

GUIDED READING PROGRAM

Fiction Focus

2nd Edition



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

- Boxes
- Helping
- Hop, Skip, and Jump
- Little Animals
- My Dog Fluffy
- My House
- Playing
- Run, Rabbit!
- The Storm
- Time

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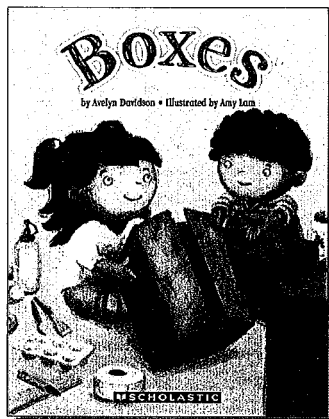
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Boxes



Summary & Standard

This book gives examples of how children can use their imagination to turn a box into many different things. In the story, children turn a cardboard box into a space ship, a boat, a plane, a car, a fire truck, and a house. Children will read simple sentences.

Author: Avelyn Davidson

Word Count: 38

Genre: Realistic Fiction

Theme/Idea: thinking creatively

Making Connections: Text to Self

Children will most likely have personal experience with creative play. Discuss how everyday household objects can lend themselves to creative play, such as sheets to make a fort or tent. Have volunteers share what they do at home to play using everyday household objects.

Extend the connection by talking about how boxes can be used for purposes other than storing things. Have children brainstorm things that they think a box can be when they use their imagination. Talk about small boxes and large boxes. Have children explain what they would make out of a box if they had art supplies to use.

For additional box craft ideas, visit www.artistshelpingchildren.org/boxesartscraftstideaskidsboxprojects.html.

Vocabulary

High-Frequency Words: a, be, can

Related Words for Discussion: dress, imagine, pretend, props

Genre

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

ELL Bridge

Play a game to have children practice beginning sounds. Take out a box and small objects, such as a book, a ball, a pencil, an eraser, a banana, an orange, a balloon, a doll, a train, and a bear. Sit in a circle on the floor with children. Invite each child to hold one object. Explain that you will pass the box around the circle. Each child will say the name of the object and place it in the box only if it begins with the /b/ sound. If time allows, empty the box and continue the activity with other beginning consonant sounds and different objects.

Supportive Book Features

Text The patterned text gives children support as they read. The same sentence frame is used on each two-page spread of the book so that children need to read only one or two new words to understand each concept.

Content Children should be comfortable reading about children their age who are playing make-believe with friends. Children have likely had experience with turning everyday objects into props for imaginary adventures.

Praise children for specific use of “Behaviors to Notice and Support” on page 80 of the *Guided Reading Teacher’s Guide*.

Challenging Book Features

Text Children may have trouble recognizing the items in some illustrations. Point out features in each illustration to help children identify the item made from a box (e.g., the propeller on the plane on page 7; the hose and ladder on the fire truck on page 11).

Vocabulary A few words, including those with initial consonant blends, may be difficult for children since they are neither sight words nor easily decodable. Remind children to use picture clues and beginning sounds.

Teaching Options

Developing Comprehension

Thinking Within the Text

Have children talk about what the children are doing in the story. Have them recall what the boxes are used for and what materials the characters use to turn the boxes into different things.

Thinking Beyond the Text

Talk with children about the difference between reality and make-believe. Ask whether the boxes in the book really turn into other things. Ask children to explain how they know that the story characters are using their imaginations rather than actually going different places, such as into space or on a river. Have children give examples of other things a box can be and to what imaginary places they could take the box.

Thinking About the Text

Have children find the pattern in the text. Write the sentence from page 3 on a chart or on the board: *A box can be a space ship*. With children's help, underline the five words that are repeated throughout the book (*A box can be a*). Ask children to explain why they think the author used the phrase *can be* instead of *is* or *will be*.

Using Illustrations

Help children realize that they can get information by looking closely at illustrations as they read. Point out that they can find out things in illustrations that the words don't say.

- Ask: *What do we see in the drawing on page 2 that tells readers what the girl did to the box?*
- Ask: *How do the drawings help us understand different ways that children can use boxes when they play?*

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

Developing Phonics and Word-Solving Strategies

Telling Sentences

Remind children that every telling sentence has a verb, and a noun, and ends with a period. Explain that a telling sentence gives the reader information about something.

- Have children look at page 3. Read the sentence aloud. Point out that the sentence tells one thing that a box can be. Ask: *What does the sentence tell?*
- Review each sentence in the story and have children explain what information it tells. Ask children to find the new noun in each sentence.

Developing Fluency

Model reading each page with proper pace. Then have children read the page with you, pointing to the words as you read them.

Oral Language/Conversation

Talk About Imagination Lead a discussion with children about how they might use their imaginations. Ask them what kinds of people and animals they pretend to be. Discuss how clothes and props help children pretend.

Extending Meaning Through Writing

- Have children draw a picture of what they would do with a box. Have them complete the sentence *A box can be a _____*.
(Descriptive)
- Have children draw pictures of everyday objects that can be turned into creative toys. Help children label each object.
(Label)

Other Books

I Am by Adria Klein

We Are Painting by Francie Alexander

Helping



Summary & Standard

A young boy helps his family and pets at home. Children will use phonics to decode and read one-syllable and high-frequency words.

Author: Linda Johns
Genre: Realistic Fiction

Word Count: 22
Theme/Idea: being helpful

Making Connections: Text to Self

Children will have prior knowledge about helping around the house. Discuss different ways children can help their family members. Extend the connection by talking about ways children can help in the classroom. On a chart or on the board, begin a list of tasks. Read the list aloud. Have children offer suggestions of other ways they can help. Add these to the list and read them aloud.

For additional teaching ideas and resources, see http://www.atozteacherstuff.com/Tips/Classroom_Jobs/.

