



# HANDPRINTS

**A Comprehensive Leveled Reader Library**

*Teacher's Guide for Storybooks C*

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**EDUCATORS PUBLISHING SERVICE**

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## A Comprehensive Leveled Reader Library

### Storybooks

Storybooks A, Sets 1, 2, & 3  
Storybooks B, Sets 1, 2, & 3  
Storybooks C, Sets 1, 2, & 3  
Storybooks D, Sets 1, 2, & 3

### Workbooks

Book A  
Book B  
Book C  
Book D

Online Teacher's Guides are available for storybooks and workbooks.

*Handprints* is a collection of 120 storybooks and four workbooks designed to help young children learn to read. Research confirms that children learn to read best when given direct instruction in decoding, along with opportunities to apply decoding skills as they read whole texts. With *Handprints*, students can enjoy reading stories while receiving extra practice working with words and letters.

### *Teacher's Guide for Storybooks C*

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## I. INTRODUCTION

### 1. About the Storybooks

Storybooks C, Sets 1–3, comprise the third set of 30 storybooks in the collection; each set has ten books. These books are intended for students who have already had some experience reading early emergent or emergent books.<sup>1</sup>

Through their own reading, shared reading, or from being read to, the readers of the earlier C storybooks are familiar with story structures and know that pictures can help them to understand a story. They have some awareness of directional movement and one-to-one matching of voice to print. These students have a sight vocabulary of ten to 20 words, can identify most letters, and know many letter sounds. They can write a few words from memory and may have practiced phonetic spelling. These students may be in kindergarten or first grade.

Readers of the later C storybooks are developing readers who are no longer dependent on using pictures and language patterns to predict unknown words. They are beginning to go beyond the first letter to decode words and know how to check their predictions with meaning and language. These students have a larger sight vocabulary and may sometimes read words in phrases. They are probably in first grade.

Each storybook is 16 pages. Picture support ranges from strong to moderate. Some books repeat natural language patterns, which serve as cues to unlocking the text. Other books contain stories with a beginning, middle, and end. There are several lines of

<sup>1</sup> It is assumed that students will also be reading other books, along with the *Handprints* storybooks.

print on each page, and the lines are arranged to help students read words in chunks, or phrases. Attractive black-and-white illustrations clearly support the text. The Zaner-Bloser Manuscript font is used to ensure that the letterforms are the same as those students may be using to learn to write.

Students may benefit most from reading these books independently, in pairs, or in small, flexible, homogeneous groups. Whole class instruction is not recommended for guided reading, since students vary too much in their reading skills. Some students may need a lot of teacher guidance before, during, and after the book reading; they will need to spend more time on each set, rereading the books and completing related activities. Other students will learn to read more easily and will quickly move to higher-level books. Aim to have all students reading books at their own instructional level for a minimum of twenty minutes a day, with three to five new books introduced each week.<sup>2</sup> This way, all students will be continually challenged to improve in reading.

## 2. Advantages to Using the Storybooks

- All students can be continually challenged at their own reading level.
- Choice of books can accommodate students' needs and interests.
- Predictable texts enable beginners to feel like "real readers."
- Students experience a sense of accomplishment as they progress to longer, more complex books.
- Reading comprehension is developed from the start because students learn to read for meaning.
- The brief stories can be understood, even by students with memory or attention problems.
- Books can be sent home for review and to share with families.

While reading Storybooks C, Sets 1–3, students:

- use background knowledge, pictures, varied language patterns, and story sense to predict text;
- begin to read in phrases, rather than word by word;

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<sup>2</sup> The instructional level is the level at which a student can read with an accuracy of 90% to 95%.

- master directional movement (top to bottom, left to right);
- monitor their reading by using one-to-one correspondence between their voices and the written word;
- use punctuation marks as cues to reading with expression;
- learn high-frequency words and use known words to monitor changes in language patterns;
- can compare and contrast words;
- begin to use initial letters, final letters, and onset-rime chunks or sound blending to decode words and make or test predictions;
- use one type of cue to check the prediction they made with another type of cue;
- monitor their reading regularly.

## II. SUGGESTIONS FOR CLASSROOM USE

### 1. Meaning, Language, and Print Cues

Reading involves more than sounding out words and stringing those words together into sentences and paragraphs. Able readers use information from a variety of sources as they read. Background knowledge, pictures, and story sense are all examples of information sources; they are cues that students can use to determine meaning. In this guide, the cues fall into three general categories: **meaning cues**, **language cues**, and **print cues**. The list below gives examples of each:

**meaning cues:** background knowledge, pictures/illustrations, story sense, word meanings

**language cues:** language patterns, sentence structure, grammar sense

**print cues:** print conventions, sight word knowledge, one-to-one matching, knowledge of how words work, phonetic knowledge

Competent readers may call on their background knowledge (*meaning cue*), as well as their interpretations of illustrations (*meaning cue*) to predict what a story will be about. As they begin to read, their story sense (*meaning cue*) and knowledge of sentence

structure (*language cue*) help them refine their predictions. Mature readers have a store of sight words (*print cue*) to help them read, but when they come to an unknown word they may decipher it by comparing it to a word they know (*print cue*), or by sounding it out sequentially (*print cue*). Then they try putting the new word back into the story to see whether it makes sense (*meaning cue*) and fits the sentence grammatically (*language cue*).

The reading process is different for beginning and mature readers, and even varies for different students according to their relative learning abilities. Beginning readers tend to use only one type of cue (e.g., language pattern) at a time, depending on their innate talents, the aspects of reading stressed in the classroom, and what they have learned at home. You can show students how to begin to use multiple cues as they read so they have a way of checking their attempts. Focusing on all three types of cues in the classroom, rather than on just one, will help students' overall comprehension of the story.

## 2. Using Cues

Below are some general ideas for teaching students to use the various information sources. Abbreviate, alter, or supplement these activities, depending on the particular needs of your students. Suggestions for writing activities are also provided because, at this level, progress in writing corresponds with progress in reading. At the end of this guide, specific ideas for teaching with each storybook are presented under the same categories.

### *Using Meaning Cues*

Go over unfamiliar vocabulary or concepts.

Elicit background knowledge, including students' previous story experiences.

Help students use their previous experiences with stories to make predictions about the current story.

Talk about illustrations; relate them to language patterns and story as a whole.

Tell students the main idea or general plot of the story, leaving the ending as a surprise.

Frequently remind students that what they read must make sense, and that if it doesn't, they should try again to find the words that make sense.

Prompt students to think about meaning as they read (e.g., "What does the picture tell us?" and "Let's see where the characters go next," or "Were our predictions right?").

After reading, discuss the outcome of the story, the feelings of the characters, and whether students' predictions came true. Have students relate the story to their own lives, and share your own response to the story. When appropriate, discuss the story structure and compare it to the structures of other books.

