

GUIDED READING PROGRAM

Text Types



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

- All Kinds of Pets
- Is It a Baby Animal?
- Let's Eat
- Mrs. Cat Goes Shopping
- My Costume
- Pig Played
- Ready Freddy
- The Sky
- Sleepy Bear
- Under the Umbrella

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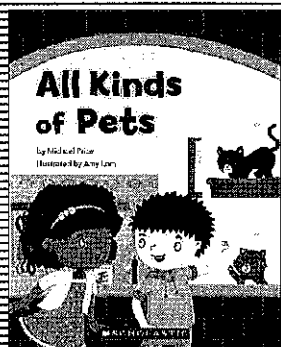


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ITEM S-HT5-31912-9

All Kinds of Pets

GUIDED READING PROGRAM Text Types



Summary & Standard

Two children have fun inside a pet shop. They describe the animals they like—dogs, cats, fish, and birds—using different adjectives. Children will use their knowledge of phonics to recognize letter patterns and to translate them into spoken language.

Author: Michael Price

Word Count: 70

Genre: Realistic Fiction

Theme/Idea: visiting a pet shop;
describing pet characteristics

Text Type: Picture Book

Making Connections: Text to World

Many children may have visited pet shops, read about them, or seen them in movies or on television. Invite children to share what they know about pet shops and the animals that can be seen there.

Extend the real-world connection by talking about why people visit pet shops and what they do there. Point out that people should put careful thought into choosing a new family pet. Tell children that many families like to have goldfish as pets.

For additional teaching ideas and resources about keeping goldfish as pets, see <http://www.bbc.co.uk/cbbc/wild/pets/goldfish.shtml>.

Vocabulary

High-Frequency Words: and, at, blue, I, little, look, pretty, said, the, this, we

Related Words for Discussion: bird, cat, dog, fish, owner, pet, purchase, visit

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 Patterned text is used throughout the book. This repetition should give children confidence in reading the text. Each picture closely matches the text, providing support.

Vocabulary Most words in the story are likely to be familiar to children. The words that are new to them are repeated and supported with picture clues.

Praise children for specific use of "Behaviors to Notice and Support" on page 98 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text The text includes dialogue and its appropriate punctuation. Explain to children that quotation marks surround the words that the characters are speaking. Children may need help determining which character is speaking. Children may also be confused by slight changes in the pattern of the sentences, such as using *this* instead of *the* or *we* instead of *I*.

Content The story does not give a reason why the characters are visiting the pet shop. Make sure children understand what a pet shop is and that people visit a pet shop to look at the animals or to choose an animal to buy. Explain that things pets need, such as bowls, food, and leashes are also sometimes sold in pet shops.

LEVEL C

ELL Bridge

Help children practice new vocabulary. Write the words *dog*, *cat*, *fish*, and *bird* on one set of cards and the words *little*, *gray*, *blue*, and *pretty* on a second set of cards. Draw one card from each set and put them together to make a phrase like *blue bird*. Help children read the phrase. Have them draw a picture of the animal described and write the phrase to label it. Repeat with other pairs of cards. To extend the activity, make cards for other animals and adjectives.

Developing Comprehension

Thinking Within the Text

Have children identify the animals that Jan and Rob look at and the words they use to describe each kind of animal.

Thinking Beyond the Text

Point out that the animals in this book are all pets that people might keep in their homes. Pet owners must take care of their pets and provide them with the things they need. Discuss the things that a pet needs and have children use the story's pictures and their own knowledge of pets to talk about how the pet shop owner might provide animals at the pet shop with things like food, water, and toys to play with.

Thinking About the Text

Have children find the pattern in the text. Write the sentences from pages 2–3 on a chart or on the board. Then write the sentences from pages 4–5 and 6–7. With children's help, underline the words that are repeated and circle the ones that are different. Ask: *What words change each time Jan and Rob look at a new kind of animal?* (the animal and the word that tells about it)

Comparing and Contrasting

Remind children that comparing and contrasting helps readers understand how things are alike and different. It also helps them remember what they read.

- Examine the illustration on pages 2–3. Ask children to identify who is in the picture (Jan, Rob, dogs) and what they are doing. (The kids are looking at the dogs who are playing in a cage with dog toys.)
- Next, have children examine the pictures on pages 4–5 and pages 6–7 and identify the same things.
- Ask: *What do all these pages have in common?* (All show kids looking at pets in a pet store.) *What is different about these pages?* (The kids are looking at different pets. The pets have different homes.)

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

Describing Words

Remind children that words can tell what something looks like, such as a *big* cow. Words can also tell how many of something there are, such as *two* cows. These words are called describing words.

- Write *little dog* on a chart or on the board and read it aloud. Ask: *Which word tells what the dog looks like?* (*little*)
- Have children turn to page 4. Identify *gray* as the describing word in the first sentence. Explain that *gray* tells what color the cat is.
- Guide children to identify other describing words. (*blue*, pages 6–7; *pretty*, page 8)

Developing Fluency

Model fluent reading of the text, emphasizing appropriate expression and intonation for exclamations.

Oral Language/Conversation

Talk About Pet Shops Discuss with children the purposes of a pet shop. Ask: *Do you think Jan and Rob were just visiting or wanted to buy a pet?*

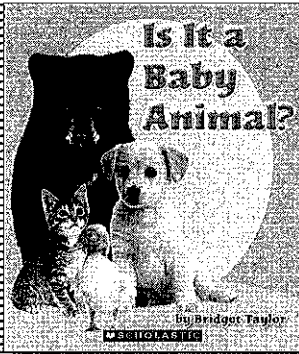
Extending Meaning Through Writing

- Have children draw pictures of other kinds of pets. Ask children to label each picture using the sentence frame, *I like ____*. (**Descriptive**)
- Read the question on the back cover of the book and have children answer it and explain which pet they like best and why. (**Expository**)

Connecting to Everyday Literacy

Explain that Jan and Rob had reasons why they liked each pet and could use those reasons in an ad to persuade others to buy that kind of pet. Display an ad to link children to real-world persuasive text and discuss the persuasive pictures and text. For persuasive text on why birds make good family pets, go to <http://www.mycitypets.com/do-birds-make-good-family-pets.html>.

