

# Quack, Quack, Quack

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

## Peek at the Story

Show the cover of the book.

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

What kind of a sound does it make?

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

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

## Sum Up

Where did this story take place?

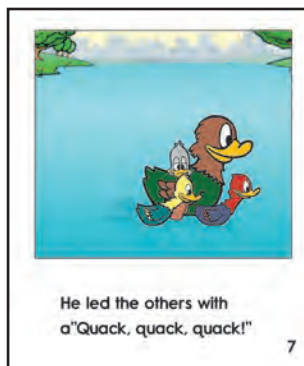
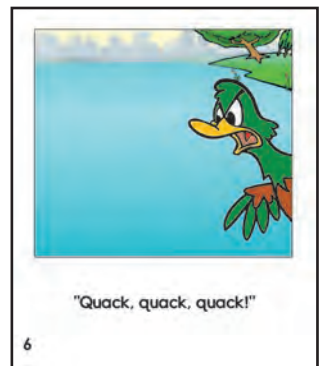
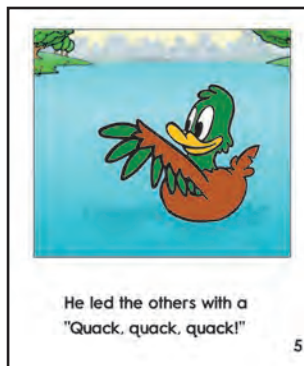
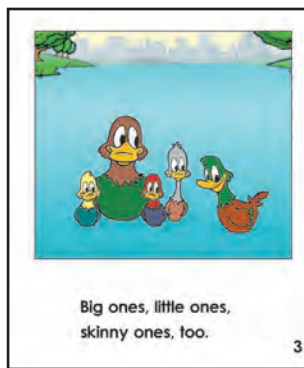
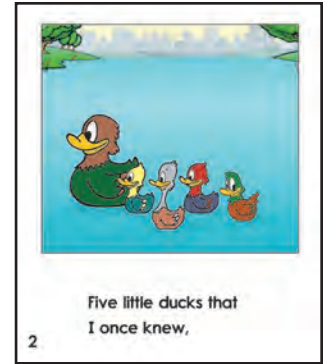
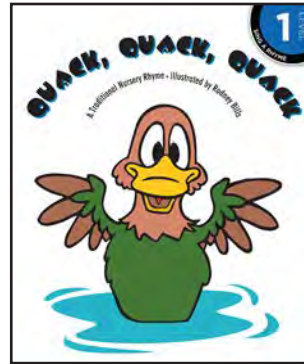
(In a lake.)

How many ducks were in this story?

(Five.)

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

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



# The Quiet Book

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

## Check My Guess

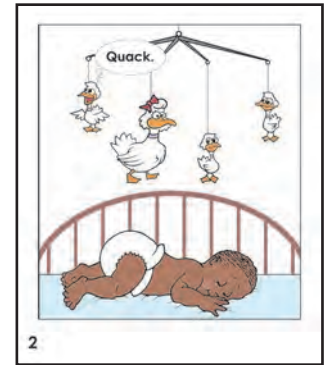
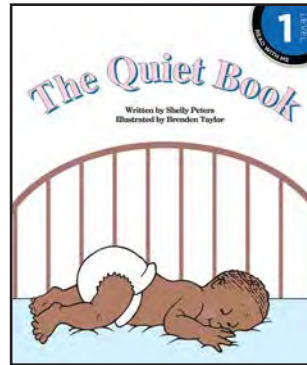
What was the mother duck on the mobile trying to do throughout this story?

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

Why were the ducks so surprised at the end?

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

Did you guess right?



## Little Rabbit

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

### Peek at the Story

Show the cover of the book.

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

What kinds of vegetables is he holding?

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

### Sum Up

What does this little rabbit look like?

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

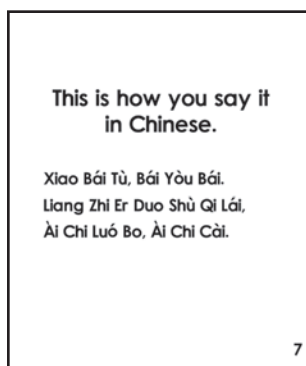
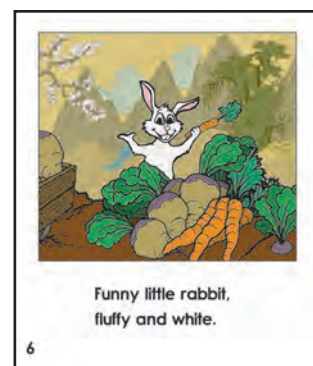
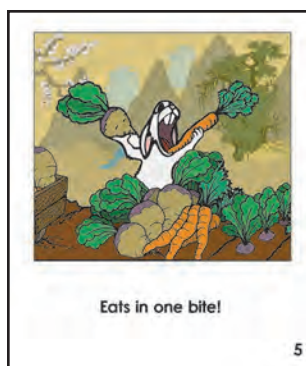
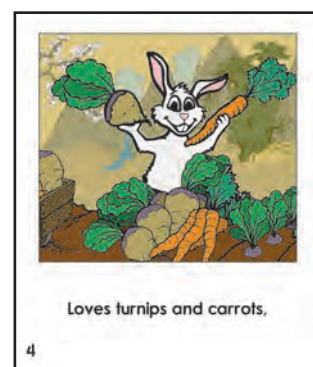
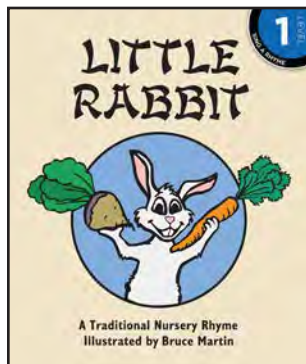
What did he eat?

(He ate carrots and turnips.)

I'm going to read page 4 again.

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

(The word loves.)



## Rascal's Rotten Day

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

### Use Clues to Guess

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

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

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

(The rock Rascal is standing on is breaking.)

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

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

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

(A red hot pepper burns his mouth.)

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

(He meets a rattlesnake.)

What about page 7?

(He is poked by cactus needles.)

