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# Diary

Level B

Text Type: Diary

**Summary:** These pages from a child's diary include text and photos about a visit to town.

**Themes/Ideas:** comprehend events that happened during a day in town; recognize the vehicles that people in a town ride in

**Informational Text Features:** photos, illustrations

**High-Frequency Words:**

- *I, of, saw, this, too*

**Academic Vocabulary:**

- **diary:** a book that a person uses to write about things that happen each day

**Domain-Specific Vocabulary:**

- **taxi:** a car with a driver whom you pay to take you from place to place
- **town:** a place where many people live and work

# My Day in Town



**Focus Question:** What does a girl see on her day in town?

## First Reading

Read aloud the title. Tell children that the front of the card shows a page from a child's diary and the back of the card shows another page from the same diary. Explain that a diary is a blank book in which a person writes about things that happened in his or her day. Point out the person who wrote this diary added photos and drawings, but not all diaries have photos or illustrations.

Have children read the diary pages on their own. After they read, talk about what the writer shared about her day in town.

## Guided Close Reading

**Key Ideas and Details** *Look at the top of the first page. Where did the writer, a girl, spend the day? How do you know?* ❶

**Vocabulary** *Look at the photos on both sides of the card. Is a taxi a kind of car? Use details from the pictures to tell why or why not.* ❷ ❸ ❹

**Think Aloud** *From the pictures, I can see that a taxi is a kind of car. A taxi has the same shape as a car. Taxis and other cars are both on the street.*

**Photos and Text** *The girl saw "lots of" cars, people, and taxis. How can you use the photos to understand what "lots of" means?* ❷-❹

**Think Aloud** *The photos show many cars, many people, and many taxis. That helps me understand that "lots of" means "many."*

**Sentence Patterns** *Look at the first sentence and the second sentence on each page of this diary. Which words are the same?* ❷-❺

**Author's Craft** *Look at what the girl says about the fire truck. How is this sentence very different from the other sentences in the diary? Why do you think the girl used an exclamation mark at the end of this sentence?* ❺

**Connect Ideas** *The girl tells about what she saw. What do you think she heard? Use what you read and the photos to help you explain the sounds she might have heard. Was the town noisy or was it quiet?* ❷-❺

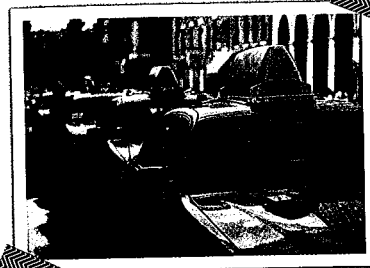
## My Day in Town ①



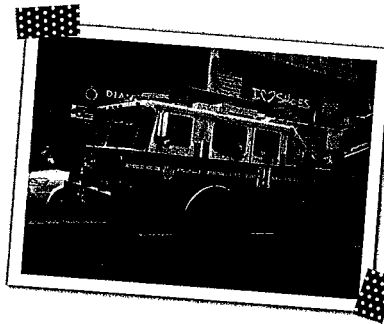
② I saw lots of cars.



③ I saw lots of people, too.



④ I saw lots of taxis.



⑤ I saw this fine truck, too!

### Revisit the Text: Ideas for Discussion

Share and discuss the following questions to sum up your exploration of the text. You may wish to use the questions as prompts for a Turn and Talk activity before your discussion. Encourage children to support their thinking and ideas with evidence from the text.

- *The girl used the words I saw to tell about her day in town. Why did she write "I saw" rather than "I see"? Is she writing about something that is happening right now or something that happened awhile ago?*
- *Why do you think the girl added photos and drawings to go with what she wrote in her diary?*
- *Based on this diary, what other things do you think you might see on a day in town?*

### Write About Reading

Have children choose either one of the following options for writing, or do both.

- **What did the girl see during her day in town? Make a list of the things the girl saw. Draw a picture of each thing. (Informative/Explanatory)**
- **Would you like to spend a day in the town that the girl describes? Give one reason to explain why or why not. (Opinion)**

*I (do/do not) want to spend a day in this town because \_\_\_\_\_.*

### Connect to the Internet

To learn more information about teaching children safety in towns and cities, go to [www.nyc.gov/html/dot/html/about/safety-city.shtml](http://www.nyc.gov/html/dot/html/about/safety-city.shtml) and [www.childrenssafetyvillagefl.org/about-us.html](http://www.childrenssafetyvillagefl.org/about-us.html).

# Dictionary

## Level B

**Text Type:** Picture Dictionary

**Summary:** These pages from a child's picture dictionary show different animals that begin with the letter *d*. The pages tell how the animals move.

**Themes/Ideas:** recognize animals whose names begin with the letter *d*; learn how animals move

**Informational Text Features:** photos, red print

**High-Frequency Words:**

- *is, for, can, run, too*

**Academic Vocabulary:**

- **picture dictionary:** a book that lists words in ABC order and uses pictures to show what the words mean

**Domain-Specific Vocabulary:**

- **deer:** a kind of animal that is brown, has four legs, and can have horns (antlers) on its head
- **dolphin:** a kind of animal that looks and swims like a fish but is a mammal that breathes air
- **swim:** to move in the water by using body parts like arms or legs

# My Picture Dictionary



**Focus Question:** What does a picture dictionary show for the letter *d*?

## First Reading

Explain to children that their cards show one page from a picture dictionary on the front of the card and one page on the back. Read aloud the words at the top of the first page, *deer [ to ] dog*. Have children find pictures that show two things that begin with *d*—*deer* and *dog*. Ask children what they see next to each picture. Elicit that there are two sentences about the picture. Then look at the back of the card together and read the words at the top of the page. Have children find pictures that show two things that begin with the letter *d*—*dolphin* and *duck*. Have children read the picture dictionary pages on their own. After they read, talk about the different words and pictures shown on the pages.

