

GUIDED READING PROGRAM

Text Types



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

- **Building Blocks**
- **Buster and Ziggy**
- **Color It Blue**
- **Hats**
- **My Cat**
- **Party Time**
- **Polar Bears**
- **Puppy Paints**
- **School Fun**
- **Where Is Bob?**

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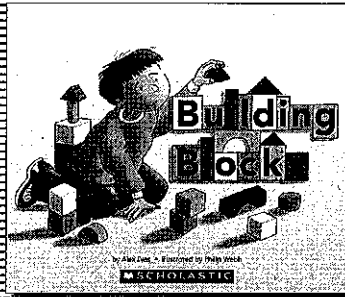
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ITEM S-HT5-31908-0

Building Blocks



Summary & Standard

Children get creative with building blocks, building several different kinds of structures. Children will use their knowledge of phonics to recognize letter patterns and to translate them into spoken language.

Author: Alex Ives
Genre: Realistic Fiction
Text Type: Picture Book

Word Count: 51
Theme/Idea: building something;
using your imagination

Making Connections: Text to Self

Many children will have prior experience with building objects using blocks or interlocking toys. Ask: *What have you built with blocks? Have you ever used any other types of building pieces? What was the favorite object you built?*

Extend the connection by discussing the various shapes and colors of some of the building material children have used. Ask: *Why is building with blocks so much fun?*

For more information on children and block play, see <http://www.kidsource.com/education/building.mind.html>.

Vocabulary

High-Frequency Words: can, have, I, some

Related Words for Discussion: blocks, building, bridge, car, careful, high, track, train

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 first sentence on each page is either *I have some blocks* or *I have blocks*. This familiar beginning will give children a supportive start as they begin each page. The second sentence on each page follows a pattern *I can build . . .* with only the last word changing. This repetition helps children read the book with confidence.

Content Children will be familiar with using different building materials for creative play such as blocks or interlocking toys.

Praise children for specific use of "Behaviors to Notice and Support" on page 97 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text Have children read the sentence on the book's back cover. Point out the question mark at the end of the sentence and explain that this sentence should be read with a different tone to indicate a question is being asked.

Vocabulary Although the vocabulary words are supported by illustrations, children may still need help decoding the names of the structures that the characters are building: *home, car, track, train, bridge, and tower*.

ELL Bridge

Use pictures from magazines, books, and the Internet to convey meanings of the following vocabulary words: *blocks, home, car, track, train, bridge, and tower*. Try to show several variations of each. For example, for *home*, display a picture of a stand-alone house, duplex, condo, mobile home, and apartment. Write the words on cards and have children match a picture to its name.

Developing Comprehension

Thinking Within the Text

Go through the story page-by-page and ask the following questions: *What is the child building? What block shapes do you see?*

Thinking Beyond the Text

Have children look at the boy and the girl using building blocks. Ask: *What other kinds of toys or supplies could they use to build something?* Have children think about items in the classroom that could be used as building materials. Discuss how children use their imaginations when using toys to build other things.

Thinking About the Text

Ask questions to elaborate on the definition of realistic fiction. Ask: *Could this story happen in real life? (yes) What makes it make-believe?* (The story is not about real children. The author made up the characters and what they were building.)

Making Inferences

When children make inferences, they use their reasoning to decide about something that isn't stated in the text. Their inferences should be based on what they read and their own past experiences. Ask children questions such as the following to help them make inferences:

- *What can you say about all the children in the story?* (They like to build things from blocks; they have good imaginations.)
- *The boy on page 2 is building a home. You can see that he has built three sides. Based on that fact, what might he do next?* (build more sides and connect them) *Why?* (Most homes have at least four sides that are connected.)
- *On page 8, do you think the girl is almost finished with her tower?* (yes) *What makes you think so?* (She can't reach much higher.)

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 first sentence aloud. Point out that the sentence tells what the boy has. Ask: *What does this sentence tell?* Then read the second sentence. Point out that the sentence tells what the boy can build. Ask: *What does this sentence tell?*
- Review each sentence in the story that tells what a child is building and have children explain what information it tells.

Developing Fluency

Model reading each page. Then have children read the pages with you, pointing to the words as they read them.

Oral Language/Conversation

Talk About Block Building Discuss the kinds of things that children might build with blocks that are different from the things in the book.

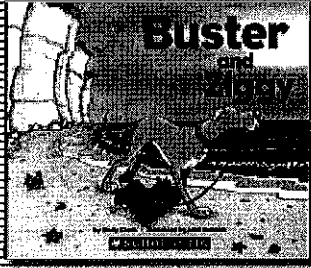
Extending Meaning Through Writing

- Have children choose one object that the children in the story built. Invite them to write one sentence that tells about it. **(Descriptive)**
- Have children draw something they might build with blocks and label the parts, such as *roof, window, and wall*. **(Label)**

Connecting to Everyday Literacy

To link children to real-world procedural text, have them describe the steps they would use to build one of the items in the book. Write their procedure in a step-by-step format. Then remind children that the characters in the story are building with blocks, but children can also build things as they play Internet games. For an example of procedural text with steps to follow, go to http://www.bobthebuilder.com/usa/projects_playground.asp.

Buster and Ziggy



Summary & Standard

This fantasy follows a day in the life of two dogs. Buster, a large yellow dog, and Ziggy, a small black dog, enjoy doing the same things. Children will read simple sentences.

Author: Emily Clark
Genre: Fantasy
Text Type: Picture Book

Word Count: 36

Theme/Idea: learning what dogs like to do; seeing how two pets get along

Making Connections: Text to World

Children should be familiar with dogs either from personal experience or stories and movies that have dogs as characters. Ask: *What do you know about dogs? What do dogs do during the daytime? If you know a family that has more than one dog, would you say the dogs get along with each other? What are some things they do together?*

Extend the connection by discussing books, movies, and cartoons that have dogs as characters. Have children compare the actions of these dogs with real dogs they have seen in person.

For more information about dogs, see http://www.akc.org/breeds/breeds_a.cfm.

