



# HANDPRINTS

**A Comprehensive Leveled Reader Library**

*Teacher's Guide for Storybooks B*

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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

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.

## I. INTRODUCTION

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

#### I. Introduction

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### 1. About the Storybooks

Storybooks B, Sets 1–3, comprise the second group of thirty storybooks in the collection; there are ten books in each set. These books are intended for students who have already had some experience reading early emergent books.\* These emergent readers are no longer dependent on using merely pictures and language patterns to predict unknown words. They have a small supply of known words to use as anchors when checking their predictions and are beginning to use the first letter to confirm or disconfirm their predictions. They are also beginning to read in phrases. These children are probably in first grade.

Each storybook is sixteen pages long. Picture support is strong, but not as strong as in Storybooks A. Some books in the set 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 print on each page, and the lines are arranged to help children begin to read words in phrases. 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.

Students will benefit most from reading these books either 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. 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. Your aim should be to have all your students reading books at their own instructional level for a

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

minimum of twenty minutes a day, with three to five new books introduced each week.\* This way, all students will be reading books at the appropriate level on a daily basis.

## 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 complex 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.

While reading Storybooks B, 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;
- master directional movement (top to bottom, left to right);
- monitor their reading by using one-to-one correspondence between their voices and the written words;
- use punctuation marks as cues to reading with expression;
- learn high-frequency words and use known words to monitor changes in language patterns;
- begin to use phonetic cues to make or test predictions;
- start to notice similarities and differences between words;
- use one type of cue to check the prediction they made with another type of cue; and
- learn how to read direct quotations.

## 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, 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 to 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 their parents have taught them. You can show students how to begin to use multiple cues as they read, so they have a way of checking their attempts. By

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\* The instructional level is the level at which a student can read with an accuracy of 90% to 94%.

focusing on all three types of cues rather than just one, students' overall story comprehension will improve.

## 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*

Elicit background knowledge, previous experiences.

Discuss unfamiliar vocabulary or concepts.

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

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

Tell students the main idea or general plot of the story.

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

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

After the reading, discuss the outcome of the story, the feelings of the characters, and whether the 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 shapes of other books.

### *Using Language Cues*

Have children rehearse new or unfamiliar language structures.

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

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. For example, if they can't read *bed-room* on page 2 of *Boo!* demonstrate rereading for meaning. Say: "I am in the /b/," and tell them to look at the picture to think of the correct /b/word.

Help students begin to read words in phrases. Demonstrate word-by-word reading; then demonstrate reading in phrases of two to three words. Have them practice three- to four-word phrasing while reading familiar books. Reading words in natural phrases and with expression leads to fluency and helps students use meaning and language cues. In order to read words more fluently, students should begin to read without finger-pointing.

### *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.

Teach the effect of boldface print.

Explain what a **letter**, **word**, and **sentence** are. 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 seem to 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 the number of high-frequency words they can read by sight.

Words can be copied, then written from memory on paper, on lapboards, in sand trays, or with water pens.

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

Have students find the words in the text before or after reading, if you think they will be unable to use meaning, language, or print cues to read the words.

Have students use the known words to check their reading. For example, “It can’t say, ‘The car is little’ because that word [*my*] is not *the*.”

Put the words on flashcards to practice.

Review sight words introduced in books read previously, if needed.

#### ANALYZING WORDS

Reinforce the use of word length and simple inflections to confirm or disconfirm predictions.

Show students how to look for patterns in words (e.g., point out words that begin the same).

Help students use initial letters to make or confirm predictions.

When students can use initial letters to predict words, help them use final letters to narrow down their predictions. For example, *come* isn’t *can* because it doesn’t have an *n* at the end.

Use magnetic letters or cards to demonstrate how to compose and break up words into words and inflections (*play-ing*, *play-s*, *play-ed*).

Whatever phonetic approach you are using 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 children that a sentence begins with an uppercase letter, ends with a period, question mark, or exclamation mark (“yelling mark”), and has spaces between words.

Teach children to check for uppercase initial letter, spaces, and end punctuation when writing a sentence.

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

Adapt your expectations about children’s writing production to the level of their literacy development. For example, in a given period of time one student might be able to write one simple sentence about the topic, while another might write several complex sentences.

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.

Explain that special names begin with uppercase letters.

Put children’s 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 specific book and the needs of your students. For example, a certain book may have unusual vocabulary or concepts that need to be explained to a given group. The amount of support you give in an introduction depends on the needs of the group. Beginners need more detailed introductions than experienced readers, so the introductions you give for the first few books in the set will be more supportive than those for the other books.

If you give too much information in the book introduction, then children will simply parrot you or rely on what you said rather than actively develop their own strategies. On the other hand, if as children begin to read you realize that you gave too little information in the introduction, intervene a bit more at points of difficulty.

Make sure students know the parts of the book—cover, title page, and book pages, including the text and illustrations. Read the title to them.

(Don’t expect children to read book titles by themselves for several months.) 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 your students read. If you focus primarily on print cues, for instance, your students will tend to neglect meaning and language cues as they read.

Summarize what the book is about. Then talk about the illustrations. Ask students what they notice about each picture and ask them to make predictions about the story. Clarify misconceptions only if you think

students won't have the strategies to untangle their confusions during the reading. You can say, "When we read the story, we will see whether our predictions were right."

There may be one or two words in a book that you think students will be unable to read with their current knowledge and strategies. Tell them the word and ask them what it begins with. Then have them find the word on a given page. (One example might be *Scout* on page 4 of *Scout and the River*.)

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 rich book 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 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 focus better.

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

As children read, it is important to remind them to think about the meaning of the story. Some children get so preoccupied with identifying the words on the page, they forget that the story carries meaning. Present reading as a "meaning-getting" not a "word-getting" process.

