

<b>BOOK 16:</b>	<b><u>Martin Luther King Jr. Day</u></b> Author: Martha E.H. Rustad Illustrator: Mike Gordon
<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 problem solving, comprehension, recall and historic facts.
<b>Materials</b>	Book: <b><u>Martin Luther King Jr. 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>Vocabulary</b>	<ul style="list-style-type: none"> <li>• Museum: a place to see interesting things like paintings or very old things</li> <li>• Dream: something we hope and wish will happen; something we can work hard to make happen</li> <li>• Proud: a good feeling about something done well</li> </ul>

## WHAT TO DO

<b>Before Reading</b>	<p>Introduce the book: <b><u>Martin Luther King Jr. Day</u></b>. This is a short book with a simple and age appropriate theme. There is plenty of time to encourage conversation while reading this story.</p> <ul style="list-style-type: none"> <li>• Ask the children to identify the front cover, back cover, spine, and title page.</li> </ul> <p><b>Day 1 and Day 2 ReadingPals</b> Read the title of the book.</p> <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/paints the pictures.)</li> <li>• <b>Is this book real or pretend?</b> (children respond “real” or explain and ask again.) <b>You’re right! It is about a real man who helped our country.</b></li> </ul> <p><b>Day 1 ReadingPal</b> <b>Predictions</b></p> <ul style="list-style-type: none"> <li>• <b>Look at the cover of this book.</b> Read the title again. <b>Why is it called Martin Luther King Jr. DAY?</b> (encourage responses) <b>MLK, Jr. was so important that our country has a holiday to honor him. It’s called Martin Luther King Jr. Day. There are parades and some schools and businesses are closed so the people who work there can go to the parades. Have you been to a parade?</b></li> <li>• <b>Who do you think that lady might be?</b> (mommy, teacher) <b>She is a teacher. Where do you think she is taking the children?</b> If children guess “museum,” talk about the definition and purpose of museums; otherwise, say, <b>Let’s read the book and find out.</b></li> </ul> <p><b>Day 2 ReadingPal</b> <b>Recall</b></p> <ul style="list-style-type: none"> <li>• <b>You have already read this book. Who remembers the name of the important man in this story?</b> (Martin Luther King, Jr.) <b>Where did the children go to learn about this man?</b> (museum) <b>Reverend King’s picture is on the “pillars” (point to pillars) on the outside of the museum. Why are the pictures on the outside?</b> (encourage responses) <b>The museum had special things on display to teach the children about Dr. King. The pictures on the outside of the building let people know there was something special to see. What was Dr. King’s Dream? What were some of the children’s dreams?</b></li> </ul>
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<p><b>During Reading</b></p>	<p><b>Day 1 ReadingPal</b></p> <ul style="list-style-type: none"> <li>• Page 5: If you have not already, define and discuss museums. <b>Do you recognize any of the people in the pictures on the wall?</b> (point out Abraham Lincoln, George Washington) <b>Do you know who they were? Presidents are important people too. Museums teach us about important things. Have you ever been to a museum?</b> If yes - <b>Which one?</b> If no – <b>I have. It had (pictures, dinosaurs)</b></li> <li>• Page 8: <b>Doctor King had big dreams about how we could make the world a better place. What is a dream?</b> (Children may respond about dreams during sleep. Expand discussion to include the things they hope and wish and work hard to make happen.)</li> <li>• Page 15: <b>Eigen dreamed that there would be no more fighting. Hanna dreamed that the earth would be clean. Those are big dreams. What big dreams do you have?</b> (If children have trouble identifying a dream, read a few more pages and ask again or offer a personal example of your own.)</li> <li>• Page 16: <b>Nia dreamed that no one would ever get sick. Who is in the picture on page 19?</b> (doctor, daddy, little boy) <b>What is that around the doctor’s neck?</b> (stethoscope) <b>Why do doctors use stethoscopes? Who brought the little boy to see the doctor?</b> (daddy) <b>What is that black and white picture clipped to the board? What are X-rays for? What do you think might be wrong with the little boy?</b> (Stomachache? Swallowed something? (Don’t put things in your mouth!) Broken rib? Where are your ribs?)</li> </ul> <p><b>Day 2 ReadingPal</b></p> <ul style="list-style-type: none"> <li>• Page 21: <b>Becky dreamed that she would do good things. What good things could we do?</b> (clean up, help with baby brother/sister, pick up toys, pick up trash on playground)</li> <li>• Page 26: <b>Reza dreamed that everyone would be safe. Look at the picture on page 27. Who do you think the people in the picture are?</b> His family. <b>Who is holding the knife?</b> Father. <b>Should children use sharp knives? What do we need to do to stay safe?</b> (ask for help with dangerous things like knives, look both ways crossing street, keep feet on floor, careful with scissors, use hands for helping)</li> <li>• <b>Mrs. Connor said that Dr. King would be proud of the children. What does “proud” mean? How does it feel if someone is proud of you? What have you done that made your teacher or family proud?</b></li> </ul>
<p><b>After Reading</b></p>	<p><b>Day 1 ReadingPal</b></p> <p><b>Dr. King had big dreams that made the whole world a better place to live. The children in this story talked about big dreams too. What are some little things that we could do to make our class a better place to learn?</b> (use helping hands, quiet voices, share, clean up, follow class rules) <b>Think of one thing you could do to make the class better. What would it be? Little things can be dreams too. Lots of little dreams together make a big dream. If we want our dreams to come true, what do we need to do?</b> (work hard, stay in school, practice) <b>Let’s draw a picture of a little dream that might make a big difference.</b> (Encourage children to draw one of the things you discussed. Encourage them to plan how they could depict the concept in a picture. Draw with them. Encourage conversations about their pictures as you work together.)</p> <p><b>Day 2 Reading Pal</b></p> <p><b>I am proud of you every week when I visit your classroom. It’s nice when teachers and families are proud of you, but it’s EVEN BETTER when you are proud of yourself. Draw a picture of something that made you proud of yourself.</b> (Encourage children to plan how they could depict the concept in a picture). Ask them to tell you about why they were proud of themselves. Ask permission to write on their paper. Write: <b>(name) is proud of himself/herself because he/she _____.</b>” (can write her name, swim, knows his letters, plays T-ball, helps her mother, finishes his work)</p> <p>Close the session with a routine and positive comment. Ask children, <b>“Parade” back to your seats.</b></p>

<b>BOOK 17</b>	<b><u>If You Give A Pig A Party</u></b> Author: Laura Numeroff    Illustrator: Felicia Bond
<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 address predictions, sequencing, problem solving , foreground work and syllables.
<b>Materials</b>	<b><u>If You Give A Pig A Party</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>Vocabulary</b>	<ul style="list-style-type: none"> <li>• Decorate: to make pretty; balloons and flowers at a party; holiday candles and ornaments</li> <li>• Invite: to ask someone to participate or to attend a special occasion like a birthday party</li> <li>• Sleepover: a party when people spend the night</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>

## WHAT TO DO

<b>Before Reading</b>	<p><b>ReadingPals 1 &amp; 2:</b> This is a fun story with pictures that encourage attention to detail. Asking children to search for a specific picture on a page filled with pictures encourages the development of study skills that will help later with skimming and finding a specific piece of information on a written page.</p> <ul style="list-style-type: none"> <li>• Ask the children to identify the front cover, back cover, spine, and title page.</li> </ul> <p><b>Day 1 ReadingPal</b></p> <ul style="list-style-type: none"> <li>• <b>What are the parts of a word called?</b> (syllables) Read the title of the book again. <b>Let's clap the syllables in every word of the title of this book.</b> If (clap) <b>You</b> (clap) <b>Give</b> (clap) <b>A</b> (clap) <b>Pig</b> (clap) <b>A</b>(clap) <b>Par-ty</b> (clap – clap) <b>Which word had two syllables?</b> <b>"Par-ty."</b> <b>That's right. 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>• <b>What is all over the cover of this book in lots of different colors?</b> (balloons) <b>What do you think this book will be about?</b> (Party) <b>What do you think the pig likes to have at her party?</b> (balloons!)</li> <li>• Sing "The Author Writes the Words" or a song of your choice to begin the reading session.</li> </ul> <p><b>Day 2 ReadingPal</b></p> <ul style="list-style-type: none"> <li>• Read the title again.</li> <li>• <b>You have already read this book. What are some of the decorations at the pig's party?</b> Find picture with decorations and ask children to find specific things: party hats, pig balloon, "crepe paper." <b>Who came to her party?</b> (Prompts recall.) If children don't remember, give hints: there were lots of animals – one meows, one barks, one had big antlers on his head. Find picture and ask children to find the animals you describe and name them. <b>What did they do at the party?</b> (Repeat hints/picture hunt)</li> <li>• Repeat introduction routine (see Day 1 ReadingPal) – front, back, spine of book; author, illustrator, title page and song. <b>Let's read it again and see if we see and hear things we missed the first time.</b></li> </ul>
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<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: PREDICTION: <b>What do you think is going to happen next?</b></li> <li>• <b>Let’s Play “I Spy.”</b> After I read a page or two, I’m going to say “I Spy” something and I will describe it to you. Your job is to find the person, animal or thing I am describing in the picture. <b>Let’s read!</b></li> <li>• Read Page 1: <b>I spy a pig peaking out a door.</b> Let children point.</li> <li>• On page with bumper cars: <b>I spy a happy moose with big antlers.</b> (discuss antlers, pointing to define) <b>I spy a little mouse riding with a cat.</b></li> <li>• <b>After the pig ate ice cream, the little girl had to take her home. Why?</b></li> <li>• <b>How many animals were on the bike when they rode home?</b></li> <li>• While looking at pictures where the little girl is making sandwiches and all the animals are cleaning up: <b>I spy p-nut butter and jelly. I spy a snake.</b></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.”</b> As I read, I’ll read some of the story the right way, but sometimes I will try to trick you. Sometimes, I will change the story. It’s your job to catch me if I try to trick you!</li> <li>• Periodically make changes as you read. Page 1 &amp; 2: <b>“If you give a pig a party, she’s going to ask for some ROCKETSHIPS.”</b> If children don’t catch you, read it again slowly and then ask, <b>Did the pig want ROCKETSHIPS??? I tricked you! Better, listen carefully!</b></li> <li>• Other possible options to “trick” the children: Pig puts on favorite pants (instead of dress). Calls friends to invite them to a wedding (instead of a party). On the way, she’ll see a circus (not street fair.) When she’s done, she’ll ask for spinach (instead of ice cream).</li> <li>• When they are playing hide and seek ask children, <b>Can you find all of the animals? Some are hiding really well! Can you find the rabbit? Mouse? Cat? I can only see the moose’s hand, legs and feet.</b></li> <li>• In the picture of the fort made with blankets, <b>Can you find the animals in this picture? Where are they? How did they make that fort? Have you ever made a fort?</b></li> <li>• Last page: Say, “. . . she’s going to ask you for a bowl of spaghetti (instead of party.)”</li> </ul>
<p><b>After Reading</b></p>	<p><b>Connection questions and activities:</b></p> <p><b>Day 1 ReadingPal:</b></p> <ul style="list-style-type: none"> <li>• <b>Who came to the pig’s party? What are some of the things they did at the party?</b> (Not before the party. Things done at the party: ate dinner, cleaned up, put on pajamas, had a pillow fight, built a fort, decorated the fort.) If children cannot remember, allow them to look through the book for visual prompts.</li> <li>• <b>Let’s pretend we are going to have a party. Let’s make an invitation. Where will we have our party? What kind of a party will it be? What will we do at the party? What needs to go on the invitation?</b></li> </ul> <p><b>Day 2 ReadingPal:</b></p> <ul style="list-style-type: none"> <li>• <b>I couldn’t trick you very much! What are some of the things the pig and her friends did BEFORE the party?</b> Street fair, bumper cars, rides, games, ice cream, hide and seek.</li> <li>• <b>Let’s look at the picture where they are playing hide and seek.</b> Ask a child to find the picture. <b>It was hard finding some of the animals in that picture! Let’s draw a picture of a park or playground and see if you can draw an animal hiding in the picture. Which animal will you draw? Is it a big animal or a small one? What color is it? Where is it going to hide?</b></li> </ul> <p>End session with routine. Ask children, <b>Please make good choices as you go back to your group.</b></p>

