

# Interactive Read-Aloud

SAMPLER BROCHURE



Most likely "seems up"  
"main purpose is..."  
"how there" "help describe"

- 2 Look at the **PICTURES**
- 3 Sometimes **MAIN IDEA** is stated in the **beginning** or **last sentence**
- 4 Look for **SIGNAL WORDS**

How do I know if it's the **MAIN IDEA**?  
**PROVE IT!** → It's in the **DETAILS**

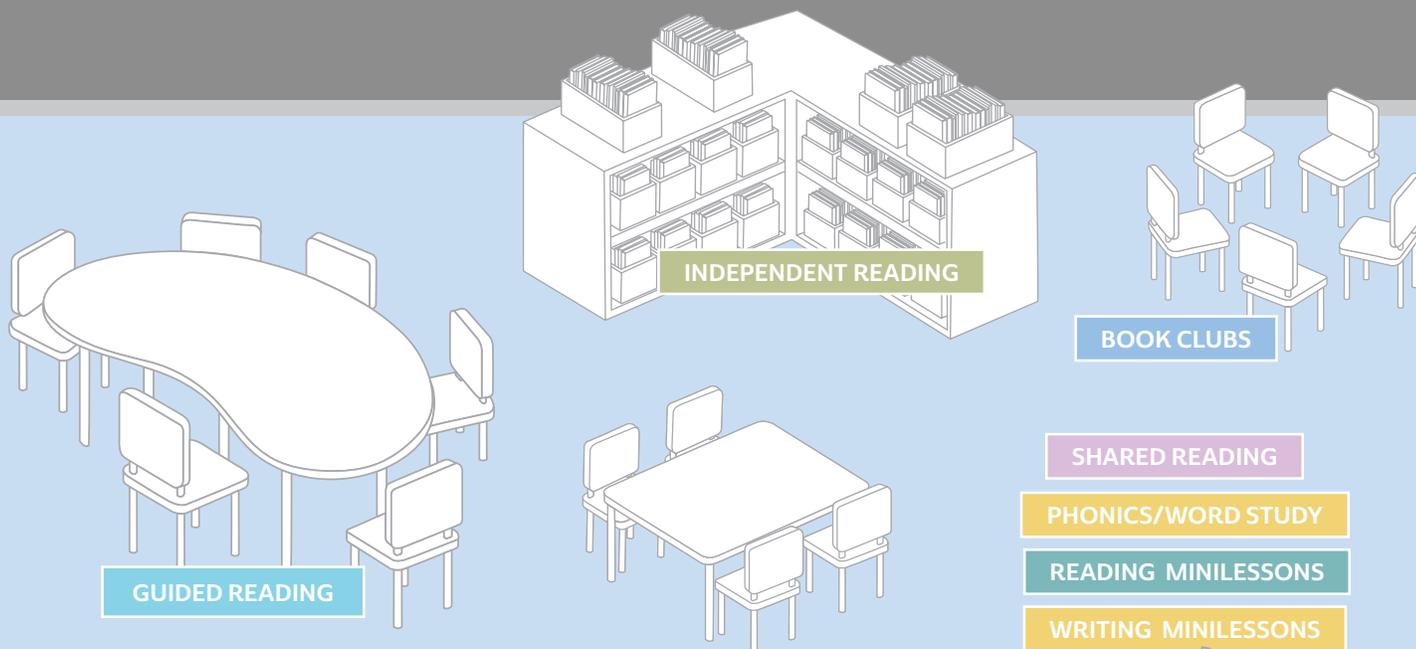
Details are pieces of information that **SUPPORT** or **EXPLAIN** the **MAIN IDEA!**

**MAIN IDEA**  
People work together to help their community.

Remember... Main idea is what the author wants us to understand **MOST** about the story or text. **Details** offer evidence to support the main idea.



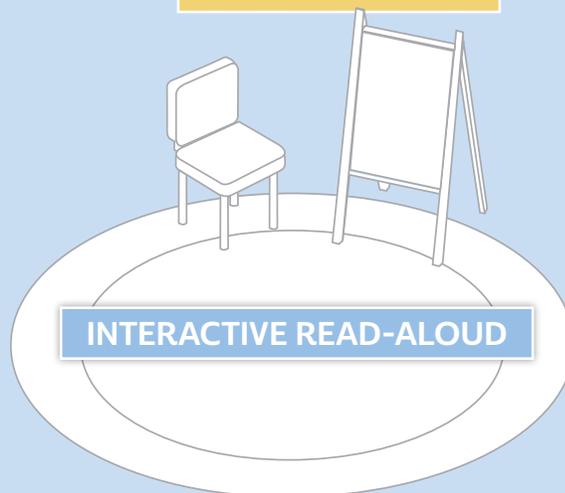
YOUR CLASSROOM. THEIR LITERATE LIFE.



# IGNITE READING

## *with Interactive Read-Aloud*

Interactive read-aloud is the foundation of a community of learners that shares literary understandings through thinking and talking together. In this whole-group instructional context, students develop a rich common language and shared knowledge of books that extends to all instructional contexts.



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*Comprehensive resources for A systematic approach to literacy learning*

Your classroom is a place where students learn how to read, write, and expand all of their language skills, but it is much more. It is a place where they learn how to be confident, self-determined, curious, kind, and literate members of a community. FPL supplementary products provide the opportunity for students to:

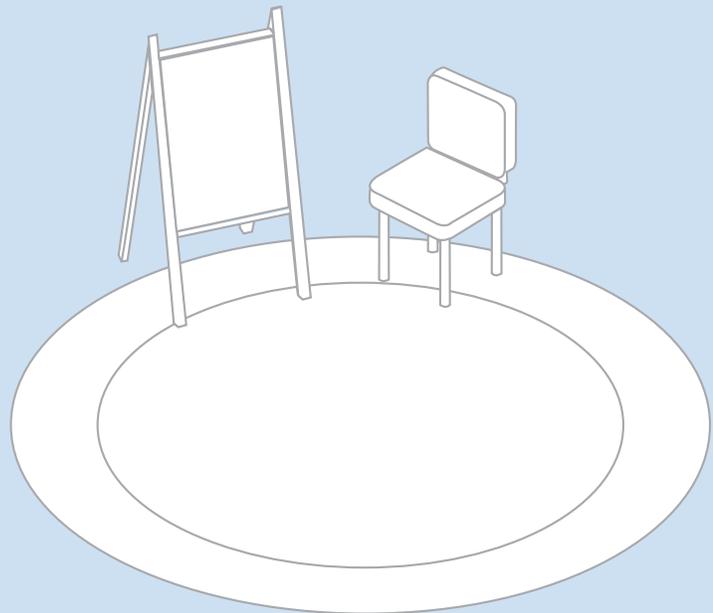
- see themselves reflected in the books they read and write about
- grow as thoughtful users of literacy
- engage in real reading, writing, and thinking

**EACH GRADE LEVEL INCLUDES:**

- Essential Questions and Inquiry-Based Learning Opportunities
- Professional Learning Tools
- Writing About Reading
- Interactive Writing
- Shared Writing
- Assessment
- Digital Resources

**AN ESSENTIAL COMPONENT FOR A COMPREHENSIVE APPROACH TO LITERACY**

Effective reading instruction involves a combination of powerful instructional settings. This sampler focuses on *Interactive Read-Aloud*, which takes approximately 15 important minutes of whole-group instruction. Interactive read-aloud is the foundation of a community of learners that shares literary understandings through thinking and talking together.



**INTERACTIVE READ-ALoud**

A collection of the very best age-appropriate, grade-appropriate trade books to promote the joy of reading, expand vocabulary, and nurture the ability to think, talk, and write about texts that fully engage students' interest.

- 120 titles, organized into text sets, per grade PreK-6
- Lesson folder per title
- Inquiry Overview Card per text set

WHOLE GROUP



**SHARED READING**

An exquisite collection of original texts (enlarged, accompanying small versions, and audiobooks) that nurture students' abilities to construct meaning in a supported context so they can enjoy reading and learn critical concepts of how texts work. Available in English and Spanish.

- Shared Reading Collection: 220 titles with lesson folder and audiobook per title spanning grades PreK-3
- Colección de Lectura compartida: 190 titles with lesson folder and audiobook per title spanning grades PreK-2
- Specific enlarged text opportunities for shared and performance reading in IRA, GR, and BC lessons per grade 4-6



**PHONICS, SPELLING, AND WORD STUDY**

Explicit lessons for whole-group instruction and small-group application that help students explore, attend to, learn about, and efficiently use sounds, letters, and words.

- 100 lessons per grade PreK-3
- 105 lessons per grade 4-6
- Lesson folder per lesson K-6



**READING MINILESSONS**

*The Reading Minilessons Book* provides brief, focused and practical whole-class lessons on the topics of Management, Literary Analysis, Strategies and Skills, and Writing About Reading.

- One book of minilessons per grade K-6



**WRITING MINILESSONS**

Writing minilessons are brief, focused, explicit lessons that help children understand and apply the characteristics of effective writing and nurture their ability to write with purpose, imagination, and voice.

- One book of minilessons per grade PreK-6

SMALL GROUP



**GUIDED READING**

The most powerful and engaging authentic, original, leveled books to build each student's ability to process increasingly challenging texts with fluency and comprehension

- 1,300 titles spanning grades K-6
- Lesson folder per title



**BOOK CLUBS/LITERATURE DISCUSSION**

An authentic opportunity to bring students together for in-depth discussion of a captivating trade book they have read in order to extend thinking and learn about themselves as readers.

- 32 titles per grade K-3
- 48 titles per grade 4-6
- Discussion Card per title
- Inquiry Overview Card per text set

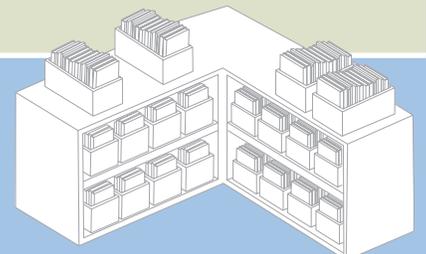
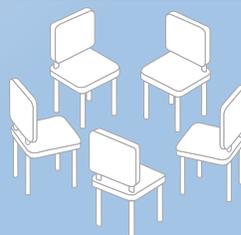
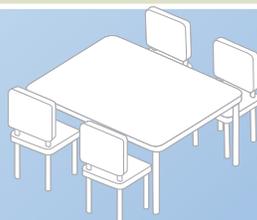
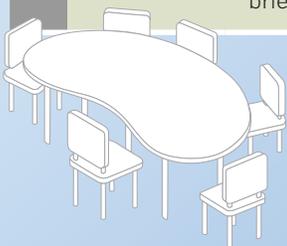
INDEPENDENT



**INDEPENDENT READING**

A carefully curated collection of authentic children's literature that provides the opportunity for students to develop tastes as readers and to read a large number of self-selected books independently. With accompanying conferring cards, you can make specific teaching points in brief conferences that lead the individual reader forward.

- 150 titles per grade K-2
- 200 titles per grade 3-6
- Conferring Card per title



## Nurture a community of literacy learners

Interactive read-aloud levels the playing field, ensuring that students experience rich, interesting, age-appropriate, grade-appropriate books, regardless of their reading level. It is a way of nourishing the intellect of students, expanding background, vocabulary, and language, developing an appreciation for inquiry, and creating a classroom literacy community.

Interactive read-aloud supports learning in every other area of literacy instruction. Books read during interactive read-aloud create shared text resources that contribute to:

- Reading and ■ Writing Minilessons      ■ Guided Reading
- Book Clubs/Literature Discussion      ■ Independent Reading and Writing

Interactive read-aloud provides a bridge of strong support for language and literacy teaching to all FPL supplementary products.

Functions of Interactive Read-Aloud	SUPPORTED INSTRUCTIONAL CONTEXT
<ul style="list-style-type: none"> <li>• Serves as a source of examples when talking about texts.</li> <li>• Provides examples for demonstrating any strategic actions or skill related to reading.</li> <li>• Provides examples for literary analysis, including text structure and language.</li> <li>• Introduces readers to different genres so that they can notice their characteristics.</li> </ul>	<p>READING MINILESSONS </p>
<ul style="list-style-type: none"> <li>• Serves as mentor texts when talking about and writing about texts.</li> <li>• Inspires readers and writers to notice what other writers and illustrators do in their books.</li> <li>• Builds rich knowledge of story structure, knowledge of how books work, familiarity with print concepts, and different genres.</li> <li>• Provides examples for demonstrating the range of competencies for building an effective writing processing system.</li> </ul>	<p>WRITING MINILESSONS </p>
<ul style="list-style-type: none"> <li>• Builds a shared group of texts that readers can use to make connections.</li> <li>• Provides shared examples to which new texts can be compared.</li> <li>• Provides examples of different genres and text structures.</li> <li>• Builds vocabulary that can be used in reading other texts.</li> </ul>	<p>GUIDED READING </p>
<ul style="list-style-type: none"> <li>• Provides a context for learning how to talk about texts with others.</li> <li>• Provides a large amount of practice in talking about texts with others.</li> <li>• Creates a shared language for talking about texts.</li> <li>• Builds up a shared repertoire of genres, writers, and specific texts that can be referred to in discussion.</li> </ul>	<p>BOOK CLUBS </p>
<ul style="list-style-type: none"> <li>• Introduces readers to authors or series they might like.</li> <li>• Provides a model of fluent, phrased reading.</li> <li>• Introduces readers to new genres from which they can select books.</li> <li>• Introduces a book that children may want to read again independently.</li> </ul>	<p>INDEPENDENT READING </p>

## BENEFITS OF INTERACTIVE READ-ALoud

Through interactive read-aloud children can:

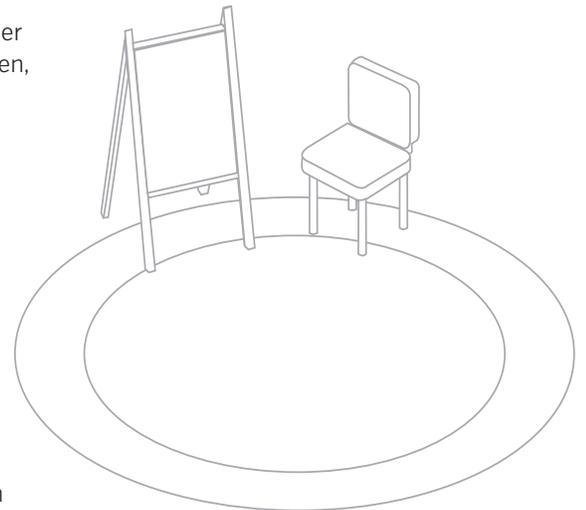
- Connect to the lives of others and their world.
- Build and develop ideas as a community.
- Engage in meaningful conversation.
- Deepen comprehension.
- Expand knowledge and vocabulary through listening and talking.
- Be exposed to complex language patterns.
- Make connections between texts.
- Study characteristics of different genres.

## Expand students' thinking across the year with books that spark discussion and inquiry

Interactive read-aloud promotes the joy of reading, expands children's vocabulary, and increases their ability to think, talk, and write about texts that fully engage their interest.

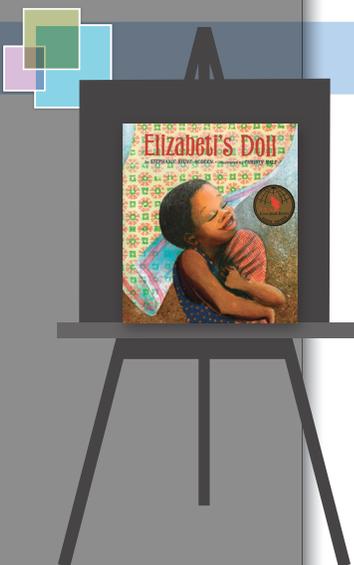
### Interactive Read-Aloud At A Glance

- Whole-group instruction
- During interactive read-aloud, teacher reads aloud a selected text to children, occasionally pausing for discussion
- Texts are organized into text sets for highly intentional teaching
- Texts are beyond the instructional reading level of most children
- Children are listening to the text and viewing the illustrations
- Text-based discussion helps children construct meaning
- Children make connections between books in the text set.



### Texts and Instruction for Interactive Read-Aloud

The FPL *Interactive Read-Aloud Collection* is the foundation for literacy instruction, and is organized into 25 text sets per grade that reflect a global perspective with a diversity of characters, settings, and topics. Each text set contains four to six high-quality picture books with engaging illustrations that represent a variety of authors and illustrators, topics, genres, themes, and text structures. Each set of texts has been carefully curated around a connecting idea, central theme, or study of a particular author, illustrator, or genre.



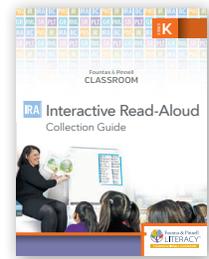
### PUT INTERACTIVE READ-ALOUD INTO ACTION

Books are in a recommended sequence based on typical instructional emphases and the likely needs of a classroom community throughout the school year; however, as you discover your students' needs and interests, you may wish to present the text sets in a different order.



#### FPL *Interactive Read-Aloud Collection Guide*

A brief guide that provides an overview of the components and implementation of the *FPC Interactive Read-Aloud Collection*.



#### *Interactive Read-Aloud Books*

120 trade titles, 1 copy of each (per grades PreK-6)

This carefully curated collection of the very best age- and grade-appropriate trade books is at the heart of literacy instruction in your classroom. Designed to nurture students' ability to construct meaning in an interactive, talk-rich context, the interactive read-aloud books are organized into text sets to help students make connections among ideas and notice parallels in the craft of writing across multiple books.



Best trade book choices in curated text sets

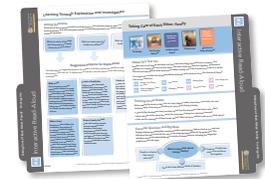
#### *Interactive Read-Aloud Lesson Folders*

Lesson folders to support teachers in providing high-quality, cutting-edge lessons that boost, engage, and extend students' reading, writing, and language skills.



#### *Inquiry Overview Cards and Inquiry Projects*

Inquiry Overview Cards [1 per text set] that feature a brief overview of the text set, opportunities to think across books, an essential question and big ideas to guide thinking and discussion, as well as a menu of projects to encourage exploration and inquiry.



#### *Interactive Read-Aloud Online Resources*

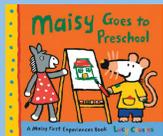
The resources needed for each lesson, including:

- Lesson Folders
- Video Library
- General Resources
- Parent Letters
- Record Keeping Form
- Text Set and Book Stickers

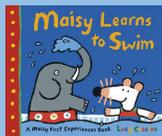


Guide	Books	Lessons	Access
<i>Interactive Read-Aloud Collection Guide</i>	Carefully curated collection of exquisite trade titles • 120 titles per grade 1 copy of each	• 120 Lesson Folders per grade • 25 Inquiry Overview Cards per grade	Online access to lesson resources by title

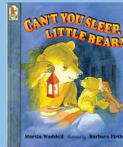
### Exploring Animal Fantasy



Maisy Goes to Preschool



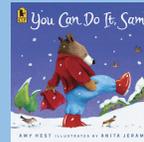
Maisy Learns to Swim



Can't You Sleep, Little Bear?



In the Rain with Baby Duck



You Can Do It, Sam

Familiarize yourself with the **Text Set** overview—an explanation of how the books in the set are connected and suggestions of titles from other sets or instructional contexts that you may want to include.

#### About This Text Set

Animal fantasy books feature animals that talk and behave like humans. Animal fantasy stories are often modeled on traditional literature, which also frequently features animal characters that behave like people, but the themes, characters, events, and settings of animal fantasy are often rooted in reality, and young children will easily make connections to their own lives.

You might also include the following additional books and resources from the *Fountas & Pinnell Classroom* collection.

- Ten on the Sled*
- Bunny Cakes*
- A Mother for Choco*
- Noisy Nora*
- Koala Lou*
- Bear's Busy Family*
- Froggy Gets a Doggy*
- The Little Mouse, the Red Ripe Strawberry, and the Big Hungry Bear*
- Henry the Duck*
- Hunting for Dinner*

Expand students ability to notice patterns, discuss similarities and differences, and make connections to their lives by **Thinking Across Books**.

#### Thinking Across Books

While reading the books in this text set, help children make connections across the set, and facilitate ways of learning and finding out more about animal fantasy books.

- What do you notice about the characters in these books?
- How are these stories the same? How are they different?
- What connections can you make to the characters and your own life?

Engage students with an **Essential Question** to help them think about and connect the underlying themes and big ideas in the books they are hearing and discussing.

#### Essential Question and Big Ideas

Engage children by keeping this essential question and these big ideas in mind as you read and talk about the texts in this set. Be sure to use language appropriate for the grade level. This question can also be explored through a variety of inquiry projects, including the suggested projects on the next page.



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IRA

Interactive Read-Aloud

Exploring Animal Fantasy Prekindergarten



## Learning Through Exploration and Investigation

### Asking Questions

Think about the essential question and big ideas on the previous page in order to formulate some questions that will help guide children in identifying projects for further exploration of the essential question.

How do the characters in these stories act like people?

Why is it fun to read about animals acting like people?

In what ways are these stories like traditional literature?

### Suggested Projects for Exploration

The following are suggested projects for children to further explore the questions and big ideas related to the books in this text set.

#### Draw Animal Characters

Talk with children about the characters in these stories. How are they like people? How are they different? Hand out blank drawing paper and crayons or markers. Have children fold their paper in half lengthwise. On one side of the paper, have them draw and color one of the characters from one of the stories. Encourage them to include details such as clothing. On the other side of the paper, have them draw and color a picture of themselves. Have volunteers talk about how they are the same and different from the character. For example, they might relate to some of the ways that Maisy spends her time in school, or to Little Bear's difficulty sleeping, or to Baby Duck's dislike of rain. Talk about ways they are different from these characters. Point out that in real life, animals don't talk and act like people. Invite volunteers to tell what they know about the way that a mouse, duck, or bear would act in real life.

