

GUIDED READING PROGRAM

Nonfiction Focus

2nd Edition



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

- **Dinosaurs, Dinosaurs**
- **Fur, Feathers, or Fins?**
- **Hippo and Rabbit in Brave Like Me**
- **Munch! Crunch! Healthy Snacks**
- **Sharks (Discovering My World)**
- **The Three Little Pigs**
- **Way to Go!**
- **Whales (Discovering My World)**
- **What Can Insects Do?**
- **Who Needs Water?**

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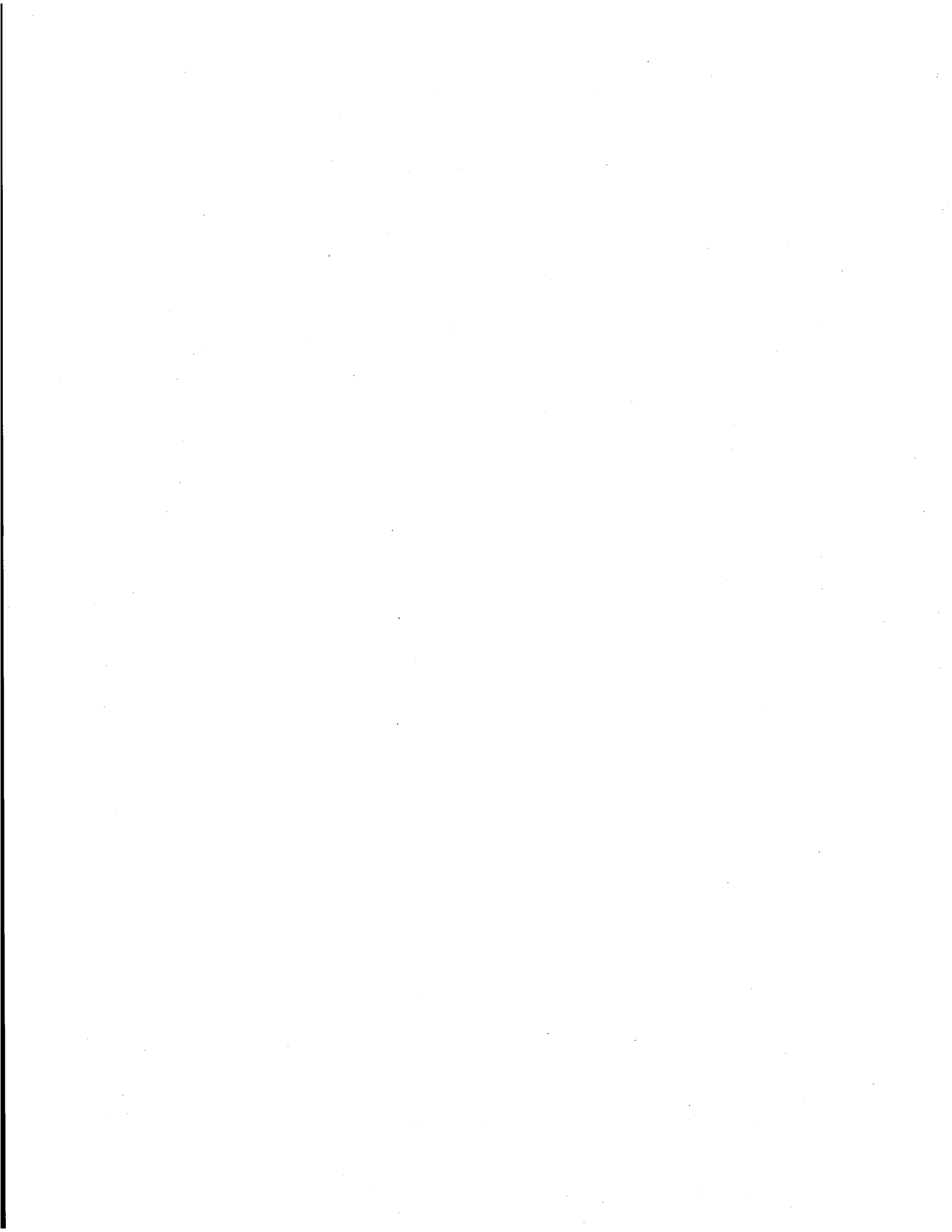
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Dinosaurs, Dinosaurs



Summary & Standards

Summary: A long time ago dinosaurs lived on Earth. They came in many shapes and sizes and had different traits and physical features.

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

Author: Byron Barton

Word Count: 96

Genre: Informational Text

Themes/Ideas: learning about dinosaurs; identifying an animal's physical features

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 illustrations to inform the reader.

Informational Text Features

Pronunciation Guides The guides tell readers how to pronounce the names of the dinosaurs.

Vocabulary

Academic Vocabulary

fierce (p. 25): violent or dangerous

Domain-Specific Vocabulary

armored plates (p. 13): hard, protective coverings

clubs (p. 10): heavy, stick-like weapons

spikes (p. 9): long, sharp, pointed pieces

Challenging Features

Text Some sentences continue on the following page or pages. Demonstrate how to read to the end of the sentence before stopping.

Vocabulary Children may be challenged by words such as *spikes*, *bony*, and *armored*. Slowly say each word and use picture details to illustrate the word's meaning.

Supporting Features

Text The text is in large type and easy to read.

Content Children should be familiar with dinosaurs shown in the book but may be challenged by the dinosaur names. Show them how to use the pronunciation guides at the front and back of the book.

A First Look

Talk about the cover and have children describe the dinosaur. Then read the title. Talk about when dinosaurs lived and how scientist have learned about dinosaurs from studying their bones. Ask: *Why do you think Byron Barton wrote Dinosaurs, Dinosaurs?*

Read and Analyze Informational Text Cite Textual Evidence

Identify Main Topic and Key Details

Point out that this book features different kinds of dinosaurs. Remind children that they can tell what a book is about by identifying the main idea and retelling the key details. (Note: Book pages are not numbered. The first page of text is page 3.)

(pp. 6–9) *What did some dinosaurs look like? What details in the pictures show the differences between the dinosaurs? What are these pages mostly about?*

(pp. 10–13) *How are the dinosaurs on these pages the same? How are they different? What does the author want you to understand about dinosaurs?*

(pp. 22–27) *How does the author use compare and contrast to show different things about dinosaurs? How do the pictures support this idea? What are these pages mostly about?*

(pp. 32–33) *How are the last two pages similar to the beginning of the book? Summarize the book by telling the most important idea and details that support it.*

Praise children for specific use of “Behaviors to Notice and Support” on page 100 of the *Guided Reading Teacher’s Guide*.

Develop Comprehension

Thinking Within the Text

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

- *What is the book about?*
- *What details can you use to retell what you learned about dinosaurs?*

Thinking Beyond the Text

Remind children that dinosaurs had horns, clubs, spikes, armored plates, and sharp claws. Then ask:

- *What do these body parts have in common?*
- *Why did dinosaurs have these kinds of body parts?*

Thinking About the Text

Explain that authors have a purpose, or a reason, for writing a book. Ask:

- *What kind of information does the author tell the reader about dinosaurs?*
- *What is the author's purpose for writing this book? Tell why you think this.*

Focus on Foundational Skills Phonics and Word-Solving Strategies

Unfamiliar Words

Remind children to use context clues and pictures to figure out unfamiliar words.

