

With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Andy's Adventures

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

Sum Up

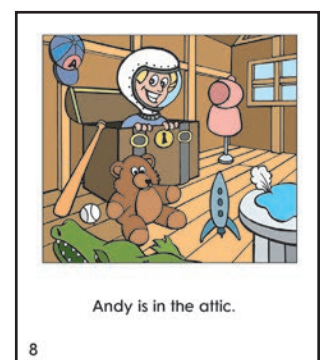
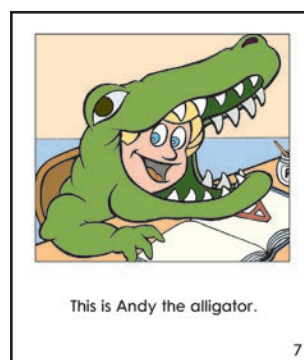
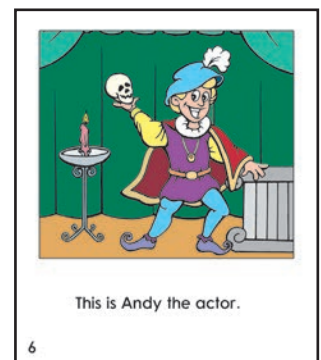
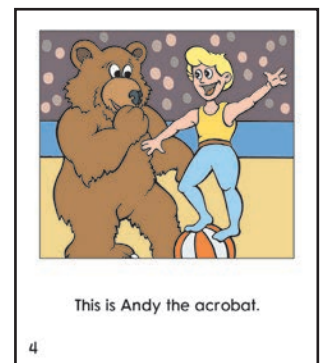
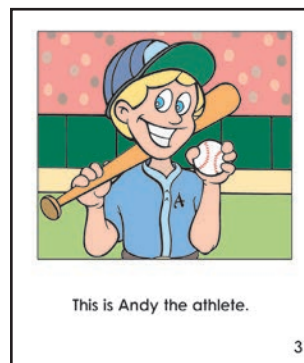
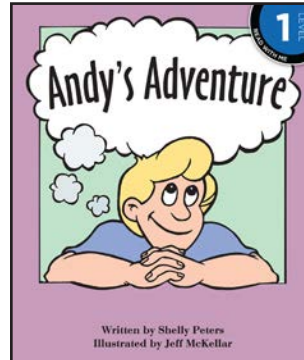
Ask students to recall Andy's adventures.

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

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

Write About It

Write or draw a picture about a time you had an adventure.



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

At Camp

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

Sum Up

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

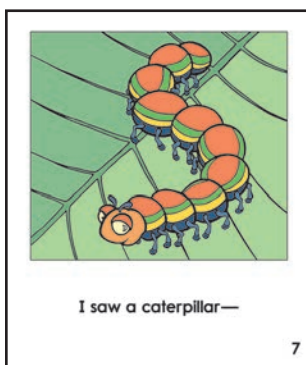
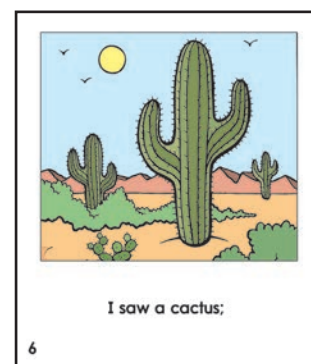
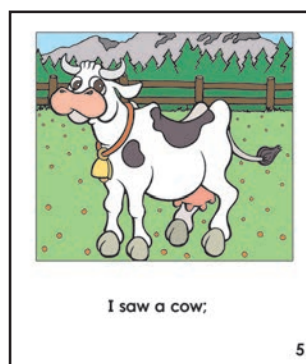
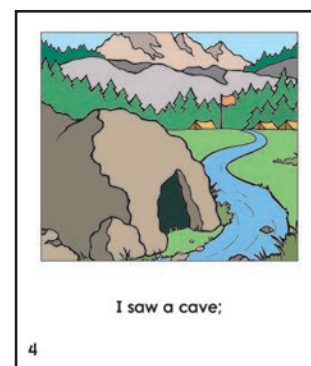
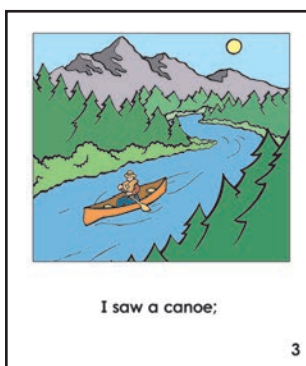
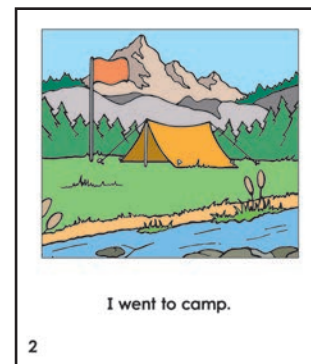
Let students name as many things as they can.

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

Refer to the book to make sure that everything she saw has been found.

Write About It

Write or draw a picture about a time you went camping.



I Go...