#### Have Fun with Animal Characters

Revisit some of the illustrations in the stories in this set with children. Talk about some of the details that make these animal characters particularly fun and surprising, such as seeing Eddie the Elephant wearing a swimsuit, or Baby Duck carrying an umbrella, or a big bear being so gentle and loving. Invite children to talk about other surprising or fun things about the characters. Then, teach children the words to the rhyme,

#### Act Out Nursery Rhymes

Discuss some traditional stories or nursery rhymes children are familiar with, such as "The Three Little Kittens," or "The Three Little Pigs," and point out that they are similar to the stories in this set, as they also feature animal characters that act like people. Invite children to name other traditional stories they know that feature animal characters acting like people. Children can begin to make the connection between these stories, and the stories they have read in this set. Then, teach children the words to the rhyme, "Three Little Kittens" ["Three little kittens, they lost their mittens, and they began to cry. Oh, Mother, dear, we sadly fear, our mittens we have lost. What! Lost your mittens you naughty kittens, then you shall have no pie."]. Have children take turns acting out the parts of mother and kittens. Alternatively, have children make craft stick puppets for each of the characters, and act out the rhyme.

Ask open-ended questions about the big ideas to help students identify lines of inquiry they might want to research and explore.

Exploring Animal Fantasy Prekindergarten

IRA Interactive Read-Aloud

IRA

Extend students learning with inquiry projects designed to help them bring together what they have learned and explore a topic in more depth.

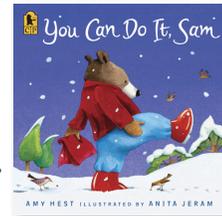
Familiarize yourself with the **at-a-glance information** on each book as well as the list of other texts in the **text set**.

Gather the **materials** needed to prepare for and present the lesson.

**You Will Need**

- *You Can Do It, Sam*
- Cut-out cakes or play foods
- Scissors
- Chart paper
- Markers

**Book** *You Can Do It, Sam*  
**Grade** Prekindergarten  
**Author** Amy Hest  
**Illustrator** Anita Jeram  
**Genre** Fiction  
**Text Set** Exploring Animal Fantasy  
 • *You Can Do It, Sam*  
 • *Can't You Sleep, Little Bear?*  
 • *In the Rain with Baby Duck*  
 • *Maisy Goes to Preschool*  
 • *Maisy Learns to Swim*



Convey the **main** or “**big ideas**” of the text.

**Summary**

Sam and Mrs. Bear bake cakes to share with their friends on Plum Street. When they arrive at each house, Sam has the important job of delivering a cake to the door. At the first house he is scared, but afterward he feels proud of himself.

**Messages**

It can be scary to do something by yourself the first time. Doing an important job can make you feel proud.



Choose or modify **Goals** (align to *The Literacy Continuum*) to match the learning needs of students.

**Goals**

Think about the reading behaviors and understandings your children control. Refer to *The Fountas & Pinnell Literacy Continuum* for Grade Prekindergarten Interactive Read-Aloud and select appropriate goals. You may want to consider these:

- Children will be able to:
- infer the characters' feelings using text and pictures.
  - infer meanings in the story using understandings and experiences from their own lives (doing something alone for the first time).
  - tell the important events of the story using the pictures (after hearing the text read several times).
  - understand that it can be scary but good to try new things.
  - participate actively in whole-class discussion or with a partner or in a small group.

Draw children's attention to the book's genre, structure, and important characteristics before or after reading using the **About This Book** section.

**About This Book**

- Simple narrative, with a beginning, middle, and end
- Large, clear, colorful illustrations that add meaning and support comprehension
- Topics of family, community, and independence
- Simple dialogue that is easily attributed to each character and helps reveal the characters' feelings
- Main character's feelings and reactions relatable for young children
- A few challenging words (*batter, tumbled, sprinkled, powdered*)

**Introduce the Text** with these suggestions to pique children's interest and engage their thinking about the meaning of the text.

## Introduce the Text

Consider the strengths and needs of your children and the demands of the text as you introduce and read the book. Example questions are provided. Make the introduction and reading interactive, allowing time for children to respond between questions (indicated by ●).

- *How do you feel when you do something for the first time?* ● Prompt children to think of examples like the first day of school, or trying a new activity.
- *Today we are going to read about a bear named Sam. He is afraid to do something by himself. The title of the book is You Can Do It, Sam. Let's read to find out what Sam is trying to do.*

### Numbering Book Pages

Begin numbering this book on the left-hand page starting with, "It happened one winter morning . . ." and end on the right-hand page with the words "Mrs. Bear poured cocoa into cups . . ." for a total of 30 pages.

### Supporting English Learners

Support children's understanding of concepts and vocabulary.

- Help children understand unfamiliar vocabulary, such as *moonbeam*, *cakes*, *sleepy*, *twelve*, and *surprise*.
- Demonstrate saying each word and have children repeat after you.

Stop at suggested points during the **reading of the text** to engage children's thinking with important aspects of the text.

## Read the Text

Stop a few times to invite thinking and a brief conversation. Children may turn and talk in pairs or threes. Some stopping points and quick comments are suggested below.

- After page 3: *Mrs. Bear and Sam are in the kitchen together. What are Mrs. Bear and Sam doing?* ● *It says they were "tasting batter." Raise your hand if you know what batter is.*
- After page 8: *Look at the picture of Mrs. Bear. What is Mrs. Bear smelling?*
- After page 12: *What kind of weather are they having?* ● *Do you think Mrs. Bear and Sam are cold?*
- After page 16: *Look at Sam's face in the picture. How is Sam feeling? How can you tell?* ● *What do you think he is going to do?* ● *Let's turn the page to find out.*
- After page 22: *After Sam delivers the red bag, he runs back to the truck. How do you think Sam feels now?* ● *His mother knew he could do it all along, didn't she?*
- After page 23: *What do you think a sleepy house is?*

### Supporting English Learners

Support children as they discuss the text.

- To help children talk about the story's lesson, provide an oral sentence frame, such as *I think the author wanted me to learn \_\_\_\_\_.*

Extend children's thinking *within, beyond, and about* the text with **discussion** suggestions and prompts.

## Discuss the Text

Invite children to talk about the book. Some prompts to engage thinking are suggested below.

- *What did Sam and his mother do one winter morning on Plum Street?* [They made cakes for their neighbors and Sam brought one to each door.]
- Display pages 15–16. *Mrs. Bear waited in the car for Sam. Why do you think she wanted Sam to take the cakes to the houses by himself?* [She wanted him to do something new on his own. She wanted him to feel able to try new things and to feel proud about it.]
- Display pages 15–16. *Sam didn't want to deliver the cakes alone at first. What does the art on these pages tell you about how Sam felt?* [Sam has a worried look on his face.]
- *Why is it sometimes scary to do something new?* [Children should describe something challenging (to them) that they accomplished by themselves.]
- Display pages 21–22. *After Sam delivered the tasty surprise, he ran back to the truck. What does the art tell you about how Sam feels now?* [Sam looks happy instead of scared.] *How do you feel after you do something important "all by yourself?"* [Most children respond that they felt "proud," "brave," "grown-up," or similar.]
- *What do you think the author wanted you to learn from Sam's story?* [She wanted to show that it can be scary to do something new by yourself. But you will feel so good once you do.]
- *Mrs. Bear and Sam wanted to make cakes for their friends. Can you think of a time when you did something nice for someone else?* [Children should describe a time they did something nice for another person.] *How did you feel after you did something nice for someone else?*

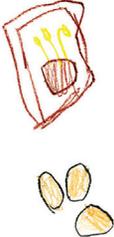
## Respond to the Text

Engage the children in additional experiences to enhance their appreciation and interpretation of the text.

**INTERACTIVE WRITING** (This activity can be broken up into two parts, taking place over two days.) Explain to the children that together you are going to write the ingredients needed to make a cake (using a mix), just like Sam and his mother. Discuss and show each ingredient, using the conversation to guide what you write, for example, ask, *How will we say that?* Write one word at a time, repeating the ingredients as you add each word so the children learn language structure. Invite a child to say a word and write a letter at selected points as appropriate. Try to link initial consonants with names. The next day, reread the list of ingredients from the previous day's activity. Explain to the children that you are going to write the steps needed to make the cake. As before, use the conversation to guide what you write, and write one word at a time, repeating the whole sentence or step as you add each word. Invite a child to say a word and write a letter at selected points as appropriate. Reread the text several times when completed and invite children to illustrate.

Ingredients

- 1 Box of cake mix
- 1 cup of Water
- Vegetable oil
- 3 eggs
- 1 container of Frosting



Steps

1. Heat the oven to 350 degrees.
2. Mix ingredients in a bowl.
3. Pour mixture in a pan.
4. Bake for 20-25 minutes.
5. Let cool for 1 hour.
6. Add frosting.
7. Eat!



**ART** Distribute drawing paper and crayons to children. Talk about how Sam was a little scared to deliver the cakes by himself, without his mother. Tell children to draw a picture to show a time they did something that made them a little bit afraid, but then was easy after that. Have children share their work and tell their stories in small groups or in pairs.

Engage children in **responding to the text** (may include art activities, shared writing, drama, listening or investigative projects) to enhance their appreciation and interpretation of the text.

Support **English Learners** in processing the text and benefiting from the teaching with these suggestions for modifying or scaffolding instruction.

**Supporting English Learners**

Support children in the art activity.

- To help children make and talk about their drawings, provide an oral sentence frame, such as *I was a little bit afraid when I \_\_\_\_\_.*

**Reread and Revisit the Text** in subsequent readings to deepen comprehension of the text's meaning, build and extend vocabulary, and notice additional aspects of the writer's craft.

You Can Do It, Sam Prekindergarten

**Supporting English Learners**  
Support children's comprehension.

- Help children discuss the illustration's details. Ask questions, such as *Does it snow in the [winter/summer]? When does the [moon/sun] shine?*
- Provide oral sentence frames for responses (e.g., *It snows in \_\_\_\_\_. The [moon/sun] shines in the \_\_\_\_\_.*).

**Supporting English Learners**  
Support children as they make connections.

- Help children preview the book *Can't You Sleep, Little Bear?* Will the book be about two bears? Do real bears sleep in beds?

**Connect to Other Books in Fountas & Pinnell Classroom™** with text suggestions that are related by topic or theme.

### Reread and Revisit the Text

You may want to revisit the whole or parts of the book on the same day, or on subsequent days, so that children can notice more about the text and illustrations.

**Comprehension and Language**

- Reread page 1. *The author is telling us a few things on this page. What time of year is it in the story? • What time of day is it? If needed, help children understand that in many parts of the world it snows in winter.*
- *Why was Sam worried about delivering the first cake? • How did his mother help him?*

**Vocabulary**

- Reread pages 11. *Listen to the words the writer uses to tell you how the snow is falling. "Outside, the snow tumbled on houses and sprinkled on trees." • Tumbled and sprinkled. How does snow fall when it tumbles? Show me. • How does it fall when it sprinkles? Show me.*
- Reread page 12. *What is powder? • How can snow be like powder?*

### Connect to Other Books (Text Sets)

If you have read other, similar books or other books in this text set, help children make connections between them.

- This book is part of the Exploring Animal Fantasy text set. Display several animal fantasy books for reference. *This story has animal characters who act like people. What other stories do you know where animals act like people?*
- Show children the cover of the next book in the text set, *Can't You Sleep, Little Bear?* *This story is also about bears. How are they like Sam? • How do these bears seem like people?*

### Assess the Learning

Observe children to find evidence that they can:

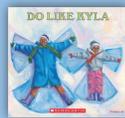
- infer the characters' feelings using text and pictures.
- infer meanings in the story using understandings from their own lives.
- tell the important events of the story using pictures.
- understand that it can be scary but good to try new things.
- participate actively in whole-class discussion or with a partner or in a small group.



**Coherence CONNECTION**

Assess and observe children's learning during interactive read-aloud using specific goals, behaviors and understandings from *The Literacy Continuum*.

Taking Care of Each Other: Family



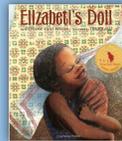
Do Like Kyla



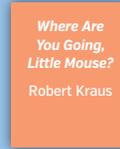
Don't You Feel Well, Sam?



Jonathan and His Mommy



Elizabeth's Doll



Where Are You Going, Little Mouse?

Familiarize yourself with the **Text Set** overview—an explanation of how the books in the set are connected and suggestions of titles from other sets or instructional contexts that you may want to include.

About This Text Set

Families come in all shapes and sizes, but there are some things they all have in common. The members of a family take care of each other, love each other, and have fun together. The books in this text set help children think about what makes a family, and what it means to be part of a family.

You might also include the following additional books and resources from the *Fountas & Pinnell Classroom* collection.



*Harriet, You'll Drive Me Wild!*



*Two Homes*



*Sleepy Bears*



*Coco Steps Out*



*Does a Kangaroo Have a Mother, Too?*



*Wemberly Worried*



*The Stuck Truck*



*Look Out!*

Expand students ability to notice patterns, discuss similarities and differences, make connections to their lives, and synthesize evidence from several sources by **Thinking Across Books**.

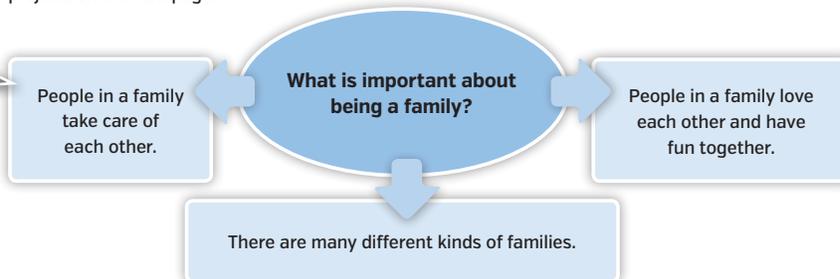
Thinking Across Books

While reading the books in this text set, help children make connections across the set, and facilitate ways of learning and finding out more about being a family.

- How did the illustrations help you think about how the characters feel about each other?
- What did you notice about the ways the characters changed or what they learned?
- How are the messages of these books similar? What do these authors want you to think about?

Essential Question and Big Ideas

Engage children by keeping this essential question and these big ideas in mind as you read and talk about the texts in this set. Be sure to use language appropriate for the grade level. This question can also be explored through a variety of inquiry projects, including the suggested projects on the next page.



Engage students with an **Essential Question** to help them think about and connect the underlying themes and big ideas in the books they are hearing and discussing.

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IRA

Interactive Read-Aloud

Taking Care of Each Other: Family Kindergarten



## Learning Through Exploration and Investigation

### Asking Questions

Think about the essential question and big ideas on the previous page in order to formulate some questions that will help guide children in identifying projects for further exploration of the essential question.

What are some of the ways that the people in a family take care of each other?

What are some ways that families are different?

What are some things that families do together?

Ask open-ended questions about the big ideas to help students identify lines of inquiry they might want to research and explore.

### Suggested Projects for Exploration

The following are suggested projects for children to further explore the questions and big ideas related to the books in this text set. If children work in groups, you will need to meet with each group to support their investigation.

#### Make a List

Use interactive or shared writing with children to create a list of ways in which a family member takes care of them or they care of a family member (for example, making meals or reading stories). Have children draw pictures of themselves taking care of a family member, or a family member taking care of them.

#### Create a Family Box

Children create a box with artifacts that show important things about their family. The boxes go into a literacy center for the week and children can share their box with classmates in the center. You can gather as a class and talk about the ways that each family is different and special, using the boxes.

#### Create a Big Book

Create a big book with one page per child. Each child finishes the sentence that you wrote on the page. "I like to \_\_\_\_ with my family" (or family member, such as Dad, Mom, Grandpa). The child illustrates the page and writes the word to fill in the blank. Fasten the pages together as a big book for shared reading for several days.

#### Make a Card

Brainstorm with children the vocabulary they might use in writing a card to a family member to express their love for that person (for example, *special, kind, love*). Give each child a piece of cardstock and a variety of art materials to create their special card. Have children share their cards with the rest of the class and talk about some of the reasons they appreciate that family member.

#### Draw a Family Portrait

Each child creates a family portrait and labels each member of the family. Emphasize that your family are the people who love you and take care of you, and there are different kinds of families. Use these portraits to create a bulletin board.

Extend students learning with inquiry projects designed to help them bring together what they have learned and explore a topic in more depth.

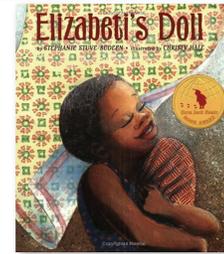
Familiarize yourself with the **at-a-glance information** on each book as well as the list of other texts in the **text set**.

Gather the **materials** needed to prepare for and present the lesson.

**You Will Need**

- *Elizabeth's Doll*
- Chart paper and marker
- Drawing materials
- Rocks, paint, paintbrushes

**Book** *Elizabeth's Doll*  
**Grade** Kindergarten  
**Author** Stephanie Stuve-Bodeen  
**Illustrator** Christy Hale  
**Genre** Fiction  
**Text Set** Family  
 • *Do Like Kyla*  
 • *Don't You Feel Well, Sam?*  
 • *Jonathan and His Mommy*  
 • *Elizabeth's Doll*  
 • *Where Are You Going, Little Mouse?*



Convey the **main** or "**big ideas**" of the text.

**Summary**

Elizabethi wants to take care of a baby just as her mama cares for her new baby brother, Obedi. So she names a rock Eva and cares for it. She loses Eva while doing her chores but finds her again before bedtime.

**Messages**

You can learn what to do by watching adults. Babies need a lot of care. Using your imagination can make playing more fun.

Choose or modify the lesson **Goals** (align to *The Literacy Continuum*) to match the learning needs of students.

**Goals**

Think about the reading behaviors and understandings your children control. Refer to *The Fountas & Pinnell Literacy Continuum* for Kindergarten Interactive Read-Aloud and select appropriate goals. You may want to consider these:

- Children will be able to:
- make connections among families in the text set.
  - recognize and understand that texts may have settings in different places.
  - gain new information from both pictures and print about what Elizabethi learns from Mama.
  - notice and understand the obvious theme of family.
  - infer Elizabethi's intentions when she imitates Mama.

Draw student's attention to the book's genre, structure, and important characteristics before or after reading using the **About This Book** section.

**About This Book**

**GENRE FOCUS** This realistic-fiction story is about a girl living in a village in Tanzania who wants to care for a baby as her mom cares for a baby brother. She names a rock Eva and cares for it like it is a real baby. Children will relate to having a young sibling and Elizabethi's creation of an imaginary baby to care for.

**HOW THE BOOK WORKS** This realistic-fiction story is told in a third-person narrative structure and takes place in chronological sequence over one day. The topic connects familiar everyday actions (caring for a baby, playing with dolls, make-believe) to a setting that may be beyond children's immediate experiences.

**IMPORTANT CHARACTERISTICS TO NOTICE**

- Realistic characters, settings, and events that occur in realistic fiction
- Sentences that are easy for children to follow, though more complex than children generally use in oral language
- Themes reflecting everyday life (self, family relationships, first responsibilities, imagination)
- A few content words that are new to children but easy to understand in context (*kanga, village well, bundle, water jug, cooking hut, fire pit*)
- Large, clear, colorful illustrations created in mixed media that fully support meaning

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Introduce the Text with these suggestions to pique children's interest and engage their thinking about the meaning of the text.

### Introduce the Text

Consider the strengths and needs of your children and the demands of the text as you introduce and read the book. Example questions are provided. Make the introduction and reading interactive, allowing time for children to respond between questions [indicated by ⦿].

- *Who has a baby brother or sister? ⦿ Who cares for the baby?*
- Display the front and back covers. *This book is Elizabeti's Doll by Stephanie Stuve-Bodeen. Point out Elizabeti, mama, and her new baby brother.*
- *Elizabeti does not have a doll but she wants to care for a baby just like Mama does. Tell your partner what she might do. Let's read to find out.*

### Read the Text

Stop a few times to invite thinking and a brief conversation. Children may turn and talk in pairs or threes. Some stopping points and quick comments are suggested below.

- After page 4: *What do you think about Elizabeti using a rock for a doll?*
- After page 12: *Why do you think that Elizabeti keeps doing what Mama does? ⦿ You can learn a lot from watching older kids or grownups, can't you?*
- After page 18: *Tell your partner where you think Eva might be. Pause for discussion. What do you think Elizabeti is going to do now?*
- After pages 21-22: *What do the words and illustrations show about how Elizabeti is feeling? ⦿ The author and illustrator help you know how the characters are feeling.*
- After page 28: *The illustrations show that Elizabeti and Mama are doing exactly the same thing. What are they are doing? ⦿ Elizabeti likes to do what Mama does.*

### Discuss the Text

Invite children to talk about the book. Some prompts to engage thinking are suggested below.

#### Within the Text

- *Elizabeti does not have a doll, so what does she do instead?* [She uses a rock for a doll.]
- *Mama thinks Elizabeti will be a good mother someday. How is Mama a good mother to Obedi and Elizabeti* [Mama cares for Obedi and teaches Elizabeti.]

#### Beyond the Text

- Reread pages 25-26. *How does Elizabeti feel when she finds Eva in the fire pit?* [She feels sad and worried but realizes that Eva is okay when she cleans her off.]
- *Do you think Elizabeti will grow up and know how to take care of her own baby just like Mama cares for Obedi? How do you know?* [Elizabeti watches Mama so she learns how to hold a baby, give a bath, change a diaper, give hugs, and use a kanga.]
- *Both Mama and Pendo brought Elizabeti a rock. Why didn't she want them?* [The rock she called "Eva" had special meaning for her. Her imagination made it her doll.]

#### About the Text

- Display pages 5-6. *What did the illustrator do to show you that the water is moving when Obedi and Eva are getting their baths?* [She drew lines that look like splashes and swirls to show the moving water.] *Which one shows the water splashing a lot? Why?* [The one with Obedi; Obedi splashes a lot because he is alive.] *Which one shows the water splashing a little? Why?* [The one with Eva; Eva does not splash because she is not alive.]
- *What does this story show about life in the country of Tanzania?* [It shows the land, clothing, and things the characters do in their country. The dedication page shows that the author lived in Tanzania, so she must know what it is like.]

