

GUIDED READING PROGRAM

Text Types



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

- **Amelia Bedelia, Rocket Scientist?**
- **Cam Jansen and the Chocolate Fudge Mystery**
- **Let's Read About ... George Washington**
- **Our Earth**
- **Ricky Ricotta's Mighty Robot vs.
the Uranium Unicorns from Uranus**
- **Stand Tall, Molly Lou Melon**
- **The Subway Mouse**
- **Tony Baloney**
- **Whales Passing**
- **Worms for Lunch?**

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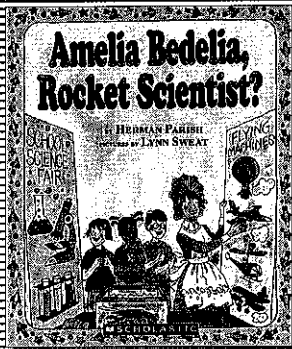
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 **SCHOLASTIC**

ITEM S-HT5-31948-X

Amelia Bedelia, Rocket Scientist?



Summary & Standard

When Amelia Bedelia volunteers her services at a school science fair, chaos ensues. Will she ever really understand what people are saying? Children will read a wide variety of grade-level-appropriate classic and contemporary literature.

Author: Herman Parish
Genre: Realistic Fiction
Text Type: Series Book

Word Count: 250+
Theme/Idea: misunderstanding words and ideas; working together

Making Connections: Text to World

Ask children if they have ever misunderstood something they heard. Explain that it is easy to get confused because some words and expressions mean more than one thing. Ask: *When we tell someone to "dive right in," does that mean to actually dive into the water? What does it mean?*

Tell children they will read about Amelia Bedelia, a young woman who often confuses things. Invite children to share what they know about her from other books in the series.

For information about English idioms, see <http://www2.scholastic.com/browse/lessonplan.jsp?id=902>.

Vocabulary

Essential Words: assist, judge, project, rocket, scientist

Related Words for Discussion: chaos, confuse, humor, meaning, misunderstand

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 follow in other stories.

Supportive Book Features

Text The print is large, with ample space between the lines. Illustrations support the text and provide additional information about what is happening in the story.

Content Children may have participated in or attended a science fair, so they will understand the concept and what is involved. They will enjoy the humorous misunderstandings, such as getting rid of the robot's bugs and the confusion about the Nobel Prize.

Praise children for specific use of "Behaviors to Notice and Support" on page 107 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text There are no paragraph breaks, so it can be difficult to determine which words each character speaks. Tell children to pay close attention to each character tag (for example, *said Amelia Bedelia*) and keep the name in mind until they come to a new tag.

Vocabulary Explain the meaning of Mr. Rogers's sarcastic use of the term *rocket scientist* on page 5. Help children understand how Amelia Bedelia's misinterpretation of *rocket scientist* sets the plot in motion.

ELL Bridge

Help children understand idioms. On a chart or on the board, list idioms from the story (e.g., *pick up your room*, page 30; *has a few bugs in him*, page 33; *blow [your] top*, page 55). Explain that an idiom is a common phrase that has a different meaning from that of its parts. Talk about the literal and figurative meaning of each idiom.

Developing Comprehension

Thinking Within the Text

Have children identify the science projects featured in the story and describe what goes wrong with each. Ask: *What role does Amelia Bedelia play in each misunderstanding?*

Thinking Beyond the Text

Have children think about what kind of person Amelia Bedelia is. Ask: *Does Amelia try to cause the disruptions in the story? How do you think she feels about continually misunderstanding things? Is Amelia Bedelia someone you would like to know? Why?*

Thinking About the Text

Point out that the author uses onomatopoeia throughout the story. Explain that onomatopoeic words imitate the sounds they are describing. Invite volunteers to find examples of onomatopoeia in both the text and the illustrations and to read the words aloud. Discuss what each word adds to the story.

Understanding Cause and Effect

Remind children that an effect is what happens; a cause is what makes it happen. Help children identify and understand cause-and-effect relationships in the book. Point out that Amelia's actions are the cause of many unusual adventures in the story.

- Have children reread pages 40–43. Ask: *What was the effect of Amelia pouring the entire box of baking soda into the volcano?*
- Have children reread pages 43–45. Ask: *What caused Mr. Dinglebatt's hairpiece to blow off his head? What was the effect when Amelia turned off the blower?*
- Challenge children to identify and explain other cause-and-effect relationships in 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

Multiple-Meaning Words

Explain that many words in the English language have more than one meaning. To understand the text, the reader must figure out which meaning is being used. Remind children that multiple-meaning words sometimes confused Amelia.

- Talk about how and why Amelia was confused by the word *glasses* on page 5. Discuss the different meanings of the word. (glasses that you drink from; glasses that you wear on your eyes)
- Then discuss two meanings for *make-up* on page 11, and *saucer* on page 22.

Developing Fluency

Model reading a page of the text, adjusting your voice and tone as you read each character's words. Then have partners practice reading the page to each other.

Oral Language/Conversation

Talk About Humor Discuss how the author used humor in the story. Ask which misunderstanding children think was the funniest.

Extending Meaning Through Writing

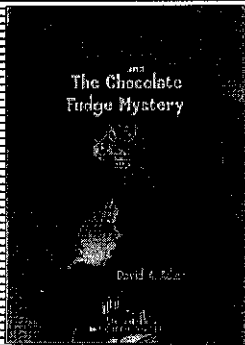
- Have children write a short newspaper article highlighting one of the projects in the science fair—the flying saucer, volcano, or robot. (**Expository**)
- Have children write a paragraph describing a science project they have read, seen, or constructed. (**Descriptive**)

Connecting to Everyday Literacy

In the story, Mr. Rogers shares Amelia's secret formula for lemon meringue pie in the format of a recipe. To link children to real-world procedural text, share a recipe for a favorite dish. Ask: *What does a recipe include? Why is it important to use the exact ingredients and to follow the steps in the correct order?* For more procedural text, go to http://kidshealth.org/kid/recipes/recipes/pineapple_pops.html.

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Cam Jansen and the Chocolate Fudge Mystery



Summary & Standard

While selling candy for their school fund-raiser, Cam and Eric notice that a deserted house is not really empty. Cam finds out who is in the house and solves a crime as well. Children will comprehend basic plots of a variety of fiction genres.

