

# GUIDED READING PROGRAM

## Text Types



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

- Are We There Yet?
- A City Park
- Clifford Makes the Team
- Crafts
- Lost and Found
- Mousetrap
- The New Car
- Our Tree House
- Vegetable Soup
- Wake Up, Little Mouse!

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# Are We There Yet?



## Summary & Standard

Max and his family take a very long walk. Will they ever get home? Children will use punctuation cues to help them gain meaning and understand the text.

**Author:** Bridget Taylor  
**Genre:** Fantasy  
**Text Type:** Picture Book

**Word Count:** 200+  
**Theme/Idea:** feeling exhausted; taking a walk

## Making Connections: Text to Self

Engage children in a discussion about taking long trips. Ask: *How did you feel after you had been walking or in the car for a long time? Did you ask, "Are we there yet?" What did your family or friends tell you?*

Extend the connection by telling children that they will be reading a story called *Are We There Yet?* Ask children to predict how the main character feels while taking a very long walk.

For additional teaching ideas and resources on the fun of hiking, see [http://www.tpwd.state.tx.us/kids/get\\_out/hike.phtml](http://www.tpwd.state.tx.us/kids/get_out/hike.phtml).

## Vocabulary

**Essential Words:** boots, butterflies, buzzed, fur, leaves

**Related Words for Discussion:** journey, outdoors, tired, trip

## 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 patterned text allows children to anticipate what will happen next. Colorful illustrations support the text.

**Content** Children will likely relate to the idea of feeling tired during a trip, especially when expected to keep up with older members of their group. Illustrations support the idea of the main character growing increasingly tired and eager to get to the destination as the trip goes on.

Praise children for specific use of "Behaviors to Notice and Support" on page 102 of the *Guided Reading Teacher's Guide*.

## Challenging Book Features

**Text** Text with dialogue runs to two lines. Guide children to track the text and continue reading until they reach the punctuation at the end of the sentence. You may need to explain the use of commas and the need to pause at the commas.

**Vocabulary** Children may not recognize the word *okay* written out this way. Pronounce it for children and point out that it is another way to write OK.

## ELL Bridge

Ask children to act out taking a long walk. Encourage them to show how they would feel and to use expressions such as, "Are we there yet?" and "I'm so tired!" Then have children demonstrate how they would feel when they finally reached their destination. Encourage children to express how they feel about being home by using expressions such as, "I'm so happy to be home" and "It's good to be back home."

## Developing Comprehension

### Thinking Within the Text

Discuss the family's journey throughout the book. Point out that the text on the left-hand pages starts with the same sentence each time and then adds more ideas. By page 12, the description of the journey is very detailed. Have children list all the things mentioned on the page.

### Thinking Beyond the Text

Have children look at the illustrations of Max. Say: *Describe how Max is feeling in this picture. How can you tell? How do you think the rest of the family feels? How can you tell?* Discuss why Max does not seem to be enjoying his surroundings as much as his family is. Ask: *Do you think Max would have had more fun if the walk had been shorter?*

### Thinking About the Text

Point out that the main characters in this story are animals. Ask: *Why do you think the author decided to make the characters animals and not people? Do you like that the characters are animals? Why?*

## Understanding Patterned Text

Explain to children that sometimes an author repeats sentences throughout a book. This repetition can help readers figure out what will happen next in the story.

- Have children follow along as you read aloud the first few pages of the story. Tell them to listen for the sentences that are repeated.
- Ask: *Why do you think the author repeats the question "Are we there yet?"*
- Point out the repeated response "Not yet." Ask: *When does this change? Why?*
- Have children read pages 6, 8, 10, and 12. Ask: *What is added on each page?*

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 a character in a story is speaking, quotation marks appear at the beginning and end of the character's words. Point out that a story usually tells who is speaking.

- Have children notice the quotation marks on page 3 and identify who is speaking. Remind children that punctuation marks provide clues on how to read the sentences. Model how to read the dialogue and have children repeat after you.
- Challenge children to find other examples of dialogue in the story and to tell who is speaking.

## Developing Fluency

Model reading the question-and-answer pattern in the story. Then have children read the story with a partner, using proper intonation and expression.

## Oral Language/Conversation

**Talk About Travel Pastimes** Discuss activities children can do during a long trip. Ask if these things might have helped Max during his walk.

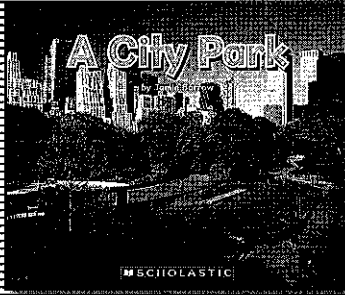
## Extending Meaning Through Writing

- Have children write sentences that describe the place on pages 12 and 13 where Max and his family are walking. **(Descriptive)**
- Ask children to write a new adventure for Max's family in which Max chooses the activity for everyone. **(Narrative)**

## Connecting to Everyday Literacy

In the story, Max and his family take a long walk. Point out to children that most people think that walking is good exercise. To link children to real-world persuasive text, show them an article from a children's or parents' magazine about exercise. For more persuasive text about why walking is good for children, go to <http://www.nhs.uk/Change4Life/Pages/walk-for-life.aspx>.

# A City Park



## Summary & Standard

In this book, children can explore a variety of big city parks through colorful photos and informational text. Children will demonstrate comprehension and understanding by articulating basic facts and ideas in what they read.

**Author:** Jamie Barrow  
**Genre:** Informational text  
**Text Type:** Picture Book

**Word Count:** 161  
**Themes/Ideas:** ways to enjoy a city park;  
why city parks are special places

## Making Connections: Text to World

Many children will be familiar with parks and park activities. Invite children to describe a park they have visited. Ask: *What activities did you see people doing in the park? What do you like to do in the park?*

Extend the real-world connection by explaining to children that many big cities have one or more large parks where people can go to be outside and away from big buildings, city streets, and cars. Ask children what they think is most important about a city park.

For information about the importance of city parks, see <http://www.planning.org/cityparks/briefingpapers/helpchildrenlearn.htm>.

## Vocabulary

**Essential Words:** bring, city, parks, people, places, share, special, winter

**Related Words for Discussion:** activities, enjoy, games, season, snow

## Genre/Text Type

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

## Supportive Book Features

**Text** The predictable format of the book, with photos supporting the text, should be easily accessible to children. The sentences are also simple, with minimal punctuation.

