

# GUIDED READING PROGRAM

Fiction Focus

*2nd Edition*



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

- Aunt Maud's Mittens
- The Father Who Walked on His Hands
- Good Morning, Monday
- Hop! Spring! Leap! Animals That Jump
- Little Red Riding Hood
- Sammy the Seal
- Sione's Talo
- Trains
- An Unusual Show
- Why Did the Chicken Cross the Road?

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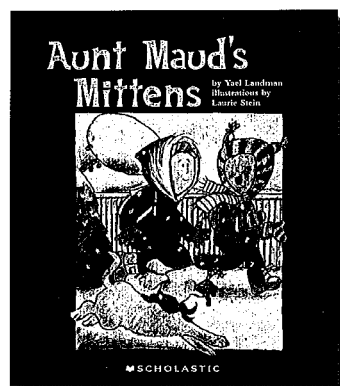
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# Aunt Maud's Mittens



## Summary & Standard

In this funny story, Tom must race against time to track down a gift that he gave away because he did not like it. Children will comprehend basic plots of a variety of fiction genres.

**Author:** Yael Landman

**Word Count:** 200+

**Genre:** Humorous Fiction

**Theme/Idea:** accepting a gift graciously

## Making Connections: Text to Self

Children will most likely have experience with receiving gifts, and some children may have received presents that they did not like. Discuss how a person should react when receiving an unwanted gift and why the person should act that way. Talk about politeness and the point of giving a gift in the first place.

To extend the connection, discuss what one might do with an unwanted gift, such as give it to a friend who does want it or put it away until the person who gave the gift comes to visit. Evaluate the pros and cons of each option.

For additional teaching ideas and resources, see <http://www.atozkidsstuff.com/article15.html>.

## Vocabulary

**Essential Words:** gift, tomorrow, tonight

**Related Words for Discussion:** appreciate, grateful, manners, polite, thoughtful

## Genre

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

## Supportive Book Features

**Text** The story is written in chronological order. Illustrations offer some support for the action. Paragraphs are separated by white space.

**Vocabulary** The story is told with simple and familiar words. The dialogue is written the way people really speak.

Praise children for specific use of “Behaviors to Notice and Support” on page 87 of the *Guided Reading Teacher’s Guide*.

## Challenging Book Features

**Text** Some pages have many sentences and several paragraphs, so children may need help keeping track of their place on the page. Not all information covered in the text is shown in the illustrations.

**Content** Make sure children understand Tom’s motives—he is trying to be nice and do the right thing without hurting Aunt Maud’s feelings. Help children keep track of everything Tom must do to get the mittens back. Suggest that they record events in a graphic organizer to follow the trail of the mittens as they move from person to person to dog. Make sure children understand that Tom is being polite again at the end of the story; he does not actually like the hat any better than he liked the mittens.

## ELL Bridge

Give children extra practice with words that describe time. On a chart or on the board, write words from the book that tell when something happened or will happen, such as *morning*, *tomorrow*, and *tonight*. Add other words, such as *night*, *today*, and *yesterday*, to the list as well. Model how to use these words in sentences to describe when things happened. Then have children practice making their own sentences.

## Teaching Options

### Developing Comprehension

#### Thinking Within the Text

Ask children to summarize the path the mittens take from the point when Tom gives them away to when he finally gets them back.

#### Thinking Beyond the Text

Have children think about how they should act when someone gives them a gift they do not really want or need. For instance, they should express their thanks for any gift and show appreciation for the giver's sake.

*Ask: How might the giver feel if you showed that you did not like the present? Why is it important not to make others feel that way?*

#### Thinking About the Text

Have children list and discuss exclamations the writer adds to the dialogue to make the characters come alive, such as *good idea, great, oh no, okay, thanks, and uh-oh.*

### Recognizing Sequence of Events

Explain to children that thinking about the order in which things happen helps readers understand and remember the story. Draw children's attention to the order of events from the beginning to the end. Ask:

- *What happens at the beginning of the story when Aunt Maud comes to visit? What happens first to Tom's new mittens?*
- *What happens when Tom finds out Aunt Maud is coming for another visit? What happens when Tom goes to Kenny's house to get the mittens back?*
- *What happens when Tom and Kenny meet Sally? What happens when Tom and Kenny meet the dog?*
- *What happens when Tom sees Aunt Maud again 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

#### Multisyllabic Words

Remind children that a syllable is a word part that has one vowel sound. Explain that some larger words can be broken down into syllables to make them easier to read. Also explain that often when a word has double consonants in the middle, the word is divided into syllables between the two consonants, and the first vowel sound in the word is short.

- Read the title of the book aloud and write *mittens* on a chart or on the board. Demonstrate how *mittens* can be divided into two syllables and note that the *i* in the first syllable is short.
- Have children read other VCCV words from the book, such as *better, happy, and rabbit*, and split them into syllables.

### Developing Fluency

Model reading aloud a page from the book. Have children repeat, making sure they read with the proper tone and pace.

### Oral Language/Conversation

**Talk About Manners** Talk about what it means to have good manners. Ask children to think of times when they have shown good manners. Then discuss how people with bad manners are viewed by others.

### Extending Meaning Through Writing

- Have children write a short version of the story from the mittens' perspective as they travel from person to person to dog. **(Narrative)**
- Ask children to write a list of instructions explaining how to receive an unwanted gift politely. **(List)**

### Other Books

*The Blue Mittens* by Rachel Mann

*Teddy Bear for Sale* by Gail Herman

# The Father Who Walked on His Hands



## Summary & Standard

When several classmates talk about what their parents do, no one believes that Penny's dad can do the things she describes. Then they meet him! Children will comprehend basic plots of a variety of fiction genres.

**Author:** based on a story by Margaret Mahy  
**Genre:** Realistic Fiction

**Word Count:** 200+

**Theme/Idea:** comparing career choices

## Making Connections: Text to Self

Children may know what they want to be when they grow up. Have volunteers share and give reasons for their career choices. Point out the difference between real and pretend jobs, such as nurse and superhero.

Extend the connection by discussing what people need to do to have a specific career. Ask: *What do you think you'd have to learn to be a doctor?* Discuss how learning about science and working with people are important to a doctor's success. Talk about the importance of education to other interesting careers.