Is It a Baby Animal?



Summary & Standard

This informational story pairs adult animals with their babies. Children will demonstrate comprehension and understanding by articulating basic facts and ideas in what they read.

Author: Bridget Taylor

Genre: Informational Text

Text Type: Picture Book

Word Count: 57

Themes/Ideas: learning about baby animals; matching baby animals with their parents

Making Connections: Text to World

Children will be familiar with many kinds of animals. Invite children to name animals they have seen or read about.

Extend the real-world connection by explaining that many baby animals are called something different from what their parents are called. Ask children to name animals for which this is true. Write paired responses on a T-chart on the board or on chart paper. Examples might include *cat/kitten*, *dog/puppy*, *sheep/lamb*, *cow/calf*, and *duckling/duck*.

For additional teaching ideas and resources, see <http://animal.discovery.com/guides/baby-animals/baby-animals.html>.

Vocabulary

High-Frequency Words: a, is, it, yes

Related Words for Discussion: adult, animal, baby, care, food, grow, protect, young

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 Each page contains a photograph with corresponding boxed text underneath. The question-and-answer format follows a repetitive pattern. The repetition should give children confidence in reading the text.

Content Children should be familiar with the animals in the photographs. Identify any animals that children don't recognize.

Praise children for specific use of "Behaviors to Notice and Support" on page 98 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text Some children may not understand that the text on pages 4, 6, and 8 answers the questions on each of the preceding pages. Read the question on page 3 and show children how to turn the page for the answer. Discuss how the pages go together.

Vocabulary Children may need help understanding that the word *it* in each answer refers to the animal in the question on the preceding page. Point out that *it* on pages 4, 6, and 8 refers to a different animal each time.

ELL Bridge

Have each child write the words *cat*, *kitten*, *dog*, *puppy*, *bear*, *cub*, *duck*, and *duckling* on word cards. Have children place the cards faceup in front of them. Review the animal names. Then have children play a guessing game. For example, say: *I'm thinking of an animal that is a baby dog* or ask: *Which word tells the name of a grown-up kitten?* Have children hold up the appropriate card.

Developing Comprehension

Thinking Within the Text

Ask children to name each baby animal shown on the front cover of the book and its adult counterpart.

Thinking Beyond the Text

Ask children to name words that describe the baby animals in the photographs. Discuss what makes baby animals so appealing to people. Ask: *If you had a choice, would you rather get a puppy or a dog for a pet? Why? Would you rather get a kitten or a cat? Why?*

Thinking About the Text

Remind children that the book uses photographs instead of illustrations to teach about baby animals. Explain that photographs are more detailed and lifelike. Have children look at the photograph on page 2. Ask: *How is a kitten like a cat? How is it different?* Have children compare and contrast the other animal pairs in the book.

Recognizing Questions and Answers

Tell children that an author might use a question-and-answer format to provide information. Remind children that a question, or asking sentence, ends with a question mark. Then remind them that an answer, or telling sentence, often ends with a period.

- Have children read page 2. Ask: *Which sentence asks a question? How do you know? Which sentence answers the question? How do you know?*
- Have children read page 3. Ask: *Does the sentence on this page ask a question or give an answer?* Continue by having children read the answer to page 3's question on page 4. Ask children to identify the punctuation mark in both sentences.
- Repeat the routine for the questions and answers on pages 5–6 and 7–8.

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

Beginning and Ending Sounds

Remind children that words are made of sounds and that letters stand for those sounds. Tell children they can listen for and name the beginning and ending sounds in words.

- Read aloud the following words from the story: *baby, cat, puppy, yes, and duck*. Have children identify each beginning sound they hear. Then read these words and ask children to identify the ending sound they hear: *kitten, it, dog, and cub*.

Developing Fluency

Model fluent reading of a question and answer. Point out that your voice goes up at the end of the question. Have partners work together, with one partner reading a question aloud and the other partner reading the answer aloud.

Oral Language/Conversation

Talk About Animals Nurturing Their Young

Tell children that animals need some of the same things to grow that people need. Discuss these needs.

Extending Meaning Through Writing

- Have children write a story about a pet kitten or puppy. Encourage children to illustrate their story. (**Narrative**)
- Using the book's text pattern, have children write about another animal and its baby. Provide this sentence frame for children to use: *A ____ is a baby ____*. (**Expository**)

Connecting to Everyday Literacy

Tell children that the book features wild animals as well as animals that can be pets. Remind children that they should behave respectfully around all animals. To link children to real-world expository text, discuss being safe around animals and display an article or brochure on the topic. For additional expository text for discussion, go to <http://www.umext.maine.edu/onlinepubs/htmpubs/2308.htm>.

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Let's Eat

GUIDED READING PROGRAM Text Types



Summary & Standard

In this fantasy, three little bears help their mom set the table. When everything is ready, the four sit down to eat. Children will use pictures and context to assist comprehension.

Author: Margaret Bellings

Genre: Fantasy

Text Type: Picture Book

Word Count: 80

Themes/Ideas: helping set the table; working as a team

Making Connections: Text to Self

Most children will be familiar with family chores. Invite children to tell about a job they do at home.

Ask: Why do you think you are asked to help at home? How does your job help your family?

Extend the connection by talking about mealtime. Discuss the jobs involved in preparing and getting a meal on the table. Display a place mat, plate, fork, spoon, glass, and napkin. Ask children to name each item. Invite a volunteer to use the items to show how to set the table. Provide assistance when necessary.

For information about children and chores, see http://www.chicagochildrensmuseum.org/learn_chores.html.

Vocabulary

High-Frequency Words: all, are, eat, here, on, said, the, them, we

Related Words for Discussion: family, help, prepare, ready, set, together, work

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 repetitive text pattern makes this book easy to follow. Children will be able to use the appealing, colorful illustrations to follow the text.

Content Most children will be familiar with the items featured in the story. Children will be able to relate to working together toward a goal.

Praise children for specific use of "Behaviors to Notice and Support" on page 98 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text Each sentence runs to two lines. Tell children that they should continue reading until they come to a period or exclamation point, which signals the end of a sentence. Point out the dialogue on each page. Children may need support recognizing quotation marks and identifying which character or characters are speaking.

