

GUIDED READING PROGRAM

Fiction Focus

2nd Edition



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

- **At the Apple Farm**
- **The Deep Blue Sea**
- **The Gingerbread Man**
- **I Just Forgot**
- **In Our Yard**
- **Is This a Moose?**
- **Justin's New Bike**
- **Rabbit's Party**
- **The Three Billy Goats Gruff**
- **A Very Silly School**

No part of this publication may be reproduced in whole or in part, or stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise, without written permission of the publisher. For information regarding permission, write to

Scholastic Inc., 557 Broadway, New York, NY 10012.

Copyright © 2009 by Scholastic Inc.

All rights reserved. Published by Scholastic Inc. Printed in the U.S.A.

ISBN-13: 978-0-545-14615-9

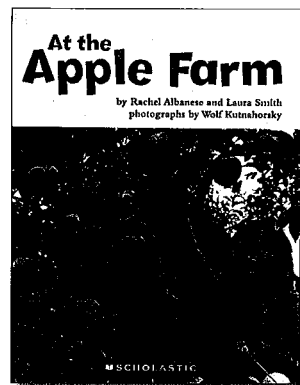
ISBN-10: 0-545-14615-1

SCHOLASTIC and associated logos and designs are trademarks and/or registered trademarks of Scholastic Inc. Other company names, brand names, and product names are the property and/or trademarks of their respective owners.

1 2 3 4 5 6 7 8 9 10 10 18 17 16 15 14 13 12 11 10 09



At the Apple Farm



Summary & Standard

This book tells about a girl and her mother having fun at an apple farm. They pick baskets of apples and take them home to make applesauce. Children will use pictures and context to assist comprehension.

Authors: Rachel Albanese and
Laura Smith

Genre: Informational Text

Word Count: 150+

Theme/Idea: appreciating the natural world

Making Connections: Text to Self

Most children will have gone on outings with family members. Ask volunteers to name a special trip and what they remember. Tell children that they will be reading about a child's visit to an apple farm, or orchard.

Extend the connection by talking about children's experiences with apple farms and apples. Ask if anyone has ever visited an apple farm, and if so, what they saw. Have children share what they know about apples. Ask: *What colors are apples? When are apples ready to pick?* Discuss children's favorite foods made with apples.

For classroom resources about apples, go to www.usapple.org/consumers/kids.

Vocabulary

Essential Words: apple, best, branch, full, hello, paid, sour, tractor

Related Words for Discussion: beauty, living, nature, oxygen, shade

Genre

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

Supportive Book Features

Text The text is organized in chronological order. It is written with simple, declarative sentences that take readers step-by-step through a visit to an apple farm. Most of the sentences are only one line.

Vocabulary This book contains many high-frequency words as well as words that indicate sequence, such as *first*, *next*, and *then*.

Praise children for specific use of "Behaviors to Notice and Support" on page 86 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text Children will probably not be familiar with reading a recipe. Have children look at the recipe on page 12 and the safety icon and text beneath it. Explain that the bulleted list names the ingredients needed and the numbered list shows the steps to follow. Have children find the small safety icon in step 2. Tell them that the small icon refers to the bigger icon and text.

Content Children might be unfamiliar with farms in general or orchards specifically. They may need support reading some words relating to these places.

ELL Bridge

Give children practice using sequence words by having them describe how they do something. Write the words *first*, *next*, *then*, and *last* on a chart or on the board. Then have pairs act out and discuss actions of simple tasks, such as putting on a coat, tying a shoe, or making a sandwich. Have one child demonstrate how the task is done and the other explain what the first child did, making sure to use sequence words.

Teaching Options

Developing Comprehension

Thinking Within the Text

Ask children to talk about what the girl and her mom did on their trip. Have them discuss whom they met, what they saw, where they went, and what they brought home with them.

Thinking Beyond the Text

Have children explain how an apple farm compares with other farms they have been to or have read about. Ask: *How is an apple farm the same as other farms? How is it different?* Talk about ways vegetables and other fruits grow. Discuss why an apple farm is conducive to field trips.

Thinking About the Text

Discuss with children why the author chose to tell the story from the first-person point of view. Talk about things readers don't know, such as the girl's name, and how this information might have been revealed had the story been written from another point of view.

Recognizing Story Sequence

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

Draw attention to steps in the story. Ask:

- *What happened first when the girl and her mom got to the apple farm? How do you know that?*
- *What did they do next?*
- *What happened after the girl and her mom got to the apple trees?*
- *What did they do at the end of the story?*

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

Developing Phonics and Word-Solving Strategies

Words with Short a

Remind children that the short-*a* sound, /a/, is found in words like *am* and *mash*.

- Have children read aloud page 2. Ask children to find the words with the short *a* sound. (*an, apple, apples*) Write the words on a chart or on the board. Read the words and emphasize the short-*a* sound.
- Repeat with page 6 (*sat, tractor, wagon, and, apple*) and page 7 (*apple, and, apples, branch*).

Developing Fluency

Echo-read parts of the book with children, for example, page 8. Read aloud one sentence at a time and have children repeat after you. Model proper phrasing and intonation. Repeat with another section.

Oral Language/Conversation

Talk About Trees Discuss the value of trees. Ask volunteers to give examples of what they like most about trees. Ask children to name things people get from trees, such as fruit, and the things trees are used for, such as furniture and paper.

Extending Meaning Through Writing

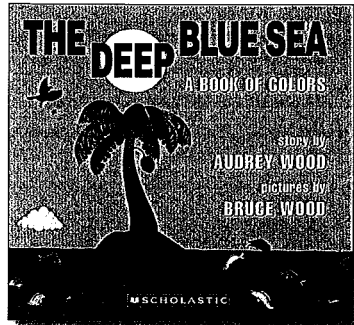
- Have children draw a picture of an apple tree and add labels such as *branches, fruit, leaves, and trunk*. (**Graphic Aid**)
- Ask children to write and draw about a day trip they took with a family member. (**Narrative**)

Other Books

From Seed to Pumpkin by Jan Kottke

It Could Still Be a Tree by Allan Fowler

The Deep Blue Sea



Summary & Standard

This book of colors tells what can be found in the middle of the deep blue sea. Children will read aloud fluently and independently using intonation, pauses, change in voice, and emphasis that signal the meaning of the text and demonstrate understanding.