#### 5. After the Reading

First, focus on the meaning of the story for a few minutes. Ask students what the story was about. Discuss whether their predictions were right. Ask whether there was a surprise at the end. Show the students

how to focus on the beginning, middle, and end of a story. Have children pinpoint the problem that was solved during the progression of the story. Be alert to students who don't participate much in the comprehension discussions. They may need extra help focusing on meaning.

Then, based on students' reading performance, pick two or three teaching points. If the book was the appropriate level, students will have encountered a few difficulties while reading the book. If they encountered none at all, the book was probably too easy. Perhaps some children can find the "hard parts" or you can direct students back to one or two areas that need attention. Review important strategies used or needed during the reading (using word knowledge to test predictions, guessing a word based on first letter, using one cue source to check against another, etc.). If children neglected to use some information while reading a given section, direct their attention to it. For example, "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 sight word and writing activities.

### III. STORYBOOKS B, 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 your students should be developing at this point. Don't expect more than they are ready for (e.g., left-to-right, letter-by-letter phonetic decoding).

#### SET B1

##### The Traffic Jam

**Using Meaning Cues:** Discuss what a traffic jam is. Elicit the names of the vehicles in each picture.

**Using Language Cues:** Language pattern is "I see a..."

##### Using Print Cues

**Using Print Conventions:** Explain that a sentence is a group of words that tells you something, and that an uppercase letter is used at the beginning of a sentence. Show students a period, which tells you to stop at the

end of the sentence. Demonstrate how when you come to a period, your voice goes down. Exaggerate. (You may want to point out that *I* is always uppercase when you write about yourself.) Demonstrate left-to-right movement and finger-pointing.

*Using Sight Words:* I, see, a

*Analyzing Words:* Show children how to clap each beat they hear as they say a word. Explain that *van* is a short word; it has one “beat” (syllable). Explain that one-clap words don’t have very many letters. Then have them clap as they say *firetruck*. Tell them that this is a longer word, a two-clap (two-syllable) word. Show them the word in the book. Then do the same for *motorcycle*. Some children may have trouble counting the four beats. Tell children that when they read a long word, they should keep their fingers on the word while they say it and not move their fingers for each syllable they pronounce.

**Writing Suggestions:** Show students how to write, “I see a...” on a whiteboard or chalkboard. Tell students to use an uppercase letter at the beginning of a sentence, and to always use an uppercase *I* when they are writing about themselves. Show how to leave spaces between words. Before you write each new word, reread what you have written so far, finger-pointing slowly. Then put a period at the end of the sentence. Show students how your voice goes down when you come to a period. Let students copy the sentence as you write it. Have students draw a simple picture to finish their sentences.

## The Zoo

**Using Meaning Cues:** Elicit zoo experiences or explain what a zoo is, if necessary. Go over the names of the animals on each page. (Some children have difficulty remembering the names of zoo animals.) Discuss who might be telling the story. After reading the story, talk about what might be the reaction of the person telling the story on the last page, when the monkey looks back at him or her.

**Using Language Cues:** Language pattern is “I see the...” Point out that on some pages it says, “I see a...” and that the students should look for the word *a*. Explain how page 16 is different.

## Using Print Cues

*Using Print Conventions:* Review sentences and how they begin with uppercase letters and end with periods.

*Using Sight Words:* I, see, the

*Analyzing Words:* Clap the number of syllables in the animal names. (See *Analyzing Words for Traffic Jam*.)

**Writing Suggestions:** See *Writing Suggestions for Traffic Jam*. Write, instead, “I see the...”

## I Can Play

**Using Meaning Cues:** Discuss what the child is playing on each page. Have students tell why Dad is saying, “Sh-sh-sh!” on page 16.

**Using Language Cues:** The language pattern is “I can play...” Point out that it also sometimes says, “I can play the...” and sometimes “I can play a...” Have children think about what makes sense and sounds right on each page. For example, we wouldn’t say, “I can play the cards.” Keep in mind that some children have trouble recognizing appropriate language structures and may not be able to tell “what sounds right.” Teaching the one-to-one matching strategy may help these students. Demonstrate using finger-pointing. Students may also be able to use their knowledge of the words *a* and *the* to tell which pattern it is.

## Using Print Cues

*Using Print Conventions:* Explain the function of the speech bubble on page 16. Introduce the exclamation mark (“yelling mark”) on the last page. Show how to sound excited when you read a sentence that ends with an exclamation mark.

*Using Sight Words:* can, play

*Analyzing Words:* Tell students that *c* usually sounds like /k/, as in *can*. A few children may be ready to learn that two letters sometimes make one sound, as in *sh*. (You may want to explain that *tic-tac-toe* is one big word, with three little parts.)

**Writing Suggestions:** See *Writing Suggestions for Traffic Jam*. This time, instead of drawing a picture at the end of the sentence, show students how to use phonetic spelling to write a word they do not know how to spell. Have students say the word slowly and listen for the sounds to write.

## Playground Play

**Using Meaning Cues:** Talk about the different pieces of equipment on this playground. Elicit whether the boat and whale (page 15) are real or pretend.

**Using Language Cues:** The language pattern is “We play on . . .” sometimes followed by *a* or *the*. Point out that the pattern changes on the last page because it wouldn’t sound right to say, “We play on the Grandpa.”

### Using Print Cues

*Using Print Conventions:* Review what a sentence is, and that a sentence begins with an uppercase letter and ends with a period. Explain that we also use uppercase letters for names (Grandpa).

*Using Sight Words:* we, on

*Analyzing Words:* After reading, you may need to point out that the children played on two swings on page 7, and that we add *s* to words to show more than one. See also pages 8–9, *tires*.

**Writing Suggestions:** After practicing the sight words *we* and *on* and reviewing *play*, some students may be able to write their own sentences beginning with “We play on . . .” Remind them to begin their sentences with an uppercase letter, leave spaces between words, and end with a period.

