

GUIDED READING PROGRAM

Text Types



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

- **Canada**
- **Captain Cat**
- **I Need a Lunch Box**
- **Inside Mouse, Outside Mouse**
- **Just Me and My Dad (Little Critter)**
- **Larry and Loki**
- **Mom's Secret**
- **Now I Know: What's Under the Ocean?**
- **The Story of Henny Penny**
- **Too Late Harry!**

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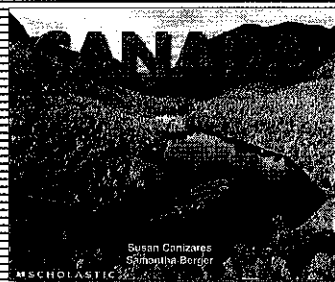
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ITEM S-HT5-31932-3



Canada

GUIDED READING PROGRAM Text Types



Summary & Standard

Canada is a country of diversity. From the north to the south, from the east to the west, the land and people of Canada vary. Yet Canada is united as one country. Children will demonstrate comprehension and understanding by articulating basic facts and ideas in what they read.

Authors: Susan Canizares and Samantha Berger

Genre: Informational Text

Text Type: Picture Book

Word Count: 68

Theme/Idea: learning about a different country; identifying diversity

Making Connections: Text to World

Invite children to share what they know about Canada. Ask: *Has anyone ever visited the country? What was it like?*

Point out Canada on a map and discuss its geographic features, such as mountains in the west, plains in the middle, and islands in the north and east. Locate major cities such as Montreal, Ottawa, Toronto, and Vancouver, as well as the Arctic Circle. Ask children why they think more people live in the southern part of the country.

For more information about Canada to share with children, go to <http://www.canadiangeographic.ca/kids/fun-facts/default.asp>.

Vocabulary

Essential Words: country, east, north, south, west

Related Words for Discussion: cold, igloo, Inuit, snow

Genre/Text Type

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

Supportive Book Features

Text The text is large and always positioned at the bottom of the page. The repeated sentence pattern helps children learn words and predict. Every page is illustrated with a large colorful photograph.

Content A section at the back gives additional interesting information about each of the topics in the book. After children read the book, go through it again page by page, sharing this information with children.

Praise children for specific use of "Behaviors to Notice and Support" on page 103 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text One sentence spans the final spread. Read the sentence aloud fluently to children, without making an end-of-sentence pause after the first page.

Vocabulary A few words are neither decodable nor high-frequency. Preview these words with children: *Canada, country, Mountie, people*. Say each word and have children repeat it; then discuss its meaning. Point out that *Canada* and *Mountie* begin with capital letters because they are the names of a particular country and a particular kind of police officer.

ELL Bridge

Help children acquire the vocabulary for directions. Point to north, south, east, and west as you say each word and have children repeat. Help them identify the directions on a map. Ask them to write the words on flash cards and then play a game. One partner flashes a card, and the other reads the word and indicates the direction on a map.

Developing Comprehension

Thinking Within the Text

Have children name some of the different topics about Canada included in the book. If they need help, write the categories *Places*, *People*, and *Activities* on the board. Page through the book and have children point out what places, people, and activities they see in the pictures.

Thinking Beyond the Text

The main idea, the diversity of Canada, is not stated directly in the book. Guide children to infer it. First have them note details about Canada in the book (see "Noticing Details" below). Then ask: *We have read that there are lots of different people in Canada. There are different kinds of land and different things to do. Tell me how you would describe Canada in one sentence.*

Thinking About the Text

Help children evaluate the text. Ask: *Do you think the author did a good job of informing you about Canada? Would you have learned as much if the author had not included photographs? Is there anything else you would like to ask the author about Canada?*

Noticing Details

Remind children that details are pieces of information. By paying attention to details, readers can learn a lot. They can also use details to help them understand the main point that the author is making. Ask:

- *What is the land in Canada like in the north? In the south? In the east?*
- *What do some people do in the north? In the south? In the east? In the west?*
- *What kinds of people live far and wide in Canada?*

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 some words end with two consonants and the sounds of both letters are heard, or blended together.

- Ask children to look at page 5 and find the word *forest*. Say the word aloud. Point to the letters *st* and model blending the sound /st/. (Note: Book pages are not numbered. Page 1 is the title page.)
- Have children turn to pages 6 and 7 and find *east* and *west*. Say the words aloud, pointing out the letters *st* and model saying each word.

Developing Fluency

First, read the book aloud to model pronunciation for children. Then have partners take turns reading alternating spreads.

Oral Language/Conversation

Talk About the Far North Have children describe the picture of the snow and igloo. Discuss what it would be like to live there.

Extending Meaning Through Writing

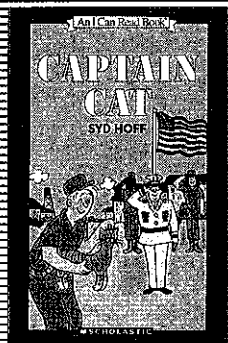
- Have children select their favorite photograph in the book. Ask them to write why they like it. (**Expository**)
- Have children write a letter to a friend telling why they think the friend might want to visit Canada. (**Persuasive**)

Connecting to Everyday Literacy

Explain that maps show where countries like Canada are located in the world. To link children to document text, show them a classroom map of the world. Help them locate Canada. Point out that Canada is just to the north of the United States. Ask what other kinds of information a map gives. For more examples of document text, go to <http://www.canadiangeographic.ca/kids/maps/default.asp>.

Captain Cat

**GUIDED
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Text Types



Summary & Standard

Captain Cat joins the army and is befriended by a soldier. The cat makes the camp feel more like home for both of them. Children will read simple sentences.

Author: Syd Hoff

Genre: Fantasy

Text Type: Picture Book

Word Count: 250+

Theme/Idea: recognizing military life;
caring for loved ones

Making Connections: Text to World

Have children discuss the ways in which animals help humans. Guide discussion to include the idea that animals bring us comfort.

