

Fables & the Real World Teacher's Guide

**Fables &
the Real
World**





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the Real
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Helping Teachers Meet Common Core State Standards





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Teacher's Guide at a Glance

This free, downloadable Teacher's Guide has been prepared to provide teachers with a set of activities that are aligned to the Common Core State Standards. Each "theme set" is prefaced by a Scope and Sequence Chart that enables teachers to see at a glance how each book meets the standards. Below is a sample of the Scope and Sequence Chart.

Title	Language Skill	Foundational Skill (Phonics)	Graphic Organizer	Grade K Standards Met	Grade 1 Standards Met	Grade 2 Standards Met
The Donkey and His Driver	Nouns/verbs	Vowel digraphs	Character Description Chart	RL.K.3 L.K.1b	RL.1.2 RL.1.3 RL.1.5 RL.1.6 RF.1.3c	RL.2.2 RL.2.3 RL.2.5 RF.2.3b
Animals That Work for Us	Simple/compound sentences	Long e spelled -ey, -y	Cluster Web	RI.K.2 RI.K.3 RI.K.8 L.K.4b L.K.5c	RI.1.2 RI.1.3 RI.1.5 RI.1.8 L.1.1j L.1.4c L.1.5c	RI.2.3 RI.2.6 RI.2.8 RF.2.3c L.2.4c L.2.5a

For each book in the series, the following skills/topics are covered:

1. Comprehending Content
2. Looking at Language: Word Skills
3. Looking at Language: Phonics
4. Looking at Story Elements
5. Looking at Vocabulary: Content Words (nonfiction only)
6. Practicing Fluency

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Meeting Common Core State Standards

The Ant and the Grasshopper Theme Set

Title	Language Skill	Foundational Skill (Phonics)	Graphic Organizer	Grade K Standards Met	Grade 1 Standards Met	Grade 2 Standards Met
The Ant and the Grasshopper	Question words	Consonants	Venn Diagram	RL.K.2 RF.K.3a L.K.1d	RL.1.2 RL.1.3 RL.1.6	RL.2.2 RL.2.3 RL.2.6
Getting Ready for Winter	Irregular plural nouns	r-controlled vowels	T-Chart	RI.K.2 RI.K.3 RI.K.5 L.K.4b	RI.1.2 RI.1.3 RI.1.6 RI.1.7 L.1.4c	RI.2.3 RI.2.5 RI.2.7 RF.2.3e L.2.1b
Grasshoppers	Compound words	Multisyllabic words	Cluster Web	RI.K.3 RI.K.6 L.K.4a	RI.1.3 RI.1.5 RF.1.3.d	RI.2.3 RI.2.7 RI.2.8 L.2.4d
Incredible Ants	Adjectives	Consonant blends	KWL Chart	RI.K.1 RI.K.2 RI.K.7 RF.K.3a	RI.1.1 RI.1.2 RI.1.7 L.1.1f L.1.5b L.1.5d	RI.2.1 RI.2.5 RI.2.6 RI.2.7 L.2.5b

The Ant and the Grasshopper

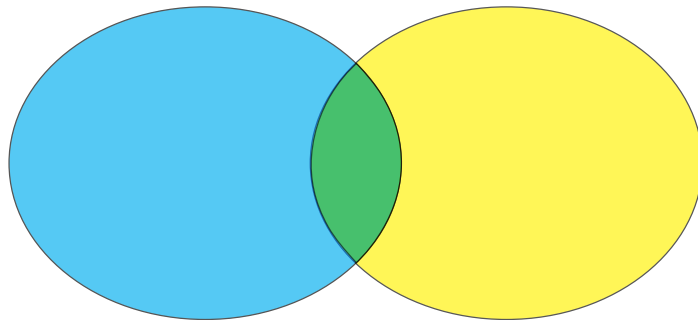
COMPREHENDING CONTENT

These questions will challenge children to think critically about this book:

1. What would you include in a retelling of this fable?
2. Over how long a period of time does the story take place?
3. Who is telling the story? How do you know?
4. How does Ant react any time Grasshopper wants him to do something together?
5. Who learns the lesson at the end? What is the lesson?

Venn Diagram

To check children's understanding of the book, create a Venn diagram, then work together to compare and contrast Ant and Grasshopper.



LOOKING AT LANGUAGE: WORD SKILLS

Question words begin with *who*, *what*, *where*, *when*, *why*, and *how*. Asking and answering questions will help children delve deeper into the story to understand the characters and events. Have pairs take turns asking each other questions that begin with the question words above. Then as children read other books, encourage them to use question words as they talk to one another about what they are reading.

LOOKING AT LANGUAGE: PHONICS

1. Write several words from the book that contain frequently appearing consonants. Point to a consonant at random and ask children to name the consonant and say its sound.
2. Divide the class and assign several consonants to each group. Have each group name words they know that begin with their assigned consonants.

LOOKING AT STORY ELEMENTS

Ask children questions about the story elements in this book:

1. How does Ant feel about playing and working? Grasshopper?
2. Where does the story take place?
3. What are three things Grasshopper wanted Ant to do?
4. Why does Ant refuse to go along with Grasshopper?
5. What predictions did you make as you read the story? Were your predictions correct?

PRACTICING FLUENCY

Choose one or more of the following exercises to help children practice their fluency as they learn to read:

1. Use the text in a shared reading. Encourage children to follow the text with their fingers as you read the book aloud.
2. Instruct children to echo read with expression and phrasing.
3. Have children practice reading dialogue, making their reading sound like the characters feel and talk.
4. Have pairs take turns reading the text to each other and give feedback about automaticity, rate, accuracy, intonation, expression, and phrasing.
5. Have children independently engage in repeated readings.

Getting Ready for Winter

COMPREHENDING CONTENT

These questions will challenge children to think critically about this book:

1. What do you see on the front cover of the book? What does the photo on the front cover tell you?
2. What is the main topic of this book? What are some key details that support the topic?
3. How are hibernating or flying away for the winter similar?
4. What does the text on p. 8 tell you? What does the photo tell you? Which provides more information about lodges?
5. How can you use the index to find information on chipmunks?

T-Chart

To check children's understanding, create a T-Chart. Work together to list the animals on the left side of the chart. On the right side, write or draw a way each gets ready for winter.

Animals	How They Get Ready for Winter

LOOKING AT LANGUAGE: WORD SKILLS

Most plural nouns can be formed by adding -s or -es to a noun. However, **irregular plural nouns** take on an irregular spelling when they are formed. Have children identify the irregular plural nouns in this book (*leaves, mice, geese, fish, people*), then look for them (and others) in other classroom materials.

LOOKING AT LANGUAGE: PHONICS

1. Have children find words in this book with r-controlled vowels: *different, winter, for, survive, gathering, store, squirrels, beavers, burrow, far, warm, deeper, hibernating, under, bears, our*.
2. Ask children to identify the vowels affected by *r* and read the word, emphasizing the sound of *r* plus the vowel.

LOOKING AT VOCABULARY: CONTENT WORDS

Choose one or more of the following as a way to help children understand the content vocabulary words in the book:

1. Have children sort the words by number of syllables.
2. Ask children to identify the root in *hibernating*. Have them add other inflected endings to *hibernate* and *survive*.
3. Children can ask 5W questions about the words.
4. Partners can give hints about meaning and guess the words.
5. Have children make up a sentence that uses each word.

PRACTICING FLUENCY

Choose one or more of the following exercises to help children practice their fluency as they learn to read:

1. Use the text in a shared reading. Encourage children to follow the text with their fingers as you read the book aloud.
2. Instruct children to echo read with expression and phrasing.
3. Have children reread the text, using context to confirm or self-correct word recognition and understanding.
4. Have pairs take turns reading the text to each other and give feedback about automaticity, rate, accuracy, intonation, expression, and phrasing.
5. Have children independently engage in repeated readings.

Grasshoppers

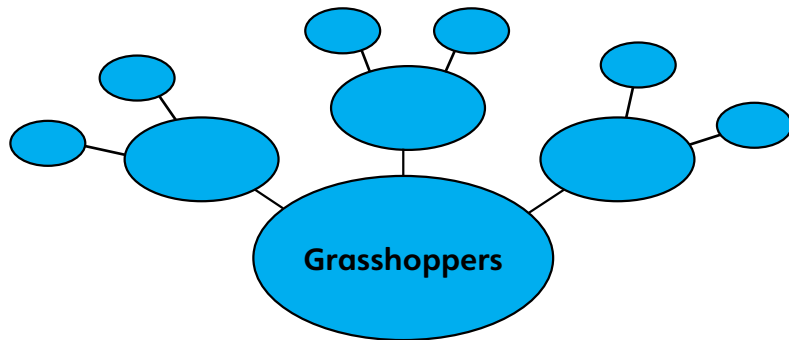
COMPREHENDING CONTENT

These questions will challenge children to think critically about this book:

1. Who wrote this book? What is the photographer's role in a book like this?
2. How would you use the TOC to find out if grasshoppers can be found in the city?
3. How does a grasshopper's life cycle coincide with the seasons of the year?
4. How does the photo on p. 3 clarify the text on that page?
5. How does the author support specific points he makes in the book? Find two examples.

Cluster Web

To check children's understanding, create a Cluster Web and write "Grasshoppers" in the center circle. Work together to fill in the outer circles and spokes with information from the book.



LOOKING AT LANGUAGE: WORD SKILLS

Compound words are made up of two smaller words. The meaning of each word can be used to predict the meaning of the compound word. Have children identify the compound words in this book (*grasshopper*, *backyards*), then look for other compound words as they read other books.

LOOKING AT LANGUAGE: PHONICS

1. Have children use the knowledge that each syllable must have a vowel sound to identify multisyllabic words in the book.
2. Write the multisyllabic words on the board. Have children take turns identifying where the words should be divided.

LOOKING AT VOCABULARY: CONTENT WORDS

Choose one or more of the following as a way to help children understand the content vocabulary words in the book:

1. Have children make up one sentence that uses *swarm* as a verb and one that uses *swarm* as a noun.
2. Ask children to make up 5W questions about the words.
3. Have children draw pictures to illustrate the words' meaning.
4. Provide clues to meaning and have children guess the word.
5. Have children name synonyms for each word.

PRACTICING FLUENCY

Choose one or more of the following exercises to help children practice their fluency as they learn to read:

1. Use the text in a shared reading. Encourage children to follow the text with their fingers as you read the book aloud.
2. Instruct children to echo read with expression and phrasing.
3. Have children reread the text, using context to confirm or self-correct word recognition and understanding.
4. Have pairs take turns reading the text to each other and give feedback about automaticity, rate, accuracy, intonation, expression, and phrasing.
5. Have children independently engage in repeated readings.

Incredible Ants

COMPREHENDING CONTENT

These questions will challenge children to think critically about this book:

1. What is this book about? What are three details that tell about the main idea?
2. How can you use the headings in the book to learn about ants?
3. How can you use the photo on p. 7 to describe a key detail?
4. Where do ants live? How big are ants? What other questions would you like to ask about ants?
5. Why do you think the author wrote this book? What is the most important idea he wants to communicate?

KWL Chart

Create a KWL Chart. Use the chart before, during, and after reading to record what children already know about ants, what they want to know, and what they learned.

Know	Want to Know	Learned
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

LOOKING AT LANGUAGE: WORD SKILLS

Adjectives are words that describe people, places, things, and ideas. The word *incredible* is an adjective. Have children find other examples of adjectives in this book (*six, black, brown, red, different, big, smaller*). Have children find adjectives in other classroom books they read this week.

LOOKING AT LANGUAGE: PHONICS

1. Ask children to look for words in the book with consonant blends. Point out that blends can be found at the beginning, in the middle, or at the end of words: **black, incredible, ant**.
2. Ask children to find other words with consonant blends, say each sound individually, then blend them together.

LOOKING AT VOCABULARY: CONTENT WORDS

Choose one or more of the following as a way to help children understand the content vocabulary words in the book:

1. Help children identify synonyms for the adjective *incredible* that differ in intensity (shades of meaning).
2. Have children define *tunnel* by category and one or more key attributes (e.g., a *duck* is a bird that swims).
3. Provide single-word hints and have children guess the word.
4. Have children make up a sentence using the word.
5. Ask pairs to make up a short story that includes the words.

PRACTICING FLUENCY

Choose one or more of the following exercises to help children practice their fluency as they learn to read:

1. Use the text in a shared reading. Encourage children to follow the text with their fingers as you read the book aloud.
2. Instruct children to echo read with expression and phrasing.
3. Have children reread the text, using context to confirm or self-correct word recognition and understanding.
4. Have pairs take turns reading the text to each other and give feedback about automaticity, rate, accuracy, intonation, expression, and phrasing.
5. Have children independently engage in repeated readings.

Meeting Common Core State Standards

The Boy Who Cried Wolf Theme Set

Title	Language Skill	Foundational Skill (Phonics)	Graphic Organizer	Grade K Standards Met	Grade 1 Standards Met	Grade 2 Standards Met
The Boy Who Cried Wolf	Past tense irregular verbs	Multisyllabic words	Character Description Chart	RL.K.2 RL.K.4	RL.1.2 RF.1.3d RF.1.3e	RL.2.2 RL.2.3 RL.2.4 RL.2.6 L.2.1d
Is It a Wolf or a Coyote?	Irregular plurals	Similarly-spelled words	Venn Diagram	RI.K.3 RI.K.5 RF.K.3d L.K.5c	RI.1.3 L.1.5c	RI.2.3 RI.2.5 RI.2.7 L.2.1b L.2.5a
Sheep	Collective nouns	Distinguish long and short vowels	Idea Web	RI.K.1 RI.K.2 RI.K.4 RI.K.5	RI.1.4 L.1.5a	RI.2.4 RI.2.5 RI.2.7 RF.2.3a L.2.1a
Wool for My Sweater	Question words	r-controlled vowels	Sequence Chain	RI.K.1 RI.K.7 L.K.1d L.K.4b	RI.1.1 RI.1.7 L.1.4c	RI.2.1 RI.2.5 RI.2.7 RF.2.3e L.2.4c

The Boy Who Cried Wolf

COMPREHENDING CONTENT

These questions will challenge children to think critically about this book:

1. What are the most important details you would include if you retold this story to a friend?
2. Why do you think the boy played a trick on the villagers?
3. How does the boy react when the villagers come running to his rescue? Which line in the book tells you this?
4. What lesson does the boy learn at the end of the story?
5. How does the repetition of some of the lines affect how you read the story?

Character Description Chart

To check children's understanding, create a Character Description Chart. Work together to analyze the boy's actions and what they say about what kind of person he is.

Character	What does this character do?	What does this show about the character?

