

GUIDED READING PROGRAM

Text Types



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

- **Bell**
- **Collections**
- **Eat Your Peas, Louise!**
- **Fish**
- **Fruit Trees**
- **I Love Rainy Days! (Noodles)**
- **Let's Play in the Forest While the Wolf Is Not Around!**
- **My New School**
- **Ring! Ring!**
- **Sammy the Turtle**

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ISBN-13: 978-0-545-31920-1 ISBN-10: 0-545-31920-X

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ISBN-13: 978-0-545-31920-1
ISBN-10: 0-545-31920-X



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ITEM S-HT5-31920-X



Summary & Standard

Bell, the cat, enjoys her life outdoors, but then her life changes. A boy and his father want her to be part of their family. Children will comprehend basic plots of a variety of fiction genres.

Author: Libby Brereton

Genre: Realistic Fiction

Text Type: Picture Book

Word Count: 110

Theme/Idea: not belonging to anyone; making a change

Making Connections: Text to World

Most children should be familiar with cats that are family pets and stay indoors all of the time. Point out that some cats live outdoors. Invite children to tell about pet cats they own or know.

Extend the real-world connection. Ask: *How do you think the life of a cat that lives with a family would be different from a cat that lives outdoors?*

Explain that some pet cats go outside to explore once in awhile, but do not stay out for long. Prompt children to talk about how outdoor cats get food, where they sleep, and how they play.

For fun facts and information about cats, see <http://www.catscans.com/facts.htm>.

Vocabulary

Essential Words: asleep, bowl, bridge, bush, food, home, stars

Related Words for Discussion: kind, night, outdoors, pet, shelter

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 composed of simple sentences. There is helpful picture support for the text. All the sentences begin with the subject *Bell* or *She*, except for the sentences on page 15.

Vocabulary The author has used familiar decodable and high-frequency words. Most of the words contain only one syllable.

Praise children for specific use of "Behaviors to Notice and Support" on page 100 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text The book is written as a narrative. However, on page 15 there is a shift to dialogue. Be sure children note and understand the shift. Point out the quotation marks and guide children in identifying the speaker on page 15.

Content The concept of a cat that lives in the wild rather than as a family pet may be new to some children. Explain that some cats are born outside and stay there for their entire lives. Then point out that some cats wander away from their owners or are let loose and live the rest of their lives as outdoor, wild animals.

ELL Bridge

In working with short *u* in "Developing Phonics and Word-Solving Strategies," be aware that *u* does not represent the same sound in some languages as it does in English. Provide additional practice. Write rows of rhyming short *u* words (*but, cut, hut; cub, hub, rub*) on the board. Read the words aloud emphasizing the sound of short *u* and have children repeat.

Developing Comprehension

Thinking Within the Text

Support children in retelling the main plot of the story. Ask: *Where did Bell live at the beginning of the story? What was her life like? How did Bell's life change at the end of the story?*

Thinking Beyond the Text

Ask children to speculate about Bell's life with Dad and Mike. Say: *Pretend you are Bell. Tell me about how you spend your day as part of this new family.*

Thinking About the Text

Ask children to turn to page 15. Ask: *How is this page different from all the others? (It does not tell a fact about Bell. It tells what someone said.) Who is talking? (Mike's father) What does he say? (Come back little cat! You can stay here.) How does that change Bell's life? (Bell stops living outdoors. She becomes part of a family.)*

Making Inferences

Explain that when we make inferences, we use the text plus our prior knowledge to figure out things the author does not tell us about characters and events in a story.

- Reread page 5 and have children look at the picture. Say: *The author says that when Bell lived outdoors, she slept under a tree. I know that the ground can be hard. Also, roots of trees can stick out of the ground. I also know that wild animals can roam around at night. I think that Bell did not always have a comfortable, safe place to sleep.*
- Direct attention to page 7. Have children make inferences about whether it might be easy or hard for a cat to find food outdoors. Encourage children to support their inferences with prior knowledge.
- Have children revisit page 16. Engage children in making inferences about why Bell was happy in her new home. Ask them to provide support for their responses.

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 Vowel u

Remind children that the letter *u* often stands for the short *u* sound /u/, as in *cup*.

- Have children revisit page 2. Ask them to point to the word *run* and say: *The middle sound in run is /u/. Have children say the word and listen for /u/.*
- Then ask children to revisit page 3. Ask: *Which word has the short u sound /u/? (sun)*
- Have children turn to page 8 and ask them to find a word on page 5 that begins with the short *u* sound. (*under*)

Developing Fluency

Model fluent reading of several pages of the book, stressing an appropriate pause at the end of each sentence. Then have children read the book with a partner.

Oral Language/Conversation

Talk About Pet Possibilities Ask pairs to talk about animals that can be part of a family and discuss why those animals are good pets.

Extending Meaning Through Writing

- Ask children to pretend they are getting a new pet. Have them identify the pet and tell three things they would do to take care of it. (**Procedural**)
- Tell children to pretend they are Mike. Have them write an email to a friend telling about their new cat. (**Descriptive**)

Connecting to Everyday Literacy

Point out that taking care of a cat is a big responsibility and cats need lots of care. To link children to procedural text on how to care for cats, make a list of things to do to take care of a cat. For more procedural text on caring for a cat, go to http://www.humanesociety.org/animals/cats/tips/cat_care_essentials.html. Point out that these procedures, if followed, can help a cat stay healthy and safe.

Collections

GUIDED READING PROGRAM Text Types



Summary & Standard

Children collect just about anything that suits their fancy. The boys and girls in this book collect items such as rocks, feathers, shells, and toy cars. They keep their collections in a variety of places. Children will use their knowledge of phonics to recognize letter patterns and to translate them into spoken language.

Authors: Margaret Ballinger and Rachel Gosset

Word Count: 54

Genre: Realistic Fiction

Theme/Idea: collecting things and keeping them safe; having hobbies

Text Type: Picture Book

Making Connections: Text to Self

Most children will be familiar with collecting things. Ask: *What do you collect? Where do you put the things you collect? How do you organize the things you collect?*

Extend the connection by asking children about things that other people, including family members and friends, collect. Suggest that perhaps the adults they know collect items such as glassware, antiques, jewelry, or hats.

