



Seedling Resource Guide

by Leesa Crimmel, Valerie Cutteridge, Mary Flanagan,
Christina Jonson, Lynn Salem and Josie Stewart

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Table of Contents

	Page		Page
Introduction to the Resource Guide	1	Oh, No, Sherman!	46
Using the Resource Guide	2	Taking Care of Rosie	48
My Class	6	What's For Dinner?	50
The Royal Family	8	The Stallion's Call	52
Two Points	10	Willy's Hats	54
I Can Write. Can You?	12	Our House Had a Mouse	56
Here's Skipper	14	The Zoo in Willy's Bed	58
Jump, Frog	16	Bumpity, Bumpity, Bump	60
Runaway Monkey	18	Play Ball, Sherman	64
Octopus Goes to School	20	Free to Fly	66
Where Does the Teacher Sleep?	22	Notes to Dad	68
Dinosaurs Galore	24	Hope Not	70
Boxes, Boxes, Boxes	26	Notes From Mom	72
Take a Bow, Jody	28	No Luck!	74
The King's Surprise	30	What A School	76
Never Be	32	Staying With Grandma Norma	78
My Pet	34	Just Enough!	80
The Cat Who Loved Red	36	Howie Has a Stomachache	82
It's Game Day	38	The Giant's Job	84
Mouse's Baby Blanket	40	A Birthday in the Woods	86
Martian Goo	42		
What Would the Zoo Do?	44		

Introduction to the Resource Guide

The foundation of literacy is laid in the early years. Children learn to listen by listening, talk by talking and read by reading. There is a natural interest in learning to read. When children live in a language-rich environment where reading and writing are modeled as part of daily life, the seeds of literacy are planted. Given the appropriate materials at an opportune time, even the youngest children begin to acquire reading behaviors.

Little books are created specifically with these young readers in mind, giving them the support they need to be successful in those early attempts at reading. The intent is to provide the child with a child-sized task, one where success is guaranteed.

Little books can be used in many ways and for many reasons in any type of classroom environment. They are used for:

- Independent reading.
- Small groups.
- Focused mini-lessons for direct instruction.
- Take-home programs.
- Buddy Reading/SSR/DEAR.
- At-risk children—less experienced readers needing additional support.
- Projects/Extensions.
- Unit work.
- Benchmarking—evaluation.

Little books are a means of teaching and assessing skills and strategies, including:

- Directionality.
- 1-1 correspondence—matching word by word.
- Using pictures as a source of information.
- Attending to the conventions of print.
- Using language structures to support reading.
- Using patterns to support fluent reading.
- Letter-sound correspondence (phonemic awareness).
- Using punctuation to read for meaning and expression.
- Building a core vocabulary of known words.
- Using a word segment to solve unfamiliar words.
- Monitoring and rereading to correct errors.
- Reading for comprehension.

Common threads that are found throughout little books are predictable and manageable text, patterns of language and supportive pictures. Predictable text allows the reader to anticipate words and sentences using oral language as a support. For a less experienced reader, this is a significant tool in helping to build self-confidence and familiarity with written text. Little books often use a strategically chosen number of words as well as an appropriate size of type and a style of print easily recognized by children.

These features, in combination with language patterns and supportive pictures, set the reader up for success. Repetitive text or patterns encourage the reader to make natural predictions and read more fluently. The illustrations aid the reader in problem-solving the text. Successful readers are able to use print information flexibly, including the pictures. Little books are often based on children's familiar experiences. Children can use their prior knowledge to make reading meaningful and rewarding. This encourages risk-taking and builds confidence, thereby promoting success for emergent readers.

Using the Resource Guide

Before the First Page

A lesson with Seedling books begins with a pre-reading activity. These activities engage the child's prior knowledge. The child will make personal connections to the book when the opportunity is presented. Activities such as creative movement, pre-writing, group discussions, role-playing and webbing are used to enhance student involvement and build on prior experiences. A pre-reading activity should be a fun, active learning experience for all the children.

Set-Up for Success and Key Words and Phrases

These sections will help you plan your introductions for a range of reading abilities. A good introduction lets the readers in on the secret of the book—how the book works—so that they will be successful. The goal is for students to learn from what the teacher models. The following steps are inherent in all introductions:

- Reading the title of the book to the child.
- Surveying the cover with the child.
- Providing the opportunity for the child to look through the complete book.
- Providing any unusual information to the child.

As the student is exploring each page, call attention to key words and phrases as needed. Incorporate any of these words into your lessons, if appropriate. Have the student locate the word or words (simply place a finger on either side of the word or phrase). Give support to those words that are less familiar to the student. The teacher may want to “plant” words that are more difficult, unusual, or not as highly supported by the picture.

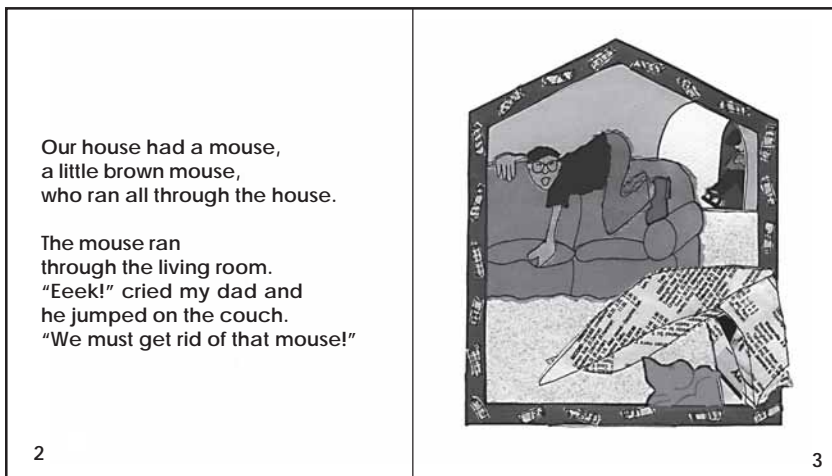
Introductions can vary in degrees of support for the beginning reader. A very supportive introduction is used when the text presented is at the instructional or guided reading level for the child. Here is an example using *Our House Had a Mouse*:

Pointing to each word, read the title to the child. Refer to the map on the back cover as an overview of the story. Ask the student to predict what the story is about. Scan the pictures in the rest of the book, naming the people and the rooms shown in the pictures. As the student is looking at the pictures, point out words and phrases that are repeated throughout the book, such as “Eeek! We must get rid of that mouse!” and “through.”

A less supportive introduction is used with a student who has a substantial core of known words found in the text being presented. This reader can construct meaning almost independently. Using the book *Our House Had a Mouse* again, an example of a less supportive introduction follows:

Read the title to the child. Give a synopsis of the story. Engage the child in conversation about the book. Leave opportunities for him/her to discover some of the characters and situations independently. Depending on the child, you may need to say the repetitive phrase, “Eeek! We must get rid of that mouse!”

An independent introduction is used with a student who is reading successfully at this book level. An example of this type of introduction using the same book, would simply be to read the title and give the child a brief synopsis. Encourage the student to read the book independently to find out who solved the problem of the mouse in the house.



Learning about Print and Learning about Words

Knowing how print conventions work is critical for the beginning reader. The *Learning about Print* section will alert you to punctuation marks, capitalization, page layout, number of lines of text and unusual features of print such as word bubbles.

The *Learning about Words* section provides opportunities for word study before, during or after the story. Blends, digraphs, compound words, word families, parts of speech, as well as vocabulary development, are easily referenced for quick, effective planning.

Teachers can select the skills that best fit the students' needs at any given time. Teaching can take place individually, in small groups or in flexible groups (ones where children come and go according to need). Books can be revisited when new skills are introduced or reinforced. It would not be appropriate to cover all the skills listed under each of these sections at one time. Think flexibly as you plan for your students.

Assessment Opportunities

The *Assessment Opportunities* section of this guide parallels the *Learning about Print* and *Learning about Words* sections of the guide. Teachers can choose the skills or strategies previously taught and assess these during independent or small group reading of the book. For a more accurate assessment of a book at an instructional level, the teacher will want to assess a child's second reading of the book. For a child reading at an independent level, assessing during the first reading is appropriate. Observation and evaluation of the activities in *After the Last Page* and *Throughout the Day* provide authentic assessment opportunities.

Show What You Know is a special section of the resource guide to help you use a child's responses to a specific book as an authentic assessment. These activities are indicated with an asterisk throughout the various sections of this guide. These documents are perfect for portfolios.

Using little books, teachers can assess each child's reading ability through benchmarking. Choosing one title to have each child read as a benchmark, creates a standard for the class at a particular time. This enables the teacher to identify each child's strengths and needs. As a result, attention can be directed to the strategies that need to be taught. Use the *Resource Guide* to choose appropriate books for this direct instruction. Benchmarking can lead to more clearly defined standards and expectations on the school, district, county and statewide level.

After the Last Page, Throughout the Day and Read on...

Reading and writing naturally extend into all areas of the curriculum. Many different types of activities are highlighted in the *After the Last Page* and *Throughout the Day* sections.

A special feature of *Throughout the Day* is the *Problem-Solving* section. Just like reading and writing, problem-solving is a skill necessary in everyday life. Individuals capable of finding and solving problems also become risk-takers and decision-makers. Problem-solving can be practiced and enhanced using little books. You will naturally discover and devise unique experiences based upon the needs and interests of your students.

A thematic unit can include a collection of little books for independent and instructional reading as well as read-aloud books. The *Read on...* section of this guide provides a list of books for your reference.

The Home Connection

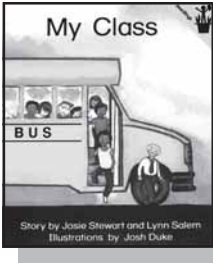
The suggested activities in this section are a perfect way to promote Home and School working together toward a common goal—a child's literacy development.

Extending reading and related activities into the home reinforces and enriches a student's literacy experiences. Parents will be eager to read books with their child that the child **can** read successfully. An on-going take-home reading program keeps parents informed of books shared, classroom themes and student progress.

Summary

This *Resource Guide* is just that—a guide to help you as the planner for the children and parents you serve. You will find success using Seedling books and the *Resource Guide* as you plan for reading lessons, themes and authentic assessment. Your students will benefit from the delightful stories, clear, bold print and picture book quality art as well as the variety of reading levels. Parents will have opportunities to become engaged in their child's reading success with books that are just-the-right challenge for their young reader.

However, these books will not always be used in a structured reading setting because we hope that you, your students and their parents will, at times *just have fun reading*. Reading for enjoyment at an early age is paramount to becoming a life-long reader. Celebrate your students' accomplishments as they take those first steps to becoming independent readers.



My Class

By Josie Stewart and Lynn Salem

8 pages/14 words



Synopsis

It's picture day! Counting the number of girls and boys on each page equals all the children smiling in the class picture.

Before the First Page

Form groups of 1, 2, 3, 4, 5 and 6 children. One child in each group holds the number word card appropriate for the group (one, two, three, etc.). Allow the children to regroup themselves, then choose the correct number word card. Read the title of the book to the children. Discuss getting ready for a class picture and the teacher needing to count all the children to be sure **“my class”** is present.

Set-Up for Success

Open the book to the full cover showing the children arriving on the school bus. Then show the title page and mention the photographer setting up for picture day. Encourage the children to read and help the teacher count all the children in the class.

Independent Reading and Guided Reading – Students may need support with **My class**, page 8.

Learning about Print

- 1-1 correspondence with words and pictures, i.e., counting 4 boys.
- Directionality.
- Using pictures.

- Using patterns in text – counting.
- Environmental print – **SCHOOL BUS** on cover, **PICTURE DAY** on sign, on page 1.

Key Words and Phrases

girls boys

Learning about Words

The vocabulary in this book provides opportunities to introduce, practice or enrich the following:

- Number words.
- Forming plurals using **s**.

Assessment Opportunities

The following problem-solving behaviors can be observed and recorded:

- Knowing where to begin reading.
- Reading the left page before the right page.
- Demonstrating 1-1 correspondence.
- Using pictures as a source of information.
- Knowing number words.
- Using the story pattern to predict text.
- Retelling the story.

After the Last Page

- Use a variety of materials to write number words. Magnetic letters, board chalk and sidewalk chalk, finger paint, letter stamps, saltbox/sandbox, soap, or shaving cream.
- Play “I spy...” using number words.
- Match numerals and number words using index cards, board games or erase boards.
- Make a book of the class with photos of classmates grouped in different numbers.

- * Rewrite the book as *My Family* (with or without the extended family) or *My Team*.
- Make a book labeling things in the classroom, i.e., one pencil sharpener, two chalkboards.

Throughout the Day

Math

- Make a counting book. Students choose a theme.
- Graph the number of boys and girls in the class and in another classroom. Compare.
- Sort classmates into groups by hair color, glasses, shoes, etc.
- Match number word cards to cards with pictured items of the same number.
- * Write a story problem about picture day. Use number words. Act out the problems.

Problem-Solving

- * Using the numbers and illustrations from the book, calculate how many children are in *My Class*. How many are girls and how many are boys?

Social Studies

- Make a family book with various groupings of family members.
- Make a class photo album.
- Read a multicultural book to the class.

The Home Connection

Parents can share their elementary school pictures and childhood memories of a favorite teacher. Ask grandparents to share recollections of the child's parent attending school or how the "first day of school" felt for them.

* Show What You Know - a document to keep

Activities marked with an asterisk (*) are appropriate for assessment.

Read on...

Anno, Mitsumasa. *Anno's Counting House*.

Baer, Edith. *This Is the Way We Go to School*.

Bordelon, Carolyn. *Octopus Goes to School*.

Burningham, John. *John Patrick Norman McHennessy—The Boy Who Was Always Late*.

Delacre, Lulu. *Time for School Nathan*.

Denslow, Sharon Phillips. *Bus Riders*.

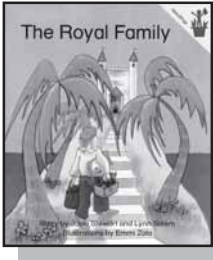
Hennessy, B. G. *School Days*.

McCully, Emily Arnold. *School*.

Salem, Lynn and Josie Stewart. *What A School*.

Willard, Nancy. *Simple Pictures Are Best*.





The Royal Family

By Josie Stewart and Lynn Salem

8 pages/17 words



Synopsis

The king, the queen, the prince and the princess are having their portrait painted. The royal dog and royal cat decide to join in the fun and end up creating havoc.

Before the First Page

List as many fairy tales as the children can recall that include a king, queen, prince and/or princess. If needed, introduce some traditional tales. Explain that prior to photography portraits were painted, particularly of the royalty.

Set-Up for Success

Read the synopsis and have the students look through the book.

Independent Reading and Guided Reading – Students may need support with **royal**.

Learning about Print

- 1-1 correspondence.
- Directionality.
- Learning to draw on prior knowledge of story characters.
- Using the pictures to make meaningful predictions of unfamiliar words.
- Capital (**T**) and lower case (**t**) letters – page 7. Locate the same letter at the beginning of a word and at the end of a word – **The, cat.**

Key Words and Phrases

The royal

Learning about Words

The vocabulary in this book provides the opportunities to introduce, practice or enrich the following:

- Using beginning letters and sounds to solve unfamiliar words.
- Using magnetic letters to make basic vocabulary words: **the, cat, dog**. Locate the words in the book. Note that all three words have three letters.
- Word family – **cat.**

Assessment Opportunities

The following problem-solving behaviors can be observed and recorded:

- * Locating a letter and a word.
- * Demonstrating 1-1 correspondence.
- Using the beginning letter and sound to monitor.
- Using pictures as a source of information.
- * Retelling the story recalling the humor.

After the Last Page

- Write a new book entitled *My Family*.
- Paint a portrait of someone in the class or create a self-portrait.
- Invite the art teacher to talk to the class.
- Write a story entitled “When I Become Queen/King....”
- Interview an artist.
- Write a story in which a dog and/or a cat create havoc.

Throughout the Day

Math

- Make a counting castle. Use *Anno's Counting House* as a model.
- Graph the number of people in each student's family.
- Build a castle from blocks. Identify the shapes used.

Problem-Solving

- * List ways to get the dog and cat to sit still for the painting.
- List ways the artist can fix his painting now that paw prints are on it.

Social Studies

- Discuss the difference between a king and a president.
- Show on a map or globe countries that have a royal family.
- Relate the royal family to a child's own family. Example: Dad/King, Mom/Queen.

Science

- Experiment with watercolors or food dyes.

The Home Connection

- Ask parents to share a family portrait possibly from previous generations and "introduce" the members to this generation.
- Create a family tree.
- Build a sandcastle in a sandbox.
- Locate the countries of your family's origins on a map or globe.

* Show What You Know - a document to keep

Activities marked with an asterisk (*) are appropriate for assessment.

Read on...

Andersen, Hans Christian. *The Princess and the Pea*.

Anno, Mitsumasa. *Anno's Counting House*.

Grimm, Brothers. *Twelve Dancing Princesses*.

Hutchins, Pat. *King Henry's Palace*.

Lobel, Arnold. *Prince Bertram the Bold*.

Macaulay, David. *Castles*.

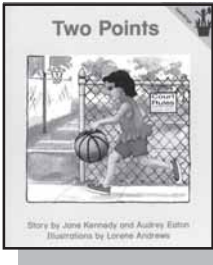
West, Colin. *The King of Kennilwick Castle*

West, Colin. *The King's Toothache*.

Ziefert, Harriet. *The Prince Has a Boo-boo*

Ziefert, Harriet. *The Prince's Tooth Is Loose*.





Two Points

By Jane Kennedy and Audrey Eaton

8 pages/40 words



Synopsis

A girl tries shooting a basketball until she succeeds with loads of support from her friends. This story is a great self-concept builder.

Before the First Page

Discuss the concept of trying again and again. Give the children an opportunity to tell about a time that they had to try hard. Discuss ways to give encouragement to each other. If time permits, read *The Little Engine That Could* by Walter Piper.

Discuss the scoring of two points per goal in basketball.

Set-Up for Success

While introducing the book, use phrases such as “**He shoots the ball.**” and then ask: “Will it go in?” or “Will it miss?” This leads the children to use the language in the book, i.e., “**It misses.**” and “**It goes in.**”

Independent Reading – Students may need support with **goes**, page 2.

Guided Reading – Review the suggestions for *Independent Reading*. Include support for learning to read in the present tense and for **shoot(s)**, pages 2 and 3.

Learning about Print

- Directionality and return sweep.
- 1-1 correspondence.

- Using an exclamation point to change intonation.
- Environmental print – **Court Rules** sign (Front Cover).
- Punctuation marks – period, exclamation point.

Key Words and Phrases

I It in the he she

Learning about Words

The vocabulary in this book provides opportunities to introduce, practice or enrich the following:

- Digraphs – **she, shoot(s).**
- Using magnetic letters to make word families – **ball, it, in.**
- Using **s** and **es** to form new words – **go(es), shoot(s).**

Assessment Opportunities

The following problem-solving behaviors can be observed and recorded:

- Demonstrating 1-1 correspondence with return sweep.
- Using pictures as a source of information.
- Using the beginning letter and sound to monitor.
- Reading repetitive, patterned text fluently.
- Using high frequency words to monitor – **it, in, the.**
- * Retelling the story. Ask the children to give a brief summary of the story. Invite their personal response by prompting the children to share a time they had to try again and again.

After the Last Page

- Make a class chart on which each child records a success.
- Write about a time someone supported you or gave you encouragement.
- Write a story about a favorite sport.
- Create a book about another sport, following the story pattern.
- Have a “practice makes perfect” event in various centers, i.e., jacks, bouncing a super ball, hopscotch. Keep a math journal showing results from the practice sessions. Discuss the effects of practice.
- Make stick puppets. Dramatize the story in the book or “the next event.”

Throughout the Day

Math

- Practice skip counting by twos, fives, tens. (Count 5 points for each basket, then 10 points for each.)
- Use geometric circles of various sizes to create a game.
- Make a list of things that come in twos, i.e., mittens, eyes.

Physical Education/Math

- Shoot a basketball. Tally and chart how many balls go in and how many miss.
- Run relay races to encourage teamwork.

Problem-Solving

- Give children the opportunity for peer teaching of some aspect of a game, i.e., shooting the ball.
- If 56 points were scored, how many baskets were made?
- Compare scoring systems in other sports, i.e., hockey (1 point), football (6 points).

Social Studies

- Plan a class activity that involves teamwork, i.e., creating a mural, planning a puppet show, organizing the bookshelves.

The Home Connection

- Play a basketball game or have a shooting contest.
- Attend a basketball game as a family or watch a game on television.
- Bake round cookies and decorate like basketballs or cover round rice cakes with honey.

* Show What You Know - a document to keep

Activities marked with an asterisk (*) are appropriate for assessment.

Read on...

Dickmeyer, Lowell. *Basketball Is for Me*.

Hennessy, B. G. *Olympics!*

Kraus, Robert. *Leo the Late Bloomer*.

Krauss, Ruth. *The Carrot Seed*.

McMillan, Bruce. *One, Two, One Pair!*

Norworth, Jack. *Take Me Out to the Ballgame*.

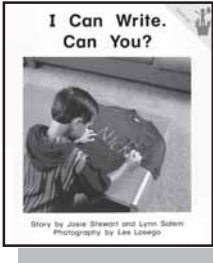
Piper, Watty. *The Little Engine That Could*.

Rosenthal, Bert. *Basketball*.

Salem, Lynn and Josie Stewart. *It's Game Day*.

Steig, William. *Brave Irene*.