Author: Audrey Wood
Genre: Realistic Fiction

Word Count: 150+
Theme/Idea: identifying colors

Making Connections: Text to Self

Invite children to take turns naming favorite colors. Record a list of colors on a chart or on the board. After each child names a color, encourage others to name objects of that color.

Expand the connection by asking children to identify various locations, such as a school, a park, a lake, and so on. Then point to a color on the list and invite children to name things found in each location that match the color.

For additional resources about the author, see www.audreywood.com/mac_site/auds_jumpstation/aud_jumpstation.htm.

Vocabulary

Essential Words: butterfly, cloud, middle, parrot, shines, spot

Related Words for Discussion: beach, endless, island, waves

Genre

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

Supportive Book Features

Text This book features a predictable, cumulative text, with each spread's sentence building on the last. Color names are printed in their matching colors. Illustrations support the text.

Content Once children understand the cumulative pattern of the story, they will be able to predict what could come next.

Praise children for specific use of "Behaviors to Notice and Support" on page 86 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text As the book progresses, the sentences get longer and longer. Point out that each sentence adds just a bit more information to the previous sentence.

Vocabulary Most vocabulary is decodable or high-frequency words, but children may have difficulty with a few words, such as *butterfly* and *parrot*. For each spread, have children name the things they recognize in the illustration. Then provide names for any that are unfamiliar.

ELL Bridge

Help children connect the text to the pictures. Display an illustration and ask children to identify what they see in the picture. Read the text and have children link key words, such as *sea*, *rock*, and *tree*, with their image in the picture. Then invite children to answer questions in order to practice using prepositions that tell location. Ask: *Where is the tree?* (The tree is on the rock.) *Is the cloud under the sea?* (No, the cloud is over the sea.)

Teaching Options

Developing Comprehension

Thinking Within the Text

Have children recall the order in which things appeared in the story. Have them ask and answer questions about the order of events, such as *What happened after the little white cloud turned gray?*

Thinking Beyond the Text

Ask children why they think some of the words in the text are a color other than black.

Ask: Does having these words in color make the story more fun to read? Do the colored words make the story easier to understand? What other things that are those colors might the author have included in the story?

Thinking About the Text

Ask children to evaluate the importance of the colorful illustrations in helping the reader understand the story. Discuss the fact that the vibrant colors on each spread match the colors mentioned in the text. Point out that in the first half of the story the pictures zoom in closer to the tree and in the last half they are farther away. Explain that this gives the reader a better look at what is being discussed in the text.

Understanding Patterned Text

Remind children that sometimes an author repeats parts of sentences throughout a book. Finding these patterns can help readers understand what they read.

- Have children follow along as you read aloud the first few pages. Ask them to listen for the repeated parts of the sentences.
- Ask children to compare consecutive spreads. Then ask: *What is added to the sentence each time? Where in the story does this change? Why?*

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 Consonant + *le*

Remind children that usually when *-le* appears at the end of a word and is preceded by a consonant, the consonant + *le* form the final syllable.

- Point out the word *middle* on page 5. (Note: Because the book pages are not numbered, page numbers have been assigned. Page 3 begins with: *There's the sea, . . .*) Explain that this word ends with a consonant + *le*, forming the final syllable. Say the word aloud, stressing each syllable.
- Have children repeat this process with words on pages 10, 18, and 24 that end with consonant + *le*. (*purple, little, fiddle*)

Developing Fluency

Model reading each page with proper pace and rhythm. Then have children read the page with you, pointing to the words as you read them.

Oral Language/Conversation

Talk About Oceans Have children discuss what they know about the oceans. Encourage children who have visited the ocean to tell about their visit. Then ask: *What animals live in the ocean? What plants or animals might be found on an island?*

Extending Meaning Through Writing

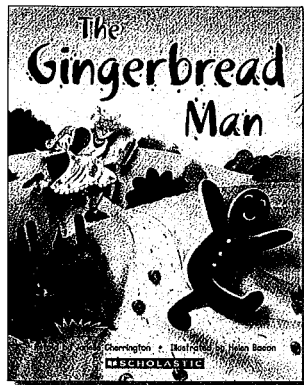
- Have children write a sentence about what they would like to see in the deep blue sea. (**Narrative**)
- Have children draw a picture of a fish and color it with as many colors as they can, labeling each color. (**Descriptive**)

Other Books

Mousetrap by Diane Snowball

City Sounds by Jean Marzollo

The Gingerbread Man



Summary & Standard

In this classic story, the gingerbread man thinks he can outrun anybody, until he meets a clever fox. Children will comprehend basic plots of a variety of fiction genres.

Author: Retold by Janelle Cherrington

Genre: Traditional Literature

Word Count: 250+

Theme/Idea: boasting about one's abilities

Making Connections: Text to Text

Children should be familiar with traditional literature—stories passed down through generations. Explain to children that these stories often teach a lesson and include fables and fairy tales, such as “The Boy Who Cried Wolf” and “The Ant and the Grasshopper.”

Extend the connection by asking: *What other stories do you know that teach a lesson?* Tell children that they will read a classic story about a gingerbread man. Encourage them to pay attention to the main character's attitude and what happens to him at the end of the story.

For additional teaching ideas and resources, see <http://www.atozteacherstuff.com/Themes/Gingerbread/>.