## Guided Close Reading

**Text Features** *Look at the sentence "D is for deer." How did the author make the letter D and the word deer look special? How does this help someone who is looking at this part of the dictionary page?* ❶

**Sentence Pattern** *Look at the sentence that says "D is for deer." Then look at the sentence that says "D is for dog." Which words are the same in both sentences? Which words are different?* ❶

**Key Ideas and Details** *What do the two pictures on this page show? What sound does each word begin with? What letter does each word begin with?* ❶

**Compare and Contrast** *What does the sentence that tells about the deer say? What does the sentence that tells about the dog say? In what way are the deer and dog alike? In what other way are they alike?* ❶

**Think Aloud** *The deer and the dog are alike because they both can run. They are alike because they are both animals.*

**Photos and Text** *How does the picture help you understand what a dolphin is and what it does? What do you learn from the sentence about the dolphin?* ❷

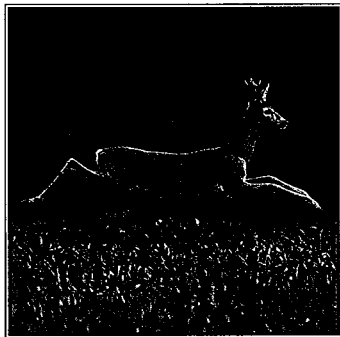
**Think Aloud** *The picture shows that a dolphin is a large gray animal that is in the water. The words say that a dolphin can swim.*

**Compare and Contrast** *A dolphin and a duck are very different animals. How does the picture help you understand how different they are? What are some of the differences you see? What is alike about the way they move?* ❷

deer ► dog

①

**D** is for deer.  
A deer can run.



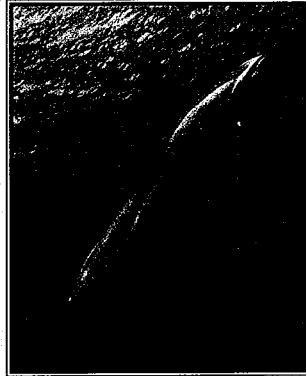
**D** is for dog.  
A dog can run, too.

My Picture Dictionary

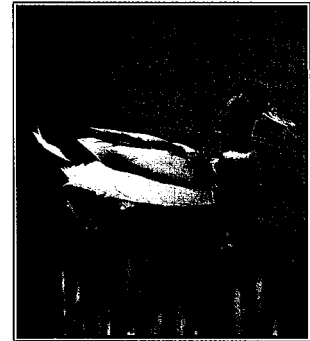
dolphin ► duck

②

**D** is for dolphin.  
A dolphin can swim.



**D** is for duck.  
A duck can swim, too.



My Picture Dictionary 2

## Revisit the Text: Ideas for Discussion

Share and discuss the following questions to sum up your exploration of the text. You may wish to use the questions as prompts for a Turn and Talk activity before your discussion. Encourage children to support their thinking and ideas with evidence from the text.

- Which animals did the author include in this picture dictionary? In what ways do the animals move?
- Why would someone want to use a picture dictionary? How would using a picture dictionary help someone who wanted to learn how to spell and write the word dolphin?
- What did the author show on all the pages of the dictionary? What other animals could the author have put on this page?

## Write About Reading

Have children choose either one of the following options for writing, or do both.

- Make picture word cards. Write the name of each animal on one side of the card. Draw a picture of the animal on the back. Label the picture with the letter *d*. **(Informative/Explanatory)**
- Choose the animal you would like to learn more about. Write the name of the animal. Write what you would like to learn about that animal. **(Opinion)**

## Connect to the Internet

To further children's understanding of letter and word recognition, have them go to <http://teacher.scholastic.com/clifford1/flash/confusable/index.htm> and <http://pbskids.org/sesame/games/letters-big-bird/> for practice.

# Email

## Level B

Text Type: Email

**Summary:** These pages show messages and pictures sent from Max at the lake to Jen through email.

**Themes/Ideas:** recognize the features of email; learn about things that can be seen at a lake

**Informational Text Features:** photos, email browser boxes, bold print

**High-Frequency Words:**

- *look, at, the, on, from, to*

**Academic Vocabulary:**

- *email:* an electronic message sent through a computer or cell phone; can also contain pictures

**Domain-Specific Vocabulary:**

- *lake:* a large body of water that has land on all sides
- *frogs:* animals that hop and live near water
- *rocks:* hard pieces of stone
- *road:* a wide path on which people or vehicles travel

# Email From Max to Jen



**Focus Question:** What does Max say in his emails about his time at the lake?

## First Reading

Read the title. Explain that each sentence and picture shows a different email. There are two emails on the front of the card and two emails on the back of the card. Talk about how people send emails.

Then have children read the emails on their own. After reading, discuss what Max told Jen about what he saw at the lake.

## Guided Close Reading

**Text Features** *Look at the first email that Max sent. How is this page designed to look like a real email?* ❶

**Think Aloud** *There is a red, yellow, and green button for opening and closing the email. The right side has a gray bar with a scroll button for moving up and down in the email. I know these are things that I can see in a real email on a computer screen.*

**Key Ideas and Details** *Look at the first email. What does the writer of the email tell the reader to look at? What does the next email say?* ❶ ❷

**Sentence Patterns** *Look at the first sentence and the second sentence. Which words are the same in each sentence? Which words are different?* ❶ ❷

**Key Ideas and Details** *Look at the email about the frogs. Which words in the sentence tell you where the frogs are sitting?* ❸

**Photos and Text** *Which emails include photos that show people? Do you think the people are having fun? Why or why not?* ❷ ❹

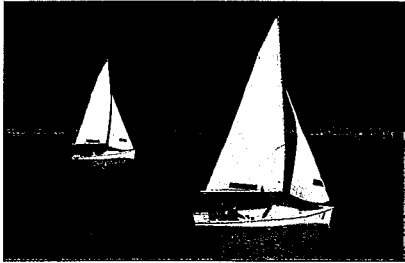
**Connect Ideas** *Look back at the sentences and pictures. What did you learn about Max by reading these pages? How do you think he feels about being at the lake? Why do you think so?* ❶-❹

**Think Aloud** *I learned that Max sends messages and pictures from the lake to his friend Jen. I think Max likes the lake. He ends each main message with an exclamation mark, which shows his excitement. Also, he sends Jen four emails about the lake, so I think it must be an important place to him.*

## Email From Max to Jen

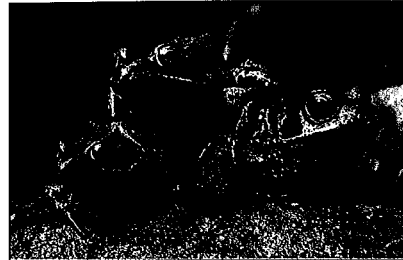
Look at the boats  
on the lake!

