

GUIDED READING PROGRAM

Fiction Focus

2nd Edition



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

- **Allie's Basketball Dream**
- **Andy Shane and the Very Bossy Dolores Starbuckle**
- **Don't Let the Pigeon Stay Up Late!**
- **The Frog Prince**
- **The Great Gracie Chase: Stop That Dog!**
- **The Gym Teacher From the Black Lagoon**
- **Ibis: A True Whale Story**
- **Johnny Appleseed**
- **On My Way to Buy Eggs**
- **Three Days on a River in a Red Canoe**

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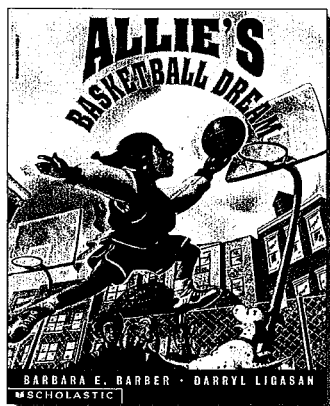
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Allie's Basketball Dream



Summary & Standard

When Allie's father gives her a brand-new basketball, she dreams of being a professional basketball player some day. Children will read a variety of genres to better understand various aspects of the human experience.

Author: Barbara E. Barber

Word Count: 250+

Genre: Realistic Fiction

Theme/Idea: pursuing your dreams

Making Connections: Text to Self

Children will have prior knowledge about learning a new sport or activity. Invite them to talk about when they learned to do something. Discuss the importance of practice.

Extend the connection by discussing what it takes to realize a dream. Ask: *What are some dreams people might have? Who might help them along the way? Is success always easy? Why might some people give up before they achieve their goal?*

For additional resources and teaching ideas, see <http://webtech.kennesaw.edu/reading/alliesdream.htm>.

Vocabulary

Essential Words: applauded, chuckle, miniature, monitor, professional, scanned

Related Words for Discussion: effort, failure, improve, persevere, practice, succeed

Genre

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

Supportive Book Features

Text Lively and appealing illustrations offer visual support for the text. Illustrations are drawn from various angles (from above, from below, and in extreme close-up), adding interest.

Content The story has a predictable progression. At first, Allie isn't good at basketball. Others try to distract her from pursuing her dream, but as she continues to practice, her playing improves. Children will be able to predict that she will make a basket by the end of the story.

Praise children for specific use of "Behaviors to Notice and Support" on page 90 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text Sentences can be complex in structure, and dialogue is embedded throughout the text. Help children recognize that quotation marks show when a character is talking. Point out that the illustrations show who is talking.

Vocabulary Children who do not play or watch sports may be unfamiliar with some of the sports-related words, such as *dribbled*, *backboard*, *slam dunk*, and *double dutch*. Have volunteers identify these words in pictures or use them in sentences.

ELL Bridge

Ask children to connect picture details to words that stand for sounds. Point out that some words sound like the sounds they stand for. Give *hum* as an example, saying it and then humming. Read the context for *thump* on page 15 and have children look at the illustration. Drop a ball, having children note the sound. Drop it again, saying "thump." Finally, have volunteers reread the text, making a thump sound as they read the word. Proceed with *whizzed* (page 19), *plopped* (page 21) and *zoom* (page 32). Ask students to suggest other words that sound like the sounds they name.

Teaching Options

Developing Comprehension

Thinking Within the Text

Have children discuss whom Allie meets after her father's gift of the basketball and what these people say to her. Ask: *How do their comments affect Allie? How are Allie's basketball skills at the beginning, middle, and end of the story? How do you know?*

Thinking Beyond the Text

Ask children to identify Allie's basketball dream and point to evidence in the text. Have children predict whether Allie will realize her dream someday. Ask: *What parts of the story led you to that opinion?*

Thinking About the Text

Discuss that the author uses dialogue and action to make the characters seem real. Point out examples of realistic behaviors, such as when the older boys chuckle at Allie's abilities. Ask: *In what ways do these characters behave like real people?*

Understanding Visualizing

Remind children that authors often use words that appeal to the senses: sight, hearing, smell, touch, and taste. This sensory language helps readers picture what is happening in the story. Explain that this is called visualizing.

- Read aloud the first paragraph on page 19. Point out that *whizzed by* and *sharp turn* help readers "hear" and "see" how Julio was moving.
- Continue reading: *Julio looked at Allie, his eyes wide*. Pantomime this action and read the rest of the paragraph. Ask: *How does this description of Julio help readers visualize how he is feeling?*
- Read aloud page 22. Explain that here Allie recalls what she saw, heard, and felt at the game. Ask: *Which words help readers visualize this game?*

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 compound words are combinations of smaller words. Finding smaller words can help them comprehend larger words.

- Have children reread page 6 and identify the compound words *playground*, *basketball*, *sidewalk*, and *firehouse*.
- Model identifying the two smaller words in *playground*. Then say: *A playground is an outside area, or ground, where people play*. Have children continue this process for the remaining words and others in the story.

Developing Fluency

Model expert reading of a passage that includes dialogue between Allie and another person. Show how you use the quotation marks to know when to adjust your voice for each character. Then have partners read aloud the passage.

Oral Language/Conversation

Talk About Perseverance Tell children that when someone perseveres, he or she keeps trying to succeed even though it might be difficult. Ask: *In what ways did Allie persevere?* Have children tell about a time when they persevered.

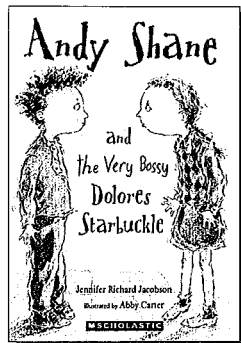
Extending Meaning Through Writing

- Have children write a narrative about doing something for the first time, such as playing an instrument or a sport. **(Narrative)**
- Have children, in a paragraph, persuade the boys on the playground to let Allie shoot baskets with them. **(Persuasive)**

Other Books

Amalia and the Grasshopper by Jerry Tello
Soccer Cousins by Jean Marzollo

Andy Shane and the Very Bossy Dolores Starbuckle



Summary & Standard

Andy Shane hates school until his clever, perceptive grandmother visits his class and teaches him how to deal with Dolores Starbuckle, a very bossy classmate. Children will comprehend basic plots of a variety of fiction genres.

