



Fiction Readers

Lessons and Activities

Foundations

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Implementation Guide

Fiction Readers

**Foundations/
Foundations Plus**

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Research to Practice

Fiction Readers instruction begins with a simple, 20-minute guided reading lesson.

► Introduce the Text

Quickly and efficiently introduce the book and prepare students to read. In just five minutes, present the elements of the book cover, identify the genre and/or establish a purpose for reading, and review reading behavior.

► Read the Text

Students read the story aloud independently. Observe as students explore the story, experience appropriate struggle, and apply strategies to draw meaning from the text. After the story has been read once, prompt students to share their initial understandings of the story and their experiences with the act of reading. Respond with praise and problem-solving support. Lastly, guide the group through a targeted reread under teacher guidance.

► Discuss the Text

For the last five minutes of the lesson, use targeted questions and prompts to lead students to consider the text again and build a more complete understanding of what they have read.

The Little Red Hen

Guided Reading Lesson

1 **Introduce the Text**

1. Display the front cover of the book. Read the title, author name, and illustrator name.
2. Let students know that this book is a retelling of a traditional story that has been told by many people for many years.
3. Remind students that readers do the following: look at each image, create a story based on the pictures, and think and talk about what they read.

15 **Read the Text**

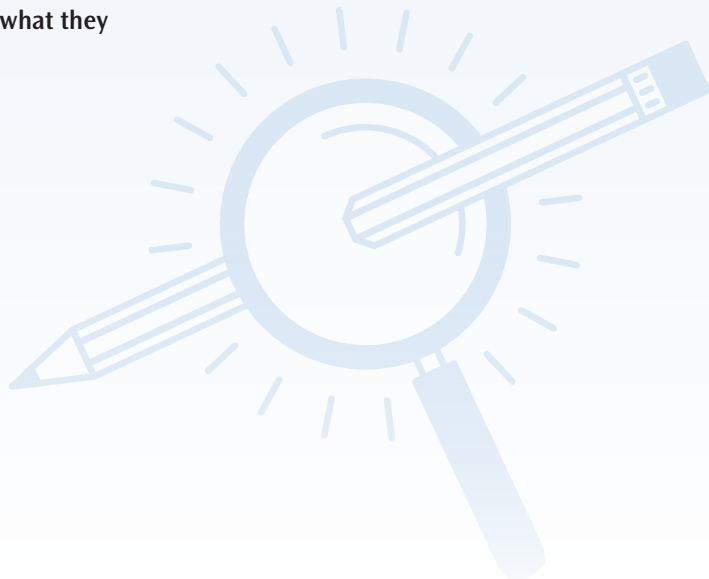
1. Have each student read the story aloud independently. Observe each student's reading successes, struggles, and strategies. Encourage students to track words with their fingers and to give appropriate time and attention to each page.
2. Ask students to tell you about the story. Encourage them to refer to the words and pictures as they retell the story.
3. Have students tell you about the words in the story. Acknowledge the words or word parts students were able to recognize accurately. You may want to use the following ideas to address words that caused struggle or inaccuracies:
 - **WORK**—Say, "In this word, *o* and *r* work together to make the sound /er/. Point to the letters as you say the sounds. Then, blend the sound in the following words: *work, word, worm.*"
 - **NO**—Point out the high-frequency word. Say, "This word has a long *o* sound. It says /n/ /o/, *no.*"
 - **HELP**—Say, "This word has four sounds: /h/ /e/ /l/ /p/. The /l/ sound can get lost in this word." Guide students to say *help* slowly and listen for the *l* sound.
 - **EAT**—Say, "In this word, *e* and *a* work together to make the sound /ei/. Point to the letters as you say the sounds. Then, blend the sound in the following words: *eat, meat, heat.*"
4. Guide students to read pages 2–3 together aloud. Repeat with pages 4–11, if needed.

5 **Discuss the Text**

Use the following prompts to discuss the words and pictures that tell the story.

- Use the words or pictures to tell me about her work.
(less support) *How does the Little Red Hen work?*
(more support) *Use the words or pictures to tell me if the Little Red Hen's work is easy work or hard work.*
- Who changes in the story?
(less support) *Use the words or pictures to tell me how a character changes.*
(more support) *Choose an animal. How does it change from page 3 to page 10?*

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Research to Practice

Fiction Readers instruction includes a simple, 20-minute comprehension strategy lesson.

► Introduce the Strategy

Quickly and efficiently, review the book, and introduce a key comprehension strategy. In just five minutes, define the strategy and its purpose.

► Use the Strategy

Return to the story to model using the strategy to better understand the story. Students follow the model to use the strategy, with support, as they continue to reread the story.

► Discuss the Strategy

For the last five minutes of the lesson, guide students to restate the strategy and to identify when and how they will use the strategy with other books and reading tasks.