- Point out *spikes* on page 9. Say: *The author is describing dinosaurs, so I know spikes is a feature of the dinosaur. From the picture I can see long, sharp things on the dinosaur's back. I think spikes are long, sharp parts on the dinosaur's body.*
- Work together to use context clues and picture details to determine the meaning of *clubs* (p. 10) and *armored plates* (p. 13).

Antonyms

Remind children that antonyms are words that have the opposite meaning, such as *hot* and *cold*.

- Point out *big* on page 22. Ask: *Which word on page 23 has the opposite meaning? (small)* Ask children to name other antonyms for *big*.
- Repeat with *fierce* and *scared*.

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

Develop Fluency

Read aloud sentences that flow over to the following page or pages, such as pages 3–4, pages 6–9, pages 14–17, and pages 28–31. Model how to continue reading, not making a stop until you reach the period at the end of the sentence. Then have partners take turns reading the same pages.

Expand Oral Language/Conversation

Talk About Dinosaurs Discuss how the author/illustrator uses color to show the shapes of the different dinosaurs and their special features. Have children talk about different examples using the dinosaur names. Point out that scientists do not know what dinosaurs looked like but get ideas about how they looked from studying their bones.

Write and Respond to Reading

Draw and Label a Mural On chart paper, ask children to draw a mural that includes different kinds of dinosaurs. Help them write labels to identify the dinosaurs, and use the guides at the beginning and end of the book for the correct spelling their names. **(Informative/Explanatory)**

Write a Fact Have each child choose one of the dinosaurs to draw and then write a fact that describes it. Have children use the pronunciation guides to label their picture. Display the fact sheets in the classroom. **(Informative/Explanatory)**

ELL Bridge

Children may have difficulty with these multiple-meaning words: *horns, clubs, plates, and sails*. Use pictures and pantomime to help children understand the two meanings of each word. Model using each word in a sentence, and then have children practice making their own sentences.

Connect Across Texts

What Can Insects Do? by Cynthia Rothman

In *What Can Insects Do?* labels next to each picture name the insects shown. Byron Barton labels each dinosaur at the back of his book. Use examples from the two books to discuss why an author would want to add a label, a picture, or a photo.

Connect to the Internet

Share this website with children to explore more facts using the dinosaur field guide: <http://pbskids.org/dinosaurtrain/games/fieldguide.html>.

Fur, Feathers, or Fins?



Summary & Standards

Summary: Colorful photographs help children learn why animals have fur, feathers, or fins and what they are used for.

CCSS.ELA-Literacy: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas (CCRA.R.2); analyze the structure of texts, including how specific portions relate to each other and the whole (CCRA.R.5).

Author: Bailey Carroll

Word Count: 100+

Genre: Informational Text

Themes/Ideas: learning about animals; distinguishing among fur, feathers, and fins

Text Type: Picture Book

Genre/Text Type

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

Informational Text Features

Labels Animals in the text and photos are identified by labels.

Chart A chart is include to provide more information about animals with fur, feathers, and and fins.

Vocabulary

Academic Vocabulary

thicker (p. 3): denser or closer together

warm (p. 2): having the feeling of enough heat

Domain-Specific Vocabulary

feathers (p. 6): fluffy parts that cover a bird's body

fin (p. 10): a thin, flat part of a fish that helps it swim

Challenging Features

Text Point out the label that names each animal and help children read the labels. A chart on the last page shows animals sorted into groups.

Vocabulary Children may be challenged by some of the animal names. Point to each animal, slowly say its name, and have children repeat.

Supporting Features

Text Colorful photos provide details that illustrate the main ideas presented in the text.

Content Children will be familiar with most of the animals in the book and should understand that animals have body features that help them in different ways.

A First Look

Talk about the cover, and have children identify each animal. Then read the title. Ask: *What do you notice about the way each animal looks?* Guide children to discuss details in the photos. Then say: *Let's find out about animals that have fur, feathers, and fins.*

Read and Analyze Informational Text Cite Textual Evidence

Identify Main Idea and Key Details

Remind children that the main idea tells what the book is mostly about. Point out that sometimes authors include more than one main idea in a book. Lead children to see how this author tells about three main ideas—fur, feathers, and fins.

(pp. 2–3) *What keeps polar bears warm? Why would a polar bear need thicker fur in the winter? What can you learn about fur from the photo?*

(pp. 4–5) *Which animal has fur that changes in summer and winter? What is the first part of the book mostly about?*

(pp. 6–9) *What is the second part of the book mostly about? What detail tells how most birds use their feathers? If ostriches and penguins cannot fly, how do they use their feathers?*

(pp. 10–13) *What are these pages mostly about? What do the photos tell about fish and fins? What details does the author use to show how fish use fins to move through water?*

Praise children for specific use of “Behaviors to Notice and Support” on page 100 of the *Guided Reading Teacher's Guide*.

Develop Comprehension

Thinking Within the Text

Help children use the photos and text to compare and contrast the animals. Ask:

- *In what ways are polar bears and hares alike? Different?*
- *In what way are all birds alike? How are ostriches and penguins different?*
- *In what ways are all fish alike? How are frog fish different?*

Thinking Beyond the Text

Have children look closely at the photos on pages 4 and 5. Ask:

- *What do you notice about the hare's fur color and its surroundings?*
- *Why do you think the color of the hare's fur changes? How could this help the hare?*

Thinking About the Text

Remind children that an author chooses how to organize the information and what text features to use.

- *How is information about six more animals provided on only one page?*
- *Why did the author use a chart to give more information about fur, feathers, and fins instead of writing more text?*

Focus on Foundational Skills Phonics and Word-Solving Strategies

Long o spelled o

Explain to children that the long o sounds like the name of the letter o. Point out that long o can be spelled with the letter o.

- Have children turn to page 7. Read the sentence aloud. Ask: *Which words have the long o sound? (also, most) What letter is used to spell the long o sound in each word? (o)*
- Then look at page 8. Read the sentence aloud. Have children find the three words that have the long o sound spelled o. (*so, both go*)
- Read aloud the sentence on page 12 and help children identify *ocean* as the word with the long o spelled o.

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

Develop Fluency

Have children read the book chorally. On later readings, ask partners to read together. Suggest that they alternate reading one page at a time.

Expand Oral Language/Conversation

Talk About Animal Features Have children think about the animals they read about in the book and tell how each feature helps the animal to survive. Use the pictures to broaden the conversation by asking children what other feature the animal has to help it survive.

Write and Respond to Reading

Make a Chart Have children make a three-column chart like the one shown on page 16. Ask them to draw different groups of animals. Help children label their animals. **(Informative/Explanatory)**

Write a Fact Have children write a fact about one of the animals in the book. Provide the following sentence frames: *A _____ (animal's name) has _____ (skin covering). This helps it _____.*
(Informative/Explanatory)

ELL Bridge

Write the words *fur, feathers, and fins* on the board. Use the photos in the book to support children's understanding of each word. Display additional pictures of animals that have fur, feathers, or fins. Have children take turns pointing to each animal and completing the following sentence frame: *This animal has _____.*

Connect Across Texts

What Can Insects Do? by Cynthia Rothman

Insects do not have fur, feathers or fins, but they do have special body parts that help them do many things. Use both books together to talk about body parts and their functions.

