

Titles: 1 - 10 of 10

In the cold, cold sea

[Kit] Call #: GR D Dan Dana, Lucy.
Published 2014
Fountas and Pinnell: D

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Insect countdown

[Kit] Call #: GR D Ive Ives, Alex.
Published 2014
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At home in a shell.

[Kit] Call #: GR D Jor Jordan, Charlotte.
Published 2014
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What kittens need

[Kit] Call #: GR D Par Parker, Emily.
Published 2014
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Just Write!

[Kit] Call #: GR D Qui Quick, Joanna.
Published 2014
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Good for us!

[Kit] Call #: GR D Rot Rothman, Cynthia.
Published 2014
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Snack time

[Kit] Call #: GR D Smi Smith, Janie.
Published 2014
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Meet the bears

[Kit] Call #: GR D Stu Stuart, Cynthia.
Published 2014
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Get up and go!

[Kit] Call #: GR D Tay Taylor, Bob.
Published 2014
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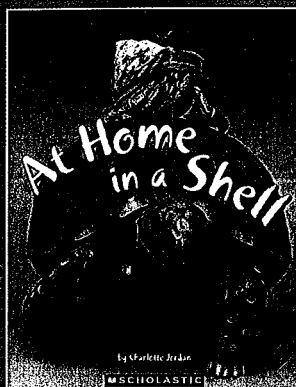
Penguins

[Kit] Call #: GR D Wor Worley, Amelia.
Published 2014
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At Home in a Shell



Summary & Standards

Summary: Colorful photographs provide a fascinating, up-close look at how a turtle, a hermit crab, and a snail use shells as their homes.

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

Author: Charlotte Jordan

Word Count: 78

Genre: Informational Text

Themes/Ideas: learning about animals with shells; understanding animal adaptations

Text Type: Picture Book

Genre/Text Type

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

Informational Text Features

Photos Close-up photos highlight the details on the shells and the animals who use them.

Vocabulary

High-Frequency Words: are, at, in, look, my, new
Academic Vocabulary

cool (p. 7): not too warm

home (p. 2): a place where a person or animal lives or stays

move (p. 6): change place or position

Domain-Specific Vocabulary

shell (p. 3): hard outer covering

Challenging Features

Text Point out that the words *I* and *my* on pages 2–7 show that the animals are telling about themselves. Help children see how the point of view shifts on the last page.

Vocabulary Children may be challenged by the following words: *turtle*, *hermit crab*, *snail*, and *animals*. Point to each word, say it, and have children repeat after you.

Supporting Features

Text This book has a repetitive text pattern. Children can use this pattern to support their reading.

Content There is a strong correlation between the words and the pictures. Children may have some knowledge of the animals and what a shell is.

A First Look

Talk about the cover, and have children name the animals. Ask: *What is the same about these animals?* Prompt children to describe each animal and its shell. Read the title. Then prompt children to talk about what it means to be “at home in a shell.”

Read and Analyze Informational Text Cite Textual Evidence

Compare and Contrast Ideas

Remind children that when they read, they can think about how many things have both similarities and differences. Encourage children to see how the animals who are at home in a shell are alike and how they are different.

(p. 2) *Who is talking on this page? What does the turtle say about its shell?*

(p. 3) *What can the turtle do in its shell?*

(p. 4) *Who is talking now? What does the hermit crab say about its shell?*

(p. 5) *What does the hermit crab do that the turtle does not? How is the shell that the hermit crab uses for a home different from the turtle’s shell?*

(p. 6) *Who is talking on this page? What does the snail say about its shell?*

(p. 7) *What does the snail use its shell for?*

(p. 8) *How are the three animals the same? How are their homes different?*

Praise children for specific use of “Behaviors to Notice and Support” on page 97 of the *Guided Reading Teacher’s Guide*.

Develop Comprehension

Thinking Within the Text

Review the photos with children. Then ask:

- *What is this book about?*
- *What are some things you learned about these animals and their shells?*

Thinking Beyond the Text

Discuss that one purpose of a home for people and for animals is for protection. Then ask:

- *How does hiding in its shell help protect the turtle?*
- *How does the snail's shell give it protection?*

Thinking About the Text

Have children think about the words the author uses. Ask:

- *How does the author let you know that the turtle is talking?*
- *What word does the author use to let you know that the shell belongs to the turtle?*

Focus on Foundational Skills Phonics and Word-Solving Strategies

Initial Consonant *h*

Remind children that the letter *h* makes the sound we hear at the beginning of the word *hat*.

- Have children turn to page 2. Point to the word *home* and say: *This is the word home. It begins with the sound /h/. Find a word on page 3 that begins with the same sound.* (*hide*)
- Then have children turn to page 4. Ask: *Which word on this page begins like home and hide?* (*hermit*)

Words With Short *e*

Remind children that the letter *e* can have the short *-e* sound, /*e*/, as in *bed*, *nest*, and *let*.

- Reread page 2 aloud. Ask children to listen carefully as you read the word *shell*. Help children identify the /*e*/ sound in *shell*. Have children read the word with you.
- Go through the book together and find other short-*e* words to read. Have children listen for the /*e*/ sound in each word. (*when*, *get*)

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

Develop Fluency

Model fluent reading of the book. Then have children reread with partners as they point to each word. Circulate, listen in, and offer feedback.

Expand Oral Language/Conversation

Talk About Shells Use the photos in the book to lead a discussion about shells. Encourage children to describe what they think the shells look and feel like and how animals use them.

Write and Respond to Reading

Add a Sentence Have children think of another sentence the turtle might write about its shell to add to the turtle page. They might tell how the shell feels or what the turtle thinks about its shell. (**Narrative**)

Write a Fact Have children write a fact about one of the animals in the book and then draw a picture of it. Combine their fact sheets into a book for the class library. (**Informative/Explanatory**)

ELL Bridge

After children have read the book, cover the name of each animal with a sticky note. On pages 2, 4, and 6, read the first sentence. Say: *I am a _____.* Have children supply the name of the animal. Then remove the note, point to the word, and say the name of the animal. Have children repeat after you.

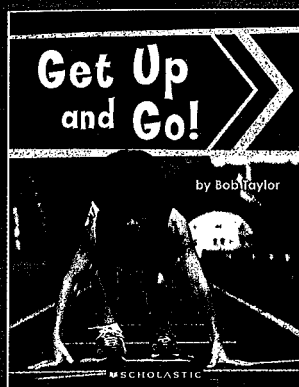
Connect Across Texts

Spots or Stripes? by Laurence Adley
Use the two books to talk about how an animal's covering—spots, stripes, or a shell—can help hide it and protect it from danger.

