



Grade 1

INTERACTIVE
Read-Aloud
ANTHOLOGY WITH PLAYS



Macmillan/McGraw-Hill

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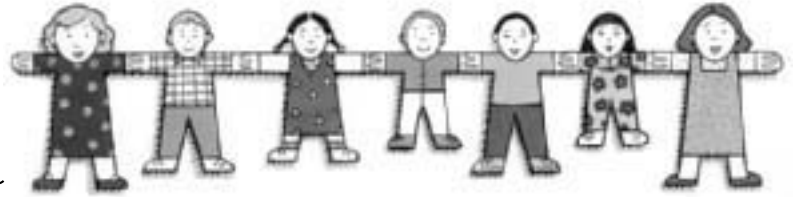
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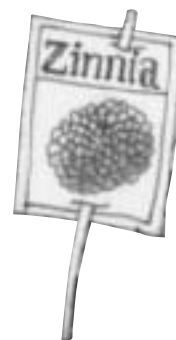




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INTERACTIVE *Read-Aloud* ANTHOLOGY with PLAYS

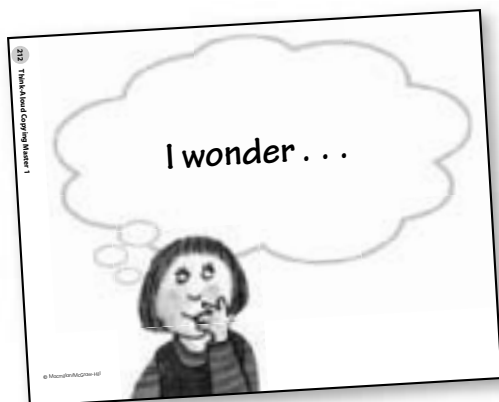
~~~~~ Developing Listening Comprehension ~~~~~

Read Alouds help to build children's listening comprehension. This anthology offers selections from a variety of genres, including biography, fiction, folktales, nonfiction, songs, and poetry, to share with children. Instruction is provided with each selection to develop specific **comprehension strategies**. Children are asked to **set a purpose for listening**, as well as to **determine the author's purpose** for writing. Using the instruction provided, each Read Aloud becomes an enjoyable, purposeful learning experience.

~~~~~ What Makes a Read Aloud Interactive? ~~~~~

With each selection, **Teacher Think Alouds** are provided to help you model the use of comprehension strategies during reading. Using Think Alouds allows children to listen and to observe how a good reader uses strategies to get meaning from text. After reading, children are given the opportunity to apply the comprehension strategy. Children are asked to "think aloud" as they apply the strategy. By listening to a **Student Think Aloud** you can determine if the child is applying the comprehension strategy appropriately and with understanding.

Think-Aloud Copying Masters included in the Read-Aloud Anthology provide sentence starters to help children "think aloud" about a strategy.



Plays and Choral Reading

Reader's Theater for Building Fluency

You can use the plays and choral reading found at the back of this anthology to perform a Reader's Theater with children. Reading fluency is developed by repeated practice in reading text, especially when the reading is done orally. Reader's Theater can help build children's fluency skills because it engages them in a highly motivating activity that provides an opportunity to read—and reread—text orally. As children practice their assigned sections of the “script,” they have multiple opportunities to increase their accuracy in word recognition and their rate of reading. Children are also strongly motivated to practice reading with appropriate phrasing and expression.

Performing Reader's Theater

- Assign speaking roles.
- Do not always assign the speaking role with the most text to the most fluent reader. Readers who need practice reading need ample opportunity to read.
- Have children rehearse by reading and rereading their lines over several days. In these rehearsals, allow time for teacher and peer feedback about pace, phrasing, and expression.
- Children do not memorize their lines, but rather read their lines from the script.
- No sets, costumes, or props are necessary.

Beverly Billingsly Borrows a Book



a fantasy

by Alexander Stadler

Genre: Fantasy

Comprehension Strategy: Story Structure

Think-Aloud Copying Master number 1



Before Reading

Genre: Explain to children that a fantasy is a story that has characters, settings and events that could be true or make-believe. In the story they will hear, Beverly Billingsly is a little mouse who acts like a real person.

Expand Vocabulary: Before reading aloud the story, introduce the following vocabulary words to children.

shelving: putting on a shelf

single: one

overdue: late; past a deadline

Set a Purpose for Reading: Suggest that children listen to the story to learn about Beverly's problem and how she goes about solving it.



During Reading

Use the Think Alouds during the first reading of the story. Notes about the genre may be used during subsequent readings.

Beverly Billingsly Borrows a Book

by Alexander Stadler

Every Tuesday afternoon, Beverly Billingsly went to the library with her mother. Beverly loved the library. And this Tuesday would be even more special than usual.

“Is today the day I get my own card?” Beverly asked.

“Yes,” answered her mother.

Mrs. Del Rubio was the new librarian.

Beverly straightened her bow and said, “I would like a library card, please.”

“Wonderful,” said Mrs. Del Rubio, as she finished shelving some books. “Please follow me to my desk.”

