



HANDPRINTS

A Comprehensive Leveled Reader Library

Teacher's Guide for Storybooks D

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EDUCATORS PUBLISHING SERVICE

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

Online 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 D

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I. INTRODUCTION

1. About the Storybooks

Storybooks D, Sets 1–3, comprise the fourth set of 30 storybooks in the collection; each set has ten books. These books are intended for students whose reading skills are developing toward independence. Pictures and language patterns are no longer the primary means for these readers to predict unknown words. These readers can go beyond the first letter to decode words and know how to check their predictions with meaning and language. They have a larger sight word vocabulary and are hopefully reading words in a phrased and fluent manner. These children are probably in first grade.

Each storybook is 16 pages. Pictures are supportive of meaning, but not perfectly matched to the text. The sentence structure gradually progresses from a child's natural language to more sophisticated "book language." The Zaner-Bloser Manuscript font is used to ensure that the letterforms are the same as those students may be using to learn to write.

Students may benefit most from reading these books independently, in pairs, or in small, flexible, homogeneous groups. Whole class instruction is not recommended for guided reading, since students vary too much in their reading skills. Some students may need more teacher guidance before, during, and after the book reading; they will need to spend more time on each set, rereading the books and completing related activities. Other students will learn to read more easily and will quickly move to higher-level books. Aim to have all students reading books at their own instructional level for a minimum of twenty minutes a day, with three to five new books introduced each week.¹ This way, all students will be continually challenged to improve in reading.

¹ The instructional level is the level at which a student can read with an accuracy of 90% to 95%.

2. Advantages to Using the Storybooks

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

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

- use background knowledge, pictures, language structure, and story sense to predict text;
- read in phrases, rather than word-by-word;
- read with more appropriate expression and intonation;
- use all punctuation marks as cues to reading with expression;
- can use onset-rime or sound blending to decode words;
- use one type of cue to check the prediction they made with another type of cue;
- monitor their reading regularly.

II. SUGGESTIONS FOR CLASSROOM USE

1. Meaning, Language, and Print Cues

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

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

language cues: language patterns, sentence structure, grammar sense

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

Competent readers may call on their background knowledge (*meaning cue*), as well as their interpretations of illustrations (*meaning cue*) to predict what a story will be about. As they begin to read, their story sense (*meaning cue*) and knowledge of sentence structure (*language cue*) help them refine their predictions. Mature readers have a store of sight words (*print cue*) to 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. These readers are more likely to use all cue sources, but some students tend to focus on certain cues at the expense of others. For example, one child might concentrate so much on decoding that he forgets to think about meaning (focuses too much on visual cues). Another child might try to coast along using meaning and structure along with, perhaps, just the first letter. Your job is to help students keep all the cues in balance. By focusing on all three types of cues, rather than on just one, students' overall comprehension of the story is also improved.

2. Using Cues

Below are some general ideas for helping students 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. 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, including students' previous experiences.

Discuss unfamiliar vocabulary or concepts.

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

Teach students how to use the illustrations to preview the story.

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

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

Prompt students to think about meaning as they read (e.g., "Let's see where the characters go next.").

After reading, discuss the outcome of the story, the feelings of the characters, and whether students' predictions came true.

Have students relate the story to their own lives, and share your own response to the story, as well.

At this point, students have probably read a large number of stories. Encourage them to compare and contrast the elements of different stories: setting, plot, character, and point of view. Foster the enjoyment of literature.

Using Language Cues

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

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

Encourage fluent reading. If needed, demonstrate word-by-word reading; then demonstrate reading in phrases

of two to three words. Have students practice phrasing while reading familiar books, gradually increasing the number of words they read at once. Reading words in natural phrases helps students use meaning and language cues and eventually leads to fluency. Show students how to use punctuation as an aid to reading smoothly and with expression.

Using Print Cues

USING PRINT CONVENTIONS

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

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

Make sure students are no longer finger pointing, which prevents reading in phrases and discourages focusing on meaning and structure. Word-by-word reading can become a habit that is difficult to break, and stilted reading detracts from reading for meaning. Students who have trouble tracking can be shown how to use their left finger on the side of the page to mark the line of text they are reading.

Remind students to check the top and bottom of each page for text.

LEARNING AND USING SIGHT WORDS

Help students expand the supply of high-frequency words they can read by sight.

By the time students are reading books at these levels, they may know how to learn words on their own. Be aware that there will be many words you might expect students to read, but not yet write from memory (e.g., *couldn't*, *answer*).

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

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

Have students use known words to check their reading. Put the words on flashcards to practice.

ANALYZING WORDS

At this point in learning to read, students can probably read unfamiliar words by analogy with known words, or by decoding words sequentially. Different students may respond better to one approach or the other. Encourage the spirit of experimentation, having the students try different alternatives when attempting to figure out unknown words, but always stress the fact that it is necessary to put the word back into the sentence to see whether it fits the context.

Use magnetic letters or whiteboards to help students see similarities between words with the same initial letters, with the same final letters, and in the same “word families” (e.g., *the, they, then, them; day, play, stay*).

Use magnetic letters or cards to demonstrate how to combine and break up words into phonemes (*c-a-t*), base words and inflections (*play-ing, play-s, play-ed, play-er*), onsets and rimes (*c-at, l-ook, pl-ay*)², and compound words (*in-to, to-day*). Also show how new words can be made from known words (*got/hot*).

Use magnetic letters or cards to help students look for chunks they know in unfamiliar words (e.g., *th-en, st-ay, th-at*). Help them transfer the process to the text (e.g., for *that*, cover up *th* and say, “I know *at*”; then uncover *th* and say, “so this word must be *that*.”)

Writing Suggestions

Remind students that a sentence begins with an uppercase letter; ends with a period, question mark, or “yelling mark”; and has spaces between words. Have them check for these conventions when they write.

Remind students that special names begin with uppercase letters.

Insist on correct spelling for known high-frequency words, and encourage use of reference materials such as a class dictionary or word wall. Encourage students to use analogies with known words to spell unknown words (e.g., Use *day* to spell *sprayed*.)

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

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

Introduce the concept of a paragraph, beginning with a topic sentence.

Explain how to use connecting words such as *first, then, and next*.

Put students’ writing attempts together to make class 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 your students’ needs. 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 should depend on the needs of the group. As readers become more independent, book introductions should become increasingly lean.