The Little Red Hen

Comprehension Strategy Lesson

5 Introduce the Strategy

1. Display the front cover of the book. Review the title, author name, and illustrator name.
2. Describe how to make connections.
 - Make a connection to real life. *Does the story remind you of an event from your life? Does any character remind you of a person from your life?*
 - Make a connection to another story. *Does the story remind you of another story you know?*
 - Use what you know about real life and about other stories to understand what you are reading. *If something is true in real life or in other stories, it might be true in this story.*

10 Use the Strategy

1. Use the details below to model making a connection as you read pages 2–3 together.
 - The Little Red Hen is working hard to gather wheat, but no one is helping. I can make a connection to another story—“The Grasshopper and the Ant.” The ant worked hard to gather food for the winter, and the grasshopper was too lazy to work.
2. Use the prompt below to model making connections as you read pages 4–7 together.
 - The Little Red Hen is working hard again. She still has no help from the others. *Can you make a connection to real life?*
 - *Have you ever worked hard like the Little Red Hen? How did you feel?* Connect to the Little Red Hen to guess how she feels.
 - *Have you ever felt lazy like the other animals? What happened in real life?* Connect to the other animals and guess how they feel.
3. Ask students to make connections to stories or real life as you read pages 8–11. Consider the sample connections below.
 - The other animals want some bread. I can connect this to our awards assembly. Some kids really wish they could have a perfect attendance award even when they do not come to school each day. Those children feel left out. I bet the other animals feel left out.

5 Discuss the Strategy

Use the following prompts to discuss the comprehension strategy.

- We used the strategy of making connections to help us enjoy the story and understand the details.
- Talk to a partner about a connection that helped you enjoy or understand the story.
- Any time you read or listen to a story, think about making a connection.

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Research to Practice

Fiction Readers instruction includes four options for fluency instruction and practice.

► Read with Expression

Define and model one aspect of expressive reading that fits well with the story. You may highlight the best way to read dialogue or how a reader's cadence changes when reading long sentences. Students then read the book with strong expression to a partner or group.

► Reread the Book

Pantomime actions, silly voices, or unusual audiences are used to entice students to practice reading the story aloud several times. Each reading will demonstrate increasing automaticity and accuracy.

► Reader's Theater


Students work together to prepare a performance of the story. They read a script of the story several times, concluding in a performative read aloud.

► Fluency Model

Students listen to the professional recording of the story. They can listen to the audio alone as they follow along in the print book or listen to the audio embedded in the read-along ebook.

The Little Red Hen

Building Fluency

 Options to Build Fluency

Read with Expression

- Model reading each page with strong expression. Express effort as you read the word *work*. Express disappointment as you read the words *no help*.
- Have students take turns reading two pages at a time with expression to partners.

Reread the Book

- Have half the class read the book aloud while the others act out *working* and *not helping*, then *helping* and *eating*.
- Have students switch roles and repeat the process.

Reader's Theater

- Have students read through the script on page 5.
- Switch roles for repeated readings.

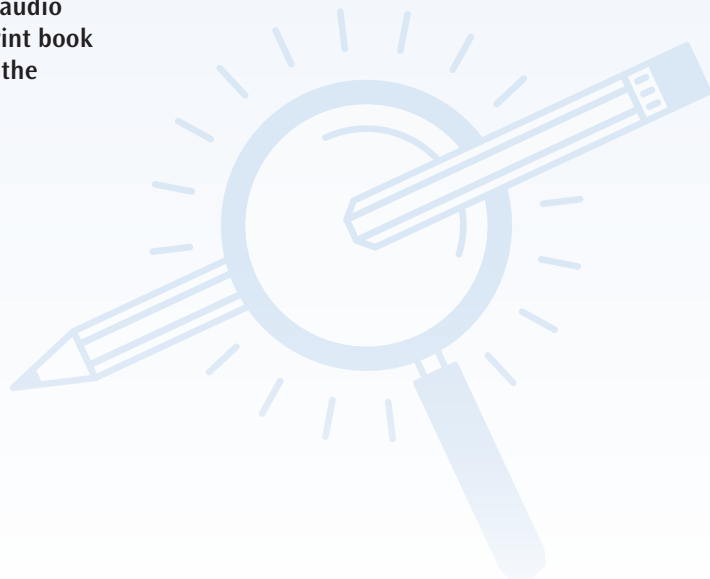
Fluency Model

- Have students listen to the professional recording of the reader's theater script (provided in the digital resources).

Assessment Opportunity

Use the Oral Reading Record (pages 10–11) to assess students' abilities to read the story fluently and accurately.

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Research to Practice

Fiction Readers instruction includes four options for extending each lesson.

