

Mary Had a Little Lamb

In this section you will prepare students for *Mary Had a Little Lamb* before reading it to them.

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.

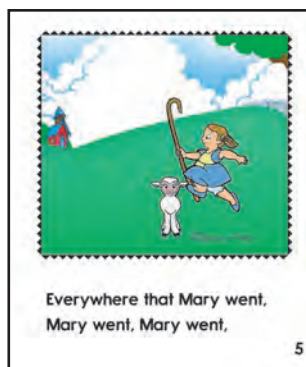
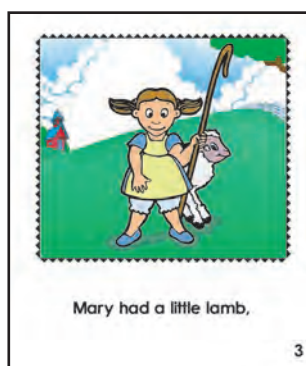
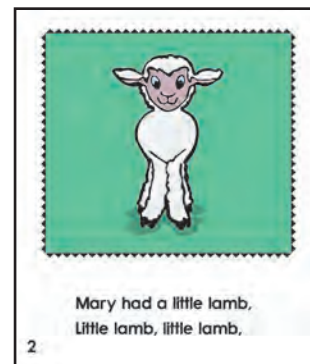
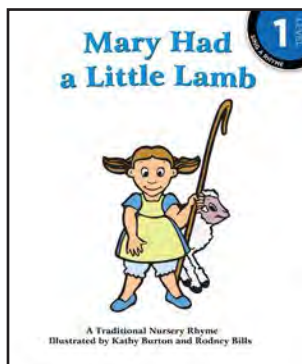
Does anyone know it?

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.)



Polly, Put the Kettle On

In this section you will prepare students for *Polly, Put the Kettle On* before reading it to them.

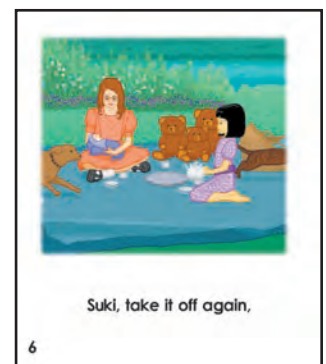
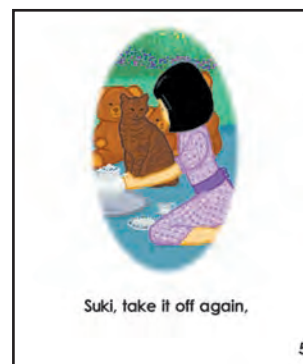
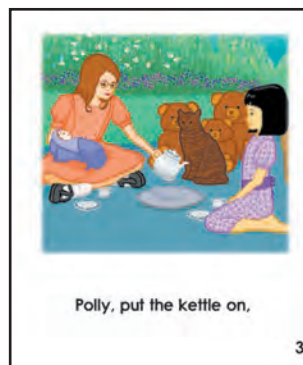
Use Clues to Guess

Show pages 2 and 3.

What do you think these girls are doing?

Show pages 6 and 7.

What is the dog doing?



This Little Pig

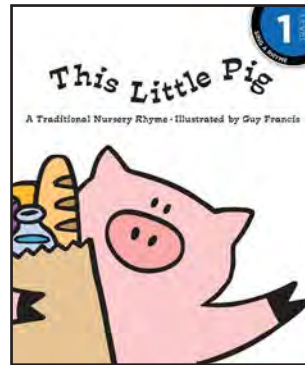
In this section you will prepare students for *This Little Pig* before reading it to them.

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.



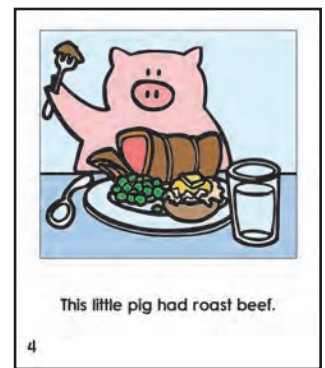
This little pig went to market.

2



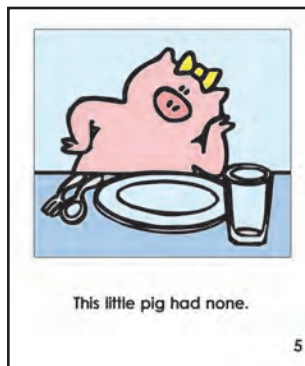
This little pig stayed home.

3



This little pig had roast beef.

4



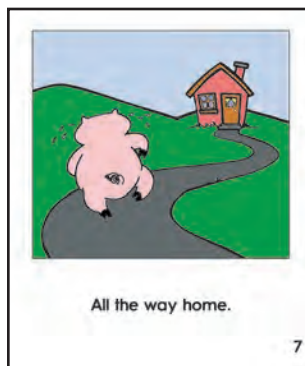
This little pig had none.

5



This little pig cried,
"Wee, wee, wee,"

6



All the way home.

7

Quack, Quack, Quack

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

Peek at the Story

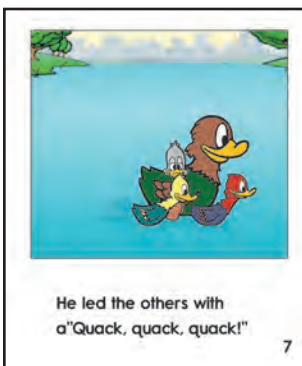
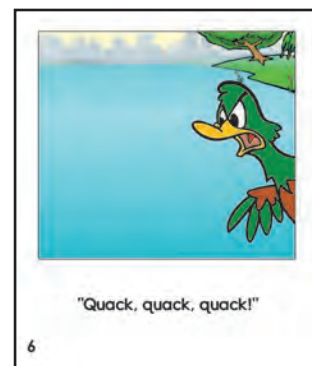
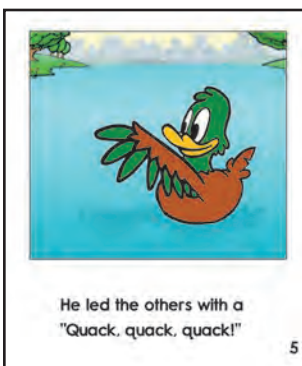
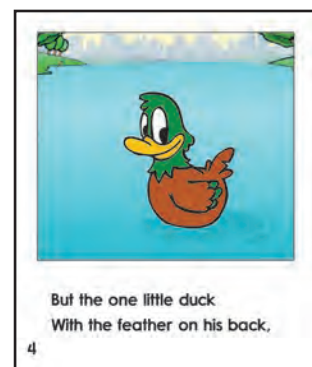
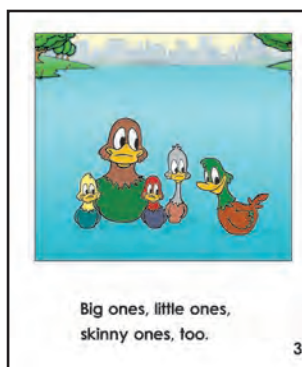
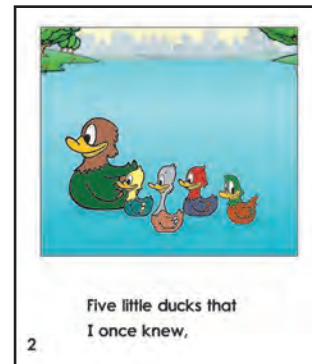
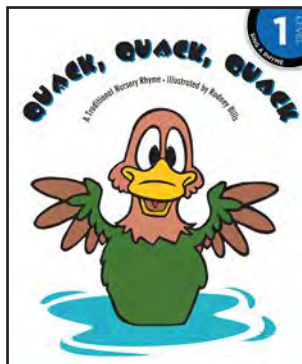
Show the cover of the book.

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.



Little Rabbit

In this section you will prepare students for *Little Rabbit* before reading it to them.

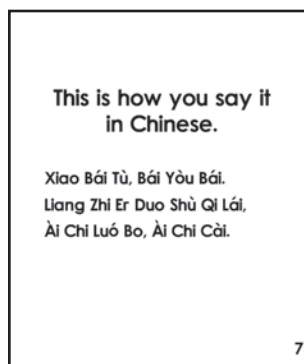
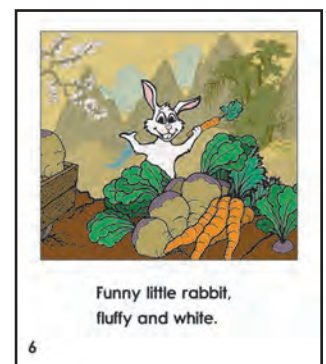
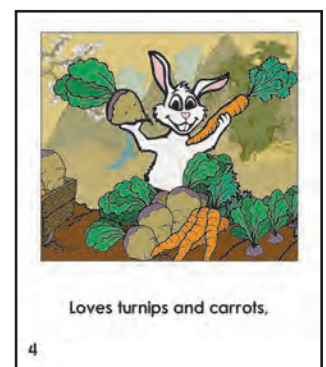
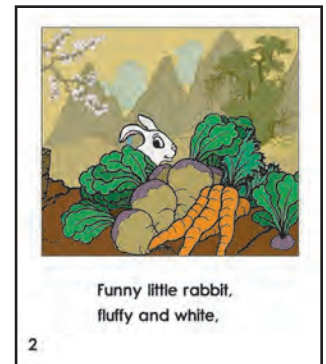
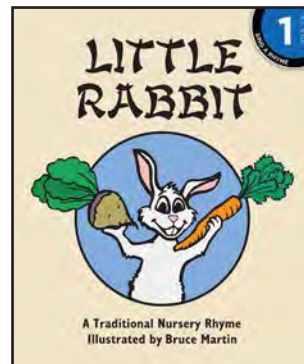
Peek at the Story

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.



