

# GUIDED READING PROGRAM

Fiction Focus

*2nd Edition*



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

- **Antonio's Music**
- **The Big, Brown Pot**
- **Big Cats**
- **Big Smelly Bear**
- **In the Barrio**
- **Just Us Women**
- **Kenny and the Little Kickers**
- **Poppleton Has Fun**
- **Safety in Numbers**
- **Young Cam Jansen and the Spotted Cat Mystery**

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ISBN-13: 978-0-545-14618-0

ISBN-10: 0-545-14618-6

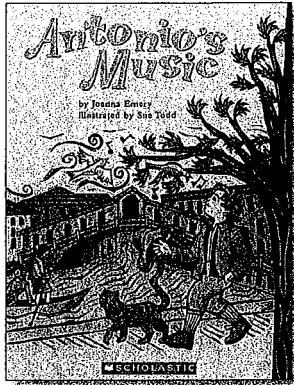
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# Antonio's Music



## Summary & Standard

This story provides an introduction to the life of well-known classical composer Antonio Vivaldi. Children will read literature from and about a wide range of historical periods and perspectives.

**Authors:** Joanna Emery

**Word Count:** 250+

**Genre:** Biography

**Theme/Idea:** recognizing lasting music

### Making Connections: Text to World

Children may be familiar with classical music and its composers, such as Mozart and Beethoven. Have children share what they know about classical music and how it sounds.

Extend the connection by discussing what comes to mind when listening to classical music. Talk about its power to create images of nature, such as wind and rushing water. Tell children that they will read a biography about Antonio Vivaldi, who played the violin and wrote classical music many years ago, and learn how nature inspired his work.

For additional information about Vivaldi, see [www.classicalarchives.com/bios/vivaldi\\_bio.html](http://www.classicalarchives.com/bios/vivaldi_bio.html).

### Vocabulary

**Essential Words:** beautiful, concerts, everywhere, famous, listened, music, sounds

**Related Words for Discussion:** affect, feelings, lasting, recognize, senses

### Genre

**Biography** Remind children that a biography is the story of a real person's life.

### Supportive Book Features

**Text** The large text is easily accessible with text blocks clearly separated from the art. Simple, short sentences will allow readers to grasp concepts. Information at the end of the story provides dates and some interesting facts about Antonio Vivaldi's life.

**Vocabulary** The text contains many decodable and high-frequency words. Preview words that specifically relate to music, such as *composer* and *opera*.

Praise children for specific use of "Behaviors to Notice and Support" on page 89 of the *Guided Reading Teacher's Guide*.

### Challenging Book Features

**Text** The colorful woodcut-style illustrations may confuse children. Help them identify details and relate the pictures to the text.

**Content** Most children will be unfamiliar with the time and place of the story. Use the information on page 16 to preview the setting and introduce Vivaldi as a classical composer who wrote music that is still played today.

## ELL Bridge

Use simple definitions, and authentic objects or pictures where possible, to introduce the musical vocabulary in the story: *violin*, *composer*, *concerts*, *operas*. For example, show a picture of a violin, display a sheet of music, listen to part of an opera, or show a picture of a concert. Have volunteers use each word in a sentence. Preview the setting of the story by locating Venice on a map or globe and telling children that Antonio Vivaldi lived there more than 300 years ago.

## Teaching Options

### Developing Comprehension

#### Thinking Within the Text

Reread the title and ask children what they learned about Antonio's music. Talk about why Antonio Vivaldi's music was forgotten for so long and how it was rediscovered.

#### Thinking Beyond the Text

Discuss with children the different things that influenced Antonio Vivaldi when he was a child. Ask: *How did the things Antonio loved as a child become part of his music?* Talk about how Vivaldi's interest in music as a child prepared him for what he would do for a living as an adult.

#### Thinking About the Text

Discuss with children the structure of this biography. Ask: *Why do you think the author begins with Antonio as a child, tells about his life, and ends with the rediscovery of his music after his death?* Point out that the author uses sequence so that readers will understand how events in Antonio's childhood influenced his adult life.

### Visualizing

Review that colorful and descriptive words can help children form pictures in their mind of what they read.

- Write *birds*, *leaves*, and *wind* on the board. Have children find words in the story that describe these things. (*chirping*, *rustling*, *blowing*, *cold*) Have children mime or mimic the words. Discuss how these words help children picture what the birds, leaves, and wind feel or sound like. Have them suggest other describing words, such as *squawking*, *drifting*, and *warm*.
- Work with children to create a word wall of describing words they can use to tell and write about things in nature. Include color words as well.

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

#### Irregular Past-Tense Verbs

Remind children that some verbs tell about an action that has already happened. Some of these verbs have unusual spellings, and they do not end in *-ed*.

- Point out *grew* on page 2. Tell children that *grew* is a form of *grow* that tells what has already happened.
- Have children find *wrote* (page 9). Guide them to change the tense of the word so that it tells what is happening now. (*write*)
- Have children find other verbs in the story that tell what has already happened. Have them change the verbs from the past tense to the present tense.

### Developing Fluency

Have children echo-read sections of the story with you. Make sure they read with the same pace, phrasing, and intonation.

### Oral Language/Conversation

**Talk About Lasting Music** Lead a discussion about lasting music. Ask: *Why do you remember a song?* Talk about how music affects the senses and can last in people's minds forever. Discuss how people felt about Vivaldi's music.

### Extending Meaning Through Writing

- Have children write two sentences about their favorite music or instrument and explain why they like it. (**Expository**)
- Invite children to create a poster depicting one of the seasons. Encourage them to include descriptive words with their pictures and illustrations. (**Graphic Aid**)

### Other Books

*A Boy Named Boomer* by Boomer Esiason

*A Girl Named Helen Keller* by Margo Lundell

# The Big, Brown Pot

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## Summary & Standard

In this humorous story, Mr. Winkle makes a pot of delicious stew and decides to share it with his friend. As he drives off, he leaves the stew pot on the top of his car, and the scent causes two dogs, the dogcatcher, the dogs' owner, and the police to follow him. Children will comprehend basic plots of a variety of fiction genres.

**Author:** Margaret Mahy  
**Genre:** Humorous Fiction

**Word Count:** 200+  
**Theme/Idea:** sharing with others

## Making Connections: Text to Self

Children will be familiar with cooking and sharing a meal with family and friends. Invite children to share what their favorite foods are. Extend the connection by asking children whether they have ever helped prepare a meal or snacks to share with others. Ask them what they made, who helped them in the kitchen, and what steps were involved in making the meal. *Ask: How did you feel about sharing with others what you made?*

For additional teaching ideas and resources about cooking with kids, see [www.pbs.org/parents/parenthelpers/cooking.html](http://www.pbs.org/parents/parenthelpers/cooking.html).

