

# GUIDED READING PROGRAM

Nonfiction Focus

*2nd Edition*



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

- **Awake at Night**
- **City or Country?**
- **Horses Help**
- **In the Mountains**
- **Is This a Real Animal?**
- **Just in Time!**
- **On the Lake**
- **Pictures From Long Ago**
- **Tortillas**
- **What About Frogs?**

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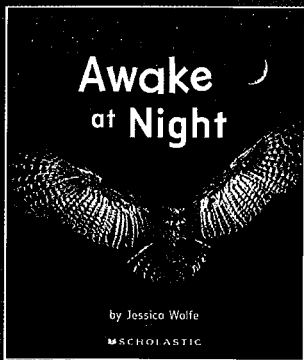


SCHOLASTIC

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# Awake at Night



## Summary & Standards

**Summary:** Colorful photographs capture the activities of some fascinating animals that are active at night.

**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:** Jessica Wolfe

**Word Count:** 100+

**Genre:** Informational Text

**Themes/Ideas:** learning about nocturnal animals; learning about animals' environments

**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** Colorful photos present each nocturnal animal.

## Vocabulary

### Domain-Specific Vocabulary

**awake** (p. 2): up; not asleep

**log** (p. 12): a piece of a tree trunk or branch that has fallen and lies on the ground

## Challenging Features

**Text** Each page contains a combination of questions and statements. Model how to read each sentence type and point out the end marks.

**Vocabulary** Children may be challenged by some of the animal names. Point to each animal, slowly say its name, and have children repeat after you.

## Supporting Features

**Text** This book has a repetitive text pattern. Point out the pattern to children so they can predict what they will read about each animal.

**Content** Children will be familiar with most of the animals in the book. They should understand the concept of an animal being awake and active at night.

## A First Look

Talk about the cover, and have children describe the photo. Then read the title. Ask: *What kind of bird is in the photo? How can you tell it is night?* Explain that an owl hunts for food at night. Then look at the back cover and read the question. Say: *Let's find out about other animals that are awake at night.*

## Read and Analyze Informational Text Cite Textual Evidence

### Use Context Clues

Guide children to use context clues that can help them determine the meaning of unknown words and phrases. Encourage them to ask and answer questions as they look for clues in the text and photos.

(pp. 3–4) *The author says the mouse is holding a stem. What details in the text and photos help readers figure out the meaning of the word stem? What does the word stem mean?*

(pp. 8–9) *The author says the gecko is awake. How does the photo help readers figure what a gecko is? What question might you ask about the gecko's eyes?*

(pp. 10–11) *Where is the snake? What details in the photo can help a reader figure out the meaning of the word branch? What is a branch? How can you tell by reading the text that hissing is an action word?*

(p. 16) *Where is the bat? How do the text and the photo help you understand what the bat is doing?*

Praise children for specific use of “Behaviors to Notice and Support” on page 98 of the *Guided Reading Teacher's Guide*.

## Develop Comprehension

### Thinking Within the Text

This text uses questions and answers to provide readers with information. Review the book and ask children the questions. Have them answer the questions based on what they see in the photos.

### Thinking Beyond the Text

Review the animals' nighttime activities. Ask:

- *Why do you think the animals are awake at night?*
- *When do you think these animals sleep?*

### Thinking About the Text

Point to text features the author uses. Ask:

- *Why did the author choose a background color of black for the pages?*
- *How does starting each page with a question prepare you for what you are about to read?*

## Focus on Foundational Skills Phonics and Word-Solving Strategies

### Action Words With -ing

Remind children the ending *-ing* can be added to a base word.

- On a chart or on the board, write the word *sitting*. Read the word together. Say: *The word sit is the base word. Then ask what spelling change was made before the -ing ending was added. (the final consonant, t, was doubled)*
- Together, find the words with *-ing* endings. Then determine for which other word the final consonant was doubled.

### Long a Spelled a\_e

Remind children that when the letter e appears at the end of a word, it often means the vowel before it has a long sound and the e is silent.

- Have children turn to page 2 and find the word *awake*. Ask: *What sound does the second a in awake have? (/ā/)*
- Have children turn to page 10 and identify another word with this spelling pattern. (*snake*)

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 book aloud, paying attention to how to read a question and an answer. Have children read pages 2–16 with a partner, taking turns asking and answering the questions. Encourage them to focus on their intonation.

## Expand Oral Language/Conversation

**Talk About the Pictures** Remind children that strong readers get information from the text *and* the pictures. Engage children in a discussion about the animals in the photos. You might ask them to focus on questions like these: *Which animals have fur? Which don't? Which animals can fly? Which animals are small?*

## Write and Respond to Reading

**Write a Story** Have students draw a picture of an animal from the book and write a story from that animal's perspective about what it does at night. **(Narrative)**

**Write a Question and an Answer** Have children use the book's text pattern to write a question and answer about what they observe in the photos. For example, *Does the skunk have fur? The skunk has fur. It is black and white.* **(Informative/Explanatory)**

## ELL Bridge

Have children practice asking and answering questions, using the pattern *Is the \_\_\_ awake?* Pause on each page to ask the question. Have children answer. Then have them practice asking and answering similar questions with a partner.

## Connect Across Texts

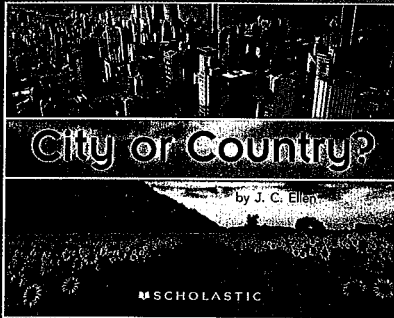
*In the Mountains* by Beth Eli

Help children compare the two books and notice that both authors ask their readers a question. Talk about why asking a question is a good way to draw readers into the book.

## Connect to the Internet

Share this website with children to have them learn more about nocturnal animals: [http://teacher.scholastic.com/commclub/strangest\\_night\\_animals\\_activity/page-2.htm](http://teacher.scholastic.com/commclub/strangest_night_animals_activity/page-2.htm). Children can click on the speaker icon to hear the text on each page read aloud.

# City or Country?



## Summary & Standards

**Summary:** City and country communities are different, but people can do many of the same things in both communities.

**CCSS.ELA-Literacy:** Analyze how and why individuals, events, or ideas develop and interact over the course of a text (CCRA.R3); read closely to determine what the text says explicitly and to make logical inferences; cite specific textual evidence to support conclusions (CCRA.R1).

**Author:** J. C. Ellen

**Word Count:** 150+

**Genre:** Informational Text

**Themes/Ideas:** comparing and contrasting communities; learning sound words

**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

**Questions** Questions printed on the back cover of the book introduce the topic to readers.

## Vocabulary

### Domain-Specific Vocabulary

**barn** (p. 3): a farm building where animals, crops, and equipment are kept

**cab** (p. 9): a car with a driver that you pay to take you somewhere, often found in a city

**city** (p. 5): a very large and important town

**country** (p. 3): the area outside of cities and towns

**honk** (p. 9): the sound a car, bus, or truck horn makes

## Challenging Features

**Text** Sound words (*honk, beep, ruff*) appear on several of the pages, written in a different font. Explain to children that these are the words that reflect sounds and help children identify what or who makes each sound.