## On Saturday

**Using Meaning Cues:** Talk about doing errands on Saturday. Explain locales as needed (bank, library, supermarket, restaurant).

**Using Language Cues:** Explain that there are two language patterns: “We go to (the) . . . on Saturday” and “On Saturday we go to (the) . . .” Because there are two language patterns in this story, children must use print cues (sight word knowledge, first letter knowledge, or some other phonetic cue) to tell which pattern is being used. (See *Analyzing Words*.)

### Using Print Cues

*Using Print Conventions:* Demonstrate finger-pointing from left-to-right and return-sweep on two lines of print. Explain that all names start with uppercase letters, including the names of the days of the week. Explain that the “three dots” (ellipsis) on page 14 means that the sentence will be continued on page 16.

Point out that the period doesn’t come until page 16.

*Using Sight Words:* go, to

*Analyzing Words:* Although *store* is printed on the illustration on page 5, the text uses the term *supermarket* because a child would more naturally associate this word with the type of building pictured. If students mistake *supermarket* for *store* or *shop* on page 4, simply tell them the correct answer. They will not be ready to make the fine phonetic discriminations between these words.

This is the first book in the set that has two language patterns. Demonstrate that one pattern starts with the known word *we* (“We go to . . .”), and the other pattern starts with the known word *on* (“On Saturday we go to . . .”). If students forget *we* and *on*, review them. Demonstrate on a couple of pages how to find the different patterns. Some children may benefit from using partial phonetic cues such as, “*We* begins with ‘wubble you,’” or “Your mouth is shaped like *O* when you say, ‘*On*.”

**Writing Suggestions:** Have students write sentences beginning, “We go to . . .” It will not benefit them to write the long word *Saturday* at this point.

## My Dad and I

**Using Meaning Cues:** Who is telling the story, one child or many? Students may need help identifying what the children are helping their dads do on some pages (build, vacuum). Be sensitive to students who do not have fathers.

**Using Language Cues:** This is a two-sentence language pattern: “My dad can . . . I can too.” Sometimes a verb is added to the sentence “I can too” (e.g., “I can paint too.”). Students can check to see if a verb is added by using one-to-one matching. (See *Using Print Conventions*.)

### Using Print Cues

*Using Print Conventions:* Point out that each sentence begins with an uppercase letter and ends with a period. During the reading, help children use one-to-one matching, with finger-pointing, to determine whether the pattern is “I can too” or “I can paint too.” For example, if students try to finger-point as they say, “I can too” for “I can paint too,” they will have too many words.

*Using Sight Words:* my, dad

*Analyzing Words:* Some children may be ready to use the first letter to confirm or disconfirm predictions (e.g., *hammer* for *build*, on page 4). Show them how to do this.

**Writing Suggestions:** Have students write a sentence using one or both language patterns. Omit this activity for students who do not have fathers.

## My Stuffed Animals

**Using Meaning Cues:** Make sure students know what stuffed animals are; you may need to go over names of specific animals. Point out, on page 3, that the picture is of a “bear,” not a “teddy bear.” (Or perhaps the children are ready to discover this for themselves, through one-to-one matching. See *Using Print Conventions*.)

**Using Language Cues:** There are two language patterns in this story: “Here is (my)...” and “I like (my)...” However, the patterns are not the same on every page. Children can use one-to-one matching to tell which variation of a pattern is being used. (See *Using Print Conventions*.)

### Using Print Cues

*Using Print Conventions:* Explain, before the reading, that on page 8 the boy refers to Tiger by name, so the word begins with an uppercase letter. If necessary, during or after the reading, help students use one-to-one matching, with finger-pointing, to disconfirm their predictions using meaning and language cues. (For example, if they say “teddy bear” for “bear” or “I like my tiger” for “I like Tiger,” there will not be enough words on the page to match their pointing.)

*Using Sight Words:* here, is

*Analyzing Words:* Help students use the known word *I* and the first letter of *Here* to determine the language pattern. Students who have trouble remembering the sound /h/ may benefit from calling the letter “haitch.”

**Writing Suggestions:** Have students write a sentence beginning “Here is my ...” For students who have mastered that pattern, you can add a sentence that begins with “I like my ...”

## Moms

**Using Meaning Cues:** Discuss who is telling the story on each page. Are the young ones glad to see their mothers? Why? Be sensitive to students who do not have mothers.

**Using Language Cues:** Alert children that there are three language patterns — “Look at my mom!”, “I see my mom,” and “Look!” Encourage students to use their sight word knowledge to determine which pattern is being used.

### Using Print Cues

*Using Print Conventions:* Review the difference between an exclamation mark and a period.

*Using Sight Words:* mom, look

*Analyzing Words:* Help children use the known word *I* and the new word *look* to determine which language pattern is being used.

After they practice the sight word *mom*, write *mom* and *my* on the board. Have students read the words. Ask how the words look the same (both begin with *m*). Then have them read the words again and listen to the beginning of the words. Ask how the words sound the same (both begin with /m/).

**Writing Suggestions:** Demonstrate writing the three sentences. Explain that when you write a new sentence, you leave a double space. Omit this activity for students who do not have mothers.

## What Am I?

**Using Meaning Cues:** Ask students to guess what the animal is as they read the story.

**Using Language Cues:** Introduce asking (interrogative) sentences. Demonstrate how your voice goes up when you are asking a question. Point out the two main language patterns in the story (“Look at my...” and “What am I?”). Ask students which one is an asking sentence. Explain, when you get to page 16, that the sentence is a telling (declarative) sentence.

### Using Print Cues

*Using Print Conventions:* Introduce question marks.

