Recognize common types of texts (e.g., storybooks, poems).

Lost Socks

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

**Introduce Text Type**

*Model the following comprehension strategy.*

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

**Evaluate Text Type**

*Model the following comprehension strategy.*

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

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

What do we call a book that has rhyming words?

*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.
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
Lumpy Mush

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

**Introduce Text Type**

*Model the following comprehension strategy.*

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

**Evaluate Text Type**

*Model the following comprehension strategy.*

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

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

What do we call a book that has rhyming words?

What other poetry books have we read?
Lumpy mush! Lumpy mush!
I can't eat this lumpy mush!
Feed me catnip. Feed me trash.
Feed me moldy chicken mash.

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

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

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

The End
Three Little Kittens

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

**Introduce Text Type**

*Model the following comprehension strategy.*

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

**Evaluate Text Type**

*Model the following comprehension strategy.*

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

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

What do we call a book that has rhyming words?

What else do we know about poetry?
The Alligator in the Library

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

Teaching Text Type

*Model the following comprehension strategy.*

Could this story happen in real life?

Who knows what we call this type of book?

What other types of books do we know?

Does anyone know what we call a story that could happen in real life?
After Mother found two books, she said, “Let’s go upstairs and look at the videos.” Jordan stared at the elevator.

“I know you want to ride in the elevator,” said Mother, “but I like to get my exercise.” “Alligator!” said Jordan, pointing. “Elevator!” Mother insisted.

While Mother picked a video and some tapes, Jordan watched a big TV.

When Mother came to get Jordan, he grabbed her hand and pulled her toward the elevator. “Alligator! Alligator!” he cried.


At the checkout desk, Mother checked out the video, books, and tapes. Jordan helped carry his books.


The End
Garden Visitors

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

Teaching Text Type

*Model the following comprehension strategy.*

Could this story happen in real life?

Who knows what we call this type of book?

What other types of books do we know?

Does anyone know what we call a story that could happen in real life?
I saw three centipedes run relays around the pumpkins.

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

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

Mother didn’t see anyone.

I think they hid from her.

The End