### *Using Language Cues*

Tell students that the book should sound the way we talk, and if it doesn't, they should try again. (Some students with language challenges may have trouble determining whether the language structures sound right. These students may need to have the language patterns repeated.)

Help students become familiar with literary language by letting them rehearse unfamiliar structures and by explaining their meanings.

Show students how to reread a sentence up to the point of difficulty and how to use the picture, language pattern, and first letter of the word to make a prediction as to what the word is. (For example, if they can't read *pig* on page 10 of *Clouds*, demonstrate rereading for meaning. Say, "I see a /p/," and tell them to look at the picture.)

Help students begin to read words in phrases. Demonstrate word-by-word reading; then demonstrate reading in meaningful phrases of two to three words. Have students practice two- to three-word phrasing while reading familiar books. Progress to longer phrases. Reading words in natural phrases leads to fluency and helps students use both meaning and language cues.

## Using Print Cues

### USING PRINT CONVENTIONS

Teach the functions of punctuation marks and capitalization. For example, demonstrate how your voice goes up when you come to a question mark.

Explain a *letter*, *word*, and *sentence*. Use these terms often.

Remind students, if necessary, that we read from top to bottom and from left to right.

Some students may need to be reminded that when you say a word, you should be looking at it (one-to-one matching of voice and print). The number of words you see should match the number of words you say. Students who do not understand this concept may need to temporarily point to each word as they say it.

Once students have mastered voice–print matching, encourage them to stop finger pointing and begin to use just their eyes to keep their place. Reading word by word can become a habit that is difficult to break, and stilted reading detracts from reading for meaning.

### LEARNING AND USING SIGHT WORDS

Help students expand their stock of high-frequency words that they can read by sight.

Words can be copied, then written from memory on paper or lapboards, in sand trays, or with water pens. Note that there are many words at this stage that students might be able to read, but not yet write from memory (e.g., *where*, *across*).

Create a class collection of sight words on a word wall, on cards, or in individual notebooks with a page for every letter.

If you think students will be unable to use meaning, language cues, or print cues to read some words, help them find the words in the text before the reading.

Have students use known words to check their reading (e.g., “‘Come on’ can’t say ‘Come here’ because that word (*on*) is not *here*—a word I know.”).

Put the words on flashcards to practice.

## ANALYZING WORDS

Early on, reinforce the use of word length, initial and final sounds, and simple inflections (e.g., *-ed*, *-s*, *-ing*) to confirm or disconfirm predictions.

Use lists or magnetic letters to help students see similarities between words with the same initial letters, with the same final letters, and in the same “word families” (e.g., *look*, *cook*, *book*).

Use magnetic letters to demonstrate how to combine and break up words into base words and inflections (*play-ing*, *play-s*, *play-ed*, *play-er*), onsets and rimes (*c-at*, *l-ook*, *pl-ay*), and compound words (*into*, *today*).<sup>3</sup> Also show how new words can be made from known words (*not/got*).

Use magnetic letters to help students look for chunks they know in unfamiliar words (e.g., *st-ay*, *th-at*).

Regardless of the approach to phonics in your classroom, help students apply their knowledge, along with meaning and language cues, to determine unfamiliar words in the text.

### Writing Suggestions

Demonstrate writing a sentence. Remind students that a sentence begins with an uppercase letter; ends with a period, question mark, or “yelling mark”; and has spaces between words.

Remind students to check for the uppercase initial letter, spaces, and end punctuation when they write a sentence.

Remind students that special names begin with uppercase letters.

Have students write sentences using the sight words from the stories. You can use the language patterns and topics from the stories or adapt them. Have students illustrate their stories.

Insist on correct spelling for known high-frequency words, and encourage use of reference materials such as a class dictionary or word wall for unknown high-frequency words. However, at this stage, allow phonetic spelling for content words to encourage writing independence.

<sup>3</sup> A rime is the part of a syllable that contains the vowel(s) and any consonants following it. The onset is the consonant preceding the rime.

Help students brainstorm certain topics. Teach them how to generate ideas and organize them graphically (for example, by using a web).

Use writing as a natural means to adapt instruction for students at different levels. With an open-ended writing assignment, the goal for some students might be to write a simple sentence on a subject, whereas the goal for others could be to write several complicated sentences or even a paragraph on the subject.

Put students' writing attempts together to make class books or group books.

### 3. Before the Reading

All students can benefit from a book introduction, but the way you introduce each book will vary according to the book itself and your students' needs. For example, a certain book may have unusual vocabulary or concepts that need to be explained. The amount of support you give in an introduction depends on the needs of the students. Beginners need more detailed introductions than experienced readers, so the introductions you give for the first few books in the set will provide more support than those for later books.

If you give *too much* information in a book introduction, students may parrot your words, rather than actively developing their own strategies. On the other hand, if you realize during the course of students' reading that you have given *too little* information, you may wish to intervene a bit more at points of difficulty.

Make sure students know the parts of a book—cover, title page, and book pages, including the text and illustrations. Read the title aloud. Discuss the pictures on the cover and title page. Try to give equal emphasis to **meaning**, **language**, and **print cues** in your introductions. Keep in mind that the cues you stress in your instruction can influence how students read. If you focus too strongly on print cues, for instance, students may tend to neglect meaning and language cues as they read.

Tell what the book is mostly about. Then talk about a few illustrations. Ask students what they notice about the pictures and have them make predictions about the story. Clarify misconceptions only if you think students won't have the strategies to do so on

their own during the reading. You might say, "When we read the story, we will see whether our predictions were right."

There may be a few words in a book that you think students will be unable to read, given their current knowledge and strategies. Say the word and ask them to find it on a given page. One example might be *Wow* on page 4 of *The Black Kitten*.

An appropriate introduction should help students focus on the meaning and language of a book, introduce important words they might not be able to figure out themselves, and yet leave some work for them to do on their own.

### 4. During the Reading

After your introduction, have students read the story. For the first one or two books in the set, you may want to have the group read together. When students become more independent, you can have them read by themselves, turning their chairs around so that they are facing away from the group, or scattering around the room. You can have students read silently or whisper to themselves if that helps them to focus better.

Pay close attention to how each student reads. Some students may simply try to copy what other students are doing rather than looking at the print themselves. You may need to spend extra time with such students to help them understand the reading process. During the reading, notice what students are able to do well and where they have trouble. If they are unable to solve a problem, intervene. Then you can use this problem solving as a teaching point after the reading.

As students read, it is important to keep them thinking about the meaning of the story. Some students get so preoccupied with identifying the words on the page that they forget that the story carries meaning. Try to present reading as a "meaning-getting"—not simply a "word-getting"—process.

### 5. After the Reading

First, spend some time focusing on the meaning of the story. Ask students what the story was about. Discuss whether their predictions were right. Ask whether there was a surprise at the end. Be alert to students

who don't participate much in the comprehension discussions. They may need extra help focusing on meaning.

