

GUIDED READING PROGRAM

Nonfiction Focus

2nd Edition



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

- **Biblioburro**
- **City Tales**
- **Elephants (Amazing Animals)**
- **Frogs!**
- **A House for Hermit Crab**
- **Panda Kindergarten**
- **We Are Alike, We Are Different**
- **What Do Roots Do?**
- **What Do You Do With a Tail Like This?**
- **Winter Wonderland**

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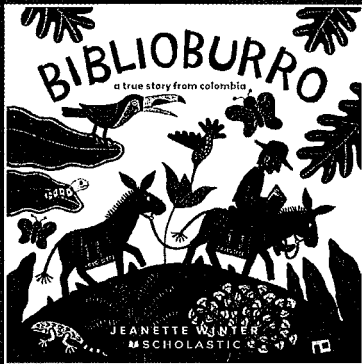


 **SCHOLASTIC**

ITEM S-HT5-64738-X



Biblioburro



Summary & Standards

Summary: Read the true story of Luis Soriano, who travels with his pair of burros to remote villages in Colombia to share his collection of books with children.

CCSS.ELA-Literacy: Integrate and evaluate content presented in diverse formats, including visually and quantitatively (CCRA.R7); assess how point of view or purpose shapes the content and style of a text (CCRA.R6).

Author: Jeanette Winter

Word Count: 250+

Genre: Informational Text

Themes/Ideas: real-life heroes; the transformative power of books

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

Illustrations Colorful illustrations add detail and include speech bubbles for the characters.

Vocabulary

Academic Vocabulary

balks (p. 14): stops and refuses to go on

budge (p. 15): move

sturdy (p. 10): strong

Domain-Specific Vocabulary

Colombia (p. 5): a country in South America

Challenging Features

Text Children may be confused by the text in speech balloons. Explain that this text is what characters are saying, so it has been given a distinctive look.

Vocabulary Children may be challenged by the Spanish title *Biblioburro*. Explain that *biblio-* is a word part that relates to books and a burro is a small donkey, so *Biblioburro* is a donkey library—a bookmobile on the back of a burro!

Supporting Features

Text Illustrations support and further the text.

Content While the setting for this story may be unfamiliar to children, they should be familiar with the concept of borrowing books from a library.

A First Look

Read and discuss the book's title. Make sure children understand what a burro is and the word part *biblio-*. Explain that Colombia is a country in South America. Then ask: *Based on the details in the illustration, what do you think this book will be about?*

Read and Analyze Informational Text 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.

Use Information from Illustrations and Text

Explain that this book is based on the true story of Luis Soriano, a schoolteacher who began bringing books to children and adults in remote villages in Colombia in 2000. (Note: Book pages are not numbered. The title page is page 1.)

✪ (pp. 4–7) *How do the text and illustrations work together to show the difference between how Luis feels about books and how Diana feels about them? What is the purpose of the speech bubble?*

(pp. 16–17) *Based on Luis's reaction to the bandit, what words would you use to describe his character?*

✪ (pp. 22–23) *Explain what is happening on these pages. How does the author show what the story that Luis reads to the children is about?*

(pp. 28–31) *Why did the author write the story of Luis? What does the story tell you about the power of books?*

Praise children for specific use of "Behaviors to Notice and Support" on page 105 of the *Guided Reading Teacher's Guide*.

Develop Comprehension

Thinking Within the Text

Have children look at pages 4 and 5. Ask:

- *What is the setting of the book?*
- *How does the setting affect what happens in the text?*

Thinking Beyond the Text

Point out the author's note on page 32. Ask:

- ❖ *Why might a schoolteacher like the real Luis want to share books with children? Why might the author want to share his story in this way?*
- ❖ *How do you think Luis and his Biblioburro have affected the children in isolated villages in Colombia? How does the book convey this?*

Thinking About the Text

Discuss the author's reason for writing this book. Ask:

- *Look at Luis's quote at the top of page 32. Why did the author feature the quote? Determine its meaning.*
- *What is the author's central message?*

Focus on Foundational Skills Phonics and Word-Solving Strategies

Homophones

Remind children that homophones are words that sound alike but have different meanings. They may have different spellings, too.

- Point out the word *there* on page 5. Write the word *there* on the board and discuss its meaning. Ask: *What words sound the same as there but have different spellings and different meanings?* Discuss the words *their* and *they're* and their meanings.
- Explain that some homophones, such as *there*, *their*, and *they're* are commonly confused in reading and writing.
- Have children find the following words in the text: *one* (p. 6), *sun* (p. 14), *reins* (p. 15), *hear* (p. 16), *meet* (p. 19), and *tale* (p. 20). Then challenge them to tell the meaning of each word, name a homophone for it, and give the homophone's spelling and meaning.

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

Develop Fluency

Model reading pages 8 and 9, using punctuation as a guide for proper pacing and expression. Point out the quotation marks and exclamation point. Then have partners practice reading the selection aloud.

Expand Oral Language/Conversation

Talk About Libraries Lead a discussion about libraries. Have children discuss their experiences going to and borrowing books from libraries. Have them compare and contrast the libraries they have visited with the Biblioburro.

Write and Respond to Reading

Make a Poster Have children make a poster that promotes reading and describes Luis's Biblioburro. The poster should get children excited about reading and borrowing books from the Biblioburro. **(Informative/Explanatory)**

Write About Character Have children write a paragraph giving their opinion about what kind of person Luis is judging from the things he does, such as traveling miles through the jungle to deliver books for children and bringing surprises. **(Opinion)**

ELL Bridge

Page through the book and have students talk about the pictures. Then invite each child to choose a picture and write a caption to go with it. Remind children that a caption gives information that helps readers learn more about the picture. Have volunteers read their captions while others guess which picture it goes with.

Connect Across Texts

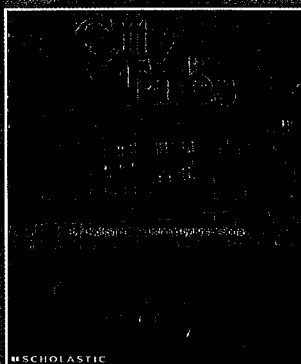
Ruby Bridges Goes to School by Ruby Bridges

Both Ruby and Luis showed great determination. Use examples from the two books to help children understand that when people are determined to achieve a goal they keep trying even when they face big challenges.

Connect to the Internet

Share this website with children so they can watch Luis Soriano set up his Biblioburro: <http://www.ayokaproductions.org/content/biblioburro-donkey-library>. The audio is in Spanish, but it has English subtitles.

City Tales



Summary & Standards

Summary: Two good friends play a storytelling game. As they add to each other's stories, they create a rich fantasy.

CCSS.ELA-Literacy: Interpret words and phrases and analyze how specific word choices shape meaning or tone (CCRA.R4); analyze the structure of texts, including how specific portions relate to each other and the whole (CCRA.R5).

Author: Geof Smith

Word Count: 250+

Genre: Realistic Fiction

Themes/Ideas: using one's imagination; collaborating on ideas

Text Type: Picture Book

Genre/Text Type

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

Text Features

Illustrations The illustrations add humor and detail to the characters' fantasy.

