

# GUIDED READING PROGRAM

## Text Types



These are the cards that go with Level A of the Guided Reading Program: Text Types.  
There is one card for each book in the level, as follows:

- **Butterfly**
- **Fruit Salad**
- **Let's Go!**
- **My Mom**
- **The Rabbit House**
- **Sea Animals**
- **The Store**
- **The Three Frogs**
- **Time for Bed**
- **Up!**

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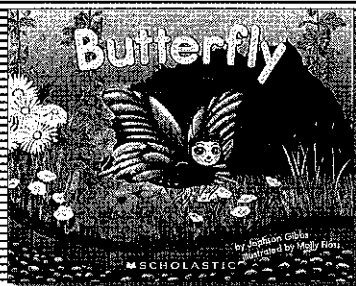
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# Butterfly

## GUIDED READING PROGRAM Text Types



### Summary & Standard

In this story, Butterfly is delighted by the many brightly colored flowers she finds when she goes from flower to flower to drink nectar. Children will demonstrate phonemic awareness, learning about the alphabet, letters, and sounds, and their positions within words.

**Author:** Jephson Gibbs

**Word Count:** 27

**Genre:** Fantasy

**Theme/Idea:** seeing the connection between butterflies and flowers; recognizing colors

**Text Type:** Picture Book

### Making Connections: Text to World

Ask children if they have ever seen an insect or a bird sitting on a flower, and if so, what it looked like. Explain that hummingbirds and insects, such as butterflies and bees, drink nectar from flowers and that other birds often eat the seeds of flowers.

Extend the real-world connection by explaining that these animals are helping the flowers by spreading the pollen and seeds from the flowers so that more flowers can grow.

For additional teaching resources about flowers and butterflies, see <http://www2.scholastic.com/browse/article.jsp?id=3746766>.

### Vocabulary

**High-Frequency Words:** blue, likes, red, yellow

**Related Words for Discussion:** flies, flowers, green, leaves, pink, plants, purple, white

### Genre/Text Type

**Fantasy/Picture Book** Remind children that a fantasy is a story that could not happen in the real world. The illustrations help the reader picture fantastical characters, setting, and events.

### Supportive Book Features

**Text** The same sentence pattern repeats seven times throughout the book. Only the names of the colors change. This repetition should give children confidence reading the text. Children can use the colorful illustrations for support.

**Vocabulary** Children can use phonics skills and the illustrations to help them read the color words. Introduce the words *butterfly* and *flowers* prior to reading the book.

Praise children for specific use of “Behaviors to Notice and Support” on page 96 of the *Guided Reading Teacher’s Guide*.

### Challenging Book Features

**Text** The pattern of text on pages 2–7 changes slightly on page 8. No color name is used there. The page can be used to review all the color names introduced on the previous pages.

**Content** Urban children may be unfamiliar with butterflies and the setting of a flower garden or meadow. Help them build background knowledge by using the illustrations. Explain that a butterfly is an insect with large colorful wings, antennae, and six legs, and it drinks nectar from flowers. Explain that the setting appears to be a garden, park, or meadow with many flowers.

### ELL Bridge

Review the words for colors. Have children identify the color of several different-colored classroom objects. Then say a color and have children find something in the room that is that color. Encourage children to name their favorite color and use the color name in a sentence. On page 8 of the book, have children identify the different colors of the flowers.

LEVEL A

## Developing Comprehension

### Thinking Within the Text

Direct children to look at page 8. Point out how all of the flower colors used in the book are illustrated on this page. Invite volunteers to review the color names of the flowers on the page.

### Thinking Beyond the Text

Have children discuss the kinds of animals that like flowers. Then ask: *Who else likes flowers? Yes, people like flowers. People plant flower gardens even though they do not get anything to eat from them as they do from a vegetable garden. Why do you think people plant flower gardens? What color flowers would you plant in a flower garden?*

### Thinking About the Text

Discuss the human face on the butterfly in the book and how that makes the book a fantasy. Say: *By using a human face on the butterfly, the reader can see how the butterfly feels about the flowers. How do you think the butterfly feels? How do you know?*

## Early Recognition of Punctuation

Remind children that a sentence starts with a capital letter and ends with a period. Explain that a period is a punctuation mark that tells the reader to stop, like a stop sign does. Say:

- *When you see a period at the end of a sentence, you should pause before you read the next sentence. Punctuation marks such as periods keep the words in sentences from running together. On page 2, have children point to the first word in the sentence and then to the period.*
- Model reading the sentences on pages 2 and 3. Point out that you come to a full stop and your voice drops at the end of a sentence with a period. Have children echo-read the two sentences, pausing at the periods.

For more prompts and ideas for teaching problem-solving strategies, see page 54 of the *Guided Reading Teacher's Guide*.

## Developing Phonics and Word-Solving Strategies

### Initial Consonants

Review the letter sounds of several consonants, such as *b, l, p, r, w, and y*. To review, write the letter, say the letter, say the sound the letter makes, and say a word that begins with that letter.

- Write *b* on a chart or on the board and say: *This letter is b. It makes the /b/ sound. The word butterfly begins with b. Repeat after me: b, /b/, butterfly.*
- Continue with the other letters and the words *likes, pink, purple, red, white, and yellow.*

## Developing Fluency

Model fluent reading of the book. Then have children reread with partners as they point to each word. Circulate, listen in, and offer feedback.

## Oral Language/Conversation

**Talk About Other Colors** Discuss other colors children know. Encourage them to name colors of plant parts, such as green leaves and brown bark.

## Extending Meaning Through Writing

- Have children complete this sentence frame with their favorite color: *I like \_\_\_\_\_ flowers.* Have them draw a flower to support the sentence. (**Descriptive**)
- Have children write a fact about butterflies and draw a picture to support the fact. Display fact sheets. (**Expository**)

## Connecting to Everyday Literacy

Explain to children that if they wanted to make a butterfly they would need to follow directions. To link children to real-world procedural text, show them directions for folding a paper, drawing, and cutting out a butterfly. For more procedural text, go to [http://www.sandiegozoo.org/kids/craft\\_butterfly.html](http://www.sandiegozoo.org/kids/craft_butterfly.html). Read through the directions together. Ask: *Why is it important to follow the directions?* Point out how the illustrations help the reader follow the directions.

# Fruit Salad

## GUIDED READING PROGRAM Text Types



### Summary & Standard

This fantasy shows that many contributions of different kinds of fruit make a yummy fruit salad for everyone to eat. Children will read simple sentences.

**Author:** Jephson Gibbs  
**Genre:** Fantasy  
**Text Type:** Picture Book

**Word Count:** 22  
**Theme/Idea:** eating healthful foods;  
working together

LEVEL A

### Making Connections: Text to Self

Most children will be familiar with putting together several food items in a bowl or on a plate to make a healthful meal or snack. Ask: *What kind of food do you see in the story? What are some other kinds of fruit? Have you ever eaten fruit mixed together? What foods do you put together for a meal or a snack at home? Do you help a family member prepare the food?*

Extend the connection by explaining that some foods, such as fruit, are more healthful than others. Ask children to name fruit they like or have eaten.