## Vocabulary

**Essential Words:** chased, delicious, disappeared, following, plenty, smelled, stew, visit, wonderful

**Related Words for Discussion:** cook, enjoy, feeling, forgetful, friendship, share

## Genre

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

## Supportive Book Features

**Text** The repetitive text sets a rhythm and a pattern that children will be able to readily access. The illustrations support the text as it builds to the conclusion.

**Content** Most children will be familiar with the idea of cooking and sharing something delicious with friends. In the story, the growing number of people and animals following Mr. Winkle will encourage children to read to find out what happens at the end of the book.

Praise students for specific use of "Behaviors to Notice and Support" on page 89 of the *Guided Reading Teacher's Guide*.

## Challenging Book Features

**Text** As the line of followers behind Mr. Winkle lengthens, so does the sentence that describes what happens. Help students use commas to break sentences into chunks, and use illustrations to support the content.

**Vocabulary** Some children may need assistance reading multisyllabic words, such as *immediately*, and decoding consonant clusters, such as *tch* in *dogcatcher*. Review these words as children read.

## ELL Bridge

Use pantomime to help children understand some of the vocabulary in the story, including *pinch*, *chopped*, *stirred*, and *whiff*. Model actions as you say sentences aloud, such as *I put a pinch of salt in my stew. I chop the onion with a knife. I stir the stew*. Have children mimic your actions as they repeat the sentences. Then have children pantomime other action verbs in the story.

## Teaching Options

### Developing Comprehension

#### Thinking Within the Text

Ask children what Mr. Winkle uses the big, brown pot for and what happens to it. Then review what happens as Mr. Winkle drives to his friend's house.

#### Thinking Beyond the Text

Ask children why they think Mr. Winkle thought it would be better to share his stew. Discuss what might have happened if his friend had been at home. Ask children: *Do you think Mr. Winkle would have asked everyone in for stew if his friend had been home? Why?*

#### Thinking About the Text

Review with children the sentence that describes who follows Mr. Winkle. Have children notice the order in which the author lists each person or animal. Talk about the effect this creates as more and more people are added.

#### Identifying Cause and Effect

Review with children that an effect is what happens and a cause is why it happens. Point out that readers can ask themselves "What happened?" and "Why did it happen?" to find the cause and effect.

- Turn to page 4. Ask children what Mr. Winkle is going to do. Then ask why Mr. Winkle wants to go to Tom's house. (to share the stew he has made)
- Continue to have children identify cause and effect by asking: *Why did the dogs follow Mr. Winkle? What caused the dogcatcher to follow the dogs? Why did Mr. Winkle turn around and go home as soon as he got to Tom's house? What caused Mr. Winkle to think his stew had disappeared?*

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

#### Past-Tense Verbs

Remind children that when the letters *-ed* are added to a base word, it shows that an action has already happened. Explain that for words that end with a short vowel and a consonant, such as *hop*, the consonant must be doubled before *-ed* is added. (*hopped*)

- Have children find on page 2 two verbs in which the final consonant has been doubled before adding *-ed*. (*chopped, stirred*) Have children change the words to express something happening in the present. (*chop, stir*)
- Write *grab* and *stop* on a chart or on the board. Have children write the form of each word that shows that something has already happened. (*grabbed, stopped*)

### Developing Fluency

Model using commas and end punctuation to read at a proper pace. Then have children read the sentences aloud after you.

### Oral Language/Conversation

**Talk About Sharing** Review with children that Mr. Winkle shared his delicious stew. Discuss other things children can share with a friend. Ask: *How does sharing make you feel?*

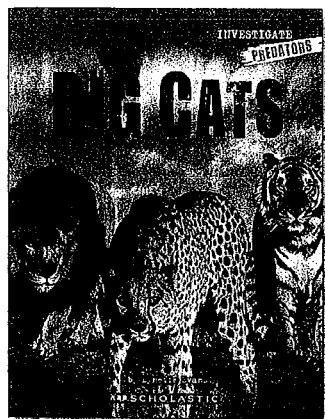
### Extending Meaning Through Writing

- Have children extend the story by adding more people and animals to the group following Mr. Winkle. Have them model their sentences on page 11. (**Narrative**)
- Have children imagine that they have been invited to share Mr. Winkle's stew. Have them write what is in the stew and describe how it tastes. (**Descriptive**)

### Other Books

*Messy Meals* by Betsy Franco  
*Stone Soup* by Ann McGovern

# Big Cats



## Summary & Standard

Big, wild cats are the topic of this nonfiction book. After providing information to compare the big cats, the text focuses on a mother cheetah and her cubs and how they survive. Children will use pictures and context to assist comprehension.

**Author:** Lynette Evans

**Word Count:** 250+

**Genre:** Narrative Nonfiction

**Theme/Idea:** learning about wild cats

### Making Connections: Text to World

Most children will be familiar with many of the big cats in the text. Ask children to name as many big cats as they can and share what they know or have observed about them.

Extend the connection by talking with children about cheetahs. Explain that cheetahs are big cats that live in Africa. Point out that cheetahs are the fastest land animals—they can run at speeds of up to 70 miles per hour, which is about as fast as a car on a highway. Tell children that in this book they will read about a mama cheetah who hunts for food for her family.

For additional teaching ideas and resources, see [www.bigcats.com](http://www.bigcats.com).

### Vocabulary

**Essential Words:** bursts, camouflage, dodges, gentle, litter, predators, prey, shy, stalks, stole

**Related Words for Discussion:** attack, danger, family, grasslands, hide, provide, speed

### Genre

**Narrative Nonfiction** Remind children that narrative nonfiction tells the realistic story of an event or series of events that occur in the present or past.

### Supportive Book Features

**Text** Although children will be focusing on the narrative nonfiction text on pages 8–21, the book has many informational features to support the text, including a chart, photographs, labels, captions, sidebars, and a glossary. Review how to preview the book using these features.

**Vocabulary** Preview the glossary with children. Explain that words in the text that appear in boldface can be found in the glossary. Tell children to use the glossary if they need help with the meanings of the words in boldface.

Praise children for specific use of “Behaviors to Notice and Support” on page 89 of the *Guided Reading Teacher’s Guide*.