Vocabulary

Academic Vocabulary

controls (p. 12): levers and switches that make something go

reputation (p. 7): commonly held opinion of someone's character

Domain-Specific Vocabulary

elevated (p. 11): raised up above the ground

sewer (p. 8): a pipe to carry away water and waste

Challenging Features

Text The sentences are quite long and there is much dialogue. Remind children to notice where quotation marks begin and end.

Content On page 4, the author sets the stage for how the characters tell tall tales, or stories with exaggerated characters and imaginary situations. Children may get confused by the stories within the story.

Supporting Features

Text The detailed illustrations support the boy's creative storytelling.

Vocabulary Because of the extensive dialogue, most of the vocabulary is accessible. The meanings of difficult words can be determined by context.

A First Look

Have children examine the cover and read the title. Then ask: *Why do you think the alligator is in the picture?* Let them suggest some possibilities. Then ask: *What is a tale? Is it different from a story? Why might the title of the book use the word tales instead of tale?* Conclude by saying: *Let's find out what these tales are about.*

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.

Determine Meanings of Words

Remind children that an author's choice of words and phrases can make a story more interesting and also set the mood and tone.

(p. 2) *The author writes, "Telling what was true had nothing to do with it." What does this statement tell the reader about what is to follow?*

✦ (p. 4) *What does the word disguise mean? Which words in the text help you know its meaning? What does the "varmint with big teeth" refer to?*

✦ (p. 8) *What does vanished mean? Which words in the text help you understand the meaning of vanished? How does Paul help you picture what life is like for the alligators in the sewers? How would you describe the picture he paints?*

✦ (p. 12) *Which phrase means "took over driving the train"? How are the author's words more interesting than "took over driving the train"?*

Praise children for specific use of "Behaviors to Notice and Support" on page 105 of the *Guided Reading Teacher's Guide*.

Develop Comprehension

Thinking Within the Text

Remind children that characters in a story often have problems to solve. Point out pages 7–8. Talk about the problem the people who bought the alligator have, how they try to solve their problem, and how their problem leads to the rest of the storytelling.

Thinking Beyond the Text

Have children look at pages 14–16. Ask:

- *What can you tell about the boys from the stories they make up?*
- *Why do the boys look into sewers at the end of the book, even though they know they made up their story about the alligators?*

Thinking About the Text

Remind children that *City Tales* is a story about two boys telling a story. Ask:

- ✦ *How does the author create a story within a story?*
- ✦ *How do the boys connect their two tales?*

Focus on Foundational Skills Phonics and Word-Solving Strategies

Prefixes

Point out the word *subway* on page 11. Show how it can be divided into the word parts *sub-* and *way*. Explain that *way* is a path or road, and *sub-* is a prefix that means *under* or *below*.

- Point out *underground* on the same page. Ask: *What are the word parts in underground? What does each part mean?*
- Have children think of other words with the prefixes *sub-* and *under-*.

Contractions

Point out the word *that's* on page 4, meaning “that is.” Explain that the apostrophe takes the place of the letter *i* in *is*.

- Have children find *it's* on the page. Ask them what letter the apostrophe replaces.
- Continue with *let's*, *aren't*, and *doesn't*.

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 with proper intonation, using an exaggerated tone for the fantastical story events. Have children practice with a partner, varying their intonation to fit the events of the story.

Expand Oral Language/Conversation

Talk About Storytelling Ask children to think about the fun of storytelling. Ask: *Why do the boys enjoy telling a story? How do they help each other tell their story?*

Write and Respond to Reading

Make a Problem/Solution T-Chart Have children list three or four problems the characters face in the left column. Then have them list the problems' solutions in the right column. **(Narrative)**

Noting Character Changes The alligators in the boys' story seem to change. Have children describe those transformations using sentence frames:

The alligators seem like ordinary animals when they _____.

The alligators seem like people when they _____.

The alligators seem like superheroes when they _____.

ELL Bridge

Read a section aloud, using gestures to communicate the boys' and the alligators' actions and feelings. Ask children to gesture as they read to express what is happening in the story.

Connect Across Texts

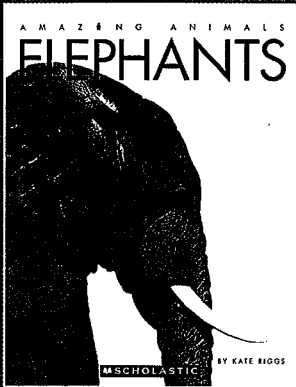
Cam Jansen and Triceratops Pops Mystery by David A. Adler

In Adler's chapter book, Cam and her friend Eric find a mystery when they visit a shopping mall. How is the friendship between these two characters similar to the friendship between the character in *City Tales*?

Connect to the Internet

Share with children the following website to hear folktales and fables from around the world: <http://pbskids.org/lions/stories>.

Elephants (Amazing Animals)



Summary & Standards

Summary: Wonderful photographs provide information about these huge, peaceful plant eaters.

CCSS.ELA-Literacy: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas (CCRA.R.2); read closely to determine what the text says explicitly and to make logical inferences; cite specific textual evidence to support conclusions (CCRA.R.1).

Author: Kate Riggs

Word Count: 250+

Genre: Informational Text

Themes/Ideas: identifying animal characteristics; connecting folklore to the natural world

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

Definitions Footnotes provide definitions for difficult words.

Captions Short captions add information about the pictures.

Vocabulary

Academic Vocabulary

continents (p. 4): Earth's seven main spans of land
wild (p. 4): not tame

Domain-Specific Vocabulary

hyenas (p. 15): large dog-like animals
jungles (p. 11): land in warm areas covered with forests

Challenging Features

Text Metric conversions and pronunciation guides appear in parentheses. Point these out and explain their purpose.

Content A fable is retold at the end of the book and departs from the informational nature of the text.

Supporting Features

Text Most pages include only one paragraph, focused on a main idea. The text is large and is surrounded by plenty of white space.

Vocabulary Children will find it helpful to see the key words defined on the same page.

A First Look

Read the title and show the front cover. Ask: *Why do you think this book is part of a series called Amazing Animals? What do you think is amazing about the elephant shown on the cover?* Show children a map and point out sub-Saharan Africa and southeast Asia. Explain that elephants can be found in the wild in these places. Ask: *What do you expect to read about in a book about elephants?*

Read and Analyze Informational Text Cite Textual Evidence

Determine the Main Idea

Explain that some books have one main idea, but each page within the book might also have its own main idea. Sometimes a sentence on a page will tell a main idea, but other times, readers might have to read carefully to figure out the main idea.

(p. 11) *What is the information on this page about? Is there a sentence that states the main idea?*

(p. 12) *What idea did the author write about on this page? Is there a sentence that states the main idea?*

(p. 19) *This page doesn't have a sentence that tells the exact main idea. Read the page. What details can help you figure out the main idea?*

(p. 20) *Can you tell the most important idea of the entire book in one sentence?*

Praise children for specific use of "Behaviors to Notice and Support" on page 105 of the *Guided Reading Teacher's Guide*.