Connect to the Internet

Share this website to take children on a virtual tour of the National Zoo: <http://nationalzoo.si.edu/animals/photogallery/default.cfm>. Display photos of various animals, and ask children to identify whether the animal has fur, feathers, or fins.

Hippo and Rabbit in Brave Like Me



Summary & Standards

Summary: Hippo's best friend Rabbit helps him overcome his fears.

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

Author: Jeff Mack

Word Count: 200+

Genre: Fantasy

Themes/Ideas: facing your fears; being a good friend

Text Type: Picture Book

Genre/Text Type

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

Text Features

Speech Balloons The text is formatted in the style of a comic book with panels, speech bubbles, and onomatopoeia.

Table of Contents A table of contents shows the title of each chapter.

Vocabulary

Academic Vocabulary

- brave** (p. 6): showing courage
- enough** (p. 17): as much as needed
- relax** (p. 6): to become less tense and anxious
- treat** (p. 13): a special gift
- worry** (p. 5): feel uneasy or scared about something

Challenging Features

Text Some children may be challenged by the graphic format of the text. Model how to read each of the speech balloons from top to bottom.

Vocabulary Children may have difficulty reading the expression of *course* and understanding that it is another way of saying “yes.”

Supporting Features

Text The sentences are short and reflect the informal language that children use to talk with friends. The color scheme distinguishes the stories from each other.

Content Most children will be familiar with the objects and situations portrayed in the three stories.

A First Look

Talk about the cover illustration and have children identify the main characters. Then read the title. Ask: *Who do you think is the brave one, Rabbit or Hippo?* Together, read the Table of Contents. Then ask: *Who do you think might be afraid of bugs, balloons, and baths?*

Read and Analyze Literature Cite Textual Evidence

Describe Story Elements

Remind children that characters are the people or animals in a story and the setting is where the story takes place. Tell children to think about what happens—the story events—as they read.

(pp. 4–5) *What is the title of the first story? What animals are the characters? Where does the story take place? What details in the pictures tell you about the setting? Why is Hippo scared?*

(pp. 8–9) *Why is Rabbit scared? What do you see in the pictures that lets you know Rabbit is scared?*

(pp. 13–15) *What is the title of this story? What are the characters doing? What is Hippo afraid of? Why does Hippo say, “Not too big!”?*

(pp. 23–25) *What is the title of this story? Where does this story take place? Why doesn't Hippo want to take a bath?*

(pp. 26–30) *How does Rabbit help Hippo feel better about taking a bath?*

Praise children for specific use of “Behaviors to Notice and Support” on page 100 of the *Guided Reading Teacher's Guide*.

Develop Comprehension

Thinking Within the Text

Have children describe characters and settings. Ask:

- *Who are the main characters? What do you know about them from the pictures?*
- *Where does each story take place? How do the pictures help you learn about the setting?*

Thinking Beyond the Text

Point out that the complete title of the book is *Hippo and Rabbit in Brave Like Me*. Then ask:

- *Which character thinks he is brave? When does Rabbit show that he gets scared sometimes?*
- *When was a time when someone you know acted in a brave way?*

Thinking About the Text

Explain that sometimes authors create humor by adding something funny or unexpected at the end of the story. Then say:

- *What twist happens in "Bugs"?*
- *What is funny about the last line in "Bath"?*

Focus on Foundational Skills Phonics and Word-Solving Strategies

Contractions

Remind children that contractions are a short way to write two words.

- Have children look at the word *it's* on page 4. Say: *The contraction it's is a shorter way to write the words it is. An apostrophe shows where the i in is was left out.*
- Have children identify other contractions in the text and together name the two words that each contraction stands for. (*don't, I'll, that's, here's, there's*)

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 page and practice reading it several times to improve their phrasing, expression, and intonation.

Expand Oral Language/Conversation

Talk About Friendship Lead a discussion about the importance of having friends. Have children talk about things they do with friends and how friends help each other.

Write and Respond to Reading

Write an Opinion Have children use the following sentence frame to write one or two sentences about friends: *Friends are important because ____.* (**Opinion**)

Add a Scene Have children draw a scene that shows Hippo and Rabbit facing something else that frightens Hippo. Ask children to write one or two sentences that tell what is happening. (**Narrative**)

ELL Bridge

Use the pictures to support vocabulary development for nouns that name everyday objects and toys: *balloons, soap, beach ball, boat, sub, truck, car, rocket*. Explain that *sub* is a short way to say *submarine*. Invite children to draw each object and then label it. Have partners take turns pointing to an object and then naming it.

Connect Across Texts

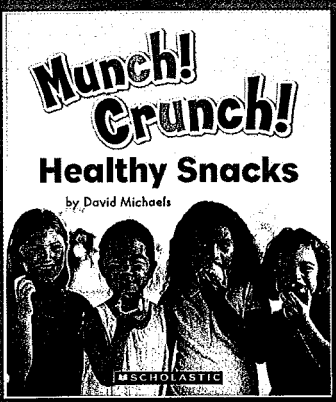
The Three Little Pigs by Emily Banks

In both books, the story characters are animals. How do the illustrations in both books help to make the story characters look and act more like people than like animals?

Connect to the Internet

Share this website with children to have them watch a video of another Hippo and Rabbit story: www.jeffmack.com/chapter_books.html. Click on the "watch the video" button below the cover image for *Hippo and Rabbit in Three Short Tales*.

Munch! Crunch! Healthy Snacks



Summary & Standards

Summary: Healthful snacks come in many colors and textures—and they all taste great!

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

Author: David Michaels

Word Count: 100+

Genre: Informational Text

Themes/Ideas: identifying healthful snacks; making wise food choices

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

Thought Bubbles The words in the thought bubbles show what the boy is thinking.

Labels Labels are used to identify the different fruits and vegetables shown in the pictures.

Chart A chart is used to show photos of fruits and vegetables.

Vocabulary

Academic Vocabulary

healthy (cover): supporting strength and well-being

snacks (cover): small amounts of food eaten between meals

Domain-Specific Vocabulary

broccoli (p. 6): green vegetable shaped like a tree

zucchini (p. 14): green vegetable, a squash

Challenging Features

Text Point out use and purpose of the thought balloon on pages 2 and 3.

Content Some children may not realize that the child is just thinking about the choices and does not really have so many choices to choose from. Point out that choices are usually limited.

Supporting Features

Text The illustration helps convey the many choices of fruits and vegetables for each color.

Vocabulary Many fruits and vegetables are labeled to help children identify them.

A First Look

Talk about the title and photo on the cover. Ask: *What does it mean to munch something? What does it mean to crunch something?* Talk about other foods, besides an apple or a carrot, the girls might eat. Ask: *What foods do you think you will read about that you could munch or crunch?*

Read and Analyze Informational Text Cite Textual Evidence

Understand Categorization

Explain to children that authors who write informational text have to choose the way they want to show the information. Point out that sometimes authors group things that are the same in some way.