<b>BOOK 18</b>	<p><b><u>George Washington Carver</u></b>          Author: Dana Meachen Rau          A variety of photographs and illustrations – photo credits on page 2, no credits are given for the illustrations.</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: sequencing, historic facts and concepts, special features of a non-fiction book.</p>
<b>Materials</b>	<p>Day 1: white paper and pen          Day 2: paper, brown crayons/markers and scissors.</p>
<b>Note</b>	<p>While reading, use your finger to touch the words and model reading from left to right. Do not feel obligated to read all of the “Fast Facts,” captions or time lines – adjust according to the children’s interest.</p>

**WHAT TO DO**

<b>Vocabulary</b>	<p>agriculture, nutrients, slave, trailblazer          Definitions for these words are found in the glossary (page 31). Explain that a glossary tells the meaning of some of the words in a book.</p>
<b>Before Reading</b>	<p><b>Day 1 ReadingPal</b></p> <ul style="list-style-type: none"> <li>• If students have not mastered the concepts, ask them to identify the front cover, back cover, spine, and title page of the book.</li> <li>• Read the title and introduce the author and photographer             <ul style="list-style-type: none"> <li>• <b>What does the author do?</b> (writes the words)</li> <li>• <b>We have seen books with photographs before. Do you remember what we call a person who creates photographs? A photographer. What does the photographer do?</b> (Takes the pictures with a camera.)</li> <li>• <b>Look at the cover. Do you think that this is a pretend story or a real story? Why? Nice job! So is it fiction or non-fiction? (non-fiction) It is also a biography. Do you remember what a biography is? A biography is a story about the life of a real man or woman. This biography is about the man on the cover and the title is his name. Do you remember his name?</b> (George Washington Carver)</li> </ul> </li> <li>• Turn to the glossary. Introduce the word ‘trailblazer.’ Other words are defined in the story. There are additional advanced words and concepts in the story. Focus on the larger ideas without getting bogged down with more difficult concepts. Find a balance between the flow of the story and clarifying unfamiliar words.</li> </ul> <p><b>Day 2 ReadingPal</b></p> <ul style="list-style-type: none"> <li>• Review the parts of the book if your students need the practice.</li> <li>• <b>Last time we said that this is a book about something real. A real story is called a _____ story.</b> (non-fiction) <b>It is also about a person. Do you remember the special name for a book about a person?</b> (a biography) Turn to the table of contents. Ask one of the students to pick a page number. (Example: Child picks P 21) <b>The Table of Contents says that “Professor Carver” will be on page 21. (Child’s name) turn to page 21 and see if that is right. Yes! This page says “Professor Carver.” The table of contents was right. It helps us to find information quickly.</b>          Turn to the index on page 32. Ask the other child to pick a page number. Read what the</li> </ul>

	<p>index says will be on that page. <b>(Child’s name) turn to that page. Was the index right? Yes! An index helps us to find information quickly too.</b> (The children sometimes need help finding the page number – does 21 come before or after 14? Is it a bigger or smaller number? Pages with big numbers are near the end of the book. Pages with smaller numbers are closer to the beginning of the book.)</p> <ul style="list-style-type: none"> <li>• <b>Tell me something that you remember about George Washington Carver.</b></li> <li>• <b>Sometimes when we read a story two times we see even more things. Let’s read to see if we can find out even more about what made George Washington Carver so special.</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: The map on page 7 shows us where George Washington Carver lived (the state and town where he was born.) Where do you live? What state do we live in? What town/city do you live in? Page 16 shows us a picture that George Washington Carver painted. What do you think about that picture? Why do you think he liked painting flowers? (He was the plant doctor and loved plants.)</b></li> <li>• <b>Day 2: George always had to work hard, what kind of work did he do when he was a child? (laundry &amp; tending gardens) What does a doctor do? (helps heal sick people) The “fast fact” on page 10 says that George was called a “Plant Doctor.” What do you think that means? How do you know that George really wanted to go to school? (He walked a long way to get to different schools and did not stop trying even when some people said he could not do it.) Do you think that George was a smart man? Why do you think that? Do you think that it was important that he was a hard worker? Why? Do you think that it is important that you work hard too? Why?</b></li> </ul>
<p><b>After Reading</b></p>	<p><b>Day 1</b></p> <ul style="list-style-type: none"> <li>• <b>Let’s play a game. George Washington Carver was a trailblazer and did many things in his lifetime. We can think of different things that he did and then you can find a picture that shows him doing it.</b> (You could also do the opposite and have them find a picture and then talk about it.) Let them come up with the first ideas. Some suggestions: artist, farmer, teacher, scientist, inventor, student) Write this information down for the children if you like. <b>Great job! He was certainly a busy man doing many new things throughout his life.</b></li> </ul> <p><b>Day 2</b></p> <ul style="list-style-type: none"> <li>• Draw a large peanut shape on a piece of paper. At the top of the paper write “George Washington Carver” in marker. Say the words as you write them. <b>Let’s think of some good words that describe Mr. Carver.</b> (Point to the words of his name as you say them.) <b>What do you think this shape is? Why do you think that I chose it for our project? Can you think of a good word to describe him? Let’s take turns as we share.</b> You could include words like: hard worker, cared for people, inventor, teacher, scientist, trailblazer, farmer. Give them hints or have them look at the book if necessary. <b>Look at all of the words that you were able to use to describe George Washington Carver! You have learned so much!</b> (If you have time, ask the children to come up with words to describe themselves. <b>Can you think of words that describe you? Let’s each share one word at a time.</b> You could share positive words that you think of to describe them as well.</li> </ul> <p><b>Day 1 and 2</b></p> <p><b>This book tells us about a sad time in our history when black people, like Mr. Carver, were not allowed to do things that they could do today. We are happy that things are better now, but we need to remember that it is important to be fair to all people all of the time. (P29) Mr. Carver was a great man for lots of reasons. One reason is that he treated all people fairly. He cared for plants and nature, but he cared about people too. How can you show people in our class that you care?</b></p>

<b>BOOK 19</b>	<b><u>Rooster's Off to See the World</u></b> Author: Eric Carle    Illustrator: Eric Carle
<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: building vocabulary, predictions, recall, visual clues, visual and auditory memory, contextual clues, comprehension, inference, problem solving, recall, syllables, addition, subtraction and graphing. <b>In this book</b> , we focus on counting, inference, addition/subtraction, patterns and graphing.
<b>Materials</b>	<b><u>Rooster's Off to See the World</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>Vocabulary</b>	<ul style="list-style-type: none"> <li>• Lonely: A sad feeling when someone is all alone</li> <li>• Travel: to leave home to go to a new place</li> <li>• Pleaded: A way of asking for something you want very much; to beg.</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>WHAT TO DO</b>	
<b>Before Reading</b>	<p><b>ReadingPals 1 &amp; 2:</b> This story focuses on graphs, counting, adding and taking away.</p> <ul style="list-style-type: none"> <li>• Ask the children to identify the front cover, back cover, spine, and title page.</li> </ul> <p><b>Day 1 ReadingPal</b></p> <ul style="list-style-type: none"> <li>• <b>What are the parts of a word called?</b> (syllables) Read the title of the book again. <b>Let's clap the syllables in every word of the title of this book. Roo-ster's</b> (clap-clap) <b>Off</b> (clap) <b>to</b> (clap) <b>See</b> (clap) <b>the</b>(clap) <b>World</b> (clap) <b>Which word had two syllables? Two claps?</b> Rooster's <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) <b>Eric Carle is a famous author and illustrator. He has written lots of good books and paints the pictures for all of his books.</b></li> <li>• <b>What do you think this book will be about? Where do you think the rooster will go? If you could go anywhere in the world, where would you go?</b></li> <li>• Sing "The Author Writes the Words" or a song of your choice to begin the reading session.</li> </ul> <p><b>Day 2 ReadingPal</b></p> <ul style="list-style-type: none"> <li>• Read the title again.</li> <li>• <b>You have already read this book. Who were some of the animals that went with Rooster to see the world? Who came to her party?</b> (Prompt recall.) If children don't remember give hints: there were lot of animals – one meows, one jumps, one moves slowly, one swims</li> <li>• <b>There were some new words you talked about in this book when you read it the first time. What does "travel" mean? How did the rooster feel when he was all by himself?</b> (Lonely) (Repeat hints/picture hunt)</li> <li>• Repeat introduction routine – front, back, spine of book; author, illustrator, title page and song. <b>Let's read it again and see if we see and hear things we missed the first time.</b></li> </ul>

<p><b>During Reading</b></p>	<p><b>Day 1 ReadingPal:</b> Ask questions to engage children; focus on the travels as the friends are added to the group making it larger. Day 2 ReadingPal will focus on the group as it gets smaller.</p> <ul style="list-style-type: none"> <li>• After reading page 1: <b>What does “travel” mean? Have you traveled anywhere?</b></li> <li>• <b>What does “lonely” mean?</b> (encourage discussion.) <b>Look at the little black and white picture in the corner – who is that? Is anyone with him? How many roosters are there? What does he need to do if he is feeling lonely?</b> (find some friends.) <b>Who do you think he will find? Let’s find out!</b></li> <li>• On page with cats: <b>Look at the black and white picture. How many cats are there? Are there more cats than there are roosters? Why?</b> (1 cat, 2 roosters; 2 is more than or greater than 1) <b>If we add 2 cats to 1 rooster, how many friends are traveling together now?</b></li> <li>• <b>How did the frogs join the group?</b> (jumped) <b>How many frogs are there? Which group has the largest number?</b> (frogs) <b>Why?</b> (Because 3 is more than 1 and 2; 3 is greater than 1 &amp; 2) <b>If we add the rooster, cat, and frogs together, how many friends are traveling together now?</b></li> <li>• <b>How do the turtles move when they join the group?</b> (crawl slowly) <b>If the group is going to travel together now, how fast can they go?</b> (only as fast as the turtles)</li> <li>• On page where fish join, point to graph, <b>Now we have 1 rrrrooster, 2 c-c-cats, 3 ffffrogs, 4 t-t-t-turtles, and 5 ffffish. Which two words start with the same letter?</b> Frog/fish <b>What letter makes the fffff sound? Which group is bigger, the turtles or the frogs? Which group is smaller, the fish or the turtles? If we add all the friends, how many do we have?</b> (count together) <b>The black and white pictures form a “graph.” This graph shows us that the groups are getting larger.</b></li> <li>• On page where it gets dark, <b>How were the friends feeling when it began to get dark?</b> (scared, hungry, tired) <b>Have you ever felt scared when you were away from home? What did you do?</b></li> <li>• Read through the rest of the story stopping only to answer questions generated by the children.</li> </ul> <p><b>Day 2 Reading Pal:</b> Ask questions to engage children; focus on subtraction in the second part of the book. Read, stopping only to answer questions generated by the children, until you get to the fish.</p> <ul style="list-style-type: none"> <li>• On the page where fish join the group, stretch out the word “pleaded” to demonstrate the meaning. <b>The fish “pleaded” to join the others. What does “pleaded” mean? Would you plead to make your bed? Would you plead to go to the playground? Let’s count all the friends that are traveling together – 15! Wow!</b></li> <li>• On the next page, <b>Uh-oh, what happened to the fish? Let’s look at our graph. Did the group get larger or smaller? Let’s Count. 10. There were 15 before the fish left. Is 10 larger or smaller than 15? Are we adding friends to the group or subtracting them?</b></li> <li>• Repeat discussion on the next two pages? <b>Uh-oh, who’s missing now?</b> Count again, repeat questions. If children are not fully engaged, it is not necessary to repeat process on every page.</li> <li>• <b>After the cats left, how did the rooster feel? Have you ever been homesick?</b></li> </ul>
<p><b>After Reading</b></p>	<p><b>Day 1 ReadingPal:</b></p> <ul style="list-style-type: none"> <li>• <b>Let’s look at the graph when the fish joined the group. Let’s make a graph of something getting larger – you could pick a shape, or animal, or favorite food. Draw 1, then draw 2, then 3. You are making graphs that show what happens when we add groups that are getting larger.</b></li> </ul> <p><b>Day 2 ReadingPal:</b></p> <ul style="list-style-type: none"> <li>• <b>Let’s look at the black and white pictures inside the cover. Find a line that starts with the rooster. These are “patterns.” Rooster, cat, frog, turtle, fish and then it starts over again. Why?</b> (that’s the order they joined the group.) <b>Let’s make a pattern. It can be anything as long as it’s the same order over and over again. What do you want to draw? Animals? Shapes? What comes first? What comes next? Remember, it has to follow the same “pattern.” It has to stay in the same order.</b></li> </ul> <p>End session with routine and positive comment. Ask children to “add” themselves back to the class.</p>