Author: David A. Adler

Genre: Mystery

Text Type: Series Book

Word Count: 250+

Theme/Idea: questioning first impressions;
solving problems

Making Connections: Text to Text

Ask children what they know about mystery stories. Talk about the typical plot of a crime or mystery story, which usually involves gathering clues and putting clues together to solve a crime or mystery. *Ask: How would you describe the detectives in these stories? What personality traits help them solve mysteries?* Children may be familiar with David A. Adler's books featuring Cam Jansen and the mysteries she solves. Talk about why Cam is a good detective.

For more information about David A. Adler and the Cam Jansen books, see <http://www.davidaadler.com>.

Vocabulary

Essential Words: criminals, dangerous, detective, evidence, explained, mystery, photographic, solve

Related Words for Discussion: anxiety, dangerous, guilty, hideaway, innocent, rewarding

Genre/Text Type

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

Supportive Book Features

Text Most paragraphs are short with frequent dialogue to break up the narrative. Frequent illustrations help to support the plot.

Vocabulary Because of the extensive dialogue, the vocabulary is friendly and accessible. The meanings of difficult words, such as *memorize*, *photographic*, *account*, and *anxious*, can be determined with the help of context clues.

Praise children for specific use of "Behaviors to Notice and Support" on page 107 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text Although chapters are numbered, they are not titled. Help children predict what each chapter may be about by previewing the illustrations. Also encourage children to use the illustrations to help them follow the story as they read.

Content Some children may have difficulty following the plot as several characters are introduced. Make a list of the characters in the order they appear in the book. Encourage children to review who each character is as they complete each chapter.

ELL Bridge

Have children work with a partner to look for details in each illustration that might be clues to the mystery. For example, the newspaper headline shows that the newspaper is old, and the cat carries away a loaf of bread left on the back porch. Have partners write down the clues they find. Then call on children to share their details.

Developing Comprehension

Thinking Within the Text

Talk with children about how Cam's photographic memory helps her solve the mystery and catch the criminal. Then ask children about Eric's ability to analyze or interpret what Cam "sees."

Thinking Beyond the Text

Discuss with children how Cam's confidence in her photographic memory helps her to convince others that she is right about the empty house and the woman in the raincoat. Ask children to name other characters they have read about who have confidence in their ideas and talents.

Thinking About the Text

Talk with children about how the author uses sound words to help readers picture in their minds what is happening in the story. Have children identify these words, such as *click* and *screech*, and tell how they add to the story's action.

Problem and Solution

Review with children that in most stories, a character has a problem that he or she attempts to solve until a solution is found at the end. Ask:

- *Why does Cam think that something about the woman in the raincoat is wrong? What does she try first to learn who the woman is?*
- *What problem does Cam think there is with the yellow house? How does she try to solve this problem? Why doesn't she accept what others tell her about the house?*
- *How are the problems of the yellow house and the strange woman in the raincoat linked and solved together in the end?*

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 up of two or more smaller words.

- Discuss an example from the book. Point out that *doorbell* is made up of *door* and *bell*. Explain that the meaning of *doorbell* combines the meanings of *door* and *bell*.
- Read aloud pages 2 and 3 as children follow along. Have them name and define four compound words. (*sidewalk, homebound, afternoon, everything*) Then encourage them to note other compounds as they read the story.

Developing Fluency

Model fluent and expressive reading of dialogue in the story. Then call on volunteers to read additional dialogue. Encourage children to practice expressive reading with a partner.

Oral Language/Conversation

Talk About Taking Risks Cam's father worries about her taking risks. Discuss why taking risks can be scary and when it can be worthwhile.

Extending Meaning Through Writing

- Have children write what they would say to customers to sell them chocolate fudge and rice cakes. (**Persuasive**)
- Have children look at a place in the room, close their eyes, then open them, and without looking at the place again, write a description of what they saw. (**Descriptive**)

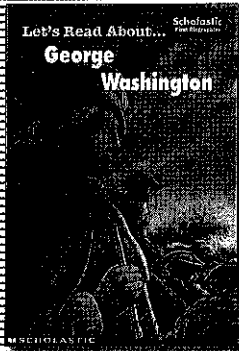
Connecting to Everyday Literacy

Remind children that Cam and Eric are going door-to-door to sell candy and rice cakes for a school fund-raiser. Ask: *What do Cam and Eric say to customers to persuade them to buy?* To link children to real-world persuasive text, show them a print ad for an upcoming event. Ask: *What is the ad trying to persuade readers to do?* For more persuasive text, go to <http://www.savethewhales.org/adopt.html>. Discuss what the organization wants readers to do.

Let's Read About...

George Washington

**GUIDED
READING
PROGRAM**
Text Types



Summary & Standard

George Washington, called the Father of Our Country, was a great leader. He loved his country and served it in both war and peace. Children will read literature from and about a wide range of historical periods and perspectives.

Author: Kimberly Weinberger

Genre: Biography

Text Type: Picture Book

Word Count: 250+

Theme/Idea: leading a nation;
making a difference

Making Connections: Text to World

Ask children to tell what makes a person a hero. Then have children recall famous American heroes. Ask: *Why do you think of those people as heroes? What effect did their actions have on our country's history?*

Extend the real-world connection by asking children what they know about George Washington. Tell them they will read a biography about this great American leader. Ask: *What traits do you think George Washington had that made him a good leader and great president?*

For information about George Washington, see <http://www.whitehouse.gov/about/presidents/georgewashington>.

Vocabulary

Essential Words: America, colonies, fought, freedom, lead, peace, president, soldier, war

Related Words for Discussion: bravery, hero, leadership, sacrifice

Genre/Text Type

Biography/Picture Book Remind children that a biography tells the important details of a real person's life. Important events in his life are highlighted by the illustrations.

Supportive Book Features

Text The type is large, the lines are widely spaced, and there is very little text on a spread. The story is organized in chronological order, which makes it easy to follow. Each picture fills an entire spread and connects with the text.

Vocabulary Children will find the vocabulary and sentence structure easy to comprehend. They should be able to use context to figure out words they do not know.

Praise children for specific use of "Behaviors to Notice and Support" on page 107 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text The text is printed over illustrations, so sometimes the background behind the text is busy or dark in color, causing some distraction. Guide children to concentrate on the text for each spread and then look at the illustration as a whole.

Content Make sure that children understand that early America was made up of thirteen colonies and was not yet a country. Also provide background information about the reason for the conflict between the thirteen colonies and England and the challenges of war.

ELL Bridge

To help children review important events in Washington's life, have them take turns selecting an illustration in the book and describing what it shows. Encourage children to speak clearly in complete sentences and to include as much detail as possible. For example, "This picture shows _____. He is _____." Challenge the group to identify the picture in the book that each child describes.

