live in the sea.

Praise children for specific use of “Behaviors to Notice and Support” on page 82 of the *Guided Reading Teacher’s Guide*.

Challenging Book Features

Text The text alternates between naming little animals and big animals, which may confuse some readers as the animals may look the same size in the illustration. Children may not understand why *big* is repeated on page 12. Guide children to understand that *big* is repeated to emphasize how large the octopus is compared with the other animals.

Vocabulary Children may need help reading and understanding some of the animal names, such as *octopus* (page 12). You may want to sound out words to support fluency.

ELL Bridge

To prepare children for reading, preview the names of the animals discussed in this book: *fish*, *jellyfish*, *octopus*, *sea horse*, *sea star*, and *turtle*. Demonstrate how to find each animal in the glossary by matching the word to the photograph. For practice, have children write the names on blank cards and draw a picture of each animal on its card. Ask children to describe their favorite animal of those that they have drawn. Encourage them to use complete sentences in their descriptions, such as *The octopus is very big and lives in the sea.*

Teaching Options

Developing Comprehension

Thinking Within the Text

Ask children to make two lists: one of little animals that live in the sea (*fish, sea star, sea horse*) and one of big animals that live in the sea (*turtle, jellyfish, octopus*). Discuss whether the “big, big” octopus should be in its own group.

Thinking Beyond the Text

Have children examine the illustration on pages 14–15 and point out all the creatures mentioned in this book. Then have them recall and name other creatures they know of that live in the sea. Have children work together to decide whether these animals should be labeled “big” or “little,” or even “big, big” or “little, little.”

Thinking About the Text

Discuss with children that this book uses photographs to teach about the different animals that live in the sea. Ask: *How do the pictures help you learn about the animals? Why does one page show a close-up and the other one a shot from farther away?*

Recognizing Patterned Text

Explain to children that this story uses many of the same words over and over again. These same words are also written in the same order. There is a pattern to this story. Have children look closely at the pattern.

- Read aloud pages 2 and 6. Point out that these two sentences are the same except for the name of the animal.
- Read pages 4 and 8 aloud. Ask: *How are these sentences similar? How are they different?*
- Have children examine other sentences in the story and evaluate how they match or differ from this pattern.

For more prompts and ideas for teaching problem-solving strategies, see page 22 of the *Guided Reading Teacher's Guide*.

Developing Phonics and Word-Solving Strategies

Compound Words

Remind children that most compound words are formed by two smaller words. Explain that some compound words appear as two separate words, such as *sea horse*. Understanding the meaning of the smaller words may help readers understand the meaning of the compound word.

- Read with children the sentence on page 6 and have them find *sea star*. Point out that this is a compound word. Discuss why this creature might be named “sea star.” (It lives in the sea and looks like a star.)
- Have children find *jellyfish* (page 8) and *sea horse* (page 10) and repeat the routine.

Developing Fluency

Echo-read pages with children. Have volunteers repeat each sentence after you. Emphasize proper phrasing and intonation when reading.

Oral Language/Conversation

Talk About Marine Life Mention that the sea hosts many kinds of animals. Ask children to name a few. Say: *Some animals are reptiles, such as turtles, and some are mammals, such as whales.* Help children sort the animals they named into fish, reptiles, or mammals. Then talk about how the animals differ in size.

Extending Meaning Through Writing

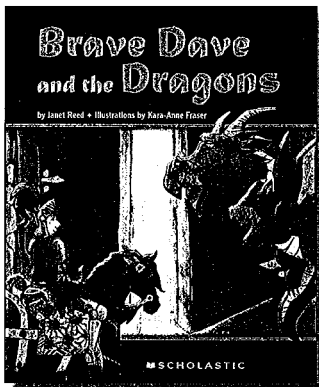
- Have children draw pictures of other big or little animals found in the sea. Ask children to label each picture using the sentence *This is a (big/little) _____.* (**Descriptive**)
- Have children write a paragraph about one animal in the book, including facts about it. (**Expository**)

Other Books

In the Forest by Melissa Schiller

My Garden by Jesse S. Ostrow

Brave Dave and the Dragons



Summary & Standard

This fantasy tells about a knight who travels to a castle and what he finds there. Children will use pictures and context to assist in comprehension.

Author: Janet Reed
Genre: Fantasy

Word Count: 46
Theme/Idea: traveling to visit friends

Making Connections: Text to Text

Some children may be familiar with stories about knights and dragons. Ask: *Have you ever read a story or watched a movie about a knight?* Have children describe what knights look like and what they do. Then ask: *What do you know about dragons? Are they real creatures?*

Make sure children know that stories about knights and dragons usually take place long ago. Also, tell them that knights really did exist, but dragons are make-believe.

For additional teaching ideas and activities, see www.educatall.com/page/19/Knights-and-princesses.html.

Vocabulary

High-Frequency Words: and, good, open, said, see, take, the, this, to, you

Related Words for Discussion: bus, car, friend, train, visit, walk

Genre

Fantasy Remind children that a fantasy is a made-up story that could not really happen.

Supportive Book Features

Text Each two-page spread consists of one sentence on the left page and a colorful illustration on the right page. A repetitive text pattern provides support for struggling readers.

Vocabulary The text uses high-frequency words and grade-level vocabulary. The illustrations provide support for words that may be unfamiliar to readers, such as *road* or *bridge*.

Praise children for specific use of “Behaviors to Notice and Support” on page 82 of the *Guided Reading Teacher’s Guide*.

Challenging Book Features

Text The text includes dialogue and its appropriate punctuation. Explain to children that quotation marks surround the words that the characters are speaking. Point out when Brave Dave is talking to himself (pages 2–8) and when he is talking with the dragons (pages 10–12).

Content Children may have a little difficulty understanding the time period of the story. The story doesn’t really tell the reader where Dave is going or why he’s riding there. They don’t find out until the last page of the story that he is going to visit the dragons, and that they are his friends.

ELL Bridge

Have children practice articulation for the words that begin with consonant blends. Write these story words on the board, and have children repeat them after you: *brave, bridge, climb, dragons*. Now write these additional words on the board: *clock, bride, dream, broom*. Say the words aloud, pointing to each word as you say it. Have children match the words from both groups that begin in the same way. Then ask children to make their own sentences using the four words from the story.

