

GUIDED READING PROGRAM

Nonfiction Focus

2nd Edition



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

- **10 Things I Can Do to Help My World**
- **A Boy Named Boomer**
- **Clifford for President**
- **A Dandelion's Life**
- **Have You Seen Birds?**
- **Monarch Butterflies**
- **Ruby Bridges Goes to School**
- **Sky Color**
- **Skyscrapers**
- **A Tree Is a Plant**

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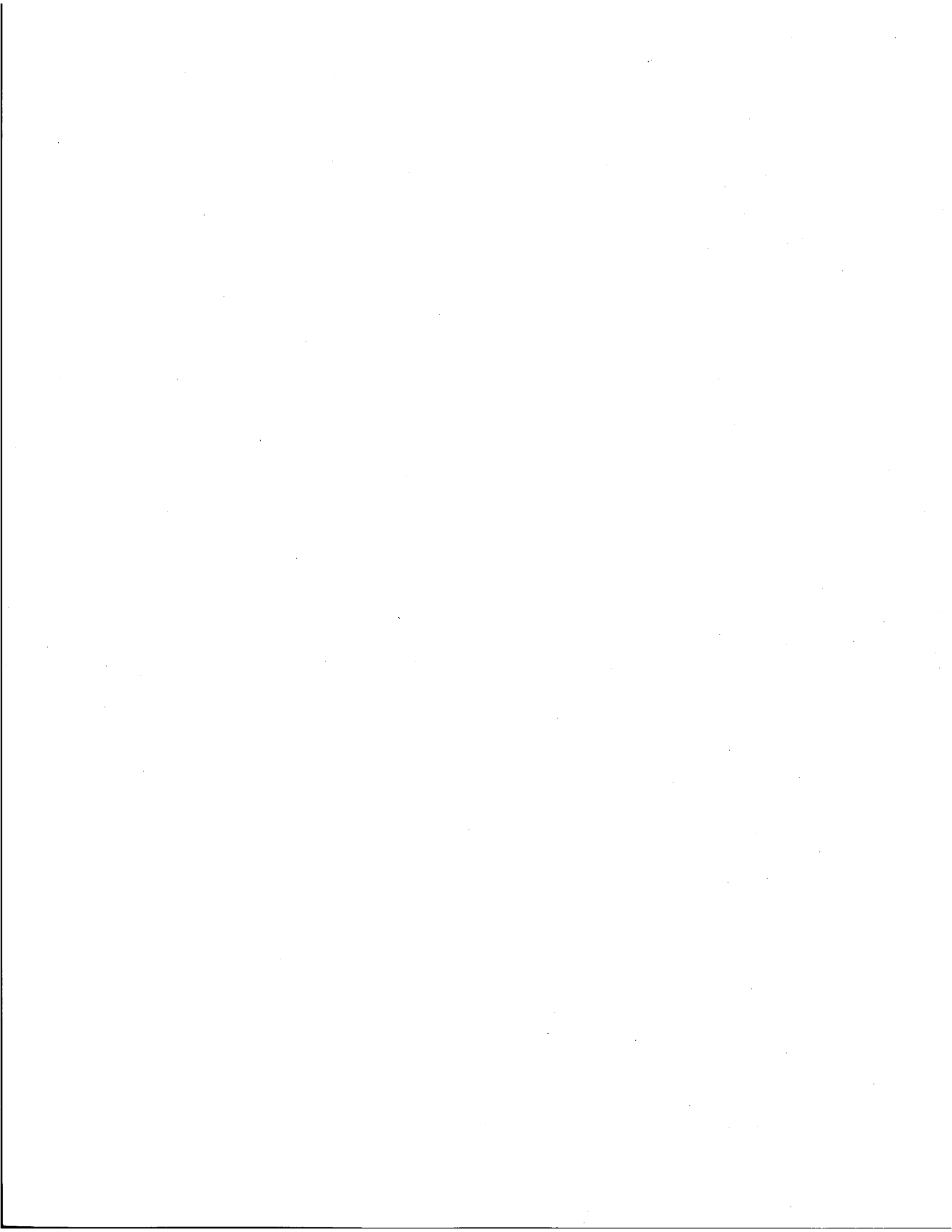
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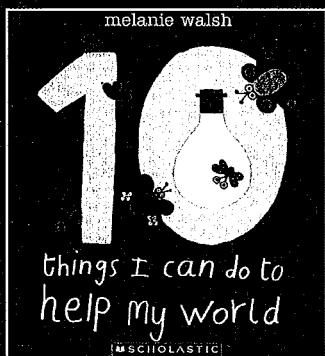
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 **SCHOLASTIC**

ITEM S-HT5-64737-1



10 Things I Can Do to Help My World



Summary & Standards

Summary: Children learn how they can make a difference by doing 10 simple things. This engaging book introduces children to environmental concerns.

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

Author: Melanie Walsh

Word Count: 250+

Genre: Informational Text

Themes/Ideas: getting involved in the environment; understanding ecology

Text Type: Picture Book

Genre/Text Type

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

Informational Text Features

Captions Captions contain science-based information and support the main text. The captions are often used as part of the illustration.

Vocabulary

Academic Vocabulary

valuable (p. 3): something that is worth a lot of money or is very important

Domain-Specific Vocabulary

appliances (p. 22): machines designed to do a particular job

energy (p. 3): usable power from electricity or other source

tap (p. 7): faucet; a fixture for controlling the flow of water

Challenging Features

Text Throughout the book, one sentence begins on a page, but ends one or two pages later. (pages 1-2, 5-7, 8-10, etc.) Review the function of ellipses.

Vocabulary Children may find some of the vocabulary and concepts in the captions difficult, and children may need further explanation.

Supporting Features

Text The oversized illustrations invite discussion and support the main text.

Content The 10 things that help the world are tasks that young children can relate to and actually do.

A First Look

Read the title and have children notice the illustrations on the cover, including the number 10. Have children predict 10 things they expect to find in this book. Write down children's predictions. Explain that after reading, they will see if any of their ideas were in the book.

Read and Analyze Informational Text Cite Textual Evidence

Interpret Information

Point out that illustrations and captions give information. Help children understand that looking at the illustrations and captions can help them learn about things that harm the world and ways to help the world.

(pp. 1-3) *Describe what you see on page 1. The ellipses tell us that the sentence will continue after you turn the page. What do you see on pages 2 and 3? How do the pictures change? How does the dark background relate to the text?*

(pp. 10-11) *What pictures do you see on these pages? How does the caption relate to the picture?*

(pp. 12-15) *First look at the pictures on pages 12-13. What time of year is it? Describe what the birds are doing. Turn the page and describe what the birds are doing now. What does the picture on pages 14-15 show about helping? What new information does the caption give on page 15?*

(pp. 28-31) *What is coming out of the car's tailpipe on page 28? How is the picture on pages 30 and 31 different from the picture on pages 28-29?*

Praise children for specific use of "Behaviors to Notice and Support" on page 104 of the *Guided Reading Teacher's Guide*.

Develop Comprehension

Thinking Within the Text

Remind children that features of informational texts, such as captions, can help readers better understand the information. Ask:

- *What information do you learn from the caption about trash?*
- *Why is writing on both sides of the paper a good way to help the world?*

Thinking Beyond the Text

Talk with children about how the 10 things that help the world are related to each other. Help children understand that the final two pages of the book tie together all the ideas and images on the preceding pages.

