

# GUIDED READING PROGRAM

Nonfiction Focus

*2nd Edition*



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

- **Baby Dolphin's First Day**
- **Blackout**
- **Butterflies**
- **Critters in Camouflage**
- **The Gobi Desert**
- **Kim's Trip to Hawaii**
- **My Five Senses**
- **The Shape of Things**
- **Two Eyes, a Nose, and a Mouth**
- **What the Dinosaurs Saw**

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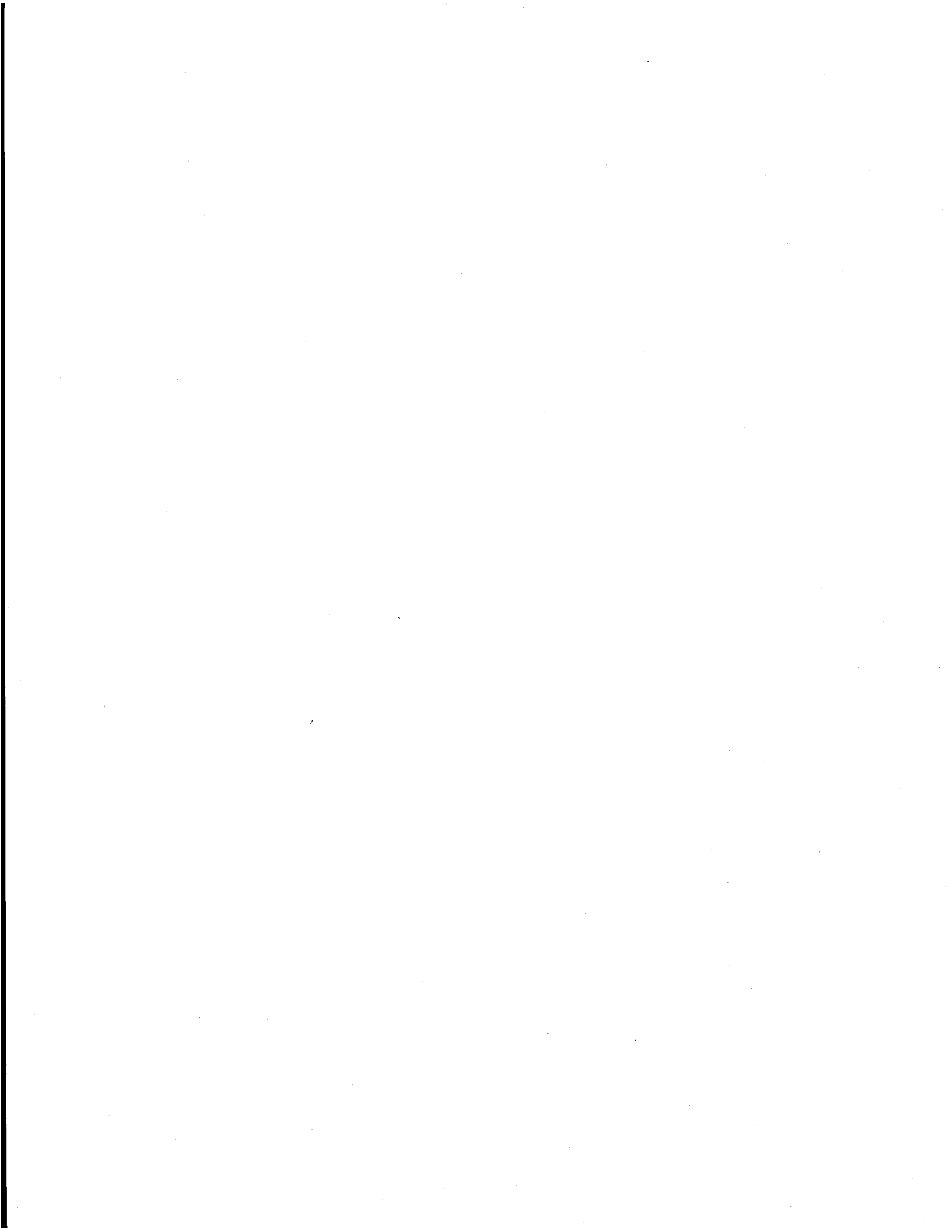
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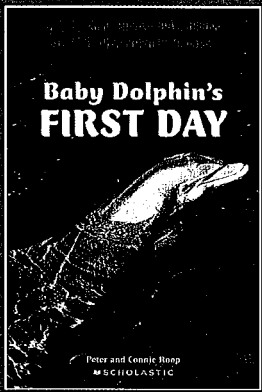


SCHOLASTIC

ITEM S-HT5-64735-5



# Baby Dolphin's First Day



## Summary & Standards

**Summary:** A baby dolphin can swim almost as soon as it is born, but it has lots more to learn on its first day.

**CCSS.ELA-Literacy:** Analyze how and why individuals, events, or ideas develop and interact over the course of a text (CCRA.R3); read closely to determine what the text says explicitly and to make logical inferences; cite specific textual evidence to support conclusions (CCRA.R1).

**Authors:** Peter and Connie Roop

**Word Count:** 200+

**Genre:** Informational Text

**Themes/Ideas:** learning how dolphins live; understanding how wild animals care for their young

**Text Type:** Photo 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 Feature

**Photos** The photos show a baby dolphin, its mother, and other groups of dolphins.

## Vocabulary

### Domain-Specific Vocabulary

**blowhole** (p. 7): nostril in the top of the head of a whale, dolphin, or porpoise used for breathing

**breathe** (p. 6): to take air into one's body

**dolphin** (p. 4): water mammal with a snout and teeth

**whistles** (p. 8): makes a high, shrill sound by blowing

## Challenging Features

**Text** Most sentences are short, but a few continue to a second line. Guide children to continue reading until they reach an end punctuation mark.

**Content** From page 14 to page 21, the text shifts from talking about the mother and her baby to talking about dolphins in general. Help children understand the shift in content.

## Supporting Features

**Text** Each new sentence begins on its own line. Point out quotation marks around the word *aunt*. Explain that these marks mean the dolphin is not really an aunt but has that role.

**Vocabulary** Much of the text is decodable and contains many high-frequency words. Domain-specific words are explained in the text and photos.

## A First Look

Display the cover. Ask: *What do you think the relationship between these two dolphins is? Which photo details support this idea?* Read aloud the title. Ask: *How old is this baby dolphin?* Then say: *Let's read to find out about this baby dolphin's first day!*

## Read and Analyze Informational Text Cite Textual Evidence

### Connect Ideas in a Text

Remind children that in an informational text, the author states ideas about a topic. Then the author works to connect these ideas in logical ways so that readers will understand them.

(pp. 4-5) *What important idea do the authors state about the relationships between mother and baby dolphins?*

(pp. 6-7) *How does the baby dolphin breathe?*

(pp. 8-9) *How does the mother communicate with her baby? What will the baby have to do to communicate with its mother?*

(pp. 10-13) *How does the mother "take care" of her baby now?*

(p. 22) *You've read about how dolphins communicate with each other. How do you think the dolphins let each other know that a shark is near? What does the baby do when there is danger?*

(pp. 30-31) *How would you describe the baby dolphin's first day?*

Praise children for specific use of "Behaviors to Notice and Support" on page 102 of the *Guided Reading Teacher's Guide*.

