

Actively engage in group reading activities with purpose and understanding.

The following activities provide opportunities for engagement in group reading.

Note: All Waterford student books referenced in this document are available from your Waterford Manager login. Select **Curriculum** and search by book title. Books are available in an online version in the **Activities** tab and a PDF version in the **Teacher Materials** tab.

With prompting and support, ask and answer questions about key details in a text.

The Apple Tree

In this section you will prepare students for *The Apple Tree*, read it to them, and follow up with a discussion to build comprehension.

Peek at the Story

Show the book.

Look at this book. What kind of tree is this farmer standing under?

Show the first few pages.

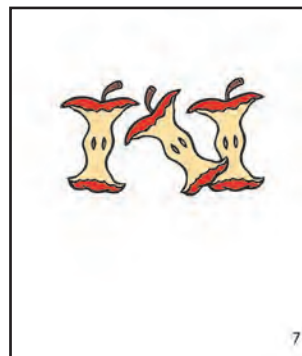
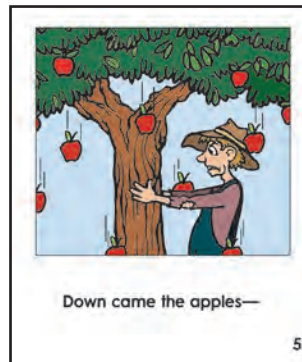
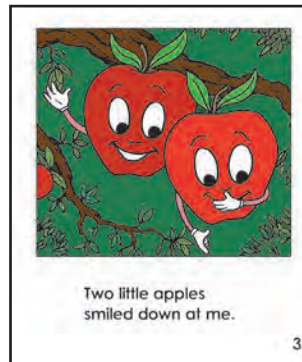
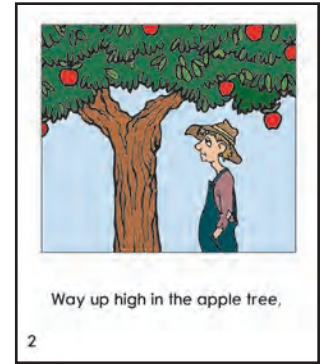
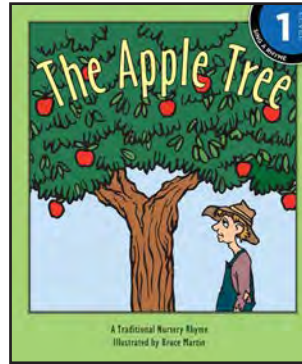
What do you think will happen to the apple tree and the farmer?

Check My Guess

Remind students of their guesses about the apple tree and the farmer.

What happened to the farmer in the story?

Did he eat some of the apples? How do you know?



Andy's Adventures

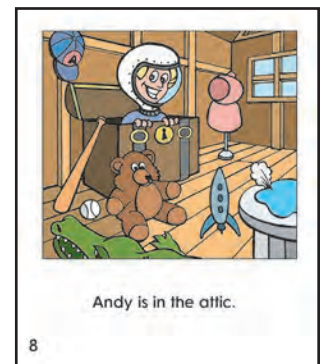
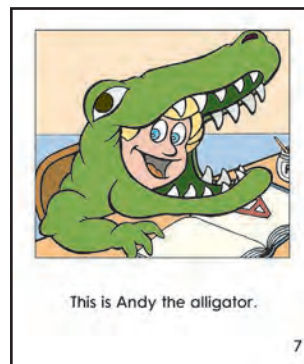
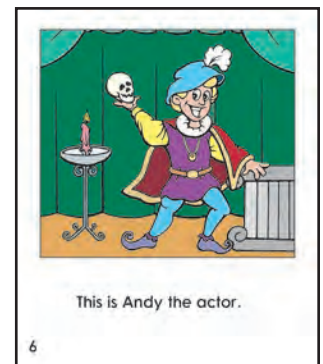
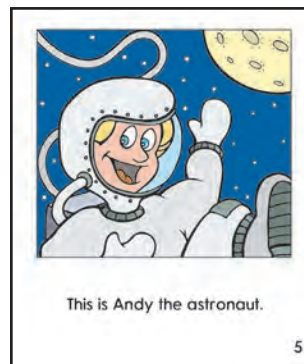
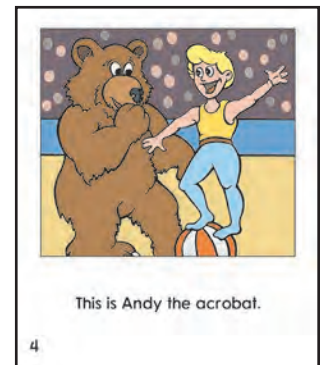
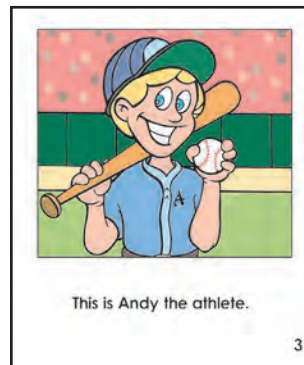
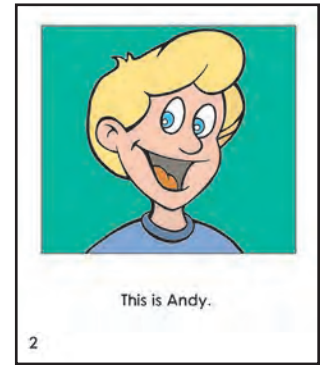
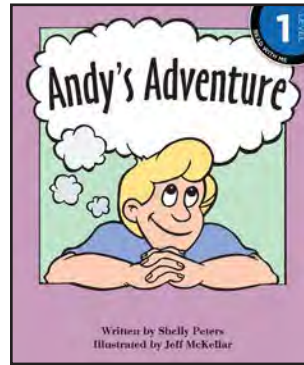
In this section you will read the story *Andy's Adventures* and follow up with a discussion to build comprehension.

Sum Up

Ask students to recall *Andy's adventures*.

Andy had a lot of adventures. Can you remember some of them?

All of his adventures begin with the same letter. Do you remember which letter it is?



Bluebird, Bluebird

In this section you will prepare students for *Bluebird, Bluebird*, read it to them, and follow up with a discussion to build comprehension.

Peek at the Story

Show the book.

This story is a song about a bluebird and there is a picture of a bluebird on the cover.

What do you think the bluebirds in this story do?

Let's take a peek inside.

Show pages 2 and 3.

This boy is looking at a bluebird outside his open window.

What do you think might happen?

Accept all responses.

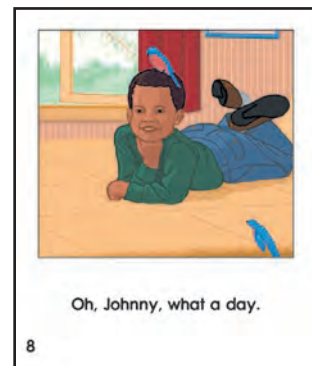
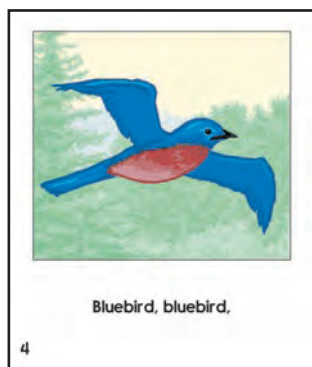
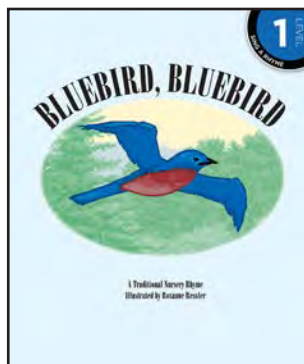
Let's look at the next page.

Show pages 4 and 5.

I see some birds inside the boy's room. Some of you guessed that the bird might go inside, and you were right.

Sum Up

This is a very short story. If you wanted to tell a friend about the book, what would you say it's about?
(Bluebirds fly into a child's bedroom.)



Baby's Birthday

In this section you will read the story *Baby's Birthday* and follow up with a discussion to build comprehension.

Sum Up

One way to sum up is to answer two questions:

Who is the story about?

What happened?

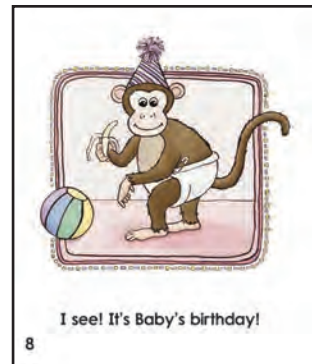
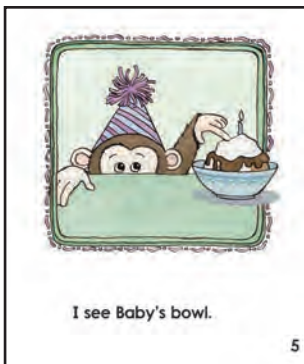
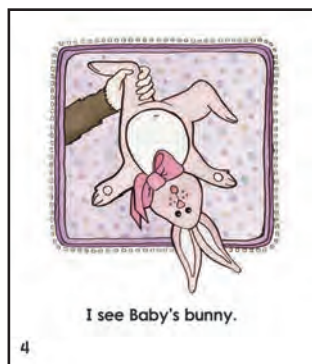
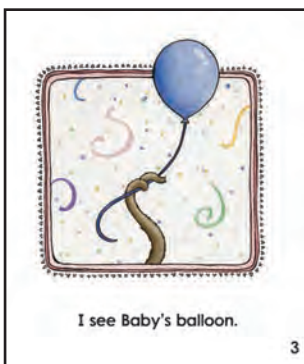
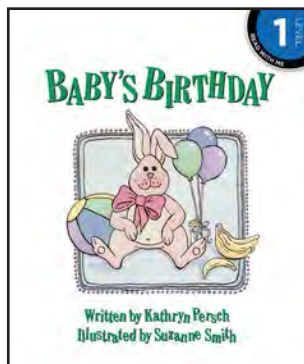
In this story, we could ask:

Who had a birthday?

(A baby monkey.)

What happened?

(The baby monkey celebrated his birthday. He received a ball, a balloon, and a bunny. He also had a birthday cake, a bottle, and some bananas.)



Pat-a-cake

In this section you will prepare students for *Pat-a-cake*, read it to them, and follow up with a discussion to build comprehension.

Build Knowledge

This book is all about a baker. What does a baker do?
(He bakes cookies, breads, cakes, etc.)

Often a baker uses dough to make bread. Has anybody seen bread dough? What is it like? How do you get the dough ready to bake?

