

GUIDED READING PROGRAM

Text Types



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

- **At the Toy Shop**
- **The Band**
- **A Day at the Beach**
- **Farm Helpers**
- **Ice Cream**
- **In the Desert**
- **Little Piglets**
- **Meet the Big Cats!**
- **Sand Animals**
- **Who Is Getting Married?**

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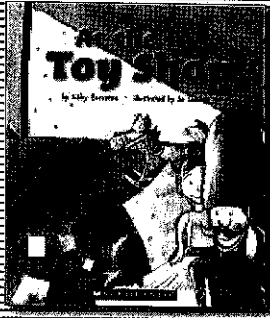
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SCHOLASTIC

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At the Toy Shop



Summary & Standard

Mr. Bell owns a toy shop. When he goes home at the end of the day, the toys wake up and begin to play. What will happen when Mr. Bell comes back in the morning? Children will use pictures and context to assist comprehension.

Author: Libby Brereton

Genre: Fantasy

Text Type: Picture Book

Word Count: 52

Theme/Idea: using your imagination;
understanding action verbs.

Making Connections: Text to Text

Have children name books or movies in which the toys come to life. Ask: *How do the toys act in these books or movies? How are the toys different from each other when they come to life? What do the different toys do or say?*

Discuss how children use their imagination to bring toys to life when they play. Ask: *What is a favorite toy of yours? Why do you like it? How do you play with it? Does it move by itself or do you make it move? How do you use your imagination when you play with it?*

For information on children and imagination, see <http://www2.scholastic.com/browse/article.jsp?id=10175>.

Vocabulary

High-Frequency Words: came, did, do, play, the, to, up, went, what

Related Words for Discussion: awake, dancer, drummer, exercise, imagination, toys

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 Each sentence is very short. The text includes many high-frequency words. If needed, guide children in recognizing these words. The colorful illustrations provide support for the other words.

Vocabulary Help children use phonics skills to decode words such as *Bell*, *home*, *back*, and *sleep*. They can also use the illustrations to help them read words, such as *toys* (page 3), *dancer* (page 4), and *drummer* (page 5).

Praise children for specific use of "Behaviors to Notice and Support" on page 99 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text The text consists of questions and answers. Make sure children recognize how each kind of sentence is punctuated. The sentences on pages 6 and 8 extend to two lines. Tell children that they should continue reading until they come to a period, which signals the end of the sentence.

Content If children are confused by the setting of the story, reread the title of the book to them. Discuss how the owner of the toy shop, Mr. Bell, leaves the toys alone when he goes home after working in the shop all day.

ELL Bridge

Use the illustrations to discuss the names of the toys in the shop including *dancer*, *drummer*, *kite*, *doll*, *boat*, *rocking horse*, *ball*, and *clown*. Encourage children to use these words in sentences to describe the pictures or to tell about a toy they have at home. If needed, provide sentence frames for children to use: *I like the _____ at the toy shop. I play with my _____ at home.*

Developing Comprehension

Thinking Within the Text

Have children compare the text on pages 2 and 3 to the text on pages 7 and 8. Ask: *How is the beginning of the story like the end of the story? How are they different?* Have children compare the picture on page 3 to the picture on page 8. Ask: *How are the pictures the same? How are they different?*

Thinking Beyond the Text

Discuss different ways people use their imagination, such as playing with toys, writing stories, and drawing pictures. Ask: *How did the author use her imagination in writing this story? How did the illustrator use her imagination in drawing the pictures?*

Thinking About the Text

Have children notice how the author and illustrator show Mr. Bell on page 8. Ask: *How do you think Mr. Bell is feeling at the end of the story? Why do you think the author had him come back to the store at the end?*

Drawing Conclusions

Explain that readers can understand a story better by using clues in the story and what they already know to figure things out. Guide children in drawing conclusions by asking a series of questions such as the following:

- *When do the toys wake up?* (after Mr. Bell goes home) *What do the toys do when no people are around?* (play) *What do you think the toys will do when Mr. Bell leaves again?* (start playing again)
- On page 7, have children look at the expressions on the characters' faces. Ask: *How do the characters feel?* (surprised) *Do you think the toys expected Mr. Bell back at this time?* (no) *Think about times when your family was leaving your house and someone forgot something. What happened?* (We went back.) *What might have happened in the story?* (Mr. Bell forgot something, so he came back to the store.)

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 action words allow readers to visualize the way somebody or something moves.

- Read the sentence on page 4. Ask: *What did the dancer do?* (danced) Say: *The word danced is an action word.*
- Repeat with *drummed* (page 5) and *played* (page 6). Have children use the illustrations to help them understand what these action words indicate.

Developing Fluency

Explain that your voice goes up at the end of a question and drops at the end of a statement. 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 Exercising Your Imagination

Discuss ways children use their imaginations throughout the day, from playing with toys in the classroom to thinking about things at bedtime.

Extending Meaning Through Writing

- Have children draw a picture of their toys playing. Have them label one or more of their toys. (**Label**)
- Have children make a list of five toys at the toy shop and circle the one they would like to have. (**List**)

Connecting to Everyday Literacy

Mr. Bell probably had a schedule that showed when his shop was open. To link children to real-world document text, share a schedule. Read the schedule and discuss the information it provides. Ask: *How would knowing Mr. Bell's schedule have helped the characters at the toy shop?* For more document text, go to <http://www.pbs.org/parents/tvchedules/> and get a local TV station schedule. Read the programming schedule and discuss the information.

The Band



Summary & Standard

Four animals use their musical skills to form a band and play music. Children will use their knowledge of phonics to recognize letter patterns and to translate them into spoken language.

Author: Alex Ives
Genre: Fantasy
Text Type: Picture Book

Word Count: 53
Theme/Idea: using your skills; working together

Making Connections: Text to Self

Have children describe bands they have seen and heard play in a park, at school, on TV, or other places. Ask: *What instruments did the members of the band play? How big or small was the band? How well did they play together?*

Discuss the kinds of music the children enjoy and the ways they have enjoyed music at home and at school. Ask: *What is a favorite song of yours? Why do you like it?*

For additional teaching ideas and resources, see <http://www.dsokids.com/listen/instrumentlist.aspx>.

