

GUIDED READING PROGRAM

Fiction Focus

2nd Edition



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

- Flap and Sing: Birds
- Fred's Wish for Fish
- Fresh Fall Leaves
- I Go With Grandpa
- Let's Play Soccer
- Living Things
- The Magic Pot
- No Snacks, Jack!
- Painting
- The Yard Sale

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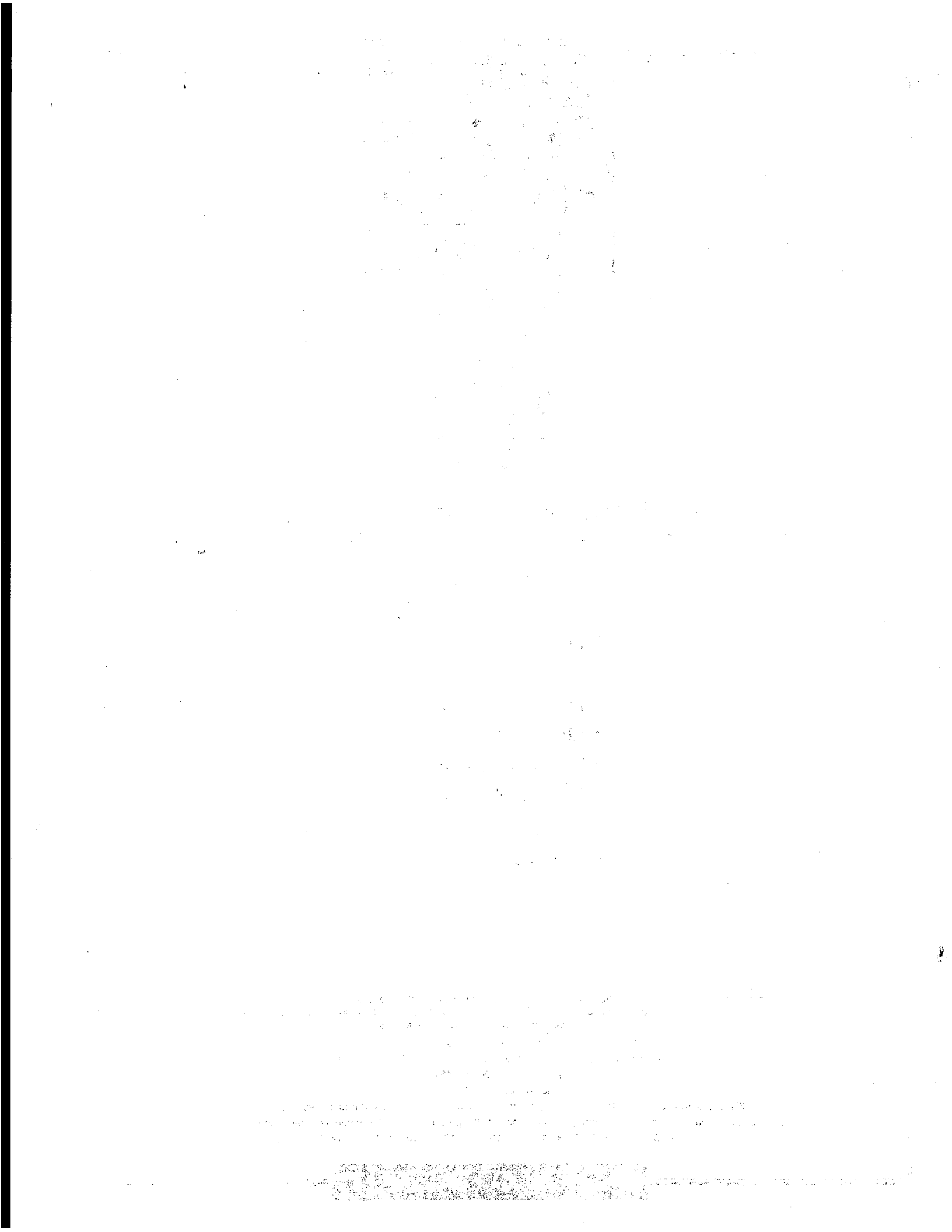
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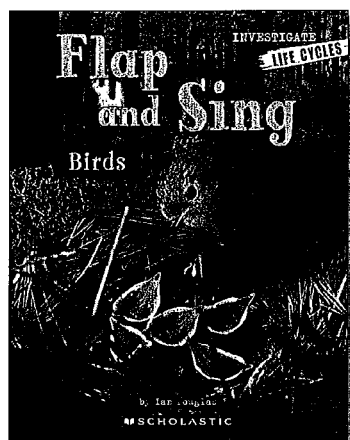
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Flap and Sing: Birds



This narrative nonfiction book gives information about the life cycle of birds. It concentrates on the story of a mother bird who builds a nest, lays and sits on her eggs, and tends the chicks until they fly away. Children will read to refine their understanding of how texts work across a variety of genres.

Author: Ian Douglas
Genre: Narrative Nonfiction

Word Count: 100+
Theme/Idea: understanding the bird life cycle

Making Connections: Text to World

Invite children to describe birds that they have seen. Have children think of ways all birds are alike. (They have feathers, beaks, and wings.) Guide children to see that birds build nests and lay eggs.

To extend the connection, tell children that they will read about a small mama bird who prepares to have a family by building a nest and laying eggs. Ask: *Have you ever seen a bird's nest with eggs in it? Have you ever seen baby birds peeking out of a nest? What happens to baby birds as they get bigger?*

For additional teaching ideas and resources, see <http://www.aviary.org/index.php>.

Vocabulary

Essential Words: chick, feather, hatch, investigate, leaves, moss, nest

Related Words for Discussion: diet, facts, habitat, observe

Genre

Narrative Nonfiction Remind children that narrative nonfiction tells the realistic story of an event or series of events that occur in the present or the past.

ELL Bridge

The text on each spread of this book covers one concept and is supported by one photograph (plus an inset photograph or two). After reading each spread aloud, ask children to use the photograph(s) to help summarize what they have read. Provide vocabulary as necessary. Take notes on these summaries on the board or on chart paper. Then challenge children to use the collective contributions to create as a group a sequential summary of the story.

Supportive Book Features

Text Sentences are short, covering only two or three lines per page. Text is supported by large, detailed photographs that provide extra detail in insets. Though the children's focus will be on the nonfiction narrative about the mama bird, point out that the book is organized into sections and supported by a table of contents.

Content Children are likely to be familiar with several kinds of birds, and they should enjoy reading the nonfiction narrative about the little mama bird.

