

GUIDED READING PROGRAM

Fiction Focus

2nd Edition



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

- **Animals at Night**
- **Dolphins and Porpoises**
- **The Fat Cat: A Danish Folktale**
- **Mama Zooms**
- **Nana's Place**
- **Shoo, Fly Guy!**
- **Two Crazy Pigs**
- **The Wax Man**
- **We're Going on a Nature Hunt**
- **The Wheels on the Race Car**

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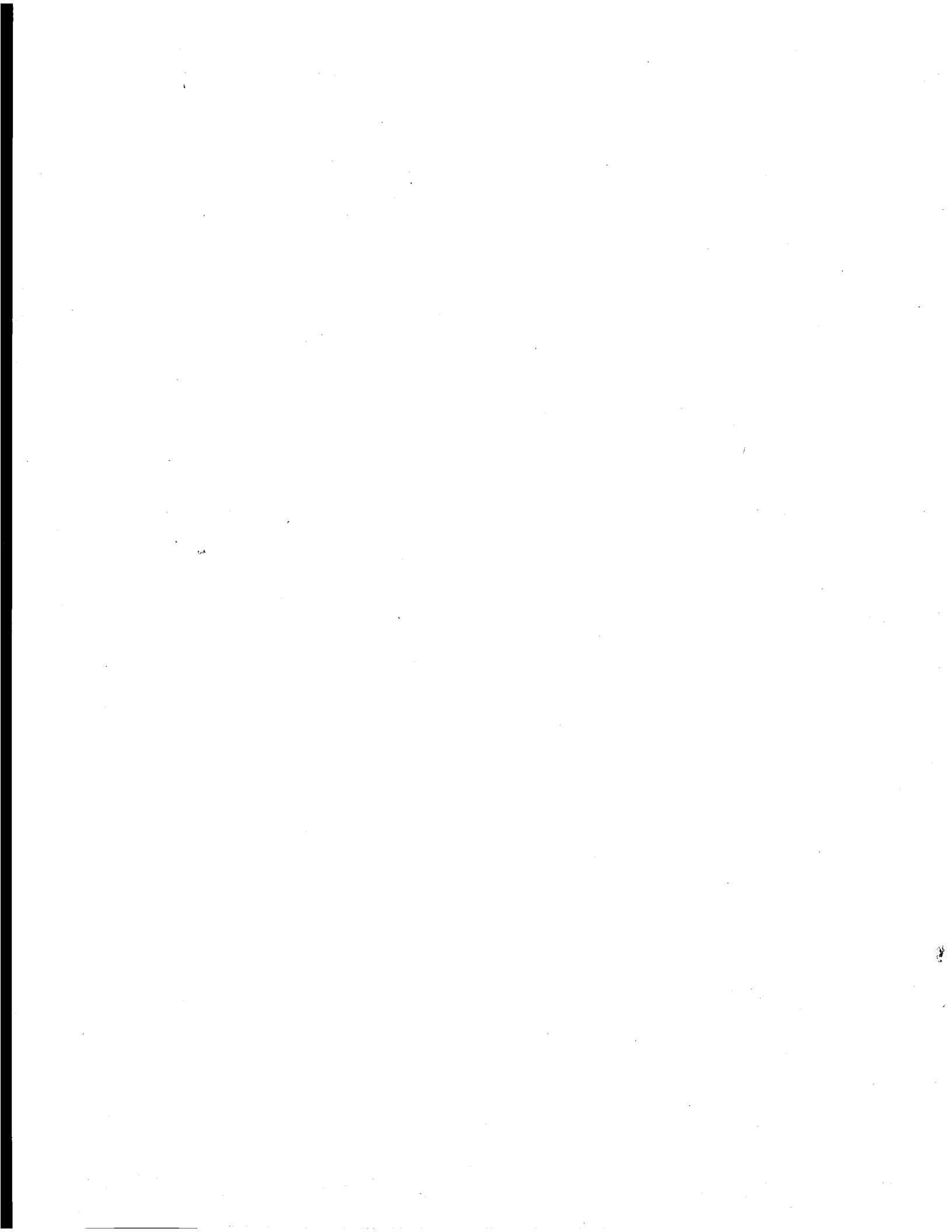
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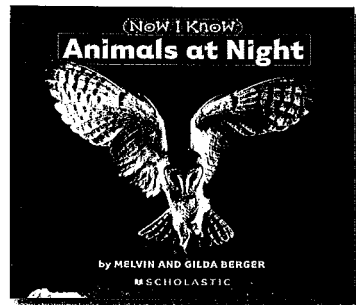
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Animals at Night

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



Summary & Standard

This book provides information about animal behavior by describing the activities of different animals over the course of one night. Children will read to refine their understanding of how texts work across a variety of genres.

Authors: Melvin and Gilda Berger

Word Count: 150+

Genre: Informational Text

Theme/Idea: nocturnal animal behavior

Making Connections: Text to World

Children may know that some animals, such as owls and bats, are active at night instead of during the day. Ask children to share any prior knowledge they have about nocturnal animals. Extend the real-world connection by discussing things animals do at night, such as hunt for food. Note that animals that are up at night do the same things that other animals do during the day; nocturnal animals just do them at a different time.

For additional teaching ideas and resources, see <http://kindernature.storycounty.com/display.aspx?DocID=2005418944>.

Vocabulary

Essential Words: beaver, bullfrog, fireflies, garbage, insects, opossum, raccoon, skunk

Related Words for Discussion: activities, needs, nocturnal, shelter

Genre

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

Supportive Book Features

Text Colorful, interesting photographs closely support the text, which is set in large print. Each page focuses on a single concept. Sidebars, inset photographs, and a glossary provide support. The structure of the text—its opening and closing sections—makes it clear that the action takes place at night.

Vocabulary The meaning of unfamiliar words can be figured out from context or by using the glossary.

Praise children for specific use of “Behaviors to Notice and Support” on page 88 of the *Guided Reading Teacher’s Guide*.

Challenging Book Features

Text The length and complicated structure of some of the sentences may challenge some children. Make sure children understand what the inset photographs depict and how to use the glossary.

Content Some children may be unfamiliar with some of the animals mentioned or with the idea that some animals are active at night. Encourage them to use the photographs to better understand what they are reading.

ELL Bridge

Initiate a discussion with children about nocturnal animals. Page through the book as you talk about it, pointing out different nocturnal animals and things they do at night. Ask questions such as, *How would you describe what this bullfrog is doing?* (pages 24–26) and *What do you think this beaver is using to build its home?* (page 29). Lead children to use words that specifically describe what is discussed in the book: *puffs, neck, balloon, home, build, trees, mud*, and so on. Reinforce children’s use of complete sentences and animal-related vocabulary.

