



HANDPRINTS

A Comprehensive Leveled Reader Library

Teacher's Guide for Storybooks A

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HANDPRINTS

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

Teacher's Guides are available for storybooks and workbooks.

Handprints is a collection of 120 storybooks and 4 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 A

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I. INTRODUCTION

1. About the Storybooks

Storybooks A, Sets 1–3, are the first of ten sets of storybooks in the collection; there are ten books in each set. These books are intended for students who have had little or no experience reading emergent books.* Children will not all be ready to read storybooks at the same time. Students may be ready to begin these books when they:

- know how to hold a book and turn the pages;
- can repeat a simple language structure;
- can interpret meaning from pictures; and
- have begun to develop phonemic and phonological awareness.

These children may know only a few letters by name or sound and may not be able to recognize any high-frequency words; however, they may be able to recognize their own names in print. Ideally, the children have already had many listening and shared reading experiences at home and at school, so that they have some familiarity with story structures, directional movement, and one-to-one matching of voice and print. These students may be in kindergarten or first grade.

These thirty 16-page storybooks include both caption books and stories with a beginning, middle, and end. Picture support is strong, and the language structures (single words, short phrases, and complete sentences) progress from consistent to inconsistent within this group of books. The texts are designed to encourage left-to-right movement and one-to-one matching of voice and print. There are one to two lines of print

*It is assumed that students will also be reading other books, along with the *Handprints* storybooks.

on a page. Spacing between words is exaggerated to encourage voice–print matching. The use of the Zaner Bloser Manuscript font in the storybooks means the letterforms match the ones students may be using in class to learn to write. Spacing and font size gradually decrease through the series.

Students will 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 children’s reading abilities vary too much. At the early stages, guided reading is similar to shared reading, with teachers reading to and with students before students read by themselves. Teachers model verbal expression and show students how to use the pictures to interpret the meaning of the story. They demonstrate book holding, finger pointing, and proper movement across a line of print. After hearing teachers repeat the language structure often, the children become familiar with it.

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. Teachers with half-day classes may introduce one book a week, while those with full-day groups may be able to use two books a week.

2. Advantages to Using the Storybooks

- All children can be continually challenged at their own reading level.
- Choice of books can accommodate students’ needs or interests.
- Predictable texts enable beginners to feel like “real” readers.
- Children experience a sense of accomplishment as they progress to longer, more challenging books.
- Reading comprehension develops from the start because children learn to read for meaning.
- Stories can be understood even by children with memory or attention problems.
- Books can be sent home for review as homework (but explain to parents that they shouldn’t cover up the pictures because they closely support the text).

- Students can begin reading before they have mastered letter knowledge.

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

- use background knowledge, pictures, story sense, and language pattern to predict text;
- learn left-to-right movement across a line of text;
- learn one-to-one correspondence between their voices, fingers, and the written words;
- learn the function of terminal punctuation marks (periods, exclamation marks, and question marks);
- begin to recognize high-frequency words;
- learn to clap and count the syllables (“beats”) in a word;
- start to notice similarities between words (e.g., length of word, first letter); and
- begin to use different types of cues together.

II. SUGGESTIONS FOR CLASSROOM USE

1. Phonological Awareness

Although the terms *phonological awareness* and *phonemic awareness* are sometimes used interchangeably, they do not refer to the same abilities. Phonemic awareness is the ability to detect, identify, and manipulate sounds, or phonemes, in spoken words. Phonological awareness, a broader term, refers to the understanding that spoken language is composed of smaller units (sentences, phrases, words, syllables, onsets and rimes, and letter sounds, or phonemes). Both play an important role in learning to read.

It is important for children to develop both types of awareness early in their school careers, especially in preschool and kindergarten. Listening to nursery rhymes, little songs, and poems will provide enjoyment for students and foster an “ear” for rhyme and other sound patterns. Games with sounds can be a fun way for children to practice manipulating sounds in words, even before they have learned any letters. Students are also developing phonological awareness when they learn to clap syllables or segment words into onsets/rimes or phonemes.

Later, when students begin to learn letters and words and then become exposed to connected text, their

phonemic awareness helps them learn how to analyze words phonetically (to associate letters or groups of letters with sounds). In turn, the more students learn to use phonetic analysis, the more advanced their phonemic awareness becomes. Current research supports this reciprocal relationship between phonemic awareness and phonetic analysis through the study of phonics.

Activities to improve phonological and phonemic awareness include:

- counting the words in a sentence;
- clapping and counting the syllables (“beats”) in a word;
- counting the phonemes (sounds) in a word;
- recognizing and creating rhymes;
- playing alliterative games;
- identifying words that begin or end with the same sounds;
- segmenting and blending sounds;
- deleting first and last sounds in a word; and
- learning to break words into onsets and rimes.

Children should engage in many of these activities before being exposed to print, but it will also be beneficial to continue these procedures as they begin learning to analyze print phonetically. Because of the reciprocal relationship between phonemic awareness and phonics, this type of activity will be included in the *Using Print Cues (Using Print Conventions; Analyzing Words)* section of the Teacher’s Guide.

2. 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 cues to determine meaning as they read. 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 on 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 assist them in reading, 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. Some students may be ready to use more than one cue 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 improve students’ overall comprehension of a story.

3. Using Cues

Below are some general ideas for teaching students to use the various information sources. You may choose to abbreviate, alter, or supplement these activities, depending on the particular needs of your students. At the end of this guide, specific ideas for teaching with each storybook are presented under the same categories of meaning, language, and print cues.

Using Meaning Cues

Encourage students to make predictions as they read or listen to stories.

Do a lot of oral reading with students, modeling for them how to think about stories.

Demonstrate what it means for a story to “make sense.”

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

Elicit students' background knowledge and previous experiences with the story's topic.