► Word Study

Focus on a word pattern that is found in the story and can be widely generalized to other texts students will encounter. In the lower levels of the program, instruction includes phonemic awareness, phonics, and basic decoding. In the upper levels, more sophisticated aspects of decoding are taught along with morphemes and vocabulary strategies. Each lesson includes a brief mini-lesson and student activity page.

► Close Reading

Guide students to return to a specific portion of the text with a specific purpose. Students use annotation tools and discussion to identify small details that add to their understanding of the story.

► Writing about Reading

The writing activity prompts students to write about what they have read. They are encouraged to draw upon the story and the discussions around the text to complete the activity. A reproducible activity page is included.

► Content-Area Connection

The content-area connection links the topic and vocabulary from the story to mathematics, science, social studies, or art and movement. Most activities can be completed independently. A reproducible activity page is included.

The Little Red Hen

Extension Options

Word Study

R-Controlled Vowels

- Explain that the letter *r* can change the sound of vowels.
 - We know the short vowel sounds are /ă/, /ē/, /ī/, /ō/, /ū/.
 - We know the long vowel sounds are /ā/, /ē/, /ī/, /ō/, /ū/.
 - The letter *r* can control vowels and create all new vowel sounds—/ăŕ/, /ēŕ/, and /ōŕ/. These are *r-controlled vowels*.
- Have students listen for the vowel sounds in the following words. (Focus on sounds; do not write the spellings.)
 - short *a*: /ă/ bat long *a*: /ā/ babe
 - r*-controlled *a*: /ăŕ/ bar
 - short *i*: /ī/ tip long *i*: /ī/ tide
 - r*-controlled *i*: /ēŕ/ bird
 - short *o*: /ō/ sop long *o*: /ō/ soap
 - r*-controlled *o*: /ōŕ/ sword
- Use the activity on page 7 to practice *r*-controlled vowel sounds.

Close Reading

Sequence the Steps

- Have students reread pages 2–6 closely to identify the steps of the Little Red Hen's job.
- Have students use sticky notes with the numbers 1, 2, and 3 to label the steps in the book.
- Guide students to use the details in the

images they labeled to summarize the steps.

Writing about Reading

Sequence Directions

- Have students think about a job they know how to do.
- Guide them to explain three main steps to do the job.
- Provide students with two copies of page 8. Have students draw themselves doing the three main steps of their jobs and number their drawings.
- Then, have students write about the steps of the jobs using sentences, phrases, or words.

Science Connection

Follow Directions in Sequence

- Have students work in small groups to follow the recipe to make a treat (page 9).
- Take photos of student groups as they work.
- Take photos of students as they enjoy their treats together.
- Have students label the photos with a sequence number and display them in the correct order.

Assessment Opportunity

Use the Comprehension Assessment (page 12) to assess students' abilities to understand the story.

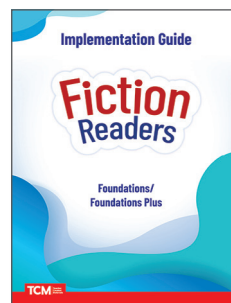
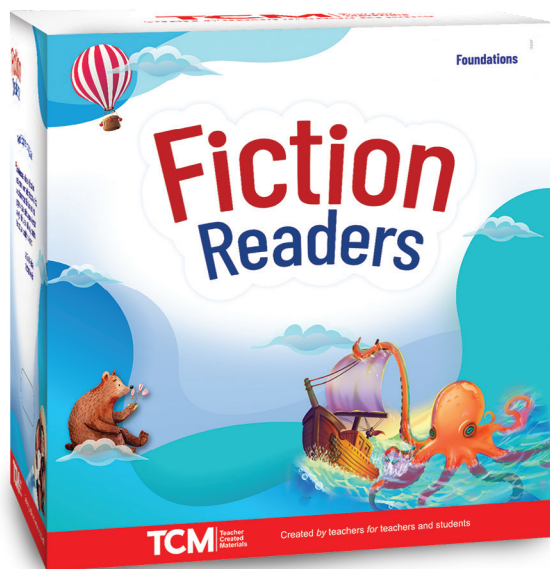
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Kit Components

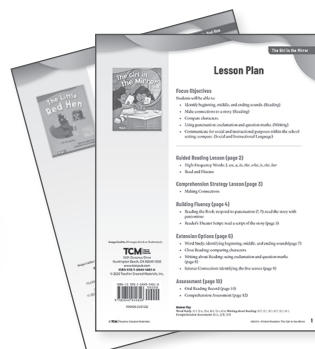
Book Trios

Each trio of full-color books offers different stories based on a common theme.