Teaching Options

Developing Comprehension

Thinking Within the Text

Have children describe some of the animals discussed in this book and identify the things these animals do while they are up at night.

Thinking Beyond the Text

Talk about differences between animals that are active at night and those that are active during the day. Ask: *Why do you think some animals are awake all night? What do you think they do during the day?* Discuss the fact that some animals that are active at night become food for other animals.

Thinking About the Text

Note that the action of this book takes place over the course of one night. Have children notice and point to specific examples of ways the writers make this clear, such as showing children going to bed at the beginning and getting up in the morning at the end.

Understanding Genre: Informational Text

Explain that an informational story provides facts about a subject, such as animals. Often informational stories are illustrated with photographs. Features such as sidebars and inset photographs are used to provide more detailed information about the topic being discussed on a page.

- Ask: *How does Animals at Night give you information about animals?*
- Ask: *What are some features included in Animals at Night? What kinds of information do you learn from them that you don't learn from the main text?*
- Ask: *What are some interesting bits of information that you learned?*

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

Developing Phonics and Word-Solving Strategies

Contractions

Remind children that a contraction is a shortened way of writing two words. Explain that an apostrophe replaces the letter or letters left out of a contraction.

- Have children locate the contraction on page 16 (*What's*). Point out that *What's* is formed by joining *What* and *is* and replacing the *i* with an apostrophe.
- Ask children to find other examples of contractions in the text. In each case, have them identify the two words that make up the contraction, as well as the letter or letters that are left out.

Developing Fluency

Model reading a section of text that uses several different punctuation marks, such as the text on pages 6–7. Emphasize how to read with correct expression, phrasing, and pace.

Oral Language/Conversation

Talk About Nocturnal Animals Ask children to name some animals that are active at night. Discuss needs of all animals, such as food and shelter. Mention ways in which nocturnal animals fulfill their needs for food and shelter.

Extending Meaning Through Writing

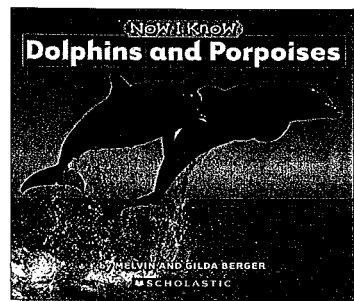
- Have children pick an animal from this book and write a short narrative about a typical night in its life. (**Narrative**)
- Have children create a short guidebook about nocturnal animals, including drawings and information about a few of the animals in the book. (**Expository**)

Other Books

All About You by Catherine and Laurence Anholt

Dolphins and Porpoises by Melvin and Gilda Berger

Dolphins and Porpoises



Summary & Standard

This informational story uses text and large photos to compare and contrast dolphins and porpoises. Children will use pictures and context to assist in comprehension.

Authors: Melvin and Gilda Berger

Word Count: 150+

Genre: Informational Text

Theme/Idea: comparing dolphins and porpoises

Making Connections: Text to World

Children may be familiar with dolphins or porpoises from books, television, movies, or zoos. Invite children to tell where they have seen these animals. Have them describe what each animal looks like and how it acts.

Extend the real-world connection by discussing familiar mammals, such as dogs, cats, cows, and horses. Point out that these animals live on land and breathe air, just as humans do. Explain that dolphins and porpoises also breathe air but they have special body parts that let them live in water.

For additional teaching ideas and resources, see www.savethewhales.org/dolphins.html/.

Vocabulary

Essential Words: blowhole, dolphin, mammal, ocean, playful, porpoise

Related Words for Discussion: crab, deep, dive, octopus, salty, shark, swim

Genre

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

Supportive Book Features

Text The type is large and easy to read. Large photos on each page support the text. Text boxes on selected pages provide additional information. A glossary at the back of the book provides definitions for content-related words, such as *blubber* and *mammals*.

Content Most children will be eager to learn more than they already know about these sea animals. Simple descriptions and supporting photos make learning about dolphins and porpoises easy and interesting.

Praise children for specific use of “Behaviors to Notice and Support” on page 88 of the *Guided Reading Teacher’s Guide*.

Challenging Book Features

Text Most sentences are short, but a few flow to two lines. Help children break these sentences into manageable chunks.

Vocabulary Although most of the words in this story are simple and/or decodable, children may need help reading or understanding some content words, including *porpoise* and *dolphin*. Pronounce each word aloud and have children repeat it after you.

ELL Bridge

Have pairs of children select photos from the book to describe to each other. Model describing the photo on page 3. Say: *The animals are going up and down. They are above the water. As partners work together, circulate among children helping with pronunciation. Help with stating the action in the photos as needed.*

Teaching Options

Developing Comprehension

Thinking Within the Text

Have children point to information in the text that tells how dolphins and porpoises are alike and how they are different. Use a Venn diagram or another compare-and-contrast organizer to record the information.

Thinking Beyond the Text

Tell children that dolphins and porpoises often do tricks at zoos, aquariums, and other animal parks. If children are familiar with any of these shows, ask them to describe the tricks. Then ask: *What did you learn from the book that tells why these animals can do these tricks?* (Dolphins are very smart.)

Thinking About the Text

Have children look at the inset photo on page 14. Point out the magnifying lens and the word **ZOOM!** Explain that these elements tell the reader that the thing shown in the inset has been made much bigger than it is in the larger photo. Ask: *What does the ZOOM! photo show?* (a blowhole) Then ask children to find the same blowhole in the larger photo on the page. Ask: *How does the ZOOM! photo help readers?* (They can see the blowhole better.)

Using Picture Clues

Remind children that pictures can give readers clues about what they read.

- Have children study the photo on page 3. Read aloud the sentence. Then say: *I wonder what leap means. I think the photo gives clues to its meaning. Model your thinking: I see that the dolphins are playing by jumping out of the water. I think leap must mean "jump up out of."*
- Ask children to use the photo and text on page 29 to figure out the word *dive*.

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

Developing Phonics and Word-Solving Strategies

Consonant Blends

Remind children that consonant blends are two or three consonants that appear together in a word. The consonant sounds are combined.

- Have children turn to page 12 and find the word *breathe*. Write *breathe* on a chart or on the board. Circle the blend *br*. Say "/br/, breathe." Then have children repeat the word with you.
- Ask children to find on page 14 another consonant blend with the letter *b* (*bl* in *blowhole*). Write *blowhole* and circle the blend. Have children say "/bl/, blowhole."
- Repeat with *swim* (page 13), *flat* (page 21), *smart* (page 25), and *gray* (page 27).

Developing Fluency

Model reading text that has a mid-sentence comma, such as the second sentence on page 9. Have children repeat the sentence with you, pausing where appropriate.