My Valentine

In this section you will prepare students for *My Valentine* before reading it to them.

Peek at the Story

What do you see on the cover of this book?
(A valentine with cupids.)

A cupid is a little boy with wings. A cupid symbolizes love.

Show page 2.

What color is the valentine on this page?
(Red.)

Show page 4.

What color is this valentine?
(Blue.)

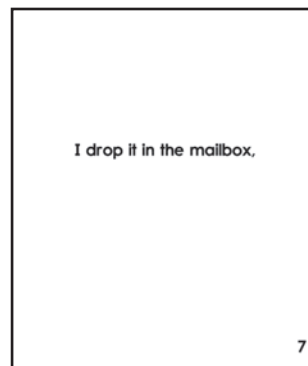
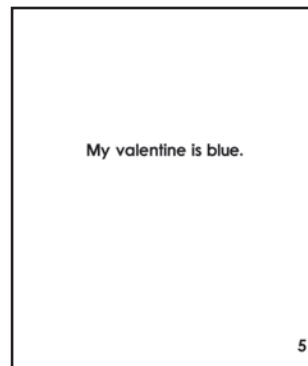
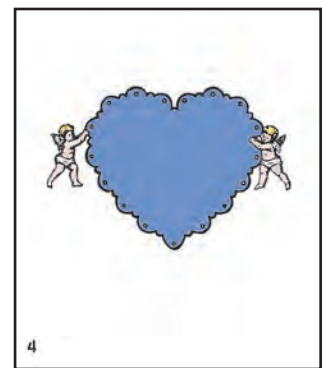
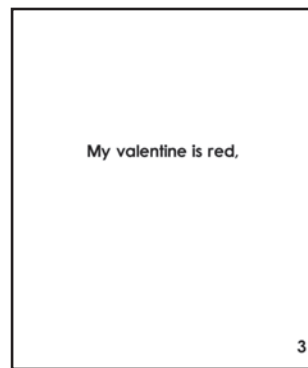
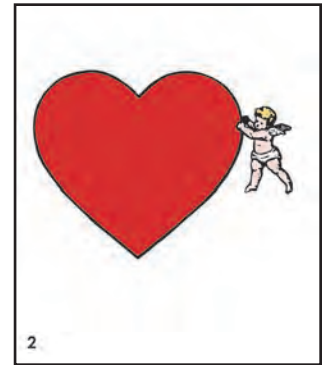
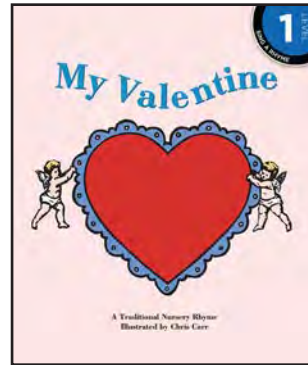
Show page 6.

Who is this boy and what is he doing?

Accept all reasonable responses.

Show page 8.

Who do you think this little girl is?



Wee Willie Winkie

In this section you will prepare students for *Wee Willie Winkie* before reading it to them.

Use Clues to Guess

Show the cover of the book.

What do you see on the cover of this book?

(A man running and the night sky.)

When does this story take place?

(At night.)

What clues help us know it is nighttime?

(The stars, moon, and Willie's nightgown and cap help us know it is nighttime.)

Let's look at the first page.

Show page 2.

Where is this man running?

(In a town.)

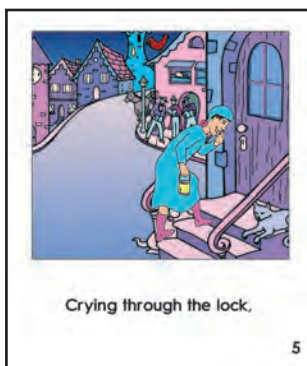
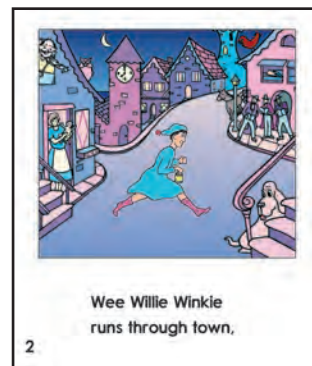
What clues tell us that he is in a town?

(Big streets, a clock tower, and apartment houses tell us that he is in a town.)

What do you think this man might be doing?

(He might be knocking on doors telling people something.)

Let's read to find out what this man is doing.



A-hunting We Will Go

In this section you will prepare students for *A-hunting We Will Go* before reading it to them.

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 nets and hiding in the bushes.)

Show page 3.

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

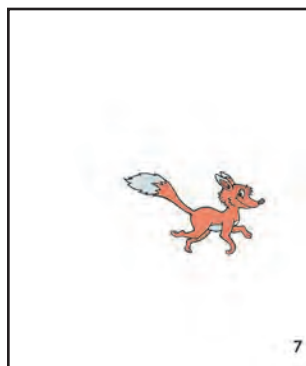
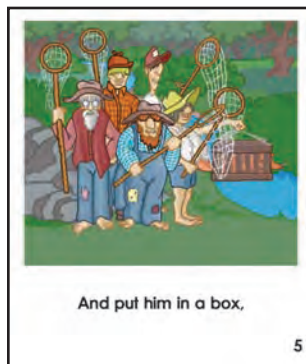
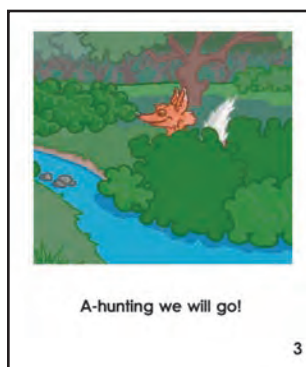
Show page 5.

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.



Yankee Doodle

In this section you will prepare students for *Yankee Doodle* before reading it to them.

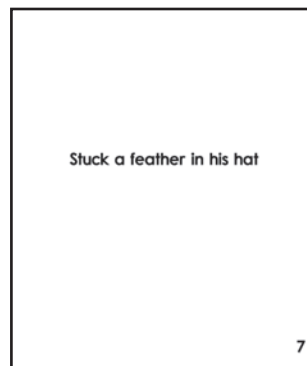
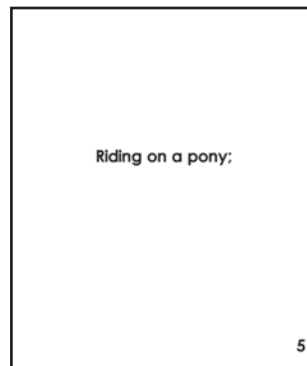
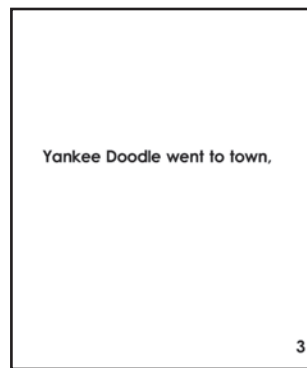
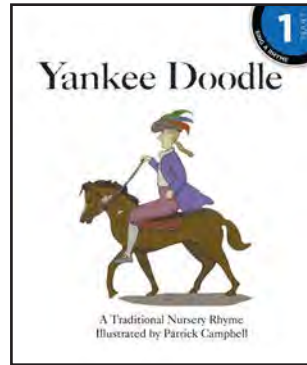
Use Clues to Guess

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.



Baby's Birthday

In this section you will prepare students for *Baby's Birthday* before reading it to them.

Peek at the Story

Hold up the book so students can see the cover.

This book is called *Baby's Birthday*. Can you guess who is having a birthday?

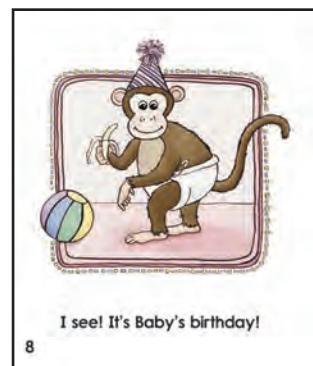
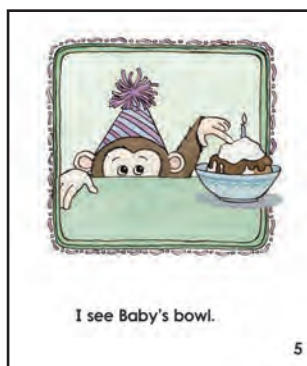
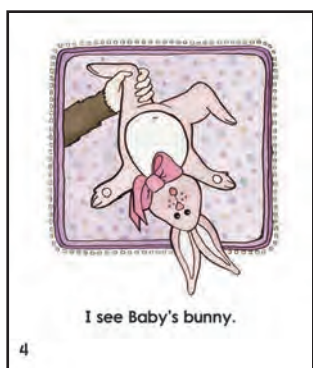
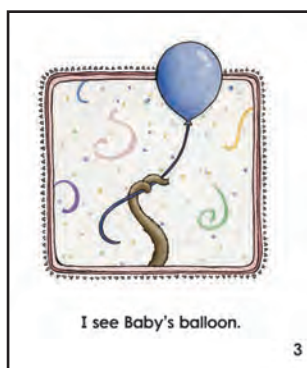
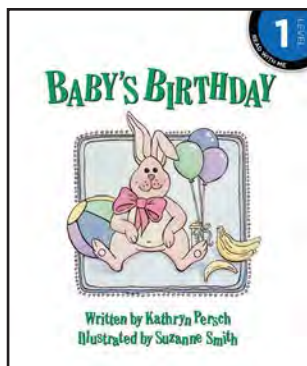
Accept all responses.