LEVEL 1

## Develop Comprehension

### Thinking Within the Text

Besides the baby dolphin's first day, the authors let readers know about all dolphins. Review the information by asking:

- *Where in the world do dolphins live?*
- *What do dolphins do in a pod?*

### Thinking Beyond the Text

Have children continue to make connections among ideas or scientific concepts. Ask:

- *Why is the top of its head a good place for a dolphin's blowhole?*
- *Why do dolphins' naps have to be short?*

### Thinking About the Text

Point out that the authors chose to write about a baby dolphin's first day instead of about an adult dolphin's day. Ask:

- *Do you think it more interesting to read about a baby animal or an adult animal? Why?*
- *Why do you think the author writes about just one day?*

## Focus on Foundational Skills Phonics and Word-Solving Strategies

### Consonant Digraphs

Explain that in some words, two consonants blend to produce a single sound. Draw children's attention to *dolphin* on page 4. Write the word and underline *ph*. Explain that *ph* produces the single sound /f/. Say the word aloud and have children echo it.

- Point out the word *breath* on page 6. Have children identify the two letters that make the single sound /th/. (*th*)
- Together, look at the word *whistles* on page 8. Ask children which letters make the single sound /wh/. (*wh*)
- Have children find the word *splash* on page 21. Ask: *What single sound do the letters sh make at the end of the word splash?*

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

## Develop Fluency

Remind children that punctuation helps them read aloud with expression. For example, an exclamation point signals strong feeling, such as excitement or fear. Read aloud pages 20–22 and have children echo.

## Expand Oral Language/Conversation

**Talk About Mother and Baby Animals** Encourage children to compare the way dolphins care for their young with another animal mother and baby. Compare ways of protection, feeding, and communicating.

## Write and Respond to Reading

**Write Advice for a Baby Dolphin** Ask children to think about the skills a baby dolphin must learn for survival. Have children write numbered lists that include the three most important skills a baby dolphin needs. For each skill, have children supply a reason that supports the opinion. (**Opinion**)

**Write About a Mother Dolphin** Remind children that the mother dolphin faces several challenges during the course of her baby's first day. Ask students to choose one to describe using facts from the text. Provide students with these prompts: *What is the challenge? What does mother dolphin do to meet the challenge and protect her baby?* (**Informative/Explanatory**)

## ELL Bridge

Choose verbs from the text to pantomime with students: *swim, breathe, drink, splash, leap, dive, and rest*. Write each word. After practicing with students, take turns pointing to different words and having students pantomime the actions.

## Connect Across Texts

*Puppies* by Colleen Sexton

Invite children to compare the care that newborn puppies and dolphins need. What do their mothers do to protect them? What can the newborns do on their own?

## Connect to the Internet

Children can experience the underwater antics of dolphins at this website: <http://www.smithsonianmag.com/video/Under-the-Sea-with-Dolphins.html>.

# Blackout



## Summary & Standards

**Summary:** On a hot summer night in the city, everyone is busy—much too busy to play games. Then suddenly, the lights go out and everything changes.

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

**Author:** John Rocco

**Word Count:** 100+

**Genre:** Realistic Fiction

**Themes/Ideas:** understanding family dynamics; turning an inconvenience into fun

**Text Type:** Graphic Novel

## Genre/Text Type

**Realistic Fiction/Graphic Novel** Remind children that realistic fiction is a made-up story with characters and situations that could exist in real life. The graphic text type illustrates characters' actions.

## Text Features

**Graphic Novel Elements** Illustrated panels provide clear visuals, and speech balloons provide space for dialogue.

## Vocabulary

### Academic Vocabulary

- blackout** (title): darkness due to loss of power
- huddled** (p. 18): gathered together
- normal** (p. 3): common, usual
- rooftop** (p. 23): the uppermost part of a building

## Challenging Features

**Text** The placement of text differs on each page. Explain that the boxed text tells the story and the words inside the speech bubbles are what the characters say.

**Content** Many children will have not experienced power outages and may be unfamiliar with what it is like to be without power.

## Supporting Features

**Text** The story is told mostly in pictures, with very little text to accompany the pictures.

**Vocabulary** Except for a few compound words (*blackout, flashlight, rooftop*), most of the words will be familiar to readers.

## A First Look

Read the title and talk about the cover. Then ask:  
*What is happening in the cover illustration? Based on the cover picture, what do you think a blackout is? Where do you think this story takes place?*

## Read and Analyze Literature Cite Textual Evidence

### Describe Characters

Point out that in realistic fiction the characters behave in the same way real people do. Explain that authors have many ways of letting readers know about the characters in a story. Readers can gain information about characters from the illustrations, the words the characters say, and the things the characters do. (Note: Book pages are not numbered. Page 2 is the first page of text.)

- (pp. 2–7) *What do you learn about the characters from the pictures?*
- (pp. 8–15) *How do the young girl and her sister respond to the blackout? What details in the pictures tell you about their responses?*
- (pp. 26–32) *How does the blackout bring the neighbors together?*
- (p. 32) *How has the family changed from how they were at the beginning of the book?*
- (pp. 33–37) *What happens when the lights come back on? Explain what this says about what the family learned from the blackout.*

Praise children for specific use of “Behaviors to Notice and Support” on page 102 of the *Guided Reading Teacher’s Guide*.

LEVEL 1

## Develop Comprehension

### Thinking Within the Text

Call attention to the author's word choice. Ask:

- *What words does the author use to describe the night?*
- *What words does he use to tell about the city?*

### Thinking Beyond the Text

Have children think about how the setting affects the events in the story. Ask:

- *How would this story be different if it took place in the country?*
- *How would you or your family respond to a blackout in the summer? What about a blackout in the winter?*

### Thinking About the Text

Have children look at pages 4 and 5. Ask:

- *How does the author let the reader know which words tell about the events in the story? Which words tell what the characters say?*
- *How does the author arrange the pictures to show the characters' actions?*

## Focus on Foundational Skills Phonics and Word-Solving Strategies

### Onomatopoeia

Remind children that onomatopoeia is the formation of a word that imitates its sound, such as *brrrr* or *hmmm*.

- Look at pages 2 and 3. Point out the words *rooaarr*, *tssssssss*, and *beep beep*. Say the words aloud. Have children repeat them. Explain that these words are examples of onomatopoeia. They imitate the sounds the vehicles make.
- Have children look for other examples of onomatopoeia in the book. (*tap tap tap*, *yeeaoow*, *yippee*, *la la la*, *click*) Then have them say the words aloud.

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

## Develop Fluency

Model reading pages 5–13 of the book, pausing between each text box to add suspense. Then have children read the page with you, practicing proper pace and expression.

## Expand Oral Language/Conversation

**Talk About a Blackout** Have children choose pictures from the book and describe what the character is probably thinking. For example, ask someone to tell what the sister shown on page 11 is thinking when she looks out the window. Continue with different illustrations to fully describe what it was like for the family to experience a blackout.

## Write and Respond to Reading

**Draw a Cartoon** Have children illustrate a scene from the book using a three-panel cartoon format. Help children use speech bubbles to tell what the characters say in the scene. **(Narrative)**

**Illustrate the City** Have children draw a picture of the city before or after the blackout. Remind them to include details that show whether the city has electricity or not. Help them use onomatopoeia within the picture to illustrate the sounds of the city before or after the blackout. **(Narrative)**

## ELL Bridge

Have partners take turns describing the setting, characters, or events in the story. Invite children to use the pictures and text on each page to tell their partner something about the setting, characters, or events. Encourage children to speak in complete sentences.

## Connect Across Texts

*My Five Senses* by Aliki

Use these two books together to focus on how the family in *Blackout* uses their senses before, during, and after the blackout. What changes about what they see and what they hear?

## Connect to the Internet

Share this website with children to continue to explore the subject of electricity: <http://kids.saveonenergy.ca/en/what-is-electricity/>.