Vocabulary

Essential Words: catch, cried, sly, suddenly

Related Words for Discussion: boast, consequences, pride, trick, trust

Genre

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

Supportive Book Features

Text Lively illustrations support the patterned text. Children will enjoy reciting the gingerbread man's rhyming lines each time he is chased by a new character.

Content Children will be familiar with talking animals as characters. The action is sequenced, so children should be able to follow events as they happen.

Praise children for specific use of “Behaviors to Notice and Support” on page 86 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text Help children track the text to show how some sentences wrap to the next line. Make sure children understand the use of commas. Point out quotation marks that designate dialogue, and help children with the phrasing of some of the longer sentences.

Vocabulary Though most of the vocabulary consists of decodable or high-frequency words, assist children in decoding longer multisyllabic words, such as *gingerbread* and *suddenly*.

ELL Bridge

Help children articulate their understanding of the sequence of story events. Guide them to use time-order words to retell what happens in sections of the story. For example, on pages 2–3, use the time-order words *first*, *next*, and *then* to retell what happens. Say: *First, a woman baked a gingerbread man. Next, the gingerbread man ran away. Then, the woman cried out that she wanted to eat him.* Have children do the same for pages 4–5. Repeat with other sections of the story.

Teaching Options

Developing Comprehension

Thinking Within the Text

Ask children to summarize the story. Ask: *Who was the first character to want to eat the gingerbread man? What was the fox able to do that the woman, the cow, and the horse were unable to do?*

Thinking Beyond the Text

Ask children to think about the events at the end of the story. Ask: *Why do you think the gingerbread man decided to let the fox help him? How was the fox able to trick the gingerbread man? Was there a lesson taught at the end of the story? What was it?*

Thinking About the Text

Point out that the gingerbread man's lines repeat. Then have children notice the words that rhyme. Ask: *How do the rhyming words help you remember these lines? Why do you think the gingerbread man says them over and over again?*

Understanding Plot

Remind children that the plot is a chain of events that happen in a story. One event leads to the next until the story ends. Explain that as people read, they should notice how the events in a story are connected. Ask:

- *What happens after the woman bakes the gingerbread man?*
- *Who wants to eat the gingerbread man? What does the gingerbread man say and do each time someone wants to eat him?*
- *What happens when the gingerbread man meets the fox? What does the fox do to outwit the gingerbread man?*
- *How does the story end?*

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

Past-Tense Words

Remind children that a past-tense action word tells about an action that has already happened. Some past-tense action words have unusual spellings, and they do not end in *-ed*.

- Write these present-tense action words on a chart or on the board: *catch, eat, ride, run, swim, take*. Write the past-tense form of each word next to it. Echo-read the pairs with children. Have children tell how the words change in each pair.
- Have children retell the story, using past-tense forms of the action words.

Developing Fluency

Have children practice reading the book with proper pace, phrasing, and intonation. Have them tape-record their reading and place it in the classroom Listening Center.

Oral Language/Conversation

Talk About Overconfidence Have children discuss why some people like to boast about themselves. Guide children to recognize that believing in oneself is good, but that others might not like to hear boasting. Ask: *How do you feel when someone boasts? What is a nicer way to talk about the things you are good at?*

Extending Meaning Through Writing

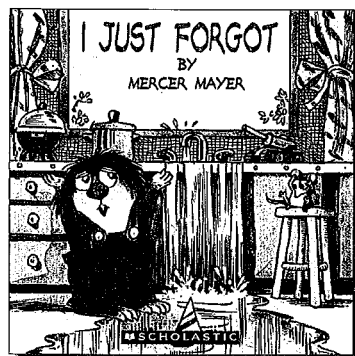
- Have children write a new ending to the story in which the gingerbread man finds a way to outwit the fox. **(Narrative)**
- Have children choose their favorite part of the story and explain why they like it best. **(Expository)**

Other Books

Giants by Wendy Blaxland

The Great Race by David McPhail

I Just Forgot (Little Critter)



Summary & Standard

Little Critter sometimes forgets to do things. But he never forgets to ask his mom to read him a bedtime story or to kiss her good-night. Children will use pictures and context to assist comprehension.

Author: Mercer Mayer

Word Count: 150+

Genre: Fantasy

Theme/Idea: remembering the important things

Making Connections: Text to Self

Discuss with children some things they must remember to do each day, such as brush their teeth or feed a pet. What helps them remember to do these tasks?

Ask children whether they sometimes forget to do things. What kinds of things do they forget to do most often? Are there things they never forget to do? Talk about why they think they can always remember to do some things but not others.

For additional resources and information about Little Critter, see www.littlecritter.com/.

Vocabulary

Essential Words: forget, forgot, remember, remind, supposed

Related Words for Discussion: adult, alarm, calendar, note

Genre

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

Supportive Book Features

Text Many pages have only one or two lines of text. Large, humorous illustrations appear on each page. Children will enjoy looking for the mouse and spider that appear in most of the illustrations.

Content The story is filled with everyday events that children can relate to, such as closing the refrigerator door or wearing boots in the rain. Praise children for specific use of “Behaviors to Notice and Support” on page 86 of the *Guided Reading Teacher’s Guide*.

Challenging Book Features

Text Some sentences are long, and text placement varies. Remind children to start reading at the top of each page and continue downward. Also point out the dash on page 18. (Note: Because the book pages are not numbered, page numbers have been assigned. Page 18 begins *When Dad came home from work . . .*) Tell children that the dash tells them to pause before they continue reading and that important information comes after it.

Vocabulary Children may need help with some words, such as *rubber* and *refrigerator*. Remind them to use the illustrations and context clues to figure out word meaning.

ELL Bridge

Use the illustrations to teach words related to everyday activities. Choose an illustration from the book and name at least five items in the picture. Write each word and have children say it with you. Then have each child write the names of three of the items on self-stick notes. Have them exchange their self-stick notes with a partner and then place the notes on the appropriate part of the illustration. Follow up by having children write a sentence using each word.