(pp. 2–3) *What is the boy thinking about? How do you know?*

(pp. 4–5) *What is alike about all the fruits on these pages? What words does the author use to describe the apple? The strawberries?*

(pp. 6–7) *What group of foods is the boy thinking about now? How can the labels help you name the foods?*

(pp. 8–9) *In what way are all these foods alike? What could the boy have for a purple snack?*

(pp. 12–13) *In what group do carrots and corn belong? What word does the boy use to describe carrot sticks and corn on the cob?*

(pp. 14–15) *What is alike about all the foods on this page? What do you think the boy will choose to have?*

Praise students for specific use of “Behaviors to Notice and Support” on page 100 of the *Guided Reading Teacher’s Guide*.

LEVEL
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Develop Comprehension

Thinking Within the Text

Have children turn to page 16. Ask:

- *Look at the pictures. How many fruits and vegetables can you name? What are they?*
- *Name the fruits and vegetables that share one color.*

Thinking Beyond the Text

Have children skim the pages of the book, examining the images and text. Then ask:

- *When the boy says, "It's time for a healthy snack" on page 2, what does that tell you about him?*
- *What is the author's message to readers? Is there a lesson to learn?*

Thinking About the Text

Discuss informational text features. Ask:

- *Where would you look to find out what the boy is saying? To find out the name of a food?*
- *Why do you think the author ended the book with the chart on page 16? Do you think it's a good idea? Tell why.*

Focus on Foundational Skills Phonics and Word-Solving Strategies

Consonant Digraphs

Explain that sometimes two letters come together and stand for one sound.

- Have children find the word *crunch* on page 2. Call attention to the *c* and *h* at the end of *crunch*. Explain that *c* and *h* combine to create a new sound, /ch/. Model saying the *ch* sound and then together pronounce the word *crunch*.
- Next have children look at *munch* on page 2. Point out the end sound, /ch/. Model saying the end sound. Together pronounce the word *munch*.
- Write *bunch* and *lunch* on the board or on a chart. Follow the same procedure to model saying each end sound and pronouncing the word.

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

Develop Fluency

Model expressive reading to show how the boy feels about the various foods he considers eating. Demonstrate how your intonation changes when there is a question mark or an exclamation point.

Expand Oral Language/Conversation

Talk About Healthy Foods Review some of the foods the children read about. Point out that these are called healthy because they have vitamins and minerals that children (people) need. Have children look through the pages of the book and tell which foods they eat. Describe for children any unfamiliar fruits or vegetable.

Write and Respond to Reading

Make Fruit and Vegetable Flash Cards Invite children to create flash cards for the different fruits and vegetables shown in the book. On one side, have them draw the fruit or vegetable; on the other side, ask them to carefully print the word. Remind children to refer to the labels in the book for the correct spellings. **(Informative/Explanatory)**

Write About a Healthy Snack Write the following sentence frame on the board. Have children copy it onto their own papers and fill in the blanks.
My favorite healthy snack is _____. I like it because _____. Its color is _____. I eat it when _____. Try it! (Narrative)

ELL Bridge

Have children work with a partner to identify and then practice naming the fruits and vegetables in the text (not in the labels). Give help with pronunciation.

Connect Across Texts

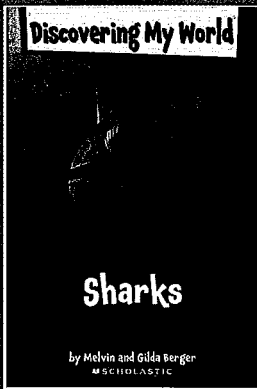
Fur, Feathers, or Fins? by Bailey Carroll

Use these two books together to discuss how grouping things by a certain attributes helps people think about how certain fruits, vegetables or animals are alike in some ways.

Connect to the Internet

Share this site, where children can enjoy playing games that test their knowledge of healthful fruits and vegetables: <http://www.foodchamps.org>.

Sharks



Summary & Standards

Summary: Many different kinds of sharks swim and hunt in the ocean.

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

Authors: Melvin and Gilda Berger

Word Count: 73

Genre: Informational Text

Themes/Ideas: understanding the characteristics of sharks; comparing and contrasting sharks

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

Icons Shark icons contain questions that prompt readers to look more closely at the photos.

Questions The book ends with a list of questions for the reader titled “Ask Yourself” with directions to find the answers in the book.

Vocabulary

Domain-Specific Vocabulary

attack (p. 15): about to do harm

floor (p. 18): bottom, ground

ocean (p. 8): very large body of salt water

shark (p. 3): a kind of saltwater fish

surface (p. 7): the outside of something

Challenging Features

Text Children may have difficulty with the print used in the shark icons. Remind children to read from left to right and from top to bottom.

Vocabulary Children may find spatial terms hard to visualize. Draw an ocean diagram and label the surface and ocean floor.

Supporting Features

Text The text contains short, simple sentences. Children are able to focus on one idea per page.

Content Photos closely match each sentence of text to give support to the reader.

A First Look

Display the cover photo. Ask: *What do you know about this big fish?* List children’s ideas on the board. Then say: *Some of these ideas might be true and some might not be true. This book will help us separate a fact from something that is not true.*

Read and Analyze Informational Text Cite Textual Evidence

Identify Key Details

Remind children that authors use details in the text and photos to help them tell about key ideas. Ask children to look for details in the photos and text that will help them better understand how sharks look and what they do.

(p. 3) *To what group of animals do sharks belong?*

(pp. 5–8) *How do sharks move their tails? How does the picture on page 7 show that sharks swim near the surface of the water? What does the ocean floor look like?*

(pp. 9–10) *What words are used to describe the different sizes of sharks? How do the photos help readers understand the differences in their sizes?*

(pp. 11–12) *Which part of a shark’s body do the text and photos focus on? What key details does the author call attention to?*

(pp. 13–15) *What do sharks use their teeth for? The words on page 15 say “Shark attack!” How can you tell what the shark will attack?*

Praise children for specific use of “Behaviors to Notice and Support” on page 100 of the *Guided Reading Teacher’s Guide*.

Develop Comprehension

Thinking Within the Text

Review the book by reading aloud the questions in the shark icons and having children answer them. After each answer, ask children if they used the text or photo to help them answer the question.

Thinking Beyond the Text

The first sentence says, "Sharks are big fish." Help children compare and contrast sharks with other fish.

- *How are sharks the same as the other fish in the photos? How are sharks different from the other fish in the photos?*
- *How are the different kinds of sharks similar and different?*

Thinking About the Text

Help children focus on different text features the author uses. Ask:

- *Why do you think the authors added the questions inside the shark shapes? Does this make the book interesting?*
- *Why do the authors include a page of questions at the end of the book?*

Focus on Foundational Skills Phonics and Word-Solving Strategies

Final Consonants

Direct children to page 3 and point out that the single-syllable word *fish* ends with two consonants, *s* and *h*, that make one sound, /sh/.

