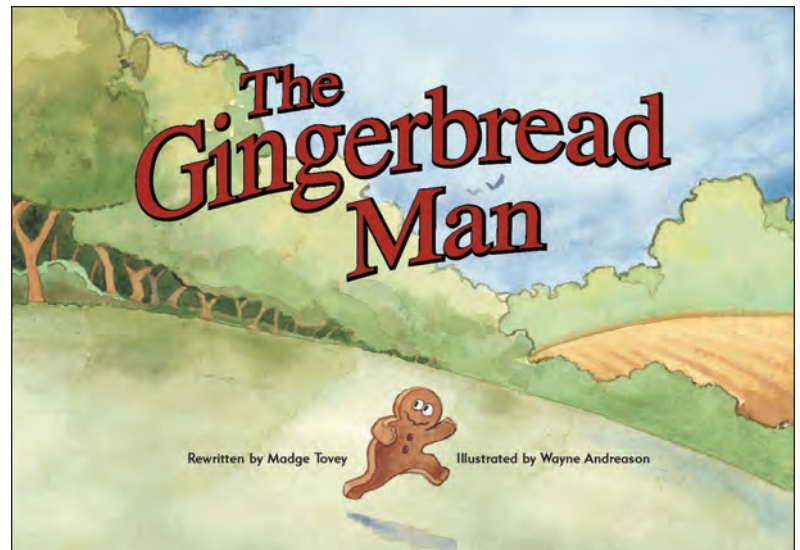


Use illustrations and details in a story to describe its characters, setting, or events.

The Gingerbread Man

Use the dialogue as a guide to help teach the comprehension strategy.

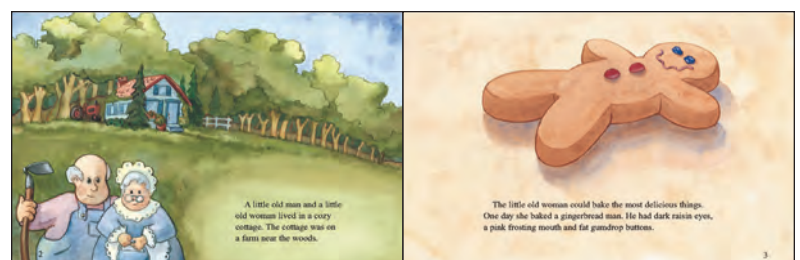
Teacher: Let's read *The Gingerbread Man*, rewritten by Madge Tovey and illustrated by Wayne Andreason. We can take a peek to see what it is about.



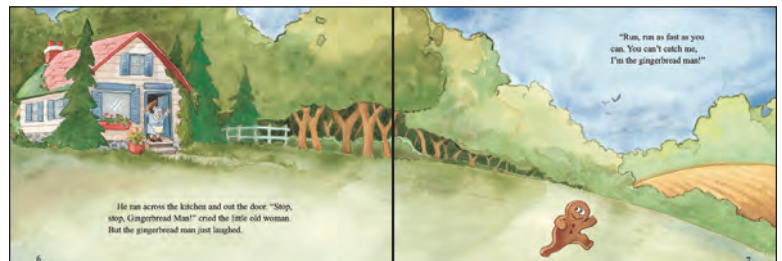
Teacher: As you peek at each page, can you tell me what is happening?



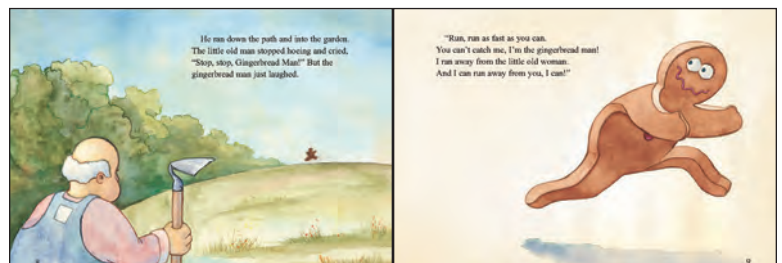
Read the book while students listen or follow along. Stop every so often to ask questions.



Teacher: From the picture clues, what do you think happened?