Thinking About the Text

Cover the main text and review the pictures and captions. Ask:

- *Look at the caption on pages 6–7. What is the caption shaped like?*
- *Look at the caption on page 18. Why do you think the caption is shaped like a tree?*

Focus on Foundational Skills Phonics and Word-Solving Strategies

Context Clues

Remind children that context clues can help them read and understand new words. Context clues can come from both the pictures and the text that surround the unknown word.

- Read the main text on pages 6–7. *I try . . . to turn off the tap when I brush my teeth. Say: I want to know what tap means. I can see the sink and the faucet in the picture on page 7. Since the text says to turn off the tap, and I know I can turn the faucet off when I'm at on the sink. Tap must be another name for a faucet.*
- Continue with *cuts down* from the caption on page 31.

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

Develop Fluency

Read aloud from pages 1 to 8 to model how to use the ellipses to signal the beginning of the sentence, or the first thought, to the following page that completes the sentence and idea. Have children use partner reading to practice reading expressively. Remind them to use pauses and inflection to show suspense at the ellipsis points and to complete the sentence on the following page.

Expand Oral Language/Conversation

Talk About Ways to Help Have children talk about the 10 ways to help our world. Ask: *Which things save energy? Which things provide good exercise? Which things help plants?* Have children use evidence from the text or pictures to support their responses.

Write and Respond to Reading

Write an Opinion Have children choose from the 10 ways in the book the one they think is the most important way to help the world. Then ask children to draw a picture and write why it's the most important way to help. Have children use the text to support their reasons. (**Opinion**)

Write a Description Have children select an illustration from the book that shows something that either helps or harms the world. Ask children to write a description of that illustration. (**Informative/Explanatory**)

ELL Bridge

Support ELL vocabulary development by reviewing these words relating to the environment: *reduce, reuse, pollution*. For example, look at page 26 together and ask: *How can you reuse old boxes or cans?* Invite a child to respond using the word *reuse* in the sentence. Repeat using other words and inviting children's responses.

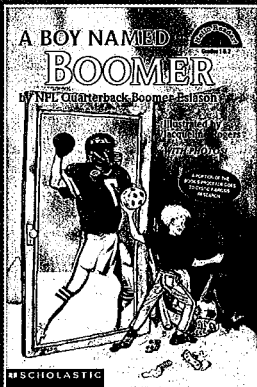
Connect Across Texts

A Tree Is a Plant by Clyde Robert Bulla
Walsh talks about planting seeds and helping plants grow. Bulla shows how an apple tree grows and changes with the seasons. Use these two books together to talk more about why plants are important to our world.

Connect to the Internet

For more information about ways people can help the environment, visit <http://pbskids.org/zoom/activities/action/way04.html>.

A Boy Named Boomer



Summary & Standards

Summary: NFL quarterback Boomer Esiason shares memories of a year in his childhood. A biographical section traces his football career.

CCSS.ELA-Literacy: Assess how point of view or purpose shapes the content and style of a text (CCRA.R6); analyze the structure of texts, including how specific portions relate to each other and the whole (CCRA.R5).

Author: Boomer Esiason

Genre: Autobiography

Text Type: Chapter Book

Word Count: 250+

Themes/Ideas: recognizing that people have different gifts and talents; supporting others

Genre/Text Type

Autobiography/Chapter Book Remind children that in an autobiography, a person tells the important details of his or her own life. The details of this person's life are revealed as each chapter unfolds.

Informational Text Features

Author's Note The author introduces himself to readers.

Boomer's Football Career This section gives details about Boomer's football career.

Vocabulary

Academic Vocabulary

embarrassed (p. 9): feeling confused and foolish in front of other people

talent (p. 11): a natural ability or skill

Domain-Specific Vocabulary

professional (p. 3): being paid for something a person is good at doing

quarterback (p. 3): a football player who leads the team's offense by passing the ball to other players

Challenging Features

Text Help children distinguish between the autobiographical chapters and the biographical information at the end of the book.

Content Lead children to see that the author has described one event for each month of the year.

Supporting Features

Text Chapter titles give clues about the content.

Vocabulary Most words are on grade level.

A First Look

Display the front cover. Explain that Boomer Esiason was a football quarterback. He set many college and professional football records. Ask: *What do you think Boomer Esiason's childhood was like?* Encourage children to preview the pictures and chapter titles.

Read and Analyze Informational Text Cite Textual Evidence

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

Identify Author's Purpose

Explain that when children read autobiographies, they should consider the author's purpose. Often, the experiences in someone else's life can teach lessons. Ask children to think about the messages that emerge from Boomer's stories. (Note: Book pages are not numbered. The title page is page 1.)

(pp. 7, 15, and 33) *What does Boomer's father mean when he says "you have to love the ball"? How is this phrase used throughout the book? What is the author trying to say?*

✦ (pp. 14–15) *What is the message of "May—The Pickup Game"? Why did Boomer pick Steve for his team?*

✦ (pp. 24–27) *What is the message of "September—Back to School"?*

(pp. 39–40) *How does Boomer's career show that it is important to keep trying, even if you don't succeed right away? Give an example.*

Praise children for specific use of "Behaviors to Notice and Support" on page 104 of the *Guided Reading Teacher's Guide*.

Develop Comprehension

Thinking Within the Text

Explain that Boomer has a point of view in each of these stories. Choose one of the stories, such as “July—The Fort,” and have children compare the author’s point of view with their own point of view about the event. Ask:

- *What did Boomer learn from this experience?*
- *What did you learn from his experience?*

Thinking Beyond the Text

Point out that Boomer’s dad is a central character in this book, especially in stories like “April—Just Us” and “June—To Dad, Love Boomer.” Ask: *How would you describe Boomer’s relationship with his dad? How was Boomer’s dad important to Boomer’s football career?* Guide children to cite text evidence to support their answers.

Thinking About the Text

Distinguish between the autobiographical and biographical parts of the book. Discuss why the book includes both portions. Then ask:

- ⊕ *What did the biography at the end add to the story?*
- ⊕ *Which portion of the story helped you understand Boomer better, the autobiography or the biography? Why?*

Focus on Foundational Skills Phonics and Word-Solving Strategies

Comparative: -er, -est

Explain that the word endings *-er* and *-est* are used to compare two or more people or things. Turn to “May—The Pickup Game.”

- Point out that *-er* may be added to the end of a word to compare two ways of performing an action: *It made me work harder.*
- Explain that *-est* may be added to the end of a word to show that something is the best or worst in a group: *After that, I always picked the weakest player to be on my team.*
- Write out the base forms of the words *hard, weak, fast, slow, and tough*. Help children add the comparative and superlative forms.

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

Develop Fluency

Explain that when you read aloud, changing your pace, or reading speed, at certain parts can make the story more interesting. Good readers sometimes slow down or focus on certain words or phrases to build suspense. Demonstrate this by reading “December—The Gift.” Slow down at the part where Boomer and his father search for Santa Claus.

Expand Oral Language/Conversation

Talk About Boomer’s Love of Sports Invite children to talk about Boomer’s life-long love of sports. Have them cite examples from both the autobiography and the biographical sections.