<b>BOOK 20</b>	<p><b><u>Push and Pull</u></b>          Author: Patricia J. Murphy          Illustrator: a collection of photographs – photo credits listed on page 32</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 scientific facts concepts, inference and problem solving.</p>
<b>Materials</b>	<p><b>Push and Pull</b>          Optional: small objects to use when experimenting with friction: coins, pencil, book, ID badge</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>	<p>Push: to move forward, down or out; to shove          Pull: to move something closer to yourself          Gravity: the force that pulls everything to the middle of the earth          Inertia: not to move or change; to stay at rest          Friction: the rubbing of one thing against another</p>
<b>WHAT TO DO</b>	
<b>Before Reading</b>	<ul style="list-style-type: none"> <li>• Introduce the book, <b>Push and Pull</b>. This book is 31 pages long with opportunities for discussion on every page. This guide identifies opportunities for conversation as samples of several possibilities; ReadingPals are encouraged to expand according to the children’s interest.</li> </ul> <p><b>Day 1 and Day 2 ReadingPal</b></p> <ul style="list-style-type: none"> <li>• Read the title of the story and the author.</li> <li>• <b>What does the author do?</b> (writes the words.) <b>Who was the author?</b> (repeat name)</li> <li>• <b>What does the photographer do?</b> (takes pictures (photographs) with a camera.)</li> <li>• <b>Who was the photographer? Let’s look on the very last page. “Photo Credits” is a list of the people who took the pictures and the companies who paid for the pictures to be taken.</b></li> <li>• <b>Is this book real -“non-fiction”, or pretend –“fiction”? Right! It is about real things in science. It is a “non-fiction” book. Fiction is pretend. Non (or not) fiction is real.</b></li> <li>• Introduce the front cover, back cover, spine, and title page of this nonfiction book.</li> <li>• <b>Non-fiction books about real things have pages that help us find information. This book has an index. It’s on the same page with the Photo Credits. It shows us where we can find important words in the book. Read a few of the words. Which word would you like to find? What page is it on? Let’s turn to that page and see if that word is there. As you get older, an index will help you to learn and study for tests.</b></li> </ul> <p><b>Day 1 ReadingPal</b></p> <ul style="list-style-type: none"> <li>• <b>Look at the front cover. Who is pushing and who is pulling?</b></li> <li>• <b>Stand up for a minute. Stand behind your chair. Push it under the table. Pull it back out. Please sit down. What do you think you will learn in this book?</b></li> </ul> <p><b>Day 2 ReadingPal – You’ve read this book before.</b></p> <ul style="list-style-type: none"> <li>• <b>Was this book real or pretend? What do we call books that are about real things? Non-fiction – that’s right! What is in the back of non-fiction books to help us find important words? Index –</b></li> </ul>

	<p><b>good!</b> Give book to a child. <b>See if you can find the index in the back of this book.</b> Read some words. Ask the other child, <b>Which word would you like to look up? What page is it on? See if you can find that page.</b></p> <ul style="list-style-type: none"> <li>• <b>What do objects need before they will move?</b> (push or pull) <b>What things do you remember in this book that were pulled or pushed?</b> (offer hints – your heart pushes it; you pull it open on a desk if you need a pencil; something that pulls on all of us so that we don't float away)</li> </ul>
<p><b>During Reading</b></p>	<p>Read the story. Ask questions to engage children. Day 1 ReadingPal focuses on pages 3-14. Day 2 ReadingPal focuses on pages 15 – 30.</p> <p><b>Day 1 ReadingPal</b></p> <ul style="list-style-type: none"> <li>• As you read, engage the children in discussions.</li> <li>• <b>Look at page 7. What are these children doing? Do you need a push in a swing? What can you do if there's no one there to push you? Can you pump?</b></li> <li>• Page 9: <b>How does your heart push blood through your body?</b> (It's a muscle and it squeezes the blood out, pushing it all the way to your toes.) <b>Feel your heart? Can you feel it pump? Put 2 fingers on your neck. Can you feel your pulse? Your pulse is an extra little push that keeps the blood moving.</b></li> <li>• Page 10: <b>Let's see how many things we can think of that need a push.</b></li> <li>• Page 14: <b>What do you think happened to the man in the water? How do you think he felt when the fire fighters came to pull him out of the cold water?</b></li> </ul> <p>Read through the rest of the story stopping only to answer questions generated by the children.</p> <p><b>Day 2 ReadingPal</b> – Read through pages 3-14 stopping only to answer questions generated by the children.</p> <ul style="list-style-type: none"> <li>• Page 16: <b>When we drop something what happens?</b> (drop pencil or book.) <b>Why? Where do things float in the air?</b> space <b>What are the people called who go into space?</b> Astronauts <b>What happens if an astronaut drops her</b> (book/pencil). <b>What do you think it would be like to have no gravity?</b></li> <li>• Page 18: <b>As fast as we can, let's think of all the things we can push and pull. Include things that are in the book and things that are not in the book. Go!</b> Write them if you can and then count when you finish. Offer prompts to keep list going: brushes, pencils, bikes, doors, drawers, chairs</li> <li>• Page 22: <b>Inertia means an object is not moving.</b> Gently push the book, a coin, or small object across the table. When it stops say, <b>Something stopped it. It is now in a state of inertia. It is not moving anymore. What stopped it? Let's find out.</b></li> <li>• Read page 25: <b>The book rubbed against the table. Friction stopped it from moving. It will take longer for friction to stop something if we push it hard. It takes longer to stop if the object is heavy. Is it easier to stop a train or a bike?</b> Let children experiment pushing objects gently and firmly. Push on smooth surface (less friction) and carpet (more friction) if available. Discuss.</li> <li>• Let students rub their hands together to experience heat given off by friction.</li> </ul>
<p><b>After Reading</b></p>	<p>Ask “connection” questions.</p> <p><b>Day 1 ReadingPal</b> <b>Look around your classroom. Name all the things you can pull and push by yourself.</b></p> <p><b>Day 2 ReadingPal</b> Discuss as many pictures as time allows. <b>Look at the pictures on pages 30 and 31. What is the crane doing? What does gravity do? How are the children on toy strollers moving? How does the drawer open? What makes the toy truck move? What stopped the scooter? What helps to make everything stop?</b></p> <p>Close the session with a routine song, fingerplay or gesture and positive comment. Ask children to, <b>Please <u>push</u> your chairs under the table before leaving.</b></p>

<b>BOOK 21</b>	<b><u>A Chair For My Mother</u></b> Author: Vera B. Williams    Illustrator: Vera B. Williams
<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 address predictions, vocabulary, problem solving, contextual clues, and comprehension.
<b>Materials</b>	<b><u>A Chair For My Mother</u></b> Coins (a mix of quarters, dimes, nickels and pennies with at least 4 of one coin), paper, pencil, crayons
<b>Note</b>	While reading, use your finger to touch the words and model reading from left to right.
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>• Waitress: the girl or woman who brings food to your table at a restaurant; if a boy or man brings the food, he is called a “waiter”</li> <li>• Tip: (in this context) money given to the person who brings food to your table at a restaurant to thank them for doing a good job</li> <li>• Pumps: a shoe for women that is plain and has a medium high heel</li> <li>• Spoiled: (in this context) ruined; of no use; must be thrown away</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>

## WHAT TO DO

<b>Before Reading</b>	<p><b>ReadingPals 1 &amp; 2:</b> This is an award winning story with a serious message. It invites children to think about safety, helping others in need and waiting for the things they want to buy. Ask the children to identify the front cover, back cover, spine, and title page.</p> <p><b>Day 1 ReadingPal</b></p> <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/paints the pictures) <b>Vera Williams wrote the words and painted the pictures. She is an author and an illustrator!</b></li> <li>• <b>What is happening on the cover of this book?</b> Little girl looking in window <b>What does she see when she looks in the window?</b> people eating; food cooking <b>What kind of place do you think it is?</b> Restaurant <b>A small restaurant is sometimes called a “diner.” This one is called the Blue Tile Diner. Do you think she knows anyone in the diner? Who?</b></li> <li>• <b>Let’s look at the back cover.</b> Read back cover. <b>Why do you think they need a chair?</b> Needed a place to sit. Theirs was broken. Encourage possibilities. <b>Let’s find out!</b></li> <li>• Sing “The Author Writes the Words” or a song of your choice to begin the reading session.</li> </ul> <p><b>Day 2 ReadingPal</b></p> <ul style="list-style-type: none"> <li>• Read the title again. Look at the front cover.</li> <li>• <b>You have already read this book. What kind of place is this on the front cover?</b> place to eat; encourage the word “diner.” <b>The little girl knew someone who worked in the restaurant. Who was it?</b> Mother <b>What was the word for the money customers gave the girl’s mother to say thank you for good service?</b> tips <b>What was the mother’s job?</b> Waitress <b>What does a waitress do?</b> serves food</li> <li>• <b>They were saving the tips to buy something. What was it?</b> chair <b>Why did they need a chair?</b> fire</li> <li>• <b>Did anyone get hurt in the fire?</b> No, but all their things were “spoiled” (had to be thrown away)</li> </ul>
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	<ul style="list-style-type: none"> <li>Repeat introduction routine (see Day 1 ReadingPal) – front, back, spine of book; author, illustrator, title page and song. <b>Let's read it again and see if we see and hear things we missed the first time.</b></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>What was the mother's job? Waitress What's a waitress?</b> (See definition in "Vocabulary.") <b>The little girl helped in the diner. She got paid. What did she do with half of the money she received? What do you do to help at home?</b></li> <li>Look at picture with a few coins; read the accompanying page: <b>The girl's mama puts all the change from her tips in the jar. What are tips?</b> (See definition in "Vocabulary.") <b>Why do the girl and her mother put change in the jar? saving it What do you think they want to buy? Do you save money? What do you put it in? What would you buy if you saved a lot of money?</b></li> <li><b>Why did they need a chair?</b> Fire. Discuss safety – never play with matches or lighters; if there is smoke, get close to the ground and crawl; get away from the fire/find an adult; call 9-1-1 from a neighbor's house AFTER you get away; if clothes caught on fire, "Stop. Drop. Roll." Never run.</li> <li>On page with fire trucks, after reading ask, <b>Was anyone hurt in the fire?</b> No. Grandmother and cat were safe. <b>What does "spoiled" mean? What happened to the things in their house?</b></li> <li>On page describing the day they moved in to new apartment: <b>The fire was scary and sad. What nice things happened after the fire?</b> People brought food, furniture, a rug, made curtains.</li> <li><b>Grandma said these people were the "kindest people." What does "kind" mean? Are you kind? What kind things have you done to help a friend?</b></li> <li>Read through the rest of the story stopping only to answer questions generated by the children.</li> </ul> <p><b>Day 2 Reading Pal:</b> Ask questions to engage children; focus on the second part of the book after the family moved into their new apartment.</p> <ul style="list-style-type: none"> <li>On page with empty jar, <b>Why did the girl's mama come home laughing some days and so tired she fell asleep on others?</b> worked hard to save money they needed</li> <li><b>Before the fire, the girl and her mother were shopping for sandals and pumps. What are pumps?</b> (See definition in "Vocabulary.") <b>After the fire, they couldn't shop as much, why not?</b> Had to save for things they needed. Read about fire; stop only to answer questions generated by children.</li> <li>On page with picture of jar that is full of coins: <b>Is this jar full or empty? How did it get so full? Could the little girl and her mother buy everything they wanted when they were saving?</b></li> <li>On page with picture of the bank ask, <b>They worked really hard to earn the money. To save money they didn't buy lots of little things they wanted. Is it time for them to get the chair?</b></li> <li><b>How did it feel to sit in the chair with Mama? Was the chair special? Yes! Why?</b> they saved for it</li> </ul>
<p><b>After Reading</b></p>	<p><b>Connection questions and activities:</b></p> <p><b>Day 1 ReadingPal:</b> Put some coins on the table. Identify quarters, dimes, nickels, pennies. <b>Which is bigger in size? Which is worth more? How long would it take to save enough to buy a chair? Which would be a better tip, 5 quarters or 5 nickels?</b> Put 4 of the same coin on the table. <b>The girl saved half her money and spent half her money on things she needed right away. If she had 4 (pennies) how many would she save?</b></p> <p><b>Day 2 ReadingPal:</b> Fold paper lengthwise. Write "Wants" over one column and "Needs" on the other. Talk about the difference between "want" and "need." We want to go to McDonalds, but we need food to eat. We want shoes with blinking lights, but we need shoes that fit. <b>First, we have to pay for things we need and then we can buy the things we want. Draw a picture of something you want on one side of your paper. Draw a picture of something you need on the other.</b></p> <p>End session with routine and positive comment. Tell children they "need" to return to group safely.</p>

