

# GUIDED READING PROGRAM

## Text Types



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

- **Dig Dig Digging**
- **Have You Seen Duck?**
- **Henry and Mudge and the Best Day of All**
- **Hippo and Rabbit in Three Short Tales**
- **I Was So Mad (Little Critter)**
- **Log Hotel**
- **The Rain Came Down**
- **Story County**
- **The Wrong-way Rabbit**
- **Young Cam Jansen and the Baseball Mystery**

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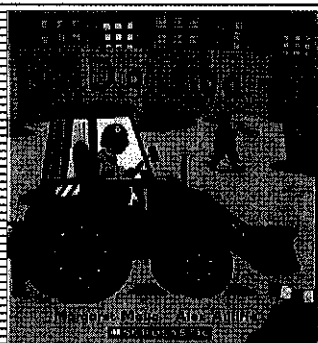
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ITEM S-HT5-31940-4



# Dig Dig Digging

**GUIDED  
READING  
PROGRAM**  
Text Types



## Summary & Standard

This informational text tells readers about different kinds of heavy equipment, including tractors, fire engines, cranes, and bulldozers. Children will demonstrate comprehension and understanding by articulating basic facts and ideas in what they read.

**Author:** Margaret Mayo

**Genre:** Informational Text

**Text Type:** Picture Book

**Word Count:** 250+

**Theme/Idea:** using machines for work;  
operating heavy equipment

## Making Connections: Text to World

Many children will be familiar with the heavy equipment featured in the book. Ask children to name large vehicles they have seen and share what each one does.

Extend the real-world connection by talking about the kinds of jobs large vehicles and machines can do. Ask: *What machines are used to construct large buildings? Why do workers need to use heavy equipment when doing construction work? What vehicles are used at fires? Why is it important to have a fire engine at a fire?*

For additional information about how fire engines work, go to <http://science.howstuffworks.com/transport/engines-equipment/fire-engine.htm>.

## Vocabulary

**Essential Words:** building, bulldozer, crane, digger, engine, heavy, tractor, truck

**Related Words for Discussion:** build, construction, equipment, machine, tool

## Genre/Text Type

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

## Supportive Book Features

**Text** The information is presented in a repetitive text pattern. The descriptive text features colorful adjectives and action verbs. The text is supported by vibrant illustrations that include the surrounding landscape and the people who operate the equipment.

**Content** Many children will be familiar with the equipment and activities featured in the book. Children will be able to understand that each vehicle or machine does a different kind of job. Praise children for specific use of "Behaviors to Notice and Support" on page 105 of the *Guided Reading Teacher's Guide*.

## Challenging Book Features

**Text** On many pages, the text is not presented in straight lines across the page. Model how to read text with unusual line breaks and formations.

**Vocabulary** Some verbs may be challenging for readers, including *swooshing* (page 5), *squelch* (page 6), *squashing* (page 8), and *whirring* (page 16). (Note: Book pages are not numbered. Page 2 begins: *Diggers are good at dig, dig, digging.*) Help children pronounce these words. Provide definitions as needed and pantomime the actions.

## ELL Bridge

Use pantomime to help children understand action words. On cards, write verbs from the book (e.g., *digging*, *scooping*, *lifting*, and *tipping* for page 2). Read the cards with children and then read the sentences containing the words. Discuss the meanings and pantomime the action words. Then hold up a card and have children act out the word. Continue until all the cards are used.

LEVEL J

## Developing Comprehension

### Thinking Within the Text

Ask children to name each vehicle described in the book and tell what each vehicle is used for and what it does. Encourage children to include sound effects and gestures in their responses.

### Thinking Beyond the Text

Remind children that each vehicle performs a different job. Ask: *What do machines do that people can't do? What kinds of machines do you use at home? How do machines make our lives easier?*

### Thinking About the Text

Point out the repetition of words such as *dig* on page 2, *race* on page 5, and *pull* on page 6. Read the repetitive text aloud together. Say: *These sentences would have made sense if the word appeared just once. Do you think the book would have been as fun to read in that case?* Discuss how the repetition adds interest to each page.

## Understanding Genre:

### Informational Text

Remind children that an informational text provides facts about a subject. This informational text provides information about vehicles. Discuss with children the differences in the content of a nonfiction text and a fiction text.

- Ask: *How can you tell this text is not fiction? Does this book have characters? Does it tell a story?*
- Have children explain what makes this book an informational text. Ask: *Does this book tell about things that are real or not real? Does it show pictures of things that are real or not real? Does it give the reader facts?*
- Ask children to identify facts about each of the vehicles in the book. Ask: *Is the vehicle large or small? What job is it needed for? Does it make doing the job easier?*

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

## Developing Phonics and Word-Solving Strategies

### Words With -ing

Remind children that adding *-ing* to the end of a word suggests that an action is happening now.

- Have children find the word *digging* on page 2. Ask them to identify the base word. (*dig*) Explain that *dig* is an action word. Say: *When the digger is digging up dirt, it is doing the action right now.*
- Have children find and describe other *-ing* words on page 2 (*scooping, lifting, tipping*) and on page 5 (*racing, flashing, swooshing*).
- Continue to note other *-ing* words as you read through the book.

## Developing Fluency

Model fluent reading of pages 6–7. Then have children echo-read the pages with you.

## Oral Language/Conversation

**Talk About Construction** Lead a discussion about construction. Have children talk about the equipment, materials, and tools workers use.

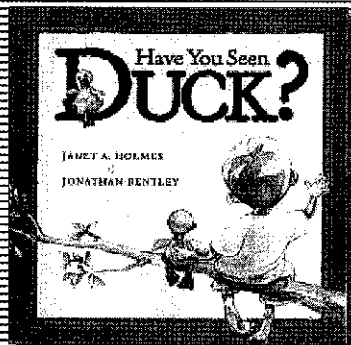
## Extending Meaning Through Writing

- Have children use information from the book to write fact cards about the vehicles. (**Expository**)
- Have children create a word web for one of the vehicles. Challenge them to include details that appeal to all five senses. (**Graphic Aid**)

## Connecting to Everyday Literacy

Point out that the book features equipment used for many different jobs. To link children to real-world expository text, display information from a book or magazine about a career children might find interesting. Ask: *What kinds of things will this person do? Does this person need any special vehicle to do his or her job?* For expository text featuring a profile of a construction worker, go to <http://www2.scholastic.com/browse/article.jsp?id=11739>.

# Have You Seen Duck?



## Summary & Standard

What do you do when your best friend is soft, yellow...and lost? A boy can barely function without his favorite stuffed animal. Children will independently relate prior knowledge to what is read and use it to aid in comprehension.