Write and Respond to Reading

Create Trading Cards Have children create trading cards that represent different time periods in Boomer’s football career. Encourage them to draw a picture of Boomer on one side of the card and include facts from “Boomer’s Football Career” on the other side. **(Informative/Explanatory)**

Write a Letter Remind children that the author wrote a letter to the readers. Have them write a letter back to the author telling him what lessons they learned from reading his autobiography. **(Narrative)**

ELL Bridge

Encourage English language learners to use the illustrations to help them understand each chapter. After you read each chapter, go back to the illustrations and discuss what each picture shows. To help with vocabulary, point to appropriate parts of the illustrations and describe what you see.

Connect Across Texts

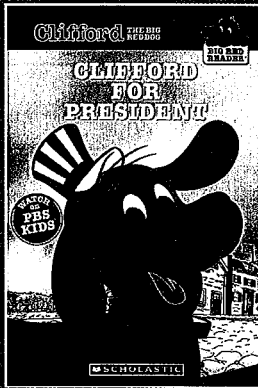
Sky Color by Peter H. Reynolds

Marisol in *Sky Color* is a talented artist. Boomer showed his talent on the football field. But both Boomer and Marisol had to keep trying before they were able to achieve their goals. Use these books together to talk about the value of persistence.

Connect to the Internet

Share the following website with children for a glossary of football terms: http://www.firstbasesports.com/football_glossary.html.

Clifford for President



Summary & Standards

Summary: Emily Elizabeth learns about elections and decides to nominate Clifford for president...of the dog park.

CCSS.ELA-Literacy: Analyze how and why individuals, events, or ideas develop and interact over the course of a text (CCRA.R3); determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas (CCRA.R2).

Author: Acton Figueroa

Word Count: 250+

Genre: Fantasy

Themes/Ideas: learning about elections; running a campaign

Text Type: Series Book

Genre/Text Type

Fantasy/Picture Book Remind children that a fantasy is a story that could not happen in the real world. In a series book, children meet characters they will encounter in other books in the series.

Text Features

Illustrations Colorful illustrations show Clifford and his friends and highlight events as they unfold.

Vocabulary

Domain-Specific Vocabulary

ballots (p. 27): slips of paper used for voting
candidate (p. 4): someone who runs for an office
election (p. 10): the choosing of someone by voting
nominate (p. 14): suggest someone for the job

Challenging Features

Text The text is mostly dialogue. Help children distinguish dialogue from narrative. Choose examples of dialogue and have children point out the quotation marks that enclose the dialogue and the speaker tags.

Vocabulary Children may be challenged by the words associated with elections: *ballot, candidates, nominate*. Discuss the meaning of each word in context.

Supporting Features

Text The illustrations include signs that will further help children understand the story events.

Content Children should be able to relate to the characters and the idea of voting. They will most likely enjoy reading another story about Clifford and Emily Elizabeth.

A First Look

Read the title and ask children where they have seen this well-loved story character before. Ask what story character they would expect to see along with Clifford. Then have children offer ideas for what groups Clifford would be a good president.

Read and Analyze Literature Cite Textual Evidence

Understand Plot

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

Remind children that the plot is the events that happen in a story. Explain that a plot usually involves a problem that a character must solve. The events tell how the problem is solved. (Note: Book pages are not numbered. The title page is page 1.)

(pp. 4–5) *What do the children learn about? Why does someone vote for one candidate instead of another? Which character do we meet on page 5?*

(pp. 8–11) *Where are Emily and Clifford? What problem does Emily Elizabeth want to solve? Why does she think Clifford would make a good president? What is Jetta's solution to the dog park problem?*

⊛ (pp. 16–21) *What is Emily Elizabeth's argument for making Clifford president? What is Jetta's argument for making Mac president?*

(pp. 22–25) *What clues lead you to predict who will win the election?*

⊛ (pp. 28–29) *How did solving Jetta's problem help Clifford win the election?*

Praise children for specific use of "Behaviors to Notice and Support" on page 104 of the *Guided Reading Teacher's Guide*.

Develop Comprehension

Thinking Within the Text

Have children relate the main events of the story in correct sequence. Ask:

- *What happens at the beginning of the story?*
- *What happens in the middle? What happens at the end?*

Thinking Beyond the Text

Have children determine the central message of the book. Ask:

- ⊕ *How does the author teach about the importance of running a fair election?*
- ⊕ *Does the best candidate always win? Why or why not?*

Thinking About the Text

Point out the illustrations on pages 18–25. Ask:

- *How do the illustrations tell the reader more about Emily Elizabeth and Jetta?*
- *How do the illustrations tell the reader more about the voters and candidates?*

Focus on Foundational Skills Phonics and Word-Solving Strategies

Contractions

Remind children that a contraction is a shortened form of a word or group of words, with the omitted letters replaced by an apostrophe.

- Point out the word *doesn't* on page 7. Ask: *What two words make up the contraction doesn't? (does not) Which letter is omitted and replaced by an apostrophe? (o)*
- Continue with the words *we'll* (*we will*, p. 10), *you'd* (*you would*, p. 11), and *you're* (*you are*, p. 11).
- Have student pairs look for and break down other contractions in the story.

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

Develop Fluency

Read aloud pages 13–17, modeling how to read dialogue with expression. Then have student volunteers read aloud a section of dialogue with fluency and expression.

Expand Oral Language/Conversation

Talk About Elections Lead a group discussion about elections. Ask: *What do you think will happen at the dog park after the election? What is Clifford's job? What is Mac's job?* Talk about elections in general. Ask: *If you were running for class president or president of a club, what kind of things would you do and say to win the election?*

Write and Respond to Reading

Make a Campaign Poster Have children choose a candidate from the story and make a campaign poster for that candidate. Remind children to include a catchy phrase that will get voters' attention. (**Informative/Explanatory**)

Write a Speech Have children write a campaign speech for Clifford that tells voters why he would make a good park president. Have children use Clifford's actions as examples and then expand on them. (**Opinion**)

ELL Bridge

Provide sentence frames to help children summarize what happens in the story. Write the following sentence frames on the board: *At the beginning of the story, Emily Elizabeth learns about _____.* *She thinks Clifford should _____.* *Clifford and Mac _____.* *In the end, _____ wins the election.*

Connect Across Texts

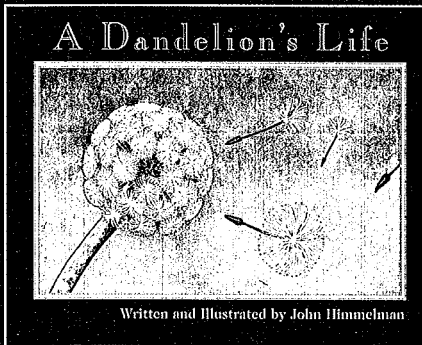
10 Things I Can Do to Help My World by Melanie Walsh

Emily Elizabeth, Clifford and their friends learn about being good citizens. Discuss what it means to be a good citizen. How might the ideas Walsh shares in her book help people be good citizens?

Connect to the Internet

Share this website with children to continue to explore the subject of elections: http://www.congressforkids.net/Elections_index.htm.

A Dandelion's Life



Summary & Standards

Summary: A dandelion begins life as a seed. The seed takes root and grows into a plant. In early summer, a dandelion flowers, providing nectar to insects.

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

Author: John Himmelman

Word Count: 200+

Genre: Informational Text

Themes/Ideas: learning about dandelions; understanding how creatures interact with flowers

Text Type: Picture Book

Genre/Text Type

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

Informational Text Feature

Highlighted Words Several words in the text are highlighted with italics and listed in the glossary.