I Can Write. Can You?

By Josie Stewart and Lynn Salem
8 pages/30 words



Synopsis

All those first words children write—Mom, Dad, zoo—are in print and in Nick’s handwriting. Photographs capture functional settings for beginning writers.

Before the First Page

Give the children five minutes to write all the words they know. If their written vocabulary is minimal at this point, have the children work in pairs or write their 1 to 2 known words using as many different mediums as possible (chalk, markers, paint, pens). Now form the known words using magnetic letters, foam letters, clay, etc.

Have the children work in groups to make the known words by using their bodies to form the letters or by holding giant letter cards.

Set-Up for Success

Introduce the book by letting the children guess what word Nick might be writing based on the picture or the beginning letter. Encourage students to indicate any of the words they can read or write.

Independent Reading – Students may need support with **And you can too!**, page 8. Help the children make the connection to **and**, page 7.

Guided Reading – Review the suggestions for *Independent Reading*. Include locating **can** on each page.

Learning about Print

- Directionality.
- 1-1 correspondence.
- Capitalization of **I** as a pronoun and of proper names **Nick** (back cover).
- Punctuation marks – period, question mark, exclamation point.

Key Words and Phrases

I can write

Learning about Words

The vocabulary in this book provides opportunities to introduce, practice or enrich the following:

- High frequency words – **I, me, cat, zoo, go, can, Mom, and, Dad.**
- Silent **w** – **write.**
- Word families – **can, me.**

Assessment Opportunities

The following problem-solving behaviors can be observed and recorded:

- Demonstrating 1-1 correspondence.
- Using pictures as a source of information.
- Using the beginning letters and sounds to solve unfamiliar words.
- Using the sentence pattern to predict text.
- Using high frequency words to monitor.

After the Last Page

- Shared writing activity: “I can write...”
- Create words with magnetic letters.
- * Rewrite the story using a different verb, i.e.,

"I see..." or "I know..."

- Write a letter to a parent, sibling, friend or Santa.
- * Writing vocabulary checkpoint. Have students write all the words they know.
- Write on the sidewalk or playground with chalk.
- Use alphabet cereal and create words.
- Alphabetize all the words Nick wrote in the book.
- Create a Word Wall. As children learn new words, write the words on cards. Alphabetize them and display where the children can use the wall as a reference. Illustrate when possible.
- Provide a personal dictionary to write words that are important to each child's personal writing.
- Word in a Bag. Write high frequency words on index cards. Drop the cards in a bag. Each day a child can draw a word out of the bag, read it and use it in a sentence. Illustrate the sentence.

Throughout the Day

Math

- Write a book entitled *I Can Count. I Can Add. I Can Make Patterns*, using math concepts.



Problem-Solving

- Record the students' suggestions of ways to get help with an unfamiliar word.

Social Studies

- Write an *All about Me* book including address and phone number.

Science

- Explore various writing instruments (rocks, berries, pencils, quill feathers).

Health

- Write an *I Can Eat...* book of healthy foods.

The Home Connection

- Bake cookies in letter shapes or use gelatin to cut out letters.
- Use shaving cream or soap to write words in the bathtub.
- Make words with clay.
- Cut out known words from magazines or newspapers.

* Show What You Know – a document to keep

Activities marked with an asterisk (*) are appropriate for assessment.

Read on...

Campbell, Rod. *Dear Zoo*.

Hoban, Lillian. *Arthur's Pen Pal*.

Lionni, Leo. *The Alphabet Tree*.

Lobel, Arnold. "The List." *Frog and Toad Together*.

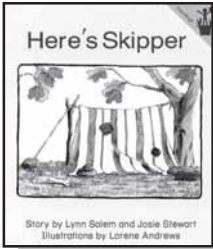
MacDonald, Suse. *Alphabatics*.

Martin, Jr., Bill, and J. Archambault. *Chicka Chicka Boom Boom*.

Pulver, Robin. *The Holiday Handwriting School*.

Salem, Lynn and Josie Stewart. *Notes From Mom*.

Stewart, Josie and Lynn Salem. *Notes to Dad*.



Here's Skipper

By Lynn Salem and Josie Stewart

8 pages/28 words

Available in Spanish



Synopsis

An energetic dog emerges from a tent to play with his owner, a young girl.

Before the First Page

Sing the song “Head, Shoulders, Knees and Toes” with the children.

Set-Up for Success

Predict what would be seen as a friend crawls out of a tent. As students survey the illustrations, discuss what they would see as a dog comes out of the tent. For a highly supportive introduction, use the vocabulary of the book during the discussion, particularly the word **here**.

Independent Reading – Students may need support with **are**, page 3.

Guided Reading – Review the suggestions for *Independent Reading*. Include support for **ears**, page 3; **paws**, page 5; **body**, page 6. Point to the parts of the dog in the illustrations.

Learning about Print

- 1-1 correspondence.
- Directionality.
- Using pictures.
- Punctuation marks – period, exclamation point.
- Capitalization of proper nouns – **Skipper**.
- Capital (**H**) and lower case (**h**) letters on the same page – **Here**, **his**.

Key Words and Phrases

Here are his

Here is his

Learning about Words

The vocabulary in this book provides opportunities to introduce, practice or enrich the following:

- Contractions – **here's**.
- Proper nouns and pronouns – **his**, **Skipper**.
- **H** sound – **here**, **his**.
- Demonstrate changing **is** to **his** using magnetic letters.
- Using **is** for singular and **are** for plural.

Assessment Opportunities

The following problem-solving behaviors can be observed and recorded:

- Using 1-1 correspondence.
- Using pictures as a source of information.
- Recognizing high frequency words – **here**, **is**, **are**, **my**.
- Noticing the transition between **is** and **are**.
- Using beginning letters and sounds to solve unfamiliar words.
- Retelling the story.

After the Last Page

- Write the song “Head, Shoulders, Knees and Toes” on sentence strips. Illustrate with small pictures. Sing or read while pointing to the words of the song.
- Rewrite *Here's Skipper* as *Here's* _____.
- * Write a story entitled “If I Had a Pet....”

- Write about a dog or pet, include details of naming and caring for the pet.
- Compare the heads, tails and feet of different dogs and/or other animals.

Throughout the Day

Math

- Graph favorite kinds of dogs and/or pets.
- * Sequence the story.
- Survey how many children have a dog. Tally the results.
- Make patterns with animal footprints.
- Put black and white fabric on a ruler and measure objects in “dog tail” units.
- Chart animals according to size from smallest to largest.
- Use blocks to build a dog house.

Problem-Solving

- Estimate how many dog bones are in a jar.
- Create story problems using animal crackers or dog bones.

Social Studies

- Discuss pet care responsibility.

Science

- Learn about the five senses. Compare to a dog’s five senses. Discuss how a dog’s senses (such as Seeing Eye dogs) aid humans.
- Compare how fast different animals move.
- Discuss specific characteristics of animals – turtle/shell, elephant/trunk, dog/paws, etc.

The Home Connection

- Take a dog for a walk.
- Make a tent with a blanket.
- Parents share childhood stories about family pets.

* Show What You Know – a document to keep

Activities marked with an asterisk (*) are appropriate for assessment.

Read on...

Campbell, Rod. *Dear Zoo*.

Carle, Eric. *From Head to Toe*.

Give a Dog a Bone: Stories, Poems, Jokes and Riddles about Dogs. Comp. Cole, Joanna and Stephanie Calmenson.

Goennel, Heidi. *My Dog*.

Hains, Harriet. *My New Puppy*.

Hill, Eric. *Where’s Spot?*

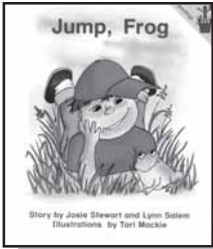
Keats, Ezra Jack. *Pet Show*.

Martin, Bill and J. Archambault. *Here Are My Hands*.

Smyth, Gwenda. *A Pet for Mrs. Arbuckle*.

Wildsmith, Brian. *Give a Dog a Bone*.





Jump, Frog

By Lynn Salem and Josie Stewart

8 pages/33 words



Synopsis

A frog follows a boy home after a romp around the pond.

Before the First Page

Play leapfrog. Say “**Jump, Frog.**” on every jump.

Set-Up for Success

This book does not need a detailed introduction. The patterned text and pictures will support the story.

Independent and Guided Reading –Students may need support with **rock**, page 3. Assist students with 1-1 correspondence as needed.

Learning about Print

- 1-1 correspondence.
- Directionality.
- Punctuation marks – period, exclamation point.
- Capital (**A, J**) and lower case (**a, j**) letters on the same page – **A, a; Jump, jump.**

Key Words and Phrases

A frog can jump to

Learning about Words

The vocabulary in this book provides opportunities to introduce, practice or enrich the following:

- Word family – use magnetic letters to make **can, ran, man, fan.**

- Plurals – **frogs.**
- Using beginning letters and sounds to problem-solve unfamiliar words.

Assessment Opportunities

The following problem-solving behaviors can be observed and recorded:

- Using pictures as a source of information.
- Using beginning letters and sounds.
- Attempting to self-correct errors.
- 1-1 correspondence.
- Using the story pattern to predict text.
- Retelling the story or sharing a personal experience.
- Using high frequency words to monitor reading.

After the Last Page

- Create a new adventure about a frog.
- Create a listening center with frog books and tapes.
- Write a class story about what happens next in *Jump, Frog.*
- Play with frog puppets or stuffed animals.
- Collect tadpoles. Keep a diary of their growth.

Throughout the Day

Math

- Have a long jump. Measure each jump in inches.
- Count how many frogs are on page 8. Imagine they go away one by one. Count backwards.

Problem-Solving

- * How many frog legs are on page 8? Count by twos.

Science

- Study the life cycle of frogs.

Health

- Hop like a frog for one minute. Take your pulse following this exercise.

The Home Connection

- Sing the song “Froggie Went a-Courting.”
- Make a frog puppet by folding a paper plate in half to form a mouth. Add legs and eyes.

*** Show What You Know** – a document to keep

Activities marked with an asterisk (*) are appropriate for assessment.

Read on...

Back, Christine. *Tadpole and Frog*.

Brown, Marc Tolon. *Can You Jump Like a Frog?*

Froggie Went a-Courting. Illus. by Chris Conover.

Kalan, Robert. *Jump, Frog, Jump*.

Lionni, Leo. *It's Mine*.

Lobel, Arnold. *Frog and Toad Are Friends*.

London, Jonathan. *Froggy Gets Dressed*.

Maris, Ron. *Better Move On, Frog!*

Weisner, David. *Tuesday*.

West, Colin. *“Pardon?” Said the Giraffe*.





Runaway Monkey

By Lynn Salem and Josie Stewart

8 pages/39 words



Synopsis

This runaway monkey is found in the most unusual places. Follow the zookeeper as she chases the monkey throughout his adventure.

Before the First Page

Place a monkey puppet or stuffed animal in unusual places. Take turns stating where the monkey is located. Example: “The monkey is in a desk.” Take photographs of all the places the children put the monkey puppet.

Set-Up for Success

This book does not need a detailed introduction. The patterned text and pictures will support the story.

Independent and Guided Reading – Students may need support with **cage**, page 7.

Learning about Print

- 1-1 correspondence.
- Directionality.
- Punctuation marks – period.
- Using pictures.

Key Words and Phrases

A monkey is in a zoo

Learning about Words

The vocabulary in this book provides opportunities to introduce, practice or enrich the following:

- Using magnetic letters to change **is** to **in**. Try making **it** and **if**.

- Capital letters at the beginning of sentences.
- Using beginning letters and sounds to solve unfamiliar words.

Assessment Opportunities

The following problem-solving behaviors can be observed and recorded:

- Using pictures as a source of information.
- Using beginning letters and sounds to solve unfamiliar words.
- Attempting to self-correct errors.
- Using 1-1 correspondence.
- Using the story pattern to predict text.
- Retelling the story or sharing a personal experience.
- Using high frequency words to monitor reading.

After the Last Page

- Make a book using the photographs and the statements from *Before the First Page*.
- Compare the realistic and make-believe parts of the story.
- Write another adventure for the monkey. Use a felt board to illustrate.

Throughout the Day

Math

- Sequence the story in order by numbering student-drawn pictures.

Problem-Solving

- Draw pictures of ways to get the “Runaway Monkey” back to the zoo.

Social Studies

- Learn about the role of a zookeeper.

- * Make a map that traces the monkey's adventure.
- Locate on a world map where monkeys live.

Science

- Make a collage of zoo animals and another collage of domestic animals.
- Research the following question: Is any species of monkey endangered?

Art

- Make clay models of zoo animals.

The Home Connection

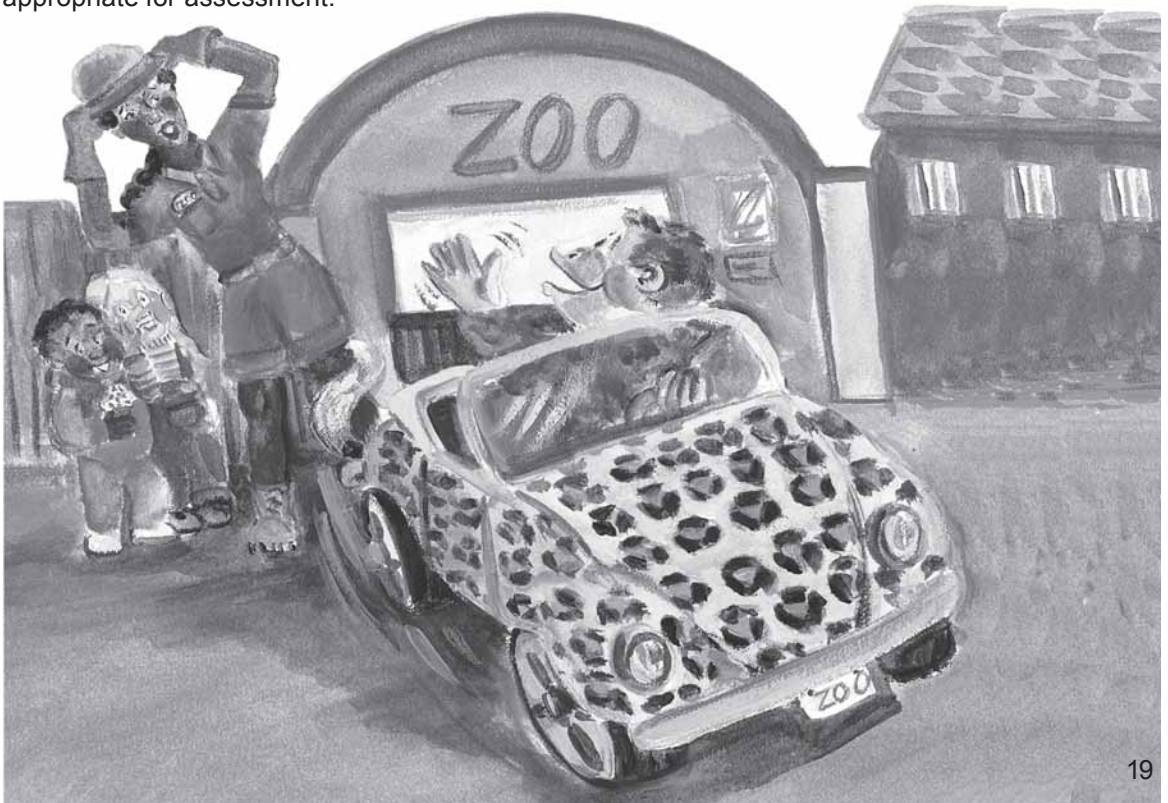
- Visit a zoo and observe the monkeys.
- Circulate the class book of the monkey's adventures.
- Read a Curious George book.

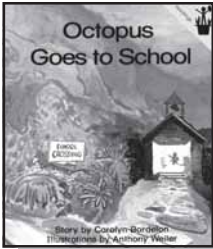
*** Show What You Know** - a document to keep

Activities marked with an asterisk (*) are appropriate for assessment.

Read on...

- Aitken, Amy. *Kate and Mona in the Jungle*.
 Galdone, Paul. *The Monkey and the Crocodile*.
 Hoffman, Mary. *Animals in the Wild: Monkey*
 Pomerantz, Charlotte. *Whiff, Sniff, Nibble and Chew: The Gingerbread Boy*
 Rathmann, Peggy. *Goodnight, Gorilla*.
 Rey, H. A. *Curious George Gets a Medal*.
 Sachar, Louis. *Monkey Soup*.
 Slobodkina, Esphyr. *Caps for Sale*.
 Wolkstein, Diane. *The Cool Ride in the Sky*
 Woodruff, Elvira. *Mrs. McCloskey's Monkeys*.





Octopus Goes to School

By Carolyn Bordelon

8 pages/42 words



Synopsis

Even an octopus must gather supplies around his cave as he prepares to wave good-bye to mom on his way to school.

Before the First Page

Play “What’s Missing?” with school supplies. Lay several items out on a table. One student takes something away while the rest of the group is not looking. The other students guess what is missing.

Set-Up for Success

Refer to the school supplies that are used in the game as the pictures in the book are previewed. Page 8 (**his fish for the teacher** / an apple for the teacher) can be left for the children to discover when reading. Help them to notice that the octopus got ready for school just as they did.

Independent Reading – Students may need support with **ready**, page 1.

Guided Reading – Review the suggestions for *Independent Reading*. Include support for **got** and **his**, page 1.

Learning about Print

- 1-1 correspondence on multiple lines of text.
- Directionality on multiple lines of text.
- Punctuation marks – period, exclamation point, ellipsis (...).

- Capital (**H**) and lower case (**h**) letters on the same page.
- Environmental print – **SCHOOL CROSSING, SWIM SLOWLY**, signs on book cover.

Key Words and Phrases

he got his

Learning about Words

The vocabulary in this book provides opportunities to introduce, practice or enrich the following:

- Word family – Use magnetic letters to make **he, she, we, be, me**.
- Word segments – **got**.
- Plurals – **books, crayons, scissors**.
- Proper nouns and pronouns – **Octopus, he, his**.

Assessment Opportunities

The following problem-solving behaviors can be observed and recorded:

- 1-1 correspondence on multiple lines of text.
- Using pictures as a source of information.
- Using beginning letters and sounds.
- Attempting to self-correct errors.
- Using the story pattern to predict text.
- Retelling the story or offering a personal experience.

After the Last Page

- Create a list of school supplies.
- Role-play giving someone a gift.
- * Write a story entitled “If I Had Eight Legs....”
- Research what an octopus eats. Create an appropriate “lunch.”

Throughout the Day

Math

- Add and subtract facts of eight.
- Use geoboards to make octagons.
- Display different school supplies. Place a value on each item between 1¢ and 10¢. Add and subtract.

Problem-Solving

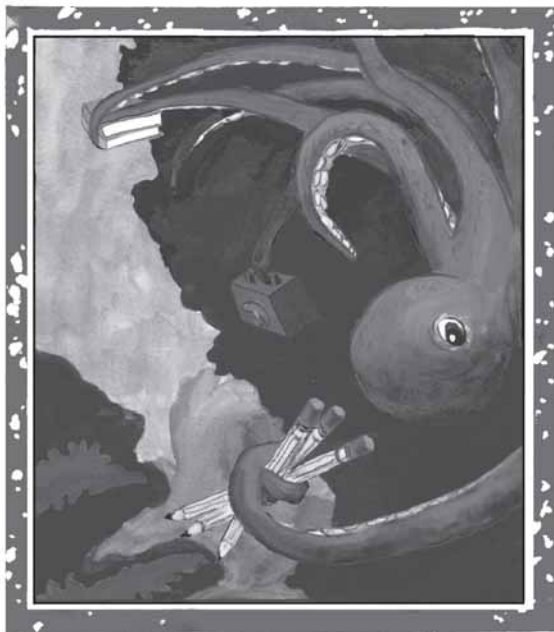
- * How many legs do six octopi have? Seven? Draw a picture to solve.
- Brainstorm things found in eights. Example: legs of insects, sides of a stop sign, packages of markers or crayons.

Social Studies

- Create a map for ocean creatures using environmental print (book cover).
- Encourage children to take responsibility for packing their book bags in the evening.

Science

- Watch a video about sea life or octopi. Write fact books about an octopus.
- Discuss other creatures that live in the sea. Research one animal.
- Research spiders (eight legs).



Art/Health

- Decorate a small brown lunch bag with pictures of octopi. Place a healthy lunch in the bag.

The Home Connection

- Fill a basket with school supplies to keep in a study area at home.
- Eat fish crackers while reading.
- Practice math facts up to 8 using fish crackers as manipulatives.

* Show What You Know – a document to keep

Activities marked with an asterisk (*) are appropriate for assessment.

Read on...

Baer, Edith. *This Is the Way We Go to School*.

Cazet, Denys. *A Fish in His Pocket*.

Chapman, Carol. *Herbie's Troubles*.

Delacre, Lulu. *Time for School Nathan*.

Ehlert, Lois. *Fish Eyes*.

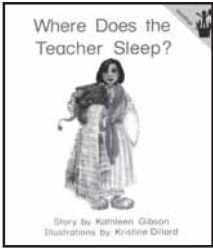
Heller, Ruth. *How to Hide an Octopus*.

Hennessey, B.G. *School Days*.

Krauss, Robert. *Herman the Helper*.

Lionni, Leo. *Swimmy*.

Most, Bernard. *My Very Own Octopus*.



Where Does the Teacher Sleep?

By Kathleen Gibson

8 pages/50 words



Synopsis

In this interactive story the students question if their teacher sleeps in various locations of the school.