Next, pick two or three teaching points based on students' reading performance. If the book was at the appropriate level, students will have encountered few difficulties. If they encountered no difficulties, then the book was probably too easy. Ask students to find the "hard parts," or direct them to one or two areas in the book that need attention. Review important strategies used or needed during the reading (e.g., using word knowledge to test predictions, or using one cue source to check against another). If students neglected to use some information while reading a given section, direct their attention to it. For example, you might say, "You said ... Did that make sense?" Always try to foster the development of strategies that students can apply to reading other books. Add any other teaching points you wish to make. Complete the sight word and writing activities.

### III. Storybooks C, Sets 1–3

The following ideas can be used in conjunction with the general teaching suggestions in the *Using Cues* section. Remember the reading strategies students should be developing at this point. Don't expect more than they are ready for.

#### SET C1 Clouds

**Using Meaning Cues:** Have students look at each cloud illustration and tell what they think it looks like. If students think the sheep is a cow on page 9, correct their misconception; when they read page 8, they will most likely not know /sh/. However, if they think the pig is a cow on page 11, do not intervene. They may use the first letter of *pig*, *p*, to disconfirm their prediction when they read page 10. If they don't notice the first letter, then after the reading you can direct their attention to it.

**Using Language Cues:** Explain that the two children in the pictures are talking. Point out the difference between telling (declarative) and asking (interrogative) sentences.

#### Using Print Cues

**Using Print Conventions:** Explain the function of a period and a question mark. Show students how, in a telling sentence, your voice goes down when you come to the period, and how, in an asking sentence, your voice goes up when you come to the question mark.

**Learning and Using Sight Words:** do, you

Although repeated language patterns can help students a bit at this point, the sentences change from page to page, and sight word knowledge helps students notice these changes. (For example, on some pages it says, "I see a ..." and elsewhere it says, "I see the ...")

**Analyzing Words:** If students already know *to*, show them that another word is pronounced the same way but spelled differently (*too*). If students know *go*, make *go* and *no* with magnetic letters; show students how the two words share the same rime.

**Writing Suggestions:** Have students draw a picture of a cloud that looks like an animal, or have them use cotton balls on blue construction paper. Then have students write, "I see a [animal]. Do you see the [animal], too?" (Show students how to use an extra space before they start the second sentence.) Remind them that all sentences begin with an uppercase letter and end with appropriate punctuation.

#### Family Bike Ride

**Using Meaning Cues:** Help students name the different family members in each picture. If students are unfamiliar with these names (e.g., Grandpa/Grandma), have them practice saying them.

**Using Language Cues:** Explain that there is a "talking part" in each sentence (between the "talking marks") and a "said part" (e.g., said Dad). Ask students to try reading the talking part all together and the said part all together without stopping. Have them practice saying the words in each language pattern ("Here I come" and "Look at me") together to practice reading in phrases.

On page 16, you may want to explain that because the twins are riding a bike together, they say, "Look at us" instead of "Look at me." Or you can wait and see whether students use their language sense to figure that out during the reading.

## Using Print Cues

*Using Print Conventions:* Explain the function of quotation marks, or “talking marks.” Remind students about exclamation marks, or “yelling marks.” Point out that Mom, Dad, Grandma, and Grandpa begin with uppercase letters because they are special names, but that *brother*, *sister*, and *twins* are not names, so they are not capitalized.

*Learning and Using Sight Words:* come, said

Have students find *here* in their books after predicting what letter the word begins with. Students can use the known word *Mom* to detect the change in language pattern on page 8.

*Analyzing Words:* If students say *he* for *here*, write them both on the board. Run your finger under each word as you pronounce it. Ask students to tell how the words are similar and different. Talk about the “beginning” and “ending” of the words. Make *me* and *we* with magnetic letters. Talk about how they are similar and different.

**Writing Suggestions:** Have students write and illustrate the sentences, “Here I come. Look at me on my bike.”

## Who Can Read?

**Using Meaning Cues:** Explain that the girl reading on the last page is telling the story. Help students think about which family member is in each picture. Then ask, for example, “Can Mom read?” After students answer, ask what the person is reading.

**Using Language Cues:** Tell students that the title asks a question: Who can read? Point out that *who* is an asking word, and that there are other asking words such as *where* and *what*. Explain that there are both telling and asking sentences in this book.

Students should be able to use their own language sense to put *-ing* on *read*. If not, help them after the reading. (We wouldn’t say, “Mom is read a newspaper.”)

## Using Print Cues

*Using Print Conventions:* Remind students that names begin with uppercase letters and that asking sentences end with question marks.

*Learning and Using Sight Words:* she, yes

Students may have trouble recognizing *can* with an uppercase *C*, especially because an action word like *can* usually comes in the middle of a telling sentence. Point out that this is an asking sentence. Have students find the word on one or two pages. Repeat the question, “Can [family member] read?”

*Analyzing Words:* If students confuse *Here* with *He*, write them both on the board after the reading. (See *Analyzing Words, Family Bike Ride*.) On page 16, if students say, “But I can read a book to the baby,” cover up *story* and ask them what letter *book* begins with. When they say *b*, move your finger to show the *s* at the beginning of *story*. Ask, “Could this be *book*?” Read the beginning of the sentence again and ask students to think about what word (that begins with /st/) would make sense in the sentence. (Students will not be ready to sound out blends at this point, so pronounce /st/ for them.) Explain that *s* and *h* together make the sound /sh/ as in *she*. Point out the ending *-ing* in *reading*.

**Writing Suggestions:** Have students pick someone in their family or a character from the book to write about. For instance, if they choose Mom, have them write: “Can Mom read? Yes. She is reading ....” Illustrate.

## The Picnic

**Using Meaning Cues:** Explain that the ants are invading a picnic. Have students name the different kinds of food on each page. Make sure students know what ham is. On page 16, explain that Mom is talking and that she doesn’t like ants. (Don’t give away *home*. Students may be able to use meaning, language, and print cues to figure out the word themselves.)

**Using Language Cues:** Point out that sometimes one ant is talking, and sometimes more than one. (See *Analyzing Words*.) Explain that when one ant is talking, it says, “I like ...,” but when more than one ant is talking, they say, “We like ....” Introduce the other sentence pattern on the page (“I am/We are going to eat ...”).

In addition, sometimes one piece of food is being eaten (e.g., cake), and sometimes more than one (e.g., bananas). Students may use their grammar sense,

in combination with print cues (final *s*, initial *th*), to read these changes (e.g., “I like bananas. I am going to eat them.”).

### Using Print Cues

*Using Print Conventions:* Explain that on page 3, there are two parts to what the ant says, so that there are two sets of “talking marks.” Explain that a boldface word (see page 16) is said with more emphasis.

*Learning and Using Sight Words:* like, eat, it, are

Have students find the word *it* on page 3 before they read the story.