For additional resources about careers, see [www.khake.com/page64.html](http://www.khake.com/page64.html).

## Vocabulary

**Essential Words:** builder, clown, doctor, driver, real, special, taxi

**Related Words for Discussion:** career, choice, decide, job, learn, skill

## Genre

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

## Supportive Book Features

**Text** The text is presented logically. The first half of the book contains simple dialogue between characters on the left-hand page, with an accompanying illustration on the right-hand page. The second half of the story expands on what characters previously discussed.

**Vocabulary** Most vocabulary is at grade level. The illustrations and context clues will help readers figure out any unfamiliar words. Praise children for specific use of "Behaviors to Notice and Support" on page 87 of the *Guided Reading Teacher's Guide*.

## Challenging Book Features

**Text** The text switches between dialogue and narration. Point out quotation marks and remind children that these punctuation marks indicate that someone is speaking.

**Content** Children may be confused at first by Penny's descriptions of her father's job. Each classmate names his or her parent's job title, but Penny doesn't; the word *clown* isn't mentioned until page 18. Have children make a list of Penny's descriptions and tell how they can be used to figure out her father's occupation.

## ELL Bridge

Work with children to identify specific jobs that adults have. Draw a picture of a school on a chart or on the board. Ask children to think of jobs that take place in a school and then write their ideas around the drawing. If children are having trouble, use prompts, such as *Who brings children to school on a bus?* to suggest other school-related jobs. After listing the jobs, have volunteers pick one job from the list and use it in a sentence.

## Teaching Options

### Developing Comprehension

#### Thinking Within the Text

Have children describe the different things Penny's father wears and what he can do. Then have them describe what the other parents do.

#### Thinking Beyond the Text

Have children think about how Penny's father became a clown. Ask: *Do you think he went to school to be a clown? What do you think Penny's dad learned as he was growing up that made him choose to be a clown?*

#### Thinking About the Text

Guide children to notice that Penny gives limited information about her father each time she describes him. Ask children: *Why didn't the author have Penny state her dad's job at the beginning of the book?* Point out how learning a little at a time makes readers want to know more about Penny's father.

### Using Illustrations

Tell children that the illustrations in a story can give readers information to support the text. Read aloud page 10. Then have children look at the picture on page 11.

- Say: *When I read, "He uses a big telescope to see them," I'm not sure what telescope means. I can get clues from the picture about its meaning. I see that a man is looking into something big that is pointed toward the night sky. I know the stars are far away, so that must be how the man sees them. I think that the big object that the man is looking into is a telescope.*
- Have children use illustrations in the book to help them figure out the meanings of other words, such as *builder* (page 4).

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

#### Plurals

Remind children that often when a word ends in s, that word is plural, or names more than one thing, such as *toys*.

- Have children read aloud the book's title. Ask: *Does the father walk on one hand or more than one hand? How can you tell?*
- Have children turn to page 2. Read the page aloud and ask: *Which words name more than one thing? (boys, girls, moms, dads)*
- Have children continue identifying plurals as they read the story.

### Developing Fluency

Read the book aloud as a group, having children take the roles of the characters. Reread the story until each child has had a chance to read.

### Oral Language/Conversation

**Talk About Career Choices** Lead a discussion about careers. Ask children: *What do you think would be an interesting job?* Talk about how personal interests and learning about different things as they grow up will help children make decisions about their future careers.

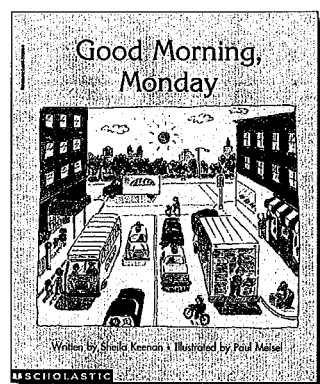
### Extending Meaning Through Writing

- Have children write two sentences describing a job they might like to do when they get older. (**Expository**)
- Have children choose a job from the book and draw a picture of themselves working in that career. (**Descriptive**)

### Other Books

*Good Morning, Monday* by Sheila Keenan  
*Jack Plays the Violin* by Jessica Schultz

# Good Morning, Monday



## Summary & Standard

It's a Monday morning and the citizens of a city get ready for the day. Children will use punctuation cues to help them gain meaning from and understand the text.

**Author:** Sheila Keenan  
**Genre:** Realistic Fiction

**Word Count:** 77  
**Theme/Idea:** starting a day in the city

### Making Connections: Text to Self

Ask children to share what they do to get ready for school on a Monday morning. Invite them to share how their own personal routines vary from those of other family members.

Invite children to explain how they travel to school and how their parents travel to work. Discuss how transportation in a city varies from that in other locations.

For additional information about morning routines, see [www2.scholastic.com/browse/article.jsp?id=11619](http://www2.scholastic.com/browse/article.jsp?id=11619).

### Vocabulary

**Essential Words:** fancy, roars, squeeze, subway

**Related Words for Discussion:** beginning, community, finish, hurry, prepare

### Genre

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

### Supportive Book Features

**Text** The text consists of sentences with repetitive phrases. The illustrations support the ideas presented by the text on each page.

**Vocabulary** The story features simple, decodable vocabulary that is often supported by the illustrations.

Praise children for specific use of “Behaviors to Notice and Support” on page 87 of the *Guided Reading Teacher’s Guide*.

### Challenging Book Features

**Text** While the text on each page is simple, one sentence can continue over several pages. Point out where a capital letter begins a sentence, how commas or ellipses separate each part, and where end punctuation shows that a sentence is complete.

**Content** Children may not be familiar with all the activities that take place in a city or the various forms of transportation that people may take to work or school. Discuss with children the activities in each illustration.

### ELL Bridge

Help children articulate other activities people do in a city. Using the story as a model, create sentence frames that children will use to describe other activities. For example: *People ride in a \_\_\_\_\_ in the city. People carry \_\_\_\_\_. People wear \_\_\_\_\_.* Encourage children to use details in the pictures or their own experiences to complete the sentence frames. Have them read the finished sentences aloud.

## Teaching Options

### Developing Comprehension

#### Thinking Within the Text

Have children retell the story. Then have them recall where the people are in each part of the story.

#### Thinking Beyond the Text

Ask children to explain why people may choose the bus over the subway or why they may use the stairs instead of an elevator.