Let's take a peek inside.

Turn to pages 2 and 3.

Here's a hand pointing to a ball, and something is wrapped around a balloon. Can you tell what it is?

Accept all responses.



At Camp

In this section you will prepare students for *At Camp* before reading it to them.

Peek at the Story

Hold up the book.

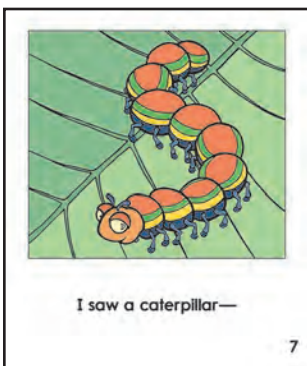
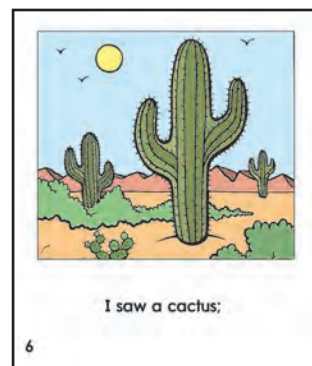
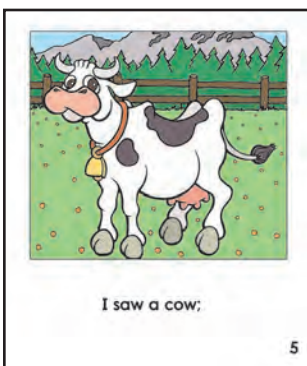
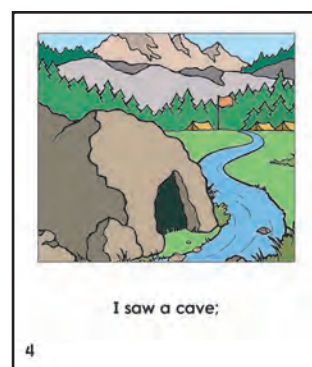
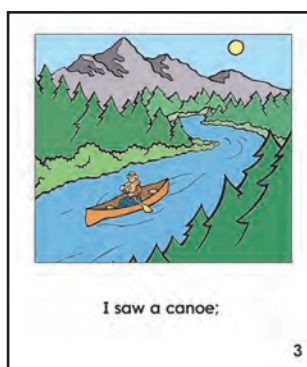
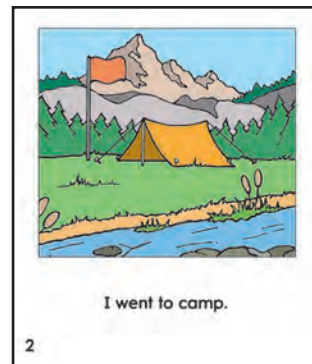
This is a book about a girl's trip to camp. She tells us about all the things she sees while she is there.

Look at these first two pages.

Show pages 2 and 3.

Here is her camp, and she sees a canoe. Can you guess what else she might see?

Accept all responses, then point out that since this is a book that teaches the letter C, all the things she sees begin with C and have the /k/ sound.



I Go...

In this section you will prepare students for *I Go...* before reading it to them.

Use Clues to Guess

Let's look at this story to make some guesses. It's called *I Go . . .*, and it is all about where a little girl goes. She is always with something that has a long tail.

Show pages 2 and 3.

Let's look at the first two pages and see if you can figure out what has such a long tail. Look! The tail has scales.

Show the points on the tail's scales.

Turn to page 4.

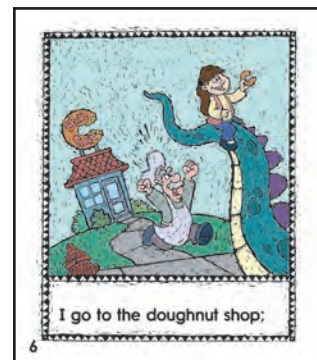
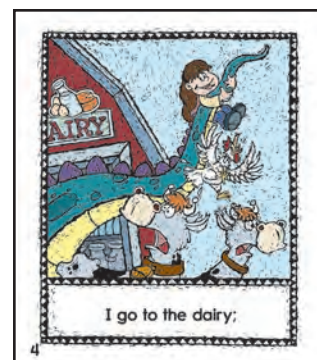
Look here on page 4. I can tell the other animals are afraid of it. Can you?

Show the picture on page 5.

Look how it made a big hole in the wall. Do you have any guesses about what it is?

Accept all responses.

Let's read the story and see if our guesses are right.



Eleven Elephants

In this section you will prepare students for *Eleven Elephants* before reading it to them.

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.

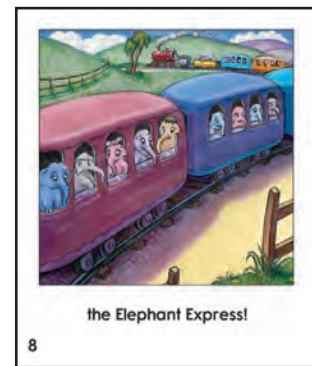
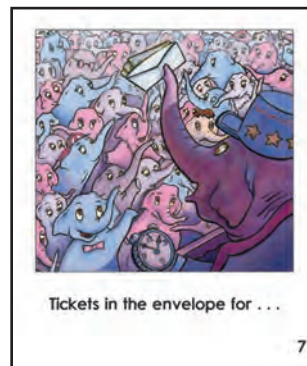
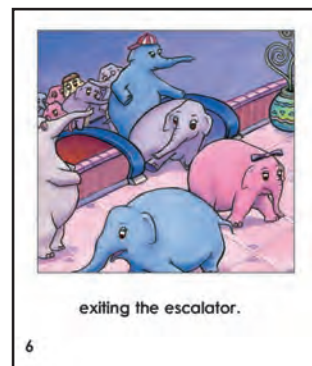
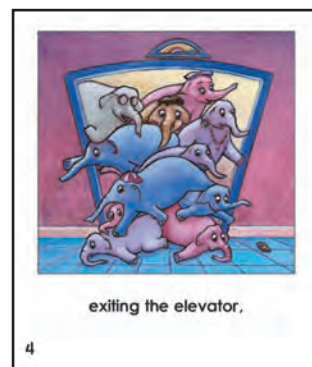
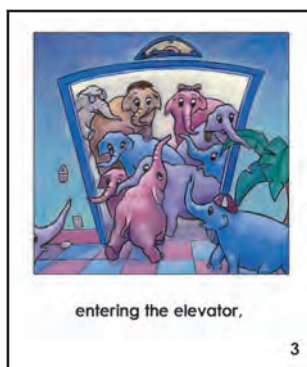
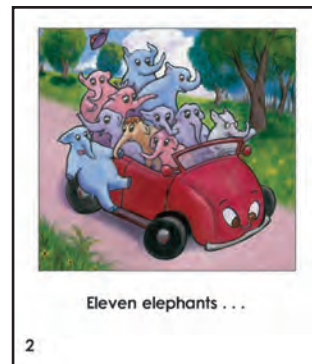
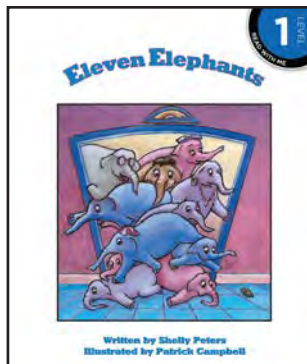
Where are the elephants going on these two pages?

(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.)



Go, Grasshopper!

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

Use Clues to Guess

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

Where do you think this grasshopper is going with this suitcase? Any guesses?

Accept all responses.

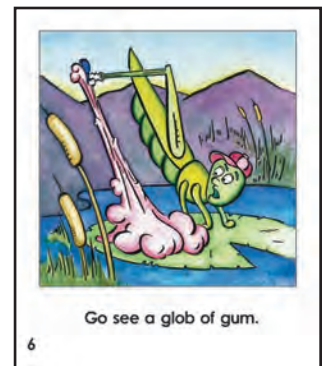
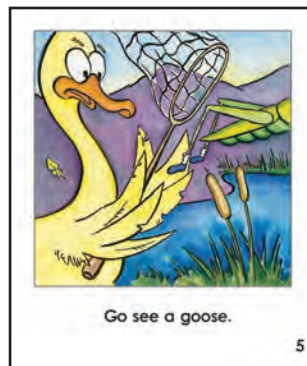
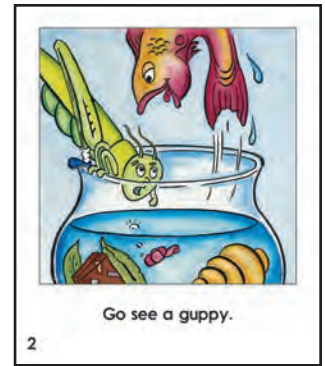
Let's see if we can find some clues from the first pages.

Show pages 2 and 3 and read the text on both pages.

Explain that a guppy is a very small fish, and that a gumbdrop is a candy.

Let's use the clues here and make a guess about the next pages. Does anyone have an idea where the grasshopper will go next?

If students' responses don't begin with G, point out that both guppy and gumbdrop begin with G, and direct them to think of things that begin with G.



Jumbled

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

Use Clues to Guess

Show the book and read the title.

Does anyone know what *jumbled* means?

(It means mixed up.)

Let's read the first few pages to find out what is jumbled or mixed up.

Show pages 2 and 3 and read the text on each page.

