

GUIDED READING PROGRAM

Text Types



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

- Biscuit
- A Color of His Own
- A Day with Paramedics
- Does a Kangaroo Have a Mother, Too?
- Don't Be Late!
- Little Bird
- My River
- Popcorn
- Small Treasures
- Tina's Taxi

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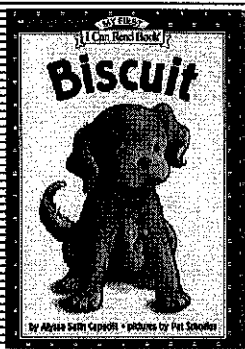


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Biscuit

GUIDED READING PROGRAM Text Types



Summary & Standard

In this book, Biscuit the dog wants his owner to do many things before he will go to bed. In the end, Biscuit will only go to sleep if he can curl up in the little girl's room. Children will use punctuation cues to help them gain meaning from and understand text.

Author: Alyssa Satin Capucilli

Genre: Realistic Fiction

Text Type: Series Book

Word Count: 132

Theme/Idea: taking care of a pet;
getting ready for bed

Making Connections: Text to Self

Children may have experience with the responsibility of caring for a pet and the sorts of things an owner must do to keep a dog healthy and happy. Have children share what they know about caring for a pet dog.

Extend the discussion by telling children that they will read about a dog that wants many things before he will go to sleep. Ask children to name some things a dog might need to help it settle down to sleep.

For additional teaching ideas and resources about caring for a pet dog, see <http://www.asPCA.org/pet-care/dog-care/>.

Vocabulary

Essential Words: blanket, curl, drink, snack, tucked

Related Words for Discussion: needs, responsibility, routine, wants

Genre/Text Type

Realistic Fiction/Series Book Remind children that realistic fiction is a made-up story with characters and situations that could exist in real life. In this series book, children get to know characters they can then follow in other stories.

Supportive Book Features

Text The story is written in short, easy-to-read sentences. Many of the pages follow a pattern, with the wording changed only to tell the thing that Biscuit wants in each case. Clear illustrations on each page support the text.

Vocabulary High-frequency words and grade-level vocabulary will help children understand the story.

Praise children for specific use of "Behaviors to Notice and Support" on page 101 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text Children may be confused by the absence of quotation marks to indicate who is speaking and when. Point out the parts where the girl speaks to her dog, Biscuit. Then note that when Biscuit is barking to tell the girl what he wants, the text says, *Woof, woof*.

Content Biscuit's demands often resemble those of a child stalling to put off bedtime, so take time to discuss which actions a pet owner would be more likely to do (give a dog a blanket) and less likely to do (read the dog a story). Make sure children understand what Biscuit wants at the end of the story and why he finally goes to sleep.

ELL Bridge

Help children recognize adjectives. Write *small, yellow, playful, hungry, thirsty, cold, lonely, scared, and sleepy* on a chart or on the board. Read aloud each word and have children repeat it. Point out that each word describes Biscuit at some point in the story, and that some words tell what he looks like while others describe how he feels. Have children take turns acting out the words that tell how Biscuit feels.

Developing Comprehension

Thinking Within the Text

Have children summarize the different things Biscuit wants before going to bed and how the girl tries to settle him down. Ask them to tell what he does before he finally goes to sleep.

Thinking Beyond the Text

Invite children to discuss how they think Biscuit feels about going to bed at night. Ask: *Why do you think Biscuit asks for so many things before he will go to sleep? Why does he curl up to go to sleep where he does in the end?* Ask children to share some of the things that help them settle down for the night to go to sleep.

Thinking About the Text

Help children identify the pattern of sentences that this story follows. Then have children discuss how this pattern makes it easier to compare and contrast each event leading up to the moment when Biscuit finally goes to sleep. Ask children why they think the author uses this pattern the way she does.

Analyzing Character

Review with children that characters are people or animals in a story. Explain that readers can tell what characters are like by reading what they say and do and by looking at pictures that go with the story.

- Read pages 8–9 and show the illustrations. Ask children what they learn about Biscuit and the girl on these pages. (She is trying to get things ready for him to go to bed, but he wants to play instead.)
- Read pages 14–16 and show the pictures. Talk about how the girl feels about Biscuit and how she shows her feelings.
- Read pages 24–26 and ask children how Biscuit feels about the girl and how they can tell this.

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

Developing Phonics and Word-Solving Strategies

Reading Punctuation

Review with children the different punctuation marks used in sentences. Talk about how a sentence ending with a period or an exclamation point would be read. Discuss how to read a sentence with a comma in the middle.

- Read page 10 with children and have them identify the punctuation marks. (comma, exclamation point, and period) Model how to read the page again and have children echo-read it.
- Read page 22 and have children identify the punctuation marks. Model how to read the page and have children take turns reading it.

Developing Fluency

Model how to read page 26 fluently, with proper expression and phrasing. Then have children echo-read the page.

Oral Language/Conversation

Talk About Routines Discuss with children how people and pets often do the same or similar things each night before they go to bed.

Extending Meaning Through Writing

- Ask children to follow the pattern used in the book to write about another thing that Biscuit wants before he goes to bed. **(Narrative)**
- Have children write a description about how the little girl and Biscuit feel about each other. **(Descriptive)**

Connecting to Everyday Literacy

Biscuit's bedtime routine can be organized into a list of things to do for Biscuit before he goes to bed. To link children to real-world procedural text, show a list of things to do, or a schedule, and talk about it. For more procedural text, go to <http://www.whs-kids.org/Lists/WithYourDog.htm>. Read through the list of "10 Great Things to Do With Your Dog" and the directions that accompany each idea.

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A Color of His Own



Summary & Standard

A chameleon is searching for a color of his own. Instead he finds an unexpected friend who helps him to accept who he is. Children will read for personal fulfillment.

Author: Leo Lionni
Genre: Fantasy
Text Type: Picture Book

Word Count: 200+
Theme/Idea: trying to change;
accepting who you are

Making Connections: Text to World

Discuss with children the different colors animals could be. For each color named, ask children to name one or two animals that match the color.

