

GUIDED READING PROGRAM

Nonfiction Focus

2nd Edition



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

- **The 100th Day of School**
- **Color My World**
- **In the Jungle**
- **Life on a Coral Reef (Discovering My World)**
- **Plants We Eat**
- **Puppies**
- **Up, Down, and Around**
- **Up, Up, and Away: Toys That Fly (Investigators)**
- **What Goes Up...**
- **A World of Homes**

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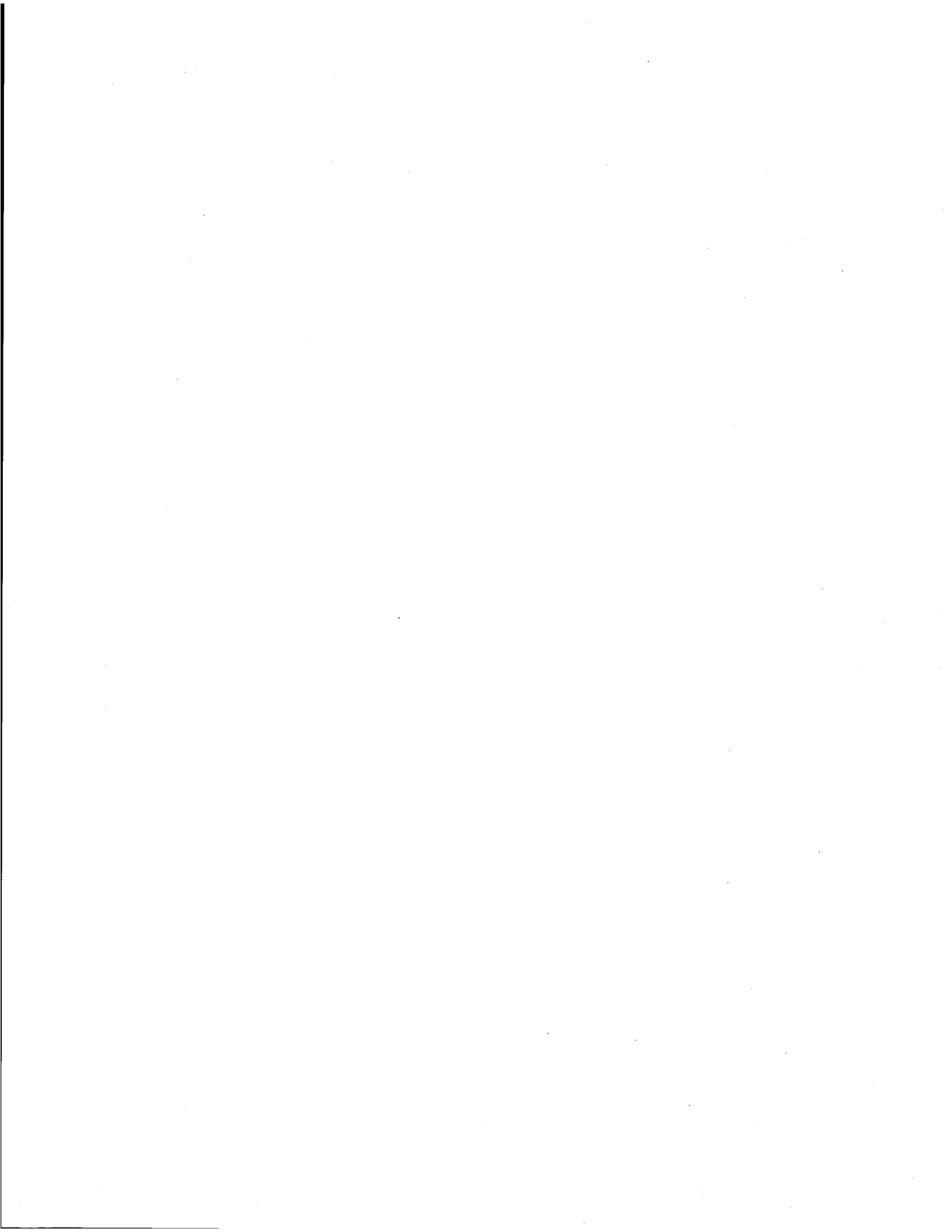
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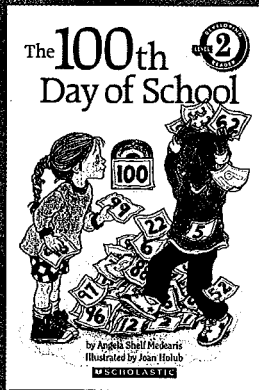


SCHOLASTIC

ITEM S-HT5-64734-7



The 100th Day of School



Summary & Standards

Summary: Students and their teacher celebrate the hundredth day of school with many activities revolving around the number 100.

CCSS.ELA-Literacy: Interpret words and phrases and analyze how specific word choices shape meaning or tone (CCRA.R.4); assess how point of view or purpose shapes the content and style of a text (CCRA.R.6).

Author: Angela Shelf Medearis

Word Count: 150+

Genre: Realistic Fiction

Themes/Ideas: celebrating milestones; counting to 100

Text Type: Picture Book

Genre/Text Type

Realistic Fiction/Picture Book Remind children that realistic fiction is a made-up story with characters and situations that could exist in real life. The illustrations emphasize the story's realistic aspects.

Text Features

Illustrations The illustrations show common classroom activities and convey the concept of 100 objects.

Vocabulary

Academic Vocabulary

plenty (p. 29): a great number that is enough

special (p. 4): better than the everyday

Domain-Specific Vocabulary

calendar (p. 5): an item used to keep track of days

100th (p. 5): ordinal number

Challenging Features

Text Some sentences span two pages. Commas and a dash indicate pauses in text. Model reading these sentences with proper phrasing and note the rhymes.

Vocabulary The number 100 is written as a numeral but other numbers are written as words. Help children make the connection for one, ten, two, fifty, sixteen, four, five, and twenty.

Supporting Features

Text Text is written with simple, familiar language.

Content The classroom activities that the children in the book engage in will be familiar to children. Children may celebrate the hundredth day in their own classes.

A First Look

Show the front cover and read the title. Point out the numbers on the cover illustration and ask children what they think the numbers stand for. Ask: *How do we count the days in our classroom?* Then say: *Let's find out what happens in the children's classroom on the 100th day of school.*

Read and Analyze Literature Cite Textual Evidence

Identify Words and Phrases

Explain that sometimes authors write sentences that rhyme. Remind children to look at the end of lines for words that rhyme. In this book, the author may begin a rhyme on one page and end it on another. (Note: Book pages are not numbered. The first page of text is page 3.)

(pp. 2–5) *Look at the word day on page 4. Can you find a rhyme for it on earlier pages? What are two rhyming words on page 5?*

(p. 6) *What words let you know that the children are excited?*

(pp. 10–13) *Where should the reader look to find the word that rhymes with bee on page 10? What word rhymes with bee?*

(pp. 14–17) *How can you read the lines on these two pages to show the rhythm?*

(p. 25) *How does the illustration help you understand the meaning of the word plenty?*

(p. 30) *What sentences let you know that the class is ready to celebrate?*

Praise children for specific use of “Behaviors to Notice and Support” on page 101 of the *Guided Reading Teacher's Guide*.