Connect to the Internet

Share this website with children to have them learn some fascinating facts about turtles and their shells: <http://animals.sandiegozoo.org/animals/turtle-tortoise>. Click the turtle shell trivia tab to display the facts.

Get Up and Go!



Summary & Standards

Summary: Whether it's warm or cold outside, children have fun doing outdoor activities.

CCSS.ELA-Literacy: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas (CCRA.R2); integrate and evaluate content presented in diverse formats, including visually and quantitatively (CCRA.R7).

Author: Bob Taylor

Word Count: 66

Genre: Informational Text

Themes/Ideas: having fun outdoors; doing exercise in all kinds of weather

Text Type: Picture Book

Genre/Text Type

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

Informational Text Features

Quotation Marks Quotation marks indicate what the children in the photographs are saying about what they like to do.

Vocabulary

High-Frequency Words: I, in, like, said, too
Domain-Specific Vocabulary
ice (p. 4): frozen pond or rink for skating

Challenging Features

Text Children may be challenged by the quotation marks and different location of speech tags, some before the quotation marks and some after. Point out and explain the quotation marks and different sentence structures on pages 2 and 3. Some of the text is printed on a colored background.

Vocabulary Children may be challenged by the verbs that begin with consonant blends, such as *skate*, *ski*, and *swim*. Say each word, identify the beginning sounds, and have children repeat the word.

Supporting Features

Text Each picture closely matches the text, providing support.

Content Children should be familiar with most, or all, of the outdoor activities that the children do.

A First Look

Read the title and talk about the cover. Ask: *Where is the boy on the cover? What is he doing? What will he do next?* Then ask: *What do you do when you get up and go outside?* Then say: *Let's find out what other children do when they get up and go!*

Read and Analyze Informational Text Cite Textual Evidence

Identify the Main Topic and Key Details

Point out that the main topic of a book is what the book is mostly about. Remind children that each page of the book has details that tell more about activities that children can do outdoors.

(pp. 2–3) *Who says, "I like to run in the sand"? How do you know? Where do you think Lily is running? What does Bobby say he likes to do? How are their activities alike?*

(pp. 4–5) *What does Kim say she likes to do? What does Matt like to do? What is the same and what is different about these activities?*

(pp. 6–7) *Where is Nell and what does she say that she likes to do? What does Ted like to do? In what ways are these activities very different?*

(p. 8) *What does Bill say he likes to do? What question does Bill ask the reader? How would you answer that question? What do all the pages in the book tell about?*

Praise children for specific use of "Behaviors to Notice and Support" on page 97 of the *Guided Reading Teacher's Guide*.

Develop Comprehension

Thinking Within the Text

Review with children the details in the photos. For each of the activities, determine whether or not the child needs special equipment to do it. If a child needs something special, determine what that is. Also, talk about where each activity is done.

Thinking Beyond the Text

Have children find details in the picture that show something about the weather. Then ask:

- *What other outdoor activities can people do only when it's warm? Only when it's cold?*
- *What outdoor activities can people do in any season?*

Thinking About the Text

Help children notice details in the book. Ask:

- *What is alike about all the activities the author chose to write about?*
- *What message about exercise do you think the author wants to share?*

Focus on Foundational Skills

Phonics and Word-Solving Strategies

Proper Nouns

Remind children that the first letter of someone's name is always capitalized.

- Have children point to the girl's name on page 2: *Lily*. Ask: *Which letter is a capital?* Read the name together.
- Have children work with a partner to find the children's names on each page and point out the capital letter.

Final Consonant Sounds

Have children identify final consonant sounds.

- Look at page 6. Ask: *Which word names what Nell likes to do? (swim) What sound do you hear at the end of swim? (/m/)* Model the sound as children repeat it. Then ask: *What other words end with the same sound?*
- Continue with the words *said* and *pool*.

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

Develop Fluency

Model reading the last page of the book. Emphasize the proper expression and intonation when reading the exclamation and the question. Then have children choral-read the page aloud with you.

Expand Oral Language/Conversation

Talk About Outdoor Activities Point out that each child is playing outdoors. Ask: *Which activities in the book require special clothes or equipment?* Have children name the activity and the special clothing and equipment. Then talk about other outdoor activities that require special clothes or equipment.

Write and Respond to Reading

Make a Dictionary With children, make a list of action words in the book. Then put the words in alphabetical order. Have children make a dictionary of action words. Explain that each page should have a word and an illustration of the word. **(Informative/Explanatory)**

Draw and Write Give children a paper folded in fourths. In each space, write one of the following phrases: *in a pool, in the sand, in the snow, on the ice*. Ask children to draw a picture to show someone doing an activity in each of the places. **(Informative/Explanatory)**

ELL Bridge

Review the key verbs in the book, such as *run, jump, and skate*. Write each word on the board, say the word, and act out its meaning. Then say the following sentence frame: *I like to _____*. Point to a verb on the board and have children say the word. Then have children act out the verb and say the complete sentence aloud.

Connect Across Texts

Be Happy! by Cooper Dale

This informational text shows children engaged in activities that make them happy. Ask children to think about which activities from *Be Happy!* might be added to *Get Up and Go!*

Connect to the Internet

Share this website with children to explore activities that encourage children to get up and go: <http://pbskids.org/zoom/activities/games/>.

Good for Us!



Summary & Standards

Summary: Greg and Rex eat and share snacks that are nutritious and colorful.

CCSS.ELA-Literacy: Read closely to determine what the text says explicitly and to make logical inferences; cite specific textual evidence to support conclusions (CCRA.R1); determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas (CCRA.R2).

Author: Cynthia Rothman

Word Count: 95

Genre: Fantasy

Themes/Ideas: learning about healthful foods; identifying fruits

Text Type: Picture Book

Genre/Text Type

Fantasy/Picture Book Remind children that a fantasy is a story that could not happen in the real world. Illustrations help the reader picture the fantasy.

Text Features

Illustrations The illustrations correspond to and enliven the text.

Labels The characters wear shirts labeled with their names to help the reader distinguish between the twin hippos.

Vocabulary

High-Frequency Words: and, for, good, had, is
Domain-Specific Vocabulary

pepper (p. 2): a smooth-skinned fruit that may be green, red, or yellow

tomato (p. 2): a usually red, juicy fruit

Challenging Features

Text Children may be challenged by the punctuation in the dialogue. Point out the quotation marks. Explain that the words inside the quotation marks are what Greg or Rex is saying.

Vocabulary Children may be challenged by the names *pepper*, *tomato*, *apple*, and *grapes*. They probably are familiar with the actual fruits, however.

Supporting Features

Text The author focuses on red and green foods. Greg wears a green shirt and eats green foods. Rex wears a red shirt and eats red foods.

Content Most children will recognize the foods in the illustrations as being good for them.