<b>BOOK 22</b>	<p><b><u>George Washington</u></b>          Author: Will Mara          A variety of photographs and illustrations – photo credits on page 2, no credits are given for the illustrations.</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: historical facts and concepts, map skills, recall, biographical information, some features of a non-fiction book</p>
<b>Materials</b>	<p><b>Day 1:</b> a quarter and a one-dollar bill <b>Day 2:</b> The map of the world, paper and crayons from the kit box. Two quarters.</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>colony, general, president, war - see the glossary on page 31          There are additional advanced words and concepts in the story. If the children seem confused, offer brief general descriptions. The goal is to find a balance between the flow of the story and clarifying every unfamiliar concept or word.</p>
<b>Before Reading</b>	<p><b>Day 1 ReadingPal</b></p> <ul style="list-style-type: none"> <li>• <b><i>The title of today’s book is “George Washington.” What do you think it will be about? Do you think it will be about something that is happening now or a long time ago? Why?</i></b></li> <li>• Introduce the author and photographer             <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 photographs and illustrations. Do you remember what we call a person who takes photographs? What does a photographer do?</i></b> (Takes the pictures with a camera.) <b><i>What does an illustrator do?</i></b> (Draws/paints the pictures.) <b><i>Some of these pictures are paintings that are very old and were painted when George Washington was alive. George Washington was born almost 300 years ago! There were no cars or computers or even electric lights! What do you think people would do after dark?</i></b></li> <li>• <b><i>Do you think this is a true story or a make-believe story? What makes you think so? Is a story that is true fiction or non-fiction?</i></b> (non-fiction) <b><i>It is also a story about a real person. Do you remember what a story about a real person is called?</i></b> (a biography) <b><i>This biography is about the man in the middle of the picture on the cover and the title of the book is his name. Do you remember his name?</i></b> (George Washington)</li> <li>• <b><i>Have you ever heard anything about George Washington? What do you know?</i></b></li> <li>• <b><i>We have talked about the special parts of a book that help us to find information. Can you find the glossary? A glossary tells us the meaning of words.</i></b> Look at the glossary on page 31. Talk about a few of the words.</li> <li>• <b><i>Let’s look at the Index.</i></b> Read a few of the words. <b><i>The Index tells us that we can find out about (money) on page (24) and about (family) on page (6). Which do you want to know more about? (1<sup>st</sup> child’s name), see if you can find that page. Good job! On page (6) we learn that (George’s family lived on a farm.) There are lots of farms near where we live. Second child chooses a word and page. Repeat. Now let’s read the whole story and see what else we can learn.</i></b></li> </ul> </li> </ul>

	<p><b>Day 2 ReadingPal</b></p> <ul style="list-style-type: none"> <li>• <i>You already read this book. Tell me something that you remember about George Washington.</i></li> <li>• <i>This is a book about something real. A story about real things is called a _____ story. (non-fiction) It is also about a real person. A book about a real person is called a (biography)</i></li> <li>• <i>Let's look at the Table of Contents. (Child's name), can you find it? It is at the beginning of the book and tells us where to find things in the book. Good! You found it. Pick a page number that you like. (Child says or points to a numeral.) The Table of Contents says that on page (5) we will "Meet George Washington." Let's check page 5. Repeat with 2<sup>nd</sup> child.</i></li> <li>• <i>Let's read the book again. Let's see if we can find out even more about what made George Washington so special.</i></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> Page 7 – Talk about how the map in the book is a small section of the United States. <i>The purple state is Virginia where George lived. What is the name of our state? Is it on the map?</i> (No – the map is just a part of the country.) Page 8 - show the world map from the kit and where England is in relation to the United States. <i>George Washington didn't want people from so far away telling us what to do!</i></li> <li>• <b>Day 2:</b> Page 9 - <i>Why do you think that George Washington did not want America to be ruled by England?</i> (George Washington did not want people from so far away telling us what to do! He wanted us to make our own rules.) Page 14 – <i>How do you know that George Washington was a good general?</i> Page 18 – <i>Why do you think the people wanted him to become President?</i> Page 29 – <i>What did Washington want to do after being President? Are there times when you just want to be at home? Why do you feel that way?</i></li> </ul>
<p><b>After Reading</b></p>	<p><b>Day 1</b></p> <ul style="list-style-type: none"> <li>• <i>Find the page in the book with a picture of money. (p. 24) Do either of those pieces of money look like something that you have seen before? Which one? Do you know what it is? Whose picture is on it? What do people do with it?</i> Take out the quarter. <i>I have a coin here. Do you know what it is?</i> Talk about the quarter and what it is worth. <i>Whose picture is on the quarter?</i> Then show the dollar bill. <i>Does this look like the picture in the book? Is it the same as the quarter? Whose picture is on it? Today a lot of our money has pictures of presidents on it. Why do you think that money has pictures of presidents on it?</i> (It is ok for answers to vary, but you could point them to the fact that it is a way to show they were special and important to our country.) <i>George Washington was special and we honor him by putting his picture on some of our money. Have you seen his picture anywhere else?</i></li> </ul> <p><b>Day 2</b></p> <ul style="list-style-type: none"> <li>• Take out two quarters. <i>Do you remember who this is on the quarter? Yes! George Washington. Why is his picture on our money? What special things did he do? Let's make magic.</i> Put quarter under the piece of paper and rub across it with a red crayon until the picture of George Washington appears. Ask the students to “make magic” on their paper. You may have to help the students to hold the paper and quarter still. Repeat with a blue crayon and talk about the colors on our flag. See if the students can find an American flag in the classroom. See if they can find a picture of our flag in the book (P 19). George Washington was a great American!</li> </ul> <p>Day 1 or 2: If time allows. Start at the beginning of the book and look at each page. Ask the children to tell you what they learned on that page. Encourage with prompts as needed.</p>

<b>BOOK 23</b>	<b><u>Make Way for Ducklings</u></b> Author/Illustrator: Robert McCloskey
<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 listening in a small group, inferences, and following verbal directions.</p>
<b>Materials</b>	<b><u>Make Way for Ducklings</u></b> ; crayons, paper, scissors, fingerplay
<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>• Mallard: wild duck; the boy mallard has a green head and neck</li> <li>• Molt: ducks lose their feathers (another word for “lose” is shed) (The duck then grows new feathers.)</li> <li>• Bank: the land around the river</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>This is a relatively long story. To finish the book in one sitting, you may need to limit discussion. Changing the pace of your reading and the volume of your voice will also help.</p> <p><b>Day 1 ReadingPal</b>          Ask the children to identify the front cover, back cover, spine, and title page of the book.          Read the title, author and illustrator of the book</p> <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> <li>• Explain to the children, <b><i>Robert McCloskey wrote the words and drew the pictures. He is both the author and the illustrator.</i></b></li> <li>• Read the title again; ask the children to make a prediction.</li> <li>• <b><i>Let’s look at the picture on the cover. What do you think this book is going to be about?</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 were Mr. and Mrs. Mallard looking for?</i></b> (a new home) <b><i>Why?</i></b> (having babies) <b><i>Who helped the ducks in the story?</i></b> (the police officers; the people who gave them food) <b><i>How did they help them?</i></b> (safely cross the street; fed them) <b><i>You remember a lot! You are so smart!</i></b></li> <li>• Repeat front cover, back cover, spine, author, illustrator questions.</li> <li>• <b>Reading something two times helps us to remember and learn new things. Let’s read it again.</b></li> </ul>

