

GUIDED READING PROGRAM

Fiction Focus

2nd Edition



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

- **The Ants Go Home**
- **Fishing**
- **Getting There**
- **Home Run!**
- **Let's Play**
- **Look at Us**
- **My Feet**
- **Night Shift**
- **Off to the City**
- **Zebras Don't Brush Their Teeth!**

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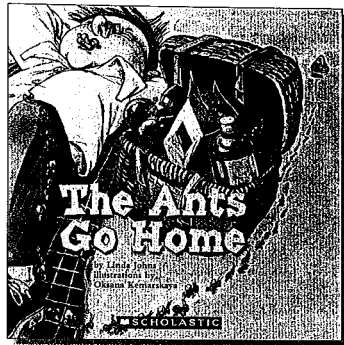
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The Ants Go Home



Summary & Standard

This book describes the journey a group of ants takes to get food. All of the pieces of the journey come together in the end when the ants' food source is revealed. Children will use pictures and context to assist in comprehension.

Author: Linda Johns

Genre: Fantasy

Word Count: 60

Theme/Idea: observing ant behavior

Making Connections: Text to Self

Children will likely have seen ants outside, as these insects live in both urban and rural settings. Display a picture of an ant and ask children what it is. Ask where they have seen ants and what they noticed about them.

Extend the connection by discussing facts about ants. Tell children that ants are small insects with six legs. They live in a colony, which is a large group of ants. Some ants have the job of leaving their home to search for food for the rest of the colony. Ask: *Have you ever seen an ant find food on the ground outside? What did it do with the food?*

For additional teaching ideas and resources about ants, see <http://www.pestworldforkids.org/ants.html>.

Vocabulary

High-Frequency Words: around, at, down, go, little, look, over, the, up

Related Words for Discussion: colony, explore, food, insect, search

Genre

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

ELL Bridge

Use objects in the classroom to model the words *up*, *down*, *around*, and *over*. Write the four words on the board or on a chart. Review how to read each word. Then use an object to represent the motions of each word. For example, say, *The ball goes up the wall*, while pushing a ball up the classroom wall. Have groups of children move objects and say sentences about what is happening. Write the sentences on the board or a chart, and read them together.

Supportive Book Features

Text The same sentence pattern appears on each page. Only the location of the ants and the direction in which they travel is different, and these variable words are supported by the illustrations. This repetition should give children confidence in handling the text.

Content The subject of the story, ants, should be familiar to most children. Picture clues will help children understand what is happening. Praise children for specific use of "Behaviors to Notice and Support" on page 81 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text The text structure on the last page varies from the structure on other pages. The last sentence (*Go, go, go!*) breaks away from the pattern of the other sentences in the book. Make sure that children know how to read this sentence, pausing at each comma and expressing the sentence as an exclamation.

Vocabulary The location of the ants varies on each page. Children may not know some of the words describing where the ants are. Encourage them to use the pictures to help them figure out the meaning of new words.

Teaching Options

Developing Comprehension

Thinking Within the Text

Have children summarize the story. Ask: *What do the ants in this story do?* (They find food at a picnic and take it home.)

Thinking Beyond the Text

Ask children to think about how ants work together to find food to feed the entire group. Ask: *How do ants use teamwork? How do people work together to make food?* Talk about how people work together to farm, shop for food, and cook meals.

Thinking About the Text

Discuss the illustrations in the book. Ask: *Do these ants look like ones you have seen? Why do you think the writer chose to draw ants like these instead of showing photographs?* Talk about how the illustrations make the ants look fun and friendly.

Understanding Sequence

Remind children that events in a story happen in a certain order. Thinking about the order in which things happen helps readers to understand and remember the story.

- Ask: *Where do the ants go first? Where do they go next?* Work as a group to complete a sequence chart on the board.
- Tell children that sometimes writers use clue words such as *first*, *next*, or *last* to show the order of events. Other times they do not, so readers have to figure out the order of events on their own. Model narrating the story with clue words by saying, *First, the little ants go up the shoe.* Have children narrate the rest.

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 the books they read. They can learn the words by reading and spelling them many times.

- Read aloud page 2 as children follow along: *Look at the little ants.* Point to the high-frequency words in the sentence. (*look, at, the, little*) Say and spell them one at a time. Have children repeat after you.
- Repeat with the other high-frequency words in the book: *around, down, go, over, and up.*

Developing Fluency

Model reading the first two pages of the book. Have children repeat each sentence after you. Encourage them to read slowly, pointing to each word as they read it.

Oral Language/Conversation

Talk About Ant Behavior Talk about how ants gather food. Ask: *What do ants search for when they explore? Where do ants take food when they find it?* Discuss how ants work together to get food for their colony.

Extending Meaning Through Writing

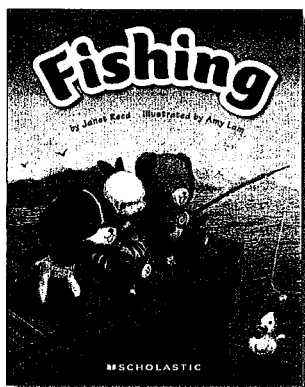
- Have children write sentences about other places the ants might go. Have them use the pattern *Look at the little ants go _____ the _____.* (**Descriptive**)
- Ask children to make an ant fact card. They should draw an ant and write facts about ants that were discussed in class. (**Expository**)

Other Books

Here Comes the Cat! by Frank Asch

How Many Fish? by Rachel Gosset and Margaret Ballinger

Fishing



Summary & Standard

This fantasy tells the story of four characters—Bear, Puppy, Rabbit, and Kitten—who go fishing. Children will use pictures and context to assist comprehension.