Ask: *Why do pets make people feel better?*

To extend the connection, point out that when people join the army, they leave behind loved ones, including their own pets. **Ask:** *How can a cat help an army unit? Why might a cat adopted by an army unit make the place feel more like home? What problems might it cause?*

For information on why pets are good for us, see <http://www.psychologytoday.com/> and type in "Pets are good for us."

Vocabulary

Essential Words: bugle, corporal, guard, inspection, sergeant, soldier

Related Words for Discussion: discipline, organize, repetition, routine, schedule

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 Humorous illustrations support the story's plot. Most pages have short simple sentences that will be easy for children to read.

Content Despite the military setting, children will find the plot situations familiar and the cat's adaptations to army life amusing. Captain Cat's behavior is realistic, even though the army base setting is not where a cat is usually found.

Praise children for specific use of "Behaviors to Notice and Support" on page 103 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text Be sure children understand the meaning of quotations in dialogue. Some dialogue does not include dialogue tags. Help children identify when a specific person is speaking and when the dialogue is attributed to a broader group.

Vocabulary Some of the longer words may be difficult for children to decode, especially those terms related to the military. Be sure children understand the meaning of terms such as *kitchen duty*, *grounds*, and *chow*. They may also need some understanding of the military ranks and the significance of stripes.

LEVEL H

ELL Bridge

Have children use the illustrations to articulate their understanding of the text and summarize each page as they read. For example, on page 12, have children use the picture to compare the stripes on the cat to those on the soldiers' uniforms. On page 18, have them use the picture to explain what *sweep the grounds* means. On pages 44–45, have them use the pictures to tell about each person's loved ones.

Developing Comprehension

Thinking Within the Text

Have children summarize what happens in the story. Ask them to tell how Captain Cat fits in well with the army and how he also causes some problems.

Thinking Beyond the Text

Invite children to brainstorm the kinds of animals people keep as pets. Ask them to determine if each animal would be suited better or worse for the army than a cat. Ask: *What is it about a cat that makes it well suited for army life?*

Thinking About the Text

Point out that the author could have written a story about College Cat or Circus Cat, but instead he chose the army as the setting. Have children discuss what it is about this setting that adds humor to the story.

Recognizing Setting

Remind children that the setting is the place and time in which events in a story happen. In some books, the setting is an important part of the story and affects the events. Illustrations can provide information about the setting.

- Have children turn to pages 6–7 and look at the illustration. Ask them what they can tell about the story's setting from this illustration. (The setting is an army base.)
- Have children turn to pages 38–39 and reread the text. Ask: *What does this tell you about where Pete sleeps?* (Everyone sleeps in this room. All the beds look alike. The cat is on Pete's bed.)
- As children read, have them explain how the pictures and text help them picture the setting. At the end, ask: *How important is the setting to this story? Why?* (It is very important. Many events would be different if the setting were somewhere else.)

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 used at the end of a sentence to express excitement.

- Have children turn to page 33 and find the exclamation point. Model reading "*Forward march!*" with emphasis and then have children read the phrase.
- Then turn to page 40. Ask why an exclamation point is used for the first sentence. Have a volunteer read the sentence with emphasis.
- Have children find other examples of exclamatory sentences in the story.

Developing Fluency

Model reading using proper expression and intonation, particularly with dialogue. Then have partners take turns reading the pages aloud.

Oral Language/Conversation

Talk About Routines Discuss the patterns and routines people do every day and especially those related to particular jobs, such as those jobs in the military.

Extending Meaning Through Writing

- Have children write a story about a cat that lives at an airport, in a ballpark, or in a school. (**Narrative**)
- Have children make a list that tells what to do to take care of a cat. (**List**)

Connecting to Everyday Literacy

In the story, Pete likes having the cat around, but others may not. To link children to real-world persuasive text, discuss what Pete might say to persuade the general that Captain Cat should stay. Help children make a list of pros and cons for keeping the cat. For persuasive text on the benefits of having cats as pets, go to <http://www.petsandkids.co.uk/Cats.html>.

I Need a Lunch Box



Summary & Standard

Doris gets a lunch box when she starts school. Her little brother dreams of having a special lunch box, too. As the story unfolds, we see if his wish comes true. Children will use punctuation cues to gain meaning from and to understand the text.

Author: Jeannette Caines

Word Count: 150+

Genre: Realistic Fiction

Theme/Idea: getting ready for school; being eager to grow up

Text Type: Picture Book

Making Connections: Text to Self

Ask children to recall a time when they wanted to have something or do something, but they could not because they were too young. Ask: *What are some things that older children have or do that you want to have or do, but cannot?*

Explain that the boy in the story has an older sister who is getting a lunch box and he really wants one. Talk about why he might want one.

For information about getting along with brothers and sisters, see http://kidshealth.org/kid/feeling/home_family/sibling_rivalry.html.

Vocabulary

Essential Words: case, collection, counter, eraser, lace, marble

Related Words for Discussion: agree, convince, disagree, persuade, reason

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 language mirrors the conversational language family members would use. Pictures clearly support the text. Pages 18 through 27 have a pattern that aids comprehension. (Note: Book pages are not numbered. The title page is page 1.)

Content The main character of the story is involved in a familiar family situation, wanting something his older sister has. Children will be curious to see if he gets the lunch box he wants. They will also enjoy the fanciful lunch boxes of his dreams.

Praise children for specific use of "Behaviors to Notice and Support" on page 103 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text The book includes many sentence fragments, such as *Brown school shoes for Doris*. If children have learned to always include subjects and predicates in sentences, this may be confusing. Point out that the author is trying to imitate how people talk.

Vocabulary Discuss the phrases *brand new* and *sorta bad*. If these are unfamiliar, explain them and use them in sentences. Have children make up their own sentences using the phrases.

