

GUIDED READING PROGRAM

Text Types

LEVEL

I

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

- **The Birthday Party**
- **Dragon Gets By**
- **Henry and Mudge and the Funny Lunch**
- **Hi! Fly Guy**
- **Now I Know: Bears**
- **Now I Know: Butterflies**
- **Small Pig**
- **The Very Busy Spider**
- **Who Wants a Ride?**
- **Willie's Wonderful Pet**

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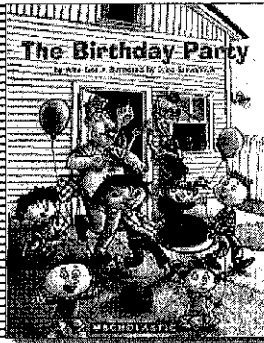


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The Birthday Party



Summary & Standard

The Hooper family works together to plan the best birthday party ever for Grandma before she arrives. Children will use punctuation cues to help them gain meaning from and understand the text.

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

Word Count: 250+
Theme/Idea: celebrating special occasions; making preparations for special events

Making Connections: Text to Self

Most children will have experiences helping to plan and prepare for a family celebration. Invite children to share some of these occasions and explain their role in the preparations.

Extend the connection by asking children to name other reasons that people have parties. Explain that some parties have themes, such as a baking party or a come-as-your-favorite-character party. Ask which party themes they think would be fun and why.

For party theme ideas, see <http://www2.scholastic.com/browse/article.jsp?id=3746786>.

Vocabulary

Essential Words: agree, everything, perfect, special

Related Words for Discussion: cooperate, decide, responsibility, schedule, teamwork

Genre/Text Type

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

Supportive Book Features

Text Detailed pictures complement the text, which is arranged in blocks on a page. The spacing between sentences makes lengthy sections of text less intimidating. Repeating text patterns of dialogue helps with comprehension. All dialogue lines are attributed.

Vocabulary Most of the vocabulary should be familiar to children. Help children break down longer and compound words into syllables.

Praise children for specific use of "Behaviors to Notice and Support" on page 104 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text Review the use of quotation marks and dialogue, guiding children to understand what each character is saying as they read. Then point out the use of the dash on page 24. Explain that this shows how Lou and Lulu have a change in thought as they are speaking.

Content Children may have trouble understanding why the Hoopers keep changing their minds. Remind them that the Hoopers are in a hurry, and sometimes when people rush they do things before thinking them through. Help children identify the reasons why the characters keep changing their minds.

ELL Bridge

Use a Venn diagram to help children compare and contrast the birthday party in the book with a party their own family has celebrated. Draw a large Venn diagram on the board or on chart paper and label one circle *My Family's Party* and the other *The Hoopers' Party*. As they read, have children identify similarities and differences to add to the diagram.

Teaching Options

Developing Comprehension

Thinking Within the Text

Have children identify all the members of the family and tell what each one did to help set up the party. Ask children to notice whether the job of each person changed or stayed the same each time the party was moved.

Thinking Beyond the Text

Have children look at the last page. Ask: *Do you think the party turned out perfectly? Why? Have you ever helped plan a party or celebration? What did you do to make sure the event was a good one?*

Thinking About the Text

Point out where the author uses repeating patterns of text. Discuss the effect this has on the story. Guide children to understand that every time the parents change their minds about how the party should be set up, the repeating text shows how the family members rush to get things in order.

Drawing Conclusions

Remind children that as they read a story, they can use information from the text and pictures, as well as what they already know, to make a decision or form an opinion about the text.

- Read pages 2–5. Ask children to review what they learn from the text and pictures. Ask: *Do you think Grandma lives far away or nearby?* Have children explain how they reached this conclusion. (She lives nearby because they are hurrying to have the party ready before she arrives.)
- Read pages 20–21 and have children tell what they learn on these pages. Ask: *After all the work of moving the party outside, why do the Hoopers move it back inside?* (The dark cloud means it might rain. Rain would ruin the cake and gifts. They want the party to be perfect.)

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

Imperative Sentences

Remind children that an imperative sentence tells someone to do something and ends with a period or an exclamation point.

- Write these sentences on the board: *Go and get a pencil. Go and get a pencil!* Read each one aloud, stressing the exclamation point in the second sentence. Ask: *What is the difference between these two commands?* (The second one is more urgent or excited.)
- Help children find imperative sentences in the story and explain why the author may have used exclamation points when Mom and Dad are speaking. (Mom and Dad are in a hurry.)

Developing Fluency

Model reading pages 22–24 fluently with expression and phrasing. Have children determine who is speaking on these pages and then have them read as a Readers Theater.

Oral Language/Conversation

Talk About Cooperation Discuss why teamwork is so important, especially when preparing for a special event or completing a task.

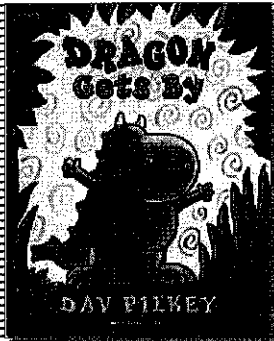
Extending Meaning Through Writing

- Have children imagine that they were party guests and write a thank-you note to the Hooper family. (**Expository**)
- Have children write a description of how the table looked just as Grandma arrived. (**Descriptive**)

Connecting to Everyday Literacy

The children in the story set the table, and each setting looks the same. To connect children to real-world procedural text, draw a simple diagram on the board that shows how each dessert place setting looked. Invite children to compare this procedure to the one their family uses for dinner. For more examples of procedural text, go to <http://emilypost.com/everyday-manners/table-manners/71-table-setting-guides>.

Dragon Gets By



Summary & Standard

When Dragon wakes up groggy, his entire day is a mixed-up mess! The housework, the yard work, and even the shopping present humorous challenges. Children will use punctuation cues to help them gain meaning from and understand the text.

Author: Dav Pilkey

Genre: Fantasy

Text Type: Series Book

Word Count: 250+

Theme/Idea: getting mixed up;
solving problems

Making Connections: Text to Text

Most children will have read books in a series. Point out that those books have the same author and usually have the same main characters. Invite children to tell about a series they are fond of.