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

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

Tell what the book is mostly about. Then talk about a few illustrations. Ask students what they notice about the pictures and have them make predictions about the story. Clarify misconceptions only if you

² A rime is the part of a syllable that contains the vowel(s) and any consonants following it. The onset is the consonant preceding the rime.

think students won't have the strategies to do so on their own during the reading. You might say, "When we read the story, we will see whether our predictions were right."

Occasionally there will be a word that you think students will be unable to read with their current knowledge and strategies. Have them find the word on a given page before the reading. (One example might be *couldn't* on page 2 of *Dribble, Dribble, Shoot*). An appropriate introduction should help students focus on the meaning and language of a book, introduce important words they might not be able to figure out themselves, and yet leave some work for them to do on their own.

4. During the Reading

After your introduction, have students read the story. Have them turn their chairs around so that they are facing away from the group, or they can scatter around the room. You can have students read silently or whisper to themselves if that helps them focus.

Pay close attention to how each student reads. Some students 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 students 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 solving as a teaching point after the reading.

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

5. After the Reading

First, focus on the meaning of the story. Ask students what the story is about. Discuss whether their predictions were right. Ask whether there was a surprise at the end. Be alert to students who don't participate much in the comprehension discussions. They may need extra help focusing on meaning.

Then, based on students' reading performance, pick two or three teaching points. Or you may have planned to focus on strategies that students need to develop or words you think will be good for decoding (analogy or sequential) work. If the book was at the appropriate level, students will have encountered few difficulties while reading. If they encountered no difficulties, the book was probably too easy. Perhaps some students 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 (e.g., using a known chunk in an unknown word, or using one cue source to check against another). If students neglected to use some information while reading a given section, direct their attention to it. For example, "You 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.

III. STORYBOOKS D, 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.

SET D1 Sad Monster

Using Meaning Cues: During the introduction or after reading the story, some students may observe that younger children are sometimes more trusting than older children. Ask students whether they think the older boy and girl learned something from the experience. Hopefully the readers will be able to identify *asked* through meaning, language, and visual cues. After the reading, you can point out that *said*, *shouted*, and *asked* are all words that show someone speaking.

Using Language Cues: Explain that there is a "talking part" in each sentence (between the "talking marks") and a "said part" (e.g., *he said*). Ask students to try reading the talking part all together and the said part all together without stopping. You may have to help some students with the phrase *said to himself*.

Using Print Cues

Using Print Conventions: Describe the function of quotation (“talking”) marks, exclamation (“yelling”) marks, and speech bubbles. Demonstrate how punctuation marks help us read with expression.

Using magnetic letters, show how the contraction *it’s* is composed of *it* and *is*. Explain that the apostrophe takes the place of a missing letter.

Learning and Using Sight Words: boy, girl, who, from

Have students locate *who* in the text on page 8 before the reading.

Analyzing Words: Help students write the asking words *who*, *what*, *where*, *when*, and *why* on whiteboards after the reading. Show how some are phonetic, and some are not. Discuss their meanings, and demonstrate the language structure of questions that begin with these words.

Sometimes students can use parts of known words to determine unknown words. Demonstrate word families with magnetic letters. Make the known word and the new word under it, and divide the words to show the parts that are the same (usually onsets and rimes). Examples are *sad/dad*, *ran/can*, *bel/me*, *that/at*, *then/the*, *asked/at*, *with/will*. Show students how to transfer the process to the text.

Writing Suggestions: Brainstorm about the problems and solutions of making a new friend. Show students how to use a graphic organizer to map the results. Then demonstrate how to organize the information into two paragraphs with topic sentences.

Kickball

Using Meaning Cues: Make sure the students are familiar with the game of kickball. Introduce the characters: Marco, Josh, and Kate. Tell students that, if they can’t remember the characters’ names, they can substitute other names beginning with the same letter, or just use the letter name for the child’s name. Explain that names are not important when looking for the meaning of the story.

When introducing the story, ask students how Marco must be feeling. Ask whether they have ever felt that way. After reading the story, ask students if they

think Marco will be more likely to try something new next time.

You may have to explain that *called*, like *said*, *shouted*, and *asked*, is a word that shows someone talking.

Using Language Cues: If needed, have students rehearse the sentence, “I can kick the ball after all,” on page 15.

Using Print Cues

Using Print Conventions: Review the function of exclamation (“yelling”) and question (“asking”) marks. Remind students to make their voices sound different when they see those marks. Explain that commas tell them to pause, or “take a breath.” Show how the contraction *Let’s* is made up of *Let* and *us*. Do the same with *I’m* (*I* and *am*).

Learning and Using Sight Words: back, after, over

Analyzing Words: See *Analyzing Words* in the *Sad Monster* section for analogy work on *ball/all*, *ran/can*, *got/not*, and *way/day*. Show students how to figure out *called* by dividing it into parts. You can demonstrate with magnetic letters or on a whiteboard. Afterwards, students can practice by using a card or their fingers to cover up the word parts in the book. Tell students to always cover up the inflection first, and then look for a chunk (*all—call —called*).

Writing Suggestions: Have students write about learning a new game, sport, or hobby. They can include their feelings before, during, and after acquiring the new skill.

I Did It!

Using Meaning Cues: If students have read *No, Bo!* and *The Pool* from Storybooks C, Set 1, or *Playing Ball* from Storybooks C, Set 2, they may recognize the characters Dee, Rob, Mom, and Dad. (Andy does not make an appearance in this book.) Dee is the younger sister. Elicit stories about learning to ride a “two-wheeler” without training wheels. Some students may have learned by riding the bike down a hill. If necessary, explain what a *leash* is.

Using Language Cues: Encourage students to read words in phrases and with expression whenever they can. Some students may not know the meaning of

“had Bo on a leash” (page 2), “went by” (page 5, etc.), or “ran by” (pages 12, 13).

Using Print Cues

Using Print Conventions: After the reading, you can demonstrate with magnetic letters how *can't* is two words squeezed together into one. Remind students that the exclamation points on page 10 are cues for stopping and reading with expression. As they read, students may discover that the placement of the text on pages 5, 9, and 15 corresponds to how far Dee rode her bike down the hill.

Learning and Using Sight Words: jumped, off

Before reading the story, have students find *almost* on page 5, after predicting what letters it will begin with. If students predict “all,” praise them for hearing that, but then let them know that in this word, /ol/ is spelled “al.” (You can give the further example *always* if you wish.)