For more information about healthful foods, see <http://www.mypyramid.gov/kids/index.html>.

### Vocabulary

**High-Frequency Words:** have, we

**Related Words for Discussion:** apples, bananas, berries, bowl, eat, fruit, grapes, melons, mix, oranges, peaches, pears, salad

### Genre/Text Type

**Fantasy/Picture Book** Remind children that a fantasy is a story that could not happen in the real world. The illustrations help the reader picture fantastical characters, the setting, and events.

### Supportive Book Features

**Text** The patterned text gives children support as they read. Throughout the book, each sentence begins with the same phrase and ends with the name of a fruit or the words *fruit salad*. Children will read only one new word on each page. The repetition should give children confidence and fluency as they read.

**Vocabulary** The sight words *we* and *have* appear on each page. The large, colorful illustrations of each fruit give visual clues and support vocabulary development. Children may need help identifying the melons on page 6.

Praise children for specific use of “Behaviors to Notice and Support” on page 96 of the *Guided Reading Teacher’s Guide*.

### Challenging Book Features

**Text** The last sentence on page 8 ends with an exclamation mark. Point out the exclamation mark at the end of the sentence and practice reading the sentence aloud with children.

**Content** Some children may not be familiar with the names of all the fruit. Some children may not have eaten fruit salad or may only know about green salad or potato salad. Mention that a fruit salad can be any combination of fruits mixed together.

### ELL Bridge

Show children real pieces of fruit or pictures of fruit. Label each fruit with its name, and practice its pronunciation. Have children model the text pattern in the book by drawing pictures of one or two of the kinds of fruit shown in the book. Write or have the children write, “We have [name of fruit]” on each page. Ask children to read their sentences to the group.

## Teaching Options

### Developing Comprehension

#### Thinking Within the Text

Ask children to think about the job that each pair of characters had to do to prepare its fruit. Then discuss what job the character wearing an apron had to do.

#### Thinking Beyond the Text

Point out that some of the fruit could not be put into the salad whole. Ask children which fruit could be added as a whole piece of fruit and which fruit needed some preparation—such as peeling, separating, or slicing—before it was put into the bowl.

#### Thinking About the Text

Direct children to the characters the author chose to use. Ask: *What kind of animals do you think these characters are? Do they behave like animals or people? In what ways? Why do you think the author chose to use these animal characters?*

### Comparing and Contrasting

Tell children that when they compare things, they find out how the things are alike. When they contrast things, they find out how the things are different. Point out to children that they can learn about different fruit by noticing color, shape, and size.

- Have children look at pages 2–3. Ask: *How are apples and oranges similar? How are they different?* Make sure that as children compare and contrast, they consider the color, shape, and size.
- Continue comparing and contrasting bananas and berries on pages 4–5 and melons and grapes on pages 6–7.

For more prompts and ideas for teaching problem-solving strategies, see page 54 of the *Guided Reading Teacher's Guide*.

### Developing Phonics and Word-Solving Strategies

#### High-Frequency Words

Remind children that a high-frequency word is a word that will occur often in the books they read. Children can learn the words by reading them many times.

- Read aloud pages 2–8 as children follow along. Point to the high-frequency words *we* and *have* on each page. Have children repeat them.

#### Developing Fluency

Echo-read the book with children. Read each sentence and have children repeat it after you. Because the sentence pattern is the same on each page, vary the intonation.

#### Oral Language/Conversation

**Talk About Names for Fruit** Discuss with children what combination of fruit they would use if they were going to make a fruit salad.

#### Extending Meaning Through Writing

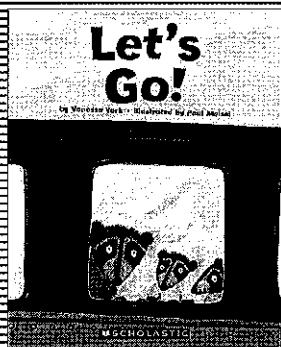
- Have children draw pictures of different kinds of fruit. Help them label each fruit with its correct name. **(Label)**
- Have children choose one kind of fruit and complete the following sentence to tell how it grows: \_\_\_\_\_ grow on \_\_\_\_\_. **(Descriptive)**

### Connecting to Everyday Literacy

All of the characters in the book contribute to making fruit salad. Tell children that sometimes people follow a recipe to make a fruit salad. To link children to real-world procedural text, display a recipe for fruit salad. Talk about the ingredients and the directions. For more examples of procedural text, go to <http://pbskids.org/zoom/activities/cafe>.

# Let's Go!

## GUIDED READING PROGRAM Text Types



### Summary & Standard

A family of raccoons enjoys many different forms of transportation on their way to visit a relative. Children will demonstrate phonemic awareness, learning about the alphabet, letters and sounds, and their positions within words.

**Author:** Vanessa York

**Genre:** Fantasy

**Text Type:** Picture Book

**Word Count:** 24

**Theme/Idea:** identifying ways to travel; traveling and going for a visit

### Making Connections: Text to World

Children will be familiar with different ways to get from place to place. Ask children how they get to school.

Extend the real-world connection by asking children to name different forms of transportation. Then ask: *How do you get from your home to a friend's home? How might you get someplace very far away? Why might someone use a boat or a plane to get from place to place? When might a bicycle be a good form of transportation?*

For additional teaching ideas and resources for modes of transportation, see <http://www.atozkidstuff.com/tran.html>.

### Vocabulary

**High-Frequency Words:** like, this, we

**Related Words for Discussion:** air, bike, boat, car, land, plane, taxi, train, water

### Genre/Text Type

**Fantasy/Picture Book** Remind children that a fantasy is a story that could not happen in the real world. The illustrations help the reader picture fantastical characters, settings, and events.

### Supportive Book Features

**Text** Sentences have a repetitive pattern. The only new word in each sentence is the form of transportation shown in the illustration. Children will follow the pattern easily.

**Vocabulary** The word that names each form of transportation is well supported with a clear illustration.

Praise children for specific use of "Behaviors to Notice and Support" on page 96 of the *Guided Reading Teacher's Guide*.

### Challenging Book Features

**Text** Text is overprinted on color illustrations. On pages 2-3, the text applies to the entire spread but only appears on the left page. Help children locate and read each sentence.

**Content** Make sure that children realize that though the raccoon family is having fun doing different things, they do have a goal. The last page shows them arriving to visit someone. Point out clues in the illustrations that show their travels are continuous. (The raccoons have on the same clothes and carry the same picnic basket.)