Discuss unfamiliar vocabulary or concepts.

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

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

Talk about different types of stories.

Help students talk about how they feel while reading different parts of the story.

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. Be sure to share your own response to the story.

Using Language Cues

The language structures in this set of storybooks include one-word utterances, phrases, and complete sentences of up to eight words.

Implant the phrase and sentence structure in students' minds by repeating the structures often during the book introduction or first reading.

Alert students if there is more than one language structure.

Use closure activities to reinforce the language pattern, while helping students use meaning cues from the pictures (e.g., “I see a ladybug” for *Bugs*).

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

right. These students may need to have the language patterns repeated more often.)

Demonstrate reading with expression (“a storyteller's voice”).

Have students read books over and over so they become more fluent.

Use the same language structures for writing activities. [See *Writing Suggestions* for each book.]

Using Print Cues

USING PRINT CONVENTIONS

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

Have students count the number of words in a sentence.

Show that the first word in a sentence begins with an uppercase letter.

Explain that there are signals like stop signs (periods, exclamation marks, and question marks) at the end of each sentence.

Teach the function of print; show students what to do when there is no print on the page (i.e., interpret meaning from the illustrations).

Explain the function of boldface print. Demonstrate.

Show students where to begin reading and how to finger-point from left to right.

Demonstrate voice–print (one-to-one) matching. Some students may need to be reminded that when you say a word, you should be looking at and pointing to it (one-to-one matching of voice, print, and finger). Also remind them that the number of words they see should match the number of words they say. If students omit or insert words (that is, they do not use one-to-one matching), ask them whether their voice matched the number of words on the page.

Students who have mastered voice–print matching may be ready 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.

USING SIGHT WORDS

At this stage, some students will be ready to learn words by sight; others will need more experience with letters, sounds, and books before they begin to remember whole words. By using multilevel activities without expectations, you allow children to progress at their own rate. Many students will be ready to begin learning high-frequency words by the middle of kindergarten.

Add high-frequency words to a word wall for reference (one or two a week).

Model making words with magnetic letters, letter tiles, letter cards, or body cards (letter cards held by children as they stand in line to form a word).

Have students find high-frequency words in the book after being shown the printed word, or after predicting what letter the word begins with.

Have students copy high-frequency words on whiteboards, sand trays, water pens, or paper.

If students have practiced a word before but don't recognize it in the text, show them the word on the word wall.

If a student substitutes a word wall word for a word in the book, point to the word on the word wall and ask if that is the word in the book.

ANALYZING WORDS

Have students practice listening for rhyming words in nursery rhymes, word pairs, and stories.

Show children how to clap the syllables ("beats") or phonemes ("sounds") in a word.

Help children compare words on the basis of number of letters, tall/short letters, and first or last letter sound.

Lead students to the discovery that rhyming words can end with the same letters.

Help students begin to use the first letter sound to test their predictions. (For example, "That word can't be *bunny* because it begins with *r*, not *b*.")

Use letter books, the word wall, objects, and pictures to group words that begin with the same sound/letter and to associate sounds with letters.

Show how sometimes smaller words can appear within larger words.

Writing Suggestions

The suggestions for writing activities at this level include the use of dictation and cut-up sentences, so children can learn the process of composition without being hampered by difficulties with letter formation.

Copy sentences from the story onto sentence strips. Cut the sentence into words and have students put the words in order in a pocket chart.

Copy sentences from the story onto paper. Have children cut the sentence into words and paste the words in order on a piece of construction paper. Illustrate.

Use the sentence pattern from the story to generate new sentences. (For example, "We go _____ ing" from *Family Fun*.)

Model writing using sentence patterns from the stories. Demonstrate the use of uppercase letters, spaces, and punctuation.

Have children copy the sentence pattern, finishing the sentence with a word of their choice (using phonetic spelling).

Have students illustrate their sentences and combine students' sentences into class books or group books.

4. Before the Reading

At this beginning stage, you should introduce the book by modeling reading and talking about the various cues you are using. Read the title and summarize the story for them. Have students look at the pictures on the cover and title page and predict what the story is going to be about. Have one or two children relate the topic to their own lives. Take a "picture walk" through the book, eliciting observations and predictions as children see the story progress in the illustrations.

For the first few books, it may be helpful to reread the title, then read the book aloud to some or all of the children. Show them how you use the pictures to make predictions. Then indicate the proper place to start reading, and show them how to finger point below the words and how to match their voices to the pointing. As you read, stop occasionally to talk about how you

are using meaning, language, and print cues to read. Demonstrate reading with expression and enjoyment. By modeling reading at the early stages, you can help students use all cues from the outset.

After reading the book to the children once, have them join you in a second reading. You can read to and with them for some or all of the books in the set, depending on the group. Some students may not need much support and may be able to read the book independently after a picture walk and brief mention of the language pattern.

Model reading for students as long as you feel it is necessary. For some students, you may only need to show them how to read one book; for others, you will want to model the process with several books over a period of days. Eventually, you will be able to simply introduce the book by talking about each picture, sharing the language pattern, and pointing out and having children find new words in the book. Book introductions are not static, but should vary in richness according to students' needs, the characteristics of the books, and your purpose for having children read.

5. During the Reading

After you have read the book to and with students—modeling good reading habits and the use of meaning, language, and print cues—they may be ready to read the book by themselves. Encourage all children to participate. Pay close attention to how each student reads. Some children may simply try to copy what other students are doing; others may look at the pictures and not point to the words; still others may move their eyes from right to left over the line of print. Be sure to use what you observe as teaching points after the reading.

6. After the Reading

After the reading, first spend a few minutes focusing on the story's meaning. Ask students what the story was about. Discuss the ending. Elicit reactions to the story. Have children relate the story to their own lives. Be alert to students who don't participate much in the comprehension discussions; they may need extra help with focusing on meaning.

