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Level D

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Diary

Level D

Text Type: Diary

Summary: These pages from a child's diary tell about the things she saw on a day in the park.

Themes/Ideas: draw connections between text and pictures; recognize things found in a park

Informational Text Features: photos, illustrations

High-Frequency Words:

- *went, at, saw, this, with, her, by*

Academic Vocabulary:

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

My Day at the Park



Focus Question: What things might someone see on a day in the park?

First Reading

Read aloud the title and ask children to predict what these diary pages will be about. Elicit that these pages are about a visit to the park. Tell children they will be reading two pages from the diary, one on the front and one on the back of the card. 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 her diary pages.

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

Guided Close Reading

Text Features *Besides the photos and the sentences, what does the writer add to her diary pages? What do the little illustrations show?* ❶-❹

Sequence *Which sentence says where the writer spent the day? Why do you think this sentence comes first?* ❶

Think Aloud *The sentence "I went to the park and looked at the lake" tells where the writer went. I think this sentence comes first because it's the first thing the writer did. Everything else happened after she got to the park.*

Key Ideas and Details *What details does the writer tell about the bridge that she sees in the park?* ❷

Words and Phrases in Context *Look at the picture of the carousel. What words does the writer use to describe the horses? How does this help you understand why the horses on the carousel look so colorful in the picture?* ❸

Vocabulary *What color words does the author use to describe the flowers? What word does the author use to describe the garden?* ❹

Author's Craft *Look at the last sentence. The writer uses an exclamation point at the end of this sentence. An exclamation point shows a strong feeling, such as surprise or joy. Why do you think the writer used an exclamation point here?* ❺

Think Aloud *I think the writer used the exclamation point to show that the ride was really fun and that she was happy that she went on it. She writes about how the ride goes around and around and up and down, so she was probably excited about going on the ride.*

My Day at the Park



I went to the park
and looked at the lake.

1

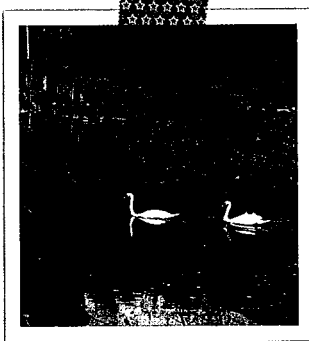
I saw a mother duck
swimming with her ducklings.



2

This bridge is called
Bow Bridge.

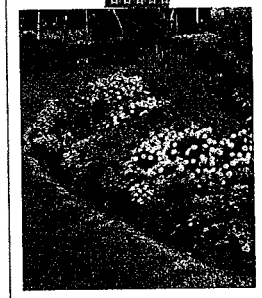
Two white swans
swam by the bridge.



I saw this garden.

3

There were red, yellow,
and orange flowers.
The garden was
so pretty!



4

This is a park ride.

It goes around
and around.
The painted horses
go up and down.



I went on the ride.
It's a fun ride!



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 names two different kinds of birds that she saw in the lake. What does this detail tell you about the park she visited?
- Look at the photos. Why do you think the writer wrote about her day in the park? Why do you think she included a photo of each thing she saw? What do you learn from the pictures that you do not learn from the words?
- What are some other things a child might see in the park and write about in a diary?

Write About Reading

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

- Make your own drawing of the park. Write some sentences that describe the park. **(Informative/ Explanatory)**
- Write a note to the writer. Tell her why you think her little drawings make her diary more interesting. **(Opinion)**

Connect to the Internet

For more examples of types of birds children might see in a park, visit www.amnh.org/our-research/center-for-biodiversity-conservation/publications/general-interest/kid-s-guide-to-the-birds-of-central-park. To learn more about activities for children in Central Park, visit www.centralpark.com/guide/activities/children-s-activities.html.

Picture Dictionary

Level D

Text Type: Picture Dictionary

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

Themes/Ideas: recognize the features of a picture dictionary; understand the relationship between the initial letters and the words, and the words and the pictures

Informational Text Features: photos, red print, labels

High-Frequency Words:

- *that, are, has, on, brown*

Academic Vocabulary:

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

Domain-Specific Vocabulary:

- **bush:** a type of plant that is smaller than a tree
- **pumpkin:** a large fruit with a thick skin that is usually orange in color
- **vine:** a plant stem that grows along the ground or against something else, such as a fence

The Dictionary of Fruits and Vegetables



Focus Question: How do you use a picture dictionary to find information?

First Reading

Explain to children that their cards show two pages from *The Dictionary of Fruits and Vegetables*, a picture dictionary for children. Read the words at the top of the first page, *peach [to] pear*. Have children find the two things that begin with *p* on this picture dictionary page (*peach* and *pear*). Ask children to tell what they see on the page next to the picture of a peach. Help children determine that there is a definition that tells what a peach is and where it grows. Also, there are two sentences that tell more about a peach.

Have children read the picture dictionary pages on their own. After they read, talk about the different fruits listed in these dictionary pages.

Guided Close Reading

Key Ideas and Details *What four fruits do you see on these dictionary pages? What letter do they all begin with?* ①-④

Text Features *How does the author show which words are important on the first picture dictionary page?* ① ②

Photos and Text *What do you learn from the large photos and small inset photos and labels of the peach and pear?* ① ②

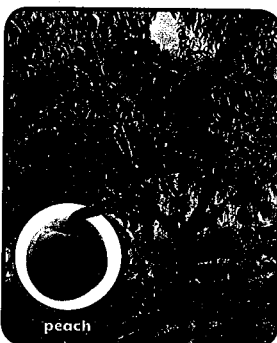
Think Aloud *The large photos show that a peach and a pear both grow on trees. The little inset photos show what a peach and pear look like close up. I can see their colors and their shapes.*

Vocabulary *Read about the peach. What word does the author use to describe the skin of a peach. What do you think the word fuzzy means?* ①

Compare and Contrast *Based on the sentences and photos, how are a peach, a plum, and a pear alike? How are a peach and a plum alike in how they taste? How is where a pumpkin grows different from the other fruits? How is a little pumpkin different from a big pumpkin in the way it looks?* ①-④

Think Aloud *A peach, a plum, and a pear grow on trees. A peach and a plum are alike because they are both sweet. A pumpkin is different from the other fruits because it grows on a vine on the ground. A little pumpkin is different from a big pumpkin because it is green, not orange.*

peach ► pear



peach

1

A peach is a fruit that grows on a tree.