For additional teaching ideas and resources, see http://www.smithsonianeducation.org/students/idealabs/amazing_collections.html.

Vocabulary

Essential Words: everything, everywhere, feathers, jars, keeps, rocks, shelf, toy

Related Words for Discussion: animals, baseball, boxes, cards, coins, collects, leaves, scrapbooks, shells, stamps, stuffed

Genre/Text Type

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

Supportive Book Features

Text The same sentence pattern repeats throughout the book. This repetition should give children confidence while reading the text.

Content Children will likely have some experience with collecting items of interest that are a part of their world. They may also know other children who have collections.

Praise children for specific use of "Behaviors to Notice and Support" on page 100 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text The sentence pattern on the last page changes slightly. There is only one sentence. Instead of listing a specific item, the last word is *everything*, and there is no particular storage place mentioned.

Vocabulary Children may be challenged by some of the names of the collectibles and the places in which children keep their items. Some pictures may give clues. You may also have to assist children as they attempt to read the labels for the rocks and the feathers.

ELL Bridge

Assemble on a table some items that children may collect, such as coins, stamps, shells, stuffed animals, rocks, dolls, or toy cars. Make labels for each of the items. Have children match the items with their names. Describe each item in a sentence. Have children repeat each sentence after you. For example, say: *The stuffed animals are soft and furry. This stamp has a bell on it. This toy car is green.*

Developing Comprehension

Thinking Within the Text

Ask children what each child in the story collects and where each collection is kept.

Thinking Beyond the Text

Discuss hobbies with children. Make sure they understand that a hobby is an activity that people do in their free time and that they enjoy. Collecting is just one kind of hobby. Talk about different hobbies. Ask: *What do you do in your spare time? Do you have a hobby?*

Thinking About the Text

Direct children to look at each page. Ask: *How does the author give the reader extra information that is not directly in the text?* Lead children to see how the author uses pictures and labels to give additional information. Ask: *What do you see in the picture of Kosta's collection that is not mentioned in the text?* (Kosta's mother, with a not-so-happy expression, peeking into his room)

Activating Prior Knowledge

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

- Have children look at the picture showing Karina's rock collection. Read the labels. Ask: *What other kinds of rocks might she collect?* (limestone, turquoise; or smooth, rough, white, gray, brown, black)
- Have children read the labels on the jars of feathers that Simon collects. Ask: *From what other birds might Simon find feathers?* (black bird, blue jay, cardinal, owl, robin, seagull, turkey, wren)
- Have children look at the picture showing the leaves that James collects. Ask: *From what other trees might James collect leaves?* (apple, cherry, maple, willow)

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

Compound Words

Remind children sometimes one word is made up of two smaller words.

- Write the following words from the story on the board: *bedroom*, *scrapbooks*, *everywhere*, and *everything*. Read the words aloud together. Say: *Each of these words is made up of two smaller words.* Have volunteers draw a line to separate the two smaller words.
- Together find *bedroom*, *scrapbooks*, *everywhere*, and *everything* in the story and read the sentence containing each word.

Developing Fluency

Model fluent reading of the book. Then focus on the last two sentences of the book that end with exclamation points. Have children repeat reading them after you, using expression.

Oral Language/Conversation

Talk About Collections Discuss objects that people collect. Encourage children to describe the items and where people find them.

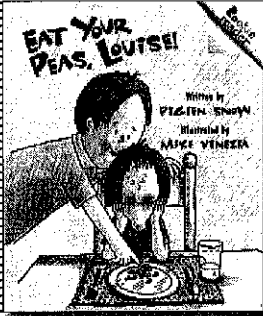
Extending Meaning Through Writing

- Have children write a list of things they collect or would like to collect. (**List**)
- Have children write a letter to a friend or relative telling about something they collect. (**Letter**)

Connecting to Everyday Literacy

The children in the story had different collections. Talk about what would persuade someone to want to collect each of the items mentioned in the text. To link children to real-world persuasive text, write and discuss three reasons why they might want to collect leaves. For more persuasive text, go to <http://www.usmint.gov/kids/campCoin/collectorsWorkshop/coinCourse/01.cfm>. Read about collecting coins. Discuss what ideas mentioned in this article might help to persuade someone to start a coin collection.

Eat Your Peas, Louise!



Summary & Standard

Dad tries everything he can think of to get Louise to eat her peas. He gets frustrated ... until finally he realizes a simple way to solve the problem. Children will use pictures and context to assist their comprehension.

Author: Pegeen Snow
Genre: Realistic Fiction
Text Type: Picture Book

Word Count: 83
Theme/Idea: eating foods that are healthful; being polite is helpful

Making Connections: Text to Self

Ask children if someone ever tried to get them to eat a vegetable they did not want. Ask: *What vegetable was it? Why didn't you want to eat it? What kinds of things did the person do to try to get you to eat it? What was it like when you finally ate it?* Mention that everyone should eat vegetables because they help us stay healthy.

Extend the connection by asking: *What are some healthful foods in addition to vegetables that we should eat often?*

For additional teaching ideas and resources, see <http://www.nutritionexplorations.com/kids/nutrition-pyramid.asp>.

Vocabulary

Essential Words: cheese, fork, peas, spoon, squeeze, tease

Related Words for Discussion: art, build, chores, cook, games, pretend, read

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 rhyming pattern of the text makes reading the book fun. Sentences are short with just one or two lines of text per page. Pictures that support the text are funny and engaging.

Vocabulary The author uses familiar vocabulary that children will have used in their own conversations with parents. Words that children may not have seen in print, such as *squeeze*, are supported with illustrations.

Praise children for specific use of "Behaviors to Notice and Support" on page 100 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text The entire story is written as dialogue. Point out the quotation marks and guide children to understand who is talking. Also, be aware that the author uses some incomplete thoughts punctuated as sentences, such as *Or climb a tree* (page 17). Provide support in reading and understanding these phrases.

Content Some content may be confusing if children focus only on the text. They may not understand why Louise is not convinced when her father is offering her special treats for eating her peas. Guide children to pay attention to the illustrations to enhance comprehension.

ELL Bridge

Do a page-by-page picture walk. Point to key words on each page, such as *peas*, *cheese*, *fork*, and so on. Have children point to the objects and repeat the words. Then turn to random pages, point to objects you have practiced with children, and have them independently say the word for the object.