Glossary Domain-specific vocabulary words are listed and defined.

Vocabulary

Academic Vocabulary

bare (p. 27): not covered

fuzzy (p. 25): covered with soft, short fibers

thirsty (p. 10): in need of a water

withers (p. 28): shrivels up because of lack of moisture

Challenging Features

Text The information is presented from the points of view of the dandelion and the animals that visit it. Ask children to imagine how a wasp might look to a small butterfly, for example (p. 14).

Vocabulary Children may be challenged by the italicized domain-specific vocabulary. Preview these words and definitions, which appear in the glossary.

Supporting Features

Text The author uses transition words and phrases to organize the sequence of events.

Content Children will likely recognize most of the plants and animals featured in the text.

A First Look

Display the cover and read aloud the title. Point out the author also illustrated the book. Ask: *What parts of this dandelion do you see?* Have children share experiences of blowing dandelion seeds into the air. Then say: *How do you think a dandelion's life begins?*

Read and Analyze Informational Text Cite Textual Evidence

Identify Author's Purpose

Explain that authors write informational texts to inform readers about topics. Ask children to think about what the author explains or describes on each page. (Note: Book pages are not numbered. The title page is page 1.)

(pp. 3–5) *What action words does the author use to describe how a dandelion seed gets planted?*

(pp. 6–7) *What does the author explain or describe about how the dandelion grows?*

(pp. 10–14) *In which season of the year does the dandelion's bud form? How does the author describe the dandelion's flower? Why do insects visit the dandelion?*

(pp. 25–30) *What happens to the dandelion after the flower dies? What does the author explain or describe on these pages? What was the author's purpose for writing this book?*

Praise children for specific use of "Behaviors to Notice and Support" on page 104 of the *Guided Reading Teacher's Guide*.

Develop Comprehension

Thinking Within the Text

Have children look for key words that tell when certain events happen. Ask:

- *In which season do dandelion seeds travel through the air?*
- *In which season does the dandelion's root take in lots of water?*

Thinking Beyond the Text

Have children synthesize the information in the text. Ask:

- *In what ways do plants and animals rely on one another?*
- *How do weather elements such as wind, rain, and sun affect plants?*

Thinking About the Text

Have children identify the words and phrases that are used to sequence the text. Ask:

- *For how long does the author follow the life of a dandelion?*
- *What words and phrases does the author use to connect the stages of a dandelion's life?*

Focus on Foundational Skills Phonics and Word-Solving Strategies

Phrases That Tell Where or When

Remind children that a phrase is group of words that work together in a sequence. Point out that some phrases tell about time (when something happens) or location (where something goes).

- Read the sentence on page 3. Ask: *What phrase tells where a dandelion seed goes? (through the air) What phrase on page 5 tells where the seed goes now? (into the soil)*
- Read the sentence on pages 15. Ask: *Which phrase tells when the flower head closes? (In the late afternoon)*
- On pages 16 and 18, what phrases tell when something happens? *(At night, As the sun rises)*
- Ask children to identify other words that tell about when things happen.

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

Develop Fluency

Read aloud pages 8–11, modeling how to use commas and periods to establish appropriate phrasing and rate. Then have pairs imitate your example by reading aloud these pages to each other.

Expand Oral Language/Conversation

Talk About Dandelions Talk about the different stages of a dandelion's life. Discuss how one stage in a dandelion's life leads to the next stage. Then ask children to name other plants they think might go through similar stages.

Write and Respond to Reading

Make a Diagram Have children work in small groups to draw each stage of a dandelion's life. Encourage children to label the diagrams with facts, definitions, and details.

(Informative/Explanatory)

Write a Story Have children write a short story about an encounter between a dandelion and an animal. Suggest that the dandelion serve as the narrator of the story. Remind children to introduce the characters and tell what happens in an order that makes sense. **(Narrative)**

ELL Bridge

Have children use an index finger to follow the dandelion seed from picture to picture. At each stage, have children use simple sentences to describe the situation. If necessary, state the description and have children echo.

Connect Across Texts

A Monarch Butterfly's Life by John Himmelman
Point out that John Himmelman wrote and illustrated both of these books. Discuss the way in which each book begins and ends. How are the books alike?

Connect to the Internet

Share this website with children as they continue their exploration of dandelions: http://www.fcps.edu/islandcreekes/ecology/common_dandelion.htm.

Have You Seen Birds?



Summary & Standards

Summary: Birds of all shapes and sizes fill this book. See the birds in all seasons of the year, in daytime and nighttime, and living in different kinds of habitats.

CCSS.ELA-Literacy: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas (CCRA.R2); interpret words and phrases and analyze how specific word choices shape meaning or tone (CCRA.R4).

Author: Joanne Oppenheim

Word Count: 250+

Genre: Informational Text

Themes/Ideas: identifying bird traits; learning about different bird habitats

Text Type: Picture Book

Genre/Text Type

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

Informational Text Features

Illustrations The illustrations provide details about the birds and their habitats.

Vocabulary

Academic Vocabulary

freedom (p. 29): the ability to move about without being held back

haunting (p. 15): ghostly

Domain-Specific Vocabulary

thistle (p.21): wild plant with prickly leaves and blossoms

warble (p. 13): the singing of birds

Challenging Features

Text Children may have difficulty reading the lengthy sentences. Model pausing at the end of each phrase to create a rhythmic pattern.

Vocabulary The hyphenated words may be challenging to children. Explain that the words are combined to describe the birds in an interesting way.

Supporting Features

Text The questions help organize the book by season and habitat.

Content Children should be able to look at the illustrations and recognize many of the birds and their habitats.

A First Look

Read the title and discuss what is happening in the illustration. Ask: *Why do the baby birds have their mouths open? What does the mama bird have in her beak? What do you think she will do next?* Then say: *Let's read about birds.*

Read and Analyze Informational Text Cite Textual Evidence

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

Identify Main Idea and Details

Remind children that an author may focus information on one main idea and then show details that support that idea. The details will help children see how the birds look and behave.

✪ (pp. 3–5) *What question does the author repeat on pages 3 and 5? What descriptions does the author use to tell how the birds are different?*

(pp. 6–9) *How does the author group the birds in this section of the book? What different kinds of birds does the author include?*

(pp. 12–13) *How does the author group the birds in this section? What are the woodland birds doing?*

(pp. 16–19) *How does the author group the birds in these two sections of the book? What details about the town birds and farm birds did you learn from the text?*

✪ (pp. 24–27) *What does the author say about how the different types of water birds on these pages behave? What key details support the main idea?*

Praise children for specific use of “Behaviors to Notice and Support” on page 104 of the *Guided Reading Teacher's Guide*.

Develop Comprehension

Thinking Within the Text

Review details with children by asking questions such as these:

- *What different groups of birds does the author introduce?*
- *Choose one group. How do they look? What do they do?*

Thinking Beyond the Text

Look at the text and illustrations and have children identify the different birds and habitats in the book. Then ask:

- *The author doesn't name the birds. Can you point to a picture and name that bird?*
- *What habitats could be added to the book?*

Thinking About the Text

- ❖ Look at page 16. Point out that the words separated by hyphens form an adjective, or describing word. Then ask children to find other examples of the author's use of these special describing words.

Focus on Foundational Skills Phonics and Word-Solving Strategies

Rhyming Words

Remind children that rhyming words have the same ending sounds but different beginning sounds. Explain that sometimes the endings are spelled the same and sometimes they are spelled differently.