Vocabulary

High-Frequency Words: and, at, but, can, I, look, me, not, play, said

Related Words for Discussion: everyday, improve, plan, practice, time

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 appears at the top of each page. Sentences are very short, and they include many high-frequency words. If needed, guide children in recognizing these words. The colorful, fun illustrations provide support.

Content Children should be familiar with bands and the instruments shown in the book. Use the cover of the book to review the concept of instruments if needed.

Praise children for specific use of “Behaviors to Notice and Support” on page 99 of the *Guided Reading Teacher’s Guide*.

Challenging Book Features

Text The text on each of the first three spreads is very similar, but the order of the text changes somewhat. Encourage children to read carefully and notice how the text on pages 2, 4, and 6 is the same and how it is different.

Vocabulary The author uses onomatopoeic words for the sound each instrument makes. Have children turn to page 3 and use their phonics skills to read the text. Explain that *Bang! Bang!* are words that sound like the sound a drum makes. Page through the book and read the other onomatopoeic words to ensure children know how to read these words.

LEVEL D

ELL Bridge

Use the website listed in “Making Connections” to let children hear how several different instruments sound, including those instruments pictured in the book: drums, double bass, and trumpet. Encourage children to use words such as *bang*, *strum*, and *toot* to describe the sounds the instruments make.

Developing Comprehension

Thinking Within the Text

Have children use the cover of the book to view the band as a group. Name the instruments for children. Then ask: *What does the dog play?* (drums) *What does the cat play?* (double bass) *What does the rabbit play?* (trumpet) *What part does the bird have in the band?* (singer)

Thinking Beyond the Text

Discuss how the people in a band have to practice often so that they play together as a group and the music sounds good. Ask: *How might the music sound if the band did not practice a lot?* *How is a band like a sports team?* (Everyone needs to work together to be successful.)

Thinking About the Text

Have children think about why the author has each character say *Look at me*. Discuss how the animals are proud of what they can do. Ask: *Do you say the words "Look at me" when you can do something well or when you aren't sure of yourself?*

Distinguishing Fantasy From Reality

Explain that in some stories, animals can do things that usually only people do, such as speak, wear clothes, and do work. These stories are fantasies because they show things that would not happen in the real world. Ask:

- *What is each animal wearing that animals do not usually wear?* (Dog is wearing sunglasses. Cat is wearing a hat. Rabbit is wearing a sweater. Bird is wearing glasses.)
- *What is each animal doing that makes the animal like a person?* (Each animal is playing an instrument or singing in a band.)
- *How does using animals as the characters make the story a fantasy?* (Animals cannot really speak and play instruments.) *Do you think having animals as the characters makes the story more fun? Why?*

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

End Punctuation

Review with children the different punctuation used to end a sentence. Talk about how a sentence ending with a period or an exclamation point would be read.

- Have children turn to page 8. Have children identify the end punctuation in each sentence. Then read aloud each sentence to model how to read a statement and an exclamation. Have children repeat.
- Encourage children to choose another page and point out end punctuation. Demonstrate how to read the sentences and have children read after you.

Developing Fluency

Explain that an exclamation point shows strong feeling. Have children point to the exclamation points on pages 4 and 5. Model fluent reading of the pages. Then have children chorally read the rest of the book with you.

Oral Language/Conversation

Talk About Practice Discuss how everything we do gets better the more we practice doing it, including reading and writing.

Extending Meaning Through Writing

- Invite children to draw and label an instrument they would like to play. **(Label)**
- Have children complete the following sentences with a skill they have: *Look at me. I can _____.* **(Narrative)**

Connecting to Everyday Literacy

Explain that sometimes after people listen to musicians play at a concert or in a show, they write reviews of the music. In their reviews, they might try to persuade people to see or not to see the performance. To link children to real-world persuasive text, read from a review of a musical performance. For other examples of persuasive text, go to <http://www.spaghettabookclub.org/>. Read one of the children's book reviews. Decide if the writer is trying to persuade the reader to read or not to read the book.

A Day at the Beach



Summary & Standard

A family of penguins gets ready for a fun day at the beach. Read the story to see what they take with them. Children will use their knowledge of phonics to recognize letter patterns and to translate them into spoken language.

Author: Kate Sinclair

Word Count: 73

Genre: Fantasy

Theme/Idea: gathering things to take to the beach; taking a family trip

Text Type: Picture Book

Making Connections: Text to World

Invite children to tell about day trips they have taken with their families or activities they have done. Ask: *How did you travel? Where did you go? What did you bring with you?*

To extend the real-world connection, point out that the family in this book has planned to visit the beach. Encourage children to tell about things they might see at a beach. Ask: *What animals are at the beach? What is the sand like? What is the water like? What things do people take with them to a beach? What do people do at the beach?*

For additional teaching ideas and resources about beaches, see <http://www.epa.gov/beaches/kids/about-beaches.html>.

Vocabulary

High-Frequency Words: a, all, at, have, I, the, they, to, went

Related Words for Discussion: ball, blanket, drink, food, games, napkins, paper plates

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 story text has a clear pattern and includes repetition of a particular sentence. Colorful illustrations support the text.

Vocabulary The author uses simple vocabulary, including words for common items, such as *chairs* and *shovels*. Even children who have not been to a beach will be familiar with using these items around their homes.

Praise children for specific use of “Behaviors to Notice and Support” on page 99 of the *Guided Reading Teacher’s Guide*.

Challenging Book Features

Text The setting and time of the final page shifts from that of the rest of the book. Be sure children understand this shift. Also, the final page of the book does not follow the pattern of the rest of the book. Help children use decoding and recognition to read the words.

Content Some children may not have had the experience of going to a beach. Supplement “Making Connections” with a discussion of pictures of people playing on beaches. Build understanding of why each of the items the family has would be useful at the beach.

ELL Bridge

Be sure children know the nouns for each item the family takes to the beach. Point to the illustrations of chairs, towels, pails, shovels, and hats. Say the word that names each object. Have children echo after you. Act out using each item, and have children imitate your actions while repeating the words.