Teaching Options

Developing Comprehension

Thinking Within the Text

Have children summarize each thing Brave Dave did on his way to see the dragons. For example: *Brave Dave took the road. Brave Dave climbed the wall.*

Thinking Beyond the Text

Encourage children to think about the actions of the dragons and Brave Dave. Ask: *What makes this story different from other stories about dragons? Do you think these dragons are dangerous? Why or why not? Why do you think Brave Dave and the dragons are glad to see each other?*

Thinking About the Text

Have children think about how the author created suspense that made the reader wish to continue reading. Ask: *At the beginning of the story, did you know where or why Dave was traveling?* Lead children to see that the author didn't tell the reader that until the last page. It was a surprise ending.

Making Predictions

Explain that when readers read, they predict, or guess, what might happen next in the story. This helps them remember what is going on in the story. As children read the story, ask them to predict what will happen next.

- Page 2: *What do you think Brave Dave will find at the end of the road?*
- Page 4: *Where will the bridge lead?*
- Page 6: *What is over the wall?*
- Page 8: *What is behind the door?*

Have children compare their predictions to what really happened in the story.

For more prompts and ideas for teaching problem-solving strategies, see page 22 of the *Guided Reading Teacher's Guide*.

Developing Phonics and Word-Solving Strategies

Words With Consonants

Remind children that many words begin with consonants.

- Read aloud the following sentence from page 2: *Brave Dave said, "I'll take this road!"* Have children identify the word with the /d/ beginning sound in the sentence. (*Dave*) Repeat the sentence and have children identify the word with the /t/ beginning sound. (*take*)
- Repeat with /g/ and /s/ in the sentence on page 10. (*good, see*)

Developing Fluency

Model reading the text, emphasizing intonation and expression. Have children take turns reading a sentence aloud. Reread the story until each child has read a sentence.

Oral Language/Conversation

Talk About Visiting Friends Lead a discussion about visiting friends. Ask children to share examples of ways they get to a friend's home, such as by car or by walking. Ask: *Do you have friends who live far away? How might you visit them?*

Extending Meaning Through Writing

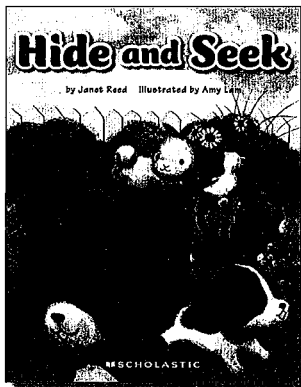
- Ask children how they would like to travel to visit a friend. Help children write down their ideas and encourage them to add illustrations. (**Expository**)
- Have pairs write a paragraph about how the dragons visit Brave Dave. Encourage them to include illustrations. (**Narrative**)

Other Books

Goldilocks by Ellen Tarlow

Frog's Lunch by Dee Lillegard

Hide and Seek



Summary & Standard

In this book, Bear and friends play a game of hide and seek. After seeing clues, Bear finds Rabbit, Duck, Kitten, and Puppy. Children will use different punctuation cues.

Author: Janet Reed
Genre: Fantasy

Word Count: 76
Theme/Idea: playing with friends

Making Connections: Text to Self

Most children can make a personal connection to the game of hide and seek. Have children talk about the rules of hide and seek, as well as where they like to play the game and with whom they enjoying playing it.

To extend the connection, discuss what children think is fun about hide and seek. Have children talk about variations on the game and other active games that involve some sort of mystery. Ask children to discuss the idea of hiding and hunting, as in scavenger hunts and treasure hunts. Have them share whether they prefer to be the seeker or the one who hides.

For more about traditional children's games, go to www.gameskidsplay.net.

Vocabulary

High-Frequency Words: did, little, play, said, saw, that, they

Related Words for Discussion: adventure, friends, fun, games, inside, outside

Genre

Fantasy Remind children that a fantasy is a made-up story that could not really happen.

Supportive Book Features

Text The illustrations are simple and clear and should be appealing to young children. They closely connect to the words. One question is asked repeatedly, which offers familiarity and support to readers.

Content Most children will be familiar with the game of hide and seek. They will also know the types of animals that are featured in the story. Praise children for specific use of "Behaviors to Notice and Support" on page 82 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text There is some dialogue in the story. Children may need support recognizing quotation marks and identifying which character is speaking. Children may also need support reading sentences that end with an exclamation point or question mark.

Vocabulary Some children may be challenged by words such as *Kitten*, *Puppy*, and *Rabbit*. Remind children to pay attention to beginning sounds as well as picture clues when reading the animal names in the story.

ELL Bridge

Have children play a modified game of hide and seek, using the sentence pattern from the story. Display several classroom objects, such as a book, a pencil, a backpack, and a glue stick. While a volunteer covers his or her eyes, hide one object with a small part in view. Put the other objects completely out of sight. Have the volunteer guess which item you hid, using the sentence frame: *I see a _____. Is that you, _____? (I see a zipper. Is that you, backpack?)* Repeat with other volunteers and other objects.

Teaching Options

Developing Comprehension

Thinking Within the Text

Have children tell what game the animals were playing in the story. Discuss which character was the seeker and which characters hid. Talk about the hiding spots the characters chose. Ask:

What happens after Bear finds all of the animals that hide?

Thinking Beyond the Text

Talk about ways in which animal characters in stories can act like people. Discuss actions that are examples of this, such as the animals' ability to talk and to play games. Ask children if they would like to be part of the story, playing hide and seek with Bear and his friends. If so, ask whether they would like to be themselves or play an animal role. What animal would they like to be?

Thinking About the Text

Have children find the pattern in the text. Write the sentences from pages 3-4 on a chart or on the board. With children's help, underline the words that are repeated throughout the book. Ask: *What words change each time Bear finds a friend?* (the color of the animal's tail and the animal's name)

Recognizing Questions

Remind children that a question mark is a punctuation mark at the end of an asking sentence. Help children use end punctuation to recognize questions.