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

Sum Up

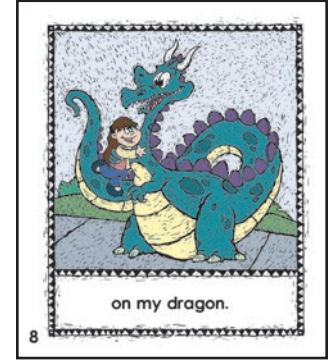
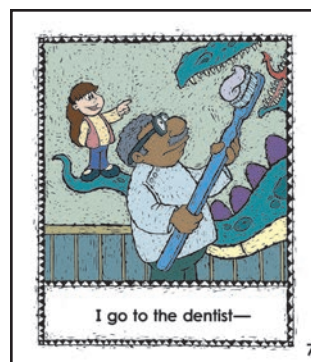
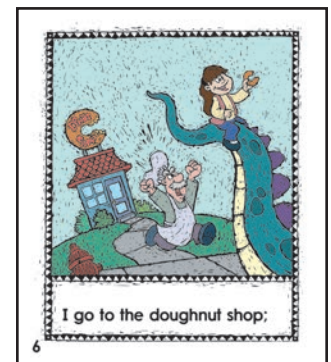
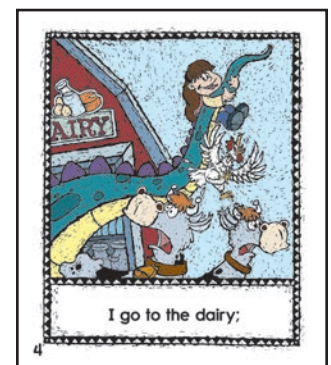
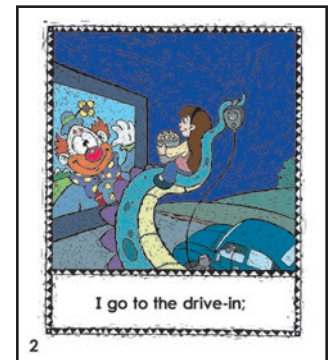
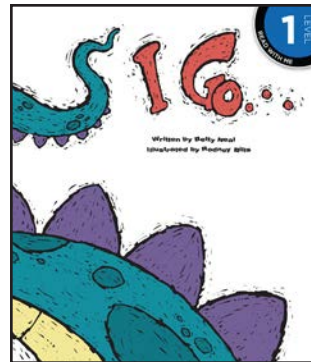
Let's see if we can remember everything the girl does with her dragon.

Let students list things she does.

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

Write About It

Write or draw a picture about a time you went somewhere.



Together

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

Sum Up

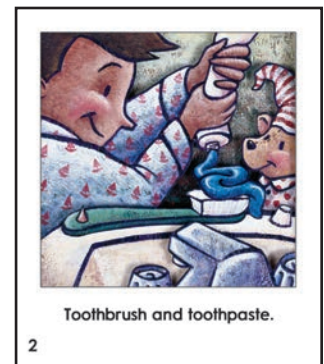
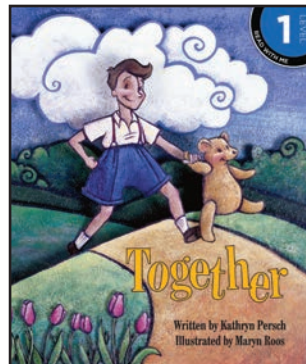
Let's sum up all the things that go together. Who can think of one?

(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.)

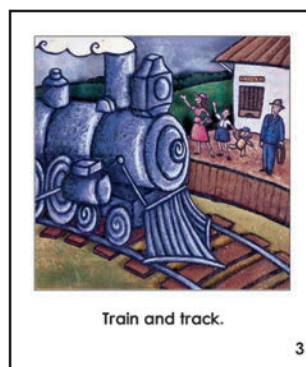
If students have trouble remembering some pairs, show the page with the forgotten pair.

Write About It

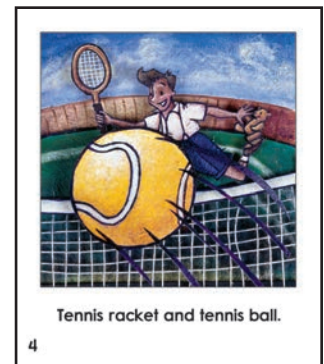
Write or draw a picture about things you think go together like the things in the story.



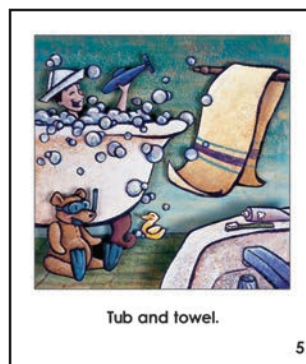
Toothbrush and toothpaste.



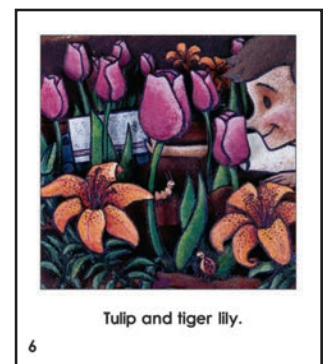
Train and track.



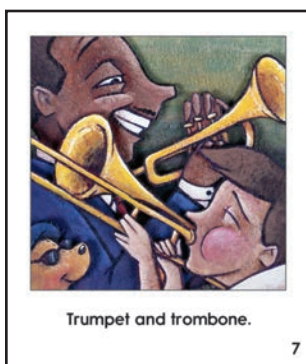
Tennis racket and tennis ball.



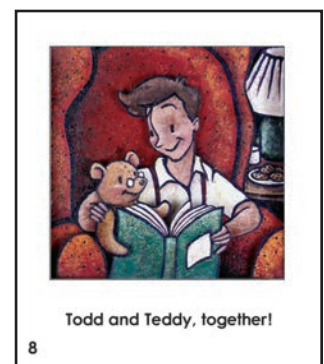
Tub and towel.



Tulip and tiger lily.



Trumpet and trombone.



Todd and Teddy, together!

Opposites

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

Sum Up

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

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

Write About It

Write or draw a picture about things you think are opposites.