- Have children turn to page 6. Then have them point to the word *cheeping*. Read the word together. Ask: *Which two words on this page rhyme with cheeping?* Explain that the words *cheeping*, *sleeping*, and *peeping* have the same ending sounds and spelling.
- Point to the word *feeder* on page 8. Ask: *Which word on this page has the same ending sounds but a different spelling?* (leader)
- Have children work with a partner to find other examples of rhyming words.

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

Develop Fluency

Model fluent reading of a passage, emphasizing proper phrasing, pace, and intonation. Then have partners take turns reading aloud as you listen.

Expand Oral Language/Conversation

Talk About Bird Habitats Ask children what a habitat is. Have them cite examples from the text, such as *woodland* (p. 12) and *marsh* (p. 22), as well as other bird habitats they read about in the book. Encourage children to use their own words to describe each habitat. Ask: *Why do some birds live in the woodland, some on the seashore, and some in people's back yards?*

Write and Respond to Reading

Draw a Bird and Its Habitat Have children choose one of the birds from the book and draw the bird in its habitat. Then have children write two or three sentences describing their picture. **(Informative/Explanatory)**

Write a Story Have partners work together to write a short story using one of the birds as the main character. Remind them to include details from the book about how the bird looks or what it does. **(Narrative)**

ELL Bridge

Use the pictures to support vocabulary development for adjectives that describe the birds: *long-legged*, *tall*, *tiny*, *bug-sized*, *small*. Point to the illustration that matches each description. Then select a different passage. Have children take turns matching a word with a detail in the illustration.

Connect Across Texts

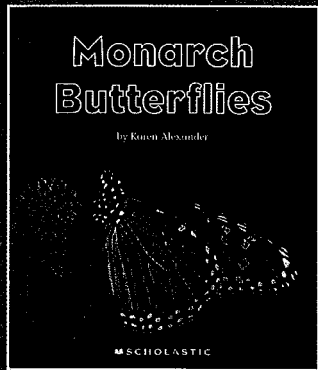
A Dandelion's Life by John Himmelman

In his book about a dandelion, Himmelman shows how a bird finds seeds in the winter. Compare this scene with details about winter birds in *Have You Seen Birds?*

Connect to the Internet

Share this website with children to continue to explore the subject of birds: <http://animals.sandiegozoo.org/content/birds>.

Monarch Butterflies



Summary & Standards

Summary: From egg to adult, monarch butterflies live fascinating lives. This book introduces children to engaging facts about the life cycle and migration habits of the monarch butterfly.

CCSS.ELA-Literacy: Analyze how and why individuals, events, or ideas develop and interact over the course of a text (CCRA.R3); analyze the structure of texts, including how specific portions relate to each other and the whole (CCRA.R5).

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

Word Count: 250+
Themes/Ideas: learning about insect life cycles; understanding migration

Genre/Text Type

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

Informational Text Features

Maps Maps provide geographical information about monarch distribution and migration patterns.

Vocabulary

Academic Vocabulary

amazing (p. 2): surprising or astonishing; filled with wonder

milkweed (p. 5): herbs with milky juice and flowers

Domain-Specific Vocabulary

caterpillar (p. 6): a larva that changes into a moth or butterfly; it looks like a worm and may be hairy

migrate (p. 14; back cover): to move to another area or climate at a particular time of year

Challenging Features

Text One sentence begins on page 6, but ends on page 8. Review the function of an ellipsis.

Content Children may not be familiar with maps or with using map keys. Prepare them by previewing the maps on pages 12–15.

Supporting Features

Text The monarch's story is told chronologically, as each life cycle event unfolds. This will help children grasp the time line of the monarch's life.

Vocabulary The main photo and the inset photo on each spread will support children in reading key words such as *caterpillar* and *hatches*.

A First Look

Read the title and display the front cover. Have children predict what the book will be about. Ask what they notice about the butterfly in the photo. Explain that monarch butterflies are a type of butterfly that has black and orange stripes.

Read and Analyze Informational Text Cite Textual Evidence

⊛ If you have time constraints and want to concentrate on only a portion of the text, yuse the asterisked prompts to focus discussion.

Understand Sequence of Events

Help children recognize how the stages of a butterfly's life are connected and why the order of events is important. Point out that the book follows the sequence of the butterfly's growth and activities from egg to adult, its life cycle.

⊛ (pp. 4–5) *What is the first stage in a butterfly's life? What clues in the text or photos show you what size the egg is?*

⊛ (pp. 6–7) *What comes out of the egg? Why does it grow? How does the author end the page to show that something is about to happen?*

(pp. 8–9) *What changes do you see happening to the caterpillar? How does the caterpillar resemble the body of the adult? How does it differ?*

(pp. 14–15) *When the monarchs are grown, what do they do? What details in the text and photos tell you when and where the butterflies travel?*

⊛ (pp. 22–23) *How does the author connect the beginning and the end of the life cycle?*

Praise children for specific use of "Behaviors to Notice and Support" on page 104 of the *Guided Reading Teacher's Guide*.

LEVEL K

Develop Comprehension

Thinking Within the Text

Remind children that informational texts may use features such as sidebars, charts, photos, captions, and maps to help readers better understand the information. Ask:

- *How do the pictures on pages 8 and 9 help you better understand what the author is talking about on each page?*
- *What details do you learn from the maps on pages 12–15? How do the map keys help you understand the maps?*

Thinking Beyond the Text

Talk about why the author says North American monarchs are amazing. What reasons does she give? Discuss what is special or unique about the monarch's life story. Have children point to specific items in the text or photographs that support their thinking.

Thinking About the Text

Review the butterfly's life cycle stages on pages 4–10, pointing out each stage in turn. Ask:

- ❖ *What is the sequence of a butterfly life cycle?*
- ❖ *If the life cycle starts with the egg, why did the author choose to show an adult first on pages 2–3? Look at the text on pages 4–5 for clues. (The adult butterfly lays the eggs.)*

Focus on Foundational Skills Phonics and Word-Solving Strategies

Contractions Using 's

Remind children that a contraction is a short way to write two words as one. An apostrophe replaces the missing letters in the new word.

- Point out the word *it's* on page 2. Explain that it is a combination of the words *it* and *is*. You may also want to explain that *it's* has a homophone that is not a contraction: *its*. Explain that *it's* is the contraction; *its* is a possessive. Have children use both words in new sentences.
- Turn to page 5 and ask children to find the contraction (*Here's*). Ask them to name the two words that make up the contraction.

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

Develop Fluency

Read aloud from pages 2–8 to model how to use the line spaces and punctuation to signal pauses. Have children use partner reading to practice reading expressively. Remind them to use pauses and inflection to show suspense when the ellipses occur on page 6. The revelation on page 8 should be read with emphasis.

Expand Oral Language/Conversation

Talk About Amazing Facts Have children discuss the meaning of the word *amazing*. Then ask children to identify the most amazing fact they learned from this book. Have them use evidence from the text or photos to describe their choice.

Write and Respond to Reading

Write a Travel Log Have children write a travel log from the point of view of a migrating monarch, telling the story of its journey to its winter home. **(Narrative)**

Write Questions and Answers Have children work in pairs to choose a few interesting details from the book and write about them in question-and-answer format. Offer the following model based on pages 6–7. Q: What do monarch caterpillars eat? A: They eat lots of leaves. **(Informative/Explanatory)**

ELL Bridge

Encourage children to use the illustrations to support their understanding. For example, look at pages 14–15 together and ask: *What is the map telling us?* As the child reads the text, have him or her trace the route of the butterflies from north to south.