**Content** Most children will quickly understand that the book starts out on a city street, shows a long view of a park, and then enters the park to show the different activities people do there.

Praise children for specific use of “Behaviors to Notice and Support” on page 102 of the *Guided Reading Teacher’s Guide*.

## Challenging Book Features

**Text** Though many of the sentences are only one line, some sentences turn a line. In sentences with two lines, help children track the text with a finger by showing them how to read from left to right and then move down and to the left to start the next line of text.

**Vocabulary** There are some two-syllable words in the text that children may find difficult, such as *special*, *people*, and *buildings*. Pronounce the words and have children repeat them several times. Review the words as children read.

## ELL Bridge

Help children connect the text to the photographs. Display a photo from the book and ask children to describe what they see. Read the text and have children connect key words, such as *dogs*, *bike*, *food*, *pond*, and *boats*, with the images in the photo. Ask questions about the images, such as: *How many dogs do you see? What is the girl holding? What is the man riding?*

## Developing Comprehension

### Thinking Within the Text

Ask children what the book is about. Then have them recall all the different things the book illustrates that people can do in a city park. Point out that all the things to do are active, except for one. See if children can name the more relaxing activity. (resting at the picnic)

### Thinking Beyond the Text

Ask: *Which park activities shown in the book have you and your friends and family done? Which activities did you see that you would like to do? What park activities would you add to this book?*

### Thinking About the Text

Ask children why they think the author chose to include one winter park activity toward the end of the book. Ask: *If the winter pictures were not in the book, what might readers think about city parks? Why?*

## Understanding Main Idea and Details

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

- Read aloud page 3. Talk with children about which sentence tells the main idea of the book. (*City parks are special places.*)
- Go through the book, page by page, and ask children to give a detail from the photo or the text that tells why city parks are special places. For example, when they look at page 5, children would say that people can walk their dogs in a park.
- As children give details, list them, such as *walk dogs, ride bikes*. Then ask children if they think these details tell more about the main idea. Talk about any details that don't seem to support the main idea.

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

## Developing Phonics and Word-Solving Strategies

### Reading Synonyms and Antonyms

Remind children that some words can mean almost the same thing, such as *big* and *large*. Explain that other words can have opposite meanings, such as *in* and *out*; *up* and *down*.

- Talk to children about the meaning of the word *many*. Then slowly read the first page of text, and ask children to raise their hands when they hear a word that means almost the same thing as *many*. (*lots*)
- Then read the last sentence on page 12, and ask children to identify a word that means the opposite of *big*. (*little*)

## Developing Fluency

Have children reread the book softly to themselves. As they read, listen for proper phrasing, intonation, and pace. Provide assistance as needed.

## Oral Language/Conversation

**Talk About Sharing** Remind children that many people bring food to share at a picnic in the park. Discuss what foods children like to share with friends.

## Extending Meaning Through Writing

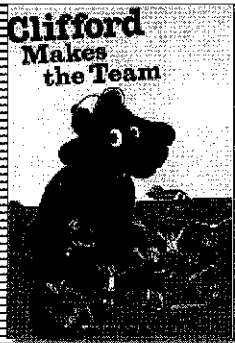
- Have children draw a picture map of a park they know or would like to visit. Encourage them to include illustrations of activities as well as places in the park. (**Graphic Map**)
- Have children write and illustrate a sentence that tells about another activity people can do in a park. (**Expository**)

## Connecting to Everyday Literacy

Remind children that one of the activities the people did in a city park was sail boats. Ask: *Have you ever made or sailed a boat?* To link children to procedural text, ask volunteers to explain how they made or sailed a toy boat and write the steps on chart paper. For more procedural text, go to <http://www2.scholastic.com/browse/article.jsp?id=11401> and scroll down to "Story Extensions" for steps on how to make a paper boat.

# Clifford Makes the Team

**GUIDED  
READING  
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Text Types



## Summary & Standard

Clifford wants to play baseball with the children in the neighborhood. There's only one problem—he's too big to use a bat. Clifford goes on a search for a Clifford-sized bat. Children will comprehend basic plots of a variety of fiction genres.

**Author:** Norman Bridwell

**Genre:** Fantasy

**Text Type:** Series Book

**Word Count:** 150+

**Theme/Idea:** including everyone in playtime; solving problems

## Making Connections: Text to World

Many children will be familiar with baseball. Ask them to share what they know about this game. Encourage them to tell about games they have seen or participated in. Point out that in this book, Clifford the Big Red Dog wants to play baseball with the children in the neighborhood. Explain to children that baseball is a game that has been played in the United States for more than 100 years. Ask: *Do you like to play baseball? Why do you think baseball is so popular?*

For information about baseball, including a time line of baseball history, see [www.pbs.org/kenburns/baseball/beginners](http://www.pbs.org/kenburns/baseball/beginners).

## Vocabulary

**Essential Words:** base, branches, field, follows, pipe, pitch, wires

**Related Words for Discussion:** include, introduce, join, welcome

## 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** Sentences throughout the story are short, and most words are one or two syllables. The text in which Clifford looks for a bat (pages 12–23) has a pattern, helping children predict what will happen next. Humorous illustrations support the text. Point out to children the expressions on Clifford's face as he realizes his choices for a bat weren't good ones. (Note: Book pages are not numbered. Page 4 begins: *It is a sunny day.*)

**Content** Many children will be familiar with the character of Clifford from the book series and from TV. They will enjoy following Clifford as he tries to find a solution for fitting into the neighborhood baseball game.

Praise children for specific use of "Behaviors to Notice and Support" on page 102 of the *Guided Reading Teacher's Guide*.

## Challenging Book Features

**Text** Some sentences are long and wrap to the second line (pages 28–31). Make sure children understand the use of commas on pages 30–31.

**Vocabulary** Children may need help with multiple-meaning words, including *bat*, *park*, and *back*. Before reading, discuss the various meanings for these words. Then help children use context to determine the meanings in the text.

## ELL Bridge

Baseball may be unfamiliar to some children. Use a simple diagram to show the field. Point out where the pitcher and batter stand. Pantomime the actions of each. Have children act out playing baseball in the classroom or, if possible, experience pitching and batting on the playground. Guide children to use these illustrations and activities to understand the story.