Before the First Page

Have students draw where the teacher could sleep in a school. Share these pictures.

Set-Up for Success

Inform students that the children in this class want to know where their teacher sleeps. Guide the students through the question and answer format leaving the last page for them to discover as they read.

Independent Reading – Students may need support with **Where**, page 7.

Guided Reading – Review the suggestions for *Independent Reading*. Include support for **Do**, page 1; **don't**, page 2.

Learning about Print

- Punctuation marks – period, comma, question mark, apostrophe used in contractions.
- Capitalization of **I** as a pronoun.

Key Words and Phrases

Do you sleep in the No, I don't sleep in the

Learning about Words

The vocabulary in this book provides opportunities to introduce, practice or enrich the following:

- Contractions – **don't**.
- Blends – **sleep**.

Assessment Opportunities

The following problem-solving behaviors can be observed and recorded:

- Using beginning letters and sounds.
- Using pictures as a source of information.
- Using expression when reading questions.
- Pausing for commas.

After the Last Page

- Rewrite the book as *Where Does the _____ Sleep?*
- Interview various teachers about their hobbies and interests. Tally the results. Write a book following the pattern. Example: *What Does the Teacher Do on the Weekend?*
- * Design pajamas using patterns.
- In a creative dramatics center, role-play being the teacher, the principal, the janitor.
- Write about the sounds that you would hear if you slept at school: bells, janitors, vacuuming, etc. Compare these to the sounds you hear at home.
- Share favorite bedtime stories.

Throughout the Day

Math

- Take a survey. "What do you take to bed?" Tally the results.

Problem-Solving

- Using a map of your school, determine how many different ways the teacher can get from the office to the classroom, to the cafeteria.
- * The teacher has one feather pillow and one foam pillow. She has one wool blanket and one cotton blanket. How many different combinations can she make?

Social Studies

- Share lullabies and bedtime stories from different cultures.
- Make a list of all the possible places to sleep.

Science

- Discuss nocturnal animals.
- * Create a nighttime museum that includes nocturnal animals.

Health

- Discuss ideas of what you can do if you can't sleep.
- Discuss the proper amount of sleep needed for children of this age.

*** Show What You Know** – a document to keep

Activities marked with an asterisk (*) are appropriate for assessment.

Read on...

Arnold, Tedd. *No Jumping on the Bed!*

Cowley, Joy. *Where Is Miss Pool?*

Feder, Paula Kurzband. *Where Does the Teacher Live?*

Ginsburg, Mirra. *Asleep, Asleep.*

Hutchins, Pat. *Good-Night, Owl.*

Johnson, Jean. *Teachers A to Z.*

Waber, Bernard. *Ira Sleeps Over.*

Weiss, Leatie. *My Teacher Sleeps in School.*

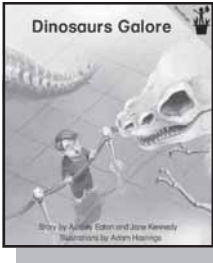
Wildsmith, Brian. *The Owl and the Woodpecker.*

Wood, Audrey. *The Napping House.*

The Home Connection

- Tell bedtime stories.
- Have a slumber party.
- Make a list of all the places your family has slept.
Example: grandma's, friend's, hotel.
- Circulate a book with a teddy bear to be an at-home reading pal.





Dinosaurs Galore

By Audrey Eaton and Jane Kennedy

8 pages/34 words



Synopsis

Any child with a passion for collecting will relate to Dan, who loves dinosaurs right down to the dinosaur cookie in his lunchbox.

Before the First Page

Have the students tell about a collection that belongs to them or a family member.

Set-Up for Success

Discuss the term **galore**. Make reference to the students' collections discussed in *Before the First Page*. Encourage the children to name all the places they see dinosaurs in the book. Have the children repeat "**Munch, munch, munch.**" from page 8.

Independent Reading – Students may need support with **makes**, page 5; **munch**, page 8.

Guided Reading – Review the suggestions for *Independent Reading*. Include support for the repetition of the word **dinosaurs**, page 2.

Learning about Print

- Directionality on two lines of text, page 2.
- Capitalization of proper nouns – **Dan**.
- Capitalization at the beginning of a sentence – **Dinosaurs**.

Key Words and Phrases

Dinosaurs Dan He

Learning about Words

The vocabulary in this book provides opportunities to introduce, practice or enrich the following:

- Proper nouns and pronouns – **Dan, He**.
- Compound words – **backpack, lunchbox**.
- Plurals – **dinosaurs**.
- Digraphs – **shirt, munch, lunchbox**.
- Word families – **Dan, he**.

Assessment Opportunities

The following problem-solving behaviors can be observed and recorded:

- Accurate directionality on two lines of text.
- Using pictures as a source of information.
- Reading high frequency words easily.
- Using beginning and ending sounds to monitor.

After the Last Page

- Museum Tour. Have the students bring a few items from their collections. Create labels for the items as in a museum. Display the items on the students' desks. Take a walking tour of the classroom museum.
- * Write a story about a collection. Use the book as a pattern.

Throughout the Day

Math

- * Organize models or paper cutouts of dinosaurs by size.
- Walk the length of a dinosaur.

- Cut out a life-size model of a dinosaur footprint. How many shoes fit inside?

Problem-Solving

- * Read *The Plant Sitter* by Gene Zion. Write a solution for collections that get out of control.

Social Studies

- Ask a collector to visit the class and share a collection. Write thank-you notes after the visit.

Science

- Write dinosaur reports.
- Compare the size of dinosaur eggs to other animal eggs.
- Sort pictures of meat-eaters and plant-eaters.

The Home Connection

- Start a collection of something that interests the whole family.

*** Show What You Know** – a document to keep

Activities marked with an asterisk (*) are appropriate for assessment.

Read on...

Aliki. *Digging Up Dinosaurs.*

Baylor, Byrd. *If You Are a Hunter of Fossils.*

Emberley, Michael. *More Dinosaurs! and Other Prehistoric Beasts.*

Erickson, Betty. *Big Bad Rex.*

Joyce, William. *Dinosaur Bob and His Adventures with the Family Lizardo.*

Most, Bernard. *Four and Twenty Dinosaurs.*

Most, Bernard. *If the Dinosaurs Came Back.*

Sterne, Noelle. *Tyrannosaurus Wrecks: A Book of Dinosaur Riddles.*

Strickland, Paul and Henrietta. *Dinosaur Roar!*

Zion, Gene. *The Plant Sitter.*





Boxes, Boxes, Boxes

By Lynn Salem and Josie Stewart

8 pages/63 words



Synopsis

Children rescue a big box from a store, then their imaginations go to work. Their final idea for the demolished box is delivering it to the recycling center.

Before the First Page

Have students share an idea of something to do with a box. “We could make a _____.” Give students an opportunity to choose one of the ideas.

Set-Up for Success

As students survey the pictures, introduce the characters, Andy and Pam. Guide students to carefully look at the cover and page 1 to observe that Andy and Pam are taking a box home.

Independent Reading – Students may need support with **queen**, page 3; **astronauts**, page 5.

Guided Reading – Review the suggestions for *Independent Reading*. Include support for **What**, page 2.

Learning about Print

- Punctuation marks – period, comma, question mark, quotation mark, apostrophe used in contractions.
- Directionality on multiple lines of text.
- Capitalization of **I** as a pronoun.
- Capitalization of proper nouns – **Andy, Pam**.

Key Words and Phrases

What can we do with our box?

Let’s now make and

Learning about Words

The vocabulary in this book provides opportunities to introduce, practice or enrich the following:

- Using magnetic letters to make words – **and, Andy, can**.
- Contractions – **let’s, I’ll, I’m, we’ll**.
- Word family – **Let’s**.
- High frequency words – **can, we, do, make, our, and, now, what, with**.

Assessment Opportunities

The following problem-solving behaviors can be observed and recorded:

- Using 1-1 correspondence on multiple lines of text.
- Using beginning letters and sounds to solve unfamiliar words.
- Using pictures as a source of information.
- Rereading as a strategy.
- Reading high frequency words easily.

After the Last Page

- Use one of the student ideas from *Before the First Page* to plan a project.
- List things that come in a box. Compare lists searching for items that are unique and for the items most frequently named.
- With a partner, choose four items from the recycling box (plastic, cardboard, newspaper, etc.). Create something that can be transformed into other things.

Throughout the Day

Math

- * Use geoboards and/or blocks to create shapes.

Problem-Solving

- Create a cube with paper or tinker toys.

Science

- Read a book about recycling.
- * Survey other classes and tally how many children recycle at home.
- Start a school recycling program for disposable lunch trays, milk cartons or paper.

Art

- Create something out of a shoe box.

The Home Connection

- Begin a recycling program at home.
- Count and tally cereal boxes in your home.

* Show What You Know – a document to keep

Activities marked with an asterisk (*) are appropriate for assessment.

Read on...

Chernoff, Goldie. *Just a Box?*

Flint, Russ. *Let's Build a House.*

Gauch, Patricia Lee. *Christina Katerina and the Box.*

Graham, Thomas. *Mr. Bear's Chair.*

Hutchins, Pat. *Changes, Changes, Changes.*

Jabar, Cynthia. *Bored Blue? Think What You Can Do!*

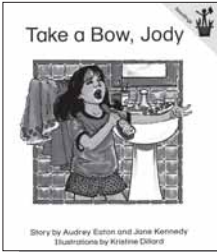
Pfanner, Louise. *Louise Builds a House.*

Rockwell, Anne and Harlow. *My Back Yard.*

Spier, Peter. *Bored—Nothing to Do!*

Spier, Peter. *Oh, Were They Ever Happy!*





Take a Bow, Jody

By Audrey Eaton and Jane Kennedy

8 pages/78 words



Synopsis

Jody, a future celebrity, sings to everyone she meets, even her grandparents via the telephone. Jody takes a bow at the end of her backyard concert.

Before the First Page

Have each child name a favorite song. Choose one for the group to sing or for one child to perform.

Set-Up for Success

This book does not need a detailed introduction. The patterned text and pictures will support the story.

Independent Reading – Students may need support with **listen**, page 2.

Guided Reading – Review the suggestions for *Independent Reading*. Include support for **Everyone**, page 8.

Learning about Print

- 1-1 correspondence.
- Directionality on multiple lines of text.
- Punctuation marks – period, comma.
- Capitalization of proper nouns – **Jody**.

Key Words and Phrases

she love(s) her loves to sing
loves to listen

Learning about Words

The vocabulary in this book provides opportunities to introduce, practice or enrich the following:

- Using magnetic letters to make **ing** words – **sing**, etc.
- Using magnetic letters to build new words – **she**, **sheep**, **sheet**.
- Compound words – **everyone**.
- Digraphs – **phone**.
- Write the words **love** and **sing** with a variety of pens, markers, watercolors, crayons or chalk.
- Proper nouns and pronouns – **Jody**, **she**.

Assessment Opportunities

The following problem-solving behaviors can be observed and recorded:

- Using pictures as a source of information.
- Using beginning letters and sounds to solve unfamiliar words.
- Reading repetitive, patterned text fluently.
- Rereading as a strategy.
- Self-correcting some errors.

After the Last Page

- Have a class talent show. Encourage the sharing of a variety of talents.
- Throughout the day celebrate the many different talents the students exhibit.
- Creative movement: Clap, snap or tap patterns to show a rhythm.
- Have children play “Name That Tune.”

- * Hold a reading theater. Have each child read a selection.
- Write a thank-you note to the music teacher

Throughout the Day

Math

- * Make patterns using musical notes.
- Graph the students' favorite songs.

Problem-Solving

- Play telephone.
- Create instruments using household objects, i.e., paper plates glued together with beans inside for maracas. Play them in a rhythm band.

Science

- Make megaphones with paper that is cut in half-circles. Experiment with the way sound travels. Does the shape of the cone change the distance sound travels?

Music

- Sing songs about school.
- Sing songs that enhance a current class theme.

* Show What You Know – a document to keep

Activities marked with an asterisk (*) are appropriate for assessment.

Read on...

Ackerman, Karen. *Song and Dance Man*.

Hoffman, Mary. *Amazing Grace*.

Holabird, Katharine. *Angelina on Stage*.

Jonas, Ann. *Color Dance*.

McCully, Emily Arnold. *Mirette on the High Wire*.

Stecher, Miriam. *Max, the Music-Maker*.

Walter, Mildred. *Ty's One-Man Band*.

Williams, Vera. *Music, Music for Everyone*.

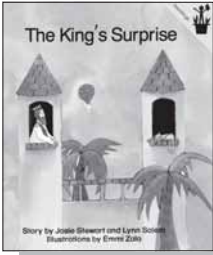
Winch, John. *The Old Man Who Loved to Sing*.

Wood, Audrey. *Silly Sally*.

The Home Connection

- Each night at meal time, focus on one family member's special talents.
- Have a family or neighborhood talent show.
- Play charades depicting various talents, i.e., singing, playing baseball.
- Sing favorite songs on a car trip.
- Interview grandparents about their favorite songs when they were young.





The King's Surprise

By Josie Stewart and Lynn Salem

8 pages/54 words



Synopsis

The king plans a surprise picnic for his subjects, which includes glorious fireworks at the end of the day.

Before the First Page

Have the children list three things they need for a party. Reinforce the language of the text during the discussion.

Set-Up for Success

The teacher can support the reader by introducing **the King**, on page 1 and pointing out the party invitation he is painting. Encourage students to review the book independently to discover all the things the king needs for his celebration.

Independent Reading – Students may need support with page 2, noticing that the king is talking to the people.

Guided Reading – Review the suggestions for *Independent Reading*. Include repeating the phrase **Let's have some fun.**, page 2.

Learning about Print

- Punctuation marks – period, comma, quotation mark, apostrophe used in contractions.
- Directionality on multiple lines of text.
- Environmental print – the king's sign, pages 1 and 2.

Key Words and Phrases

Today is the day.

Let's get the

Learning about Words

The vocabulary in this book provides opportunities to introduce, practice or enrich the following:

- Contractions – **let's**.
- Word families – **day, get**.
- List on the board **tonight, today, tomorrow**. Find the commonality of the 3 words. As the word is read, have students locate it by searching the complete word.
- Compound words – **tonight, today, fireworks**.

Assessment Opportunities

The following problem-solving behaviors can be observed and recorded:

- Directionality on multiple lines of text.
- Using pictures as a source of information.
- Using initial letters and sounds to predict text.
- Reading high frequency words accurately.
- Reading the repetitive text fluently
- Using expression when reading aloud.

After the Last Page

- Dramatize the story.
- * Write a sentence that needs quotation marks. Use elbow macaroni for the quotation marks.

- Create invitations to a party, picnic or surprise. Plan the activities and the menu.
- Write a book using the days of the week to show the preparation for the picnic.
Example: On Monday we bought the food.

Throughout the Day

Math

- Make a castle from recycled materials.
- * Make a timeline of the events in the book leading up to the surprise. Use clocks to show each interval.
- Graph favorite picnic foods or games.

Problem-Solving

- What would the people do if it began to rain in the middle of the picnic?
- Telling time. Example: It's 10:00. The party is at 2:00. How many hours until the party?
Show with student clocks.

Science

- Plan a picnic for each season. What type of food, clothing and activities would be necessary?

Health

- When planning a picnic think about nutrition. Categorize the foods served into basic food groups.

Music

- Create or use instruments to have a rhythm band. Play a favorite tune.

The Home Connection

- Circulate a cardboard or plastic crown. Each family adds an embellishment to the crown. Example: buttons, yarn, beads. Take turns wearing the crown at school.
- Go on a picnic.

* Show What You Know – a document to keep

Activities marked with an asterisk (*) are appropriate for assessment.

Read on...

Aliki. *The King's Day*.

Anno, Mitsumasa. *The King's Flower*.

Carle, Eric. *Walter the Baker*.

Derby, Sally. *King Kenrick's Splinter*.

DeRegniers, Beatrice Schenk. *May I Bring a Friend?*

Hutchins, Pat. *King Henry's Palace*.

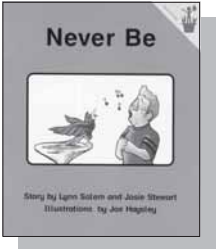
Macaulay, David. *Castle*.

Salem, Lynn and Josie Stewart. *The Royal Family*.

Unstead, R. J., ed. *See Inside a Castle*.

Wood, Audrey. *King Bidgood's in the Bathtub*.





Never Be

By Lynn Salem and Josie Stewart

8 pages/73 words

Available in Spanish



Synopsis

An active boy thinks of all the animals he can imitate while knowing they can never be like him.

Before the First Page

Give the students an opportunity to be the creatures in the book: a rabbit, a bird, a cheetah, a ladybug, etc.

Set-Up for Success

Reinforce the language of the book during the creative dramatics activity in *Before the First Page*.

Independent Reading – Students may need support with **yard**, page 6; **air**, page 7; **guess**, page 8.

Guided Reading – Review the suggestions for *Independent Reading*. Include support for **They**, page 8.

Learning about Print

- Punctuation marks – period, comma, question mark, exclamation point.
- Directionality on multiple lines of text.
- Return sweep.
- Capitalization of **I** as a pronoun.

Key Words and Phrases

I can but never be

Learning about Words

The vocabulary in this book provides opportunities to introduce, practice and enrich the following:

- Using magnetic letters to make the word family **an** – **can**. Change to **man**, **pan**, **ran**, **fan**, **tan**. Challenge – change **an** to **and**, **sand**, **band**, **land**, **stand**.
- Rhyming words – **be**, **me**.
- Compound words – **ladybug**.

Assessment Opportunities

The following problem-solving behaviors can be observed and recorded:

- Using 1-1 correspondence on multiple lines of text.
- * Using beginning letters and sounds to solve unfamiliar words.
- Using pictures as a source of information.
- Rereading for meaning.
- * Using visual information to monitor and self-correct.

After the Last Page

- Read a “self-concept” book.
- * Continue the book format with new “*I can*” ideas using the same format.
- Write a new story. Example: “If I could be a bird or a cheetah...”
- Research an animal and make flap books. Each flap contains an attribute of an animal.
- Draw five things you can do. Find two other students who can do the same thing and sign each other’s papers.

Throughout the Day

Math

- Graph a favorite form of exercise. Example: Choose from run, hop, swim or jump.

Problem-Solving

- * Make a row of shapes (paper, felt, wood, etc.). Change one attribute at a time. Try changing two attributes.
- Choose an animal. What would you need to become that animal? Example: I can swim in a pool, but never be a fish. To be a fish I'd need fins, gills and scales.

Science

- List ways animals move compared to how humans move. Example: fly, hop, run and walk.
- Compare human and animal communication systems. Example: birds sing, people talk.

The Home Connection

- Write an autobiography. Include family history and heritage.
- Discuss the achievements and individual talents of each family member.
- Have a family talent show.

* Show What You Know – a document to keep

Activities marked with an asterisk (*) are appropriate for assessment.

Read on...

Buehner, Carolyn. *Fanny's Dream*.

Carle, Eric. *The Mixed-Up Chameleon*.

Carlson, Nancy. *I Like Me*.

Farber, Norma. *Without Wings, Mother, How Can I Fly?*

Kim, Joy. *You Look Funny!*

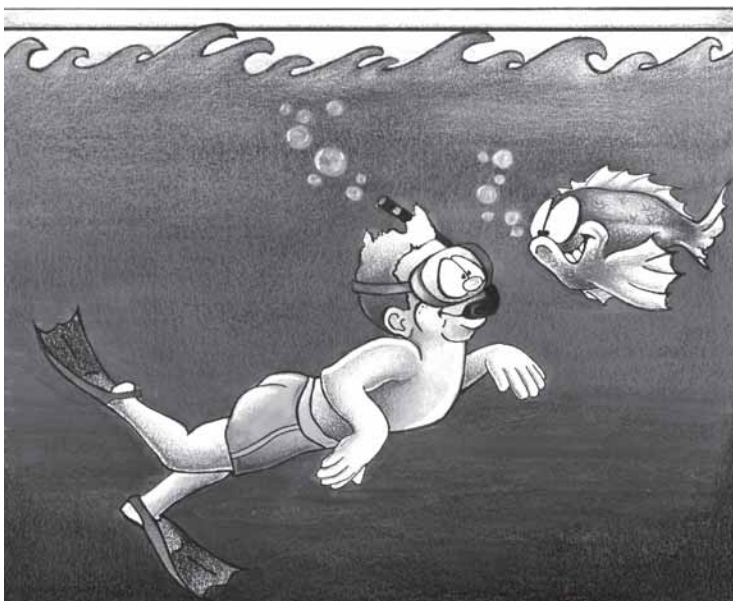
Krauss, Ruth. *The Carrot Seed*.

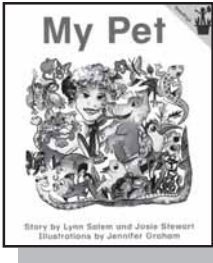
Lionni, Leo. *Pezzettino*.

McMillian, Bruce. *Kitten Can*.

Oxenbury, Helen. *I Can*.

Waber, Bernard. *"You Look Ridiculous," Said the Rhinoceros to the Hippopotamus*.





My Pet

By Lynn Salem and Josie Stewart

8 Pages/66 Words

Available in Spanish



Synopsis

A young girl considers various pets in the pet store before choosing a gerbil.

Before the First Page

Play “Guess That Pet.” Students write three clues about a pet. The group guesses what kind of pet each student has described.