A peach tastes sweet. It has a big pit inside.

A peach has fuzzy skin on the outside.



pear

2

A pear is a fruit that grows on a tree.

A pear is small on top and bigger on the bottom.

A pear can be green, yellow, or brown.

The Dictionary of Fruits and Vegetables

plum ► pumpkin



plum

3

A plum is a fruit that grows on a tree.

A plum is red or purple. It has a big pit inside.

A plum tastes sweet.



pumpkin

4

A pumpkin is a big, orange fruit that grows on a vine.

Little pumpkins are green.

As pumpkins grow they turn orange.

The Dictionary of Fruits and Vegetables 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.

- Look back at the words and pictures. What did you learn about the letter p by reading these pages? What did you learn about the different fruits?
- Who would use a picture dictionary? Why might you look up, or try to find, a word on a picture dictionary page?
- What other foods do you know of that begin with the letter p? Which of these fruits grow on or under the ground?

Write About Reading

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

- Draw a picture of a garden that has a peach tree, a pear tree, a pumpkin vine, and a plum tree. Then label the plants in your drawing. **(Informative/Explanatory)**
- Draw a picture of the one fruit from the picture dictionary pages that you think is most delicious. Write why you think it is the most delicious. **(Opinion)**

Connect to the Internet

To further children's understanding of letter and word recognition, have them go to <http://pbskids.org/superwhy/#game/alphabricks>.

To further children's understanding of gardening, have them go to <http://pbskids.org/arthur/games/groovygarden/groovygarden.html>.

Email

Level D

Text Type: Email

Summary: These pages show the messages and pictures that Mike sent to his grandpa about how his family helps each other.

Themes/Ideas: recognize different ways of helping people; learn how family members can help each other

Informational Text Features: photos, email browser boxes

High-Frequency Words:

- *am, too, so, from*

Academic Vocabulary:

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

Busy Day Emails



Focus Question: How do the people in Mike's family help each other?

First Reading

Read aloud the title and explain that these pages show email messages from a boy named Mike to his grandpa. Have children find the two emails on the front of the card and the 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 Mike 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, Mike. The word To is followed by the name of the person getting the email, Grandpa. 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.*

Key Ideas and Details *Which details does Mike include in his email to show how he helped his dad? Why does helping to make muffins look like it might be fun?* ❷

Photos and Text *How does Jen help Lulu? What makes you think both girls are enjoying the story? How does Jen's reading to Lulu help Mom?* ❸

Make Predictions *Look at the picture of Skippy. What can you predict Mike will do to help Skippy?* ❹

Think Aloud *Skippy has a leash in his mouth. I think he wants to be walked. I predict that Mike will help Skippy by taking him out for a walk.*

Author's Purpose *Why does Mike write all these emails? What do the emails show about the relationship that Mike has with his grandpa? What do the emails show about Mike's family?* ❶-❹


Think Aloud *I think Mike wrote all the emails because he wanted to share family news with his grandpa, who wasn't at the house. I think Mike must really like his grandpa because he wants to tell him things. The emails show that the family members help each other.*

Busy Day Emails

From: Mike
To: Grandpa

Hi, Grandpa!


Here I am.
I helped Dad
make muffins.



From: Mike
To: Grandpa

Hi, Grandpa!


Jen helped Mom, too.
Jen read to Lulu.
Here is Jen reading
to Lulu.



From: Mike
To: Grandpa

Hi, Grandpa!


Look at Nan.
Nan helped Mom
rake leaves.



From: Mike
To: Grandpa

Hi, Grandpa!

Here is Skippy.
Skippy needed
help, too.
So I helped Skippy.



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.

- These emails are called "Busy Day Emails." Why is "Busy Day Emails" a good name for these emails?
- Who does Nan help? Who does Jen help? Who does Mike help? How does looking at the pictures and reading the words help you answer each question?
- Think about the ways the children in this family helped out at home. In what other ways can children help out?

Write About Reading

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

- Complete the sentence to tell how each person helped. The first one has been done for you. **(Informative/Explanatory)**
 1. Mike helped Dad by making muffins.
 2. Nan helped Mom by _____
 3. Jen helped Mom by _____
 4. Mike helped Skippy by _____
- The people in this family helped each other. Write a sentence about who you think needed the most help. Tell why. **(Opinion)**

Connect to the Internet

To further children's understanding of helping, help them play the following games: <http://pbskids.org/lions/games/messyattic.html> and <http://pbskids.org/clifford/games/beach.html>.

Fact Book

Level D

Text Type: Fact Book

Summary: These pages from a fact book tell what a puppy needs and how the puppy meets those needs.

Themes/Ideas: understand a puppy's basic needs; draw connections between photos and text

Informational Text Features: photos, bold print, illustrations

High-Frequency Words:

- *from, eats, on, what*

Academic Vocabulary:

- **fact:** something that is true
- **fact book:** a book that gives true information about a topic

What A Puppy Needs



Focus Question: What does a puppy need, and how does a puppy get what it needs?

First Reading

Read aloud the title, and tell children that the two pages they will read are from a fact book called *Puppy Facts*. Make sure children understand that a fact is something that is true and that this card has true information about what a puppy needs. Point out that there is one page on the front and one page on the back of the card.

Have children read the pages independently. Then discuss what information about puppies the author shared in this fact book.