### ELL Bridge

Use picture-word correspondence to help children identify the different ways to get from place to place. Point to a picture in the book, name the form of travel, and then point to the corresponding word. Have children repeat the word after you. Invite children to identify the forms of transportation they have used. Encourage children to act out riding in the different modes of transportation.

LEVEL A

## Developing Comprehension

### Thinking Within the Text

Review with children the different ways the raccoons traveled. Say: *Name the different ways the raccoons traveled to reach where they were going.*

### Thinking Beyond the Text

Talk about which forms of transportation shown in the book are best for a short trip or a long trip and why. Discuss which forms of transportation are slow and which are fast and can easily travel long distances.

### Thinking About the Text

Discuss with children how the raccoons feel about their trip and their destination. Ask: *Are the raccoons happy or sad while they are traveling? (happy) What does the author say to let you know this? (She says that the raccoons like everything.) How do the illustrations show you how the raccoons feel? (Their faces look happy.)*

## Understanding Genre: Fantasy

Discuss with children how a fantasy may exaggerate events or include things that could not really happen. Point out that the animals in the story have exaggerated, human-like expressions, for example, the talking mother raccoon and the smiling young raccoons on page 5.

- Help children identify what in this book could not happen. (raccoons wearing clothes, moving their bodies like people, talking, riding in different modes of transportation)
- Have children turn to page 4. Ask: *What in this picture is something that real raccoons cannot do? (drive a car)*
- Have children turn to page 6. Ask: *If these animals were real, which one would be least likely to be sitting in a seat on a plane? Why? (An elephant could not fit in an airplane seat.)*

For more prompts and ideas for teaching problem-solving strategies, see page 54 of the *Guided Reading Teacher's Guide*.

## Developing Phonics and Word-Solving Strategies

### Telling Sentences

Remind children that every telling sentence gives the reader information about something. Point out that every telling sentence ends with a period.

- Turn to page 2 and read the sentence aloud: *We like this bike.* Point out that the sentence tells one thing the raccoons like. Ask: *What does the sentence tell?*
- Review each sentence in the story and have children explain what information it tells. Ask children to find the new word in each sentence that tells what the raccoons like.

## Developing Fluency

Model reading each page. Then have children read the page, pointing under each word as they read it.

## Oral Language/Conversation

**Ways to Travel** Display a three-column chart labeled *Land*, *Air*, and *Water*. Help children sort ways to travel. Add others not mentioned in the book.

## Extending Meaning Through Writing

- Have children draw a picture of their favorite way to travel. Write the sentence starter *I like to go by \_\_\_\_\_*. Have children copy the sentence. Help them fill in the blank. (**Expository**)
- Ask children to make their own drawings for each mode of transportation. Help them label each drawing. (**Label**)

## Connecting to Everyday Literacy

In the book, children see the names of different modes of transportation. To link children to expository text, display a diagram or photo of an airplane and label its parts. For more expository text, go to <http://www.nasa.gov/audience/forstudents/k-4/stories/ames-how-planes-fly-slideshow.html>. Read about the forces that keep an airplane in the sky. Talk about how planes fly.



# My Mom

## GUIDED READING PROGRAM Text Types



### Summary & Standard

A young girl finds out how much fun she can have with her mom. Mom and daughter play the piano, bake muffins, paint pictures, and run with the dog. Children will use pictures and context to assist comprehension.

**Author:** Andy Greer

**Genre:** Realistic Fiction

**Text Type:** Picture Book

**Word Count:** 20

**Theme/Idea:** participating in activities with family; having interests and hobbies

LEVEL A

### Making Connections: Text to Self

Children will be familiar with participating in activities with family members. Ask: *What does this story remind you of? What are some things that you do with your mom or other family member? Which activities do you think are fun? Which are more like work?*

Extend the connection by pointing out that activities can range from chores, such as cleaning up toys and folding clothes, to hobbies, such as exercising or playing a board game.

For more information about activities children can do at home with family members, see <http://www2.scholastic.com/browse/article.jsp?id=3749140>.

### Vocabulary

**High-Frequency Words:** and, I, play, run

**Related Words for Discussion:** bake, brother, clean, dad, house, mom, paint, sister, walk, water

### Genre/Text Type

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

### Supportive Book Features

**Text** The patterned text gives children support as they read. Throughout the book, each sentence begins with the same phrase and ends with a different activity that mother and daughter do together. Children will be reading only one new word on each page. This repetition should give children confidence and fluency as they read the book.

**Content** Children should be comfortable reading about everyday activities that the girl does at home or near home with her mom. Children will likely have had experience with similar activities.

Praise children for specific use of "Behaviors to Notice and Support" on page 96 of the *Guided Reading Teacher's Guide*.

### Challenging Book Features

**Text** The size of the text is larger on the last spread and covers both pages. Explain to children that this change in text size signifies the end of the book.

**Vocabulary** Children may be challenged by the multiple meanings of the word *play*. In this context, the word *play* refers to how the character can "make a sound" on a piano. Mention other instruments that are played.

### ELL Bridge

Have children pantomime activities they can do at home with a family member. The other children can guess what the activity is. To get them started, you may want to suggest any of these activities to the child who is pantomiming: dusting, sweeping, exercising, walking, mixing (pancake batter, for instance), dancing, or coloring.

## Developing Comprehension

### Thinking Within the Text

Have children name the activities that the girl is doing with her mom. Include the cover picture.

### Thinking Beyond the Text

Have children infer about the relationship between the mom and the girl. Ask: *How do you suppose the girl learned to play the piano? Why does the girl use a play oven when Mom bakes in a real oven? What advice do you think Mom gave the girl about painting?*

### Thinking About the Text

For pages 2–7 and the cover, have children analyze the pictures to identify the slight differences between Mom's and daughter's activities and the tools they use for those activities.

## Developing Print Awareness

Remind children that the first word in a sentence always begins with a capital letter, and a sentence ends with a punctuation mark.

- Have children point to the first word on page 2. Make sure all children are pointing to the word *Mom*. Ask: *Which letter is a capital?* Read the word together. Then have children point to the word *I*. Remind children that when *I* is the only letter in a word, it is always a capital letter. Have children point to the period at the end of the sentence. Explain that a period tells the reader to stop. Read the sentence together.
- Have children look at the sentence on the back cover. Have children put their finger on the punctuation mark at the end of the sentence. Tell them that this is a question mark and that it is always at the end of a sentence that asks a question.
- Tell children to read the sentences in the book with a partner and to point out the capital letters and end punctuation marks.

For more prompts and ideas for teaching problem-solving strategies, see page 54 of the *Guided Reading Teacher's Guide*.

## Developing Phonics and Word-Solving Strategies

### Action Words

Remind children that an action word tells what someone or something does. Then, march in place and wave. Tell children that the words *march* and *wave* tell the action. Mention that sometimes the word *can* comes before the action word to tell about an action that someone is able to do, such as *I can march* and *I can wave*.