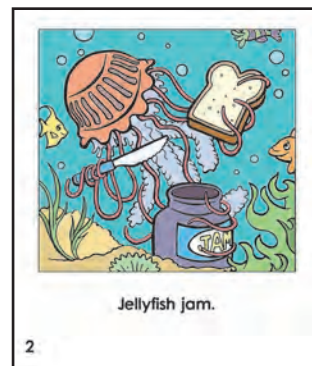
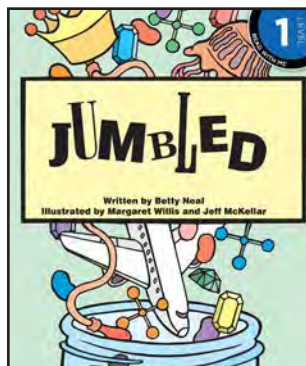
Did you notice anything strange on these pages?

(Everything starts with the letter J.)

We can get some clues from the cover about what might be on the other pages.

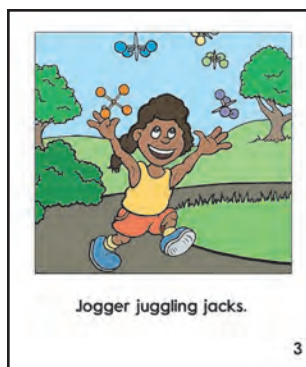
Show the cover and ask for ideas.

(Ideas might include: a jet, jewels, jelly beans, a jump rope, etc.)



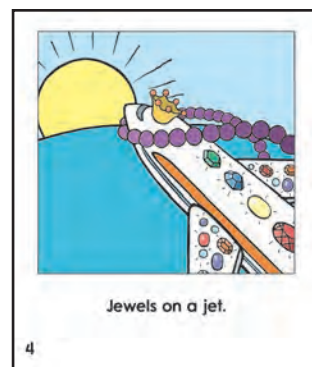
Jellyfish jam.

2



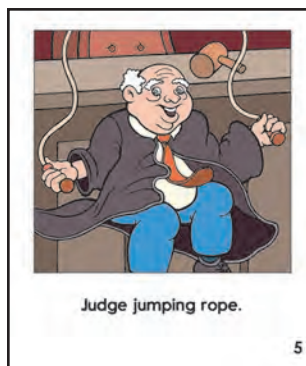
Jogger juggling jacks.

3



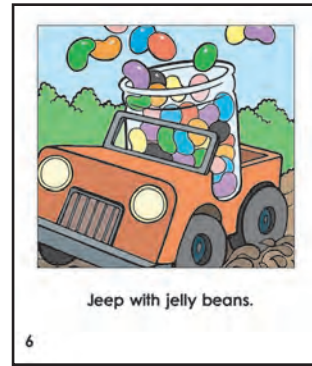
Jewels on a jet.

4



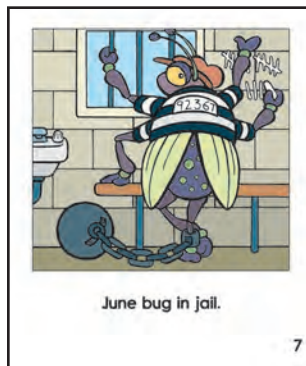
Judge jumping rope.

5



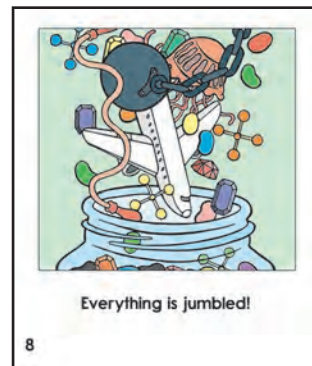
Jeep with jelly beans.

6



June bug in jail.

7



Everything is jumbled!

8

Here, Kitty, Kitty

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

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.



New

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

Peek at the Story

Show the cover and read the title.

I wonder what is new. Look at this picture on the cover. Does anyone know what kind of truck this is?

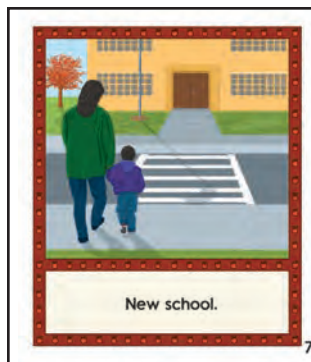
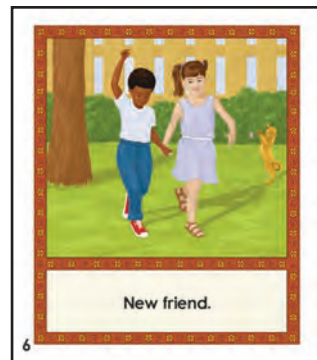
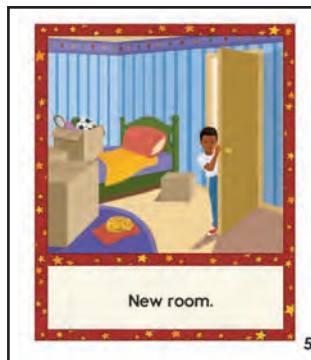
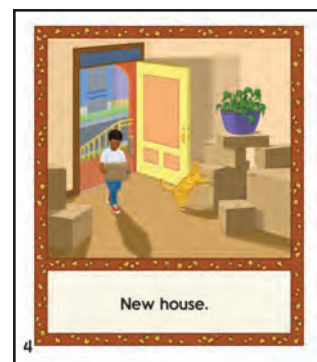
(It is a moving truck.)

What might be new for this boy?

(He might have a new house, a new neighborhood, or something similar.)

Let's peek inside at the first few pages.

Read pages 2 and 3.



Opposites

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

Peek at the Story

Maybe this story talks about things that are opposite. Let's open the book and see.

Show the title page.

Look at this title page. There's a picture of a huge sumo wrestler and a little girl. Are they opposite of each other?

Read page 2.

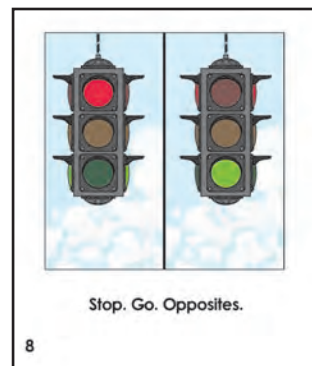
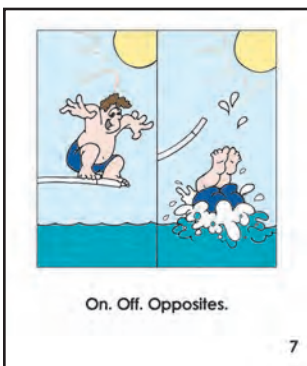
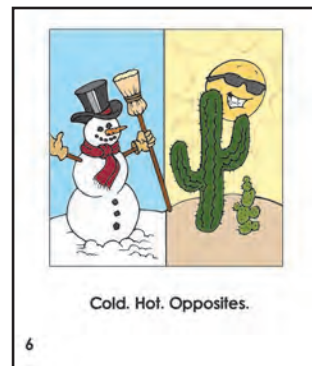
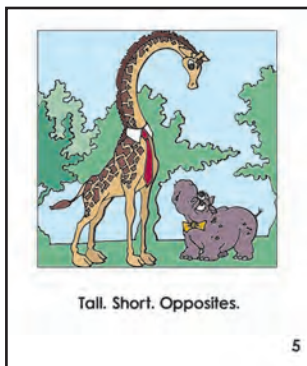
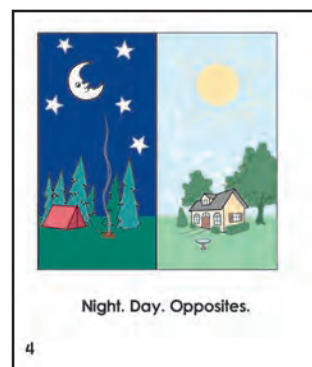
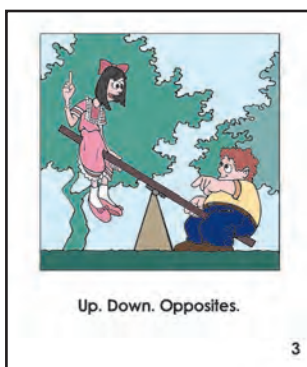
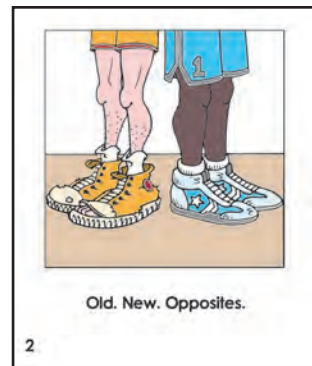
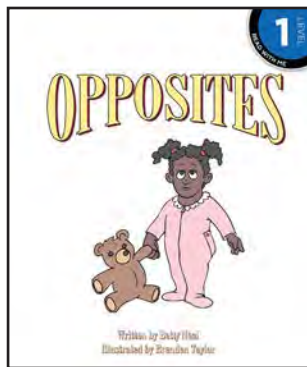
What's old?

(The shoes are old.)

Look at these shoes—they're falling apart. But these blue shoes are brand new.

Read page 3.

Up and down are opposites of each other.



The Quiet Book

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

Peek at the Story

Show the cover of the book.

Look at the picture on the cover of this book. Why do you think this is called *The Quiet Book*?

(A baby is sleeping in the book.)