Oral Language/Conversation

Talk About the Ocean Lead a discussion about the ocean. Talk about the salty water and some of the animals that live there, such as fish, crabs, and octopuses. Ask children what they think living in the ocean is like.

Extending Meaning Through Writing

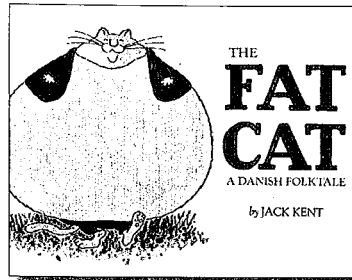
- Have children write a description of an ocean animal. (**Descriptive**)
- Ask children to write about going to a zoo or a park and seeing a dolphin or some other animal. (**Narrative**)

Other Books

Does a Kangaroo Have a Mother, Too?
by Eric Carle

Find the Wild Animal by Cate Foley

The Fat Cat: A Danish Folktale



Summary & Standard

In this folktale, a cat eats everything he sees until a woodcutter comes up with a solution to the problem. Children will comprehend basic plots of a variety of fiction genres.

Author: translated by Jack Kent

Word Count: 250+

Genre: Traditional Literature/Folktale

Theme/Idea: learning a lesson

Making Connections: Text to Text

Children may be familiar with folktales and fairy tales in which food is featured. Examples may include Hansel and Gretel, Goldilocks and the Three Bears, The Little Red Hen, and The Gingerbread Man. Ask them to tell what part food plays in some of the stories.

Remind children that folktales and fairy tales are stories that people pass along from one generation to the next. These kinds of stories sometimes teach a lesson by showing how characters can get in trouble by acting a certain way. Ask: *What lesson have you learned from a folktale or fairy tale?*

For additional Danish folktales, see <http://oaks.nvg.org/danish-folktales.html>.

Vocabulary

Essential Words: ate, cut, eat, fat, going, met, open

Related Words for Discussion: greedy, learn, lesson, limit, selfish, share

Genre

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

Supportive Book Features

Text The text has a repetitive pattern that will allow children to predict what is going to happen next. Humorous pictures complement the plot and show the cat growing larger with everything he eats.

Vocabulary Most vocabulary will be easy for children to read and comprehend. The Danish names are unusual but easily decodable. Help children break them down into syllables.

Praise children for specific use of “Behaviors to Notice and Support” on page 88 of the *Guided Reading Teacher’s Guide*.

Challenging Book Features

Text Ensure that children do not miss sentences that are set very far down on some pages. Help them break into easy-to-read phrases the lengthy list of things that the cat eats.

Content Children may have difficulty with the idea that a cat can eat everything. They may also be distressed by the apparently violent ending to the story. Be sure to point out the nature of a folktale and the illustration of the cat with a bandage on his stomach that follows the actual ending.

ELL Bridge

Help children perform a Readers Theater version of the book. Divide the story into parts and determine who will read each part. Read the story aloud for the group, modeling intonation and expression. In particular, model the phrasing used to give emphasis to the cat’s words. Have children echo-read the Danish names until they can read them fluently. As children read, encourage them to use gestures or facial expressions to read in character.

Teaching Options

Developing Comprehension

Thinking Within the Text

Have children identify all the things the cat eats. Ask: *What did the cat eat first? Who stopped the cat from eating? How did the story end?*

Thinking Beyond the Text

Have children discuss the reality and fantasy of the story. Ask: *Would a real cat eat the things that Fat Cat ate? Which things might a cat really eat? Which things are silly? What is it about this story that makes it fun to tell?*

Thinking About the Text

Have children notice that each item the cat eats is set on a different line of text. Point out that this is actually one long sentence. Ask: *How does a list like this make a long sentence easier to read? How does it help you remember the story?*

Recognizing Patterned Text

Explain to children that in this folktale, the author repeats part of the text, each time adding a few more words. Recognizing patterns can help children remember and understand what they have read.

- Read pages 10–13. Ask: *What parts of the story form a pattern? What is added to the pattern each time?* (Note: Book pages are not numbered. Page 5 begins *There was once an old woman . . .*)
- Read to the end of the story. Ask: *When does the pattern in the story change? What happens to make it change?*
- *How does the pattern make this folktale easy to remember and retell? Why do you think some folktales have a pattern like this?*

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

Developing Phonics and Word-Solving Strategies

Multisyllabic Words

Remind children that a syllable is a word part that has one vowel sound. Explain that multisyllabic words have more than one syllable. Sometimes breaking these words down into syllables makes them easier to read.

- Have children find *parasol* on page 18. Write the word on a chart or on the board and model reading it as you divide it into syllables. (par-a-sol) Have children repeat each syllable sound and then blend them together to read the word.
- Repeat with *parson* (par-son, page 20) and *woodcutter* (wood-cut-ter, page 22).

Developing Fluency

Read the story aloud together, with each child reading a sentence. Have children repeat their sentence if they are having difficulty. Assist children with reading Danish names.

Oral Language/Conversation

Talk About Learning a Lesson Lead a discussion about learning a lesson. Ask: *Why couldn't the cat stop eating?* Talk about the changes that happened to the cat because he was being greedy. Discuss what the other characters thought of the cat and what lesson the cat may have learned.

Extending Meaning Through Writing

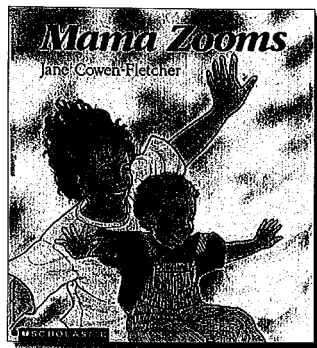
- Have children write a letter to the villagers, suggesting ways to keep the cat from eating too much. **(Letter)**
- Have children list food that would be better for the cat to eat than people, pots, and parasols. **(List)**

Other Books

George Shrinks by William Joyce

Hello, Cat, You Need a Hat by Rita Golden Gelman

Mama Zooms



Summary & Standard

In this story, a boy sees his mother's wheelchair as a zoom machine. As she zooms off with the boy in her lap, he imagines he is a jockey, a ship's captain, and other things. Children will appropriately identify the theme or author's message in a grade-level-appropriate text.

Authors: Jane Cowen-Fletcher

Word Count: 150+

Genre: Fantasy

Theme/Idea: imagining adventures

Making Connections: Text to Self

Many children will be familiar with using their imaginations to pretend they are having an adventure. Ask children to describe favorite pretend games they play with siblings or with friends...

Extend the discussion by having children look around the room and use their imaginations to turn objects into something else. Ask; *What could four chairs be used for?* (a pretend car; a fort) Point out that using the imagination helps people create ideas for new inventions, computer games, music, books, and art.