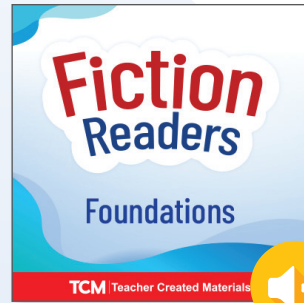
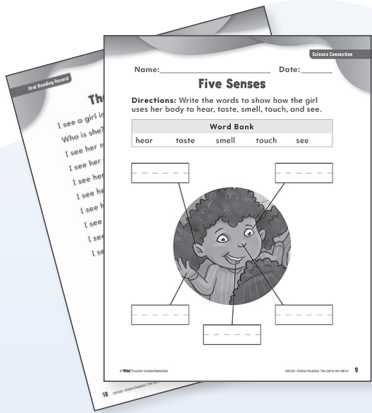
Implementation Guide

This teacher resource supports best practices for literacy instruction.



Lesson Plan

The 12-page Lesson Plan provides a consistent lesson format for every book. Plans include the lesson, assessments, extension options, and student activity pages.



Digital Resources

The following digital resources are available via digital download:

Books

- Audiobooks
- eBooks
- read-along eBooks

Teacher Resources

- lesson plans with student pages
- additional resources
- Family Tips booklet
- Scope and Sequence
- Reader's Theater Script Cover

Assessment Options

Informal Assessments

Every lesson includes opportunities for teachers to observe students' reading behaviors. With every book, students read aloud, discuss their reading and thinking, and complete activity pages that require them to return to the ideas they read.

Diagnostic and Summative Assessments

The **Diagnostic Assessment** can be used to prioritize instruction for specific student groups by documenting their successful use of comprehension strategies. The **Summative Assessment** can be used to document increased successes after instruction. These also provide practice with standardized test formats. After completion, these can be stored in students' portfolios if desired. See page 39 for details on administering the tests.

Formative Assessments

An **Oral Retelling Record** form is included in the lesson for each wordless book. This assessment documents students' oral retelling behaviors as they look at the illustrations from the book. It is designed to be used after students have been introduced to the book and have participated in the lessons for that book. Comparing retellings for the wordless books over time will provide authentic feedback on student language development and the retelling skills outlined in the **Retelling Checklist**. See page 40 for details about administering the assessment.

An **Oral Reading Record** form is included in the lesson for each book. This assessment documents students' reading behaviors as they read a text aloud. It can be used before students are introduced to the book (a cold read) to measure students' performance, or it can be used after students have become familiar with the book to measure the effectiveness of the lesson. You will not likely administer the oral reading records for each book but will choose points at which they need data to make instructional decisions for specific students. See pages 41–45 and 47 for data charts and details about administering the assessment.

A **comprehension assessment** is included in the lesson for each book. This assessment measures students' comprehension of the story and use of comprehension strategies. It can be used as a formal formative assessment or as a guided activity. Depending on the instructional needs, you may not have students complete every assessment. Details about administering the assessment are included in each lesson. See pages 46 and 48 for data charts.

Oral Retelling Record
Name: _____ Date: _____

American Us!

Directions: Read the illustrations on every page in this story and then retell the story. Record how long it takes you to read each illustration and retelling. Use only numbers for the amount of time you take to read each illustration and retelling. Do not write words. "How long did it take?" Read the page with 2. For the reading, show when you started.

Illustration	Reading Time	Retelling Time
American US		
Page 2-3		
Page 4-5		
Page 6-7		
Page 8-9		
Page 10-11		

Total Pages: Total Reading Time: Total Number of Words Read:

Story Retelling Checklist

Directions: Read the story and retell it to a partner. Use the checklist to see how well you are doing. Circle the words you use to retell the story. If you use a word more than once, write the word in the space provided. You may use a word more than once to show the degree to which the student is using a retelling strategy.

Retelling Strategy	Circle	Comments
Using a retelling voice		
Identifying the main assessment		
Identifying the setting		
Identifying the characters		
Identifying the problem		
Identifying the solution		
Identifying the ending		
Using a retelling voice		
Identifying the main assessment		
Identifying the setting		
Identifying the characters		
Identifying the problem		
Identifying the solution		
Identifying the ending		

Oral Reading Record
Name: _____ Date: _____

Watch Me Dance

Read the story and retell it to a partner. Use the checklist to see how well you are doing. Circle the words you use to retell the story. If you use a word more than once, write the word in the space provided. You may use a word more than once to show the degree to which the student is using a retelling strategy.





Word	Retelling	Circle	Comments
1	My brother says		
2	My brother says		
3	My brother says		
4	My brother says		
5	My brother says		
6	My brother says		
7	My brother says		
8	My brother says		
9	My brother says		
10	My brother says		
11	My brother says		
12	My brother says		
13	My brother says		
14	My brother says		
15	My brother says		
16	My brother says		
17	My brother says		
18	My brother says		
19	My brother says		
20	My brother says		
21	My brother says		
22	My brother says		
23	My brother says		
24	My brother says		
25	My brother says		
26	My brother says		
27	My brother says		
28	My brother says		
29	My brother says		
30	My brother says		
31	My brother says		
32	My brother says		

Star Self-Confidence Accuracy Fluency Retention

Comprehension Assessment
Name: _____ Date: _____

Watch Me Dance

Directions: Listen to your teacher read the questions. Choose the best answer.