**Content** Children may be unfamiliar with some of the locations. Point out that details in the photos can help children compare and contrast the places.

## Supporting Features

**Text** Repetitive phrases and simple sentence structures in the book offer support.

**Vocabulary** Photos support words that might not be familiar to children.

## A First Look

Have children look at the cover. Ask: *What do the photographs show? Why are there two photographs on the cover?* Read the title and point out the word *or* and the question mark. Then ask: *Does the title make you think you will read about the city, the country, or both?*

## Read and Analyze Informational Text Cite Textual Evidence

### Compare and Contrast Ideas

Point out that all the photos in the book show the city or the country. Encourage children to use the photos to see how things in the city and country are alike and different.

(pp. 2–3) *Does this photo show the city or the country? What things do you read about and see?*

(pp. 4–5) *What does the author say about the city that lets you know it is very different from the country? What do you see in this picture?*

(pp. 6–9) *What sounds might someone hear in the country? Where do the sounds come from? What makes the sounds you hear in the city?*

(pp. 10–13) *What is different about having a dog in the city and in the country? How do the photos show that?*

(pp. 14–15) *How are the pictures of the city and country alike? Different?*

Praise children for specific use of “Behaviors to Notice and Support” on page 98 of the *Guided Reading Teacher’s Guide*.

## Develop Comprehension

### Thinking Within the Text

Help children categorize the information they read about by naming all the things they read about and saw in the pictures of the city. Then have them review all the things they read about and saw in the pictures of the country.

### Thinking Beyond the Text

Compare the city and country. Then ask:

- *What kinds of work might people in the country do that people in the city do not?*
- *Do more people live in the city or in the country? Explain why.*

### Thinking About the Text

Have children look at pages 14 and 15. Ask:

- *Why do you think the author chose to show these two photos side by side?*
- *Why do you think the author writes about two places instead of one place?*

## Focus on Foundational Skills Phonics and Word-Solving Strategies

### Long e Spelled y

Remind children that the letter y can stand for the long-e sound.

- Have children look at the cover and read the title aloud. Ask: *What sound do you hear at the end of city? What letter stands for that sound?*
- Then read aloud the title again. Ask: *What sound do you hear at the end of country? What letter stands for that sound?*

### Hard and Soft c

Remind children that the letter c usually stands for the hard sound /k/ as in *cat*. Sometimes the letter c can stand for the soft sound /s/ sound as in *cent*.

- Read aloud the title. Ask: *Does the c in city stand for the hard sound /k/ as in cat or the soft sound /s/ in cent? What sound does the c in country stand for? (/k/)*
- Read aloud each word and have children identify the beginning sound, either /k/ or /s/: *cows, cabs, cereal, cars, and celebrate.*

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

## Develop Fluency

Model reading aloud pages 7 to 13, being sure to read the sound words in an animated voice. Then invite children to read these pages orally.

## Expand Oral Language/Conversation

**Talk About Outdoor Activities** Have children reread the last page of the book that shows a girl swinging outdoors. Talk about what other kinds of things people do outside for fun in the city or the country.

## Write and Respond to Reading

**Draw a Place** Have children draw a city or country scene. Help children label their pictures with the word *city* or *country*. Encourage children to add sound words in their scene. (**Informative/Explanatory**)

**Write an Opinion** Have children reread the last page and then write an answer to the question. Encourage them to use the following sentence frame:

*I like the \_\_\_\_\_ because \_\_\_\_\_. (Opinion)*

## ELL Bridge

Review the book by having children say a short sentence naming the thing they see on each page. Use the following sentence frame to guide students: *In the (city/country), I see \_\_\_\_\_.*

## Connect Across Texts

*Pictures from Long Ago* by Rebecca Tree

Invite children to find the city scenes in *Pictures from Long Ago*. Compare and contrast the pictures with the city scenes in *City or Country?* If you mixed up the photos, how would you know which ones were from long ago?

## Connect to the Internet

Have children play a matching game to identify different houses that can be found in the country and in cities around the world: <http://www.britishcouncil.org/kids-print-houses.pdf>.

# Horses Help



## Summary & Standards

**Summary:** Whether today or long ago, there are many way in which horses help people.

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

**Author:** Janelle Cherrington

**Word Count:** 67

**Genre:** Informational Text

**Themes/Ideas:** learning about horses; learning how animals help humans

**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 add information about the way people use horses for work and play.

## Vocabulary

### Academic Vocabulary

**long ago** (p. 2): a time before the present

**move** (p. 8): to change place or position

### Domain-Specific Vocabulary

**cowboys** (p. 8): people who take care of cows

## Challenging Features

**Text** Some sentences wrap lines. Encourage children to continue reading without pausing until they come to an end mark.

**Content** Children may have difficulty understanding the concepts of “long ago” and “go from here to there.” Help explain that long ago, before there were cars and buses, people used horses to travel, or “go from here to there.”

## Supporting Features

**Text** The text is clearly placed in colored panels on the pages.

**Vocabulary** Many of the words are high-frequency words. Other words like *pet* and *fun* are easily decodable.

## A First Look

Read aloud the title and display the cover. Ask children to describe what they see. Then read the back cover and ask children to share answers to the question, *Do you love horses?* Ask children to predict what they will learn from the book.

## Read and Analyze Informational Text Cite Textual Evidence

### Use Information From Photos and Text

Point out that some photos help children read the words and understand what the author is writing about. Explain that some photos give readers more information. Remind children to look at the pictures to learn more about how horses help.

(pp. 2–3) *What do the girls do that is fun to do? What else is fun to do?*

(pp. 4–5) *What do the words say about how horses help? How does the photo show the horses helping?*

(pp. 6–7) *How do these photos show how horses help move people and things? What is being pulled in each photo? Identify the plow and its purpose.*

(pp. 8–9) *How does this photo show horses helping to move people? What clues in the photo show that this shows something happening now and not long ago?*

(pp. 14–15) *Where do people ride horses for fun? Where can you look to find out what the rider is jumping over?*

Praise students for specific use of “Behaviors to Notice and Support” on page 98 of the *Guided Reading Teacher’s Guide*.

## Develop Comprehension

### Thinking Within the Text

Have children think about what they have read. Talk about why horses were so important long ago before there were cars or buses. Look at the photo on pages 6 and 7. Discuss the ways people used horses.