Teaching Options

Developing Comprehension

Thinking Within the Text

Draw a T-chart. In the first column, work with children to list the things Little Critter forgets to do. In the second column, list the things he remembers.

Thinking Beyond the Text

Ask children why they think Little Critter sometimes forgets things but he never forgets to ask for a bedtime story or to kiss his mom good-night.

Thinking About the Text

Have children turn to page 3 and find the spider and the mouse. Point out that these two critters appear on most pages. Go through the book with children and have them find the critters on each page. Then ask: *Would the book be as much fun to read without these critters? Why or why not?*

Using Illustrations

Point out that sometimes readers can learn more about a story by looking at the pictures.

- Read aloud the text on page 16. Ask: *How many cookies did Little Critter eat?* Point out that the text does not tell how many. Then have children look at the bottom illustration. Talk about how, by looking at the picture, readers can see that Little Critter ate all of the cookies.
- Continue with the same illustration. Ask: *How does Little Critter's mom feel about all the cookies he ate? How do you know?*
- Use a similar procedure on pages 18 and 19. After reading the text, ask: *What did the puppy do with the paper?*

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

Reading Action Words With -ed

Remind children that sometimes an action word has the ending *-ed* added to it to show something that happened in the past.

- Have children find the word *remember* on page 3. Explain that when someone says *I remember*, the person is talking about remembering something right now.
- Have children read the sentence on page 4. Point out the word *remembered*. Say that the *-ed* on *remembered* tells readers that this is about a morning in the past.
- Have children find other action words with the *-ed* ending.

Developing Fluency

Echo-read the book, reading each sentence and having children repeat after you. Use the illustrations as a guide to Little Critter's viewpoint.

Oral Language/Conversation

Talk About Remembering Discuss with children things they need to remember to do. Why do they forget to do things sometimes? Discuss what they can do to help themselves remember.

Extending Meaning Through Writing

- Have children write a letter from Little Critter to his mom, apologizing for forgetting to do something. **(Letter)**
- Ask children to write sentences explaining what Little Critter does on page 12 as he plays in the rain. **(Expository)**

Other Books

A Clean House for Mole and Mouse
by Harriet Ziefert

Read to Your Bunny by Rosemary Wells

In Our Yard



Summary & Standard

A boy observes the different types of small creatures that live in his yard. Children will demonstrate comprehension and understanding by articulating basic facts and ideas in what they read.

Author: Janet Reed
Genre: Realistic Fiction

Word Count: 150+
Theme/Idea: observing nature

Making Connections: Text to Self

Invite children to sit quietly and observe their surroundings, using their eyes and ears to sense things around them. After a minute or two, ask:
*What sounds did you hear? What did you see?
What did you expect to observe in a classroom?
What surprised you?*

Explain that when we are outside, we can observe even more things, both living and nonliving. Discuss with children what they might see and hear if they were to repeat this classroom activity in a park.

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

Vocabulary

Essential Words: bug, creep, cricket, dragonfly, flower, fly, leaf, slug

Related Words for Discussion: crawl, describe, insect, snail, spider

Genre

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

Supportive Book Features

Text Simple sentences present information in a comprehensible way. Text is written as if the boy in the story is talking directly to the reader.

Vocabulary Most of the words in the text will be familiar to children. The vocabulary is supported by details in the illustrations.

Praise children for specific use of “Behaviors to Notice and Support” on page 86 of the *Guided Reading Teacher’s Guide*.

Challenging Book Features

Text Help children understand the roles of periods, question marks, and exclamation points. Also, help children decode the contractions *there’s* (page 2) and *don’t* (page 8).

Content Explain that not all of the “bugs” in the story are insects. Explain that an insect is a small kind of animal with three body parts and six legs. Point out that *bug* is a word that can be used to mean any small animal that crawls, including slugs (a type of mollusk) and spiders (a type of arachnid).

ELL Bridge

Use the illustrations in the text to build vocabulary and comprehension. Read a page as children follow along. Then, have children use the accompanying illustration to summarize what you have read. Provide vocabulary and prompts as needed and record their summaries on the board or a chart. Repeat the process page by page. When finished, review with children by combining their targeted summaries into a complete summary of the full text.

Teaching Options

Developing Comprehension

Thinking Within the Text

Have children identify the bugs the boy sees in the story and summarize what they learned about each one.

Thinking Beyond the Text

Ask: What did the boy see that surprised you? Which of these bugs have you seen or would you expect to see in your own neighborhood? What other bugs can you think of? What might you see them doing?

Thinking About the Text

Have children notice that the author writes directly to the reader, using sentences such as *Take a look* and *Can you see two bugs?*
Ask: Why do you think the author writes this way? How does it make you feel as you read?
Invite children to notice other sentences that address the reader.

Summarizing

Remind children that summarizing means to retell in one's own words the most important parts of the story. Explain that summarizing can help readers understand and remember the most important parts of what they have read.

- Have children read pages 2–3. *Ask: What do we learn about the bugs that the boy sees in his yard?*
- Have children read page 4. *Ask: What important fact do we learn about bees on this page?*
- Have children read page 10 and study the illustration. *Ask: How can we summarize the most important idea on this page?*

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 *ow* can stand for the /ou/ sound, as in *now*. The letters *ou* also can stand for the /ou/ sound, as in *pound*.

- Read aloud page 4. Have children identify the word with the /ou/ sound and the letters that make the sound. (*flower*)
- Repeat with page 8. (*out*) Then have children look for other /ou/ words in the story. (page 2: *our*, page 14: *loud*)

Developing Fluency

Model expert reading of a passage from the book, focusing on proper pacing, phrasing, and intonation. Then have children read the passage with you.