Develop Comprehension

Thinking Within the Text

Remind children that good readers ask and answer questions about a text as they read. Have children ask questions for their classmates to answer using information from the text.

Thinking Beyond the Text

Talk about elephant habitats:

- *What details are in the photographs about where elephants live? How do elephants' bodies help them live in these places?*
- *How would elephants' lives be different on savannas and in jungles?*

Thinking About the Text

Talk about "An Elephant Story" from page 22:

- *This story is different from the rest of the book. How does the story connect to real elephants?*
- *What does this tale add to the informational text?*

Focus on Foundational Skills Phonics and Word-Solving Strategies

Three-Syllable Words

Explain that sometimes breaking longer words into parts can help when reading them.

- Write the words *elephant, continent, savannas, predators, hyenas, and crocodile*.
- Use slashes to divide syllables (*el/e/phant, con/ti/nent, sa/van/nas, pred/a/tors, hy/e/nas, croc/o/dile*). Sound out the syllables and have children repeat after you.

Comparative Endings -er and -est

Remind children that the endings *-er* and *-est* show how things compare with each other.

- Write the words *large, larger, and largest*. Explain that one elephant can be *larger* than another. But when an elephant is larger than many elephants, it is the *largest* of the group.
- Repeat with the words *big, bigger, and biggest*. Note that the *g* had to be doubled before adding the endings.

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, paying particular attention to punctuation. Emphasize proper intonation, pace, and phrasing. Then read aloud one sentence at a time and have children repeat it after you.

Expand Oral Language/Conversation

Talk About Animal Groups Explain that some animals spend their adult years on their own, but some, like elephants, live in groups. Talk about the advantages and disadvantages of animals living in herds. How would it affect eating and sleeping? How might animals have different jobs in a herd?

Write and Respond to Reading

Make a Chart Model creating a two-column chart showing information about elephants with column heads of "African Elephant" and "Asian Elephant." Rows can have labels such as "Weight," "Diet," and "Environment." Have children work with a partner to decide what facts from the book to include. (Informative/Explanatory)

Write a Fable Have children write a two-paragraph fable telling how the elephant got another feature—for example, its wrinkled skin, its tusks, or its ears. They can pattern it on the story mentioned on page 22. Have children share their stories. (Narrative)

ELL Bridge

Assign pairs of children one photograph each and ask them to work together to write one sentence describing what they see in the picture. Have children share their sentences in a group.

Connect Across Texts

Wild Dogs by Lynette Evans

Invite children to compare the ways in which the text, photos, and captions in each book help readers understand how young animals are cared for and protected by the adults in the group. Why are the photographs so important in each book?

Connect to the Internet

Have children find additional elephant facts and photographs at the World Wildlife Fund's website: <http://www.worldwildlife.org/species/elephant>. Ask children what people do to help elephants.

Frogs!



Summary & Standards

Summary: Frogs around the world can differ in what they need to survive and stay safe. But they also share many characteristics.

CCSS.ELA-Literacy: Analyze how and why individuals, events, or ideas develop and interact over the course of a text (CCRA.R3); determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas (CCRA.R2).

Author: Elizabeth Carney

Word Count: 250+

Genre: Informational Text

Themes/Ideas: identifying different kinds of frogs; learning how frogs live and grow

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 of the chapters.

Informational Text Features

Picture Glossary Photos support definitions that explain the meaning of difficult words.

Captions Captions and labels add information.

Vocabulary

Academic Vocabulary

deadly (p. 22): likely to cause death

bulge (p. 29): to swell or curve outward from a flat surface

Domain-Specific Vocabulary

webbed (p. 28): having toes connected to one another by a layer of skin

gland (p. 29): an organ or body part that produces and releases a liquid to perform a job in the body

Challenging Features

Text Children may not know where to begin reading on pages filled with text, inset photos, and captions. Help them locate the beginning of chapters.

Content Children may find some of the scientific facts difficult and need further explanation.

Supporting Features

Text The contents and headings divide the text into logical sections. Photographs support the text.

Vocabulary Fact boxes and the Picture Glossary provide definitions for difficult terms.

A First Look

Talk about the cover and have children describe what they see. Ask: *How can you tell that this is informational text?* Have children use the title and photo to predict what they think they might learn about frogs when they read the book.

Read and Analyze Informational Text 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.

Compare and Contrast

Note that one way that readers can connect ideas in a text is to compare and contrast them.

✦ (pp. 6–7) *What are some ways in which the habitats of different kinds of frogs are alike and ways in which they are different?*

(pp. 8–12) *How are the reasons that frogs make sounds alike or different?*

✦ (pp. 16–19) *Compare and contrast the sizes and colors of different kinds of frogs.*

✦ (pp. 24–27) *Compare and contrast what a frog looks like during different stages of its life cycle.*

(pp. 28–29) *What are some ways in which frogs and toads are alike and ways in which they are different?*

(pp. 30–31) *Recall what you have read so far about how frogs keep themselves safe from danger (p. 10 and pp. 20–23) and compare and contrast that information with the information in this section.*

Praise children for specific use of “Behaviors to Notice and Support” on page 105 of the *Guided Reading Teacher’s Guide*.

Develop Comprehension

Thinking Within the Text

Have children take turns using details from the text to summarize what they learned. Ask:

- What is the best way to summarize *Frogs*?
- Which key details are necessary to include in a summary of this book? Which details can be left out?

Thinking Beyond the Text

Sometimes readers must make inferences to understand the text completely. Ask:

- What might be the reason frogs do not live in Antarctica?
- Why does a dancing frog dance instead of making sounds?

Thinking About the Text

Have children look at pages 26–29 and examine some of the ways the author uses text features to make it easier to connect science concepts. Ask:

- What text features does the author use to show the sequence of events of a frog's life?
- What text features does the author use to compare and contrast frogs and toads?

Focus on Foundational Skills Phonics and Word-Solving Strategies

Words With *-ing*

Remind children that adding *-ing* to verbs tells about an action that is happening in the present.

- Have children find the word *croaking* on page 8 and read it aloud. Point out how the ending *-ing* has been added to the verb *croak*.
- Have children find the verb *hopping* on page 5 and read it aloud. Point out that when a verb is short and ends with a consonant, the consonant is doubled before *-ing* is added to the verb.
- Have children find the verb *dancing* on page 11 and read it aloud. Point out that when a verb ends in e, the e is dropped before adding *-ing*.
- Have children work with a partner to find other *-ing* verbs in the book and identify what, if anything, changed before *-ing* was added. (*passing, breathing, swimming, gliding*)

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 and phrasing to chunk words together as you read a page. Have children repeat each sentence. Then have children read the page with you, pointing to the words as they read.

Expand Oral Language/Conversation

Talk About Animal Needs Discuss how all animals need certain things to live, such as food and water. Talk about the facts this book provides about how different kinds of frogs meet these needs.