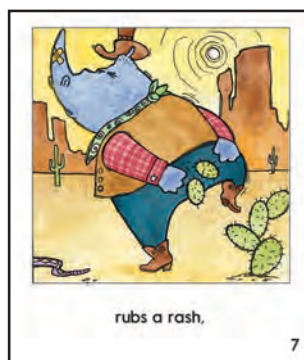
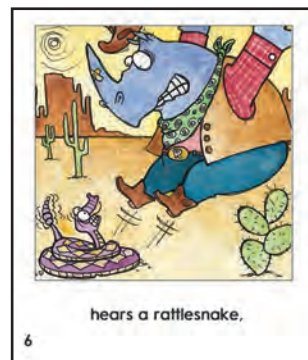
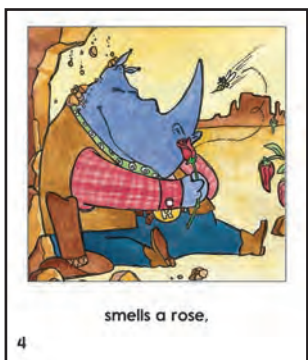
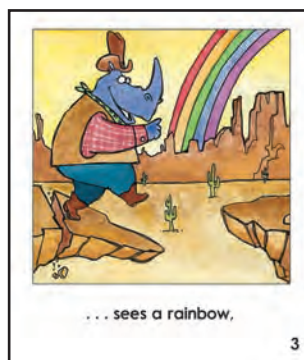
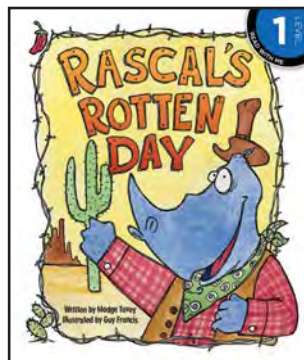
How does Rascal look on the last page?

(He is happy because he is resting.)

### Check My Guess

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

Ask what kind of bad luck happened on each page.



## Eensy, Weensy Spider

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

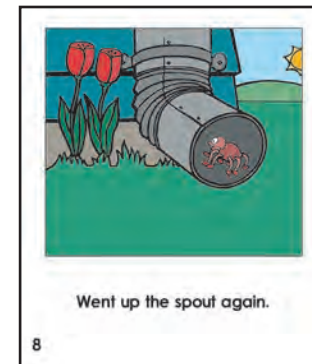
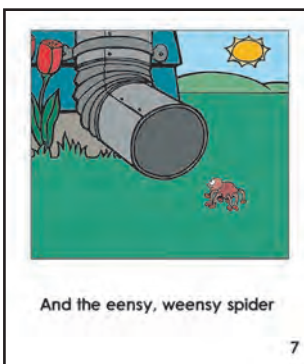
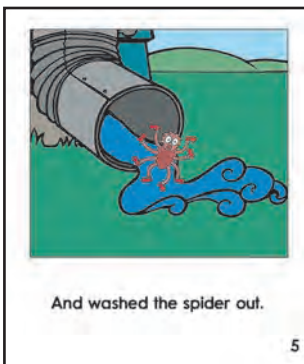
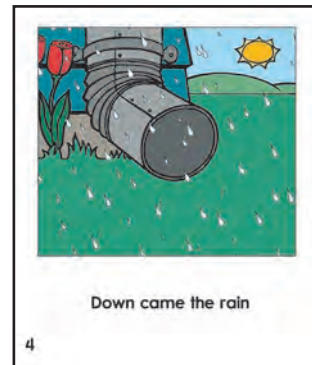
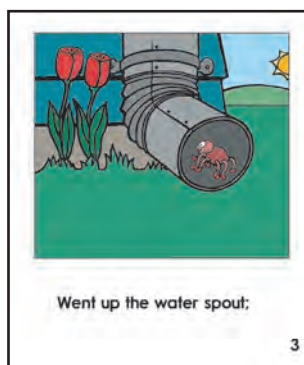
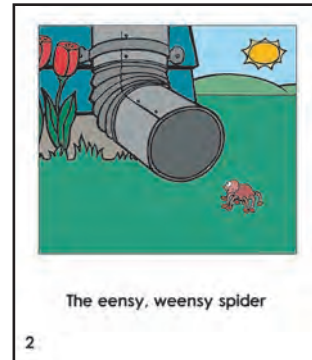
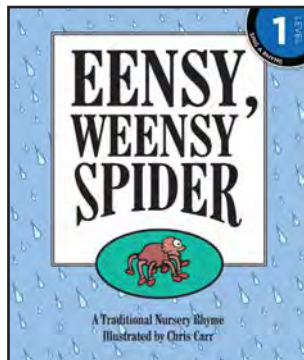
### Build Knowledge

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

### Check My Guess

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

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



# Six Silly Sailors

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

## Sum Up

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

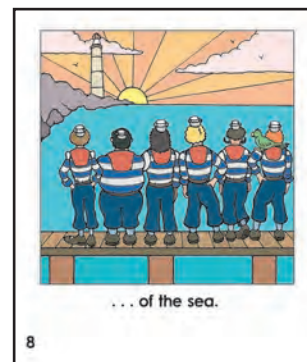
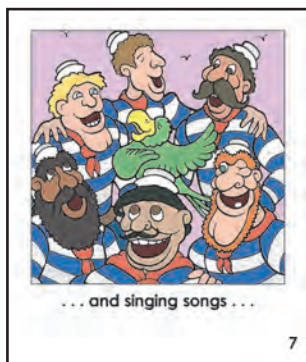
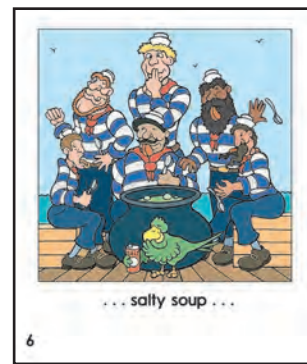
*(They were sewing seven socks.)*

What did they do next?

*(They sipped salty soup.)*

What did they do last?

*(They sang songs about the sea.)*



# Tortillas, Tortillas

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

## Build Knowledge

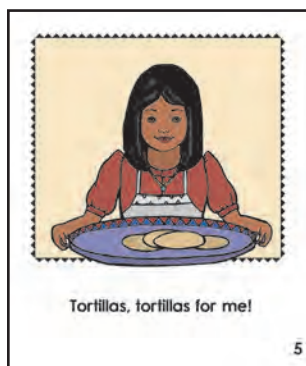
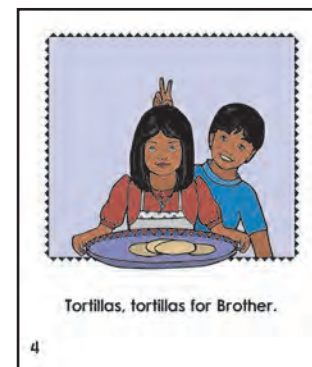
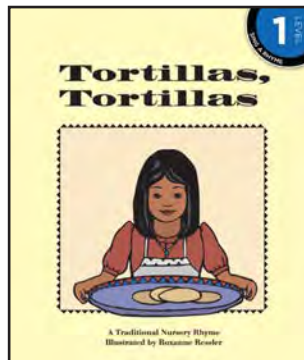
A tortilla is a thin, round, flat bread. Tortillas are usually made from flour or corn meal. They are a common food in Mexico. People in the United States and other countries also eat tortillas.

