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Diary

Level A

Text Type: Diary

Summary: These pages from a child's diary include text and pictures about feeding animals one day on a farm.

Themes/Ideas: recognize the series of events that happened during a diary entry describing a day on the farm; understand why people write in diaries

Informational Text Features: photos

High-Frequency Words:

- *the, we, I*

Academic Vocabulary:

- *diary:* a book that a person uses to write about things that happen each day

My Day on the Farm



Focus Question: What happens on a day at the farm?

First Reading

Read aloud and talk about the title. Tell children that on the front of the card are pages from a child's diary and on the back there are other pages. Explain that a diary is a book in which a person writes about things that happened in his or her day. Point out that the writer of this diary added pictures to his diary pages. Ask children to tell what they think these diary pages will be about.

Have children read the diary pages on their own. After they read, talk about what the writer shared about his day on the farm.

Guided Close Reading

Text Features Look at the front of this card. Besides photos, what else does the writer have on each page of the diary? ① ②

Photos and Text Look at the first page of the diary. Where are the children in the first photo? What are they feeding? What is the boy in the second photo feeding? ① ②

Sentence Patterns Look at the first sentence and the second sentence. Which words are the same? Which words are different? Why did the last words in the sentences change? ① ②

Think Aloud The words that are the same are "We fed the." The last words in the sentences are different. The first sentence ends with the word sheep. The next sentence ends with the word horse. The last words change because they tell what animals the people fed.

Photos and Text What can you learn about the day at the farm by just looking at the photos? How do the people in the pictures feel about feeding the animals? ① ②

Think Aloud I can see who is feeding the animals. I can see children feeding sheep. I can see a child and a grown-up feeding a horse. I think the people like what they are doing because they are smiling.

Key Ideas and Details Look at the back of the card. What do these sentences tell about? ③ ④

Sequence Which happened first, feeding the chicken or feeding the ducks? How do you know? ③ ④

Connect Ideas Read the last sentence of the diary. This sentence will help you know who wrote these diary pages. Which word in the sentence gives a clue about who wrote the pages? Whose diary is this? ④

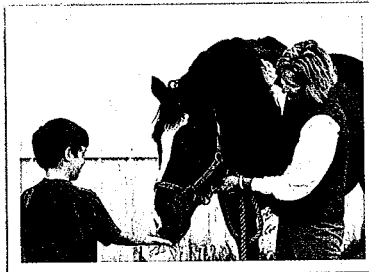
My Day on the Farm



1 We fed the sheep.



3 We fed the chicken.



2 We fed the horse.



4 And I fed the ducks!

Revisit the Text: Ideas for Discussion

Share and discuss the following questions to sum up your exploration of the text. You may wish to use the questions as prompts for a Turn and Talk activity before your discussion. Encourage children to support their thinking and ideas with evidence from the text.

- In what ways are the diary pages alike?
- Why do you think the boy wanted to tell about his day on the farm? Why is keeping a diary a good way to help someone remember their day?
- What things might you write about this day on a farm if you were writing in a diary?

Write About Reading

Help children choose either one of the following options for writing, or do both.

- Draw pictures of all the animals that were fed on the day at the farm. Label each picture with the name of the animal. **(Informative/Explanatory)**
- Which animal do you think looks the most fun to feed? Use details in the diary and pictures to help decide. Then complete the sentence frame below. **(Opinion)**

I think it is most fun to feed the _____.

Connect to the Internet

To learn more about farms and farm animals, have children check out these websites with you or an adult: <http://nationalzoo.si.edu/Animals/KidsFarm/InTheBarn/> and www.fsa.usda.gov/FSA/kidsapp?area=home&subject=funf&topic=landing.

Email

Level A

Text Type: Email

Summary: These pages show email messages and pictures a girl sent to a boy named Ben.

Themes/Ideas: recognize the features of email; understand why people send emails

Informational Text Features: photos, email design

High-Frequency Words:

- *look, my, at*

Academic Vocabulary:

- **email:** an electronic message sent through a computer or cell phone
- **sled:** a vehicle used for moving over snow

My Email to Ben



Focus Question: What do Lin's emails show about her day?

First Reading

Read aloud the title and guide children to preview the text. Explain that each sentence and picture shows an email. There are two emails on the front of the card and two emails on the back of the card. Talk about how people send emails.

Look at the first email together. Point out the sentence that is the message and the picture that goes with it. Have children locate the other email messages.

Then have children read the emails on their own. After reading, have children talk about what they learned from the emails.

Guided Close Reading

Text Features *Look at the first email. How is this page designed to look like a real email?* ❶

Think Aloud *The top has three buttons—red, yellow, and green—for opening and closing the email. The right side has a gray bar with a scroll button for moving up and down in the email. I know these are things that I see in a real email on a screen.*

Key Ideas and Details *Look at the first email. What does the writer of the email tell the reader to look at? What does the next email say?* ❶ ❷

Sentence Patterns *Look at the first sentence and the next sentence. What words are the same in each sentence? Which word is different?* ❶ ❷

Sequence *What do you think happened the day before this picture was taken? How do you know?* ❶

Think Aloud *I think it snowed on the day before this picture was taken. There are no footprints in the snow, so I think the snow happened before the girl or her dad went out that day.*

Photos and Text *Look at the picture of the dog. What is he doing? How do you think the dog feels about being in the snow?* ❸

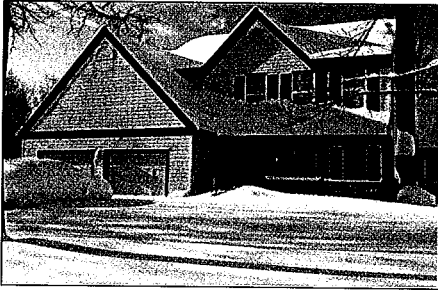
Vocabulary *Look at the last picture. How does the photo help you understand what a sled is and when it is used?* ❹

Author's Purpose *In the last email you find out who wrote these emails to Ben. Who wrote all these emails? Why do you think she wrote all these emails to Ben?* ❹

Make Predictions *What do you think Ben will do after he gets each email from the girl?* ❹

My Email to Ben

1 Look at my house!



3 Look at my dog!



2 Look at my dad!



4 Look at my sled!



Revisit the Text: Ideas for Discussion

Share and discuss the following questions to sum up your exploration of the text. You may wish to use the questions as prompts for a Turn and Talk activity before your discussion. Encourage children to support their thinking and ideas with evidence from the text.

- *What does the girl ask Ben to do in each email? Why does each message end with an exclamation point?*
- *Look back at the sentences and pictures. What did you learn about the girl by reading these emails? How do you think she feels about the snow? Why?*
- *Why do people send emails with pictures? How do the pictures help the reader understand the message?*

Write About Reading

Have children choose either one of the following options for writing, or do both.