Set-Up for Success

Discuss the special characteristics that are wanted in a pet. Restate the language of the book such as, “You want a pet that could hide.”

Independent Reading – Students may need support with **hide**, page 2; **laugh**, page 3; **know**, page 4.

Guided Reading – Review the suggestions for *Independent Reading*. Include support for **wanted**, page 2; **hug** and **picked**, page 4.

Learning about Print

- Punctuation marks – period, question mark, exclamation point, ellipsis (...).
- 1-1 correspondence on multiple lines of text.
- Capitalization of **I** as a pronoun.
- Environmental print – **SALE, PETS, OPEN**, signs at the pet store, page 1.

Key Words and Phrases

I wanted a pet that could

It can

Learning about Words

The vocabulary in this book provides opportunities to introduce, practice or enrich the following:

- Action words – **run, hide, sit, laugh, hug**.
- Word ending **ed** – **wanted**.
- Word families – **pet, that**.

Assessment Opportunities

The following problem-solving behaviors can be observed and recorded:

- Retelling the story or relating personal experiences.
- Using the beginning letters and sounds to solve unfamiliar words.
- Reading high frequency words fluently – **I, a, that, me, want, it, can, and, make**.
- Accurate directionality on unusual placement of text.

After the Last Page

- Create a pet shop center. Role-play the different people in the shop.
- Write an owner’s guide for taking care of a pet.
- Write a letter inviting the owner of a pet store to speak to the class.
- Take a field trip to a pet store.
- Stop reading on page 4. Have the students finish the story by writing or telling a new ending.
- Adopt a class pet.

Throughout the Day

Math

- Make a graph of the pets children have at home.
- * Identify patterns from borders in the book. Create the same kinds of patterns (ABAB) with manipulatives.

Problem-Solving

- Stop reading at the end of page 4. Brainstorm all the animals that would have the characteristics the girl wanted in a pet.
- How can a school pet be cared for on the weekend?

Science

- * Observe a gerbil or another pet for two weeks. Keep a class journal of the observations.
- Designate class jobs. Discuss the responsibility of caring for a class pet.

Health

- Learn the basics of hand washing after caring for or handling pets.

The Home Connection

Send home a journal entitled “Who Am I?” along with the book *My Pet*. Each family writes a riddle about a pet on the right-hand page of the journal. Turn the page to illustrate the answer.

* Show What You Know – a document to keep

Activities marked with an asterisk (*) are appropriate for assessment.

Read on...

Balian, Lorna. *The Animal*.

Burningham, John. *The Rabbit*.

Christian, Mary. *The Pet Day Mystery*.

Graham, Amanda. *Who Wants Arthur?*

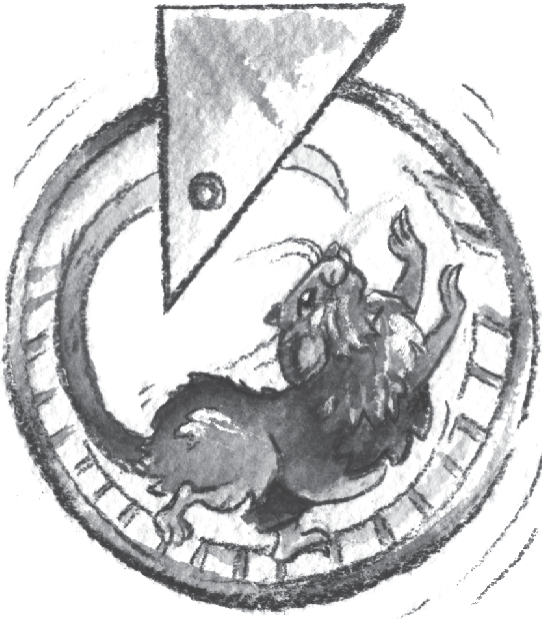
Keats, Ezra Jack. *Pet Show*.

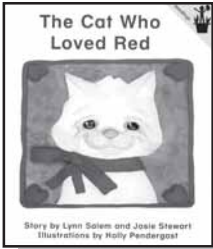
Kellogg, Steven. *Can I Keep Him?*

Petty, Kate. *Gerbils*.

Pope, Joyce. *Taking Care of Gerbils*.

Salem, Lynn and Josie Stewart. *Taking Care of Rosie*.





The Cat Who Loved Red

By Lynn Salem and Josie Stewart

8 pages/63 words

Available in Spanish



Synopsis

This lively cat loves all kinds of red things, but most of all she loves the girl with red hair.

Before the First Page

Generate a list of red things a cat would love.

Set-Up for Success

Guide students to recognize that this story starts the way many stories do: “**Once there was....**”

Independent Reading – Students may need support with **wear**, page 6; **most**, page 8. Discuss the illustration of the cat wearing **a red bell on a red collar**, page 6.

Guided Reading – Review the suggestions for *Independent Reading*. Include support for **But most of all**, page 8.

Learning about Print

- Directionality on multiple lines of text.
- Using pictures as a source of information.
- Return sweep.
- Punctuation marks – period, comma.

Key Words and Phrases

She loved to red

Learning about Words

The vocabulary in this book provides opportunities to introduce, practice or enrich the following:

- Word family – **cat**.

- Using magnetic letters to form new words – **me, we, be, he, she**.
- Action words – **chase, play, eat, wear, sleep**.

Assessment Opportunities

The following problem-solving behaviors can be observed and recorded:

- Using beginning letters and sounds to solve unfamiliar words.
- Reading high frequency words.
- Using pictures as a source of information.
- Reading for meaning.
- Retelling the story maintaining the meaning.
- Using beginning letters and sounds to self-correct errors.

After the Last Page

- Read and write poetry about colors.
- * Rewrite the book. Example: *The Dog Who Loved Blue*.
- Make a game board for this book, including some of the events in the book.
- Read a selection of cat stories. Make a comparison chart.
- Share posters of pets.
- Create a list of things that are red and a list of shades of red, i.e., pink, burgundy, crimson. Find examples in magazines.

Throughout the Day

Math

- Make a graph of favorite cats.
- Find shapes in the book. Find other items around the room that are the same shape.

Problem-Solving

- How could the girl train the cat to love a new color?
- * Using the theme of “nine lives,” write story problems showing the number equations within the 9 fact family.

Social Studies

- Discuss responsible pet care in our society.

Science

- Explore the habits of cats.
- * Conduct color experiments. Record the results.
- Research and compare cats, including tame and wild cats.
- Create a fact list about red birds. Example: redheaded woodpecker, cardinal.
- Stand in a circle. Pass a ball of red yarn from one person to another to create a web. Each child holding the ball of yarn states one fact about cats then passes it on.

Art

- Create clay illustrations of characters for a book the class has authored.
- Use paint chips to arrange reds from the lightest to the darkest shades.

The Home Connection

- Give each family member one piece of red yarn to incorporate into a group picture.
- Encourage children to care for their pets.

*** Show What You Know** –a document to keep

Activities marked with an asterisk (*) are appropriate for assessment.

Read on...

Balian, Lorna. *Amelia's Nine Lives*.

Carle, Eric. *Have You Seen My Cat?*

DePaola, Tomie. *The Kid's Cat Book*.

Gag, Wanda. *Millions of Cats*.

Kellogg, Steven. *A Rose for Pinkerton*.

Lear, Edward. *Owl and the Pussycat*.

Serfozo, Mary. *Who Said Red?*

Ward, Cindy. *Cookie's Week*.

Wheeler, Cindy. *Marmalade's Nap*.

Wildsmith, Brian. *Cat on the Mat*.





It's Game Day

By Lynn Salem and Josie Stewart

8 pages/65 words

Available in Spanish



Synopsis

Follow this child throughout game day and cheer as the child scores for the soccer team.

Before the First Page

Engage the students in a discussion about soccer, teams, schedules, uniforms, etc. Discuss their experience getting ready for a soccer game or some other team event.

Set-Up for Success

Preview the book with the students. On page 2, name the uniform items from head to toe as stated in the text. Have the students reiterate by role-playing the character getting dressed.

Independent Reading – Students may need support with **score**, page 8.

Guided Reading – Review the suggestions for *Independent Reading*. Include support for **It's time to play!**, page 3; **great**, page 8.

Learning about Print

- 1-1 correspondence on multiple lines of text.
- Directionality.
- Punctuation marks – period, comma, exclamation point, apostrophe used in contractions.
- Capitalization of **I** as a pronoun.

Key Words and Phrases

I can kick the ball the It's my
soccer

Learning about Words

The vocabulary in this book provides opportunities to introduce, practice or enrich the following:

- Contractions – **It's**.
- Prepositions – **to, up, down, in, on**.
- Word families – **can, ball**.

Assessment Opportunities

The following problem-solving behaviors can be observed and recorded:

- Using pictures as a source of information.
- Using blends, digraphs and word segments to solve unfamiliar words.
- Searching through a word to problem-solve.
- Reading repetitive, patterned text fluently.
- Using high frequency words to monitor (**I, can, the, to**).
- Attempting to self-correct some errors.

After the Last Page

- * Write an *I Can...* book.
- Peers volunteer to teach a specific aspect of a game. Example: kick, dribble, etc.
- Be a sports reporter. Write a report of a soccer game.
- Create a class sports web.
- Share soccer cards or other sports cards.

Throughout the Day

Math

- Graph the sports or games students play.



- Measure the distances of kicks.
- * Measure the circumference of a soccer ball with yarn. Repeat with a baseball, softball, basketball. Compare pieces of yarn. Record data.
- Count how many times a student can dribble without losing the ball.
- Find other hexagon shapes like the pattern on a soccer ball.

Problem-Solving

- * If 4 quarters are played in a game and 8 goals are scored, how many are scored in each quarter if the goals are scored equally? Record findings.
- Create math addition and subtraction problems about the game of soccer.

Social Studies

- Divide the class into teams to complete a service project for the school.
- Locate on the globe or map countries where soccer is popular.

Physical Education

- Play a game of soccer with another class.

Art

- Design a trophy for the soccer champs.
- Design new uniforms for a team.

The Home Connection

- Ask family members to tell about a day that was a “great day” for them.
- Make a list of what you need to play soccer, i.e., ball, shirt, shorts, shoes.
- Attend a local soccer game.

*** Show What You Know** – a document to keep

Activities marked with an asterisk (*) are appropriate for assessment.

Read on...

Catalanotto, Peter. *Dylan's Day Out*.

Christopher, Matt. *Soccer Halfback*.

Dickmeyer, Lowell. *Soccer Is for Me*.

Erickson, Betty. *Play Ball, Sherman*.

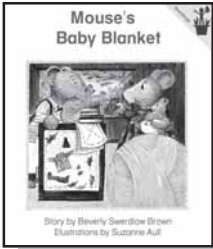
Gemme, Leila Boyle. *Soccer Is Our Game*.

Marzollo, Claudio. *Kenny and the Little Kickers*.

Marzollo, Jean. *Soccer Sam*.

Rosenthal, Bert. *Soccer*.





Mouse's Baby Blanket

By Beverly Swerdlow Brown

8 pages/68 words



Synopsis

Mother Mouse's knitting takes on disastrous proportions as the intended baby blanket "grows" and "grows." Shrinking her creation in the washer and dryer solves the problem for Mother Mouse. Now she has her baby blanket.

Before the First Page

Give each child a one-foot piece of yarn to create a "picture" with the yarn, i.e., a sun, a house, a snake. Then cut the piece of yarn in half. Using only one 6-inch piece, create a new "picture." Discuss how the picture changed when the size of the material changed. Tell the students that Mother Mouse had the opposite problem when she began to knit.

Set-Up for Success

Survey the front cover and page 1 establishing the idea that Mother Mouse is preparing to knit a blanket for her baby. On page 2, note that Mother Mouse already has a problem with her creation, "**But it became too big.**" Allow children to survey the rest of the book. On pages 6 and 7, the teacher may need to refer to the yarn project from *Before the First Page* and the effects of a shrinking piece of yarn.

Independent Reading – Students may need support with **knit**, page 2; **scarf**, page 3; **waited**, page 7.

Guided Reading – Review the suggestions for *Independent Reading*. Include support for **began** and **became**, page 2.

Learning about Print

- 1-1 correspondence on multiple lines of text.
- Punctuation marks – period, apostrophe used in possessives.

Key Words and Phrases

Mouse began to knit But it became too big.

Learning about Words

The vocabulary in this book provides opportunities to introduce, practice or enrich the following:

- Word family – **big**.
- Homonym – **to, too, two**.
- Prefix **be** – **began, became**.
- Silent **k** – **knit**.
- Opposite word pairs – **big** and **small**.

Assessment Opportunities

The following problem-solving behaviors can be observed and recorded:

- Reading with expression.
- Reading fluently using the pattern of the story.
- Using beginning letters and sounds to solve unfamiliar words.
- Predicting story events and outcomes.
- Using pictures as a source of information.
- Using word segments to solve unfamiliar words.

After the Last Page

- Bring in a favorite toy, blanket or other item from infancy or the toddler years. Tell or write about these items.

- * Make a story map sequencing the events in the story.
- Write a new story: “Mouse Began to Cook or Plant.”
- Write about different types of clothing and the appropriate seasons to wear them.
- Set-up a listening center with mouse books and tapes. Record original mouse stories for others to listen to.

Throughout the Day

Math

- Explore the concept of greater than and less than.
- Compare pictures or objects to determine big, bigger and biggest.
- Graph who in the class is the oldest, middle and youngest child in the family.



Problem-Solving

- * Calculate the following: How many ears do ___ mice have? How many tails do ___ mice have? How many feet do ___ mice have? Graph the answers.
- How many baby blankets would it take to make a double bed blanket? Predict and test.
- Think of other ways that Mother Mouse could have solved her problem. Example: pulling out stitches, cutting.

Social Studies

- Learn how a family prepares for a new baby.
- Adopt an egg for a day to learn about the responsibility of caring for someone.

Science

- Explore the concept of heat causing shrinkage.
- Study the effects of heat. Experiment with eggs, ice, etc. What happens when heat is applied?
- Learn about the process of creating yarn from wool.

Art

- Create a string art picture.
- Use a piece of yarn to outline a design. Fill in the spaces of the design with crayon, marker or paint.

The Home Connection

- Knit something with an adult family member.
- Cover up with a special blanket or quilt when reading.
- Build a tent or fort using blankets. Read inside the tent.
- Send a muslin quilt square home with the book. Each family decorates a square and attaches it to the class quilt.

* Show What You Know – a document to keep

Activities marked with an asterisk (*) are appropriate for assessment.

Read on...

Blackwood, Mary. *Derek the Knitting Dinosaur*.

DePaola, Tomie. *Charlie Needs a Cloak*.

Henkes, Kevin. *Chrysanthemum*.

Hilton, Nette. *The Long Red Scarf*.

Hutchins, Pat. *You'll Soon Grow into Them, Titch*.

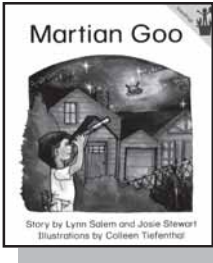
Laurin, Anne. *Little Things*.

Lionni, Leo. *Frederick*.

Walsh, Ellen Stoll. *Mouse Paint*.

Worthington, Denise. *Our House Had a Mouse*.

Young, Ed. *Seven Blind Mice*.



Martian Goo

By Lynn Salem and Josie Stewart

8 pages/65 words

Available in Spanish



Synopsis

Two boys discover a Martian chef who has traveled through the universe to the city and landed on their garage.

Before the First Page

Have each child fold a sheet of paper into four boxes. Draw pictures in the boxes as follows: If you were a Martian leaving Mars, draw in Box 1 another planet you would see in the universe. As you travel closer to earth, draw in Box 2 what the earth looks like to you. In Box 3 draw what you would see as you get closer to a city. The spaceship is close to your home. Draw where it would land in Box 4.

Set-Up for Success

This book may need a detailed introduction. Reinforce the language of the book during the pre-reading activities. Use the students' pictures to develop the sequence of events.

Independent Reading – Students may need an introduction to or support with **universe**, page 2; **earth**, pages 2 and 3.

Guided Reading – Review the suggestions for *Independent Reading*. Include support for **yard**, page 4; **Martian stew**, page 8.

Learning about Print

- 1-1 correspondence.
- Punctuation marks – period, exclamation point, ellipsis (...).

Key Words and Phrases

In the There is a on

Learning about Words

The vocabulary in this book provides opportunities to introduce, practice or enrich the following:

- Finding little words in larger words. Use magnetic letters to change **the** to **there**.
- Similarity of **in** and **on**.
- Soft **c** – **city**, **spaceship**.
- Hard and soft **g** – **garage**.

Assessment Opportunities

The following problem-solving behaviors can be observed and recorded:

- Retelling the story using story language.
- Using beginning letters and sounds to predict text.
- Using pictures as a source of information.
- Reading high frequency words fluently – **on**, **in**, **there**, **is**, **a**, **the**.
- Using repeated phrases to read fluently.
- Rereading to make sense of the text.

After the Last Page

- Write a recipe for Martian stew.
- Write a response to “If I had to feed a Martian....”
- Make dioramas showing the locations named in the story – universe, city, yard, garage, spaceship, kitchen.
- * Create a story map sequencing and illustrating the story.

- Write a story about visiting outer space.
- Describe a Martian.

Throughout the Day

Math

- Find the distances from the earth to various planets. Illustrate on a bulletin board. Conduct measuring activities. Use the terms greater than and less than to compare the distance between the planets.

Problem-Solving

- * Organize a set of balls of various sizes to represent the planets. Record on paper. Re-organize the balls by size.
- List ways to get to outer space without spaceships.

Social Studies

- Create a map and write directions for an alien to get from home to school.

Science

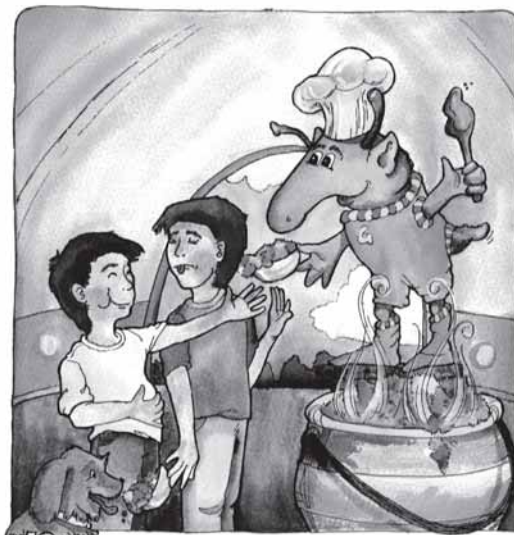
- Study the solar system. Record some facts about each planet.

Cooking

- “Design” and make other Martian snacks, i.e., a spaceship using a cookie for a base, a gumdrop for the body of the spaceship and pretzels for antennae.

The Home Connection

- Help Mom or Dad in the kitchen.
- Write a grocery list of ingredients for a favorite food.
- Star gaze on a clear night.
- Use tables, blankets, etc. to create a spaceship. Have a special reading time inside.



* Show What You Know – a document to keep

Activities marked with an asterisk (*) are appropriate for assessment.

Read on...

Behrens, June. *I Can Be an Astronaut.*

Blocksma, Mary and Dewey. *Easy-to-Make Spaceships That Really Fly.*

Carle, Eric. *Papa, Please Get the Moon for Me.*

Cole, Joanna. *The Magic Schoolbus Lost in the Solar System.*

Keats, Ezra Jack. *Regards to the Man in the Moon.*

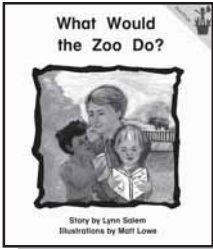
Marshall, Edward. *Space Case.*

Shecter, Ben. *The Big Stew.*

Simon, Seymour. *Mars.*

Willis, Jeanne. *Earthlets: As Explained by Xargle.*

Young, Ruth. *A Trip to Mars.*



What Would the Zoo Do?

By Lynn Salem
8 pages/59 words



Synopsis

The zookeeper's problems of seals that won't swim and lions that won't roar are solved in humorous ways with the help of some ingenious kids with "How-to" books.

Before the First Page

Write animal names on small slips of paper including the animals in the book: seals, lions, snakes and birds. Place folded slips of paper in a bag. Students take turns drawing one animal name from the bag and acting out characteristics of this animal.

Set-Up for Success

Pose the question: "What would you do if the zoo animals wouldn't do the things you just role-played?" Students can generate creative solutions. Inform the students that the children in this story had to consult their "How-to" books to help the zookeeper solve the problems of the animals' unusual behavior.

For a supportive introduction students can preview the book, looking through the pictures to see what the zookeeper gives to each animal to help solve the problem. For a less supportive introduction the teacher may want to leave the solutions in the book as a surprise to the reader.

Independent Reading – Students may need support with **microphones**, page 4; **slither**, page 7.

Guided Reading – Review the suggestions for *Independent Reading*. Include support for **What would the zoo do?, wouldn't**, page 1. Have students locate **wouldn't** on several pages.

Learning about Print

- Directionality on multiple lines of text.
- Punctuation marks – period, question mark, apostrophe used in contractions, ellipsis (...).

Key Words and Phrases

What would the zoo do if the	give
them	wouldn't

Learning about Words

The vocabulary in this book provides opportunities to introduce, practice or enrich the following:

- Compound words – **skateboard**.
- Digraphs – **the, them, bathing, slither, microphone**.
- Verbs – **swim, roar, fly, slither**.
- Contractions – **wouldn't**.