Vocabulary Children may be confused by the pronoun *them* in the story. Point out the word *them* on pages 2, 5, and 7 and discuss who the pronoun refers to on each page. Ask children who the pronoun *we* refers to on page 8.

ELL Bridge

Display the items used in Making Connections. Point to each item and ask children to say its name. Write the word for each item on a card and read it aloud. Ask children to read each word after you. Invite volunteers to match each word with an item. Have the group act out how each is used. For example, children might show how to drink from a glass or spread a napkin on their lap.



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Teaching Options

Developing Comprehension

Thinking Within the Text

Have children tell how the bears help their mom in the story. Ask: *What is each bear's job? How does Mom help, too? What do the four bears do when the table is ready?*

Thinking Beyond the Text

Remind children that the bears put each item in a specific place on the table. Point out that there is a usual way to set a table. Ask: *Why do you think people use a pattern when placing silverware and dishes on a table? What do you think would have happened if the bears had put the items wherever they wanted?*

Thinking About the Text

Discuss how color is used in the story. Point out that Mom wears a red apron, Sam wears a green scarf, Jen wears a purple flower necklace, and Sally wears a pink bow around her neck. Ask children where else these four colors are used in the story. (eating utensils; napkins) Ask: *How are the colors of the forks, knives, and napkins connected to the characters in the story?*

Understanding Genre: Fantasy

Remind children that a fantasy includes things that could not really happen. Ask children to name fantasy stories they have read.

- Ask children why *Let's Eat* is a fantasy story. Have children identify what in this book could not really happen. (bears talking, wearing clothes, living in a house, setting a table, and sitting down to eat)
- Have children tell what in this book could really happen. (a mother asking children for help; family members setting a table; a family enjoying a meal together)
- Display a familiar realistic fiction book. Ask a volunteer to summarize the story. Discuss how to change the book to a fantasy 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

Proper Nouns

Tell children that a person's first and last names begin with a capital letter. Write the first names of several children on the board. Point out the capital letter in each.

- Help children find the words *Mom* and *Sam* on page 2. Point out that each word begins with a capital letter. Explain that *Mom* begins with a capital letter because that word is used instead of someone's name. Help children find the bears' names on pages 3 (*Mom, Jen*), 4 (*Mom, Sam*), 5 (*Mom*), 6 (*Mom*), and 7 (*Mom, Sally*). Discuss why each word begins with a capital letter.

Developing Fluency

Model fluent reading of pages 2 and 3. Then have children echo-read the rest of the book with you.

Oral Language/Conversation

Talk About Preparing Remind children that the bears did things to get ready to eat. Discuss how children prepare for other daily activities.

Extending Meaning Through Writing

- Have children draw and label a place setting, using words from the story. (**Graphic Aid**)
- Have children write a list of other things the bears might have put on the table. (e.g., spoons, bowls, vase of flowers, bread) (**List**)

Connecting to Everyday Literacy

At the end of the story, the bears sit down to eat. Ask: *What table manners do you think the bears will have? Why are good table manners important?* To link children to procedural text, help them make a list of things to do and not to do at the table. Invite volunteers to role-play using proper table manners. For more examples of procedural text, go to <http://www.cyh.com/HealthTopics/HealthTopicDetailsKids.aspx?p=335&id=2526&np=287#>.

Mrs. Cat Goes Shopping



Summary & Standard

Mrs. Cat takes her reusable basket to the supermarket, but on the way home, the basket gets very heavy. How will Mrs. Cat solve her problem? Children will read simple sentences.

Author: Vanessa York
Genre: Fantasy
Text Type: Picture Book

Word Count: 56
Theme/Idea: solving problems; meeting one's needs

Making Connections: Text to Self

Most children will be familiar with buying food at a grocery store. Ask: *What kinds of food does your family often buy at the grocery store? Do you shop with a list? How might using a list make a trip to the grocery store easier?*

Expand the discussion by having children describe what they see when they walk through a grocery store. Ask: *How is the food organized? How do you know how to find something? What would you do if you couldn't find an item you were looking for?*

For a game involving making choices at a grocery store, see <http://pbskids.org/arthur/games/supermarket/supermarket.html>.

Vocabulary

High-Frequency Words: ate, in, is, my, said, she, the, went, with

Related Words for Discussion: bread, eggs, enjoy, fish, food, fruit, healthful, milk, vegetables

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 text is large and consistently placed at the top of each page. The text on pages 3–5 follows a pattern. Guide children in recognizing the pattern. The illustrations provide support.

Content Children will understand the ideas of buying food at the grocery store, of carrying something heavy, and of eating and drinking. Discuss how someone might solve the problem of carrying something that is too heavy.

Praise children for specific use of “Behaviors to Notice and Support” on page 98 of the *Guided Reading Teacher’s Guide*.

Challenging Book Features

Text The text on page 5 says *She put some fish in her basket* and we see Mrs. Cat putting a fish in her basket, but we also see that there is some bread in the basket. Explain that Mrs. Cat must have already put the bread in the basket, but the words do not tell about that.

Vocabulary Help children use the illustrations to read some of the difficult vocabulary words, such as *basket* (pages 2–6), *heavy* (page 6), *drank* (page 7), and *home* (page 8).

ELL Bridge

Use pictures or authentic objects, if available, to review the words for basic food items, such as *bread*, *eggs*, and *milk*. Have children name other food items often bought at the grocery store, such as *fruit* and *vegetables*. Then have children use the words to complete the following sentence frame: *I like to buy _____ at the store. I like to eat _____.* Encourage children to use the words in sentences of their own.

Developing Comprehension

Thinking Within the Text

Use the book's cover to discuss the first setting of the story. Ask: *Where is Mrs. Cat going?* (to the supermarket) Explain that the setting changes on pages 6–7 and that Mrs. Cat is on her way home with the food she has bought. On page 8, ask: *Where is Mrs. Cat now?* (home)

Thinking Beyond the Text

Ask children to think about the plan Mrs. Cat might have had before she walked into the store. Ask: *If Mrs. Cat had a list, what would have been on it?* (eggs, fish, bread, milk) Point to the signs in the store that say *Eggs* and *Milk*. Say: *Mrs. Cat might have used these signs to find what she was looking for. How else could she have found the items?* (She could have asked someone in the store. She could have walked around the entire store.)