Analyzing Words: See the *Analyzing Words* section of *Sad Monster* for teaching analogy work for the following words: *hill/will, bikelike, had/dad, by/my, way/day, him/his*. Students may be progressing to the point where they can use their finger to take words apart in the text, saying, “I know this word is like *will*, so it must be *hill*.” Alternatively, students may be able to decode the word sequentially.

Writing Suggestions: Have students dictate the story to you in their own words. Demonstrate using writing conventions, including quotation marks. Make a wall mural of the compositions, and have students illustrate it.

Life in the City

Using Meaning Cues: If students read *Jess in the Snow* or *Dolly's Car* from *Handprints* Storybooks C, Set 2, tell them that Willy is Jess's brother. You can also point out that, if they look carefully, they can see Jess peering out the window on page 3. Before the reading, look at the art on pages 2 and 3 and discuss differences between the city and the country. Some students may not be familiar with soccer or with the idea of playing in a sprinkler. You may also need to explain that firefighters can open hydrants to let out water (page 16).

Using Language Cues: Help students with the longer sentences, if necessary. For example, have them read the second sentence on page 2 by taking a breath at the comma, but not stopping and making their voice go down until they come to the period. Demonstrate as needed.

Using Print Cues

Using Print Conventions: Remind students to use the commas to pause, or “take a breath,” as on page 6.

Learning and Using Sight Words: lived, place, there

Analyzing Words: If students have difficulty using meaning to get to *yard*, have them think of a word they know that starts with the same sound (e.g., *yes*), and then read the sentence up to that word and start to say that word. Many words at this reading level are nonphonetic. Explain to students that when they try to decode an unfamiliar word, their first attempt, using phonetic rules, may not be successful. Show them how to experiment with different pronunciations of the word, rereading to use the meaning and language cues to assist their search. They can use meaning, structure, and analogy work with the following words: *catch/cat, wish/will, fort/for, hot/not, take/make, by/my*.

Writing Suggestions: Brainstorm about and chart the differences between what it would be like to live in the city and the country. Have students pick the location that is least like where they live and write about it. Encourage the use of topic sentences.

At Grandma's House

Using Meaning Cues: Students can share stories about what they do with their grandparents. Make sure they are familiar with playing cards, checkers, and the piano. Mention that Grandma only helps the boy with his homework when he needs it. Explain what housework means, if necessary.

Using Language Cues: Some students may have trouble with the sentence structure on page 8. If necessary, help them rehearse it. The inflections throughout the books may also provide challenges for some students (e.g., *needed/needs*, pages 6, 13). If so, have students reread the sections, paying attention to the word endings.

Using Print Cues

Using Print Conventions: Elicit the significance of the boldface and oversized text on page 16. If students have difficulty with the sentence structure on page 8, tell them to pause, or “take a little breath,” at the commas. If necessary, demonstrate how to read the sentence.

Learning and Using Sight Words: school, now, little

Have students locate the word *guess* in the text (page 15) before reading the story.

Analyzing Words: If students stop at the words *homework* or *housework*, have them look for parts they know in the word; or you can write the words on a whiteboard and use your hand to show them where to divide. Discuss compound words. If *needed* causes problems, have students cover up the ending and reread the sentence, thinking about what makes sense and looking for parts they know in the word. They can use the analogy approach with *still/will*.

Writing Suggestions: Talk about special relationships students might have with relatives, including their immediate family members. (Be sensitive to students who could be upset by this theme because of their family situations.) Have students write about this relationship.

Clean Up Time

Using Meaning Cues: If students have previously read books about Andy (*The Pool* and *No, Bo!* in Storybooks C, Set 1 and *Playing Ball* and *Not It!* in Storybooks C, Set 2), they may recognize him in this book. Point out that Mom wants to vacuum his room. Have students predict the plot from the illustrations.

Using Language Cues: Remind students to read in longer phrases now. Encourage them to read to the period.

Using Print Cues

Using Print Conventions: Explain that the words in italics are sounds Andy and Dad are making. Review contractions (*it’s, that’s, I’m, let’s, here’s*). Explain that apostrophes can also be used to show ownership (*sister’s, brother’s, Andy’s*).

Learning and Using Sight Words: sister, brother, first

Analyzing Words: See the *Analyzing Words* section in *Sad Monster* for how to do analogy work with these words: *room/boo* or *too, yo-yo/go, standing/and, beep/see, that’s/lat, mitt/it, bat/at, ball/all, toot/too*.

Writing Suggestions: Ask students whether they put their toys away when they finish playing. Discuss what clean-up time is like, and have them write a paragraph about it.

Who Can Fix the Computer?

Using Meaning Cues: Students who have spent time on computers may know that they can have technical problems. If students have read *The Roller Coaster* from Storybooks C, Set 1, they may remember Dad, Maria, and Carlos. Carlos also made an appearance in *Not It!*, from Storybooks C, Set 2. Explain that Grandma lives with them, too. Introduce the book by having students look at the pictures. For page 3, ask what the different characters are doing. Hopefully, students will be able to use meaning and, later, visual cues to unlock “doing his homework” and “drawing a picture.” Readers will also use multiple cues to predict “have a turn” (page 12) and “go next” (page 16).

Using Language Cues: Students may have difficulty with the literary sentence structure on page 14. Remind them to use the commas as cues to “take a breath.” If needed, further demonstrate by reading one of the sentences yourself.

Using Print Cues

Using Print Conventions: Use the commas on page 14. (See above.) After the reading, show how *I’ll* is made from *I* and *will*.

Learning and Using Sight Words: were, work, wants

Analyzing Words: Students may substitute *Sunday* for *Saturday*, on page 2. If so, after the reading, ask them whether they read it correctly. If they do not correct their error, ask them how they know that the word is *Sunday*, or, if needed, show them “Sat” in the book or with magnetic letters.

If students substitute *coloring* for *drawing* on page 4, ask them to reread, thinking about what else would make sense that starts like that. If *sitting* causes problems, have students cover up *-ing* and the second *t*,

and then look for a chunk. Then they can uncover the rest of the word and read it. Demonstrate with magnetic letters, if necessary.

Writing Suggestions: Let students write about something they can do that someone older cannot do. Allow time for brainstorming, since many children think older people can do everything that they can't.