Write and Respond to Reading

Write and Draw a Comic Scene Have children use pages 30–31 as a model for drawing their own comic scene depicting one of the other frogs from the book as a superhero. Remind them to write a caption explaining the frog's "super power" and to use descriptive words and words that imitate sounds. (**Narrative**)

Make a Word Web Have children make a word web to organize information about one topic from this book. For example, children might put "What Frogs Eat" in the center oval and record facts about the diets of different frogs in the surrounding ovals. (**Informative/Explanatory**)

ELL Bridge

Use the photographs to support vocabulary development for adjectives and nouns that can be used to describe frogs and their parts: *pink, long, sticky, smallest, largest, green, brown, stripes, spots, red, yellow, orange, blue, smooth, and bumpy*. Invite children to take turns drawing a frog that has one or more of these characteristics, then have them use these words to write a sentence describing the frog in their picture.

Connect Across Texts

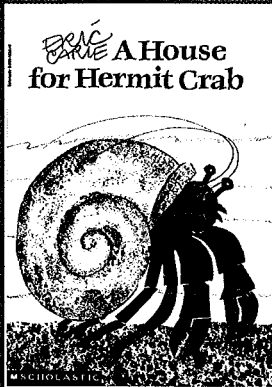
What Do You Do With a Tail Like This? by Steve Jenkins and Robin Page

Compare Jenkins's drawings with the photos in *Frogs!* Discuss how art can add information and extend meaning in a text. What are the most amazing facts and images in each book?

Connect to the Internet

Share this website with children to continue to explore the subject of frogs: <http://animals.sandiegozoo.org/animals/frog-toad>.

A House for Hermit Crab



Summary & Standards

Summary: When Hermit Crab outgrows his shell, he finds a larger one to live in. This new shell is too plain, he thinks, so Hermit Crab looks to his friends for help.

CCSS.ELA-Literacy: Analyze how and why individuals, events, or ideas develop and interact over the course of a text (CCRA.R.3); read closely to determine what the text says explicitly and to make logical inferences; cite specific textual evidence to support conclusions (CCRA.R.1).

Author: Eric Carle

Word Count: 250+

Genre: Fantasy

Themes/Ideas: learning about hermit crabs; thinking about new experiences in a positive way

Text Type: Picture Book

Genre/Text Type

Fantasy/Picture Book Remind children that fantasy is a story that could not happen in the real world. Illustrations help the reader picture the fantasy.

Text Features

Sea Animal Descriptions On page 28, the author gives factual information about the sea animals featured in the story. Share this with students.

Vocabulary

Academic Vocabulary

debris (p. 13): scattered pieces of a thing that has been broken or destroyed

snug (p. 2): warmly comfortable or cozy

swayed (p. 7): moved back and forth

Domain-Specific Vocabulary

algae (p. 13): small, rootless, leafless, plant-like organisms that live in water and wet areas

Challenging Features

Text Children may have difficulty following the dialogue when more than one character speaks in a paragraph. Have them pay attention to the dialogue tags.

Vocabulary The names of some of the sea animals may challenge children. Help with pronunciations.

Supporting Features

Text The illustrations support the story and provide details about Hermit Crab and his friends.

Content Children will enjoy a charming story and learn facts about hermit crabs and other sea animals.

A First Look

Read the title and talk about the cover. Ask: *What do you know about crabs? What do you know about hermit crabs?* Then say: *Let's find out what kind of house Hermit Crab finds.*

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.

Understand Problem and Solution

Explain to children that the plot of a story usually deals with a character's problem. Sometimes the problem involves wanting or needing something. As the story unfolds, readers learn how the character solves the problem. (Note: Book pages are not numbered. The title page is page 1.)

☉ (pp. 2–5) *What is the problem Hermit Crab must solve in January? Why is he frightened? What is Hermit Crab's concern about the new shell he finds in February?*

(pp. 12–19) *Why does Hermit Crab add the snail to his house? Why does he add the sea urchin? Why does he need the lanternfish?*

(pp. 21–23) *What happens in October that makes Hermit Crab think his house is perfect? What does he realize in November? How does he feel?*

☉ (pp. 24–27) *How does Hermit Crab solve his problem? What does he realize? What questions do you have about the story?*

Praise children for specific use of "Behaviors to Notice and Support" on page 105 of the *Guided Reading Teacher's Guide*.

Develop Comprehension

Thinking Within the Text

Have children turn to pages 28 and 29. Ask:

- How is Hermit Crab's reaction to being out of his shell this January different from his reaction last January? Why do you think so?
- How is Hermit Crab's reaction to finding a plain shell different from last February?

Thinking Beyond the Text

Have children determine the central message of the book. Ask:

- What causes Hermit Crab to feel differently about finding a new shell the second time?
- What is the central message, or lesson, of this story?

Thinking About the Text

Talk about the illustrations. Ask:

- How do the illustrations give the reader more information about Hermit Crab?
- How do the illustrations tell the reader more about the sea animals that Hermit Crab meets throughout the year?

Focus on Foundational Skills Phonics and Word-Solving Strategies

Adverbs Ending in -ly

Remind children that adverbs tell about verbs, adjectives, or other adverbs. Adverbs tell *how*, *when*, and *where*. The suffix *-ly*, when added to an adjective, forms an adverb. For example, if you add *-ly* to the adjective *glad*, you form the adverb *gladly*.

- Point out the word *gently* on page 9. Ask: *What is the base word of gently? (gentle)* Explain that *gentle* is an adjective. When *-ly* is added to *gentle*, it becomes an adverb. Ask: *What does the adverb gently describe? (how Hermit Crab picks up the sea anemone)*
- Have partners point out the other adverbs on pages 11–17. (*carefully, gingerly, happily, gratefully*) Have them tell the adverb's base word (or adjective) and what the adverb is describing.

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

Develop Fluency

Have students whisper-read several pages to themselves, practicing proper pronunciation and pacing. Walk around and listen to children as they read. Offer immediate feedback.

Expand Oral Language/Conversation

Talk About Moving Point out that Hermit Crab calls his shell his house. Ask: *Why does Hermit Crab fear this change? Why do people often fear change, such as moving to a new home or town?* Ask: *What can readers learn from Hermit Crab's experience of moving to a new house?*

Write and Respond to Reading

Make a Book Have children draw a picture of one of the animals listed on the information page at the back of the book. Then, have them use the information as a reference and write three facts about the animal. Collect the pages and put them together in a book for the class library. **(Informative/Explanatory)**

Write Dialogue Reread with children the last page of the story. Have children imagine a scene in which Hermit Crab meets one of the sea animals he mentions on page 29. Then have children write the dialogue between the two characters. Help children accurately use quotation marks. **(Narrative)**

ELL Bridge

Use visuals to help children understand the story's sequence of events. Provide children with pictures of a hermit crab, sea anemones, starfish, corals, snails, sea urchins, lanternfish, and pebbles. Then have children use the pictures to retell the story events. Encourage children to use complete sentences in their retellings.