- Write the following words from the emails. Draw a picture next to each word. (*house, dad, dog, sled*)
(Informative/Explanatory)
- The girl in the photo likes to ride her sled in the snow. Write a sentence. Tell why you think it would be fun to ride a sled in the snow. **(Opinion)**

Connect to the Internet

To further children's understanding of email, go to <http://pbskids.org/arthur/games/letterwriter/email.html> and guide them through the web page.

Fact Book

Level A

Text Type: Fact Book

Summary: These pages from a child's fact book about dogs show different actions that dogs do.

Themes/Ideas: understand what a fact book is; recognize different things dogs can do

Informational Text Features: photos

High-Frequency Words:

- *can, run, jump*

Academic Vocabulary:

- **facts:** statements that are true
- **fact book:** a book that gives true information about a topic

Dog Facts!



Focus Question: What kinds of things can dogs do?

First Reading

Read aloud the title and ask children to tell what they think they will read about. Explain that the card shows four pages from a fact book that has lots of facts about dogs. Make sure children understand that a fact is something that is true. Point out that there are two pages on the front of the card and two pages on the back.

Have children read the pages independently. Then talk about what the writer shared about dogs in this fact book.

Guided Close Reading

Key Ideas and Details *If a fact is something that is true, what true thing does the first fact tell about dogs? ①*

Text Features/Vocabulary *Look at the first page. Why are there two pictures to go with the sentence "Dogs can run"?*

Vocabulary *Which word in the sentence "Dogs can run" tells what dogs do? What kind of a word is run? Which word in the sentence "Dogs can jump" tells what dogs do? What kind of a word is jump? ① ②*

Connect Ideas *Why do you think the fact book says that dogs can both jump and sit? What does this tell you about dogs? ② ③*

Think Aloud *I think the fact book says that dogs can jump and sit because dogs can do both of those actions. This tells me that sometimes dogs like to move around and sometimes dogs like to be still.*

Compare and Contrast *Look at all of the pictures. How are they alike? How are they different? What do you learn from the pictures that you do not learn from the words alone? ①-④*

Think Aloud *The pictures are alike because they all show dogs. They are different because they show different kinds of dogs doing different things. They show dogs in different places. The words say that dogs can run, jump, sit, and sleep. The pictures show what it looks like when dogs do these actions.*

Connect Ideas *What are the four actions dogs can do? Why is this good information to know about dogs? ①-④*

Author's Purpose *Why do you think this author wrote a fact book about dogs?*

Dog Facts!



Dogs can run.



Dogs can sit.



Dogs can jump.



Dogs can sleep.

Revisit the Text: Ideas for Discussion

Share and discuss the following questions to sum up your exploration of the text. You may wish to use the questions as prompts for a Turn and Talk activity before your discussion. Encourage children to support their thinking and ideas with evidence from the text.

- *Why does the author show photos with the sentences? Who might want to read this fact book about dogs?*
- *Imagine you have never seen a dog before. How would this fact book help you understand what a dog is like?*
- *How are these facts about dogs like other facts about dogs you might already know? How are they different?*

Write About Reading

Have children choose either one of the following options for writing, or do both.

- Draw four pictures to show dogs doing different actions. Label each picture with an action word. **(Informative/Explanatory)**
- Which fact about dogs is most interesting? Write the fact you think is most interesting. **(Opinion)**

Connect to the Internet

To further children's understanding of dogs, help them use the following websites: <http://urbanext.illinois.edu/dogs/> and http://animalleague.org/kids/cool_pet_facts.html.

Guidebook

Level A

Text Type: Guidebook

Summary: These pages are from a child's guidebook about fish.

Themes/Ideas: recognize the features of a guidebook; describe fish by color and size

Informational Text Features: photos

High-Frequency Words:

- *you, can, see, red, blue, big, little*

Academic Vocabulary:

- *guidebook*: a book that gives information about a topic

A Guide to Fish



Focus Question: What does this guidebook show about fish?

First Reading

Read aloud the title. Explain that these pages are from a guidebook. Tell children that a guidebook is a handy little book that people use to learn about a subject. Ask what subject these guidebook pages tell about. Help children locate the two pages from the guidebook on the front of the card and the two pages on the back.

Have children read the pages from the guidebook on their own. After reading, have children talk about the information they learned about fish.

Guided Close Reading

Key Ideas and Details *What color is the fish that you see on page 1 of the guidebook? What color is the fish on page 2?* ① ②

Photos and Text *What does the photo of the red fish show that the sentence does not?* ①

Think Aloud *In the photo I can see the parts of the fish. I can see the eyes, fins, and tail. The words do not tell about the fish's parts.*

Connect Ideas *Where is the red fish? How can you tell?* ①

Text Features *Why does each page have a number on it? How do the numbers help a reader?* ①-④

Vocabulary *What word describes the fish on page 3. What other words could be used to tell about this fish?* ③

