

# GUIDED READING PROGRAM

Nonfiction Focus

*2nd Edition*



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

- **Go Ky a Flite**
- **A Monarch Butterfly's Life**
- **Only One**
- **Owl at Home**
- **Play Ball!**
- **Rap a Tap Tap: Here's Bojangles—Think of That!**
- **What's in Washington, D.C.?**
- **Wild Dogs (Investigators)**
- **Wonderful Worms**
- **Young Cam Jansen and the Lost Tooth**

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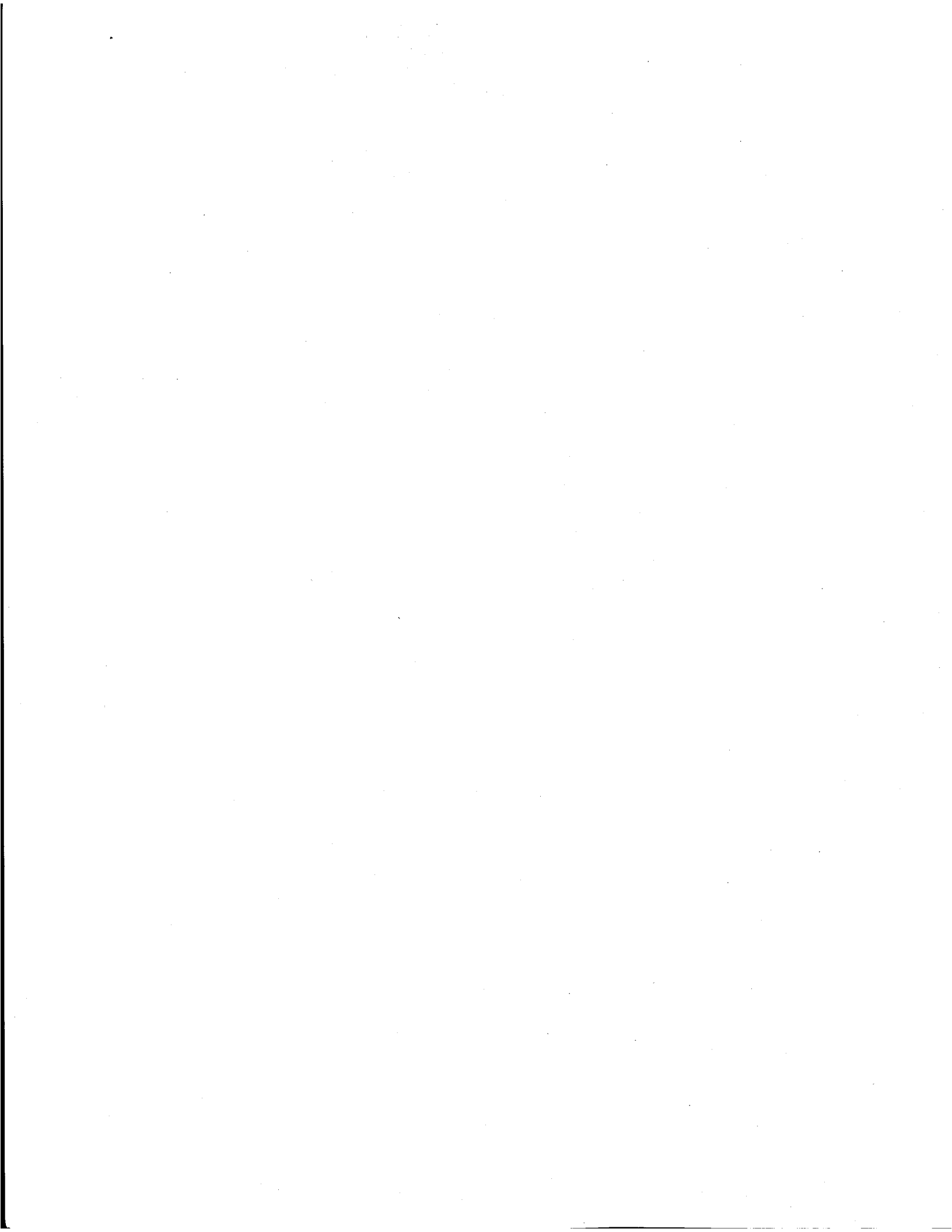
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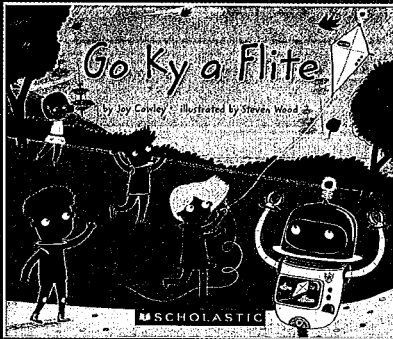
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# Go Ky a Flite



## Summary & Standards

**Summary:** Four children fly a kite with the help of a robot who has an odd way of speaking.

**CCSS.ELA-Literacy:** Analyze how and why individuals, events, or ideas develop and interact over the course of a text (CCRA.R3); integrate and evaluate content presented in diverse formats, including visually and quantitatively (CCRA.R7).

**Author:** Joy Cowley

**Word Count:** 150+

**Genre:** Fantasy

**Themes/Ideas:** understanding others; solving real-world problems

**Text Type:** Play

## Genre/Text Type

**Fantasy/Play** Remind children that a fantasy is a story that could not happen in the real world. This play format includes dialogue.

## Text Features

**Play Format** A picture of each character and the character's name introduce the speaker.

## Vocabulary

### Academic Vocabulary

**dented** (p. 12): having a part that is pushed inward, possibly from running into or being hit by something

**programmed** (p. 3): having a set of built-in instructions

**speech** (p. 3): spoken words

**wire** (p. 3): metal thread that can carry electricity

## Challenging Features

**Text** Explain that the color-coded portraits and names indicate which character is speaking.

**Vocabulary** Children may struggle to understand Mister Block's odd way of speaking until they grasp that he is mixing up and swapping the beginning sounds of words.

## Supporting Features

**Text** Detailed illustrations support the futuristic setting and actions described in the text.

**Content** Children will most likely be familiar with the activity of flying a kite and the idea of a robot.

## A First Look

Read the title and ask children to use picture clues from the cover illustration to guess what the title means. Then say: *Let's read to find out what happens to this group of friends.*

## Read and Analyze Literature Cite Textual Evidence

### Understand Cause and Effect

Remind children that an effect is what happens and a cause is the reason why it happens. Explain that understanding what happens in a story and what causes things to happen can help children better understand the story.

(p. 3) *What does Mister Block do with words? What causes Mister Block to sometimes mix up his words?*

(pp. 6–7) *What does May-Ling do with the kite? What causes the kite to go up? Why does the kite end up stuck in the maple tree?*

(pp. 10–12) *Why does Mister Block climb the tree? What causes him to fall? Is there any harm to Mister Block or the kite as a result of the fall?*

(pp. 12–13) *Why does Jody say that the children will stay away from big trees?*

(pp. 14–16) *Why is the football field a good place to fly a kite? Why is it not?*

Praise children for specific use of "Behaviors to Notice and Support" on page 103 of the *Guided Reading Teacher's Guide*.

## Develop Comprehension

### Thinking Within the Text

Remind children that the story setting is the time and place in which that story takes place.

Ask:

- *Where does the story take place?*
- *When does the story take place—now or in some future time? How do you know?*

### Thinking Beyond the Text

Have children think about the robot character that the author created. Ask:

- *What words could you use to describe Mister Block?*
- *How would Mister Block be different if he were a real person?*

### Thinking About the Text

Have children consider how the author develops the character of Mister Block. Ask:

- *Why is the play format a good way to tell this story?*
- *How does the author add humor to the story?*

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

### Context Clues

Remind children that they can use context clues to figure out the meaning of unfamiliar words. Note that children can use context clues to figure out the trick to understanding and pronouncing what Mister Block says.

