# BOOK 1:

**Being a Good Citizen: A Book About Citizenship**  
Author: Mary Small  
Illustrator: Stacey Previn

## Focus
Having students listen to nonfiction text read-alouds helps to lay the necessary foundation for students’ reading and understanding of complex text on their own in subsequent grades. Use of nonfiction books is a good way to support students as they learn vocabulary, facts, and concepts.

## Materials
**Being a Good Citizen: A Book About Citizenship**

**Note:** Throughout the activity, use your finger to touch the words and model reading from left to right.

## WHAT TO DO

### Vocabulary Development
- **Country:** the land of your birth; our nation  
- **Pollution:** to spoil (as a natural resource, like water) with waste made by humans  
- **Voting:** a formal expression of your opinion; to state your choice  
- **Election day:** the day people of a country vote to choose a person for office  
- **Crossing guard:** a deputy who helps you safely cross the street  
- **Neighborhood:** the people living near one another

### Before Reading:
- Introduce the book, **Being a Good Citizen: A Book About Citizenship**
  - Read the title of the story.  
  - Introduce the author and illustrator.
    - What is the job of the author? The author is a person who writes a book, story, play or article. What is the job of the illustrator?  
    - An illustrator is an artist who produces pictures, photographs, or drawings for books, stories, or poems.  
  - Introduce the front cover, back cover, and title page of this nonfiction book.  
  - Make a prediction:
    - Look at the front cover. Do you think this girl is being helpful? How is she being helpful? Who is she helping? Let’s find out why she is being helpful by reading our story.  
    - Encourage each child to answer by use of positive guidance.
During Reading:
- Read the story.
- Make predictions throughout the story. Use picture clues to guide discussions.
- As you read, engage the children in discussions.
  * On page 4, the fish looks angry and is holding a sign that says, “Clean Lakes.” How does this picture match the words on the page?
  * On page 15, why does Jimmy wake his parents up so early in the morning?
- As you come across vocabulary words in the text, reread the text that contains the unfamiliar word. Provide a brief definition of the word.
- Review these vocabulary words as you read: country, pollution, voting, election day, crossing guard.
- **Review vocabulary words as you read by encouraging the child to point out pictures of vocabulary words that are nouns and describe action terms.**

After Reading:
- Ask “connection” questions.
  * What would happen if no one picks up the trash on the ground? What should everyone do to prevent this problem?
  * How have you been a good citizen in your neighborhood or school?
  * What other ideas do you have that would make your neighborhood a better place to live?

  Encourage each child to answer by use of positive guidance.
**BOOK 2:**  
**My Community**  
Author: J. Jean Robertson  
Illustrator: a collection of photographs – photo credits listed on page 2

| Focus | Having students listen to nonfiction text read-alouds helps to lay the necessary foundation for students’ reading and understanding of complex text on their own in subsequent grades. Use of nonfiction books is a good way to support students as they learn vocabulary, facts, and concepts. |

| Materials | My Community |

| Note: | Throughout the activity, use your finger to touch the words and model reading from left to right. |

**WHAT TO DO**

**Vocabulary Development**
- Community: the people living together in an area
- Merchants: people who sell or trade things
- Pediatrician: a doctor who works with children
- Public servant: government official or employee
- Museum: a place where special objects are exhibited/displayed
- Docent: person who leads guided tours especially through a museum or art gallery

**Before Reading:**
- Introduce the book, **My Community**
  - Read the title of the story.
  - Introduce the author and illustrator.
    - * What is the job of the author? The author is a person who writes a book, story, play or article.  
    - * Introduce the front cover, back cover, and title page of this nonfiction book.  
  - Make a prediction:
    - * Look at the front cover. This is a photograph of children just like you. They are part of a community. What do you think a community is?  
    - * Encourage each child to answer by use of positive guidance.
### During Reading:
- Read the story.
- Make predictions throughout the story. Use picture clues to guide discussions.
- As you read, engage the children in discussions.
  - *What type of training do you think a person would need to do this job?*
  - *Describe the tools a community worker would use.*
- As you come across vocabulary words in the text, reread the text that contains the unfamiliar word. Provide a brief definition of the word.
- Review these vocabulary words as you read: community, merchants, pediatrician, public servants, museum, docent.
- **Review vocabulary words as you read by encouraging the child to point out pictures of vocabulary words that are nouns and describe action terms.**

### After Reading:
- Ask “connection” questions.
  - *Which community helpers work around your neighborhood?*
  - *Which of these jobs would you like to do? Explain why.*
  - *Ask the student to create a riddle of their own about a community worker. Model with an example from the book.*
  
  Encourage each child to answer by use of positive guidance.
**BOOK 3:**  
**Matter Comes in All Shapes**  
Author: Amy S. Hansen  
Illustrator: a collection of photographs – photo credits listed on page 2  
Science Content Editor: Kristi Lew

<table>
<thead>
<tr>
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</tr>
</thead>
</table>
| Materials | **Matter Comes in All Shapes**  
Optional: A balloon to demonstrate that gas takes up space |
| Note: | Throughout the activity, use your finger to touch the words and model reading from left to right. |

### WHAT TO DO

| During Reading: |  
|---|---|
| **Read the story.**  
**Make predictions throughout the story. Use picture clues to guide discussions.**  
**As you read, engage the children in discussions.**  
* On page 4, there is a small box that contains additional information about the topic of matter. It is called a textbox. Find another textbox in this book. (Read each textbook as you read the book to the students.)  
* Milk is a liquid that can be seen on page 9. What other liquids do you think could fit in the pitcher if the milk was dumped out?  
* When making cookies, what kinds of matter are needed? (e.g. flour - solid, eggs - liquid)  
**As you come across vocabulary words in the text, reread the text that contains the unfamiliar word. Provide a brief definition of the word.**  
**Review these vocabulary words as you read: matter, mass, liquid, solid, gas, energy.**  
**Review vocabulary words as you read by encouraging the child to point out pictures of vocabulary words that are nouns and describe action terms.** |
| After Reading: |  
|---|---|
| **Ask “connection” questions.**  
* Explain something that is not made of matter. (page 18 – energy; it has no mass and does not take up space)  
* Look back at the book’s front cover. Describe each kind of matter and which one |
**Focus**  
Having students listen to nonfiction text read-alouds helps to lay the necessary foundation for students’ reading and understanding of complex text on their own in subsequent grades. Use of nonfiction books is a good way to support students as they learn vocabulary, facts, and concepts.

| Materials | **Matter** *See It, Touch It, Taste It, Smell It*  
Optional: Pictures of Solids (see “After Reading” Section of this Guide) – Present pictures of various solids, such as a piece of wood, a nail, sheet of paper, a stone, aluminum foil, a lump of clay, a cork, a teaspoon of table salt, a feather. |
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<td>Note:</td>
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</table>
### Vocabulary

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<thead>
<tr>
<th>Vocabulary</th>
<th>atom, gas, liquid, matter, molecule, solid</th>
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<tbody>
<tr>
<td>Definitions for these words can be found in the glossary on page 23. Explain to the children that “A glossary tells us the meaning of the words in the book.” Show the children the glossary.</td>
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<tr>
<td>Other words that may need review during the reading:</td>
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<td>Kettle: a pot for boiling liquids</td>
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<td>Full: containing as much as can be held</td>
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<td>Spout: a tube, pipe, or hole through which something pours out</td>
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<td>Container: a thing which holds something else</td>
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<td>Drips: to let fall drops of liquid</td>
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<td>Squishy: being soft and damp</td>
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<tr>
<td>Strand: fiber, thread, or string</td>
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</tbody>
</table>

### WHAT TO DO

**Before Reading:**

- Introduce the book, *Matter See It, Touch It, Taste It, Smell It*
  - Read the title of the story.
  - Introduce the author and illustrator.
    - What is the job of the author? The author is a person who writes a book, story, play or article. What is the job of the illustrator?
    - An illustrator is an artist who produces pictures, photographs, or drawings for books, stories, or poems.
  - Introduce the front cover, back cover, and title page of this nonfiction book.
  - Make a prediction:
    - Look at the front cover. What kinds of facts will be found in this book? How might the boy feel when he has read these facts?
  - Encourage each child to answer.

**During Reading:**

- Read the story.
- Make predictions throughout the story. Use picture clues to guide discussions.
- As you read, engage the children in discussions.
  - After reading page 4, ask which parts of the body help find the kinds of matter. Which part(s) of your body helps you see matter? Which part(s) of your body helps you touch matter? Which part(s) of your body helps you smell matter? How does your sense of hearing through your ears help?
  - Share the Fun Fact Box found on pages 4, 7, 11, 13, 15, 17, and 21.
  - Discuss what kinds of matter can be found in your classroom.
- As you come across vocabulary words in the text, reread the text that contains the unfamiliar word. Provide a brief definition of the word.
- Review these vocabulary words as you read: atom, gas, liquid, matter, molecule, solid
- **Review vocabulary words as you read by encouraging the child to point out pictures of vocabulary words that are nouns and describe action terms.**
**After Reading:**

- Ask a “connection” question.
  - *What kinds of matter are in your classroom?*
- Optional: Introduce some of the properties of solids—hard, soft, stretches, tears, bends, breaks, floats. Show Pictures of Solids. Identify items (see Materials Section) and ask the following questions for each:
  - *Is it hard or soft?*
  - *Does it stretch or tear?*
  - *Can you bend or break it?*
  - *Will it float?*

  Encourage each child to answer by use of positive guidance.
Some Properties of Solids:

Is it Hard or Soft?

Does it Stretch or Tear?

Can you Bend or Break it?

Can it Float?
### BOOK 5: Everything Is Matter!
**Author:** David Bauer  
**Illustrator:** a collection of photographs – photo credits listed on inside cover

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<th>Materials</th>
<th>Everything Is Matter!</th>
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<tr>
<td><strong>Note:</strong></td>
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</table>

| Vocabulary | Solids: Matter which take up space and have a definite shape.  
Liquids: Matter which flow freely or takes the shape of the container.  
Gases: Invisible matter which fills up the space they are in.  
Freeze: Harden into a solid (like ice) due to loss of heat.  
Melt: To change from a solid to a liquid state due to heat.  
Boil: To produce bubbles of vapor (gas) when heated. (like water turns to steam)  
Steam: The vapor (gas) into which water is changed when heated to the boiling point. |
|------------|----------------------------------------------------------------------------------------------------------------|

### WHAT TO DO

| Before Reading: | - Introduce the book, **Everything Is Matter!**  
- Read the title of the story.  
- Introduce the author.  
  - *What is the job of the author? The author is a person who writes a book, story, play or article.*  
- Introduce the front cover, back cover, and title page of this nonfiction book.  
- Make a prediction:  
  - *What is matter?*  
  - *Describe the picture / photograph on the front cover and the picture / photograph on the title page.*  
- Encourage each child to answer by use of positive guidance. |
|----------------|----------------------------------------------------------------------------------------------------------------|

During Reading:
- Read the story.
- Make predictions throughout the story. Use picture clues to guide discussions.
- As you read, engage the children in discussions.
  * Describe the solids you see on page 5 of the book.
  * If milk is poured into a glass, what shape will it take? Is the milk still a liquid?
  * If milk is put in a boiling pan, what would happen to the milk? Is the milk still a liquid?
  * Explain the picture on page 15.
- As you come across vocabulary words in the text, reread the text that contains the unfamiliar word. Provide a brief definition of the word.
- Review these vocabulary words as you read: solid, liquid, container, gas, air, invisible, freeze, melt, boil, steam.
  **Review vocabulary words as you read by encouraging the child to point out pictures of vocabulary words that are nouns and describe action terms.**