#### Numbering Book Pages

Begin numbering this book on the left-hand page that shows Mama holding Obedi and end with the right-hand page that starts, "Mama covered Elizabeti . . ." for a total of 29 pages.

Stop at suggested points during the reading of the text to engage children's thinking with important aspects of the text.

Refer to the Prompting Guides, Part 1 and Part 2 with these point-of-use references.

such as bath, burp, dirty, clean, and lullaby.

- To help children with their predictions, provide an oral sentence frame, such as *I think Elizabeti is going to \_\_\_\_\_.*

**Prompting Guide, Part 2**  
Refer to pages 11, 23, and 12 as needed

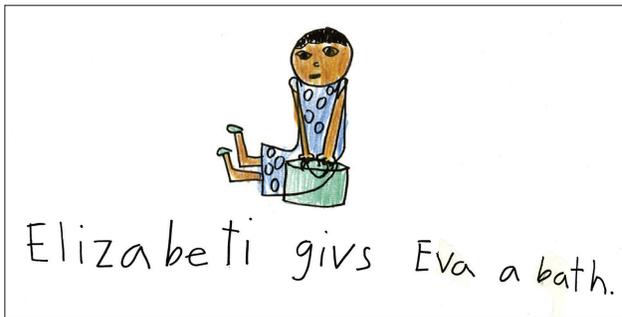
**Prompting Guide, Part 2**  
Refer to pages 13, 15, and 12 as needed

Extend student's thinking within, beyond, and about the text with discussion suggestions and prompts.

## Respond to the Text

Engage the children in additional experiences to enhance their appreciation and interpretation of the text.

**INDEPENDENT WRITING** Elizabeti uses her imagination in caring for Eva. Ask children which of Elizabeti's activities with Eva they think is the most caring. With children, brainstorm a list of words to describe these activities. Have children draw a picture of this story part, and write words on their drawing from the list to tell what is happening.



**IMAGINATIVE PLAY** Provide enough rocks for each child or ask children to bring one in. Invite children to paint their rocks, give them a name, and “care for them,” for a period of time. Then have children share the stories of their rocks’ travels.

**INTERNET** Display the book cover again. Note that the author won awards for this story. Read the dedication. Explain that *asante sana* means “thank you” in a language spoken in Tanzania, in Africa, where the author once lived. There she met Bobbi, who gave her this story idea. With children, read about Tanzania on the Internet. As you look at photographs and read aloud information, have children compare the story setting to the real setting.

Engage students in **responding to the text** (may include art activities, shared writing, drama, listening or investigative projects) to enhance their appreciation and interpretation of the text.

Elizabeti's Doll  
Kindergarten

### Supporting English Learners

Support children's engagement with the text during the imaginative play activity.

- Have children name their rocks and describe their caring actions by using oral sentence frames, such as *My rock's name is \_\_\_\_\_. I am \_\_\_\_\_ my rock.*

Support **English Learners** in processing the text and benefiting from the teaching with these suggestions for modifying or scaffolding instruction.

**Reread and Revisit the Text** in subsequent readings to deepen comprehension of the text's meaning, build and extend vocabulary, and notice additional aspects of the writer's craft.

Elizabeth's Doll Kindergarten

**Supporting English Learners**  
Support children's comprehension and language.

- Make sure that children understand the meaning of words, such as *author*, *illustrator*, *humor*, and *funny*.
- Encourage children to use these words in their discussions with partners.



**Prompting Guide, Part 2**  
Refer to pages 49, 26, and 47 as needed

**Connect to Other Books** in *Fountas & Pinnell Classroom™* with text suggestions that are related by topic or theme.



**Prompting Guide, Part 2**  
Refer to pages 27, 29, and 23 as needed



**Coherence CONNECTION**

**Assess and observe** student's learning during interactive read-aloud using specific goals, behaviors and understandings from *The Literacy Continuum*.

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## Reread and Revisit the Text

You may want to revisit the whole or parts of the book on the same day, or on subsequent days, so that children can notice more about the text and illustrations.

### Comprehension and Language

- *Sometimes, authors and illustrators use humor when they tell a story. Let's look back at the story and notice times when the author and illustrator use humor. Revisit the illustrations and help children notice how Elizabeth uses Eva to copy what Mama and Obedi are doing. Point out the humor the author and illustrator use to compare Obedi and Eva and why it is sometimes funny to talk about a rock as if it were a person.*

### Vocabulary

- Reread page 22 and invite children to talk about the meaning of *quietly*. *She is quiet, so quietly tells how she is sitting.* Repeat for *sadly* on page 22.
- Display pages 11–12. *Mama carries Obedi on her back in a kanga. What do you think a kanga is?* • See how Elizabeth uses a kanga for Eva. *Have you ever seen a baby carried like this?* • *Do you ever carry anything on your back?* • Display page 16 and talk about how Elizabeth also uses the *kanga* as she carries a water jug on her head.

### Book and Print Features

- Show the cover again. *Why is Elizabeth's Doll a good title for this book?* • *Why do you think the author chose this title?* • *When you first saw this cover, what did you think Elizabeth's doll would look like?* • Display the title page. *What clue does the illustrator give you on the title page before the story begins about what Elizabeth's doll looks like?*

## Connect to Other Books (Text Sets)

If you have read other, similar books or other books in this text set, help children make connections between them.

- This story is part of the Family text set. Reread *Don't You Feel Well, Sam?*. Compare how Mrs. Bear cares for Sam with how Mama cares for Obedi and Elizabeth cares for Eva.
- Display the covers of this story, *Do Like Kyla*, and *Jonathan and His Mommy*. Talk about how the families are the same as and different from each other. Revisit the illustrations and the text, as needed.



## Assess the Learning

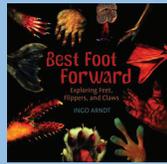
Observe children to find evidence that they can:

- make connections among families in the text set.
- recognize and understand that texts may have settings in different places.
- gain new information from both pictures and print about what Elizabeth learns from Mama.
- infer Elizabeth's intentions when she imitates Mama.

Nonfiction: Questions and Answers



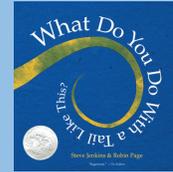
Animals Black and White



Best Foot Forward



A Cool Summer Tail



What Do You Do With a Tail Like This?

About This Text Set

The authors of the nonfiction books in this text set have organized factual information into a question and answer structure. They engage the reader's curiosity by posing thought-provoking questions about the animal world, and then providing interesting and often surprising answers. The questions invite children to share their own thinking, while the answers inspire further discussion and exploration.

You might also include the following additional books and resources from the *Fountas & Pinnell Classroom* collection.

**IRA** *What If You Had Animal Teeth?*

**IRA** *What Do You Do When Something Wants to Eat You?*

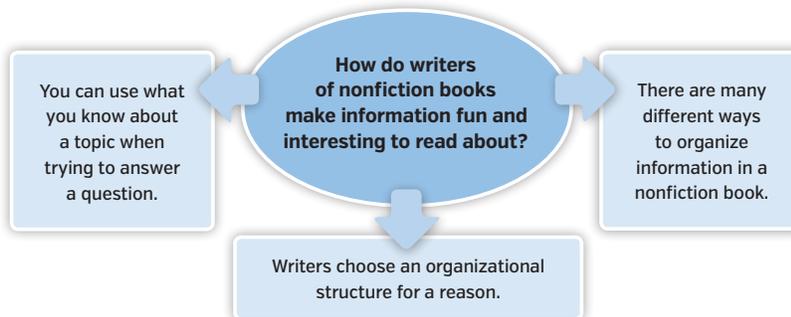
Thinking Across Books

While reading the books in this text set, help children make connections across the set, and facilitate ways of learning and finding out more about nonfiction books that use a question and answer structure.

- How are all of these books alike? How are they different?
- What kinds of questions do the authors of these books pose?
- What personal connections did you make to the information in these books?

Essential Question and Big Ideas

Engage children by keeping this essential question and these big ideas in mind as you read and talk about the texts in this set. Be sure to use language appropriate for the grade level. This question can also be explored through a variety of inquiry projects, including the suggested projects on the next page.



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IRA

Interactive Read-Aloud

Nonfiction: Questions and Answers Grade 1



## Learning Through Exploration and Investigation

### Asking Questions

Think about the essential question and big ideas on the previous page in order to formulate some questions that will help guide children in identifying projects for further exploration of the essential question.

How can you use what you already know about a topic when reading?

What do you notice about how the information in all of these books is organized?

Why do you think the authors organized the information this way?

### Suggested Projects for Exploration

The following are suggested projects for children to further explore the questions and big ideas related to the books in this text set. If children work in groups, you will need to meet with each group to support their investigation.

#### Use What You Know to Ask Questions

Select a topic that children have read or learned about in class, or that they're familiar with. Using shared writing, have the children brainstorm a list of four or five questions based on what they already know about the topic. For example, "Why do cats have such sharp claws?" Use Internet resources or the books in your classroom or school library to find answers. Create a class big book of questions and answers about the chosen topic.

#### Circle Game

Children sit in a circle. Give each child a picture of a familiar animal, such as a tiger, an elephant, or a dolphin. After thinking, each child takes a turn constructing a statement of two facts that describe the animal they have chosen and then asking a question. For example, they might say, "I am orange and black and I have a loud roar. What am I?" The other children guess the animal.

#### Create a Question and Answer Book

Talk about how the information is organized in these books. Point out that the questions are on one page, and the reader must turn the page to find the answer. Have children choose an animal they are familiar with, and then choose one part of that animal to depict, such as eyes, ears, tail, feet, or pattern on fur. Have them draw a picture on one side of a blank sheet of paper, showing that part of the animal, and use independent writing on the other side to complete the sentence: "I am a \_\_\_\_." Put the children's drawings and sentences together to create a big book for shared reading.

#### Solve Riddles

Have children think and talk about the information in these books. Sometimes the author gives clues with the text or illustrations that you can use to guess the answer. The clues make you think more and notice more about the animals. Model a riddle guessing game. Describe an object like the sun by saying, "I am hot. I live in the sky. I am bright. I disappear at night." Have children guess the answer. Model a few more simple riddles, then have children work with partners to create their own riddles. They take turns giving clues about familiar objects. When finished, talk about how making and solving the riddles encourages you to think more carefully about what you know about each object.

## You Will Need

- *What Do You Do With a Tail Like This?*
- White bulletin board paper, markers, finger paints
- Drawing paper and materials
- Chart paper and marker
- Wrapping paper/paper towel tubes, fabric, felt, and/or paper, glue, tape

**Book** *What Do You Do With a Tail Like This?*

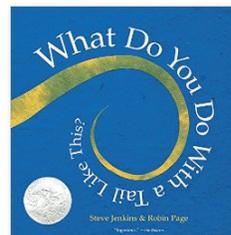
**Grade** 1

**Authors/ Illustrators** Steve Jenkins and Robin Page

**Genre** Nonfiction/Expository

**Text Set** Questions and Answers

- *Animals Black and White*
- *Best Foot Forward*
- *A Cool Summer Tail*
- *What Do You Do With a Tail Like This?*



## Summary

In this interactive guessing book, readers learn that animals do many different and interesting things with their ears, eyes, mouths, noses, feet, and tails.

## Messages

All animal body parts are useful and help the animal survive. Different animals use the same body part, but it may look different and work in different ways.



## Goals

Think about the reading behaviors and understandings your children control. Refer to *The Fountas & Pinnell Literacy Continuum* for Grade 1 Interactive Read-Aloud and select appropriate goals. You may want to consider these:

### Inquiry

- Connect texts in the category of question and answer.
- Notice that authors Steve Jenkins and Robin Page use a question-and-answer structure.

### Comprehension

- Gain new information from text and illustrations.
- Use details from illustrations to support points made in discussion.

### Communication

- Identify and discuss interesting information about animals in the book.

- Actively participate in the give and take of conversation about the book.
- Express opinions about which animal is the most interesting and explain their reasoning.

### Vocabulary

- Notice and acquire understanding of new vocabulary (*underground, pesky*).
- Acquire new content words from the book and illustrations, about familiar animals and some new animals.
- Use some academic language to talk about the text (*question and answer*).

## About This Book

**GENRE FOCUS** In this nonfiction book, a question-and-answer format is used to present facts about how different animals use parts of their bodies in amazing ways.

**HOW THE BOOK WORKS** This nonfiction book teaches facts about animals, using an interactive format. Readers see close-up views of one body part on five animals and are asked “what do you do with” that body part. On the following page, readers find illustrations of the whole animal, and the question is answered.

### IMPORTANT TEXT CHARACTERISTICS

- Informational text with clearly defined question-and-answer structure and simple categories; a predictable and repeated text sequence: A question that is answered on the following page
- Text that is arranged in playful visual patterns
- A few interesting words new to children, but easy to understand in context
- Many animals that may be beyond most children’s immediate experiences (e.g., *scorpion, horned lizard, blue-footed booby, archerfish*)
- Cut-paper collage illustrations that support interpretation and enhance enjoyment

**Numbering Book Pages**

Begin numbering this book on the left-hand page with the illustration of the fish head and end with the right-hand page that begins with the words, "... causes water to bead up ..." for a total of 30 pages.

**Supporting English Learners**

Clarify vocabulary to help children discuss the book.

- Help children understand words that may be unfamiliar, such as *spray*, *ledge*, and *stream*.
- Model the correct pronunciation of the animals mentioned in the book.



**Prompting Guide, Part 2**  
Refer to pages 15, 27, and 35 as needed



**Prompting Guide, Part 2**  
Refer to pages 36 and 40 as needed

## Introduce the Text

Consider the strengths and needs of your children and the demands of the text as you introduce and read the book. Example questions are provided. Make the introduction and reading interactive, allowing time for children to respond between questions (indicated by ●).

- *The last question-and-answer book in the set is What Do You Do With a Tail Like This?*
- Open the book to display both the front and back covers. *Why do you think the illustrators made the title of the book curve like this?*
- *This book asks questions about different animals. See if you can figure out the answers and learn interesting facts about animals, too.*

## Read the Text

Stop a few times to invite thinking and a brief conversation. Children may turn and talk in pairs or threes. Some stopping points and quick comments are suggested below.

- After pages 3-4: *Which animals do you think these noses belong to? ● What do you think they use their noses to do?*
- After pages 5-6: *Turn and talk to your partner about how these animals use their noses. Pause for a brief discussion. As you listen to the rest of the book, think about the new information that you are learning.*
- After page 16: *What do you use your eyes for? ● Let's find out if any of these animals use their eyes in the same way that people do.*
- After pages 25-26: *Turn and talk to your partner about which animal you think uses its mouth in the most interesting way. Pause for a brief discussion. Ask some volunteers to share their ideas. Why is that interesting to you?*

## Discuss the Text

Invite children to talk about the book. Some prompts to engage thinking are suggested below.

- Display pages 13-14. *What are some different ways that animals use their tails?*
- *The authors first ask you "what do you do with" an animal body part and then answer the question on the next page. How does this question-and-answer pattern help you to know what you are going to find out next?*
- *The authors teach facts about how some animal use parts of their bodies. When a book tells you facts, or true information, is it fiction or nonfiction?*
- *What is the big idea the authors want you to understand?*

Guide children toward the key understandings of the text. Some key understandings children may express are:

**Thinking *Within* the Text**

- Some animals use their noses to dig, find a meal, breathe, or bathe.
- Some animals use their ears to keep cool or to hear far away sounds.
- Animals may use tails to hang or sting.
- Some animals use their eyes to see far away or to look in different directions.
- Animals may use feet to eat or dance.
- Some animals use their mouths to scoop fish, swallow, or catch insects.

**Thinking *Beyond* the Text**

- ◆ It is fun to guess which animals the authors are going to talk about by looking at the illustrations.
- ◆ This book gives a lot of information about differences in animals.
- ◆ Some animals use parts of their bodies, such as their ears, eyes, noses, and feet, as humans do, and some use them in different ways.

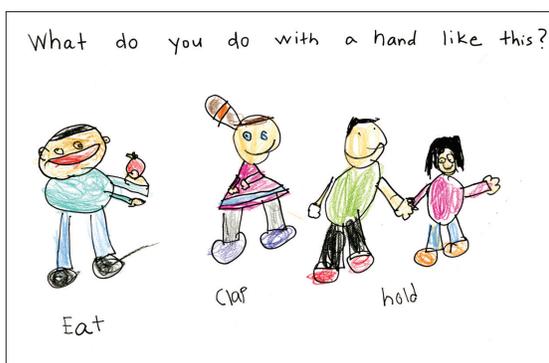
**Thinking *About* the Text**

- Steve Jenkins and Robin Page worked together to create this book.
- The title on the cover is written in the shape of a tail.
- The authors write some sentences in shapes.
- The last pages of the book have more interesting facts about the animals.

## Respond to the Text

Engage the children in additional experiences to enhance their appreciation and interpretation of the text.

**INTERACTIVE WRITING AND ART** Tape a large piece of white bulletin board paper to a wall, low enough so that children can reach it. At the top, write "What do you do with a hand like this?" Then, ask children to suggest the many different things they can do with their hands and write their suggestions around the paper, using curvy and other styles, as in the book. Help children with writing, as needed. Then, have each child use finger paint to add his or her handprints to the paper.



**BOOK MAKING** Have children share interesting facts they have learned from this book. Revisit the text and illustrations, as well as the note pages at the end, to help them recall other facts. Then, help children write one interesting fact and draw an illustration to match. When finished, children can share their illustrations and talk about why they think this information is interesting. Assemble children's fact pages into a class book, grouping the facts by the animal body parts, as is done in the book. Have a few volunteers work together to make a cover. Display this book with *What Do You Do With a Tail Like This?*

**ROLE PLAY** Make a variety of animal tails from the story using cardboard wrapping paper tubes or paper towel tubes covered in fabric, felt, or paper. Attach the tails to children and have them pretend to be the different animals in the story, using their tails as in the book. Have children take turns playing the role of the different animals.

### Supporting English Learners

Support children as they complete the interactive writing activity.

- Review answers to the question, "What do you do with hands like these?"
- Provide an oral sentence frame so children can contribute, such as *I \_\_\_\_\_ with my hands.*

**Supporting English Learners**

Support children as they discuss the book and print features.

- Model using an oral sentence frame to comment on the authors' arrangement of text, such as *The words for the skunk/lizard are written this way to show \_\_\_\_\_.*



**Prompting Guide, Part 2**

Refer to pages 40 and 52 as needed

**Supporting English Learners**

Help children make connections among books.

- Provide oral sentence frames to help children discuss the books, such as *I like photos/illustrations better because \_\_\_\_\_, I do/do not like question-and-answer books because \_\_\_\_\_.*



**Prompting Guide, Part 2**

Refer to pages 27 and 36 as needed

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## Reread and Revisit the Text

You may want to revisit the whole or parts of the book on the same day, or on subsequent days, so that children can notice more about the text and illustrations.

### Comprehension and Language

- Reread page 2. *On this page the authors tell you their purpose, the reason they wrote this book. What do they want you to learn?*
- Reread pages 19–20. *What part of the animal are the authors asking about here? How do you know?* • Turn to pages 21–22. *What do you see on these pages?* • Help children focus on the feet of each animal in the illustrations on these pages. Look at the chimpanzee's foot, and then turn back to pages 19–20 and find that foot. Repeat this process with each animal.

### Vocabulary

- Display page 6 and reread the facts about the mole. *What does underground mean?* • *Why does a mole go underground?* • *Can you think of any other animals that live underground?*
- Display page 13 and reread the facts about the giraffe. *What does the word pesky mean?* • *When something is pesky, it is annoying or keeps bothering you. Have you ever had a fly or another insect buzz around you until you tried to shoo it away with your hand? This giraffe shoos away pesky flies with its tail instead. Would you like to have a tail to shoo away pesky insects?*

### Book and Print Features

- Display pages 13–14. *The authors write some of the facts in lines that are arranged in unusual ways. Point to and reread the fact about the skunk. Why do you think the authors write the skunk fact like this?* • Point to and reread the fact about the lizard. *Why might the authors write the lizard fact like this?* • *Isn't it fun that the authors decided to write the facts in different ways to match the words?* Invite students to look through the book and point out other facts written in special ways.
- Revisit pages 27–30. *The authors give extra information about each animal on these pages. Read one animal fact. Why do you think they give these extra facts at the end of the book?*

## Connect to Other Books (Text Sets)

If you have read other, similar books or other books in this text set, help children make connections between them.

- Display all four of the Questions and Answers text set books. Talk about which books use photographs and which use illustrations. *Do you like the photographs or the illustrations of the animals better?* • *Why?*
- Turn and talk to your partner about how you like question-and-answer books. Pause briefly for discussion. Ask volunteers to share their thoughts.



## Assess the Learning

Observe children to find evidence that they can:

- connect texts in the category of question and answer.
- use details from illustrations to support points made in discussion.
- use some academic language to talk about question-and-answer books.
- express opinions about which animal is the most interesting and why.
- actively participate in the give and take of conversation.

Finding Beauty in the World Around You



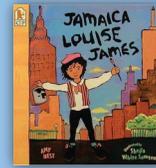
Last Stop on Market Street



Something Beautiful



The Gardener



Jamaica Louise James



Wanda's Roses

About This Text Set

Sometimes beauty can be found in the most unlikely and surprising places, and sometimes you have to look hard to find something beautiful. The books in this text set explore the idea of looking for and appreciating beauty no matter where you are, and finding ways to contribute something beautiful to the world around you. Taking delight in everyday moments and realizing your own value help make the world a more beautiful place.

You might also include the following additional books and resources from the *Fountas & Pinnell Classroom* collection.