### Thinking Beyond the Text

Talk about why horses are so helpful. Ask:

- *Why are horses especially good animals for helping people move things?*
- *Why do you think there are people in many countries who still use horses to ride on and carry things?*

### Thinking About the Text

Help children think about the categories of information that the author includes. Ask:

- *Which pages tell about people having fun with horses?*
- *Which pages tell about horses pulling or moving things?*

## Focus on Foundational Skills Phonics and Word-Solving Strategies

### High-Frequency Words

Remind children that a high-frequency word is a word that they will come across often in the books they read. Many of these words cannot be easily decoded. Children will have to learn these words by sight. Point out that children can learn these words by reading them many times.

- Read aloud page 5 as children follow along. Point to the word *here*. Say the word. Have children repeat it after you. Then have children find the word on other pages in the book. Ask them to point to the word *here* with a finger as they read it. Point to the word again and say it aloud several times, having children repeat it with you.
- Repeat this process with the words *there* (p. 5), *help* (p. 6), *pull* (p. 6), and *some* (p. 14).

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 sentences with an emphasis on the pronunciation of words. Look at page 2, and model how fluent readers group words together. Read aloud a sentence. Then have children echo read the same sentence with you.

## Expand Oral Language/Conversation

**Talk About Animal Helpers** Encourage children to think about and discuss why people like to pet and ride horses. Lead children to see that horses are friendly animals and can be trained to do things. Ask: *Why might some people say they love horses?*

## Write and Respond to Reading

**Write Reasons** Have children fold a sheet of paper in half. On one side have them write reasons they would like to ride a horse. On the other side have them write reasons they would not like to ride a horse. (**Opinion**)

**Write a Story** Ask children to look at the photo on page 16 of the boy feeding the horse. Have them write a story with the boy as the main character. Suggest children tell about things the boy and the horse do together. (**Narrative**)

## ELL Bridge

Use *who*, *what*, *where*, *when*, and *why* questions to have children explore what is shown in each photo. Then read aloud the text. Invite children to point to details that show what the sentence tells about.

## Connect Across Texts

*City or Country* by J. C. Ellen

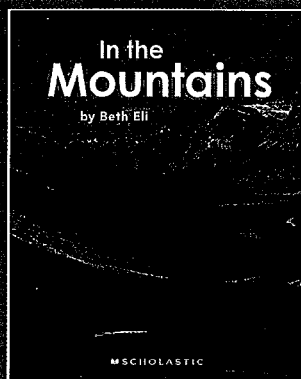
Focus on the different photos in *City or Country*? Then look through the spreads in *Horses Help*. For each spread, ask children to tell if the scene takes place in the city or in the country. Have children explain their answers.

## Connect to the Internet

Invite children to learn more about horses at [www.sciencekids.co.nz/sciencefacts/animals/horse.html](http://www.sciencekids.co.nz/sciencefacts/animals/horse.html).



# In the Mountains



## Summary & Standards

**Summary:** Many different animals live in the mountains. Who else lives in the mountains?

**CCSS.ELA-Literacy:** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas (CCRA.R2); analyze the structure of texts, including how specific portions relate to each other and the whole (CCRA.R5).

**Author:** Beth Eli

**Word Count:** 55

**Genre:** Informational Text

**Themes/Ideas:** describing animals that live in the mountains; identifying things animals and people do

**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 the different animals that live in the mountains and what the animals do there.

## Vocabulary

### Domain-Specific Vocabulary

**elk** (p. 5): a type of large deer, smaller than a moose

**graze** (p. 5): to eat grass in a field

**moose** (p. 6): a large and heavy animal that is a member of the deer family

## Challenging Features

**Text** Children may be challenged by the different positions of text, at both the top and the bottom of photos. Help children track the text, especially on a photo with a variegated background.

**Vocabulary** Children may be unfamiliar with the word *grazes*. Help children read the word and explain its meaning. Point out that the words *moose* and *elk* name both one animal and many animals.

## Supporting Features

**Text** The repeated text supports children as they read. The text on most pages answers the initial question by naming an animal group and repeating the phrase *live in these mountains*.

**Content** Children should be able to connect the action the text describes with the animals shown in the photos.

## A First Look

Talk about the cover and have children identify details in the photo. Ask: *What words would you use to tell about the mountains you see?* Children may say *high, steep, rocky, snow, blue, gray, trees, or lake*. Read the question on the back cover and say: *Let's find out what animals live in the mountains.*

## Read and Analyze Informational Text Cite Textual Evidence

### Identify the Main Topic and Key Details

Explain that the text and photos work together to help the reader understand the main topic of a book and to add details to support the main topic. Remind children to read the text and look carefully at the photos.

(pp. 2–3) *What question does the author use to introduce the main topic? Which word names what you see in the picture? What does the sign tell the reader to do to find the answer to the question?*

(pp. 4–5) *What words name the animals you see on each page? What text details tell about what the goats and elk do? How do the photos help you picture the action?*

(pp. 6–7) *On page 6, what is the name of the animal? What does the moose do? What animals are on page 7? How do the text and photos help you know what the bears do?*

(p. 8) *How is this page different from the rest? Who else lives in the mountains? What is the main topic of this book? How does this page fit with the topic?*

Praise children for specific use of “Behaviors to Notice and Support” on page 98 of the *Guided Reading Teacher’s Guide*.

## Develop Comprehension

### Thinking Within the Text

Check children's understanding of main idea and details. Discuss each sentence on pages 2–7 and ask:

- *What does the first sentence on each page tell you?*
- *What does the second sentence tell you?*

### Thinking Beyond the Text

Talk about the animals' mountain home. Ask:

- *What do the animals need that the mountains can provide?*
- *What do people need that the mountains cannot provide?*

### Thinking About the Text

Have children look at page 8. Ask:

- *Where else in the book do you see this question?*
- *What sentence would you add to tell what the people do in the mountains?*

## Focus on Foundational Skills Phonics and Word-Solving Strategies

### One- and Two-Syllable Words

Explain that a syllable is a word part with one vowel sound and a two-syllable word has two.

- Read these examples of one-syllable words and clap for the syllable: *graze*, *drink*, and *nap*.
- Then write "mountain" on a chart or on the board. Model reading it as you clap twice. Then draw a line between the two syllables (*moun-tain*). Have children read and clap with you.

### Short a and Long a

Review with children the vowel sounds of short a and long a.

- Read aloud the word *graze* on page 5. Ask: *Does this word have a short a or a long a? (long a)* Point out that the *a\_e* makes the long-a sound.
- Read aloud the word *grass*. Ask: *Does this word have a short-a or long-a sound? (short a)*
- Have students identify the vowel sound in *lakes* on page 6 and in *nap* on page 7.

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 each sentence. Have children repeat, using appropriate phrasing. Then have them independently read the book.