Developing Comprehension

Thinking Within the Text

Support children in retelling the main plot of the story. Ask: *What is Dad's problem? What are some ways he tries to solve it? What solution works in the end?*

Thinking Beyond the Text

Point out that Louise's father very much wants for her to eat her peas. Ask: *Why is this so important for him? Why do parents care about their children eating healthful foods?* Discuss how various rewards did not sway Louise. Ask: *Would you be more likely to eat something you do not like if someone asked you to nicely?*

Thinking About the Text

Read aloud page 3. Ask: *What do you notice about the sentences on this page?* (They rhyme.) Then read aloud pages 4 and 7 and have children identify the rhyming words. Challenge children to locate other examples of rhyming sentences in the book. Ask: *Do you think the rhyme makes this book more entertaining?*

Using Pictures

Explain that authors use pictures as well as words to tell stories. Point out that when something in the text does not make sense, looking at the picture may help.

- Read aloud page 15. Say: *Dad says he will take Louise fishing if she eats her peas. Many people think fishing is fun. I don't understand why Louise won't eat her peas to go fishing. I'll look at the picture.*
- Have children look at the illustration on page 14. Say: *Oh, now I see! Look at Louise's face. She thinks the worms are yucky. She doesn't like fishing. Now I understand why she won't eat her peas to go fishing.* Guide children to discuss pages 16–19 using the model you provided.
- Have children revisit other illustrations in the book. For each, ask: *What do you learn from this picture that the author did not tell you in words?*

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

Remind children that punctuation marks that end a sentence tell readers how a sentence should be read.

- Read pages 3, 4, and 7. Model how to read a statement, a question, and an exclamation sentence. Point out that periods are used in telling sentences, question marks are used in asking sentences, and exclamation marks are used when sentences need to be said loudly or strongly.
- Encourage children to point out other sentences in the book and demonstrate how to read them.

Developing Fluency

Model fluent reading of pages 3–7, emphasizing the effects of the punctuation marks. Then have children read the pages aloud to each other.

Oral Language/Conversation

Talk About Family Fun Dad tried to get Louise to do some activities with him. Talk about activities children can do with family members.

Extending Meaning Through Writing

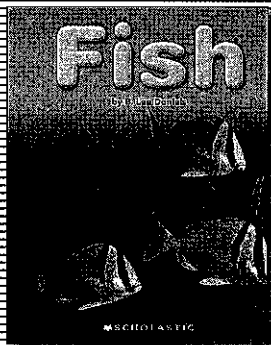
- Have children write directions for making a healthful snack that includes vegetables. (**Recipe**)
- Ask children to draw a grocery store shelf with fruits and vegetables on it. Tell them to label the foods on the shelf. (**Label**)

Connecting to Everyday Literacy

Point out that Dad wanted to persuade Louise to eat her peas. Ask: *What did Dad say Louise could do if she ate her peas?* (fish, climb a tree, watch TV) *What finally persuaded her?* (when he said “please”) To link children to real-world persuasive text, have them work with you to list other things parents say to get their children to eat. For persuasive text about eating breakfast, go to <http://kidshealth.org/kid/nutrition/food/breakfast.html>.

Fish

GUIDED READING PROGRAM Text Types



Summary & Standard

What is a fish? Children read to learn some of the physical characteristics of different fish. Children will demonstrate comprehension and understanding by articulating basic facts and ideas in what they read.

Author: B. Lee Daniels
Genre: Informational Text
Text Type: Picture Book

Word Count: 63
Theme/Idea: recognizing fish characteristics;
seeing fish in natural habitats

Making Connections: Text to World

Most children will have seen fish either in their natural environment, in aquariums, on TV, or in books. Invite children to describe fish that they have seen. Ask: *Where do fish live? How are fish alike?* Point out that fish live and swim in oceans, lakes, rivers, ponds, and aquariums.

Extend the real-world connection by pointing out that although fish are alike in some ways, they can look very different. Ask: *Which fish do you think is most unusual? What is the largest fish you have seen? The smallest?* Tell children that the book shows some unusual fish.

For information on different kinds of fish, see <http://www.montereybayaquarium.org/animals/AnimalList.aspx?a=Fishes>.

Vocabulary

Essential Words: purple, swim, water

Related Words for Discussion: aquarium, habitat, lake, ocean, river

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 A limited number of sentences per page make this book easily accessible to young readers. The colorful photographs support the text by providing examples of each characteristic.

Vocabulary Most words in the text should be familiar and accessible to children. They should enjoy learning new words about a fascinating topic.

Praise children for specific use of "Behaviors to Notice and Support" on page 100 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text Children may be unfamiliar with the text format. Point out the repeating question *Is this a fish?* followed by an answer. Remind children to use the photographs to support their understanding of the text.

Content Be sure that children make the connection that all the animals pictured in the book are fish, even though some fish look extremely different from others. Explain that though these fish do not look alike, they share certain characteristics. Point out that all the fish are in water, where they breathe, eat, and swim to move from place to place.

LEVEL E

ELL Bridge

Help children articulate facts they learn from the book by providing sentence frames. Begin with simple frames that ask them to recall information, such as: *Fish live in _____ and Fish can be _____*. Then have children combine ideas into one sentence, such as: *A fish can be _____, _____, or _____ (color words); A fish can look like a _____ or a _____*.

Developing Comprehension

Thinking Within the Text

Have children choose two fish from the book to compare and contrast. Characteristics they might discuss include shape, color, and size.

Thinking Beyond the Text

Point out that the scene on pages 2 and 3 is from a tropical ocean where waters are warm. Explain that most of the fish shown in the book live in the ocean. Ask: *What do you know about oceans? Are all oceans alike? How might they be different? What kinds of animals other than fish live in oceans?*

Thinking About the Text

Ask children why they think the author chose these particular fish to include in the book. Discuss how these examples make the book interesting to readers. Ask: *How do the photos help the reader learn about fish?*

Recognizing Patterned Text

Explain to children that sometimes authors repeat the same sentences or phrases throughout the book. These patterns of words help children to better understand what they read.