*Ask: How is a city bus different from a school bus? Why do buildings have elevators? Do all buildings need elevators? Explain.*

#### Thinking About the Text

Have children notice that the author begins a sentence on one page and ends it on another.

*Ask: Why would the author divide sentences like this? Discuss the punctuation that appears on each page.*

### Understanding Setting

Remind children that the setting is where and when a story takes place. Explain that clues about the setting can be found in the text and the pictures of a story. Say:

- Look at page 3. *Why do you think that this part of the story takes place in the morning?*
- Look at pages 8 and 9. *Where is the story taking place on these pages? How do you know?*
- Have children review the story and ask: *Does this story take place in the present or long ago? How can you tell?*

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

### Developing Phonics and Word-Solving Strategies

#### Compound Words

Remind children that compound words are formed by putting together two or more smaller words. Point out that knowing the meaning of the smaller words can sometimes help children understand longer words.

- Point out *backpacks* on page 7. Help children find the two smaller words. Lead them to understand that a *backpack* is a pack that is worn on a person's back.
- Repeat with *lunchboxes* (page 7) and *newspapers* (page 10).

### Developing Fluency

Echo-read the book, reading each sentence and having children repeat after you. Emphasize proper phrasing, paying special attention to commas and end punctuation.

### Oral Language/Conversation

#### Talk About Starting the Day in Different Ways

Invite children to talk about how Monday morning activities are the same and different in various types of communities. *Ask: Why do you think starting the day in the city would be different from starting the day on a farm?*

### Extending Meaning Through Writing

- Have children write two sentences that tell what a person might do on a Saturday morning. (**Expository**)
- Have children draw a picture of how they get to school in the morning and write a sentence describing their picture. (**Descriptive**)

### Other Books

*I Was Walking Down the Road* by Sara Barchas

*I Shop with My Daddy* by Grace Maccarone



# Hop! Spring! Leap! Animals That Jump

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## Summary & Standard

Animals that jump—including bobcats, grasshoppers, flying squirrels, frogs, kangaroos, and others—are profiled with photographs and descriptive text in this nonfiction book. Children will use pictures and context to assist comprehension.

**Author:** Fiona Bayrock

**Word Count:** 150+

**Genre:** Science Nonfiction

**Theme/Idea:** learn about animals that jump

## Making Connections: Text to World

Most children are familiar with many kinds of animals: pets, animals in zoos, and wild animals. Ask children who have been around pets to describe the animals and tell how they move.

Extend the connection by asking children how other animals move. Ask: *What kinds of animals fly? Which animals crawl? Which animals jump?* Use children's responses to list animals on a chart, categorized by the way they move. Tell children that in the book they are about to read, they will learn about animals that jump.

For additional teaching ideas and resources, see [www.teachersdomain.org/resource/tdc02.sci.life.colt.move/](http://www.teachersdomain.org/resource/tdc02.sci.life.colt.move/).

## Vocabulary

**Essential Words:** balance, danger, prey, travel

**Related Words for Discussion:** bend, glides, leap, stretch

## Genre

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

## Supportive Book Features

**Text** The print is easy to read and the photographs provide immediate visual references. Photographs on pages 2–3 feature insets that show the animals' strong legs that help them jump. Headings identify each animal that is discussed.

**Content** Children will be familiar with some of the animals in the book, and the photographs will likely encourage them to want to learn about any animals that are unfamiliar to them. Praise children for specific use of "Behaviors to Notice and Support" on page 87 of the *Guided Reading Teacher's Guide*.

## Challenging Book Features

**Text** Some children may be using an index for the first time. Explain the purpose of an index and how to use it. Suggest that children work with partners to find photographs and information about each animal featured in the index on page 16.

**Vocabulary** Some of the terms used to describe the animals, their movement, and their body features—such as *balance* (page 4) or *prey* (page 11)—may be unfamiliar. Discuss these words in connection with specific animals.

## ELL Bridge

To help children practice recounting the information in the book, have them take turns selecting a photo in the book and describing what it shows. For each photo, have children identify the animal and explain what it is doing. Encourage children to use complete sentences in their descriptions. Then have them reread the text around the photos to verify the information.

## Teaching Options

### Developing Comprehension

#### Thinking Within the Text

Help children summarize each two-page spread. Instruct them to describe the photos and explain what each photo shows. Then have them summarize the content of the text.

#### Thinking Beyond the Text

Invite children to draw conclusions about how and why animals move in a certain way. *Ask: Does a bobcat leap for the same reason a frog does? Which animal jumps to catch food? Which animal jumps to get away? What are other reasons animals may have for jumping?*

#### Thinking About the Text

Call attention to the information given on pages 2-3. *Ask: What do we learn about the legs of jumping animals.* Have children apply the facts from these pages to the additional animals that are presented on pages 14-15.

### Monitoring Comprehension

Stress with children that good readers monitor their comprehension as they read and make adjustments when they don't understand something. When reading nonfiction, readers often slow down their rate of reading to make sure they understand all the information.

- Read aloud page 9 very quickly, and then ask: *How does the flying squirrel "fly"?*
- Read the page again slowly, and then ask: *How does the flying squirrel travel from tree to tree? How do you think the flying squirrel got its name?* Have children note the ease with which they understand and remember information with the second reading.

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

### Developing Phonics and Word-Solving Strategies

#### Consonant Blends With s

Remind children that consonant blends are made of two or more consonants, and each consonant sound can be heard in the blend. Many three-consonant blends begin with s.

- Write these words from the story on a chart or on the board: *splash, spring, stretch, strong*.
- Have volunteers find the blends in each word and underline the s in each blend.
- Have children pronounce each word as you circle each three-letter blend.

### Developing Fluency

Read pages 6-7 aloud, modeling proper phrasing, pace, and tone of voice in order to convey meaning. Be sure to point out the various end-punctuation marks. Then have children practice reading pages 8-9.

### Oral Language/Conversation

**Talk About Motion** Lead a discussion about how different animals move. *Say: The book is about animals that jump. What are some other ways animals move?* Have children list as many different ways as possible.