Vocabulary

High-Frequency Words: eat, likes, to, too, walk

Related Words for Discussion: bone, bowl, chew, collar, dig, fetch, fur, leash, toy, 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 The patterned text gives children support as they read. Every other sentence begins with the words *Buster likes to* . . . The other sentences begin with the words *Ziggy likes to* . . . and end with the word *too*. This repetition should give children confidence and fluency as they read the book.

Content Children will be familiar with the activities of the dogs in this book. The animal actions are common: *eat, chew, walk, and rest*. Praise children for specific use of “Behaviors to Notice and Support” on page 97 of the *Guided Reading Teacher’s Guide*.

Challenging Book Features

Text Unlike the other pages that have one sentence, page 8 has two sentences. Make sure children read both sentences. On the back cover, the sentence asks a question of the reader. Point out the question mark at the end of the sentence and practice reading the question aloud with children.

Vocabulary Although the actions of the dogs are common, children may not know the exact vocabulary words that are illustrated. For example, children may mistake the word *walk* for *carry* on pages 6–7 and the word *rest* for *look* or *stare* on page 8.

ELL Bridge

Have children take turns pantomiming the actions of Buster and Ziggy. Assign the characters of Buster and Ziggy to two children. As Buster pretends to eat, have the other children read the sentence *Buster likes to eat*. As Ziggy pretends to eat, have the other children read the sentence *Ziggy likes to eat, too*. Continue with the other actions.

Developing Comprehension

Thinking Within the Text

Ask children to summarize the book and tell what things Buster and Ziggy like to do.

Thinking Beyond the Text

Point out to children that you can tell from the illustrations that both dogs live with people because they have collars, are fed from bowls, and rest indoors. Ask: *What must the family that has these dogs as pets do for the dogs? How do you think the family has fun with Buster and Ziggy?*

Thinking About the Text

Direct children to consider the two dogs that the author chose for this story. Ask: *Why do you think that the author wanted Buster and Ziggy to look very different from each other? How would the story change if the dogs looked alike?*

Comparing and Contrasting

Tell children that when they compare things, they find out how the things are alike. When they contrast, they see how things are different. Point out that they can compare and contrast the dogs in the story by noticing their appearance and how they behave.

- Have children look through the book. Ask: *What makes Buster and Ziggy alike?* Make sure children note that they are both dogs, both wear collars, and both like to do the same things.
- Ask: *How are Buster and Ziggy different?* Make sure children note that they are different breeds of dogs, are different sizes, and have different color fur.
- Call attention to the different behaviors of Buster and Ziggy. Buster seems to be a leader, and Ziggy seems to be a follower.

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 Sound the Same

Remind children that sometimes two words can sound the same but have different spellings.

- Have children turn to page 3. Write the sentence on the board and read it aloud together. Ask: *Which two words sound the same? (to, too)* Discuss their meanings. Say: *To and too sound the same but are spelled differently and have different meanings.* Help children think of new sentences for too and then for to and write them on the board.

Developing Fluency

Model reading aloud the text to children. Invite pairs of children to take turns reading aloud, pointing to the words as they read.

Oral Language/Conversation

Talk About Dogs Discuss the appearance of different types of dogs. Talk about activities that people and dogs enjoy doing together.

Extending Meaning Through Writing

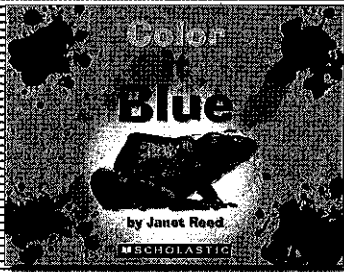
- Have children innovate on the text by writing a sentence modeled after one in the book. Explain that they should use a new action that Buster or Ziggy could do. **(Narrative)**
- Have children draw a picture of Buster and Ziggy either indoors or outdoors and label the things around them. **(Label)**

Connecting to Everyday Literacy

Explain to children that pet dogs, like Buster and Ziggy, need to be cared for. To link children to real-world procedural text, show them a list, or make a list together, of things to do to care for a pet dog. Include duties such as feeding, providing water, grooming, and exercising. For more procedural text about taking care of a pet, go to <http://pbskids.org/itsmylife/family/pets/article7.html>.

Color It Blue

GUIDED READING PROGRAM Text Types



Summary & Standard

The color blue is all around us in nature. This book tells about things you would expect to be blue and things you might not expect to be blue. Children will use pictures and context to assist comprehension.

Author: Janet Reed

Genre: Informational Text

Text Type: Picture Book

Word Count: 63

Theme/Idea: identifying the color blue; discovering the color blue in nature

Making Connections: Text to World

Invite children to look outside or at photographs and name colors found in nature. Make a tally chart of how many things they see that are red, yellow, and green, or blue. Identify which color is found the most and which the least.

Extend the real-world connection by talking about the color blue. Ask: *What do you see in the classroom that is blue? What other things can you name that are blue? What animals can you name that are blue?*

For more information on blue frogs, see <http://www.oregonzoo.org/Cards/Amazon/blue.poison.dart.frog.htm>.

Vocabulary

High-Frequency Words: at, blue, is, look, of, the, too

Related Words for Discussion: alike, compare, dark, different, light, shade

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 Two-sentence patterns are repeated throughout the book, with the first and last spreads varying slightly. Clear, colorful photographs support the text.

Content Children will be familiar with most of the examples pictured. The repetition of one color throughout the book focuses the content. Have children carefully study the photographs of things they would not expect to be the color blue. Praise children for specific use of “Behaviors to Notice and Support” on page 97 of the *Guided Reading Teacher’s Guide*.

Challenging Book Features

Text The text contains sentence patterns, but one pattern changes slightly after page 3. On the first pages, the sentence pattern contains a prepositional phrase: *The color of the _____ is blue.* After page 3, the pattern changes: *The _____ is blue.* Explain that the color of the sky and the color of the sea in the photographs are blue, but the sky and sea can change colors (e.g., the sky can look gray and the sea, green).