*Analyzing Words:* Ask students to predict what will be at the end of the word *ant* on pages where more than one ant is talking. Explain that sometimes the ending *-s* is put on words when we are talking about more than one. Have students look for this ending as they read. Make *going* with magnetic letters or cards from the *Teacher’s Guide for Workbook C*. Show how to divide it into *go + ing*. Explain that other words end in *-ing*, too.

**Writing Suggestions:** Have students pretend they are ants and write about the kinds of food they like: “I like .... I am going to eat it/them.” Illustrate.

## Halloween

**Using Meaning Cues:** Tell students that in this make-believe story, two people are walking along and talking on Halloween night. Make sure they know what a bat and haunted house are. (Point out that *haunted house* is two words.)

**Using Language Cues:** You may want to read the first page with expression to help students hear the rhyming words and to establish the mood.

### Using Print Cues

*Using Print Conventions:* Review the question mark and quotation marks. Introduce the comma. Tell students that you “take a breath” when you come to a comma. After the reading, explain the function of the speech bubble on page 16. Remind students that boldface words (*OO!*) are said with emphasis.

*Learning and Using Sight Words:* boo

*Analyzing Words:* Point out the final *s* on *pumpkins*. Compare the known word *too* with *boo* and *oo*.

**Writing Suggestions:** Have students make a little book by folding a piece of paper in half. On the outside, have them write “I see the .... Do you?” On the inside, they can write “Yes,” “No,” or “Boo!” Have them illustrate the story.

## Up and Down

**Using Meaning Cues:** Have students talk about whether the cat is going up and down, and where he is going. Don’t correct students if they say *steps* for *stairs*. They may be able to use final letter sounds to discover this during the reading. (If they don’t, bring it up as a teaching point later.)

**Using Language Cues:** The sentence structures are more varied in this book than in earlier books, so students will be more dependent on using meaning and print cues. Remind students to try to read in phrases.

### Using Print Cues

*Using Print Conventions:* Before the reading, remind students of the function of the speech bubble on page 12. Students can predict what the cat is saying. During the reading, notice whether students make their voices go up at the question mark on page 9.

*Learning and Using Sight Words:* up, down, and, oh, get

*Analyzing Words:* Review the *-ing* in *going*. Students should be able to use meaning, structure, and beginning letters to read words such as *him*, *ladder*, and *with*. Before reading, have students locate *thank* in the text (page 16) by predicting what two letters it will begin with.

**Writing Suggestions:** Have students draw a picture of a cat going up something. Then ask them to write sentences to go with the picture: “My cat is going up the .... Look at my cat.”

## Where Is My Cat?

**Using Meaning Cues:** Tell students that the girl looks everywhere for her cat. Explain that the girl is telling the story.

**Using Language Cues:** There are three sentences in the pattern: “Is my cat/she ...” “No,” and “She is not ...” Remind students about the difference between telling and asking sentences. Point out that *where* is another asking word. (See *Using Language Cues, Who Can Read?*)

### Using Print Cues

*Using Print Conventions:* Introduce possessives (*Mom’s* and *Dad’s*). Review other punctuation marks.

*Learning and Using Sight Words:* for, not, where, she

Students may have trouble recognizing *is* with an uppercase *I*. Point out that it is the same word; write both on the board.

*Analyzing Words:* Before the reading, have students find the word *where* in the title and on page 3. After the reading, introduce the five asking words that begin with *wh*: *who*, *what*, *where*, *when*, *why*. Point out that the *w* in *who* is silent. Point out that *is* and *in* both begin with the same letter and sound. Write one above the other on the board. Say them slowly while running your finger under them. Remind students of the *-ing* in *looking*. Review *sh* (*she*).

*Writing Suggestions:* Have students make a little book. (See *Writing Suggestions, Halloween.*) On the outside, have them write “Is my cat in the ...?” On the inside, they can write “Yes” or “No.”

### The Roller Coaster

**Using Meaning Cues:** Introduce the names Carlos and Maria. Have students rehearse the names, if necessary. Make sure students know what a roller coaster is. Point out that the roller coaster goes up very slowly but comes down fast.

**Using Language Cues:** Remind students to read in phrases, especially the “said parts” and the “talking parts,” and with expression (“in a storyteller’s voice”). After the reading, if necessary, demonstrate reading in two- or three-word phrases.

### Using Print Cues

*Using Print Conventions:* Review the function of bold-face (pages 2, 5) and quotation marks.

*Learning and Using Sight Words:* liked, wow, went

Have students find *wow* (page 2) before the reading.

*Analyzing Words:* If students are unable to read *that* (page 2), have them cover up *th* in their books; after they read *at*, have them try the whole word. If students can’t read *please* (page 5), have them cover up all but *pl* in their books. Show them how to read the sentence up to the word and then say /pl/; in this way, they can use all cues together to figure out the word. Show how *into* is made up of two smaller words.

**Writing Suggestions:** Have students write and illustrate one or two sentences about the fair rides they like to go on.

### The Pool

**Using Meaning Cues:** Introduce the family. Explain that Dee, the little girl, is going to the indoor pool with Mom and Dad and her older brothers, Andy and Rob. Have students look at the pictures and predict what Dee might be feeling. After reading the story, talk about the different kinds of relationships Dee seems to have with her two brothers.

**Using Language Cues:** If students don’t read pages 12–16 with expression, go back and ask them to read again, using the kinds of voices they think Andy and Dee would be using. If they still don’t read with expression, demonstrate. Read, “I can too,” “No you can’t,” and “Yes I can,” all together.

### Using Print Cues

*Using Print Conventions:* Remind students to “take a breath” when they come to a comma.

*Learning and Using Sight Words:* shouted, will

*Analyzing Words:* Using magnetic letters or cards, show students how to turn *see* into *Dee*. Write *said* and *shouted* one above the other. Ask how the words are different and the same. Review /sh/ at the beginning of *shouted*. If students have trouble reading *so*, show them (with magnetic letters, cards, or on the board) how *so* is like *go*.

**Writing Suggestions:** Have students write and illustrate the sentences “I went into the pool. I went with [family member].”

## No, Bo!

**Using Meaning Cues:** Point out that this is the same family as in *The Pool*. Introduce the dog, Bo. Explain that Andy is telling the story, and that every day, Bo climbs up on something.

**Using Language Cues:** There are two main language patterns in this book: “On ... Bo climbed up on ...” and a family member’s response. Remind students to say the “said part” (e.g., “shouted Mom”) together.

### Using Print Cues

*Using Print Conventions:* Review possessives (*sister’s* and *brother’s*). Remind students that special names begin with uppercase letters: days of the week are special names.

*Learning and Using Sight Words:* day, climbed

*Analyzing Words:* If necessary, write *said* and *shouted* together and remind students of the differences between them. Point out that each day of the week has *day* in its name. If students misread *climbed*, show them how to read the sentence up to the word and then say /kl/.