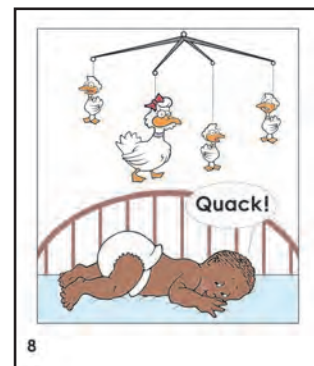
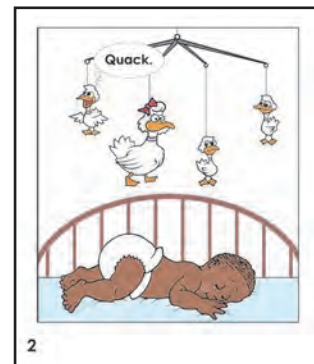
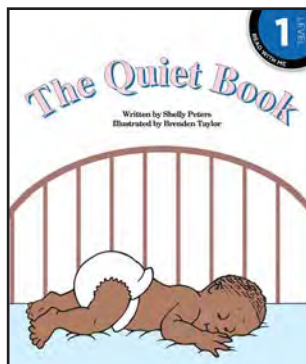
Let's look at the pictures on these pages.

Open the book to pages 2 and 3.

What's happening with the ducks on the mobile above the baby?

Show pages 4–7, and allow students to respond to the pictures.

Look at the faces of the ducks on the last page. Why do you think they looked surprised?



Rascal's Rotten Day

In this section you will prepare students for *Rascal's Rotten Day* before reading it to them.

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.)

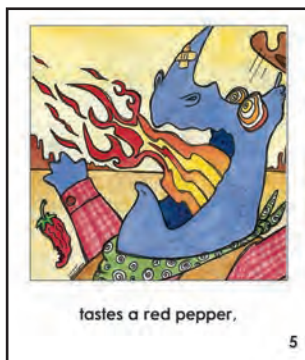
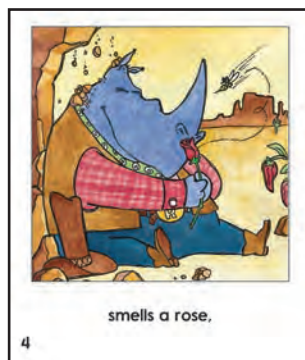
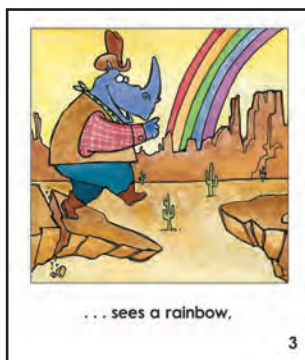
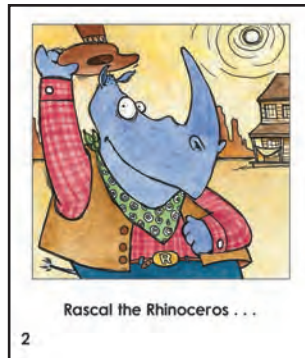
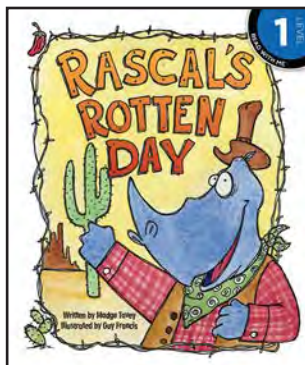
What bad-luck picture clues do you see on page 4?
(A bee is about to sting him and rocks are falling on him.)

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.)



Six Silly Sailors

In this section you will prepare students for *Six Silly Sailors* before reading it to them.

Peek at the Story

Show the cover of the book.

What kind of man do you see on the front of this book?
(A sailor is on the front of the book.)

Read the title of the book.

Let's look at the pictures to see why these sailors are silly.

Look at these two pages.

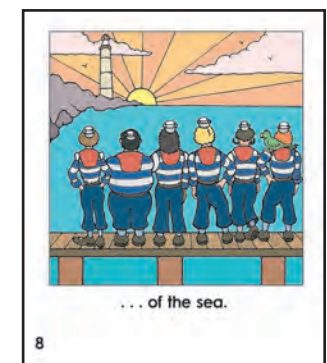
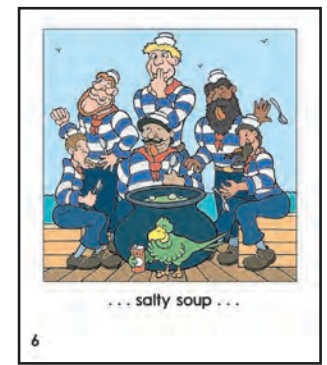
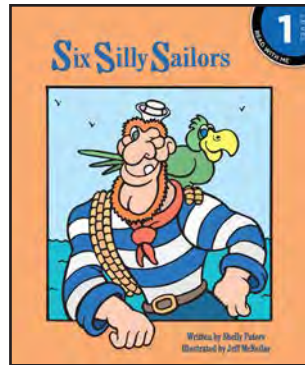
Show pages 2 and 3.

Are the sailors doing anything that makes them look silly?

(They all have needles and thread.)

Ask the same question for the remaining pages.

Accept all responses.



Family Vacation

In this section you will prepare students for *Family Vacation* before reading it to them.

Peek at the Story

Show the cover of the book.

What do you think the family is doing on the cover of this book?

Accept all responses.

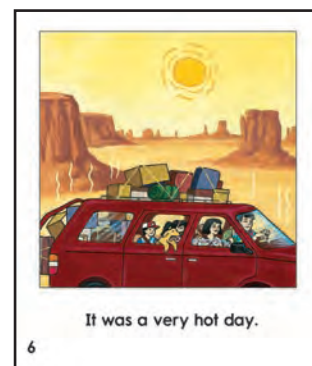
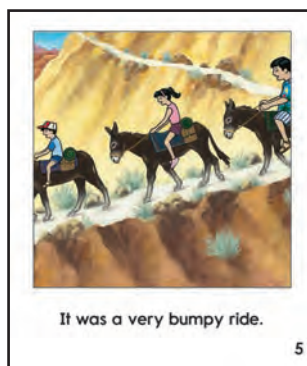
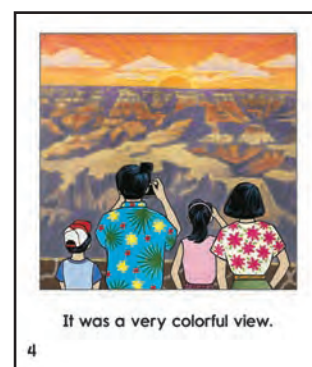
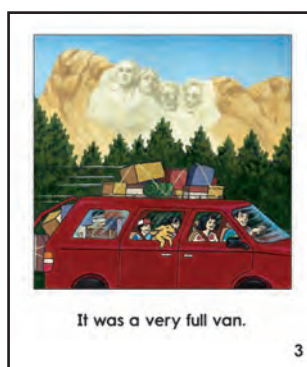
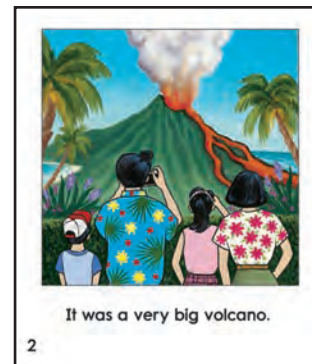
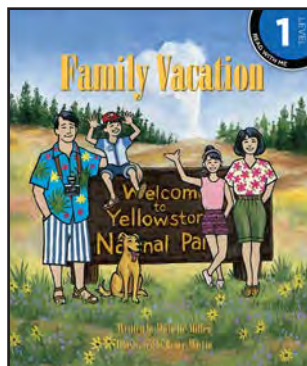
This book is called *Family Vacation*. Let's see if we can guess where this family went on their vacation.

Accept all responses.

Show page 8.

Look at the faces on the last page. How do you think each person is feeling?

Accept all responses.



Watch the Woolly Worm

In this section you will prepare students for *Watch the Woolly Worm* before reading it to them.

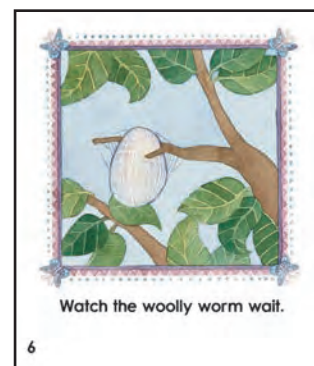
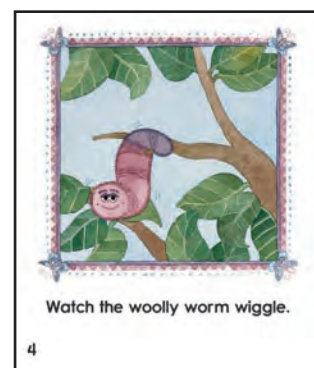
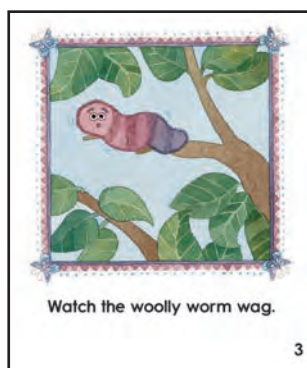
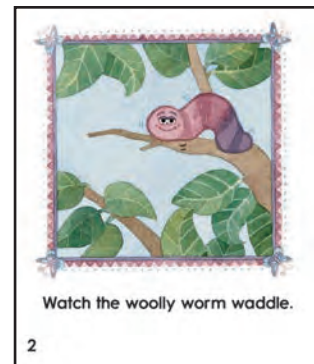
Use Clues to Guess

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.



Rex Is in a Fix

In this section you will prepare students for *Rex Is in a Fix* before reading it to them.

Use Clues to Guess

Show page 2.