Teaching Options

Develop Comprehension

Thinking Within the Text

Ask children to recall details about the text:

- *Who are the characters in this story?*
- *Why is their day special?*

Thinking Beyond the Text

Compare the characters' activities with those of your class:

- *Which of these activities do we do here?*
- *What activities are new to you? What questions do you have about this activity?*

Thinking About the Text

Talk about the narrator's voice throughout the book:

- *Who is telling this story? When the author talks about "we," who does she mean?*
- *Why did the author have the entire class tell this story instead of just one student?*

Focus on Foundational Skills Phonics and Word-Solving Strategies

Consonant Blends With s

Remind children that some words start with two consonants, and the sounds of both letters are heard, or blended, together.

- Write and say the word *special*. Point to the letters *sp* and model blending the sound /*sp*/.
- Have children find the words *spelling*, *snake*, *stacks*, *stars*, and *store* in the book. Say the words aloud, pointing to and emphasizing the initial consonant blends.

Plural Words

Remind children that plurals name more than one thing, such as *schools*. Plurals often end in *-s* or *-es*, such as *numbers*, *words*, and *inches*. Other words change spelling to become plural.

- Write the words *penny* and *pennies*. Ask children what changed to make the singular word into a plural. Point out that for many words ending in *y*, the *y* changes to *i* before an *-es* is added for a plural.

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

Develop Fluency

Have children whisper read the book to themselves. As they read, listen for proper phrasing, intonation, and pace. Provide assistance as needed.

Expand Oral Language/Conversation

Talk About Milestones Ask: *How did the children in the book figure out it was the hundredth day?*

Review the special things the children did. Then ask children to share other ways a class might celebrate. Encourage children to suggest ideas for celebrating that involve doing special activities and/or making and eating something special.

Write and Respond to Reading

Write a Sentence Have children choose one of the activities the children do to celebrate the hundredth day and illustrate it. Help children write a sentence to tell what the children are doing. **(Narrative)**

Draw and Write Point out that the children in the class work, learn, and play. Ask children to draw a picture to show the children in the class working together, playing together, or learning together. Then have children write about their pictures. **(Narrative)**

ELL Bridge

Reinforce children's ability to recognize rhyming words in English. Go through the pages of the book and help children identify the rhyming words for each set of sentences. Write the words on a chart. Then choose several of the rhymes and help children add another word to the set.

Connect Across Texts

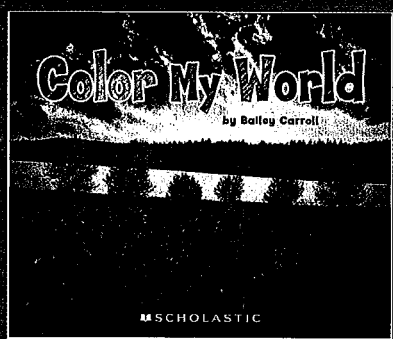
Hippo and Rabbit: Brave Like Me by Jeff Mack

Hippo and Rabbit help each other, just as the children in *The 100th Day of School* help each other prepare for their hundredth day celebration. Use examples from each book to talk about the meaning of the words *sharing* and *cooperation*.

Connect to the Internet

Share the following website with children to explore math games: <http://pbskids.org/cyberchase/math-games>.

Color My World



Summary & Standards

Summary: When you think of the color red, what do you think of? What about orange or yellow? This book colors your world.

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: Bailey Carroll

Word Count: 150+

Genre: Informational Text

Themes/Ideas: understanding where colors are found in our world; distinguishing between colors

Text Type: Picture Book

Genre/Text Type

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

Informational Text Features

Highlighted Words Every color word is shown in its color to highlight it for readers.

Vocabulary

Academic Vocabulary

evergreens (p. 8): trees or bushes whose leaves stay green throughout the year

gemstone (p. 15): a mineral that can be cut and polished and used in jewelry

Domain-Specific Vocabulary

indigo (p. 12): deep purplish-blue color

violet (p. 13): light purplish-blue color

Challenging Features

Text Children may find the ellipses on various pages confusing. Explain that each ellipsis can be read as a pause before moving on to the next page.

Content Point out to children that though the text asks a question, they need not stop to answer the question, but only think about the answer and then move on.

Supporting Features

Text The colorful photos help engage students while clarifying meaning of the words in the text.

Vocabulary Vocabulary used throughout the book is at a comfortable readability level.

A First Look

Read the title and author's name. Call attention to the way the title is written. Have children look at the cover photo and name the things they see and their colors. Then have children predict what they will read about in a book called *Color My World*.

Read and Analyze Informational Text Cite Textual Evidence

Distinguish Between Text and Photos

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

(pp. 2–3) *What color word is highlighted each time it is written in the text? What examples for red do you see in the photos? How does the author describe the bird? The apple?*

(pp. 4–5) *What examples for orange do you see? What words does the author use to show there is more than one pumpkin and orange?*

(pp. 8–9) *How does the photo help you know what a forest of evergreens is? Why did the author highlight the word green two times on page 9?*

(pp. 12–13) *What examples does the author give in the text and photos to show the color indigo?*

(pp. 14–15) *What examples for violet does the author show in the photos? How does the photo help you know what a gemstone is?*

(p. 16) *How would you answer this question?*

Praise students for specific use of “Behaviors to Notice and Support” on page 101 of the *Guided Reading Teacher’s Guide*.

LEVEL H

Develop Comprehension

Thinking Within the Text

Have children skim the pages of the book. Ask:

- *What are the different colors talked about in this book?*
- *What did this book teach you about colors?*

Thinking Beyond the Text

Point out that the author shows all the colors found in a rainbow: red, yellow, orange, green, blue, violet and indigo. Note that the objects shown are things found in nature. Help children categorize the objects in different ways, such as plants, animals, or things we eat.

Thinking About the Text

Review the text and images. Then ask:

- *Look again at the photo on page 16. Why did the author choose this photo to end the book?*
- *Why do you think the author wanted to write a book about colors?*

Focus on Foundational Skills Phonics and Word-Solving Strategies

Articles *a* and *an*

Remind children that the word *a* is used in front of a word that begins with a consonant, and *an* is used in front of a word that begins with a vowel.

- Write on a chart and discuss the use of *a* and *an* in the following: *a red apple/an apple; a bunch of oranges/an orange; a forest of evergreen/an evergreen.*
- Write each of the following words preceded by a blank: *flower, eagle, insect, field, bird, and ant.* Have children tell whether to use *a* or *an* before each one and why.

Commas and Ellipses

- Remind children that a comma tells the reader to make a slight pause and ellipses tell the reader to make a longer pause.
- Model reading the sentence on pages 4 and 5, stopping for the comma and for the ellipses. Have children find other examples of the use of commas and ellipses in single sentence.

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

Develop Fluency

Model reading each page using pauses and intonation appropriate for the punctuation, including the ellipses and commas that appear on many pages. Have children repeat after you.

Expand Oral Language/Conversation

Talk About Colors Review the book, this time stopping to have children answer the question on each page or spread. Help children notice when there are two or more choices which answer is most popular. Then close the book and ask children similar questions about color using different examples.

Write and Respond to Reading

Create a Color List Have children write a list of the colors discussed in the book. Then ask them to add the names of other colors they can think of—for example, turquoise, pink, and brown. Have children compare their lists. **(Informative/Explanatory)**

Write About a Color Have children follow the text pattern used on pages 2–3 and 4–5 to write about another color. For example: *When you think of the color purple, do you think of a purple flower or a glass of grape juice?* **(Informative/Explanatory)**

ELL Bridge

Make sure children understand how the articles *a* and *an* are used in English. Point out that unlike nouns in many other languages, English nouns do not have masculine and feminine genders that determine the article. Provide the example of the Spanish articles *un* and *una*. Have children look through the book for the article *a* and practice saying the phrases it is part of.