- What is the girl doing?

 A. flopping
 B. tapping
- Which happens at the end of the story?


 A. _____
 B. _____
- Monitor understanding. Circle the parts of the picture that show the girl was at a wedding.


Using an Oral Reading Record

Timing

Teachers may choose to use the records at the first reading and/or after students are familiar with the book. There are two schools of thought regarding oral reading records. Some say that they should be used only with books that students have never read. Others say that they are best used with books with which students are familiar. Use your discretion to determine the best use for students.

Frequency

Oral reading records may be used with any or all of the books in this kit. Traditional use suggests a selection of one book from each reading level to use as a marker for that level as a whole. Reading records are most commonly used every two to six weeks. Of course, teachers may use them when and how they feel will best serve their classroom needs.

Peter, Peter, Pumpkin Eater

Peter loves to eat pumpkins.
He eats them all day long.
Peter loves his wife too.
They eat pumpkins side by side.
But they have one problem.
They do not have a house!
They eat pumpkins and think.
Then Peter has a great idea!
They make a pumpkin house!
Now they love pumpkins even more.

Peter, Peter, Pumpkin Eater

Total Word Count: 55
 E = errors | SC = self-corrections | M = missing | S = structure | V = vocal

Word Count	Text	Error Codes			
		E	SC	M	S
5	Peter loves to eat pumpkins.			M	S V
11	He eats them all day long.			M	S V
16	Peter loves his wife too.			M	S V
22	They eat pumpkins side by side.			M	S V
27	But they have one problem.			M	S V
33	They do not have a house!			M	S V
38	They eat pumpkins and think.			M	S V
44	Then Peter has a great idea!			M	S V
49	They make a pumpkin house!			M	S V
55	Now they love pumpkins even more.			M	S V

Error Rate: Self-Correction Rate: Accuracy Percentage: Time:

Administration Tips

When taking an oral reading record, it may be useful to employ some or all of the following tips:

- Position yourself next to the student in such a way that you can hear the student easily, see the text clearly, and watch the student's eye and finger movements while he or she is reading.
- As the student reads, mark the oral reading record form with the conventions on the included coding chart on the following page.
- If the student begins to read too quickly for you to follow, simply ask him or her to pause for a moment while you catch up with the record.
- Interrupt and intervene as needed to create the truest record of reading behaviors.
- Wait several seconds when a student gets stuck before reading a word aloud for the student.
- If a student misreads a word, be sure to write the word he or she said above the correct word on the record form.



► **Meaning, Structure, and Visual Cues**

- **Meaning:** When the reader uses background knowledge and the context to identify words, he or she is using meaning (or semantic cues). On the Oral Reading Record, mark these cues with an *M*.
- **Structure:** When the reader applies knowledge of language structure in order to identify words, he or she is using structure (or syntax) cues. On the Oral Reading Record, mark these cues with an *S*.
- **Visual:** When the reader applies knowledge of letter and sound correspondence, including the look of the letter, letters, and the word itself, he or she is using visual (or graphophonic) cues. On the Oral Reading Record, mark these cues with a *V*.

Assessment Options *(cont.)*

Scoring an Oral Reading Record

Use the information gathered while observing the student and marking the record in order to calculate rates of accuracy, error, and self-correction. The error and self-correction rates are written as ratios. The accuracy rate is a percentage. (**Note:** When the reader self-corrects, the original error is not scored as an error.)

After or while marking the oral reading record as you observe the student, tally errors and self-corrections in the columns to the right of the text. Then, circle whether those errors and self-corrections are in the area of meaning (*M*), structure (*S*), or visual (*V*) cues.

Use any of the following data calculations as appropriate to monitor student progress and inform instruction:

- Calculate the rate of error. Add the total number of words read. Divide the number of errors made by that number.
For example, if the text has 96 words and 8 errors were made, the ratio is 1:12 (one error for every 12 words read).
- Calculate the rate of self-correction. Add both the number of errors and self-corrections. Then, divide the number of self-corrections by that number.
For example, 8 errors and 6 self-corrections make 14 total. Divide the number of self-corrections (6) by 14. This gives a ratio of 1:2.3 or, rounded, 1:2. This is interpreted as one self-correction for every two errors.
- Calculate a percentage for accuracy. Convert the error rate to judge the difficulty of the text. Use the information in the chart below to inform text selections for students.
For example, in a 1:12 error rate, divide 1 by 12 to get 0.08 (round to the nearest hundredth) or 8%. Subtract 8% from 100% to get 92%. This is the accuracy percentage.