Connect Across Texts

Frogs! by Elizabeth Carney

Frogs live all over the world, but different frogs live in different habitats. Use the word *habitat* to talk about where Hermit Crab lives. What other creatures are part of Hermit Crab's ocean habitat?

Connect to the Internet

For more information about hermit crabs that children will enjoy, visit <http://library.thinkquest.org/05aug/01006/hermitcrabs.htm>.

Panda Kindergarten



Summary & Standards

Summary: Many panda cubs are born in the Wolong Nature Reserve in China. With the help of volunteers, they grow strong, learn in panda kindergarten, and later return to the bamboo forests.

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); determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas (CCRA.R2).

Author: Joanne Ryder

Word Count: 250+

Genre: Informational Text

Themes/Ideas: protecting and helping wildlife; exploring and learning about the world

Text Type: Photo Essay

Genre/Text Type

Informational Text/Photo Essay Remind children that informational text has facts about a topic. In a photo essay, information is supported with a series of photos.

Informational Text Feature

Fast Facts The author includes a bulleted list of facts and numbers relating to giant pandas.

Vocabulary

Academic Vocabulary

constant (p. 12): all the time or very often

rare (p. 3): occurring not often

protected (p. 3): kept safe

Domain-Specific Vocabulary

nursery (p. 10): a place where very young animals or babies are cared for

Challenging Features

Text Some children may have difficulty reading longer, more complex sentence structures. Point out the line breaks, which should be helpful.

Vocabulary Children may need help in pronouncing *Wolong*, the name of the nature reserve. Help define the word *reserve* as an area of land where animals are given special protection.

Supporting Features

Text The margins are wide, and most pages are not text heavy. The photos support the text.

Content Children will have read about, and may have personal experience in caring for, young animals. They also will be able to relate to the kindergarten experience.

A First Look

Look at the photos and discuss the title. Ask: *What are some things you remember learning in kindergarten? What do you think baby pandas might learn in kindergarten?* Read aloud and discuss the review on the back cover.

Read and Analyze Informational Text 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.

Ask and Answer Questions

Remind children that questions they ask themselves as they read may begin with the question words *who, what, when, where, why, and how*. (Note: Book pages are not numbered. The title page is p. 1.)

(pp. 2–3) *Where does this photo essay take place? What is so remarkable about the photo on page 3?*

(pp. 8–10) *Who helps the mother panda care for her pandas in the nursery? In what way do the “kind, trained people” help a mother panda who has twins?*

⊗ (pp. 14–17) *When is a panda ready for kindergarten? In what ways might getting used to kindergarten be the same for pandas as it is for children in school?*

⊗ (pp. 20–21) *How do pandas play? What words would you use to describe the pandas?*

(pp. 28–29) *Why are some of the pandas sent to live in the bamboo forests?*

Praise children for specific use of “Behaviors to Notice and Support” on page 105 of the *Guided Reading Teacher’s Guide*.

LEVEL 1

Develop Comprehension

Thinking Within the Text

Discuss the details in the text. Ask:

- *What do the pandas learn in kindergarten?*
- *How does the pandas' outdoor training prepare them for life in the wild?*

Thinking Beyond the Text

Guide children to grasp the main point of the book. Ask:

- ❖ *What message do you think the author is trying to give the reader?*
- ❖ *How might the people at the reserve track the pandas who are let loose in the wild? Why is panda kindergarten an important program for helping pandas?*

Thinking About the Text

Help children discuss the relationships of the people at the reserve.

- *How do the photos help you understand the relationship of the people at the reserve with the pandas they care for and study?*
- *What relationship do you think the photographer, Dr. Katherine Geng, had with the Wolong Nature Reserve?*

Focus on Foundational Skills Phonics and Word-Solving Strategies

Adjectives Ending in y

Explain that sometimes, the letter *y* can be added to a word to turn it into an adjective. An adjective is a word that describes other words.

- Use the word *fuzzy* on page 4 as an example. Write it on the board or on a chart. Then ask: *What is fuzz? What does fuzzy mean?*
- Ask: *How does the base word help you understand this word? How does the -y ending change the meaning of the word? (Adding -y changes the word to an adjective meaning "full of" or "lots of.")*
- Repeat with other adjectives ending in *-y*, such as *furry*, p. 7; *healthy*, p. 10; *slippery*, p. 18; and *sleepy*, p. 25.

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

Develop Fluency

Review how to pronounce large numbers aloud by writing the numbers from page 32 on the board and practicing how to pronounce each one. Then have children work in pairs to read the facts aloud, paying special attention to pronouncing the numbers accurately.

Expand Oral Language/Conversation

Talk About Pandas Review the fast facts about why pandas are threatened and how many pandas are left living in the bamboo forests of southwest China. With that understanding, guide children to discuss the importance of the Wolong Nature Reserve. Then discuss other things that can be done to help save pandas from extinction.

Write and Respond to Reading

Make a Poster Have children create posters with photos or pictures of pandas. Ask children to say why they think panda conservation is important, and what they find especially appealing about pandas. (**Opinion**)

Make a Venn Diagram Have children make a Venn diagram to compare and contrast a children's kindergarten with a panda kindergarten. (**Informative/Explanatory**)

ELL Bridge

Use motions to reinforce the verbs ending with *-ing* on pages 21 and 23. Point to each verb and read it aloud. Then model motions to go along with the verbs, like touching your toes or tugging something. Have children repeat the word as they point to it. Then have them mimic the motion.

Connect Across Texts

Elephants by Kate Riggs

Riggs tells about another plant eater, the elephant. How are the problems facing panda and elephant habitats similar? Talk about the importance to both species of human efforts to keep populations healthy and protected.

Connect to the Internet

For more facts about giant pandas, visit: www.worldwildlife.org/species/giant-panda.

We Are Alike, We Are Different



Summary & Standards

Summary: Full-page photos and fun text features teach readers of this book about diversity.

CCSS.ELA-Literacy: Analyze the structure of texts, including how specific portions relate to each other and the whole (CCRA.R5); delineate and evaluate the argument and specific claims, including the validity of the reasoning as well as the evidence (CCRA.R8).

Author: Janice Behrens

Word Count: 250+

Genre: Informational Text

Themes/Ideas: respecting others; learning about diversity

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 of the chapters.

Informational Text Features

Glossary A list of new words reinforces vocabulary.

Index A brief index shows where to find key words and topics.

Vocabulary

Academic Vocabulary

tuba (p. 14): a large, deep-toned musical instrument

wheelchair (p. 16): a chair on wheels

Domain-Specific Vocabulary

chopsticks (p. 12): sticks for handling food

Challenging Features

Text Some children may have difficulty sustaining reading through multiple-sentence paragraphs. Encourage them to focus on one sentence at a time.

Vocabulary Some new words and some words or phrases in various languages may be difficult for some children. Encourage them to break unfamiliar words into smaller parts.

Supporting Features

Text Repeated phrases and a predictable structure will help children focus on the important information.

Content The text is organized by chapters with clear headings to introduce the idea. A table of contents directs readers to each chapter.