Thinking About the Text

Have children notice how the author uses an exclamation point on page 6 to show strong feeling. Model reading the page and then have children read the page with you. Discuss how the text treatment and the illustration show how Mrs. Cat feels.

Recognizing Sequence

Remind children that every story has a beginning, a middle, and an end. The order, or sequence, of events makes up the plot of the story. Say:

- *Where is Mrs. Cat at the beginning of the story?* (supermarket) *What is she doing?* (buying food)
- *Where is Mrs. Cat on page 6 in the middle of the story?* (on her way home) *What is her problem on this page?* (Her basket is heavy, and she is tired of carrying it.)
- *Where is Mrs. Cat at the end of the story?* (home) *How has she solved her problem?* (She ate some of the food in the basket.)

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 a

Remind children that the sound of short *a* is /a/. Give some examples by saying *hat*, *man*, and *bag*.

- Turn to page 2 and ask children to listen carefully as you read the word *Cat*. Help children identify the /a/ sound in *cat*. Have children read the word with you.
- Write *basket* (page 2) on a chart or on the board and read it. Emphasize the short vowel sound of the letter *a*. Have children read the word with you.

Developing Fluency

Explain that the words in a sentence are grouped in phrases that should be read together. Point out that each line of text is a group of words that should be read together. Model reading groups of words. Have children read chorally with you.

Oral Language/Conversation

Talk About Healthful Foods Discuss the foods Mrs. Cat buys and why they are healthful and good for people.

Extending Meaning Through Writing

- Have children draw a favorite healthful food and label their drawing. **(Label)**
- Have children complete this sentence frame with the name of a food Mrs. Cat buys at the store: *She put some _____ in her basket.* Have them draw a picture to support the sentence. **(Narrative)**

Connecting to Everyday Literacy

On the cover of the book, point out the advertising poster at the supermarket. To link children to real-world persuasive text, share several food advertisements with them. Discuss each ad's persuasive purpose. For information about teaching children about persuasive text in advertising, go to <http://www.media-awareness.ca/english/games/coco/index.cfm>.

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My Costume

**GUIDED
READING
PROGRAM**
Text Types



Summary & Standard

Someone is having a costume party. Join the fun and see the costumes that children choose to wear. Children will read simple sentences.

Author: Briar Wilton

Genre: Realistic Fiction

Text Type: Picture Book

Word Count: 64

Themes/Ideas: getting ready for a party; making choices

Making Connections: Text to Self

Children may have attended parties, for birthdays or holidays. Invite children to share their experiences.

Extend the connection by describing a costume party. Explain that a costume is what someone wears in order to look like someone or something else. Ask: *What kinds of costumes might people wear to a costume party? Do you think a costume party would be fun? Why?*

For pictures of different types of costumes, see <http://familyfun.go.com/halloween/halloween-kids-costumes/>.

Vocabulary

High-Frequency Words: a, do, is, like, my, to, you

Related Words for Discussion: costume, guest, hostess, party, prop, theme

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 type is large and there is space between the paragraphs. The repetitive text pattern on many pages makes this book easy to follow. Colorful illustrations support the text.

Content Most children will be able to relate to dressing up and pretending to be someone else. Ask children which costume in the story they would choose to wear to a party.

Praise children for specific use of "Behaviors to Notice and Support" on page 98 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text The sentence on the last page of the book changes from the predictable patterns, bringing an end to the story. Children may need some assistance in reading it.

Vocabulary Children may be unfamiliar with some of the words for the costumes pictured. Before you read the book, preview the pictures and name each costume. (princess, pirate, doctor, cowboy, builder, robot) Discuss why each costume includes the clothing and props it does.

LEVEL C

ELL Bridge

Write the name of each costume on a card and read the words together. Review what each costume looks like. Mix up the cards and place them in a bag or hat. Invite a volunteer to choose a card, read the word, and match it to one of the pictures on pages 2–7 and then to the picture on page 8. Have children use the sentence frame *Here is the ____* to identify each costume.

Developing Comprehension

Thinking Within the Text

Have children name the kinds of costumes the hostess and the guests wear to the party. Ask: *Is the party a success? How do you know?*

Thinking Beyond the Text

Remind children that the friends in the book wore their costumes to a party. Tell children that people wear costumes for other reasons, too. Ask: *When else might a person wear a costume? Have you ever worn a costume? Why did you choose the costume you did? What was your costume like?* Point out reasons why people wear costumes. (children playing dress-up or actors in plays) Also note that people might wear costumes at festivals or celebrations.

Thinking About the Text

Point out the contraction *I'm* at the top of pages 2–7. Explain that *I'm* is short for *I am*. Tell children that the author uses *I'm* to indicate that the person pictured on the page is speaking. Point out that an author does not use quotation marks to show dialogue. Ask: *Who is the person talking to? How would you answer the question on each page?*

Recognizing Patterned Text

Tell children that sometimes authors repeat words or sentences throughout a book. Explain that once a reader learns the pattern, it is easier to read the entire text.

- Point out the second sentence on pages 2 and 3. Ask: *How are these sentences the same?* (They are completely the same except for one word.)
- Have children find this sentence frame on pages 4 and 6. Explain that children can look at the pictures to figure out the word that names the type of costume.
- Have children read the first sentence on page 3. Ask them to find the same sentence on other pages in the book. (pages 4, 5, 6, and 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

Punctuation

Remind children that punctuation marks tell readers where to pause or stop and what expression to use when reading.

- Say that a period is used to end a telling sentence and a question mark is used to end an asking sentence. Have children find examples of each type of sentence in the story.
- Have children turn to page 8 and name the punctuation mark they see. Ask why they think the author used an exclamation point. Read aloud a statement, a question, and the exclamation. Have children tell which mark was used at the end of each.

Developing Fluency

Lead children in a choral reading of the book. Remind children to read at the same pace. Then have partners read the book again.

Oral Language/Conversation

Talk About Party Themes Remind children that the party in the book revolves around costumes. Discuss other theme parties children might enjoy.