- Read page 4. Ask: *What question does the author ask? (Is this a fish?) What answer does the author give? (Yes.) What does the author do in the third line? (tells something about the fish in the picture)*
- Have children read page 6. Ask: *How is the text on this page the same as the text on page 4? (The first line asks the same question. The second line answers the question. The third line begins with: A fish can ...) Where else can you find this same pattern? (page 7)*
- Discuss how the text on page 8 breaks from the pattern. Point out that the break makes the text more interesting and signals the end of the book.

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

Developing Phonics and Word-Solving Strategies

Short Vowel i

Remind children that in a word or syllable in which the letter *i* is followed by a single consonant, the *i* often stands for the short *i* sound /i/, as in *him* or *is*.

- Have children turn to page 2 and read the sentence aloud together. Ask: *Which words have the short i sound /i/? (fish, live, in)* Repeat with the sentence on page 3. (*swim, in*)
- Have children locate other words in the book with the /i/ sound. (*is, this, fish* on page 4; *fish* on page 5; *is, this, fish* on page 6; *is this, fish, little* on page 7; *fish, big, little, is, this, it* on page 8)

Developing Fluency

Echo-read a few pages from the book with children, reading each sentence and having children repeat it after you. Emphasize proper phrasing and intonation.

Oral Language/Conversation

Talk About Fish Habitats Lead a discussion about the kinds of places where fish live and where to see fish in your community.

Extending Meaning Through Writing

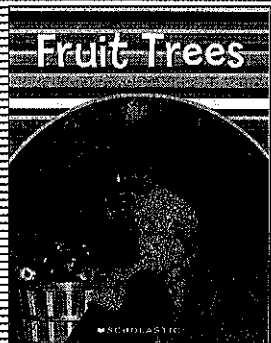
- Have children choose one fish from the book and write a detailed description of what the fish looks like. (**Descriptive**)
- Have children draw a picture of a fish and add labels. (**Label**)

Connecting to Everyday Literacy

Talk with children about why fish need the help and cooperation of people to thrive. Ask what people can do to protect fish and keep water habitats clean and safe. To link children to real-world persuasive text about water conservation, show them a brochure or pamphlet. For more persuasive text about conserving water, go to <http://www.jea.com/community/education/efficiency/wisely/save.html>.

Fruit Trees

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Summary & Standard

In this book, children will discover where bananas, oranges, and apples come from and learn that fruit is good for people to eat. Children will demonstrate comprehension and understanding by articulating basic facts and ideas in what they read.

Author: B. Lee Daniels

Genre: Informational Text

Text Type: Picture Book

Word Count: 106

Theme/Idea: learning how some fruit grows;
learning that fruit is good for you

LEVEL
E

Making Connections: Text to Self

Many children will have eaten a variety of fruits. Invite children to talk about their favorite fruits. Ask: *What different fruits have you tried? Which did you like the best? Why?*

Extend the connection by explaining to children that fresh fruits are a healthful food that is good for them. Point out that apples are one fruit that comes in a variety of colors—not just red. Ask children if they have ever eaten a yellow or a green apple.

For additional teaching ideas and resources, see <http://www.pbhfoundation.org/educators/teachers/rainbow/>.

Vocabulary

Essential Words: apples, bananas, eat, fruit, kind, oranges

Related Words for Discussion: good, grow, plants, trees, vegetables

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 repetitive format, simple sentence structure, and placement of pictures and text will be easily accessible and predictable to children. Sentences start at the left margin, so children will know where to look to start reading each page.

Content The content of the book is limited to three fruits that should be familiar to children. Each fruit is featured on one spread with a summary page at the end.

Praise children for specific use of “Behaviors to Notice and Support” on page 100 of the *Guided Reading Teacher’s Guide*.

Challenging Book Features

Text The text on a green background may at first be difficult for children who are used to seeing black print on a white background. Assist children in finding the starting point of a sentence and tracking the words from left to right, then sweeping down to the left to start the next line.

Vocabulary Though the vocabulary is simple, some children may have difficulty with two- and three-syllable words, including *bananas*, *oranges*, and *apples*. Help children read these words by saying them aloud and having children clap the syllables as they repeat the words.

ELL Bridge

Help children connect the text to the photographs. Display one of the photos introducing a fruit and read the introductory sentence in the text. Have children point to the fruit in the picture. Ask children to describe what else they see in the picture. Then have them describe the photo on the facing page. Read the text aloud to confirm their description. Encourage partners to read the text.

Developing Comprehension

Thinking Within the Text

Review with children what the book is about. Then have them recall what they find out about each kind of fruit. Point out that they see each fruit growing on a tree and someone eating the fruit. Display and discuss the purpose of the last page of the book.

Thinking Beyond the Text

Ask: Do you think that most readers will have tasted the fruits in this book? How does this help readers think about and understand what the book says about these fruits?

Thinking About the Text

Ask children why they think the author chose to feature bananas, apples, and oranges. *Ask: What does the author want you to know about these fruits? What other fruits would you like to see in this book?*

Understanding Main Idea and Details

Remind children that the main idea of a page of text or of a whole book is the most important idea. Details tell more about the main idea.

- Display the cover and have children read the title. Help children use the title to identify a main idea for the book, such as: *Some fruits grow on trees.* Help children identify details in the book that support this main idea.
- Read aloud page 2. Talk with children about which sentence tells the main idea of the page. (the second sentence) Then read aloud page 3. Ask children what details add to and support the main idea of bananas.
- Display each spread. Ask volunteers to read the text. Discuss what the main idea is and what details support this main idea.

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 a consonant blend is made up of two consonants that are blended together that appear together in a word, such as in *trees* and *fruit*.

- Ask children to turn to page 2 and find the word *trees*. Write *trees* on a chart or on the board and circle the blend. Have children say /t/ /r/, *trees* with you.
- Have children look at page 3. Say: *There is a word on this page with another blend.* Guide children to find the word *fruit*. Write *fruit* and circle the blend. Say /f/ /r/, *fruit*.

Developing Fluency

Have children take turns reading the book to a partner. As they read, listen for proper phrasing, intonation, and pace, giving assistance as needed.

Oral Language/Conversation

Talk About a Healthy Diet Remind children that fresh fruits are a part of a healthful daily diet. Discuss other foods that are good for them.

