

GUIDED READING PROGRAM

Fiction Focus

2nd Edition



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

- **After School Fun**
- **The Dog Walker**
- **The Little Red Hen**
- **The Little Turtle**
- **The Noisy Breakfast**
- **A Rainy Day**
- **Wake Up, Wake Up!**
- **What Do You See?**
- **Where in the World?**
- **Who Lives Here?**

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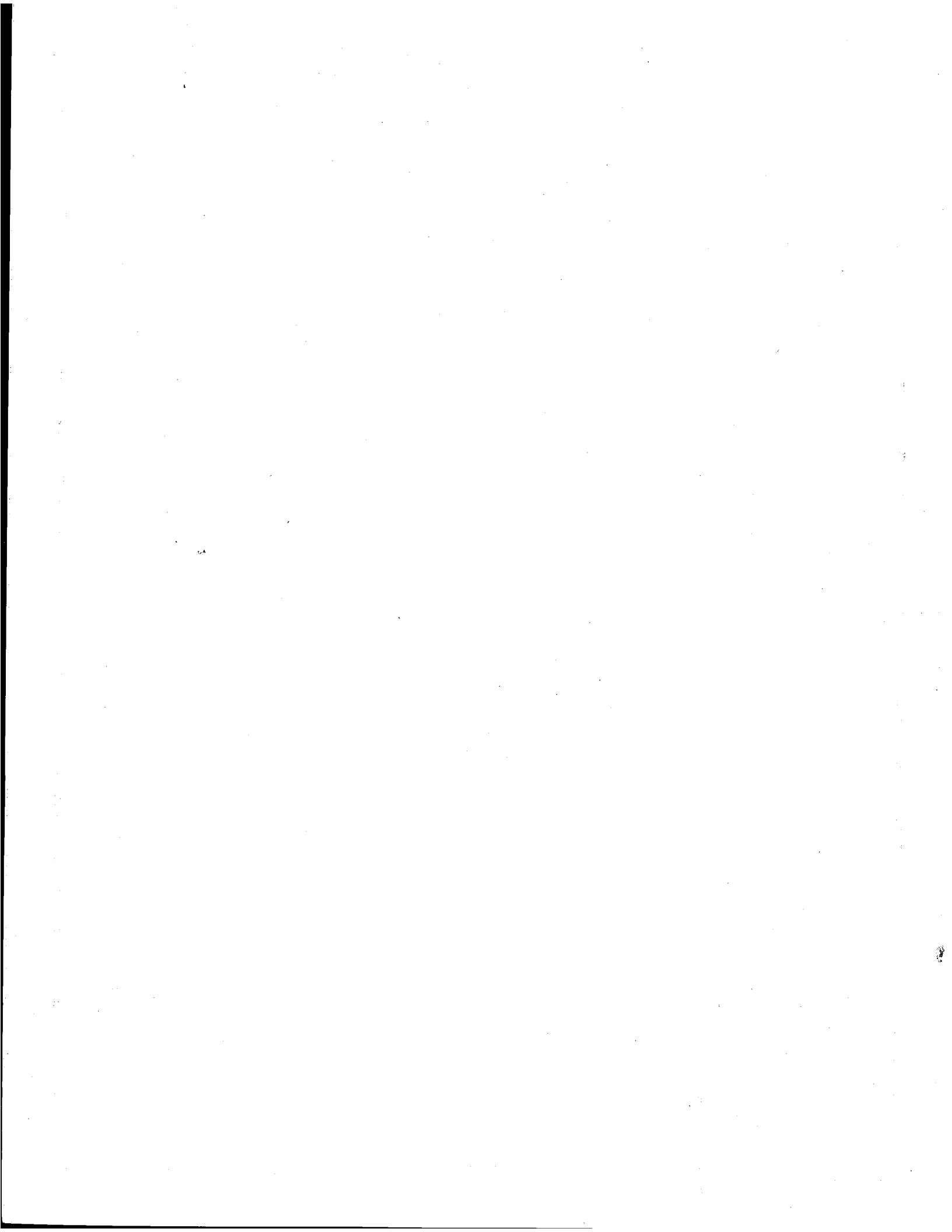
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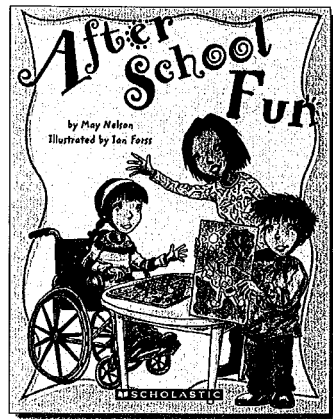
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SCHOLASTIC



After School Fun



Summary & Standard

In this story, children tell about the different activities they like to do after school. Readers are asked to find clues to these activities in a big picture of an activity room. Children will use pictures and context to assist in comprehension.

Author: May Nelson
Genre: Realistic Fiction

Word Count: 50+
Theme/Idea: playing with friends

Making Connections: Text to Self

Playing with friends after school or being part of after-school programs will likely be a familiar experience for many children. Have children share what they like to do after school.

Extend the connection by asking children: *Do you go to an after-school program? What do you like to do there?* Discuss the different things children can do after school, whether at home or in an after-school program. Ask: *What things can you do by yourself? What things can you do with friends?*

For additional teaching ideas for classroom or after-school activities, see <http://www.exploratorium.edu/afterschool/index.html>.

Vocabulary

High-Frequency Words: find, I, my, the, to, we, you

Related Words for Discussion: after, friends, fun, help, idea, like, play, share

Genre

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

Supportive Book Features

Text The text is large and evenly spaced. Illustrations support the text.

Vocabulary Children will know many of the high-frequency words in the text. Help them use the illustrations to identify unfamiliar words such as *puzzle*, *paint*, and *read*.

Praise children for specific use of “Behaviors to Notice and Support” on page 83 of the *Guided Reading Teacher’s Guide*.

Challenging Book Features

Text Children may not understand that the character doing each activity on pages 4, 6, 8, and 10 is talking to the reader. Provide support to children by explaining who “I” is in each situation.

Content The content of the book will be familiar to children, but they may have difficulty understanding what is meant by “Can you find my friend?” Explain to children that they should look in the big picture for another child who is carrying an object related to what the narrator likes to do.