Author: Janet Reed

Genre: Fantasy

Word Count: 40

Theme/Idea: sharing favorite activities

Making Connections: Text to Self

Ask children what activities they like to do for fun. Which of these activities do they share with friends? Do they and their friends all do the same thing during the activity, or does each person do something different?

Extend the connection by discussing how children might share when they do something with friends. Ask: *How does sharing help make the activity more fun?* Have children give examples from their own experience.

For additional teaching ideas and resources about the sea animals in the story, see http://www.mbayaq.org/lc/kids_place/.

Vocabulary

High-Frequency Words: a, and, big, got, the, to, went

Related Words for Discussion: belong, together, play, share

Genre

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

Supportive Book Features

Text The same two-sentence pattern is repeated on the first three spreads of the story. Only the names of the characters and the sea animals they catch are different, and these variable words are supported by the illustrations. This repetition should give children confidence in handling the text.

Content The animal characters in the story are similar to those commonly found in other texts children may have read. Picture clues will help children understand the plot.

Praise children for specific use of “Behaviors to Notice and Support” on page 81 of the *Guided Reading Teacher’s Guide*.

Challenging Book Features

Text Point out the ellipsis on page 9. Tell children that this punctuation shows that the sentence is unfinished. Have children turn the page and read the word *SHARK!* Explain that the author uses capital letters and an exclamation mark to express surprise.

Vocabulary The names of some of the sea animals may be unfamiliar to children. Use the illustrations to help children with the vocabulary.

ELL Bridge

Have children pantomime the actions in the story by pretending to go fishing. Tie a string to one end of a yardstick to make a fishing pole, and attach a magnet to the free end of the string. Have children draw pictures of the story sea creatures. To the back of each drawing, attach a large paper clip. As each child “catches” a sea animal, a classmate should innovate on the text and say, for example, “Roberto likes to fish. Roberto got a crab.” Alternatively, tie a coin to the end of the string. Each child can then “catch” a sea animal by touching a drawing with the weighted line.



Teaching Options

Developing Comprehension

Thinking Within the Text

Have children retell the story by naming the characters in order and telling which sea creature each one catches.

Thinking Beyond the Text

Ask children to think about what equipment is needed in order to catch fish. *Ask: What does a person need to go fishing? What are some places a person could go to fish?*

Thinking About the Text

Have children think about the way the author uses the characters' actions to show how friends share a favorite activity. *Ask: What do the animals do because they have only one fishing pole?* Help children recognize that the characters all share the same fishing pole and take turns using it.

Recognizing Story Pattern

Remind children that some stories follow a pattern, and certain words or sentences are repeated. Determining the pattern can help readers better understand what they read.

- Read aloud pages 2–5. Help children compare the text on the first page of each spread. *Ask: Which words are repeated on both pages? (likes to fish). Which words change? (The character names are different.)* Repeat with the second page of each spread. (The phrase *gets a* is the same; the name of the character and what that character catches are different.)
- *Ask: When does this pattern change? (on page 9) Why do you think the author made this change? (to surprise readers and make the ending more exciting)*

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 and Ending Sounds

Remind children that they can listen and name the beginning and ending sounds in words.

- Read aloud the following words from the story: *Bear, fish, home, gets, lobster, Puppy, Rabbit*. Have children identify the beginning sound they hear in each word.
- Read these words from the story and ask children to identify the ending sound they hear: *crab, lobster, Kitten*.

Developing Fluency

Model reading the first two pages of the book. Have children repeat each sentence after you read it. Encourage them to read slowly, matching their voice to the text.

Oral Language/Conversation

Talk About Sharing Ask children whether they think sharing is important and why. Have them tell about an activity they like to share with others. Talk about some “rules” for sharing, such as being fair and taking turns. Post the rules in the classroom.

Extending Meaning Through Writing

- Have children list some activities they like to share with others and some things they like to do alone. **(List)**
- Have children imagine that they are going fishing with the story characters. Ask them to tell about something they catch with the fishing pole. Have children model their sentences after the ones in the story. **(Narrative)**

Other Books

How Many Fish? by Rachel and Margaret Ballinger Gossett

Here Comes the Cat! by Frank Asch and Vladimir Vagin

Getting There



Summary & Standard

In this nonfiction book, children will learn about many different forms of transportation that people use to get from place to place. Children will demonstrate phonemic awareness and learn about the alphabet, letters, and sounds, and their positions within words.

Author: Edwin Johns

Word Count: 71

Genre: Nonfiction

Theme/Idea: getting from place to place

Making Connections: Text to World

Children will be familiar with different ways to get from place to place. Ask children how they get to school.

Extend the connection by asking children to name different forms of transportation. Then ask: *How do you get from your home to a friend's home? How might you get someplace very far away? Why might someone use a boat or an airplane to get from place to place? When might a bicycle be a good form of transportation?*

For additional teaching ideas and resources, see www.atozkidstuff.com/tran.html.

Vocabulary

High-Frequency Words: all, by, from, get, over, some, the, there, to

Related Words for Discussion: air, bike, boat, bus, car, land, plane, train, water

Genre

Nonfiction Remind children that nonfiction stories tell about real people, things, or events.

Supportive Book Features

Text Until the end of the book, sentences are repetitive with the only new word being the form of transportation shown in the photograph. Children will be able to follow the pattern easily.

Content The words that name forms of transportation are well supported with clear photographs.

Praise children for specific use of "Behaviors to Notice and Support" on page 81 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text The labels on pages 10–11 may be unfamiliar to children. Explain that these labels name the different forms of transportation.

Vocabulary Children may be confused by the word *there*. Explain that the places people go to are not named. The word *there* is used to mean wherever people want to go.

ELL Bridge

Use picture-word correspondence to help children identify the different ways to get from place to place. Point to a picture in the book, name the form of travel, and then point to the corresponding word. Have children repeat the word after you. Invite children to point to a picture on another page. Read the corresponding sentence, allowing children to fill in the form of travel. Encourage children to act out the different modes of transportation.