Connect Across Texts

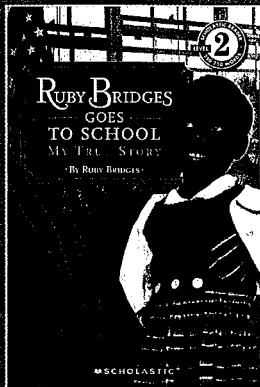
A Dandelions' Life by John Himmelman

Use these two books together to talk more about how plants and animals, including butterflies, change as they grow. How does each book make it easy to understand these changes?

Connect to the Internet

For more information about monarch butterflies that kids might enjoy, visit <http://kids.nationalgeographic.com/kids/animals/creaturefeature/monarch-butterflies/>.

Ruby Bridges Goes to School



Summary & Standards

Summary: In 1961, African-American first grader Ruby Bridges struck a blow to segregation when the government ordered an all-white school to accept her.

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

Author: Ruby Bridges

Word Count: 250+

Genre: Autobiography

Themes/Ideas: understanding historical social issues; identifying how one person can cause change

Text Type: Photo Essay

Genre/Text Type

Autobiography/Photo Essay Remind children that in an autobiography, a person tells the important details of his or her own life. In a photo essay, information is supported with a series of photos.

Informational Text Features

Historical Photographs Historical photos relating to segregation in the 1960s provide a cultural context for modern readers.

Vocabulary

Academic Vocabulary

famous (p. 22): very well known

Domain-Specific Vocabulary

government (p. 7): the people who rule and make laws for a country

marshals (p. 12): government officers

segregation (p. 6): the act of keeping white people and black people apart

Challenging Features

Text Looking at black-and-white photos may be unfamiliar to children. Some of the wording on the signs in the illustrations may upset some children. Use sensitivity in explaining this period of history.

Content Children's personal experiences of diversity or lack of diversity in their schools may make Ruby's situation difficult to grasp.

Supporting Features

Text Short sentences or clauses are often given their own line, which makes reading easier.

Vocabulary Except for domain-specific words, most vocabulary is familiar and conversational.

A First Look

Read the title and display the cover. Ask: *Who is this book about?* Then ask: *Who is the author of this book?* Have children identify details in the photo. Ask: *Why is this book an autobiography?*

Read and Analyze Informational Text Cite Textual Evidence

Connect a Series of Historical Events

Explain that understanding how historical events are connected or related helps readers understand why certain things happened at particular times in history. (Note: The pages are not numbered. The first page of text is page 2.)

(pp. 2–6) *At the time and place of Ruby's early years, some people thought black people and white people should live separate lives. What are some ways their lives were kept separate?*

(pp. 7–11) *How was it decided that segregation should end? How did that event connect or relate to what was happening in Ruby's life?*

(pp. 12–17) *How did different people react when Ruby started at the Frantz School? How did her mother react? Other children? Mrs. Henry? How did their reactions affect what happened next?*

(p. 28) *How are children today affected by what happened to Ruby?*

Praise children for specific use of "Behaviors to Notice and Support" on page 104 of the *Guided Reading Teacher's Guide*.

Develop Comprehension

Thinking Within the Text

Review the events described in the text. Ask:

- *What can you learn about life during segregation by looking at these photos?*
- *What is the best way to summarize Ruby's experience with the end of segregation?*

Thinking Beyond the Text

Point out that people often help to bring about historical events. Then ask:

- *In what ways were Ruby and Mrs. Henry alike? Which traits helped them succeed in bringing black and white children together at the Frantz School? Support your answer.*
- *What was the likely reason parents brought their children back to the Frantz School?*

Thinking About the Text

Have children look at pages 26–30. Ask:

- *This book is about Ruby going to school. Why does the author tell us about her life now?*
- *Why do you think the author chose the photo on page 30 to be the last photo in the book?*

Focus on Foundational Skills Phonics and Word-Solving Strategies

Plurals

Remind children that the plural form of a word shows that there is more than one of something. Most plurals are formed by adding -s or -es.

- Have children find the word *friends* on page 2. Point out that *friend* tells about one friend, while *friends* tells about more than one friend.
- Have children work with a partner to find other plural nouns in *Ruby Bridges Goes to School*.

Then remind children that some plurals are not formed by adding -s or -es. These are called irregular plurals.

- Have children find the word *people* on page 2. Explain that *people* is the plural form of the noun *person*.
- Then direct children to page 6. Ask: *What is the plural form of the word child? Find it on this page.*

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

Develop Fluency

Have children reread a favorite section of the book to a partner until they can read it accurately, with appropriate pace and expression.

Expand Oral Language/Conversation

Talk About Making History Talk about why and how Ruby Bridges became famous. Discuss how the writer John Steinbeck, the First Lady Eleanor Roosevelt, and the artist Norman Rockwell contributed to making her famous.

Write and Respond to Reading

Write a Letter Have children write a letter to Ruby, Mrs. Henry, or Mrs. Bridges. Suggest that children discuss their thoughts and opinions about the events described in the book. (**Opinion**)

Create a Sequence Chart Draw four boxes and show a sequence of events described in the book. (**Informative/Explanatory**)

ELL Bridge

To reinforce singular and plural nouns, have children draw and label pictures showing the following: *friend* and *friends*; *school* and *schools*; *book* and *books*; *person* and *people*; *child* and *children*. Then have partners take turns pointing to a word and using it in an oral sentence. Remind children that some words tell about one thing and some tell about more than one.

Connect Across Texts

Helen Keller: Courage in the Dark by Johanna Hurwitz

Like Ruby Bridges, Helen Keller needs courage just to go to school. As Helen grows up, she goes through many trials to become one of the most influential women in history.

Connect to the Internet

Share this website with children to continue to explore the subject of Ruby Bridges's experiences with integration: http://www.pbs.org/wnet/aaworld/history/spotlight_september.html.

Sky Color



Summary & Standards

Summary: A girl volunteers to paint the sky for a library mural, but she cannot find blue paint. She develops a creative solution after observing the sky.

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

Author: Peter H. Reynolds

Word Count: 150+

Genre: Realistic Fiction

Themes/Ideas: developing creative solutions; finding complexity in nature

Text Type: Picture Book

Genre/Text Type

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

Text Features

Illustrations The drawings in this book help to convey the plot and the different moods.

Dedication The author/illustrator dedicates the book to someone who helped him as an artist.

Vocabulary

Academic Vocabulary

creative (p. 5): using imagination or new ideas

rummaged (p. 10): dug around

Domain-Specific Vocabulary

gallery (p. 4): a place to display art

mural (p. 6): a large painting made on a wall

Challenging Features

Text The handwriting font might be difficult for some children to read. Help children decipher any challenging letters.

Content Marisol's solution is not described explicitly in the text. Have children use the illustrations on pages 28–29 to describe the solution.

Supporting Features

Text The pages have little text. Illustrations and white space dominate most pages.

Vocabulary The vocabulary consists primarily of familiar household and classroom words.

A First Look

Read the title and display the cover. Ask: *What is this girl doing?* If needed, explain that she is using tools for painting pictures.