Extending Meaning Through Writing

- Have children draw a picture of their favorite fruit and write a sentence or two describing the fruit. (**Descriptive**)
- Have children make a list of all the fruits they have tasted and draw a picture of each fruit next to its name. (**List**)

Connecting to Everyday Literacy

Remind children that fruit can be eaten in many ways: right off the tree, in a salad, baked (as in baked apples), squeezed (for juice), and in bread or a pie. *Ask: Have you ever made something out of fruit? What did you make? How did you make it?* To link children to real-world procedural text, show and discuss recipes for making fruit snacks. For more examples of procedural text, go to http://kidshealth.org/kid/recipes/recipes/fruit_kabobs.html. Read the recipe together.

I Love Rainy Days! (Noodles)



Summary & Standard

In this fantasy, Noodles wants to play outside but cannot because it is raining. His boredom inside the house leads to all kinds of mischief. Children will use pictures and context to assist comprehension.

Author: Hans Wilhelm

Genre: Fantasy

Text Type: Series Book

Word Count: 80

Themes/Ideas: finding things to do indoors on a rainy day; being mischievous

Making Connections: Text to Self

Most children will know what it's like to be stuck inside the home on a rainy day with seemingly nothing to do. Ask: *Do you think rainy days are fun or no fun? Why? What do you like to do on a rainy day?*

Extend the connection by brainstorming with children ideas for things to do inside on a rainy day at school or at home. Encourage children to use their imaginations. Discuss which activities they might try on a rainy day at school.

For information about rainy day activities, see <http://library.sd.gov/forkids/rainyday.htm>.

Vocabulary

Essential Words: give, hate, help, idea, love, rain, tired, wait, want

Related Words for Discussion: bored, busy, idea, outside, play, rain

Genre/Text Type

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

Supportive Book Features

Text The format of one to two sentences per page will make the story easy to follow. Children can use the action-packed illustrations to follow the text.

Vocabulary Words in the text should be familiar and accessible to children.

Praise children for specific use of "Behaviors to Notice and Support" on page 100 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text Most sentences appear on the upper left or right sections of a spread. Help children track the text from one page to the next, especially when the text appears on a different part of a page. Remind children that an exclamation point at the end of a sentence means the sentence should be read with emphasis or excitement.

Content Some children may not understand at first that *I* in the text refers to Noodles, the dog and narrator, telling the reader what he can do. On the first page, ask children to tell who hates the rain and who wants to play outside.

ELL Bridge

As you display each page and read the text aloud, ask children to describe what Noodles is doing. Ask questions to start children, such as: *Who plays tag with Noodles? Where does the cat go?* Encourage children who are not as proficient in English as others to use one or two words and gestures and pantomime to show what Noodles does.

Developing Comprehension

Thinking Within the Text

Have children tell how Noodles entertained himself inside on a rainy day. Ask: *What did he do first? Were any of these activities quiet things to do? Which ones were the noisiest?*

Thinking Beyond the Text

Ask children what they do on a rainy day. Have them compare the activities they would do with what Noodles did. Ask: *How do you think the people who live with Noodles will react when they see what he has done inside on a rainy day?* Talk about why Noodles might be called "a bad dog." Ask: *Do you think Noodles knew he was being bad, or was he just having fun?*

Thinking About the Text

Discuss how important the illustrations are to telling the story. Point out that each sentence tells what Noodles does, and the illustration shows how he did it. Provide an example by asking, *How does Noodles help empty the trash?*

Understanding Cause and Effect

Remind children that an effect is something that happens and that a cause is the reason or why it happens. Explain that knowing about cause and effect will help children better understand a story.

- Ask children what was happening outside on the first spread of *I Love Rainy Days!* Ask them how the rain caused Noodles to feel. (bored)
- On pages 8–9, ask children what caused the cat to climb up the curtain. (Noodles chased the cat.)
- On pages 14–15, ask children what the effect was of Noodles racing around with the blanket. (The baby awoke and cried.) Continue with other illustrations until the end. Talk about what caused Noodles to feel so tired.

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 a

Remind children that the letters *ai*, *ay*, or *a_e* can stand for the long-*a* vowel sound.

- Slowly read the first page of the text. Have children listen and raise their hands when they hear the long *a* sound. (*hate*, *rain*, *play*)
- Ask children to identify the letters in the words *rain* and *play* that stand for the long *a* sound. Point out that *ay* and *ai* stand for the long *a* sound. Then point out that the silent *e* at the end of the word *hate* makes the vowel sound long.

Developing Fluency

Model fluent reading of the first two pages, demonstrating expression for the exclamation point and pauses for periods. Then have children choral-read each page with you.

Oral Language/Conversation

Talk About Being Bored Remind children that Noodles was bored on a rainy day. Discuss what it means to be bored and how it feels.

Extending Meaning Through Writing

- Have children draw a picture that shows what happens when the people in the house see what Noodles has done and label the picture. (**Label**)
- Have children write and illustrate a sentence that shows another thing Noodles might do on a rainy day. (**Narrative**)

Connecting to Everyday Literacy

Remind children that Noodles is a dog. Ask: *Is Noodles a well-behaved dog? Why not?* To link children to procedural text on how to train a pet, help them make a list of commands they would teach their dog. For more examples of procedural text, go to <http://www.canismajor.com/dog/play1.html>.

Let's Play in the Forest While the Wolf Is Not Around!



Summary & Standard

This story is an adaptation of a play song from the author's childhood in Colombia. The animals want to play but first check to see if the wolf is around. The wolf is at home dressing. What will happen when he is dressed and hungry? Children will distinguish fantasy from reality.

Author: Claudia Rueda

Genre: Fantasy

Text Type: Picture Book

Word Count: 200+

Theme/Idea: getting dressed;
finding an unexpected twist

Making Connections: Text to Text

Most children will have heard folktales or fairy tales with a wolf as a main character. They may observe a connection between the wolf and the girl in the red cape pictured in this book and similar characters in *Little Red Riding Hood*. Remind children about the wolf character in the familiar story of *The Three Little Pigs*.

Extend the connection by discussing the difference between reality and fantasy. Ask: *Have you ever read about real wolves? In what kind of book? What's the difference between the fantasy wolves in some stories and real wolves?*

For information about real wolves, see <http://www.amnh.org/exhibitions/dioramas/wolf/>.