Vocabulary

High-Frequency Words: help, I, my

Related Words for Discussion: brother, cat, dad, dog, friend, mom, neighbor, sister

Genre

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

Supportive Book Features

Text Each spread contains a single sentence in large type. Every sentence but the last begins with the same three words, *I help my*, followed by the designation of a family member or pet.

Vocabulary Every sentence is supported by a detailed picture. There is a close text-picture match that supports the noun in the sentence. Praise children for specific use of “Behaviors to Notice and Support” on page 80 of the *Guided Reading Teacher’s Guide*.

Challenging Book Features

Text The final picture in the book does not show another person or pet for the boy to help. Guide children to see that picking up toys is helpful to the whole family.

Content Children who do not have pets or younger siblings may need support in understanding why the sister or pets need help. Discuss what the boy is doing in each picture and why the sister and pets would need help with these tasks.

ELL Bridge

Use the pictures in the book to support vocabulary development, naming details in each picture, such as *flower, dirt, plate, bowl, cup, jacket, hat, boots, brush, and comb*. Invite children to take turns pointing to and naming an item in one of the pictures. Have the group repeat the name of each item.

Teaching Options

Developing Comprehension

Thinking Within the Text

Have children name the ways in which the boy helps in the story. Include the title page picture.

Thinking Beyond the Text

Ask children to name other ways in which the boy in the book could have helped a family member or pet. Have children compare how they help at home to how the boy helped. Ask: *Do you think the boy would be helpful at school? Why do you think that?*

Thinking About the Text

Have children look at the pictures and name several of the items in each picture. Discuss why they think the author included so much detail in each picture. Ask: *What things do you see in the picture? Are these things that you have in your own home? How do these items make the story seem more real?*

Developing Print Awareness

Remind children that the first word in a sentence begins with a capital letter, and a sentence ends with a punctuation mark.

- Have children point to the first word on page 3. Make sure all children are pointing to *I*. Emphasize that *I* is a capital letter. Read the word together. Then have children point to the period at the end of the sentence. Explain that a period tells the reader to stop. Read the sentence together.
- Have partners identify the first word and the punctuation mark in each sentence. Then have pairs read the sentences together.

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

Developing Phonics and Word-Solving Strategies

Initial Sounds

Have children identify the initial sound in *mom*. Model the sound and have children repeat it.

- Name two other words that begin with /m/, stressing the initial sound. Have children repeat the words after you.
- Then have children suggest other words that begin with /m/. Repeat the words, stressing the initial sound.
- Repeat with *dad*, *cat*, and *sister*.

Developing Fluency

Model reading each page with proper pace. Have children read the page aloud while pointing to each word as they read it. Focus on helping children slow down their reading.

Oral Language/Conversation

Talk About Helping Lead a discussion about why it is important to be helpful to others.

Ask volunteers to describe one way they have helped someone and how they felt afterward. Then have children describe how someone helped them do something and how that felt.

Extending Meaning Through Writing

- Give each child a sheet of paper with the sentence frame *I help my _____*. Have children draw a picture of someone they have helped and complete the sentence. **(Descriptive)**
- Review the list of classroom tasks with which children can help. Write *I can help* next to the list. Have children choose one task from the list and write in their journals *I can help* and the task. Ask them to illustrate themselves doing it. **(Journal)**

Other Books

Little Sister by Robin Mitchell

Two Can Do It! by Susan Canizares and Betsey Chessen

Hop, Skip, and Jump



Boys and girls move around a playground in different ways. Children will demonstrate phonemic awareness and learn about the alphabet, letters, and sounds, and their positions within words.

Author: Janelle Cherrington
Genre: Realistic Fiction

Word Count: 22
Theme/Idea: learning action words

Making Connections: Text to Self

Children will have prior knowledge about playing on a playground and the action words used to describe how they play. Remind children that an action word names what you are doing, how you move, and so on. Have children name pieces of playground equipment. (slide, swings, climbing frame) Ask: *What do you do on a slide? On a swing? On a climbing frame?*

Extend the connection by asking children what they can do on a playground. Write *I can* on a chart or on the board and read the words aloud. Have children complete the sentence by saying *I can* and naming something they can do.

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

Vocabulary

High-Frequency Words: and, can, I, jump

Related Words for Discussion: climb, crawl, hop, skip, swing

Genre

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

Supportive Book Features

Text In this repetitive text, each page contains a single sentence in large type. The sentence begins with the words *I can* and ends with one or more action words. Early readers can easily recognize the pattern.

Content Each sentence is supported by a photograph/drawing combination. A close text-picture match provides support for the reader.

Praise children for specific use of “Behaviors to Notice and Support” on page 80 of the *Guided Reading Teacher’s Guide*.

Challenging Book Features

Text The final sentence combines three of the action words taught earlier in the text. This sentence is the longest. Guide children to see that these are the action words they read earlier in the book.

Vocabulary Some of the action words, such as *climb*, *crawl*, and *skip*, contain consonant blends. Sound these words out for children, and have children repeat after you.

ELL Bridge

Use the pictures in the book to support vocabulary development of the action words *climb*, *crawl*, *hop*, *skip*, and *jump* and the object words *box*, *ladder*, *net*, and *tunnel*. Invite children to take turns performing one of the actions quietly next to their chairs and saying *I can* _____. Point out that *hop* is a smaller movement than *jump*. Have children complete the sentence by naming the action they are performing. Then have children point to and name the objects on page 1.

Teaching Options

Developing Comprehension

Thinking Within the Text

Have children name the actions in the book. List the words in a column on a chart or on the board. Then have children name the playground objects shown on page 1. List those words in a second column. Invite volunteers to draw a line connecting each action with one or more objects.