After Reading:
- Ask “connection” questions.
  * Explain how to change water to a solid and how to change the solid back to a liquid.
  * Name one solid, one liquid, and one gas that can be found at your school.
  Encourage each child to answer by use of positive guidance.
| **BOOK 6:** | **Time to Recycle**  
Author: Rebecca Weber  
Illustrator: a collection of photographs – photo credits listed on page 2 |
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| **Materials** | **Time to Recycle**  
Paper and pen  
**Note:** Throughout the activity, use your finger to touch the words and model reading from left to right. |
| **Vocabulary** | recycle (defined on page 4)  
garbage, landfill, mine, resource  
Definitions for these words can be found in the glossary on page 22. Explain to the children that “A glossary tells us the meaning of the words in the book.” Show the children the glossary. |

### WHAT TO DO

**Before Reading:**
- Introduce the book, **Time to Recycle**.
- Read the title of the story.
- Introduce the author.
  - *What is the job of the author? The author is a person who writes a book, story, play or article.*
- Introduce the front cover, back cover, and title page of this nonfiction book.
- Introduce the Table of Contents and explain its purpose. (list of the parts of a book organized in the order in which the parts appear)
- Make a prediction:
  - *On the cover of the book, what are the people doing?*
  - *The blue tub has a symbol on it. What do you think the symbol means?*
  - *Describe other symbols in your classroom or in your neighborhood.*
- Encourage each child to answer.
| **During Reading:** | ▪ Read the story.  
▪ Make predictions throughout the story. Use picture clues to guide discussions.  
▪ As you read, engage the children in discussions.  
  * What would happen if all of the landfills become full? Where would the garbage go?  
  * Explain how glass can be used again. (The steps include collecting the glass, sorting by the glass by color, melting the glass, and making the old glass into new glass.)  
  * On page 13, what is stacked behind the worker? What do you think will happen to it?  
▪ As you come across vocabulary words in the text, reread the text that contains the unfamiliar word. Provide a brief definition of the word.  
▪ Review these vocabulary words as you read: recycle, garbage, landfill, mine, resource.  
▪ Review vocabulary words as you read by encouraging the child to point out pictures of vocabulary words that are nouns and describe action terms. |
| **After Reading:** | ▪ Ask “connection” questions.  
  * What can you do at home to recycle?  
  * What can you do at school to reduce the amount of garbage?  
  * Using the index located on page 24, which page of the book tells me about glass? (page 10) newspaper? (page 16)  
  * Look around the room and ask the children to find 10 things which could be recycled. Make a written list of the children’s ideas.  

**Encourage each child to answer by use of positive guidance.**
**BOOK 7:** The American Flag  
Author: Lloyd G. Douglas  
Illustrator: a collection of photographs – photo credits listed on page 2

### Focus
- Having students listen to nonfiction text read-alouds helps to lay the necessary foundation for students’ reading and understanding of complex text on their own in subsequent grades. Use of nonfiction books is a good way to support students as they learn vocabulary, facts, and concepts.

### Materials
- **The American Flag**  
  Optional: a small American flag  
  Paper, crayons or washable, non-toxic markers  
**Note:** Throughout the activity, use your finger to touch the words and model reading from left to right.

### Vocabulary
- Flag Day (defined on page 16).  
- flag, symbol, stripes, parade  
Definitions for these words can be found in the glossary on page 22. Explain to the children that “A glossary tells us the meaning of the words in the book.” Show the children the glossary.

### WHAT TO DO

**Before Reading:**
- Read the title of the story.
- Introduce the author.
  - *What is the job of the author? The author is a person who writes a book, story, play or article.*
- Introduce the front cover and title page of this nonfiction book.
- Introduce the Table of Contents and explain its purpose. (list of the parts of a book organized in the order in which the parts appear)
- Make a prediction:
  - *What do you see on the cover of this book?*
  - *Where have you seen this object before?*
- Encourage each child to answer by use of positive guidance.
| During Reading: | - Read the story.  
- Make predictions throughout the story. Use picture clues to guide discussions.  
- As you read, engage the children in discussions.  
  * How many stripes and stars were on the first American flag?  
  * Describe the colors of the American flag.  
  * Why has the flag changed over time?  
  * How many states make up the United States now?  
  * What is Flag Day?  
  * Where do people put the American flag?  
- As you come across vocabulary words in the text, reread the text that contains the unfamiliar word. Provide a brief definition of the word.  
- Review these vocabulary words as you read: flag, symbol, stripes, Flag Day, parade.  
  - **Review vocabulary words as you read by encouraging the child to point out pictures of vocabulary words that are nouns and describe action terms.** |
| --- | --- |
| After Reading: | - Ask “connection” questions.  
  * Give each child a flag and ask “Where would you put your American flag?”  
  * Give each child paper and crayons or washable non-toxic markers. Ask the children to “Design your own flag – include things on the flag that are important to you.” When children are finished, ask them to explain their flags to the group.  
  **Encourage each child to answer by use of positive guidance.** |
**BOOK: 8**

**The White House**
Author: Lloyd G. Douglas
Illustrator: a collection of photographs – no acknowledgement of photographer

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<tbody>
<tr>
<td><strong>The White House</strong></td>
</tr>
<tr>
<td>Picture of Obama family; paper with 6 shapes; blank sheet of paper, marker</td>
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<table>
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<tr>
<th>Vocabulary</th>
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<td>address, famous, Oval Office, president, White House</td>
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<tr>
<td>Definitions for these and other words can be found in the “New Words” glossary(page 22). Explain to the children that “A glossary tells us the meaning of the words in the book.” Show the children the glossary.</td>
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</tbody>
</table>

**WHAT TO DO**

**Before Reading:**

* Introduce the book, The White House
* Read the title of the story.
* Introduce the author.
* What is the job of the author? The author is a person who writes a book, story, play or article.
* Introduce the front cover, back cover, and title page of this nonfiction book.
* Introduce the Table of Contents and explain its purpose. (list of the parts of a book organized in the order in which the parts appear)
* Make a prediction: Who do you think lives in this house? (President, wife, and children). Who is our president? (Barack Obama in October 2012) Does he have children? (two girls - Malia born in 1998 and Sasha born in 2001)
* Refer to family picture from the kit. Tell the children that Malia is the President’s oldest daughter. Which girl is Malia? Which girl is Sasha? Are they older or younger than you are?
* Encourage each child to answer by use of positive guidance.
| During Reading: | - Read the story allowing for student observation during reading.  
- As you come across vocabulary words in the text, reread the text that contains the unfamiliar word  
- As you read, engage the children in discussions.  
- Pg. 6 *The address of the White House is 1600 Pennsylvania Avenue. Can you say that?* (encourage children to repeat the address.) *What is an “address?”* (encourage responses – Let’s check to see what the glossary tells us. (refer to page 22 and read definition.)  
- *Who knows their address? What city do you live in? What is the name of your street?*  
- P. 12 *Why do you think they call this room the Oval Office? (shaped like an oval)*  
- Refer to the sheet with shapes. *Which of these shapes is an oval?* (Allow each child to show you the oval by touching it.) Can you name the other shapes? (Point to each shape and allow the children to name it)  
- *Which shape is the same as the President’s Oval Office? What shape is this classroom?*  
- Page 21 shows a picture of the White House. After reading the words, ask the children, *Is this a big house or a little house? Why do they call it the White House?* (You’re right! Because it is white! You are so smart!)  
- Page 21 continued. *This says that the White House is the most famous home in America. What does famous mean?* (If children give unrelated answers, say, “Let’s check and see” and then refer to glossary on page 22).  
- **Review these vocabulary words (address, famous, Oval Office, president, White House) as you read by encouraging the child to point out pictures of vocabulary words that are nouns and describe action/descriptive terms.** |
| --- | --- |
| After Reading: | - Ask “connection” questions.  
- *The President’s office was an oval shape. Let’s play “I spy” – I spy something shaped like an oval in this classroom and it is (give hints: color, size, location.) Encourage children to look around the classroom and find the shape. I spy something shaped like a rectangle (give hints until the children identify the item that is a rectangle.)*  
- *We’ve been talking about the President and we know that he is the leader of our country. What do you think the President does all day?* (Ask each child for his/her opinion. Write across the top of the page “Things the President Does.” As each child responds, write their name and what they said. “Bobby said, “The president plays with Easter Eggs.” Read back all of their responses.  
- Encourage each child to answer by use of positive guidance. |
# BOOK 9: The Bald Eagle

**Author:** Lloyd G. Douglas  
**Illustrator:** a collection of photographs – photo credits listed on page 2

## Focus
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## Materials

<table>
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<tr>
<th><strong>The Bald Eagle</strong></th>
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<tbody>
<tr>
<td>Play coins</td>
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**Note:** Throughout the activity, use your finger to touch the words and model reading from left to right.

## Vocabulary

- bald eagle, Benjamin Franklin, freedom, Great Seal of the United States, national, statues, strength, symbol  
 Definitions for these and other words can be found in the “New Words” glossary (page 22). Explain to the children that “A *glossary tells us the meaning of the words in the book.*” Show the children the glossary.

## WHAT TO DO

### Before Reading:

1. Introduce the book, **The Bald Eagle**  
2. Read the title of the story.  
3. Introduce the author.  
4. *What is the job of the author? The author is a person who writes a book, story, play or article.*  
5. Introduce the front cover, back cover, and title page of this nonfiction book.  
6. Introduce the Table of Contents and explain its purpose. (list of the parts of a book organized in the order in which the parts appear)  
7. Make a prediction: *What do you think this book will be about? Have you seen eagles where you live? What are some characteristics of an eagle? (Strong, flies high.)*  
   Encourage each child to answer by use of positive guidance.
| During Reading: | ▪ Read the story allowing for student observation during reading.  
▪ As you come across vocabulary words in the text, reread the text that contains the unfamiliar word  
▪ As you read, engage the children in discussions.  
▪ On page 5, “What is this other national symbol behind the bald eagle?” (The American flag).  
▪ Look at Great Seal on page 9. Ask the children what other things they see in the Great Seal and talk about what those symbols might mean.  
▪ On page 12, ask the children what the mother eagle is doing with the baby. *Ask why the mother eagle is feeding the baby bird.* (Baby can’t fly, can’t hunt for food until he/she is older).  
▪ Review these vocabulary words as you read: bald eagle, Benjamin Franklin, freedom, Great Seal of the United States, national, statues, strength, symbol  
▪ **Review these vocabulary words as you read by encouraging the child to point out pictures of vocabulary words that are nouns and describe action terms.** |
| --- | --- |
| After Reading: | ▪ **Ask “connection” questions.**  
▪ *Why was the bald eagle chosen to be the national symbol of America?* (Show pictures if necessary to remind children of answers).  
▪ Give each child a play quarter. Ask the children to find the bald eagle on the coin.  
▪ Now put several different dominations of play coins on the table. Ask the children to find the ones with the Bald Eagle on them. Tell children “Those are coins are called quarters.”  

**Encourage each child to participate by use of positive guidance.**
**Focus**
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**Materials**
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<th>Push and Pull</th>
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**Note:**
Throughout the activity, use your finger to touch the words and model reading from left to right.

