



<b>BOOK 1</b>	<p><b><u>The Kissing Hand</u></b>          Author: Audrey Penn          Illustrator: Ruth E. Harper and Nancy M. Leak</p>
<b>Focus</b>	<p><b>In each session</b> we touch on the following concepts: reading books from front to back, reading pages from top to bottom and reading sentences from left to right. Other skills include: listening in a small group setting, expanding attention to task, building vocabulary, developing language skills, predictions, recall, visual clues, visual and auditory memory, contextual clues, sequencing, comprehension, increasing knowledge and problem solving.</p> <p><b>In this book</b> we specifically address: predictions, building vocabulary, comprehension and recall</p>
<b>Materials</b>	<p><b><u>The Kissing Hand</u></b>; crayons, paper</p>
<b>Note</b>	<p>While reading, use your finger to touch the words and model reading from left to right.</p>
<p><b>WHAT TO DO</b></p>	
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>• Forest: lots of trees growing together in one place</li> <li>• Secret: something we know, but we don't tell anyone!</li> <li>• Scamper: quick little quiet steps (demonstrate by "walking" your two fingers quickly across the table)</li> </ul> <p>Discuss any words or concepts that seem to confuse the children. Find a balance between the flow of the story and the need to clarify a word or concept. Introduce at least one word before reading the book and explain others as they come up in the story. Point to pictures of vocabulary words that are nouns.</p>
<b>Before Reading</b>	<p><b>Day 1 ReadingPal</b></p> <ul style="list-style-type: none"> <li>• Ask the children to identify the front cover, back cover, spine, and title page of the book.</li> <li>• Read the title of the book</li> <li>• Introduce the author and illustrator             <ul style="list-style-type: none"> <li>• <b><i>What does the author do?</i></b> (writes the words)</li> <li>• <b><i>What does the illustrator do?</i></b> (draws/paints the pictures)</li> </ul> </li> <li>• You may want to teach the song, "The Author Writes the Words" from the song and fingerplay handout. Use gestures (writing bent over a piece of paper and painting with big strokes on an easel) as you sing.</li> <li>• Read the title again; ask the children to make a prediction. <b><i>Let's look at the picture on the cover. What do you think this book is going to be about? What kind of animals are they? What is the big raccoon doing? Do you think they know each other? How?</i></b></li> <li>• <b><i>There will be some new words in this story.</i></b> Choose one of the vocabulary words to discuss. <b><i>Let's see if you remember that word when we read it in the story. When you hear (forest, secret, or scamper), say "That's our new word!"</i></b></li> </ul> <p><b>Day 2 ReadingPal</b></p> <ul style="list-style-type: none"> <li>• <b><i>Who remembers the name of this book?</i></b></li> <li>• <b><i>Tell me what you remember about the story? What was the little raccoon's name? What scared him? You remember a lot! You are so smart!</i></b></li> <li>• Repeat front cover, back cover, spine, author, illustrator questions.</li> <li>• May want to sing song "The Author Writes the Words" until the children fully grasp the concept of authors and illustrators.</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>There were 3 new words in this story.</b> Choose one and ask the children to tell you what it means. Repeat the 3 words. <b>Let's see if you remember those words when we read them in the story. When you hear me read forest, secret and scamper, say "That's our new word!"</b></li> <li>• <b>Reading something two times helps us to remember new things. Let's read it again.</b></li> </ul>
<p><b>During Reading</b></p>	<p>Read the story allowing for student observation during reading.</p> <ul style="list-style-type: none"> <li>• <b>Day 1:</b> Ask children to make predictions periodically throughout the story. Use picture clues to guide discussions. <b>Do you think Chester's mother will let him stay home? Why? What do you think the secret will be?</b> After his mother kisses his hand, <b>Do you think Chester will like school now? Why? How did his mother's kiss help him?</b> These questions encourage predictions and comprehension.</li> <li>• <b>Day 2:</b> Periodically ask, <b>Do you remember what happens next? ...Let's see.</b></li> <li>• As you come across vocabulary words in the text, reread the text that contains the unfamiliar word. Provide the brief definition or ask the children to recall the definition you discussed before beginning the book.</li> <li>• As you read, engage the children in what is happening on the page. <ul style="list-style-type: none"> <li>• After first page: <b>Why didn't Chester want to go to school? (scared)</b></li> <li>• <b>Have you ever been scared of something new? What scared you?</b></li> <li>• After his mother kisses Chester's hand: <b>What did Mrs. Raccoon do to help Chester feel better?</b> (Explained what he would do at school. Told him the "secret" of the Kissing Hand. Gave him a kiss he could use any time he needed it.)</li> </ul> </li> <li>• These questions encourage recall and comprehension.</li> </ul>
<p><b>After Reading</b></p>	<p><b>Day 1</b></p> <ul style="list-style-type: none"> <li>• <b>When did Chester go to school? (night time) Why? (Raccoons sleep in the day and come out at night. One or two children may know the term "nocturnal.")</b></li> <li>• <b>Chester's mother told him a secret. Why did she do that? How did it help Chester?</b></li> <li>• <b>Let's tell a secret. I'll whisper a secret to (name) and then he/she will whisper it to (name) and then he/she will whisper it to me.</b> Let each child whisper his/her own secret. Does the secret change? Talk about the importance of listening carefully. (Skills: auditory memory and listening)</li> <li>• Trace the child's LEFT hand. This is the kiss that Mrs. Raccoon gave to Chester. Trace the child's RIGHT hand. This is the kiss that Chester gave his mother. Ask children to decorate the handprints and to add a "kiss" (heart or "X").</li> <li>• After the dismissal routine, ask children to "scamper" quietly back to their groups.</li> </ul> <p><b>Day 2</b></p> <ul style="list-style-type: none"> <li>• <b>Chester was scared to try something new. He was scared to go to a new school. Were you scared on your first day of school? I was! What made it scary? How can we help each other to feel safe?</b> (By being kind and careful with our friends.)</li> <li>• <b>Most scary things are not really scary at all. School was lots of fun for Chester once he tried it. We are going to make a book about silly things that used to scare us.</b> Fold a piece of paper in half so that it opens like a book. Encourage the children to draw a picture on the "cover" of something that used to scare them when they were little. Tell them that they are the author and the illustrator of their book. Ask their permission and then write the title of their book on the cover and the words they choose on the pages.</li> <li>• After the dismissal routine, ask children to "scamper" quietly back to their groups.</li> </ul> <p>Close the session with a routine song, fingerplay or gesture and a positive comment. Encourage children to "scamper" back to their group.</p>

<b>BOOK 2:</b>	<p><b><u>My Community</u></b>          Author: J. Jean Robertson          Illustrator: a collection of photographs – photo credits listed on page 2</p>
<b>Focus</b>	<p><b>Non-fiction books:</b> Having students listen to nonfiction text read-alouds helps to lay the necessary foundation for students’ reading and understanding of complex text on their own in subsequent grades. Use of nonfiction books is a good way to support students as they learn vocabulary, facts, and concepts.  <b>In this book,</b> we focus on vocabulary, prediction, facts and recall</p>
<b>Materials</b>	<p><b><u>My Community</u></b>, paper, crayons , coins</p>
<b>Note</b>	<p>While reading, use your finger to touch the words and model reading from left to right.</p>
<p><b>WHAT TO DO</b></p>	
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>• Community: the people who live and work around me</li> <li>• Merchants: people who sell things in stores and shops</li> <li>• Museum: a place to see interesting things like paintings or dinosaurs</li> <li>• Docent: person who tells us about all the special things in a museum</li> </ul> <p>This book introduces many new words. Some may seem to be too advanced for kindergarten children. Remember we are exposing children to new words and ideas; we do not expect them to remember every word and definition, but the words will be slightly more familiar the next time they hear them. Find a balance between the flow of the story and the need to discuss each new word.</p>
<b>Before Reading</b>	<p><b>Day 1 ReadingPal</b></p> <ul style="list-style-type: none"> <li>• Introduce the front cover, back cover, spine, and title page of this nonfiction book.</li> <li>• Read the title of the book.</li> <li>• Introduce the author and photographer</li> <li>• <b><i>What does the author do?</i></b> (writes the words)</li> <li>• <b><i>No one drew or painted pictures in this book. This book needed a “photographer.” What does a photographer do?</i></b> (takes pictures) <b><i>Lots of different people took the pictures. Their names are on page 2.</i></b></li> <li>• You may want to teach the song, “The Author Writes the Words” from the song and fingerplay handout. Use gestures (writing bent over a piece of paper and taking pictures with a camera) as you sing.</li> <li>• Make a prediction:             <ul style="list-style-type: none"> <li>• Look at the front cover. <b><i>This is a photograph of children just like you. Is this book about something real or pretend?</i></b> (real) <b><i>How do you know? The children on the cover are part of a community. What do you think a community is?</i></b></li> <li>• Encourage each child to answer. <b><i>Let’s read the book and find out.</i></b></li> </ul> </li> </ul> <p><b>Day 2 ReadingPal</b></p> <ul style="list-style-type: none"> <li>• <b><i>You have already read this book one time. Who remembers the name of this book? Who remembers the names of any of the community helpers that you read about?</i></b> (prompt to get a correct answer if necessary)</li> </ul>



	<ul style="list-style-type: none"> <li>• <b><i>You are so smart to remember those helpers! Let's read it again and see if we can remember even more. I might try to trick you, so be careful. If I say the wrong thing, you have to catch me!</i></b></li> <li>• Review front cover, back cover, spine, author, PHOTOGRAPHER and title page.</li> </ul>
<p><b>During Reading</b></p>	<p><b>Day 1 ReadingPal</b></p> <ul style="list-style-type: none"> <li>• Read the story, pausing to discuss concepts.</li> <li>• Each page introduces a new member of our community. Ask the children to identify the person described. Children may say "mailman" instead of "mail carrier." Introduce the word the book uses, but accept the children's response too. <b><i>"You're right! It is a mailman, but sometimes a woman carries the mail so another word we could use is "mail carrier."</i></b></li> <li>• Page 18: <b><i>Docent is a funny word. Lots of grown ups don't even know that word! See if you can remember to ask the big people you know if they know what a docent does. They will think you are very smart to know that word!</i></b></li> <li>• Make predictions throughout the story. Use picture clues to guide discussions.</li> <li>• <b><i>What did this person have to learn before he/she could do this job?</i></b></li> <li>• Review vocabulary words as you read by encouraging the child to point out pictures of vocabulary words that are nouns and describe action terms.</li> <li>• When you get to the glossary, explain that a glossary tells us the meaning of words used in a book. We sometimes find a glossary in the back of a book (Facts)</li> <li>• Explain "Index" and the reason for listing websites. <b><i>The index shows us that information about "coach" is on page 21. Let's turn to page 21. The index was right!</i></b> Read about the author. <b><i>Authors are community helpers too.</i></b></li> </ul> <p><b>Day 2 Reading Pal</b>          Because there are so many unfamiliar terms in this book, repeat the same questions used by ReadingPal 1. <b><i>To add a little fun, when the book asks "Who am I?" or "What are we called?" occasionally make up something silly like "Cinderella!" or "Superman!" Point to the real word as if you are reading it. If the children don't "catch you," stop and say, "Is that really Cinderella?" No! I was fooling you! You need to catch me if I try to trick you!"</i></b></p>
<p><b>After Reading</b></p>	<p><b>ReadingPals 1 and 2:</b> Ask "connection" or recall questions.</p> <ul style="list-style-type: none"> <li>• <b><i>Which community helpers work around your neighborhood?</i></b></li> <li>• <b><i>Which of these jobs would you like to do? Explain why.</i></b></li> <li>• <b><i>I'm going to write down all the community helpers you can remember. Who are some of the people we read about?</i></b> Write down the community helpers that the children remember; prompt as needed. Open books for picture clues if necessary.</li> </ul> <p><b>ReadingPal 1:</b> Ask children to draw a picture of their favorite community helper. Talk with them about what they are drawing. Follow the lead of the child's conversation.</p> <p><b>ReadingPal 2:</b> Ask each child to pretend to be one of the community helpers. See if you and the children can guess which community helper he/she is pretending to be. Put a few coins on the table. Ask the children which community helper would work with money every day (merchants, cashier). If the children don't remember, turn the pages of the book and ask "Do we give this person money? How about this one?" Discuss why or why not.</p> <p style="text-align: center;">Close the session with a routine song, fingerplay or gesture and a positive comment.</p>