Use the information below to determine test difficulty.

Accuracy Percentage	Difficulty of Text for Student
96% or higher	Easy
91%–95%	Instructional Level
90% or lower	Challenging

Note: If you do not wish to assess with this level of detail, simply calculate the percentage of words read correctly and the number of words read correctly per minute.

Marking Conventions Chart

Behavior	Marking Convention	Example
Accurate reading	checkmark above each word read	✓ ✓ ✓ This is big.
Substitution	word read above actual word	✓ ✓ -bag This is big.
Omission	— (long dash)	✓ — ✓ This is big.
Insertion	^ and the inserted word	very This is ^ big.
Repetition of word (no error)	R (one repetition) R2 (two repetitions)	R This is big.
Repetition of phrase (no error)	R with line and arrow at point where reader returned	→ R This is big.
Self-correction (no error)	SC after error	bag/SC This is big.
Appeal (Student appeals for help either verbally or nonverbally.)	A over word where appeal occurred	A This is big.
Told (Student is asked to try again but ultimately must be told the word.)	T over word student was told	T This is big.
Beginning sound read separately and then word read correctly.	beginning sound above word, followed by mark for correct	b/✓ This is big.

Balanced-Reading Program Elements

Learning Centers and Independent Practice

One of the challenges of a guided reading program is making sure students who are not in the small instructional group you are currently working with are constructively engaged. Each lesson provides suggestions for extension and writing activities that can be completed in centers with adult assistance.

Additional suggestions for using the books and lesson content to create centers follow:

- Create book-themed play boxes for each book by putting relevant costumes and props in a container. Students dress up and role-play as they recreate the story.
- Make sentence strips of the *Fiction Readers* stories that have sentences. Put the strips in a work station with a pocket chart and copies of the books for students to read and sequence the sentences.
- Create cloze sentences for the stories. Provide the books for students to use as a resource to fill in the missing words.
- Feature a spread from a wordless or labeled book in a writing center. Have students use a device to record the narrative they think should accompany the spread.
- Create a six-square storyboard with the text from four consecutive pages in a reader (the last two squares will be blank). Provide the reader as a resource, and have students draw illustrations to match the first four boxes with the text. Then, have them create their own new pages to continue the story in the last two boxes.
- Have students create bookmarks for the readers using their own illustrations, the title of the readers, and important words.



Balanced-Reading Program Elements *(cont.)*

Writing

The lesson plan for each book includes a specific writing activity. Additionally, writing is integrated into each of the activity sheets. Depending on the level of the kit, the writing activities vary from students completing sentence frames or writing simple sentences to writing short stories as a way to apply the new skills they learn to show comprehension of the story.

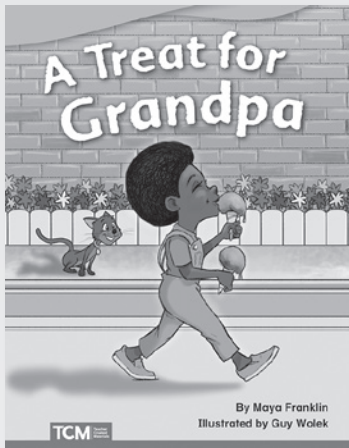
Additional suggestions for using the books and lesson content to prompt writing follow:

- Have students create “copycat books.” Students copy the features, topics, or styles of the books as they create their own books.
- Have students write notes to a character from the story or to the author of the story.

Independent Reading

The books from *Fiction Readers* provide quality, high-interest, easy-to-read content. As such, they can be added to classroom libraries for use as independent reading selections. Read-along eBooks can be made available to students via classroom devices. Many readers will want to return to previously studied books on their own.





Lesson Plan

Focus Objectives

Students will be able to:

- Generate rhyming words. (Foundational Skills)
- Make and confirm predictions. (Reading)
- Sequence the details in a story. (Reading)
- Draw the sequence of events. (Writing)
- Communicate for social and academic purposes within the school setting: predict. (Language)

Guided Reading Lesson (page 2)

- High-Frequency Words: *a, for, two*
- Read and Discuss

Comprehension Strategy Lesson (page 3)

- Make and Confirm Predictions

Building Fluency (page 4)

- Reading the Book: read the story with pantomime
- Reader's Theater: read a script of the story (page 5)

Extension Options (page 6)

- Word Study: generate rhyming words (page 7)
- Close Reading: sequence the story
- Writing about Reading: sequence events (page 8)
- Science Connection: effects of the sun (page 9)

Assessment (page 10)

- Oral Reading Record (page 10)
- Comprehension Assessment (page 12)

Answer Key

Word Study: answers will vary; **Science Connection:** pencil, eraser, and screw will not change; chocolate, ice pop, and crayon will melt; **Comprehension Assessment:** 1) A, 2) the cat, 3) Grandpa

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Guided Reading Lesson



Introduce the Text

1. Display the front cover of the book. Read the title, author name, and illustrator name.
2. Let students know that this book is a counting book.
3. Remind students that readers do the following: look at each image, create a story based on the words and pictures, and think and talk about what they read.