Extend the real-world connection by asking if anyone knows what a chameleon is. Explain that a chameleon is a lizard that changes its color according to its surroundings. When perched on a tree branch, it is brown. When resting in the grass, it is green. Ask: *Do you think being able to change colors is helpful for a chameleon? Why?*

For additional information about chameleons, see <http://www.sandiegozoo.org/animalbytes/t-chameleon.html>.

Vocabulary

Essential Words: change, except, own, turned

Related Words for Discussion: autumn, colors, seasons, spring, summer, winter

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 Many pages have very little text. The white background makes the words easy to read. Children will enjoy the vivid colors and the endearing illustrations of the chameleon.

Vocabulary The color words will be familiar to most children. They should be able to use context clues and the illustrations to figure out animal names and other unknown words.

Praise children for specific use of "Behaviors to Notice and Support" on page 101 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text On some pages, the narrow margins cause sentences to run as long as six lines, and some sentences continue from page to page. Remind children that a period or question mark will tell them when to stop reading the sentence. Explain that the dash on pages 5 and 15 indicates a pause. (Note: Book pages are not numbered. Page 1 is the title page.)

Content Children may have difficulty understanding how an animal can change colors. Find information about the chameleon in a resource book and read it to children.

ELL Bridge

Make a nine-section grid on sheets of paper and distribute one sheet to each child. Help children write *green, red, gray, pink, yellow, blue, purple, black, and white* in the sections. Read the words together. Have children find something in the classroom that is each color and write its name and/or draw a picture of it beside that color word. Invite children to share their findings.

Developing Comprehension

Thinking Within the Text

Ask children what the chameleon in the story wanted. Discuss how he tried to attain his goal and why it didn't work. Ask: *How did the older, wiser chameleon help him? What did the little chameleon find instead of a color of his own?*

Thinking Beyond the Text

Tell children that though real chameleons blend in with their surroundings, they do not change to look exactly like everything they sit on. Have children look at the pictures on pages 10–11 and pages 28–29. Ask: *Do you think a real chameleon could really be striped like a tiger? Could it really be red with white polka dots?* Ask children why they think the author included these ideas in the book.

Thinking About the Text

Ask children which parts of the story are informational and which parts are fantasy. Ask: *What did you learn from this book? What did the fantasy parts add to the story?*

Reading Dialogue

Explain that it is important to understand who is speaking in a story.

- Turn to page 21. Point out the quotation marks. Explain that the words between the quotation marks are words that the first chameleon says. Tell children that the phrase *he asked* lets readers know who is speaking. Explain that readers should reread page 20 and the top of page 21 to figure out who *he* is. Point out the question mark at the end of the sentence. Explain that this punctuation mark tells readers that the chameleon is asking a question.
- Have children find the sets of quotation marks on page 22. Ask: *Who says these words? How do you know?* Point out that there are no quotation marks after the question mark on this page. Explain that this is because the chameleon continues to speak on the next page (page 23).

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 two consonants next to each other often stand for two sounds blended together, as in the word *blew*.

- Point out the word *branch* on page 17. Read the sentence and write the word *branch* on a chart or on the board. Underline the consonant blend *br*. Guide children to blend the consonants together as you read the word aloud together, /br/ /anch/.
- Repeat with *green* and *grass* on page 20 and *still* on page 23. Have children find words that begin with consonant blends as they read.

Developing Fluency

Model fluent reading of dialogue, reading the words the way the characters would say them. Then have children practice reading that section softly to themselves. Circulate and listen for proper expression.

Oral Language/Conversation

Talk About Seasons The leaf in the story turns different colors as the seasons change. Have children describe the seasons in their area.

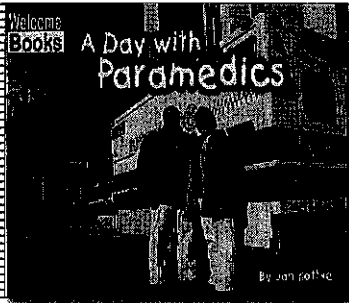
Extending Meaning Through Writing

- Have children write a riddle that includes a color word. For example: *I am a fruit. I am red. What am I?* Have children trade their riddles with a partner to solve. (**Riddle**)
- Ask children to draw a picture and write a sentence about their favorite color. (**Descriptive**)

Connecting to Everyday Literacy

In this story, one character persuades another character to accept himself for who he is. To link children to real-world persuasive text, share a book review that persuades the reader to read a certain book. For more persuasive text, read a book review of *A Color of His Own* at http://www.spaghettibookclub.org/review.php?review_id=3735.

A Day With Paramedics



Summary & Standard

This nonfiction book gives a first-person account of what it is like to be a paramedic in a big city. Children will use pictures and context to assist comprehension.

Author: Jan Kottke

Word Count: 100+

Genre: Informational Text

Theme/Idea: learning about helping others; understanding the occupation of paramedic

Text Type: Picture Book

Making Connections: Text to World

Discuss with children what people do when there is an emergency, such as a fire or car accident. Discuss the importance of the emergency number 911. Ask: *Why is it important to only dial 911 during a real emergency?*

Extend the real-world connection by naming early responders that respond to an emergency, including firefighters, police, and paramedics. Tell children they will read about the job of paramedics and the equipment they use.

For additional information about calling 911, see http://kidshealth.org/kid/watch/house/emergency.html?tracking=K_RelatedArticle#.

Vocabulary

Essential Words: ambulance, emergency, hospital, stretcher

Related Words for Discussion: assistant, occupation, profession, specialist, supervisor, surgery, technician

Genre/Text Type

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

Supportive Book Features

Text Most of the sentences are short and easy to read. For each spread, text always appears on the left side and the photograph on the right side. Photographs show realistic images that support the text.

Vocabulary Children will find most of the vocabulary familiar and easy to decode. Important terminology appears in bold and is defined in a glossary.

Praise children for specific use of “Behaviors to Notice and Support” on page 101 of the *Guided Reading Teacher’s Guide*.

Challenging Book Features

Text Point out the table of contents that appears at the beginning of the book. Explain that this table of contents shows the main idea of each spread and the location of special features, not the name of each chapter as is more common in other books. Point out that the index shows where to find important words and ideas in the book.

Content Children may need help understanding that paramedics are not doctors or nurses, but people with special training to help sick or injured people get to the hospital.