LEVEL 1

Developing Comprehension

Thinking Within the Text

Have children summarize the important events in George Washington's life and list ways he served his country in both war and peace. Ask: *Why is George Washington called the Father of Our Country?*

Thinking Beyond the Text

Remind children that Washington did not think of himself as a leader and did not think he was the right man to lead the colonists in the war against England. But he did it anyway. Ask: *Why do you think Washington agreed to help his country in this way? Do you think his decision required sacrifice? Why?*

Thinking About the Text

Explain that a biography not only provides dates and important events in a person's life, but it also introduces people who were important to that person. Ask: *How does knowing about Washington's wife, children, and his brother Lawrence make him seem more real?*

Understanding Historical Context

Explain to children that to understand a story set in the past, it is important to know about when it takes place and how that historical time period differs from our own. Point out that this story takes place before, during, and after the war that resulted in America's independence from England. Say:

- Look at the picture on pages 2-3. What details show you that this story takes place in the past? Ask children what would be different about the picture if the scene were from the present. Explain that the flag in the picture is the British flag. (Note: Page numbers are not numbered. Page 3 begins: *George Washington was born...*)
- Have children look at other pictures in the book. Ask them to compare and contrast the clothing with what people wear today.
- Ask: *Would you have liked to live during that time period? Why?*

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

Developing Phonics and Word-Solving Strategies

Names for People and Places

Remind children that a naming word may name a specific person or place. A naming word that names a specific person or place begins with a capital letter.

- Read aloud page 3 and have children identify the naming words that name a specific person or place. Ask: *Which naming words name a specific person? (George Washington) Which naming words name specific places? (Virginia, England)* Point out that the words begin with capital letters.
- Ask children to identify the words on page 10 that name a specific person or place. (*George, Lawrence, Mount Vernon*) Ask: *How do these words begin?*

Developing Fluency

Read aloud a page, paying special attention to punctuation, grouping words together, and pace. Then have children choral-read the page with you.

Oral Language/Conversation

Talk About Leadership Discuss whether today's leaders need the same traits Washington had. Ask which additional skills they might need.

Extending Meaning Through Writing

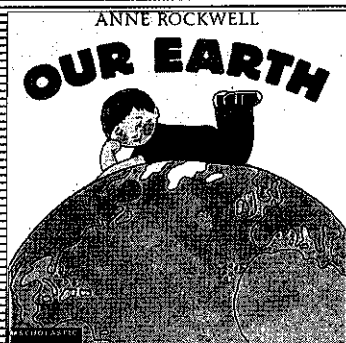
- Have children write a letter from Washington to his wife telling about the war. (**Letter**)
- Have children write about something new they learned about George Washington from reading this book. (**Expository**)

Connecting to Everyday Literacy

The book includes important events in the life of George Washington. Sometimes biographies include a time line to show these events. Share a time line that traces another famous person's life. Ask: *Why is a time line helpful?* For another time line about George Washington, go to <http://www.pbs.org/georgewashington/timeline/index.html>. Talk about how the time line is organized and what it tells about George Washington's life.

Our Earth

GUIDED READING PROGRAM Text Types



Summary & Standard

This nonfiction book introduces children to basic ideas of geography and various ecosystems on Earth. Children will demonstrate comprehension and understanding by articulating basic facts and ideas in what they read.

Author: Anne Rockwell
Genre: Informational Text
Text Type: Picture Book

Word Count: 250+
Theme/Idea: understanding geography; learning about Earth

LEVEL 1

Making Connections: Text to World

Invite children to talk about where they live, starting with details about their home and expanding on the idea by discussing their street, neighborhood, city, state, and region.

Extend the real-world connection by showing children a globe or a picture of Earth and asking: *How is this also your home? What do you know about Earth?* Explain that learning about Earth and how it changes over time helps us understand the world in which we live.

For additional teaching ideas and resources, see http://spaceplace.nasa.gov/en/kids/srtm_make1.shtml.

Vocabulary

Essential Words: continents, enclose, erupt, ferny, glaciers, globe, gushing, prickly

Related Words for Discussion: climate, community, geography, habitat, interdependent, temperature

Genre/Text Type

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

Supportive Book Features

Text The text provides an introduction to basic geography and facts about Earth. Colorful detailed illustrations and diagrams support the information provided in the text.

Vocabulary Children will find most of the vocabulary accessible and easily decodable. The use of context clues and supporting illustrations will help children with more difficult terminology specific to each topic.

Praise children for specific use of "Behaviors to Notice and Support" on page 107 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text Some children may have difficulty with the longer, more complex sentence structures. Model how to break long sentences into smaller chunks, using natural phrasing and punctuation cues.

Content Children may be confused by some of the ideas presented in the text that are not supported by illustrations. Provide further explanation as needed for concepts such as how water will eventually spill over a dam (as an example of how water cannot be stopped), or why rivers sometimes dry up and stop flowing.

ELL Bridge

Help children articulate the vocabulary they learn in the book. Write *globe, frozen, living things, swamps, glaciers, continents, islands, volcanoes, coral reefs*, and other terms on sticky notes and distribute them to children. Guide each child to tell the meaning or give an example of his or her term. Read aloud each page and have children attach a sticky note when they hear their word.

Developing Comprehension

Thinking Within the Text

Have children summarize what they have learned. Ask: *How is Earth changing? In what ways can you see these changes?*

Thinking Beyond the Text

Ask children to explain how they can use what they learned in the book to make observations about the part of Earth they see every day. Ask: *What parts of the book remind you of where you live? Tell some things people can do to help the Earth be clean and continue to support life.*

Thinking About the Text

Point out the maps and labels the author includes on pages 8 and 13. Explain that a map is a plan or picture that shows an area or a place. Point out the labels on the maps. Invite children to explain how the maps and labels help them understand the text. (Note: Book pages are not numbered. Page 1 is the title page.)

Noticing Details

Remind children that a page or passage in the book usually focuses on one topic. Details, such as facts and examples, are given about the topic. Point out that when they read, noticing details about a topic will help children remember important ideas.

- Have children reread page 5. Ask: *What things shape our Earth?* (water, fire, ice, living things)
- Have children reread pages 9–11. Ask: *What do all three of these pages talk about?* (islands) *What details do you learn about this topic?* (Islands are small pieces of land in the sea; some are made by erupting volcanoes; others are made by coral reefs.)
- Have children reread page 20. Ask: *What details do you learn about canyons?* (They are tall, carved by water, and take many years to form.)