LEVEL G



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## Developing Comprehension

### Thinking Within the Text

Support children in summarizing the events of the story. Ask: *What did Clifford want to do? What problem did he have? What are some ways he tried to solve the problem? How did the children help?*

### Thinking Beyond the Text

Ask children why Clifford wants to play baseball with the children. Ask how they think Clifford feels at specific points in the story. At each place, ask: *What does the text say to make you think this? What do you see in the picture that gives you clues to how Clifford feels?* Encourage children to use personal experience to help them determine Clifford's feelings.

### Thinking About the Text

Engage children in discussing how the author and illustrator made the story funny. Have children identify specific parts of text and particular pictures that they find humorous. Have them tell why those parts are humorous to them.

## Understanding Character

Explain that the actions and words of characters help us learn more about them.

- Reread aloud pages 12–13. Say: *Clifford thinks of using a tree for a bat. This shows me that Clifford is creative and has a good imagination.*
- Reread pages 14–23. Ask: *What else do we learn about Clifford from what he does on these pages?* (Sometimes he doesn't think far enough ahead before he does things, but he has a lot of ideas and doesn't give up easily.)
- Have children reread pages 25 and 28. Ask: *What do the children do? What does it show you about the children?* (They make up a new kind of baseball game, which lets Clifford play. This shows that the children are thoughtful and kind.)

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 Short *a*

Remind children that the letter *a* can have the short-*a* sound, /a/ as in *back* and *bat*.

- Reread page 6 aloud. Ask children to find the word *has* and write it on a chart or on the board. Read the word again, emphasizing the short-*a* sound.
- Go through the book with children, page by page, looking for short-*a* words. List them on a chart or on the board. (*that, as, can, back, sad*)

## Developing Fluency

Echo-read pages 12–15 with children. Read aloud one sentence at a time and have children repeat after you. Model proper phrasing and intonation. Repeat with other sections of the book.

## Oral Language/Conversation

**Including New Friends** Have children role-play greeting a new student and asking him or her to join in a playground game or activity.

## Extending Meaning Through Writing

- Have children make a list of games they know how to play. (**List**)
- Ask children to write a letter to Clifford asking him to play a game with them. (**Letter**)

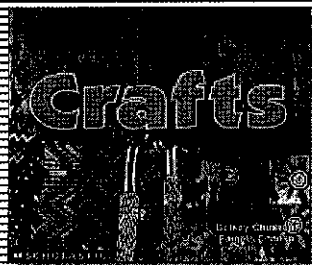
## Connecting to Everyday Literacy

Throughout the story, Clifford wants to play baseball. To link children to real-world procedural texts, display a diagram of a baseball field and the basic rules for playing baseball. Use the diagram to explain the positions that Clifford played. Talk with children about how game rules help players keep the game fair. Ask: *Do you think Clifford and the children were playing by the game rules? Why or why not?* For more examples of procedural text, go to <http://pbskids.org/zoom/activities/games>, where children can find rules for a variety of games.



# Crafts

## GUIDED READING PROGRAM Text Types



### Summary & Standard

In this picture book, readers explore different crafts from around the world. Information about each craft is provided through photographs and a short explanation. Children will demonstrate comprehension and understanding by articulating basic facts and ideas in what they read.

**Authors:** Betsey Chessen and Pamela Chanko

**Word Count:** 51

**Genre:** Informational Text

**Theme/Idea:** crafts from different cultures; making crafts

**Text Type:** Picture Book

LEVEL  
G

### Making Connections: Text to World

Children most likely will be familiar with some kind of craft, and many will have made crafts themselves. Ask: *What have you made? How did you learn to make it? How did you use it?*

Extend the connection by asking children to tell about other crafts they have seen, from simple to fancy. Discuss the materials and processes people use to make these crafts. Ask: *Which of these crafts would you like to learn to make?* Tell children that this book is about crafts made by people from around the world.

For additional teaching ideas and resources, see <http://www2.scholastic.com/browse/activities.jsp> and click on "Crafts."

### Vocabulary

**Essential Words:** calligraphy, craft, papier-mâché, piñata, pottery, shaping, weaving

**Related Words for Discussion:** creativity, culture, design, heritage, patience

### Genre/Text Type

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

### Supportive Book Features

**Text** For most of the book, one line of text appears on each page, usually in a simple question-and-answer format. Photographs clearly support the text. These pages can be read and understood easily by children.

**Vocabulary** Children should be able to define most unfamiliar terms, such as *weaving*, by looking at the photograph accompanying the term. Help children with the pronunciation of *piñata* and *papier-mâché*.

Praise children for specific use of "Behaviors to Notice and Support" on page 102 of the *Guided Reading Teacher's Guide*.

### Challenging Book Features

**Text** Children may be overwhelmed by the amount of text on the last two pages of the book. Tell children that they are not expected to read this text on their own. Relay the information on these pages to children in words they can understand and help them match the content on these pages with the photographs in the book.

**Content** Some crafts in this book may be unfamiliar to children. Use the photos and the information at the back of the book to help children gain an understanding of these crafts.

### ELL Bridge

Use the photographs in the text to build vocabulary and comprehension. Read a spread as children follow along. Then, have children use the accompanying photographs to summarize what you have read. Supply any vocabulary words needed to explain the photographs. Record summaries on the board or on a chart. Repeat the process spread by spread. When finished, combine children's summaries into a complete summary of the book.

## Teaching Options

### Developing Comprehension

#### Thinking Within the Text

Help children recall details of the book by asking questions such as these: *What skill does it take to make a rug? Why is calligraphy difficult? What materials are used to make papier-mâché?*

#### Thinking Beyond the Text

Have children review each craft. Point out that in many cultures, the procedures for making a craft are passed down from generation to generation. Ask: *Have you learned a craft from family members? Why do you think people pass down their knowledge of making crafts to other family members?*

#### Thinking About the Text

Have children revisit the last two pages of the book. Point out that these pages give more detailed information about the history of each craft, as well as describe how people make each craft. Ask children why they think the authors included this section of the book.

### Using Picture Details

Point out that some books have photographs that help readers understand the written information.

- Have children compare the photographs on pages 2–3 of the rugs and the weaver. Ask: *How does the second photograph help you better understand the first one?* (Note: Book pages are not numbered. Page 1 begins: *These are crafts...*)
- Point out the word *calligraphy* and the two photographs that accompany it on pages 4–5. Ask: *How do the photographs help you understand the meaning of this word?*
- Ask: *How do the photographs in this book help the reader appreciate the beauty of each craft and the work that went into making it?*

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

### Developing Phonics and Word-Solving Strategies

#### Question Sentences

Remind children that a question mark is a punctuation mark used at the end of a sentence that asks a question.