**Vocabulary**
| Push: to force forward, downward, or outward |
| Pull: to move an object forcibly from a natural or firm attachment |
| Gravity: the force that pulls objects towards the earth’s surface |
| Inertia: a tendency not to move or change; to stay at rest |
| Friction: the rubbing of one thing against another |

**WHAT TO DO**

**Before Reading:**
- Introduce the book, **Push and Pull**.
- Read the title of the story.
- Introduce the author.
  - *What is the job of the author? The author is a person who writes a book, story, play or article.*
- Introduce the front cover, back cover, and title page of this nonfiction book.
- Make a prediction:
  - *Show the motion of pushing your hand through the air. Ask students what motion you are making. Have students replicate the motion. Repeat by showing a “pull” motion.*
  - *Look at the front cover. Who is pushing and who is pulling?*
- Encourage each child to answer by use of positive guidance.
During Reading:
- Read the story.
- Make predictions throughout the story. Use picture clues to guide discussions.
- As you read, engage the children in discussions.
  * Look at pages 4 and 5. What are these children doing?
  * Discuss how blood pushes from the heart. Show students where muscles on their arms are located.
  * Have students answer the question on page 10.
  * Discuss gravity as a pull.
  * Let students tell the group about things they push or pull.
  * Discuss inertia. Ask students to describe things they can roll.
  * Explain friction. Ask the students to think about things that roll. Explain that friction is what makes the rolling object eventually stop.
  * Let students rub their hands together to experience heat given off by friction.
- As you come across vocabulary words in the text, reread the text that contains the unfamiliar word. Provide a brief definition of the word.
- Review these vocabulary words as you read: push, pull, gravity, inertia, friction.
- Review these vocabulary words as you read by encouraging the child to point out pictures of vocabulary words that are nouns and describe action terms.

After Reading:
- Ask “connection” questions.
  * What do objects need to make them move? (a push or pull)
  * What is gravity?
  * Look around your classroom. Name two things you can pull and two things you can push by yourself.

Encourage each child to answer by use of positive guidance.
Focus: Having students listen to nonfiction text read-alouds helps to lay the necessary foundation for students’ reading and understanding of complex text on their own in subsequent grades. Use of nonfiction books is a good way to support students as they learn vocabulary, facts, and concepts.

Materials:

<table>
<thead>
<tr>
<th>Motion Push and Pull, Fast and Slow</th>
</tr>
</thead>
<tbody>
<tr>
<td>Optional: Notebook paper (4 sheets for each child)</td>
</tr>
</tbody>
</table>

Note: Throughout the activity, use your finger to touch the words and model reading from left to right.

Vocabulary:

<table>
<thead>
<tr>
<th>acceleration, force, friction, gravity, inertia, speed</th>
</tr>
</thead>
</table>

Definitions for these words can be found in the glossary (page 23). Explain to the children that “A glossary tells us the meaning of the words in the book.” Show the children the glossary.

WHAT TO DO:

<table>
<thead>
<tr>
<th>Before Reading:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduce the book, <strong>Motion Push and Pull, Fast and Slow</strong></td>
</tr>
<tr>
<td>▪ Read the title of the story.</td>
</tr>
<tr>
<td>▪ Introduce the author and illustrator.</td>
</tr>
<tr>
<td>* What is the job of the author? The author is a person who writes a book, story, play or article. What is the job of the illustrator?</td>
</tr>
<tr>
<td>* An illustrator is an artist who produces pictures, photographs, or drawings for books, stories, or poems.</td>
</tr>
<tr>
<td>▪ Introduce the front cover, back cover, and title page of this nonfiction book.</td>
</tr>
<tr>
<td>▪ Make a prediction:</td>
</tr>
<tr>
<td>* Look at the front cover. What kinds of facts will be found in this book? Where can we find motion?</td>
</tr>
<tr>
<td>▪ Encourage each child to answer by use of positive guidance.</td>
</tr>
</tbody>
</table>
### During Reading:
- Read the story.
- Make predictions throughout the story. Use picture clues to guide discussions.
- As you read, engage the children in discussions.
  - *After reading page 4, ask which of the body’s five senses (seeing, hearing, touching or feeling, smelling, or tasting) might help determine motion.*
  - *Share the Fun Fact Box found on pages 5, 6, 8, 11, 13, 14, 16, 19, and 21.*
- As you come across vocabulary words in the text, reread the text that contains the unfamiliar word. Provide a brief definition of the word.
- Review these vocabulary words as you read: acceleration, force, friction, gravity, inertia, speed.
- Review these vocabulary words as you read by encouraging the child to point out pictures of vocabulary words that are nouns and describe action terms.

### After Reading:
- Ask a “connection” question.
  - *What kinds of motion take place or happen in your classroom?*
  - *Where else can we find fiction at work?*
    - *Playing football, soccer, or basketball; swimming, running, riding a bicycle*
- Optional: Try the “Falling Papers” Experiment on page 22. Allow each of the children to have paper and try the experiment for themselves. Review the term friction.

  Encourage each child to answer by use of positive guidance.
### Focus

Having students listen to nonfiction text read-alouds helps to lay the necessary foundation for students’ reading and understanding of complex text on their own in subsequent grades. Use of nonfiction books is a good way to support students as they learn vocabulary, facts, and concepts.

### Materials

| All About Sound | Ruler, paper, pen/pencil |

**Note:** Throughout the activity, use your finger to touch the words and model reading from left to right.

### Vocabulary

- **Radio:** A devise which sends sound that has been changed into electrical energy from which we hear music, talk, and other sounds.
- **Strum:** to play a stringed instrument (like a guitar) by brushing the strings with the fingers; to touch strings very lightly.
- **Vibration:** fast back and forth motion of particles (very small pieces of matter) which produce a musical tone or transmits sounds to the ear.
- **Whistle:** a device making a shrill, sometimes loud sound.

### WHAT TO DO

#### Before Reading:

- Introduce the book, **All About Sound**
  - Read the title of the story.
  - Introduce the author and illustrator.
    * **What is the job of the author?** The author is a person who writes a book, story, play or article. What is the job of the illustrator?
    * **An illustrator is an artist who produces pictures, photographs, or drawings for books, stories, or poems.**
  - Introduce the front cover, back cover, and title page of this nonfiction book.
  - Make a prediction:
    * **Look at the front cover. What do you think this book will be about? How is this girl making sound?** (banging cymbals together). **Will this sound be loud or soft? Why do you think that?**
    * Encourage each child to answer by use of positive guidance.
<table>
<thead>
<tr>
<th>During Reading:</th>
</tr>
</thead>
</table>
| ▪ Read the story.  
▪ Make predictions throughout the story. Use picture clues to guide discussions.  
▪ As you read, engage the children in discussions.  
  * After reading page 3, ask the group what they think the children are doing. Explain to the children they can hear each other through the cans and that these work like a telephone. Ask children if they have ever played this game.  
  * Do activity with ruler on pages 10-13.  
  * Do activity on page 15.  
  * After reading page 22, ask children to carefully put their heads on the table. Knock on the table. Ask children if they could hear the sound. Explain that sound traveled through the wooden table.  
  ▪ As you come across vocabulary words in the text, reread the text that contains the unfamiliar word. Provide a brief definition of the word. Review these vocabulary words as you read: radio, strum, vibration, whistle  
  ▪ Review these vocabulary words as you read by encouraging the child to point out pictures of vocabulary words that are nouns and describe action terms. |
<table>
<thead>
<tr>
<th>After Reading:</th>
</tr>
</thead>
</table>
| ▪ Ask a “connection” question.  
  * Ask children to sit very quietly for 30 seconds and listen for the sounds they can hear. Make a list of the sounds the children say they hear.  
  * Ask children to recall what sounds they hear outside, on a bus or in a car, in their house, at the park, in the lunchroom.  
  Encourage each child to answer by use of positive guidance. |
## BOOK 13: Me On The Map
Author: Joan Sweeney  
Illustrator: Annette Cable

### Focus
Having students listen to nonfiction text read-alouds helps to lay the necessary foundation for students’ reading and understanding of complex text on their own in subsequent grades. Use of nonfiction books is a good way to support students as they learn vocabulary, facts, and concepts.

### Materials
- **Me On The Map**
- Compass  
- Paper, crayons, pencils, washable, non-toxic markers.  

**Note:** Throughout the activity, use your finger to touch the words and model reading from left to right.

### Vocabulary
- **Maps:** drawings of areas which help us get to where we want to go.  
- **Town:** an area where people live together that is usually smaller than a city  
- **State:** a group of people who live in a definite territory of a country, like our state, Florida  
- **Country:** a whole nation under one government, like the United States of America  
- **World:** the earth and all the people and things on it  
- **Compass:** a device for determining directions by means of a magnetic needle

### WHAT TO DO

#### Before Reading:
- Introduce the book, **Me On The Map**  
  - Read the title of the story.  
  - Introduce the author and illustrator.  
    - What is the job of the author? The author is a person who writes a book, story, play or article. What is the job of the illustrator?  
    - An illustrator is an artist who produces pictures, photographs, or drawings for books, stories, or poems.  
  - Introduce the front cover, back cover, and title page of this nonfiction book.  
  - Make a prediction:  
    - Look at the front cover. Say, “The girl is holding a sign which says “me”. What do you think she is going to teach us about? (maps) How do you know that? What do maps show us? Let’s find out!”  
    - Encourage each child to answer by use of positive guidance.
| During Reading: | ▪ Read the story allowing for student observation during reading.  
▪ Make predictions throughout the story. Use picture clues to guide discussions.  
▪ As you read, engage the children in discussions.  
  * On this page, you see the girl’s room. What does she have in her room? How is her room like your room?  
  * Name each room in the girl’s house. Ask, which of these rooms do you have in your house?  
  * Show the map of the girl’s state of Kansas. Tell the children that the girl lives in Kansas. Ask the children the name of our state. Acknowledge correct answer or tell children “Florida” Ask children to find Florida on the map of the United States or show to the children.  
  * Look at pictures of children from around the world. Ask what the different children are doing. Ask. “How is this like the things that we do in our country?”  
  * As you come across vocabulary words in the text, reread the text that contains the unfamiliar word. Provide a brief definition of the words: maps, town, state, country, world, compass  
▪ Review these vocabulary words as you read by encouraging the child to point out pictures of vocabulary words that are nouns and describe action terms. |
|---|---|
| After Reading: | ▪ Ask “connection” questions.  
  * Show children the drawn compass on the map of my country. See if children can find it on the last page of the book. Explain to the children that this tells us which way to go like North or South. Show children the compass. Find North in the classroom. Turn around…ask children what happened.  
  * Show the children the map of the girl’s room at home. Ask the children to draw a map of their room at home.  

Encourage each child to answer by use of positive guidance.
**BOOK 14:**  
**I Can Read a Map**  
Author: Susan Ashley  
Photographs by Gregg Anderson

**Focus**  
Having students listen to nonfiction text read-alouds helps to lay the necessary foundation for students’ reading and understanding of complex text on their own in subsequent grades. Use of nonfiction books is a good way to support students as they learn vocabulary, facts, and concepts.

**Materials**  
**I Can Read a Map**  
Attraction map

**Note:**  
Throughout the activity, use your finger to touch the words and model reading from left to right.

**Vocabulary**  
key, labels, symbols  
Definitions for these words can be found in the glossary (page 22). Explain to the children that “A glossary tells us the meaning of the words in the book.” Show the children the glossary.