- Have children examine Mister Block's first lines of dialogue on page 4. Point out the words *ky* and *flite*. Discuss context clues that help the reader figure out what these words should actually be. For example, on page 3, May-Ling says that Mister Block sometimes mixes up his words. Also on page 3, Marcos says that Mister Block can help the children fly their kite.
- Help children come to the conclusion that Mister Block mixes up his words by swapping the beginning sounds of two words. Have children practice decoding other examples of Mister Block's mixed-up speech.

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

## Develop Fluency

Have small groups take part in a Readers Theater. Assign parts and have children read a page or two of the text. Remind children that, in addition to reading accurately, they should use their voices, facial expressions, and some gestures to bring the text alive and help the audience visualize the action.

## Expand Oral Language/Conversation

**Talk About Robots** Discuss jobs that robots can do to make people's lives easier. Have children use facts and details from this story to describe what the perfect robot helper would be like.

## Write and Respond to Reading

**Write a How-To Guide** Have children use details from this story to write a short how-to guide that explains what someone should do to fly a kite safely. **(Informative/Explanatory)**

**Write a Story** Have children write a new story that tells of another time when Mister Block helps a group of children do something. Ask children to create a sequence of events in which the robot causes a problem and then finds a solution for it. **(Narrative)**

## ELL Bridge

Beginning speakers may be confused about which words from this story are mixed-up words and which are correct English. Have children write pairs of Mister Block's mixed-up words on pairs of index cards, cut off the beginning consonants or consonant blends of each word, and move the pieces around to reunite the word beginnings with their proper endings. Then have children practice reading the corrected words aloud.

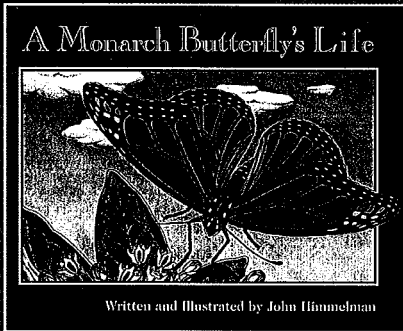
## Connect Across Texts

*Up, Up, and Away: Toys That Fly* by Janine Scott  
Both texts deal with flying toys on windy days. Help children describe the features of informational text in "The Windy Day" and the elements of fantasy in *Go Ky a Flite*.

## Connect to the Internet

Have children find out about the work people are doing to invent helper robots at this site. Visit <http://robotic.media.mit.edu/>.

# A Monarch Butterfly's Life



## Summary & Standards

**Summary:** Clear text and colorful illustrations describe the stages of a monarch butterfly's life and its seasonal journey to Mexico.

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

**Author:** John Himmelman

**Word Count:** 250+

**Genre:** Informational Text

**Themes/Ideas:** learning about monarch butterflies; understanding an animal's life cycle

**Text Type:** Picture Book

## Genre/Text Type

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

## Informational Text Features

**Glossary** The glossary lists and defines domain-specific vocabulary.

**Introduction** This note provides background information about the topic for you to share.

## Vocabulary

### Academic Vocabulary

**reappears** (p. 11): comes into sight again

### Domain-Specific Vocabulary

**chrysalis** (p. 10): a stage between caterpillar and adult butterfly

**larva** (p. 5): caterpillar stage; stage between egg and chrysalis

**offspring** (p. 30): an animal's babies or young

## Challenging Features

**Text** Some sentences are long with clauses separated by commas. Some sentences have more than one verb.

**Content** Children may have difficulty following the butterfly's journey. Read aloud the introductory note. Point out the specific locations mentioned in the text on a map.

## Supporting Features

**Text** There are only a few short sentences on each page, making the information easily accessible.

**Vocabulary** Pictures help support content.

## A First Look

Read aloud the title. Ask: *What is this monarch butterfly doing? What things do you know about butterflies?* Record children's ideas to return to after they read the book. Then say: *Let's read to find out about a butterfly's life.*

## Read and Analyze Informational Text Cite Textual Evidence

✦ If you have time constraints and want to concentrate on only one portion of the text, use the asterisked prompts to focus discussion.

### Recognize Sequence

Help children focus on the sequence of events and how the author connects sentences to show what happens during a butterfly's life. (Note: Book pages are not numbered. The first page of text is page 3.)

✦ (pp. 3–5) *How does the story of the butterfly begin? Where is the egg laid? What words tell you how much time it takes for the egg to hatch?*

(pp. 6–10) *What does the caterpillar do next?*

(p. 11) *Then what happens two weeks after the caterpillar becomes a chrysalis?*

(pp. 12–19) *After the butterfly stretches her wings and flies, where do all the butterflies go next?*

(pp. 25–27) *When it is very hot, where does the monarch go? What does she do?*

(pp. 28–30) *How does the author let you know the life cycle begins again?*

Praise children for specific use of "Behaviors to Notice and Support" on page 103 of the *Guided Reading Teacher's Guide*.

## Develop Comprehension

### Thinking Within the Text

Summarize with children what they learned about butterflies. Ask:

- *Why do butterflies make a journey north? South?*
- *How do butterflies change as they grow?*

### Thinking Beyond the Text

Review the part of the book where the butterfly is caught by child. Ask:

- *Why do you think the child sets the butterfly free?*
- *What would you tell someone about catching butterflies?*

### Thinking About the Text

Look at the glossary, Words You Know, at the end of the book. Ask:

- *What words did the author include in the glossary? Do you think these words are important?*
- *What other words might you add to the glossary?*

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

### Prefixes

Remind children that a prefix is a group of letters that is added to the beginning of a base word or root. A prefix affects the meaning of the base word or root.

- Draw children's attention to the word *reappears* on page 11. Write the word. Circle the prefix *re-* and underline the base word *appears*. Explain that the base word means "begins to be seen." The prefix *re-* means "again." *Reappears* means "begins to be seen again."
- List the following words on a chart or on the board: *redo, rewrite, repaint, rethink, and reheat*. Have pairs of children work together to write simple definitions for each word.

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

## Develop Fluency

Point out the comma that follows the introductory time-sequence phrases on pages 3–5. Remind children to pause when they encounter commas. Model reading aloud these pages using the punctuation to achieve appropriate rate. Have children echo your reading of each sentence.

## Expand Oral Language/Conversation

**Talk About Hatching** Recall with children that the caterpillar hatches from an egg. Point out that many animals begin life by hatching from eggs. Ask children to name other animals they know that hatch from eggs. Children may name examples of reptiles, birds, fish, or other insects.

## Write and Respond to Reading

**Write a Story** Have children tell the story of the life cycle from the point of view of the butterfly. Suggest they start with the following: *I began my life as an egg. Soon I \_\_\_\_\_.* (Narrative)

**Make a Poster** Have children work in small groups to make poster diagrams that illustrate the life cycle of a monarch butterfly. Ask children to include facts and details that tell about each stage. (Informative/Explanatory)

## ELL Bridge

Have children help prepare a set of index cards with words that describe the life cycle of a monarch butterfly, one word per card: *eggs, larva, hatch*, and so on. Then have children illustrate the different stages. Discuss the stages with the children.

## Connect Across Texts

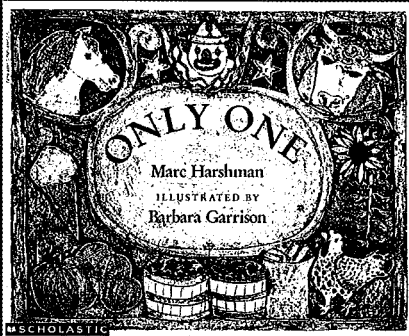
*Wonderful Worms* by Linda Glaser

Use these two books together to encourage children to think like scientists, and record information about what each creature eats, how it moves, and how it evades danger.