That's Easy

Using Meaning Cues: Students may remember the character Little Mouse from other books in Storybooks, Sets B and C. If so, discuss how this character brags a lot. Make sure students are familiar with the terms *cart*, *trash cans*, and *bar of soap*.

Using Language Cues: You may want to explain that the story gets its title from the sentence that Little Mouse repeats over and over, "That's easy." Let students predict what Little Mouse will say when Father Mouse gives him a job to do.

Using Print Cues

Using Print Conventions: On pages 10, 12, and 13, certain words are in boldface for emphasis. Make sure students use these cues appropriately.

Learning and Using Sight Words: find

Analyzing Words: Always remind students to reread the sentence up to a problem word and then try to use what they know to read the word, whether you are using the analytic (analogy) or synthetic (blending phonemes) approach to teaching phonics. Review the process of covering up inflections before reading the word.

Writing Suggestions: Have students talk about what the character Little Mouse is like. Then you and the students can take turns writing a character sketch of Little Mouse on chart paper.

The Car Wash

Using Meaning Cues: Tell students that this story is about Dad, Willy, and Jess. Students may be familiar with Jess from *The Black Kitten*, *Jess in the Snow*, and *Dolly's Car*, and they may remember Willy from *Life in the City*. Dad also appeared in *Jess in the Snow*. Students may recognize the crayons and tape on the table from when Jess was making Dolly's car in *Dolly's Car*. Explain that when Dad says it's time to go to

the car wash, Jess wants to stay home. See if students can tell why she wants to stay home (because she is scared). Ask whether they have ever been afraid of something unfamiliar.

As the story progresses, students may infer that Jess says that Dolly is afraid, because she (Jess) doesn't want to admit that she is afraid.

Using Language Cues: Hopefully students will realize that Jess keeps repeating to Dolly the same comments that Willy makes to her. If necessary, help students with the intonation of Willy's question on page 7 ("You're not scared, are you?").

Using Print Cues

Using Print Conventions: There are several points in the book where readers must attend to the end quotation marks, or they will get confused about who is speaking. Examples are at the top of page 4 ("Come on, Dolly," said Jess.) and the bottom of page 7 ("Don't be scared," Willy said to Jess.). Review the contractions *you're* and *it's*.

Learning and Using Sight Words: scared, close, water

Analyzing Words: Remind students to think of parts they know in words (e.g., *spray*, *woosh*, *wet*, *stay*, *way*, *that*). You may have to point out that they can use the known word *my* to get to *crying*.

Writing Suggestions: Tell students to make a list of the steps involved in doing an activity such as going through a car wash, eating breakfast, or taking the bus to school. Then have them transfer the list to a descriptive paragraph. Show them how to use connecting words such as *first*, *next*, and *then*.

Hungry Turtle

Using Meaning Cues: Explain that Turtle wants to get food on the other side of the road. Ask students what they know about turtles, and have them use this knowledge to predict why it might be difficult for a turtle to cross the road. Explain that the illustration on page 9 shows Turtle turning around when she realizes she can't get across the road before the car comes. If you think students will not be able to read *screech* on page 11, have them find it in the text before reading the book. Make sure they know what it refers to (the car brakes).

Using Language Cues: After reading the story, see whether students notice the similarities and differences between the text and illustrations at the beginning and end of the story. Ask them to explain the significance of these differences. Help students understand that the story never ends. After reading the last page, they can go back to page 4 and read the story again. Explain the meaning of “just in time,” on page 11, if needed.

Using Print Cues

Using Print Conventions: Explain the purpose of the ellipses on page 4 (to show the passage of time).

Learning and Using Sight Words: food, time, hungry

Analyzing Words: Have students use their finger in the book to do analogy work on *took, slow, before, just, hit*. If they have trouble with *across*, tell them that it starts like *away*.

Writing Suggestions: Help the class think of a story that never ends. You and individual students can take turns writing the story on chart paper. Then make a never-ending class book.

SET D2

Dribble, Dribble, Shoot

Using Meaning Cues: Make sure students are familiar with basketball and understand the concepts of “dribbling” and “shooting baskets.” The term “laundry basket” should also be mentioned in the introduction, since it may be unfamiliar to some students.

Using Language Cues: Read the title and explain that the phrase, “Dribble, dribble, shoot” is repeated throughout the book. Many students will appreciate the rhythmic nature of the phrase and will enjoy reading it over and over. You may want to preview the sentences, “Up went the basketball” and “Down went the kite” on page 15. Explain that this is “book talk.”

Using Print Cues

Using Print Conventions: Explain that sometimes sounds or refrains are printed in italics in books.

Learning and Using Sight Words: love, couldn't, father

Before reading the story, have students find *couldn't* on page 2.

Analyzing Words: These books are designed so that students will often need to use more than meaning, structure, and first-letter cues to identify unfamiliar words. In these cases, you may ask them to look first for parts they know in the word. Examples in this book are *shoot/boo, then/the*, and *our/out*. However, there will be other words in which students won't see parts they know, so they will have to decode these words sequentially (e.g., *box*). In both cases, show them how to go back to the text and see whether their attempts make sense and sound right.

Writing Suggestions: Have students write about a favorite activity. Show them how to brainstorm about their ideas and map the results using a graphic organizer. Demonstrate how to organize the information into one or two paragraphs with topic sentences.

The BMX Winner

Using Meaning Cues: Tell students that a BMX race is a race on bikes over hills and jumps.³ The characters in this story previously appeared in *Family Bike Ride*, from Storybooks C, Set 1. In that book, Russ is the boy who did the wheelie, and Matt and Pat are the twins on the tandem bike.

Using Language Cues: Students on this level are able to read longer and more complicated sentences, as on pages 5 and 7. Remind students that when they see a comma, they should “take a breath,” but that their voice should not go down and stop until they see a period.

Using Print Cues

Using Print Conventions: Review the function of commas (see *Using Language Cues* above) and exclamation marks. Warn students that the location of the text varies from page to page.

Learning and Using Sight Words: their, front, race, walk

Analyzing Words: See *Analyzing Words* for *Dribble, Dribble, Shoot* for a discussion of using analogies (e.g., *twins/in, took/look, ran/can, catching/cat, winner/in, start/car*) and sequential decoding (e.g., *last, clapped, green, track*).

Writing Suggestions: Have students contrast a game or sport they like with one they don't like. Have them use a graphic organizer to organize their ideas.