1



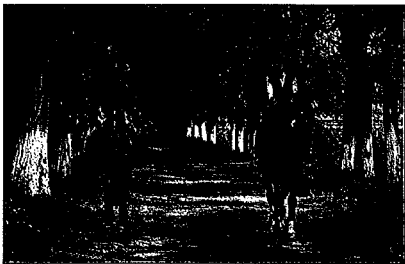
Look at the frogs  
on the rocks!

3



Look at the horses  
on the road!

2



Look at the people  
on the grass!

4



### Revisit the Text: Ideas for Discussion

Share and discuss the following questions to sum up your exploration of the text. You may wish to use the questions as prompts for a Turn and Talk activity before your discussion. Encourage children to support their thinking and ideas with evidence from the text.

- *What word is repeated at the start of each sentence? How does that word help the reader pay attention to what is in the photos?*
- *Look back at the emails. Which email shows something that is in the lake? Which emails show things that are around or near the lake?*
- *Max tells Jen about four things he saw at the lake. What are some other things he might see near a lake? What are some other things that he might do near a lake?*

### Write About Reading

Have children choose either one of the following options for writing, or do both.

- Draw a picture of the lake based on Max's descriptions from his emails. Include pictures of the boats, horses, frogs, and people eating on the grass. Label your pictures. **(Informative/Explanatory)**
- Look at the pictures in the emails. Which activity looks more fun, riding horses or having a picnic on the grass? Write your opinion, using the sentence frame below. Give one reason for your opinion. **(Opinion)**  
*I think (riding horses/having a picnic) is more fun because \_\_\_\_\_.*

### Connect to the Internet

To find out more facts about lakes and beaches to share with children, go to: <http://water.usgs.gov/edu/earthlakes.html> and <http://water.epa.gov/learn/kids/beachkids/index.cfm>.

# Fact Book

Level B

Text Type: Fact Book

**Summary:** These pages from a child's fact book show different types of nests that birds build.

**Themes/Ideas:** recognize different kinds of birds make different nests; understand that different materials can be used for a similar purpose

**Informational Text Features:** photos, bold print

**High-Frequency Vocabulary:**

- **look, at, this, a, with, did, make, yes**

**Academic Vocabulary:**

- **facts:** statements that are true
- **fact book:** a book that gives true information about a topic

**Domain-Specific Vocabulary:**

- **nest:** a place where birds lay their eggs and raise their babies
- **twigs:** small sticks and branches
- **mud:** wet dirt
- **rocks:** hard pieces of stone

# Bird Nest Facts



**Focus Question:** How do different birds make their nests?

## First Reading

Read the title and explain that these pages come from a fact book. Remind children that a fact is something that is true. Tell children that they will be reading two pages from this fact book. One page is on the front on the card and the other page is on the back.

Have children read the pages independently. Then discuss the ideas the writer shared about birds and bird nests.

## Guided Close Reading

**Text Features** Look at the sentences and photos on the first page. How do the words in dark print and the photos on these pages help you understand what different birds use to make their nests? ① ②

**Sentence Patterns** Look at the facts about the first three birds. Which words are the same in the sentences about these birds? Which word changes? ①-③

**Photos and Text** How do the photos on these pages help you understand that not all birds look the same? How do the photos on these pages help you find out what different nests look like? ①-④

**Compare and Contrast** The birds do not look the same. But they are the same in some ways. How are they alike? ①-④

**Think Aloud** I can see that all of the birds have feathers. All of the birds have beaks and wings. All of the birds make nests!

**Sentence Patterns** Look at the sentences on the bottom half of the second page. What is different about the words the author uses to tell about this bird? ④

**Think Aloud** "Look at this bird" is the same sentence the writer used to begin the facts about all of the other birds. But the next sentence uses some different words. It is also different because it is a question and it ends with a question mark. The last sentence is new, too. It is just one word: yes—and it ends with an exclamation mark!

**Connect Ideas** Look back at the photos. Where do you see baby birds in a nest? Where do you see eggs in a nest? What do you think will happen when the eggs hatch? What makes you think so? ①-④



## Bird Nest Facts

1



Look at this bird.  
This bird made a nest with **grass**.

Look at this bird. 2  
This bird made a nest with **mud**.



© Bird Fact Book

Look at this bird. 3  
This bird made a nest with **rocks**.



Look at this bird. 4  
Did this bird make this **nest**?  
Yes!

© Bird Fact Book

## Revisit the Text: Ideas for Discussion

Share and discuss the following questions to sum up your exploration of the text. You may wish to use the questions as prompts for a Turn and Talk activity before your discussion. Encourage children to support their thinking and ideas with evidence from the text.

- Why do you think these fact book pages show photos with the sentences? Who might want to read a fact book about birds?
- The writer does not tell you what the last bird used to make its nest. Look closely at the photo of the upside down bird and its nest. Do you think that this bird used twigs, mud, or rocks? What else do you think it used?
- These fact book pages show different birds and their nests. What else would you like to know about birds? How do you think you could find out?

## Write About Reading

Have children choose either one of the following options for writing, or do both.

- Draw a picture of each type of nest. Then label each nest with the material used to build it. **(Informative/ Explanatory)**
- Which of the four nests was probably the hardest to build? Draw a picture of that nest. Write a sentence to go with your picture. Use this sentence frame and give one reason for your opinion. **(Opinion)**

*I think this nest was the hardest to build because \_\_\_\_\_.*

## Connect to the Internet

To read more about how children can build their own bird nests and other related activities, go to [www.prbo.org/cms/docs/edu/activity4.pdf](http://www.prbo.org/cms/docs/edu/activity4.pdf). To explain to children how to "help" birds build their nests, go to [www.humanesociety.org/animals/resources/tips/nest\\_building.html#id=album-144&num=content-2737](http://www.humanesociety.org/animals/resources/tips/nest_building.html#id=album-144&num=content-2737).

# Guidebook

Level B

Text Type: Guidebook

**Summary:** These pages from a child's guidebook show different things a frog can do.

**Themes/Ideas:** identify the different actions of a frog; learn about what frogs eat

**Informational Text Features:** photos

**High-Frequency Vocabulary:**

- *a, to, you, can see, jump, up, get*

**Academic Vocabulary:**

- **guidebook:** a book that gives information about a topic

**Domain-Specific Vocabulary:**

- **bug:** an insect, such as a fly or bee

# Look at Frogs



**Focus Question:** What can frogs do?

## First Reading

Read aloud the title. Have children locate the first page from a guidebook on the front of the card and the second page on the back of the card. Point out that these pages come from *A Guide to Pond Animals*. Explain that a guidebook is a handy little book that people use to learn about a subject.