- Have children read the sentence on page 2. Ask: *What punctuation mark do you see at the end of the sentence? What kind of sentence is this?*
- Then read pages 4–5. Ask: *Which sentence is a question? Which sentence is a telling sentence?*

### Developing Fluency

Model how to read the question-and-answer patterns in the book. Model the proper intonation and expression. Have children repeat the sentences after you.

### Oral Language/Conversation

**Talk About Traits** Explain the word *trait*. Discuss the kinds of traits needed by people who make crafts.

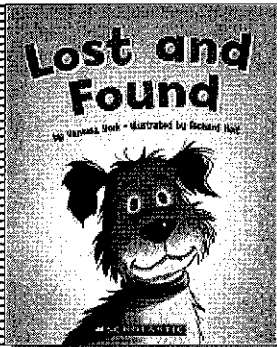
### Extending Meaning Through Writing

- Have children describe how they would use one of the crafts in this book. (**Descriptive**)
- Have children write the steps for making a simple object—for example, a paper snowflake or a paper chain. (**Procedural**)

### Connecting to Everyday Literacy

Remind children that the artists in the book knew just what to do to make their crafts. Explain to children that artists often teach other people how to do their crafts by giving directions. To link children to real-world procedural text, go to <http://www.marthastewart.com/photogallery/kids-accessories>. Choose a craft to read about. Talk about the supplies needed and read through the steps to follow to complete the project.

# Lost and Found



## Summary & Standard

When Ann and Jill find a lost dog, their family looks for the pet's owner. The girls are sad to see Scoot go back to his home, but they discover that they can still be friends with him. Children will use punctuation cues to help them gain meaning from and understand the text.

**Author:** Vanessa York  
**Genre:** Realistic Fiction  
**Text Type:** Picture Book

**Word Count:** 200+  
**Theme/Idea:** finding a lost pet; making new friends

## Making Connections: Text to Self

Children may have experience with losing a pet or a favorite possession. Or they may have experience with finding something lost that belongs to someone else. Invite students to describe times when they have lost or found an item.

Tell children that they will be reading a book about how a family helps a lost pet find his owner. Have children share examples of things people do when they have lost or found something.

For more information about lost pets, see [http://www.humanesociety.org/animals/resources/tips/what\\_to\\_do\\_lost\\_pets.html](http://www.humanesociety.org/animals/resources/tips/what_to_do_lost_pets.html).

## Vocabulary

**Essential Words:** cute, patted, signs, wagged

**Related Words for Discussion:** find, found, happy, look, lost, sad, search

## 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** Most of the sentences in this story are short and easy for children to read. The story is also well supported by colorful illustrations.

**Vocabulary** The text is made up of a number of high-frequency words, as well as one-syllable and decodable words.

Praise children for specific use of "Behaviors to Notice and Support" on page 102 of the *Guided Reading Teacher's Guide*.

## Challenging Book Features

**Text** Help children track the text to show how some sentences wrap to the next line. The text contains a lot of dialogue. Help children distinguish dialogue from narrative.

**Content** Though children are likely to be familiar with the experience of losing things that they own, many may not have direct experience with losing a pet or finding a lost pet. Discuss with children how they should behave around a lost pet that they find, and how it is always best to ask a parent or other adult if it is safe to approach an unfamiliar animal. Talk about what a family could do to find a pet that has run away or to find the owner of a lost pet they have found.

## ELL Bridge

Help children articulate their understanding of the sequence of story events. Guide them to use time-order words to retell what happens in each part of the story. For example, on pages 2–3, use the time-order words *first*, *next*, and *then* to retell what happens. Say: *First, Mom saw a cute dog. Next, Jill patted the dog. Then, the dog wagged his tail.* Have children do the same for pages 4–5. Repeat with other parts of the story.

## Developing Comprehension

### Thinking Within the Text

Have children talk about what happens when Ann and Jill meet Scoot. Then discuss what the family does to help Scoot and how their attempt to find his owner turns out.

### Thinking Beyond the Text

Discuss how the people in this story and people in general feel about losing and finding things. Talk about how Mrs. Rose probably felt when she first realized that Scoot was lost. Ask children how Scoot feels when Mrs. Rose comes to get him and how this compares to how Ann and Jill feel. Ask: *Why are Ann and Jill glad they found Scoot, even though they have to give him back to Mrs. Rose at the end? What have they really found?*

### Thinking About the Text

Ask children to examine how illustrations help the reader understand how the characters feel. Read the text on pages 10–11 and have children examine the faces of Ann and Jill. Point out that in this case, the story says that the girls look sad and the picture illustrates this feeling. Then read pages 14–15. Point out that the text on these pages does not describe how the characters are feeling and that children will have to look at the pictures to tell. Ask children to describe how they think the characters are feeling.

## Understanding Plot

Remind children that the plot is a chain of events that happen in a story. One event leads to the next until the story ends. Explain that as people read, they should notice how the events in a story are connected. Ask:

- *What happens after Ann and Jill meet and pat the lost dog?*
- *What does Dad say the family needs to do to help the dog? How do they try to do this?*
- *What happens when the family is sitting at the table?*
- *How does the story 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

### Dialogue

Point out that readers know when a character is speaking in a story because quotation marks appear at the beginning and end of the character's words. Tell children that often the text tells exactly who is speaking.

- Point out the quotation marks in each sentence on pages 10–11, and discuss who is speaking. Explain that the question mark at the end of the second sentence on page 11 gives clues to how the sentence should be read. Read aloud the dialogue.
- Have children identify other examples of dialogue in the story and tell who is speaking.

## Developing Fluency

Model reading the text on pages 14–15, using proper intonation, pauses, change in voice, and emphasis. Then have pairs of students read the text to each other.

## Oral Language/Conversation

**Talk About Loss** Ask children how people feel when they lose something and how feelings change when something lost is found again.

## Extending Meaning Through Writing

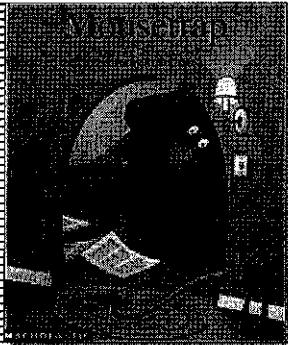
- Have children retell the events of this book from Scoot's perspective, starting from when he ran away from Mrs. Rose's yard. **(Narrative)**
- Have children write a list of directions for people to follow for finding the owner of a lost pet. **(List)**

## Connecting to Everyday Literacy

The family makes signs to find Scoot's owner. To link students to real-world procedural text, make a list of things an owner might do when a pet is lost. For more procedural text about what to do if you find a lost dog, go to <http://www.examiner.com/dogs-in-memphis/what-to-do-if-you-find-a-lost-dog> and discuss the bulleted list of things to do.