Vocabulary

Essential Words: around, backpack, favorite, forest, going, hungry, hurry, school

Related Words for Discussion: brush, comb, ready, teeth, wash

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 in speech balloons to make it easy for the reader to identify the speaker. The left-hand page text is repetitive.

Content The content of the book is amusing, depicting colorful animals having fun. The wolf is a humorous character to observe as he gets dressed and prepares for the day doing similar things that children may do at home.

Praise children for specific use of "Behaviors to Notice and Support" on page 100 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text When the wolf speaks on eight of the pages, the text follows a pattern telling the reader what he is putting on. However, in the last part of the story, this speech pattern changes. Children may need assistance with these sentences.

Vocabulary Children may be challenged by some of the words that tell about the wolf's actions as he gets ready in the morning. Some of the pictures support word meaning, but others do not or are not easily identifiable. Children may find it necessary to learn a few new vocabulary words such as *hungry, backpack, pancakes, favorite, and school*.

ELL Bridge

The words spoken by the animals in the forest repeat throughout the story. Use choral-reading with children. Have half the group read the words, *Let's play in the forest while the wolf is not around!* Have the other half read the words, *Wolf, are you there?* Tell children to point to the words as they read them. Together, read the words that the wolf speaks as he is getting dressed and ready for the day. Continue with repeated readings until children feel confident reading the text.

Developing Comprehension

Thinking Within the Text

Discuss the twist at the end of the story. Ask: *Why are the animals worried about the wolf? What do they do when the wolf announces that he is hungry? What is the wolf really hungry for? What does the wolf do at the end?*

Thinking Beyond the Text

Discuss the wolf in this story in relation to other stories about wolves. Ask: *What did the wolf in Little Red Riding Hood want to eat? What did the wolf in The Three Little Pigs want to eat? How is the wolf in this story different from the other wolves? What did he want to eat?*

Thinking About the Text

Direct the attention of children to the text in the speech balloons. Ask: *Why do you think the text that says, Let's play in the forest while the wolf is not around! is so small? Why is the question Wolf, are you there? larger? Then have children analyze the wolf's words. Ask: How does the text change from page to page?*

Recognizing Story Structure

Direct children to focus on aspects of the story structure. Ask the following questions:

- *What is the setting?* (the forest)
- *Who are the characters?* Note that not all animals are easily identifiable. (moose or elk, rabbit, deer, beaver, bird, fox, ram, girl, wolf, wolf's mother)
- *What is the problem?* (The animals want to play, but only if the wolf is not around.) *What is the wolf doing?* (getting dressed and preparing for the day)
- *What is the surprise at the end of the story?* (The wolf is getting ready for school and is hungry for pancakes, not for the other animals.)

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 -ing

Remind children that sometimes a base word has the ending -ing added on.

- Write the following words from the story on the board: *putting, combing, going*. Read the words aloud together. Say: *Each base word has an -ing ending*. Ask children to identify each base word. (put, comb, go)
- Then ask which base word was changed before the -ing ending was added. (t was added to *put* before adding -ing) Explain that when a base word has one syllable and a short vowel, the final consonant is doubled before adding the -ing ending.

Developing Fluency

Use Readers Theater to develop fluent reading. Have children read the parts of animals as they act out the story. Stress using good expression.

Oral Language/Conversation

Talk About Morning Routines Have children discuss what they do in the morning to get ready for their day.

Extending Meaning Through Writing

- Have children add another forest animal to the group. Ask them to draw a picture of the animal and write a sentence to describe it. (**Descriptive**)
- Challenge children to think of something else the wolf can eat, draw a picture of it, and write a sentence about it. (**Narrative**)

Connecting to Everyday Literacy

Direct children to the last page of the book. Read the part of the Author's Note that explains how a childhood play song prompted her to write the story. To link children to real-world procedural text, focus on the directions for playing the game. You may want to sing and play the game. For procedural text for children's folk games from other countries, go to <http://www.estcomp.ro/~cfg/games.html>.

My New School

**GUIDED
READING
PROGRAM**
Text Types

My New School



Summary & Standard

A boy describes his new school and the fun things he learns and does there. Children can compare the boy's school to their own. Children will read simple sentences.

Author: Kirsten Hall
Genre: Realistic Fiction
Text Type: Picture Book

Word Count: 68
Theme/Idea: going to a new school;
learning important things at school

Making Connections: Text to Self

Have children preview the cover and the pictures in the book. Ask: *What things in these pictures are the same as things we have in our school?*

Extend the connection. Ask children who have attended other schools or who have visited siblings' or friends' schools to describe them. Ask: *How were those schools the same as ours? How were those schools different from ours?*

For additional teaching ideas and resources, go to <http://www2.scholastic.com/browse/search?query=new%20school>.

Vocabulary

Essential Words: count, draw, learn, play, read, school, write

Related Words for Discussion: computer, friends, library, lunchroom, music room, shelves

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 story is told with easy-to-read, one-line sentences. Many of the pages are patterned: *This is where I ____.*

Vocabulary The author uses simple words that children use in school. Most of the words have only one syllable.

Praise children for specific use of "Behaviors to Notice and Support" on page 100 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text While the portions of the book that point out areas of the boy's school are patterned, the sentences that tell what children do in each of these rooms are not. For instance, *I draw every day* and *I can count to ten*. At first, allow children to chime in on the patterned sentences. Then, help children become fluent with the other portions of the book.

Content The last page may be confusing to children. While the rest of the book tells about school areas and what is done in each, this page does not. Help children use picture clues to determine who is talking and to whom. Guide them to understand what the boy is telling his younger sister.

ELL Bridge

Provide extra support in helping children understand pronouns. Gesture toward yourself and say: *I am the teacher*. Gesture toward a child and say: *You are the student*. Repeat with other sentences such as: *I am standing. You are sitting*. (You might want to use a gesture other than pointing with a finger, which is considered rude or insulting in some cultures.)

LEVEL E

Developing Comprehension

Thinking Within the Text

Ask children to recall the school areas and activities described in the book. Have children name the areas and tell what the boy does in each.

Thinking Beyond the Text

Ask: *Do you think the boy likes his school? Why or why not?* Encourage children to use both the text and picture clues to support their responses.