## Connect to the Internet

Show short excerpts from this Web video to children to give them a sense of how far the butterflies travel and the locations they visit:  
<http://video.pbs.org/video/1063682334/>.

# Only One



## Summary & Standards

**Summary:** Readers explore the relationship between part and whole during a trip to an old-fashioned country fair.

**CCSS.ELA-Literacy:** : Interpret words and phrases and analyze how specific word choices shape meaning or tone (CCRA.R4); analyze how and why individuals, events, or ideas develop and interact over the course of a text (CCRA.R3).

**Author:** Marc Harshman

**Word Count:** 150+

**Genre:** Informational Text

**Themes/Ideas:** learning about *part and whole*; counting objects

**Text Type:** Picture Book

## Genre/Text Type

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

## Informational Text Feature

**Back Cover Text** The back-cover copy invites reader to count things at a country fair.

## Vocabulary

### Academic Vocabulary

**jewels** (p. 22): precious stones used to make jewelry

**pod** (p. 20): pouch that contains seeds

### Domain-Specific Vocabulary

**dozen** (p. 10): group of twelve

**million** (p. 3): word for the number 1,000,000

**trio** (p. 28): group of three things or people

## Challenging Features

**Text** The illustrations for high numbers do not support the text. Some of the illustrations are difficult to interpret, such as the six jewels that make a necklace.

**Content** Children may not understand the relationship between part and whole as presented in the text. Use the pictures to explain the concept.

## Supporting Features

**Text** The patterned text gives children support as they read.

**Vocabulary** Children should be familiar with most of the words in the book.

## A First Look

Display the cover. Have children identify the objects. Ask: *Where might you find all of these objects together?* Read aloud the title and then the back-cover copy.

## Read and Analyze Informational Text Cite Textual Evidence

### Use Context and Picture Clues

Remind children that if they are unsure of the meaning of a word, they can look at the other words in a sentence, other sentences, or the pictures for clues to help them figure out the meaning.

(pp. 4–5) *The text mentions bees and a hive. What clues in the text and picture help you determine the meaning of the word hive? What does hive mean?*

(pp. 8–9) *The text says a quilt is made up of patches. Based on the picture, what are patches? What is a quilt? Which is a part? Which is the whole?*

(pp. 20–21) *The text mentions peas and a pod. In the picture, where do you see the peas? What does the word pod mean?*

(pp. 28–29) *What are the people in the picture doing? How does this information help you determine the meaning of the word musicians? How many people are playing instruments? What does the word trio mean?*

Praise children for specific use of “Behaviors to Notice and Support” on page 103 of the *Guided Reading Teacher’s Guide*.

## Develop Comprehension

### Thinking Within the Text

Choose several spreads to discuss. Help children discover the relationship between the parts and the whole, such as how four wheels are needed to make one wagon and two ropes are needed to make one swing.

### Thinking Beyond the Text

Help children understand relationships. Compare several spreads, using questions like these:

- *How are the players on a team like musicians in a trio?*
- *How are seeds in a pumpkin like peas in a pod?*

### Thinking About the Text

Point out that the numbers get smaller as the book progresses. Have children look at page 32. Ask:

- *How is page 32 different from the rest of the pages in the book?*
- *What does the author want you to understand about being "only one"?*

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

### Two-Syllable Words

Remind children that a syllable is a word part that has one vowel sound. Explain that some longer words can be broken down into syllables to make them easier to read. Also explain that when a word has a double consonant in the middle, the word is divided into syllables between the two same letters.

- Work together to identify words with more than one syllable. First, have children find the word *million* on page 3. Clap the syllables and determine that there are two syllables. Then write the word on a chart or on the board. Show children how to divide the word into syllables: *mil-lion*.
- Continue finding, writing, and dividing the following words from the book into syllables: *patches, pumpkin, only, dozen, necklace, players, and houses*.

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

## Develop Fluency

Model reading the first page of the book with appropriate rate and expression by pausing before and emphasizing the contrasting word *but*. Then have children echo read the remainder of the book with you, repeating each sentence after you read it.

## Expand Oral Language/Conversation

**Talk About Parts and the Whole** Lead children to identify examples of the parts that make up a whole from the book. Then have children suggest other examples. Start with "25 children, but only one class."

## Write and Respond to Reading

**Write Another Page** Have each child write an additional page for the book using this sentence frame: *There may be \_\_\_\_\_, but there is only one \_\_\_\_\_*. Remind children that their topics should be related to the country fair. Have children illustrate their sentences. **(Informative/Explanatory)**

**Write a Sequel** Have each child write a page for a book using the prompt: *There is only one me*. Have children write a few more sentences about themselves and then illustrate the text. **(Narrative)**

## ELL Bridge

Explain the meanings of the words *part* and *whole*. Then use familiar objects to support children's understanding of these words. For example, display a classroom textbook and point out the individual pages to illustrate *part* and point to the whole book to illustrate *whole*. Then have children draw pictures to represent the words *part* and *whole*.

## Connect Across Texts

*Young Cam Jansen and the Lost Tooth* by David Adler

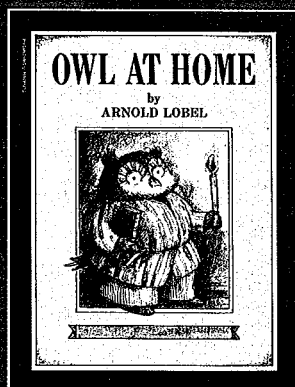
Use these two books to explore how authors use repetition to make their texts fun to read. Help children notice how and why Cam repeats, "Click!"

## Connect to the Internet

View more of illustrator Barbara Garrison's artwork at <http://www.barbaragarrison.com/collagraphJumpPage.html>. Children can count the number of animals or people in each piece of art.



# Owl at Home



## Summary & Standards

**Summary:** Owl likes to be safe and warm in his cozy house at night. But in each of this book's five stories, something always happens that causes Owl to worry.

**CCSS.ELA-Literacy:** Analyze how and why individuals, events, or ideas develop and interact over the course of a text (CCRA.R3); analyze how two or more texts address similar themes or topics (CCRA.R9).

**Author:** Arnold Lobel

**Word Count:** 250+

**Genre:** Fantasy

**Themes/Ideas:** identifying misunderstandings; recognizing how the imagination works

**Text Type:** Short Stories

## Genre/Text Type

**Fantasy/Short Stories** Remind children that a fantasy is a story that could not happen in the real world. The same character appears in each of the short stories.

## Text Features

**Contents** The contents page lists titles and page numbers of the stories.

## Vocabulary

### Academic Vocabulary

**guest** (p. 5): a person invited to another's home  
**kettle** (p. 31): a pot for boiling liquids  
**shiver** (p. 13): to shake uncontrollably  
**whooshed** (p. 13): rushed; made the sound of rushing

## Challenging Features

**Text** The lines of the text have varying lengths. Explain to children that the lines break at points that make the text easier to read.

**Content** Children may be confused by the things that Owl imagines. Explain how Owl's imagination plays a part in the context of each story.

## Supporting Features

**Text** Some children may not have read a book of short stories. Explain that Owl is a character in each story, and each story has a beginning, middle, and end and can be read on its own.

**Vocabulary** Children will know most of the vocabulary. Context clues and pictures will help with any unfamiliar words.

## A First Look

When talking about the cover, have children identify details in the picture. Ask children who they think the main character is. Then read the title. Together, look at the contents page and read the titles of the different stories.

