

GUIDED READING PROGRAM

Fiction Focus

2nd Edition



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

- **Biscuit Visits the Big City**
- **A Bug, a Bear, and a Boy**
- **The Country Mouse and the Town Mouse**
- **Go Home, Daisy**
- **Goldilocks and the Three Bears**
- **How Lizard Lost His Colors**
- **Loose Tooth**
- **Meg and the Lost Pencil Case**
- **Melt It, Shape It: Glass**
- **Todd's Teacher**

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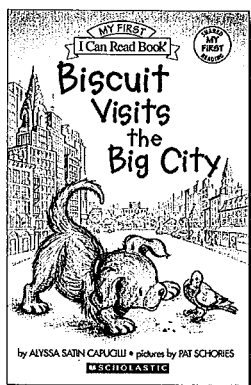
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Biscuit Visits the Big City



Summary & Standard

A girl takes her dog, Biscuit, on a walk through the city. Children will use pictures and context to assist in comprehension.

Author: Alyssa Satin Capucilli

Word Count: 150+

Genre: Realistic Fiction

Theme/Idea: visiting new places

Making Connections: Text to Self

Ask children to pretend that they will be taking a trip downtown or to a nearby city. Invite them to predict what they might see and hear while they are there. Challenge them to explain how the experiences on a weekday might be different from those on a weekend.

Invite children to share experiences they have had in big cities. Ask: *What do all big cities have in common? What makes one city different from another? If you could visit a big city anywhere in the world, where would you go?*

For additional teaching ideas and resources, see <http://www.alyssacapucilli.com/>.

Vocabulary

Essential Words: buildings, busy, fountain, friend, people

Related Words for Discussion: city, hear, listen, noises, sounds

Genre

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

Supportive Book Features

Text Detailed pictures enhance the simple sentence structure of the text. The text also features a variety of sentence types and punctuation.

Content Most children will be familiar with the aspects of a city or other populated areas. The illustrations feature many details about city life that can be used to foster further discussion.

Praise children for specific use of “Behaviors to Notice and Support” on page 85 of the *Guided Reading Teacher’s Guide*.

Challenging Book Features

Text The use of contractions may be confusing to some children. Because there are no quotation marks, it may be unclear who is speaking. Point out where the girl speaks to her dog, Biscuit. Explain that *woof, woof* and *coo, coo* are sounds made by Biscuit and the pigeons.

Vocabulary Children should be familiar with most of the vocabulary, as words are either high-frequency or easily decodable. Some children may need extra help, however, decoding sound words and identifying the things they represent.

ELL Bridge

Use gestures and visuals to develop vocabulary and ideas. Display pages 18–19 and read them aloud. Explain that the girl and her dog are in a park and that there is a lot to see. Then begin the activity by saying: *I see a man playing a violin.* Pantomime playing a violin. Invite a volunteer to point to the detail of this man in the illustration. Encourage children to then take turns telling and pantomiming what they see and having others identify it in the picture. Assist children with proper vocabulary as needed.

Teaching Options

Developing Comprehension

Thinking Within the Text

Have children summarize what Biscuit and the girl see and hear in the city. Ask them to tell where they finally find Jack.

Thinking Beyond the Text

Invite children to explain how they think the girl and the dog feel about the city. Ask: *What do you think Biscuit likes and dislikes about the city?* Ask children how they would feel if they were in the same setting.

Thinking About the Text

Have children notice how the author includes sound words for Biscuit, the bus, and the pigeons. Ask: *Why do you think the author included these words? How does it help you understand what happens in the city?*

Understanding Setting

Remind children that the setting is where and when a story takes place. Point out that the setting is very important to this story because of all the things the girl and her dog see and hear there. Ask:

- *Does this story take place in the daytime or nighttime? How do you know?*
- *Is the setting for this story long ago or today? How do you know?*
- *How would the story be different if the setting was at a farm instead of in a city?*

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 That Describe

Discuss words that describe. Explain that they can tell us what kind, how many, or which one.

- Point out the words *funny puppy* on page 15. Explain that *funny* describes the puppy. Ask: *What other words could you use to describe this puppy?*
- Repeat the activity with *big city* and *tall buildings* on page 13. Have children look for other describing words as they read.

Developing Fluency

Model reading aloud the first five pages of the book. Emphasize phrasing, punctuation, and expression. Have children echo-read the book with you in the same way.

Oral Language/Conversation

Talk About City Sounds Point out the three sound words in the story: *woof*, *coo*, and *beep*. Ask: *What other things in the pictures can make noise? What sound does each make?* Invite children to name city things and their sounds.

Extending Meaning Through Writing

- Have children draw a picture and write sentences that show what the girl and Biscuit may do next. **(Narrative)**
- Have children use the time-order words *first*, *next*, and *last* to write about what they would do in a big city. **(Expository)**

Other Books

City Sounds by Jean Marzollo

My Dog's the Best by Stephanie Calmenson

A Bug, a Bear, and a Boy



Summary & Standard

A bug, a boy, and a bear are different sizes and have different abilities, but they are great friends and do many fun things together. Children will read simple sentences.

Author: David McPhail
Genre: Fantasy

Word Count: 200+
Theme/Idea: getting along with others

Making Connections: Text to World

Children will have personal experience with being friends with other children. They may recognize that everyone has different things that they are good at. Discuss the differences between a bug, a boy, and a bear, focusing on their sizes. Talk about how being big or being small affects how one moves around and uses things. For example, a very tall person would not be able to sit in a small chair. A short person may not be able to reach things on high shelves.

Extend the real-world connections by noting that even though people are different, they can still be good friends, play together, and help each other do things by sharing their abilities.

For additional teaching ideas and resources about cooperative learning, see <http://www.edutopia.org/common-ground>.