*Flower Garden*



*When I Was Young in the Mountains*



*Our Big Home: An Earth Poem*

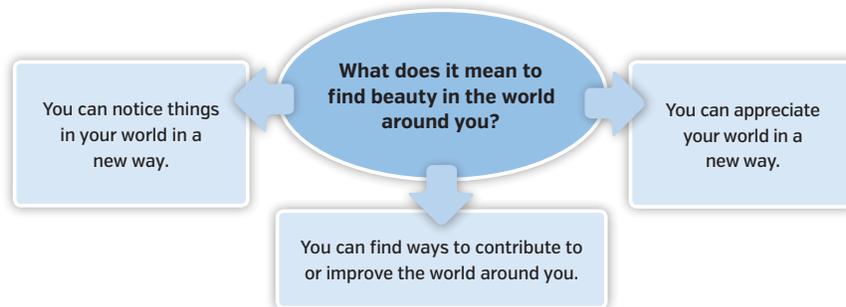
Thinking Across Books

While reading the books in this text set, help children make connections across the set, and facilitate ways of learning and finding out more about finding beauty in the world around you.

- How are the messages of these books similar? What do these authors want you to think about?
- How do the illustrations help you understand the main messages of the stories?
- What do these books make you think about in your own life?

Essential Question and Big Ideas

Engage children by keeping this essential question and these big ideas in mind as you read and talk about the texts in this set. Be sure to use language appropriate for the grade level. This question can also be explored through a variety of inquiry projects, including the suggested projects on the next page.



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## Learning Through Exploration and Investigation

### Asking Questions

Think about the essential question and big ideas on the previous page in order to formulate some questions that will help guide children in identifying projects for further exploration of the essential question.

How can you notice things in your world in a new way?

How can you show appreciation for what you have?

How can you help make your world a more beautiful place?

### Suggested Projects for Exploration

The following are suggested projects for children to further explore the questions and big ideas related to the books in this text set. If children work in groups, you will need to meet with each group to support their investigation.

#### Notice Something Beautiful

Have children do a quick write about something they think is beautiful. Then talk about the meaning of beauty and share the different ideas of what is considered beautiful. Include a discussion of how the characters in the books were able to see things in their lives in new, beautiful ways. Make note of the variety of beautiful things and ask why there is such a large assortment of things that are considered beautiful. Have students sketch something they think is beautiful and create a collage of their artwork. Display this as a celebration of different kinds of beauty found in the world around us.

#### Keep a Journal

Have children keep a gratitude journal. On a regular basis, the children can write lists of things they appreciate. As a class, regularly share what was appreciated for the first time or seen in a new way. Invite children to be as specific as possible about the things they are grateful for. For example, instead of saying you are thankful for food, say you are thankful for the perfect amount of peanut butter spread between your favorite crustless bread. Instead of saying you are thankful for your family, say you are thankful for 15 minutes of cuddling and reading with your mom before you go to bed.

#### Make Improvements

Take a walk around the school building and grounds. Have children make note of places they find beautiful and other places that are not so beautiful. Brainstorm ways to add value and beauty to the school. Ideas include picking up litter, helping to organize materials/supplies, adding artwork or poetry to bare walls, or planting flowers. Children may organize into groups to work on various projects to beautify their school.

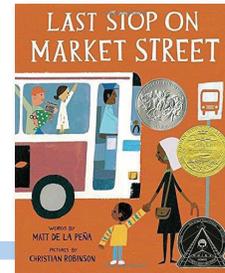
#### Perform Acts of Beauty

Talk about adding beauty to the world that isn't something you can see or touch but that is felt in one's heart. Discuss examples in the books of how you can add beauty to the world around you by speaking encouraging words or by performing acts of kindness that cause people to smile. Encourage children to share these acts of beauty as they do them or see them done, and keep track of them on a class chart or poster.

## You Will Need

- *Last Stop on Market Street*
- Chart paper
- Marker
- Drawing paper and crayons

**Book** *Last Stop on Market Street*  
**Grade** 2  
**Author** Matt de la Peña  
**Illustrator** Christian Robinson  
**Genre** Fiction/Realistic  
**Text Set** Finding Beauty in the World  
 • *Last Stop on Market Street*  
 • *Something Beautiful*  
 • *The Gardener*  
 • *Jamaica Louise James*  
 • *Wanda's Roses*



## Summary

While riding the bus across town, a young boy is encouraged by his nana to notice the wonderful things and people all around him that he takes for granted.

## Messages

Beautiful things are often all around you if you only pay attention. Giving a bit of your time to help others can make the world a better place. Beauty depends on how you look at things and how you feel about them.



## Goals

Think about the reading behaviors and understandings your children control. Refer to *The Fountas & Pinnell Literacy Continuum* for Grade 2 Interactive Read-Aloud and select appropriate goals. You may want to consider these:

## Inquiry

- Ask questions to deepen understanding of the text.
- Relate *Last Stop on Market Street* to their own lives.
- Notice and understand themes that are close to their experience, e.g., family relationships, community.

## Comprehension

- Infer the messages in *Last Stop on Market Street*.
- Notice how the boy changes, and infer reasons from the events of the plot.

## Communication

- Listen, respond, and build on the statements of others.
- Engage actively in the conversation routine of turn and talk.

## Vocabulary

- Notice and understand new vocabulary from the book. (*witness, palm, familiar*).
- Use new vocabulary in the discussion of *Last Stop on Market Street*.

## About This Book

**GENRE FOCUS** This realistic-fiction story features characters, settings, and a plot that is reflective of real life. The present-day setting gives the story a realistic quality.

**HOW THE BOOK WORKS** As CJ, the grandson, and Nana make their way from church to the soup kitchen on the bus, CJ complains about different things. Each time, Nana counters by pointing out the “bright side” of whatever he talks about.

## IMPORTANT TEXT CHARACTERISTICS

- Illustrations that extend meaning and support comprehension
- Author and illustrator dedications to special grandmas and nanas in their lives
- Author and illustrator biographies with photographs of each with their grandmothers when they were young boys
- Themes of family relationships and community that reflect everyday life
- Realistic characters, settings, and situations
- Character that changes somewhat from the beginning to the end of the story

**Numbering Book Pages**

Begin numbering this book on the left-hand page that shows CJ and Nana coming out of the church and end with the right-hand page that shows CJ and Nana working at the soup kitchen, for a total of 28 pages.

**Supporting English Learners**

Support children's language development.

- Make sure that children understand that the term *we gotta* is an informal way of saying "we have to" and *how come* is another way of asking "why."
- Make sure children understand the use of the multiple-meaning word *pool* on page 6.

**Prompting Guide, Part 2**

Refer to pages 11, 23, and 43 as needed



**Supporting English Learners**

Help children participate in the discussion.

- Provide oral sentence frames as children discuss how CJ changed, such as *In the beginning, CJ felt \_\_\_\_\_. At the end, CJ felt \_\_\_\_\_. I think he learned \_\_\_\_\_.*

**Prompting Guide, Part 2**

Refer to pages 37, 43, and 48 as needed



## Introduce the Text

Consider the strengths and needs of your children and the demands of the text as you introduce and read the book. Example questions are provided. Make the introduction and reading interactive, allowing time for children to respond between questions (indicated by ●).

- *Over the next several days, we will be reading stories about finding beauty in the world around you. Display the front cover of the book. Today's story is called The Last Stop on Market Street. Matt de la Peña wrote this story and Christian Robinson illustrated it.*
- Display the front cover to form one continuous illustration. Look at this cover illustration. What do you think might happen in this story? ● *Let's read to find out.*

## Read the Text

Stop a few times to invite thinking and a brief conversation. Children may turn and talk in pairs or threes. Some stopping points and quick comments are suggested below.

- After page 4: *Think for a moment about how a tree can drink. What is a little like a straw? ● Share your thoughts with a partner.*
- After page 8: *What does CJ think about waiting for and taking the bus? ● What is Nana trying to tell CJ?*
- After page 14: *Nana says, "Some people watch the world with their ears." What do you think she means by that?*
- After page 18: *What are you thinking about CJ and the music?*
- After page 22: *A witness is someone who sees something happen. Let's talk about what Nana means when she says, "Sometimes when you're surrounded by dirt, you're a better witness for what's beautiful."*
- After page 28: *How does Nana help change how CJ feels about things?*

## Discuss the Text

Invite children to talk about the book. Some prompts to engage thinking are suggested below.

- *In several stories we have read, a character changed from the beginning to the end. Let's talk about how CJ changed the way he thought and felt from the beginning to the end of this story. What do you think he learned as he changed?*
- *Let's think and talk for a moment about Nana and the kind of person she is. Why do you think she takes CJ to the soup kitchen every week?*
- Share the author and illustrator biographies with children, as well as the dedications. *Their grandmothers meant a lot to both the author and the illustrator. How does that come through in the story and the character of Nana?*

Guide children toward the key understandings of the text. Some key understandings children may express are:

### Thinking **Within** the Text

- After church, CJ and Nana get on the bus.
- The driver does magic tricks for CJ.
- Many different people ride the bus.
- CJ complains to Nana about going to the soup kitchen and feels sorry for himself.
- CJ notices how dirty the neighborhood is.
- CJ and Nana serve those in need at the soup kitchen.

### Thinking **Beyond** the Text

- ◆ CJ is not happy about having to walk and wait in the rain for the bus.
- ◆ CJ and Nana probably ride this bus often because the bus driver knows them.
- ◆ Nana is a friendly and happy person.
- ◆ Music makes CJ feel better.
- ◆ Nana helps CJ notice the beauty all around him.
- ◆ CJ is happy they came to the soup kitchen at the end of the story.

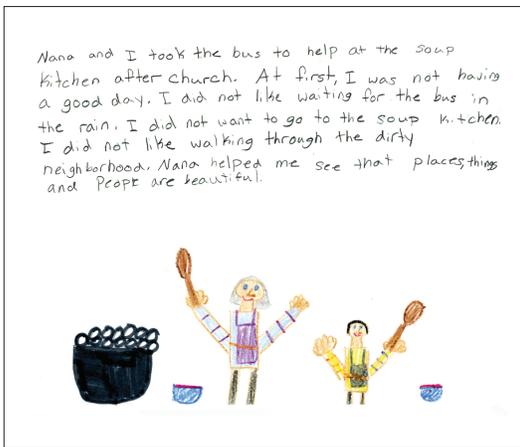
### Thinking **About** the Text

- The illustrations help to tell the story.
- The author tells about things in unusual ways.
- The author's and illustrator's biographies tell that their grandmothers were important to them.
- The author and illustrator dedicate the story to grandmothers they know.

## Respond to the Text

Engage the children in additional experiences to enhance their appreciation and interpretation of the text.

**SHARED WRITING** Have you ever heard the words “point of view”? Point of view is how things look or seem to one person or character. Events can seem different for different people, so it’s helpful to think about things from that person’s or character’s point of view. Today’s story was told by someone who is not a character. I wonder what CJ would say about his day with Nana. Have children imagine how CJ might tell the story. Tell them to write several sentences from CJ’s point of view describing what happened in the story. Have children add a drawing to illustrate their sentences. Children can share their work with a partner and compare how they expressed CJ’s point of view.



**SOCIAL STUDIES** Discuss with children how the setting is important in this story. Then, have children draw simple maps showing the bus route that CJ and Nana took from the church to the soup kitchen. Ask them to add labels to their maps and to write a sentence or two describing what happened on the bus ride. Have the children share and read their writing they included on the maps.

**COMMUNITY SERVICE** A soup kitchen is a place where people can go for a meal when they may not have enough money for food. CJ and Nana help out at the soup kitchen in their neighborhood every Sunday. Let’s talk about ways that you could help out in your community. Clarify for children that volunteering to help others or to improve something has a kind of beauty in its own way. Have children brainstorm a list of community service opportunities. Record the list on chart paper. Have the children reread the chart with you. Talk about which opportunities children would most like to participate in. If possible, have children take part in a community or school improvement project or have guests visit the class to talk about the importance of volunteerism. Additionally, many schools have a program where children contribute to a food bank.

### Supporting English Learners

Support children in the social studies activity

- Using oral sentence frames with sequence words, demonstrate to children how to tell the story in their own words, such as *First, \_\_\_\_\_ on the bus. Then, \_\_\_\_\_.* *Next, \_\_\_\_\_.* *Finally, CJ and Nana \_\_\_\_\_.*

**Supporting English Learners**

Support children's language development.

- Use gestures and sounds to help children understand the meaning of *creaked*, *sighed*, *sagged*, and *lurched* before discussing pages 7 and 11.
- If needed, check to be sure that children understand the meaning of the word *dedication* before reading the dedication aloud for children.



**Prompting Guide, Part 2**  
Refer to pages 48, 35, and 32 as needed



**Prompting Guide, Part 2**  
Refer to pages 33, 24, and 23 as needed

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## Reread and Revisit the Text

You may want to revisit the whole or parts of the book on the same day, or on subsequent days, so that children can notice more about the text and illustrations.

### Comprehension and Language

- *Authors sometimes find creative ways to use words.* Reread page 2. *What does the author mean when he says, "The outside air smelled like freedom?"* • *Why did the author use these words instead of writing something like, "CJ was happy to be outside"?* Repeat with, "rain freckled CJ's shirt."
- *The author used words to tell how the bus moved and sounded.* Reread the last two sentences on page 7. *It says the bus creaked to a stop. How would that sound?* • Repeat with *sighed and sagged* (page 7) and *lurched forward and stopped* (page 11).
- Reread page 21. *What is CJ thinking of when he looks around the street?* • Reread pages 22–24. *How does Nana help CJ see things in a different way?* • *What lesson can you learn from Nana?*

### Vocabulary

- Reread page 9. Point out the phrase "placed it in his palm." *What did Mr. Dennis do with the coin?* • *Hold up your hand and point to your palm.*
- Reread page 25. *It says CJ spotted their familiar faces. What is another word that means the same as spotted?* • *What does it mean when something is familiar?* • *How do you feel when you spot a familiar face in a crowd at school?*

### Book and Print Features

- Read the dedications. *Who was important to the author and illustrator and made them decide to create this book?*
- *Sometimes books have a section that tells more about the author and the illustrator.* Read the author and illustrator biographies. *What does this section tell you about the author and illustrator?* • Discuss how knowing more about the author and illustrator can add to a reader's understanding of a story.

## Connect to Other Books (Text Sets)

If you have read other, similar books or other books in this text set, help children make connections between them.

- Display the other books in this text set. *Look at the covers of this group of books that you will be hearing. What do you notice?* • *How do you think these books might be alike?*
- *CJ and Nana do things together on Sundays. Can you think of another book in which children and their grandparents do things together?* • *What is the same about the book you're thinking of and this book?* • *What is different?*



## Assess the Learning

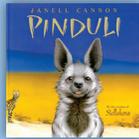
**Observe children to find evidence that they can:**

- notice and understand themes that are close to their experience, e.g., family relationships, community.
- infer the messages in *Last Stop on Market Street*.
- notice how the boy changes and infer reasons from the events of the plot.
- engage actively in the conversation routine of turn and talk.
- use new vocabulary in the discussion of *Last Stop on Market Street*.

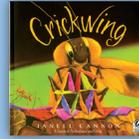
## Janell Cannon

Author/  
Illustrator Study

Stellaluna



Pinduli



Crickwing



Verdi

## About This Text Set

For an author or illustrator study, be sure that students think and talk about the meaning of each text before looking for characteristics specific to this author or illustrator.

Author and illustrator Janell Cannon is a careful observer of the natural world, and she particularly enjoys creating characters based on misunderstood (and often reviled) animals, such as bats, hyenas, snakes, and cockroaches. While her books are fiction, they often include additional facts to help the reader understand more about the animals on which the characters are based. Her depictions of both plants and animals are highly detailed and realistic, and offer readers additional insight into the lives of the animals she writes about.

## Steps in an Author or Illustrator Study

Students will need plenty of opportunity to explore the texts in this set - both on their own or in groups or pairs, and during read-aloud time. As they become more familiar with the steps in an author or illustrator study, they will learn how to notice characteristics common to a particular author or illustrator's work. Below are the basic steps in an author or illustrator study.

1. Take students on a quick "tour" of the books in this set, pointing out some of the notable characteristics of the author or illustrator's work.
2. Allow students time to look through the books and discuss what they notice with a partner.
3. Read each book in the set aloud to the class and discuss what you notice.
4. After you have read all of the books in the set, as well as any others by this author or illustrator, have students analyze characteristics that are common to the texts, and list the characteristics on chart paper.

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IRA

Interactive Read-Aloud

Author/Illustrator Study: Janell Cannon Grade 3



IRA

SR

PWS

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WML

GR

BC

IR

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## Learning Through Inquiry

### Characteristics of the Author or Illustrator's Work

After reading and discussing all of the books in this set, draw out and list what students have noticed across the texts. Use shared writing to help them generate a list of characteristics common to all of the books. You might want to list the characteristics they notice all of the time, and the characteristics that they notice often.

#### Janell Cannon:

##### Noticings

##### Always:

- She writes and illustrates fictional stories about animals.
- The animals in her stories act like people.
- The main character always learns a lesson.
- Some of the illustrations in the book are black-and-white sketches and others are full-color.
- The illustrations are accurate depictions of real animals.
- She includes details in the illustrations that show how the animals move.

##### Often:

- She writes about animals that most people think are scary or ugly or bad.
- She includes factual information about the animals at the back of the book.

Author/Illustrator Study: Janell Cannon Grade 3

Interactive Read-Aloud

IRA

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### You Will Need

- *Stellaluna*
- Chart paper and markers
- Drawing paper and colored pencils or crayons
- Books or online sources on bats

<b>Book</b>	<i>Stellaluna</i>
<b>Grade</b>	3
<b>Author/illustrator</b>	Janell Cannon
<b>Genre</b>	Fiction/Fantasy
<b>Text Set</b>	Author/Illustrator Study: Janell Cannon • <i>Stellaluna</i> • <i>Verdi</i> • <i>Crickwing</i> • <i>Pinduli</i>



IRA

Interactive Read-Aloud

### Summary

When a young fruit bat named Stellaluna becomes separated from her mother, she moves in with a family of birds and tries her best to live like they do. Later, after reuniting with her bat family, Stellaluna must relearn how to be a bat.

### Messages

The ways we are the same and the ways we are different make our friendships special. It is important to fit in with a group, but it is also important to be yourself. Everyone has different gifts and abilities.



### Goals

Think about the reading behaviors and understandings your students control. Refer to *The Fountas & Pinnell Literacy Continuum* for Grade 3 Interactive Read-Aloud and select appropriate goals. You may want to consider these:

#### Inquiry

- Recognize Janell Cannon's use of descriptive language.
- Learn about fruit bats and how they live.

#### Comprehension

- Notice how realistic illustrations provide information about characters and setting.
- Predict what will happen next in the story [e.g., Can Stellaluna keep her promise?].
- Infer Stellaluna's intentions, feelings, and motivations from her words and actions.

#### Communication

- Express opinions about Stellaluna and other characters in the story.
- Engage actively in conversational routines.

#### Vocabulary

- Learn new vocabulary from the story [e.g., *swooped*, *clambered*, *clutched*, *grasped*].
- Derive the meaning of words from the context of a paragraph or the whole story.
- Use some academic language to talk about literary features [e.g., *setting*].

### About This Book

**GENRE FOCUS** In this fantasy, the animal characters speak and think like people, but they live in realistic settings and behave like the animals they are.

**HOW THE BOOK WORKS** Detailed, realistic illustrations help readers learn about bats as they enjoy the compelling narrative. The book ends with a section that gives facts and information about bats.

#### IMPORTANT TEXT CHARACTERISTICS

- Detailed, realistic illustrations that fully support meaning
- Narrative with straightforward structure and several episodes
- Relatable animal characters that talk and think like humans but are governed by realistic animal behavior and settings
- Sophisticated presentation of themes related to balancing individual identity and assimilation into a group
- "Bat Notes" section with information about different kinds of bats

**Numbering Book Pages**

Begin numbering this book at the beginning of the story on the left-hand page with the picture of a bat and end with the right-hand page that begins, "The other 170 or so species of bats" for a total of 44 pages.

**Supporting English Learners**

Support students' understanding of concepts and vocabulary.

- Explain the meanings of words that may be unfamiliar, such as *crooned*, *scent*, *trembling*, *headfirst*, and *embarrassing*.
- Help students understand what a sultry forest is.
- Explain the differences between birds and bats.



**Prompting Guide, Part 2**

Refer to pages 18, 19, and 23 as needed

**Supporting English Learners**

Support students as they discuss the text.

- Help students look through the text and illustrations to identify details that could not happen in real life.
- Provide oral sentences frames [e.g., *\_\_\_\_\_ is not realistic. \_\_\_\_\_ does happen in real life.*].



**Prompting Guide, Part 2**

Refer to pages 9, 23, and 26 as needed

**Thinking *Within* the Text**

- Stellaluna is a baby bat who gets separated from her mother.
- She ends up with a family of birds, and she tries to live like a bird.
- When she reunites with the bats, she learns to live like a bat.
- She stays friends with the birds, even though they are so different.
- The "Bat Notes" section gives information about real bats.

**Thinking *Beyond* the Text**

- ◆ When Stellaluna tries to live like a bird, it doesn't feel right.
- ◆ Mother Bat and Stellaluna were surprised and happy to find each other again.
- ◆ Stellaluna is happier living as a bat.
- ◆ She and her bird friends appreciate how they are different and alike.
- ◆ We all have different gifts and abilities.

**Thinking *About* the Text**

- Janell Cannon uses descriptive words to help you picture the action.
- Even though this is fiction, the author has included a lot of details about how real bats live.
- The illustrations are realistic and also help us understand what it is like to be a bat.

**Introduce the Text**

Consider the strengths and needs of your students and the demands of the text as you introduce and read the book. Example questions are provided. Make the introduction and reading interactive, allowing time for students to respond between questions (indicated by ●).

- Today we are going to read a story about a fruit bat named *Stellaluna*. What do you know about bats? ● What do you think of them?
- Display the cover of the book. *Here is Stellaluna on the cover. What are you thinking about her? ● What other creatures do you see?*
- *Stellaluna was written and illustrated by Janell Cannon. We will be reading several books by Janell Cannon. Let's read and see what we notice about her writing and her illustrations.*

**Read the Text**

Stop a few times to invite thinking and a brief conversation. Students may turn and talk in pairs or threes. Some stopping points and quick comments are suggested below.