Have children read the pages from the guidebook independently. Then discuss the information they learned about frogs.

## Guided Close Reading

**Compare and Contrast** *Look at the pictures of the frogs on the front of the card. How are the pictures alike? How are they different? ①*

**Think Aloud** *The pictures are alike because they are both pictures of frogs. They are different because the frog sits, or is still, in the first picture. The frog jumps in the second picture.*

**Connect Ideas** *Look at the pictures on page 1. What details in the photos help you describe the place where the frog sits? What details in the photos help you describe the place where the frog jumps up? ①*

**Photos and Text** *Look at page 2 from the guidebook. What does the first photo show that a frog can do? Can you tell how the frog swims by looking at the photo or by reading the sentence? Which word in the sentence tells you how the frog swims? ②*

**Think Aloud** *The photo shows that the frog can swim. I cannot tell how the frog swims by looking at the photo. The word fast tells me how the frog swims.*

**Connect Ideas/Photo** *What does the photo show about how a frog gets a bug? What will the frog do with the bug? ②*

**Author's Craft** *Which words are repeated on the pages? Why do you think these words are repeated? How does repeating the words make them easier to read? ① ②*

**Key Ideas and Details** *Look at the two pages. What four things can a frog do? How are they similar? How are they different? ① ②*

## Look at Frogs



You can see  
a frog sit.

1

You can see a frog  
swim fast.



2

You can see a frog  
catch a bug!



You can see  
a frog jump up.

1 A Guide to Pond Animals

2 A Guide to Pond Animals

### Revisit the Text: Ideas for Discussion

Share and discuss the following questions to sum up your exploration of the text. You may wish to use the questions as prompts for a Turn and Talk activity before your discussion. Encourage children to support their thinking and ideas with evidence from the text.

- Look back at the sentences and pictures. Remember that this is a guidebook. What did you learn about frogs by reading these pages?
- How is the information organized? Why do you think the author chose to organize the pages in this way? What other animals do you think the author wrote about in A Guide to Pond Animals?
- What did you learn about frogs that you didn't know before? What other animals can you name that can jump up like frogs can? What other animals can you name that get (catch) bugs to eat?

### Write About Reading

Have children choose either one of the following options for writing, or do both.

- List four actions a frog can do. Use what you learned from the sentences and photos. Then draw a picture to go with each sentence. **(Informative/Explanatory)**
- Which frog photo do you think is the most interesting? Describe what you see in that photo. Then write why you think it's most interesting. **(Opinion)**

### Connect to the Internet

To learn more information about frogs, go to [http://kids.sandiegozoo.org/fantastic\\_frogs](http://kids.sandiegozoo.org/fantastic_frogs) for facts, more pictures, and a video.

To play different frog calls for children, go to [http://animaldiversity.ummz.umich.edu/collections/frog\\_calls/](http://animaldiversity.ummz.umich.edu/collections/frog_calls/).

# How-to

Level B

Text Type: How-to

**Summary:** These pages show how to use shapes and colors to show a simple way to draw a mouse.

**Themes/Ideas:** identify shapes (circles, ovals, and rectangles) and the colors blue, orange, and red; follow directions

**Informational Text Features:** illustrations

**High-Frequency Words:**

- *a, and, are, at, big, blue, do, little, make, red, see*

**Academic Vocabulary:**

- *how-to:* a type of text that tells you step-by-step how to do or make something

**Domain-Specific Vocabulary:**

- *shapes:* squares, circles, triangles, and other forms
- *ovals:* curved shapes that look like eggs
- *rectangles:* shapes that look like squares but have two sides that are longer than the other two sides

# Use Shapes to Make a Mouse



**Focus Question:** What shapes and colors are used to make a picture of a mouse?

## First Reading

Read aloud the title. Explain that this card shows the steps to follow to use shapes and colors to make a picture of a mouse. Point out that the card tells how to do this project step-by-step. Show children that there are two pages (and two steps) on the front of the card and two pages (and two steps) on the back.

Then have children read the whole card independently. After they read, talk about the directions for making a picture of a mouse.

## Guided Close Reading

**Key Ideas and Details** Look at page 1, the page about the circles. Which circles are big, and which are little? What parts of the mouse do they make? ❶

**Think Aloud** The big circles are at the top of the picture. The big circles look like a head and two ears. There are little circles at the top and at the bottom. The little circles look like eyes and a nose. Maybe the other little circles will be hands and feet.

**Key Ideas and Details** Look at page 2, the page about the ovals. What sentence asks a question? What sentence tells you about the color of the ovals? ❷

**Compare and Contrast** Look at page 1 and page 2. How is the second illustration similar to the first? How is it different? ❶ ❷

**Words and Phrases in Context** Look at page 3. How does the illustration help you know what rectangles are? Use your own words to describe a rectangle. ❸

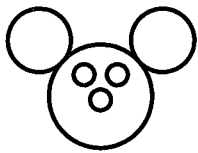
**Key Ideas and Details** Look at page 3. What parts of the mouse do you see now? What colors do you see? ❸

**Connect Ideas** What shapes are used to make the picture of the mouse? How would the mouse look if one kind of shape were missing? ❹

**Think Aloud** Circles, ovals, and rectangles make the mouse. If circles were missing, the mouse would have no head or feet. If the mouse picture had no ovals, the mouse would have no belly or mouth. The mouse whiskers and tail are made of rectangles. With no rectangles, the mouse would have no whiskers or tail.

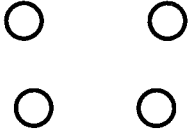
**Illustrations and Text** What is different about the last picture? How does seeing each shape colored in make it easy to see all of the shapes and colors—and the finished picture of the mouse? ❹

## Use Shapes to Make a Mouse!



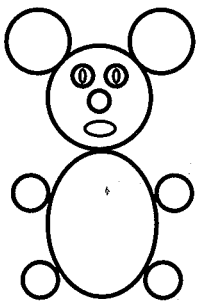
1

Do you see big and little circles?  
The circles are blue.



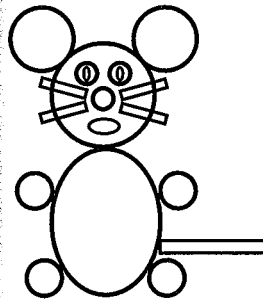
2

Do you see big and little ovals?  
The ovals are orange.