Developing Comprehension

Thinking Within the Text

Check children's understanding of the main idea and details of the book. Ask: *What was the book about?* (A penguin family gets ready to go to the beach. They work together to take everything they need.) *What did they take with them?* (chairs, towels, pails, shovels, and hats)

Thinking Beyond the Text

Have children use the illustration of the beach on page 8, along with prior knowledge, to think of additional things a family might take to the beach. Ask: *What other things could the family take?* For each response, ask: *How would they use it? Why would that be a good idea?*

Thinking About the Text

Remind children that most of the story takes place as the family prepares to go to the beach. At the end of the story, however, the family is at the beach. Ask: *What did the family do at the beach?* (play in the sand) *Did the text tell you this?* (no) *Then how do you know?* (The illustration shows the family digging and playing in the sand.)

Recognizing Patterned Text

Explain that sometimes an author repeats parts of a sentence in a book. Point out that recognizing sentence patterns can help children read.

- Have children look at pages 2 and 4. Point out how the sentences on these two pages are alike. The first sentence on each page tells who is talking. Ask children to identify the speaker of each sentence.
- Read the second sentence on each page. Point out to children that these sentences are exactly the same.
- Finally, read the last sentences on the two pages. Point out that these sentences are almost the same. Have children identify what is different about them. (The last word is different, showing that each person is taking a different thing.)

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 Consonant t

Remind children that the letter *t* makes the sound we hear at the beginning of the word *take*.

- Have children revisit page 2. Point to the word *tells* and say: *This is the word tells. It begins with the sound /t/. Find another word on this page that begins with the sound /t/.* (to)
- Tell children to look for two more words in the book that begin with /t/. (Teddy, towels) Have them name classroom items that begin with initial *t*.

Developing Fluency

Display the book as you read the text with expression, emphasizing the new item on each page. Then have children choral-read with you.

Oral Language/Conversation

Plan a Picnic Ask partners to pretend they are going on a picnic in the park. Tell them to talk about what they would take on the picnic.

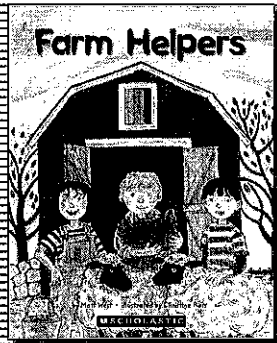
Extending Meaning Through Writing

- Tell children to draw a picture of people playing on a beach. Ask them to label items in the picture. (**Label**)
- Ask children to think of an activity they would like to do with their family, such as building a bird feeder or playing a sport. Tell them to list the supplies and tools they would need. (**List**)

Connecting to Everyday Literacy

Have children revisit the picture of the penguin family on the beach on the last page of the book. Point out that sometimes advertisements are written to persuade people to visit a certain place. To link children to real-world persuasive text, show them a travel brochure. For more persuasive text, go to http://www.vbfun.com/visitors/articles/live_the_life_kid_style.aspx. Ask: *What would make children want to visit Virginia Beach? What words are used in the advertisement that would persuade you to want to go there?*

Farm Helpers



Summary & Standard

In this story, Meg, Jack, and Tom help their family work on the farm—and have fun while they do their work. Children will use phonics to decode and read one-syllable and high-frequency words.

Author: Matt West

Genre: Realistic Fiction

Text Type: Picture Book

Word Count: 63

Theme/Idea: using teamwork; the good feeling you get from a day's work

Making Connections: Text to World

Most children will be familiar with helping their family do household chores. Encourage children to share the kinds of chores they help with at home.

Extend the real-world connection by pointing out that families who live on a farm have additional chores that include caring for the farm animals or the plants that grow on the farm. Ask: *What kinds of animals live on a farm? What plants grow on a farm?*

For additional teaching ideas and resources, see <http://nationalzoo.si.edu/Animals/KidsFarm/default.cfm>.

Vocabulary

High-Frequency Words: and, can, help, said, the, to, we

Related Words for Discussion: chores, cleaning, organize, sharing, teamwork

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 is large and evenly spaced. The text on pages 2–7 follows a pattern. Guide children in recognizing the pattern. The illustrations provide support.

Vocabulary Children can use phonics skills to help them read the characters' names, and they can use the illustrations to help them read the farm-related words *sheep*, *eggs*, and *berries*.

Praise children for specific use of "Behaviors to Notice and Support" on page 99 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text The pattern of text that is established on pages 2–7 is broken on page 8. Encourage children to read the last page carefully and to use decoding skills for unknown words.

Content Urban and suburban children may be unfamiliar with farm life. Help them build background knowledge by using the illustrations. Point to the following things in the illustrations and say the words that name them: barn, hay, pitchfork, sheep, chickens, and pen. Have children repeat the words after you.

ELL Bridge

Have children pantomime the actions of each of the children in the story. As children pantomime feeding the sheep, discuss how the hay might feel in their arms. (lightweight, scratchy) As they pantomime getting the eggs, discuss how they need to hold the eggs so the eggs don't break. As they pantomime picking the berries, discuss what the berries look like. Encourage children to use the discussion vocabulary in sentences about the chores in the story.

Developing Comprehension

Thinking Within the Text

After reading the question on pages 2, 4, and 6, have children use the illustration to answer the question. Ask: *What is [name] doing to help on the farm?* Then read the response on the next page to verify children's interpretation of the illustration.

Thinking Beyond the Text

Discuss life on a farm and chores other than the ones named in the book. Encourage children to use the illustrations to identify chores such as feeding the chickens, milking cows, or grooming horses. If children have prior knowledge about farm life, invite them to share their experiences. Ask the class: *Would you like to live on a farm? Why or why not?*

Thinking About the Text

Have children point to the adults in the pictures and notice that the author does not name them. Discuss who the adults might be (parents, grandparents, aunt and uncle). Have children consider why the author does not name them. (The focus in this story is on the children and how they help.)

Recognizing Setting

Remind children that the setting of a story is where and when it takes place. Say:

- *Look at the picture on pages 2-3. Where does the story take place? (on a farm) What is the big red building in the picture? (a barn) What is the barn used for? (to store tools and hay and as a place for the animals when they are not outside)*
- *Do the people live in the barn? (no) Where does the family live? (in a house on the farm that is not shown in the pictures)*
- *Why is the setting important to this story? (The farm is where the family lives and works. The story is about how the children help with work on the farm.)*

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 Long e

Remind children that the letters ee can stand for the long-e vowel sound. Present some examples by saying *tree*, *see*, and *bee*.