### Expand Oral Language/Conversation

**Talk About Animal Needs** Explain that animals live where they can find water, food, and shelter. Talk about the animals in the book. Ask: *What do they eat and drink? Besides grass, what else might the animals eat in the mountains? Where else might they find water besides in a lake?*

### Write and Respond to Reading

**Write a Story** Have children choose one of the animals shown in the book and use it as a main character in a story. Write the following on the board as an example: "I am an elk. I live in these mountains. I like to graze on the grass." Remind children to use details that they learned about the animals. **(Narrative)**

**Create a Two-Column Chart** Help children make a two-column chart naming in the left column the animals that live in the mountains and in the right column what the animals do. **(Informative/Explanatory)**

### ELL Bridge

Use the pictures to support vocabulary development for action verbs. Invite children to use gestures to demonstrate the meaning of each verb as they say a sentence in the book. Ask them to think of other verbs that would name what the animals do, such as *jump*, *eat*, *play*, and *rest*.

### Connect Across Texts

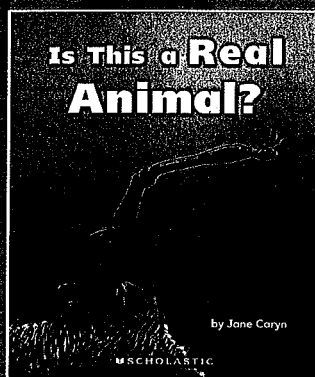
*In the Cold, Cold Sea* by Lucy Dana

This informational text shows different animals that live in cold ocean waters. Guide children to see that both books name a specific habitat and name animals that live there.

### Connect to the Internet

Check out pictures of animals that normally live in the mountains by clicking on the wildlife slide show at the bottom of this page: <http://www.nps.gov/grsm/naturescience/animals.htm>.

# Is This a Real Animal?



## Summary & Standards

**Summary:** Some animals have such strange appearances that you wonder if they are real.

**CCSS.ELA-Literacy:** Interpret words and phrases and analyze how specific word choices shape meaning or tone (CCRA.R4); read closely to determine what the text says explicitly and to make logical inferences; cite specific textual evidence to support conclusions (CCRA.R1).

**Author:** Jane Caryn

**Word Count:** 100+

**Genre:** Informational Text

**Themes/Ideas:** learning about unusual animals; identifying animal characteristics

**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

**Questions** The author repeatedly asks the same question and then answers it with different details.

## Vocabulary

### Academic Vocabulary

**thin** (p. 7): skinny; small from one side to the other

### Domain-Specific Vocabulary

**fur** (p. 3): hair covering an animal

**mole** (p. 9): a small, furry animal that digs tunnels and lives underground

**sloth** (p. 11): a furry animal with long arms and legs that hangs from tree branches and moves slowly

## Challenging Features

**Text** Help children understand the purpose of repeatedly asking the question, *Is this a real animal?*

**Vocabulary** The names of some of the animals, particularly the mole, sloth, and dugong, will most likely be unfamiliar. Help children read the words.

## Supporting Features

**Text** The pages devoted to each animal follow a similar text pattern—question, answer, and details about the animal.

**Content** The odd-looking cat and dog should prepare children to read about other unusual animals.

## A First Look

Read the title and have children look at the photo. Ask: *Do you think this is a real animal? Why might someone wonder about this? What kind of animal do you think it is? Let's read the book to see what other unusual animals might make you ask the question, "Is this a real animal?"*

## Read and Analyze Informational Text Cite Textual Evidence

### Understand Words and Phrases

Explain that authors of informational texts choose words that will help to explain the subject they are writing about. In this book, the words that describe each animal will help readers understand why some people might question whether or not it is real.

(pp. 2–3) *What question does the author ask? What does the word real mean in this sentence? What words tell why this cat may not look real?*

(pp. 4–5) *Which words describe what makes the dog look so unusual? Point to its "bit of fur."*

(pp. 6–7) *Besides having "big eyes," what words would you use to describe this unusual fish?*

(pp. 8–9) *What does the author compare the "nose of the mole" to? Point to its special part.*

(pp. 12–13) *What words tell what makes this shark so unusual? Point to its special part.*

(pp. 14–15) *Besides the word big, what other words might you use to describe this lizard's neck?*

Praise children for specific use of "Behaviors to Notice and Support" on page 98 of the *Guided Reading Teacher's Guide*.

## Develop Comprehension

### Thinking Within the Text

Have children compare the text on pages 4–5 with the text on pages 6–7. Ask:

- *How are the pages alike?*
- *In what ways are the pages different?*

### Thinking Beyond the Text

Have children think about the animals. Ask:

- *What is the strangest animal in the book?*
- *What other animals could the author add?*

### Thinking About the Text

Ask children to look at the animal on page 16.

- *Where do you think this animal lives?*
- *The author did not include any details about this animal. What can you tell about it from the photo? What more would you like to find out about the dugong?*

## Focus on Foundational Skills Phonics and Word-Solving Strategies

### Short Vowels

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

- Have children turn to page 3 and find the word *cat*. Ask: *What vowel sound do you hear in cat?*
- Help children locate other words with short vowels in the book. (*has*, *yes*, *neck*, *it*, *is*, *fish*, *bit*, *big*, *dog*, *lots*, *just*)

### Syllables

Remind children that some words have more than one syllable. Point out that identifying syllables can help children read new words.

- Read the word *animal*, clapping once for each syllable. Then have children clap with you. Say: *An-i-mal, animal. How many syllables does animal have?*
- Have children search for other words with more than one syllable and identify the syllables: *lizard* [liz-ard] and *dugong* [du-gong].

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

## Develop Fluency

Remind children that your voice goes up at the end of a question and drops at the end of a statement. Model fluent reading of pages 2 and 3. Then have children read the rest of the spreads with a partner, taking turns reading the question and answer.

## Expand Oral Language/Conversation

**Talk About Unusual Animals** Remind children that the author has included these animals in this book because they are unusual in some way. Focus on specific animals and talk about what makes them look so different.

## Write and Respond to Reading

**Describe an Animal** Ask children to draw one of the animals in the book. Children should write one or two sentences to describe the animal and its features. **(Informative/Explanatory)**

**Write an Opinion** Use the sentence frame below to model writing an opinion. Have children suggest ways to complete the sentence. Then help children try one on their own. **(Opinion)**

*The \_\_\_\_\_ is the strangest animal because \_\_\_\_\_.*

## ELL Bridge

Use the pictures to support vocabulary development. Have children match words in the text to details in the photographs using simple sentences, such as *This fish has big eyes* or *This sloth has lots and lots of fur*. Encourage children to craft a sentence for each photograph.

## Connect Across Texts

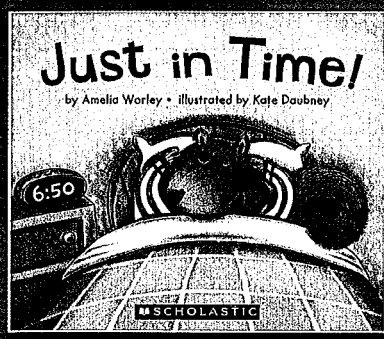
*What About Frogs?* by L. Ben Michaels

Use the amazing photos in these two books to spark a conversation about how many different kinds of frogs, cats, dogs, or sharks there may be aside from the ones children already know about.