*Using Sight Words:* am, at

*Analyzing Words:* After students have practiced *am* and *at*, write the words on the board. Ask how they look the same (both made up of two letters; begin with *a*). Then have students listen to the similarities; read the words slowly while you run your finger under them. Ask how the words sound different (end with different sounds).

**Writing Suggestions:** Have students write sentences using “Look at my...” or “I am a...”

## Little Mouse

**Using Meaning Cues:** Explain that the setting of this book is a pet store and that Little Mouse, who is telling the story, lives in the walls of the pet store. Make sure students can identify all the animals in the pictures. After reading the story, ask students what they think about Little Mouse’s character. (Is he being mean to the animals in the cages? Does he think he’s “cool”? Does he want to make friends with the animals?)

**Using Language Cues:** Do not introduce the multiple language patterns. Students may be ready to use the words they know, along with their knowledge of how language should sound and what makes sense to read this book.

### Using Print Cues

*Using Print Conventions:* Remind students that periods tell you to stop and make your voice go down. Exclamation marks tell you to stop and make your voice sound excited. Explain that boldface print also indicates that the reader should read louder than usual. (See **not**, page 16.)

*Using Sight Words:* he, in

*Analyzing Words:* Examine the similarities and differences between *is* and *in*. (See *Analyzing Words for What Am I?*)

**Writing Suggestions:** Have students write a sentence beginning with, “He is in a...” and illustrate it.

## SET B2

### Big House, Little Mouse

**Using Meaning Cues:** Explain that the little boy and his parents are in the process of moving to a new house. The boy marvels at the big size of the truck,

then looks at his little toy truck. He makes similar size comparisons between the real and toy cars and house. At the end of the story, however, the boy sees a real (little) mouse and compares it to his large stuffed mouse.

**Using Language Cues:** There are two primary language patterns in the book: “The ... is big” and “My ... is little.” Have students rehearse the sentence structure on the first few pages, if you think they need to. Most children will use their sight word knowledge (*a*, *my*) to begin the sentence.

### Using Print Cues

*Using Print Conventions:* Explain that a sentence is a group of words that communicates something to readers. Remind students that an uppercase letter is used at the beginning of every sentence. Show students a period, which tells readers to stop at the end of a sentence. Demonstrate how your voice goes down when you come to a period. Explain that the exclamation mark (the “yelling mark”) also indicates the end of a sentence, but that they should read that kind of sentence with an excited voice. Demonstrate.

*Using Sight Words:* big

*Analyzing Words:* The exclamation *Look!* appears both before and after the sentence “The ... is big.” Students will have to attend to the known words *look* and *the*, or use initial sounds to read these pages.

**Writing Suggestions:** Help students make a class book about toys. Have children pick one of their toys to contrast with the real object. On the left-hand page students write: “The... is big [or little]” and on the right-hand page: “My... is little [or big].” Remind children to begin a sentence with an uppercase letter and end with a period. Have them illustrate their sentences.

## Boo!

**Using Meaning Cues:** Discuss the concept of a child hiding and surprising Mom and Dad with the exclamation “Boo!” Elicit from students a few previous experiences about startling and being startled. Then explain that this story will have a surprise ending. Introduce the characters of Mom, Dad, and Lin. You might mention that students will be encountering these characters in books they read later in the year. Make sure all students are familiar with the rooms

and locations in the book. After reading the story, ask children why there are two *Boos* on the last page of the book (because Mom and Dad each say “Boo” to the girl).

**Using Language Cues:** There are two sentence patterns in this book: “Mom [Dad] is in the...” and “I am in the...” Children will use their sight word knowledge, along with picture cues and grammatical sense, to tell which pattern is on each page.

### Using Print Cues

*Using Print Conventions:* Review the function of the period and exclamation mark.

*Using Sight Words:* boo

*Analyzing Words:* If students don’t know the words *Mom* and *Dad*, they will be able to use picture (meaning) cues to read the words.

**Writing Suggestions:** Students can substitute classmates’ names for *Mom* and *Dad* and use parts of the school for locations. Example: “Luis is in the cafeteria. I am in the cafeteria. Boo!”

### A Bike for Russ

**Using Meaning Cues:** Introduce the name *Russ* and have children practice saying it (see *Analyzing Words*). Tell students that if they forget how to pronounce the name as they are reading the story, they can call him “R”; in this story, names are not as important as the storyline itself. Explain that Mom, Dad, Grandma, and Russ’s twin brothers are helping Russ pick out a used bike. You might mention that students will be encountering these characters in books they read later in the year. Students can use their story sense to predict “Yes!” on page 16.

**Using Language Cues:** This may be the first time students have encountered direct quotations (see *Using Print Conventions*). Explain that there is a “talking part” (within quotation marks) and a “said part” of the sentences. Show that the “said part” can come before (page 8) or after (page 4) the “talking part.” Read a few pages to children and have them rehearse these phrases, using fluency and expression. Encourage them to always read the “said part” and the “talking part” together.

### Using Print Cues

*Using Print Conventions:* Explain the function of quotation marks, or “talking marks” (see *Using Language Cues*). Review exclamation marks, or “yelling marks.” Point out that *Mom*, *Dad*, *Grandma*, and *Russ* begin with uppercase letters because they are special names, but that *twins* is not a name, so it is not capitalized.

*Using Sight Words:* said, no

*Analyzing Words* (see *Using Meaning Cues*): Point out that we add *-s* to words to show more than one (e.g., *twins*, page 14). Ask students what letter they think the word *Russ* begins with, then have them find the word on one or two pages. Encourage them to repeat the name aloud.

**Writing Suggestions:** Have each student draw and write about a bike they might invent. Encourage them to be creative and include as many details as they can; explain what details are, if necessary.

### Come Here, Puppy!

**Using Meaning Cues:** Explain that the family has a new puppy, and that the puppy won’t come when Mom and Dad call him. At the end of the story, however, the puppy does come to the little boy, Andy, who calls him a “good puppy.” You might mention that students will be encountering these characters in books they read later in the year.