Thinking Beyond the Text

Ask children to compare a familiar playground to the playground in the book. Ask them which playground equipment is the same and which is different. Talk about how each piece of equipment is used. If needed, ask: *Do both playgrounds have a tunnel? Which equipment is meant for climbing?*

Thinking About the Text

Have children look at the pictures and tell which parts of each are photographs (the children) and which parts are drawings (the equipment and backgrounds). Ask why they think the book has both types of pictures.

Developing Print Awareness

Remind children to read from left to right. Have children keep track of where they are by pointing to each word as they read.

- Have children point to the first word on page 2. Make sure all children are pointing to *I*. Read the word together. Have children point to the next word and read it together. Then have children point to the last word and read it together.
- Say: *There are three words on this page. By pointing to each word as we read, we make sure we read all of the words. Let's read this page again—this time a little faster and without pausing between words.*
- Repeat for pages 4, 6, 8, and 10.

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

Developing Phonics and Word-Solving Strategies

Oral Blending of Sounds

Remind children that letters stand for sounds. Have children identify each letter in the word *can*. Model the sound each letter stands for.

- Then slowly blend the three sounds together: /k/ /a/ /n/. Have children slowly blend the sounds with you.
- Finally, read the word and have children repeat after you.
- Repeat with the words *hop* (/h/ /o/ /p/), *jump* (/j/ /u/ /m/ /p/), and *skip* (/s/ /k/ /i/ /p/).

Developing Fluency

Model reading each page with proper pace. Then have children read the page with you, pointing to the words as they read them. Focus on helping children slow down their reading to match their voices to the print.

Oral Language/Conversation

Talk About Playgrounds Lead a discussion about why it is important to take turns while playing on a playground. Encourage children to name other kinds of actions they do on a playground, such as run, spin, and swing.

Extending Meaning Through Writing

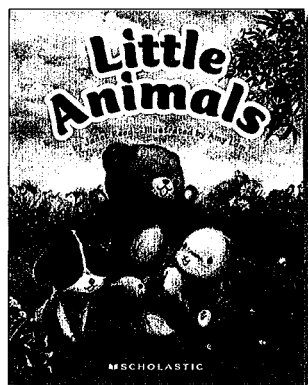
- Have children draw a picture of their favorite piece of playground equipment. Guide each child in writing a label for his or her picture. (**Descriptive**)
- Have children pick the action they like most from the book and write the sentence from that page. Ask children to draw themselves doing the action to go with their sentence. (**Narrative**)

Other Books

Games by Samantha Berger and Daniel Moreton

Legs by Rachel and Margaret Ballinger Gosset

Little Animals



Summary & Standard

This fantasy tells the story of six animals who are running a race. Children will read simple sentences.

Author: Janet Reed
Genre: Fantasy

Word Count: 28
Theme/Idea: running a race

Making Connections: Text to Self

Many children will be familiar with contests, such as coloring or costume contests. Invite children to tell about these experiences. Ask: *How do you prepare for these contests?*

Extend the connection by explaining that a race is a kind of contest. Say: *A running race is a contest to see who runs the fastest. It has a start line and a finish line. The first person to cross the finish line wins.* Encourage children to tell about any races they have run. Ask how they get ready for races, such as tying their shoes and stretching their muscles. Explain that many people run races because it is fun, it is challenging, and it helps them stay healthy.

For additional teaching ideas and resources about running, see <http://www.kidsrunning.com/>.

Vocabulary

High-Frequency Words: can, little, run

Related Words for Discussion: fast, race, winner

Genre

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

Supportive Book Features

Text The same sentence pattern repeats seven times throughout the story. Only the names of the characters change. The words that change are supported by illustrations. The repetition should give children confidence in reading the text.

Content The theme of animals running is covered on every page and is something with which children can identify. Children will likely be familiar with each type of animal mentioned. Praise children for specific use of “Behaviors to Notice and Support” on page 80 of the *Guided Reading Teacher’s Guide*.

Challenging Book Features

Text The last sentence of the book changes from naming one animal to saying *animals*. Point out to children that all of the animals from the previous pages are shown here. Make sure children understand that the illustration on page 8 shows who wins the race.

Vocabulary Children may need help in identifying specific animal names. For example, page 3 has a cat, not a kitten; page 4 has a dog, not a puppy; page 6 has a rabbit, not a bunny; and page 7 has a horse, not a pony.

ELL Bridge

Have children use pictures of animals or animal figures to replicate the story. Tell children to pretend their character is running a race as they say, “Little (name of animal) can run.” Write their sentences on the board or on a chart.

Teaching Options

Developing Comprehension

Thinking Within the Text

Have children retell the story by explaining what each character does and what happens at the end.

Thinking Beyond the Text

Ask children to think about why the characters look like they're having fun.

Ask: Do you like to run? How does it make you feel?

Thinking About the Text

Have children think about how the story ends. *Ask: Were you surprised by the ending? What did you think would happen? Why do you think the author had Duck win? Suggest that the author may have had the duck win to surprise the reader. Most readers wouldn't expect the duck to win the race.*

Understanding Genre: Fantasy

Discuss with children how a fantasy may exaggerate events or include things that could not really happen. Point out that the animals in the story have exaggerated, human-like expressions, such as the smiling cat on page 3.

- Help children identify what in this book could really happen (animals running) and what could not happen (animals having a race).
- Have children turn to page 2. *Ask: Is this the way a real bear would run?*
- Have children turn to page 8. *Ask: If these animals were real, which one do you think would run the fastest? Why?*

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

Developing Phonics and Word-Solving Strategies

Beginning Consonants

Remind children that many words begin with a consonant.