- Have children turn to pages 2–3. Ask what action Mom and the girl can do. (play) Repeat for pages 4–5, 6–7, and 8. (bake, paint, run) Point to and say the action words as children repeat them. Children can act out the words as they say them.

## Developing Fluency

Model reading each page of the book. Have children repeat each sentence. Then have children read the page with you, pointing to the words as they read them.

## Oral Language/Conversation

**Talk About Activities** Discuss what kinds of activities or hobbies children can share with a family member.

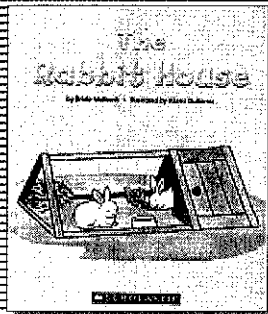
## Extending Meaning Through Writing

- Have children make a poster to show an activity they can do with a family member and write one sentence that tells about it. **(Poster)**
- Have children write a sentence to tell about an activity they can do with a friend. Then they can draw themselves and a friend doing the activity. **(Narrative)**

## Connecting to Everyday Literacy

On pages 6–7, the girl and her mom are painting. Ask: *What do you need to know before you create a piece of art?* To link children to real-world procedural text, talk about art supplies and steps to follow to make art. For more procedural text, go to <http://www.sproutonline.com/sprout/print/printasset.aspx?id=79187026-1004-46ff-ac75-997a01819cdd>. Discuss the materials needed and the steps to follow.

# The Rabbit House



## Summary & Standard

A father and daughter work together to build a rabbit house for two pet rabbits. Children will demonstrate phonemic awareness, learning about the alphabet, letters, and sounds, and their positions within words.

**Author:** Bridie McBeath

**Genre:** Realistic Fiction

**Text Type:** Picture Book

**Word Count:** 23

**Theme/Idea:** building a home for a pet; working together

## Making Connections: Text to Self

Children will most likely be familiar with pets, either their own or those of friends. Invite children to talk about their experiences with pets. Ask: *What special things did the pet need? Did it need a special home or cage?*

Extend the connection by discussing things that every pet needs, such as food, water, a home, and someone to care for it. Explain that people who choose to have a pet take on the responsibility of caring for it.

For additional teaching ideas and resources about keeping rabbits as pets, see [http://www.humanesociety.org/animals/rabbits/tips/rabbits\\_as\\_pets.html](http://www.humanesociety.org/animals/rabbits/tips/rabbits_as_pets.html).

## Vocabulary

**High-Frequency Words:** a, have, we

**Related Words for Discussion:** burrow, house, pen, tame, wild

## Genre/Text Type

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

## Supportive Book Features

**Text** The same sentence pattern appears on each page. The only thing that changes in each sentence is what the girl and her dad have, and these variable words are supported by the illustrations. The repetition should give children confidence in handling the text.

**Vocabulary** There is a close text-picture match in each sentence. Children should be able to use the pictures to identify the noun that changes in each sentence.

Praise children for specific use of "Behaviors to Notice and Support" on page 96 of the *Guided Reading Teacher's Guide*.

## Challenging Book Features

**Text** The text does not show what the girl and her father do with the wood and nails. Guide children to see how the wood and nails were used to build the rabbit house.

**Content** Children may not be familiar with having rabbits as pets. Discuss why rabbits need a house to live in and what the girl and her father will do with the hay, water, and carrots.

## ELL Bridge

Use the pictures in the book to support vocabulary development, naming details in each picture, such as *wood, safety glasses, hammer, gloves, nails, hay, water, bowl, carrots, door, and pen*. Invite children to take turns pointing to and naming an item in one of the pictures. Have the group repeat the name of each item.

## Developing Comprehension

### Thinking Within the Text

Have children name the ways in which the girl in the story helps build the rabbit house. As a class, list the materials that the girl and her father collect and the tools they use. Also ask children to identify one way that the characters make sure they are safe when they are working. (They wear safety goggles.)

### Thinking Beyond the Text

Discuss the needs of living things for food, water, and shelter. Write *food*, *water*, and *shelter* on the board. Have children describe how the rabbits in the story meet these three needs. Then talk about how people meet these needs. Ask children to think about where their food and water come from and how their shelter is constructed.

### Thinking About the Text

Have children think about how the author and illustrator make the story realistic. Ask: *What makes the story seem as if it could really happen? Do you know real people who act like the characters in this story?* Lead children to see that the characters may be like their own family, friends, or other people they know.

## Recognizing Sequence

Explain to children that understanding the order in which things happen can help readers identify the ideas in the book. Note that some things must happen before certain other things can.

- Have children turn to pages 2–3. Point out that first the family gets wood. Next, they get nails.
- Have partners practice saying what happens first and next for the spreads 4–5 and 6–7.
- Turn to page 8 and ask children to use the word *last* to explain what happens at the end of the book.

For more prompts and ideas for teaching problem-solving strategies, see page 54 of the *Guided Reading Teacher's Guide*.

## Developing Phonics and Word-Solving Strategies

### Initial Sounds

Have children identify the initial sound in *wood*. (/w/) Model the sound and have children repeat it.

- Repeat with the words *water* and *watch*, stressing the initial sound. Then have children suggest other words that begin with /w/. Repeat each word, stressing the initial sound.
- Continue identifying other initial sounds for the words *nail*, *hay*, *house*, *carrot*, and *rabbit*. (/n/, /h/, /k/, /r/)

## Developing Fluency

Model reading each page. Then have children read the page, pointing under each word as they read it.

## Oral Language/Conversation

**Talk About Types of Animals** Lead a discussion about the difference between wild animals and pets. Explain that rabbits can be wild or pets.

## Extending Meaning Through Writing

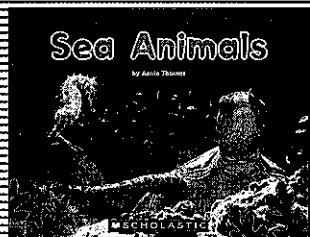
- Give each child a sheet of paper with the sentence frame *I can make \_\_\_\_*. Have children draw a picture of something they can make and complete the sentence. (Descriptive)
- Have children brainstorm a list of pets, both common and unusual. Have children choose one pet from the list, draw a picture, and finish the sentence frame *This animal can \_\_\_\_*. (Narrative)

## Connecting to Everyday Literacy

Point out that the girl and her father took on the responsibility of building a home for the rabbits and caring for them. To link children to persuasive text, have children give reasons why a rabbit would be a good pet and reasons why it would not be and list them. Ask: *Which reason might persuade you to want a rabbit as a pet? Which would not?* For persuasive text about rabbits as pets, go to <http://www.pet-rabbit-care-information.com/best-pet.htm>.