- Have children read page 3. Ask: *What words make up the question? What punctuation mark is at the end?*
- Read pages 4 and 5. Have children identify the answer to the question from page 3, and find the question on page 5. Have them identify end punctuation in both sentences.

For more prompts and ideas for teaching problem-solving strategies, see page 22 of the *Guided Reading Teacher's Guide*.

Developing Phonics and Word-Solving Strategies

Describing Words

Remind children that words can tell what something looks like, such as a *blue* fish. Words can also tell how many of something there are, such as *two* dogs. These words are called describing words.

- Write *yellow tail* on a chart or on the board and read it aloud. Ask: *Which word tells what the duck's tail looks like?* (yellow) *What word would you use to describe Duck from the book?* (little)
- Have children turn to page 3. Identify *white* as the describing word in the first sentence. Explain that it tells what the tail looks like.
- As they read, guide children to identify the describing words. (*yellow*, page 5; *striped*, page 7; *brown*, page 9)

Developing Fluency

Model fluent reading of pages 2 and 3. Then have children echo-read the rest of the book with you.

Oral Language/Conversation

Talk About Playing Games Discuss with children what kinds of games they like to play with friends. Talk about what makes a game fun. Have children share whether they prefer to play inside or outside. Invite them to talk about these playtimes.

Extending Meaning Through Writing

- Use shared writing to make a group chart of favorite games, the rules of the games, and the materials needed to play them. (**Graphic Aid**)
- Have children draw and label a picture of how they play with friends. (**Descriptive**)

Other Books

In the Forest by Melissa Schiller

Swing, Swing, Swing by Gail Tuchman

It's Time to Eat



Summary & Standard

This question-and-answer book tells what elephants, polar bears, monkeys, and giraffes like to eat. Children will demonstrate comprehension and understanding by articulating basic facts and ideas in what they read.

Author: Avelyn Davidson

Word Count: 48

Genre: Informational Text

Theme/Idea: eating at the zoo

Making Connections: Text to World

Many children will have knowledge of what pets or other animals like to eat. Invite children to share experiences with feeding pets, observing animals in nature finding food, or watching animals eat on TV nature shows.

Extend the real-world connection by pointing out that food is one thing that all animals need in order to live. Discuss how one animal might like to eat many different kinds of food (for instance, monkeys have a varied diet), and how different types of animals might like to eat the same kinds of food (for instance, cows and sheep both graze on grass).

For additional teaching ideas and resources about animals and what they eat, see <http://www.sandiegozoo.org/animalbytes/index.html>.

Vocabulary

High-Frequency Words: eat, like, the, to, who

Related Words for Discussion: bananas, fish, grass, hay, leaves, needs, survive

Genre

Informational Text Remind children that informational stories give facts about a topic.

Supportive Book Features

Text The repetitive text structure makes the book easy for children to follow. The questions spark interest in the material and keep children involved by having them check their guesses to find out the correct answers.

Content Children will most likely be familiar with all of the animals in the book, and may even know what foods these animals like to eat. Praise children for specific use of "Behaviors to Notice and Support" on page 82 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text Children may be confused by the partially covered pictures and unsure of how to read the text and answer the questions. Use the spread on pages 2–3 to explain how to look for picture clues and form a guess about what animal eats this food. Then model how to turn to the next spread to check the answer.

Vocabulary Children will be challenged to read long words such as *chimpanzee*, *bananas*, and *giraffe*. They will need to rely on picture clues and context to figure them out.

ELL Bridge

Help children make a matching game to practice new vocabulary. Provide children with a set of blank cards. Have them write the name of each animal in this book on a separate card and then, on the other side of the card, draw a picture of the animal. In a separate session, have them do the same with the foods that animals eat. Ask children to use the picture side to match each animal to the food it eats, and then flip the card over to read the corresponding food name.

Teaching Options

Developing Comprehension

Thinking Within the Text

Ask children to identify which animals eat which kinds of food when it is "time to eat."

Thinking Beyond the Text

Point out that the animals in this book are those that people might see in a zoo. People must take care of zoo animals and provide them with the things they need to live, such as food. Discuss how zoo animals are cared for. Ask: *What do animals need besides food? What other animals besides the ones in this story can you find in a zoo?*

Thinking About the Text

Ask children to tell how the author turns the book into a guessing game (by asking a question and answering it on the next page). Guide children to look at the illustrations carefully and talk about the picture clues the author provides so the reader can guess which animal eats each kind of food.

Reading Questions and Answers

Some information books answer questions. Authors sometimes write these books in a question-and-answer format.

- Ask children to identify the first question in this book. (on page 2) Point out that the sentence begins with the question word *Who* and ends with a question mark. Write this question on a chart or on the board.
- Then ask children to locate the answer to the question. (on page 4) Write this sentence under the question and have children identify the words that appear in both sentences. (*likes to eat hay*)
- Discuss that *The elephant* on page 4 answers the question "Who . . .?" Point out that a question mark is replaced with a period in the answer sentence.

For more prompts and ideas for teaching problem-solving strategies, see page 22 of the *Guided Reading Teacher's Guide*.

Developing Phonics and Word-Solving Strategies

Punctuation

Remind children that punctuation marks tell readers where to pause or stop as they read. They also tell what expression to use.

- Ask children to look through the book and identify which punctuation marks are used. (question mark, period, and exclamation point)
- Point out that periods are used in telling sentences and question marks are used in asking sentences. Model how to read the question on page 2.
- Ask why they think the author chose to use an exclamation point on page 16.

Developing Fluency

Model fluent reading of the final few pages, stressing appropriate pace, phrasing, and intonation for questions and exclamations. Then have partners read to each other.

Oral Language/Conversation

Talk About Needs People and animals need certain things to live, such as air, water, and food. Ask: *What would happen if people and animals did not have these things?* Then ask students about differences between the ways that people and animals live.