ELL Bridge

Be sure children know the names for each item Doris and her brother get. Point to each item and say the word for it. Have children repeat. After you have named all the items, review with directions such as: *Find the page that shows an eraser. Point to the eraser.*

Developing Comprehension

Thinking Within the Text

Support children in retelling the main plot of the story. Ask: *What is the boy's problem? Who solves the problem? How?*

Thinking Beyond the Text

Ask children why they think Dad gave the boy a lunch box at the end of the story. Ask: *If you had been the boy's father, would you have given him a lunch box? Why or why not? How do you think Doris feels when her brother gets a lunch box? What clue helps you know?*

Thinking About the Text

Have children revisit pages 18–27. Engage them in discussing the pattern of the pages. Then ask: *Why did the author tell only about Monday through Friday?* Ask children to notice the colors. Help them see the relationship between the lunch boxes and the colors. Discuss the relationship of the lunch boxes with the other items on each of these pages.

Categorizing Information

Point out that the story tells about several things the brother and sister received. Explain that we can categorize these things. When we categorize, we put things in groups.

- Write *Doris's* and *Brother's* on the board. Reread aloud page 7. Say: *Each child got something new. I can categorize what they got.* Write *black sneakers* under *Brother's* and *brown shoes* under *Doris's*. Reread pages 11 and 12. Help children categorize the items. (*Doris's: pencil case, ruler, pencils, erasers; Brother's: coloring book, crayons*) Have children reread pages 15 and 30–32 to list and categorize additional items the children received. (*Doris's: book covers, raincoat, umbrella, lunch box; Brother's: lunch box*)
- Have children revisit pages 18–27 and identify a category that describes the items 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

Plurals

Remind children that some nouns mean “more than one,” such as *shoes*. Point out that we usually add -s or -es to make a noun mean more than one.

- Write the last sentence on page 7 on the board: *Black sneakers with yellow laces for me.* Ask: *What words on this page mean more than one? (sneakers, laces)*
- Go through the book, page by page, and help children identify other examples of plurals (e.g., *pencils, erasers, crayons, covers, marbles*). Work with children to turn each of these words into its singular form by removing the -s.

Developing Fluency

Echo-read the book, reading each sentence and having children repeat after you. Emphasize proper phrasing, paying special attention to commas in a series and other punctuation.

Oral Language/Conversation

Be Persuasive Ask pairs to role-play being a child and a parent. Have the child try to persuade the parent about something.

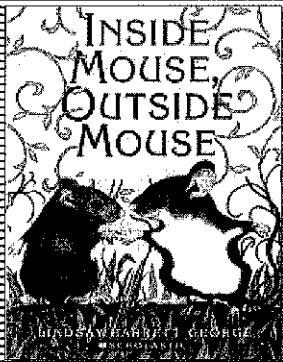
Extending Meaning Through Writing

- Have children list things they have used in school so far today. (**List**)
- Ask children to think of an activity they would like to do in class. Tell them to write a note explaining why their idea is a good one. (**Note**)

Connecting to Everyday Literacy

The boy in the story wanted his parents to get him a lunch box. Ask: *What could the boy have said to persuade his parents to buy him one?* To link children to real-world persuasive text, show them an ad. Ask how the words and pictures help persuade them to buy the product. For more persuasive text, go to <http://www.lunchboxes.com/fun.html>. Click on ads and read the descriptions. Ask: *Which ad might persuade you to buy the lunch box?*

Inside Mouse, Outside Mouse



Summary & Standard

Two mice—one that lives inside a house and one that lives outside the same house—scurry in and around their separate worlds until they meet each other at a window of the house. Children will use pictures and context to assist comprehension.

Author: Lindsay Barrett George

Genre: Fantasy

Text Type: Picture Book

Word Count: 160

Theme/Idea: contrasting the indoors and outdoors; observing the behavior of animals

Making Connections: Text to Text

Ask children to think of other stories they have read or heard about mice. Possibilities include *Maisy* by Lucy Cousins, *Frederick* and *Alexander and the Wind-Up Mouse* by Leo Lionni, Aesop's fable of the mouse and the lion, and *If You Give a Mouse a Cookie* by Laura Joffe Numeroff. Ask: *How did the mice act in these stories?*

If children do not bring up the story *The City Mouse and the Country Mouse*, ask if they have heard the story. Have children compare and contrast the fable with *Inside Mouse, Outside Mouse*. Ask: *How are the mice in the two stories alike? How are the endings different?*

For a version of *The City Mouse and the Country Mouse* to share, go to <http://www.storyarts.org/library/aesops/stories/city.html>.

Vocabulary

Essential Words: hello, inside, mouse, outside, ran

Related Words for Discussion: animals, details, flowers, furniture, pattern, spider

Genre/Text Type

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

Supportive Book Features

Text The text is always positioned at the bottom of the page. The repeated sentence pattern on every spread helps children learn words and predict events. Large, bright, detailed illustrations help tell the story.

Content The setting and the animal characters and their behavior should be familiar to children, who will likely have no difficulty understanding and enjoying the story.

Praise children for specific use of "Behaviors to Notice and Support" on page 103 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text The juxtaposition of the stories of the two different mice on opposite pages of each spread may confuse children until they recognize the pattern. Point out the two different colors used for the text: Green font is used to tell the inside mouse's story and brown font is used to tell the outside mouse's story.

Vocabulary Some words may not yet be decodable for children, such as *chair* and *squirrel*. Tell children they can use picture clues to figure out the meanings of words they do not know.

ELL Bridge

Build vocabulary by helping children master the meanings of the prepositions in the story (*up, down, across, between, in front of, into, out of, below, over*). Write the words on cards. Flash each card, read the preposition, and demonstrate its meaning with gestures or motions. Have children repeat and then practice with partners.