ELL Bridge

Help children articulate the main idea for each spread. After reading each page aloud, ask children to use the photograph to help summarize what they learned. Invite children to name key objects in the photograph in their native language and then reiterate the equivalent word in English.

Developing Comprehension

Thinking Within the Text

Have children use the pictures to retell what they learned on each spread. Ask: *Why are paramedics important? How do they help us?*

Thinking Beyond the Text

Have children reread pages 10–13 and locate the emergency kit in the photographs. Then have them read the definition for *kit* in the glossary. Ask: *What kinds of things do you think are included in this kit? How would the paramedics use each thing?*

Thinking About the Text

Explain that the author not only tells about the job of a paramedic, but also tells what happens when paramedics respond to an emergency. Ask children to analyze why the author chose to do this. Then ask: *How would the book be different if the emergency was a child who had fallen and broken an arm?*

Using Photographs

Remind children that the photographs in an informational text can give us information beyond what is found in the text. By looking carefully at what is shown in the photographs in this book, we can learn more about the job of a paramedic. Say:

- Look at the photo on page 13. How is this mask different than one that is part of a costume? (This mask is clear. It only fits over the nose and mouth.)
- Look at the photo on page 17. What does Beatrice do when she treats the sick woman? (She uses other tools and checks things like the woman's blood pressure and heartbeat.)
- Look at the book's cover and the photo on page 21. In what state do these paramedics work? How do you know? (New York; it is written on the license plate and truck.)

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

Unfamiliar Words

Remind children to use context clues and pictures to figure out an unfamiliar word. Point out that sometimes children may want to check the meaning of a word in a glossary.

- Point out *ambulance* on page 6. Say: *From the text, I can figure out that this word is something they work in, and it has a radio. From the photo, I see that they are in a truck or a van. I think an ambulance is a type of truck or van.*
- Then point out the word in the glossary. Say: *This says that an ambulance is a truck. The glossary tells me that I figured out the word correctly.*

Developing Fluency

Model fluent reading with proper pace, phrasing, and intonation. Pair children and have them take turns reading a page of text. Then have partners switch roles.

Oral Language/Conversation

Talk About Hospital Jobs Discuss the different kinds of jobs people might have at a hospital and the skills each job might require.

Extending Meaning Through Writing

- Have children write a caption to describe what is happening in one of the photographs. (**Descriptive**)
- Have children use the list of new words on page 22 to write a sentence or two about the book. (**Expository**)

Connecting to Everyday Literacy

Review with children what they learned about the work of a paramedic. To link children to real-world expository text, show them a book or article about other careers. Talk about the qualities a person might need to do each job. For more expository text on careers, go to <http://www.kidsnewsroom.org/careers/careers.asp>. Then ask: *What career might you like to have someday? Why?*

Does a Kangaroo Have a Mother, Too?



Summary & Standard

This question-and-answer book explains that animals, like people, have mothers who love them. Children will use punctuation cues to help them gain meaning from and understand the text.

Author: Eric Carle
Genre: Informational Text
Text Type: Picture Book

Word Count: 250+
Theme/Idea: learning about animal families; understanding a mother's love

Making Connections: Text to Text

Children may be familiar with other books written and/or illustrated by Eric Carle. Ask them to tell what they remember about books such as *The Very Hungry Caterpillar* or *Brown Bear, Brown Bear, What Do You See?*

Point out the artwork in this book. Explain that Carle has a unique way of creating pictures. Instead of drawing, he makes collages. For this book, first he hand-painted paper using vibrant colors. Then he cut the paper into different shapes. Finally he layered the shapes to create the animals and backgrounds. Ask: *Do you like the artwork on the pages? Why?*

For more information about Eric Carle, see <http://www.eric-carle.com/home.html>.

Vocabulary

Essential Words: babies, course, group, love

Related Words for Discussion: forest, habitat, jungle, sea, water

Genre/Text Type

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

Supportive Book Features

Text Large print, a question-and-answer format, repetitive text pattern, and colorful artwork help children read and comprehend the story. Each animal name is written in multicolored capital letters, which adds an element of fun to the pages.

Content Most children enjoy books about animals, and they will most likely be familiar with all the animals in the book. The answer on page 24 will be comforting to children. (Note: The book's pages are not numbered. Page 2 begins with: *Yes! A Kangaroo has...*)

Praise children for specific use of "Behaviors to Notice and Support" on page 101 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text Although the feature on page 25 also follows a pattern, the page is text heavy and may be challenging for some children. Read this page together, emphasizing the names of baby animals, parents, and groups.

Vocabulary Most animal names will not be part of children's sight vocabulary. Encourage children to use the artwork and to think about the sounds the letters stand for as they try to figure out each word.

ELL Bridge

Write each animal name discussed in the book on a card. Show children the cards, one at a time, and read the words together. Then show the cards a second time and have children find the picture of that animal in the book. Ask children to describe each animal. Encourage them to use complete sentences in their descriptions, such as *The giraffe has long legs and a long neck.*

Developing Comprehension

Thinking Within the Text

Have children name the animals featured in the story. Write the names on a chart or on the board, along with the name of each animal's baby. Ask: *What do all the baby animals have in common?*

Thinking Beyond the Text

Discuss Eric Carle's distinctive artwork. Have children name other types of art they have seen in picture books, e.g., photographs, drawings, and paintings. Ask: *Do you think this book would be as interesting if the author had used another kind of artwork? Why?*

Thinking About the Text

Have children notice that the picture on each spread goes with the text at the top of the opposite page. In order to answer the italicized question at the bottom of that page, children will need to move on to the next spread. As you read the book together, talk about the illustration before reading the question.

Recognizing Sentence Pattern

Remind children that some sentences have a set pattern, or are written with most of the words in the same order. Recognizing the pattern can help children better understand the content.

- Read aloud page 2 and tell children that this page answers the question asked in the book's title. Point out the question at the bottom of the page and have children compare it with the title. Ask: *Which words form a pattern? Which words changed?*
- Have children turn to page 4. Read the page aloud and ask children what they notice. Have children identify which words in the sentences on page 4 are different from the words on page 2.
- Read aloud pages 22 and 24. Discuss how the text changes on these two pages.

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

Ending Consonants

Remind children that words are made up of sounds and that letters stand for those sounds.