<p><b>During Reading</b></p>	<p><b>Day 1 ReadingPal:</b></p> <ul style="list-style-type: none"> <li>As you come to the new vocabulary words, point them out to the children and tell them the definitions.</li> <li>Page 2: <b>Why didn't Mrs. Mallard want to live where there were foxes and turtles</b> (might hurt her babies)</li> <li>Pages 5-6: <b>Where is this pond? Where are the people? What are the people doing?</b> (in the park; reading newspaper, riding a bike)</li> <li>Pages 7-8: point to swan boat and say, <b>What is this big bird called?</b> (swan) <b>Why didn't it say "Hello" back?</b> (not real; part of the boat)</li> <li>Pages 15-16: <b>There is no pond in Louisburg Square but what do you see there?</b> (apartments, trees, cars, statue)</li> <li>Pages 20-21: <b>They called on Michael every day. That means they visited him. Why did they visit him?</b> (he fed them)</li> <li>Pages 25-26: Slowly re-read the names of the ducklings. Ask, <b>What is special about the names of these ducklings?</b> (they rhyme)</li> </ul> <p><b>Day 2 ReadingPal: Let's play "Catch Me If You Can." I'm going to try to trick you by changing the story. It's your job to catch me. If I change the story you say, "No! That's not in the story!"</b></p> <ul style="list-style-type: none"> <li>Pages 23-24: <b>Let's count the eggs in the nest.</b> (8)</li> <li>Pages 25-26: <b>Now let's count the ducklings. Look closely, some are hiding.</b></li> <li>Page 28: <b>How did Mrs. Mallard take good care of her ducklings?</b> (fed them, taught them to swim)</li> <li>Page 39: Before reading say, <b>Why is the clown stopping traffic?</b> (children should correct you and say that's not a clown. It's a police officer.) If not ask, <b>Is this a clown? What is he?</b> Then ask the why question again.</li> </ul>
<p><b>After Reading</b></p>	<p><b>Day 1 ReadingPal:</b></p> <ul style="list-style-type: none"> <li>Recite fingerplay with children.</li> <li><b>In this book, we met people who helped the duck family. Who were these helpers?</b> (police officers; people who fed them). <b>What community helpers can you name?</b> (Write a list as children say these names). <b>What do they do to help us?</b> Write this on the list as well.</li> <li><b>How can you be a helper at home? At school? Draw a picture of you helping someone and tell us a story about how you helped.</b></li> </ul> <p><b>Day 2 ReadingPal:</b></p> <ul style="list-style-type: none"> <li>Recite fingerplay with children.</li> <li>Ask the children to fold paper into 4 squares. On each square, have the children write a letter: D-U-C-K. Have the children cut out these letters.</li> <li>Now ask one child to draw a pond while the other child draws an island. Show pictures in the book to remind children what these look like.</li> <li>Place the pond and island pictures near both of the children. Begin with one-step directions: Put the letter D on the pond; put the letter U on the island. Then give two-step directions: Put the C on the island and the K on the pond. Then give each child a chance to give directions.</li> <li>At end of game, give each child their letters back and have them assemble into the word "duck"</li> </ul> <p>Close this session with a routine song, fingerplay, or gesture and positive comment. Ask the children to, <b>Quietly waddle back to your group like ducks in a line.</b></p>



## Make Way for Ducklings

Chant: 5 Little Ducks

(Hold up 5 fingers and ask children to do the same)

**5 little ducks went out to play,**

**Over a hill and far away,** (Hold hand up to eyes as if you are looking into the distance)

**But the 1 little duck with** (Hold up one finger)

**A feather on his back** (Hold hand over lower back with your fingers waving like feathers)

**He ran away with a** (Tap fingers of both hands on table or lap to imitate running feet.)

**“Quack, quack, quack”** (Hold palms of both hands together; open and close as you say each “Quack”)

(Hold up 4 fingers and ask children to do the same; repeat gestures above with each line and verse)

**4 little ducks went out to play,**

**Over a hill and far away,**

**But the 1 little duck with**

**A feather on her back**

**She ran away with a**

**“Quack, quack, quack”**

(Hold up 3 fingers and ask children to do the same))

**3 little ducks went out to play,**

**Over a hill and far away,**

**But the 1 little duck with**

**A feather on his back**

**He ran away with a**

**“Quack, quack, quack”**

(Hold up 2 fingers and ask children to do the same)

**2 little ducks went out to play,**

**Over a hill and far away,**

**But the 1 little duck with**

**A feather on her back**

**She ran away with a**

**“Quack, quack, quack”**

(Hold up 1 finger and ask children to do the same)

**1 little duck went out to play,**

**Over a hill and far away,**

**But the 1 little duck with**

**A feather on his back**

**He ran away with a**

**“Quack, quack, quack”**

Ask, **How many are left? Zero, that’s right none!**

**No little ducks went out to play,**

**Over a hill and far away,**

**But the mother duck said,**

**“Quack, quack, quack”**

**And 5 little ducks**

**Came waddling back!**



<b>BOOK 24</b>	<b><u>You Can Use a Magnifying Glass</u></b> Author: Wiley Blevins; Illustrator: a collection of photographs-photo credits listed on page 32
<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 non-fiction books is a good way to support students as they learn vocabulary, facts, and concepts.</p> <p><b>In this book,</b> we specifically address facts, descriptive words, and concepts of same and different.</p>
<b>Materials</b>	Book: <b><u>You Can Use a Magnifying Glass</u></b> ; dime (if possible), crayons, paper
<b>Note</b>	While reading, use your finger to touch the words and model reading from left to right.
<b>Vocabulary</b>	<p>Magnifying/magnify: to make something small look bigger</p> <ul style="list-style-type: none"> <li>• Lens: piece of glass in middle of magnifier or eyeglasses that helps things look bigger or clearer</li> <li>• Jeweler: someone who makes or fixes jewelry like earrings or necklaces</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. Pictures of these vocabulary words are also on pages 31 and 32 of this book.</p>
<b>WHAT TO DO</b>	
<b>Before Reading</b>	<p><b>Day 1 ReadingPal</b>          Read the title and author of the story.</p> <ul style="list-style-type: none"> <li>• <b><i>What does the author do? (writes the words)</i></b></li> <li>• Show the children the cover and say, <b><i>There is no illustrator because this book has photographs. What do we call the person who takes photographs? (photographer) What tool does a photographer use? (a camera). A camera has a lens. (define lens) We will read more about lenses in this book.</i></b></li> <li>• Sing “The Author Writes the Words” with gestures if it is part of your routine. Be sure the children substitute “The photographer takes the pictures” instead of singing about the illustrator.</li> <li>• Introduce the front cover, back cover, spine, and title page of this non-fiction book.</li> </ul> <p><b>PREDICTION: <i>Look at the title page. (Read title again) This book is about a magnifying glass. Who has used a magnifying glass? (If children have not used one, talk about a time you used one and what you saw.) What did you look at with it? How did the thing look when it was bigger? Many people use magnifying glasses, like detectives to look for clues, people who fix watches, and sometimes grand moms (dads) to read small print! Let’s learn more about magnifying glasses.</i></b></p> <p><b>Day 2 ReadingPal</b></p> <ul style="list-style-type: none"> <li>• <b><i>You have already read this book. Who remembers what this book is about? What kinds of things can you use a magnifying glass for? (Look at bugs, butterflies, fingerprints.) You remember very well!</i></b></li> <li>• Review front cover, back cover, spine, author, photographer and title page.</li> <li>• <b><i>Let’s look at the very last page. This book has an index. An index is in a book about real people or things and helps us find words or facts in the book. This index says page 13 has a butterfly wing. (Child 1) can you find page 13 and the butterfly wing? How does this picture of the wing look different? (Close up; colors brighter) This index says “insect” is on pages 6 and 7. What is</i></b></li> </ul>

	<p><b>another word for insect? That's right, bug. (Child 2) Can you find pages 6 and 7 and the insect? How does the insect on page 7 look different from the one on page 6? (bigger)</b></p>
<p><b>During Reading</b></p>	<p><b>Day 1 ReadingPal</b></p> <ul style="list-style-type: none"> <li>• Page 1: Ask the children the question, <b>What can the girl see?</b></li> <li>• Page 2: <b>Look around the room. What can you see? What are some things in the room that are small and you'd like to see with a magnifying glass?</b></li> <li>• Page 7: <b>What can you see on the ladybug? How would you describe a ladybug to me if I had never seen one before?</b></li> <li>• Page 11: (optional) <b>Look at a real dime. Now see the picture on page 11. The things on the back of the dime are clearer in the picture. Why? (magnified) What do you see on the back of a dime?</b></li> <li>• Page 16: <b>This woman is a scientist. Look at her desk and tell me what she studies. (rocks) What do you think she is learning about rocks? (colors, how hard, if they break).</b></li> <li>• Page 19: <b>Look at the fly's eyes. They are so big! How would you describe them to me?</b></li> </ul> <p><b>Day 2 ReadingPal</b></p> <ul style="list-style-type: none"> <li>• Page 11: <b>Look again at this dime. Are the patterns on dimes the same or different? Why? (because they are made by machines)</b></li> <li>• Page 13: <b>Look at this pattern on the butterfly wings. All butterflies have different patterns on their wings. Why? (because they are part of nature; not made by machines)</b></li> <li>• Page 16: <b>What about rocks? Are they the same or different? (different)</b></li> <li>• Page 22: <b>Look at this picture of fingerprints. Now let's look at our own fingerprints. Each person's fingerprints are different. You and your fingerprints are "unique." Anyone know what unique means? That means you are different in a special way from everyone else in the world.</b></li> </ul>
<p><b>After Reading</b></p>	<p><b>Day 1 ReadingPal</b></p> <ul style="list-style-type: none"> <li>• Show the children the butterfly wing, the dime, and the ladybug. Remind the children, <b>we used words to describe these things. Sometimes when we talk about things, instead of just saying the name of the thing, we use words that tell us more about the person, place, or thing. Name some things you see in the classroom (write down a list of 6 words). Now let's think up words to describe these things, like blue book instead of just saying book.</b> Write down the descriptive words and then re-read the list to the children.</li> <li>• Ask the children to draw one thing they saw in the book. When finished, say, <b>Choose some words to describe your drawings.</b> Prompt descriptors, such as big, red butterfly. With the child's permission, write these words on the child's paper. Read the words. <b>Which picture am I describing?</b> Children listen carefully and identify which picture the ReadingPal is describing.</li> </ul> <p><b>Day 2 ReadingPal</b></p> <ul style="list-style-type: none"> <li>• <b>What things in the book were the same? (Dime, computer keyboard). Why are they alike? What things in the book were different? Why? What things in the room are the same? Different?</b></li> <li>• Draw a line down the middle of a piece of paper and write "same" on top of one column and "different" on the second. Make a list with the children of how you are the same (all have eyes) and different (taller, brown hair). Talk to children about how our differences make us unique individuals and how we are also more alike than different. (acceptance of self and others)</li> </ul> <p>Before dismissal say, <b>Tell me one thing that is special about yourself.</b> Close your session with a routine song, fingerplay or gesture or positive comment.</p>

<b>BOOK 25</b>	<b>MADELINE</b> Author/Illustrator: Ludwig Bemelmans
<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, increasing knowledge and problem solving. <b>In this book</b> we specifically address: identifying and developing rhyme; colloquialisms (expressions used in certain areas or countries or during certain time periods) ; setting of story
<b>Materials</b>	<b>MADELINE</b> ; crayons, paper
<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>• Appendix: a body part that is inside your body in your lower abdomen (show area)</li> <li>• Abdomen: Lower stomach; tummy</li> <li>• Scar: Mark left by a cut (show scar on your hand/arm if possible)</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 and Day 2 ReadingPals</b></p> <p>Ask the children to identify the front cover, back cover, spine, and title page of the book. Read the title of the book, the author and illustrator.</p> <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/paints the pictures)</li> <li>• Explain to the children, <b>Ludwig Bemelmans wrote the words and drew the pictures. He is both the author and the illustrator. He liked to write but he loved to draw, especially pictures of his favorite city, Paris. Paris is in a country called France on the other side of the ocean!</b></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 and say, <b>Look at the picture on the cover. What do you think this book is going to be about? Where do you think the children are going? Does anyone know the name of this large structure?</b> (point to Eiffel Tower) <b>It is the Eiffel Tower. That is a very famous and tall monument in Paris, France. Paris is the <u>setting</u> for this story. Setting means where the story will take place.</b></li> <li>• <b>We are going to hear many rhyming words in the story. After I read the rhyming words, I will stop and ask you to repeat the rhyming words so listen very carefully.</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?</b></li> <li>• <b>Tell me what you remember about the story. What happened to Madeline in this story?</b> (she got sick) <b>Where did she have to go?</b> (the hospital) <b>Does anyone remember the setting of this</b></li> </ul>