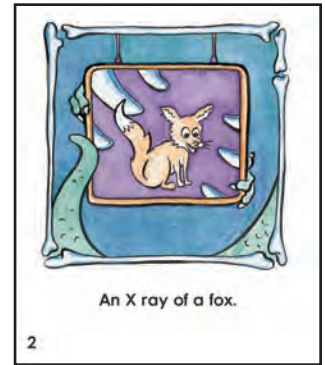
Rex is feeling sick.

He has an X ray to see why he is sick.

An X ray is a photograph taken by a machine that allows a doctor to see inside a body.

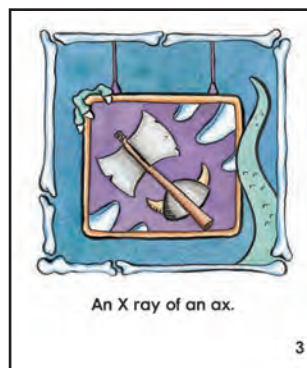
Let's look at the picture clues in the story to find out who Rex is and what the X rays show about why Rex is sick.

Show the pictures in the book. Accept all reasonable responses.



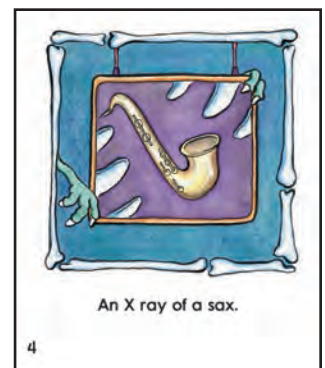
An X ray of a fox.

2



An X ray of an ax.

3



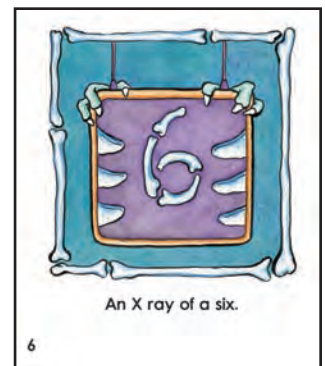
An X ray of a sax.

4



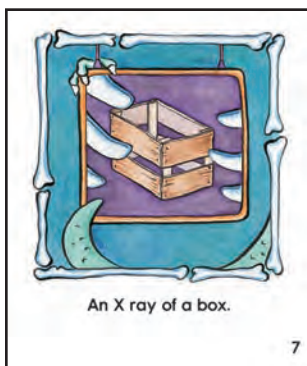
An X ray of an ox.

5



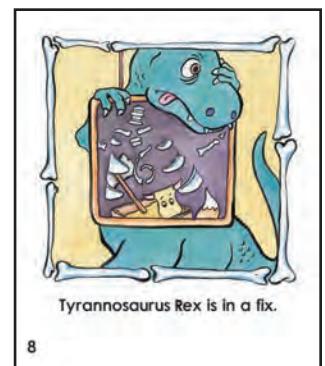
An X ray of a six.

6



An X ray of a box.

7



Tyrannosaurus Rex is in a fix.

8

The Zebra

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

Use Clues to Guess

Show and read page 3.

From the picture clues, what do you think are zigzags on the zebra?

(The blue stripes are zigzags.)

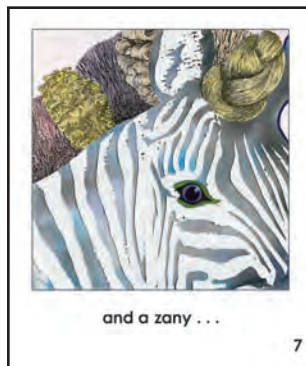
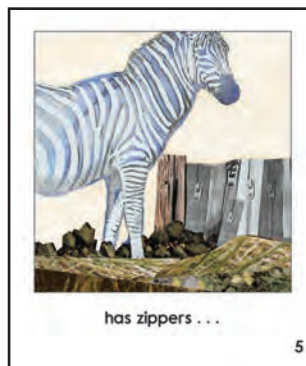
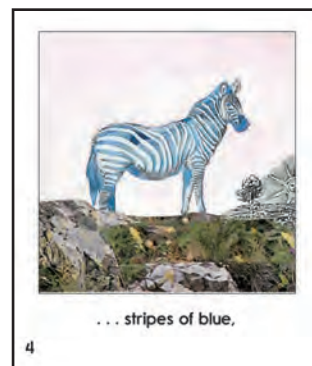
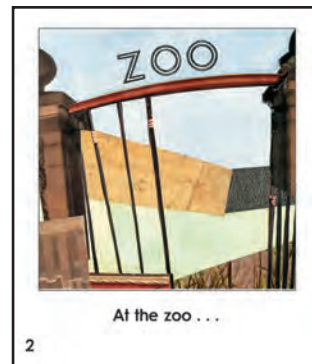
Show and read page 5.

Where could this zebra have zippers?

Show and read page 7.

The word *zany* means comical or clownish.

From the picture clue, what could be zany on this zebra?



My Super Sticky Sandwich

In this section you will read the story *My Super Sticky Sandwich* and follow up with a discussion to build comprehension.

Peek at the Story

Look at the picture on the cover. What kind of sandwich do you see here?

Why is there so much peanut butter on this sandwich?

Find an Answer

What did the boy get to make a sandwich?
(He got peanut butter, jelly, and bread.)

What is the problem with this sandwich? How much peanut butter does the boy put on the sandwich?
(He put too much peanut butter on the sandwich.)

Read page 5.

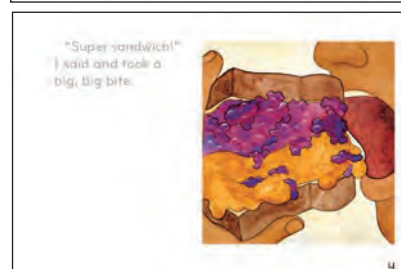
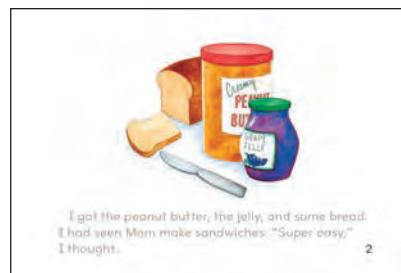
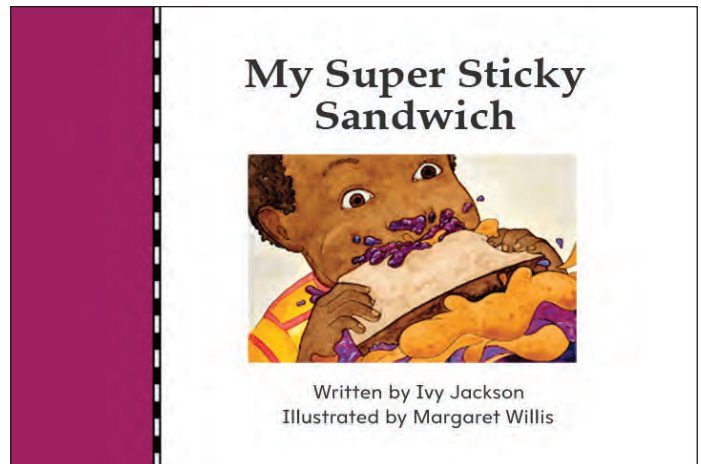
What do you think happened here?
What stuck to the boy's nose?
(Jelly stuck to his nose.)

Why can't the mother understand Sammy?
(The peanut butter is so sticky he can't open his mouth.)

How does Sammy solve the problem?
(He drinks milk.)

Show page 10.


What do you think Dad is saying to Sammy in this picture?
(That's a big sandwich.)
Why did he want to make a smaller sandwich?
(So it wouldn't be too big for him.)



Jelly SQUISHED out and up. Jelly SQUISHED out and down. Jelly SQUISHED all over my nose. The peanut butter stuck to the top of my mouth.



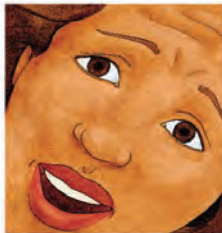
5




Just then Dad came home from work. "Hi, Sammy," he said. "What did you do today?" "Mmmph!" I said. I couldn't open my mouth.

6

Mom came into the kitchen. "Can I help you, Sammy?" she asked. "Mmmph!" I answered. "I can't understand a word!" my mother said.




7



I tried to think of what to do. Then I had an idea. I got some milk and poured a glassful. Slowly I drank it.

8

I opened my mouth and smiled. "My mouth was stuck," I said. "It was the peanut butter. I couldn't say one word. What a sandwich!"




9

Dad picked up my sandwich. "I made it myself," I said. "It's a big sandwich," Dad said. "REALLY big," said Mom.




10



"You can have it," I said. "I'll make another sandwich, a smaller one, just my size." And I did.

11

The End



12

José Three

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

Peek at the Story

Who do you think these three people are?

Show the cover.

What is something they might like to do together?