Assessment Opportunities

The following problem-solving behaviors can be observed and recorded:

- Constructing a hypothesis about the story during the introduction.
- Retelling the story.

- Using pictures as a source of information.
- Attempting to self-correct.
- Using intonation when reading questions.

After the Last Page

- Give the students one minute to tell about a trip to the zoo using a microphone.
- Make zoo animal puppets.
- Role-play different people and animals at the zoo.
- Write a story entitled “The Snake Who Wouldn’t Slither.” Include what prevented the snake from slithering.
- * Write instructions on how to use the objects given to each animal in the story
Example: For the seal, how to put on a bathing suit. For the lion, how to use a microphone. Sequence these instructions in the proper order.
- Create your own “What’s wrong?” picture. Trade pictures and create a solution to the problem.
- Write animal riddles. Read the riddles aloud and solve them.

Throughout the Day

Math

- * Make counting books using animal pictures.

Problem-Solving

- Brainstorm ideas of things to do if the seals won’t swim. Tally and repeat the activity for each animal in the book.

Social Studies

- Interview a dog trainer. Learn proper animal training techniques.

Science

- Study animal habits and habitats.
- Make a zoo museum or model.
- Write animal reports or fact books and display them with the zoo museum.

The Home Connection

- Visit the zoo and take photographs. Make a family picture album of your outing.
- Make an animal mural from old magazines.

* Show What You Know – a document to keep

Activities marked with an asterisk (*) are appropriate for assessment.

Read on...

Allen, Robert. *The Zoo Book: A Child’s World of Animals*.

Barrett, Judi. *Animals Should Definitely Not Act Like People*.

Ehlert, Lois. *Color Zoo*.

Gibbons, Gail. *Zoo*.

Gorman, Kate. *The Zoo in Willy’s Bed*.

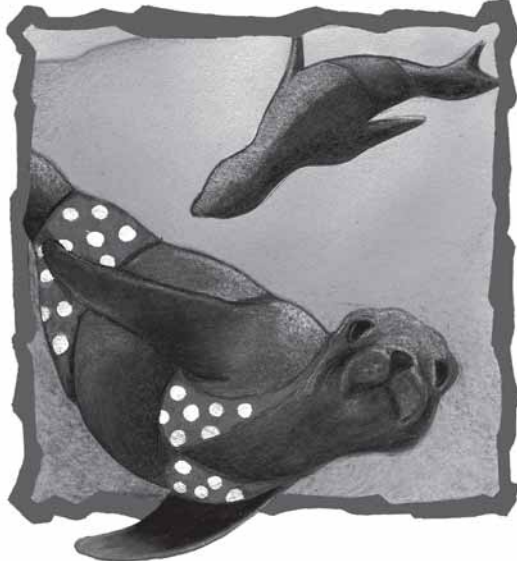
Hoban, Tana. *Children’s Zoo*.

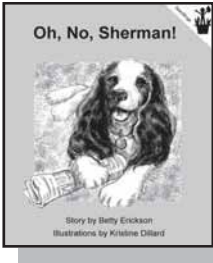
Hopkins, Lee Bennett. *To the Zoo*.

McGovern, Ann. *Zoo, Where Are You?*

Marshall, Janet Perry. *My Camera at the Zoo*.

Ormerod, Jan. *When We Went to the Zoo*.





Oh, No, Sherman!

By Betty Erickson
12 pages/66words



Synopsis

Sherman learns the trick of getting the paper too well when he deposits all the neighborhood newspapers on his own front porch.

Before the First Page

Have the students share tricks dogs can do. Discuss how dogs are taught tricks. Record the commands the students would give to the dogs.

Set-Up for Success

Reinforce the language of the text as students survey the book, particularly the command to **“Get the paper, Sherman.”** On page 8, prompt the children to predict what the boy is looking for. Ask: **“Where’s Sherman?”** The teacher may choose to have the children survey the complete book or stop at page 8 leaving the ending as a surprise.

Independent Reading – Students may need support with **Where’s, anywhere**, page 8.

Guided Reading – Review the suggestions for *Independent Reading*. Include support for **That’s**, pages 4 and 6; **Good**, pages 7 and 12.

Learning about Print

- Directionality on multiple lines of text.
- Punctuation marks – period, comma, question mark, quotation marks, exclamation point, apostrophe used in contractions.
- Capitalization of proper nouns – **Sherman, Mom, Dad.**
- Conversation.

Key Words and Phrases

That’s	That’s not the
Oh, no, Sherman.	Get the paper.

Learning about Words

The vocabulary in this book provides opportunities to introduce, practice or enrich the following:

- Contractions – **that’s, where’s, can’t.**
- Digraphs – **Sherman, That’s, the.**
- Word family – **get, Sherman.**
- **Er** in final position (**paper**) and medial position (**Sherman**).
- Compound words – **anywhere.**
- Word building – **here, where(’s), anywhere.**

Assessment Opportunities

The following problem-solving behaviors can be observed and recorded:

- 1-1 correspondence on multiple lines of text.
- Using pictures as a source of information.
- Using beginning letters and sounds to solve unfamiliar words.
- Using word segments to solve unfamiliar words.
- Using punctuation as a guide while reading.
- Reading with appropriate phrasing for dialogue.
- Reading for meaning.
- Retelling the story.

After the Last Page

- Write a class newspaper. Include interviews, cartoons and want ads. Use a computer for the layout of the newspaper, if possible.

- Invite a pet trainer to visit. Learn how to teach a dog to fetch.
- * Write thank-you notes to people who help animals.
- Create a pet care handbook.
- Create a collar for a pet including name and address.

Throughout the Day

- Use the **newspaper** for:
Social studies – Current Events
Science – Weather page
Physical Education – Sports
Math – Want ads

Math

- Estimate how many dog bones are in a jar
- * Write story problems using animal crackers.
- Chart the weights and heights of pets.

Problem-Solving

- Play “Five Questions” to guess different animals.
- Make a list of ways to apologize to your neighbors for Sherman’s behavior.
- Learn how to fold a newspaper.

Social Studies

- Map out a paper route in your neighborhood.
- Invite a paperboy or girl to visit. Discuss job responsibilities.



Science

- Bring a pet to school for class observation.
- Classify wild animals vs. tame animals (pets).
- Make a mural of pets.
- Choose a pet to research.

The Home Connection

- Share a paper route with an older brother or sister.
- Read the newspaper together.
- Teach your pet a new trick.

* Show What You Know – a document to keep

Activities marked with an asterisk (*) are appropriate for assessment.

Read on...

Barton, Miles. *Animal Rights*.

Bonsall, Cosby. *And I Mean It, Stanley*.

Carle, Eric. *Animals, Animals*.

Gibbons, Gail. *Deadline!*

Give a Dog a Bone: Stories, Poems, Jokes and Riddles about Dogs. Comp. Joanna Cole and Stephanie Calmenson.

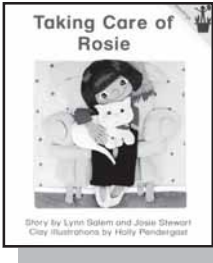
Khaka, Dayal Kaur. *I Want a Dog*.

Livingston, Myra Cohn. *Dog Poems*.

Pilkey, Dav. *The Paperboy*.

Simon, Seymour. *Animal Facts/Animal Fable*.

Wilhelm, Hans. *A New Home, A New Friend*.



Taking Care of Rosie

By Lynn Salem and Josie Stewart

8 pages/61 words



Synopsis

This pet care story features Rosie, the cat who loved red and her owner – the girl with red hair. A familiar nonfiction topic is introduced in a story format.

Before the First Page

On animal shaped paper have each child write three responsibilities of a pet owner. Students compare their lists.

Set-Up for Success

Introduce the book by stating that the girl knows how to take care of her cat Rosie. Look through the pictures to find all the ways she knows to care for a cat.

For a supportive introduction, the teacher may need to use some of the vocabulary from the book such as **twice**. Pose the question: “**Would you like to care for one?**,” page 8.

Independent Reading – Students may need support with **know**, page 2 and **twice**, page 3.

Guided Reading – Review the suggestions for *Independent Reading*. Include support for **fur**, page 5.

Learning about Print

- 1-1 correspondence on multiple lines of text.
- Punctuation marks – period, comma, question mark.
- Capitalization of **I** as a pronoun and of proper nouns – **Rosie**.

Key Words and Phrases

her	cat
care	give

Learning about Words

The vocabulary in this book provides opportunities to introduce, practice or enrich the following:

- Silent **k** – **know**.
- Homophones – **no**, **know**.
- Word building using magnetic letters.
Change **cat** to other words. Challenge: change **cat** – **cats**, **cat** – **cut**, **sat** – **set**, **fat** – **fit**, **mat** – **mad**, **pat** – **pot**.
- Locate **ice** in **twice**.

Assessment Opportunities

The following problem-solving behaviors can be observed and recorded:

- Checking beginning and ending letters and sounds.
- Using word segments to solve unfamiliar words.
- Reading phrases fluently.
- Retelling several facts from the story.

After the Last Page

- Ask a veterinarian to speak about cats.
- Rewrite the book as “*Taking Care of _____*” changing the animal to a different pet.
- * Write about your favorite pet.
- Create pet brochures, including information about caring for that pet. Display these brochures at a pet fair.

- Create a pet newsletter. Write articles about caring for pets. Example: proper exercise, healthy diet, pet hygiene and shelter.

Throughout the Day

Math

- Graph students' favorite kinds of cats including big cats.
- * Measure in "cat tails" using a piece of yarn as the unit of measure.
- Use animal crackers to complete subtraction story problems.

Problem-Solving

- If your pet were lost, how would you find it?

Science

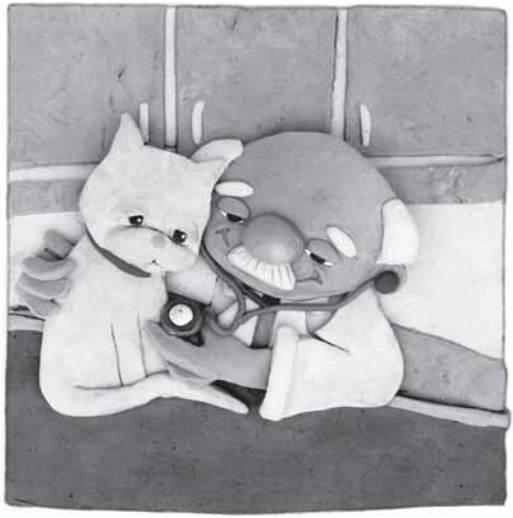
- Study cat habits and habitats. Use *Have You Seen My Cat?* by Eric Carle as a reference.
- Care for an animal. Keep a journal of the daily responsibilities.
- Plan a pet fair. Have the students research pet care information about various pets. Bring in pets, stuffed animals or pet photos. Invite family members and other students to attend the pet fair. Share information with visitors at the booths.

The Home Connection

- Visit a pet store.
- Make a list of responsibilities for caring for your animal.
- Interview your parents or grandparents about the pets they had throughout their lives. What responsibilities did they have for caring for their pets?
- Research your pet at the library using information books and computer programs.

* Show What You Know – a document to keep

Activities marked with an asterisk (*) are appropriate for assessment.



Read on...

Armstrong, Jennifer. *Too Many Pets*.

Brandenburg, Franz. *Aunt Nina's Visit*.

Calhoun, Mary. *Hot-Air Henry*.

Farjeon, Eleanor. *Cats Sleep Anywhere*.

Galdone, Paul. *Cat Goes Fiddle-I-Fee*.

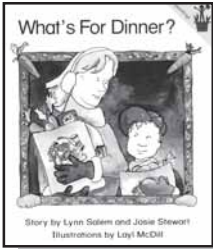
Keats, Ezra Jack. *Pet Show*.

Kellogg, Steven. *Can I Keep Him?*

Mayer, Mercer. *The Great Cat Chase*.

Stein, Sara Bonnett. *Cat*.

Wilhelm, Hans. *A New Home, A New Friend*.



What's For Dinner?

By Lynn Salem and Josie Stewart

12 pages/115 words



Synopsis

In this repetitive story, each family member adds salt to the stew while preparing dinner. Readers can predict what's for dinner.

Before the First Page

Read *Who Put the Pepper in the Pot?* by Joanna Cole.

- Give each child a paper plate to draw two foods from a favorite meal. Share the results. Reinforce the language found in *What's for Dinner?* during the discussion.
- Provide each child with a flat box filled with salt. Ask students to write their known words in salt, then “erase” them by shaking the box. Encourage the children to say “**Shake, shake, shake.**” as they erase.

Set-Up for Success

Independent Reading – Students may need support with **stirred** and the phrase **Guess what he added?**, page 8.

Guided Reading – Review the suggestions for *Independent Reading*. Include support for **you'll**, **added**, page 2; **tasted**, page 9.

Learning about Print

- Punctuation marks – period, comma, question mark, quotation marks, exclamation point.
- Multiple lines of text.
- Directionality on unusual page layouts.
- Capitalization of **I** as a pronoun.

Key Words and Phrases

What's for dinner? Shake, shake, shake.
Stew, but you'll have to help. added salt

Learning about Words

The vocabulary in this book provides opportunities to introduce, practice or enrich the following:

- Contractions – **What's, you'll.**
- Digraphs – **shake, who, what's.**
- Blends – **stew, stirred.**
- Word endings – **added.**
- Nouns and pronouns – **dad, brother/he** and **mom, sister/she.**

Assessment Opportunities

The following problem-solving behaviors can be observed and recorded:

- Using pictures as a source of information.
- Using blends, digraphs and word segments to solve an unfamiliar word.
- Reading high frequency words: **my, the, said, but, to.**
- Reading some repeated phrases with fluency.
- Retelling the story or relating the story to a personal experience.

After the Last Page

- Act out the story.
- Write a recipe for stew.
- Rewrite the book preparing pizza for dinner. Add different toppings.
- * Write a description for making pizza. Sequence the order of toppings.
- Assemble a cookbook of favorite recipes and give the book to someone as a gift.

- Write a grocery list of the items needed for making stew.

Throughout the Day

Math

- Cut paper “pizzas” into halves, quarters and eighths. Compare sizes of slices.
- Use various containers to compare liquid measurements.
- Tally the results of a vote on favorite pizza places in the community.
- Cooking – Prepare stew for a class luncheon.
- Patterning – Use borders found in the book as a model to create a design.
- Sequence what goes in the cooking pot (or on the pizza) by using ordinal numbers.



Problem-Solving

- Create an assembly line to make peanut butter and jelly sandwiches. Each child assumes the responsibility for one step in the process.
- Estimate how much salt would be added if all classmates “shake, shake, shake.” Weigh the results of the students’ shaking.

Social Studies

- Play telephone games. Pass a message from one to another.
- Discuss job responsibilities at home in preparation for dinner. Example: setting the table, preparing food, serving food, doing dishes.

- Discuss teamwork and chores at home.

Science

- Experiment with water displacement. Add objects to observe the changes in the water level.
- * Conduct experiments with salt. Does heat change salt? What does salt do to ice? Record findings.

Health

- Study the food groups.
- * Create a healthy menu for a family dinner including all the food groups.
- Write a menu for “The Pizza Place.” Include “meat lovers,” “veggie delight,” “cheese please.”
- Make healthy snacks.

The Home Connection

- Write a grocery list for a meal.
- Help plan a daily or weekly menu.
- Help cook a meal.
- Set the dinner table.

* Show What You Know – a document to keep

Activities marked with an asterisk (*) are appropriate for assessment.

Read on...

Cole, Joanna. *Who Put the Pepper in the Pot?*

Croll, Carolyn. *Too Many Babas.*

DePaola, Tomie. *Strega Nona.*

Ehlert, Lois. *Growing Vegetable Soup.*

Galdone, Paul. *The Magic Porridge Pot.*

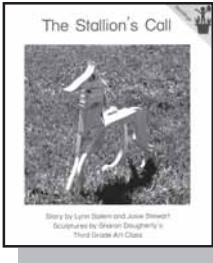
Hollander, Sheila. *Sammy's Supper.*

Kovalski, Maryann. *Pizza for Breakfast.*

Stone Soup. Adapted by Anne McGovern.

The Lady with the Alligator Purse. Adapted by Nadine Westcott.

Tomcheck, Ann. *I Can Be a Chef.*



The Stallion's Call

By Lynn Salem and Josie Stewart
8 pages/76 words



Synopsis

In a lyrical poem, the stallion calls to the other horses to meet his brand-new foal.

Before the First Page

Play a guessing game. One player states “I have something for you to see.” The other children answer, “**What is it? What is it? What can it be?**” The player reveals one clue at a time.

Set-Up for Success

Use the language of the book by stating that the stallion is calling the other horses to come and see something. By not revealing the last page the reader will have an opportunity to predict what the stallion is sharing with the other horses.

Independent Reading – Students may need support with **There's**, page 2; **hurry**, page 6.

Guided Reading – Review the suggestions for *Independent Reading*. Include support for **What**, page 3.

Learning about Print

- 1-1 correspondence on multiple lines of text.
- Punctuation marks – period, comma, question mark, quotation mark, apostrophe used in contractions, ellipsis (...).
- Directionality on multiple lines of text.

Key Words and Phrases

Come with me	What is it
There's something to see	we've

Learning about Words

The vocabulary in this book provides opportunities to introduce, practice or enrich the following:

- Contractions – **there's, we've.**
- Compound words – **something.**
- Word family – **all.**
- Word endings – **called, calling.**

Assessment Opportunities

The following problem-solving behaviors can be observed and recorded:

- Using beginning and ending letters and sounds to solve unfamiliar words.
- Using word segments to solve unfamiliar words.
- Reading phrases fluently.
- Directionality on multiple lines of text.

After the Last Page

- Create a story about the stallion and his new foal.
- Interview a parent. Find out who came to visit you when you were born.
- Display baby pictures of the class. Match classmates to their baby pictures.

Throughout the Day

Math

- Use different geometric shapes to build an animal.

- Write a story problem that matches the number of horses that followed the stallion to see the foal in the story

Problem-Solving

- Use tangrams to create horses.

Science

- Match the names of baby animals to the adult names. Example: Horse with foal.
- Research the many different uses for horses.
- Read about how to care for a horse.

The Home Connection

- Discuss with a parent or grandparent about the first few days of your life.
- Make a memory book from your baby pictures.

*** Show What You Know – a document to keep**

Activities marked with an asterisk (*) are appropriate for assessment.

Read on...

Asch, Frank. *Goodnight Horsey*.

Bussolati, Emanuela. *The Horse*.

Hasler, Eveline. *Martin Is Our Friend*.

Hirschi, Ron. *What Is a Horse?*

Hirschi, Ron. *Where Do Horses Live?*

James, Shirley Kerby. *Going to a Horse Farm*.

Rabinowitz, Sandy. *What's Happening to Daisy?*

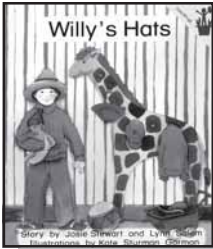
Richard, Jane. *A Horse Grows Up*.

Spring, Nancy. *Music of Their Hooves: Poems About Horses*.

Sutton, Elizabeth Henning. *A Pony for Keeps*.

Tompert, Ann. *Grandfather Tang's Story*.





Willy's Hats

By Josie Stewart and Lynn Salem

8 pages/65 words



Synopsis

Dad and Willy pile on Willy's hat collection, which includes the hat that Grandma made. The game goes on until the hats all fall down.

Before the First Page

Each child names or draws a favorite hat or cap. As students share, predict which of these hats Willy will have in his collection. Read several pages of *Caps for Sale* by Esphyr Slobodkina. Share with the students that Willy and his Dad play a game with his hats. Willy looks like the man in *Caps for Sale* when he piles his hats on his head.

Set-Up for Success

Reinforce the language of the text during the discussion in *Before the First Page*. Preview the book to check the predictions students made during the discussion and to discover Willy's favorite hat, "**the hat that Grandma made.**"

Independent Reading – Students may need support with **bicycle helmet**, page 3; **pirate**, page 4.

Guided Reading – Review the suggestions for *Independent Reading*. Include support for **baseball**, page 3; **now**, page 8.

Learning about Print

- Punctuation marks – period, commas in a series, exclamation point, apostrophe used in possessives, ellipsis (...).

- Directionality on multiple lines of text.
- Sequencing.
- Capitalization of proper nouns – **Willy, Dad, Grandma.**

Key Words and Phrases

Willy He likes his and hat

Learning about Words

The vocabulary in this book provides opportunities to introduce, practice and enrich the following:

- Compound words – **baseball.**
- Word building – Change **like** to **bike, likes, liked.**
- Possessive – **Willy's, Dad's.**
- Plural – **hats.**
- Sound of soft **c** and hard **c** – **bicycle.**
- Word segments – **hat, that, Grandma, Willy, fall.**
- Proper nouns and pronouns – **Willy, Dad, Grandma, he.**

Assessment Opportunities

The following problem-solving behaviors can be observed and recorded:

- Using pictures as a source of information.
- Using letters and sounds to solve unfamiliar words.
- Reading the punctuation – commas in a series.
- Using word segments to solve unfamiliar words.
- Self-correcting some errors.
- Increasing fluency as the story progresses.

After the Last Page

- Rewrite the story as “*Willy’s Shoes*.”
- Continue the story with additional hats for Willy. Example: cowboy hat, football helmet.
- * Write a story using the child’s own name and a different article of clothing.
- Make a hat from materials in the collage box. Have a parade. Sing “Yankee Doodle.”

Throughout the Day

Math

- Count and sort hats.
- Graph favorite hats.