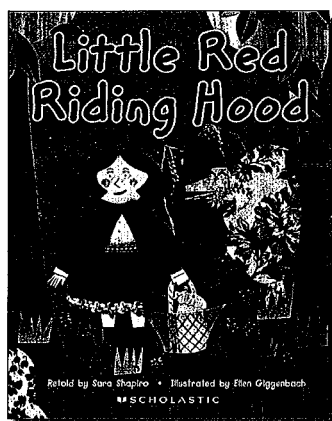
### Extending Meaning Through Writing

- Have children describe an additional animal that jumps. (**Descriptive**)
- Have children write a paragraph about why a particular animal has jumped. Does it want to catch something, or does it want to escape? (**Narrative**)

### Other Books

*Animals at Night* by Melvin and Gilda Berger  
*Elephants Swim* by Linda Capus Riley

# Little Red Riding Hood



## Summary & Standard

In this variation of the classic fairy tale, many things stay the same: Little Red goes to visit her grandma, but finds the big, bad wolf has taken her grandma's place. Children will use punctuation cues to help them gain meaning from and understand the text.

**Author:** retold by Sara Shapiro

**Word Count:** 200+

**Genre:** Fairy Tale

**Theme/Idea:** recognizing dangers

## Making Connections: Text to Text

Most children will be familiar with fairy tales that feature a menacing creature, such as a bad wolf. Invite volunteers to identify fairy tales they know, and talk about the dangers that exist in the stories.

Extend the connection by talking about how fairy tales have different versions because many different people over the years have told these stories. Point out the phrase "retold by Sara Shapiro" on the book's cover, explaining that the writer is retelling a familiar tale in this specific book.

For various versions of this fairy tale, see <http://www.usm.edu/english/fairytales/lrrh/lrrhhome.htm>.

## Vocabulary

**Essential Words:** flowers, grandma, hood, wolf, woods

**Related Words for Discussion:** aware, danger, disguise, sign, trick

## Genre

**Fairy Tale** Remind children that a fairy tale is a story about unreal events, with magical people or animals, such as fairies, elves, and dragons.

## Supportive Book Features

**Text** The simple sentences and lively illustrations will motivate children to read this book. The illustrations support some of the action described in the text.

**Vocabulary** Most words are high-frequency or decodable. Most children will be able to read the one- and two-syllable words that are used to tell the story.

Praise children for specific use of "Behaviors to Notice and Support" on page 87 of the *Guided Reading Teacher's Guide*.

## Challenging Book Features

**Text** Point out that quotation marks indicate that a character is speaking. Some pages contain more text than others, so be sure to point out punctuation and capitalization cues that break the text into sentences.

**Content** Children may have read, heard, or seen other adaptations of Little Red Riding Hood with different characters or different endings. Some of these other versions may include the demise of one or more characters, which may be upsetting to children.

## ELL Bridge

Help children build sentences. Point to the illustrations and ask questions that have children tell the subject and what the subject is doing. Model how to form the information into a sentence. For example, using the illustration on page 2, ask: *Who is this?* (Little Red) *What is she doing?* (carrying a basket, walking) *Where is she going?* (to see Grandma) Say: *Let's put that in a sentence: Little Red is carrying a basket as she walks to see Grandma.* Have children repeat the sentence after you. Ask pairs to continue building sentences, using other illustrations in the book.

## Teaching Options

### Developing Comprehension

#### Thinking Within the Text

Have children discuss what happens in the beginning, the middle, and the end of the fairy tale. Ask: *Did Little Red follow her mom's directions? Why did Little Red think the wolf was her grandma?*

#### Thinking Beyond the Text

Have children discuss Little Red's mom's warning about the big, bad wolf. Ask: *Do you think Little Red should have listened to her mom? Would you have talked to the wolf? What lessons can you learn from this story?*

#### Thinking About the Text

Have children notice how the author uses dialogue to tell the story. Point out where quotation marks indicate that a character is speaking. Ask: *How does dialogue make the story interesting? How would the story have been different if the writer had not included dialogue?*

### Making Inferences

Remind children that the author doesn't tell readers everything. Readers must use information in the text, illustrations, and their own knowledge of similar situations to make guesses about what is happening and why.

- Ask children to turn to pages 4 and 5. Ask: *How can we tell that Little Red is not afraid of the wolf?*
- Have children review pages 10–13. Ask: *How do we know that the wolf's disguise is good and has fooled Little Red?*
- Have children turn to page 16. Ask: *Where was Grandma all this time? Why was she there?*

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 oo

Remind children that the letters oo can stand for two different vowel sounds: /*oo*/, the sound you hear in *wood*; and /*oo*/, the vowel sound you hear in *moon*.

- Read page 5 aloud. Have children point to the word *Hood* and say the vowel sound. Ask children if the vowel sound in *Hood* matches the one in *wood* or *moon*. (*wood*)
- Repeat with *food* on the same page. Note the difference in this vowel sound.
- Have children name other words with the same vowel sounds as *hood* and *food*. List the words on a chart or on the board.

### Developing Fluency

Read a section of the book, using correct pace, intonation, and expression. Have partners take turns reading a page aloud until they read it fluently.

### Oral Language/Conversation

**Talk About Danger** Lead a discussion about the dangers Little Red faced. Ask: *What signs warn people about danger? What can you do to avoid dangerous situations?*

### Extending Meaning Through Writing

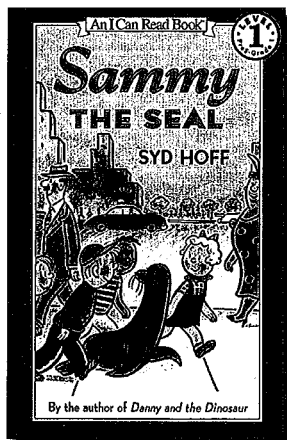
- Have children continue the story and tell how Grandma and Little Red reward the farmer for helping them. (**Narrative**)
- Have children make a character poster. Ask them to draw pictures of each character and write describing words to tell about each one. (**Descriptive**)

### Other Books

*The Big Hungry Bear* by Don and Audrey Wood  
*The Gingerbread Man* by Rita Rose

# Sammy the Seal

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## Summary & Standard

Sammy the Seal wonders what life outside the zoo is like. On his one-day adventure, he goes to school and learns to do new things. But at the end of the day he decides that there is no place like home. Children will use punctuation cues to help them gain meaning from and understand the text.