Oral Language/Conversation

Talk About Bugs Have children talk about bugs they have seen in their yards, in parks, and in the schoolyard. Invite children to name and/or describe them. *Ask: Where did you see the bug? What was it doing when you found it? Why do you think it was doing that?*

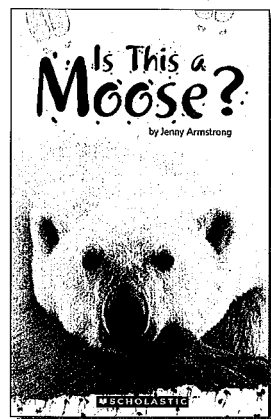
Extending Meaning Through Writing

- Have children think of a list of words that rhyme with *bee*, *ant*, or *slug* and use the words to write a simple poem. (**Poetry**)
- Have children write sentences to tell which bug is their favorite and why. Explain that they can choose a bug from the book or another bug they know. (**Expository**)

Other Books

Snug Bug by Cathy East Dubowski
Buzz Said the Bee by Wendy Lewison

Is This a Moose?



Summary & Standard

In this nonfiction book, readers will try to identify a moose from photographs of different animals portrayed throughout. Readers will learn a little about each animal presented. Children will use pictures and context to assist in comprehension.

Author: Jenny Armstrong

Word Count: 150+

Genre: Science Nonfiction

Theme/Idea: learning about animals

Making Connections: Text to World

Children will have knowledge about different animals that live in the water, the forest, and the snow. Ask children to name animals they know and tell where they live.

Extend the real-world connection by having children compare and contrast animals that live in different parts of the world. Ask: *What are some ways that animals have adapted to where they live?* Discuss how some animals' fur keeps them warm, while fins help some swim. Some have sharp teeth to help them build homes.

For additional teaching ideas and resources, see www.nhptv.org/NATUREWORKS/nw4.htm.

Vocabulary

Essential Words: bear, beaver, howl, leap, moose, paws, seal, swim, teeth, whale, wolf

Related Words for Discussion: animal, field, forest, search, space

Genre

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

Supportive Book Features

Text This book offers children a predictable pattern of both text and pictures. Children can read a question and anticipate turning the page to find the answer. A fact list on the last page provides additional information about each animal.

Content Most children will recognize the animals featured in the book and will enjoy reading information in the question-and-answer format.

Praise children for specific use of "Behaviors to Notice and Support" on page 86 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text Text is placed above and below some photographs. Make sure children read all of the text. Remind children to begin at the top of the page when reading.

Vocabulary Some vocabulary is just above grade-level and may be difficult for readers to pronounce and understand. Remind children to sound out vowels and syllables to read unfamiliar words. Point out that the photographs can provide clues to help children understand new or challenging words.

ELL Bridge

Have children work in groups to practice asking and answering questions. Give each group a paper bag and some animal figures or pictures. Have children study the animals, name them, and talk about how they look. Then have children put the animals in the bag. Have one child reach in and pick an animal, asking the group, *Is this a [incorrect animal name]?* The group should answer with the frame: *No, this animal is a [correct animal name].* Have children rotate so that everyone has a turn to ask a question. Continue until all the animals have been picked.



Teaching Options

Developing Comprehension

Thinking Within the Text

Have children talk about the animals that were featured in the book. Discuss which animals live in the sea and which live on land. Talk about what the animals do.

Thinking Beyond the Text

Have children think about where the animals in the book live and how they survive. Ask children to think about animals that live in a cold place. Ask: *What kind of coats do the animals have? Why do you think whales don't have fur?* Discuss how animals have adapted to where they live in order to survive. Ask children: *How do you think a moose would survive in the desert?*

Thinking About the Text

Have children suggest why the author uses photographs instead of drawings to show the animals. Point out how photographs show what the animals look like in real life.

Comparing and Contrasting

Tell children that by comparing and contrasting information in a book, they can better understand what they read. When readers compare and contrast, they use the pictures as well as the text to tell how things are alike and different.

- Have children look at the photographs on pages 5–8. Discuss how the polar bear and seal are similar and how they are different.
- Ask: *What is similar about a whale and a seal? What is different?*
- Have children compare and contrast where different animals in the book live.

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

Question Sentences

Remind children that a question mark is a punctuation mark used at the end of an asking sentence.

- Have children read the title. Ask: *What punctuation mark do you see at the end of the sentence? What kind of sentence is this?*
- Read pages 4 and 5. *Which sentence is a question? Which are telling sentences?*

Developing Fluency

Model how to read the question-and-answer patterns in the book. Model the proper intonation and expression. Have children repeat the sentences after you.

Oral Language/Conversation

Talk About Wild Animals Lead a discussion about wild animals that children have seen in zoos, parks, and forests. Ask: *Do you think large animals you see in a zoo could live in a city park? Why or why not? Do you think large animals need more space than a rabbit or a raccoon? Why or why not? Where do wild animals find food?*

Extending Meaning Through Writing

- Have children write what they know about an animal not featured in the book. (**Expository**)
- Hand out a three-column chart labeled *Land/Air/Sea*. Ask children to list animals they can think of and sort them by where they live. Start children out with an animal for each category. (**Graphic Aid**)

Other Books

Does a Kangaroo Have a Mother, Too?
by Eric Carle

Find the Wild Animal by Cate Foley

Justin's New Bike



Summary & Standard

In this book, two boys go to a bike track. Justin has a new bike. Danny has an old bike. After speeding around the track, both bikes look alike—muddy. Children will use pictures and context to assist comprehension.

Author: Barbara Hill
Genre: Realistic Fiction

Word Count: 150+
Theme/Idea: relating to friends/
sharing experiences

Making Connections: Text to Self

Children will most likely have experience playing with others. Ask: *Where do you like to go with friends? What kinds of games do you like to play?*

Extend the connection by mentioning that the story children will read is about two friends who ride bikes together. Ask: *Do you like to ride bikes?* Invite children to share any experience they might have with riding bikes. Ask them what safety precautions they take, such as wearing helmets or knowing basic road rules.