Author: Jennifer Richard Jacobson

Word Count: 250+

Genre: Realistic Fiction

Theme/Idea: getting along with others

Making Connections: Text to Self

Discuss with children their experiences of relating to others in a classroom setting. Ask: *Do you think it's possible to get along with everybody? Why or why not?*

Ask children why it's important to cooperate with other people. Talk about what children do to get along with others. Ask: *Did you ever have a situation in which you had trouble getting along with someone? What was the problem? How did you solve the problem?*

For additional teaching ideas and resources, see http://www.bam.gov/sub_yourlife/yourlife_conflict.html.

Vocabulary

Essential Words: action, materials, properly, reminded, stubborn

Related Words for Discussion: caterpillar, chrysalis, cocoon, insects, monarch

Genre

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

Supportive Book Features

Text All-uppercase letters are used to signal that Dolores is shouting. This feature helps children understand that the text should be read more loudly. Also, the capital letters may give children insight into Dolores's character. (her bossiness, her wanting to be heard)

Vocabulary The author makes good use of similes to create vivid descriptions. For example, *waved her arms like a willow tree in a windstorm* and *[the words] were stuck in his throat like fruit flies caught in maple syrup*. Point out these similes to children.

Praise children for specific use of "Behaviors to Notice and Support" on page 90 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text The rhyming words that the characters say are in italics. Children may have trouble sounding out some of these words. Have them look for the common rhyming part.

Content Some children may be unfamiliar with the housefly, firefly, and dragonfly. Before children read, share background information from an online source.

ELL Bridge

Use visuals to help children understand vocabulary. Display pictures of a monarch caterpillar, a chrysalis, and a monarch butterfly. As you discuss how the butterfly will come out of the chrysalis, point to the pictures. Write the words on cards and have children tape each word under the matching picture. Have children help you write a sentence about each picture using sequence words *first*, *next*, and *last* or *finally*. Invite a volunteer to read each sentence and place it with the appropriate picture.

Teaching Options

Developing Comprehension

Thinking Within the Text

Have children discuss Andy Shane's problem and how Granny Webb helps him solve his problem.

Thinking Beyond the Text

Invite children to evaluate Andy's feelings. Ask: *When Andy says that he hates school, what is he really feeling? What is causing him not to like school? Have you ever been in a situation in which you felt the way Andy feels? Did the situation change? How? What are some things you can do to feel better about a situation?*

Thinking About the Text

Say: *At the beginning of the story, you start to understand why Andy says he hates school. Ask children to give examples of how the author shows what makes Andy uncomfortable at school.*

Recognizing Story Structure

Help children recognize story structure by drawing a story map on the board. In the top box, write *Setting*. In the next box, write *Characters*. In the last box, write *Problem, Events* (in sequence), and *Solution*. Fill in the story map together with children.

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

Diphthong *ou*

Remind children that the two letters *ou* stand for one sound. The letters can stand for the sound /ou/ as heard in the word *loud*. Write *loud* on the board and underline the vowels.

- Ask children to turn to page 8 and find the words *mouth* and *out*. Write the words on the board and say them aloud together. Have a volunteer underline the *ou* in each.
- Have children find words with the same vowel sound as *loud*: *shouted* (p. 9); *around, house, found* (p. 26); *about* (p. 33).

Developing Fluency

Have children read aloud some of the dialogue, using expressive intonation. Remind them to read the words as if they were the characters actually speaking. Suggest they pay close attention to words in all capital letters or italics and sentences ending with exclamation points.

Oral Language/Conversation

Talk About Insects Remind children about Granny Webb's knowledge of insects. With pictures, lead a discussion about how a monarch caterpillar builds a case, or chrysalis, which looks like a cocoon, and what happens next (it hatches as a monarch butterfly).

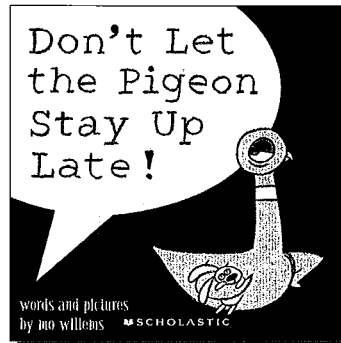
Extending Meaning Through Writing

- Have children write a short version of the story as told from the point of view of Dolores. Point out that she might see things differently. **(Narrative)**
- Have children write a list of tips on how to get along with others in the classroom. **(List)**

Other Books

Amalia and the Grasshopper by Jerry Tello
The Best Teacher in the World by Bernice Chardiet and Grace Maccarone

Don't Let the Pigeon Stay Up Late!



Summary & Standard

The reader is put in charge of making sure the pigeon does not stay up late. However, the pigeon has a variety of reasons why it should not go to bed. Children will independently relate prior knowledge to what is read and use it to aid in comprehension.

Author: Mo Willems

Genre: Fantasy

Word Count: 200

Theme/Idea: delaying bedtime

Making Connections: Text to Text

The pigeon books by Mo Willems will be familiar to many children. For those who have read other books in the series, ask them to share the stories they have read about the pigeon and what they think of this clever character. Have children who are not familiar with the pigeon use their classmates' descriptions to name other characters that they think are like the pigeon.

Extend the connection by telling children that in this book the pigeon wants to stay up late. Explain that the reader is actually a character in the story.

For additional information about the author, see www.childrenslit.com/childrenslit/mai_willems_mo.html.

Vocabulary

Essential Words: favor, mood, pigeon, studies, tonight, yawn

Related Words for Discussion: avoid, awake, delay, energy, excuses, scheme

Genre

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

Supportive Book Features

Text Children will enjoy the illustrations, which dramatize the pigeon's words and emphasize the way it is speaking. The speech balloons make the book more entertaining.

Vocabulary Children will know most words in the text. Help them read multisyllabic words, such as *educational*, and contractions, such as *c'mon* and *y'know*.

Praise children for specific use of "Behaviors to Notice and Support" on page 90 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text The varying size and position of text may be confusing or difficult to read. Point out that the pigeon is still talking even when its words are not in a speech balloon.