Teaching Options

Developing Comprehension

Thinking Within the Text

Review with children the different ways to travel. Ask: *What form of transportation takes many children to school? What form of transportation takes people over water? Through the air?*

Thinking Beyond the Text

Talk about which forms of transportation shown in the book would be best for a short trip or for a long trip and why. Include in the discussion which forms of transportation are slow and which are fast and can quickly travel many miles.

Thinking About the Text

Point out to children that the book ends with the idea that people everywhere get from place to place in many different ways. Ask children what new ways to travel are shown on the last two pages. Help them read the labels.

Understanding Photographs

Explain that many books give information about real people and things. Tell children that photographs indicate to readers that a book is about real things and not about things that are made up.

- Turn to pages 2 and 3. Ask children why they think the author of the book used photographs instead of illustrations.
- Point out that the book uses words and photographs to tell about things. Have children look at pages 4 and 5 as you reread the sentences. Ask children what they learn from the words. Then ask what they learn from the photographs. Do the same for pages 6 and 7.

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 Consonant Sounds

Remind children that words are made of sounds and that letters can stand for these sounds.

- Turn to page 3 and point to the bus. Say *bus* and ask children what sound they hear at the beginning (/b/). Then write *bus* on a chart or on the board and say the word again. Point to *b* and have children say /b/, *bus*. Tell children that the letter *b* stands for the beginning sound in the word *bus*. Do the same for the word *car* on page 6.
- Read the book again. Ask children to listen for words that begin with the same sound as *bus* and *car*. (*bike, boat, camel, cab*)

Developing Fluency

Lead children in a choral reading of the book. Remind children to read at the same pace. Then have partners read the book again.

Oral Language/Conversation

Talk About Ways to Travel Explain that people have found different ways to go over land and water and through the air. On a chart or on the board, write three columns labeled *Land, Water,* and *Air*. Help children sort the different ways to travel by land, water, and air.

Extending Meaning Through Writing

- Have children draw a picture of their favorite way to travel. Write the sentence starter *I like to get there by _____*. Have children copy the sentence. Help them fill in the blank. **(Expository)**
- Encourage children to use their imaginations to draw a picture of a new way to get from place to place. Help children write a sentence about their new way to travel. **(Descriptive)**

Other Books

Night Shift by Josh Ryan

Where Does It Park? by Susan Canizares

Home Run!

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Fiction Focus

2nd Edition



Summary & Standard

This realistic fiction story is about a boy who plays a game of T-ball with his family. The boy hits the ball several times, but someone always catches it. Finally, on his fifth try, he hits a home run. Children will read simple sentences.

Author: Catherine Peters

Word Count: 40

Genre: Realistic Fiction

Theme/Idea: struggling to achieve

Making Connections: Text to Self

Most children will have had the experience of playing T-ball or watching others play baseball or softball. Ask: *Have you ever hit a ball with a bat or caught a ball? How many times did you have to try to do it?*

Extend the connection by having children think and talk about things they have done that took a lot of effort. Ask them to tell how they felt when they were able to accomplish a task after working hard at it for a long time.

For additional teaching ideas and resources, see <http://www.theteacherscorner.net/printable-worksheets/seasonal/baseball/index.htm>.

Vocabulary

High-Frequency Words: a, big, I, it, little, my, no, one, run, the

Related Words for Discussion: alone, family, lose, win

Genre

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

Supportive Book Features

Text The same two-sentence pattern is repeated on the first four spreads. Only the words that name the characters are different, and these variable words are supported by the illustrations. This repetition should give children confidence in handling the text.

Content Children will most likely be familiar with T-ball and will easily understand the concept of hitting and catching the ball. They will also relate to the excitement of finally experiencing success after working hard to achieve a goal.

Praise children for specific use of “Behaviors to Notice and Support” on page 81 of the *Guided Reading Teacher’s Guide*.

Challenging Book Features

Text The last two sentences of the book change from the predictable pattern. Children may need some assistance in reading those.

Vocabulary Point out that the phrase *No one* replaces the character name in the sentence on page 11. Help children recognize that these words indicate that none of the players could catch the ball because it was hit such a long way.

ELL Bridge

Recreate the setting for the story *Home Run!* using the classroom as a baseball diamond and designating one corner as home plate. Have children assume the parts of the players on the field to role-play the action. Several children can take turns as the batter, each saying the lines from one spread in the story as he or she steps up to the plate and pretends to swing the bat. The batter may substitute the names of the children in the outfield for the story characters. Encourage the batter to reflect the story character’s growing frustration through his or her facial expression.

Teaching Options

Developing Comprehension

Thinking Within the Text

Have children retell the story in sequence, using their own words.

Thinking Beyond the Text

Ask children how they think the boy felt when other players kept catching the ball. Have children look at the illustrations and notice the boy's expression in each one. Ask: *How does the boy's face change? Why do you think that happens?* Then discuss how the boy must have felt when he finally hit a home run. Ask: *How did the other family members feel?*

Thinking About the Text

Have children think about how the author makes the story realistic. Ask: *What makes the story seem as if it could really happen? Do you know real people who are like the characters in the story?* Lead children to see that the characters may be like their own family and friends, or other people they know.

Recognizing Setting

Remind children that the setting is where and when a story takes place. Stories have different settings. Point out that determining the setting of a story can help readers better understand what they read.

- Have children look at the illustrations on the cover and on the title page. Ask: *Where does this story take place?* Discuss the clues children used to figure out the setting.
- Have children look at all the illustrations in the story. Ask: *Does the setting of this story ever change? How do you know?* Guide children to understand that the entire story takes place at a baseball field.