Explain that dough has to be kneaded. Demonstrate how it has to be pushed or “patted” down and then how it is stretched or “pulled.” Point out that the story will talk about the baker patting and pulling the dough. Show the pictures on page 6.

What is he doing here?

(He is patting and pulling the dough.)

Then what does he do?

(He puts it in the oven for baby and me.)

Sum Up

What does the baker do to make this cake? Let’s look at the pictures in the book. What does he do first?

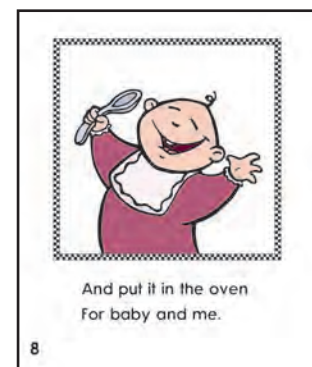
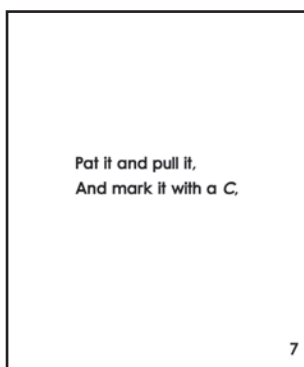
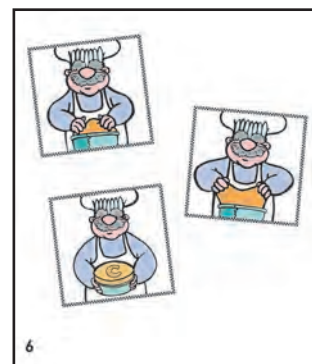
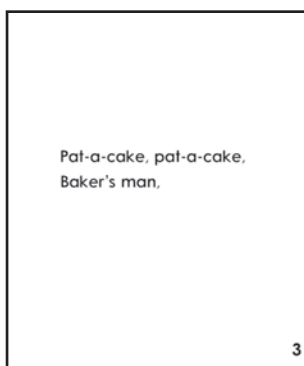
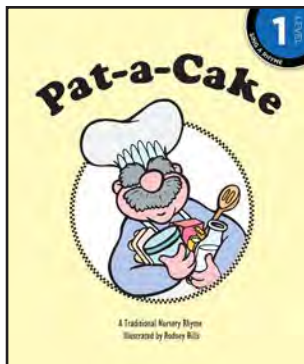
Show the picture on page 2.

(He gets all the ingredients.)

Then what does he do?

Show the picture on page 4.

(He mixes them together.)



At Camp

In this section you will read the story *At Camp* and follow up with a discussion to build comprehension.

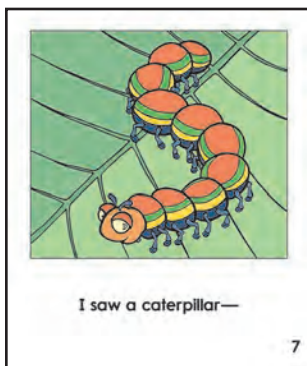
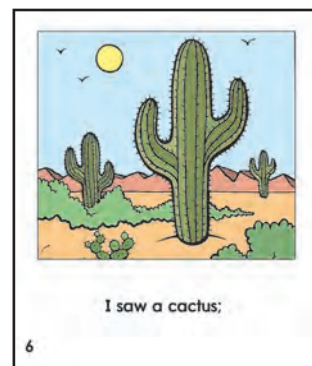
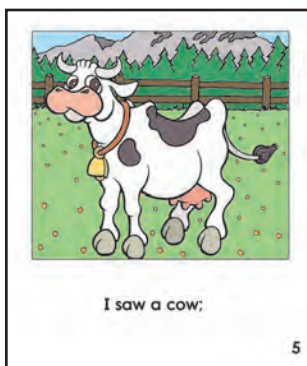
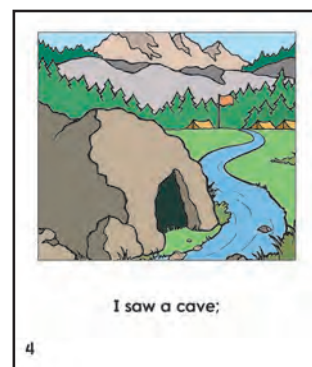
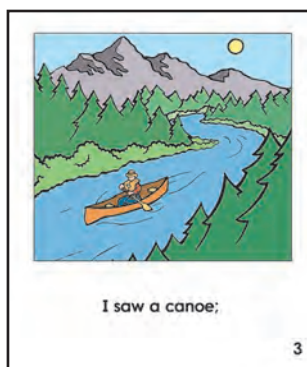
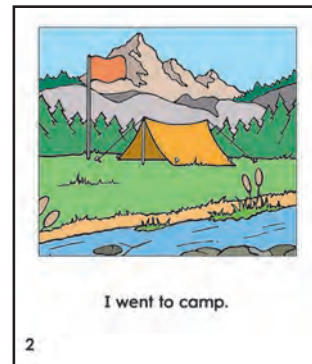
Sum Up

Let's see if we can remember all the things the girl saw at camp.

Let students name as many things as they can.

(She saw a canoe, a cave, a cactus, a cow, and a caterpillar.)

Then have them refer to the book to make sure that everything she saw has been found. Students don't have to name them in the right order.



Hey Diddle, Diddle

In this section you will prepare students for *Hey Diddle, Diddle*, read it to them, and follow up with a discussion to build comprehension.

Peek at the Story

Show the book.

This is a nursery rhyme that has been around a very long time and many people know it. It's called "Hey Diddle, Diddle."

Has anyone heard it before?

Some very silly things happen in this story. Let's take a peek at the first pages.

Show page 3.

Here is a cat with his fiddle.

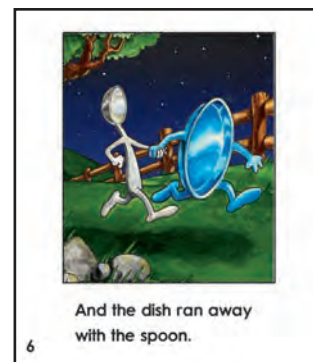
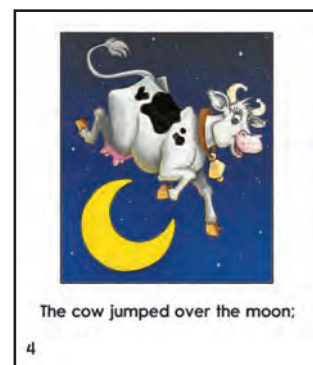
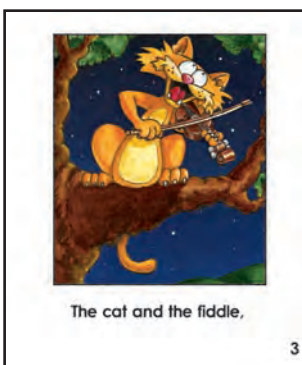
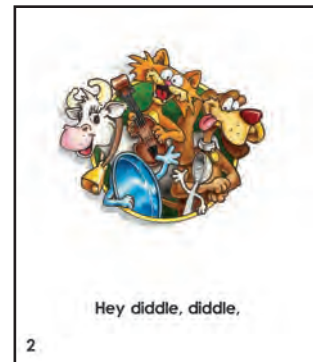
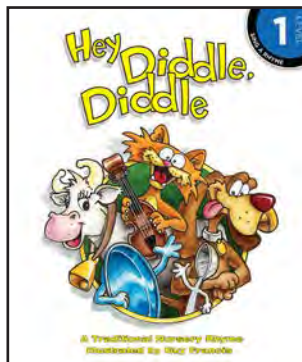
Have you ever seen a cat playing a fiddle up in a tree?

That's pretty silly.

Check My Guess

What are some of the silly things that happened in the story? Did you guess any of them?

Each time a student tells one of the funny things, such as "The cow jumped over the moon," ask that student to find the corresponding page in the story.



I Go...

In this section you will read the story *I Go...* and follow up with a discussion to build comprehension.

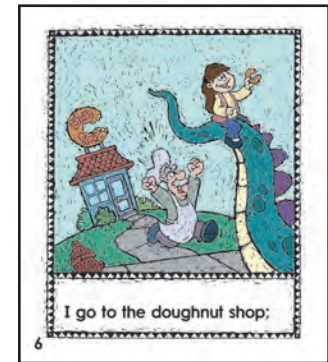
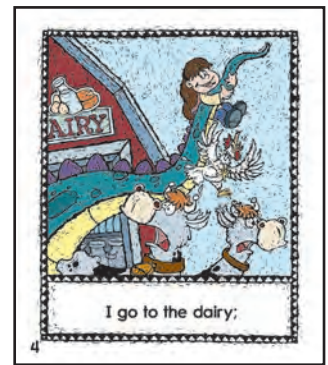
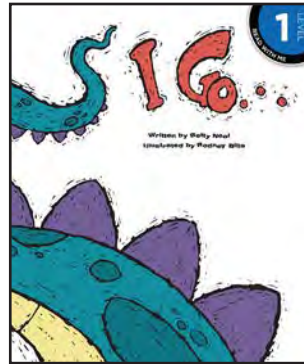
Sum Up

Let's see if we can remember everything the girl does with her dragon.

Let students list things she does.

(She goes to a drive-in, to a dock, to the dairy, to the deli, to the doughnut shop, and to the dentist.)

Students don't have to name them in the right order.



One Elephant Went Out to Play

In this section you will prepare students for *One Elephant Went Out to Play*, read it to them, and follow up with a discussion to build comprehension.

Peek at the Story

Show the book and read the title.

What do you know about elephants?

Are elephants large animals?

What do you think elephants do to play?

Show the picture on page 2.

What do you think this elephant is going to do?