- Have children turn to page 3. Point out the word *feed*. Tell children that *feed* has the long e sound. Explain that the letters ee stand for the long e sound in this word.
- Then read the word *sheep*. Ask children to listen for the long e sound as you say the word. Ask: *What letters stand for the long e sound in sheep? (ee)*

Developing Fluency

Model fluent reading of pages 2 and 3. Point out that your voice rises at the end of a question and drops at the end of a statement. Have children read the pages with you. Then have partners read the pages two more times.

Oral Language/Conversation

Talk About Helping Discuss how important it is for everyone in a family or a classroom to help as best as he or she can to get the work done.

Extending Meaning Through Writing

- Have children draw their favorite farm animal and label it. **(Label)**
- Have children complete this sentence frame with how they help at home:
I can help _____ at home. Have them draw a picture to support the sentence. **(Narrative)**

Connecting to Everyday Literacy

On the farm, the children collect eggs and berries. Ask how the family might use these products. To link children to real-world procedural text, share a recipe for blueberry muffins or an omelet. Discuss the importance of using correct ingredients and following the sequence of steps. For more examples of procedural text, go to <http://www2.scholastic.com/browse/article.jsp?id=3750050>.

Ice Cream

GUIDED READING PROGRAM Text Types



Summary & Standard

The ice cream stand in the forest is open. Some animals want one scoop. Some animals want two scoops. But Moose wants ten scoops! Could he be really hungry? No—he's having a party! Children will read simple sentences.

Author: Briar Wilton

Genre: Fantasy

Text Type: Picture Book

Word Count: 74

Theme/Idea: sharing with friends;
being polite

LEVEL D

Making Connections: Text to Self

Most children will be familiar with eating ice cream. Discuss going to an ice cream store, choosing a flavor, and ordering one or two scoops of ice cream in a cone.

Extend the connection by pointing out that each of the animals in the story they will read has good manners and says "please" when asking for ice cream. Ask: *What word do you say when asking for something?* (please) *What do you say when you receive something?* (thank you)

For more information about teaching children manners, see <http://life.familyeducation.com/manners-and-values/parenting/34452.html>.

Vocabulary

High-Frequency Words: and, for, little, my, one, said, two

Related Words for Discussion: friends, home, party, please, school, thank you

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 consistently placed at the top of each page. The text on pages 2–6 follows a pattern. Guide children in recognizing the pattern. The illustrations help provide support.

Content Children will understand the concept of ordering an ice cream cone. They should enjoy reading to discover why Moose wants so many more ice cream scoops than the other animals do.

Praise children for specific use of "Behaviors to Notice and Support" on page 99 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text The pattern of text that is established on pages 2–6 is broken on pages 7–8. Encourage children to read carefully and use the illustrations for support.

Vocabulary Help children use the illustrations to read some of the difficult vocabulary words, such as the names of the animals and the words *ice cream*, *scoop*, and *scoops*.

ELL Bridge

Review the words for the numbers one through ten. Have children count out groups of classroom objects to show the number. Then have children hold up the correct number of fingers as you say a number, one through ten. Encourage children to find pictures of animals in the book, using their fingers to show numbers one and two. Last, on page 8 of the book, count together the number of ice cream scoops for Moose's friends at the party.

Developing Comprehension

Thinking Within the Text

Review with children how many scoops of ice cream each animal requested. Ask: *When you first read that Moose wanted ten scoops of ice cream, did you think it was because of his size? Did you think he was selfish? What did you think of Moose when you read the real reason he wanted so much ice cream?*

Thinking Beyond the Text

Have children discuss the importance of good manners for getting along and sharing. Ask: *Why should you always ask politely for something you want? How would you feel if someone took something of yours without asking?*

Thinking About the Text

Have children notice how the author uses page 7 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 Little Frog feels.

Recognizing Story Structure

Remind children that an author tells a story through a series of events. The order or sequence of these events makes up the plot of the story. Say:

- On pages 2–5, four different animals order ice cream from Little Frog. Who orders first? (Rabbit) Who is next? (Little Bird) How many scoops do Rabbit and Little Bird want? (one) Who orders next? (Fox) Who is next? (Little Mouse) How many scoops do Fox and Little Mouse want? (two)
- On page 6, Moose orders ice cream. How many scoops does Moose want? (ten)
- What happens next in the story? (Little Frog gets upset.) How does the story end? (Moose tells Little Frog he wants the ice cream to share with his friends.)

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

Contractions

Remind children that a contraction is a word made from two words. An apostrophe is used in place of the missing letters.

- Write *I will* and *I'll* (pages 3 and 5) on a chart or on the board and read them. Explain that *I'll* is a contraction of *I will*. Have children read the words with you. Point out the apostrophe and the letters it replaces. Continue with *that's* (page 7) and *I'm* (page 8).

Developing Fluency

Model fluent reading of pages 2 and 3. Point out how you pause at a period and at a comma. Have children read the pages with you. Then have the group read the pages two more times. Be sure they are pausing appropriately at punctuation.

Oral Language/Conversation

Talk About Manners Discuss how good manners are important whether you are at school, home, a store, or a party.

Extending Meaning Through Writing

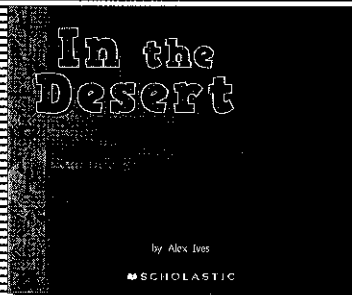
- Have children draw an ice cream cone they would like with one or two scoops. Have them label their drawing with the appropriate number of scoops. (**Label**)
- Have children complete this sentence frame with their favorite party food: *I like to eat _____ at a party.* Have them draw a picture to support the sentence. (**Narrative**)

Connecting to Everyday Literacy

In the story, Little Frog has an ice cream business. To link children to real-world persuasive text, share a newspaper ad for ice cream or an ice cream shop. Read the ad to children and discuss the ad's purpose. Ask: *Is the ad appealing? Why or why not?* For more persuasive text about media and advertising, go to <http://pbskids.org/dontbuyit/advertisingtricks>.