Extending Meaning Through Writing

- Have children write about and illustrate a costume they would wear to a party. **(Descriptive)**
- Use shared writing to make a group chart of favorite party activities. Include a description and the materials needed. **(Graphic Aid)**

Connecting to Everyday Literacy

Tell children that the girl in the story probably sent party invitations to her guests. To link children to real-world procedural text, show them a party invitation and discuss what information is included on it. For more examples of procedural text, share the book-themed party invitation on http://clubs-kids.scholastic.co.uk/clubs_assets/11566.

Pig Played

**GUIDED
READING
PROGRAM**
Text Types



Summary & Standard

Pig likes to play in the mud. It doesn't bother him when he gets mud all over himself because Pig likes to play in the bath water, too! Children will use phonics to decode and read one-syllable and high-frequency words.

Author: Cynthia Rothman

Word Count: 50

Genre: Fantasy

Theme/Idea: having fun in different ways; solving a problem

Text Type: Picture Book

Making Connections: Text to Self

Children will likely have experience getting muddy and then taking a bath to get clean. Ask them to share why they think playing in the mud might be fun. Ask why taking a bath after playing in the mud is a good thing to do.

Extend the discussion by talking about why it is important to stay clean and how staying clean helps to keep children healthy. Point out why washing your hands is another thing to do to help stay healthy.

For additional information on hand washing, see http://kidshealth.org/kid/talk/qa/wash_hands.html.

Vocabulary

High-Frequency Words: for, his, I, in, my, on, play, said, some, the

Related Words for Discussion: bath, bubbles, face, legs, mud, toys, 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, setting, and events.

Supportive Book Features

Text Placing the text in the same place on each page with art at the bottom is a format that will be easily accessible to most children. Children will quickly recognize and read the repetitive text pattern of *I got* and *Pig got*.

Vocabulary Most of the words in the story will be familiar to children. Words that may be new are supported by the illustrations.

Praise children for specific use of "Behaviors to Notice and Support" on page 98 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text For children who are not used to dialogue, point out the quotation marks around the words that Pig says. Explain that the rest of the text describes what Pig does.

Content Most children will be familiar with getting dirty and then having to bathe to get clean. However, children's bath routines may be different from Pig's routine. Explain each of Pig's actions, including what Pig does with the bubbles and why he puts toys in the tub of water.

LEVEL C

ELL Bridge

After children have finished reading the book, help them retell the story. Display each page and ask one or two questions about what is happening on the page. For example, on page 2, ask: *What is Pig playing in? What parts of his body got muddy?* You might also make word cards for each page, such as *mud* and *legs*, that children can hold up and read aloud to answer your questions.



SCHOLASTIC

Teaching Options

Developing Comprehension

Thinking Within the Text

Talk with children about what Pig does outside and what happens to him while he plays. Ask them what Pig does to fix his problem of being so muddy.

Thinking Beyond the Text

Point out to children that taking a bath is a sensible thing to do to get clean when you are muddy. Talk about how Pig makes his bath about more than just getting clean. What does he put into the tub? How do these things make bath time more fun? What more could he do to have fun in the tub?

Thinking About the Text

Discuss with children what the illustrations show that the text does not tell or describe. Have children use the illustrations to tell how Pig knows he has mud on his face and identify the toys he puts in the tub.

Recognizing Setting

Review with children that the setting is where a story takes place.

- Examine with children the illustration on page 2 and identify details about the setting, such as the mud puddles and the chicken coop and chicken in the background. Ask children where they think Pig is. (outside on a farm)
- On page 4, point out that the setting has changed. Identify details with children and ask them where Pig is now. (in a house, in the bathroom)
- Ask children what they think the setting is for the whole story. (the farm where Pig lives)

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

Short Vowels *i* and *u*

Review with children that the sound of short *i* is /i/ and the sound of short *u* is /u/.

- Have children listen as you slowly read the first sentence on page 2. Ask them if they heard a short-*u* vowel sound (*mud*) and a short-*i* vowel sound (*pig, in*). Have children read the words and listen to the vowel sound.
- Then read the sentence on page 5 and have children identify the short vowel sounds in *his* and *bubbles*.

Developing Fluency

Model reading the text with expression and appropriate pacing. Have children take turns reading a sentence aloud. Continue rereading the story until each child has read a sentence.

Oral Language/Conversation

Talk About Mud Talk with children about making mud, what it feels like, and how to remove it when mud dries on clothes and skin.

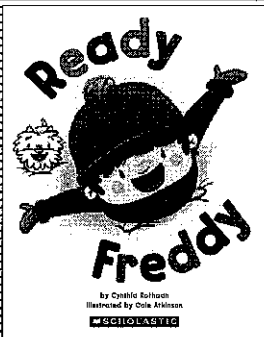
Extending Meaning Through Writing

- Have children use the sentence frame *Pig played ____* to write two sentences about something else Pig did. Invite them to illustrate their sentences. (**Narrative**)
- Have children draw and label pictures of other animals that would live on a farm with Pig, such as a duck, a chicken, a dog, and so on. (**Graphic Aid**)

Connecting to Everyday Literacy

In the book, a pig does things in a certain order to get ready for a bath. To link children to real-world procedural text, make a numbered list on the board of the steps Pig follows. For an example of procedural text that tells the steps to follow to bathe a dog, go to <http://www.raisingspot.com/health-care/how-to-give-a-dog-bath>.

Ready Freddy



Summary & Standard

Freddy wants to go out and play in the snow with his dog, Skip. To get ready, he must wear proper clothes to stay warm. Children will use punctuation cues to help them understand and gain meaning from the text.

Author: Cynthia Rothman

Genre: Realistic Fiction

Text Type: Picture Book

Word Count: 49

Theme/Idea: getting ready to play in the snow; thinking ahead

Making Connections: Text to Self

Children may have read about or have real-life experience with getting ready to go outside in the winter to play in the snow. Invite children to share how they would get ready to go outside on a snowy day.

Extend the connection by discussing why it's important to think about the weather before going outside to play. Ask children what clothing they would wear for outside activities when it is hot, raining, cool, windy, or snowing. Ask why it may take longer to get ready in the winter.

For additional teaching ideas and resources, see <http://www.cotf.edu/ete/modules/k4/weather/Whandson3.html>.