**WHAT TO DO**

**Before Reading:**  
Introduce the book **I Can Read a Map**  
- Read the title of the story.  
- Introduce the author and illustrator.  
  - What is the job of the author? The author is a person who writes a book, story, play or article. What is the job of the illustrator?  
  - An illustrator is an artist who produces pictures, photographs, or drawings for books, stories, or poems.  
- Introduce the front cover, back cover, and title page of this nonfiction book.  
- Make a prediction:  
  - Look at the front cover. What do you think the girl is doing? (She is reading a map). Why might she be using a map? (she wants to find directions to where she wants to go)  
  - Encourage each child to answer by use of positive guidance.
| During Reading: | ▪ Read the story allowing for student observation during reading.  
▪ Make predictions throughout the story. Use picture clues to guide discussions.  
▪ As you read, engage the children in discussions.  
  * After reading page 6, ask “Where did the girl decide to go? (the zoo)  
  * Continue on page 6 and ask “Where are the primates? (If necessary, explain that primates are apes and monkeys). Where is the wolf?  
  * On page 8, show that the map is made bigger. Ask, “Where are the bears? The large cats?”  
  * Show children the map key on page 11. Explain the symbols for food, shopping, restrooms, telephones and lost children. Tell the children if they ever get lost at a big place they can look for this sign and the people there will help them find their family.  
  * Show the children the atlas on page 21. Tell the children that the girl found the state she lives in. Ask the children what state they live in. Acknowledge or provide the correct answer.  
  * As you come across vocabulary words in the text, reread the text that contains the unfamiliar word. Provide a brief definition of the words: key, labels, symbols.  
  * Review these vocabulary words as you read by encouraging the child to point out pictures of vocabulary words that are nouns and describe action terms. |
| After Reading: | ▪ Ask “connection” questions.  
  * Show children a map of a local attraction. Ask the children to find the map key. Ask children to find the symbols for food, restroom and lost children. Ask what they think they could do to do at this attraction?  
  * Show each child the weather map. Tell the children this weather map shows many things. Say, put your finger on the sun. What do you think that symbol means? Repeat with clouds and rain clouds.  
  * Ask the children what they think the numbers mean. Explain if necessary. Ask a children to put a finger on 22 and then 80. Ask which number is bigger. Ask which place would be hotter or colder. Repeat with each child using different numbers.  

  Encourage each child to answer by use of positive guidance. |
**BOOK 15:** As the Crow Flies : A First Book of Maps  
Author: Gail Hartman  
Illustrator: Harvey Stevenson

### Focus
Having students listen to nonfiction text read-alouds helps to lay the necessary foundation for students’ reading and understanding of complex text on their own in subsequent grades. Use of nonfiction books is a good way to support students as they learn vocabulary, facts, and concepts.

### Materials
<table>
<thead>
<tr>
<th>As the Crow Flies : A First Book of Maps</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 small map.</td>
</tr>
<tr>
<td>Paper, crayons, pencils, washable, non-toxic markers.</td>
</tr>
</tbody>
</table>

**Note:** Throughout the activity, use your finger to touch the words and model reading from left to right.

### Vocabulary
| Maps: Drawings of areas which help us get to where we want to go. |
| Soars: To fly very high. |
| Factory: A place where things are manufactured (made). |
| Skyscrapers: Very tall buildings. |

### WHAT TO DO
**Before Reading:**
<table>
<thead>
<tr>
<th>Introduce the book, As the Crow Flies : A First Book of Maps</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ Read the title of the story.</td>
</tr>
<tr>
<td>▪ Introduce the author and illustrator.</td>
</tr>
<tr>
<td>* What is the job of the author? The author is a person who writes a book, story, play or article. What is the job of the illustrator?</td>
</tr>
<tr>
<td>* An illustrator is an artist who produces pictures, photographs, or drawings for books, stories, or poems.</td>
</tr>
<tr>
<td>▪ Introduce the front cover, back cover, and title page of this nonfiction book.</td>
</tr>
<tr>
<td>▪ Make a prediction:</td>
</tr>
<tr>
<td>* Look at the front cover. What type of bird is this? (A crow) Where do you think the crow is going? (To the city, back to the farm). Why do you think that?</td>
</tr>
<tr>
<td>* Encourage each child to answer by use of positive guidance.</td>
</tr>
<tr>
<td>During Reading:</td>
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<tr>
<td>-------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>▪ Read the story allowing for student observation during reading.</td>
</tr>
<tr>
<td>▪ As you read, engage the children in discussions.</td>
</tr>
<tr>
<td>* On page 6, you see the eagle is in a tree. Why do you think the eagle is in the tree? (Lives there; resting).</td>
</tr>
<tr>
<td>* Pages 8, 9, 10: Who can remember what the rabbit saw as he hopped to the garden? Using your finger, start at the rabbit’s house and trace the path to the garden asking the children to repeat the places with you.</td>
</tr>
<tr>
<td>* Page 13 shows a factory. Ask children what kinds of items might be made in a factory. (Any manufactured items are acceptable answers: shoes, clothes, cars).</td>
</tr>
<tr>
<td>After Reading:</td>
</tr>
<tr>
<td>▪ Ask “connection” questions.</td>
</tr>
<tr>
<td>* Pages 30 and 31 show “The Big Map”. Explain that this is a map of the entire area talked about in the book. Ask the children to tell you all the areas which were seen in the story. Point to the word in an area and ask the children to talk about that area.</td>
</tr>
<tr>
<td>* Show the children the map of the city. Talk about who might use this map and how maps are used to help people get around. Talk about other ways people use to get directions: GPS, computer, phone.</td>
</tr>
<tr>
<td>▪ If time permits, ask the children to draw a map of their school or neighborhood and talk about their maps.</td>
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<td></td>
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</tbody>
</table>
### BOOK 16: Thomas Jefferson
Author: Judy Emerson
Illustrator: a collection of photographs – photo credits listed on page 24

<table>
<thead>
<tr>
<th>Focus</th>
<th>Having students listen to nonfiction text read-alouds helps to lay the necessary foundation for students’ reading and understanding of complex text on their own in subsequent grades. Use of nonfiction books is a good way to support students as they learn vocabulary, facts, and concepts.</th>
</tr>
</thead>
</table>

| Materials | Thomas Jefferson
Paper, crayons, pencils, or washable, non-toxic markers. |
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Note:</td>
<td>Throughout the activity, use your finger to touch the words and model reading from left to right.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Vocabulary</th>
<th>declaration, government, independence, territory. Definitions for these and other words can be found in the glossary (page 22). Explain to the children that “A glossary tells us the meaning of the words in the book.” Show the children the glossary.</th>
</tr>
</thead>
</table>

### WHAT TO DO

| Before Reading: | * Introduce the book, Thomas Jefferson
* Read the title of the story.
* Introduce the author.
* What is the job of the author? The author is a person who writes a book, story, play or article.
* Introduce the front cover, back cover, and title page of this nonfiction book.
* Show the children the purple area on the front cover with the words “first biographies”. Explain that a biography is a story of a person’s life.
* Introduce the Table of Contents and explain its purpose. (list of the parts of a book organized in the order in which the parts appear)
* Make a prediction: What do you predict made Thomas Jefferson famous? (Was president; wrote the Declaration of Independence).
* Encourage each child to answer by use of positive guidance. |
|---|---|
| During Reading: | **Read the story allowing for student observation during reading.**  
**Make predictions throughout the story. Use picture clues to guide discussions.**  
**Introduce the text feature known as a time line. A time line is a table listing important events during a certain period of time. Each page of this book adds more information to the time line.**  
**As you read, engage the children in discussions.**  
* On page 7, we learn Thomas was a great thinker and writer. He wrote about the rights of colonists. What do you think “rights” mean? Explain to children that we have right (freedom) to live where we want, go to school, and vote for our president.  
* On page 9, the words “Today, Monticello is a museum for visitors” appears by an arrow. Ask: Why are these words on the page? Tell the children that a museum is a building where things of lasting interest or value are displayed. Ask the children if they have been to a museum.  
* Pages 12 and 13 show a picture of a battle. After reading the words, ask the children what they think the fighting was about. Talk about winning freedom and becoming the United States of America—the country we are today.  
* Show the children the map on page 16 explaining that this shows what the United States looks like.  
* As you come across vocabulary words in the text, reread the text that contains the unfamiliar word. Provide a brief definition of the word.  
  Review these vocabulary words as you read: declaration, government, independence, territory.  
  Review these vocabulary words as you read by encouraging the child to point out pictures of vocabulary words that are nouns and describe action terms. |
| After Reading: | **Ask “connection” questions.**  
**Review the timeline that represents key events in Thomas Jefferson’s life on pages 20 – 21. Ask the children, “What were some important events in Thomas Jefferson’s life?” Tell the children answers if necessary and encourage them to repeat your answers.**  
**Ask the children what some important events are in their lives (being born, getting a puppy, going to school). Ask children to draw their own timeline. Help the children label their timelines by writing their words.**  
**Encourage each child to participate by use of positive guidance.** |
**BOOK17:** Clara Barton  
Author: Lola M. Schaefer  
Illustrator: a collection of photographs – photo credits listed on page 24

<table>
<thead>
<tr>
<th>Focus</th>
<th>Having students listen to nonfiction text read-alouds helps to lay the necessary foundation for students’ reading and understanding of complex text on their own in subsequent grades. Use of nonfiction books is a good way to support students as they learn vocabulary, facts, and concepts.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Materials</th>
<th>Book: Clara Barton</th>
</tr>
</thead>
</table>

| Note: | Throughout the activity, use your finger to touch the words and model reading from left to right. |

<table>
<thead>
<tr>
<th>Vocabulary</th>
<th>battlefield, disaster, soldier, supplies, wound. Definitions for these words can be found in the glossary (page 22). Explain to the children that “A glossary tells us the meaning of the words in the book.” Show the children the glossary.</th>
</tr>
</thead>
</table>

**WHAT TO DO**

| Before Reading: | * Introduce the book, Clara Barton.  
* Read the title of the story.  
* Introduce the author.  
* What is the job of the author? The author is a person who writes a book, story, play or article.  
* Introduce the front cover, back cover, and title page of this nonfiction book.  
* Again point to and read the words “first biographies” in the purple area on the front cover of the book. Ask who remembers what a biography is. If no response, explain again that a biography is a story of a person’s life.  
* Introduce the Table of Contents and explain its purpose. (list of the parts of a book organized in the order in which the parts appear)  
* Make a prediction: Do you think Clara Barton was a kind person? Why do you think that? (Looks kind; helped soldiers).  
* Encourage each child to answer by use of positive guidance. |
<table>
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<th></th>
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<tbody>
<tr>
<td>During Reading:</td>
<td></td>
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<td>----------------</td>
<td></td>
</tr>
</tbody>
</table>
| ▪ Read the story allowing for student observation during reading.  
| ▪ Make predictions throughout the story. Use picture clues to guide discussions.  
| ▪ Introduce the text feature known as a time line. A time line is a table listing important events during a certain period of time. Each page of this book adds more information to the time line.  
| ▪ As you read, engage the children in discussions.  
|   * On page 5, we see Clara’s birthplace. *Say to the children “Clara grew up in a big house. Why do you think her family needed a big house?” (Big family, 4 brothers and sisters).  
|   * On page 9, we see Washington D.C. Explain that Washington D.C. is the capital of the United States.  
|   * Pages 14 and 15 show Clara on the battlefield. Explain to the children that this occurred during the Civil War and define Civil War from glossary on page 22.  
|   * Page 15 says Clara was called the “Angel of the Battlefield.” Ask the children why they think she was called that name. (Fed soldiers, fixed their wounds).  
|   * Page 19 says that Clara created the American Red Cross Society. Share definition of American Red Cross Society from glossary on page 22.  
|   * As you come across vocabulary words in the text, reread the text that contains the unfamiliar word. Provide a brief definition of the word.  
|   ▪ Review these vocabulary words as you read: battlefield, disaster, soldier, supplies, wound.  
|   ▪ Review these vocabulary words as you read by encouraging the child to point out pictures of vocabulary words that are nouns and describe action terms. |  

<table>
<thead>
<tr>
<th>After Reading:</th>
</tr>
</thead>
</table>
| ▪ Ask “connection” questions.  
| ▪ Review the timeline that represents key events in Clara Barton’s life on pages 20 – 21. Ask the children, “What were some important events in Clara Barton’s life?” Tell the children the answers if necessary and encourage them to repeat your answers.  
| ▪ Talk again about Clara creating the American Red Cross Society. Show children the symbol of the American Red Cross Society on page 18. Ask the children about what kind of help they think people might need and why. Remind the children what a disaster is and ask for examples. Ask them why people might need help after a disaster.  
|   Encourage each child to answer by use of positive guidance. |
BOOK 18:  

**Benjamin Franklin**

Author: Martha E.H. Rustad  
Illustrator: a collection of photographs – photo credits listed on page 24

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**Focus**

Having students listen to nonfiction text read-alouds helps to lay the necessary foundation for students’ reading and understanding of complex text on their own in subsequent grades. Use of nonfiction books is a good way to support students as they learn vocabulary, facts, and concepts.