Praise children for specific use of "Behaviors to Notice and Support" on page 84 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text Children may not know how to use some of the features in this book. Walk them through these features, explaining their purpose and how to read the information provided: the life cycle diagram on pages 22–23 and the index on page 27.

Vocabulary Though children will be familiar with most of the vocabulary, they may need help with some content-specific words, such as *hatch* and *moss*. Guide them to use the photos and glossary to find meaning.

Teaching Options

Developing Comprehension

Thinking Within the Text

Ask children to recall details from the story. Ask: *What does the mama bird use to make her nest? What does the mama bird feed the baby birds? What happens after the baby birds grow bigger?*

Thinking Beyond the Text

Have children look at the baby birds in the pictures on pages 16–21. Ask: *What are some ways the birds in the three pictures are alike? How are they different?*

Thinking About the Text

Read aloud the text on page 10 and have children look at the two inset pictures. Point to each picture and read the caption. Talk about how the pictures help readers understand the meaning of *leaves* and *moss* in the sentences.

Sequencing

Remind children that some things happen in a certain order.

- Write these sentences on the board and read them aloud: *I brushed my teeth. I woke up. I ate breakfast.* Ask children which thing they did first, next, and last. Point out that children just described the order in which things happened.
- Read aloud pages 8–20 as children follow along. Then have children look at the picture on each spread and tell what is happening.
- Work with children to recall the sequence of events in the life cycle of a bird.

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

Describing Words

Explain to children that describing words tell more information about a person, place, or thing. Describing words might tell how a person or thing looks or feels or how many there are.

- Read the first sentence on page 8 and repeat *Mama* and *busy*. Explain that these are describing words. They give the reader more information about the bird—it is a mother and it is doing lots of things.
- Read the first sentence on page 10. Ask children to identify the describing words. (*Mama, dry, her*) Ask: *What do the words describe? What information do they tell?*
- Repeat this process for other describing words, such as *warm* (page 14) and *busy* (page 18) in reference to the chicks.

Developing Fluency

Model reading pages 8–11, focusing on proper pace, phrasing, and intonation. Have partners read the pages aloud to each other.

Oral Language/Conversation

Talk About Life Cycles Discuss other animal life cycles children may know, such as that of a butterfly or a cat. Have children describe how the animal changes during its life cycle.

Extending Meaning Through Writing

- Ask children to choose one of the birds in the book and write a description of it. (**Descriptive**)
- Have children tell a short story about a bird that is building a nest. (**Narrative**)

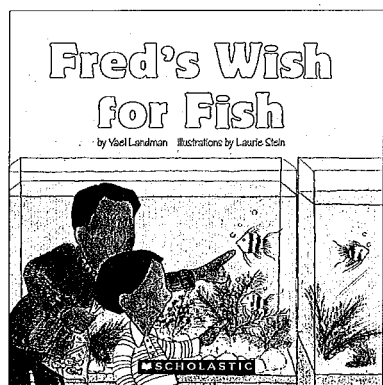
Other Books

Animal Moms and Dads by Ellen Tarlow
Does a Kangaroo Have a Mother, Too?
by Eric Carle

Fred's Wish for Fish

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Summary & Standard

When Fred wishes he had some pet fish, his dad lets him get a whole tankful of fish. Children will comprehend basic plots of a variety of fiction genres.

Author: Yael Landman
Genre: Realistic Fiction

Word Count: 128
Theme/Idea: getting a new pet

Making Connections: Text to Self

Children will most likely have experience with trying to convince a parent to let them buy something—and possibly succeeding. Ask children whether they have ever had such an experience. Have them tell whether or not their parent agreed to the request and discuss possible reasons for the response.

Extend the connection by discussing why someone might get a new pet and what a person must do to be a good pet owner. Explore with children some reasons why a parent may or may not agree to getting a pet.

For additional teaching ideas and resources, see <http://pbskids.org/itsmylife/family/pets/article5.html>.

Vocabulary

Essential Words: orange, water

Related Words for Discussion: convince, needs, responsibility

Genre

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

Supportive Book Features

Text Sentences are short and to the point. Important words and phrases are repeated from sentence to sentence as new information is added. Paragraphs are set apart by extra space. The full-page illustrations strongly support the text on corresponding pages. All dialogue is attributed to a speaker.

Vocabulary All words in the text should be familiar and accessible to children.

Praise children for specific use of “Behaviors to Notice and Support” on page 84 of the *Guided Reading Teacher’s Guide*.

Challenging Book Features

Text Some dialogue goes on for more than one line, so children may have trouble recognizing text on subsequent lines as the words of the same speaker. Make sure children understand that *you* is bolded at the end of the book to show that Fred says this word with strong feeling.

Content If children have not been to pet stores or taken care of pet fish, they may be confused as to why Kate is putting Fred’s fish in a bag of water. Explain that fish need water to live, and putting them in a small plastic bag filled with water is a good way to carry them from a tank in a pet store to a tank at home.

ELL Bridge

Give children extra practice with adjectives that describe quantity. Write the following words from the story on the board: *some*, *any*, and *a lot*. Then add *many* to the list. Model for children how to use these words in sentences: *I have some cups. Bill does not have any cups. Mom has a lot of cups. Pam has many cups, too.* Have children work with partners to make up sentences using words that tell how many of something a person has. Then have them demonstrate or illustrate their sentences.

Teaching Options

Developing Comprehension

Thinking Within the Text

Have children tell what Fred wants and how he gets it. Discuss how he feels at the end of the story when his wish has come true.

Thinking Beyond the Text

Invite children to think about what it takes to be a good pet owner. Then ask them to use what they learned about Fred in this story to decide whether he will be a good pet owner.

Thinking About the Text

Have children identify ways that the author uses dialogue to show what the different characters are like. For example, ask children to find clues that Fred has good manners. (He says *please* and *thank you* to Dad.)

Reading Everyday Speech

Explain to children that quotation marks help readers recognize the words spoken by a story character. The character's name and a word such as *said*, shown outside the quotation marks, identify the speaker.

- Read aloud the first two sentences on page 2. Ask: *Who is speaking?* (Dad) *How do you know?* (the words *Dad said*) *What does he say?* ("Look at the fish, Fred.") *How can you tell?* (Quotation marks come before and after these words.) Have children read the words the way Dad might say them.
- Then read aloud the text on page 4. Again ask children to identify the dialogue and the speaker, and explain how they can tell. Make sure children understand that Fred says all the words between the opening and closing quotation marks. Then have children read the sentences the way Fred might say them.

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 Digraphs

Explain that sometimes two letters stand for one sound.