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 Words with -y and -ly

Explain that -y and -ly are added to words to make words that tell more about nouns or verbs.

- Have children find *icy* on page 4. Ask: *What word was -y added to?* (ice) *What does icy describe?* (cold) Point out that in this sentence, *cold* is a noun and *icy* tells more about it.
- Then have children find *slowly* on page 5. Ask: *What word was -ly added to?* (slow) Point out that *slowly* tells more about how Earth changes. Repeat with *ferny* (page 6), *salty* (page 15), and *prickly* (page 18).

Developing Fluency

Model fluent reading. Then have partners read several pages from the book together, alternating one page at time. Circulate as they read, listening for and assisting with proper phrasing and intonation.

Oral Language/Conversation

Talk About Habitats Discuss Earth's biomes and compare the plants, animals, geography, and climate found in each one.

Extending Meaning Through Writing

- Have children write a list of questions that can be answered by the information provided in the book. (**Expository**)
- Have children write a description of one of the places in the book, using the text and illustration. (**Descriptive**)

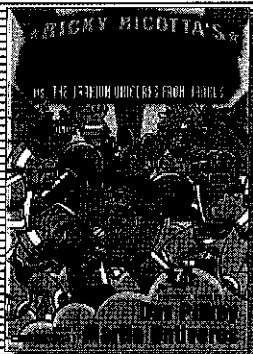
Connecting to Everyday Literacy

Point out that the more we know about Earth, the more we know how important it is to take care of it. To link children to real-world persuasive text, show them an example of a persuasive essay about conservation. Ask: *What does the author want you to do? What does the author say to persuade you?* Point out how the author supports his or her position. For more persuasive text, go to http://www.timeforkids.com/TFK/media/hh/pdfs/samplepapers/persuasive_sample.pdf.

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Ricky Ricotta's Mighty Robot vs. the Uranium Unicorns From Uranus

**GUIDED
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PROGRAM**
Text Types



Summary & Standard

Ricky Ricotta, a mouse, has a giant robot for a friend. When a giant Ladybot hypnotizes Ricky's Mighty Robot, Ricky and his friends come to the rescue. Children will comprehend basic plots of a variety of fiction genres.

Author: Dav Pilkey
Genre: Science Fiction
Text Type: Series Book

Word Count: 250+
Theme/Idea: surviving many challenges; triumphing over evil

Making Connections: Text to Text

Discuss stories of good versus evil that children are familiar with from books, TV, and movies. Encourage them to name qualities of the evil villains and of the heroes.

Explain that this book is one of a series of books starring Ricky and his Mighty Robot, but children do not need to have read the other books to appreciate this one. If children have read other stories in the series, have them share part of the book they read.

For more information about the Ricky Ricotta series, see <http://www.scholastic.com/titles/rickyricotta/index.htm>.

Vocabulary

Essential Words: destroyed, evil, galaxy, giant, hideous, mutated, normal, suspect, toxic

Related Words for Discussion: hero, justice, prevails, right over might, triumphs, villain

Genre/Text Type

Science Fiction/Series Book Remind children that science fiction is a story that deals with scientific subject matter and may be set in the future. In this series book, children get to know characters they can then follow in other stories.

Supportive Book Features

Text Each chapter is short and has a descriptive title. Events occur in chronological order. Each chapter also has detailed illustrations that provide text support. Techniques for drawing story characters are included in the back of the book.

Vocabulary Children can use the illustrations to help them read and understand words such as *giant* on page 7, *nasty* on page 25, *toxic waste* on page 27, and *generator* on page 58.

Praise children for specific use of "Behaviors to Notice and Support" on page 107 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text The setting of the story changes several times, from a neighborhood on Earth to the planet Uranus, back to Earth, to the woods, to the jail, and back to Ricky's house. Help children follow the changes. Chapter 11 is set up to animate the action. Explain that children can follow the instructions for fun or just read the captions to follow the story.

Content Although children should be familiar with stories of good vs. evil, they may not have experience reading stories with science fiction themes. Discuss the fantastical elements.

ELL Bridge

Explain that alliteration is the repetition of the same sounds in a title, phrase, or sentence, such as in the titles of Chapters 10 and 11, *Ricky's Robot Returns* and *The Big Battle*. Model reading some examples of alliteration, such as on pages 25, 62, 66, 68, and 70. Have children choral-read the alliterative phrases and sentences with you.

LEVEL 1

Developing Comprehension

Thinking Within the Text

As children read Chapter 12, encourage them to look for clues in the illustrations that are not included in the text. Ask: *Who do you see at the bottom of pages 98 and 99? What are they doing? What do you see at the bottom of pages 100 and 101? What do you think will happen?*

Thinking Beyond the Text

Discuss how the book is the seventh in the series. Have children turn to page 30 and find a reference to the previous six books. Then have children turn to page 108. Ask: *Why is Uncle Unicorn in the seventh jail cell? Who do you think are in the first six jail cells? Two more books are planned for the series. Who do you think will be in the last two jail cells?*

Thinking About the Text

Have children look back at Chapter 11. Ask: *Why do you think the author set up Chapter 11 in Flip-O-Rama? Do you think it was a good choice for the big battle?*

Making Predictions

Explain that good readers think about what might happen next in a story. They use their prior knowledge along with what is in the text to make predictions. Then they check their predictions as they continue to read and change predictions or make new ones as they gain information.

- After children read page 33, ask: *What do you think is in the present? What do you predict will happen when Mighty Robot opens it?* After children read page 37, ask: *Did your prediction match the text?*
- After children read page 42, ask: *What do you think has happened to Mighty Robot? Why didn't he come home?* After children read page 47, ask: *Did your prediction match the text? What do you predict Ricky will do to save Mighty Robot?*

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 Words With -ed

Remind children that an action word that ends with -ed shows that the action happened in the past. For example, *Mighty Robot pushed Ricky on the swing*. Point out that the letters -ed can stand for different sounds, including /t/ and /d/.

- Have children turn to page 29, find the word *looked*, and read the word. Point out that the -ed ending stands for the /t/ sound.
- Have children find the word *destroyed* on the page and read it. Point out that the -ed ending stands for the /d/ sound.
- Then ask children to find *laughed* on the same page and tell what sound the ending stands for (/t/).