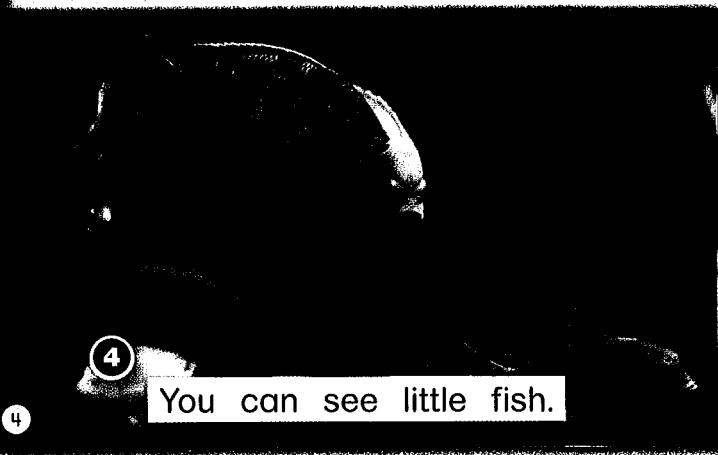
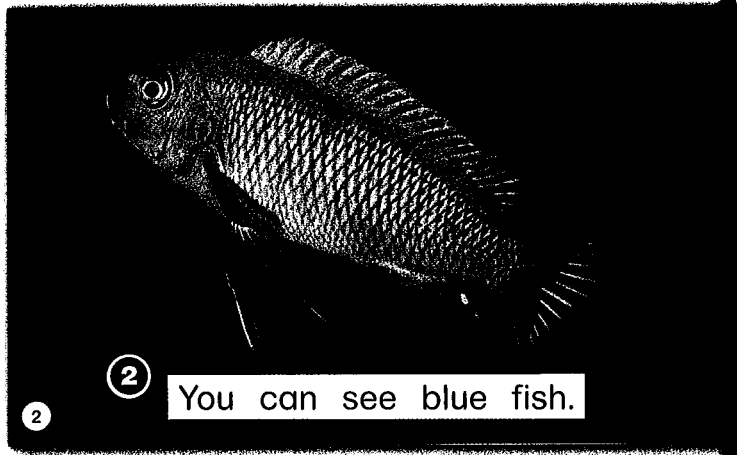
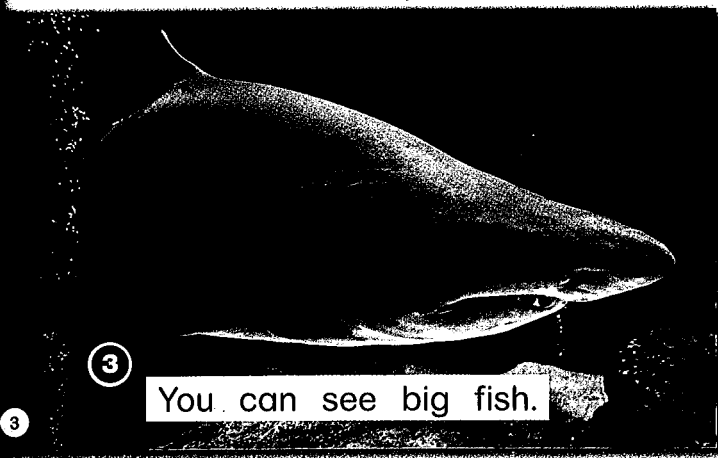
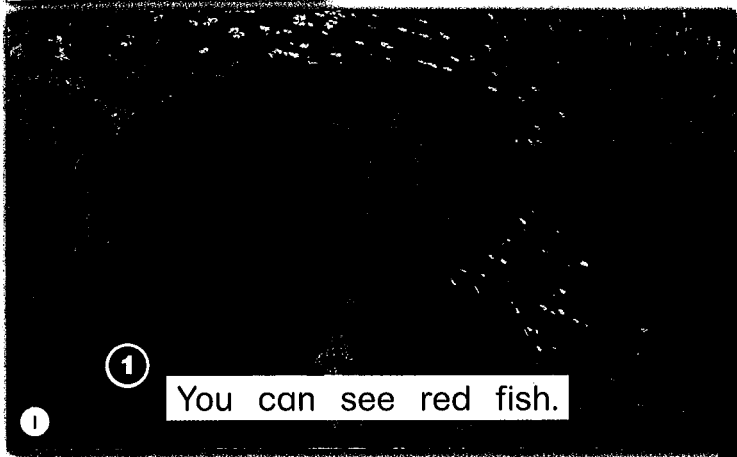
Author's Craft *Why do you think the author chose to show a shark with the sentence "You can see big fish"? What other fish might the author have shown here?* ③

Text Features *What do you see on all the pages of this guidebook?* ①-④

Compare and Contrast *Look at page 4. How is this picture like the other pictures? How is it different?* ①-④

Think Aloud *All of the pictures show fish. This picture is different because it shows more than one fish.*

A Guide to Fish



Revisit the Text: Ideas for Discussion

Share and discuss the following questions to sum up your exploration of the text. You may wish to use the questions as prompts for a Turn and Talk activity before your discussion. Encourage children to support their thinking and ideas with evidence from the text.

- *What word does each sentence start with? What word does each sentence end with? Look at the one word that is not the same in each sentence. Why is this word different?*
- *Look back at the sentences and pictures. Remember what type of book this is. What did you learn about fish by reading these pages from A Guide to Fish?*
- *What other things might you like to know about fish? What else could the author have written about?*

Write About Reading

Help children choose either one of the following options for writing, or do both.

- Make a web about the four fish you read about. In the center circle, write the word *fish*. Add four circles. Draw a picture of a fish in each circle. Write a word to tell about it. **(Informative/Explanatory)**
- Write a sentence that tells which picture in this guidebook is your favorite. Then write a sentence that tells why you liked it best. **(Opinion)**

Connect to the Internet

To have children practice tracking print as a story is read aloud, have them go to <http://pbskids.org/read/>.

To see different kinds of fish and how they move, have children play this visual game at <http://pbskids.org/daniel/games/fishtank/>.

How-to

Level A

Text Type: How-to

Summary: This card shows step-by-step directions for making a face with fruit on a plate.

Themes/Ideas: understand that objects can represent parts of a face; recognize the order of steps to create a "fruit face"

Informational Text Features: photos, captions, arrows

High-Frequency Words:

- *is, are, a, an, for, the*

Academic Vocabulary

- **how-to:** a type of text that gives step-by-step instructions how to do something
- **add:** to put one thing with another

Domain-Specific Vocabulary:

- **blueberries:** small blue fruits that grow on bushes
- **strawberry:** medium-sized red fruit that grow on plants

Make a Fruit Face



Focus Question: What steps can you follow to use fruit to make a face on a plate?

First Reading

Read aloud the title. Ask children to tell how they might learn how to make an art project. Explain that this card shows how to use fruit to make a face on a plate. Point out that there are four directions that tell what to do. Help children find the two pages on the front of the card and the two pages on the back of the card.

Then have children read the pages independently. After they read, talk about the directions for making a fruit face.

Guided Close Reading

Key Ideas and Details *What does the first direction say to do?* ①

Text Features *What color is the plate on the first page? What does the arrow point to? The caption says, "The eyes are blueberries." How does the caption help you know which fruit to use? Why do blueberries make good eyes?* ①

Sequence *What comes after adding the eyes? How is the second picture different from the first picture?* ① ②

Vocabulary *What kind of fruit is the mouth? What does orange slice mean? How is an orange slice different from a whole orange? Why does the orange slice make a good mouth?* ③

Sequence *What fruit do you need to make a fruit face? What are the steps, in order, to making a fruit face on a plate?* ①-④

Think Aloud *You need two blueberries, one strawberry, and one orange slice. The first step is to add blueberries for the eyes. The second step is to add a strawberry for the nose. The third step is to add an orange slice for the mouth.*