LOOKING AT LANGUAGE: WORD SKILLS

Adding -ed to the end of most verbs creates the past tense. However, the **past tense of irregular verbs** is different. Have children identify the past tense irregular verbs in this book and tell the verbs' present tense. (*took/take, saw/see, came/come, said/say, ran/run, got/get, went/go*) Have children look for instances of past tense irregular verbs in other books.

LOOKING AT LANGUAGE: PHONICS

1. Have children find two-syllable words in the book. Write them on the board and use syllabication rules to help children divide them (*between double consonants, open/closed syllables, one vowel sound per syllable, etc.*)
2. As children encounter multisyllabic words, have them clap and count the syllables as they read and say the word.

LOOKING AT STORY ELEMENTS

Ask children questions about the story elements in this book:

1. Where does this story take place? How do you know?
2. How does the story begin? How does it end?
3. Would you have done what the villagers do at the end? Why or why not?
4. What does it mean when someone says, "He cried wolf"?
5. Is the lesson to be learned a good one? Why or why not?

PRACTICING FLUENCY

Choose one or more of the following exercises to help children practice their fluency as they learn to read:

1. Use the text in a shared reading. Encourage children to follow the text with their fingers as you read the book aloud.
2. Instruct children to echo read with expression and phrasing.
3. Have children practice reading dialogue, making their reading sound like the characters feel and talk.
4. Have pairs take turns reading the text to each other and give feedback about automaticity, rate, accuracy, intonation, expression, and phrasing.
5. Have children independently engage in repeated readings.

Is It a Wolf or a Coyote?

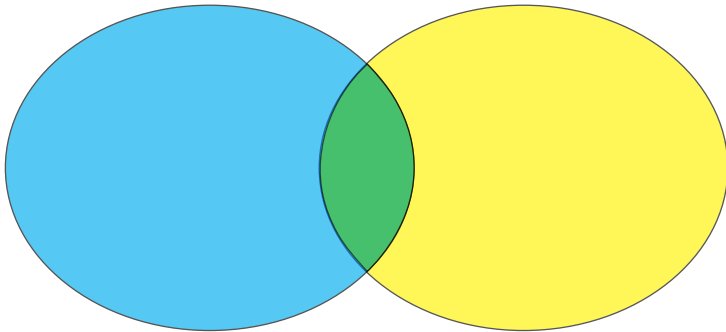
COMPREHENDING CONTENT

These questions will challenge children to think critically about this book:

1. If you aren't familiar with the word *coyote* or know what a coyote is, how does the title page help you?
2. How is the information about these animals connected?
3. Why does the author use the math terms *rectangle* and *triangle* on pp. 8-9?
4. If you want information on the animals' feet, which page would you look on?
5. How do the photos on pp. 10-11 support the text on those pages?

Venn Diagram

To check children's understanding, create a Venn diagram and work together to compare and contrast wolves and coyotes.



LOOKING AT LANGUAGE: WORD SKILLS

Most plural nouns can be formed by adding -s or -es to a noun, which names a person, place, thing, or idea. However, **irregular plural nouns** take on an irregular spelling when they are formed. Have children identify the irregular plural nouns in this book (*teeth*, *wolves*, *feet*, *deer*, *moose*, *mice*), then look for them (and others) in books they read this week.

LOOKING AT LANGUAGE: PHONICS

1. Have children find the similarly-spelled words *tall* and *small*. Ask them to identify the sounds that are different, then the letters.
2. Ask children to find other such words in the book and tell the letters that differ: *feet/teeth*, *food/moose*, *have/live*.

LOOKING AT VOCABULARY: CONTENT WORDS

Choose one or more of the following as a way to help children understand the content vocabulary words in the book:

1. Have children identify the real-life connections between words and their use; i.e., animals that live in the *wild*.
2. Ask children to create similes that use the word(s).
3. Say a definition and have children name the matching word.
4. Have children draw a picture to remind them of each word.
5. Identify the commonalities between the words.

PRACTICING FLUENCY

Choose one or more of the following exercises to help children practice their fluency as they learn to read:

1. Use the text in a shared reading. Encourage children to follow the text with their fingers as you read the book aloud.
2. Instruct children to echo read with expression and phrasing.
3. Have children reread the text, using context to confirm or self-correct word recognition and understanding.
4. Have pairs take turns reading the text to each other and give feedback about automaticity, rate, accuracy, intonation, expression, and phrasing.
5. Have children independently engage in repeated readings.

Sheep

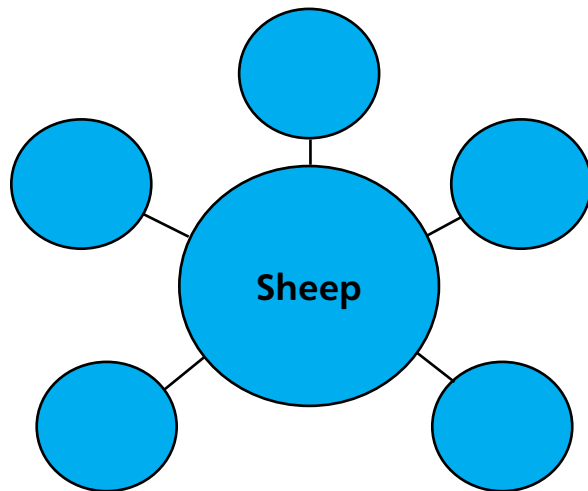
COMPREHENDING CONTENT

These questions will challenge children to think critically about this book:

1. What do you call a baby sheep?
2. What information does the back cover tell you?
3. How is the word *pen* used on page 8? How can you tell what a pen is by looking at the photo?
4. How do the photos on p. 10 help you understand the text?
5. How do you know that the word *flock* will be defined in the book?
On which page would you look to find out about a flock of sheep?

Idea Web

To check children's understanding of the book, create an Idea Web. Write "Sheep" in the center circle and work together to fill in (write or draw) details from the book about sheep.



LOOKING AT LANGUAGE: WORD SKILLS

Collective nouns name a group of people, places, things, and ideas, or individuals within a group. Have children identify the collective noun in this book: *flocks*. Ask children to name other collective nouns they know that refer to animals. (*herd of cattle, litter of pups, pack of dogs, pride of lions, school of fish*)

LOOKING AT LANGUAGE: PHONICS

1. Have children find *sheep*, *kept* on p. 8. Ask how they know which word has a long vowel and which has a short vowel. Have them give an example of each that is not in the book.
2. Ask children to identify single-syllable words in the book with long vowel sounds. Repeat with short vowel sounds.

LOOKING AT VOCABULARY: CONTENT WORDS

Choose one or more of the following as a way to help children understand the content vocabulary words in the book:

1. Have children identify a word from three clues; i.e., *feet*, *toes*, *paws* = *hooves*.
2. Write the words and definitions on individual cards. Have children find the words and definitions that match.
3. Ask children to make up riddles about the words.
4. Have children sort the words into categories.
5. Ask children to name synonyms for words.

PRACTICING FLUENCY

Choose one or more of the following exercises to help children practice their fluency as they learn to read:

1. Use the text in a shared reading. Encourage children to follow the text with their fingers as you read the book aloud.
2. Instruct children to echo read with expression and phrasing.
3. Have children reread the text, using context to confirm or self-correct word recognition and understanding.
4. Have pairs take turns reading the text to each other and give feedback about automaticity, rate, accuracy, intonation, expression, and phrasing.
5. Have children independently engage in repeated readings.

Wool for My Sweater

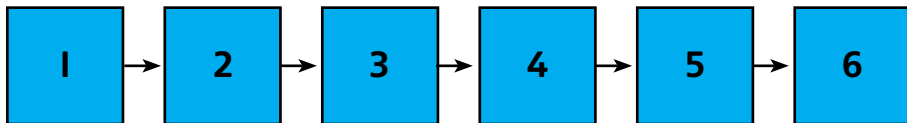
COMPREHENDING CONTENT

These questions will challenge children to think critically about this book:

1. How does the photo on p. 9 help you understand the process of carding wool?
2. What is made of wool? Where does wool come from? How do we turn wool into clothing? Why does shearing happen?
3. Which text feature would you use to understand the difference between shearing and spinning?
4. What do you learn about shearing from the photo on p. 5?
5. What questions do you still have about making wool?

Sequence Chain

To check children's understanding of the book, create a Sequence Chain and work together to identify the steps wool goes through to make clothing or blankets.



LOOKING AT LANGUAGE: WORD SKILLS

Asking and answering **question words** that begin with *who*, *what*, *where*, *when*, *why*, and *how* help check a reader's understanding of the concepts presented in a book. Have children take turns making up questions to ask each other. Guide them to begin their questions with the 5W's and *how*.

LOOKING AT LANGUAGE: PHONICS

1. Have children identify words with r-controlled vowels: *other*, *sweater*, *fur*, *very*, *warm*, *sheared*, *summer*, *clippers*, *hurt*, *haircut*, *dirty*, *carded*, *yarn*, *different*, *colors*, *turned*.
2. Write the words on the board and have children identify the r-controlled vowels, then read the word.

LOOKING AT VOCABULARY: CONTENT WORDS

Choose one or more of the following as a way to help children understand the content vocabulary words in the book:

1. Write a word on the board, adding an inflected ending. Have children adjust the definition to match the new word.
2. Give meaning clues and have children guess the word.
3. Ask children to take turns acting out the words.
4. Have children find other words within each word.
5. Ask pairs to make up a story using at least two of the words. Ask them to share their stories with the rest of the class.

PRACTICING FLUENCY

Choose one or more of the following exercises to help children practice their fluency as they learn to read:

1. Use the text in a shared reading. Encourage children to follow the text with their fingers as you read the book aloud.
2. Instruct children to echo read with expression and phrasing.
3. Have children reread the text, using context to confirm or self-correct word recognition and understanding.
4. Have pairs take turns reading the text to each other and give feedback about automaticity, rate, accuracy, intonation, expression, and phrasing.
5. Have children independently engage in repeated readings.

Meeting Common Core State Standards

The Donkey and His Driver Theme Set

Title	Language Skill	Foundational Skill (Phonics)	Graphic Organizer	Grade K Standards Met	Grade 1 Standards Met	Grade 2 Standards Met
The Donkey and His Driver	Nouns/verbs	Vowel digraphs	Character Description Chart	RL.K.3 L.K.1b	RL.1.2 RL.1.3 RL.1.5 RL.1.6 RF.1.3c	RL.2.2 RL.2.3 RL.2.5 RF.2.3b
Animals That Work for Us	Simple/compound sentences	Long e spelled -ey, -y	Cluster Web	RI.K.2 RI.K.3 RI.K.8 L.K.4b L.K.5c	RI.1.2 RI.1.3 RI.1.5 RI.1.8 L.1.1j L.1.4c L.1.5c	RI.2.3 RI.2.6 RI.2.8 RF.2.3c L.2.4c L.2.5a
Is It a Donkey or a Horse?	Adjectives/comparative adjectives	High-frequency words (irregularly-spelled words)	Venn Diagram	RF.K.3c RI.K.7	RF.1.3g RI.1.6 RI.1.7 L.1.1f	RI.2.5 RI.2.6 RI.2.7 RF.2.3f L.2.4e
Mountains	Conjunctions	Diphthongs	Main Idea and Details chart	RI.K.3 RI.K.4 RI.K.8 L.K.4b	RI.1.3 RI.1.4 RI.1.8 L.1.1g L.1.4c	RI.2.3 RI.2.4 RI.2.5 RI.2.8 RF.2.3e L.2.4c L.2.4e

The Donkey and His Driver

COMPREHENDING CONTENT

These questions will challenge children to think critically about this book:

1. How would you describe the donkey? The driver? How does the driver describe himself?
2. What makes this fable different than other stories you have read? How is it different than a book about mountains?
3. Why does Donkey want to go straight down the mountain? What does the driver try to warn Donkey about?
4. Who is telling this story?
5. How do you think the driver felt when Donkey crashed into the barn? How would you have felt?

Character Description Chart

To check children's understanding, create a Character Description Chart. Work together to identify character traits possessed by the driver and Donkey.

Character	What does this character do?	What does this show about the character?

LOOKING AT LANGUAGE: WORD SKILLS

Nouns names people, places, things, and ideas: *bucket, boy, nightmare, sidewalk*. **Verbs** are words that express action: *look/looks/looked/looking, walk/walks/walked/walking*. Point to a noun or verb in this book and have children tell which it is.

LOOKING AT LANGUAGE: PHONICS

1. Help children identify words in this book with vowel digraphs: *donkey, mountain, road, looked, below, see, straight, slow, stay, head, tail, hay, instead*.
2. Help children identify words in other books that use the vowel digraphs contained in this book.

LOOKING AT STORY ELEMENTS

Ask children questions about the story elements in this book:

1. Where does this story take place? Why do you think that?
2. What happens at the beginning of the story? The middle? The end?
3. What predictions did you make as you were reading? Were they correct?
4. What is the lesson to be learned in this fable?
5. Why do you think this lesson is a good one to learn?

PRACTICING FLUENCY

Choose one or more of the following exercises to help children practice their fluency as they learn to read:

1. Use the text in a shared reading. Encourage children to follow the text with their fingers as you read the book aloud.
2. Instruct children to echo read with expression and phrasing.
3. Have children practice reading dialogue, making their reading sound like the characters feel and talk.
4. Have pairs take turns reading the text to each other and give feedback about automaticity, rate, accuracy, intonation, expression, and phrasing.
5. Have children independently engage in repeated readings.

Animals That Work for Us

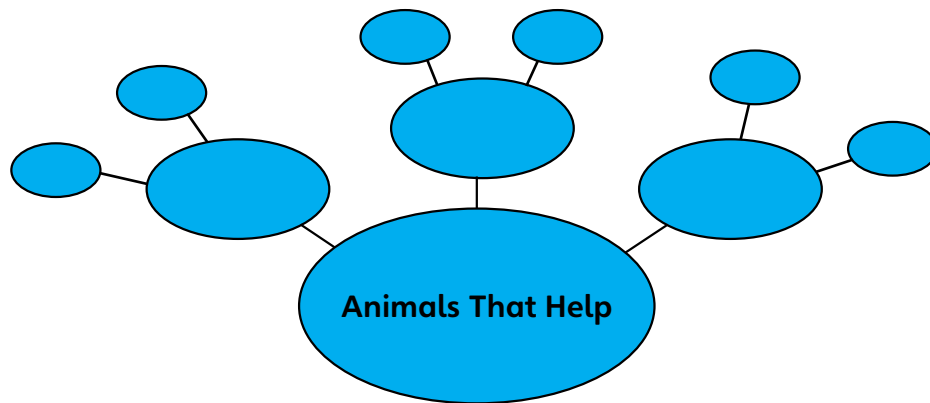
COMPREHENDING CONTENT

These questions will challenge children to think critically about this book:

1. What is this book mostly about? Find two key details in the book that you used to figure this out.
2. What are two reasons the author gives to support his point that horses can help us?
3. How are elephants and camels alike?
4. Why do you think the author wrote this book? What does he want you to know?
5. What is the purpose of a Table of Contents? On what page will you find out about cows?