**Writing Suggestions:** Have students make a little book with one or two sentences about Bo or their own pet getting up on something. (See *Writing Suggestions, Halloween.*) On the outside it can say, “On [day], ... got up on [object].” On the inside, students can put a family member’s response in a speech bubble. (It is too early to have students use quotation marks in writing.) Have students illustrate the two pages in the book.

## SET C2

### The Black Kitten

**Using Meaning Cues:** Introduce the characters Jess and Lin. If students read *Where Is My Cat?* from *Handprints Storybooks C*, Set 1, tell them that Lin is the girl from that book, and that these are the kittens that were born in the closet. If students have trouble reading “Get down” on page 7, have them think about what Lin would be saying to the black kitten, who is trying to climb out of the box.

**Using Language Cues:** Explain that Lin is telling Jess what each kitten likes to do. Explain that there is a “talking part” in each sentence (between the “talking marks”) and a “said part” (e.g., said Lin). Ask students

to try reading the talking part all together and the said part all together without stopping.

### Using Print Cues

*Using Print Conventions:* Explain the function of quotation, or “talking marks.” Tell students about exclamation marks, or “yelling marks.” Point out, if necessary, that Jess and Lin begin with uppercase letters because they are special names.

*Learning and Using Sight Words:* they, wow, where

Before reading the story, have students find the word *Wow* on page 4, after predicting what letter the word will begin with.

*Analyzing Words:* If students confuse *can* and *come*, write them both on the board. Run your finger under each word as you pronounce it. Ask students to tell how the words are similar and different. Talk about the “beginning” and “ending” of the words. If students can’t read *that*, show them—with magnetic letters or on a whiteboard—the onset and rime portions (*th-at*). Have them read *at* first, and then add *th*.

**Writing Suggestions:** Make a class book. Have each student write and illustrate a page about a different kitten.

## Jess in the Snow

**Using Meaning Cues:** Introduce Jess, Mom, and Dad. If students read *Handprints Storybooks C*, Set 1, tell them that Jess is the girl who tells the story in *Up and Down*. Tell them that Jess wants to go out and play in the snow. Have students predict the rest of the story from the pictures. Don’t correct them if they predict *coat* for *jacket*. Later they should be able to use the first letter to monitor their prediction when they read.

**Using Language Cues:** Explain, if necessary, that we say, “Here are your boots,” not “Here is your boots.” Rehearse “Come and see what I made!” (page 13)

### Using Print Cues

*Using Print Conventions:* Review the function of exclamation and question marks.

Students can use the terms “yelling marks” and “asking marks.” Remind them to make their voices sound different when they see those marks.

*Learning and Using Sight Words:* out, put, what

*Analyzing Words:* If students are unable to read *your* on page 5, have them cover up the *r* and read *you*; then add the */r/*. Do the same for *them/the* on page 9, and *then/the* on page 13. If students have trouble reading *inside* on page 13, have them cover up *side* and read the whole sentence, “Then Jess looked in”; then cover up *in* and read *side*. Use magnetic letters to show how we put the inflections *-s*, *-ed*, and *-ing* on *play*.

**Writing Suggestions:** Have students write about what they would do if they went out to play in the snow (or on the beach).

## Zip Me Up

**Using Meaning Cues:** Introduce each family member as you page through the book. If students are unable to read *Thank* on page 16, ask them to think of a word that begins with *th* that Little Fox might say to the other foxes.

**Using Language Cues:** Students with language challenges may have difficulty understanding the meaning of “went up to” or “What is going on?” If so, explain the meaning to them.

## Using Print Cues

*Using Print Conventions:* After the reading, you can demonstrate with magnetic letters how *I’m* and *can’t* are two words squeezed together into one. Discuss the function of speech bubbles on page 16 and the symbolism of the light bulb on page 14.

*Learning and Using Sight Words:* all, thank

Before reading the story, have students find *all* on page 16, after predicting what letter it will end with.

*Analyzing Words:* Explain that *what* is an asking word, like *where*, and that many asking words begin with *wh*. Tell students that asking sentences often begin with asking words.

Have students look for chunks they know in unfamiliar words when appropriate (*can/can’t*, *I/I’m*, *at/sat*). They can also use an analogy with (*no/go*) to get to *so*. If students are unable to use meaning to predict *way* on page 11, tell them that it is like a word they know; then, if they can’t think of *day*, tell them.

**Writing Suggestions:** Have students make a comic strip of the story as a group project. They can use speech bubbles, showing what Little Mouse and his family members said on each page in the story.

## Shopping

**Using Meaning Cues:** If students read *Little Mouse* in *Handprints* Storybooks, Set B, tell them that Little Mouse is also the character in this book. Introduce Mother Mouse. Explain that Little Mouse wants to have a ride in the cart. Some students may be more familiar with the word *carriage*. Just tell them that, in this book, the word is *cart*. As you introduce the book, you can read the printed words in the pictures.

**Using Language Cues:** Have students rehearse Mother Mouse’s comment, “Here they are.” Tell students that Little Mouse talked “to himself” while Mother Mouse was shopping.

## Using Print Cues

*Using Print Conventions:* Explain that there are two parts to the special names Little Mouse and Mother Mouse, just as we have a first and last name; both begin with uppercase letters.

*Learning and Using Sight Words:* some, let

Before the reading, have students find *himself* on page 7, after thinking about what letter it will begin with.

*Analyzing Words:* Most students will see the little words *in* and *to* in *into*. If students have trouble reading *with*, explain that it begins like *will*. Write them both on the board. If students have trouble reading *some*, tell them to read the sentence again and say the first sound of the word when they get to it. Explain to students that they should use this technique whenever they can.

If students cannot read *Let*, tell them that it is like a word they know. If they do not think of *get*, put it on the board with magnetic letters. If necessary, replace the *g* with *L*. For *inside*, see *Analyzing Words*, from *Jess in the Snow*.

**Writing Suggestions:** Have students pretend they are Little Mouse. Have them write about what they are going to do when they go shopping with Mother Mouse.

## Mom's Shoes

**Using Meaning Cues:** Introduce Mom, Dad, and Lin. Explain that Lin appeared in *The Black Kitten* (this set) and *Where Is My Cat?* (from *Handprints Storybooks C*, Set 1). Tell students that Mom will be late for work if she can't find her shoes. Students should be able to use the picture to predict *under* on page 9.

**Using Language Cues:** Rehearse, "Have you seen them?" (page 13). Remind students to read with expression.

### Using Print Cues

*Using Print Conventions:* Review the contractions *I'm* and *can't* after the reading if you feel this is necessary. If students do not recognize *Are* on page 5 during the reading (because it begins with an uppercase letter), write it below *are* on the board.

*Learning and Using Sight Words:* find, her, came, have, help

If you think students will be unable to read *what*, before the reading, have them predict what letter it will begin with and find it on page 10.