In the Desert

GUIDED READING PROGRAM Text Types



Summary & Standard

This book introduces the sights and sounds of some plant and animal life in the desert. Children will use pictures and context to assist comprehension.

Author: Alex Ives
Genre: Informational Text
Text Type: Picture Book

Word Count: 35
Theme/Idea: discovering the sights of the desert; using the senses for discovery

Making Connections: Text to World

To help children who are unfamiliar with the desert make connections to this environment, bring some sand and a cactus to the classroom. Warn children of the sharp spines on the cactus. Discuss how the spines help protect the cactus. Extend the real-world connection by explaining that a desert is usually a very hot and dry place where most plants and animals could not live. However, some plants and animals do live there. For more information about plants and animals of the desert, see <http://www.desertmuseum.org/kids/oz/long-fact-sheets/>.

Vocabulary

High-Frequency Words: a, in, see, the, you

Related Words for Discussion: adapt, cactus, heat, leaves, live, spines, survive

Genre

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 There are no more than two short lines of text on each page. Each sentence starts with the same five words. The detailed photographs clearly support the text.

Vocabulary Children can use phonics skills and their knowledge of high-frequency words to decode and/or read much of the text. They can use the photographs to help them read the content words *snake*, *tail*, *flower*, and *cactus*. Praise children for specific use of “Behaviors to Notice and Support” on page 99 of the *Guided Reading Teacher’s Guide*.

Challenging Book Features

Text Children may be confused by the ellipses on pages 3, 5, and 7. Explain that each time three dots are used, the author has spread one sentence across two pages. The ellipsis is a punctuation mark that indicates a break. It tells the reader to stop and that there is more to come.

Content Help children unfamiliar with desert life build background knowledge. Use the photos on pages 2 and 4 to explain that some parts of a desert get enough rain for some plants and animals to live there (page 2), but that some parts are so hot and dry that no plants or animals can survive (page 4).

ELL Bridge

Have children who have lived in desert areas of other countries describe the weather, animals, and plants they can remember, or describe the desert yourself. As you use words to describe it, demonstrate appropriate gestures for the hot sun and hot sand, the sharp spines of the cactus, the sight of a rattlesnake, and so on. Encourage children to use these gestures as they repeat the words and use them in sentences.

LEVEL D

Developing Comprehension

Thinking Within the Text

Review the five senses with children and explain that we can use our senses to learn about new places. Discuss how the text connects with the reader's sense of touch, hearing, and sight.

Thinking Beyond the Text

Discuss the ways in which plants and animals in the desert are alike or different from plants and animals in your neighborhood. Explain that the plants and animals of the desert have adapted to the hot, dry climate. For example, many desert animals sleep underground during the day and come out at night when it is cooler. Ask: *Would you like to live in the desert? Why or why not?*

Thinking About the Text

Point out that the author uses the photo on page 2 to show a wide view of a desert and uses other photos to zoom in on the sand, snake, and cactus. Encourage children to evaluate whether this is a good way to learn about a new place and ask how they could use this approach to teach someone about their neighborhood or park.

Making Predictions

Although children may be eager to turn the page to finish each sentence, encourage them to pause and predict what they may feel, hear, or see in the desert. Say:

- *We can use what we already know along with the photos in the book to predict, or make a guess, about what we will read next. Making predictions and then checking our predictions help us think about and understand what we read.*
- *What do you think we could feel in the desert? (page 3) What do you think we could hear in the desert? (page 5) What do you think we could see in the desert? (page 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

One- and Two-Syllable Words

Explain that a syllable is a word part with one vowel sound and that most of the words in the book have one syllable. Read a few one-syllable words and clap once. Have children read and clap with you.

- Write *desert* on a chart or on the board and model reading it as you clap twice. Then draw a line between the two syllables. (des-ert) Have children read and clap with you.
- Continue with *rattle*, *flower*, and *cactus*. (rat-tle; flow-er; cac-tus)

Developing Fluency

Explain that the words in a sentence are grouped in phrases that should be read together. Point out that each line of the text is a phrase. Model chunking each line with a slight pause after each phrase. Have children read chorally with you.

Oral Language/Conversation

Talk About Adaptations Discuss how plants and animals adapt to fit the place where they live. For example, a cactus has spines instead of leaves.

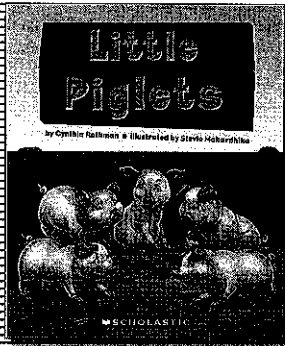
Extending Meaning Through Writing

- Have children draw something they might see in a desert and label it. **(Label)**
- Have children complete this sentence frame with the sound of an animal they can hear in a nearby park: *In the park you may hear _____*. Have them draw a picture to support the sentence. **(Narrative)**

Connecting to Everyday Literacy

The book shows sights and sounds of a desert. To link children to real-world persuasive text, share a travel brochure for a desert area, perhaps of the American Southwest. Discuss with children why someone might want or not want to visit a desert. Ask: *Which words help make you want to visit this place?* For more persuasive text to discuss, go to <http://www.dbg.org/>.

Little Piglets



Summary & Standard

While Mother Pig searches for her lost piglets, she sees several other farm animals—but where are her little piglets? They were all very tired and have fallen asleep. Children will use pictures and context to assist comprehension.

Author: Cynthia Rothman

Genre: Fantasy

Text Type: Picture Book

Word Count: 97

Theme/Idea: searching for something you want to find; recognizing farm animals

Making Connections: Text to World

Invite children to share what they know about farm animals. Many children will have seen animals at a petting zoo, on a farm, in movies, or on nature shows.

Extend the connection by telling children that they will read about a mother pig who searches for her piglets. Ask children if they have ever searched for a lost pet or toy. Ask: *What did you do? Where did you look? How did you feel?*

For more information about farm animals, see <http://www.animalcorner.co.uk/farm/farm.html>.