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# Mousetrap



## Summary & Standard

A boy hears a mouse and then sees it. The boy watches as the mouse makes its way to the kitchen for a chunk of cheese. SNAP goes the trap, but the mouse is too clever to be caught. Children will use phonics to decode and read one-syllable and high-frequency words.

**Author:** Diane Snowball

**Genre:** Fantasy

**Text Type:** Picture Book

**Word Count:** 49

**Theme/Idea:** identifying different kinds of noises; escaping from danger

## Making Connections: Text to Text

Many children will be familiar with the portrayal of mice in literature. Invite children to identify stories, poems, and nursery rhymes that have mouse characters. Ask: *How do the mice act in the stories? How do people treat the mice?*

Extend the connection by telling children that they will read a story about a mouse who makes its home inside a human house. The mouse must find food in the kitchen without getting caught in a trap. Explain that though this is just a story, mice often come into people's homes for shelter.

For more stories about mice, see <http://www.story-lovers.com/lists/mousestories.html>.

## Vocabulary

**Essential Words:** hungry, mood, mouse, through, trap

**Related Words for Discussion:** aware, careful, caution, danger, dangerous, sign

## Genre/Text Type

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

## Supportive Book Features

**Text** The text is large and easy to read. Lively illustrations support the text.

**Vocabulary** Most words in the text are high-frequency or decodable words. The meaning of unfamiliar words can be figured out from context and pictures.

Praise children for specific use of "Behaviors to Notice and Support" on page 102 of the *Guided Reading Teacher's Guide*.

## Challenging Book Features

**Text** Children may be unfamiliar with the onomatopoeic words on each spread. Preview each sound word before reading the story so children understand what makes the noise and how the noise sounds. Point out that the sound words appear in the text and in the illustrations.

**Content** Some children may have trouble distinguishing between make-believe and reality. Review which parts of the mouse's behavior is like a real mouse. Point out that a real mouse does not wear clothes, walk on two feet, or have the facial expressions of the mouse in the story. Help children understand that though the story is make-believe, the idea of a mouse in the house is real.

## ELL Bridge

Use the illustrations to teach nouns that name household objects. Choose a spread from the book and name at least five items in the illustration. Write each word and have children say it with you. Then have each child write the names of three of the items on self-stick notes. Have children exchange their notes with a partner and then place the notes on the appropriate part of the illustration. Follow up by having children write a sentence using each word.

## Developing Comprehension

### Thinking Within the Text

Draw a two-column chart. Work with children to write the sound words from the story in the first column. Write in the second column where the sound is coming from—for example, *squeak, squeak/mouse; creak, creak/floor*.

### Thinking Beyond the Text

Ask children whether the mouse in the story is like mice in any other stories they have read. Call attention to the boy's reaction when the mouse takes the cheese from the trap without getting caught. Ask: *Who do you think set the trap? The boy? The boy's parents?*

### Thinking About the Text

Point out the different styles of fonts used for the sound words within the illustrations and in the text. Ask children to explain why the author used a different style for the sound words. Discuss how the styles of text help readers know how the noises sound.

## Understanding Setting

Remind children that the setting is where and when a story takes place. Explain that readers can find clues to a story's setting in the text and the illustrations.

- Model your thinking: *When I look at pages 4–5, I can tell from the illustration that the story takes place in a house. I see a chair and a lamp that could be in a living room. I can see a stove in the next room, so I know that is a kitchen. I see the child's shoes on the floor and books, crayons, and a newspaper. I have those things in my house.*
- Have children use the text and illustrations to identify setting clues on pages 8–9.

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 oo

Remind children that the letters oo can stand for two different vowel sounds: the sound you hear in *wood* and the sound you hear in *boot*.

- Read aloud page 8. Have children point to the word *mood* and say the vowel sound. Ask children if the vowel sound in *mood* is the same as in *wood* or *boot*. (*boot*)
- Repeat with *food* on page 11 and *hooray* on page 16. Have children name other words with the same vowel sound. List the words.

## Developing Fluency

Model reading each page with proper pace, phrasing, and intonation. Then have children read the page with you, pointing to the words as you read them.

## Oral Language/Conversation

**Talk About Danger** Talk about the danger the mouse faced. Discuss the warning signs of danger for people in the house and what to do to avoid dangerous situations.

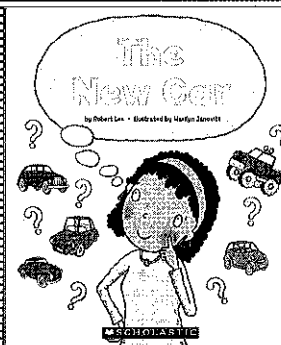
## Extending Meaning Through Writing

- Point out the hole in the wall where the mouse lives. Have children describe what the inside of the mouse's house might look like. (**Description**)
- Have children brainstorm a list of sound words. Then have them choose one sound word and write a poem using that word. (**Poetry**)

## Connecting to Everyday Literacy

The mouse in the story lives inside a house. A real mouse can live in many places. To link children to real-world expository text, display an encyclopedia entry or science article about mice. Discuss facts about mice, such as their size, their diet, and their homes. For more examples of expository text about mice, see <http://www.scholastic.com/readit/pdfs/FS.Geronimo.pdf>.

# The New Car



## Summary & Standard

This car is too little! That car is too big! Will Mom find the car that's just right for her? Children will use pictures and context to assist comprehension.

**Author:** Robert Lee

**Genre:** Realistic Fiction

**Text Type:** Picture Book

**Word Count:** 300+

**Theme/Idea:** the difficulties of making a decision; what people do before buying a car

## Making Connections: Text to Self

Invite children to share a time when they were given a choice of buying one thing or another. Ask: *Was it easy for you to choose? Was it hard for you to choose?*

Extend the connection by telling children that they will be reading a story about a woman who wants to buy a car but has trouble deciding which one to get. Ask: *Why do you think someone might like to own a big car? Why might someone else choose a small car? Why might it be hard to choose which car to buy?*

For photographs and information about a variety of cars from the pre-1900s to the present, see "America on the Move" at <http://americanhistory.si.edu/onthemove>.