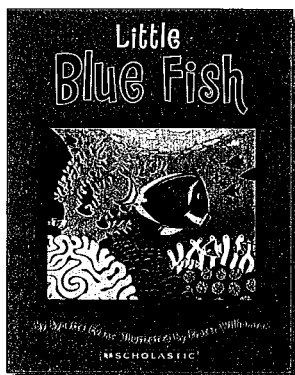
Extending Meaning Through Writing

- Invite children to use the information in this book to write and illustrate a simple feeding guide for zoo animals. (**Expository**)
- Have children use the question-and-answer format to write and illustrate an additional spread about an animal and the things it eats. (**Descriptive**)

Other Books

The Things Birds Eat by Betsey Chessen
What's for Lunch? by Eric Carle

Little Blue Fish



Summary & Standard

Little blue fish swims to several places in the sea until a scary encounter with a bigger fish sends little blue fish swimming home. Children will use pictures and context to assist comprehension.

Author: Lynette Evans
Genre: Realistic Fiction

Word Count: 58
Theme/Idea: living in the sea

Making Connections: Text to World

Children may have seen marine fish in the ocean, in books, in aquariums, in movies, or on television shows. Invite children to share some of the things a fish might see while swimming around underwater, such as different kinds of plants or other animals.

Extend the real-world connection by talking about some of the dangers a fish in the sea might face, such as fishing hooks or nets, or bigger animals trying to eat them.

For additional teaching ideas and resources about fish and life in the sea, see <http://www.fi.edu/fellows/fellow8/dec98/intera.html>.

Vocabulary

High-Frequency Words: a, all, blue, he, in, into, little, out, the, went

Related Words for Discussion: fish, food, sea, seaweed

Genre

Realistic Fiction Remind children that realistic fiction is a made-up story that could happen in real life.

Supportive Book Features

Text The type is large and bold. Repeated phrases and sentences help children read and follow the story. Colorful illustrations support the text.

Content Children will know that fish swim in the sea and may be familiar with the pictures that show the underwater environment. You may want to point out the big fish hiding on page 9 so children can predict what might happen on the following page.

Praise children for specific use of “Behaviors to Notice and Support” on page 82 of the *Guided Reading Teacher’s Guide*.

Challenging Book Features

Text The sentence on page 10 breaks from the pattern and uses more-advanced punctuation marks—a comma and an exclamation point. Point out the punctuation and read the sentence aloud.

Vocabulary Some students may not be familiar with words related to the sea, such as *coral* and *seaweed*. Use the illustrations to support comprehension of these words.

ELL Bridge

Give children extra help with reading adjectives by writing the words *little*, *blue*, and *fish* on cards. Display the *fish* card and have children read it. Then add the *blue* card and have children read *blue fish*. Discuss how the additional word tells more information about the fish. Then add the *little* card and have children read and discuss *little blue fish*. For an extension activity, make other cards with words such as *big*, *round*, *red*, and *yellow* and have children practice putting cards together and reading the results.

Teaching Options

Developing Comprehension

Thinking Within the Text

Ask children to identify the places where little blue fish goes swimming and what happens right before he returns home.

Thinking Beyond the Text

Talk with children about little blue fish's behavior and why they think he goes home at the end. Have children discuss little blue fish's character. Does he seem adventurous? Shy? Curious? How does he seem to feel when he meets the bigger fish? Ask: *How does his personality help him to stay alive even though there is danger?*

Thinking About the Text

Examine with children the way the author forms the pattern of this story. Have children identify the repeated phrase *went swimming*. Point out how the author substituted *He* for *Little blue fish* and added *in the seaweed* at the end to tell more about where little blue fish was swimming. Have children identify other places that tell where little blue fish is swimming. (*in the sea*, page 3; *in the coral*, page 5; *into a cave*, page 9; *home*, page 12)

Recognizing Setting

Remind children that the setting of a story is where it takes place.

- Examine the illustration on pages 2–3 with children and help them identify details about the setting shown in this picture, such as the anemones, the crab, and the other fish.
- Have children describe the illustration on page 9 and point out how the setting helps to predict what will happen next.
- Review what the setting is by asking: *What is the setting for this entire story?*

For more prompts and ideas for teaching problem-solving strategies, see page 22 of the *Guided Reading Teacher's Guide*.

Developing Phonics and Word-Solving Strategies

Punctuation

Remind children that authors use punctuation marks to tell the reader when to pause or stop and what expression to use when reading.

- Read with children the first sentence in the story. Ask them what punctuation mark is used at the end of this sentence (a period) and what it tells the reader to do (to read the sentence as a statement, and to stop).
- Have children locate the story sentence that contains both a comma and an exclamation point. Mention that a comma tells the reader to pause and an exclamation point tells the reader to read the sentence with excitement. Have them read the sentence aloud.

Developing Fluency

Model fluent reading of pages 8–12 of the book, stressing appropriate pace, phrasing, and intonation. Then have volunteers repeat.

Oral Language/Conversation

Talk About Sea Life Discuss how plants, fish, and other animals live in the sea. Ask children to talk about some fish and plants they saw in this book and discuss how fish might use plants and other animals for food. Ask: *Where do you think fish sleep? Where do they play?*

Extending Meaning Through Writing

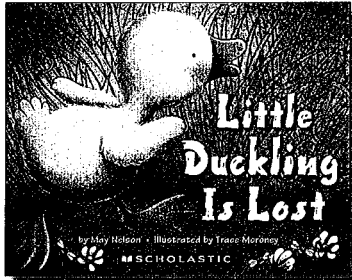
- Have children write two sentences about where else little blue fish could swim. Have them use the story structure for their sentences. Invite them to add illustrations. **(Narrative)**
- Have children write a paragraph explaining what causes little blue fish to go home in the end. **(Expository)**

Other Books

In the Forest by Melissa Schiller

The Things Birds Eat by Betsey Chessen

Little Duckling Is Lost



Summary & Standard

This book tells the story of a duckling who loses track of his mother. Little Duckling searches among other young animals for his mother until he finds her. Children will read simple sentences.

Author: May Nelson

Genre: Fantasy

Word Count: 50+

Theme/Idea: being lost

Making Connections: Text to Text

Children may be familiar with other stories in which characters are lost. Have volunteers share these stories with the group.