### Challenging Book Features

**Text** Some children may be overwhelmed by the various fonts and positions of text and captions. Preview pages 10–15 to show them how the sidebars, captions, and labels work together with the main text. Guide children in what to read first, next, and so on.

**Content** Some children might be upset to read about the mama cheetah killing the antelope for her family to eat. Help children understand wild animals’ survival by explaining the food chain.

Level J

### ELL Bridge

Use picture/word correspondence to help children identify the different animals in the book and say their names. Point to a picture and say, for example, *This is a lion*. Have children point to the lion and repeat its name. Then ask children to identify other animals by saying, for example, *Show me a hyena*. Invite children to contribute names of any of the animals in their first language.

## Teaching Options

### Developing Comprehension

#### Thinking Within the Text

Summarize with children what they learned about the cheetah. Ask: *Where does a cheetah live? What is a predator? Which animals are prey for a cheetah?*

#### Thinking Beyond the Text

Point out the picture of the house cat on page 4. Help children connect what they learned about cheetahs to what they know about house cats, including any personal experiences with house cats. Ask them to use what they know about little cats and big cats to compare and contrast them.

#### Thinking About the Text

Ask children if the narrative nonfiction selection about the mother cheetah provided the information they wanted to learn about cheetahs and other big cats. Talk about additional questions children may have and look for ways to answer these questions.

### Comparing and Contrasting

Review with children that when they compare, they are finding how things are alike. When they contrast, they are finding how things are different.

- Have children turn to page 11. Read the caption aloud. Ask children how cheetahs, lions, and hyenas are alike. (All are predators.)
- Have children read the text on page 15. Ask: *How are cheetahs, jaguars, and leopards different?* (Cheetahs have tear marks below their eyes; jaguars have rings with small spots inside; leopards have rings.)
- Ask children to think of other ways they can compare and contrast cheetahs with other big cats.

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

#### Comparatives: -er, -est

Review that a suffix is a word part added to the end of a word. Explain that -er is added to a word to compare two things; -est is used to compare more than two things. Provide an example: *This cat is big. This cat is bigger than that cat. This cat is the biggest cat of all.*

- Look through the text with children to find comparison words with -er and -est. (*faster, fastest, strongest, biggest, largest, larger, longer, wider*) Help children identify the root words.
- Write on the board *dark, loud, slow, clean*. Read them aloud with children. Have children write each word with -er and -est. Review which words compare two things and which compare more than two things.

### Developing Fluency

Have children reread "Mama Cheetah Hunts" to themselves, focusing on intonation, phrasing, and pace. Circulate to offer assistance if needed.

### Oral Language/Conversation

**Talk About Size** To help children understand the sizes of the big cats, refer to the chart on page 7. Help children use a tape measure or a yardstick to measure out the length of each cat. Compare the sizes to items in the classroom.

### Extending Meaning Through Writing

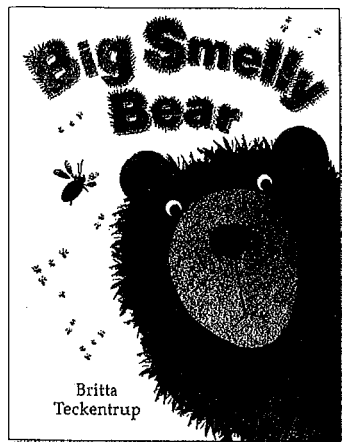
- Have children write and then illustrate a story about another good day for mama cheetah and her cubs. (**Narrative**)
- Encourage children to create a poster that shows the differences and similarities between the cheetah and another big cat in the book. (**Graphic Aid**)

### Other Books

*Great Snakes!* by Fay Robinson

*Look-Alike Animals* by Robin Bernard

# Big Smelly Bear



## Summary & Standard

None of the other animals want to be around Big Smelly Bear because he refuses to take a bath. When the bear has an itch he can't scratch, he must give in to Big Fluffy Bear's demand before she will help him. Children will independently relate prior knowledge to what is read and use it to aid in comprehension.

**Author:** Britta Teckentrup  
**Genre:** Fantasy

**Word Count:** 250+  
**Theme/Idea:** changing behavior

### Making Connections: Text to Self

Children will probably be familiar with refusing to do something until they are given an ultimatum. Ask: *Have you ever been told you couldn't do something until you did something else first?* Invite volunteers to give examples.

Tell children that they will read a book about a fluffy bear who won't help a smelly bear until the smelly bear takes a bath. Discuss how people sometimes need a push to get them to change their behaviors.

For additional resources on personal hygiene, see <http://www.cyh.sa.gov.au/HealthTopics/HealthTopicDetailsKids.aspx?p=335np=289id=2146>.

### Vocabulary

**Essential Words:** bath, bathe, itch, scratch, sniff, washed

**Related Words for Discussion:** cleanliness, germs, healthy, hygiene,

### Genre

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

### Supportive Book Features

**Text** The text is in large print with space between the lines. The colorful, descriptive illustrations give readers support for the text.

**Content** Children will be familiar with the concept of being dirty. They should be able to relate to the situations that Big Smelly Bear and Big Fluffy Bear experience.

Praise children for specific use of "Behaviors to Notice and Support" on page 89 of the *Guided Reading Teacher's Guide*.

### Challenging Book Features

**Text** The variety of font sizes and the words written in all capital letters (pages 2, 15, 17) may confuse some children. Point out that this type of text is meant to show emphasis. (Note: Book pages are not numbered. Page 2 begins: *Big Smelly Bear never washed.*)

**Vocabulary** The story includes many words with the suffixes *-y* and *-ly* (e.g., *Smelly, Fluffy, quickly, quietly, grumpily*). You may want to review how the suffix changes the meaning of the base word.

## ELL Bridge

Help children understand how and why Big Smelly Bear was unsuccessful at scratching his itch. Make a two-column chart on the board and number the rows from 1 to 4. Then reread pages 5 through 12. Ask children to tell in what way the bear first tried to scratch his back. Write *with his paw* in the first column in the first row. Ask what happened. (He couldn't reach.) Write that in the second column. Continue writing how the bear tried to get rid of the itch and why it didn't work. Then review the chart and ask volunteers to pantomime each action.



## Teaching Options

### Developing Comprehension

#### Thinking Within the Text

Have children discuss what they learned about Big Smelly Bear and why he decided to take a bath.