<b>BOOK 3</b>	<p><b><u>Chicka Chicka Boom Boom</u></b></p> <p>Author: Bill Martin and John Archambault Illustrator: Lois Ehlert</p>
<b>Focus</b>	<p><b>In each session</b> we touch on the following concepts: reading books from front to back, reading pages from top to bottom and reading sentences from left to right. Other skills include: listening in a small group setting, expanding attention to task, building vocabulary, developing language skills, predictions, recall, visual clues, visual and auditory memory, contextual clues, sequencing, comprehension, increasing knowledge and problem solving.</p> <p><b>In this book</b> we specifically address: letter identification, rhyming words, auditory discrimination (discriminating between similar sounds) and expanding attention to task</p>
<b>Materials</b>	<b>Chicka Chicka Boom Boom</b> ; paper and pencil or marker
<b>Note</b>	While reading, use your finger to touch the words and model reading from left to right.
<b>WHAT TO DO</b>	
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>• Tangled: all mixed up; twisted together; sometimes our hair gets tangled</li> <li>• Looped: a ring or circle usually made with a string or rope</li> <li>• Stooped: to bend over; to bend forward (demonstrate)</li> </ul>
<b>Before Reading</b>	<p><b>ReadingPals 1 &amp; 2:</b> After introducing the book, tell the children: <b><i>This book is a fun book to read. It has a rhythm almost like music. I'm going to try to read the first part of the book without stopping. You can move in your chairs to the beat while you listen, but try not to stop me. We'll talk about it when I stop reading. Let's see if you can do that!</i></b> Read fast and slow, soft and loud. Point to the letters on the tree. It's a good book for drama. You may want to put your hand over your mouth after reading "Oh noooo!" If you haven't had to stop sooner, stop after the letters fall off the tree.</p> <p><b>Day 1 ReadingPal</b></p> <ul style="list-style-type: none"> <li>• Ask the children to identify the front cover, back cover, spine, and title page.</li> <li>• Read the title of the book, the author, and illustrator</li> <li>• <b><i>What does the author do?</i></b> (writes the words)</li> <li>• <b><i>What does the illustrator do?</i></b> (draws/paints the pictures)</li> <li>• Sing "The Author Writes the Words" with gestures if that is part of your routine</li> <li>• <b><i>There will be some new words in this story.</i></b> Choose one of the vocabulary words to discuss. <b><i>Let's see if you remember that word when you hear it in the story. What was the word?</i></b> (children repeat the word) <b><i>When you hear (tangled, looped or stooped) raise your hand and wave at me!</i></b></li> <li>• Explain to the children how you will read the book. (See above.)</li> </ul> <p><b>Day 2 ReadingPal</b></p> <ul style="list-style-type: none"> <li>• <b><i>Who remembers the name of this book? Why do we read every book two times?</i></b> (Because it helps us to remember new things.) <b><i>When I was in school, I studied really hard and read almost everything two or three times!</i></b></li> <li>• Repeat introduction routine – front, back, spine of book; author, illustrator, title page, song.</li> </ul>

<p><b>During Reading</b></p>	<p><b>Day 1 ReadingPal</b></p> <ul style="list-style-type: none"> <li>• Read through the first half of the book with as few interruptions as possible. (There will always be some!) Stop when all the letters fall off the tree.</li> <li>• <b>Why did all the letters fall?</b> (Too crowded; too heavy; not enough room) <b>What’s going to happen to them?</b></li> <li>• <b>Remember to listen for our (new word), we haven’t heard it yet! What was our word? You remember!</b> (Or restate the word and ask the children to repeat it again.)</li> <li>• If the children don’t stop you when you get to the new word, re-read it – encourage them to remember the definition. Point out the other vocabulary words as you come to them. Point to where ‘h’ is “tangled” with ‘i’, where ‘m’ is “looped” and where ‘n’ is “stooped.”</li> <li>• <b>Why was Gall out of breath? Have you ever been out of breath? Why? Show me what it looks like to be out of breath.</b> (children pant and breathe hard, act exhausted)</li> </ul> <p><b>Day 2 Reading Pal</b></p> <ul style="list-style-type: none"> <li>• Read through the first half of the book with as few interruptions as possible. (There will always be some!) Stop when all the letters fall off the tree.</li> <li>• <b>You have heard this book before. Do you remember what happened to some of the letters?</b> (Encourage recall. Offer clues – “D skinned his . . . (knee).” “G was really tired and all out of . . . (breath).” <b>Let’s read and see how many more you remember.</b> Stop before the end of a sentence and see if the children can fill in the word or letter.</li> <li>• On the page where letters H, I, J, K and L are climbing back up the tree, <b>H is tangled up with I. Who knows what “tangled” means?</b> (Offer definition if needed.) <b>Point to the place where h and i are “tangled.” Can we get tangled?</b> (“loop” arms together)</li> <li>• <b>L is knotted like a tie. Who can find “L” on the page? Who wears a tie?</b> (boys, daddies, men – maybe girls and women sometimes)</li> </ul>
<p><b>After Reading</b></p>	<p><b>ReadingPal 1:</b></p> <ul style="list-style-type: none"> <li>• <b>There were lots of rhyming words in this book. Rhyming words END with the same sound. On the very first page</b> (flip back to page 1) <b>what rhymes with “c”</b> (tree). <b>You’re right! Let’s find some more.</b></li> <li>• Stop on random pages, re-read the page and ask the children to pick out the two words (or letters) that rhyme. Mix it up. Say one of the words and see if they can identify a rhyming word even if it isn’t in the book.</li> <li>• Ask the children to take turns finding the page that includes the first letter of their name.</li> <li>• Ask children to sing and say the alphabet song while pointing to letters in the back of the book.</li> </ul> <p><b>ReadingPal 2:</b></p> <ul style="list-style-type: none"> <li>• <b>I know you talked about rhyming words when you read this book before. Why do some words rhyme?</b> (end with the same sound) Children may just offer examples. Praise the response and say, <b>“Yes! Those words rhyme because they END with the same sound.”</b></li> <li>• <b>Let’s go back through the book and find some words that rhyme.</b> Allow the children to take turns finding a page with rhyming words. Re-read the page if necessary. Encourage them to identify the words that rhyme.</li> <li>• <b>Let’s make a list of all the words we can think of that rhyme. I’ll make two “columns” on the page. We’ll put one word in the first column and a word that rhymes in the second column. Let’s see how many we can think of and then we will show Miss/Mr. (teacher) when we are finished.</b></li> </ul> <p style="text-align: center;">Close the session with a routine song, fingerplay or gesture and positive comment. Encourage children to “stoop” as they return to their group.</p>



<b>BOOK 4</b>	<p><b><u>Me On The Map</u></b>          Author: Joan Sweeney          Illustrator: Annette Cable</p>
<b>Focus</b>	<p><b>Non-fiction books:</b> Having students listen to nonfiction text read-alouds helps to lay the necessary foundation for students’ reading and understanding of complex text on their own in subsequent grades. Use of nonfiction books is a good way to support students as they learn vocabulary, facts, and concepts.  <b>In this book:</b> concept of maps, town, city, state, country; predictions, building vocabulary</p>
<b>Materials</b>	<p><b>Me On The Map;</b> paper, pencils; a map or globe from home if available; Google map on phone if available  <b>Day 2 ReadingPal:</b> Ask teacher for a large piece of paper – newsprint or easel paper if available</p>
<b>Note</b>	<p>While reading, use your finger to touch the words and model reading from left to right.</p>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>• Maps: drawings of places that help us get to where we want to go</li> <li>• Town: a place where people live together that is usually smaller than a city</li> <li>• State: a group of people who live in a special part of a country; our state is Florida</li> <li>• Country: a whole nation under one government, like the United States of America</li> <li>• World: the earth and all the people and things on it</li> </ul> <p>We are <i>introducing</i> the concepts above. Some children may grasp them, others may not. When re-introduced later, the terms will be more familiar and easier to comprehend.</p>

**WHAT TO DO**

<b>Before Reading</b>	<p><b>Day 1 ReadingPal</b></p> <ul style="list-style-type: none"> <li>• Point to the front cover, back cover, spine, and title page; ask children to identify each.</li> <li>• Read the title of the book.</li> <li>• Introduce the author and illustrator.</li> <li>• <b>What does the author do?</b> (writes the words)</li> <li>• <b>What does the illustrator do?</b> (draws or paints the pictures)</li> <li>• Make a prediction: Look at the front cover. Say, <b>“The girl is holding a sign that says “Me”.</b> (Repeat the title of the book.) <b>What is in the picture “behind” the girl? What is she standing “on?” What do you think she is going to teach us about? (maps) What do maps show us? Let’s find out!</b></li> </ul> <p><b>Day 2 ReadingPal</b></p> <ul style="list-style-type: none"> <li>• <b>Who remembers the name of this book? What was it about?</b> (Prompt recall – give hints if necessary.) <b>What did this girl draw?</b> (map/picture of her room/house)</li> <li>• Review front cover, back cover, spine, and title page.</li> <li>• Identify author and illustrator and what each does (see Day 1)</li> <li>• <b>Let’s read it again and see how much we remember. When we really want to remember something, it’s important to read it more than once!</b></li> </ul>
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<p><b>During Reading</b></p>	<p>Day 1 ReadingPal</p> <ul style="list-style-type: none"> <li>• Read the story allowing for student observation during reading.</li> <li>• Make predictions throughout the story. Use picture clues to guide discussions. Point out that the maps start out small – one room/one house and get bigger and bigger. Ask the children to predict what is bigger than a town? Bigger than a state? Children may not know, but the concept of “big – bigger – biggest” is also important.</li> <li>• As you read, engage the children in discussions.</li> <li>• <b>On this page, you see the girl’s room. What does she have in her room?</b></li> <li>• Name each room in the girl’s house. <b>There are lots of things in the picture map of this girl’s house. What are some of the things in your home?</b></li> <li>• Show the map of the girl’s state of Kansas. Tell the children that the girl lives in Kansas. Ask, <b>What state do we live in?</b> Acknowledge correct answer or tell children “Florida.” Ask children to find Florida on the map or show it to them.</li> <li>▪ As you read the vocabulary words, repeat the text that contains the new word. Point to the picture and provide a brief definition for: <i>maps, town, state, country, and world</i>. Point out that the places get bigger as we read the book. The town is bigger than the street; the state is bigger than the town. <b>What is biggest? Is it the world?</b> With some children, you may introduce the universe and beyond!</li> </ul> <p>Day 2 ReadingPal</p> <ul style="list-style-type: none"> <li>• Stop after reading about the picture of the girl’s room and house. <b>When you read this book before, you learned that the maps keep getting bigger. Her house was bigger than her room. What was bigger than her house?</b> (street)</li> <li>• As you read each page, ask children to recall what is bigger than the map on that page. <b>What do you think will be next? What was bigger than a (street, town, state, country)?</b> Review definitions of vocabulary words as you read them.</li> <li>• Look at pictures of children from around the world. Ask what the different children are doing. Ask. <b>“How is this like the things that we do in our country?”</b></li> </ul>
<p><b>After Reading</b></p>	<ul style="list-style-type: none"> <li>• Ask “connection” questions.</li> </ul> <p>Day 1 ReadingPal</p> <ul style="list-style-type: none"> <li>• <b>Let’s play “Find That Map”</b> Ask children to take turns holding the book. Ask each child to find the map of a house, town, country or world. Assist as needed.</li> <li>• If available, share the map, globe or Google map on your phone.</li> <li>• Show the children the map of the girl’s room at home. <b>We talked about the things in the girl’s house and the things in your home. Using your pencil, draw a map of your home. Remember to include the things that are in each room.</b> Children may need prompts or may ask the RP to draw for them. Encourage them to try. <b>“You are a great artist! You can do it.”</b> Help them to get started by asking questions: <b>What shape are most rooms?</b> (4 sides/4 corners - squares/rectangles). <b>What are the shapes of the things in that room?</b> (tables: squares, rectangles or circles; stove: square etc.)</li> </ul> <p>Day 2 ReadingPal</p> <ul style="list-style-type: none"> <li>• If available, share the map, globe or Google map on your phone.</li> <li>• If large paper is available, ask children to look around the room and identify the areas or “centers” in the classroom. <b>Tell me what you see in each center.</b> Tell them that the paper is a map of their classroom. Divide the paper into the centers you identified together. Assign each child to a section and ask him/her to draw the things that are in each area. Encourage them to stand up and look carefully. Details are important on a map. Prompt as needed. See Day 1.</li> <li>• Repeat game “Find That Map” if time allows. (See Day 1)</li> </ul> <p style="text-align: center;">Close the session with a routine song, fingerplay or gesture and a positive comment.</p>