Cluster Web

Create a Cluster Web to check children's understanding. Write "Animals That Help" in the center and work together to add information from the book to the outer circles and spokes.



LOOKING AT LANGUAGE: WORD SKILLS

Help children **combine simple sentences** to make compound sentences, i.e.: *A horse can pull a wagon. And a horse can work for the police. / A horse can pull a wagon and work for the police.* Have pairs identify simple sentences in the book that can be combined to make compound sentences.

LOOKING AT LANGUAGE: PHONICS

1. Help children identify words in the book with long e spelled ey, y: *carry, heavy, donkey(s).*
2. Provide children with several other books and have them search for words with long e spelled ey, y.

LOOKING AT VOCABULARY: CONTENT WORDS

Choose one or more of the following as a way to help children understand the content vocabulary words in the book:

1. Write the words and add inflected endings. Have children identify the root and use it to tell what the new word means.
2. Have children alphabetize the words to the 2nd letter.
3. Ask children to name synonyms for the words.
4. Ask children questions about the words, i.e., *Where do you use a plow? Why would you need to guard someone?*
5. Have children act out the words as others guess the word.

PRACTICING FLUENCY

Choose one or more of the following exercises to help children practice their fluency as they learn to read:

1. Use the text in a shared reading. Encourage children to follow the text with their fingers as you read the book aloud.
2. Instruct children to echo read with expression and phrasing.
3. Have children reread the text, using context to confirm or self-correct word recognition and understanding.
4. Have pairs take turns reading the text to each other and give feedback about automaticity, rate, accuracy, intonation, expression, and phrasing.
5. Have children independently engage in repeated readings.

Is It a Donkey or a Horse?

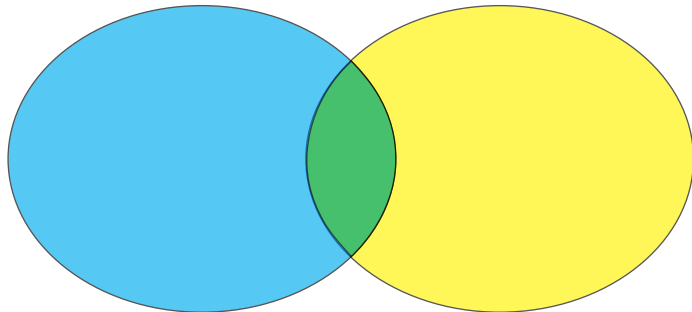
COMPREHENDING CONTENT

These questions will challenge children to think critically about this book:

1. Where are the donkey and the horse on p. 3? How do you know? How do the photo and text work together?
2. What does the author use to compare the animals' sizes?
3. Does the photo on p. 13 or the text tell you that a donkey is stubborn? How does the photo support the text?
4. Why do you think the author wrote this book? What do you think he thinks is important to know?
5. If you want to know how fast or slow a donkey or horse go, what would you use in this book to find out?

Venn Diagram

Create a Venn diagram to check children's understanding. Work together to identify what is unique about donkeys and horses and how they are similar.



LOOKING AT LANGUAGE: WORD SKILLS

Adjectives describe nouns or pronouns. **Comparative adjectives** compare two nouns. Help children identify the adjectives in this book (*four, same, different, many, long, pointy, stubborn, fast, slow*) and the comparative adjectives (*taller, shorter, stronger*). Ask them what is being described or compared.

LOOKING AT LANGUAGE: PHONICS

1. High-frequency words (irregularly-spelled/sight words) cannot be sounded out using regular sound-spellings. Point to a sight word in the book and have children read it aloud.
2. Write high-frequency words from the book on individual index cards. Use them as flash cards and have children practice reading them several times.

LOOKING AT VOCABULARY: CONTENT WORDS

Choose one or more of the following as a way to help children understand the content vocabulary words in the book:

1. Ask children to use each word in a sentence of their own.
2. Have children look up each word in an online or print dictionary and tell the meaning in their own words.
3. Help children make up similes for the words.
4. Provide three clues and have children guess the word.
5. Have pairs use the words to make up a story.

PRACTICING FLUENCY

Choose one or more of the following exercises to help children practice their fluency as they learn to read:

1. Use the text in a shared reading. Encourage children to follow the text with their fingers as you read the book aloud.
2. Instruct children to echo read with expression and phrasing.
3. Have children reread the text, using context to confirm or self-correct word recognition and understanding.
4. Have pairs take turns reading the text to each other and give feedback about automaticity, rate, accuracy, intonation, expression, and phrasing.
5. Have children independently engage in repeated readings.

Mountains

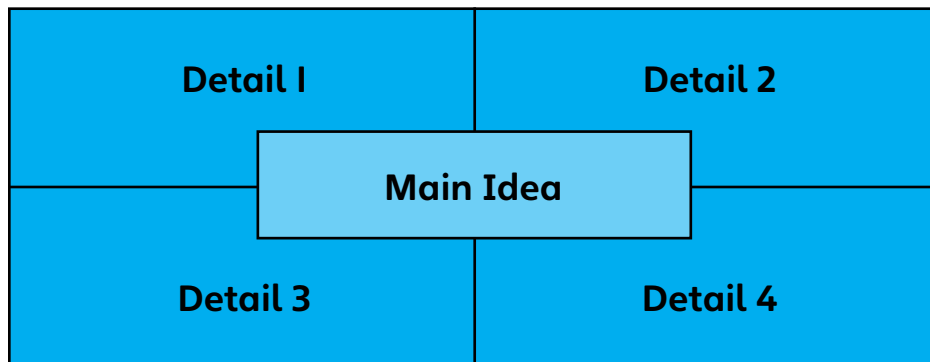
COMPREHENDING CONTENT

These questions will challenge children to think critically about this book:

1. How does the author support the idea that some mountains are made with heat?
2. What do you think “boils up” means? What clues are in the photo? In the text?
3. How are volcanoes and heat connected? Use the book to support your answer.
4. How does the picture on p. 14 help you understand how a mountain can be formed by pressure?
5. If you want to find an interesting fact about mountains, on which page would you look?

Main Idea and Details Chart

To check children’s understanding, create a Main Idea and Details Chart. Work together to identify the main idea of the book and key details that support the main idea.



LOOKING AT LANGUAGE: WORD SKILLS

Conjunctions connect a word to a word or a phrase: *and, but, or, nor, yet, so*. Help children identify the conjunctions in this book (*and, or, but*). Ask them to identify which words or phrases are connected by the conjunctions.

LOOKING AT LANGUAGE: PHONICS

1. Help children identify words in the book that contain diphthongs: *how, mountain, boils, cause(s), Mount*.
2. Write *ow, ou, aw, au, oi, oy* on the board. Read a few books together and help children identify the words in those books that contain diphthongs.

LOOKING AT VOCABULARY: CONTENT WORDS

Choose one or more of the following as a way to help children understand the content vocabulary words in the book:

1. Group children. Assign an inflected ending to each group. Have them identify roots in words with their assigned ending.
2. Have children find the words in online or print dictionaries.
3. Ask children to make up a sentence using two of the words.
4. Have children illustrate each word.
5. Ask children to make a Word Web for the words.

PRACTICING FLUENCY

Choose one or more of the following exercises to help children practice their fluency as they learn to read:

1. Use the text in a shared reading. Encourage children to follow the text with their fingers as you read the book aloud.
2. Instruct children to echo read with expression and phrasing.
3. Have children reread the text, using context to confirm or self-correct word recognition and understanding.
4. Have pairs take turns reading the text to each other and give feedback about automaticity, rate, accuracy, intonation, expression, and phrasing.
5. Have children independently engage in repeated readings.

Meeting Common Core State Standards

The Dove King Theme Set

Title	Language Skill	Foundational Skill (Phonics)	Graphic Organizer	Grade K Standards Met	Grade 1 Standards Met	Grade 2 Standards Met
The Dove King	Prepositions	High-frequency words (irregularly-spelled words)	Problem & Solution Chart	RL.K.1 RL.K.5 RF.K.3c	RL.1.1 RL.1.2 RF.1.3g L.K.1e	RL.2.1 RL.2.3 RF.2.3f
Doves	Conjunctions	Commonly-confused words	Cluster Web	RI.K.1 RI.K.3	RI.1.1 RI.1.3 RI.1.5 L.1.1g	RI.2.1 RI.2.3 RI.2.7 RF.2.3e
Nets for Work and Play	Regular plural nouns	Consonant digraphs	Idea Web	RI.K.2 RI.K.7 L.K.1c L.K.5a	RI.1.2 RI.1.6 RI.1.7 RF.1.3a L.1.5a	RI.2.2 RI.2.6 RI.2.7 L.2.4e
Seeds	Subject/verb agreement	Final silent e/long vowel digraphs	Sequence Chain	RI.K.7 L.K.5b L.K.5c	RI.1.6 RI.1.7 RF.1.3c L.1.1c L.1.4b L.1.4c L.1.5c	RI.2.6 RI.2.7 L.2.4b L.2.4c L.2.5a

The Dove King

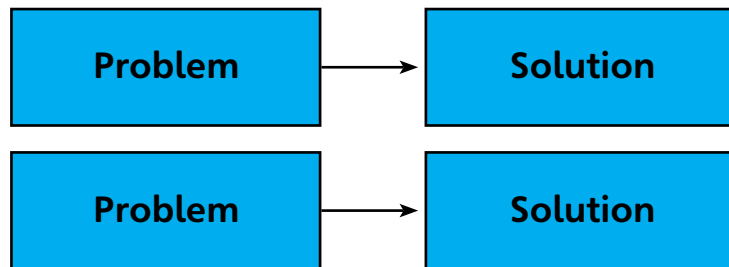
COMPREHENDING CONTENT

These questions will challenge children to think critically about this book:

1. How do you know this book is a fable?
2. Why might the doves be carrying suitcases?
3. What is the Dove King's plan?
4. What makes the Dove King's plan work?
5. The Dove King is smart. Give two reasons to support this.

Problem/Solution Chart

Create a Problem/Solution Chart to check children's understanding. Work together to identify problems contained in the plot and how those problems were solved.



LOOKING AT LANGUAGE: WORD SKILLS

Prepositions are words that show the relationship between an object and another word: *into the fire*, *near the door*. Help children identify the prepositions in this book: *on, for, down, to, through, out, up*. Ask children what the preposition is related to in each sentence. Then have them look for prepositions in other books.

LOOKING AT LANGUAGE: PHONICS

1. High-frequency words (irregularly-spelled/sight words) cannot be sounded out using regular sound-spellings. Point to a sight word in the book and have children read it aloud.
2. Write sight words on slips of paper and put them in a hat. Have children pick out a slip and read the word.

LOOKING AT STORY ELEMENTS

Ask children questions about the story elements in this book:

1. Who is the main character in this story?
2. What is the primary problem in the story?
3. How do the doves react to their predicament?
4. How is the problem solved?
5. What is the lesson to be learned in this fable?

PRACTICING FLUENCY

Choose one or more of the following exercises to help children practice their fluency as they learn to read:

1. Use the text in a shared reading. Encourage children to follow the text with their fingers as you read the book aloud.
2. Instruct children to echo read with expression and phrasing.
3. Have children practice reading dialogue, making their reading sound like the characters feel and talk.
4. Have pairs take turns reading the text to each other and give feedback about automaticity, rate, accuracy, intonation, expression, and phrasing.
5. Have children independently engage in repeated readings.

Doves

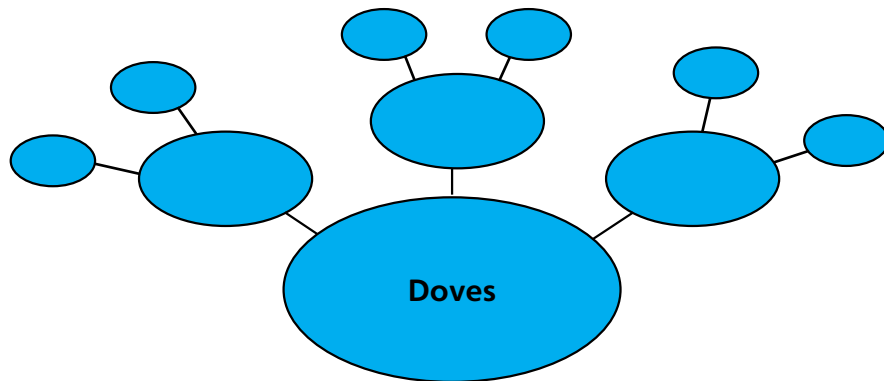
COMPREHENDING CONTENT

These questions will challenge children to think critically about this book:

1. How is a dove the same as other birds? Different?
2. What other bird do you know whose babies are called chicks? How do they look the same? Different?
3. How does the photo on p. 14 help you understand what the different parts of a chick look like?
4. What is one animal that preys on doves? How do you know?
5. Which part of the book would you use to find out what information it contains?

Cluster Web

To check children's understanding, create a Cluster Web. Write "Doves" in the center and work together to write facts about doves in the other circles and spokes.



LOOKING AT LANGUAGE: WORD SKILLS

Conjunctions connect individual words or groups of words: *I have a job and go to school. I can go, but I have to come home early. It's late, so I have to go home. You can come with me or go with them.* Help children identify the conjunctions used in this book and tell what they connect in each instance.

LOOKING AT LANGUAGE: PHONICS

1. Have children identify the commonly-confused words in this book: *to, two, too; their, there*. Ask why each is used the way it is.
2. Challenge children to make up a sentence that uses *to, two, too* and one that uses *their* and *there*.

LOOKING AT VOCABULARY: CONTENT WORDS

Choose one or more of the following as a way to help children understand the content vocabulary words in the book:

1. Have children use the words in analogies: *a nose is to a person as a ___ is to a bird; a pup is to dog as a ___ is to a dove.*
2. Say a word and have children say the first word they think of.
3. Have children describe a beak and a chick.
4. Ask children to think of what the words have in common.
5. Have children make up a Word Web for each word.

PRACTICING FLUENCY

Choose one or more of the following exercises to help children practice their fluency as they learn to read:

1. Use the text in a shared reading. Encourage children to follow the text with their fingers as you read the book aloud.
2. Instruct children to echo read with expression and phrasing.
3. Have children reread the text, using context to confirm or self-correct word recognition and understanding.
4. Have pairs take turns reading the text to each other and give feedback about automaticity, rate, accuracy, intonation, expression, and phrasing.
5. Have children independently engage in repeated readings.