Vocabulary The words *butterfly* (page 6) and *flower* and *berries* (page 8) may be challenging. Children should use the photographs and beginning sounds to figure out the long words.

ELL Bridge

Use picture-word correspondence to help children identify the blue items in the book. Point to a photograph in the book, name the item, and then point to the corresponding word. Have children repeat the word after you. Invite children to point to a blue item on another page. Read the second sentence on the page, allowing children to fill in the name of the item.

Developing Comprehension

Thinking Within the Text

Review with children the different blue things in the book. Ask: *Which blue things are in the air? Which blue things are wet? Which blue things grow? Which blue things can you eat? Which thing surprised you the most by being the color blue?*

Thinking Beyond the Text

Review each of the blue examples in the book and have children name where they might go to see each. Say: *Where would you go to see the blue sky? Where would you see the blue sea? Where might you see a blue frog?* Continue for each item.

Thinking About the Text

Discuss the photographs in the book. Ask: *Why do you think the writer chose to use photographs instead of drawings?* Talk about how the photographs show real things and that everything in the book is true.

Recognizing Story Pattern

Remind children that some stories follow a pattern, and certain words or sentences are repeated. Determining the pattern can help children better understand what they read.

- Read aloud pages 2–3. Help children compare the text on the two pages. Ask: *Which words are repeated on both pages? (look at the; the color of the; is blue) Which words change? (sky, sea)* Repeat with each spread.
- Ask: *How does the pattern change after the first two pages of the book? How does the pattern change on the last page? Why do you think the author made the change on the last page? (to show the ending 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

High-Frequency Words

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

- Read aloud page 2 as children follow along. Point to the word *look*. Say the word. Have children repeat after you. Have children find the word *look* on other pages in the book. Have children take a good look at the word and run a finger under it as they read the word *look*. Do the same for the words *at*, *the*, *of*, *is*, and *blue*.

Developing Fluency

Model fluent reading of a spread in the book. Then have children echo-read another spread, repeating each sentence after you read it.

Oral Language/Conversation

Talk About Colors in Nature Take children on a nature walk and have them describe the colors and shades of colors they see.

Extending Meaning Through Writing

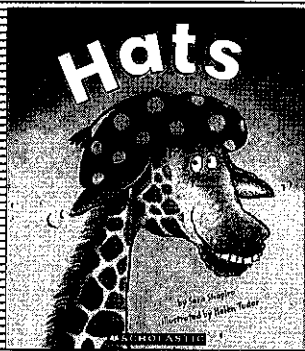
- Have children draw a picture of something that is green. Write the sentence starters *Look at the _____. The color of the _____ is green.* Have children copy the sentences and fill in the blanks. Assemble the pages into a *Color It Green* book. (**Expository**)
- Brainstorm with children a list of other blue objects. Write the words on a chart or on the board. Have children copy the words and illustrate one of them. (**List**)

Connecting to Everyday Literacy

Explain that the colors blue, red, and yellow can be mixed to make other colors. Tell children that mixing colors can be fun, especially if they follow directions. To connect to real-world procedural text to follow for mixing colors, go to http://www.metmuseum.org/explore/learn_about_color/index.html. Follow the directions with the children for coloring William.

Hats

GUIDED READING PROGRAM Text Types



Summary & Standard

If you were a zebra, what kind of hat would you like? One with stripes on it, of course! This amusing book tells what kind of hats several animals like to wear. Children will distinguish fantasy from reality.

Author: Sara Shapiro

Genre: Fantasy

Text Type: Picture Book

Word Count: 35

Theme/Idea: identifying animal features; using descriptive words

LEVEL B

Making Connections: Text to World

Children will be familiar with most of the animals that appear in this book. Ask children to name some features they might mention when describing each animal, such as a zebra's stripes or a giraffe's spots. Point out that each animal has distinctive qualities or features.

Extend the connection by discussing why it is helpful to notice an object's features and use descriptive words when talking to someone about the object. Name or show pictures of other animals, and ask children to identify the animals' distinguishing features.

For more information about animals and their distinguishing features, see <http://nationalzoo.si.edu/Animals/>.

Vocabulary

High-Frequency Words: I, like, with

Related Words for Discussion: describe, ears, feature, hair, pattern

Genre

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 text on each page is repetitive, with only the descriptive word at the end changing: *I like hats with ____*. This repetition should give readers confidence. The text-to-picture correspondence will help children predict and read each page.

Content Children will likely recognize the patterns and decorations featured on the hats worn by each animal. Children should enjoy the silly hats, as well as finding the connection between each hat and the animal wearing it.

Praise children for specific use of "Behaviors to Notice and Support" on page 97 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text Make sure children understand that each animal is speaking the sentence on the corresponding page.

Vocabulary Children may not know some words describing different hats. Encourage children to use the illustrations to help them figure out the meanings of new words. On page 8, point out the bill on the cap and the bill on the ostrich to make sure children understand each meaning of the word and why the ostrich likes this particular kind of hat. Then point out *bill* in the sentence.

ELL Bridge

Use picture-word correspondence and realia to help children understand the meaning of the descriptive words used on each page. In each illustration, point to the hat feature described in the text and discuss how it is also a feature of the animal. If possible, pass around other examples of this feature (pictures of stripes or spots, real feathers and horns, objects with spikes or humps). Then have children name other objects that possess these features.



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Developing Comprehension

Thinking Within the Text

Review with children the different animals and hats pictured in this book. Ask: *Which animal likes hats with stripes?* (zebra) *Which animal likes hats with feathers?* (peacock)

Thinking Beyond the Text

Talk about why each animal might like the kind of hat it is wearing. For example, discuss how spots and stripes can help an animal hide, and features such as horns or spikes can help an animal protect itself from other animals.

Thinking About the Text

Discuss the importance of the illustrations to the meaning of this book. Ask children if the book would make as much sense if it were read aloud to them without showing any pictures. Point out how the drawings clarify that the hats being described match features of the animals wearing them.