For ways to encourage the imagination, see http://primaryschool.suite101.com/article.cfm/easy_ways_to_encourage_imagination.

Vocabulary

Essential Words: bridge, everywhere, lap, machine, puddle, race, ship, tunnel, wave

Related Words for Discussion: idea, imagination, invention, pretend

Genre

Fantasy Remind children that a fantasy is a made-up story that could not happen in real life.

Supportive Book Features

Text The layout of the book is simple, with the left page containing three to five lines of large printed text. Full-page illustrations on the right page provide support for comprehension.

Vocabulary Most of the vocabulary should be familiar to children. Provide support to help them understand some terms, such as a *zooming machine*, and the names for the different things the boy imagines, such as a *buckboard wagon*.

Praise children for specific use of "Behaviors to Notice and Support" on page 88 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text The compound sentences may be difficult for readers to comprehend. Help children track each idea in the sentence. Reread sentences to provide understanding.

Content Children may have some difficulty at first distinguishing the boy's imagined roles and those that are realistic. Discuss each illustration and ask children if they think the boy is really wearing the clothes they see or just imagining them.

ELL Bridge

Use pictures from magazines or pictures found on the Internet to help children visualize what the boy is imagining as he zooms with his mother. Show a picture of a jockey on a running racehorse and ask: *Who is riding the horse? What is he wearing?* Then show a sailing ship at sea and ask: *Who steers the boat? What does he wear?* Repeat with the other vehicles that the boy imagines, such as a race car on a track, a buckboard wagon, an old-fashioned propeller plane with an open cockpit, a train coming out of a tunnel, and the shuttle in space.

Teaching Options

Developing Comprehension

Thinking Within the Text

Ask children to identify the different characters the boy imagines himself to be while sitting in his mother's lap. Then have them describe the different pretend settings, such as the puddle as a pretend sea.

Thinking Beyond the Text

Discuss with children what the word *zoom* means to them. Ask: *How did zooming with his mother help the boy imagine all his characters?* Encourage children to think of other adventures the boy and his mother may imagine, such as zooming on a submarine.

Thinking About the Text

Have children notice that the author revealed the "zooming machine" slowly. Ask: *Why did the author wait to reveal how the boy was able to zoom with his mom? What effect did it have on the story?* Discuss how the author allowed the reader's imagination to visualize the adventures.

Monitoring Comprehension

Remind children that they can check their understanding of a story while they are reading. If they are not sure what is happening, they can reread the text and look at the illustrations to help them understand it.

- Have children look at pages 8–9. Reread the text and ask: *Is the boy pretending?* Discuss clues in the text and illustration that show that the boy is in his backyard, imagining he is a jockey riding a racehorse. (Note: Book pages are not numbered, so page numbers have been assigned. Page 4 begins *Mama's got a zooming machine...*)
- Turn to page 14 and review the text. Ask children to describe what is happening. Ask: *How do you know that the boy is just having fun, and not imagining anything?*

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

Developing Phonics and Word-Solving Strategies

Compound Words

Review with children that a compound word is made of two or more smaller words. The meanings of the smaller words can often help determine the meaning of the compound word.

- Have children find *racehorse* on page 8. Write the word on a chart or on the board and have children identify the two smaller words. Guide children to recognize the meaning as a horse that races or goes fast.
- Follow the same procedure with other compound words in the story. (*sidewalk*, page 12; *boardwalk*, page 22)

Developing Fluency

Read a page to demonstrate fluent reading. Then have children echo-read after you with the same pace, phrasing, and intonation.

Oral Language/Conversation

Talk About Imagination Discuss with children that imagination allows people to be anywhere, do anything, and create new ideas. Ask children to describe a place they'd like to go or something they'd like to be. Talk about how imagination can help minds create new adventures.

Extending Meaning Through Writing

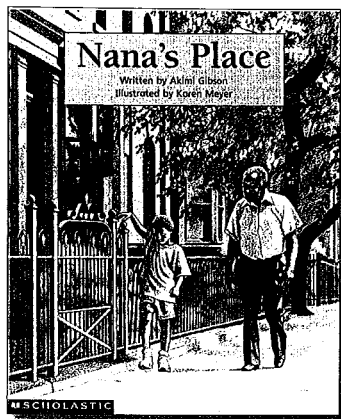
- Have children describe one of the characters the boy imagines being. Have them include details about what the boy is wearing. (**Descriptive**)
- Have children write a paragraph about an adventure they might have on a zooming machine. (**Narrative**)

Other Books

Going to Grandma's by Patricia Hall and Johnny Gruelle

The Dinosaur Who Lived in My Backyard by B. G. Hennessy

Nana's Place



Summary & Standard

This book tells the story of how a young boy's grandfather helps the boy deal with the death of his grandmother. Children will appropriately identify the theme or author's message in a grade-level-appropriate text.

Author: Akimi Gibson

Genre: Realistic Fiction

Word Count: 150+

Theme/Idea: dealing with loss

Making Connections: Text to Self

Not all children may have dealt with the loss of an important person in their lives, but most will have dealt with other losses, such as losing a pet or a treasured possession, or with the feeling of emotional loss that accompanies a move to a different place or any other big life change.

Without pressuring children to talk about recent or painful losses, invite them to share ways people feel when they have lost someone or something important. Also discuss with children examples of things people might do to try to feel better about the loss.

For additional teaching ideas and resources, see <http://www.childrensgrief.net/info.htm>.

Vocabulary

Essential Words: forget, remember

Related Words for Discussion: death, grief, loss, mourn

Genre

Realistic Fiction Remind children that realistic fiction has characters, settings, and conflicts that may be found in real life.

Supportive Book Features

Text Clear, detailed, realistic, full-page illustrations strongly support the meaning of the text on each spread. The print is large and easy to read, with spaces separating paragraphs. All lines of dialogue are attributed.

Vocabulary Children should be familiar with the vocabulary used to tell this story. As necessary, explain that *Nana* is a nickname for a grandmother.

Praise children for specific use of "Behaviors to Notice and Support" on page 88 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text Large blocks of text fill several pages of this book, and the structure of some sentences is complex. Guide children to note punctuation marks and appropriate places to pause during reading.

Content Children must infer where Nana has gone. Some readers may be upset by the topic of death and loss. This subject and resulting discussions should be handled with sensitivity.

ELL Bridge

Provide children with extra practice using vocabulary related to the senses. Write the following words from the story on a chart or on the board: *look, smell, listen, sight, sound*. Model for children how to use these words in sentences such as *I look at the pink flowers. Pink flowers are my favorite sight. I listen to music. Music is my favorite sound. I smell lemon. Lemon is my favorite smell*. Invite children to use these sentences as examples and make their own sentences using sense-related words. Explain that in their sentences they can also use *taste* and *touch* (not included in the book).