Problem-Solving

- * Willy has a yellow hat, a purple hat and a green hat. He has a red sweater, an orange sweater and a blue sweater. How many different combinations of hats and sweaters can Willy make? Draw a picture to solve.

Social Studies

- Explore hats associated with different careers.
- * Display many different hats. Take turns wearing the hats and role-playing the workers wearing the hats.
- Explore different styles of hats and purposes of hats from around the world.

Science

- Discuss the weather and an appropriate hat for each season.
- * Predict how many hats can be piled up before the stack falls over. Test the prediction. What variables change the results?

Creative Dramatics

- Put on a hat. Act out a character who would wear the hat. Example:
A baseball player when wearing a baseball hat.

The Home Connection

- Design and make your own hat.
- Design party hats for the next family party.
- Count and tally all the hats in one closet.

* Show What You Know – a document to keep

Activities marked with an asterisk (*) are appropriate for assessment.

Read on...

Brown, Beverly Swardlow. *Mouse’s Baby Blanket*.

Corbett, Sara. *Hats Off to Hats!*

Howard, Elizabeth Fitzgerald. *Aunt Flossie’s Hats*.

Keats, Ezra Jack. *Jennie’s Hat*.

Kroll, Steven. *Princess Abigail and the Wonderful Hat*.

Miller, Margaret. *Whose Hat?*

Morris, Ann. *Hats, Hats, Hats*.

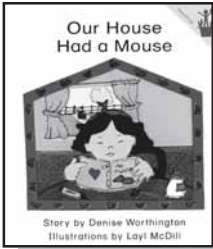
Nodset, Joan. *Who Took the Farmer’s Hat?*

Rohmer, Harriet. *Uncle Nacho’s Hat/El Sombrero Del Tío Nacho*.

Scheller, Melanie. *My Grandfather’s Hat*.

Slobodkina, Esphyr. *Caps for Sale*.





Our House Had a Mouse

By Denise Worthington

8 pages/102 words

Available in Spanish



Synopsis

A family discovers a mouse taking a tour through their house. The mouse scares each family member in a different room of the house. The youngest girl offers a simple solution to their mouse problem.

Before the First Page

Use the back cover of the book as a map. Name the rooms with the children as they trace the route the mouse has taken. Discuss solutions for getting rid of the mouse. Give students the opportunity to role-play family members as they say, **“Eeek! We must get rid of that mouse!”**

Set-Up for Success

Independent Reading – This book will need a detailed introduction of page 2. To promote fluent reading, emphasize the title and the phrase, **a little brown mouse**. Locate the word **through** on several pages.

Guided Reading – Review the suggestions for **Independent Reading**. Include support for **opened, doesn’t, anymore**, page 8.

Learning about Print

- Multiple lines of text.
- Punctuation marks – period, comma, quotation marks, exclamation point, apostrophe used in contractions.
- Capitalization of **I** as a pronoun.

Key Words and Phrases

house my jumped
The mouse ran through the
“Eeek! We must get rid of that mouse!”

Learning about Words

The vocabulary in this book provides opportunities to introduce, practice or enrich the following:

- Nouns and pronouns – **dad/he, mom** and **sister/she**.
- Verbs – **jumped, ran, cried, opened**.
- Color word – **brown**.
- Rhyming words – **mouse/house, door/more**.
- Word family – **ran**.
- Contractions – **doesn’t**.
- Sound words – **“Eeek!”**

Assessment Opportunities

The following problem-solving behaviors can be observed and recorded:

- Demonstrating 1-1 correspondence on multiple lines of text.
- Using pictures as a source of information.
- Reading high frequency words easily
- Reading in meaningful phrases.
- Reading some repeated phrases with fluency.

After the Last Page

- Sequence the story and make a story map.
- Show on a local map the location of each child’s house. Write the address of the location.
- Create a story using “direction” words.

- Make stick puppets and act out a play
- Make a game board of the mouse's travels through the house.

Throughout the Day

Math

- Graph the colors of the students' homes.
- * Use geometric shapes cut from paper to make a house.
- Create houses with geoboards, tangrams or milk cartons.
- Count the number of windows and doors in your house.

Problem-Solving

- * Write a solution to get a mouse out of a house.
 - Classify domestic animals vs. wild animals.
 - Design a mousetrap. Brainstorm various things that would attract a mouse.
- Example: cheese, peanut butter.

Social Studies

- Collect magazine pictures of all types of homes, i.e., animal homes, people's homes. Sort and make collage posters.
- Discuss the word "neighborhood." Discuss different types of homes in other countries and why these types of homes are built. Locate the countries on the map.

Science

- Experiment with color. Use food coloring or watercolors to produce brown.
- Read about animal homes and habitats.
- Match pictures of animals to pictures of appropriate homes.
- List what kinds of animals live in trees, on the ground or in the water. Create a graph.
- Make dioramas of habitats.

Art

- Make a collage from torn paper. Study Leo Lionni, Ezra Jack Keats' or Eric Carle's books.

The Home Connection

- Make a map of your house.

- Ask each family member to share a story about "saving the day."
- Read a version of *Froggie Went a-Courting*. Sing the song.

* Show What You Know – a document to keep

Activities marked with an asterisk (*) are appropriate for assessment.

Read on...

Brett, Jan. *The Town Mouse and the Country Mouse*.

Edwards, Pamela Duncan. *Livingstone Mouse*.

Emberley, Rebecca. *My House, Mi Casa: A Book in Two Languages*.

Grifalconi, Ann. *Village of Round and Square Houses*.

Hoberman, Mary Ann. *A House Is a House for Me*.

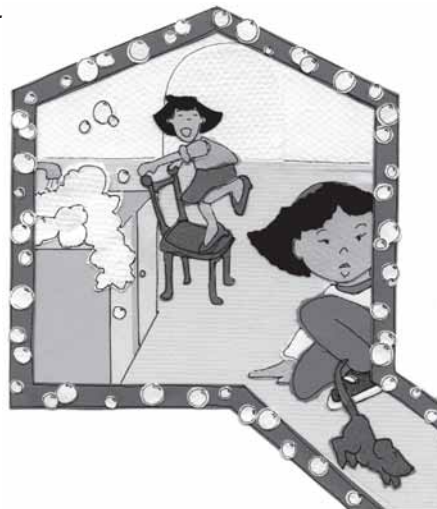
Hutchins, Pat. *Rosie's Walk*.

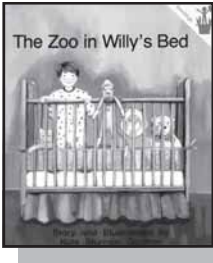
Lionni, Leo. *The Biggest House in the World*.

Numeroff, Laura Joffe. *If You Give a Mouse a Cookie*.

Wells, Rosemary. *Noisy Nora*.

Yee, Wong Herbert. *Eek! There's a Mouse in the House*.





The Zoo in Willy's Bed

By Kate Gorman

16 pages/80 words



Synopsis

Willy's older sister tells this story as she observes him tucking his stuffed animals into bed for a goodnight's sleep.

Before the First Page

Ask children to name their favorite stuffed animal. Pass a stuffed animal around. Each student shares, "At bedtime I always..." or "At bedtime I like..." or "The best part about bedtime is...."

Set-Up for Success

Introduce Willy who loves his stuffed animals so much that he has a zoo in his bed. Talk about how Willy takes care of his animals in the "cage" using some of the vocabulary of the story, i.e., pats the lion, hugs the frog, sings to the bear. Introduce Willy's sister who is telling the story.

Independent Reading – Inform students that Willy's sister refers to him as the **zookeeper**.

Guided Reading – Review suggestions for *Independent Reading*. Include support for **tucks**, page 8; **hugs**, page 10.

Learning about Print

- Using picture cues.
- Punctuation marks – period, apostrophe in possessive.
- Multiple lines of text.
- Capitalization of a proper noun – **Willy**.

Key Words and Phrases

He has zookeeper zoo

Learning about Words

The vocabulary in this book provides opportunities to introduce, practice or enrich the following:

- Various spellings of the long **e** sounds – **he**, **keeper**, **monkey**, **Willy**.
- Sound of **oo** in **zoo** and **oo** in **goodnight**. List other words in this pattern.
- Compound words – **zookeeper**, **goodnight**.
- Verbs – **s** and **es** endings – **tucks**, **pats**, **sings**, **hugs**, **kisses**.
- Using word segments to solve unfamiliar words: **-at**, **-ug**, **-ing**.
- Proper nouns and pronouns – **Willy**, **he**.

Assessment Opportunities

The following problem-solving behaviors can be observed and recorded:

- Using pictures as a source of information.
- Using self-monitoring strategies.
- * Using word segments to solve unfamiliar words.
- Reading high frequency words easily
- Reading in meaningful phrases.
- Increasing fluency as the meaning of the story is constructed.
- Retelling the story or personal bedtime experiences.

After the Last Page

- * Write about bedtime rituals.
- Bring in favorite stuffed animals and write a

detailed description.

- Make a diorama showing the zoo in Willy's bed.
- Make a mobile of the zoo animals to hang above Willy's bed.
- Read and write poems about favorite zoo animals.
- Write a play *A Day at Willy's Zoo*. Create puppets and act out the play.

Throughout the Day

Math

- * Graph the students' favorite zoo animals.
- Make clocks. Write a daily schedule for the zookeepers. Show the times.
- Sort animal crackers. Write and solve story problems using the crackers as counters.
- Graph the various stuffed animals brought to school.

Problem-Solving

- What would you do if you *really* did have a zoo in your bed, house, yard?
- Imagine that animals who don't typically "live together" in the same location find themselves together. Example: a lion, a bear and a frog. How could you make a habitat suitable for all of them? How do you keep peace among them?

Science

- Learn about day and night and nocturnal animals.

Health

- Discuss eating a healthy snack before bedtime, brushing teeth before bed and an appropriate amount of sleep.

Art

- Create a collage picture of a stuffed animal.
- Paint a night picture using crayon resist.

The Home Connection

- Visit a petting zoo.

- Share animal crackers while reading.
- Make a bed into a zoo. Read to a stuffed animal.

* Show What You Know – a document to keep

Activities marked with an asterisk (*) are appropriate for assessment.

Read on...

Alborough, Jez. *Where's My Teddy?*

Berger, Barbara. *Grandfather Twilight*.

Butler, Dorothy. *My Brown Bear Barney*

Fox, Mem. *Time for Bed*.

Hutchins, Pat. *Good-Night, Owl!*

Lobel, Arnold. *A Zoo for Mr. Muster*.

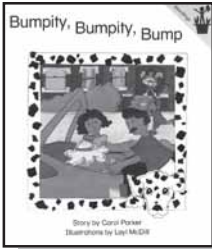
Peek, Merle. *Roll Over! A Counting Song*.

Rathmann, Peggy. *Goodnight, Gorilla*.

Rice, Eve. *Goodnight, Goodnight*.

Wood, Audrey. *The Napping House*.





Bumpity, Bumpity, Bump

By Carol Parker
12 pages/62 words



Synopsis

When a family's car goes over a bump, they lose one beach item after another. No one notices except for the dog Spotty who jumps out too!

Before the First Page

Ask students to list all the items they would take to the beach or play "I went to the beach and I brought...." Each student repeats the cumulative list adding a new beach item.

Set-Up for Success

Reinforce the repetitive phrase in the book, "**No one notices....**"

Independent Reading – Students may need support with **flies**, page 2; **straw**, page 3; **tube**, page 5.

Guided Reading – Review the suggestions for *Independent Reading*. Include support for **one**, page 2; **except**, page 4.

Learning about Print

- 1-1 correspondence.
- Directionality on multiple lines of text.
- Punctuation marks – period, exclamation point, ellipsis (...).
- Capitalization of proper nouns – **Spotty**.

Key Words and Phrases

No one notices... out the

Learning about Words

The vocabulary in this book provides opportunities to introduce, practice or enrich the following:

- Using magnetic letters to build new words – **out, shout, about, outside**.
- Word endings – **flies, notices, jumps**.

Assessment Opportunities

The following problem-solving behaviors can be observed and recorded:

- Using word segments to solve unfamiliar words.
- Using initial letters and sounds to solve unfamiliar words.
- Using pictures as a source of information.
- Reading in meaningful phrases.

After the Last Page

- Write a story about what the characters did with the item they found, i.e., the duck with the inner tube.
- Bring a beach towel to school. Sit in the "sun" and read.
- Tell about a time that you lost something. How did you find it?

Throughout the Day

Math

- Start with ten beach items. Count backward from ten to zero.
- Sort seashells. Students determine the characteristics for sorting. Count the groups.

Problem-Solving

- How did the family retrieve their items?



- * Sara has six items packed for the beach: a red towel, a straw hat, a pair of sunglasses, a teddy bear, a bucket and a swimming tube. She may only bring two items. How many different combinations of items could she bring? Example: She could bring the red towel and the bucket.

Social Studies

- Read a book about fire fighting as a career
- Interview a firefighter.

Heath

- Study water and fire safety.

Art

- Create sand art pictures or colored sand in jars.
- Design a new hat or beach towel.
- Look at water scenes painted by famous Impressionists.
- Create paper collage illustrations as in *Bumpity, Bumpity, Bump*.

The Home Connection

- Plan a trip to the beach. What will you pack?
- Play the cumulative game “I was going to the beach and I packed....” Each family member must repeat the previous items and add a new item to the list.

*** Show What You Know** –a document to keep

Activities marked with an asterisk (*) are appropriate for assessment.

Read on...

Burningham, John. *Come Away from the Water, Shirley*.

Denslow, Sharon. *Riding with Aunt Lucy*.

Garellick, May. *Down to the Beach*.

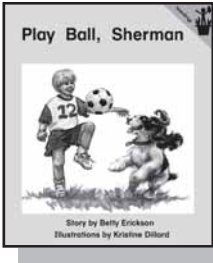
Havill, Juanita. *Jamaica's Find*.

Jonas, Ann. *Where Can It Be?*

Lexau, Joan. *Who Took the Farmer's Hat?*

Marshall, James. *Three by the Sea*.

Rockwell, Anne and Harlow. *At the Beach*.



Play Ball, Sherman

By Betty Erickson
12 pages/88 words



Synopsis

This frisky dog takes to the soccer field and in his enthusiasm scores a goal for Brad's team.

Before the First Page

Lead a discussion about animals that do unusual things or become a hero, i.e., pets that have rescued their owners, dogs that swim, birds that "talk," cats that "sing."

Set-Up for Success

Read the title to the students. Review the book by discussing the search for Sherman. Help the children make the transition among the many speakers in the book by posing questions that elicit a prediction of who is speaking, especially pages 2–3 and pages 8–9. Discuss the soccer term **heading**.

Independent Reading – Students may need support with **you'll**, page 2; **anywhere**, page 3.

Guided Reading – Review the suggestions for *Independent Reading*. Include support for **Where's**, page 3; **There's**, page 4; **should**, page 9; **know**, page 11.

Learning about Print

- Punctuation marks – period, comma, question mark, quotation marks, exclamation point, apostrophe used in contractions.
- Capitalization of proper nouns – **Sherman**, **Brad**.
- Conversation.

Key Words and Phrases

Sherman

Don't you know

Learning about Words

The vocabulary in this book provides opportunities to introduce, practice or enrich the following:

- Contractions – **you'll**, **where's**, **he's**, **can't**, **there's**, **we'll**, **Brad's**, **don't**.
- Digraphs – **Sherman**, **leash**, **should**, **where's**, **the**, **that**, **there's**.
- Word endings – **kicking**, **heading**, **looks**.
- Blends – **stop**, **Brad**, **score**, **play** (title).
- Silent **k** – **know**.
- Word segments – **soccer**, **Sherman**.
- Proper nouns and pronouns – **Sherman**, **he**.

Assessment Opportunities

The following problem-solving behaviors can be observed and recorded:

- Using intonation on italicized words.
- Reading with appropriate phrasing for dialogue.
- Using word segments to problem-solve unfamiliar words.
- * Retelling the story or relating the story to a personal experience.

After the Last Page

- Write a story about "Sherman, the Wonder Dog."
- Write a news report about Sherman's goal for the soccer team.
- Design a sports outfit for a dog.
- Create a trophy for Sherman.

Throughout the Day

Math

- Give each student an opportunity to kick the ball. Measure the distance of each kick.
- Make a clock. Show possible starting and ending times for a soccer game.
- * Find out how many players are on a soccer team. Organize a class list into teams and determine how many teams could be formed.

Problem-Solving

- How would you get Sherman off the field?

Social Studies

- Use one soccer rule as a basis for a discussion on safety and fairness.

Health

- Take an exercise break.

The Home Connection

- Play a ball game together or attend a game as a family.

* **Show What You Know** – a document to keep

Activities marked with an asterisk (*) are appropriate for assessment.

Read on...

Erickson, Betty. *Oh, No, Sherman!*

Hansard, Peter. *Wag, Wag, Wag.*

Hopkins, Lee Bennett. *A Dog's Life.*

Keats, Ezra Jack. *Psst, Doggie.*

Kellogg, Steven. *Best Friends.*

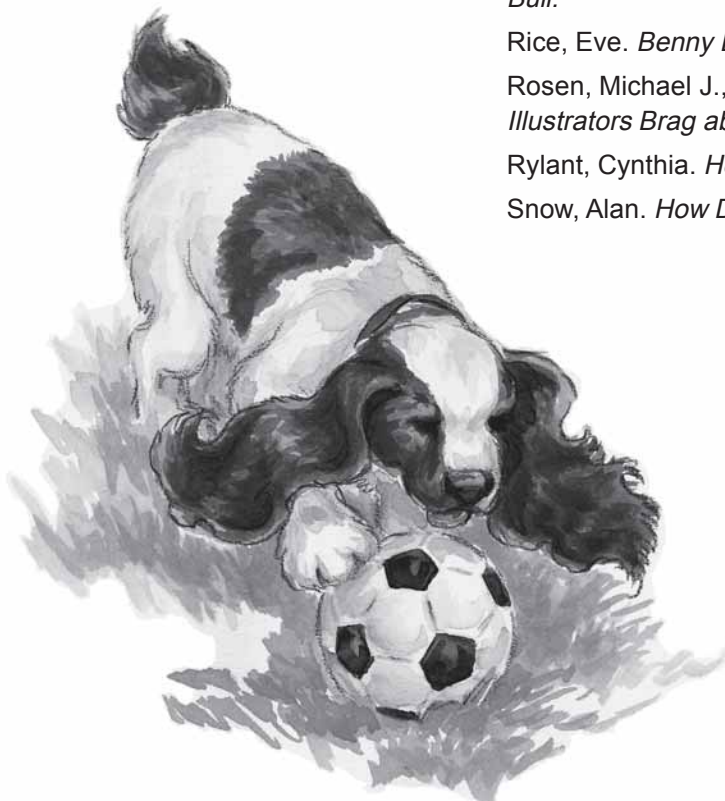
Leaf, Munro. *The Story of Ferdinand and the Bull.*

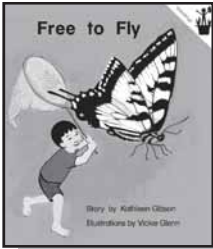
Rice, Eve. *Benny Bakes a Cake.*

Rosen, Michael J., Ed. *Speak! Children's Book Illustrators Brag about Their Dogs.*

Rylant, Cynthia. *Henry and Mudge* series.

Snow, Alan. *How Dogs Really Work!*





Free to Fly

By Kathleen Gibson
8 pages/96 words



Synopsis

Everyone tells the boy that the butterfly he catches needs to be free.

Before the First Page

Share a poster of the life cycle of a butterfly.
Review what a butterfly needs to survive.

Set-Up for Success

Independent Reading – Students may need an introduction to or support with **air**, page 5; **thought**, page 6.

Guided Reading – Review the suggestions for *Independent Reading*. Include support for **needs**, page 3.

Learning about Print

- 1-1 correspondence on multiple lines of text.
- Using pictures.
- Punctuation marks – period, comma, quotation mark, exclamation point.
- Capitalization of proper nouns – **Jimmy**.
- Capitalization of **I** as a pronoun.

Key Words and Phrases

needs said free and
I want to keep it.

Learning about Words

The vocabulary in this book provides opportunities to introduce, practice or enrich the following:

- Digraphs – **then, the, thought, there**.

- Using magnetic letters – **need, keep, free**.
- Blends – **fly, butterfly, flower**.

Assessment Opportunities

The following problem-solving behaviors can be observed and recorded:

- Using beginning letters and sounds to solve unfamiliar words.
- Reading high frequency words fluently.
- Using pictures as a source of information.
- Retelling the story maintaining the meaning.

After the Last Page

- Draw pictures for the main events of the story. Sequence in order.
- Read and write butterfly poetry.
- * Make a poster of the life cycle of a butterfly.
- Tell about a time that you caught an insect.
- Bring in live insects and observe them. Set them free on the playground.
- At school, plant a wildflower garden that will attract butterflies.

Throughout the Day

Math

- Share a variety of books about butterflies. Sort butterfly pictures by species, color, size, etc.
- Graph favorite butterflies.

Problem-Solving

- How can you observe a butterfly in its natural setting?
- How many days are in the life cycle of a butterfly?

Social Studies

- Locate on a map where different species of butterflies live.
- Map the path of migration for one species of butterfly.

Science

- * Compare the life cycle of a butterfly to the life cycle of other insects.
- Learn what butterflies need to survive. Pose the question: Do different species have varying needs?
- Observe a caterpillar as it grows and changes. Release it as a butterfly.