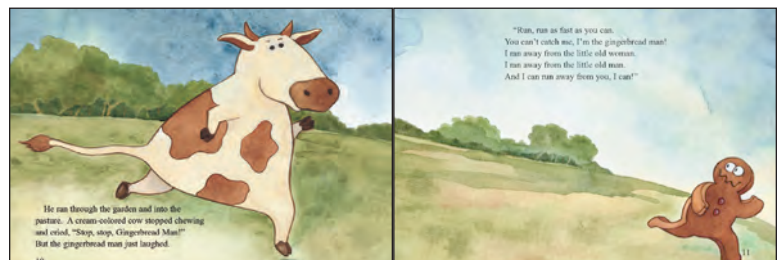


Teacher: From what the Gingerbread Man said to the little old woman, what do you think he is saying to the little old man?



Teacher: From past clues, what do you think the cow is saying to the Gingerbread Man?

What do you think the Gingerbread Man is saying to the cow?



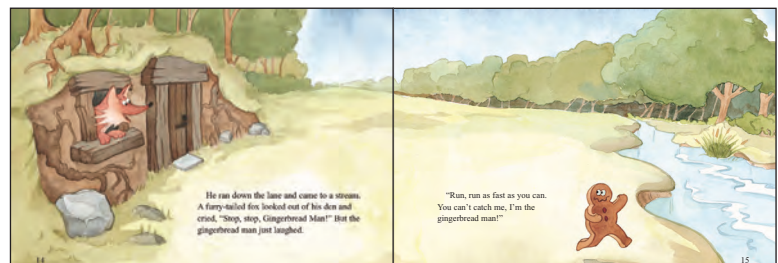
Teacher: What do you think the horse is saying to the Gingerbread Man?

What do you think the Gingerbread Man is saying to the horse?

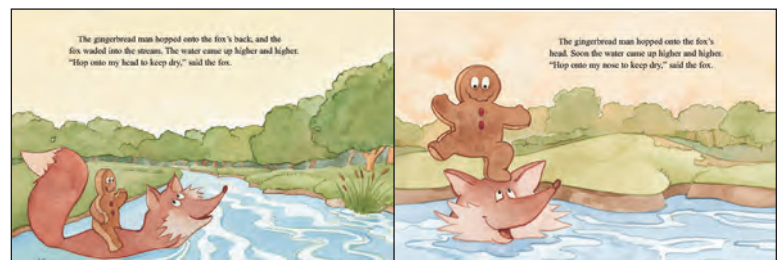
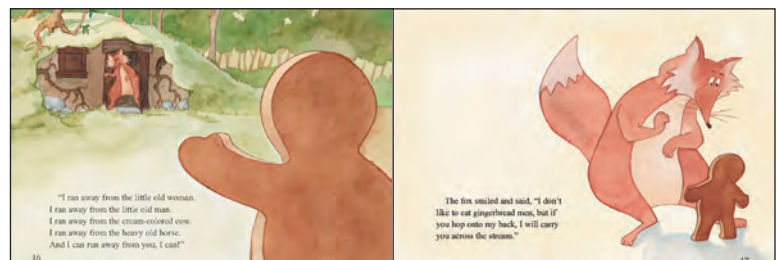


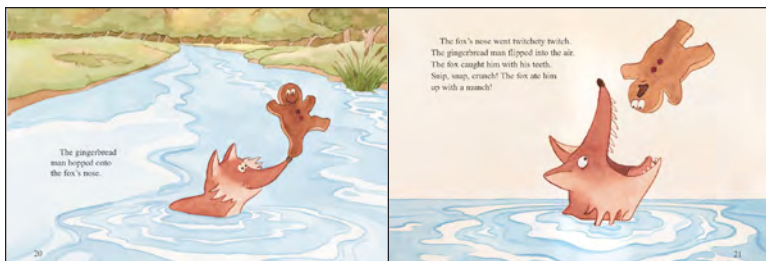
Teacher: What do you think the fox is saying to the Gingerbread Man?

What do you think the Gingerbread Man is saying to the fox?