Extend the connection by explaining that *Dragon Gets By* is the second of five books in a series. Point out that the author tells a different story about the same sweet dragon and uses the same whimsical artwork in each book. Ask: *How would you feel if you learned that a book you really like is one of a series? Why?*

For information about the author, Dav Pilkey, and the books in this series, see <http://www.pilkey.com/books.php>.

Vocabulary

Essential Words: balanced, diet, dirt, dragon

Related Words for Discussion: chores, housework, responsible, shopping, yard work

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 characters they can then follow in other stories.

Supportive Book Features

Text Each chapter has a descriptive title that gives clues about what children will read. Fanciful illustrations provide support for the text.

Vocabulary Most of the vocabulary should be familiar to children. Provide support to help them understand words such as *shadows* (page 9), *wondered* (page 20), and *excitement* (page 43).

Praise children for specific use of “Behaviors to Notice and Support” on page 104 of the *Guided Reading Teacher’s Guide*.

Challenging Book Features

Text Many of the sentences flow to two lines. Remind children that a period or exclamation point signals the end of a sentence. Explain that the words in italics, such as *everything* (page 6) and *this* (page 24) should be read with emphasis. Children may be confused by the ellipses. Explain that the dots, such as those on page 6, indicate a pause.

Content Some children may not grasp the humor in the story. Discuss Dragon’s food choices in the fourth chapter and explain why they are funny. For example, ask children if they think chocolate is really a food group. Point out the alliteration on page 34 and discuss how it adds to the humor of the story.

ELL Bridge

Help children connect the illustrations to the text. Have children listen as you read a page or spread. Have them mimic Dragon’s facial expressions and body language as you read. Then have partners read the story aloud together. Have partners retell the story, using the visual clues in the illustrations.

Teaching Options

Developing Comprehension

Thinking Within the Text

Have children give examples of how Dragon gets mixed-up. Ask: *How does Dragon solve the problem of the pile of dirt he has swept out of his house and onto his lawn? In solving that problem, what new problem does he create?*

Thinking Beyond the Text

Remind children that there are other books about Dragon. Ask: *When the author wrote the first book about Dragon, do you think he planned to write others? Why do you think the author decided to write more Dragon books? Do you think you would like to read those books? Why?* Ask children to name another book they have read that they think would make a good series.

Thinking About the Text

Tell children that Dragon's facial expressions and body language in the illustrations can help them understand how he is feeling. Ask: *How can you tell that Dragon is tired on page 15? What does the picture on page 30 tell you about how Dragon feels about the food in his cart?* Help children find other picture clues in the book.

Understanding Sequence

Remind children that events in a story happen in a certain order. Explain that the words *first*, *next*, and *finally* give clues to the order in which things happen. Thinking about the sequence helps readers understand and remember the story.

- Refer children to the Contents page. Point out that the chapters tell the order of Dragon's day. Ask: *What does Dragon do after he does the housework? What does he do before he goes to bed?*
- Have children read the first chapter and tell the sequence of events in Dragon's morning. Point out the words *first*, *next*, and *finally* on pages 7–9 and discuss how the words help readers follow the order of events.

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

Review with children that a compound word is made of two or more smaller words. The meanings of the smaller words can often help determine the meaning of the compound word.

- Have children find *mailmouse* on page 16. Write the word on a chart or on the board and have children identify the two smaller words. Help children understand that in this fantasy a *mailmouse* is a mouse who delivers the mail.
- Repeat with *newspaper* on page 7, *housework* on page 11, and *outside* on page 16. Encourage children to identify any other compound words they notice as they read.

Developing Fluency

Model fluent reading of a page in the story, stressing how to use punctuation cues to help gain meaning. Have children practice reading a passage together.

Oral Language/Conversation

Talk About Chores Remind children that Dragon had many household chores. Ask children to tell how they help around the house.

Extending Meaning Through Writing

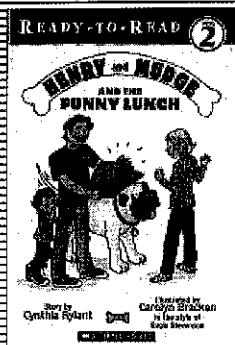
- Have children draw a picture and write a sentence about something funny in the story. (**Narrative**)
- Have children write a letter to the author telling their opinion of the book. (**Letter**)

Connecting to Everyday Literacy

In the story, Dragon thinks he is eating a balanced diet. To link children to real-world expository text, show them a food pyramid chart. You can find one and more expository text about healthy eating and exercise at http://teamnutrition.usda.gov/resources/mpk_close.pdf. Discuss the food pyramid and the information about exercising. Ask: *What kinds of foods make up a balanced diet? From which food groups should you eat more? Why is it important to eat those foods each day?*

Henry and Mudge and the Funny Lunch

**GUIDED
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PROGRAM**
Text Types



Summary & Standard

You've never seen a lunch like the one Henry and Dad make for Mother's Day. Read to find out what they made and how Mom felt about it. Children will use pictures and context to assist comprehension.

Author: Cynthia Rylant

Genre: Realistic Fiction

Text Type: Series Book

Word Count: 250+

Theme/Idea: celebrating holidays;
doing projects with family members

Making Connections: Text to Self

Tell children that the family in this book has a special way of celebrating Mother's Day. Ask: *Do you or people you know celebrate Mother's Day? How? What other holidays do you celebrate? What do you do to celebrate those special days?*

Extend the connection by mentioning that food is often a big part of family celebrations. Ask: *What are some of your favorite holiday foods? Have you helped make them? Tell what you did.*

For information about holidays celebrated around the world, see <http://www.kidsturncentral.com/holidays/glossary/holidaysgloss.htm>.

Vocabulary

Essential Words: giggled, grocery, juicy, manners, sniff, sofa, stretch

Related Words for Discussion: birthday, celebrate, decoration, gift, holiday, surprise

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 language of the book is conversational. Characters talk to each other the way family members talk in real life. In addition, a table of contents lists the three descriptive chapter titles, and colorful illustrations support the text.

Content The book is about the familiar situation of celebrating holidays. Familiar foods are part of the celebration. Picture support is provided for foods that may be less familiar, such as kiwis. Praise children for specific use of "Behaviors to Notice and Support" on page 104 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text The text includes many compound and complex sentences in addition to simple sentences. Also, the first sentence on page 6 includes unusual construction and punctuation, which should be discussed with children to be sure they comprehend it.