Vocabulary

Essential Words: bowl, bucket, fence

Related Words for Discussion: comparing, differences

Genre

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

ELL Bridge

Provide children with extra practice using comparative adjectives. Write these sets of words on the board or on a chart: *big/bigger/biggest*, *small/smaller/smallest*. Provide children with objects of three different sizes, such as a book, a pencil, and a crayon. Have them practice making sentences comparing the sizes of the objects, such as: *The book is bigger than the pencil. The crayon is the smallest thing.*

Supportive Book Features

Text The book is long but split into short chapters. The print is large and easy to read, with only a few sentences on each page. Some words and phrases repeat from sentence to sentence to help with comprehension. There is a close relationship between the text and pictures.

Vocabulary Most words in the text are decodable and familiar to children. The meaning of unfamiliar words can be figured out from context and the pictures.

Praise children for specific use of “Behaviors to Notice and Support” on page 85 of the *Guided Reading Teacher’s Guide*.

Challenging Book Features

Text Some text has longer sentences or sentences that flow for more than one line or page. Children may be confused about how each chapter contains a new and different story. Explain the dash that appears on page 10. (Note: Book pages are not numbered. Page 2 begins: *This is a bug.*)

Content Children may have trouble distinguishing between fantasy and reality and be confused about a boy being friends with a bear and a bug. Be sure children understand which things real friends can do together and which things they can’t do.

Teaching Options

Developing Comprehension

Thinking Within the Text

Ask children to identify the main point of each section of the story. For example, the first section introduces the characters and establishes their size.

Thinking Beyond the Text

Ask children to analyze the characters and how they interact and work together or help one another to get things done. For example, they all do jobs in the garden, but the bear is the one who takes the job of scaring the rabbit away. Guide children to conclude that people can be good friends and get many things accomplished together even though they are very different.

Thinking About the Text

Have children discuss how the author tells several small stories about the bug, the boy, and the bear, and why he might have chosen to use chapters instead of telling them all as one long story. Ask children to think about what each individual story tells them about the characters and why the author might have chosen to tell these stories.

Distinguishing Fantasy/Reality

Explain to children that sometimes the events in a story cannot happen in real life. This type of story is called a fantasy.

- Ask children to name aspects of *A Bug*, *a Bear*, and *a Boy* that could not happen in real life. Be sure they mention the boy being friends with the bear and the bug.
- Then have children explain how they could change the story to make it real. Would they change the characters? The setting? Any story events?

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

Picture Details

Tell children that when they see an unfamiliar word, they can use illustrations and other clues to read and understand it.

- Tell children to turn to page 5 and find the term *bottle cap*. Ask them to reread the sentence in which this term appears and look at the picture. Help them summarize what they can tell about this term: They see what the bottle cap looks like, and an opened bottle is next to the bug. So a *bottle cap* is the top of a bottle.
- Have children repeat this process on page 29 with the term *peanut shell*.

Developing Fluency

Have children follow along in their books as you model fluent reading of some of the longer sentences. Have children reread each sentence after you.

Oral Language/Conversation

Talk About Working With Others Discuss how everyone has different abilities. Ask: *Are you exactly like your friends?* Discuss how sometimes friends can have more fun when everyone has different skills.

Extending Meaning Through Writing

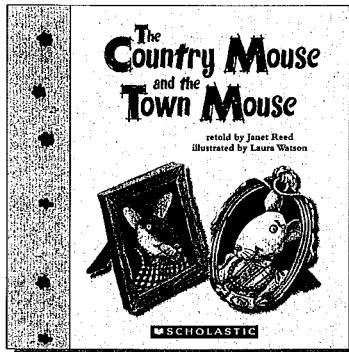
- Have children write a short story telling what happens when the bug, the boy, and the bear play on different types of playground equipment together. **(Narrative)**
- Have children describe how they are similar to and different from a friend or family member. **(Descriptive)**

Other Books

Beautiful Bugs by Maria Fleming

Buzz Said the Bee by Wendy Cheyette Lewison

The Country Mouse and the Town Mouse



Summary & Standard

After experiencing both the good and the bad of a visit to town, the Country Mouse decides that she is happier living in the country, where she feels safe. Children will accurately identify the theme or author's message.

Author: retold by Janet Reed

Word Count: 200+

Genre: Traditional Literature/Fable

Theme/Idea: appreciating what you have

Making Connections: Text to Text

Children may have read or seen other versions of this fable. Prepare children to read this version by checking to see if they have any prior knowledge of this story.

To extend the connection, ask children to think of any other stories they might have read about people living in the city or the country or visiting one area or the other. Have children discuss what kinds of experiences one might have in either place.

For additional teaching ideas and resources, see www.learningtogive.org/lessons/unit83/lesson3.html.

Vocabulary

Essential Words: basket, berry, country, shadow, town

Related Words for Discussion: appreciate, community, danger, environment

Genre

Traditional Literature/Fable Remind children that a fable is a made-up story that often uses talking animals to teach a lesson.

Supportive Book Features

Text Each page of text begins with and answers the question *What did Country Mouse do?*, which serves to focus the reader's attention on the characters' actions. Short, simple sentences are supported by illustrations that add details, humor, and drama to the story.

Vocabulary Many of the words in the text are familiar and decodable. For the most part, the meaning of unfamiliar words can be figured out from context and the illustrations.

Praise children for specific use of "Behaviors to Notice and Support" on page 85 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text Readers must use the illustrations for information about the action, setting, and characters. Guide children to round out the story by describing the accompanying illustrations.

Content Ensure that children understand the moral of the story, which is "appreciating what you have." Ask: *Though Country Mouse did not have fancy food in her country home, why did she prefer her home to Town Mouse's home?* (She had nuts and berries to eat—and there was no cat to scare her, so she felt safe.)

ELL Bridge

Before reading the book, begin a discussion about similarities and differences by comparing the two portraits on the cover. Have children observe and describe what the portraits have in common and how they are different. List the observations in two columns labeled *Same* and *Different*. Encourage children to use comparison words, such as *like*, *same as*, *different from*, and *not*. Continue by paging through the book and listing additional observations about the mice and where they live. Finally, have children use the list to summarize the similarities and differences.