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

Developing Phonics and Word-Solving Strategies

Words With Phonogram -it

Remind children that some words have the phonogram *-it*.

- Read the first two sentences of the story on pages 2 and 3. Have children identify the words that have the phonogram *-it*. (*hit, it*)
- Supply children with these consonants: *b, f, k, l, p, s*. Encourage them to build words using the consonants and the phonogram *-it*. (*bit, fit, kit, lit, pit, sit*)

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.

Oral Language/Conversation

Talk About Succeeding Ask children to tell about some things they have had to do many times before they were able to succeed. Talk about why they wanted to accomplish the task and what made them keep trying until they did. Ask: *Did others help you? How? Could you have done it without their help?*

Extending Meaning Through Writing

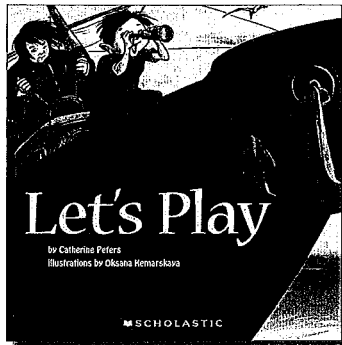
- As a group, compose a story about a character who keeps trying to catch a ball. Model the story after the one in the book. **(Narrative)**
- Have each child write or dictate a sentence about T-ball. Have children illustrate their sentences. Combine pages into a class T-ball book. **(Expository)**

Other Books

We Play Together by Wiley Blevins

Games by Samantha Berger and Daniel Moreton

Let's Play



Summary & Standard

This story is about a young boy using his imagination as he plays. While he plays at home, he pretends he's flying a plane, climbing a hill, sailing on a ship, and riding a horse. Children will use pictures and context to assist comprehension.

Author: Catherine Peters

Word Count: 37

Genre: Realistic Fiction

Theme/Idea: using your imagination

Making Connections: Text to Self

Most children love to use their imagination.

Ask: Do you ever imagine yourself doing things when you play? What do you imagine? Who do you imagine you are? Where are you? What are you doing?

Tell children that the boy in this story uses his imagination to put himself in interesting places doing exciting things.

For information about developing language skills through imaginative play, see www.education.com/reference/article/Ref_Developing_Language/.

Vocabulary

High-Frequency Words: a, like, on, play, to, we

Related Words for Discussion: climbing, flying, hill, horse, imagination, plane, riding, sailing, ship

Genre

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

Supportive Book Features

Text The text contains predictable language. The core sentence repeats and expands on every other page. This repetition should provide confidence to readers.

Vocabulary The phrases *on a plane*, *on a hill*, and *on a ship* have pictures that will help children with decoding and meaning.

Praise children for specific use of "Behaviors to Notice and Support" on page 81 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text Children may not at first realize that the text and pictures on each right-hand page describe activities the boy imagines. You may have to point this out to children.

Content The core repetitive sentence on pages 1-7 changes slightly on page 8 (*like* changes to *love*). This may surprise readers. Point out the exclamation mark after *play* and explain how it also makes the sentence different from the others.

ELL Bridge

Have children act out phrases from the story. Have volunteers pantomime *flying a plane*, *climbing a hill*, *sailing a ship*, and *riding a horse*. Encourage other children to describe the action using their own words.

Teaching Options

Developing Comprehension

Thinking Within the Text

Have children summarize the events in the story. Ask: *What does the boy imagine with his father?*

Thinking Beyond the Text

Ask children to think about the main character in the story. Ask: *What does this story tell you about the boy? Are you like the boy in the story? How? Do you know anyone like him?*

Thinking About the Text

Have children think about how the author shows readers what the boy is thinking as he plays. Ask: *How do you know what the boy is imagining as he plays?* Lead children to see that some of the pictures do not show what is really happening in the boy's world. They show the reader what the boy imagines as he plays.

Reading Sentences

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

- Have children turn to page 2 and point to the first word. Ask: *How is this letter different from other letters in the sentence?* (It is a capital letter.) Read the word together.
- Then have children point to the period at the end of the sentence. Explain that the period tells the reader to stop. Read the sentence aloud with children.
- Have children identify the first word and the punctuation mark in each remaining sentence. For each, have children read the sentence aloud.

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

Developing Phonics and Word-Solving Strategies

Words With Consonants

Remind children that many words begin with a consonant.

- Read the following words from the story: *hill, like, to, we*. Have children identify the beginning consonant for each word.
- Read aloud the following sets of words. Have children identify the two words that begin with the same consonants: *we/will/red, last/fast/like, to/tale/did, hill/hat/well*.

Developing Fluency

Model reading each page. Then have children read the page several times pointing to the words as they read them.

Oral Language/Conversation

Talk About Imagination Lead a discussion about what the boy in the story imagines as he plays. Encourage children to use additional vocabulary to describe details about what the boy is doing, what he sees, where he is, and what it must feel like.

Extending Meaning Through Writing

- Have children write and illustrate two more pages to add to the story, telling what the boy might imagine next. **(Narrative)**
- Have children make a list of things they like to play. Encourage them to make a drawing for each activity. **(List)**

Other Books

We Play Together by Wiley Blevins

We Like to Play! by Ellen Tarlow

Look at Us



Summary & Standard

In this book, children learn about traveling in machines. On the last page, children see a machine that helps people have fun. Children will read simple sentences.

Author: Linda Johns

Word Count: 42

Genre: Realistic Fiction

Theme/Idea: traveling in machines

Making Connections: Text to World

Children will be familiar with different methods of travel. Ask children to name types of travel they have used, such as cars, buses, or trains. Then ask children what they know about traveling in outer space, under the sea, and underground.

Extend the connection by explaining that vehicles that take people from one place to another can be called machines. Tell children they will learn about some of these machines in *Look at Us*.

