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## Level C

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# Diary

Level C

Text Type: Diary

**Summary:** These pages from a child's diary include text and pictures about a baseball game.

**Themes/Ideas:** recognize the features of a diary; identify the series of events that happen during a baseball game

**Informational Text Features:** photos, drawings

**High-Frequency Words:**

- *I, to, you, can, said, me, went, up, we*

**Academic Vocabulary:**

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

**Domain-Specific Vocabulary:**

- **throw:** to send through the air using one's arm
- **catch:** to take an object in motion
- **hit:** to use something to move an object through the air

# My Ball Game



**Focus Question:** What happened at the ball game?

## First Reading

Read aloud the title and ask children to predict what the diary pages will be about. Elicit that these pages are about a baseball game. Tell children they will be reading two pages from the diary, one on the front of the card and one on the back. Remind children that a diary is a blank book in which a person writes about things that happened in his or her day. Point out that the writer of this diary added pictures to his diary pages.

Have children read the diary pages on their own. After they read, talk about what the writer shared about the baseball game.

## Guided Close Reading

**Key Ideas and Details** *What topic did the writer write about? What main events does the writer tell about?* ①-④

**Think Aloud** *The writer wrote about a ball game. The main events are Dee throwing the ball, the writer catching the ball, the writer hitting the ball, and the team winning the game.*

**Vocabulary** *Look at page 1. How do the pictures help you understand what the words throw and catch mean?* ① ②

**Text Features** *Besides the sentences and the photos, what do you see on these diary pages? What do the drawings say about the writer of the diary?* ① ③

**Punctuation** *What words does Dee say? How do you know? Is Dee calm or excited? How do you know? What does the boy say? How does the sentence show he is excited?* ① ②

**Think Aloud** *Dee says, "I want to throw the ball to you." I know because these words are in quotation marks. I know that Dee is calm because her sentence ends with a period. The boy says, "Throw it to me!" I know that he is excited, perhaps shouting, because the sentence ends with an exclamation point.*

**Sequence** *In what order does the writer tell the events? What happened before the boy hit the ball? What happened after he hit the ball?* ①-④

**Photos and Text** *What can you learn about the ball game from the pictures alone? For example, where were the pictures taken? Who is in them? How do the people feel? How can you tell?* ①-④

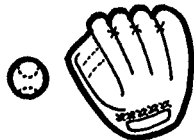
**Connect Ideas** *The last picture shows several children. What does this tell you about playing a ball game?* ④

## My Ball Game



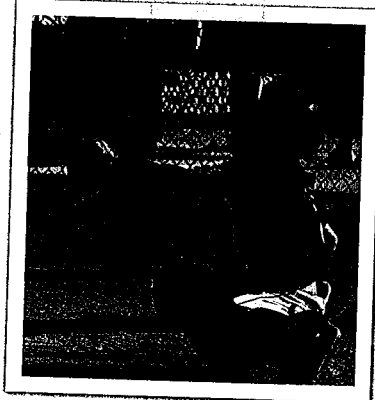
1

Dee said,  
"I want to throw  
the ball to you."



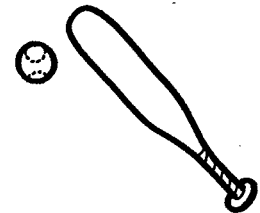
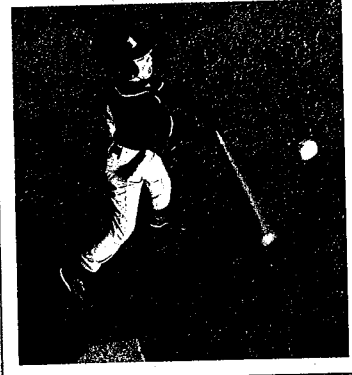
2

I can catch a ball.  
I said,  
"Throw it to me!"



3

I can hit a ball.  
I said,  
"Throw it to me!"



4

I hit the ball.  
The ball went up.  
We won the game!



### 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 boy wrote about the game in his diary?
- In what way is the last picture different from the other pictures? Look at the text and the pictures to find differences. What are the children celebrating?
- Would you like to play in a ball game with Dee and the writer? Why or why not?

### Write About Reading

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

- List each action word shown on the card. (*throw, catch, hit*) Draw a picture of someone doing each action. Then write a sentence to describe each picture. (**Informative/Explanatory**)
- Which part of the ball game do you like best? Use details in the text and pictures to help decide. Then complete the sentence frame below. (**Opinion**)

I like \_\_\_\_\_ best because \_\_\_\_\_.

### Connect to the Internet

To read more about how baseball began with children, go to [www.americaslibrary.gov/jp/bball/jp\\_bball\\_early\\_1.html](http://www.americaslibrary.gov/jp/bball/jp_bball_early_1.html). To learn baseball terms to share with children, go to [www.pbs.org/kenburns/baseball/beginners/glossary.html](http://www.pbs.org/kenburns/baseball/beginners/glossary.html).

# Dictionary

## Level C

Text Type: Picture Dictionary

**Summary:** These pages from a child's picture dictionary show different things that begin with the letter *s*.

**Themes/Ideas:** recognize the features of a picture dictionary; understand the relationship between the letter *s* and the pictures, words, and sentences

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

**High-Frequency Words:**

- *is, for, can, play, in, on, ride, be, down, go, up*

**Academic Vocabulary:**

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

# My First Dictionary



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

## First Reading

Explain to children that their cards show two pages from a picture dictionary. Read the words at the top of the page, *sandbox to sled*. Have children find the two things that begin with *s* on this dictionary page—*sandbox* and *sled*. Then look at the back of the card together and read the words at the top of the page. Have children find the two things that begin with the letter *s*—*slide* and *swing*.

Ask children to tell what they see on the page next to the picture. Elicit that there are two sentences about the picture.

Have children read the picture dictionary pages on their own. After they read, talk about the different words and pictures.

## Guided Close Reading

**Text Features** Look at the sentence “*S is for sandbox.*” How did the author make the *s* and the word *sandbox* look special? How does this help someone who is reading this page? ❶

**Key Ideas and Details** Name the things you read about on this page. What sound does each word start with? What letter does each word start with? Where might you see a *sandbox* and a *sled*? ❶ ❷

**Think Aloud** We read about a *sandbox* and *sled*. They both start with */s/*. *Sandbox* and *sled* both begin with the letter *s*. I might see a *sandbox* and a *sled* in the park.