*Analyzing Words:* If students can't read *doing* on page 10, have them cover up the inflection *-ing*. For *seen* and *them* on page 13, have students look for a chunk they know.

**Writing Suggestions:** Students can draw pictures of themselves "dressing up" and then write about their pictures. Put the pages together to make a class book.

## Watch Me

**Using Meaning Cues:** Introduce Little Mouse and Rabbit. Ask students whether they remember Little Mouse from books they have previously read (*Little Mouse* from Set B and *Shopping* from this set). Discuss Little Mouse's character (mischievous, egotistical; thinks he can do anything). Explain that in this book, Little Mouse wants to show Rabbit how good he is at riding a bike. Talk about how important it is to wear a bike helmet. Before reading the story, discuss what might happen if Little Mouse rides his bike without a helmet.

*Using Language Cues:* If some students have trouble with the sentence, "And I can't ride my bike without a

helmet," (page 14) explain it to them. Use the phrase "the next day" (page 10) in your book introduction. Make sure students know what it means. Help students understand "Rabbit came by" if necessary.

### Using Print Cues

*Using Print Conventions:* Encourage students to check every page for text. For example, they might miss the text at the top of page 10 or the top of page 13.

*Learning and Using Sight Words:* good, O.K., but, was  
Before the reading, have students find *next* (page 10) and *watch* (page 3) after predicting what letter each word begins with.

*Analyzing Words:* During the reading, students may need help seeing the chunks in *today* and *without*.

**Writing Suggestions:** Have students draw a picture of themselves doing something they are good at and then write about it. Make a class book or mural.

## Playing Ball

**Using Meaning Cues:** Introduce Andy, Dad, and their dog, Bo. If students have read *No, Bo!* from *Handprints Storybooks C*, Set 1, explain that Andy is the boy who told that story. Explain that Andy and Dad also appear in *The Pool* (C, Set 1). Tell students that Andy and Dad are taking Bo outside to the park to play ball.

**Using Language Cues:** Mention that the park is "across the street."

### Using Print Cues

*Using Print Conventions:* After the reading, use magnetic letters to show students how the words *I'll* and *don't* are made from two words squeezed together. Remind students to check the top and bottom of each page for print.

*Learning and Using Sight Words:* one, across, did, don't  
Help students find *across* in the book (page 2) before the reading.

*Analyzing Words:* If necessary, help students see the chunks in *outside*. If students stop at a word that they could read through analogy, first say, "Do you know a word like that?" If they can't name a word like that, then tell them the known word. If they can't complete

the analogy on their own, show them with magnetic letters or on the whiteboard. Examples are *took/look* (page 2), *ball/all* (page 2), *sat/at* and *had/Dad* (page 6), *let/get* and *try/my* (page 8), *hit/it* (page 12), and *ran/can* (page 14). For *hitter* and *pitcher* (page 10) and *patted* (page 16), help students cover up the inflection at the end and the doubled consonant, when applicable. After the reading, use magnetic letters and let students put inflections (*-s*, *-ed*, *-ing*, *-er*) on *play*.

**Writing Suggestions:** Have students write about an activity or game they enjoy.

## King's Job

**Using Meaning Cues:** Explain that King is a guide dog, and that a guide dog's job is to help a blind person. Tell them that when King has his harness on, he knows it is time to pay attention and do his job. When introducing the book, mention that the man telling the story hears the dog on page 11; he cannot see the dog because he is blind. Mention the term *treat*. Students will probably be able to predict words such as *cross* and *street* from the meaning and language context, in conjunction with the first letters.

**Using Language Cues:** Some students might need help understanding the sentence, "He sees for me." Remind students to use punctuation and read with expression.

## Using Print Cues

**Using Print Conventions:** Explain to students that when they come to a comma, they should take a little breath (a pause). Demonstrate on pages 2 and 3.

**Learning and Using Sight Words:** when, again, another, away

Before reading, have students find *when* on page 5, after predicting what letter it begins with. After the reading, explain that *where*, *when*, and *what* can be asking words. That is, we can put them at the beginning of asking sentences. Write the words on the board and help students discriminate between them.

**Analyzing Words:** Help students look for chunks they know in words (e.g., *is* in *his*, *eat* in *treats*, *ee* in *feel*, *out* in *outside*).

**Writing Suggestions:** Have students write one or more asking sentences beginning with *where*, *what*, and *when*. Then have them exchange papers and write the answers to each other's questions.

## Dolly's Car

**Using Meaning Cues:** Introduce Dolly and Jess. If students do not recognize Jess, tell them that she has appeared in *The Black Kitten* and *Jess in the Snow*. Explain that Jess is making a paper doll for her paper car. On page 2, tell students that Jess is getting paper, crayons, and scissors to help them use the picture, along with print cues, to predict the words when they read. Tell students that Jess is going to "pretend" the ripped car has a flat tire. Have students find the word *pretend* on page 13, after guessing what two letters it will begin with. At the end of the reading, have students predict what is going to happen on the last page.

**Using Language Cues:** Explain that on page 13, Jess "had an idea."

## Using Print Cues

**Using Print Conventions:** Mention the fact that having *POUNCE* written in all uppercase letters emphasizes that it should be read in a strong voice.

**Learning and Using Sight Words:** made, car, new, saw

**Analyzing Words:** If students cannot read *zoom*, *your*, or *flat*, remind them to look for chunks they know. After the reading, use magnetic letters to show students how *y* added to *Doll* makes *Dolly*.

**Writing Suggestions:** Have students write about one of their toys and what they do with it.

## Not It!

**Using Meaning Cues:** Introduce the characters: Andy, from *No, Bo!*, *The Pool* (C, Set 1), and *Playing Ball* (this set); Carlos from *The Roller Coaster* (C, Set 1); and Hiro. Explain that the boys are playing tag at the park. Students should be able to use meaning and print cues to predict and confirm words such as *bench* and *slipped*.

**Using Language Cues:** Make sure students are familiar with the phrase “Not It” used in playing tag.

### Using Print Cues

*Using Print Conventions:* After the reading, students may need to be reminded that some words, such as *Let’s*, *you’re*, *I’ll*, *we’re*, and *can’t*, are made up of two words squeezed together. (See also *Analyzing Words*.)

*Learning and Using Sight Words:* around, yelled, of, very, laughed

*Analyzing Words:* If students have trouble reading any contractions in the story, remind them to look for a chunk they know in the word first. If *around* poses a problem, mention that it begins like a word they know, *away*. If students are unable to read *yelled*, ask them to think of a word they know that begins like it. After the reading, demonstrate with magnetic letters how *mud* becomes *muddy*. Compare *muddy* to *Dolly*.

**Writing Suggestions:** For a group project, have students make a mural about a game of Tag or Not It.

## SET C3 Hands

**Using Meaning Cues:** Elicit background knowledge about hands. Ask students what they can do with their hands that dogs and cats cannot do with their paws. Explain that some animals, like monkeys, have front paws that are like hands, with a thumb and fingers. Point at each picture in your book introduction, and make sure students can identify each animal and what it is doing.