Content Making excuses to stay up late will be familiar to many children. This book may change children's perspective by putting the reader in charge. Point out to children that the pigeon is talking to them as they read the book. Invite them to imagine a "parental" response to each of the pigeon's excuses. (See also Thinking Beyond the Text on the back of this card.)

ELL Bridge

Use gesturing to help children understand the text. Reading with expression, use gestures that copy what the pigeon does in the illustrations. Then read the text a second time, having children perform the gestures themselves. Ask them to repeat each *I'm not tired!*, *Pleeeeeeeaaaasssee!*, and the drawn-out yawn as they get to these parts.

Teaching Options

Developing Comprehension

Thinking Within the Text

Discuss with children the different excuses the pigeon uses. Ask which excuses they have used, which they think are reasonable, and which are silly. Then talk about why the pigeon ended up not staying up late.

Thinking Beyond the Text

Discuss how this story is different from most stories children have read. Talk about how the author immediately pulls in the reader as a character. Ask how the story would have changed if there had been another actual character responding to the pigeon's excuses.

Thinking About the Text

Point out the different ways in which words are shown on the page, such as huge capital letters and stretched-out words *yaaaawn* and *pleeeeeaaaassssee*. Ask how children know that the pigeon is saying words quietly, loudly, or with emphasis.

Drawing Conclusions

Review with children that they can use both text and pictures in a story to form their own ideas about what is happening and how characters feel.

- Turn to pages 12–13 and ask children what the pigeon has just been told. Ask how it feels about being told *No*. Talk about what they used in the text and pictures to form their ideas. (Note: Book pages are not numbered. The title page is page 1.)
- Turn to pages 18–21 and have children use the size of the words, the punctuation, and the expression on the pigeon's face to conclude what its first and second reactions are to yawning.

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 *r*-Controlled Vowels

Remind children that the letter pair *ar* stands for the /ar/ sound, the letter pair *or* stands for the /or/ sound, and the letter pairs *er*, *ir*, and *ur* each stand for the /ur/ sound.

- Write the words *card*, *bird*, *horn*, and *her* on the board. Underline the letters *ar*, *ir*, *or*, and *er*. Ask: *What sounds do these letters make?* (/ar/, /ur/, /or/, /ur/) Have children read the words aloud.
- Repeat this exercise with *first* (/ur/), *party* (/ar/), *more* (/or/), and *never* (/ur/).

Developing Fluency

Model fluent reading. Then have partners read the book aloud. Suggest that they alternate reading the different excuses the pigeon gives.

Oral Language/Conversation

Talk About Bedtimes Discuss what excuses children have used to delay going to bed. Mention how important it is for children to get enough sleep so they will have energy for the next day. Ask: *What might happen to children in school if they don't get enough sleep?*

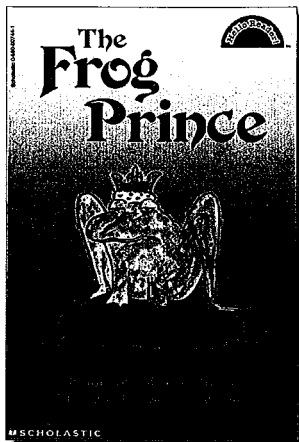
Extending Meaning Through Writing

- Have children write an additional excuse the pigeon might use for not going to bed. Encourage them to illustrate their excuses. **(Narrative)**
- Ask children to choose one or two of the pigeon's excuses and write what their own response would be. **(Expository)**

Other Books

The Best Way to Play (Little Bill) by Bill Cosby
Effie by Beverly Allison

The Frog Prince



Summary & Standard

A beautiful princess breaks her promise to befriend a frog if he retrieves her golden ball from a well. At her father's insistence that she keep her promise, she finds that the promise has its rewards. Children will read to refine their understanding of how texts work across a variety of genres.

Retold by Edith H. Tarcov

Word Count: 250+

Genre: Traditional Literature/Fairy Tale

Theme/Idea: keeping promises

Making Connections: Text to Text

Point out to children that this story is a fairy tale. Explain that a fairy tale is a story that has been passed down over the years. Ask what other fairy tales children know (e.g., Goldilocks and the Three Bears, Cinderella).

Invite volunteers to name their favorite fairy tales. Ask what some of these stories have in common (e.g., a princess and a prince, magic, a happy ending, talking animals or fantastic characters, main character who learns a lesson). Discuss the story structure of fairy tales—a problem is introduced, the characters deal with the problem, and the problem is resolved.

For additional teaching ideas and resources, see <http://www.suelebeau.com/fairytales.htm>.

Vocabulary

Essential Words: against, favorite, golden, necklace, pearls, promise, remember

Related Words for Discussion: betray, broken, disappointed, insistence, kept, retrieve, reward

Genre

Traditional Literature/Fairy Tale A fairy tale is a story about magical people or animals, such as princesses, elves, and dragons.

Supportive Book Features

Text The text is large and easy to read.

Quotation marks signal that characters are speaking. This helps children distinguish characters and their feelings. The sounds that the frog makes appear in colored, boldface type.

Content Children should be familiar with the general idea of fairy tales, in which a character has a problem and eventually solves it, often learning a moral or lesson along the way. This should help children with the story's structure.

Praise children for specific use of "Behaviors to Notice and Support" on page 90 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text There are two places in which the frog speaks in verse. This type is centered on the page and printed in poetry form, using quotation marks and very dark type. Point out these places to children and read them aloud. Have children notice that poetry is read differently from narrative text.

Vocabulary A few words in the story have multiple meanings: *well*, *court*, *spell*, *coach*. Point these out and discuss them as you read.

ELL Bridge

Reinforce verbs in the story by having children act them out. Review the meanings of verbs such as *threw*, *cried*, *ran*, *opened*, *hopped*, *carried*, and so on. Write the verbs on slips of paper and put them in a hat. Have children take turns choosing a verb and acting it out. Ask volunteers to use each word in a sentence about the story. Have the group act it out.

Teaching Options

Developing Comprehension

Thinking Within the Text

Have children summarize what happens in the story. Ask them to tell only the important events, not details. Explain that important events are the main ideas in the story. Extra details are things the reader doesn't really need to know to understand what happens.