ELL Bridge

Use authentic objects to help children understand the different activities in the story: playing in the sand, doing puzzles, painting, reading. As you show each object, have children name the activity. Then, as a group, pantomime how to do each activity as you describe it. For example, display a paintbrush. Children will name the activity “painting.” Then pantomime painting a picture on an easel. Describe what you are doing: *I am painting a picture*. Review the word *painting* and have children use it in a sentence.

Teaching Options

Developing Comprehension

Thinking Within the Text

Have children recall what the story is about. Then have them name the different activities the characters like to do.

Thinking Beyond the Text

Direct children's attention to the illustration on page 5. Ask them to find and name the activities that were not a part of the story, such as playing dress-up and music. Encourage children to share which activities in the illustration they would like to do.

Thinking About the Text

Remind children how each time they read about a child doing an activity, they are asked to find the matching friend. Ask children to explain whether or not they liked this set-up of the book and why.

Identifying Setting

Review with children that the setting is where and when the story takes place. Point out that readers can identify the setting from clues in the text and from the pictures.

- With children, turn to pages 2 and 3. Reread the text. Ask children what words tell them when the story takes place. (after school)
- Have children discuss the setting using clues in the picture. Ask: *Where does this story take place?* Guide children to find clues in the picture to show they are in an activity center and not in school. Point out that the children are putting away their backpacks but not taking out their schoolbooks. Also point out that there are no work tables in the picture.

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 Consonants

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

- Write *sit* on a chart or on the board. Underline the *s* in *sit* and say: *This sound is /s/. This is the beginning sound in the word sit.* Have children repeat the *s* sound and the word. Then have children find another word that begins with */s/* on page 4. (*sand*)
- Repeat the exercise with *put* (*puzzle*, page 6) and *run* (*read*, page 10).

Developing Fluency

Display the book as you read the text with expression, emphasizing the new activity named on each two-page spread. Have children choral-read with you, then look in the illustration for the "friend" depicted.

Oral Language/Conversation

Talk About Playing With Friends Lead a discussion with children about playing with friends after school. Ask: *How does playing with friends make activities more fun?* Talk about how friends share ideas and help each other.

Extending Meaning Through Writing

- Have children draw and label a few of the activities listed in the story. (**Labeling**)
- Help children complete this sentence frame with their favorite activity: *I like to _____.* Have them draw a picture to support their sentence. (**Narrative**)

Other Books

Games by Samantha Berger

We Like to Play by Ellen Tarlow

The Dog Walker



Summary & Standard

This story tells about a dog walker who takes three happy dogs to a park. Children will use pictures and context to assist in comprehension.

Author: Janet Reed
Genre: Realistic Fiction

Word Count: 100+
Theme/Idea: taking dogs for a walk

Making Connections: Text to World

Invite children to talk about what they know about dogs. Ask: *What do dogs like to do? How do dogs act when they are doing those things? Why is it important for dogs to get exercise?*

Extend the connection by telling children that they will be reading a story about a girl who walks three dogs to a park. Ask children what they think the dogs will do at the park.

For information about dog safety and training, see <http://dogplay.com/youth.html>.

Vocabulary

High-Frequency Words: a, but, did, for, get, I, it, not, ran, said, take, the, to, too, up, walk, was, went, what, will, yes, you

Related Words for Discussion: air, barking, beautiful, insects, loud, plants, quiet

Genre

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

Supportive Book Features

Text Story language is simple. Sentences are short, and sentence patterns repeat on multiple pages. Entertaining, two-page illustrations support the action in the story.

Vocabulary The repeating words in the story make it easy for children to read the sentences. Most words are high-frequency or short, decodable words with which most children will be familiar.

Praise children for specific use of “Behaviors to Notice and Support” on page 83 of the *Guided Reading Teacher’s Guide*.

Challenging Book Features

Text Some sentences break over to a second line. Remind children not to stop at the end of the first line. They should continue reading, stopping at the period at the end of the sentence.

Content Children may not understand why Jill goes to so many houses to gather dogs for a walk. Explain that she is a dog walker, who walks other people’s dogs so the dogs can get exercise.

ELL Bridge

Use the illustrations to help children learn and use words for common objects. Have children study the illustration on pages 2 and 3. Have them point to and say the names of things they recognize in the picture. Help with pronunciation as needed. Write the name of each item on the board as children say it. Then ask children to write a sentence with each word. Encourage children to share their sentences with the group.

Teaching Options

Developing Comprehension

Thinking Within the Text

Have children summarize what Jill does from the time she begins the walk until she gets to the park.

Thinking Beyond the Text

Review the illustrations in the story, pointing out the many people, buildings, and cars in the pictures' backgrounds. Ask: *Where do you think the story takes place? What do you think Jill sees on her walk? What sounds do you think she hears? Why do you think Jill likes to walk the dogs?*

Thinking About the Text

Read aloud page 2 of the story. Have children notice the quotation marks around the second sentence. Point out that these marks mean that Jill is speaking the words. Ask: *How would this story be different if we didn't know what Jill was saying?*

Comparing and Contrasting

Remind children that figuring out how things are alike and different can help them learn more about a story.

- Draw a T-chart on the board or on a chart. Examine with children the illustration on pages 2 and 3 of the story. Ask children to identify what is in the picture. List their responses in one column of the T-chart.
- Repeat with the illustration on page 16 of the story, listing children's responses in the other column of the T-chart.
- Have children tell how the two places shown in the illustrations are alike and different. Then ask: *Why do you think Jill and the dogs like to go to the park?*

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

Exclamation Points

Remind children that authors use punctuation marks to tell readers what expression and voice to use when reading different parts of a story.

- Read aloud page 4 of the story. Call attention to the exclamation point. Remind children that an exclamation point shows a strong feeling, such as anger, surprise, or joy. Ask: *What feeling is Jill showing on this page?*
- Have children find other sentences in the story that have an exclamation point. Ask children to read each sentence aloud with expression.

Developing Fluency

Model fluent reading of pages 14 and 16 of the book, stressing appropriate pace, phrasing, and intonation. Have children read the same section with partners.