#### Thinking Beyond the Text

Remind children that after Big Smelly Bear took a bath he said that he would never take another one. But the book says that he would sometimes wander down to the pond late at night. Have children look at the picture on page 24. Ask: *What is Big Smelly Bear doing in the picture? Do you think he has changed his habits? Why do you think he didn't want Big Fluffy Bear to know he was bathing?*

#### Thinking About the Text

Ask children how the illustrations help tell the story. Ask: *Which pictures in the story help you know that Big Smelly Bear and Big Fluffy Bear have become friends? How can you tell they are happy about that?*

### Understanding Plot

Remind children that the plot of the story is all the important events that happen in it. Thinking about a story's plot can help readers better remember the story. Ask:

- *In the beginning of the story, why doesn't Big Smelly Bear have any friends? (The other animals think he is too smelly.)*
- *What problem does Big Smelly Bear have on page 6? (He has an itch that he can't reach.)*
- *On page 12, why won't Big Fluffy Bear scratch the itch for him? (She says he is much too smelly.)*
- *How does Big Smelly Bear solve this problem? (He takes a bath and then Big Fluffy Bear scratches the itch for him.)*

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 -ed

Remind children that when *-ed* is added to an action word, it changes the tense of the word to past tense, expressing action that has already happened.

- On page 3, have children find the word *brushed*. Ask them to identify the base word and give its meaning. Then remind children that adding *-ed* makes the word past tense, meaning it has already happened.
- Encourage children to find other words in the book, such as *followed* (page 3), *shouted* (page 17), and *stomped* (page 19), that have the suffix *-ed*.

### Developing Fluency

Read the first couple of pages aloud. Then have volunteers continue reading one sentence at a time until the book is finished. Encourage them to read with proper phrasing and expression.

### Oral Language/Conversation

**Talk About Personal Hygiene** Lead a discussion about bodily cleanliness. Ask: *Why is it important to wash your hands before eating? Why is it important to brush your teeth each day? What might happen if you did not bathe regularly?*

### Extending Meaning Through Writing

- Have children create a checklist of healthy habits to follow. (**List**)
- Have children write a letter to Big Smelly Bear, persuading him to take a bath. (**Persuasive**)

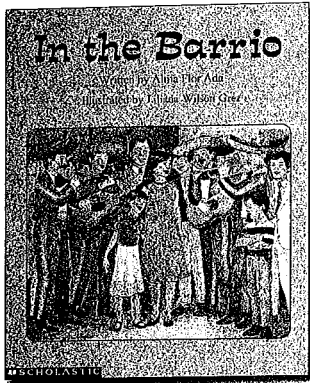
### Other Books

*Monster Manners* by Joanna Cole

*Messy Bessey's Family Reunion* by

Patricia and Fredrick McKissack

# In the Barrio



## Summary & Standard

A young boy describes, through each of the five senses, things he loves about the barrio where he lives. Children will read to better understand the various cultures of the United States and the world.

**Author:** Alma Flor Ada  
**Genre:** Realistic Fiction

**Word Count:** 130  
**Theme/Idea:** describing things in the world using the five senses

### Making Connections: Text to Self

Point out to children that we get impressions of the world around us through our five senses—sight, hearing, smell, taste, and touch. Ask children to share examples of things people see, hear, smell, taste, and touch in the world.

To extend the connection, explain that in this book, a young boy tells the reader about things in his barrio, or neighborhood, that he likes to see, hear, smell, taste, and touch. Ask children to share some examples of things in their own neighborhoods and homes that they enjoy seeing, hearing, smelling, tasting, and touching.

For additional teaching ideas and resources, see <http://www.sedl.org/scimath/pasopartners/senses/>.

### Vocabulary

**Essential Words:** barrio, enchilada, mariachi, mural, neighborhood

**Related Words for Discussion:** describe, environment, explore, senses

### Genre

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

### Supportive Book Features

**Text** The type is large and the text is clearly positioned. Sentences follow the same pattern until the last page. Illustrations strongly support the text.

**Vocabulary** Although the book contains terms that may be unfamiliar to some children, such as *barrio* and *enchiladas*, each term is either defined in the text or clearly shown in the accompanying illustration.

Praise children for specific use of “Behaviors to Notice and Support” on page 89 of the *Guided Reading Teacher’s Guide*.

### Challenging Book Features

**Text** Because sentences flow across several pages, children might need help remembering certain sentences from beginning to end. Most of these sentences list several items. Have children reread sentences that flow across more than one spread to understand the full meaning.

**Content** Even with the detailed illustrations, children unfamiliar with Latino culture may still need additional help understanding some content. For example, based on the picture, they may think *mariachis* are a type of instrument, rather than the musicians.

## ELL Bridge

Help children understand the five senses. Provide them with the following frames: I see \_\_\_\_\_. I hear \_\_\_\_\_. I smell \_\_\_\_\_. I taste \_\_\_\_\_. I feel \_\_\_\_\_. Have children use these frames to discuss things they like to experience with each of their five senses.

## Teaching Options

### Developing Comprehension

#### Thinking Within the Text

Ask children to identify how the boy groups the items in his neighborhood that he is describing. (by sight, sound, smell, taste, and feel) Then have them list some of the things he loves most.

#### Thinking Beyond the Text

Ask children to evaluate what they know about the barrio by the end of the book. Have them discuss why the boy might have chosen to focus on describing things that can be experienced through the five senses. Ask them to think of some other ways he might have told the reader about his barrio, such as describing the different kinds of buildings or people in it, or what kinds of things people do.

#### Thinking About the Text

Have children evaluate what the illustrations tell them. Discuss how each picture supports the accompanying sentence. Have children note what extra information about the barrio the background details in the pictures give.

### Categorizing Information

Explain to children that sometimes an author helps readers understand something by sorting pieces of similar information into groups called categories.

- Provide children with blank five-column charts headed *Sight, Hearing, Smell, Taste, and Touch*. Say: *We can sort information from the story into these categories*. Have children use the information in the book to fill in the chart.
- Have children think of a phrase that describes the contents of each category, such as *things you can see in the barrio*, and write it at the bottom of the column.

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

#### Unfamiliar Words

Remind children that they can figure out difficult words by using context and picture clues.

- Direct children to the word *murals* on page 4. Ask them what they think the word means. Ask: *What clues in the text or in the picture on this page can help you figure out what a mural is?* (text: *colorful*; picture: the large painting on the wall)
- Repeat this process with *pan dulce* (page 5), *mariachis* (page 7), *chilis* (page 10), and *fumes* (page 11).

### Developing Fluency

Model how to read long sentences with proper pace. Then have children read the sentences aloud after you.