- After page 8: *Let's stop and look at the picture. Here's Stellaluna. How do you think she feels? ● How do you think the baby birds feel? ● What do you think will happen when Mama Bird returns?*
- After page 20: *What are you noticing about Stellaluna and how she lands on a branch?*
- After page 26: *Stellaluna is alone again. Who do you think is coming? ● What makes you think that?*
- After page 30: *She found her mother! How do you think things will change for Stellaluna?*
- After page 38: *What do you think will happen when the birds try to fly at night?*
- Depending on time and interest, you may read the "Bat Notes" section now, or you may choose to read it when you revisit the text.

**Discuss the Text**

Invite students to share their thinking about the book. Some prompts to support discussion are suggested below.

- *The words and illustrations in this story really helped me understand how it feels to be Stellaluna. Can anyone find an example of that? ● What do you notice about the words and pictures?*
- *This story includes some parts that are realistic, or could really happen, and some that are not. In what ways is Stellaluna like a real bat? ● What does she do that a real bat would not do?*
- *Mama Bird gets really angry when her babies try to hang like a bat. Why do you think that is? ● Why does she make Stellaluna promise to follow the rules of the nest?*
- *On page 41, Flitter says, "How can we be so different and feel so much alike?" and Pip says, "How can we feel so different and be so much alike?" What do you think they mean?*

Guide students toward the key understandings of the text. Some key understandings students may express are:

## Respond to the Text

Engage the students in additional experiences to enhance their appreciation and interpretation of the text. Students should have many shared writing experiences before doing independent writing.

**SHARED WRITING** *This is the first book in a group of stories I will be reading about animals by Janell Cannon. Janell Cannon has a special way of writing and illustrating her stories. What did you notice about her writing and illustrations?* Record a few of student's noticings about the content, writing, and illustrations in *Stellaluna*. When writing is complete, reread the noticings. Invite volunteers to draw pictures to illustrate the noticings.

*Stellaluna by Janell Cannon*

Noticings

- The animals in the story talk and think like people, but in most ways they act like animals.
- The story teaches a lesson about friendship.
- The pictures look very realistic. They almost look like photographs.
- The pictures give some details that aren't in the words.

**ART** Ask students to think about an alternate ending to *Stellaluna*. *How might the story have ended differently if Stellaluna hadn't found her way back to the bats? Would she have figured out on her own how to live like a bat or would she have continued to live like a bird?* Have students draw pictures showing a different ending for the story. Tell them to think about how Janell Cannon draws her illustrations and to try to use a similar style.

**INDEPENDENT WRITING** Discuss with students how Janell Cannon uses words to help them feel right there with *Stellaluna*. Reread the first few pages of the book, and ask students to imagine themselves as *Stellaluna*. *What do you see? What do you feel? What is it like to be a baby bat?* Then have students write about what it would be like to be *Stellaluna*. Have students record their paragraphs in the reader's notebook.

**SCIENCE** Have students find more information about fruit bats or another kind of bat from books in the library or from online sources you locate for them. Ask them to write some facts they learned and connect the facts to the story of *Stellaluna*. For example, they could research a different kind of bat and compare it to *Stellaluna*.

### Supporting English Learners

Support students as they complete the shared writing activity.

- Help students look at the illustrations and brainstorm a list of things they notice.
- Have partners discuss what they notice. Provide an oral sentence frame, such as *I noticed \_\_\_\_\_ about the [writing/illustrations].*

**Supporting English Learners**

Support student's comprehension and language.

- Demonstrate pronouncing words that sound like noises. Mimic the sound and have students repeat.
- Provide oral sentence frames (e.g., *The author uses words for sounds because \_\_\_\_\_. An example is \_\_\_\_\_.*).



**Prompting Guide, Part 2**

Refer to pages 24, 39, and 47 as needed



**Prompting Guide, Part 2**

Refer to pages 24, 27, and 31 as needed

## Reread and Revisit the Text

You may want to revisit the whole book or parts of the book on the same day, or on subsequent days, so that students can notice more about the text and illustrations.

### Comprehension and Language

- Reread pages 2-3. *What details from pages 2 and 3 help you understand what it feels like to be a bat? What words do you notice that describe what is happening? What words describe how things look, feel, and smell?*
- Reread the first paragraph on page 7. Tell students that *flump* is a word that sounds like the noise it represents. *Flump is the sound that Stellaluna makes as she lands in the nest.* Reread page 9 and have students identify the sound word and explain what noise it represents. *Why do you think Janell Cannon used words for sounds in this story?*
- Reread page 41. *What sentences on this page help you understand one of the big messages of this book?*

### Vocabulary

- Reread page 2. *Synonyms are words that mean almost the same thing. In English, there are many different ways to say "held on." What word on this page is a synonym for "held on"? (clutched) Reread the last paragraph on page 39 and have students identify another synonym for "held on." (grasped) • Why do you think Janell Cannon used different words that mean the same thing?*
- Point out that Cannon uses a variety of words to talk about how Stellaluna and the other animals move, such as *swooped* (pages 3 and 39) and *clambered* (pages 7 and 13). Guide students to use the context on each page to determine the meaning of each word. Then have them use gestures or motions to show what each word means.

### Book and Print Features

- Read or reread the "Bat Notes" at the end of the book. *Stellaluna is a fiction story with a plot and characters. But this part of the book is nonfiction. Why do you think Janell Cannon included this section in the book? • If time allows, have students go back to the story and identify examples of some of the traits and behaviors described in "Bat Notes."*

## Connect to Other Books (Text Sets)

If you have read other, similar books or other books in this text set, help students make connections between them.

- Display the covers of all the books in the Janell Cannon text set. *What kind of characters do you think Janell Cannon likes to write about?*
- *What is the same about all four titles and cover illustrations?*
- *As you hear each new story by Janell Cannon, notice how she writes and illustrates her stories.*



## Assess the Learning

Observe students to find evidence that they can:

- notice and appreciate Janell Cannon's descriptive language.
- notice and discuss the unique style of Janell Cannon's illustrations.
- make inferences and predictions about Stellaluna and other characters.
- express the main messages of the story.

## Historical Fiction

## Genre Study

Uncle Jed's  
BarbershopThe Glorious  
FlightThe Buffalo  
StormThe Houdini  
Box

Crow Call

Dad, Jackie,  
and Me

## About This Text Set

For genre study, be sure that students think and talk about the meaning of each text before looking for genre characteristics.

Historical fiction books depict the way people lived in the past and focus on the problems and issues of life in a particular historic time period. With historical fiction, the time and setting are important to the story, and often have a significant impact on the characters and themes. The books in this text set will help students make connections to historical figures from the past, gain knowledge of historical events, and view the present from a different perspective.

You might also include the following additional books and resources from the *Fountas & Pinnell Classroom™* collection.

IRA *The Other Side*IRA *Heroes*IRA *Tea with Milk*IRA *These Hands*IRA *The Dam*BC *New Shoes*BC *Freedom Summer*BC *Sylvia & Aki*BC *I Survived the Destruction  
of Pompeii, AD 79*BC *Train to Somewhere*

## Steps in a Genre Study

Genre study gives students the tools they need to navigate a variety of texts with deep understanding. There are six broad steps in a genre study. For further reading about the inquiry process and genre study, refer to *Genre Study: Teaching with Fiction and Nonfiction Books* (Fountas and Pinnell 2012).

1. **Collect** the books in the genre text set.
2. **Immerse.** Read aloud each book using the lesson guidelines. The primary goal should be enjoyment and understanding of the book.
3. **Study.** After you have read these mentor texts, have children analyze characteristics or “noticings” that are common to the texts, and list the characteristics on chart paper.
4. **Define.** Use the list of characteristics to create a short working definition of the genre.
5. **Teach** specific minilessons on the important characteristics of the genre.
6. **Read and Revise.** Expand students' understanding by encouraging them to talk about the genre in appropriate instructional contexts (book clubs, independent reading conferences, guided reading lessons, and shared reading lessons).

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IRA

Interactive Read-Aloud

Genre Study: Historical Fiction Grade 4



IRA

SR

PWS

RML

WML

GR

BC

IR

PLT



## Learning Through Inquiry

### Characteristics of the Genre

After reading and discussing all of the books in this set, draw out and list what students have noticed across the texts. Use shared writing to help them generate a list of characteristics they noticed that are common to all of the books. You might want to list the characteristics they notice all of the time and the characteristics that they notice often.

#### Historical Fiction

Noticings:

Always:

- Stories are imagined but take place in the real world.
- They have characters, plot, and setting (narrative structure).
- The stories focus on problems and issues of life in the past.

Often:

- The characters, plot, and setting are usually believable.
- The stories are often based on real people or events from the past.
- The stories are often connected to the author's own personal experiences.
- Authors often use the language of the time in the dialogue.

### Working Definition of the Genre

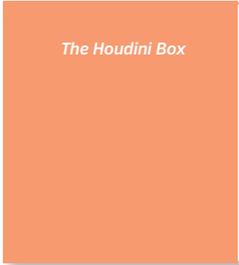
Use the list of characteristics that the students generate to create a working definition of the genre using shared writing. The definition can be revised as students study more examples. Use the definition to guide discussions, while trying out your understanding with more examples.

Historical fiction stories are made up by the author but have characters, events, and settings that could be real. They take place in the past.

## You Will Need

- *The Houdini Box*
- Paper and pencils (optional)
- Books, websites, and videos about Harry Houdini (optional)

<b>Book</b>	<i>The Houdini Box</i>
<b>Grade</b>	4
<b>Author/ Illustrator</b>	Brian Selznick
<b>Genre</b>	Fiction/Historical
<b>Text Set</b>	Genre Study: Historical Fiction <ul style="list-style-type: none"> <li>• <i>Uncle Jed's Barbershop</i></li> <li>• <i>The Glorious Flight: Across the Channel with Louis Blériot</i></li> <li>• <i>The Buffalo Storm</i></li> <li>• <b><i>The Houdini Box</i></b></li> <li>• <i>Crow Call</i></li> <li>• <i>Dad, Jackie, and Me</i></li> </ul>



*The Houdini Box*

IRA

Interactive Read-Aloud

## Summary

Victor is a young boy who, inspired by the magician Harry Houdini, tries unsuccessfully to escape from locked trunks, walk through walls, and perform other astonishing magic tricks. As a result of an accidental meeting with his idol, Victor is given a mysterious locked box from which he hopes to learn the secrets of Houdini's tricks.

## Messages

Don't give up on your dreams. Don't jump to conclusions. Things are not always as they appear.

## Goals

Think about the reading behaviors and understandings your students control. Refer to *The Fountas & Pinnell Literacy Continuum* for Grade 4 Interactive Read-Aloud and select appropriate goals. You may want to consider these:

### Inquiry

- Relate ideas from *The Houdini Box* to ideas from other books in this text set.
- Learn about and discuss the life and work of Harry Houdini.

### Comprehension

- Sustain attention for a longer text that requires several days to finish.
- Notice how an author creates characters that are complex and change over many events of a plot.
- Infer the author's messages about persistence and following through on dreams.

### Communication

- Use details from illustrations and text to support discussion.
- Recognize and discuss characteristics of historical fiction.
- Analyze the use of subtle humor to enhance the plot.

### Vocabulary

- Notice language that conveys a mood.
- Use some academic vocabulary to talk about book and print features (e.g., *author's note*, *endpapers*).
- Acquire new content words from text and graphics (e.g., *wonderstruck*, *escape*, *vanished*, *monument*).

## About This Book

**GENRE FOCUS** This historical fiction book mixes facts about a real person, Harry Houdini, with fictional characters, dialogue, and events to tell an imaginary story. Illustrations reflect the setting in the early 1900s.

**HOW THE BOOK WORKS** The story is told in third-person narrative structure and spans Victor's life from the time he is a boy until he is a father. There's an element of magic in the lengthy text that also incorporates subtle humor. It is heavily illustrated with crosshatched pencil drawings that enhance the story and inject humor as well.

### IMPORTANT TEXT CHARACTERISTICS

- A longer story with a complex plot and multiple problems
- Main character that is complex and changes over time
- Short biography of Harry Houdini in author's note at the end of the book
- Endpapers that show old posters advertising Houdini's shows

**Numbering Book Pages**

Begin numbering this book on the right-hand page that begins "A CURIOUS STORY . . ." and ends with the left-hand page that contains the heading "AN INTERESTING NOTE" for a total of 54 pages.

**Supporting English Learners**

Support students' understanding of concepts and vocabulary.

- For Day 1 reading, make sure students understand the concepts of magic and magicians.
- For Day 2 reading, help students understand the meanings of words that may be unfamiliar, such as *wonderstruck*, *bustling*, *restful*, *nervous*, *mysterious*, *monument*, and *vanished*.



**Prompting Guide, Part 2**  
Refer to pages 19, 32, and 37 as needed

**Supporting English Learners**

Support students' discussion of the text.

- Make sure students understand the concept of historical fiction.
- Provide oral sentence frames for students (e.g., *\_\_\_ comes from facts. \_\_\_ is not real. The fictional parts are \_\_\_ because \_\_\_. I thought \_\_\_ was funny because \_\_\_.*).



**Prompting Guide, Part 2**  
Refer to pages 42, 44, and 68 as needed

**Introduce the Text**

Consider the strengths and needs of your students and the demands of the text as you introduce and read the book. Examples to invite thinking are provided. Make the introduction and reading interactive, allowing time for students to share their thoughts (indicated by ☞).

- *Have any of you ever heard of Harry Houdini? ☞ Houdini was a magician famous for his illusions and escape acts. Illusions are things that appear differently from what they really are. The historical fiction book we're going to read next is The Houdini Box, written and illustrated by Brian Selznick. The main character is Victor, a boy who is fascinated with Houdini and his fantastic magic tricks.*

**Read the Text**

Read the book over two days. Suggested stopping points are indicated below. As you read, stop a few times to invite thinking and a brief conversation. Students may turn and talk in pairs or threes.

**Day One: pages 1–22**

- After page 15: *How was Victor trying to become like the great Houdini? ☞ How is he doing so far? Turn and talk to a partner.*
- After page 22: *Think about the meeting between Victor and Houdini at the train station. What effect did it have on Victor? ☞ I wonder if Houdini really plans to write Victor. What do you think?*

**Day Two: pages 23–54**

- Remind students where you left off reading. *When we last saw Victor, he had just returned home from a weekend with Aunt Harriett. Who remembers why Victor was so worked up all weekend? ☞ Let's see if he gets that letter from Houdini.*
- After page 35: *How do you feel about Victor's reaction and his feeling of betrayal? ☞ Do you agree he should have hidden the box away? Turn and talk with a partner.*
- After page 46: *What did Victor discover at Houdini's monument? ☞ Predict what happens next.*
- After page 52: *What do you think Victor found in the box? Share your ideas with a partner. You may wish to read the Author's Note on page 54 now or return to it later.*

**Discuss the Text**

Invite students to share their thinking about the book. Some prompts to support discussion are suggested below.

- *Why is this story historical fiction? ☞ What parts seem to come from facts? ☞ What parts are fictional?*
- *How did Victor's feelings about Houdini and magic change throughout his life? Use examples from the story to support your ideas.*
- *How would you describe the tone of the book? ☞ What are some examples of Brian Selznick's humor in the language and illustrations?*
- *What are the big ideas that you took away from this story?*

Guide students toward the key understandings of the text. Some key understandings students may express are:

**Thinking *Within* the Text**

- Victor is fascinated with Houdini's magic. After a chance meeting, he receives a locked box that he hopes contains Houdini's secrets.
- When Victor sees the initials E. W. on the box, he throws it in his closet and doesn't think of Houdini again.
- Years later, Victor learns that E. W. were Houdini's real initials.
- He digs out the locked box and successfully pulls off his first escape trick.

**Thinking *Beyond* the Text**

- ◆ When young Victor sees the initials E. W. on the box, his dreams are shattered.
- ◆ Victor's dreams of becoming a magician are rekindled years later when he discovers that the box really did belong to Houdini.
- ◆ This story teaches that things are not always as they appear, and you should never give up on your dreams.

**Thinking *About* the Text**

- *The Houdini Box* is historical fiction because it takes place in the past and mixes facts with imagination.
- Crosshatched pencil drawings feature detailed facial expressions, add humor, and show details to reflect the setting.
- An author's note provides additional context and information about Houdini.

## Respond to the Text

Below are suggestions for ways to enhance students' appreciation and interpretation of the text.

**INDEPENDENT WRITING** Ask students to recall their earlier discussion about what might have been in the Houdini box. Have them turn and talk with a partner about their ideas and how Victor's life might change as a result. Then have each student do a short write in the *Reader's Notebook* in response to the following prompt: *What was in the Houdini Box and how did it change Victor's life?*

The Houdini box contained explanations for how to do all of Houdini's tricks. I think this because after opening the box, Victor was able to lock himself in his grandmother's trunk and escape. He couldn't do that at the beginning of the story. Knowing he has Houdini's secrets renewed Victor's dream of being a magician. He learned how to do Houdini's tricks and then he spent many hours entertaining his son and other people with his amazing magic.

**SOCIAL STUDIES RESEARCH** Using "AN INTERESTING NOTE" as a springboard, have students work in small groups to find out more about Harry Houdini and prepare a brief oral or PowerPoint presentation to the class. Students may use books and pre approved websites and videos to get information about Houdini's childhood, how he got started doing magic, and some of his famous tricks. Students might download photos and videos, if appropriate, to include in their presentations.

**ROLE-PLAY** Have students work in pairs to act out the scene at the train station (pages 17-21) or the scene at Houdini's house (pages 28-33). Tell them to pick a scene and decide who will play each character. Have students improvise dialogue between the characters.

### Supporting English Learners

Support students' participation in the independent writing activity.

- Provide oral sentence frames for students [e.g., *I think \_\_\_ was in the Houdini box because \_\_\_. It changed Victor's life because \_\_\_.*].
- Have students use the oral sentence frames for their writing.

### Supporting English Learners

Support students in the role-play activity.

- Make sure students understand the concept of a scene.
- Demonstrate acting out one of the scenes.
- Pair English learners with native English speakers.
- If needed, provide additional assistance with dialogue for characters.
- Encourage students to refer to the written dialogue during the role-play activity.

**Supporting English Learners**

Support students' comprehension and language.

- Make sure students understand the concept of mood.
- Guide students to identify words or phrases that express mood.
- Provide oral sentence frames (e.g., *At first the mood was \_\_\_ because \_\_\_\_\_. Afterward, the mood changed to \_\_\_ because \_\_\_\_\_.*).



**Prompting Guide, Part 2**  
Refer to pages 11, 46, and 56 as needed



**Prompting Guide, Part 2**  
Refer to pages 28, 31, and 43 as needed

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**Reread and Revisit the Text**

You may want to revisit the whole book or parts of the book on the same day, or on subsequent days, so that students can notice more about the text and illustrations.

**Comprehension and Language**

- Reread pages 4–12. *On page 6, we learn about Victor when he was eight years old. On page 12, we learn about him when he was nine. Why do you think the author began the story by saying Victor was ten, and then went back in time? • What do we learn about Victor from this information?*
- Reread page 27. *What is the meaning of “A thousand secrets await you. Come to my house.”? • Why do you think Victor couldn’t wait and went to Houdini’s house that evening?*
- Reread pages 30 and 32. *When Victor headed to Houdini’s house, the mood of the story was one of hope and excitement. How does the mood change? • What are some words or phrases the author uses that express a different mood?*
- Reread pages 37–38. *On each of these pages, how does the author show us that time has passed?*

**Vocabulary**

- Reread the second paragraph on page 2. *Let’s think about the word wonderstruck. What can you infer about the meaning from the word parts as well as context in the sentence? • Help students think of synonyms for wonderstruck, such as amazed, astounded, entranced, and mesmerized.*
- Reread page 40 and point out the word *monument*. *What is a monument? • Discuss the idea that a monument can be a building or statue that honors a person or event, or it can be a headstone marking a grave. What clues help you know the monument in the story is marking a grave?*

**Book and Print Features**

- Revisit page 1 and display the illustration. *What do you think of the way Brian Selznick begins the story? • Why do you think he decided to start the story this way?*
- Read aloud “AN INTERESTING NOTE” on the last page. *What information does this note give us? • Why do you think the author included it?*
- Display the endpapers. *What do you see on these endpapers? • Why do you think Brian Selznick included posters advertising Harry Houdini’s shows? • How does this art add to the story?*

**Connect to Other Books (Text Sets)**

If you have read other, similar books or other books in this text set, help students make connections between them.

- Display the covers of the other books in this text set that you have read to the class. *Which other books in this set have a message about following your dreams? • How are the messages like the ones in The Houdini Box? • How are they different?*
- *Which of these books use humor to tell the story? • Which ones are more serious or thoughtful? • Which approach do you like better, and why?*



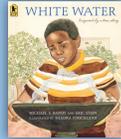
**Assess the Learning**

Observe students to find evidence that they can:

- sustain attention over several days as they follow a complex plot.
- infer the author’s message.
- use details from the text and illustrations to support discussion.
- identify subtle humor in the text and illustrations.
- recognize elements of historical fiction in *The Houdini Box*.

## Historical Fiction

## Genre Study



White Water



Baseball Saved Us



The Bracelet



Coming On Home Soon



The Butterfly

## About This Text Set

For genre study, be sure that students think and talk about the meaning of each text before looking for genre characteristics.

The historical fiction books in this set are all set in the middle part of the twentieth century. The fictional stories are set in motion by real events—Southern segregation in the U.S., World War II, Japanese-American internment, the French resistance. Each story takes place in a setting that is historically realistic, with authentic details of place and era, and depicts realistic characters whose lives and struggles are shaped by the time and place in which they live.

You might also include the following additional books and resources from the *Fountas & Pinnell Classroom™* collection.