**Author:** Syd Hoff  
**Genre:** Fantasy

**Word Count:** 250+  
**Theme/Idea:** exploring the unknown

## Making Connections: Text to World

Ask children if they know about pets that have run away—either from personal experience, books, or movies. Ask whether the pets came back. Ask children why they think the pets ran away and why the pets came back.

Tell children that in this fantasy, a seal leaves the zoo to go out and look around, exploring the outside world. Ask children to predict whether the seal will return to the zoo.

For information about seals and other zoo animals, see [www.lpzoo.org/animals/index.html/](http://www.lpzoo.org/animals/index.html/).

## Vocabulary

**Essential Words:** born, flippers, learned, seal, stranger, welcome

**Related Words for Discussion:** adventure, different, exciting

## Genre

**Fantasy** Remind children that a fantasy is a made-up story with people and events that could not happen in real life.

## Supportive Book Features

**Text** Short, simple sentences and large text make reading easy. A large illustration on each page supports the text.

**Content.** Many children are probably familiar with zoos and zoo animals. Children may also relate to Sammy's desire to explore things he has not seen.

Praise children for specific use of "Behaviors to Notice and Support" on page 87 of the *Guided Reading Teacher's Guide*.

## Challenging Book Features

**Text** Children may have difficulty identifying with some of the people in the illustrations. For example, all the people on the street are wearing hats. Point out that the illustrations reflect an earlier time, when people dressed differently from the way they do now.

**Vocabulary** Although the story features simple, often decodable vocabulary, children may need help with the names of some of the zoo animals on pages 8–13 and 20–22. Guide children to use the illustrations to aid understanding. Also, help children pronounce any unfamiliar names on pages 44–46.

## ELL Bridge

Use sentence frames to teach about animals. Review with children the names of the animals shown on pages 8–13. Discuss what each animal looks like. For each animal, make a word web with the name of the animal in the center and words that describe the animal surrounding it. Then have children work with a partner to identify and describe the animals, using these sentence frames: *This animal is a \_\_\_\_\_ . The \_\_\_\_\_ is \_\_\_\_\_ .* Encourage children to use a variety of adjectives (either from the word web or other sources) to describe each animal.

## Teaching Options

### Developing Comprehension

#### Thinking Within the Text

Ask children to summarize what happens in the story. Remind them to use sequence words, such as *first*, *next*, *then*, and *last*.

#### Thinking Beyond the Text

Read aloud this sentence from page 64: *"There's no place like home," said Sammy.* Ask children what they think Sammy means. Talk about whether children agree with Sammy's statement.

#### Thinking About the Text

Remind children that the story is a fantasy. Ask children to point out things in the text and in the illustrations that could not really happen.

### Using Punctuation

Discuss with children that writers use punctuation marks at the end of sentences—the three most common being a period, an exclamation point, and a question mark.

- Tell children that most sentences that tell information, have a period at the end. Have children read aloud with you the first sentence on page 7. Point out the period at the end of the sentence. Explain that the period tells readers to stop briefly before going on to the next sentence.
- Explain that an exclamation point shows a feeling, such as excitement or surprise. Point out the exclamation point at the end of the first sentence on page 13. Read aloud the sentence and ask children what feeling the seals have.
- Tell children that sentences that ask questions have a question mark at the end. Point out the question mark at the end of the sentence on page 20. Read the sentence aloud with children.

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

#### Dialogue

Point out that readers know when in text a character is speaking because quotation marks appear at the beginning and end of the character's words. Tell children that often the text tells exactly who is speaking.

- Point out the quotation marks in each sentence on pages 20–21, and discuss who is speaking. Explain that the question mark at the end of the first sentence gives clues to how the sentence should be read. Read aloud the dialogue.
- Have children identify other examples of dialogue in the story and tell who is speaking.

### Developing Fluency

Model reading the text on pages 60–61, using proper intonation, pauses, change in voice, and emphasis. Then have pairs of students read the text to each other.

### Oral Language/Conversation

**Talk About Exploring the Unknown** Lead a discussion about why people explore unfamiliar places. Ask children what places they have explored and what places they would like to find out about, and why.

### Extending Meaning Through Writing

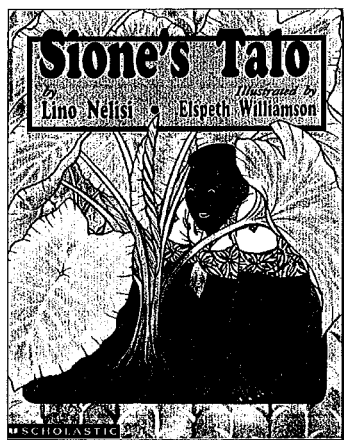
- Have children write a few sentences describing a place they once explored. **(Description)**
- Ask children to continue the story by telling what Sammy said to the other zoo animals about his trip. **(Narrative)**

### Other Books

*The Quick Duck* by John Shefelbine

*"What Is That?" Said the Cat* by Grace Maccarone

# Sione's Talo



## Summary & Standard

In this tale, Sione finds in his garden a huge tuber called a talo. He cannot pull it up by himself, so he calls his wife, son, and daughter to help him. The talo doesn't budge until a tiny ant has an idea. Children will demonstrate understanding by articulating basic facts and ideas in what they read.

**Authors:** Lino Nelisi

**Word Count:** 100+

**Genre:** Traditional Literature/Folktale

**Theme/Idea:** working together

## Making Connections: Text to Text

Children will be familiar with stories in which the characters work together toward a common goal. Ask volunteers to share how the characters in one of those stories worked as a team.

Tell children that *Sione's Talo* is a Samoan tale in which the characters try to uproot a huge talo. Explain that a talo is also called a taro, and is a root vegetable similar to a turnip.

For additional teaching ideas and resources, see [www.aucklandmuseum.com/site\\_resources/library/Education/Teachers\\_Guide/Teacher\\_Resources\\_Library/Social\\_Science/SocSci10PacificPath1\\_1\\_.pdf](http://www.aucklandmuseum.com/site_resources/library/Education/Teachers_Guide/Teacher_Resources_Library/Social_Science/SocSci10PacificPath1_1_.pdf).