# Butterflies



## Summary & Standards

**Summary:** Learn about the traits and life cycle of butterflies, and enjoy the cut-paper collages that accompany the text.

**CCSS.ELA-Literacy:** Analyze how and why individuals, events, or ideas develop and interact over the course of a text (CCRA.R.3); integrate and evaluate content presented in diverse formats, including visually and quantitatively (CCRA.R.7).

**Author:** Emily Neye

**Word Count:** 250+

**Genre:** Informational Text

**Themes/Ideas:** understanding butterfly traits; following the butterfly life cycle

**Text Type:** Picture Book

## Genre/Text Type

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

## Informational Text Features

**Illustrations** The illustrations show the many different types of butterflies.

**Phonetic Respelling** A phonetic respelling will help children read and pronounce *monarch*.

## Vocabulary

### Domain-Specific Vocabulary

**caterpillar** (p. 16): the wormlike early stage of a butterfly

**hatches** (p. 16): to come out of a shell

**sheds** (p. 19): to let something fall or drop off

**shell** (p. 8): a hard outer layer

## Challenging Features

**Text** Text appears in various locations on pages, and many sentences are set on more than one line. Model how to read sentences until you reach end punctuation. Explain that an em dash and an ellipses signal a pause.

**Vocabulary** Some content-specific words related to insects need context to determine meaning. Remind children how to use text context and illustrations to help define unfamiliar words.

## Supporting Features

**Text** Text is large and supported by cut-paper collage illustrations.

**Content** Children will likely be familiar with at least some parts of the life cycle of a butterfly.

## A First Look

Introduce *Butterflies* by reading aloud the title and having children look at the butterflies on the cover. Ask: *To which family of animals do butterflies belong?* Establish that they are insects, with six legs, three body parts, a hard outside and soft inside, and wings. Then ask children what they would like to learn about butterflies.

## Read and Analyze Informational Text Cite Textual Evidence

⊕ If you have time constraints and want to concentrate on only one portion of the text, use the asterisked prompts to focus discussion.

### Understand Sequence

Explain to children that the order in which things happen is its sequence. Explain that when talking about sequence, words like *first*, *next*, *after*, and *later* give clues about the order.

⊕ (pp. 14–15) *The author has started to tell us a sequence. What will it be about? How does a butterfly start out?*

(p. 16) *What words does the author use to tell how much time has passed? What happens next to the caterpillar?*

⊕ (pp. 18–19) *How much time has passed? What are the next things that happen?*

(pp. 20–21) *What happens after about a week?*

(pp. 28–31) *How does the author use the four seasons to tell about this sequence of events in a butterfly's life?*

Praise children for specific use of “Behaviors to Notice and Support” on page 102 of the *Guided Reading Teacher's Guide*.

## Develop Comprehension

### Thinking Within the Text

Ask compare-and-contrast questions about the text, such as:

- *In what ways do all butterflies look similar? What do they all have in common at the beginning of their lives?*
- *What are two differences between butterflies and moths?*

### Thinking Beyond the Text

Compare a butterfly's life cycle to that of other animals. Ask questions such as:

- *In what ways do you think a butterfly's and moth's life cycle are alike?*
- *What other animals do you know that begin life as eggs?*

### Thinking About the Text

Point out that the book uses illustrations instead of photographs. Ask:

- ❖ *Did the illustrations help you learn facts about butterflies and butterfly life cycles?*
- ❖ *What would the illustrator need to know before creating the pictures for this book?*

## Focus on Foundational Skills Phonics and Word-Solving Strategies

### Compound Words

Remind children that a compound word is two words combined to make a new one.

- Write the following word from the book on the board: *backyard*. Use a slash to divide the word and explain: *The word backyard tells about a yard at the back of a house.*
- Repeat with the words *rainforests* and *daytime*.

### Plurals

Point out that some words need a spelling change before adding -s or -es to make a plural noun.

- Write the words *butterfly* and *butterflies* on the board. Point out that the letter *y* changes to *i* before the ending -es.
- Repeat with the words *leaf* and *leaves*.

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 that has a mid-sentence punctuation break, such as the sentences on pages 7, 8, or 14. Have children repeat each sentence with you, pausing where appropriate.

## Expand Oral Language/Conversation

**Talk About Camouflage** Remind children that camouflage is a disguise—often a change in color—an animal can make to help it hide. Talk about what colors a butterfly could be and still hide in a garden of flowers. Then talk about what colors a butterfly could be to hide in a pile of dead leaves and bark.

## Write and Respond to Reading

**Draw a Flowchart** Have children use pages 14–22 to draw a flowchart about the life cycle of a butterfly, from egg to butterfly. Children should label each stage and draw arrows showing the sequence between them. **(Informative/Explanatory)**

**Write a Review** Ask children to write a review of the book. In the review, they should tell what the book is about. They should also include their opinion of the book and tell whether or not they think the information was clear and easy to understand. **(Opinion)**

## ELL Bridge

Help children review the sequence of events. Look through the book for each event and pause to discuss what is happening. Then review all the phases from egg to butterfly.

## Connect Across Texts

*Puppies* by Colleen Sexton

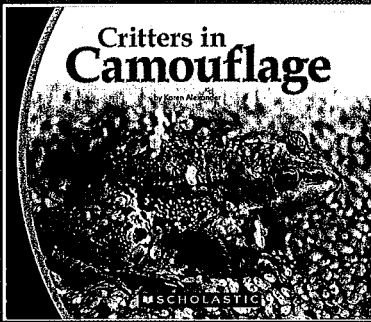
Invite children to tell how the books are alike—both show how a baby animal grows. Discuss how the role of insect mothers is very different from the role of mammal mothers.

## Connect to the Internet

Have children read additional facts about butterflies at the San Diego Zoo site: <http://kids.sandiegozoo.org/animals/insects/butterfly>.



# Critters in Camouflage



## Summary & Standards

**Summary:** Some animals use their shape or coloring as camouflage, a way to hide in their surroundings.

**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:** Karen Alexander

**Word Count:** 150+

**Genre:** Informational Text

**Themes/Ideas:** identifying animal traits; understanding animal adaptations

**Text Type:** Picture Book

## Genre/Text Type

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

## Informational Text Features

**Photos** Photos show how animals use camouflage to conceal themselves.

## Vocabulary

### Academic Vocabulary

**shape** (p. 4): the outline of an object

**shell** (p. 12): the hard covering of an animal

### Domain-Specific Vocabulary

**camouflage** (cover): a way for a person, animal, or thing to look like and blend into its surroundings

**spots** (p. 8) areas on fur or skin that have different coloring from the rest of the fur or skin

## Challenging Features

**Text** Some sentences are long and turn a line.

**Vocabulary** Some animal names may be unfamiliar to children. Use the photos for support. Children may have difficulty saying *camouflage* and understanding its meaning.

## Supporting Features

**Text** Most sentences are simple in construction, without clauses. The sentence structure *Animals in \_\_\_ use camouflage* is repeated throughout.

**Content** Children will likely enjoy learning about animals and how they blend in with their surroundings.

## A First Look

Have children identify the animal in the cover photograph. Ask: *How would you describe this frog? What makes it hard to see?* Discuss the title. Explain that *critter* is another word for animal. Ask: *Why would it be helpful for this frog to blend in to its background?* Talk about other critters children might expect to see in this book.

## Read and Analyze Informational Text Cite Textual Evidence

### Identify Key Details in Photos and Text

Explain that this book has photographs to help the reader understand the text. Ask children to look carefully at the photos to see how different animals use camouflage.