**Connect Ideas** What is the connection between playing in a *sandbox* and digging in the sand? ❶

**Think Aloud** A *sandbox* is filled with sand. Digging in the sand is part of the fun of playing in a *sandbox*.

**Photos and Text** Look at the bottom of the page. What is the child riding on? Point to the word in the text. How does the picture help you understand the meaning of the word *sled*? ❷

**Sentence Pattern** Look at the first sentence for each word. How are they similar? Which words are repeated? Which words are different? ❶-❹

**Key Ideas and Details** Name the things you read about on this second page. What sound does each word start with? What letter does each word start with? Where might you see a *slide* and a *swing*? ❸ ❹

**Words and Phrases in Context** Use the words up and down to tell about the *slide*. Then use the words up and down to tell about the *swing*. ❸ ❹

## sandbox ► sled

1

**S** is for **sandbox**.

A child can play in the sandbox.

A child can dig in the sand.



2

**S** is for **sled**.

A child rides on a sled in the snow.

16 My First Dictionary

## slide ► swing

3

**S** is for **slide**.

A child rides down a slide.

A slide can be a fast ride.



4

**S** is for **swing**.

A child can go up on a swing.

A swing can go way up.



My First Dictionary 17

### 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 again at the pictures. Reread the sentences that start "S is for." What do all the things have in common, besides starting with s? Where would you find them?*
- *Why would someone want to use this picture dictionary? How would it help someone who wanted to know how to spell the word sandbox? How would it help someone who wanted to know what a slide is?*
- *What other s words do you know? What s words would you add to the picture dictionary? What pictures and sentences could you add for these words?*

### Write About Reading

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

- **Make a chart.** List the words from the dictionary that begin with *s*. Write each word (*sandbox, sled, slide, swing*) on one side of the chart. Draw a picture next to each word. (**Informative/Explanatory**)
- **Which activity that the children do looks like it is the most fun?** Write a sentence that tells which one you think is most fun and why. (**Opinion**)

### Connect to the Internet

To further children's understanding of letter and word recognition, have them go to <http://pbskids.org/sesame/home/alphabet-soup/>. To further children's understanding of picture dictionaries and the letter *s*, go to NASA's space picture dictionary: [www.nasa.gov/audience/forstudents/k-4/dictionary/#s](http://www.nasa.gov/audience/forstudents/k-4/dictionary/#s).

# Email

Level C

Text Type: Email

**Summary:** These pages show email messages and pictures sent from Mel, at the beach, to his friend Cam.

**Themes/Ideas:** recognize the features of an email; understand the different activities people like to do at the beach

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

**High-Frequency Words:**

- *we, are, at, little, said, I have, like, to, play, it, run, our, and, fly, my, to*

**Academic Vocabulary:**

- **email:** an electronic message sent through a computer or cell phone

**Domain-Specific Vocabulary:**

- **beach:** sandy land near water, such as an ocean or a lake
- **kite:** a toy with a long string that flies in the wind

# Emails From the Beach



**Focus Question:** How does each member of a family enjoy the time at the beach?

## First Reading

Read aloud the title and explain that these pages show email messages from a boy named Mel to a friend named Cam. Have children find the two emails on the front of the card and two emails on the back of the card. Talk about what an email is and how people send emails. Point out that these emails include pictures.

Then have children read the emails on their own. After reading, have children talk about what Mel had to say in his emails.

## Guided Close Reading

**Text Features** Look at the first email. How is this page designed to look like a real email on a computer screen? ❶

**Think Aloud** The top has three buttons—red, yellow, and green—for opening and closing the email. The word From is followed by the name of the person who wrote the email, Mel. The word To is followed by the name of the person getting the email, Cam. The right side of the screen has a gray bar with a scroll button for moving up and down in the email. All these things are parts of a real email on a screen.

**Photos and Text** Which word names the place where Mel's family is? What does the beach look like? What is the beach near? ❶❷❸

**Think Aloud** The word beach names the place they went. I can see that the beach is a sandy place. I can see Little Jen playing with the sand. The beach is near the water. I can see the water in the picture that shows Mel's dad reading and in the picture that shows his mom running.

**Key Ideas and Details** How does each person in Mel's family have fun at the beach? What does Mel like to do? ❶-❸

**Make Predictions** In the last email you see a picture of Mel who wrote these emails to Cam. Why do you think he wrote all these emails? What do you think Cam might write back to Mel? ❹

**Connect Ideas** Mel didn't talk about the sounds on the beach. What sounds do you think he heard? ❶-❹

## Emails From the Beach

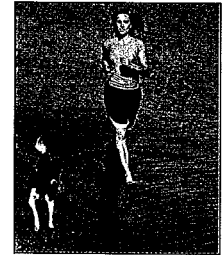
From: Mel  
To: Cam

- 1 We are having fun at the beach.  
Little Jan likes to play with sand at the beach.



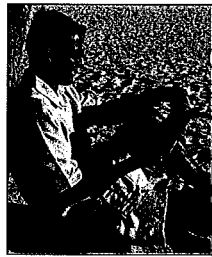
From: Mel  
To: Cam

- 3 Mom likes to run on the beach.  
It is fun to run with our dog.



From: Mel  
To: Cam

- 2 My dad likes the beach.  
He likes to read in the sand.  
Reading at the beach is fun.



From: Mel  
To: Cam

- 4 I like to fly my kite at the beach.  
I have fun on the beach, 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.

- What makes Mel's emails interesting and fun to read?
- How is what Dad does at the beach different from what everyone else does? How do you know?
- How do you think the day at the beach might be different if it were a cold winter day? Which things could the family members do even on a cold winter day? How might they be dressed differently?

## Write About Reading

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

- Make a chart. List the names of each member of the family. Next to the name, write what each person likes doing at the beach. **(Informative/Explanatory)**
- Write about which activity you would like to do on the beach. Tell why you think you would like it. **(Opinion)**

## Connect to the Internet

To learn more information about beaches, including how to protect them, go to <http://water.epa.gov/learn/kids/beachkids/about-beaches.cfm>.