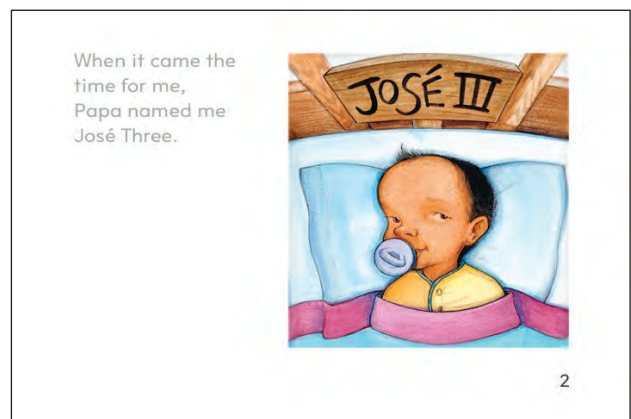
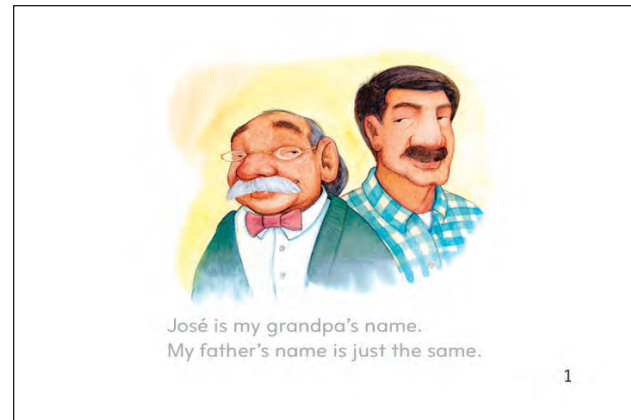
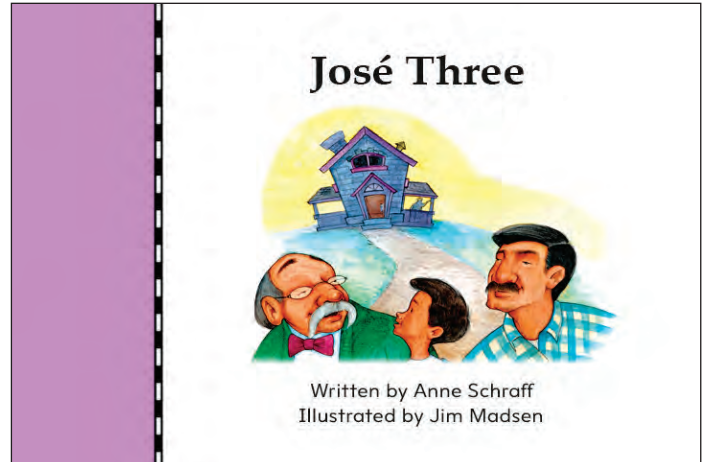
Let's read *José Three*, written by Anne Schraff and illustrated by Jim Madsen.

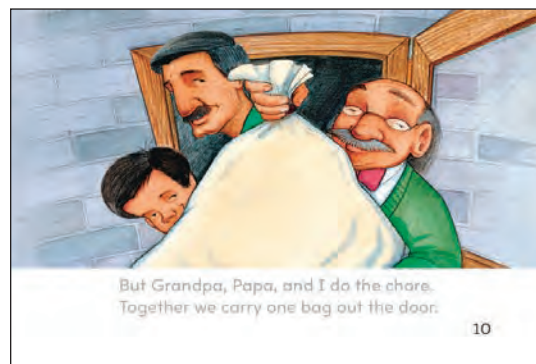
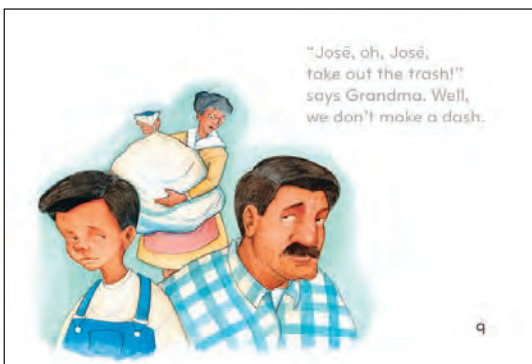
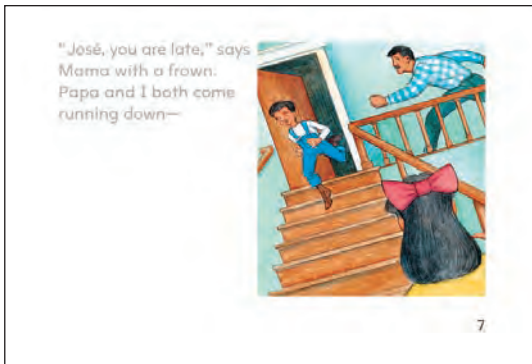
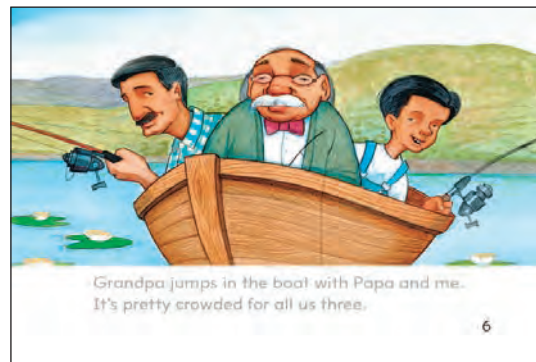
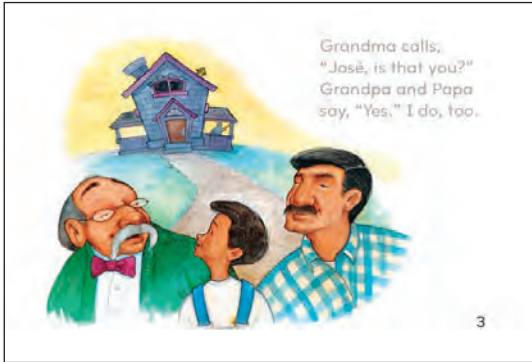
Show pages 5, 6, and 10.

What are some things that Grandpa, Papa, and José do together?

(Go fishing, chores, etc.)

Why is it confusing to have José One, Two, and Three?



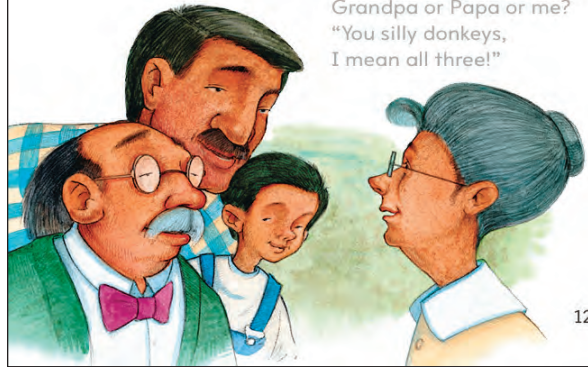


"I love you, José,"
Grandma says
with a smile.
We all come running
from as far
as a mile.



11

Does Grandma mean
Grandpa or Papa or me?
"You silly donkeys,
I mean all three!"



12



It gets very confusing,
And sometimes amusing,
To live in a house with José One, Two, and Three.
But I'm very glad to be me.

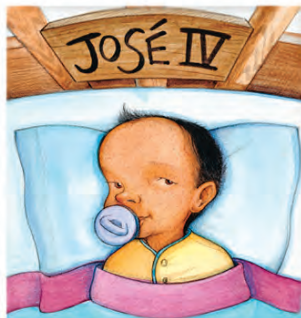
13

José is a good name.
I like it just fine.
I'm very happy this
name is mine.



14

When I grow up
and have one son
or more,
The very first one
will be called
José Four.



15

The End



16

Ooey, Gooley Mud

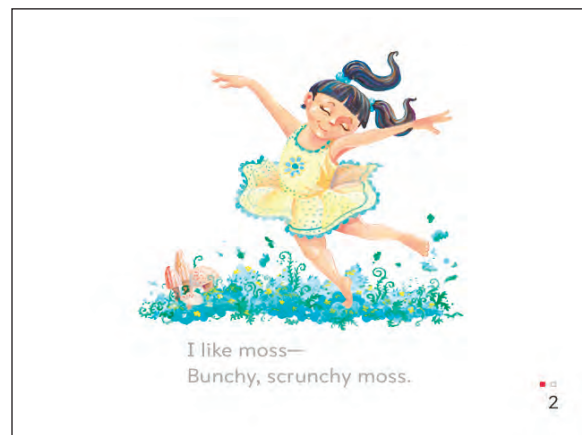
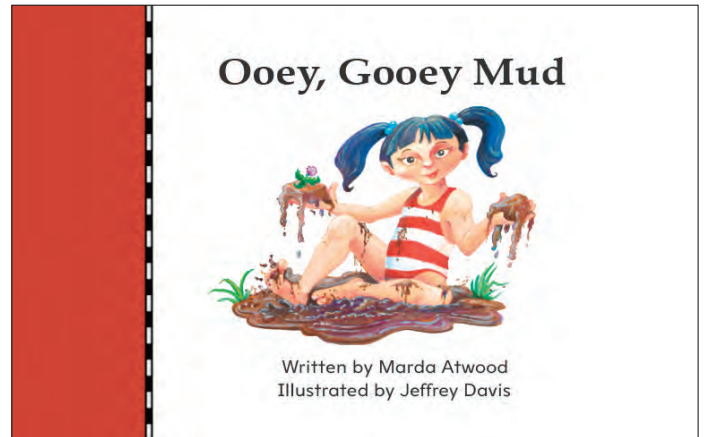
In this section you will read the story *Ooey, Gooley Mud* and follow up with a discussion to build comprehension.

Use Clues to Guess

Look at the cover. What is this girl doing? What time of year do you think it is?

Look at the picture on page 1. What is the girl playing in?
(*She is playing in mud.*)

How do you think she describes the mud?
For each page, ask the students to look at the pictures and explain how they would describe the images.





I like grass—
Itchy, scratchy grass.

3



I like jam—
Sticky, drippy jam.

4



I like water—
Clear, cool water.

5



I like hugs—
Friendly, loving hugs.

6



I like stars—
Shining, sparkling stars.