Nets for Work and Play

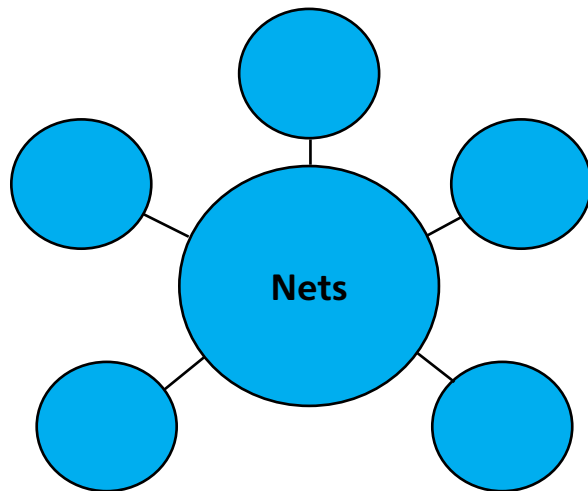
COMPREHENDING CONTENT

These questions will challenge children to think critically about this book:

1. What is the main topic of this book? What is p. 9 mostly about?
2. What do you think lacrosse is? How can you tell from the photos and text?
3. What does the photo on p. 11 tell you that the text does not?
4. What reasons does the author give for saying why nets are used in or around water?
5. What does the author want to explain? Why might that be?

Idea Web

Create an Idea Web to check children's understanding of this book. Write "Nets" in the center circle and work together to write or draw facts about nets in the outer circles.



LOOKING AT LANGUAGE: WORD SKILLS

Regular plural nouns are made by adding -s or -es to the ends of words that name people, places, things, or ideas. Help children identify the regular plural nouns in this book. Ask them to say the noun as it is written, say the singular form, then tell if -s or -es was added to make it plural.

LOOKING AT LANGUAGE: PHONICS

1. Have children identify words in this book with consonant digraphs: *there, catch(ing), things, fish, ships, trucks, with, something, they, beaches, sharks, other, throw, through, stick, kick*.
2. Write the words on the board and ask children to take turns circling the letters that make the consonant digraphs.

LOOKING AT VOCABULARY: CONTENT WORDS

Choose one or more of the following as a way to help children understand the content vocabulary words in the book:

1. Ask 5W questions about the words.
2. Have children name categories that the words fit into.
3. Ask children to act out the words.
4. Provide clues and have children guess the words.
5. Ask children to find the words' definitions in a dictionary.

PRACTICING FLUENCY

Choose one or more of the following exercises to help children practice their fluency as they learn to read:

1. Use the text in a shared reading. Encourage children to follow the text with their fingers as you read the book aloud.
2. Instruct children to echo read with expression and phrasing.
3. Have children reread the text, using context to confirm or self-correct word recognition and understanding.
4. Have pairs take turns reading the text to each other and give feedback about automaticity, rate, accuracy, intonation, expression, and phrasing.
5. Have children independently engage in repeated readings.

Seeds

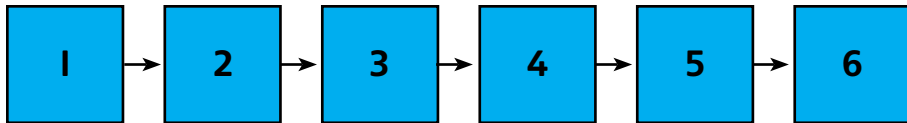
COMPREHENDING CONTENT

These questions will challenge children to think critically about this book:

1. What information does the photo on p. 5 provide?
2. What happens when a seed gets water and sun? What else does a seed need to grow?
3. What do the photos and text on pp. 8-9 tell you?
4. What would happen if a seed got no water?
5. Why does the author think seeds are amazing? Why do you think he wrote this book?

Sequence Chain

To check children's understanding of the book, create a Sequence Chain and work together to identify what happens to a seed when it is planted.



LOOKING AT LANGUAGE: WORD SKILLS

Subject/verb agreement means that a singular subject must have a singular verb and a plural subject must have a plural verb: *A seed is . . .* vs *Seeds are . . .* Have children find sentences with plural subjects and verbs and rewrite the sentences so the subjects and verbs are singular, i.e., *Seeds are amazing.* / *A seed is amazing.*

LOOKING AT LANGUAGE: PHONICS

1. Have children find words in the book with final silent e as well as long vowel digraphs: *seed(s), inside, waiting, three, goes, rain, sunshine, tree, eat.*
2. Have children sort the words by their vowel sounds then sort them by their vowel combinations.

LOOKING AT VOCABULARY: CONTENT WORDS

Choose one or more of the following as a way to help children understand the content vocabulary words in the book:

1. Ask children what the words *poisons, poisoners, poisoned and poisoning* mean. Have them use the words in sentences.
2. Have children add prefixes such as *re-* and *un-* to the word and tell their meanings.
3. Have children name other things that are poisonous.
4. Ask children to name the antonym of *poisonous*.
5. Have pairs make up 5W questions about the word.

PRACTICING FLUENCY

Choose one or more of the following exercises to help children practice their fluency as they learn to read:

1. Use the text in a shared reading. Encourage children to follow the text with their fingers as you read the book aloud.
2. Instruct children to echo read with expression and phrasing.
3. Have children reread the text, using context to confirm or self-correct word recognition and understanding.
4. Have pairs take turns reading the text to each other and give feedback about automaticity, rate, accuracy, intonation, expression, and phrasing.
5. Have children independently engage in repeated readings.

Meeting Common Core State Standards

The Fox and the Goat Theme Set

Title	Language Skill	Foundational Skill (Phonics)	Graphic Organizer	Grade K Standards Met	Grade 1 Standards Met	Grade 2 Standards Met
The Fox and the Goat	Nouns/action verbs	Inflected endings	Predictions Chart	RL.K.7 RL.K.6 L.K.1b	RL.1.2 RL.1.3 RL.1.4 RL.1.7 RF.1.3f	RL.2.3 RL.2.7
Animals Are Clever	Conjunctions	Consonant digraphs	T-Chart	RI.K.3 RI.K.8 L.K.5c	RI.1.3 RI.1.5 RI.1.8 RF.1.3a L.1.1g L.1.5a L.1.5b L.1.5c L.1.5d	RI.2.3 RI.2.6 RI.2.7 RI.2.8
Goats on the Go	Adjectives	One-syllable words	KWL Chart	RI.K.6 RI.K.7 L.K.4a L.K.5a	RI.1.5 RI.1.7 RF.1.3b L.1.1f L.1.5a	RI.2.6 RI.2.7 L.2.4e
The Life of a Fox	Prepositions	Similarly-spelled words	Cycle Diagram	RI.K.1 RI.K.2 RF.K.3d L.K.1e	RI.1.1 RI.1.2 RI.1.5 L.1.5b	RI.2.5 RI.2.7

The Fox and the Goat

COMPREHENDING CONTENT

These questions will challenge children to think critically about this book:

1. Who wrote this book? Who is the illustrator? What is the difference in their roles?
2. Who is in the well? Who goes in to help him?
3. Which senses do the following words from the book appeal to: *yell, cold, splashed, cried*?
4. How does Little Goat get Mr. Fox out of the well? Use the text and pictures on p. 15 to help you answer.
5. What is the moral, or lesson, of this fable?

Predictions Chart

To check children's understanding of this fable, create a Prediction Chart. Work together to make predictions about what will happen and write what actually happened.

Page	What I Think Will Happen	What Really Happens

LOOKING AT LANGUAGE: WORD SKILLS

Nouns name people, places, things, or ideas: *dogs, girls, school, dream*. **Action verbs** tell about an action happening now, in the past, or in the future: *hop, hopped, hopping, will hop*. Make a two-column chart on the board. Point to words in the book and have children tell if they are nouns or action verbs.

LOOKING AT LANGUAGE: PHONICS

1. Help children find words in the book with inflected endings: *liked, jumped, jumping, coming, looked, yelled, having, saying, splashed, cried, asked, crying, trying, needed, climbed, pulled, learned*.
2. Have children identify the base word in each and tell what happens to each word when the inflected ending is added.

LOOKING AT STORY ELEMENTS

Ask children questions about the story elements in this book:

1. Who is the main character? Why do you think that?
2. Where does the story take place? How do you know?
3. How would you describe Little Goat?
4. Did you think Mr. Fox would try to trick Little Goat? Why or why not?
5. When have you jumped into something without thinking?

PRACTICING FLUENCY

Choose one or more of the following exercises to help children practice their fluency as they learn to read:

1. Use the text in a shared reading. Encourage children to follow the text with their fingers as you read the book aloud.
2. Instruct children to echo read with expression and phrasing.
3. Have children practice reading dialogue, making their reading sound like the characters feel and talk.
4. Have pairs take turns reading the text to each other and give feedback about automaticity, rate, accuracy, intonation, expression, and phrasing.
5. Have children independently engage in repeated readings.

Animals Are Clever

COMPREHENDING CONTENT

These questions will challenge children to think critically about this book:

1. How are otters and raccoons alike? Use the text to answer.
2. Which page would you look at to see what information is included in this book?
3. How does the text and photo on p. 3 help you understand the meaning of clever?
4. Why do you think the author wrote this book? What does he want you to know?
5. How does the author support the points he makes about the animals in this book?

T-Chart

To check children's understanding, create a T-Chart. Write "Animals" as one head and "Cleverness" as the other. Work together to identify and write how each animal is clever.

Animals	Cleverness

LOOKING AT LANGUAGE: WORD SKILLS

Conjunctions connect individual words or groups of words. Help children identify sentences in this book that could be combined by adding conjunctions *and, but, or, so, because*, i.e., *An otter is clever because it can use a rock to open a shell. A spider can make a web to catch food, so it is clever.*

LOOKING AT LANGUAGE: PHONICS

1. Help children identify words in this book with consonant digraphs *th, sh, wh, ch, ck, tch, ng, ph*.
2. Make a chart with digraphs as heads. Add words with consonant digraphs as they are encountered.

LOOKING AT VOCABULARY: CONTENT WORDS

Choose one or more of the following as a way to help children understand the content vocabulary words in the book:

1. Have children identify synonyms for *clever* that differ in intensity (shades of meaning).
2. Ask children to make real-life connections to words, i.e., *Where would you find a lodge? What else can be clever?*
3. Have children define the words in their own way.
4. Ask children to illustrate the words.
5. Give children clues and have them identify the word.

PRACTICING FLUENCY

Choose one or more of the following exercises to help children practice their fluency as they learn to read:

1. Use the text in a shared reading. Encourage children to follow the text with their fingers as you read the book aloud.
2. Instruct children to echo read with expression and phrasing.
3. Have children reread the text, using context to confirm or self-correct word recognition and understanding.
4. Have pairs take turns reading the text to each other and give feedback about automaticity, rate, accuracy, intonation, expression, and phrasing.
5. Have children independently engage in repeated readings.

Goats on the Go

COMPREHENDING CONTENT

These questions will challenge children to think critically about this book:

1. Who wrote this book? What is his role? What is the photographer's role?
2. What is the difference between what the text on p. 2 tells you and what the pictures on pp. 2-3 tell you?
3. Why does the author include a photo of both a big and small goat on pp. 4-5?
4. What does the author want you to know about goats?
5. What headings are included in this book? What does a heading tell you?

KWL Chart

Create a KWL Chart. Use the chart before, during, and after reading to record what children already know about goats, what they want to know, and what they learned.

Know	Want to Know	Learned
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

LOOKING AT LANGUAGE: WORD SKILLS

Adjectives describe nouns: tiny bike, brown deer, bright light. Help children identify the adjectives in this book: *big, small, brown, gray, white, black*. Have children look for adjectives in other classroom books they read today.

LOOKING AT LANGUAGE: PHONICS

1. Point to one-syllable words in the book and have children use letter-sound relationships to decode them.
2. Have children find words in the book that begin with the same sounds. Ask them to name the letter that makes the sound.

LOOKING AT VOCABULARY: CONTENT WORDS

Choose one or more of the following as a way to help children understand the content vocabulary words in the book:

1. Ask children to look in a dictionary to find the word's meaning.
2. Have children tell other meanings of the word.
3. Ask children to use the word in a sentence.
4. Have children tell what else lives or grows in the wild.
5. Ask children to illustrate the word.

PRACTICING FLUENCY

Choose one or more of the following exercises to help children practice their fluency as they learn to read:

1. Use the text in a shared reading. Encourage children to follow the text with their fingers as you read the book aloud.
2. Instruct children to echo read with expression and phrasing.
3. Have children reread the text, using context to confirm or self-correct word recognition and understanding.
4. Have pairs take turns reading the text to each other and give feedback about automaticity, rate, accuracy, intonation, expression, and phrasing.
5. Have children independently engage in repeated readings.

The Life of a Fox

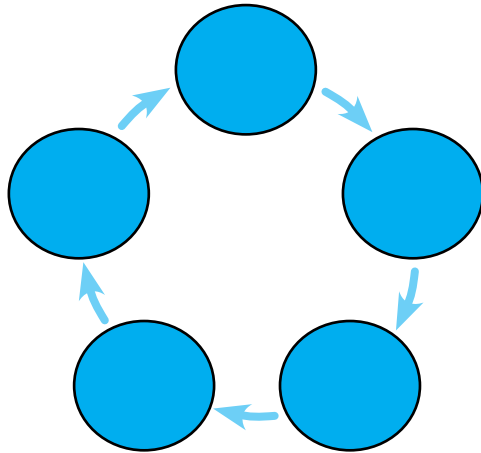
COMPREHENDING CONTENT

These questions will challenge children to think critically about this book:

1. What is this book mostly about? How do you know?
2. What time of year are baby foxes born? When do they leave the den?
3. Does the photo or the text on p. 2 help you know what a baby fox looks like? How?
4. How is the book's ending like its beginning?
5. On which page would you look to find the meaning of *den*?

Cycle Diagram

Create a Cycle Diagram to check children's understanding. Work together to write about or draw a picture about what happens after a baby fox is born. Add circles if needed.



LOOKING AT LANGUAGE: WORD SKILLS

Prepositions are words or phrases that show the relationship between an object and another word in the sentence. Help children identify the prepositions in this book: *in, out, with, by, for*. Ask children what the preposition is related to in each sentence. Then have them look for prepositions in other books.

LOOKING AT LANGUAGE: PHONICS

1. Remind children that similarly-spelled words may differ by a single sound or letter. Write *fox, den, born* on the board. Say words with sounds similar to those on the board: *box, fix; pen, hen, Dan, Don; horn, corn*. Have children identify the sound and letter that differs.
2. Point to other words in the book and repeat the activity.

LOOKING AT VOCABULARY: CONTENT WORDS

Choose one or more of the following as a way to help children understand the content vocabulary words in the book:

1. Ask children 5W questions about the words.
2. Have children tell a key attribute of each word's meaning.
3. Ask children to illustrate each word.
4. Play Jeopardy: *This is a den*.
5. Have children look for the words in other books.