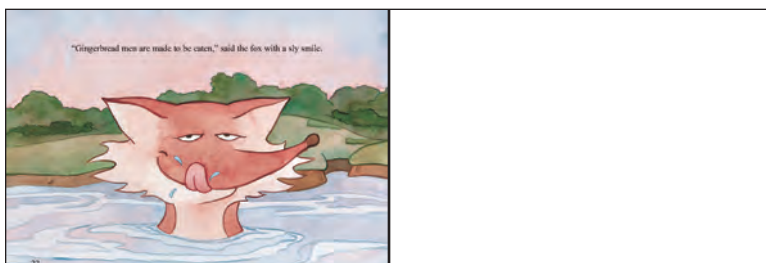


Teacher: Why do you think the Gingerbread Man stopped to talk with the fox?





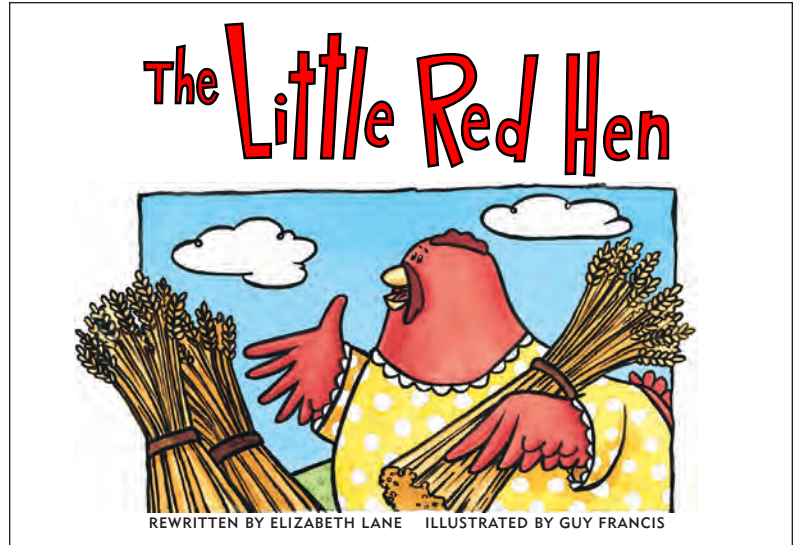
Teacher: How many of you guessed that this would happen to the Gingerbread Man?



The Little Red Hen

Use the following dialogue as a guide to help teach the comprehension strategy.

Teacher: What animal is this? Where do you think this animal lives? What do you think this animal is doing in this picture?

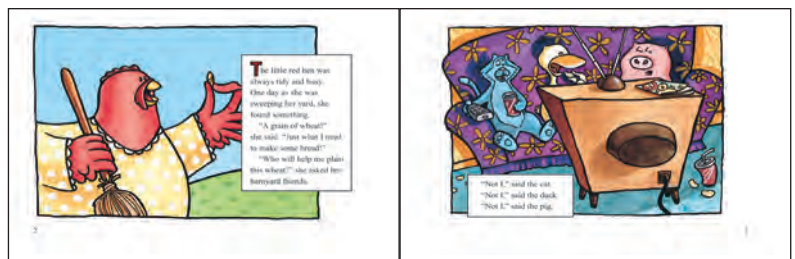


Let's read *The Little Red Hen*, rewritten by Elizabeth Lane and illustrated by Guy Francis.



Teacher: What can someone do with wheat?

Why do you think the other animals are watching her?



Teacher: What do seeds need to grow?

Students: Seeds need water, soil, and sunlight to grow.



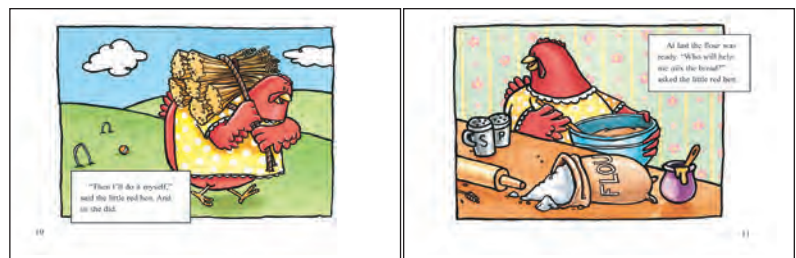
Teacher: Why do you think the other animals didn't help the hen?

What would you do if no one wanted to help you?