## Read and Analyze Literature Cite Textual Evidence

⊗ If you have time constraints and want to concentrate on only one portion of the text, use the asterisked prompts to focus discussion.

### Describe Characters and Events

Point out that Owl is the main character in each story. Remind children to think about how Owl feels, what problem he has, and how he solves it.

⊗ (pp. 8–9) *In "The Guest," how do you know that Winter is the guest that the title refers to? What happens when Owl treats the season winter like a guest?*

(pp. 18–21) *In "Strange Bumps," what is Owl worried about? How would you describe Owl's imagination?*

(pp. 54–59) *In "Owl and the Moon," Owl isn't afraid of the moon, but he still finds something about the moon that causes him to worry. What details does the author use to tell you this?*

⊗ (p. 64) *Who appears in each story? What does the author do to make each story similar?*

Praise children for specific use of "Behaviors to Notice and Support" on page 103 of the *Guided Reading Teacher's Guide*.

## Develop Comprehension

### Thinking Within the Text

Review the story events in "Upstairs and Downstairs." Ask:

- *What does Owl find to worry about?*
- *How does he finally solve his problem?*

### Thinking Beyond the Text

Discuss with children that Owl's imagination often causes him to worry. Then ask:

- *In "The Guest," what should Owl have done when he thought he heard someone knocking at his door but found no one there?*
- *In "Strange Bumps," how could Owl have discovered what the bumps at the bottom of his bed were?*

### Thinking About the Text

Remind children that each of the stories follows a predictable plot. Owl always finds something to worry about at the beginning, but he is happy, or at least content, at the end. Ask:

- *How do the illustrations make Owl's situations seem humorous?*
- *Look at the illustrations at the end of each story. How does each illustration show that Owl is finally happy?*

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

### Compound Words

Remind children that a compound word is made of two smaller words. For example, *backpack* is made up of *back* and *pack*. Have children read the following sentences and tell which words are compound words and which two smaller words make up the compound word.

- *"Come in and warm yourself for a while" (p. 9).*
- *"It blew out the fire in the fireplace" (p. 11).*
- *"It whooshed down the hallway" (p. 13).*
- *Soon everything was covered with snow (p. 14).*
- *"There must be a way," said Owl, "to be upstairs and downstairs at the same time" (p. 42).*

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

## Develop Fluency

Model how to read dialogue with expression. Have partners choose one story and read dialogue to each other. Circulate and provide help if needed.

## Expand Oral Language/Conversation

**Talk About Imagination** Point out that each story involves Owl using his imagination to make himself think something is different from what is really happening. Ask: *What made Owl think Winter was alive? What made Owl think the bumps in his bed were something other than his feet? What made Owl think the moon was following him?*

## Write and Respond to Reading

**Write a Letter** Have children write a letter to Owl explaining to him what the two bumps at the bottom of his bed are. Have them sympathize with Owl and tell him about something similar that has happened to them or to another story character they have read about. **(Narrative)**

**Make a Graphic Organizer** Have children make a three-column chart using "The Guest," "Strange Bumps," and "Owl and the Moon." **(Narrative)**

- In the first column, have them write the title of each of the three stories.
- In the second column, have them write what happened in each story to upset Owl.
- In the third column, have them write what made Owl happy at the end of each story.

## ELL Bridge

To help children practice articulating ideas from the book, have them take turns selecting an illustration in the book and describing what it shows. Help children by asking *who, what, when, and where* questions.

## Connect Across Texts

*The Enormous Turnip* by Bridie McBeath

Compare characters, setting, and story events in the two books. Discuss the problems the characters face. How do Mr. and Mrs. Farmer solve their problem? How does Owl solve each of his?

## Connect to the Internet

The moon seems to follow Owl in the last story. To find out some facts about the real moon, visit <http://e-learningforkids.org/Courses/EN/S0801/login.htm>.

# Play Ball!



## Summary & Standards

**Summary:** People enjoy playing baseball and watching the game. This book explains the game of baseball so that children can know more, whether they play or watch!

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

**Author:** Vanessa York

**Word Count:** 150+

**Genre:** Informational Text

**Themes/Ideas:** learning how to play the sport of baseball; understanding that sports have rules to be followed

**Text Type:** Picture Book

## Genre/Text Type

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

## Informational Text Features

**Diagram** A diagram with labels illustrates the parts of a baseball field and where players of different positions stand during the game.

**Questions** Chapter heads are questions.

## Vocabulary

### Academic Vocabulary

**form** (p. 6): to arrange objects in a particular shape

**zone** (p. 13): an area set aside for a certain purpose

### Domain-Specific Vocabulary

**innings** (p. 8): the part of a baseball game in which each team gets a chance at bat

**stadium** (p. 22): a place to watch sports

## Challenging Features

**Text** Children may be challenged by the different ways labels are used on the diagram on page 7. Read closely and review the diagram several times. Discuss how some labels name positions and some labels name areas of the field.

**Vocabulary** Children may be challenged by the use of unfamiliar baseball terms.

## Supporting Features

**Text** The contents page, chapter titles, and headings (phrased as questions) help to organize the information.

**Content** Many children will already be familiar with some basics about the game of baseball.

## A First Look

Talk about the cover and have children identify details in the photo. Have children use the title and photographs to predict what the book will be about. Invite children to share knowledge they already have about the experience of playing or watching baseball.

## Read and Analyze Informational Text Cite Textual Evidence

### Connect Ideas in a Text

Remind children that when authors write informational text, they sometimes organize the information so that readers will be easily able to connect ideas.

(pp. 4-7) *How does the question on page 6 connect to the chapter title on page 4?*

(pp. 6-7) *How can you use the diagram and labels on page 7 to answer the question on page 6?*

(pp. 8-11) *How do the questions on page 8 and page 10 connect to each other? What information can you use to help you answer each question?*

(pp. 12-15) *How are the questions on pages 12 and 14 alike? How can you answer them?*

(pp. 16-21) *How do the questions on pages 16, 17, and 20 connect to each other?*

Praise children for specific use of “Behaviors to Notice and Support” on page 103 of the *Guided Reading Teacher’s Guide*.

LEVEL J

## Develop Comprehension

### Thinking Within the Text

Have children review pages 12–21. Say:

- *Tell how to win a baseball game.*
- *Explain what can happen when a batter bats.*

### Thinking Beyond the Text

Review the information in the text about watching a baseball game. Then ask:

- *How might watching a game on television be different from watching it at a stadium?*

### Thinking About the Text

Point out how the author chose to use photographs to support the text in this book. Ask:

- *What information can you see in the photos on page 13 that makes the text clearer?*
- *Look at the photos on pages 14–15. What information makes the information clearer?*

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

### Multiple-Meaning Words

Have children practice using context to identify the meaning of words that can be both nouns and verbs.

- Look at page 13. Say: *The text says the pitcher must pitch the ball. What does pitch mean here? (to throw) How do you know? (It is something the pitcher is doing.)* Then say: *The text then says the ball must go to a certain spot for the pitch to count. What does pitch mean here? (a thrown ball) How do you know? (It is something that can be counted.)*
- Continue with *runs* on pages 10 and 14.

### Suffix -er

Remind children that when the suffix *-er* is added to the end of a verb, it means “someone who” performs this action. Have children read the following words and identify what each person does: *player* (p. 11), *pitcher* (p. 12), and *batter* (p. 12). Point out that the ending consonant of *bat* is doubled before *-er* is added.

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

## Develop Fluency

Model using punctuation clues to read with expression. Have children practice using a questioning tone to read sentences ending with a question mark and an excited tone to read sentences ending with an exclamation point.