- Ask children to identify and pronounce the final consonant digraphs *mouth* and *strong* on page 5. Here, *th* produces the single sound /th/, and *ng* produces the single sound /ng/.

Direct children to page 3 and point out that the single-syllable word *shark* also ends with two consonants. However, in this case each consonant retains its sound when blended: /r/ + /k/. This is called a consonant blend.

- Ask children to identify and pronounce the final consonant blends in the words *warm* on page 4 and *sharp* on page 13. In each case, the final consonants retain their sounds when blended.

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

Develop Fluency

Remind children that they have identified the focus of page groups in this book. For example, pages 5–8 focus on swimming. Model chunking and reading these pages aloud at an appropriate rate. Explain that you would pause before beginning page 9, which focuses on a different topic, size. Have students take turns reading aloud pages 5–8 with partners. Remind students to read at an appropriate speed.

Expand Oral Language/Conversation

Talk About Sharks Begin by saying that sharks are sometimes shown as scary creatures, especially in movies or cartoons. Talk about why people might think of sharks as scary. Explain that, although sharks are predators, very few people have actually been killed by sharks.

Write and Respond to Reading

Make a Venn Diagram Have children use Venn diagrams to compare and contrast the sharks on pages 9 and 10. Remind students to include facts from both the text and the photos. **(Informative/Explanatory)**

Choose a Favorite Shark Ask children to choose their favorite shark from the text. Provide the following template for students to state and support their opinions:

My favorite shark is _____ on page ____.

One reason I like it is that it is _____.

Another reason is that it is _____. (Opinion)

ELL Bridge

Provide children with small blocks or other counting items. As you read aloud the text, stop on appropriate pages to ask students to use their blocks to show *many*, *some*, *most*, and *one*.

Connect Across Texts

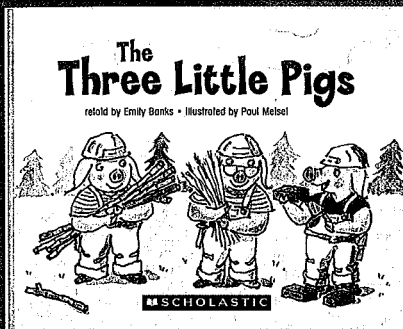
Fur, Feathers, or Fins? by Bailey Carroll

The Bergers show that not all sharks are the same. Carroll gets readers thinking about differences and similarities, too. Revisit the photos in both books. Talk about fins and how sharks use them.

Connect to the Internet

Children can view a shark slide show at <http://www.kidzone.ws/sharks/facts1.htm>.

The Three Little Pigs



Summary & Standards

Summary: The three little pigs plan and build their houses, but when the wolf shows up, two of the pigs must make new plans.

CCSS.ELA-Literacy: Analyze how and why individuals, events, or ideas develop and interact over the course of a text (CCRA.R.3); analyze how two or more texts address similar themes or topics (CCRA.R.9).

Author: retold by Emily Banks

Word Count: 100+

Genre: Folktale

Themes/Ideas: planning ahead; responding to challenges

Text Type: Picture Book

Genre/Text Type

Folktale/Picture Book Remind students that a folktale is a story that has been passed down through generations by word of mouth. The illustrations help the reader enjoy and understand the imaginary characters and situations.

Text Features

Illustrations The illustrations provide information about the story elements.

Vocabulary

Domain-Specific Vocabulary

bricks (p. 7): blocks used for building
built (p. 3): put together, made
plan (p. 2): a drawing that shows how something will be built or put together
straw (p. 3): stalks of grain, sometimes used to make things

Challenging Features

Text Children may not understand the connection between the word *plan* and the drawing in the picture. Explain the concept to children.

Vocabulary Children may be challenged by words that begin with consonant blends: *plan*, *straw*, *bricks*, *sticks*, *blew*, and *three*. Say each word, and have children identify the beginning sounds.

Supporting Features

Text The story features a strong picture-word correspondence.

Content Children will be familiar with the elements of the traditional story.

A First Look

Read the title and author's name. Note that the story is a retelling of an old tale so the words *Retold by* precede the author's name. Talk about the cover and have children identify details in the illustration. Then read the title. Ask: *What do you notice about the pigs? How might this story of the three little pigs be different from other versions you know?*

Read and Analyze Literature Cite Textual Evidence

Describe Characters and Events

Remind children that the characters are the people or animals in a story and the events tell what happens. Guide children to describe events and tell how the characters respond to the challenges.

(pp. 2–7) *Who are the characters? What does each one do? What can you tell about the pigs from what they do?*

(pp. 8–11) *Who is this new character? How does he change the events of the story? Even though they made plans, what was wrong with the houses that Billy and Willy built?*

(pp. 12–13) *How does Lilly Pig react to the problem the other pigs have? What can you tell about Lilly from the way she reacts?*

(pp. 14–15) *How do the pigs decide to try to solve their problem?*

(p. 16) *In what way does the ending reflect what Billy and Willy learned from their experience with the wolf?*

Praise children for specific use of “Behaviors to Notice and Support” on page 100 of the *Guided Reading Teacher’s Guide*.

Develop Comprehension

Thinking Within the Text

Help children focus on the importance of the number three in this tale. Point out that the number three is used in many folktales. Help children conclude there are three pigs, three plans, three houses at first, three visits from the wolf, and three houses at the end of the story.

Thinking Beyond the Text

Point out that there are many different versions of this story. Then ask:

- *How are the characters in this version of the Three Little Pigs the same as other versions you have read? How are they different?*
- *Even though this is a story you may have heard when you were little, how does the author help to make the story more interesting for older readers?*

Thinking About the Text

Have children look at pages 2–3. Ask:

- *This is a fantasy, but how does the author make the characters realistic?*
- *Why do you think the illustrator chose to portray the pigs as construction workers?*

Focus on Foundational Skills Phonics and Word-Solving Strategies

Plurals

Explain that some words name more than one thing and those words often end in *s*.

- Have children look at the word *sticks* on page 5. Ask if the word names one or more than one.
- Have children identify other words that name more than one. (*bricks, pigs, houses*) Point out the *s* ending on each of the plural words.

Ending Sounds

Remind children that words are made up of sounds and that letters stand for those sounds. Guide children to listen for and name ending sounds.

- Read aloud the following words from the story: *pig, plan, built, made, wolf, and three*. Ask children to identify the ending sound in each word.

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 the book to a partner. As they read, listen for proper phrasing, intonation, and pacing, giving assistance as needed.

Expand Oral Language/Conversation

Talk About Building Plans Point out that the pigs are dressed like architects when they sit down to write their plans for their houses. Discuss the work of an architect and the importance of making a plan *before* building something. Talk about why plans need to be revised before they are final and ready to used.

Write and Respond to Reading

Make a Plan Have children look at the plans the pigs drew of their houses. Then draw a picture to show a plan of a house they would like to build. Have children write one or two sentences about their plan. (**Informative/Explanatory**)

Extend the Story Have children extend the story by writing and drawing about what might happen if the wolf came back and found the three brick houses. (**Narrative**)

ELL Bridge

Children might have difficulty with the past-tense forms of these verbs: *made, built, saw, blew, and ran*. Help children understand that some past-tense verbs are not formed by adding *-ed* at the end. Make a two-column chart that lists the present-tense and past-tense forms of each verb. Have children practice using each verb in a sentence.