A First Look

Read the title and talk about the cover. Ask: *Where are the characters? What are they doing?* Then ask: *Which foods do you recognize? Have children name the types of fruits and vegetables they like to eat. Then say: Let's find out what foods are good for us.*

Read and Analyze Literature Cite Textual Evidence

Ask and Answer Questions

Point out to children that they will understand more about the topic of the book by paying attention to key details in the text and illustrations. Remind children that asking and answering questions about details will also help them understand the topic.

(pp. 2-3) *What are the characters' names? Which one is Greg and which one is Rex? How can you tell? What questions do you have about the characters that the pictures can help you answer?*

(pp. 4-5) *Look at the pictures. Which details are the same? Which details are different?*

(pp. 6-7) *What do Greg and Rex decide to do? What do the characters learn by trading foods?*

(p. 8) *What does the picture tell about Greg and Rex's snacks at the end of the book? How can you tell that Greg and Rex like to eat food that is good for them?*

Praise children for specific use of "Behaviors to Notice and Support" on page 97 of the *Guided Reading Teacher's Guide*.

Develop Comprehension

Thinking Within the Text

Have children take turns retelling parts of the story. Encourage them to tell the story in the order in which things happen.

Thinking Beyond the Text

Discuss other foods Greg and Rex might eat. Ask:

- *What other green foods might Greg eat? What are other red foods that Rex might eat?*
- *What are other colors of healthful food?*

Thinking About the Text

Have children think about the author's reason for writing this book. Ask:

- *How does the author use this story to share her ideas about choosing foods?*
- *Would you try eating new foods after reading this book? Explain why or why not.*

Focus on Foundational Skills Phonics and Word-Solving Strategies

Naming Words

Remind children that a naming word identifies a person, place, or thing.

- Read the sentence on page 2. *Which word names the thing that Greg eats first? (pepper)* Point out that the word *pepper* is a naming word because it names something to eat, a kind of fruit.
- Then have children find the other naming words that name fruits. (*tomato, apple, grapes*)

Consonant Blend *gr*

Have children identify the consonant blend *gr*.

- Look at page 4. Ask: *Who is the character on this page? Which words name what Greg eats? (green apple, green grapes) Which words start with the sound /gr/?* Write the words on the board. Underline the consonant blend *gr* in each word. Model the sound /gr/ as children repeat it. Then ask: *What other words begin with the same sound?*

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

Develop Fluency

Model reading each page of the book. Emphasize reading dialogue with expression. Then have children read the page with you, pointing to the words as they read.

Expand Oral Language/Conversation

Talk About Healthful Snacks Point out that Greg and Rex choose foods that are good for them. Talk about what makes a snack good or bad for you. Have children suggest reasons why eating fruits and vegetables is good for them.

Write and Respond to Reading

Make a Poster Have children make a poster about healthful snacks. Have them draw and label the food from the book. Then help children add other fruits and vegetables to their posters. **(Informative/Explanatory)**

Complete a Sentence Write the following sentence frames on the board. Help children complete each sentence and draw a picture.

A green food I like is _____.

A red food I like is _____. (Opinion)

ELL Bridge

Use the pictures to support vocabulary development for color words and food names: *green, red, pepper, tomato, apple, and grapes*. Invite children to make word cards with illustrations for each color and food word.

Connect Across Texts

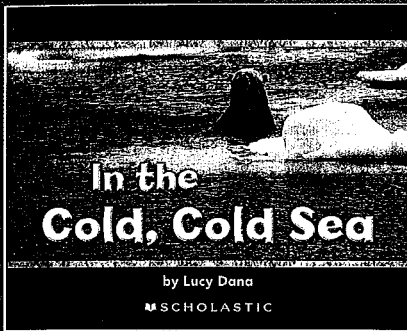
Snack Time by Janie Smith

Compare the endings of both stories. In one, the character are looking for snacks and find them at the bakery. In the other, the story ends with the characters enjoying their red and green snacks.

Connect to the Internet

Share this website with children to continue to explore the subject of nutrition: <http://www.choosemyplate.gov/kids/>.

In the Cold, Cold Sea



Summary & Standards

Summary: A seal, a walrus, a polar bear, and an arctic fox all live near the cold, cold sea. But which animals spend more time in the water than on land?

CCSS.ELA-Literacy: Analyze the structure of texts, including how specific portions relate to each other and the whole (CCRA.R5); read closely to determine what the text says explicitly and to make logical inferences; cite specific textual evidence to support conclusions (CCRA.R1).

Author: Lucy Dana

Word Count: 56

Genre: Informational Text

Themes/Ideas: identifying polar climate animals; learning about animal habitats

Text Type: Picture Book

Genre/Text Type

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

Informational Text Features

Labels The author uses labels to name each animal.

Vocabulary

High-Frequency Words: but, can, go, in, not, will

Domain-Specific Vocabulary

seal (p. 2): a sea animal with short fur and flippers

walrus (p. 4): a large sea animal that has two long teeth, or tusks

Challenging Features

Text Children may be challenged by the placement of each animal's name on the photograph, in white type. Point out that this feature is called a label.

Content Children may have difficulty differentiating between the place where an animal lives, the place it spends most of its time, and a place where an animal can go and spend a portion of its time.

Supporting Features

Text The author repeats the phrases *in the cold sea* and *on land* throughout the book. Children can use the picture clues to determine whether the animal is in the cold sea or on land.

Vocabulary Most of the words will be familiar to children. Words that name the animals are supported by the illustrations.

A First Look

Read the title and have children identify details in the photo. Then read the question on the back cover. *Ask: Besides polar bears, which animals might go in the cold, cold sea? List children's responses on the board. Then ask: What do you think you will read about in this book?*

Read and Analyze Informational Text Cite Textual Evidence

Understand Text Features

Point out the front cover, back cover, and title page. Explain to children that these and other text features tell readers more about the book.

(front and back covers) *What can readers learn about the book by looking at the front cover? What questions does the author ask on the back cover? Why do you think the author placed that question on the back cover?*

(title page) *Where is the title page in the book? What kind of information is on the title page?*

(pp. 2-3) *The label says this is a bearded seal. Why do you think the author includes that information?*

(pp. 6-7) *In what two ways does the author let you know what kind of bear is pictured on pages 6 and 7? What kind of bear is it?*

(p. 8) *Which word is underlined on this page? Why does the author underline this word? What do the photograph and label tell a reader about the fox?*

Praise children for specific use of "Behaviors to Notice and Support" on page 97 of the *Guided Reading Teacher's Guide*.