Thinking About the Text

Guide children to notice that the author uses rhyming in portions of the book. Read aloud pages 7 and 10. Help children discover the rhyming words at the ends of the lines. (*play, day*) Then read aloud the following pages and have children identify the rhymes. (pages 15, 19: *ten, again*; pages 29, 30: *learn, turn*) Some children may notice the near rhyme on pages 22 and 26: *letters and better*. Ask: *Why might an author include rhymes in a book?*

Setting

Remind children that the setting of a book is where the story happens.

- Explain that the setting of the story is the boy's school. Point out that the author shows the children in different parts of the school.
- Have children turn to page 7. Say: *The setting of this part of the story is the playground.* Have children revisit the other pages and identify additional settings the author describes.
- Ask: *Which of the settings in the book are also in our school? What is the same and different about the settings in the book and the settings in our school?*

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

Developing Phonics and Word-Solving Strategies

Action Words

Review with children that action words allow readers to visualize what somebody or something does.

- Have children find the word *draw* on page 10. Read the sentence aloud. Say: *Draw is an action word. It tells us what the boy does every day.*
- Look at page 25 together, and have children find the word *write*. Ask: *What action word tells us what else the boy does every day? (write)*
- Have children find other action words in the text and read the sentences aloud.

Developing Fluency

Model reading pages 20–26 fluently. Then have children follow your example by doing several readings with a partner, alternating pages.

Oral Language/Conversation

Describing Our School Have partners name areas of their school that are not in the book. Ask them to talk about the activities they do there.

Extending Meaning Through Writing

- Have children draw something they like to do in school and write a caption. **(Caption)**
- Remind children that the boy in the story liked the book *Tea for Tigers*. Ask them to write about a book they like. Have them write the title and tell why they like it. **(Review)**

Connecting to Everyday Literacy

Point out that the children in the class probably follow a schedule when they come to school. To link children to procedural text, show them a schedule for class activities. Talk about what is done on each day and the order in which things are done. For more procedural text, go to <http://www.wttw.com/main.taf?p=2,3>. Read the schedule of TV programs together. Point out the features of the schedule.

Ring! Ring!

GUIDED READING PROGRAM Text Types



Summary & Standard

When the phone rings and rings, everyone in the family runs to answer it. Who gets there first? Children will read aloud fluently and independently using intonation, pauses, change in voice and emphasis that signal the meaning of the text and demonstrate understanding.

Author: Janelle Cherrington

Genre: Realistic Fiction

Text Type: Picture Book

Word Count: 130+

Theme/Idea: recognizing family communication; viewing family fun

Making Connections: Text to Self

Point out that many people today have cell phones and cordless phones, but that sometimes, phones or their bases are attached to the wall and have a cord. Invite children to tell about the kinds of phones they have in their home. Ask: *If there were only one phone in your home, who would probably answer it most often?*

Extend the connection by talking about proper phone etiquette, and etiquette in general.

For suggestions about children and manners, go to <http://www.childdevelopmentinfo.com/parenting/manners.shtml>.

Vocabulary

Essential Words: phone, rang, ring, washing

Related Words for Discussion: beep, loud, soft, splash, whoosh

Genre/Text Type

Realistic Fiction/Picture Book Remind students 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 Short sentences and repetitive text patterns make this book easily accessible to young readers. Amusing illustrations support the text by portraying the action in the story.

Vocabulary All of the words in the text should be familiar and accessible to children.

Praise children for specific use of "Behaviors to Notice and Support" on page 100 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text Children may be confused by the capitalized onomatopoeic text *RING! RING!* Explain that these words represent the sound the phone is making. Read these words, using proper voice to show how a ringing phone would sound. Have children repeat after you.

Content Some children may miss the humor of the story by concentrating on who will reach the phone first or who the caller is. Explain that nobody knows who the caller is or who is being called. Each member of the family thinks the phone is ringing for him or her. Ask: *What is funny about which one reaches the phone first? Do you think Skippy really thinks the phone is ringing for him? Why do you think Skippy grabs the phone?* (He wants to play.)

ELL Bridge

Help children remember the meanings of action words used in this story. On the board, write words from this story, such as *playing* (page 4), *flying* (page 6), *washing* (pages 8, 10), and *ran* (pages 12, 14). Read the words with children and have children take turns using illustrations from the story to act out the meaning of each action word.

LEVEL
E

Developing Comprehension

Thinking Within the Text

Have children summarize the plot, including telling what each family member was doing before the phone rang and how they reacted when they heard it ringing.

Thinking Beyond the Text

Say: *In the story, everyone runs to answer the ringing phone. Skippy grabs the phone first, but of course he can't answer it. What if Rose had reached the phone first and answered it, but the call was for her dad? Using proper phone etiquette, how would she answer? What would she say next when the caller asked to speak to her dad?*

Thinking About the Text

Have children evaluate the way the author uses illustrations to tell this story. Ask: *How do the illustrations help you understand what is happening?* Point out that authors may use illustrations to help bring words to life and to add humor to a story.

Understanding Cause and Effect

Explain to children that when they read, they should think about what happens and why. Remind children that an *effect* is something that happens. A *cause* is the reason, or why something happens.

- Ask children what is happening on pages 4–5. (Rose is running.) Tell children that this is an effect. Ask: *What happened to cause Rose to run?* (The phone rang.) Repeat for each spread on pages 6–11.
- On pages 12–13, ask children what is happening. (Skippy gets the phone first.)
- On pages 14–15, ask children what the effect is of Skippy getting the phone. (Everyone in the family is running after Skippy.)

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 Digraphs

Explain that sometimes two letters stand for one sound. Provide an example by writing the word *ring* on the board. Have children read it with you.

- Circle *ng*, say the sound the letters stand for, and have children repeat it. Have children find other story words with final *ng* (*rang*, *playing*, *flying*, *washing*).
- Repeat with the *ph* sound (pages 2, 4, 6, 8, 10, 12, 16) and the medial *sh* sound (pages 8 and 10).

Developing Fluency

Model reading the story, focusing on expression and intonation. Have groups of children read the story aloud, each taking the role of a different family member or the narrator. Continue until all children have read.