Recognizing Story Pattern

Remind children that some stories follow a pattern, and certain words or sentences are repeated. Determining the pattern can help readers better understand what they read.

- Read aloud pages 2–3. Help children compare the text on each page. Ask: *Which words are repeated on both pages?* (*I like hats with*) *Which words change?* (The words describing the hats) Repeat with remaining pages in the book.
- Ask: *Why do you think the author changes only the last word of each sentence?* (That word explains how each hat is different.)
- Turn to the back cover of the book. Discuss the question written there and how it relates to the pattern of the rest 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

Plurals

Explain that a word that names more than one thing, such as *cats*, is called a plural. A plural often ends in *s*.

- Have children look at the title of the book, *Hats*. Ask if the word means one or more than one (more than one). Note that the word *hat* (without an *s*) means one hat. Ask children why the book is called *Hats*. Ask children to flip through the book and identify other plurals. (*stripes, spots, feathers, horns, spikes, humps, bills*) Work with children to turn each of these words into its singular form by removing the *s*.

Developing Fluency

Model reading each page. Then have children read the page several times, pointing to the words as they read them.

Oral Language/Conversation

Talk About Features Talk about the features of the animals in the book. Discuss features of other animals, including children's pets.

Extending Meaning Through Writing

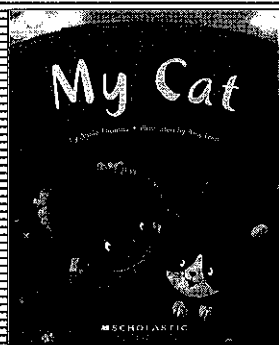
- Have children write sentences about hats that other animals might like. Have them use the pattern *I like hats with _____*.
(Description)
- Have children answer the question on the back cover and write about hats they like. Then have them draw pictures of the hats.
(Expository)

Connecting to Everyday Literacy

Children could use the information in this book to create an animal guidebook. To link children to real-world expository text, display a guide to animals. Have children discuss the kinds of information that can be included in a guidebook. For more examples of expository text, go to <http://www.pbs.org/wnet/nature/critter.html>.

My Cat

GUIDED READING PROGRAM Text Types



Summary & Standard

What do cats like to do? The cat in this story likes to run everywhere it goes—until the end of the story, when the cat just likes to sleep. Children will use pictures and context to assist comprehension.

Author: Annie Thomas
Genre: Realistic Fiction
Text Type: Picture Book

Word Count: 32
Theme/Idea: identifying animal behaviors; spending time with a pet

LEVEL B

Making Connections: Text to World

Most children will be familiar with cats. Ask children to describe some ways they have seen cats move. Talk about what it might be like to have a cat as a pet and why cats do some of the things they do.

Extend the real-world connection by discussing some other kinds of popular pets, such as dogs, birds, or fish. Ask children to name pets they have seen and tell about some things these pets do.

For more information about cats and their behavior, see <http://animal.discovery.com/cat-guide/cat-behavior>.

Vocabulary

High-Frequency Words: likes, my, on, the, to, up

Related Words for Discussion: climb, feed, pet, play, sleep

Genre

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: *My cat likes to run _____*. The last page is different. Only the text that tells where the cat runs differs. This repetition should give children confidence in handling the text. The words describing each place are supported by the illustrations.

Content The subject of the book will be familiar to children because the girl's cat behaves as a real cat does. The illustrations clearly depict the things the cat does and will help children understand what is happening.

Praise children for specific use of "Behaviors to Notice and Support" on page 97 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text The sentence on the last page varies from the sentences on the other pages. The word *likes* stays the same, but the action word changes. Make sure children understand that the girl in the pictures is the one telling about her cat.

Vocabulary The phrases *on the grass*, *up the tree*, *up the hill*, and *on my lap* have pictures that will help children with decoding and meaning.

ELL Bridge

Have children act out phrases from the story. Have volunteers pantomime *running on the grass*, *running up a tree*, and *running up a hill*. Encourage other children to describe the action using their own words. Then help children name and act out other places they could run, saying an appropriate descriptive phrase for each one.

Teaching Options

Developing Comprehension

Thinking Within the Text

Have children summarize the various things the cat likes to do in the book. Ask: *What sorts of things does the cat like to do? Where does it do these things?*

Thinking Beyond the Text

Ask children to think about the relationship between the girl and her cat. Ask: *What does the story tell you about how the girl and her cat feel about each other? How do people often feel about their pets? How might pets act toward the people who take care of them?*

Thinking About the Text

Turn to the last page. Ask children what the last thing that the cat likes to do is. (sleep on the girl's lap) Point out how the repeated action changes here and ask why they think the author has the girl mention this action last.

Comparing and Contrasting

Explain to children that when they read, it may be helpful to think about how pictures in a book are alike and different. Comparing and contrasting pictures may help the reader understand the text better.

- Have children look at the pictures on pages 2–3 and pages 6–7. Ask children what is the same about the pictures. (The cat is running in both pictures.) Then have them tell what is different about the pictures. (In one, the cat is running across grass. In the other, it is running up a hill. The girl is reading a book in one and watering plants in another.)
- Encourage children to look at the pictures on the first three spreads and compare them to the picture on page 8. Have them tell what is alike and what is different.

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

Review with children that an action word tells what someone or something does. Wave a hand and hop. Tell children that the words *wave* and *hop* tell the action.

- Have children turn to page 2. Ask what the cat does. (runs) Point to the word *run* and say it as children repeat the word. Children can act out the word as they say it. Do the same with the word *sleep* on page 8.

Developing Fluency

Model reading each page with proper pace. Then have children read with you. Help children match their vocal rate to a rate appropriate for following the print.

Oral Language/Conversation

Talk About Cats as Pets Ask children whether the cat in the story makes them want to own a cat. Discuss things children can do with cats.