Teaching Options

Developing Comprehension

Thinking Within the Text

Have children identify what Nana's place is, what Grandpa and Jojo experience there, and what they do when they visit this place.

Thinking Beyond the Text

Talk about how Jojo and his grandfather deal with the loss of Jojo's grandmother by visiting a place that reminds them of her. Ask: *Why might visiting this place help Jojo and Grandpa feel better? What are some other things people might do to remember someone who is no longer with them?*

Thinking About the Text

Have children identify ways that the illustrations offer additional information to the reader about what is going on in the story. Ask: *What is Jojo looking at in the drawing on page 3?* (photographs of his grandmother) Have children examine the title page and pages 11 and 15. Ask: *Why did the artist add the color purple to these illustrations?* (Purple was Nana's favorite color.)

Making Inferences

Note that authors don't always explain all the details and events in a story. Tell children that sometimes readers have to combine clues in the text with what they already know to figure out something that the author does not tell them directly.

- Have children explain who Nana is and how they can figure this out. (Nana is Jojo's grandmother; *Nana* is another word for Grandmother. The photograph on page 3 is most likely of her, and Jojo's grandfather shares Jojo's loss.)
- Ask children to make other inferences, such as what Jojo is doing in the illustration on page 5.

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

Developing Phonics and Word-Solving Strategies

Dialogue

Remind children that readers can recognize when a person is speaking because there are quotation marks at the beginning and end of his or her words.

- With children, look at the dialogue on page 6. Read the first paragraph aloud and ask: *Who is speaking?* (Grandpa) *How can you tell?* (the quotation marks and the words *Grandpa said*) *What is he or she saying?* ("Jojo, Nana will always be with you.")
- Ask children to find other pages with dialogue and identify who is speaking.

Developing Fluency

Model a fluent reading of a page of this story, stressing appropriate pauses at the end of sentences, before commas, and so on. Have children practice reading a passage together.

Oral Language/Conversation

Talk About Loss Note that one way to deal with losing someone is to recall happy memories of him or her. Discuss how children can think about things that were special to someone who is gone or look at things that he or she made.

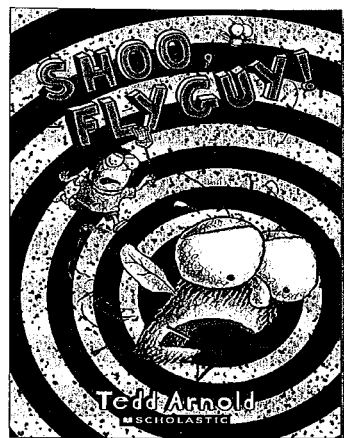
Extending Meaning Through Writing

- Have children pretend to be Jojo and write a journal entry sharing a favorite memory of Nana. (**Narrative**)
- Have children pick a place that means a lot to them and write a description of their favorite sights, sounds, and smells there. (**Descriptive**)

Other Books

Going to Grandma's Farm by Betsy Franco
Big Mama and Grandma Ghana by Angela Shelf Medearis

Shoo, Fly Guy!



Summary & Standard

This book centers on a hungry pet fly called Fly Guy, who goes on a quest to find his owner, who is picnicking on food that Fly Guy loves. On his way, Fly Guy finds lots of food—but he is shooed away before he can taste any of it. Children will use pictures and context to assist in comprehension.

Author: Tedd Arnold
Genre: Humorous Fiction

Word Count: 200+
Theme/Idea: having unusual pets

Making Connections: Text to World

Most children will have prior knowledge about insects. Talk about the kinds of insects children know. Ask whether children think insects would make good pets. Tell them that the book they will read is about a pet fly that is hungry.

Extend the real-world connection by talking about the characteristics of flies. Ask children: *What do flies look like? What do they eat?* Point out that flies have big eyes and two wings. Their mouth has a straw-like tongue to suck up their food, so they like their food to be moist.

For additional information about flies, see <http://bugguide.net/node/view/7266>.

Vocabulary

Essential Words: enough, favorite, food, glass, hamburger, hungry

Related Words for Discussion: companion, example, unusual

Genre

Humorous Fiction Remind children that humorous fiction is an amusing story that did not really happen.

Supportive Book Features

Text The text in this book is grouped into simple, short chapters. Repetition of phrases, such as *shoo fly*, provides a pattern for readers. Comical illustrations support comprehension of the text and make the story enjoyable for readers.

Vocabulary The characters' names are used repeatedly, and the story has a number of high-frequency words. Challenging words, such as *hamburger* and *pizza*, are supported by picture clues.

Praise children for specific use of "Behaviors to Notice and Support" on page 88 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text Point out the punctuation marks as children read. Remind them to pause when they see a comma, such as in the repeated phrase *oozy, lumpy, and smelly*. Also have children pay attention to exclamation points, which show excitement, and quotation marks, which show that someone is speaking.

Content Children might have a hard time believing the story of a pet fly. Point out that fiction uses exaggerated illustrations and a made-up story to make reading fun.

ELL Bridge

Create word cards for *oozy*, *lumpy*, and *smelly*. Read each word aloud, and remind children that each one is a describing word. Talk about what each word means, and then divide the class into pairs. Have each pair choose one word and draw pictures or cut out images from magazines to make a collage showing examples of the word. Bring the group together. Have children share their work using each describing word in a sentence with the nouns they've pictured.

Teaching Options

Developing Comprehension

Thinking Within the Text

Have children discuss what they learned about Fly Guy's behavior. Talk about what he likes to eat and how he behaves as he tries to find his favorite kind of food.

Thinking Beyond the Text

Discuss the difference between real flies and the fictional fly in the story. Ask children: *What parts of Fly Guy are realistic?* (wings, big eyes) *What do you notice that is not realistic?* (sitting on a paper airplane) Have children point out parts of the story that could never happen in real life, such as Fly Guy reading a note. Ask: *Do you think Fly Guy was a good pet? Why or why not?*

Thinking About the Text

Have children notice unusual ways in which the text is presented in the book. Ask children why the author uses a note on page 8 and the text pattern on page 27. Ask: *How does this help the reader visualize the story?*

Recognizing Story Sequence

Explain to children that when events in a story happen in a certain order, they follow a sequence. Keeping track of what happens first, next, and last helps readers remember and understand the story. Ask:

- *What did we learn first about Buzz and Fly Guy?*
- *What happened after Fly Guy came home and read Buzz's note?*
- *What was the last thing Fly Guy did?*

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

Developing Phonics and Word-Solving Strategies

Exclamatory Sentences

Remind children that an exclamation point is used at the end of a sentence to express excitement.