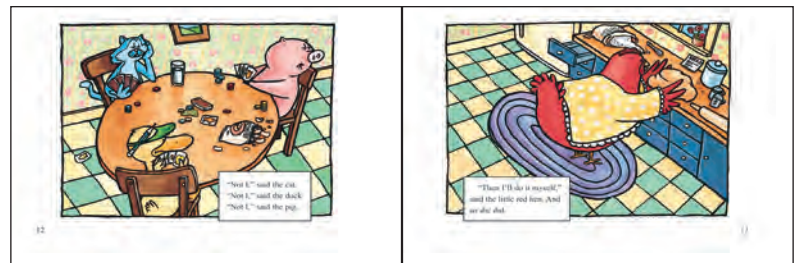
Teacher: What happens to the wheat when it is taken to the mill?

Students: The wheat is ground into flour at the mill.



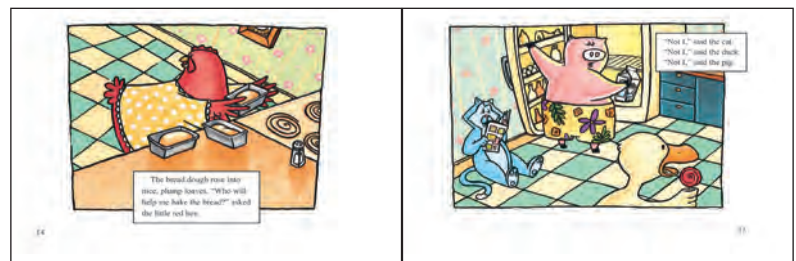
Teacher: What things can be mixed together to make bread?

Students: Flour, sugar, water, and yeast can be mixed together to make bread.



Teacher: What happened to the bread dough when it rose?

Students: The bread was ready to bake when it rose.

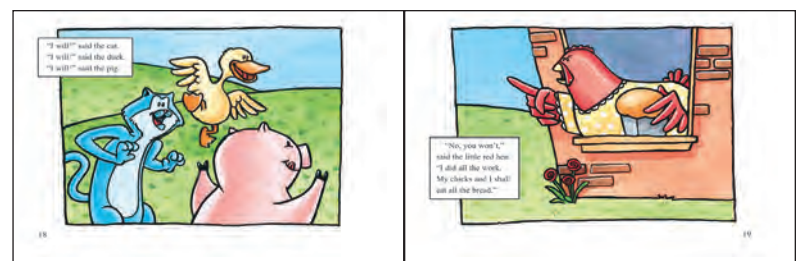


Teacher: Why is the Little Red Hen putting the dough in the oven?

Students: She is putting the bread in the oven so it will bake.

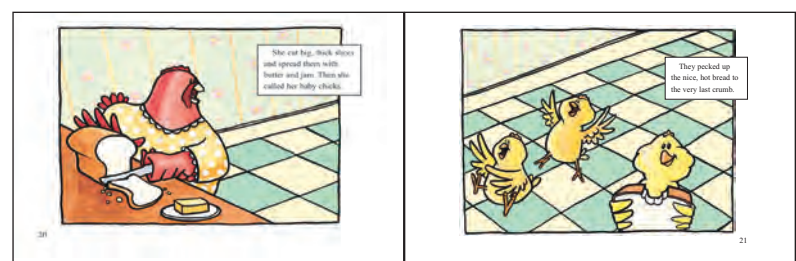


Teacher: Who would you let eat the bread?



Teacher: What made the chicks happy?