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**Materials**

Book: **Benjamin Franklin**  
Section of a newspaper; paper, crayons, pencils or washable, non-toxic markers, scissors, craft sticks, tape, yarn.

**Note:** Throughout the activity, use your finger to touch the words and model reading from left to right.

---

**Vocabulary**

almanac, colony, electricity, lightning, lightning rod, postmaster, printing press. Definitions for these words can be found in the glossary (page 22). Explain to the children that “A glossary tells us the meaning of the words in the book.” Show the children the glossary.

---

**WHAT TO DO**

**Before Reading:**

- Introduce the book, **Benjamin Franklin**
- Read the title of the story.
- Introduce the author.
- * What is the job of the author? The author is a person who writes a book, story, play or article.*
- Introduce the front cover, back cover, and title page of this nonfiction book.
- * Again point to and read the words “first biographies” in the purple area on the front cover of the book. Ask who remembers what a biography is. If no response, explain again that a biography is a story of a person’s life.*
- Introduce the Table of Contents and explain its purpose. (list of the parts of a book organized in the order in which the parts appear)
- Make a prediction: *Did Benjamin Franklin like to make things? How do you know? (Inventions and projects means he liked to make things).*
- Look at the table of contents and say, “One of the pages is called “American Independence”. Who else did we read about who helped gain American Independence? (Thomas Jefferson)
- Encourage each child to answer by use of positive guidance.
| During Reading: | - Read the story allowing for student observation during reading.  
- Make predictions throughout the story. Use picture clues to guide discussions.  
- Introduce the text feature known as a time line. A time line is a table listing important events during a certain period of time. Each page of this book adds more information to the time line.  
- As you read, engage the children in discussions.  
  * On pages 4 and 5, we see Benjamin making candles. What does this picture tell us about making candles? (Pour in melted wax, use a mold, hang candles up). Point to areas of the picture which help provide clues to these answers).  
  * Page 6 shows Benjamin printing newspapers. Show children a section of a newspaper. Ask “What kinds of information can we get from reading a newspaper?” Encourage all children to answer by use of positive guidance and feedback.  
  * On page 9, we learn that people liked to read Benjamin’s newspaper and books. Ask, “What books do you like to read?” Encourage each child to respond.  
  * Pages 10 and 11: Ask children to describe what is happening in the picture then read text on page 11. Define lightning, electricity and lightning rod from glossary.  
  * As you come across vocabulary words in the text, reread the text that contains the unfamiliar word. Provide a brief definition of the word.  
- Review these vocabulary words as you read: almanac, colony, electricity, lightning, lightning rod, postmaster, printing press.  
- Review these vocabulary words as you read by encouraging the child to point out pictures of vocabulary words that are nouns and describe action terms. |
| After Reading: | - Ask “connection” questions.  
- Review the timeline that represents key events in Benjamin Franklin’s life on pages 20 – 21. Ask the children, “What were some important events in Benjamin Franklin’s life? Tell the children the answers if necessary and encourage them to repeat your answers.  
- Talk to the children about how Benjamin used a kite to make discoveries about electricity. (Page 10). If time permits, give each child a piece of paper, craft sticks, tape, pencils, crayons, or non-toxic markers, scissors and piece of yarn. Ask children to draw, decorate, and cut out a kite. Have children tape kite to craft sticks and add the piece of yarn as a tail for the kite. Ask children to talk about where they would like to fly their kites.  
  Encourage each child to answer by use of positive guidance. |
**BOOK 19: Amelia Earhart**
Author: Lola M. Schaefer
Illustrator: a collection of photographs – photo credits listed on page 24

<table>
<thead>
<tr>
<th>Focus</th>
<th>Having students listen to nonfiction text read-alouds helps to lay the necessary foundation for students’ reading and understanding of complex text on their own in subsequent grades. Use of nonfiction books is a good way to support students as they learn vocabulary, facts, and concepts.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Materials</td>
<td><strong>Amelia Earhart</strong>  Optional: A map or globe (Amelia Earhart flew across the United States, over the Atlantic Ocean, and over the Pacific Ocean. Show students where these places are located on a map or globe.)</td>
</tr>
<tr>
<td>Note:</td>
<td>Throughout the activity, use your finger to touch the words and model reading from left to right.</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>pilot, airfield, disappear, explore, license, mystery  Definitions for these and other words can be found in the “Words to Know” glossary (page 22). Explain to the children that “A glossary tells us the meaning of the words in the book.” Show the children the glossary.</td>
</tr>
</tbody>
</table>

**WHAT TO DO**

**Before Reading:**
- Introduce the biography, **Amelia Earhart**.
- Read the title of the story.
- Introduce the author.
  - *What is the job of the author? The author is a person who writes a book, story, play or article.*
- Introduce the front cover, back cover, and title page of this nonfiction book.
- Introduce the Table of Contents and explain its purpose. (list of the parts of a book organized in the order in which the parts appear)
- Make a prediction:
  - *By looking at the title page and the Table of Contents, what do you predict made Amelia Earhart famous?*
- Encourage each child to answer by use of positive guidance.
| During Reading: | - Read the story.  
- Make predictions throughout the story. Use picture clues to guide discussions.  
- Introduce the text feature known as a time line. A time line is a table listing important events during a certain period of time. Each page of this book adds more information to the time line.  
- As you read, engage the children in discussions.  
  * *Amelia earned a pilot’s license. What does this mean?*  
  * *On page 7, the words “Amelia at about age 10” appears by an arrow. Why are these words on the page?*  
  * *What was Amelia’s dream mentioned on page 17?*  
- As you come across vocabulary words in the text, reread the text that contains the unfamiliar word. Provide a brief definition of the word.  
  - Review these vocabulary words as you read: pilot, airfield, disappear, explore, license, mystery.  
  - Review these vocabulary words as you read by encouraging the child to point out pictures of vocabulary words that are nouns and describe action terms.  
- Review the timeline that represents key events in Amelia Earhart’s life on pages 20 – 21. |
| --- | --- |
| After Reading: | - Ask “connection” questions.  
  * *Why is Amelia called the “First Lady of the Air?”*  
  * *Amelia and her sister liked to play outdoors. What do you like to do when you go outside?*  
  * *Using a map or globe, trace Amelia’s flights.*  

Encourage each child to answer by use of positive guidance.
BOOK 20: **Looking Through a Telescope**  
Author: Linda Bullock  
Illustrator: a collection of photographs – photo credits listed on page 32

Focus  
Having students listen to nonfiction text read-alouds helps to lay the necessary foundation for students’ reading and understanding of complex text on their own in subsequent grades. Use of nonfiction books is a good way to support students as they learn vocabulary, facts, and concepts.

Materials  
Book: **Looking Through a Telescope**  
Telescope

Note: Throughout the activity, use your finger to touch the words and model reading from left to right.

Vocabulary  
Crater: Round hole that is not very deep. (picture page 30)  
Telescope: A scientific tool which helps us look at things which are far away. (picture page 31)  
Moon: A big, far away ball of rock we can see in the sky at night. (Pictures pages 8 and 29).  
Maria: Large areas of dark rock on the moon. (Pictures pages 16 and 31).  
Planet: Big objects, like the earth, which go around the sun. (Pictures pages 19 and 31).  
Star: Stars are balls of gas in the sky. (Picture page 31).

WHAT TO DO

**Before Reading:**  
Introduce the book, **Looking Through a Telescope**  
- Read the title of the story.  
- Introduce the author.  
  * What is the job of the author? The author is a person who writes a book, story, play or article.  
- Introduce the front cover, back cover, and title page of this nonfiction book.  
- Make a prediction:  
  * On the cover of the book, what do you think the child will see through the telescope? (Point to the telescope). Do you think this picture is showing daytime or night time? Why?  
  * Encourage each child to answer by use of positive encouragement.
<table>
<thead>
<tr>
<th>During Reading:</th>
<th>After Reading:</th>
</tr>
</thead>
<tbody>
<tr>
<td>* Read the story.</td>
<td>** Ask “connection” questions.</td>
</tr>
<tr>
<td>* Make predictions throughout the</td>
<td>** Show the children the pictures on page 30. Ask the children to tell you</td>
</tr>
<tr>
<td>story. Use picture clues to guide</td>
<td>about the Hubble Space Telescope and what it does. If not able to respond,</td>
</tr>
<tr>
<td>discussions.</td>
<td>talk about what is written on page 25. Ask the children “What do you think</td>
</tr>
<tr>
<td>* As you read, engage the children</td>
<td>has been seen with the Hubble Space Telescope”</td>
</tr>
<tr>
<td>in discussions.</td>
<td>** Ask the children “What have you seen in the night time sky?”</td>
</tr>
<tr>
<td>* Turn to page 5. Ask the children</td>
<td>** Encourage each child to answer by use of positive encouragement.</td>
</tr>
<tr>
<td>the question and wait for their</td>
<td></td>
</tr>
<tr>
<td>response. Turn the page for the</td>
<td></td>
</tr>
<tr>
<td>answer.</td>
<td></td>
</tr>
<tr>
<td>* Ask children to respond to words</td>
<td></td>
</tr>
<tr>
<td>on page 10. Define moon. Ask</td>
<td></td>
</tr>
<tr>
<td>children to point to the moon in</td>
<td></td>
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<tr>
<td>the picture.</td>
<td></td>
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<tr>
<td>* On page 13, ask the children to</td>
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<tr>
<td>point to the telescope. Tell</td>
<td></td>
</tr>
<tr>
<td>children what a telescope is. Ask</td>
<td></td>
</tr>
<tr>
<td>“What do you think people can see</td>
<td></td>
</tr>
<tr>
<td>with a telescope?” Show children</td>
<td></td>
</tr>
<tr>
<td>the telescope in the kit and allow</td>
<td></td>
</tr>
<tr>
<td>each child to have a turn using</td>
<td></td>
</tr>
<tr>
<td>the telescope.</td>
<td></td>
</tr>
<tr>
<td>* On page 17, define Maria. Ask</td>
<td></td>
</tr>
<tr>
<td>children “What do you see?”</td>
<td></td>
</tr>
<tr>
<td>* Ask questions on page 28 and</td>
<td></td>
</tr>
<tr>
<td>encourage each child to respond.</td>
<td></td>
</tr>
<tr>
<td>* As you come across vocabulary</td>
<td></td>
</tr>
<tr>
<td>words in the text, reread the text</td>
<td></td>
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<tr>
<td>that contains the unfamiliar word.</td>
<td></td>
</tr>
<tr>
<td>Provide a brief definition of the</td>
<td></td>
</tr>
<tr>
<td>word.</td>
<td></td>
</tr>
<tr>
<td>* Review these vocabulary words as</td>
<td></td>
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<tr>
<td>you read: crater, telescope, moon,</td>
<td></td>
</tr>
<tr>
<td>maria, planet, stars.</td>
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<tr>
<td>* Review these vocabulary words as</td>
<td></td>
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<tr>
<td>you read by encouraging the child</td>
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<tr>
<td>to point out pictures of vocabulary</td>
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<tr>
<td>words that are nouns and describe</td>
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<tr>
<td>action terms.</td>
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</table>
# Focus

Having students listen to fiction text helps with the development of vocabulary, reading comprehension strategies, story recall, and prediction and inference skills. Furthermore, children begin to identify and discern real (non-fiction) from fantasy (fiction).