Connect Across Texts

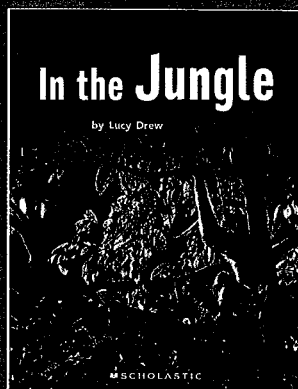
Munch! Crunch! Healthy Snacks by David Michaels

Compare how both books are organized. Help children see that both writers chose to organize their books by color. Why do you think this was a helpful way to organize a book about foods?

Connect to the Internet

To help children learn more about colors, use this site to download pdfs of the color wheel. Visit <http://www.artprojectsforkids.org/2012/08/color-wheel-for-elementary-students.html>.

In the Jungle



Summary & Standards

Summary: A jungle is full of trees, and these trees make good homes for many animals. Other jungle animals live in water or on the ground.

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: 150+

Genre: Informational Text

Themes/Ideas: learning about the rich diversity of jungle animals; exploring how animals use trees

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

Index Animals are listed by their common names next to miniatures of pictures used in the text.

Vocabulary

Academic Vocabulary

creep (p. 7): to move slowly and carefully

Domain-Specific Vocabulary

apes (p. 8): large, tailless animals related to monkeys

crocodiles (p. 14): long reptiles with short legs, a long, thin mouth, and sharp teeth

swamp (p. 14): a very wet, soggy area of land

Challenging Features

Text Text is placed at the top of left-hand pages and at the bottom of right-hand pages. Remind children to read from left to right and top to bottom.

Vocabulary Divide three-syllable words *elephant* and *crocodile* into syllables and help children blend the syllables and say the words.

Supporting Features

Text Most pages begin with a sentence introducing the animals pictured.

Content The photos help children understand what each named jungle animal looks like.

A First Look

Read aloud the title and the author's name. Ask children to look at the cover photo and describe what they see. Note that the picture shows green leafy trees and a monkey. Ask children to tell if they expect to read informational text or a story and why.

Read and Analyze Informational Text Cite Textual Evidence

Identify Main Idea and Key Details

Remind children that the main idea of a book is its most important idea. Details tell more about the main idea.

(pp. 2–3) *What three things do you learn about this jungle? What question does the author ask about the jungle? From the question, what do you think this book is about?*

(pp. 4–5) *Which animals live at the top of the trees in this jungle?*

(p. 6) *Where do these birds make their nests?*

(p. 9) *How do apes move from tree to tree in the jungle?*

(p. 12) *Where do tigers live in the jungle? Why do you think tigers live near water?*

(p. 14) *When crocodiles leave the river, where do they go?*

(p. 16) *This page is the index. What do the pictures in the index show? From looking at the index, what can you tell is the main idea of this book? What do the details tell about?*

Praise children for specific use of “Behaviors to Notice and Support” on page 101 of the *Guided Reading Teacher’s Guide*.

Develop Comprehension

Thinking Within the Text

Compare the details in the text. Ask questions like these:

- *What do apes do in the trees that other animals do not?*
- *Which animal is the biggest? The smallest?*

Thinking Beyond the Text

Have children extend their thinking about the jungle. Ask:

- *What would you like to learn about the jungle that was not in this book?*
- *Which of these animals would you like to read more about?*

Thinking About the Text

Focus on the index and ask questions like these:

- *When might you use the index?*
- *What do you notice about the order in which the pictures are shown?*

Focus on Foundational Skills Phonics and Word-Solving Strategies

Long a Spelled a_e

Remind children that with the vowel-consonant pattern *a_e*, the *a* is often long and the *e* is silent.

- Have children find the word *place* on page 2. Ask: *What vowel sound do you hear in the middle of place? What sound does the e stand for?*
- Have children find another long-*a* word in the book with the *a_e* pattern. (*apes*)

Words That End with -le

Remind children that *-le* at the end of the word may stand for the /əl/ sound.

- Point to the word *jungle*. Ask: *Which letters stand for the sound /əl/ in this word?* Point out that words with the *-le* ending that sounds /əl/ have more than one syllable.
- Continue with the words *little* on page 7 and *eagle* on page 16.

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

Develop Fluency

Remind children not to pause at the end of a line unless there is a comma or period. Model read pages 8–11 with proper pacing and phrasing. Pair children and have them take turns reading the selected text. Then have partners switch roles.

Expand Oral Language/Conversation

Talk About Camouflage Remind children that some jungle animals, such as the frog on page 15, blend into their surroundings and explain why this is helpful to the animal. Have children tell which other animals in the book seem to blend in with their surroundings.

Write and Respond to Reading

Write an Opinion Ask children to write a response to the following prompt: *Would you like to visit a jungle? Tell why.* Have children reread the description of a jungle on page 2 and then browse the book. Then have children write their opinion, giving one or two reasons based on information they read in the text. (**Opinion**)

Make a Chart Draw a three-column chart on the board and label the columns *Four Legs*, *Two Legs*, and *No Legs*. As a group, classify each animal in the book into one of these categories. (**Informative/Explanatory**)

ELL Bridge

Point out that pages 7–10 have action verbs that describe how animals move or what they do. Encourage children to identify them (*creep*, *eat*, *sleep*, *swing*) and then pantomime the actions. Encourage children to use complete sentences as they respond.

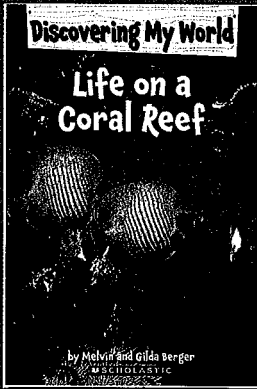
Connect Across Texts

Life on a Coral Reef by Melvin and Gilda Berger
Help children see that both books are about special habitats. Talk about the animals that live in each habitat. Why is each habitat good for the animals that live there?

Connect to the Internet

Children can visit this website for jungle animal fun: <http://www.sheppardsoftware.com/preschool/animals/jungle/animaljunglemovie.htm>. Also they can look for links to Create an Animal Jungle and Animal Jungle Game.

Life on a Coral Reef



Summary & Standards

Summary: A variety of colorful and distinctive animals make a coral reef their home. They are not alone; plants live there too.

CCSS.ELA-Literacy: Assess how point of view or purpose shapes the content and style of a text (CCRA.R.6); read closely to determine what the text says explicitly and to make logical inferences; cite specific textual evidence to support conclusions (CCRA.R.1).

Authors: Melvin and Gilda Berger

Word Count: 100+

Genre: Informational Text

Themes/Ideas: learning about underwater animals; identifying unfamiliar life forms

Text Type: Picture Book

Genre/Text Type

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

Informational Text Features

Icons Coral reef 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

Academic Vocabulary

blend in (p. 13): to mix so the parts are hard to see

Domain-Specific Vocabulary

eel (p. 13): a long, thin animal that lives underwater

seas (p. 3): large bodies of salt water

sponges (p. 12): groups of tiny animals that have flexible skeletons and live in salt water

Challenging Features

Text Remind children to notice the questions in the coral reef icons. Explain that the questions ask about details in the photos.