³ BMX is an acronym that stands for Bicycle Motor Cross.

Valentines for Little Fox

Using Meaning Cues: If students have read *Zip Me Up* from Storybooks C, Set 1, they may remember that, in that book, Little Fox forgot to say “please.” In this book, he forgets to make valentines for his friends. Explain that Little Fox and his classmates have heart mailboxes on their desks, where the animals can put valentines when they have made them. Mention that when Father, Mother, Sister, and Brother Fox ask Little Fox whether he is going to make valentines, he says that he is too busy.

Using Language Cues: As you introduce the story, have students rehearse the phrase “I can’t wait to open my valentines” (page 6).

Using Print Cues

Using Print Conventions: Explain that thought bubbles (pages 11, 15) show what a character is thinking. Have students guess what Raccoon is thinking. Remind students that special names begin with uppercase letters; Valentine’s Day is the name of a special day, and so it begins with uppercase letters.

Learning and Using Sight Words: night, friend, next, open

Analyzing Words: If necessary, help students look for the smaller parts they know in the words *forget* and *tomorrow*. They can use analogies to figure out *them/the* and *some/come*.

Writing Suggestions: If students are reading this book around Valentine’s Day, they can make valentines with funny messages for each other.

The Birthday Piñata

Using Meaning Cues: Explain that a *piñata* is a container filled with treats. It is hung up and hit with a stick until broken, when all the treats fall out for the participants. Some characters in this book have appeared in previous *Handprints* stories: Jess, Mom, and Dad in *Jess in the Snow* from Storybooks C, Set 2; and Lin in *Where is My Cat?* from Storybooks C, Set 1. Readers use meaning and language cues to predict many of the words in this book (e.g., *breaks, present*).

Using Language Cues: Encourage students to read in phrases whenever they can. For direct quotations, explain that there is a “talking part” (between the

“talking marks”) and a “said part” (e.g., “Jess said to her cat, Snowflake”). Have students read the talking part all together and the said part all together.

Using Print Cues

Using Print Conventions: There are many contractions in this book. If students have trouble reading them, after the reading demonstrate with magnetic letters how these contractions are two words squeezed into one. Show that *Patty’s* (page 12), however, uses the apostrophe to show possession. Explain that *piñata* is a Spanish word, and that the mark over the *n* shows you how to pronounce the word (*pin-ya-ta*).

Learning and Using Sight Words: ice, turn, knock

Analyzing Words: Explain the silent *k* at the beginning of *knock*. Make sure students can see the two little words in the compound words *today, Snowflake, birthday, and everyone*. At this point, students should automatically use analogies to read words such as *start/car, party/car, bumped/jump, and treats/eat*. Encourage them to use sequential decoding to read words such as *soon, three, happy, dizzy, and forth*. You can introduce the silent *e* pattern, but stress the fact that it won’t always work. For example, the silent *e* makes the vowel before it long in *cake, ice, time, and home*, but not in *come* and *have*. Encourage students to experiment with different possible pronunciations for a word, and to always go back and read the sentence to see if their attempts make sense.

Writing Suggestions: Have students write about fun things they have done at birthday parties.

My Lizard

Using Meaning Cues: Ask whether any students have lizards or other reptiles for pets. Students may be familiar with the fact that a lizard can drop off its tail in an emergency and later grow a new one. Explain that it does not hurt the lizard to lose its tail.

Using Language Cues: Some sentences in this book are longer and more complex. Students may need to rehearse the phrases “made of glass,” “on top of it,” and “goes for a swim.”

Using Print Cues

Using Print Conventions: Remind students not to let their voices drop until they come to the period.

Learning and Using Sight Words: any, always, because

Analyzing Words: Students may use analogies with known words to read *pet, hold, sand, dinner, long, spills,* and *sometimes*. However, they will have to use sequential decoding with *screen, rock, found, branch, feed, bugs, morning, swim, drinks, keeps,* and *growing*. When attempting to read a word with an inflection, remind students to cover up the inflection and read the base word first. Explain that in words such as *see* and *eat*, the first vowel says its name and the second is silent. They can apply this knowledge to reading *tries*. Review the silent *e* pattern (e.g., *cage, made, hole, hide, time, wake*).

Writing Suggestions: Have students use a graphic organizer to compare and contrast the lizard with another pet. Show them how to organize the information into two or more paragraphs.

King’s Crossing

Using Meaning Cues: If students have read *King’s Job* from Storybooks C, Set 2, they will understand that King is a seeing-eye dog whose owner is blind. In this book, we learn that the owner’s name is Soor.⁴ Reading this book can provide an opportunity to discuss various disabilities. Explain that the book is written from Soor’s point of view (“I”).

Using Language Cues: Explain that there are two parts to what Soor said at the top of page 8. Tell students that the dash on page 4 is similar to a comma and indicates a pause.

Using Print Cues

Using Print Conventions: Remind students that quotation marks signal the beginning and end of what is being said.

Learning and Using Sight Words: forward, show, told

Analyzing Words: Students may be able to use analogies to read *Soor/door, crying/my, by/my, corner/or, face/race, places/race, blind/find, take/make, yet/yes,* and *yet/get*. However, they may be able to read the following words sequentially: *hear, cross, job, street, yet, licking*. If needed, remind students to look for little words in *cannot, maybe,* and *something*.

Writing Suggestions: Have students write a story from the “first person” (“I”) point of view. You may wish to help them brainstorm topics.

Miss Fuzzy

Using Meaning Cues: Students may have encountered the character Little Mouse in other stories (*Little Mouse, Shopping, Watch Me,* or *That’s Easy!*). They may need help understanding what “home sick” means, or why Miss Fuzzy got sick two days after Little Mouse sneezed in her face. During the reading, ask students what they think about Miss Fuzzy’s reaction to what Little Mouse is doing.

Using Language Cues: Clarify phrases such as “Get well soon” (page 3), “Thanks anyway” (page 8), and “so did Miss Fuzzy” (page 10), if necessary.

Using Print Cues

Using Print Conventions: Students may not be familiar with the format of an informal letter, seen on page 3. Explain or demonstrate.

Learning and Using Sight Words: wrote, know, nice, everything

Before the reading, have students find *wrote* on page 2. Have them predict what letter the word begins with. When they predict *r*, affirm that it sounds like *r* but there is a silent letter *w* in front of it.