# Materials

**And If the Moon Could Talk**

- Paper, crayons, pencils, washable, non-toxic markers

# Note:

Throughout the activity, use your finger to touch the words and model reading from left to right.

# Vocabulary

- **Nomad:** a person who has no fixed home but wanders from place to place.
- **Dune:** a hill or ridge of sand piled up by the wind.
- **Den:** the shelter or resting place of a wild animal.
- **Drowsy:** very sleepy; tired
- **Murmur:** a low, faint, and continuous sound.

# WHAT TO DO

**Before Reading:**

- Introduce the book, **And If the Moon Could Talk**
- Read the title of the story.
- Introduce the author and illustrator.
  - *What is the job of the author? The author is a person who writes a book, story, play or article. What is the job of the illustrator?*
  - *An illustrator is an artist who produces pictures, photographs, or drawings for books, stories, or poems.*
- Introduce the front cover, back cover, and title page of this fiction book.
- Explain that this is a work of fiction. This is a story that is pretend- the author made this story up by using her imagination. Remind the children the title of the book and ask: “Can the moon talk?” (No, the moon talking would be pretend).
- Make a prediction:
  - *Look at the front cover. What is the child going to do? How do you know? Who do you think tucked the child in the covers? Encourage each child to answer by use of positive guidance.*
<table>
<thead>
<tr>
<th>During Reading:</th>
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<tbody>
<tr>
<td>▪ Read the story allowing for student observation during reading.</td>
</tr>
<tr>
<td>▪ Make predictions throughout the story. Use picture clues to guide discussions.</td>
</tr>
<tr>
<td>▪ As you read, engage the children in discussions.</td>
</tr>
<tr>
<td>* Show the illustration of the village. What time is it? How do you know? What do you think the people in the houses are doing?</td>
</tr>
<tr>
<td>* Page 4 says, “A lizard scurrying home to supper.” Ask the children, “What do you think scurrying means? How do you know that?”</td>
</tr>
<tr>
<td>* Show picture and ask “What do you think the papa and the little girl are doing?” After children answer, read the words.</td>
</tr>
<tr>
<td>* Tell me why these camels are in the desert. What kind of things can a camel do to help this man? (Carry packages on their backs, be rode by people).</td>
</tr>
<tr>
<td>▪ After reading, “Eyes close. There is a drowsy hush. Darkness swells into a colorful dream.” Ask the children what they think has happened. (The child went to sleep; the child is dreaming).</td>
</tr>
<tr>
<td>▪ As you come across vocabulary words in the text, reread the text that contains the unfamiliar word. Provide a brief definition of the words: nomad, dune, den, drowsy, murmur.</td>
</tr>
<tr>
<td>▪ Review these vocabulary words as you read by encouraging the child to point out pictures of vocabulary words that are nouns and describe action terms.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>After Reading:</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ Ask “connection” questions.</td>
</tr>
<tr>
<td>* Show page of the girl’s room. Say “This is the little girl’s room.” Ask, “How is your room like this little girls? How is it different? What do you like about your room?”</td>
</tr>
<tr>
<td>* Show the children the picture of the colorful dream. Ask the children to talk about their favorite happy dream. Ask “Are dreams real or imagined?”</td>
</tr>
<tr>
<td>* Encourage each child to answer by use of positive guidance.</td>
</tr>
<tr>
<td>▪ If time permits, ask the children to draw a picture of their favorite happy dream and tell about their picture.</td>
</tr>
</tbody>
</table>


**BOOK 22:**  
**All About Money**  
Author: Erin Roberson  
Illustrator: a collection of photographs – photo credits listed on page 32

<table>
<thead>
<tr>
<th>Focus</th>
<th>Having students listen to nonfiction text read-alouds helps to lay the necessary foundation for students’ reading and understanding of complex text on their own in subsequent grades. Use of nonfiction books is a good way to support students as they learn vocabulary, facts, and concepts.</th>
</tr>
</thead>
</table>
| Materials | Book: **All About Money**  
Pretend coins for sorting; rubbings; paper, pencils  
**Note:** Throughout the activity, use your finger to touch the words and model reading from left to right. |
| Vocabulary | Diver: one who swims underwater with scuba gear  
Treasure: something that is valued highly  
President: the chief executive officer or the chief of state  
Coin: metal money |
| WHAT TO DO | Introduce the book, **All About Money**  
- Read the title of the story.  
  - Introduce the author. *What is the job of the author? The author is a person who writes a book, story, play or article.*  
  - Introduce the front cover, back cover, and title page of this nonfiction book.  
- Make a prediction:  
  - *Look at the front cover. What do you think this book will be about? What are some things we can do with money?*  
  - Encourage each child to answer by use of positive guidance.  
- **During Reading:**  
  - Read the story.  
  - Make predictions throughout the story. Use picture clues to guide discussions.  
  - As you read, engage the children in discussions.  
  - *On page 3, you see the diver under water. What is she doing there? What do you think she may find?*  
  - *Pages 8, ask the children “What kind of job does this woman have? Where do you think she works?”*  
  - *Page 9, before reading words show picture and say, “This woman is saving money at a bank. Ask: “Where else can you save money?” (Jar, piggy bank).* |
Then read to find out answer. Ask children: “Why might you save money?”

- After reading pages 14, 18, 22, 26, and 29, ask the questions on each page. Give each child a chance to respond.
- As you come across vocabulary words in the text, reread the text that contains the unfamiliar word. Provide a brief definition of the word.
- Review these vocabulary words as you read: diver, treasure, president, coin.
- Review these vocabulary words as you read by encouraging the child to point out pictures of vocabulary words that are nouns and describe action terms.

<table>
<thead>
<tr>
<th>After Reading:</th>
<th>Ask “connection” questions.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Pages 30 and 31 show a picture of coins. Ask children to name each of the coins with you.</td>
</tr>
<tr>
<td></td>
<td>Show the children the pretend coins and ask them to sort (find) the pennies, nickels, dimes, quarters.</td>
</tr>
<tr>
<td></td>
<td>Ask to children to count out 5 pennies and find a nickel or 2 nickels and find a dime. Explain to the children that these 5 pennies equal this nickel…there are 5 pennies in a nickel or that there are 2 nickels in one dime. Explain to the children that if they could buy 5 pieces of candy with 5 pennies, they could also buy 5 pieces of candy with this nickel.</td>
</tr>
<tr>
<td></td>
<td>If time permits, have the children complete rubbings of the various coins by putting the coin under paper and slowly moving the pencil horizontally across the coin. As children complete the rubbings, ask them to name each of the coins imaged on their papers.</td>
</tr>
</tbody>
</table>

Encourage each child to answer by use of positive guidance.
**BOOK 23:**  
**Taking You Places : A Book About Bus Drivers**  
Author: Ann Owen  
Illustrator: Eric Thomas

**Focus**  
Having students listen to nonfiction text read-alouds helps to lay the necessary foundation for students’ reading and understanding of complex text on their own in subsequent grades. Use of nonfiction books is a good way to support students as they learn vocabulary, facts, and concepts.

**Materials**  
Book: *Taking You Places : A Book About Bus Drivers*

**Note:**  
Throughout the activity, use your finger to touch the words and model reading from left to right.

**Vocabulary**  
community, emergency, fare, passenger, route, schedule. Definitions for these words can be found in the glossary (page 23). Explain to the children that “A glossary tells us the meaning of the words in the book.” Show the children the glossary.

**WHAT TO DO**

**Before Reading:**  
Introduce the book, *Taking You Places : A Book About Bus Drivers*  
Read the title of the story.  
- Introduce the author and illustrator.  
  * What is the job of the author? The author is a person who writes a book, story, play or article. What is the job of the illustrator?  
  * An illustrator is an artist who produces pictures, photographs, or drawings for books, stories, or poems.  
  * Introduce the front cover, back cover, and title page of this nonfiction book.  
- Make a prediction:  
  * Look at the front cover. What do you think this book will be about? Where do you think the boy may be going? (School, field trip).  
  * Encourage each child to answer by use of positive guidance.
<table>
<thead>
<tr>
<th>During Reading:</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ Read the story.</td>
</tr>
<tr>
<td>▪ Make predictions throughout the story. Use picture clues to guide discussions.</td>
</tr>
<tr>
<td>▪ As you read, engage the children in discussions.</td>
</tr>
<tr>
<td>* On page 3, allow time for children to answer question on the page. When each child has responded, move forward with a phrase such as “Let’s find out!”</td>
</tr>
<tr>
<td>▪ Page 7, ask the children “Why do buses stop at railroad tracks?” Acknowledge or tell children the correct answer.</td>
</tr>
<tr>
<td>▪ Read pages 12 and 13 and then ask: “What field trips have you taken? Did you ride the school bus?”</td>
</tr>
<tr>
<td>▪ As you come across vocabulary words in the text, reread the text that contains the unfamiliar word. Provide a brief definition of the word.</td>
</tr>
<tr>
<td>▪ Review these vocabulary words as you read: community, emergency, fare, passenger, route, schedule.</td>
</tr>
<tr>
<td>▪ <strong>Review these vocabulary words as you read by encouraging the child to point out pictures of vocabulary words that are nouns and describe action terms.</strong></td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>After Reading:</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ Ask “connection” questions.</td>
</tr>
<tr>
<td>▪ Ask who rides the school bus to school. Ask these children some things they see along the way to school; ask the children who do not ride the bus how they get to school.</td>
</tr>
<tr>
<td>▪ Review pages 14 and 15 and tell the children that there are also city buses in the area. Ask if any children have ever ridden the city bus and where they went, who they rode with, and if they liked riding the city bus.</td>
</tr>
<tr>
<td>▪ Show children the “Kinds of Buses” chart on page 23. Name each bus and read what it does.</td>
</tr>
<tr>
<td>▪ Play “Match the Bus” using the following questions. Show pictures of the buses on page 23 as you ask the questions.</td>
</tr>
<tr>
<td>* Which bus would you ride to school?</td>
</tr>
<tr>
<td>* Which bus would you ride to go the library in the city?</td>
</tr>
<tr>
<td>* Which bus would you ride to get to Tampa, a city away from our city?</td>
</tr>
<tr>
<td>* Which bus would you ride to go to a shopping center in your city?</td>
</tr>
<tr>
<td>* Which bus might you ride on a special field trip?</td>
</tr>
<tr>
<td>* Which bus might you ride to take a long trip to another state?</td>
</tr>
</tbody>
</table>

Encourage each child to answer by use of positive guidance.
**BOOK 24:**

| **Whose Hat Is This? A Look at Hats Workers Wear-Hard, Tall, and Shiny** | Author: Sharon Katz Cooper  
Illustrator: Amy Bailey Muehlenhardt |
|---|---|

### Focus

Having students listen to nonfiction text read-alouds helps to lay the necessary foundation for students’ reading and understanding of complex text on their own in subsequent grades. Use of nonfiction books is a good way to support students as they learn vocabulary, facts, and concepts.