Let's look at page 7. Notice how the words are written in Spanish.

*Point out the Spanish words. Demonstrate how they are pronounced, and explain what they mean in English.*

## Sum Up

Who did the little girl give the tortillas to?  
(She gave them to Mother, Father, Brother, and herself.)



This is how you say it in Spanish.

Tortillas, tortillas  
para mamá.  
Tortillas, tortillas  
para papá.  
Tortillas, tortillas  
para hermano.  
Tortillas, tortillas  
para mí!

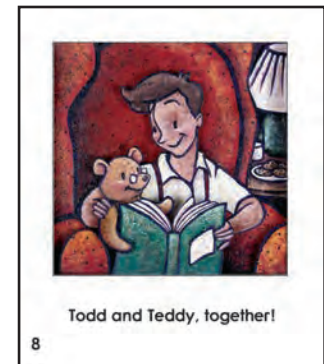
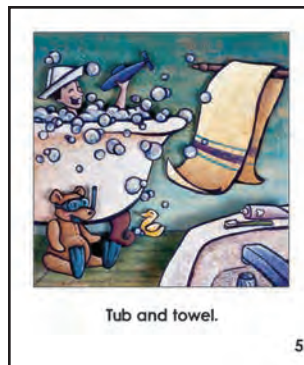
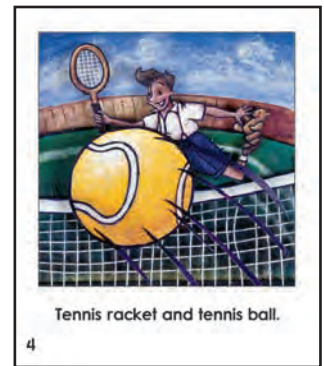
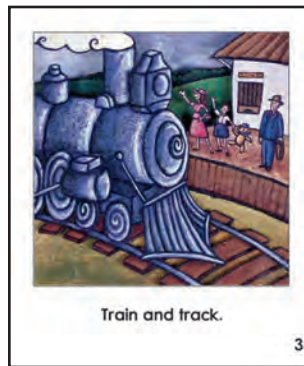
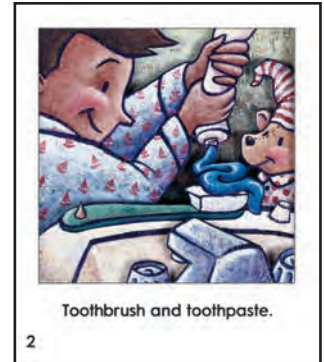
# Together

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

## Sum Up

Let's sum up all the things that go together. Who can think of one?

*(Things in the book that go together include: a toothbrush and toothpaste, a train and a track, a tennis racket and a tennis ball, a tub and a towel, a tulip and a tiger lily, a trumpet and a trombone, Todd and Teddy.)*  
If students have trouble remembering some pairs, show the page with the forgotten pair.





# The Bus

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

## Sum Up

What were the people in this story riding?

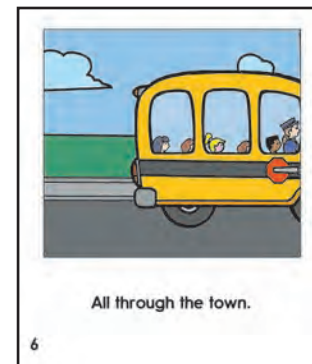
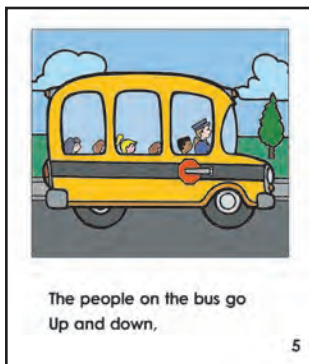
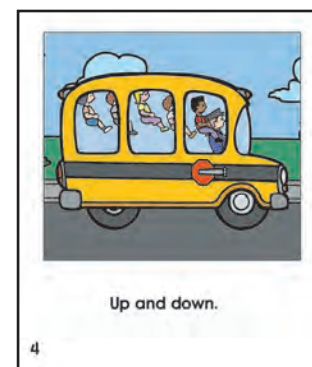
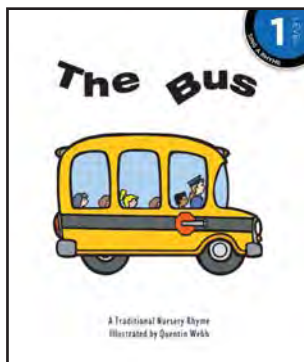
*(They were riding a bus.)*

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.)*



# 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.

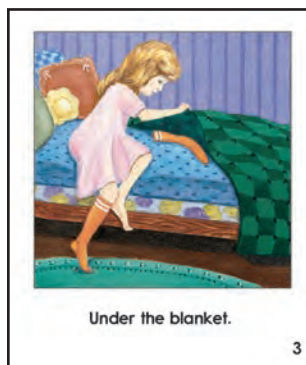
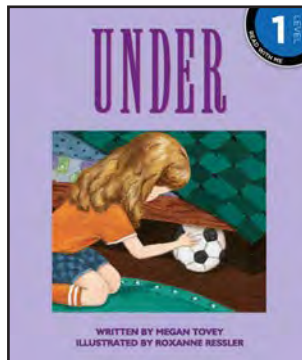
## Check My Guess

How did we do? We guessed that every page would begin with *under*. Were we right?

(Yes.)

Many times you can see a pattern in the books you read.

That makes reading easier.



## My Valentine

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

### 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?

### Sum Up

What were the two colors of the valentine in this story?