Teaching Options

Developing Comprehension

Thinking Within the Text

Ask children to summarize the experiences Town Mouse and Country Mouse have while visiting each other and what each thinks about the other's home.

Thinking Beyond the Text

Have children discuss the differences between living in a town or city and living in the country. Ask: *What can people do in the country that they can't do in a town or city? What can people do in a town or city that they can't do in the country?*

Thinking About the Text

Have children identify ways that the pictures in this book give additional information about how each character feels about the home of the other. For example, the look on Town Mouse's face when she is served berries and nuts, and the look on Country Mouse's face as she walks through town to reach her friend's home.

Understanding Genre: Fable

Explain to children that fables often teach a lesson, or moral. The moral is the "big idea" that the writer wants the reader to remember. Help children understand the moral by asking the following questions.

- Ask: *How did Country Mouse feel about town at first? Why did her feelings change? How does her home compare with Town Mouse's home? How did Country Mouse feel about her own home at the end?*
- Once children have discussed Country Mouse's experiences, ask them what lesson she had learned by the end 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

Reading Punctuation

Remind children that punctuation marks tell the reader when to pause or stop and how to express the words.

- Read page 2 with children and have them identify the punctuation marks. (question mark and period) Discuss how each is used. (question, answer) Model how to read the page again and have children echo-read it.
- Repeat with page 14, identifying the quotation marks and the exclamation points after the word *RUN*. Note that the number of exclamation points and the capital letters show how to read the word.

Developing Fluency

Model how to read page 8 fluently, with proper expression and pausing. Then have children echo-read.

Oral Language/Conversation

Talk About Appreciation Note that often we do not appreciate what we have until we compare our experience with someone else's. Have children talk about some of the things they like best about where they live.

Extending Meaning Through Writing

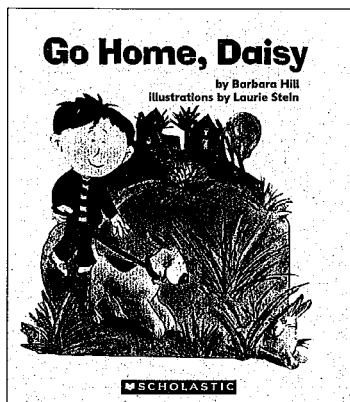
- Have children write a paragraph or two explaining which place—the town or the country—they think is the best place to live and why. (**Persuasive**)
- Have children write a journal entry by either Town Mouse or Country Mouse, describing the experience of visiting the other mouse. (**Narrative**)

Other Books

City Sounds by Jean Marzollo

My Dog's the Best by Stephanie Calmenson

Go Home, Daisy



Summary & Standard

Daisy, the family dog, loves to run and chase things. When Ray thinks he and Daisy are lost after Daisy chases a rabbit into the woods, Daisy does what she is told to do throughout the story. Children will independently relate prior knowledge to what is read and use it to aid in comprehension.

Author: Barbara Hill
Genre: Realistic Fiction

Word Count: 100+
Theme/Idea: finding the way

Making Connections: Text to Self

Most children will be familiar with how dogs love to play and chase things. Have children share what they know about the kinds of things dogs like to chase.

Extend the connection by telling children that they will read a story about a dog who loves to chase things and sometimes goes too far. Ask children if they have a pet or know of a pet who has ever run away or gotten lost. Ask: *Did the pet come home? Did it find its own way home? How was it found?*

For additional resources on how to find lost pets, see http://www.petclub.org/lost_pets.htm.

Vocabulary

Essential Words: home, path, ran, school, shouted, van, woods, work

Related Words for Discussion: direction, instinct, lead, memory, senses

Genre

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

ELL Bridge

Help children recognize the sequence of events in the story. Write the following sentence frames on sentence strips: _____, *Daisy ran after the rabbit.* _____, *Daisy ran after the van.* _____, *Daisy ran after the car.* Ask children which of these things Daisy ran after first. (van) Write *First* in the correct sentence frame and read the sentence aloud with children. Continue, filling in *Next* and *Last* where appropriate. (car, rabbit) Have children put the sentence strips in the correct order.

Supportive Book Features

Text Short sentences, large print, and colorful illustrations will give readers support to easily comprehend this book.

Content Children who own dogs or have friends who own dogs will understand Daisy's love for chasing things and going for walks.

Praise children for specific use of "Behaviors to Notice and Support" on page 85 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text Review with children the punctuation marks used in the story, including quotation marks, commas, exclamation points, and periods. Point out the quotation marks on page 3 and explain that the punctuation is used to show that a character is talking.

Vocabulary Most vocabulary is high-frequency or at grade level. Words with vowel digraphs may challenge some readers. Review words such as *Daisy* and *shout* prior to reading.

Teaching Options

Developing Comprehension

Thinking Within the Text

Summarize the story with children. Ask: *What things did Daisy chase after? What happened after Ray and Daisy went into the woods?*

Thinking Beyond the Text

Ask children why they think Daisy chased after Dad in the van, and mom and the kids in the car. (She wanted to go with them.) Ask: *Why do you think she chased the rabbit? (She wanted to catch it.) Do you think Daisy ever felt as if she were lost in the woods?*

Thinking About the Text

Lead children to notice that the author uses dialogue to make the characters seem real. Have them point to punctuation marks and words that express a character's feelings.

Making Predictions

Tell children that when they read, they can make predictions about, or guess, what will happen next. As they read and compare their predictions to what happens, they can better understand the story.

- Read page 3 aloud. Ask: *What do you think will happen next? Why?* Then read page 4 aloud and compare children's predictions to what actually happened.
- Read page 11 aloud and ask children: *What do you think Ray will do? What will Daisy do?* Read page 12 aloud and compare predictions with what happened.
- Then read page 13 aloud. Ask children: *Based on what you've learned about Daisy, what do you think will happen next?* Have a volunteer read pages 14 and 15.

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

Action Words

Review with children that action words allow readers to visualize the way somebody or something moves.