Oral Language/Conversation

Talk About Taking Walks Lead a discussion about walks children have taken. Who went on the walk? Where did they go? What did they see, hear, and smell? Ask children: *What was your favorite part of the walk?*

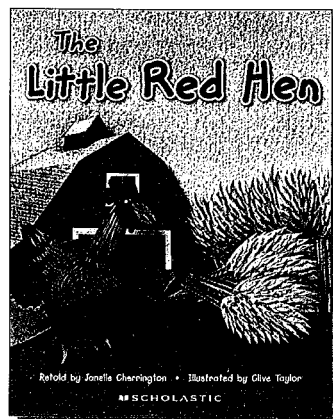
Extending Meaning Through Writing

- Have children draw a picture of someone walking a dog. Have them write a sentence or two about the picture. **(Narrative)**.
- Have children write about something they saw on a walk. **(Description)**

Other Books

Hide and Seek by Roberta Brown and Sue Carey
I Love Mud and Mud Loves Me by Vicki Stephens

The Little Red Hen



Summary & Standard

In this tale, the little red hen finds a grain of wheat and plants it. The duck, the dog, and the cat are too busy to help her as she works to turn the wheat into bread. But it's a different story when it's time to eat! Children will use pictures and context to assist in comprehension.

Author: retold by Janelle Cherrington

Word Count: 200+

Genre: Traditional Literature

Theme/Idea: working hard

Making Connections: Text to Self

Children will have prior knowledge about bread in sandwiches and served with meals. Encourage children to talk about their favorite bread.

Extend the connection by explaining that farmers grow wheat, which is a grain. Wheat is ground into flour, the main ingredient in bread. Point out that the process requires hard work. Ask children whether they have ever worked hard to make something. Ask: *How did you feel when you finished?*

For additional teaching ideas and resources, see www.grainchain.com/5-to-7/Where-does-bread-come-from/Default.aspx.

Vocabulary

High-Frequency Words: a, eat, I, little, not, said, we, who, will

Related Words for Discussion: earn, grew, proud, reward

Genre

Traditional Literature Remind children that traditional literature can be fables, fairy tales, folktales, or myths. The stories have been passed down over the years from person to person.

Supportive Book Features

Text Each page contains a few short sentences. Repeated words and phrases, along with detailed illustrations, will provide support for readers' understanding of the text.

Content Talking animal characters will be familiar to most children. Children should also understand the concept of working to accomplish something. The step-by-step pattern helps children understand the work involved in making bread.

Praise children for specific use of "Behaviors to Notice and Support" on page 83 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text The majority of the text appears in dialogue with appropriate punctuation and format. Review with children the use of quotation marks and their significance.

Vocabulary Though children will understand most of the vocabulary, some words may be unfamiliar or difficult for them, such as *wheat*, *grain*, and *mill*. Review these words with children and use picture clues to identify their meanings prior to reading.

ELL Bridge

Review reading high-frequency words with children. Remind them that they learn to read certain words by reading them repeatedly. On a chart or on the board, write the high-frequency words listed under Vocabulary. Say each word aloud, having children repeat the word. Use the words to create a sentence. For example, *I eat a little*. Then have each child use at least two words from the list to create their own sentence, encouraging him or her to add words to make a complete sentence.

Teaching Options

Developing Comprehension

Thinking Within the Text

Summarize the story with children. Ask: *What kind of grain did the little red hen find? Who helped the little red hen plant and pick the wheat? What did she make from the wheat?*

Thinking Beyond the Text

Discuss why the little red hen ate the bread alone. Ask children: *Do you think the little red hen should have shared the bread? Why or why not?* Guide them to talk about teamwork and how things might have been different if the characters had worked together.

Thinking About the Text

Read aloud pages 2 and 3. Discuss how the author uses dialogue to allow readers to learn more about the characters. For example, point out what the duck, the dog, and the cat say when the little red hen asks for help. Ask: *What does this tell you about them?*

Recognizing Patterned Text

Remind children that this story has a pattern. It uses many of the same words in the same order over and over again to make the story easier for readers to understand.

- Read aloud pages 2 and 3 of the story. Then echo-read page 4. Ask: *Which words in the sentence did the little red hen repeat? Which words changed?*
- Continue with page 5. Ask: *What do the duck, the dog, and the cat say that is the same? Is it the same answer they gave to the little red hen earlier?*
- Have children point to the sentences that are the same on each page and lead them to observe that some of the words change to give the story direction.

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 Vowels

Remind children of the letters that stand for most vowel sounds: *a, e, i, o, u*.

- Write the following words on a chart or on the board: *hat, bed, fit, pot, cut*.
- Point to each word as you say it aloud. Then say the vowel sound in each word as you point to the correct letter. Have children repeat each word and short-vowel sound.
- Read aloud pages 6 and 7. Have children find and read aloud the word with short vowel *a* (*cat*).
- Repeat with other short vowels in the book. (*red, hen, mill, will, lot, not, duck*)

Developing Fluency

Model reading each page with intonation. Have children repeat after you. Remind them to use expression when they read dialogue.

Oral Language/Conversation

Talk About Working Hard Lead a discussion about how working hard helps people achieve goals and gain rewards. Ask children: *How was the little red hen rewarded after her hard work?* Talk about how working hard together can earn a reward for everyone who is part of a team.

Extending Meaning Through Writing

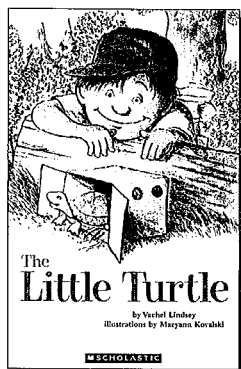
- Have children draw a picture of what they would like to grow in a garden. Then ask them to label the picture. **(Labeling)**
- Have children write one or two sentences that describe the little red hen. **(Descriptive)**

Other Books

Don't Be Late by Akimi Gibson

Goldilocks by Ellen Tarlow

The Little Turtle



Summary & Standard

This poem is about a boy who observes a little turtle exploring the world. Children will use pictures and context to assist comprehension.

Author: Vachel Lindsay
Genre: Poem

Word Count: 57
Theme/Idea: learning about animals

Making Connections: Text to World

Children are likely to have had some experience with turtles. They may have visited turtles at a zoo. They may also have seen nonfiction books about turtles. Have children share experiences and tell what they know about what turtles look like and how they act.

Extend the real-world connection by talking about movements turtles make. Point out that in this book, the turtle snaps at a mosquito, a flea, a minnow, and a boy. Invite a volunteer to demonstrate snapping.

For more information about turtles, visit <http://www.sandiegozoo.org/animalbytes/t-turtle.html>.