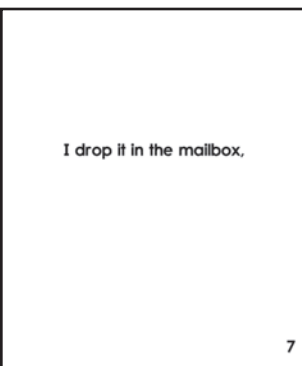
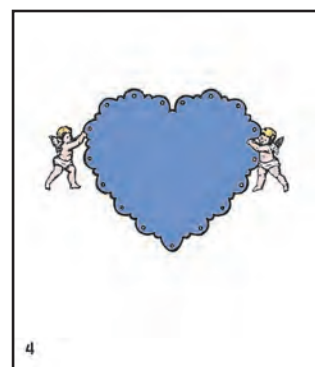
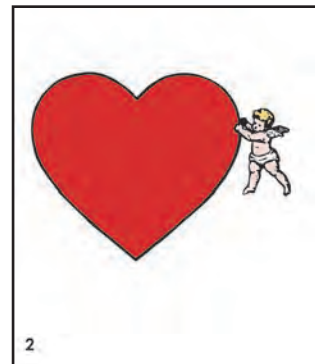
*(The colors were red and blue.)*

Where did the valentine get dropped so it could be sent?

*(It was dropped in a mailbox.)*

Who did the valentine go to?

*(It was sent to you.)*

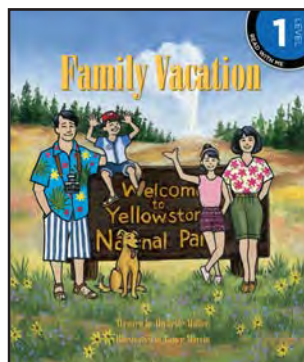


# Family Vacation

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

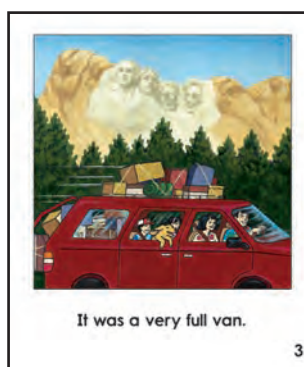
## Connect to Me

Have you been on a family vacation?  
Where did you go?  
What was your favorite part of the vacation?  
Was there any part of your vacation that you didn't like?  
*Accept all responses.*



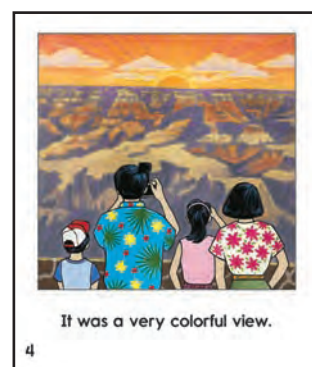
It was a very big volcano.

2



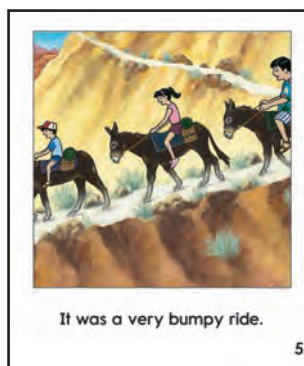
It was a very full van.

3



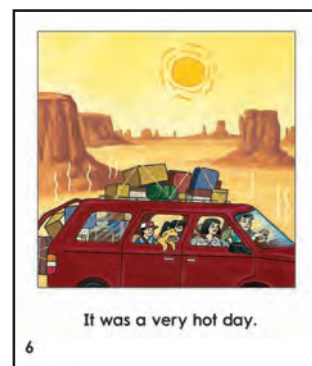
It was a very colorful view.

4



It was a very bumpy ride.

5



It was a very hot day.

6



It was a very fun visit.

7



It was a very long vacation.

8

## Wee Willie Winkie

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

### 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.

### Check My Guess

When did this story take place?

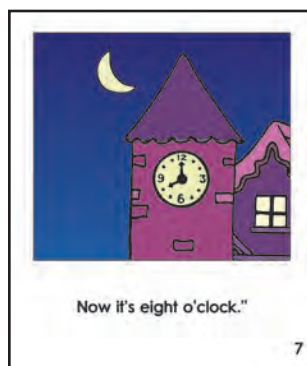
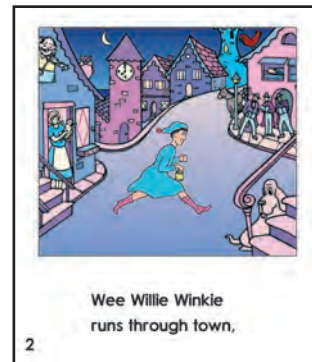
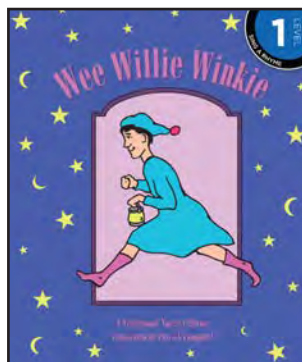
*(It took place at night.)*

Where was Willie running?

*(He was running in the town.)*

What was Willie doing?

*(He was rapping at the windows, crying through the locks.)*



## 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.

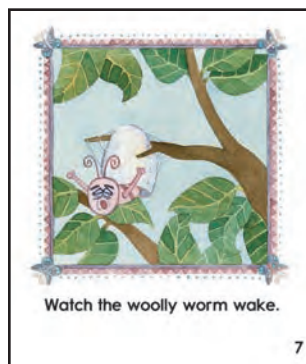
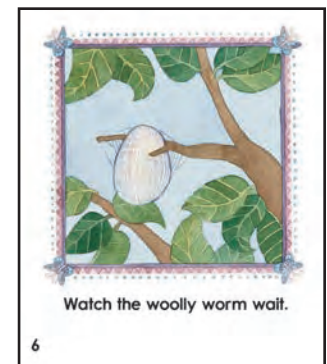
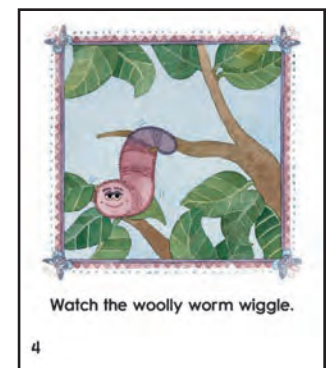
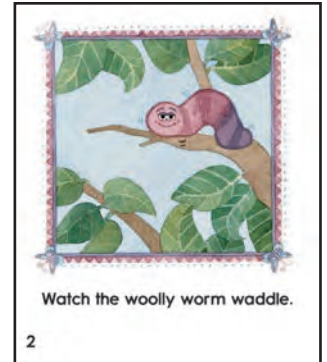
### Check My Guess

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 prepare students for *A-hunting We Will Go*, read it to them, 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 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.*