For information about bike safety, visit http://kidshealth.org/kid/watch/out/bike_safety.html.

Vocabulary

Essential Words: bike, dust, smile, speeding, start, track

Related Words for Discussion: activity, compete, friend, play, sports, together

Genre

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

Supportive Book Features

Text Most of the sentences in this story are short and easy for children to read. The story is also well supported by colorful illustrations.

Vocabulary The text is made up of a number of high-frequency words, as well as one-syllable and decodable words.

Praise children for specific use of “Behaviors to Notice and Support” on page 86 of the *Guided Reading Teacher’s Guide*.

Challenging Book Features

Text There are a few sentences in the story that are long. Children may need help reading a sentence with multiple clauses. They may also need support reading conjunctions and direct quotations.

Content Although children are likely to be familiar with the subject of riding bikes, many may not have seen or visited a bike track. Help children pay attention to context clues and pictures to give them an understanding of the terrain of a bike track and the challenges of riding on one.

ELL Bridge

Give children practice using comparative words. On the board, write *tall*, *taller*, and *tallest*. Present three objects of varying heights and widths. Ask the class which object is tall, which is taller, and which is tallest. Encourage children to answer in complete sentences using the sentence frame: *The _____ is _____*. Repeat the activity with *wide*, *wider*, *widest*. If time allows, challenge children to look around the room and find things that are *small/smaller/smallest* and *big/bigger/biggest*.

Teaching Options

Developing Comprehension

Thinking Within the Text

Ask children to discuss how Justin's new bike looks at the beginning of the story and at the end of the story. Have children compare Justin's bike to Danny's bike.

Thinking Beyond the Text

Discuss what children know about bike safety and how it applies to the story. Have children share what is safe about how Justin and Danny ride their bikes, such as wearing helmets. Also have children consider what actions may be unsafe, such as the lack of adult supervision in the story.

Thinking About the Text

Point out to children the little worm that appears in many of the illustrations. Ask: *Why do you think the author chose to include the worm in the pictures? Does it make you laugh?* Discuss the humor of including this character in the illustrations as a sort of subplot. Encourage children to follow what happens to the worm throughout the story.

Drawing Conclusions

Explain that readers can use information from the text and pictures, as well as what they already know, to make a decision or form an opinion about the text.

- Read pages 8 and 9. Ask: *What do we know from the words and pictures? What do we know about getting a new bike? What do you think Justin is thinking?* (He is probably wondering if he wants to get his new bike muddy. New bikes are clean.)
- *Why do you think Justin decides to join Danny in racing his bike on the track?* (He sees that Danny is having fun.)

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

Developing Phonics and Word-Solving Strategies

Action Words with -ing

Remind children that an action word in a sentence tells what happens. Note that many action words in this story have an *-ing* ending. Explain that words that end with *-ing* indicate that something is in the process of happening.

- Have children read page 4. Ask: *Which word tells what the kids on the track are doing on their bikes?* (riding)
- Have children find in the story other action words with an *-ing* ending.

Developing Fluency

Model reading aloud the dialogue on page 7. Then have children read the story with a partner, focusing on intonation and expression while reading dialogue.

Oral Language/Conversation

Talk About Sharing Activities With Friends

Lead a discussion about the many activities friends can do together. Invite children to share a few of them. Ask why sharing these activities with friends makes them more special.

Extending Meaning Through Writing

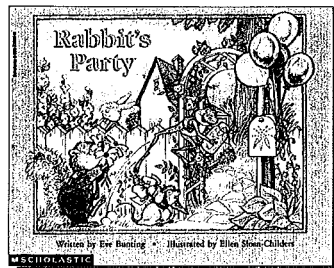
- Have children create a list of activities that friends can do together. (**List**)
- Ask children to illustrate children on bikes who are being safe. Have them add labels and a caption. (**Expository**)

Other Books

Jack Plays the Violin by Jessica Schultz

Soccer Game! by Grace Maccarone

Rabbit's Party



Summary & Standard

In this story, Rabbit plans a party for his birthday. He tells his three friends to each bring two friends so there will be lots of friends to have fun with. Children will use pictures and context to assist in comprehension.

Author: Eve Bunting

Genre: Fantasy

Word Count: 150+

Theme/Idea: learning about friendship

Making Connections: Text to World

Most children will be familiar with the idea of having a party for a birthday or other celebration. Ask children what they think a good party is like.

Extend the real-world connection by discussing the guest list for parties. Ask: *Who do people usually invite to parties? Would you rather have a few good friends come to your party or a lot of people you don't know that well? Why?*

For additional teaching ideas and resources, see <http://teacherlink.ed.usu.edu/TLresources/units/Byrnes-celebrations/bday.html>.

Vocabulary

Essential Words: birthday, bring, brought, enough, party, thought, tomorrow

Related Words for Discussion: friends, together, work

Genre

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

Supportive Book Features

Text The text is often repetitive, which will help children follow story events and anticipate what characters say. The story is also well supported by colorful and appealing illustrations.

Content Most children will be familiar with how to prepare for a party and why Rabbit thinks it would be a good idea to invite a lot of friends.

Praise children for specific use of "Behaviors to Notice and Support" on page 86 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text The text contains a lot of dialogue. Help children distinguish dialogue from narrative. Have children turn to page 3, and point out the quotation marks that enclose the two sentences on the page. Remind children that quotation marks around text tell the reader that the character says those exact words.

Vocabulary Children may need support reading multisyllabic words such as *tomorrow*. Write each word on the board or on a chart. Break each word into syllables, and point to each syllable as children pronounce it. Then run your finger under the word as children say the whole word.

ELL Bridge

Use gestures to convey the meaning of different parts of the story. For example, offer a folded sheet of paper to a child and say: *Please come to my party*. Explain that the paper represents an invitation to the party. Tell children that the invitation would tell the day and time of the party and where it would be. In the story, the party would be at Rabbit's house. Have children follow your lead and offer an invitation to other children, saying, "Please come to my party."