## Connect to the Internet

Share this website with children to continue to explore the subject of strange animals: <http://www.sciencedump.com/content/collection-beautiful-strange-animals>.

# Just in Time!



## Summary & Standards

**Summary:** Gus takes just a tad too long to get ready in the morning, and he misses his bus. Will he get to school on time?

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

**Author:** Amelia Worley

**Word Count:** 96

**Genre:** Fantasy

**Themes/Ideas:** arriving on time; following a morning routine

**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

**Dialogue** Dialogue gives the fantasy story a sense of reality.

## Vocabulary

**High-Frequency Words:** for, just, my, ran, said, want

**Academic Vocabulary**

**popped** (p. 2): jumped up quickly

**still** (p. 3): even now

## Challenging Features

**Text** Children may not notice the clock in the pictures. Draw their attention to the way the time changes as the story progresses.

**Vocabulary** Some words may challenge children. Point to words such as *popped*, *tail*, *breakfast*, and *missed* as you say them, and have children repeat each word after you.

## Supporting Features

**Text** The story features a strong picture-word correspondence. Detailed illustrations help support children's understanding of the story.

**Content** Though the story is a fantasy, children will recognize the settings and they will be familiar with the steps for getting ready in the morning.

## A First Look

Show children the book cover and have them identify details in the illustration. Then read the title and point out the clock and the word *time*. Ask: *What do you think this story is about?* Talk about children's predictions. Then say: *Let's find out what happens when this character wakes up.*

## Read and Analyze Literature Cite Textual Evidence

### Distinguish Between Fantasy and Reality

Guide children to discuss what makes the story a fantasy. Have them identify differences between a story and an informational text.

(pp. 2-3) *Who is the main character? Where does Gus live? Where do real squirrels live? How can you tell this story is a fantasy?*

(pp. 4-5) *What does Gus do to get ready? Describe how Gus looks on these pages. How is this story different from a text that gives information about real squirrels?*

(pp. 6-7) *What does Gus eat for breakfast? What does he do next? What things in the story could happen in the real world? What things in the story could not happen in the real world? What would a real squirrel eat?*

(p. 8) *Where does Gus go? What details in the text and pictures show that this story is a fantasy? Though the story is a fantasy, what information do you learn from reading it?*

Praise children for specific use of "Behaviors to Notice and Support" on page 98 of the *Guided Reading Teacher's Guide*.

LEVEL E

## Develop Comprehension

### Thinking Within the Text

Review the sequence of the story. Ask:

- *What are the steps Gus takes to get ready?*
- *Why did Gus miss the bus?*

### Thinking Beyond the Text

Have children turn to pages 2 and 3. Then ask:

- *Why might Gus be worried about missing the bus, even the moment he wakes up?*
- *What could Gus do next time so he doesn't miss the bus?*

### Thinking About the Text

Have children flip through the book and look at the clocks in the pictures. Say:

- *Clocks appear on each page. What do you notice about the times on the clocks?*
- *Why does the author have Gus say, "I still have time to ..." before each step he takes to get ready?*

## Focus on Foundational Skills Phonics and Word-Solving Strategies

### High-Frequency Words

Remind children that high-frequency words are words that may occur often in the books they read. Children can learn high-frequency words by reading them many times.

- Read aloud page 2 as children follow along. Point to the word *to*. Say the word. Have children repeat after you.
- Have children find the word *to* on other pages in the book. Have them take a good look at the word and run a finger under it as they read the word *to*. Repeat with the words *and*, *my*, and *said*.

### Words With Short *u*

Review the sound of short *u*.

- Ask children to look at the cover and read the first word. Ask: *What vowel sound is in just?*
- Ask partners to search through the book for other words with short *u*. (*Gus*, *bus*, *brush*)

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

## Develop Fluency

Have partners take turns reading one page at a time. Tell them to read the last page together. Remind children to read the final sentence with strong voices because that sentence ends with an exclamation point.

## Expand Oral Language/Conversation

**Talk About Morning Routines** Lead a discussion about things Gus does to get ready in the morning. Ask: *Do you think Gus does the same things on Monday mornings as he does on Saturday or Sunday mornings? What might be the same? What might be different?*

## Write and Respond to Reading

**Write a Description** Have children write a few simple sentences to describe what they do to get ready for school each morning. Encourage children to write about the steps in sequence. **(Narrative)**

**Make a Chart** Have children make a two-column chart to contrast Gus from the story with a real squirrel. Children can draw or write about fantasy elements in one column and realistic information in the second column. **(Informative/Explanatory)**

## ELL Bridge

Make a simple list of things children might do to get ready in the morning, such as *brush teeth*, *get dressed*, and *eat breakfast*. Have children draw a picture for each step. Then encourage children to use their pictures to tell a partner about what they do to get ready each morning.

### Connect Across Texts

*The Big Dinosaur Day!* by Julia Lee

Look through *The Big Dinosaur Day!* and identify the two settings. Then ask children to locate the two settings in *Just in Time!* How does having two settings help make a story more interesting?

### Connect to the Internet

Share this website with children to help them learn facts about red squirrels and see photos of them: <http://www.arkive.org/red-squirrel/sciurus-vulgaris/image-A4239.html>.

# On the Lake



## Summary & Standards

**Summary:** Look how the water and activities are done by and on a lake through the year.

**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.R.1); integrate and evaluate content presented in diverse formats, including visually and quantitatively (CCRA.R.7).

**Author:** Clara Jones

**Word Count:** 75

**Genre:** Informational Text

**Themes/Ideas:** observing the natural world; describing change

**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** Children are asked to look at the photographs and notice specific things.

## Vocabulary

### Academic Vocabulary

**game** (p. 5): something played for fun

**lots** (p. 3): a large number

### Domain-Specific Vocabulary

**lake** (p. 2): a large body of fresh water surrounded by land

**waves** (p. 3): moving ridges on the surface of water

## Challenging Features

**Text** For each spread, the text is shown in the same way on each of the pages. The direction is always on the left and the details of what can be seen are always on the right.

**Content** Children may not understand that the author is focusing on how the water changes. Children need to infer that the lake is changing as the seasons change. Help them focus on what is different in each photo.

## Supporting Features

**Text** The text repeats the phrases “Look at the lake” and “You can see.” This pattern limits the number of new words on a page.

**Vocabulary** The text and photos are closely linked, which will assist children in understanding domain-specific words, such as *waves*.