Connect Across Texts

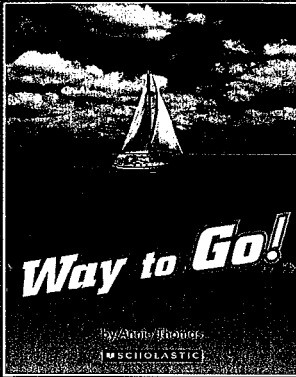
Snack Time by Janie Smith

Compare the way the characters in both books solve their problems. Max, the dog, solves his problem by enlisting the help of others. The pigs run to Lilly for shelter and then solve their own problems by building new houses.

Connect to the Internet

Share this website with children to show them an animated version of the Three Little Pigs: <http://video.nhptv.org/video/2238439827/>. Guide children to compare and contrast this version of the story with the one they read.

Way to Go!



Summary & Standards

Summary: There are many different ways that people use to get around, each with a particular purpose and unique characteristics.

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

Author: Annie Thomas

Word Count: 112

Genre: Informational Text

Themes/Ideas: learning different ways people get around; distinguishing purposes of many means of transportation

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

Opening Question The first spread sets up the book's premise by inviting readers to think about the ways people use to move from place to place.

Vocabulary

Domain-Specific Vocabulary

cable car (p. 6): a vehicle that runs along a track and is moved by a cable inside the track

glide (p. 9): to move smoothly

hot air balloon (p. 12): a balloon that drifts above the land and is held up by heated air

ride (p. 2): to go somewhere in a vehicle; a trip in a vehicle

Challenging Features

Text Children may be challenged by some fairly long sentences.

Vocabulary You may wish to introduce some of the vocabulary that is not clearly supported by the photos: *steep, icy, above, and below.*

Supporting Features

Text Repetition of the phrase *You can ride* ties together disparate types of transport for ease of reading.

Content Children will find the content accessible and will possibly learn about previously unfamiliar modes of transportation.

A First Look

Talk about the cover and have children name what they see in the photo. *Ask: Why do people use boats?* Point out that there are many kinds of boats and that their main purpose is to move people and things through water. Share that this book is about the many ways people travel.

Read and Analyze Informational Text Cite Textual Evidence

Ask and Answer Questions

Explain that the text and photographs work together to give readers information they can then use to answer questions about ways to get from place to place.

(pp. 2-3) *What do the words tell you about where people ride? What do the pictures show? What question does the author ask you? Think about the questions as you read this book.*

(pp. 6-7) *Where does the cable car go? Why might someone like to ride in a cable car? Why might someone like to ride high up on this bus?*

(pp. 8-9) *What is the boy riding on? In what way are skis and a wind sled alike? Which one would you want to ride?*

(pp. 12-13) *What kind of ride can you take in a hot air balloon? What in the picture makes a hot air balloon ride seem like "a fun way to go"?*

(p. 14-15) *How is a helicopter or a monorail ride different from a hot air balloon ride? Which one might be a way children travel to school? Explain.*

Praise children for specific use of "Behaviors to Notice and Support" on page 100 of the *Guided Reading Teacher's Guide*.

Develop Comprehension

Thinking Within the Text

Have children compare vehicles. Ask:

- Which ways to go take one person at a time?
- Which ways to travel take more than one person at a time?

Thinking Beyond the Text

Together, look at and discuss page 9. Ask:

- What would a ride in this sled be like? Why?
- When might someone need to travel in a wind sled?

Thinking About the Text

Have children look at pages 6–7 and 10–11. Ask:

- What is similar about these three ways to get around? How are they different from each other? Who might ride in each of them?
- When might you want to ride on a water bus? Why do you think the author included these three vehicles in the book?

Focus on Foundational Skills Phonics and Word-Solving Strategies

Words With Long o

Remind children that the long-o vowel sound is the sound they hear in the word *no*. Read aloud the book's title. Ask: *In which word do you hear the long o sound? (go)*

- Have children listen for the long-o sound in *snow* (page 8). Point out the letters *ow* spells the sound.
- Help children find other words in the text with the long-o vowel sound. (*slow, below*) Point out the *ow* spelling.

Words That Tell About Location

Review with children that words *up* and *down* and *in* and *on* tell where something is or is going.

- Read the first sentence. Ask: *Which words in the sentence tell us where you can ride? (on the land, on the sea, up in the air)*
- Together, look through the book for examples of words that tell where something is or is going. (*on the street, on a lake, in a cable car, up and down steep hills, high up on a bus, in the snow*)

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

Develop Fluency

Model how to connect the ideas as you read a two-page spread. Have children take turns reading with with a partner, one spread to each reader.

Expand Oral Language/Conversation

Talk About Ways to Travel Although the book mentions several ways to travel, children will already know of others. Invite children to tell about ways they have traveled, including ways that are shown in the book and ways that are not.

Write and Respond to Reading

Draw and Label a Picture Have children draw one of the ways to travel that are included in the book. Have them label their pictures. Encourage children to add a caption that tells where you can ride in this way. **(Informative/Explanatory)**

Write a Story Have children write or dictate a story about an imaginary trip based on one of the ways to travel that they've read about in the book. They should tell what they would ride, where they would travel, and what would happen during the trip. **(Narrative)**

ELL Bridge

Read aloud, or have children read aloud, the text on a selected page and use the photo or gestures to demonstrate what kind of ride the words are describing. Invite children to also use their own words to describe the "way to go" in the photo.

Connect Across Texts

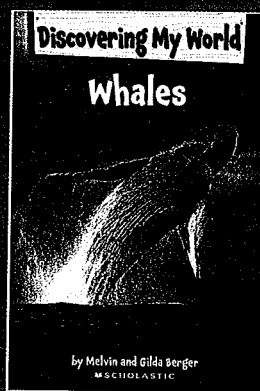
What Can Insects Do? by Cynthia Rothman

Talk about how the author uses many examples to get readers thinking about some of the different kinds of insects. Thomas offers examples of many ways people can travel. Why is it a good thing to see many different examples in a book?

Connect to the Internet

Direct children to this website to learn how to build a four-wheel car using balloons and other familiar materials: <http://pbskids.org/designsquad/build/4-wheel-balloon-car/>.

Whales



Summary & Standards

Summary: Learn what whales are, where and how they live, and what they eat.

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

Authors: Melvin and Gilda Berger

Word Count: 77

Genre: Informational Text

Themes/Ideas: learning about whales; comparing sizes

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

Icons Whale icons contain questions that prompt readers to look more closely at the photos.

Questions The book ends with a list of questions for the reader titled “Ask Yourself” with directions to find the answers in the book.

Vocabulary

Domain-Specific Vocabulary

baleen (p. 8): a feature in a whale’s mouth that strains food from the water

blowhole (p. 14): nostril in the top of the head of a whale, dolphin, or porpoise, used for breathing

breathe (p. 14): to take in and blow out air

whales (p. 3): large ocean mammals that breathe air

Challenging Features

Text Children may be challenged by the smaller and boldfaced text in the whale icons. Have children track the words while reading each question aloud.