Extend the text-to-text connection by talking about some tales in which characters lose their way, such as Hansel and Gretel, Snow White, and the Ugly Duckling. Ask children how they think these characters feel when they are lost. Lead a discussion about how the characters survive on their own and eventually make their way to safety. Tell children they will read about a duckling that becomes separated from his mother.

For information about real ducklings that become lost, visit <http://www.eastvalleywildlife.org/ducks.htm>.

Vocabulary

High-Frequency Words: his, look

Related Words for Discussion: afraid, excited, happy, lost, nervous, scared

Genre

Fantasy Remind children that a fantasy is a made-up story that could not really happen.

Supportive Book Features

Text Patterned text is used repeatedly to give readers support. There is often one sentence on a page with a picture that closely matches the text. The illustrations provide assistance.

Vocabulary Most words in the story are likely to be familiar to children. Those words that are new to them are repeated or supported with picture clues.

Praise children for specific use of “Behaviors to Notice and Support” on page 82 of the *Guided Reading Teacher’s Guide*.

Challenging Book Features

Text The pages with patterned text should make reading comfortable for children, but the pages without repetitive text may be challenging. Guide children to read the longer sentences on pages 2 and 9, noting that the structure of these sentences is different from that of other sentences in the book.

Content Children may be uncomfortable with the idea of a young one being separated from its mother. Remind children that this book is a make-believe story. Point out that all the animals Little Duckling meets are young—like him. Help children identify animal names that they may not know.

ELL Bridge

Review the names of the baby animals in the book. Make word cards for *calf*, *duckling*, *foal*, *kid*, *lamb*, *piglet*, and *puppy*. Cut out and display pictures of each animal. Then retell the story with children. Display the duckling picture and say: *The duckling is looking for his mother.* Have a volunteer select an animal picture and say: *The _____ is not his mother.* Have another child find the corresponding word card. Have children repeat until all the animals have been mentioned. Finish the story by saying: *At last, the duckling finds his mother.*

Teaching Options

Developing Comprehension

Thinking Within the Text

Ask children to recall Little Duckling's problem and solution in the story. Remind them that at the start of the story Little Duckling is lost. Have children recount which animals he encounters before finding his mother at the end of the story.

Thinking Beyond the Text

Discuss how Little Duckling feels when he is lost. Have children talk about how they think he feels as he meets each animal in the story. Ask: *What would you do if you were Little Duckling? Would you stop and stay with any of the other animals?* Talk about other ways the story could have ended. Ask: *What would happen if Little Duckling stopped looking for his mother?*

Thinking About the Text

Point out that the words *Little Duckling* are capitalized in the story, signaling that they are a name. Ask children to look at the other animal words in the story. Note that each begins with a lowercase letter. Ask why children think the author didn't use proper names for the other animals.

Recognizing Patterned Text

Explain to children that sometimes an author repeats one part of a sentence throughout the book. Point out that recognizing sentence patterns can help children read.

- Point out sentences on pages 4 and 5. Ask: *How are these sentences the same?* (They both end with *is not his mother.*)
- Have children find this sentence frame on other pages. Explain that children can look at pictures to tell how the sentence should start.

For more prompts and ideas for teaching problem-solving strategies, see page 22 of the *Guided Reading Teacher's Guide*.

Developing Phonics and Word-Solving Strategies

Initial Consonants

Remind children that good readers use what they know about beginning sounds to read.

- Turn to page 3. Have children look at the picture and find the word that names the animal. Ask how children know that the text says *puppy* and not *dog*. Point to the initial *p* in *puppy* and say /p/.
- Continue for pages 4, 5, 6, 7, and 8. Review initial consonants and the sounds for *c*, *f*, *l*, *p*, and *k*.

Developing Fluency

Have children read the book with a partner. Ask them to alternate reading page by page. Model as needed.

Oral Language/Conversation

Talk About Feeling Lost Discuss with children their experiences with feeling lost. Ask volunteers to share examples of times when they thought they were separated from their family or friends on an outing. Explore the emotions of both feeling lost and being found.

Extending Meaning Through Writing

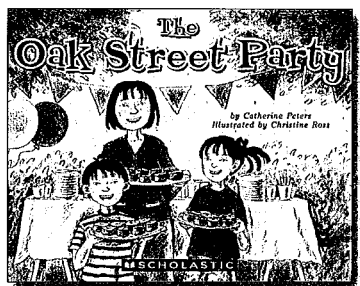
- Have children fold a piece of paper in half. On the left side, have them write, _____ *is not my mother*. On the right, have children write, *This is my mother*. Have them draw a picture for each sentence. **(Descriptive)**
- Ask children to write a story about someone or something that was lost and then found. Assemble the stories into a class book. **(Narrative)**

Other Books

I Went Walking by Sue Williams

All My Little Ducklings by Monica Wellington

The Oak Street Party



Summary & Standard

In this story, several families that live on Oak Street contribute food for the birthday party of a neighborhood child. Children will read simple sentences.

Author: Catherine Peters
Genre: Realistic Fiction

Word Count: 57
Theme/Idea: participating in a party

Making Connections: Text to World

Children may have some real-life experiences with activities organized by their neighborhood or family, such as a birthday or holiday party. Invite children to share their experiences.

Extend the real-world connection by talking about what it is like to be a part of a community. Explain that in this book, neighbors celebrate an event together. Have children think of events in which members of a community might participate, such as car washes for an animal shelter or a town carnival.

For additional teaching ideas and resources about community celebrations, see <http://www.crayola.com/lesson-plans/detail/community-celebrations-3-d-timeline-lesson-plan/>.

Vocabulary

High-Frequency Words: a, at, he, her, it, on, they, to

Related Words for Discussion: celebration, community, involvement, neighbors, party

Genre

Realistic Fiction Remind children that realistic fiction is a made-up story that could happen in real life.

Supportive Book Features

Text The repetitive text pattern makes this book very easy to follow. There is a strong correspondence between text and pictures.

Vocabulary The limited vocabulary will be easily read, understood, and remembered. The illustrations can be used to figure out the meanings of more difficult words, such as *party*. Praise children for specific use of “Behaviors to Notice and Support” on page 82 of the *Guided Reading Teacher’s Guide*.