Vocabulary

High-Frequency Words: a, at, but, he, in, little, me, on, the, there, was

Related Words for Discussion: behavior, nature, predator, prey, turtle

Genre

Poem Remind children that a poem is a piece of writing that uses rhythm and special language, with words that may rhyme.

Supportive Book Features

Text The text is repetitive and predictable. It repeats the phrases *He snapped at a* and *He caught the*. These repetitions and the picture clues give readers support. There are also two sets of rhyming words that offer predictability.

Content The content of this poem will probably be familiar to children. They will recognize the places the turtle goes, and they may have had experience watching an animal outdoors.

Praise children for specific use of "Behaviors to Notice and Support" on page 83 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text Children may be confused by the first-person narration. Guide them to understand that the boy in the illustrations is telling what happens. Explain that the boy is the narrator.

Vocabulary There are some words that children may have trouble reading. Review the *-ed* ending in *climbed* and *snapped*. Direct children to pictures to acquaint them with the animal names *mosquito* and *minnow*.

ELL Bridge

Have children act out the poem. Assign one child the role of the turtle and the others the roles of the mosquito, the flea, the minnow, and the boy. Each can carry a picture card with the character drawn on it. On index cards, write *caught*, *climbed*, *snapped*, and *swam*. Display the cards one by one, at the appropriate line of the poem. Have the groups role-play the turtle's actions as you read the poem aloud and display the action-word cards.

Teaching Options

Developing Comprehension

Thinking Within the Text

Have children recall the places the turtle visits in the poem. Talk about which picture clues might be used to help readers figure out the words *box*, *puddle*, and *rocks*.

Thinking Beyond the Text

Have children talk about the turtle's actions in the poem: *swam*, *climbed*, *snapped*, and *caught*. Ask children what they thought was going to happen after the turtle snapped at the animals and the boy. Have children explain whether they were surprised when the turtle caught the mosquito, flea, and minnow. Ask children to tell how their previous knowledge about animals helped them understand this part of the poem.

Thinking About the Text

Tell children that a poem is a series of stressed and unstressed syllables, or parts of words that are said louder or more strongly. Have children listen to the rhythm as you reread the poem aloud. Show children how to clap for each stressed syllable. Remind children that some poems have rhyming words. Ask children to identify the words in the poem that rhyme. (*box*, *rocks*; *flea*, *me*)

Recognizing Sequence

Help children understand the sequence of events in the poem. Remind children that the sequence is what happens first, next, and last. Knowing the order of what happens helps readers understand a story.

- Say: *At the start of the poem, the turtle was sitting in a box. Then what did he do?*
- Ask: *After the turtle swam and climbed, which animals did he snap at?*
- *What did the turtle do after snapping at three animals and a boy?*

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

Developing Phonics and Word-Solving Strategies

Words With r-Controlled Vowels

Remind children that the letters *er*, *ir*, and *ur* stand for the /ûr/ sound, as in *her*. Even though the vowel is different in each case, the sound is the same. When these letters appear together in a multisyllabic word such as *turtle*, they are usually in the same syllable.

- Have children look at the title of the book. Ask: *Which word has the /ûr/ sound?* Say *turtle* aloud, emphasizing the /ûr/. Have children repeat after you. Write the word on the board and underline *ur*.
- Write and say word pairs, having children identify the word that has the /ûr/ sound: *cup/curl*, *girl/gift*, *turn/sun*, *fish/shirt*.

Developing Fluency

Model reading a sentence and have partners repeat to each other after you. Emphasize proper phrasing, intonation, and rhythm.

Oral Language/Conversation

Talk About Predators Lead a discussion about predator-prey relationships in nature. Remind children that a predator is an animal that hunts other animals for food. The prey is the animal that is hunted. Invite children to give examples. Talk about how turtles catch their meals. Have children look at page 7. Discuss why the flea is prey and the turtle is the predator.

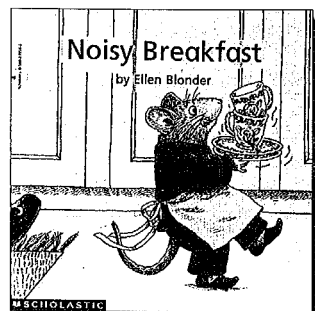
Extending Meaning Through Writing

- Use shared writing to create a class story about what other animals the little turtle might meet. Follow the repetitive pattern in the book. **(Descriptive)**
- Have children list the animals the turtle snapped at. Ask children to illustrate each animal beside its name. **(List)**

Other Books

My Dog Talks by Gail Herman
Our Goat by Meredith Costain

Noisy Breakfast



Summary & Standard

This fantasy tells the tale of Dog and Mouse enjoying the sounds of making breakfast. Children will use pictures and context to assist comprehension.

Author: Ellen Blonder

Genre: Fantasy

Word Count: 32

Theme/Idea: working together to prepare a meal

Making Connections: Text to Self

Invite children to talk about times they eat meals with their family or friends. Ask: *What is your favorite meal of the day? What foods do you like best? If you eat out with family or friends, where do you like to go?*

Extend the connection by explaining that while it can be fun to eat out, it is also satisfying, and cheaper, to prepare meals ourselves. Ask children to tell about times they have helped family members or friends prepare a meal. Invite them to tell what favorite food they have helped cook or prepare.

For additional teaching ideas and resources, see http://kidshealth.org/kid/stay_healthy/food/pyramid.html.

Vocabulary

High-Frequency Words: it, them, to, what

Related Words for Discussion: energy, fat, healthful, sugar, vitamins

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 on each page, varying the sound word each time. While the items are not specifically named, the description of the sounds they make, along with the clues in the illustrations, will help children comprehend what makes up this noisy breakfast.

Content Children will likely be familiar with having a morning routine and with some of the steps involved in putting together a meal.

Praise children for specific use of “Behaviors to Notice and Support” on page 83 of the *Guided Reading Teacher’s Guide*.

Challenging Book Features

Text Point out that each sentence is written to address the reader directly. Each sentence is a command. Make sure that children understand that the author is telling them to “listen” as the story’s action occurs. The characters in the book are not saying the sentences.

Vocabulary Children may have difficulty decoding some of the sound words, such as *rattle* and *sizzle*. Demonstrate these sounds by rattling balls in a can and then by making a light hissing noise as children blend the letters to read the words.