Read and Analyze Literature Cite Textual Evidence

Understand Problem and Solution

Explain to children that often a story character has a problem for which he or she must find a solution. Ask children to think about what problem challenges Marisol and what she does to solve her problem. (Note: Book pages are not numbered. The title page is page 1.)

(pp. 2–5) *What do you learn about Marisol?*

(pp. 10–11) *What problem challenges Marisol?*

(pp. 13–17) *What are some things Marisol notices on her way home? What do you think Marisol is thinking about as she rides home later that night?*

(pp. 18–21) *How does Marisol's dream help her find a solution to her problem??*

(p. 22) *What leads Marisol to smile on page 22?*

(pp. 24–29) *Why was Marisol's solution a good one? What does Marisol mean when she says "sky color"?*

Praise children for specific use of "Behaviors to Notice and Support" on page 104 of the *Guided Reading Teacher's Guide*.

Develop Comprehension

Thinking Within the Text

Ask children to describe the character of Marisol. Ask questions like these:

- *How does Marisol show her feelings about art?*
- *Why does Marisol smile when waiting for the bus in the rain?*

Thinking Beyond the Text

Read aloud the author's dedication on page 30. Ask:

- *What do you think the author means when he says he learned how to "think in sky color"?*
- *In what ways does Marisol show that she "thinks in sky color"?*

Thinking About the Text

Point out that the author includes whole pages of illustrations that do not contain any text:

- *What character or event information do readers learn from these pages?*
- *How do readers "read" these illustrations?*

Focus on Foundational Skills

Phonics and Word-Solving Strategies

Irregular Past-Tense Verbs

Remind children that writers change many verbs from present to past tense by adding *-d* or *-ed*, such as *loved* (p. 2). Other verbs are irregular because they do not take the ending *-ed*.

- Write and say these verb pairs: *hang/hung* (p. 4); *tell/told* (p. 6); *ring/rang* (p. 12); *stand/stood* (p. 22); and *say/said* (p. 26).
- Explain that irregular verb forms have to be memorized.

Words With *r*-Controlled Vowels

Explain that the letters *ar* produce the sound /ar/; the letters *or* produce the sound /or/; and the letters *er*, *ir*, and *ur* produce the sound /ur/.

- Write these story words: *artist*, *for*, *her*, *turn*, and *swirling*. Underline the letter pairs *ar*, *or*, *er*, *ur*, and *ir*. Have children identify the sounds. (*artist* /ar/; *for* /or/, *her* /ur/, *turn* /ur/, *swirling* /ur/)
- Repeat with *brainstorming* and *marched*.

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

Develop Fluency

Echo read pages with children, reading aloud each sentence and having children repeat it after you. Emphasize proper phrasing and intonation. Then have pairs take turns rereading the pages aloud.

Expand Oral Language/Conversation

Talk About Colors Remind children that Marisol was good at noticing the color of things. Ask children to think about color. Then ask: *What colors might you use to paint the sky on a cloudy day? At sunset? What colors might you use to paint the ocean on a sunny day? At night?*

Write and Respond to Reading

Draw and Label an Object Have children draw and color pictures of something they see in nature. Then have them label the different colors they used and write details about their pictures in captions. **(Informative/Explanatory)**

Create Dialogue There is no text on pages 28–29. Have children work with partners to think of things that Marisol and a classmate might say to each other. Have them use their ideas to write a sentence for Marisol and a sentence for the classmate. Show children how to use commas and quotation marks to indicate dialogue. **(Narrative)**

ELL Bridge

Point out the use of quotation marks and the dialogue in the text. Look at page 9. Point out that the author quoted children in the library without telling who exactly was speaking. Only when Marisol shouts do we know who is talking. Have children take turns reading the dialogue.

Connect Across Texts

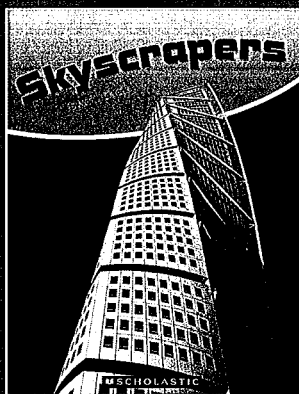
A Tree Is a Plant by Clyde Robert Bulla

Talk about observing nature. Marisol notices the way the sky changes at different times of day and in different weather. Bulla tells what can be seen as an apple trees grows and changes with the seasons.

Connect to the Internet

Have children view Reynolds's sketches and watercolors and compare them with the illustrations in *Sky Color*: <http://www.peterhreynolds.com/art.html>.

Skyscrapers



Summary & Standards

Summary: Readers take a look at some of the world's tallest buildings and their history, from early stone buildings to today's most interesting steel-frame towers.

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

Author: Vanessa York
Genre: Informational Text
Text Type: Picture Book

Word Count: 250+
Themes/Ideas: studying architecture; observing buildings around the world

Genre/Text Type

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

Informational Text Features

Captions Captions provide additional information about the photos.

Chart A chart compares the sizes of buildings.

Vocabulary

Domain-Specific Vocabulary

frames (p. 9): basic structures that provide support for a building

pyramids (p. 5): massive ancient structures as tall as 450 feet, built as tombs for rulers

skyscrapers (title page, p. 2): very tall buildings

steel (p. 8): a strong metal made of iron and carbon

stories (p. 12): the floors or levels of a building

Challenging Features

Text Some building names may be difficult to pronounce. Preview pages 22–23 together to practice.

Vocabulary Some of the countries mentioned may be unfamiliar to children. Help children find each state or country on a map or globe.

Supporting Features

Text The text is in a large, readable font. Sentences are simple, and the longest paragraph is four lines.

Content The topic is high-interest. Colorful, detailed photographs on each page will keep children engaged and make them want to find out what the text says.

A First Look

Read the title and display the cover. Ask children what they see in the picture. Guide them to understand that it is the spiraling top of an interesting building. Ask how they think skyscrapers are made. What materials do builders use? Then say: *Let's find out more!*

Read and Analyze Informational Text Cite Textual Evidence

Understand Words and Phrases

Remind children to look at the pictures and text, including the caption, to help them figure out the meanings of words and phrases.

(pp. 2–3) *What details in the text and photo show you what the word skyscraper means?*

(pp. 4–5) *What is a pyramid? How do you know? What new information is in the caption?*

(pp. 6–7) *Find the word tower. How does the photo show you what tower means?*

(pp. 8–9) *What do you learn about the meaning of the word steel from the text and photos on these pages? What about the word frame?*

(pp. 12–13) *How do the text and photos help you understand the word stories? (Note: If children count the stories in the photo, explain that two more stories were added to the building six years after it was finished, for a total of 12.)*

(p. 21) *What does the word twin mean on this page? Explain how you know.*

Praise children for specific use of “Behaviors to Notice and Support” on page 104 of the *Guided Reading Teacher's Guide*.

Develop Comprehension

Thinking Within the Text

Remind children that charts and other text features help readers better understand the text. Pause at the chart on pages 22–23. Ask:

- *What does this chart show you that words alone could not?*
- *What do you understand about the buildings now that you did not understand before?*

Thinking Beyond the Text

Discuss that all the skyscrapers shown in this book are located in cities. Discuss why the author chose to include only pictures of city skyscrapers. Reread page 14, then ask:

- *Why do people in cities need to build skyscrapers?*
- *Based on what the text says, do you think you will find any skyscrapers in the countryside? Explain your answer.*

Thinking About the Text

Explain that to compare and contrast means to look at the similarities and differences between two things. Discuss the buildings shown in each picture. Have children list the similarities and differences between the buildings.