Vocabulary The word *baleen* is shown with phonetic pronunciation. Help children use the guide to pronounce the word.

Supporting Features

Text Consistent position and one line of text on each page will help children read the text.

Content Children will find the content easy to understand and will most likely be fascinated by the subject.

A First Look

Talk about the cover and have children describe what they see in the photo. Ask: *What is the whale doing?* Children may say that the whale is leaping or jumping out of the water. Ask children what they would expect to learn about in a book on whales.

Read and Analyze Informational Text Cite Textual Evidence

Use Information From Photos and Text

Explain that the text and photographs work together to provide different kinds of information about whales.

(pp. 4–5) *What word does the author use to describe the size of whales? How does showing the diver in the photo let you know how big a whale is?*

(pp. 6–7) *On page 6, how would you describe the whale’s teeth? How would the whale use its mouth to get food?*

(pp. 8–9) *What clue in the question inside the whale icon helps you find the baleen? What information does the picture give you about what baleen looks like?*

(p. 11) *Where are the flippers on a whale? How do you think the whale uses them to swim?*

(p. 14–15) *How do whales breathe? How does the photo help you understand how a whale uses its blowhole?*

Praise children for specific use of “Behaviors to Notice and Support” on page 100 of the *Guided Reading Teacher’s Guide*.

Develop Comprehension

Thinking Within the Text

Review the book by reading aloud the questions in the whale icons and the “Ask Yourself” questions and review the answers with the children. Help children find the answers in the text and photos.

Thinking Beyond the Text

Have children look at pages 10 and 11. Ask:

- *How does a whale’s flat tail help it swim?*
- *What do people use to swim through water that is like the whale’s flippers?*

Thinking About the Text

Together, look at pages 12 and 13. Ask:

- *What more would you want to know about baby whales that the text and the photos do not tell or show you?*

Focus on Foundational Skills

Phonics and Word-Solving Strategies

Words with Long e

Remind children that the long e vowel sound can be spelled in different ways.

- Read aloud the text on page 3. Ask: *In what word did you hear the long e sound? (sea) How is the vowel sound spelled? (ea)*
- Do the same with the long e sound spelled ee in *teeth* (p. 6) and y in *tiny* (p. 9).
- Have children find other words in the text with the long e vowel sound spelled ea, ee, and y. (*eat, baleen, baby, breathe*)

Suffix -est

Review with children that the suffix -er is added to a word to compare two things. The suffix -est is added to a word to compare three or more things.

- Point out the word *biggest* on page 5. Ask: *What word is -est added to? (big) What is compared? (the blue whale to all other whales)* Note the double letter g when the suffix is added.
- Have students make comparisons using the following words from the text: *tiny, flat*. (*tinier, tiniest; flatter, flattest*) Note the spelling changes when the suffixes are added.

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

Develop Fluency

Model how to read sentences with accurate pronunciation. Have children repeat and then practice reading with accuracy with a partner.

Expand Oral Language/Conversation

Talk About Whales, Water, and Size Even though whales live under water, they do need to come to the surface. Talk about when and why whales come to the surface.

Write and Respond to Reading

Draw and Label a Picture Have children draw a picture of a whale and label the different parts, such as blowhole, flippers, tail, and teeth or baleen. **(Informative/Explanatory)**

Write a Story Have children write or dictate a paragraph to tell a story about a baby whale. Have children base their story on the information in the book. They should tell where the baby whale lives, who takes care of it, what it eats, and what it will eat when it grows up. **(Narrative)**

ELL Bridge

Read or have children read the text aloud on a selected page and then point to what part of the photo the words correspond to. Invite children to describe the photo in their own words.

Connect Across Texts

Sharks by Melvin & Gilda Berger

The Bergers wrote both *Whales* and *Sharks*. Invite children to compare these two books, which are part of the same series. What features are the same in each book? If children were to read more books from this series, what kinds of topics and features would they expect to see? Why?

Connect to the Internet

Share this website with children to learn more about different kinds of whales: <http://www.nmfs.noaa.gov/pr/education/whales.htm>.

What Can Insects Do?



Summary & Standards

Summary: Insects may be very small animals, but they can do so many different things.

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: Cynthia Rothman

Word Count: 100+

Genre: Informational Text

Themes/Ideas: identifying different insects; learning what insects do

Text Type: Picture Book

Genre/Text Type

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

Informational Text Features

Photos Up-close photos show how insects look.

Labels Labels identify the insects.

Vocabulary

Academic Vocabulary

chirp (p. 10): to make a short, sharp sound

dragonfly (p. 4): harmless insect with four long wings

flap (p. 4): to move up and down

insects (cover): small creatures with wings, three pairs of legs, and three main body sections

Challenging Features

Text Children may not connect the information in the text with the photo. Point out that the photo shows an example of the insect described.

Vocabulary Children may be challenged by the names of the insects. Say each name slowly and have children repeat it.

Supporting Features

Text The patterned text gives children support as they read. Throughout the book the first sentence begins with the same three words (*Some insects can*) and ends with an action they can do.

Content Children should be familiar with many of the insects shown in the book.

A First Look

Talk about the cover and have children identify the insect. Ask: *What is the bee doing?* Then read the title and ask: *Can you name any other insects? Do you know what they do?* Then say: *Let's find out what insects can do.*

Read and Analyze Informational Text Cite Textual Evidence

Understand Text Features

Point out that this book has photographs to show how insects look in real life. Explain that children can use labels to get information about the insects shown in the photographs. Point out that the book also includes a chart.

(pp. 4–5) *What three words begin the first sentence on each page? Point to the label that names an insect that can fly but can't walk. Why does the photo on page 5 show a silverfish?*

(pp. 6–7) *What does the text on page 6 tell you? What does the photo show you? What does the text on page 7 tell you? Point to the label that names an insect.*

(pp. 8–9) *How are these pages the same? How are these pages different? How do the photos help you understand what insects can do? Guide children to discuss how each photo contributes to the text.*

(pp. 12–13) *Why does the photo show leafcutter ants? What can you learn from the photo?*

(p. 16) *What does each picture in the chart show? What does each label say?*

Praise children for specific use of “Behaviors to Notice and Support” on page 100 of the *Guided Reading Teacher's Guide*.

Develop Comprehension

Thinking Within the Text

Remind children that the main idea is what the book is mostly about and the details tell more about the main idea. Ask:

- *What is the book about?*
- *What details do the pictures and labels give on pages 2 and 3?*

Thinking Beyond the Text

Help children identify verbs that name things insects can do. Then ask:

- *Some insects can fly. How does that help them?*
- *Some insects can carry things much bigger than they are. How does that help them?*

Thinking About the Text

Have children look at page 16. Ask:

- *How does the author summarize the information in the book on this page?*
- *Why is this a good way to end a book titled What Can Insects Do?*

Focus on Foundational Skills Phonics and Word-Solving Strategies

Consonant Blends

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

- Have children look at the word *fly* on page 2. Write *fly* on the board. Run your finger under each consonant as you pronounce /fl/. Then have children say the word with you. Follow the same procedure for *flap* (p. 4) and for *flapping* (p. 9).