### 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?

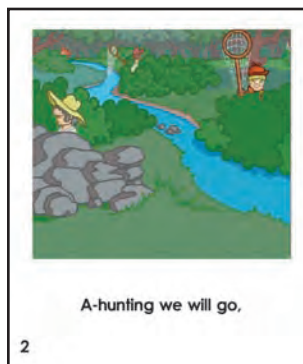
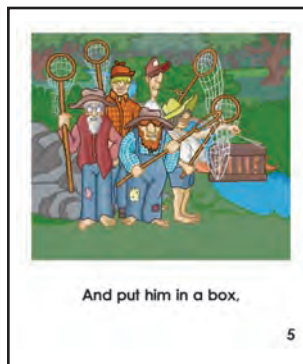
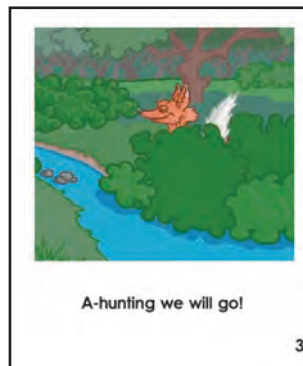
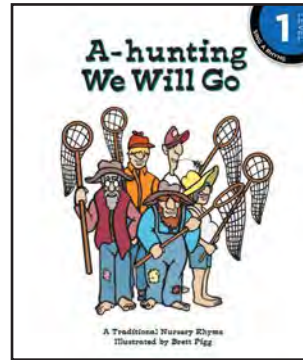
*(They caught it and put it in a box.)*

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.

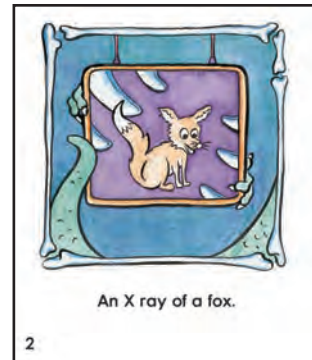
### Check My Guess

Who is Rex?

(A *Tyrannosaurus rex* dinosaur.)

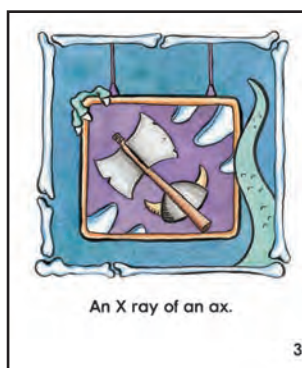
Why is he sick?

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



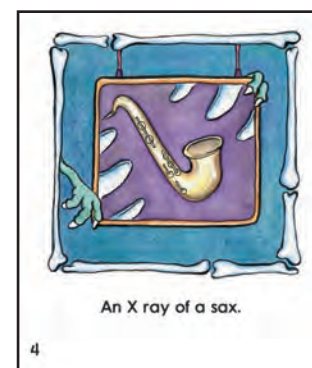
An X ray of a fox.

2



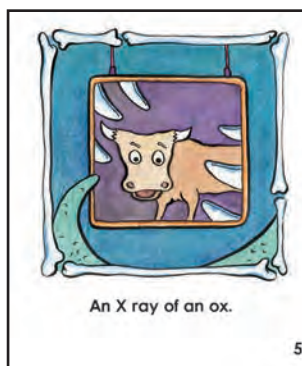
An X ray of an ax.

3



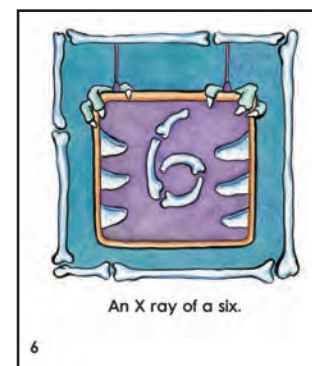
An X ray of a sax.

4



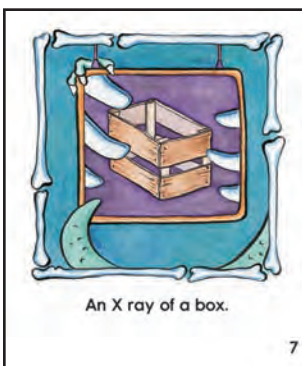
An X ray of an ox.

5



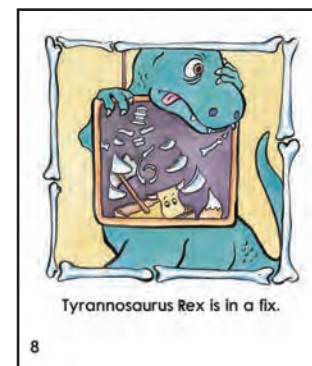
An X ray of a six.

6



An X ray of a box.

7



Tyrannosaurus Rex is in a fix.

8



# 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.

## Build Knowledge

*Macaroni* in this rhyme is not the same as the macaroni and cheese that we eat. *Macaroni* in this story means a man from England who lived long ago, and dressed very nicely.

## Sum Up

What was the name of the man in this story?

*(His name was Yankee Doodle.)*

What was he riding?

*(He was riding on a pony.)*

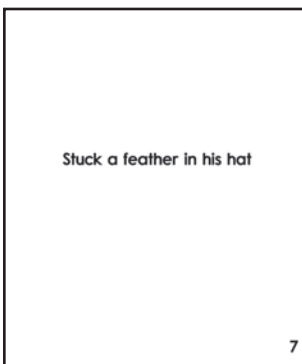
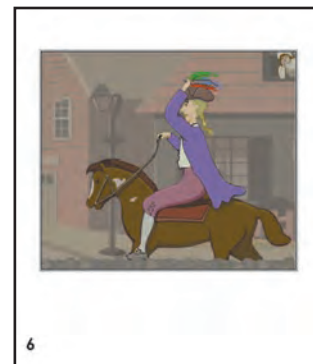
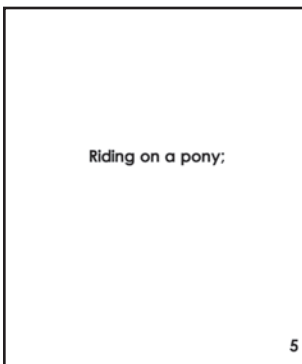
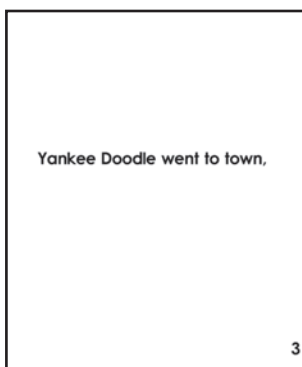
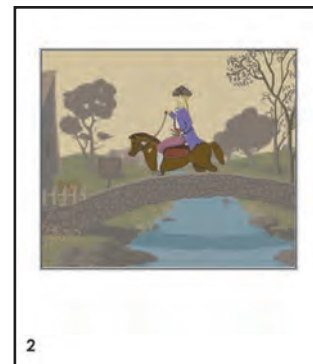
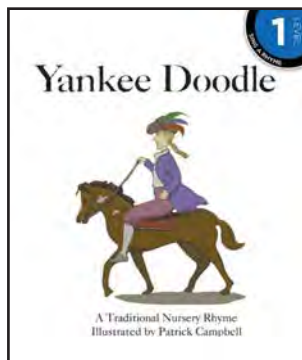
Where was he going?