Check My Guess

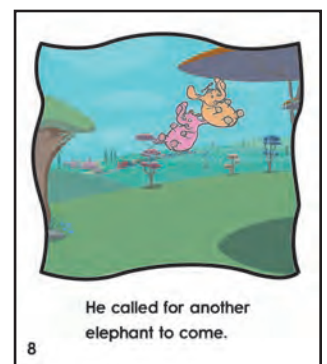
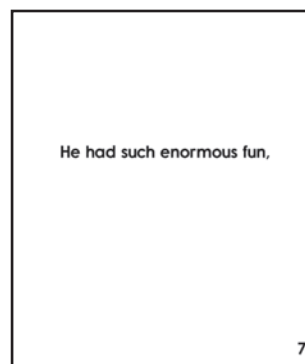
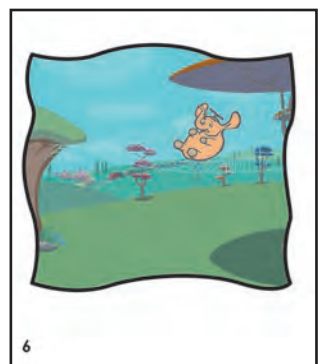
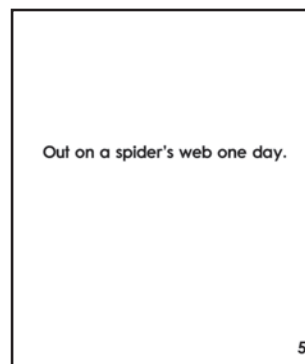
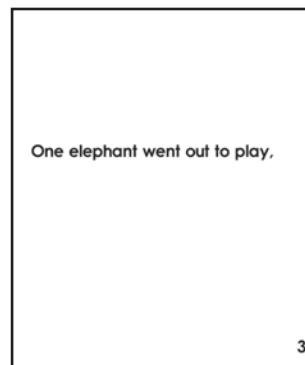
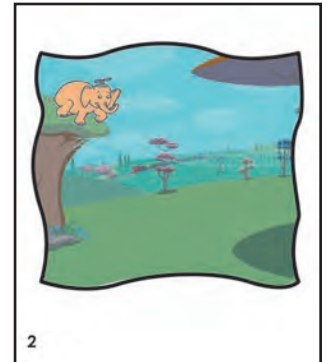
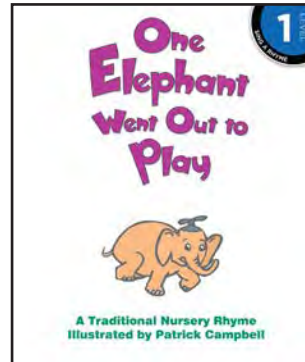
Were you right?

Could the elephant play on the spider web?

Show page 8.

Why would he invite another elephant to play?

Do you think elephants could really play on spider webs?



Eleven Elephants

In this section you will read the story *Eleven Elephants* and follow up with a discussion to build comprehension.

Sum Up

Show page 2.

Where are the eleven elephants?

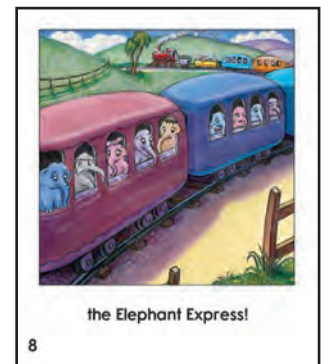
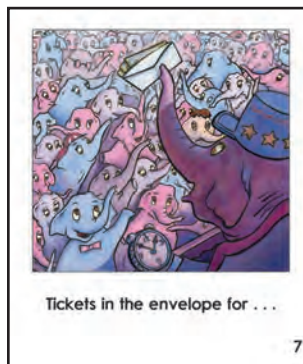
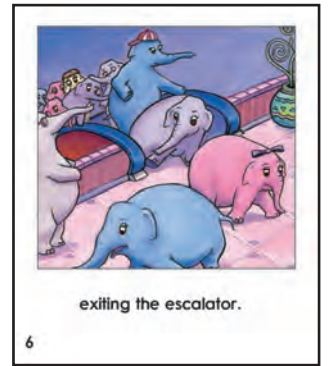
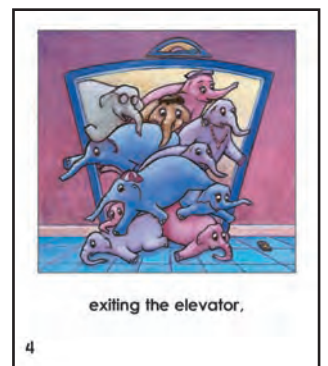
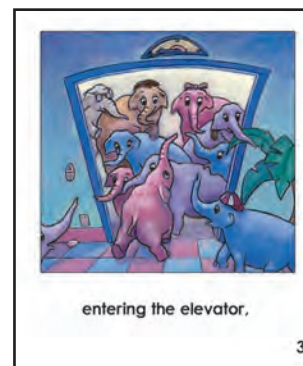
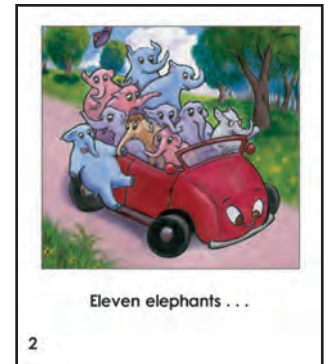
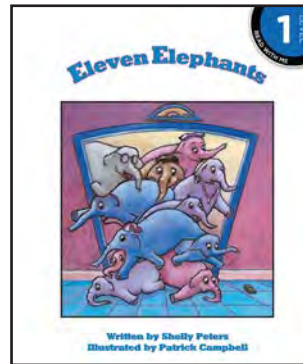
(They are in a car.)

Where did the elephants go next?

(They entered the elevator.)

Have students continue to list all of the places the elephants went.

(They exited the elevator, entered the escalator, exited the escalator, and rode on the Elephant Express.)



The Farmer in the Dell

In this section you will prepare students for *The Farmer in the Dell*, read it to them, and follow up with a discussion to build comprehension.

Peek at the Story

Show the book and read the title.

Do any of you know what a dell is?

(A small valley.)

Show page 2.

What do you see on this page?

(A farmer.)

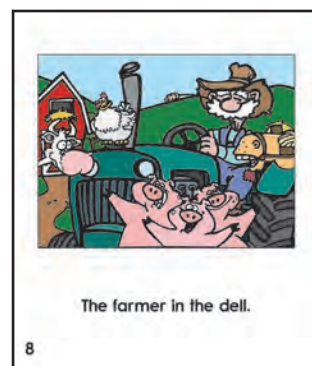
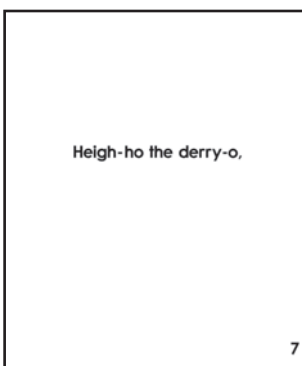
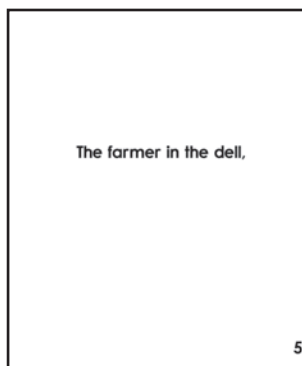
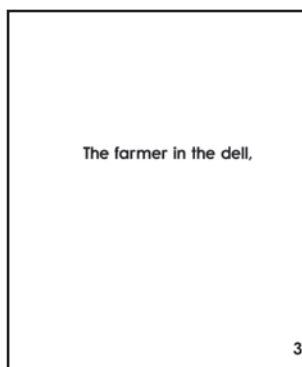
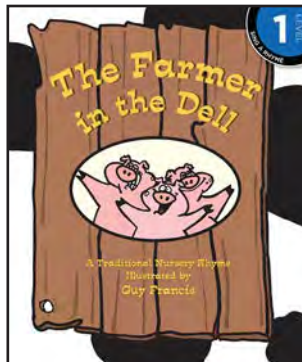
What does a farmer do?

(He grows plants and takes care of animals.)

Sum Up

The first page of the book shows the farmer. The pictures on each page add something new. Let's look at the last page and name everything we see on this farm.

(Things on the farm include a barn, a tractor, a horse, some pigs, a cow, and a chicken.)



Five

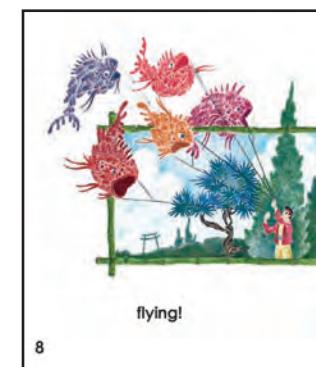
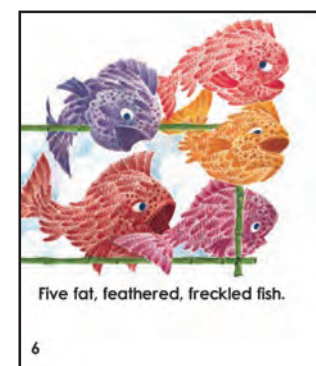
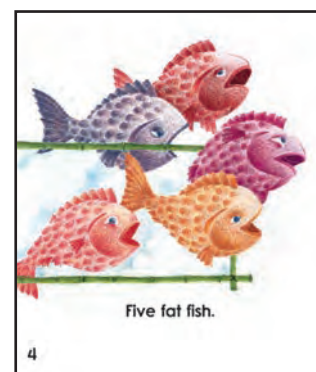
In this section you will read the story *Five* and follow up with a discussion to build comprehension.

Sum Up

What new words beginning with the letter *F* were added to the fish on each page?

(Words include: *fat, feathered, freckled, frilly, and flying.*)

Were you surprised when you saw the fish in the picture on page 8?



Ten Little Goldfish

In this section you will prepare students for *Ten Little Goldfish*, read it to them, and follow up with a discussion to build comprehension.

Peek at the Story

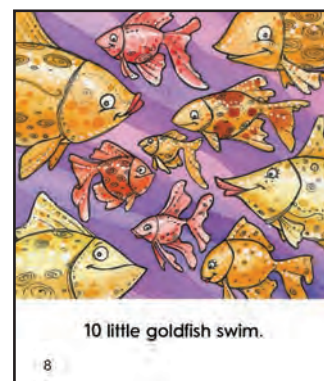
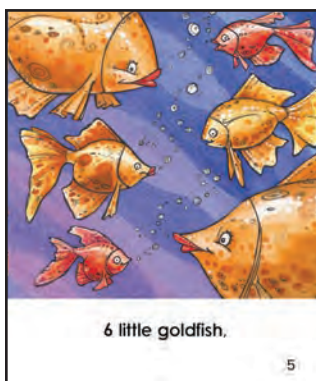
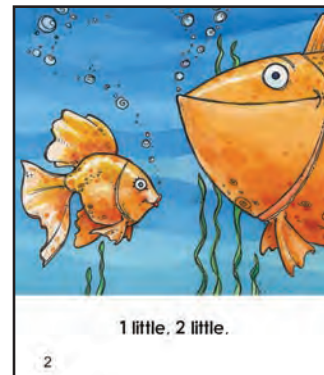
Show the book and read the title.