Developing Fluency

Have partners practice reading the alliterative sentences on pages 66–70. Encourage them to do repeated readings until they can read the sentences smoothly.

Oral Language/Conversation

Talk About Good vs. Evil in Stories Discuss how justice prevails in most stories and why good triumphs over evil.

Extending Meaning Through Writing

- Have children use the steps on pages 116–125 to draw one of the characters and write a description of that character. **(Descriptive)**
- Invite children to write a paragraph about a new villain Ricky Ricotta and his Mighty Robot could face. **(Narrative)**

Connecting to Everyday Literacy

In the book, Uncle Unicorn has destroyed the planet Uranus with pollution. To link children to real-world persuasive text, about caring for our planet, show them a conservation ad. For more persuasive text, go to <http://kids.niehs.nih.gov/recycle.htm>. Talk about ways to reduce, reuse, or recycle waste.

Stand Tall, Molly Lou Melon



Summary & Standard

In this picture book, Molly Lou Melon follows her grandma's advice and uses her unique talents to make friends at a new school. Children will identify the theme or author's message in a grade-level-appropriate text.

Author: Patty Lovell

Genre: Fantasy

Text Type: Picture Book

Word Count: 250+

Themes/Ideas: being proud of who you are; coping with people and events

Making Connections: Text to Self

At some point, most children experience self-consciousness or the feeling of being different from others. Point out that in the story, Molly Lou Melon is proud of the traits that make her different. She knows that she is unique.

Ask: *What makes you special? What is something about yourself that you are proud of?* Discuss how children can use the traits they are proud of to make friends or solve problems.

For additional information for parents and teachers about making friends, see http://www.education.com/magazine/article/Helping_Children_Make_Friends/.

Vocabulary

Essential Words: exactly, foolish, glee, proudly, somersault, squeezed

Related Words for Discussion: bully, courage, special, talent

Genre/Text Type

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

Supportive Book Features

Text The text appears in clear font that is easy to read. The illustrations provide text support.

Vocabulary Children will find most of the vocabulary easy to comprehend. Although children may have difficulty decoding some words and phrases, such as *boa constrictor* on page 11, children will likely recognize these terms when read aloud. (Note: Page numbers have been assigned. Title page is page 1.)

Praise children for specific use of "Behaviors to Notice and Support" on page 107 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text The book contains some longer sentences that include dialogue. Guide children in deciphering the meaning of these sentences. Children may need support recognizing quotation marks and which character or characters are speaking.

Content The advice that Molly Lou Melon receives from her grandma may be difficult for children to understand because it involves idiomatic expressions and figurative language. Explain the meaning of phrases such as *look up to you* (page 3), and discuss what the grandmother means when she refers to *the world*.

ELL Bridge

On the board, write some of the action verbs from the story, such as *walk*, *smile*, and *sing*. Say the words aloud and have children repeat. Then invite children to model the actions, or model the actions as a group. Ask children to look at the illustrations and name other action verbs they see, such as *juggle*, *play*, *move*, and *laugh*.

Developing Comprehension

Thinking Within the Text

Help children understand events of the story by asking the following questions: *What are some of Molly Lou's problems? Who helps her with them?* Discuss with children how Molly Lou solves her problems.

Thinking Beyond the Text

Ask children to think about a talent that they have or a trait that makes them unique. Have children imagine that they are in Molly Lou's class at school. Ask them how they would use their talent or trait to deal with Ronald Durkin. Ask: *How would you show Ronald that you are special and proud of who you are?*

Thinking About the Text

Review the structure of the story with children. Point out that the story begins by showing how Molly Lou follows her grandma's advice. After she moves, Molly Lou applies the advice at her new school. Help children understand that the two parts of the story are parallel. Ask: *How does Molly Lou walk proudly at the start of the story? How does she "walk proudly" at her new school?*

Understanding Theme

Help children see that many authors write books with a "big idea" in mind that they want their readers to understand and remember. This big idea is called a theme. Some stories may have more than one theme. Discuss the themes that the author wants readers of this story to remember.

- Ask: *What is special about Molly Lou?*
- Ask: *How does Molly Lou respond to Ronald's teasing?*
- Ask: *What do you think is the message of the story?* Encourage children to explain their answers. Help children realize that the story may have more than one message or that individuals may interpret the theme differently.

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 -er and -est

Review that a suffix is a word part added to the end of a word. Explain that -er is added to a word to compare two things and that -est is added to a word to compare more than two things. Provide an example: *Molly Lou's cat is taller than the parrot. Molly Lou's dog is the tallest pet.*

- Review page 3 of the book with children. Point out the words *taller* and *shortest*. Help children identify the root words. Then ask children to explain who is being compared in relation to each word.

Developing Fluency

Model fluent reading of pages 3–9, pausing after commas and periods. Explain that punctuation helps a reader know when to pause. Then have partners take turns reading passages from the book as you listen for appropriate phrasing.

Oral Language/Conversation

Talk About Bullies Ask children what they would do if confronted by a bully like Ronald. Ask: *Did Molly Lou deal well with the bully?*

Extending Meaning Through Writing

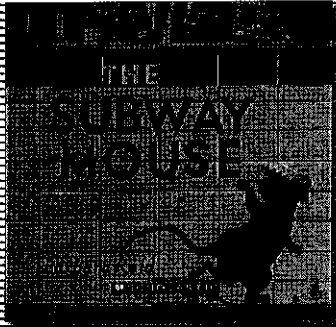
- Ask children to draw a picture showing Molly Lou at school. Have them write a sentence describing their illustration. **(Descriptive)**
- Have children write a list of things that they would bring with them on the first day of school. **(List)**

Connecting to Everyday Literacy

In the story, Molly Lou makes an amazing paper snowflake. Say: *Molly Lou probably learned how to make the snowflake by following directions.* To link children to procedural text, write and follow directions for making a paper snowflake using a paper circle. For more procedural text on making paper snowflakes, go to <http://www.marthastewart.com/article/decorating-with-paper-snowflakes>.

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The Subway Mouse



Summary & Standard

A mouse who is tired of life in a loud, dank subway sets out on a dangerous journey to a legendary place called Tunnel's End. Children will identify the theme or author's message in a grade-level-appropriate text.

Author: Barbara Reid
Genre: Fantasy
Text Type: Picture Book

Word Count: 250+

Theme/Idea: facing the unknown; following your dreams despite difficult conditions

Making Connections: Text to Self

Children may have prior knowledge of, or ideas about, making a move to a new place. Discuss reasons that people might move to a new school, neighborhood, town, or country.