Develop Comprehension

Thinking Within the Text

Review with children each page of the text. For each, ask:

- *Where does this animal live?*
- *Where else can this animal go?*

Thinking Beyond the Text

Have students compare and contrast the animals in the book. Ask:

- *What is similar about a polar bear and an arctic fox? What is different?*
- *What is similar and what is different about the bearded seal, walrus, and polar bear?*

Thinking About the Text

Have children think about the author's use of photographs and labels. Ask:

- *How does the author give details about the animals that live in and near the cold sea?*
- *How do the photographs help the reader?*

Focus on Foundational Skills Phonics and Word-Solving Strategies

Initial and Final Consonants

Remind children that words are made of sounds and that letters stand for those sounds. Tell children they can listen for and name the beginning and ending sounds in words.

- Have children find the word that names the animal on page 2. (*seal*) Have children name the letter and sound that begin the word. (*s, /s/*) The have children name the letter and sound that end the word. (*l, /l/*)
- Repeat with the words that name the animals on pages 4, 6, and 8. (*walrus, bear, fox*)

Long o Spelled o

Remind children that the sound of long o can be spelled in different ways, including o.

- Look at page 2. Say: *Find the word cold on this page. What vowel sound is in cold? The long-o sound that is spelled o.*
- Ask partners to find a long-o word on page 3. Help children identify the long o in *go*, also spelled o.

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

Develop Fluency

Model reading each page of the book, using intonation to add meaning. Have children repeat each sentence. Then have children read the page to a partner, pointing to the words as they read.

Expand Oral Language/Conversation

Talk About Cold Climates Point out that each animal in the book lives in a cold climate. Talk about what special features these animals have that help them live where it is cold and stay in the cold sea. Elicit that animals have thick fur and layers of fat to help them survive the cold.

Write and Respond to Reading

Draw and Write About an Animal Have children choose one animal from the book and draw it in the place where it lives (in the sea or on land). Tell children to add a sentence the animal might, if it could talk, say about where it lives. **(Narrative)**

Complete a Sentence Write the following sentence frame on the board. Help children complete the sentences and draw a picture to match each sentence. **(Informative/Explanatory)**

A _____ lives in the cold sea.

A _____ lives on land.

ELL Bridge

Use the pictures to support vocabulary development for phrases that tell where the animals live: *in the sea* and *on land*. Invite children to take turns telling where each animal lives. Encourage children to use the following sentence frame: A _____ lives (*in the sea/on land*).

Connect Across Texts

Meet the Bears by Cynthia Stuart

This informational text shows bears and their cubs. Show children the pictures. Compare the pictures and information given about polar bears in each book.

Connect to the Internet

Share this website with children to continue to explore arctic animals:
<http://climatekids.nasa.gov/arctic-animals/>

Insect Countdown



Summary & Standards

Summary: See little insects creep, sing, hop, chew, and fly. Count down from seven little ants to one beautiful butterfly.

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

Author: Alex Ives

Word Count: 50

Genre: Informational Text

Themes/Ideas: identifying insects; counting back from seven

Text Type: Picture Book

Genre/Text Type

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

Informational Text Features

Labels The author uses labels to tell how many insects are shown on the page and to name the insects.

Vocabulary

High-Frequency Words: four, little, one, three, two
Domain-Specific Vocabulary
creep (p. 2): to move slowly
hive (p. 5): a place where bees live

Challenging Features

Text Children may be challenged by the small size of the insects in the photos. The number in the text and on the page will help them know how many to look for and count.

Vocabulary It may be challenging for children to read some of the words that name where the insects are: *flower, grass, hive, and leaves*. Have children use picture clues to identify where the insects are.

Supporting Features

Text The countdown structure allows children to predict the number of insects what they will see on the the next page.

Content Children should understand that counting down is the same as counting backwards.

A First Look

Talk about the cover illustration and have children identify the insects. Then ask: *How many ladybugs do you see?* Continue counting the other insects. Then read aloud the title. Ask: *What is a countdown?* Have volunteers do a countdown from seven to one. Then say: *What insects do you think we might see in this book?*

Read and Analyze Informational Text Cite Textual Evidence

Use Picture and Context Clues

Explain that to figure out the meaning of an unfamiliar word, a reader can use picture clues and the other words in the sentence. Remind children to use the photographs to help them when they come to a word they don't know.

(pp. 2-3) *The first word on page 2 is a number word. How can you use the photo to help figure out this word? Where are the ladybugs? How does the photo help you read the phrase on a flower?*

(p. 4) *Which word tells what the crickets are doing? Why does the picture show musical notes? Which words tell where the four little insects live?*

(pp. 6-7) *Which word tells what the grasshoppers are doing? What clues in the picture help you read the word hop? How does the picture on page 7 help you understand what the caterpillars are doing?*

(p. 8) *How does the countdown end?*

Praise children for specific use of "Behaviors to Notice and Support" on page 97 of the *Guided Reading Teacher's Guide*.

Develop Comprehension

Thinking Within the Text

Ask children to tell the main idea of the book, or what the book is mostly about. Then have children tell a detail they learned about what each insect does and where it can be seen.

Thinking Beyond the Text

Talk about different places insects might go and different things they might do. Then ask:

- *What other things might a bee do? Where might you see bees besides near a hive?*
- *Why is the butterfly on the flower? Besides on flowers, where else might you see ladybugs?*

Thinking About the Text

Have children page through the book. Ask:

- *How does the author let the reader know the names of the insects in the book?*
- *Why is Insect Countdown a good title for this book?*

Focus on Foundational Skills Phonics and Word-Solving Strategies

Numbers and Number Words

Remind children that numbers can be written as symbols (numerals) and as words. Help children compare number words with numerals.

- Have children point to number word on page 2. Ask: *What does the number word tell you?*
- Then have children point to the numeral in the label. Ask: *What does this numeral tell you?*
- Have children work with a partner to find and read the number word and numeral that appear on each page.

Initial Consonants

Have children identify initial consonant sounds.

- Turn to page 2. Ask: *How many insects creep up the hill? (seven) What sound begins the word seven? (/s/) Model the sound as children repeat it. Then ask: What other words begin with the same sound? (six, sing)*
- Continue with the word *hill*. (*hive, hop*)
- For more prompts and ideas for teaching problem-solving strategies, see page 28 of the *Guided Reading Teacher's Guide*.

Develop Fluency

Have partners read the book to each other, switching readers after each page. Walk around the room listening for pacing and pronunciation. Provide immediate feedback.

Expand Oral Language/Conversation

Talk About Insects Review the insects and compare them. Ask: *Which insects in the book have wings and can fly? Which insects do not have wings and can't fly?* Invite children to tell which insects they have seen and where they have seen them.

