

GUIDED READING PROGRAM

Nonfiction Focus

2nd Edition



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

- **Animals Are Living Things**
- **Animals Grow Up**
- **At Home in a Nest**
- **Big Rivers**
- **The Cows Are in the Corn**
- **Elephants**
- **The Enormous Turnip**
- **The Grass Grows**
- **Growing Pumpkins**
- **Where Do People Hike?**

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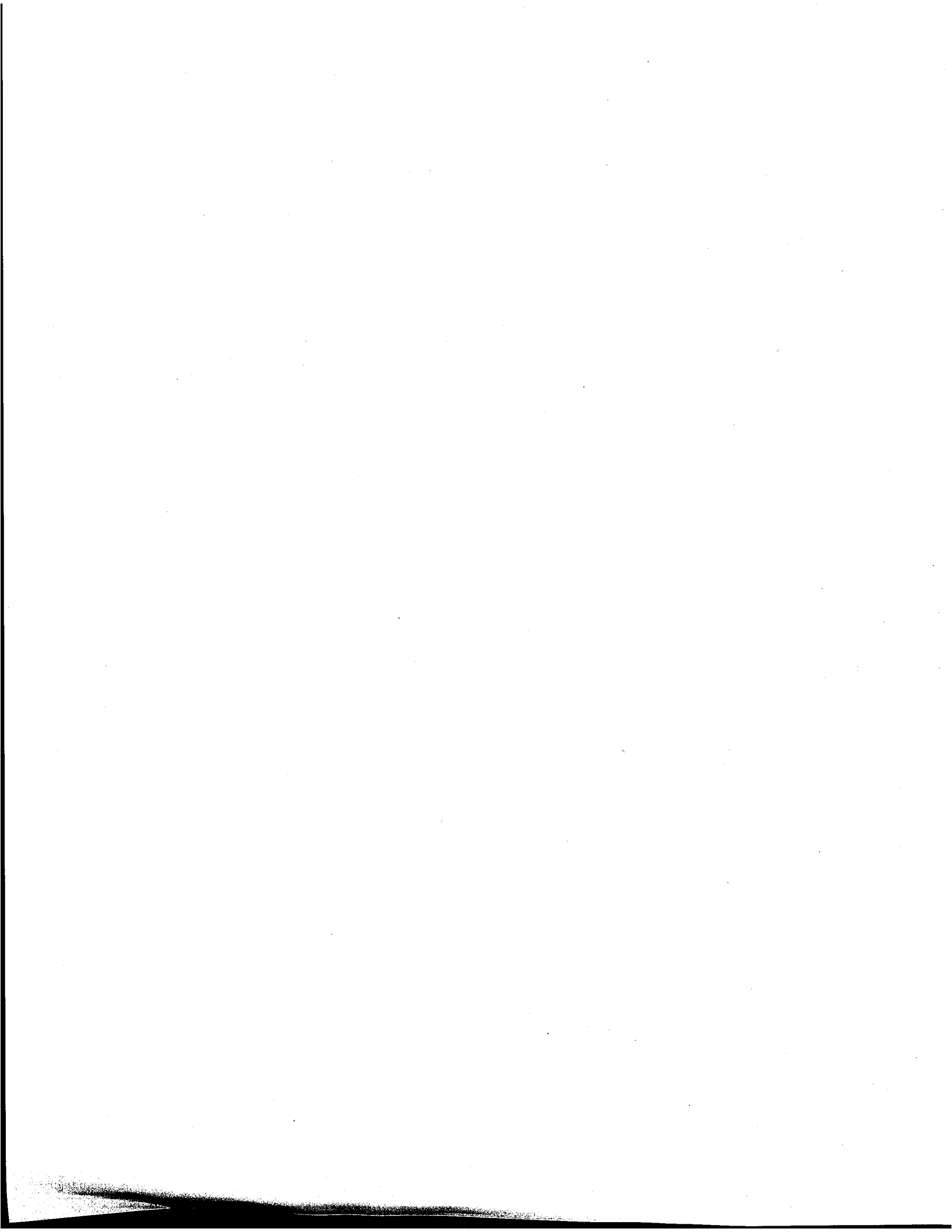
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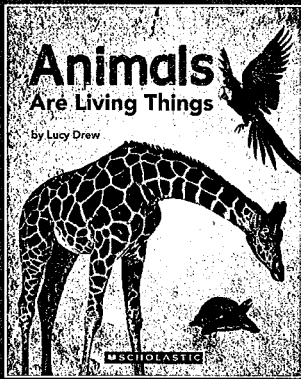


 **SCHOLASTIC**

ITEM S-HT5-64732-0



Animals Are Living Things



Summary & Standards

Summary: Animals are living things that eat, drink, move, and grow.

CCSS.ELA-Literacy: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas (CCRA.R2); analyze the structure of texts, including how specific portions relate to each other and the whole (CCRA.R5).

Author: Lucy Drew

Word Count: 97

Genre: Informational Text

Themes/Ideas: identifying living things; understanding why animals are living things

Text Type: Picture Book

Genre/Text Type

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

Informational Text Features

Chart The book includes a chart with photographs of examples of living and nonliving things.

Vocabulary

Academic Vocabulary

adult (p. 11): a fully grown person or animal

grow (p. 11): to become bigger and older

living (p. 3): having life; being alive

need (p. 3): to require something; to have to have in order to live

Challenging Features

Text On pages 14 and 15, children may have difficulty distinguishing the images of living and nonliving things because they all resemble animals. Have children refer to the answers in the chart on page 16.

Content Children may have difficulty making the connection between the statement, “Animals eat.” and the statement, “Living things need food.” Help children make the connection between these ideas and the similar ones that follow.

Supporting Features

Text The photos provide specific examples of the general statements the author makes about animals.

Vocabulary Most of the words used in the text are on level.

A First Look

Ask children to read the title of the book and identify the animals on the cover. Ask: *What do these animals have in common?* Then have children read the questions on the back cover. Say: *Let’s read to find out the answers to these questions.*

Read and Analyze Informational Text Cite Textual Evidence

Identify Main Idea and Key Details

Explain that this informational text focuses on one main idea. Sometimes the author states the main idea in a sentence. Then the author gives details to support the main idea. Remind children to look for the main idea sentence as they read.

(pp. 2–3) *The author says, “Animals are living things.” That sentence tells the main idea. Which sentence gives a detail that tells what living things need? How do these animals get food?*

(pp. 4–5) *Read the sentence that tells the main idea. Which sentence tells what else living things need? How do these animals get water?*

(pp. 6–9) *Read the main idea sentence. Which sentence gives a detail that tells what living things do? How do fish move? How do butterflies and horses move?*

(pp. 10–13) *The author says, “Animals are living things.” What detail tells something else living things do? Use the pictures to match baby and adult animals.*

(pp. 14–15) *Name the living things on these pages.*

Praise children for specific use of “Behaviors to Notice and Support” on page 99 of the *Guided Reading Teacher’s Guide*.

Teaching Options

Develop Comprehension

Thinking Within the Text

Have children focus on pages 10–13. Ask:

- *How do these photos show that living things grow?*
- *How do these photos show that baby animals change as they grow into adult animals?*

Thinking Beyond the Text

Have children think about the ways animals move. Then ask:

- *What are some other ways in which animals can move? Why do animals move in different ways?*
- *A wind-up toy dog can move. Why isn't a wind-up toy dog a living thing?*

Thinking About the Text

Have children focus on pages 14–16. Ask:

- *What does the chart on page 16 show? How does the chart relate to pages 14 and 15?*
- *Why is this chart with pictures a better way to show the information than by words alone?*

Focus on Foundational Skills Phonics and Word-Solving Strategies

Verb Ending *-ing*

Remind children that the ending *-ing* is added to the end of an action word.