**Authors:** Janet A. Holmes and Jonathan Bentley

**Genre:** Realistic Fiction

**Text Type:** Picture Book

**Word Count:** 250+

**Theme/Idea:** having a best friend; coping with loss

LEVEL J

## Making Connections: Text to Self

Most children will have or have had a cherished stuffed animal or blanket. Ask children to describe their favorite special belonging. Ask: *Where did you take it? What did you like about it?*

Extend the connection by telling children that they will read a story about a boy who loses his best friend, a stuffed duck. Ask: *Did you ever lose your favorite stuffed animal or something else very important to you? How did you feel?*

For information on donating toys to help children in need, see <http://charityguide.org/volunteer/fifteen/donate-toys.htm>.

## Vocabulary

**Essential Words:** cuddled, cushions, frightened, hero, raggedy, woolly

**Related Words for Discussion:** best, between, listen, share, special

## Genre/Text Type

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

## Supportive Book Features

**Text** The text is large and easy to read. Full color illustrations capture the spirit of the story and offer support for the text. The placement of the text and illustrations is well balanced.

**Content** Most children will relate to losing something they care about. The story will hold their interest as they read to discover whether the boy finds Duck.

Praise children for specific use of "Behaviors to Notice and Support" on page 105 of the *Guided Reading Teacher's Guide*.

## Challenging Book Features

**Text** Some of the sentences run to two or three lines. Guide children to understand that they should continue reading until they reach the punctuation mark at the end of the sentence. (Note: Book pages are not numbered. Page 3 begins: *This is Duck.*)

**Vocabulary** Children may be unfamiliar with the word *postman*. Explain that this is another way to say *mail carrier*. You may also need to define the word *shopkeeper*. Point out that both *postman* and *shopkeeper* are compound words. Tell children to find the smaller words in the bigger word. Explain that these smaller words can give them clues about the meaning of the larger word.

## ELL Bridge

Tell children that the boy uses words that describe emotion when he talks about Duck. Read aloud page 9. Guide children to understand that the words *happy* and *sad* tell how Duck feels. Ask children to act out these emotions. Encourage children to name other emotions that Duck might feel and to act them out.

## Developing Comprehension

### Thinking Within the Text

Ask children to recall the boy's descriptions of how Duck looks, feels, and smells.

### Thinking Beyond the Text

Read aloud pages 18 and 19 and then point out this sentence on page 19: *Not without Duck.* Ask: *Why do you think the boy says this? How do you think he feels? Have you ever felt like this after losing something?*

### Thinking About the Text

Remind children that the author begins and ends the story with these sentences: *This is Duck. Duck lives at my house.* Recall that the beginning continues: *Duck thinks I'm the greatest. I'm Duck's hero.* Then point out that the author changes these lines on the last page to: *I think Duck's the greatest. Duck's my hero.* Ask: *Why do you think the author changes these sentences at the end?*

## Understanding Character

Review with children that we can understand characters in a story when we read what they say and do. Discuss the character traits of the boy.

- Have children review the things that the boy and Duck do together. Ask: *Why do you think the boy likes to have Duck do everything with him? Do you think the boy needs Duck as much as Duck needs the boy? Why?*
- Read aloud page 9. Ask: *Who do you think really feels sad or happy, Duck or the boy? Why do you think that?*
- Ask children what they can tell about the boy based on what he says and does. Encourage them to consider what the boy says about Duck, and what he does with Duck and without him.

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

Tell children that when someone in a story is speaking, quotation marks appear around the words.

- Write this sentence from page 13 on a chart: *"Have you seen Duck?" I asked the postman.* Tell children that sometimes the book says who is speaking, but sometimes the reader must figure it out.
- Read pages 18 and 19 with children. Identify who is speaking each line. Point out that the last sentence on page 19 does not say who is speaking. Ask: *Who says this sentence? How do you know?*

## Developing Fluency

Model reading with proper expression a section of the story that has dialogue, for example pages 22 and 23. Then have children practice reading the section with a partner.

## Oral Language/Conversation

**Talk About Close Friends** Discuss types of activities good friends do together. Ask children how friends make these activities more enjoyable.

## Extending Meaning Through Writing

- Have children write a short narrative about losing something special and then finding it again. **(Narrative)**
- Ask children to write a description of their favorite stuffed animal or other favorite toy. **(Descriptive)**

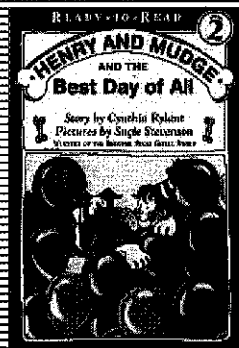
## Connecting to Everyday Literacy

In the story, the boy loses his favorite stuffed animal. Explain to children that people often display posters describing things they have lost. To link children to expository text, create a "Lost" poster on chart paper. Discuss the information that goes on the poster. For expository text about posters, go to <http://www2.scholastic.com/browse/article.jsp?id=3754335>.

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# Henry and Mudge and the Best Day of All

**GUIDED  
READING  
PROGRAM**  
Text Types



## Summary & Standard

Henry and his dog Mudge celebrate Henry's birthday with bright balloons, a party with friends, and his loving parents. Children will independently relate prior knowledge to what is read and use it to aid in comprehension.

**Author:** Cynthia Rylant

**Genre:** Realistic Fiction

**Text Type:** Series Book

**Word Count:** 250+

**Theme/Idea:** enjoying the good things in life;  
having a dog as a best friend

## Making Connections: Text to Self

Invite children to tell about a special birthday and what made the day special. Discuss activities the children have done at birthday parties and the kinds of food they have eaten at the parties.

Extend the connection by inviting volunteers to tell how they feel in the morning of a special day and how they feel at the end of a special day.

*Ask: Have you ever awakened very early on a special day? Were you able to go back to sleep? What did you do? Did you try to wait patiently?*

For additional information about teaching children about having patience, see <http://www2.scholastic.com/browse/article.jsp?id=549>.

## Vocabulary

**Essential Words:** crackers, porch, shy, sniffed, snored

**Related Words for Discussion:** behavior, patience, playing fair, sharing

## Genre/Text Type

**Realistic Fiction/Series Book** Remind children that realistic fiction is a made-up story 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 told in four short chapters with events in chronological order. Illustrations provide detailed text support in each chapter. The lines of text are chunked into phrases that help early readers read longer sentences.

**Content** Some children may be familiar with the book series starring Henry and his dog Mudge. Explain that children can enjoy this book without having read the other books in the series. If children have read other Henry and Mudge stories, invite them to share the main idea of the book they read.

Praise children for specific use of "Behaviors to Notice and Support" on page 105 of the *Guided Reading Teacher's Guide*.