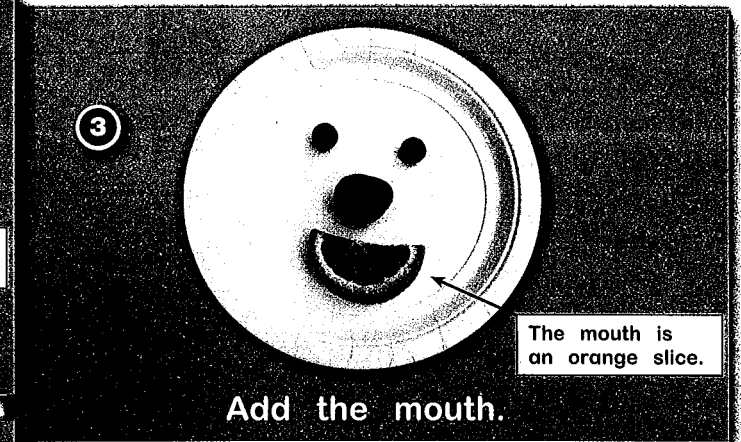
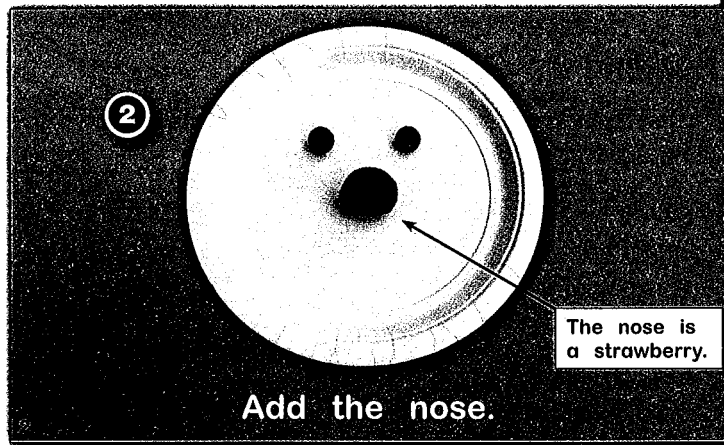
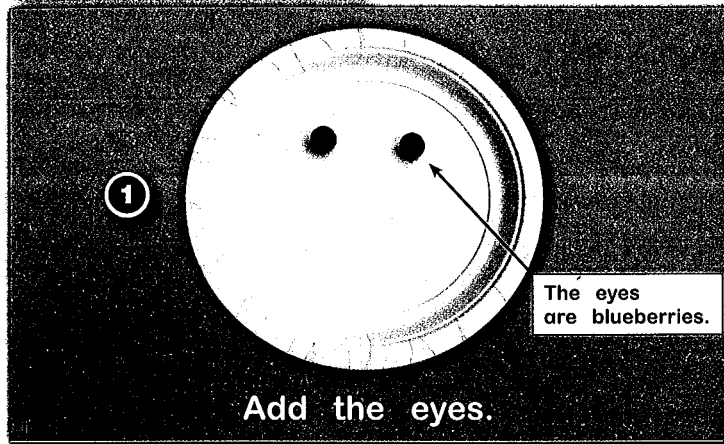
Key Ideas and Details *Which parts of a face did you read about? What fruits did you read about?* ①-④

Compare and Contrast *In what ways is the last page different from the other three pages in this set of directions?* ①-④

Connect Ideas *What do the directions tell you to do? If you follow these directions, what will you have made?* ①-④

Think Aloud *The directions tell how to make a fruit face. They tell you the steps to follow. They tell and show you where to put the fruit on a plate to make a picture of a face. If you follow the directions, you will have made a fruit face.*

Make a Fruit Face



Revisit the Text: Ideas for Discussion

Share and discuss the following questions to sum up your exploration of the text. You may wish to use the questions as prompts for a Turn and Talk activity before your discussion. Encourage children to support their thinking and ideas with evidence from the text.

- Look at the last sentence. Why is this sentence a good sentence to end this set of directions?
- How do the pictures help you understand the directions? What is the connection between the pictures and the words?
- What other fruits could you use to make a fruit face? Would the steps to making a fruit face be different? Would the photos of the fruit face be different? How?

Write About Reading

Help children choose either one of the following options for writing, or do both.

- Write a list of steps to follow to make a fruit face. Keep the steps in order. The first step has been done for you. **(Informative/Explanatory)**
 1. Add blueberries for the eyes.
 2. Add _____ for the nose.
 3. Add _____ for the mouth.
- Do you think it would be fun to make a fruit face? Tell why or why not. Use the sentence frame to write your opinion. **(Opinion)**

I think it would (be fun/not be fun) to make a fruit face because _____.

Connect to the Internet

To read more about making food faces, go to www.michigan.gov/kids/0,4600,7-247-49067-53821--,00.html.

To further children's understanding of facial expressions, go to www.nga.gov/content/ngaweb/education/kids/kids-facesplaces.html.

Magazine Article

Level A

Text Type: Magazine Article

Summary: This text from a gardening magazine uses pictures to show the parts of a rose plant.

Themes/Ideas: recognize the parts of a rose plant; understand the relationship between the parts and the whole

Informational Text Features: photos, labels

High-Frequency Words:

- *look, at, the*

Academic Vocabulary:

- **magazine:** a collection of photos and articles that give information or opinions

Domain-Specific Vocabulary:

- **leaf:** flat, green part of a plant that grows off the stem
- **stem:** long, thin part of a plant that grows out of the soil
- **rose:** flower with a sweet smell that grows on a rose plant
- **plant:** a living thing that makes its own food from energy from the sun

Garden Magazine



Focus Question: What are the parts of a rose plant?

First Reading

Read aloud the name of the magazine. Ask children what things they might read about in *Garden Magazine*. Remind children that a magazine can have many different articles. Each article gives information about a topic. Have children find the two pages of the article from *Garden Magazine* on the front of the card and the two pages on the back.

Then have children read the magazine article on their own. After reading, have children talk about the rose plant.