- Have children find the words *eat* on page 2 and *eating* on page 3. Explain that *-ing* was added to the end of *eat* to form the word *eating*. Repeat with *drink* (p. 4) and *drinking* (p. 5).
- Have children find the *-ing* words on pages 7, 8, and 9. Have children say each word. Then have them identify the base word in each word. Point out the doubling of the *m* in *swimming* and the *n* in *running*.
- Have children add the *-ing* ending to *grow* on page 10, say the word, and use it in a sentence.
- Work together to add the *-ing* ending to *move* on page 13. Explain that the *e* is dropped before adding *-ing*.

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

Develop Fluency

Have children reread the book softly to themselves. Encourage them to use proper phrasing, intonation, and pacing as they read. Point out the question on the second-to-last page and model how to vary the pitch of your voice at the end of this sentence.

Expand Oral Language/Conversation

Talk About Living Things Lead a discussion about the two questions on the back cover. Ask: *What is a living thing?* Have children cite evidence in the text to support their answer. Then ask: *Why are animals living things?* Encourage children to link their comments to the remarks of others.

Write and Respond to Reading

Describe a Photo Have children select one of the photographs in the book and write a few sentences describing what it shows about living things. (Informative/Explanatory)

Make Fact Cards Have children write each of the following sentences on a blank card. Then have them draw a picture to illustrate the sentence. (Informative/Explanatory)

Animals eat.	Animals drink.
Animals move.	Animal grow.

ELL Bridge

Write each of the following sentences on a card: *Animals eat. Animals drink. Animals move. Animals grow.* Show children the cards, one at a time, and read the sentences with children. Then show each card a second time and have children find a photo in the book that represents the idea on the card. Encourage children to describe what is happening.

Connect Across Texts

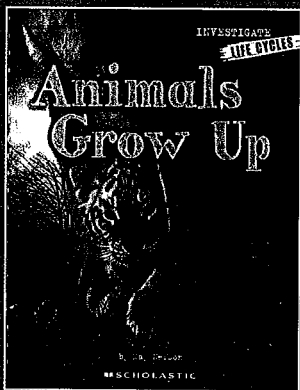
Elephants by Joe Noonan

Children have discovered that living things move, grow, and need food and water. Talk about how elephants, which are living things, get the food and water they need. Then discuss how elephants move and how they grow.

Connect to the Internet

Share this website with children to learn more about how real zoo animals changed as they grew: <http://pbskids.org/dragonflytv/show/babyanimals.html>.

Animals Grow Up



Summary & Standards

Summary: Baby animals can be very different from each other and from their parents; and they have many different ways of growing up.

CCSS.ELA-Literacy: Analyze the structure of texts, including how specific portions relate to each other and the whole (CCRA.R5); determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas (CCRA.R2).

Author: May Nelson

Word Count: 250+

Genre: Informational Text

Themes/Ideas: seeing how animals change over their life cycles; noting differences among life cycles

Text Type: Picture Book

Genre/Text Type

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

Informational Text Features

Captions Additional information about the photos is shown in the captions.

Questions Questions are printed in yellow type and will be answered in the text that follows.

Vocabulary

Domain-Specific Vocabulary

adult (p. 11): a grown-up animal or person

hatch (p. 13): to come from an egg

life cycle (p. 10): series of changes living things go through as they grow and age

reptile (p. 14): a cold-blooded animal with scaly skin

Challenging Features

Text There are several features on a page. Tell children to read the heading first, then the text, and then the captions and labels that go with the photos.

Content Children may be challenged by the abstract scientific concepts. Encourage children to ask questions when they do not understand something.

Supporting Features

Text There are short sentences that correspond to the text and only a few lines of text on each page.

Vocabulary Most words are familiar or decodable. Highlighted words are defined in a glossary. The photographs add support for unfamiliar vocabulary.

A First Look

Have children look at the cover and identify the tiger cub and its mother. Say: *The title of the book is Animals Grow Up. A tiger cub is an example of a baby animal that grows up. Who is taking care of the baby tiger? Then ask: What do you think you will read about in this book?*

Read and Analyze Informational Text Cite Textual Evidence

Using Text Features

Explain to children that authors of informational text include special text features. Some features, such as headings, help readers locate information. Other features, such as captions, are used to add information. As children read “A Life Story,” point out text features: a heading, the main body of text, questions, and photographs with captions and/or labels.

(pp. 12–13) *What question does the author ask? What do the pictures and captions show about the life cycle of a chick?*

(pp. 14–15) *What is the heading? Which animals are just like their moms? What information about mother alligators do you learn from the caption?*

(pp. 16–17) *What text features do you see on this page? What is the answer to the question “What other animals grow inside a pouch?”*

(p. 19) *Describe what you see in the numbered pictures on page 19. How do the photos, caption, and labels help you understand the life cycle?*

Praise students for specific use of “Behaviors to Notice and Support” on page 99 of the *Guided Reading Teacher’s Guide*.

Develop Comprehension

Thinking Within the Text

Remind children that the main idea tells what a book, or a part of a book is about, and key details tell about the main idea. Look through "A Life Story" together. Have children tell the main idea of each spread and locate one or two supporting details.

Thinking Beyond the Text

Ask children to think about the care a baby animal needs. Then ask:

- *When do you think the chicks will be ready to leave the nest? What will they do?*
- *If the author were going to add more pages about hatching chicks in "A Life Story," which animals might she include?*

Thinking About the Text

Talk about the many text features. Ask:

- *How does the author organize the information in "A Life Story"? Was it helpful to you?*
- *How can you use the Contents page? On what page will you find "A Life Story"? On what page would you find the glossary?*

Focus on Foundational Skills Phonics and Word-Solving Strategies

Words With Digraphs

Explain that sometimes two letters can stand for one sound. Provide an example by writing the word *chicks* on a chart. Have children read it with you.

- Circle the letters *ch*. Explain that *ch* stands for the /*ch*/ sound. Have children repeat the sound and then read the word.
- Then write *hatch*. Point out that the letters *ch* come at the end of this word. Circle the letters *ch*, say the sound the letters stand for (/ch/), and have children repeat the sound.
- Have children find other words with *ch* at the beginning or end of words. (*change, pouch, changes, hatches*)

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

Develop Fluency

Model reading the pages and captions in the correct order. Ask children to follow along and repeat after you, and look at the photographs before and after reading the captions and labels.

Expand Oral Language/Conversation

Talk About Animal Babies Lead children in a discussion about why some baby animals stay with their moms for a long time, while others do not. Ask: *Why do some baby animals need more protection than others? Why do insects go through a life cycle without any help from parent insects?*

Write and Respond to Reading

Create a Chart Give children drawing paper divided into four sections. In each section, have children draw a picture of an animal they read about in "A Life Story." Then have them write a caption to add information to the drawing. **(Informative/Explanatory)**

Write a Narrative Ask children to write a baby animal's life story. They should tell what the animal would do, think, and feel as it grows up. Have children use the template below. **(Narrative)**

Title: *How I Grew Up*, by _____.

When I was a new baby, I _____.

Later, I changed. I _____.

Finally, I _____.

ELL Bridge

Remind children that the pictures can help them understand the words. Read some captions as children identify the pictures. Then ask them to read with partners, matching the pictures to the words.