# Sea Animals

## GUIDED READING PROGRAM Text Types



### Summary & Standard

Fish aren't the only animals that live in the sea. Open this book and see a colorful underwater world of sea animals in their natural habitat. Children will use pictures and context to assist comprehension.

**Author:** Annie Thomas

**Genre:** Informational Text

**Text Type:** Picture Book

**Word Count:** 35

**Theme/Idea:** discovering animals in the sea; using text and pictures together to learn

LEVEL A

### Making Connections: Text to World

Children will likely be familiar with sea animals, from visiting aquariums or seeing movies about underwater life. Even in movies that are animated, children may notice the resemblance between the movie characters and the photographs in the book. Ask: *What do these sea animals remind you of? Have you ever seen any of them before? Where? What do you know about them?*

Extend the real-world connection by asking if children have ever seen any of these sea animals on land. Perhaps children have seen sea lions, sea turtles, or the remains of sea horses or sea stars.

For more information about sea animals, see <http://www.seaworld.org/animal-info/index.htm>.

### Vocabulary

**High-Frequency Words:** at, look, the

**Related Words for Discussion:** animals, crab, dolphin, fish, manatee, sea, shark, whale

### Genre/Text Type

**Informational Text/Picture Book** Remind children that informational text gives facts about a topic. This informational text includes photos that help inform the reader.

### Supportive Book Features

**Text** The same sentence pattern repeats seven times throughout the book. Only the names of the sea animals change. This repetition should give children confidence reading the text. Children view the animals in colorful photographs.

**Content** Children will likely have an interest in sea creatures. The photographs make it easy for children to see what the animals look like. They will be eager to turn the page to see which animal is next.

Praise children for specific use of "Behaviors to Notice and Support" on page 96 of the *Guided Reading Teacher's Guide*.

### Challenging Book Features

**Text** The last sentence of the book changes from naming a specific sea animal to naming the general term *sea animals*. The small pictures review the name of each sea animal along with a label for each one.

**Vocabulary** Children may be challenged by some of the names for the sea animals. For example, the way the sea cow and the sea lion look do not give obvious clues to their names, and children may need help. Also, make sure children understand that *sea* means the same as "ocean."

### ELL Bridge

After children have read the book, cover the name of each sea animal with a sticky note. On each page, read the beginning of each sentence. Say: *Look at the \_\_\_\_\_*. Have children supply the name of the animal. Then take off the sticky note and point to the words, repeating each name.



SCHOLASTIC

## Teaching Options

### Developing Comprehension

#### Thinking Within the Text

Ask children to think about all the sea animals in the book. Discuss the names of the animals with the children. Have volunteers name the two sea animals on the front cover of the book.

#### Thinking Beyond the Text

Ask children if they know a different name for any of the animals. If they don't, mention that a sea cow is often called a manatee and a sea star is sometimes called a starfish, though technically it is not a fish. Have children think about other sea animals they've seen in movies or in books. Ask: *If you were going to add another sea animal to this book, what would it be? Why would it be a good fit?*

#### Thinking About the Text

Direct children to look at page 8. Ask: *How is this page different from the other pages?* Lead children to see how the author used pictures with labels to review or summarize the book.

### Using Photograph Details

Point out that some books have photographs instead of drawings. Photographs are often used when a book is about things that are real and not made-up. Details in photographs help readers understand the information.

- Have children look at the picture of the sea horse on page 2. Ask: *What details in the picture help you understand what a sea horse looks like?* (The shape of its head is like a horse; yellow color; curved tail)
- Have children look at the sea star on page 4. Ask: *What details in the photograph help you to understand what a sea star looks like?* (The shape is like a star with five points; orange-red color with white circles)
- Choose other photos in the book and ask similar questions about how photographic details help children understand the text.

For more prompts and ideas for teaching problem-solving strategies, see page 54 of the *Guided Reading Teacher's Guide*.

### Developing Phonics and Word-Solving Strategies

#### Naming Words

Remind children that a naming word is a word that identifies a person, place, or thing. Explain that the words that name animals are naming words, too.

- Have children turn to page 2. Read the sentence aloud together. Ask: *Which words name the sea animal?* (sea horse) Read the sentence aloud together.
- Then look at page 3. Ask: *Which words name the animal on this page?* (sea snake) Help children find and point to the naming words for each animal. Point out that they all begin with the word sea.

### Developing Fluency

Model fluent reading of the book. Then have children reread with partners as they point to each word. Circulate, listen in, and offer feedback.

### Oral Language/Conversation

**Talk About Other Sea Animals** Discuss other sea animals children know. Encourage them to describe the animals.

### Extending Meaning Through Writing

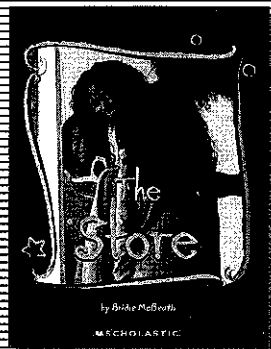
- Have each child write a fact that describes one of the sea animals in the book and then draw a picture of the sea animal. Display the fact sheets. (**Fact Sheet**)
- On chart paper taped to the wall, have children draw a mural to include many sea creatures. Help them write labels to identify the animals. (**Label**)

### Connecting to Everyday Literacy

Have children turn to page 8 and review the names of the sea animals, calling attention to the labels. Explain that labels are helpful because they give information. Talk about where children see labels. Link children to other labels and real-world expository text by going to <http://www.itsnature.org/category/sea/aquatic-mammals>.

# The Store

## GUIDED READING PROGRAM Text Types



### Summary & Standard

A girl sees and identifies a variety of items of clothing in a store. Children will independently relate prior knowledge to what is read and use it to aid in comprehension.

**Author:** Bridie McBeath  
**Genre:** Informational Text  
**Text Type:** Picture Book

**Word Count:** 21

**Theme/Idea:** learning words for different clothing; identifying a store as a place to buy things

LEVEL A

### Making Connections: Text to Self

Invite children to look at the pictures in the book. Ask: *What do you see in the pictures? Where do you think this story takes place? What kinds of clothes have you seen in a store?*

Extend the connection by inviting children to describe a piece of clothing they are wearing. Then ask: *Is anyone else wearing [a sweater]? How is yours different from that one? Do you think children long ago dressed like you do?* Point out that the kinds of clothing people wear changes over time.

For information on children's clothing throughout history, go to <http://www.wisconsinhistory.org/museum/collections/online/pictsrch.cfm?ParentID=376566>.

### Vocabulary

**High-Frequency Words:** I, me, see

**Related Words for Discussion:** clothing, list, price, shopping, size

### Genre/Text Type

**Informational Text/Picture Book** Remind children that informational text gives facts about a topic. This informational text includes photos that help inform the reader.

### Supportive Book Features

**Text** The same sentence pattern repeats at the bottom of each page throughout the book. The text on each page is supported by a colorful visual that is a combination of art and photographs. The visual provides three examples of the kind of clothing named on the page.