Content Most of the animals in the book are unfamiliar. Use the photographs to help children identify the animals, and explain that living things come in many different shapes and colors.

Supporting Features

Text The consistent text placement and short sentences support children as they read.

Vocabulary Except for animal names, the vocabulary will be familiar to most children.

A First Look

Talk about the cover and have children identify the animals they recognize in the photo. Read aloud the title and explain that a coral reef is underwater in the sea. Encourage children to describe the colors and textures in the photos on the front and back covers. Then say: *Let’s find out what lives on a coral reef.*

Read and Analyze Informational Text Cite Textual Evidence

Use Information From Photos and Text

Discuss how photos contribute to and help clarify a text. Point out to children that this book has photographs to show how things look in real life and that the photos will help them better understand what life is like in a coral reef.

(p. 3) *What does the text tell you about coral reefs? How does the photo help you understand what a coral reef is?*

(p. 5) *What clue in the photo helps you know where this coral reef is located?*

(pp. 8–9) *What lives around a coral reef? What animals do you see?*

(pp. 12–13) *Which word tells how sponges move? How does that word help you understand the photo? Is a moray eel easy or hard to see when it is near the coral?*

(p. 14) *According to the text, what is the reef shark doing? Do you see any fish in the photo?*

Praise children for specific use of “Behaviors to Notice and Support” on page 101 of the *Guided Reading Teacher’s Guide*.

Develop Comprehension

Thinking Within the Text

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

Thinking Beyond the Text

Focus on the animals that live in a coral reef. Ask:

- *Why is a coral reef a good place for some animals to live?*
- *How does their color help animals in a coral reef hide from predators?*

Thinking About the Text

Point to the questions within icons. Ask:

- *How do the questions inside the shapes on the photos give the reader more information?*
- *How does answering the questions prepare the reader for the last page of the book?*

Focus on Foundational Skills Phonics and Word-Solving Strategies

Words With or

Point out that the sound /or/ is spelled *or*, as in *short*.

- Have children point to the word *coral* on page 3. Ask: *What sound do the letters or make in the word coral?*
- Then ask: *What sound do the letters or make in the word form?*
- Have children name other words with /or/ and list them on a chart. Read them together.

Digraph sh

Review that the letters *sh* stand for the sound /sh/.

- Look at page 4. Ask: *What are reefs made of? What sound does shells start with? Which letters stand for that sound?* Have children isolate the /sh/ sound and then repeat it.
- Remind children that these letters may be at the beginning or end of a word. Then have children find more words in the book with this sound. (*shore, shapes, starfish, fish, lionfish, sharks*)

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 choose four pages for repeated reading. Encourage them to work on reading smoothly and clearly. As needed, help children pronounce unfamiliar words.

Expand Oral Language/Conversation

Talk About Coral Reef Fish Talk about the different fish children read about. Using the photos, have children describe the different fish they see. Have children tell why parrot fish, lionfish, and clown fish are good names for each of those kinds of fish.

Write and Respond to Reading

Make a Labeled Drawing Have each child draw a coral reef and label the coral and any other living things in the picture. **(Informative/Explanatory)**

Express an Opinion Write the following sentence frame on the board: *I like _____ best.* Ask children which animal in the book they like best. Help children complete the sentence and then list single-word reasons for their opinion, such as *color, shape, big, spots*, and so on. **(Opinion)**

ELL Bridge

Help children develop an understanding of action words by asking them to act out these verbs from the book: *form, pile, swim, sway, hide, look, and eat*. Then have children act out one of the verbs for classmates to guess. If needed, prompt the child acting out the verb by whispering a suggestion.

Connect Across Texts

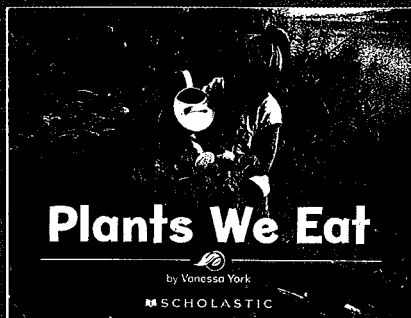
Fur, Feathers, or Fins? by Bailey Carroll

Talk more about fish, comparing the information found in the two books. Lead a discussion to help children recognize that they now know more about fish than they would have if they had read just one of these books.

Connect to the Internet

Share this website with children to continue to explore the subject of coral reefs: <http://www.kidsdiscover.com/blog/spotlight/coral-reefs/>.

Plants We Eat



Summary & Standards

Summary: A mother teaches her daughter—and the reader—about planting herb seeds, what seeds need to grow, and what tastes good with herbs on top.

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: Vanessa York

Word Count: 100+

Genre: Informational Text

Themes/Ideas: using seeds to grow plants; learning what living things need

Text Type: Photo Essay

Genre/Text Type

Informational Text/Photo Essay Remind children that informational text has facts. In a photo essay, information is supported with a series of photos.

Informational Text Features

Labels Labels are used to identify herb seeds.

Sidebars Sidebars feature tips about growing herbs.

Vocabulary

Academic Vocabulary

pebbles (p. 8): small stones

Domain-Specific Vocabulary

herb (p. 2): a plant used to flavor food

sprout (p. 14): to start to grow

Challenging Features

Text Children may think the Herb Garden Tips sidebars are part of the story line. Point out that each sidebar contains important information that will help the reader follow the directions.

Vocabulary Children may be challenged by the words that name the various herbs: *basil*, *oregano*, and *parsley*. Point to each picture of herbs on pages 6–7 as you say each word, breaking it into syllables, and then have children repeat the word.

Supporting Features

Text Text has clearly marked dialogue.

Content Children should find the narrative style of presenting information easy to follow and understand.

A First Look

Display the cover and read the title with children.
Ask: What kinds of plants can we eat? What do plants need to grow? What is the girl on the cover doing to help the plants grow?

Read and Analyze Informational Text Cite Textual Evidence

Understand Sequence of Events

Help children recognize how events are connected and understand why the order of these events is important. Help children discover the sequence that shows the steps the girl needs to follow to grow herb plants. Words like *first*, *next*, *every day*, *soon*, and *then* help signal the order.

(pp. 6 and 7) *What is the name of each herb plant? How do you know?*

(pp. 8–9) *What does the girl need to start her herb garden? How does the Herb Garden Tip in the sidebar help with the planting?*

(pp. 10–11) *Which word tells you that the girl is starting a series of steps? What does the girl do first? What comes next? Then what does she do?*

(pp. 12–13) *Which seeds does the girl plant? What does she do before she puts the pot in a sunny spot? How often does she need to water? How does the sidebar tip help readers with this step?*

(p. 16) *What is the last thing the girl does with the herbs?*

Praise children for specific use of “Behaviors to Notice and Support” on page 101 of the *Guided Reading Teacher’s Guide*.

Develop Comprehension

Thinking Within the Text

Have children look at pages 14 and 15. Say:

- *Tell what is happening in these pictures.*
- *Tell how these pictures go together.*

Thinking Beyond the Text

Talk about growing plants in a garden. Ask:

- *Why is it important to follow steps when growing herb plants?*
- *How might these steps be used to grow other plants from seeds?*

Thinking About the Text

Have children look at pages 12 and 13. Ask:

- *How does the sequence of pictures help the reader understand the planting steps?*
- *Why does the author include sidebars like the one on this page?*

Focus on Foundational Skills Phonics and Word-Solving Strategies

Dialogue

Remind children that dialogue is the exact words a character says. Explain that quotation marks show when this series of spoken words begins and ends.