Connect Across Texts

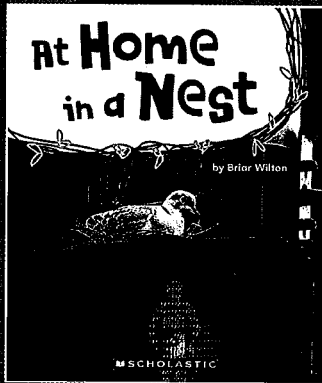
Growing Pumpkins by Alex Ives

Use these books together to expand children's awareness of living things and show that both plants and animals change as they grow.

Connect to the Internet

Share this website with children for pictures of more baby animals: <http://www.sandiegozoo.org/whatsnew/>

At Home in a Nest



Summary & Standards

Summary: Birds make nests in many different places, but all nests are safe places for eggs and baby birds.

CCSS.ELA-Literacy: Interpret words and phrases and analyze how specific word choices shape meaning or tone (CCRA.R4); determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas (CCRA.R2).

Author: Briar Wilton

Word Count: 100+

Genre: Informational Text

Themes/Ideas: learning differences and similarities in bird nests; relating eggs with baby birds

Text Type: Picture Book

Genre/Text Type

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

Informational Text Features

Photos There are photos of different birds and nests. One page has multiple photos, showing different-colored eggs in nests.

Vocabulary

Academic Vocabulary

basket (p. 10): a container made of reeds or wires

chimney (p. 15): a pipe or structure that carries smoke away from a fire

no matter (p. 16): *No matter* means “It doesn’t make a difference.”

twigs (p. 11): very small branches

Challenging Features

Text Children may be challenged by the variety of sentences. Help them identify phrases and use the photos to understand the text.

Content Children may be challenged by the idea that not all eggs are the same and that birds’ eggs may be different colors and sizes. Offer support by pointing out that eggs have the same purpose—to protect the growing baby chick.

Supporting Features

Text The placement of text at the top of each page in a graphic element helps children easily locate text.

Vocabulary Photographs provide support for some unfamiliar words.

A First Look

Talk about the cover and have children identify details in the photo. Read aloud the title and author’s name. Then ask: *Where did this bird build its nest? Where do other birds build nests?* Talk about what might be found in a nest.

Read and Analyze Informational Text Cite Textual Evidence

Understand Words and Phrases

Remind children to use the photos and other words to help them figure out the meanings of words and phrases as they read.

(pp. 2–3) *The author says, “A bird starts out as an egg.” What do the photos show? How does this photo help you understand that all kinds of birds lay different kinds of eggs?*

(pp. 4–5) *The words say, “not all nests are the same.” What does the picture show? How are these nests different from nests you’ve seen?*

(pp. 6–7) *Which words tell what these nests in trees are made from? How does the picture help you understand what twigs are?*

(p. 10) *Which word tells what some nests can look like? Why does the author compare this nest to a basket?*

(p. 15) *What words (phrase) tell where these birds make their nests? How does the picture help you know what a chimney is? What is a chimney?*

Praise children for specific use of “Behaviors to Notice and Support” on page 99 of the *Guided Reading Teacher’s Guide*.

Develop Comprehension

Thinking Within the Text

Check children's understanding of the main idea and details of the book. Ask:

- *What is the book about?*
- *What are some of the places where birds build nests?*

Thinking Beyond the Text

Talk about birds and nests. Ask questions like these:

- *In what ways are most birds alike? How are they different?*
- *How does where a bird lives matter when building a nest?*

Thinking About the Text

Together, look at page 8. Ask:

- *What does this photo show that other photos in the book did not?*
- *Why is it helpful for the author to show baby birds in their nests?*

Focus on Foundational Skills Phonics and Word-Solving Strategies

Consonant Blend: *st*

Remind children that the letters *st* stand for the sound /st/. Point out that this blend can appear at the beginning or end of a word.

- Point to the word *nest* on the cover and have children read it aloud with you. Ask: *What sound is at the end of nest? Which letters stand for this sound?*
- Have children listen as you read the word *starts* on page 2. Ask: *What sound begins the word starts? Which letters stand for this sound?*

r-Controlled Vowel: *ir*

Remind children that the letters *ir* stand for /îr/.

- Ask children to find the word *birds* in the first sentence on page 2. Together say the word *birds*. Ask: *What sound is in the middle of bird?*
- Say these word pairs and have children identify the word with /îr/: *first/crest; start/third; nest/hurt; and same/girl*.

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

Develop Fluency

Model reading aloud page 6 of the book.

Demonstrate how to chunk the words in the phrases *many birds*, *in trees*, and *these nests*. Have children echo-read the page after you. Continue with pages 8 to 11, emphasizing chunking to develop fluency.

Expand Oral Language/Conversation

Talk About Birds Invite children to describe birds they have seen in their neighborhood, in books, or on television. Ask: *What color are the birds? What size are they? What kinds of things do the birds do? What kinds of sounds do the birds make?*

Write and Respond to Reading

Write Dialogue Ask children to look at pages 8, 15, and 16. Have children choose one of the photos and write dialogue for the birds, imagining what they might be saying to each other. Guide children in using proper punctuation in their dialogues, including quotation marks and commas. **(Narrative)**

Make a Labeled Drawing Have children draw a picture of one of the nests in the book and then add a label to tell what the nest is made of. Remind children to refer to the text to help them spell the words correctly. **(Informative/Explanatory)**

ELL Bridge

Use the photographs to help children develop their vocabulary of synonyms and antonyms. For example, encourage children to use words such as *big*, *large*, *huge*, and *enormous* to describe the nests on pages 4 and 5. Use the words *small*, *little*, and *tiny* to describe the birds on pages 9 and 16.

Connect Across Texts

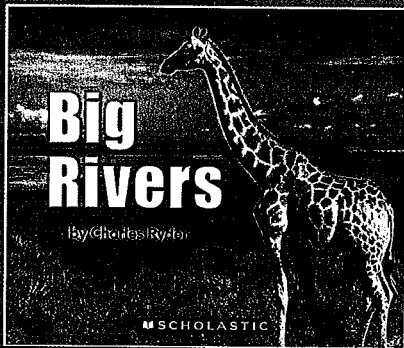
At Home in a Shell by Charlotte Jordan

Compare homes in *At Home in a Shell* with the homes of baby birds in *At Home in a Nest*. Help children conclude that all homes offer protection for the animals that live in them.

Connect to the Internet

Children can view webcams of birds in their nests and natural habitats at <http://cams.allaboutbirds.org/>.

Big Rivers



Summary & Standards

Summary: There are rivers all over the world. Many animals live near rivers, and some people live, raft, fish, and travel on boats on rivers.

CCSS.ELA-Literacy: Analyze how and why individuals, events, or ideas develop and interact over the course of a text (CCRA.R3); interpret words and phrases and analyze how specific word choices shape meaning or tone (CCRA.R4).

Author: Charles Ryder

Word Count: 150+

Genre: Informational Text

Themes/Ideas: appreciating how animals use rivers; learning how people use rivers

Text Type: Picture Book

Genre/Text Type

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

Informational Text Features

Photos Photos illustrate different rivers around the world.

Captions The captions provide additional information about rivers.

Vocabulary

Academic Vocabulary

long (p. 2): from one end to the other

wide (p. 2): from one side to the other

Domain-Specific Vocabulary

bank (p. 4): the land along the edge of a river

raft (p. 16): a simple, flat boat that floats on water

Challenging Features

Text Children may need help reading the text printed in curvy font.