Praise students for specific strategies they used. Review the starting point, left-to-right movement, and one-to-

one matching. Tell them that you are going to show them the wrong way to read; students have fun trying to discover the teacher's mistake (e.g., not moving from left to right, not finger pointing the correct number of words). Add any other teaching points you wish to make. Complete sight word and writing activities.

III. STORYBOOKS A, SETS 1–3

The following ideas can be used in conjunction with the general teaching suggestions in the *Using Cues* section. Refer back to the reading strategies your students should be developing (e.g., left-to-right, letter-by-letter phonetic decoding). Don't expect more than they are ready for.

SET A1 Up the Hill

Using Meaning Cues: Explain that this story is about a girl pulling a sled up a hill. Elicit one or two brief sledding stories. As you show the pictures, talk about how the girl might feel as she pulls the sled up the big hill. Ask what she might be thinking when she stops and looks up the hill (page 9) or when she is almost at the top (page 13). Have students predict whether she will keep going to the very top of the hill or turn around before she reaches the top. After the reading, discuss how we use the progression of the story and the picture on page 16 to predict that the text says "Down."

Using Language Cues: The purpose of using one-word utterances is to encourage students to learn how to match their voice to the printed word with appropriate left-to-right movement (see *Using Print Conventions*).

Using Print Cues: Discuss why there is no text on pages 8 and 14 [because the girl is thinking about what to do next]. Explain that a story continues through the pictures, even if there are no words on the page.

Using Print Conventions: Introduce the term *book cover*. Explain the difference between a *word* and a *letter*; then have students count the letters in the words *up* and *down*. Demonstrate starting to read the words at the upper left side of a page, pointing to each word as you say it and using proper left-to-right movement. Point out the use of uppercase and lowercase letters. Introduce the term *title*. Have students count the number of words in the title.

Using Sight Words: up

Analyzing Words: Introduce syllables by showing students how to clap the beats in one- and two-syllable words. Let students practice clapping one- and two-syllable names of children in the group or class. Then see whether they can tell you how many beats are in the words *up* and *down*.

Writing Suggestions: In addition to the general writing suggestions listed previously, cut out a template of a sled in profile and write “Up” on it. Make a copy for each child, with the sled at the bottom of small (e.g., 3” x 4”) pieces of paper. Help each child draw a picture of him or herself on the sled and cut it out. Using construction paper, make a snowy hill on the bulletin board. Put sleds at different points along the hill. Use for practice with one-to-one matching.

Popcorn

Using Meaning Cues: Explain that this story is about making popcorn. Ask whether anyone has ever seen an old-fashioned air popper, like the one on the book cover. If possible, bring in a jar of popcorn kernels and an air popper to demonstrate how it works. Explain or show why you need to put a bowl close to the popper and how the popcorn pieces land in the bowl as the kernels pop. Ask why there are no words on pages 2 and 6 [because it takes a long time for the kernels to start popping].

Using Language Cues: The one-word utterances encourage one-to-one matching and proper left-to-right movement (see *Using Language Cues* for **Up the Hill**; see *Using Print Conventions* below).

Using Print Cues

Using Print Conventions: Review the concepts of *letter* and *word*. Show the book cover and ask if children remember this term. Review left-to-right movement and one-to-one matching. Use page 14 to model the “return sweep,” showing that when you reach the end of a line, you should “sweep” back to where the text starts again on the next line at the left side of the page. Do not introduce periods and commas yet.

Using Sight Words: *Pop* is not a high-frequency word, so you may not want to add it to the word wall.

Analyzing Words: Count the letters and clap the syllables in *pop* and *popcorn*. Have students tell you which word has more letters and syllables. Some students may be ready to see the word *pop* in *popcorn*. Point out that the words begin with the same letter but they end with different letters.

Writing Suggestions: In addition to the general writing suggestions listed previously, make popcorn for the class, and let it cool. Give a handful to each child. Then have students put a piece of popcorn on top of each word on page 14. Count the pieces, using one-to-one matching. Then remove the pieces and count the words.

A Hat for Monster

Using Meaning Cues: Introduce the character of Monster. Explain that he is a nice monster who is having trouble finding a hat that fits because of his unusual eyes. As you look through the illustrations with students, point out that the sign on the store says “Hats.” Ask them why the sign doesn’t say “Hat” [because there isn’t just one hat for sale in the store]. Use the pictures and story progression to predict whether Monster will find a hat that fits at the end of the book. When you reach the end, have children tell whether their predictions were right. Ask: How can you tell? This may be a good time to talk about whether or not most stories they’ve read have happy endings.

Using Language Cues: The purpose of moving from one-word utterances to phrases is to encourage students to learn how to match their voice to the printed word with appropriate left-to-right movement across words (see *Using Print Conventions*).

Using Print Cues

Using Print Conventions: Show students that there are spaces between words. These spaces help them know where a word ends and the next one begins.

Using Sight Words: no

Analyzing Words: Say the word *no* very slowly. Tell students that there are two sounds in the word *no* [/n/ /o/]. Have children identify the first and last sounds as you say the word slowly. Let them say the word slowly and listen for the two sounds.

Writing Suggestions: In addition to the general writing suggestions listed previously, have students design two hats for Monster: one that would be a “no” and one that would be a “yes.”

Go, Go, Go

Using Meaning Cues: Discuss remote-controlled cars and how they work. Elicit students’ background knowledge. Then explain that in this story, three children are racing their remote-controlled cars inside. As you show the pictures, have students predict what will happen at the end of the story.

Using Language Cues: Review the purpose of using a phrase book (see *Using Language Cues for A Hat for Monster*).