Guided Close Reading

Key Ideas and Details Look at the first three sentences at the top of the page. What is a puppy? What is one thing that a puppy needs? How does a puppy get puppy food? ❶

Text Features Look at the two sentences at the bottom of the page. Why is the first sentence printed in bold black print and the second sentence printed in regular print? ❶

Think Aloud The first sentence tells what a puppy needs. It says, "A puppy needs water." The second sentence tells how the puppy gets what it needs. It says, "A puppy drinks from a bowl."

Connect Ideas What two things does a puppy get from a bowl? Why is a bowl a good place to put puppy food and water? ❶

Illustrations and Text Besides the pictures and sentences, what else do you see on this page? Why is a paw print a good illustration for a page about puppies? ❶ ❷

Key Ideas and Details Look at the second page. What fun activities does a puppy need to do? What details in the photo show a good place for a puppy to run and play? ❷

Photos and Text What is special about the bed that the puppy sleeps in? How does the puppy look sleeping in its bed? ❷

Connect Ideas How does the puppy's need to run and play connect to the puppy's need to rest? Why do you think a puppy probably needs a lot of rest? ❷

Think Aloud After a puppy runs and plays, the puppy will probably be tired. Then the puppy will need to rest and sleep. A puppy probably needs lots of rest because it runs and plays so much.

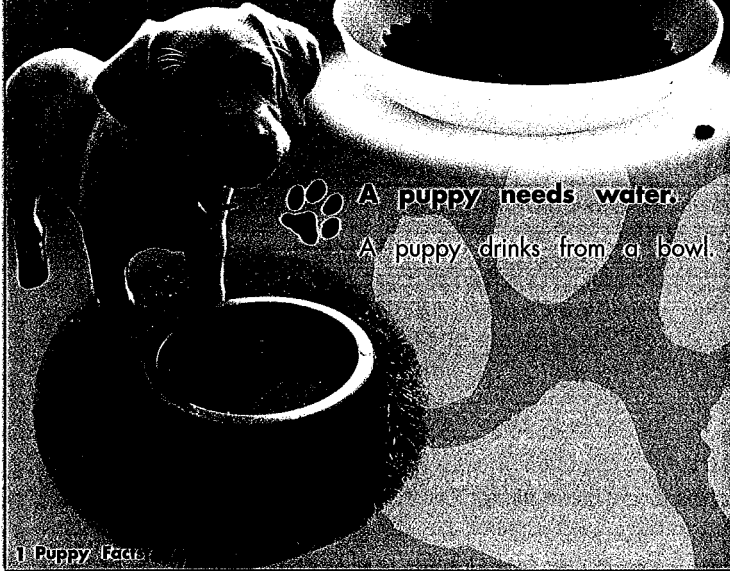
What a Puppy Needs

A puppy is a baby dog. 

A puppy needs puppy food.


A puppy eats from a bowl.

1



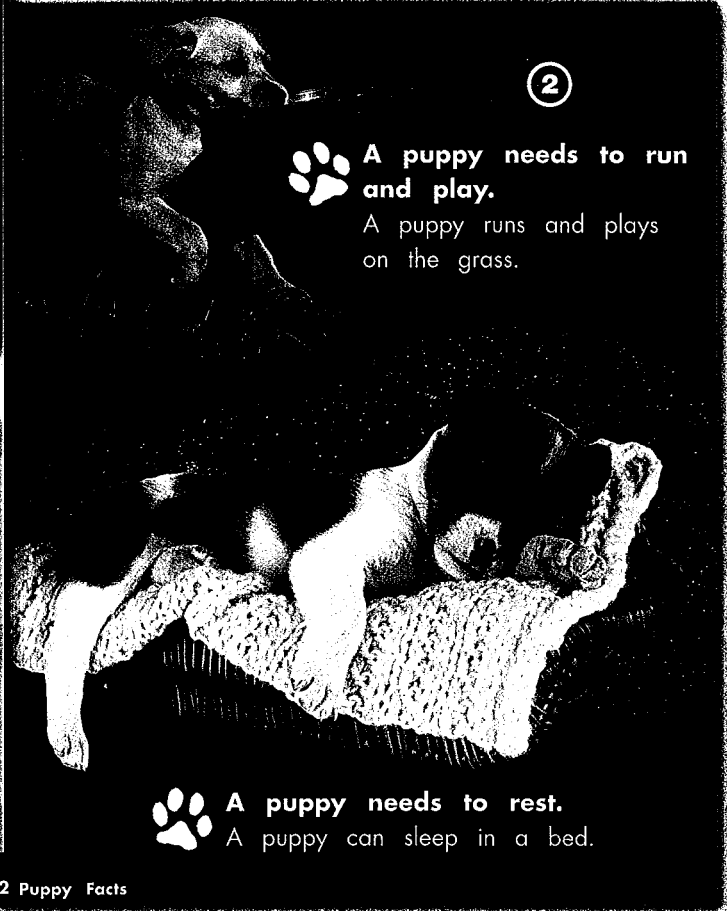
 A puppy needs water.
A puppy drinks from a bowl.


1 Puppy Facts

 A puppy needs to run and play.

A puppy runs and plays on the grass.

2



 A puppy needs to rest.
A puppy can sleep in a bed.

2 Puppy Facts

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 do the sentences in bold print tell about? Why do you think the author wrote about what a puppy needs? Who might be interested in reading these facts about puppies?*
- *What is the topic of these fact book pages? What questions do these fact book pages answer?*
- *What other animal could you read a fact book about? Would the same facts be included about that animal? What new facts would be included?*

Write About Reading

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

- Fold a piece of paper in four parts. In each part, write one thing a puppy needs. Draw a picture to go with each sentence. **(Informative/Explanatory)**
- Imagine that your friend has a new puppy. Write two sentences that give two reasons why your friend should read these pages about puppies. **(Opinion)**

Connect to the Internet

To learn more about caring for puppies and to play a game, have children go to <http://pbskids.org/superwhy/#/game/puppydaycare>.

To learn more information about a puppy in the White House and to watch a video, go to www.whitehouse.gov/meet-sunny.