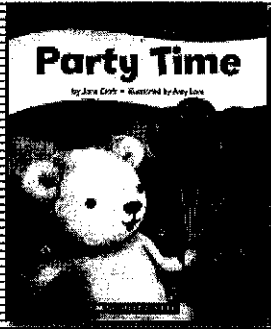
Extending Meaning Through Writing

- Invite children to draw a picture of a cat doing something not mentioned in this book. Have them write a sentence about the picture, using the frame: *My cat likes to _____*. (**Expository**)
- Brainstorm with children a list of action words that tell about things that cats can do. Write the words on a chart or on the board. Have children copy the words and illustrate one of them. (**List**)

Connecting to Everyday Literacy

Remind children that many animals make good pets. To link children to real-world persuasive text, display an advertisement for a pet or pet store. Have children discuss the kinds of information that are included in the ad (descriptive, contact) and how they would use the information to choose a pet. For more information about choosing a pet, go to <http://www.washingtonpost.com/wp-srv/kids/pets.htm>.

Party Time



Summary & Standard

In this fantasy, animal characters get together for a party. The bear brings the balloons, the cat brings the hats, and the rabbit brings the cake for a picnic celebration. Children will read simple sentences.

Author: Jane Craft

Genre: Fantasy

Text Type: Series Book

Word Count: 39

Theme/Idea: celebrating a special occasion; spending time with friends

Making Connections: Text to Self

Children should be familiar with parties and celebrations. Ask: *Did you ever celebrate something with a party? What kinds of parties have you gone to? What did you eat at the party? What decorations and party favors were there?*

Extend the connection by discussing why parties are a good way of marking a special occasion. Discuss the occasions that might be celebrated with a party, such as birthdays, anniversaries, holidays, or graduations.

For additional teaching ideas and resources, go to <http://www2.scholastic.com/browse/search?query=parties>. Click on the "Lunch Party" activity.

Vocabulary

High-Frequency Words: for, is, it, the

Related Words for Discussion: balloons, bear, birthday, cake, cat, dog, duck, games, hats, party, picnic, rabbit

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 meet characters they can then follow in other stories.

Supportive Book Features

Text The patterned text gives children support as they read. The first sentence reads: *It is time for the party.* This sentence is repeated on even page numbers. The sentences on odd page numbers follow their own pattern with only the second and last words changing. This repetition gives children confidence and fluency as they read the book.

Content Children will be familiar with the party theme, the animal characters, and the objects used for their celebration.

Praise children for specific use of "Behaviors to Notice and Support" on page 97 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text Although the last sentence of the book will be familiar to children, it ends with an exclamation point. Be sure to emphasize that this sentence should be read with a little more excitement and enthusiasm than the other sentences.

Vocabulary Children may need help reading some of the animal names. You may want to sound out words to support fluency.

ELL Bridge

Provide children with authentic objects and/or pictures to assist with vocabulary development. Show children real balloons and hats, and a picture of a cake. Pass the objects around and say, for example, *Pedro has the balloons*, as children repeat the sentence. Then display pictures of real animals that the characters represent: *dog, duck, bear, cat, and rabbit*. Have children match the real animal picture with the character in the story as they say its name.



Teaching Options

Developing Comprehension

Thinking Within the Text

Ask children what items the animals brought to the party. Then ask them to look through the pages to see what other items are there.

Thinking Beyond the Text

Have children use the pictures to determine what type of party is being celebrated in the story. (birthday party) Ask: *What other activities could be included for this type of party?* (opening presents, playing games, blowing out candles)

Thinking About the Text

Discuss what makes this story a fantasy. Ask children why they think the author chose animals instead of people for the characters in this story.

Using Pictures

Tell children that when they pay attention to pictures before or after they read the text, they can learn more about a story. Ask children to look at the pictures to find the answers to the following questions:

- On page 2, which two animals were already at the party when the bear arrived? (dog, duck)
- On page 3, how many balloons did the bear bring? (5) What color is each? (yellow, green, red, purple, blue)
- On pages 6–7, what two items are already at the party that the text does not mention? (blanket, picnic basket)
- On page 8, what tells you that the animals are happy? (The animals are throwing their arms up in the air. The duck is dancing. Some characters appear to be smiling.)

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

Remind children that knowing the sounds of beginning consonants can help them read words.

- Have children turn to page 3. Read the sentence aloud together. Ask: *Which two words begin with the same sound?* (bear, balloons) *What consonant is at the beginning of each word?* (b) *What sound does consonant b make?* (/b/)
- Continue in the same manner with *time*, *party*, *cat*, *hats*, *rabbit*, and *cake*.

Developing Fluency

Model reading the book by reading each sentence aloud. Then have children repeat the same sentence, pointing to each word as they read.

Oral Language/Conversation

Talk About Parties Discuss the party in the story. Have children compare that party with other parties they have attended.

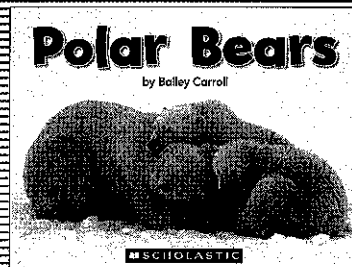
Extending Meaning Through Writing

- The dog and the duck are already at the party. Have children write a sentence modeled after one from the book telling about something each of those animals might bring to the party. (**Narrative**)
- Have children write a sentence that tells something about a real bear, cat, dog, rabbit, or duck. (**Expository**)

Connecting to Everyday Literacy

Point out that people sometimes shop for things they need for a party. To link children to real-world persuasive text, show them advertisements for party supplies. Ask: *How do the package, the pictures, and the words help persuade you to want to buy this product?* For more examples of persuasive text, go to <http://store.scholastic.com/webapp/wcs/stores/servlet/HomeView?storeId=10052&catalogId=10051>. View a product and discuss the persuasive text.

Polar Bears



Summary & Standard

This informational picture book focuses on a polar bear family, showing the bears in their natural habitat. Children will use phonics to decode and read one-syllable and high-frequency words.