(pp. 2–3) *Why is the lion hard to see? What color is the lion's fur? What color are the grasses surrounding it? How could this help the lion?*

(pp. 4–7) *Describe how the bug's shape serves as camouflage. How is the snake's color a camouflage?*

(pp. 10–11) *What words would you use to describe this fish? What might another animal think it sees when swimming past this fish?*

(pp. 14–15) *Compare the two pictures. What is different about these two animals? Why do you think one animal is white and the other is speckled brown and green? How is the color of each animal affected by where the animal lives?*

Praise children for specific use of "Behaviors to Notice and Support" on page 102 of the *Guided Reading Teacher's Guide*.

## Develop Comprehension

### Thinking Within the Text

Review the meaning of *camouflage* and that it meets animals' needs in various ways. Ask:

- *On which pages do you see an animal whose shape is its camouflage?*
- *On which pages do you see an animal whose color is its camouflage?*

### Thinking Beyond the Text

Lead children to grasp the main idea, that being out of sight is helpful to different kinds of animals and serves different purposes. Ask:

- *Look at page 9. How does camouflage help the leopard? Why would it be good for a leopard to be difficult to see?*
- *Now look at page 11. Why is it helpful for a fish to be hidden? How are the fish's needs different from the leopard's needs? Explain.*

### Thinking About the Text

Discuss the book's photos. Ask:

- *How do the photos help you understand what camouflage means?*
- *Why did the author use photos instead of drawings?*

## Focus on Foundational Skills Phonics and Word-Solving Strategies

### Words With Long a Spelled a\_e

Remind children that a long-vowel sound is pronounced like the name of the vowel.

- Write *snake* and *shape* on a chart or on the board. Have children pronounce the words as you underline the *a* and final *e* in each word. Say the long-*a* sound. Note the spelling pattern. Have children find the word on page 8 with the same long-*a* sound and spelling pattern. (*make*)

### Homophones

Remind children that some words sound alike but are spelled differently and have different meanings.

- On page 10, point out the words *sea* in the first sentence and see in the third. Say: *These words sound alike but are spelled differently. Use context to figure out the meanings.*

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

## Develop Fluency

Model fluent reading of the book. Then have children practice reading the book aloud to a partner. Suggest that they reread the book together several times until they can read it with ease.

## Expand Oral Language/Conversation

**Talk About Where Animals Live** Have children look at the different backgrounds pictured in the book. Ask: *What kinds of places do these animals live? Do they live in cold places? Hot places? Dry places? Wet places?* Discuss how camouflage makes each animal well suited for its home.

## Write and Respond to Reading

**Draw and Describe a Scene** Have children choose an animal from the book and draw a scene showing the animal camouflaged in its surroundings. Have them write a sentence telling how the animal is using color and/or shape as camouflage. (**Informative/Explanatory**)

**Write a Description** Have children imagine what kind of clothing they would need to wear to blend into the surroundings of one of the animals from the book. Ask: *What color and texture would the clothes have to be?* Provide children with the following sentence frame:

*I could wear \_\_\_\_\_ clothes to blend in with the \_\_\_\_\_.*  
(**Informative/Explanatory**)

## ELL Bridge

To practice the English names of the animals pictured in the book, have children make flash cards. They can draw the animal on one side of the card and write its name on the other. Have partners play a game in which they hold up flash cards for each other and recall the animal names.

### Connect Across Texts

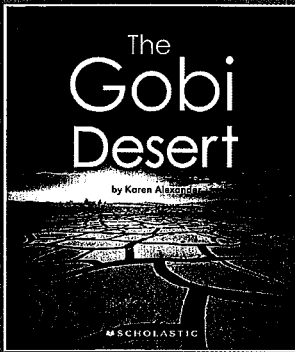
*Cactus Hotel* by Brenda Z. Guiberson

Like animals, plants have to adapt to their environment to survive. Compare the animals in *Critters in Camouflage* with the cactus and animals in *Cactus Hotel*.

### Connect to the Internet

Have children use the interactive tool at the following website to see how different animal colorings act as camouflage against different backgrounds: [www.abc.net.au/beasts/playground/camouflage.htm](http://www.abc.net.au/beasts/playground/camouflage.htm).

# The Gobi Desert



## Summary & Standards

**Summary:** The Gobi desert has a climate of extremes, but a few fascinating animals and people have made the desert their home.

**CCSS.ELA-Literacy:** Assess how point of view or purpose shapes the content and style of a text (CCRA.R6); analyze how and why individuals, events, or ideas develop and interact over the course of a text (CCRA.R3).

**Author:** Karen Alexander  
**Genre:** Informational Text  
**Text Type:** Picture Book

**Word Count:** 150+

**Themes/Ideas:** learning about a unique place in the world; learning how animals adapt to habitat conditions

## Genre/Text Type

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

## Informational Text Features

**Back Cover Text** The back cover tells children what they will learn in the book and poses a question about the book's main topic.

## Vocabulary

### Academic Vocabulary

**thick** (p. 10): tightly packed; dense

### Domain-Specific Vocabulary

**camels** (p. 6): large desert animals with one or two humps on their backs

**desert** (cover): an area of very dry land, usually with few plants

**humps** (p. 6): rounded lumps on animals' backs

## Challenging Features

**Text** Captions are small and easy to skip over. Make sure children take the time to read them.

**Content** Children may not know what makes land a desert. Explain that a desert is a place where there is little or no rainfall each year. They most likely will not have heard of the Gobi desert. Use a map to point out its location in central Asia.

## Supporting Features

**Text** The names of animals appear in the main text of each page, and support children's understanding of the new vocabulary.

**Vocabulary** Many words in the book are decodable or high-frequency words.

## A First Look

Read the title and model how to pronounce *Gobi* (GO-bee). Discuss the image of the cracked, dry desert land. Explain that deserts are places where there is little rainfall, so deserts are very dry. Ask: *What animals do you think might be able to live in a place that is very dry?* Then say: *Let's find out if this desert is a hot place or cold place.*

## Read and Analyze Informational Text Cite Textual Evidence

### Distinguish Between Photos and Text

Point out that this book is about a place in the world that is far away from where we live. Remind children to pay attention to details in the text and photos to help them better understand what this desert is like.

(pp. 2–3) *What details about the Gobi desert do you learn from the words? What do you learn from the photo?*

(pp. 4–5) *What do the words tell you about rain in the Gobi? What do you see in the photo that also shows that there is very little rain in the Gobi?*

(p. 7) *The photo in the circle shows how long a camel's eyelashes are. Why do camels have long eyelashes? Find the answer in the text.*

(p. 9) *To what does the author compare the hamster's size? What details in the photo help you see just how small it is?*

(pp. 10–16) *What other animals live in the Gobi desert? What information did the author include in the labels?*

Praise students for specific use of "Behaviors to Notice and Support" on page 102 of the *Guided Reading Teacher's Guide*.

## Develop Comprehension

### Thinking Within the Text

Have children review the text. Ask:

- *What are three important facts you read about the weather in the Gobi desert?*
- *What large animals live in the Gobi desert?*

### Thinking Beyond the Text

Talk about people who live in the Gobi desert and ask questions like the following:

- *What would make it hard for people to live in the Gobi desert?*
- *What animals could be helpful to the people living there? Explain your answer.*

### Thinking About the Text

Focus attention on the photos. Then ask:

- *On page 7, why did the author show a close-up photo of a camel's face?*
- *On page 9, why do you think the author chose to show you a picture of a hand? How does this photo help you better understand the hamster's size?*

## Focus on Foundational Skills Phonics and Word-Solving Strategies

### Pronouns

Remind children that a pronoun can take the place of a naming word in a sentence. For example, the word *she* can take the place of *the girl* and the word *he* can take the place of *the boy*.