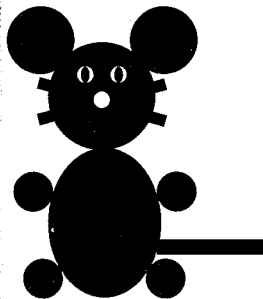
3

Do you see big and little rectangles?  
The rectangles are red.



4

What shapes and colors do you see?



## Revisit the Text: Ideas for Discussion

Share and discuss the following questions to sum up your exploration of the text. You may wish to use the questions as prompts for a Turn and Talk activity before your discussion. Encourage children to support their thinking and ideas with evidence from the text.

- How do the shapes you see change from page to page? How do the words on each page match up to what is new in the picture?
- Think about how the writer uses the words big and little. How do these words help you understand how to draw each part of the mouse?
- What colors does the writer use? How might you use other colors to make a mouse?

## Write About Reading

Have children choose either one of the following options for writing, or do both.

- Think about the steps the writer used. Tell about the colors and shapes used in each step. The first step has been done for you. **(Informative/Explanatory)**
  1. Use a blue crayon to draw circles.
  2. Use a \_\_\_\_\_ crayon to draw \_\_\_\_\_.
  3. Use a \_\_\_\_\_ crayon to draw \_\_\_\_\_.
- Look at the card again. Which shape do you think is easiest to draw? Why? Tell or write your opinion. Use the sentence frame, and give one reason. **(Opinion)**  
*(Circles/Ovals/Rectangles) are easiest to draw because \_\_\_\_\_.*

## Connect to the Internet

To read more about colors and hear a story, go to <http://pbskids.org/lions/stories/colors.html?pid=0Fx2iYE0EJZDYPOkMc7jweK5q3pmWvCU>.

To further children's understanding of shapes and play a game, go to [http://pbskids.org/curiousgeorge/games/i\\_love\\_shapes/i\\_love\\_shapes.html](http://pbskids.org/curiousgeorge/games/i_love_shapes/i_love_shapes.html).

# Magazine Article

Level B

Text Type: Magazine Article

**Summary:** This text from a magazine about night uses words and pictures to show what you can see if you look up at night.

**Themes/Ideas:** identify objects visible at night in the sky; understand that an owl is a bird that is awake at night

**Informational Text Features:** photos, large print

**High-Frequency Words:**

- *look, up, you, can, see, the, at, an, it, is*

**Academic Vocabulary:**

- *magazine:* a collection of photos and articles that give information or opinions

**Domain-Specific Vocabulary:**

- *moon:* brightest object in the sky at night
- *night:* the opposite of day
- *stars:* bright objects in the sky that are far away
- *owl:* a bird that is awake at night

# At Night



**Focus Question:** What can you see outside at night?

## First Reading

Tell children that they will read a two-page article called "At Night." It comes from a magazine called *Science for Kids Magazine*. Remind children that a magazine article has words and pictures about a topic. Make sure children know that the first page of the article is on the front of the card and the second page is on the back.

Then have children read the magazine pages on their own. After reading, ask children to share what the article says about things you can see at night.

## Guided Close Reading

**Text Features** *Look at the sentences on the first page. How does the writer make the words moon and stars look more important than the other words? How does seeing these words this way help you connect these two words with what you see in the photos?* ① ②

**Think Aloud** *The words moon and stars look more important because they are bigger! That makes me pay attention to them. I also see that these two words match what I see in the picture.*

**Sentence Patterns** *Did you notice that three sentences in this article are almost the same? Find these three sentences. What are the words that are different?* ①-③

**Photos and Text** *One sentence says that you can see an owl at night. How do the photos help you find out more about owls?* ③ ④

**Think Aloud** *The photos show that the owl is a bird that is awake at night. I can see it has big wings and a small beak. It can use its claws to hold onto a branch.*

**Text Features** *Look at the sentences on the second page. How do the words owl and night look different from the other words? Why do you think that the word night is printed bigger in the last sentence than it is in other places? Why is "It is night" a good sentence to end this magazine article?* ③ ④

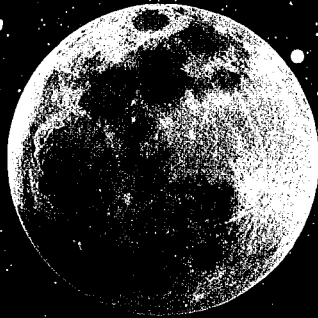
**Connect Ideas** *The writer says "Look up!" again and again. Why do you think the writer keeps telling you to look up into the sky? If you looked down or straight ahead would you be able to see the moon, the stars, and a flying owl?* ①-④

**Key Ideas and Details** *What does the writer say you can see at night?* ①-④

# At Night

1

Look up!  
You can see  
the **moon**  
at night.



3

Look up!  
You can see an **owl**  
at night.



2

Look up!  
You can see  
the **stars** at night.

4

Look up!  
It is **night**.



1 Science for Kids Magazine

2 Science for Kids Magazine

## Revisit the Text: Ideas for Discussion

Share and discuss the following questions to sum up your exploration of the text. You may wish to use the questions as prompts for a Turn and Talk activity before your discussion. Encourage children to support their thinking and ideas with evidence from the text.

- *The writer used the title "At Night." Is it a good title for this article? Why or why not?*
- *What does the writer want you to know about the sky at night? What other things do you know about night?*
- *The article talks about what you see in the sky at night. Think about what the sky looks like during the daytime. What can you see in the sky during the day?*

## Write About Reading

Have children choose either one of the following options for writing, or do both.

- Look back at the article and the things in the pictures. Write a sentence that answers this question: What can you see at night? Draw a picture to go with your sentence. **(Informative/Explanatory)**
- Think about the article. Do the words and pictures make night seem scary or pretty? Why? Write your opinion. **(Opinion)**

*Night looks (scary/pretty) because \_\_\_\_\_.*

## Connect to the Internet

To show children a video of a story about nighttime in the country, go to [http://pbskids.org/lions/stories/nitetime.html?pid=o\\_V5ldFwvZkdTpDK6rXCPrxct\\_InO0yC](http://pbskids.org/lions/stories/nitetime.html?pid=o_V5ldFwvZkdTpDK6rXCPrxct_InO0yC). To learn more information about teaching children about the solar system, go to <http://coolcosmos.ipac.caltech.edu/asks>.