PRACTICING FLUENCY

Choose one or more of the following exercises to help children practice their fluency as they learn to read:

1. Use the text in a shared reading. Encourage children to follow the text with their fingers as you read the book aloud.
2. Instruct children to echo read with expression and phrasing.
3. Have children reread the text, using context to confirm or self-correct word recognition and understanding.
4. Have pairs take turns reading the text to each other and give feedback about automaticity, rate, accuracy, intonation, expression, and phrasing.
5. Have children independently engage in repeated readings.

Meeting Common Core State Standards

The Fox, the Lion, and the Deer Theme Set

Title	Language Skill	Foundational Skill (Phonics)	Graphic Organizer	Grade K Standards Met	Grade 1 Standards Met	Grade 2 Standards Met
The Fox, the Lion, and the Deer	Past tense irregular verbs	Suffixes	Character Description Chart	RL.K.3 RL.K.5 RL.K.7	RL.1.2 RL.1.3 RL.1.7	RL.2.3 RL.2.5 RL.2.7 RF.2.3d L.2.1d
Deer	Personal/possessive pronouns	Common vowel teams	Cluster Web	RI.K.2 RI.K.7 RI.K.8 L.K.5d	RI.1.2 RI.1.5 RI.1.7 RI.1.8 L.1.1d L.1.5d	RI.2.5 RI.2.7 RI.2.8 RF.2.3b L.2.5b
Do Animals Talk?	Determiners (articles/demonstratives)	Multisyllabic words	Three-Column Chart	RI.K.3 RI.K.5	RI.1.3 RF.1.3d L.1.1h L.1.5b L.1.5d	RI.2.2 RI.2.3 RI.2.5
Lions	Subject/verb agreement	Long vowel sounds spelled <i>igh</i> , <i>igh</i>	Idea Web	RI.K.3 RI.K.7 L.K.4a L.K.5c	RI.1.3 RI.1.7 RI.1.8 L.1.1c L.1.5c	RI.2.3 RI.2.5 RI.2.7 RF.2.3e L.2.1a L.2.4e L.2.5a

The Fox, the Lion, and the Deer

COMPREHENDING CONTENT

These questions will challenge children to think critically about this book:

1. What kind of story is this? What makes a fable different than other stories you have read?
2. What happens at the beginning? The middle? The end?
3. How would you describe the fox?
4. Is the deer aware of the plan to catch him? How do you know? How does the illustration on p. 7 help you?
5. How does the fox get “outfoxed”? What lesson does he learn?

Character Description Chart

To check children’s understanding, create a Character Description Chart. Work together to identify character traits possessed by the fox, the lion, and the deer.

Character	What does this character do?	What does this show about the character?

LOOKING AT LANGUAGE: WORD SKILLS

The past tense is created by adding *-ed* to most verbs. However, this does not apply to the ***past tense of irregular verbs***. Have children identify these verbs in this book and tell the verbs’ present tense. (*saw/see, did/do, said/say, took/take, got/get, woke/wake, fell/fall, came/come, made/make*). Have children look for instances of past tense irregular verbs in other books.

LOOKING AT LANGUAGE: PHONICS

1. Have children identify words in the book that have suffixes, or word endings: *sneaky, looking, shouted, bigger, stronger, faster, climbed, waited, making, looked, roared, jumped, landed*.
2. Have children sort the words by suffix, then name other words they know with those same suffixes.

LOOKING AT STORY ELEMENTS

Ask children questions about the story elements in this book:

1. Who is the main character in this fable?
2. Where does the story take place? How do you know?
3. What is the problem in the story?
4. What is the fox’s plan?
5. What happens at the end of the story?

PRACTICING FLUENCY

Choose one or more of the following exercises to help children practice their fluency as they learn to read:

1. Use the text in a shared reading. Encourage children to follow the text with their fingers as you read the book aloud.
2. Instruct children to echo read with expression and phrasing.
3. Have children practice reading dialogue, making their reading sound like the characters feel and talk.
4. Have pairs take turns reading the text to each other and give feedback about automaticity, rate, accuracy, intonation, expression, and phrasing.
5. Have children independently engage in repeated readings.

Deer

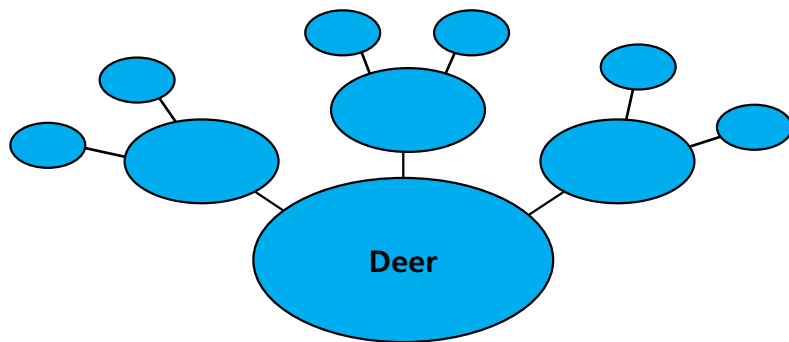
COMPREHENDING CONTENT

These questions will challenge children to think critically about this book:

1. What is the main topic of this book? What are two things you learned from reading it?
2. What does the author say about a deer's nose on p. 6? Why is there a close-up picture of a deer's nose on that page?
3. How does the picture on p. 10 help you learn about deer?
4. How does the author support the point he makes about why deer have thick fur on their bodies?
5. If you want to know what a female deer and a baby deer are called, where would you look?

Cluster Web

To check children's understanding, create a Cluster Web and write "Deer" in the center circle. Work together to fill in the outer circles and spokes with information from the book.



LOOKING AT LANGUAGE: WORD SKILLS

Personal pronouns take the place of nouns in a sentence: *The rabbit hopped. / It hopped.* **Possessive pronouns** show ownership: *The rabbit's paws were dirty. / Its paws were dirty.* Have children identify the personal and possessive pronouns in this book and look for them in other books they read today.

LOOKING AT LANGUAGE: PHONICS

1. Have children identify words in this book with common vowel teams: *deer, see, dangerous, around, out, rain, keep, too, each, good, doe, about, head, healthy.*
2. Ask children to sort the words by the vowel sounds they make (long e, short e, long o, etc.)

LOOKING AT VOCABULARY: CONTENT WORDS

Choose one or more of the following as a way to help children understand the content vocabulary words in the book:

1. Have children name synonyms for the verb *survive* that differ in intensity (shades of meaning).
2. Say a word. Have children say the first word they think of.
3. Have children use each word in a sentence of their own.
4. Ask children to give their partners clues about the words and have the partner guess the word.
5. Ask children 5W questions about each word.

PRACTICING FLUENCY

Choose one or more of the following exercises to help children practice their fluency as they learn to read:

1. Use the text in a shared reading. Encourage children to follow the text with their fingers as you read the book aloud.
2. Instruct children to echo read with expression and phrasing.
3. Have children reread the text, using context to confirm or self-correct word recognition and understanding.
4. Have pairs take turns reading the text to each other and give feedback about automaticity, rate, accuracy, intonation, expression, and phrasing.
5. Have children independently engage in repeated readings.

Do Animals Talk?

COMPREHENDING CONTENT

These questions will challenge children to think critically about this book:

1. What does the front cover tell a reader? The back cover? The title page?
2. How are puffer fish, skunks, and elephants alike?
3. How are people and animals alike?
4. What is the main topic of this book? What is the focus of the text on p. 15?
5. If you want to know about poisonous animals, on which page would you look?

Three-Column Chart

To check children's understanding, create a Three-Column Chart. Write *Body*, *Sounds*, *Colors* as column heads. Work together to complete the chart using information from the book.

Body	Sounds	Colors

LOOKING AT LANGUAGE: WORD SKILLS

Determiners (also known as **articles**) are adjectives that come before nouns and other adjectives: **a** barn, **an** orange, **the** blue car. **A** and **an** refer to any person, place, or thing; **the** refers to a particular person, place, or thing. Have children identify the articles in the book and tell why **a**, **an**, or **the** is used.

LOOKING AT LANGUAGE: PHONICS

1. Remind children that every syllable must have a vowel sound. Ask them to identify words in the book with more than one syllable.
2. Write some of the words on the board and have children take turns drawing slash marks between the syllables.

LOOKING AT VOCABULARY: CONTENT WORDS

Choose one or more of the following as a way to help children understand the content vocabulary words in the book:

1. Have children name synonyms for each word that differs in intensity and manner (shades of meaning).
2. Ask children to act out the meaning of the words.
3. Have children define the words by category and at least one attribute: *A roar is an animal sound that is loud.*
4. Ask children to make a Word Web for each word.
5. Have children illustrate the meaning of the words.

PRACTICING FLUENCY

Choose one or more of the following exercises to help children practice their fluency as they learn to read:

1. Use the text in a shared reading. Encourage children to follow the text with their fingers as you read the book aloud.
2. Instruct children to echo read with expression and phrasing.
3. Have children reread the text, using context to confirm or self-correct word recognition and understanding.
4. Have pairs take turns reading the text to each other and give feedback about automaticity, rate, accuracy, intonation, expression, and phrasing.
5. Have children independently engage in repeated readings.

Lions

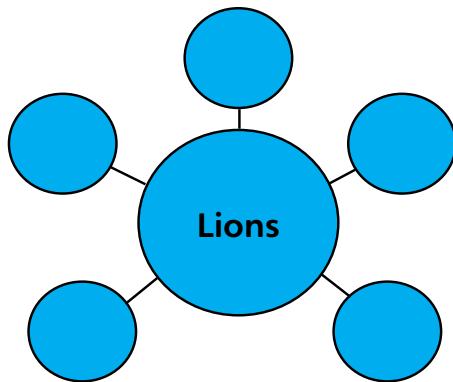
COMPREHENDING CONTENT

These questions will challenge children to think critically about this book:

1. How does p. 3 help you understand how big a lion is?
2. What does the author use to compare the how fast a lion is? How long it sleeps? How long adults care for their babies?
3. What did you learn about lions from reading this book?
4. In which two places could you look to find out about a lion's mane?
5. What does the author do that makes facts about lions easy to understand?

Idea Web

Create an Idea Web to check children's understanding, writing "Lions" in the center. Work together to identify details about lions from the book and write or draw them in the outer circles.



LOOKING AT LANGUAGE: WORD SKILLS

Subject/verb agreement means that a singular subject must have a singular verb and a plural subject must have a plural verb: *A lion is...* vs *Lions are* Help children find sentences with singular subjects and verbs and rewrite the sentences so the subjects and verbs are plural, i.e., *A lion is bigger than a dog. Lions are bigger than dogs.*

LOOKING AT LANGUAGE: PHONICS

1. Help children find words in the book that have long vowel sounds with spellings *-igh* and *-igh*: *weigh, eight, highway, eighteen, night.*
2. Write these words and other words with these spellings on the board. Point to a word and have children read it.

LOOKING AT VOCABULARY: CONTENT WORDS

Choose one or more of the following as a way to help children understand the content vocabulary words in the book:

1. Ask questions about the words: *What is a group of lions called? What is a baby lion called? What else has a mane?*
2. Have children tell other meanings for *cub* and *pride*.
3. Ask partners to make up riddles about the words.
4. Have children identify a word from three clues: *baby, infant, offspring = cub.*
5. Ask children to find the words in a dictionary.

PRACTICING FLUENCY

Choose one or more of the following exercises to help children practice their fluency as they learn to read:

1. Use the text in a shared reading. Encourage children to follow the text with their fingers as you read the book aloud.
2. Instruct children to echo read with expression and phrasing.
3. Have children reread the text, using context to confirm or self-correct word recognition and understanding.
4. Have pairs take turns reading the text to each other and give feedback about automaticity, rate, accuracy, intonation, expression, and phrasing.
5. Have children independently engage in repeated readings.

Meeting Common Core State Standards

The Milkmaid and Her Pail Theme Set

Title	Language Skill	Foundational Skill (Phonics)	Graphic Organizer	Grade K Standards Met	Grade 1 Standards Met	Grade 2 Standards Met
The Milkmaid and Her Pail	Onomatopoeia	High-frequency words (irregularly-spelled words)	Summarizing Chart	RL.K.2 RF.K.3c	RL.1.2 RL.1.3 RL.1.4 RL.1.5 RL.1.6 RF.1.3g	RL.2.1 RL.2.2 RL.2.4 RF.2.3f
Marvelous Milk	Prepositions	Consonant digraphs	Idea Web	RI.K.4 L.K.1c L.K.1d L.K.1e L.K.5c	RI.1.4 RF.1.3a	RI.2.1 RI.2.4 RI.2.5 RI.2.6 RI.2.7 L.2.4d L.2.5a
Stores and Markets	Conjunctions	Two-syllable long vowel words	5Ws Chart	RI.K.1 RI.K.7 L.K.4a	RI.1.1 RI.1.7 L.1.1g	RI.2.1 RI.2.2 RI.2.6 RI.2.7 RF.2.3c L.2.1a
Who Needs a Cow?	Nouns/action verbs	r-controlled vowels	Sequence Chain	RI.K.1 RI.K.3 L.K.1b	RI.1.1 RI.1.3 RI.1.4 L.1.5b	RI.2.1 RI.2.3 RI.2.4 RI.2.5 RI.2.7 RF.2.3e

The Milkmaid and Her Pail

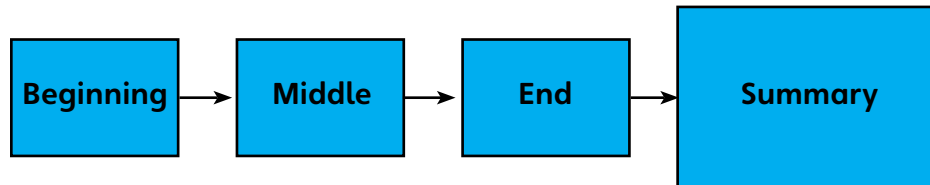
COMPREHENDING CONTENT

These questions will challenge children to think critically about this book:

1. How is this book different than other books you have read about farmers and cows? What makes it different?
2. What are the most important ideas you would include in a retelling of this fable?
3. What is the girl thinking about on p. 10? How do you know?
4. What is the lesson learned, or moral of the story? How does it apply to what happens to the milkmaid?
5. Which sentences are repeated throughout the story? How does this help you read and understand the text?

Summarizing Chart

To check children's understanding, create a Summarizing Chart. Work together to write (or draw) what happens at the beginning, middle, and end. Then write a short summary.



LOOKING AT LANGUAGE: WORD SKILLS

Onomatopoeia words resemble the sounds they refer to: *argh*, *boing*, *crash*, *meow*, *pop*, *splat*. Have children identify onomatopoeia words in the book, then look for them in other books they read. Display words such as these in the classroom.

LOOKING AT LANGUAGE: PHONICS

1. High-frequency words (irregularly-spelled/sight words) cannot be sounded out using regular sound-spellings. Point to a sight word in the book and have children read it aloud.
2. Have pairs take turns “tracing” a word on their partners’ back. Ask children to identify the word and say it aloud.