Let's count and see if there really are 10 little goldfish.

Count each goldfish.

Check My Guess

Did you count 10 goldfish? Were you surprised at the last page?

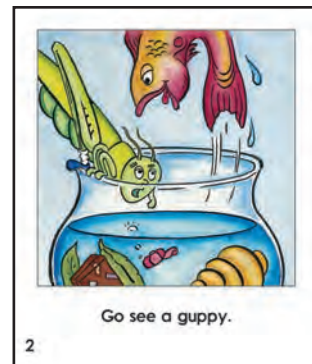


Go, Grasshopper!

In this section you will read the story *Go, Grasshopper!* and follow up with a discussion to build comprehension.

Sum Up

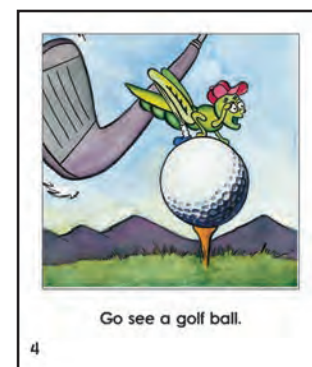
Let's sum up this book. We'll use the book to help us. As I point to each page, tell me where the grasshopper went.



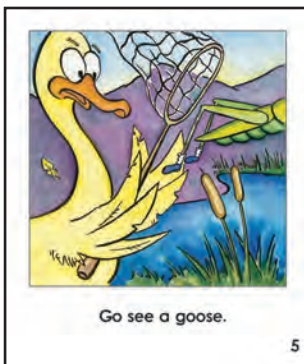
Go see a guppy.



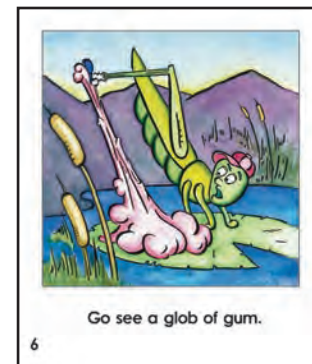
Go see a gumdrop.



Go see a golf ball.



Go see a goose.



Go see a glob of gum.



Go see a glass.



Go see a garden.
Go, grasshopper, go!

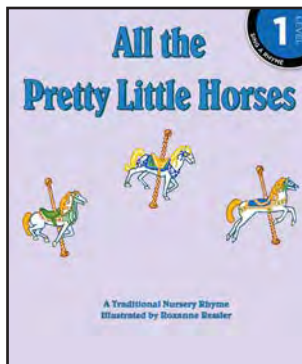
All the Pretty Little Horses

In this section you will prepare students for *All the Pretty Little Horses*, read it to them, and follow up with a discussion to build comprehension.

Sum Up

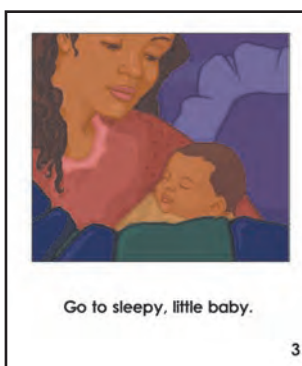
The mother sings to her baby about two things.
What are they?

(She sings about cake and pretty little horses.)



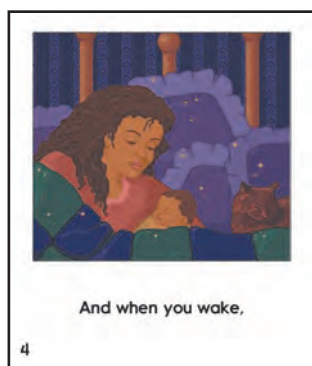
Hush-a-bye, don't you cry.

2



Go to sleep, little baby.

3



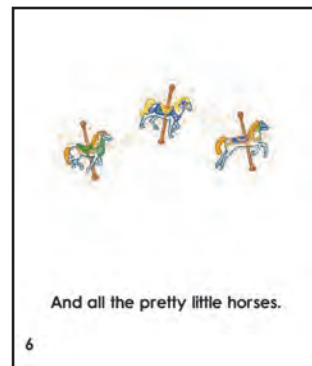
And when you wake,

4



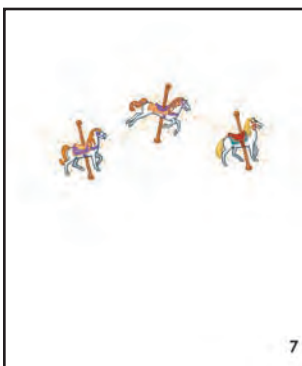
You shall have cake

5



And all the pretty little horses.

6



7

Hair

In this section you will read the story *Hair* and follow up with a discussion to build comprehension.

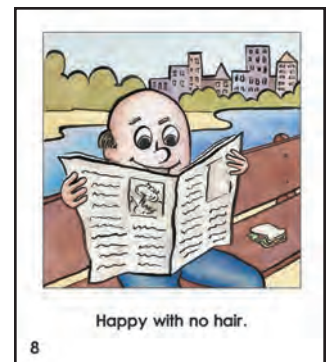
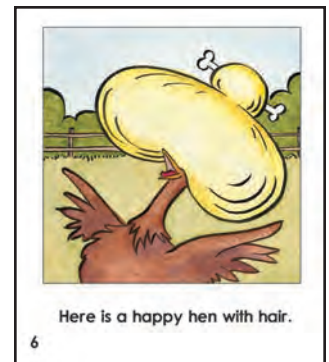
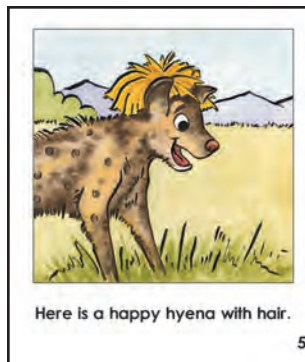
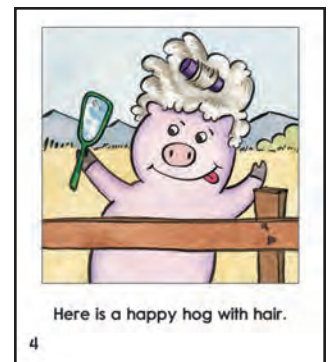
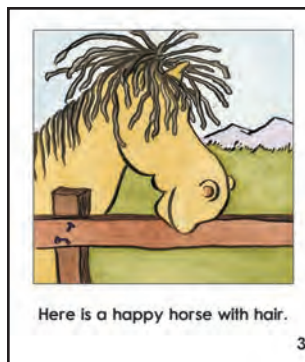
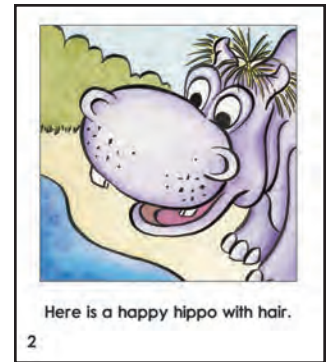
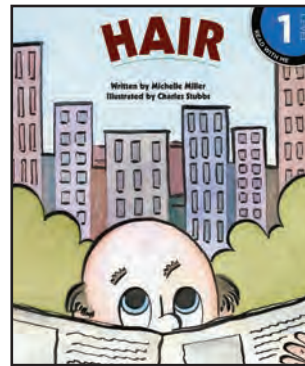
Check My Guess

Did all the characters in the story have names beginning with the letter *H*?

(Yes.)

Did they all have hair?

(Answers may vary. Some students may notice the man's hair on page 8, others may not.)



Mother, Mother, I Am Ill

In this section you will prepare students for *Mother, Mother, I Am Ill*, read it to them, and follow up with a discussion to build comprehension.

Peek at the Story

Show the book and read the title.

Do you know what *ill* means?

Point out that the boy is in bed.

If you look carefully, you will see a thermometer sticking out of his mouth. He is sick. Let's peek inside and see what happens to this little boy.

Show pages 2 and 3.

Here is his mom. She's on the phone. Who do you think she is calling?

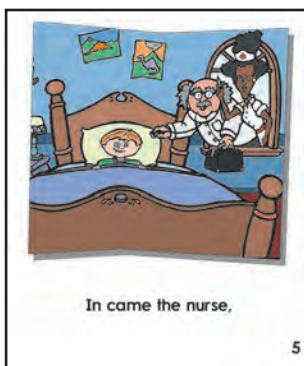
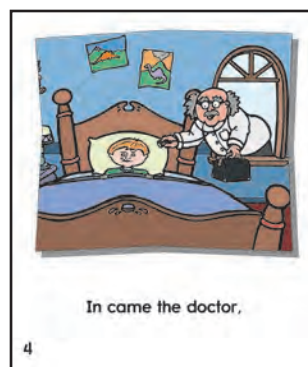
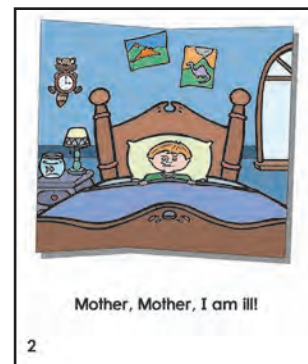
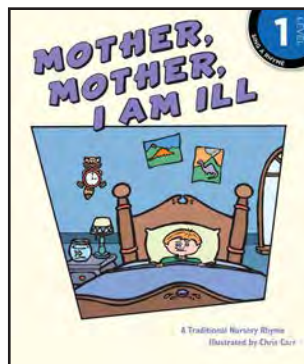
Let's read and find out.

Check My Guess

Did you guess what would happen when the mother called the doctor?

Why do you think the lady with the alligator purse was there?

Accept all responses.



Who Has an Itch?