Analyzing Words: Review the concept of silent letters (*knocked, know, wrote*). Give other examples (e.g., *knit, write*). Have students look for big chunks they know in *window, classroom, everything, yesterday, football, baseball,* and *anyway*. Remind them that when attempting to read words with inflections (e.g., *bumped, fixed*), they should cover up the ending first, try to read the word, and then add the ending back on. Review the silent *e* pattern (e.g., *home, wrote, nice, rode*) and vowel digraphs (first vowel “says its name,” second vowel is silent e.g., *week, mean, year, clean, need*).

Writing Suggestions: Have students write informal letters to other people, using the format from the note Miss Fuzzy wrote to Little Mouse on page 3.

⁴ This Indian name is often used for blind people.

Dusty's Big Day

Using Meaning Cues: Most students will be familiar with ice cream trucks. You may not want to introduce the idea before the reading, as you will take away the surprise at the end. Explain that Dusty is an old truck that is for sale. Dusty loves children and is hoping that a family will buy him.

Using Language Cues: Make sure students understand the phrases “came along” (page 8), “just right for me” (page 8), and “after all” (page 13).

Using Print Cues

Using Print Conventions: Explain that “talking marks” can also tell what a character is thinking rather than saying out loud; have students find the word *thought* on page 8, after predicting what letter it will begin with.

Learning and Using Sight Words: beautiful, woman, thought, buy

Analyzing Words: If necessary, remind students to use analogies with familiar words to decipher unknown words (e.g., *seats/seat, place/race, right/night, just/us, why/my*). Have them cover up the inflection *-er* on *bigger*, if needed. They may use sequential decoding to figure out words such as *named, truck, and hope*.

Writing Suggestions: Have students write a story about an object that is anthropomorphized (has human-like characteristics).

Swimming Lessons

Using Meaning Cues: If students have read *The Pool* from Storybooks C, Set 1, you can ask them what they remember about Dee's relationship with her two brothers. In this book, Rob is again helpful to Dee, but she argues with Andy. Make sure students understand what it means when Dee stamps her foot (page 6). Explain that *cried* and *answered* can be used the same way *said* is used. You may need to inform readers that the words in uppercase and italics on page 8 are the sounds the ring makes when it lands in the pool.

Using Language Cues: Have students rehearse “Rob swam down, down, down, all the way to the bottom” (page 12).

Using Print Cues

Using Print Conventions: Ask students why they think the text on page 9 is placed the way it is (to imitate the sinking motion of the ring).

Learning and Using Sight Words: answered, two, learn, end

Before reading, have students predict what *answered* begins with and find the word on page 13.

Analyzing Words: When attempting to read longer words, remind students to cover up the inflection first and then look for chunks they know or read sequentially.

Writing Suggestions: Explain that stories often involve problems that are eventually solved. Have students write a story about a problem that gets solved at the end of the story (for instance, a character can't find something or is afraid of something).

The First Day of School

Using Meaning Cues: Introduce Andy and Hiro, both of whom appeared in *Not It!* from Storybooks C, Set 2. The students may also remember Andy from other books. Make sure students are familiar with the terms *siren* and *police officer*.

Using Language Cues: Some sentences in this book are longer and more complex than students may be used to. Tell students to read to the end of the sentence before deciding whether the sentence makes sense.

Using Print Cues

Using Print Conventions: Review contractions (*I'll, what's, we're, don't, it's, I'm*).

Learning and Using Sight Words: phone, guess, noise

Analyzing Words: Review silent letters (*wr* and *kn*). Students may use analogies to read many words in this book (*bumpy, officer, right, glad, something*). They can use both *wrote* and *long* to read *wrong*.

Writing Suggestions: Have students use their imaginations to think about a way to get to school that would be fun and unusual, and then write about it.

SET D3

The Piggy Bank

Using Meaning Cues: Students may remember Maria, Carlos, and Dad from previous stories: *The Roller Coaster* from Storybooks C, Set 1; *Not It!* from Storybooks C, Set 2; *Who Can Fix the Computer?* from Storybooks D, Set 1; and *King's Crossing* from Storybooks D, Set 2. Their neighbor, Mr. Chen, is a new character. Explain that in this story Maria and Carlos have a job walking Mr. Chen's dog, but that only Maria saves some of her earnings money in a piggy bank. Have students talk briefly about their experiences with piggy banks and/or saving money. Introduce the "said words" *asked* and *told*.

Using Language Cues: Make sure students understand the phrase "Mr. Chen from next door." Review the "talking part" (between the "talking marks") and the "said part" of direct quotations. (See *Using Language Cues* for *Sad Monster* in Storybooks D, Set 1.)

Using Print Cues

Using Print Conventions: Review quotations, and remind students that there are many different "said words." (See *Using Meaning Cues* and *Using Language Cues*.) Review the apostrophe in contractions.

Learning and Using Sight Words: every, always, never, anything

Analyzing Words: Review compound words (e.g., *birthday*, *anything*) and contractions (e.g., *couldn't*). Have students compare the words *birthday* and *Saturday*. Demonstrate covering up inflections ("endings") on words in order to decode them. For example, write *summer* on a whiteboard. Have students cover up the *-er*, decode what they see, and then add the ending. Do the same with *piggy* (inflection *-y*).

Writing Suggestions: Have each student write a paragraph beginning with "Every Saturday ..."

No Pets

Using Meaning Cues: Introduce the characters Sally, Zack, and Dad. Explain that the family is moving to a new apartment building. Make sure students understand about the difference between apartments

and houses. Tell students that Sally and Zack were not allowed to have a pet in the building they lived in before, and that they are hoping that moving to the new building will mean they can finally get a pet.

Using Language Cues: Make sure students understand the phrase "any pet at all." Help them use the boldface print for proper expression on pages 15 and 16 ("I guess we **can** have some pets after all" and "I guess you **can!**"). Also make sure they understand how the two statements are connected.

Using Print Cues

Using Print Conventions: Review the use of boldface print for emphasis. Review the apostrophe in contractions.

Learning and Using Sight Words: began, want, slowly, heard

Analyzing Words: Have students find the little words in the compound words *herself* and *something*. Review the technique of covering up the ending and reading the base word first (see *Analyzing Words* in *The Piggy Bank*). Have students do this for *sitting*, *slowly*, and *bigger*. Introduce or review the endings *-s*, *-ed*, *-ing*, *-er*, *-y*, and *-ly*. Introduce words whose first syllable is *be-* (e.g., *before*, *begin*, *belong*, *because*).

