

## 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.

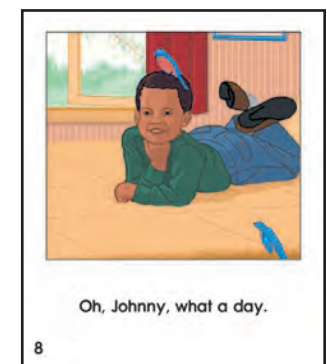
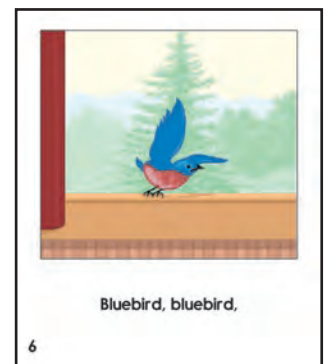
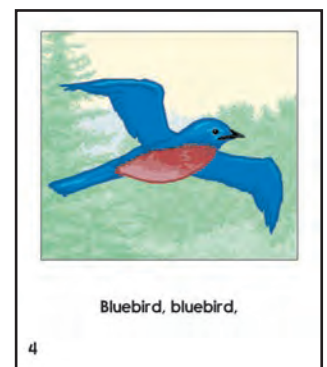
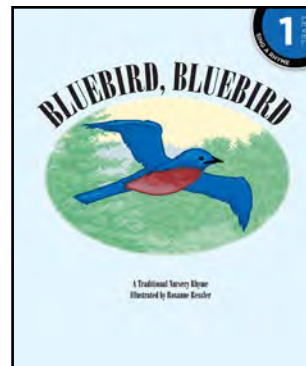
What do you think might happen?

*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.



## 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?

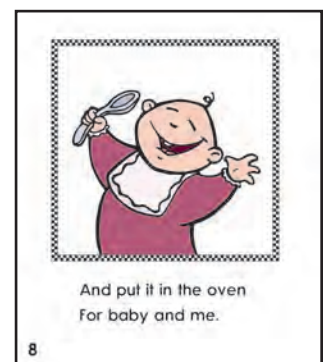
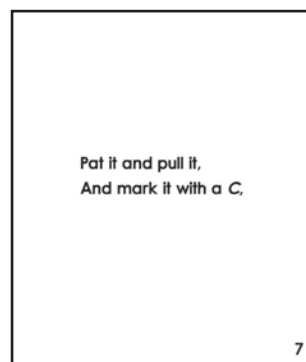
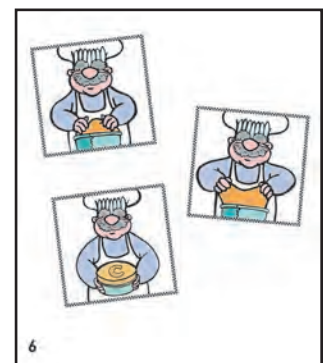
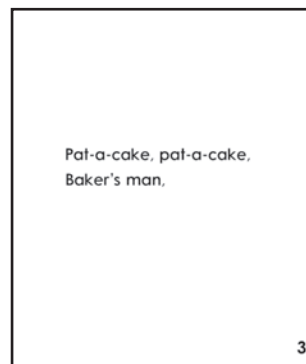
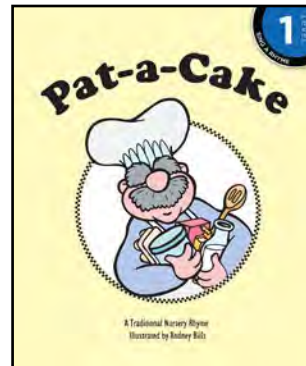
Show the picture on page 2.

(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.

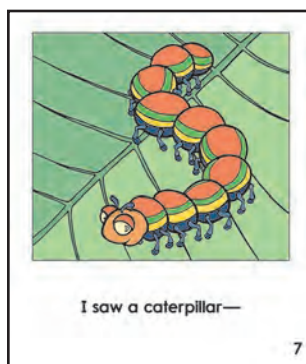
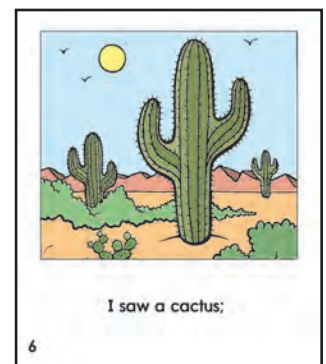
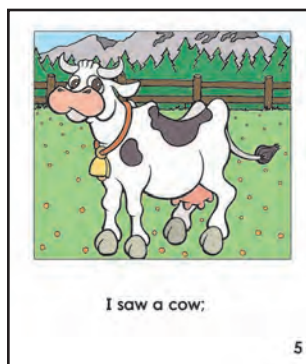
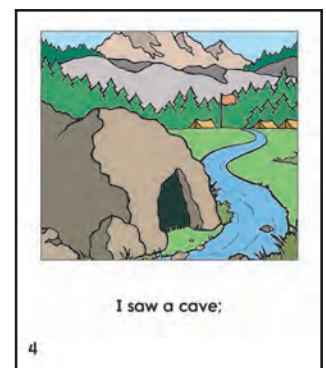
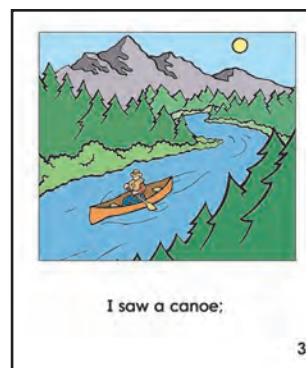
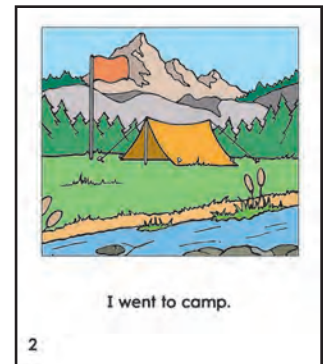
### Sum Up

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.*





## I Go...

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

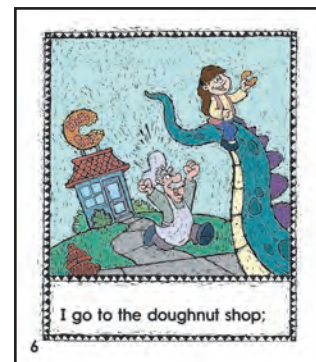
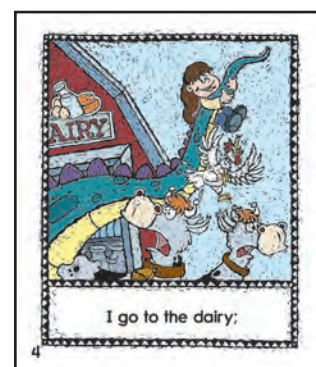
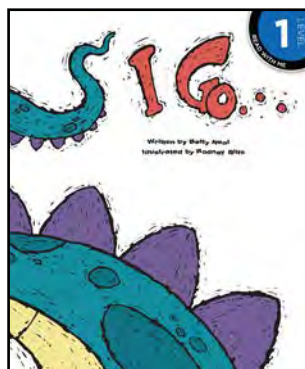
### Sum Up

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.*



# Eleven Elephants

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

## Peek at the Story

*Hold up the book and read the title.*

What are these elephants doing?

Where do you think they are?

Let's look at some of the places these elephants go.

*Show pages 4 and 5.*

Where are the elephants going on these two pages?

*(The elephants are going on an elevator and an escalator.)*

These two places begin with the same letter sound.

Do you know what it is?

*(They begin with the letter E, which makes the /e/ sound.)*

## Sum Up

*Show page 2.*

Where are the eleven elephants?