For additional teaching ideas and resources, see <http://www.edheads.org/activities/simple%2Dmachines/>.

Vocabulary

High-Frequency Words: a, are, at, in, look, on, the, us, we

Related Words for Discussion: computer, machines, pencil sharpener

Genre

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

Supportive Book Features

Text Sentences follow a predictable structure that tells readers to look and see where and in what kind of vehicle the people are.

Content The background illustrations are simple enough that children should be able to identify outer space, the sea, and an underground tunnel by looking at the details. Praise children for specific use of “Behaviors to Notice and Support” on page 81 of the *Guided Reading Teacher’s Guide*.

Challenging Book Features

Text The last page may be confusing for children, as the vehicle is not named. Point out that the children are riding in something and seem to be having fun. Help them identify the vehicle/machine as a roller coaster.

Vocabulary Children will need help reading two-syllable words, such as *spaceship* (page 3). Help them use the pictures to identify unfamiliar words.

ELL Bridge

Help children understand the vehicles in the pictures. Tape picture cards of water, sky, and a train tunnel onto the board. Name the places and have children repeat the place names. Then show a picture card of a submarine and ask children to name it. The first child to name it can tape the submarine under the correct place picture (*water*). Invite the child to say a sentence about the picture pairs, such as *The submarine is in the water*. Repeat with the pictures of a spaceship and a train.

Teaching Options

Developing Comprehension

Thinking Within the Text

Use the pictures and children's understanding of outer space, the sea, and tunnels to talk about what people see when they go to these places. For pages 2, 4, and 6, ask: *What objects are shown on this page?*

Thinking Beyond the Text

Tell children that people like to go to and explore new places, but that people cannot go to some places on their own. Explain that in outer space and under the sea, people cannot breathe because there is no air; for people to travel underground, tunnels must be dug. Ask children how the machines in the book help people go to these places.

Thinking About the Text

Turn to the last page. Ask children where the people in the picture are. (on a ride) Ask why they think the author put in this picture without telling about it. (to get readers to think about machines not mentioned here)

Identifying Setting

Tell children that they can use the pictures in the book to tell where people are before they read the words.

- Turn to pages 2 and 3. Cover the text on page 3. Then read page 2, and ask how readers can use the pictures to guess where the people are. (stars are in space) Then read page 3. Ask children if the place named (in the sky in a spaceship) makes sense and why. Do the same for the next two spreads.
- Then turn to the last page and talk about the details in the picture that children can use to identify where the children in the picture are. Talk about how this picture is different from the others. (The roller coaster stays in the same place.)

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

Sentence Structure

Review that the first word in a sentence starts with a capital letter and that some sentences end with a period. Explain that this helps readers know where sentences begin and end.

- Turn to page 2. Ask children what letter begins the first word (a capital *L*). Then point to the end punctuation mark. Say: *This is the period.* Read the sentence aloud to show how to stop at the period.
- Have children turn to pages 4 and 5 and identify the capital letter at the beginning of each sentence. Then have them point to the period. Have children read the sentence aloud.

Developing Fluency

Invite children to echo-read the book with you, repeating each sentence after you read it. Encourage children to read slowly, matching their voice to the text.

Oral Language/Conversation

Talk About How Machines Help People

Explain that people use many different kinds of machines. Point out machines in the classroom, such as a pencil sharpener. Ask children to name other machines in the classroom.

Extending Meaning Through Writing

- Have children invent a machine to help do a task. Ask them to draw a picture of their invention. Help children write a name for their machine. (**Descriptive**)
- Invite children to draw a picture of themselves in a vehicle such as a bus. Help them write *Look at me. I am in a _____*. (**Expository**)

Other Books

At Work by Ellen Geist

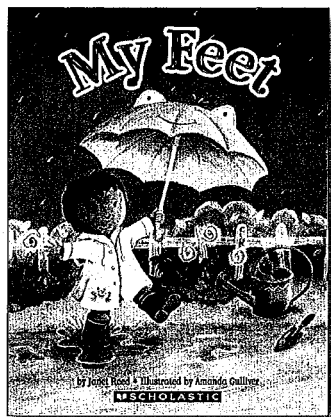
In the Kitchen by Susan Canizares and Betsey Chessen

My Feet

**GUIDED
READING
PROGRAM**

Fiction Focus

2nd Edition



Summary & Standard

In this book, children see some of the many things feet can do—kick, run, swim, dance, and splash. Children will demonstrate comprehension and understanding by articulating basic facts and ideas in what they read.

Author: Janet Reed

Genre: Realistic Fiction

Word Count: 35

Theme/Idea: learning about feet

Making Connections: Text to Self

Children will know the many things their feet can do. Begin by asking children what they do with their feet. (e.g., run, walk, dance, kick)

Extend the connection by discussing different kinds of footwear. Ask: *What kind of shoes would you wear to run? Would you wear sandals on a long hike? Why? What might you wear on your feet on a rainy day? Why?* Discuss the purpose of different kinds of shoes.

For additional teaching ideas about movement and physical education in classroom content areas, see teachers-subject-guides.suite101.com/article.cfm/kindergarten_physical_education.

Vocabulary

High-Frequency Words: at, can, I, look, my, run

Related Words for Discussion: boots, dance, feet, hands, jump, kick, sandals, shoes, sneakers, splash, swim

Genre

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

ELL Bridge

Use pantomime to show the actions of the children in the book. Write on a chart or on the board the sentence frame *I can _____*. Then name each action, completing this sentence. For example, say: *I can kick a ball* and have children follow your lead by pantomiming kicking a ball. Have children repeat the sentence while they pantomime. Other activities include running in place, sitting on a chair and paddling with feet, dancing, splashing in a puddle, and jumping rope. If available, use pictures or realia for visual support.