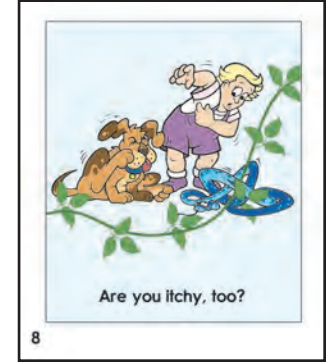
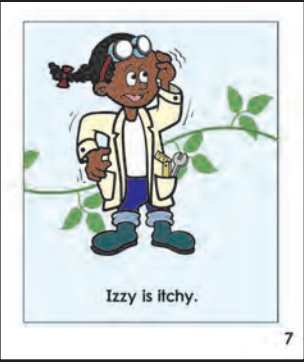
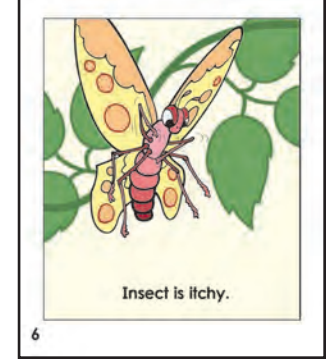
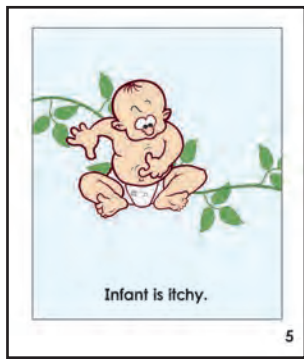
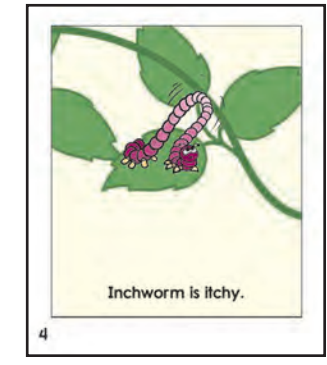
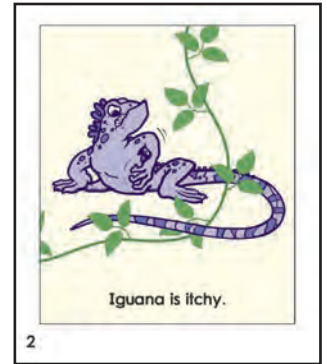
In this section you will read the story *Who Has an Itch?* and follow up with a discussion to build comprehension.

Sum Up

What things beginning with the letter *I* in the story were itchy?

(Things that were itchy include: an iguana, an inspector, an inchworm, an infant, an insect, and Izzy.)

Did this story make you feel itchy?



Jack and Jill

In this section you will prepare students for *Jack and Jill*, read it to them, and follow up with a discussion to build comprehension.

Peek at the Story

Show the book and read the title. Then show the title page.

Here are Jack and Jill. Let's turn the page and find out where they are going.

Show pages 2 and 3.

Where do you think they are going?

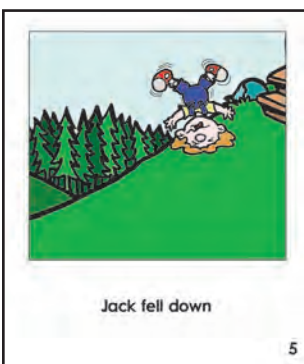
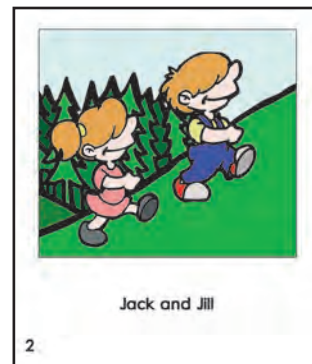
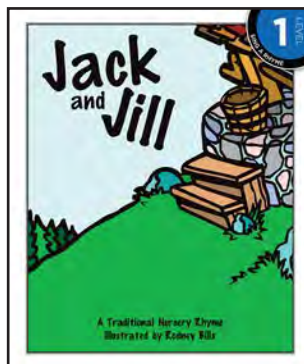
(Up a hill to a well.)

Let's read and find out what happens to them.

Sum Up

What happened to Jack and Jill in the story?

(They went up a hill to get some water. Then they fell down the hill.)



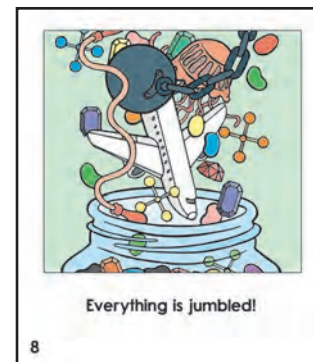
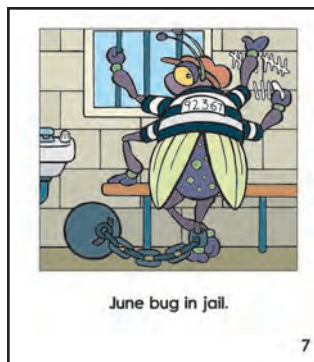
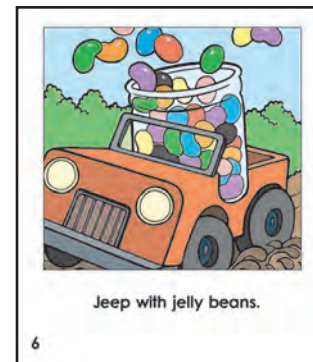
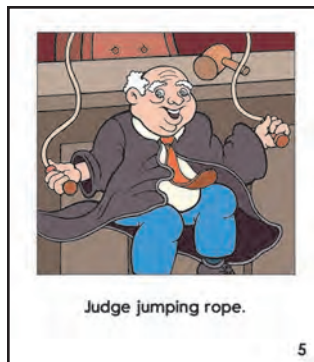
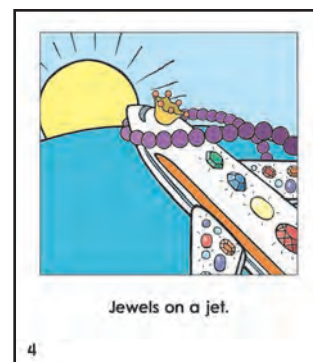
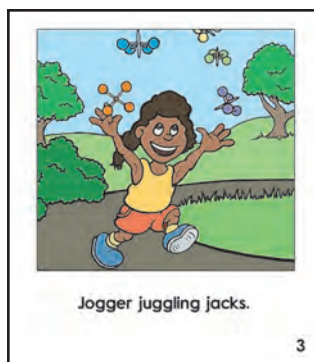
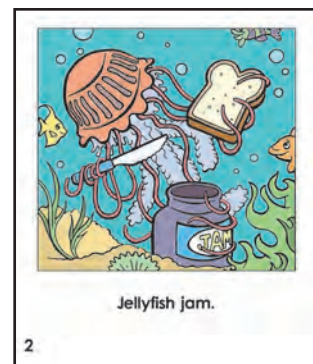
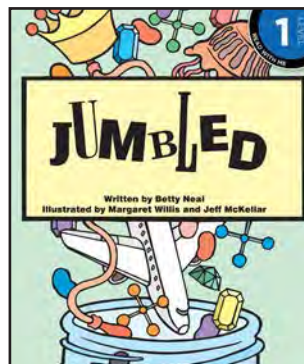
Jumbled

In this section you will read the story *Jumbled* and follow up with a discussion to build comprehension.

Check My Guess

Did we guess some of the things that were in the story? If so, list them.

(Things in the story include: jellyfish, jam, jogger, juggling, jacks, jewels, jet, judge, jumping, jeep, jelly beans, June bug, jail, and jumbled.)



Three Little Kittens

In this section you will prepare students for *Three Little Kittens*, read it to them, and follow up with a discussion to build comprehension.

Peek at the Story

Show the book and read the title.

I wonder what happens to these little kittens. Let's peek inside and see.

Show pages 2 and 3.

Here are the little kittens and here are three pairs of mittens. The book says, "They lost their mittens."

I wonder what will happen.

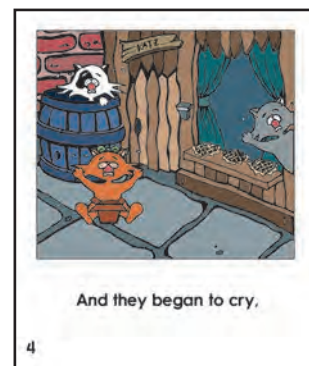
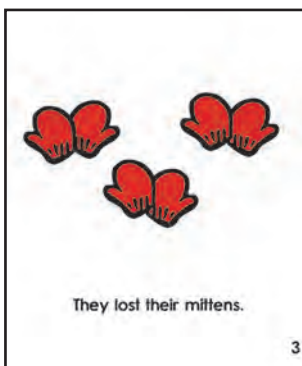
Show the next page.

On the next page you can see the three kittens crying. I guess they are really sad about their lost mittens.

Check My Guess

Let's check our guesses.

Review what students said earlier.



Here, Kitty, Kitty

In this section you will read the story *Here, Kitty, Kitty* and follow up with a discussion to build comprehension.

Use Clues to Guess

Show the cover and read the title. Open to pages 2 and 3.

Here it says, "Kitty is in the kitchen." Can you see what she is trying to get?

(A butterfly.)

Show page 3.

Here it says, "Kitty is in the kettle." Does anyone know what a kettle is?

(A metal pot used for boiling liquids.)

Did you notice that Kitty is always in something that begins with the same sound as her name?

Can you guess any other places Kitty might go? Remember, they should start with the sound /k/.

Accept all responses that begin with the /k/ sound and write them on the board. If students supply words that begin with the letter C, explain that the /k/ sound is made by both letter K and letter C.

Check My Guess

Let's look at our guesses.

Read each word you have written down and wait to see if students remember if it is in the book. Circle any of the matches.

(Words in the story include: kitchen, kettle, keg, kickoff, kangaroo, and kindergarten.)



Mary Had a Little Lamb

In this section you will prepare students for *Mary Had a Little Lamb*, read it to them, and follow up with a discussion to build comprehension.

Peek at the Story

Let's take a peek at this story.

Show the book cover and read its title.

This story is also a song.

You have probably heard it before.

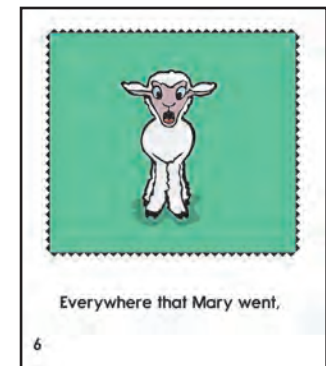
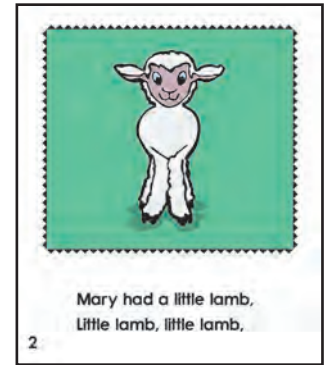
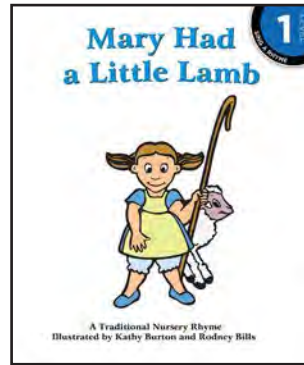
Does anyone know it?