**IRA** *Letters from Rifka*

**IRA** *Eliza's Freedom Road*

**IRA** *Under the Quilt of Night*

**IRA** *Marching with Aunt Susan*

## Steps in a Genre Study

Genre study gives students the tools they need to navigate a variety of texts with deep understanding. There are six broad steps in a genre study—the first four take place during interactive read-aloud, while the explicit teaching in Step 5 takes place during minilessons.

1. **Collect** a set of mentor texts in the genre to read aloud.
2. **Immerse** students in several clear examples of the genre. As you read aloud, encourage students to think about, talk about, and identify common characteristics.
3. **Study.** After you have read several examples, have students analyze characteristics that are common to the texts, and list the characteristics on chart paper.
4. **Define.** Use the list of characteristics to create a short working definition of the genre.
5. **Teach** specific minilessons on the important genre characteristics of the genre.
6. **Read and Revise.** Expand students' understanding by encouraging them to talk about the genre in appropriate instructional contexts (book clubs, independent reading conferences, etc.).

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IRA

Interactive Read-Aloud

Genre Study: Historical Fiction Grade 5



IRA

SR

PWS

RML

WML

GR

BC

IR

PLT



## Learning Through Inquiry

### Characteristics of the Genre

After reading and discussing all of the books in this set, draw out and list what students have noticed across the texts. Use shared writing to help them generate a list of characteristics common to all of the books. You might want to list the characteristics they notice all of the time, and the characteristics that they notice often.

#### Historical Fiction

Noticings:

Always:

- Stories are imagined but take place in the real world.
- They have characters, plot, and setting (narrative structure).
- The stories focus on problems and issues of life in the past.

Often:

- The characters, plot, and setting are usually believable.
- The stories are often based on real people or events from the past.
- The stories are often connected to the author's own personal experiences.
- Authors often use the language of the time in the dialogue.

### Working Definition of the Genre

Use the list of characteristics that the students generate to create a working definition of the genre using shared writing. The definition can be revised as students study more examples. Use the definition to guide discussions, while trying out your understanding with more examples.

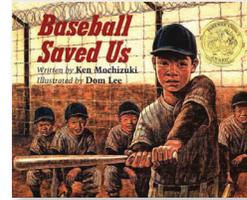
Historical fiction stories are made-up stories that take place in the past and tell about something in history. They are made up by the author.

## You Will Need

- *Baseball Saved Us*
- Paper, pencils
- Books and websites about Japanese immigrants (optional)
- Drawing paper, colored markers (optional)

**Book** *Baseball Saved Us*  
**Grade** 5  
**Author** Ken Mochizuki  
**Illustrator** Dom Lee  
**Genre** Historical Fiction  
**Text Set** Genre Study: Historical Fiction

- *White Water*
- *Baseball Saved Us*
- *The Bracelet*
- *Coming On Home Soon*
- *The Butterfly*



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Interactive Read-Aloud

## Summary

During World War II, a Japanese American boy and his family are sent to an internment camp. Life there improves after the adults organize a baseball league. The boy has a hard time until he hits a home run. After the war, facing prejudice in school, he turns again to baseball and finds purpose and a sense of belonging on the team.

## Messages

Having a purpose can help you survive the worst of times. Stay focused, be determined, don't give up, and eventually you will succeed. Being on a team can bring people together.

## Goals

Think about the reading behaviors and understandings your students control. Refer to *The Fountas & Pinnell Literacy Continuum* for Grade 5 Interactive Read-Aloud and select appropriate goals. You may want to consider these:

### Inquiry

- Draw on and expand knowledge of the Japanese internment during World War II.
- Notice story elements that are historically accurate and those that are likely fictional.

### Comprehension

- Infer the writer's attitude toward Japanese internment, and toward baseball.
- Notice how the main character changes in the course of the story and infer the reasons why.

### Communication

- Use details from the book and prior knowledge to support ideas and opinions about the story.
- Explain how the messages of the book can be applied to their own lives and to people today.

### Vocabulary

- Use some academic vocabulary to talk about book and print features [e.g., *title, narrator, flashback, illustration, mood*].
- Notice the writer's use of baseball-related terms.

## About This Book

**GENRE FOCUS** This historical fiction book realistically depicts the experiences of Japanese Americans in an internment camp during World War II.

**HOW THE BOOK WORKS** Narrated in the first person by the unnamed protagonist, the first two-thirds of the book take place in the camp, and the final third takes place after the war is over. An early flashback describes what led up to the family's internment.

**SOCIAL STUDIES CONNECTION Time, Continuity, and Change** This book looks at the forced relocation of Japanese Americans in internment camps during World War II. Seen through the eyes of a boy who is interned, the story helps students develop their understanding of moral and ethical issues involving race and civil rights.

### IMPORTANT TEXT CHARACTERISTICS

- Some Tier 2 vocabulary
- Many baseball references
- Author's Note

**Numbering Book Pages**

Begin numbering this book on the left-hand page after the Author's Note. The text will begin on page 2. End with the last left-hand page for a total of 29 pages.

**Supporting English Learners**

Support students' understanding of concepts and vocabulary.

- Make sure students understand the concept of a high-pressure moment.
- As needed, support students' understanding of vocabulary, such as *barbed-wire*, *stalls*, *barracks*, *sagebrush*, *funnelled*, *irrigation*, and *glinting*, and baseball terminology, such as *bleachers*, *infield*, *easy out*, *grounded out*, *single*, *inning*, *base hit*, *strike*, and *foul line*.



**Prompting Guide, Part 2**  
Refer to pages 21, 23, and 32 as needed

**Supporting English Learners**

Support students as they discuss the text.

- Make sure students understand the concept of overcoming obstacles.
- Provide oral sentence frames (e.g., *The "us" of the title is \_\_\_\_\_. Before he got his big hits, the narrator felt \_\_\_\_\_ because \_\_\_\_\_. The author does/does not want readers to \_\_\_\_\_ because \_\_\_\_\_.*).



**Prompting Guide, Part 2**  
Refer to pages 35, 37, and 44 as needed

## Introduce the Text

Consider the strengths and needs of your students and the demands of the text as you introduce and read the book. Examples to invite thinking are provided. Make the introduction and reading interactive, allowing time for students to share their thoughts (indicated by ●).

- *Historical fiction can tell any kind of story that is set in the past. There's an illustration that wraps around the front and back covers of Baseball Saved Us, by Ken Mochizuki. Look closely. What details do you notice about the setting and characters of this book? This isn't a typical baseball game, is it? Let's read and find out more.*
- Read the Author's Note on the second page after the title page. *Does anyone know what an internment camp is? ● If necessary, explain that internment camps are fenced and guarded places where people are held as prisoners for political reasons.*

## Read the Text

Stop a few times to invite thinking and a brief conversation. Students may turn and talk in pairs or threes. You may want to ask students who are familiar with the language of baseball to explain some of the terms. Some stopping points and quick comments are suggested below.

- After page 3, first paragraph: *Do you know what Pearl Harbor refers to? ● Why do you think his classmates were mean to him?*
- After page 9: *How is baseball already changing things in Camp?*
- After page 11: *How do the other players view the narrator? ● Turn and talk about how their treatment of him could affect his playing.*
- After page 19: *How did the mood of the story just change? ● What happened to change it?*
- After page 23: *This is another high-pressure moment for him, but things have changed since he was up at bat earlier in the story. Turn and talk about that—what's different now?*
- After page 29: *How would you describe this ending? ● What does the picture tell you?*

## Discuss the Text

Invite students to share their thinking about the book. Some prompts to support discussion are suggested below.

- *The title of the book is Baseball Saved Us. Who is "us"? ● How did baseball save them?*
- *The narrator wasn't a very good player to begin with, but he got big hits when it counted. How did he do that? ● What is the author saying about what it takes to overcome obstacles and succeed?*
- *Why do you think the author wrote this book? ● What does he want us to know about this period in history? ● Are there messages in the book that can be applied to people today?*

Guide students toward the key understandings of the text. Some key understandings students may express are:

### Thinking *Within* the Text

- The narrator is a Japanese American boy. The setting is a World War II internment camp with armed guards in watchtowers.
- The adults organize baseball games. The narrator is a weak player at first. Then he unexpectedly hits a winning home run.
- Back home after the war, the narrator faces prejudice at school.
- He joins the baseball team and gradually is accepted by his white teammates.

### Thinking *Beyond* the Text

- ◆ Japanese Americans were imprisoned because of racial mistrust and fear, not because they'd done anything wrong.
- ◆ Baseball helps the people in Camp by giving them a purpose.
- ◆ Baseball gives the narrator purpose, confidence, and eventually friendship. It helps him withstand humiliation.
- ◆ Playing or working as a team can bring people together.

### Thinking *About* the Text

- *Baseball Saved Us* is historical fiction.
- The family's experience and the camp conditions are historically realistic.
- Realistic illustrations support the text and convey emotion. The illustration on page 29 provides information that ends the story.
- The author wants readers to understand what Japanese Americans went through in World War II.

## Respond to the Text

Below are suggestions for ways to enhance students' appreciation and interpretation of the text.

**INDEPENDENT WRITING** This book covers many events in the narrator's life. Imagine that he kept a diary. Turn and talk with a partner about one event that the narrator might write about, and what he might say. After students have talked about it, ask them to write a short diary entry from the narrator's point of view. Have them record their entries in the reader's notebook.

**SOCIAL STUDIES** Read aloud the writer's Dedication on the copyright page of the book: "To the Issei and Nisei: American pioneers, heroes and role models." Using the Internet or print resources, ask students to work in pairs or small groups of three to research the Issei and the Nisei. Ask them to find out the meaning of "Issei" and "Nisei," and note facts to support the idea that they were pioneers, heroes, and role models. Have each pair or group share its facts with the class.

**ART** Display pages 9 and 10. Draw students' attention to the three same-size panels. Talk about what the panels show, rereading page 9 if necessary. Turn to pages 15 and 16, and pages 25 and 26, where the three-panel format is repeated, and display and talk about what those panels show. Help students recognize that the artist is capturing three different things from the story on that page. Ask students to think about the story and choose three scenes to draw that represent the message of the book. Students care share what they draw with the rest of the class.



### Supporting English Learners

Support students in the independent writing activity.

- If needed, explain the concept of a diary.
- Have pairs of English learners and speakers more fluent in English discuss their ideas before writing.
- Provide oral sentence frames for students [e.g., *When I first saw the camp, I felt \_\_\_ because \_\_\_. Today is our first game, and I feel \_\_\_.*].
- Have students use the oral sentence frames for their writing.

### Supporting English Learners

Support students in the social studies activity.

- Make sure students understand the concepts of pioneers and of role models.
- Ask guiding questions. *Where are the Issei/Nisei born?*

**Supporting English Learners**

Support students' comprehension and understanding of language and book features.

- Help students understand the concepts of a racial slur and of setting and mood of the book.
- Provide oral sentence frames (e.g., *The man in the tower is/is not \_\_\_\_\_. He makes the narrator feel \_\_\_\_\_ because \_\_\_\_\_. The illustrations show the setting/mood of the book by \_\_\_\_\_.*).



**Prompting Guide, Part 2**  
Refer to pages 44 and 51 as needed

**Supporting English Learners**

Support students' connection to other books.

- If needed, review the book *White Water*.
- Provide oral sentence frames (e.g., *The books \_\_\_\_\_ and \_\_\_\_\_ are similar/different because \_\_\_\_\_. The book \_\_\_\_\_ makes me think of \_\_\_\_\_ because \_\_\_\_\_.*).



**Prompting Guide, Part 2**  
Refer to pages 24, 35, and 37 as needed

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## Reread and Revisit the Text

You may want to revisit the whole book or parts of the book on the same day, or on subsequent days, so that students can notice more about the text and illustrations.

### Comprehension and Language

- Reread page 2, first sentence. *Notice that the story begins in Camp. Turn the page. But then it says, "Back in school, before Camp, I was shorter and smaller than the rest of the kids . . ." What is the writer doing here?* Help students identify this part of the narrative as a flashback. *The flashback brings the reader back to the present on page 9: "That's when Dad knew we needed baseball."*
- Reread page 9, first paragraph. *Let's talk about "the man in the tower." Who is he? • How does the narrator feel about him? • Why is he important to the story?* Revisit or reread parts of pages 2, 11, 15, 17, and 25 as necessary to help students think about the role of the man in the tower.
- Reread page 21, last two paragraphs. *"Jap" is a racial slur. Turn and talk about how it feels to be called an offensive name. • How might that affect an athlete, like the narrator, in a game?*

### Vocabulary

- Revisit page 5. Point out the word *barracks*. Point to the illustration. *These are the barracks.* Students may know the military meaning of barracks—buildings that house soldiers—but point out that barracks may also house prisoners.
- Revisit page 9. Point out the word *funneled*. *What is a funnel?* If necessary explain that a funnel is a tube or pipe that is wide at one end, used to guide liquid into an opening.

### Book and Print Features

- Starting at page 2, slowly go through some pages of the book. *Let's talk about these illustrations. How would you describe them? • Why do you think the artist chose these colors?* As you turn the pages, discuss how the illustrations reflect the setting and mood of the book. Stop at pages 27–28. *What is different in this picture? (The sky is blue.) Why do you think the artist put a blue sky here, at the end?*
- Revisit the illustration on page 29. *Notice the absence of text on this page. Why do you think the author and illustrator decided not to have any words here?*

## Connect to Other Books (Text Sets)

If you have read other, similar books or other books in this text set, help students make connections among them.

- *We've read two historical fiction books so far. Display *White Water* and *Baseball Saved Us*. What do these two books have in common? • How are they different?*
- *Do these books remind you of any other books you've read? In what ways?*



## Assess the Learning

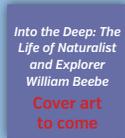
Observe students to find evidence that they can:

- follow a narrative that includes a flashback.
- infer the author's purpose in writing about Japanese internment.
- identify the messages of the book.
- analyze how illustrations can reflect mood and help tell the story.

Scientists at Work



The Brilliant Deep: Rebuilding the World's Coral Reefs



Into the Deep: The Life of Naturalist and Explorer William Beebe



Neo Leo: The Ageless Ideas of Leonardo da Vinci



Scaly Spotted Feathered Frilled: How Do We Know What Dinosaurs Looked Like?



Far from Shore: Chronicles of an Open Sea Voyage

About This Text Set

The typical image of a scientist at work is a man in a white lab coat pouring chemicals into a vial while standing in a laboratory. But the reality can be far different. Scientists are everywhere, as the books in this text set show. Look for them hunting for dinosaur fossils at a dig, aboard a ship peering through binoculars at a dolphin, scuba diving through a coral reef collecting samples, deep at the bottom of the ocean marveling at glowing sea creatures, or perhaps just sitting under a tree, deep in thought. The men and women scientists in this text set were all curious about the natural world and put that curiosity to use to make the world a better place. These stories about real-life scientists might motivate students to harness their own curiosity and explore more of the scientific wonders that await them.

You might also include the following additional books and resources from the *Fountas & Pinnell Classroom™* collection.



*Life in the Ocean: The Story of Oceanographer Sylvia Earle*



*Primates*



*Interrupted Journey*



*The Manatee Scientists*



*The Tapir Scientist*

Thinking Across Books

While reading the books in this text set, help students make connections across the set, and facilitate ways of learning and finding out more.

- What messages do you think the authors of these books want you to think about?
- How did the scientists in these books solve the problems they encountered?
- What messages about science do you think these books share?

Essential Question and Big Ideas

Engage students by keeping this essential question and these big ideas in mind as you read and talk about the texts in this set. Be sure to use language appropriate for the grade level. This question can also be explored through a variety of inquiry projects, including the suggested projects on the next page.



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IRA

Interactive Read-Aloud

Scientists at Work Grade 6



## Learning Through Exploration and Investigation

### Asking Questions

Think about the essential question and big ideas on the previous page in order to formulate some questions that will help guide students in identifying projects for further exploration of the essential question.

What traits do scientists have in common when they pursue their research?

What about the natural world makes you curious?

How have scientists used their discoveries to make the world a better place?

### Suggested Projects for Exploration

The following are suggested projects for students to further explore the questions and big ideas related to the books in this text set. If students work in groups, you will need to meet with each group to support their investigation.

#### Interview a Scientist

Many of the scientists in this text set were influenced or inspired by other scientists. That is how science works. Scientists build on the work of other scientists, each person chipping away at the larger puzzle. Encourage students to come up with a list of scientists working today whom they would like to interview in order to learn more about their current work and their mentors. Allow students to form their own groups as they search online and in the library in order to compile a list of potential scientists who inspire them. Once students have selected the scientists, invite them to devise a list of possible questions to ask. Then have students attempt to contact the scientists to find out if they are willing to answer questions through email, a video online call, or perhaps a classroom visit. Note that many practicing scientists can be approached through their university or through personal or project websites.

#### Scientific Journals

Remind students that author and scientist Sophie Webb kept a journal of her adventures at sea in which she recorded and drew what she observed. Challenge students to keep a class journal about something in the natural world they wish to observe and take notes on over several days. To encourage ideas about what to observe, have them form groups to brainstorm subjects such as clouds, the night sky, or birds. After students present their list of ideas, they can vote on which one to pursue as a class. For the next five days, students should keep a personal, scientific journal of their observations, with drawings or photographs if they wish, on loose-leaf binder paper, drawing paper, or on an online journaling site. At the end of the week, students may wish to pool their observations and create a class book of their findings.

#### Save the Ocean Campaign

Several of the scientists in this text set dedicated their lives to ocean conservation. Challenge students to come up with a campaign to save the ocean. Allow students to organize themselves into small groups as they research current dangers to the ocean and the methodology some scientists have discovered to save it. Facilitate a discussion of possible courses of action to take, such as a school awareness week or a pledge to collect plastic in their community, but allow students to determine the final decision. Have each group decide its own process of thinking, talking, choosing, and recording their ideas. Once a plan of action has been decided, students can work on implementing it with their group. Offer help when it is asked for and encourage students to brainstorm ways of publicizing their chosen campaign using an electronic medium, such as a web page, video, or social media post. Groups can share their completed campaigns with the class.

### You Will Need

- *Scaly Spotted Feathered Frilled: How Do We Know What Dinosaurs Really Looked Like?*
- Paper, pencils
- Chart paper and marker (optional)
- Books and websites about dinosaurs (optional)
- Drawing paper, colored pencils, markers (optional)

Visit [resources.fountasandpinnell.com](http://resources.fountasandpinnell.com) to download online resources to support this lesson, including:

- Venn diagram template

**Book** *Scaly Spotted Feathered Frilled: How Do We Know What Dinosaurs Really Looked Like?*

**Grade** 6

**Author** Catherine Thimmesh

**Illustrators** Various artists

**Genre** Nonfiction/Expository

**Text Set** Scientists at Work

- *The Brilliant Deep*
- *Into the Deep*
- *Neo Leo*
- *Scaly Spotted Feathered Frilled*
- *Far from Shore*



### Summary

This book explores how paleontologists and paleoartists reconstruct dinosaurs using clues from the past, such as fossils, plant matter, and prehistoric trackways. This evidence is interpreted by scientists and artists to come up with educated guesses about how dinosaurs looked.

### Messages

Scientists follow scientific processes when they work. Science is constantly adapting as new evidence arises. Science is a collaborative effort. Speculation should have a scientific base.

### Goals

Think about the reading behaviors and understandings your students control. Refer to *The Fountas & Pinnell Literacy Continuum* for Grade 6 Interactive Read-Aloud and select appropriate goals. You may want to consider these:

#### Inquiry

- Synthesize new information from *Scaly Spotted Feathered Frilled: How Do We Know What Dinosaurs Really Looked Like?*
- Connect the information in nonfiction books to disciplinary studies (science, social studies).

#### Comprehension

- Sustain attention for a longer text that requires several days to finish.
- Infer the author's messages about science and how scientists work.

#### Communication

- Use evidence from the text and illustrations to discuss how dinosaurs were perceived differently in the past.
- Compare previous understandings about dinosaurs with the new understandings the text provides.

#### Vocabulary

- Use some academic vocabulary to talk about book and print features (*quote, caption, glossary, timeline*).
- Notice and understand the meaning of technical words particular to academic disciplines (*paleontologists, paleobotanists, paleoartists*)

### About This Book

**GENRE FOCUS** This expository nonfiction book explains how paleoartists follow scientific methods to ascertain the appearance of dinosaurs in their art.

**HOW THE BOOK WORKS** Organized categorically by chapter headings, this book explains the process artists follow to create the most probable approximations of dinosaurs. Full-page reproductions of the artwork show the results of the process. Quotes from the paleoartists as well as examples of their work are included. At the end, the author includes more information in: About the Artists; Acknowledgments; Selected Sources; and Glossary.

**SCIENCE CONNECTION Structure and Function** This book explains how artists draw on multiple sources of scientific evidence to create their illustrations of dinosaurs. Students will understand how the scientific process is essential to bringing the past to life.

#### IMPORTANT TEXT CHARACTERISTICS

- Full color illustrations of dinosaurs by prominent paleoartists with detailed captions
- Extensive quotes from paleoartists explaining how they interpret and recreate dinosaurs
- About the Artists profiling the artists featured in the text
- Endpapers displaying dinosaur timeline and major dinosaur groups

**Numbering Book Pages**

Begin numbering this book on the left-hand page across from the page that begins, "Leonardo da Vinci . . ." and end with the right-hand page that begins, "Dr. Mory Gharib built . . ." for a total of 30 pages.

**Supporting English Learners**

Support students' understanding of concepts and vocabulary.

- Make sure students understand the concepts of scientific evidence and of paleoartists, paleontologists, and paleobotanists.
- As needed, help students understand the meanings of words that may be unfamiliar, such as *menacingly*, *renowned*, *hindsight*, *seismic*, *brouhaha*, *composite*, *anatomically correct*, *snafus*, *analog*, and *improbability*.



**Prompting Guide, Part 2**  
Refer to pages 30, 36, and 39 as needed

**Supporting English Learners**

Support students' discussion of the text.