Vocabulary

High-Frequency Words: and, are, but, by, five, for, her, I, little, look, my, not, said, sees, she, the, them, then, there, where, will

Related Words for Discussion: barn, crops, farmer, food, harvest, tractor

Genre/Text Type

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

Supportive Book Features

Text The patterned text is used repeatedly to give readers support. Each page contains a few short sentences. Illustrations that correspond to the text provide support for readers' understanding of the story.

Content The content of the story will probably be familiar to children. They will recognize the types of animals found on a farm.

Praise children for specific use of "Behaviors to Notice and Support" on page 99 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text The pages with patterned text should make reading comfortable for children, but point out that the text on pages 6–8 does not follow the pattern. Discuss what is happening in the pictures before reading pages 6–8.

Vocabulary Though children will understand most of the vocabulary, some words may be unfamiliar or difficult for them, such as *piglets* and *ducklings*. Review these words with children and use picture clues to identify the meanings prior to reading.

LEVEL D

ELL Bridge

Review the names of the baby animals in the book. Make word cards for *piglets*, *ducklings*, *chicks*, *lambs*, and *kittens*. Cut out and display pictures of each animal. Then retell the story with children. Display the piglets picture and say: *Mother Pig is looking for her piglets. But these are not her little piglets.* Have a volunteer select an animal picture and say: *She sees little ____.* Have another child find the corresponding word card. Have children repeat with the remaining animal pictures. Finish the story by saying: *Finally, Mother Pig sees her little piglets.*

Teaching Options

Developing Comprehension

Thinking Within the Text

Ask children to recall Mother Pig's problem and her solution in the story. Remind children that at the start of the story Mother Pig is looking for her piglets. Have children recount which animals she encounters before finding her piglets at the end of the story.

Thinking Beyond the Text

Ask children how Mother Pig probably feels as she searches for her piglets. Have children look closely at Mother Pig's facial expressions in the illustrations. Ask: *What would you have done if you were Mother Pig?* Talk about how Mother Pig feels at the end of the story. Ask: *What could Mother Pig say to express how she feels when she finds her piglets?*

Thinking About the Text

Point out that the words *Mother Pig* are capitalized in the story, signaling that it is the pig's proper name. Ask children to look at the other animal words in the story. Note that each begins with a lowercase letter. Ask why children think the author didn't use proper names for the other animals.

Recognizing Patterned Text

Remind children that this story has a pattern. It uses many of the same words in the same order over and over again to make the story easier for readers to understand.

- Read aloud page 3 of the story. Then read page 4. Ask: *Which words in these sentences repeat? Which words have changed?*
- Continue with page 5. Ask: *Which words have changed?*
- Have children point to the sentence that is the same on pages 3, 4, and 5. Lead them to observe that the information that changes on each page is the location and the animal Mother Pig sees.

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 *animals*, is called a plural. A plural often ends in s.

- Have children look at the title of the book, *Little Piglets*. Ask if *Piglets* means one or more than one. Note that the word *piglet* (without an s) means one piglet. Ask children why the book is called *Little Piglets*.
- Ask children to flip through the book and identify other examples of plurals (e.g., *ducklings, chicks, lambs, kittens, tails*). Point out that *sees* and *looks* are action words, not plurals. Work with children to turn each plural word into its singular form by removing the s.

Developing Fluency

Have children read the book with a partner. Ask them to take turns reading page by page. Model as needed.

Oral Language/Conversation

Talk About Farms Lead a discussion about farms. Ask children what happens on a farm. Ask: *Why are farms important?*

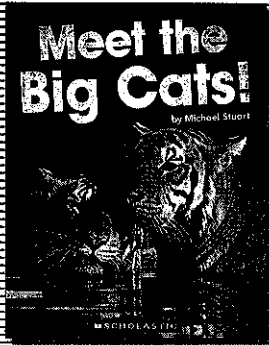
Extending Meaning Through Writing

- Have children write an additional page of patterned text using a new location and a new farm animal. **(Narrative)**
- Have children list the animals Mother Pig saw and illustrate each animal. **(List)**

Connecting to Everyday Literacy

In the story, Mother Pig searches for her piglets. Review where she looked in the order she followed. Tell children that following steps, or directions, is important when making things, too. For procedural text to follow, go to <http://www.allkidsnetwork.com/crafts/animals/farm/pig-craft.asp>. Read through the list of materials and the directions for making the Pig Craft.

Meet the Big Cats!



Summary & Standard

This informational book tells about big cats, including lions, tigers, leopards, and cheetahs. Children will use phonics to decode and read one-syllable and high-frequency words.

Author: Michael Stuart
Genre: Informational Text
Text Type: Picture Book

Word Count: 63
Theme/Idea: learning about big cats; describing animals

LEVEL D

Making Connections: Text to World

Children will most likely have prior knowledge of the big cats featured in the book. Invite children to share what they know about lions, tigers, leopards, and cheetahs. Record this information in the first column of a K-W-L Chart.

Extend the real-world connection by asking children what they would like to learn about big cats. Record this information in the second column of the chart.

For facts and photos of big cats, see <http://nationalzoo.si.edu/Animals/PhotoGallery/GreatCats>.

Vocabulary

High-Frequency Words: a, big, black, fast, go, has, in, is, it, runs, see, the, this, too

Related Words for Discussion: chase, dangerous, fast, hunt, strong

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 type is large. Most of the information is presented in an easy-to-follow, repetitive text pattern. The text is supported by photographs.

Content Because each animal is shown in colorful photographs, children will readily understand that the book presents information about each animal's physical appearance and actions.

Praise children for specific use of "Behaviors to Notice and Support" on page 99 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text Children may be surprised that the text on page 8 does not follow the pattern established on the preceding pages. Point out that, though the pattern is different, this page presents the same type of information as the previous pages.

Vocabulary Children may need help reading some of the animal names, such as *leopard* (page 6) and *cheetah* (page 8). You may want to sound out words to support fluency.

ELL Bridge

Review reading high-frequency words with children. Remind them that they can learn to read certain words by reading them repeatedly. On a chart or on the board, write the high-frequency words under Vocabulary. Say each word aloud, having children repeat the word. Use the words to create a sentence. For example, *It runs fast*. Then have each child create his or her own sentence with a word from the list.