If a student knows the song, let her sing it.

Let's peek inside and look at the pictures.

Who do you think will be in most of the pictures?

(Mary and/or her lamb will probably be in most of the pictures.)



Long Lewie

In this section you will read the story *Long Lewie* and follow up with a discussion to build comprehension.

Sum Up

If we were going to tell this story to someone else, how would we sum it up?

Can we list the things Long Lewie does?

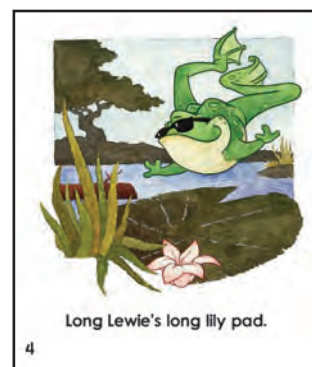
(Long Lewie leaps onto a long lily pad, climbs a long log, takes a long look at a beautiful frog, and climbs a long ladder to see her.)



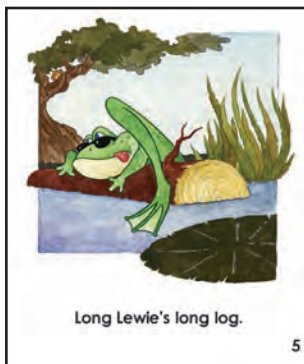
Long Lewie's long legs.



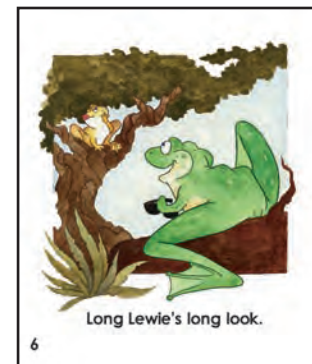
Long Lewie's long leap.



Long Lewie's long lily pad.



Long Lewie's long log.



Long Lewie's long look.



Long Lewie's long ladder.



Long gone.

Little Miss Muffet

In this section you will prepare students for *Little Miss Muffet*, read it to them, and follow up with a discussion to build comprehension.

Peek at the Story

Let's peek inside the pages of the book.

Show pages 2 and 3.

What do you think Miss Muffet is eating?

Show page 5.

What do you think this spider is going to do?

Show page 6.

How do you think Miss Muffet feels about the spider being close to her?

Show the picture on page 7.

Why do you think Miss Muffet is not in this picture?

Check My Guess

Remind students of their guesses about Miss Muffet and the spider.

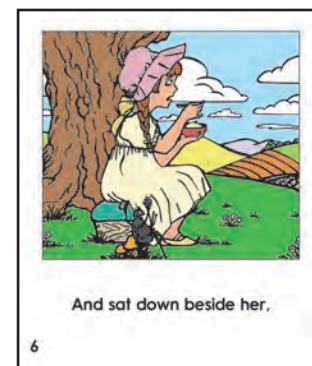
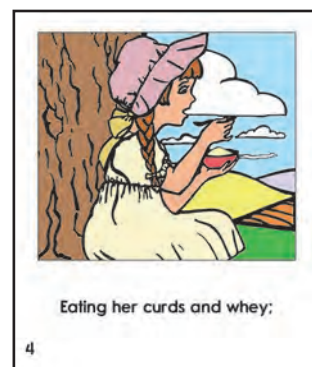
How close were your guesses about Miss Muffet and the spider?

What was Miss Muffet eating?

What did the spider do?

How did Miss Muffet feel about the spider?

What did Miss Muffet do when the spider sat beside her?



Magnifying Glass

In this section you will read the story *Magnifying Glass* and follow up with a discussion to build comprehension.

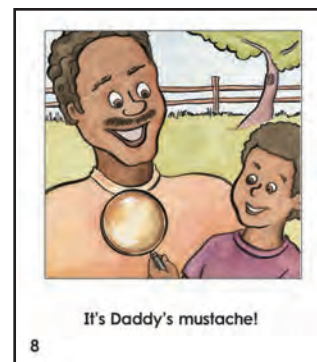
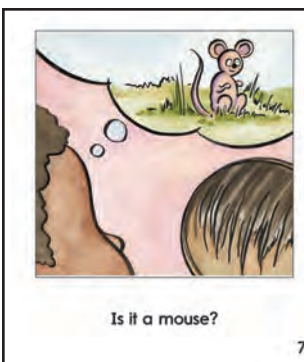
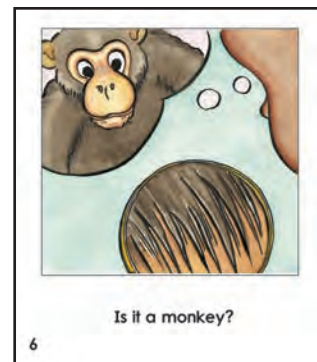
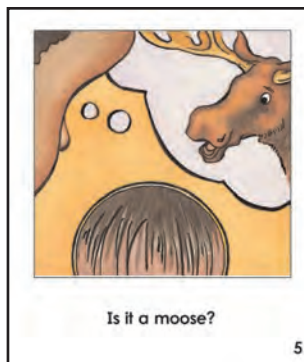
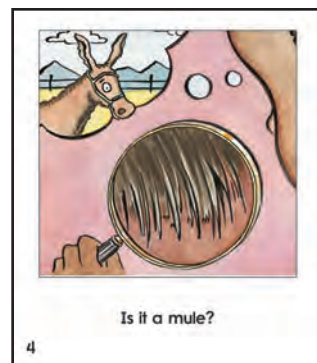
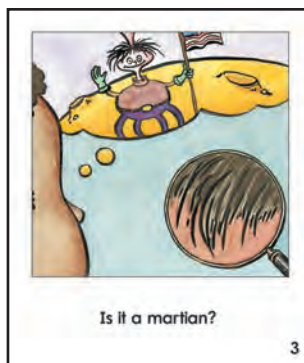
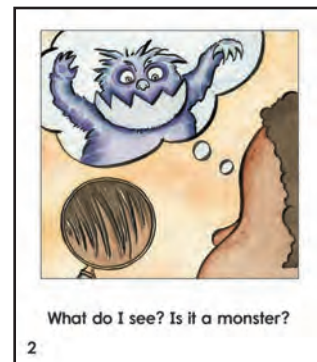
Check My Guess

As you read the story, have the students guess what the boy is looking at through the magnifying glass. Write the guesses on the board.

Did you notice that every page was another guess about what might be under the magnifying glass?

Point to one of the guesses written on the board.

These were our guesses. Did any of us guess the answer in the book?



I Touch My Nose Like This

In this section you will prepare students for *I Touch My Nose Like This*, read it to them, and follow up with a discussion to build comprehension.

Build Knowledge

Ask students if they know these words in Spanish. Point to the body parts as you say the words in English. Allow students to respond, then teach them these Spanish words:

nariz—nose

ojos—eyes

boca—mouth

cabeza—head

Sum Up

What did the little boy touch first?

(His nose.)

What did he touch next?

(His eyes.)

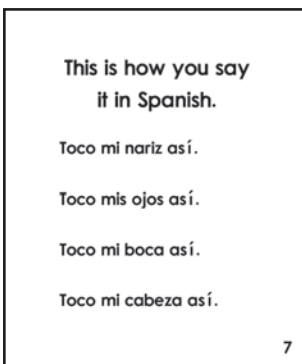
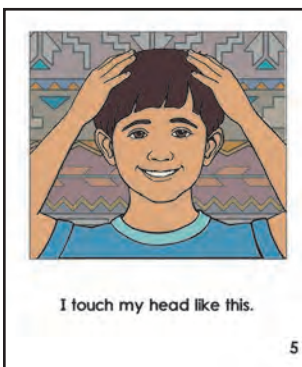
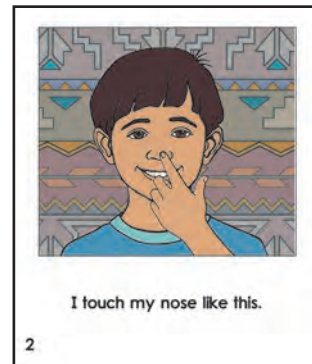
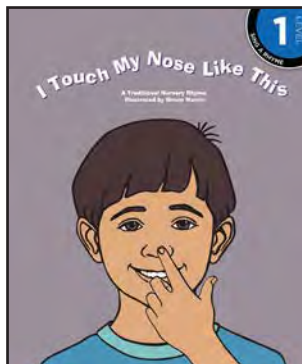
What did he touch after his eyes?

(His mouth.)

What did he touch last?

(His head.)

Have students look for the words nose, eyes, mouth, and head in the story.



New

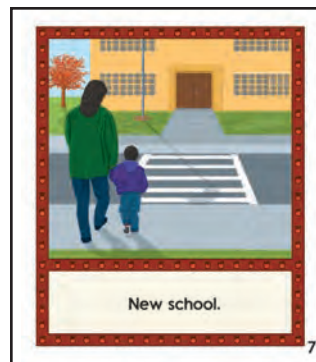
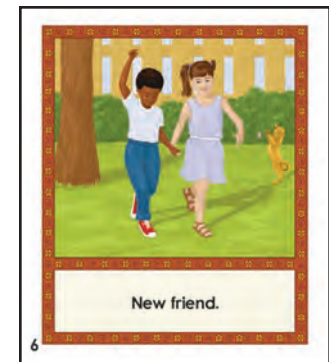
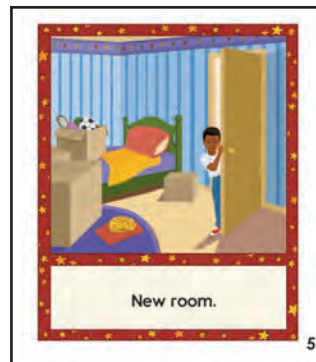
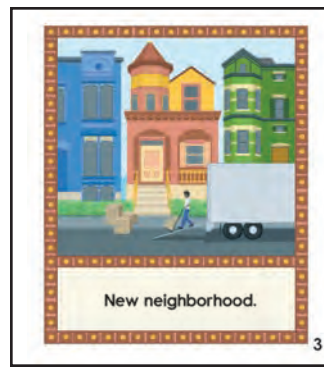
In this section you will read the story *New* and follow up with a discussion to build comprehension.

Connect to Me

I can connect this story to my own life. I remember a time when I moved to a new place.