### Oral Language/Conversation

**Talk About the Five Senses** Talk about how we learn about the world through using our five senses. Have children compare the different categories of information each sense gives us about the world. Ask: *How does all this help us understand our environment?*

### Extending Meaning Through Writing

- Have children examine the picture on page 16. Ask them to write a paragraph pointing out the things that are pictured that the boy loves. (**Expository**)
- Ask children to write a paragraph describing things they like to see, hear, smell, taste, and touch in their own neighborhoods. (**Descriptive**)

### Other Books

*Big Mama and Grandma Ghana* by Angela Shelf Medearis

*My Life* by Paul Pistone

# Just Us Women

GUIDED  
READING  
PROGRAM

Fiction Focus

2nd Edition



## Summary & Standard

In this story, a young girl and her aunt plan a road trip for just the two of them, so that they can spend time together. Children will independently relate prior knowledge to what is read and use it to aid in comprehension.

**Author:** Jeannette Caines

**Word Count:** 200+

**Genre:** Realistic Fiction

**Theme/Idea:** sharing time together

## Making Connections: Text to Self

Ask children to share special times they have had with an adult family member. Ask: *Is there an activity you enjoy with one family member that other family members may not enjoy?*

Extend the connection by explaining that the young girl in the book is going on a road trip with her aunt. They plan on doing things that they enjoy but other family members do not, such as stopping at roadside markets and visiting famous statues.

For additional teaching ideas and resources, see [http://www.kent.k12.wa.us/curriculum/tech/K6/5/Roadtrip/unit\\_planRoadTrip.doc](http://www.kent.k12.wa.us/curriculum/tech/K6/5/Roadtrip/unit_planRoadTrip.doc).

## Vocabulary

**Essential Words:** bushel, famous, junk, markets, reminder, statues

**Related Words for Discussion:** adult, favorite, share, special

## Genre

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

## Supportive Book Features

**Text** Many large illustrations closely support the text throughout this book. The close text-picture correlation will help children who are not familiar with road trips.

**Content** Most children will have a favorite aunt, uncle, or other family member with whom they enjoy doing things. The idea of a realistic adventure should appeal to children.

Praise children for specific use of “Behaviors to Notice and Support” on page 89 of the *Guided Reading Teacher’s Guide*.

## Challenging Book Features

**Text** The entire book is told in the future tense as the narrator looks forward to the trip. Young readers may be unfamiliar with the future tense and may be confused that the events are not actually taking place. Explain that the events in the story are what the two characters are planning to do on their road trip.

**Vocabulary** Children may not be familiar with several Atlantic Coast states named in the book. Pronounce state names for children and point to their locations on a map.

## ELL Bridge

Use picture-word correspondence to help children see many of the things mentioned in the text. Model finding words on a page that are shown in the pictures on that page, such as *restaurant* on pages 24–25. Point to the word and then to the item in the picture. Have children repeat the connection. Encourage partners to work together to connect other words to the pictures.

## Teaching Options

### Developing Comprehension

#### Thinking Within the Text

As they read, have children make a list of the reasons why the girl and her aunt will stop on their road trip. Have children use their list to summarize the road trip.

#### Thinking Beyond the Text

Encourage children to spend time looking at the illustrations. Have them tell what is happening in each one and infer events that are not in the text. Model by explaining on pages 10 and 11 that the girl is making sure that one of the maps gets packed in a bag. Ask: *On page 12, why are the characters looking at each other that way?* If needed, point out that a piece of the cake is missing.

#### Thinking About the Text

Discuss why children think the author wrote the text in the future tense. Ask: *How do you feel when you are looking forward to a trip or special event? Do you think the author captured the narrator's feelings well?*

### Making Inferences

Remind children that often they can figure out more about a story than what the text states directly. Explain that the writer does not tell the reader everything that happens, but by using the pictures, details in the text, and prior knowledge, readers can fill in the missing information.

- At page 16, have children talk about what the characters might buy at the roadside market. If needed, point out the rooster on pages 15 and 16.
- At pages 30 and 31, ask children where they think the characters imagine they are, whom they are visiting, and who is saying "What took you so long?"

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, such as *isn't* for *is not*. Explain that an apostrophe replaces the letter or letters left out of a contraction.

- Have children find *I'm* on page 9. Write it on a chart or on the board. Write *I am* directly under the contraction. Ask: *What letter or letters does the apostrophe replace? (a)*
- Repeat with the contractions *can't* (page 17), *it's* (page 27), *We'll* (page 14), and *We're* (page 17). Point to *won't* (page 17) and discuss how its construction differs.

### Developing Fluency

Have children echo-read pages 9–15 with you, one sentence at a time. Emphasize the appropriate phrasing, pace, and tone of the narrator's voice.

### Oral Language/Conversation

**Talk About Sharing Time Together** Lead a discussion of special times children have spent with adult family members. Discuss how children and adults can enjoy some of the same activities and how important it is to share time together. Ask: *What would be a fun thing to do with a family member?*

### Extending Meaning Through Writing

- Have children make a list of items they would need or want on a road trip. (**List**)
- Invite children to write a journal entry describing a time they shared with an adult family member. (**Narrative**)

### Other Books

*Big Mama and Grandma Ghana* by Angela Shelf Medearis

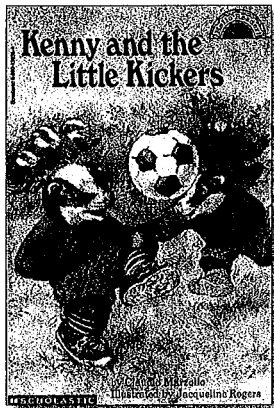
*Messy Bessey's Family Reunion* by Pat McKissack

# Kenny and the Little Kickers

GUIDED  
READING  
PROGRAM

Fiction Focus

2nd Edition



## Summary & Standard

This fantasy tells the story of a badger named Kenny who does not want to play soccer until he discovers that he is good at kicking the ball. Children will appropriately identify the theme or author's message in a grade-level-appropriate text.

**Author:** Claudio Marzollo

**Word Count:** 250+

**Genre:** Fantasy

**Theme/Idea:** developing self-esteem  
by trying new things

## Making Connections: Text to Self

Children will most likely have experience with being reluctant to try new things. Invite children to describe a time when they were not sure about trying something new and how they felt both before and after trying it.

Extend the real-world connection by discussing why it is important to try new things. Explain that when people stick to doing the things they're comfortable with, they may never learn to do anything new. Tell children that they will read about a badger who is afraid to try soccer.