## Challenging Book Features

**Text** Explain that the words in the text with all capital letters and italics are to be read with emphasis. Model reading sentences including italicized words on pages 6 and 7 and sentences including words with all capital letters on pages 26 and 27.

**Vocabulary** Help children use the illustrations to read and understand challenging words such as *ringtoss* on page 20, *go-fishing* and *potato-sack races* on page 21, and *piñata* on page 23.

## ELL Bridge

Use the detailed pictures to help children understand words in the text. For example, on pages 10–11, the picture supports the words *balloons*, *pink*, *orange*, *green*, *yellow*, and *porch*, and on page 12, the picture supports the action word *licked*. On the board, make a list of words and have small groups of children use the words in a conversation.

LEVEL J

## Developing Comprehension

### Thinking Within the Text

Have children use the chapter titles and illustrations to retell the story in sequence. Ask: *What happens in the first chapter? In the second chapter? In the third chapter? In the last chapter? At the end, why does the family close their eyes to rest even though it isn't nighttime?*

### Thinking Beyond the Text

Discuss how the party in the book compares to birthday parties that the children have attended. Ask: *How was Henry's birthday party the same as the parties you've attended? How was his party different from the parties you've attended? Were there three dogs at the party you went to?*

### Thinking About the Text

Read page 25 to children. Ask: *Why doesn't the author tell us what Henry's father whispered to him? What do you think Henry's father whispered to him? What makes you think that?*

## Making Inferences

Explain that authors do not always directly state all the information they want a reader to know. Have children use the information from the text, along with prior knowledge, to make inferences when they read.

- Have children read pages 7 and 8. Ask: *Why does Henry say birthday cake, ice cream, and crackers to Mudge? (to wake Mudge up) What does this tell you about Mudge? (Mudge likes food.)*
- Have children read pages 14 and 15. Ask: *Did the bookcase really take a picture of the family? What can you infer happened? (Henry's dad set a timer on the camera, put the camera on the bookcase, and joined the picture before the camera took the picture.)*
- Have children read page 19. Ask: *Why do you think everyone was shy at first? (They didn't know everyone or what to do.)*

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 Compound Words

Explain that a compound word is a word made up of two smaller words to express one idea. Recognizing the smaller words in a compound word can make it easier to read and sometimes provide clues to the word's meaning.

- Write the word *birthday* on a chart or on the board. Model finding the two smaller words in *birthday* and discuss the meaning of the word.
- Then write *bookcase* (page 15) and have a volunteer find the smaller words. Repeat with *backyard* (page 20), *airplane* (page 34) and *basketball* (page 34).

## Developing Fluency

Have each child choose a chapter to read independently. Encourage each child to use the layout of the lines in the book to read the sentences with proper phrasing, and to practice until he or she can read smoothly.

## Oral Language/Conversation

**Talk About Party Behavior** Discuss how children should behave at a party so that everyone has a turn and shares in the prizes.

## Extending Meaning Through Writing

- Have children write a story about a special day. Make sure they tell the events in sequence. **(Narrative)**
- Have children pretend they are Henry and write a thank-you note for one of the presents he received. **(Letter)**

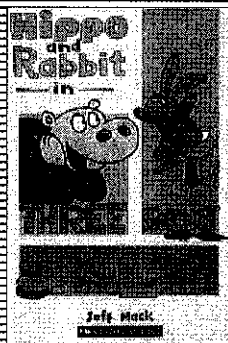
## Connecting to Everyday Literacy

Before a birthday party, invitations sometimes need to be sent. To link children to real-world procedural text, show them several party invitations. Talk about what they include—what/who the party is for, where the party will be held, and at what time the party will begin and end. For additional procedural text about birthdays, go to Birthday Bash at <http://www2.scholastic.com/browse/search?query=oh%20so%20cute>.



# Hippo and Rabbit In Three Short Tales

**GUIDED  
READING  
PROGRAM**  
Text Types



## Summary & Standard

In this fantasy book, we meet Hippo and Rabbit in three short stories as they share breakfast, play together, and deal with bedtime fears. Children will use pictures and context to assist comprehension.

**Author:** Jeff Mack

**Genre:** Fantasy

**Text Type:** Short Stories

**Word Count:** 250+

**Themes/Ideas:** playing with a friend;  
sharing with another

## Making Connections: Text to Self

Children will be familiar with the concept of friendship. Ask: *What makes a good friend?* Invite children to tell about a friend. Ask: *What do you like best about this friend? What kinds of things do you and your friend do together?*

Extend the connection by talking about why it is important to have friends. Ask: *How do your friends help you?*

For activities with a friendship theme, see <http://www2.scholastic.com/browse/article.jsp?id=3666>.

## Vocabulary

**Essential Words:** afraid, brave, breakfast, healthy, lightning, scared, swing, thunder

**Related Words for Discussion:** bedtime, dark, nighttime, noises, scared

## Genre/Text Type

**Fantasy/Short Stories** Remind children that a fantasy is a story that could not happen in the real world. In each of the short stories in this collection, the same characters are seen and new situations are introduced.

## Supportive Book Features

**Text** The book features short sentences that reflect typical dialogue between two friends. Humorous illustrations help tell the story.

**Content** Children will be familiar with the idea of two friends spending time together. Readers will recognize the places, situations, activities, and problems portrayed in the book.

Praise children for specific use of "Behaviors to Notice and Support" on page 105 of the *Guided Reading Teacher's Guide*.

## Challenging Book Features

**Text** Explain that the book is divided into three separate stories with three distinct endings, even though each new story continues with the activities of Hippo and Rabbit. Point out the story titles. Children may not be familiar with the use of speech bubbles within the context of a book. Explain that each speech bubble contains what one character says. Model reading each character's words in a distinctive voice. Point out the sound words that are not in speech bubbles.

**Vocabulary** Some words may be challenging for readers, including *cheeseburger* (page 5), *tomato* (page 10), *lightning* (page 26), and *thunder* (page 28). Help children pronounce these words. Provide definitions as needed.

## ELL Bridge

Explain that because Hippo and Rabbit are friends, they use informal, or friendly, language when they speak to each other. Before reading, discuss the meaning of expressions such as *Oh boy*, *OK*, *That was so cool*, and *Yikes*. Model using these expressions during a friendly conversation. Then have children role-play talking to a friend and practice using each expression.

LEVEL J



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## Teaching Options

### Developing Comprehension

#### Thinking Within the Text

Have children briefly summarize each story.

Ask: *How did Rabbit try to make Hippo's breakfast more healthful? What happened when Rabbit pushed Hippo on the swing? What happened when Hippo pushed Rabbit? Why was Hippo scared at bedtime?*

#### Thinking Beyond the Text

Remind children that friends help each other.