<b>BOOK 5</b>	<p><b><u>Don't Let the Pigeon Drive the Bus!</u></b></p> <p>Author: Mo Willems Illustrator: Mo Willems</p>
<b>Focus</b>	<p><b>In each session</b> we touch on the following concepts: reading books from front to back, reading pages from top to bottom and reading sentences from left to right. Other skills include: listening in a small group setting, expanding attention to task, building vocabulary, developing language skills, predictions, recall, visual clues, visual and auditory memory, contextual clues, sequencing, comprehension, increasing knowledge and problem solving.</p> <p><b>In this book</b> we specifically address: problem solving, choices, visual clues, feelings (frustrated)</p>
<b>Materials</b>	<b>Don't Let the Pigeon Drive the Bus!</b> ; paper, pencil, crayons
<b>Note</b>	While reading, use your finger to touch the words and model reading from left to right.
<b>WHAT TO DO</b>	
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>• Frustrated: the way we feel when we cannot do what we want to do</li> <li>• Choice: what we do when we pick one thing instead of something else. We choose to ask for help instead of hitting. We choose the blue crayon instead of the red one.</li> <li>• Fiction: stories that are not real; pretend stories; things we make up</li> </ul>
<b>Before Reading</b>	<p><b>ReadingPals 1 &amp; 2: This is a short, funny book that offers lots of opportunities for discussion about making good choices.</b></p> <p><b>Day 1 ReadingPal</b></p> <ul style="list-style-type: none"> <li>• Ask the children to identify the front cover, back cover, spine, and title page</li> <li>• Read the title of the book, the author, and illustrator</li> <li>• <b>What does the author do?</b> (writes the words)</li> <li>• <b>What does the illustrator do?</b> (draws/paints the pictures)</li> <li>• Sing “The Author Writes the Words” with gestures if that is part of your routine</li> <li>• Read the title again. <b>What do you think the pigeon wants to do?</b> (drive the bus) <b>Should a Pigeon drive a bus?</b> (Nooooo!) <b>Do you ride the bus to school?</b> (If yes) <b>Who drives your bus? Tell me about your bus driver. What do you need to do when you are riding on the bus?</b> (stay in seat, talk quietly, watch for your bus stop, walk carefully getting on/off bus)</li> <li>• The vocabulary words in this book are not in the text. Choose “frustration” or “choice” and discuss the definition.</li> </ul> <p><b>Day 2 ReadingPal</b></p> <ul style="list-style-type: none"> <li>• <b>You have already read this book. Who remembers how the pigeon felt?</b> Prompt as needed. <b>What did he want to do? Did he get what he wanted? What was that big word that tells us how we feel when we don't get what we want? It started with an “fffff...”</b></li> <li>• Repeat introduction routine (see Day 1 ReadingPal) – front, back, spine of book; author, illustrator, title page, song.</li> <li>• <b>This is a funny book. The pigeon really tries to trick us. He makes lots of funny faces. Let's see if you can make the same faces the pigeon makes as we read it.</b></li> </ul>

<p><b>During Reading</b></p>	<p><b>Day 1 ReadingPal</b></p> <ul style="list-style-type: none"> <li>• Read through the first few pages. <i>Is this book real or pretend? Another word for pretend is “fiction.” Can you say “fiction?” All books are either fiction (pretend) or “non-fiction”( real).</i></li> <li>• <i>The pigeon says “My cousin Herb drives a bus almost every day! <b>True Story.</b>” “ Is that really a true story? The pigeon’s cousin Herb is in his family. What kind of bird would Herb be? Right! He’d be a pigeon too. Can pigeons drive a bus? Of course not, so could Herb drive a bus? Of course not. The pigeon did not tell the truth. Was that a good choice?</i></li> <li>• <i>In the middle of the book, the pigeon argues and bargains with the reader, “I’ll be your best friend”, “How ‘bout I give you five bucks?” The pigeon is really trying to talk us into letting him drive the bus. Should we let him? Is that really the right thing to do? Have you ever had someone try to talk you into doing something you knew was wrong? What did you do?</i></li> </ul> <p><b>Day 2 Reading Pal</b></p> <ul style="list-style-type: none"> <li>• Watch to see if the children are making faces like the pigeons. Encourage gestures to accompany the faces. Put hands together in begging motion when you read, “Please?”</li> <li>• After reading “I never get to do anything!” say, ‘<i>The pigeon really wants to drive the bus, but he can’t so he says, “I never get to do anything!” Show me how he feels with your face and body.</i> (sad face, pout, slump in seat) <i>Have you ever felt you never get to do the things you want to do? Is there something you would really like to do but grownups won’t let you? What is it?</i> (cross street, stay up late, watch scary movies) <i>Why won’t they let you?</i></li> <li>• Stop on the page where the pigeon yells (in capital letters) “<b>LET ME DRIVE THE BUS!!!</b>” <i>How does the pigeon feel? Have you ever felt frustrated? What made you feel frustrated?</i> (Offer a personal example. <i>I felt frustrated when I wanted to go to the beach and it rained so I had to stay inside.</i>)</li> </ul>
<p><b>After Reading</b></p>	<p><b>ReadingPal 1:</b></p> <ul style="list-style-type: none"> <li>• <i>Let’s make a list of good choices and bad choices.</i> Make a line down the middle of a piece of paper. On top of one side write “Good Choices” on the top of the other write “Bad Choices. <i>I’ll start.</i> Write: <i>Let the pigeon drive the bus</i> in the “Bad Choice” column. Write: <i>Don’t let the pigeon drive the bus in the</i> “Good Choice” column. Read each word as you write.</li> <li>• Encourage children to think about the choices they make every day. You may have to offer a choice and ask which column it belongs in to get things started. “Wait my turn – or – cut in line. Which is a good choice? Raise my hand – or – shout out answers. Tell the truth or tell a lie.”</li> <li>• Draw a picture of yourself making a good choice. (Ask the child to tell you about his/her picture. Ask permission to write on the paper and write about the good choice. “Jacob makes good choices. He is sharing with his friend.”)</li> </ul> <p><b>ReadingPal 2:</b></p> <ul style="list-style-type: none"> <li>• <i>The pigeon in this story wanted to drive the bus, but he couldn’t. He needed to think of something else to do instead. What could he drive?</i> (a bike, big wheel, toy car) <i>Sometimes we can’t do the things we want to do. That’s frustrating. Let’s play “What if?”</i> Start with a few examples, but ask children to tell you about real problems that frustrated them. <i>What if you wanted to play outside but it was raining? What could you do instead? What if you wanted to watch TV but it was broken? What if someone wanted to play with you but you didn’t want to play with them?</i></li> <li>• <i>Draw a picture of yourself doing something you love to do.</i> (Ask the child to tell you about his/her picture. Ask permission to write on the paper and write what he/she said. “Tina loves to ride her bike.”)</li> </ul> <p style="text-align: center;">Close the session with a routine song, fingerplay or gesture and a positive comment. Encourage children to “drive the bus” back to their group.</p>



<b>BOOK 6:</b>	<p><b><u>Whoever You Are</u></b>          Author: Mem Fox          Illustrator: Leslie Staub</p>
<b>Focus</b>	<p><b>Non-fiction books:</b> Having students listen to nonfiction text read-alouds helps to lay the necessary foundation for students’ reading and understanding of complex text on their own in subsequent grades. Use of nonfiction books is a good way to support students as they learn vocabulary, facts and concepts. <i>When the books deal with different peoples and cultures they also offer new perspectives on the world.</i></p> <p><b>In this book</b> we specifically address: visual clues and observations, predictions, comparing/contrasting, comprehension and recall.</p>
<b>Materials</b>	<p><b>Day 1</b> – Globe, map from kit binder or picture of the world from the classroom or that you bring from home, paper and markers. <b>Day 2</b> – Globe or kit map/picture(s), paper, glue sticks, scissors, markers.</p>
<b>Note</b>	<p>While reading, use your finger to touch the words and model reading from left to right.</p>
<p><b>WHAT TO DO</b></p>	
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>• Whoever: any person; no matter who – Day 1 – <i>If that is what “whoever” means, what do you think “wherever” might mean? “Who” means a person and “where” means a place.</i> Wherever: any place; no matter where</li> <li>• World: for this book it refers to the whole earth (Day 1- Use the globe/map/picture of the world to show the concept of the world.)</li> <li>• Lands: where people live, different places in the world. (Day 2 – Use the globe/map/picture to point out that “lands” are different places where people live all over the world.)</li> <li>• Different: not the same (On Day 1 there will be a “same and different” activity.)</li> </ul> <p>Discuss any words or concepts that seem to confuse the children. Find a balance between the flow of the story and the need to clarify a word or concept. Introduce at least one word before reading the book and explain others as they come up in the story. Point to pictures of vocabulary words that are nouns.</p>
<b>Before Reading</b>	<p><b>Day 1 ReadingPal</b></p> <ul style="list-style-type: none"> <li>• Ask the children to identify the front cover, back cover, spine, and title page of the book.</li> <li>• Read the title of the book</li> <li>• Introduce the author             <ul style="list-style-type: none"> <li>* <b>What does the author do?</b> (writes the words)</li> </ul> </li> <li>• Introduce the illustrator             <ul style="list-style-type: none"> <li>* <b>What does the illustrator do?</b> (draws/paints/creates the pictures) <b>Look at a few of the pictures in the book. How do you think the illustrator made these pictures? Why are there frames with gold and jewels around each picture?</b> (Framing a picture is a way to make it special and important.)</li> </ul> </li> <li>• Read the title again; ask the children to make predictions about the story. <b>Look at the picture on the cover and remember the pictures in the book. Let’s make some “predictions.” Predictions are guesses about what might happen. What do you think the people on the cover are doing? Why do you think they are doing that? Why do you think that I have a globe/map/picture of the world? We will read the book and try to find the answers.</b></li> </ul> <p><b>Day 2 ReadingPal</b></p> <ul style="list-style-type: none"> <li>• <b>You already read this book once. Who remembers the name of the book?</b></li> <li>• Repeat introduction routine – front, back, spine, author, illustrator, title page.</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>Tell me what you remember about the story? Do you remember some of the things that are different about people around the world? How about things that are the same?</b> Use the chart depicting things that are the same and different from Day 1 if it is available. <b>Reading something two times can help us to see even more things. Let's see if we can find more ways that the people are the same and different as we read again.</b></li> </ul>
<p><b>During Reading</b></p>	<p>Read the story allowing for student observation during reading.</p> <ul style="list-style-type: none"> <li>• <b>Day 1: As I read, let's talk about ways the people in the story are different from each other and ways they are the same. We are going to use our eyes to look at the pictures and our ears to listen to the words of the story to find the clues.</b></li> <li>• <b>Day 2:</b> As you read ask questions like –<b>Why doesn't everybody live in the same kind of house or go to the same kind of school? Why do you think that people do things differently? Is it good to have some things that are the same? Why? Is it good to have some things that are different? Why?</b> Let the children consider these questions and explore the options with a few prompts and just a little guidance.</li> </ul>
<p><b>After Reading</b></p>	<p><b>Day 1</b></p> <ul style="list-style-type: none"> <li>• <b>What was this story about? What are the people on the cover doing?</b> (Traveling) <b>How do you know?</b> (They seem to be flying.) <b>Now that we have read the story, why do you think we have a globe/map/picture of the world?</b> (Point out continents on the map where the characters in the story may live – India, Africa, Asia.) <b>Were your predictions at the beginning of the story right? Are there some ways that people are the same and different because they live in different lands? Can you name one? Why might things be different in other lands? Let's make a chart to show how people can be the same and different.</b> Write the title of the book at the top of a piece of paper saying each word as you write it. Be sure to capitalize each word and let the children know that is the way we write a title. Fold the paper in half lengthwise and draw a line down the crease starting just underneath the book title. Then fold that paper down from the top so that the fold is about 2 inches below the title. Draw a line along that crease. It should look like a T chart. On the left side, just above the top crease write and say <b>"Different"</b> and on the right side write and say <b>"Same."</b> <b>Let's look through the book to find ways that people are the same and different. You can take turns and I will write your ideas our chart.</b> (Different – eyes, hair, skin color, clothes, houses, transportation, food; lands are cold/hot; Same - all love, wave, smile, hug, get hurt, cry), Once completed say, <b>"Wow, you both came up with a lot of great ways that people are the same and different."</b> (Write the names of the children and the day of the week on the top of the chart and leave it in the book for the Day 2 volunteer.)</li> </ul> <p><b>Day 2</b></p> <ul style="list-style-type: none"> <li>• If chart from Day 1 is available, refer to it. If not just ask students to recall same/different things. <b>Can you think of anything else to add to our chart?</b> If they have more suggestions, write them down. <b>What was your favorite page in the story and why? Isn't it great to see so many ways that people are different and the same! The ways that we are different can make life very interesting. What are some nice or fun ways that you are different from other people in our class? What makes each of you special?</b> If they have trouble getting started, help them by reminding them about their chart or by talking about yourself. <b>Draw a picture of yourself and then, if we have time, we can make a frame around the picture with words that describe the wonderful ways that you are "unique" or special. There is only one you in the whole world!!</b> If there is time, children could create a special frame like in the book.</li> </ul> <p style="text-align: center;">After the dismissal routine, remind the children that we are all special and that you like them for all the ways that they are different and the same.</p>