- Have children find the word *ran* on page 3. Read the sentence aloud. Say: *Ran is an action word. It tells us what Daisy was doing.* Point out *shouted* on the same page and read the sentence aloud. Explain that *shouted* is also an action word. It shows what Dad was doing.
- Have children find other action words in the text and read the sentences aloud.

Developing Fluency

Read the story aloud as a group, having each child read a sentence. Encourage children to focus on proper intonation and expression.

Oral Language/Conversation

Talk About Finding the Way Ask children why Daisy had no trouble finding her way home when Ray thought they were lost. Guide children to understand that dogs have natural instincts and a keen sense of smell that people do not. Ask: *What might people use to help them find their way when they are lost?* (a map, a compass)

Extending Meaning Through Writing

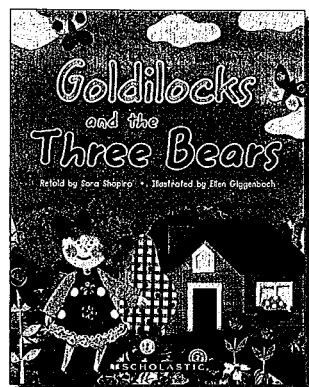
- Have children write a sentence about something else that Daisy might have chased. (**Expository**)
- Have children write a sentence or two describing the woods where the rabbit led Daisy and Ray. (**Descriptive**)

Other Books

Harry's House by Angela Shelf Medearis

My Dog's the Best! by Stephanie Calmenson

Goldilocks and the Three Bears



Summary & Standard

In this familiar folktale, Papa Bear, Mama Bear, and Baby Bear are not pleased when Goldilocks enters their house and uses and breaks their belongings. Children will read for personal fulfillment.

Author: retold by Sara Shapiro

Word Count: 200+

Genre: Traditional Literature/Folktale

Theme/Idea: examining folktales

Making Connections: Text to Text

Children will most likely have read, heard, or seen a television or movie version of the story of Goldilocks and the Three Bears. Invite children to share anything they remember about the characters and events from this story.

To extend the connection, invite them to tell about other folktales they know. Point out that a folktale is a very old story that was passed along orally for many years before someone wrote it down. Almost every country and culture has its own folktales.

For additional teaching ideas and resources, see <http://www.atozteacherstuff.com/pages/315.shtml>.

Vocabulary

Essential Words: bowl, broken, chair, middle, short, soft, soup

Related Words for Discussion: lesson, moral, teach, trespass

Genre

Traditional Literature/Folktale Remind children that a folktale is a story that has been passed down over the years from person to person.

Supportive Book Features

Text Sentences are short and simple, and there is a strong correspondence between text and pictures. Some words and phrases repeat in patterns to help comprehension.

Vocabulary Most of the vocabulary is simple and decodable. Many words and phrases repeat. Praise children for specific use of “Behaviors to Notice and Support” on page 85 of the *Guided Reading Teacher’s Guide*.

Challenging Book Features

Text Children may skip over blocks of text because text is placed in various parts of each page. Children may need extra support in reading end punctuation or quotation marks. Model reading sentences with question marks and exclamation points. Demonstrate changing your voice when quotation marks indicate that a character is speaking.

Content Some children may be confused by the idea of bears that live in a house and act like people. Take time to distinguish between fantasy and reality, and help children understand that this is a made-up story. Point out that Goldilocks behaves badly by entering the bears’ home without being invited and then using and breaking their things.

ELL Bridge

As a group, have a Readers Theater. Take the part of narrator while children take the parts of Papa Bear, Mama Bear, Baby Bear, and Goldilocks. Have children act out what is happening in the story as you read.

Teaching Options

Developing Comprehension

Thinking Within the Text

Ask children to discuss what happens when Goldilocks uses the bears' things. Tell why she chooses to use (or eat) certain things.

Thinking Beyond the Text

Explain to children that folktales often teach a moral or lesson. Have them examine Goldilocks's actions and experiences in this story and tell in their own words what they think the moral of this tale is.

Thinking About the Text

Help children identify the pattern that this folktale follows. Then have children discuss why this pattern makes it easier for a storyteller to remember and retell this story.

Reading Dialogue

Explain that when people read, they need to know who is speaking.

- Turn to page 12. Point out the first set of quotation marks. Explain that the words between the quotation marks are words Baby Bear says. Tell children that the phrase *said Baby Bear* lets readers know who is speaking. Point out the exclamation point at the end of the sentence. Explain that this punctuation mark tells readers that Baby Bear is speaking with strong feeling.
- Point out the second set of quotation marks. Ask: *Who says these words? How do you know?* Then point out the question mark at the end of Papa Bear's words. Explain that this punctuation mark means Papa Bear is asking a question.
- Read aloud page 12 with children, practicing saying the dialogue the way the characters would.

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 *ou*

Explain to children that the letters *ou* together can stand for the vowel sound you hear in *found* and the vowel sound you hear in *group*.

- Read aloud page 3. Have children point to *house* and blend the sounds as they run their fingers under each letter. Ask children what sound the letters *ou* stand for.
- Repeat with *soup* on page 12. Point out the difference in this vowel sound.
- Have children read Papa Bear's dialogue on page 12 aloud and identify which vowel sound is found in the word *our*.

Developing Fluency

Model reading a section of dialogue with expression, the way the characters would say the words. Then have children practice reading the section with a partner.

Oral Language/Conversation

Talk About Folktales Discuss the fact that folktales often teach lessons or morals. Invite children to discuss other versions of this folktale or morals in other folktales that they know.

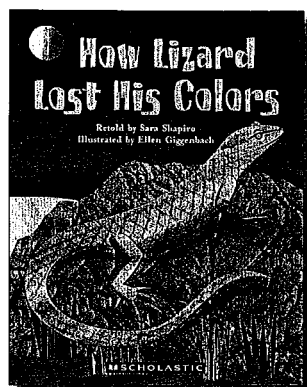
Extending Meaning Through Writing

- Ask children to follow the pattern of the book and write about another item Goldilocks finds and uses in the bears' house. (**Expository**)
- Have children write a letter from Goldilocks to the three bears, apologizing for her actions. (**Letter**)

Other Books

A Bug, a Bear, and a Boy by David McPhail
Rabbit's Party by Eve Bunting

How Lizard Lost His Colors



Summary & Standard

This traditional Navajo folktale explains how the once colorful lizard lost his colors. Children read to refine their understanding of how texts work across a variety of genres.