Using Print Cues

Using Print Conventions: Introduce the exclamation mark as the “yelling mark.” Explain that a sentence sometimes ends with a yelling mark instead of a period (a “telling mark”), but that a yelling mark also tells the reader to stop. Review boldface type; demonstrate reading the last **go** on page 10 and **Stop!!!** on page 14.

Using Sight Words: go

Analyzing Words: Put the words *go* and *no* on the board, or make the words with magnetic letters. Say the words slowly. See whether students can hear the rhyme. If not, introduce the concept of rhyme. Explain that the words rhyme because they end with the same sound.

Writing Suggestions: In addition to the general writing suggestions listed previously, have students design and draw their own remote-controlled cars. Write *Go!* under each picture.

Me

Using Meaning Cues: Explain that a little girl is playing a game like hide-and-seek with her dog. Introduce the idea that stories can be told from different points of view. As you look through the pictures, make sure that students are familiar with the various body parts.

Using Language Cues: The language structure in this book is a two-word phrase, “A [body part],” culminating in the exclamation “Me!” Review “telling” and “yelling” marks (see *Using Print Cues*).

Using Print Cues

Using Print Conventions: Have students demonstrate the different ways they use their voices when they see “telling” and “yelling” marks.

Using Sight Words: a

Analyzing Words: Read the story to children. See whether anyone notices the rhyming words *knee* and *me*. Read it a second time, after encouraging students to listen for the rhyming words. After they identify them, write the words on the board. Have students listen for the last sound in each word. Don’t mention the silent *k* at the beginning of *knee*, but if a student notices it, explain that occasionally letters in words are silent.

Writing Suggestions: In addition to the general writing suggestions listed previously, have students trace each other’s body shapes on large pieces of paper. Write captions to identify the body parts.

The Sky

Using Meaning Cues: Explain that some books are about real life and others are pretend. You may want to introduce the terms *fiction* and *nonfiction*. Explain that this book is about real things we can see in the sky, and that it is a nonfiction book. Generate background information by asking what we can see in the daytime and nighttime sky. Then show students the picture of the sky on page 3. Have them identify the objects in the sky in the rest of the illustrations. Make sure they understand that a comet (on page 16) is different from a shooting star: a shooting star can only be seen for a few seconds; a comet has a tail.

Using Language Cues: This is a caption book. The language structure is a two-word phrase, “The... [object in sky].” Repeat the language structure often so the children can become familiar with it. If students say that “a cloud” is shown on page 7 or that “some stars” are on page 13, tell them that the text says, “The clouds” and “The stars” (see *Using Sight Words*).

Using Print Cues

Using Print Conventions: Remind students of the location of the title on the book cover. Show how the title is the same as the text on page 2.

Using Sight Words: the

Have students find the word *the* on several pages; help them if needed. Explain that they will see this word in a lot of books.

Analyzing Words: Have students see how many words they can find in the book beginning with the same letter (*sun, sky, stars; rain, rainbow*). Write the words in two columns on the board. Have children think of other words that begin with /s/ and /r/. Read the words slowly, extending the initial sounds of the words. Perhaps someone will notice the word *rain* in *rainbow*. Remind the group that some big words are made up of smaller words put together.

Writing Suggestions: In addition to the general writing suggestions listed previously, make a bulletin board showing a daytime and nighttime sky. Have students draw objects to put in the sky. Label the objects.

My Suitcase

Using Meaning Cues: Explain what a suitcase is. Tell students that this story is told from the point of view of a boy who is packing his suitcase. Have them identify the objects he is packing.

Using Language Cues: The language structure in this book is a two-word phrase.

Using Print Cues

Using Print Conventions: Review uppercase and lowercase letters. Have students tell whether *my* in the book begins with an uppercase or lowercase letter.

Using Sight Words: my

Analyzing Words: As you say *my*, have children listen for the beginning sound. Ask them what letter they would expect to see at the beginning of the word. Then have them find and “finger frame” (surround with their pointing fingers) the word in the book. Ask students to identify the two parts in *toothbrush* and *toothpaste*. Ask them what they notice about the two words [the first part is the same]. Do the same for *hairbrush* and *toothbrush* [the last part is the same].

Writing Suggestions: In addition to the general writing suggestions listed previously, have children draw a picture of something they would pack into a suitcase. Compile, with text, into a class book.

Baby Skunk

Using Meaning Cues: Ask what students know about skunks. If needed, provide background information. Include the facts that baby skunks are playful; that skunks dig for worms to eat; and that, when threatened, skunks stop and spray an unpleasant odor to defend themselves. Explain that the baby skunk in the story is telling what he can do.

Using Language Cues: The language pattern is “I can . . .” (complete the sentence). Ask students to share what they can do. Have each child say: “I can . . .” (see *Writing Suggestions*).

Using Print Cues

Using Print Conventions: Review the use of an uppercase letter at the beginning of the first word in a sentence and the period or exclamation mark at the end of the sentence.

Using Sight Words: I, can

Analyzing Words: Students should notice the rhyming words when they hear you read the book. If not, read it again and have them listen for the rhyme (*play* and *spray*). Say the words slowly and have children listen to the ending sound that is the same in the two words. Have students say the words slowly.

Writing Suggestions: In addition to the general writing suggestions listed previously, make an “I can” class book, with a page written and illustrated by each child. Provide a text model for children to copy, as needed. Remind students to use an uppercase letter at the beginning and period at the end of their sentence, as well as proper spacing between words.

Bugs

Using Meaning Cues: If a child comments that a spider is not an insect, explain that in this book *bugs* include spiders, insects, and other creepy-crawly things. Make sure students are familiar with the various bugs in the book. As you look at the pictures with children, point out the progression of the sun across the sky, until it sets on page 15; then, on page 16, the firefly is visible in the dark.

Using Language Cues: The language pattern “I see a . . .” is a complete sentence.