<b>BOOK 7</b>	<p><b><u>Bad Kitty</u></b>          Author: Nick Bruel          Illustrator: None listed. It's a mystery!</p>
<b>Focus</b>	<p><b>In each session</b>, we touch on the following concepts: reading books from front to back, reading pages from top to bottom and reading sentences from left to right. Other skills include: listening in a small group setting, expanding attention to task, building vocabulary, developing language skills, predictions, recall, visual clues, visual and auditory memory, contextual clues, sequencing, comprehension, increasing knowledge and problem solving.</p> <p><b>In this book</b>, we specifically address: letter identification, letter sounds, vocabulary, initial sounds</p>
<b>Materials</b>	<b>Bad Kitty</b> ; paper and pencil or marker
<b>Note</b>	While reading, use your finger to touch the words and model reading from left to right.
<b>WHAT TO DO</b>	
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>• Endanger: to put in danger; not safe; doing something that may hurt something or someone</li> <li>• Grapple: to grab firmly; to pull and struggle</li> <li>• Quarrel: to fuss and fight with words; to argue</li> </ul>
<b>Before Reading</b>	<p><b>ReadingPals 1 &amp; 2:</b> After introducing the book, tell the children: <b><i>This book is a silly book with words that begin with every letter in the alphabet. Let's see if you can name some of the letters and letter sounds when I point to them.</i></b> When reading exaggerate the first sound in the words. Routinely say the name of the letter before reading the word. <b><i>"D" for Dill, "F" for fffffennel"</i></b> Point to the letters as you read them. It's a long book, so you will want to read quickly through some of the pages.</p> <p><b>Day 1 ReadingPal</b></p> <ul style="list-style-type: none"> <li>• Ask the children to identify the front cover, back cover, spine, and title page</li> <li>• Read the title of the book and author's name.</li> <li>• <b><i>What does the author do?</i></b> (writes the words)</li> <li>• <b><i>What does the illustrator do?</i></b> (draws/paints the pictures) But the illustrator's name is not given</li> <li>• Sing "The Author Writes the Words" with gestures if that is part of your routine</li> <li>• <b><i>There will be some new words in this story.</i></b> Choose one of the vocabulary words to discuss. <b><i>Let's see if you remember that word when you hear it in the story. What was the word?</i></b> (children repeat the word) <b><i>When you hear (endanger, grapple or quarrel) say "that's our new word!"</i></b></li> </ul> <p><b>Day 2 ReadingPal</b></p> <ul style="list-style-type: none"> <li>• <b><i>Who remembers the name of this book? Why was the kitty so bad?</i></b> (out of food/hungry) <b><i>There are lots of kinds of food in this book. Can you remember any of the foods?</i></b> (point to pictures if necessary)</li> <li>• Repeat introduction routine – front, back, spine of book; author, illustrator (no name this time), title page <u>See ReadingPals 1&amp;2 above</u></li> </ul>

<p><b>During Reading</b></p>	<p><b>Day 1 ReadingPal</b></p> <ul style="list-style-type: none"> <li>• Read through the first alphabet series (vegetables) pointing to each letter. Before saying the name of the letter, hesitate to see if the children can name it. Remember to exaggerate the letter sounds and expand the sounds where possible. “MMMMushrooms; NNNNNavy beans”</li> <li>• <b>What does Kitty think about these foods?</b> (Yuk!) <b>I love vegetables! What vegetables do you like?</b> Talk about foods the children like/don’t like.</li> <li>• <b>Remember to listen for our new word, we haven’t heard it yet! What was our word? You remember!</b> (Or restate the word and ask the children to repeat it again.)</li> <li>• If the children don’t stop you when you get to the new word, re-read it; encourage them to remember the definition. Point out the other vocabulary words as you come to them (endanger, grapple and quarrel). Ask the children to try to guess the meaning of the word using visual clues. <b>The goldfish is endangered – why? What does the cat want to do to the goldfish? Is the goldfish safe when the Kitty is near? Endangered means “not safe.”</b></li> </ul> <p><b>Day 2 Reading Pal</b></p> <ul style="list-style-type: none"> <li>• <b>You have heard this book before. The Kitty did some very bad things. Can you remember some of them?</b> (jumped on bed, mean to Mommy, untied shoes) <b>Let’s read and see how many more you can remember.</b> Read quickly through the first section about vegetables. (Day 1 ReadingPal focused on this section.)</li> <li>• When you get to the section about Bad Kitty’s behavior, read the verb and hesitate to see if children can use visual clues to supply the noun. “Untied my shoes.” “Jumped on the bed.”</li> <li>• When reading the list of foods purchased at the grocery store, say, <b>“Some of these foods are real and some are silly.”</b> Periodically stop and say <b>“Is that real or pretend? – or - Would you like to eat fried flies or penguin pizza?”</b></li> </ul>
<p><b>After Reading</b></p>	<p><b>ReadingPal 1:</b></p> <ul style="list-style-type: none"> <li>• <b>Lots of words in this book started with the same letters and the same sound.</b> (flip to any page for an example) <b>Lizard and Lasagna start with “lllllll”.</b> <b>What letter makes the lllll sound? Let’s think of some other words that start with the letter “L”.</b> Repeat with several letters.</li> <li>• Ask the children to find the first letter of their LAST name in the book. Read the words with that letter. Ask them to list more words that begin with “their” letter.</li> <li>• <b>You are very good children and would never do anything bad. But let’s pretend to do some of the bad things Kitty did. I’m going to point to a picture in the book. You’re going to take turns helping me to pretend to do the naughty thing we see in the picture. Here’s the hard part -- you can’t use any words. You have to <u>act</u> like the Kitty.</b> Prompt, give clues and suggestions. Act with them. If the children have trouble, show them the page and let them choose which of the four pictures is being demonstrated. Choose easy pictures and/or vocabulary words like “grappled with guests:” “jumping on the bed”, “bit Grandma”, “untied shoes”</li> </ul> <p><b>ReadingPal 2:</b></p> <ul style="list-style-type: none"> <li>• <b>Let’s play “Race for the Letters.” I’ll tell you a letter. When I say “Go!” find the letter in the book and say a word that starts with that sound.</b> Allow the children to take turns finding a page with the letter. Remind them to be careful with the pages. Re-read the page if necessary. Encourage them to identify the letter and letter sound.</li> <li>• <b>Write your name across the top of the paper. Use a different color for every letter. Your name is special. Make it really pretty. . Think of a word that starts with the same sound as your name. Draw a picture of it. “Sally -snow”, “Trevor -tree”</b></li> </ul> <p style="text-align: center;">Close the session with a routine song, fingerplay or gesture and a positive comment.</p>

<b>BOOK 8</b>	<p><b><u>Whose Hat Is This? A Look at Hats Workers Wear - Hard, Tall, and Shiny</u></b></p> <p>Author: Sharon Katz Cooper Illustrator: Amy Bailey Muehlenhardt</p>
<b>Focus</b>	<p><b>Non-fiction books:</b> Having students listen to nonfiction text read-alouds helps to lay the necessary foundation for students’ reading and understanding of complex text on their own in subsequent grades. Use of nonfiction books is a good way to support students as they learn vocabulary, facts, and concepts.</p> <p><b>In this book,</b> we focus on vocabulary, conclusions/contextual clues, visual recall and inference</p>
<b>Materials</b>	<p>Book: <b><u>Whose Hat Is This? A Look at Hats Workers Wear - Hard, Tall, and Shiny</u></b></p> <p>Paper, crayons and/or pencil</p> <p>Optional: Hats and/or helmets brought from home</p>
<b>Note</b>	<p>While reading, use your finger to touch the words and model reading from left to right.</p>
<b>WHAT TO DO</b>	
<b>Vocabulary</b>	<p><b>construction, inflatable, tackle.</b> Definitions for these words and others can be found in the glossary (page 23). Explain to the children that “A glossary tells us the meaning of the words in the book.” Show the children the glossary. Choose one word to discuss before reading the book. Discuss others as you read them. Return to the glossary periodically to demonstrate its use.</p>
<b>Before Reading</b>	<p><b>Day 1 ReadingPal</b> Read the title of the story.</p> <ul style="list-style-type: none"> <li>• Introduce the author and illustrator. <ul style="list-style-type: none"> <li>• <b>What does the author do?</b> (<i>Writes the words</i>)</li> <li>• <b>What does the illustrator do?</b> (<i>Draws or paints the pictures</i>)</li> <li>• Sing “<i>The Author Writes the Words</i>” with gestures if it is part of your routine and if any child has not fully grasped the concepts. When children answer the question easily, choose a new song to start your session.</li> <li>• Introduce the front cover, back cover, spine, and title page of this nonfiction book.</li> </ul> </li> <li>• Make a prediction: <ul style="list-style-type: none"> <li>• <b>Look at the title page.</b> (Read title again) <b>What do you think this book will be about? We can only see parts of each hat. Can you guess what they are?</b> (If not – say, <i>I can’t guess either. We’ll find out about that one when we read the book.</i>) <b>We guessed some of them. Which of these hats have you seen? Which of these hats have you worn?</b></li> </ul> </li> </ul> <p><b>Day 2 ReadingPal</b></p> <ul style="list-style-type: none"> <li>• <b>You have already read this book. Who remembers the name of the book?</b> (Praise response or offer hints if needed)</li> <li>• Review front cover, back cover, spine, author, illustrator and title page. Sing “<i>The Author Writes the Words</i>” if appropriate; see Day 1 ReadingPal</li> <li>• <b>Let’s look at the title page.</b> Point to each hat. <b>Who wears this hat? You are so smart!</b></li> </ul>

<p><b>During Reading</b></p>	<p>Read the story. When you read “Put on your thinking cap” pretend to put on a hat and ask children to do the same. <b>What’s the difference between a hat and a cap?</b> (no big difference; sometimes a cap is a soft hat – you can’t wear a “hard cap” but you can wear a “hard hat”</p> <ul style="list-style-type: none"> <li>• Make predictions throughout the story. Use picture clues to guide discussions.</li> <li>• As you read, engage the children in discussions. <ul style="list-style-type: none"> <li>• Pages 5, 7,9,11,13,15,17, and 19, allow time for children to answer the question on the page. When each child has responded, move forward with a phrase such as “Let’s find out!”</li> </ul> </li> </ul> <p><b>Day 1 ReadingPal</b></p> <ul style="list-style-type: none"> <li>• Page 8: before reading ask the children <b>“Why is this lady with the bees? What is she collecting?</b> (honey) Acknowledge or tell children the correct answer.</li> <li>• Page 10: before reading; ask the children <b>“What do you think this man is cooking? What is this man’s job called?</b> (chef) If children answer “He is a cook” tell children <b>“Yes and another word for a really good cook is <u>chef</u>.”</b> Then read page 10. <b>Why is the chef’s hat so tall?</b> (to show he is the boss)</li> <li>• As you come across vocabulary words in the text, reread the text that contains the unfamiliar word. Provide a brief definition. Periodically return to the glossary to demonstrate its use.</li> </ul> <p><b>Day 2 ReadingPal</b></p> <ul style="list-style-type: none"> <li>• After intro routine and before reading the first page, hide the book under the table and ask, <b>Let’s see how many people and hats you can remember without looking. Who remembers why the people in this book wore hats?</b> (<u>safety</u>: firefighter, bee keeper, construction worker, football player; <u>to show who’s the boss</u>: chef; <u>helps people to find him/her</u>: police; <u>to provide air to breathe</u>: astronaut; <u>to keep warm</u>: everyone who lives where it is cold</li> <li>• Offer hints to expand list: <b>It was... “someone who fights fires” or “someone who needs air to breathe” “someone who works in a kitchen” “someone who is playing outside in the cold?”</b></li> <li>• <b>Let’s read it again and see what new things we can remember! Our memory is getting better!</b></li> <li>• Page 13: After reading about the football player’s helmet, ask, <b>What does “tackle” mean?</b> (knock down) <b>Why do football players tackle each other?</b> (so they don’t score/get points).</li> <li>• Read “Fun Fact” <b>What does “inflatable” mean?</b> (filled with air) <b>What else do you know that is inflatable?</b> (balloons – give hint: might see them at a birthday party?)</li> <li>• Page 18: <b>Hard hats are made of plastic. Look around. Can you see something made of plastic?</b></li> </ul>
<p><b>After Reading</b></p>	<p>Ask “connection” questions.</p> <p><b>Day 1 and 2 ReadingPals:</b> Complete <i>Just for Fun</i> activity on page 21.</p> <ul style="list-style-type: none"> <li>• If you brought hats/helmets, share them with the children; talk about their purpose.</li> </ul> <p><b>Day 1 ReadingPal</b></p> <ul style="list-style-type: none"> <li>• Look again at hats on the title page. Ask children who these hats are for. <b>You know so many more now! You remember a lot!</b></li> <li>• Have children draw a picture of their favorite hat. When completed, ask children to tell you about their hat and where and why they might wear it.</li> </ul> <p><b>Day 2 ReadingPal</b></p> <ul style="list-style-type: none"> <li>• <b>Play game “Whose Hat is This?” Ask children to take turns finding pictures of the things you describe.</b> Say, <b>I build things and my hat is yellow.</b> (child finds construction worker) <b>I go into space and need a hat to breathe.</b> (child finds astronaut) <b>I am a really good cook!</b> (child finds chef.) When the child finds the correct picture, ask him/her to tell you as much as he/she can remember about the person and his/her hat and job.</li> <li>• Ask questions to expand recall and content. <b>“Why is the chef hat so tall?”</b> Close the session with a routine song, fingerplay or gesture and a positive comment. Encourage children to pretend to put on their favorite hat as they return to their group.</li> </ul>