Developing Comprehension

Thinking Within the Text

Help children summarize the story in a sentence or two. Ask: *Who is the story about? Where does each mouse live? What do these mice do?*

Thinking Beyond the Text

In the story of the country mouse and the city mouse, the two mice visit each other and compare their differences. In this book, the mice do not meet until the end. Have students predict what their conversations might be like after their meeting. Ask: *What might surprise each mouse about the other's world?*

Thinking About the Text

Ask children whether they liked how the story went back and forth between the two mice. Ask: *Why do you think the author chose to tell the story this way?*

Comparing and Contrasting

Remind children that *comparing* means telling how things are alike. *Contrasting* means telling how things are different. Discuss how the two mice in the story are both alike and different. Go through the book spread by spread, having children use the pictures to compare and contrast. (Note: The book's pages are not numbered. Page 2 begins with the text *Inside my house there is a mouse...*) Ask questions such as these:

- On pages 2-3, how do the two mice look different? How are they alike?
- On pages 4-5, how are the places where the mice sleep alike? How are they different?
- On pages 6-7, how are the wall and the stump alike? How are they different?
- On pages 8-9, how are the rug and the ground alike? How are they different?

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 to blend the sounds together when they see two consonants at the beginning or end of a word.

- Write *Beginning*, *End*, and *Both* on the board. Have children identify words with blends in the story, read them, and tell you whether each word has a beginning blend, an end blend, or both.
- List the word under the appropriate heading.

Developing Fluency

Read a left-hand page aloud to students, modeling phrasing and expression. Then have children choral-read the right-hand page.

Oral Language/Conversation

Talk About Illustrations Invite children to study the illustrations and describe all the animals and objects that make up the worlds of the two mice.

Extending Meaning Through Writing

- Have children draw a picture of something inside their home and a picture of something outside their home. Ask them to write a sentence or two describing each picture. (**Descriptive**)
- Ask children to look at the picture on the back cover and write a story about what they see. (**Narrative**)

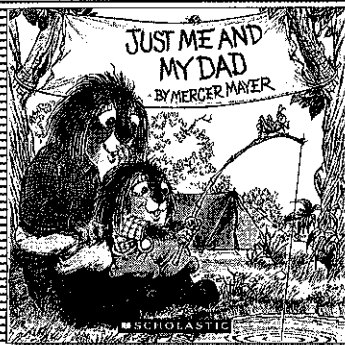
Connecting to Everyday Literacy

Point to the picture of the book titled *Birds* on page 18. Explain that unlike *Inside Mouse*, *Outside Mouse*, a book like this gives facts about real animals. To link children to real-world expository text, show them a fact book about mice. Have them compare the book to *Inside Mouse*, *Outside Mouse*. For more expository text about mice, go to <http://www.ypte.org.uk/animal/mouse-harvest-/146>.

© 2014 by Linda Ward Beech, Scholastic Teaching Resources. All rights reserved. Inside Mouse, Outside Mouse, a book like this gives facts about real animals. To link children to real-world expository text, show them a fact book about mice. Have them compare the book to Inside Mouse, Outside Mouse. For more expository text about mice, go to http://www.ypte.org.uk/animal/mouse-harvest-/146.

Just Me and My Dad (Little Critter)

**GUIDED
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Text Types



Summary & Standard

Little Critter goes on a camping trip with his father. Though Little Critter tries to do things beyond his ability—pitch a tent, launch a canoe, and catch a fish—his dad is always there to help and support him. Children will use pictures and context to assist comprehension.

Author: Mercer Mayer

Word Count: 162

Genre: Fantasy

Theme/Idea: having fun in the outdoors;
engaging in an activity with a parent

Text Type: Series Book

LEVEL H

Making Connections: Text to Self

Children will have experience trying to be helpful to older family members. Ask: *How do you try to be helpful around the house? Can you do all the things that older family members can do? How do you feel when you try to help, but it turns out wrong?* Point out that children are not always successful when they try to help.

Expand the discussion by asking how children feel when they try to do something new and cannot do it. Then ask: *How do you feel when you try to do something new and can do it?*

For information about children and developing self-esteem, go to http://kidshealth.org/kid/feeling/emotion/self_esteem.html.

Vocabulary

Essential Words: camping, campsite, dad, dinner, just

Related Words for Discussion: enjoy, father, favorite, love

Genre/Text Type

Fantasy/Series Book Remind children that a fantasy is a story that could not happen in the real world. In this series book, children get to know characters they can then follow in other stories.

Supportive Book Features

Text The text is large and bold. Many sentences are short and simple. Bright, detailed illustrations help tell the story. Point out the recurring spider and grasshopper that pop up in pictures throughout the book.

Vocabulary Most words are decodable or high-frequency words. Children can use picture or context clues to figure out words such as *canoe* and *scared*.

Praise children for specific use of “Behaviors to Notice and Support” on page 103 of the *Guided Reading Teacher’s Guide*.

Challenging Book Features

Text Text is placed at various positions on the pages. Make sure that children are able to locate each line of text. Some sentences run over to a second or even third line.

Content Camping may be unfamiliar to some children. Show pictures of people camping. Discuss what people need to bring when they camp and what they may do and see in the wild.

ELL Bridge

Encourage partners to talk about the pictures to build their vocabulary as well as help them understand the story. To practice picture/name correspondence, point to objects in the illustration on a page and then the names of those objects in the text (e.g., *tent, campfire, canoe*). Have children repeat the names after you. Then ask them to describe as much as they can in each picture.



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Teaching Options

Developing Comprehension

Thinking Within the Text

Have children retell the story in their own words. Ask: *What happens at the beginning of the story? What happens in the middle? What happens at the end?*

Thinking Beyond the Text

Ask children how they think Little Critter feels about his dad. Ask: *Judging from the pictures, how do you think his dad feels about Little Critter? What makes you think so?*

Thinking About the Text

Explain to children who may be unfamiliar with the Little Critter series by Mercer Mayer that the little creature who is telling the story ("me" in *Just Me and My Dad*) is called Little Critter. Ask: *Do you think Little Critter acts like a real little kid? Why or why not?* Point out that the book is fantasy because Little Critter is an animal.