Thinking Beyond the Text

Ask: *Why do you think the princess makes promises to the frog that she does not want to keep? Does she think she will ever see the frog again?* Ask children if they have ever made a promise that was difficult to keep.

Thinking About the Text

Ask: *Do you think the king is a wise man? Why or why not? Even though this story is a tale that has been passed down over the years, it can have meaning in today's world. What lesson do you think the author wants the reader to learn?*

Recognizing Sequence

Help children recognize that stories have a sequence of events. Explain that things happen in a certain order.

- Ask children to tell the major events of the story in the correct sequence.
- Make a flowchart on the board. Write the major events and connect them with arrows showing the sequence.

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

Developing Phonics and Word-Solving Strategies

Consonant Blends

Remind children that a consonant blend is two or three consonants blended together so that the sound of each letter is heard. On the board, write *fl, pl, sl, spl, st, str, cr, dr, fr, gr, and pr*.

- Write on the board these story words: *princess, frog, stop, splash, plate*. Read the words together. Have volunteers identify and underline the consonant blends.
- Allow children to find other words in the story that begin with consonant blends. As children identify words, write them on the board and have children use the words in sentences.

Developing Fluency

Divide the class into small groups so that each child can participate in a Readers Theater for *The Frog Prince*. Assign these parts for each group: narrator, princess, frog (prince), and king. Remind children to pay attention to the quotation marks, so they know when to speak.

Oral Language/Conversation

Talk About Keeping Promises Remind children that the princess makes a promise but does not want to keep it. Ask children if they ever made a promise. Discuss whether or not they kept it. Then ask if they were ever disappointed when someone didn't keep a promise made to them.

Extending Meaning Through Writing

- Have children write a short description of the princess, the frog, or the king. **(Descriptive)**
- Have children write a story about how the prince was turned into a frog. **(Narrative)**

Other Books

The Bremen-Town Musicians retold by Ruth Belov Gross

Jack and the Beanstalk retold by David Wiesner

The Great Gracie Chase: Stop That Dog!



Summary & Standard

Gracie Rose is a good, quiet dog until one day she finds herself put outside after barking at the noisy men who came to paint the family's kitchen. The gate is open, so she sets off on her own—and suddenly everyone is chasing her. Children will read to comprehend the basic plot of a variety of fiction genres.

Author: Cynthia Rylant
Genre: Realistic Fiction

Word Count: 250+
Theme/Idea: doing things on your own

Making Connections: Text to World

Many children will be familiar with pets and their behavior. Ask children to share funny things they have seen pets do without being prompted.

Extend the connection by talking about some reasons why dogs act as they do. For example, dogs are often territorial and will guard their home from people and other animals. They also like routine and may be upset by anything that changes it.

For additional teaching ideas and resources, see www.loveyourdog.com.

Vocabulary

Essential Words: decide, delivery, except, fountain, great, naughty, quick, quiet, realize, return

Related Words for Discussion: company, noisy, silly, suddenly

Genre

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

Supportive Book Features

Text The text is well supported by appealing illustrations that clearly show Gracie's personality and the action.

Vocabulary Most words in the story have one or two syllables and will be familiar to children.

Praise children for specific use of "Behaviors to Notice and Support" on page 90 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text The text sometimes overprints and/or wraps around the art on the page, which may make reading difficult. Suggest that children use a ruler to track the text from one line to the next. Tell them to place the ruler under each line of text as they read.

Content The story may become confusing once the Great Gracie Chase begins. Help children use the illustrations to see who is added, who drops out, and how the chase gets bigger.

ELL Bridge

Help children use the illustrations to get a sense of the rising excitement in the story. Turn to page 17. (Note: Because the book pages are not numbered, page numbers have been assigned. Page 3 begins with *Once there was ...*) Encourage children to point to different parts of the illustration as you read about each person who does something. As you continue reading, have children identify the people and animals in each illustration. Explain that all of these people and animals are part of the *everybody* who runs after Gracie.

Teaching Options

Developing Comprehension

Thinking Within the Text

Point out to children that the story starts out quietly and ends quietly with the great chase in the middle. Discuss the meaning of *great* and why the Gracie Chase is great.

Thinking Beyond the Text

Talk about the kind of dog Gracie is and what happens to make her do something she would not normally do. Ask: *Why is taking a walk by herself something Gracie should not do?* Have children tell why they think the author calls Gracie a *silly little dog* at the end of the story.

Thinking About the Text

Have children turn to page 15 and follow along as you read aloud, emphasizing the words that appear in all-uppercase letters. Point out that the author uses capital letters to show excitement. Ask: *Do you think the reader would feel as excited if these words weren't in capital letters?* Then have children take turns reading other pages on which the author uses this technique.

Understanding Cause and Effect

Tell children that understanding what happens in a story and what causes it to happen will make them better readers.

- Have children turn to and read page 9. Ask: *What did the painters do? What happened because of it?*
- Have children read page 29. Ask: *Why did the painters stop?* Then have them tell why the delivery woman stops, why the paperboy stops, and why everyone else has to stop too.
- Challenge children to find other examples of cause and effect in the story.

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 With -ed

Remind children that they can add *-ed* to many action words to show that the action happened in the past.

- Refer children to page 3. Ask: *Which word in the third line ends with -ed?(helped)* Write *help* and *helped* on the board. Point out that adding *-ed* to the verb *help* changes its meaning to show that the action happened in the past.
- Repeat with *loved* (page 5), *arrived* (page 6), *watched* (page 9), and *barked* (page 9).

Developing Fluency

Do an echo reading of a page, paying particular attention to punctuation and new words. Then read aloud one sentence at a time and have children repeat it after you.

Oral Language/Conversation

Talk About Doing Things Alone Point out that Gracie decided to take a walk and then return home all by herself. Discuss with children what they like to do by themselves. Ask: *Why do you like doing these things alone? How does it make you feel?*

Extending Meaning Through Writing

- Have children write what they think Gracie would tell the big dog and kitty about where she has been and what happened. **(Narrative)**
- Invite children to write a letter to Gracie that explains what the painters were doing in the house and why she should not be upset. **(Expository)**

Other Books

Bunny Runs Away by Bernice Chardiet and Grace Maccarone

Madeline's Rescue by Ludwig Bemelmans

The Gym Teacher From the Black Lagoon



Summary & Standard

The narrator of the story is anticipating what his new gym teacher will be like, based on all the scary rumors he's heard. When the narrator finally meets the new teacher, he is surprised to learn that he isn't a monster and that gym class is actually fun. Children will distinguish fantasy from reality.