To read more about beach safety, go to [www.redcross.org/prepare/disaster/water-safety/beach-safety](http://www.redcross.org/prepare/disaster/water-safety/beach-safety).

# Fact Book

Level C

Text Type: Fact Book

**Summary:** These pages from a child's fact book focus on the number of legs different animals have.

**Themes/Ideas:** recognize the features of a fact book; understand that different kinds of animals have different numbers of legs

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

**High-Frequency Words:**

- *some, have, two, walk, on, four, run*

**Academic Vocabulary:**

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

**Domain-Specific Vocabulary:**

- **insects:** animals that have six legs and bodies that are divided into three parts
- **spiders:** animals that have eight legs and can spin webs to catch food

# Facts About Animal Legs



**Focus Question:** How many legs does a bird, a horse, an insect, and a spider have?

## First Reading

Read aloud the title and explain that the card shows pages from a book called *Animal Fact Book*. Based on the title, ask children to tell what they think the pages will be about. Make sure children understand that a fact is something that is true. These pages have true information about animals and pictures too. Point out that there are two pages on the front of the card and two pages on the back. Have children read the pages independently. Then discuss what information about animals and their legs the author shared in this fact book.

## Guided Close Reading

**Text Features** Look at page 1. How does the author make the word *Birds* stand out? What does the author include along with the photo? What do the captions tell you? ❶

**Compare and Contrast** Look at the pictures of the stork and penguin. Then read the sentences. What are two ways storks and penguins are alike? What does this tell you about birds and how many legs they have? ❶

**Think Aloud** Storks and penguins are alike because they are both birds. They are also alike because they each have two legs. This tells me that all birds probably have two legs.

**Connect Ideas** Look at the pictures of the horses. How are the horses alike and different? What do these pictures tell you about different kinds of horses? ❷

**Think Aloud** The horses are alike because they all have four legs. The horses are different because they are different sizes. This tells me that all horses have four legs, even if they are different in other ways.

**Key Ideas and Details** How many legs do insects have? What insects does the author have photos of to show that insects have six legs? How many legs do spiders have? ❸ ❹

**Photos and Text** The author shows closeup pictures of the ant, the ladybug, and the spiders. Why is it important to see these animals in close-up pictures but not important to see the birds and horses close up? ❶-❹

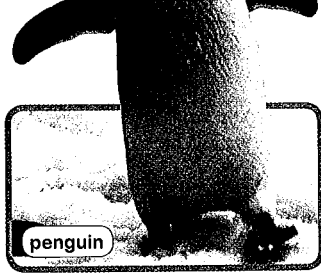


## Facts About ANIMAL LEGS

Some animals have two legs.

**Birds** walk on two legs.

1



Some animals have four legs.

**Horses** run on four legs.

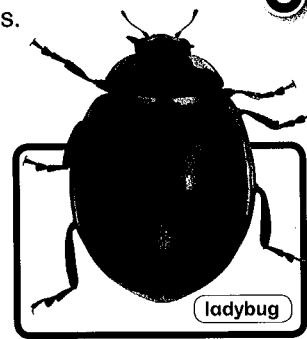
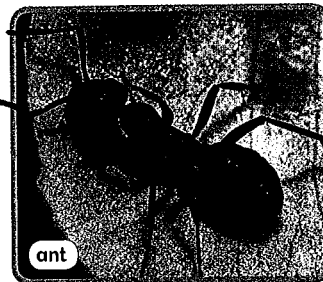
2



Some animals have six legs.

**Insects** have six legs.

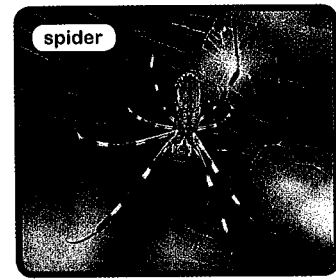
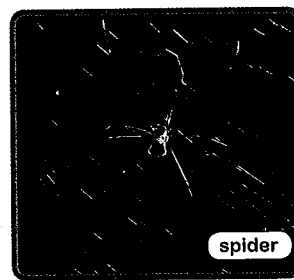
3



Some animals have eight legs.

**Spiders** have eight legs.

4



1 ANIMAL FACT BOOK

2 ANIMAL 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 shows so many pictures? How do the pictures help you understand the information given in the sentences?*
- *Which animals do you learn about by reading these pages? What was alike about the animals you read about? What was different about the animals?*
- *One fact says that horses have four legs. Many kinds of animals have four legs. What other kinds of animals do you know that have four legs?*

## Write About Reading

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

- Make a chart to show the number of legs each animal has. Write the name of the animal on one side. Then write the number of legs it has on the other side. **(Informative/Explanatory)**
- Choose your favorite photograph from the fact book pages. Write a sentence about what it shows. Then tell why it is your favorite. **(Opinion)**

## Connect to the Internet

To further children's understanding of counting and number recognition, have them go to <http://pbskids.org/curiousgeorge/busyday/apples/> and <http://pbskids.org/curiousgeorge/busyday/allie/> for practice.

# Guidebook

Level C

Text Type: Guidebook

**Summary:** These pages show familiar farm animals and describe the sounds they make to communicate.

**Themes/Ideas:** identify common farm animals by name; understand the relationship between farm animals and the sounds they make

**Informational Text Features:** photos, large red type, text boxes (circles)

**High-Frequency Words:**

- *who, a, all, can*

**Academic Vocabulary:**

- **guidebook:** a book that includes helpful facts

# Farm Animal Sounds



**Focus Question:** What sounds do farm animals make?

## First Reading

Read aloud the title and ask children to name one sound they would expect to hear from a farm animal. Explain that this card shows two pages from a guidebook called *A Guide to the Farm*. Ask children to tell what they think these two pages from the guide are about. Explain that a guidebook is a handy little book that people use to learn about a subject. Point out that one page from the guidebook is on the front of the card and another page is on the back.

Have children read the pages on their own. After reading, have children talk about the information they learned about farm animal sounds.