Using Print Cues

Using Print Conventions: Explain that when you use *I* to talk about yourself, it is always written with an uppercase letter, even when it is not the first word in a sentence.

Using Sight Words: see

Analyzing Words: Remind children how to clap the beats in a word. Have them identify the number of syllables in *fly*, *firefly*, and *butterfly*. Write the three words on the board. Help children find *fly* in each word. Read the words, and have them listen for the *fly* in each.

Writing Suggestions: In addition to the general writing suggestions listed previously, write “I see a bee.” on a sentence strip. Show children how you cut between the words; cut off the period also. Have a child put the sentence back together in a pocket chart. Do the same thing on paper for each student to cut and put together.

Family Fun

Using Meaning Cues: Read the title. Elicit fun things children do with their families or friends. Be sensitive to children who have had limited recreational experiences or who live in nontraditional families or settings.

Using Language Cues: The sentence structure in this book is “We go _____ing.”

Using Print Cues

Using Print Conventions: Have students count the words in a sentence on any page. Compare to the number of words in a sentence from *Bugs*. Count the number of letters in *go* and *we*.

Using Sight Words: we

Analyzing Words: See whether any students notice the rhyming words in the book (*biking* and *hiking*). Say the words *biking* and *bowling*. Have children listen for the same beginning sound in each.

Writing Suggestions: In addition to the general writing suggestions listed previously, write each sentence from the book on a sentence strip; leave an extra space between the last word and the period, as you will be cutting it out. Hand out a sentence strip to each child in the group. Have them find their sentences in the book, then read their sentence and illustrate it on a

separate sheet of paper. Then cut each sentence strip between each word and between the last word and the period. Have children put their sentence in order and paste onto the picture they drew.

SET A2

A Cat’s Dream

Using Meaning Cues: Inform children that stories can be told from different points of view, and that here the cat is telling this story. Ask how the cat is feeling when chased by the dog (pages 3–5). Discuss what is happening on the pages with no text (pages 4–5, 12–13); explain that a story can continue, even with no words. Make sure students understand that a lion, tiger, and leopard are wild cats. Some students may be able to use first letter cues to remind them of which animal is on a particular page. See whether anyone can predict how the cat might feel after dreaming of being a wild cat. Discuss how the words “I am a cat” have different meanings on pages 2 and 14, and how this shows a change in the cat’s character.

Using Language Cues: The language pattern is “I am a . . .” Explain what a sentence is.

Using Print Cues: Discuss why there is no text on pages 4 and 12, and have students explain what is happening on those pages. Explain that a story can continue through the pictures, even if there are no words on the page.

Using Print Conventions: Explain that the letter *I* is always uppercase when someone is using it to talk about him or herself. Tell them that a sentence always starts with an uppercase letter and usually ends with a period. Explain the function of the dream bubble on pages 7, 9, and 11. Introduce the exclamation mark (“yelling mark”). Explain that a sentence sometimes ends with a yelling mark instead of a period (a “telling mark”), but that a yelling mark also tells the reader to stop. Look at page 16 and tell students that *Ssss!* is written in funny writing to show that the cat is making that noise out loud.

Using Sight Words: I, a

Analyzing Words: Ask children: “Which word is longer, *a* or *am*? How many letters are in each word?” Then help them figure out and read aloud *Ssss!* on page 16.

Writing Suggestions: Use sentence strips on a pocket chart to make cut-up sentences, such as “I am a girl” and “I am a boy.” Demonstrate how to write sentences and cut them up. Then have children complete smaller cut-up sentences at their desk, paste them onto paper, and illustrate their sentences.

Soup

Using Meaning Cues: Explain that soup can be bought ready-made or made from ingredients at home. Explain that to make soup, you can use lots of different vegetables. Make sure that students are familiar with the vegetables in the story.

Using Language Cues: The language pattern is “We like ...” Review the concept of a sentence.

Using Print Cues

Using Print Conventions: Review the use of uppercase letters at the beginning of sentences and periods at the end.

Using Sight Words: Discuss the use of the pronoun *we*.

Analyzing Words: Have students predict what sound *we* begins with (“wubble you”). Explain that not all letters make the sound the letter name begins with. Do the same with *like*. Introduce adding an *s* to the end of words to make them plural. Have students clap the syllables for one- and two-syllable words (e.g., *peas*, *carrots*).

Writing Suggestions: Make a classroom chart of the vegetables students like. Use headings such as *We like corn./We like carrots./We like tomatoes*. Model the use of uppercase letters, spaces, and punctuation as you write. Children can sign their names on the chart if they like those vegetables.

Homes

Using Meaning Cues: Introduce the concept of a home. Explain the subtle difference between the meanings of *house* and *home*: a house is just a type of building, and a home is a place where someone lives. Be sensitive to the variety of places where children in the class might live. As you look through the illustrations with students, point out that each animal is shown in its home, and make sure children can name the homes. When you get to page 13, ask how the puppy might be feeling, and have students predict what might happen

at the end of the story. Ask what is happening on page 16, where there is no text.

Using Language Cues: The language pattern is “My home is a ...”

Using Print Cues

Using Print Conventions: Review that the first word in a sentence begins with an uppercase letter, and each sentence ends with a stop sign (period).

Using Sight Words: *my*, *is*

Analyzing Words: Review the fact that not all letters make the sound the letter name begins with. Have students predict what sound *my* begins with.

Writing Suggestions: Print out a page with: *My house is a _____* written at the bottom. Have students illustrate an animal in its home. Help them use invented spelling to complete the sentence.

The Fence

Using Meaning Cues: Elicit students’ background knowledge of farms. Explain that a farmer takes care of many animals on a farm, and that the fence in the pictures is used to keep the animals from running away. As you show the pictures, have students tell what is happening and why. Ask whether they think the farmer notices what is happening to the fence. Kids take delight in predicting and may enjoy knowing what is happening to the fence while the farmer doesn’t know. Tell children to look at the animals’ faces on page 13 and talk about how they are feeling and why.