- Read aloud the last sentence on page 2. Say: *The girl asks a question. What is the question she asks?* Have children point to the quotation marks that begin and end her words.
- Turn to page 4. Ask: *What answer does Mom give?* Have children continue to identify the two characters' exact words.

Nouns

Remind children that a noun, a naming word, identifies a person, place, or thing.

- Read aloud the first sentence on page 2. Ask: *Which word names the place where the girl helps her mom?* Have children find this naming word elsewhere on the page.
- Read aloud page 4. Ask: *Which word names the person who says that some herbs are used in cooking?*
- Read aloud page 10. Ask: *Which word names the things that go in the bottom of the pot?*

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

Develop Fluency

Model reading each page of the book, focusing on punctuation clues and pronunciation. Then have children take turns reading alternating pages.

Expand Oral Language/Conversation

Talk About Plants We Eat Point out that putting herbs on pizza is just one example of the many ways plants are used as food. Invite children to name examples of other edible plant parts and the dishes that can be made from them. Identify the parts as roots, stems, leaves, fruit, or seeds.

Write and Respond to Reading

Design a Chart Have children make a sequence chart showing how to plant seeds, using the information from the text. For each step, have them write a sentence that tells what to do and draw a picture to support it. **(Informative/Explanatory)**

Write a Recipe Have children write a recipe for a snack or lunch food with the herbs the girl grows—parsley, oregano, and basil. Have them describe the aroma and flavor of the herb and of the final dish they create with it. **(Informative/Explanatory)**

ELL Bridge

Use the pictures to reinforce the steps needed to plant and care for seeds so they will grow. Have children connect the text to the photographs. Point to a photograph and have children describe what they see. Then read aloud the text on the accompanying page and have children connect key words such as *herbs, soil, smell, pots, pebbles, seeds, watered, and picked*.

Connect Across Texts

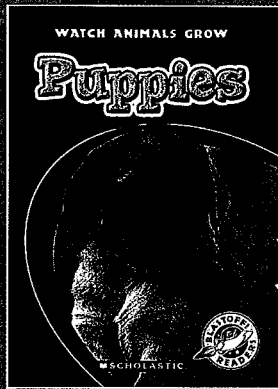
The Enormous Turnip by Bridie McBeath

Both of these books talk about plants—but in very different ways! One is a classic tale about farmers who grow an enormous turnip, but need help in pulling it from the ground. The other has facts about growing herb plants.

Connect to the Internet

Share this website with children to have some fun with gardening: http://pbskids.org/sid/fablab_vegetableplanting.html.

Puppies



Summary & Standards

Summary: Engaging photographs and simple sentences take readers through the first days and weeks of the lives of newborn puppies.

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

Author: Colleen Sexton

Word Count: 95

Genre: Informational Text

Themes/Ideas: identifying characteristics of puppies; understanding how puppies grow

Text Type: Chapter Book

Genre/Text Type

Informational Text/Chapter Book Remind children that informational text has facts about a topic. Specific information is given in each of the chapters.

Informational Text Features

Contents A table of contents lists book sections.

Glossary Highlighted words in the text appear with definitions in the glossary.

Index A simple index shows on what page topics can be found.

Vocabulary

Domain-Specific Vocabulary

birth (p. 4): start of life

breathe (p. 4): to take in air to live

chew (p. 14): to grind food with teeth

licks (p. 4): passes the tongue over

newborn (p. 6): just born, recently born

Challenging Features

Text The chapter titles listed in the table of contents are not included in the text. Explain that this information tells what will be on the pages.

Vocabulary Content-specific vocabulary may be unfamiliar to children. Demonstrate how to use the Glossary to find the meanings of boldface words.

Supporting Features

Text Simple sentences appear in the same position on every spread. Type is large and well spaced.

Content Children will be familiar with the topic and enjoy the photos of puppies.

A First Look

Show the front cover and read the title. Say: *For the first year of a dog's life, it is considered a puppy. When it becomes one year old, it is considered a grown-up dog.* Then ask: *What special care do you think a puppy needs?*

Read and Analyze Informational Text Cite Textual Evidence

Understand Words and Phrases

Explain that authors of informational text choose words that will help readers understand the topic. In this book, the author has written some of the important words in bold type and has included their meanings in the glossary at the end of the book.

(p. 4) *How does the mother dog get the puppies to breathe? Use the Glossary on page 22 to find the meaning of licks. How does reading the meaning help you know what the mother dog does?*

(pp. 6–7) *Look at the photograph. What do you think the word newborn means?*

(pp. 12–13) *Use the Glossary to find the meaning of puppy food. Why do you think puppy food is especially good for puppies?*

(pp. 14–15) *What does chew mean? Look in the Glossary. Now look at the picture on page 15. Why is this a good picture to help you understand the word chew?*

(p. 20) *Which words tell when puppies can leave their mother? Besides the word happy, what other words might the author use to tell about how the puppy feels?*

Praise children for specific use of “Behaviors to Notice and Support” on page 101 of the *Guided Reading Teacher's Guide*.

Develop Comprehension

Thinking Within the Text

Ask questions about the sequence in the text. For example:

- *What happens first: puppies opening their eyes or puppies growing teeth?*
- *What do puppies eat at first? What do they eat later?*

Thinking Beyond the Text

Talk about animal growth:

- *How are puppies like human babies? How are they different?*
- *How does a puppy look different from an adult dog?*

Thinking About the Text

Have children use the Index on page 24 to locate information in the text. Ask questions such as:

- *Where can I read about puppy food? What does the book say about puppy food?*
- *What two pages tell about teeth? What do you learn about teeth on these pages?*

Focus on Foundational Skills Phonics and Word-Solving Strategies

Plurals

Review that many words change from singular to plural with the addition of -s or -es. Other words change their spelling.

- Write the words *puppy* and *puppies*. Have children identify the word that tells one and the word that tells more than one. Point out the spelling change of *y* to *i*.
- Do the same with *story* and *stories*.

Words Ending in -ly

Tell children that words ending in -ly sometimes tell how something is done.

- Point out the word *quickly* on page 10. Draw a slash to separate the suffix from the base word. Ask children what the word *quick* means.
- Explain that adding -ly makes the word mean “done in a quick way.” Use the words *quick* and *quickly* in sentences to show the differences.

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

Develop Fluency

Remind children not to pause at the end of a line unless there is a period. Model correct phrasing, pausing only for periods. Then have children read aloud alternate pages to a partner until they can read accurately and with correct phrasing.

Expand Oral Language/Conversation

Talk About Baby Animals Discuss names of other baby animals. Ask: *What are baby cats called? What are baby cows called?* Show pictures of baby animals and have children share observations about what they have in common and how they are different. Ask how mother animals take care of babies and how baby animals differ from adults.

Write and Respond to Reading

Write a Caption Have partners choose a photo from the book and write a sentence to describe it. Have them cover the text on the opposite page and describe only what they see in the photo. Remind children to begin their caption with a capital letter and punctuate it with a period.