- Point out we most often use the pronoun *it* to take the place of the name of an animal because we often do not know if the animal is a male or a female. Reread the text on page 8. Ask: *What animal does the first sentence tell about? What does the word it take the place of in the second sentence?*
- Reread the text on page 9. Ask: *What animal does the first sentence tell about? What does the word it take the place of in the second sentence?*
- Ask children to locate one other place in the book where the pronoun *it* is used to take the place of the name of an animal.

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

## Develop Fluency

Model expressive reading to emphasize the extreme weather mentioned on pages 2–3 and pages 4–5, particularly the use of *very*. Then turn to page 16 and model how to read the question and exclamation sentences. Have children practice reading with a partner.

## Expand Oral Language/Conversation

**Talk About Desert Animals** Point out to children that this desert has extreme weather, which means it can be very hot or very cold. Discuss how the different animals adapt to the harsh weather.

## Write and Respond to Reading

**Write a Letter** Ask children to write a letter from the perspective of a traveler in the Gobi desert, telling about his or her adventure and all of the different things he or she saw. Have children refer to the photos and text for inspiration. **(Narrative)**

**Make a Fact Card** Have children choose one of the animals in the book and draw a picture of it. Below the picture, have children write a fact about the animal based on what they learned from the text or image. Later, children can share their cards. **(Informative/Explanatory)**

## ELL Bridge

Have children work with a partner, reading the text and examining the photos. As one partner reads the text on a page, the other can point to the corresponding details in the image. Have partners switch roles and repeat the exercise.

## Connect Across Texts

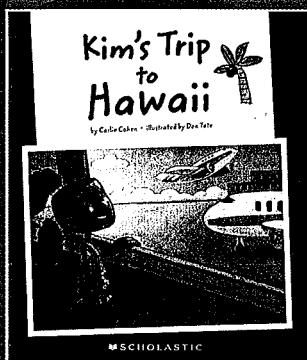
*Baby Dolphin's First Day* by Peter and Connie Roop

A dolphin could never live in the Gobi desert! Talk about how the dolphin's body is well equipped to live in the water. How do you think desert animals' bodies help them survive in that dry place?

## Connect to the Internet

Introduce children to more information about camels, including the sounds they make. Visit: <http://www.sandiegozoo.org/animalbytes/t-camel.html>.

# Kim's Trip to Hawaii



## Summary & Standards

**Summary:** Kim writes letters home to her friend Kate to describe the things that she sees and does on her trip to Hawaii.

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

**Author:** Carlie Cohen

**Word Count:** 250+

**Genre:** Realistic Fiction

**Themes/Ideas:** writing letters; exploring Hawaii

**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 illustrator shows Kim and her family in different Hawaiian locations.

**Letters** Many pages show Kim's letters to friends.

## Vocabulary

### Academic Vocabulary

**islands** (p. 2): pieces of land surrounded by water

**mango** (p. 14): a yellow-red tropical fruit

**map** (p. 2): a detailed plan of an area that may show land features, such as mountains and rivers

**market** (p. 10): a place where people buy and sell food and goods

**sunset** (p. 4): the time in the evening when the sun goes below the horizon

## Challenging Features

**Text** All text appears in the form of letters to a friend. Review letter format with children and have them identify the sender and recipient.

**Vocabulary** Some content-specific words related to traveling in Hawaii may be unfamiliar to children. Use the illustrations to provide support.

## Supporting Features

**Text** Illustrations support the content of the letters.

**Content** Children will be familiar with the concept of relaying family activities to a friend.

## A First Look

Show the front cover and read the title. Show Hawaii on a map and explain that it is one of the 50 states in our country, the only island state, and is far from the other states. Point out that the weather is usually sunny and warm and that the islands and ocean are very beautiful. Have children predict what might happen on Kim's trip to Hawaii.

## Read and Analyze Literature Cite Textual Evidence

### Identify Setting

Remind children that the setting is the place and time in which the events in a story take place. Point out that the illustrations and text can provide information about the setting.

(pp. 4–5) *What setting does Kim talk about in this letter? What can you tell about this setting from the illustration? How would you describe the setting?*

(pp. 8–9) *What does the illustration tell you about the place where Kim sees the dolphins?*

(pp. 10–11) *If you didn't know what a market was, how would Kim's letter help you understand? What other details does the illustration show about this setting?*

(pp. 14–15) *Where do Kim and her family eat dinner on the last day of the trip?*

Praise children for specific use of "Behaviors to Notice and Support" on page 102 of the *Guided Reading Teacher's Guide*.

## Develop Comprehension

### Thinking Within the Text

Help children interpret details from the text and ask questions like these:

- *From what you read in the book, what kinds of things do visitors do in Hawaii?*
- *What does Kim think about her trip?*

### Thinking Beyond the Text

Discuss using clues from the text and pictures to imagine details about the setting.

- *Look at pages 6 and 7. What do you think the air feels like? The ground?*
- *Look at pages 10 and 11. What kinds of sounds do you think Kim and her mom hear?*

### Thinking About the Text

Discuss how information about the characters is shown in the letters and illustrations. Ask:

- *What do you learn about Kim and her family from her letters?*
- *What do you learn about Kim and her family from the illustrations?*

## Focus on Foundational Skills Phonics and Word-Solving Strategies

### Possessives: Words With 's

Remind children that an 's after a person's name shows that something belongs to that person.

- Read the title and point out the 's. (*Kim's*) Say: *The 's shows that something belongs to Kim. Ask: What belongs to Kim?*
- Have children look at the sentences on the back cover and find the 's. Ask: *What belongs to Kim?*
- Together, use 's in other ways—*Dad's sunglasses, Mom's dress, and Nick's sandals.*

### Proper Nouns

Remind children that proper nouns tell the name of a specific person, place, or thing. Proper nouns begin with a capital letter.

- Point out the proper nouns *Kate, Hawaii, Big Island, and Kim* on page 2.
- Have children find other examples of proper nouns in the text.

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

## Develop Fluency

Have partners take turns reading the letters aloud. Circulate and listen in for proper pacing, phrasing, and intonation. Give children assistance as needed.

## Expand Oral Language/Conversation

**Talk About Hawaii** Review with children what they learned about Hawaii from the story and from the map. Remind children that Hawaii is a state made up of eight islands. Talk about how Hawaii's location makes it different from the other 49 states. Talk about reasons someone might want to visit Hawaii.

## Write and Respond to Reading

**Make a Travel Poster** Have children make a travel poster to encourage people to visit Hawaii. Have them draw a picture and then write three reasons why they think someone would enjoy a trip to Hawaii. (**Opinion**)

**Write a Letter** Have children use the letter format from the book as a model to write a letter to a friend or a family member. Explain that they should write the letter as if they were in Hawaii. Encourage them to draw on information from the story. (**Narrative**)

## ELL Bridge

Have children write sentences that describe the photographs from Kim's trip. Provide sentence frames such as *Kim is \_\_\_\_\_* and *Kim's family is \_\_\_\_\_*. Children can reread the letters for ideas for completing the sentences, writing the complete sentences on sticky notes. Then have them attach their sentences to the appropriate pages in the book.

## Connect Across Texts

*The Gobi Desert* by Karen Alexander

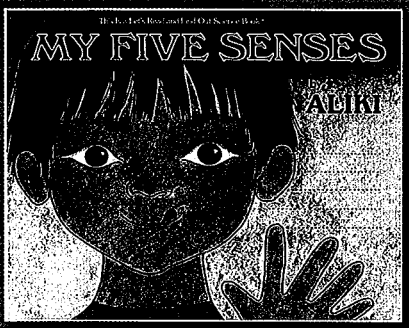
Review *The Gobi Desert* and talk about what visitors like Kim and her family might see there. What do you think visitors write about in their letters home when on a trip to the Gobi desert?