**Using Language Cues:** Point out that the text is patterned. There are two sentence structures in the book: “I am a ...” and “I can ... with my hands.” Encourage students to read each line of text all together. Introduce declarative (“telling”) and interrogative (“asking”) sentences. (See *Using Print Conventions*.) Have the group rehearse the question on page 16.

### Using Print Cues

*Using Print Conventions:* Show students the correct punctuation for “telling” sentences (period) and “asking” sentences (question mark). (See *Using Language Cues*.) Explain that asking sentences often begin with one of the *wh* “asking” words (*who*, *what*, *where*, *when*, *why*). (See *Using Sight Words*.)

*Learning and Using Sight Words:* what, with

Have students find the asking word *what* on page 16.

*Analyzing Words:* Demonstrate to students how to use their background knowledge, along with language patterns and phonetic cues, to predict and confirm the text. Compare *what* and *with*. Explain that, although they have some of the same letters, the order of the letters is important. Show that *with* is phonetic, but *what* is not. Students should be able to add an *r* to *you* to make *your*.

**Writing Suggestions:** Have students answer the question on page 16 (“I can ... with my hands.”) in complete sentences. Illustrate and turn into a class book.

## The Race

**Using Meaning Cues:** If students have read *A Hot Day* (Set B2), they may remember Jess and Willy. If not, introduce the characters as sister and older brother. Ask whether any students are familiar with the story *The Tortoise and the Hare*. This story has a similar plot: the character most likely to win the race is so sure that he will win that he stops to nap. After introducing page 3, ask students to predict who will win the race. After reading the story, ask them why Jess won (cause-effect).

**Using Language Cues:** Depending on students’ skills, you may want to have them rehearse certain sentence patterns: “Let’s have a race” (page 3); “Let’s go” (page 5); “Off they went” (page 6). Explain that the direct quotations (“talking part”) can come both before and after the “said part” of the sentence on page 5 of the story.

### Using Print Cues

*Using Print Conventions:* Discuss use of quotation (“talking”) marks. (See *Using Language Cues*.) Explain the purpose of the ellipses (“dot, dot, dot” or “three periods”) on pages 10 and 11. You can say that the three dots can mean different things. In this case, the dots indicate that the sentence will continue somewhere else. You may want to mention that an ellipsis can also show the passage of time.

*Learning and Using Sight Words:* let’s, I’m, off

*Analyzing Words:* There are many CVC and CVCC words in this book (e.g., *did*, *big*, *can*, *not*, *nap*, *sat*, *win*; *will*, *went*, *back*, *fast*). Help students work with

short vowel sounds that feature these vowel patterns. You can also use the analogy approach to help students recognize *bike* (like *like*). Remind students that the inflection (“ending”) *-ed* can sometimes sound like *t* (*jumped, looked*).

**Writing Suggestions:** Talk about the lesson or “moral” behind the story. Have students write what they think the lesson is (e.g., “Don’t brag” or “Keep trying”).

## A Friend

**Using Meaning Cues:** Introduce the topic of friendship by asking students what makes a good friend. Students will probably have many examples to share from their own lives. Go through the pictures and talk about what the friends are doing in each one.

**Using Language Cues:** Talk about what a sentence is. Discuss the fact that in this book, each sentence begins on the left-hand page and ends on the right-hand page. (See *Using Print Conventions*.)

### Using Print Cues

*Using Print Conventions:* Remind students that the ellipses (“dot-dot-dot” or “three periods”) on the left page indicates that the sentence will end somewhere else (in this case, on the next page).

*Learning and Using Sight Words:* friend, make, one, laugh

Have students predict what letter *laugh* (page 4) will begin with. Have them find the word *laugh* on that page. Then rehearse the sentence structure on pages 4–5.

*Analyzing Words:* Put *will, with, and win* on the board. Discuss how these words are the same and different. Have students use the terms *beginning* and *ending*. Point out that *today* and *tomorrow* both begin with *to*.

**Writing Suggestions:** Have students write about something nice a friend did for them or that they did for a friend.

## The Zookeeper

**Using Meaning Cues:** Make sure students know what a zookeeper is. Clarify what “big cats” are, if necessary. Explain that the lions have an outside cage where they can roam around, and an inside cage where they eat and sleep and get away from the hot sun, rain, and

cold weather. There are natural objects in the inside cage, as well. Let students know that zookeepers try to keep zoo animals active (e.g., playing, hunting for food) because it makes them healthier and happier.

**Using Language Cues:** Rehearse the language pattern “take(s) care of” on pages 3 and 16. Help students to predict that after Deb says “Good-bye, lions” (page 15) she will say “Hello, tigers” on the next page.

### Using Print Cues

*Using Print Conventions:* Review exclamation (“yelling”), quotation (“telling”), and question (“asking”) marks.

*Learning and Using Sight Words:* of, now, they, after

*Analyzing Words:* Remind students that sometimes two little words can be put together to make one bigger word (“compound words”). Have them tell you the little words in *inside* and *outside*.

Write *sleepy* and *sleeping* on the board. Ask how the two words are the same and how they are different. Explain that the endings *-y* and *-ing* change the meaning of the base word, *sleep*. Point out that in the picture on page 14, the lions are not yet *sleeping* but they are getting ready for a nap because they are *sleepy*, another word for *tired*. Show students how to go from known to unknown words (e.g., *the* to *then*, *all* to *ball*, *wake* to *take*).

**Writing Suggestions:** Have students talk about what might happen next (after the end of the story). Have them write a sentence that tells what could happen and illustrate it.

## At the Water Park

**Using Meaning Cues:** Students may be familiar with these characters from books they have read before, including *No, Bo!* and *The Pool*, from Set C1. If not, introduce the siblings Dee, Andy, and Rob. Remind or explain that Dee and Andy sometimes argue. Make sure students understand what a water park and bumper boats are.

**Using Language Cues:** Demonstrate the function of boldface print (*you*) on page 5. Rehearse “What can we go on now?” (page 11). Remind students that when characters in books are speaking, there is a “talking part” (between the “talking marks”) and a “said part” (e.g., said Dee). (See *Using Print Cues*.) Ask

students to try reading the talking part all together and the said part all together without stopping. Introduce the other “said part” words *shouted* and *asked*.

### Using Print Cues

*Using Print Conventions:* Explain that boldface print indicates that you should use a stronger voice. (See *Using Language Cues*.) Show students italic print (e.g., *Bump! Splash!* page 9) and tell them that italics—slanted print—are sometimes used for noise words. Review “talking,” “yelling,” and “question marks.” (See *Using Language Cues*.)