## A First Look

Show the book cover and read the title. Help children identify the setting as a lake and the time of year as fall. Ask children to predict how the lake might look on a very cold winter day. Then say: *Let’s read to find out how the water on a lake might be different in the middle of winter.*

## Read and Analyze Informational Text Cite Textual Evidence

### Ask and Answer Questions

Remind children that good readers think about what they are reading and ask themselves questions. Point out that a question may begin with a question word: *who, what, where, when, how, and why.*

(pp. 2–3) *What can you see on the lake? What can you see by the lake? Do you think this photos shows a warm place or a cold place? Why do you think that?*

(pp. 4–5) *Where are the people ice-skating and playing a game? What has happened to the water in the lake? Why do you think the lake water has frozen?*

(pp. 6–7) *How is the lake different on this page? Why can you see some ice and some little waves on the lake? Why is only some of the water frozen? What time of year might you guess this is?*

(p. 8) *Who do you see in this picture? What are they doing? Why do you think there is no ice at all in the lake now?*

Praise children for specific use of “Behaviors to Notice and Support” on page 98 of the *Guided Reading Teacher’s Guide*.

## Develop Comprehension

### Thinking Within the Text

Have children compare the photographs on pages 4–5 and 6–7. Ask:

- *What is the water like on pages 4 and 5?*
- *How has the water changed on pages 6 and 7?*

### Thinking Beyond the Text

Have children think about how the water on the lake changes. Then ask:

- *Why are there no waves on the lake in the picture on pages 4 and 5?*
- *Why would it not be safe for people to be on the ice in the lake shown on pages 6 and 7?*

### Thinking About the Text

To help children understand that the photo shows different seasons and temperatures, ask:

- *What label that names a season could the author add to pages 4 and 5?*
- *What label that names a season could the author add to page 8?*

## Focus on Foundational Skills Phonics and Word-Solving Strategies

### Words With Long a

Remind children that the vowel *a* can stand for the long-*a* sound as in *plane*. Tell children that words spelled *a\_e* can stand for the long-*a* sound. Remind children that the *e* at the end of the word is silent.

- Turn to page 5. Ask: *Which words on this page have a long a spelled a\_e?* Help children identify the words *skate* and *game*.
- Then have children identify the word with the long-*a* sound on page 7. (*waves*) Have children point to the letters *a\_e*. Remind children that the *e* is silent.

### Words That Name More Than One

Explain that a word that names more than one thing usually ends in -s.

- Have children look at the word *waves* on page 3. Ask if the word means one or more than one.
- Have children identify other examples of words that name more than one. (*trees, birds*)

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 first two pages of the book. Then have children echo-read the remainder of the book with you, repeating each sentence after you read it and pointing to each word as they read.

## Expand Oral Language/Conversation

**Talk About Lakes** Lead a discussion about how water in a lake changes with the seasons in areas that have freezing winters. Review the pictures and ask: *Why does water change to ice?* Then talk about the different activities people do on lakes that are frozen and lakes that are not.

## Write and Respond to Reading

**Describe a Photo** Have children fold a piece of paper twice so that it has four sections, one for each photograph in the book. Then have children complete this sentence to describe something they see in each photograph: *I can see \_\_\_\_\_.* **(Informative/Explanatory)**

**Write an Email** Have children imagine that they are visiting a lake. Have them write an email to a friend describing what they can see or do at the lake. Encourage children to use the sentence patterns from the book. **(Narrative)**

## ELL Bridge

Help children connect the text to the photographs. Display one of the photos and read a sentence in the text that describes what you can see. Have children point to what the text indicates. Ask children to describe what else they see in the picture. Read the text aloud to confirm their description. Encourage partners to read the text.

## Connect Across Texts

*In the Mountains* by Beth Eli

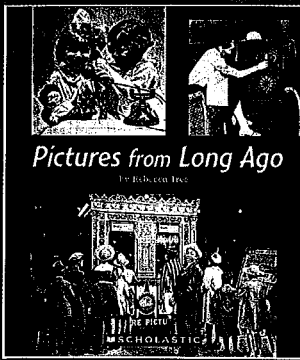
Together, look for pictures of lakes in *In the Mountains*. Have children describe the lakes and tell how people might use these lakes. Then discuss why the lakes are important for animals.

## Connect to the Internet

Share this website with children where they can sort things according to weather changes: [http://pbskids.org/sid/fablab\\_weathersurprise.html](http://pbskids.org/sid/fablab_weathersurprise.html).



# Pictures From Long Ago



## Summary & Standards

**Summary:** Historical black-and-white photographs provide a fascinating glimpse at people, places, and objects from long ago.

**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:** Rebecca Tree

**Word Count:** 150+

**Genre:** Informational Text

**Themes/Ideas:** learning about the past; comparing and contrasting the past with the present

**Text Type:** Photo Book

## Genre/Text Type

**Informational Text/Photo Book** Remind children that informational text has facts about topics. This book includes historical photos to inform the reader.

## Informational Text Features

**Photos** Historical photos in black and white show key details about people, places, and objects from the past.

## Vocabulary

### Academic Vocabulary

**long ago** (p. 2): a time before the present

### Domain-Specific Vocabulary

**fan** (p. 14): a machine that blows cool air

**sailing** (p. 9): moving smoothly through water

**track** (p. 5): metal rails on which trains travel

## Challenging Features

**Text** Each page contains both questions and statements. Use vocal inflection to emphasize the different types of sentences.

**Content** The photos are in black and white, which may prove challenging for some children. Children may not be able to identify some of the objects pictured. Point to and name unfamiliar objects and have children echo each identification.

## Supporting Features

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

**Vocabulary** The author uses familiar decodable and high-frequency words. Most of the words have one syllable.

## A First Look

Have children study the cover photos and identify key details. Then read the title. Ask: *How can you tell these pictures were taken a long time ago?*

Discuss how phones, radios, and movie theaters are different now. Then say: *Let's find out more about people, places, and objects from long ago.*

## Read and Analyze Informational Text Cite Textual Evidence

### Use Information From Photos and Text

Remind children that photos can add information to what the author writes. Help children note what the words say and what they learn from looking at the photos about what life was like long ago.

(pp. 2–3) *How does the author begin the book?*

(pp. 4–5) *Which word describes the car on the street? How can you tell from the photo that the car is old? Which word describes the train on the track? How do you know that this train is powered by steam engine?*

(pp. 10–11) *On page 10, where are the children? What can you tell about the classroom from long ago by looking at the photo? How do you know what game the boys on the street are playing?*

(p. 15) *Which words tell you where the people are? If you didn't read the words, how would you know where the people are?*

(p. 16) *What do you see that lets you know this is a picture from long ago?*

Praise children for specific use of "Behaviors to Notice and Support" on page 98 of the *Guided Reading Teacher's Guide*.

## Develop Comprehension

### Thinking Within the Text

Review with children details in the text. Ask questions like these:

- Which different ways of traveling does the author show? Why do you think the author chose to show things from another time?
- What do the pictures show children doing? How is "long ago" different from now?

### Thinking Beyond the Text

Have children compare things from long ago with their modern counterparts. Ask:

- How is the telephone shown in the picture very different from the phones we use today?
- How is this classroom with children different from the classroom you are in?