## Connect to the Internet

Have children view photographs of Hawaii at the state's official tourism website: [www.gohawaii.com/big-island/about](http://www.gohawaii.com/big-island/about).



# My Five Senses



## Summary & Standards

**Summary:** A boy tells how he uses the five senses to take in information about the world.

**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:** Aliki

**Word Count:** 100+

**Genre:** Informational Text

**Themes/Ideas:** identifying the five senses; understanding the functions of the five senses

**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 that inform the reader.

## Informational Text Features

**Chart** The chart on the back cover categorizes items by which sense is used to perceive them.

## Vocabulary

### Domain-Specific Vocabulary

**aware** (p. 26): having knowledge of something

**senses** (p. 14): the five powers used to learn about the world

**sight** (p. 15): the ability to see

**touch** (p. 12): make contact with a hand

## Challenging Features

**Text** Some sentences begin on one page and end on another. Remind children to use end marks to read to the ends of sentences.

**Content** First, make sure children understand each single sense. Then, reinforce the idea that more than one sense at a time can be used.

## Supporting Features

**Text** The number of words per page increases gradually, and many sentences have similar patterns.

**Vocabulary** Illustrations provide support for unfamiliar words.

## A First Look

Display the cover. Ask: *To what do each of the arrows point?* Read aloud the title. Ask: *How are the arrows and the title connected?* Then say: *Let's find out more about the five senses.*

## Read and Analyze Informational Text Cite Textual Evidence

### Use Context and Picture Clues

Tell children that sometimes readers may be unsure about what a word means. Readers can look at the other words in a sentence for clues, other sentences, or in the pictures to help them get a better understanding.

(pp. 4–11) *How does the boy narrator help to explain how he can see, hear, smell, taste, and touch?*

(p. 14) *How does the boy let you know the meaning of the phrase "sense of sight"? What example does he give?*

(pp. 20–25) *How does the boy explain what he means when he says, "I use all my senses at once"? What example does he give to show how he uses four senses at once? What example does he give to show how he uses three senses at once?*

(pp. 26–31) *How does the boy explain what it means to be aware?*

(p. 32) *Tell what the boy is aware of based on the picture. Why is it important to be aware?*

Praise children for specific use of "Behaviors to Notice and Support" on page 102 of the *Guided Reading Teacher's Guide*.

LEVEL 1

## Develop Comprehension

### Thinking Within the Text

Focus attention on the chart on the back cover.

- *How do you read this chart? What objects are under the heading I touch?*
- *What object under the heading I smell could also be put under the heading I taste?*

### Thinking Beyond the Text

The narrator says that sometimes he uses more of one sense and less of another. Ask:

- *How do you use your senses at school? Is there one sense you use more often?*
- *How do you use your senses at home? Which senses do you use more of when you are watching TV? Eating dinner?*

### Thinking About the Text

Point out that the author structures the text in three parts: pages 4–13; 14–19; and 20–32. Ask:

- *How does the middle of the book build on the point presented in the first part of the book?*
- *How does the end of the book build on the point presented in the middle of the book?*

## Focus on Foundational Skills Phonics and Word-Solving Strategies

### Words with oo

Remind children that the letters oo can stand for two different vowel sounds: the sound you hear in *cool* and the sound you hear in *book*.

- Ask children to turn to page 17 and find the word *cookies*. Ask: *In cookies, do you hear the same sound as in cool or as in book?*
- Then say: *Now let's find a word on page 18 with oo that has the same sound as cool. (food)* Have children find two more words with oo. (*balloon, moon*)

### Verbs With -ing

Tell children that some action words end with *-ing* to show the action is happening now.

- Have children read the last sentence on page 15. Ask: *Which word ends with -ing? What is the verb?* Then have children find other verbs ending with *-ing*.

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

## Develop Fluency

Review what a comma looks like and remind children that readers pause when they come to a comma. Have partners take turns reading the sentences with commas on pages 14–32, using appropriate rate.

## Expand Oral Language/Conversation

**Talk About the Senses** Direct children to pages 14–15. Ask: *How else can you use your sense of sight?* Repeat this process for pages 16–19. Ask: *How do your senses make you aware of the world? Why is being aware important?*

## Write and Respond to Reading

**Write Sense Sentences** Using the chart on the back cover, have each child choose three items. For each item, have children complete this sentence frame: *I am aware of \_\_\_\_\_ because I \_\_\_\_\_ it.* Model completing this frame: *I am aware of a book because I see and touch it. (Informative/Explanatory)*

**Make a Class Senses Book** Ask each child to create a page for a class book. Choose several volunteers to write about each of the five senses. Children may use this sentence frame: *The boy (sees/hears/smells/tastes/touches) a/an \_\_\_\_\_.* Have each child illustrate his or her sentence. Bind all of the pages into a classroom book. (Narrative)

## ELL Bridge

Be sure children can name the items that the boy can see, hear, smell, taste, and touch. Point to each item and say the word for it. Have children repeat. After you name items, have children use the items in sentences such as these: *I see a frog. I hear a bird. I smell soap. I taste food. I touch a kitten.*

## Connect Across Texts

*Two Eyes, a Nose, and a Mouth* by Roberta Grobel Intrater

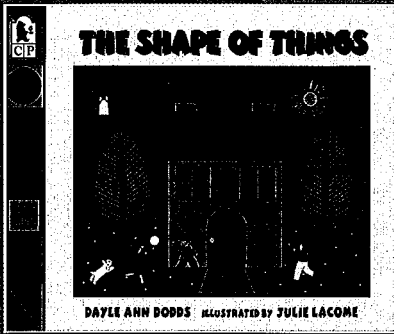
Intrater says “our differences make us special.” How does Aliki get readers to think about what is special about noses, eyes, and other body parts?

## Connect to the Internet

Have children continue to explore the subject of senses with these simple experiments: [http://kidshealth.org/kid/closet/experiments/experiment\\_main.html](http://kidshealth.org/kid/closet/experiments/experiment_main.html).



# The Shape of Things



## Summary & Standards

**Summary:** With simple rhyming text, children are introduced to the shapes of things they see.

**CCSS.ELA-Literacy:** Assess how point of view or purpose shapes the content and style of a text (CCRA.R6); analyze how and why individuals, events, or ideas develop and interact over the course of a text (CCRA.R3).

**Author:** Dayle Ann Dodds

**Word Count:** 100+

**Genre:** Informational Text

**Themes/Ideas:** identifying basic shapes; recognizing shapes as they are used in the real world

**Text Type:** Picture Book

## Genre/Text Type

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

## Informational Text Features

**Illustrations** The illustrations demonstrate how everyday objects are made from shapes.

## Vocabulary

### Academic Vocabulary

**patient** (p. 10): able to wait without complaining

### Domain-Specific Vocabulary

**diamond** (p. 12): four-sided shape resting on a point

**oval** (p. 10): shape that looks like a flattened circle

## Challenging Features

**Text** Children may be challenged by the poetic style. Emphasize the rhythm of the lines as you read a few pages aloud. Point out that on most pages, the last two lines rhyme.

**Content** Children may have difficulty identifying the shapes. Objects with shapes are not named; the reader must identify them based on the illustrations and descriptions.

## Supporting Features

**Text** Each shape is introduced with the pattern *A [shape] is just a [shape], / Until you add . . .* This helps support children's reading and comprehension.