A First Look

Display the front cover and read the title. Have children describe the cover. Ask: *Based on the title and photo, what do you think this book will be about?* Read the back cover. Then say: *Let's find out more!*

Read and Analyze Informational Text Cite Textual Evidence

Understand Text Features

Discuss that knowing how a text is organized is a key to understanding the content. Authors of informational text often use helpful features to help the reader navigate, such as sidebars, captions, tables of contents, glossaries, and indexes.

(p. 3) *Look at the table of contents. What do you think the first chapter in this book will be about? Where would you find information about how we all say hello?*

(p. 4) *Look for the bold word on this page. Now turn to pages 22–23. Can you find the bold word from page 4? How will this glossary help you understand these new words better?*

(p. 7) *How does the question in this caption help you think more deeply about the text?*

(p. 12) *Notice the label and yellow arrows pointing to the picture. How does this help you understand the bold word from the paragraph?*

(pp. 20–21) *Why do you think the author arranged the new words from different languages in separate text bubbles? How does the color of the text help you understand which word is new?*

Praise children for specific use of “Behaviors to Notice and Support” on page 105 of the *Guided Reading Teacher’s Guide*.

Develop Comprehension

Thinking Within the Text

Discuss that the author uses a compare-and-contrast structure to show similarities and differences among things. As you read, ask children to tell what the author is comparing. At the end of each section, ask:

- *What are some things that are alike about people? What things are different?*

Thinking Beyond the Text

Turn to page 18 and read it aloud. Then discuss the author's purpose in writing this book. Ask:

- *Why does the author want readers to think about diversity—how people are the same and how they are different?*
- *What detail on page 18 gives us a clue about what the author hopes readers will learn from this book?*

Thinking About the Text

Ask children to think about the author's choice of structure. Ask:

- *Why does she repeat the sentence, "We are all alike," at the beginning of each section?*
- *Why do you think she chose a compare-and-contrast structure to discuss diversity? How does this help express her main idea?*

Focus on Foundational Skills Phonics and Word-Solving Strategies

Plurals

Remind children that plurals name more than one thing, such as *cats*. Most plurals are formed by adding an *s* to the end of the word.

- Have children turn to page 12 and identify which words name more than one thing and end with the letter *s* (*things, noodles, chopsticks, burgers, pickles*). Have them cover the *s* to find the singular of each word, then choose one word to use in a new sentence.
- Have partners go on a plural hunt for more plural words throughout the book.
- You may want to point out that the word *people* on page 4 is an irregular plural, which means it is spelled differently from its singular, *person*.

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

Develop Fluency

Model fluent reading of longer segments, such as the middle paragraph on page 10. Be sure to give attention to the length of pauses between sentences and to fluid transitions. Have children practice with a partner reading a different multi-sentence paragraph from the book, focusing on fluid transitions.

Expand Oral Language/Conversation

Different Ways to Play Use examples from the book to discuss how different people enjoy different activities. Ask: *How does knowing about the things other people like to do help you think about new things that you might like to try?*

Write and Respond to Reading

Write a Comparison Have partners write a short paragraph about themselves using the pattern from page 6 in the book. For example: "We are alike. We wear clothes. We wear different things. Anya wears a polka-dot dress. Carlos wears blue jeans." (**Informative/Explanatory**)

Write a Story Direct children to the glossary on pages 22–23. Tell them that they should choose three words from those pages and use the words in a short story about two children that are alike and yet different. (**Narrative**)

ELL Bridge

Have children practice picture and word correspondence. Point out items in each photo and then the names of those objects in the text. Have children repeat the names after you. Ask them to describe as much as they can in each picture. Then have children chorus read the page aloud with you.

Connect Across Texts

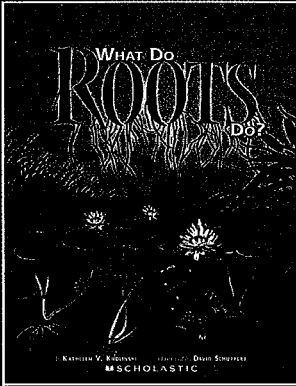
Biblioburro by Jeanette Winter

Invite children to think about how much joy the *Biblioburro* brought with its book. Talk about how people all over are alike in the way they enjoy books.

Connect to the Internet

For more information on diversity that children might enjoy, visit: <http://www.cyh.com/HealthTopics/HealthTopicDetailsKids.aspx?p=335&np=286&id=2345>.

What Do Roots Do?



Summary & Standards

Summary: Take an in-depth look at one of the most fascinating plant parts: roots! Rhythmic, rhyming text introduces readers to all kinds of roots.

CCSS.ELA-Literacy: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas (CCRA.R2); interpret words and phrases and analyze how specific word choices shape meaning or tone (CCRA.R4).

Author: Kathleen V. Kudlinski

Word Count: 250+

Genre: Informational Text

Themes/Ideas: respecting nature; identifying plant parts and their functions

Text Type: Picture Book

Genre/Text Type

Informational Text/Picture Book Remind children that informational text gives facts about a topic. This book includes pictures to inform the reader.

Informational Text Features

Cross-Section and Magnified Views Cross-section views and magnifications of roots support the text and enhance the vivid illustrations.

Vocabulary

Academic Vocabulary

underground (p. 25): below the ground

upright (p. 5): standing straight up

Domain-Specific Vocabulary

ripens (p. 25): matures; becomes ready to be eaten

taproot (p. 10): a large main root that has many smaller side roots called rootlets

Challenging Features

Text The rhythmic, poetic structure of this book may be challenging for some children, especially when reading aloud. Encourage children to stop at each final punctuation mark to check their comprehension of the sentence.

Content Children may be surprised to learn that some roots are the parts of plants we eat—carrots, radishes, potatoes, and beets.

Supporting Features

Text The text is easy to locate and clear on each page. Rhyming couplets encourage fluency.

Vocabulary Colorful illustrations keep readers engaged with a variety of interesting plants and their root systems.

A First Look

Display the front cover and read the title. Point out that the title is a question. Discuss why children think the author chose to use a question as the title and if they think the book will answer the question. Then say: *Let's read about roots!*

Read and Analyze Informational Text Cite Textual Evidence

Identify Main Idea and Details

Remind children that the main idea of a book is what the book is all about. Point out that the author's main idea is to tell what roots do. Then, point out that this author uses a lot of details to support her main idea. (Note: Book pages are not numbered. The text begins on page 5).

(p. 5) *What does this page tell about? What details does the author include?*

(pp. 6–15) *What details in the text and pictures on these pages support the idea that roots are the way plants drink water?*

(pp. 16–21) *What does the text on these pages tell you about roots? How do the details in the illustrations help you understand where you can see roots?*

(pp. 24–25) *What is special about the roots on these pages?*

(pp. 26–31) *How does the author use these last few pages to summarize the book's idea? What details does she repeat for emphasis?*

Praise children for specific use of “Behaviors to Notice and Support” on page 105 of the *Guided Reading Teacher's Guide*.

Develop Comprehension

Thinking Within the Text

Encourage children to be aware of the book's poetic language. Explain that poetry may not always sound like spoken English because it is sometimes written for rhythm and rhyme. For that reason, poets carefully choose each word.