7

The End



8

The Alligator in the Library

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

Peek at the Story

We can take a peek to see what this book is about. As I go through the pages, look at the pictures. What do you think the book is about?

Show page 2.

Look, the alligator went into the elevator. Did the mom see the alligator?

(She didn't see the alligator.)

Do you think they will find some books to take home?

Show page 3.

Where are they going now?

(They are going downstairs.)

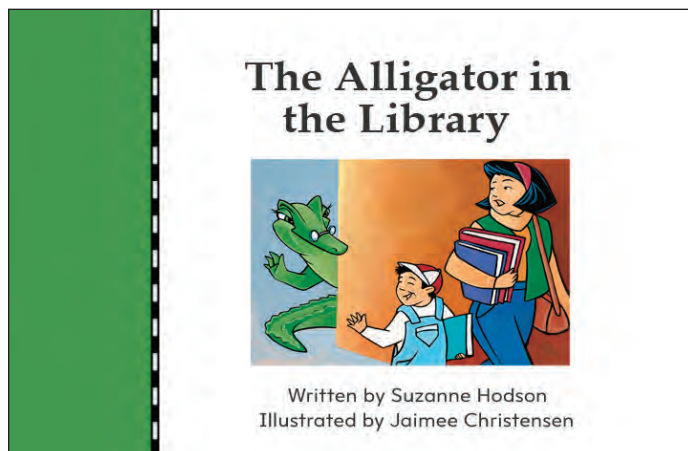
What is the alligator doing in the library?

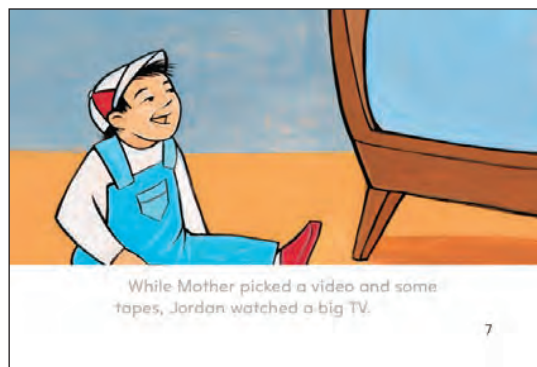
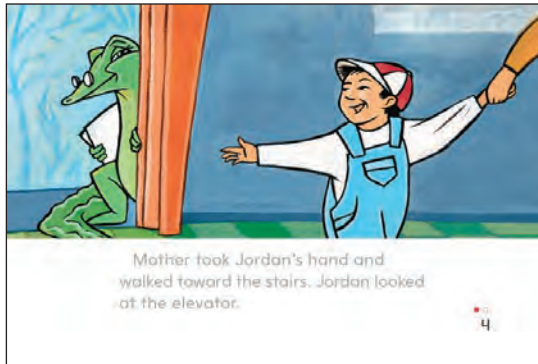
(The alligator is reading.)

Does the little boy get to go in the elevator?

(No, he doesn't get to ride the elevator.)

What do you think happened?





Lost Socks

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

Use Clues to Guess

Look at the cover of this book. There is a ship with a pirate on it. What kind of a pirate is that?

(It's a sock pirate.)

Where are the socks?

(The socks are on the moon and at a party.)

What do you think the socks are looking for?

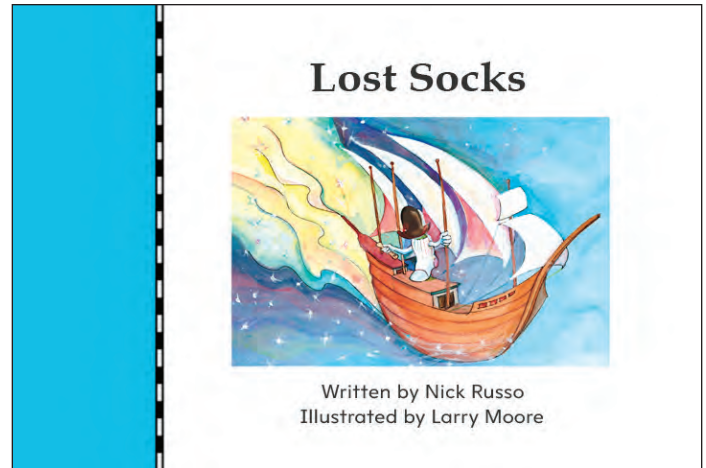
Are these real socks?

(They aren't real socks.)

How do you know?

(Real socks don't eat food.)

Allow students to provide other answers.





Do they go for a snack
and never come back?

3



Do they go on a trip
in a magical ship?

4



Do they go to the moon
in a yellow balloon?

5



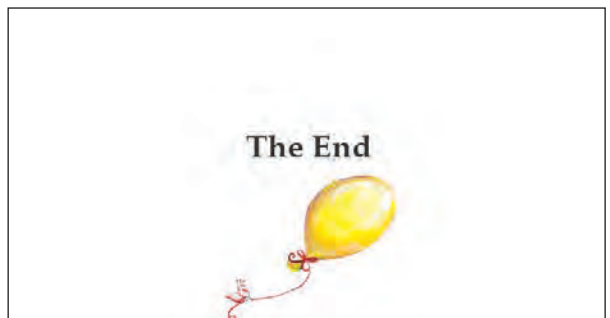
Do they go to a party
with a monster named Marty?

6



Where do lost socks go?
Do you know?

7



The End

8

With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

My Super Sticky Sandwich and Lumpy Mush

In this section you will read students *My Super Sticky Sandwich* and *Lumpy Mush*. Follow up with a discussion to build comprehension.

Compare and Contrast

After reading both stories, model the following comprehension strategy.

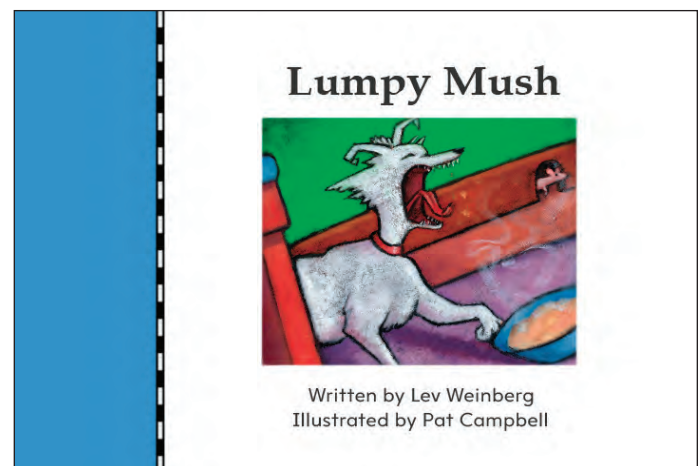
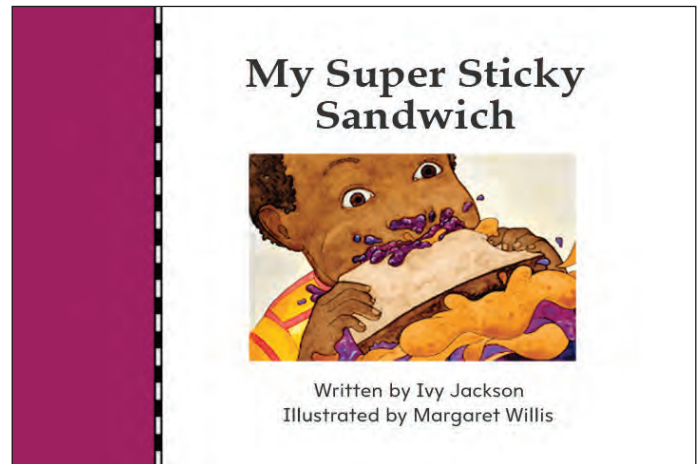
The characters in these stories each have a problem.

How are their problems similar?

How are they different?

How do the characters solve their problems?

What are the similarities and differences in the kinds of food in the two stories?



Lost Socks and Play Ball

In this section you will read students Lost Socks and Play Ball. Follow up with a discussion to build comprehension.

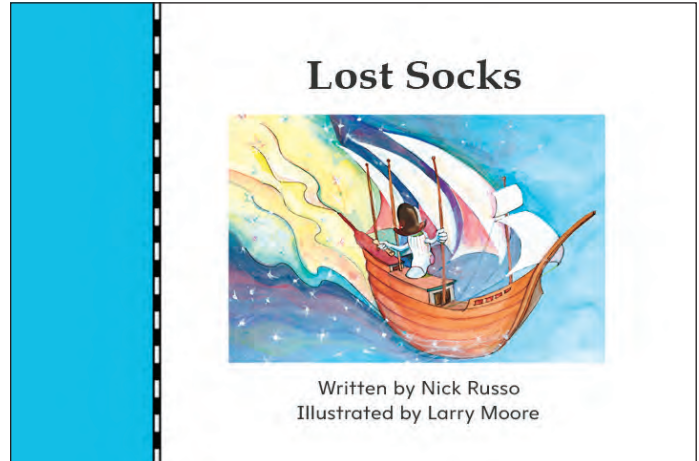
Compare and Contrast

After reading both stories, model the following comprehension strategy.

In each book, something is lost. What is it?
What happens to the lost things?

In both books, some things happen that are real and some that are not real. What happens in these books, and how can you tell if it is real or not real?

How are the books similar? How are they different?



At Camp and Family Vacation

In this section you will read students *At Camp* and *Family Vacation*. Follow up with a discussion to build comprehension.

Compare and Contrast

After reading both stories, model the following comprehension strategy.

The characters in these stories each have a problem.

How are their problems similar?

How are they different?

How do the characters solve their problems?