- Write the word *wish* on the board and have children read it with you. Circle *sh*, say the sound the letters stand for, and have children repeat it. Then ask them to find another story word with final *sh*. (*fish*)
- Write the word *white* on the board. Point to the *wh* and have children say the sound /hw/ and read the word with you. Have children find and read *white* in the story. (pages 4 and 6)
- Repeat with the word *thank* and initial /th/. (page 8)

Developing Fluency

Model fluent reading of several pages with appropriate pace, phrasing, and intonation for questions and exclamations. Then have small groups read the same pages together.

Oral Language/Conversation

Talk About Getting a Pet Mention that pets have needs and that pet owners are expected to take care of these needs. Discuss how a child could convince a parent that he or she is ready to take care of a pet.

Extending Meaning Through Writing

- Have children write a journal entry that Fred might write, telling what happened the day he got his fish. (**Narrative**)
- Have children write a description of Fred's new fish and their new home. (**Descriptive**)

Other Books

My Dog Talks by Gail Herman

My Dog's the Best by Stephanie Calmenson

Fresh Fall Leaves

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Summary & Standard

In this book, two friends demonstrate activities that can be done with fresh fall leaves, such as raking them, jumping in them, and covering up with them. Children will use pictures and context to assist comprehension.

Author: Betsy Franco

Genre: Realistic Fiction

Word Count: 50

Theme/Idea: activities with fall leaves

Making Connections: Text to World

Many children will have experience with fall leaves and the things people can do with them. Invite children to share examples of leaf-related activities they may have done or heard about, such as helping an adult or sibling rake leaves or collecting leaves while on a walk.

Extend the real-world connection by pointing out that sometimes leaves are used for fun (jumping in piles) and sometimes work is involved (raking them up to clean a yard; studying them to learn about trees).

For additional teaching ideas and resources, see <http://www.amug.org/~jbpratt/education/mypages/autumnleaves.html>.

Vocabulary

Essential Words: collecting, crunching, fall, leaves, pile, raking, watching

Related Words for Discussion: activities, enjoying, observing

Genre

Realistic Fiction Remind children that realistic fiction is a story with characters and events that could happen in real life.

Supportive Book Features

Text The text size is large and there are only a few words per page. Illustrations offer support for learning new verbs and other words in the story. The text follows a pattern while describing things that can be done with (and to) leaves.

Content Children will most likely have had experience with most or all of the activities described in this book.

Praise children for specific use of “Behaviors to Notice and Support” on page 84 of the *Guided Reading Teacher’s Guide*.

Challenging Book Features

Text Sentences stretch across pages, so children may struggle to remember the beginning of each sentence when they are reading the second part. Make sure children understand how to read the ellipses on page 3 and the various punctuation marks used throughout the story.

Vocabulary Children may need help reading and understanding the meaning of words such as *fort* (page 10) and *battle* (page 11).

ELL Bridge

Help children remember the meanings of verbs used in this story. On the board, write verbs from this story, such as *collecting* (page 5), *crunching* (page 6), *running* (page 7), and *raking* (page 8). Read the words with children and have children take turns using information from the story to act out each verb.

Teaching Options

Developing Comprehension

Thinking Within the Text

Have children identify the various activities the children in this story do with the fresh fall leaves. Make sure children understand what each activity is.

Thinking Beyond the Text

Discuss how people can play with leaves, learn from them, and do work with them. Examine the activities the children in this book do and categorize them as playing (crunching, running, throwing, jumping, making, covering, leaping), learning (watching, collecting), or working (raking).

Thinking About the Text

Talk about how the writer organized the information in the book. Have children identify the topics of different pages and spreads and discuss how the author and illustrator provide the reader with information about each topic.

Using Illustrations

The illustrations in a story can give us a lot of information. Read aloud page 5 of the text. Then have children look at the picture.

- Say: *When I read and collecting them, I'm not sure what collecting means. But I can get clues about its meaning from the picture. I see that the boy is holding several leaves in his hand and bending over to pick up another one. I see that when a person collects something, he or she gathers several examples of this thing together. What is something else a person might collect in the fall?*
- Continue in a similar fashion, having children use the illustrations to help them figure out the meanings of words such as *crunching* (page 6) and *raking* (page 8).

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 -ing

Remind children that sometimes a base word has the ending *-ing* added on.

- Have children examine the *-ing* words on pages 4, 5, 6, 9, 12, 14, and 15 and identify the base word in each.
- On page 7, have children find the word with the *-ing* ending (*running*). Note that when a base word has one syllable and a short vowel, the final consonant is doubled before adding the *-ing* ending.
- On page 8, have children find the word with the *-ing* ending (*raking*). Note that when the base word ends in *e*, the *e* is dropped before adding *-ing*. Repeat with the *-ing* words on pages 10 and 11.

Developing Fluency

Point out that the text on page 14 ends with an exclamation point. Model how to read this sentence as children repeat after you.

Oral Language/Conversation

Talk About Fall Leaf Activities Discuss things people can do with fall leaves, such as play in them and make art with them. Then talk about why people rake them up.

Extending Meaning Through Writing

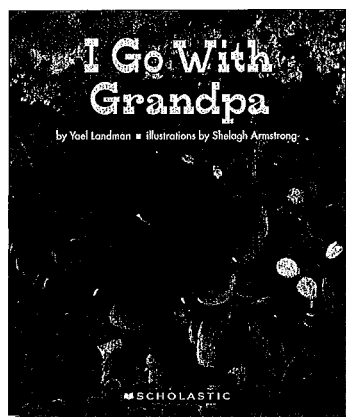
- Have children draw a picture of their favorite fall leaf activity and write a sentence or two explaining why they like it. (**Expository**)
- Have children write about the colors and shapes of fall leaves. (**Descriptive**)

Other Books

Paper Bag Trail by Anne Schreiber and Arbo Doughty

The Tree House by Roberta Brown and Sue Carey

I Go With Grandpa



Summary & Standard

This realistic fiction story tells about a girl's visits to the park with her grandfather and what they experience there at different seasons of the year. Children will use their knowledge of phonics to recognize letter patterns and translate them into spoken language.

Author: Yael Landman

Genre: Realistic fiction

Word Count: 100+

Theme/Idea: enjoying the seasons

Making Connections: Text to World

Children may know the names of the seasons but might not be aware of the natural changes that happen at different times of the year. Talk about how each season is different in your area, including differences in the weather, in the way people dress, and in the things they do.

Extend the connection by asking children what they might expect to see in a park at different times of the year. Encourage them to talk about various kinds of things people can do at the park. Invite children to share any experiences they have had at a park.