Thinking Beyond the Text

Reread pages 7, 16, 21, and 30. Ask children if they think that roots are important for plants, based on what you read. Say:

- *The author does not say that roots are important. What details does she include instead to show us how important roots are?*

Thinking About the Text

Guide children to understand the effect of certain words or statements. Ask:

- *How does the author's choice of the phrase "give them a shove" on page 5 help you see what the wind is doing? Is that better than saying the wind "blows hard"? Why?*
- *On page 8, the author uses a lot of different words that mean "small." How does her use of small, tiny, tinier, and teeny help you paint a picture of those roots in your head?*

Focus on Foundational Skills Phonics and Word-Solving Strategies

Synonyms

Remind children that synonyms are words with similar meanings. Share and discuss a few examples such as *big/tall, talk/speak, sleepy/tired*.

- Help children find the word *teeny* on page 8. Ask a volunteer to tell what the word means. Then have children find another word on the page with a similar meaning. Guide them to locate the word *tiny*.
- Repeat the process, this time challenging children to look through the book to find a synonym for the word *wind* on page 5 (the word *breeze* on page 14).

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

Develop Fluency

Model fluent reading of this rhythmic book by reciting aloud the text on page 5, paying close attention to your rhythm and inflection. Have partners practice reading the couplets back and forth to each other, one line at a time (or two lines each on pages 7, 16, 19, 23, 26, and 29).

Expand Oral Language/Conversation

Talk About Roots Discuss the things that roots do.

Ask: Why do plants need roots? What do you think is a root's most important job? Why is it important to understand what roots do? Have children support their answers with details from the book.

Write and Respond to Reading

Draw a Diagram Have children draw a diagram of a tree with roots. Remind them to make sure they include a taproot and rootlets. Then have them label the diagram with some of the terms they learned in the book. **(Informative/Explanatory)**

Write a Letter Have partners write an open letter to the children in their community about why it is important not to destroy a plant's roots. Remind them to use details from the book to back up their opinion. **(Opinion)**

ELL Bridge

Point out that the final words of each couplet in the book rhyme, and that this information can help children figure out the pronunciation of some difficult words. Help them locate the rhyming words and say them together. Discuss that the same sound is not always spelled the same (such as *high* and *eye* on page 8).

Connect Across Texts

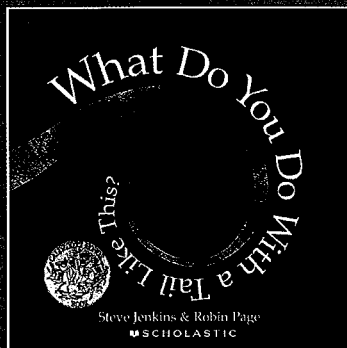
What Do You Do With a Tail Like This? by Steve Jenkins and Robin Page

What Do You Do With a Tail Like This? describes surprising ways in which animals use their tails, noses, and other body parts. Kudlinski's book explains why roots are so important to plants. Why might a scientist (or an author) want to research how one part of a plant or animal works?

Connect to the Internet

For information on other plant parts, suggest that children visit <http://urbanext.illinois.edu/gpe/case1/index.html>.

What Do You Do With a Tail Like This?



Summary & Standards

Summary: First, only one part of each animal is shown. Then turn the page and see entire animals. Find out what animals do with their tails—and other body parts.

CCSS.ELA-Literacy: Assess how point of view or purpose shapes the content and style of a text (CCRA.R.6); analyze the structure of texts, including how specific portions relate to each other and the whole (CCRA.R.5).

Authors: Steve Jenkins & Robin Page

Word Count: 250+

Genre: Informational Text

Themes/Ideas: learning animal traits; comparing and contrasting animal features

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 help inform the reader.

Informational Text Features

Question/Answer Format Each section begins with a question that is answered on the pages that follow.

Vocabulary

Academic Vocabulary

capture (p. 27): to catch

ledge (p. 23): the horizontal edge of a surface

pesky (p. 14): annoying, bothersome

scoop (p. 26): to pick up quickly with one motion

Challenging Features

Text Children may be challenged by the unusual placement of text on each page. Explain that the text draws attention to certain features of the animals.

Vocabulary Children may be challenged by the less familiar animal names, such as *platypus*, *blue-footed booby*, and *scorpion*. Help children pronounce the names while they look at the pictures.

Supporting Features

Text Questions introduce each animal feature, along with illustrations of that feature.

Content Most of the animals will be familiar to children. Illustrations help them identify others.

A First Look

Read the title, pointing to the words as they wind around the animal's tail. Say: *Sometimes text follows a certain pattern to call attention to something.* Ask: *What kind of animal has a tail like this?* Then show children the back cover. Ask: *What do lizards do with their tails?* Say: *Let's find out what they do.*

Read and Analyze Informational Text Cite Textual Evidence

Determine Author's Purpose

Remind children that authors have a main purpose when they write informational text. Point out that explanations, descriptions, and text features let the reader know the authors' main purpose. (Note: Book pages are not numbered. The title page is page 1.)

(p. 3) *What do the authors do to let the reader know what to expect from this book?*

(pp. 4–11) *How do the authors present information about the animals? In what ways are the sections about noses and ears alike?*

(pp. 14–15) *What information do the authors provide on these pages? What is the authors' purpose for providing this information? What question does it answer?*

(pp. 24–27) *What do the authors tell about on these pages? What was the authors' purpose for writing the book?*

Praise children for specific use of "Behaviors to Notice and Support" on page 105 of the *Guided Reading Teacher's Guide*.

Develop Comprehension

Thinking Within the Text

Refer children to the section about animals' tails and ask:

- *What do you learn about animals' tails?*
- *Which animal's tail acts like a fly swatter?*
- *Which animal on these pages is featured on the cover? How do you know?*

Thinking Beyond the Text

Recall with children the six different animal parts discussed in the book. Then ask a series of questions like these:

- *What other animal with distinctive ears could have been included in the ears section?*
- *What could the authors have written about the animal's ears?*

Thinking About the Text

Focus on the text structure. Ask:

- *How do the authors give the reader a preview of the information about to be presented?*
- *Look at the illustrations. How do you think the authors chose which animals to include? Cite textual evidence on pages 6 and 7 to support your ideas.*

Focus on Foundational Skills Phonics and Word-Solving Strategies

Words With Long *i*

Remind children that the long-*i* sound is /ī/ and may be spelled *i_e*, *i*, *y*, *ai*, *ei*, or *igh*.

- List the different spellings for long *i*. Have children look through the book to find examples of each spelling. As children find a word, have them tell you under which spelling to list it.
- Children may suggest the following: *like*, *hyena*, *miles*, *find*, *tiny*, *high*, *night*, *termites*, and *strider*
- Point out that the word *eyes* has an unusual spelling for long *i*.

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

Develop Fluency

Model fluent reading of the complex sentences, pausing after the comma in each sentence. Then have children partner read aloud as you listen.