Author: retold by Sara Shapiro

Word Count: 100+

Genre: Traditional Literature/Folktale

Theme/Idea: adapting to changes

Making Connections: Text to Text

Children may be familiar with stories about why animals act or look a certain way, such as *How the Leopard Got His Spots*. Invite children to share what they know about these stories.

Extend the connection by explaining that these types of stories are folktales. Folktales are fictional stories told to teach lessons or explain how things came to be in nature.

For additional teaching ideas and resources on folktales, see http://teacher.scholastic.com/writewit/mff/folktalewshop_index.htm.

Vocabulary

Essential Words: colorful, coyote, earth, lizard, skin, stuck, wiggled

Related Words for Discussion: adapt, blend, desert, plain, proud

Genre

Traditional Literature/Folktale Remind children that a folktale is a story that has been passed down over the years from person to person.

Supportive Book Features

Text The text begins with the familiar words *Long ago . . .* The simple text is always at the top of the page with supporting pictures below or next to it.

Vocabulary Pictures can help children find the meaning of words such as *lizard*, *coyote*, *colorful*, and *stuck*. Ask children to explain the meaning of each word and to describe which picture clues they used to help them find the meaning.

Praise children for specific use of “Behaviors to Notice and Support” on page 85 of the *Guided Reading Teacher’s Guide*.

Challenging Book Features

Text Point out Mother Earth’s words in quotations on page 10. Explain to children that even though there are breaks between sentences, Mother Earth’s words continue to the bottom of the page to the end quotation mark.

Content Children may not be familiar with folktales like this one. Point out that many cultures around the world have stories about why things in nature are the way they are. Explain that these folktales are not based on science, but rather are creative stories that often include magic and fantasy.

ELL Bridge

Create a sentence strip for every two pages of the story, using the story vocabulary. Have children work together to match each sentence with the correct pages. For example, for pages 2–3, you could write: *Lizard had colorful skin*. For page 4–5, *Coyote saw Lizard on a rock*. Have children read the sentence strips aloud in order when they are finished.

Teaching Options

Developing Comprehension

Thinking Within the Text

Have children summarize the story in their own words. Encourage them to tell the main plot points of the story in the order in which they occurred.

Thinking Beyond the Text

Lead children to appreciate stories that continue from generation to generation. Say: *This story has been around for many years. It was originally told by the Navajo people.* Ask: *Why do you think writers are still retelling the story today? Would this be a good story to tell children many years from now? Why?*

Thinking About the Text

Have children think about how their views may change as they read a story. Tell them to think about what happened to Lizard in the story. Ask: *What did you think when you first read that Lizard lost his colorful skin? At the end of the story, what did you think about his sand-colored skin? Did it turn out to be a good thing for him? Why or why not?*

Understanding Cause and Effect

Remind children that when they read, it is important to think about what happens and why. An *effect* is what happens. A *cause* is why something happens.

- Point out on page 5 that Coyote pushed the rock. Tell children that this is an effect. Ask them to identify the cause. (Coyote wanted to eat Lizard.)
- On page 9, explain that Lizard's colorful skin is gone and is now the color of sand. Have children identify this as an effect. Encourage children to think about why this happened. Have them state the cause. (Lizard wiggled out from under the rock, but his colorful skin stayed under it.)

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 ow

Point out to children that the sound /ou/ can be spelled *ow*, as in *cow* or *town*.

- Show children the cover of the book and ask them to point to the *ow* word in the book's title. (*How*) Ask: *What is this word? How do you know that?* Lead children to realize that they used what they already know in order to read *How* in the title.
- Have children find /ou/ words spelled *ow* on page 6 (*down*) and page 10 (*Now*). Invite them to read these words aloud.
- Ask children to name other words they know that have this sound-letter pattern. List the words on the board or chart paper.

Developing Fluency

Use repeated reading to focus on good pronunciation. Remind children to pause at the end of a sentence and not at the end of a line of type. Have children practice until they can read the text smoothly.

Oral Language/Conversation

Talk About Habitats Lead a discussion about where Coyote and Lizard live. Point out that the sand and cactus plants are clues that these animals live in a desert. Discuss why these animals are well suited to this environment.

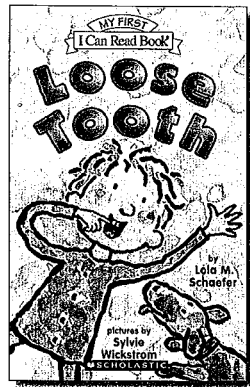
Extending Meaning Through Writing

- Have children write their own folktales explaining why a certain animal looks the way it does. (**Narrative**)
- Have children write a fact card about a real lizard or a coyote. Allow them to do library research. Tell children to include at least three facts. (**Expository**)

Other Books

Chloe the Chameleon by Celia Warren
Frog's Lunch by Dee Lillard

Loose Tooth



Summary & Standard

This realistic fiction tells a story of a young boy who is about to lose a tooth. Children will demonstrate comprehension and understanding by articulating basic facts and ideas in what they read.

Author: Lola M. Schaefer

Word Count: 100+

Genre: Realistic Fiction

Theme/Idea: losing a tooth

Making Connections: Text to Self

Some children at this age have had the experience of losing a tooth. Ask: *Have you ever lost a tooth? How did it feel?* What do you do with your teeth after you lose them? Ask how many children are missing teeth now.

Extend the connection by pointing out the importance of proper dental hygiene.

For additional teaching ideas and resources, see <http://www.ada.org/public/education/teachers/ideas.asp>.