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

Vocabulary

Essential Words: cider, hear, look, outside, park, swing

Related Words for Discussion: cold, cool, fall, hot, spring, summer, warm, winter

Genre

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

Supportive Book Features

Text Repetitive text patterns and a limited number of lines per page make this book easily accessible to young readers. The colorful illustrations support the text by portraying the characters' actions as well as the changes in their surroundings that occur during the various seasons of the year.

Vocabulary Many words are decodable, and several key words are repeated throughout the story. Picture clues will help readers figure out unfamiliar words.

Praise children for specific use of "Behaviors to Notice and Support" on page 84 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text The compound subject *Grandpa and I* may confuse some children. Point out the girl and Grandpa in the illustrations. Help children identify the girl as the one telling the story.

Content Children who have not experienced the differences in seasons may be confused about the changes in setting that occur during the story. Build background knowledge by explaining the changes in natural surroundings that occur in many places from one season to the next and how this affects what people do.

ELL Bridge

Use pantomime to demonstrate actions in the story. For example, make a chirping sound. Then cup your hand around your ear and say: *I hear birds*. Have children repeat the action and the sentence. Do the same for walking in a puddle and sitting on grass, using words such as *splash* and *plop*. Then put on a raincoat and say: *I put on a raincoat*. Have children repeat the action with a coat, boots, a hat, and mittens as they say a sentence to tell what they are doing.

Teaching Options

Developing Comprehension

Thinking Within the Text

Have children summarize what happens in the story during each season, including how the characters dress and what they do.

Thinking Beyond the Text

Have children think about what the characters did in winter. Ask: *Could Grandpa and the girl make a snowman in the summer? Why? What do you like to do in the winter? Why is winter a good time of year for that activity?*

Thinking About the Text

Point out that at the beginning of the story, the girl tells what she and Grandpa do in the spring. Then she tells about each of the other seasons, one at a time. Discuss how this structure helps readers notice the changes that take place from one season to the next.

Comparing and Contrasting

Explain to children that when authors compare two or more things, they tell how these things are alike. When they contrast two or more things, they tell how the things are different.

- Have children use the text and illustrations on pages 2–9 to compare and contrast spring and summer. Ask: *How are these seasons alike?* (The girl and Grandpa go to the park; she likes both seasons) *How are they different?* (In spring they wear raincoats and boots, they hear birds sing, they look at flowers and walk in puddles. In summer they put on sun hats, Grandpa pushes the girl on a swing, they sit in the grass and have a picnic outside.)
- Have children use the text and illustrations on pages 10–15 to compare and contrast fall and winter.

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 Vowel *u*

Remind children that in a word or syllable in which the letter *u* is followed by a single consonant, the *u* often stands for the short-*u* sound /*u*/, as in *pup*.

- Have children turn to page 6 and read the last sentence aloud together. Ask: *Which word has the short-u sound /u/?* (*sun*)
- Repeat with the last sentence on page 10. (*nuts*)
- Have children locate other words with the /*u*/ sound in this story. (*puddles*, page 5; *summer*, page 6; *up*, page 7; *puppy*, page 14; *fun*, page 16)

Developing Fluency

Model reading the first page with fluent phrasing and expression. Then have children follow your example and do several readings with a partner. Continue with additional pages.

Oral Language/Conversation

Talk About Favorite Seasons Ask children to share what their favorite season is and why. Then, with children, create a list of seasonal words that you can display for reference. Words might include weather words such as *hot*, *cold*, *warm*, *cool*, *rain*, and *snow*.

Extending Meaning Through Writing

- Have children choose a season and draw a picture of themselves doing something seasonal. Help them label their pictures. **(Labeling)**
- Encourage children to write about a visit to a park. Have them copy the sentence frame *I go to the park with _____* and write what they do. **(Narrative)**

Other Books

Amy Loves the Snow by Julia Hoban

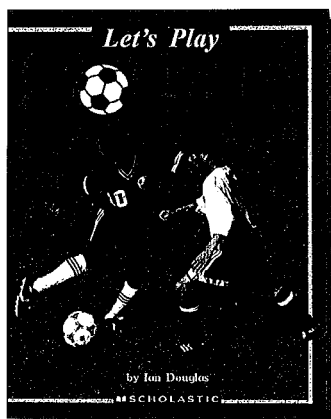
Fresh Fall Leaves by Betsy Franco

Let's Play Soccer

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Summary & Standard

This informational book provides details about things soccer players can do, such as using their feet to kick and move the ball and using their head to hit the ball. Children will use pictures and context to assist comprehension.

Author: Ian Douglas

Genre: Informational

Word Count: 100+

Theme/Idea: playing a game

Making Connections: Text to Self

Children may be familiar with the actions involved in playing soccer, either from having played the sport themselves or from seeing others play. Invite children to share what they know about the game and how players can use their feet, legs, and head to strike the ball.

Extend the connection by discussing how many games are played by teams. A team works together to score points against the other team to win the game. Ask: *What games have you played with a team? How did you work together to try to win the game? What games could you play without being on a team?*

For additional teaching ideas and resources, see www.soccer-fans-info.com.

Vocabulary

Essential Words: bounce, goal, kick, player, score, soccer

Related Words for Discussion: fair, follow, rules, skill

Genre

Informational Remind children that informational stories give facts about a topic.

Supportive Book Features

Text Patterned text allows readers to easily follow and understand the story. Each spread repeats a question and offers a new answer. Photographs support the meaning of the text.

Vocabulary Most words are high-frequency or at grade level. The challenging word *soccer* is repeated throughout the story.

Praise children for specific use of “Behaviors to Notice and Support” on page 84 of the *Guided Reading Teacher’s Guide*.

Challenging Book Features

Text Children may be unfamiliar with the text format. Point out that the text on each page has a different answer to the question “*What can soccer players do?*” Remind children to use the photographs to support their understanding of the text.

Content If children are not familiar with the sport of soccer, they may not understand the meaning of words such as *net* in this context or what it means to bounce, move, or score. Encourage children who are familiar with the game to provide explanations to the group.

ELL Bridge

Write *feet*, *legs*, and *head* on one side of a chart or on the board and *kick*, *move*, *bounce*, and *hit* on the other side. Read aloud each word with children. Write the sentence frame *My _____ can _____ the ball.* Model using a noun and a verb to complete the sentence. Then have each child choose his or her own two words to complete the sentence frame, reciting it aloud to the group. If time allows, have pairs write the sentence frame twice, adding *into the goal* to the second frame and using the words to make sentences. Have pairs share their sentences with the group.