Ask: *How did Rabbit help Hippo in each story? How does Rabbit show he is a good friend? Ask children to tell about a time they helped a friend. Ask: How did you help your friend? How did this make you feel?*

#### Thinking About the Text

Discuss the author's decision to use speech bubbles for the story's text. Ask: *Why do you think the author chose to use speech bubbles for the words the characters speak? How does this make the book different from other books you have read? Have children look at page 25.*

Ask: *Which word is not inside a speech bubble? Why? What kind of word is this?*

### Drawing Conclusions

Review with children that they can use both text and pictures in a story to form their own ideas about what is happening and how characters feel.

- Turn to pages 14–15. Ask children how they can tell Hippo does not know how a swing works. (Hippo says the swing must be broken because it is not moving.)
- Turn to pages 16–17. Ask children how they can tell Hippo is afraid to swing. Remind them to look for clues in the pictures as well as in the text. (Hippo shows he is scared because he is sweating and then closes his eyes.)
- Turn to pages 28–29. Have children use the text, the sound word, the expression on Rabbit's face, and his actions to conclude why Rabbit decides to share his bed.

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

#### Homophones

Remind children that homophones are words that sound alike but are spelled differently and have different meanings.

- Read aloud page 15. Have children name the homophones in the top panel. (*too, to*) Have children use each word in a sentence. Explain their meanings.
- Point out other words in the books that have homophones and write each word: *for, not, here, high, so, there, and see*. Then write its homophone next to it: *four, knot, hear, hi, sew, they're, and sea*. Read each pair and discuss the meanings of homophones.

### Developing Fluency

Model reading the dialogue expressively. Then have partners take turns reading the dialogue. Ask them to trade roles for each new tale.

### Oral Language/Conversation

**Talk About Being Scared** Lead a discussion about being scared at bedtime. Invite children to tell how they overcome nighttime fears.

### Extending Meaning Through Writing

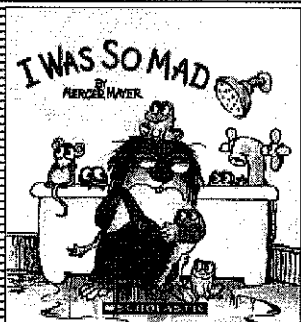
- Have children draw a picture of Hippo and Rabbit and add a speech bubble for each character. (**Narrative**)
- Have children describe their best friend. (**Descriptive**)

### Connecting to Everyday Literacy

In the story, Hippo is frightened by thunder and lightning. To link children to real-world procedural text, display a simple list of tips for staying safe during a thunderstorm. Ask: *What kind of information do tips include? Why are safety tips useful?* Point out that safety tips often begin with a command. For more examples of procedural text, go to <http://pbskids.org/arthur/firesafety/index.html>.

# I Was So Mad (Little Critter)

**GUIDED  
READING  
PROGRAM**  
Text Types



## Summary & Standard

Little Critter wants to play, but his family says “no” to his every attempt at having fun. He wants to solve his problem by running away from home, but his friends come to his rescue just in time. Children will independently relate prior knowledge to what is read and use it to aid in comprehension.

**Author:** Mercer Mayer

**Genre:** Fantasy

**Text Type:** Series Book

**Word Count:** 230+

**Theme/Idea:** overcoming frustration;  
adapting to changes in mood

## Making Connections: Text to Self

Point out that many children struggle with how to deal with emotions, particularly anger and frustration stemming from being told “no” by grown-ups. Sometimes when children aren’t allowed to do something, they become so irritable that nothing seems to please them.

Invite children to describe times when they have felt angry or frustrated. Discuss how they channeled their emotions into positive actions.

For resources about dealing with anger, see <http://kidshealth.org/kid/feeling/emotion/anger.html>.

## Vocabulary

**Essential Words:** decided, decorate, favorite, packed, practice

**Related Words for Discussion:** destructive, frustration, mood

## 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** The type is large and the text is clearly positioned. Colorful, detailed illustrations support the action of the text. Until the resolution of the story, sentences follow predictable patterns.

**Vocabulary** The text contains many decodable and high-frequency words. Several words are repeated over and over.

Praise children for specific use of “Behaviors to Notice and Support” on page 105 of the *Guided Reading Teacher’s Guide*.

## Challenging Book Features

**Text** Make sure that children understand the purpose of quotation marks. Guide children in identifying speakers. Point out the speech bubble on page 22 and have children compare the two ways dialogue is shown. (Note: Book pages are not numbered. Page 2 begins with: *I wanted to keep some frogs ...*)

**Content** Many children will relate to Little Critter’s frustration. Discuss Little Critter’s idea for solving his problem. Have children look at Mom in the background, keeping an eye on him. Point out how quickly Little Critter’s frustration dissolves when something good happens.

LEVEL J

## ELL Bridge

Help children understand why Little Critter was so mad. Make a two-column chart on the board. Review the book, stopping at each place where Little Critter is told he cannot do something. In each case, ask children to tell what Little Critter wants to do and write that in one column. Then ask who told him he couldn’t do it and write that character’s name in the second column. Finally, review the chart and have volunteers act out each interaction.



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## Developing Comprehension

### Thinking Within the Text

Help children summarize the things Little Critter wants to do and the activities his parents suggest that he try. Then ask: *What activity does Little Critter end up doing that finally makes him happy?*

### Thinking Beyond the Text

Point out that Little Critter was preparing to run away from home when he met his friends and found out they were planning to play ball in the park. Have children look at the picture on page 24. Ask: *Is Little Critter still mad? Why do you think his mood has changed? Do you think he will run away tomorrow?*

### Thinking About the Text

Ask children to look at the illustrations in the book and talk about how the art can help readers understand why the grown-ups keep telling Little Critter not to do the things he's doing. For example, note that watering a garden is usually a good thing, but the picture on pages 8–9 shows the reader that when Little Critter waters the garden, he makes a big mess.

## Understanding Cause and Effect

Review with children that an effect is what happens and a cause is why it happens. Point out that readers can ask themselves “What happened?” and “Why did it happen?” to find the cause and effect.

- Turn to pages 2–3. Ask children why Little Critter is mad. (Mom won't let him keep frogs in the bathtub.)
- Turn to pages 12–13. Ask children why Little Critter does not want to play in the sandbox or on the slide. (He is too mad.)
- Challenge children to identify and explain other cause-and-effect relationships, such as why Little Critter decides to run away.

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

## Developing Phonics and Word-Solving Strategies

### Contractions

Remind children that a contraction is a shortened way of writing two words, such as *isn't* for *is not*. Explain that an apostrophe replaces the letter, or letters, left out of a contraction.