Developing Comprehension

Thinking Within the Text

Ask children to summarize the information about each big cat. Record each fact on a chart or on the board. Guide children to categorize the facts, telling whether each fact relates to the animal's physical appearance or its actions.

Thinking Beyond the Text

Have children review the K-W-L Chart from Making Connections. Ask: *What did you learn about big cats?* Record children's responses in the third column of the chart. Ask: *What else would you like to learn about these animals? What resources could you use to find this information?*

Thinking About the Text

Point out that most of the text in the book follows a pattern. Read aloud pages 2, 4, and 6. Ask children to identify the words that are used in the same order over and over again. Ask: *Why do you think the author used a pattern for the words in this book? How does using a pattern help readers?*

Using Picture Details

Point out that some books have photographs instead of drawings. Details in photographs help readers understand the written information.

- Ask children why they think the author chose to use photographs rather than illustrations for this book. Ask: *How do the photographs make the book more interesting?*
- Point out that the photographs show details stated in the text. Reread page 2. Ask: *Which detail from the text is shown in the photograph of the lion?* Repeat with other descriptive details and photographs.
- Ask children what additional information they can learn about the animals by looking carefully at the photographs.

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

Consonant Blends

Remind children that consonant blends are two or three consonants that appear together in a word, such as *block* and *strip*. The sounds of the consonants are blended together.

- Ask children to turn to page 4 and find the word *black*. Write *black* on a chart or on the board and circle the blend. Have children say /b/ /l/, *black* with you.
- Then explain that there is a word on page 4 with a three-letter blend. Guide children to find *stripes*. Write *stripes* and circle the blend. Say /s/ /t/ /r/, *stripes*. Ask children to repeat after you. Follow the same procedure with *swim* (page 5), *spots* (page 6), and *tree* (page 7).

Developing Fluency

Model reading a sentence and have partners repeat to each other after you. Emphasize proper phrasing, intonation, and rhythm.

Oral Language/Conversation

Talk About Big Cats Lead a discussion about big cats. Ask: *How are all big cats the same? How are they different? Where do big cats live?*

Extending Meaning Through Writing

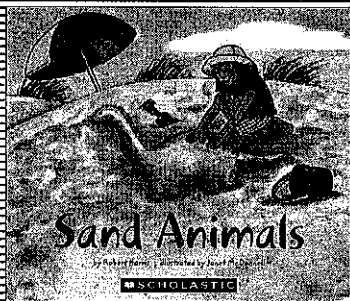
- Have children write a paragraph about a big cat using information from both the text and the photographs. (**Expository**)
- Have children draw a picture of a big cat and describe their picture using frames: *A ____ is a big cat. It has ____.* (**Descriptive**)

Connecting to Everyday Literacy

Explain to children that some big cats are found in zoos, along with many other animals. To link children to real-world expository text about wild animals, display animal facts and photos from a local zoo website. Discuss why a zoo website is a good source of information. For more examples of expository text, go to <http://www.sandiegozoo.org/animalbytes/a-mammal.html>.

Sand Animals

GUIDED READING PROGRAM Text Types



Summary & Standard

In this colorfully illustrated story, three children build sand animals at the beach. Which one will their friend Peg like best? Peg thinks all three sand animals are the best she's ever seen! Children will use pictures and context to assist comprehension.

Author: Robert Harris
Genre: Realistic Fiction
Text Type: Picture Book

Word Count: 88
Theme/Idea: making sand formations; competing can be fun

LEVEL D

Making Connections: Text to Self

Invite children to talk about a time they have played in the sand. Ask: *Did you make anything in the sand? What did you make? Did anyone tell you they liked what you made?*

Extend the connection by telling children that they will be reading a story about three children who build sand animals at the beach and ask a friend which one she likes best.

For photographs and information to share about making sand sculptures, see http://www.friendsofthedunes.org/news/sand_sculpture_festival/2008.

Vocabulary

High-Frequency Words: at, best, do, like, looked, which, you

Related Words for Discussion: beach, pail, sand, shovel, water

Genre/Text Type

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

Supportive Book Features

Text A A similar sentence pattern is used throughout most of the story. With the exception of the last two pages, all of the sentences begin with the same stem. The colorful, detailed illustrations offer support for the text.

Content The book features the familiar topic of making sand sculptures. Even children who live far from beaches can identify with creating something out of sand or another moldable material, such as clay. Children should also understand the concept of competing with others. Praise children for specific use of "Behaviors to Notice and Support" on page 99 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text Some children may not understand that quotation marks indicate someone in the story is speaking. Guide children to understand the use of quotation marks.

Vocabulary Although children will most likely be familiar with the word *dinosaur*, they may not recognize it in print. Relate the word to the accompanying illustration to help children make the connection.

ELL Bridge

Invite children to sculpt animals using sand or clay. As children make their sculptures, guide them to name the animal they are making. When they are finished, give children index cards and ask them to write or help them write the name of the animal they made. Collect the index cards and mix them up. Have children draw a card and place it in front of the correct animal.

Developing Comprehension

Thinking Within the Text

Ask children to name what the children in the story made. Then have them recall what Peg said about the sand animals.

Thinking Beyond the Text

Direct children's attention to the illustration on page 8. Ask: *How do you think the children feel about Peg's answer? Why do you think they feel this way?* Encourage children to share how they felt when someone liked something they and their friends or classmates made.

Thinking About the Text

Point out that the children in the story ask Peg twice which sand animal she likes best: before she looks at the animals and then again after she looks at the animals. Ask: *Why do you think the author started the story with this question?* (to let readers know what the story will be about) *Why do you think the author ended the story with this question?* (to let readers know Peg's answer)

Identifying Setting

Remind children that setting is where the story takes place. Explain that readers can identify the setting from clues in the text and pictures.

- Have children turn to pages 2 and 3. Invite children to discuss the setting using clues from the picture. Ask: *Where does this story take place?* (at the beach) Guide children to name things that show the story takes place at the beach. (sand, beach umbrella, pails, shovels, sun hats) Point out that even though the characters are not wearing swimsuits, they are still dressed appropriately for fun at the beach.
- Reread the text on page 2. Ask: *What word gives you a clue that this story takes place at the beach?* (sand)

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 Vowels e and a

Remind children that the sound of short e is /e/.