Guided Close Reading

Photos and Text *What is the relationship between the stem and the leaf? How do the photographs help you understand their connection?* ① ②

Think Aloud *The leaf is connected to the stem. The leaf grows from the stem. The picture of the leaf does not show the stem, but the picture of the stem shows the leaf growing from it.*

Text Features *Look at the label with the arrow pointing to the leaf. What does the word say? What label do you see on the next page of the magazine?* ① ②

Think Aloud *The word in the label says leaf. The label on the next page says stem.*

Key Ideas and Details *Look at the third page of the magazine. What is the name of the red flower?* ③

Photos and Text *The last picture shows a rose plant. How does the picture help you understand what a rose plant looks like? What do the labels say?* ④

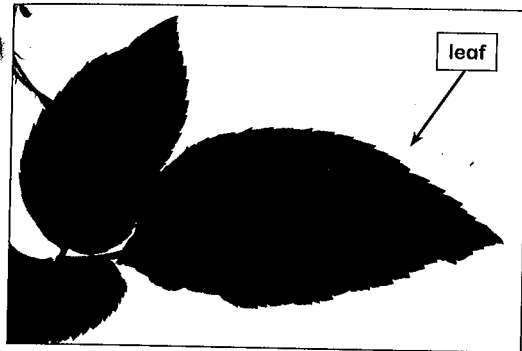
Think Aloud *The picture shows all the parts of a rose plant together on one big plant. The labels say rose, leaf, stem.*

Connect Ideas *Which is the whole: the rose or the plant? Which is the part: the rose or the plant? Explain.* ③ ④

Key Ideas and Details *What is the title of this text? What is this magazine article about? What parts of a rose plant did you read about? What parts of a rose plant did you see pictures of?* ①-④

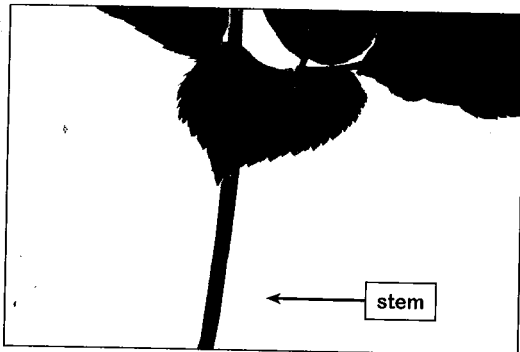
Garden Magazine

1



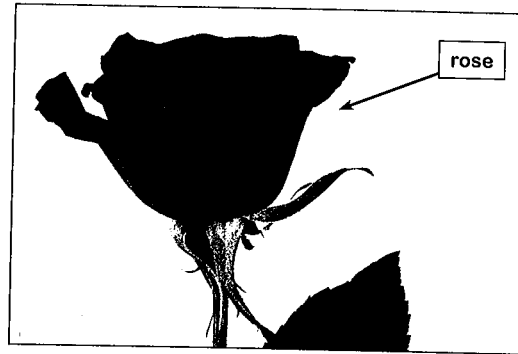
Look at the leaf.

2



Look at the stem.

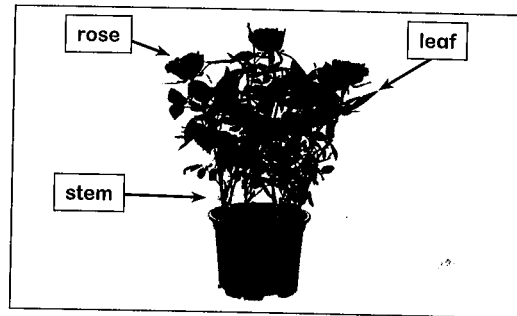
3



Look at the rose.

4

A Rose Plant



Look at the plant.

Revisit the Text: Ideas for Discussion

Share and discuss the following questions to sum up your exploration of the text. You may wish to use the questions as prompts for a Turn and Talk activity before your discussion. Encourage children to support their thinking and ideas with evidence from the text.

- How is the last sentence different from the first three sentences? How is the last picture different from the first three pictures?
- What did you learn by reading these pages from *Garden Magazine*?
- Think of other kinds of plants you know about. Do other plants have leaves? Do other plants have stems? What can you say about all stems and leaves?

Write About Reading

Help children choose either one of the following options for writing, or do both.

- Draw the three parts of a rose plant—leaf, stem, and rose. Write a label for each part. **(Informative/Explanatory)**
- Many people read articles in *Garden Magazine*. Write what you would like to read about in *Garden Magazine*. **(Opinion)**

Connect to the Internet

To read more about roses and watch a video, go to www.nybg.org/gardens/rose-garden/.

To learn more information about gardening and watch a video, go to <http://kids.usa.gov/watch-videos/science/childrens-garden/index.shtml>.

Picture Dictionary

Level A

Text Type: Picture Dictionary

Summary: These pages from a child's picture dictionary show different things that begin with the letter *b*.

Themes/Ideas: recognize the features of a picture dictionary; recognize words that begin with the letter *b*

Informational Text Features: photos, red type, big type

High-Frequency Words:

- *this, is, a*

Academic Vocabulary:

- **picture dictionary:** a book that lists words in ABC order and uses pictures to show what the words mean

The Letter B



Focus Question: What things does a picture dictionary show for the letter *b*?

First Reading

Read aloud the title. Explain to children that there is one page from a picture dictionary on the front of this card and another page on the back. Talk about what a picture dictionary shows. Point out that there are words, sentences, and pictures to help readers understand the words.

Together, look at the front of the card. Ask children to point to the capital *B* and lowercase *b* at the top of the page. Ask children to name the picture they see and point to the word that says the name. (ball) Have a child read the sentence. Ask what they notice about the letter *b* in *ball* in both the sentence and in the word under the ball.

Have children read the dictionary pages independently. Then discuss them.

Guided Close Reading

Text Features Point to the capital and lowercase letters at the top of the page. Why do you think they are big and in red print? ❶

Think Aloud I think the capital and lowercase letters are big and red to show that this page is all about the letter Bb. The color and size make them easy to see.

Key Ideas and Details What kind of ball do you see on this page of the picture dictionary? What letter does ball begin with? ❶

Photos and Text Look at the picture of the bear. What letter does the word bear begin with? What color is the b in the word bear? What can you learn from the picture of the bear that you do not learn from the words? ❷

Think Aloud The word bear begins with b. The b is printed in red. I can see from the picture that this bear is a toy bear, a teddy bear. The words do not tell me that the bear is a toy teddy bear.

Sentence Patterns Look at the sentence about the ball and the sentence about the bear. Which words are the same in these sentences? Which words are different? Why does the one word change? ❶ ❷

Photos and Text Look at the back of the card. Which sentences tell about what you see? How does the picture help you name each word under it? ❸ ❹

Compare and Contrast In what ways are the boat and bus alike? In what ways are they different? ❸ ❹

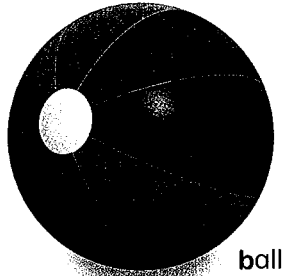
Author's Craft What is alike about all the things the author showed? Why do you think the author showed all things to play with in this picture dictionary? ❶ - ❹

The Letter B

Bb

1

This is a ball.



ball

2

This is a bear.