## Expand Oral Language/Conversation

**Talk About Teamwork** Review the actions performed by various players during the course of a baseball game. Begin a discussion by asking: *How must players work together as a team to win a game?*

## Write and Respond to Reading

**Write a Sports Article** Have children write a sports article describing what happens during an imagined baseball game. Remind children to use terms and information from the book when describing the action of the game to narrate who won and why. **(Narrative)**

**Create a Want Ad** Tell children to imagine they are baseball-team captains who need to advertise for players to complete their teams. Have children write a want ad describing an open position and the qualities needed in the perfect player to fill it. **(Informative/Explanatory)**

## ELL Bridge

Use the photographs to support vocabulary development for verbs that describe the actions taken in this book: *throw, swing, miss, pitch, hit, run, touch, catch, score, watch, and cheer*. Invite children to take turns miming each action while other children guess the identity of each verb being pantomimed.

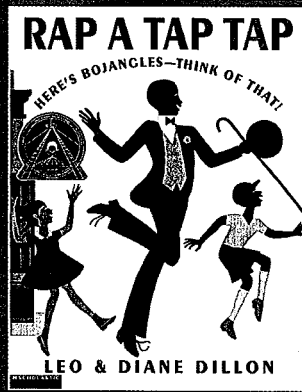
## Connect Across Texts

*Munch! Crunch! Healthy Snacks* by David Michaels  
Read the titles. Why do authors use catchy, fun titles? In what ways do the cover photos help make the books more inviting? Which book would you choose to read to a friend?

## Connect to the Internet

Share this website with children to explore and delve into the history of baseball: [http://www.americaslibrary.gov/jp/bball/jp\\_bball\\_early\\_1.html](http://www.americaslibrary.gov/jp/bball/jp_bball_early_1.html).

# Rap a Tap Tap: Here's Bojangles—Think of That!



## Summary & Standards

**Summary:** Colorful illustrations follow a tap dancer in a story based on real-life dancer Bill “Bojangles” Robinson, as he makes passersby happy by dancing around them.

**CCSS.ELA-Literacy:** Assess how point of view or purpose shapes the content and style of a text (CCRA.R6); read closely to determine what the text says explicitly and to make logical inferences; cite specific textual evidence to support conclusions (CCRA.R1).

**Authors:** Leo and Diane Dillon

**Word Count:** 200+

**Genre:** Informational Text

**Themes/Ideas:** appreciating dance; celebrating urban life

**Text Type:** Picture Book

## Genre/Text Type

**Informational Text/Picture Book** Remind children that informational text has facts about a topic. This picture book includes illustrations to support the information.

## Informational Text Features

**Illustrations** Bold paintings set the mood.

**Afterword** An afterword provides biographical information about Bill Robinson.

## Vocabulary

### Academic Vocabulary

**clatter** (p. 24): rattling sounds

**passion** (p. 28): a strong feeling

**rhythms** (p. 26): strong, repeating patterns

**seldom** (p. 26): not often

## Challenging Features

**Text** Children may not immediately grasp the rhythm and rhyme.

**Content** Explain that although the book tells a story in rhyme, it also gives information about a real person, the entertainer Bill Robinson. Certain terms might be challenging.

## Supporting Features

**Text** Each page has one sentence that is in the same location on each two-page spread. The line “Rap a tap tap—think of that!” appears at the bottom of every right-hand page.

**Vocabulary** Most vocabulary words are familiar or easily decodable.

## A First Look

Read the title and discuss the cover art. Explain that “Bojangles” is a nickname for a real person, a tap dancer named Bill Robinson, who lived around 75 years ago. Briefly explain what tap dancing is. Then say: *This book shows us a bit of Bojangles’s dancing magic.*

## Read and Analyze Informational Text Cite Textual Evidence

### Identify Author’s Purpose

Remind children that sometimes authors repeat the same sentences or phrases throughout a book. These patterns set a rhythm and show what the authors thinks is important. (Note: Book pages are not numbered. The title page is page 1.)

(p. 5) *What are the words “Rap a tap tap” supposed to make you think about?*

(p. 7) *The authors repeat the line from page 5. What does that tell you about what is important in this book?*

(p. 8) *What do the authors mean by “he made art with his feet?” How do these words tell that dance was important to Bojangles?*

(p. 28) *What brought fame to Bojangles? How did people feel about his dancing?*

(p. 30) *What do the authors want readers to know about Bojangles?*

Praise children for specific use of “Behaviors to Notice and Support” on page 103 of the *Guided Reading Teacher’s Guide*.

LEVEL J

## Develop Comprehension

### Thinking Within the Text

Have children recall information from the text:

- *How did people act when they saw Bojangles dancing?*
- *How did dancing make Bojangles feel?*

### Thinking Beyond the Text

Choose art from the book and ask children to draw conclusions about it. Ask questions such as the following:

- *What kinds of things are in this neighborhood? What are the people doing?*
- *What do the children think of Bojangles? How can you tell?*

### Thinking About the Text

Ask questions about the tone of the book, such as the following:

- *Look at Bojangles's feet in the pictures. Why did the authors draw them like that?*
- *The authors keep telling you to "think of that." What are they asking you to think about? Do you like the way the book is written? Why?*

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

### Contractions

Remind children that a contraction is formed when a word is shortened or when two words are made into one. An apostrophe takes the place of the missing letter or letters.

- Point out the contraction *he'd* on page 4. Say: *This word combines he and would. The apostrophe takes the place of the letters w, o, u, and l.*
- Repeat with *didn't* on page 6.

### Words With -ed

Remind children that the letters *-ed* at the end of the word can stand for the */t/*, */d/*, or */ed/*. Note that the ending changes an action word to show that the action happened in the past.

- Review different verbs with *-ed* endings and have children determine the sound they hear at the end of each word.

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

## Develop Fluency

Do an echo reading of a page, emphasizing the rhythms of the text. Emphasize the sound words and end rhymes as you read aloud one sentence at a time and have children repeat it after you.

## Expand Oral Language/Conversation

**Talk About Bill Robinson** Read aloud the Afterword. Talk about the real Bojangles and his special talents. Help children determine how this book is different from or similar to other books children have read about famous people. Then ask children to suggest reasons why the author chose to write in rhyme about Bojangles.

## Write and Respond to Reading

**Write Rhymes** Review the rhyming pattern in the book. Ask children to make a list of the rhyming pairs in the story. Then have children add one or two rhymes to each pair. (**Informative/Explanatory**)

**Write a Letter** Have children imagine they were on the street and saw Bojangles dancing by. Have them write a letter to a friend about the experience. Ask children to include how other people on the street reacted to his dancing. (**Narrative**)

## ELL Bridge

Use details in the art to bring meaning to specific words. As you read aloud, show any word-picture correspondences, such as *folks in fancy clothes* and *crowds of laughing kids*. Pantomime actions such as tipping a hat and pausing to pet a cat. Then have children work with partners to describe what they see in the illustrations.

## Connect Across Texts

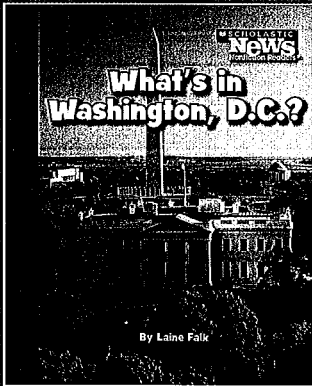
*Only One* by Marc Harshman

Talk about how authors sometimes use patterns in texts to make their books more fun to read. Talk about the patterns—the words and phrases that are repeated in *Only One* and in *Rap a Tap Tap: Here's Bojangles—Think of That!*

## Connect to the Internet

Gregory Hines introduces a clip of Bill Robinson dancing and then demonstrates one of Robinson's signature moves in the two short videos at <http://www.artsedge.kennedy-center.org/interactives/gregoryhines/who/bill-bojangles-robinson/>.