- Write *lion* on a chart or on the board. Underline the *n* in *lion* and say: *The letter n stands for the /n/ sound. This is the ending sound in the word lion.* Have children repeat the *n* sound and the word. Then have children find other words that end with /n/ on pages 6 (*penguin*), 8 (*swan*), and 12 (*dolphin*).
- Ask children to find a word that ends with /p/ on page 14 (*sheep*) and a word that ends with /t/ on page 18 (*elephant*). Have children read the words.

Developing Fluency

Divide the children into two groups. Have one group read the text at the top of each page and the other read the question at the bottom of the page. Encourage children to pay attention to punctuation as they read the text aloud.

Oral Language/Conversation

Talk About Habitats Discuss with children where each animal in the story lives. Point out that different animals may share the same habitat.

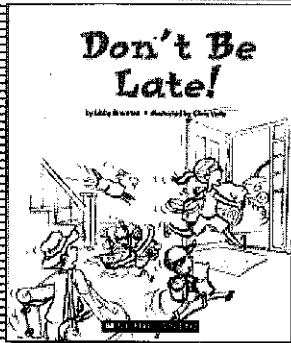
Extending Meaning Through Writing

- Have children complete and draw a picture of this sentence frame: *A baby ____ is called a ____.* (Expository)
- Have children write a letter to Eric Carle, telling him how they feel about this book. (Letter)

Connecting to Everyday Literacy

The book features many animals that can be found in the zoo. To link children to real-world expository text, share a brochure or book about zoo animals. Ask: *What other animals might you see at the zoo besides those named in the book?* For more expository text, go to <http://www.sandiegozoo.org/animalbytes/index.html>.

Don't Be Late!



Summary & Standard

When a family wakes up late, they rush to pack the car for a trip. Will everyone—including the dog—be ready to leave by eight? Children will comprehend basic plots of a variety of fiction genres.

Author: Libby Brereton
Genre: Realistic Fiction
Text Type: Picture Book

Word Count: 189
Theme/Idea: being late; rushing to get ready on time

Making Connections: Text to Self

Most children will have experience with being late for something and rushing to get ready. Invite volunteers to share their experiences with being late and describe how they felt.

Extend the connection by explaining that many people use alarms on clocks or cell phones to wake them so they can avoid being late in the morning. Ask: *What do you use to wake up in the morning? What problems can occur when you don't wake up on time for school? How do you keep track of time later in the day?*

For additional teaching ideas and resources about time, see <http://www.time-for-time.com/>.

Vocabulary

Essential Words: bags, car, dog, eight, forgot, late, leave, packed

Related Words for Discussion: clothes, family, ride, snacks, suitcase, toys

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 often repetitive, which helps children follow story events. The story is also supported by detailed illustrations.

Vocabulary Most words in the story are likely to be familiar to children.

Praise children for specific use of "Behaviors to Notice and Support" on page 101 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text The text contains a lot of dialogue. Help children distinguish dialogue from narrative. Have children turn to page 2, and point out the quotation marks that enclose the three sentences of dialogue. Remind children that quotation marks around text tell the reader that a character says those exact words.

Content If children have not been on a family trip, they may be unsure of what the family is preparing for. Guide children to study the items the family members pack and draw conclusions about where they are going. On page 8, explain that the word *bags* refers to luggage or suitcases. Point to the bags in the illustrations on pages 6–7.

ELL Bridge

Use gestures to convey the meaning of different parts of the story. For example, point to a clock and say *Oh no! I'm late!* Pantomime rushing to get ready for school. Use your movements and facial expressions to show you are worried. Explain that when you are late, you do not have enough time to get ready. Invite children to pantomime waking up late and rushing to get ready. Then ask them to describe their actions.

Teaching Options

Developing Comprehension

Thinking Within the Text

Summarize the story with children. Ask: *Why was the family rushing? What did they need to do at eight? What did each person pack?*

Thinking Beyond the Text

Ask children how they think the family felt when they realized they were late. Encourage them to look for details in both the text and the pictures. Ask: *How does running late cause other problems? Why does being late make you forget things?*

Thinking About the Text

Ask children to think about how the story conveys a sense of urgency in both the text and the illustrations. Ask: *What do you know about the types of sentences in the dialogue? What do you notice about the characters' faces and movements in the pictures?*

Reading Everyday Speech

Explain to children that quotation marks help readers recognize the words spoken by a story character. The character's name and a word such as *said*, shown outside the quotation marks, identify the speaker.

- Read aloud page 2. Ask: *Who is speaking? (Dad) How do you know? (the words said Dad) What does he say? ("Oh no! We are late! We have to leave at eight!") How can you tell? (Quotation marks come before and after these words.)* Have children read the words the way Dad might say them.
- Then read aloud the text on page 4. Again ask children to identify the dialogue and the speaker, and explain how they can tell. Make sure that children understand that Mom says all the words between the opening and closing quotation marks. Then have children read the sentences the way Mom might say them.

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

Exclamation Points

Remind children that authors use punctuation marks to tell readers what expression and voice to use when reading different parts of a story.

- Read aloud page 2 of the story. Call attention to the exclamation points. Remind children that an exclamation point shows a strong feeling, such as anger, surprise, or joy. Ask: *What feeling is Dad showing on this page?*
- Have children find other sentences in the story that have an exclamation point. Ask children to read each sentence aloud with expression.

Developing Fluency

Model fluent reading of page 8, using different voices to reflect different characters. Then have children read the page with you.

Oral Language/Conversation

Talk About Preparing for a Trip Discuss with children how their family prepares for a trip. Ask: *What do you bring? Who packs the bags?*

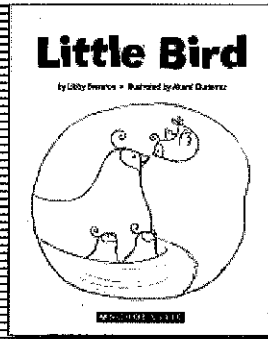
Extending Meaning Through Writing

- Have children make a list of things they would take on a family trip. (**List**)
- Have children write about a time when they had to rush because they were late. (**Narrative**)

Connecting to Everyday Literacy

Explain that people often get directions when they take a car trip. Talk about the need for directions to be specific and accurate. To link children to real-world procedural text, work together to write directions from school to a familiar local location. Ask: *What direction words did we use?* For more examples of procedural text, generate a set of driving directions at <http://maps.google.com>. Read through the directions and discuss them with the children.