Action Words

Remind children that an action word names something someone or something does.

- Have children turn to page 4. Read the first sentence aloud together. Ask: *Which words name actions insects can do? (fly, walk)*
- Review the action word(s) on each page.

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

Develop Fluency

Model reading the first page of the book. Then have children echo-read the remainder of the book with you, repeating each sentence after you read it and pointing to each word as they read.

Expand Oral Language/Conversation

Talk About Insects Talk about how an insect's actions can help it. Ask: *How can flying help an insect? How can hopping help an insect? How can moving with six legs help an insect? How can swimming help an insect? How can being strong enough to carry big things help an insect?*

Write and Respond to Reading

Draw and Label an Insect Have children draw an insect from the book. Help children label their picture with the name of the insect and its body parts. **(Informative/Explanatory)**

Complete a Sentence Write this sentence frame on the board. Help children complete the sentence and draw a picture to match it. **(Narrative)**

A (insect's name) can _____.

ELL Bridge

Use the pictures to support vocabulary development for verbs that tell what insects can do: *fly, walk, swim, hop, buzz, flap, and rub*. Invite children to take turns pantomiming one of the verbs from the book.

Connect Across Texts

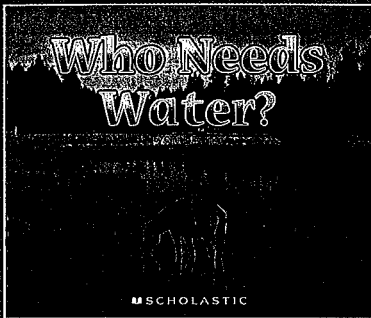
Whales by Melvin and Gilda Berger

Both of these books use colorful photos and include text that helps readers learn the names of important parts of a whale's or insect's body. Revisit the two books to find passages where specific body parts are named. Then point to these body parts in the accompanying photo.

Connect to the Internet

Share this website with children to explore the ways in which bugs benefit our world: <http://www.nwf.org/Kids/Ranger-Rick/Animals/Insects-and-Arthropods/What-Good-Are-Bugs.aspx>.

Who Needs Water?



Summary & Standards

Summary: Every living thing needs water. Some animals find the water they need in ponds.

CCSS.ELA-Literacy: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas (CCRA.R2); delineate and evaluate the argument and specific claims, including the validity of the reasoning as well as the evidence (CCRA.R8).

Author: Cynthia Rothman

Word Count: 150+

Genre: Informational Text

Themes/Ideas: understanding that animals need water; learning how animals share natural resources

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

Back Cover Text The book's topic is introduced and children are asked to read and find out more.

Vocabulary

Academic Vocabulary

pond (p. 2): small, still, shallow body of fresh water

sip (p. 8): to drink slowly and a little at a time

Domain-Specific Vocabulary

opossum (p. 14): small, furry mammal with a pointed nose and long tail

swan (p. 11): large, white water bird with a long neck and webbed feet

Challenging Features

Text The word *this* may be confusing to children. Some children may think that the animals drink from the same pond. Explain that each animal drinks from a different pond.

Content One main point of the text is implied: Animals share a common natural resource because they all need water to survive. You may wish to further discuss safety for animals at a pond. (See the Talk About section.)

Supporting Features

Text The text repeats ideas and phrases.

Vocabulary Children will be familiar with most words. Photos help them identify animal names.

A First Look

Display the book cover and read the title. *Where is this horse getting water?* Read aloud the text on the back cover. Explain that a pond is a small body of water, smaller than a lake and not as deep. Have children predict what animals they will see that need water and drink from a pond.

Read and Analyze Informational Text Cite Textual Evidence

Relate Key Details to the Main Idea

Explain that an informational text focuses on a main topic and uses details to support the main topic.

(pp. 2–3) *Which two sentences tell the main topic of the book?*

(pp. 4–7) *Which animals drink from each pond and why? Which details in the photo show that the ponds are in different places?*

(pp. 8–9) *Which animals drink from these ponds and why? How do these pictures help you understand the author's main topic? How can you tell that the animals are at different ponds?*

(pp. 10–11) *Which animals drink from each pond and why? In what ways are these two animals alike?*

(p. 16) *What do all of the animals in the book do? Why?*

Praise children for specific use of “Behaviors to Notice and Support” on page 100 of the *Guided Reading Teacher's Guide*.

Develop Comprehension

Thinking Within the Text

Help children focus on details by asking questions such as these:

- *What is different about how the ducks and swans use the pond?*
- *Which animal is the only one shown drinking at a pond at night?*

Thinking Beyond the Text

Have children think about the relationship between animals and natural resources. Ask:

- *What other animals might drink water at a pond?*
- *What else do animals need to live? Where do they find what they need?*

Thinking About the Text

Remind children of the author's main point. Ask:

- *Why does the author tell about many different animals instead of one or two?*
- *In what other ways could the author support her point, "Animals need water to live"?*

Focus on Foundational Skills Phonics and Word-Solving Strategies

Short Vowels

Explain that vowels make short sounds in single-syllable words that follow this pattern: CVC (consonant-vowel-consonant).

- Write *get* from page 2. Label the CVC pattern and emphasize the short e sound when pronouncing the word aloud. Have children echo. Repeat with *pond*, *sip*, and *big*.

Nouns and Verbs

Remind children that some nouns are singular and some are plural. The verb or action word must match the noun.

- Write "animals need" on a chart. Point out that *animals* is plural so *need* does not end with -s.
- Write "fox stops." Point out that *fox* is singular so *stop* ends with -s. Have children identify other examples.

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

Develop Fluency

Remind children that groups of sentences about the same topic are paragraphs. Model for children how to use punctuation to achieve appropriate rate by pausing for one beat for a comma and two beats for a period as you read aloud page 6. Lead children to read aloud the page chorally as they tap the beats.

Expand Oral Language/Conversation

Talk About Pond Safety Use the book to find two animals that might come to drink at the same pond at the same time. (deer, squirrel) Guide children to see that when animals come to a pond they need to be wary of predators. Ask children to tell which two animals might safely drink together at a pond. (gray wolf, rabbit)

Write and Respond to Reading

Describe a Pond Ask children to choose one page of the book and describe the pond in the photo using the following sentence starters: *The water in this pond is _____. The animal that drinks here is a (an) _____. I see _____ around the pond.* (Informative/Explanatory)

Write a Narrative Ask children to choose one animal and write a narrative from the animal's point of view. Children, acting as the animal, can write answers to the following questions to describe their surroundings: *What do I see? What do I hear? How do I feel? What do I taste?* (Narrative)

ELL Bridge

For each picture, ask children to take turns naming the animal in their own languages. Then, say the animal's name in English and have children repeat.

Connect Across Texts

Fur, Feathers, or Fins? by Bailey Carroll

Talk about the different animals in each book. How does each author show that a group of animals is alike in some way?

Connect to the Internet

The last page of the text features a grizzly bear drinking water. Share with children a video that shows a grizzly doing other things, including splashing in water: <http://www.nwf.org/Kids/Ranger-Rick-Jr/Bear-Video.aspx>.