**Vocabulary** With the exception of a few words, most of the vocabulary will be familiar to children.

## A First Look

Talk about the cover illustration. Ask children to identify details in the image. Read the title aloud. *Ask: What shapes do you see in the picture? What do you think you will read about in this book?*

## Read and Analyze Informational Text Cite Textual Evidence

### Identify Information in Pictures and Words

Remind children that this book provides information through both pictures and words. Remind them to look at the words and picture together to identify the information. (Note: Book pages are not numbered. The first page of the text is page 2.)

(pp. 2-3) *What does the author explain in words? What does the picture show you? What is the connection between the two?*

(pp. 4-5) *What is being described by the words Chairs high and low, / Round and round they go? Now look at the picture. Do you think the words do a good job of describing what the picture shows?*

(pp. 6-7) *If you had just read the words without looking at the picture, would you have known the writer was describing a boat? Why, or why not?*

(pp. 16-17) *Think about the words and pictures What is the main purpose of these pages?*

Praise children for specific use of "Behaviors to Notice and Support" on page 102 of the *Guided Reading Teacher's Guide*.

## Develop Comprehension

### Thinking Within the Text

Remind children that an author connects ideas so that a book makes sense to the reader. Ask:

- *What is alike about pages 2 and 3, and pages 4 and 5?*
- *How does the author show shapes of every kind?*

### Thinking Beyond the Text

Help children review the different shapes they learned about in the book. Ask:

- *Look at the picture on page 7. What other shapes besides triangles can you find? What could you add to the picture to show another shape?*
- *What things can you think of that use the shapes talked about in the book?*

### Thinking About the Text

Remind children that the pictures and words work together to give information. Then ask:

- *The author wrote the text as a poem. Is that a good way to give information? Tell why.*
- *Why did the illustrator use bright colors?*

## Focus on Foundational Skills Phonics and Word-Solving Strategies

### Sound/Spelling Correspondence

Remind children that different letter combinations sometimes produce the same sound. This is demonstrated by certain rhyming words in the text.

- First have children turn to page 6 and locate the two rhyming words, *sky* and *by*. Point out that these words use the same spelling pattern to produce the same end sound. Ask them to search through the book for other rhyming words that use the same spelling pattern. Have children say the rhyming pairs they find.
- Then ask: *Can you find any pair of rhyming words that use different letters to make the same sound?* Pronounce *door* and *more* on page 2. Say: *These two words make the same end sound. But how are they different?* Do the same for *low* and *go* on page 4.

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 with the appropriate pause at the end of each line. Invite children to repeat each line. Then have children read the page with you from start to finish.

## Expand Oral Language/Conversation

**Talk About Illustrated Scenes** Have children identify places or activities pictured in the book. Invite children to explain where they are and what happens there. Ask children to identify the shapes they see.

## Write and Respond to Reading

**Draw a Place with Shapes** Have each child create a drawing of a place using as many shapes as he or she can. Suggest that children review the pictures in the book for ideas but feel free to use original ideas as well. Ask children to label the shapes used. **(Informative/Explanatory)**

**Complete a New Verse** Write the following verse on the board. Have children copy it and then fill in the blank with a word that rhymes with *pot*. **(Narrative)**

*A circle is just a circle,  
Until you add a spoon.  
Taste fresh soup from the pot,  
Careful! It's so very \_\_\_\_\_!*

## ELL Bridge

Have children work in pairs to practice reading and naming the different shapes. Have children work with partners to point to and name a shape.

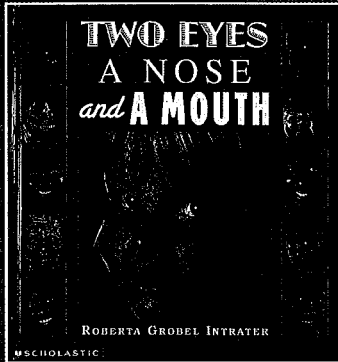
## Connect Across Texts

*The 100th Day of School* by Angela Shelf Medearis  
Both of these books use rhymes to make children aware of important concepts. Talk more about categorizing things by shape or number. What might happen if children from *The 100th Day of School* wanted to have a Shape Day at school?

## Connect to the Internet

Children can play the Cat in the Hat's "The Great Shapes Race" to practice fitting shapes together, which in turn, creates new shapes. Visit <http://pbskids.org/games/shapes.html>.

# Two Eyes, a Nose, and a Mouth



## Summary & Standards

**Summary:** Colorful photographs highlight facial features and support the author's message about individual differences and diversity.

**CCSS.ELA-Literacy:** Analyze how and why individuals, events, or ideas develop and interact over the course of a text (CCRA.R3); assess how point of view or purpose shapes the content and style of a text (CCRA.R6).

**Author:** Roberta Grobel Intrater

**Word Count:** 150+

**Genre:** Informational Text

**Themes/Ideas:** learning about the diversity of facial features; recognizing that every face is unique

**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

**Photographs** highlight various facial features and include people from different cultures.

## Vocabulary

### Academic Vocabulary

**amazing** (p. 18): very surprising

**dull** (p. 22): boring

**feature** (p. 19): one of the different parts of a face

**variety** (p. 15): a selection of different things

## Challenging Features

**Text** Each sentence runs across multiple pages. Model using capital letters and end marks to identify where each sentence begins and ends.

**Vocabulary** Children may be challenged by longer words such as *millions*, *variety*, *amazing*, *feature*, and *differences*. Point to each word, say it, and have children repeat after you. Note that Tibet and Tennessee are places that are very far from each other in the world.

## Supporting Features

**Text** Each page features a large visual and a short section of text. The text features rhythm and rhyme.

**Content** There is a strong correlation between the words and the pictures. Children will be familiar with the parts of a face and the name for each part.

## A First Look

Talk about the cover, and have children describe the faces. Then read the title. Ask: *How are these people the same? How are they different?* Then say: *Let's read to find out what makes people special.*

## Read and Analyze Informational Text Cite Textual Evidence

### Connect Ideas in a Text

Remind children that in informational text, the author may state ideas about the topic and then connects those ideas. (Note: Book pages are not numbered. The title page is page 1.)

(pp. 6–7) *What does the author compare the shape of this child's eyes to? How are other eyes shaped? What can you say about the shapes of the eyes of all people?*

(pp. 10–13) *What examples does the author give about the shapes of people's noses? What can you say about the way all peoples' noses look?*

(pp. 18–20) *What does the word feature mean as it is used here? How does the idea of "changing a feature or two" connect to the pictures on pages 20 and 21?*

(pp. 22–23) *How does the idea of "how dull the world would be if everyone looked like you or me" connect to the pictures on pages 24 and 25?*

(pp. 28–29) *What point does the author make? Do you agree or disagree?*

Praise children for specific use of "Behaviors to Notice and Support" on page 102 of the *Guided Reading Teacher's Guide*.

LEVEL 1

## Develop Comprehension

### Thinking Within the Text

Have children think about the information that the author shared. Ask questions like these:

- *What does the author say are the first things we see when we meet people “from Tibet to Tennessee”?*
- *What is different about people?*

### Thinking Beyond the Text

Remind children that authors have a purpose, or a reason, for writing. Ask:

- *Why does the author write about the differences in people’s faces?*
- *What message does the author want to share?*

### Thinking About the Text

To highlight the rhyming sentences found across two spreads, ask questions like these:

- *On page 3, the author writes, “things that we see.” Which word on page 5 rhymes with things that we see? (Tennessee)*
- *On page 11, the author ends the sentence with the word bumpy. Which word on page 13 rhymes with bumpy? (lumpy)*

## Focus on Foundational Skills Phonics and Word-Solving Strategies

### Adjectives

Remind children that adjectives are describing words that tell about nouns. Explain that adjectives can appear before or after the nouns they tell about.