Little Bird



Summary & Standard

Little Bird is excited to fly away from the nest for the first time, but when she flies too far, Mama Bird comes to the rescue. Children will independently relate prior knowledge to what is read and use it to aid in comprehension.

Authors: Libby Brereton

Genre: Fantasy

Text Type: Picture Book

Word Count: 182

Theme/Idea: trying new things; getting lost

Making Connections: Text to World

Children will be familiar with the idea of trying new things as they get older. Ask children to describe doing something for the first time, such as learning to ride a bike.

Extend the connection by telling children that they will read a story about a bird that flies away from the nest for the first time. Ask: *How do you think a bird might feel when it leaves the nest for the first time? What dangers or problems might a bird face during its first flight away from home?*

For a video of fledgling eagles learning to fly, see <http://pbs.org/wnet/nature/lessons/bringing-up-birdy/video-segments-american-eagle/4762/>.

Vocabulary

Essential Words: bird, far, flew, flying, little, lost, mama, nest, tree, wings

Related Words for Discussion: afraid, excited, happy, lost, nervous, scared

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 is written in short, easy-to-read sentences. Illustrations provide support for the simple, straightforward text.

Vocabulary High-frequency words and grade-level vocabulary will help children understand the story.

Praise children for specific use of “Behaviors to Notice and Support” on page 101 of the *Guided Reading Teacher’s Guide*.

Challenging Book Features

Text Children may need extra support in reading end punctuation or quotation marks. Model reading sentences with question marks and exclamation points.

Content Some children may not realize this is Little Bird’s first flight away from the nest. Help them understand that up until now the bird has stayed in the nest and its mother has taken care of it. Point out why this is an exciting and important event in the life of a little bird.

ELL Bridge

Help children recognize the sequence of events in the story. Write the following sentence frames on sentence strips: *___, Little Bird flew to a berry tree. ___, Little Bird drank from a puddle. ___, Little Bird flew home with Mama Bird.* Ask: *What did Little Bird do first? (flew to the tree)* Write *First* in the correct sentence frame and read aloud the sentence with children. Continue, filling in *Next* and *Last* where appropriate. Have children put the sentence strips in the correct order.

Teaching Options

Developing Comprehension

Thinking Within the Text

Have children discuss details in the story. Ask: *Where did Little Bird go first? What did she do? Who offered to help Little Bird find her way home? Why did Little Bird get lost?*

Thinking Beyond the Text

Ask children how Little Bird probably felt when she first flew away from the nest. Ask children how Little Bird's feelings changed when she realized she was lost and when Mama Bird found her. Ask: *How does it feel when you try new things? How do your parents help you as you get older and can do more things on your own?*

Thinking About the Text

Ask children what they think the author's purpose was for writing this story. Ask: *What lesson does the author want readers to learn? How can both children and parents relate to what happens in the story?*

Making Inferences

Tell children that an author does not always tell the reader everything directly. Readers often need to use information in the text or in the pictures along with prior knowledge in order to understand what the author is saying.

- Have children look at the picture on pages 4–5. Ask: *How can you tell Mama Bird and her other children are excited to see Little Bird flying?* Point out that children can think about their own experiences with doing new things to help them figure out Mama Bird's emotions.
- Read aloud pages 12–14 and have children look at the illustrations. Ask children to use the text and pictures to tell why Mama Bird is concerned when she sees the fox. (The fox might hurt Little Bird.)

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 two consonants next to each other often stand for two sounds blended together, as in the word *flag*.

- Point out the word *flew* on page 6. Read the sentence and write the word *flew* on a chart or on the board. Underline the consonant blend *fl*. Guide children to blend the consonants together as you read the word aloud together, /fl/ /oo/.
- Repeat with *tree* on page 8 and *drank* and *blue* on page 10.

Developing Fluency

Model fluent reading of pages 2 and 4. Then have children echo-read the rest of the book with you.

Oral Language/Conversation

Talk About Feeling Lost Discuss with children their experiences with feeling lost. Ask: *Have you ever gotten separated from your family?*

Extending Meaning Through Writing

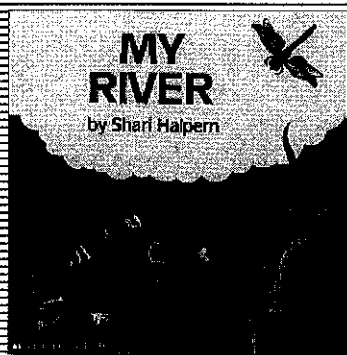
- Have children write a short paragraph about things they look forward to doing as they get older. (Expository)
- Have children draw a picture of one thing Little Bird did and write a sentence about it. (Descriptive)

Connecting to Everyday Literacy

Point out that the mother bird wanted to persuade the little bird to stay safe. Explain that parents often try to persuade their children to do things they think are good for them. To link children to real-world persuasive text, go to http://kidshealth.org/kid/exercise/fit/work_it_out.html. Talk about how the article tries to persuade children why it is cool to exercise. Talk about the five points the article makes to support the idea.

My River

GUIDED READING PROGRAM Text Types



Summary & Standard

Through the use of colorful paint and collage techniques, the reader sees plants and animals claim a river as their own. They share the river and the idea can be summed up in the sentence, *It's everyone's river!* Children will distinguish fantasy from reality.

Author: Shari Halpern

Word Count: 50

Genre: Fantasy

Theme/Idea: living together in harmony; understanding a river habitat

Text Type: Picture Book

Making Connections: Text to World

Display photographs of rivers. Ask children to share any knowledge they have about rivers and the kinds of animals that live in them. Allow children to share any experiences they have had with being on or near a river.

Tell children they will be reading a story about a river. Compare and contrast a river with a lake, pond, and ocean. Make sure children understand that a river is a long body of fresh water that flows across land. Explain that river water goes to a lake, another river, or an ocean.

To learn more about animals in and around the Mississippi River ecosystem, go to <http://www.nps.gov/miss/naturescience/animals.htm>.