	<p><b>story- where this story takes place? It takes place in the city of Paris. You remember a lot! You are so smart! Today we are going to talk about other settings – or places - we see in this story.</b></p> <ul style="list-style-type: none"> <li>Repeat front cover, back cover, spine, author, illustrator questions.</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><b>Day 1 ReadingPal:</b></p> <ul style="list-style-type: none"> <li>As you come to the new vocabulary words, point them out to the children and tell them the definitions.</li> <li>Read the rhyming words with emphasis. After each pair, stop and ask, <b>What are the rhyming words?</b> You may have to prompt children to remember the rhyme. Examples: pages 1-2, vines/lines; pages 3-5 bread/bed (continue with each pair of rhyming words)</li> <li>Show picture of girls at table and read the page. Ask, <b>What does “broke their bread” mean? Did they really break their bread? No, it is a way of saying they ate dinner.</b></li> <li>Show picture of girls crying: the author writes “. . . not a single eye was dry.” Ask, <b>What do you think that means? Why were all the children’s eyes wet?</b> (they were crying)</li> <li>On the next page: the author writes: “In a car with a red light.” Ask, <b>What kind of car is this?</b> (show picture) <b>How do you know? Where is this car taking Madeline?</b> (hospital) <b>Why?</b></li> <li>Next to last page: <b>Why did all the girls want to take their appendix out, too?</b> (Madeline got presents, flowers.)</li> </ul> <p><b>Day 2 ReadingPal:</b></p> <ul style="list-style-type: none"> <li>Show the children page 1 before reading and ask <b>What is this house? Who lives there?</b></li> <li>Show picture of beds: <b>Where are the children now? (bedroom) They were at the sink and now they are in their beds. The bedroom is a new setting with lots of beds!</b></li> <li>Show picture with tailor measuring Madeline. Before reading, ask, <b>Who was the smallest and bravest of all the girls? Why do you think Madeline was brave?</b> (not afraid of mice, said poo-poo to tiger)</li> <li>Show picture of flowers in hospital room: <b>Where is Madeline now? Yes, she is in a hospital room. The hospital room is a new setting. Why is she there? What happened?</b></li> <li>Show picture of dining table and bedroom: <b>Now the settings are places we have seen before. What happens in these rooms?</b> (eat and sleep)</li> </ul>
<p><b>After Reading</b></p>	<p><b>Day 1 ReadingPal</b></p> <ul style="list-style-type: none"> <li>Make a list of 3 or 4 pairs of rhymes heard in this story. Ask the children to think of other words that rhyme with these words. Ask, <b>What are some other rhyming words you know?</b> Add these words to the list. Write a sentence or poem with the children using these rhyming words. It’s okay to be silly! When finished, ask the children to “illustrate” their story.</li> </ul> <p><b>Day 2 ReadingPal</b></p> <ul style="list-style-type: none"> <li>Say, <b>there were many settings in the story of <u>Madeline</u>. What were some of the places in the story?</b> (Paris, bedroom, hospital) <b>What are some places you have been in or visited?</b> (prompt children’s answers if necessary) <b>You are now going to write a story set in that special place. Let’s fold our paper in half to make a book. Draw a picture of your special place on the cover. Write your name on the cover because you are the author and the illustrator just like Ludwig Bemelmans. Inside, draw a picture of you doing something you like to do in your special setting.</b></li> </ul> <p>Close your session with a routine song, fingerplay or gesture and positive comment. At dismissal, ask the children to tell you a word that rhymes with their name or age.</p>

<b>BOOK 26</b>	<b><u>Looking Through A Telescope</u></b> Author: Linda Bullock; Illustrator: a collection of photographs-photo credits listed on page 32
<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 is a good way to support students as they learn vocabulary, facts, and concepts. <b>In this book,</b> we focus on vocabulary, identifying fact and fiction and scientific concepts.
<b>Materials</b>	Book: <b><u>Looking Through A Telescope</u></b> ; crayons, paper
<b>Note</b>	While reading, use your finger to touch the words and model reading from left to right.
<b>Vocabulary</b>	Telescope: tool that helps us get a closer look at things that are far away Craters: round holes that are not deep, like those on the moon Planets: big objects that move around the sun, like our planet, Earth

## WHAT TO DO

<b>Before Reading</b>	<p><b>Day 1 ReadingPal</b> Read the title of the story.</p> <ul style="list-style-type: none"> <li>Review front cover, back cover, spine, author, photographer and title page.</li> <li>Introduce the author and photographer.</li> <li><b>What does the author do?</b> (writes the words)</li> <li>Show the children a page and explain that there is no illustrator because the book has photographs. Ask the children, <b>Can you remember other books we read that had photographs?</b> (Magnifying Glass; Push and Pull). <b>The books we read with photographs are non-fiction books. They are books that teach us facts about people, things and the world around us.</b></li> <li>Sing “The Author Writes the Words” with gestures if it is part of your routine. Be sure the children substitute “The photographer takes the pictures” instead of singing about the illustrator.</li> </ul> <p>PREDICTION:</p> <ul style="list-style-type: none"> <li>Look at the front cover and read title again. Ask the children, <b>What is this child doing? What are some things this child can see? Let’s read and find out.</b></li> </ul> <p><b>Day 2 ReadingPal</b></p> <ul style="list-style-type: none"> <li>Review front cover, back cover, spine, author, photographer and title page.</li> <li>Recall the story by saying, <b>What is this book about? What kind of objects did you learn you could see with a telescope?</b> (the moon; craters; planets) <b>Who can describe the different kinds of telescopes you saw?</b> (Telescopes on tripods; big as buildings; Hubble (space) telescope.) Offer prompts to assist recall.</li> </ul>
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<p><b>During Reading</b></p>	<p><b>Day 1 ReadingPal</b></p> <ul style="list-style-type: none"> <li>• Read pages 3 and 4. Encourage children to say or sing “Hey Diddle Diddle.” Ask the group the question on page 5. Depending on the child’s answer, ask, <b><i>Why can’t a cow jump over the moon? Or How could a cow jump over the moon? Let’s turn the page and find out!</i></b></li> <li>• Page 6: <b><i>This page tells us a cow cannot jump over the moon. What <u>can</u> a cow jump over? Do you think cows can jump high? Cows can jump but not as high as a cat or a horse. Cats and horses are better jumpers than cows. That is a fact. Facts are true things.</i></b></li> <li>• Page 13: <b><i>This is one kind of telescope. It is on a tripod. A tripod is a stand that has 3 legs. Let’s count the legs.</i></b></li> <li>• Page 23: <b><i>This telescope is as big as a building. Do you think you can see further away with this one? Why do you think that?</i></b> (bigger, more powerful)</li> <li>• Page 25: <b><i>The Hubble Telescope goes out in space. What do you think it takes pictures of for us to see?</i></b> (stars, clouds)</li> </ul> <p><b>Day 2 ReadingPal</b></p> <ul style="list-style-type: none"> <li>• Before reading, show the children page 3. Ask, <b><i>Who remembers what this is?</i></b> (the moon) <b><i>That’s correct! What does the book say jumped over the moon?</i></b> (a cow) <b><i>Was that fact or fiction? That’s right, it is fiction! You are so smart! This book, however, is mostly about facts- it tells facts about telescopes. What are facts?</i></b> (ideas that are real; not fiction)</li> <li>• Read questions on page 10 and allow children time to respond.</li> <li>• Page 12: After reading page, reread the sentence that a telescope is a science tool. Ask, <b><i>What other tools do you know?</i></b> (hammers, pencils, computers) <b><i>Great answers! Tools are things that we use to help us do our work or make our work easier.</i></b></li> <li>• Page 17: Read questions and allow children time to respond.</li> </ul>
<p><b>After Reading</b></p>	<p><b>Day 1 ReadingPal</b></p> <ul style="list-style-type: none"> <li>• Have the children review the kind of telescopes in the story. Say, <b><i>Pretend to be holding a telescope and look around the room. What do you spy with your telescope?</i></b> Give each child a chance to participate. <b><i>Pretend you have a bigger telescope. What do you spy outside?</i></b></li> <li>• Show them the biggest telescope in the story on page 24. Ask the children to pretend they are looking through the biggest telescope. Say, <b><i>Now draw what you think you would really see in space.</i></b> When picture is complete, or as children are drawing, ask; <b><i>Please tell us about your picture. Tell us about the things you imagined seeing. How did you know that would be in space?</i></b></li> </ul> <p><b>Day 2 ReadingPal</b></p> <ul style="list-style-type: none"> <li>• Show the children the Hubble telescope on page 24. Tell the children, <b><i>The Hubble telescope is named after a man named Edwin Hubble. What kind of thing would you like to invent? What can we name after you?</i></b> Share an example first such as: <b><i>I’d like to invent the fastest bicycle in the world and it would be Mr. _____’s bicycle. What would you invent? What would we call it?</i></b></li> <li>• <b><i>When you read this book the first time, you talked about what you might see that is really in space. What were some of those things? The things you just told me were real things - like the moon and stars. Those were facts. Today we are going to imagine what pretend things might be in space. We are going to draw pictures about fiction. Just like the cow jumping over the moon was pretend, I want you to imagine what pretend things you might see in space.</i></b> When picture is complete or as children are drawing, ask, <b><i>Please tell us about the pretend things you imagined.</i></b></li> </ul> <p>Close your session with a routine song, fingerplay or gesture and positive comment. Ask the children to quietly return to their groups by floating through space.</p>

<b>BOOK 27</b>	<b><u>BLUEBERRIES FOR SAL</u></b> Author/Illustrator: Robert McCloskey
<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, increasing knowledge and problem solving. <b>In this book</b> , we specifically address words that sound like sounds (onomatopoeia), predictions, sequencing, comprehension and recall.
<b>Materials</b>	<b><u>BLUEBERRIES FOR SAL</u></b>
<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>• Kuplunk/Kaplink/Kuplank: sound something makes when it falls (page 8)</li> <li>• Caw-Caw-Caw: sound a crow makes (page 29)</li> <li>• Munch: to chew and make a loud sound (page 40)</li> <li>• Gulp: swallow something very quickly (page 40)</li> <li>• Grumpf: sound a bear makes (page 42)</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> Ask the children to identify the front cover, back cover, spine, and title page of the book. Read the title of the book</p> <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> <li>• Explain to the children, <b><i>Robert McCloskey wrote the words and drew the pictures. He is both the author and the illustrator. He also wrote <u>Make Way for Ducklings</u> the book we read 3 weeks ago.</i></b></li> <li>• Read the title again; ask the children to make a prediction.</li> <li>• <b><i>Let's look at the picture on the cover. What do you think this book is going to be about? Where do you think Sal is in this picture?</i></b> (field, blueberry patch) <b><i>What is she holding with her fingers?</i></b> (blueberry)</li> <li>• <b><i>There will be some new words in this story. These are words that sound like the sound things make. We call these words onomatopoeia. That is a big word. Can you say that word with me? Onomatopoeia. Caa-Caa-Caa is the sound a crow makes. Knock (knock on table) is the sound I just made. Clap your hands with me. (clap hands) Clap is a word that describes the sound we just made. All these words are examples of onomatopoeia. Let's see if we can hear words that sound like sounds as we read the story. I will point them out for you and you can say them with me.</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> </ul>