Supportive Book Features

Text Sentences follow the predictable pattern *I can _____*, and the verbs are well supported by the illustrations. On right-hand pages, clues in the illustration (the footwear and clothing) invite children to predict what the next activity will be.

Content Most or all of the activities will be familiar to children, so they will be able to relate to the story from their own experiences.

Praise children for specific use of “Behaviors to Notice and Support” on page 81 of the *Guided Reading Teacher’s Guide*.

Challenging Book Features

Text How the different footwear relate to the activities may be confusing (e.g., flippers for swimming). Identify the types of shoes children use in the pictures and how they connect to the activities.

Vocabulary Children will need help reading some of the action words, such as *swim*, *dance*, and *splash*. Have children use the illustrations and their own experiences to help them figure out the words.

Teaching Options

Developing Comprehension

Thinking Within the Text

Review the pictures in the book and ask children to describe what they see. Have them focus on how the footwear is different in each picture. Have children tell what each child is able to do with his or her shoes or boots.

Thinking Beyond the Text

Invite children to think of things they can do with their feet that are not mentioned in the book, such as riding a bike, jumping rope, or playing hopscotch. Ask children what they might wear on their feet for these activities.

Thinking About the Text

Reread the sentences and ask children to think about the pattern they hear. Point out that the sentence *Look at my feet* is repeated on every other page. This sentence is followed each time by a sentence that begins with *I can* and ends with a different action word. Tell children that seeing the pattern of words can help them read the story.

Making Predictions

Remind children that they can use the words and pictures to help them guess what comes next in a story. As children read the book for the first time, have them do the following:

- Turn to pages 2 and 3. Read the sentence and review what children see in the picture. Then have them guess what will happen next. Turn to page 4 and read the sentence. Ask children if they guessed that the boy would kick the ball.
- Turn to page 7. Ask children what the boy is putting on his feet. Have children guess what the boy will do with the flippers. Then have them turn the page to confirm their predictions. Continue this routine to 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

High-Frequency Words

Remind children that a high-frequency word is a word that may occur often in the books they read. They can learn these words by reading them many times.

- Read aloud page 3 as children follow along: *Look at my feet*. Point to the word *look* and read it aloud. Have children repeat it. Point to and say each letter. Then say *look* again. Have children repeat. Repeat for *my* and *at*.
- Turn to page 5. Point to *look* and ask children if they recognize this word. Say it, spell it, and say it again as children repeat. Do the same for *my*. Repeat for page 7.

Developing Fluency

Model reading each page with proper pace. Then have children read with you, pointing to each word as they go. Help children match their vocal rate to that at which they follow the print.

Oral Language/Conversation

Talk About Hands and Feet Invite children to think about how their hands and feet work together when they do things such as dance or ride a bike. Talk about what both hands and feet can do, such as splash and swim, and what hands cannot do, such as run and jump.

Extending Meaning Through Writing

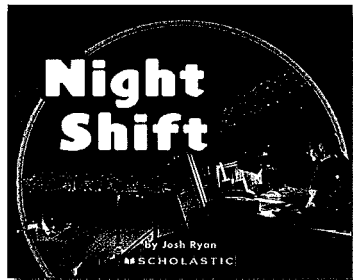
- Invite children to draw a picture of themselves doing something with their feet. Have them write a sentence about the picture, using *I can....* (**Expository**)
- Brainstorm with children a list of action words that tell what can be done with feet. Write the words on a chart or on the board. Have children copy the words and illustrate one of them. (**List**)

Other Books

Legs by Rachel and Margaret Ballinger Gosset
We Live Here by Gabriel Salzman

Night Shift

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



Summary & Standard

This nonfiction book profiles many different workers—including medical professionals, pilots, truck drivers, firefighters, police officers, bakers, and, of course, parents—whose jobs take place at night. Children will use pictures and context to assist comprehension.

Author: Josh Ryan

Genre: Nonfiction

Word Count: 47

Theme/Idea: working at night

Making Connections: Text to World

Many children will have knowledge of the variety of jobs people do. Encourage children to list people's jobs and share what they know about them.

Extend the connection by asking children to name jobs that people do at night. Ask why working at night might be necessary. Tell children they will read a book called *Night Shift*. Explain that *shift* means a set number of hours a person works, and that a night shift is work done during the night.

For additional teaching ideas and resources, see www.teacher.scholastic.com/commclub/index.htm.

Vocabulary

High-Frequency Words: at, too, work

Related Words for Discussion: day, hours, job, lights, night, people, shift, sleep, workers

Genre

Nonfiction Explain to children that nonfiction stories tell about real people, things, or events.

Supportive Book Features

Text The text on each page is repetitive with only the job title of the workers changing: _____ *work at night*. The sentence on the last page adds the word *too*.

Content Children should recognize many of the professions, such as police officers, firefighters, doctors, and nurses. The photographs clearly depict what people do in their particular profession and will help children with unknown words.

Praise children for specific use of "Behaviors to Notice and Support" on page 81 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text Although the job titles are plural, only one worker is usually shown in the photographs. Explain to children that each worker shown is just one of the many workers who do that job at night.

Vocabulary Children may be confused by the word *shift* (page 1). Explain that in this book *shift* means the hours that a person works. A *night shift* means that the person's work hours are at night.

ELL Bridge

Use picture-word correspondence to help children understand what the workers shown in the book do. Point to a picture and name the occupation. Then say a sentence that describes the job. (*Pilots fly airplanes.*) Have children repeat after you. Next, act out a profession and invite children to guess what it is and what you are doing (*a nurse; helping someone*). A child who guesses correctly can act out another profession. After each profession is guessed, ask: *What else might this person do?* Continue this game until everyone has had a chance.