## Vocabulary

**Essential Words:** garden, growing, huge, pulled, tumbled

**Related Words for Discussion:** enough, everyone, help, teamwork, together

## Genre

**Traditional Literature/Folktale** Remind children that a folktale is a story that has been passed down over the years from person to person.

## Supportive Book Features

**Text** The layout of the book is simple, with two to five lines of text on almost every page. Colorful illustrations support the story.

**Vocabulary** Except for the characters' Samoan names, children will be able to read the text. Help children pronounce the names of the characters.

Praise children for specific use of "Behaviors to Notice and Support" on page 87 of the *Guided Reading Teacher's Guide*.

## Challenging Book Features

**Text** Children may have difficulty moving from the top to the bottom of pages to read the text. As the text alternates from the top to the bottom, help children track their reading as they move from page to page.

**Content** Most children will not be familiar with the setting of the story. Provide children with background information about the South Pacific. Use the illustrations to talk about the setting and characters before children read the story.

## ELL Bridge

Have children pantomime the story as you read it aloud. Invite children to act out the parts of Sione, Moka, Pita, and Tose as they try to pull out the talo. Have another child use a pinching motion to show the ant biting Tose's toe. Then choose a narrator and have children act out the story again. This time have characters use dialogue as they act out the story.

## Teaching Options

### Developing Comprehension

#### Thinking Within the Text

Review with children why Sione needed help with the talo. Ask in what order he called family members for help. Then ask what finally made it possible to pull up the talo.

#### Thinking Beyond the Text

Discuss with children why everyone on a team is important, even the smallest member. Talk about the fact that Sione, the biggest person, could not uproot the talo. Point out that Sione called on family members from biggest to smallest to help him. Ask: *How was the ant's contribution different from what the others did?* (The ant used his wits rather than strength; his biting Tose's toe helped the family finally uproot the talo.)

#### Thinking About the Text

Point out to children that the story builds as each character joins the group to try to get the talo out of the ground. Explain that many stories follow this idea of individuals joining together to complete a difficult task.

### Drawing Conclusions

Review with children that as they read a story, they can think about what happens and use what they know to help them understand the story.

- Have children turn to page 11. Review what happens. Ask: *How do you think the ant bite felt?* (It hurt.) Turn to page 12, and ask: *What happened?* (Tose jumped away from the ant and pulled harder, which made everyone else pull harder.)
- Turn to page 16. Ask: *Do you think Tose knows how the ant helped her family pull up the talo?* Discuss why children think that. (There is enough for the ants to eat, and the family does not bother them.)

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

### Developing Phonics and Word-Solving Strategies

#### Action Words in Past Tense

Review with children that an action word tells what a person, animal, or thing does. Explain that adding *-ed* to many action words tells us the action took place already. This form of the word is called past tense.

- Have children find two past-tense action words on pages 4 and 5. (*pulled, called*)
- Write *help, cook, and mix* on a chart or on the board. Have children write the past-tense form of each. (*helped, cooked, mixed*)
- Explain that when an action word ends in *e*, the *e* is dropped before *-ed* is added. Find *decided* on page 11; point out that *-ed* was added by dropping the final *e* in *decide*. Have children add *-ed* to *tumble*. (*tumbled*)

### Developing Fluency

Do an echo-reading of the book in which you read a page and have children repeat it after you. Emphasize proper phrasing, intonation, and pace when reading.

### Oral Language/Conversation

**Talk About Teamwork** Ask children to talk about working on a team in school or in a game. Talk about the importance of teamwork and the idea that people working together often accomplish more than a person working alone.

### Extending Meaning Through Writing

- Have children draw a picture of themselves working with others on a difficult task. Have them write a sentence about the picture. (**Descriptive**)
- Have children write what the little ant tells the other ants about the talo. (**Narrative**)

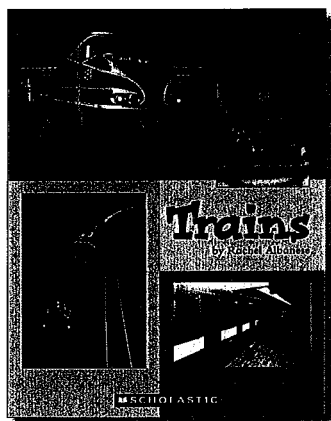
### Other Books

*Fat Cat* by Jack Kent

*The Three Billy Goats Gruff* by Sara Shapiro



# Trains



## Summary & Standard

This informational book tells readers about different kinds of trains, including freight trains, commuter trains, passenger trains, and model trains. Children will use photographs and context to help them read.

**Author:** Rachel Albanese

**Word Count:** 100+

**Genre:** Informational Text

**Theme/Idea:** using trains for various purposes

## Making Connections: Text to World

Most children will have seen at least one kind of train. Ask children to describe the different kinds of trains they have seen, including any toy trains they might have.

Extend the connection by talking about the purposes of trains. Explain that some trains can carry goods, such as food, from place to place. Some trains can carry people short distances, such as to school or work. Other trains can carry people long distances, such as to other cities and states. Ask: *Have you ever been on a train? What kind? What was it like?*

For additional background on trains, see <http://www.academickids.com/encyclopedia/index.php/Trains>.

## Vocabulary

**Essential Words:** country, different, freight, model, passenger, place, travel

**Related Words for Discussion:** boat, bus, car, journey, plane, trip, vacation, visit

## Genre

**Informational Text** Remind children that informational books tell people about a topic.

## Supportive Book Features

**Text** The text is organized into short chapters, each with a helpful title. Each chapter focuses on one idea to support readers. Each sentence is also separated from the other sentences on the page.

**Content** The topic of the book is familiar to most children. The words and pictures together give children a clear understanding of concepts about train travel.

Praise children for specific use of “Behaviors to Notice and Support” on page 87 of the *Guided Reading Teacher’s Guide*.

## Challenging Book Features

**Text** Children may be unfamiliar with the insets and labels. Explain that these features give more information about topics and help readers understand the different kinds of train cars.

**Vocabulary** Though most of the vocabulary consists of high-frequency and decodable words, children may need help reading some of the more challenging words, such as *freight*, *commuter*, and *passenger*. Show children that these words are repeated and pictured, so that once they have read them, they should be able to figure them out when they see them again.