# Newspaper Article

Level B

Text Type: Newspaper Article

**Summary:** This newspaper article is about the different kinds of fruit that can be found at a new fruit market.

**Themes/Ideas:** recognize and name different fruits; understand that a market is a place where you can buy fruits

**Informational Text Features:** photos, bold print

**High-Frequency Words:**

- *I, like, this, has, big*

**Academic Vocabulary:**

- *newspaper:* a text about the news, or what is happening in the world

**Domain-Specific Vocabulary:**

- *market:* a place where people sell and buy food

# New Fruit Market!



**Focus Question:** What can you find at the new fruit market?

## First Reading

Point to and read the name of the newspaper. Tell children that the next line at the top of the page tells the title of the article, "New Fruit Market!" Remind children that a newspaper is filled with information about what is happening each day. Ask children what this article might tell about.

Have children read through the article on their own. Then discuss what people can buy at the new fruit market.

## Guided Close Reading

**Key Ideas and Details** Look at the front of the card that shows the first page of this newspaper article. What two different fruits can people buy at the new fruit market? ① ②

**Vocabulary** Which word does the writer use to describe the oranges and the apples? Besides the word big, what other words might the writer have used to tell about apples? ① ②

**Author's Craft** What words are the same in the sentences about oranges and the sentences about apples? Which words change? How does repeating words help you read the pages? ① ②

**Vocabulary/Photos** What are grapes? How does the picture of grapes help you understand what grapes are? How are the grapes different from the other fruits? ③

**Think Aloud** Grapes are small round fruits. The picture shows me that grapes grow together in a bunch. The grapes are different from the other fruits because they are shown in bunches.

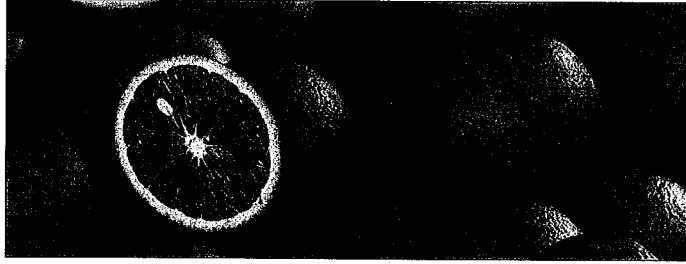
**Connect Ideas** Does a picture of bananas belong in a story about a new fruit market? Why? ④

**Compare and Contrast** Look at the pictures of all the fruits. Which fruits look most alike? Why? Which fruit does not look like the others? Why? ①-④

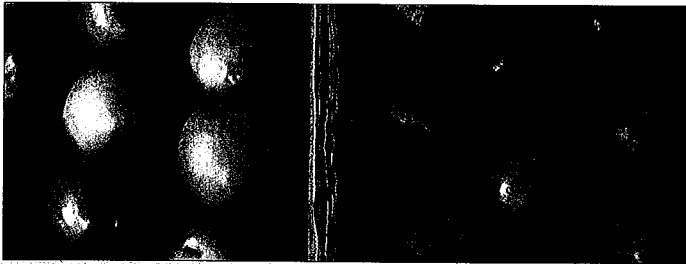
**Think Aloud** The oranges and the apples look the most alike, even though they are different colors. They are both about the same size and have round shapes. The bananas do not look like the other fruits. Oranges, apples, and grapes are all round. Bananas are long and curved.



## NEW FRUIT MARKET!



1 I like oranges.  
This market has big oranges.



2 I like apples.  
This market has big apples.



3 I like grapes.  
This market has lots of grapes.



4 I like bananas.  
This market has lots of bananas, too!

### Revisit the Text: Ideas for Discussion

Share and discuss the following questions to sum up your exploration of the text. You may wish to use the questions as prompts for a Turn and Talk activity before your discussion. Encourage children to support their thinking and ideas with evidence from the text.

- Why do you think the writer wanted to tell people about the new fruit market? Which words help tell you what the writer thinks about the different fruits?
- Why did the writer show apples in two different colors and grapes in two different colors?
- Which fruit would you want to buy at the market? Why? What other fruits do you think you might find at the market?

### Write About Reading

Have children choose either one of the following options for writing, or do both.

- Use index cards to make picture word cards. On one side write the name of a fruit. On the other side, draw a picture of the fruit. **(Informative/Explanatory)**
- Which fruit would you choose to buy at the new fruit market? Draw a picture of that fruit. Write a sentence to tell why this kind of fruit would be the one you want to buy. **(Opinion)**

### Connect to the Internet

To further children's understanding of fruit and healthy eating, read to them from the following websites:  
[www.freshforkids.com.au/fruit\\_pages/fruit.html](http://www.freshforkids.com.au/fruit_pages/fruit.html)  
and <http://pbskids.org/video/?category=Daniel%20Tiger%27s%20Neighborhood&pid=0xGtJAH3noEe326oUO5bWgSSz7YiA8fK>.

# Question and Answer Book

Level B

Text Type: Question and Answer Book

**Summary:** These pages from a question and answer book use pictures and sentences about animals to answer the question "Big or little?"

**Themes/Ideas:** recognize the difference between big and little; understand how to distinguish and compare size using the pictures

**Informational Text Features:** questions, answers, photos, bold print

**High-Frequency Words:**

- *how, big, little, are, there, two, three, one*

**Academic Vocabulary:**

- **question and answer book:** a book that uses a series of questions and answers to give information

**Domain-Specific Vocabulary:**

- **lion:** a large mammal; a wildcat
- **giraffe:** a tall spotted mammal with a very long neck and long legs
- **hippo:** short for *hippopotamus*; a large mammal with short legs and thick skin
- **elephant:** a large mammal with long trunk and ivory tusks

# How Many Animals?



**Focus Question:** How many big animals or how many little animals do you see?

## First Reading

Read aloud the title, "How Many Animals?" Point out that the title asks a question. Show children that there are two pages from a book on this card, one on the front and one on the back. Explain that these pages are from a question and answer book.

Have children read through the pages on their own. Then discuss the main idea the author shares about big and little animals.

## Guided Close Reading

**Key Idea and Details** Point to the big elephants on the first page. What question do you see at the top of the page? How many elephants in the picture are big? Where is the sentence that tells the answer? ❶

**Compare and Contrast** Look at the picture at the bottom of the first page from the book. How many lions are little? How many lions are big? Which lions do you think are the babies, or the cubs? ❷

**Photos and Text** Can you tell from the words or from the picture where the lions are sitting? ❸

**Think Aloud** The words do not say where the lions are. I can look at the picture and see that the lions are in the grass.