Teaching Options

Developing Comprehension

Thinking Within the Text

Have children discuss why Rabbit decided to give a party and what he did to prepare for it. Talk about what Rabbit thought the party would be like and how differently it turned out from what he had expected.

Thinking Beyond the Text

Discuss with children what Rabbit learned about friends and friendship at the end of the story. Talk about what happened to change Rabbit's mind. Ask: *Do you agree with what Rabbit learned? Why or why not?*

Thinking About the Text

Point out the speech bubbles on pages 4 and 5 and ask children what Rabbit is thinking. Then reread the text on each page and ask children what information the illustration provides that the text does not. Tell children that the illustrations in the story give more information about the text.

Making Inferences

Tell children that an author does not always tell the reader everything directly. Readers often need to use information in the text or the pictures along with prior knowledge in order to understand what the author is saying.

- Have children look at the picture on page 10. Ask: *Why do you think Rabbit's friends are each bringing something to the party? Who are the items for?* Point out that although the author does not say that the friends are bringing birthday gifts, children already know that gifts are brought to birthday parties, so they can figure out that the party is probably for Rabbit's birthday.
- Read aloud pages 10–13, and have children look at the illustrations. Ask children to use the text and pictures to tell how Rabbit feels. (surprised)

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

Developing Phonics and Word-Solving Strategies

Short Vowels

Review with children the short sounds of vowels *a*, *e*, *i*, *o*, and *u*. Say: *cat, net, lit, hop, pup*, and ask children to identify the short vowel sound they hear in each word.

- Read aloud the following sentence slowly: *Then there will be ten of us at my party.* Ask children to name the words with short vowel sounds. (*then, will, ten, us, at*)
- Help children identify additional words in the story that have short vowel sounds, such as *ask, got, his, just, nut, pass, top, up, went*, and *with*.

Developing Fluency

Model fluent reading of page 13, using different voices to reflect different characters. Then have children read the page with you, pointing to the words as you read them.

Oral Language/Conversation

Talk About Parties Ask children why they think Rabbit thought a party would not work with three friends but would work with ten people. Discuss the kinds of games that could be played with a lot of people and with just a few people.

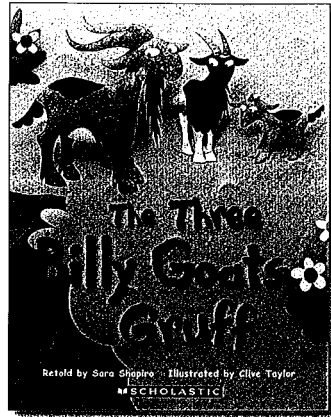
Extending Meaning Through Writing

- Ask children to write a list of qualities they think a friend should have. (**List**)
- Have children extend the story by writing about a game or other activity Rabbit and his friends do at the party. (**Narrative**)

Other Books

More Spaghetti, I Say! by Rita Golden Gelman
The Great Race by David McPhail

The Three Billy Goats Gruff



Summary & Standard

In this classic fairy tale, three goats must outwit a big, bad troll to get to the green grass on the other side of a bridge. Children will read a wide variety of grade-level-appropriate classic and contemporary literature.

Author: retold by Sara Shapiro

Word Count: 200+

Genre: Traditional Literature/Fairy Tale

Theme/Idea: solving a problem

Making Connections: Text to Text

Most children will be familiar with fairy tales featuring animals. Ask children to recall other fairy tales with animals, such as “The Three Little Pigs” or “Goldilocks and the Three Bears.”

Explain that fairy tales often have good characters battling bad ones, magic, clever actions, and a happy ending. Invite children to point out these features in the fairy tales they know. Suggest that they think about these features as they read this book.

For additional teaching ideas and resources, see http://edsitement.neh.gov/view_lesson_plan.asp?id=387#LESSON5.

Vocabulary

Essential Words: bridge, hungry, scared, troll

Related Words for Discussion: brave, family, team, trick

Genre

Traditional Literature/Fairy Tale Remind children that a fairy tale is a story about magical people or animals, such as fairies, elves, and dragons.

Supportive Book Features

Text Sentences are mostly short and simple. The sentences usually match the pictures, providing visual support for the text.

Vocabulary Children will be able to read the text, as most of the words are easily decodable. Praise children for specific use of “Behaviors to Notice and Support” on page 86 of the *Guided Reading Teacher’s Guide*.

Challenging Book Features

Text Point out that the *trip-trap* sound is that of the goats’ hooves on the bridge. Help children understand the use of dialogue and where quotations begin and end.

Content Children may not be familiar with trolls as monsters in stories. Explain that trolls are mythical monsters that are mean. Trolls usually aren’t very smart, and they like to eat people and animals.

ELL Bridge

Invite children to retell the story, using the illustrations to help them. Cue children with the time-order words featured on the pages: *long ago*, *one day*, *just then*, and *now*. Invite children to pantomime the action in each part of the story as they recall what happened.

Teaching Options

Developing Comprehension

Thinking Within the Text

Have children summarize what happens at the beginning, middle, and end of the story. Have them discuss how they felt about the actions of the goats and the troll.

Thinking Beyond the Text

Ask children to explain what makes the troll a bad character. Ask: *What do the three billy goats want? What does the troll want? Who is more clever—the three billy goats or the troll? Why?* Lead children to understand that the three billy goats were more clever and were able to outsmart the troll. They tricked the troll into letting the two smaller goats cross the bridge, and then they had the big goat fight the troll.