Content Even children who live near, or have seen, rivers may not be aware of their length and breadth. Help children understand how big a river is by focusing on the picture on pages 2 and 3. Children may not be familiar with some of the river animals.

Supporting Features

Text All the lines begin on the left and the sentences start and end on the same page. Most of the sentences do not turn lines.

Vocabulary Many of the phrases dealing with location are repeated throughout the book.

A First Look

Read aloud the title. Have children open the book so they can see the back and front covers. Then ask: *How does this photo help you understand how big a river can be? What animal is making its home near this big river?* Ask children to predict what they will read about in a book about big rivers.

Read and Analyze Informational Text Cite Textual Evidence

Connect Ideas in a Text

Point out to children that the author shows pictures of different rivers in different places. Guide children to see how the ideas in the book connect to one another.

(pp. 2–3) *What three things does the author tell you about rivers? What do you learn from reading the caption? So what three things do you know about rivers all over the world?*

(pp. 4–5) *What does the caption on page 5 say? What example does the author show of plants that make their home on the river?*

(pp. 6–9) *What does the caption on page 7 say? Which animals does the author tell about? Where do you think the beaver gets the branches it uses to make its home on the river?*

(pp. 10–13) *What are different ways that people choose to live along a river?*

(p. 16) *Why are the people getting a fast ride on this river?*

Praise children for specific use of “Behaviors to Notice and Support” on page 99 of the *Guided Reading Teacher’s Guide*.

Develop Comprehension

Thinking Within the Text

Help children focus on vocabulary. Ask:

- *How can you figure out the meaning of houseboat from the picture on page 12?*
- *How can you figure out the meaning of raft from the words and picture on page 16?*

Thinking Beyond the Text

Encourage children to extend their thinking about rivers. Ask:

- *In what other ways might people use a river?*
- *What other animals might make their homes on a river?*

Thinking About the Text

Help children think about the categories of information that the author includes. Ask:

- *Which pages tell about different kinds of boats on a river?*
- *Which pages tell about how people enjoy being on or near a river?*

Focus on Foundational Skills Phonics and Word-Solving Strategies

Words With Short *i*

Explain that the short vowel *i* makes the sound /i/, as in the word *river*. Write *river* on the board or on a chart and say it aloud, emphasizing the /i/ sound.

- Ask children to identify words with short *i* on page 2. (*big, is*) Write the words and say them together, emphasizing the /i/ sound.
- Lead children to go on a “hunt” for other words that have the short-*i* sound. Help children write and pronounce each word.

Initial Consonant Blends: *tr, pl*

Remind children that a consonant blend is made up of two consonants that are blended together.

- Have children point to the word *trees* on page 4. Read aloud the word and emphasize the consonants. Then have children say the word.
- Repeat with *plants* on page 5.

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

Develop Fluency

Have children work in pairs. Have each pair read the book. One partner should read the even pages while the other partner reads the odd pages. Then have children switch tasks. As children read, move around the room to give help as needed.

Expand Oral Language/Conversation

Talk About Rivers Invite children to discuss things people can do on rivers, such as fishing, swimming, boating, and canoeing. Then have them talk about animals that might live near rivers. Point out any answers that are also in the book.

Write and Respond to Reading

Draw and Label a Mural Place a large sheet of paper on the classroom floor. Draw a simple blue river. Invite children to add to the picture by drawing and labelling pictures of boats, fish, and other things found near rivers. **(Informative/Explanatory)**

Write A Story Display one of the photos in the book. Ask children to imagine they are visiting that river. Ask: *What would you see? What would you hear, smell, and feel?* **(Narrative)**

ELL Bridge

Help children articulate the main idea for each spread. After reading each page aloud, ask children to use the photograph to help tell what they learned. Invite children to name key objects in the photograph in their native language and then reiterate the equivalent word in English.

Connect Across Texts

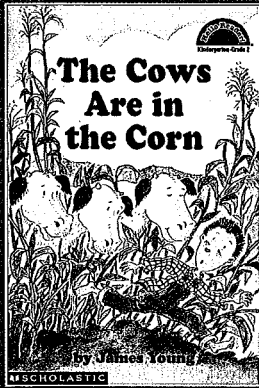
In the Mountains by Beth Eli

Discuss the idea that both books show places that are home to different animals. Review the different animals that live in the mountains. Then talk about the different animals that make their homes in and along a river. Don’t forget the giraffe on the cover!

Connect to the Internet

For more facts about rivers, visit <http://www.rivers.gov/kids/funfacts.html>.

The Cows Are in the Corn



Summary & Standards

Summary: This humorous story features a family who wakes up to find their farm animals in places where they shouldn't be.

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

Author: James Young
Genre: Humorous Fiction
Text Type: Picture Book

Word Count: 100+

Themes/Ideas: exploring life on a farm; learning the names of farm animals

Genre/Text Type

Humorous Fiction/Picture Book Remind children that humorous fiction is a made-up story with characters and situations that are meant to be funny. Illustrations emphasize the story's humorous events.

Text Features

Illustrations Illustrations provide readers with details about characters, plot events, and settings.

Vocabulary

Academic Vocabulary

ladle (p. 26): a large, deep spoon with a long handle that is used to serve soup

pout (p. 24): make a sad face to show you are upset

rousted (p. 28): caused something to start moving

shudder (p. 24): shake violently because of fear

Challenging Features

Text Many sentences span multiple pages. Model using capital letters and end punctuation to identify where each sentence begins and ends.

Vocabulary Children may be challenged by words such as *figs, oats, yams, shudder, pout,* and *ladle*. Use picture details and pantomime to support understanding of these words.

Supporting Features

Text The rhythmic story features a repeating pattern. Children will enjoy its humorous tone.

Content Most children will be familiar with the setting, characters, and animals.

A First Look

Talk about the cover and have children identify details in the illustration. Talk about which animals are usually found on a farm. Discuss where you would expect to see the cows, the horses, and the pigs. Then ask: *What do you think would happen if the farm animals showed up in unexpected places?*

Read and Analyze Literature Cite Textual Evidence

Describe Story Elements

Remind children that the people in a story are the characters and the setting is where the story takes place. Ask children to think about what happens in the story and what the characters do and say. (Note: Book pages are not numbered. The title page is page 1.)

(pp. 2–5) *Where does Brother live? What details in the picture tell about the setting of the story?*

(pp. 6–9) *What problem does Brother discover? What does he do? What is Sister doing?*

(pp. 12–15) *What problem keeps happening? How do the characters react to the problem?*

(pp. 24–25) *Who is in the picture? How is Mother's reaction different? Use details from the picture.*

(pp. 26–27) *What does Mother do? Tell why.*

(pp. 28–29) *How does Mother solve the problem at the end of the story?*

Praise children for specific use of "Behaviors to Notice and Support" on page 99 of the *Guided Reading Teacher's Guide*.

Teaching Options

Develop Comprehension

Thinking Within the Text

Have children name the characters in the story and describe the setting. Then have them use the pictures to retell the story events.

Thinking Beyond the Text

Point out that Mother reacts differently to the problem than the other characters do. Then ask:

- *Why weren't the other characters able to solve the problem?*
- *Why was Mother able to solve the problem? How is she different from the other characters?*

Thinking About the Text

Explain that sometimes authors exaggerate by making characters' actions or events seem bigger or more important than they really are. Say:

- *Think about what the characters do and say. How do their words and actions add humor?*
- *How does the author exaggerate the characters and events? Use details from the story.*

Focus on Foundational Skills Phonics and Word-Solving Strategies

Context Clues

Remind children that they can look for clues in the surrounding text and pictures to help them figure out the meaning of an unfamiliar word.