LOOKING AT STORY ELEMENTS

Ask children questions about the story elements in this book:

1. What kind of character is the farmer? The milkmaid?
2. When does this story take place? How can you tell?
3. Why does the milkmaid not see the hole in the road?
4. How does the moral of the story apply to something in your life?
5. If you could rewrite the ending of the story, how would you change it?

PRACTICING FLUENCY

Choose one or more of the following exercises to help children practice their fluency as they learn to read:

1. Use the text in a shared reading. Encourage children to follow the text with their fingers as you read the book aloud.
2. Instruct children to echo read with expression and phrasing.
3. Have children practice reading dialogue, making their reading sound like the characters feel and talk.
4. Have pairs take turns reading the text to each other and give feedback about automaticity, rate, accuracy, intonation, expression, and phrasing.
5. Have children independently engage in repeated readings.

Marvelous Milk

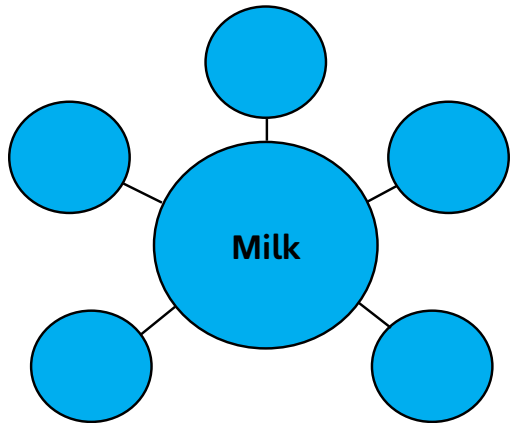
COMPREHENDING CONTENT

These questions will challenge children to think critically about this book:

1. Why do you think the author wrote this book?
2. What two smaller words are in *milkshake* on p. 11? How can you use these words to figure out its meaning?
3. If you want to know if whipped cream comes from milk, how would you know which page to look on?
4. How does the photo on p. 2 help you understand what happens after a cow is milked?
5. What other questions do you have about milk, where it comes from, or what it can be used to make?

Idea Web

Create an Idea Web. Write “Milk” in the center circle and work together to complete the Web, using information from the book in order to check children’s understanding.



LOOKING AT LANGUAGE: WORD SKILLS

Prepositions are words that show the relationship between an object and another word(s): *with my mom, until I come home*. Have children identify the prepositions in this book (*from, with, of, on, to, into*). Ask children to find prepositions in other books they read this week.

LOOKING AT LANGUAGE: PHONICS

1. Have children identify words in the book with consonant digraphs: *where, what, there, things, with, cheese, pudding, milkshakes, whipped, chocolate, chip, healthy*.
2. Together, brainstorm words with consonant digraphs. Then have children use the words to make up rhymes.

LOOKING AT VOCABULARY: CONTENT WORDS

Choose one or more of the following as a way to help children understand the content vocabulary words in the book:

1. Ask questions about the words: *When do you eat pudding? Where do you eat pudding? How do you eat pudding?*
2. Make a Word Web for each word.
3. Have children illustrate the words and label them.
4. Have children make new words from the letters in the word.
5. Ask children to make up riddles about the words.

PRACTICING FLUENCY

Choose one or more of the following exercises to help children practice their fluency as they learn to read:

1. Use the text in a shared reading. Encourage children to follow the text with their fingers as you read the book aloud.
2. Instruct children to echo read with expression and phrasing.
3. Have children reread the text, using context to confirm or self-correct word recognition and understanding.
4. Have pairs take turns reading the text to each other and give feedback about automaticity, rate, accuracy, intonation, expression, and phrasing.
5. Have children independently engage in repeated readings.

Stores and Markets

COMPREHENDING CONTENT

These questions will challenge children to think critically about this book:

1. Why does the author say we need stores and markets?
2. Who is in charge of finding the things we get at stores? What else does the store owner do?
3. How do you know what the farmer on p. 5 is growing?
4. What is the main idea of the text on p. 6? How is that related to the main idea of the book?
5. How would you answer the question on p. 16? Tell the reason for your answer.

5Ws Chart

To check children's understanding, create a 5Ws Chart. Write *Who?* *What?* *Where?* *When?* *Why?* across the top of a five-column chart. Work together to ask and answer questions using the information in the book.

Who?	What?	When?	Where?	Why?

LOOKING AT LANGUAGE: WORD SKILLS

Conjunctions connect individual words or groups of words together: *and*, *but*, *although*, *because*, *either*, *or*, *so*. Have children find the conjunctions in the book (*or*, *so*, *and*, *because*). Ask children to tell which words they connect.

LOOKING AT LANGUAGE: PHONICS

1. Have children identify two-syllable words with long vowels in the book: *ago*, *people*, *needed*, *today*, *owner*, *finding*, *decides*, *fifty*, *money*.
2. Ask children to identify the long vowel sound and the letters that make the sound.

LOOKING AT VOCABULARY: CONTENT WORDS

Choose one or more of the following as a way to help children understand the content vocabulary words in the book:

1. Say a definition and have children tell the word.
2. Have children tell which word is a collective noun and why.
3. Ask children how *goods* is used in this book and to compare it to how they would usually use the word *good*.
4. Have children find the commonalities in the words.
5. Provide three clues and have children name the word.

PRACTICING FLUENCY

Choose one or more of the following exercises to help children practice their fluency as they learn to read:

1. Use the text in a shared reading. Encourage children to follow the text with their fingers as you read the book aloud.
2. Instruct children to echo read with expression and phrasing.
3. Have children reread the text, using context to confirm or self-correct word recognition and understanding.
4. Have pairs take turns reading the text to each other and give feedback about automaticity, rate, accuracy, intonation, expression, and phrasing.
5. Have children independently engage in repeated readings.

Who Needs a Cow?

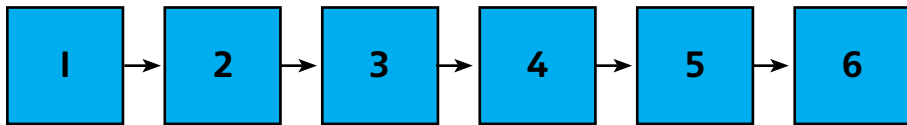
COMPREHENDING CONTENT

These questions will challenge children to think critically about this book:

1. What is a milking machine? Why would a farmer use one?
2. How does the photo on p. 10 help you understand the purpose of a milking machine and how it is used?
3. How are dairy farms and dairy products connected?
4. What are three kinds of dairy products shown in the book?
5. Why do you think cows have to be herded into the barn?
6. Why are some of the words in the book boldfaced?

Sequence Chain

To check children's understanding, create a Sequence Chain and work together to order the events that must take place to get milk to your local grocery store.



LOOKING AT LANGUAGE: WORD SKILLS

Nouns name people, places, things, and ideas: *girl, home, shoe, dreams*. **Action verbs** are words that express action: *sleep, ran, jumped, wave*. Have half the class find and list the nouns in the book and the other half find and list the verbs. Read them aloud and have children tell why each word is a noun or a verb.

LOOKING AT LANGUAGE: PHONICS

1. Have children find words in this book with r-controlled vowels: *yogurt, dairy, farm, for, farmers, care, are, herded, large, barns, hurt, containers, factory, sure, store, another*.
2. Ask pairs to create sentences that use at least two words with r-controlled vowels.

LOOKING AT VOCABULARY: CONTENT WORDS

Choose one or more of the following as a way to help children understand the content vocabulary words in the book:

1. Have children sort the words by different categories.
2. Play Jeopardy: *This is a doctor for animals. This holds things.*
3. Say a definition. Ask children to name the word.
4. Say a word. Have children say the first thing they think of.
5. Ask children to name synonyms for the words.

PRACTICING FLUENCY

Choose one or more of the following exercises to help children practice their fluency as they learn to read:

1. Use the text in a shared reading. Encourage children to follow the text with their fingers as you read the book aloud.
2. Instruct children to echo read with expression and phrasing.
3. Have children reread the text, using context to confirm or self-correct word recognition and understanding.
4. Have pairs take turns reading the text to each other and give feedback about automaticity, rate, accuracy, intonation, expression, and phrasing.
5. Have children independently engage in repeated readings.

Meeting Common Core State Standards

The North Wind and the Sun Theme Set

Title	Language Skill	Foundational Skill (Phonics)	Graphic Organizer	Grade K Standards Met	Grade 1 Standards Met	Grade 2 Standards Met
The North Wind and the Sun	Proper nouns	Prefixes/suffixes	Sequence Chain	RL.K.6 L.1.1b	RL.1.1 RL.1.2 RL.1.4	RL.2.1 RL.2.3 RL.2.5 RL.2.6 RF.2.3d
Sun and Wind Energy	Verb tenses	Consonant digraphs	KWL Chart	RI.K.2 RI.K.4 RI.K.7 RI.K.8 L.K.4a L.K.5a	RI.1.2 RI.1.4 RI.1.5 RI.1.7 RI.1.8 RF.1.3a L.1.1e L.1.5a	RI.2.4 RI.2.7 L.2.4e
The Sun	Prepositions	High-frequency words (irregularly-spelled words)	Main Idea/Details Chart	RI.K.1 RI.K.7 RF.K.3c L.K.5c	RI.1.1 RI.1.7 RF.1.3g L.1.1i L.1.5c	RI.2.2 RI.2.1 RF.2.3f L.2.5a
Wind	Determiners (articles/demonstratives)	Multisyllabic words	Cluster Web	RI.K.2 RI.K.3 L.K.5a	RI.1.2 RI.1.3 RI.1.5 RI.1.7 RF.1.3e L.1.1h L.1.4a L.1.5a	RI.2.2 RI.2.3 RI.2.5 L.2.4a

The North Wind and the Sun

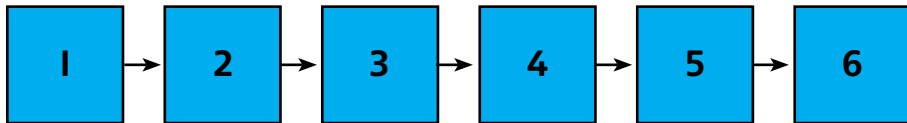
COMPREHENDING CONTENT

These questions will challenge children to think critically about this book:

1. What do you think *powerful* means? Why would a character be the most powerful if it got the man's coat off?
2. Who is the author of this book? Who is the illustrator? What is the difference in their roles?
3. Which words in the text suggest feelings or appeal to the five senses?
4. How does the structure of this story (beginning, middle, end) help you understand the events?
5. How do you imagine the sun and the wind sound? How does their point of view dictate how they sound?

Sequence Chain

To check children's understanding of the book, create a Sequence Chain and work together to identify the sequence of events in the story.



LOOKING AT LANGUAGE: WORD SKILLS

Proper nouns name a particular person, place, thing, or idea: *John Kennedy, Illinois, National Football League*. Proper nouns are always capitalized. Have children identify the proper nouns in the story, then in other books they read. Ask them if the proper nouns name a person, place, thing, or idea.

LOOKING AT LANGUAGE: PHONICS

1. Prefixes are word parts added to the beginning of a word; suffixes are word parts added to the end. Help children identify words in this book with prefixes and suffixes: *powerful, warmly, unbuttoned, quickly*.
2. Ask children to identify the prefix and suffix in these words and tell what each word means.

LOOKING AT STORY ELEMENTS

Ask children questions about the story elements in this book:

1. How would you describe the North Wind? The Sun?
2. Who did you think would win? Were you correct?
3. How could you tell the Sun was winning?
4. What is the lesson learned in this fable?
5. How can you apply the lesson in this fable to other areas in your life?

PRACTICING FLUENCY

Choose one or more of the following exercises to help children practice their fluency as they learn to read:

1. Use the text in a shared reading. Encourage children to follow the text with their fingers as you read the book aloud.
2. Instruct children to echo read with expression and phrasing.
3. Have children practice reading dialogue, making their reading sound like the characters feel and talk.
4. Have pairs take turns reading the text to each other and give feedback about automaticity, rate, accuracy, intonation, expression, and phrasing.
5. Have children independently engage in repeated readings.

Wind

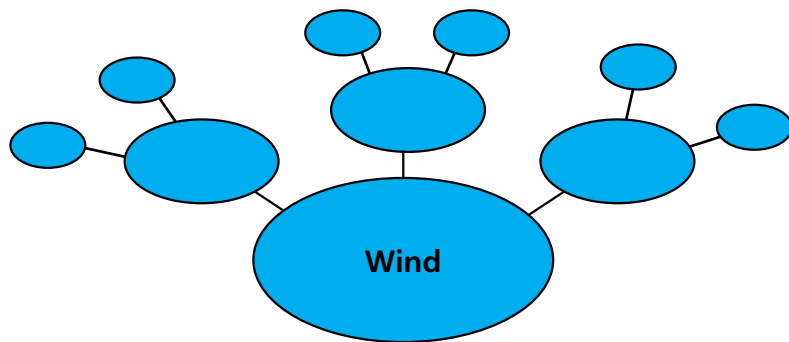
COMPREHENDING CONTENT

These questions will challenge children to think critically about this book:

1. What is the main topic of this book? Name three details that support the main topic.
2. What is the focus of the text on p. 7? How do you know?
3. How are tornadoes and hurricanes similar? Different?
4. Why does the author include a tornado and hurricane's wind capacity?
5. How would you find a definition for the words *windstorm* and *gale*?

Cluster Web

To check children's understanding, create a Cluster Web and write "Wind" in the center circle. Work together to fill in the outer circles and spokes with information from the book.



LOOKING AT LANGUAGE: WORD SKILLS

Determiners (also known as **articles**) are adjectives that come before nouns and other adjectives: **a** house, **an** apple, **the** red truck. **A** and **an** refer to any person, place, or thing; **the** refers to a particular person, place, or thing. Have children identify the articles in the book and tell why **a**, **an**, or **the** is used.

LOOKING AT LANGUAGE: PHONICS

1. Help children find these multisyllabic words in the book: *breezes*, *branches*, *ocean*, *damage*, *windstorm*, *tornado*, *hurricane*, *blizzard*. Ask them to divide the words.
2. Have children look for other multisyllabic words in the book and tell where they should be divided.

LOOKING AT VOCABULARY: CONTENT WORDS

Choose one or more of the following as a way to help children understand the content vocabulary words in the book:

1. Have children sort words by several categories.
2. Ask children to tell how they know the meaning of *damage* on p. 9. What clues did they use?
3. Say a word; have children say the first word they think of.
4. Play Jeopardy: *This is a windstorm in the winter.*
5. Have children draw a picture to illustrate a word's meaning.