- Have children find *wouldn't* on page 2. Write it on chart paper or on the board. Write *would* and *not* directly under the contraction. Ask: *What letter or letters does the apostrophe replace?* (o) Repeat with the contractions *can't* (page 6), *don't* (page 12), *didn't* (page 12), *I'll* (page 16), and *I'm* (page 24). Point to *won't* (page 16) and discuss how its construction differs.

## Developing Fluency

Model reading with proper expression a section of the story that has dialogue—for example, pages 12–13. Then have children practice reading the section with a partner.

## Oral Language/Conversation

**Talk About Anger** Remind children how Little Critter's anger passes. Talk about ways people can calm angry feelings, such as by counting to ten or taking a deep breath.

## Extending Meaning Through Writing

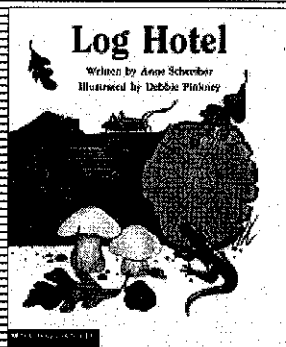
- Ask children to write a short narrative about another emotion Little Critter might feel, such as “I Was So Happy” or “I Was So Sad.” (**Narrative**)
- Have children write a list of things that make them angry and, next to each item, something that would make them feel better. (**List**)

## Connecting to Everyday Literacy

Little Critter keeps trying to do things that he should not do. Display a restriction sign to link children to real-world procedural text. Talk about what information is included on the sign, and where and why people use this sign. For more examples of signs, go to <http://www.printablesigns.net>.

# Log Hotel

## GUIDED READING PROGRAM Text Types



### Summary & Standard

Even when a tree topples to the ground, it plays an important role in the life of a forest. Children will demonstrate comprehension and understanding by articulating basic facts and ideas in what they read.

**Author:** Anne Schreiber  
**Genre:** Informational Text  
**Text Type:** Picture Book

**Word Count:** 250+

**Theme/Idea:** exploring the life cycle of a tree; describing changes in nature

### Making Connections: Text to World

Most children will be familiar with some of the trees and animals found in a forest. Discuss how animals can use trees for shelter, food, and shade.

Extend the real-world connection by talking about what happens when a tree dies and falls. *Ask: What happens to a tree when it dies? How can it be used by people? How can it be used by animals?* Emphasize the point that even though a tree is no longer standing, it plays an important role in its environment.

For additional resources and teaching ideas related to a tree's life cycle, see <http://ogdennaturecenter.org/education/37/100-trees-tree-life-cycle>.

### Vocabulary

**Essential Words:** decay, drill, hotel, log, soft, tree, tunnels

**Related Words for Discussion:** bloom, decompose, die, grow, nature, season, sprout, transform

### Genre/Text Type

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

### Supportive Book Features

**Text** The text is easy to read and supported by illustrations that closely correspond with the details in the text.

**Vocabulary** Children will understand most of the vocabulary. Some words may be unfamiliar to them, including *decays* (page 6), *woodpecker* (page 9), and *fungi* (page 10). Help children pronounce these words, and provide definitions. Praise children for specific use of "Behaviors to Notice and Support" on page 105 of the *Guided Reading Teacher's Guide*.

### Challenging Book Features

**Text** Make sure children pay close attention to the details shown in the illustrations that are not stated explicitly in the text—for example, the spider that has built its web on the log (page 17); the animals on pages 18–19 that use the log; and the acorn that has dropped its seed in the soil (page 22).

**Content** By reading the text and looking at the illustrations, children may think that the log will decompose very quickly with all the help from the forest animals. Explain to them that it takes many years for a large log to decompose to the stage they see on pages 22–23.

### ELL Bridge

Use picture-word correspondence to help children see many of the things mentioned in the text. Model finding words on a page that are shown in the picture on that page, such as *ants*, *beetles*, *log*, and *tunnels* on pages 6–7. Point to the word and then to the item in the picture. Have children repeat the connection. Encourage partners to work together to connect other words to the pictures.

LEVEL J

## Developing Comprehension

### Thinking Within the Text

Have children describe how the tree changed once it became a log. Ask them to name the animals that were part of the tree's decomposition.

### Thinking Beyond the Text

Remind children that the tree that fell is being used by lots of different animals for food and shelter. Have children look at the woodpecker on page 8 that is searching for bugs to eat in the log. Have them look at the fox on page 11 and the skunk on page 12. Ask: *How do you think these animals use the log?* (They also eat things they find in the log, such as bugs and fungi.)

### Thinking About the Text

Point out that the text has a circular pattern. The book begins with a tree falling down and ends with a seed that has sprouted into a tiny tree, or a seedling. Ask: *What will the seedling grow into?* Discuss how the events in the book might happen all over again when the seedling has grown into a tree and has lived for a long time.

## Understanding Sequence

Help children recognize the sequence of events in the text. Remind children that the sequence is what happens first, next, and last. Knowing the order of what happens helps readers understand a text.

- Say: *At the start of the book, a tree falls down. What eats the log? Why does the log start to become soft?*
- Ask: *What happens next? What grows on the log? What lives inside the log? Why does the log get softer?*
- Say: *At the end of the book, after a long time, the log becomes part of the soil. What will happen next?*

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 *forest*, *bark*, and *bigger* on the board. Underline the letters *or*, *ar*, and *er* in each word. Ask: *What sounds do these letters make?* (/or/, /ar/, /ur/) Have children read the words aloud.
- Repeat this exercise with *turn* (/ur/), *hard* (/ar/), *softer* (/ur/), and *winter* (/ur/).

## Developing Fluency

Echo-read a page from the book by reading a sentence aloud and having children repeat it. Emphasize proper phrasing, intonation, and pace when reading.

## Oral Language/Conversation

**Talk About Changes in Nature** Lead a discussion about how living things in your community change with the seasons.

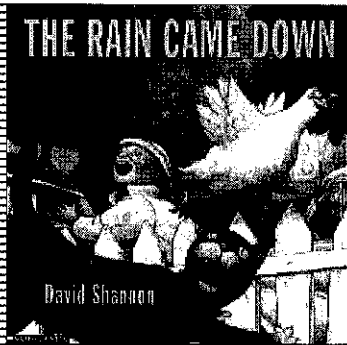
## Extending Meaning Through Writing

- Have children use information from the book to create a poster of a tree's life cycle. (**Expository**)
- Have children write a persuasive paragraph about the importance of trees to animals in a forest. (**Persuasive**)

## Connecting to Everyday Literacy

Explain that writing is a good way to let people know what you think and to convince them to agree with you. Say: *We can write letters to tell people why trees are important and why it is important to save trees. If they read the letter, they might agree.* To link children to real-world persuasive text, share a letter to the editor with them. For more examples of persuasive text, go to [http://cms.ran.org/new/kidscorner/kid\\_s\\_action/letters\\_from\\_kids\\_to\\_companies](http://cms.ran.org/new/kidscorner/kid_s_action/letters_from_kids_to_companies).