Using Picture Clues

Remind children that illustrations help tell a story. In addition, the pictures in this book add information that the reader cannot get from the words alone. The pictures help readers get more from the story, including its humor. (Note: Book pages are not numbered. Page 1 is the title page.) Ask:

- On pages 4-5, who was "already living" at the campsite? Did Little Critter really decide to give it back? What really happened?
- On pages 6-7, did Little Critter really pitch the tent to help his tired dad? What really happened?
- On pages 20-21, was it really Little Critter's dad who was scared by the ghost story? What really happened?

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

Developing Phonics and Word-Solving Strategies

Short Vowel Sounds

Remind children of the short vowel sounds for *a*, *e*, *i*, *o*, and *u*. Say: *man*, *set*, *bit*, *top*, and *cup*, and ask children to identify the short vowel sound they hear in each word.

- Write an example word for each sound. Ask children to name other words with each sound and list them under the examples.
- Then help children identify the following story words that have short vowels: *dad*, *tent*, *lit*, *snapshot*, and *just*.

Developing Fluency

Have partners choral-read the story together. Remind them to read groups of words together. You might want to pair more fluent readers with less fluent readers.

Oral Language/Conversation

Talk About Illustrations Have children pick their favorite illustration and explain what it tells about the story and why they like it.

Extending Meaning Through Writing

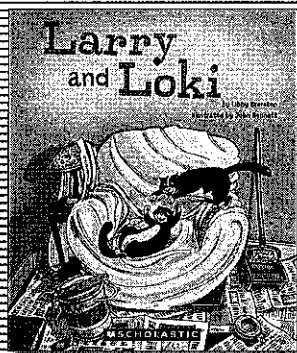
- Have children write about a time they went camping or slept in a tent in a backyard. If they have never slept outside, invite them to make up a story. (**Narrative**)
- Have children write a letter to Little Critter telling him what they liked about the story. (**Letter**)

Connecting to Everyday Literacy

Point to the picture showing Little Critter trying to set up the tent. Explain that things like tents come with instructions that explain how to set them up or put them together. To link children to real-world procedural text, show them a manual or book that explains how to make or build something. For more procedural text, go to http://www.gameskidsplay.net/games/mental_games/camping_trip.htm. Read and learn to play "Camping Trip."

Larry and Loki

**GUIDED
READING
PROGRAM**
Text Types



Summary & Standard

Larry and Loki are playful cats who make a big mess when their owner, Dan, is out. He sends them outside and cleans up the mess. After he lets them back in, he leaves again. Will they behave this time? Children will use pictures and context to assist comprehension.

Author: Libby Brereton

Genre: Realistic Fiction

Text Type: Picture Book

Word Count: 150+

Theme/Idea: forgiving others;
feeling guilty about mistakes

LEVEL H

Making Connections: Text to Self

Many children will know how playful and mischievous pets can be. Ask: *What do pets like to play with? What happens when two pets play together?*

Extend the connection by explaining to children that cats especially will entertain themselves by playing with and batting around objects. Ask children to share what they know about cats and how they behave. Call on volunteers to share funny cat stories.

For information about cat behavior, including videos of funny cats, see <http://www.sspca.org/Cats>.

Vocabulary

Essential Words: blue, good, mess, paint, play, store, tails, toys, waved

Related Words for Discussion: apologize, clean, forgiveness, mad, sheepish

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 All sentences start at the left margin, so children will know where to look to begin reading. On most spreads, the text is predictably placed on the upper left-hand corner.

Vocabulary The simple vocabulary, consisting of one- and two-syllable words, should be easily read and understood by children. Encourage children to use context clues and illustrations to help them read any difficult words.

Praise children for specific use of "Behaviors to Notice and Support" on page 103 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text The text for each spread is integrated into the art and appears in the upper left-hand corner until page 14. Help children track the text.

Content Children may need help understanding Dan's change of heart in the story. Help them understand that he reacted in anger right away, but when he had a chance to calm down, he understood that the cats did not mean to cause problems. Help children learn the meaning of forgiveness.

ELL Bridge

Guide children on a picture walk through the story before they read the text. Talk about each illustration and encourage children to tell you what is happening. If children need prompting, provide sentence starters, such as: *The two cats _____. Dan _____.* Then read the text aloud and have children repeat.

Developing Comprehension

Thinking Within the Text

Review with children what happens in the story. Talk about whether they think Dan should have left the cats alone a second time. Ask them to explain why, using the text and pictures to support their ideas.

Thinking Beyond the Text

Ask: *Do you think that Larry and Loki are good cats or bad cats? Why or why not?* Have children use the cats' expressions in the illustrations to help in their discussion. Point out that the cats seem to be just having fun and do not understand that they have made a mess.

Thinking About the Text

Talk about text features the author uses to create suspense and to show emphasis. Point to the three dots at the end of the text on page 8. Ask: *How do these dots lead you to what happens on the next spread?* Then have children look at what Dan says on page 12. Ask: *What do you see in the text that shows that Dan is upset?* (the word *not* in capital letters and the exclamation point)

Making Predictions

Remind children that when they guess what will happen next as they read, they are making a prediction. Point out that they use what they read in the story and what they know to predict.

- Display the cover and ask children what they think the story will be about. Read the first three pages to confirm children's predictions.
- Read the next page with children. Point out the ellipsis that leads to the next spread. Ask children to use what they have read and seen to predict what will happen next.
- At the end of the story, ask children what they think will happen next. Encourage them to use the text and illustration on the last page, along with what they know about Larry and Loki and about playful cats, to make their predictions.

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

Developing Phonics and Word-Solving Strategies

Words That Name More Than One

Explain that some words name more than one thing, such as *hats*. Explain that a word that names more than one often ends in *s*.

- Have children turn to page 2 and find the word *walls*. Ask if the word means one or more than one. Note that the word *walls* ends in *s*. Ask: *What other words on the page end with s and name more than one?* (*cats, tails*)
- Ask children to flip through the book and identify other examples of words that name more than one.

Developing Fluency

Model reading page 2 in the book to demonstrate expression and phrasing. Point out how to read the narrative and the dialogue. Then have children choral-read the page with you.