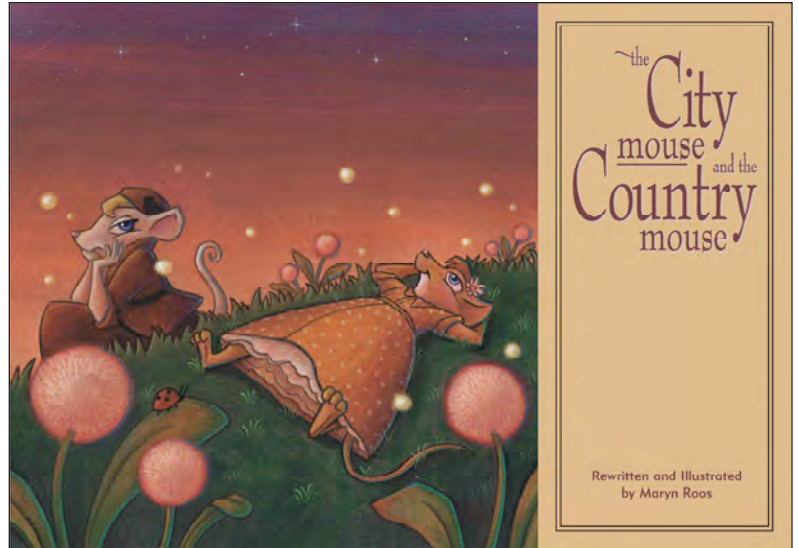
Students: Eating the bread made the chicks happy.



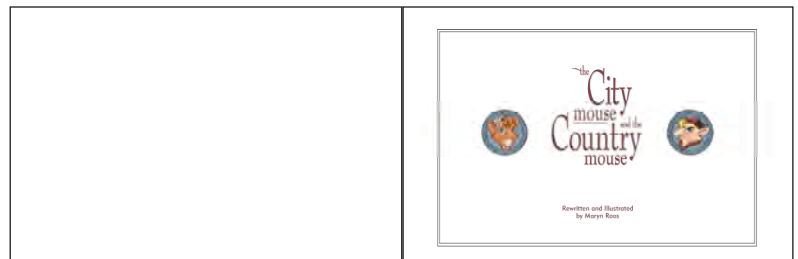
The City Mouse and the Country Mouse

Use the following dialogue as a guide to help teach the comprehension strategy.

Teacher: Which mouse do you think is the city mouse and which one the country mouse? What is there in the picture that makes you think that?

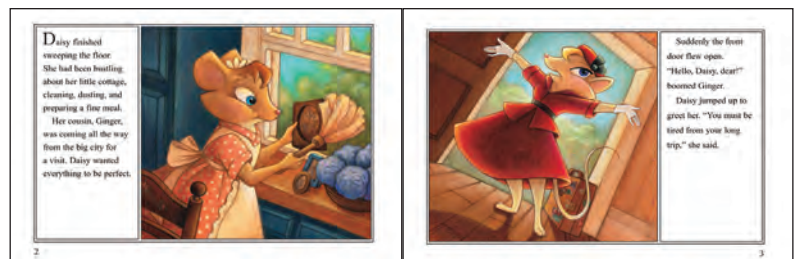


The City Mouse and the Country Mouse,
rewritten and illustrated by Maryn Roos.



Teacher: What kind of mouse do you think Daisy is?

Who do you think Ginger is and why does she have a suitcase?



Teacher: What do you think it means to relax? Have you ever relaxed before?



Teacher: What do you think Ginger will say about Daisy's food?

Why do you think Ginger looks tired?

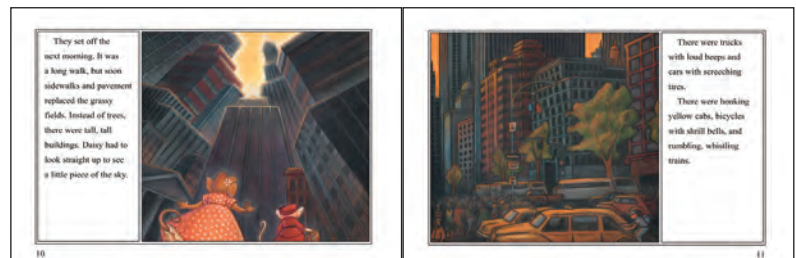


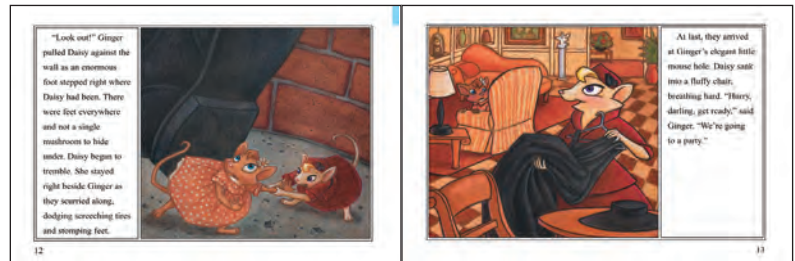
Teacher: Why do you think Ginger is bored?