Vocabulary

High-Frequency Words: blue, get, his, in, is, on, play, put, the, to, yellow, yes

Related Words for Discussion: boots, hat, jacket, mittens, pants, ready, snow

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.

ELL Bridge

Use gestures and pantomime as you talk about how and on what part of the body different items of clothing are worn. For example, pantomime putting a hat on your head and say: *On my head, I put my hat.* Encourage children to repeat your words and gestures as you put on pants, a jacket, boots, a hat, and mittens.

Supportive Book Features

Text There are only one or two sentences per page. That, combined with the repetitive text pattern (*Freddy puts on his...*) and picture-text correlation, makes this book easy to follow.

Content It is likely that getting ready to go outside on a snowy day will be familiar to many children. Many children will recognize the different articles of clothing that Freddy puts on. Only one event happens per page, helping children to follow the story.

Praise children for specific use of "Behaviors to Notice and Support" on page 98 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text Some children may have difficulty reading sentences that consist of two lines of text. Demonstrate how to use a finger to track text from left to right and then make a sweep down to the left to begin the next line of text. Read page 3 aloud and have children use a finger to follow along as you read.

Vocabulary Although the text is limited and repetitive, some children may have difficulty with the color and clothing words. Use the illustrations to help children identify what Freddy puts on and the color of each article of clothing.

Teaching Options

Developing Comprehension

Thinking Within the Text

Ask children to identify the articles of clothing and the order in which Freddy puts them on as he gets ready to go outside.

Thinking Beyond the Text

Ask children why it is important for Freddy to wear each specific item of clothing. Ask: *As Freddy was getting ready, when did you realize that he was preparing to go outside and play in the snow? What kind of clothes would he have put on if it was raining outside? What if it was warm and sunny outside?*

Thinking About the Text

Point out to children that each illustration is drawn in black and white except for the one color added to each page to show what Freddy puts on. Discuss how showing the colors in this way helps readers learn the color names.

Using Picture Details

Point out to children that the pictures in a book will often help them read unfamiliar words and better understand the story. Explain that a picture will show what the text says and give clues to hard words. Ask:

- *On page 2, what does Freddy put on? How does the picture help you read the words red jacket?*
- *Say: On page 4, the story tells you what color boots Freddy puts on. How does the picture help you to read the color word?*
- *Ask: What does Freddy get on page 7? How do you know what Skip is?*

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 Punctuation

Review with children that punctuation marks show readers to pause or stop as they read. Punctuation marks also tell readers what expression to use in their voices.

- Ask children to find a period, a question mark, and an exclamation point in the book. Explain that periods come at the end of telling sentences and question marks end asking sentences.
- Model how to read the sentences on pages 6 and 7. Then model reading "Yes!" on page 8. Ask children why the writer emphasized this word with an exclamation point.

Developing Fluency

Model fluent reading of 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 read at the appropriate speed.

Oral Language/Conversation

Talk About Being Ready Talk about how Freddy got ready to play in the snow. Discuss other activities for which children need to prepare.

Extending Meaning Through Writing

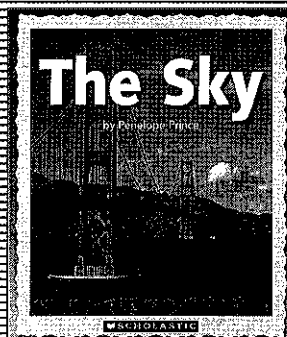
- Write the sentence frame: *Freddy put on his ____*. Have children finish the sentence with words that show what Freddy would wear on a hot summer day. Then have children illustrate their sentences. **(Narrative)**
- Prepare color word flash cards. Have children pick a card, and draw and label a picture to illustrate the color. **(Descriptive)**

Connecting to Everyday Literacy

Mention that some people like to ski in cold places. To link children to persuasive text about skiing, go to <http://www.utahtravelcenter.com/activities/skiing/>. Talk about how the words and pictures help make the reader want to go to each place.

The Sky

GUIDED READING PROGRAM Text Types



Summary & Standard

Blue, gray, dark—what does the sky look like today? This book illustrates the changing sky. Children will use pictures and context to assist comprehension.

Author: Penelope Prince
Genre: Informational Text
Text Type: Picture Book

Word Count: 61

Theme/Idea: observing the changing sky; noticing different kinds of weather

Making Connections: Text to World

Invite children to look outside and describe the sky. Ask: *What is the weather like today? Does the sky always look this way? What might be different about the sky on another day?*

Extend the real-world connection by telling children that they will read a book about the sky and how it changes. The author includes photos of the different ways the sky can look. The weather determines the color of the sky.

For more information about the weather, including weather-related games and activities for children, go to <http://eo.ucar.edu/webweather>.

Vocabulary

High-Frequency Words: a, at, blue, is, look, on, see, stops, the, too, you

Related Words for Discussion: change, feeling, sunny, wear, 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 The text is large and bold, presented on a white block background as if paper-clipped to photos. The photos are highly illustrative of the content. A repeated sentence pattern helps children learn words and predict content.

Content The changing appearance of the sky and its connection to weather will likely be familiar to children.

Praise children for specific use of “Behaviors to Notice and Support” on page 98 of the *Guided Reading Teacher’s Guide*.

Challenging Book Features

Text Some sentences break over two lines. Encourage children to continue reading, without pausing until they come to an end mark, such as a period or an exclamation point.

Vocabulary Two-syllable words are used: *sunny, cloudy, foggy, rainy*. Preview these words with children. Explain that the ending -y was added to words children may already know. The ending -y means “having” or “with.” For each word, read the base word and then add the long e sound. Discuss with children what the word means.

ELL Bridge

Write *sunny, cloudy, foggy, and rainy* on index cards or have children copy them. Then have children draw a picture on the opposite side illustrating the word, or cut out and glue an appropriate picture. Use the cards as flash cards. Encourage children to talk about weather and relate it to themselves by providing sentence frames such as *On a sunny day I like to ____*.

LEVEL C



SCHOLASTIC

Developing Comprehension

Thinking Within the Text

Ask children to name the words the author uses to describe the weather in the photographs. (*sunny; cloudy; foggy; rainy*) Ask what words she uses to describe the sky. (*blue; gray; dark*)

Thinking Beyond the Text

Examine with children the photos the author includes. Ask: *Why do you think the author uses pictures of the same place?* Help children recognize that using photos of the same place—the Golden Gate Bridge—on different days helps emphasize that weather and the sky change from day to day.