### Thinking About the Text

Have children look at the repeated lines of text at the top of the pages and ask:

- What does the author ask the reader to do?
- What question does the author ask?

## Focus on Foundational Skills Phonics and Word-Solving Strategies

### Long a Spelled ai

Remind children that when two vowels appear together, they often make one sound. For example, the vowels *ai* make the long vowel sound /ā/.

- Ask children to look at page 5 and find the word *train*. Ask: *What are the vowels in train? (ai) What sound do these letters make? (/ā/)*
- Have children identify other words with *ai* in the book. (*mail, sailing*)

### Words With -ing

Remind children that sometimes action words end with *-ing*. When an action word ends with *-ing* it shows the action is happening.

- Ask children to look at page 8 and find the word that tells what the plane is doing. (*flying*) Point out that the letters *-ing* were added to *fly*.
- Have children identify other action words with *-ing*. (*sailing, sitting, playing, talking*)

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 questions and answers aloud with expression by varying the inflection or pitch of your voice at the ends of sentences. Have partners take turns reading, one page at a time.

## Expand Oral Language/Conversation

**Talk About Old Photos** Lead children in a discussion about why people keep old photos and why people like to look at pictures of the past. Guide children to conclude that looking at old photos helps people learn about the past and helps people remember people and places.

## Write and Respond to Reading

**Write a Description** Have children write one or two simple sentences to describe one of the pictures in the book. (**Informative/Explanatory**)

**Make Two Lists** Give children paper folded lengthwise. Help them label the columns "Long Ago" and "Now." Have children choose an item from long ago and draw it in the Long Ago column, then draw in the Now column the same item as it looks today. (**Informative/Explanatory**)

## ELL Bridge

Have children practice asking and answering questions, using the pattern from the book: *What do you see? I see a \_\_\_*. Review the book and pause on each page to ask the question. Have children answer for each page. Provide additional practice by pointing to visuals in the classroom or in other books and asking children to tell what they see.

## Connect Across Texts

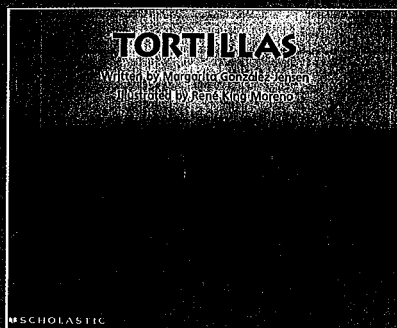
*Way to Go!* by Annie Thomas

Compare pictures showing ways to travel in *Way to Go!* with those in *Pictures from Long Ago*. Why is it fun to look at the ways people used to travel long ago and compare them to the way people travel today? Which ways look like fun ways to travel?

## Connect to the Internet

For a history of telephones in pictures visit <http://www.pbs.org/wgbh/amex/telephone/gallery/gallery1.html>.

# Tortillas



## Summary & Standards

**Summary:** A family shares the many different ways they enjoy eating tortillas together.

**CCSS.ELA-Literacy:** Interpret words and phrases and analyze how specific word choices shape meaning or tone (CCRA.R4); integrate and evaluate content presented in diverse formats, including visually and quantitatively (CCRA.R7).

**Author:** Margarita González-Jensen **Word Count:** 71

**Genre:** Realistic Fiction

**Text Type:** Picture Book

**Themes/Ideas:** learning about different foods from other cultures; eating a meal with your family

## Genre/Text Type

**Realistic Fiction/Picture Book** Remind children that realistic fiction is a made-up story with characters and situations that could exist in real life. The illustrations emphasize the story's realistic aspects.

## Text Features

**Repeated Text** The book features lines that are repeated on every spread.

## Vocabulary

### Academic Vocabulary

**crisp** (p. 4): hard and crunchy

### Domain-Specific Vocabulary

**sauce** (p. 8): a thick liquid that is served with food

**tortillas** (p. 3): flat, thin, round breads made from cornmeal or wheat flour

## Challenging Features

**Text** Sometimes a sentence begins on one page and continues on the next page. Model for children how to read an example of this.

**Content** Though children may be familiar with some of the food items, they may be surprised at the variety of ways a single family eats tortillas.

## Supporting Features

**Text** The patterned text gives children support as they read: "Tortillas, tortillas" is followed by "We eat" and different descriptions of how tortillas are eaten.

**Vocabulary** Many of the words are high-frequency word or easily decodable.

## A First Look

Read the title aloud and establish what tortillas are. Then discuss the illustration. Ask: *Do you see tortillas in the illustration? Where do you think the tortillas in the story will be?* Ask children to look at the characters shown in the illustration and make predictions about what a story with this title might be about.

## Read and Analyze Literature Cite Textual Evidence

### Identify Words and Phrases

Remind children that authors often use words that can help readers imagine what the characters see, hear, smell, feel, and taste. Ask children to think about how the tortillas look, smell, feel, and taste.

(pp. 4–5) *Which two words describe the tortillas? How are crisp tortillas different from soft ones? How do the pictures help show the difference?*

(pp. 6–7) *How will pouring milk over tortillas change crispy tortillas? How will pouring honey make the tortilla taste?*

(pp. 8–9) *Which word tells how the sauce would taste if you tasted it?*

(pp. 10–11) *How would lemon and salt make a tortilla taste?*

(pp. 12–13) *Which words does the author use to show the difference in the way the tortillas look?*

Praise children for specific use of "Behaviors to Notice and Support" on page 98 of the *Guided Reading Teacher's Guide*.

LEVEL E

## Develop Comprehension

### Thinking Within the Text

Use the illustrations to discuss characters and settings. Ask:

- *Who are the characters? How are they related to each other? How can you tell?*
- *Where does the story take place? What details in the pictures and text tell about the setting?*

### Thinking Beyond the Text

Recall the setting of the story, a family's kitchen. Then ask:

- *How do the text and pictures show that the kitchen is a special place for this family?*
- *Why might this meal be special?*

### Thinking About the Text

Reread the text on pages 6–9 as children follow along. Then ask:

- *What do you notice about the text on pages 6, 7, and 8? Which words repeat?*
- *Why did the author choose to repeat these words throughout the book?*

## Focus on Foundational Skills Phonics and Word-Solving Strategies

### Beginning and Ending Sounds

Remind children that words are made up of sounds and that letters stand for those sounds. Have children listen for and name beginning and ending sounds.

- Read aloud the following words from the story: *tortillas, soft, bowl, and milk*. Have children identify each beginning sound. Then read the following words and ask children to identify each ending sound: *eat, them, off, lemon and big*.

### Consonant Blends

Remind children that a consonant blend is made up of two consonants that are blended together that appear in a word, such as *crisp*.

- Ask children to look at page 4 and find the word *crisp*. Write *crisp* on a chart and circle the blends *cr* and *sp*. Have children say /c/ /r/ and /s/ /p/, *crisp* with you. Repeat with *stove* on page 9.

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 each page of the book, having children repeat each sentence. Then have children read with you, pointing to the words as they read.