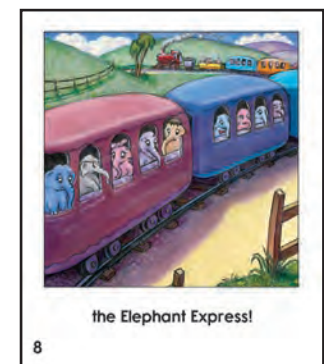
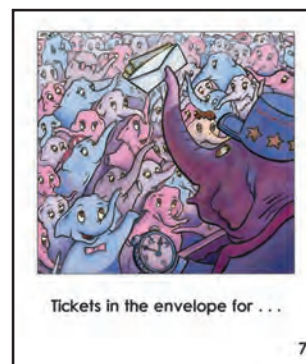
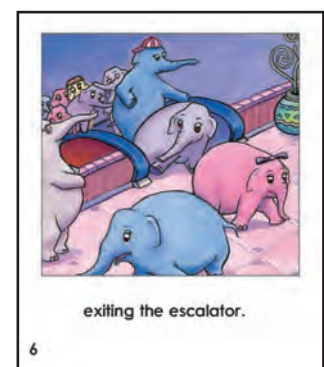
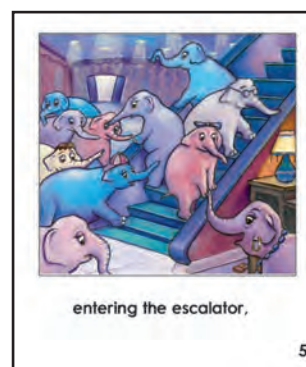
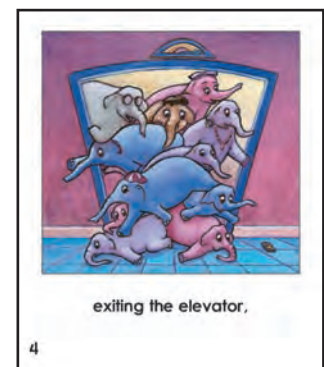
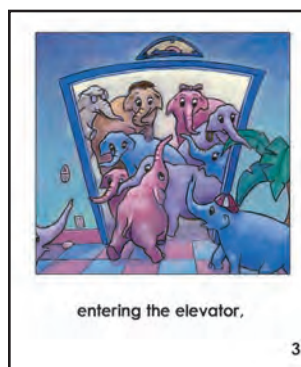
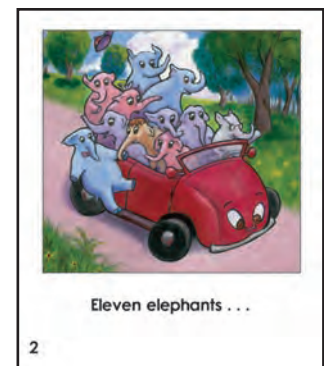
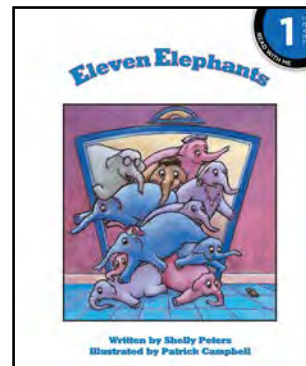
*(They are in a car.)*

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.)*



## Jack and Jill

In this section you will read the story *Jack and Jill* 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?

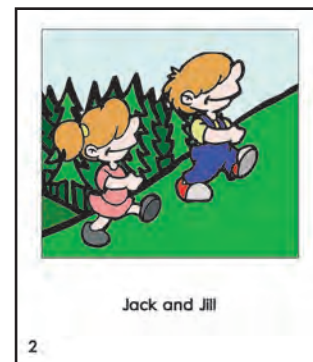
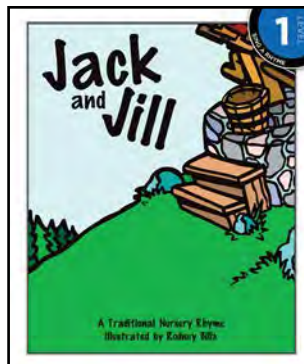
(Up a hill to a well.)

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.)



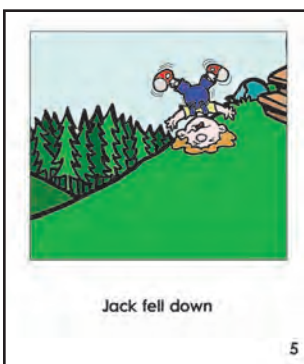
Jack and Jill



Went up the hill



To fetch a pail of water.



Jack fell down



And broke his crown,



And Jill came tumbling after.



## 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.*

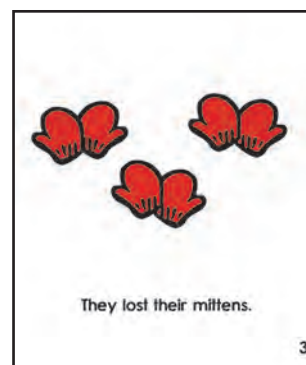
On the next page you can see the three kittens crying.

I guess they are really sad about their lost mittens.



Three little kittens.

2



They lost their mittens.

3



And they began to cry.

4



"Oh, Mother dear, we sadly fear  
Our mittens we have lost."

5



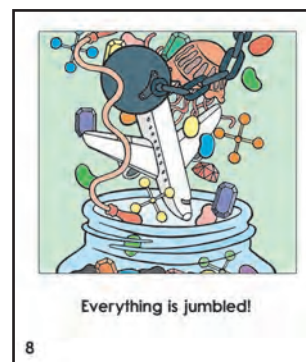
"What! Lost your mittens,  
You naughty kittens!"

6



Then you shall have no pie."

7



Everything is jumbled!

8



"Mee-ow, mee-ow, mee-ow!"  
"No, you shall have no pie."

8

## Polly, Put the Kettle On

In this section you will read the story *Polly, Put the Kettle On* 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?

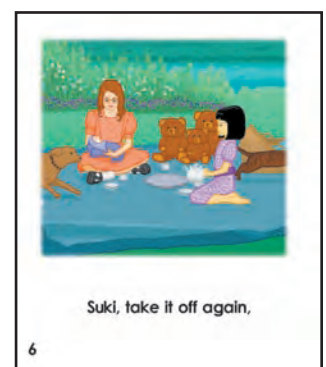
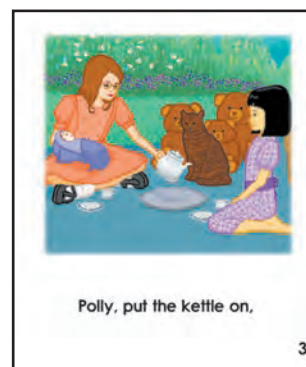
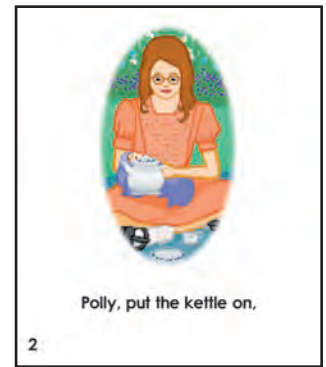
Did you guess right?

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?





## 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.

### Sum Up

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

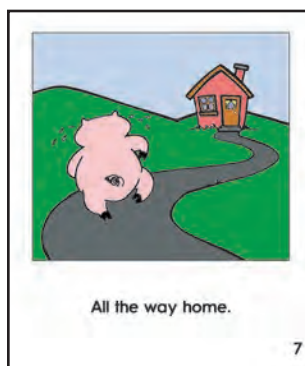
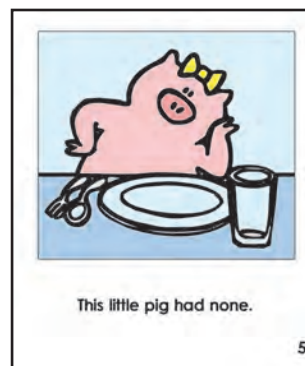
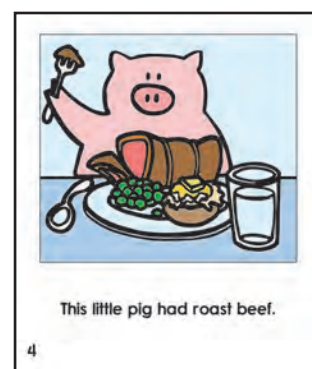
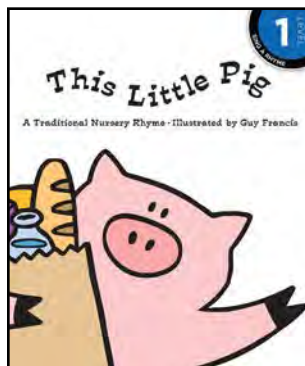
Can you remember what the first pig did?

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?



## 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.

### Sum Up

Where did this story take place?

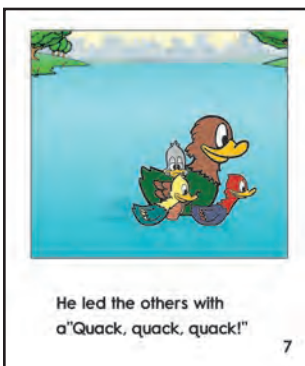
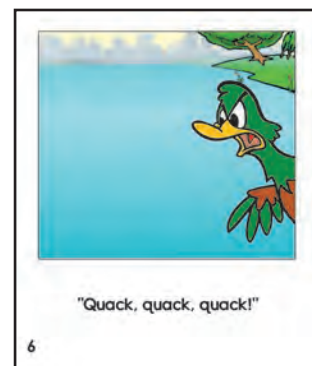
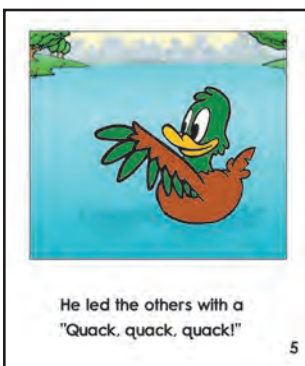
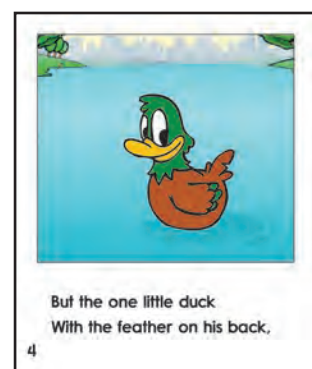
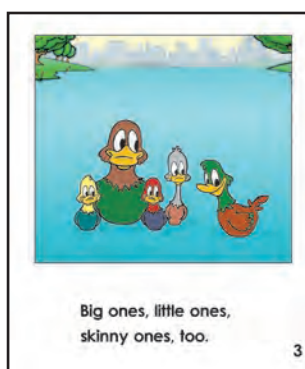
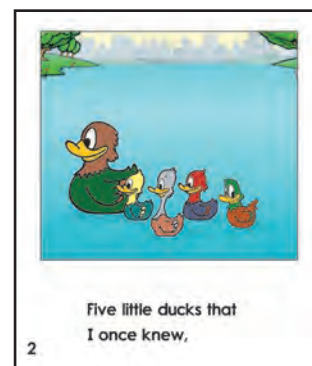
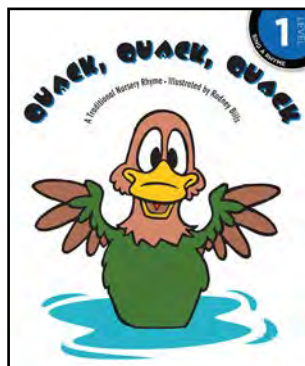
*(In a lake.)*

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.)*



## 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.

### Sum Up

What does this little rabbit look like?