Teaching Options

Developing Comprehension

Thinking Within the Text

Help children learn more about the night-shift workers in the book by discussing details in the photographs. For example, point out the boat and net the fishermen use, and the bread and oven the baker uses. Help children identify things in other pictures.

Thinking Beyond the Text

Talk with children about why night-shift workers are important. Ask: *What might happen if doctors and nurses did not work at night and someone became sick?* Discuss people not mentioned in the text who work at night, such as gas station attendants, and why their jobs are important.

Thinking About the Text

Ask children if the last page of the book about parents was a surprise and why. Talk about how this page is different from the pages that come before. Then ask children why parents are night-shift workers too.

Recognizing Patterned Text

Reread the book with children and ask what they notice about the sentences. (Each sentence repeats *works at night*.) Talk with children about how the repetition of sentences makes it easy for them to read the book.

- Demonstrate patterned text by reading the first two pages with children, pointing to the picture and then to each word. Then cover the words *work at night* as you read the next two pages with children. You may want to read the job titles and have children complete the sentence.
- Finally, cover the text completely for the next two pages. Ask children how they knew what the text would say.

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

Point to objects in the classroom and have children name them. Then point to and name yourself as *teacher* and the children as *students*. Review that naming words identify things and also people and the jobs they do.

- Turn to page 2. Ask children to name the job pictured. Explain that *doctor* is a naming word for the job this person does.
- Do the same for the remaining pages. List the job titles. Point to each word and have children read the job names aloud.

Developing Fluency

Model fluent reading of the first two pages of the book. Then have children echo-read the remainder of the book with you, repeating each sentence after you read it.

Oral Language/Conversation

Talk About Daily Schedules Mention that a night-shift worker's day and night are switched. Ask children when night workers might sleep or eat meals. Ask: *Do you think this schedule might be difficult? Why or why not? Would you rather work during the day or at night? Why?*

Extending Meaning Through Writing

- Have children draw a picture of someone who works at night. Write *A [worker's title]* on children's papers. Then have them write or copy *works at night* after the job title. (**Expository**)
- Have children create a list of workers. Ask if the worker works at night, during the day, or both. Help children create a Venn diagram. (**Graphic Aid**)

Other Books

In the Kitchen by Susan Canizares and Betsey Chessen

Markets by Pamela Chanko and Samantha Berger

Off to the City



Summary & Standard

Kim and her dad are mice who take a bike trip to see Grandma in the city. Along the way, they see many places, such as the pond, the red barn, the train station, and the school. Children will use pictures and context to assist comprehension.

Author: Avelyn Davidson

Word Count: 43

Genre: Fantasy

Theme/Idea: taking a bike trip

Making Connections: Text to World

Many children will have seen people riding bikes and may have bikes of their own. Ask them to share what they see when riding a bike or getting around in some other way.

Extend the connection by discussing things seen in the city and things seen in the country. Explain that in this book the characters ride their bike to visit someone in the city. They see many things. Ask: *What might you see in the city that you wouldn't see in the country? What might you see in the country but not in the city? What might you see in both places?*

For additional teaching ideas and resources, see www.bicyclinginfo.org/education/children-5to8.cfm.

Vocabulary

High-Frequency Words: and, off, red, see, the, they, to, went

Related Words for Discussion: bike, by, city, helmet, map, pedal, road

Genre

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

ELL Bridge

Read with children as you point to places and people on each page. For example, on page 2, point to Dad and then Kim as you read the sentence. On page 3, point to Dad and Kim as you read *they* and to the pond as you read *pond*. Continue through the book. You may need to explain the meaning of *off* in *off to the city*. Tell children that in the story, *off* means to go away on a trip. If there is time, have children draw a place where Dad and Kim went in the story and fill in the sentence frame *They went to _____* with the name of the place in their drawing.

Supportive Book Features

Text The repetitive text pattern along with text-to-picture correspondence will help children predict and read each page. The pages contain one of two patterns: *Dad and Kim went _____* or *They went past the _____*.

Content Children should be familiar with most places in the pictures. The colorful and lively illustrations provide support for the reader.

Praise children for specific use of "Behaviors to Notice and Support" on page 81 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text While each page has only one sentence, the sentence consists of two lines of text. Have children follow along as you read each sentence. Point out that you didn't stop until you came to the period at the end of the sentence.

Vocabulary Some children may not understand that the repetitive word *they* refers to Dad and Kim. Point out that the same characters appear on each page.

Teaching Options

Developing Comprehension

Thinking Within the Text

Have children name things in the order in which Dad and Kim saw them on their way to the city. Then ask children to name the types of places in the illustrations (e.g., country or home on page 2, park on page 3, farm on page 4, neighborhood or city on pages 6 and 7).

Thinking Beyond the Text

Talk with children about how the scenery changes as Kim and Dad get closer to the city. Ask: *Why are there wide-open spaces in the country? Why are there tall buildings in the city? Why are the buildings in the city closer together?*

Thinking About the Text

Talk to children about what it means to go *past* something. You may want to demonstrate by walking past your desk and saying: *I went past my desk.* Have children demonstrate and use *past* in a sentence.

Identifying Sequence

Explain to children that the trip Kim and Dad go on has a start and an end. As they go to the city, they pass different things. Tell children that paying attention to the order of events in a book will help them understand and remember details.

- Page through the text with children and list the starting and end points and the order of the places Kim and Dad pass by: home, pond, red barn, train station, school, Grandma's house.
- Review the last page that says *Kim and Dad went back home.* Retrace their route with children and name the sequence of places they pass by: Grandma's house, school, train station, red barn, pond, home.

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

Developing Phonics and Word-Solving Strategies

Words With Short a

Remind children that the sound of short *a* is /a/. Give some examples by saying *hat, sand, can.*

- Turn to page 2 and ask children to listen carefully as you read *Dad and Kim.* Ask which words have the short-*a* sound. (*Dad, and*) Have children repeat the words and then say /a/.
- Do the same for *past* on page 3 and *back* on page 8. Have children name other words that have the short-*a* sound.