Author: Bailey Carroll
Genre: Informational Text
Text Type: Picture Book

Word Count: 47
Theme/Idea: observing polar bear behavior; seeing animals in their natural habitat

Making Connections: Text to World

Many children will be familiar with bears. Invite children to tell what they know about bear characteristics. Ask: *What do bears look like? What color are they? How big are they? How do they stay warm?*

Extend the real-world connection by explaining that polar bears live in places with ice and snow. Ask children whether places with ice and snow are cold or warm.

For additional information on polar bears, see <http://www.bronxzoo.com/animals-and-exhibits/animals/mammals/polar-bear.aspx>.

Vocabulary

High-Frequency Words: are, in, look, play, run, the, walk

Related Words for Discussion: alike, cold, color, different, fur, move, snowy, weather

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 Both the repetitive text and the photographs support the early reader. There is only one line of text per page, and each line follows the same pattern, starting with the words: *The polar bears are...* There is only one concept per page.

Vocabulary The action word in each sentence describes an action that children will likely be familiar with. Photographs will further reinforce their understanding of these words.

Praise children for specific use of "Behaviors to Notice and Support" on page 97 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text Children may not have read many sentences with prepositional phrases. Some of the sentences in the book include the phrase *in the snow*. Make sure that children understand that these words tell where the polar bears are doing their actions.

Content Some children may be unfamiliar with polar bears. Allow them time to explore the photographs and make generalizations about the characteristics of polar bears.

ELL Bridge

Have children pantomime the actions in the story. Write each verb from the story on a note card (*walking, running, playing, digging, swimming, looking, resting*). Allow children to take turns picking a card and pantomiming the action for others to guess. When someone guesses correctly, have the actor say, "I am [walking]." Have each child take turns acting and guessing.

Developing Comprehension

Thinking Within the Text

Ask children to use the text to search for answers to the following questions: *Do polar bears live in families? How do you know? What kind of land do they live on? How do they move over the land? How do they move through water?*

Thinking Beyond the Text

Ask children what makes polar bears different from other kinds of bears. Talk about the bears' color, environment, and diet.

Thinking About the Text

Discuss with children how this book lists many things that polar bears do. Write the sentence frame "*The polar bears are...*" on the board. Ask children to think of additional actions the author could use to complete the sentence.

Understanding Photographs

Explain that many books give information about real things. Explain that photographs are often used to show this information. Through discussion, guide children in learning that photographs accurately reflect the real world.

- Turn to pages 4 and 5. Ask children why they think the author of the book used photographs instead of illustrations.
- Point out that the book uses words and photographs to tell about an animal. Have children look at pages 6 and 7 as you reread the sentences. Ask children what they learned from the words. Then ask children what they learned from the photographs. Do the same for page 8.

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 i

Remind children that the sound of short *i* is /i/. Give some examples by saying *skip*, *itch*, *miss*.

- Turn to page 5 and ask children to listen carefully as you read the sentence. Ask which words have the short *i* sound. (*digging*, *in*) Have children repeat the words and then say /i/.
- Do the same for *swimming* on page 6.

Developing Fluency

Have partners take turns reading the book aloud. One partner begins. Partners should read the book again, this time having the other partner begin reading.

Oral Language/Conversation

Compare and Contrast Animals Discuss with children how polar bears are similar to and different from animals they are familiar with.

Extending Meaning Through Writing

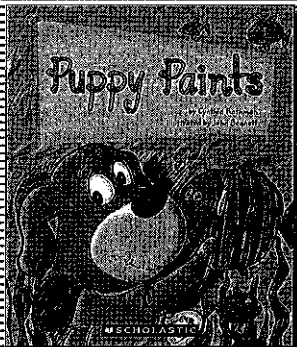
- Have each child write a factual sentence about polar bears using the sentence frame *The polar bears are _____*. Have children illustrate their sentences. (**Expository**)
- Have children imagine that the polar bears can talk. Ask each of them to select one picture and write what the polar bears might say. Remind them how to punctuate quotations. (**Dialogue**)

Connecting to Everyday Literacy

The photographs in this book show children the real world of a wild animal. Explain that some people worry about polar bears because the places where they live are getting warmer. These people want to persuade others to do something to help save polar bears. For persuasive text about this topic, go to <http://www.timeforkids.com/TFK/kids/news/story/0,28277,1984320,00.html>. Share the ideas from the article.

Puppy Paints

**GUIDED
READING
PROGRAM**
Text Types



Summary & Standard

Puppy paints whatever he sees. After Puppy finishes his paintings, he displays them in an exhibit. Children will use pictures and context to assist comprehension.

Author: Cynthia Rothman

Genre: Fantasy

Text Type: Picture Book

Word Count: 28

Theme/Idea: finding inspiration in the world around us; being creative

Making Connections: Text to Self

Invite children to share their experiences with painting pictures. Ask: *How do you decide what to paint? Do you make a sketch first? Do you look at what you are painting or paint from memory?*

Extend the connection by explaining that artists are often inspired by people, places, and things around them. Discuss some artworks with which children are familiar. Then explain that in this book, children will see what one artist—Puppy—chooses to paint. Invite them to compare their own painting techniques to the one in the story.

To see examples of children's paintings from around the world to share with children, go to <http://www.naturalchild.org/gallery>.

Vocabulary

High-Frequency Words: his, likes, sees

Related Words for Discussion: art, artist, colors, show, watercolors

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 Until the last page, the sentences are repetitive, with the only new word being the object that Puppy paints. Children will be able to follow the pattern easily.

Content The subject of the story will be familiar to most children. Children will like comparing the real object with Puppy's painting of it.

Praise children for specific use of "Behaviors to Notice and Support" on page 97 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text Point out that each spread goes together. First, Puppy sees an object and then he paints it. Explain that an artist looks carefully at an object before he or she starts painting it.

Vocabulary Children may have difficulty with the words *paints* and *paintings*. Help them decode these words. Then point out that in this book, *paints* is used as an action word and *paintings* is a naming word. *Paints* can also be a naming word—the material Puppy uses to make his art. *Painting* can be an action word—what someone is doing right now.