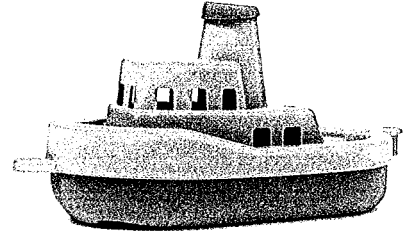


bear

Bb

3

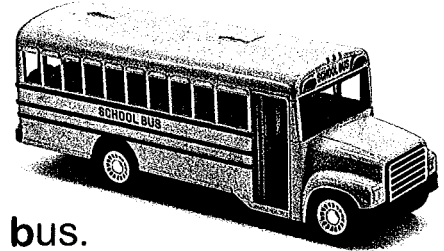
This is a boat.



boat

4

This is a bus.



bus

Revisit the Text: Ideas for Discussion

Share and discuss the following questions to sum up your exploration of the text. You may wish to use the questions as prompts for a Turn and Talk activity before your discussion. Encourage children to support their thinking and ideas with evidence from the text.

- *What did you learn about the letter Bb by reading these pages from a picture dictionary?*
- *Why do you think this author wrote this picture dictionary? What makes this book different from other books you have read? Who do you think might want to read it?*
- *What other things might the author have added to the picture dictionary pages about the letter Bb?*

Write About Reading

Help children choose either one of the following options for writing, or do both.

- Make a picture dictionary. Get four papers. Draw a picture of each toy on one page. (ball, bear, boat, bus) Then label each toy with its name. Put the pages together. **(Informative/Explanatory)**
- Look back at the card. For each letter *b* there is a picture of a toy. Write a sentence that tells which toy you like best. Complete the sentence frame. **(Opinion)**

I like the toy _____ best.

Connect to the Internet

To further children's understanding of letter and word recognition, have them go to <http://pbskids.org/superwhy/#game/alphabricks> and www.readwritethink.org/files/resources/interactives/abcmatch/ for practice.

Question and Answer Book

Level A

Text Type: Question and Answer Book

Summary: These pages from a question and answer book use pictures and text to answer the question "How many deer?"

Themes/Ideas: recognize how many deer are in each picture; understand the relationship between information in a chart

Informational Text Features: photos, chart

High-Frequency Words:

- *I, see, one, two, three, how*

Academic Vocabulary:

- **question and answer book:** a book that uses a series of questions and answers to give information

Domain-Specific Vocabulary:

- **deer:** a kind of animal that is brown, has four legs, and can have horns (antlers) on its head

How Many Deer?



Focus Question: How many deer are in each picture?

First Reading

Read aloud the title, *How Many Deer?* Point out that the title asks a question. Show children that there are four pages from a book on this card, two on the front and two on the back. Tell children that these pages come from a special kind of book called a question and answer book. Ask children if they have ever read a question and answer book and what it was about. Explain that each page they will see answers the question at the top of card, "How many deer?"

Have children read the pages independently. Then talk about these question and answer book pages.

Guided Close Reading

Key Ideas and Details Look at the first page. What is the answer to the question, "How many deer?" What is the answer to the same question on the second page? ① ②

Sentence Patterns On the front of the card, which words are used in each sentence? Which word changes in each sentence? Why do you think only one word changes in each sentence? ① ②

Think Aloud I see the words I, see, and deer in each sentence. The number word is the only word that changes in each sentence. This tells me that the number is an important word. This also tells me that there is a different number of deer in each picture.

Vocabulary Look at page 3. What number word tells how many deer there are in this photo? ③

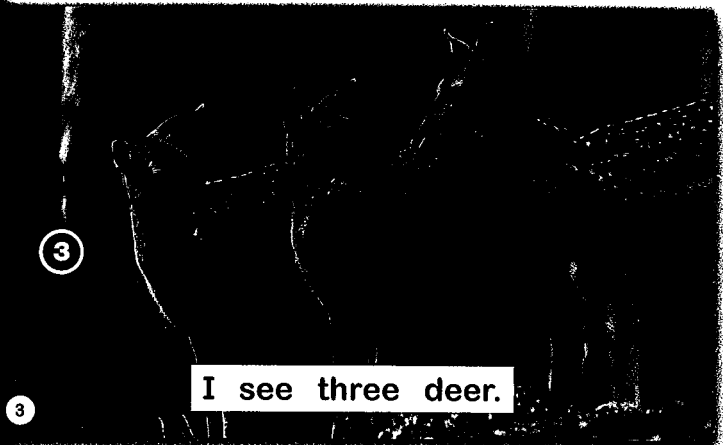
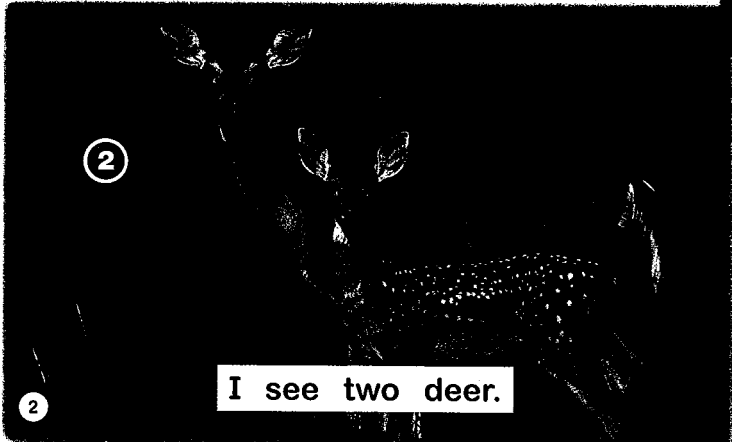
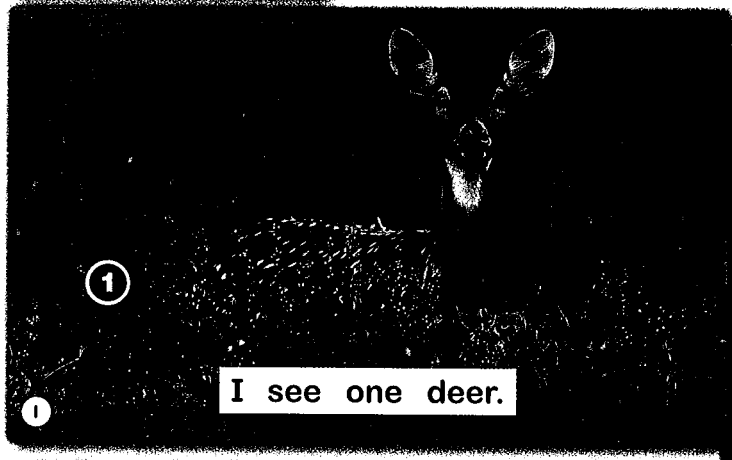
Compare and Contrast How is the last page different from all the other pages? Look at the question at the top of the chart. It says "How Many Deer?" Where have you seen that question before? ①-④



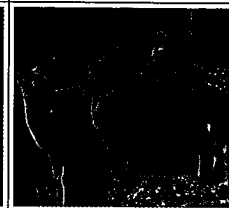
Text Feature Look at the chart. What information does it give? What new information is on the chart that was not on the pages? ④

Think Aloud The words and numbers tell how many deer are in each picture on the chart. The chart has numbers, but the pages do not.