- Read aloud page 2. Have children find the word *Peg*. Ask children to point to e and say the vowel sound together. Help children find another word with the short-e vowel sound. (*best*)
- Continue by reminding children that the sound of short a is /a/ and have children look for words in the story with short-a vowel sound. (*at, sand*)

Developing Fluency

Model reading each page with intonation. Have children repeat after you. Remind them to make their voice go up at the end of a sentence when they see a question mark and to read with enthusiasm when they see an exclamation point.

Oral Language/Conversation

Talk About Making Sand Animals Discuss with children where they would make a sand animal and what they would need to make it.

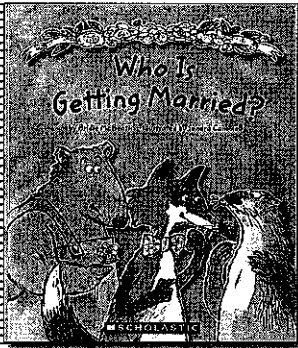
Extending Meaning Through Writing

- Have children draw and label a sand animal they would like to make. (**Label**)
- Using shared writing, create a class story about making sand animals and showing them to a friend. Follow the sentence patterns in the story, substituting characters' names and types of animals as appropriate. (**Narrative**)

Connecting to Everyday Literacy

This story is set at a beach on a sunny day. Explain that when people are out in the sun for any length of time, they should always wear sunscreen. Ask: *What other ways can you protect yourself from the sun?* To link children to real-world expository text, share articles on sun protection and safety. For more examples of expository text, go to <http://www.epa.gov/sunwise/kids/index.html>.

Who Is Getting Married?



Summary & Standard

Wedding bells are ringing, but who is getting married? The animals will soon find out! Children will use pictures and context to assist comprehension.

Author: Bridie McBeath
Genre: Fantasy
Text Type: Picture Book

Word Count: 98
Theme/Idea: celebrating a wedding;
finding answers by asking questions

Making Connections: Text to Self

Invite children to share what they know about wedding celebrations. Talk about the things you might see at a wedding celebration. Ask: *How might you know that someone is getting married?*

Extend the connection by telling children that they will be reading a story about two animals that are getting married. Explain that the sound of wedding bells lets the other animals know that someone is getting married.

For wedding scenes to print and color, see <http://parenting.leehansen.com/downloads/coloring/wedding/index.htm>.

Vocabulary

High-Frequency Words: are, could, getting, I, is, not, said, who

Related Words for Discussion: cake, ceremony, flowers, gown, music, rings, tuxedo

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 first five pages of the story have the same number of sentences and follow a similar pattern. This allows children to anticipate what will happen next. Playful illustrations offer additional support for the text.

Content Many children will be familiar with the idea of wedding bells being rung at weddings. As each new animal character hears the bells, children will read on to discover which animal is getting married.

Praise children for specific use of “Behaviors to Notice and Support” on page 99 of the *Guided Reading Teacher’s Guide*.

Challenging Book Features

Text Each page has a sentence that runs to a second line. Children might think the additional line is a separate sentence. Remind them to continue reading and stop only when they reach the punctuation at the end of the sentence.

Vocabulary Children may be unfamiliar with some of the animals, such as the badger or otter. Point to the appropriate picture when reading each animal’s name.

ELL Bridge

Invite children to perform a choral reading of the book. Ask children to read together the first two sentences on pages 2–7. Then have different children take turns reading the line, “*Not I,*” said Bear, and so on, with each animal. When you get to the last page, have children read the sentences together. You may need to review the pronunciation of high-frequency words and animal names before you begin.

Teaching Options

Developing Comprehension

Thinking Within the Text

Ask children to recall how the animals knew someone was getting married. Then ask: *Who got married?*

Thinking Beyond the Text

Have children look at the illustration on page 8. Ask them to name the things in the picture that show the mice are getting married. Encourage children to share their own experiences of seeing bells, flowers, or special clothes at a wedding.

Thinking About the Text

Point out that the author begins every page (except the first and last) with the animal who says, "Not I" from the previous page. Ask children whether they liked this repetitive pattern and why.

Recognizing Patterned Text

Remind children that this story has a pattern. The characters repeat many of the same words over and over again throughout the story.

- Read aloud pages 2 and 3. Ask children to notice which words or sentences are repeated. Ask: *Which words are different?* (the animal names) Children may also notice a difference in the second sentences on both pages. On page 2, the question comes first, followed by *said Fox*. On page 3, the phrase *Bear said* introduces the question. Point out that despite this difference, the text still follows a pattern.
- Have children turn to pages 4 and 5. Ask: *What same thing do Otter and Raccoon say? Is this the same thing that Fox and Bear said or is it different?*
- Turn to page 7. Have children explain what is different about this page from previous pages. (It does not end with the phrase, "Not I.") Guide children to see that page 7 ends differently because the answer to "Who is getting married?" is revealed on the next page.

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 e

Remind children that the sound of short e is /e/. Give some examples by saying *bed, den, leg, and met*.

- Turn to page 2 and ask children to listen carefully as you read the word *bells*. Ask: *What vowel sound do you hear in bells?* Have children find other words on the page with the short e sound. (*wedding, getting*)

Developing Fluency

Echo-read the book with children, reading each sentence and having children repeat after you. Change the intonation of your voice for each animal and encourage children to do the same.

Oral Language/Conversation

Talk About Celebrating a Wedding Talk about what typically happens at a wedding celebration. Discuss special food, music, and clothing.

Extending Meaning Through Writing

- Have children make a list of animal guests that might attend the wedding of the mice. (**List**)
- Invite small groups of children to make class posters that show a traditional celebration (e.g., a wedding, a holiday, a birthday). Ask children to draw and label their pictures. (**Graphic Aid**)

Connecting to Everyday Literacy

Explain to children that it is common to send a greeting card to a wedding couple. Tell children that it is sometimes fun to make your own greeting cards. To link children to real-world procedural text, list steps for making a greeting card on the board. For another example of procedural text, see the how to make greeting cards activity at <http://tlc.howstuffworks.com/family/greeting-cards5.htm/>.