Vocabulary There are multisyllable words in the story. Examples include *marshmallow*, *chocolate*, *remembered*, and *favorite*. Help children segment the syllables and then blend them to pronounce the words. Discuss the meanings as needed.

ELL Bridge

Name the fruits on page 21. Have children repeat the words as they point to each fruit. Then look at pages 32 and 33 with children. Name the foods that make up each fruit character. Then, help children use a framed sentence to describe the characters: *The ___ is/are ___*. For example: *The feet are raspberries. The nose is a nut.*

Developing Comprehension

Thinking Within the Text

Discuss with children some of the past meals Henry and his dad made for Mother's Day. Ask: *What meal does Henry's dad suggest making at the end of the story?* (French Fry Cat)

Thinking Beyond the Text

Review the special meal that Henry fixed for his mom. Ask: *What are some other things children can do to make family members feel special on holidays or birthdays?*

Thinking About the Text

Review the humorous elements of the story. Ask: *What are some things the author did to make the story funny?* (She made Mudge a big, silly-looking dog. She told about funny foods like a Tomato Snowman and a Pineapple Sofa and showed funny pictures of them.) Have children think of a funny food they could make for someone. Ask: *What would you call it? How would you make it look funny?*

Understanding Plot

Help children understand that as they read a story, they should think about where and when it takes place. They should think about who the characters are, what problems they face, how they try to solve them, and how the problems are eventually solved. Point out that these things make up the plot of the story. Ask:

- *What is Henry and Mudge and the Funny Lunch all about?*
- *Where and when does this story take place?*
- *What problem do Henry and his dad face?*
- *How do Henry and his dad solve the problem?*
- *How does Henry's mother feel at the end 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

Compound Words

Remind children that compound words are longer words made up of smaller words.

- Revisit page 5. Point out the word *kickball*. Ask: *What two words make up this word?* (kick, ball) *Think about each small word. How do the small words help you understand the compound word?* (You kick a ball to play kickball.)
- Help children find these compound words: *snowman, something, pineapple, everyone, and watermelon*. Talk about the meanings of the words.

Developing Fluency

Echo-read a part of the book stressing phrasing, pace, and intonation. Have children repeat each sentence after you.

Oral Language/Conversation

Talk About Celebrations Have children talk about holidays or special events they have celebrated with family or friends.

Extending Meaning Through Writing

- Point out that Henry made a special meal for his mom. Ask children to write a menu for a special meal they could make. (**Expository**)
- Tell children to think of someone important to them. Ask them to make a card for the person and write a message inside. (**Greeting Card**)

Connecting to Everyday Literacy

Remind children that people often use recipes when they cook. To link children to real-world procedural text, show a simple recipe. Read the directions with the children. Have children pantomime the steps as you read them. For more procedural text, go to <http://kidshealth.org/kid/recipes/index.html>. Choose *Recipes for Kids* and read through one of the recipe directions together.

Hi! Fly Guy

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Text Types



Summary & Standard

When a fly named Fly Guy becomes Buzz's new pet, the two friends must work together to convince the judges at the Amazing Pet Show that a fly can be a pet. By showing off his tricks and intelligence, Fly Guy wins the Smartest Pet award. Children will distinguish fantasy from reality.

Author: Tedd Arnold

Genre: Fantasy

Text Type: Chapter Book

Word Count: 250+

Theme/Idea: having an unusual pet; continuing to persevere

Making Connections: Text to World

Most children will have prior knowledge about insects. Talk about the kinds of insects children know. Ask whether children think insects would make good pets. Tell them that the book they will read is about a boy who makes a fly his pet.

Extend the real-world connection by talking about the characteristics of flies. Ask: *What do flies look like? What do they eat? What kinds of things can they do?* Explain that this book will tell about a fictional fly that can do some things that a real fly cannot do.

For more information about flies, see <http://insects.tamu.edu/fieldguide/cimg237.html>.

Vocabulary

Essential Words: amazing, pests, slimy, stomped, tasty

Related Words for Discussion: command, friend, loyal, talented, tricks

Genre/Text Type

Fantasy/Chapter Book Remind children that a fantasy is a story that could not happen in the real world. The story unfolds with each new chapter.

Supportive Book Features

Text The text in this book is grouped into simple, short chapters. Comical illustrations support comprehension of the text and make the story enjoyable for readers.

Vocabulary

Much of the text is decodable and contains many high-frequency words. Several words are repeated over and over. Challenging words, such as *fly swatter* or *stomped*, are supported by picture clues.

Praise children for specific use of "Behaviors to Notice and Support" on page 104 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text Point out text in the illustrations that can be used to enhance children's understanding of the story, such as *BOINK* on page 6 or *Burp* on page 16. Fly Guy's dialogue is inserted into the running text with bubbles.

Content Children may be confused because Fly Guy does many things that a real fly would not do. Remind children that Fly Guy is a character in a made-up fantasy story, which allows him to do things real flies would not or could not do, such as recognize his name or fly into outer space.

LEVEL 1

ELL Bridge

Help children connect the text to the illustrations. Have children listen as you read a page or spread. Have children notice details in the illustration that match what they hear. Then have children work in pairs, reading the story together. Ask partners to take turns retelling the story, using visual clues in the illustrations.

Developing Comprehension

Thinking Within the Text

Have children recall the beginning of the story. Ask: *What was Fly Guy looking for? What was Buzz looking for? What happens when these characters meet?*

Thinking Beyond the Text

Ask children to think about the relationship between Fly Guy and Buzz. Discuss how people often think about flies and compare that with the way Buzz thinks about Fly Guy. Ask: *What does Fly Guy do to help Buzz do well at the Amazing Pet Show? Why do you think Buzz works so hard to make the judges think that a fly is a good pet? Why do Buzz and Fly Guy feel the way they do about each other at the end of the story?*

Thinking About the Text

Tell children that pictures are used to help tell what is happening in the story. Have children look at the pictures on pages 8–9 and discuss how each picture helps them understand how the characters are feeling. Help children find other picture clues to story action, such as the tears that Fly Guy and Buzz cry on page 20.

Distinguishing Fantasy From Reality

Tell children that a fantasy story usually has parts that could be real and parts that could not be real. Remind children that Fly Guy does many things that a real fly could not do.