Have you ever been bored before? What did you do?



Teacher: How do you think Daisy will like the city?





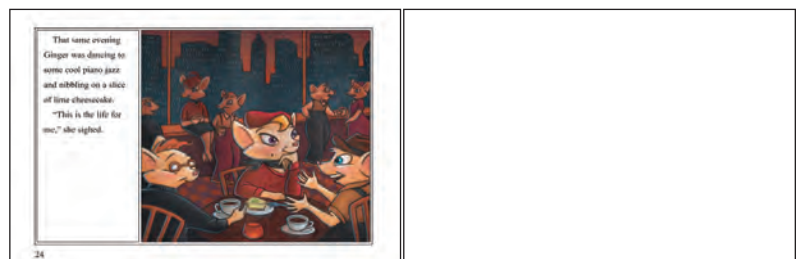
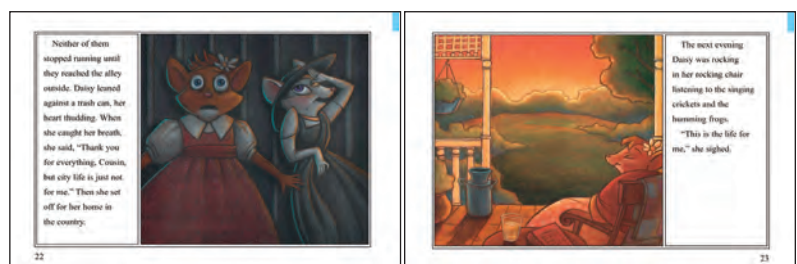
Teacher: What do you think will happen on the way to the restaurant?

Teacher: What things did Daisy eat that you like to eat?



Teacher: Why do you think Daisy doesn't want to stay in the city?

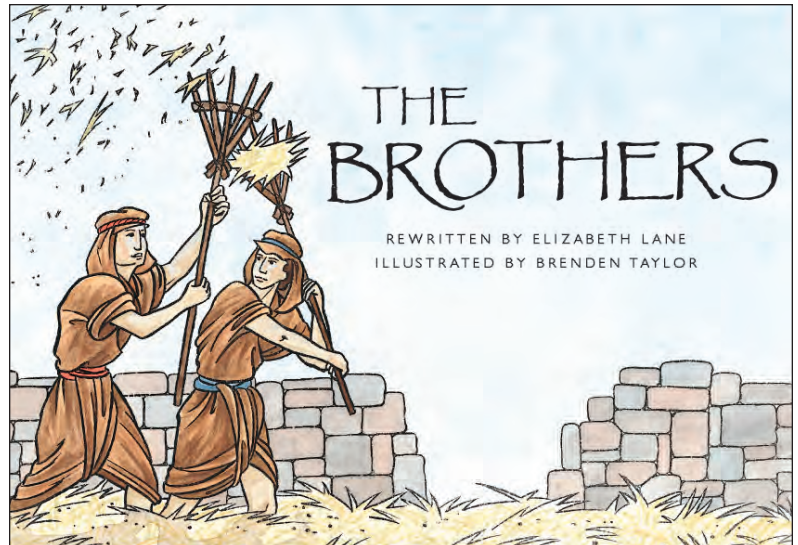
Have you ever been homesick? How did it feel?



The Brothers

Use the following dialogue as a guide to help students practice the comprehension strategy.

Teacher: (Show the cover and title page.)
Who are these men? What do you think they are doing?



The title of this book is *The Brothers*, rewritten by Elizabeth Lane and illustrated by Brenden Taylor.



Teacher: Who is Eli?

Students: He is a man who lived in Israel.

Teacher: Who are Samuel and Joshua?

Students: They are Eli's sons.