## ELL Bridge

After children read the book, check for comprehension. Create word cards for *freight train*, *commuter train*, and *passenger train*. Cut out pictures of the various trains. Display one of the word cards, and call on a volunteer to find the train that matches the word card. Have children then tell what that train does—what it carries, how far it travels, how big it is, and so on. Repeat with the other two types of trains.

## Teaching Options

### Developing Comprehension

#### Thinking Within the Text

Discuss what children learned about different kinds of trains. Talk about which trains are life-size and which are toys. Have children recall which train is used for carrying things from place to place and which for taking people on short or long trips.

#### Thinking Beyond the Text

Discuss the value of trains over other modes of transportation, such as cars or trucks. Ask: *Why might a train be better than a truck for moving large amounts of goods from place to place? Why might a train be better than a car for people traveling long distances?*

#### Thinking About the Text

Draw attention to the different kinds of text used in this book. Point out the Table of Contents and the chapter titles on the top of text pages. Talk about why the titles are larger and in boldface type. Talk about why the author began each chapter with the same sentence, *This is a \_\_\_\_\_ train.*

### Relating to Personal Experience

Tell children that when they read a book, it often helps to think about similar experiences they have had to help them understand the information in the book. Ask:

- *Have you ever seen a freight train? What was it carrying? Where was it going?*
- *Do you know anyone who rides a commuter train each day?*
- *Have you ever ridden in a passenger train? Why? Where did you travel?*

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

### Developing Phonics and Word-Solving Strategies

#### Consonant Blends

Remind children that some words begin with two consonants and the sounds of both letters are heard, or blended together.

- Ask children to turn to look at the top of page 4 for the word *trains*. Say the word aloud. Point to the letters *tr* and model blending the sound /tr/.
- Have children find *travel* and *tracks* on page 4. Repeat /tr/, and have children chorally say *travel* and *tracks*.
- As children read, ask them to look for other words that begin with consonant blends.

### Developing Fluency

Model fluent reading of the text. Then have pairs reread the book several times until they can read it with ease. Circulate as children read. Give assistance as needed.

### Oral Language/Conversation

**Talk About Traveling** Have children discuss the means of travel and the kinds of vehicles used for different kinds of trips. Ask children to compare day trips to longer trips, and to talk about the mode of travel they would choose, such as bike, bus, car, train, boat, or plane.

### Extending Meaning Through Writing

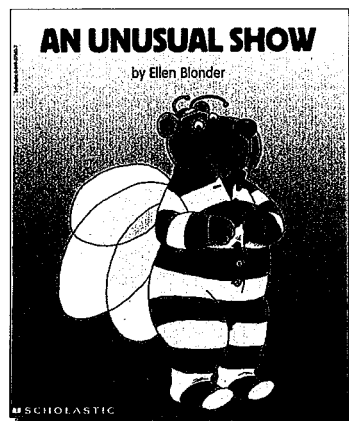
- Give each child a paper cutout in the shape of a train car. On it, have them write what they like about trains. Assemble the cars for a train bulletin board.  
**(Descriptive)**
- Ask children to imagine they're on a train trip. Have them draw a picture and write about what they see out their window.  
**(Narrative)**

### Other Books

*Dig Dig Digging* by Margaret Mayo

*Good Morning, Monday* by Sheila Keenan

# An Unusual Show



## Summary & Standard

In this story, a group of animals prepares for a show by undressing and dressing, putting on costumes, and preparing props. Children will demonstrate comprehension and understanding by articulating basic facts and ideas in what they read.

**Author:** Ellen Blonder

**Word Count:** 51

**Genre:** Fantasy

**Theme/Idea:** getting ready for a show

## Making Connections: Text to Self

Children will understand the skills needed to put on and take off items of clothing. Ask children to name different ways they fasten and unfasten clothing, such as zipping/unzipping, buttoning/unbuttoning, lacing/unlacing, and snapping/unsnapping. Ask children which action they think is the easiest and/or quickest.

Extend the connection by pointing out that when people get ready for a show, they use the same actions to put on and take off their costumes.

For additional teaching ideas and resources, see [www.plcmc.org/Services/Storytimes\\_to\\_go!/pdfs/Getting%20Dressed.pdf](http://www.plcmc.org/Services/Storytimes_to_go!/pdfs/Getting%20Dressed.pdf).

## Vocabulary

**Essential Words:** button, lace, pack, unusual

**Related Words for Discussion:** costume, fasten, performance, prepare, prop

## Genre

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

## Supportive Book Features

**Text** The typeface is large, and each page has only a few words. The rhyming text follows a simple pattern. There is a close correspondence between text and pictures, and most pages have a label at the top that tells what concept is being taught.

**Content** From their own past experiences with dressing and undressing, children should know about lacing, buttoning, zipping, and other actions that animal characters perform in this book.

Praise students for specific use of “Behaviors to Notice and Support” on page 87 of the *Guided Reading Teacher’s Guide*.

## Challenging Book Features

**Text** Children may need help figuring out what to read first (label, text, or picture) on each page. Make sure they look at picture clues to understand when animals are undressing or dressing or putting away or pulling out clothes.

**Vocabulary** Children may need help with understanding the relationship between base words and antonyms beginning with *un-*. They may be familiar with some concepts (such as lacing) without knowing the actual words for these concepts.

## ELL Bridge

Help children remember the meanings of verbs from this story. On a chart or on the board, write pairs of antonyms from this story, such as *dress/undress* (pages 6 and 7), *lace/unlace* (pages 8 and 9), and *pack/unpack* (pages 4 and 5). Read each pair of words with children, and have children take turns using information from the story to act out each pair of words.

## Teaching Options

### Developing Comprehension

#### Thinking Within the Text

Have children discuss what they learned about how performers prepare for a show. Have them make a list of the different pairs of actions and make sure they understand them all.

#### Thinking Beyond the Text

Ask children why they think the book is called *An Unusual Show*. Then have children describe the animals' costumes. Ask: *Which costume do you think would take the longest to put on? Why do you think that?*

#### Thinking About the Text

Have children tell how the writer set up each spread. (a label at the top of each page, a picture of a different animal on each page, and rhyming text at the bottom of the right-hand page) Point out that the animal shown on the right-hand page is shown again on the left-hand page of the next spread.

### Comparing and Contrasting

Point out that understanding how to compare and contrast what they read will help readers learn and remember new information.