## Vocabulary

**Essential Words:** ads, choose, garage, newspaper

**Related Words for Discussion:** choice, decide

## 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 presented in simple sentences, and the speakers of dialogue are clearly identified. Colorful illustrations offer additional support for the text.

**Vocabulary** Many words in the story are high-frequency or decodable.

Praise children for specific use of "Behaviors to Notice and Support" on page 102 of the *Guided Reading Teacher's Guide*.

## Challenging Book Features

**Text** Certain words in the text are boldfaced (*too* on pages 4, 6, 8; *feel* on page 12; *look* on page 14). Explain that these words should be read with emphasis, or great feeling. Several illustrations appear in thought bubbles (pages 5, 7, 9, 11). Tell children that these pictures show what the speaker is thinking.

**Content** Children may be unfamiliar with the concept of looking at ads in a newspaper. Explain that although many people now look at ads online, newspapers also have ads. You may wish to bring in a newspaper to show children examples of print ads.

## ELL Bridge

Point out that in the story, Mom says one car is too big and another is too small. Tell children the story of Goldilocks and the Three Bears and place special emphasis on Goldilocks's exclamations: "This porridge is *too* hot! This porridge is *too* cold!" and so on. Invite children to describe different objects using the word *too*. For example, show them a small chair and say, *This chair is too small for me!* Encourage children to make statements about things they see in the classroom.



## Developing Comprehension

### Thinking Within the Text

Ask children to recall the reasons Mom did not like the cars that Sam, Joe, and Dad showed her.

### Thinking Beyond the Text

Reread page 10. Point out that even after looking at the car ads, Mom couldn't make up her mind. Ask: *Why do you think Mom had a difficult time choosing a car? What would you tell Mom she should do? Do you think she chose the best car for herself? Why or why not?*

### Thinking About the Text

Point out that every page of text includes dialogue. Remind children that quotation marks indicate someone in the story is speaking. Discuss with children why the author might have decided to include so much dialogue in the story. Ask: *Do you like reading what the people in the story are saying? Why or why not?*

## Comparing and Contrasting

Remind children that when they compare and contrast, they tell how things are alike and different. Explain that readers can use the pictures, as well as the words in a story, when they compare and contrast.

- Have children look at the pictures on pages 5 and 7. Ask: *How are these cars alike? How are they different?*
- Have children look at the illustrations on pages 14 and 15. Encourage them to compare and contrast the cars in these pictures.
- Ask children to look at the car on page 2 and the car on page 16. Have children explain whether these cars are similar or different. Encourage them to tell how comparing these two cars helped Mom make her decision.

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 Action Words With -ed

Remind children that an action word that has the ending *-ed* tells about something that happened in the past.

- Have children find the word *like* on page 4. Explain that when Sam says, *I like big cars*, he is talking about something he likes right now.
- Have children find the word *showed* on page 4. Ask children to run their finger under the letters *ed* at the end of the word. Explain that this ending tells us the action happened in the past.
- Ask children to find other action words in the story with the *-ed* ending.

## Developing Fluency

Model reading aloud the dialogue on page 3. Then have children read the story with a partner, focusing on intonation and expression when reading dialogue.

## Oral Language/Conversation

**Talk About Making Decisions** Discuss making decisions. Encourage children to share a decision they have made and how they made their choice.

## Extending Meaning Through Writing

- Have children write at least two sentences explaining which car they liked the most in the story and why. (**Expository**)
- Ask children to write and illustrate a simple car ad. (**Graphic Aid**)

## Connecting to Everyday Literacy

Remind children that people who ride in cars, walk on the street, ride buses, and ride bikes must all follow rules. To link children to real-world procedural text about safety rules to follow, go to <http://www.nhtsa.gov/people/injury/childps/PlayItSafeWeb/pages/GoodWaystoGoPlaces.htm>. Discuss the rules together. Ask: *Why do you think it is important for people to follow safety rules?*



# Our Tree House

## GUIDED READING PROGRAM Text Types



### Summary & Standard

When Cat, Mouse, and Hamster want to join Squirrel, Raccoon, and Bird in their tree house, the wild animals object. But they soon discover that sharing the tree house makes it better than it was before. Students will use pictures and context to assist comprehension.

**Author:** Libby Brereton

**Genre:** Fantasy

**Text Type:** Picture Book

**Word Count:** 250+

**Theme/Idea:** sharing your possessions with others; joining a club

### Making Connections: Text to Self

Children may have experience with joining a club or wanting to be part of an organized group. Have children share examples of times when they have joined clubs or wanted to be a part of a group.

Tell children that tree houses are often used as clubhouses. Tell children that in the story they will read about what Squirrel, Raccoon, and Bird do in their tree house. Ask: *How do you think the animals in this story share their tree house?*

For information about the different animals in the story, go to <http://animal.discovery.com/mammals>.

### Vocabulary

**Essential Words:** Bird, Hamster, noise, Raccoon, Squirrel, wild

**Related Words for Discussion:** belong, club, exclude, gather, join, meeting, member, share

### Genre

**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** Sentences are generally short and simple. Colorful, detailed illustrations support the text.

**Vocabulary** The vocabulary is simple, with many high-frequency words, as well as one-syllable and decodable words. Some of the animal names may be difficult for children to read, but each is supported by the illustrations.

Praise children for specific use of "Behaviors to Notice and Support" on page 102 of the *Guided Reading Teacher's Guide*.

### Challenging Book Features

**Text** The text contains a lot of dialogue. Help children distinguish dialogue from narrative. Have children turn to page 6, and point out the quotation marks that enclose the first sentence on the page. Remind children that quotation marks around text tell the reader that the character says those exact words.

**Content** Make sure children understand that the animals in this fantasy story behave in ways that real animals would not. Work together to distinguish between reality and fantasy. Discuss how the animals in the story behave as real people might. Talk about how sometimes one group of people might accidentally exclude another group and hurt their feelings.

### ELL Bridge

Have partners talk about the pictures to build their vocabulary as well as help them understand the story. Have one partner read a page. Then, have the other partner use the accompanying illustration to retell what has just been read. You can also instruct students to take turns finding and retelling a favorite part to each other. Encourage partners to ask and answer questions.