For additional teaching ideas and resources about how to foster students' self-esteem, see [http://kidshealth.org/parent/emotions/feelings/self\\_esteem.html](http://kidshealth.org/parent/emotions/feelings/self_esteem.html).

## Vocabulary

**Essential Words:** coach, goal, mistake, practice, soccer

## Related Words for Discussion:

accomplishment, doubt, self-confidence, self-esteem

## Genre

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

## Supportive Book Features

**Text** The text uses simple language and corresponds strongly to the accompanying pictures. The text is large and easy to read. Some phrases or sentences are repeated.

**Content** Most children will relate to the theme of being unsure about trying something new. Many may have experienced participating on soccer teams or doing other group activities. Praise children for specific use of "Behaviors to Notice and Support" on page 89 of the *Guided Reading Teacher's Guide*.

## Challenging Book Features

**Text** Some sentences flow beyond one or even two lines. Not all of the dialogue takes the form of complete sentences, and not all dialogue is directly attributed to a speaker. Encourage children to reread sections that seem unclear.

**Vocabulary** (Note: Because the book pages are not numbered, page numbers have been assigned. Page 2 begins with "Soccer starts today!") Although most of the words used in this story are decodable, children may struggle to read words such as *coach* (page 6), *mistake* (page 13), and even *soccer* (page 2). Introduce these words before reading and help children decode them.

## ELL Bridge

Divide the group into pairs and have children select pictures from the book to describe to each other. Remind them to describe what the characters look like and how they seem to feel. Model describing the picture on pages 2-3: *Kenny's dad looks excited. Kenny is eating and watching television. He does not look like he likes sports.* Review "feeling" words such as *excited, scared, happy, sad, and nervous*, if needed.

## Teaching Options

### Developing Comprehension

#### Thinking Within the Text

Remind children that Kenny's father wanted him to play soccer. Ask: *Why did Kenny not want to play soccer? What happened to change Kenny's mind?*

#### Thinking Beyond the Text

Have children explain what they think the meaning of this story is. Ask who might benefit from reading it. Talk about other activities or experiences people might be reluctant to try and what those people could learn from hearing Kenny's story.

#### Thinking About the Text

Ask children to look at the art in this book and talk about what things it tells them about Kenny's personality. For example, have them examine his initial appearance on page 3 and talk about the details included (his posture, his eating, and so on). Suggest that children compare this picture with how Kenny looks on the last page of the story. Ask: *What does this change say about his character?*

### Understanding Character

Review with children that readers can learn about characters by reading about what they say and do. Discuss the character traits of Kenny and his dad.

- Have children review things Kenny and his dad say and do. Ask them to think about the things Kenny's dad does that influence Kenny, such as encouraging him to join soccer in the first place and urging him to try harder when he starts to get discouraged.
- Ask children what they can tell about Kenny and his dad, based on what they say and do.

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

Explain that readers know when someone is speaking because there are quotation marks around the words. Write a sentence of dialogue from the book on the board or on a chart. Note that punctuation marks inside the quotation marks signal what expression to use when reading. Tell children that sometimes the text tells who is speaking, and sometimes the reader must figure it out.

- Read the dialogue on pages 2–3 with children. Discuss who is speaking in each instance. Note that it is Kenny's dad in both cases.
- Have children identify other examples of dialogue in the story.

### Developing Fluency

Model reading with proper expression a section of the story that has lots of dialogue—for example, page 6. Then have children practice reading the section with a partner.

### Oral Language/Conversation

**Talk About Self-Esteem** Remind children that at the end of the story, Kenny is happy doing something he is good at. Talk about how a sense of accomplishment can make someone feel more confident.

### Extending Meaning Through Writing

- Have children write a short narrative about Kenny's first game against another soccer team. (**Narrative**)
- Ask children to write a paragraph trying to convince other children to join Kenny's soccer team. (**Persuasive**)

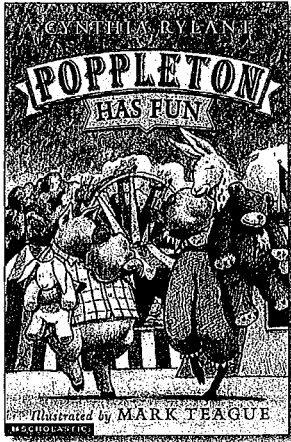
### Other Books

*Fraidy Cats* by Stephen Krensky

*Froggy Learns to Swim* by Jonathan London

# Poppleton Has Fun

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



## Summary & Standard

Poppleton the pig goes to see a movie alone but doesn't have fun until he tells a friend about it. He makes a quilt with friends and decides that sharing it with the others is the best part. Poppleton realizes that when he is with his friends he always has fun. Children will use pictures and context to assist in comprehension.

**Author:** Cynthia Rylant

**Word Count:** 200+

**Genre:** Fantasy

**Theme/Idea:** sharing with friends

## Making Connections: Text to Self

Ask children what kinds of activities they like to do with a friend and what they like to do alone.

Extend the connection by asking whether children ever did something alone because a friend couldn't join them. Invite children to share their experiences. Ask: *Did you enjoy doing the activity alone? Would you have had more fun doing it with a friend? Would you do the same thing alone again? Why?*

For additional resources about friendship, see <http://atozteacherstuff.com/Themes/Friendship/>.

## Vocabulary

**Essential Words:** certainly, ordered, quilt, sewing, share, soak, sob, stretch, trousers

**Related Words for Discussion:** belong, divide, enjoy, friendship, important, together

## Genre

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

## Supportive Book Features

**Text** The book is divided into three short chapters, each focusing on a different adventure. Sentences are short, and the text is set in manageable chunks. Each page contains supporting illustrations.

**Content** Children will be entertained by Poppleton's adventures. Most will relate to the fact that Poppleton has more fun when he shares his adventures with friends.

Praise children for specific use of "Behaviors to Notice and Support" on page 89 of the *Guided Reading Teacher's Guide*.

## Challenging Book Features

**Text** The varying positioning of the text on the page may be confusing to some children. Some sentences are interrupted by illustrations or continue on the next page. Remind children to continue reading until they reach a period. Then they can go back and look at the pictures.

**Vocabulary** Though the content of each page is illustrated, children may need help with some words, such as *stretching*, *tissue*, *quilt*, and *soak*. Read aloud the sentence containing the unfamiliar word as children look at the illustration.