Using Language Cues: The language pattern is “Look at the ...”

Using Print Cues

Using Print Conventions: Review the exclamation mark as the “yelling mark.” Introduce the speech bubble on page 16, and tell students that it says, “Come back!”

Using Sight Words: *look*, *the*

Analyzing Words: Show students that *fence* and *farmer* begin with the same letter. Ask them which word is longer. Then have them clap the syllables and count the letters in each. Review the fact that not all letters make the sound that the letter name begins with; help them locate *look* in the text.

Writing Suggestions: Have students draw an animal trying to escape from its enclosure. Have them copy and complete the sentence “Look at the [animal]” at the bottom of their page.

My School

Using Meaning Cues: Have students look at the pictures on the cover and title page. Elicit what is happening in the story [a boy is going into his school]. Explain that the boy is telling the story, showing us his school. Be sure to point out the book he is reading on page 9, *The Nature Walk*, which is a book in this set of *Handprints* stories.

Using Language Cues: The language pattern is “Here is my . . .”

Using Print Cues

Using Print Conventions: Review the exclamation mark (“yelling mark”) on page 16.

Using Sight Words: here

Analyzing Words: Point out that *paper* and *pencil* begin with the same sound and letter. For *here*, review the idea that not all letters begin with the first sound in the letter name. The children may benefit from referring to *h* as “haitch.”

Writing Suggestions: Have students pick something they have at school and illustrate it. Then have them copy and complete the sentence “Here is my . . .”

The Costume Party

Using Meaning Cues: Tell students that the children in this book are brother and sister. They have a dress-up box, and they are looking through it to find costumes to wear to a costume party. Explain that the boy and girl are taking turns trying on costumes and that the point of view alternates between the two children.

Using Language Cues: The language pattern is “I can be a . . .” If children say, “I am a . . .” they can use one-to-one matching to check themselves. (See *Using Print Conventions*.)

Using Print Cues

Using Print Conventions: Review the yelling mark. Introduce the ellipsis (“three periods”) on pages 14 and 16. Explain that the three dots show that the sentence is not ending on this page. Read pages 14–16 aloud to

demonstrate how we do not make our voices go down until the end of the sentence on page 16. Model one-to-one matching to demonstrate how to monitor a prediction (for example, if a child thinks it says, “I am a . . .”; see *Using Language Cues*.) Point to the speech bubble on page 16 and tell students it shows the girl is speaking. Also review the “funny writing” on page 16.

Using Sight Words: can

Analyzing Words: Point to *cat* and *can*. Explain that *c* usually makes the sound *k* makes. Elicit how they are the same and different. Pronounce the exclamation *Aaaa!* on page 16, which makes the short *a* sound. Tell students to think of the beginning of *apple*.

Writing Suggestions: Have students pretend they are having a costume party. Have them draw a costume they might wear, and copy and fill in “I can be a . . .” They can use invented spelling to finish the sentence.

The Nature Walk

Using Meaning Cues: Explain the title of this book by telling students that the children are going for a walk in the woods with their teacher to look for things that can be found in nature. Define *nature* as “all things that aren’t made by people,” and ask students to give examples. Make sure they can recognize the various natural objects in the pictures. Explain that the teacher in the story has asked the children what they can see.

Using Language Cues: The language pattern is “I can see a . . .”

Using Print Cues

Using Print Conventions: Show that *s* makes the sound /s/. Review the sound the cat makes on page 16 of *A Cat’s Dream* (*Ssss!*).

Using Sight Words: see

Analyzing Words: Read the story to children. See whether anyone notices the rhyming words *bee* and *tree*; *log* and *frog*. Read it a second time, after encouraging students to listen for the rhyming words. After they identify them, write the words on the board. Have students listen for the last sound in each word. As they read, have them use one-to-one matching to monitor their attempts (for example, if they say, “I see a . . .” they will run out of words). Clap the syllables for words in the story (e.g., *flower/bee*; *feather/tree*).

Writing Suggestions: As a group, come up with two natural objects to complete the sentence pattern, one with two syllables, and one with one syllable.

Mom Is Busy

Using Meaning Cues: Ask if students know what the word *busy* means, and define it as “doing something.” Explain that in this story, the girl wants Mom to read to her, but that Mom is busy doing chores. Ask students whether that has ever happened to them. Have them predict the ending.

Using Language Cues: There are two language structures in this book. One type of sentence tells what Mom is doing (e.g., *Mom is painting*). In the other pattern, a direct object is added (e.g., *Mom is mowing the lawn*). Students must use one-to-one matching to determine which type of sentence is being used.

Using Print Cues

Using Print Conventions: Review the ellipsis on pages 15 and 16. Introduce the “return sweep,” to show children how to start over reading on the next line when they get to the end of a line.

Using Sight Words: Mom

Analyzing Words: Some children may have trouble discriminating between *the* and *to*. Read pages 14–16 to the group. Explain that while both words begin with *t*, only *to* begins with the sound /t/; *t* and *h* are partners (*th*) at the beginning of *the* and make the sound /th/.

Writing Suggestions: Have children choose one of the two sentence types (See *Using Language Cues*) and complete and illustrate the sentence. Instead of “Mom,” children can use another member of the family (Dad, Grandma, Grandpa, Auntie, etc.).

Slow and Fast

Using Meaning Cues: Explain the title by telling students that *slow* and *fast* have opposite meanings. Ask students to think of other opposites. Make sure that students are familiar with the animals in the book, and whether each is slow or fast. If they confuse *beetle* with *bug*, explain that some bugs are fast, but all beetles are slow.