**Using Language Cues:** Remind students about the “said part” and the “talking part” of a “talking sentence.” (See *Using Language Cues* for *A Bike for Russ*.) Explain that sometimes the “talking part” comes both before and after the “said part” (e.g., p. 6). Have students predict what Mom, Dad, and Andy might say when they call the puppy. Explain that there are different ways to call a dog. Read aloud a few of the phrases, demonstrating fluency and expression. Have students rehearse one or two pages.

### Using Print Cues

*Using Print Conventions:* Review quotation marks, exclamation marks, and boldface print. Remind students that the exclamation mark indicates a stopping place. You may have to demonstrate how to read a one-word sentence (“Come!” “Here!”). Together, read one of the pages with boldface print (pages 6, 12, 14, or 16).

*Using Sight Words:* come, me

*Analyzing Words:* Ask children what letter they think the word *puppy* begins with. Have them locate the word beginning with both an uppercase (title, page 12) and lowercase letter (pages 2, 4, 8, 10, 14, 16). Students will probably use meaning, from your book introduction, to figure out “Good puppy!” on page 16. If not, encourage them to think about what the boy could be saying to the puppy that begins with /g/.

**Writing Suggestions:** Have students write about an experience they have had or wish they could have with a pet. They can use the word wall to confirm the spelling of words they’ve learned and phonetic spelling for unfamiliar words.

## At the Park

**Using Meaning Cues:** Ask students if they recognize the girl from *On Saturday (B, Set 1)*, and introduce her as Rosa. In this story, Rosa and her dad visit the park and talk about what they like to see there.

**Using Language Cues:** Review the “talking part” and the “said part” of the direct quotation, or “talking sentence.” Have students rehearse the “talking part.” Remind them that the “said part” can come before or after the “talking part.” Encourage children to read each line without stopping. Have them practice the language structure: “I like to go see the . . .”

## Using Print Cues

*Using Print Conventions:* Review quotation marks (“talking marks”). Explain the function of the boldface type on page 12. Demonstrate by reading the page, and encourage students to always read with expression (“a storyteller’s voice”). Review the fact that special names begin with uppercase letters.

*Using Sight Words:* too, like, not

If students already know *to*, show them that another word is pronounced the same way but spelled differently: *too*.

*Analyzing Words:* Some children may be able to use first letter cues, along with meaning and structure cues, to identify the things Rosa and Dad like to go see.

**Writing Suggestions:** Have each child write and illustrate the sentence “I like to go to . . .,” filling in the blank. Create a class book.

## My Big Car

**Using Meaning Cues:** Tell children that the story is about two sisters, and it is being told by the older sister. Discuss the concept of point of view. Explain that because the older sister is too big to play in her toy car, she is going to make a new car out of a cardboard box. Children may relate to playing in toy cars when they were younger or to making things out of big boxes. During the reading, students should be able to use meaning and possibly first letter cues to figure out “Beep! Beep!” on page 16.

**Using Language Cues:** Rehearse the sentence structure on page 4, and make sure children know what it means: “I am too big to play in my car.” Rehearse: “Here are the wheels” (page 8) and introduce the word *are* if they are not already familiar with it (see *Learning and Using Sight Words*).

## Using Print Cues

*Using Print Conventions:* On page 14, the word *big* is in large boldface type; this should help students read the word (see *Analyzing Words*). After the reading, elicit or explain the function of the speech bubble on page 16.

*Using Sight Words:* are

Explain the difference between the letter *r* and the word *are*. Students may be able to remember how to spell the word *are* if you show them that it’s the letter *r* with an *a* in front and a silent *e* after.

*Analyzing Words:* If children are unable to read the word *big*, discuss the girl’s activity of making a “big car.” Tell students that the word begins with /b/ (since children at this level often confuse *b* and *d*). Then show them how to take a “running start” by reading the complete sentence before and the part of the sentence leading up to the word. If they don’t figure out that the word is *big*, demonstrate how to use cues together to predict and keep reading to confirm the word (see *Using Meaning Cues*).

With magnetic letters or on the chalkboard, demonstrate how the word *going* is made up of the little word *go* and the ending *-ing*. Explain that the ending *-ing* can be added to many words, such as *look*, *play*, and *see*.

While introducing the book, ask students what letter begins the word *make* on page 6. Have them find the word.

**Writing Suggestions:** Have students design a toy car, a toy truck, or a playhouse, and help them fold or cut their designs out of paper to make three-dimensional objects. They can then make a little book using the sentences: “Here are the...” and “Here is the...” End with: “Here is my...”

## Scout and the River

**Using Meaning Cues:** Below is some background information about tigers to share with students. Resources include:

- *The Big Cats: Lions and Tigers and Leopards* (National Geographic, 1996)
- George Ella Lyon’s book *Mother to Tigers* (Simon & Schuster, 2003)
- “Tigers” (<http://community.aaps.k12.mi.us/bcweb1/page3.html>)

There is usually a dominant cub in a tiger’s litter. This cub is bolder and more adventurous than the others. The mother tiger does most of the teaching to the cubs. At times, she has to carry the reluctant cubs by the scruffs of their necks, but this does not hurt the cubs. Although domestic cats usually hate the water, tigers actually enjoy swimming once they get used to it; swimming is a learned behavior for tigers.

Introduce the characters in the story: Mother Tiger, the cubs, and Scout—the big cub. After children read the story, ask them to describe Scout’s personality (adventurous, brave, willing to try new things).

**Using Language Cues:** Have students rehearse language structures such as “Here are the cubs” (page 4) and “Here I come” (pages 8 and 12).