*(He went to town.)*

What did he do?

*(He stuck a feather in his hat and called it macaroni.)*

When Yankee Doodle stuck a feather in his hat, he felt he was well-dressed, so he called it “macaroni.”



# Yummy

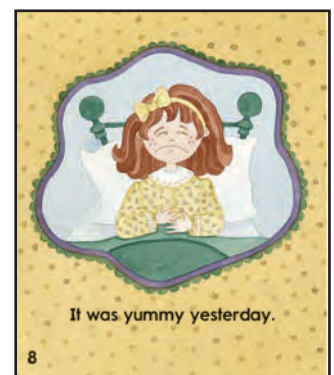
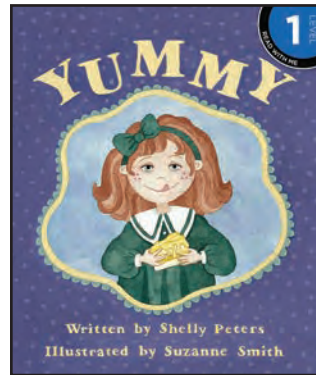
In this section you will read the story *Yummy* and follow up with a discussion to build comprehension.

## Sum Up

What were all the things the girl liked to eat?  
(*She liked to eat yellow cheese, yellow lemons, yellow cake, yellow pops, yellow bananas, and yellow lemon drops.*)

Why does the girl look so sad on page 8?  
(*She feels sick.*)

Why were the things only yummy yesterday?  
(*They made her stomach hurt the next day.*)



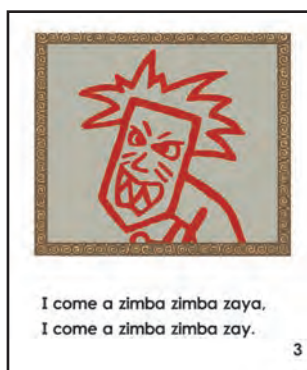
# The Zulu Warrior

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

## Build Knowledge

This chant talks about a group of African people called the Zulu.

*Show the students where Africa is on a map or globe.*



# The Zebra

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

## 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?

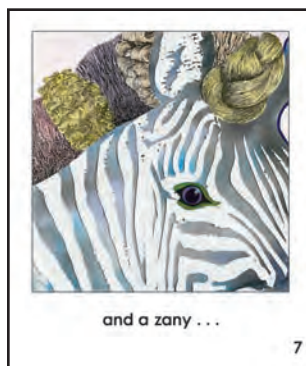
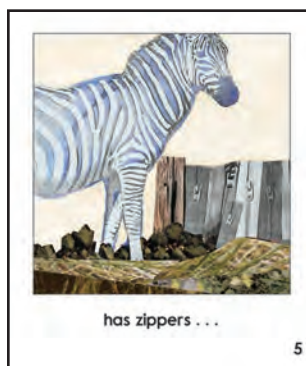
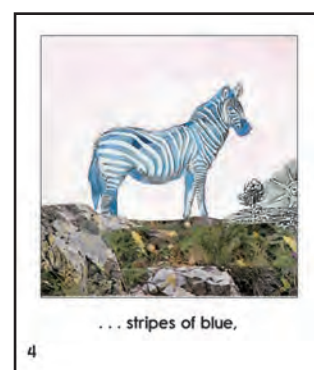
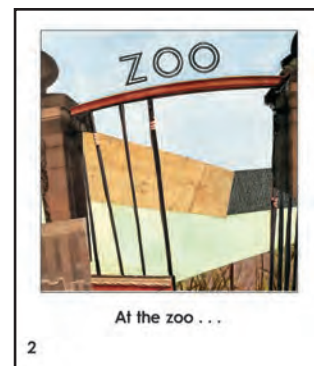
Show and read page 7.

The word *zany* means comical or clownish.

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

## Check My Guess

Were your answers about the zebra correct when you turned to pages 4, 6, and 8?



## 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.

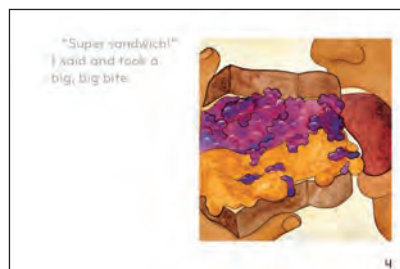
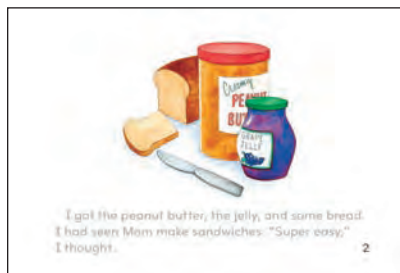
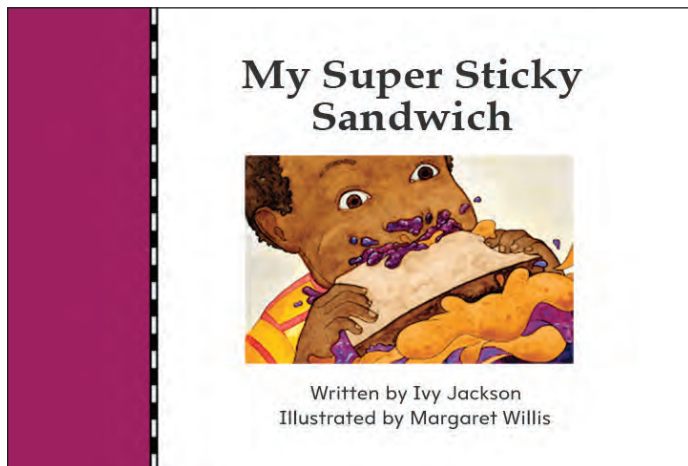
What do you think happened here?  
What stuck to the boy's nose?  
(Jelly stuck to his nose.)