(Informative/Explanatory)

Complete a Sequence Chart Model creating a sequence chart with four events. Have children look through the text to find four steps in a puppy’s growth. Have them write the four steps in order in the graphic organizer. **(Informative/Explanatory)**

ELL Bridge

Talk with children about the different things that puppies can do. Provide the sentence frame *Puppies can _____*, and have children look through the text for action words to complete the sentence. For example: *Puppies can chew. Puppies can run. Puppies can play.*

Connect Across Texts

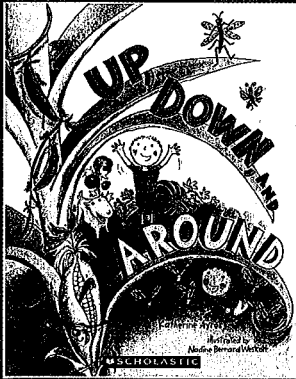
My Five Senses by Alik

Alik shows how people use their senses—to see, hear, taste, smell, touch. Look at the first pages of *Puppies* to find out why smell and touch are especially important senses for newborn puppies.

Connect to the Internet

Help children read the pet-care tips at <http://www.pbskids.org/itsmylife/family/pets/article7.html>. Ask children to tell items from the list that they did or did not know. Discuss which things about pet care sound fun and which sound like hard work.

Up, Down, and Around



Summary & Standards

Summary: Children in a garden see plants growing up out of the ground, down into the ground, and around in vines. They then enjoy a vegetable lunch.

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

Author: Katherine Ayres

Word Count: 83

Genre: Informational Text

Themes/Ideas: identifying plants; observing 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 illustrations to inform the reader.

Informational Text Features

Illustrations Watercolor illustrations show the vegetables mentioned in the text and convey the process from planting seeds to eating food.

Vocabulary

Domain-Specific Vocabulary

okra (p. 18): green pod used in soups

twine (p. 21): to twist or coil around something

vine (p. 12): to grow with a long, creeping stem

wind (p. 16): to tangle around something

Challenging Features

Text Text placement might be difficult for some children to follow. Show them how to follow the text.

Vocabulary Some of the vegetables may be unfamiliar to children. Use the pictures to help children recognize them.

Supporting Features

Text Repetitive language and rhythm, along with near rhymes, support the reading.

Content The book focuses on plants that grow up, grow down under the ground, and grow around and around. Note that all the plants shown are vegetables, except for tomatoes and peppers, which are fruits (because their seeds are on the inside).

A First Look

Show the front cover. Ask: *Where are these children?* Prompt children to think of words for places plants grow, such as *garden*, *yard*, or *farm*. Explain that this image shows a vegetable garden. Ask: *Do plants move as they grow?* Explain that though plants don't move from place to place, they do move as they grow. Read the title. Ask: *In what ways do you think the author will show plants growing?*

Read and Analyze Informational Text Cite Textual Evidence

Use Picture Details

Point out that details in a book's pictures help to clarify the text. Remind children to look at the pictures to see what is happening in the garden and which way the vegetables grow. (Note: Book pages are not numbered. The title page is page 1.)

(pp. 4–5) *Look at the pictures. What are these people doing in the garden? What are they using to grow vegetables?*

(pp. 6–7) *How can you tell that the corn is growing up? How can you tell that the carrots are growing down under the ground?*

(pp. 8–9) *How does the picture help you understand what around means?*

(pp. 24–25) *How would you describe the people's lunch? What does it have to do with all the plants that you saw on the pages before this?*

Praise children for specific use of "Behaviors to Notice and Support" on page 101 of the *Guided Reading Teacher's Guide*.

Develop Comprehension

Thinking Within the Text

Focus children's attention on the main idea and details. Ask:

- *What is this book about? What is alike about all the plants?*
- *In what three ways do vegetables and fruits grow? Which plants grow up? Which grow under the ground? Around and around?*

Thinking Beyond the Text

Elicit children's prior experiences:

- *Which of these vegetables or fruits have you eaten before?*
- *What words would you use to tell about how a vegetable looks, feels, and tastes?*

Thinking About the Text

Look at pages 24–25. Ask:

- *How does the author let you know what the people are having for lunch?*
- *What rhyming words does the author use to end the story?*

Focus on Foundational Skills Phonics and Word-Solving Strategies

Words With *ow* and *ou*

Write the letters *ow* and *ou*. Explain that in some words these letter pairs make the same sound.

- Write the words *down* and *around*, underlining the vowel patterns. Read them aloud, emphasizing the vowel sound.
- Then write the word *grow*. Point out that, though the letters *ow* appear, they are pronounced as a long *o*.

Syllables

Tell children that sometimes sounding out words in parts will help them read unfamiliar words.

- Write the words *cucumbers*, *potatoes*, and *tomatoes*. Draw slashes to divide syllables. (*cu/cum/bers*, *po/ta/toes*, *to/ma/toes*)
- Read each word in a segmented way, then as a whole, to demonstrate how the parts of each word can be shown to build the 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 reread the book softly to themselves. As they read, listen for proper phrasing, intonation, and pace. Provide assistance as needed.

Expand Oral Language/Conversation

Talk About Growing Vegetables Ask children how vegetables grow. Say: *What needs to happen first for vegetables to grow in a garden? What happens as they grow? What can people do when the vegetables have finished growing?* Discuss how people can see signs of a plant growing; for instance the plant gets bigger or taller, the plant changes colors, or a fruit or vegetable grows on it.

Write and Respond to Reading

Write a Sentence Direct children to pages 22–23. Have them write three sentences about the pictures, telling about the vegetables the children are picking. If needed, provide the sentence frame: *We pick _____ for lunch. (Narrative)*

Write a Menu Ask children to write a menu for the foods shown on pages 24–25. Point out that the food in the pot is soup and the food in the bowl is a salad. Tell children to name each food and list its ingredients. Provide a sample menu to use as a model. **(Informative/Explanatory)**

ELL Bridge

Use gestures to reinforce understanding of directional words *up*, *down*, and *around*. Also, familiarize children with the English names for different foods, using the book's illustrations or photographs of similar kinds of food.

Connect Across Texts

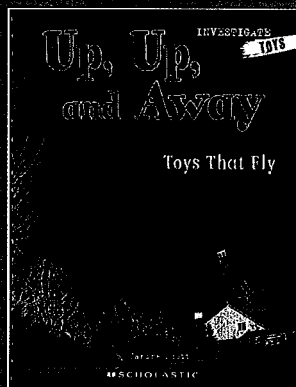
Plants We Eat by Vanessa York

Use the text and art from these two books together to talk more about how plants grow and how people use plants for food. Why do you think each author included in her book the plants she did?

Connect to the Internet

The department of horticulture at Michigan State University has put together a site for children in which they can play gardening-related games and build imaginary plants: http://4hgarden.cowplex.com/Virtual_Garden.

Up, Up, and Away: Toys That Fly



Summary & Standards

Summary: A windy day is a perfect day to play with toys that fly—hot air balloon, gliders, paper planes and more.

CCSS.ELA-Literacy: Analyze the structure of texts, including how specific portions relate to each other and the whole (CCRA.R5); read closely to determine what the text says explicitly and to make logical inferences; cite specific textual evidence to support conclusions (CCRA.R1).

Author: Janine Scott

Word Count: 250+

Genre: Informational Text

Themes/Ideas: finding words to describe movement; understanding flight

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

Sidebars Magazine-style sidebars include additional information about the toys that fly.

Highlighted Words Words in boldfaced black type are defined in the glossary.

Vocabulary

Domain-Specific Vocabulary

foam (p. 12): a light, spongy material

glider (p. 12): an airplane that flies without an engine

light (p.10): not heavy; weighing little

motor (p. 19): a machine that makes something go

Challenging Features

Text A magazine-style layout with sidebars and features in various formats might be difficult for some children to follow.