- Draw a T-chart on the board. Label the two columns “Real” and “Fantasy.” Page through the book with children and have them identify things that could be real and things that could not be real. List their responses in the appropriate column of the chart.
- Review the chart and have children tell why each item could be real or why it is part of the fantasy.

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

Comparatives: -est

Remind children that a suffix is a word part added to the end of word. Explain that -est is added to a word to compare more than two things. For example, say: *There are many pretty pets at the pet show. This cat is the prettiest pet.*

- Write *big, small, happy, and sad* on the board. Read the words aloud with children. Have children write each word with -est. Note the spelling changes that occur.
- Look through the text with children to find comparison words with -est. Note that most examples will come from the Amazing Pet Show awards on pages 28–29. (*tallest, cutest, heaviest, smartest*) Help children identify the root words.

Developing Fluency

Read a page to demonstrate fluent reading. Then have children echo-read after you with the same pace, phrasing, and intonation.

Oral Language/Conversation

Talk About Pets Discuss with children characteristics of a good pet. Ask: *Was Fly Guy a good pet?*

Extending Meaning Through Writing

- Have children write a paragraph describing additional tricks Fly Guy could do to show that he is the smartest pet. (**Description**)
- Have children write a short story about another unusual pet that Buzz might have. (**Narrative**)

Connecting to Everyday Literacy

Discuss with children why a fly is not a good pet to have in the real world. Talk about animals that make really good pets. Discuss the care that people must give pets. To connect children to real-world expository text about pet care, including activities for children, go to <http://www.avma.org/careforanimals/kidscorner/default.asp>.

Now I Know: Bears



Summary & Standard

This informational text uses text and large photos to provide children with facts about different kinds of bears and their characteristics and behavior. Children will use pictures and context to assist comprehension.

Authors: Melvin and Gilda Berger

Genre: Informational Text

Text Type: Picture Book

Word Count: 230

Theme/Idea: identifying different kinds of bears; understanding how cubs grow into bears

Making Connections: Text to World

Children may be familiar with different kinds of bears from books, television, movies, or zoos. Invite children to tell where they have seen these animals. Have them describe what each kind of bear looks like and what sorts of things it does.

Extend the real-world connection by discussing details about how real bears live. Explain that bears are omnivores, or animals that eat both meat and plants, including such foods as fish, berries, ants, and termites, depending on where they live.

For more information about bears, see <http://www.bears.org/animals>.

Vocabulary

Essential Words: caves, climb, cubs, fur, grizzly, hollow, meat, polar, powerful

Related Words for Discussion: camouflage, diet, habitat

Genre/Text Type

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

Supportive Book Features

Text The text type is large and easy to read. Large photos on each page support the text. Text boxes on selected pages provide additional information. A glossary at the back of the book provides definitions for content-related words, such as *cub*, *fur*, and *grizzly*.

Content Most children will be eager to learn more than they already know about these exciting mammals. Simple descriptions of their behavior and supporting photos with photo insets make learning about bears easy and interesting.

Praise children for specific use of “Behaviors to Notice and Support” on page 104 of the *Guided Reading Teacher’s Guide*.

Challenging Book Features

Text Most sentences are short, but a few flow to two lines. Help children break these sentences into manageable chunks. Make sure children understand that “Do You Know?” boxes provide them with additional facts about bears.

Vocabulary Though most of the words in this story are simple and/or decodable, children may need help reading or understanding some multisyllabic words, including *powerful* and *hollow*. Pronounce each word aloud and have children repeat it after you.

ELL Bridge

Have pairs of children select photos from the book to describe to each other. Model describing the photo on page 25. Say: *The cubs are playing together. They are having fun.* As partners work together, circulate among children and help with pronunciation. Help with stating the action in the photos as needed.

Developing Comprehension

Thinking Within the Text

Have children describe some of the kinds of bears discussed in this book and identify the things that most bears do, and some things that particular kinds of bears do.

Thinking Beyond the Text

Talk about the different places bears live, such as forests, mountains, and regions near the North Pole. Have children discuss how a bear's life is different depending upon its habitat, including how its diet changes and how its fur might look different.

Thinking About the Text

Ask children if this informational text provided the information they wanted to learn about different kinds of bears. Talk about additional questions children may have and look for ways to answer these questions.

Comparing and Contrasting

Remind children that when they compare, they are finding how things are alike. When they contrast, they are finding how things are different.

- Have children turn to pages 4–5. Read the pages aloud. Ask children how all bears are alike. (All walk on four feet and can stand up on two feet.)
- Have children read the text on pages 28–29. Ask: *How are the mother bears on these pages different?* (The mother polar bear is teaching her cubs to swim, while the mother black bear is teaching her cubs how to climb trees.)
- Ask children to think of other ways they can compare and contrast the bears discussed in this book.

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

Developing Phonics and Word-Solving Strategies

Words With *r*-Controlled Vowels

Remind children that the letter pair *ar* stands for the /ar/ sound, the letter pair *or* stands for the /or/ sound, and the letter pairs *er*, *ir*, and *ur* each stand for the /ur/ sound.

- Write the words *fur*, *hard*, *born*, and *her* on the board. Underline the letters *ur*, *ar*, *or*, and *er*. Ask: *What sounds do these letters make?* (/ur/, /ar/, /or/, /ur/) Have children read the words aloud.
- Repeat this exercise with other words from the book, such as *large* (page 8), *snore* (page 19), and *for* (page 30).

Developing Fluency

Model reading text that has a mid-sentence punctuation break, such as the sentences on pages 18, 21, 23, or 31. Have children repeat each sentence with you, pausing where appropriate.

Oral Language/Conversation

Talk About Bears Discuss the needs of all animals, such as food and shelter. Mention ways in which bears fulfill their needs for food and shelter.

Extending Meaning Through Writing

- Give each child a paper cutout in the shape of a bear. On it, have them write a description of one kind of bear. Assemble the bears for a bear bulletin board. **(Descriptive)**
- Have children write about going to a zoo and seeing a kind of bear. **(Narrative)**

Connecting to Everyday Literacy

Remind children that persuasive text is written to get the reader to think a certain way or do a certain thing. To link children to real-world persuasive text, share a wildlife poster on what to do to save endangered animals. For more persuasive text, go to <http://www.nrdc.org/globalwarming/polaraction.pdf>. Ask: *How does the article try to persuade you to do something?*

Now I Know: Butterflies



Summary & Standard

This book provides information about butterflies by describing what they look like, how they change over the course of their life cycle, and what they do once they are grown. Children will use punctuation cues to help them gain meaning from and understand the text.