Vocabulary

Essential Words: beetle, born, eel, mine, muskrat, whose

Related Words for Discussion: environment, habitat, litter, observe, pollution

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 Clear and simple pictures tell the story. Each spread contains one simple sentence.

Vocabulary Most of the words in the story are high frequency or decodable. A picture glossary on the last page of the book identifies the animals, plants, and people in the story.

Praise children for specific use of "Behaviors to Notice and Support" on page 101 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text Because the sentences have no quotation marks, it may be unclear who is speaking. Every sentence contains a pronoun with no referent. Make sure children understand that they can figure out what each pronoun is referring to by using the illustrations.

Content Children may be unfamiliar with some of the wildlife pictured. The glossary only provides the name of each illustrated animal and does not tell anything about it. It might be helpful to identify and discuss each animal before reading the text.

ELL Bridge

Use gestures and visuals to develop vocabulary and ideas. Display pages 6–7. Explain that the turtle is sitting on a log in the river. Then begin the activity by saying: *I see a turtle on a log.* Pantomime moving your neck in and out of a turtle shell. Invite a volunteer to point to the turtle in the illustration. Encourage children to then take turns telling and pantomiming what they see on each spread and having others identify it. Assist children with proper vocabulary as needed.



SCHOLASTIC

LEVEL F

Developing Comprehension

Thinking Within the Text

Have children discuss what they learned about river habitats. Ask: *What animals live in the water? Which living things are near the water? Who needs the river? Whose river is it?*

Thinking Beyond the Text

Discuss with children how people use a river. Ask: *How is a river used to have fun? How is a river used for food? What else do people get from a river? Why should we share a river with plants and animals?*

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 who is talking?* Read page 7 aloud, making sure children cannot see the illustration. Ask: *Who is the text about?* Point out that this author uses the illustrations to help tell the story.

Understanding Genre: Fantasy

Explain to children that most fantasy stories have parts that are real, such as a house or trees. But in a fantasy story, things happen that could never happen in real life.

- Display and read aloud pages 8–9. Ask children to identify which animals are saying, *It's our river*. When the frogs are identified, ask if frogs can talk in real life.
- Have children turn to pages 16–17 and use the text and illustration to describe what does not happen in real life. (A dragonfly talks.)
- Encourage children to identify other things in the story that could not happen in real life.
- Have children identify things in the story that could happen in real life.

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 i

Remind children that vowels can have a short or a long sound. A long vowel sound is when the vowel is pronounced like the name of the vowel. Tell children that the spellings *i_e* and *y* can stand for the long-i sound, as in *bike* and *cry*.

- Read page 13 aloud with children. Ask which word has the long-i vowel sound and write the word *my* on the board. Point out that the letter *y* stands for the long-i sound.
- Read page 26 aloud with children and have children identify the word with the long-i sound. (*mine*) Point to the *i_e* spelling of the long-i sound in the word.

Developing Fluency

Model reading each page with proper pace, phrasing, and intonation. Have children take turns reading each page after you.

Oral Language/Conversation

Talk About the Environment Discuss why it is important to keep our rivers clean. Let children propose ways to keep rivers clean.

Extending Meaning Through Writing

- Invite each child to write a few lines from the perspective of one of the animals in the story. Have the animal describe a day on the river. (**Narrative**)
- Have children pick their favorite animal in the story and write a sentence about why they like it best. (**Expository**)

Connecting to Everyday Literacy

To connect children to real-world expository text, display the book's glossary. Ask: *What is the purpose of the glossary? How did it help you?* Read about the different animals included in the glossary. For more expository text on freshwater animals, go to <http://australianmuseum.net.au/Wild-Kids-Animals-of-freshwater-habitats>.

Popcorn

GUIDED READING PROGRAM Text Types



Summary & Standard

Popcorn is a favorite snack food for many people. They know they like it, but do they know how popcorn gets its pop? Read how this special kind of corn grows and what makes it pop. Children will use pictures and context to assist comprehension.

Author: Karen Alexander

Word Count: 123

Genre: Informational Text

Theme/Idea: learning about how corn grows; learning what makes popcorn pop

Text Type: Picture Book

Making Connections: Text to World

Discuss children's experiences with popcorn.

Ask: Do you like popcorn? Is it a snack or a meal? How does popcorn look, smell, taste, feel, and sound?

Extend the real-world connection, and write popcorn on the board. Say: *The parts of the word give us clues to where popcorn comes from and how it is made.* *Ask: What does the first part of the word tell us about this snack? What does the second part tell us?* Point out that children will learn more about popcorn and how it is made in this book.

For more information about popcorn, see <http://www.popcorn.org/EncyclopediaPopcornica/tabid/57/Default.aspx>.

Vocabulary

Essential Words: fresh, heated, kernels, special, steam, treat

Related Words for Discussion: fruit, healthful, snack, vegetable

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 Concepts are presented in short sentences. Engaging, close-up photographs support the text. The repetition of the phrase *It is fun to...* in the second half of the book aids comprehension and makes the book fun to read.

Content Most children have eaten popcorn. They will likely enjoy learning about the popular snack food. Help children read the photograph labels on pages 5 and 7, which help with comprehension.

Praise children for specific use of "Behaviors to Notice and Support" on page 101 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text Most of the sentences are one line long. However, there are a few sentences that run onto a second line. Help children look for punctuation that signals the end of sentences. Also point out the repetition of *Pop! Pop! Pop!* and demonstrate how to read these portions of the text.

Vocabulary Multiple-meaning words appear in this book. Point out *ear*, *leaves*, and *treat* as you encounter them in the reading. Have children tell meanings they know for these words. Help children use context to identify the correct meaning in the text.

ELL Bridge

As you read each page aloud, point to relevant parts of the corresponding photo. For example, on page 3, point to the corn. Run your finger along the front row of corn. Then actively engage children. Say: *Show me the corn. Show me a row.* Continue the same process with other photos.

Developing Comprehension

Thinking Within the Text

Have children retell what they learned about how popcorn is made. Have them use the photos to help them.