# What's in Washington, D.C.?



## Summary & Standards

**Summary:** Open this book to explore the many monuments and places of interest around our nation's capital, Washington, D.C.

**CCSS.ELA-Literacy:** Analyze the structure of texts, including how specific portions relate to each other and the whole (CCRA.R5); integrate and evaluate content presented in diverse formats, including visually and quantitatively (CCRA.R7).

**Author:** Laine Falk

**Word Count:** 150+

**Genre:** Informational Text

**Themes/Ideas:** understanding our nation's heritage; touring a city

**Text Type:** Chapter Book

## Genre/Text Type

**Informational Text/Chapter Book** Remind children that informational text has facts about a topic. Specific information is given in each chapter.

## Informational Text Features

**Inset Photos and Labels** Labels with arrows name things in inset photos.

**Word Hunt/Your New Words** Highlighted terms are shown with pictures and phonetic spelling; same words are defined in the glossary.

**Maps** The book includes locator maps and a map of the sites on the National Mall.

## Vocabulary

### Academic Vocabulary

**monument** (p. 10): a statue or building meant to remind us of a person or event

**museum** (p. 12): a place to see objects from art, history, or science

### Domain-Specific Vocabulary

**Capitol** (p. 8): the building in which one part of the government of the United States meets and works

## Challenging Features

**Text** Show children how to use the Word Hunt to preview the text and pages 20–24 to review it.

**Content** Children may need help understanding the location and significance of Washington, D.C.

## Supporting Features

**Text** Captions and labels explain the content of photographs.

**Vocabulary** Highlighted words are previewed and are in the Glossary.

## A First Look

Introduce the book by asking children to identify the cover photo as The White House and its location as Washington, D.C. Ask children to tell who lives and works there. Then help children identify the Washington Monument. Ask what children would want to see on a visit to Washington, D.C.

## Read and Analyze Informational Text Cite Textual Evidence

### Use Text Features

Point out that text features such as captions, labels, bold print, and maps help readers locate information quickly. Help children focus on text features.

(pp. 4–5) *What does the author want you to do? What will help you locate the words?*

(pp. 6–7) *What does the photograph on page 6 show? How do you know? What does the map on page 7 show?*

(pp. 8–9) *Which word in the text is in bold on page 8? Why is it in bold? What does the caption on page 9 tell you that you didn't learn on page 8?*

(pp. 10–11) *What is the tallest building in the city? Why is it surrounded by fifty flags? What information can you get from the caption?*

(pp. 14–15) *What text features help you know what a blossom looks like? What text feature helps you know where Japan is located?*

(pp. 20–21) *How do the pictures around the outside of the map help you read the map?*

Praise children for specific use of “Behaviors to Notice and Support” on page 103 of the *Guided Reading Teacher's Guide*.



## Teaching Options

### Develop Comprehension

#### Thinking Within the Text

Together, look at the map on pages 20 and 21. Help children use the key that surrounds the map and find the landmarks on the map. Then help children make a walking path from place to place and trace it with a finger. For example, see how you would walk to get from the Capitol Building at the end of the National Mall to the Washington Monument.

#### Thinking Beyond the Text

Compare Washington, D.C., to other cities in the United States. Ask:

- *What things shown in the book might you find in other cities in the United States?*
- *What things show that Washington, D.C., is special as the nation's capital?*

#### Thinking About the Text

Focus on the features at the end of the book. Say:

- *Locate the contents page. What information does it include?*
- *Locate the index. How would you use it to find information about the Washington Monument?*

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

#### Pronunciation Guides

Explain that pronunciation guides show readers how to say unfamiliar words.

- Point out the pronunciation guide for *Japan* on page 14. Say: *The word is separated into two syllables. The syllable in all capitals shows the part of the word that has a stronger sound. Demonstrate reading: Ja-PAN.*
- Repeat with the guides on pages 4 and 5.

#### Proper Nouns

Remind children that proper nouns name specific people, places, or things. They begin with a capital letter.

- Explain that *city* is not a proper noun, but the specific city *Washington, D.C.*, is a proper noun.
- Have children locate other proper nouns, such as *White House* and *Capitol*.

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

### Develop Fluency

Echo-read a page from the book by reading a sentence aloud and having children repeat it. Emphasize proper phrasing, intonation, and pace when reading.

### Expand Oral Language/Conversation

**Talk About Museums** Point out the various museums pictured on the map on pages 20–21. Have children speculate about the kinds of things they would be able to see in these museums. Ask: *Have you ever been to a museum? What kinds of things did you see? Why do you think museums are important?*

### Write and Respond to Reading

**Write a Postcard** Have children draw on one side of a card a picture of one of the sites mentioned in the book. On the other side, have them write a greeting to a friend describing the site, and telling what is special about it. (**Opinion**)

**Make a Poster** Show children examples of travel posters and point out that they show things that visitors might want to see. Have them create a poster for Washington, D.C., featuring highlights from the book with labels for the locations. (**Informative/Explanatory**)

### ELL Bridge

Use picture-word correspondence to help children understand the text. Model finding words on a page that are also shown in photographs, such as *museum*, *airplanes*, and *rocket ships* on pages 12–13. Point to the word and then to the item in the photograph. Encourage partners to work together to connect other words to the photographs.

### Connect Across Texts

*Kim's Trip to Hawaii* by Carlie Cohen.

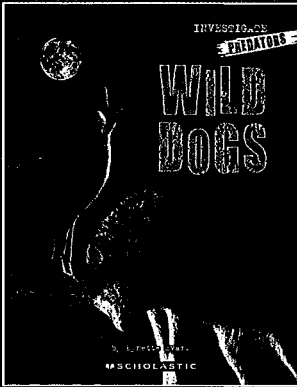
Compare the two books and discuss the genres. *Kim's Trip to Hawaii* is realistic fiction and *What's in Washington, D.C.?* is informational text. What information do the authors of both books want to share with readers?

### Connect to the Internet

To take a tour of the White House, visit: [www.whitehouse.gov/about/inside-white-house/interactive-tour](http://www.whitehouse.gov/about/inside-white-house/interactive-tour).



# Wild Dogs



## Summary & Standards

**Summary:** This book provides information about different kinds of wild dogs, such as foxes and coyotes. Wolf characteristics are explored in more detail.

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

**Author:** Lynette Evans

**Word Count:** 250+

**Genre:** Informational Text

**Themes/Ideas:** comparing animal traits; interpreting animal behavior

**Text Type:** Picture Book

## Genre/Text Type

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

## Informational Text Features

**Captions and Labels** Captions and labels are used to add additional information.

**Sidebars** Magazine-style sidebars include additional information about the topic.

## Vocabulary

### Academic Vocabulary

**compare** (p. 6): to point out how things are alike

**poses** (p. 15): ways of standing or sitting

### Domain-Specific Vocabulary

**predators** (p. 4): animals that hunt and eat other animals

**prey** (p. 18): an animal that is hunted and eaten by other animals

## Challenging Features

**Text** A magazine-style layout with sidebars and features in various formats might be difficult for children to follow. Show children how the text flows.

**Vocabulary** The text contains content-specific words related to wildlife. Have children use the glossary, or define unknown words for them.

## Supporting Features

**Text** Information is presented in manageable chunks. Photographs help to explain the corresponding sentences.

**Content** Most children will be eager to learn about the wolves. The text and photos makes it interesting.

## A First Look

Read the title and explain that this book is part of a series about predators. Then ask: *What predators do you see on the cover? What is another name for the wild dogs you see?* Talk about the difference between wild dogs and the kinds of dogs people keep as pets. Then ask: *What questions about wild dogs do you think will answered be in the text?*

## Read and Analyze Informational Text Cite Textual Evidence

### Use Text Features

Explain to children that informational text features help readers locate information and sometimes offer additional information. The text features in "A Family Goes Hunting" include the title, the main body of text, photographs, captions, labels, headings, and sidebars.