Teaching Options

Developing Comprehension

Thinking Within the Text

Have children identify the skills needed to play soccer and which parts of the body are used to play the game.

Thinking Beyond the Text

Discuss why teamwork is important when playing soccer. Ask: *How do soccer players work as a team? What might happen if team members try to keep the ball for themselves and never share it?* Invite volunteers to tell how teamwork is used in other sports.

Thinking About the Text

Ask children to evaluate the way the writer organized the information in the book. Ask them to identify how each spread is set up and how the parts (question, answer, and photograph) work together to tell the reader about how soccer is played.

Recognizing Patterned Text

Explain to children that recognizing repeated words or patterns of words helps readers to better understand what they read. Model how to recognize patterned text.

- Read pages 2 and 4 aloud. Ask: *What pattern do you notice on these pages?* (The same question is asked; the second sentence is the same.)
- *What other words are repeated?* (the words *They can*)
- *What is the pattern of the last sentence on the pages?* (A word is repeated three times.)
- Repeat with pages 6 and 8 and point out how *Up, up, up!* and *Go, go, go!* are repeated from the first section.

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

Verbs

Remind children that verbs are words that describe an action.

- Read aloud the following sentence from page 2 as children follow along: *They can kick the ball.* Ask: *What word tells what they can do with the ball?*
- Have children echo-read the following sentence from page 6: *They can bounce the ball.* Ask: *What word tells what they can do with the ball?*
- Have children identify other verbs as they read. Discuss any unfamiliar words.

Developing Fluency

Echo-read the book with children, reading each sentence and having children repeat it after you. Emphasize proper phrasing and intonation.

Oral Language/Conversation

Talk About Following Rules Lead a discussion about following rules when playing games. Ask: *Why do games have rules? Why would it be unfair if someone playing a game didn't follow the rules?* Ask volunteers to explain the rules for games they play.

Extending Meaning Through Writing

- Have children write a sentence or two about how to score a goal in a soccer game. (**Expository**)
- Have children write one or two sentences describing their favorite outdoor game. (**Descriptive**)

Other Books

Dancing by Susan Canizares and Betsey Chesson

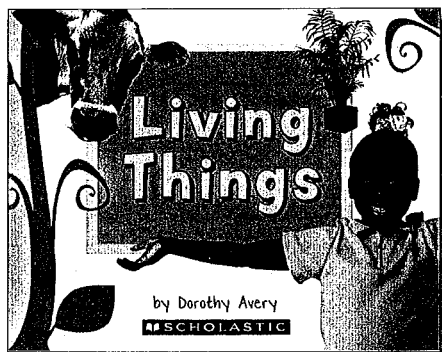
Make It Move by Susan Canizares and Betsey Chesson

Living Things

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Summary & Standard

All living things need certain things to stay alive. Find out what keeps plants, animals, and people alive. Children will read simple sentences.

Author: Dorothy Avery

Word Count: 75

Genre: Science Nonfiction

Theme/Idea: understanding living things

Making Connections: Text to World

Ask children to name things that are alive, such as plants and animals. Invite them to discuss how they know that something is alive. Then have children consider what living things need to stay alive.

Point out to children that they are living things, too. Ask: *Do all living things need the same things to stay alive? What do you need to stay alive?* Encourage children to recognize the difference between needs and wants. Ask: *Is playing a game a need or a want? What about breathing?*

For additional teaching resources about classifications of living things, see www.fi.edu/tfi/units/life/classify/classify.html.

Vocabulary

Essential Words: adult, baby, follow, food, grow, living, need, senses

Related Words for Discussion: air, rocks, sand, water

Genre

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

Supportive Book Features

Text Information is given in simple sentence structure. Photographs reinforce text. The left page of each spread provides the human context. The right page gives animal and plant comparisons.

Vocabulary The vocabulary is mostly decodable or high-frequency words with which children will be familiar. Repeated vocabulary will help children as they read each set of sentences. Praise children for specific use of “Behaviors to Notice and Support” on page 84 of the *Guided Reading Teacher’s Guide*.

Challenging Book Features

Text Children might need an explanation about the diagrams on the right-hand pages. Explain that the arrows from picture to picture show the progression of a plant or animal’s growth, and the sun and moon icons above pictures show how a plant looks in the daytime compared with how it looks at night.

Content Be sure that children make the connection that humans are living things, too. Tell children that all living things have characteristics that distinguish them from nonliving things: the need for food and water, the ability to move and grow, and ways to sense things in their environment.

ELL Bridge

Help children articulate facts they learn from the book by providing sentence frames. Begin with simple frames that ask them to recall information, such as: *Living things need _____*. Then provide more complex sentence frames that ask children to analyze the text, such as: *_____ and _____ need food to live; We need food because _____*.

Teaching Options

Developing Comprehension

Thinking Within the Text

Have children discuss what they learned about living things. Ask: *Which living things eat and drink? Which living things follow the sun? Which living things grow?*

Thinking Beyond the Text

Ask children to explain why it is important to know what living things need. Ask: *What would happen if you didn't know an indoor plant needed water to stay alive? What would happen if you didn't know your pet needed food?* Point out that by knowing the needs of living things, people can take care of plants, animals, or other people.

Thinking About the Text

Have children notice that the author writes about people on the left page and then gives more information on the right page. Invite children to explain why they think the author chose to write the book this way.

Understanding Categorizing

Remind children that organizing information into categories can help them understand and remember important characteristics. To categorize, tell children to think about how things are alike and group them together. Then have children choose a name for the group. Ask:

- *What category or categories do rabbits, puppies, and horses belong to? How are these animals alike?*
- *If you had a category called "Living Things That Fly," what might be in this group?*
- Have children tell how things in the book are alike and suggest appropriate category names for different groups.

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

Pronouns

Remind children that pronouns can refer to people or things. For example, the pronoun *we* might refer to the people in the classroom.

- Read aloud page 2 with children and refer them to the photograph. Ask who the pronoun *we* refers to. (the boys in the photograph)
- Read aloud the last sentence on page 7. Explain that *They* is a pronoun. Ask what the word *They* refers to. (plants)

Developing Fluency

Model fluent reading of several pages of the book, stressing an appropriate pause at the end of each sentence. Then have children read the book with a partner.

Oral Language/Conversation

Talk About Nonliving Things Use the criteria from the book to define nonliving things. Ask: *What things are nonliving? Why do living things need nonliving things?* Discuss how living things can grow and breathe. They need nonliving things, such as dirt, air, and water, to support their growth.