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

## Ooey, Gooley Mud

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

### Describe Characters

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

What does she like to do with grass? What makes a parade through the grass?

*(She likes to chew grass and watch the ants parade.)*

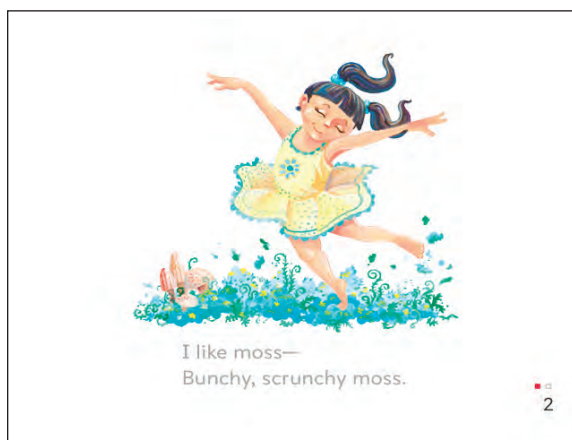
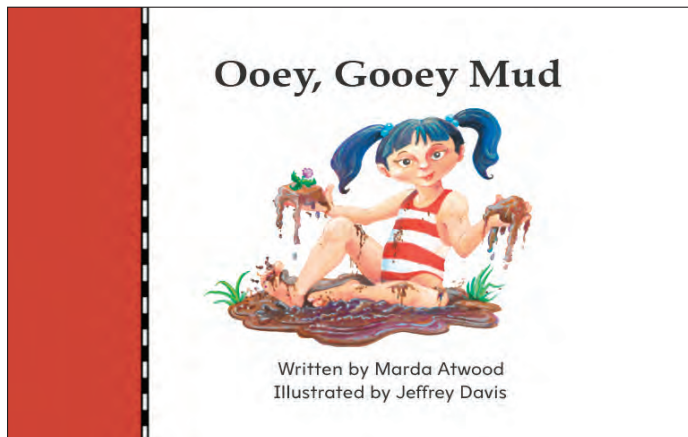
What does she try to guess about stars? What game does she play with the stars?

*(She guesses stars' names. She likes to play the wishing game.)*

### Connect to Me

What are other things that are gooey?

*Repeat question with adjectives used in the book, such as: bunched, itchy, sticky, cool, and sparkling.*





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?

### Find an Answer

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.)*

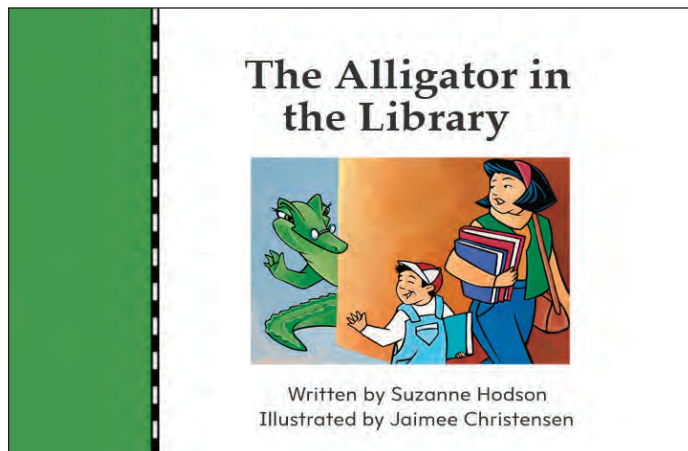
What is the alligator doing in the library?

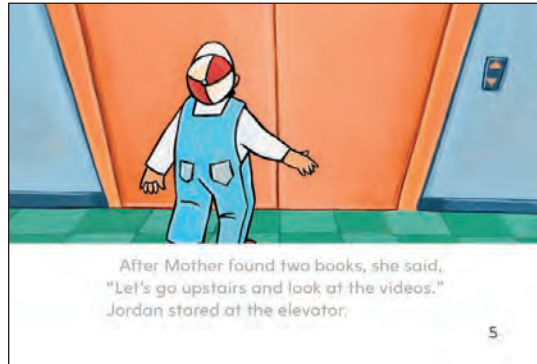
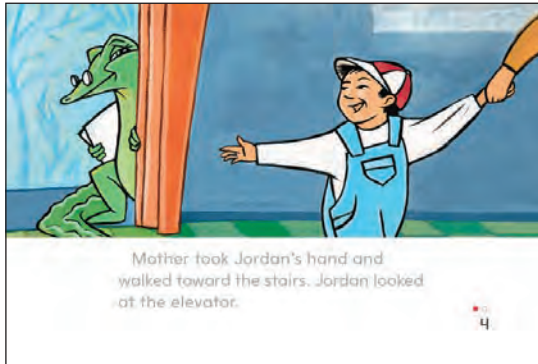
*(The alligator is reading.)*

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.

### Find an Answer

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?

### Build Knowledge

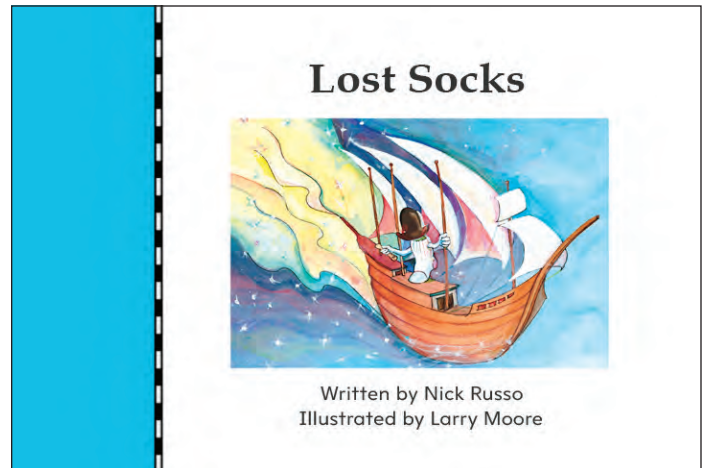
Are these real socks?

*(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



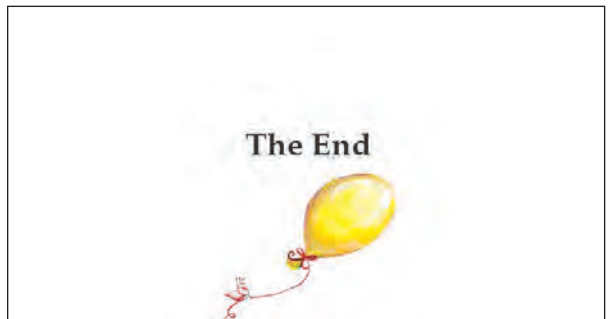
Do they go to a party  
with a monster named Marty?