*Learning and Using Sight Words:* myself, climb, soon, over, asked

*Analyzing Words:* Review the fact that contractions are two words squeezed into one word. Help students discover the two words that combine into *it’s*, *can’t*, and *don’t*. Compare *around* with the known word *away*. Point out the two parts of the compound word *myself*.

**Writing Suggestions:** Have students write about an experience they have had or would like to have at a water park. Illustrate. Make the class drawings into a water park mural.

### The Big Show

**Using Meaning Cues:** Students may remember Little Mouse from *Little Mouse* (Set B1), *Rabbit’s Skating Party* (Set B2), or *Watch Me* (Set C2). If they are familiar with the character, elicit what he is like (*boastful*). Give background information about the story: this is a talent show where the animals are getting up on the stage to show what they can do. Introduce each of Little Mouse’s friends (Rabbit, Owl, Squirrel) by having students find each one’s name on page 3. Explain the time-related words *first*, *then*, *next*, and *now* which appear throughout the story.

**Using Language Cues:** As students read, have them look for patterns in the language of the book. Make sure students understand the language structure “So are we” on page 3. Have them rehearse the second sentence on page 15 (“And he took a bow—a very, very big bow!”) Explain that the phrase “smiled his friends” (page 16) means that they are smiling while they speak.

### Using Print Cues

*Using Print Conventions:* Remind students that the words in italics are sounds made by the characters. Have students rehearse the sounds.

*Learning and Using Sight Words:* first, next, who

Before the reading, have the students find the word *who* on page 15. Ask them which letter is silent.

*Analyzing Words:* Help students use the known word *now* to read *owl*, *bow*, and *howl*; the known word *too* to read *toot*; and the known inflection *-ing* to read *sing*. Explain that *c* can make the /s/ sound, as in *dance*.

**Writing Suggestions:** Write three sentences telling about three events or things that happened in sequence. Use the introductory words *first*, *then*, and *next*.

### A Slide for Mill Park

**Using Meaning Cues:** If students have read *Jim and the New Truck* (Set B3), they may recall that Jim and his dad love trucks. In this book, Dad has to use the new truck they read about in that story to take a slide to a playground. Dad takes Jim along for the ride. Make sure students know what a tunnel is (page 7). Discuss the difference between a park and a playground.

**Using Language Cues:** Have students rehearse the phrase “Off they went” on page 4. When introducing the book, point out the phrases “did not see the turn” (page 9) and “missed the turn” (page 11).

### Using Print Cues

*Using Print Conventions:* Explain that the comma tells us to take a little breath as we are reading. Demonstrate and practice with the second sentence on page 9.

*Learning and Using Sight Words:* showed, there, turn, long

Have students predict what three letters *through* begins with. Then have them find the word on page 7.

*Analyzing Words:* Look at the compound words *today*, *playground*, *uphill*, and *downhill*. Have students compare and contrast *park* and *playground*. Discuss the different sounds of the *-ed* endings on *helped* and *climbed*.

**Writing Suggestions:** Have each student write about a time they helped someone.

## Getting to School

**Using Meaning Cues:** Ask students how they get to school. Go over the different types of transportation in the book (school bus, walking, skateboard, bus, taxi, subway, ferry, bike, van). Help students practice saying the terms that are new to them. Explain that *called* is another “said part” word like *said*, *shouted*, *asked*, and *smiled*.

**Using Language Cues:** You may need to clarify the phrases “take the subway,” “take a taxi,” and “live next door to.” Rehearse “Good morning, students!” Review telling and asking sentences. Make sure students understand the longer sentences in this book.

### Using Print Cues

*Using Print Conventions:* Review the function of the comma (pages 7, 9, and 11).

*Learning and Using Sight Words:* brother, school, walk, children

*Analyzing Words:* Remind students that in the word *city*, the letter *c* sounds like an *s*. Have students find the word on page 3 before reading the book. Encourage students to use the known word *now* to read *how*, the known word *wake* or *make* to read *take*, and the known word *all* to read *call* and *called*. Introduce the ending *-y* as in *happy*.

**Writing Suggestions:** Have students draw pictures of themselves traveling somewhere on foot, on a skateboard or bike, or in some type of vehicle. They can then complete the sentence, “I went to ... on [or in] a ...”

## Little Fox and the Tooth

**Using Meaning Cues:** Students may remember Little Fox if they have read *Little Fox* (Set B3) or *Zip Me Up* (Set C2). Explain that Little Fox always struggles with learning to be thoughtful of others and doing what is right. Tell them that in this book, Little Fox’s friend Raccoon leaves her tooth at Little Fox’s house, and Little Fox decides to put *her* tooth under *his* pillow for the tooth fairy.

**Using Language Cues:** Encourage students to read words in phrases and with expression. The line placement in the book, as well as punctuation, should help

with phrasing. Introduce the phrase “The next morning” (page 13).

### Using Print Cues

*Using Print Conventions:* Remind students that the word *crunch* on page 15 is printed in italics to show that it is a noise. Explain that the *’s* on *Raccoon’s* indicates that something belongs to Raccoon (*Raccoon’s tooth*, pages 8 and 11; *Raccoon’s house*, page 13). You may want to demonstrate the use of boldface print to read with a strong voice on page 11.

*Learning and Using Sight Words:* opened, under, again

*Analyzing Words:* Have students tell what two little words make up the word *bedtime*. Compare short vowel words (e.g., *still*, *next*, *snack*) with long vowel words (e.g., *take*, *gave*, *hope*).

**Writing Suggestions:** Have students write about a time when one of their teeth came out. If a student has not yet lost a tooth, encourage that student to share a story about a sibling’s or a friend’s tooth.

## Trees

**Using Meaning Cues:** Give a rich book introduction. Explain that stories can be make-believe (fiction) or informational (nonfiction), and that this book is nonfiction. As students read the book, they will learn facts about trees. Have students share what they know about trees. Talk about the parts of a tree illustrated on page 2. Elicit the terms *sun*, *water*, and *air* as the tree’s needs. (See page 3.) Before reading the book, talk about the content of each picture.

**Using Language Cues:** During your book introduction, read aloud the last sentence on page 5. (“The water goes into the roots and up the trunk to the branches and the leaves.”) Then have students read the sentence with you.

### Using Print Cues

*Using Print Conventions:* Explain that in nonfiction books, a lot of information is sometimes given in illustrations, as in the diagrams on pages 2 and 4.

*Learning and Using Sight Words:* water, from, animals

*Analyzing Words:* Introduce the ending *-er*. Show students how to cover up the *-er* in *summer* and *winter* to decode the words. Explain that the ending on *goes* is

-es. Depending on the phonics method you are using, you may want to teach students about vowel digraphs (*tree, rain, leaf, leaves, seed, green, needles, people, way*).

**Writing Suggestions:** If you are using this book as part of a science unit, assign four groups of students to write about the four stages trees go through during the four seasons. Illustrate. Alternatively, have students write about the ways in which trees help people.

## IV. Resources

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