**Content** Most children will be familiar with the items featured in the story. Children will be able to relate to shopping for clothing.

Praise children for specific use of "Behaviors to Notice and Support" on page 96 of the *Guided Reading Teacher's Guide*.

### Challenging Book Features

**Text** The last sentence on page 8 veers from the pattern of naming articles of clothing that the girl sees. Instead, the girl sees herself in a mirror holding a dress in front of herself. Children will need to pay close attention to the text and visual clues on this page.

**Vocabulary** Children may be challenged by the plural of *scarf* on page 5. On a sticky note write: *I see a scarf*. Cover two of the scarves on page 5 and stick the new text on the page. Explain that *scarf* names one and *scarves* names more than one.

### ELL Bridge

After children have read the book, cover the name of the items of clothing with a sticky note. On each page, read the beginning of each sentence. Say: *I see \_\_\_\_\_*. Have children supply the name of the pieces of clothing. Then take off the sticky note and point to the word, repeating each name.



SCHOLASTIC



## Teaching Options

### Developing Comprehension

#### Thinking Within the Text

Ask children what kinds of clothes the girl saw at the store. Ask: *What is the girl holding up at the end of the book? Who is shopping with the girl?*

#### Thinking Beyond the Text

Remind children that people dress for the weather they are experiencing. Then have them review the clothes shown on pages 4–7. Ask: *In what kind of weather would you wear these items?* Have them turn to pages 2–3. Ask: *Which pair of pants would you most likely wear with the sweaters, hats, gloves, and scarves? In what kind of weather would you wear the other pants?*

#### Thinking About the Text

Direct children to look at page 8 and notice how the sentence pattern changes. Ask: *What is different on this page from the other pages? Why do you think the book ends this way?* (The girl looks at different items in the store throughout the book. At the end she picks an item that she wants to try on, look at in the mirror, and maybe buy.)

### Activating Prior Knowledge

Tell children that thinking about what they know about a subject can help them understand what they read. Model this strategy for children.

- (Page 2) Say: *On this page, the shirts are not hanging on real people. It looks as if they are hanging on mannequins. I have seen mannequins in stores. I think this story takes place in a store.*
- (Page 3) Say: *On this page, the pants are hanging on hangers. I have seen this in stores. Clothes are displayed on hangers in stores. The girl sees clothes at the store. She must be shopping.*
- Have children share other prior knowledge as they read the rest of the story.

For more prompts and ideas for teaching problem-solving strategies, see page 54 of the *Guided Reading Teacher's Guide*.

### Developing Phonics and Word-Solving Strategies

#### Words That Name More Than One

Explain that some words name more than one thing, such as *coats*. Explain that a word that names more than one often ends in *s*.

- Have children look at the word *hats* on page 6. Ask if the word means one or more than one. Note that the word *hat* (without an *s*) means one hat.
- Have children identify other examples of words that name more than one (e.g., *shirts, sweaters, scarves*). Point out the *s* ending on each of the plurals.

### Developing Fluency

Model fluent reading of the first two pages of the book. Then have children echo-read the remainder of the book with you, repeating each sentence after you read it and pointing to each word as they read.

### Oral Language/Conversation

**Talk About Shopping** Discuss shopping. Encourage children to talk about how they might prepare to go shopping.

### Extending Meaning Through Writing

- Have each child select a piece of clothing from the book and write a sentence that describes it. (**Descriptive**)
- Have children cut pictures of different pieces of clothing from old catalogs and magazines. Have them make a collage labeling each piece of clothing. (**Label**)

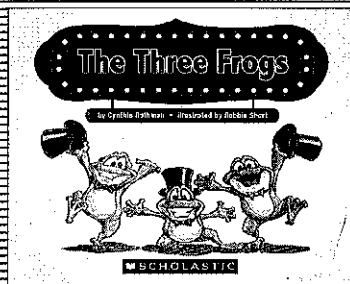
### Connecting to Everyday Literacy

Point out that when children shop for clothing and other items, their choices may be influenced by advertising on TV and other sources. To link children with real-world persuasive text, share an advertisement for an item worn or used by children. Have children tell what catches their eye. Ask them to evaluate the information in the ad. For more about persuasive texts, go to <http://pbskids.org/dontbuyit/advertisingtricks>.



# The Three Frogs

**GUIDED  
READING  
PROGRAM**  
Text Types



## Summary & Standard

Three frogs entertain the reader by hopping, jumping, dancing, playing musical instruments, and singing. Children will use phonics to decode and read one-syllable and high-frequency words.

**Author:** Cynthia Rothman

**Genre:** Fantasy

**Text Type:** Picture Book

**Word Count:** 28

**Theme/Idea:** having fun with music;  
performing as a team

## Making Connections: Text to World

Children will most likely be familiar with frogs. Display a picture of a frog. Ask children to identify it and to tell what they know about frogs. Extend the real-world connection by telling children that frogs live in or near water. Point out that there are many kinds of frogs, but all start their lives as legless tadpoles swimming in ponds, rivers, or lakes. Explain that tadpoles grow legs as they grow and their back legs are longer than their front, which helps them jump.

For more about frogs, see <http://www.pca.state.mn.us/index.php/living-green/living-green-citizen/for-kids/frogs-for-kids.html>.

## Vocabulary

**High-Frequency Words:** jump, play, sing, the, three

**Related Words for Discussion:** drums, instrument, music, violins

## Genre/Text Type

**Fantasy/Picture Book** Remind children that a fantasy is a story that could not happen in the real world. The illustrations help the reader picture fantastical characters, settings, and events.

## Supportive Book Features

**Text** The repetitive text pattern makes this story easy to read. A single four-word sentence appears below an illustration on each page. Only the last word in the sentence—a verb—changes on each page.

**Content** Children will be familiar with frogs, and they will identify the playful actions of the frogs as things they have done themselves or have seen others do.

Praise children for specific use of “Behaviors to Notice and Support” on page 96 of the *Guided Reading Teacher’s Guide*.

## Challenging Book Features

**Text** The text provides no context as to why the frogs are behaving as they do. Discuss with children how the frogs might be on a stage for a show and entertaining an audience, or they might be friends playing together and pretending to be in a show.

**Vocabulary** Some of the action words, such as *flip* and *play*, begin with consonant blends. Sound out these words for children, and have children repeat them after you. Then read them in the sentences and have children repeat after you.

## ELL Bridge

Use the pictures in the book to support vocabulary development of the action words *hop*, *jump*, *dance*, *flip*, *beat*, *play*, and *sing*. Invite children to take turns performing one of the actions and saying *I can \_\_\_\_*. Have children complete the sentence by naming the action they are performing.



**SCHOLASTIC**

LEVEL A

## Developing Comprehension

### Thinking Within the Text

Have children name the actions in the book and list them. Then have children tell whether real frogs can do each action. Write *real* or *fantasy* beside each word.