Guidebook

Level D

Text Type: Guidebook

Summary: These pages from a guidebook offer suggestions of fun things to do on a rainy day.

Themes/Ideas: recognize ways to have fun inside; understand features of a guidebook

Informational Text Features: photos, headings, bold print

High-Frequency Words:

- *have, on, are, of, with, too*

Academic Vocabulary:

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

Indoor Fun



Focus Question: What can children do indoors to have fun on a rainy day?

First Reading

Read aloud the title, and explain that this card shows pages from a guidebook called *A Guide to Rainy Day Fun*. Ask children to tell what they think these 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 there is one page from the guidebook on the front of the card and one page on the back.

Have children read the pages on their own. After children read, talk about what they learned about having fun on a rainy day.

Guided Close Reading

Text Features *How does the design of the page help you know that these are activities to do indoors?* ①-②

Think Aloud *There is a little roof at the top of the page that makes it look like a house. The different text boxes and picture boxes make the page almost look like rooms in a house.*

Compare and Contrast *Which two activities for a rainy day are shown on the first page? How are puzzles and blocks alike?* ① ②

Think Aloud *Both puzzles and blocks have pieces that you put together to make something. Puzzle pieces and blocks come in different colors. They come in different shapes and sizes, too.*

Author's Craft *How does the author separate the different sections? What do you notice about the print in the headings?* ①-④

Words and Phrases in Context *Which words tell exactly what you have to do when you do a puzzle? How do the children know when the puzzle parts fit?* ①

Key Ideas and Details *The author writes, "It is fun to make things with blocks." What detail does she give to support that idea? Why would having blocks of lots of shapes, sizes, and colors add to the fun of building with blocks?* ②

Photos and Text *Look at the second page. What do you learn from the picture of the boy playing with the train that you don't learn from the words? Why does the boy have to use his imagination when he plays with trains?* ③

Key Ideas and Details *The author writes, "It is fun to paint on a rainy day." What detail does she give to support that idea? Why would making lots of pictures be fun?* ④

Connect Ideas *Which of the four activities involve making or building something? Which of the four activities involve paying careful attention?* ①-④

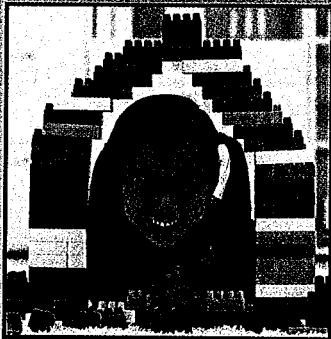
Indoor Fun

Puzzles ①

You can have fun on a rainy day.

It is fun to do puzzles. There are lots of parts to puzzles.

You have to see if the parts fit.



Blocks ②

It is fun to make things with blocks.

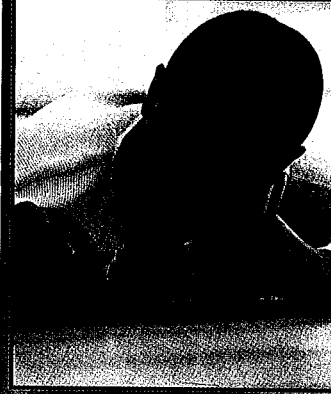
Blocks come in lots of shapes and sizes. Blocks come in lots of colors, too.

Trains ③

You can play with trains.

You put the train cars on the track.

It is fun to look at trains go.



Paint ④

It is fun to paint on a rainy day.

You can paint lots of pictures.

1 A Guide to Rainy Day Fun

2 A Guide to Rainy Day Fun

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 author kept repeating the word fun? How does repetition help you understand what the guidebook is trying to say?
- Remember these are pages from a guidebook. What activities might be on the other pages of A Guide to Rainy Day Fun? Who do you think would want to read this guidebook?
- How would a guidebook for a sunny day be different? What activities might be in that guidebook?

Write About Reading

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

- Make a list of things to do on a rainy day. Use ideas from the guidebook pages. Add drawings to your list. Keep your list for a rainy day. **(Informative/Explanatory)**
- Choose one activity from the book that you think would be fun to do on a rainy day. Then write a sentence that tells why you think that activity would be fun to do. **(Opinion)**

Connect to the Internet

To encourage students to try out some of these rainy-day activities, visit <http://pbskids.org/thomasandfriends/games/track-builder/> and http://pbskids.org/curiousgeorge/games/mix_and_paint/mix_and_paint.html.

How-to

Level D

Text Type: How-to

Summary: These pages tell you how to use paper, a paper plate, scissors, and glue to make a paper plate fish.

Themes/Ideas: read step-by-step instructions for making an art project; recognize triangles

Informational Text Features: photos, numbered text, labels, illustrations, text box

High-Frequency words:

- *black, have, has, your, on, out, at, this, yes*

Domain-Specific Vocabulary:

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

Paper Plate Fish



Focus Question: How can you make a paper plate fish?

First Reading

Read aloud the title. Ask children what they think they will be reading about. Elicit that the pages they will read show four directions to follow to make a fish using a paper plate. Point out that the directions tell step-by-step how to do this project. Note that the directions begin on the front of the card and continue on the back. Call attention to the top of the card. Ask children to describe what they see in the text box. Help children determine that the text box shows all the things you need to make a paper plate fish.

Then have children read the pages independently. After they read, talk about making a paper plate fish.