Thinking About the Text

Ask: *Are these photos good at showing different kinds of weather? Why? How does the sky change in each picture? How does the water change?*

Using Picture Details

Point out that some books have photographs instead of drawings. Details in photographs help readers understand the information on the page. Explain to children that they can use the photos to help them figure out an unfamiliar word and understand what it means.

- Have children turn to page 5 and find the word *cloudy*. Ask: *How does the photo help you figure out the word?*
- Say: *Look at page 6. How does the photo help you understand what f-o-g-g-y means?*
- Have children find the word *rainbow* on page 8. Ask: *How could you use the photo to figure out this 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

Describing Words

Remind children that words can tell what something looks like, such as a *foggy* day. Words can also tell what color something is, as in a *gray* sky. These words are called describing words.

- Write *cloudy*, *sunny*, and *gray* on the board. Ask: *Which word tells what the day is like when it is raining outside? (rainy) Which word would you use to describe a day when the sun is shining? (sunny) Which word tells the color of the sky on a rainy day? (gray)*

Developing Fluency

Have partners take turns reading one page at a time. Tell them to read the last page together. Remind children to read the final sentence with strong voices because it ends with an exclamation point.

Oral Language/Conversation

Talk About the Weather Have children tell what kind of weather they like and why. How does the weather affect what they wear and what they do?

Extending Meaning Through Writing

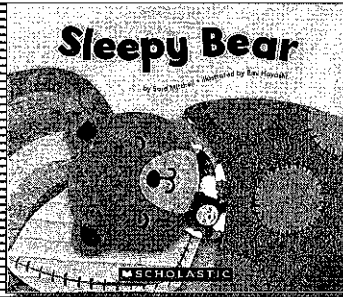
- Have children write a description of what the sky looks like today. Ask them to illustrate their description. (**Descriptive**)
- Have children write a story about a day that suddenly changes from sunny to rainy. What happens to the sky? What happens to the characters in the story? (**Narrative**)

Connecting to Everyday Literacy

Tell children that weather forecasters try to predict the weather. They tell people if it will be sunny, cloudy, foggy, or rainy. To link children to real-world expository text, show them a weather prediction chart in a newspaper or online. For another example of weather-related expository text, go to <http://www.theweatherchannelkids.com> and key in your zip code.

Sleepy Bear

GUIDED READING PROGRAM Text Types



Summary & Standard

Each member of Little Bear's family tries to wake him up for school, but he is too sleepy to wake up. He finally awakens on his own and says, "No one woke me up. I have to get to school!" Children will use punctuation clues to help them gain meaning from and understand the text.

Author: Sara Mitchell

Word Count: 112

Genre: Fantasy

Theme/Idea: waking up for school;
getting involved as a family

Text Type: Picture Book

Making Connections: Text to Self

Ask children how hard or easy it is for them to wake up for school. Ask: *Who wakes you up in the morning? How do you feel when you first wake up?*

Extend the connection by explaining that this book is about a little bear who has trouble waking up for school. Point out that even though this book is a fantasy about a bear, this is something that happens to real people. Point out that many children have trouble waking up in the morning.

For more information about sleep and how important it is for children, go to http://kidshealth.org/kid/stay_healthy/body/not_tired.html.

Vocabulary

High-Frequency Words: get, have, little, not, open, said, today, up, you

Related Words for Discussion: school, sleeping, sun, time, trying, waking

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 text is large and bold. The repeated sentence pattern on every page helps children learn words, follow the story, and predict events.

Content Children will likely be familiar with the idea of still being tired when their parents or other family members wake them for school in the morning.

Praise children for specific use of "Behaviors to Notice and Support" on page 98 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text Children may be unfamiliar with dialogue and quotation marks. Point to the quotation marks in the book and explain that these marks are used to show the exact words of the characters. Draw a set of quotation marks on the board, leaving space between. Have a volunteer say a simple sentence and write those words within the quotation marks.

Vocabulary The high-frequency words *you*, *have*, *said*, *school*, and *today* appear in the story. Their repetition on almost every page will help children learn to recognize them on sight.

LEVEL C

ELL Bridge

Have children practice using words that name family members: *Mom, Dad, Grandma, Grandpa, Sister, Brother*. Write each name on an index card. You might add the full noun also: *mother, father, grandmother, grandfather*. Explain the meaning of each word, using the name for the family member in children's home languages if possible. Hold up a card and have children read the word aloud. Then have them find the corresponding picture in the story.

Developing Comprehension

Thinking Within the Text

Have children name family members who try to wake up Little Bear. Ask: *What happens each time? How does Little Bear finally wake up?*

Thinking Beyond the Text

Have children review the pictures in the story. Discuss how each family member tries to wake Little Bear. Ask: *What are some other things the family might have done to try to wake Little Bear? How would the ending of the story have been different had the family succeeded? What might the family suggest to Little Bear to make it easier for him to get up in the morning?*

Thinking About the Text

Examine the text pattern with children. Have children identify the repeated words. Ask: *What is the only thing that changes on each page until the very last page?* (the character speaking the words) *Did you smile when you read Little Bear's words on the last page?* Help children recognize the humor in Little Bear's not realizing that family members had tried to wake him.

Using Punctuation

Explain to children that punctuation marks can help readers understand what is happening in the text. Remind them that quotation marks tell us the exact words a character says. A speaker tag tells us who said the words. Review end marks. Point out that end marks or sometimes commas come right before the end quotation mark. Ask:

- *What are the exact words that each character says to Little Bear? What does Little Bear say when he wakes up?*
- Point out the sentence *Wake up, Little Bear* on pages 2–7. Explain that a family member is speaking directly to Little Bear on each page. Model reading the sentence. Ask what the comma tells the reader to do.
- Ask: *What punctuation mark comes at the end of Little Bear's last statement? What does it tell you about how he feels?*

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 appear often in the books they read. They can learn these words by reading them many times.