Vocabulary

Essential Words: loose, tooth, wiggle, won't

Related Words for Discussion: chew, front, speech, tongue

Genre

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

Supportive Book Features

Text The text has repetitive language that matches the comical illustrations. Exclamation points help readers know when to read the text expressively.

Content The content will be familiar to most children, either because they or their siblings have already lost teeth or because they have teeth that are loose.

Praise children for specific use of "Behaviors to Notice and Support" on page 85 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text The text placement on the page varies. Sometimes the words of a sentence are in different places on the page. Some sentences continue on the next page. Make sure children start at the top of each page and read across and down. Remind them that a period will tell them when the sentence ends.

Vocabulary Though illustrations can help with vocabulary, children may need help recognizing and reading other words, such as *brother, carrot, friend, guess, sister, wiggled, and won't*.

ELL Bridge

Read pages 8–9 with children, reminding them to pay close attention to the pictures. Then have children work in pairs, one reading the text while the other acts out the motions. When pairs have finished reading the two pages, have them switch so that both partners have a turn reading and acting.

Teaching Options

Developing Comprehension

Thinking Within the Text

Have children discuss details in the story.

Ask: *What does the boy do as soon as he finds out his tooth is loose? How does he try to make his tooth come out? Is anyone successful in helping him?*

Thinking Beyond the Text

Ask children to think about the boy's excitement about his loose tooth. Ask: *Why is he so excited? Do you think he will feel the same when other teeth become loose? Why or why not?*

Thinking About the Text

Have children think about the humor that the author uses to tell the story. Ask: *What parts of the story do you think are funny? Why do you think the author chose to use humor to tell this story? How would the story be different if the author did not use humor?*

Summarizing

Remind children that good readers summarize as they read to help them better understand a story. Tell children to think about what happens at the beginning, the middle, and the end of the story.

- Ask: *What happens at the beginning of the story?* (The boy discovers a loose tooth and shows everyone how it wiggles.)
- Ask: *What happens in the middle of the story?* (The tooth won't come out so the boy tries different ways to get it out.)
- Ask: *What happens at the end of the story?* (His tooth comes out without help.)

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 Vowels oo

Point out that some words have a vowel sound spelled oo. The letters oo can stand for either of two sounds, / \overline{oo} / or / \overline{oo} /.

- Write the following story words on a chart or on the board: *tooth*, *loose*, and *too*. Read the words aloud and have children identify the vowel sound they hear (/ \overline{oo} /).
- Now write *good* and *book*. Read the words aloud and have children identify the vowel sound they hear in both words (/ \overline{oo} /).
- Write the following words: *boot*, *food*, *foot*, *goose*, *hook*, *pool*, *spoon*, *took*, *wood*. Have volunteers read them and tell if the letters oo sound like the vowel sound in *tooth* or the vowel sound in *good*.

Developing Fluency

Use expressive reading to convey the excitement the boy in the story is feeling. Encourage children to use good intonation and characterization as they read.

Oral Language/Conversation

Talk About Losing a Tooth Discuss what happens when children lose teeth. Talk about the difficulties of eating with a loose or missing tooth and how speech can be affected when front teeth are missing.

Extending Meaning Through Writing

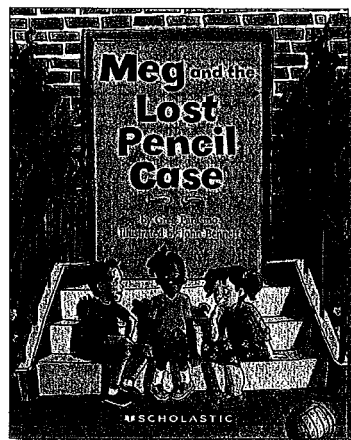
- Have children write about an experience they or a friend has had losing a tooth. (**Narrative**)
- Have children make a poster with tips for dental care, such as brushing, flossing, and seeing the dentist. (**Graphic Aid**)

Other Books

How Have I Grown? by Mary Reid

Itchy, Itchy Chicken Pox by Grace Maccarone

Meg and the Lost Pencil Case



Summary & Standard

Jack loses his pencil case and thinks Ann has it because her pencil case looks just like Jack's. Class helper Meg intervenes with a suggestion that the class look for Jack's lost pencil case. Children will accurately identify the theme or author's message in a grade-level-appropriate text.

Author: Greg Parasmio

Genre: Realistic Fiction

Word Count: 200+

Theme/Idea: thinking before reacting

Making Connections: Text to Self

Most children will be familiar with losing things. Ask: *What is something you have lost? At first, did you think it was lost or that someone had taken it? Where was it? How did you find it?*

Extend the connection by pointing out that two or more people can have things that look alike, such as hats or pencils. Ask: *If you lost something and saw that a friend had the same thing, would you think it was yours? Why? What might happen if you said something to your friend about it?*

For additional resources and activities about character development, see <http://4h.missouri.edu/go/programs/character/resources/schoolstages.pdf>.

Vocabulary

Essential Words: alike, case, jacket, mine, pencil, stars, tugged

Related Words for Discussion: problem, solve, sure, think

Genre

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

Supportive Book Features

Text Children will find the dialogue and short sentences easy to read and comprehend. Illustrations provide support for the simple, straightforward text.

Vocabulary High-frequency words and grade-level vocabulary will help children understand the story.

Praise children for specific use of "Behaviors to Notice and Support" on page 85 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text Some pages contain multiple sentences and ideas. Some readers may forget what happened at the beginning of the page by the time they reach the end of the page. Remind children to reread to help them remember what happened.

Content Some children may wonder why Meg had to help Jack and Ann solve the problem. Point out that because both Jack and Ann thought the pencil case was their own, they didn't consider other explanations and didn't think about ways to solve the problem. Meg was able to think about the problem clearly.

ELL Bridge

Write *alike* on a chart or on the board. Read the word aloud and have children repeat after you. Then write a sentence frame on the chart or board similar to: *The _____ and the _____ are alike.* Find objects in the room to model using the sentence frame. Have children find two objects that are alike and use the sentence frame to say the sentence aloud.