Using Language Cues: There are three language patterns in the book: *A... is slow*; *A... is fast*; *I am fast*!

Show students how to use meaning (their knowledge of the animal in the picture) and sight word knowledge (*A* and *I*) to figure out which language pattern to use (See *Analyzing Words*).

Using Print Cues

Using Print Conventions: Review the period and the exclamation mark.

Using Sight Words: am

Analyzing Words: In addition to using meaning (See *Using Meaning Cues*), some children may be able to use the first letter to recognize *slow* and *fast*. They can also self-monitor with the known words *I* and *A* to determine which language pattern to use (See *Using Language Cues*).

Writing Suggestions: Have students make a bulletin board display of slow and fast things or animals. Half the class can complete the sentence “A... is slow” and half “A... is fast.”

Love

Using Meaning Cues: Read the title. Tell students that the girl is telling the story about different animals she and Dad love. Make sure children know the names of the various animals. Read the sign on page 11 (“Adopt a Pet”) and explain what it means.

Using Language Cues: The sentence structure in this book is inconsistent, alternating between what the little girl loves (“*I love...*”) and what the father loves (“*Dad loves...*”). (See *Analyzing Words*.)

Using Print Cues

Using Print Conventions: Review the period and the exclamation mark.

Using Sight Words: love, Dad

Students use knowledge of these words to determine which language pattern to use. (See *Using Language Cues* and *Analyzing Words*.)

Analyzing Words: Review the use of final *-s* for plurals. Explain that we say *fish* and *starfish* (for more than one), not *fishes* and *starfishes*. Students use their knowledge of the words *I* and *Dad* (or first letter *d*) to determine which language structure to use. (See *Using Language Cues* and *Using Sight Words*.)

Writing Suggestions: Have each student write or copy and complete “I love...” about their favorite animal, Illustrate. Combine into a class book.

Set A3

Monster Goes Out

Using Meaning Cues: The students may be familiar with the main character, Monster, from *A Hat for Monster* (A, Set 1). Explain that the monster is harmless, but that some people in the story are afraid of him. In this book, people have varying reactions to Monster (fear, surprise, laughter) when they see him around town. Inform children that stories can be told from different points of view, and that this story is told from Monster’s point of view. Make sure students can identify the locations in the illustrations.

Using Language Cues: The language pattern is “I like to go to the...” Have children rehearse the language pattern.

Using Print Cues

Using Print Conventions: Introduce the terms *beginning, ending, letter, word, and sentence*. Explain that the first word in a sentence begins with an uppercase letter, and that the sentence ends with a period. Show how our voice goes down and stops when we come to a period. Point out that the sentence does not necessarily end at the end of a line on the page. With your finger, demonstrate left-to-right movement and the use of the “return sweep” at the end of a line. Explain that although there are two lines of words (e.g., page 2), this is one sentence, and the sentence doesn’t end until the period.

Using Sight Words: like, to

Analyzing Words: Write *to* and *the* on the board. Explain that while *t* makes the /t/ sound in *to*, the letters *t* and *h* are partners in *the* and make a new sound, /th/.

Writing Suggestions: Write “I like to go to the” on a sentence strip, then cut the strip between words. Mix up the words and have children put the sentence in order on a pocket chart. Students can then copy, complete the sentence, and illustrate it, creating their own monsters. Remind children to use proper spacing, uppercase letters at the beginning, and periods at the end of the sentences they write.

Strong Animals

Using Meaning Cues: Explain that all over the world animals are sometimes used to do work. Discuss what work each animal is doing. Make sure students are familiar with each animal name. Ask why the ant is strong [because it can carry objects larger than itself].

Using Language Cues: There are two language structures: “Look!” and “The... is strong.” Remind children to make their voices sound excited when they read sentences ending with exclamation marks. (See *Using Print Conventions*.)

Using Print Cues

Using Print Conventions: Introduce the exclamation (“yelling”) mark, and explain that this mark tells the reader to stop, just as a period does. Demonstrate how we use an excited voice when we see an exclamation mark.

Using Sight Words: look, is

Analyzing Words: Introduce *vowels* and *consonants*. Have students find the words in the story that begin with vowels (*is, ox, elephant, ant*). Explain that not all consonants make the sound heard at the beginning of the letter name. Review *th*. Children may use one-to-one matching and sight word knowledge to read the text on pages 14 and 16.

Writing Suggestions: Have students choose a strong animal to draw and write about. They can write two sentences about the animal: “The... is strong” and one more sentence explaining what the animal is doing.

Squirrel

Using Meaning Cues: Elicit background information about squirrels: how agile they are and how they often raid birdfeeders. Have students rehearse, “Go away!” (speech bubble on page 16).

Using Language Cues: The language pattern is “I am going up/down the...”

Using Print Cues

Using Print Conventions: Review the return sweep. Introduce the function of a speech bubble. Review the exclamation mark.

Using Sight Words: am, going

Analyzing Words: Demonstrate with magnetic letters that *going* is *go* with the inflection (“ending”) *-ing*. Explain that *-ing* can be added to other words (e.g., *look, play*). Students will use the meaning cues from the pictures to predict *up* and *down*.

Writing Suggestions: Have partners draw pictures of a squirrel going up and down the same object. They can label the pictures with the sentence pattern from the story.

A Seed

Using Meaning Cues: Ask whether children have ever planted seeds. Elicit background knowledge. Discuss different kinds of seeds (shape, size; flower/vegetable/fruit). Discuss what seeds need to grow (water, air, sun). Go over the parts of a plant (roots, stem, leaves). Explain the cyclical nature of seeds.

Using Language Cues: The language pattern is “Here is a/the...”

Using Print Cues

Using Print Conventions: Review *letter, word, and sentence*.