	<ul style="list-style-type: none"> <li>• <b>Tell me what you remember about the story. What did Sal do with the blueberries she picked?</b> (ate them) <b>Sal got lost in the story. Who else got lost and was looking for his mother?</b> (baby bear) <b>You remember a lot! You are so smart!</b></li> <li>• Repeat front cover, back cover, spine, author, illustrator questions.</li> <li>• <b>Reading something two times helps us to remember new things. Last time, you repeated words that sound like the sound they make. Who remembers one of those words? Today, we are going to carefully listen for what happens first and what happens next. Everyone's ears ready? Let's read it again.</b></li> </ul>
<p><b>During Reading</b></p>	<p><b>Day 1 ReadingPal:</b></p> <ul style="list-style-type: none"> <li>• As you come to the vocabulary words, show children the picture and have children make the sound. Again explain, <b>These are words that sound like a sound.</b> (Pages 8,29, 40 and 42)</li> <li>• Page 12: <b>Why do you think Sal keeps eating all the blueberries? What do you think her mom will say about Sal eating all the berries?</b></li> <li>• Page 18: <b>Uh-oh! What do you think might happen? Who is on the other side of the hill?</b></li> <li>• Page 29: <b>Why do the birds fly away when they hear Sal? How do you think they feel?</b></li> </ul> <p><b>Day 2 ReadingPal: Let's play "What's Next." At the end of every page or two, I'll ask "What's next?" Let's see if you can remember what will be on the next page.</b></p> <ul style="list-style-type: none"> <li>• Show the children pages 6 and 7. Before reading, ask <b>"Where are Sal and her mom going?" That's right that is what happens first. Let's see what happens next.</b></li> <li>• Page 8: <b>Now, Sal picks some blueberries. What happens next?</b></li> <li>• Page 9: <b>She eats them.</b></li> <li>• Continue this process of what is happening now/what happens next throughout the book. These questions encourage recall, comprehension and sequencing skills.</li> </ul>
<p><b>After Reading</b></p>	<p><b>Day 1 ReadingPal:</b></p> <ul style="list-style-type: none"> <li>• <b>Remember, we listened for words that sound like the sound things make. We heard several of them in the story.</b> Repeat words for children and work together to find the pictures where the word is mentioned. (Pages 8, 29, 40 and 42)</li> <li>• Ask the children to, <b>Think about animals and the sounds they make. Let's sing Old McDonald and see how many words for animal sounds we know.</b></li> <li>• Say, <b>Now, draw pictures of your favorite animals.</b> Encourage children to say and then write the word for the sound the animal makes. Provide as much assistance as necessary to sound out and write the word.</li> </ul> <p><b>Day 2 ReadingPal:</b></p> <ul style="list-style-type: none"> <li>• <b>Today, we listened for what happened first and what happened next in the story. Let's write sentences about what happened in the story and what came next.</b> On a piece of paper, write what the children say about the sequence of the story. Show the pictures page by page to help children remember the sequence of events.</li> <li>• After the children have recalled 4 or 5 of the events in correct order, ask them to, <b>Draw pictures of events that happened in the way they happened. Remember, what happened first, what happened next and what happened at the end.</b> Alternately, children could draw their own sequence of coming to school or getting ready to go to bed in the evening. This activity is designed to help children understand sequencing of events.</li> </ul> <p>Close this session with a routine song, fingerplay, or gesture and positive comment. Ask the children to, <b>Quietly tiptoe back to your groups pretending to pick blueberries along the way.</b></p>

<b>BOOK 28</b>	<b>All About Sound</b> Author: Lisa Trumbauer; Illustrator: a collection of photographs-photo credits listed on page 32
<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 is a good way to support students as they learn vocabulary, facts, and concepts. <b>In this book,</b> we focus on listening, letter sounds, and rhyming words
<b>Materials</b>	Book: All About Sound; optional: ruler
<b>Note</b>	While reading, use your finger to touch the words and model reading from left to right.
<b>Vocabulary</b>	Strum: to play a stringed instrument (like a guitar) by brushing across the strings Vibration: (in this context) energy moves through the air and makes a sound Whistle: (in this context) a device which makes a loud sound by blowing into it

## WHAT TO DO

<b>Before Reading</b>	<p><b>Day 1 ReadingPal</b> Read the title of the story. Introduce the author and illustrator.</p> <ul style="list-style-type: none"> <li>• <b>What does the author do? (Writes the words)</b></li> <li>• Show the children a page and explain that there is no illustrator because the book has photographs. Ask the children, <b>What do we call the person who takes photographs?</b> (photographer)</li> <li>• Sing “The Author Writes the Words” with gestures if it is part of your routine. Be sure the children substitute “The photographer takes the pictures” instead of singing about the illustrator. Remind the children about the difference between an illustrator and a photographer.</li> <li>• Introduce the front cover, back cover, spine, and title page of this nonfiction book.</li> </ul> <p>PREDICTION:</p> <ul style="list-style-type: none"> <li>• Look at the front cover and read the title again. Ask the children, <b>What is the girl using on the front cover?</b> (cymbals) <b>Do you think they will make a loud or soft sound? How do you know?</b></li> </ul> <p><b>Day 2 ReadingPal</b></p> <ul style="list-style-type: none"> <li>• Review front cover, back cover, spine, author, photographer and title page. Ask the children, <b>How does the photographer get the pictures for a book?</b> (uses a camera)</li> <li>• Recall the story by saying, <b>What is this book about?</b></li> <li>• <b>What kind of sounds did you learn about in this book?</b></li> <li>• <b>What sounds did you hear coming to school this morning?</b></li> <li>• <b>What sounds can you hear right now?</b> Ask children to close their eyes and listen carefully.</li> <li>• <b>Can you feel a sound?</b> Yes. We can feel the vibrations that make sound. <b>How can you feel the sound your voice makes?</b> Put hand on throat as we speak or hum.</li> <li>• <b>You remember a lot! Let’s read the book again. Maybe we will remember even more things if we read it two times.</b></li> </ul>
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<p><b>During Reading</b></p>	<p><b>Day 1 ReadingPal</b></p> <ul style="list-style-type: none"> <li>• Read the first page. Ask the group, <b><i>What do you think the children are doing?</i></b> Explain that they can hear each other through the cans and that these work like a telephone. Ask children if they ever played this game.</li> <li>• Page 4: Talk about some sounds the children can make using their mouths. Remind the children, <b><i>Every letter makes a sound, too. These sounds go together to make a word and words go together to make a sentence. Quietly make the sound of the first letter of your name and then we will try to guess the letter.</i></b> Praise the children for their efforts.</li> <li>• Page 6: Quietly demonstrate drumming on the table. Explain that <b><i>Sounds, just like shapes and colors, can come in patterns.</i></b> Quietly drum a patterned beat on the table and ask children to follow the beat. Give each child an opportunity to make a pattern with sound.</li> <li>• Page 15: After the children put their hand on their throats and sing, ask, <b><i>How does your voice feel when you touch your throat and sing? How does it feel when you talk? What if we just hum; is it different?</i></b></li> </ul> <p><b>Day 2 ReadingPal</b></p> <ul style="list-style-type: none"> <li>• Page 8: Define the word vibration. Ask, <b><i>Have you ever used a stringed instrument?</i></b> Explain, <b><i>The music is created when the strings vibrate.</i></b></li> <li>• Page 11-12: If a ruler is available, follow the directions for the experiment.</li> <li>• Page 21: Ask, <b><i>Where are these children and what they are doing? Have you ever been to the beach? What are some of the sounds we hear at the beach?</i></b> (seagulls, waves/surf, people playing, splashes in the water, boats, airplanes, radios)</li> <li>• Page 22: After reading this page, ask children to carefully put their heads on the table. Knock on the underside of the table. Ask, <b><i>Could you hear that sound? Sound can travel through wood.</i></b></li> </ul>
<p><b>After Reading</b></p>	<p><b>Day 1 ReadingPal</b></p> <ul style="list-style-type: none"> <li>• Ask the children to sit quietly for 30 seconds and listen. Make a list of the sounds the children heard.</li> <li>• Ask children about sounds they like and dislike and list these as well. (Prompt as needed).</li> <li>• Show the dolphin picture and explain, <b><i>Dolphins use whistling sounds to communicate with each other. What do you think the dolphins are saying?</i></b> Have children draw a picture about their ideas.</li> <li>• <b><i>Let's play "I Spy." Look around the room and find something that makes a sound. Tell us all about the sound, but don't tell us what makes the sound. I'll go first. I spy something that opens and closes. We walk through it every day and if we close it too fast, it makes a "SLAM!" sound.</i></b> (Allow children to take turns. If they struggle, offer support. Examples: This makes a lot of different sounds like laughing, talking, singing – children. We put CDs in this and it plays music or reads us stories – CD player.)</li> </ul> <p><b>Day 2 ReadingPal</b></p> <ul style="list-style-type: none"> <li>• <b><i>You talked about the sounds dolphins make when you read the book the first time. Let's think of some other animals and the sounds they make. Do animals make different sounds when they are happy or sad or angry? What sound does a cat make when it is happy? (purr) What sound does it make when it is angry? (hiss; pretend to scratch the air)</i></b></li> <li>• Remind the children that every letter makes a sound. Tell the children, <b><i>Sometimes words end with the same sound and these are called _____ words.</i></b> (rhyming words) Make a chart with the ending sounds: <i>at, ar, et, and an</i> at the top of each column. Ask to children to add a beginning sound to make as many words as they can. Encourage children to draw pictures to illustrate a pair of rhyming words. Praise their efforts.</li> </ul> <p style="text-align: center;">Close your session with a routine song, fingerplay or gesture and positive comment. Have children quietly return to their groups while listening to the sounds their footsteps make.</p>

<b>BOOK 29</b>	<p><b><u>I Am Amelia Earhart</u></b>          Author: Brad Meltzer          Illustrator: Christopher Eliopoulos</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 specifically address: historical facts, predictions, descriptions</p>
<b>Materials</b>	<p>Day 1: world map, paper from the kit box. markers or crayons, pencil          Day 2: paper, crayons or markers          This is a relatively long book. There may not be time for an activity. If children are “wiggly,” you do not have to read every word on every page.</p>
<b>Note</b>	<p>While reading, use your finger to touch the words and model reading from left to right.</p>

**WHAT TO DO**

<b>Vocabulary</b>	<p>unladylike: not acting like a lady would usually act          greased: to cover with oil or fat to make it slippery          broke a record: did something better or faster than it had been done before          biplane: an early type of airplane with two pairs of wings, one above the other          daring: ready to try things that may seem scary          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. Point to pictures of vocabulary words that are nouns.</p>
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<b>Before Reading</b>	<p><b>Day 1 ReadingPal</b></p> <ul style="list-style-type: none"> <li>• Read the title of the book</li> <li>• If your students have not fully mastered the concepts, ask them to identify front cover, back cover, spine, title page</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> (creates the pictures) <b>How do you think the illustrator made these pictures?</b> (on a computer)</li> </ul> </li> <li>• Read the title again; ask the children to make a prediction. <b>Let’s look at the picture on the cover. What do you think this book is going to be about? What clues do you see that help you to make that “prediction?” Look through the book. Do you think that this is a true story? Why do you think so?</b></li> <li>• <b>Let’s read the book to see if your predictions are right. Let’s look for words that we could use to describe Amelia Earhart.</b></li> </ul> <p><b>Day 2 ReadingPal</b></p> <ul style="list-style-type: none"> <li>• <b>Last time we found out that this story is about a real person. A story about a real person is called a ....</b> (biography) <b>Is a book about someone who is real called fiction or nonfiction?</b> (nonfiction)</li> <li>• <b>Tell me something that you remember about Amelia Earhart. Was there something that surprised you about her? What was it?</b></li> <li>• <b>Let’s read today to find ways to show how Amelia Earhart was brave and daring.</b></li> </ul>
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<p><b>During Reading</b></p>	<p>Read the story allowing for student observation during reading.</p> <ul style="list-style-type: none"> <li> <p><b>Day 1:</b> Write the word ladylike on a piece of paper and say it as you write it. Underline lady and like individually. Say the 2 words as you underline them. <b><i>Ladylike is 2 small words put together to make a bigger word. Do you know what that is called? A compound word. What do you think that it means? Like a lady.</i></b> Now write un in front of it and explain that “un” means “not.” <b><i>So what does unladylike mean? Not like a lady. In our story today, we are going to find out that ideas about ladies were a bit different a long time ago.</i></b> Use the world map to point out the Pacific Ocean, Atlantic Ocean and Europe when they are mentioned in the story. <b><i>As you complete the story, ask, So were our “predictions” right? Was it a true story or just pretend? Do you think that Amelia acted like a lady? Why do you say that?</i></b></p> </li> <li> <p><b>Day 2:</b> <b><i>What was Amelia like as a little girl? What do you see in the story to show that she was like that? What clues can you find that let you know that she was a hard worker? Did she change a lot as she grew up? How do you know? Do you think that she was ever afraid? Why do you think that? Is it ok to be afraid sometimes? Is there a way that you would like to be like Amelia Earhart? Can you tell me about that? Do you ever see planes flying in the sky? Have you flown in an airplane? Would you like to fly like Amelia Earhart did? Why or why not? What are some things from the book that show that Amelia was brave and daring?</i></b></p> </li> </ul>
<p><b>After Reading</b></p>	<p><b>Day 1</b></p> <ul style="list-style-type: none"> <li> <p><b><i>What are some words that you would use to describe Amelia Earhart?</i></b> (Explore their words, but some might be: brave, daring, adventurous, pilot.) Write these words on a piece of paper as you talk about them. Have the children fold a piece of paper in half to make a long rectangle that opens like a book. Have the children use markers or crayons to write Amelia Earhart at the top and then draw a picture of her on the front. Open the book and have them write the words that you discussed that describe her. Point to each word, say it and have them write it or ask permission to write on their paper and write it for them.</p> </li> </ul> <p><b>Day 2</b></p> <ul style="list-style-type: none"> <li> <p><b><i>We are going to draw a picture today. Amelia Earhart did things that grown ups thought she would never be able to do. What’s something that you would like to learn or do that might be hard? If someone told you to stop trying, would you stop? Draw a picture of something that you want to do when you grow up. (Or draw a picture of something that you thought was hard to do, but you learned to do it anyway – read a book? Ride a bike?)</i></b></p> </li> </ul> <p>End the session with a routine song, fingerplay or gesture, and a positive comment. Ask the children to push in their chairs and place their word list (Day 1) or picture (Day 2) in their backpack or cubby, and then walk in a ladylike/gentlemanly way to their seats.</p>