- Have children turn to page 11 and find the exclamation point. Model reading *Close enough!* with emphasis and then have children read the phrase.
- Turn the page. Ask why an exclamation point is used for the boy's speech. Have a volunteer read the sentence.
- Have children find other examples of exclamatory sentences as they read.

Developing Fluency

Model reading the text fluently. Then have children read the book aloud, alternating pages. Have them reread pages until all children have read a page.

Oral Language/Conversation

Talk About Unusual Pets Discuss with children pets other than dogs and cats. Ask children whether they or their friends have ever had an unusual pet, and what kind of pet it was. Ask: *What made it unusual? If you could have an unusual pet, what would it be?*

Extending Meaning Through Writing

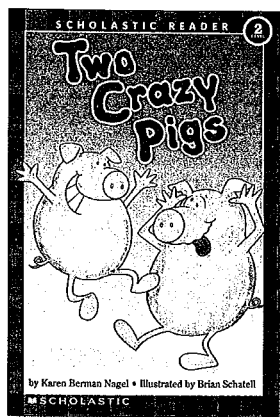
- Have children write a story about a pet, following the pattern of the book. **(Narrative)**
- Ask children to choose a favorite food and write a short paragraph explaining why Fly Guy would or would not eat it. **(Expository)**

Other Books

The Dinosaur Who Lived in My Backyard
by B. G. Hennessy

The Little Fish That Got Away by
Bernadine Cook

Two Crazy Pigs



Summary & Standard

In this humorous book, two pigs play practical jokes on fellow farm animals until the pigs are ordered off the farm. When they move down the road, their old pals miss them. Children will decode one-syllable and two-syllable words and read high-frequency words.

Author: Karen Berman Nagel

Word Count: 200+

Genre: Fantasy

Theme/Idea: having fun

Making Connections: Text to Text

Most children will be familiar with stories and songs about farm animals. Ask children to think of their favorites. What animals are in them?

Extend the connection by asking children how the animals behaved in the stories they remember. Ask: *Why do the animals act silly in some stories and serious in others? Is there a main idea or message this story is trying to explain?* Remind children that authors usually write stories with a purpose. Sometimes they exaggerate story events. Explain to children that, as readers, they need to determine whether a story can happen in real life or is just for fun.

For ideas about using humor in the classroom, see <http://teacher.scholastic.com/writeit/humor/teacher/humorwriting.htm>.

Vocabulary

Essential Words: animals, crazy, feathers, instead, laughed, sake, together

Related Words for Discussion: friends, home, playful, right, understanding, wrong

Genre

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

Supportive Book Features

Text Each page typically has one or two sentences, closely matching the pictures shown on the page. The use of patterned text provides additional support.

Content Children should be familiar with the farm setting of the story. Some children may also have read or heard stories in which animals talk and exhibit human-like behaviors.

Praise children for specific use of “Behaviors to Notice and Support” on page 88 of the *Guided Reading Teacher’s Guide*.

Challenging Book Features

Text The abundant dialogue and punctuation may confuse readers. Review quotation marks that frame speech, and assist children in identifying who is speaking. Also review punctuation, such as exclamation points and question marks, that calls for expressive reading.

Vocabulary Children may need support reading multisyllabic words, including words with inflected endings. They may also need to be reminded about abbreviations (*Mr., Mrs.*) as they read the names of the farm families.

ELL Bridge

Have children reread the book to find examples of things that make it funny. Discuss pictures that make children laugh, and then talk about words and phrases that add to the humor. For example, point out the exclamations by the Fensters and the other animals. Have children find the page with *Oops!* Have them describe what makes this a funny thing to say.

Teaching Options

Developing Comprehension

Thinking Within the Text

Have children discuss how the two pigs acted at the Fenster farm. Ask them to give examples of things the pigs did. Talk about why they moved to the Henhawk farm.

Thinking Beyond the Text

Ask children: *Why do you think the pigs always wanted to act silly and have fun?* Have them think about the other animals in the story. Ask: *Were the other animals too serious? Did they have fun without the pigs?* Discuss what message, if any, the author wanted readers to understand or if this story was written just for fun.

Thinking About the Text

Have children notice that this story is told from the pigs' viewpoint. Ask: *Why do you think the author chose to tell the story this way?* Ask children how the story would be different if it were told from the viewpoint of Mr. and Mrs. Fenster.

Understanding Compare and Contrast

Remind children that observing how things are similar is called comparing and seeing how they are different is called contrasting.

- Have children compare the reactions of the Fensters and the Henhawks when the pigs play in the mud on pages 9 and 26. Ask: *Are their reactions similar or different?* (Note: Because book pages are not numbered, page numbers have been assigned. Page 2 begins: *We are two crazy pigs.*)
- Ask: *How do the animals feel about the pigs at the beginning of the story? How do they feel after the pigs have left? What is similar? What is different?*

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

Developing Phonics and Word-Solving Strategies

Words With -ing

Remind children that *-ing* at the end of a word suggests an action that is happening now.

- Have children find the word *laying* on page 4. Ask them to identify the base word. (*lay*) Explain that *lay* is an action word. When hens are laying eggs, they are doing the action right now.
- Have children find and describe other *-ing* words as they read. (*rolling*, page 8; *giving*, page 19; *kidding*, page 29)

Developing Fluency

Echo-read the book, stressing phrasing, pace, and intonation. Have children repeat each page after you.

Oral Language/Conversation

Talk About Having Fun Lead a discussion about having fun. Have children talk about what they like to do for fun. Ask children: *Do you think that mud pies should be made in the kitchen? When and where would you make mud pies?* Discuss that there is a right time and place to do things. Point out that everyone needs to have fun, but also needs to remember that there is a right time and a right place for everything.

Extending Meaning Through Writing

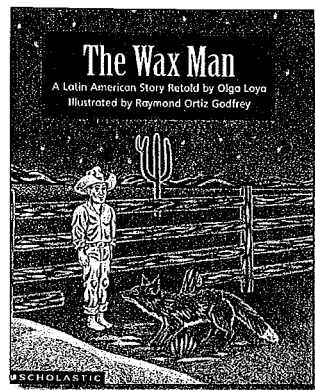
- Have children draw a picture of a funny activity. Ask them to include a caption and labels. (**Graphic Aid**)
- Have children write a description of one or two farm animals and include illustrations. (**Descriptive**)

Other Books

The Bunny Hop by Teddy Slater

The Dinosaur Who Lived in My Backyard
by B. G. Hennessy

The Wax Man



Summary & Standard

In this traditional folktale, Fox and Coyote try to outwit a wax figure of a man set out to scare them away. Children will use pictures and context to assist in comprehension.