Extending Meaning Through Writing

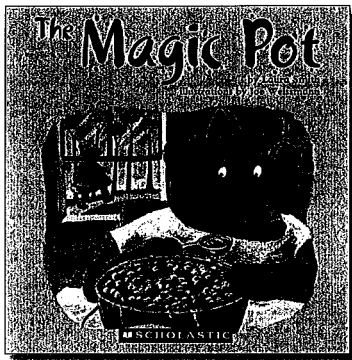
- Have children choose one living thing from the book and explain what it needs in order to survive. (**Expository**)
- Have children make a chart of living things that fit each of these categories: *can fly, can swim, can run, and can make their own food.* (**Graphic Aid**)

Other Books

From Seed to Pumpkin by Jan Kottke

Where Does Food Grow? by Wiley Blevins

The Magic Pot



Summary & Standard

In this fantasy, maple syrup floods the town when Sister Bear uses Brother Bear's magic pot. How can she make it stop? Children will distinguish fantasy from reality.

Author: Laura Smith

Word Count: 100+

Genre: Fantasy

Theme/Idea: learning a lesson

Making Connections: Text to Text

Children may be familiar with stories that teach a lesson, such as "The Boy Who Cried Wolf" and "The Ant and the Grasshopper." Invite children to share what they know about lessons these stories teach. Also discuss lessons they've learned from other stories.

Extend the connection by asking children: *How often have you asked for something without saying "Please" or "Thank you"? Did you get what you asked for? What lesson did you learn about using these words?* Encourage children to share their experiences and tell them that the book they will read teaches a lesson about the importance of using the "magic words."

For additional teaching ideas and resources, see www.goodcharacter.com/ESTopics.html.

Vocabulary

Essential Words: boil, full, gone, kitchen, know, magic, pot, syrup

Related Words for Discussion: affect, aware, learn, lesson

Genre

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

Supportive Book Features

Text The text is set in large print, and no more than three sentences appear on a page. Some parts of the text follow a pattern. Fun, colorful illustrations provide support for the text by helping readers visualize what is happening.

Vocabulary The story is told using simple language. The illustrations and context clues will help readers figure out any unfamiliar words.

Praise students for specific use of "Behaviors to Notice and Support" on page 84 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text The dialogue and appropriate punctuation marks may be confusing to some readers. Remind children that the words surrounded by quotation marks tell what a character is saying. The rest of the words in the sentence tell who is speaking.

Content Children may have trouble comprehending that the pot is magic and can make syrup appear from nowhere. Have children infer why the pot floods the town when Sister Bear uses it. Remind children that the story is a fantasy that is meant to teach a lesson, and that it could not happen in real life.

ELL Bridge

Review with children the punctuation marks used to show the exact words that a character says. Write "Boil, pot, boil," he said. on a chart or on the board. Have volunteers come to the chart and point to the correct punctuation mark as you ask: *Where is the [punctuation mark]?* Then ask children to explain why "Boil, pot, boil" is surrounded by quotation marks, guiding them to understand those are the words that Brother Bear speaks. Then write *Thank you, pot, said Brother Bear* and, as a group, have children identify where to place the quotation marks.

Teaching Options

Developing Comprehension

Thinking Within the Text

Have children summarize the plot, including what is special about Brother Bear's magic pot, what happens when Sister Bear uses it, and how Brother Bear stops the pot.

Thinking Beyond the Text

Have children think about Sister Bear's actions. Ask: *Did Sister Bear ask Brother Bear if she could use his magic pot? Do you think Sister Bear thought about what might happen when she used it?* Discuss what Sister Bear might do the next time she wants to use something that isn't hers.

Thinking About the Text

Have children evaluate the way the author uses illustrations to tell this story. Ask: *How do the illustrations help you understand what is happening?* Point out that authors use illustrations to help bring words to life.

Understanding Genre: Fantasy

Explain to children that most stories have parts that are real, such as a house or trees. But in a fantasy story, things happen that could never happen in real life.

- Have children examine the cover and describe what they see. Ask them to identify anything that could not happen in real life. (A real bear would never wear clothes and eat food with a spoon.)
- Have children turn to page 7 and use the text and illustration to describe what would not happen in real life. (A bear talks. The syrup would not fill the kitchen.)
- Encourage children to identify other things in the story that could not happen in real life.

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 /ou/

Remind children that the letters *ou* and *ow* can stand for the /ou/ sound, as in *sound*.

- Have children turn to page 3 and read the first sentence aloud together. Ask: *Which word has the /ou/ sound? (now) Which letters stand for /ou/? (ow)*
- Repeat with the second sentence on page 8. (*house, ou*)
- Have children locate other words with the /ou/ sound in this story. (*town*, page 10; *now*, pages 4, 6, 12)

Developing Fluency

Model fluent reading of pages 2–3, emphasizing the effect of the punctuation marks. Then have partners read the pages aloud to each other.

Oral Language/Conversation

Talk About Learning a Lesson Lead a discussion about learning a lesson. Ask: *How can you learn a lesson?* Point out that not all experiences that teach a lesson are bad. Children can learn from good things that happen, too. Talk about why children should be aware of what they do and how their actions affect others.

Extending Meaning Through Writing

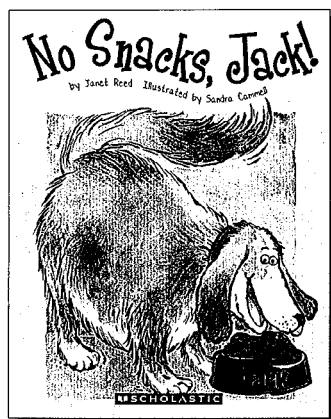
- Have children imagine what happens when another character uses the magic pot incorrectly and then write two or three sentences about it. **(Narrative)**
- Have children write a set of directions that tell how to use the magic pot correctly. **(Expository)**

Other Books

Frog's Lunch by Dee Lillegard

My River by Shari Halpern

No Snacks, Jack!



Summary & Standard

When a visit to the vet reveals that Jack the dog is overweight, his owners must make sure that Jack eats less and exercises more to lose weight. Children will comprehend basic plots of a variety of fiction genres.

Author: Janet Reed

Word Count: 250+

Genre: Realistic Fiction

Theme/Idea: staying healthy

Making Connections: Text to World

Children may have some information about what people can do to stay healthy. Ask them to tell what they know about the topic, such as eating less food, eating healthy food, getting enough sleep, and exercising.

Extend the real-world connection by asking whether children think the same ideas apply to pets, such as dogs and cats. Encourage children to talk about any pets they know that needed to become healthier by losing weight. Ask: *What did the pet owner do to help the pet?*

For additional teaching ideas and resources, see www.crayola.com/lesson-plans/detail/happy,-healthy-habits-lesson-plan/.