- Read aloud this sentence from page 2 as children follow along: *"You have school today," Mom said.* Point to the high-frequency words in the sentence. (*you, have, school, said*) Say each high-frequency word, one at a time. Have children take a long look at the word, run a finger under the word, and repeat it after you.
- Repeat with other high-frequency words in the book.

Developing Fluency

Model reading each page with proper pace. Have children read the page aloud while pointing to each word as they read it.

Oral Language/Conversation

Talk About the Passage of Time Discuss the position of the sun in the picture on each page. Ask how the pictures show that time is passing.

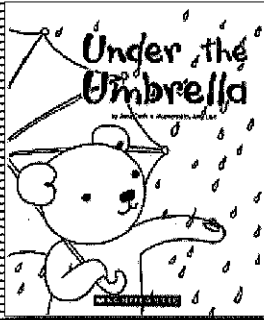
Extending Meaning Through Writing

- Have children list what they do in the morning on school days, from waking up to arriving at school. (**List**)
- Have children write a letter to Little Bear asking him what he likes about school and telling him what they like about it. (**Letter**)

Connecting to Everyday Literacy

Tell children that in reading the story they know that it must be Monday, Tuesday, Wednesday, Thursday, or Friday because those are the days when children go to school. To link children to one form of document text, show a calendar and discuss what information it contains. For a printable calendar that children can create and discuss, go to <http://www.scholastic.com/kids/homework/calendar>.

Under the Umbrella



Summary & Standard

As the rain falls, several animals take shelter under their umbrellas, except for one. Who is not under an umbrella? Children will use phonics to decode and read one-syllable and high-frequency words.

Author: Jane Craft
Genre: Fantasy
Text Type: Series Book

Word Count: 94
Theme/Idea: adapting to weather;
identifying different animals and colors

Making Connections: Text to Self

Children will be familiar with rainy weather and standing under an umbrella to stay dry. Ask: *What colors of umbrellas have you seen? Why do you think umbrellas come in so many colors?*

Discuss other ways we protect ourselves from rainy weather, such as wearing a raincoat or slicker, a hat, and boots. Ask: *What forms on the ground when rain falls? (puddles) What can we wear to protect us from puddles? (boots)*

For activities to teach children about the weather, see <http://www.weatherwizkids.com/>.

Vocabulary

High-Frequency Words: am, blue, I, is, not, red, said, the, under, who, yellow

Related Words for Discussion: boots, coat, hat, jacket, mittens, rain, raincoat, snow, umbrella

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 A question is consistently placed at the top of each page with the answer at the bottom of the page. The text on pages 2–6 follows a question-and-answer pattern. Guide children in recognizing the pattern. The colorful illustrations provide support.

Vocabulary Children should be able to read high-frequency words and decode other words. They can use the illustrations to help them read words for the animals: *bear* (page 2), *rabbit* (page 5), *horse* (pages 6–7), and *duck* (page 8).

Praise children for specific use of “Behaviors to Notice and Support” on page 98 of the *Guided Reading Teacher’s Guide*.

Challenging Book Features

Text The text on page 8 does not follow the pattern on pages 2–6. Encourage children to read the last page carefully. Point out the dialogue in the answer on each page. Children may need support to recognize quotation marks and which character is speaking.

Content Children may be unfamiliar with ducks and the fact that a duck’s feathers protect it from getting wet. Discuss how ducks spend much of their time in water paddling about with their webbed feet and looking for food.

ELL Bridge

Have children draw pictures of umbrellas on construction paper of different colors. Review the color words *pink, yellow, green, red, and blue*. Have children identify the color of several different 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.

Developing Comprehension

Thinking Within the Text

Have children recall the kinds of animals mentioned in the story and the colors of the umbrellas pictured. Encourage them to use the sentence frame *The ____ has a ____ umbrella* when retelling the story's components.

Thinking Beyond the Text

In the story, the duck did not hide from the rain because it liked wet weather. Discuss likes and dislikes. Take a quick survey of who likes rainy weather and who does not. Ask: *What weather do you like most? Why? What weather do you like least? Why?* Discuss what kind of weather or setting would make each of the other animals in the story the happiest.

Thinking About the Text

Have children notice how the author uses an exclamation point on page 8 to show strong feeling. Model reading the page and then have children read the page with you. Ask: *How does the duck feel about the rain? How do you know?*

Categorizing

Explain that when things are the same in some ways, we can put them in groups or categories. We can group umbrellas, raincoats, and hats into a category of things to have for rainy weather. Say:

- *Some animals have fur and some have feathers. What kind of animal has feathers? (birds) Does a bear have fur or feathers? (fur) Does a cat have fur or feathers? (fur)*
- *How are the dog and the rabbit the same as the bear and the cat? (They all have fur.) Have you ever petted a dog or cat that has been out in the rain? How does their fur feel? (wet) Why would these animals want to use an umbrella? (to stay dry)*
- *Does a duck have fur or feathers? (feathers) What kind of animal is a duck? (a bird) Explain that a duck's feathers protect it from getting wet.*

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

Guide children to look at the initial sound or sounds and the illustrations to help them figure out new words.

- Have children turn to page 2 and point to the word *pink*. Ask what sound the letter *p* makes. Have children repeat after you: /p/ *pink*.
- Repeat with other color words. Emphasize the initial consonant blends in the words *green* and *blue*. Have children read the words with you.

Developing Fluency

Explain that your voice goes up at the end of a question. Have children point to the question mark on each page. Model reading each question. Then have children read chorally with you, practicing proper intonation for questions.

Oral Language/Conversation

Talk About Dressing for the Weather Discuss different kinds of weather and the clothes people wear to protect themselves from the weather.

Extending Meaning Through Writing

- Have children draw and label their favorite kind of weather. Have them show something they can do in that weather. **(Label)**
- Have children complete this sentence frame with the name of their favorite animal from the story: *I like the ____*. Have them draw a picture of the animal. **(Narrative)**

Connecting to Everyday Literacy

The animals in the story are able to easily protect themselves from light rain, but stronger weather requires different safety tips. To link children to real-world procedural text, share information about what they should do in case of inclement weather. Discuss why it is important to heed such warnings. For more procedural text, go to <http://www.theweatherchannelkids.com/weather-ready/weatherready-guides/>.