Thinking Beyond the Text

Have children look at the photos of corn growing in the field and the ear of corn. Explain to children that, besides eating popcorn, people like to eat corn in many ways. Point out that some people like to eat corn on the cob. Discuss other foods that are made with corn. (corn muffins, corn cereal, corn fritters)

Thinking About the Text

Have children revisit each photograph and discuss how it supports the text. Then ask: *Which photograph was most helpful to you? What did it help you understand?*

Making Inferences

Explain that authors tell us some things in the text. Other things we must figure out for ourselves. We use what the author tells us plus what we know to figure out, or infer, from our reading.

- Reread aloud page 8. Say: *The author tells us that popcorn kernels turn inside out with a pop. I know that when a balloon gets bigger and bigger, it explodes with a pop. I can figure out that when corn pops, it is like a little explosion.* Reread the page again. Say: *The author says the popcorn is heated. What do you know about heating things? What can you figure out about how the popcorn gets heated?* (I know that a stove is used to heat food, so I can figure out that popcorn can be heated on a stove.)
- Have children reread pages 10 and 12. Say: *Use what you know to figure out when popcorn would be made in a little machine and when it would be made in a big machine.* (A little machine would be used to make popcorn for a family or a small group of people. A big machine would be used at a movie theater, where a lot of people would be eating popcorn.)

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

Developing Phonics and Word-Solving Strategies

Words That Describe

Remind children that some words in a sentence may describe people, places, and things.

- Reread the first sentence on page 10 with children. Ask: *What word describes machines?* (big) Repeat with page 12 and have children identify the describing word. (little)
- Have children turn to page 14 and identify two words that describe popcorn. (fresh, hot) Then have them reread page 16. Ask: *What is a describing word on this page?* (yummy) *What does it describe?* (treat) *What is your favorite treat? What words can you use to describe it?*

Developing Fluency

Model fluent reading of page 14, stressing the effect of the exclamation points. Have children repeat each sentence after you.

Oral Language/Conversation

Talk About Healthful Snacks Talk about popcorn as a healthful snack. Encourage children to identify and discuss other healthful snacks.

Extending Meaning Through Writing

- Have children write a grocery list for healthful snacks. (**List**)
- Have children write a recipe for a party mix that includes popcorn. They might choose to include foods such as pretzels or raisins. (**Recipe**)

Connecting to Everyday Literacy

This book gives facts about popcorn. To link children to expository text, revisit page 4. Ask: *What facts do we learn on this page?* Point out that children can learn more about popcorn and other foods by reading facts. For more expository text, go to <http://www.fsa.usda.gov/FSA/kidsapp?area=home&subject=fun&topic=landing>. Read some of the fun farming facts together.

Small Treasures

**GUIDED
READING
PROGRAM**
Text Types



Summary & Standard

A girl sorts through the special treasures she keeps in a special box in a special place. With few words, the book communicates how old things, small things, and collected things become treasured items. Children will use pictures and context to assist comprehension.

Author: Akimi Gibson

Word Count: 52

Genre: Realistic Fiction

Theme/Idea: using your imagination, treasuring items

Text Type: Picture Book

Making Connections: Text to Self

Most children will be familiar with having and keeping “special” things. Ask: *What is something you have that is special to you? Where do you keep it? Why might you hide it away?*

Continue the discussion by talking about hidden treasures. Discuss how people have used treasure maps to search for hidden treasures. Talk about the use of metal detectors in hopes of finding valuable things underground.

For additional teaching resources and ideas, type in “Make Your Own Treasure Hunt” in the search box at www2.scholastic.com/browse/home.jsp.

Vocabulary

Essential Words: glitter, special, torn, treasure, worn

Related Words for Discussion: favorite, gift, important, unique

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 Some words rhyme, and there is a rhythm to the text. Only short, simple phrases are required reading on each page.

Vocabulary The repeating phrases make the vocabulary easy to comprehend. Illustrations are clear and include examples of each adjective.

Praise children for specific use of “Behaviors to Notice and Support” on page 101 of the *Guided Reading Teacher’s Guide*.

Challenging Book Features

Text The story is told in only three sentences. One sentence is continued over several pages. Readers must use the illustrations to fill in information left out of the text. Guide children to describe the accompanying illustrations.

Content Some children may be familiar with only the common definition of the word *treasures* as hidden wealth, such as jewels or money. They may be confused about the kinds of treasures the girl keeps hidden in her treasure box. Discuss how *treasures* can also be used to describe things that are special or precious to an individual.

LEVEL F

ELL Bridge

Help children recognize adjectives. Write *shiny, tiny, worn, torn, gold, old, and small* on a chart. Read aloud each word and have children repeat it. Point out that each word describes a thing in the girl’s box. Help children find an object or picture for each word. Have children hold up each object or picture and use an adjective in a sentence that describes it. Use the sentence frame: *This is a ___ thing.*

Developing Comprehension

Thinking Within the Text

Have children use the illustrations to discuss details in the story. Ask: *What things in the box are shiny? What things are tiny? What does the girl keep that is worn? What is torn? What is gold? What is old? What glitters?*

Thinking Beyond the Text

Ask children to think about what they would put in a treasure box. Ask: *What do you have that is special? Would it go in your treasure box? Why?*

Thinking About the Text

Have children reread the lines on page 7. Have them notice the words that rhyme. Ask: *Can two words describe one thing? Which things on pages 6–7 are both shiny and tiny?* Repeat with the rhyming words on page 8 and the picture on pages 8–9, as well as the rhyming words on page 11 and the picture on pages 10–11.

Summarizing

Remind children that good readers summarize as they read to help them better understand a story. Tell children to think about what happens at the beginning, the middle, and the end of the story.

- Ask: *What happens at the beginning of the story?* (The girl gets a special box from the closet.)
- Ask: *What happens in the middle of the story?* (The girl looks at and plays with her treasures.)
- Ask: *What happens at the end of the story?* (The girl puts most of her things back in the box except her tea set; she plays with it.)

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 *or*

Point out to children that the sound /ôr/ is spelled *or*, as in *short* and *horse*.

- Write and say word pairs, having children identify the word that has the /ôr/ sound: *born/bed; corn/cap; pin/port; fort/fan; form/fin*. List the words with /ôr/ on the board or on chart paper. Have children read the list aloud.
- Have children turn to page 8. Ask: *Which words have the /ôr/ sound? (worn, torn)* Say the words emphasizing the /ôr/ sound. Have children repeat after you.