Retold by: Olga Loya

Genre: Traditional Literature/Folktale

Word Count: 200+

Theme/Idea: learning a lesson

Making Connections: Text to Text

Invite children to discuss stories that they know well and can tell without reading them from a book. Suggest well-known fairy tales and Mother Goose stories, but also encourage children to name cultural stories they may have been told by parents or grandparents.

Extend the connection by explaining that folktales are stories that are told by one generation to the next. Mention that these stories often teach a lesson.

For additional folktales and story ideas, see <http://www.americanfolklore.net/bedtimestories.html>.

Vocabulary

Essential Words: afraid, answer, howled, stuck, upset

Related Words for Discussion: caution, message, symbol, warning

Genre

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

Supportive Book Features

Text Colorful illustrations support the text. The text uses simple sentences with some repetition in structure that will help children follow the story's plot.

Vocabulary High-frequency words, decodable words, and words that relate to the theme of the story are used throughout the book. Repetition of certain words will further help children read the text.

Praise children for specific use of "Behaviors to Notice and Support" on page 88 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text Explain that quotation marks are used to show that a character is speaking. Point out verbs and adverbs that help readers understand how each character speaks.

Content Children may have some difficulty with the cause-and-effect aspect of the story. Discuss why the owner set up the wax man, how Fox tricks Coyote, and why neither Fox nor Coyote bothered the ranch again. Remind children that, in folktales, animal characters often take on human-like behaviors.

ELL Bridge

Help children connect the text to the illustrations. Have children listen as you read a page or spread. Have them notice details in the illustration that match what they hear. Then have children work in pairs, reading the story aloud together. Ask partners to take turns retelling the story, using the visual clues in the illustrations.

Teaching Options

Developing Comprehension

Thinking Within the Text

Have children recall how the story begins. Ask: *What happens when Fox meets the wax man? What happens when Coyote meets the wax man?*

Thinking Beyond the Text

Ask children to think about what happens to Fox and what happens to Coyote. Ask: *Do you think Fox was clever? Why or why not? What do you think Coyote may have done after he was freed?*

Thinking About the Text

Have children notice how the author uses sound words in the story. Point out *thwack* on page 8 and demonstrate the sound this word represents. Discuss why the author used this word here. Invite children to find and discuss other sound words in the story.

Understanding Cause and Effect

Remind children that an effect is what happens in a story. The reason the event happens is the cause. Guide children to use the text and illustrations to name effects and their causes. Ask:

- *What causes Fox to approach the wax man? (She wants a chicken.)*
- *What causes Fox to stick to the wax man? (Fox puts her feet on the sticky wax.)*
- *What causes the wax man to begin to melt? (Coyote's warm tears)*

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

Developing Phonics and Word-Solving Strategies

Action Words

Remind children that action words tell what is going on in a sentence. Action words such as *loved*, *slipped*, and *took* let us know that the action has already taken place. Have children follow along as you read these sentences based on the book: *The wax man smiled. Fox hit the wax man with her left hand. Coyote howled and cried.*

- Ask children to identify the action word or words in each sentence and describe or demonstrate the action.
- Have children list other action words they might use to describe each action. Use each action word in a sentence.

Developing Fluency

Model how an expert would read sections of dialogue, focusing on proper expression and intonation. Have groups read aloud the passage, offering suggestions as needed.

Oral Language/Conversation

Talk About Lessons Learned Discuss what Fox and Coyote learn in the story. Ask: *Why do you think Fox and Coyote will stay away from the ranch after their experience with the wax man?*

Extending Meaning Through Writing

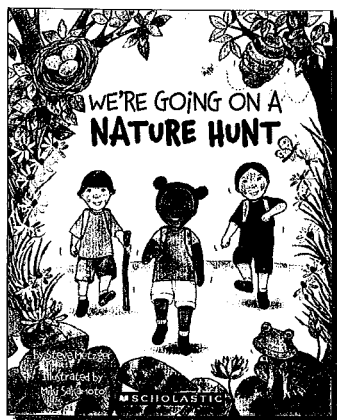
- Have children choose an animal and write another part to the story that tells what happens when this animal meets a wax man. (**Narrative**)
- Invite children to tell what else the ranch owner might have done to protect the chickens. (**Expository**)

Other Books

The Gingerbread Man by Rita Rose

Henny Penny by H. Werner Zimmermann

We're Going on a Nature Hunt



Summary & Standard

Three children go on a nature hunt. They explore a bridge, a pond, a meadow, and a tree to observe plants and animals. Children will use their knowledge of phonics to recognize letter patterns and to translate them into spoken language.

Author: Steve Metzger
Genre: Realistic Fiction

Word Count: 200+
Theme/Idea: exploring nature

Making Connections: Text to World

Have children think about the natural world around them. Ask: *What kinds of birds do you often see? What kinds of insects, trees, and flowers can we see?* Use discussion to make a list of natural things children see every day at home or on their way to and from school.

Extend the connection by talking about what plants, animals, rocks, streams, or ponds the children could see if the class went on a nature hunt from the school. If possible, visit a local park or the school playground and make a list of things children see.

For additional teaching ideas and resources, see http://kidsactivities.suite101.com/article.cfm/scavenger_hunting.

Vocabulary

Essential Words: bridge, crooked, meadow, narrow, sparkling

Related Words for Discussion: hunt, nature, search

Genre

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

Supportive Book Features

Text The print is easy to read and spaced nicely on the pages. Illustrations clearly show the action of the story. Rhyming lines form a repeated refrain for the story that children will enjoy reading aloud. (Note: Book pages are not numbered. Page 3 begins *We're going on a nature hunt*.)

Content Children are most likely familiar with the concept of exploring. Most of them will be interested to read about the different things the children in the book find on their nature walk. Praise children for specific use of "Behaviors to Noticed and Support" on page 88 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text The typeface changes to emphasize words and concepts. Children may be unfamiliar with this style and not realize that these words should be read as part of the text. Point out examples: *wildflowers*, page 6; *nature hunt*, page 9; *wide and hilly meadow*, page 16.

Vocabulary This story includes pairs of nonsense words that may confuse readers, such as *slippery, sloppery* (page 12) and *scritchety, scratchety* (page 24). Have children use context to make sense of the words.

ELL Bridge

To help children practice recounting the story events, have them take turns selecting an illustration in the book and describing what it shows. For each illustration, have children identify *who*, *what*, and *where*, then summarize what is occurring in the scene. Encourage children to use complete sentences in their descriptions.