## ELL Bridge

Use the illustrations to teach words that tell how people feel. Have children look at the illustration on page 16. Write the following sentence: *Poppleton is scared*. Circle *scared* and explain that this word tells how Poppleton feels. Repeat with *sad* (page 18), *tired* and *worried* (page 44), and *happy* (page 45). Then have children complete the following sentence frame for each word: *I feel \_\_\_\_\_ when \_\_\_\_\_.*



## Teaching Options

### Developing Comprehension

#### Thinking Within the Text

Talk about Poppleton going to the movies alone. Remind children that he didn't enjoy the movie because he had no one to share his experience with. Ask children to name all the things Poppleton wanted to share while at the movies, including his snacks and his feelings.

#### Thinking Beyond the Text

Read aloud pages 49–51 and then point out this sentence: *"I'll smell like . . . say, are you hungry?" said Poppleton.* Ask children why they think Poppleton suddenly became hungry.

#### Thinking About the Text

Have children look at the illustration on pages 36–37 and identify the four images on the quilt: a rainbow, a houseboat, a parachute, and an animal with green hair. Ask: *Why do you think the illustrator put these four pictures on the quilt?*

### Using Illustrations

Point out that the illustrations in a story can give information that is not in the text. Read aloud page 24, and then have children look at the picture on pages 24 and 25.

- Say: *When I read the sentences, I didn't know what a fair was. But then I looked at the picture and saw tents. I also saw some animals on a ride and others buying food. Those clues told me that a fair is like a carnival or community celebration. What else might someone do at a fair?*
- Have children use a similar process to find the meaning of *quilt* on page 24 and *stretching* on page 10.

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

Explain that sometimes two words are joined to form a new, larger word. Tell children that they can often figure out the meaning of a compound word by knowing the meanings of the two smaller words within it.

- Have children turn to page 13 and find the word *popcorn*. Ask: *What two words make up popcorn?* Discuss the meaning of each smaller word. Then ask: *Why do you think popcorn was given this name?*
- Continue in a similar manner with *everyone* (page 30), *houseboat* (page 35), and *blueberries* (page 50).

### Developing Fluency

Model fluent reading of pages 16–18, using intonation and emphasis to demonstrate Poppleton's feelings. Then have partners read the pages to each other.

### Oral Language/Conversation

**Talk About Sharing** Point out to children that in each of the stories, Poppleton shares something with his friends. Sharing makes him feel happy. Talk about times children shared something with others or others shared with them. Ask: *How did it make you feel? Why? Why is sharing important?*

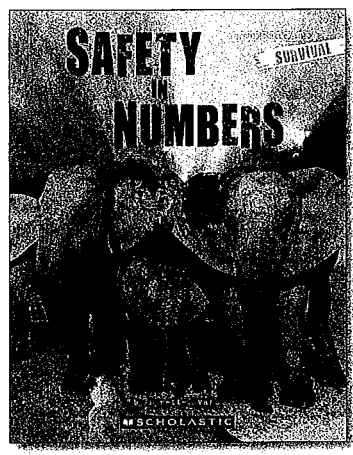
### Extending Meaning Through Writing

- Have children write a letter to a friend, inviting the friend to share something with them. **(Letter)**
- Ask children to write a description of the quilt shown on pages 36 and 37. **(Description)**

### Other Books

*Poppleton Everyday* by Cynthia Rylant  
*Poppleton and Friends* by Cynthia Rylant

# Safety in Numbers



## Summary & Standard

The topic of this book is animals that live in groups. The benefit of living in groups is shown in the narrative nonfiction section, which tells about a herd of elephants that travels to a water hole. Students will demonstrate comprehension and understanding by articulating basic facts and ideas in what they read.

**Author:** Lynette Evans  
**Genre:** Narrative Nonfiction

**Word Count:** 250+  
**Theme/Idea:** living in groups for safety

### Making Connections: Text to World

Most children will be familiar with elephants, and many may have seen them in a zoo or on a television program. Ask children to share what they know and have observed about elephants. Extend the connection by telling children that many animals, including elephants, live in groups. Ask: *What other animals live in groups?* Discuss some benefits of living in groups. Tell children that in this book they will read about a herd of elephants on a journey to find water. For additional teaching resources, see [www.sandiegozoo.org/animalbytes/got\\_questions\\_groups\\_list.html](http://www.sandiegozoo.org/animalbytes/got_questions_groups_list.html).

### Vocabulary

**Essential Words:** calf, charge, danger, dusty, footprints, growl, herd, hunters, predator, shelter, stomp, trumpet

**Related Words for Discussion:** family, protect, safety, survive, together

### Genre

**Narrative Nonfiction** Remind students that narrative nonfiction tells the realistic story of an event or series of events that occur in the present or past.

## ELL Bridge

Help children understand the actions on pages 9–21. Have one child play the role of the baby elephant and the rest of the children play the roles of the adult elephants. As you read, encourage children to act out the actions. For example, on page 17, the adult elephants should form a group around the baby elephant. On page 18, the adult elephants should stomp their feet and flap their ears. Emphasize action words, such as *stomp*, *flap*, and *charge*, as you read.

### Supportive Book Features

**Text** Although children will focus on pages 8–21, the book contains several features to help children access content, including a table of contents, a chart, sidebars, photographs, labels, captions, a glossary, and an index. Point out these features and explain how to use them.

**Content** Most children will have seen nature shows on television. The descriptions of family groups and staying safe from danger will likely be interesting topics. Children should enjoy following the elephants on their trek to the water hole.

Praise students for specific use of “Behaviors to Notice and Support” on page 89 of the *Guided Reading Teacher’s Guide*.

### Challenging Book Features

**Text** “To the Water Hole” provides a variety of formats, text placement, fonts, and text sizes that may be difficult for some students to track and read. Help children identify the main text on a spread, and show them how the features support the text with additional information.

**Vocabulary** The text contains several multisyllabic words, such as *elephant* and *predators*. Help children read these words and discuss the meaning of *predators*.

## Teaching Options

### Developing Comprehension

#### Thinking Within the Text

Reread the title of the book and ask children what they learned about safety in numbers for animals. Discuss how safety in numbers helped the baby elephant at the water hole at night.

#### Thinking Beyond the Text

Review how living in groups helps elephants. Then talk with children about the kinds of groups people have, including families and schools. Discuss how these different groups help children.

#### Thinking About the Text

Ask children what they found easy and difficult about reading "To the Water Hole." Talk about ways that the information was presented, including through text, sidebars, labels, and photographs. Ask which of these forms gave the most information.