(p. 9) *What is the title of this part of the book? How do the picture and label help you know what a hare is? What is a hare?*

(pp. 10-11) *How do the sidebars and captions connect to the main text and photo? Why does it help to have some information in a separate place?*

(pp. 12-13) *What information is added in the caption? What is the heading of the sidebar? What animals would be predators to gray wolves?*

(p. 15) *What can you learn from the sidebar "Body Talk" and the series of pictures?*

Praise children for specific use of "Behaviors to Notice and Support" on page 103 of the *Guided Reading Teacher's Guide*.

## Develop Comprehension

### Thinking Within the Text

Remind children that the main idea tells what a book, or part of a book, is about and key details tell about the main idea. Together, look through "A Family Goes Hunting." Have children tell the main idea of each spread and locate one or two supporting details.

### Thinking Beyond the Text

Talk about the connection between predators and prey in the wild. Ask:

- *What do you think will have to happen before the young pups are ready to join the wolf pack hunts?*
- *How would a young moose or deer be able to protect itself from a pack of wolves?*

### Thinking About the Text

Talk about the different sections of the book. Say:

- *Look at the Contents page. On which page would you find "A Family Goes Hunting? On which page would you find the index?*
- *Look at the index on page 27. On which pages would you find information on cougars? On a litter?*

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

### The Sound /ou/

Say the sound /ou/. Explain that this sound can be spelled with different letters, including *ow* and *ou*.

- Write and say the words *growl* and *out*. Underline the letters *ow* and *ou* and model how they stand for the same sound.
- Have children identify the letters that stand for the /ou/ sound in *howl* and *sounds*.

### Words with Long a

- Remind children that the long *a* sound is /a/ and may be spelled: *a\_e*, *ay*, or *ai*.
- Ask children to find words with /a/ spelled *ay* on page 10. (*gray*, *away*) On page 12, have children find the word with /a/ spelled *ai* and *a\_e*. (*trail*, *female*)
- For more prompts and ideas for teaching problem-solving strategies, see page 28 of the *Guided Reading Teacher's Guide*.

## Develop Fluency

Ask children to follow along as you model fluent reading of a passage. Then reread the passage together as a group, first telling children to continue reading even after you stop. Drop out after a few sentences.

## Expand Oral Language/Conversation

**Talk About the Gray Wolf Pup** Talk about why the pup knows she has done something wrong. Ask: *What might have happened to the gray pup if her mother and father had not found her? What predators might have found her?*

## Write and Respond to Reading

**Write an Opinion** Have children choose and write one of the following statements. Then have children write a few sentences to give reasons why they think, or do not think, that gray wolves take good care of their young. **(Opinion)**

*I think gray wolves take good care of their pups.*

*I do not think gray wolves take good care of their pups.*

**Write a Sidebar** Point out that there is no sidebar on page 21. Using information from pages 20 and 21, have children think of a sidebar that would add information to the page and write the sidebar, including illustrations. **(Informative/Explanatory)**

## ELL Bridge

Have pairs of children take turns talking about what is happening in each spread of "A Family Goes Hunting." Model with the first spread on pages 8 and 9. Say: *Gray wolf pup is out alone and chases after a hare.*

## Connect Across Texts

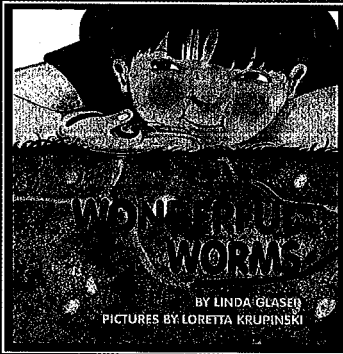
*What's in Washington, D.C.?* by Laine Falk

Although these two books address vastly different topics, they both include a variety of text features to help readers locate information. Discuss the features children found most helpful or interesting in each book.

## Connect to the Internet

Have children find out more about one kind of wild dog—coyotes—at <https://www.nwf.org/Kids/Ranger-Rick/Animals/Mammals/Coyotes.aspx>.

# Wonderful Worms



## Summary & Standards

**Summary:** Earthworms are small, wiggly creatures whose underground movements help plants grow. They are underground gardeners!

**CCSS.ELA-Literacy:** Read closely to determine what the text says explicitly and to make logical inferences; cite specific textual evidence to support conclusions (CCRA.R1); assess how point of view or purpose shapes the content and style of a text (CCRA.R6).

**Author:** Linda Glaser

**Word Count:** 200

**Genre:** Informational Text

**Themes/Ideas:** understanding interactions in nature; appreciating small creatures

**Text Type:** Picture Book

## Genre/Text Type

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

## Informational Text Features

**Fact List** A fact section with questions and answers provides additional information about worms.

## Vocabulary

### Academic Vocabulary

**rotting** (p. 21): going bad; breaking down into very small pieces

**squeeze** (p. 12): to fit into a tight space

### Domain-Specific Vocabulary

**burrows** (p. 8): tunnels dug by animals

**passageways** (p. 8): spaces that people or animals can travel along to get from one place to another

## Challenging Features

**Text** A facts section at the end of the book is written well above level. Read this section to children so they can gain more information.

**Content** Science concepts such as “feeling” sound may be unfamiliar. Allow children to feel vibrations made by musical instruments or a music player.

## Supporting Features

**Text** Illustrations support the text, which is in boldface and easy to read.

**Vocabulary** Though the sentences are lyrical, the vocabulary is easy to understand.

## A First Look

Talk about the illustrations on the front and back covers. Ask: *Which part of the picture is above ground and which is underground? How can you tell?* Then read the title. Ask: *Do you see any worms on this cover?* Talk about the meaning of the word *wonderful*. Then say: *Let’s find out what made the author title the book Wonderful Worms.*

## Read and Analyze Informational Text Cite Textual Evidence

### Ask and Answer Questions

Explain to children that when they read informational text, they should think about questions they have about the subject. As they read, children should look for answers to their questions. (Note: Book pages are not numbered. The first page of text is page 3.)

(p. 3) *What questions might a book about worms answer?*

(p. 5) *Where do earthworms live? Why do they live underground?*

(p. 7) *Are you surprised to see sneakers in a book about earthworms? What question does this page answer?*

(p. 9) *If earthworms don’t use fingers, toes, or a shovel, how might they dig?*

(p. 11) *What question does this page answer?*

(p. 27) *Why are earthworms underground gardeners? What part of the book helps you answer that question?*

Praise children for specific use of “Behaviors to Notice and Support” on page 103 of the *Guided Reading Teacher’s Guide*.

## Develop Comprehension

### Thinking Within the Text

Ask children about the illustrations in the text:

- *How do the illustrations show where the worms live?*
- *In addition to worms, what else do the illustrations show about gardens?*

### Thinking Beyond the Text

Ask children to think about what they learned about worms:

- *What do you think the ground would be like without worms? Tell why you think that.*
- *Could this book change how readers feel about earthworms? Explain why or why not.*

### Thinking About the Text

Talk about how the author gives information to the reader, then ask:

- *Who is telling the story? How can you tell?*
- *Do you think reading information in the form of a story makes it easier to understand? Tell why or why not.*

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

### Adjectives

Remind children that an adjective is a word that describes someone or something.