PRACTICING FLUENCY

Choose one or more of the following exercises to help children practice their fluency as they learn to read:

1. Use the text in a shared reading. Encourage children to follow the text with their fingers as you read the book aloud.
2. Instruct children to echo read with expression and phrasing.
3. Have children reread the text, using context to confirm or self-correct word recognition and understanding.
4. Have pairs take turns reading the text to each other and give feedback about automaticity, rate, accuracy, intonation, expression, and phrasing.
5. Have children independently engage in repeated readings.

Sun and Wind Energy

COMPREHENDING CONTENT

These questions will challenge children to think critically about this book:

1. What is this book mainly about? What is the difference between solar energy and wind energy?
2. Where would you look to find out what kinds of energy are included in this book?
3. What does the text tell you on p. 5 about power plants? What does the photo tell you?
4. What does *pollution* mean? How do you know?
5. What reason(s) does the author give about why there are problems with power plants?

KWL Chart

Create a KWL Chart. Use the chart before, during, and after reading to record what children already know about sun and wind energy, what they want to know, and what they learned.

Know	Want to Know	Learned

LOOKING AT LANGUAGE: WORD SKILLS

Verb tenses tell if an action is happening at the present time, has happened in the past, or will happen in the future. Have children identify the verbs in this book and tell their tenses. Encourage children to look for examples of different verb tenses in other books they read today.

LOOKING AT LANGUAGE: PHONICS

1. Have children identify words with consonant digraphs *wh, th, sh, ph, tch, ck, ng*. Ask them to write the words and circle the digraphs.
2. Create a chart with digraphs (including *ch*) as heads. Have children brainstorm words they know with these digraphs.

LOOKING AT VOCABULARY: CONTENT WORDS

Choose one or more of the following as a way to help children understand the content vocabulary words in the book:

1. Ask children to tell how *plant* is used in this book.
2. Have partners take turns saying words and their definitions.
3. Have children sort the words in a variety of ways.
4. Ask children to look up the words in a dictionary and read their definitions.
5. Scramble the letters and have children unscramble them.

PRACTICING FLUENCY

Choose one or more of the following exercises to help children practice their fluency as they learn to read:

1. Use the text in a shared reading. Encourage children to follow the text with their fingers as you read the book aloud.
2. Instruct children to echo read with expression and phrasing.
3. Have children reread the text, using context to confirm or self-correct word recognition and understanding.
4. Have pairs take turns reading the text to each other and give feedback about automaticity, rate, accuracy, intonation, expression, and phrasing.
5. Have children independently engage in repeated readings.

The Sun

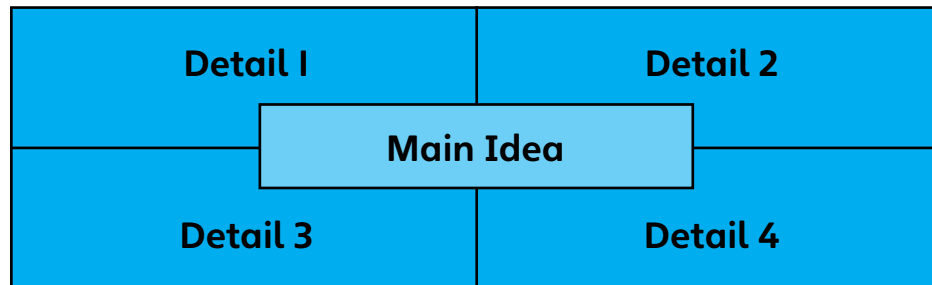
COMPREHENDING CONTENT

These questions will challenge children to think critically about this book:

1. What is this book about? What is the text on p. 11 about?
2. What does the photo on p. 2 show? How does it support the text?
3. What are three details you remember reading in this book?
4. What questions do you still have about the sun? Use 5W question words to begin your questions.
5. How do the author's reasons support specific points he makes in the book? Use an example from the text.

Main Idea and Details Chart

To check children's understanding, create a Main Idea and Details Chart. Work together to write the main idea in the center and add several details in the outer boxes. Add additional boxes as necessary.



LOOKING AT LANGUAGE: WORD SKILLS

Prepositions show the relationship between a sentence's object and another word: above the floor, in the sink, under the bed. Have children identify prepositions in the book: *up, at, of, during, in, from, on, to, without, about, down*. Then have children identify prepositions in other classroom books.

LOOKING AT LANGUAGE: PHONICS

1. High-frequency words (irregularly-spelled/sight words) cannot be sounded out using regular sound-spellings. Point to a sight word in the book and have children read it aloud.
2. Play a game of Sight Word Bingo. Call out a sight word and have children find the word on a preprinted Bingo card, then put a marker on it. The first one to get a Bingo wins.

LOOKING AT VOCABULARY: CONTENT WORDS

Choose one or more of the following as a way to help children understand the content vocabulary words in the book:

1. Have children tell about times they have heard the words.
2. Ask children to name things they know that melt.
3. Have partners rearrange letters to make smaller words.
4. Children choose a word from a hat and use it in a sentence.
5. Ask children to make up a joke or riddle for a word.

PRACTICING FLUENCY

Choose one or more of the following exercises to help children practice their fluency as they learn to read:

1. Use the text in a shared reading. Encourage children to follow the text with their fingers as you read the book aloud.
2. Instruct children to echo read with expression and phrasing.
3. Have children reread the text, using context to confirm or self-correct word recognition and understanding.
4. Have pairs take turns reading the text to each other and give feedback about automaticity, rate, accuracy, intonation, expression, and phrasing.
5. Have children independently engage in repeated readings.

Meeting Common Core State Standards

The Tortoise and the Rabbit Theme Set

Title	Language Skill	Foundational Skill (Phonics)	Graphic Organizer	Grade K Standards Met	Grade 1 Standards Met	Grade 2 Standards Met
The Tortoise and the Rabbit	Adverbs	Final silent e/long vowel digraphs	Character Trait Web	RL.K.1 RL.K.3 RL.K.5	RL.1.1 RL.1.2 RL.1.3 RF.1.3	L.2.1e
Ready, Set, Go	Comparative/superlative adjectives	Consonant blends	Cluster Web	RI.K.7 RF.K.3a L.K.4a L.K.4b	RI.1.6 L.1.1f L.1.4b L.1.4c	RI.2.5 RI.2.6
Taking Care of Pet Rabbits	Adjectives	Double consonants	Idea Web	RI.K.1 RI.K.3 RI.K.7	RI.1.1 RI.1.3 RI.1.7 RF.1.3e L.1.1f	RI.2.2
Turtle or Tortoise?	Plural nouns	Consonant digraphs	Venn Diagram	L.K.1c L.K.5c	RI.1.1 RI.1.3 RI.1.5 RF.1.3a L.1.4b L.1.5c	RI.2.3 RI.2.6 RI.2.7 L.2.4c L.2.5a

The Tortoise and the Rabbit

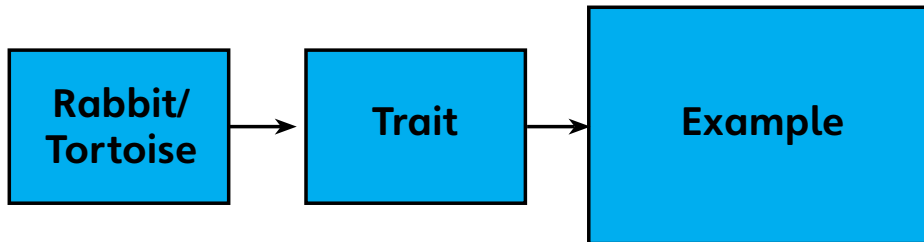
COMPREHENDING CONTENT

These questions will challenge children to think critically about this book:

1. Tell two ways you know that this story is a fable.
2. Why are Tortoise and Rabbit having a race?
3. Why does Tortoise win the race?
4. Do you think it is fair for Tortoise to win the race? Use the text to support your answer.
5. What lesson does Rabbit learn?

Character Trait Webs

Create two Webs, one for Rabbit and one for Tortoise. Work together to complete each Web (draw or write) in order to check children's understanding of this book.



LOOKING AT LANGUAGE: WORD SKILLS

Adverbs are words that describe verbs, or action words. They often end in *-ly*. Have children identify the adverbs in this book (*quickly, slowly*), then use them in a sentence of their own. Ask children to look for additional adverbs in other books they read today.

LOOKING AT LANGUAGE: PHONICS

1. Have children find words in the book with final silent e as well as long vowel digraphs: *time, race, see, each, ate, tie, shoes, came, eat(ing), take, woke, line*.
2. As children read other books today, have them look for words with final silent e and words with long vowel sounds made by using common vowel combinations.

LOOKING AT STORY ELEMENTS

Ask children questions about the story elements in this book:

1. Who are the characters in the story?
2. What happens at the beginning of the story?
3. What is the problem, or conflict, in the story?
4. What do the characters do to solve the problem?
5. How does the story end?

PRACTICING FLUENCY

Choose one or more of the following exercises to help children practice their fluency as they learn to read:

1. Use the text in a shared reading. Encourage children to follow the text with their fingers as you read the book aloud.
2. Instruct children to echo read with expression and phrasing.
3. Have children practice reading dialogue, making their reading sound like the characters feel and talk.
4. Have pairs take turns reading the text to each other and give feedback about automaticity, rate, accuracy, intonation, expression, and phrasing.
5. Have children independently engage in repeated readings.

Ready, Set, Go!

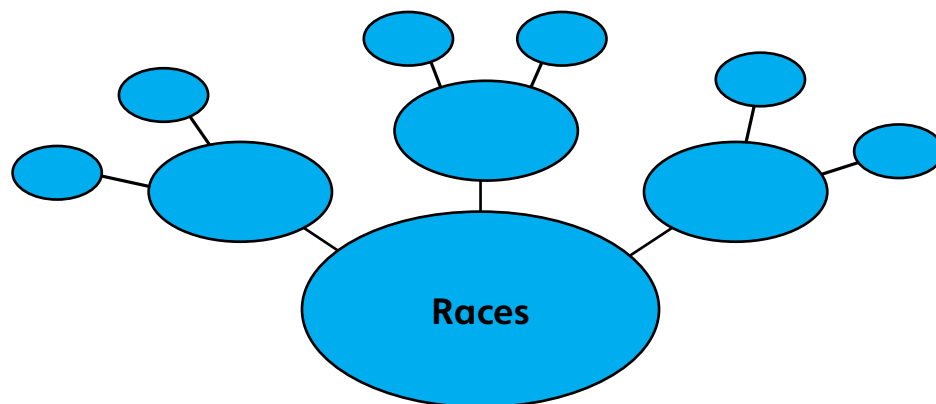
COMPREHENDING CONTENT

These questions will challenge children to think critically about this book:

1. What is this book about? How do you know?
2. How many kinds of races are included in this book?
3. What is in the photo on page 3 that is not in the text?
4. How do the photos help you understand the kinds of races included in the book?
5. According to the index, what page is about ski races?

Cluster Web

To check children's understanding, create a Cluster Web and write "Races" in the center circle. Work together to fill in (draw or write) the outer circles and their spokes with information from the book.



LOOKING AT LANGUAGE: WORD SKILLS

Comparative adjectives use *-er* to compare two or more persons, places, things, or ideas. **Superlative adjectives** use *-est* to compare three or more persons, places, things, or ideas. Have children identify these kinds of adjectives in this book and look for them in other books they read this week.

LOOKING AT LANGUAGE: PHONICS

1. Ask children to look for words in the book with consonant blends. Point out that blends can be found at the beginning, in the middle, or at the end of words: **skate, faster, fastest**.
2. Ask children to find other words with consonant blends, say each sound individually, then blend them together.

LOOKING AT VOCABULARY: CONTENT WORDS

Choose one or more of the following as a way to help children understand the content vocabulary words in the book:

1. Have children make up a riddle about the word *row*.
2. Ask children to tell other definitions of the word *row*.
3. Have pairs name other words they associate with *row*.
4. Ask children to take turns acting out the word *row*.
5. Have children add inflections to *row* to make new words and tell how the meanings change.

PRACTICING FLUENCY

Choose one or more of the following exercises to help children practice their fluency as they learn to read:

1. Use the text in a shared reading. Encourage children to follow the text with their fingers as you read the book aloud.
2. Instruct children to echo read with expression and phrasing.
3. Have children reread the text, using context to confirm or self-correct word recognition and understanding.
4. Have pairs take turns reading the text to each other and give feedback about automaticity, rate, accuracy, intonation, expression, and phrasing.
5. Have children independently engage in repeated readings.

Taking Care of Pet Rabbits

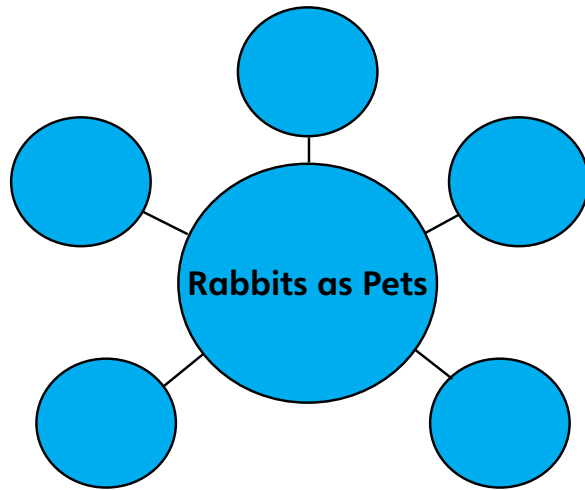
COMPREHENDING CONTENT

These questions will challenge children to think critically about this book:

1. Is this book fiction or nonfiction? How can you tell?
2. What are three things a pet rabbit needs?
3. What is this text mostly about? What is the topic of p. 11?
4. How is a pet rabbit like a pet dog? How are they different?
5. How do the pictures in this book help you understand the words?

Idea Web

Create an Idea Web, using “Rabbits as Pets” in the center circle. Work together to fill in (draw or write) the outer circles with information from the book to check children’s understanding.



LOOKING AT LANGUAGE: WORD SKILLS

Adjectives are words that describe nouns, or words that name persons, places, things, or ideas. Have children identify the adjectives in this book (*great, soft, cute, big, warm, clean, wooden*), and look for them in other books they read today.

LOOKING AT LANGUAGE: PHONICS

1. Have children find words in the book that use double consonants: *rabbits, lettuce, carrots, apples, bottle*. Ask them where they would divide the word into syllables.
2. Have children look for other words with double consonants. As they find them, ask where the word should be divided.

LOOKING AT VOCABULARY: CONTENT WORDS

Choose one or more of the following as a way to help children understand the content vocabulary words in the book:

1. Have children draw a picture of each word and label it.
2. Have one child describe a word as their partner tries to guess the word. Have partners switch roles.
3. Write the words on slips of paper. Have children pick a word and use it in a sentence.
4. Make a Web for one or more of the words.
5. Sort the words by vowel sounds, syllables, etc.