Authors: Melvin and Gilda Berger

Word Count: 160

Genre: Informational Text

Theme/Idea: recognizing butterfly characteristics; learning about butterfly life cycles

Text Type: Picture Book

Making Connections: Text to World

Most children will be familiar with butterflies and their behavior. Ask children to describe as many kinds of butterflies as they can and share what they have observed about what these butterflies look like and the things that they do.

Extend the real-world connection by talking about places children have seen butterflies, such as gardens or other places where flowers grow. Explain that, like bees and other flying insects that help flowers reproduce, butterflies are an essential part of the life cycle of many flowers.

For more information about butterflies, see <http://www.naba.org/index.html>.

Vocabulary

Essential Words: becoming, colorful, hatches, hungry, sips, spreads, tastes

Related Words for Discussion: develops, life cycle, metamorphosis, stage

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 Colorful, interesting photographs closely support the text, which is set in large print. Sidebars, inset photographs, and a glossary provide support. Questions in the text focus the reader's attention on the material to be covered in each section.

Vocabulary The meaning of unfamiliar words can be figured out from context clues or by using the glossary.

Praise children for specific use of "Behaviors to Notice and Support" on page 104 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text The length and complicated structure of some of the sentences may challenge some children. Make sure children understand what the inset photographs depict and how to use the glossary.

Content Some children may be confused by the portion of the book that discusses how a butterfly grows. Children may not understand that a caterpillar and a butterfly are two stages in the life cycle of the same animal. Make sure children understand that a caterpillar is a young butterfly and that after it forms its shell, the caterpillar turns into an adult butterfly.

LEVEL 1

ELL Bridge

To help children practice recounting a sequence of events, have them take turns selecting, in order, one of the photographs in the book from page 12 to page 27 and describing what it shows. For each photograph, have children identify what stage of life the butterfly is in and what it is doing, using time-order words such as *first*, *next*, *then*, *now*, and *finally*. Encourage children to use complete sentences in their descriptions.

Developing Comprehension

Thinking Within the Text

Summarize with children what they learned about butterflies. Ask: *What do butterflies look like? How do butterflies change as they grow up? What are some things butterflies do?*

Thinking Beyond the Text

Review the parts of the text that talk about how the butterfly sips food from flowers. Point to the yellow pollen in the picture on page 5. Discuss the role butterflies play as pollinators that spread pollen from flower to flower to encourage the development of new seeds that will grow into new flowers.

Thinking About the Text

Have children look at the inset photo on page 5. Point out the magnifying lens and the word **ZOOM!** Explain that these elements tell the reader that the thing shown in the inset has been made much bigger than it is in the larger photo. Ask: *What does the ZOOM! photo show?* (a butterfly sipping food from a flower) Then ask children to find the same action in the larger photo on the page. Ask: *How does the ZOOM! photo help readers?* (It makes it easier to see how the butterfly sips.)

Understanding Genre: Informational Text

Explain that informational text provides facts about a subject, such as butterflies. Often informational text is illustrated with photographs. Features such as sidebars and inset photographs are used to provide more detailed information about the topic being discussed on a page.

- Ask: *How does Now I Know: Butterflies give you information about butterflies?*
- Ask: *What are some features included in Now I Know: Butterflies? What kinds of information do you learn from them that you don't learn from the main text?*
- Ask: *What are some interesting bits of information that you learned?*

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

Remind children that a question mark is a punctuation mark used at the end of an asking sentence, and an exclamation point is a punctuation mark used at the end of a sentence to express excitement.

- Have children read the sentence on page 3. Ask: *What punctuation mark do you see at the end of the sentence? What kind of sentence is this?*
- Have children turn to pages 24–25 and find the exclamation points. Ask why exclamation points are used on these pages. Have volunteers read the sentences. Then have children find other examples of asking and exclamatory sentences.

Developing Fluency

Model how to read the asking and exclamatory sentences in the book. Model the proper intonation and expression. Have children repeat the sentences after you.

Oral Language/Conversation

Talk About Metamorphosis Discuss the process by which a butterfly develops from an egg to a butterfly, identifying each stage in the cycle.

Extending Meaning Through Writing

- Have children write a short narrative telling about the life of a butterfly beginning from the time it is an egg. (**Narrative**)
- Have children write a description of a kind of butterfly. (**Descriptive**)

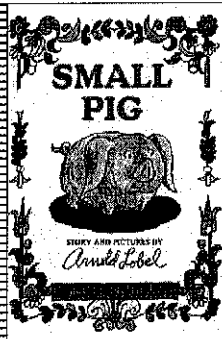
Connecting to Everyday Literacy

Review that the life cycle of a butterfly follows a sequence. Remind children that when people make things, they often follow a sequence of directions. To link children to real-world procedural text, show them a sequence of steps or directions for how to make something. For more procedural text, go to <http://crafts.kaboose.com/butterfly1.html>. Read through the steps for making paper butterflies.

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 Cover Photo: Earth Science

Small Pig

GUIDED READING PROGRAM Text Types



Summary & Standard

The small pig likes nothing more than to sink down in the farm's good, soft mud. But when the mud disappears, the pig finds himself in a sticky situation! Children will use pictures and context to assist comprehension.

Author: Arnold Lobel
Genre: Fantasy
Text Type: Picture Book

Word Count: 250+
Theme/Idea: dealing with change;
leaving home

Making Connections: Text to Self

Most children will have experienced some level of change in their lives. Discuss types of change they may have faced, such as moving or going to a new school. Ask: *What would you do if something you like about your home suddenly changed?*

Extend the connection by telling children that they will read a story about a pig that likes to sit in soft mud, until one day his mud puddle disappears. The pig gets very upset about this change and makes a decision that may or may not help him find a new place to relax.

For information on helping children and parents deal with change, see <http://www.childcareaware.org/en/subscriptions/dailyparent/volume.php?id=34>.

Vocabulary

Essential Words: barnyard, coop, pigpen, spotless, stable, swamp

Related Words for Discussion: adjust, challenge

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 All sentences are in the present tense. The story's illustrations closely match the text and provide context clues for unfamiliar words.