## Guided Close Reading

**Text Features** *What do you see next to each picture? What does the author do to make you notice the word that names the sound that the cow makes? How does that word look compared to the other words?* ①

**Photos and Text** *Why do you think the author chose these particular photos of the cow and the cat?* ① ②

**Sentence Patterns** *What do you notice about the sentences about the dog and the sentences about the sheep?* ③ ④

**Key Ideas and Details** *Which animals make their sounds all day? How do you know?* ①-④

**Think Aloud** *The last sentence for each animal says that the animal makes its sound all day. "A cow can moo all day." "A cat can meow all day." "A dog can bark all day." "A sheep can baa all day."*

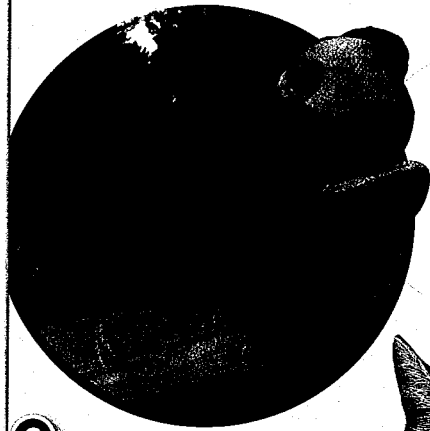
**Connect Ideas** *Animals use sounds to communicate, or "talk" with each other and with people. Which animal looks as if it might be calling for help? Who on this farm might come near when an animal makes sounds?* ①-④

**Author's Craft** *What does the author do to get you involved in the guidebook?* ①-④

**Think Aloud** *The author begins each set of sentences about the animal by asking a question. The author asks, "Who moos?" "Who meows?" "Who barks?" and "Who baas?" You can read the question and think about the answer. Then you can find out the author's answer.*

**Generate Questions** *What questions do you still have about sounds that farm animals make?*

## Farm Animal Sounds



1

### MOO

Who moos?  
A cow moos.  
A cow can moo  
all day.

2

### MEOW

Who meows?  
A cat meows.  
A cat can meow  
all day.



1 A Guide to the Farm

3

### BARK

Who barks?  
A dog barks.  
A dog can bark  
all day.



4

### BAA

Who baas?  
A sheep baas.  
A sheep can baa  
all day.



2 A Guide to the Farm

### 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 did the author do to make the pages of this guidebook fun to read?*
- *Who do you think would like reading a guide to farm animal sounds?*
- *You read about four different animals and the sounds they make. What other farm animals do you know about? What do those animals say?*

### Write About Reading

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

- Make a chart. Write the name of each animal you read about and what sound it makes. **(Informative/Explanatory)**
- Make a list of the sounds that the farm animals made. Circle the sound you think would be the loudest. Draw a line under the sound you think would be the softest. **(Opinion)**

### Connect to the Internet

To learn more information about the sounds that wild animals make and hear recordings, go to [www.nature.nps.gov/sound/gallery.cfm](http://www.nature.nps.gov/sound/gallery.cfm). To further children's understanding of animal sounds by playing a game, go to <http://pbskids.org/zoom/activities/games/animalsoundgame.html>.

## How-to

### Level C

Text Type: How-to

**Summary:** This card shows step-by-step directions on how to make a face on a plate using only vegetables.

**Themes/Ideas:** read through step-by-step instructions for how to make an art project; recognize different kinds of vegetables

**Informational Text Features:** list of ingredients, photos, labels

**High-Frequency Words:**

- *the, to, make, look, at*

**Academic Vocabulary:**

- **how-to:** a type of text that gives step-by-step instructions how to do something

**Domain-Specific Vocabulary**

- **peas:** very small, round green vegetables
- **green bean:** a short, thin, straight green vegetable
- **pea pod:** the green outer shell that holds the peas of a pea plant
- **spinach leaves:** a dark green leafy vegetable
- **vegetable:** a plant we eat such as beans

# Make a Vegetable Face



**Focus Question:** How can you use vegetables to make a face?

## First Reading

Read aloud the title. Ask children what they think they will read about. Explain that there are four directions that show how to use vegetables to make a face on a plate. Point out that the directions tell how to do this project step-by-step. Show children that there are two pages on the front of the card and two pages on the back and that each step is numbered to show what to do first, second, third, and fourth.

Then have children read the pages independently. After they read, talk about the directions for making a vegetable face.

## Guided Close Reading

**Text Features** Look at the top of the first page. What does it say? Why do you think it is the first thing the author wants you to read? ❶

**Think Aloud** It tells me what I will use to make a vegetable face. I will need 1 plate, 2 peas, 1 green bean, 1 pea pod, and 5 spinach leaves. I think the author put this on the top of the first page because the first thing I will need to do is get these vegetables and a plate so that I can make my vegetable face.

**Key Ideas and Details** What is the first kind of vegetable that you use? How do you know that the author wants you to use this first? ❷

**Photos and Text** Which sentence tells you to add a green bean? What does the photo show? Where should you put the green bean to make part of the face? Why is it important to put the green bean in the right place? ❸

**Think Aloud** The sentence is "Use the green bean to make a nose." The photo shows the peas from the step before and also the green bean in the middle of the face. If you put the green bean somewhere else it will not look like a nose.

**Vocabulary** What is the difference between peas and pea pods? Why do you think you will use peas to make the eyes and a pea pod to make the mouth? ❹ ❺ ❻

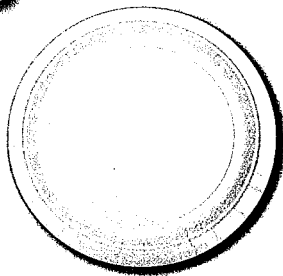
**Sequence** What vegetables did you read about? What are the steps, in order, to making a vegetable face on a plate? ❶-❺

**Connect Ideas** Look at the last sentence. Why is this a good sentence to end this set of directions? ❻

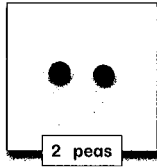
**Think Aloud** I cannot look at the whole face until it is complete and all the other steps are done. The last step says to look at the face. I think this is a good last sentence because it lets me know the face is done.