Write and Respond to Reading

Make a Countdown Book Have children choose one insect from the book. Then have them make a countdown book for that insect, counting down from seven to one. Remind children to label each page with a number and draw the correct number of insects. **(Informative/Explanatory)**

Write a Group Story Have children choose a photograph from the book. Then help them write a group story about the insect. Use these prompts to help children create a story: *Where are they going? Why are they moving like that? What will they do next?* **(Narrative)**

ELL Bridge

Use pantomime to support learning verbs that tell how the insects move: *creep, hop, and fly*. Write each word on the board, say the word, and act out its meaning. Then say the following sentence frame: *This is how insects _____*. Have children choose a verb to complete the sentence, say the complete sentence, and act out its meaning.

Connect Across Texts

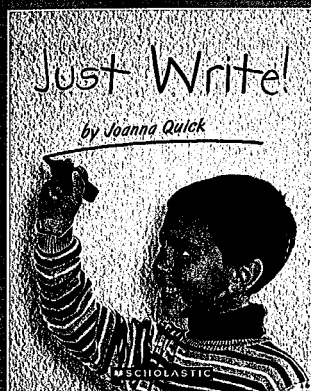
Count on Fish by Rebecca Tree

Compare *Count on Fish* with *Insect Countdown*. Lead children to discover that both authors shows ways to count. When they count the fish, they count up, and when they count the insects, they count down (or back).

Connect to the Internet

At <http://kids.sandiegozoo.org/animals/>, choose "arthropods," so that children can continue to explore the subject of insects.

Just Write!



Summary & Standards

Summary: Observe the many forms children and adults use when they “just write!”

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

Author: Joanna Quick

Word Count: 67

Genre: Informational Text

Themes/Ideas: writing can be done for many reasons; understanding the purpose of different ways of writing

Text Type: Picture Book

Genre/Text Type

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

Informational Text Features

Photos Examples of kinds of writing that are named in the text are shown in the photos.

Vocabulary

High-Frequency Words: an, can, do, who, you,
Domain-Specific Vocabulary

invitation (p. 10): written form used to invite someone to go somewhere or do something
list (p. 4): words, names, or other items put in order
note (p. 6): a brief written message

Challenging Features

Text Children may be challenged by the integration of text within the story’s pictures. Guide children to see that the words for each kind of writing appear on a material people often write on, like a card paper or an invitation.

Content Children may at first be confused by the purposes of the different kinds of writing. Guide them to understand why each form is useful.

Supporting Features

Text All pages but the last have only one sentence.

Vocabulary The different forms of writing named are well illustrated with art and photos.

A First Look

Read the title and talk about the cover. Then read the back-cover copy and have children suggest answers to the question. Ask children to predict what they will read about in a book called *Just Write!*

Read and Analyze Informational Text Cite Textual Evidence

Connect Ideas in a Text

Explain that authors often connect ideas throughout a book. Remind children to think about how the different ways of writing are connected to each other and to the idea of *Just Write!*

(pp. 4–5) *Why is the woman writing a list? Help children read the shopping list. What will she do with the shopping list?*

(pp. 6–9) *What purpose do a short note and a long letter share? Which would you use if you had many things to write about?*

(pp. 10–11) *For what kinds of events might you send invitations?*

(pp. 12–13) *An e-mail is like which two forms of writing you have read about? How are they connected?*

(p. 16) *How is the sign for the lemonade stand like an invitation?*

Praise children for specific use of “Behaviors to Notice and Support” on page 97 of the *Guided Reading Teacher’s Guide*.

Develop Comprehension

Thinking Within the Text

Review the details of the text. Ask children to name the different forms of writing they read about. Then help children state the main idea of the book.

Thinking Beyond the Text

Have children think about forms of writing. Ask:

- Which forms of writing have you used? When? Why?
- What forms of writing are not included?

Thinking About the Text

Talk about the author's purpose for writing by asking:

- How does the author show that she thinks writing is important?
- Who is the author speaking to when she says in the title, "Just Write!"

Focus on Foundational Skills Phonics and Word-Solving Strategies

Punctuation

Remind children that punctuation marks include periods, question marks, exclamation points, commas, and quotation marks.

- Direct children to page 15. Ask: *What punctuation mark is after the word say? What marks are used around the words Get Well?* Review that quotation marks show the words someone says.
- Have children identify punctuation marks throughout the text. Review the purpose of each type of mark.

Words With *r*-controlled Vowels

Review with children that a vowel paired with the consonant *r* is called an *r*-controlled vowel because the *r* controls how the vowel is pronounced.

- Point out the word *short* on page 6. Have children read the word aloud and note the *or*.
- Have children find the words *card* and *for* in the text and pronounce them.

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

Develop Fluency

Demonstrate how to read the text with appropriate pacing and accuracy. Then have children practice repeated reading with a partner.

Expand Oral Language/Conversation

Talk About Invitations List the different forms of writing shown in the book. For each form, guide a discussion about what kinds of things might be written in that form. Then have children suggest other examples and continue the conversation.

Write and Respond to Reading

Create a Card Have children write and illustrate a card to send to someone for one of these purposes: Get Well, Happy Birthday, Have a Good Trip, or Congratulations (on a new pet, winning an award, and so forth). **(Informative/Explanatory)**

Answer a Question Have children write an answer to the question on the back cover of the book: *What do you write?* **(Informative/Explanatory)**

ELL Bridge

Provide examples of each type of writing, including a list, a short note, a letter, an invitation, an e-mail message, a get-well card, and a sign. Read or have children read the text and hold up each object as it is named.

Connect Across Texts

Get Up and Go! by Bob Taylor

Remind children that authors decide how to organize the books they write. Compare the way the books are organized. In *Just Write!*, each page shows people doing a different kind of writing. In *Get Up and Go!*, each page shows people doing a different kind of exercise.

Connect to the Internet

Share this website with children to explore more about writing a friendly letter: <http://www.nhcs.net/parsley/curriculum/postal/FriendlyLetter.html>.

Meet the Bears



Summary & Standards

Summary: See different types of bears—grizzly bears, black bears, polar bears, and giant panda bears—in their natural habitats and caring for their cubs.

CCSS.ELA-Literacy: Read closely to determine what the text says explicitly and to make logical inferences; cite specific textual evidence to support conclusions (CCRA.R1); determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas (CCRA.R2).

Author: Cynthia Stuart

Word Count: 69

Genre: Informational Text

Themes/Ideas: identifying different types of bears; counting bear cubs

Text Type: Picture Book

Genre/Text Type

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

Informational Text Features

Labels Labels are used to name each bear.

Vocabulary

High-Frequency Words: has, this

Domain-Specific Vocabulary
cubs (p. 3): young bears

fur (p. 2): the hairy coat of an animal

Challenging Features

Text Some children may be challenged by seeing some sentences on only one line and some sentences on two lines. Tell children to read each sentence until they come to the period or exclamation point that ends the sentence.