Connect Ideas How are the numbers on the chart and the number words on the chart related to each other? What do they both show about counting deer? ④

How Many Deer?



How Many Deer?		
one	two	three
1 deer	2 deer	3 deer
		
4		

Revisit the Text: Ideas for Discussion

Share and discuss the following questions to sum up your exploration of the text. You may wish to use the questions as prompts for a Turn and Talk activity before your discussion. Encourage children to support their thinking and ideas with evidence from the text.

- The author uses each picture twice in these pages. Find each matching pair. Why do you think the author uses each picture in two places?
- The author uses the word “deer” where there is one deer and more than one deer. What does that tell you about the meaning of the word “deer”?
- What did you learn from reading these pages? What makes a question and answer book fun to read?

Write About Reading

Help children choose either one of the following options for writing, or do both.

- Write the sentence below. Draw a picture to go with the sentence. **(Informative/Explanatory)**
I see three deer.
- Write a sentence that tells who you think would like to read this question and answer book about deer. **(Opinion)**

Connect to the Internet

To further children's understanding of counting and number recognition, have them go to <http://pbskids.org/peg/games/3-2-1-snack> and http://pbskids.org/curiousgeorge/games/count_your_chickens/count_your_chickens.html for practice.

Science Journal

Level A

Text Type: Science Journal

Summary: These pages from a child's weather journal show different types of weather.

Themes/Ideas: recognize the features of a weather journal; understand the relationship between weather words and pictures

Informational Text Features: illustrations, day and number

High-Frequency Words:

- *I, see, the*

Academic Vocabulary:

- **weather journal:** a book used to write notes and pictures about the weather

Domain-Specific Vocabulary:

- **weather:** how hot or cold, wet or dry, cloudy or clear, or calm or windy it is
- **clouds:** white or gray groups of water drops in the sky
- **snow:** white crystals of ice that form from water vapor that has frozen in the air

I See the Weather



Focus Question: What types of weather does this weather journal show?

First Reading

Read aloud the title and talk about how children in school sometimes keep track of the weather. Tell children that on the front of the card are two pages from a child's weather journal, and on the back there are two more pages. Explain that a weather journal is a book in which a person writes about the weather each day. Point out this weather journal has pictures, too. Have children locate Day 1 at the top of the page and explain that it means this is the first day that this child is writing about the weather.

Have children read the pages independently. Then talk about what the writer shared about the weather in her journal.

Guided Close Reading

Key Ideas and Details *What was the weather like on Day 1? Day 2? Day 3? Day 4?*

①-④

Pictures and Text *Look at Day 2. What do you see in the drawing? What colors do you see? What does the drawing show you that the sentence doesn't?* ②

Think Aloud *I see a picture of clouds. The clouds are white with a black outline. The sky behind the clouds is blue. The sentence doesn't tell me the colors, but the picture does.*

Compare and Contrast *What kind of weather do you see on Days 1 and 4? How are snow and rain alike? How are they different?* ① ④

Think Aloud *I see snow on Day 1 and rain on Day 4. Snow and rain are alike because they are both kinds of wet weather. They are different because snow is frozen drops of water and rain is just water.*

Text Features *There are three parts on each page of this weather journal. What are those three parts? What is the purpose of each part?* ①-④

Think Aloud *Each page has a day and number, a picture, and a sentence. The day tells when the weather happened. The picture shows what the weather word looks like. The sentence tells about what the writer sees on that day.*

Sentence Patterns *Which words are the same on all the pages? Why is the last word in each sentence different? What does the last word in each sentence name?* ①-④

I See the Weather

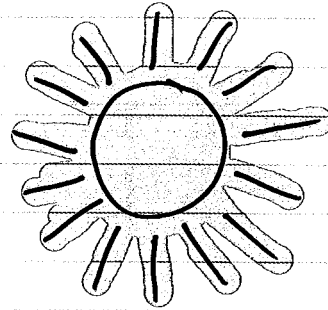
DAY 1



1

I see the snow.

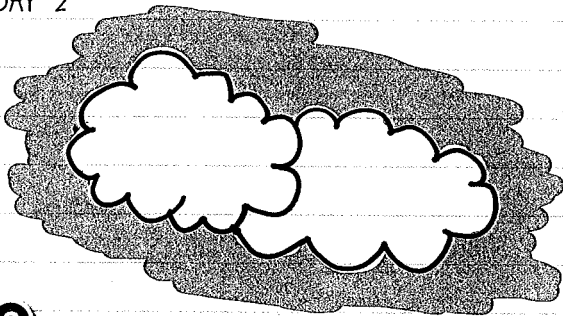
DAY 3



3

I see the sun.

DAY 2



2

I see the clouds.

DAY 4



4

I see the rain.

Revisit the Text: Ideas for Discussion

Share and discuss the following questions to sum up your exploration of the text. You may wish to use the questions as prompts for a Turn and Talk activity before your discussion. Encourage children to support their thinking and ideas with evidence from the text.

- *Who wrote this weather journal—an adult or a child? Who drew the pictures? How do you know?*
- *Look back at the title and entries. What did you learn about weather by reading these pages?*
- *Why is I See the Weather a good name for a weather journal? Why would someone want to write in a weather journal each day?*

Write About Reading

Help children choose either one of the following options for writing, or do both.

- Make a web with five circles. In the center circle, write *weather*. In the other circles, draw pictures of the different kinds of weather you saw in the weather journal. **(Informative/Explanatory)**
- What do you think is the best weather? Complete the sentence frame. Draw a picture to show the best weather. **(Opinion)**

The best weather is _____.

Connect to the Internet

To further children's understanding of weather, have them go to http://pbskids.org/sid/fablab_weathersurprise.html.

To further children's understanding of tracking print as text is read aloud, have them go to <http://pbskids.org/superwhy/#game/comicbook>.

Scrapbook

Level A

Text Type: Scrapbook

Summary: These pages from a child's scrapbook include pictures and handwritten text about animals that the child likes.

Themes/Ideas: recognize the elements of a scrapbook; recognize different pets

Informational Text Features: photos

High-Frequency Words:

- *I, like, my*

Academic Vocabulary:

- **scrapbook:** a book of blank pages that a person fills with pictures and other keepsakes and words to describe them
- **pet:** a tame animal kept by a person or family

My Pet Scrapbook



Focus Question: What animals does this writer like and write about in her scrapbook?