PRACTICING FLUENCY

Choose one or more of the following exercises to help children practice their fluency as they learn to read:

1. Use the text in a shared reading. Encourage children to follow the text with their fingers as you read the book aloud.
2. Instruct children to echo read with expression and phrasing.
3. Have children reread the text, using context to confirm or self-correct word recognition and understanding.
4. Have pairs take turns reading the text to each other and give feedback about automaticity, rate, accuracy, intonation, expression, and phrasing.
5. Have children independently engage in repeated readings.

Turtle or Tortoise?

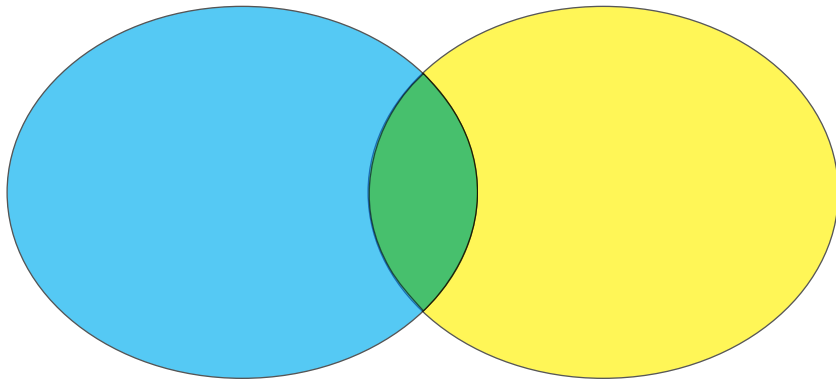
COMPREHENDING CONTENT

These questions will challenge children to think critically about this book:

1. On what page would you look to find out what rabbits eat?
2. What about turtles and tortoises is being compared and contrasted in this book?
3. How do the photos on pp. 8-9 help you understand the text?
4. How would you describe each animal's feet?
5. Why do you think the author wrote this book?

Venn Diagram

In order to check children's understanding of this book, create a Venn diagram and help children fill in unique information about turtles, unique information about tortoises, and what they have in common.



LOOKING AT LANGUAGE: WORD SKILLS

Plural nouns indicate more than one person, place, thing, or idea, and are made by adding -s (or -es) to a noun. Have children identify the plural nouns in this book (*shells, legs, eggs, turtles, tortoises, years, shells, flippers, claws, plants, bugs*), then look for nouns with -s and -es in classroom books.

LOOKING AT LANGUAGE: PHONICS

1. Have children find words in the book that use consonant digraphs *wh, ch, th, sh*. Ask where they can be found in words.
2. Have children name other words they know with consonant digraphs. Make a list and display it in the classroom.

LOOKING AT VOCABULARY: CONTENT WORDS

Choose one or more of the following as a way to help children understand the content vocabulary words in the book:

1. Have children make up sentences that use two of the words.
2. Ask children to name the root words in *flipper* and *webbed* and tell their meanings. Ask what the affixed words mean.
3. Have children identify other animals with flippers, shells, and webbed feet.
4. Ask partners to make up 5W questions about each word.
5. Have partners guess each word from hints about their meaning.

PRACTICING FLUENCY

Choose one or more of the following exercises to help children practice their fluency as they learn to read:

1. Use the text in a shared reading. Encourage children to follow the text with their fingers as you read the book aloud.
2. Instruct children to echo read with expression and phrasing.
3. Have children reread the text, using context to confirm or self-correct word recognition and understanding.
4. Have pairs take turns reading the text to each other and give feedback about automaticity, rate, accuracy, intonation, expression, and phrasing.
5. Have children independently engage in repeated readings.

Meeting Common Core State Standards

The Ungrateful Tiger Theme Set

Title	Language Skill	Foundational Skill (Phonics)	Graphic Organizer	Grade K Standards Met	Grade 1 Standards Met	Grade 2 Standards Met
The Ungrateful Tiger	Personal/reflexive pronouns	Diphthongs	Cause-and-Effect Chart	RL.K.3	RL.1.2 RL.1.6 L.1.1d	RL.2.1 RL.2.2 RL.2.3 RL.2.5 RF.2.3e L.2.1c
Being Grateful	Suffixes	Personal pronouns	T-Chart	RI.K.4 RI.K.5 L.K.5c	L.1.1d L.1.5c RI.1.4	RF.2.3d RI.2.4 RI.2.5 RI.2.6 L.2.4e L.2.5a
Tigers and Lions: Alike and Different	Subject/verb agreement	r-controlled vowels	Venn Diagram	RI.K.3 RI.K.4	RI.1.3 RI.1.4 RI.1.6 L.1.1c L.1.5b	RI.2.3 RI.2.4 RI.2.5 RI.2.6 RF.2.3e
Unusual Owls	Conjunctions	Distinguish long and short vowels	Details Web	RF.K.3b L.K.5b	RI.1.4 L.1.1g L.1.4a	RI.2.6 RF.2.3a L.2.4a L.2.4b

The Ungrateful Tiger

COMPREHENDING CONTENT

These questions will challenge children to think critically about this book:

1. How can you tell this fable comes from a different culture?
2. How does Tiger trick the boy?
3. How does the boy feel when Tiger tricks him? Why?
4. How does Wise Owl trick Tiger? How does Tiger react? Use the text to support your answer.
5. What lesson does this fable teach?

Cause-and-Effect Chart

Create a Cause-and-Effect Chart to check children's understanding of the story. Together, fill in the columns in the chart with events (causes) that happen in the story and the effects each event had.

Causes:		Effects:
_____	→	_____
_____	→	_____
_____	→	_____
_____	→	_____
_____	→	_____

LOOKING AT LANGUAGE: WORD SKILLS

Personal and reflexive pronouns take the place of nouns in sentences and can be singular or plural. *I, you, he, she, it, we, you,* and *they* are examples of personal pronouns. *Myself* and *ourselves* are examples of reflexive pronouns. Ask children to find all the personal and reflexive pronouns in the story and look for them in other stories they read today.

LOOKING AT LANGUAGE: PHONICS

1. Have children find words in the story that contain diphthongs: *out, down, houses, our, boy, noises, pounced, growled, owl, now, how, shouted, because.*
2. Help children make a list of other words they know that contain each diphthong.

LOOKING AT STORY ELEMENTS

Ask children questions about the story elements in this book:

1. Who is the main character in this fable? Other characters?
2. How does the story begin?
3. Where does the story take place? How do you know?
4. What prediction did you make about how the story would end? Were you right?
5. Who is telling the story?

PRACTICING FLUENCY

Choose one or more of the following exercises to help children practice their fluency as they learn to read:

1. Use the text in a shared reading. Encourage children to follow the text with their fingers as you read the book aloud.
2. Instruct children to echo read with expression and phrasing.
3. Have children practice reading dialogue, making their reading sound like the characters feel and talk.
4. Have pairs take turns reading the text to each other and give feedback about automaticity, rate, accuracy, intonation, expression, and phrasing.
5. Have children independently engage in repeated readings.

Being Grateful

COMPREHENDING CONTENT

These questions will challenge children to think critically about this book:

1. How do the photos on the front cover and the title page differ?
How are they similar?
2. How do the photos help convey the meaning of *grateful*?
3. How does the book show how and why the people in it are grateful?
4. Why might the author have wanted to write this book?
5. What is the difference between the TOC and the index?

Gratefulness T-Chart

Create a T-Chart. On the left side, have children write (or draw) a family member's name. On the right, have them write (or draw) a way they can show their gratitude to that person.

Name	Gratitude

LOOKING AT LANGUAGE: WORD SKILLS

Personal pronouns take the place of nouns in a sentence. *I, you, he, she, it* are singular personal pronouns. *We, you, they* are plural personal pronouns. Have children identify the personal pronouns in the book and use them in sentences of their own.

LOOKING AT LANGUAGE: PHONICS

1. The suffix *-ful* means “full of.” Help children identify and read the words in the book that contain the suffix *-ful*.
2. Have children use classroom books to do a word hunt for words that contain the suffix *-ful* and read each word.

LOOKING AT VOCABULARY: CONTENT WORDS

Choose one or more of the following as a way to help children understand the content vocabulary words in the book:

1. Scramble the letters in the vocabulary words, give clues about their meaning, and have children unscramble them.
2. Have children tell the difference between *thankful* and *grateful* and tell about a real-life connection they can make.
3. Have children draw a picture that represents each word.
4. Ask children to find the words in a dictionary and compare the definitions there to the ones in the book.
5. Have children find commonalities between the words.

PRACTICING FLUENCY

Choose one or more of the following exercises to help children practice their fluency as they learn to read:

1. Use the text in a shared reading. Encourage children to follow the text with their fingers as you read the book aloud.
2. Instruct children to echo read with expression and phrasing.
3. Have children reread the text, using context to confirm or self-correct word recognition and understanding.
4. Have pairs take turns reading the text to each other and give feedback about automaticity, rate, accuracy, intonation, expression, and phrasing.
5. Have children independently engage in repeated readings.

Tigers and Lions: Alike and Different

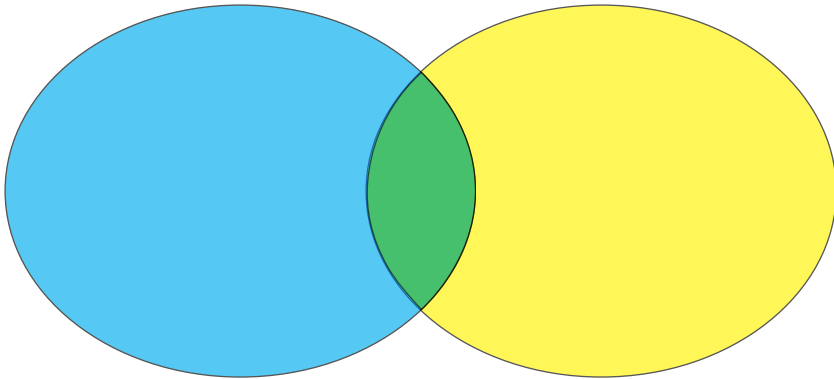
COMPREHENDING CONTENT

These questions will challenge children to think critically about this book:

1. What are the two reasons lions and tigers are in danger?
2. What do the photos on pp. 6-7 show that is not in the text?
3. How can you use the photo and text to determine the meaning of *benefit* on p. 16?
4. What is the author's main purpose for writing this text?
5. If you want to know which animal has a mane, what page would you look on?

Venn Diagram

To check children's understanding of the book, create a Venn diagram and work together to identify how tigers and lions are similar and different.



LOOKING AT LANGUAGE: WORD SKILLS

Subject/verb agreement means that a singular subject must have a singular verb and a plural subject must have a plural verb: *A tiger is...* vs *Tigers are* Have children find sentences with plural subjects and verbs and rewrite the sentences so the subjects and verbs are singular, i.e., *Lions are bigger than dogs. A lion is bigger than a dog.*

LOOKING AT LANGUAGE: PHONICS

1. Have children identify words with r-controlled vowels: *tigers, are, different, bigger, more, person, world, jaguar, leopard, sharp, fur, whiskers, together, danger, over.*
2. Write the vowels at the top of a five-column chart and record words with r-controlled vowels in the appropriate column.

LOOKING AT VOCABULARY: CONTENT WORDS

Choose one or more of the following as a way to help children understand the content vocabulary words in the book:

1. Have children define the words by category and attributes: *A tiger is a large cat with stripes.*
2. Ask children to act out the words.
3. Say a word's synonyms and have children guess the word.
4. Ask children to draw a picture to represent the word.
5. Have children do a word hunt in other classroom materials.

PRACTICING FLUENCY

Choose one or more of the following exercises to help children practice their fluency as they learn to read:

1. Use the text in a shared reading. Encourage children to follow the text with their fingers as you read the book aloud.
2. Instruct children to echo read with expression and phrasing.
3. Have children reread the text, using context to confirm or self-correct word recognition and understanding.
4. Have pairs take turns reading the text to each other and give feedback about automaticity, rate, accuracy, intonation, expression, and phrasing.
5. Have children independently engage in repeated readings.

Unusual Owls

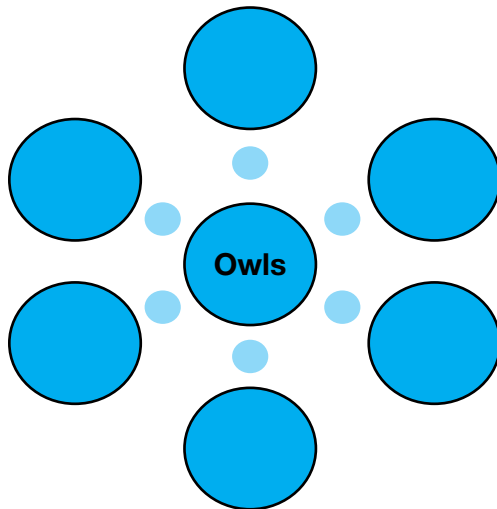
COMPREHENDING CONTENT

These questions will challenge children to think critically about this book:

1. What clue on p. 5 helps you understand what *unusual* means?
2. How does the photo on p. 7 support the words on the page?
3. What questions might you have about the text on p. 3?
4. Why do you think the author wrote this book?
5. What's the most interesting Owl Fact you learned?

Details Web

Create a Details Web, using "Owls" in the center circle. Work together to fill in (draw or write) the outer circles with details about owls to check children's understanding of the book.



LOOKING AT LANGUAGE: WORD SKILLS

Conjunctions connect individual words or groups of words together. The words *and*, *but*, *or*, *nor*, *for*, *yet*, and *so* are examples. Ask children to look through the book and find the conjunctions, then tell which words or groups of words they connect.

LOOKING AT LANGUAGE: PHONICS

1. Ask children how to distinguish long vowel sounds from short vowel sounds. (*long vowels say their names*)
2. Create two teams. Have one team look for long vowel words and the other look for short vowel words. Make a list of the words. Point to a word and have children read it.

LOOKING AT VOCABULARY: CONTENT WORDS

Choose one or more of the following as a way to help children understand the content vocabulary words in the book:

1. Have children identify the affix in *unusual*, then name and define other words they know that begin with that affix.
2. Have partners use the words to play Jeopardy.
3. Say a word. Have children say the first thing they think of.
4. Have children name synonyms and antonyms for the words.
5. Ask children how they used context to determine meaning.

PRACTICING FLUENCY

Choose one or more of the following exercises to help children practice their fluency as they learn to read:

1. Use the text in a shared reading. Encourage children to follow the text with their fingers as you read the book aloud.
2. Instruct children to echo read with expression and phrasing.
3. Have children reread the text, using context to confirm or self-correct word recognition and understanding.
4. Have pairs take turns reading the text to each other and give feedback about automaticity, rate, accuracy, intonation, expression, and phrasing.
5. Have children independently engage in repeated readings.

**Fables &
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