Vocabulary Children may be challenged by the bear names. Have them use the picture clues to name the type of bear on each page.

Supporting Features

Text The author repeats many of the same words throughout the book, such as *big*, *bear*, *fur*, *mother*, *little*, and *cubs*.

Content Children should be able to use the pictures and labels to identify the types of bears featured in the book.

A First Look

Read the title. Talk about the cover photograph. Ask: *What words would you use to describe these bears?* Then ask: *What types of bears have you seen in pictures or in real life?* Write the bear names on the board. Then say: *Let's learn about bears.*

Read and Analyze Informational Text Cite Textual Evidence

Ask and Answer Questions

Explain that readers ask and answer questions about a text to make sure they understand what they read. Have children answer questions about the bears and think of questions to ask that will help them better understand the book.

(pp. 2–3) *The label says this is a grizzly bear. What color fur does this big bear have? Which word names the young bears in the photo? What question might you ask about the cubs?*

(pp. 4–5) *What color word tells you about this big bear's fur? Why is black bear a good name for this bear? Which word tells how many cubs the mother black bear has?*

(pp. 6–7) *What color fur does this big bear have? The label says it's a polar bear. Where are the mother bear and her cubs? How do you think this bear's color helps it when it is hunting for food?*

(p. 8) *In what two ways does the author let you know what bear she is writing about? What is the same about panda bears and the other bears in the book? What is different about panda bears?*

Praise children for specific use of “Behaviors to Notice and Support” on page 97 of the *Guided Reading Teacher's Guide*.

Develop Comprehension

Thinking Within the Text

Check children's understanding of the main idea and details. Ask:

- *What is the book about?*
- *What details do you learn about each bear?*

Thinking Beyond the Text

Have students compare and contrast the bears in the book. Ask:

- *In what ways are the bears the same?*
- *In what ways are the bears different?*

Thinking About the Text

Have children think about the text structure and author's purpose. Ask:

- *How does the author introduce each bear? Look at the pictures. What pattern do you notice?*
- *How do the labels help you learn more about the bears?*

Focus on Foundational Skills Phonics and Word-Solving Strategies

Number Words

Explain to children that numbers can be written as words.

- Read the first sentence on page 3. Ask: *How many cubs does the mother bear have?* (three) Point out that the word *three* names the number 3. Write the numeral and the number word.
- Have children look at pages 5, 7, and 8 and repeat the procedure.

Words That Name More Than One

Explain that some words name more than one person, place, or thing. Name some examples of names of things in the classroom—*desks, chairs, windows*. Point out that a word that names more than one often ends with *-s*.

- Have children look at the word *cubs* on page 3. Ask: *Does this word tell about one cub or more than one?*
- Have children find the word in the book that means more than one bear.

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

Develop Fluency

Have children whisper-read each page to themselves. Walk around and listen to students as they read. Provide immediate feedback.

Expand Oral Language/Conversation

Talk About Bears Lead a discussion about bears and their habitats. Ask: *What do you know about bears? Where do they live?* Then ask: *What questions do you have about bears?*

Write and Respond to Reading

Write a Sentence Have children draw one of the bears from the book. Then help them write a sentence that describes the bear or where it lives. **(Informative/Explanatory)**

Write an Opinion Sentence Write the following sentence frame on the board. Help children complete the sentence with their own opinion about bears.

I think bears are _____. **(Opinion)**

ELL Bridge

Have children play a word game. Help children make word cards using color words from the book: *brown, black, and white*, as well as the adjectives *big and little*. Have children form small groups, and make sure each group has a copy of each of the words on a card. Turn cards face down. Each child will pick one of the word cards and say the word aloud. Then they will use the word in a sentence.

Connect Across Texts

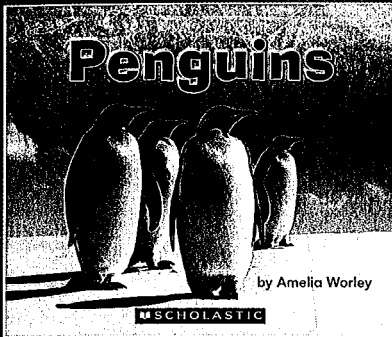
In the Woods by Stella Charles

Contrast the two books. Help children determine that *In the Woods* shows many different animals that live in one place, the woods. *Meet the Bears* shows only bears, but the bears live in different kinds of places.

Connect to the Internet

Share this website and check out the live photos of pandas on the panda cam at the San Diego Zoo: <http://www.sandiegozoo.org/pandacam/gallery.html>.

Penguins



Summary & Standards

Summary: Penguins live on the ice and swim in the sea—they love it!

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

Author: Amelia Worley

Word Count: 54

Genre: Informational Text

Themes/Ideas: learning about penguins;
recognizing penguins' environment

Text Type: Picture Book

Genre/Text Type

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

Informational Text Features

Photos The photos show how penguins live on the ice and swim in the sea.

Vocabulary

High-Frequency Words: all, them, live, walk

Domain-Specific Vocabulary

sea (p. 6): a large body of salt water

swim (p. 7): to move while floating in water

Challenging Features

Text Children may be challenged by the use of white letters on a dark background on page 7. Guide children to make the connection that the photo shows the darkness under the ice. The background is dark, so the text must be white to be seen.

Content Some children may need help to grasp the idea that the events are shown in a sequence.

Supporting Features

Text Short sentences and repeated words support children as they read.

Vocabulary Because each thing the penguins do is shown in the photographs, children will be able to read the verbs and use the pictures to figure out what the penguins are doing.

A First Look

Talk about the cover and have children identify details in the photo. *Ask: What animals are shown on the cover?* Most children will be able to identify the penguin. Read the sentence on the back cover and ask: *Why do you think the author invites us to meet the penguins? What do you think you will find out about penguins?*

Read and Analyze Informational Text Cite Textual Evidence

Understand Sequence of Events

Explain that the text and photographs together tell and show how penguins move from the ice to the sea. Have children make connections between where the penguins are and what they do.

(pp. 2–3) *Where do penguins live? (on ice-covered land)*

(pp. 4–5) *Look at page 4. Where do you think the penguins are going? In what other way do penguins move? How do penguins use the ice to help them move?*

(pp. 6–7) *Where are the penguins in the photo on page 7? What are they doing? What happens after they dive into the water?*

(p. 8) *Where are the penguins after they come back from the sea? What do you see on this page?*

Praise children for specific use of “Behaviors to Notice and Support” on page 97 of the *Guided Reading Teacher’s Guide*.