- Write the following words on a chart or on the board: *bear, cat, dog, duck, rabbit, horse, little, can, run*. Read the words aloud and have children identify the beginning consonant for each word.
- Read the following words, one at a time: *hat, rug, bag, dip, let, cup*. Have children find a word in the story that begins with the same consonant as the word you read.

Developing Fluency

Echo-read the book with children. Read each sentence slowly and have children repeat it after you. Ask them to point to each word as they read it.

Oral Language/Conversation

Talk About Races Lead a discussion about races. Explain that running is only one type of race. Encourage children to think of other types of races, such as swimming races and bike races. Discuss the similarities and differences between these races.

Extending Meaning Through Writing

- Have children write about three other animals that might join the race, using the pattern from the book. **(Expository)**
- Have children choose any animal and write a sentence about something the animal can do. Have them illustrate their sentence. **(Descriptive)**

Other Books

In the Woods by Akimi Gibson

Arthur's Reading Race by Marc Brown

My Dog Fluffy



Summary & Standard

A girl describes her puppy's needs. Children will use punctuation clues to help them gain meaning from and understand the text.

Author: Anne Brailsford
Genre: Informational Text

Word Count: 27
Theme/Idea: caring for pets

Making Connections: Text to Self

Children will most likely be familiar with pets—either their own or those of friends. Invite children to talk about their experiences with pets. Ask: *How do you care for a pet? What does your pet need?*

Extend the connection by discussing things that all pets need, such as food, water, a home, and a caregiver. Explain that people have most of these needs in common with pets. They need food, water, shelter, and a family to take care of them.

For additional teaching ideas and resources about responsible pet care, see http://www.kindnews.org/teacher_zone/lesson_plans.asp.

Vocabulary

High-Frequency Words: a, does, me, my, what

Related Words for Discussion: collar, food, need, leash, puppy, shelter, toy, water

Genre

Informational Text Explain to children that informational stories give facts about a topic.

Supportive Book Features

Text The repetitive text pattern makes this book easy to follow. The photographs support the text. The question on the back cover introduces children to the question this book will answer.

Content Children will probably have prior experience with dogs and at least some of the things (food, water) that dogs and pets in general need.

Praise children for specific use of “Behaviors to Notice and Support” on page 80 of the *Guided Reading Teacher’s Guide*.

Challenging Book Features

Text Make sure children understand what periods and exclamation points indicate.

Vocabulary Children may be unfamiliar with some of the words, such as *collar* (page 4) and *leash* (page 5). To increase comprehension, point out where in the photographs these objects are illustrated.

ELL Bridge

Write on a chart or on the board the sentence frame *My puppy needs _____*, along with a list of things from the book that the puppy needs: *food, water, collar, leash, toy, me*. Have children examine the photograph that accompanies each word and come up with a way to act out each thing. If possible, give children a photo, picture, or stuffed toy puppy to act with. Pair children and have partners take turns reading the sentence frame and naming a word while the other partner acts out giving this thing to a puppy.

Teaching Options

Developing Comprehension

Thinking Within the Text

Help children make a list of the things that the girl says her puppy needs.

Thinking Beyond the Text

Ask children to think about and identify why the puppy needs each of the things the girl mentions. For example, have children explain when a puppy would need food and why it would need a collar and leash.

Thinking About the Text

Ask children to examine the pairs of photographs included on pages 2 and 3. Have them identify what is being pictured in each photograph and how the two photographs on each page differ from each other. Then ask children to explain why they think the author decided to include two photographs on each of these pages instead of just one.

Using Punctuation

Remind children that punctuation marks tell when to pause or stop completely when reading.

- Have children read the sentence on page 2 and identify the closing punctuation mark. Ask them what this period tells them to do.
- Ask children to flip through the book and find a second kind of punctuation mark. Once they have located the exclamation point on page 7, ask them what this punctuation mark is and how it indicates they should read this sentence.
- Have children practice reading aloud the sentence on page 2 with the period and the sentence on page 7 with the exclamation point. Ask: *Do you hear the difference? What is the difference? Why do you think the author used a period for one sentence and an exclamation point for the other?*

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

Developing Phonics and Word-Solving Strategies

Naming Words

Remind children that a naming word names a person, place, or thing. Demonstrate by naming a few visible things, such as *room, book, girl*.

- Have children turn to page 2. Ask: *What are the naming words on this page?* (*puppy, food*)
- Ask children to look at page 3. Have them locate the naming words. (*puppy, water*)
- Have them locate the remaining naming words in the book. (*collar, leash, toy*)

Developing Fluency

Model expressive reading of several pages, stressing appropriate pace. Have children read the same pages together slowly, tracking the print with their fingers as they read.

Oral Language/Conversation

Talk About Pet Care Review different things that pets need. Point out that some things are more important than others. For example, a dog needs food and water every day, but it might not need to play with toys every day. Help children categorize these needs in a list.

Extending Meaning Through Writing

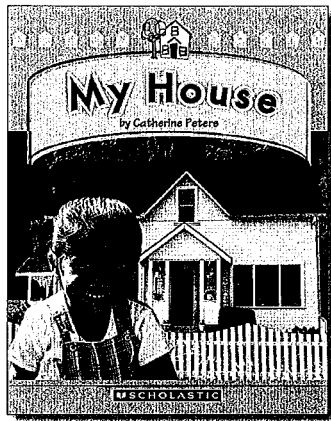
- Have children think of other things a puppy might need, such as a bed or a brush. Provide the sentence frame *My puppy needs ____*. Have children draw above the blank a picture of something else the puppy needs. Help them label their pictures. **(Descriptive)**
- Have children draw a picture of someone giving a pet one of the things it needs. Help them write a sentence describing their picture. **(Narrative)**

Other Books

My Cats by Eileen Robinson

Kittens by Don L. Curry

My House



Summary & Standard

A little girl invites the reader to learn the process by which trees are turned into lumber to build a house. Children will demonstrate comprehension and understanding by articulating basic facts and ideas in what they read.