Developing Fluency

Have children follow along in their books as you model fluent reading of the long sentences. Have children reread each sentence after you.

Oral Language/Conversation

Talk About Belongings Ask children to think of belongings that they treasure. Discuss what the belongings look like and why children like them.

Extending Meaning Through Writing

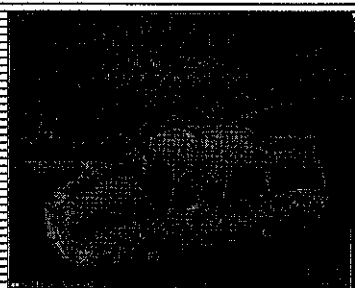
- Have children choose one of the treasures pictured in the book and write words that describe how it looks. (**Descriptive**)
- Have children choose one item from the girl's box that they would put in their own treasure box and tell why. (**Expository**)

Connecting to Everyday Literacy

Ask children if they have a treasure box at home. Tell them they can make their own treasure box from a shoebox or tissue box. To link children to real-world procedural text, display easy-to-follow directions on how to make a treasure box. Include a list of materials. Together, read the list of materials and the step-by-step instructions. For another example of procedural text, go to http://www.sandiegozoo.org/kids/craft_caterpillar.html. Together, read the directions for making a caterpillar keepsake box.

Tina's Taxi

GUIDED READING PROGRAM Text Types



Summary & Standard

Tina is a cabdriver. This story follows her weekly routine, telling what Tina does at work each day and also what she does on her day off. Children will read to enhance their understanding of the demands of society and the workplace.

Author: Betsy Franco

Word Count: 75+

Genre: Realistic Fiction

Theme/Idea: going to work;
following a routine

Text Type: Picture Book

Making Connections: Text to World

Most children are familiar with different modes of transportation. Ask children to name different kinds of transportation, and list them on the board. Make sure taxi, or taxicab, is included.

Extend the real-world connection by talking specifically about taxis. Explain that a taxi (or cab) is a car with a driver whom you pay to take you somewhere. Taxis are more common in large cities, where people are more likely not to own cars. *Ask: Have you ever taken a ride in a taxi? What was it like?*

To help children experience the inside and outside of a New York taxi, see <http://www.pbs.org/wnet/taxidreams/panoramas/index.html>.

Vocabulary

Essential Words: drives, shines, taxi

Related Words for Discussion: career, friendly, safety, transportation

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 Detailed pictures enhance the simple sentence structure of the text. Pages 6–12 contain a repeating sentence pattern.

Vocabulary Most of the words in the story are high-frequency or decodable words. All of the people's names are decodable.

Praise children for specific use of "Behaviors to Notice and Support" on page 101 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text Each page contains one simple sentence except page 15, which breaks the pattern and includes a question directed at the reader. This may be a good place to pause and have children make a prediction.

Content Children may be unfamiliar with taxis and the work a taxi driver does. The story only shows Tina picking up each of her fares. There is no mention of transporting or paying a fare. Additional explanation may be required for children to understand what it is like for someone to take a ride in a taxi and what taxi drivers do.

LEVEL F

ELL Bridge

Using a calendar, point out and name the days of the week. Chant and clap the days of the week and have children repeat after you. Repeat several times, speeding up the pace. Have children copy the days of the week on note cards. Mix them up. Have children put them in order and then read them aloud. Have children match each note card to the correct day on the calendar.



SCHOLASTIC

Developing Comprehension

Thinking Within the Text

Ask children to compare and contrast Sunday with the other six days. Ask: *What does Tina do on Sunday that she doesn't do any other day? How are her activities on Monday through Saturday alike?*

Thinking Beyond the Text

Have children use the information in the story to determine what skills are needed to get a job as a cabdriver. Ask: *What must a cabdriver know about money? What else do they do besides drive? What do you think Tina might enjoy about being a cabdriver?*

Thinking About the Text

Have children identify ways that the pictures in this book give information about each person that Tina picks up. For example, on page 9, notice what Will is carrying, what is on his shirt, and what is on the door of the building. These clues tell that Will is an artist.

Recognizing Sequence of Events

Remind children that events in a story happen in a certain order. Thinking about the order in which things happen helps readers to understand and remember the story. Remind children that as they read, they should look for words that tell them about time, such as the days of the week. This helps them figure out the order of events.

- Help children make a chart demonstrating sequence. Make a two-column chart with seven rows. Write the days of the week, beginning with Monday, in the first column. Beside each day, write a brief sentence, with children's input, that tells what Tina does on that day.
- Have children use the information on the chart to tell what happened at the beginning, middle, and ending of the story.

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

Developing Phonics and Word-Solving Strategies

Short Vowels

Review with children the short sounds of vowels *a*, *e*, *i*, *o*, and *u*. Say: *cat*, *net*, *lit*, *hop*, and *pup*. Ask children to identify the short vowel sound they hear in each word.

- Read aloud the sentence on page 6. Have children identify the words with short *o* (*on*), short *i* (*picks*), short *u* (*up*), and short *e* (*Meg*).
- Help children identify additional words in the story that have short vowel sounds, such as (*a*) *and*, *Fran*, *Sam*, *Saturday*, *taxi*; (*e*) *Ted*, *then*; (*i*) *it*, *Tim*, *until*, *visit*, *Will*; (*o*) *off*; (*u*) *until*, *up*.

Developing Fluency

Model reading the story and how to stop at ending punctuation. Then have children choral-read each page with you.

Oral Language/Conversation

Talk About Jobs Discuss whether or not children might like to someday be a cabdriver. Have them explain their reasons. Discuss other transportation jobs.

Extending Meaning Through Writing

- Have children make a two-column chart and write the days of the week in the left column. Have them write a sentence that tells one thing they do on each day of the week. (**Graphic Aid**)
- Have children choose one fare Tina picks up and write a dialogue between that person and Tina. (**Narrative**)

Connecting to Everyday Literacy

Remind children that the story followed in order according to the days of the week. Explain that procedural text may give steps, or directions, to follow in order. To link children to real-world procedural text, show directions for how to make something. For procedural text on making a shoe box car, go to http://www.ehow.com/how_5379423_make-car-shoe-box.html.