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## Developing Comprehension

### Thinking Within the Text

Have children identify the problem facing the two groups of animals. Ask: *What is the solution that makes both groups happy?*

### Thinking Beyond the Text

Discuss what it means to have the best tree house in town and how Squirrel, Raccoon, and Bird's feelings about the tree house and how to use it change from the beginning to the end of the story. Ask: *What makes the tree house even better at the end of the story? Why is this? Have you ever been in a similar situation of accepting others and being happier for it?*

### Thinking About the Text

Ask children to examine how the illustrations show the changing relationships between the groups of main characters. Look at each picture together and discuss who is shown inside and outside the club. Point out that the last picture shows all six characters gathered together and that the sign on the wall has changed from "Members ONLY" to "All Welcome."

## Comparing and Contrasting

Point out to children that understanding how to compare and contrast what they read will help them learn and remember new information.

- Help children make a Venn diagram with *Squirrel, Raccoon, Bird* heading one circle and *Cat, Mouse, Hamster* heading the other.
- Ask children to name some ways that the two groups of animals are different and add this information to the diagram. For example, the first three animals are wild tree animals, while the second three animals are pets and ground animals.
- Ask children to identify how the characters are alike. For example, they are all animals and they all want to be in the club.
- Have children practice telling how things are alike and different by comparing and contrasting pairs of characters.

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

## Developing Phonics and Word-Solving Strategies

### Consonant Blends

Remind children that consonant blends, or clusters, are two consonants that appear together in a word. In consonant blends, the sounds of both consonants are heard.

- Have children turn to page 2 and find *tree*. Write *tree* on a chart or on the board. Run your finger under each consonant as you pronounce /tr/, the tr- blend. Then have children say the whole word with you.
- Follow the same process with *Squirrel*, *trap*, and *best* (page 2), *club* (page 3), *Hamster* (page 4), *play* (page 6), *stay* (page 9), *start* (page 11), and *plus* and *ground* (page 12).

## Developing Fluency

Model fluent reading of pages 8–9, using different voices to reflect each of the different animal characters. Then have children read the page with you.

## Oral Language/Conversation

**Talk About Clubs** Ask children why the pets wanted to join the wild animals' club. Discuss why people like to gather together in groups.

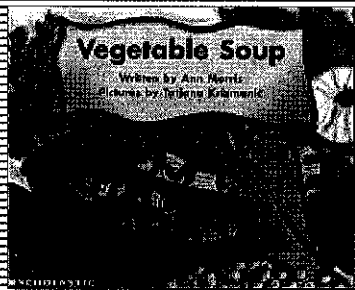
## Extending Meaning Through Writing

- Ask children to write a list of rules for the club that explain who can join and what members do during meetings. (**List**)
- Have children tell what happens the next time another animal wants to join the club. (**Narrative**)

## Connecting to Everyday Literacy

Cat, Mouse, and Hamster try to persuade the other animals to let them join the club. Display and read aloud an editorial to link students to real-world persuasive text. Have children discuss the techniques writers use to persuade readers. For more examples of persuasive text, go to <http://www.studyzone.org/testprep/ela4/o/persuasivetechniques1.cfm>.

# Vegetable Soup



## Summary & Standard

Fill a pot with water, add some vegetables, and don't forget the spice! Before long, you'll be sipping delicious soup. Children will demonstrate comprehension and understanding by articulating basic facts and ideas in what they read.

**Author:** Ann Morris

**Word Count:** 84

**Genre:** Realistic Fiction

**Theme/Idea:** making vegetable soup; identifying different kinds of vegetables

**Text Type:** Picture Book

## Making Connections: Text to Self

Invite children to share what they know about making a meal. Ask: *Have you ever helped an adult make lunch or dinner? What did you do?* Discuss favorite meals that children have helped to make.

Extend the connection by telling children that they will be reading a story about making vegetable soup. Explain that they will learn what vegetables and other ingredients go into the soup and the steps needed to get the soup ready to eat. For additional teaching ideas and resources about cooking with children, see <http://www.kidsacookin.org>.

## Vocabulary

**Essential Words:** add, bit, fresh, sip, spice, vegetable

**Related Words for Discussion:** apron, chop, measure, mix, recipe, spoon, stove

## 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 presented in simple rhyming sentences that tell the general steps of how to make vegetable soup. Children will enjoy the combination of poetry and procedural text. Colorful illustrations offer additional support for the text.

**Vocabulary** Many words in the story are high-frequency or decodable. Repetition of these words also makes the text easier for children to read.

Praise children for specific use of "Behaviors to Notice and Support" on page 102 of the *Guided Reading Teacher's Guide*.

## Challenging Book Features

**Text** Help children understand the role of punctuation in the story, especially the ellipses (pages 6, 10, 14). Tell children that an ellipsis signals the reader to pause and that the thought or sentence continues after the pause.

**Content** Children may be unfamiliar with some of the vegetables, such as mustard greens or parsley. Point to the appropriate picture when reading about each vegetable. You may want to explain that mustard greens and parsley are kinds of leaves and that parsley is often added to foods to provide extra flavor. You may also need to explain how soup is simmered.

## ELL Bridge

Invite children to pantomime making a meal. Provide simple props, such as mixing bowls, measuring cups, and wooden spoons. Demonstrate for children how to narrate their actions. Say: *Now I am measuring the water. Now I am stirring the soup.* Encourage children to do the same, and provide assistance with vocabulary as needed.

## Teaching Options

### Developing Comprehension

#### Thinking Within the Text

Ask children what went in the pot first. Then ask them to recall the vegetables that went into the soup.

#### Thinking Beyond the Text

Have children look at the illustration on page 6. Encourage children to discuss what they think the cook had to do to the vegetables to get them ready for the soup. (wash them, peel them, chop them) Ask children to compare the preparations for making vegetable soup to those for another soup or another meal they have helped prepare.

#### Thinking About the Text

Have children notice how the author ends page 4 with a word that rhymes with the last word on page 5. Say: *The word pot rhymes with the word lot.* Point out that a rhyming pattern repeats throughout the book. Encourage children to identify other pairs of rhyming words in the story. Ask children if they like the rhymes and have them explain why.

### Recognizing Sequence

Remind children that the events in this book happen in order. Draw attention to the steps in the story. Explain that it often is important to follow steps in order when cooking.