Guided Close Reading

Text Features *What does the author show in the box at the top of the page? What do the labels tell you? Why is it good to show this information separated from the rest of the directions?* ❶

Key Ideas and Details *What is the first thing to do in the step-by-step list of directions?* ❷

Sequence *Look at step 2. What do the directions say to make after making the fins? What size, color, and shape should the tail be?* ❸

Think Aloud *After making the fins, the directions say to make the tail. The tail will be made with one big blue triangle.*

Compare and Contrast *How are the shapes that were cut out for this project alike? How are they different?* ❷ ❸

Think Aloud *The shapes are all blue triangles. They are different because two are little and one is big. They are also different because they are used in different places on the fish.*

Vocabulary *Look at step 3. Which word tells what you have to use to attach the tail and the fins? What does the picture show?* ❹

Sequence *Look at step 4. What is the last thing to do to complete the fish? What material do you need to use?* ❺

Connect Ideas *What different parts of a fish do you have to cut out? Which parts of the fish do you have to draw? Why is a list of directions helpful when you want to do an art project?* ❶-❺

Paper Plate Fish

1

You need:



blue paper



paper plate



scissors



black crayon



glue

2

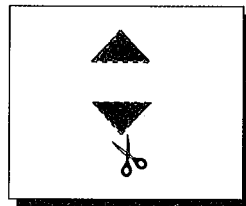
How can you make a fish out of a paper plate?

1. A fish has fins.

You have to make fins for your fish.

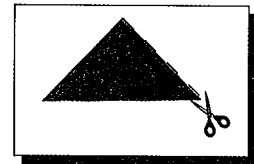
Use your scissors to cut out one little blue triangle. Then cut out another little triangle.

These will be the fish's fins.



2. A fish needs a tail. How can you make a tail?

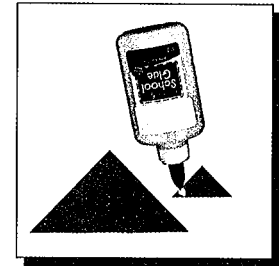
Use your scissors to cut out one big blue triangle.



3. How can you add the fins and the tail to the plate?

You have to use glue. Put a little glue on the big and little triangles.

Press the triangles onto the plate.

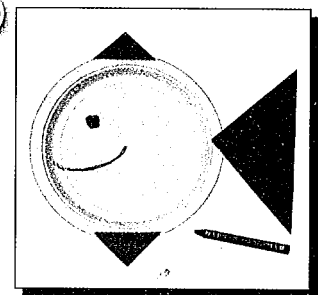


4. A fish needs an eye and a mouth.

Use the black marker to make a dot for the eye. Draw the mouth.

Is this a fish made from a paper plate?

Yes, it is!



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 is it necessary to follow the directions for an art project in order? Do you think someone could follow these directions and make a paper plate fish? Why or why not?
- How do the pictures help you understand the steps? What is the connection between the pictures and the sentences?
- If you didn't have a paper plate, what could you use? What could you use instead of markers to make the eyes?

Write About Reading

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

- Read these directions and follow them in order.
 - Step 1: Draw a circle.
 - Step 2: Draw two eyes and a nose.
 - Step 3: Draw a mouth.
- There are pictures with the directions on this card. Write a sentence that tells why you think it is helpful to have pictures with directions when you make a paper plate fish. (**Opinion**)

Connect to the Internet

To see another way to make a paper plate fish, go to www.bbc.co.uk/cbeebies/presenters/makes/presenters-paper-plate-fish/. To make a paper plate aquarium, go to www.pbs.org/parents/crafts-for-kids/paper-plate-aquarium/.

Magazine Article

Level D

Text Type: Magazine Article

Summary: This magazine article is about different kinds of sports. Read the words, and look at the pictures to learn about soccer, baseball, tennis, and basketball.

Themes/Ideas: read and understand captions on photos; recognize important actions in different sports

Informational Text Features: photos, labels

High-Frequency Words:

- *what, too, his, over, not, into, her, on, he*

Academic Vocabulary:

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

Domain-Specific Vocabulary:

- **sport:** a contest or game you play using your body
- **soccer:** a game played by two teams that try to score by kicking a ball into a goal
- **baseball:** a game played by two teams that try to score runs
- **tennis:** a game played by two or four players who try to score by hitting a ball over a net
- **basketball:** a game played by two teams that try to score by throwing a ball through a hoop

What's the Sport?



Focus Question: What are some indoor and outdoor sports children play?

First Reading

Read aloud the name of the magazine article. Ask children what things they might read about in *Sports Magazine*. Remind children that a magazine can have many different articles. Each article gives information about a topic. Have children find the two parts of the article from *Sports Magazine* on the front of the card and the two parts on the back.

Then have children read the magazine article on their own. After reading, have children talk about the different sports included in the article.

Guided Close Reading

Key Ideas and Details *What does John do when he plays? What sport is John playing? How would you describe the ball John uses to play soccer?* ❶

Photos and Text *How does the photo help you understand how Jill plays baseball? What is Jill doing?* ❷

Vocabulary *What is a mitt? How can you figure out what a mitt is from the sentence it is in and the sentence before it?* ❷

Text Feature *If you didn't know the name of the sport, where could you look to find the name of the sport shown in each photo?* ❶-❹

Think Aloud *The name of each sport is shown in the label, the word under each picture.*

Make a Prediction *What game is Jake playing? What do you think will happen after Jake hits the ball with his racket and the ball goes over the net?* ❸

Think Aloud *If Jake hits the ball over the net, there will be someone on the other side of the net to hit the ball back. That is how the game of tennis is played.*

Vocabulary *Where does Pam play basketball? Which words are clues to help you know where she is?* ❶

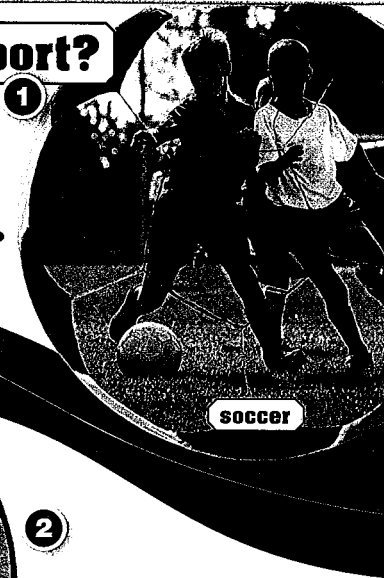
Author's Craft *Why does the author end each description of a sport with a question? Who does the author think will answer the question?* ❶-❹

Connect Ideas *You read about four sports. What is one thing that all these sports have in common?* ❶-❹

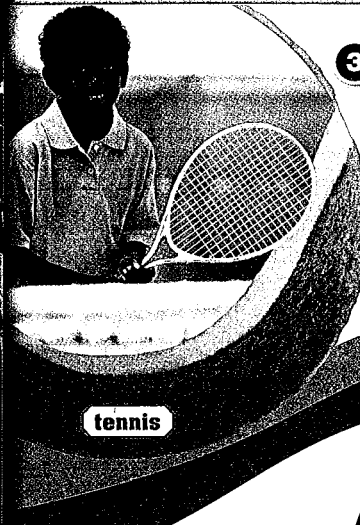
What's the Sport?