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

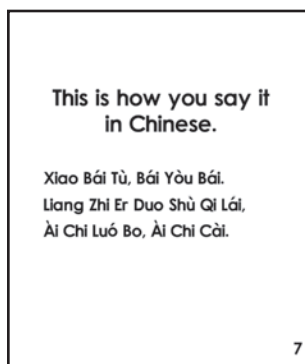
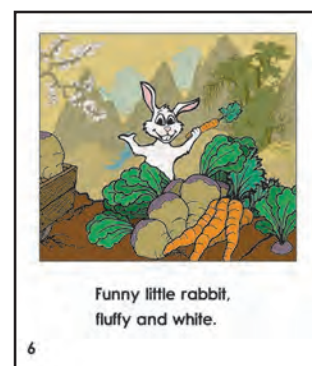
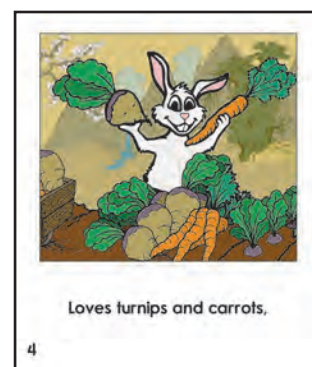
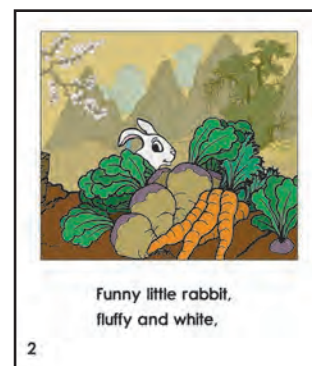
What did he eat?

(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.)

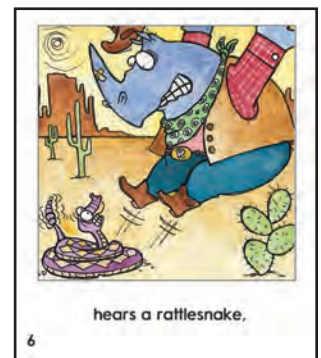
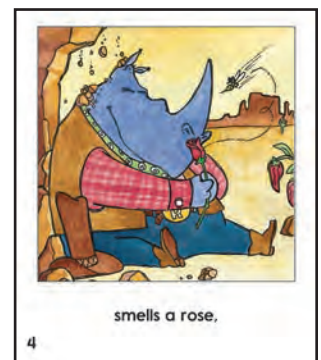
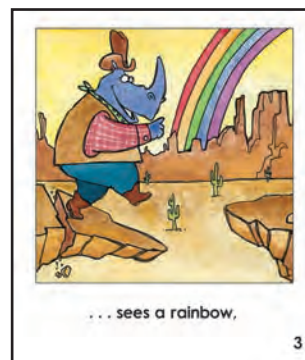
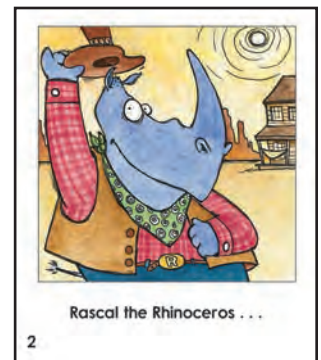
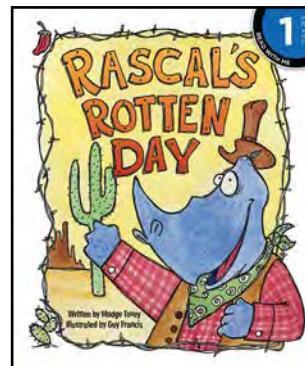
How does Rascal look on the last page?

(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.



## 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.*)



2



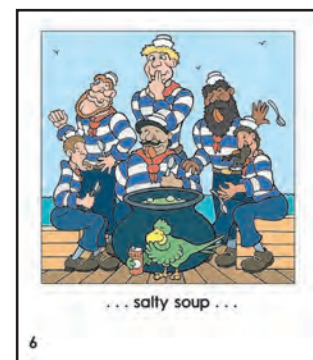
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4



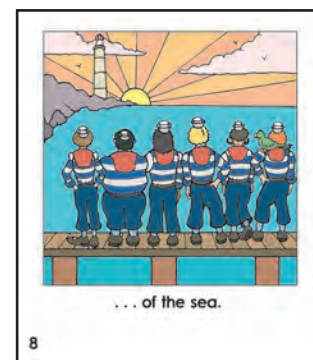
5



6



7



8



## Together

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

### Peek at the Story

*Show the book and read the title.*

I wonder if this book will be about a boy and his teddy bear.

*Read pages 2 and 3.*

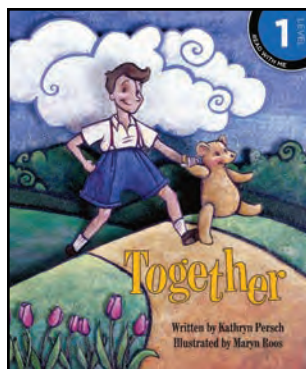
This book is about things that go together. What goes with a toothbrush?

*(Toothpaste.)*

And what goes with a train?

*(A track.)*

Let's read this book and find out what other things go together.



Toothbrush and toothpaste.

2



Train and track.

3



Tennis racket and tennis ball.

4



Tub and towel.

5



Tulip and tiger lily.

6



Trumpet and trombone.

7



Todd and Teddy, together!

8



## Under

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

### Use Clues to Guess

Show the book and read the title.

I wonder what this story is about. What is the girl looking under?

Read pages 2 and 3.

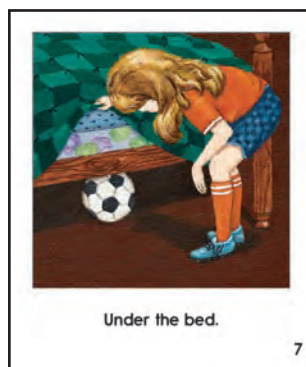
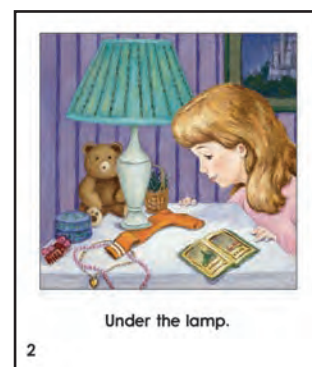
She found her socks.

Any guesses about the next two pages?

What word will begin each sentence? Can you tell?

(Under will begin each sentence.)

Let's read to find out.



## The Bus

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

### Sum Up

What were the people in this story riding?

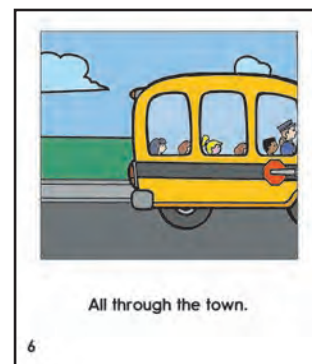
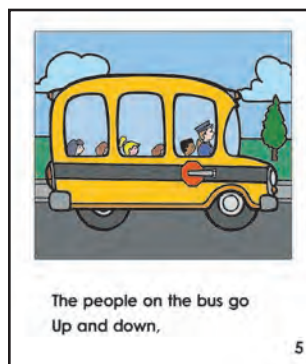
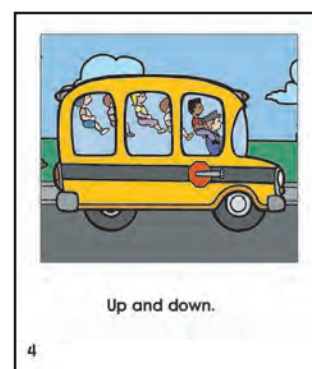
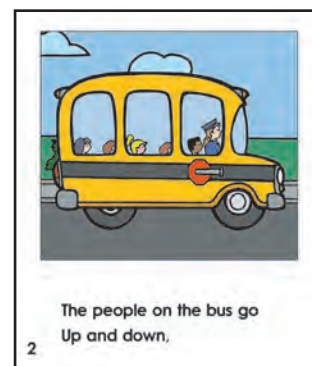
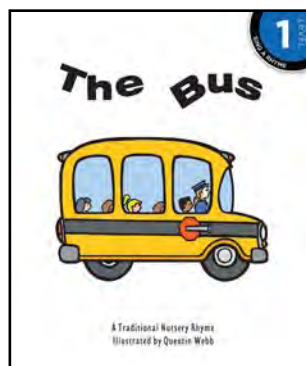
(They were riding a bus.)