Oral Language/Conversation

Talk About Feeling Sorry Discuss how children feel when they have done something wrong and ways they can apologize for the situation.

Extending Meaning Through Writing

- Have children draw a picture of what happens next after Dan goes out again. Encourage them to write a sentence about their picture. (**Narrative**)
- Have children write words that rhyme with *cat*. Then have them write a silly poem about a cat. (**Rhyme**)

Connecting to Everyday Literacy

In the story, Dan's walls have been freshly painted. Before a room is painted, procedures must be followed, such as taking everything off the walls, covering the furniture and floor, and moving things to make room to paint. To link children to real-world procedural text, talk about the steps they would take to draw a picture of a cat. For more procedural text, go to <http://drawsketch.about.com/library/bl-step-cat.htm>.

Mom's Secret

GUIDED READING PROGRAM Text Types



Summary & Standard

A girl tries to guess her mother's secret by asking questions. The girl has several thoughts about what her mom's secret is—but she never thinks it is about a baby sister or brother. Children will use punctuation cues to help them gain meaning from and understand the text.

Author: Meredith Costain

Word Count: 141

Genre: Realistic Fiction

Theme/Idea: sharing secrets;
growing families

Text Type: Picture Book

Making Connections: Text to Self

Many children have experience with growing families, and some children may have the experience of having a new baby in the family. Discuss with children the members of their immediate and extended families.

Extend the discussion by talking about family trees. Draw a simple example of a family tree showing how each person is a branch on a family tree. Make sure children understand that families, like trees, come in all shapes and sizes.

For additional teaching ideas and resources, see <http://pbskids.org/wayback/family/tree/index.html>.

Vocabulary

Essential Words: everyone, love, questions, secret

Related Words for Discussion: clues, guesses, hints, multiple choice

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 story consists of one conversation; there is no action. Some of the dialogue is in repeating sentence frames: *Is it something...; "Yes," says Mom. "Ask me another question."*

Vocabulary Most of the words used in the story are familiar and simple. Most of the words are also high-frequency.

Praise children for specific use of "Behaviors to Notice and Support" on page 103 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text The text is written completely in dialogue and in first-person point of view. Explain that the girl is telling the story. Point out quotation marks and remind children that these punctuation marks indicate that someone is speaking. The illustrations show what the girl is thinking. Point out how the thought bubbles show the ideas the girl has about what her mom's secret could be.

Content Make sure children understand what a secret is. Explain that a secret is something that is known only by a few people and is kept hidden from others. Tell children that sometimes a guessing game can be used when someone is trying to guess a secret.

ELL Bridge

Have children practice giving clues and making guesses by playing a guessing game. Have one child pick a familiar object from a bag and keep it out of sight. Have another child ask five questions that use the sentence stem *Is it something....* Direct them to ask about size, color, shape, and uses of the object. After the questions have been answered *yes* or *no*, the child makes a guess. Allow each child to take turns asking and guessing.

LEVEL H

Developing Comprehension

Thinking Within the Text

Have children tell, in their own words, what the secret is that the mother had and how the girl feels when she finds out what the secret is.

Thinking Beyond the Text

Ask children to tell what the girl might do with her new baby brother or sister. Ask children to share their own experiences with babies.

Thinking About the Text

Have children use the illustrations to identify what the girl hopes the secret will be. Have them identify which words, punctuation, and illustrations tell how the girl feels when she finally learns what the secret is.

Using Punctuation

Discuss with children that writers use three kinds of punctuation marks at the end of sentences—periods, exclamation marks, and question marks.

- Tell children that most sentences that tell information have a period at the end. Have children read aloud with you the first sentence on page 2. (Note: Book pages are not numbered. The title page is page 1.) Point out the period at the end of the sentence. Have children identify what information they learned in this sentence.
- Explain that a sentence that asks a question has a question mark at the end. Point out the question mark at the end of the first sentence on page 4. Read it aloud with children. Have children identify what the girl is asking.
- Tell children that an exclamation point shows a feeling, such as excitement or surprise. Point out the exclamation point at the end of the first sentence on page 14. Read it aloud with children. Have children identify why the girl is surprised.

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 text 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 on page 2, and have children determine who is speaking.
- Then look at page 4 and read the first sentence aloud. Establish that the girl is speaking. Point out that the question mark lets you know that the sentence is asking a question. Finish the page and establish that Mom is speaking.

Developing Fluency

Read the book aloud, having children take the roles of the characters, giving each child a chance to read.

Oral Language/Conversation

Talk About Guessing Discuss with children when they have had the chance to make guesses. Invite children to describe guessing games they have played.

Extending Meaning Through Writing

- Have children write a description of what a baby's room might look like. (**Descriptive**)
- Have children write and decorate a greeting card welcoming the new baby in the story to the family. (**Expository**)

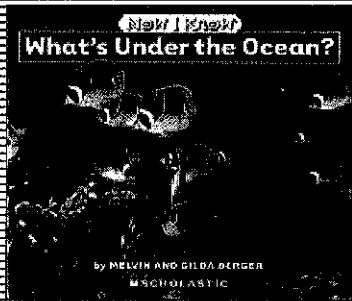
Connecting to Everyday Literacy

In the story, the young girl learns that there will be a new baby in the family. To link children to real-world procedural text, share an article from a parents' magazine on things to do with a new baby. For more examples of procedural text, go to http://kidshealth.org/kid/feeling/home_family/new_baby.html and share the article "Welcoming a New Baby Into Your Family." Ask: *What do the directions say to do before the new baby comes home and after?*

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Now I Know: What's Under the Ocean?

**GUIDED
READING
PROGRAM**
Text Types



Summary & Standard

In this book, children learn about the plants and animals found under the surface of the ocean. Children will use pictures and context to assist comprehension.