# The Rain Came Down



## Summary & Standard

A rainy Saturday makes everyone in town grumpy. In a chain reaction of grumpiness, chaos ensues until the sun comes out. Children will use pictures and context to assist comprehension.

**Author:** David Shannon

**Genre:** Realistic Fiction

**Text Type:** Picture Book

**Word Count:** 250+

**Theme/Idea:** getting caught in a chain reaction; how surroundings impact outlook

## Making Connections: Text to Self

Children will be familiar with rainy weather and the need to change plans on account of rain. Invite children to comment on rainy weather and experiences they have had.

Extend the connection by asking children if rainy weather has ever made them grouchy. Ask: *Did you ever have to change plans because of the rain?* Then ask children to share what happened. Discuss with children how they can make the best of a rainy day.

For additional teaching ideas and resources on weather, see <http://eo.ucar.edu/webweather>.

## Vocabulary

**Essential Words:** argue, grumbled, moaned, shimmered, squirmed, yelling

**Related Words for Discussion:** argument, helpful, mean, noisy, pleasant

## 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** Large illustrations closely support the text throughout the book. The exaggerated facial expressions will help children understand a character's feelings and actions.

**Content** Children should be familiar with the initial problem of rainy weather and its inconveniences. As the story moves along, most children should recognize the pattern of one event or problem leading to another.

Praise children for specific use of "Behaviors to Notice and Support" on page 105 of the *Guided Reading Teacher's Guide*.

## Challenging Book Features

**Text** The text includes many complex and compound sentences. Help children use commas as they read to break sentences into chunks. Have children use the story's illustrations to support the content.

**Vocabulary** Some children may need assistance with the colorful action verbs in the story. Review the words and use the illustrations to help children understand the story's action.

## ELL Bridge

Use pantomime to help children understand some of the vocabulary in the story, including *squirmed, bumped, bonked, poked, splashed, stomped, knocked, and bounced*. Model actions as you say phrases aloud, such as *a woman squirmed in the back of a taxi and she bumped into the barber coming out of the barbershop*. Have children mimic your actions as they repeat the phrases. Then have children pantomime other action verbs in the story.



## Developing Comprehension

### Thinking Within the Text

Ask children which characters first reacted to the rain (chickens) and which character reacted next (cat). Ask what finally happened to calm everyone down. (The sun came out.)

### Thinking Beyond the Text

Remind children that the rain caused the characters' mood to change at the beginning of the book. Have children think about the chain of events that happened after it started raining. Ask: *What else besides the rain made the characters grouchy?* (actions of the other characters) *Have you ever treated someone unkindly because you had been treated unkindly before?*

### Thinking About the Text

Have children find the repeating sentence, "And still, the rain came down." Discuss what mood it sets in the story. Ask: *How is the sentence like the weather?* Have children explain why the author stopped using the repeating sentence.

## Identifying Cause and Effect

Explain to children that as they read, it is important to think about why things happen. Remind children that a cause is an action or an event that makes something else happen. An effect is what happens as a result. Paying attention to what happens and why it happens helps readers to better understand a selection. Guide children to use the text and illustrations to identify effects and their causes.

- Read the first page. Ask: *What caused the chickens to squawk?* (the rain)
- Continue reading through the third spread. Ask: *What effect did the man's yelling have on the baby?* (His yelling woke the baby.) *What effect did the wife's shouting have on the dog?* (Her shouting made the dog bark louder.)
- Continue reading through the book, asking questions about cause and effect.

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 -ed

Remind children that when -ed is added to an action word, it changes the tense of the word to the past tense, expressing action that has already happened.

- Have children find the word *yelled* on the third spread. Ask them to identify the base word and give its meaning. (*yell*; means "shout" or "talk loudly") Then remind children that adding -ed changes the word to the past tense, meaning it has already happened. Encourage children to find other words in the book that end with -ed, such as *barked* (third spread), *stopped*, *squirmed* (fourth spread), and *started* (fifth spread).

## Developing Fluency

Model using commas and end punctuation to read at a proper pace. Then have children read the sentences after you.

## Oral Language/Conversation

**Talk About Communicating** Discuss what happened when characters yelled and argued; then what happened when they talked in a kind way.

## Extending Meaning Through Writing

- Have children write a description of a rainbow. (**Descriptive**)
- Have children write a news story about one event from *The Rain Came Down*. Remind them to include who, what, where, when, why, and how. (**Expository**)

## Connecting to Everyday Literacy

Discuss with children how they can prepare for different kinds of weather. To link children to real-world expository text, display a local weather forecast from a newspaper or website. Ask: *What does this forecast tell us about tomorrow's weather? How would a forecast have helped the characters in the book?* For examples of weather forecasts, go to <http://www.weather.gov>. Type in your city and state for a local forecast.



# Story County

## GUIDED READING PROGRAM Text Types



### Summary & Standard

Starting with a blank page and working together, Farmer, Miss Cow, Chicken, Pig, and Dog build and paint a farm. As they create their fantasy farm, they also create a story. Students will distinguish fantasy from reality.

**Author:** Derek Anderson

**Genre:** Fantasy

**Text Type:** Picture Book

**Word Count:** 250+

**Theme/Idea:** working together; finding ways to be creative

### Making Connections: Text to Self

Most children will have experience working with others on a collaborative project and the process of making and following a plan. Ask children to share some examples of times they have created something special with the help of a group.

Extend the connection by talking about some of the benefits and drawbacks of building something as a team. Discuss how people can combine their talents and ideas to make something better than what they could do alone.

For additional teaching ideas and resources, see <http://www.emints.org/ethemes/resources/S00001819.shtml>.

### Vocabulary

**Essential Words:** county, decorated, favorite, forgot, hammered, plan

**Related Words for Discussion:** blueprints, collaborate, creation, model, supplies, teamwork

### 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 print is easy to read. The colorful illustrations give readers support for the text. (Note: Book pages are not numbered. Page 4 begins: “Here they come!”)

**Vocabulary** The characters’ names are used repeatedly, and children should be familiar with most of the words used. Children can use context and the illustrations to figure out the meaning of any unfamiliar words or phrases.

Praise children for specific use of “Behaviors to Notice and Support” on page 105 of the *Guided Reading Teacher’s Guide*.

### Challenging Book Features

**Text** Children must sometimes use the pictures to infer what is going on in the text. Some pages are dialogue-heavy and some dialogue is not directly attributed to a speaker. One sentence stretches over several pages. Review quotation marks that frame speech, and assist children in identifying who is speaking.