Develop Comprehension

Thinking Within the Text

Direct attention to pages 4–6. Ask:

- *How do the penguins get to the sea?*
- *What do they do when they get to the sea?*

Thinking Beyond the Text

Have children look at page 7. Ask:

- *What does the photo tell you about where penguins swim?*
- *Where could you look to find information about what exactly penguins eat?*

Thinking About the Text

Have children look at page 8. Ask:

- *What text from page 2 is repeated on this page? How is the photo similar to and how is it different from the other photos in the book?*
- *What sentence would you add to tell about the baby penguin?*

Focus on Foundational Skills Phonics and Word-Solving Strategies

Pronoun: *they*

Explain that sometimes a word can take the place of another word in a sentence. Show children how the author uses the pronoun *they* to take the place of the word *penguins*.

- Have children read the first sentence on page 4. Then read the second sentence. Ask: *Instead of writing penguins again, which word in the second sentence does the author use to mean penguins? (they)*
- Repeat with page 7.

Words With Long *i*

Review with children the long-*i* vowel sound.

- Read aloud the word *ice* on page 2. Ask: *What vowel sound do you hear? (long i)* Point out that the *i_e* spelling pattern makes the long-*i* sound.
- Read aloud the text on pages 4, 5, and 6. Have children raise their hands when they hear the long *i* sound. Ask: *Which words have the long i sound? (ice, line, slide, dive)*
- Have students point to and read the long-*i* words.

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

Develop Fluency

Model how to read sentences expressively, especially those containing the command *look*. Have children repeat using expressive reading.

Expand Oral Language/Conversation

Talk About Animal Adaptations Explain that penguins are birds that do not fly. They walk slowly and awkwardly on land, but they can swim very fast. Talk with children about how penguins use their wings to push when they slide on the ice, and their flippers to propel themselves through the water, as shown in the photographs on pages 5 and 7. Ask children to compare penguins to other birds and to creatures that live in the sea.

Write and Respond to Reading

Draw a Picture Have children finish the following sentence frame with an action verb from the text: *Penguins _____.* (*walk, slide, dive, swim*) Then have them draw a picture to illustrate their sentence.

(Informative/Explanatory)

Write a Story Help children write their own story about a penguin going to the sea to swim and get fish to eat. (Narrative)

ELL Bridge

Invite children to use gestures to demonstrate how the penguins move as described by the text and shown by the photographs on pages 4–7. Ask them to read a sentence, demonstrate the action, and then explain in their own words what the penguins are doing.

Connect Across Texts

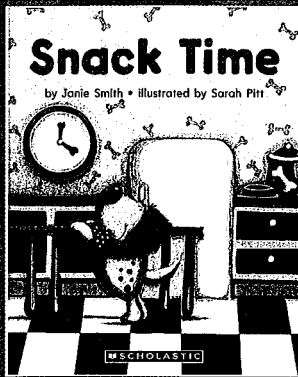
Birds and Beaks by Jessica Wolfe

Review the different birds in *Birds and Beaks* and how they use their beaks. Then have children look at the photos of the penguins and tell how they might use their beaks.

Connect to the Internet

Share a website with children where they can learn facts about penguins, view photos, and participate in activities: <http://www.kidzone.ws/animals/penguins/>.

Snack Time



Summary & Standards

Summary: Max is hungry and wants a snack. He goes into town in search of something to eat. Who will give him a snack?

CCSS.ELA-Literacy: Integrate and evaluate content presented in diverse formats, including visually and quantitatively (CCRA.R7); assess how point of view or purpose shapes the content and style of a text (CCRA.R6).

Author: Janie Smith

Word Count: 85

Genre: Fantasy

Themes/Ideas: sharing snacks; recognizing buildings in a town

Text Type: Picture Book

Genre/Text Type

Fantasy/Picture Book Remind children that a fantasy is a story that could not happen in the real world. Illustrations help the reader picture the fantasy.

Text Features

Signs Illustrations feature signs that tell the name of the buildings in town where people work.

Vocabulary

High-Frequency Words: ask, do, not, have, I, into, said, you

Academic Vocabulary

everyone (p. 8): all the people

town (p. 2): a group of houses and businesses that are near each other in one place

Challenging Features

Text Children may be challenged by dialogue punctuation. Point out the quotation marks and explain their purpose: The text inside the quotation marks shows the exact words being said.

Vocabulary Children may be challenged by the abbreviations *Ms.* or *Mr.* as part of name of each animal character except for Max.

Supporting Features

Text The patterned dialogue supports children as they read. Throughout the book an animal asks, "Do you have a snack?" Then an animal responds, "I do not, but we can ask _____ for a snack."

Content Children will use text and illustrations to find out who is talking. Children will notice that each of the characters works in the town and is shown in front of the place where he or she works.

A First Look

Display the book and read the title. Talk about the cover illustration. Ask: *What do dogs like to eat at snack time? How does the illustrator hint at what this dog wants for a snack? Let's find out if the dog will get his snack.*

Read and Analyze Literature Cite Textual Evidence

Identify the Characters, Settings, and Events

Remind children that characters are the people or animals in a story and the setting is where the story takes place. Say that events are what actually happens in the story. Ask children to think about the characters, settings, and events as they read.

(pp. 2-3) *Who is the first character we see? Where does Max go to get a snack? The sign on the building says "Police Station." Who does Max meet there? Does Ms. Duck have a snack? Who does she think they should ask?*

(pp. 4-5) *The sign on the building says "Library." Who works there? Does Mr. Cat have a snack for Max? How do you know?*

(pp. 6-7) *Where are Max, Ms. Duck, and Mr. Cat now? What do you think the sign on the building says? Does Ms. Pig have a snack for them?*

(p. 8) *Where are all the characters now? Why does Mr. Bunny have snacks for everyone? Which snack will Max mostly likely eat?*

Praise children for specific use of "Behaviors to Notice and Support" on page 97 of the *Guided Reading Teacher's Guide*.

Develop Comprehension

Thinking Within the Text

Talk about the book cover. Read the names of the author and the illustrator. Ask:

- *What does an author do?*
- *What does an illustrator do?*

Thinking Beyond the Text

Talk about different places Max might go to find a snack. Ask:

- *What other places in a town could Max go to find a snack?*
- *Where might Max find healthier snacks?*

Thinking About the Text

Have children look at the characters and ask questions like these about each character:

- *What information do you learn about Ms. Duck from the words in the book?*
- *What information do you learn about Ms. Duck from the illustrations?*

Focus on Foundational Skills Phonics and Word-Solving Strategies

Quotation Marks

Remind children that quotation marks signal that someone is talking.

- Point to the quotation marks on page 3. Explain that these marks signal what someone is saying. Ask: *What does Max ask Ms. Duck? How do you know he does not say said Max as well?*
- Have children work with a partner to find the quotation marks that begin and end each character's question sentence.

Ending Sounds

Remind children that they can change end sounds to make new words.