Teaching Options

Developing Comprehension

Thinking Within the Text

Help children summarize the stops the children in the story make on their nature hunt. Ask: *What was the first thing they did on the nature hunt?* (cross a bridge) *Where did they first stop?* (in a field) *What did they see?* (wildflowers)

Thinking Beyond the Text

Invite children to predict what might happen if the three friends went on the same nature hunt another day. Ask: *Would they find exactly the same things, such as a frog or a nest of robin's eggs? What different things might they see?*

Thinking About the Text

Call attention to the different typefaces used throughout the story, such as the tall script used for *narrow* on page 4 and the colorful letters used for *wildflowers* on page 6. Ask: *Why do you think the author chose to show these words in a different style? How would you show them?*

Understanding Sequence

Remind children that events in a story happen in a certain order. Thinking about the order in which events occur helps readers understand and remember the story. Ask:

- *What happens when the three friends see the bridge?*
- *What happens after they cross the bridge?*
- *What happens after they see the tree?*
- *What happens after they see the beehive?*

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

Developing Phonics and Word-Solving Strategies

Long *i*: Consonant + Final-e Pattern

Remind children that the long-vowel sound is pronounced like the name of the vowel. The long-*i* sound is often spelled with the consonant and final-e pattern, as in *ride*.

- Write *mine* and *ride* on a chart or on the board. Have children pronounce the words as you underline the *i* and final *e* in each word. Repeat the long-*i* sound.
- Encourage children to find words in the book with the same long-*i* sound and spelling pattern. (*time*, page 3; *side*, page 4; *wide*, page 16; *beehive*, page 27)

Developing Fluency

Model reading rhythmic passages, such as pages 4-5. Use proper phrasing, rate, and expression. Then have pairs of children take turns reading the following facing pages to each other: pages 4-5, 10-11, 16-17, 22-23.

Oral Language/Conversation

Talk About Nature Lead a discussion about nature. Ask: *Do we need to be in a forest to find nature?* Invite children to decide as a group what "the natural world" means. Encourage them to think of different plants and animals they might see in a city as opposed to what they might find in the country.

Extending Meaning Through Writing

- Have children describe one plant or animal that they see often. (**Descriptive**)
- Have children outline what they think a perfect nature hike would be. Where would they walk with friends? (**Narrative**)

Other Books

Apples and Pumpkins by Anne Rockwell
Geraldine's Big Snow by Holly Keller

The Wheels on the Race Car



Summary & Standard

This free-verse poem uses a variation of the familiar song “The Wheels on the Bus” to tell the story of a race in which dozens of animals speed around the track and stop for repairs. Children will use pictures and context to assist in comprehension.

Author: Alex Zane

Genre: Fantasy

Word Count: 200+

Theme/Idea: participating in a contest

Making Connections: Text to Self

Most children will have had experience with contests, as either participants or observers. Discuss familiar contests, such as team sports, games, races, and so forth. Talk about what it means to be a contest winner.

Tell children that this book is about a car race in which different animals are race-car drivers. Point out that only one animal can win the race, but many others help the winner achieve the victory.

For additional information about the author, see www.wheelsonthracecar.com/interview.htm.

Vocabulary

Essential Words: driver, engines, flag, mechanic, race, steer, track

Related Words for Discussion: contest, everyone, share, sport, together, work

Genre

Fantasy Remind students that a fantasy is a story with characters, settings, or events that could not exist in real life.

Supportive Book Features

Text Repetitive text and humorous illustrations support the early reader. Each spread has a predictable text pattern, modeled after a popular children’s song.

Content The animals in the race will be familiar to children, and children will enjoy guessing which animal will win.

Praise children for specific use of “Behaviors to Notice and Support” on page 88 of the *Guided Reading Teacher’s Guide*.

Challenging Book Features

Text Repetitive text appears in uppercase letters, which might confuse some children. Also, the text on each spread is one long sentence. Explain that the story is written as a poem without rhyme. Point out the capital letter at the beginning of each line, and help children relate the style to other poems they have read.

Vocabulary Children may struggle to read words such as *checkered*, *engine*, *mechanics*, and *steers*. Guide them to use the pictures to help them figure out word meaning.

ELL Bridge

Use this book to help children learn or review animal names. Page through the book with children and name some of the animals. As you name each animal, write the name on a chart or on the board. Then say the name and have children repeat it. Next, have partners copy each animal name onto a self-stick note. Challenge pairs to match the names with the animals in the book by placing each self-stick note on the correct animal. Ask volunteers to show an animal they have identified and say its name. Continue until all animals are identified.

Teaching Options

Developing Comprehension

Thinking Within the Text

Have children summarize the story. Have them explain everything the drivers did, from the start of the race until its finish.

Thinking Beyond the Text

Point out that each animal driver has a team of helpers during the race. Ask children to think about how teamwork—in the story and in real life—can affect the outcome of a contest or competition.

Thinking About the Text

Tell children that the book uses pictures to help tell what is happening in the story. Have children turn to page 12. Ask: *What do the clouds of smoke near the track tell you about the cars? What do the stars coming off the light-blue car tell you?* Help children find other picture clues to story action. (Note: Because book pages are not numbered, page numbers have been assigned. The first full page of text begins on page 5.)

Recognizing Setting

Remind children that setting is when and where a story takes place. In this book, readers learn about setting by looking at the pictures.

- Have children look at the cover of the book. Explain that by looking at the lined-up cars in the cover picture, they can guess that the setting is at a racetrack.
- Turn to page 2. Point out that the line of cars runs off the page to the left. Ask: *What does that tell about how many cars are in the race? What can you tell about how many people are at the race?*
- Continue in a similar manner with other illustrations in the book.

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

Developing Phonics and Word-Solving Strategies

Sound Words

Explain that sometimes authors include sound words that may or may not be actual words.

- Write the word *ZIZZ* on chart paper or on the board. Place your finger under the first letter and say the /z/ sound. Continue with the remaining letters, /i/ /z/ /z/. Then slowly slide your finger under all the letters as you say the sounds together. Have children repeat the word with you.
- Have children turn to page 15. Read aloud the text, emphasizing *ZIZZ*. Have children reread with you.
- Challenge children to find other sound words, such as *VROOM* (page 6) and *GLUG* (page 16).

Developing Fluency

Call attention to the commas in the first verse. Model how to read the text, pausing at each comma. Then have volunteers read aloud.

Oral Language/Conversation

Talk About Competing Point out that all of the animal drivers in the story were trying to win the race. Ask how the nonwinning animals felt. Point to the illustration on the last page that shows them happy for the winner.

Extending Meaning Through Writing

- Ask children to draw a poster to persuade people to attend the race in the book. **(Persuasive)**
- Have children tell about a time they participated in or observed a contest. **(Narrative)**

Other Books

Two Crazy Pigs by Karen Berman Nagel

Buzz Said the Bee by Wendy Cheyette Lewison