First Reading

Read aloud the title. Explain that the front of the card shows two pages from a scrapbook and the back of the card shows two more. Tell children that a scrapbook is a blank book that someone fills with things that they like or want to remember. Elicit that these scrapbook pages are about animals.

Have children read the pages independently. Then talk about what the writer shared about animals in her scrapbook.

Guided Close Reading

Text Features *Look at the front of the card. What parts of the first page help you know that this is a scrapbook? What word shows that one person wrote in the scrapbook? ①*

Think Aloud *The spiral notebook shows me that this is a scrapbook. The word I shows that one person wrote the sentence in this scrapbook.*

Sentence Patterns *Look at the first and second sentences. Which words are the same in both sentences? Which word is different? What does the last word in each sentence tell about? ① ②*

Compare and Contrast *What are the names of the animals shown in the pictures? How are the pictures alike? How are the animals alike? ① ②*

Think Aloud *The animals shown in the pictures are cats and dogs. The pictures are alike because they show mother and baby animals. Dogs and cats are alike because they can be pets and live with families.*

Key Ideas and Details *Look at the back of the card. Which animals does the writer write about in each sentence? What details do you notice about the animals from the pictures? ③ ④*

Vocabulary *Look at the word fish. Does the word fish mean one fish or more than one fish in this sentence? How do you know? ④*

Connect Ideas *What is this scrapbook mostly about? Were these good choices of pictures for a pet scrapbook? Tell why or why not. ①-④*

My Pet Scrapbook



1

I like cats.



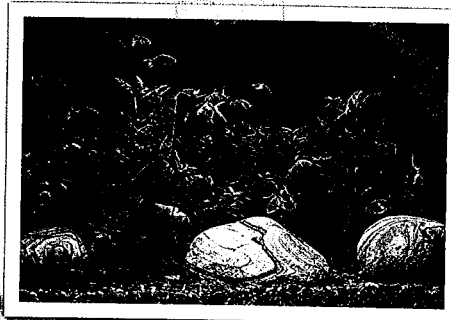
3

I like rabbits.



2

I like dogs.



4

I like fish!

Revisit the Text: Ideas for Discussion

Share and discuss the following questions to sum up your exploration of the text. You may wish to use the questions as prompts for a Turn and Talk activity before your discussion. Encourage children to support their thinking and ideas with evidence from the text.

- Why does the writer use the words "I like" to begin each page of the scrapbook? What do you learn about the writer of this scrapbook?
- How are the fish different from the other animals the writer likes? Look at the pictures to find differences. Which animals might make good pets?
- What pictures would you add if this were your scrapbook about animals you like? Why?

Write About Reading

Help children choose and complete either one of the following options for writing, or do both.

- Make a chart. List the names of the animals. Next to each name draw a picture to show what the animal looks like. **(Informative/Explanatory)**
- Which of the animals you read about do you like best? Draw a picture of the animal you like best for a scrapbook. Make a label to show its name.

Connect to the Internet

For instructions on how to create scrapbooks with children, go to the following websites: <http://childdevelopmentinfo.com/fun-family-activities/scrapbooking-with-children/> and <http://pbskids.org/zoom/activities/do/scrapbook.html>.

Level A Lessons at-a-Glance

LEVEL A

Text Type	Title	Content Area	Text Complexity	Themes/Ideas	Technology Links
Diary Pages	<i>My Day on the Farm</i>	Life Science	Moderate	recognize the series of events that happened during a diary entry describing a day on the farm; understand why people write in diaries	<ul style="list-style-type: none"> • http://nationalzoo.si.edu/Animals/KidsFarm/InTheBarn/ • http://fsa.usda.gov/FSA/kidsapp?area=home&subject=funf&topic=landing
Email	<i>My Email to Ben</i>	Technology Earth Science/ Weather	Moderate	recognize the features of email; understand why people send emails	<ul style="list-style-type: none"> • http://pbskids.org/arthur/games/letterwriter/email.html
Fact Book Pages	<i>Dog Facts!</i>	Life Science	Basic	understand what a fact book is; recognize different things dogs can do	<ul style="list-style-type: none"> • http://urbanext.illinois.edu/dogs/ • http://animalleague.org/kids/cool_pet_facts.html
Guidebook Pages	<i>A Guide to Fish</i>	Life Science	Basic	recognize the features of a guidebook; describe fish by color and size	<ul style="list-style-type: none"> • http://pbskids.org/read/ • http://pbskids.org/daniel/games/fishtank/
How-to	<i>Make a Fruit Face</i>	Arts and Crafts Nutrition	Complex	understand that objects can represent parts of a face; recognize the order of steps to create a "fruit face"	<ul style="list-style-type: none"> • www.michigan.gov/kids/0,4600,7-247-49067-53821--,00.html • www.nga.gov/content/ngaweb/education/kids/kids-facesplaces.html
Magazine Article	<i>Garden Magazine</i>	Life Science	Complex	recognize the parts of a rose plant; understand the relationship between the parts and the whole	<ul style="list-style-type: none"> • www.nybg.org/gardens/rose-garden/ • http://kids.usa.gov/watch-videos/science/childrens-garden/index.shtml
Picture Dictionary Pages	<i>The Letter B</i>	Language/Letter Recognition	Complex	recognize the features of a picture dictionary; recognize words that begin with the letter <i>b</i>	<ul style="list-style-type: none"> • http://pbskids.org/superwhy/#game/alphabricks • www.readwritethink.org/files/resources/interactives/abcmatch/
Question and Answer Book Pages	<i>How Many Deer?</i>	Life Science	Moderate	recognize how many deer are in each picture; understand the relationship between information in a chart	<ul style="list-style-type: none"> • http://pbskids.org/peg/games/3-2-1-snack • http://pbskids.org/curiousgeorge/games/count_your_chickens/count_your_chickens.html
Science Journal Pages	<i>I See the Weather</i>	Earth Science	Moderate	recognize the features of a weather journal; understand the relationship between weather words and pictures	<ul style="list-style-type: none"> • http://pbskids.org/sid/fablab_weathersurprise.html • http://pbskids.org/superwhy/#game/comicbook
Scrapbook Pages	<i>My Pet Scrapbook</i>	Life Science	Basic	recognize the elements of a scrapbook; recognize different pets	<ul style="list-style-type: none"> • http://childdevelopmentinfo.com/fun-family-activities/scrapbooking-with-children/ • http://pbskids.org/zoom/activities/do/scrapbook.html