Extend the connection by discussing what the experience might be like. Ask: *What things might be scary when you set out for an unknown place? What might be exciting about it? In what ways might you have to adjust?*

For information and stories about people who have left their homelands, see <http://teacher.scholastic.com/activities/immigration/index.htm>.

Vocabulary

Essential Words: dangerous, explore, favorite, garbage, remind

Related Words for Discussion: desire, hope, fulfill, journey, unknown, wisdom

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, the settings, and events.

Supportive Book Features

Text The text follows a predictable story structure. There is a limited amount of text per page, and colorful illustrations add interest and provide text support.

Vocabulary Children will find the vocabulary and sentence structure easy to comprehend. They have likely heard most story words spoken, such as *overhead* and *scampered*, even if they have not read the words before.

Praise children for specific use of "Behaviors to Notice and Support" on page 107 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text Tell children that they will need to follow dialogue closely to understand who is speaking. Point out that the author often identifies the character who is speaking without using the word *said*. For example, on page 19: *Nib pointed ahead. "I'm going to Tunnel's End."*

Content Children may understand the literal meaning of the story (a mouse wants to journey to a strange, new place) but have difficulty recognizing deeper meanings (a character overcomes doubt, discouragement, and fear of the unknown while in the pursuit of a dream). Discuss the theme of the story with children.

ELL Bridge

Use pantomime to help children understand action verbs. Demonstrate by pantomiming the words *gathered*, *rested*, *hunt for*, and *explored*. Then have partners find and list several other action verbs from the book. Have children exchange lists. One partner acts out a word from the new list. The other partner points to the pantomimed word and says it aloud. Offer assistance as necessary.

Developing Comprehension

Thinking Within the Text

Ask children why Nib decided to risk making the journey to Tunnel's End, a place that the mice only dreamed about. (He didn't want to live in the dark subway tunnel any longer; he wanted a better life.)

Thinking Beyond the Text

Discuss with children what *journey* means, both literally and figuratively. Ask: *What does it mean to "follow your dream"? What kinds of things can keep people from achieving their dreams?* Ask children to describe Nib's journey. Say: *Nib moved to a new place. Did he make any other kind of journey?* Have children discuss what Nib hoped to find and whether he found it.

Thinking About the Text

Point out that the author could have told a similar story as realistic fiction about a person moving to a new place. Have children discuss ways this fantasy story about a mouse would be different from or similar to a realistic story about the same topic.

Understanding Problem and Solution

Explain to children that the plot of a story usually deals with a character's problem. Sometimes the problem involves wanting something very badly. As the story unfolds, readers learn how the character solves the problem. Usually, the character must overcome obstacles along the way.

- Ask: *What is Nib's main problem at the beginning of the story?* (He wants a fresh, new home.) *How do you know that this is the main problem?* (He tries to make a corner just for himself in Sweetfall, but others intrude on his privacy.)
- *What does Nib do to solve his problem?* (He starts on his journey to Tunnel's End.)
- *What obstacles does Nib face along the way?* (hunger and fear) *How does he overcome them?* (He makes a friend and keeps going.)

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 short way to write two words as one. Explain that an apostrophe replaces the missing letters in the new word.

- Have children find contractions: *we'll* (page 11), *you'll* (page 14), *I'm* (page 19), *that's* (page 19), *you've* (page 19), *there's* (page 24), and *won't* (page 24). Have children name the two words that make up each contraction and use the contractions in new sentences.

Developing Fluency

Have children use partner reading to practice reading expressively. Encourage them to pay attention to the characters' expressions in the illustrations to help them portray the characters.

Oral Language/Conversation

Talk About Storytelling Discuss why people like to hear stories, as Nib does. Talk about the purpose that storytelling serves.

Extending Meaning Through Writing

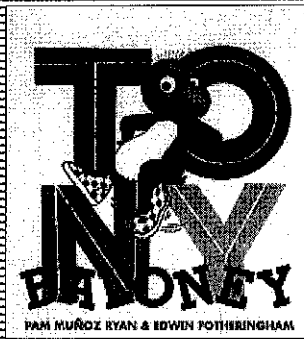
- Have children tell what kinds of stories they like to hear and explain why they like those stories. (**Expository**)
- Have children write their own adventure story that tells where a character decided to go and how he or she got there. (**Narrative**)

Connecting to Everyday Literacy

In the story, Nib faces many dangers on his journey. Point out that preparing for the journey would have made the trip easier. To link to real-world expository text, share hiking safety tips at <http://www.nps.gov/isro/planyourvisit/upload/Safety%20Tips%20for%20Hiking-2.pdf>. Have children discuss why such tips are helpful for people and may have been helpful to Nib.

Tony Baloney

GUIDED READING PROGRAM Text Types



Summary & Standard

Middle child Tony Baloney doesn't mean to get into trouble, but trouble seems to follow him wherever he goes. Children will use pictures and context to assist comprehension.

Author: Pam Muñoz Ryan

Genre: Fantasy

Text Type: Picture Book

Word Count: 250+

Theme/Idea: using your imagination;
finding your place in a large family

Making Connections: Text to Self

Have children talk about their place in their family by telling whether they are the youngest, middle, or oldest or an only child. Invite children to discuss things they do with another sibling or relative. Ask: *Does he or she ever annoy you?*

Extend the connection by explaining that authors often write about situations that they know well. Point out that the author of this book grew up as the oldest of three sisters. Tell children to guess which member of the Baloney family might have been based on the author's growing up years.

For additional information about the author, see <http://www.pammunozryan.com/index.html>.

Vocabulary

Essential Words: bothersome, brood, chat, exasperating, penguin, woes

Related Words for Discussion: apologize, appreciate, compromise, considerate, cooperate

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 Colorful, engaging illustrations support the text. A variety of text styles emphasizes certain words and adds expression. Character attitudes and emotions are expressed clearly in the illustrations.

Vocabulary Children will be familiar with much of the book's vocabulary. Context and illustrations can be used to help children learn and use higher-level vocabulary, such as *exasperating*, *amok*, or *necessary*.

Praise students for specific use of "Behaviors to Notice and Support" on page 107 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text Some of the illustrations show a great deal of action. Make sure children look at everything in the illustrations, including sound words, to get the full effect of the story.

Content Point out that Tony is a macaroni penguin. Explain that there is a real penguin called a macaroni penguin that has feathers on its head. Children might be confused when Dandelion seems to come to life with a mind of its own. Explain that is happening in Tony's imagination and is a way he can think aloud and work out what's troubling him.