What do you think made them go up and down?

(When the bus went over bumps, they went up and down.)

Where did they travel?

(They traveled all through the town.)



## Watch the Woolly Worm

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

### Use Clues to Guess

Look at the pictures on each page, and see if you can guess what the woolly worm is doing. Remember that each word begins with the letter *W*.

Why do you think woolly worm is waiting and weaving?  
Can you guess what will happen to the woolly worm?  
*Accept all responses.*

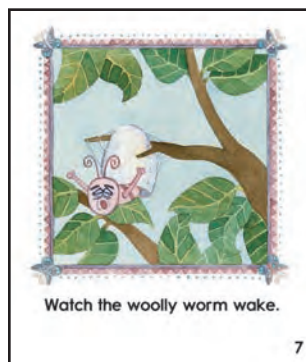
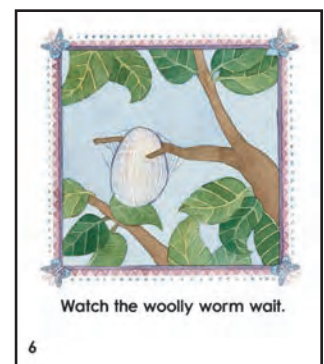
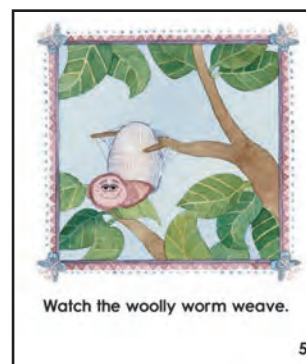
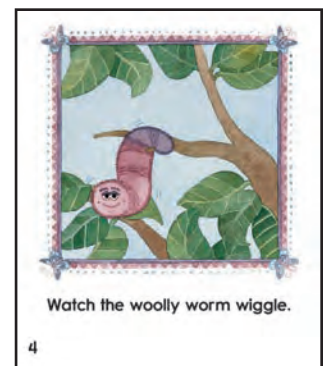
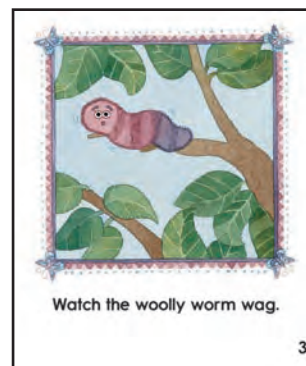
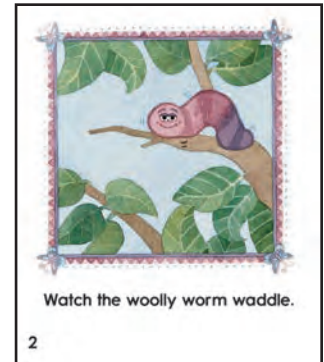
### Check My Guess

Show page 8.

Why did the woolly worm wait and weave?

Why does he have wings?

*(He turned into a butterfly.)*





## A-hunting We Will Go

In this section you will read the story *A-hunting We Will Go* and follow up with a discussion to build comprehension.

### Use Clues to Guess

Show the cover of the book and page 2.

Look at the men on the cover of this book and on this page.

What do you think they are going to do?

*(They might go hunting.)*

What clues tell you they might go hunting?

*(They're holding guns and hiding in the bushes.)*

Show page 3.

Look at page 3. What kind of animal are they hunting for?

Show page 5.

Look at this page. What clues help you know that the hunters caught the animal?

*(He is in a box.)*

What do you think they will do with the animal if they catch it?

*Accept all responses.*

### Check My Guess

What were these men doing?

*(They were hunting.)*

What kind of animal did they catch?

*(They caught a fox.)*

What did the hunters do with the animal?

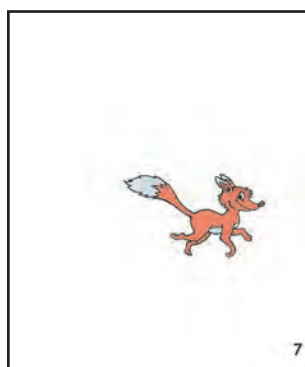
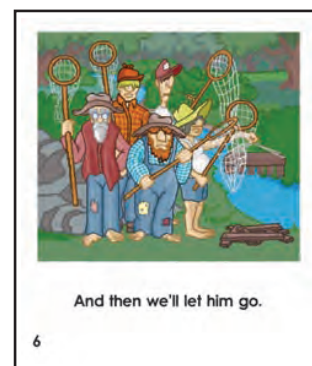
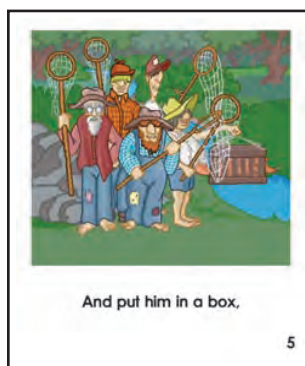
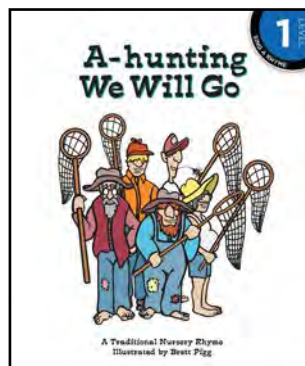
*(They caught it and put it in a box.)*

What did they do with the animal after they caught it?

*(They let it go.)*

Do you think they let it go on purpose or by accident?

*(By looking at the box, it appears they let him go by accident.)*



## Rex Is in a Fix

In this section you will read the story *Rex Is in a Fix* and follow up with a discussion to build comprehension.

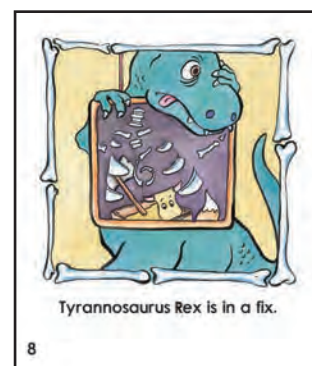
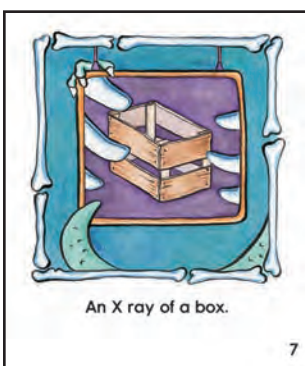
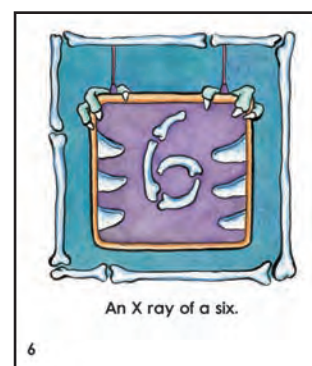
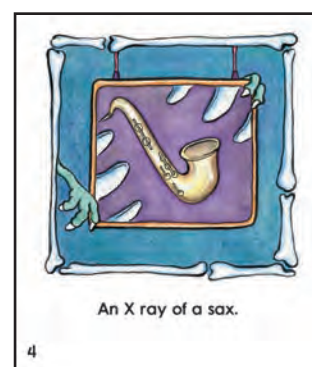
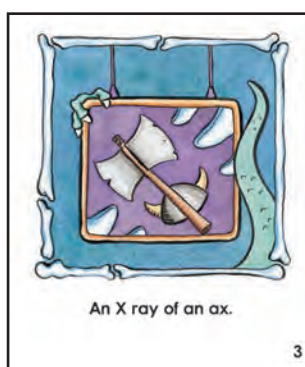
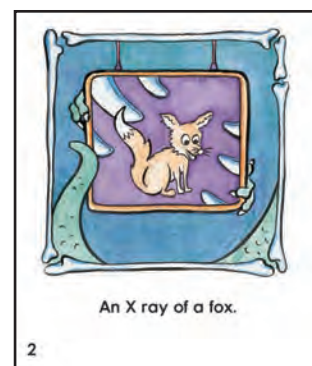
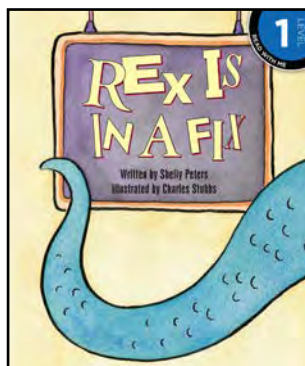
### Check My Guess

Who is Rex?