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 Using a Map Ask children if they know what a map is. Ask why someone might use a map. Show children that Kim appears to be using a map to point the way to the city. Display a street map and discuss its features.

Extending Meaning Through Writing

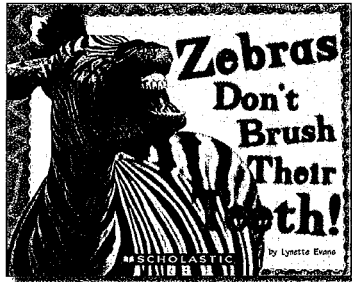
- Have children draw a picture of another place Kim and Dad may pass on their way to the city. Help children write the sentence *They went past the ____* and add the name of the place. **(Narrative)**
- Invite children to make posters that show bicycle safety, such as: *Wear a helmet, Look both ways, Ride on the bike path.* Have children illustrate different safety rules and then help them write the rule. Display the posters in the classroom. **(Poster)**

Other Books

In the Woods by Akimi Gibson

Legs by Rachel and Margaret Ballinger Gosset

Zebras Don't Brush Their Teeth!



Summary & Standard

This nonfiction book shows many ways children take care of themselves every day—such as brushing teeth and combing hair—that animals don't have to do. Children will use pictures and context to assist comprehension.

Author: Lynette Evans

Word Count: 54

Genre: Nonfiction

Theme/Idea: taking care of oneself

Making Connections: Text to Self

Children will have experience with things they do to get ready for their day each morning. Ask them to share what they can do by themselves to get ready for school.

Extend the connection by having children tell why each of these activities is important. Ask: *What might happen if you didn't brush your teeth? Why is it important to wash your hands and face? Why should you comb your hair and clip your nails?*

For additional teaching ideas and resources, see www.redcross.org/services/hss/resources/scrubby_bear_personal_hygiene.pdf.

Vocabulary

High-Frequency Words: but, do, don't, I, must, their

Related Words for Discussion: brush, clothes, nail clipper, shoes, soap, socks, washcloth

Genre

Nonfiction Explain that nonfiction stories tell about real people, things, or events.

Supportive Book Features

Text Each spread includes a statement and a repetitive response, *But I do*. Children will be able to follow the pattern easily. A checklist of *Things I Must Do* at the end of the book provides a summary.

Content Children should be able to recognize the actions of the child pictured on each spread. Have children describe what each child is doing. Praise children for specific use of "Behaviors to Notice and Support" on page 81 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text Children may not immediately understand that the sentence *But I do* is meant to be read as though each child pictured is saying the words. Have children say the words as you point to each picture.

Vocabulary Not all children may be familiar with the animals pictured. Before you read the book, preview the pictures and name each animal. (zebra, chimpanzee, lion, kangaroo, bear)

ELL Bridge

Use authentic objects or the title-page picture to help children identify the personal hygiene items used in the book: comb, toothbrush, washcloth, nail clipper, soap, toothpaste, brush, nailbrush. Point to and name each item as children repeat after you. For each item, say: *I use a [name of item] to [action]*. For example: *I use a toothbrush to brush my teeth*. Have children repeat. You may also want to pantomime the action. To review, pick up objects or point to pictures at random and ask children what they are. Have them use the sentence frame *It's a _____*.

Teaching Options

Developing Comprehension

Thinking Within the Text

Have children look at the list on page 12, the last page of the book. Explain that this lists the things in the book that people do, but that animals do not. Read the heading. Then point to each item as children name the task.

Thinking Beyond the Text

Review the things in the book that people do and why they are important. Then ask children why animals do not need to do these things. Some children may say that cats wash their faces with a paw. Point out that cats don't use soap, water, or a washcloth.

Thinking About the Text

Point out to children how the book is organized: a picture of an animal and a sentence about what the animal doesn't do, followed by a picture of a child doing the action and saying *But I do*. Read each animal sentence without showing the picture and have children answer *But I do* to help them learn the repetition.

Comparing and Contrasting

Explain to children that when they read, it may be helpful to think about how pictures in a book are alike and different. Comparing and contrasting pictures may help the reader understand the text better.

- Have children look at the pictures on pages 2 and 3. Ask children what is different about the pictures. (a zebra and a boy; the boy is brushing his teeth, the zebra is not) Then have them tell what is alike about the pictures. (Both the zebra and the boy are showing their teeth.)
- Encourage children to look at the next two pictures and tell what is alike and what is different.

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

Action Words

Review with children that an action word tells what someone or something does. Wave a hand and hop. Tell children that the words *wave* and *hop* tell the action.

- Have children turn to page 3. Ask what the boy is doing. (brushing)
- Do the same on pages 5, 7, 9, and 11. (wash, comb, wash, clip) Point to and say the words on the spread as children repeat them. Children can act out the words as they say them.

Developing Fluency

Have partners read the book aloud. One partner can say the animal sentences while the other partner says the responses. They should switch and read the book again.

Oral Language/Conversation

Talk About Getting Ready for Bed Review with children their morning routine for getting ready for school. Then say: *What do you do to get ready for bed? Is there anything you do then that you also do in the morning? What do you do differently?*

Extending Meaning Through Writing

- Have children think of other things they do that animals don't, such as eat with a spoon and drink from a glass. Encourage them to illustrate their ideas. Then help them write a sentence about their pictures. **(Expository)**
- Discuss with children what they must do each day in school. Have them make a list like the one in the book. Then have them check off each item the next day. **(List)**

Other Books

It's Time to Eat by Avelyn Davidson

My Dog Fluffy by Janelle Cherrington