- Have children compare and contrast the characters' actions on pages 4–5. Note that the characters are performing actions that are the opposite of each other.
- Repeat with the characters on the remaining spreads.
- Then have children compare the actions of characters on pages 8, 10, and 12, noting that the characters are all fastening their clothes in different ways.

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

#### Opposites

Point out to children that the action words in this book come in pairs of opposites—*dress, undress; lace, unlace*; and so on.

- On a chart or on the board, write in two columns the paired action words from the book: *button/unbutton, dress/undress*, and so on. Say the words aloud together, and ask children what each word means. Then ask children what they think *un-* means.
- Explain that one way to say the opposite of a word is to put *un-* before it. Call attention to the book's title, then challenge children to find the "un" word and suggest the word that is its opposite.

### Developing Fluency

Model reading the text aloud, emphasizing punctuation, phrasing, and pace to show how to read rhyming text. Then invite pairs to read to one another. Encourage children to read slowly, matching voice to text.

### Oral Language/Conversation

**Talk About Preparing for a Show** Discuss the things performers need for a show, such as costumes, props, scenery, and a story.

### Extending Meaning Through Writing

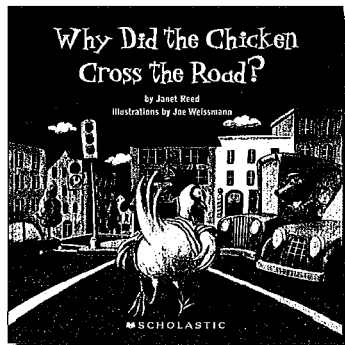
- Help children write a list of simple directions for the performers to follow as they prepare for the show. (**List**)
- Have children choose a pair of opposite words from this book and write a sentence using each word. (**Expository**)

### Other Books

*Birds on Stage* by Saturnino Romay

*Cats and Mice* by Rita Golden Gelman

# Why Did the Chicken Cross the Road?



## Summary & Standard

The chicken crosses the road to buy himself a ball, and when that ball is flattened, he crosses once more to buy another one. Children will independently relate prior knowledge to what is read and use it to aid in comprehension.

**Author:** Janet Reed

**Genre:** Fantasy

**Word Count:** 200+

**Theme/Idea:** exchanging money for goods

## Making Connections: Text to World

Children will have experience with wanting things, and some children may receive an allowance or have experience with receiving gift money to purchase things for themselves. Ask children to share prior knowledge about what money can be used for, what goods are, and where goods can be bought.

To extend the connection, talk a little about how people decide what to purchase with their money. For example, they might look at many brands of a product before choosing one to buy, or they may ask a sales clerk for help.

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

## Vocabulary

**Essential Words:** bounce, cross, shop, town

**Related Words for Discussion:** buy, good, money, needs, purchase, wants

## Genre

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

## Supportive Book Features

**Text** The story begins with a question that the rest of the story answers in short, simple sentences. Illustrations support the text. Paragraphs are separated by line spaces to enhance readability.

**Vocabulary** Many of the words used are familiar and simple. The illustrations and context will help children figure out the meaning of unfamiliar words, such as *Moose* on page 6 and *upset* on page 11.

Praise children for specific use of “Behaviors to Notice and Support” on page 87 of the *Guided Reading Teacher’s Guide*.

## Challenging Book Features

**Text** Some pages (6, 8, and 10) have several blocks of text. Help children break up the text by pausing after each paragraph.

**Content** Make sure children understand that this story is a funny explanation of the old riddle “Why did the chicken cross the road?” They may be confused that the word *shop* is used as a verb (page 3) as well as a noun (page 4). Help children define each use. Also, lead them to notice in the last picture that the chicken is using money to buy another ball.

## ELL Bridge

Have children review the story and collect phrases for places where the chicken’s ball bounces, such as *on the sidewalk*, *all over town*, and *off a truck*. Provide children with the sentence starter *The chicken’s ball bounced . . .* and have them draw labeled pictures showing the different places where the ball bounces.

## Teaching Options

### Developing Comprehension

#### Thinking Within the Text

Ask children to explain in their own words why the chicken crossed the road and what happened after he did.

#### Thinking Beyond the Text

Have children discuss what they would do if they wanted to buy something. Discuss that the chicken went shopping, found a store that sold balls, asked the owner to show him the bouncy balls for sale, and then got one. Point out that at the end of the story the chicken used money to buy the new ball. Then have children discuss the steps they would take if they wanted to buy something.

#### Thinking About the Text

Have children identify places at which the author asks and answers questions in order to move the story along. Ask children to discuss how this changes the experience of hearing the story and why they think the author chose to write the story in this way.

### Making Inferences

Explain that authors don't always tell everything there is to know about a subject. Sometimes readers must use clues from the text and what they already know to figure out information that may be missing. They use what they know to make educated guesses.

- Reread page 14 with children. Then ask them why they think the ball was *as flat as a pancake*. Have them look at the picture on this page and text from previous pages for clues.
- Have children reread page 16 and make guesses as to why the chicken never bounced the ball in town again.

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 Words With /ou/

Remind children that the letters *ou* and *ow* can both stand for the vowel sound /ou/. Help children identify and read the words with /ou/ sounds that appear in this book.

- Read the word *bounce* from page 6 with children. Have children point to the word *bounce* and blend the word as they run their fingers under each letter. Ask children what sound the *ou* makes.
- Repeat the above procedure with *town* on page 10 and *down* on page 13. Point out the difference in spelling of the /ou/ sound in *town* and *down* from that in *bounce*.

### Developing Fluency

Model reading the text to children. While reading, emphasize punctuation, phrasing, and pace. Invite children to participate in echo-reading the first few pages before having pairs read to each other.

### Oral Language/Conversation

**Talk About Buying Goods** Discuss that people use money to buy goods. Mention that people work to earn money to pay for things. Take time to distinguish between wants and needs. Ask children for examples of both wants and needs.

### Extending Meaning Through Writing

- Have children write a paragraph describing what drivers of the cars think as they watch the chicken. **(Descriptive)**
- Have children write an advertisement for Mr. Moose's store to get people to come there to buy bouncy balls. **(Persuasive)**

### Other Books

*Birds on Stage* by Saturnino Romay  
*Mousetrap* by Diane Snowball