- Work together to use clues to determine the meaning of the words *figs, yams, oats, clanged,* and *rousted*.

Plurals

Remind children that some words name more than one thing, such as cows on page 7. Explain that a word that names more than one often ends in -s.

- Have children look at the word *pigs* on page 10. Ask if this word names one or more than one.
- Have children identify other words that name more than one. (*figs, goats, oats, rams*) Point out the -s ending on each of the plural words.

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

Develop Fluency

Explain that reading a section of text several times can improve fluency. Have children choose a sentence and practice reading it aloud several times to improve their phrasing and intonation.

Expand Oral Language/Conversation

Talk About Farm Life Lead a discussion about the work that is done on a farm. Have children revisit the illustrations in the book as they discuss the many different jobs that take place on a farm.

Write and Respond to Reading

Write a Rhyme Have children complete the following rhymes using words from the story. Then have children illustrate the rhyme. **(Narrative)**

The pigs are in the _____.

The goats are in the _____.

The rams are in the _____.

Extend the Story Have children extend the story by writing and drawing about what might happen if another group of animals was found somewhere they were not supposed to be. **(Narrative)**

ELL Bridge

Use the illustrations to support vocabulary development for nouns that name farm animals: *cow, pig, goat,* and *ram*. Explain that *ram* is another name for a sheep. Invite children to draw each animal and then label it. Have partners take turns pointing to an animal and then naming it.

Connect Across Texts

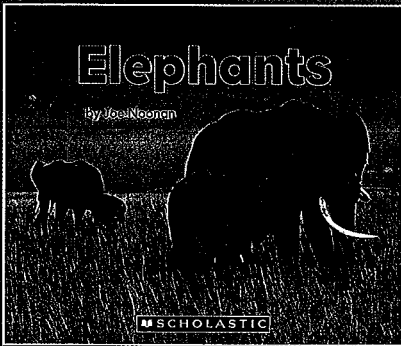
The Enormous Turnip by Bridie McBeath

Invite children to compare the settings of the books and establish that both are set on a farm. Talk about the details the illustrator shows to help readers understand what the farms look like.

Connect to the Internet

For more facts about farms in their state, have children visit http://www.agclassroom.org/kids/ag_facts.htm.

Elephants



Summary & Standards

Summary: Did you know that elephants use their trunks to smell and hug? What other things do elephants do?

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

Author: Joe Noonan

Word Count: 100+

Genre: Informational Text

Themes/Ideas: learning about elephants;
observing animal behavior

Text Type: Picture Book

Genre/Text Type

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

Informational Text Features

Photos The photographs show how elephants live together and find food.

Question A question on the back cover prepares readers to think about the topic.

Vocabulary

Academic Vocabulary

close (p. 2): near

Domain-Specific Vocabulary

calf (p. 4): a young elephant

trunks (p. 6): the long noses of elephants

twigs (p. 10): the small, thin branches of a tree

Challenging Features

Text Children may be challenged by longer text containing three sentences.

Vocabulary Children may be challenged by the words *bark* and *twigs*, which are not supported by details in the accompanying photograph.

Supporting Features

Text Children will be assisted by the fact that each page has a clear focus.

Content Children will be able to connect details in the photos with details in the text.

A First Look

Ask children to read the title of the book and describe the cover photograph. Then have them read the question on the back cover. Have children answer the question. Discuss what they know, such as the names of elephants' body parts or where elephants live.

Read and Analyze Informational Text Cite Textual Evidence

Use Information From Photos and Text

Point out to children that authors include photos in informational text to help children read the words. Also, photos help to add information. Remind children to look at the pictures to learn more about elephants.

(pp. 2–3) *Look at the photo. How does it show that these elephants walk in a line?*

(pp. 4–5) *The words say, "The calf stays close to its mother." Look at the photo. Where does the calf walk to stay close?*

(pp. 8–9) *Read the second sentence on page 8. How would you describe how this elephant is getting food?*

(pp. 10–11) *The words say that an elephant eats grass and leaves and bark and twigs. What does the picture show? How does the elephant get the food into its mouth?*

(pp. 14–15) *How can you tell from the photo that the mud is splashing when the elephants play in it?*

Praise children for specific use of "Behaviors to Notice and Support" on page 99 of the *Guided Reading Teacher's Guide*.

Teaching Options

Develop Comprehension

Thinking Within the Text

Remind students that when they come to a word that is not familiar, they can use the picture and other words in the sentence, or in nearby sentences, to help them figure out its meaning.

- Read the last sentence on page 2. What is the meaning of the word *close*?
- On page 4, how can you figure out the meaning of the word *calf*?

Thinking Beyond the Text

Have children use the photographs to help them discuss ways elephants use their trunks. Then ask:

- How might an elephant's trunk help it find food in different places?
- How is an elephant's trunk like a nose? How is it like an arm or a hand?

Thinking About the Text

Have children think about what makes the text interesting to read. Ask:

- Why does the author give so much information about what elephants can do with their trunks?
- Do the photographs make learning about elephants more enjoyable? Why or why not?

Focus on Foundational Skills Phonics and Word-Solving Strategies

Words With Short *u*

Remind children that the letter *u* can have the short-*u* sound /*u*/ as in *cup* and *bug*.

- Have children turn to page 6 and find the word *trunks*. Write the word on the board and point to the letter *u*. Have children say the short vowel sound /*u*/. Then say the word together.
- Have children find the word *hug*. Point to the letter *u* and have children say the short vowel sound /*u*/. Then say the word together.

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

Develop Fluency

Have children take turns reading aloud the book to a partner. As they read, listen for proper phrasing, intonation, and pace. Circulate and listen to the readings, offering assistance as needed.

Expand Oral Language/Conversation

Talk About Staying Close Explain that elephants communicate with each other by making sounds. Discuss why it is important for elephants to stay close to each other when walking or drinking together at a water hole. Talk about what might happen when one elephant sees danger.

Write and Respond to Reading

Write a Description Have children write two sentences that tell about baby elephants. They might write about what the mother and baby do together or how the baby elephant drinks. **(Informative/Explanatory)**

Write Fact Cards Have children create three cards describing facts they have learned about elephants from reading the book. Have children include one fact per card. Encourage children to illustrate their cards. **(Informative/Explanatory)**

ELL Bridge

Help children complete sentence frames in order to articulate facts they have learned about elephants from the book. Begin with simple frames that ask them to recall single words of information, such as: *Elephants walk in a _____.* *A baby elephant is called a _____.*

Connect Across Texts

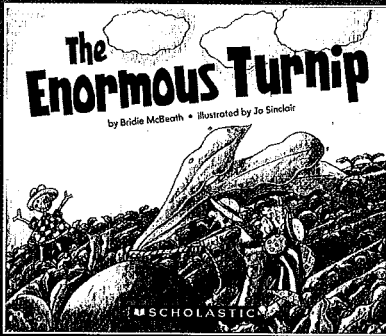
Meet the Bears by Cynthia Stuart

Look at the bear cubs in *Meet the Bears*. Ask children to think about what they learned about mother elephants and their babies. Then discuss how a mother bear might take care of her cubs.

Connect to the Internet

Share the following website with children for information about elephants: <http://kids.sandiegozoo.org/animals/mammals/african-elephant#animals>.