(A *Tyrannosaurus rex* dinosaur.)

Why is he sick?

Accept answers having to do with all the things inside him that are showing up on the X ray.



## Yankee Doodle

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

### Use Clues to Guess

Look at the man on the cover of this book.

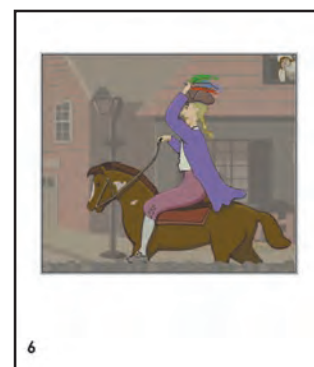
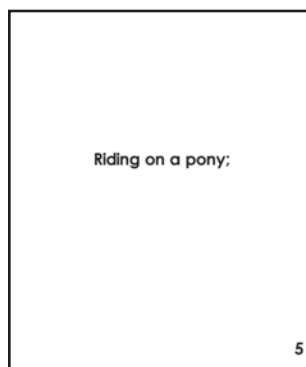
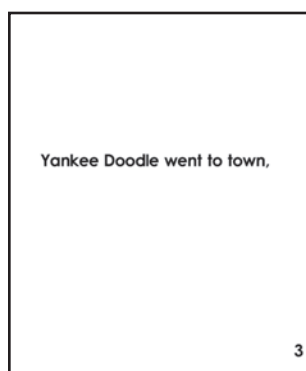
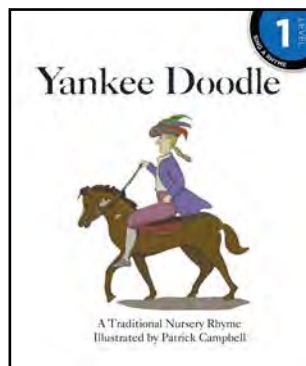
Does he look like a man that would be living in our time?

What clues help us know that he is not living in our time period?

*(The way he is dressed and the hat he is wearing help us know this.)*

Where do you think he is going?

*Accept all responses.*





## Recognize common types of texts (e.g., story-books, poems).

### Lost Socks

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

#### Introduce Text Type

*Model the following comprehension strategy.*

As we read this book, we are going to look for something special about the end of each line.

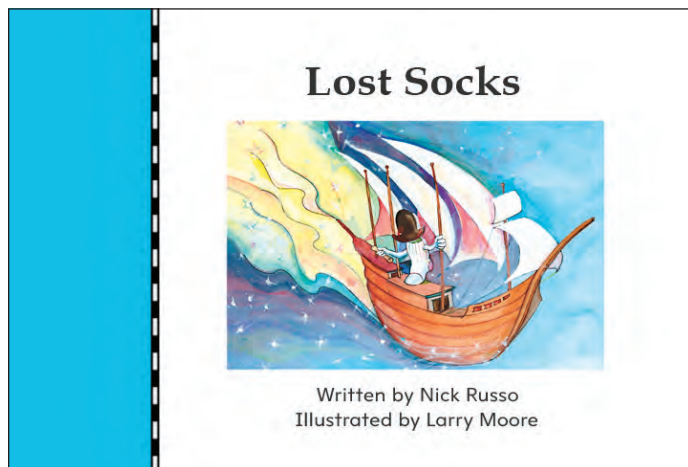
#### Evaluate Text Type

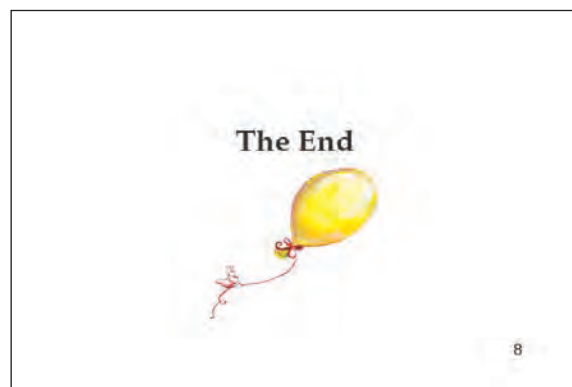
*Model the following comprehension strategy.*

Now that we've read the book, can anyone tell me what was special about the words at the end of each line?

That's right. There are rhyming words! Can you tell me all the rhyming words from the book?

What do we call a book that has rhyming words?





## Lumpy Mush

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

### Introduce Text Type

*Model the following comprehension strategy.*

As we read this book, we are going to look for something special about the end of each line.

### Evaluate Text Type

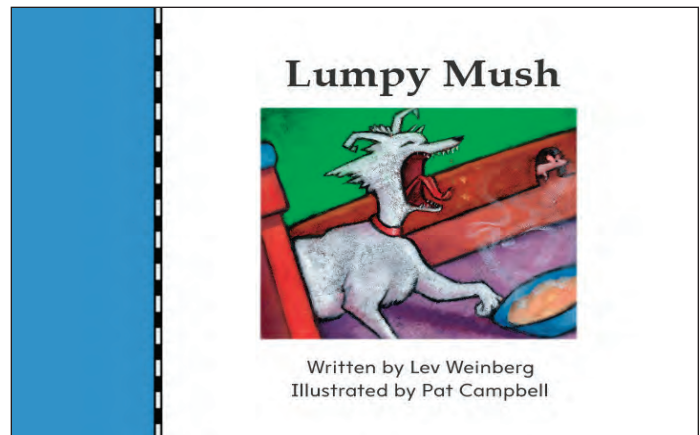
*Model the following comprehension strategy.*

Now that we've read the book, can anyone tell me what was special about the words at the end of each line?

That's right. There are rhyming words! Can you tell me all the rhyming words from the book?

What do we call a book that has rhyming words?

What other poetry books have we read?







Lumpy mush! Lumpy mush!  
I can't eat this lumpy mush!  
Feed me catnip. Feed me trash.  
Feed me moldy chicken mash.

3



Feed me peanut butter hash.  
But I can't eat this lumpy mush!

4



Lumpy mush! Lumpy mush!  
I can't eat this lumpy mush!  
Feed me goldfish. Feed me bugs.  
Feed me frog legs. Feed me bugs.

1



Feed me slippery, slimy slugs.  
But I can't eat this lumpy mush!

2

**The End**



7

## Three Little Kittens

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

### Introduce Text Type

*Model the following comprehension strategy.*

As we read this book, we are going to look for something special about the end of each line.

### Evaluate Text Type

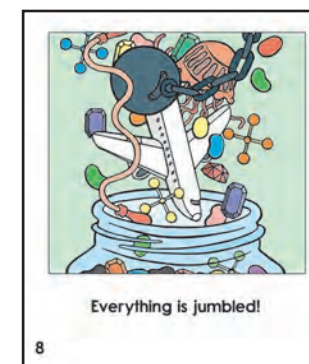
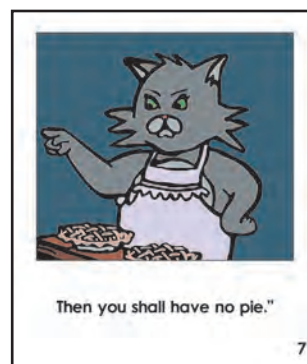
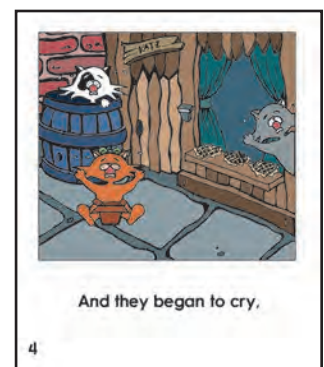
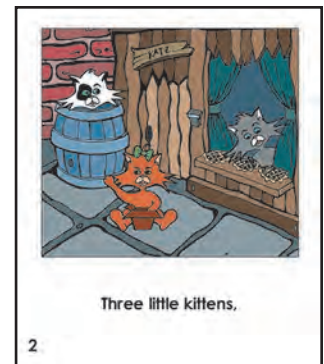
*Model the following comprehension strategy.*

Now that we've read the book, can anyone tell me what was special about the words at the end of each line?

That's right. There are rhyming words! Can you tell me all the rhyming words from the book?

What do we call a book that has rhyming words?

What else do we know about poetry?



## The Alligator in the Library

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

### Teaching Text Type

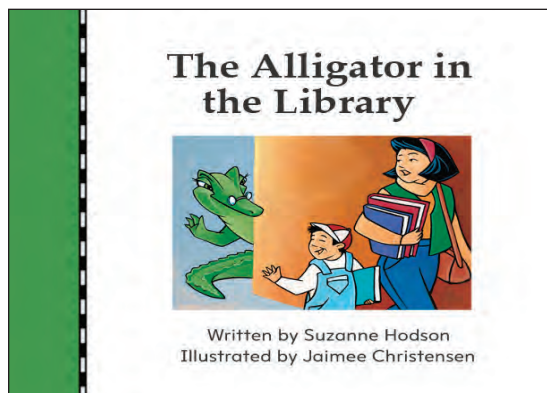
*Model the following comprehension strategy.*

Could this story happen in real life?