### Materials

- **Book:** *Whose Hat Is This? A Look at Hats Workers Wear-Hard, Tall, and Shiny*
- Paper, crayons, pencils or washable, non-toxic markers
- Optional: Hats and/or Helmets

### Note:

Throughout the activity, use your finger to touch the words and model reading from left to right.

### Vocabulary

canvas, construction, coveralls, durable, inflatable, insignia, neon, pleat, tackle. Definitions for these words can be found in the glossary (page 23). Explain to the children that “A glossary tells us the meaning of the words in the book.” Show the children the glossary.

### WHAT TO DO

#### Before Reading:

- Introduce the book, *Whose Hat Is This? A Look at Hats Workers Wear-Hard, Tall, and Shiny*
- Read the title of the story.

  - Introduce the author and illustrator.
    - *What is the job of the author? The author is a person who writes a book, story, play or article. What is the job of the illustrator?*
    - *An illustrator is an artist who produces pictures, photographs, or drawings for books, stories, or poems.*
    - Introduce the front cover, back cover, and title page of this nonfiction book.

  - Make a prediction:
    - *Look at the title page. What do you think this book will be about? Which of these hats have you seen? Which of these hats have you worn?*
    - Encourage each child to answer by use of positive guidance.
<table>
<thead>
<tr>
<th>During Reading:</th>
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</thead>
<tbody>
<tr>
<td>▪ Read the story.</td>
</tr>
<tr>
<td>▪ Make predictions throughout the story. Use picture clues to guide discussions.</td>
</tr>
<tr>
<td>▪ As you read, engage the children in discussions.</td>
</tr>
<tr>
<td>* On pages 5, 7, 9, 11, 13, 15, 17, and 19, allow time for children to answer the question on the page. When each child has responded, move forward with a phrase such as “Let’s find out!”</td>
</tr>
<tr>
<td>▪ Page 8, before reading ask the children “Why is this lady with the bees? What is she collecting? (honey) Acknowledge or tell children the correct answer.</td>
</tr>
<tr>
<td>▪ Page 8, before reading; ask the children “Why do you think this man is cooking? What is this man’s job called? Acknowledge or tell children the correct answer. If children answer “He is a cook” tell children “Yes and another word for cook is chef.” Then read page 10.</td>
</tr>
<tr>
<td>▪ As you come across vocabulary words in the text, reread the text that contains the unfamiliar word. Provide a brief definition of the word.</td>
</tr>
<tr>
<td>▪ Review these vocabulary words as you read: canvas, construction, coveralls, durable, inflatable, insignia, neon, pleat, tackle.</td>
</tr>
<tr>
<td>▪ Review these vocabulary words as you read by encouraging the child to point out pictures of vocabulary words that are nouns and describe action terms.</td>
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<tr>
<th>After Reading:</th>
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<tbody>
<tr>
<td>▪ Ask “connection” questions.</td>
</tr>
<tr>
<td>* Complete Just for Fun activity on page 21.</td>
</tr>
<tr>
<td>* Look again at hats on the title page. Ask children who these hats are for. Ask if they have ever seen someone wearing these hats or if they have worn a hat like this.</td>
</tr>
<tr>
<td>* If you brought a hat or helmet, share this with the children and tell them where and why you wear this hat (for example, to ride a bicycle, to work safely at your job).</td>
</tr>
<tr>
<td>* Have children draw a picture of their favorite hat. When completed, ask children to tell you about their hat and where and why they might wear it.</td>
</tr>
</tbody>
</table>

Encourage each child to answer by use of positive guidance.
**BOOK 25:**

**Whose Tools Are Those? A Look at Tools Workers Use – Big, Sharp, and Smooth**

Author: Sharon Katz Cooper
Illustrator: Amy Bailey Muehlenhardt

<table>
<thead>
<tr>
<th>Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Having students listen to nonfiction text read-alouds helps to lay the necessary foundation for students’ reading and understanding of complex text on their own in subsequent grades. Use of nonfiction books is a good way to support students as they learn vocabulary, facts, and concepts.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Whose Tools Are Those? A Look at Tools Workers Use – Big, Sharp, and Smooth</strong></td>
</tr>
<tr>
<td>Whistle</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Note:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Throughout the activity, use your finger to touch the words and model reading from left to right.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>binoculars, bristles, canvas, magnify, webbed feet, X-ray, X-ray machine</td>
</tr>
</tbody>
</table>

Definitions for these words can be found in the glossary (page 23). Explain to the children that “A glossary tells us the meaning of the words in the book.” Show the children the glossary.

**WHAT TO DO**

<table>
<thead>
<tr>
<th>Before Reading:</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ Read the title of the story.</td>
</tr>
<tr>
<td>▪ Introduce the author and illustrator.</td>
</tr>
<tr>
<td>* What is the job of the author? The author is a person who writes a book, story, play or article.</td>
</tr>
<tr>
<td>* What is the job of the illustrator? An illustrator is an artist who produces pictures, photographs, or drawings for books, stories, or poems.</td>
</tr>
<tr>
<td>▪ Introduce the front cover, back cover, and title page of this nonfiction book.</td>
</tr>
<tr>
<td>▪ Make a prediction:</td>
</tr>
<tr>
<td>* Look at the front cover. What tools do you see? Who might use these tools?</td>
</tr>
<tr>
<td>▪ Encourage each child to answer.</td>
</tr>
</tbody>
</table>
| During Reading: | ▪ Read the story.  
▪ Make predictions throughout the story. Use picture clues to guide discussions.  
▪ As you read, engage the children in discussions.  
▪ *On page 3, you are asked to use your thinking tool. Is your thinking tool a pencil, your brain or a book?*  
▪ *The following pages have guiding questions which should be used to help the students predict the page that follows: pages 4, 7, 9, 11, 13, 15, 17, and 19.*  
▪ *Share the Fun Fact Box found on pages 6, 8, 10, 12, 14, 16, 18, and 20.*  
▪ *Page 8 shows some tools that a chef would use. Name 3 more tools a chef would use.*  
▪ *Why does the biologist stay far away from the animals? How does the biologist study the animals when they are far away?*  
▪ As you come across vocabulary words in the text, reread the text that contains the unfamiliar word. Provide a brief definition of the word.  
▪ Review these vocabulary words as you read: binoculars, bristles, canvas, magnify, webbed feet, X-ray, X-ray machine  
▪ *Review these vocabulary words as you read by encouraging the child to point out pictures of vocabulary words that are nouns and describe action terms.* |
|---|---|
| After Reading: | ▪ Ask “connection” questions.  
▪ *Complete the Just for Fun activity on page 21.*  
▪ *Read All About Tools on page 22.*  
▪ *Explain the importance of tools.*  
▪ *Show the children the whistle. Ask the children who might use a whistle as a tool (police officer, coach) and why they might use it. Ask children if they have seen someone use a whistle as a tool (crossing guard, coach).*  
▪ *Encourage each child to answer by use of positive guidance.* |
**BOOK 26:**  

| **Whose Vehicle Is This? A Look at Vehicles Workers Drive – Fast, Loud, and Bright**  
Author: Sharon Katz Cooper  
Illustrator: Amy Bailey Muehlenhardt |

**Focus**  
Having students listen to nonfiction text read-alouds helps to lay the necessary foundation for students’ reading and understanding of complex text on their own in subsequent grades. Use of nonfiction books is a good way to support students as they learn vocabulary, facts, and concepts.

**Materials**  

| **Whose Vehicle Is This? A Look at Vehicles Workers Drive – Fast, Loud, and Bright** |

**Note:** Throughout the activity, use your finger to touch the words and model reading from left to right.

**Vocabulary**  
Vehicle: something used to transport persons or goods; something that gets us from one place to another  
Other vocabulary words:  
dogsled, engineer, locomotive, outnumber, passengers, refrigeration, siren  
Definitions for these words can be found in the glossary (page 23).  
Explain to the children that “A glossary tells us the meaning of the words in the book.” Show the children the glossary.

**WHAT TO DO**

| **Before Reading:**  
- Read the title of the story.  
- Introduce the author and illustrator.  
  * What is the job of the author? The author is a person who writes a book, story, play or article.  
  * What is the job of the illustrator? An illustrator is an artist who produces pictures, photographs, or drawings for books, stories, or poems.  
- Introduce the front cover, back cover, and title page of this nonfiction book.  
- Make a prediction:  
  * Define vehicle as something that gets us from one place to another. Let students share how they get to school. Do you come to school in a vehicle or do you walk?  
  * Look at the front and back covers. What vehicles do you see? Who might use these vehicles?  
- Encourage each child to answer by use of positive guidance.  
<p>|</p>
<table>
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<tr>
<th>During Reading:</th>
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<tbody>
<tr>
<td>- Read the story.</td>
<td></td>
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<tr>
<td>- Make predictions throughout the story. Use picture clues to guide discussions.</td>
<td></td>
</tr>
<tr>
<td>- As you read, engage the children in discussions.</td>
<td></td>
</tr>
<tr>
<td>* The following pages have guiding questions which should be used to help the students predict the page that follows: pages 5, 7, 9, 11, 13, 15, 17, and 19.</td>
<td></td>
</tr>
<tr>
<td>* Share the Fun Fact Box found on pages 6, 8, 10, 12, 14, 16, 18, and 20.</td>
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<tr>
<td>* Page 8 shows a locomotive. What is another name for a locomotive? (train) Who is the engineer?</td>
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<tr>
<td>* Why do fire engines have lights and sirens?</td>
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<tr>
<td>* Look at page 12. Who is the pilot?</td>
<td></td>
</tr>
<tr>
<td>* Define markets.</td>
<td></td>
</tr>
<tr>
<td>* What is an astronaut? How does an astronaut get ready to go into space?</td>
<td></td>
</tr>
<tr>
<td>- As you come across vocabulary words in the text, reread the text that contains the unfamiliar word. Provide a brief definition of the word. Review these vocabulary words as you read: dogsled, engineer, locomotive, outnumber, passengers, refrigeration, siren</td>
<td></td>
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<tr>
<td>- Review these vocabulary words as you read by encouraging the child to point out pictures of vocabulary words that are nouns and describe action terms.</td>
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<tr>
<td>After Reading:</td>
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<tr>
<td>- Ask “connection” questions.</td>
<td></td>
</tr>
<tr>
<td>* Complete the Just for Fun activity on page 21.</td>
<td></td>
</tr>
<tr>
<td>* Read All About Vehicles on page 22.</td>
<td></td>
</tr>
<tr>
<td>* Explain the importance of vehicles.</td>
<td></td>
</tr>
<tr>
<td>* What kinds of vehicles do you like to ride in or on?</td>
<td></td>
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<tr>
<td>* Why do we need different types of vehicles?</td>
<td></td>
</tr>
<tr>
<td>Encourage each child to answer by use of positive guidance.</td>
<td></td>
</tr>
</tbody>
</table>
Focus

Having students listen to nonfiction text read-alouds helps to lay the necessary foundation for students’ reading and understanding of complex text on their own in subsequent grades. Use of nonfiction books is a good way to support students as they learn vocabulary, facts, and concepts.

Materials

<table>
<thead>
<tr>
<th>George Washington Carver</th>
</tr>
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</table>

Note:
Throughout the activity, use your finger to touch the words and model reading from left to right.

Vocabulary

college, cotton, crop, fertile, molasses, peanut, rubber, slave, sweet potato

Definitions for these words can be found in the Words to Know glossary (page 22). Explain to the children that “A glossary tells us the meaning of the words in the book.” Show the children the glossary.