Content Children should be familiar with both the farm and city settings in the story. Most children will have heard or read stories that feature talking animals.

Praise children for specific use of "Behaviors to Notice and Support" on page 104 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text Some sentences turn a line, with illustrations in between the lines of text (pages 6–7). Other sentences run to the next page (pages 14–15, 44–45, and 54–55). Guide children to continue reading until they reach the end of the sentence. Remind them that a sentence ends with a punctuation mark. Children may also need support when reading dialogue. Review that quotation marks indicate someone in the story is speaking.

Vocabulary Some children may be unfamiliar with the expression *Heavens!* on pages 16 and 49. Explain that the farmer's wife uses this exclamation to indicate surprise.

LEVEL 1

ELL Bridge

Encourage children to understand how pictures can help them figure out what is happening in a story. Read aloud page 6 and point to each illustration when you read the corresponding text. For example, point to the pig eating corn when you read *The small pig likes to eat*. Then have children work in pairs to read aloud the story together. Ask children to retell the story and to point to the pictures that illustrate what they are saying.

Developing Comprehension

Thinking Within the Text

Ask children to name the places where the small pig searches for a new mud puddle and to summarize the problems the pig encounters in each location.

Thinking Beyond the Text

Reread pages 20 and 21. Discuss why the small pig is angry. Then ask: *Do you think the pig should have run away? Why? What would you have told the pig to do?* Point out the illustration on page 55 of the small pig jumping into the arms of the farmer and his wife. Ask: *How do you think the pig feels to see the farmer and his wife? Do you think he will run away again? Why or why not?*

Thinking About the Text

Point out that the characters in the story frequently speak lines of dialogue. Ask: *Why do you think the author chose to tell much of the story in dialogue? Do you like reading what the characters say? Why?*

Understanding Cause and Effect

Review that an effect is what happens in a story. The reason the event happens is the cause. Ask children to identify cause and effect in the story. Remind them to look at both the text and the illustrations. Ask:

- *What causes the pig's mud puddle to disappear?* (The farmer's wife cleans, or vacuums, it up.)
- *What causes the pig to leave the junkyard?* (He sees something that he does not like—a vacuum cleaner.)
- *What causes the pig to get stuck?* (He sits in cement.)
- *What causes a new mud puddle in the pigpen?* (a storm)

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 that a compound word is made of two smaller words. Explain that knowing the meaning of the smaller words can help them understand the meaning of the compound word.

- Have children find the word *pigpen* on page 5. Write the word on a chart or on the board. Circle each smaller word. Guide children to understand that a pigpen is a place where a pig lives.
- Repeat this process with other compound words in the story. (*barnyard*, page 6; *dragonfly*, page 24; *something*, page 33; *sidewalk*, page 45; *firemen*, page 49; *policemen*, page 50)

Developing Fluency

Model reading aloud a section of the text that uses exclamation points, such as pages 24–25 or page 49. Point out that on page 49, the word *our* is in all capital letters for emphasis. Demonstrate how to read with correct expression. Have children read after you.

Oral Language/Conversation

Talk About Change Discuss with children how to deal with a change in their everyday routine. Encourage them to brainstorm positive solutions.

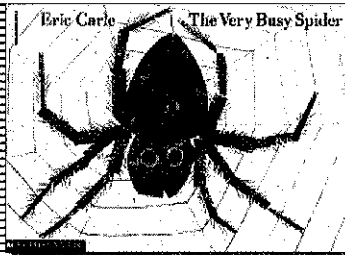
Extending Meaning Through Writing

- Have children describe their favorite place to relax. (**Descriptive**)
- Using shared writing, ask children to tell a story about an animal that likes living at the junkyard. (**Narrative**)

Connecting to Everyday Literacy

Say: *If the pig had read the "Keep Off" sign, he might not have gotten stuck in the cement.* To link children to real-world text, show them school or playground signs. For more procedural text, go to <http://www.nysgtsc.state.ny.us/Kids/kid-bike.htm>. Review the signs and safety rules together.

The Very Busy Spider



Summary & Standard

As a spider spins a web on a farmyard fence, each of the farm animals comes by and asks a question. But the spider is too busy to answer. Children will demonstrate comprehension and understanding by articulating basic facts and ideas in what they read.

Author: Eric Carle

Word Count: 250+

Genre: Fantasy

Theme/Idea: watching a spider spin its web; recognizing farm animals

Text Type: Picture Book

Making Connections: Text to World

Explain that spiders are small animals that eat insects. Some spiders spin webs to catch insects; some do not. Spiders do not have ears but can feel sound vibrations with the tiny hairs on their eight legs. Some spiders are poisonous; others are not. Spiders can be helpful because they eat insects that can be pests, such as flies.

Extend the real-world connection by pointing out the pictures of other animals in the book. Invite volunteers to name farm animals and the sounds the animals make. Ask: *Have you ever visited a farm? If so, what animals did you see?*

For additional information about spiders, see <http://www.amnh.org/sciencebulletins/biobulletin/biobulletin/story991.html>.

Vocabulary

Essential Words: busy, fence, finished, meadow, pesty, spider, spin, thread, web

Related Words for Discussion: chew, hungry, hunt, instinct, roam, spin, swim

Genre/Text Type

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

Supportive Book Features

Text The text is consistently placed at the top of each page except for the last page of text. There is one line of text on all but the first and last pages. (Note: Book pages are not numbered. Page 1 is the title page.)

Content The story is short enough to read in one session. The plot follows the spider through one day and is clearly supported by the illustrations. Praise children for specific use of "Behaviors to Notice and Support" on page 104 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text Children may need to review the format of dialogue. Use the dialogue on page 4 as an example. Point out the quotation marks. Have two children read the text, one reading the dialogue and the other reading *said the horse*.

Vocabulary The author uses onomatopoeic words to introduce each of the farm animals. Have children turn to page 4 and read the first sentence. Explain that "*Neigh! Neigh!*" are words that sound like the sound a horse makes. Page through the book and have volunteers read the onomatopoeic words on each left-hand page to ensure children know how to read these words.

ELL Bridge

On chart paper, write the animal sounds from the book in one column and a list of the farm animals in a second column. Mix the order of the lists in each column and have children take turns matching the sound to the correct animal. After each correct match, have children read the animal sound and the name of the animal. Then have children use the words in sentences.