Challenging Book Features

Text Although most of the sentences follow the same pattern, substituting only names and pronouns, children may struggle to read some of the longer sentences. Guide children to understand who is doing what in each sentence.

Content Although children may have had experience celebrating birthdays, they may not have experienced a party at which all the guests pitch in and bring the party foods and supplies. Look at the illustrations throughout and discuss how the neighbors are all working together to make a fun birthday party for Sam.

ELL Bridge

Provide sentence frames for children to use to talk about things people bring to a party. Write the following on a chart or on the board: *People take _____ to a party.* Ask children to suggest foods or other party supplies that would fit in the sentence frame. Write children’s suggestions alongside the sentence frame. Ask children about parties they have attended. Ask: *Do you have any special parties or traditions? What do you bring to these parties?*

Teaching Options

Developing Comprehension

Thinking Within the Text

Ask children to use the pictures and the text to identify who is going to the party and what they are bringing. Then have them explain the purpose of the party.

Thinking Beyond the Text

Ask children why this book is called *The Oak Street Party*. Have children describe the neighborhood and tell what the people are like. Point out that when people help with an activity or event, they feel more a part of it.

Thinking About the Text

Have children discuss what the illustrations add to the story. Guide children to identify the similarities in the illustrations, such as the positions of the mailboxes, and the differences, such as the food being brought.

Comparing and Contrasting

Remind children that comparing and contrasting helps readers understand how things are alike and different. It also helps us remember what we read.

- Examine the illustration on pages 2–3. Ask children to identify who is in the picture (perhaps father, mother, daughter) and what they may be bringing to the party (gift, perhaps rice and tortillas).
- Next, have children examine the pictures on pages 4–5 and pages 6–7 and identify the same things.
- Ask: *What do all these pages have in common?* (all have people going to a party; all are bringing food to a party) *What is different about these pages?* (The people are bringing different types of food. One group is bringing a gift. One group has four people, while the others have three.)

For more prompts and ideas for teaching problem-solving strategies, see page 22 of the *Guided Reading Teacher's Guide*.

Developing Phonics and Word-Solving Strategies

Final y

Remind children that y at the end of a word can sometimes have the long e sound. Words ending in y that have the long e have at least two syllables, as in *funny*.

- Have children look at the first sentence on page 3. Point out the word *family*, read it aloud, and have children repeat after you. Ask children how many syllables they hear in *family*. (three)
- Have children search the book for other words with final y and the long-e sound.

Developing Fluency

Model reading each page aloud using proper pace and intonation. Have volunteers repeat after you.

Oral Language/Conversation

Talk About Community Involvement Discuss how a group of people form a community. Explain that people who share things, such as parks, schools, and neighborhoods, can form communities. Talk about the members of a community and the things they do together. Then discuss why communities might celebrate special events together and how each member might get involved.

Extending Meaning Through Writing

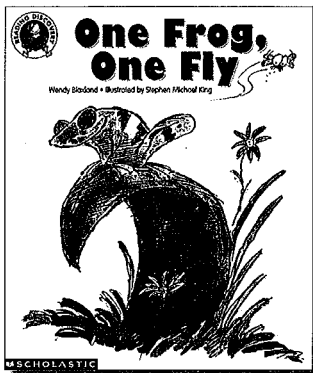
- Have children describe what they would bring to a friend's party. (**Descriptive**)
- Have children write a list of supplies needed for a fun birthday party. (**List**)

Other Books

Two Can Do It! by Susan Canizares and Betsey Chessen

We Live Here by Gabriel Salzman

One Frog, One Fly



Summary & Standard

The frog eats the fly, and the snake eats the frog, but when the snake sneezes, everyone goes free again. Children will use phonics to decode and read one-syllable and high-frequency words.

Author: Wendy Blaxland
Genre: Fantasy

Word Count: 26
Theme/Idea: understanding food chains

Making Connections: Text to World

Children may have prior knowledge of the fact that some animals eat other animals. They may have fed insects to pet frogs or other insect-eating pets. Help children make a list of animals they know that eat flies and other insects.

Extend the real-world connection by looking at some of the animals on your list and talking about other animals that eat these animals. Point out that all animals need food to live, and that this food can be either plants or other animals.

For additional teaching ideas and resources about food chains, see http://www.picadome.fcps.net/lab/currl/food_chain/default.htm.

Vocabulary

High-Frequency Words: fly, no, one

Related Words for Discussion: features, food chain, frog, prey, snake

Genre

Fantasy Remind children that a fantasy is a made-up story that could not really happen.

Supportive Book Features

Text Repeated phrases and a repetitive text pattern make this amusing book easy to follow. There is a strong correspondence between the words and illustrations.

Vocabulary The limited vocabulary will be easily read, understood, and remembered.

Praise children for specific use of “Behaviors to Notice and Support” on page 82 of the *Guided Reading Teacher’s Guide*.

Challenging Book Features

Text Children may need a little help grasping what happens between pages, such as how the scene goes from having *one frog* to *no frog*. Make sure children are using picture clues and making inferences to follow the plot. Words are placed near the snake to visually depict a sneeze on pages 6–7.

Content The content of this book may be difficult for children who have no prior knowledge that animals eat other animals. Talk about food sources and the various ways in which animals depend on each other to live.

ELL Bridge

Group children into threes and assign each child a part: fly, frog, or snake. If one group has four members, one child can take the role of narrator, who says at the end: “The snake sneezes. The animals are free!” Have children practice using the story vocabulary while acting out its plot. For example, the fly actor says, “I am one fly”; the frog and snake players do the same for their roles. They can act out “eating” by moving in front: “I am eating the fly. Mmmm!” and so on. When the snake sneezes, the frog and fly can jump out from behind the snake.

Teaching Options

Developing Comprehension

Thinking Within the Text

Ask children to tell what happens when the fly meets the frog, the frog meets the snake, and the snake sneezes. Have them explain what is happening in the picture on the last page.