**Key Idea and Details** Look at the giraffes on the back of the card. What question do you see at the top of the page? How many giraffes in the picture are big? What does the sentence say to answer the question? ❹

**Compare and Contrast** Look at the last page from the book. How many hippos are little? How many hippos are big? Which hippo do you think is the baby? ❺

**Text Features** Where does the author write each question, and what is special about the print? How does the question sentence end? Where does the author write each answer? How does the answer sentence end? ❶-❹

**Think Aloud** The author writes the question at the top of each picture. The print is bold. The question sentence ends with a question mark. The answer to each question is at the bottom of the picture. The answer sentence ends with a period.

**Connect Ideas** For each picture, the author asks you to see how many animals there are. Sometimes the question asks about the big animals. Sometimes the question asks about the little animals. How does counting the animals help you to answer each question? ❶-❹

**How many elephants are big?**



There are three big elephants.

**How many lions are little?**



There are three little lions.

1 How Many Animals?

**How many giraffes are big?**



There are two big giraffes.

**How many hippos are little?**



There is one little hippo.

2 How Many Animals?

## Revisit the Text: Ideas for Discussion

Share and discuss the following questions to sum up your exploration of the text. You may wish to use the questions as prompts for a Turn and Talk activity before your discussion. Encourage children to support their thinking and ideas with evidence from the text.

- Which words are repeated in each question? Why do you think these words are important to repeat? How do the words "how many" make you know what you have to do?
- Why do you think the author wrote these pages with questions and answers? Who does the author think will read the questions and answers?
- In what way are these pages like pages from counting books you have seen? How are they different?

## Write About Reading

Have children choose either one of the following options for writing, or do both.

- Draw a picture of lions. Make some little and some big. Ask a friend to tell how many are little and how many are big. **(Informative/Explanatory)**
- Which of these animals do you think is the most interesting to look at? Draw a picture of that animal. Then write a sentence to tell what about the animal makes it so interesting. **(Opinion)**

## Connect to the Internet

To further children's understanding of counting and matching big and small animals, have them go to <http://pbskids.org/catinthehat/games/doyouseemyseahorse/index.html>. To learn more information about baby animals, go to [www.zoo.org/page.aspx?pid=2548#.U4eg6S86HLA](http://www.zoo.org/page.aspx?pid=2548#.U4eg6S86HLA).

# Science Journal

Level B

Text Type: Science Journal

**Summary:** These pages from a child's science journal tell which animals a child sees in his yard.

**Themes/Ideas:** recognize animals that might live in a yard; identify places where animals in a yard can be found

**Informational Text Features:** photos, day and number

**High-Frequency Words:**

- *we, saw, a, the, was, in, on*

**Academic Vocabulary:**

- **science journal:** a book used to write notes and show pictures about things in nature

**Domain-Specific Vocabulary:**

- **rabbit:** an animal with long ears and a short tail that makes its home in a hole in the ground
- **squirrel:** an animal with a bushy tail that makes its home in a tree
- **frog:** a small green or brown animal with webbed feet that makes its home in or near water

# My Yard



**Focus Question:** What animals does a child see in a yard?

## First Reading

Read aloud the title and tell children that they will read two pages from a science journal. Explain that a science journal has notes and pictures about animals, plants, and other things people might see in nature. Point out that the writer of this science journal kept track of the days and numbered them: Day 1, Day 2, Day 3, and Day 4. He wrote about what he saw each day.

Have children read all the pages on their own. Then talk about what the writer shared about the animals in his yard.

## Guided Close Reading

**Vocabulary/Text Feature** *A science journal is a book that has notes and pictures about animals, plants, and other things in nature. What does this science journal have notes and pictures about? ①-④*

**Compare and Contrast** *What four animals does the writer tell about? How are they alike? ①-④*

**Think Aloud** *The writer tells about a rabbit, a squirrel, a bird, and a frog. They are alike because they are all small animals, and they are all found in this yard.*

**Author's Craft** *Which word in the first sentence lets you know that the writer of the journal was not by himself in the yard? Who do you think may have been in the yard with him? ①*

**Photos and Text** *Look at Day 1. What do you see in the photo? How does the photo help you understand the sentence, "The rabbit was in the grass"? ①*

**Connect Ideas** *Look at Day 2 and Day 3. Where in the yard was the squirrel? Where in the yard was the bird? Why do you think trees are important for squirrels and birds? ② ③*

**Think Aloud** *I see trees in both pictures. The squirrel is in a tree, and the bird is in a tree, too. Trees are important for squirrels and birds because they both make their homes in trees.*

**Key Ideas and Details** *Look at Day 4. What animal does the writer tell about on this page? Where does the writer see the frog in the yard? ④*

**Author's Purpose** *Why would someone want to write a science journal to keep track of things he sees in his yard? ①-④*

**Make Predictions** *What do you think the writer might see and write about on Day 5?*

## My Yard

DAY 1

We saw a rabbit.

The rabbit was in the grass.

1



DAY 2

We saw a squirrel.

The squirrel was in a tree.

2



DAY 3

We saw a bird.

We saw a bird on a tree.

3



DAY 4

We saw a frog.

We saw a frog on a leaf.

4



## Revisit the Text: Ideas for Discussion

Share and discuss the following questions to sum up your exploration of the text. You may wish to use the questions as prompts for a Turn and Talk activity before your discussion. Encourage children to support their thinking and ideas with evidence from the text.

- *What details did you learn about animals by reading these journal pages?*
- *There are no pictures of the writer. What do you know about the writer just from reading his science journal?*
- *What other animals live in people's yards? How are those animals like rabbits, squirrels, birds, and frogs? How are they different?*

## Write About Reading

Have children choose either one of the following options for writing, or do both.

- Draw a picture of a yard with all of the animals you saw in this science journal. Then, label each animal with its name. **(Informative/Explanatory)**
- Write a sentence that tells which animal you would like to see up close. Tell why you would like to see that animal. Complete the sentence frame. **(Opinion)**

*I would like to see the \_\_\_\_\_ up close because \_\_\_\_\_.*

## Connect to the Internet

To learn more about backyard animals, including the squirrel, go to [www.pbslearningmedia.org/resource/evscps.sci.life.backyardint/backyard-wildlife-interactive/](http://www.pbslearningmedia.org/resource/evscps.sci.life.backyardint/backyard-wildlife-interactive/).