John plays on green grass.
He runs and kicks a ball
on the grass.

What sport is John playing?



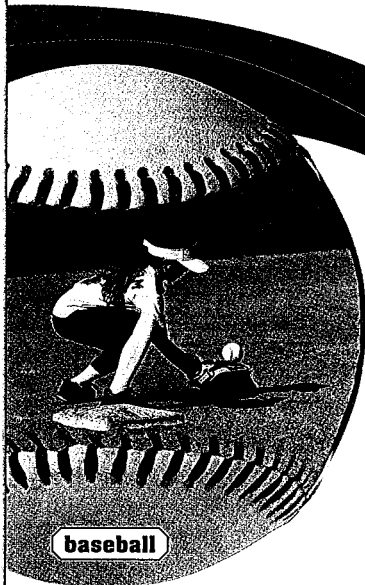
soccer



tennis

Jake plays on grass, too.
But he hits the ball with
his racket.
The ball goes over the net.

What sport is Jake playing?



baseball

Jill plays on green grass, too.
But Jill does not kick the ball.
She runs and catches a ball.
The ball goes into her mitt.

What sport is Jill playing?

Pam plays on a wood floor.
She runs and throws
a big ball into a hoop!

What sport is Pam playing?



basketball

1 Sports Magazine

2 Sports 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 at the pictures. What shape was used to frame each picture? How does the round shape connect to the subject of sports?
- What is the main subject of this magazine article? What information does the article give about that subject? What details did you learn from the article?
- What other sports would you like to read about in a magazine article about sports? What information should it include?

Write About Reading

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

- Fold a piece of paper in four parts. Draw a picture of one sport that you read about in each box. Label the picture with the name of the sport. **(Informative/ Explanatory)**
- Which sport would you choose to play? What about the sport makes you want to play it? Write what you would play and why you would choose that sport. **(Opinion)**

Connect to the Internet

To read more about healthy activity for children, go to www.letsmove.gov/kids.

To learn more information about sports in history, and go on a virtual field trip, direct children to <http://amhistory.si.edu/sports/exhibit/introduction/index.cfm>.

Newspaper Article

Level D

Text Type: Newspaper Article

Summary: These pages from a newspaper tell about a new fire station and what can be found there.

Themes/Ideas: recognize the objects, people, and animals at the new fire station

Informational Text Features: photos, labels

High-Frequency Words:

- *black, out, has, new, of, are, at white, this, old, too*

Academic Vocabulary:

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

Domain-Specific Vocabulary:

- *fire station:* a building that holds firefighters and the tools they use to put out fires
- *firefighters:* people whose job it is to put out fires

New Fire Station Opens!



Focus Question: What things will the people in this town see at their new fire station?

First Reading

Have children look at the top of the card. Point to and read the name of the newspaper, *Express News*. Tell children that the next line at the top of the page tells the name of the article they will read. Read the name 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 fire station.

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

Guided Close Reading

Key Ideas and Details Look at the top of the first page. What two things does the author tell about the new firehouse? ❶

Connect Ideas Look at the picture of the fire truck. In what two ways is the new fire truck different from the old fire truck? There is no picture of the inside of the firehouse. What can you guess about how big it is inside? ❶ ❷

Think Aloud The new fire truck is big. It is bigger than the old fire truck. I think the inside of the firehouse must be very big so the new fire truck can fit inside it.

Text Features How does the author call attention to the fire truck in the picture? What do the labels tell you? ❷

Key Ideas and Details Look at the top of the second page of the article. What information does the author give about the firefighters? ❸

Words and Phrases in Context The sentence says "The firefighters have new blue uniforms." Which word in the sentence is a clue to the meaning of the word uniforms? How does the picture help you understand the meaning of the word? ❸

Photos and Text What do you learn about the fire dog from the sentence? What do you learn from the picture? How does the firefighter feel about the new dog? ❹

Think Aloud The sentences say that the new dog is big and white and has black spots. The picture shows me the dog is friendly. It also shows me that the firefighter really likes the dog because he is hugging the dog.

Key Ideas and Details What is a fire station? Why is it important? Why do you think the opening of a new fire station would be a good topic for a newspaper article? ❶-❹

Express News

Tuesday

July 1

\$2.50

New Fire Station Opens!



Today our town has a new fire station.

The firehouse is made of glass.
The doors are red.

1

There's a new red fire truck at the fire station.

This fire truck is bigger than the old fire truck.

The new fire truck has a big ladder.



Ladder

New Fire Truck

2



Lots of firefighters will work here.

The firefighters have new blue uniforms.

3



Our fire station has a new dog, too!

This dog is big and white and has black spots!

4

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.

- Remember that this is an article from a newspaper. Why do you think it is important to show pictures along with this article?
- What is the topic of this newspaper article? What details does the writer give to help readers understand that topic?
- Does the article make you want to learn more about fire stations? Where would you look to find more information about fire stations?

Write About Reading

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

- Imagine you visited the new fire station. Draw a picture of what you saw and learned there. Then write or tell what each part of your drawing shows. **(Informative/Explanatory)**
- The people in the town think the new fire station is special. Write two reasons why the new fire station is special. **(Opinion)**

Connect to the Internet

To take a virtual field trip to a fire station, visit http://pbskids.org/video/?pid=_Ru7NriQJO1C92oJwjZc w5VRjhl81Oo&category=Mister%20Rogers'%20Neighborhood. To teach children about fire safety, read aloud the following website: <http://pbskids.org/arthur/firesafety/>.