Developing Comprehension

Thinking Within the Text

Have children name the animals on each left-hand page. Ask: *What other animal appears with each farm animal?* (a fly) *What happens to the fly?* (The spider catches it in its web.)

Thinking Beyond the Text

Discuss with children that in the picture, readers see that the pesty fly has been caught in the spider's web. The picture on the next page shows the spider asleep in the corner of its web, but the fly is no longer in the web. Ask: *What do you think happened to the fly?* (The spider ate the fly.) *How do you know?* (I know that spiders catch their food in webs and that they eat insects. A fly is an insect.)

Thinking About the Text

Have children run their fingers across the web in the pictures and note that the text is raised. Discuss how the raised text makes the web feel more real. Then ask: *Why do you think that the author showed the web on every page at different stages?* (to show how the web progresses as the spider spins it)

Recognizing Story Structure

Remind children that stories have a setting (where and when the story takes place), characters (people or animals in the story), and most stories have a problem that needs to be solved. Ask:

- *Where does the story take place?* (on a fence near a farm yard) *What time is it at the beginning of the story?* (morning) *What time is it at the end?* (night) *How much time passes in the story?* (one day)
- *What do spiders eat?* (insects) *How do spiders catch the insects that they eat?* (They catch the insects in a web.) *Has the spider had anything to eat while she is building her web?* (no) *How do you think the spider feels?* (hungry) *What is the problem in the story?* (The spider is hungry and needs to spin a web to catch her food.)

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

Developing Phonics and Word-Solving Strategies

Initial Consonant Blends

Explain to children that some words begin with two consonants that are blended together, such as *spider*, *spin*, *blew*, *trailed*, *grass*, and *grunted*.

- Write *spider* and *spin* on a chart or on the board. Read the words and underline *sp* in both words. Ask: *What sound does each of these letters make?* (/s/, /p/) Model blending the two consonants and have children echo you. Then choral-read the words.
- Repeat with *grass*, *grunted*, *blew*, *trailed*, and *crowed*.

Developing Fluency

Model reading pages 4–7. Point out the quotation marks that show what the horse and cow say. Have partners practice reading pages 4–7 until they can read the pages smoothly.

Oral Language/Conversation

Talk About Animals Talk about the things animals like to do. Use the left-hand pages with pictures of animals to prompt children in the discussion.

Extending Meaning Through Writing

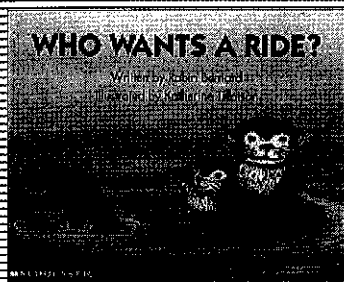
- Have children pick their favorite animal in the story. Encourage them to draw a picture of the animal in action and write words to describe it. (**Descriptive**)
- Have children write a sentence that tells how a spider catches its food. (**Expository**)

Connecting to Everyday Literacy

Spiders follow a step-by-step procedure to spin a web. To link children to real-world procedural text, review the pages in the book that show the steps the spider takes to build its web. For an example of another kind of procedural text, go to <http://www.ziggityzoom.com/activities.php?a=343>. Read the list of materials and the directions for making a craft spider with children.

Who Wants a Ride?

**GUIDED
READING
PROGRAM**
Text Types



Summary & Standard

This realistic fiction book uses text and illustrations to show how animals carry their young. Children will demonstrate comprehension and understanding by articulating basic facts and ideas in what they read.

Author: Robin Bernard

Genre: Realistic Fiction

Text Type: Picture Book

Word Count: 200+

Theme/Idea: carrying baby animals;
seeing animals in their natural habitats

Making Connections: Text to World

Discuss with children how they got from place to place before they could crawl or walk. Point out that adults often carry babies or push them in carriages or strollers. Note that sometimes adults carry their babies in their arms and sometimes they use a baby backpack or sling. *Ask: How would using a backpack or sling make it easier to carry a baby?*

Extend the real-world connection by discussing how animals carry their young. Explain that animals carry babies in different ways—on their backs, in their pouches, and even in their mouths. For information about kangaroos, see <http://www.kangarooworlds.com/>.

Vocabulary

Essential Words: climbs, crowd, floats, hang, moves, snuggles

Related Words for Discussion: carry, transport, young

Genre/Text Type

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

Supportive Book Features

Text The type is large, and the lines are well spaced. Repeated sentences help children read and follow the text. Colorful illustrations clearly show each mother and baby animal.

Content Most children will enjoy learning about how different animals carry their babies. They may be surprised that a baby walrus and a baby otter are called pups, a baby penguin and a baby swan are called chicks, and a baby kangaroo is called a joey.

Praise children for specific use of "Behaviors to Notice and Support" on page 104 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text Some sentences begin in the middle of one line and flow to the next. Tell children that on these pages a capital letter at the beginning of a word signals the start of a new sentence and a period indicates the end of the sentence.

Vocabulary Though most of the words are simple and/or decodable, children may need help reading some of the animal names, such as *spiders*, *baboon*, and *opossums*. The word *cichlid* on page 9 may be unfamiliar to children. Model how to pronounce the word. (sɪk' lɪd)

ELL Bridge

Write the name of each of the book's baby animals on an index card. Randomly tape a card to each child's back. Have children walk around the room asking yes and no questions about how their animal rides. For example, *Can I ride on my mom's back?* Tell children to guess their animal's name in a question. (Am I a baby spider?) When all animals have been identified, mix up the cards and repeat the game.

LEVEL 1

Developing Comprehension

Thinking Within the Text

Have children name animals that the story shows live on land, live in water, and live in trees. Write the names of the animals in a three-column chart on the board or on chart paper. Review how each animal carries its young.

Thinking Beyond the Text

Ask children why they think it is necessary for the animals in the book to give their babies a ride. Ask: *Do you think the babies would be able to keep up with their mothers? What dangers might they encounter if they were on their own?* Point out that not all animals carry their babies. Ask: *Why do you think a cow doesn't carry her calf? Why would it be hard for a horse to give her colt a ride?*

Thinking About the Text

Have children notice how the text on each page is enclosed inside a frame. Ask: *Why do you think the author wanted to show the text in this way? Why do you think the text is at the top of some pages and at the bottom of others?*

Using Picture Clues

Remind children that pictures can give readers clues for words they don't know.