6



Where do lost socks go?  
Do you know?

7



8

## Moving Day

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

### Find an Answer

Why is Thomas moving?

*(His mom has a new job.)*

Where do they put the books and toys?

*(They put them in boxes.)*

Who comes in a truck?

*(Thomas's grandpa comes in the truck.)*

Where does he take them?

*(He takes them out for pizza.)*

Why is he afraid?

*(He hears a scary noise in the night.)*

What present does Thomas give his friend?

*(Thomas gives a baseball cap to his friend.)*

When is he going to write Thomas?

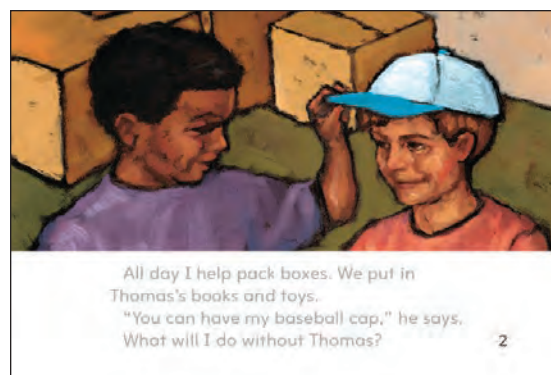
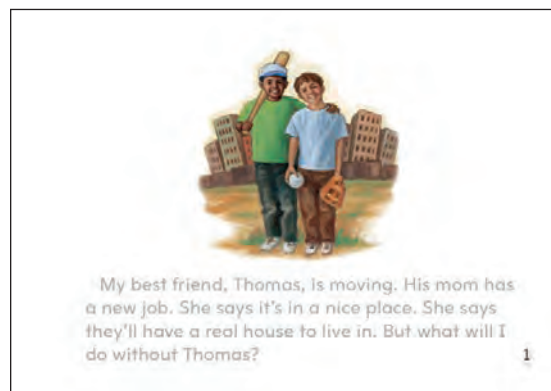
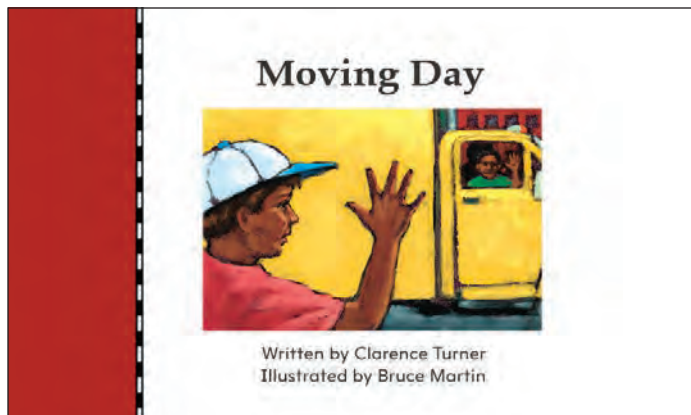
*(He's going to write Thomas every week.)*

Who is Jason?

*(He is the boy who moved into Thomas's house.)*

What does he read to Jason?

*(He reads Thomas's letters.)*





Thomas's grandpa comes with a truck.  
He takes us out for pizza. Thomas gives me  
his olives. What will I do without him?

3



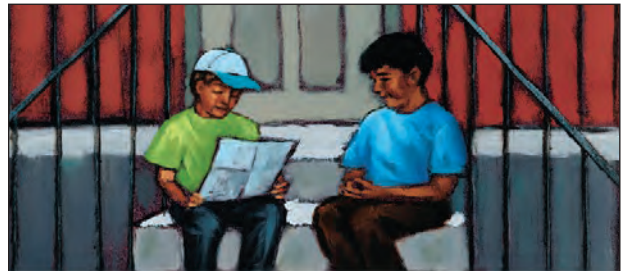
We sleep out for the last time.  
In the night, I hear a scary noise.  
"It's only cats," says Thomas.  
What will I do?

4



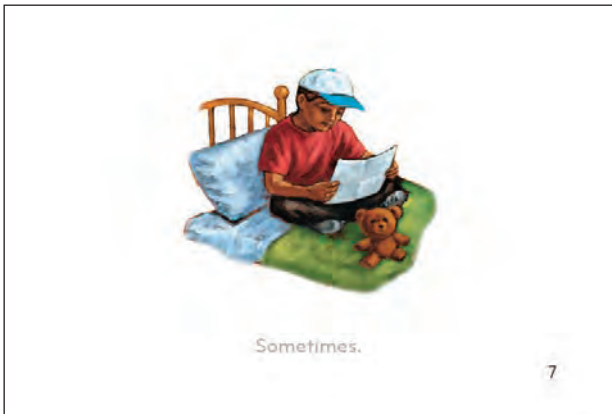
I watch the truck pull away.  
"We'll always be friends," says Thomas.  
"I'll write to you every week."  
"Good-bye, Thomas."

5



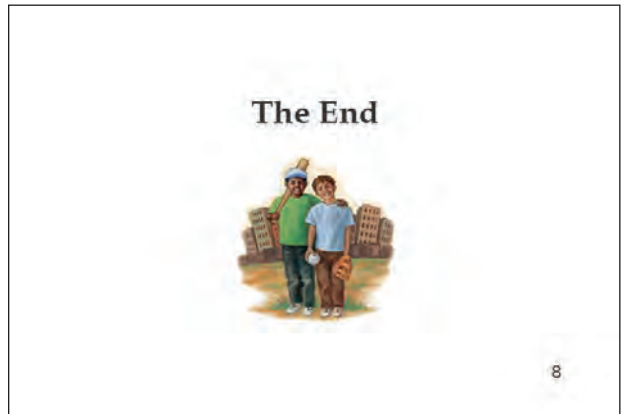
A new family has moved in. They have a  
baby girl and a boy named Jason. Jason  
is nice. I read him Thomas's letters.

6



Sometimes.

7



**The End**

8

## Mine

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

### Describe Characters

How is the girl like her dad?

How is she like her mother?

*(She has eyes like her dad. She has hair like her mom.)*

Who has ears like hers?

*(Her grandpa has the same ears.)*

Who has a nose like hers?

*(Her grandma has the same nose.)*

What did she get when she fell off the bike?

*(She got a scar.)*