- Have children turn to page 5 and find the three adjectives that describe the place where earthworms live. (*cool, dark, damp*)
- Have children work with a partner to find more adjectives and the things they describe. (*wonderful, soft, airy, rotting, tiny*)

### Words With r-Controlled Vowels

Remind children that the letter pair *ar* stands for the /är/ sound, and the letter parts *ir* and *ur* each stand for the /ur/ sound.

- Write the words *dark* and *dirt*. Underline the letters *ar* and *ir*. Ask: *What sounds do these letters make? (/är/, /ur/)*
- Repeat with *garden, turn, and hard*.

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

## Develop Fluency

Echo-read a section from the book by reading a sentence aloud and having children repeat it. Emphasize proper phrasing, intonation, and pace.

## Expand Oral Language/Conversation

**Talk About Gardens** Discuss the living things found in gardens in this book. Ask: *What do you see in the garden? What kinds of plants grow in a garden?* Talk about what other animals, besides the worms, might live in or spend time in the gardens.

## Write and Respond to Reading

**Create a Fact Card** Have children draw and label a picture of an earthworm on one side of an index card. Have them write on the other side of the card two facts they learned from the book. **(Informative/Explanatory)**

**Write Movement Words** Point out the words in the book that show movement, such as *squeeze* and *turn*. Have children think of more words that show movement. Provide the following sentence frames for children to complete with the movement words:

*A worm can \_\_\_\_\_.*

*A worm cannot \_\_\_\_\_.* **(Informative/Explanatory)**

## ELL Bridge

Ask children to write action words from the text, such as *mix, turn, dig, grow, and swallow* on one side of several index cards. Help them find the equivalent words in their home language and write them on the other side. Have partners play charades with the cards, using actions to convey the words. Partners should try to say the English term but may use the equivalent terms if stumped.

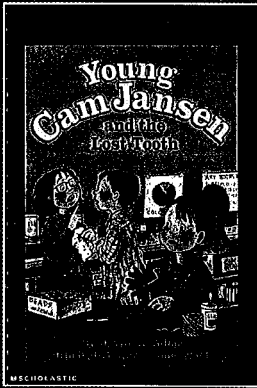
## Connect Across Leveled Texts

*A Monarch Butterfly's Life* by John Himmelman  
Himmelman's book is about the life cycle of a butterfly and Glaser's book tells why worms are wonderful. How does the artwork in each book help you learn more about these creatures?

## Connect to the Internet

Children can find additional fun facts, including information about making worm compost bins, at this site put together by horticulturalists: <http://www.urbanext.illinois.edu/worms/>.

# Young Cam Jansen and the Lost Tooth



## Summary & Standards

**Summary:** Kid detective Cam Jansen helps out when her classmate Annie misplaces her tooth in art class.

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

**Author:** David A. Adler

**Word Count:** 250+

**Genre:** Realistic Fiction

**Themes/Ideas:** using memory; solving a mystery

**Text Type:** Series Book

## Genre/Text Type

**Realistic Fiction/Series Book** Remind children that realistic fiction is a made-up story with characters and situations that could exist in real life. In a series book, children meet characters they will encounter in other books in the series.

## Text Features

**Contents Page** There is a Contents page with a list of the chapter titles.

## Vocabulary

### Academic Vocabulary

**memory** (p. 7): process of remembering what has been learned

**smocks** (p. 17): loose, long shirts worn over everyday clothes to protect them

### Domain-Specific Vocabulary

**mysteries** (p. 18): things that are hard to figure out

**solving** (p. 18): figuring out

## Challenging Features

**Text** Punctuation includes ellipses and hyphens. The words *click* and *ding* appear in different colors or are underlined.

**Content** Much of the book is carried by dialogue. Tell children to picture a scene to keep track of who is talking—and to reread if they lose track.

## Supporting Features

**Text** The book is divided into clearly titled chapters. The sentences are short.

**Vocabulary** The majority of words are everyday words or will be familiar to children from classroom experience.

## A First Look

Show the cover and read the title. Based on the title, ask children to guess which child is Cam Jansen and which child has lost a tooth. Ask: *Where are these children? What do you think is happening?*

## Read and Analyze Literature Cite Textual Evidence

✪ If you have time constraints and want to concentrate on only a portion of the text, use the asterisked prompts to focus discussion.

### Make Predictions

Remind children that when they make predictions, they make guesses about what will happen next. Tell them that in a book with chapters, the end of each chapter is a natural place to make a prediction because each chapter builds upon the one before it.

- ✪ (p. 10) *The first chapter ends with Annie saying, "Oh! My tooth!" Based on the title, what do you think might happen in the next chapter?*
  - ✪ (p. 16) *Think back to the title. What do you think Cam will do in the next chapter? How do you think it will go?*
  - (p. 21) *Was your prediction correct? Make a new prediction about what Cam will do.*
  - (p. 30) *Look back at the first chapter. What clues could have led you to the right prediction about what happens at the end? How did the structure of the book help you make predictions?*
- Praise children for specific use of "Behaviors to Notice and Support" on page 103 of the *Guided Reading Teacher's Guide*.

## Develop Comprehension

### Thinking Within the Text

Talk about the story events and ask:

- *At first, why does Cam think the tooth is in Annie's smock?*
- *What clues are given in the text to hint at where the tooth might be?*

### Thinking Beyond the Text

Talk about characters and their actions:

- *Besides having a photographic memory, how else would you describe Cam Jansen?*
- *What do you think Annie will do with the tooth that Cam found for her?*

### Thinking About the Text

Ask questions about the illustrations, such as:

- *Look at page 20. How can you use the illustration to figure out what Cam is thinking?*
- *Look at page 30. What are these pictures in the cloud? How do they help you understand what Cam is saying?*

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

### Words That Imitate Sounds

Explain that authors sometimes use words that imitate the sounds they are describing.

- Write the words *click* and *ding*. Read them aloud, emphasizing a clicking noise that a camera makes and the dinging noise of a bell.
- Point out that authors sometimes use a string of letters, instead of a word, to spell out a sound. Point out *Rrrr!* on page 24. Ask children how they think it should be read aloud.

### Words With oo

Explain that the letters *oo* can stand for different the sounds in *soon* and *good*.

- Write the words *tooth* and *looked* on a chart or on the board. Underline the *oo* in each word.
- Pronounce each word and have children notice the different sounds that the letters *oo* make.

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

## Develop Fluency

Model how to use punctuation and expression when reading dialogue. Read the dialogue on a page and ask children what they noticed about where you paused and how your voice sounded. Have children do repeated readings of the page until they are able to read it fluently.

## Expand Oral Language/Conversation

**Talk About Memory** Have children describe the classroom scene where Cam proves she has a good memory. Ask: *Why is a good memory helpful for solving mysteries? In what other ways might Cam use her good memory, especially in school?*

## Write and Respond to Reading

**Make a "Missing" Sign** Create a sample "missing" sign for an object and show children the elements: a picture of the object, a headline, details about what the missing thing looks like, and how to contact you. Have children make a "missing" sign for Annie's tooth that she could have posted. **(Informative/Explanatory)**

**Write a Diary Entry** Have children write a few sentences that Cam might write in her diary when she gets home from school at the end of the day to tell about what happened. **(Narrative)**

## ELL Bridge

Have children work with partners to retell major events in the story, using the illustrations as a guide. Model using page 6 as an example: *Cam and her friends are in art class. They are making turkeys.* Assign one chapter to each set of partners who will work to write summaries.

## Connect Across Texts

*Owl at Home* by Arnold Lobel

Both Adler and Lobel use dialogue to show what their characters are thinking. Invite children to find examples from these books. Talk about how dialogue helps readers better understand the characters and the plot in each story.

## Connect to the Internet

Cam uses her memory to solve the problem. Games can help make memory better. Children can find an assortment of memory games to play at <http://www.pbskids.org/games/memory.html>.