Art

- Create tissue paper flowers and collage butterflies. Display butterfly poetry with the pictures.
- Paint crayon relief butterflies. Use black crayons for the butterfly outline and for the pattern in the wings.

The Home Connection

- Plant a butterfly garden.

*** Show What You Know – a document to keep**

Activities marked with an asterisk (*) are appropriate for assessment.

Read on...

Carle, Eric. *The Very Hungry Caterpillar*.

Facklam, Margery. *Creepy, Crawly Caterpillars*.

Gibbons, Gail. *Monarch Butterfly*.

Gomi, Taro. *Hi, Butterfly!*

Grifalconi, Ann. *Darkness and the Butterfly*.

Harition, Anca. *Butterfly Story*.

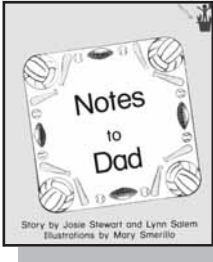
Heller, Ruth. *How to Hide a Butterfly: and Other Insects*.

Lewis, Naomi. *The Butterfly Collector*.

O'Hagan, Caroline. *It's Easy to Have a Caterpillar Visit You*.

Ryder, Joanne. *Where Butterflies Grow*.





Notes to Dad

By Josie Stewart and Lynn Salem
12 pages/114 words



Synopsis

Dad delights in receiving messages from his son Stevie. Functional notes as well as an “I Love You” banner fluttering from the second story window are in childlike handwriting.

Before the First Page

Ask students to list various reasons for leaving notes. Students can work in pairs and write a quick note to one another.

Set-Up for Success

Reinforce the language of the book during the *Before the First Page* activity.

Independent Reading – Students may need support with **Don’t**, page 6; **another**, **star**, page 8.

Guided Reading – Review the suggestions for *Independent Reading*. Include support for **When**, pages 4 and 6; **biggest**, page 11.

Learning about Print

- Directionality on multiple lines of text.
- Unique features of handwritten text.
- Format of letter writing.
- Punctuation marks – period, comma, apostrophe used in possessives, ellipsis (...).
- Capitalization of proper nouns – **Dad**, **Stevie**, **Matt**.

Key Words and Phrases

write

when

Learning about Words

The vocabulary in this book provides opportunities to introduce, practice or enrich the following:

- Digraph **wh** – **when**.
- Silent **w** – **write**.
- Contractions – **I’m**, **it’s**.
- Word endings – **shopping**, **biggest**, **notes**, **cards**.

Assessment Opportunities

The following problem-solving behaviors can be observed and recorded:

- Using word segments to solve unfamiliar words.
- Using pictures as a source of information.
- Reading in meaningful phrases.
- Using punctuation as a guide while reading.

After the Last Page

- Create a class mailbox with a compartment for each student.
- Rewrite the book as *Notes to My Teacher*.
- * Write a letter to a relative or a friend.
- Create a pen pal system in your school or with another school.

Throughout the Day

Math

- Learn the cost of postage stamps.
- Sort various stamps. Students determine the features by which to sort.
- Create patterns with stamps.
- Invite a stamp collector to visit.

Problem-Solving

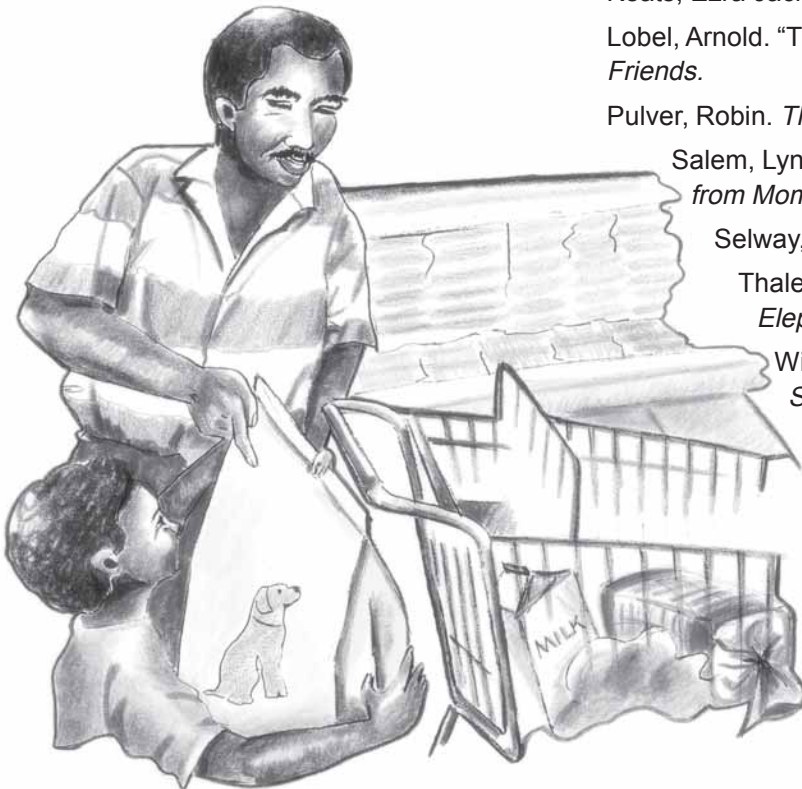
- Write story problems, i.e., If you mailed 3 letters with first class postage, how much would it cost?

Social Studies

- Create family trees. Write letters to relatives to obtain the needed information to complete the family tree.
- Study the United States Postal Service and possible careers.
- Look at stamps from various countries around the world.

Art

- Create birthday cards.
- Create stationery for letter writing.
- Design a postage stamp.



The Home Connection

- Convert an old sheet into party decorations.
- Plan a birthday party for a family member.
- Begin a family message board or bulletin board.
- Start a family journal. Each family member takes a turn writing in the journal.
- Write notes to one another.

*** Show What You Know – a document to keep**

Activities marked with an asterisk (*) are appropriate for assessment.

Read On...

Ahlberg, Janet and Allen. *The Jolly Postman*.

Blos, Joan. *Old Henry*.

Carle, Eric. *The Secret Birthday Message*.

Keats, Ezra Jack. *A Letter to Amy*.

Lobel, Arnold. "The Letter." *Frog and Toad Are Friends*.

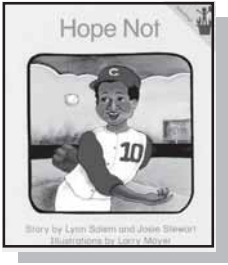
Pulver, Robin. *The Holiday Handwriting Book*.

Salem, Lynn and Josie Stewart. *Notes from Mom*.

Selway, Martina. *Don't Forget to Write*.

Thaler, Mike. *Never Mail an Elephant*.

Wild, Margaret. *Thank You, Santa*.



Hope Not

By Lynn Salem and Josie Stewart

8 pages/83 words

Available in Spanish



Synopsis

The “worries” of a child – empty cereal boxes, rain today, spinach for dinner – are forgotten when his best friend is ready to play

Before the First Page

Read *Fortunately* by Remy Charlip. Discuss the disastrous events in the book that almost happen, but note the happy ending. As the children preview the illustrations of *Hope Not*, compare the format of the two books.

Set-Up for Success

Independent Reading – Students may need support with **empty**, page 3; **dried**, page 5.

Guided Reading – Review the suggestions for *Independent Reading*. Include support for **cereal**, page 3; **until**, page 6.

Learning about Print

- Punctuation marks – period, question mark, exclamation point.
- Environmental print – baseball scoreboard, front cover, milk carton and cereal box, page 3; calendar and bulletin board notes, page 6; uniform insignia, front cover and page 8.

Key Words and Phrases

Is my I hope not. I hope so.

Learning about Words

The vocabulary in this book provides opportunities to introduce, practice or enrich the following:

- Word family – **go** and **going**. Use magnetic letters to build words.
- Compound words – **today**, **baseball**, **birthday**, **tonight**.
- Digraphs – **shirt**, **wash**, **spinach**, **birthday**.
- Word endings – **going**, **marker**, **dried**.
- Blends – **spinach**, **dried**.

Assessment Opportunities

The following problem-solving behaviors can be observed and recorded:

- Using pictures as a source of information.
- Using word segments to solve unfamiliar words.
- Using punctuation marks to read expressively.

After the Last Page

- Write a wish list. Prioritize the wishes.
- * Use a story starter, i.e., “If I had one wish, it would be....”
- Create a magic object that grants wishes.

Throughout the Day

Math

- Graph answers (“I hope not!” and “I hope so!”) to various questions.
- Have each child determine the number of days until his/her birthday. Show in tens and ones. Graph and compare. Whose birthday is closest? farthest?

- Graph the number of children who do or do not like spinach.

Problem-Solving

- How many bowls of cereal can you get from one box? If you eat cereal three times a week, how long will the box last?
- * Create a game to play with a friend on a rainy day.
- What would you do if... it rains today? ...your shirt is in the wash? ...the cereal box is empty?

Science

- Do a cause and effect experiment. Example: plants with and without water or light.

Health

- Talk about positive and negative feelings.
- Write a list of characteristics of a best friend.

Art

- Create a picture of yourself and your best friend.

The Home Connection

- Invite a friend over to play
- Star gaze and wish upon a star.
- Plan your next birthday party.

*** Show What You Know** – a document to keep

Activities marked with an asterisk (*) are appropriate for assessment.

Read on...

Anholt, Catherine. *Good Days, Bad Days*.

Bolton, Elizabeth. *Secret of the Magic Potion*.

Charlip, Remy. *Fortunately*.

Cuyler, Margery. *That's Good! That's Bad!*

Grimm Brothers. *The Wishing Table*.

Johnston, Deborah. *Mathew Michael's Beastly Day*.

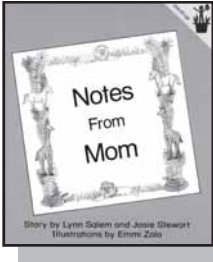
Stevenson, James. *The Wish Card Ran Out!*

Viorst, Judith. *Alexander and the Terrible, Horrible, No Good, Very Bad Day*.

Zemach, Margot. *The Three Wishes: An Old Story*.

Zolotow, Charlotte. *Someday*.





Notes From Mom

By Lynn Salem and Josie Stewart

16 pages/98 words

Available in Spanish



Synopsis

Through a note each day of the week, a working mom communicates with her daughter, an after-school activity. This book provides a model for real-life writing purposes.

Before the First Page

Provide several notepads for students to write notes to their mothers. Encourage the students to close their notes in a variety of ways. Reinforce the language of the book, i.e., **hugs**, **kisses**.

Set-Up for Success

Review the days of the week. Give a detailed introduction on pages 1–3, noting that the girl is leaving for school on page 1 and returning from school to find a note on page 3. Encourage the students to look through the book to see the notes that mom wrote. Discuss the many different words used to close a note or letter

Independent Reading – Students may need support with **Hugs**, page 6; **Kisses**, page 8.

Guided Reading – Review the suggestions for *Independent Reading*. Include support for **raining**, page 12.

Learning about Print

- Directionality on multiple lines of text.
- Punctuation marks – period, comma, colon.
- Environmental print – **PLEASE DON'T FEED THE ANIMALS.**, sign on page 16.
- Contractions – **it's**, **let's**, **isn't**.
- Unique features of handwritten text.

Key Words and Phrases

she wrote

days of the week

Learning about Words

The vocabulary in this book provides opportunities to introduce, practice or enrich the following:

- Locating **day** as part of the days of the week.
- Learning the days of the week through the use of a chart or calendar.
- Using magnetic letters to build new words – **she, he, be, me, we**.
- Word family – **day**.

Assessment Opportunities

The following problem-solving behaviors can be observed and recorded:

- Using 1-1 correspondence on varied text.
- Attempting to self-correct to maintain meaning.
- Using pictures as a source of information.
- Retelling the details of this story or relating it to a personal experience.
- Using word segments to solve unfamiliar words.

After the Last Page

- Conduct a short lesson on note writing. Include the greeting, body of letter and the closing.
- Write notes to friends and deliver the notes to their school mailboxes.
- Plan a schedule, include one activity for each day of the week. Example: On Monday, Dad takes me to Scouts. On Tuesday, I go to soccer practice.

- Make a list of home chores and responsibilities.
- Write responses to the notes Mom wrote in the book.
- Discuss the need to follow directions. Use the notes that Mom wrote in the book as examples.



Throughout the Day

Math

- Practice telling time on the hour by writing a schedule for the day.

Problem-Solving

- Predict what Mom might write on Sunday. Write the note.
- Create an itinerary for Saturday's trip to the zoo.

Social Studies

- * Keep a diary about daily school activities.
- Invite parents to share about their careers.

Art

- Design letterhead for writing notes.
- Design personal stationery.

The Home Connection

- Create a pen pal system with a cousin, grandparent or faraway friend.
- Write notes to one another. Put them in a lunch box, briefcase or on the refrigerator.
- Create food-shaped paper. Write a grocery list using this paper.

* Show What You Know – a document to keep

Activities marked with an asterisk (*) are appropriate for assessment.

Read on...

Alexander, Sue. *Dear Phoebe*.

Carle, Eric. *The Very Hungry Caterpillar*.

Carle, Eric. *Today Is Monday*.

Caseley, Judith. *Dear Annie*.

Cummings, Pat. *Clean Your Room, Harvey Moon*.

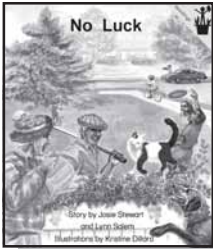
James, Simon. *Dear Mr. Blueberry*.

Parker, Nancy Winslow. *Love, from Aunt Betty*.

Stewart, Josie, and Lynn Salem. *I Can Write. Can You?*

Stewart, Josie, and Lynn Salem. *Notes to Dad*.

Williams, Vera. *Three Days on a River in a Red Canoe*.



No Luck

By Josie Stewart and Lynn Salem

12 pages/120 words



Synopsis

The whole neighborhood joins in to help get the Frisbee® out of the tree. Surprisingly, the dog chasing the cat shakes the Frisbee free.

Before the First Page

Share *The Great Big Enormous Turnip* by Alexei Tolstoy. Tell the children that *No Luck* has a similar situation as many people try to get the Frisbee down. An unusual turn of events solves the problem.

Set-Up for Success

Name the characters on each page as students survey the pictures. For a supportive introduction, review the complete book. For a less supportive introduction, survey and name the characters on pages 2–7 only.

Independent Reading – Students may need support with **Mr. Jones**, page 7; **chased**, page 9.

Guided Reading – Review the suggestions for *Independent Reading*. Include support for **catch**, **tried**, page 2.

Learning about Print

- Punctuation marks – period, comma, exclamation point, apostrophe used in possessives, ellipsis (...).
- Word bubbles – the sounds of the objects, pages 10 and 11.
- Capitalization of proper nouns – **Mr. Jones**, page 7.

Key Words and Phrases

tried to get it down
came

No luck!

Learning about Words

The vocabulary in this book provides opportunities to introduce, practice or enrich the following:

- Irregular verbs – **were**, **threw**.
- Blends – **stuck**, **stick**, **Frisbee**, **playing**, **tried**, **tree**, **grandpa**.
- Digraphs – **shoe**, **chased**.
- Word endings – **playing**, **chased**, **tried**.

Assessment Opportunities

The following problem-solving behaviors can be observed and recorded:

- Using pictures as a source of information.
- Using letter sounds and blends.
- Using word segments to solve unfamiliar words.
- Using the pattern of the story to read fluently.

After the Last Page

- Construct parallel story maps to compare and contrast *No Luck* with *The Great Big Enormous Turnip*.
- Brainstorm a list of things that are considered “lucky.”
- * Write a sequel to the story entitled “Cat Rescue.”
- Write new stories. Example: “What Luck” or “Lots of Luck.”

Throughout the Day

Math

- Conduct a Frisbee toss. Measure and graph how far the Frisbee goes.

Problem-Solving

- Divide the class into teams to discuss ways to get the Frisbee or the cat down.
- Devise a means of getting food up to the cat in the tree.

Science

- * List characteristics that affect flight during the Frisbee toss. (See **Math.**)

Physical Education

- Teach one another how to toss the Frisbee.
- Toss a beanbag on a tic-tac-toe board.

Art

- As a class, select a tree to study. Observe the tree. Create pictures of the tree using different materials, such as pencil, chalk, watercolors or crayon rubbings of the bark. Compare the illustrations. Repeat the activity during different seasons.



The Home Connection

- Draw a picture of a time everyone in the family worked together to solve a problem.
- Decorate a Frisbee.
- Play Frisbee tag or Frisbee golf.

* Show What You Know – a document to keep

Activities marked with an asterisk (*) are appropriate for assessment.

Read on...

Greydanus, Rose. *Tree House Fun.*

Hoopes, Lyn Littlefield. *Wing-a-Ding.*

Moran, Tom. *Frisbee Disk Flying Is for Me.*

Paulsen, Brendan Patrick. *The Luck of the Irish.*

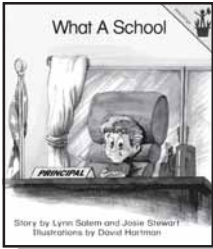
Peet, Bill. *The Luckiest One of All.*

Tolstoy, Alexei. *The Great Big Enormous Turnip.*

Udry, Janice. *A Tree Is Nice.*

Viorst, Judith. *Alexander and the Terrible, Horrible, No Good, Very Bad Day.*

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What A School

By Lynn Salem and Josie Stewart

16 pages/100 words



Synopsis

The reader learns about the principal's day, while a student describes what the school would be like if he became the principal.

Before the First Page

Read the question from page 2, "**Do you know what the principal does?**" Have the children fold a sheet of paper in half. On the left side, list or draw several things they believe the principal does. Compare their ideas to the book by reviewing pages 2–9. Pose the question: "What if the students were in charge of the school?" On the right side of the paper, students list what they would do as the principal.

Set-Up for Success

Reinforce the language of the text as the students share their lists or drawings from the previous activity.

Independent Reading – Students may need support with **know**, pages 2 and 10; **listens**, **favorite**, page 7; **invite**, page 12.

Guided Reading – Review the suggestions for *Independent Reading*. Include support for **meets**, page 2; **talks**, page 4; **writes**, page 5; **visits**, page 8; **watches**, page 9.

Learning about Print

- Punctuation marks – period, question mark, exclamation point, apostrophe used in contractions.

- Reading different types of print – chalkboard on page 10.
- Environmental print – **STOP** on school bus, page 2; principal's door, page 11; boy's T-shirt and **FREE SODA**, page 14.

Key Words and Phrases

She I'll us
Do you know

Learning about Words

The vocabulary in this book provides opportunities to introduce, practice or enrich the following:

- Digraphs – **she, what, when, the, lunch**.
- Plurals – **girls, boys, moms, dads, letters, teachers, books, pets, fountains**.
- Contractions – **I'll, I'm**.
- Compound words – **classroom, playground, everyone**.
- Verbs – **meets, talks, writes, helps, listens, visits, watches, invite, play**.
- Silent letters – **know, write**.
- Word segments – **invite**.

Assessment Opportunities

The following problem-solving behaviors can be observed and recorded:

- Using word segments to solve unfamiliar words.
- Reading in meaningful phrases.
- Gaining fluency as the story progresses.
- Using visual information to self-correct.
- Reading with expression and appropriate intonation.

After the Last Page

- * Write a thank-you note to the principal or someone who has helped you in school.
- Interview the principal or shadow the principal for an hour.
- Invite the principal to be a guest speaker in your class. If the class participated in the pre-reading activity, compare the students' perceptions to the information the principal shares. Make a mural of all the things the principal does for the students.
- Interview various people who help in a school.
- Brainstorm the qualifications of a principal.

Throughout the Day

Math

- * Graph the ten most popular things that happen in school, i.e., going to gym class.
- Count things in a school. Example: number of swing sets, books on a shelf, doors in a hallway.
- Use blocks or another manipulative to construct a school building.
- Time – (Clock, page 8) Create a schedule for a day at school.

Problem-Solving

- Estimate the number of scoops of ice cream needed to feed your class, your grade, your school. Count by twos.

Social Studies

- Study various careers, particularly school careers.
- Design the perfect school. Create a map.

The Home Connection

- Ask Mom and Dad to share, "When I was in school...."
- Read books about schools.
- At dinnertime, talk about the day at school.

* Show What You Know – a document to keep

Activities marked with an asterisk (*) are appropriate for assessment..

Read on...

Allard, Harry and James Marshall. *Miss Nelson Is Missing!*

Brandenburg, Franz. *No School Today!*

Burningham, John. *John Patrick Norman McHennessey–The Boy Who Was Always Late.*

Calmenson, Stephanie. *The Principal's New Clothes.*

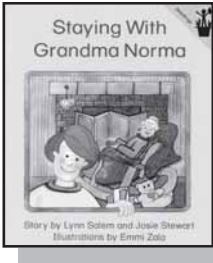
Howe, James. *The Day the Teacher Went Bananas.*

Jonas, Ann. *The Trek.*

Rockwell, Anne. *When Hugo Went to School.*

Viorst, Judith. *If I Were in Charge of the World....*





Staying With Grandma Norma

By Lynn Salem and Josie Stewart

16 pages/168 words

Available in Spanish



Synopsis

Just what every child dreams of – a day with a special person who plays, reads, and makes everything he wants.

Before the First Page

Discuss what students like to do when they visit grandma or someone special. Students share experiences they have had with grandparents or someone special.

Set-Up for Success

Support the reader by using the repetitive pattern of the story. Discuss the supportive illustrations. Questions such as: “What are they reading about?” will prompt the reader for words such as **about**, page 14.