The Enormous Turnip



Summary & Standards

Summary: Sometimes all it takes is one more helper to get something done. Mr. Farmer's turnip grows so big that it can't be pulled out. Who will help get it out?

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

Author: Retold by Bridie McBeath

Word Count: 150+

Genre: Folk Tale

Themes/Ideas: appreciating the power of cooperation; enjoying humorous exaggeration

Text Type: Picture Book

Genre/Text Type

Folk Tale/Picture Book Remind children that a folk tale is a story that has been passed down through generations by word of mouth. Illustrations help the reader enjoy and understand the imaginary characters and situations.

Text Features

Illustrations Watercolor illustrations reflect the story characters' expressions and show sequence of events.

Vocabulary

Academic Vocabulary

enormous (p. 6): extremely big

Domain-Specific Vocabulary

scarecrow (p. 5): an object made to look like a person, to scare crows away from crops

turnip (p. 2): a root vegetable

Challenging Features

Text Reading dialogue may be challenging for some children. Explain the use of quotation marks and read aloud dialogue to demonstrate their use.

Vocabulary Children may be challenged by multisyllabic words: *enormous*, *scarecrow*, *neighbors*, and *animals*. Point to each word, break it into syllables, and have children repeat it.

Supporting Features

Text The text repeats phrases and only gradually becomes more complex as the story develops.

Content Children should be able to discuss the theme of cooperation after reading the folktale.

A First Look

Preview the story by looking at the picture on the cover and noting the characters, Mr. and Mrs. Farmer. Then read the title. Ask: *Can you point to the enormous turnip? What do you think enormous means?* Then say: *Let's read this well-loved folktale that people have enjoyed telling and retelling.*

Read and Analyze Literature Cite Textual Evidence

Use Picture Clues

Point out that readers can ask themselves questions about the characters, the setting, and what is happening. Remind children to use picture clues to help answer some of their questions.

(pp. 2–3) *Where does the story take place? Describe the turnips. What is Mr. Farmer doing?*

(pp. 6–7) *Why does Mr. Farmer say that it's time to pull up one of the turnips? Look at Mr. and Mrs. Farmer's faces. How do they look? Why?*

(p. 12) *Which story characters join everyone in trying to pull up the turnip? What happens?*

(p. 13) *The story says, "The enormous turnip popped out of the ground." Look at the picture. How do you think the mouse feels? How do the people and other animals feel?*

(pp. 14–15) *Who is eating the foods Mrs. Farmer made from the enormous turnip? Why do you think they have been invited?*

Praise children for specific use of "Behaviors to Notice and Support" on page 99 of the *Guided Reading Teacher's Guide*.

Teaching Options

Develop Comprehension

Thinking Within the Text

Invite children to retell parts of the story. Say:

- *Tell what finally happens to get the turnip to come out of the ground.*
- *Tell about the work that has to be done after the turnip is pulled up, and who does it.*

Thinking Beyond the Text

Remind children that some stories have a message to share with readers. Ask:

- *What is this story's message?*
- *What lesson do you think the story characters learn about sharing?*

Thinking About the Text

Ask children to think about how the words and pictures work together. Ask:

- *How do the words and pictures work together to make the characters seem real?*
- *How do the words and pictures set a humorous tone for the story? How do they allow the author to surprise the reader?*

Focus on Foundational Skills Phonics and Word-Solving Strategies

Words With *ou*

On page 6, point out the word *house*. Tell children that *ou* often sounds the way it does in *house*.

- Have children turn to page 13, point to the word *mouse*, and pronounce it.
- Write on the board some other regular words with *ou*, such as *our*, *out*, *about*, *mouth*, and *round*, and ask children to pronounce them.

Consonant Blends

Remind children that a consonant blend is two consonants that appear together in a word. The sounds of both consonants are heard.

- Have children turn to page 2 and find *grow*. Write *grow* on the board. Run your finger under each consonant as you pronounce /gr/. Then have children say the whole word.
- Follow the same process with *ground* (p. 13). Point out the *ou*.

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

Develop Fluency

Ask children to read aloud to a partner with expression. Point out that this story is told by a narrator along with dialogue. Note that there are several lines that repeat. Ask children to read the story so that their partner enjoys it.

Expand Oral Language/Conversation

Talk About Root Vegetables Recall with children what Mrs. Farmer makes with turnips. (soup, pie, ice cream) Discuss other root vegetables—carrots, beets, and radishes, and talk about what Mrs. Farmer could have made with them.

Write and Respond to Reading

Write an Opinion Piece Ask children whether they think the author wrote the story to make readers laugh or to send a message. Have them write a sentence or two to support their statement. (**Opinion**)

Retell a Story Guide children in finding the pictures of the mouse throughout the story. Ask: *How would the mouse write the story of helping to pull up the turnip?* Provide this template:

Title: *I, the Mouse, and the Enormous Turnip*
By Me, the Mouse
One day, I _____.
Next, I _____.
Finally, I _____.
Afterward, I _____. (Narrative)

ELL Bridge

Involve children in acting out the repeated lines as they read them aloud with you: *He/they pulled and pulled. But the enormous turnip did not move.*

Connect Across Texts

What Goes Up . . . by Sara Mitchell

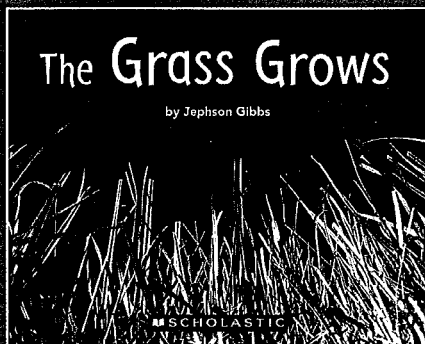
Talk about the message each author shares.

In What Goes Up . . ., the rabbit learns the consequences of teasing. Then recall the message in *The Enormous Turnip*. Why are these messages important to everyone?

Connect to the Internet

McBeath's *The Enormous Turnip* is a retelling of a traditional Russian folktale. Share a video of the story featuring Russian characters at http://www.bbc.co.uk/schoolradio/subjects/collectiveworship/collectiveworship_stories/SEAL/relationships_enormous_turnip.

The Grass Grows



Summary & Standards

Summary: The grass that grows in yards and parks is only one kind of grass. What are other kinds of grasses, and how do people use them?

CCSS.ELA-Literacy: Assess how point of view or purpose shapes the content and style of a text (CCRA.R6); integrate and evaluate content presented in diverse formats, including visually and quantitatively (CCRA.R7).

Author: Jephson Gibbs

Word Count: 100+

Genre: Informational Text

Themes/Ideas: identifying grasses; learning about ways people use grasses

Text Type: Picture Book

Genre/Text Type

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

Informational Text Features

Flowchart A flowchart on pages 6–7 shows how wheat becomes bread.

Vocabulary

Domain-Specific Vocabulary

cooked (p. 10): changed by heat so it is ready to eat
rice (p. 8): a type of grass whose seeds are eaten
wheat (p. 4): a type of grass whose seeds are ground into flour for different foods
wild (p. 8): occurring in nature without any help from people

Challenging Features

Text Children may be challenged by the amount of text on a page. Encourage them to keep reading down the page.

Content Children may not understand the use of the word *grass* for plants other than the grass they see in fields and yards. Explain that grass is a broad group of plants with long, thin leaves and small seeds.

Supporting Features

Text Most sentences have only one line of text. Each new sentence begins on the left.