Vocabulary The text contains content-specific words related to the movement of objects. Help children use the glossary to find meanings.

Supporting Features

Text Sentences are short. The words *fly* and *flies* are repeated throughout.

Content Many of the toys will be familiar to children, and all are pictured with the text.

A First Look

Show children the cover and read the title and subtitle. Ask: *What toy that flies is shown on the cover? What makes the kite fly? What other toys that fly might you expect to read about in this book? Why do you think the author called this book Up, Up, and Away?*

Read and Analyze Informational Text Cite Textual Evidence

Use Text Features

Remind children that authors use special text features when they write informational text. As children read “The Windy Day,” point out different text features: a heading, the main body of text, photographs with captions or labels, and a time line. Explain that the text features help the author organize the information about toys and help the reader find the information.

(p. 10) *How do the captions at the bottom of the page give more information about the text? Why does the wind blow the toy balloon away?*

(p. 11) *What is the title of this sidebar? What do the text and pictures explain?*

(p. 13) *What text feature do you see on this page? What does the caption tell about?*

(p. 19) *What is pictured in the sidebar that can be used to help the little toy plane fly? What do the pictures and labels at the bottom of the sidebar show?*

Praise children for specific use of “Behaviors to Notice and Support” on page 101 of the *Guided Reading Teacher’s Guide*.

Develop Comprehension

Thinking Within the Text

Remind children that asking and answering questions about a text can help them understand what they read. Have children take turns asking each other questions about “The Windy Day” and answering them.

Thinking Beyond the Text

Talk about flying toys. Ask:

- *In what ways are flying toys similar to birds and real airplanes?*
- *What can we learn about other things that fly by watching flying toys?*

Thinking About the Text

Talk about parts of the book. Ask:

- *What words in the story are printed in yellow type and repeated?*
- *Why does the author print these words in yellow type and on a curve?*

Focus on Foundational Skills Phonics and Word-Solving Strategies

Spellings of Long *i*

Explain that the long *i* sound can be spelled in different ways.

- Write the words *fly, light, kites, sky, glider, wide, and tie*.
- Point out that sometimes the letters *i* and *e*, separated by a consonant, work together to make the long *i* sound.
- Underline the letters that spell the long *i* sound. (*fly, light, kites, sky, glider, wide, tie*) Read the words aloud with children.

Consonant Blends

Remind children that some words end with two consonant that are blended together. That means the sounds of both letters are heard.

- Write the words *wind, round, band, disc, old, and adult*. Underline the consonant blends.
- Read the words aloud, first emphasizing the sounds of both ending consonants and then reading the words fluidly.

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

Develop Fluency

Model reading text with different end punctuation. Read aloud the text on pages 9 and 10. Tell children to notice what you do with your voice when you come to a question mark or exclamation mark. Have children repeat the sentences after you.

Expand Oral Language/Conversation

Talk About Motion Point out motion words in the book such as *fly* and *float*. Ask children to think of motion words that they could use to describe other kinds of toys. Help them expand their vocabulary by suggesting additional words with similar meanings.

Write and Respond to Reading

Complete an Experiment Provide small groups materials to complete the experiment on page 25. Have children watch you drop the objects from a high spot. Then have children answer the follow-up questions in writing. **(Informative/Explanatory)**

Write a Description Have children pick a toy mentioned in the book and imagine playing with it outside. Ask them to write three sentences telling about the experience: what the toy is like, what they do to make it fly, and what the toy does in the air. **(Informative/Explanatory)**

ELL Bridge

Have pairs of children take turns describing photos from “The Windy Day.” Model describing the large photo on page 10. Say: *I see a large toy hot air balloon. It can fly in the sky. The wind blows it up, up, and away.*

Connect Across Texts

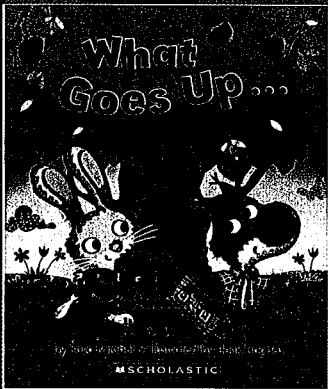
Up, Down, and Around by Katherine Ayres

Invite children to talk about the words *up, down, and around*. How does understanding these words help children understand how plants grow? How can they use these words to describe how the flying toys move?

Connect to the Internet

Share this video, originally from PBS Kids, with children to watch a young boy make and fly gliders: <http://www.youtube.com/watch?v=2ioRQGsqCEg>.

What Goes Up...



Summary & Standards

Summary: What will a squirrel do when an apple hits his head? Can a rabbit do anything to help? Look out!

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: Sara Mitchell

Word Count: 100+

Genre: Fantasy

Themes/Ideas: solving a problem; understanding cause and effect

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

Illustrations Playful pictures support the text and engage readers in the story's problem and solution.

Vocabulary

Academic Vocabulary

branch (p. 12): a part of a tree that grows out of the main trunk

giggled (p. 7): laughed in a nervous or silly way

picnic (p. 3): a meal eaten outdoors

threw (p. 6): sent something through the air by using one's arm

Challenging Features

Text Children may need assistance with reading text that turns a line. Remind children to continue reading until they reach the end punctuation.

Content Explain the expression "What goes up must come down." Help children give some good examples. Also, you might need to explain the expression on page 16, "If you can't beat them eat them," a twist on "If you can't beat them, join them."

Supporting Features

Text Children can easily understand the text, and may refer to the illustrations if anything is unclear.

Vocabulary Most words are high-frequency words or easily decodable. Pictures help support the vocabulary

A First Look

Ask children to point to the front cover of the book. Talk about the story characters. Then read the title. Explain the meaning of the expression "What goes up must come down." Ask children to predict what the story might be about.

Read and Analyze Literature Cite Textual Evidence

Describe Story Events

Explain to children that the characters in a story are the animals and the people. The events in a story tell what the characters do and say.

(pp. 2-3) *Where are the squirrel and rabbit and what are they doing?*

(pp. 4-7) *What event interrupts their picnic? How does the squirrel feel and what does he do? Describe what the rabbit does when the apple falls down again.*

(pp. 8-9) *What happens to the apple after the squirrel throws it up again? What does the rabbit do?*

(p. 14) *What event ends the pattern of the squirrel throwing the apple, the apple falling, and the rabbit giggling?*

(p. 16) *What does the squirrel do with the apple now? How do you think the squirrel feels now? What do you think "If you can't beat them, eat them!" means?*

Praise children for specific use of "Behaviors to Notice and Support" on page 101 of the *Guided Reading Teacher's Guide*.

Develop Comprehension

Thinking Within the Text

Ask children to think about the sequence, or order, of events in the book. Ask:

- *What does the squirrel do with the apple the first time it hits its head?*
- *What is the last thing the squirrel does with the apple?*

Thinking Beyond the Text

Prompt children to make predictions about the characters. Ask:

- *What do you think the squirrel will do the next time an apple falls and hits him on the head?*
- *What do you think the rabbit will do after the squirrel eats the apple?*

Thinking About the Text

Encourage children to think about the characters the author chose for this story. Ask:

- *Why did the author make the characters animals instead of people?*
- *Why did the author have the animals talk and dress like people?*

Focus on Foundational Skills Phonics and Word-Solving Strategies

Double Consonants

Tell children that a word can sometimes have double consonants in the middle of it. Explain that even though the letter appears twice in the word, it is pronounced only once.