Independent Reading – Students may need support with **dream**, page 15.

Guided Reading – Review the suggestions for *Independent Reading*. Include support for **asked**, page 2; **sports**, page 14; **Another**, page 16.

Learning about Print

- Directionality on multiple lines of text.
- Punctuation marks – period, comma, question mark, quotation marks.
- Speech bubble – page 1.
- Environmental print – book cover, page 12.
- Capitalization of **I** as a pronoun and of proper nouns – **Norma**.

Key Words and Phrases

When I stayed with Grandma Norma,
she asked What would you like to
today so we everything

Learning about Words

The vocabulary in this book provides opportunities to introduce, practice or enrich the following:

- Word family – **stay, day**.
- Using word segments to solve unfamiliar words.
- Using **ed** for past tense – **stayed, played, asked**.
- Proper nouns and pronouns – **Grandma Norma, she**.

Assessment Opportunities

The following problem-solving behaviors can be observed and recorded:

- Using word segments to solve unfamiliar words.
- Using pictures as a source of information.
- * Intonation changing with punctuation.
- Reading repetitive phrases fluently.

After the Last Page

- Draw a picture of someone sleeping. Write and illustrate what they are dreaming.
- Rewrite “When I Stayed with Grandpa_____.”
- * Write a thank-you note to a grandparent.
- Write a message on a piece of cardboard. Cut into puzzle pieces.
- Write about the first time that you spent a

night away from home.

- Interview grandparents.
- * Write about going to a grandparent's house.
- Read and write poetry about grandparents.
- Invite grandparents to be guest speakers.
- Visit a senior citizen home.

Throughout the Day

Math

- Chart different names for grandparents.
Example: yaya, nonna and granny. Count the various countries that are represented.
- Measure ingredients and bake cookies.
Serve at a tea for grandparents.
- Chart ways to travel to grandparents (car, bus, train, plane, walk).
- Graph favorite things to do: read, eat, play games, etc.

Problem-Solving

- Make a list of what you need in an overnight bag for grandma's house.
- Complete story problems using activities from the book. Example: If I played hide-and-go-seek 4 times with Grandma, put together 3 puzzles, and painted 5 pictures, how many activities did I do in all?

Social Studies

- Make invitations and place mats for a grandparents' tea. Read to the grandparents during the visit.
- Study proper table manners and etiquette for the tea.
- Compare the different careers grandparents have or had.
- Make a family tree.

The Home Connection

- Visit an elderly friend or grandparent. Take them to lunch or make lunch for them.
- Make a new friend at a retirement home.

* Show What You Know – a document to keep

Activities marked with an asterisk (*) are appropriate for assessment.

Read on...

Bunting, Eve. *The Wednesday Surprise*.

DePaola, Tomie. *Nana Upstairs and Nana Downstairs*.

Dorros, Arthur. *Abuela*.

Flournoy, Valerie. *The Patchwork Quilt*.

Gray, Nigel. *A Balloon for Grandad*.

Hedderwick, Mairi. *Katie Morag and the Two Grandmothers*.

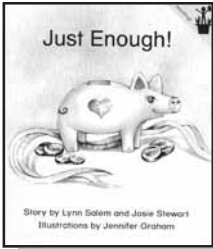
Henkes, Kevin. *Grandpa and Bo*.

Polacco, Patricia. *Thunder Cake*.

Wild, Margaret. *Our Granny*.

Young, Ed. *Lon Po Po*.





Just Enough!

By Lynn Salem and Josie Stewart

12 Pages/107 words



Synopsis

A young girl saves the money she earns and takes a trip with Grandpa to the toy store to buy a kite.

Before the First Page

Ask students to draw a picture of something they are saving their money for and a picture of where they save their money, i.e., a piggy bank or a jar. For additional support, match coins to cards with the appropriate value. Include a dollar bill.

Set-Up for Success

For a supportive introduction survey the complete book with the students. It may be necessary to discuss the name and number of coins on a few pages. On page 7, ask students: "Who is helping the girl count her money?" On page 9, discuss the different types of kites and ask the question: "What did they buy?"

Independent Reading – Students may need support with **wanted**, page 2; **Box**, page 9.

Guided Reading – Review the suggestions for *Independent Reading*. Include support for **dinner**, page 4; **visit**, page 7.

Learning about Print

- Punctuation marks – period, comma, question mark, quotation mark, exclamation point, apostrophe used in contractions.
- Using illustrations in the thought bubbles to support reading.

Key Words and Phrases

just enough	pennies	nickel	dimes
dollar	number words		put

Learning about Words

The vocabulary in this book provides opportunities to introduce, practice or enrich the following:

- Names for money – **penny, nickel, dime, dollar.**
- Number words.
- Sound of **gh** – **enough.**
- Blends – **just, lost.**
- Digraphs – **washed, shopping, tooth, that, the, then, three.**

Assessment Opportunities

The following problem-solving behaviors can be observed and recorded:

- Using blends and digraphs to solve unfamiliar words.
- Retelling the story.
- Reading with expression.
- Reading in phrases.
- Reading the punctuation.
- Reading high frequency words easily

After the Last Page

- Discuss various ways to earn money.
- Write about how you could purchase things for others by saving money from holidays or birthdays.
- Invite a banker to speak about money saving plans.
- In a creative dramatics center, create a bank or a store.

Throughout the Day

Math

- Organize a class fund-raiser for a school need. Advertise to other classes.
- Find two ways to make various amounts of money.
- * Assign an amount to each letter of the alphabet: a = 1 cent, b = 2 cents, etc. Students use their first and last names to find out what their names are “worth.”
- Create a list of things you can buy with a dollar.
- Sort and count pennies, nickels and dimes.
- Count how much the girl spent on her kite.
- Create patterns using coins.
- Make change using coins.

Problem-Solving

- How many ways can you make a dollar?
Use 10 coins to make a dollar.
Use 20 coins to make a dollar.
- Make a dollar using the least number of coins and the greatest number of coins.
Record the coins used.
- Create word problems using money.

Social Studies

- Set a class goal and discuss how to reach this goal, i.e., “We will read ___ number of books this week.” Track your progress.
- Study currency used in other countries.

Science and Health

- Discuss seasonal activities and chores.

Art

- Use clay to create a piggy bank.
- Make coin rubbings, including coins from around the world.

The Home Connection

- Use the coins in a child’s bank to practice counting by ones, fives or tens. Use the coins to practice counting change.
- Start an allowance program. Chart the chores completed and the money earned.
- When making a small purchase, allow the child to count out the money

* Show What You Know – a document to keep

Activities marked with an asterisk (*) are appropriate for assessment.

Read on...

Crawford, Thomas. *Harold’s Flyaway Kite*.

Gibbons, Gail. *Department Store*.

Hoban, Lillian. *Arthur’s Funny Money*.

Hoban, Tana. *26 Letters and 99 Cents*.

Hutchins, Pat. *The Best Train Set Ever*.

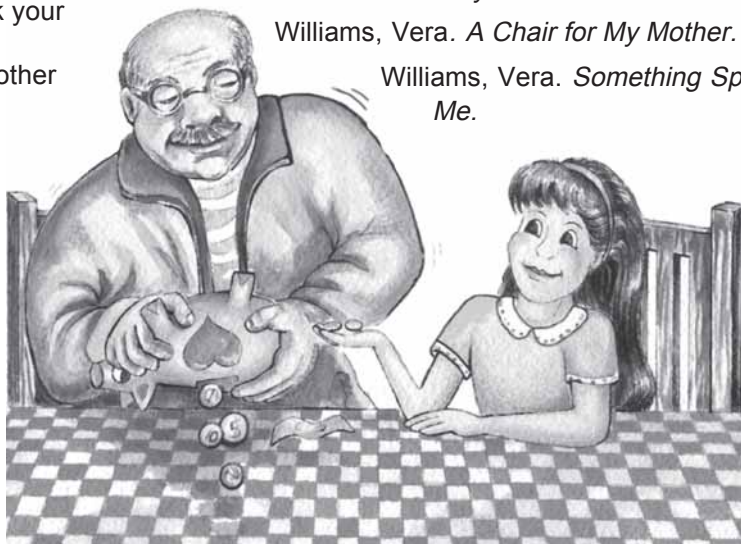
Maestro, Betsy. *Dollars and Cents for Harriet*.

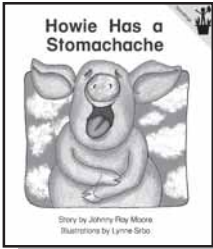
Rockwell, Anne. *Gogo’s Payday*.

Viorst, Judith. *Alexander, Who Used to Be Rich Last Sunday*.

Williams, Vera. *A Chair for My Mother*.

Williams, Vera. *Something Special for Me*.





Howie Has a Stomachache

By Johnny Ray Moore
12 pages/100 words



Synopsis

Farmer Lou gives his pig Howie medicine to settle his stomachache, but a bedtime story is the real answer in this humorous book.

Before the First Page

Discuss with the students what they do when they have a stomachache. Discuss the possibility of any of these remedies working for a pig.

Set-Up for Success

Introduce Farmer Lou to the students. Emphasize any of the students' remedies for a stomachache that actually occur in the book. On page 8, have the students predict what book Farmer Lou is reading to Howie.

Independent Reading – Students may need support with **squealed**, page 2.

Guided Reading – Review the suggestions for *Independent Reading*. Include support for the transition to the story language on page 9. Include support for **wrong**, page 3; **raced**, page 3 and 5; **medicine**, pages 5 and 6; **first**, page 8.

Learning about Print

- Punctuation marks – period, comma, question mark, quotation mark, exclamation point, apostrophe in contractions, ellipsis (...).
- Capitalization of proper nouns – **Farmer Lou**, **Howie**, **Papa Bear**, **Mama Bear**, **Baby Bear**.

Key Words and Phrases

Farmer Lou stomachache

Learning about Words

The vocabulary in this book provides opportunities to introduce, practice or enrich the following:

- Contractions – **it's**.
- Word endings **ed** – **squealed**, **raced**, **asked**, **rubbed**, **poured**, **wobbled**.
- Word segments – **sleep** and **asleep**, **farmer**.
- Silent **w** – **wrong**.
- Digraphs – **with**, **kitchen**.
- Blends – **story**, **stomach**, **stomachache**, **fast**, **drank**, **sleep**.
- Compound words – **stomachache**, **bedtime**, **asleep**.
- Proper nouns and pronouns – **Howie** and **he**, **you**.

Assessment Opportunities

The following problem-solving behaviors can be observed and recorded:

- Making the transition to the story language on page 9.
- Using word segments, blends and digraphs to solve unfamiliar words.
- Reading high frequency words easily
- Reading the punctuation.
- Reading in phrases.
- Retelling the story.

After the Last Page

- * Write a sequel to the story
- Compare Howie's behavior to pigs in other well-known stories.

- Make pig puppets.

Throughout the Day

Math

- Bundle toothpicks or straws into groups of 10. Count and compare. Create a haystack for Farmer Lou.

Problem-Solving

- Farmer Lou feeds Howie two bags of grain each day. How many bags does he need for 1 week, for 1 month?

Social Studies

- Read a book about a farming community

Health

- Discuss the proper handling of medicine and the use of safety caps and warning symbols.
- * Design a new safety symbol for medicine bottles.

The Home Connection

- Make a get-well card and send it to someone who is sick.
- Do a safety check to insure that medicines are in safe places in the home.
- Share a bedtime story.
- Read variations of *The Three Bears*.

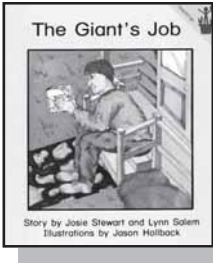
* Show What You Know – a document to keep

Activities marked with an asterisk (*) are appropriate for assessment.



Read on...

- Alarcon, Karen. *Louella Mae, She's Run Away*.
 Enderle, Judith and Stephanie Tessler. *A Pile of Pigs*.
 Inkpen, Mike. *If I Had a Pig*.
 Lobel, Arnold. *The Book of Pigericks: Pig Limericks*.
 Marshall, James. *Yummers!*
 McPhail, David. *Pigs Aplenty, Pigs Galore*.
 Plourde, Lynn. *Pigs in the Mud in the Middle of the Road*.
 Sachar, Louis. *Monkey Soup*.
 Van Leeuwen, Jean. *Amanda Pig on Her Own*.
 Wood, Audrey. *Piggies*.



The Giant's Job

By Josie Stewart and Lynn Salem

12 pages/180 words



Synopsis

In his search for the right job, the giant explores various modern day possibilities only to find that his giant-sized responses create problems. The solution takes the giant to a space station.

Before the First Page

Have the students make a quick list of jobs that would be perfect for a giant. If time permits, list jobs that would not work for a giant. Reinforce the language of the book (**big, huge, giant-sized**) as the students share their lists.

Set-Up for Success

For a detailed introduction, as students survey the pictures, use specific vocabulary or phrases from the book. Example: "**Off went the giant...**"

Independent Reading – Students may need support with **giant-sized**, page 4; **huge**, page 6; **space station**, page 10.

Guided Reading – Review the suggestions for *Independent Reading*. Include support for **loud**, page 6; **reporter**, page 8.

Learning about Print

- Punctuation marks – period, comma, quotation mark, exclamation point, apostrophe used in contractions.
- Environmental print – sign in the bakery page 2.

Learning about Words

The vocabulary in this book provides opportunities to introduce, practice or enrich the following:

- Soft sound of **g** – **giant**.
- Word ending **ed** – **walked, tried, fixed**.
- Contractions – **I'll, that's**.
- Blends – **bread, station, tried, blast, space**.
- Silent letters – **right**.
- Word segments – **lifted, reporter**.
- Compound words – **everyone, something**.

Key Words and Phrases

"Oh my, that's not right," said the giant.
"I'll try something else."

Assessment Opportunities

The following problem-solving behaviors can be observed and recorded:

- Using self-monitoring strategies.
- Using word segments to solve unfamiliar words.
- Reading high frequency words easily
- Reading in meaningful phrases.
- Increasing fluency as meaning is constructed.
- Reading the punctuation.
- Retelling the story using some of the story language.

After the Last Page

- Brainstorm other jobs that are appropriate for giants. Example: painting the ceiling.
- Create a puppet show about giants.
- Write want ads for a giant.

- Create and label a map of the giant's adventure.
- Rewrite the book as *The Elf's Job*.
- Write your name in giant letters with chalk.
- Make a list of descriptive words for a giant.
- * Make big books fit for giants. Donate the big books to younger readers.
- Create a menu for a giant.
- Make a museum labeling common objects for a giant's use, i.e., a whisk broom as a giant's toothbrush.
- Act out different parts of the story.
- Make a chart to compare giant characters from several books. Example: physical characteristics, personality, jobs and dwellings.

Throughout the Day

Math

- Measure the growth of plants or students. Compare measurements on a weekly or monthly basis.
- Count the number of giant steps it takes to go from your classroom to the playground, library or office. Compare the results with other students.
- * Practice counting backwards.

Problem-Solving

- How could the giant live in our world? What adjustments would he need to make?

Social Studies

- Host a career day. Invite a parent, grandparent or neighbor to share about his/her job.

Science

- Draw a picture from the perspective of an insect.
- Use a magnifying glass to make objects look bigger.
- Plant sunflower seeds.



The Home Connection

- Interview parents to find out how they selected their jobs.
- Choose a “giant job” for the family to accomplish. Each member does his/her part.
- Take your child to work for a day
- Make a schedule of chores for family members.

* Show What You Know – a document to keep

Activities marked with an asterisk (*) are appropriate for assessment.

Read on...

Briggs, Raymond. *Jim and the Beanstalk*.

Colville, Bruce and K. Colville. *The Foolish Giant*.

DePaola, Tomie. *Fin M'Coul: The Giant of Knockmany Hill*.

DePaola, Tomie. *The Mysterious Giant of Barletta: An Italian Folktale*.

Galdone, Paul. *Jack and the Beanstalk*.

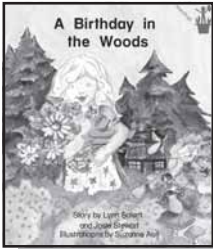
Kellogg, Steven. *Paul Bunyan: A Tall Tale*.

Lobel, Arnold. *Giant John*.

Lord, John Vernon. *The Giant Jam Sandwich*.

Seeger, Pete. *Abiyoyo*.

Yolen, Jane. *The Giant's Farm*.



A Birthday in the Woods

By Lynn Salem and Josie Stewart

12 pages/199 words



Synopsis

The little girl with long blonde curls seems like any girl preparing for her birthday party. However, her guests are the three bears each presenting a gift that brings the tale full circle.

Before the First Page

Have the students create a quick list of the many ways they prepare for a birthday party. Share the lists. Reinforce the language of the book as students share their lists, i.e., **planned the games, hung balloons.**

Set-Up for Success

For a detailed introduction, as students survey the pictures, use the specific vocabulary or phrases from the book. Example: “...**who lived in a cottage in the woods.**”

Independent Reading – Students may need support with **cottage**, page 2; **right**, page 3; **large**, page 8.

Guided Reading – Review the suggestions for *Independent Reading*. Include support for **white** and **yellow**, page 8; **heard**, page 10.

Learning about Print

- Punctuation marks – period, comma, quotation mark, exclamation point, apostrophe used in contractions.
- Environmental print – calendar, page 1; invitation, page 2; mailbox, page 3; music book, page 4; milk, page 7.

Learning about Words

The vocabulary in this book provides opportunities to introduce, practice or enrich the following:

- Sound of **g** – **giant**.
- Word endings – **invitations, mailed, friends, played, hats, balloons, streamers, baked, frosting, candles, hardly, finally.**
- Compound words – **birthday, everything, someone.**
- Blends – **three, streamers, frosting, sleep.**
- Silent letters – **write, wrote, right.**
- Word segments – **invitation, began, planned, dance, piano, candles, friends, shouted.**

Key Words and Phrases

So the little girl Her she
mother

Assessment Opportunities

The following problem-solving behaviors can be observed and recorded:

- Using self-monitoring strategies.
- Using word segments to solve unfamiliar words.
- Reading high frequency words easily
- Reading in meaningful phrases.
- Increasing fluency as the meaning is constructed.
- Reading the punctuation.
- Retelling the story using some of the story language.

After the Last Page

- Use the tape recorder to tell about the birthday party with Goldilocks and The Three Bears. Illustrate as a book to give to a kindergarten class.
- Create puppets for Goldilocks and The Three Bears.
- Write a new adventure for Goldilocks and The Three Bears.
- Write invitations to a birthday party.
- Plan a class party for a book character.
- In the creative dramatics center, create Goldilocks' cottage.

Throughout the Day

Math

- Count the number of days left until each child's birthday. Compare.
- Measure the ingredients to bake a cake. Practice measuring the ingredients using water. Double the ingredients. Record the amounts needed.

Problem-Solving

- * If you are having 5 guests and each guest will receive 3 party favors, how many party favors will you need? Draw a picture to solve the problem.

Social Studies

- Read a book about friendship.

Science

- Study the effect of heat. Example: What happens to a candle? To cake batter?

Art

- Design birthday cards.

The Home Connection

- Keep a family calendar. Mark the dates of all the special occasions in your family.
- Interview parents about what they did to celebrate birthdays when they were their child's age.
- Bake a cake together.
- Write a letter to a family member or a friend.

* Show What You Know – a document to keep

Activities marked with an asterisk (*) are appropriate for assessment.

Read On...

Carle, Eric. *The Secret Birthday Message*.

Clifton, Lucille. *Don't You Remember?*

Frasier, Debra. *On the Day You Were Born*.

Hutchins, Pat. *Happy Birthday, Sam*.

Livingston, Myra Cohn. *Birthday Poems*.

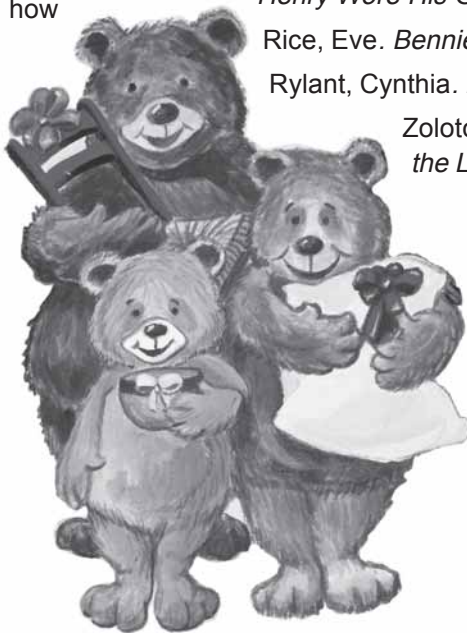
McGovern, Ann. *Happy Silly Birthday to Me*.

Peek, Merle. *Mary Wore Her Red Dress and Henry Wore His Green Sneakers*.

Rice, Eve. *Bennie Bakes a Cake*.

Rylant, Cynthia. *Birthday Presents*.

Zolotow, Charlotte. *Mr. Rabbit and the Lovely Present*.



An illustration of three children playing with cards under a large tree. A boy in an orange shirt and blue pants sits on a thick tree branch, holding a card. A girl with blonde hair and glasses sits on the grass to the left, also holding a card. A boy in a blue shirt sits on the grass to the right, holding a card. Several cards are scattered on the grass. A small grey squirrel is perched on the tree trunk above the boy on the branch. The background shows a green landscape with a body of water and distant hills.

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