Author: Catherine Peters
Genre: Informational Text

Word Count: 27
Theme/Idea: building a house

Making Connections: Text to World

Children will most likely be familiar with buildings and other structures built from wood. Invite them to list some things they can think of that are made from wood.

Extend the real-world connection by asking children to share any prior knowledge they have about where wood comes from. Discuss any experiences children have had with seeing logs being carried by trucks, lumber being used to build something (such as a house), or wood being used to make a campfire.

For additional teaching ideas and resources about building a house, see <http://www.contractor.edu/buildhouse/welcome.html>.

Vocabulary

High-Frequency Words: at, come, got, how, look, made, my, see, the, this, us

Related Words for Discussion: build, construct, house, log, lumber, sawmill, timber, tree, truck

Genre

Informational Text Explain to children that informational stories give facts about a topic.

Supportive Book Features

Text Sentences follow the pattern *Look at _____*. The text on the back cover tells children what to expect to learn when they read the book.

Vocabulary Though children will be challenged by new vocabulary, such as *sawmill* and *lumber*, each noun is pictured in an accompanying photograph for easy recognition.

Praise children for specific use of "Behaviors to Notice and Support" on page 80 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text Point out the strip of small boxed drawings at the bottom of the pages. Explain that a new drawing is added to the strip on each page. The strip of drawings shows all the steps for building the house up to that point.

Content Children may not understand how the building process continues between the stages discussed. Take time to fill in the missing information. (For example, photographs on pages 6–7 jump from the stacks of lumber in a lumberyard to the frame of a house.) Explain what children are looking at in each photograph and how it relates to the previous photograph.

ELL Bridge

Introduce language children will use, such as the words *first*, *next*, *then*, and *last*, as they discuss a sequence of events. Have children practice by using sentences based on everyday life. Demonstrate while you describe a process that children can observe and repeat. For example: *First, I put on my socks. Next, I put on my shoes. Then, I tie the laces on one shoe. The last thing I do is tie the laces on the other shoe.*

Teaching Options

Developing Comprehension

Thinking Within the Text

Have children summarize the process being described in this book. Remind them to use sequence words, such as *first*, *next*, *then*, and *last*. Then ask: *What is used to build this house? Where does it come from?*

Thinking Beyond the Text

Look at the photograph on page 7 and talk about how the boards are used to frame the house. Ask children to think of other possible uses for these boards, such as framing other kinds of buildings, constructing benches and tables, or building staircases.

Thinking About the Text

Help children identify exactly what is pictured in the small boxes along the bottom of each page. Then ask them why they think the author chose to include the drawings.

Recognizing Sequence

Explain to children that when a book tells how something is made, it often presents information in time order. Understanding the order in which things happen can help readers understand the ideas in the book. Note that some things must happen before certain other things can.

- Have children turn to pages 2–3. Point out that first there are trees growing in a forest. Next, the trees are cut down and turned into logs.
- Have partners practice saying what happens first and next for different pairs of neighboring photographs throughout the middle of the book.
- Turn to page 8 and ask children to use the word *last* to explain what happens at the end of the book.

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

Developing Phonics and Word-Solving Strategies

Beginning Sounds

Tell children that good readers use what they know about beginning sounds to read words.

- Have children look at the photograph on page 3. Ask them to find the word that names what is in the photograph. (*logs*) Point to the *l*. Ask children how they expect the word to sound at the beginning. Have them say the word and check the beginning sound, /l/.
- Continue the routine for each page in the book, teaching or reviewing the sounds for *l* (*logs, lumber*), *tr* (*trees, truck*), *s* (*sawmill*), and *h* (*house*).

Developing Fluency

Model reading each page with proper pace. Then have children read the page with you, pointing to the words as they read them. Focus on helping children slow down their reading to match their voices to the print.

Oral Language/Conversation

Talk About Building Materials Lead a discussion about other materials, such as brick, stone, concrete, glass, and steel, that are used to build things. Begin with the school building. What is it made of? Then ask children to describe the materials their homes are made of.

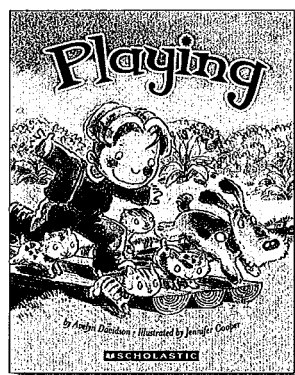
Extending Meaning Through Writing

- Have children draw something built from wood. Then help them write a short sentence describing what they have drawn. (**Descriptive**)
- Ask children to make their own drawings for the nouns introduced on each page. Help them label each drawing. (**Graphic Aid**)

Other Books

From Sheep to Sweater by Ellen Tarlow
We Read by Wiley Blevins

Playing



This book shows a girl and a boy having fun on a playground with several cats and dogs. Children will read simple sentences.

Author: Avelyn Davidson
Genre: Realistic Fiction

Word Count: 24
Theme/Idea: using action words

Making Connections: Text to World

Children will most likely have prior knowledge about parks and playgrounds that include swings, slides, and climbing equipment. Discuss these kinds of playground equipment and one that may not be as common—a seesaw.

Extend the real-world connection by talking about active games that children often play outside, such as tag and hide-and-seek. Ask:

Why is it fun to play these games outdoors? (There is plenty of room to run, and you don't have to worry about breaking something.)

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

Vocabulary

High-Frequency Words: like, play, run, to, we

Related Words for Discussion: climb, hide, slide, swing

Genre

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

Supportive Book Features

Text In this highly patterned text, each spread contains a single sentence in large type. Every sentence begins with the same three words—*We like to*—followed by an action word.