Oral Language/Conversation

Talk About Sounds Point out the sound word *RING*. Ask: *What other things in the story can make noise? What sound does each make?*

Extending Meaning Through Writing

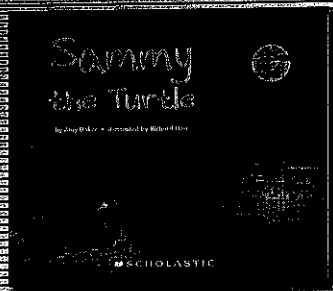
- Have children write a sentence that describes something else Skippy might pick up. (**Descriptive**)
- Have children write a dialogue of what family members say to Skippy to get the phone back. (**Narrative**)

Connecting to Everyday Literacy

Talk with children about some of the many reasons people make phone calls. Tell children that knowing how to use the phone in case of an emergency is important for everyone. To link children to real-world expository text, share the information about how to call for help, what constitutes an emergency, using 911, and other information about phones at http://www.fcc.gov/cgb/kidszone/faqs_k3.html.

Sammy the Turtle

**GUIDED
READING
PROGRAM**
Text Types



Summary & Standard

Sammy the turtle hatches and begins her journey to the sea. The trip is long and hard for her. Read this book to find out how she reaches the sea. Children will distinguish fantasy from reality.

Author: Amy Baker
Genre: Fantasy
Text Type: Picture Book

Word Count: 122

Theme/Idea: knowing what you need to do; encouraging one another

Making Connections: Text to World

Many children may be familiar with sea turtles from books or visits to zoos and aquariums. Ask: *Have you ever seen a sea turtle at an aquarium or zoo?* Tell children that sea turtles are very large turtles that have flippers and live in the ocean.

Tell children they are going to read a story about a make-believe sea turtle that hatches from an egg on the beach and makes her way to the sea. Explain that though this story is a fantasy and could not happen in real life, real sea turtles do hatch from eggs on the beach and make their way to the sea.

For more information on the plight of turtles, see <http://www2.scholastic.com/browse/article.jsp?id=11842>.

Vocabulary

Essential Words: crack, sand, shell, swam

Related Words for Discussion: crabs, crawl, dive, fins, fish, fly, hop, wings

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 author uses simple sentences. The inclusion of repetition, such as *Sammy looked at the...*, will make the book easy and fun to read.

Vocabulary The vocabulary is also simple and familiar. Words such as *hill*, *sea*, and *looked* are repeated throughout the book.

Praise children for specific use of “Behaviors to Notice and Support” on page 100 of the *Guided Reading Teacher’s Guide*.

Challenging Book Features

Text If you have worked on the concept of complete sentences with the class, the text on page 2 and the top of page 16 may be confusing. Help children understand that sometimes authors choose not to use full sentences. Guide children to see that the author uses sound words to begin and end the story in an interesting way.

Content Children who are unfamiliar with the life cycle and habits of sea turtles may have trouble separating fact from fantasy in this book. Remind children that real sea turtles hatch from eggs. Children may not understand why Sammy needs to get to the sea. Explain that baby sea turtles are not safe on the beach and need to get to the water. Provide factual background information, as needed.

ELL Bridge

The verbs in the story are past tense. When you work with “Developing Phonics and Word-Solving Strategies,” help children see the difference between present and past tense verbs. For example, have children run in place with you. Say: *We run*. Stop running. Say: *We ran*. Use the same procedure for *look* and *looked* and *swim* and *swam*.

Developing Comprehension

Thinking Within the Text

Have children use a sequence chain to retell the events in order. Ask: *What happened first?* (Sammy hatched.) *What happened in the middle of the story?* (Sammy had trouble getting to the sea.) *What happened at the end?* (Tad helped Sammy get to the sea.)

Thinking Beyond the Text

Guide children to think about Tad's motives. Have children discuss how they can apply the message from the story to their own lives. Ask: *How did Tad help Sammy? Why do you think Tad helped? How can you be helpful to your friends? Why is it good to help friends?*

Thinking About the Text

Have children turn to page 11. Point out the punctuation in the first sentence. Explain that this is how authors write the exact words that a character says. Ask: *Who is talking? What does she say?* Help children find and discuss another example of dialogue in the book. (page 12)

Distinguishing Fantasy/Reality

Remind children that this story is a fantasy. Say: *This book is about a real kind of animal. It tells some true facts about the animal, but some things about the sea turtle in this story could not happen in real life.*

- Say: *Sammy hatches out of an egg. In real life, sea turtles hatch out of eggs. What else does Sammy do that real turtles can do?* (goes to the sea; swims away)
- Point out that the sea turtle in this book has a name. Say: *Wild turtles in nature do not have names. This does not happen in real life. It is fantasy. What else do the sea turtles in this story do that real sea turtles cannot do?* (talk)

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 r-Controlled Vowels

Remind children that the letters *er*, *ir*, and *ur* stand for the /ûr/ sound, as in *her*. Even though the vowel is different in each case, the sound is the same. When these letters appear together in a multisyllabic word such as *turtle*, they are usually in the same syllable.

- Have children look at the title of the book. Ask: *Which word has the /ûr/ sound?* Say *turtle* aloud, emphasizing the /ûr/ sound. Have children repeat after you. Write the word on the board and underline *ur*.
- Write and say word pairs, having children identify the word that has the /ûr/ sound: *her/hat, fur/fell, turn/hill, shirt/not*.

Developing Fluency

Point out that the text on page 2 ends with an exclamation point. Model how to read this portion of text as children repeat after you. Have children find other parts of the text punctuated with exclamation points and read them aloud.

Oral Language/Conversation

Talk About Sea Animals Have each child think of another sea animal and tell a partner how the animal looks and moves.

Extending Meaning Through Writing

- Have children revisit the sound words in the book. Then ask them to list words for other animal sounds. (**List**)
- Tell children to think about why Tad was a good friend to Sammy. Ask children to write tips for being a good friend. (**Procedural**)

Connecting to Everyday Literacy

Point out that although this story is a fantasy, children can learn a few facts about real sea turtles from the story. To link children to real-world expository text, read them a science article or encyclopedia article about sea turtles. Discuss what the article explains. For more expository text about sea turtles, go to <http://www.seaworld.org/infobooks/SeaTurtle/sthatch.html>.