WHAT TO DO

**Before Reading:**
- Introduce the biography, George Washington Carver.
- Read the title of the story.
- Introduce the author.
  * What is the job of the author? The author is a person who writes a book, story, play or article.
- Introduce the front cover, back cover, and title page of this nonfiction book.
- Introduce the Table of Contents and explain its purpose. (list of the parts of a book organized in the order in which the parts appear)
- Make a prediction:
  * Look at the picture on the cover. Do you think this book is about a real person or a pretend person? (real) Why do you think that?
  * What do we call a book that is about a real person? (biography) This book is a biography of George Washington Carver. Let’s read to find out about his life.
- Encourage each child to answer by use of positive guidance.
| During Reading: | ▪ Read the story.  
▪ Make predictions throughout the story. Use picture clues to guide discussions.  
▪ Review the text feature known as a time line. A time line is a table listing important events during a certain period of time. Each page of this book adds more information to the time line.  
▪ As you read, engage the children in discussions.  
▪ *On page 5, what does it mean that George was a slave? (see definition in glossary)*  
▪ Why didn’t most black people go to school?  
▪ Discuss what it means to go to college.  
▪ *Show the picture of cotton plants on page 14. Explain how cotton is used.*  
▪ What does it mean if soil is fertile?  
▪ Discuss the term crop. Ask what other types of crops farmers might grow.  
▪ Discuss the products made from peanuts and sweet potatoes.  
▪ As you come across vocabulary words in the text, reread the text that contains the unfamiliar word. Provide a brief definition of the word.  
▪ Review these vocabulary words as you read: college, cotton, crop, fertile, molasses, peanut, rubber, slave, sweet potato  
▪ *Review these vocabulary words as you read by encouraging the child to point out pictures of vocabulary words that are nouns and describe action terms.*  
▪ Review the timeline that represents key events in George Washington Carver’s life on pages 20 – 21. |
| --- | --- |
| After Reading: | ▪ Ask “connection” questions.  
▪  *How did George Washington Carver help farmers?*  
▪  *Have you ever planted a crop? Describe your steps.*  

Encourage each child to answer by use of positive guidance.
**BOOK 28:**  
**Alexander Graham Bell**  
Author: Lola M. Schaefer  
Illustrator: a collection of photographs – photo credits listed on page 24

**Focus**  
Having students listen to nonfiction text read-alouds helps to lay the necessary foundation for students’ reading and understanding of complex text on their own in subsequent grades. Use of nonfiction books is a good way to support students as they learn vocabulary, facts, and concepts.

**Materials**  
**Alexander Graham Bell**  
Optional: cell phone

**Note:** Throughout the activity, use your finger to touch the words and model reading from left to right.

**Vocabulary**  
communicate, deaf, electricity, experiment, famous, goal, invent, machine. Definitions for these words can be found in the glossary (page 22). Explain to the children that “A glossary tells us the meaning of the words in the book.” Show the children the glossary.

**WHAT TO DO**

**Before Reading:**  
Introduce the book, **Alexander Graham Bell**  
* Read the title of the story.  
* Introduce the author.  
* What is the job of the author? The author is a person who writes a book, story, play or article.  
* Introduce the front cover, back cover, and title page of this nonfiction book.  
* Show the children the purple area on the front cover with the words “first biographies”. Ask the children if they remember what a biography is.  
  Acknowledge a correct answer or remind the children that a biography is a story about a person’s life.  
* Introduce the Table of Contents and explain its purpose. (list of the parts of a book organized in the order in which the parts appear)  
* Make a prediction: What do you predict made Alexander Graham Bell famous? (Inventions, invented the telephone).  
* Encourage each child to answer by use of positive guidance.
**During Reading:**

- Read the story allowing for student observation during reading.
- Make predictions throughout the story. Use picture clues to guide discussions.
- Show the children the text feature known as a time line and remind them these have been in other books we read. Remind children that a time line is a table listing important events during a certain period of time. Each page of this book adds more information to the time line.
- As you read, engage the children in discussions.
  * Page 7 tells us that Alexander’s mother was deaf. What does that mean?
  * On page 9 we learn that he tried to teach his dog to talk. Do you think that is possible? Why or why not? How does your dog communicate with you? (Barks, growls, yips, cries).
  * On page 11, the words “classroom at a school for the deaf” appear with an arrow. Ask: Why are these words on the page? Explain that the arrow is telling us to look at the picture and the words are the “caption”; a caption tells us about the picture.
  * Show children the telephone on page 16. Ask the children how telephones look different now. Optional: Show your telephone and ask how yours is different from the one in the picture.
  * As you come across vocabulary words in the text, reread the text that contains the unfamiliar word. Provide a brief definition of the word.
  * Review these vocabulary words as you read: communicate, deaf, electricity, experiment, famous, goal, invent, machine.
  * Review these vocabulary words as you read by encouraging the child to point out pictures of vocabulary words that are nouns and describe action terms.

**After Reading:**

- Ask “connection” questions.
- Review the timeline that represents key events in Alexander Graham Bell’s life on pages 20 – 21. Ask the children, “What were some important events in Alexander Graham Bell’s life?” Tell the children answers if necessary and encourage them to repeat your answers.
- Repeat words on page 21 about Alexander changing the way people communicate. Ask the children to talk about other ways we communicate today. (Face to face, email, text messages, letters, computer messaging, Skype). Explain each form of communication to children who do not understand. Ask children to tell you their favorite way to communicate and why that is their favorite.
- Remind children that Alexander Graham Bell taught deaf students. Tell the children that some deaf people use sign language as a way to communicate. Ask children if they know any sign language and allow children to demonstrate. Teach children the sign for “I love you”

  ![I Love You!](image)

- End session with everyone sharing the “I love you” sign.

Encourage each child to participate by use of positive guidance.
### BOOK 29: **You Can Use a Magnifying Glass**
**Author:** Wiley Blevins  
**Illustrator:** a collection of photographs – photo credits listed on page 32

#### Focus
Having students listen to nonfiction text read-alouds helps to lay the necessary foundation for students’ reading and understanding of complex text on their own in subsequent grades. Use of nonfiction books is a good way to support students as they learn vocabulary, facts, and concepts.

#### Materials
<table>
<thead>
<tr>
<th>Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>Book: <em>You Can Use a Magnifying Glass</em></td>
</tr>
<tr>
<td>Magnifying glass</td>
</tr>
<tr>
<td>Coin</td>
</tr>
<tr>
<td>Fingerprint ink</td>
</tr>
<tr>
<td>Paper</td>
</tr>
</tbody>
</table>

**Note:** Throughout the activity, use your finger to touch the words and model reading from left to right.

#### Vocabulary
- **Magnify:** To make things bigger  
- **Jeweler:** a person who makes jewelry  
- **Fingerprints:** pattern of marks in ink of the lines on the tip of a finger  
- **Pattern:** a carefully worked out design  
- **Scientist:** a scientific investigator

#### WHAT TO DO
**Before Reading:**  
Introduce the book, *You Can Use a Magnifying Glass*  
Read the title of the story.  
- Introduce the author.  
  - *What is the job of the author? The author is a person who writes a book, story, play or article.*  
- Introduce the front cover, back cover, and title page of this nonfiction book.  
- Make a prediction:  
  - *By looking at the cover of the book, what do you think this book will be about? What do you think this child will look at with this magnifying glass?*  
  - Encourage each child to answer by use of positive encouragement.
<table>
<thead>
<tr>
<th>During Reading:</th>
</tr>
</thead>
</table>
| * Read the story.  
| * Make predictions throughout the story. Use picture clues to guide discussions.  
| * As you read, engage the children in discussions.  
| * **Turn to page 3.** Ask the children the question and wait for their response. Turn the page for the answer.  
| * **For page 8, give each child a magnifying glass.** Have them do activity on pages 8 and 9. Ask the children “What did you see when you use the magnifying glass?”  
| * **Use magnifying glass to do activity on pages 10 and 11.** Let all children respond to the question.  
| * As you come across vocabulary words in the text, reread the text that contains the unfamiliar word. Provide a brief definition of the word.  
| * Review these vocabulary words as you read: magnify, jeweler, fingerprints, pattern, scientist  
| * **Review these vocabulary words as you read by encouraging the child to point out pictures of vocabulary words that are nouns and describe action terms.**  

<table>
<thead>
<tr>
<th>After Reading:</th>
</tr>
</thead>
</table>
| * Ask “connection” questions.  
| * **Ask the children what they think they can see with a magnifying glass.**  
| * Review “Words You Know” with the children (pages 30 and 31).  
| * Have children complete the fingerprint activity. Talk about each step of the process. When complete, ask the children to describe their fingerprints. Now ask them to look at each other’s fingerprints and describe.  
|  
| **Encourage each child to answer by use of positive encouragement.** |
# BOOK 30: You Can Use a Balance

**Author:** Linda Bullock  
**Illustrator:** a collection of photographs – photo credits listed on page 32

## Focus

Having students listen to nonfiction text read-alouds helps to lay the necessary foundation for students’ reading and understanding of complex text on their own in subsequent grades. Use of nonfiction books is a good way to support students as they learn vocabulary, facts, and concepts.

## Materials

- **Book:** You Can Use a Balance  
- Feathers, stones, pencils, paper, book.  
- Optional: bathroom scale  
- Paper, pen/pencil

**Note:** Throughout the activity, use your finger to touch the words and model reading from left to right.

## Vocabulary

- **Balance:** an instrument used for measuring mass or weight  
- **Markets:** places where things are sold or traded  
- **Seesaw:** a game in which two children or groups of children ride on opposite ends of a plank balanced in the middle so that one end goes up as the other goes down

## WHAT TO DO

**Before Reading:**  
Introduce the book, **You Can Use a Balance**  
Read the title of the story.  
- Introduce the author.  
  - *What is the job of the author? The author is a person who writes a book, story, play or article.*  
  - Introduce the front cover, back cover, and title page of this nonfiction book.  
- Make a prediction:  
  - *By looking at the cover of the book, what do you think this book will be about? What things do you think this child can measure with a balance? After each child respond, follow with “Let’s find out!”*  
  - Encourage each child to answer by use of positive encouragement.
### During Reading:

- Read the story.
- Make predictions throughout the story. Use picture clues to guide discussions.
- As you read, engage the children in discussions.
- **On page 6, ask the children if the clown and the dog can balance the seesaw. Why or why not?** Ask the same questions about the elephant on page 8. Wait for their response then read the words for the answer.
- **For page 18, ask the children where they have seen balances like those in the pictures. (Supermarkets, stores).** Ask the children what was weighed on the balance they saw.
- **Where is the girl on page 24 being measured? Why do you think that?** Where have you been measured like this?
- **Ask the children the question on page 26 and encourage each child to respond.**
- As you come across vocabulary words in the text, reread the text that contains the unfamiliar word. Provide a brief definition of the word.
- Review these vocabulary words as you read: balance, markets, seesaw
- **Review these vocabulary words as you read by encouraging the child to point out pictures of vocabulary words that are nouns and describe action terms.**

### After Reading:

- Ask “connection” questions.
- **Ask the children what they think they could measure with a balance.**
- Review “Words You Know” with the children (pages 30 and 31).
  - Complete comparison activity: Give each child a feather and a pebble and ask which is heavier and which one is lighter. Repeat the activity with a pencil and a feather and lastly with a paper and a book.
  - **Optional: Weigh children on scale and make a chart of the children’s weights.** Compare with the children which children weigh the most, the least, and the same.

*Encourage children to participate by use of positive guidance.*