Read the Text

1. Have each student read the story aloud independently. Observe each student's reading successes, struggles, and strategies. Encourage students to track words with their fingers and to give appropriate time and attention to each page.
2. Ask students to tell you about the story. Encourage them to refer to the words and pictures as they retell the story.
3. Have students tell you about the words in the story. Acknowledge the words or word parts students were able to recognize accurately. You may want to use the following ideas to address words that caused struggle or inaccuracies. Point out that these are high-frequency words.
 - **A**—Discuss the word and letter *a*. Identify that when *a* is used alone, it is a word. When it is combined with other letters in a word like the word *grandpa*, it is a letter in a word.
 - **TWO**—Say, “The word *two* can be spelled three different ways.” Write the words *to*, *too*, and *two*. Briefly explain the difference. Tell students that *t-w-o* is the spelling for the number 2.
 - **FOR**—Say, “The letter *r* can control vowels and create all new vowel sounds—/âr/, /êr/, and /ôr/. These are *r-controlled vowels*. This word has *or*.” Model reading the initial sound with /ôr/. Briefly discuss the difference between this word and the number *four*.
4. Guide students to read pages 2–3 together aloud. Repeat with pages 4–11, if needed.



Discuss the Text

Use the following prompts to discuss the words and pictures that tell the story.

- *How many treats does the girl buy? Why?*
(less support) *Describe what the girl does in the book.*
(more support) *Who are the two treats for?*
- *How do the treats change throughout the story?*
(less support) *Describe what happens to the treats.*
(more support) *Why does the green ice cream cone get smaller?*

Comprehension Strategy Lesson



Introduce the Strategy

1. Display the front cover of the book. Review the title, author name, and illustrator name.
2. Describe how to make and confirm predictions.
 - Use the text and pictures to make, correct, and confirm predictions.
 - Predictions are good guesses about what is happening. Use background knowledge, or what you already know, to make predictions. Look for words or topics you already know about. Study the pictures to identify details that will help you make a prediction.
 - Continue reading to see if your prediction is right or to correct your idea and make a new prediction.



Use the Strategy

1. Use the details below to model making and confirming predictions as you look at the cover together.
 - The title of the book is *A Treat for Grandpa*. The girl has two treats in her hands. I think she is going to take one of the treats to her grandpa.
2. Use the prompts below to guide students to make predictions as you read pages 2–7 together.
 - Pages 2–3—*Why does the cat look so interested in what is going on? What do you notice about the cat on each page?*
 - Pages 2–3—*Why is the man holding up two fingers? What does the word two mean on this page?*
 - Pages 4–7—*What is happening to the treats? What is the girl doing? Which treat is she eating? What is the cat doing? How does the cat get some of the treat?*
3. Ask students to make and confirm predictions as you read pages 8–11. Consider the sample prediction below.
 - On page 9, I see that the green treat has fallen on the ground and the cat is eating it. I predict it is grandpa's because the girl is eating the orange treat.
 - Prompt students with the following questions if they are having difficulty making predictions: *Why does the girl have two treats? When will the girl notice one treat has fallen? What will happen when she gets home? How does the cat feel?*



Discuss the Strategy

Use the following prompts to discuss the comprehension strategy.

- We used the strategy of making and confirming predictions to help us understand and enjoy the story.
- Talk to a partner about a prediction you made and whether it ended up happening in the story.
- Any time you read or listen to a story, think about making and confirming predictions.

Building Fluency



Options to Build Fluency

Read with Expression

- Model reading each page with strong expression.
- Discuss the question mark on page 8, and model phrasing the word *two* as a question.
- Discuss different ways the word *one* could be read on page 10. Practice reading the word with different expressions, such as surprise and disappointment.
- Have students take turns reading two pages at a time with expression to partners.

Reread the Book

- Have half the class read the book aloud while the others hold up fingers showing the numbers being read.
- Have students switch roles and repeat the process.

Reader's Theater

- Have students read through the script on page 5.
- Have students switch roles for repeated readings.

Fluency Model

- Have students listen to the professional recording of the reader's theater script (provided in the digital resources).

Assessment Opportunity

Use the Oral Reading Record (pages 10–11) to assess students' abilities to read the story fluently and accurately.

A Treat for Grandpa



Reader 1: two

Reader 2: two

Reader 1: two

Reader 2: two?

Both: one

Note: Performers should hold up the corresponding number of fingers for the number words they are reading.