To learn more information about teaching children how to conduct a backyard scavenger hunt, go to [www.nwf.org/kids/family-fun/outdoor-activities/backyard-savenger-hunt.aspx](http://www.nwf.org/kids/family-fun/outdoor-activities/backyard-savenger-hunt.aspx).

# Level B Lessons at-a-Glance

## LEVEL B

Text Type	Title	Content Area	Text Complexity	Themes/Ideas	Technology Links
Diary Pages	<i>My Day in Town</i>	Community	Basic	comprehend events that happened during a day in town; recognize the vehicles that people in a town ride in	<ul style="list-style-type: none"> <li>• <a href="http://www.nyc.gov/html/dot/html/about/safety-city.shtml">www.nyc.gov/html/dot/html/about/safety-city.shtml</a></li> <li>• <a href="http://www.childrendefsafetyvillagefl.org/about-us.html">www.childrendefsafetyvillagefl.org/about-us.html</a></li> </ul>
Dictionary Pages	<i>My Picture Dictionary</i>	Language/Letter Recognition	Complex	recognize animals whose names begin with the letter <i>d</i> ; learn how animals move	<ul style="list-style-type: none"> <li>• <a href="http://teacher.scholastic.com/clifford1/flash/confusable/index.htm">http://teacher.scholastic.com/clifford1/flash/confusable/index.htm</a></li> <li>• <a href="http://pbskids.org/sesame/games/letters-big-bird/">http://pbskids.org/sesame/games/letters-big-bird/</a></li> </ul>
Email	<i>Email From Max to Jen</i>	Technology	Moderate	recognize the features of email; learn about things that can be seen at a lake	<ul style="list-style-type: none"> <li>• <a href="http://water.usgs.gov/edu/earthlakes.html">http://water.usgs.gov/edu/earthlakes.html</a></li> <li>• <a href="http://water.epa.gov/learn/kids/beachkids/index.cfm">http://water.epa.gov/learn/kids/beachkids/index.cfm</a></li> </ul>
Fact Book Pages	<i>Bird Nest Facts</i>	Life Science	Complex	recognize different kinds of birds make different nests; understand that different materials can be used for a similar purpose	<ul style="list-style-type: none"> <li>• <a href="http://www.prbo.org/cms/docs/edu/activity4.pdf">www.prbo.org/cms/docs/edu/activity4.pdf</a></li> <li>• <a href="http://www.humanesociety.org/animals/resources/tips/nest_building.html#id=album-144&amp;num=content-2737">www.humanesociety.org/animals/resources/tips/nest_building.html#id=album-144&amp;num=content-2737</a></li> </ul>
Guidebook Pages	<i>Look at Frogs</i>	Life Science	Basic	identify the different actions of a frog; learn about what frogs eat	<ul style="list-style-type: none"> <li>• <a href="http://kids.sandiegozoo.org/fantastic_frogs">http://kids.sandiegozoo.org/fantastic_frogs</a></li> <li>• <a href="http://animaldiversity.ummz.umich.edu/collections/frog_calls/">http://animaldiversity.ummz.umich.edu/collections/frog_calls/</a></li> </ul>
How-to	<i>Use Shapes to Make a Mouse</i>	Arts and Crafts	Complex	identify shapes (circles, ovals, and rectangles) and the colors blue, orange, and red; follow directions	<ul style="list-style-type: none"> <li>• <a href="http://pbskids.org/lions/stories/colors.html?pid=0Fx2iYEOEJZDYPOkMc7jweK5q3pmWvCU">http://pbskids.org/lions/stories/colors.html?pid=0Fx2iYEOEJZDYPOkMc7jweK5q3pmWvCU</a></li> <li>• <a href="http://pbskids.org/curiousgeorge/games/i_love_shapes/i_love_shapes.html">http://pbskids.org/curiousgeorge/games/i_love_shapes/i_love_shapes.html</a></li> </ul>
Magazine Article	<i>At Night</i>	Earth Science Life Science	Basic	identify objects visible at night in the sky; understand that an owl is a bird that is awake at night	<ul style="list-style-type: none"> <li>• <a href="http://pbskids.org/lions/stories/nitetime.html?pid=o-V5ldFwvZkdTpDK6rXCPxct_InO0yC">http://pbskids.org/lions/stories/nitetime.html?pid=o-V5ldFwvZkdTpDK6rXCPxct_InO0yC</a></li> <li>• <a href="http://coolcosmos.ipac.caltech.edu/asks">http://coolcosmos.ipac.caltech.edu/asks</a></li> </ul>
Newspaper Article	<i>New Fruit Market!</i>	Nutrition Community	Basic	recognize and name different fruits; understand that a market is a place where you can buy fruits	<ul style="list-style-type: none"> <li>• <a href="http://www.freshforkids.com.au/fruit_pages/fruit.html">www.freshforkids.com.au/fruit_pages/fruit.html</a></li> <li>• <a href="http://pbskids.org/video/?category=Daniel%20Tiger%27s%20Neighborhood&amp;pid=0xGtJAH3noEe326bUO5bWgSSz7YIA8fK">http://pbskids.org/video/?category=Daniel%20Tiger%27s%20Neighborhood&amp;pid=0xGtJAH3noEe326bUO5bWgSSz7YIA8fK</a></li> </ul>
Question and Answer Book Pages	<i>How Many Animals?</i>	Math/Science Concepts	Complex	recognize the difference between big and little; understand how to distinguish and compare size using the pictures	<ul style="list-style-type: none"> <li>• <a href="http://pbskids.org/catinthehat/games/doyouseemyseahorse/index.html">http://pbskids.org/catinthehat/games/doyouseemyseahorse/index.html</a></li> <li>• <a href="http://www.zoo.org/page.aspx?pid=2548#.U4eg6S86HLA">www.zoo.org/page.aspx?pid=2548#.U4eg6S86HLA</a></li> </ul>
Science Journal Pages	<i>My Yard</i>	Life Science	Moderate	recognize animals that might live in a yard; identify places where animals in a yard can be found	<ul style="list-style-type: none"> <li>• <a href="http://www.pbslearningmedia.org/resource/evscps.sci.life.backyardint/backyard-wildlife-interactive/">www.pbslearningmedia.org/resource/evscps.sci.life.backyardint/backyard-wildlife-interactive/</a></li> <li>• <a href="http://www.nwf.org/kids/family-fun/outdoor-activities/backyard-savenger-hunt.aspx">www.nwf.org/kids/family-fun/outdoor-activities/backyard-savenger-hunt.aspx</a></li> </ul>