Author: Mike Thaler

Genre: Fantasy

Word Count: 200+

Theme/Idea: recognizing that imagination can be wrong

Making Connections: Text to Text

Children may be familiar with one or more titles in the Black Lagoon series of books, in which the adults in school are not always as scary as they seem or are imagined to be. Ask children to tell about any of these books they have read.

Tell children that this book is about a boy who is getting a new gym teacher. The boy's imagination runs wild as he thinks about what the new teacher might be like. Ask children about something they have imagined that turned out to be wrong.

For additional teaching ideas and resources, see www.yale.edu/ynhti/curriculum/units/2002/4/02.04.05.x.html.

Vocabulary

Essential Words: donated, gym, nickname, posture, regular, semester, worst

Related Words for Discussion: cartwheels, fitness, gymnastics, lap, somersaults

Genre

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

Supportive Book Features

Text Most pages have only one or two sentences. Humorous illustrations support the text.

Content The use of exaggerated, humorous descriptions of the imagined gym teacher will prompt children to continue reading to find out what he is really like.

Praise children for specific use of "Behaviors to Notice and Support" on page 90 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text On some pages, sentences are split by illustrations. On other pages, text is continued on the next page. Have children notice the three dots at the end of the text on page 20. (Note: Because the book pages are not numbered, page numbers have been assigned. Page 3 begins with: *We're getting a new gym teacher . . .*) Explain that the dots tell readers that the sentence continues on the next page.

Vocabulary The vocabulary is simple, except for specific gym activities. Tell children to use clues in the illustrations to figure out the meanings of these unfamiliar words. Also explain references to Coach Kong and Crazy Glue.

ELL Bridge

Some children may be confused by the exaggeration of what may be familiar activities. Help them identify the places in the book where reality moves into fantasy, such as a lap around the school becomes a lap around the world. You may wish to provide a model by naming an activity such as *We will walk down the hall*. Then add further destinations until you name one that children know is impossible, such as *Then we will walk around the world*.

Teaching Options

Developing Comprehension

Thinking Within the Text

Discuss with children all the rumors the narrator heard about the new gym teacher. Talk about which rumors might be real, such as doing sit-ups, and which would not be real, such as lifting a pickup truck.

Thinking Beyond the Text

Talk about the ways in which the imagined gym teacher is nothing like the real one. Ask children when they first realized that the rumors probably weren't true. Have them share "scary" things they imagined about their own school that turned out to be untrue.

Thinking About the Text

Have children find *THE ROPE* on page 16. Point out that it is in all capital letters. Discuss how the capital letters makes the rope seem larger and more important. Then point out that some of the text (pages 24–25) is separated by illustrations so that the text becomes a picture caption. Ask children how they read this text and if they feel the inserted pictures make it easier to understand the text.

Recognizing Point of View

Remind children that sometimes a story is told by one of the characters, and sometimes a story is told by a narrator.

- Ask: *Is this story told by a character or by a narrator? What clues tell you this?*
- Point out that knowing the thoughts of just one character keeps readers from finding out who the gym teacher really is until the end of the story.
- Ask children how the story might have been different if it were told by one of the big kids or by the new gym teacher.

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

Review with children that a contraction is a word made up of two words with an apostrophe, which replaces a missing letter.

- Have children turn to page 3 and find the contraction *we're*. Write the contraction on a chart or on the board. Next to it, write *we are*. Point out that the apostrophe stands for the missing *a*.
- Have children look through the story and find additional contractions. Then have them tell which two words make up each and use the word in a sentence.

Developing Fluency

Have children take turns reading the book with a partner, paying attention to capital letters, italics, and punctuation to read expressively and with correct phrasing.

Oral Language/Conversation

Talk About Gym Class Ask children which gym class activities are their favorites. Discuss the activities shown in the book, and ask children which they would like to learn.

Extending Meaning Through Writing

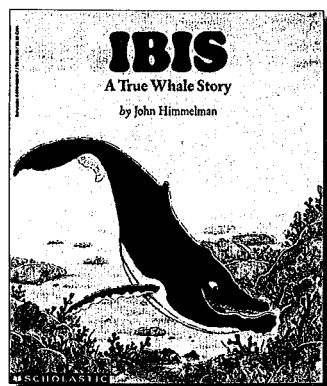
- Have children write what they might tell a new or younger student about something in their school in an exaggerated and funny way. **(Narrative)**
- Invite children to write three sentences about a gym activity, each one more exaggerated. Use pages 10–13 as an example. **(Expository)**

Other Books

The Best Teacher in the World by Bernice Chardiet

Who's Afraid of the Big, Bad Bully? by Teddy Slater

Ibis: A True Whale Story



Summary & Standard

Though this book is written as a fantasy, the story is based on fact, and tells about the rescue of a whale that becomes tangled in a fishing net. Children will distinguish fantasy from reality.

Author: John Himmelman

Genre: Fantasy

Word Count: 250+

Theme/Idea: being rescued

Making Connections: Text to World

Most children will be familiar with whales, either from personal experience or from books or movies. Ask children to describe these animals and to mention facts they know about them.

Extend the real-world connection by explaining that whales are not fish. Fish can breathe underwater. Whales are mammals, like horses, dogs, cats, and humans. Point out that, like all mammals, whales must breathe air. They must go to the surface of the water to get the air they need.

For information and additional resources, see www.nightheron.com/trees_activityguideibisthewhale.html.

Vocabulary

Essential Words: avoid, bay, coast, curious, dazzling, drifting, ill, panic, raft, struggled, surface, tangled

Related Words for Discussion: fear, friendly, injured, proud, rescue, trapped

Genre

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

Supportive Book Features

Text On each page, text appears above or below a colorful illustration. The text is written clearly, and its sequential organization is easy to follow. An afterword tells the true story of Ibis.

Content Not all children will be familiar with whales and the New England coast, but the illustrations evoke that setting. Ibis's struggle and rescue will hold the attention of most readers.