- Look at page 3. Say: *Who does Ms. Duck suggest that Max should find next? (Mr. Cat) What is the end sound in cat? (/t/) What letter makes that sound? (t) What other words can you make by replacing the t in cat with another letter?*
- Repeat with the word *pig*.

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

Develop Fluency

Model reading the dialogue with proper expression and intonation. Have children repeat each question and response. Then have children work with a partner to practice reading the questions and responses.

Expand Oral Language/Conversation

Talk About Snacks Point out that Max goes to town to find a snack. Ask: *What is the difference between a snack and a meal? Where do the animals find their snacks?* Then talk about where in town the animals might go to find healthy snacks.

Write and Respond to Reading

Illustrate a Character Have children choose a character from the book. Help them draw the character and label their illustration with the character's name. Tell children to add something to the picture that tells their classmates what the character likes to eat at snack time. **(Narrative)**

Write About a Place Have children look at the buildings in Max's town. Have them choose one and draw a picture of it. Under the picture have them complete the sentence frame: *I saw _____ at the _____.* **(Narrative)**

ELL Bridge

Have children act out the scenes from the book to support conversational development. Invite children to take turns playing the roles of Max, Ms. Duck, Mr. Cat, Ms. Pig, and Mr. Bunny. Help children use the proper intonation when asking and answering a question.

Connect Across Texts

Let's Make Soup by Jephson Gibbs

Look at the text and art to see in what ways the books are alike. Elicit that they are both fantasies with animal characters. In both stories the animals want something to eat and animals do the cooking or baking.

Connect to the Internet

Share this website with children to continue to explore the subject of healthful eating and other things that help kids stay healthy: <http://www.healthykids.nsw.gov.au/>.

What Kittens Need



Summary & Standards

Summary: What does a kitten need? It needs food, water, and exercise—and lots of love!

CCSS.ELA-Literacy: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas (CCRA.R2); read closely to determine what the text says explicitly and to make logical inferences; cite specific textual evidence to support conclusions (CCRA.R1).

Author: Emily Parker

Word Count: 49

Genre: Informational Text

Themes/Ideas: learning how to care for a pet; valuing care and love

Text Type: Picture Book

Genre/Text Type

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

Informational Text Features

Illustrations A picture of a kitten points to the photo of what each kitten needs. In some places, line drawings are added to provide additional details.

Vocabulary

High-Frequency Words: a, does, play, run, to
Domain-Specific Vocabulary
vet (p. 6): a doctor for animals (short for “veterinarian”)

Challenging Features

Text Children may use the picture clue and say *brush* instead of *brushed* in the sentence *A kitten needs to be brushed.*

Vocabulary Children may be challenged by the visit to the *vet*, pictured on page 6. Explain that a kitten needs to see an animal doctor to stay healthy, just as a child needs to see a pediatrician.

Supporting Features

Text Except for the opening question, every sentence is one line and begins with *A kitten needs.*

Content Children can easily connect the photos and the text to learn about the things kittens need. Children should enjoy reading about kittens and their needs.

A First Look

Show children the cover and read the title. Ask: *How is a kitten different from a cat? Do you think a kitten needs to be taken care of in a special way?* Encourage children to refer to their own experiences. Then say: *This book will tell us exactly what a kitten needs.*

Read and Analyze Informational Text Cite Textual Evidence

Identify the Main Topic and Key Details

Point out that the text and photos work together to tell about the main topic of a book and give details about the topic. Remind children to use both text and photos to get a better understanding of the many things that kittens need.

(pp. 2–3) *Why does the author start the book with the question? What details do you read that answer the author’s question?*

(p. 4) *What is the cartoon cat pointing to? How does the cartoon cat help you learn more about what kittens need?*

(pp. 6–7) *What information does the photo give about what a vet does when she gives the kitten a checkup? On page 7, what is the kitten playing with?*

(p. 8) *How do you know the boy loves the kitten? Why does the author end with this text and photo? What is the main topic of the book?*

Praise students for specific use of “Behaviors to Notice and Support” on page 97 of the *Guided Reading Teacher’s Guide*.

Develop Comprehension

Thinking Within the Text

Review with children all the things a kitten needs. Determine which needs are provided by the pet owner and which things the kitten can most likely do by itself.

Thinking Beyond the Text

Ask children to think about other things kittens need or would enjoy. Ask:

- *What are some other things kittens need?*
- *Look at page 7. What are some things kittens like to play with?*

Thinking About the Text

Have children look at page 8. Ask:

- *Why does the author end the book with "A kitten needs lots of love"? Why didn't she start with that? Tell why you think so.*
- *Who might especially want to use the information in this book?*

Focus on Foundational Skills Phonics and Word-Solving Strategies

Phonogram -ay

Remind children they can use the word parts they know to help them read new words.

- Read aloud page 7: *A kitten needs to play*. Slowly reread *play*, modeling how to blend the first sounds, /pl/, with the phonogram -ay. Then ask children to blend the word parts to form the whole word.
- Continue the same routine with *may*, *way* and *stay*.

Consonant Blend: pl

Remind children that a consonant blend is made up of two consonant sounds that are heard together.

- Turn to page 7 and point out the word *play*. Write *play* on the board and circle the blend *pl*. Have children say /p/ /l/, *play with you*.
- Ask children to find another word in the book that begins with *pl*. (*place*, p. 5)

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

Develop Fluency

Model by reading each page to children. Have them repeat each sentence, pointing to the words as they say them. Then ask children to read the book aloud with partners.

Expand Oral Language/Conversation

Talk About Pets Remind children that the photos show children taking care of their kittens. Ask: *What things does a puppy need that are the same as what a kitten needs?*

Write and Respond to Reading

Taking Care of a Kitten Tell children that now that they have read about taking care of a kitten, they can decide what it would be like. Ask them to think about whether or not it would be fun and whether or not it would be hard to do. Then ask students to complete this sentence frame:

I think taking care of a kitten would be ____.
(Opinion)

A Happy Kitten Story Children can create a story of a happy kitten that has what it needs. Let them use the following template:

In the morning, the happy kitten ____.
Then the happy kitten ____.
In the afternoon, the happy kitten ____.
At night, the happy kitten ____. (Narrative)

ELL Bridge

Support vocabulary development for verbs by asking children to act out what the people or kittens in the illustrations are doing. Focus on words such as *eat food*, *drink water*, *be brushed*, *run*, *see a vet*, *play*, and *be loved*.

Connect Across Texts

What Do You See? by Heather Flaherty

Review with children the things they learned that a baby kitten needs. Talk about what each of the baby animals in *What Do You See?* might need.

Connect to the Internet

Share this website with children to see pictures of different cats: <http://kids.nationalgeographic.com/kids/photos/gallery/cats>.