<b>BOOK 9</b>	<p><b><u>How Do Dinosaurs Say Good Night</u></b>          Author: Jane Yolen and Mark Teague          Illustrator: Mark Teague</p>
<b>Focus</b>	<p><b>In each session</b> we touch on the following concepts: reading books from front to back, reading pages from top to bottom and reading sentences from left to right. Other skills include: listening in a small group setting, expanding attention to task, building vocabulary, developing language skills, predictions, recall, visual clues, visual and auditory memory, contextual clues, sequencing, comprehension, inference, increasing knowledge and problem solving.  <b>In this book</b> we specifically address: visual clues, contextual clues, vocabulary</p>
<b>Materials</b>	<p><b><u>How Do Dinosaurs Say Good Night</u></b>; paper, pencil, crayons</p>
<b>Note</b>	<p>While reading, use your finger to touch the words and model reading from left to right.</p>
<b>WHAT TO DO</b>	
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>• Slam: to close hard with a big noise (doors/car trunks); to put down very hard with a big noise</li> <li>• Pout: to make a sad face; to act crabby and unhelpful when something goes wrong</li> <li>• Stomp: to bang feet down while walking; elephants, dinosaurs and angry children stomp their feet</li> <li>• Roar: to make a deep angry sound with your voice, dinosaurs and lions roar</li> </ul> <p>Discuss any words or concepts that seem to confuse the children. Find a balance between the flow of the story and the need to clarify a word or concept. Check to see if children can use contextual clues to decide what the word may mean. Point to pictures of nouns; act out verbs (action words).</p>
<b>Before Reading</b>	<p><b>ReadingPals 1 &amp; 2: This book is short. There is plenty of time to talk and play as you read.</b></p> <ul style="list-style-type: none"> <li>• Ask the children to identify the front cover, back cover, spine and title page.</li> <li>• Read the title of the book, the author and illustrator</li> <li>• <b>What does the author do?</b> (writes the words)</li> <li>• <b>What does the illustrator do?</b> (draws/paints the pictures)</li> <li>• Sing “The Author Writes the Words” with gestures if that is part of your routine and if any child has not fully grasped the concepts. When children answer the question easily, choose a new song to start your session.</li> </ul> <p><b>Day 1 ReadingPal</b></p> <ul style="list-style-type: none"> <li>• Read the title again. <b>How do you think a dinosaur would say good night? Why? What has the dinosaur on the cover been playing with? Does he have a pet?</b></li> <li>• Define and discuss “slam” and/or “stomp;” <b>When I read the word “slam,” I want you to slam your hand down on the table like this.</b> (Demonstrate) <b>When I read the word “stomp,” I want you to stomp your feet on the floor like this.</b> (Demonstrate) <b>We can’t be too loud because we don’t want to bother the other children, so be careful. Don’t slam or stomp until I read the words - ready?</b></li> </ul> <p><b>Day 2 ReadingPal</b></p> <ul style="list-style-type: none"> <li>• <b>You have already read this book. Who remembers how the dinosaurs went to bed at the end of the story?</b> (gave a kiss, tucked in tail, whispered “Good night!”) Prompt as needed. <b>If a dinosaur didn’t want to go to bed, what were some of the things she might do?</b> (stomp, pout, slam, roar)</li> <li>• Repeat introduction routine (see Day 1 ReadingPal) – front, back, spine of book; author, illustrator, title page, song.</li> </ul>



	<ul style="list-style-type: none"> <li>• <b><i>This is a silly book. Do dinosaurs live in houses? Sleep in beds? Do dinosaurs live anywhere today? Are dinosaurs real or pretend?</i></b> (Real. Lived 237 million years ago – that’s a long time!!) <b><i>Books about pretend things are called “fiction.” Is this fiction?</i></b> (Yes. Even though dinosaurs are real, this story is about dinosaurs living in houses and sleeping in beds. That’s not real!)</li> </ul>
<p><b>During Reading</b></p>	<p><b>Day 1 ReadingPal</b></p> <ul style="list-style-type: none"> <li>• Define pout and roar. <b><i>Let’s see how carefully you are listening today. When I read the word “pout” I want you to pout like this.</i></b> (Demonstrate) <b><i>When I read the word “roar” I want you to roar like this.</i></b> (Demonstrate a quiet roar.) If children do not react when you read the words, re-read the word slowly and prompt. <b><i>Hmmm. I’m going to read it again to see if you know what to do.</i></b> (pout or roar as you read the word; encourage participation) <b><i>That’s it! Good listening</i></b></li> <li>• Ask questions as you read. <b><i>What happened to the furniture when the dinosaur slammed his tail? What is the dog doing when the dinosaur stomps his feet? Why is the dog holding on to the bed?</i></b></li> <li>• <b><i>Why does the man cover his ears when the dinosaur roars?</i></b></li> </ul> <p><b>Day 2 Reading Pal</b></p> <ul style="list-style-type: none"> <li>• <b><i>Let’s play “Catch Me If You Can” today. Since, you have heard this story before, I will read some of it the right way, but I’m going to try to trick you. I’m going to change the story sometimes. Let’s see if you can catch me when I try to trick you!!</i></b></li> <li>• As you read “How does a dinosaur say good night when Papa...” point to Papa, but say “Mama.” If the children don’t “catch” you, stop and say <b><i>“Aha! I tricked you. I said “Mama.” Is that Mama? (No! That’s Papa!) Watch out! I’m pretty tricky!</i></b></li> <li>• As you read “Does he throw his teddy bear” say “Mickey Mouse” instead. Other possibilities: instead of “one more book” say “one more movie;” change “swing his neck” to “swing his arms” etc. <b><i>You are such good listeners! I can’t trick you anymore!</i></b></li> </ul>
<p><b>After Reading</b></p>	<p>ReadingPal 1:</p> <ul style="list-style-type: none"> <li>• Play Simon Says. Remind the children that they should only follow the direction when you say “Simon Says” <b><i>Simon says pout – roar quietly – moan – sigh – mope – stomp – swing your arms from side to side.</i></b> Periodically change “Simon Says” to “Mr./Ms. (your name) says...” Praise the children that follow directions only when “Simon Says.”</li> <li>• Count the pictures of dinosaurs on the “Character Pages” just inside the cover. (10 on each page)</li> <li>• Put your finger on a picture. Ask the children to take turns finding the matching picture on the opposite page.</li> <li>• Play “I Spy.” <b><i>I’ll say “I spy a dinosaur...and then I’ll tell you what it’s doing. You point to the dinosaur I am describing on your page.</i></b> (Each child is assigned his/her page.) <b><i>Let’s stat. I spy a dinosaur</i></b> (reading, jumping, with a ball, with a teddy bear, blowing bubbles, sleeping).</li> <li>• Give each child a chance to say “I spy...” as he/she describe a dinosaur. You point/respond.</li> </ul> <p>ReadingPal 2:</p> <ul style="list-style-type: none"> <li>• <b><i>Let’s play Charades. I’m going to think about a word in our book and I’ll show you what the word means. You have to guess which word I am thinking about.</i></b> (pout, moan, stomp, etc. ) Prompt and praise appropriate responses. Ask the children to show you the meaning of the words and you guess which word they are thinking about.</li> <li>• Play a quick game of “I Spy” using the “Character Pages.” (See ReadingPal 1.) <b><i>Draw a picture of yourself doing one of the things the dinosaurs are doing.</i></b> <u>PLAN-DO-REVIEW.</u> <u>PLAN:</u> <b><i>Which activity are you going to draw</i></b> (reading, sleeping, blowing bubbles, playing with ball); <u>DO:</u> <b><i>draw picture;</i></b> <u>REVIEW:</u> <b><i>Tell me about your picture.</i></b></li> </ul> <p><b>Close session with routine and positive comment. Ask children to stomp quietly back to their places.</b></p>

<b>BOOK 10</b>	<p><b><u>The American Flag</u></b>          Author: Lloyd G. Douglas          Photographer: Photo credits on page 2</p>
<b>Focus</b>	<p><b>Non-fiction books:</b> Having students listen to nonfiction text read-alouds helps to lay the necessary foundation for students’ reading and understanding of complex text on their own in subsequent grades. Use of nonfiction books is a good way to support students as they learn vocabulary, facts, and concepts.  <b>In this book,</b> we focus on vocabulary, facts and concepts</p>
<b>Materials</b>	<p>Book: <b>The American Flag</b>          Paper, crayons and/or pencil          Optional: A flag or flag pin from home</p>
<b>Note</b>	<p>While reading, use your finger to touch the words and model reading from left to right.</p>
<b>WHAT TO DO</b>	
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>• Symbol, stripes, colonies, celebrate</li> </ul> <p>Definitions for these words and others can be found in the glossary (page 23). Explain to the children that “A glossary tells us the meaning of the words in the book.” Show the children the glossary. Choose one word to discuss before reading the book. Discuss others as you read them. Return to the glossary periodically as you read to demonstrate its purpose.</p>
<b>Before Reading</b>	<p><b>Day 1 ReadingPal</b>          Read the title of the book.</p> <ul style="list-style-type: none"> <li>• Introduce the author and illustrator.</li> <li>• <b>What does the author do?</b> (Writes the words)</li> <li>• <b>There is no illustrator for this book. No one drew pictures. Photographs were taken with a camera. What do we call the person who takes photographs?</b> (photographer)</li> <li>• Sing “The Author Writes the Words” with gestures for writing or typing the words. Encourage the children to change “The illustrator draws the pictures” to “The photographer takes the pictures” Pretend to click a picture with a camera as you sing the revised words.</li> <li>• Introduce front cover, back cover, spine, and title page. See photo credits on page 2.</li> <li>• Make a prediction:             <ul style="list-style-type: none"> <li>• <b>Look at the cover.</b> (Read title again) <b>What do you think this book will be about?</b> (children respond) <b>We are going to learn a lot about our flag today.</b></li> <li>• Stop at “Contents.” <b>This page is called the Table of Contents or just Contents. It tells us where to find things in the book. Let’s check it out.</b> (Read the list) <b>What do you want to look at first?</b> (children pick) <b>Where can we find it?</b> (Page #) <b>Let’s see if the Contents are correct.</b> (children pick one of the 7 options; turn to that page and discuss/read.)</li> </ul> </li> </ul> <p><b>Day 2 ReadingPal</b></p> <ul style="list-style-type: none"> <li>• <b>You have already read this book. One at a time, tell me something you remember from the book.</b> (Praise response or offer hints if needed)</li> <li>• Review front cover, back cover, spine, author, illustrator and title page. Sing revised version of “The Author Writes the Words.” See Day 1 ReadingPal</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>Let's look on the very last page. This is an <u>Index</u>. Is this book about things that are real or pretend? (That's right – it's about real things.) Books about real things sometimes have an "Index" to help readers find words or facts in the book. This Index shows us where we can find words. It says the word "stripes" is on page 6.</b> Give the book to one of the children. <b>Can you find page 6?</b> (Help as needed. Show him/her the word "stripes.") <b>The index was right!</b> Give the book to the other student. Repeat with the word "flag" on page 4. Use pages with numbers 1-10 first. Repeat as interest warrants with numbers thru 20 if appropriate.</li> </ul>
<p><b>During Reading</b></p>	<p><b>Read the story.</b>  <b>Day 1 ReadingPal</b></p> <ul style="list-style-type: none"> <li>• <b>Let's go back and start on the first page.</b> This book is short and offers time to ask questions on almost every page. Before reading "The American flag is a symbol..." ask the children to look at the picture. <b>Where is the flag in this picture? Who is the man sitting in the chair?</b> (George Washington, our first president – leader of our country.) <b>Who is our president today?</b></li> <li>• <b>What is a symbol? Let's look in the "glossary" of New Words on page 22.</b> Read definition. <b>What does a flag represent?</b> (Freedom – free to choose what we want to do. It's like Free Play when you can choose where you want to play. In our country, you can choose whatever you want to be when you grow up. Some countries do not have freedom.)</li> <li>• Page 6: <b>Show me the stripes on the flag. Let's count them. 13 stripes. What shape do the stars make? Right! They are in a circle.</b></li> <li>• Page 8: <b>Let's count the stars. There were 13 stars AND 13 stripes.</b></li> <li>• <b>Do you see stripes anywhere else? Is anyone wearing something with stripes?</b> As you come across vocabulary words in the text, reread the text that contains the unfamiliar word. Provide a brief definition. Periodically return to the glossary to demonstrate its use.</li> <li>• Use glossary on p. 22 to define "colonies"</li> </ul> <p><b>Day 2 ReadingPal</b></p> <ul style="list-style-type: none"> <li>• Page 4: <b>You learned that a symbol is something that represents something else – it helps us think about something else. It's line on Valentines Day - hearts are a symbol for love. Our flag is a symbol of freedom. It makes us think about our country and our freedom. What does it mean to be free?</b> (Choose where we live, where we work; we can say what we think.)</li> <li>• Page 6: <b>Who remembers how many stripes and stars were on the first flag?</b> (Count again)</li> <li>• Page 12: <b>The stars are "symbols" for the 50 states – there are 50 stars and 50 states. We read about this in <u>Me On The Map</u>. Do you remember what state we live in?</b></li> <li>• Page 16: <b>We celebrate with parades. Have you been to a parade or seen one on TV?</b> (Macy's Thanksgiving Parade, MLK, Jr. parade, Lakeland Christmas parade)</li> <li>• <b>What are other ways to celebrate?</b> (parties, fire works, decorating, special foods)</li> </ul>
<p><b>After Reading</b></p>	<p>Ask "connection" questions.</p> <p><b>Day 1 and 2 ReadingPals:</b> If you brought a flag, share and discuss.</p> <p><b>Day 1 ReadingPal</b></p> <ul style="list-style-type: none"> <li>• Ask children to draw the first flag with circle of 13 stars. If they can't draw a star, small circles will do.</li> <li>• As they draw, talk again about "symbols", "stripes," "colonies," "freedom" and related ideas</li> </ul> <p><b>Day 2 ReadingPal</b></p> <ul style="list-style-type: none"> <li>• Ask children to draw the modern flag. As they draw, ask what they remember about what you read in <u>The American Flag</u>. Offer "high fives" and dramatic praise to motivate response.</li> </ul> <p>Close session with routine. Ask children to march with their flag to their cubbies and group.</p>