### Thinking Beyond the Text

Ask children to think about the ways the frogs move in the story. Say: *We know that real frogs hop, jump, and swim. Ask: Do you know other animals that do these things?* Brainstorm ways that different animals move and have children pantomime the actions.

### Thinking About the Text

Discuss the illustrations in the book. Ask: *Do these frogs look like real frogs? In what ways are they like real frogs? How are they different from real frogs?* Talk about how the illustrations make the frogs look as if they are having fun.

## Recognizing Patterned Text

Tell children that authors may use the same words over and over, and sometimes the words are used in the same order. These patterns make text easier to read. Point out that the story text has a pattern.

- Read aloud the sentence on page 2 as children point to each word: *The three frogs hop*. Next, have children read the sentence with you. Then read aloud the text on page 3: *The three frogs jump*. Ask: *Which words are the same in these sentences? Which words are different?*
- Point out that the words that are different are action words that tell what the frogs are doing. Ask: *How are their actions on page 2 different from their actions on page 3?* Have children act out the actions of the frogs.
- Read aloud the remaining pages in the book. After you read each page, have children identify the text that is the same and the action word that is different. Have children act out each action word.

For more prompts and ideas for teaching problem-solving strategies, see page 54 of the *Guided Reading Teacher's Guide*.

## Developing Phonics and Word-Solving Strategies

### Phonogram -op

Remind children that they can use the word parts they know to help them read new words.

- Read aloud page 2: *The three frogs hop*. Slowly reread *hop*, modeling how to blend the first sound, /h/, with the phonogram -op. Then ask children to blend the word parts to form the whole word.
- Continue the same routine with *mop*, *pop*, *bop*, *cop*, and *top*.

## Developing Fluency

Model reading page 5. Then have children read the page with you, pointing under each word as they say it.

## Oral Language/Conversation

**Talk About Music** Lead a discussion about different ways to make music. Talk about singing and playing different musical instruments.

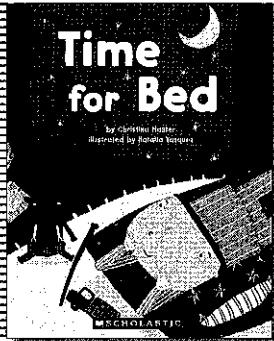
## Extending Meaning Through Writing

- Have children choose the action they like most from the book and write the action word from that page. Ask children to draw themselves doing the action to go with the word. (**Label**)
- Have children write and illustrate another page to add to the story, telling what the frogs might do next. (**Narrative**)

## Connecting to Everyday Literacy

Tell children that drums and violins like those in the story are some of the instruments that people in an orchestra play. Play a piece of orchestral music for the class. Talk about the different instruments that orchestra members use. To link children to real-world expository text, share a newspaper or an Internet article about an orchestral performance. For more examples of expository text, share the information about orchestras and instruments at <http://www.sfskids.org/templates/instorchframe.asp?pageid=3>.

# Time for Bed



## Summary & Standard

It can be tiring for a boy to gather together everything he needs before going to bed. The boy in this book needs many things before he goes to sleep. Children will read simple sentences.

**Author:** Christina Master

**Genre:** Realistic Fiction

**Text Type:** Picture Book

**Word Count:** 28

**Theme/Idea:** identifying bedtime routines; knowing the importance of sleep

## Making Connections: Text to Self

Children know they need sleep. Most children have a bedtime and a special bedtime routine. Discuss the things generally found on a bed, such as sheets, blankets, and pillows.

Extend the connection by talking about the kinds of things children like to have nearby when they go to bed. Talk about which things are soft and comfortable and which things just make them feel good.

For a kid-friendly article on why kids need sleep, see [http://kidshealth.org/kid/stay\\_healthy/body/not\\_tired.html](http://kidshealth.org/kid/stay_healthy/body/not_tired.html).

## Vocabulary

**High-Frequency Words:** do, for, I, my, you

**Related Words for Discussion:** bedtime, comfortable, routine, tired, yawn

## Genre/Text Type

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

## Supportive Book Features

**Text** The patterned text gives children support as they read. The same sentence frame is used on each page of the book so that children need to read only one new word on each page.

**Content** Children should be comfortable reading about the common experience of getting ready for bed. Children will be familiar with most or all of the objects the boy needs.

Praise children for specific use of "Behaviors to Notice and Support" on page 96 of the *Guided Reading Teacher's Guide*.

## Challenging Book Features

**Text** Children may have trouble recognizing the items in some illustrations. Point out features of and uses for items. For example, the pillow on page 2 has a pillowcase on it and goes under the boy's head.

**Vocabulary** A few words, including those with initial consonant blends, such as blanket, truck, and sleep, may be difficult for children because they are neither sight words nor easily decodable words. Remind children to use picture clues and beginning sounds.

## ELL Bridge

Play a game to have children practice beginning sounds. Give out objects such as a small blanket, a ball, a pencil, a book, a truck, a bear, an apple, and a banana. Sit with children in a circle on the floor. Explain that you will pass a box around the circle. Each child will say the name of the object and place it in the box only if it begins with the /b/ sound. If time allows, empty the box and repeat the activity with beginning consonant sounds /p/, /l/, /t/, /s/ and different objects.

## Developing Comprehension

### Thinking Within the Text

Discuss with children which items in the story are soft and comfortable to take to bed and which items are not soft but make the boy feel good to have nearby.

### Thinking Beyond the Text

Ask children to name other things the boy in the book might have wanted as he got ready for bed. Have children explain a reason each item is helpful for sleeping. Ask: *What else might the boy need? Why would he want that? What do you like to take to bed at night?*

### Thinking About the Text

Point out to children the word *need*, which is repeated in each sentence. Ask: *What other words might the author have used in place of need? (like; want) Why do you think the author chose the word need instead of another word? (The boy feels he needs these things to be able to go to sleep. It's a stronger word than like or want.)*

## Recognizing Patterned Text

Tell children that authors may use the same words over and over, and that sometimes these words are even used in the same order. These patterns can make text easier to read. Point out that there is a pattern in this story. Have children look at the pattern.

- Say: *On page 2, we read the sentence I need my pillow. Page 3 says I need my blanket. This sentence has the same words as page 2, except for the last word—blanket.*
- Ask children to notice in what way page 4 is the same as pages 2 and 3. Ask which word is different. Have children identify the sentence pattern as *I need my \_\_\_\_\_*.
- Encourage children to look at each page of the book and identify how the author uses a pattern to tell the story.

For more prompts and ideas for teaching problem-solving strategies, see page 54 of the *Guided Reading Teacher's Guide*.

## Developing Phonics and Word-Solving Strategies

### Pictures and Word Structure

Tell children that good readers use pictures and beginning sounds to help them figure out words.