ELL Bridge

Guide children to connect pictures to text in order to better understand the story. Identify the eggs, toast, and orange juice in the illustrations. Point to the ingredients and utensils and review their names. Mimic a mixing/scrambling motion to illustrate the term *scrambled*. Then invite children to draw a picture of their favorite breakfast. Have them label their illustrations with a sentence such as *I eat _____ for breakfast*. Encourage children to name the ingredients of their breakfast and tell how the food is prepared.

Teaching Options

Developing Comprehension

Thinking Within the Text

Have children discuss the steps the characters follow to make breakfast. Ask them to notice how Dog and Mouse work together to complete each step.

Thinking Beyond the Text

Ask children to think about how Dog and Mouse work so well together to make the meal. Talk about the concept of teamwork. Ask: *When was the last time you used teamwork? Do you think it's easier to work with someone or on your own? Why?*

Thinking About the Text

Have children notice the words the author repeats on each page. Guide them to determine why she uses the pronoun *it* on some pages and *them* on others. Then ask: *Why does the author end the story with a different kind of sentence?*

Recognizing Story Pattern

Remind children that some stories follow a pattern, which means that words or sentences repeat. Determining the pattern can help them better understand the content and make predictions.

- Read aloud pages 3 and 4. Ask children to identify which words form a pattern and which word changes. (*Listen to it; crack/drop*) Repeat with pages 7 and 8. (*Listen to them; rattle/pop*)
- Point out that some story patterns use rhyming words. Read aloud pages 12 and 14. Identify the sentence pattern. (*Listen to it/them*) Then ask: *Which words rhyme? (drip, sip)*

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 *i*

Remind children that the letter *i* can stand for the /i/ sound. Write *sit, pig, rip, kick, and limp* on a chart or on the board. Segment the sounds in each word, and then blend the sounds together as children repeat. Guide children to identify the letter that stands for the /i/ sound in each word.

- Ask children to identify the words on page 11 with short *i*. (*listen, it, sizzle*)
- Reread the story aloud. Have children raise their hands when they hear a short-*i* word. Have them repeat each word.

Developing Fluency

Echo-read the book with children, reading each sentence and having children repeat after you. Emphasize intonation while drawing attention to the sound words.

Oral Language/Conversation

Talk About Healthful Foods Lead a discussion about healthful foods people eat for breakfast. Ask: *What are some foods that are less healthful? Why should people eat healthful foods?*

Extending Meaning Through Writing

- Have children work together to write a class book called *Noisy Lunch*, using the same text pattern as this book. **(Narrative)**
- Have children divide a sheet of paper into four sections and write one sound word in each section: *rattle, pop, crack, drip*. Ask them to draw and label several things that can make each sound. **(Graphic Aid)**

Other Books

My Best Sandwich by Susan Hartley and Shane Armstrong

What's for Lunch? by Eric Carle

A Rainy Day



Summary & Standard

Many kinds of animals “come to school” on rainy days—they are pictured on the raincoats, umbrellas, and boots the children are wearing. Children will use pictures and context to assist comprehension.

Author: Lynette Evans
Genre: Realistic Fiction

Word Count: 72
Theme/Idea: staying dry with rainy-day clothing

Making Connections: Text to Self

Ask children what they wear when they go outside on a rainy day. Ask them what their rain gear looks like and if there are pictures of animals on it.

To extend the connection, tell them they will be reading a funny story about children going to school in the rain and the animals that go along with them.

For additional information and resources about animals, see <http://www.animalcorner.co.uk>. (NOTE: You may need to explain to children exploring the site that some words are spelled using British spellings.)

Vocabulary

High-Frequency Words: are, came, help, here, said, too, where

Related Words for Discussion: boots, coat, day, dry, inside, rainy, school, stay, umbrella, walk, wet

Genre

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

Supportive Book Features

Text Photographs show that the animals came to school by way of the images on the children’s raincoats, boots, and umbrellas.

Content The book features the familiar topic of dressing for the weather. Even children who live in climates with little precipitation can identify why the children in the pictures are dressed the way they are.

Praise children for specific use of “Behaviors to Notice and Support” on page 83 of the *Guided Reading Teacher’s Guide*.

Challenging Book Features

Text Sentences on pages 9 and 10 are in quotation marks. Children may need guidance in understanding that these marks mean that someone is speaking the words included within the marks.

Content Some children may be confused by the illustrations (clouds, rain, a school, bushes) throughout the book. Have children point out the real things and the pretend things. Make sure children know the difference between the things that are illustrated and the things that are photographed.

ELL Bridge

Use the pictures in the book to help children learn unfamiliar animal names. Have them turn to page 9 and point to and trace with their finger the images of the animals on the page as they say the words (*frog, cow, butterfly, dinosaur, and ladybug*). Help children sound out the syllables of the longer words.

Teaching Options

Developing Comprehension

Thinking Within the Text

Ask children how the animals came to school. Ask: *Are the animals real or pretend? How do you know?*

Thinking Beyond the Text

Ask: *In the story, would those particular animals have gone to school if it had been a dry day?* Ask children to talk about the animals that they have brought to school on their clothing. Ask them what animals they have brought to school on a rainy day.

Thinking About the Text

Tell children that the author includes the teacher's question to make the story funny. Have them discuss whether the teacher knew that the children were hiding under the umbrellas.

Making Predictions

Explain that when readers read, they predict, or guess, what might happen next in a story.

- Before children read the book, ask them what they predict the book will be about, based on the title and cover pictures.
- During children's first reading of the book, read page 9 with them. Ask what they think the children in the book will do in response to the teacher's question.
- Have children confirm their predictions as they turn the page, look at the photo, and continue reading.

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

Developing Phonics and Word-Solving Strategies

Compound Words

Explain that some words are made up of two words put together, such as *snowball* and *homework*. Say that these are called compound words, and that the meaning of the smaller words sometimes, but not always, gives a clue to the meaning of a compound word.

- Display page 3. Point out the word *ladybug* and ask children what two words make up the word. Discuss the meanings of the three words: *lady*, *bug*, and *ladybug*.
- Ask children to find another compound word in the book (*butterfly* on page 4). Then discuss the meanings of the three words: *butter*, *fly*, and *butterfly*.

Developing Fluency

Have children emphasize the animal names as they read the patterned sentences. Explain that this helps indicate how odd it would be for an animal to come to school for real. Then have partners read the book aloud to each other.

Oral Language/Conversation

Talk About Rainy Days Have children discuss how they get to school on rainy days and how they keep dry. Ask children what they do when they are at home on a rainy day.