<b>BOOK 11</b>	<b>If You Give A Mouse A Cookie</b> Author: Laura Joffe Numeroff Illustrator: Felicia Bond
<b>Focus</b>	<p><b>In each session</b> we touch on the following concepts: reading books from front to back, reading pages from top to bottom and reading sentences from left to right. Other skills include: listening in a small group setting, expanding attention to task, building vocabulary, developing language skills, predictions, recall, visual clues, visual and auditory memory, contextual clues, sequencing, comprehension, inference, increasing knowledge and problem solving.</p> <p><b>In this book</b> we specifically address: visual and contextual clues, vocabulary, predictions &amp; sequencing</p>
<b>Materials</b>	<b><u>If You Give A Mouse A Cookie</u></b> Paper, crayons (Day 1 only)
<b>Note</b>	While reading, use your finger to touch the words and model reading from left to right.
<b>WHAT TO DO</b>	
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>• Next: the person, place or thing that follows or is right beside; the next day is the day after this one; (child’s name) is sitting next to (child’s name)</li> <li>• Mustache: hair that grows on the upper lip</li> <li>• Trim: cutting just a little bit</li> </ul> <p>Discuss any words or concepts that seem to confuse the children. Find a balance between the flow of the story and the need to clarify a word or concept. Check to see if children can use contextual clues to decide what the word may mean. Point to pictures of nouns; act out verbs (action words).</p>
<b>Before Reading</b>	<p><b>ReadingPals 1 &amp; 2: This book is short. There is plenty of time to talk and play as you read.</b></p> <ul style="list-style-type: none"> <li>• Ask the children to identify the front cover, back cover, spine, and title page.</li> <li>• Read the title of the book, the author and illustrator.</li> <li>• <b>What does the author do?</b> (writes the words)</li> <li>• <b>What does the illustrator do?</b> (draws/paints the pictures)</li> <li>• Sing “The Author Writes the Words” with gestures if that is part of your routine and if any child has not fully grasped the concepts. When children answer the question easily, choose a new song to start your session.</li> </ul> <p><b>Day 1 ReadingPal</b></p> <ul style="list-style-type: none"> <li>• Read the title again. Most children will have been introduced to the concept of syllables, but ReadingPals sessions include the concept beginning with Book 11. <b>Some words have more than one part. Who knows what the parts of a word are called?</b> (syllables) Praise response or provide the answer. <b>Say the word “cookie” with me. Let’s say it slowly, cook – ie. How many parts does the word cookie have?</b> (two) <b>Let’s clap the parts as we say it “cook”</b> (one clap) <b>“ie”</b> (2<sup>nd</sup> clap). Repeat activity clapping the syllables in each child’s name.</li> <li>• Read title again. <b>What do you think would happen if you gave a mouse a cookie? Why?</b></li> <li>• Define and discuss “next”. <b>Let’s play “What’s Next”. Every time the boy in this story gives the mouse something, the mouse asks for something else. Let’s try to guess what the mouse will want next before we read it. Let’s see how many times we can guess the right answer!</b></li> </ul> <p><b>Day 2 ReadingPal</b></p> <ul style="list-style-type: none"> <li>• <b>You have already read this book. Who can remember some of the things the mouse wanted after the boy gave him a cookie?</b> (milk, straw, mirror, scissors) Peek in the book without letting the children see the pages; offer hints “It’s something you drink and it’s white. It’s something you use to</li> </ul>

	<p>drink (imitate drinking thru a straw). It’s something you look in when you comb your hair. <b>You are so smart! You remember more and more every week!</b></p> <ul style="list-style-type: none"> <li>• Repeat introduction routine (see Day 1 ReadingPal)– front, back, spine of book; author, illustrator, title page, song.</li> <li>• Repeat syllable activity clapping the syllables in the word cookie and children’s names (see Day 1 ReadingPal)</li> </ul>
<p><b>During Reading</b></p>	<p><b>Day 1 ReadingPal</b></p> <ul style="list-style-type: none"> <li>• Routinely (as dictated by children’s interest), stop before turning the page to ask, “What will the mouse want next?” Praise if children guess correctly. Offer hints if they don’t know. Read 1<sup>st</sup> page, “If you give a mouse a cookie,” ask, <b>What will the mouse want NEXT?</b> If children don’t guess “milk” ask, <b>What drink tastes good with a cookie?</b> When reading “. . . he might notice his hair needs a trim,” ask, <b>What does “trim” mean?</b> (define) <b>What would he need if he wanted to trim his hair?</b> (scissors/razor) <b>Good thinking! Let’s see what the book says.</b></li> </ul> <p><b>Day 2 Reading Pal</b></p> <ul style="list-style-type: none"> <li>• <b>Let’s play “What’s Next” Did you play it when you read the book the first time?</b> (Yes) <b>Then you should be really good at remembering what the mouse will want next today!</b> If children did not play “What’s Next” (or don’t remember it) explain the game again. (See Day 1 ReadingPal)</li> <li>• If children can answer most of the sequence questions, offer to keep score. Make hash marks on a piece of paper. <b>You are so smart!</b> Your enthusiasm will help to engage the children in the “game.”</li> <li>• <b>On the last page, the boy is sleeping. What made him so tired? What do you think would happen if he gave the mouse ANOTHER cookie?</b> (story may start all over again! )</li> </ul>
<p><b>After Reading</b></p>	<p>ReadingPal 1:</p> <ul style="list-style-type: none"> <li>• Fold paper into 9 sections (fold in half length-wise, then fold the bottom 1/3 up and the top 1/3 down. Open the paper.) Ask the children to, <b>Think of the first thing the mouse needed after getting a cookie.</b> (milk) Write it in the square on each paper. <b>What was next?</b> (straw, napkin, mirror, scissors, broom, etc.) Offer prompts and refer back to the book as needed. Write the words in the squares starting at the top of the paper and moving from left to right. When children have a word in each of the 9 squares, ask them to draw pictures of things the mouse needed.</li> <li>• <b>Tell me about your pictures? What was first? What came NEXT?</b></li> <li>• <b>Look at your pictures and “read” me your story.</b> A few children may be able to write some of their own words with prompts. Some may want to copy the word after ReadingPal writes it.</li> </ul> <p>ReadingPal 2:</p> <ul style="list-style-type: none"> <li>• <b>Let’s Play “Find that Picture.” I’m going to tell you about a picture in the book and you have to find the picture I’m “describing.” Let’s take turns.</b> Hold the book close to your face and “secretly” find a picture to describe. <b>In this picture the mouse has finished drinking a glass of milk. In this picture the mouse is trimming his hair. In this picture, the boy is reading a book to the mouse.</b> Give the book to the children. Encourage them to take turns. Some may be able to work together as a team to find the right pictures. <b>You are great at finding pictures! Good listening!</b></li> <li>• IF activity is easy for children, expand it. <b>Let’s make it a little harder. Find the picture that came AFTER the page when the mouse was drawing a picture. Find the picture AFTER the page where the mouse made a mess trimming his hair. At the end of the book, find the picture of a family. At the beginning of the book there is a house with a yellow front door. Wow! I can’t trick you!</b></li> </ul> <p style="text-align: center;">Close session with routine and a positive comment. Ask children to tip toe like a mouse back to their group.</p>

<b>BOOK 12:</b>	<b><u>A Tree Grows Up</u></b> Author: Marfe` Ferguson Delano Photographer(s): Photo credits on page 32.
<b>Focus</b>	<b>Non-fiction books:</b> When students listen to nonfiction text read-alouds, it helps to lay the necessary foundation for students' reading and understanding of complex text on their own in subsequent grades. Use of nonfiction books is a good way to support students as they learn vocabulary, facts and concepts. <b>In this book</b> we specifically address: visual clues, inference, general knowledge facts and recall.
<b>Materials</b>	Day 1: Activity refers to pp. 24 – 25 in the book Day 2: Activity requires white paper and crayons You may want to bring an acorn, some leaves and/or small branches
<b>Note</b>	While reading, use your finger to touch the words and model reading from left to right.

## WHAT TO DO

<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>• Roots: part of a plant that is usually underground and holds the plant in place; roots also bring in water and food from the soil.</li> <li>• Trunk: woody stem of a tree that has tiny tubes that carry water and food from the roots to the leaves.</li> <li>• Branches: smaller woody parts of the tree that grow out from the trunk.</li> <li>• Seeds: come from the fruit or flower of the tree and grow from the soil to make a new plant.</li> <li>• Munch: A way to chew while eating; squirrels munch on acorns.</li> <li>• Split: To break open; when a seed splits open, the roots come out.</li> </ul> <p>Discuss words or concepts that seem to confuse the children. Find a balance between the flow of the story and the need to clarify a word or concept. Introduce at least one word before reading the book and explain others as they come up. Point to pictures of vocabulary words that are nouns.</p>
<b>Before Reading</b>	<p><b>Day 1 ReadingPal</b></p> <ul style="list-style-type: none"> <li>• Ask the children to identify the front cover, back cover, spine, and title page of the book.</li> <li>• Read the title of the book</li> <li>• Introduce the author and photographers <ul style="list-style-type: none"> <li>• <b><i>What does the author do?</i></b> (writes the words)</li> <li>• <b><i>This book has many photographers instead of an illustrator. Look through a few pages of the book. We have talked about photographers before. How do they create the pictures?</i></b> (a camera)</li> </ul> </li> <li>• Read the title again. <b><i>Is this book about something real or pretend? It is a non-fiction book because it is about real things. Fiction books are about pretend things, like the book we read last week about Pigeon wanting to drive the bus. So a book about real things is a _____ (pause for them to answer) book. (non-fiction)</i></b></li> <li>• <b><i>What do you think it means when it says: A Tree Grows Up? Do trees grow up like people do? How might it be the same? How might it be different? Let's read the book to find out.</i></b></li> </ul> <p><b>Day 2 ReadingPal</b></p> <ul style="list-style-type: none"> <li>• Ask the children to identify the front cover, back cover, spine, author and photographer</li> <li>• <b><i>You have already read this book. Who remembers the title of the book?</i></b></li> <li>• <b><i>Can you share some things that you learned when you read the book the first time? That is very good! What are the parts of a tree?</i></b> (roots, trunk, branches, crown and creative</li> </ul>