ELL Bridge

Help children articulate what they learn about a character through the text and illustrations of a story. Have them complete sentence frames for a character: *Tony is _____. Tony loves _____. Tony does not like _____. Change the subject so children can also give character details about Dandelion, Big Sister, and Bothersome Babies.*



Developing Comprehension

Thinking Within the Text

Ask children to identify Tony's problem in the story. (Tony is annoyed by his bossy big sister and bothersome little sisters.) Discuss what Tony does when he is annoyed and how he blames his actions on Dandelion. Ask: *What does Tony do when he realizes that he and Dandelion have been mischievous? After Tony apologizes to Big Sister, what happens?*

Thinking Beyond the Text

Ask children where Tony goes when he is upset. (his hidey-space) Ask: *What is a hidey-space? What kinds of places can be hidey-spaces?* Then ask children if they have a special place they go when they want to be alone. Have them describe their special place.

Thinking About the Text

Point out how the author uses a variety of text styles and sizes to emphasize certain words. Discuss with children the effect of using bold type in certain places. Read the bold text aloud to children so they feel the effects.

Using Illustrations

Point out that the illustrations in a story can give information that is not in the text. Reread page 3 and have children look at the pictures on the page. (Note: Book pages are not numbered. Page 2 starts with ... *penguin*.)

- Say: *When I read that Tony loves Little Green Walrus Guys, I don't know what these are. Then I see little green walruses in the picture that look like toy soldiers. Because Tony is a penguin, he plays with toy walruses rather than toy soldiers. This picture helps me understand the text. What does the picture tell about Dandelion?* (Dandelion is a stuffed bird.)
- Have children use a similar process to find the meaning of *duffel* on page 14. Then have children view the illustration on pages 30–31 to find out what Big Sister makes Tony act like instead of a kitty. (a puppy)

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 Idioms

Explain to children that an idiom is a phrase with a meaning different from the dictionary meaning of its parts, such as *It's raining cats and dogs*.

- Point out the expression *does not get lost in the crowd* on page 7. Explain that to be lost in a crowd means not being noticed.
- Point out that Tony's parents are busy with four children, so they may not always notice Tony at times. Tony behaves the way he does to make sure he "does not get lost in the crowd."

Developing Fluency

Model reading by showing how you change your voice to create emphasis for ellipses, commas, and bold type. Have children repeat the page as you listen for proper expression.

Oral Language/Conversation

Talk About Cooperation Discuss why it is important for family members to get along with each other and what they can do to cooperate.

Extending Meaning Through Writing

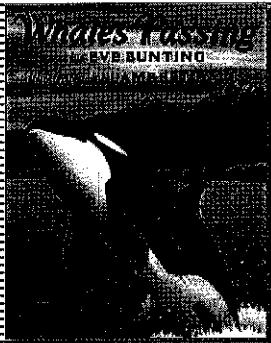
- Have children write a paragraph that tells what game Tony might like to play with his sisters. (**Narrative**)
- Have children write a description of Tony's hidey-space. (**Descriptive**)

Connecting to Everyday Literacy

In the story, Tony posts signs on his hidey-space warning his sisters to stay away. Explain that signs tell us what to do in a short, easy-to-read format. To link children to real-world procedural text, show them a variety of signs from around school and discuss what they tell the reader to do. Ask children to compare why some signs are more effective than others. For more examples of signs, go to <http://www.nysgtsc.state.ny.us/Kids/kid-schl.htm>.

Whales Passing

GUIDED READING PROGRAM Text Types



Summary & Standard

A father and son watch a pod of killer whales and wonder if the whales watch them as well. Children will read aloud fluently and independently using intonation, pauses, change in voice and emphasis that signal the meaning of the text and demonstrate understanding.

Author: Eve Bunting

Genre: Realistic Fiction

Text Type: Picture Book

Word Count: 250+

Theme/Idea: appreciating nature;
recognizing animal behavior

Making Connections: Text to Self

Invite children to share occasions when they spent time with a parent, grandparent, or other trusted adult. Ask: *What did you do together? What did you learn during this time together?*

Extend the connection by explaining that young people often learn from older people. Point out that adults often share their experiences, passing on what they have learned to children. Tell children that the father in this story passes on his appreciation of the ocean world as they watch orcas—killer whales—together.

For more information about orcas, see <http://www.kidsplanet.org/factsheets/orca.html>.

Vocabulary

Essential Words: blubber, disappear, frolic, imagine, laughter, signposts

Related Words for Discussion: brood, clutch, collective, colony, litter, organize, pride, swarm

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 Children will find the engaging pictures and short lines of text easily accessible. Point out where certain sentences wrap lines and where end punctuation occurs. Explain that the story is structured somewhat like a poem, although every line does not rhyme. Illustrations support the text.

Vocabulary The vocabulary, mostly one- or two-syllable words, will be easy to decode and familiar for most children.

Praise children for specific use of "Behaviors to Notice and Support" on page 107 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text The unusual sentence and word structures may be confusing for some children to follow. Point out that these kinds of sentences make the story feel like a poem. Rephrase as needed to help children's comprehension. Invite children to listen for the rhyming words that occur at the end of some lines throughout the story.

Content Children may not have background knowledge of orcas or might not know that orcas are actually whales. Share the information page at the end of the book to build background knowledge about orcas. Ask children to connect this information to details in the story.

ELL Bridge

Help children articulate story details by having them connect illustrations to the information in the text. As they read each page, ask them to summarize the contents and point to details in the illustration that correspond to information in the text. Have children use self-stick notes to label these details.

LEVEL 1



SCHOLASTIC

Developing Comprehension

Thinking Within the Text

Have the class list what the boy and his father see and hear and compare that to what the whales see and hear. Ask children how the details are similar and different.

Ask: *Do we know that the whales are thinking these things? Why did the author include these thoughts?*

Thinking Beyond the Text

Explain that though the whales in the story do not speak to each other like people do, they do have different ways of communicating with each other. Ask children to think of information that animals might want to communicate, such as their needs and danger alerts.

Thinking About the Text

Point out the information page about orcas at the book's end and read it aloud. Discuss why the author may have chosen to include this page. Invite children to name new orca facts they learned and pose questions they still have.

Recognizing Point of View

Remind children that an author often tells a story through the thoughts, or point of view, of one particular character. Many stories have only one point of view—the same character tells the story throughout. Sometimes a point of view may change from one character to another.