# Make a Vegetable Face

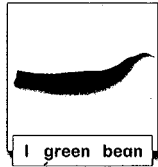
## 1 What to Use



1 plate



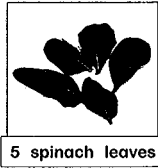
2 peas



1 green bean



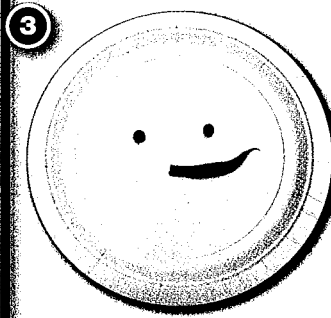
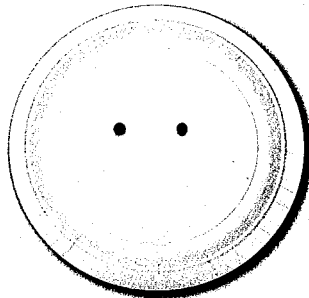
1 pea pod



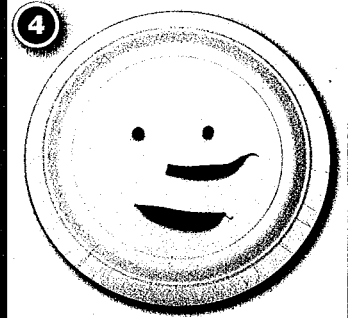
5 spinach leaves

## 2 What to Do

1. Use the peas to make the eyes.



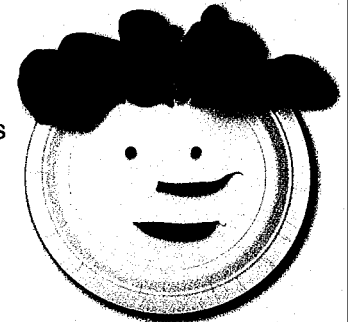
2. Use the green bean to make the nose.



3. Use the pea pod to make the mouth.

4. Use the spinach leaves to make the hair.

- 6 Now look at the face!



## 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 pictures tell you what to do to make a vegetable face? How do the numbers and the sentences add to the information in the pictures?
- Read the list again. Do you think you need all of these things to make a face? What vegetables are most important to making a face? Why?
- What other vegetables could you use to make a face? Think about other vegetables that are alike in size and shape to the ones used here.

## Write About Reading

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

- Make a chart to show the vegetables needed to make parts of the face. Write the name of the vegetable on one side of the chart. Then write the part of the face it makes on the other side. **(Informative/Explanatory)**
- Vegetables are good to eat. But the face is fun to look at. Would you eat the vegetables after you made the face? Write your opinion using the sentence frame, and give one reason. **(Opinion)**

*I (will/will not) eat the vegetables because \_\_\_\_\_.*

## Connect to the Internet

To read more about how to use vegetables to make a face, visit <http://fit.webmd.com/jr/food/article/vegetable-faces-activity>. To help children play a game to make faces out of food online, visit <http://fit.webmd.com/jr/food/game/food-face-game>.

# Magazine Article

Level C

Text Type: Magazine Article

**Summary:** This text from a butterfly garden magazine shows gardeners in their gardens as they watch butterflies land on the flowers.

**Themes/Ideas:** recognize and identify differences between the butterflies and the flowers; recognize colors and color words

**Informational Text Features:** photos, colored print, labels

**High-Frequency Words:**

- *like, this, is, and, it, to, on, blue, too, red*

**Academic Vocabulary:**

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

**Domain-Specific Vocabulary:**

- **butterfly:** an insect with large, colorful wings
- **garden:** a place outdoors with plants
- **flower:** a plant that blooms

# Butterflies



**Focus Question:** What do butterflies do when they visit gardens?

## First Reading

Read aloud the name of the magazine article. Remind children that a magazine article has words and pictures that give information about a subject. Explain that their cards show an article from *Garden Magazine*. Have children find one page on the front of the card and another page on the back. Together look at the butterflies and read aloud the names of the butterflies in the labels. Ask children what they think they might learn about butterflies from reading the article.

Then have children read the magazine pages on their own. After reading, have children talk about the butterflies in the garden.

## Guided Close Reading

**Connect Ideas** Look at the first sentence at the top of the page. What do butterflies like? Why do you think they like gardens? ❶

**Vocabulary** Which color words does the author use to tell about the first butterfly? Which color word does the author use to tell about the flower? How does the author show the color words? ❷

**Key Ideas and Details** Look at the three sentences at the bottom of page 1. What do butterflies like? What color is the butterfly that has come to the garden now? What color flower does this butterfly like to sit on? ❸

**Compare and Contrast** Look at the butterfly at the top of page 2. Which color word tells how the butterfly and the flower are alike? ❹

**Photos and Text** Look at the butterfly at the top of the page. What does the picture tell you about the butterfly that the words do not? ❺

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**Think Aloud** I can see that the butterfly has a body and wings. It has antennae. I can see how the butterfly sits on the flower. It looks like it is sipping something from the flower. I think it is sipping nectar.

---

**Key Ideas and Details** What color is the butterfly at the bottom of the page? What color flower does it like? ❻

**Text Features** What are all the color words the author printed in color? ❼-❽

**Connect Ideas** Why do the butterflies come to the garden? What is different about the flowers that the butterflies like? ❶-❽

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**Think Aloud** All the butterflies come to the garden because they like the flowers. The different colored butterflies like different colored flowers.

---

# Butterflies

1

Butterflies like gardens.

This butterfly is orange and black.

It likes the purple flower.



monarch

2

Butterflies like flowers.

This blue butterfly comes to the garden.

It sits on a pink flower.



blue morpho

Garden Magazine

3

Look at this butterfly in the garden.

It is yellow and black.

It likes a yellow flower.



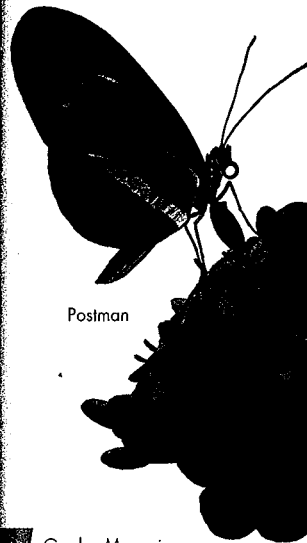
tiger swallowtail

4

This butterfly comes to the garden, too.

It is red and black.

It likes an orange flower.



Postman

Garden 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.

- Look back at the title and pictures. Remember that this is a magazine article. What did you learn about butterflies, flowers, and gardens by reading these pages?
- How did seeing the words that name colors printed in their colors help you read the words? Why do you think the author did that?
- This garden had many different butterflies visit it. What other animals might you expect to see in this garden?