- Have children turn to pages 6–7. Say: *Big and round are adjectives that tell about the noun eyes. These adjectives appear after the noun.*
- Have children turn to pages 10–11. Ask: *What adjectives tell about the noun noses? Do the adjectives appear before or after the noun?*
- Guide children to find other examples of adjectives and the nouns they tell about, such as *long, bumpy, small, lumpy, full, broad, and thin.*

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

## Develop Fluency

Model reading a section of text, emphasizing correct phrasing and intonation. Have children practice reading the text several times to improve their phrasing and intonation.

## Expand Oral Language/Conversation

**Talk About Diversity** Lead a discussion about the things that make people special and unique. Encourage children to identify and talk about examples that go beyond physical features.

## Write and Respond to Reading

**Write a Description** Have children fold a sheet of drawing paper in half and draw two different faces. Then have children write sentences that describe each face. (**Informative /Explanatory**)

**Write a Story** Have children imagine if all the girls in the class looked alike and all the boys in the class looked alike. Have them write a funny story about all the ways teachers and children might get mixed up. (**Narrative**)

## ELL Bridge

Use the pictures to support vocabulary development for nouns that name facial features: *eyes, nose, mouth, lips, and eyebrows*. Have children draw a self-portrait that focuses on their face and then use the words to label their drawing. Have children complete the following sentence to name each facial feature: (*These are/This is*) my \_\_\_\_\_.

## Connect Across Texts

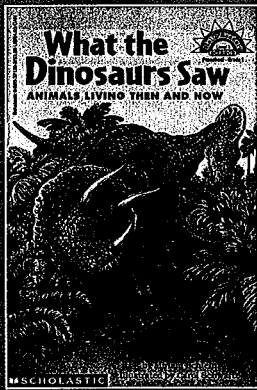
*My Five Senses* by Alik

Alik discusses how our senses help us learn about the world. What information about how we use our eyes, noses, and mouths could the author of *Two Eyes, a Nose and a Mouth* add to her book?

## Connect to the Internet

Share this website with children to have them discuss ways in which the Alphabet Kids are both the same and different: <http://www.alphabetkids.com/>.

# What the Dinosaurs Saw



## Summary & Standards

**Summary:** The author uses a counting-book framework to highlight plants and animals that existed millions of years ago that we can still see today.

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

**Author:** Miriam Schlein

**Word Count:** 100+

**Genre:** Informational Text

**Themes/Ideas:** learning about the past; learning about plants and animals

**Text Type:** Picture Book

## Genre/Text Type

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

## Informational Text Features

**Illustrations** Realistic illustrations feature key details of the plants and animals that exist now and when dinosaurs lived.

## Vocabulary

### Academic Vocabulary

**croaking** (p. 13): making a deep, harsh sound

**prowling** (p. 21): moving quietly while hunting for food

**wiggly** (p. 9): making small side-to-side movements

### Domain-Specific Vocabulary

**salamanders** (p. 17): animals that are shaped like lizards but have soft, moist skin

## Challenging Features

**Text** Children may have difficulty with the use of the ellipses on pages 14–21. Explain that the three dots indicate a short pause before the text continues on the next page.

**Content** Children may find it difficult to grasp the concept that some of the animals we see today are like those that lived when dinosaurs lived, and of course, we still see the same sun and moon.

## Supporting Features

**Text** Each spread introduces just one animal or plant, shown in a colorful, detailed illustration.

**Vocabulary** Number words introduce each group of animals and there is strong picture support for the name of each animal group.

## A First Look

Introduce the book and have children identify details in the illustration. Then read the title. Ask: *What do you think the world looked like long ago? What do you think the dinosaurs saw?*

## Read and Analyze Informational Text Cite Textual Evidence

### Use Information From Illustrations and Text

Explain that sometimes illustrations help to show things that the author does not say in the text. Remind children to look at the pictures to learn more about what the dinosaurs saw. (Note: Book pages are not numbered. The title page is page 1.)

(p. 3) *What does the author say readers will see in this book?*

(pp. 6–7) *What animal that the dinosaurs saw can still be seen now? What do the turtles look like? What other animals do you see?*

(pp. 8–9) *How does the illustration show what the word wiggly means?*

(pp. 10–11) *What plant part could dinosaurs see that we can still see now? What does the dinosaur do with the pinecone?*

(pp. 16–17) *What are the salamanders doing? How many salamanders are there? What do you notice about the number of animals seen page to page?*

(pp. 26–29) *Which animals do you see in the sunlight? Which animals are shown in the moonlight?*

Praise children for specific use of “Behaviors to Notice and Support” on page 102 of the *Guided Reading Teacher’s Guide*.

## Develop Comprehension

### Thinking Within the Text

Help children think about the main idea and details. Then ask:

- *What is this text mostly about?*
- *What types of plants and animals lived then and are still living now?*

### Thinking Beyond the Text

Have children use details from the story and their prior knowledge to compare and contrast the animals. Ask:

- *How are snakes and turtles alike? How are they different? (Both are reptiles.)*
- *How are frogs and salamanders alike? How are they different? (Both are amphibians.)*

### Thinking About the Text

Have children think about the works of the author and illustrator. Then ask:

- *Why do you think the author asked an illustrator to draw pictures to show the animals instead of using photos?*
- *How do you think the author learned so much about the kinds of animals that lived when dinosaurs lived?*

## Focus on Foundational Skills Phonics and Word-Solving Strategies

### Inflectional Ending -ing

Remind children that adding the ending *-ing* to a word is used to show that an action is happening now.

- Have children turn to page 4 and find the word *spinning*. Say: *The ending -ing was added to the base word spin to create the word spinning. Spinning shows that the action is going on now.*
- Have children turn to page 7. Ask: *Which word contains the ending -ing? (resting) What is the base word? (rest) What does the ending -ing show? (The turtles are resting now.)*
- Guide children to find other examples of words that contain the inflectional ending *-ing*, such as *falling, croaking, sliding, sleeping, gliding, and prowling*.

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

## Develop Fluency

Model fluent reading with proper pace, intonation, and phrasing. Then have children choral-read the text with you.

### Expand Oral Language/Conversation

**Talk About Then and Now** Lead a discussion about how the world has changed and how it has stayed the same since the time of the dinosaurs. Encourage children to talk about nature as well as things that people have created.

### Write and Respond to Reading

**Write a Description** Have children write one or two simple sentences to describe one of the animals in the book. Encourage them to use describing words. **(Informative/Explanatory)**

**Write a Riddle** Ask children to choose an animal and write a riddle about it. Encourage them to use what they know about the animals and information from the book. Model the following pattern: *I am a small animal. I have a hard shell. I rest on rocks.* **(Informative/Explanatory)**

### ELL Bridge

Write on an index card the name of each animal shown in the book. Show children the cards, one at a time, and read the words together. Then show the cards a second time and have children find the picture of that animal in the book. Ask children to describe each animal. Encourage them to use complete sentences in their descriptions, such as *The turtle has a black shell with yellow dots.*

### Connect Across Texts

*Dinosaurs, Dinosaurs* by Byron Barton

Compare the two books. Show that both books are informational text and both are illustrated. Determine which book would be helpful for finding specific information. For example, in which book would you look to see if snakes lived when dinosaurs lived?

### Connect to the Internet

For more information about amphibians and reptiles, visit this website with children: <http://kids.sandiegozoo.org/animals>.