- Read aloud page 3 and ask: *Who is telling this story?* (the boy) *How do you know?* (the pronoun *I*; the words *my dad*) (Note: Book pages are not numbered. The title page is page 1.)
- Read aloud page 21 and ask: *Who is telling the story now?* (the whales) *Why do you think the author changed the point of view like this?*
- Ask: *Why do you think the author tells this story from both points of view?*

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.

- On page 4, point out *There* in the first sentence and *They're* in the third sentence. Have children repeat each word after you. Explain that *They're* is a contraction made by combining *They* and *are*. *There* is a word that refers to a place or position.
- Then point out *their* on page 6. Explain that *their* is a possessive pronoun that shows what belongs to *them*. Review the three homophones, *they're*, *there*, and *their*. Have children watch for others as they read.

Developing Fluency

Model correct phrasing and intonation by reading aloud page 11. Point out how you pause at commas. Then have children repeat the sentences several times to practice fluency.

Oral Language/Conversation

Talk About Animal Groups Discuss animal groups and the various words we use to describe them, such as *pod of whales* or *covey of quails*.

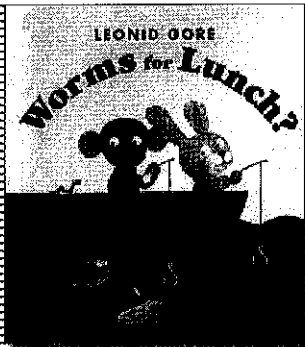
Extending Meaning Through Writing

- Have children make a list of sensory words that could be used to describe orcas. **(Descriptive)**
- Have children write a story about an encounter they had with an animal. **(Narrative)**

Connecting to Everyday Literacy

Explain that this story ends with an information page with facts about whales. To connect children to real-world expository text, show them a science article about whales. For more expository text on whales and other animals, go to http://www.sheddaquarium.org/explore_by_animal.html.

Worms for Lunch?



Summary & Standard

In this fantasy, a succession of playful animals share what they enjoy eating most for lunch. Children will distinguish fantasy from reality.

Author: Leonid Gore
Genre: Fantasy
Text Type: Picture Book

Word Count: 120
Themes/Ideas: learning about animals; identifying what animals eat

Making Connections: Text to World

Ask children to name their favorite food. Point out that different people like different foods. Then have children name some animals. Ask: *Do all these animals eat the same thing?* Invite children to tell what food each animal eats. Ask: *Where do these animals get their food?*

Extend the real-world connection by explaining that most animals must find their own food, but some animals, such as pets and zoo animals, depend on people for their food. Ask: *What kinds of food do people feed their pets? What kinds of food do you think zoo animals eat?*

For information about the diets of zoo animals, see <http://nationalzoo.si.edu/Animals/AnimalIndex/AnimalNews/nutrition.cfm>.

Vocabulary

Essential Words: delicious, munch, prefer, worms

Related Words for Discussion: energy, fruit, health, vegetables

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 print is large and widely spaced. Some words are in boldface type for emphasis. Large, colorful illustrations on each two-page spread support the text and help children follow the story.

Content The animals featured in the story will likely be familiar to most children, as will the foods the animals eat. Children will recognize that each animal eats a different kind of food. Praise children for specific use of “Behaviors to Notice and Support” on page 107 of the *Guided Reading Teacher’s Guide*.

Challenging Book Features

Text The use of ellipses on several pages of the book may confuse children. Explain that this punctuation mark signals the reader to pause and that the sentence or thought will continue after the pause. Point out the dash on page 9, and explain that it also signals a pause.

Vocabulary Some words may be challenging for children, including *delicious* (page 14), *nectar* (page 16), *yogurt* (page 21), and *character* (page 31). Help children pronounce these words, and provide definitions as needed. Point out the repetition of the pronoun *I*. Explain that it refers to a different animal each time.

ELL Bridge

Point out that many of the animals that appear in the illustrations are not named in the text of the story. As a class, identify each animal and write its name on a sticky note. Place each name label on the matching page. Reread the text, replacing the pronoun *I* with the animal’s name. For example, on page 5 say: *The mouse likes cheese!* Have children repeat after you.

Developing Comprehension

Thinking Within the Text

Have children summarize the story by naming each animal and what it likes to eat. Ask questions such as these: *Which animal likes cheese? What does the cat eat?*

Thinking Beyond the Text

Point out that not only do animals eat different foods, but they also get food in different ways. Ask: *How does a bird pick up seeds? How does a cat drink milk?* Help children identify animal adaptations for eating.

Thinking About the Text

Discuss the use of boldface text in the story. Ask children what they notice about the text on page 2. Ask: *Why do you think the author chose to make some of the words very thick and dark? How does your voice change when you read this text aloud?*

Understanding Genre: Fantasy

Remind children that a fantasy includes events that could not really happen. Ask children to name fantasy stories they have read.

- Ask children why *Worms for Lunch?* is a fantasy story. Have children identify what in this story could not really happen. (animals talking; a monkey and a rabbit fishing with a banana and a carrot)
- Have children tell what in the story could really happen. (animals eat food; a cat chases a mouse; a girl prepares spaghetti)
- Display a familiar realistic fiction book. Ask a volunteer to summarize the story. Discuss how to change the book to a fantasy 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

Synonyms

Remind children that synonyms are words that have similar meanings. Give several examples, such as *small/little*, *sleepy/tired*, and *talk/speak*.

- Help children find the word *eats* on page 2. Ask a volunteer to tell what the word means. Then have children find another word in the story with a similar meaning. Guide them to locate *munch* (page 11).
- Repeat with the words *sip* (page 16) and *slurp* (page 25).

Developing Fluency

Model fluent reading of pages 2 and 7, speaking louder and with more expression for boldface type and emphasizing pausing at ellipses. Then have children echo-read the rest of the book with you.

Oral Language/Conversation

Talk About Healthful Foods Discuss what children eat and why it is important to eat healthful foods.

Extending Meaning Through Writing

- Have children choose an animal from the story and make a list of words that tell what it eats. (**List**)
- Have children write a paragraph about watching an animal at the zoo eat. (**Narrative**)

Connecting to Everyday Literacy

Point out that the girl on page 18 is preparing spaghetti. Explain that many people use recipes when they cook. Ask: *What information does a recipe include? Why is it important to follow the steps in order?* To link children to procedural text, help them list the steps for making a favorite snack. For more examples of procedural text, go to <http://www.marthastewart.com/cooking-with-kids>.