Express how you felt; for example, you might say that it was kind of scary, but kind of exciting and fun to have new things.

Have any of you ever moved to a new place? How did you feel about it?



Polly, Put the Kettle On

In this section you will prepare students for *Polly, Put the Kettle On*, read it to them, and follow up with a discussion to build comprehension.

Use Clues to Guess

Show pages 2 and 3.

What do you think these girls are doing?

Show pages 6 and 7.

What is the dog doing?

Check My Guess

What were the girls doing in this story?

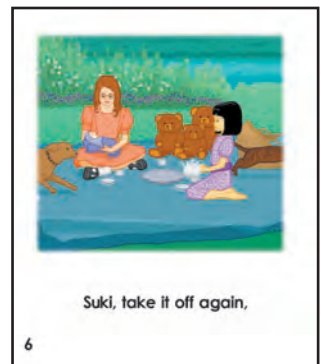
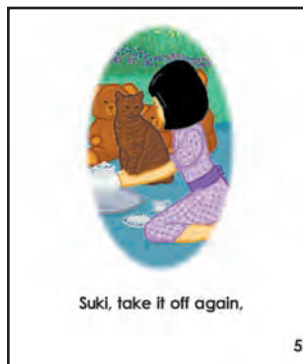
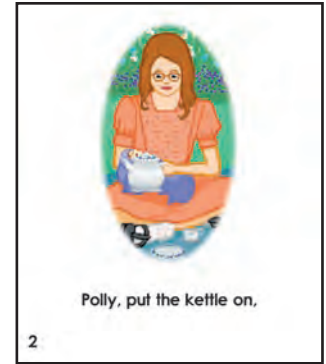
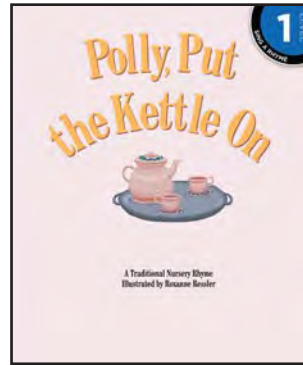
Did you guess right?

What did the dog do on page 7?

I am going to read this page again.

Read page 7 of the book.

Which sentence tells you what happened to the dog and the kettle?



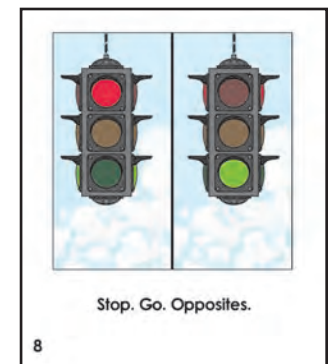
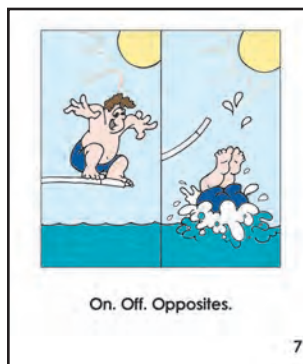
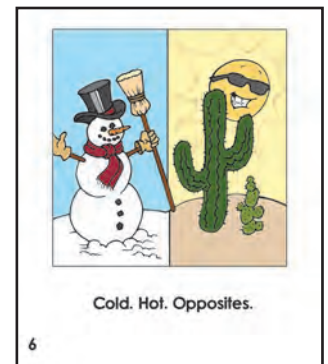
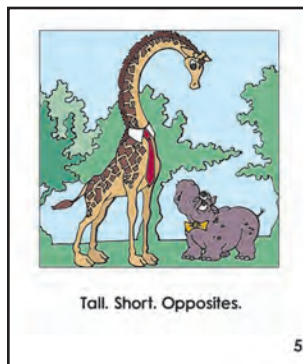
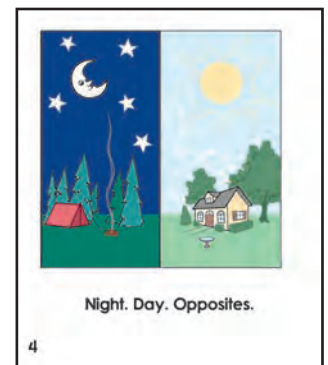
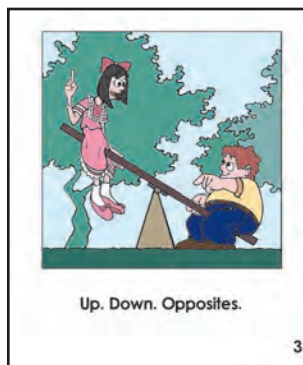
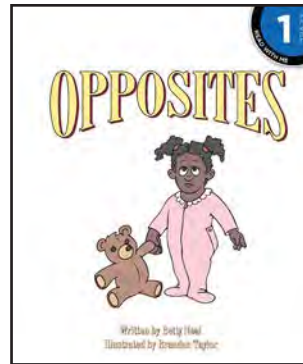
Opposites

In this section you will read the story *Opposites* and follow up with a discussion to build comprehension.

Sum Up

Let's see if we can remember all of the things that were opposites in this book.

(The pairs of opposites in the book include: old/new, up/down, night/day, tall/short, cold/hot, on/off, stop/go. If students can't think of many, prompt them by naming one thing and have them give the opposite.)



This Little Pig

In this section you will prepare students for *This Little Pig*, read it to them, and follow up with a discussion to build comprehension.

Peek at the Story

Show the cover of the book.

What kind of animal is on the cover of the book?

Have students describe what they think is happening on each page of the story.

Sum Up

Let's see how well we can remember what the pigs did in this story.

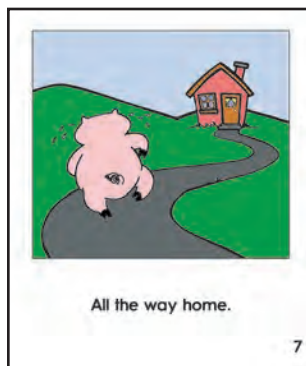
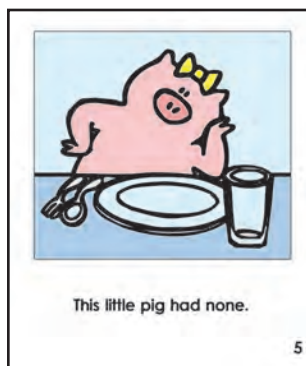
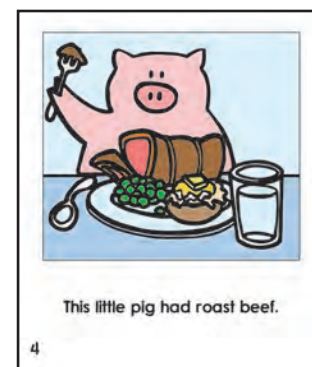
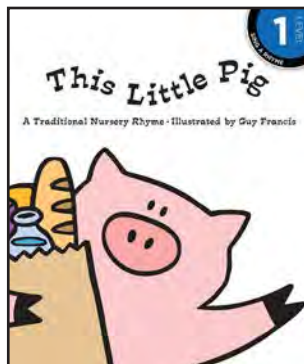
Can you remember what the first pig did?

What did the second pig do?

What did the third pig have to eat?

What did the fourth pig have to eat?

What did the last pig do?



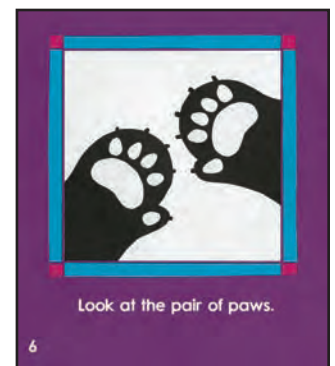
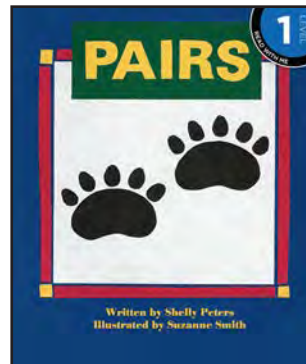
Pairs

In this section you will read the story *Pairs* and follow up with a discussion to build comprehension.

Sum Up

Let's see if you can remember all of the parts of the panda's body that came in pairs.

(*Pairs in the book include: eyes, arms, legs, ears, paws, and spots.*)



Quack, Quack, Quack

In this section you will prepare students for *Quack, Quack, Quack*, read it to them, and follow up with a discussion to build comprehension.

Peek at the Story

Show the cover of the book.

What animal do you see on the cover of this book?

What kind of a sound does it make?

The title of this book is the sound the duck makes, “quack, quack, quack.”

Show each page of the story and have students describe what they think is happening.

Sum Up

Where did this story take place?

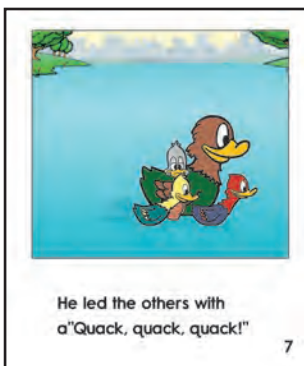
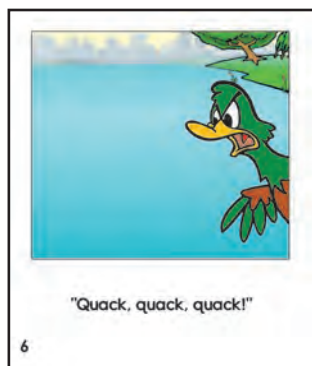
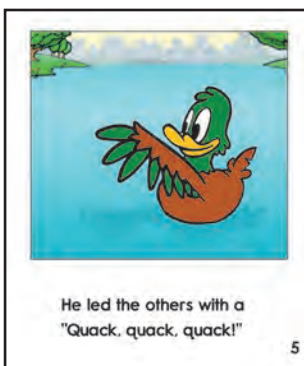
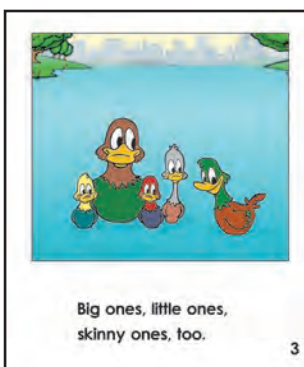
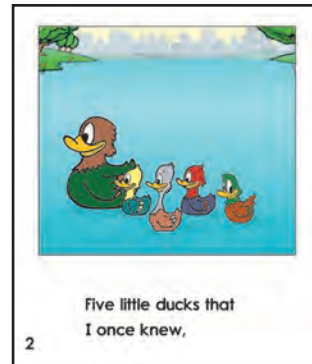
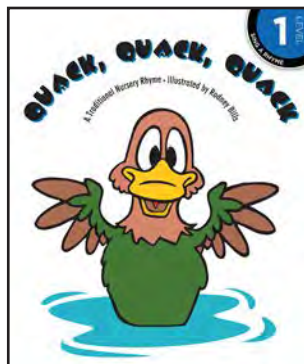
(In a lake.)