- Read aloud the sentence on page 2, without the last word, *pillow*. Point to the *p*. Say: *The letter p stands for the beginning sound /p/. Have children repeat the sound. Ask: What word that begins with /p/ tells what the boy needs? (pillow) How do you know the word is not bed or blanket? Write pillow on a chart or on the board. Run your finger under the word as you say the sounds.*
- Use the same routine to help children read other nouns in the story.

## Developing Fluency

Model reading each page with proper pace. Then have children read the page aloud. Focus on helping children read with proper pace.

## Oral Language/Conversation

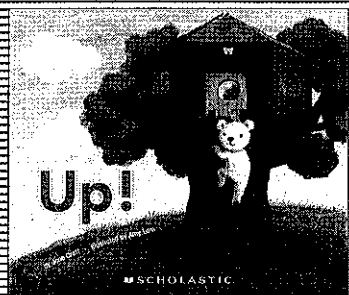
**Talk About Bedtime** Lead a discussion about what time people go to bed. Discuss what makes children feel sleepy and ready for bed.

## Extending Meaning Through Writing

- Have children draw a picture of something they like to take to bed with them. Have them complete the sentence *I need my \_\_\_\_\_*. (**Narrative**)
- Have children draw pictures of furniture and objects that are common in a bedroom. Help children label each object. (**Label**)

## Connecting to Everyday Literacy

The boy in the story needs a book at bedtime. Many children enjoy hearing a story before bedtime. Ask: *Do some stories wake you up? Do some make you sleepy?* To link children to expository text, make a list of stories that are good to read before going to sleep. Type in "Best Before-Bed Read-Alouds" at <http://www2.scholastic.com/browse/parentsHome.jsp> for story suggestions.



## Summary & Standard

Each of the animals climbs a ladder to get up to a tree house where they can be together. But will the duck get up to the tree house the same way? Children will read simple sentences.

**Author:** Jane Craft

**Word Count:** 27

**Genre:** Fantasy

**Theme/Idea:** solving a problem using one's abilities; understanding that different animals can move in different ways

**Text Type:** Series Book

## Making Connections: Text to World

Ask children if they have ever seen or played in a tree house. Ask: *What did it look like? What did you do there? How would playing in a tree house be different from playing on the ground?*

Tell children that they will be reading a book about animals who are coming together to play in a tree house. Explain that each animal will get to the tree house in its own way. Once they are there, the animals will play together and share. Ask: *What do you like to play with your friends? What do you like to share?*

For more information about children playing and sharing, see <http://www2.scholastic.com/browse/article.jsp?id=3746328>.

## Vocabulary

**High-Frequency Words:** can, go, up

**Related Words for Discussion:** different, difficult, flew, flies, proud

## Genre/Text Type

**Fantasy/Series Book** Remind children that a fantasy is a story that could not happen in the real world. In this series book, children get to know characters they can then follow in other stories.

## Supportive Book Features

**Text** The simple text appears above the illustration on each page. The same sentence pattern repeats six times throughout the story. Only the animal names change. The repetition should give children confidence in reading.

**Vocabulary** Illustrations on each page support the noun in each sentence. Children will be able to use the illustrations and initial sounds to determine most of the animal names.

Praise children for specific use of "Behaviors to Notice and Support" on page 96 of the *Guided Reading Teacher's Guide*.

## Challenging Book Features

**Text** The text pattern and punctuation changes on the last page. Make sure children pay close attention. Point out the periods at the ends of the sentences on pages 2–6. Then have children point to the three exclamation points on page 8. Explain that these marks show that the reader should use a lot of expression when reading each of these words. Model reading the text.

**Content** Some children may be unfamiliar with a tree house and why the story characters would gather there. Make sure children understand that adults need to supervise the building and use of a tree house to make sure it is safe.

## ELL Bridge

Use objects in the classroom to model the direction words *up*, *down*, *over*, and *under*. Write the four words on sticky notes. Have children echo-read each word. Then use an object to represent the motion for each word. For example, say, *The ball can go up*, while pushing a ball up the wall. Have pairs of children move objects and say sentences using the direction words.

## Teaching Options

### Developing Comprehension

#### Thinking Within the Text

Review with children the different animals in the story. Say: *Name the animals that went up the ladder to the tree house.* Then ask: *What problem does the duck have? How is the way the duck goes up the ladder different from the way the other animals go up the ladder?*

#### Thinking Beyond the Text

Have children look at the illustration on page 8. Point out that all the animals are now in the tree house. Ask: *What do you think the animals will do now that they all are there? Why do you think the animals have gathered in the tree house? How will the animals get down from the tree house?*

#### Thinking About the Text

Have children look at the illustration on page 7. Point out that the picture is drawn from the bottom of the ladder where the duck is standing. Ask: *Why do you think the illustrator showed the ladder this way?* (to show that the duck had a long way to travel to the top) *What else in the picture makes the trip to the top of the ladder seem long?* (the branches of the tree and the small size of the other animals, as if someone were looking at them from far away)

### Recognizing Setting

Explain to children that the setting is where and when a story takes place. Stories have different settings. Point out that determining the setting of a story can help readers better understand what they read.

- Have children look at the illustration on the cover. Ask: *Where does this story take place?* Discuss the clues children used to figure out the setting.
- Have children look at all the illustrations in the story. Ask: *Does the setting of this story ever change? How do you know?* Guide children to understand that the entire story takes place at a tree house.

For more prompts and ideas for teaching problem-solving strategies, see page 54 of the *Guided Reading Teacher's Guide*.

### Developing Phonics and Word-Solving Strategies

#### Words With Short *u*

Remind children that the sound of short *u* is /u/. Give some examples by saying *cup*, *us*, and *run*.

- Turn to page 2 and ask children to listen carefully as you read the sentence. Ask which word has the short *u* sound. (*up*) Have children repeat the word and then say /u/.
- Repeat with *puppy* on page 4. Have children name other words that have the short *u* sound.

### Developing Fluency

Model reading each page with proper pace. Then have children read the page with you, pointing to the words as they read them. Focus on helping children match their voices to the print.

### Oral Language/Conversation

**Talk About Being Different** Having children keep the duck in mind, ask: *Have you ever used a different way from others to get something done?*

### Extending Meaning Through Writing

- Have children pick the animal they like most from the book. Ask children to draw themselves doing an action with the animal. Have them label the action. (**Label**)
- Create a class list of all the things children might see when looking at a tree. (**List**)

### Connecting to Everyday Literacy

In the story, all the animals went up to the tree house. Point out to children that perhaps the animals had a club. Ask: *Have you ever been in a club? Did your club have rules?*

*Why are rules important?* To link students to procedural text, help children make a list of rules that the animals in the story might use for their club. For more examples of procedural text, share classroom rules at [www.technology.com/worksheets/misc/back/rules/elem](http://www.technology.com/worksheets/misc/back/rules/elem).