Content Every sentence is supported by a detailed picture. There is a close text-picture match that supports the action word in the sentence.

Praise children for specific use of “Behaviors to Notice and Support” on page 80 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text The final sentence in the book uses the more general word *play*, rather than the more specific words used previously, such as *swing* and *slide*. Make sure that children understand that the activities mentioned on other pages are all ways to *play*.

Vocabulary Some of the action words contain consonant blends, such as *play*, *climb*, *slide*, and *swing*. Say these words slowly, and then use each in a sentence.

ELL Bridge

Use gestures to convey many of the actions in the book. For example, make a swinging pendulum movement for *swing* or pretend to run in place for *run*. Use the words in sentences, saying, *I run. I am running. You are running.* On a chart or the board, write the sentence frame *You are _____*. Pair up children and have them take turns mimicking your gestures. The partner should say *You are _____* and say the name of the action.

Teaching Options

Developing Comprehension

Thinking Within the Text

Have children name the actions that the boy and girl in the book are doing.

Thinking Beyond the Text

Ask children to name the equipment needed for some outside games that they know, such as a ball to play catch or a rope for jumping rope.

Thinking About the Text

Have children look at the pictures and discuss why each picture includes so many animals. Ask in what way the book would be different if the pictures included only the boy and the girl and not the animals. Discuss how funny pictures add to the enjoyment of reading.

Recognizing Patterned Text

Tell children that authors may use the same words over and over, and that sometimes these words are even used in the same order. These patterns sometimes make text easier to read. Point out that there is a pattern in this story. Have children look at the pattern.

- Say: *On page 2, we read the sentence We like to swing. Page 4 says We like to slide. This sentence has the very same words as page 2, except for the last word—slide.*
- Ask children to notice in what way page 6 is the same as pages 2 and 4. Ask which word is different. Have children count the words on each page.
- Encourage children to notice how the pages are similar and different. This will help them understand the pattern that the author used to write the story.

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

Developing Phonics and Word-Solving Strategies

Pictures and Word Structure

Tell children that good readers use pictures and beginning sounds to help them figure out words.

- Read aloud the sentence on page 6, omitting the last word, *run*. Have children note the beginning sound of *run*, /r/. Ask: *What are the children in the picture doing that begins with /r/? How do you know the word is not jump or hide?*
- Write the word on a chart or on the board. Demonstrate how to run your finger under the word and say it to hear the sounds.
- Use the same routine to help children read other action words in the story.

Developing Fluency

Model reading each page smoothly. Then have children read the page with you slowly, pointing under each word as they say it.

Oral Language/Conversation

Talk About Playing Outside Lead a discussion about what kinds of things children like to do when they play outside. Discuss where they like to play outside.

Extending Meaning Through Writing

- Give children a sheet of paper with the sentence frame *We like to _____*. Have them draw a picture of themselves and someone else doing something they enjoy. Help children complete the sentence. **(Expository)**
- Have children write the action word from the book that they like most. Invite children to draw a picture of themselves doing the action. **(Narrative)**

Other Books

Games by Samantha Berger and Daniel Moreton
We Like Summer! by Wiley Blevins

Run, Rabbit!



Summary & Standard

A rabbit goes to a garden that is guarded by a dog, who chases the rabbit away. Children will use punctuation cues to help them gain meaning from and understand the text.

Author: Yael Landman

Genre: Realistic Fiction

Word Count: 14

Theme/Idea: learning about animals

Making Connections: Text to World

Many children will be familiar with animals, such as dogs and rabbits, and probably with gardens. Ask children what kinds of plants might grow in a garden.

Extend the connection by telling children that rabbits and other animals can damage gardens by eating the vegetables and digging holes, ruining the plants. Some people try to keep rabbits and other animals out of their gardens by building fences around the garden or keeping a dog to scare the animals away.

For additional teaching ideas and resources about wild rabbits, see http://www.hsus.org/wildlife/a_closer_look_at_wildlife/rabbits.html.

Vocabulary

High-Frequency Words: jump, look, run, walk

Related Words for Discussion: animal, bark, dog, guard, hop, pet, rabbit, sniff, wild

Genre

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

Supportive Book Features

Text Each pair of facing pages contains a single sentence in large type. Each sentence is just two words—a simple verb and the word *rabbit*.

Vocabulary Every sentence is supported by a detailed picture. There is a close text-picture match that supports the verb in the sentence. Many of the verbs are high-frequency words. Praise children for specific use of “Behaviors to Notice and Support” on page 80 of the *Guided Reading Teacher’s Guide*.

Challenging Book Features

Text Each of the last two sentences in the book includes a comma and exclamation point. Make sure children understand each of these punctuation marks.

Content Some children may have little experience with wild rabbits. If needed, build background knowledge, explaining that rabbits live in burrows and like to eat vegetables such as lettuce and carrots.

ELL Bridge

Help children understand the action words in the book. Pantomime the words *looks*, *hops*, *jumps*, *walks*, and *sniffs* to support vocabulary development. Invite children to pantomime these actions after you. Then have one child pantomime an action and another child name the action. Take turns until every child has had a turn acting out and naming an action.

Teaching Options

Developing Comprehension

Thinking Within the Text

Have children look at the pictures. Then ask: *What did the rabbit do on the way to the garden? What did the rabbit do in the garden?*

Thinking Beyond the Text

Have children look at the picture on the front cover. Then have children compare the cover picture to the pictures on pages 7 and 8. Ask: *Why is the rabbit afraid of the dog? Why do you think the dog is in the garden?*

Thinking About the Text

Have children look at the rabbit's ears in each picture and identify the two pages where the rabbit's ears are standing straight up. (pages 2 and 7) Discuss why they think the illustrator showed the rabbit's ears standing straight up in these two pictures and not in the others.