How many ducks were in this story?

(Five.)

Which duck led the others with a “quack, quack, quack”?

(The one little duck with the feather on his back.)



The Quiet Book

In this section you will read the story *The Quiet Book* and follow up with a discussion to build comprehension.

Check My Guess

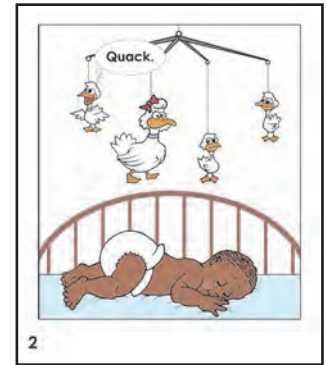
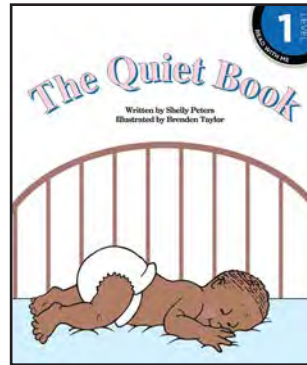
What was the mother duck on the mobile trying to do throughout this story?

(She was trying to keep the baby ducks quiet because the baby was sleeping.)

Why were the ducks so surprised at the end?

(The baby woke up and said, "Quack," to the ducks.)

Did you guess right?



Little Rabbit

In this section you will prepare students for *Little Rabbit*, read it to them, and follow up with a discussion to build comprehension.

Peek at the Story

Show the cover of the book.

What kind of animal is on the cover of this book?

What kinds of vegetables is he holding?

Have students describe what they think is happening on each page of the story.

Sum Up

What does this little rabbit look like?

(He is fluffy and white, with two little ears sticking up.)

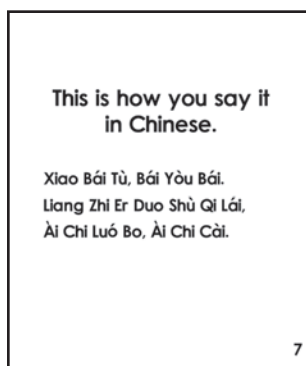
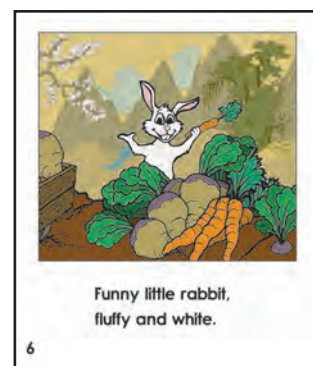
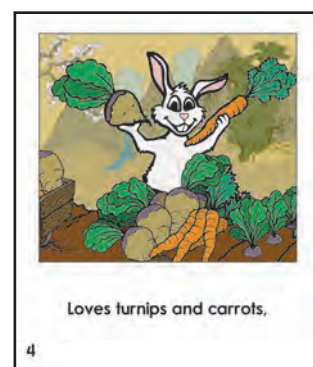
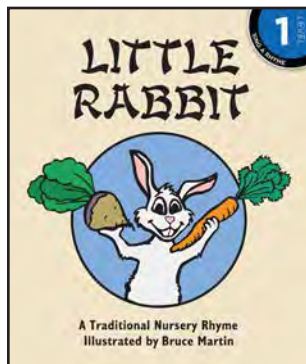
What did he eat?

(He ate carrots and turnips.)

I'm going to read page 4 again.

What word tells you that he really like carrots and turnips?

(The word loves.)



Rascal's Rotten Day

In this section you will read the story *Rascal's Rotten Day* and follow up with a discussion to build comprehension.

Use Clues to Guess

This book is called *Rascal's Rotten Day*. Let's see if we can guess why Rascal had a rotten day. Look for clues about bad luck in these pictures.

Show each page of the book as you ask questions about each page.

Can you see any bad luck clues on the first two pages?

(The rock Rascal is standing on is breaking.)

What bad-luck picture clues do you see on page 4?

(A bee is about to sting him and rocks are falling on him.)

Do you see any bad-luck clues on page 5?

(A red hot pepper burns his mouth.)

What bad-luck clue do you see on page 6?

(He meets a rattlesnake.)

What about page 7?

(He is poked by cactus needles.)

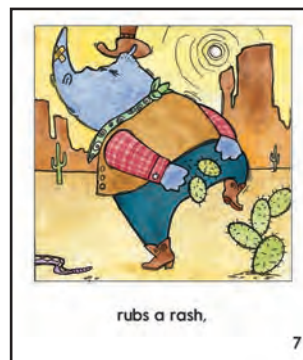
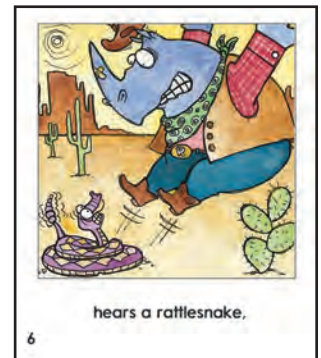
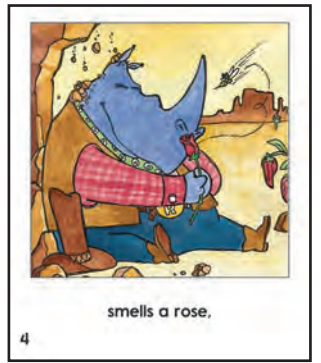
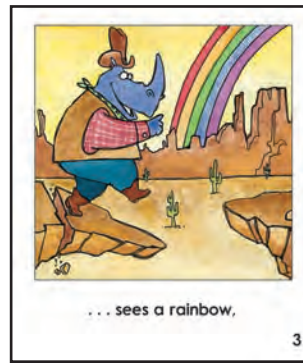
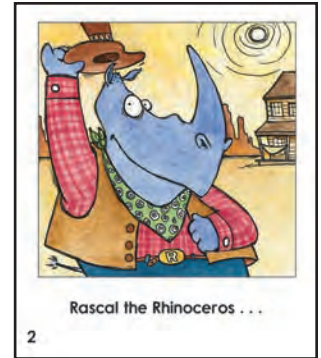
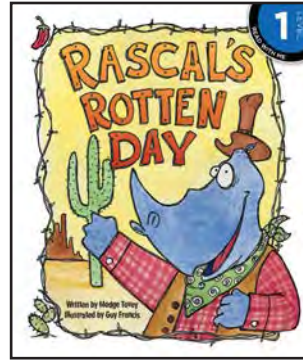
How does Rascal look on the last page?

(He is happy because he is resting.)

Check My Guess

Let's see if our guesses about why Rascal had a rotten day were right.

Ask what kind of bad luck happened on each page.



Eensy, Weensy Spider

In this section you will prepare students for *Eensy, Weensy Spider*, read it to them, and follow up with a discussion to build comprehension.

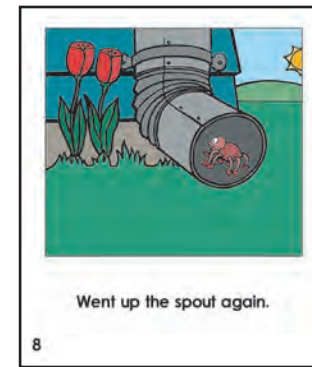
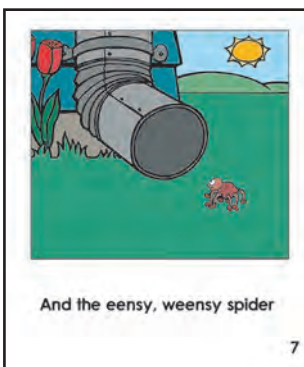
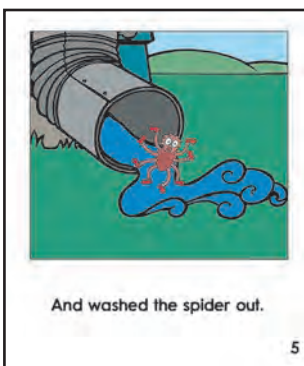
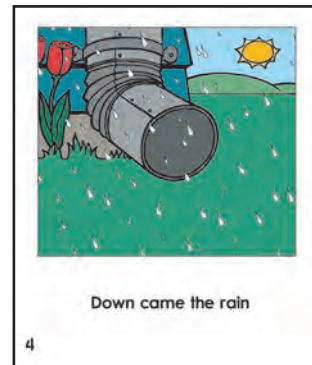
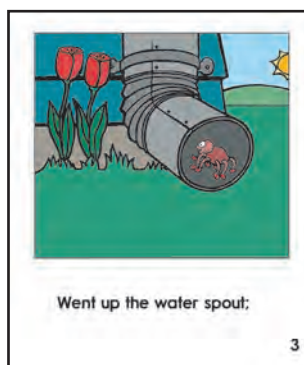
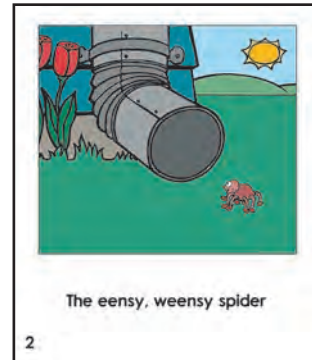
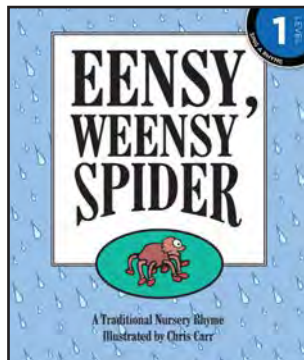
Build Knowledge

Spiders have eight legs that help them crawl. They make webs from a silky, see-through thread to catch insects for food. Some spiders are poisonous.

Check My Guess

After each page, have the students guess what will happen next.

Let's see if your guesses about this story were right. What happened to the spider in the story?



Six Silly Sailors

In this section you will read the story *Six Silly Sailors* and follow up with a discussion to build comprehension.

Sum Up

Why were these sailors silly? What did they do first?

(They were sewing seven socks.)

What did they do next?

(They sipped salty soup.)

What did they do last?

(They sang songs about the sea.)