### Using Print Cues

**Using Print Conventions:** If children do not correctly read the words in boldface on pages 14 and 16, demonstrate by stressing them; discuss the emphatic nature of your voice. Review the function of the exclamation mark, or “yelling mark.” Point out that the special name Mother Tiger is a two-word name, and each word begins with an uppercase letter.

**Using Sight Words:** yes, oh

**Analyzing Words:** Students are using all types of cues together to read at this point. For instance, to read *cubs* on page 4, they use their background knowledge, information from the book introduction, their language sense, and first letter.

**Writing Suggestions:** Using the nonfiction sources listed previously, tell children some facts about tigers. Have students write and illustrate one or more sentences about tigers. Adapt your expectations to the ability of the students.

## Soccer Sam

**Using Meaning Cues:** If children are unfamiliar with how soccer is played, inform them that the object of the game is to kick the soccer ball into the other team’s goal (large area covered by a net). Explain what a coach is, if necessary. When introducing the book, have children guess what Sam might be saying when the ball hits him in the head on pages 7–8. Talk about Sam’s determination to kick the ball, and have students predict what will happen at the end of the story. You might mention that students will be encountering these characters in books they read later in the year. Students may be able to use meaning, structure, and first letter cues to read *kick* on pages 6 and 12, and *kicked* on page 14. If students ask about the amputee in the illustrations, explain that people with one leg can participate in many sports, including soccer.

**Using Language Cues:** Rehearse: “Are you O.K.?” on page 10 (see *Using Print Conventions*) and “He ran to the ball,” on page 6 (see *Analyzing Words*).

### Using Print Cues

**Using Print Conventions:** Remind students that their voices should go up when they read an asking sentence such as “Are you O.K.?” on page 10. Demonstrate. Explain that the “three dots” (ellipsis) on page 14 indicate that the sentence will be continued on page 16. Point out that the ending mark in the sentence doesn’t come until page 16.

**Using Sight Words:** looked, for

**Analyzing Words:** Using magnetic letters, show children the ending *-ed* as in *looked* on page 4. Explain that at the end of some words, the inflection (“ending”) *-ed* sounds like /t/. During the book introduction, have students tell what letter begins the word *ran*. Have

them find the word on page 6. Then have students rehearse the sentence: “He ran to the ball” (see *Using Language Cues*).

Explain that in the word *O.K.*, the letters do not correspond to sounds, as letters in words usually do; instead, we use the name of the letters to read the word.

**Writing Suggestions:** Have students write about a difficult challenge they have faced. Give examples, if needed, and have them illustrate their work.

## A Hot Day

**Using Meaning Cues:** Introduce the characters; Jess is Willy’s younger sister. You might mention that students will be encountering these characters in books they read later in the year. Explain that, because it is so hot, Willy wants to play by himself. Point out that he smiles as he plays by himself in the tree and the sandbox; because he is so uncomfortable and grouchy, he frowns when Jess asks to play with him. Make sure children know what a sprinkler and sandbox are.

Students can make inferences while reading this book. As they read “Willy looked at Jess” on page 10, ask them what Willy might be thinking at that point (for example, it looks like fun to play in the sprinkler, and he wants to do it, too). Do the same for “Jess looked at Willy” on page 12. (Jess is remembering that Willy didn’t let her play with him in the tree or the sandbox.)

**Using Language Cues:** Encourage students to read in phrases or read to the period without stopping (e.g., page 5).

### Using Print Cues

*Using Print Conventions:* If necessary, demonstrate the use of boldface on pages 5 and 9.

*Using Sight Words:* you

*Analyzing Words:* Use magnetic letters or the chalkboard to review the inflections *-ing* (*playing*) and *-ed* (*looked*).

**Writing Suggestions:** Have students complete the following sentence with a description that tells where: “I am playing...” Encourage the addition of more phrases or sentences about playing, according to students’ abilities.

## Rabbit’s Skating Party

**Using Meaning Cues:** Introduce the character of Little Mouse. Students may recognize him from the story *Little Mouse* in *Handprints B, Set 1*. If so, they might remember that he brags a lot. Explain that his friend Rabbit is having an ice-skating party for her birthday. Elicit from the students any previous experiences about ice skating. After Rabbit tells *Little Mouse* that they are going to be skating, he answers, “Oh.” Ask what he might be thinking when he says this.

Children should be able to use meaning and structure cues, along with first letters, to predict the text on page 7 (see *Analyzing Words*).

**Using Language Cues:** Encourage students to read the “talking part” and the “said part” of each sentence without stopping. Demonstrate. Students can also use the line breaks as an indication of how many words they can put together in a phrase. Remind students about “asking” (interrogative) sentences (e.g., “Can you skate?” on page 5). Explain that when Little Mouse says, “Oh, yes. I can skate,” he is bragging, because readers find out later that he is not really a very good skater (see *Using Meaning Cues*).

### Using Print Cues

*Using Print Conventions:* Demonstrate the effect of boldface print on pages 15 and 16. Remind students of the function of question marks and exclamation marks.

*Using Sight Words:* eat, shouted, but

*Analyzing Words:* Using magnetic letters or the chalkboard, review the inflections *-ed* (*looked*) and *-ing* (*going*). Encourage students to use first letter cues, along with meaning, to predict “got up” and “fell down” on page 7 (see *Using Meaning Cues*).

**Writing Suggestions:** Review *Little Mouse* (B, Set 1) by reading it to the class. Have the group brainstorm about Little Mouse as a character. Show them how to put this information into a form of graphic organizer, such as a character web. Then demonstrate how to translate the information in the character web into two or three sentences about Little Mouse.

## SET B3

### We Can Recycle

**Using Meaning Cues:** Elicit background knowledge about recycling. Provide students with information, if necessary. Explain that there are often two types of recycling bins, one for paper and one for cans and bottles. Tell children about the recycling symbol. Make sure students can identify the objects in the book.