**Content** Children may need help distinguishing between the parts of this story that could happen in real life and the parts that are fantasy. Discuss the elements of a real farm and how people might build a farm together. Talk about the humorous parts of the farm that are fantasy.

### ELL Bridge

To help children practice recounting the story events, have them take turns selecting an illustration in the book and describing what it shows. For each illustration, have children identify *who*, *what*, and *where*, and then summarize what is occurring in the scene. Encourage children to use complete sentences in their descriptions.

LEVEL J

## Developing Comprehension

### Thinking Within the Text

Have children discuss what the characters are making in this story and how and why they make it. Examine how the setting of the story changes from the beginning to the end.

### Thinking Beyond the Text

Talk about the contributions each character makes to the task of building the farm. Then discuss the jobs people take on when making something, such as drawing plans or blueprints, constructing a model, bringing supplies, or decorating the final product. Ask: *What are some jobs you are good at doing when making something with other people?*

### Thinking About the Text

In the story, Farmer and the animals are building a farm. Point out to children that they are also building the story itself. Have children identify examples of this, such as Farmer and Dog making the picture on the title page and all of the characters looking up at the reader before painting the sky.

## Recognizing Story Sequence

Remind children that when events in a story happen in a certain order, they follow a sequence. Keeping track of what happens first, next, and last helps readers remember and understand the story. In this story, the characters follow a certain sequence of events to build their farm. Ask:

- *What was the first part of the farm that the characters built? (the barn)*
- *What happened next after the characters built the barn? (They painted it.)*
- *What did the characters need to do after they made the fields? (plant crops)*
- *What is the last thing the characters make together to finish their farm? (the sky)*

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

Explain that readers know when someone is speaking because there are quotation marks around the words. Write a sentence of dialogue from the book on the board or on a chart. Note that punctuation marks inside the quotation marks signal what expression to use when reading.

- Read the dialogue on page 7 with children. Discuss who is speaking in each instance. Point out the different verbs used to tell how each character speaks.
- Read the dialogue on pages 20–21 with children. Have children identify who says the line “*Let’s celebrate!*” and how they can tell.

## Developing Fluency

Model reading dialogue, using proper phrasing, pace, and expression. Then have children meet in groups, taking roles of the characters and reading the parts aloud.

## Oral Language/Conversation

**Talk About Creating** Discuss the process the characters follow when designing and creating their new farm.

## Extending Meaning Through Writing

- Have children make a list of the materials they would need to construct a farm. (**List**)
- Ask children to write a short narrative describing what happens the next day when the characters wake up. (**Narrative**)

## Connecting to Everyday Literacy

Dog has plans for how to make a farm. Display directions on how to make something to link students to real-world procedural text. Talk about why it is important to follow directions in a particular order. For procedural text, go to <http://www.bbc.co.uk/cbeebies/#/lb/comeoutside/downonthefarm> and follow the directions to play the game.

# The Wrong-way Rabbit



## Summary & Standard

Tibbar Jack, a very mixed-up bunny, lives his life the wrong-way around. All day at home and at school he does everything backwards from the way others do. Students will read for personal fulfillment.

**Author:** Teddy Slater

**Genre:** Fantasy

**Text Type:** Chapter Book

**Word Count:** 250+

**Theme/Idea:** doing things in an individual way; going against the flow

## Making Connections: Text to Self

Explain to children that the story is a fantasy—one meant to make readers laugh. In the story, Tibbar Jack's way of doing things differently is funny. In real life, however, some of these things may not seem funny to others. If children mimicked Tibbar's behavior, they would have trouble fitting into the real world.

Extend the connection by inviting children to describe times when they have struggled to do something the same way as others or when they have chosen to do something in a different way. Talk about what it's like to be different.

For information about understanding differences, see <http://kidshealth.org/parent/positive/talk/tolerance.html>.

## Vocabulary

**Essential Words:** backwards, confusing, habit

**Related Words for Discussion:** courage, independence, individuality, self-confidence

## Genre/Text Type

**Fantasy/Chapter Book** Remind children that a fantasy is a story that could not happen in the real world. The reader learns more about the story as each chapter unfolds.

## Supportive Book Features

**Text** The text is written in simple rhymes. The print is easy to read. Chapter headings introduce the subject of each section. The illustrations clearly support the story and provide clues as to what is going on with Tibbar.

**Vocabulary** The text contains many decodable and high-frequency words. Children can use context to figure out the meaning of any unfamiliar words or phrases.

Praise children for specific use of "Behaviors to Notice and Support" on page 105 of the *Guided Reading Teacher's Guide*.

## Challenging Book Features

**Text** Several sentences continue over more than one page. The text uses both ellipses and a dash. Occasionally, children must use the pictures to figure out what is going on in the text.

**Content** Although the book treats Tibbar's behavior as funny, it also shows that his actions can make others unhappy, such as making his mother cry and his teacher "nuts." Make sure children understand that many of the things Tibbar does would be inappropriate behavior in real life. Point out the introduction in which the author reminds readers that the story in the book is just a "silly" story.

## ELL Bridge

Help children practice vocabulary by having them examine some of Tibbar's mixed-up situations and rephrase them to make sense. For example, read page 9 and have children switch the words around to restate the sentence so that Tibbar is pouring juice in his cup and cornflakes in his bowl. Repeat with pages 10–11, 20–21, 22, 28, and 29. (Note: Book pages are not numbered. Page 1 begins: *Hello, Reader!*)

## Developing Comprehension

### Thinking Within the Text

Have children summarize the things Tibbar does at home in the morning, at school in the afternoon, and again at home in the evening. Then discuss the meaning of his name.

### Thinking Beyond the Text

Point out that Tibbar must be sure of himself to behave so differently from everyone else. Discuss how self-confidence is a good quality, especially if someone is unable to do something exactly the same way as others. Then point out how sometimes Tibbar's actions affect his mother and his teacher. Discuss why at times it might be better to do things the way others ask you to do them.

### Thinking About the Text

Have children discuss how the author treats Tibbar Jack's name like a puzzle. Have them identify clues in the text and pictures that lead to the puzzle's solution, such as his backwards behavior and the blocks on pages 30-31.

## Using Illustrations

Point out that the illustrations in a story can give information that is not in the text and help a reader better understand the story.

- Read aloud pages 6-7, and then have children look at the picture on this spread. Say: *The text says that the way Tibbar walks is strange and that he talks funny. Ask: What does the picture show that is different about the way he walks and talks? (He walks and talks backwards.)*
- Have children examine the picture on pages 10-11. Ask: *What are some things Tibbar does differently that are not mentioned in the text?* (reads his book upside down, plants flowers in his shoe)
- Ask children to look at the pictures on pages 14, 16-17, and 18-19. Discuss how each illustration tells children more about how Tibbar lives.