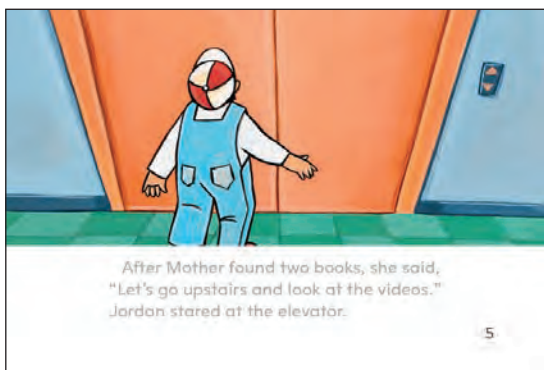
Who knows what we call this type of book?

What other types of books do we know?

Does anyone know what we call a story that could happen in real life?







## Garden Visitors

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

### Teaching Text Type

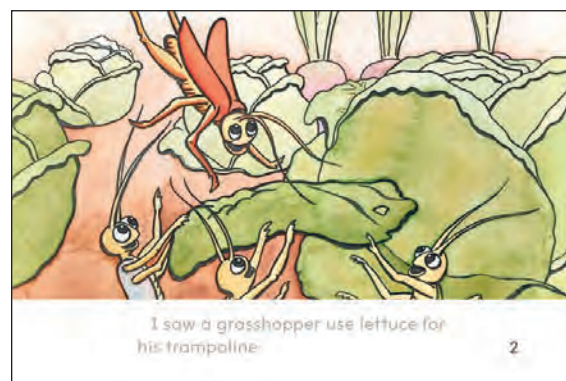
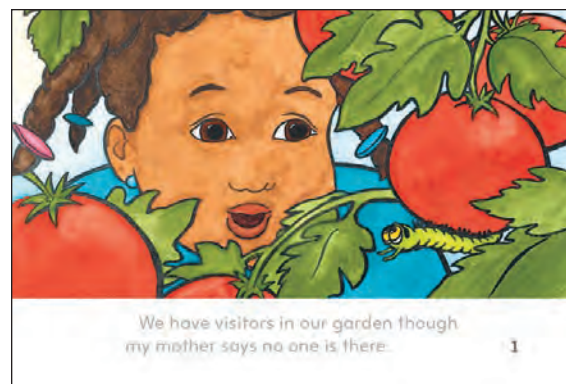
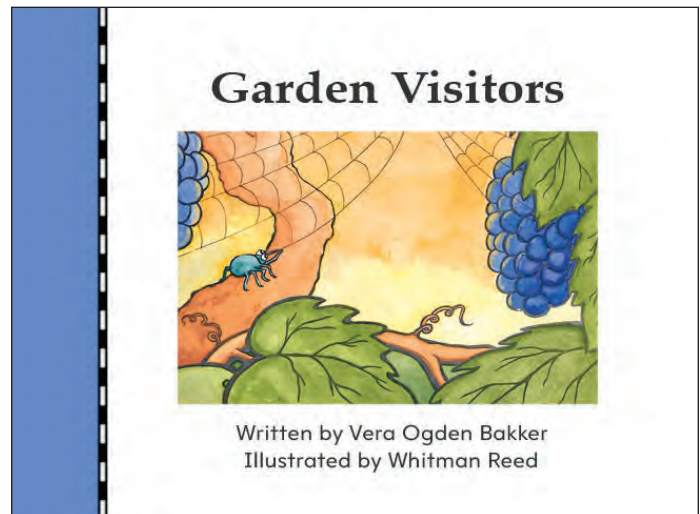
*Model the following comprehension strategy.*

Could this story happen in real life?

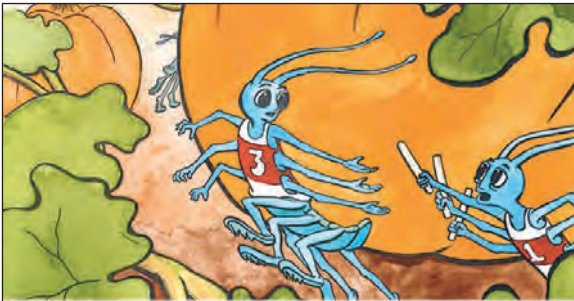
Who knows what we call this type of book?

What other types of books do we know?

Does anyone know what we call a story that could happen in real life?







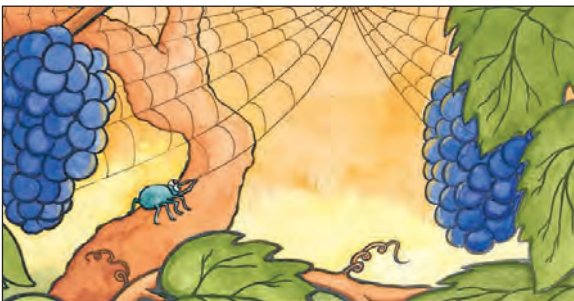
I saw three centipedes run relays  
around the pumpkins.

3



I saw an earwig slippery slide down  
a shiny corn leaf.

4



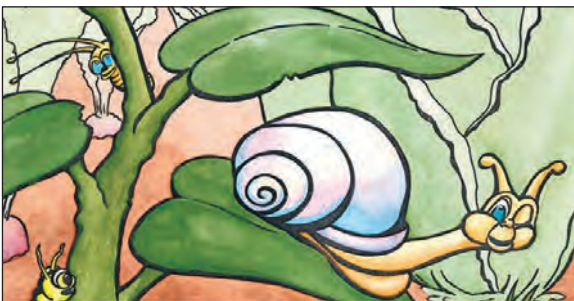
I saw a spider hang lace curtains  
across the grape vines.

5



Mother didn't see anyone.

6



I think they hid from her.

7

The End



8



With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

## Andy's Adventures

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

### Author and Illustrator

*Model the following comprehension strategy.*

Who knows the word author? What does an author do?

That's right, the author writes the story.

Who knows the word illustrator?

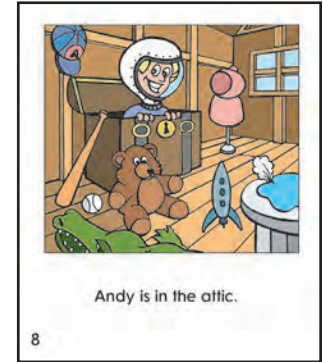
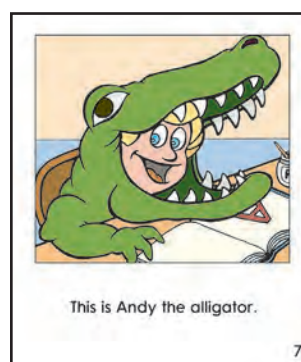
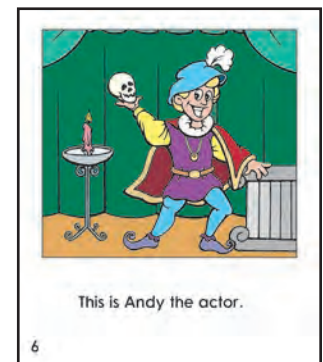
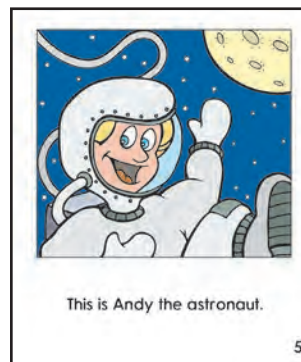
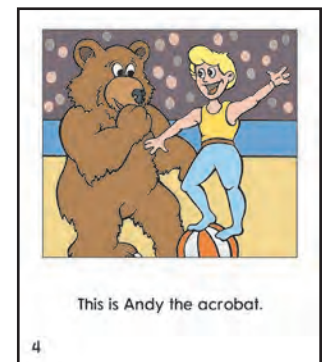
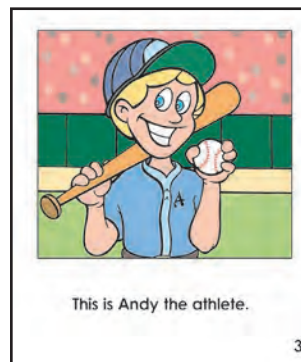
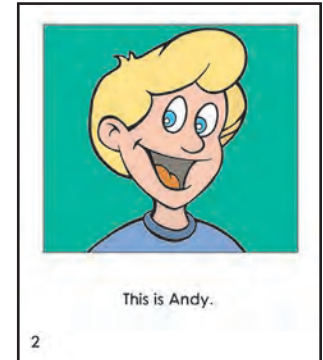
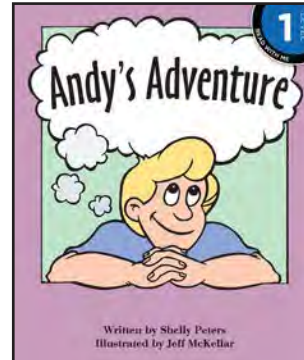
That's right--an illustrator creates the pictures for the story. The pictures help tell the story.