- Make sure students understand the concept of dinosaurs being recreated.
- If needed, pair English learners with speakers more fluent in English.
- Provide oral sentence frames (e.g., *I learned \_\_\_ about dinosaurs. In the future, I think pictures of dinosaurs will \_\_\_ because \_\_\_. The message about scientist and their work is \_\_\_.*).



**Prompting Guide, Part 2**  
Refer to pages 26 and 40 as needed

**Introduce the Text**

Consider the strengths and needs of your students and the demands of the text as you introduce and read the book. Examples to invite thinking are provided. Make the introduction and reading interactive, allowing time for students to share their thoughts (indicated by ●).

- *Think about the dinosaurs you've seen in museums, movies, and books. Dinosaurs lived on Earth long before people did. So how can anyone know what they looked like? That's the question that this book answers.* Scaly Spotted Feathered Frilled: How Do We Know What Dinosaurs Really Looked Like? by Catherine Thimmesh describes the process that some artists go through when they portray dinosaurs.

**Read the Text**

Read the text over three days. Suggested stopping points are indicated below. As you read, stop a few times to invite thinking and a brief conversation. Students may turn and talk in pairs or threes. You may wish to read the illustration and photo captions now or return to them later.

**Day One: pages 3-15**

- After page 7: *Talk about how a paleoartist is different from other illustrators.* ● *Why might it be important for a paleoartist like Mark Hallett to come to his own conclusions?*
- After page 10: *Let's talk about this illustration. What do you notice about the dinosaurs?* ● *How do these dinosaurs compare to dinosaurs you see in modern movies?* ● *Let's read and find out more.*

**Day Two: pages 16-35**

- After page 16: *In what ways are the trackways like "ancient snapshots"?* ● *Discuss what scientists have learned about dinosaurs from studying these trackways.*
- After page 27: *Let's discuss why it's important for a paleoartist to know about a dinosaur's environment.* ● *Talk about the ways other scientists help paleoartists interpret what dinosaurs looked like.*

**Day Three: pages 36-53**

- After page 41: *Stephen Czerkas says: "You have to be ready to change what you think in the face of new scientific evidence." Talk about why you agree or disagree with this statement.*
- After page 51, second paragraph: *The author wonders why the artists' dinosaurs look different if they all have access to the same information. Turn and talk to a partner about why this might be so.*

**Discuss the Text**

Invite students to share their thinking about the book. Some prompts to support discussion are suggested below.

- *What new information did you learn about dinosaurs from this book?* ● *Now that you know more about how dinosaurs are recreated, do you think in the future dinosaurs will look different from the way they are portrayed today? Explain your answer.*
- *Think about what this book has to say about scientists and how they work. Then turn and talk with a partner about the messages in this book.*

Guide students toward the key understandings of the text. Some key understandings students may express are:

**Thinking *Within* the Text**

- We can never know for sure what dinosaurs looked like.
- Paleoartists use scientific evidence and make educated guesses to determine what dinosaurs might have looked like.
- The way dinosaurs are represented has changed over the years as new evidence is accumulated.
- Although they have access to the same evidence, paleoartists have a unique style.

**Thinking *Beyond* the Text**

- ◆ Science is a work in progress and changes over time as new evidence is found.
- ◆ People must change their ideas when new facts arise.
- ◆ Scientists can disagree with each other over interpretations of evidence.
- ◆ Sometimes scientists get things wrong.
- ◆ Scientists frequently rely on the work of other scientists.

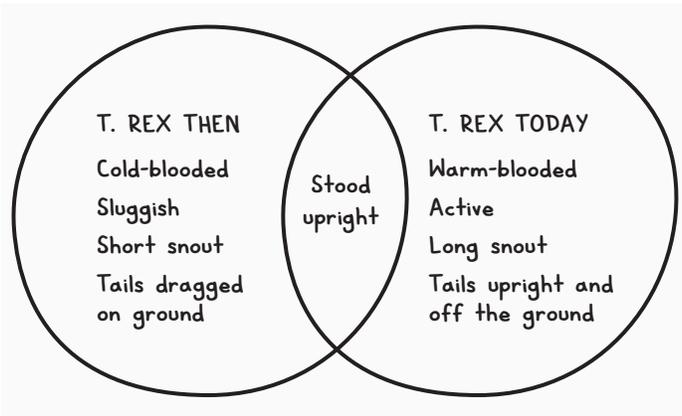
**Thinking *About* the Text**

- *Scaly Spotted Feathered Frilled* is an expository nonfiction book.
- Full-page illustrations show different artists' interpretations of dinosaurs.
- Detailed captions give information about the illustrations and photos.
- About the Artists profiles the artists mentioned in the book.

## Respond to the Text

Below are suggestions for ways to enhance students' appreciation and interpretation of the text.

**SHARED WRITING** Review "Unlike Anything Ever Seen Before" (pages 11-15) with students. Discuss how scientists and artists viewed dinosaurs one hundred years ago and how they view them today. Then have students compare the illustration of *T. rex* on pages 12-13 with the contemporary illustration on page 50. Together, use the Venn diagram (available online) to compare the characteristics of *T. rex*es in the 19<sup>th</sup> century with *T. rex*es as they're seen today.



**INDEPENDENT WRITING** Remind students that the subtitle of this book asks a question: "How do we know what dinosaurs really looked like?" Discuss how the book then attempts to answer that question. Have students jot down notes as you go through the different ways scientists have determined the appearance of dinosaurs. Students can use their notes to write a short paragraph answering the question.

**ART/SCIENCE** Read paleoartist Stephen Czerkas's quote on page 46 about color. Ask students to imagine that they are paleoartists. Would they be more likely to play it safe and use conservative colors or let their imaginations run wild with vibrant colors? Encourage students to choose a dinosaur from the examples listed on the book's endpapers and find out more about it. Students can then draw an illustration of a dinosaur and color it according to what they've learned. Students should be ready to state reasons for why they chose the colors they did. Display the finished artwork in the classroom.

### Supporting English Learners

Support students' participation in the shared writing activity.

- Ask students guiding questions. *What did artists in the past think about T. Rex's tail? What do scientists today think about T. Rex's tail?*
- If needed, help students understand the concept of a Venn diagram.
- Provide oral sentence frames for students to discuss before sharing with the class (e.g., *One hundred years ago, scientists and artists thought that T. Rex. was/had \_\_\_\_\_. Today, they think that T. Rex was/had \_\_\_\_\_.*).

**Supporting English Learners**

Support students' comprehension and language.

- Make sure students understand the concepts of punctuation mirroring a message and of the illustrations being speculative.
- Provide oral sentence frames for students (e.g., *On page 52, Keillor's quote means \_\_\_ because \_\_\_. The ellipses in the last line mirror the book's message because \_\_\_.*).



**Prompting Guide, Part 2**  
Refer to pages 36, 41, and 52 as needed

**Supporting English Learners**

Support students' connections to other books.

- Make sure students understand the concept of scientific methods.
- If needed, review the other books in this text set.
- Provide oral sentence frames for students (e.g., *The scientists in \_\_\_ used scientific methods to \_\_\_. The methods helped the scientists to \_\_\_ by \_\_\_.*).



**Prompting Guide, Part 2**  
Refer to pages 35 and 53 as needed

IRA4288



## Reread and Revisit the Text

You may want to revisit the whole book or parts of the book on the same day, or on subsequent days, so that students can notice more about the text and illustrations.

### Comprehension and Language

- Reread page 4: *Talk about how dinosaur reconstruction is "guesswork based on science."* • *This is one quote of many by a paleoartist. Why do you think the author included these quotes?* • *What do they contribute to the book?* • *Explain how paleoscientists and paleoartists are like puzzlemasters.*
- Reread page 15: *Not all scientists agree that dinosaurs are warm-blooded. How is it possible for scientists to come to different conclusions when looking at the same facts?* • *Discuss whether you think this is similar to how paleoartists have different interpretations of dinosaurs.* [See page 51.]
- Display pages 20-21: *The picture of the solitary Triceratops was painted almost 100 years before the painting of the fighting Triceratops. Look closely at both illustrations. Based on the illustrations, how has the portrayal of these dinosaurs changed over the course of a century?* • *Read the captions for the two illustrations. What additional information did you learn from the captions that you didn't get from looking at the illustrations?*
- Reread page 52: *Explain what Keillor's quote means in your own words.* • *The last line of this book is a quote that ends with ellipses. Explain how the ellipses mirror the book's messages about science.*

### Vocabulary

- Point out that this book includes many scientific words starting with the prefix *paleo-* (*paleoartist*, *paleoscientists*, *paleontologists*, *paleobotanists*). Explain that *paleo-* means ancient or prehistoric.
- Point out the glossary on pages 55-56 and read some of the words the author included. Encourage students to define some of the words based upon what they have already gleaned from the text. Then read the actual definitions.

### Book and Print Features

- Read "About the Artists" on pages 54-55. *Why did the author include these short biographies of the artists?* • *Encourage students to look up one of the listed websites to find out more about their favorite artist.*
- Display the timeline at the front of the book and read the entries. *What changes took place between the Triassic era and the Cretaceous era?* • *Why do you think the author included this timeline?*

## Connect to Other Books (Text Sets)

If you have read other, similar books or other books in this text set, help students make connections between them.

- *Each of the books in this text set feature scientists. Talk about the ways these other scientists used scientific methods in their work.* • *How did these methods help them with their investigations, discoveries, or inventions?*



## Assess the Learning

Observe students to find evidence that they can:

- consider new information from the book and reach new understandings about dinosaurs.
- discuss how quotes add authenticity to a text.
- notice and discuss the author's messages about science and the scientific process.
- use details from the text and illustrations to support discussion.

# Nurture Students' Ability to Make Connections Across Texts

The FPL *Interactive Read-Aloud Collections* are organized into 25 text sets that reflect a global perspective, with a diversity of characters, settings, and topics. Each text set contains four to six high-quality picture books that represent a variety of authors and illustrators, topics, genres, themes, and text structures. Each set of texts has been carefully curated around a connecting idea, central theme, or study of a particular author, illustrator, or genre.

## The importance of text sets

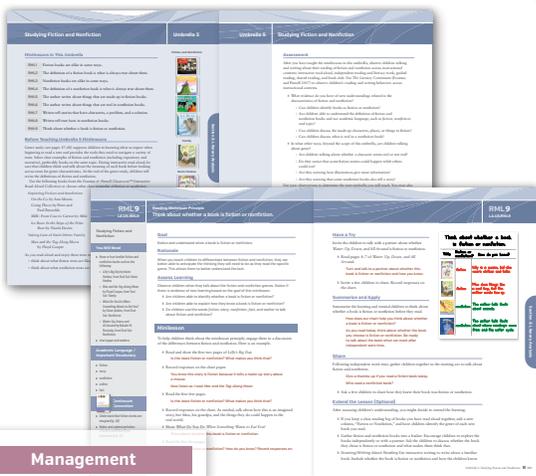
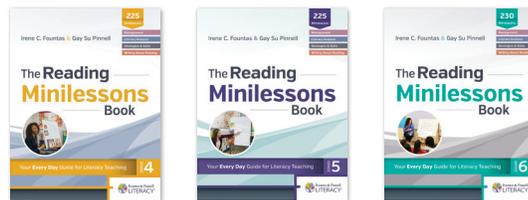
*Text sets connect books in a way that helps students:*

- Build specific understandings from book to book
- Understand how literary elements contribute to a story
- Get to know the work of specific authors and illustrators
- Explore content-area topics in depth
- Explore different aspects of a genre
- Understand deeper messages and make global, textual, and personal connections
- Examine history from different perspectives
- Expand their use of academic language to talk about texts.



TEXT SET 20 – *Exploring the Natural World: The Earth*  
Grade 2 Interactive Read-Aloud text set  
focused on earth science

## RELATED INSTRUCTIONAL CONTEXT



- Management
- Literary Analysis
- Strategies and Skills
- Writing About Reading



## READING MINILESSONS

The FPL *Interactive Read-Aloud* books serve as mentor texts and as examples for generalizing the principles from *The Reading Minilessons Book*. These powerful minilessons grow out of the interactive read-aloud and are linked to independent reading. Build coherence, foster community and help students make connections across books with *The Reading Minilessons Book*.



# TEXT SETS

## PreKINDERGARTEN

### MONTHS 1-2

1. Sharing Stories and Songs: Nursery Rhymes
2. Letters at Work: The Alphabet
3. A is for Alphabet: ABC Books
4. Taking Care of Each Other: Family
5. The Importance of Friendship

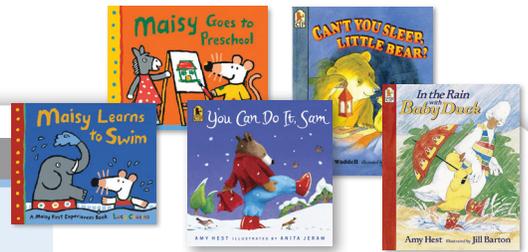
### MONTHS 3-4

6. Seeing Color in the World Around You
7. Telling a Story with Pictures: Wordless Books
8. Numbers at Work: Counting
9. Having Fun with Counting Songs and Chants
10. Author/Illustrator Study: Byron Barton

### Inside Text Set 15

- Can't You Sleep, Little Bear?
- In the Rain with Baby Duck • Maisy Learns to Swim • Maisy Goes to Preschool • You Can Do It, Sam

**Exploring Animal Fantasy**  
Essential Question: *What makes these stories fun to read?*



### MONTHS 7-8

16. Sharing the Earth: Animals
17. Author/Illustrator Study: Donald Crews
18. Understanding Feelings
19. Food: Family and Tradition
20. Caring for Pets

### MONTHS 9-10

21. Repeating Patterns and Refrains
22. Author/Illustrator Study: Denise Fleming
23. Clever Characters
24. Exploring Weather
25. Cumulative Tales: Noticing Patterns

## KINDERGARTEN

### MONTHS 1-2

1. Sharing Stories and Songs: Nursery Rhymes
2. Learning and Playing Together: School
3. Letters at Work: The Alphabet
4. Taking Care of Each Other: Family
5. The Importance of Friendship

### MONTHS 3-4

6. Noticing the Way the World Looks: Colors
7. Exploring Pictures: Wordless Books
8. Numbers at Work: Counting
9. The Importance of Kindness
10. Eric Carle: Exploring the Natural World [Author/Illustrator Study]

### MONTHS 5-6

11. The Place You Call Home
12. Living and Working Together: Community
13. Exploring Fiction and Nonfiction [Genre Study]
14. Having Fun with Language
15. Exploring Animal Tales [Genre Study]



### Inside Text Set 1

- The Eensy-Weensy Spider • Baa Baa Black Sheep • I'm a Little Teapot
- It's Raining, It's Pouring • This Is the House that Jack Built

Familiar favorites provide an exploration of the essential question:  
*Why are traditional rhymes, songs, and stories important to people?*

### MONTHS 7-8

16. Sharing Stories: Folktales
17. Sharing the Earth: Animals
18. Lois Ehlert: Bringing Color and Texture to Life [Author/Illustrator Study]
19. Learning How to Be Yourself
20. Understanding Feelings

### MONTHS 9-10

21. Exploring Nonfiction [Genre Study]
22. Rhythm and Rhyme: Joyful Language
23. Grace Lin: Exploring Family and Culture
24. Celebrating Differences
25. Using Patterns: Cumulative Tales

## GRADE 1

### MONTHS 1-2

1. Learning and Playing Together: School
2. Having Fun with Language: Rhyming Texts
3. The Importance of Friendship
4. Taking Care of Each Other: Family
5. Kevin Henkes: Exploring Characters

### MONTHS 3-4

6. Using Numbers: Books With Counting
7. Exploring Fiction and Nonfiction (Genre Study)
8. Mo Willems: Having Fun with Humor (Author/Illustrator Study)
9. Living and Working Together: Community
10. The Importance of Kindness

### MONTHS 5-6

11. Exploring Nonfiction (Genre Study)
12. Nonfiction: Questions and Answers
13. Humorous Stories
14. Nicola Davies: Exploring the Animal World (Author/Illustrator Study)
15. Journeys Near and Far



Inside Text Set 1

\* First Day Jitters • Jamaica's Blue Marker • Elizabeth's School  
• A Fine, Fine School • David's Drawings

Books with characters and stories that center around the essential question: **What makes a school feel like a community?**

### MONTHS 7-8

16. Celebrating Diversity
17. Sharing Cultures: Folktales (Genre Study)
18. Folktales: Exploring Different Versions
19. Bob Graham: Exploring Everyday Life (Author/Illustrator Study)
20. Poetic Language

### MONTHS 9-10

21. Understanding the Natural World: Planting and Growing
22. Using Your Imagination
23. Standing Up for Yourself
24. Understanding the Natural World: Oceans
25. Vera B. Williams: Celebrating Family and Community (Author/Illustrator Study)

## GRADE 2

### MONTHS 1-2

1. The Importance of Friendship
2. Caring for Each Other: Family
3. Finding Your Way in a New Place
4. Memory Stories
5. Tomie dePaola: Writing from Life (Author/Illustrator Study)

### Inside Text Set 1

Titles that will prompt thinking and talking about the theme of friendship:

**What does it mean to be a good friend?**

- Horace and Morris but Mostly Dolores
- The Old Woman Who Named Things
- A Weekend with Wendell • First Come the Zebra • This Is Our House



### MONTHS 3-4

6. Exploring the Natural World: Insects
7. Exploring Narrative Nonfiction Texts (Genre Study)
8. Seymour Simon: A Scientific Eye (Author/Illustrator Study)
9. Finding Beauty in the World Around You
10. The Pleasure of Giving

### MONTHS 5-6

11. Jan Brett: Creating Imaginary Worlds (Author/Illustrator Study)
12. Exploring Different Cultures: Folktales
13. Exploring Trickster Tales (Genre Study)
14. Humorous Characters
15. Helen Lester: Using Humor (Author/Illustrator Study)

### MONTHS 7-8

16. Facing Challenges
17. The Importance of Determination
18. Simple Biography
19. Gail Gibbons: Exploring the World Through Nonfiction (Author/Illustrator Study)
20. Exploring the Natural World: The Earth

### MONTHS 9-10

21. Living and Working Together: Community
22. Exploring the Natural World: Birds
23. Exploring the World of Fantasy
24. Exploring Realistic Fiction (Genre Study)
25. Steve Jenkins: Exploring the Animal World (Author/Illustrator Study)

## TEXT SETS

### GRADE 3

#### MONTHS 1-2

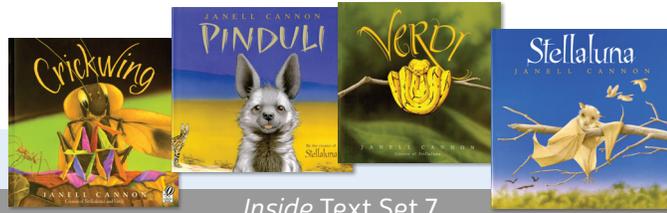
1. The Importance of Kindness
2. Connecting Across Generations: Family
3. Sharing Our World: Animals
4. Exploring Memory Stories
5. Author/Illustrator Study: Patricia Polacco

#### MONTHS 3-4

6. Genre Study: Expository Nonfiction
7. Author/Illustrator Study: Janell Cannon
8. Humorous Texts
9. Genre Study: Realistic Fiction
10. Honoring Traditions

#### MONTHS 5-6

11. Facing Challenges
12. The Importance of Determination
13. Animal Journeys
14. Genre Study: Biography
15. Series Study: Dianna Hutts Aston and Sylvia Long



Inside Text Set 7

• Crickwing • Pinduli • Verdi • Stellaluna

A study of Janell Cannon: *Learning Through Inquiry—Characteristics of the Author or Illustrator's Work*

#### MONTHS 7-8

16. The Passage of Time
17. Author's Point of View
18. Genre Study: Fables
19. Genre Study: Folktales
20. Pourquoi Tales: Explaining Why

#### MONTHS 9-10

21. Fractured Fairy Tales
22. Genre Study: Poetry
23. Exploring the World: Photo Essays
24. Hybrid Texts: Fiction and Nonfiction
25. Illustrator Study: Jerry Pinkney

### GRADE 4

#### MONTHS 1-2

1. Friendship
2. Figuring Out Who You Are
3. Empathy
4. Genre Study: Memoir
5. Author/Illustrator Study: Allen Say

#### MONTHS 3-4

6. Illustration Study: Craft
7. Illustration Study: Floyd Cooper
8. Biography: Artists
9. Telling a Story with Photos
10. Author/Illustrator Study: Douglas Florian

#### MONTHS 5-6

11. Genre Study: Poetry
12. Genre Study: Historical Fiction
13. Exploring Identity
14. Perseverance
15. Genre Study: Biography (Individuals Making a Difference)



Inside Text Set 14

• Rescue & Jessica: A Life-Changing Friendship • Strong to the Hoop • King for a Day  
• Razia's Ray of Hope: One Girl's Dream of an Education • Barbed Wire Baseball

Titles that will prompt thinking and talking about the theme of perseverance:

*Why is it important to persevere when you are faced with a challenge?*

#### MONTHS 7-8

16. Taking Action, Making Change
17. Innovative Thinking and Creative Problem Solving
18. Series: Vanishing Cultures
19. Coping with Loss
20. The Idea of Home

#### MONTHS 9-10

21. What it Means to be a Family
22. Author Study: Patricia McKissack
23. Genre Study: Fantasy
24. Genre Study: Fairy Tales
25. Cinderella Stories

## GRADE 5

### MONTHS 1-2

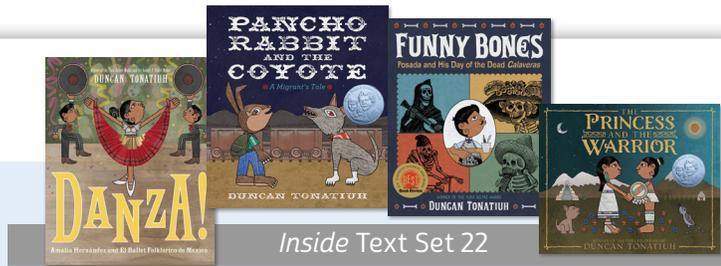
1. Empathy
2. Conflict Resolution
3. Family
4. Author Study: Joyce Sidman
5. The Power of Knowledge