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

## Developing Phonics and Word-Solving Strategies

### Using Punctuation

Remind children that punctuation marks tell the reader when to pause or stop and how to express the words.

- Read page 8 with children and have them identify the exclamation point. Tell children that this punctuation mark is used for emphasis. Model how to read the page and have children echo-read it.
- Read pages 11-12. Point out the ellipses and explain that they tell the reader to pause. Model reading and have children echo-read after you.
- Repeat with the question mark (page 14), the dash (page 15), and the colon (page 18).

## Developing Fluency

Read the first few pages aloud. Then have volunteers continue reading one sentence at a time until the book is finished. Encourage them to read with proper phrasing and expression.

## Oral Language/Conversation

**Talk About Individuality** Discuss how Tibbar is confident enough to do things completely differently from everyone else.

## Extending Meaning Through Writing

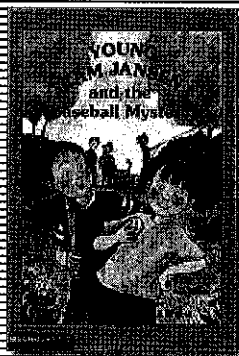
- Ask children to write a short narrative describing another situation in which Tibbar does normal things backwards. **(Narrative)**
- Have children write a paragraph trying to persuade Tibbar to try to do things the right way for one day. **(Persuasive)**

## Connecting to Everyday Literacy

In the story, Tibbar does the opposite of what signs tell him to do, disregarding the IN and OUT coatroom labels and the DOWN sign on the staircase. To link children to real-world procedural text, display some familiar signs. For more signs and procedural text, go to <http://www.nysgtsc.state.ny.us/Kids/kidswalk.htm>.

# Young Cam Jansen and the Baseball Mystery

**GUIDED  
READING  
PROGRAM**  
Text Types



## Summary & Standard

Cam Jansen has an amazing memory, which she uses to solve the mystery of a missing baseball. Children will demonstrate comprehension and understanding by articulating basic facts and ideas in what they read.

**Author:** David A. Adler

**Genre:** Mystery

**Text Type:** Series Book

**Word Count:** 250+

**Theme/Idea:** solving a mystery;  
admitting our mistakes

LEVEL J

## Making Connections: Text to Text

Invite children to share mystery stories they have read in books or watched on television. Discuss the characteristics these mysteries have in common. Point out that mysteries often have false clues that mislead the reader.

Extend the connection by discussing the person who solves the mystery in each case. Ask: *What do these problem-solvers have in common? What makes each person good at finding clues and understanding what the clues mean?* Explain that a child, Cam Jansen, solves this mystery. Tell children that Cam Jansen is featured in many mystery books by the same author.

For information, other Cam Jansen mysteries, see <http://www.camjansen.com/index.htm>.

## Vocabulary

**Essential Words:** amazing, camera, divided, memory, pitcher, puddle

**Related Words for Discussion:** memorize, remember, retrace, sequence, visualize

## Genre/Text Type

**Mystery/Series Book** Remind children that a mystery is a story about a puzzling event. In this series book, children get to know characters they can then follow in other stories.

## Supportive Book Features

**Text** Children can use the contents page to see the progression of chapter titles and use them to predict what the book will be about. A memory game at the book's beginning and continuing at the end allows children to practice their own skills, which makes the story more engaging.

**Vocabulary** Children will find most of the vocabulary accessible and easy to understand. The few difficult words present in the text are related to the plot, and context clues will help children uncover their meaning.

Praise children for specific use of "Behaviors to Notice and Support" on page 105 of the *Guided Reading Teacher's Guide*.

## Challenging Book Features

**Text** While lines are widely spaced, each page holds a good deal of text. Dialogue embedded in the text may be confusing. One speaker's dialogue may continue over several lines. Have children pay attention to who is speaking.

**Content** The clues to the mystery are sometimes so well hidden within other details that children may have difficulty following the trail of clues. Illustrations do not always show details that are related to the mystery.

## ELL Bridge

After reading a section aloud, help children solve the mystery by recording those facts that they think are clues. As new clues are discovered or as facts are revealed, have children revisit the list of clues to determine those that are false and cross them off the list.



SCHOLASTIC

## Developing Comprehension

### Thinking Within the Text

Have students name the clues Cam uses to figure out what happened to the missing ball. Then have children tell the order in which these clues appear in the story.

### Thinking Beyond the Text

Suggest this possible theme for the story: *Don't jump to conclusions until you know the facts.* Invite children to name the characters that make accusations and what happened as a result. Discuss the importance of finding real evidence when investigating something.

### Thinking About the Text

Have children try the memory game at the beginning and end of the book. Have them evaluate how they did. Ask: *Why do you think the author chose to include the game in the book?*

## Generating Questions

Help children develop thought processes for assimilating new information by modeling how to generate questions. Guide children to ask and answer questions about the text, using the following as models:

- Pages 5–6: *How can we tell that Cam is more observant than Eric is?* (She sees the puddle and flying ball before he does.)
- Pages 8–9: *Why do the children need to remember the list?* (It tells who was going to play ball.)
- Pages 9–10: *Why is Cam always saying "Click!"* (She wants to remember something, and she takes a picture with her mind.)
- Pages 14–16: *What problem is caused by Amy's home run?* (The ball gets lost.)

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

### Understanding Contractions

Remind children that a contraction is made by joining two words and leaving out one or more of the letters. In a contraction, we put an apostrophe where the letter or letters have been left out.

- Find the word *That's* on page 5. Point out the apostrophe. Explain that this word is a contraction of *that* and *is*. Ask: *What letter is replaced by the apostrophe?* (i)
- Repeat the process with *wasn't* on page 6, *didn't* and *there's* on page 8, and *don't* on page 9.

## Developing Fluency

Model reading by choosing a section of dialogue and reading it with proper expression and intonation. Have children read the section aloud in a similar manner.

## Oral Language/Conversation

**Talk About Memory** Discuss ideas for improving memory and tricks people use to help them memorize or remember things.

## Extending Meaning Through Writing

- Have children create a brochure that advertises to prospective clients Cam's detective skills and the mysteries she solves. (**Persuasive**)
- Have children write sentences that tell the order in which clues are presented using time-order words. (**Expository**)

## Connecting to Everyday Literacy

Review Cam's technique for remembering things. Explain that she follows a certain procedure every time she tries to remember something. Tell children that some people play memory games to help improve their memories. For procedural text on memory games, go to [http://www.exploratorium.edu/memory/dont\\_forget/index.html](http://www.exploratorium.edu/memory/dont_forget/index.html). Read and follow the directions with the children.

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