Expand Oral Language/Conversation

Talk About Wild Animals Talk about some of the wild animals in the book. Have children discuss how the animals' features help them survive in the wild. Ask: *How might a jackrabbit's ears help keep it cool? How would an eagle's sharp eyes help it when it's high in the air? Why would an anteater need a long tongue? How does the shape of a pelican's mouth help it scoop up fish?*

Write and Respond to Reading

Write a Story Have children write a short story about one of the animals in the book. Explain that the story should feature the same body part of the animal that is featured in the book and should include how the animal uses that body part. Encourage children to illustrate their story, drawing the animal body part separately as well as the whole animal. **(Narrative)**

Make Fact Cards Have children choose one animal from each section of the book and make a fact card for each animal. On one side of the card, have children name and draw the animal. On the other side, have children describe how the animal uses its nose, ears, tail, eyes, mouth, or feet. **(Informative/Explanatory)**

ELL Bridge

Use gestures to support vocabulary development for animal parts and their uses. Have partners take turns using gestures to convey meaning of a sentence from each section of the book.

Connect Across Leveled Texts

Wild Dogs by Lynette Evans

In this book, the author tells the story of a family of wild dogs that goes hunting. Ask: *How and in what section(s) might wild dogs be included in What Do You Do With a Tail Like This?*

Connect to the Internet

Use this website with children to expand their understanding of animal body parts: <http://www.eduplace.com/kids/hmsc/activities/simulations/gr3/unitb.html>.

Winter Wonderland



Summary & Standards

Summary: Winter makes a convincing case for itself to be thought of as a wondrous, playful, enjoyable season. Detailed full-color photographs show exactly how fascinating winter can be.

CCSS.ELA-Literacy: Assess how point of view or purpose shapes the content and style of a text (CCRA.R6); interpret words and phrases and analyze how specific word choices shape meaning or tone (CCRA.R4).

Author: Jill Esbaum

Genre: Informational Text

Text Type: Picture Book

Word Count: 250+

Themes/Ideas: learning about seasons; identifying winter weather and activities

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

Close-Up Photos Detailed inset images help clarify and enrich the information in the text.

Vocabulary

Academic Vocabulary

exchange (p. 12): to give one thing and receive something in return

skimmed (p. 9): glided or passed quickly and lightly over the surface of something

Domain-Specific Vocabulary

drifts (p. 4): piles of snow created by the wind

frost (p. 3): to cover with a fine layer of powdery ice

sleet (p. 6): a mixture of rain and snow

Challenging Features

Text The author uses compound words and hyphenated combinations. Guide children to break the words up into their parts to aid comprehension.

Vocabulary The poetic use of descriptive verbs and imagery may be difficult for some children, especially those who have not experienced snow. Model using the photos to unlock unfamiliar words.

Supporting Features

Text The type is large and lines are widely spaced. The photos provide text support.

Content The story is told from the first-person perspective of the season, winter. This viewpoint gives the book a lively voice. High-interest activities and detailed photos will keep readers engaged.

A First Look

Read the title and display the front cover. Ask children what they think the book will be about. Discuss the use of the word *wonderland*. Ask: *Why did the author choose to use that word? How does that word make you feel about the topic? Would you feel differently if she had used a more ordinary word like weather or days?*

Read and Analyze Informational Text Cite Textual Evidence

Identify Point of View

Remind children that all text has a point of view—the person who or thing that is telling the story. In this book the author chose a very unusual narrator to tell the story.

(p. 2) *Who is the narrator, the “I” of this book? Who is telling the story?*

(pp. 3–7) *How does the narrator (winter) feel about itself? What details in the text tell you how the narrator feels?*

(pp. 8–9) *What fun things does the narrator want the reader to think about doing in the winter?*

(pp. 10–13) *What things make winter special? Which words or details make you think winter is wonderful?*

(pp. 14–16) *The author has winter describe itself as if it is a person (gentle, sneaky). How does this change your ideas about winter?*

Praise children for specific use of “Behaviors to Notice and Support” on page 105 of the *Guided Reading Teacher’s Guide*.

Develop Comprehension

Thinking Within the Text

Remind children that a text's main idea is what the text is all about. As you read each page or section, stop to ask:

- *What details does the author use to support the idea that winter is wonderful?*
- *How does this paragraph/section relate to the book's main idea?*

Thinking Beyond the Text

Guide children to understand the effects of certain sensory words or statements. Ask:

- *On page 5, why does the author use the words *glitter* and *purple-blue sparkle*? What do these words tell you about the snow? How do they help you picture it?*
- *Why do you think the author chose to use the word *zap* on page 15? Why is it italicized? How does it make you feel about winter?*

Thinking About the Text

Discuss how the author makes winter seem to be a living thing. Then, reread page 3 and ask children what the author means when she says winter is *gentle*. Do the same for *stormy* (p. 6) and *sneaky* (p. 14).

Focus on Foundational Skills Phonics and Word-Solving Strategies

Compound Words

Remind children that a compound word is made up of two or more smaller words that are written as one word (*wonderland*) or hyphenated (*age-old*).

- Read page 4. Ask which two words make up *windowpanes* and what each means. If children are unfamiliar with *pane*, explain that it is a sheet of glass. Have children use the meanings of the two words to define *windowpanes*.
- Point out that *purple-blue* (p. 5), *slip-slide* (p. 8), and *age-old* (p. 12) are also compound words, some of which the author made up to create more descriptive phrases.
- Have partners find other compound words, such as *rooftops* (p. 3), *snowbanks* (p. 14), *snowman* (p. 8), and *summertime* (p. 9).

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

Develop Fluency

Model fluent reading of pages 8–9, speaking with appropriate expression for italicized type, descriptive verbs, and onomatopoeia. Then have children echo-read these pages and other descriptive sections with you.

Expand Oral Language/Conversation

Talk About Winter Discuss the activities in the book: sledding, making snow angels, ice-skating, holidays, and traditions. Discuss why the author might have included these things. How do they support the book's main idea?

Write and Respond to Reading

Write a Poem Have children write a poem about winter, using information they learned in the book. Encourage children to think about using their senses to describe how things look, smell, feel, and sound, and to consider using some of the descriptive verbs from the book, such as *frost*, *flap*, *slip-slide*, and *skim*. (**Narrative**)

Use Similes to Describe Have children choose one of the descriptions of winter from the book (*gentle*, *stormy*, *sneaky*) and write a descriptive definition of that word using information they gained from the book. (**Informative/Explanatory**)

ELL Bridge

Encourage children to use the illustrations to support their understanding. For example, look at page 8 together and ask: *What is happening on this page?* Point out the word *flap*, and then point to the child making a snow angel. Have children describe what is happening in each picture.

Connect Across Texts

Elephants (Amazing Animals) by Kate Riggs

Discuss the way in which photos and texts can work together to help readers connect with the topic. How does Riggs make it seem as if you are seeing elephants up close? How does Esbaum help you understand winter experiences?

Connect to the Internet

For more information about the seasons that children might enjoy, go to: <http://www.weatherwizkids.com/weather-winter-storms.htm>.