## Write About Reading

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

- Draw a picture of one butterfly on a flower. Color your picture. Add labels that say butterfly and flower. Add words that name their colors. **(Informative/Explanatory)**
- Write the names of three colors from the book. Then circle the color you like best. Write a sentence to tell why you like it best. **(Opinion)**

## Connect to the Internet

To learn more butterfly facts, go to <http://animals.sandiegozoo.org/animals/butterfly>. To read more about and see a video of a butterfly garden, go to <http://gardens.si.edu/our-gardens/butterfly-habitat-garden.html>.

## Newspaper Article

Level C

Text Type: Newspaper Article

**Summary:** This newspaper article tells about what happens at the new children's library that just opened.

**Themes/Ideas:** identify what happens in a new library; understand why some news is important

**Informational Text Features:**  
photos, headline

**High-Frequency Words:**

- *look, at, all, the, new, we, have, said, this is, I, to*

**Academic Vocabulary:**

- **newspaper:** a text about the news, or what is happening in the world
- **library:** a place where people can read or borrow books, use computers and other materials
- **online:** connected to the Internet

# New Children's Library Opens!



**Focus Question:** What is happening at the new library?

## First Reading

Have children look at the top of the card. Point to and read the name of the newspaper, *Town News*. Tell children that the next line at the top of the page tells the name of the article they will read. Read the headline aloud. Remind children that a newspaper is filled with information about what is happening each day. Ask children to predict what they might learn about the new library.

Have children read through the article on their own. Then discuss what is happening at the new town library.

## Guided Close Reading

**Text Features** *What part of the text tells you that this is a news article? What part of the text tells you what this article will be about?* ①

**Photos and Text** *Who is shown in the photos?* ① ②

**Key Ideas and Details** *What do all the people shown in the newspaper article have in common? What information do we learn from this newspaper article? What do children do at the new library?* ① ②

**Think Aloud** *All the children are reading or listening to books in the new library. We learn that the new library has new books and a story time.*

**Photos and Text** *Look again at the photo of the books. Where are the books? How do you know?* ①

**Words and Phrases in Context** *What does "reading a book online" mean? What detail in the picture helps you understand what "reading a book online" means?* ②

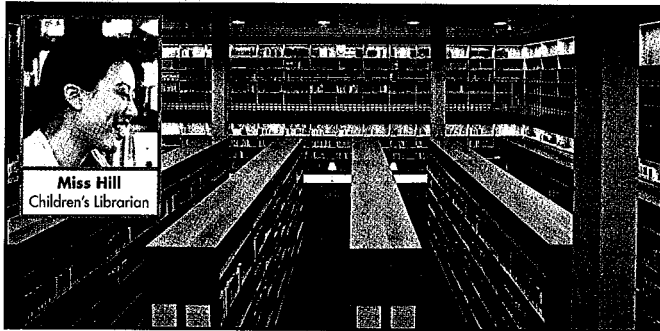
**Author's Purpose** *Where were all the photos taken? Why was it important to write a news article about this library? Who would be interested in reading this article? Why?* ① ②

**Think Aloud** *All of the photos are of the new library. It was important to write about because the library is new and just opened. People in the town would be interested in seeing the article to learn about their new library.*

**Connect Events** *What probably happened before the new library opened that was not mentioned in this article?*



## New Children's Library Opens!



"Look at all the books we have!" said Miss Hill.

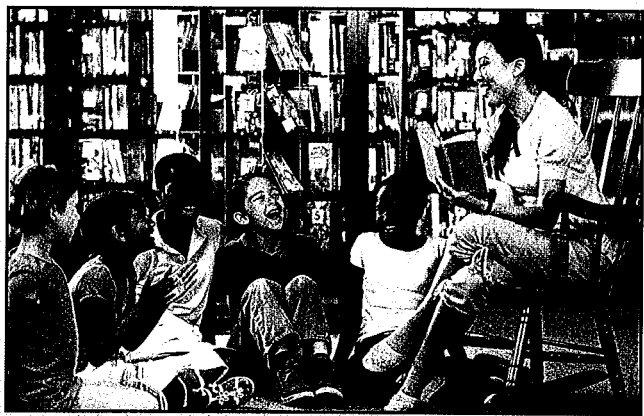
1

Miss Hill said, "We have children reading and reading!"



2

"This child is reading a book online," said Miss Hill.



"I love reading to children!" said Miss Hill.

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 words or sentences help you know how Miss Hill feels about working in the new library? What do the pictures tell you?
- What questions did you have about a library before you read the article? What questions does the article help you answer?
- What do you think this library has that all libraries have? Why is a library an important place in a town?

### Write About Reading

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

- Make a list. Write three ways to look at books in this new library. **(Informative/Explanatory)**
- What activity would you like to do at the new library? Write the name of the activity and why you would like to do it. **(Opinion)**

### Connect to the Internet

To read more about libraries in your area, go to <https://nces.ed.gov/nceskids/tools/library/index.asp>.

To learn more information about online resources available to children in a public library, go to <http://library.escondido.org/games.aspx>.

# Question and Answer Book

Level C

Text Type: Question and Answer Book

**Summary:** These pages from a question and answer book give information about animals and their natural habitats.

**Themes/Ideas:** recognize the relationship between photographs and sentences; learn about animal camouflage through questions and answers

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

**High-Frequency Words:**

- *is, in, that, what, on*

## What Do You See?



**Focus Question:** What animals will you find in different places?

### First Reading

Read aloud the title, *What Do You See?* Show children that there are four pages from a book on this card, two on the front and two on the back. Tell children that these pages come from a special kind of book called a question and answer book. Explain that on each page they will see questions and answers about animals.

Have children read the pages independently. Then talk about these question and answer book pages.

### Guided Close Reading

**Text Features** Look at the print on the first page of this question and answer book. What colors does the author use for the question and answer? Which sentence asks a question? Which sentence gives the answer? ❶

**Think Aloud** The first sentence asks a question. The question is printed in blue. It asks, "What is in the snow?" The next sentence answers the question. The answer is printed in black. The answer is, "A fox is standing in the snow."