Question and Answer Book

Level D

Text Type: Question and Answer Book

Summary: These questions and answers give information about which animals can fly, swim, or jump.

Themes/Ideas: understand how to use information from text and pictures to answer questions; recognize what some animals can and cannot do

Informational Text Features: questions, answers, photos, bold type

High-Frequency Words:

- *fly, at, they, but*

Domain-specific Words:

- *whale:* a large ocean animal
- *frog:* a small animal that lives in water and on land

Fly, Swim, or Jump?



Focus Question: Which animals can fly, swim, or jump?

First Reading

Read aloud the title, "Fly, Swim, or Jump?" Show children that there are two pages on this card from a question and answer book called *Which Animal?* Remind children that a question and answer book is special kind of book. It has a question for the reader to read and think about. Then it gives the answer. Explain that on each page from the book, they will see questions and answers about whether an animal can fly, swim, or jump.

Have children read the pages independently. Then talk about the animals.

Guided Close Reading

Key Ideas and Details Look at the sentences under "Fly." What question is asked? What is the answer to that question? How can you find the answer in the picture and the text? ❶

Text Features What do you notice about some of the sentences under "Fly"? Why do you think the author showed these sentences with bold print? ❶

Think Aloud I noticed that two of the sentences are printed in dark black print. I think the author showed these sentences this way because the first sentence asks the question and the second sentence answers the question.

Compare and Contrast Look at the first two photos. How are the duck and penguin alike? How are they different? Use details in the photos and text to answer these questions. ❶

Think Aloud The text says, "Look at the animals," so I know the penguin and the duck are both animals. The penguin and the duck both have feathers, beaks, and wings, so I know they are both birds as well. The duck can fly, but the penguin cannot.

Compare and Contrast How are the whale and tiger alike? ❷

Generate Questions Read about the pictures of the elephant and the frog. Which of the two animals can jump? What is another question you could ask about these animals? ❸

Key Ideas and Details Read about the kangaroo and the polar bear. What can both animals do? What can they not do? ❹

Fly, Swim, or Jump?

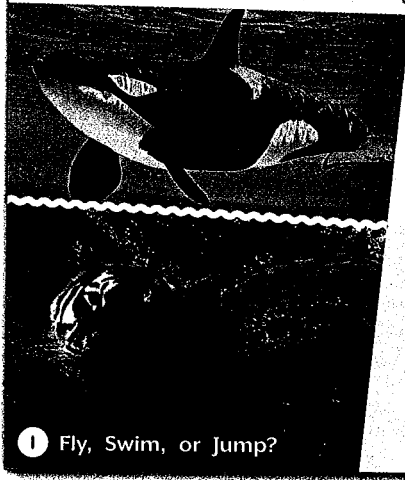
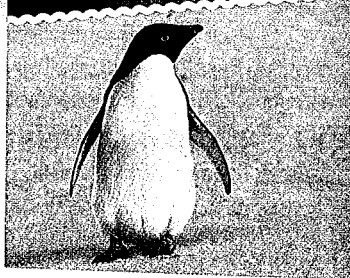
1 Fly

Look at the animals.

One animal can fly.

Which animal can **fly**?

The duck can **fly**.



1 Fly, Swim, or Jump?

2 Swim

Look at the animals.

Which animal can **swim**?

The whale can **swim**.

The tiger can, too!



3 Jump

Look at the animals.

One animal can jump.

Which animal can **jump**?

The frog can.

4 Fly, Swim, or Jump?

Look at the animals.

They can **jump**.

They can **swim**.

But they cannot **fly**.



2 Fly, Swim, or Jump?

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 are the first three sections of these pages similar? What pattern do you see? Look at the last section. How does the question and answer pattern change here?
- Based on the sentences and photos, which animals can swim? Which can jump? Which can fly?
- What other animals do you know about that can swim and jump?

Write About Reading

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

- Create a list of the animals you read about. Next to each animal name write whether it can fly, jump, or swim. Use details from the text. **(Informative/Explanatory)**
- You read that frogs can jump. Write two reasons why you think it is important for frogs to be able to jump. **(Opinion)**

Connect to the Internet

To further children's understanding of kangaroos, go to <http://animals.sandiegozoo.org/animals/kangaroo-wallaby> and www.wwf.org.au/news_resources/resource_library/?1740/Kangaroos-and-wallabies-fact-sheet and share the information with children.

Science Journal

Level D

Text Type: Science Journal

Summary: These pages from a child's science journal tell about fall trips to an apple farm and a pumpkin farm.

Themes/Ideas: recognize events and their sequences in a series of journal entries; understand the relationship between pictures and events

Informational Text Features: photos, labels

High-Frequency Words:

- *went, get, too, on, how, were*

Academic Vocabulary:

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

Domain-Specific Vocabulary:

- **ripe:** ready to be picked
- **vine:** a stem with fruits that grows along the ground

Fall Fruits



Focus Question: What is it like to visit different fruit farms in the fall when fruits are ready to be picked?

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 one child kept this journal and wrote about the different farms the class visited.

Have children read the pages independently. Then talk about what the writer shared about the visits to the farms in the fall.