Who can tell me the author for this book?

Who can tell me the illustrator for this book?

Can you show me the part of the book done by the author?

Can you show me the part of the book done by the illustrator?



## Rex Is in a Fix

In this section you will read *Rex Is in a Fix* to students and follow up with a discussion to build comprehension.

### Author and Illustrator

*Model the following comprehension strategy.*

Who knows the word author? What does an author do?

That's right, the author writes the story.

Who knows the word illustrator?

That's right--an illustrator creates the pictures for the story.

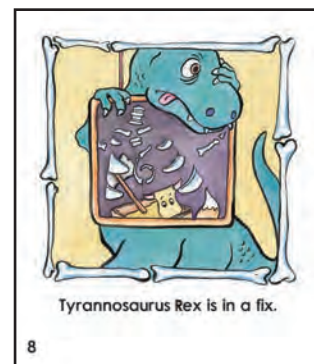
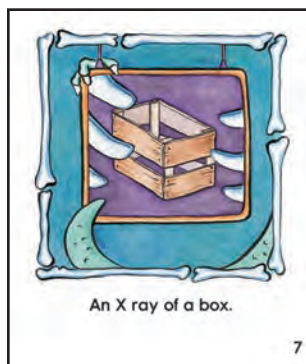
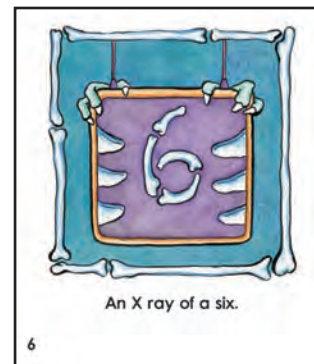
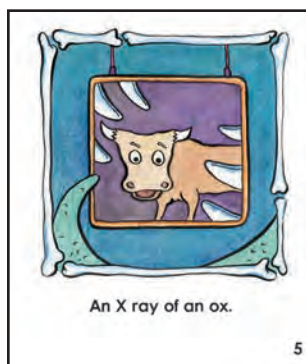
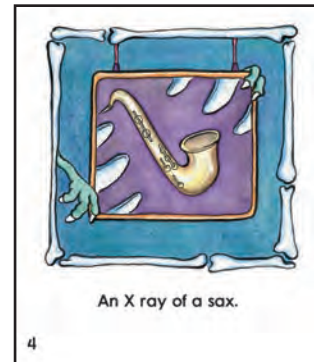
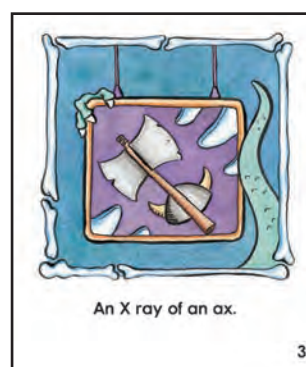
The pictures help tell the story.

Who can tell me the author for this book?

Who can tell me the illustrator for this book?

Can you show me the part of the book done by the author?

Can you show me the part of the book done by the illustrator?



## Little Monkey

In this section you will read *Little Monkey* to students and follow up with a discussion to build comprehension.

### Author and Illustrator

*Model the following comprehension strategy.*

Who knows the word author? What does an author do?

That's right, the author writes the story.

Who knows the word illustrator?

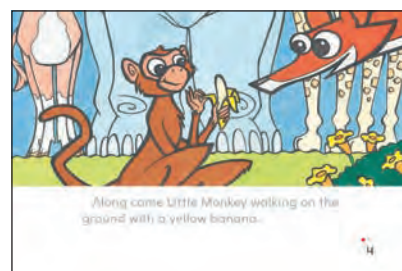
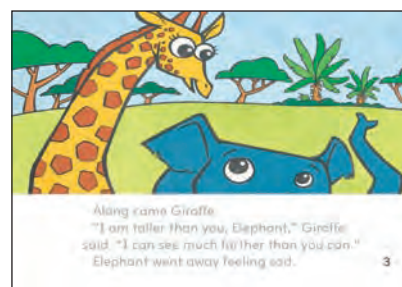
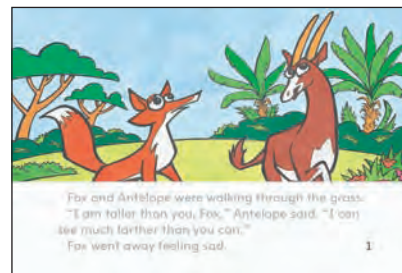
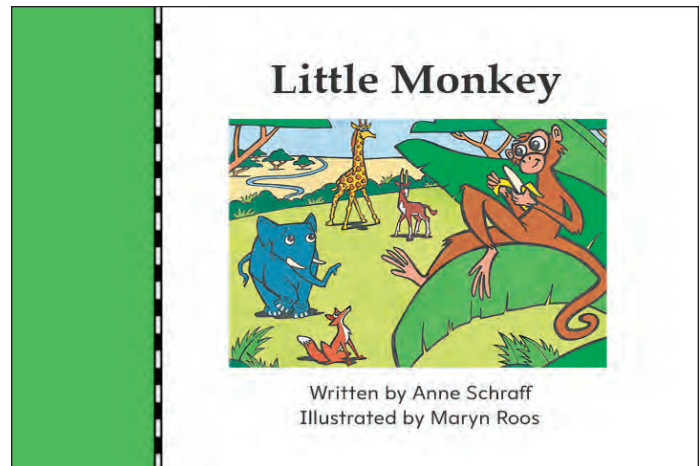
That's right--an illustrator creates the pictures for the story. The pictures help tell the story.

Who can tell me the author for this book?

Who can tell me the illustrator for this book?

Can you show me the part of the book done by the author?

Can you show me the part of the book done by the illustrator?







"Look at Little Monkey," laughed Antelope.  
"He is much shorter than I am. I can see much  
farther than he can."

5



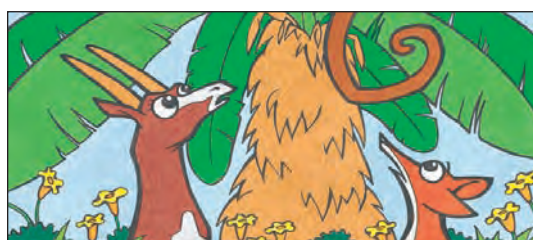
"Look at Little Monkey," laughed Elephant.  
"He is much, much shorter than I am. I can  
see much, much farther than he can."

6



"Look at Little Monkey," laughed Giraffe. "He is  
much, much, MUCH shorter than I am. I can see  
much, much, MUCH farther than he can."

7



Little Monkey finished his banana, but he was  
still hungry. All the bananas were high up in a  
tree. Little Monkey began to climb.

8



Little Monkey climbed still higher in the tree.  
"Oh-oh," said Elephant, "now Little Monkey  
is taller than I am."

9



Little Monkey climbed even higher in the tree.  
"Oh-oh," said Giraffe, "now Little Monkey is  
even taller than I am."

10



Little Monkey looked down at Fox, Antelope,  
Elephant, and Giraffe. Then he picked another  
banana and didn't say a word.

11



**The End**

12

With prompting and support, describe the relationship between illustrations and the story in which they appear.

## The Apple Tree

In this section you will prepare students for *The Apple Tree* before reading it to them.

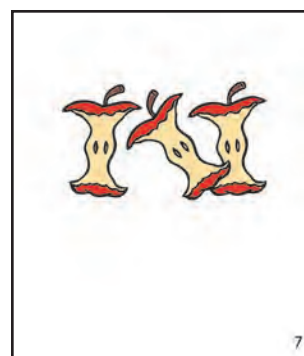
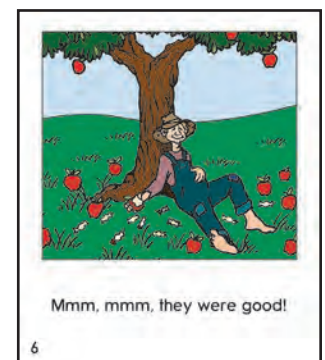
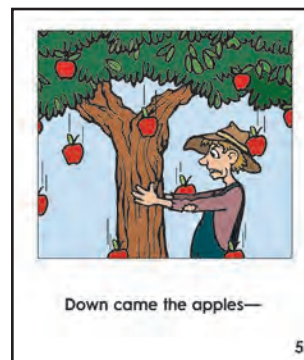
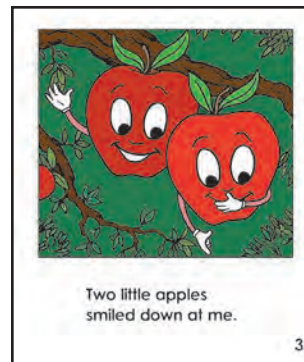
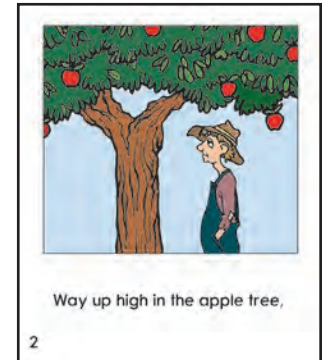
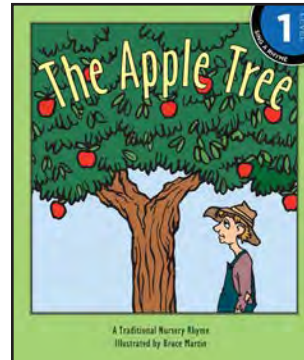
### Peek at the Story

*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?