- Have children turn to page 2. Ask them to point to the word *rabbit*. Say: *Run your finger under the two b's in the middle of the word.* Then ask: *What sound do you hear in the middle of the word? (/b/)*
- Ask children to identify other words on page 2 that have double consonants. (*squirrel, apple*) Ask: *What sound do you hear in the middle of the word squirrel? (/r/)* *What sound do you hear in the middle of the word apple? (/p/)*
- Encourage children to find the word that has double consonants on page 7. (*giggled*)

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 dialogue on pages 14 and 16. Point out the quotation marks and explain that they indicate that a character is speaking. Ask children to notice how your voice changes to show when a different character is speaking.

Expand Oral Language/Conversation

Talk About Fantasy and Reality Discuss why the story is fantasy—animal characters dress and act like people, characters are having a picnic, and characters talk to each other. Then discuss which parts of this fantasy story could be true—a squirrel and rabbit could be in a park, there could be apple trees in a park, and apples do fall from trees.

Write and Respond to Reading

Make a Storyboard As a class review the sequence of events in the story. Then ask children to draw a storyboard that shows the events in order. Tell children to include a label or short sentence under each drawing to tell what is happening. **(Narrative)**

Write an Opinion Have children think about the book's ending and decide whether or not the squirrel should have shared the apple with the rabbit. Have them write a sentence or two telling why they think that way. **(Opinion)**

ELL Bridge

Invite children to think about the words *up* and *down* and to think of things that can go up and down. Make a list of the things on the board and have children use each word in a sentence. For example, *The ball bounces up and down; I go up and down the stairs.*

Connect Across Texts

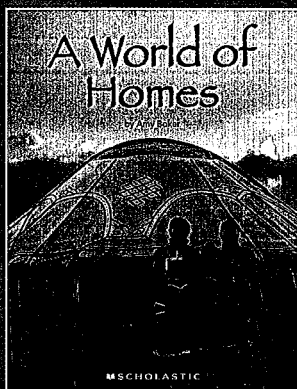
Good For Us! by Cynthia Rothman

In both stories, the characters have a problem involving food. Compare how the characters solve their problems—by eating!

Connect to the Internet

Share this website with children to help them understand gravity and the concept that what goes up must come down: http://www.iptv.org/kids/story.cfm/video/pbskids_20111111_gravity/video

A World of Homes



Summary & Standards

Summary: Explore the different types of homes in the world, including apartment buildings, glass houses, mud houses, tree houses, yurts, castles, and houseboats.

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: Amy Baker

Word Count: 150+

Genre: Informational Text

Themes/Ideas: learning about different types of homes; recognizing unfamiliar homes

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 the reader.

Informational Text Features

Inset Photos These photos show different views.

Questions The author includes questions for the reader to think about.

Vocabulary

Domain-Specific Vocabulary

felt (p. 11): a tough, thick, warm cloth

houseboat (p. 14) a boat that people live on, with areas for cooking and sleeping

yurt (p. 10): a circular, domed tent with a wooden frame, easily packed up and moved to a new place

Challenging Features

Text Children may not realize that the homes shown are from different parts of the world. Call attention to the map of the world lightly shown in the background at the top of each page spread.

Content Some of the homes are very different that homes children have seen. Guide children to find common aspects, such as roofs and walls, that appear in every type of home.

Supporting Features

Text Repeated sentence patterns, such as *Do you like to...?* and *You could live in...*, help children identify what kind of house it is and its purpose.

Vocabulary Children will be familiar with most of the words. Domain-specific words are supported by photos.

A First Look

Read the title and talk about the cover. Explain that the photo shows the family's home. Invite children to notice details about the home. Ask: *How is this home different from homes you have seen?* Explain that in this book children will see homes from different parts of the world.

Read and Analyze Informational Text Cite Textual Evidence

Ask and Answer Questions

Remind children that informational text provides specific facts about a subject, but may also call on the reader to make inferences. Point out that sometimes authors ask readers questions in the text. Tell children to think about each question and what information the author gives to answer it.

(p. 3) *What question does the writer ask the reader? What does she say the reader could do?*

(pp. 4-5) *What does the writer say is special about a home made of glass? Who might want to live in a home that is made of glass?*

(pp. 6-7) *What question does the writer ask? Why do some people live in mud houses?*

(pp. 10-11) *What makes a yurt a good home for someone who moves from place to place? What details in this inset photo are not talked about in the text?*

(pp. 14-15) *What details do you see in the inset photo?*

Praise children for specific use of "Behaviors to Notice and Support" on page 101 of the *Guided Reading Teacher's Guide*.



Teaching Options

Develop Comprehension

Thinking Within the Text

Help children understand the advantages of living in certain types of homes. Discuss the differences between what is in the text and what is in the photo. Ask:

- Look at pages 12 and 13. Can you tell that the castle is made of stone? Did you figure this out from the words, the photo, or both?
- On page 15, what details in the inset photo are not written about on the page?

Thinking Beyond the Text

Guide children to notice details. Ask:

- How would you get into and out of this tree house?
- How would you get into and out of a castle? Why do you think it was built this way?

Thinking About the Text

Discuss how the book is organized. Help children see that for each home, the author asks a question and then tells about the home.

Focus on Foundational Skills Phonics and Word-Solving Strategies

Initial Consonant Blends

Point out words with initial consonant blends and guide children to practice reading them.

- Start with the word *bricks* on page 3. Write the word. Have children say the sounds /b/ and /r/ and then have them blend the sounds: /br/. Trace a finger under the letters as children pronounce the blend.
- Repeat with the word *glass*, from page 4, modeling the blended sound /gl/.

Short-Vowel Sounds

Review the short-vowel sounds for *a*, *e*, *i*, *o*, and *u*. Say *man*, *pet*, *sit*, *top*, and *cup*. Ask children to identify the short-vowel sound they hear in each word.

- On a chart, write example words for the sounds.
- Then write these words from the books: *glass*, *felt*, *bricks*, *logs*, and *mud*. Have children identify the short-vowel 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 one partner read the *Do you like . . . ?* question, while the other partner answers the question by reading the rest of the page. Then have partners switch roles.

Expand Oral Language/Conversation

Talk About Homes Take a class poll. List the different homes from the book. Have children take turns telling which they think is most interesting and why. Determine which home was selected most often.

Write and Respond to Reading

Label a Picture Have children draw one of the homes they read about. Help children label the different parts of the home. (**Informative/Explanatory**)

Complete Sentences Write the following sentence starter on the board: *A _____ is a good home because _____.* Help children complete the sentence frame for each type of home: *building*, *glass house*, *mud house*, *tree house*, *yurt*, *castle*, and *houseboat*. (**Informative/Explanatory**)

ELL Bridge

Use modeling and repeated readings to improve fluency for English language learners. Before reading each page, model how to pronounce difficult vocabulary. Then read the pages, sentence by sentence, and have children repeat after you.

Connect Across Texts

Way to Go! by Annie Thomas

In this book the author asks the question "How do you like to go?" The author answers the question through the pages of the book. Compare that with the format of *World of Homes*, where the author asks and answers a question on every spread.

Connect to the Internet

Share this website with children to continue to view pictures of homes around the world: <http://www.hgpho.to/wfest/house/house-e.html>.