Writing Suggestions: Have students write a paragraph about something they wanted but were not able to have.

The Fox Who Cried "Help!"

Using Meaning Cues: Ask if students are familiar with the old fable, *The Boy Who Cried Wolf*, and discuss it. Explain that a fable is a folktale with a lesson at the end. Students may have read other books about Little Fox (*Little Fox* from Storybooks B, Set 3; *Zip Me Up* from Storybooks C, Set 2; *Little Fox and the Tooth* from Storybooks C, Set 3; and *Valentines for Little Fox* from Storybooks D, Set 2). If so, they may remember that Little Fox is not thoughtful about others. Have students review "said words" (e.g., *shouted*, *asked*). Discuss the "speaking words" (*called*, *laughed*, *cried*) and discuss how they are used. Explain that *thought* is also used to show what characters are thinking.

Using Language Cues: Review the “said part” and “talking part” of a sentence. Have students practice saying each part all together. Make sure students understand the phrases “played a trick on you,” “make the swing go high,” and “in a very loud voice.” Demonstrate the expression and pronunciation for “ ‘Ha, ha!’ ” laughed Little Fox” on page 5.

Using Print Cues

Using Print Conventions: Remind students to stop at the exclamation mark after *Help* on page 3. Introduce the dash on page 11.

Learning and Using Sight Words: thought, ever, why

The children can locate *again* on page 5 before the reading.

Analyzing Words: Review the technique of covering up the inflection and reading the base word first (see *Analyzing Words* in *The Piggy Bank*). Have students do this for *called*, *really*, *hopped*, and *fixed*. After the reading, show students that in the word *again*, the *a* sounds like *uh*. Compare to *away* and *asleep*. Point out the silent letters in *high*.

Writing Suggestions: Have students write a line of dialogue for Little Fox’s parents to say to him after he says he won’t do that again on page 16.

Sea Animals

Using Meaning Cues: Introduce or review the difference between fiction and nonfiction. Explain that nonfiction texts have a main idea and tell about real things. They are not made-up stories. Explain that the main idea of this book is that not all animals that live in the sea are fish. Tell students that real fish have backbones, gills, and fins. Make sure students understand the terms. (See *Using Print Conventions* for discussion of the diagram on page 3.)

Using Language Cues: Help the group understand the question, “What makes an animal a fish?” Encourage students to adjust their reading pace to the type of text they are reading. Do not push for fluency on a nonfiction text.

Using Print Cues

Using Print Conventions: The print placement in this book varies. Some students may need help tracking

on pages with unusual text placement. Introduce the diagram on page 3, and show students that the lines connect the words with the part of the fish the labels refer to. Explain that the text boxes on pages 6, 9, 11, and 14 give extra, interesting information about the sea animals on that page; don’t expect students to learn the term “text box,” however. In addition, students may enjoy noticing the placement of the text inside the eel on page 7.

Learning and Using Sight Words: through, eight, kind, either

Analyzing Words: Review the inflection *-ly*, as in *really*. Have students see how many compound words they can find in the book.

Writing Suggestions: Have students use a graphic organizer such as a Venn diagram to show the compare-contrast organization of the book. Working in pairs, students can list the sea animals that are fish and those that are *not* fish. Then have each student write a short paragraph about one sea animal, explaining why it is or is not a real fish. You can make a mural out of the information.

The Storm

Using Meaning Cues: Students may be familiar with the characters Cat and Dog from reading the books *A Cat’s Dream* from Storybooks A, Set 2 or from *Cat’s Nap* from Storybooks B, Set 3. Elicit a few stories from students about their pets’ behavior during thunderstorms. Tell the group that Cat is afraid of the noise of the thunderstorm, and that Dog tells her not to be a *scaredy cat*. Make sure students know what the term *scaredy cat* means. After students read the story, make sure they understand the humor of Dog clarifying that he’s a *scaredy dog*, not a *scaredy cat*.

Using Language Cues: Before the reading, introduce the phrases “all of a sudden” and “flash of light.” On page 13, make sure students understand the sentence, “Two paws were in the way.” Review the “said words” *cried*, *thought*, and *asked*. Introduce *answered*.

Using Print Cues

Using Print Conventions: Make sure students can use the boldface print (e.g., page 15) for proper expression.

Learning and Using Sight Words: light, until, quiet

Analyzing Words: Show students how the silent *e* is dropped when you add *-ing* to the words *come* and *hide*. Depending on your approach to teaching phonics, either use the analogy of *saw/paw*, or introduce the sound /aw/. Introduce the two sounds of the letter *c* (/k/ and /s/). Have students find words in the book that begin with *c* and place them on a T-chart according to which sound the *c* makes in that word.

Writing Suggestions: Have students write a paragraph about what they or their pet do during a thunderstorm. You can adapt the assignment for students of different abilities by having some write a sentence and others write two paragraphs.

City Garden

Using Meaning Cues: Students may remember the characters Seth and his mom from *Life in the City*, from Storybooks D, Set 1. Another character in this story is Mrs. Soto. If necessary, explain the concept of a community garden and what it means to have a garden space within the larger garden. Elicit experiences about growing vegetables, flowers, or other plants. You may have to explain what *ripe* means.

Using Language Cues: Remind students that *smiled* is a “said word.” meaning that the person said the words while smiling. Have students rehearse the sentence, “They’re good when you grow them yourself.” Make sure they know what that means. Students may also need help understanding the phrases, “walk Seth home,” “will be pleased,” and “weeks went by.”

Using Print Cues

Using Print Conventions: Review the “talking part” and the “said part” of a direct quotation. Show the group how there can be two talking parts, one before and one after the said part, as on page 5. Review contractions (*it’s, don’t, I’m, that’s, they’re, I’ll, let’s*). Encourage students to read the “said part” all together, and to read the “talking part” with an expressive “talking” voice.

Learning and Using Sight Words: neighbor, grew, they’re, told

Analyzing Words: Students should be able to use meaning, language, and partial print cues to predict the word *vegetables* on page 2. Show the students that sometimes *ow* can have the long *o* sound (*show, grow, row*) instead

of the *ou* sound they hear in *cow*. Review the /f/ sound of *ph* (*phone*).