Teaching Options

Developing Comprehension

Thinking Within the Text

Have children describe Jack's pencil case. Ask: *Why did Jack think Ann had his case?* Discuss what the characters did to find it and where they found it.

Thinking Beyond the Text

Have children think about how Meg helped solve the problem. Ask: *What did Meg realize about Jack's pencil case and Ann's pencil case? What do you think would have happened if Meg hadn't stepped in?*

Thinking About the Text

Have children turn to pages 4 and 5. Read aloud the text and then have children look at the illustration. Ask: *What does the illustration show about how Ann feels when she asks for her pencil case?* Have children read Ann's statement at the bottom of the page as they think she would say it. Then ask: *What does the illustration tell about how Jack feels?*

Understanding Problems and Solutions

Explain to children that sometimes stories tell about problems and how they are solved. Recognizing problems and solutions can help readers understand and remember what they read. Ask:

- *What problem does Jack face? What is the first thing he does to solve his problem? Why?*
- *What problem does Ann face? What solution does the class suggest?*
- *How does Meg help solve Jack and Ann's problem? How was the problem solved?*

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

Suffix -ed

Remind children that when *-ed* is added to the end of a word, it changes the meaning of a word.

- Write *climb* on a chart or on the board and discuss its meaning. Add *-ed* to *climb* and ask how the word's meaning changes. Point out that *-ed* shows that the action happened in the past.
- Have children find words in the story with the word part *-ed*. (*looked, tugged*) Have them tell the meaning of each word and use it in a sentence.

Developing Fluency

Model reading pages 10–11, focusing on expression and intonation. Have groups of four children read the pages aloud, each taking the role of a different character or the narrator. Continue until all children have read.

Oral Language/Conversation

Talk About Thinking Before Acting Point out that Jack did not think before he assumed that Ann's pencil case was his. Ask: *What would you have done if you were Jack?*

Extending Meaning Through Writing

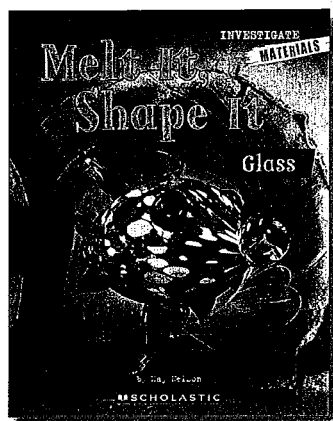
- Have children explain how they found something they had lost. (**Narrative**)
- Have children describe one or two ways to prevent something from getting lost. (**Expository**)

Other Books

Busy Bea by Nancy Poydar

Lost and Found by Louise Vitellaro Tidd

Melt It, Shape It: Glass



Summary & Standard

This narrative nonfiction selection uses a glass fish to explain where glass comes from, what tools can be used to shape it, and how it is different from other materials. Children will read to refine their understanding of how texts work.

Author: May Nelson

Word Count: 250+

Genre: Narrative Nonfiction

Theme/Idea: learning all about glass

Making Connections: Text to World

Children most likely will have seen glass and used glass objects. Display a glass bottle or other glass item and have children observe and describe how it looks and feels. Ask children to share any knowledge they have about where glass comes from and how it is made.

Tell children they will be reading a story about how glass is made and shaped into a fish. Discuss some of the properties of glass. For example, point out that glass is very hard, breaks easily, and can shatter. Invite children to think about what the purpose of a glass fish might be.

For additional teaching ideas and resources, see <http://www.glassforever.co.uk/>.

Vocabulary

Essential Words: air, furnace, glassblower, melt, tongs, tool

Related Words for Discussion: breakable, purposes, transparent

Genre

Narrative Nonfiction Remind children that narrative nonfiction tells the realistic story of an actual event or series of events.

Supportive Book Features

Text In addition to “The Glass Fish,” other parts of the book provide short sentences that correspond directly to illustrative photographs. Information is in manageable chunks. A table of contents, flowcharts, labels, and other features provide additional support.

Vocabulary In “The Glass Fish” most words are familiar or decodable. The photographs will help children with difficult words. A few of these are in boldface type and defined in the glossary. Praise children for specific use of “Behaviors to Notice and Support” on page 85 of the *Guided Reading Teacher’s Guide*.

Challenging Book Features

Text Some text is in a nonstandard font or set at an angle. Make sure that readers do not miss or skip any text, including labels and captions, which provide information. Guide children in scanning text by going from top to bottom and left to right. Make sure they know how to use key features, such as the index and glossary.

Content Children will be unfamiliar with many of the processes surrounding making the glass fish. Read the questions on the back cover to focus their attention on the important points that will be discussed.

ELL Bridge

Help children identify and remember facts within the text. Have children take turns reading small sections of text on pages 9–21. When two sections have been read, ask children to discuss, summarize, and/or paraphrase the information. Encourage them to use the photos to help guide them. Keep a list of key words on a chart and remind children to refer to the list in their discussion.

Teaching Options

Developing Comprehension

Thinking Within the Text

Ask children to use the information they have just read about the glass fish to write answers to the three questions that are asked on the back cover of the book.

Thinking Beyond the Text

Discuss the artistry involved with shaping the glass fish on pages 20–21. Ask: *What do you think this glass fish is used for? Could anyone make it?* Lead children to understand that the glass fish is an ornament or decoration made by a skilled artist. Ask: *What are some things you see or use every day that are made of glass?* Guide children in understanding that things such as drinking glasses, mirrors, and windows are practical uses for glass.

Thinking About the Text

Have children examine the picture of the car on page 15 and the balloon on page 19. Lead a discussion about what each picture illustrates to the reader and why the author most likely included it.

Reading for Information

Note that nonfiction texts often include certain useful features. These include headings to divide different topics, graphic aids to support ideas with pictures, glossaries to define unfamiliar words, and indexes to locate specific information.

- Ask children to identify the heading on page 8. Ask: *What does this tell you the next few pages will be about?*
- Ask children to identify other useful features on pages 9–21, such as the captions and pictures, and to describe how each presents information to the reader.