Thinking Beyond the Text

Describe the meaning of *food chain* and tell children how food chains function in nature. Explain that several flies are needed to feed one frog and several frogs may be needed to feed one snake. Work with children to draw a diagram or other representation of the food chain depicted in this book.

Thinking About the Text

Ask children to evaluate the importance of the illustrations in helping the reader understand what is going on in the story. Discuss how the illustrator includes important details in the pictures that give information beyond what is included in the text. For example, have them explain how the reader knows on page 3 that the reason there is *no fly* is because the frog has eaten the fly.

[Note: Because the book pages are not numbered, the page numbers have been assigned. Page 2 says: *One frog. One fly.*]

Understanding Genre: Fantasy

Discuss with children that a fantasy may exaggerate events or include funny things that could not really happen. Help children identify what in this book could really happen (the different animals eating each other) and what could not really happen (a snake sneezing and releasing a fly and frog unharmed). Guide children to see that the animals in the story have exaggerated, human-like expressions, such as the scared fly on page 2 and the surprised snake on page 8.

For more prompts and ideas for teaching problem-solving strategies, see page 22 of the *Guided Reading Teacher's Guide*.

Developing Phonics and Word-Solving Strategies

Describing Words

Remind children that describing words are words that tell what something looks like or how many of something there are.

- Write *one fly* and identify *one* as a describing word. Ask what this word describes here. (the number of flies—one)
- Write *no fly* and have children identify the describing word. Ask them what the word *no* describes. (the number of flies—none)
- Have children practice using *one* and *no* to describe other simple naming words.

Developing Fluency

Model reading two pages from the book with proper phrasing and expression. Have children echo-read after you.

Oral Language/Conversation

Talk About Animal Features Define prey as an animal that is hunted and eaten by another animal. Discuss that frogs and snakes have special features that allow them to catch their prey. Frogs have long, sticky tongues that catch flies in mid-flight. Snakes have jaws that can open wide to allow them to swallow their prey whole. Ask: *Do you know other animals that eat flies or frogs? How do they catch them?*

Extending Meaning Through Writing

- Have children use one of the spreads in the book as a model for writing their own illustrated version of an event where one animal is eaten by another. (**Narrative**)
- Have children use the frame *A _____ eats a _____* to write a short explanation of how the animals in this book use each other for food. (**Expository**)

Other Books

One for You and One for Me by Wendy Blaxland
Open Wide by Robin Mitchell

Pass the Pasta, Please!



Summary & Standard

This informational story tells about the different sizes and shapes of pasta. Children will use pictures and context to assist in comprehension.

Author: Linda Johns
Genre: Informational Text

Word Count: 49
Theme/Idea: identifying shape and size

Making Connections: Text to Self

Most children will be familiar with different shapes, such as round, square, and spiral. Draw the shapes on the board or on a chart. Ask: *What can you think of that has these shapes?*

Extend the connection by asking children to think about the kinds of pasta they like to eat. Make sure they all know what pasta is. Ask: *What shapes and sizes of pasta have you eaten? Can pasta be shaped like a spiral? Can it be shaped like a small wheel?* Invite children to tell what their favorite kind of pasta is and why they like to eat it. Tell them that they will read about different shapes and sizes of pasta—and children who have fun eating the pasta.

For information about pasta shapes, see <http://www.ilovepasta.org/shapes.html>.

Vocabulary

High-Frequency Words: big, eat, I, like, little, look, said, too

Related Words for Discussion: enjoy, favorite, food, pasta, sauce

Genre

Informational Text Remind children that informational stories give facts about a topic.

Supportive Book Features

Text Each page has one simple sentence with an illustration supporting the text. Children will be able to use picture clues to comprehend who is speaking.

Content Most children will be familiar with different kinds of pasta, such as spaghetti, elbow macaroni, and pinwheels. They will be able to relate to the characters' enjoyment of pasta's fun shapes.

Praise children for specific use of "Behaviors to Notice and Support" on page 82 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text The sentence on each page uses the punctuation marks associated with dialogue. Review with children the quotation marks, commas, exclamation points, and periods used in the story.

Vocabulary Children may not be familiar with the word *pasta* in print. Have children point to the word in the text and sound out each syllable. Then blend the syllables together to read the word aloud.

ELL Bridge

Help children talk about other foods they like to eat. Using the story as a model, create sentence frames that children will use to describe foods they like to eat. For example: *I like to eat _____ . (Friend or family member) likes to eat _____ , too. _____ is fun to eat!* Encourage children to think about their own family meals to complete the sentence frames.

Teaching Options

Developing Comprehension

Thinking Within the Text

Have children talk about the different shapes and sizes of pasta that Pam and Max like.

Ask: *What is used to make the artwork on page 7? (different shapes and sizes of pasta)*

Thinking Beyond the Text

Ask: *Why do you think Pam and Max say pasta is fun to eat?* Discuss what makes food fun to eat, such as a variety of shapes and sizes. Invite children to share ways of making a healthy snack more fun to eat. For example, they can use fruits and vegetables that have been cut into smaller sizes to eat with dips.

Thinking About the Text

Have children notice and point to examples of how the author uses the pictures to connect the words and their meaning.

Recognizing Punctuation

Remind children that different kinds of sentences can be identified by the punctuation used in them. A telling statement ends in a period. A question ends in a question mark. A sentence showing excitement ends with an exclamation point.

- Have children turn to the title page.
Ask: *What punctuation do you see at the end of this sentence? How should we read the sentence so that it sounds as though we're excited?*
- Have children turn to page 4. Ask: *What punctuation do you see at the end of this sentence? How should we read it so that it sounds as if we're telling something?*
- Have children identify other sentences as they read the rest of the story.

For more prompts and ideas for teaching problem-solving strategies, see page 22 of the *Guided Reading Teacher's Guide*.

Developing Phonics and Word-Solving Strategies

Initial Consonant Sounds

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

- Write the word *put* on a chart or on the board. Read the word aloud, emphasizing the initial /p/ sound. Have children repeat after you.
- Have children turn to page 2. Ask children to find other words that begin with the /p/ sound. (*pasta, Pam*)
- Repeat the exercise with initial /m/ and the word *mop* (*Max*, page 3) and initial /l/ and *lot* (*little*, page 5).