Vocabulary The words in the book will be familiar to most children.

A First Look

Have children look at the cover. Ask: *What does the photograph show?* Read aloud the title and the author's name. Then read the information on the back cover. Ask: *Have you ever thought about eating grasses? Let's find out what the author means.*

Read and Analyze Informational Text Cite Textual Evidence

Locate Information

Remind children that both the text and photographs provide information. Help children focus on where to look for different kinds of information.

(pp. 2–3) *How do you learn that grass is a plant? If you wanted to know what a yard looks like, where would you look?*

(pp. 4–5) *What kind of grass is this? How does it grow? Where would you look if you wanted to know how tall wheat grows?*

(pp. 6–7) *What is wheat used for? What is flour used for? What does the chart show? What do the arrows on the chart show?*

(pp. 8–9) *What is this kind of grass? How does the sentence on page 9 help you understand the photo?*

(pp. 12–15) *What do people make with grass? What information does the photo show?*

(p. 16) *Which kind of grass that you read about before is shown in this picture?*

Praise children for specific use of “Behaviors to Notice and Support” on page 99 of the *Guided Reading Teacher's Guide*.

Teaching Options

Develop Comprehension

Thinking Within the Text

Have children think about the different kinds of grasses they learned about. Say:

- Give examples of things people eat that are made from grasses.
- Give examples of things people use that are made from grasses.

Thinking Beyond the Text

Talk about playing sports on grass. Ask:

- What games are played on the grass?
- Why is it good to play sports on grass?

Thinking About the Text

Have children think about how the author uses the text and photographs to provide information. Ask:

- On pages 6 and 7, how does the flowchart help you understand what flour is used for?
- On pages 8 and 9, what information about wild rice is only shown in the photograph?

Focus on Foundational Skills Phonics and Word-Solving Strategies

Consonant Blend *gr*

Remind children that consonant blends are two consonants that appear together in a word. The letters *gr* blend together to make the sound /gr/.

- Ask: What letters does grass begin with? (*gr*) What sound does *g* stand for? (/g/) What sound does *r* stand for? (/r/) Help children isolate the consonant blend /gr/.
- Have children search through the book for other words that begin with *gr*. (*grow, green*)

Words With *oo*

Review that the letters *oo* can stand for the sound they hear in the middle of the word *book*.

- Ask children to look at page 10 and find the word *looks*. Ask: What sound do you hear in the middle of *looks*? Can you find another word with *oo* on this page? What sound do you hear in the middle of *cooked*?
- Ask children to think of other words that have this sound. (*good, took, wood*)

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

Develop Fluency

Model reading aloud page 2. Then ask children to practice reading this page repeatedly until they can read the text smoothly. When children feel comfortable, encourage them to read the page aloud to you or to a partner.

Expand Oral Language/Conversation

Talk About Foods Remind children that people use wheat and rice as foods. Then encourage children to talk about different kinds of foods they have eaten that include wheat or rice. Elicit that most bread products, cereal, and bakery items include wheat or rice flour.

Write and Respond to Reading

Write About a Game Point out that the children on page 16 are playing soccer. Ask children to write and illustrate a paragraph about a soccer game or another sport that is played on grass. (**Narrative**)

Illustrate a Concept Web Draw a concept web on the board and write *grass* in the center circle. Ask children to copy the web and add details with pictures that tell about grass. Encourage children to add labels to their pictures. (**Informative/Explanatory**)

ELL Bridge

Some children may have difficulty with consonant blends. Practice initial blends: *gr* in *grass, grow*, and *green*; *br* in *bread*; *pl* in *plant*; and *fl* in *flour*. Work with children to isolate the sound of each consonant and then blend the sounds together. Finally blend the sounds of the entire word.

Connect Across Texts

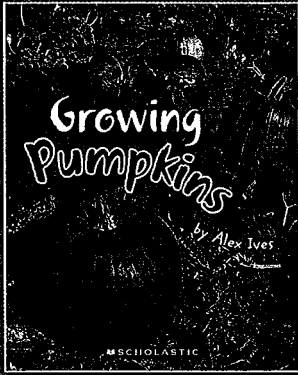
Animals Are Living Things by Lucy Drew

In this book, children learn that living things move, grow, and need food and water. Extend the concept and discuss why grasses are living things. How does grass get the food and water it needs? When does grass move? How does grass grow?

Connect to the Internet

Share this website with children for a classroom or home project. Children will take delight in watching grass grow on a "Grassy Head": <http://www.sciencetoymaker.org/grassyHead/Grassy%20Head.pdf>.

Growing Pumpkins



Summary & Standards

Summary: Colorful photographs show a pumpkin plant emerging from a tiny seed and producing green pumpkins that change as they grow and ripen.

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

Author: Alex Ives

Word Count: 51

Genre: Informational Text

Themes/Ideas: understanding that plants grow from seeds; observing the stages of plant growth

Text Type: Picture Book

Genre/Text Type

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

Informational Text Features

Labels The labels are used to name different parts of the growing pumpkin plant.

Vocabulary

Domain-Specific Vocabulary

fall (p. 16): the season that follows summer
ripe (p. 13): fully grown, ready to be eaten
seedling (p. 7): a plant that is just beginning to grow

Challenging Features

Text Labels with arrows point to the different parts of the plant shown in the picture. Point out that the arrow on the label points to the photo detail that the label describes. Read the labels with the children.

Vocabulary Children may find some of the words difficult to decode. Encourage children to use picture and context clues.

Supporting Features

Text On many of the pages, the text is placed above or below the photo, and by now children should have had lots of experience with this text placement.

Content The development of a pumpkin from seed to maturity is presented clearly, one step at a time. Children will enjoy learning the details of how a pumpkin grows.

A First Look

Talk about the cover and read the title. Ask: *Where are the pumpkins growing? What color and shape do these pumpkins have? What time of year do we usually see many pumpkins? Spring? Summer? Fall? Based on the picture and title, what do you think this book is about?*

Read and Analyze Informational Text Cite Textual Evidence

Compare Information in Text and Photos

Point out that in this book readers use both words and photos to learn about the topic. Help children distinguish between what the words say and what they can learn from looking at the photos.

(pp. 2–3) *What do the words tell you about a pumpkin? What does the photo show you? What question does the author ask the reader? Where will you find the answer?*

(pp. 4–5) *How do you know what pumpkin seeds look like? What do the words tell you about the size of pumpkin seeds?*

(pp. 6–7) *Where do pumpkin seeds grow? How do the text and photos work together to show you how the seed becomes a plant? What do the labels help you understand?*

(pp. 10–11) *What happens to the pumpkin plant and the pumpkin as they grow?*

(pp. 14–15) *What happens when the pumpkins are ripe? How do you know?*

Praise students for specific use of “Behaviors to Notice and Support” on page 99 of the *Guided Reading Teacher’s Guide*.

Teaching Options

Develop Comprehension

Thinking Within the Text

Discuss that the main idea of a book tells what the book is about. Key details tell about the main idea. Have children name the book's main idea. As you review the book together, have them locate one or two supporting details.

Thinking Beyond the Text

Discuss how pumpkins are used. Point out that on pages 14 and 15, children are gathering pumpkins. Ask:

- *Why are these children gathering pumpkins?*
- *How might they use the pumpkins?*

Thinking About the Text

Have children revisit the pages with labels. Ask:

- *How do the labels help you understand the details of the pictures?*
- *Page 11 shows that pumpkins grow on vines. What is a vine?*

Focus on Foundational Skills Phonics and Word-Solving Strategies

Long Vowel *i* Spelled *i_e*

Remind children that in many words, a long vowel is followed by a consonant and then a final silent *e*.