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

Consonant Blends

Remind children that two consonants next to each other often stand for two sounds blended together, as in the word *tree*.

- Point out the word *glass* on page 9. Read the sentence and write the word *glass* on a chart or on the board.
- Underline the consonant blend *gl*-. Guide children to blend the consonants together as you read the word aloud together, /gl/ /as/.
- Repeat with *ground* on page 15 and *blow* on page 18.

Developing Fluency

Model reading the text aloud to children. While reading, emphasize punctuation, phrasing, and pace. Then invite children to participate in echo reading.

Oral Language/Conversation

Talk About Glass Discuss that certain qualities of glass, such as being transparent and breakable, make it well suited for some uses but not for others. Invite children to imagine what life would be like without glass.

Extending Meaning Through Writing

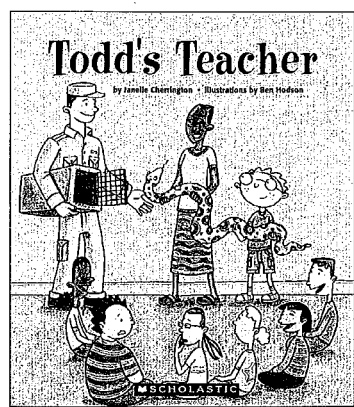
- Have children write an explanation in their own words of how the glass fish is made. (**Expository**)
- Ask children to draw a picture and write a sentence about something they would like to make out of glass. (**Descriptive**)

Other Books

Made with Glass by Janelle Cherrington
Science Tools by Susan Canizares and Betsey Chessen

Todd's Teacher

**GUIDED
READING
PROGRAM**
Fiction Focus
2nd Edition



Summary & Standard

In this story, Todd loves his teacher because she makes him feel smart, fast, and brave. When he learns he must go to a new school, he worries that he will not feel as good about himself. Children will demonstrate phonemic awareness.

Author: Janelle Cherrington

Word Count: 200+

Genre: Realistic Fiction

Theme/Idea: having confidence

Making Connections: Text to Self

Talk with children about how they react when they must do something that they think they are not good at. Ask: *How do you feel? What do you do? How can others help you feel better about it?*

Continue the discussion by drawing a word web on a chart or on the board. In the center, write *a good job*. Work with children to surround the center with words that tell how someone feels when that person knows he or she has done a good job. Children can use words from the web in the writing activity on the back of this card.

For additional resources on building pride, see www2.scholastic.com/browse/lessonplan.jsp?id=219.

Vocabulary

Essential Words: brave, fast, feel, good, hug, move, new, sad, smart, will

Related Words for Discussion: believe, confident, opinion, praise

Genre

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

Supportive Book Features

Text The story is written in short, easy-to-read sentences. Many phrases are repeated throughout the book. Stylized illustrations on each spread support the text.

Content Children may be familiar with the uncomfortable feeling Todd has about himself in a new situation. Most will relate to how a positive word from a teacher or other adult can help make someone feel more confident.

Praise children for specific use of “Behaviors to Notice and Support” on page 85 of the *Guided Reading Teacher’s Guide*.

Challenging Book Features

Text Much of the story is written as dialogue. Read aloud the text on page 4 as children follow along. Point out the quotation marks around *Good job!* Remind children that quotation marks indicate that the character says those exact words. Ask children who is saying those words. Also, point out that *are* on pages 13 and 14 is in boldface to give it emphasis when read.

Vocabulary Although many high-frequency words appear in the text, children may need help with some of the words, including those Ms. Cole uses to describe Todd, such as *smart* (page 4) and *brave* (page 6).

ELL Bridge

Help children recognize adjectives. Write *smart, brave, fast, sad, and happy* on a chart or on the board. Read aloud each word and have children repeat it. Point out that each word describes Todd at some point. Have children take turns acting out each word. Ask them to suggest other words to describe Todd. Write those words and have children act them out. Have children use each word in a sentence using this sentence frame: *Todd is _____ because he _____.*

Teaching Options

Developing Comprehension

Thinking Within the Text

Have children describe and compare Todd's expressions in the illustrations on pages 3, 9, and 16. Have children summarize the story to tell why Todd's expression changes.

Thinking Beyond the Text

Ask children how they think Todd will feel when he gets to his new school. Discuss reasons for their answers. Ask children how they might feel if they had to go to a new school.

Thinking About the Text

Talk with children about the stylized art in the text. Discuss whether they like this type of art. Ask: *Would your enjoyment of the story have been different if the drawings were more realistic or if they were photographs? Why or why not?*

Understanding Setting

Remind children that the setting is where and when a story takes place. Explain that readers can find clues to a story's setting in the text and the illustrations.

- Model your thinking: *When I look at page 3, I can tell from the illustration that the story takes place at school. I see the children are getting their jackets, and they are saying good-bye to the teacher. I think this part of the story takes place at the end of the school day. The setting is Todd's school at the end of the day.*
- Have children use the text and illustrations to describe the setting on pages 5, 8, and 11.

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

Consonant Blends

Remind children that consonant blends, or clusters, are two or three consonants that appear together in a word. In consonant blends, the sounds of both consonants are heard.

- Have children turn to page 6 and find *brave*. Write *brave* on a chart or on the board. Run your finger under each consonant as you pronounce the *br-* blend. Then have children say the whole word with you.
- Follow the same process with *smart* on page 4, *fast* on page 5, and *stay* on page 10.

Developing Fluency

Model fluent reading of the story, using proper intonation for exclamation marks. Then have partners take turns reading the book aloud.

Oral Language/Conversation

Talk About Confidence Have children discuss a time when someone said they were good at something. Ask: *How did it make you feel? Did praise make doing the same thing easier the next time?*

Extending Meaning Through Writing

- Have children write a dialogue between two of the children pictured on page 7. **(Narrative)**
- Have children write a few sentences about something they do well. **(Expository)**

Other Books

How Far Will I Fly? by Sachi Oyama

Is This You? by Ruth Krauss