Developing Fluency

Read aloud each page, using proper phrasing and intonation. Then have children repeat after you.

Oral Language/Conversation

Talk About the Purposes of Shapes Lead a discussion about when certain shapes work better than others. Ask: *What shape of bread would be good for making a sandwich? Why would it be hard to make a sandwich with pinwheel-shaped bread?* Encourage children to think of other examples of some shapes that work better than others, such as a circle instead of a triangle for a tire.

Extending Meaning Through Writing

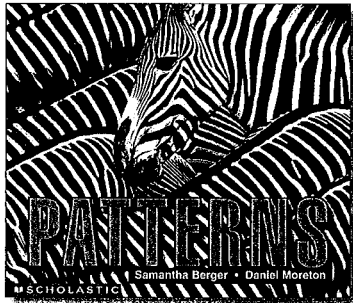
- Have children write about another food that comes in different shapes. (**Descriptive**)
- Have children draw and label their favorite shapes. (**Graphic Aid**)

Other Books

Pancakes, Crackers, and Pizza: A Book of Shapes by Marjorie Eberts and Margaret Gisler

Balls by Melanie Davis Jones

Patterns



Summary & Standard

In this book, patterns are defined and different kinds of patterns are illustrated with photographs. Children will use pictures and context to assist comprehension.

Authors: Samantha Berger
and Daniel Moreton
Genre: Informational Text

Word Count: 32

Theme/Idea: exploring patterns

Making Connections: Text to World

Children will most likely have seen patterns in many places in the world around them. Tell them that a pattern can be defined as “what happens when the same thing is repeated over and over.” Ask children to share any additional knowledge they have about patterns.

Extend the real-world connection by asking children to share any examples of patterns they have seen in the real world outside the classroom. Then have children identify examples of patterns inside the classroom. Encourage them to use descriptive words to talk about what these patterns look like.

For additional teaching ideas and resources about patterns, see <http://www.uen.org/themepark/patterns/naturepatterns.shtml>.

Vocabulary

High-Frequency Words: and, are, in, on, the

Related Words for Discussion: dots, lines, pattern, repeat, rhythm, rows, spiral, stripes, wavy

Genre

Informational Text Remind children that informational stories give facts about a topic.

Supportive Book Features

Text A simple sentence pattern is repeated on many pages of the book. The first and last sentences differ from the pattern but serve as a good introduction and conclusion. Each photograph clearly shows a different type of pattern.

Vocabulary Children should be able to define any unfamiliar terms, such as *fields*, by looking at the photograph accompanying the term. Praise children for specific use of “Behaviors to Notice and Support” on page 82 of the *Guided Reading Teacher’s Guide*.

Challenging Book Features

Text Many children will be overwhelmed by the amount of text on the last two pages of the book. Tell children that they are not expected to read these pages on their own. Have children match the pictures on these pages with the photographs in the book.

Content Although children will have seen patterns in the world, identifying specific patterns may be new to them. Use the two-page section at the back of the book to give children information about how patterns are formed and why some things have patterns.

ELL Bridge

Help children understand the words *on* and *in*. Display a box with a lid and a small object such as a pencil or a crayon that will fit in the box. Put the object on top of the box and say, *The crayon is on the box*. Then put the crayon inside the box and say, *The crayon is in the box*. Ask children to look around the classroom to find things that are *on* an object or *in* an object. Write the following sentence frame on a chart or on the board: *The _____ is in/on the _____*. Have children use this sentence frame to talk about objects in the room.

Teaching Options

Developing Comprehension

Thinking Within the Text

Ask children to identify the pattern (e.g., stripes) shown in each photograph. Have them talk about what each pattern looks like. Encourage them to use words such as *line*, *dot*, and *wavy*.

Thinking Beyond the Text

Have children think about the kinds of patterns presented in this book. Ask them to identify similar patterns found on other animals, in nature, and on human-made objects. Have children compare the patterns in the book with other patterns. For example, say: *The pattern on the field and the pattern on my shirt are both made with stripes.*

Thinking About the Text

After you have shared the two-page section at the end of the book, ask how this information differs from that in the rest of the book. Point out that it is more specific about what patterns are, describes what the patterns in the book look like, and tells how these patterns are created and/or used. Ask children why they think the authors included this section in the book.

Using Picture Details

Point out that some books have photographs instead of drawings. Details in photographs help readers understand the written information.

- Mention that it might be difficult to describe a pattern without a photograph.
- Point out that the photographs in this book are like a “look and find.” Children must examine each to identify its pattern.
- Look at two or three of the photographs together. Have children point to and describe the pattern on each page, tracing it with their fingers.

For more prompts and ideas for teaching problem-solving strategies, see page 22 of the *Guided Reading Teacher’s Guide*.

Developing Phonics and Word-Solving Strategies

Plurals

Explain that a word that names more than one thing, such as *books*, is called a plural. A plural often ends in *s*.

- Have children look at the title of the book, *Patterns*. Ask if the word means one or more than one. Note that the word *pattern* (without an *s*) means one pattern. Ask children why the book is called *Patterns*.
- Ask children to flip through the book and identify other examples of plurals (e.g., *pianos*, *snakes*, and *quilts*). Work with children to turn each of these words into its singular form by removing the *s*.

Developing Fluency

Model fluent reading of the book. Then have children reread the book with partners. Circulate, listen in, and offer feedback.

Oral Language/Conversation

Talk About Patterns Discuss that patterns happen whenever the same thing is repeated over and over. Work together to name some things that can repeat to form a pattern, such as dots, lines, and waves. Point out that there are other kinds of patterns, too. Clap a rhythmic pattern and have children repeat it after you.

Extending Meaning Through Writing

- Ask children to look for patterns in the classroom or in pictures in books. Have them draw the pattern and then describe it in a sentence. **(Descriptive)**
- Help children make a list of things that often have patterns, such as clothing, animals, and so on. Have children draw an example beside each word. **(List)**

Other Books

Weather by Pamela Chanko and Daniel Moreton

What Has Stripes? by Margaret Ballinger