- Have children look at the illustration on page 4. Read aloud the sentences. Say: *I wonder what crowd means. The picture might give me a clue. Model your thinking: I see lots of baby spiders close together on their mom's back. I think crowd must mean "get close together in a small space."*
- Ask children to turn to page 13. Read aloud the text on the page. Ask: *How could the picture and text help you figure out the meaning of the words stiff and upside-down?*
- Repeat the procedure for the words *snuggles* and *feathers* on page 14.

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

Developing Phonics and Word-Solving Strategies

Action Words

Remind children that action words tell what something or someone does. Point out that the action words in the story tell what the animals do.

- Have children turn to page 8. Read the second sentence aloud. Say: *Stands is an action word. It tells what the penguin chick does.*
- Point out the word *swim* on page 9. Explain that *swim* is also an action word. It tells what the babies do.
- As you read the story, point out the action word that tells what each animal, or group of animals, does.

Developing Fluency

Model fluent reading of the text. Then have pairs reread the book several times until they can read it with ease. Circulate as children read. Give assistance as needed.

Oral Language/Conversation

Talk About Transportation Review how baby animals ride. Then ask: *What are some things that you use to help you get from place to place?*

Extending Meaning Through Writing

- Have children write two sentences to accompany the illustration on page 16. Tell children to follow the pattern used on the previous pages. **(Narrative)**
- Have children write a paragraph about one animal in the book. Have them include facts about the animal. **(Expository)**

Connecting to Everyday Literacy

Review with children the names of animals and the names used for their babies. To link children to real-world expository text, show them a list of animals. Read the list together. For more expository text, go to <http://www.zooborns.com/zooborns/baby-animal-names.html>. Read the list of animals and the names used for their babies. Point out the baby animals that have the same names.

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Willie's Wonderful Pet



Summary & Standard

Willie has a problem. He does not have a pet to take to his school's Pet Day...but he has an idea! Read to see how Willie cleverly solves his problem. Children will demonstrate comprehension and understanding by articulating basic facts and ideas in what they read.

Author: Mel Cebulash
Genre: Realistic Fiction
Text Type: Picture Book

Word Count: 250+
Theme/Idea: joining in class activities;
being a creative problem solver

Making Connections: Text to World

Talk with children about animals that are usually kept as pets. Ask: *Do you have pets? What are they? What pets do your friends have? What kinds of pets are most common? What is an unusual pet you know of?*

Extend the real-world connection by having children consider what makes an animal a good pet. Ask children to name animals that would be good pets and those that would not be good pets and tell why.

For more information about choosing animals that make good pets, see <http://pbskids.org/itsmylife/family/pets/article4.html>.

Vocabulary

Essential Words: anything, bowl, crawl, wonderful, worm, wouldn't

Related Words for Discussion: articles, library books, pictures, puppets, role-play, video

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 author uses simple sentences in portions of the book. Many of the more challenging sentences are written with predictable patterns that aid decoding and comprehension. Illustrations back up descriptions.

Vocabulary The author uses easy, familiar words to tell about Willie's school experiences. Illustrations provide support for many words, such as *hamster*, that may not be familiar.

Praise children for specific use of "Behaviors to Notice and Support" on page 104 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text The author uses dialogue in the story. Children may need assistance in using the phrase that identifies the speaker and the quotation marks to understand who is talking and what he or she is saying.

Content While the situation of pet ownership is familiar to children, the idea of having a Pet Day at school may not be. Many schools do not allow children to bring pets to school. Talk with children about the purpose of having a Pet Day and the kinds of activities it might include.

ELL Bridge

Help children understand dialogue. Give each child a name tag for one of the characters that has dialogue in the book. Ask children with the same name tag to sit together. Read aloud a portion of dialogue for each character. Have children with the name tags for that character echo-read after you. Encourage children to act out what is happening in the story as they echo-read their lines.

Developing Comprehension

Thinking Within the Text

Help children remember the pets that were part of Pet Day. Have them recall what each pet looked like and did at the end of the book.

Thinking Beyond the Text

Point out that Willie thought of a very creative way to be part of Pet Day even though he did not have a pet. Have children think of other creative ways Willie could have solved his problem.

Thinking About the Text

Revisit pages 9–15 with children. Help them identify the pattern the author used. Ask: *Why do you think the author wrote these sentences with a pattern?* Ask children to use their own names and animals the author did not use to say other sentences that follow the pattern. Have children locate another part of the story that has patterned sentences (pages 22–26) and discuss the pattern.

Understanding Sequence

Explain that the order in which events happen in a story is important.

- Help children recall the order of events in the story. Record the events on a sequence chain. (The children brought their animals to school. None of the animals would do their tricks. Willie's worm did its trick. Then all the other animals did their tricks. The children gave the worm credit for getting the show started.)
- Ask children to think about how the story would have been different if the other children's animals had done their tricks before Willie's worm crawled. (The children might not have thought that the worm was exciting.)

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

Dialogue

Remind children that authors often include dialogue, or what characters say in the story.

- Revisit page 4. Read aloud the first sentence. Ask: *Who is talking?* (Wendy) *How do you know?* (The sentence starts with *Wendy said*.) *What were the exact words she said?* (*"Why did you say you would bring a pet?"*) *How do you know?* (There are quotation marks around what she said.)
- With children, look at other dialogue in this book. Have them notice the differences in how the parts of the sentence are arranged.

Developing Fluency

Model how to read sections of dialogue, focusing on proper expression and intonation. Then have children partner and read alternating pages.

Oral Language/Conversation

Being Creative Point out that some schools do not allow pets. Have children think of and discuss other ways to learn and share about pets in school.

Extending Meaning Through Writing

- Have children create a poster for a pet show. Ask children to label the pets and write a caption. (**Label/Caption**)
- Ask children to write a description of a pet without naming the pet. Then have them read aloud the descriptions so classmates can identify the animals. (**Descriptive**)

Connecting to Everyday Literacy

Many children in Willie's class had pets. Taking care of pets is an important part of being a pet owner. To link children to real-world procedural text, have children tell the steps to follow in taking care of a particular pet; for example, feeding a goldfish. Record the steps on the board and read them together. For more procedural text about caring for a pet, go to <http://pbskids.org/itsmylife/family/pets/article7.html>.