	<p>responses) <b>Do you remember the 3 ways that a tree grows?</b> (Up, out and down; do the hand motions with them (See “After Reading” for Day 1.)</p>
<p><b>During Reading</b></p>	<p>Read the story allowing for student observation during reading.</p> <ul style="list-style-type: none"> <li>• <b>Day 1:</b> Before reading page 8 say – <b>Look at the picture. What do you think is happening to the acorn?</b> (“splitting” open) On page 10 – <b>You are 5 years old and this tree is 5 years old. What grows faster, trees or children? How do you know?</b> (Children can stand “under” the tree.) <b>What helps the tree to grow?</b> (food, air, water, sunshine) On pp 12-13 <b>What helps you to grow?</b> P 14-15 <b>What happens to the leaves in the fall? Why do you think that the tree looks dead in winter?</b></li> <li>• <b>Day 2:</b> <b>Why do we use a blanket? Page 7 uses words to help us imagine a picture in our mind. What do you think it means when it says, “In winter, snowflakes blanket the acorn in white.”?</b> (Covers it like a blanket.) <b>Snow helps to keep the acorn warm. Would snow help to keep you warm? Why/Why not?</b> P 11 <b>Birds are in the tree now. Have you seen different kinds of animals or bugs around trees? What were they?</b> P 22-23 <b>Why might birds and animals like to be near the tree?</b> (Answers may vary – encourage possibilities- build nests, eat acorns/seeds, hide). <b>Why might you like the tree?</b> It is ok for answers to vary (to climb, to cool off in the shade), but pp 22-23 shows a swing.</li> <li>• P 28 &amp; 29 <b>There are lots of seeds in these pictures. Can a pine tree grow from a cherry seed? Why not? Can you think of other seeds that might grow into trees?</b> (If they do not bring it up, remind them that orange trees grow in Florida. Ask them to look for orange trees while riding in a car or bus.</li> </ul>
<p><b>After Reading</b></p>	<p><b>Day 1</b></p> <ul style="list-style-type: none"> <li>• Turn to pages 24-25. <b>The book says that trees grow “up, out and down.”</b> When you say this add motions. For “up” put your hands at waist level one on top of the other and pull the top hand up. For “out” hold hands at waist level and pull them out to each side. For “down” hold hands at waist level, next to each other with palms down, and push down. <b>Let’s do it together. A tree grows “up, out and down.”</b> Repeat. <b>Now let’s play a game. I am going to describe a part of the tree and you point to it. This is the part of the tree that grows out and down. (Use hand gestures.) It is called the roots. Great! This part of the tree grows out and up and it is called the crown and includes the branches and twigs. It’s on the top of the tree like a king or queen’s crown. Wonderful! This part of the tree also grows out and up and it is called the trunk. Marvelous! Now look at the pictures on page 25. Which one shows how the tree grows out? How do you know? Super! Which one shows how it grows up? How do you know? Fabulous! Which one shows how it grows down? How do you know!</b> (During the game, give them additional clues from the book if they need a little more help.) <b>You two are amazing. You have learned so much today.</b></li> </ul> <p><b>Day 2</b></p> <ul style="list-style-type: none"> <li>• <b>Do you remember the words and hand motions for how a tree grows?</b> (See After Reading Day 1 above.) <b>Can you show and tell me?</b> (Do it with them.) <b>Wonderful! We are going to draw a picture of a tree.</b> Have the children draw a tree on the white paper. <b>What parts will it need? What season is it? Will your tree have leaves? What color will they be?</b> If there is time they can label the parts of the tree. You could write the words on another piece of paper for them to copy or just write what they tell you on their picture – remember to ask permission before writing on their paper! <b>Great job!</b></li> </ul> <p style="text-align: center;">End the session with a routine song, fingerplay or gesture, and a positive comment. Remind them to look for orange trees and seeds that could grow into trees.</p>



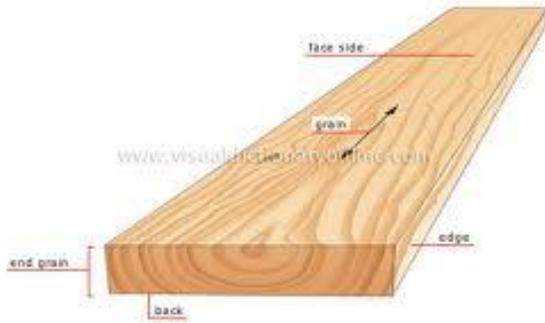
<b>BOOK 13</b>	<b><u>Whistle for Willie</u></b> Author: Ezra Jack Keats    Illustrator: Ezra Jack Keats
<b>Focus</b>	<b>In each session</b> , we touch on the following concepts: reading books from front to back, reading pages from top to bottom and reading sentences from left to right. Other skills include: listening in a small group setting, expanding attention to task, building vocabulary, developing language skills, predictions, recall, visual clues, visual and auditory memory, contextual clues, sequencing, comprehension, inference, increasing knowledge and problem solving. <b>In this book</b> , we specifically address: visual clues, predictions, vocabulary, directional words
<b>Materials</b>	<b>Whistle for Willie</b> ; paper, pencil, crayons Optional: a flashlight from home
<b>Note</b>	While reading, use your finger to touch the words and model reading from left to right.
<b>WHAT TO DO</b>	
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>• Empty: to have nothing inside</li> <li>• Scramble: to move quickly, to hurry along</li> <li>• Errand: a chore; a little job</li> </ul> <p>Discuss any words or concepts that seem to confuse the children. Find a balance between the flow of the story and the need to clarify a word or concept. Check to see if children can use contextual clues to decide what the word may mean. Point to pictures of nouns; act out verbs (action words).</p>
<b>Before Reading</b>	<p><b>ReadingPals 1 &amp; 2:</b> This book provides opportunities to discuss <u>persistence</u>.</p> <ul style="list-style-type: none"> <li>• Ask the children to identify the front cover, back cover, spine, and title page</li> <li>• Read the title of the book. Repeat the word “Willie” slowly and in syllables: Wil -lie. Clap the syllables: Wil (clap) - lie (clap). <b>What are the parts of a word called?</b> (syllables) <b>How many syllables does the word “Willie” have?</b> (2) Repeat activity clapping the syllables in each child’s name.</li> <li>• Introduce the author and illustrator.</li> <li>• <b>What does the author do?</b> (writes the words)</li> <li>• <b>What does the illustrator do?</b> (draws/paints the pictures)</li> <li>• Sing “The Author Writes the Words” with gestures if that is part of your routine and if any child has not fully grasped the concepts. Say, <b>In this book, Ezra Jack Keats is BOTH the author AND the illustrator. He wrote the words and drew the pictures.</b></li> </ul> <p><b>Day 1 ReadingPal</b></p> <ul style="list-style-type: none"> <li>• Read the title again. <b>The boy is whistling for Willie. Who do you think Willie is?</b> (dog) <b>What happens when we whistle for a dog?</b> (He/she comes to us.) <b>The boy learns how do to something in this story. What do you think he learns how to do?</b> (whistle) <b>Can you whistle?</b> (Everyone tries.)</li> </ul> <p><b>Day 2 ReadingPal</b></p> <ul style="list-style-type: none"> <li>• <b>You have already read this book. What is the boy’s name?</b> (Peter) <b>What is the dog’s name?</b> (Willie) <b>What was the boy trying to learn?</b> (Whistle)</li> <li>• Repeat introduction routine (see Day 1 ReadingPal) – front, back, spine of book; author, illustrator, title page, song.</li> </ul>

<p><b>During Reading</b></p>	<p><b>Day 1 ReadingPal:</b> Ask questions to engage children; focus questions on the first part of the book</p> <ul style="list-style-type: none"> <li>• After reading page 1, ask: <b>What is the boy’s name?</b> (Peter) <b>What does he wish he could do?</b> (whistle) <b>Look at the picture. How is Peter feeling? Why is he feeling sad? Have you ever felt sad when you didn’t know how to do something? Tell me about it.</b></li> <li>• PREDICTION: <b>What is going to happen when Peter whirls around faster and faster?</b> (gets dizzy/sick)</li> <li>• <b>You were right! He got dizzy. Things went down and up and up and down and around. That’s exactly how it feels when we get dizzy. Let’s play Simon Says. Follow the directions when I say “Simon Says” but stand still if I don’t say “Simon Says.” Simon says stand up. Simon says sit down. Simon says stand up and turn around <u>one time</u>. Simon says put your hands up. Move your hands around and around. (Oh, oh! Simon didn’t say!) Simon says sit down. Good listening!</b></li> <li>• When reading that Peter hid in an empty carton, say, <b>Peter is hiding in an empty carton. Point to the carton in the picture. What is a carton?</b> (box). <b>What does empty mean?</b> (There was nothing in the box.) <b>After Peter hides in the box, is it still empty?</b> (No!) <b>Why not?</b> Because there is something in the box – Peter! <b>Is the carton in the picture empty?</b> (No! Not anymore.)</li> </ul> <p><b>Day 2 Reading Pal:</b> Ask questions to engage children; focus on the second part of the book.</p> <ul style="list-style-type: none"> <li>• <b>Let’s play “Catch Me If You Can.” I will read some words the right way, but I’m going to try to trick you. I’m going to change some words. Let’s see if you can catch me!</b></li> <li>• <b>Say -“Oh, how Peter wished he could snap his fingers.”</b> If the children don’t stop you, say, <b>I tricked you. I said “snap his fingers.” Is that what Peter wanted to learn?</b> (No! He wants to whistle) <b>Watch out! I’m pretty tricky!</b> If the children do stop you praise them for listening carefully. Make changes periodically as you read.</li> <li>• As you read “Peter scrambled under the carton,” ask, <b>What does scramble mean? Willie was coming and Peter wanted to hide. Was he moving fast or slow?</b> Discuss definition. <b>Let’s be careful not to bump our heads, but when I say “Go!” scramble under the table. Go!</b> Leaning over to read while children are under the table, read the page again. <b>What did Peter learn to do?</b> (Stay under the table to read the next 2 pages.) <b>Why did Willie stop?</b> (Heard the whistle.) When reading “<i>It’s me,</i>” Peter shouted, ask the children to return to their seats.</li> <li>• When Peter shows his parents he can whistle ask, <b>How does Peter feel now that he can whistle?</b> (proud/happy) <b>What makes you feel (proud/happy)?</b></li> <li>• <b>Peter goes on an “errand” for his mother. What’s an errand?</b></li> </ul>
<p><b>After Reading</b></p>	<p><b>ReadingPal 1:</b></p> <ul style="list-style-type: none"> <li>• <b>Peter was persistent! He kept trying over and over again until he learned how to whistle.</b> Share a story about something that was hard for you to learn. Tell the children about teachers, friends or family members who helped you. <b>I was persistent just like Peter. Tell me something that was hard for you to learn. Have you learned to do it yet? Were you (are you going to be) persistent? Who might help you to learn how to do it?</b></li> </ul> <p><b>ReadingPal 2</b></p> <ul style="list-style-type: none"> <li>• <b>Let’s play “I Spy.” There were a lot of words in this book that told us where things were. Words like <u>up</u>, <u>down</u>, <u>under</u>, and <u>in</u>. I’ll say, “I spy...and then I’ll tell you about something in the room and you have to guess what I’m thinking about. I have to use the words <u>up</u>, <u>under</u>, or <u>in</u>. I spy something that is <u>under the table</u> and you wear it on your feet. (shoes or socks) I spy something <u>up high</u> that helps us to see when it is dark. (light) I spy something that is <u>in the ReadingPals box</u>. (books) Give each child a chance to say “I spy...” ask him/her to use the words up, under, or in. You respond.</b></li> </ul> <p>End session with routine. Ask children to <u>scramble</u> quietly back to their place with the class.</p>

<b>BOOK 14</b>	<b>Matter: See It, Touch It, Taste It, Smell It</b> Author: Darlene Stille   Illustrator: Sheree Boyd
<b>Focus</b>	<b>Non-fiction books:</b> Having students listen to nonfiction text read-alouds helps to lay the necessary foundation for students’ reading and understanding of complex text on their own in subsequent grades. Use of nonfiction books helps students to learn vocabulary, facts, and concepts. <b>In this book:</b> We focus on vocabulary, sequencing, scientific facts and concepts.
<b>Materials</b>	<b>Matter: See It, Touch It, Taste It, Smell It</b> Pictures of Solids (see “After Reading” Section of this Guide) Present pictures of various solids, such as a piece of wood, a nail, sheet of paper, a stone, aluminum foil, clay, a cork and more. Optional: ReadingPal 2 may want to bring some ice cubes to experiment with solid, liquid & gas
<b>Note</b>	While reading, use your finger to touch the words and model reading from left to right.
<b>WHAT TO DO</b>	
<b>Vocabulary</b>	Presenting too many words can overwhelm and cause children to withdraw. There are many new words in this book. We suggest you focus on: matter, solid, liquid and gas; however, any words that interest or confuse the children should be discussed. Definitions for these words can be found in the glossary on page 23. Explain to the children that “A glossary tells us the meaning of the words in the book.” Show the children the glossary. Other words that may need review during the Reading: Kettle: a pot for boiling liquids (point to picture of kettle on page 18) Full: containing as much as can be held Spout: a tube, pipe, or hole through which something pours out (point to spout on page 18) Container: a thing which holds something else ( pitcher and glass are “containers’ on page 13) Strand: fiber, thread, string or a hair from your head
<b>Before Reading</b>	<b>Day 1 and Day 2 Reading Pals:</b> This book presents complex concepts in simple ways. Questions and prompts available in the “Fun Fact” will help you to engage the children. American children lag behind other nations in science. Our enthusiasm will affect the children. Read with energy! Introduce the book, <b>Matter: See It, Touch It, Taste It, Smell It</b> <ul style="list-style-type: none"> <li>• Read the title of the book.</li> <li>• Introduce the author and illustrator. <ul style="list-style-type: none"> <li>• <b>What does the author do?</b> (Writes the words.)</li> <li>• <b>What does the illustrator do?</b> (draws or paints the pictures)</li> </ul> </li> <li>• Introduce the front cover, back cover, spine, and title page of this nonfiction book.</li> </ul> <b>Day 1 ReadingPal</b> PREDICTION: <b>Look at the front cover.</b> (Read the title again.) <b>What kinds of facts will be in this book?</b> <ul style="list-style-type: none"> <li>• <b>Is this book real or pretend? You’re right. It is about real things in science. Books about real things have pages that help us find information. This book has a Table of Contents, a glossary, and an index. Let’s find them.</b></li> <li>• <b>The Table of Contents is a list of the parts of a book. It tells us the order of the things we will learn. It’s in the front of the book. Let’s look at the glossary and index too. They are in the back of the book.</b> (Glossary tells us what the words mean. Index tells us where to find words.) <b>You are learning study skills just like 5<sup>th</sup> graders!</b></li> </ul>