Extending Meaning Through Writing

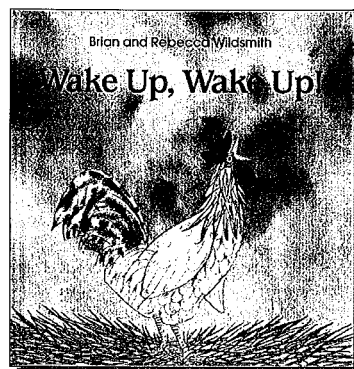
- Have children draw a raincoat, an umbrella, and boots with an animal on them other than an animal from the story. Have the children write the name of the animal. **(Narrative)**
- Use shared writing to write a list of animals children wish could come to school. **(List)**

Other Books

Raindrops by Sandy Gay

Weather by Pamela Chanko and Daniel Moreton

Wake Up, Wake Up!



Summary & Standard

In this fictional story, one animal after another wakes up until the farmer gives them their breakfast. Children will use pictures and context to assist comprehension.

Authors: Brian and Rebecca Wildsmith

Word Count: 110

Genre: Humorous Fiction

Theme/Idea: farm animals
waking up

Making Connections: Text to Self

Have children talk about their morning routines. Ask: *Does anyone remind you to wake up? What do you do first? Do you get ready by yourself? What do you eat for breakfast?*

Extend the connection by explaining that animals have morning routines, too. Discuss how animals know when to wake up and what they might do first. Ask children with pets how the pets wake up. Ask: *How do animals get their breakfast?* Point out that animals don't "speak" to each other with words. In *Wake Up, Wake Up!* the animals wake up one another and communicate in their own way to get breakfast. For more information about farm animals, see <http://www.kidsfarm.com/farm.htm>.

Vocabulary

High-Frequency Words: one, out, said, the, then, up, went

Related Words for Discussion: communicate, language, scent, touch, words

Genre

Humorous Fiction Remind children that humorous fiction is a funny story that did not really happen.

Supportive Book Features

Text The patterned text allows children to predict what comes next. The animal sounds will most likely be familiar to children. Pictures provide clues to each animal in the sequence.

Content Many children will be familiar with the farm animals featured in the story and with the sounds they make. Children can use the illustrations as clues to help them read each animal's name.

Praise children for specific use of "Behaviors to Notice and Support" on page 83 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text Children may be confused by the text continuation on the succeeding page. Point out the "dots" (ellipses) at the end of the right-hand page, and explain that this means that the sentence continues on the next page.

Vocabulary Children may have trouble reading the words for some of the animal sounds. Use the illustration to prompt what sound each animal might say. Then help children read the words.

ELL Bridge

Help children connect words to pictures. Provide picture cards of various animals, such as a cow, a horse, and a dog. Guide children to identify the name of each animal. Write the animal names on word cards. Then ask children to say the sound each animal makes as you write the animal sound on a separate card. Display the picture cards and word cards. Ask children to select matching cards. Have them tell about the cards using these sentence frames: *This is a(n) _____. When it is hungry, it says ____.* Emphasize the correct use of the articles *a* and *an* for each example.

Teaching Options

Developing Comprehension

Thinking Within the Text

Have children discuss the sequence in which everyone wakes up. Ask: *Which animal is the first to wake up?* (the rooster) *Who is the last to wake up?* (the farmer)

Thinking Beyond the Text

Ask children to look at the feeding troughs at the end of the story and ask: *Do all the animals get the same breakfast? How do you know? What do you think each animal might be eating?* Then have children predict what the animals will do for the rest of their day.

Thinking About the Text

Have children notice that the author wrote only the name of the animal on the left page and then what the animal says on the right page. Discuss how having to turn the page to see what the next animal will be makes the story more interesting.

Recognizing Sentence Pattern

Remind children that some sentences follow a pattern, which means that words or sentences repeat. Determining the pattern can help children better understand the content.

- Read aloud pages 5–6 and 7–8. (Note: Book pages are not numbered so page numbers have been assigned. Page 5 begins with: *“Cock-a-doodle-doo,” said the rooster . . .*) Ask children to identify which words form a pattern and which words change. Repeat with pages 9–12.
- Explain that sometimes the illustrations can support a pattern. Point out how the goose is asleep until the rooster wakes it up. This continues in the illustrations until the end, when each animal has been awakened by another animal.

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

Onomatopoeia

Remind children that some words sound like the words they represent. These words help readers “hear” a sound as they read.

- Invite children to call out like a sheep. Write *baa baa* on a chart or on the board and point out that these words sound like what a sheep says.
- Write *woof woof* and read it aloud with children. Ask: *What animal makes this sound?*
- Write *cluck cluck* and *meow meow*. Read each aloud with proper expression and have children repeat. Invite them to identify the animal.

Developing Fluency

Have partners take turns reading the book, with one partner reading the sounds and the other reading the text. Listen in, offering guidance and praise as warranted.

Oral Language/Conversation

Talk About Animal Communication Invite children to describe the sounds different animals make. Discuss other ways animals communicate that don’t involve sound. Ask: *What else does a dog do to communicate?* (wag its tail, jump up, prick up its ears)

Extending Meaning Through Writing

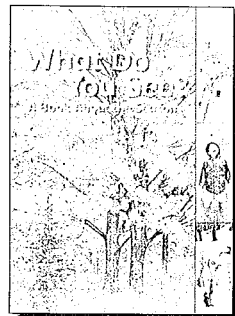
- Using a similarly patterned text, have children work in small groups to write a book about animals that wake up at the zoo. (**Narrative**)
- Have children choose an animal from the story, write a sentence about what it likes to eat, and illustrate it. (**Descriptive**)

Other Books

Frog’s Lunch by Dee Lillegard

Noisy Breakfast by Ellen Blonder

What Do You See? A Book About the Seasons



Summary & Standard

This nonfiction book describes the seasons in places where winters are cold and summers are warm. Children will use pictures and context to assist comprehension.

Author: Sara Shapiro

Word Count: 92

Genre: Science Nonfiction

Theme/Idea: observing seasonal changes

Making Connections: Text to Self

Point out that in most places, there are different kinds of weather at different times of the year. Some parts of the year are warmer and drier than others. Have children tell whether they prefer hot weather or cold weather, and why.