**Generate Questions** Look at the picture of the fox. What is another question you could ask and answer using the photo? ❷

**Key Ideas and Details** What is on the leaf? Which word tells you what the bug is doing? Which words tell you where the bug is? What details in the photo tell you more about the bug? ❸

**Photos and Text** What does the photo about the bird show you that the words in the sentence do not? What does the photo of the snake show you that is not mentioned in the sentence? ❹

**Compare and Contrast** Compare the color of the tree and the color of the snake. Are the colors alike? How would this help the snake to hide from danger? ❺

**Connect Ideas** Which animal could hide in the snow? Which animal might be hard to find in tall brown grass? Which animals might be hard to see in a leafy tree? ❶-❹

**Think Aloud** The fox could hide in the snow because it is white like the snow. It might be hard to find the bird in tall brown grass because the bird is tall and brown. It might be hard to see the green bug and the green snake in a leafy tree because they are green and so are the leaves.

1

What is in the snow?

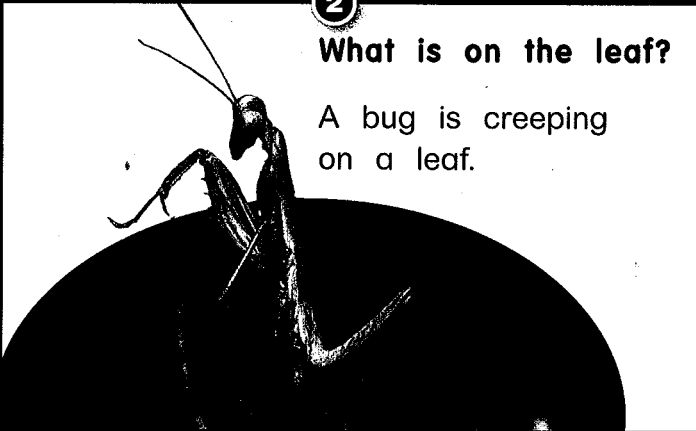
A fox is standing in the snow.



2

What is on the leaf?

A bug is creeping on a leaf.



1 What Do You See?

3

What is in the grass?

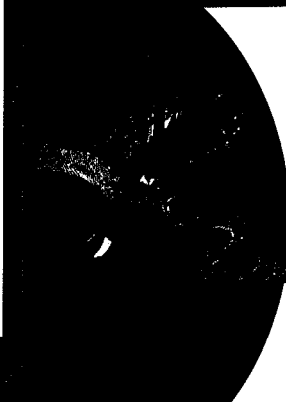
The bird is walking in the grass.



4

What is in a tree?

The snake is crawling in the tree.



2 What 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.

- Which words tell how the different animals move? Do the pictures help you understand how animals move?
- The name of these pages is What Do You See? Are the animals in the photos easy or hard to see? Explain your answer.
- What other animals do you know about that spend time in the snow? What other animals do you know that spend time in the grass?

## Write About Reading

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

- Make a chart. List all the animals you saw on the card. Next to each animal name, write where it is. **(Informative/Explanatory)**
- Draw a picture of the fox in the snow. Write a sentence that tells why you think being in the snow is the best place for this fox to be. **(Opinion)**

## Connect to the Internet

To read more about arctic foxes, have children go to <http://kids.sandiegozoo.org/animals/mammals/arctic-fox>. To read more about snakes, have children go to <http://animals.sandiegozoo.org/animals/boa>.

# Science Journal

Level C

Text Type: Science Journal

**Summary:** These pages from a child's science journal tell which sea animals a group of children saw on their trip.

**Themes/Ideas:** recognize that a science journal can be used to keep a record; learn about different sea animals and what they do

**Informational Text Features:** photos, chart, hand printing, labels

**High-Frequency Words:**

- *i, see, to, are, so, they, in*

**Academic Vocabulary:**

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

**Domain-Specific Vocabulary:**

- **dolphins:** gray animals that live underwater like fish but breathe air
- **seal:** a gray, brown, or white animal with large flippers that lives on land and swims in water
- **sea otters:** small brown furry animals with webbed feet that breathe air but spend much time in the water

# See the Sea Animals: A Class Journal



**Focus Question:** What do children write about in a science journal about sea animals?

## First Reading

Read aloud the title and tell children that they will read pages from a science journal. Explain that a science journal is made of notes and pictures about animals, plants, and other things in nature. Tell children that children in a class wrote about the animals they love to see in this science journal about sea animals. Look at the front of the card together and find the pictures and names of the two children who wrote their ideas. Then look at the back to find the other child's name and picture.

Have children read the pages independently. Then talk about what the writer shared about the sea animals in this class science journal.

## Guided Close Reading

**Text Features** *What on the page lets you know this page is part of a journal?* ❶

**Key Ideas and Details** *Look at the pictures of the children. What do you learn from the pictures that you do not learn from the words? What do you learn from the words that you do not learn from the pictures of the children?* ❶ - ❸

**Think Aloud** *The pictures of the children tell me what Bell, Sam, and Drew look like. The labels tell me their names. The sentences also tell me which animal each child loves to see.*

**Vocabulary** *Reread what the children wrote about the dolphins and the seals. Which words tell what dolphins and seals do? What other words could you use to describe what the seals do?* ❶ ❷

**Words and Phrases in Context** *What word does Drew use to tell about the sea otters? Look at the photo. What about the sea otters do you think makes them look cute to Drew?* ❸

**Compare and Contrast** *What three animals did you just read about? How are they alike? How are they different?* ❶ - ❸

**Author's Craft** *Look again at the photos and sentences included in the science journal. How do the pictures of children help you understand how the children feel about seeing animals? What words in the sentences tell you how the children feel?* ❶ - ❸

**Text Features** *Look at the chart on the back of the card. What is the title of the chart? How does the chart help to summarize what you read?* ❹

**Think Aloud** *The chart shows a picture and the name of each animal from the science journal.*

## See the Sea Animals: A Class Journal



1  
Bella wrote,  
"I love to see  
the dolphins jumping!"



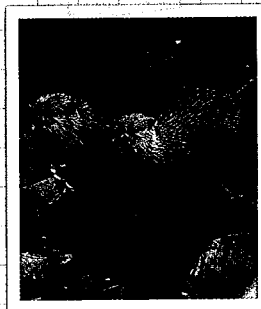
← Bella



2  
"I love to see the seals  
sitting in the sun,"  
wrote Sam.