Extension Options

Word Study

Rhyming Words

1. Explain that words that rhyme have the same ending sounds. The beginning sounds change. Say the words *for* and *door*. Emphasize the ending sound in each word as you say it.
2. Have students change the beginning sounds to generate more rhyming words:
 - Change beginning sound to /m/—*more*.
 - Change the beginning sound to /r/—*roar*.
 - Change the beginning sound to /c/—*core*.
 - Change the beginning sound to /fl/—*floor*.
3. Ask students to generate any other words that rhyme with *for*.
4. Use the activity on page 7 to practice generating rhyming words. Provide initial sound prompts or the following questions for students having difficulty: *What does a cow say? What color rhymes with two? What does a ghost say? What do you do to your food?*

Close Reading

Sequence the Story

1. Have students reread pages 4–9 closely to identify what happens to the treat for grandpa.
2. Have students use sticky notes with the numbers 1, 2, and 3 (use more, if needed) to label what happens to the treat.
3. Guide students to use the details in the images they labeled to summarize what happened.

Writing about Reading

Sequence the Events

1. Have students think about what happened to the green treat.
2. Guide them to explain what it looked like in the beginning, middle, and end of the story.
3. Have students draw the green treat at the beginning, middle, and end of the story (page 8).
4. Have students write a number (1, 2, 3) above each drawing.

Science Connection

Effects of the Sun

1. Have students identify the effects of the sun on different objects.
2. Gather six objects (a pencil, a piece of chocolate, an ice pop, a crayon, an eraser, a screw), and place them in the sun.
3. Go outside to observe them every few hours.
4. Have students draw what happens to the objects (page 9). Discuss why some objects melted and some did not.

Assessment Opportunity

Use the Comprehension Assessment (page 12) to assess students' abilities to understand the story.

Name: _____ Date: _____

Words that Rhyme

Directions: Draw four words that rhyme with *two*.

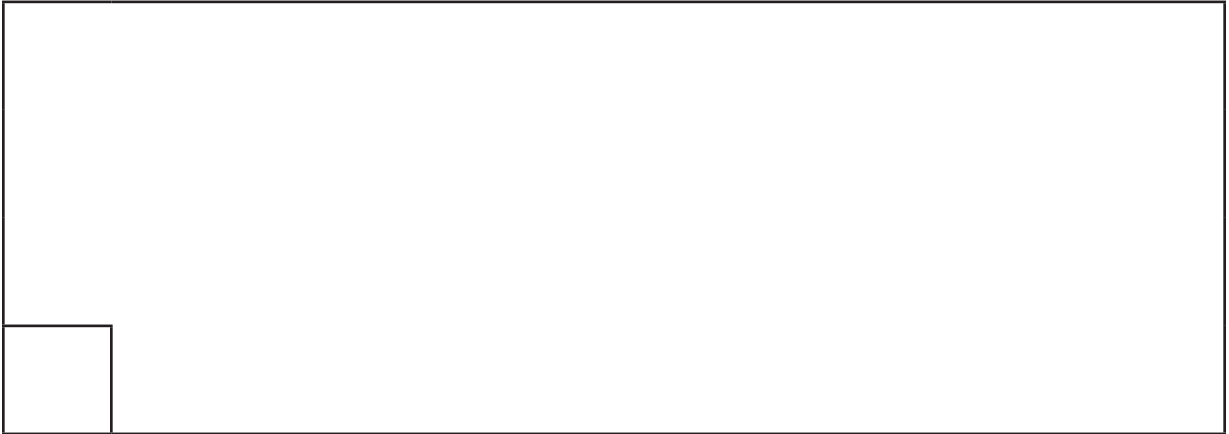
1.	2.
3.	4.

Note: Provide prompting for students who have difficulty. See ideas on page 6.

Name: _____ Date: _____

What Happens?

Directions: Draw what the green treat looks like throughout the story. Use the numbers 1, 2, and 3 to label the pictures.



Name: _____ Date: _____

In the Sun

Directions: Place the objects in the sun. Observe and draw what happens.

In the Classroom

In the Sun

Note: Gather the following objects for students to use: a pencil, a piece of chocolate, an ice pop, a crayon, an eraser, and a screw.

A Treat for Grandpa

two

two

two

two?

one

Name: _____ Date: _____

A Treat for Grandpa

Total Word Count	Codes				
5	E = errors	SC = self-corrections	M = meaning	S = structure	V = visual

Word Count	Text	E	SC	Cues Used	
				E	SC
1	two			M S V	M S V
2	two			M S V	M S V
3	two			M S V	M S V
4	two?			M S V	M S V
5	one			M S V	M S V

Error Rate:
Self-Correction Rate:
Accuracy Percentage:
Time:

A Treat for Grandpa



By Maya Franklin

Illustrated by Guy Wolek

two



two



two



two?



one