### MONTHS 3-4

6. Freedom
7. Exploring Literary Language
8. Gift and Perseverance
9. Hope and Resilience
10. Facing the Unknown

### MONTHS 5-6

11. Genre Study: Biography (Musicians)
12. Achieving a Dream
13. Author/Illustrator Study: Ted and Betsy Lewin
14. Genre Study: Expository Nonfiction
15. Caring for Our World



### Inside Text Set 22

- The Princess and the Warrior: A Tale of Two Volcanoes • Pancho Rabbit and the Coyote • Danza! Amalia Hernández and El Ballet Folklórico de México

A study of Duncan Tonatiuh: **What decisions do illustrator's make to interest the reader?**

### MONTHS 7-8

16. Understanding How Things Work
17. Problem Solving/Resourcefulness
18. Writer's Craft
19. Genre Study: Historical Fiction
20. Author Study: Andrea Davis Pinkney

### MONTHS 9-10

21. Exploring Rights and Citizenship
22. Illustrator Study: Duncan Tonatiuh
23. Genre Study: Tall Tales
24. Genre Study: Legends
25. Author/Illustrator Study: Demi

## GRADE 6

### MONTHS 1-2

1. Compassion/Caring for Others
2. Handling Emotion/Positive Relationships
3. Inspiration/Creativity
4. Memoir/Autobiography
5. Illustration Study: Mood

### Inside Text Set 2

Books that center around the theme of handling emotions/positive relationships and focus on the essential question:

**How can you deal with your emotions in positive ways when bad things happen?**

- Bird • The Banana-Leaf Ball
- A Stone for Sascha
- It Doesn't Have to Be This Way
- Eagle Song

### MONTHS 3-4

6. Author/Illustrator Study: S.D. Nelson
7. Exploring Identity
8. Perseverance
9. Activists/Change Makers
10. Genre Study: Biography (Pioneers)

### MONTHS 5-6

11. Problem Solving/Giving Back
12. Life on Earth
13. Animal Adaptations
14. Scientists at Work
15. Human Inventiveness

### MONTHS 7-8

16. Hoaxes and Con Artists
17. Genre Study: Epic Tales
18. Illustrator Study: K.Y. Craft
19. Genre Study: Modern Fantasy
20. Poetry

### MONTHS 9-10

21. Taking a New Perspective/Countering Stereotypes
22. Equality
23. Civic Engagement
24. Leadership
25. Illustrator Study: Melissa Sweet



## Extend Learning with Universal Themes...

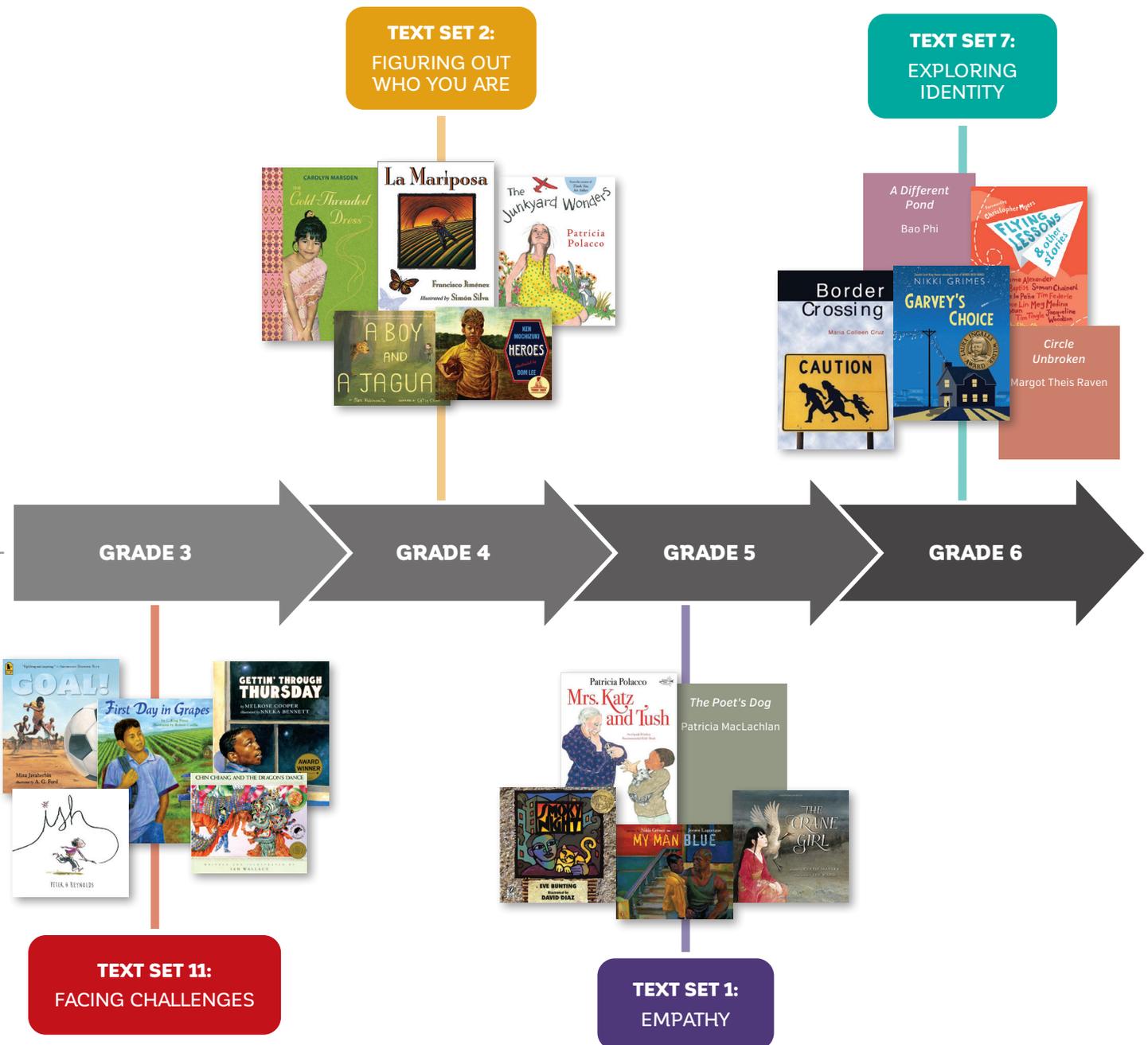
You can tell students what to notice about books, but learning is much more powerful when they take an inquiry stance. By grouping books in text sets, students can look across several texts and construct deeper understandings than they otherwise would if they simply encounter one text after another in a random way. From prekindergarten to grade 6, the interactive read-aloud text sets grow in sophistication around themes, topics, and ideas that give readers the opportunity to:

- make connections to other texts, to themselves, and to the world
- discover diverse voices
- notice aspects of craft and genre
- explore new perspectives
- notice patterns
- get to know the work of specific authors and illustrators.



# that Grow in Complexity

The FPL *Interactive Read-Aloud Collection* text sets were created for today's classrooms. Each text set includes books that focus on a wide range of timely and important themes that extend across grades. Some of the universal themes include cultural traditions, the natural world, making a difference, community, relationships, global citizenship, self-identity (shown below) and many more.



# COMPONENTS

## GRADES PREK-2

### Plan Your Purchase

#### OF FPL SUPPLEMENTARY PRODUCTS

FPL's supplemental whole-group, small-group, and independent learning solutions maximize literacy learning. With systematic lessons, student books and materials, and embedded professional development, teachers are supported and able to deliver high-impact literacy instruction.

Digital Components
<b>ONLINE RESOURCES</b> <ul style="list-style-type: none"> <li>Lessons, Cards, Recording Forms, and other resources</li> </ul>
<b>AUDIO BOOKS</b> <ul style="list-style-type: none"> <li>Shared Reading titles</li> </ul>
<b>ASSESSMENT TOOLS</b> <ul style="list-style-type: none"> <li>Online Data Management System trial</li> <li>Reading Record App for iPad® (separate purchase)</li> </ul>
<b>PROFESSIONAL LEARNING TOOLS</b> <ul style="list-style-type: none"> <li>Professional Development Video Library</li> <li>Fountas &amp; Pinnell Literacy™ Community</li> </ul>
<b>DIGITAL EDITIONS</b> (separate purchase) <ul style="list-style-type: none"> <li>The Literacy Continuum</li> <li>Prompting Guides</li> <li>Literacy Beginnings</li> </ul>

Instructional Context	Pre-Kindergarten
<b>INTERACTIVE READ-ALOUD</b> 	<ul style="list-style-type: none"> <li>120 trade titles</li> <li>120 Lesson Folders</li> <li>25 Inquiry Overview Cards</li> <li>Context Collection Guide</li> </ul>
<b>READING MINILESSONS</b> 	
<b>WRITING MINILESSONS</b> 	<ul style="list-style-type: none"> <li>Joyful Writing in PreK: Create. Imagine. Learn</li> </ul>
<b>SHARED READING</b> <small>AVAILABLE IN ENGLISH AND SPANISH, PREK-2</small> 	<ul style="list-style-type: none"> <li>30 original titles [Big books with 6-copy small book sets]</li> <li>30 Lesson Folders</li> <li>Context Collection Guide</li> </ul>
	<ul style="list-style-type: none"> <li>Words That Sing Poetry Charts, PreK [supplemental purchase]</li> </ul>
<b>PHONICS, SPELLING, WORD STUDY</b> 	<ul style="list-style-type: none"> <li>Sounds, Letters, and Words in PreK Bundle [includes Lesson Book and Ready Resources]</li> </ul>
<b>GUIDED READING</b> 	
<b>BOOK CLUBS</b> 	
<b>INDEPENDENT READING</b> 	
<b>PROFESSIONAL LEARNING TOOLS</b> 	<ul style="list-style-type: none"> <li>The Literacy Continuum</li> <li>Literacy Beginnings, 3rd Edition</li> <li>FPC System Guide, PreK</li> </ul>

Kindergarten	Grade 1	Grade 2
<ul style="list-style-type: none"> <li>• 120 trade titles</li> <li>• 120 Lesson Folders</li> <li>• 25 Inquiry Overview Cards</li> <li>• Context Collection Guide</li> </ul>	<ul style="list-style-type: none"> <li>• 120 trade titles</li> <li>• 120 Lesson Folders</li> <li>• 25 Inquiry Overview Cards</li> <li>• Context Collection Guide</li> </ul>	<ul style="list-style-type: none"> <li>• 120 trade titles</li> <li>• 120 Lesson Folders</li> <li>• 25 Inquiry Overview Cards</li> <li>• Context Collection Guide</li> </ul>
<ul style="list-style-type: none"> <li>• The Reading Minilessons Book, Kindergarten</li> </ul>	<ul style="list-style-type: none"> <li>• The Reading Minilessons Book, Grade 1</li> </ul>	<ul style="list-style-type: none"> <li>• The Reading Minilessons Book, Grade 2</li> </ul>
<ul style="list-style-type: none"> <li>• The Writing Minilessons Book, Kindergarten</li> </ul>	<ul style="list-style-type: none"> <li>• The Writing Minilessons Book, Grade 1</li> </ul>	<ul style="list-style-type: none"> <li>• The Writing Minilessons Book, Grade 2 <i>(available June 2022)</i></li> </ul>
<ul style="list-style-type: none"> <li>• 65 original titles [Big books with 6-copy small book sets]</li> <li>• 65 Lesson Folders</li> <li>• Context Collection Guide</li> </ul>	<ul style="list-style-type: none"> <li>• 65 original titles [Big books with 6-copy small book sets]</li> <li>• 65 Lesson Folders</li> <li>• Context Collection Guide</li> </ul>	<ul style="list-style-type: none"> <li>• 30 original titles [Big books with 6-copy small book sets]</li> <li>• 30 Lesson Folders</li> <li>• Context Collection Guide</li> </ul>
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<ul style="list-style-type: none"> <li>• 100 Lessons [provided in book and folder form] and <i>Ready Resources</i></li> </ul>	<ul style="list-style-type: none"> <li>• 100 Lessons [provided in book and folder form] and <i>Ready Resources</i></li> </ul>	<ul style="list-style-type: none"> <li>• 100 Lessons [provided in book and folder form] and <i>Ready Resources</i></li> </ul>
<ul style="list-style-type: none"> <li>• 200 original titles: levels A–H [6 copies each]</li> <li>• 200 Lesson Folders</li> <li>• Context Collection Guide</li> </ul>	<ul style="list-style-type: none"> <li>• 200 original titles: levels A–M [6 copies each]</li> <li>• 200 Lesson Folders</li> <li>• Context Collection Guide</li> </ul>	<ul style="list-style-type: none"> <li>• 200 original titles: levels E–P [6 copies each]</li> <li>• 200 Lesson Folders</li> <li>• Context Collection Guide</li> </ul>
<ul style="list-style-type: none"> <li>• 32 trade titles [6 copies each]</li> <li>• 32 Discussion Cards</li> <li>• Context Collection Guide</li> </ul>	<ul style="list-style-type: none"> <li>• 32 trade titles [6 copies each]</li> <li>• 32 Discussion Cards</li> <li>• Context Collection Guide</li> </ul>	<ul style="list-style-type: none"> <li>• 32 trade titles [6 copies each]</li> <li>• 32 Discussion Cards</li> <li>• Context Collection Guide</li> </ul>
<ul style="list-style-type: none"> <li>• 150 trade titles</li> <li>• 150 Conferring Cards</li> <li>• Context Collection Guide</li> </ul>	<ul style="list-style-type: none"> <li>• 150 trade titles</li> <li>• 150 Conferring Cards</li> <li>• Context Collection Guide</li> </ul>	<ul style="list-style-type: none"> <li>• 150 trade titles</li> <li>• 150 Conferring Cards</li> <li>• Context Collection Guide</li> </ul>
<ul style="list-style-type: none"> <li>• The Literacy Continuum</li> <li>• Guided Reading, 2nd Ed.</li> <li>• Prompting Guides 1 &amp; 2</li> <li>• Reader's Notebooks</li> <li>• Benchmark Assessment System, 3rd Ed.</li> <li>• FPC System Guide, Kindergarten</li> </ul>	<ul style="list-style-type: none"> <li>• The Literacy Continuum</li> <li>• Guided Reading, 2nd Ed.</li> <li>• Prompting Guides 1 &amp; 2</li> <li>• Reader's Notebooks</li> <li>• Benchmark Assessment System, 3rd Ed.</li> <li>• FPC System Guide, Grade 1</li> </ul>	<ul style="list-style-type: none"> <li>• The Literacy Continuum</li> <li>• Guided Reading, 2nd Ed.</li> <li>• Prompting Guides 1 &amp; 2</li> <li>• Reader's Notebooks</li> <li>• Benchmark Assessment System, 3rd Ed.</li> <li>• FPC System Guide, Grade 2</li> </ul>

# COMPONENTS

GRADES 3–6

Instructional Context	Grade 3	Grade 4
<b>INTERACTIVE READ-ALOUD</b> 	<ul style="list-style-type: none"> <li>• 120 trade titles</li> <li>• 120 Lesson Folders</li> <li>• 25 Inquiry Overview Cards</li> <li>• Context Collection Guide</li> </ul>	<ul style="list-style-type: none"> <li>• 120 trade titles</li> <li>• 120 Lesson Folders</li> <li>• 25 Inquiry Overview Cards</li> <li>• Context Collection Guide</li> </ul>
<b>READING MINILESSONS</b> 	<ul style="list-style-type: none"> <li>• The Reading Minilessons Book, Grade 3</li> </ul>	<ul style="list-style-type: none"> <li>• The Reading Minilessons Book, Grade 4</li> </ul>
<b>WRITING MINILESSONS</b> 	<ul style="list-style-type: none"> <li>• The Writing Minilessons Book, Grade 3 <i>(available June 2022)</i></li> </ul>	<ul style="list-style-type: none"> <li>• The Writing Minilessons Book, Grade 4 <i>(available June 2023)</i></li> </ul>
<b>SHARED READING</b> 	<ul style="list-style-type: none"> <li>• 30 original titles (Big books with 6-copy small book sets)</li> <li>• 30 Lesson Folders</li> <li>• Context Collection Guide</li> </ul>	<ul style="list-style-type: none"> <li>• Online Resources</li> <li>• Specific enlarged text opportunities for shared and performance reading in IRA, GR and BC lessons</li> </ul>
<b>PHONICS, SPELLING, WORD STUDY</b> 	<ul style="list-style-type: none"> <li>• 100 Lessons (provided in book and folder form) and <i>Ready Resources</i></li> </ul>	<ul style="list-style-type: none"> <li>• 105 Lessons (provided in book and folder form) and <i>Ready Resources</i></li> </ul>
<b>GUIDED READING</b> 	<ul style="list-style-type: none"> <li>• 200 original titles: levels I-S (6 copies each)</li> <li>• 200 Lesson Folders</li> <li>• Context Collection Guide</li> </ul>	<ul style="list-style-type: none"> <li>• 180 original titles: levels N-V (6 copies each)</li> <li>• 180 Lesson Folders</li> <li>• Context Collection Guide</li> </ul>
<b>BOOK CLUBS</b> 	<ul style="list-style-type: none"> <li>• 32 trade titles (6 copies each)</li> <li>• 32 Discussion Cards</li> <li>• Context Collection Guide</li> </ul>	<ul style="list-style-type: none"> <li>• 48 trade titles (6 copies each)</li> <li>• 48 Discussion Cards</li> <li>• Context Collection Guide</li> </ul>
<b>INDEPENDENT READING</b> 	<ul style="list-style-type: none"> <li>• 200 trade titles</li> <li>• 200 Conferring Cards</li> <li>• Context Collection Guide</li> </ul>	<ul style="list-style-type: none"> <li>• 200 trade titles</li> <li>• 200 Conferring Cards</li> <li>• Context Collection Guide</li> </ul>
<b>PROFESSIONAL LEARNING TOOLS</b> 	<ul style="list-style-type: none"> <li>• The Literacy Continuum</li> <li>• Guided Reading, 2nd Ed.</li> <li>• Prompting Guides 1 &amp; 2</li> <li>• Reader's Notebooks</li> <li>• Benchmark Assessment System, 3rd Ed.</li> <li>• FPC System Guide, Grade 3</li> </ul>	<ul style="list-style-type: none"> <li>• The Literacy Continuum</li> <li>• Guided Reading, 2nd Ed.</li> <li>• Prompting Guides 1 &amp; 2</li> <li>• Reader's Notebooks</li> <li>• Benchmark Assessment System, 3rd Ed.</li> <li>• FPC System Guide, Grade 4</li> </ul>

Grade 5	Grade 6
<ul style="list-style-type: none"> <li>• 120 trade titles</li> <li>• 120 Lesson Folders</li> <li>• 25 Inquiry Overview Cards</li> <li>• Context Collection Guide</li> </ul>	<ul style="list-style-type: none"> <li>• 120 trade titles</li> <li>• 120 Lesson Folders</li> <li>• 25 Inquiry Overview Cards</li> <li>• Context Collection Guide</li> </ul>
<ul style="list-style-type: none"> <li>• The Reading Minilessons Book, Grade 5</li> </ul>	<ul style="list-style-type: none"> <li>• The Reading Minilessons Book, Grade 6</li> </ul>
<ul style="list-style-type: none"> <li>• The Writing Minilessons Book, Grade 5 <i>(available June 2023)</i></li> </ul>	<ul style="list-style-type: none"> <li>• The Writing Minilessons Book, Grade 6 <i>(available June 2023)</i></li> </ul>
<ul style="list-style-type: none"> <li>• Online Resources</li> <li>• Specific enlarged text opportunities for shared and performance reading in IRA, GR and BC lessons</li> </ul>	<ul style="list-style-type: none"> <li>• Online Resources</li> <li>• Specific enlarged text opportunities for shared and performance reading in IRA, GR and BC lessons</li> </ul>
<ul style="list-style-type: none"> <li>• 105 Lessons [provided in book and folder form] and <i>Ready Resources</i></li> </ul>	<ul style="list-style-type: none"> <li>• 105 Lessons [provided in book and folder form] and <i>Ready Resources</i></li> </ul>
<ul style="list-style-type: none"> <li>• 170 original titles: levels Q-Z (6 copies each)</li> <li>• 170 Lesson Folders</li> <li>• Context Collection Guide</li> </ul>	<ul style="list-style-type: none"> <li>• 150 original titles: levels T-Z (6 copies each)</li> <li>• 150 Lesson Folders</li> <li>• Context Collection Guide</li> </ul>
<ul style="list-style-type: none"> <li>• 48 trade titles (6 copies each)</li> <li>• 48 Discussion Cards</li> <li>• Context Collection Guide</li> </ul>	<ul style="list-style-type: none"> <li>• 48 trade titles (6 copies each)</li> <li>• 48 Discussion Cards</li> <li>• Context Collection Guide</li> </ul>
<ul style="list-style-type: none"> <li>• 200 trade titles</li> <li>• 200 Conferring Cards</li> <li>• Context Collection Guide</li> </ul>	<ul style="list-style-type: none"> <li>• 200 trade titles</li> <li>• 200 Conferring Cards</li> <li>• Context Collection Guide</li> </ul>
<ul style="list-style-type: none"> <li>• The Literacy Continuum</li> <li>• Guided Reading, 2nd Ed.</li> <li>• Prompting Guides 1 &amp; 2</li> <li>• Reader's Notebooks</li> <li>• Benchmark Assessment System, 3rd Ed.</li> <li>• FPC System Guide, Grade 5</li> </ul>	<ul style="list-style-type: none"> <li>• The Literacy Continuum</li> <li>• Guided Reading, 2nd Ed.</li> <li>• Prompting Guides 1 &amp; 2</li> <li>• Reader's Notebooks</li> <li>• Benchmark Assessment System, 3rd Ed.</li> <li>• FPC System Guide, Grade 6</li> </ul>



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