Thinking About the Text

Have children notice the way in which the author uses *trip-trap* throughout the story. Ask: *Why do you think the author uses this instead of just saying that the goats walked across the bridge? Why do you think she repeats it over and over? What do you picture in your mind when you hear these words?*

Recognizing Sequence

Remind children that sequence is the order in which events take place. Time-order words, such as *long ago*, *first*, *next*, *soon*, and *after*, offer clues to the sequence of events. Ask:

- *What happened after Little Gruff started to cross the bridge?*
- *What did the troll do after Middle Gruff trip-trapped on his bridge?*
- *What is life like now for the three goats?*

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

Remind children that a contraction is made by joining two words and leaving out one or more letters. In a contraction, an apostrophe replaces the letter or letters that are removed.

- Point out the word *I'm* on page 5. Guide children to name the two words that make up this contraction. Ask: *What letter has been left out and replaced with an apostrophe?*
- Find other examples of contractions in the story. For each contraction, have children identify the words that were joined and the letter or letters that have been left out.

Developing Fluency

Echo-read the book with children, reading one sentence at a time and having children repeat after you. Emphasize proper phrasing and expression in the dialogue.

Oral Language/Conversation

Talk About Teamwork Point out that the three goats teamed up to outwit the troll. Ask children to describe times they have worked with a team to accomplish something. Ask: *How were you able to do things together that you couldn't do by yourself? What is hard about working with a team?*

Extending Meaning Through Writing

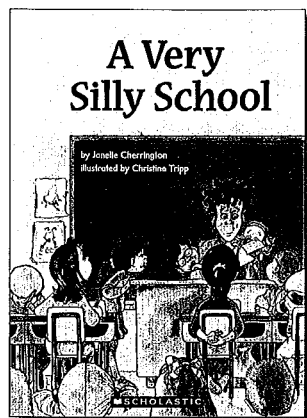
- Have children tell what happened to the troll after he floated down the river. **(Narrative)**
- Have children explain another way that the goats could have solved their problem with the troll. **(Expository)**

Other Books

Giants by Wendy Blaxland

Mousetrap by Diane Snowball

A Very Silly School



Summary & Standard

In this fantasy story, children at Silly Town School decide to create their own class pets, using their imaginations. Their creations seem silly until the end of the book. Children will distinguish fantasy from reality.

Author: Janelle Cherrington

Word Count: 200+

Genre: Fantasy

Theme/Idea: using imagination

Making Connections: Text to Self

Children will be familiar with different animals. Have them share the ones they like best and explain why. Ask which of their favorite animals would make a good pet.

To extend the connection, have children imagine that they could create their own pet. Ask children: *What would your imaginary pet look like? How would it act?* Have children explain why they chose specific traits for their imaginary pets.

For additional imaginary pet ideas, see http://pbskids.org/arthur/parentsteachers/activities/acts/imaginary_pets.html?cat=art.

Vocabulary

Essential Words: dinosaur, dragon, giraffe, goodbye, pet, rat, silly

Related Words for Discussion: animal, create, imagination, pretend, problem

Genre

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

Supportive Book Features

Text The text is mostly repetitive, which will help children follow story events and anticipate what characters say. Large, funny illustrations on each page support the text.

Vocabulary The vocabulary is simple, with many high-frequency words. The names the characters give their imaginary pets may be confusing to children, but the names are supported by illustrations.

Praise children for specific use of “Behaviors to Notice and Support” on page 86 of the *Guided Reading Teacher’s Guide*.

Challenging Book Features

Text The text contains a lot of dialogue. Help children distinguish dialogue from narrative. Have children turn to page 4 and find the quotation marks that enclose the sentences. Remind children that quotation marks around text tell the reader that the character says those exact words.

Content Children may need help understanding that the pets seem silly to Ms. Hill at first. But, reminding children that this is a fantasy, display pages 22–24 showing that the class members actually bring the pets they created to school.

ELL Bridge

Help children create their own silly animals. Using the format on page 8 as a model, make sentence frames that children can use to describe their own silly pets: *I like _____ . I also like _____ . A _____ will be a good class pet.* Have children read the finished sentences aloud. Encourage them to describe their silly pets to the whole group.

Teaching Options

Developing Comprehension

Thinking Within the Text

Ask children to summarize what happened in the story. Have them describe the different pets the class made. Remind them to use sequence words, such as *first*, *next*, and *then*.

Thinking Beyond the Text

Read aloud the text on page 24. Discuss the meaning of *silly*. Ask children why Ms. Hill says that she teaches at a very silly school.

Thinking About the Text

Talk about how the illustrations help readers understand the story. Ask: *Would you understand what a Dragon Dog is if the author didn't include the illustration on page 9? How do the illustrations on pages 22-23 help you understand what Ms. Hill means when she calls the pets silly?*

Distinguishing Fantasy From Reality

Tell children that a fantasy story usually has parts that could be real and parts that could not be real.

- Draw a T-chart on the board. Label the two columns "Real" and "Not Real." Page through the book with children, and have them identify things in the text and illustrations that could be real and those that could not be real. List their responses in the appropriate column of the chart.
- Review the chart and have children tell why each item could or could not be real.

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

Developing Phonics and Word-Solving Strategies

Words With Short *i*

Remind children that the short-*i* sound is found in words such as *silly*. Have them say the word aloud.

- Have children read aloud page 2. Ask them to find the words with the short-*i* sound. (*Hill, Silly, is*) Write the words on the board or on a chart. Read the words aloud, emphasizing the short-*i* sound.
- Help children identify additional words in the story that have the short-*i* sound.

Developing Fluency

Model fluent reading of page 22, using different voices to reflect Ms. Hill and the children. Then have children read the page with you.

Oral Language/Conversation

Talk About Using Imagination Ask children how they use their imagination. When do they use it most? What kinds of things do they imagine? Talk about how imagination can help people be creative and solve problems.

Extending Meaning Through Writing

- Have children draw a silly pet. Tell them to add labels that help describe their pet. (**Description**)
- Ask children to tell which silly pet in the story they like best. Have them write at least two reasons why. (**Expository**)

Other Books

Monster Math School Time by Grace Maccarone
Sam's Pet by Charnan Simon