## Bluebird, Bluebird

In this section you will prepare students for *Bluebird, Bluebird* before reading it to them.

### 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.

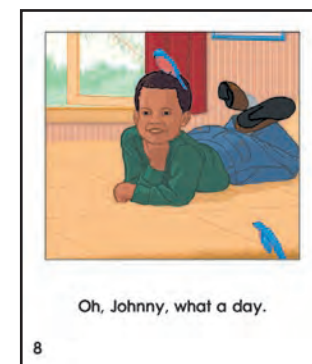
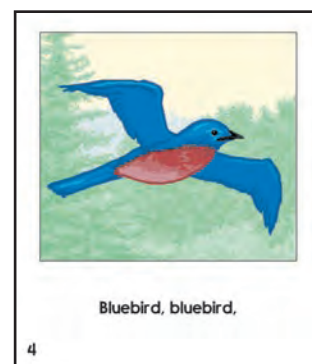
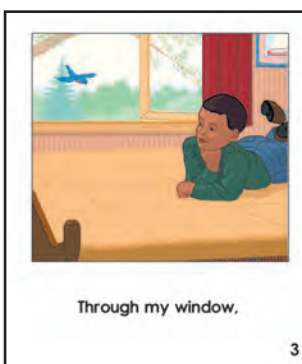
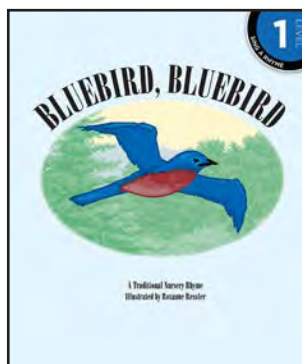
What do you think might happen?

*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.





## Hey Diddle, Diddle

In this section you will prepare students for *Hey, Diddle Diddle* before reading it to them.

### 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*.

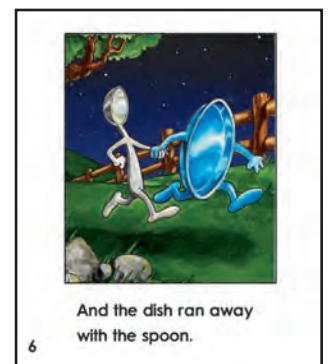
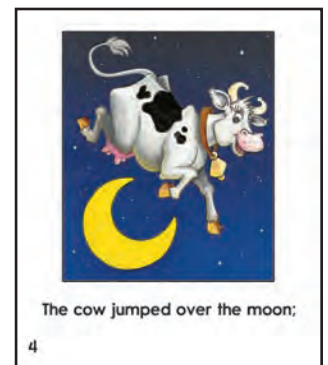
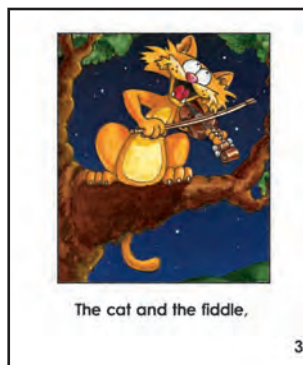
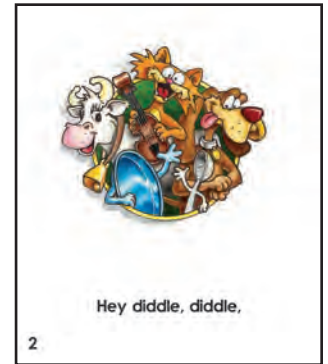
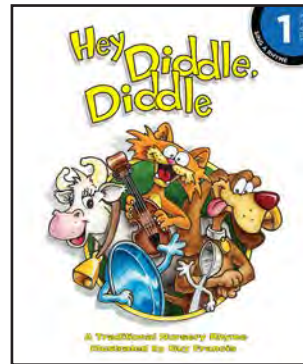
Has anyone heard it before?

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.



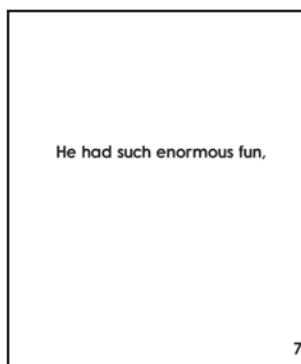
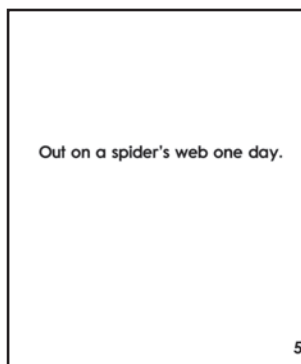
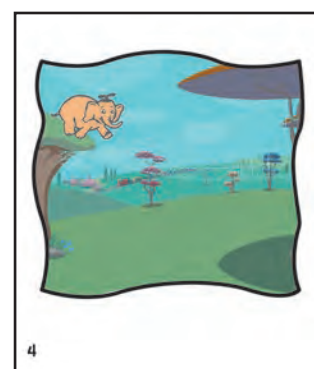
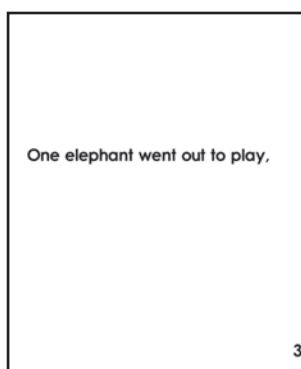
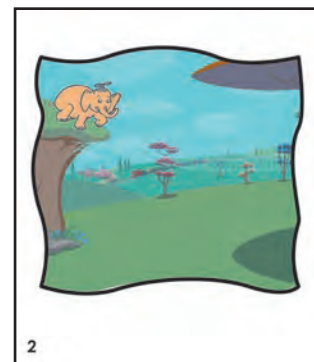
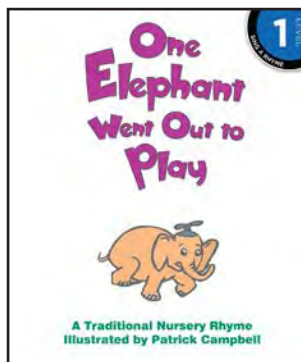
## One Elephant Went Out to Play

In this section you will prepare students for *One Elephant Went Out to Play* before reading it to them.

### Use Clues to Guess

Show pages 4 and 5.

By looking at the clues in the pictures, what do you think will happen when the elephant steps on the spider web?



## 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?

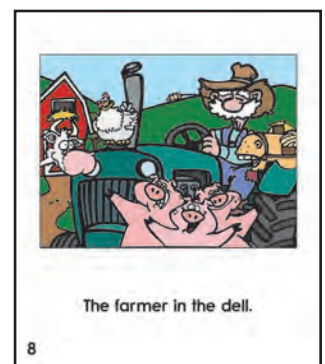
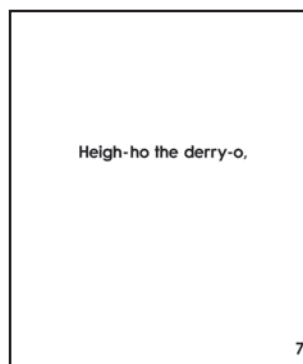
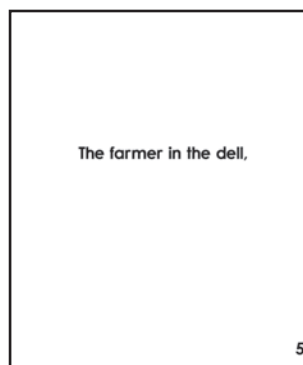
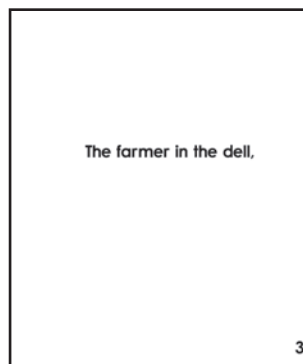
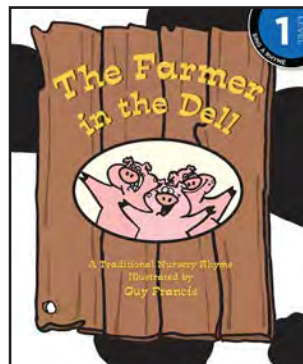
(A farmer.)

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.





## Mother, Mother, I Am Ill

In this section you will prepare students for *Mother, Mother, I Am Ill* before reading it to them.

### 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.