- Ask: *What is the first step in the story?*
- Point out the word *then* on page 5 and explain that this word introduces a new step. Ask: *What is next? Why is this step included?*
- Read aloud pages 8 and 9. Ask: *What step comes after stirring in onions and tomatoes?*
- Ask: *What is the last step in the story? Why does this step have to come last?*

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 made by joining two words and leaving out one or more letters. In a contraction, an apostrophe replaces the letter or letters that are removed.

- Have children find the word *you'll* on page 5. Guide children to name the two words that make up this contraction. Ask: *What letters have been left out and replaced with an apostrophe?*
- Help children find the other contractions in the story. (*you'll, parsley's, it's*) Have children identify the words that were joined and the letter that has been left out.

### Developing Fluency

Model reading each page with proper pace and rhythm. Then have children read the page with you, pointing to the words as you read them.

### Oral Language/Conversation

**Talk About Following a Recipe** Discuss using a recipe. Encourage children to name steps they might follow and utensils they might use to cook.

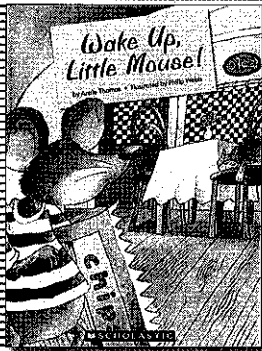
### Extending Meaning Through Writing

- Have children draw a picture of their favorite food and label it. (**Label**)
- Ask children to list all the ingredients they would need to make their favorite meal. (**List**)

### Connecting to Everyday Literacy

The story provides children with a recipe for vegetable soup. Discuss with children the order in which the soup was made. Then talk about other foods they might like to make. To link children to real-world procedural text, share a simple recipe with them. For more procedural text, go to [http://www.sandiegozoo.org/kids/recipes\\_flamingo.html](http://www.sandiegozoo.org/kids/recipes_flamingo.html). Read through with children the steps for making a fruit salad.

# Wake Up, Little Mouse!



## Summary & Standard

In this fantasy, a family of mice lives inside a café. Little Mouse must avoid the cooks and the cat in order to bring his family breakfast. Children will distinguish fantasy from reality.

**Author:** Annie Thomas

**Genre:** Fantasy

**Text Type:** Picture Book

**Word Count:** 250+

**Theme/Idea:** being careful in dangerous situations; helping your family

## Making Connections: Text to Self

Children will have prior knowledge of preparing and eating breakfast with their family. Ask children what they enjoy eating most for breakfast. Ask: *Why is it important to eat a healthful breakfast?*

Extend the connection by asking children about breakfast at their home. Ask: *Does your family eat breakfast together? How do you help make or get things ready for breakfast?*

For additional resources about the importance of breakfast, see <http://docs.schoolnutrition.org/meetingsandevents/nsbw2011>.

## Vocabulary

**Essential Words:** breakfast, cat, cooks, little, mouse, rolls, run, scraps, wake

**Related Words for Discussion:** careful, chores, family, helpful, home, listening, warning

## 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** Short sentences, large print, and colorful illustrations give readers support for easy comprehension of the book.

**Content** Most children will understand the idea of the mice collecting scraps of food for their breakfast. Though children might not know what a café is, they will likely be familiar with other establishments that serve food.

Praise children for specific use of “Behaviors to Notice and Support” on page 102 of the *Guided Reading Teacher’s Guide*.

## Challenging Book Features

**Text** Point out the thought bubble in the illustration on pages 4–5. Explain that Mom is picturing the cooks in the café in her mind. Point out the use of caps on page 14. Explain that in the first three examples, capital letters are used to indicate loud sounds, and in the last two examples, they indicate emphasis. Model expressively reading, “I KNOW, I KNOW.”

**Vocabulary** Though most of the vocabulary consists of high-frequency words and decodable words, children may need help reading words such as *breakfast*, *cheesy*, and *café*. Help children read these words and discuss their meaning.

## ELL Bridge

Use the illustrations to build comprehension. Read a spread as children follow along. Then have children use the accompanying illustration to summarize what you read. Provide vocabulary and prompts as needed and record their summaries on a chart. Repeat the process for each spread. Then review with children by combining their summaries into a complete summary for the whole book.

## Developing Comprehension

### Thinking Within the Text

Have children discuss details in the story. Ask: *Why did the family want Little Mouse to wake up? Where do the mice live? Why did Dad give Little Mouse a bag? What did the mice eat for breakfast?*

### Thinking Beyond the Text

Have children discuss how the family members help each other. Ask: *How did the family help and encourage Little Mouse? How did Little Mouse help his family?* Have children discuss why it is important for family members to help one another prepare a meal or do chores.

### Thinking About the Text

Have children think about how the illustrations enhance the idea that the story is told from a mouse's point of view. Have children study the picture on page 2. Ask: *How does this picture show how small the mice are?*

## Distinguishing Fantasy from Reality

Tell children that a fantasy story usually has parts that could be real and parts that could not be real.

- Draw a T-chart on the board. Label the columns *Real* and *Not Real*.
- Page through the book with children, and have them identify things in the text and illustrations that could be real and those that could not be real. List their responses in the appropriate column of the chart.
- Review the chart and have children tell why each item could or could not be real.

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

### Exclamatory Sentences

Remind children that an exclamation point is a punctuation mark used at the end of a sentence that expresses a strong feeling.

- Have children read the title. Ask: *What punctuation mark do you see at the end of the sentence? What kind of sentence is this?* Model reading the title with expression.
- Read aloud page 3. Ask: *Which sentences express strong feeling? How can you tell? Which are telling sentences? How do you know?*

## Developing Fluency

Model reading aloud the dialogue on page 6. Then have children read the story with a partner, focusing on intonation and expression while reading dialogue.

## Oral Language/Conversation

**Talk About Helping at Home** Lead a discussion about helping out at home. Ask: *What chores do you do? What does the rest of your family do?*

## Extending Meaning Through Writing

- Have children describe their favorite breakfast meal and tell why they like it. **(Descriptive)**
- Have children write a sentence or two based on the story using the cooks' point of view. **(Narrative)**

## Connecting to Everyday Literacy

Point out the name labels on the bag of chips and the bag of flour in the book's illustrations, explaining that packaged foods feature labels. Ask: *Why is it important for foods to have labels? What kinds of information can you find on food labels?* To link children to real-world expository text, have children look for and talk about labels on the items in their lunches. For more examples of expository text, go to [http://kidshealth.org/kid/stay\\_healthy/food/labels.html](http://kidshealth.org/kid/stay_healthy/food/labels.html).