<b>BOOK 30</b>	<p><b><u>Cloudy With a Chance of Meatballs</u></b>          Author: Judi Barrett          Illustrator: Ron Barrett</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.  <b>In this book</b>, we specifically address building vocabulary (weather words) and compound words.</p>
<b>Materials</b>	<b>Cloudy With a Chance of Meatballs</b> ; crayons, paper
<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>• Weather: what is happening outside in nature like rain, sunny, hot, or cold</li> <li>• Drizzle: a light rain</li> <li>• Fog: cloudlike air on the ground that makes seeing far ahead difficult</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>This book is long and pictures include fun details. Activities will encourage attention to both the vocabulary and the illustrations.</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 of the book.</li> <li>• Read the title of the book</li> <li>• Introduce 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>• Re-read the title. <b>PREDICTION: <i>Let's look at the picture on the cover. What do you think this book is going to be about? Why does this man have an umbrella? Why does he have a plate, cup, and silverware? There will be some new words in this story and many of these words will be "weather words". Define and discuss weather at this time. Let's see if you can hear weather words as we read the story. When you hear a weather word, like "rain", say "That's a weather 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 name of the town? What happened in this town three times a day? You remember a lot! You are so smart!</i></b></li> <li>• Repeat front cover, back cover, spine, author, illustrator questions.</li> <li>• <b><i>There were three new words in this story.</i></b> Choose one and ask the children to tell you what it means. Repeat with all the words.</li> <li>• <b><i>Reading something two times helps us to remember new things. Let's read it again.</i></b></li> </ul>

<p><b>During Reading</b></p>	<p><b>Day 1 ReadingPal:</b></p> <ul style="list-style-type: none"> <li>• Ask children to make predictions periodically throughout the story. Use picture clues to guide discussions. <b>Why do you think there were no food stores in Chewandswallow? Why did the people have clothespins on their noses when the cheese fell? What do you think the people will do after their homes, schools and stores are damaged?</b></li> <li>• The pictures are detailed. Stop periodically to ask children to find specific things in the pictures. Example: On the picture of Main Street, <b>Who can find the movie theater? Gas station? Couch? Musical instrument?</b> Finding a specific detail on a page crowded with pictures introduces skills that will be helpful later with skimming and study skills.</li> </ul> <p><b>Day 2 ReadingPal:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• After picture where Grandpa tells a bedtime story, ask, <b>What lies across the ocean and bumpy mountains?</b> (tiny town of Chewandswallow)</li> <li>• <b>Why is the town called Chewandswallow?</b></li> <li>• After picture with newspaper, ask, <b>What happened when the weather "took a turn for the worse?" How do you think the people felt?</b></li> <li>• These questions encourage recall and comprehension.</li> </ul>
<p><b>After Reading</b></p>	<p><b>Day 1 ReadingPal:</b></p> <ul style="list-style-type: none"> <li>• Review the book page by page, pointing out the weather words such as rain, snow, wind, shower, drizzle. Ask the children, <b>What do these words mean?</b> Make a list of weather words.</li> <li>• On a blank piece of paper, write 3 weather words such as rainy, sunny, and cloudy across the top. Down the left side of the paper, write the names of the children and your own name. Say, <b>We are going to vote for the kinds of weather we like. Raise your hand if you like weather that is rainy.</b> (repeat with sunny and cloudy) <b>Which weather had the most votes and is the favorite? Which has the least votes? Why do you think this is the favorite? Why do you think this is the least favorite?</b></li> <li>• <b>Ask children to draw a picture of themselves outside in their favorite kind of weather.</b></li> <li>• Close this session with a routine song, fingerplay, or gesture and positive comment. Ask the children to <b>"Quietly row back to their groups on their "bread rafts."</b></li> </ul> <p><b>Day 2 ReadingPal:</b></p> <ul style="list-style-type: none"> <li>• Share with the children that this story has many compound words. Tell them, <b>Compound words are two words put together to make one new word.</b> Share words from the story such as pan/cakes, meat/balls, school/house, left/overs, and stomach/ache. Ask children what word would be left if you took away one of the words. For example, <b>What word is left if we take "pan" away from cake?</b> Write "pancake" on a piece of paper. Cover the word "pan." <b>What word is left?</b> Cover the word cake. <b>Now what word is left?</b> Do this with all the listed compound words. Help the children to think of their own compound words. Repeat activity.</li> <li>• Have the children make up silly words to put together and take apart such as "catcar"; then ask the children to draw a picture of their "silly" compound word.</li> </ul> <p>Close this session with a routine song, fingerplay, or gesture and positive comment. Ask the children to, <b>"Quietly tiptoe back to your groups so you do not step on any meatballs."</b></p>

<b>BOOK 31</b>	<p><b><u>Thousands of Never Ending Stories</u></b>          Author: Sylvia Palmer          Illustrator: Fay Kelley</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: visual clues, predictions, building vocabulary, comprehension and recall.</p>
<b>Materials</b>	<p><b>Thousands of Never Ending Stories;</b> Day 1: Two standard kitchen sponges, a small bowl or Tupperware-type container, water (just a little from the classroom sink), scissors. Day 2: crayons, markers, plain paper. Optional: construction paper, glitter, glue</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>• Gift: a present given or received (ask for examples – birthday, holiday) – OR - A talent or skill that can be shared with others. Day 2 includes an activity that helps to define “gift” as it is used in this story.</li> <li>• Soak: sop up, draw in, take in, hold liquid (or knowledge!) Day 1 includes an activity that helps to define “soak” and “absorb.”</li> <li>• Absorb: to understand - especially new information; soak up</li> <li>• Eager: excited, ready, impatient</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. (This may not be necessary at this point in the year, but continue if your students are new or have not mastered it.)</li> <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/paints the pictures) <b>How do you think the illustrator made these pictures?</b> (Painted with water colors.)</li> </ul> </li> <li>• Read the title again; ask the children to make a prediction. <b>Let’s look at the picture on the cover. What do you think this book is going to be about? Why would thousands of stories never end? What is the “setting” for the story – where does it take place?</b> (Beach. Have you ever been to the beach? Are you going this summer? What do you like to do at the beach?)             <ul style="list-style-type: none"> <li>• <b>There are pictures of our ReadingPals box in this story. When I turn the page and you see the ReadingPals box, put your finger on the picture and say “ReadingPals!”</b></li> </ul> </li> </ul> <p><b>Day 2 ReadingPal</b></p> <ul style="list-style-type: none"> <li>• <b>Reading something two times helps us to see new things. We read every one of our books two times. You have learned so much this year! Who remembers the name of this book?</b></li> </ul>

	<ul style="list-style-type: none"> <li>• <b>Tell me what you remember about the story? Why did the story never end?</b> (Because big people (and big Sponges) and little people (and little Sponges) are growing and learning every day. Every day is a new story with a new ending – it never ends!! <b>What did Sponge like to share with others?</b> (knowledge/love) <b>How did sponge get from the beach where she lived to the classroom?</b> (Child picked her up in his bucket and brought her to school.)</li> <li>• If your students have not fully mastered the concepts, repeat front cover, back cover, spine, author, illustrator questions.</li> <li>• <b>You talked about the words “soak” and “absorb” with your ReadingPal last time. Do you remember what those words mean? Did you soak up anything with a sponge? Tell me about it! Let’s see if you remember those words when we read them in the story. When you hear me read “soak” or “absorb” in the story squeeze your hands together like you are squeezing a sponge that soaked up water. Let’s practice. Good! Let’s read the story.</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>Why is Sponge at the beach?</b>(Sponges live in water.) <b>Who lives in Florida?</b> (We do!)<b>Is that our city or our state? What is sponge soaking up?</b> (All the things she is learning when she reads. Her brain is soaking up knowledge like a sponge soaks up water.) <b>Why does it make her joyful? (Happy?)</b> She likes to learn. <b>What do you like to learn?</b> Reading, math, riding a bike, swimming) <b>What made Sponge scared?</b> (Leaving her home at the beach) <b>Have you ever had to move to a new place? How did you feel?</b></li> <li>• Pause to allow children to look at picture pages. Encourage them to find Sponge, to identify the school building, to see the ReadingPal kit on the shelf. <b>Where is Sponge now?</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> Repeat some of the questions from Day 1. <b>Every sponge learned new things and shared them with sponges that were smaller (younger) than themselves. What do you know that could share with younger children?</b> 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> </ul>
<p><b>After Reading</b></p>	<p><b>Day 1</b></p> <ul style="list-style-type: none"> <li>• <b>We talked about the ways Sponge “soaked up” knowledge and how she shared what she knew with sponges that were younger and smaller. I brought a sponge today. Let’s share it! (Cut it in half and give one piece to each student.) I also brought a container. What could I put in this container that the sponge could soak up?</b> (Water – other liquids.) Get enough water to fill both halves of the sponge and a handful of paper towels. Allow the children to soak up the water with their sponges. Talk about the terms soak and absorb. If you want, cut the sponges into several smaller sponges to see if they can still soak up all the water (knowledge.) Talk about what your students will “soak up” (learn) when they go to 1<sup>st</sup> grade.</li> </ul> <p><b>Day 2</b></p> <ul style="list-style-type: none"> <li>• <b>Sponge shared her “gifts” of love and knowledge with younger sponges. What are your gifts? What do you do very well? How could you share that with others? Let’s draw a picture of your gifts.</b> You may want to allow children to make their “gift pictures” special by adding glitter or by “framing” them with construction paper.</li> </ul> <p>After the dismissal routine, remind the children to share their gifts and thank them for allowing you to share your gifts with them this year.</p>