Using Punctuation

Remind children that punctuation marks tell the reader how to read each sentence and when to pause or stop.

- Have children read the sentence on page 2 and identify the punctuation mark at the end. Ask: *What does a period tell you to do?*
- Have children read the sentence on page 7 and identify the two punctuation marks in it. Explain that a comma tells the reader to pause slightly, and that an exclamation point tells the reader to read with strong feeling, such as with excitement. Model reading the page and have children repeat chorally.
- Have partners practice reading page 8 using what they have learned about punctuation.

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

Developing Phonics and Word-Solving Strategies

High-Frequency Words

Remind children that a high-frequency word is a word that occurs often in speech and in the books children read. They can learn the words by reading them many times.

- Read aloud page 2 as children follow along. Point to the high-frequency word *looks* as you say it. Have children repeat it.
- Repeat with the other high-frequency words in the book: *jumps* (page 4), *walks* (page 5), and *run* (pages 7 and 8).

Developing Fluency

Model reading each page with proper pace. Remind children that the exclamation points on pages 7 and 8 tell the reader to read with excitement. Have children repeat, pointing to the words as they read them.

Oral Language/Conversation

Talk About Pets and Wild Animals Lead a discussion about the difference between wild animals and pets. Ask: *What are some pets? What are some wild animals?* Explain that rabbits are sometimes kept as pets. However, the rabbit in the story is a wild animal, and children should never try to touch a wild animal.

Extending Meaning Through Writing

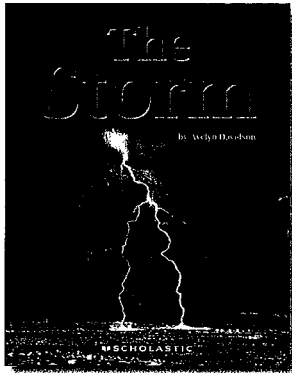
- Have children draw a picture of the rabbit from the story doing one of the actions. Have children write the sentence from the text. **(Narrative)**
- Have children draw a rabbit with its ears straight up. Encourage children to imagine what the rabbit is hearing. Provide the sentence frame *Rabbit hears _____* and help children complete the sentence. **(Expository)**

Other Books

In the Forest by Melissa Schiller

One Frog, One Fly by Wendy Blaxland

The Storm



Summary & Standard

This informational photo book names things seen during a rainstorm, from the clouds gathering at the beginning to a rainbow spreading across the sky at the end. Children will read simple sentences.

Author: Avelyn Davidson
Genre: Informational Text

Word Count: 24
Theme/Idea: observing a rainstorm

Making Connections: Text to World

Children will have real-life experiences with rain and rainstorms. Invite them to share information about rainstorms they have experienced and to describe some of the things they saw while it was raining.

Extend the real-world connection by talking about children's feelings about rainstorms. Ask: *How do thunder and lightning make you feel? Do you dislike getting wet?* End by touching on the positive aspects of a rainstorm, noting that rain brings water that people need to drink and plants need in order to grow.

For additional teaching ideas and resources about thunderstorms, see <http://www.nws.noaa.gov/om/reachout/thunderstorm.shtml>.

Vocabulary

High-Frequency Words: again, at, come, here, look, out, the, up, when, will

Related Words for Discussion: cloud, lightning, rain, storm, sun, weather, wind

Genre

Informational Text Explain to children that informational stories give facts about a topic.

Supportive Book Features

Text The simple vocabulary and repetitive text structure of this book (particularly the repeated sentence stem *Look at the . . .*) make it accessible to most readers. Small outlines of lightning bolts, raindrops, and so on enhance the artwork around each sentence to further illustrate what is being discussed.

Content Children should have experience with the weather-related items named in this book and should easily follow the sequence of the storm.

Praise children for specific use of "Behaviors to Notice and Support" on page 80 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text Although photographs clearly show each thing that is discussed, each photograph also contains other items. Make sure children understand what is most important to look at in each photograph. Read the back cover with children. Point out that the sentences on the back do not include everything that is in the book.

Vocabulary Preview the difficult words *lightning* and *rainbow* to make sure children understand what they mean.

ELL Bridge

Provide sentence frames for children to use as they talk about things seen during a storm. Write the following on the board or on a chart: *You see _____ in a storm.* Have children complete the sentence frame with things mentioned in the book. If they are able, encourage them to use the sentence frame to name other things they have seen during storms, such as the wind blowing.

Teaching Options

Developing Comprehension

Thinking Within the Text

Have children describe in order what happens during this rainstorm. Ask them to answer the question posed on the back cover, *When will the sun come out again?*

Thinking Beyond the Text

Discuss what happens when it rains. Ask: *How does it look outside before it starts to rain? Where does the rain come from? What do you hear during a rainstorm? Has anyone ever seen a rainbow? What else do you see in the sky when you see a rainbow?* (the sun) Remind children never to look directly at the sun.

Thinking About the Text

Ask children to examine the art around each sentence and to identify what is the same and different about each page. (There is always a cloud around the sentence, but different drawings extend from the cloud depending on what is being discussed on that page.) Ask children to evaluate how well the art illustrates what is featured on a page.

Activating Prior Knowledge

Tell children that thinking about what they know about a subject can help them understand what they read. Model this strategy for children.

- (Title Page) Say: *On this page, people are holding umbrellas and walking in the rain. I know I need an umbrella during stormy weather. This book must be about storms.*
- (Page 2) Say: *On this page, a child is looking out the window as a storm comes closer. I sometimes watch a storm out a window. This book may be about the different things people see during a storm.*
- Have children tell about other prior knowledge as they read the other pages.

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

Developing Phonics and Word-Solving Strategies

High-Frequency Words

Remind children that a high-frequency word is a word that will occur often in the books children read. Children can learn the words by reading them many times. Work with them to review the high-frequency words *at*, *look*, and *the*.