Have children think about a day when it was very hot or very cold outside. Invite them to tell how they dressed for the weather. Then ask: *What activities do you do when it's cold outside? How about when it's hot?*

For additional teaching ideas and resources about the seasons, see <http://www.instructorweb.com/lesson/seasons.asp>.

Vocabulary

High-Frequency Words: can, do, green, in, red, see, what, white, you

Related Words for Discussion: fruit, gather, hatch, ice, nest, rake, south

Genre

Science Nonfiction Remind children that science nonfiction gives real information about the world.

Supportive Book Features

Text The simple text has short, easy-to-decode sentences that follow a similar format for each spread. Each spread contains high-interest photographs that show activities related to each season. These act as prompts for children to answer the question at the end of the spread.

Vocabulary Decodable, high-frequency words make this book easy to read. Words that repeat from the description of one season to the next will help children read and comprehend.

Praise children for specific use of "Behaviors to Notice and Support" on page 83 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text The activities shown for each season are not labeled. Children will have to infer what is happening in each photograph.

Content Not all children live in places that experience such clear-cut distinctions between the seasons. Be sure to compare the seasons in the book with seasons you have where you live.

ELL Bridge

Help children articulate the information they learn from the book. Use questions and sentence frames to help them construct answers in complete sentences. Point to a picture and ask: *What do you see?* If children respond with short-word or one-word answers, model how to respond in a sentence: *I see a _____.* Continue to draw details from children: *What color are the leaves? The leaves are _____.* *What is the boy doing? The boy is _____.* Then continue with higher-level language prompts: *Why is the boy wearing a jacket? He is wearing it because _____.*

Teaching Options

Developing Comprehension

Thinking Within the Text

Have children summarize what the weather is like and how the tree changes throughout the seasons. Ask them to recall some of the activities that are shown for each season.

Thinking Beyond the Text

Ask children why it is important to know that the seasons—and weather—change. Ask: *If we didn't know that winter could be cold and snowy, what might we forget to do? Why is it important to know that summer can be hot?*

Thinking About the Text

Have children notice that the author uses the same tree to show how the seasons change. Ask: *Why do you think the author shows the same tree during different seasons? How does this help readers understand the seasons?*

Summarizing

Remind children that one way readers remember important facts is by summarizing what they have learned. Summarizing means telling in your own words about the main idea and details.

- Read aloud pages 4–5 with children. Write *spring* on the board or on a chart. Encourage children to note some facts about spring, using both the text and pictures on these pages.
- Help children use the facts to summarize the main idea about spring. For example: *In spring, things begin to grow.*
- Guide children to summarize other seasons in 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

Words With Long e

Remind children that the letters *ee*, *ea*, or *e_e* can stand for the long-e vowel sound.

- Read the book's title aloud with children. Explain that *See* and *Seasons* have the long-e sound. Point out that *ea* and *ee* stand for the long e sound.
- Read aloud page 4. Ask children to listen for words with long e and to identify the letters in each word that stand for /ē/. Point out that the silent e at the end of the word *these* makes the vowel sound long.
- Invite children to identify other story words with long e.

Developing Fluency

Model reading each page with proper pace. Have children read the page aloud while pointing to each word as they read it.

Oral Language/Conversation

Talk About Animals and Seasons Invite children to talk about how the seasons affect animals. Ask questions such as: *When do birds fly south? When do some animals grow thick fur?*

Extending Meaning Through Writing

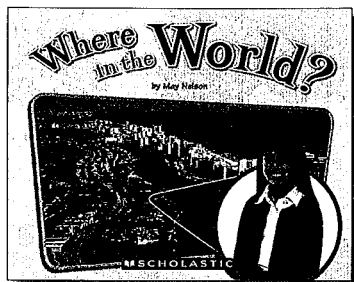
- Have children draw a picture of their favorite season and label the things that they see in that season. (**Labeling**)
- Have children choose one season from the book and write or dictate what they see in the pictures. (**Descriptive**)

Other Books

Winter Is Here! by Kimberly Weinberger
Fresh Fall Leaves by Betsy Franco

Where in the World?

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



Summary & Standard

This nonfiction book tells where a girl and her family live in relation to the world. It progresses from house to street to city and so on—all the way to space. Children will read simple sentences.

Author: May Nelson

Word Count: 41

Genre: Informational Text

Theme/Idea: knowing where you live in the world

Making Connections: Text to Self

Children will be able to identify with living in a home and having an address.

Extend the personal connection by talking about where children live. Invite them to share what their home and street are like. Do they live in a house or an apartment? Do they live in an urban or rural setting? Show them a map of the United States and help them identify the city and state in which they live. Ask them to name the country they live in.

For additional teaching ideas and resources about the 50 states, see http://www.educationworld.com/a_lesson/archives/state.shtml.

Vocabulary

High-Frequency Words: a, in, is, live, on, the, where

Related Words for Discussion: city, country, family, house, map, space, state, street, world

Genre

Informational Text Remind children that informational stories give information about a topic.

Supportive Book Features

Text Sentences are similar in structure, allowing the text to remain simple and predictable. Also, the book follows a clear hierarchy from local to global, step by step.

Vocabulary Children are likely to be familiar with most of the vocabulary in the book. Give special emphasis to understanding two- and three-syllable words: *city, country, family*.

Praise children for specific use of “Behaviors to Notice and Support” on page 83 of the *Guided Reading Teacher’s Guide*.

Challenging Book Features

Text Some children may need support connecting the photographs with the text. Help children understand the connection between real-life places and the narrator’s words by pointing out nouns from the text in the photographs and maps.

Content Explain the insets that are placed within the photographs and maps—tell children that the smaller photograph in the circular frame represents something that can be found in the large photograph. The insets are like the close-up shots from a camera’s zoom lens.

ELL Bridge

To help children visualize the terms and order of scale used in the book, show them a world map. Use it to point out *world* and *country*. Write out your school’s address on the board or on a chart and ask children to point out the street, city, and state within it. Ask: *What state do we live in? What street do you live on? What country do you live in? Have you ever lived in another country? Which country?*

Teaching Options

Developing Comprehension

Thinking Within the Text

Help children summarize the book. Have them list all the settings of the girl's home, from small to big: a house, a street, a city, a state, a country, the world, space.

Thinking Beyond the Text

Talk about places where people live that are not shown in the photographs. Talk about rural settings. Ask: *Do you live in an urban or rural setting? How are they different?* Guide children to understand that both cities and farms can be located within a state, which is part of a country, which is part of the world.