Praise children for specific use of "Behaviors to Notice and Support" on page 90 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text Explain that although the story is based on an actual event, it is presented as a fantasy. Point out that it is told from Ibis's perspective and that the whales' expressions appear human-like in the illustrations. (Note: Book pages are not numbered, so page numbers have been assigned. Page 3 begins with *Deep in a bay...*)

Vocabulary Children may be challenged by content-specific vocabulary related to the setting and to whales. Guide children to use context and the illustrations to figure out the meanings of unfamiliar words, such as *pod*, *calf*, *starfish*, and *reef*.

ELL Bridge

Have small groups write new text for pages of the book. Give each group a photocopied page from the book, with the text covered. Have each group write a few sentences that describe the illustration on their page. When all groups are finished, have each group read aloud their sentences.

Teaching Options

Developing Comprehension

Thinking Within the Text

Have children summarize how Ibis was rescued. Guide them to answer questions such as: *Why did Ibis need rescuing? Why did the rescuers need more than one boat? Why did the rescuers attach floats to Ibis?*

Thinking Beyond the Text

Have children turn to the illustration on page 10. Point out the people watching the whales, and explain that this is a popular activity. Ask: *Why do you think people enjoy doing this? What do you think they are hoping to see?*

Thinking About the Text

Point out illustrations on pages 5 and 13. Have children describe the perspective from which each picture is drawn. Ask: *Why do you think the illustrator showed the scene from these different positions? How does doing so help readers get a better understanding of the whales?*

Identifying Author's Purpose

Tell children that this story is based on facts, but that the author chose to present it as a fantasy. Encourage children to think about why the author might have chosen to write the story this way.

- Read aloud page 27. Ask: *What does this information tell you about Ibis? Why do you think the author wrote about Ibis this way? (to let the reader know what Ibis may be feeling and thinking)*
- Ask: *How would this story be different if the author had written it as nonfiction? Does making it a fantasy make it more enjoyable to read?*

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

Remind children that many words have more than one meaning. A reader can determine the correct meaning by asking which meaning makes sense in the sentence.

- Have children turn to page 13 and follow along as you read aloud the first sentence. Point out the word *school*. Explain that *school* has more than one meaning—a place for teaching and learning, and a group of fish.
- Ask: *Which meaning of school makes sense in the sentence on page 13?*
- Repeat with the words *pod* and *coast* on page 3, and *calf* on page 4.

Developing Fluency

Model fluent reading of a passage from the book, stressing appropriate pauses for punctuation. Then have children read the passage together.

Oral Language/Conversation

Talk About Rescues Ask children why they think the people in the story saved Ibis. Ask: *How do you think the rescuers felt afterward?* Then ask children if they ever helped an injured or trapped animal or heard about a rescue. Have children describe the rescue.

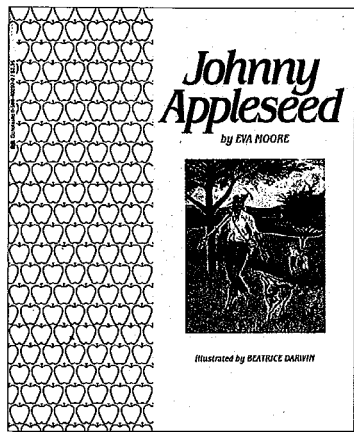
Extending Meaning Through Writing

- Have children write a headline and short article about Ibis's rescue. (**Expository**)
- Ask children to imagine they are on a whale-watch boat. Have them describe what they see. (**Descriptive**)

Other Books

Orca Song by Michael C. Armour
Penguins by Janet Reed

Johnny Appleseed



Summary & Standard

The goal of John Chapman, known as Johnny Appleseed, was to see that apple trees were planted across the American Midwest. He planted orchards, gave apple seeds to pioneers, and tried to ensure that people realize the value of apples. Children will read to refine their understanding of how texts work across a variety of genres.

Author: Eva Moore

Word Count: 250+

Genre: Traditional Literature/Folktale

Theme/Idea: pursuing your dream

Making Connections: Text to World

Some children may already be familiar with Johnny Appleseed. Ask what they know about him. If not, ask: *Based on his name, what might you guess about Johnny Appleseed?*

Explain that the person we know as Johnny Appleseed was a real person named John Chapman who planted apple trees during his travels. Because stories about him were passed down through generations, it is now difficult to tell which ones are true. Say: *Johnny Appleseed has become a legend. What does it mean to be a legend?*

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

Vocabulary

Essential Words: autumn, blossoms, canoe, cider, medicine, pioneers, settlement, wilderness

Related Words for Discussion: caring, friendly, generous, grateful, legend, thankful

Genre

Traditional Literature/Folktale A folktale is a story that has been passed down through generations by word of mouth.

ELL Bridge

Write on the board the Johnny Appleseed quote, *Apples are nature's gift*. Review the words *nature* and *gift* and discuss what he meant by this quote. Get children involved with the topic of apples by showing them a few different types (red, yellow, and green). Cut an apple in half and point out the seeds. Introduce the words *stem*, *skin*, and *core*. Display for children some pictures of apple trees in different seasons, showing the blossoms and the fruit on the trees. Review the names of the seasons pictured.

Supportive Book Features

Text The Contents lists chapter titles that give children an overview of what they will read. The text organization is in chronological order beginning with Johnny as a young boy and ending with his death. At the end of the book, there is also a letter from the writer that gives more information about Johnny.

Content The content is detailed, with many specific stories about Johnny's life. These snippets of his life give readers a sense of the person he was. They will be able to see him as a person who really lived—not just a folk hero. Praise children for specific use of “Behaviors to Notice and Support” on page 90 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text The book is lengthy, with a lot of text on many pages. It may be best to break up the reading into more than one session.

Vocabulary Children may be unfamiliar with the place names in the story. As a class, use thumbtacks and yarn on a map of the United States to track Johnny Appleseed's journey west.

Teaching Options

Developing Comprehension

Thinking Within the Text

Have children use the book as a guide to review important events. Together make a flowchart to highlight in chronological order the main events in Johnny Appleseed's life.