	<p><b>Day 2 ReadingPal</b></p> <ul style="list-style-type: none"> <li>• <b>Who remembers if this book is real or pretend? Books about real things have pages that help us find information in the book.</b> (Name child) <b>Find the Table of Contents in the front of the book.</b> (Name child) <b>Find the Index in the back of the book. Point to a word you would like to find. What number is next to that word? Let's look on that page to see if we can find the word. Some words are on lots of pages.</b> (Point out the first letter of the word or identify all of the letters in the word. See if the children can find the word on the page. Help narrow the search by pointing to the line that contains the word. Remind them of the starting letter. )</li> </ul>
<p><b>During Reading</b></p>	<p><b>Day 1 and 2 ReadingPals: Read the story.</b></p> <ul style="list-style-type: none"> <li>• Use picture clues and “Fun Facts” to guide discussions. Review vocabulary words as you read by encouraging the child to point to pictures of vocabulary words that are nouns.</li> <li>• After reading page 4 ask, <b>Which part of your body helps you see matter? Which part(s) of your body helps you touch matter? Which part of your body helps you smell matter?</b></li> <li>• <b>What is in the classroom that is NOT matter?</b> (sound)</li> </ul> <p><b>Day 1 ReadingPal focus on pages 4-13</b></p> <ul style="list-style-type: none"> <li>• As you read, share the Fun Fact Boxes found on pages 4, 7, 9, 11, 13. If time allows, read the rest of the book, but read pages 14 – 21 with minimal discussion.</li> <li>• Optional: pull one hair out of your head. Read page 8. Discuss how small one strand of hair would be if you cut it length-wise into millions of pieces. <b>Atoms are VERY tiny pieces of matter.</b></li> <li>• Focus on these vocabulary words as you read: matter, solid, liquid</li> </ul> <p><b>Day 2 ReadingPal focus on pages 14 – 21</b></p> <ul style="list-style-type: none"> <li>• Read pages 4-13 with minimal discussion; respond to children’s questions and ask occasional questions to review content</li> <li>• Page 14 – 15: Read both pages and Fun Fact. Say, <b>Hold your hand in front of your mouth. Blow gently. What do you feel?</b> (breath, air) <b>And what is breath/air?</b> (a gas) <b>That’s right!</b></li> <li>• Page 16-17: Read both pages and Fun Fact. If ice cube is available, put it on the table. Discuss solid, liquid, melting, freezing. Set the ice cube to one side. Observe again later. Observation is an important part of science. <b>Did it melt? Which part is solid? Which is liquid?</b></li> </ul>
<p><b>After Reading</b></p>	<p><b>Day 1 and Day 2 ReadingPals: Ask a “connection” question.</b></p> <ul style="list-style-type: none"> <li>• <b>What kinds of matter are in your classroom?</b> (solids – desk, pencil, paper,++), liquid ( water when we turn on faucet), gas (air we breathe)</li> <li>• Introduce some of the <u>properties</u> of solids—hard, soft, stretches, tears, bends, breaks, floats. Show Pictures of Solids. Identify items (see Materials Section) and ask the following questions for each: <ul style="list-style-type: none"> <li>• <b>Is it hard or soft? Does it stretch or tear? What in our classroom is hard/soft? What will stretch/tear?</b></li> <li>• <b>Can you bend or break it? Will it float? What do you see that might bend/break/float?</b></li> </ul> </li> </ul> <p><b>Close the session with a routine song, fingerplay or gesture and a positive comment.</b></p>

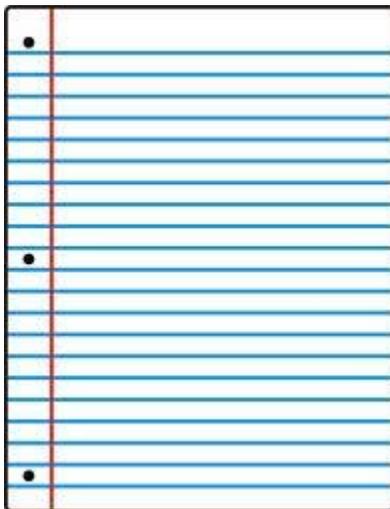
**Picture 1:**



**Picture 2:**



**Picture 3:**



**Picture 4:**



**Picture 5:**



**Picture 6:**



**Picture 7:**



**Picture: 8:**



**Picture 9:**



**Some Properties of Solids:**

**Is it Hard or Soft?**

**Does it Stretch or Tear?**

**Can you Bend or Break it?**

**Can it Float?**

<b>BOOK 15</b>	<b><u>Alexander and the Terrible, Horrible, No Good, Very Bad Day</u></b> Author: Judith Viorst    Illustrator: Ray Cruz
<b>Focus</b>	<b>In each session</b> we touch on the following concepts: reading books from front to back, reading pages from top to bottom and reading sentences from left to right. Other skills include: listening in a small group setting, building vocabulary, predictions, recall, visual clues, visual and auditory memory, contextual clues, comprehension, inference, problem solving, recall and syllables. <b>In this book</b> , we specifically address: vocabulary, visual observations, auditory memory, and syllables
<b>Materials</b>	<b><u>Alexander and the Terrible, Horrible, No Good, Very Bad Day</u></b> Paper, pencil, crayons
<b>Note</b>	While reading, use your finger to touch the words and model reading from left to right.
<b>WHAT TO DO</b>	
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>• Terrible: (children will know or can guess!) horrible, no good, very bad</li> <li>• Australia: A continent and country on the other side of the world far, far away</li> <li>• Invisible: Can't be seen; if something is invisible, no one can see it</li> </ul> <p>Discuss any words or concepts that seem to confuse the children. Find a balance between the flow of the story and the need to clarify a word or concept.</p>
<b>Before Reading</b>	<p><b>ReadingPals 1 &amp; 2:</b> This book provides opportunities to discuss frustrations, problem solving and choices. It's fun and invites the reader to speed up and slow down for emphasis on some of the longer pages. There is repetition in the story. After reading the title, title page and first page, ask the children to complete the sentence that is repeated throughout the story. Read ". . . it was going to be a terrible. . ." And then hesitate, encouraging the children to finish ". . . horrible, no good, very bad day." ReadingPals may need to ask the children to <b>Say it with me. . .</b> (Auditory memory)</p> <ul style="list-style-type: none"> <li>• Ask the children to identify the front cover, back cover, spine, and title page</li> <li>• Read the title of the book. Repeat the word "terrible" slowly and in syllables: ter-ri-ble. Clap the syllables: ter (clap) - ri (clap) – ble (clap) <b>What are the parts of a word called?</b> (syllables) <b>How many syllables does the word ter-ri-ble have?</b> (3) Repeat 2 or 3 times as needed. <b>Good listening!</b></li> <li>• <b>What does the author do?</b> (writes the words)</li> <li>• <b>What does the illustrator do?</b> (draws/paints the pictures)</li> <li>• Sing "The Author Writes the Words" with gestures if that is part of your routine.</li> </ul> <p><b>Day 1 ReadingPal</b></p> <ul style="list-style-type: none"> <li>• Read the title again. <b>What kind of day is Alexander going to tell us about? How is he feeling? Did you ever have a "terrible, horrible, no good, very bad day? What happened?</b></li> </ul> <p><b>Day 2 ReadingPal (Recall)</b></p> <ul style="list-style-type: none"> <li>• <b>You have already read this book. What are some of the things that went wrong in his day?</b> (prompt recall: gum in hair, no treat in cereal, no dessert in his lunch, fight with brothers). If children don't remember give hints: <b>What did he get in his hair? It was sticky and you're supposed to chew it and keep it in your mouth. What was in his brother's cereal box? Did Alexander get a treat?</b></li> <li>• Repeat introduction routine (see Day 1 ReadingPal) – front, back, spine of book; author, illustrator, title page and song.</li> </ul>

<p><b>During Reading</b></p>	<p><b>Day 1 ReadingPal:</b> Ask questions to engage children; focus questions on the first part of the book</p> <ul style="list-style-type: none"> <li>• After reading page 1: <b>Poor Alexander. A lot has already gone wrong and he just got of bed! What has already happened?</b> (Comprehension/recall) <b>What could Alexander do so these things don't happen again?</b> (pick up skateboard, gum in trash can, get dressed in bedroom)</li> <li>• PREDICTION: <b>What do you think is going to happen next?</b></li> <li>• <b>Alexander says he is moving to Australia? Where is Australia? Close or far? Why does he want to go there?</b> (get away from his brothers)</li> <li>• <b>Are his brothers older or younger than Alexander?</b> (older – Alexander is the youngest.) <b>Do you have brothers or sisters? Are they older or younger? Is it hard being the oldest/youngest? Why?</b></li> <li>• On the page with children in the car, read <b>"I could tell it was going to be a . . ."</b> and encourage children to finish the sentence. Continue for the rest of the book.</li> <li>• <b>Alexander's picture was "invisible." What does that mean? Did he really draw a picture? No. Is that why his teacher didn't like his picture? Yes. If Alexander wants to turn his day around, what should he do?</b> Listen. Follow directions. Draw a picture. <b>Do you think he will do those things?</b></li> <li>• This is a good place to read a few pages quickly without stopping to pick up the pace. Continue to allow the children to finish the ". . . terrible, horrible, no good, very bad day" sentences.</li> <li>• Read through the rest of the book with occasional questions alternating speed and volume.</li> </ul> <p><b>Day 2 Reading Pal:</b> Ask questions to engage children; focus on the second part of the book.</p> <ul style="list-style-type: none"> <li>• <b>Let's play "What's Next?" As I read, let's see if we can remember what is going to happen to Alexander on the next page.</b> Stop after the first page. <b>What happens next?</b> (No toy in cereal. Give hints as needed.) Turn page. <b>You were right! (or) Oops that happens later. Let's try again.</b></li> <li>• <b>Who remembers why Alexander wants to move to Australia? Where is Australia?</b></li> <li>• Day 1 ReadingPal focused on the first half of the book. Read through first pages with minimal questions, alternating your speed and volume and allowing the children to complete the sentence "I could tell it was going to be a . . ." (terrible, horrible, no good, very bad day)</li> <li>• On page with picture of friends ask, <b>Paul used to be Alexander's best friend and now he's not. Alexander was all by himself. Has that ever happened to you? What can we do if someone in our class doesn't have anyone to play with? What happened next?</b></li> <li>• Periodically ask the children, <b>What no good, very bad thing happened on this page?</b> See if they can repeat what you have just read. Offer hints as needed.</li> <li>• Picture fighting with brothers: <b>Poor ole Alexander, his day keeps getting worse. Was he making good choices? Is hitting ever ok? What kind of day do we have if we make bad choices all day?</b></li> <li>• On page in father's office. <b>How are Alexander's Mom and Dad feeling? How is their day? Why?</b></li> </ul>
<p><b>After Reading</b></p>	<p><b>ReadingPal 1:</b></p> <ul style="list-style-type: none"> <li>• Fold paper in half lengthwise. On the top of one column, write, "Terrible, Very Bad Thing." Over the other column write: "Make it better." Ask children to recall the things that went wrong and write them in the first column. Ask them to think of things that could make each problem better. Write that in the 2<sup>nd</sup> column.</li> </ul> <p><b>ReadingPal 2</b></p> <ul style="list-style-type: none"> <li>• <b>Did you ever have a "terrible, horrible, no good, very bad day? What happened?</b></li> <li>• Talk about some of Alexander's bad choices (went to bed with gum in his mouth, left skateboard out, hit his brother, called his friends names). <b>Let's draw a picture of something that happened on our bad day.</b> (offer personal example: forgot umbrella on rainy day)</li> </ul> <p>End session with routine. Ask children to make good choices going back to their place with the class.</p>