### Generating Questions

Review with children that as they read nonfiction text, they can ask questions to help focus on what they are reading.

- Turn to page 8. Ask children what question they could ask about this page. (Where are the elephants going?) Have children find the answer on page 10. (to the water hole)
- Flip through pages 11–21, working with children to ask questions about the text and the pictures.
- Then guide children to read with the purpose of finding answers. If some questions remain unanswered, talk about how readers can find answers. (look in another book or online)

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

#### Multiple-Meaning Words

Review with children that many words have more than one meaning and can be used in text as both nouns and verbs. Explain that readers can use the context around these words to figure out how they are used.

- Have children find the word *group* in the last sentence on page 4. Read the sentence and talk about how the word is used. (as a noun meaning "a gathering of more than one thing")
- Turn to page 17. Read the caption with children and ask how *group* is used here. (as a verb meaning "to gather together")
- Repeat with *trumpets* and *trumpet* on pages 11 and 18. (as a noun meaning "a kind of bold sound"; as a verb meaning "making a kind of bold sound")

### Developing Fluency

Model how to pronounce the longer words on pages 12–13. Then have partners practice reading the pages to each other.

### Oral Language/Conversation

**Talk About Groups** Have children compare the pluses and minuses of living in a group, according to the chart on page 7. Ask children how living in groups helps these animals survive.

### Extending Meaning Through Writing

- Have children write a few sentences about an animal that lives in a group. (**Expository**)
- Invite children to write a story about a baby elephant. (**Narrative**)

### Other Books

*Insects* by Carolyn Maclulich

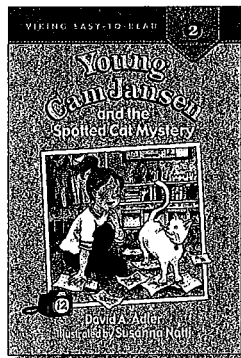
*Shelter* by Susan Canizares and Daniel Moreton

# Young Cam Jansen and the Spotted Cat Mystery

GUIDED  
READING  
PROGRAM

Fiction Focus

2nd Edition



## Summary & Standard

On a rainy morning, Jennifer “Cam” Jansen uses her photographic memory to solve the mystery of an unknown cat that has appeared in her classroom. Children will comprehend basic plots of a variety of fiction genres.

**Author:** David A. Adler

**Genre:** Mystery

**Word Count:** 250+

**Theme/Idea:** using your memory

## Making Connections: Text to Self

Have children think about everyday mysteries they encounter at school or at home. Ask: *What kinds of things happen that you have to stop and think about to figure out?* Use discussion to make a list of common “mysteries” that people may run into involving friends, family, pets, and so on.

Extend the connection by talking about the steps to follow in order to solve even the most ordinary mysteries. With children, list steps in observation and deduction that will lead to solutions for most everyday mysteries.

For additional teaching ideas and resources, see [www.educationworld.com/a\\_tsl/archives/02-1/lesson036.shtml](http://www.educationworld.com/a_tsl/archives/02-1/lesson036.shtml).

## Vocabulary

**Essential Words:** brass, camera, click, collar, remember, reward, wipe

**Related Words for Discussion:** clue, event, image, imagine, memory, photograph, visualize

## Genre

**Mystery** Remind children that a mystery is a story about a puzzling event and the clues that help explain it.

## Supportive Book Features

**Text** The print is very easy to read, and the chapter headings provide clear clues to the progress of the story. Illustrations clearly support the text and the clues that lead to the mystery’s solution.

**Content** All of the chapters present events in sequence, and the clues the characters use are spelled out. Children should enjoy solving the mystery along with the characters.

Praise children for specific use of “Behaviors to Notice and Support” on page 89 of the *Guided Reading Teacher’s Guide*.

## Challenging Book Features

**Text** Some children may struggle with the dialogue. A character’s speech may break into separate lines, leading struggling readers to become confused about who is speaking. Guide children to see that no new dialogue begins without a reference to the new character. Model how to identify the speaker for each passage.

**Vocabulary** This mystery includes some higher-level nouns, such as *assistant* (page 5), *memory* (page 5), and *custodian* (page 26). Suggest that children keep a list of unfamiliar words to define either through context clues or by using a dictionary.

## ELL Bridge

To help children practice recounting the events in the book, 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 deductions Cam Jansen used to solve the mystery in the story. Ask: *What was the first clue that made Cam sure the cat had not come in from the outside? What was the second clue?*

#### Thinking Beyond the Text

Invite children to think about the other things that helped Cam solve the mystery. Ask: *How did observing things around her help Cam solve the mystery?* Discuss how being aware of the things around you can help you figure out what is going on in different situations.

#### Thinking About the Text

Have children discuss why the author had the characters help solve where the cat belonged. Ask children: *What would the story be like if the author ended it with Danny putting up the lost signs? How did the author make the story more interesting?* Explain that, in order to make stories exciting for readers, authors use techniques such as solving a mystery.

### Understanding Chapters

Point out that this book has distinct chapters, each with its own main idea. Model for children how the chapter structure of the book can aid their understanding of the story.

- Have children turn to page 5. Ask: *What is the title of this chapter? What does it suggest that the chapter will be about?*
- *What is the main idea of the second chapter? How does the chapter give clues that a mystery needs to be solved?*
- *How do the chapters make the story easier to follow and understand?*

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

Remind children that a compound word is made of two or more smaller words. The meanings of the two smaller words often give clues to the meaning of the compound word.

- Write *classroom*, *raincoat*, and *homework* on a chart or on the board. Ask children to identify the smaller words for each and explain their meanings.
- Have children explain the meaning of the compound word, for example: *A classroom is a room where a class meets to learn.*

#### Developing Fluency

Model reading dialogue, using proper phrasing, pace, and expression. Then have children meet in groups, taking the roles of the characters and reading the parts aloud.

#### Oral Language/Conversation

**Talk About Memory** Lead a discussion about how people remember things. Ask children: *How do you remember things?* Point out that sometimes people remember by connecting one thing with another. At other times, they make a mental image, the way Cam Jansen does.

#### Extending Meaning Through Writing

- Have children describe a real-life puzzle and how they solved it. **(Narrative)**
- Have children look toward the back of the classroom for a minute. Then have them turn toward the front and write a list of the things they remember seeing. **(List)**

#### Other Books

*The Mystery of the Missing Dog* by Elizabeth Levy

*Solve It!* by Meish Goldish