Authors: Melvin and Gilda Berger
Genre: Informational Text
Text Type: Picture Book

Word Count: 250+
Theme/Idea: learning about ocean life; comparing living things

Making Connections: Text to World

Children will likely be familiar with many things that live under the ocean. Ask them to name plants and animals that live under the ocean and describe things about their appearance, behavior, and diet.

Extend the real-world connection by pointing out that it is important to know about living things that use the ocean as their home. Explain that the more people know, the more likely it will be that people protect and care for the oceans.

For more information about protecting the oceans, go to <http://www.nature.org/initiatives/marine/activities/>.

Vocabulary

Essential Words: beautiful, dolphin, giant, humans, millions, ocean

Related Words for Discussion: characteristics, different, ecosystem, habitat, similar

Genre/Text Type

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

Supportive Book Features

Text Colorful, detailed photographs provide clear examples that support the short and simple sentences of the text. Call-out features give additional facts and show close-up views of interesting details. A glossary defines important words in the book.

Vocabulary Most of the words are easily decodable. Point out how the photographs provide context children can use to figure out more difficult vocabulary, such as animal names.

Praise children for specific use of "Behaviors to Notice and Support" on page 103 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text Children may need assistance reading some of the longer, more complex sentences. Point out the dash on page 12 and explain that it sets apart the example that follows. Read aloud the sentence to show how you pause at the dash.

Content The text itself does not distinguish between fish, mammals, and reptiles, although it does point out that sponges are animals, not plants. To help children understand the differences between sharks, whales, dolphins, and fish, use the definitions in the glossary.

ELL Bridge

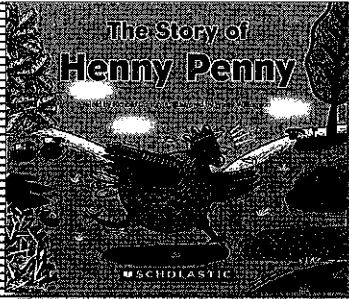
Help children articulate words for the characteristics of particular ocean animals. Have them choose a favorite animal featured in the book. Then, using the text and photographs, guide them to list words that describe the animal. To help children brainstorm words, ask questions such as *Is the animal big, small, long, short, thin, or fat? What colors is it? How does it swim? What else does it look like?* Invite children to share their lists of words with the group.

LEVEL H

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OPTIONAL

The Story of Henny Penny



Summary & Standard

In this traditional folktale, Henny Penny spreads a rumor that the sky is falling only to learn from the king that it was just an acorn. Children will use punctuation cues to help them gain meaning from and understand the text.

Author: Retold by Richard Carson

Word Count: 250+

Genre: Folktale

Theme/Idea: thinking things through; spreading rumors

Text Type: Picture Book

Making Connections: Text to Text

Invite children to share stories their parents or other adults may have told them when they were young. Ask: *Who were the heroes in these stories? What lessons did these stories teach you?*

Point out that folktales are stories passed down from one generation to the next and often teach something about the world around us. Explain that folktales usually teach a lesson. The folktale about Henny Penny teaches us something about jumping to conclusions. Discuss with children what the term *jump to conclusions* means.

For more information about folktales, see <http://teacher.scholastic.com/writewit/mff/index.htm>.

Vocabulary

Essential Words: cried, goose, oak, something, turkey, wise

Related Words for Discussion: calm, communicate, panic, prepare, unpredictable

Genre/Text Type

Folktale/Picture Book Remind children that a folktale is a story that was passed down through generations by word of mouth. The illustrations help the reader enjoy and understand the imaginary characters and situations.

Supportive Book Features

Text Humorous illustrations support the text. Short sentences that rarely wrap lines will be easy for most children to track. The repeating pattern will be easy for children to follow, though they may need assistance when the pattern breaks toward the end of the story.

Vocabulary Most of the words in the story are either high-frequency words or easily decodable. Children can use the illustrations to identify the various animals.

Praise children for specific use of “Behaviors to Notice and Support” on page 103 of the *Guided Reading Teacher’s Guide*.

Challenging Book Features

Text Some children may have difficulty distinguishing actual dialogue from its dialogue tag, particularly when it wraps a line.

Content The ending may seem rather abrupt after the appearance of the fox and the meeting with the king. This ending reinforces the fact that if the birds had not been so silly, they could have quickly figured out for themselves that the sky was not falling. Connect this idea back to how folktales are often used to teach us something.

ELL Bridge

Have each child draw a picture of a hen, a duck, a goose, a turkey, a fox, or a lion. As you read the story aloud, have each child hold up the picture of his or her animal as you say its name. Have children practice some lines of text that their animal says in the story. Then read the story aloud again, this time cueing children to say these lines as they are encountered in the story.

Developing Comprehension

Thinking Within the Text

Have children summarize the tale, naming the animals in the correct order that they appear in the story. Ask: *What did the fox do that shows he is clever? What did the king do that shows he is wise?*

Thinking Beyond the Text

Explain that Henny Penny jumped to conclusions; when something hit her head, she thought the worst was happening. Ask: *Why is it important not to jump to conclusions? Why can't you always believe what someone else tells you?*

Thinking About the Text

Have children think about the kinds of animals that appear in the story. Ask: *What do the first four animals in the story have in common?* (They are all birds.) *Why do you think the author chose to have a fox try to trick the other animals? Why do you think the king is shown as a lion?* Explain that in animal fantasy stories, different kinds of animals are often shown with specific traits, such as a sneaky fox or wise lion.

Recognizing Patterned Text

Explain to children that folktales often have parts of sentences that repeat throughout the story. This pattern of text makes the story easier to remember. Remind children that finding patterns in the text can help them read it more easily.

- Ask children to recall the order in which the animals appear. Ask: *What does each animal ask Henny Penny? What does she reply each time?*
- Remind children that the pattern is broken with the fox. Ask: *What does the fox say that breaks the pattern?* (He wants to show the animals a faster way.) *Why?* (He really wants to eat them.) *Which other animal breaks the pattern?* (the king)
- Discuss why a break in the pattern toward the end makes the story more interesting.