Guided Close Reading

Text Features *What do you see on the front of this card that lets you know it is someone's journal?* ❶

Think Aloud *I see a spiral notebook. I see little drawings.*

Key Ideas and Details *What two kinds of farms does the writer visit?* ❶-❸

Compare and Contrast *How is picking apples from a tree different from picking pumpkins? Why might you need a ladder to pick apples? Why might you need a basket for picking apples but not for pumpkins?* ❶-❸

Connect Events *The second sentence says, "It is time to pick apples." What words in the next sentence explain why it is time to pick apples? What do you think the word ripe means?* ❶

Vocabulary *Look at page 2. How does the photo help me know what a vine is? What is a vine? Where does a vine grow, and which fruit grows on a vine?* ❸

Photos and Text *Look at all the photos. What information do you learn from the photos that the sentences don't tell about?* ❶-❸

Think Aloud *The pictures show what each farm looks like and who is doing picking at each farm. I can see the color and size of the apples and pumpkins. I can see how many apples fill a big basket. I can see what a green pumpkin looks like. I can see what a big pumpkin looks like.*

Connect Ideas *In what season do these visits to farms take place? What happens in the fall to apples and pumpkins? Why is it good to visit these farms in the fall?* ❶-❸

Think Aloud *These visits take place in the fall. In the fall apples and pumpkins are ripe and ready to be picked. Since the fruit is ripe in the fall, that is good time to visit these farms.*

Fall Fruits

1 We went to see apple trees in the fall.

It is time to pick apples. Apples get ripe in the fall.

We saw lots of apple trees. There were big, red apples on the trees.

We picked lots of ripe, red apples.

apple tree



basket of apples

We put the apples in a basket. The basket was full of apples. There were lots and lots of big, red apples in the basket!

2

3 We went to see how pumpkins grow. Pumpkins get ripe in the fall.

Pumpkins do not grow on trees or bushes. Pumpkins grow on vines.

We saw little pumpkins on a vine.

They were not ripe. They were green and too little to be picked.



green pumpkin



pumpkin



We saw lots of big, orange pumpkins. The big, orange pumpkins were ripe. We picked a big, ripe, orange pumpkin.

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 help you understand what the word *picked* means?
- Based on the pictures and text, how are the two farms alike? How are they different?
- What other fruit and vegetable farms do you think people might want to visit? What would you like best about visiting a farm where fruits grow?

Write About Reading

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

- Draw a tree with apples and a vine with a pumpkin. Write a sentence that tells about each picture. **(Informative/Explanatory)**
- Read this following sentence: "Fall is a good time to pick apples." Write two reasons that tell why fall is a good time to pick apples. **(Opinion)**

Connect to the Internet

To further children's understanding of the benefits of fresh fruit and vegetables, go to http://teacher.scholastic.com/commclub/grow_apple_activity1/index.htm or have them play an apple-picking game at <http://pbskids.org/curiousgeorge/busyday/apples/>.

Level D Lessons at-a-Glance

LEVEL D

Text Type	Title	Content Area	Text Complexity	Themes/Ideas	Technology Links
Diary Pages	<i>My Day at the Park</i>	Social Studies/ Community	Basic	draw connections between text and pictures; recognize things found in a park	<ul style="list-style-type: none"> • http://amnh.org/our-research/center-for-biodiversity-conservation/publications/general-interest/kid-s-guide-to-the-birds-of-central-park • http://centralpark.com/guide/activities/children-s-activities.html
Dictionary Pages	<i>The Dictionary of Fruits and Vegetables</i>	Language/Letter Recognition	Complex	recognize the features of a picture dictionary; understand the relationship between the initial letters and the words, and the words and the pictures	<ul style="list-style-type: none"> • http://pbskids.org/superwhy/#game/alphabricks • http://pbskids.org/arthur/games/groovygarden/groovygarden.html
Email	<i>Busy Day Emails</i>	Life Science Technology	Basic	recognize different ways of helping people; learn how family members can help each other	<ul style="list-style-type: none"> • http://pbskids.org/lions/games/messyattic.html • http://pbskids.org/clifford/games/beach.html
Fact Book Pages	<i>What a Puppy Needs</i>	Life Science	Moderate	understand a puppy's basic needs; draw connections between photos and text	<ul style="list-style-type: none"> • http://pbskids.org/superwhy/#game/puppydaycare • http://whitehouse.gov/meet-sunny
Guidebook Pages	<i>Indoor Fun</i>	Arts and Crafts Entertainment	Basic	recognize ways to have fun inside; understand features of a guidebook	<ul style="list-style-type: none"> • http://pbskids.org/thomasandfriends/games/track-builder/ • http://pbskids.org/curiousgeorge/games/mix_and_paint/mix_and_paint.html
How-to	<i>Paper Plate Fish</i>	Arts and Crafts Life Science	Complex	read step-by-step instructions for making an art project; recognize triangles	<ul style="list-style-type: none"> • http://bbc.co.uk/cbeebies/presenters/makes/presenters-paper-plate-fish/ • http://pbs.org/parents/crafts-for-kids/paper-plate-aquarium/
Magazine Article	<i>What's the Sport?</i>	Sports	Moderate	read and understand captions on photos; recognize important actions in different sports	<ul style="list-style-type: none"> • http://letsmove.gov/kids • http://amhistory.si.edu/sports/exhibit/introduction/index.cfm
Newspaper Article	<i>New Fire Station Opens</i>	Social Studies/ Community	Moderate	recognize the objects, people, and animals at a new fire station	<ul style="list-style-type: none"> • http://pbskids.org/video/?pid=_Ru7NriQJO1C92oJwjZcw5VRjhql81Oo&category=Mister%20Rogers'%20Neighborhood • http://pbskids.org/arthur/firesafety/
Question and Answer Book Pages	<i>Fly, Swim, or Jump?</i>	Life Science	Complex	understand how to use information from text and pictures to answer questions; recognize what some animals can and cannot do	<ul style="list-style-type: none"> • http://animals.sandiegozoo.org/animals/kangaroo-wallaby • http://wwf.org.au/news_resources/resource_library/?1740/Kangaroos-and-wallabies-fact-sheet
Science Journal Pages	<i>Fall Fruits</i>	Earth Science	Moderate	recognize events and their sequence in a series of journal entries; understand the relationship between pictures and events	<ul style="list-style-type: none"> • http://teacher.scholastic.com/commclub/grow_apple_activity1/index.htm • http://pbskids.org/curiousgeorge/busyday/apples/