## Expand Oral Language/Conversation

**Talk About Food From Other Cultures** Point out that tortillas are flat breads enjoyed in many Spanish-speaking countries, but people all around the world enjoy eating them, too. Talk about other foods people might enjoy along with tortillas.

## Write and Respond to Reading

**Label a Picture** Have children each draw a picture of some of the characters in the book sitting at the table eating tortillas. Help children label their pictures with the names of the foods the family eats with their tortillas. **(Narrative)**

**Complete a Sentence** Using the book's text pattern, have children write about something they would eat with tortillas, including food from the book. Provide this sentence frame: *Tortillas, tortillas. I eat them with \_\_\_\_\_*. **(Narrative)**

## ELL Bridge

Use the pictures to support vocabulary development for nouns that tell what things the family eats with the tortillas: *milk, honey, sauce, butter, lemon, and salt*. Invite children to take turns drawing one of the nouns from the book. Have children complete the sentence frame *We eat them with \_\_\_\_\_*, by naming the noun they drew.

## Connect Across Texts

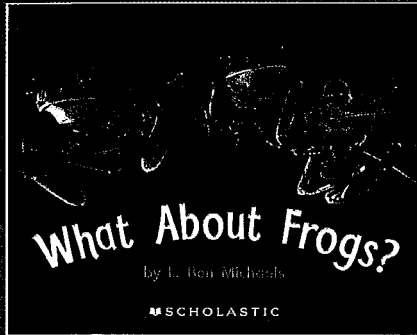
*Autumn Leaves Are Falling* by Maria Fleming

A family plays outdoors in the autumn leaves. Help children see that this book, like *Tortillas*, shows a family sharing good times. Note the importance of the settings in your discussion.

## Connect to the Internet

Share this website with children to show them a recipe for making tortillas: <http://fit.webmd.com/jr/food/article/cheese-tortilla-recipe>.

# What About Frogs?



## Summary & Standards

**Summary:** Colorful photographs provide a fascinating, up-close look at various frogs, the things they can do, and the places where they live.

**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); integrate and evaluate content presented in diverse formats, including visually and quantitatively (CCRA.R7).

**Author:** L. Ben Michaels

**Word Count:** 150

**Genre:** Informational Text

**Themes/Ideas:** understanding the characteristics of frogs; learning about the abilities of frogs

**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** Nature photos show frogs and highlight details about their physical traits and environments.

**Questions** The author provides questions and answers on each spread.

## Vocabulary

### Academic Vocabulary

**grab onto** (p. 13): to hold on tightly to something

### Domain-Specific Vocabulary

**berry** (p. 15): small fruit from a bush or tree

**twig** (p. 11): a small tree branch

## Challenging Features

**Text** Each page contains both questions and answers. Make sure children read the question before moving down to read the answer.

**Content** Children may not be familiar with frogs or realize that not all frogs are the same. Point out that different kinds of frogs are shown in the book.

## Supporting Features

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

**Vocabulary** High-frequency words and grade-level vocabulary will help children understand the text.

## A First Look

Have children study the cover photo. Ask: *What do you notice about the frogs on the cover?* Then read the title. Ask: *Do you think this book will be about real frogs or a made-up story about frogs? What things do you think the author will tell you about frogs?*

## Read and Analyze Informational Text Cite Textual Evidence

### Recognize Questions and Answers

Point out that sometimes authors write questions and answer them to help readers understand the information. Remind children that a question begins with a capital letter and ends with a question mark.

(pp. 2–3) *What is the frog in the picture doing? Which sentence asks a question? How do you know? What is the answer?*

(pp. 4–5) *What is the frog in this picture doing? What is the question? Where do you find the answer? What is the answer?*

(pp. 12–13) *Does the sentence at the top of the page ask a question or give the answer? Read the sentence that gives the answer.*

(pp. 14–15) *What do you see in this picture? What does the question ask about the little frog? What is the answer?*

(p. 16) *What question does the author ask you to answer? How would you answer the question?*

Praise children for specific use of “Behaviors to Notice and Support” on page 98 of the *Guided Reading Teacher’s Guide*.

## Develop Comprehension

### Thinking Within the Text

Review the spreads and help children identify details by asking questions like these:

- *What parts of a frog help it swim?*
- *What does a frog use to help it get bugs?*

### Thinking Beyond the Text

Point out that the photos sometimes show information that is not in the text. Ask:

- *How would looking “just like a leaf” be helpful to a frog?*
- *When is jumping “way up” helpful to a frog?*

### Thinking About the Text

Ask children why they think the author includes these particular photos. Ask:

- *What feature stands out about the frog that can grab onto a tree?*
- *How does the fact that a frog sits on a berry help you understand its size?*

## Focus on Foundational Skills Phonics and Word-Solving Strategies

### Naming Words

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

- Have children find the word that names the animal on page 3. (*frog*) Then have them find the naming word that names the part of its body that the frog uses to help it swim fast. (*feet*)
- Have children look at page 7 and find the naming words. (*tongue, bugs*)
- Then guide children to find the naming words that tell about plants. (*leaf, twig, tree, berry*)

### Consonant Blends

Remind children that a consonant blend is when two consonants appear in a word and blend together, with each letter keeping its own sound. The letters *fr* in *frog* are a consonant blend.

- Work together to identify words that begin with consonant blends. Identify each blend and have children pronounce the sound it makes. Words include *swim, twig, grab, and tree*.

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 questions and answers aloud with expression by varying the inflection or pitch of your voice at the ends of sentences. Then have one partner read aloud a question and his or her partner read aloud the answer. Tell children to exchange roles for each page.

## Expand Oral Language/Conversation

**Talk About Frogs** Discuss the frogs that children read about in the book. Ask children to tell in what ways frogs can hide from other animals. Also talk about how frogs move and can get away fast when they are in danger.

## Write and Respond to Reading

**Write a Frog Story** Have children choose one of the frogs and write a story about it. Remind children to use the frog as the main character and tell what the frog does. (**Narrative**)

**Write a New Page** Have children write a new page for the book that answers the question *What can a frog do?* Children’s answers should include facts based on the text or their own knowledge and experiences. (**Informative/Explanatory**)

## ELL Bridge

Use the pictures to support vocabulary development for nouns that name the parts of a frog’s body: *feet, legs, tongue, and fingers*. Invite children to draw frogs and use the words to label their drawings. Post the drawings and have children take turns describing them, using this sentence starter: *The frog has \_\_\_\_\_*.

## Connect Across Texts

*Awake at Night* by Jessica Wolfe

Use the books to compare the way the authors introduce information. Help children conclude that both authors ask questions and answer them in the text that follows. How does asking a question and answering it help a reader gain information?

## Connect to the Internet

Help children find out more about frogs by visiting <https://www.nwf.org/Kids/Ranger-Rick/Animals/Amphibians-and-Reptiles/Frogs.aspx>.