**Using Language Cues:** The three language patterns are “Here is a...,” “I can recycle the...,” and “We can recycle.” Demonstrate how your voice goes down at the period and how it sounds excited when the sentence ends with an exclamation mark. (See *Analyzing Words*.)

#### Using Print Cues

*Using Print Conventions:* Remind students about the difference between a letter, word, and sentence. Have children count the words and sentences on pages 14 and 16. Explain the function of the exclamation mark. (See *Using Language Cues*.)

*Using Sight Words:* here, can

*Analyzing Words:* Use students’ one-, two-, and three-syllable names to demonstrate clapping and counting syllables (“beats”). Count the syllables in *can* and *recycle*. Explain that children should keep their finger under the word until they have said the whole three-syllable word.

**Writing Suggestions:** Based on the recycling experiences children have had, make a class book using the sentence patterns from the story. Remind students to use uppercase letters at the beginning, proper spacing, and periods at the ends of their sentences.

### Cat’s Nap

**Using Meaning Cues:** Children may recognize the cat and dog from *A Cat’s Dream* (A, Set 2). If students have read that book, ask them about the relationship between Cat and Dog. When you look through the pictures, do not show page 16. After reading the book, ask whether Cat’s behavior changed and why.

**Using Language Cues:** Direct quotations are used in this book. Explain that there is a “talking part” (within quotation marks) and a “said part” of the sentences. Show that the “said part” can come before or after the

“talking part.” Encourage fluency by having students read the phrases on each line “all together.” (See *Using Print Conventions*.)

#### Using Print Cues

*Using Print Conventions:* Explain the function of boldface print. Introduce quotation (“talking”) marks. Explain that there are two parts to these sentences: the “said part,” that tells who is speaking, and the “talking part,” that tells what the person is saying. (See *Using Language Cues*.)

*Using Sight Words:* going, said

*Analyzing Words:* Review the inflection (“ending”) *-ing* in the word *going*. Talk about the vowel patterns in the words *cat*, *dog*, *rug*, *box*, and *bed*.

**Writing Suggestions:** Children can work with partners to create a simple comic strip, showing what Cat and Dog are saying with speech bubbles and using the language structure from the book (“I am going to sleep in the...”).

### Jim and the New Truck

**Using Meaning Cues:** Explain that the story takes place in the morning, and that it is about Jim and his dad, who just got a new truck for work. After reading the story, see whether children can infer how the two characters feel about trucks, and have them explain why they think that. Introduce the dream bubbles as you look through the book during the book introduction. Point out that Jim’s eyes are closed initially, but that they gradually open as he wakes up. (See *Using Print Conventions*.)

**Using Language Cues:** Review the “said part” and the “talking part” of sentences with direct quotations. Encourage students to read each part together. Rehearse “Come and see the new truck” (page 12).

#### Using Print Cues

*Using Print Conventions:* Review the “talking marks.” (See *Using Language Cues*.) Introduce boldface print and demonstrate using it to read with expression on page 4. Point out the dream bubble. (See *Using Meaning Cues*.)

*Using Sight Words:* wake, and

*Analyzing Words:* Point out the *-ing* inflection on *looking*. Use magnetic letters to demonstrate words with and without the “ending” (e.g., *look, play, see*). Some children may think that *truck* begins with /j/. Pronounce the /tr/ blend slowly and clearly for these students.

**Writing Suggestions:** Help students write one or two sentences about a dream or daydream they have had. Encourage them to use phonetic spelling and the classroom word wall to spell words they do not know.

## My Five Senses

**Using Meaning Cues:** Introduce the five senses and sense organs. Explain that we use our five senses to find out about the world around us. Tell students to pretend they are at a fair. Ask how they would use their five senses at the fair. Then explain that this story is about using the five senses while making applesauce. Make sure children understand the steps in each picture and the sounds in the speech bubbles.

**Using Language Cues:** Rehearse the language structure “Here are my...” from pages 2, 6, and 10. (See *Analyzing Words*).

### Using Print Cues

*Using Print Conventions:* Review the function of the speech bubble, the period, and the exclamation mark. Go over the difference between a *letter, word,* and *sentence*.

*Using Sight Words:* are, with

Explain the difference between the letter *r* and the word *are*. Students may be able to remember how to spell the word *are* if you show them that it’s the letter *r* with an *a* in front and a silent *e* after.

*Analyzing Words:* Introduce the /th/ sound in *with*. Help students use letter–sound associations to read *Brr* (page 11), *Mmm* (page 13), and *Yum! Yum!* (page 16).

**Writing Suggestions:** Make a class book about using the five senses during an experience you have shared as a class.

## My Shadow

**Using Meaning Cues:** Provide background information about shadows and how the size of one’s shadow varies with the time of day. Make sure students know

how to read the mathematical notation for *o’clock*. (See *Using Print Conventions*.) Do a strong book introduction, pointing out the size of the shadows and the time of day in each picture.

**Using Language Cues:** There are three language patterns in the book: “It is ... :00,” “I am going ...,” and “Look at my shadow.” Have students rehearse the first language pattern a few times.

### Using Print Cues

*Using Print Conventions:* Review the function of the period and the exclamation mark. Introduce the notation for *o’clock*. (See *Using Meaning Cues*.)

*Using Sight Words:* it, at

*Analyzing Words:* Review the inflection (“ending”) *-ing* on *going*. Introduce the terms *vowel* and *consonant*, and show the five vowels (*a, e, i, o,* and *u*). Explain the consonant digraph /sh/ by saying that the two consonants are partners and make one sound, as in *shadow*.

**Writing Suggestions:** Have children pick times during the day and draw pictures of themselves and their shadows at those times. They can write, “It is \_\_:00. Look at my shadow.” under each picture.