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

Recognizing Questions and Exclamations

Remind children that they should look at end punctuation as they read to help them know when a sentence asks a question or has strong emotion.

- Model how to recognize questions and exclamations. Say: *Let's look at page 11. What is different about the mark at the end of each sentence? The first sentence ends with an exclamation point. That tells me to read it with a lot of emotion. The third sentence ends with a question mark. That tells me to read this one in the way that I ask a question.*
- *Where are other questions and exclamations in the story?*

Developing Fluency

Model fluent reading of several pages, stressing the effect of exclamation points and question marks as children follow along in their books. Then have children choral-read the pages.

Oral Language/Conversation

Talk About Emergencies Discuss why it is important to stay calm and know what to do in the case of a real emergency or natural disaster.

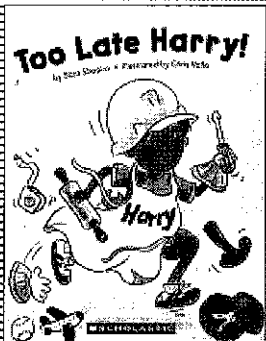
Extending Meaning Through Writing

- Have children write another animal into the story and draw a picture for it. (**Narrative**)
- Have children write a list of things the animals should check the next time they think the sky is falling. (**List**)

Connecting to Everyday Literacy

Remind children that Henny Penny thought everyone was in danger. Explain that traffic signs are a way to keep people away from danger and tell people what to do to keep safe. To connect children to real-life procedural text, show them signs in the classroom and around school. Invite children to name other signs they have seen on streets and roads. For more procedural text, go to http://www.mass.gov/rmv/mcmanual/20_TrafficSigns.pdf. Choose some traffic signs to discuss.

Too Late Harry!



Summary & Standard

Harry wants to help his older brother and sister, but he takes too long to get ready. With some good advice from his siblings, Harry learns how to be a good helper and is never late again. Children will read for personal fulfillment.

Author: Sara Shapiro
Genre: Realistic Fiction
Text Type: Picture Book

Word Count: 250+
Theme/Idea: helping others; being late

Making Connections: Text to Self

Most children will be familiar with trying to be helpful. Invite children to share their experiences when trying to be helpful to an older or younger child, or to an adult.

Extend the connection by asking children if they ever wanted to help out with something but were too late and missed the chance. Tell children they will be reading about a boy who was always late when he was trying to be helpful.

For additional ideas and resources about being helpful, see <http://teacher.scholastic.com/scholasticnews/indepth/idolgivesback/pdfs/globalcitizenactivities.pdf>.

Vocabulary

Essential Words: brother, family, help, helper, late, older, sister, too

Related Words for Discussion: assist, directions, follow, good, helper, listen

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 large print is easy to read and spaced evenly on the pages. Illustrations clearly show the action of the story.

Content Children are most likely familiar with the concept of wanting to help someone with a task, especially a parent or an older sibling. Children will understand the need to use specific tools for specific jobs or activities.

Praise children for specific use of "Behaviors to Notice and Support" on page 103 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text The story contains more dialogue than children may be used to. Review quotation marks with the class, reminding them that they indicate that someone is speaking. Read aloud a line of dialogue, pointing out which part of the sentence contains spoken words and which part names the speaker.

Vocabulary Children may need help reading words such as *gloves*, *apron*, and *rolling pin*. Help children read these words and discuss their meaning. Point out the word *too* in the title and on page 2. Explain that *too* has more than one meaning and discuss its meaning in each place.

LEVEL H

ELL Bridge

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

Developing Comprehension

Thinking Within the Text

Have children discuss details in the story.
Ask: *Who are Zack and Tess? What does Harry want to help his brother and sister do? Why does it take Harry so long to find what he needs?*

Thinking Beyond the Text

Have children explain how the main character got his nickname, Too Late Harry.
Ask: *Do nicknames usually focus on good or bad things? Why do you think this is?* Have children look at the illustrations on pages 6-7 and 12-13. Ask: *What could Harry change in his room? How might things be different if he were more organized? What nickname would you give Harry at the end of the book?*

Thinking About the Text

Have children reread page 16 of the book.
Ask: *What message or lesson do you think the author wants readers to learn from this story? What did Harry learn from his brother and sister?*

Monitoring Comprehension

Remind children that they can check their understanding of a story while they are reading. If they are not sure what is happening, they can reread the text and look at the illustrations to help them understand it.

- Have children look at pages 4-5. Reread the text and ask: *Why did Harry hear crashing and banging?* Discuss clues in the text and the illustrations that show Zack is using tools to build something.
- Turn to pages 6-7 and review the text. Ask children to describe what is happening. Ask: *How do you know Harry is looking for something he needs and not just making a mess in his room?*

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

Long a: Consonant + Final e Pattern

Remind children that the long-vowel sound is pronounced like the name of the vowel. The long a sound is often spelled with the consonant and final e pattern, as in *take*.

- Write *gate* and *rake* on a chart or on the board. Have children pronounce the words as you underline the a and final e in each word. Repeat the long a sound.
- Encourage children to find words in the book with the same long-a sound and spelling pattern. (*make*, page 3; *late*, *made*, *bake*, and *cake*, page 8)

Developing Fluency

Do an echo-reading of the book, in which you read a page and have children repeat it after you. Then, have children reread the book with a partner.

Oral Language/Conversation

Talk About Helping Lead a discussion about being a good helper. Ask: *What traits does a good helper have? How are you a good helper?*

Extending Meaning Through Writing

- Have children make a list of tools and materials they would need for a cooking or building activity. (**List**)
- Have children write about how they can be a good helper at school or home. (**Expository**)

Connecting to Everyday Literacy

Point out that when the children in the story were building or cooking something, they probably had some directions to follow. To link children to real-world procedural text, show them a simple recipe. Read the recipe together. Point out how the steps have to be followed in order. For more procedural text, share the recipe at http://kidshealth.org/kid/recipes/recipes/french_toast.html.