Sam →



3  
"And I love to see  
the sea otters.  
They are so cute!"  
wrote Drew.



Drew →

## 4 We Saw These Animals



Dolphin



Seal



Sea Otters

### 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 about sea animals did you learn by reading these pages?
- Why do you think the children kept a journal of what they love to see? Who do you think might want to read the journal?
- What other sea animals do you know about? How are those animals like dolphins, seals, and otters?

### Write About Reading

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

- Draw your own pictures to show what you learned about sea animals. Write about what each animal is doing. **(Informative/Explanatory)**
- Writing in a science journal is one way to keep track of things you see in nature. Write a sentence that tells why you think writing in a science journal is a good thing to do. **(Opinion)**

### Connect to the Internet

For more information about dolphins and otters, visit <http://pbskids.org/dragonflytv/show/dolphins.html> and <http://animals.sandiegozoo.org/animals/otter>.

# Level C Lessons at-a-Glance

## LEVEL C

Text Type	Title	Content Area	Text Complexity	Themes/Ideas	Technology Links
Diary Pages	<i>My Ball Game</i>	Sports	Moderate	recognize the features of a diary; identify the series of events that happen during a baseball game	<ul style="list-style-type: none"> <li>• <a href="http://www.americaslibrary.gov/jp/bball/jp_bball_early_1.html">www.americaslibrary.gov/jp/bball/jp_bball_early_1.html</a></li> <li>• <a href="http://www.pbs.org/kenburns/baseball/beginners/glossary.html">www.pbs.org/kenburns/baseball/beginners/glossary.html</a></li> </ul>
Dictionary Pages	<i>My First Dictionary</i>	Language/Letter Recognition	Complex	recognize the features of a picture dictionary; understand the relationship between the letters and the pictures, words, and sentences	<ul style="list-style-type: none"> <li>• <a href="http://pbskids.org/sesame/home/alphabet-soup/">http://pbskids.org/sesame/home/alphabet-soup/</a></li> <li>• <a href="http://www.nasa.gov/audience/forstudents/k-4/dictionary/#s">www.nasa.gov/audience/forstudents/k-4/dictionary/#s</a></li> </ul>
Email	<i>Emails From the Beach</i>	Technology/Earth Science	Basic	recognize the features of an email; understand the different activities people like to do on a beach	<ul style="list-style-type: none"> <li>• <a href="http://water.epa.gov/learn/kids/beachkids/about-beaches.cfm">http://water.epa.gov/learn/kids/beachkids/about-beaches.cfm</a></li> <li>• <a href="http://www.redcross.org/prepare/disaster/water-safety/beach-safety">www.redcross.org/prepare/disaster/water-safety/beach-safety</a></li> </ul>
Fact Book Pages	<i>Facts About Animal Legs</i>	Life Science	Complex	recognize the features of a fact book; understand that different animals have different numbers of legs	<ul style="list-style-type: none"> <li>• <a href="http://pbskids.org/curiousgeorge/busyday/apples/">http://pbskids.org/curiousgeorge/busyday/apples/</a></li> <li>• <a href="http://pbskids.org/curiousgeorge/busyday/allie/">http://pbskids.org/curiousgeorge/busyday/allie/</a></li> </ul>
Guidebook Pages	<i>Farm Animal Sounds</i>	Life Science	Basic	identify common farm animals by name; understand the relationship between farm animals and the sounds they make	<ul style="list-style-type: none"> <li>• <a href="http://nature.nps.gov/sound/gallery.cfm">http://nature.nps.gov/sound/gallery.cfm</a></li> <li>• <a href="http://pbskids.org/zoom/activities/games/animalsoundgame.html">http://pbskids.org/zoom/activities/games/animalsoundgame.html</a></li> </ul>
How-to	<i>Make a Vegetable Face</i>	Arts and Crafts Nutrition	Moderate	read through step-by-step instructions for how to make an art project; recognize different kinds of vegetables	<ul style="list-style-type: none"> <li>• <a href="http://fit.webmd.com/jr/food/article/vegetable-faces-activity">http://fit.webmd.com/jr/food/article/vegetable-faces-activity</a></li> <li>• <a href="http://fit.webmd.com/jr/food/game/food-face-game">http://fit.webmd.com/jr/food/game/food-face-game</a></li> </ul>
Magazine Article	<i>Butterflies</i>	Life Science	Complex	recognize and identify differences between butterflies and the flowers; recognize colors and color words	<ul style="list-style-type: none"> <li>• <a href="http://animals.sandiegozoo.org/animals/butterfly">http://animals.sandiegozoo.org/animals/butterfly</a></li> <li>• <a href="http://gardens.si.edu/our-gardens/butterfly-habitat-garden.html">http://gardens.si.edu/our-gardens/butterfly-habitat-garden.html</a></li> </ul>
Newspaper Article	<i>New Children's Library Opens!</i>	Social Studies Community	Moderate	identify what happens in the new library; understand why some news is important	<ul style="list-style-type: none"> <li>• <a href="https://nces.ed.gov/nceskids/tools/library/index.asp">https://nces.ed.gov/nceskids/tools/library/index.asp</a></li> <li>• <a href="http://library.escondido.org/games.aspx">http://library.escondido.org/games.aspx</a></li> </ul>
Question and Answer Book Pages	<i>What Do You See?</i>	Life Science	Basic	recognize the relationship between photographs and sentences; learn about animal camouflage through questions and answers	<ul style="list-style-type: none"> <li>• <a href="http://kids.sandiegozoo.org/animals/mammals/arctic-fox">http://kids.sandiegozoo.org/animals/mammals/arctic-fox</a></li> <li>• <a href="http://animals.sandiegozoo.org/animals/boa">http://animals.sandiegozoo.org/animals/boa</a></li> </ul>
Science Journal Pages	<i>See the Sea Animals: A Class Journal</i>	Life Science	Complex	recognize that a science journal can be used to keep a record; learn about different sea animals and what they do	<ul style="list-style-type: none"> <li>• <a href="http://pbskids.org/dragonflytv/show/dolphins.html">http://pbskids.org/dragonflytv/show/dolphins.html</a></li> <li>• <a href="http://animals.sandiegozoo.org/animals/otter">http://animals.sandiegozoo.org/animals/otter</a></li> </ul>