Writing Suggestions: Have the group write one or two paragraphs about a time they helped someone, like Seth helped Mrs. Soto.

The Dinosaur Hunter

Using Meaning Cues: Introduce the main characters Amber Jackson, Mr. Lopez, Dad, and Dr. Han. Your book introduction should be stronger than usual because of the background knowledge required for students to understand the story. Make sure students understand the concepts of animal tracks, dinosaurs, fossils, and museums. Explain that Mr. Lopez is teaching Amber’s class about animal tracks.

Using Language Cues: Tell the group about the time elements in the story (“a long time ago,” “a week later,” “in two months”). Have them rehearse and find on page 13 “a hundred million years ago.” You may also have to explain the meaning of “deep in the forest” on page 6.

Using Print Cues

Using Print Conventions: Help students read the text embedded in the illustrations on pages 4, 5, 14, and 16.

Learning and Using Sight Words: explain, young, people, finally

Analyzing Words: Compare *drawing* with *saw* and *paw*, from *The Storm*. Review the endings *-ly* (*suddenly, finally*) and *-est* (*biggest, youngest*). Explain the “doubling rule,” in which the final consonant in a CVC word is doubled before adding an ending that begins with a vowel (*tripped, biggest, stepped, clapped*).

Writing Suggestions: Have students write a paragraph about something they would like to discover. Have them use a topic sentence and at least three detail sentences.

Dee Goes Swimming

Using Meaning Cues: Students may be familiar with Dee if they have read earlier *Handprints* books. In *The Pool* (from Storybooks C, Set 1), Dee was afraid to go in the water; and in *Swimming Lessons* (from

Storybooks D, Set 2), she did not want to take swimming lessons. In this book, Dee knows how to swim because she has already taken swimming lessons, but another child, Emma, is afraid to go in the water. Dee's swimming teacher, Kathy, is also in the story. If needed, explain the meaning of *arrived*, *nodded*, and *backstroke*. Show the relationship between *suggested* and *agreed* on page 8. Some students might notice that the words Emma uses on page 5 are the same words Dee used on page 3 of *Swimming Lessons*: "Do I **have** to take swimming lessons?"

Using Language Cues: Introduce the "said words" *whispered*, *suggested*, *exclaimed*, *sobbed*, and *explained*. Students may need help understanding the longer sentence at the bottom of page 7.

Using Print Cues

Using Print Conventions: Explain that the ellipses on page 8 show pauses in Emma's speaking because she is crying. You may have to demonstrate.

Learning and Using Sight Words: arrive, happen, sure, suggest

Analyzing Words: Show the two homophones *by* and *bye*. You can also introduce *buy*, if you wish. Write *explain* and *exclaim* on the board. Talk about their meanings. Have students tell how the words are the same and how they are different. Then write each word with the syllable *ex-* separated from the rest of the word. Tell the group that there are many words that begin with *ex-*. Show the suffix *-ful* on *wonderful*. If needed, explain that *agreed* begins like *away* and *asleep*.

Writing Suggestions: Have students write two paragraphs about something they were once scared to do. In the first paragraph, they can explain what scared them. In the second paragraph, they can write about what happened to make them no longer scared. Remind them to use a topic sentence at the beginning of each paragraph. You can teach them to use a clincher sentence at the end of the second paragraph, if you wish.

The Last Chick

Using Meaning Cues: Provide background knowledge students need to understand what is involved in hatching chicks, and have any who have participated

in this activity share their experience. Students may be familiar with Marco, Josh, Pete, and Kate from *Kickball*, from Storybooks D, Set 1. Their teacher, Miss Roth, is also in this new story. Introduce the concept of making inferences, where the meaning is not stated in the text and students have to "read between the lines." Ask students why they think Marco is taking such a long time washing his hands and tying his shoes on page 13. Before they read, have students find the word *delicate* on page 15, and make sure students understand what it means.

Using Language Cues: Demonstrate the meaning of having one's eyes "wide in amazement."

Using Print Cues

Using Print Conventions: Point out that the ellipses on pages 4 and 11 indicate the passage of time. Introduce the hyphen in *tap-tap-tap*.

Learning and Using Sight Words: notice, worried, question, believe

Analyzing Words: Remind students that some words contain silent letters (e.g., *knew*, *thought*, *listen*, *wrong*). Compare *excite* with *explain* and *exclaim*. Have students find words in the story with the *-ly* ending (*quietly*, *suddenly*, *carefully*). Review the /s/ sound of *c*, as in *notice* and *face*. Explain that *believe* is another word that begins with *be-* (like *began* and *before*). Students may be able to identify *brought* by comparing it to *thought*.

Writing Suggestions: Have students write a summary of the story in two sentences or paragraphs, beginning with "At the beginning" and "At the end."

Dear Grandpa

Using Meaning Cues: Students may remember Jess and her friend, Lin, from stories in Storybooks, Sets B, C, and D, and especially from *The Black Kitten* from Storybooks C, Set 2. In that book, Lin's cat has kittens, and the black kitten likes Jess. In *Dear Grandpa*, Jess wants to keep the black kitten, but her parents won't let her. The story consists of e-mails between Jess and Grandpa. Grandpa has never sent e-mails before. You may have to explain what an animal shelter is. Have students find the word *equipment* on page 13 and discuss its meaning.

Using Language Cues: Make sure students understand the phrases “change his mind” and “of course.”

Using Print Cues

Using Print Conventions: Show the group the elements in e-mailing format. Point out that Jess uses the more casual e-mailing greeting “Hi” and closing “XOXO,” while Grandpa uses the more formal “Dear” and “Love,” as if he were writing a letter. You may have to tell the class that *P.S.* is something you write when you want to add something to the end of a letter or e-mail. It stands for *postscript*, or “after writing.”

Learning and Using Sight Words: favorite, change, decide, picture, enough

Analyzing Words: Review the days of the week. Remind students about dropping silent *e* when adding an ending beginning with a vowel (*exciting, decided*). Review the sound of *qu* (*quickly, equipment*). Many words at this reading level are nonphonetic. Explain that when students try to decode an unfamiliar word, their first attempt using phonetic rules may not be successful. Show them how to experiment with different pronunciations of the word, rereading to use the meaning and language cues to assist their search.

Writing Suggestions: Have students write a pretend e-mail to a friend or relative. You may want to provide the format.

IV. Resources

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