Vocabulary

Essential Words: fit, shot, snacks, trim

Related Words for Discussion: activities, healthy, learn, teach

Genre

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

Supportive Book Features

Text Sentences are short, simple, and to the point. The large print is easy to read. Words and phrases repeat from sentence to sentence, helping comprehension.

Vocabulary Most words in the text should be familiar and accessible to children. The meaning of unfamiliar words can be figured out from context.

Praise children for specific use of “Behaviors to Notice and Support” on page 84 of the *Guided Reading Teacher’s Guide*.

Challenging Book Features

Text Not all dialogue is directly attributed, so children may become confused about who is speaking. Read aloud page 3. Have children note the quotation marks around the two sentences. Point out that the text says that Len and Kate are speaking. The second sentence is not attributed to anyone else and does not begin a new paragraph, so readers can assume that Len and Kate say that, too.

Content To understand the point of the book, children must know that eating less and exercising more can help with weight loss. Otherwise, they may not understand why the vet says there should be no snacks for Jack.

ELL Bridge

Review some key verbs in the book, such as *look, run, play, walk, and threw*. Write the words on a chart or on the board and have children read them aloud after you. Act out each word and have children perform the actions with you. Then use the verbs to play “Teacher Says.” When you say, *Teacher says, look up*, children should mime looking up. If you only say, *Look up*, children should do nothing. Eventually, invite children to take turns being the leader. Encourage them to use other verbs they may know, such as *jump, spin, or hop*.

Teaching Options

Developing Comprehension

Thinking Within the Text

Ask children to identify Jack's problem and how the vet and Jack's family help solve it.

Thinking Beyond the Text

Ask children to evaluate the effect that Jack's lifestyle changes have on Dad, Len, and Kate. Discuss how people and their pets can benefit by staying active and avoiding overeating.

Thinking About the Text

Have children identify ways that the pictures support the story. For example, read aloud the text on page 8 and have children look at the illustration on the spread. Have children use the illustration to explain how the family can tell that Jack wants snacks. Also ask children what clues they can find in the illustration on page 10 that show that Jack does not want to go out.

Understanding Cause and Effect

Explain to children that understanding the effect, what happens in a story, and the cause, why it happens, will make them better readers.

- Have children describe Jack, Dad, Len, and Kate at the beginning of the story. Guide them to understand that all four are somewhat out of shape.
- Then have children examine how the same characters look at the end of the story. Have them note that Dad says they all are fit and trim.
- Explain that the effect is that everyone in the family is fit. Ask children to identify what has caused this change.

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

Contractions

Explain that a contraction is a shortened form of two words. An apostrophe takes the place of one or more missing letters.

- Write *It's time for lunch* and circle the contraction. Tell children that *It's* is a contraction because it stands for two words—*It* and *is*. Point out that the apostrophe stands for the missing *i* in *is*.
- Read this sentence from page 3: *Then you'll get snacks*. Ask children to identify the contraction and to name the two words that it stands for.
- Repeat the activity with *Let's go out and play* on page 8.

Developing Fluency

Model reading aloud a section of the story, using proper pace and intonation. Have partners practice reading the section.

Oral Language/Conversation

Talk About Being Active Discuss the importance of being physically active. *Ask: What activities do you participate in now? What are some other activities you might want to try? What kinds of activities could you teach someone else?*

Extending Meaning Through Writing

- Have children choose an illustration in the story and write what they imagine Jack is thinking. **(Narrative)**
- Have children write a paragraph persuading people to get enough physical activity. **(Persuasive)**

Other Books

My Dog Talks by Meredith Costain

One for You, One for Me by Wendy Blaxland

Painting



Summary & Standard

In this story, Jen shows how she can do her chores on the family farm and have fun at the same time. Children will use punctuation cues to help them gain meaning from the text.

Author: Janine Scott
Genre: Realistic Fiction

Word Count: 100+
Theme/Idea: combining work and play

Making Connections: Text to Self

Many children have had experience with painting, drawing, coloring, or making artwork. Ask children about art projects they have done at school or at home. Have volunteers share a time when they decorated a classroom or a room at home for a special day or celebration. Ask: *Was that work or fun? Why?*

Extend the discussion by telling children that they will read about a girl who uses her artistic talents on the family farm—combining work and play. Ask children to think of ways they can combine work and play.

For additional teaching ideas and resources, see www.coe.ufl.edu/courses/eec6304/paint.htm.

Vocabulary

Essential Words: brothers, farm, feed, garden, mailbox, paint

Related Words for Discussion: art, colorful, create, fix, imagine

Genre

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

Supportive Book Features

Text The repetitive text is simple and easy to access. The text layout is also consistent, with text on the left side and illustrations on the right side of each two-page spread.

Vocabulary The text contains many high-frequency words that children will know. Help children read two-syllable words and words with initial and/or final consonant blends, such as *brothers* and *paint*.

Praise children for specific use of “Behaviors to Notice and Support” on page 84 of the *Guided Reading Teacher’s Guide*.

Challenging Book Features

Text Children may need to use the illustrations to help them understand unstated ideas in the story, such as the brothers’ reactions to Jen’s paintings. Help them use the pictures to determine characters’ thoughts and feelings.

Content Some children may think at first that Jen intends to paint the hen house all one color. Help them see that Jen wants to paint pictures on the hen house. Also, discuss what Jen means on pages 4–5 when she says, “The hen house looks bad.”

ELL Bridge

Before reading the book, discuss with children what they know about farms. Ask children to name some animals that live on farms. List the animals on the board, including *chickens* if children have not. Then talk about what chickens would eat and where they might live on a farm. Add the word *hen* to the list and explain that a hen is a female chicken. Finally, ask how children on a farm might be expected to help. List ideas, including *feeding the chickens*.

Teaching Options

Developing Comprehension

Thinking Within the Text

Talk about how Jen helped out at the farm.
Ask: *What was the first thing that Jen did to help? (feed the hens). What did she paint? (the hen house and the mailbox)*

Thinking Beyond the Text

Talk with children about what Jen's brothers think about the hen house when she is done.
Ask: *Do you think they might change their minds about feeding the hens or painting now? Why or why not?* Discuss what it means to "set an example" and how Jen might have done so.

Thinking About the Text

Discuss with children what happens in the beginning, middle, and end of the story. Point out that in the beginning, readers meet Jen and her brothers, find out where they live, and find out what they like to do. Review the middle, when Jen paints the hen house. Then discuss what happens at the end of the story.