## Little Fox

**Using Meaning Cues:** Introduce the characters Little Fox, Raccoon, and Bunny. Explain that Little Fox doesn’t have very good manners, and that, in this book, he doesn’t want to cooperate with his friends in choosing what toys to play with. Have students infer what Little Fox might be thinking on pages 12–13. (See *Using Print Conventions*.) Did Little Fox learn something at the end of the book? Ask what the light bulb on page 14 might mean.

**Using Language Cues:** Encourage fluency by telling children to read with expression (“a storyteller’s voice”). They should also try to read in phrases, as the lines of text allow. Explain that there are three types of sentences: “telling sentences” (with periods), “yelling sentences” (with exclamation or “yelling” marks), and “asking sentences,” or questions (with question marks).

### Using Print Cues

*Using Print Conventions:* Review “talking” marks. Introduce the question (“asking”) mark. (See *Using Language Cues*.)

*Using Sight Words:* O.K., you

*Analyzing Words:* Point out that in the word *O.K.* the letters *O* and *K* do not make their regular sounds, but that we say the names of the letters.

**Writing Suggestions:** Have students complete the sentence “I like to play with ... (fill in the names of one or two friends).” Then have them complete the sentence “We can play with ... (fill in the names of one or two toys)” and illustrate.

## Where Is Joker?

**Using Meaning Cues:** Introduce the term *character*. Explain that in many stories one character has a problem at the *beginning* of the story. In the *middle* of the story, the character tries to solve the problem. At the *end* of the story, the character solves the problem. After reading pages 3 and 4, ask students who has a problem and what the problem is. Then have them predict what will happen in the middle and at the end of the story. On page 14, make sure students understand the meaning of “You played a joke on me.”

**Using Language Cues:** Rehearse the sentence “Where are you?” on page 12.

## Using Print Cues

*Using Print Conventions:* Review the function of the question mark and boldface print.

*Using Sight Words:* where, went

Introduce the asking word *where*. Explain that there are five asking words that begin with *wh*. Have students find *where* on the cover, title page, and page 4.

*Analyzing Words:* Introduce the inflection (“ending”) *-ed* on *played*. Tell children that, in this word, the *-ed* makes the sound /d/.

**Writing Suggestions:** Use a graphic organizer or divide a paper into three sections. Have children illustrate the beginning, middle, and end of the story.

## You Can Fly

**Using Meaning Cues:** Explain that some bird parents teach their babies to fly straight from the nest. When the baby birds first try to fly, they sometimes have trouble, but then realize how to use their wings.

**Using Language Cues:** This may be the first time children have encountered a compound predicate (“looked down and said”). Have them rehearse this language structure. Make sure they understand “down went” (page 13) and “up went” (page 15). Explain that this is one type of “book language.”

## Using Print Cues

*Using Print Conventions:* Introduce contractions (*can't, it's*; See *Analyzing Words*). Explain that Mother Bird and Father Bird are two-part names, and so both parts begin with uppercase letters. Show children how the “talking part” of a sentence can come both before and after the said part (e.g., page 3).

*Using Sight Words:* can't, it's

*Analyzing Words:* Write the following groups of words in columns on the board: *can/can't, it/it's, and cat/can/can't*. Have children say the words slowly, running their fingers under the letters as they say the sounds. Talk about the similarities and differences between the words. Use the terms *beginning* and *end*.

**Writing Suggestions:** Have children draw two pictures: the birds when they are fearful in the nest, and the birds successfully flying. Have them write “We can't fly.” and “We can fly!” under the appropriate picture.

## Looking for Worms

**Using Meaning Cues:** Students may recall reading *Baby Skunk* from *Handprints A, Set 1*. Tell children that mother skunks teach baby skunks to hunt when they are little by modeling hunting for them.

**Using Language Cues:** Rehearse “**You** go look for worms.” Remind children that the exclamation mark is a stopping signal. On page 13, show them how they have to stop after reading one word: “Here!” (See *Using Print Conventions*.) Remind students that boldface print is used for emphasis.

## Using Print Cues

*Using Print Conventions:* Remind students of the function of the exclamation mark and boldface print.

*Using Sight Words:* baby, thank, this

Have students find *hungry* (page 3) and *thank* (page 7) before reading the story. Explain that *thank you* is two words. (See *Analyzing Words*.)

*Analyzing Words:* Review the *-ed* ending. Point out that in the word *looked* the *-ed* sounds like /t/. Review the /th/ sound, both voiced (as in *this*) and unvoiced (as in *thank*).

**Writing Suggestions:** Do research about baby skunks as a class. Have students compose several sentences about baby skunks. Alter your expectations according to the abilities of the students.

## A Picnic at the Beach

**Using Meaning Cues:** Introduce the characters Dee and Mom. Tell students that they may be reading more books about these characters. In this story, Dee thinks the seagull likes her, but then the seagull steals her sandwich. Make sure students think about what makes sense as they read, to help them differentiate between *seagull* and *sandwich*, as children will probably not be at the stage where they can use their phonetic knowledge to do so. Ask students how they think Dee is feeling on page 16.

**Using Language Cues:** Have students rehearse “Here comes a seagull!” on page 7.

### Using Print Cues

*Using Print Conventions:* If necessary, help students use the boldface print to read page 15 with expression. Remind students about the use of quotation (“talking”) marks.

*Using Sight Words:* hungry

Have students find the word *hungry* (page 3) before reading the book. Remind them that *thank you* is two words.

*Analyzing Words:* Put *you* on the board. Show students how to add *r* at the end to make *your*. Help students use cues together (what makes sense, sounds right, and looks right) to read page 3. Review the voiced (as in *this*) and unvoiced (as in *thank*) sounds of *th*.

**Writing Suggestions:** Have students draw pictures of themselves sharing a snack with a friend. Below the picture, they should write a direct quotation. Do not worry about using commas at this point. An example would be: “Here is a carrot” said Jane.

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