Using Sight Words: here

Analyzing Words: Introduce syllables by showing how to clap the beats in one- and two-syllable words. Let students practice clapping one- and two-syllable names of children in the group or class. Then see whether they can tell you how many beats are in the words *sun* and *water*.

Writing Suggestions: Have different children draw and write captions for different stages of planting a seed and taking care of a growing plant, as shown in the book.

Puppy Comes Home

Using Meaning Cues: Explain that the story is told from the point of view of the puppy, who is being brought home from a pet shelter. As you look at the pictures with children, ask how the puppy and the people in the pictures might be feeling. Discuss why Mom and Dad are shouting “No!” on page 9. (See *Using*

Print Conventions.) Ask whether students know the two meanings of “in the doghouse” (the literal meaning and the figurative meaning, “in trouble”).

Using Language Cues: The language pattern is “I am in a/the...”

Using Print Cues

Using Print Conventions: Review what a sentence is. Explain that *I* is always uppercase when it is used to talk about a person. Review the function of a speech bubble.

Using Sight Words: in

Analyzing Words: Review how to count the syllables in a word. Have students count the syllables in several one- and two-syllable words from the book.

Writing Suggestions: Have students draw a picture from the story or their imagination, and write “I am in the...” below it.

Bears

Using Meaning Cues: Students will see from the picture on the cover that this book is about stuffed animals, not live bears. However, do not use the term *teddy bear*, as it may confuse children. Students will probably be eager to talk about ways in which they have dressed up their own bears. Make sure students can identify the various workers the bears are dressed as, then point out that *police officer* is two words, and *firefighter* is one word.

Using Language Cues: There are two language patterns: “Here is my bear” and “My bear is a...”

Using Print Cues

Using Print Conventions: Review uppercase and lowercase letters. Have students find *my* beginning with an uppercase and lowercase letter.

Using Sight Words: my

Analyzing Words: Remind students that consonants do not always make the sounds you hear at the beginning of their letter names (e.g., *h, l, r*).

Writing Suggestions: Have each student draw a bear dressed up as a worker. Label with the language structures from the book.

The Weather

Using Meaning Cues: Before reading the book, read the title and elicit students' background knowledge about weather. Discuss the fact that you can't really "see" wind (pages 10–11), but you can see what the wind does.

Using Language Cues: This book has two language patterns: "I see the..." and "I like to play in the..." Remind students to sound excited when they read a sentence ending with an exclamation mark (page 16).

Using Print Cues

Using Print Conventions: Review return sweep. Remind students that a sentence doesn't end until the period or exclamation mark. Have children count the number of letters in several words and the number of words in several sentences in the book.

Using Sight Words: play, too

Analyzing Words: Children can use one-to-one matching to determine that there is an extra word in the language pattern on page 16. Put *to* and *too* on the board. Explain that some words are pronounced the same way but spelled differently. Explain the different meanings of the words.

Writing Suggestions: Make a bulletin board with sections for different kinds of weather. Have children vote for the types of weather they most like to play in. Make a bar graph of the class votes. Have students write one or two sentences about the type of weather they most like to play in, then illustrate their sentences.

A Magnet

Using Meaning Cues: Explain that books can be pretend or factual, fiction or nonfiction. As you introduce this book, you may want to have children make predictions about whether a magnet will pick up the objects pictured. Students can also use real magnets to experiment with the different objects as they read the story.

Using Language Cues: The language structure in the book is: "Can a magnet pick up a...?" Single-word answers follow each question. Have students rehearse the language structure before reading.

Using Print Cues

Using Print Conventions: Introduce the question mark and interrogative ("asking") sentences. Demonstrate how your voice goes up when you read an asking sentence.

Using Sight Words: can, yes

Analyzing Words: Students use one-to-one matching and/or sight word knowledge to tell how many times "No" is used (page 16). They may use meaning, language sense, and first letter cues to decipher the word *pick*. Some students may think that "pick up" is one word.

Writing Suggestions: In pairs or small groups, have students experiment with other objects to see whether the magnet picks them up. They can draw a picture of their findings and write the question ("Can a magnet pick up a...?") at the bottom. The answer can be hidden under a flap, and classmates can guess the answers.

Look at Me!

Using Meaning Cues: Inform students that as they read this book they should try to guess what animal is telling the story. Do not show the last two or three pictures during the introduction, so children can discover the surprise by themselves.

Using Language Cues: There are three language patterns in the book: "Look at my...", "What am I?" and "I am a..." Rehearse "What am I?"

Using Print Cues

Using Print Conventions: Review asking sentences. Have students count the sentences on pages 2 and 14.

Using Sight Words: at

Analyzing Words: After reading the story, put *at* and *bat* on the board (or use magnetic letters). Read the words and ask whether they rhyme. Explain that rhyming words sound the same except for the initial sound. Show the parts that are the same.

Writing Suggestions: Have children work in groups of three or four to create guessing books with different animals.

The Parade

Using Meaning Cues: Elicit any experiences children have had at parades. Explain that a boy and his mother are watching the parade, and that the boy is telling which parts of the parade he and Mom like. Rehearse “Mom and I like the parade” from page 16. Make sure students can identify the participants on each page (especially *band*, page 5). Be sensitive to children who do not have mothers.

Using Language Cues: The three language patterns are “Mom likes . . .,” “I like . . .,” and “Mom and I like the parade.” Students will use their language sense, sight word knowledge, and possibly phonetic cues to determine the patterns.

Using Print Cues

Using Print Conventions: Review the uppercase letter at the beginning of a sentence and the period at the end.

Using Sight Words: Mom

Analyzing Words: Children will use their sight word knowledge and/or phonetic cues to monitor whether the sentences begin with *Mom* or *I*.

Writing Suggestions: Brainstorm about different parade participants. Have each child draw a picture of people, animals, or things that could be in a parade. Write a caption: “I like the . . .” Make a class book.

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