Focus on Foundational Skills Phonics and Word-Solving Strategies

Proper Nouns

Remind children that a naming word may name a specific person, place, or thing. Those naming words begin with a capital letter.

- Read aloud the caption on page 13. Ask: *Which naming words name specific places or things? (Home Insurance Building and Chicago)* Point out that these names begin with a capital letter.
- Have children turn back to the beginning of the book and go on a word hunt through the book for more naming words. Have them place a sticky note on each page that has a naming word. Then together discuss the words they discovered.

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

Develop Fluency

Echo-read a few pages of the book with children, reading each sentence and having children repeat it after you. Emphasize proper phrasing and intonation. Afterward, have children reread the book or a section of the book with partners.

Expand Oral Language/Conversation

Talk About Buildings Discuss why skyscrapers answer a need in cities, and what some of the problems and considerations may be (how to get to the top floors, how to get out quickly in case of fire, how to be sure the building will not topple) when planning to build a skyscraper.

Write and Respond to Reading

Design a Chart Together, look at pages 22–23. Review that this chart lists the buildings in order of height. Then have partners design their own chart, listing the buildings in the order in which they were built. Children will find the information they need in the book to organize the chart. Have them draw a picture of each building. Suggest they also include the number of stories for each skyscraper they include. **(Informative/Explanatory)**

Write an Opinion Have children use the information in the book to write a paragraph about why steel makes better frames than other materials builders used to construct tall structures. **(Opinion)**

ELL Bridge

Help children understand how to pronounce the numbers written in this book. Have them write on sticky notes the numerals that represent the number of stories in each building.

Connect Across Texts

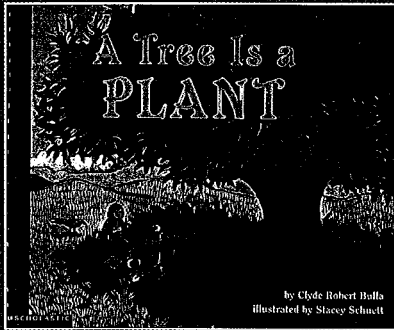
Sky Color by Peter H. Reynolds

Use these two very different books together to talk about creative (and practical) problem solving. How does each author show that people can use materials to create something new and different?

Connect to the Internet

For more information on buildings that children might enjoy, visit: <http://www.archkitecture.org/>.

A Tree Is a Plant



Summary & Standards

Summary: Many trees change as the seasons change. When the tree is a fruit tree, the changes are very easy to see.

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

Author: Clyde Robert Bulla

Word Count: 250+

Genre: Informational Text

Themes/Ideas: exploring how seasons affect plants; learning about the life cycle of fruit trees

Text Type: Picture Book

Genre/Text Type

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

Informational Text Features

Find Out More Additional information is provided for the teacher to share with children.

Labels Types of trees are identified by labels.

Vocabulary

Academic Vocabulary

bare (p. 23): empty or without anything on it

few (p. 5): not many

young (p. 10): having lived for a short time

Domain-Specific Vocabulary

blossom (p. 10): a flower

soil (p. 8): dirt on the ground

Challenging Features

Text Children may be challenged by the number of lines on each page. Encourage children to read one sentence at a time and use a bookmark if needed.

Vocabulary The author uses the word *blossom* as a verb and as a noun. Help children distinguish the usage in context.

Supporting Features

Text Although the text is not patterned, some sentences share repeated phrases. Sentences vary in length, but they all use straightforward language.

Content Even children who have not seen apple trees growing will probably not have difficulty understanding the content, which is developed in chronological order.

A First Look

Talk about the cover and have children identify what the children on the cover are doing. Ask: *Why are they sitting under the tree?* Establish that the tree provides shade for the picnic. Then say: *Let's find out what kind of tree this author chose to write about.*

Read and Analyze Informational Text Cite Textual Evidence

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

Understand Sequence

Help children recognize how an author can explain a series of events in nature by telling them in sequence. Remind children to think about the order of events the author shows when writing about growing an apple tree.

(pp. 7–10) *What happens to apple seeds before there is a stem with leaves? What happens after seven years?*

✪ (pp. 12–13) *What happens after an apple tree has blossoms?*

(pp. 14–15) *How does the apple tree change during spring and summer?*

✪ *Describe how the leaves of the apple tree change during the four seasons.*

Praise children for specific use of “Behaviors to Notice and Support” on page 104 of the *Guided Reading Teacher’s Guide*.

Develop Comprehension

Thinking Within the Text

Have children use the pictures on pages 18–21 to explain in their own words why roots are so important. Then have them tell what important thing leaves do.

Thinking Beyond the Text

Ask children to turn to pages 4 and 5. Point out the different trees on these pages. Then ask:

- *What other trees might have a life cycle like an apple tree? Different from an apple tree?*
- *What kinds of trees do you know about?*

Thinking About the Text

Review the text and ask these questions:

- *Why do you think the author chose to use illustrations instead of photos?*
- *What do you think the author wants you to know about how an apple tree grows?*

Focus on Foundational Skills Phonics and Word-Solving Strategies

Consonant Blends

Review consonant blends with children. Remind them that some words begin with two consonant sounds or three sounds that are blended together.

- Have children turn to page 5 and identify the word that begins with the letters *sm*. (*small*) Note that the sound of *s* and the sound of *m* are still heard.
- Then look at page 6 and ask: *What word begins with a consonant blend? (grows)* Have children find other words in the text that begin with the *gr* blend. (*ground, green, growing*)
- Next focus on blends with *b*. Have children look for blends that begin with *bl* and *br*. (*blossoms, blows, branches*)
- On page 10, have children locate the word *spring*. Pronounce the letters one at a time and then blend them. Have children find other words that begin like *spring*. (*sprout, spray, spread*)

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

Develop Fluency

Reread pages 8 and 9 to model how to read long and short sentences. Then ask children to join in and chorally read these pages. Repeat until children read these pages fluently.

Expand Oral Language/Conversation

Talk About Fruit Review that an apple is one kind of fruit. Ask children to name and describe other kinds of fruit. Explain that some fruits grow on trees (pears, citrus, plums, and peaches) and other fruits (pineapple and berries) grow on other kinds of plants. Ask: *What is your favorite fruit? How does it grow?*

Write and Respond to Reading

Draw and Label a Life Cycle Ask children to draw the life cycle of an apple tree, being sure to put the pictures in the right order. Have them label each step with a sentence describing the tree's stage. **(Informative/Explanatory)**

Answer a Question Review the question on pages 28–31. Have children write a complete sentence to answer the question. If possible, encourage children to write a second sentence explaining their answer. **(Opinion)**

ELL Bridge

Use pictures in the book to help children review the names of the four seasons. Children can use the pictures as prompts to say phrases or complete sentences about these seasons; for example, *I like to smell the apple blossoms in the spring.*

Connect Across Texts

A Dandelion's Life by John Himmelman

Both of these books show how a certain kind of plant grows from seeds. Invite children to study these two books to find other similarities between dandelions and apple trees.

Connect to the Internet

Share this website with children to continue to explore the life cycle of a tree: <http://www.slideshare.net/brockjustine/explain-the-life-cycle-of-a-tree>.