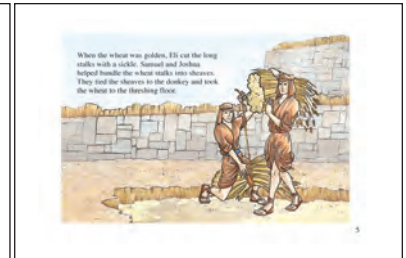
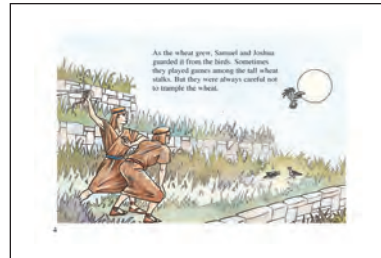
Teacher: What kind of work do they do?

Students: They plow and plant.



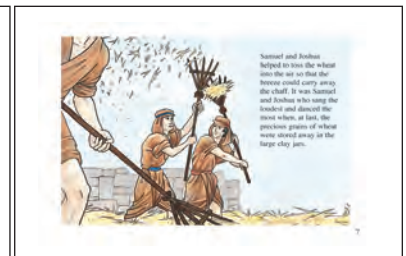
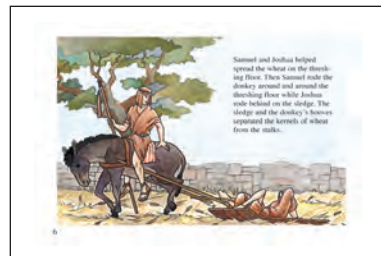
Teacher: We can step into the story here.
What games would you play out in the wheat?

How would you scare away the birds?

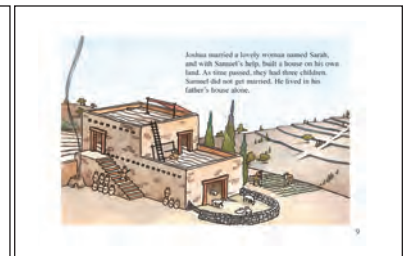
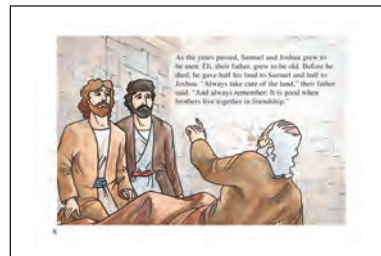


Teacher: Would you rather ride the donkey or lay on the sledge? Why?

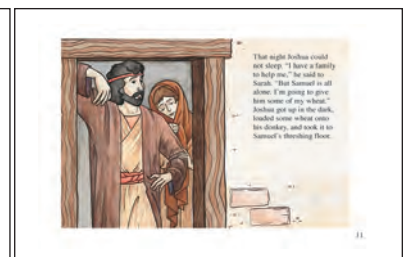
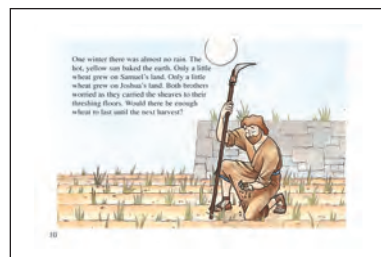
Why would you sing when doing the work?



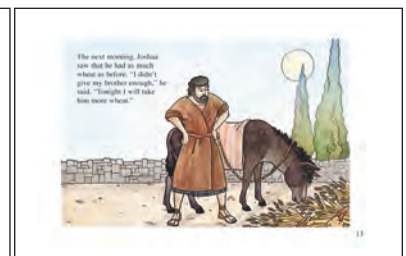
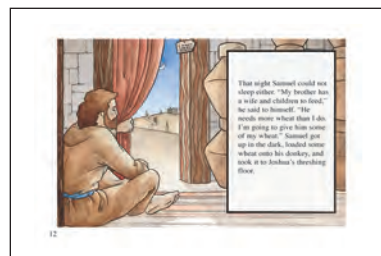
Teacher: Let's step into Samuel's position.
How do you think you would feel if your brother got married and had a family and you were all alone?



Teacher: If you were Joshua, what would you do to help your brother?



Teacher: Pretend you are Samuel. Your brother has a big family and not much wheat. Are you worried about him? What might you do for him?



Teacher: Why would you take the wheat to your brother at night instead of just giving it to your brother during the day?



Teacher: What is something you have done to help a parent finish a chore?



Teacher: How would you feel if you were one of the brothers in this family?

How would you feel when you discovered your brother was helping you when you were helping him?