Thinking About the Text

Have children notice that the author uses photographs with insets to reinforce the words. Point out that the photographs show an example of a house, a street, and a city. Ask: *What do the insets show?* (a detail from the bigger picture) Ask how the photographs showing the state, the country, and the world change as the focus becomes larger.

Making Predictions

Guide children to understand that using the pictures, text, and what they know will help them predict story events. By making predictions, children can better understand what they read.

- Before children read the book, have them look at the pictures on pages 2 and 3. Ask: *If the family lives in the house and the house is on the street, where do you think the street is located?*
- Repeat with pages 4 and 5. Ask: *If the street is in a city and the city is in a state, where is the state located?*
- Continue by having children predict where the country is located, and so on.

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

Short Vowels

Remind children that *a*, *e*, *i*, *o*, and *u* are vowels. Write *cat*, *wet*, *big*, *hot*, and *cup* on a chart or on the board. Read aloud each word and explain that each word has a short vowel sound.

- Ask children to turn to page 2 and find a word that has the short-*a* sound, /a/. (*family*) Then have them read the sentence to find a word with a short-*i* sound, /i/. (*lives, in*)
- As children read, invite them to find other words with short vowel sounds.

Developing Fluency

Model reading each page, emphasizing intonation and punctuation. Have volunteers read aloud after you. Remind children that an exclamation point is used to indicate strong feeling or excitement in the word or sentence.

Oral Language/Conversation

Talk About Maps Lead a discussion about how maps give us a better understanding of where we are in the world. Have children share what they know about maps. Ask: *What is the purpose of maps?* Talk about the different kinds of maps—city maps, world maps, road atlases, and so on—and how they are used.

Extending Meaning Through Writing

- Have children use the book's format to write and illustrate their own book about where in the world they live. (**Descriptive**)
- Have children draw a map of their street, showing their home, friends' homes, and any landmarks, labeling each place. (**Graphic Aid**)

Other Books

All Around Our Country by Jeannie Hutchins
Markets by Pamela Chanko and Samantha Berger

Who Lives Here?



Summary & Standard

This book tells the story of a girl who lives in a cold-weather community and enjoys the snow. Children will use pictures and context to assist comprehension.

Author: Janet Reed
Genre: Realistic Fiction

Word Count: 102
Theme/Idea: living where it is cold

Making Connections: Text to World

Some children may have prior knowledge about life in a cold climate. Ask them to describe the winter months. Ask those without an experience of snow what they think it would be like.

Extend the real-world connection by talking about arctic regions. Show students the area on a map or globe. Explain that people who live in the far north have adjusted their lives to survive in a place that is always cold. Ask children what they think would be challenging and exciting about living in such a place.

For information about northern Canada, visit www.ecokidsonline.com/pub/eco_info/topics/canadas_north.

Vocabulary

High-Frequency Words: and, big, do, go, have, here, I, in, is, live, me, my, of, on, over, play, pull, the, there, to, who

Related Words for Discussion: cold, habitat, snow, weather

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 has a question-and-answer pattern to support readers. The language is simple, and many of the sentences are short.

Vocabulary The vocabulary is familiar to most children, even though they might not be familiar with the habitat in which the story takes place.

Praise children for specific use of “Behaviors to Notice and Support” on page 83 of the *Guided Reading Teacher’s Guide*.

Challenging Book Features

Text Some sentences continue from one line to the next. Remind children that if they come to the end of a line and there is no punctuation mark, they should continue reading. Remind children that the end of a sentence has a punctuation mark.

Content Even children who have played in the snow will most likely be unfamiliar with the extreme weather of the far north. Point out details in the pictures, such as icicles on houses and snow as far as one can see, that help readers understand the story’s setting.

ELL Bridge

Have children compare where they live with where May lives. Ask children to name things that are the same and different about the two places. Draw a Venn diagram on a chart or on the board. Label the circles “My Home” and “May’s Home.” Write responses in the appropriate sections. Remind children that words in the middle show things that are the same about both environments. When finished, have children read the words on the diagram together.

Teaching Options

Developing Comprehension

Thinking Within the Text

Have children discuss what they learned about May and her family. Ask them to name things that May likes about where she lives.

Thinking Beyond the Text

Ask children how May and her family and friends have made changes to adjust to the cold climate. Discuss what people who live in these places must be like. Ask children if they would like to live where May and Lucy live. Why or why not?

Thinking About the Text

Point out to children that each spread starts with a question and that a character in the book answers the question, thereby telling the story. The story is told from the character's point of view. Ask children who is telling this story. (May) Have children identify pronouns that refer to May. (*I, my, me*)

Activating Prior Knowledge

Remind children that when we read, we recall what we know from our own experiences and from other books we've read. Help children understand how they can relate to the characters and the story by thinking about their prior knowledge.

- Say: *Look at pages 2 and 3. How are the girls dressed? What do their clothes tell you about where they live? How do you know?*
- Say: *In the picture on page 5, many children are playing. How do you know? What do you like to do in the snow?*

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

Developing Phonics and Word-Solving Strategies

Consonant Blends

Remind children that consonant blends are two or three consonants that appear together in a word, such as in *snow* and *strip*. The sounds of the consonants are blended together.

- Ask children to turn to page 2 and find the word *sled*. Write *sled* on a chart or on the board and circle the blend. Have children say /s//l/, *sled* with you.
- Have children go to page 4. Tell them that there is a word on the page with a different s-blend. Guide children to find *snow*. Write *snow* and circle the blend. Say /s//n/, *snow*. Ask children to repeat after you.
- Follow the same process with *play* on page 4 and *speeds* on page 6.

Developing Fluency

Model fluent reading of the book. Stress using proper intonation for end punctuation marks, including question marks and exclamation points. Have volunteers read aloud after you.

Oral Language/Conversation

Talk About Habitats Lead a discussion about habitats, or the places where things naturally live. Talk about what it would be like to live in a cold-weather habitat. Ask children how their lives would be different if they lived where it is cold most of the year or hot most of the year.

Extending Meaning Through Writing

- Have children write a paragraph describing the weather conditions where they live. (**Descriptive**)
- Make a class poster that shows May's "habitat." Every child should add at least one picture with a label. (**Graphic Aid**)

Other Books

Footprints in the Snow by Cynthia Benjamin
My Messy Room by Mary Packard