LEVEL B

ELL Bridge

Help children articulate their use of action words by providing sentence frames based on the story: *Puppy ____ a flower.* Invite children to think of other action words that tell what Puppy does, such as *finds, picks, cuts, holds, draws, and smells*. Invite children to say the sentence using their word as they pantomime the action word.

Teaching Options

Developing Comprehension

Thinking Within the Text

Have children retell the story, using their own words as much as possible, recounting what Puppy paints first, next, and last. Invite them to explain what Puppy does with his finished paintings.

Thinking Beyond the Text

Invite children to name the art tools that Puppy uses, assisting with the names as needed: *easel, palette, canvas, brush, paint, smock*. Have children compare and contrast their own experiences with painting by asking: *Which of these things have you used? Do you paint standing up or sitting down? Which way do you think is easier?*

Thinking About the Text

Have children notice Puppy's expression in each illustration, describing what they think Puppy is feeling in each case. Ask: *Why are the pictures important to the story? What do the pictures tell us that the words do not?*

Reading Sentences

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

- Have children turn to page 2 and point to the first word. Ask: *Why does this word start with a capital letter?* (It is the first word in the sentence.) Read the word together.
- Then have children point to the period at the end of the sentence. Explain that this punctuation mark is a period and tells the reader to stop. Read the sentence aloud. Have children repeat after you.
- Have children continue to identify the first word and the punctuation mark in each remaining sentence. On page 8, have them identify how this punctuation mark is different. Explain that it signals the reader to read this sentence with excitement.

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. Clap your hands and run in place. Tell children that the words *clap* and *run* tell the action you are doing.

- Have children turn to pages 2–3. Ask what Puppy does on these pages. (sees, paints) Have children find these action words on pages 4–7. Then have children find the new action word on page 8. (*likes*)

Developing Fluency

Model reading with proper pacing and expression, pointing out how your voice changes when you read the last sentence with an exclamation mark. Then have children repeat, pointing to the words as they read them.

Oral Language/Conversation

Talk About Art Discuss different kinds of art and art supplies. Have children share which kind of art they like best.

Extending Meaning Through Writing

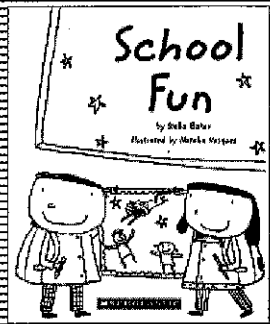
- Have children make a list of other things that Puppy might see and paint. (**List**)
- Have children look at the front of the book and write a sentence telling what Puppy is doing. (**Narrative**)

Connecting to Everyday Literacy

Review with children that in the story, Puppy paints what he sees. Discuss with children what they would like to paint. Have them name the different items. To link children to real-world procedural text, explain that some painting activities have directions they must read before they begin. For a painting activity with procedural text, go to <http://pbskids.org/berenstainbears/art/coloring-act/index.html>.

School Fun

GUIDED READING PROGRAM Text Types



Summary & Standard

Children show off their skills as they have fun in school in this realistic story. They describe their ability to read, write, and paint. Children will read simple sentences.

Author: Stella Baker
Genre: Realistic Fiction
Text Type: Picture Book

Word Count: 18

Theme/Idea: having fun at school;
accomplishing things

Making Connections: Text to Self

Children will be familiar with the things the children in the story are learning to do as they have fun at school. Ask: *What things are you learning to do at school? What have you learned that makes you feel the most proud?*

Extend the connection by discussing specific items children need in order to do these skills, such as a book to read, a pencil to write with, or paintbrushes to paint with.

For information on children beginning school, see <http://www2.scholastic.com/browse/article.jsp?id=4046>.

Vocabulary

High-Frequency Words: at, can, I, look, me

Related Words for Discussion: book, color, count, draw, easel, learn, name, paint, paper, pencil, read, sing, write

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 text in this book is very simple. The sentences are short, containing only three words each. The text follows a pattern beginning with *Look at me*. This sentence is repeated two more times on every other page. The remaining sentences follow their own pattern with only the last word changing. This repetition gives children confidence and fluency as they read the book.

Content Children will be familiar with having fun as they learn to do different things in school, such as read, write, and paint.

Praise children for specific use of "Behaviors to Notice and Support" on page 97 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text Children may be unfamiliar with books with different speakers. Children may not realize that each time they read the words *Look at me* a different child is speaking. Point out that the child who is saying *Look at me* is the child who is pictured on the page.

Vocabulary As they read page 6 in the book, children may be challenged by the word *write*. They will need to rely on the picture clue and context to figure it out.

ELL Bridge

Use gestures to convey meaning for all the pages in the book. Begin with the word *look*, putting a hand over your eyes as if you are looking off into the distance. Then point to yourself. Put the gestures together to convey the sentence, *Look at me*. Hold a book as if reading and say, *I can read*. Write on a piece of paper and say, *I can write*. Hold a paintbrush and say, *I can paint*. Ask volunteers to read the sentences in the book, using gestures and props to convey meaning.

LEVEL B



SCHOLASTIC

Developing Comprehension

Thinking Within the Text

Have children name the ways that the characters in the story have fun in school. Ask children to look at the pages and answer the following questions: *What book is the girl reading? What is the boy writing? What did the girl paint?*

Thinking Beyond the Text

Invite children to think of things they have learned to do at school that are not mentioned in the story, such as singing a song, playing an instrument, or participating in gym activities. Ask children what items they might need for these activities.

Thinking About the Text

Discuss the arrangement of text in the book. Point out that after each child says *Look at me*, the reader must turn the page to find out what the character is doing. Ask children why the author chose to arrange the pages in this manner (perhaps to surprise the reader or urge the reader to turn the page).

Making Predictions

Remind children that they can use the words and pictures to help them guess what comes next in the story. As children read the book for the first time, have them do the following:

- Turn to pages 2 and 3. Read the sentence and review what children see in the picture. Turn to page 4 and read the sentence. Ask children if they guessed that the girl could read.
- Turn to page 5. Ask children what the boy is holding in his hands. Have children guess what the boy can do with the paper and pencil. Then have them turn the page to confirm their predictions. Continue this routine to 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

Words With Consonants

Remind children that many words begin with a consonant.