Thinking Beyond the Text

Talk about how one person can make a large difference, as Johnny Appleseed did. Ask: *What did he contribute to the United States? What might be different today if he had not followed a dream?* Ask children to think of other people who have made positive contributions to the country. Ask: *What do these people have in common with Johnny Appleseed?*

Thinking About the Text

Discuss the author's use of specific examples of the things Johnny did in his life, such as telling stories to children or attempting to keep peace between settlers and Native Americans, to show what type of person Johnny was. Ask: *What do Johnny's actions tell you about the kind of person he was?*

Understanding Cause and Effect

Say: *When you read, you will find causes and effects. A cause is why something happened. An effect is what happened.* Direct children to the following pages and point out either the cause or the effect. Then ask them to find the other.

Pages 13–14: *Cause:* Johnny wanted to see the wilderness. *Effect:* Johnny left his home.

Page 25: *Cause:* A wolf had its foot caught in a trap. *Effect:* Johnny released the wolf and took care of it.

Page 28: *Cause:* The pioneers had homes to build and crops to grow. *Effect:* They didn't have time to plant orchards.

Page 33: *Cause:* Johnny planted apple seeds. *Effect:* Pioneers discovered orchards already growing when they arrived.

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

r-Controlled Vowels

Write the following *r*-controlled vowels and sample words on the board: *ar/far, er/perch, ir/girls, or/sort, and ur/turn*. Review the sounds for each. Point out that the *er, ir,* and *ur* combinations have the same sound in these words. Note how the *r* changes the vowel sound from the sound the vowel usually has.

- Write on the board these words from the story: *dark, birds, fur, cider, fort, yard, born, butter, shirt, hurt*. Read the words together. Have volunteers circle the *r*-controlled vowel in each word and use it in a sentence.
- Have partners go through the story and find other words with *r*-controlled vowels.

Developing Fluency

Have children use repeated reading to focus on good phrasing to make reading smooth. Remind them to read at a good pace, reading the text the way they would say it.

Oral Language/Conversation

Talk About Character Remind children that Johnny Appleseed was a friendly and generous person. Ask: *How else might Johnny be described?* Lead children to realize that he also followed his dream. Ask: *Do you have dreams of your own? How might you pursue them?*

Extending Meaning Through Writing

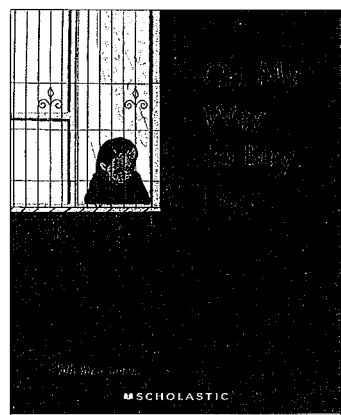
- Ask children to write a letter to Johnny Appleseed thanking him for all that he did to provide apples for generations of people. (**Expository**)
- Have children write a poem about apples or Johnny Appleseed. (**Poetry**)

Other Books

Stone Soup by Ann McGovern

When I First Came to This Land retold by Harriet Ziefert

On My Way to Buy Eggs



Summary & Standard

Shau-yu wants to go outside to play, but first she must go to the store to pick up eggs for her father. Shau-yu turns her errand into play as she uses her imagination to see her world in a new way. Children will use pictures and context to assist comprehension.

Author: Chih-Yuan Chen

Genre: Realistic Fiction

Word Count: 250+

Theme/Idea: using imagination

Making Connections: Text to World

Children may have life experience with running a local errand by themselves or with a family member. Ask children to share their experiences.

Extend the connection by asking children to think of things they saw and heard on the way to do an errand, such as a dog barking or their shadows on a sidewalk. Then ask how they might use their imaginations to turn these things into a fun description, or even a story.

For additional teaching ideas and resources, see <http://www.brucevanpatter.com/funstuff.html>.

Vocabulary

Essential Words: busy, glasses, leaves, marble, outside, shadow, through, usually

Related Words for Discussion: imagination, observe, pretend, wonders, world

Genre

Realistic Fiction Explain that realistic fiction is a story that could happen in real life.

Supportive Book Features

Text A Note from the Author and a Note from the Publisher in the back of the book provide background for the story setting. You may want to read these features to children before they read the book.

Vocabulary Children should be familiar with most of the words in the text. Help children sound out the girl's name and the words she uses to describe the sound of the leaves.

Praise children for specific use of "Behaviors to Notice and Support" on page 90 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text On some pages, sentences are split and continue on the next page. Help children track sentences. Explain the use of the "dots" (ellipses) on page 9 to lead into what Shau-yu sees as she looks through the blue marble. (Note: Because book pages are not numbered, page numbers have been assigned. Page 2 begins with "May I go outside . . . ?")

Content At first, children may not understand that everything Shau-yu sees and imagines is on her way to and home from the store. Note that she begins and ends the book at home, and that she is at the store in the middle of the book.

ELL Bridge

Help children use the illustrations to act out and describe in their own words what Shau-yu is doing and seeing. Select pages and ask: *What is Shau-yu doing? What does she see?* For example, they could pretend to walk along the shadow of a rooftop and say they are following the cat's shadow, or act out looking around a corner and saying "woof, woof!" to wake up the dog.



Teaching Options

Developing Comprehension

Thinking Within the Text

Talk with children about how the title relates to what happens in the story. (Everything happens as the girl is running an errand.) Ask what the girl sees and collects on her way to buy eggs and return home.

Thinking Beyond the Text

Point out that Shau-yu doesn't just go to the store and back. Discuss how turning an errand or chore into something fun can help get the task done.

Thinking About the Text

Discuss how the author uses pictures and words so that readers must turn a page to find a surprise. For example, on page 9, the incomplete sentence leads readers to turn the page before seeing what Shau-yu sees through the blue marble. Have children find other places in the book where a page must be turned to reveal what happens. (page 21, to see where Shau-yu is headed)

Understanding Figurative Language

Review with children that words let readers see and hear what the writer imagines. Explain that a writer can create pictures and sounds for readers by comparing one thing to another.

- Read aloud page 12, where the girl is stepping on falling leaves. Ask children what the sound is compared to. (people eating crunchy cookies) Ask if this helps them imagine the sound of dry leaves underfoot.
- Read aloud page 24. Ask what Shau-yu sees. (two beautiful flowers) Ask what the writer says to help readers see the water on the flower petals. (sparkles like diamonds) Talk about the pictures these words create.