- Have children look at *vine* on page 11. Write on the board: *_i_e*. Using different consonants such as *c*, *d*, or *k* in the second space, ask children to think of other words.
- Ask children to turn to page 14, and to find the word with long *i* and silent final *e*.

Words Into Syllables

Remind children that longer words are made up of syllables, each with a vowel and sometimes one or more consonants.

- Write "pumpkin" on the board and show how to break the word into syllables.
- Have children look at page 7. Ask: *Do you see a long word here that you can break up?* (seedling) If children struggle, show them the word *seed* as a clue to where to break *seedling*.
- Continue with *bigger* on page 10.

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

Develop Fluency

Model fluent reading with proper pace, phrasing and intonation. Pair children and have them take turns reading a page of text. Then have partners switch roles.

Expand Oral Language/Conversation

Talk About Plants Remind children that the author tells us pumpkins are plants that grow as vines. Ask: *What is a vine? What other parts do the pumpkin plants have?* Encourage children to look at the pictures on pages 9, 11, and 13 as they think about and name the different parts of the plant.

Write and Respond to Reading

Drawing Diagrams Ask children to look through the book to find the pages that show the parts of the pumpkin plant. Have children draw a picture of a pumpkin plant and label all its parts. **(Informative/Explanatory)**

Favorite Fact Ask children to look through the book to find the information they found most interesting. Have them write using this template:

My favorite fact about pumpkins is _____.

I like that fact best because _____.

(Opinion)

ELL Bridge

Refer children to the pictures to help them acquire vocabulary for nouns related to growing pumpkins. Then ask them to use these words in complete sentences: *seed, soil, roots, seedling, leaf, vine, and pumpkin*.

Connect Across Texts

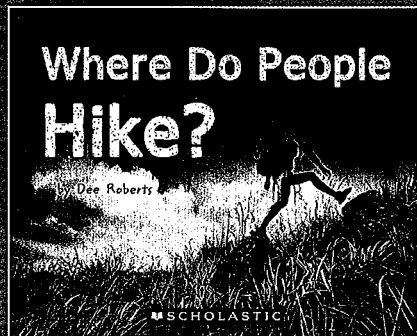
The Grass Grows by Jephson Gibbs

Use these two books together to talk more about how plants grow and how people use plants. Grasses look very different from pumpkin vines. How do we know that they, too, are plants?

Connect to the Internet

Share this website with children and read to them facts about pumpkins: <http://www.sciencekids.co.nz/sciencefacts/food/pumpkins.html>.

Where Do People Hike?



Summary & Standards

Summary: People hike in many places. Where would you like to hike?

CCSS.ELA-Literacy: Read closely to determine what the text says explicitly and to make logical inferences; cite specific textual evidence to support conclusions (CCRA.R1); interpret words and phrases and analyze how specific word choices shape meaning or tone (CCRA.R4).

Author: Dee Roberts

Word Count: 100+

Genre: Informational Text

Themes/Ideas: identifying places people hike; choosing things to enjoy while hiking

Text Type: Picture Book

Genre/Text Type

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

Informational Text Features

Photos The photos show places people like to hike and what they see while hiking.

Vocabulary

Domain-Specific Vocabulary

beach (p. 4): the shore of a body of water covered by sand or pebbles

hike (p. 2): a long walk

steep (p. 3): having a slope that is nearly straight up and down

trails (p. 12): paths or routes to follow on foot

Challenging Features

Text For spreads, starting on page 4, the left-hand pages present a question, with the answer on the same page. The question on page 2 varies from the pattern and is answered on page 3.

Content Point out that the left-hand pages tell where people hike and the right-hand pages give details about what they like to do while hiking in that spot.

Supporting Features

Text The photographs will help children understand where the people are hiking.

Vocabulary Children should be able to determine unfamiliar words by looking at the photographs.

A First Look

Have children read the title of the book and identify details in the photograph. Then have them suggest where the woman is hiking. Ask children what other places they think might be good for hiking.

Read and Analyze Informational Text Cite Textual Evidence

Recognize Questions and Answers

Remind children that some books give information by asking and answering questions. Encourage children to find answers to questions in the text and by looking at the photos. The author in this book asks and answers the question, "Where do people hike?"

(pp. 2-3) *What information do you find out? What question does the author ask and answer?*

(pp. 4-5) *What question does the author ask? What is the answer?*

(pp. 6-7) *In what season do people like to hike? What do they like to look at while they hike?*

(pp. 8-9) *Where do people hike in winter? What does the author tell you about winter hiking?*

(pp. 12-13) *Where are the people hiking? What do people look at while they hike?*

(p. 16) *What question does the author ask? How do you think the people got way up there?*

Praise children for specific use of "Behaviors to Notice and Support" on page 99 of the *Guided Reading Teacher's Guide*.

Teaching Options

Develop Comprehension

Thinking Within the Text

Help children focus on words using context clues. Ask:

- How can you figure out the meaning of the word *steep* from the picture on page 3?
- How can you figure out the meaning of the word *trails* from the words and picture on page 12?

Thinking Beyond the Text

Talk about the places people hike. Ask:

- What other things do you think people might like to look at when they hike in the woods?
- How would hiking in the woods be different from hiking in the city?

Thinking About the Text

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

- Why did the author show so many different places people hike?
- How do the photos help readers understand why people like to hike?

Focus on Foundational Skills Phonics and Word-Solving Strategies

Words With oo

Tell children that the letters *oo* can stand for the same middle sound they hear in the word *good*.

- Ask children to find a word on page 6 with the letters *oo* that has the same middle sound as in *good*. (*woods*)
- Then have children look at page 7. Ask children to find another word with the same middle sound as in *good*. (*look*)

Words That Name More Than One

Explain that some words name more than one thing. The word *hills* names more than one hill.

- Have children turn to pages 12–13 and find the words that name more than one and end with *s*. (*trails, trees, flowers*)
- Have children find other examples on pages 14 and 15. (*parks, dogs*)

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

Develop Fluency

First read the book aloud to model pronunciation for children. Then have partners take turns reading alternating spreads.

Expand Oral Language/Conversation

Talk About Hiking Lead a discussion about why people like to hike, using information from the book. Then, if any children have hiked, ask them to share their experiences with the class. Ask: *Where did you hike? What did you see? What did you like about the hike?*

Write and Respond to Reading

State an Opinion Have children select their favorite photograph in the book that shows a place to hike. Ask them to write a paragraph persuading another person to come along on the hike. Have them describe why that particular hike would be fun. (**Opinion**)

Write Questions Ask children to write questions they would want to ask the hikers in one of the photos. It might be helpful to model several questions: *Why do you like to hike here? How long is the hike? What do you take with you on your hike? What do you see?* (**Informative/Explanatory**)

ELL Bridge

Help children connect the text to the photographs. Display a photo from the book and ask children to describe what they see. Read the text and have children connect key words, such as *hike, people, hills, beach, ocean, woods, birds, city, trails, trees, parks, and dogs*, with the images in the photo.

Connect Across Texts

City or Country? by J. C. Ellen

In *City or Country?*, children see how different the two places are. Together, look through the pages of *Where Do People Hike?* and determine whether each page shows people hiking in a city or country setting.

Connect to the Internet

Share this website with children to learn more about making hiking safe and fun: <http://hikesafe.com/index.php?page=kids>.