- Read the following words from the story: *look, me, can, read*. Have children identify the beginning consonant for each word.
- Then read aloud the following sets of three words and have children identify which two words begin with the same consonant: *we, will, read; write, look, like; and paint, put, can*.

Developing Fluency

Model reading each page with proper pace. Then have children read the words with you, pointing to the words as you read them.

Oral Language/Conversation

Talk About School Discuss the kinds of things that children have fun learning at school, including art, music, and physical education.

Extending Meaning Through Writing

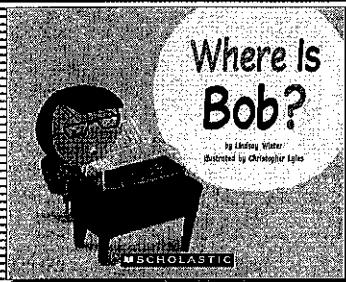
- Have children draw a picture of themselves at school doing a specific task. Have them use the picture to complete the following sentence frame: *Look at me. I can ____*.
(Narrative)
- Have children make a list of all the things they have learned to do in school. (List)

Connecting to Everyday Literacy

Point out that sometimes children learn to do things by following a set of directions. To link children to real-world procedural text, show children a list of directions for playing a game. Explain that following the directions will help them know how to play the game. For more examples of procedural text, go to <http://learnenglishkids.britishcouncil.org/language-games/paint-it>. Children can follow the directions for painting pictures.

Where Is Bob?

GUIDED READING PROGRAM Text Types



Summary & Standard

Bob is missing. His owner sets out on a search through the house. Will she find him? In the end, she finds that Bob has been with her the whole time—in her backpack! Children will read simple sentences.

Author: Lindsay Winter
Genre: Realistic Fiction
Text Type: Picture Book

Word Count: 31

Theme/Idea: seeking something that is lost; thinking of sensible places to look for something

Making Connections: Text to Self

Most children have had experiences with pets, at home or in the classroom. Ask children to talk about these experiences and to classify pets by their size and the space they require.

Extend the connection by saying that when animals rest, they may seek out a quiet, dark place so they feel safe and are not disturbed. Discuss some places children have seen pets hide, such as under tables, in closets, or behind furniture. Draw attention to the more unusual places. Invite children to name places that make good hiding places for small animals.

For more information about small pets, go to <http://www.asPCA.org/pet-care/small-pet-care>.

Vocabulary

High-Frequency Words: is, my, the, under, where

Related Words for Discussion: exercise, habitat, humane, nutrition, requirements

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 text contains predictable language, with a basic question and answer repeating throughout. Illustrations provide picture clues that support the text.

Content Children will likely identify with trying to find a lost pet or a lost item. Their curiosity about whether Bob will be found should urge them to read in anticipation.

Praise children for specific use of "Behaviors to Notice and Support" on page 97 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text Point out to children that the illustrations provide clues about Bob's whereabouts, but they have to look closely. Explain that the story is told from the little girl's point of view, and she is unable to find Bob until the very end.

Vocabulary While most of the text consists of high-frequency or decodable words, children may not recognize the contraction *isn't*, which is used in the text. Use the pictures as visual prompts to help children identify the various hiding places.

ELL Bridge

Help children understand and use prepositions that tell locations of objects. Read page 4 aloud as children view the picture. Explain that Bob isn't *in* the desk, emphasizing the preposition and pointing inside the desk drawer. Then point out that Bob is not *on* the desk either, as you point to the desktop. Continue with *under*, *beside*, and *behind*, modeling each location with a classroom desk.

Developing Comprehension

Thinking Within the Text

Have children retell where the girl looks first, next, and last for her pet. Encourage them to use time-order words in their retelling.

Thinking Beyond the Text

Talk about how Bob might have escaped from his cage and why he might be hiding. Ask: *Which kinds of pets are harder to find? Which pets are more likely to want to hide? How can you get a pet to come to you?*

Thinking About the Text

Have children find where Bob appears in the illustrations on all but the first page. Point out that a part of the animal is revealed in each picture. Have children discuss how the illustrations add to the story.

Using Punctuation

Remind children that punctuation marks tell how to read sentences with the correct expression.

- Have children read the sentence on page 2 and identify the closing punctuation mark. Ask them what this mark tells them about this sentence. (It is a question.)
- Have children compare the closing punctuation mark on page 6 to the one on page 8. Ask them how each mark tells them to read each sentence. (A period tells us to read the sentence to give information. An exclamation mark tells us to read the sentence with excitement.) Have children practice reading each of these sentences, changing their voices to reflect the emotion indicated by the punctuation mark.

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

Reading Contractions

Explain to children that a contraction is made by joining two words and leaving out one or more of the letters. An apostrophe is used where the letter or letters have been left out.

- Write the words *is* and *not* on the board and the contraction *isn't* next to them. Ask children which letter was replaced by the apostrophe. (o) Explain that several contractions are formed with *not*, including *don't*, *can't*, *aren't*, *weren't*, and *wasn't*.
- Reread the story and have children identify the contraction *isn't*.

Developing Fluency

Model reading two pages from the book with proper phrasing and expression. Have children echo-read after you.

Oral Language/Conversation

Talk About Pet Care Invite children to discuss proper pet care for a variety of animals. Have them include Bob and pets they may own.

Extending Meaning Through Writing

- Using the story pattern, have children write and illustrate one more place that the girl could have looked for Bob. (**Narrative**)
- Have children draw a picture of another kind of pet hiding in a special place and write a caption. (**Descriptive**)

Connecting to Everyday Literacy

Explain to students that having a pet is a lot of fun, but it is a big responsibility. Discuss what tasks pet owners have to do, such as provide a home, food, activity, and veterinary care. To link students to real-world expository text on caring for a hamster like Bob, go to <http://www.aspca.org/pet-care/small-pet-care/hamster-care.html>. Share the information with the children.