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

Vowel Digraphs

Review with children that two vowels together can stand for different sounds. Explain that *oo* together can have the vowel sound in *book* or the vowel sound in *food*.

- Have children find a word on page 6 with the same vowel sound as *book*. (*woof*)
- Point out the stool on page 32. Write *stool* and ask if it has the same vowel sound as *book* or *food*. (*food*)
- Ask about the words *cookies* on page 12 and *good* on page 27. (Both sound like *book*.) Repeat with other *oo* words.

Developing Fluency

Model fluent reading of the first few pages of the book, stressing punctuation. Then have children read the same pages aloud. Repeat several times until reading is fluent.

Oral Language/Conversation

Talk About Imagination Talk with children about how using their imaginations helps them see the world in new ways. Ask them to look in the classroom or out a window for things that they can pretend are something different.

Extending Meaning Through Writing

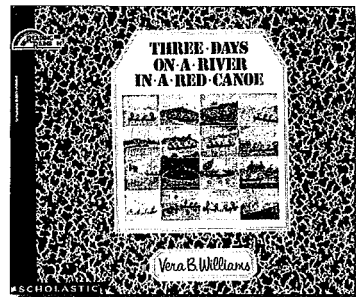
- Encourage children to describe how the world would appear as seen through a colored marble. (**Descriptive**)
- Have children imagine they are going for a short walk from their homes. Have them write and illustrate an account of their trip. (**Narrative**)

Other Books

Jamaica's Find by Juanita Havill

Rise and Shine, Mariko-chan by Chiyoko Tomioka

Three Days on a River in a Red Canoe



Summary & Standard

In this realistic fiction story, a young girl tells about a gratifying canoe trip down a river with her mother, brother, and aunt. Along the way, readers learn to tie knots, put up a tent, and make fruit stew. Children will read for personal fulfillment.

Author: Vera B. Williams

Word Count: 250+

Genre: Realistic Fiction

Theme/Idea: enjoying an adventure

Making Connections: Text to Self

Discuss with children activities such as camping, boating, fishing, and hiking. Ask children what they know about these activities from personal experience, books, or movies. Talk about why these activities are popular with many people.

Extend the connection by telling children to suppose they are planning a camping trip.

Ask: Where would you like to go? What would you take with you? How would you get ready for the trip?

For additional resources about knot tying, see <http://boatsafe.com/kids/knots.htm>.

Vocabulary

Essential Words: baited, current, curve, gear, hurricane, island, mist, mosquito, paddle, spark, tunnel, waterfall, waterproof

Related Words for Discussion: excitement, explore, interesting, travel

Genre

Realistic Fiction Remind children that realistic fiction is a story with characters and events that could exist in real life.

Supportive Book Features

Text The narrator of the story is the young girl on the trip, and all the illustrations are in the form of drawings made by her.

Content Not all children will be familiar with camping and canoeing, but the story is told in a way that makes readers feel as if they are part of the trip. Children will relate to the excitement and enjoyment felt by the narrator.

Praise children for specific use of “Behaviors to Notice and Support” on page 90 of the *Guided Reading Teacher’s Guide*.

Challenging Book Features

Text The placement of text on the page varies, with some of the story told as callouts in the illustrations. Make sure children include this text as they read the story.

Vocabulary Children may be challenged with some content-specific vocabulary related to the family’s activities. Guide children to use context and the illustrations to figure out the meanings of unfamiliar words, such as *life jackets*, *paddles*, *sleeping bag*, *Milky Way*, *scouring powder*, and *rapids*.

ELL Bridge

Use pictures to teach key words. Write these words on the board or on a chart: *family*, *paddled*, *camped*, *cooked*, *slept*. Explain what each word means. Then write the following sentences on sticky notes: *The family paddled here; The family camped here; The family cooked here; The family slept here*. Ask partners to page through the book to find a picture that describes each sentence. Have children stick the notes on those pages. Finally, have a group discussion about all the things the family did on the trip.

Teaching Options

Developing Comprehension

Thinking Within the Text

Point out that although the canoe trip was mostly fun, the family did have a few problems. Ask children what some of the problems were and how the family dealt with each one.

Thinking Beyond the Text

Remind children that the family enjoyed the trip even though rain fell on the night they camped near the waterfall. Have children use what they learned about the family to tell how they think the family would have felt about the trip if it had rained the whole time.

Thinking About the Text

Point out that the illustrator drew pictures that look as if the young girl had drawn them. Ask children if they think this makes the story more interesting. Discuss why they think so.

Recognizing Point of View

Tell children that a story can be told by a character in the story or by a narrator, a person who is not part of the story.

- Ask: *Is this story told by a narrator or by a character? What makes you think so?*
- Point out that because one character tells this story, the reader doesn't know what the other characters are thinking. Ask children how they think the story might be different if the mother or the aunt told it.

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

Developing Phonics and Word-Solving Strategies

Compound Words

Review with children that compound words are made of two or more smaller words.

- Read aloud page 6. Point out the word *pocketknife*. (Note: Because the book pages are not numbered, page numbers have been assigned. Page 3 begins with *I was the one . . .*)
- Ask which two words make up *pocketknife* and what each one means. Have children use these meanings to figure out the meaning of *pocketknife*.
- Have partners find these words and figure out their meanings: *freeze-dried* (page 5), *waterfall* (page 12), *nighttime* (page 17), and *rainbow* (page 19).

Developing Fluency

Model fluent reading of pages 26–27. Then have children read the same pages aloud. Repeat several times until reading is fluent.

Oral Language/Conversation

Talk About Adventures Discuss adventures children have had, whether at home or elsewhere. Ask: *What was the most interesting part? What did you learn from it?*

Extending Meaning Through Writing

- Have children write a description of the scene pictured on page 17. **(Descriptive)**
- Have children imagine they are going for a canoe ride. Have them write and illustrate an account of their trip. **(Narrative)**

Other Books

Looking at Maps and Globes by
Carmen Bredeson

Shipwreck Saturday (Little Bill) by Bill Cosby