- Read aloud page 2 as children follow along.
- Isolate each high-frequency word in the sentence and say it. Have children spell the word aloud as they point to it. Ask them to find the word in other places in the story.
- Repeat with the words *again*, *come*, *here*, *out*, *up*, *when*, and *will*.

Developing Fluency

Model reading aloud the text to children, pointing to words as you read them. Invite pairs of students to read aloud to each other the first few pages, pointing to the words as they read.

Oral Language/Conversation

Talk About Weather Talk about different kinds of weather, such as snow or wind. Ask children how their day might be different depending on the weather. For instance, ask: *What do you do on a rainy day? How is that different from what you do on a sunny day?*

Extending Meaning Through Writing

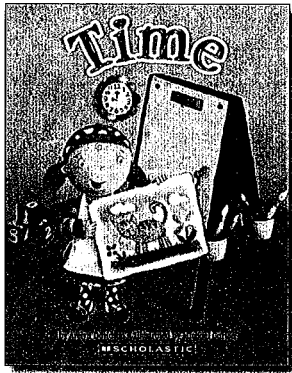
- Have children write a list of things they like to do when it is raining. Provide them with the cloze sentence *I like to _____ in the rain.* (**List**)
- Have children draw their own labeled symbols for each thing (e.g., storm, cloud, rain) featured in this book. (**Graphic Aid**)

Other Books

Raindrops by Sandy Gay

What's the Weather? by Jennifer Cali

Time



Summary & Standard

Children do different activities as a clock shows the hours of a school day. Children will use pictures and context to assist comprehension.

Author: Avelyn Davidson
Genre: Realistic Fiction

Word Count: 31
Theme/Idea: learning about time

Making Connections: Text to Self

Children will have prior knowledge about time and clocks and that different activities are done at certain times of the day. Show children how to tell time using a clock with hands.

Extend the connection by talking about the time at which children usually get up in the morning, get to school, and eat lunch. Point out that when both hands point to 12, that time is also called noon. Many people eat lunch at that time.

For additional teaching ideas and resources, see <http://www.time-for-time.com/lesson1.htm>.

Vocabulary

High-Frequency Words: eat, is, it, play, read, to, up

Related Words for Discussion: dress, paint, time

Genre

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

Supportive Book Features

Text In this highly patterned text, each page contains a single sentence in large type. Every sentence begins with the same four words—*It is time to*—followed by an action word. Early readers can easily recognize the pattern.

Content Every sentence is supported by a picture. There is a close text-picture match that supports the action word in the text.

Praise children for specific use of “Behaviors to Notice and Support” on page 80 of the *Guided Reading Teacher’s Guide*.

Challenging Book Features

Text The clock on each spread shows the time of day. Make sure children connect the time on the clock to the activity, so that they can see the sequence of the school day.

Vocabulary The action words *paint*, *dress*, and *hug* are not high-frequency words. As needed, say these words for children, and have children repeat after you.

ELL Bridge

Discuss vocabulary that signifies time of day. Review with children the words *morning*, *noon*, *afternoon*, and *night*. Have children look at what the children in the book are doing at different times of the day. After each activity, ask: *What time of the day is it?* For example, on pages 8–9 the clock shows it’s noon, and children are eating lunch. Remind children to use one of the “time” words in their response. (*It is noon.*) After covering all of the activities in the book, ask children to name other activities or tasks that are done in the morning, noon, afternoon, or night.

Teaching Options

Developing Comprehension

Thinking Within the Text

Help children list the actions featured in the book—*paint, play, read, eat, dress up,* and *hug*—and tell at what time of day each of these actions is done.

Thinking Beyond the Text

Ask children to compare their school day with the school day in the book. Have them tell what the class does first in the morning, second, and so on until lunchtime. List these activities in a column on chart paper. Review the morning activities of the class in the book and write them in a second column. Have children point out what is similar and what is different.

Thinking About the Text

Have children compare their own classroom to the one in the book by looking at the pictures. Discuss whether or not the book shows a realistic classroom.

Understanding Sequence

Explain that each school day follows a schedule or a sequence. On most days, teachers and children follow a certain order of subjects or activities.

- Draw a sequence chart on the board or on a chart. Ask children to name a few activities your class does during a typical day.
- Ask children in what order you should place these activities on the chart. Write them in order.
- Write sequencing words such as *first, next, then,* and *last*. Help children use the words in sentences to describe each activity. Use the sentence frame _____ we _____.

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

Developing Phonics and Word-Solving Strategies

Phonogram -ug

Help children use word parts to read new words. Turn to page 12 and read aloud *It is time to hug*.

- Invite children to listen as you slowly reread *hug*. Model how to blend the first sound, /h/, with the phonogram -ug. Then ask children to blend the word parts to form the whole word.
- Write *hug, rug,* and *tug* in a column on a chart or on the board. Read the words. Have children underline -ug in each word.
- Model how to read words with the phonogram -ug by substituting the initial consonant and writing *bug, dug,* and *mug* on a chart or on the board.

Developing Fluency

Model reading each page smoothly. Then have children echo-read the page, pointing under each word as they read it.

Oral Language/Conversation

Talk About Time and Schedules Lead a discussion about how following a schedule throughout the day helps us plan and know what time to do things. Then discuss why it is important to be flexible and change the schedule when special events occur.

Extending Meaning Through Writing

- Have children draw a picture of a favorite school activity. Help each child write the usual time at which they do the activity and label the picture. **(Descriptive)**
- Have children pick an activity they do at home and write *It is time to _____*. Offer assistance as needed. **(Narrative)**

Other Books

I Am by Adria Klein

Two Can Do It! by Susan Canizares and Betsey Chessen