Analyzing Character

Review with children that characters are people or animals in a story. Explain that readers can tell what characters are like by reading what they say and do, and by looking at pictures that go with the story.

- Read the first two pages of the story and show the illustrations. Ask children what they learn about Jen and her brothers on these pages. (They all like the farm. They like to do different things.)
- Read page 8 and show the picture. Talk about what Jen's brothers may be thinking.
- Read the last two pages and ask children what Jen's brothers think about Jen's painting.

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

End Punctuation

Review with children the different punctuation used to end a sentence. Talk about how a sentence ending with a period, a question mark, or an exclamation point would be read.

- Write the following sentences: *Jen liked the farm. "Look, Mom!" "May I paint the hen house?"* Have children identify the end punctuation in each sentence. Then read aloud each sentence to model how to read a statement, a question, and an exclamation. Have children repeat.
- Encourage children to point out other sentences in the book and demonstrate how to read them.

Developing Fluency

Model reading the story and how to pause or stop at different types of punctuation. Then have children choral-read each page with you.

Oral Language/Conversation

Talk About Family Activities Discuss how members of a family can be different in their likes and dislikes. Ask: *Is there something you like to do that your siblings or parents don't?* Ask children how family members can show support for one another's likes and dislikes.

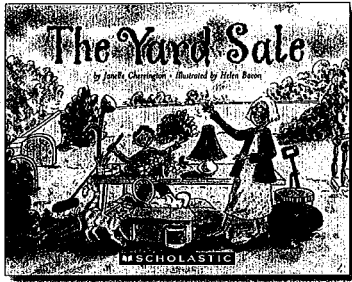
Extending Meaning Through Writing

- Have children draw a picture of their favorite activity and label it with the sentence *I like to _____*. (**Expository**)
- Have children create a collage of different paint colors and label each color. Invite them to mix colors and write creative color names for unusual colors. (**Descriptive**)

Other Books

Harry's House by Angela Shelf Medearis
What Do Artists Use? by Susan Canizares and Samantha Berger

The Yard Sale



Summary & Standard

Grandma is moving to a new house, so she has a yard sale. Many people find just what they need at the yard sale. In the end, Grandma is ready to move. Children will read simple sentences.

Author: Janelle Cherrington

Word Count: 200+

Genre: Realistic Fiction

Theme/Idea: using old things in a new way

Making Connections: Text to World

Many children will be familiar with yard or garage sales. Have children talk about their experiences with yard sales. Ask: *Have you ever bought anything at a yard sale? Have you ever helped out at a yard sale?*

Explain to children that people often have yard sales before they move to a new house to get rid of things they don't need. Having fewer things to pack makes moving easier. Point out that many people go to yard sales because they often find things they like at low prices.

For more information on yard sales, see <http://www.cambriarecycles.org/Reuse/YardSale.htm>.

Vocabulary

Essential Words: helped, house, moving, thank, welcome, yard

Related Words for Discussion: junk, new, sale, things, toy, treasure

Genre

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

Supportive Book Features

Text The patterned text will help children anticipate what happens next in the story. Illustrations support the text by emphasizing important objects.

Content The setting and situation will be familiar to many children. For those who may not know, explain what a yard sale is. Children will be encouraged to read about what people find and buy at the yard sale.

Praise children for specific use of "Behaviors to Notice and Support" on page 84 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text Children may be confused by dialogue between multiple characters, as on page 4. Point out the quotation marks and explain that these show that a character is talking. The rest of the sentence tells who is talking. Demonstrate reading a page of dialogue by matching voice to character.

Vocabulary Although most of the words will be easy to understand, children may need help with initial and final consonant blends and digraphs, such as *green*, *things*, *thank*, and *what*.

ELL Bridge

Use the illustrations to help children understand idioms and other nonliteral terms. For example, point to the front cover and say: *What is a yard sale? Is it the sale of a yard? No, it's a sale that takes place in a person's yard.* Continue with other examples, such as *helped out* (page 2) as another way of saying "helped"; *rocking chair* (page 8) as a chair that "rocks," or "moves back and forth"; and *all set* (page 16) as another way of saying that you are "ready to do something."

Teaching Options

Developing Comprehension

Thinking Within the Text

Ask children to name some of the things Grandma put out for sale. Then ask what Mrs. Jones, Mr. Mendez, and Pam each bought and what they did with their new item.

Thinking Beyond the Text

Review with children why Grandma wanted to have a yard sale in the first place. Then ask children to consider some of the possible things people might sell if they were moving from a hot and dry place to a cold and snowy place (e.g., from New Mexico to Alaska) or vice versa. Invite children to imagine some of the things people might sell in other scenarios.

Thinking About the Text

Discuss the story's pattern of events. Point out that events repeat between the beginning—when Grandma decides to have a yard sale—and the end—when the yard sale is over and Grandma is ready to move. Ask: *How does this make the story easier to understand?*

Making Predictions

Explain that good readers use clues in the story and what they already know to predict, or guess, what might happen next. This helps them remember what is going on in the story.

- Have children turn to page 4. Point out that the question at the bottom of the page is asking them to guess what happens next. Tell children to answer the question before turning the page. Then ask: *Why do you think this will happen?* Have children turn the page to confirm.
- Do the same with pages 8 and 12. At this point readers can also use what has already happened in the story to help them guess what will happen next.

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

Developing Phonics and Word-Solving Strategies

Naming Words

Review with children that a naming word is a word that identifies a person, place, or thing. Explain that special names, such as the name of a person, start with a capital letter.

- Turn to page 4 and help children identify the special names by asking: *Who came to the yard sale? Who said hello?* Point out the capital letters in the names.
- Help children find and point to the naming words by asking: *Where did Mrs. Jones go? What did she see that she liked?*
- Repeat the process on page 12.

Developing Fluency

Model fluent reading of the text, stressing the appropriate pauses and exclamations. Then have children read the text together in pairs. Encourage them to help each other.

Oral Language/Conversation

Talk About Yard Sales Discuss why people have yard sales and why so many people enjoy going to them. Introduce the idea of one person's junk being another person's treasure. Invite children to give examples of items they would like to find at a yard sale.

Extending Meaning Through Writing

- Have children draw and label pictures of things they would put in a yard sale. Ask them to write a price on each item. **(Labeling)**
- Encourage children to imagine finding something amazing to buy at a yard sale. Have them write about and draw a picture of what they found. **(Narrative)**

Other Books

Collections by Rachel and Margaret Ballinger Gosset

Fresh Fall Leaves by Betsy Franco