Mrs. Del Rubio had a long list of questions. Beverly answered each one correctly. Her mother didn’t have to help her with a single thing.

A few seconds later, Mrs. Del Rubio looked Beverly straight in the eye and said, “Miss Billingsly, you are now a member of the Piedmont Public Library. You may take out any book you like.”¹

Beverly searched the shelves until she found what she wanted—a big shiny book called *Dinosaurs of the Cretaceous Period*.

As Mrs. Del Rubio stamped the book, she said, “Remember to return it by April seventh.”

Beverly loved *Dinosaurs of the Cretaceous Period*. She couldn’t put it down. On Wednesday, after school, she studied the iguanodon. On Thursday and Friday, she read about the ankylosaurus.

She spent several days building a prehistoric jungle habitat.

Beverly read everywhere—at the dinner table, in bed, even in the tub.

On Monday morning, Beverly woke up early to finish the final chapter, “Eating Habits of the Triceratops.”

As she turned the last page, she saw, stamped inside the back cover: RETURN BY APRIL 7.

Beverly looked at her calendar. The date was April eighth.

“Oh no,” she whispered. “I’ll return it today after school,” she told herself.

At lunch, Beverly sat next to Sheila Rose Hoffstetter. “Do you know what happens when a person is late returning a library book?” Beverly asked.

Think Aloud

¹I notice that Beverly is a very careful person. She answers the librarian’s questions all by herself. Beverly shows a lot of responsibility.



"I'm not sure," Sheila said, "but I think you have to pay a lot of money."

"Like how much?" asked Beverly.

"Oh, like a thousand dollars, I think," answered Sheila.

Carlton Chlomsky had been listening to their conversation. "My mother's friend's cousin's brother was late with a library book, and he went to jail," Carlton said.

"I can't believe it!" said Beverly.

"Believe it," said Carlton, munching on a carrot.

That afternoon, as she was walking toward the library, Beverly's stomach started to ache. "Maybe I'll return the book tomorrow," she said to herself in a small voice.²

Beverly didn't eat much at dinner. "I'm not hungry," she told her parents.

"Even with chocolate cake for dessert?" asked her mother.

"Is anything wrong?" asked her father.

Beverly shook her head and went to bed.

That night, Beverly had a strange and frightening dream. A big green triceratops stuck its head through her window.

"Return meeeee!" it growled. "Return me, Beverleeeeeee! I am overduuuuuuuuuue! Return me or I will gobble you up!"

"But you're an herbivore!" Beverly shouted. "You eat only small plants and other vegetation! It says so on pages forty-two and forty-three!"

Suddenly Beverly woke up. Her mother was sitting on the edge of her bed.

"What's the matter, Beverly?" her mother asked.

"I have to return the book, and the dinosaur is mad at me, and Mrs. Del Rubio is going to take all my money, and I don't want to go to jail!"

Mrs. Billingsly smoothed the fur on Beverly's ears and gave her shoulder a little squeeze.

"Don't worry, honey," she said. "Nobody ever went to jail for an overdue library book. Tomorrow we'll go and return the book together."

The next day, after school, Beverly and her mother went to the library.

Beverly took a deep breath as she walked up to Mrs. Del Rubio's desk. "My book is overdue," she said.

Mrs. Del Rubio opened the book to the back. "Well, it's only a couple of days late, dear," she said. "We won't worry about it."

Think Aloud

²Beverly is worried about her library book. Her friends make her worry even more. I wonder what Beverly will do next.

Genre Study

Fantasy In a real story, the animals would act like animals. In this make-believe story, Beverly and the other mice act like people.

Think Aloud

³I was surprised that Beverly did not have to pay a fine. The librarian was very nice to her, and I think that Beverly was truly sorry about missing the due date.

Just try to be more careful next time.” And then she closed the book and smiled.³

“Now isn’t that funny?” said Mrs. Del Rubio. “Oliver Shumacher walked in here not five minutes ago and asked about this very book. I think he’s in your grade. Shall we take it to him?”

“Hi,” said Oliver.

“Hello,” said Beverly. “What are you working on?”

“I’m doing a report on pterodactyls,” said Oliver.

“Did you know there was one that had a fifty-foot wingspan?” asked Beverly.

“And it could still fly?!” asked Oliver.

“Yes,” said Beverly. “Here, I’ll show you. There’s a picture of one in chapter eleven.”

And that is how the Piedmont Dinosaur Club began.





After Reading

Retell the Story: Invite children to draw a picture of Beverly (the mouse) during one part of the story. Then have them share their drawings and tell what Beverly is thinking about.

Student Think Aloud

Use the Copying Master on page 1 to prompt children to share a question they had about the story.

“I wonder . . .”

Think and Respond

1. What words would you use to describe Beverly? *Possible responses: responsible, careful, worried* **Inferential**
2. How can you tell that this story is a fantasy? *Possible response: The story combines make-believe things with things that could really happen. Visits to libraries are very real, but mice don't act as people do.* **Genre**
3. What do you think the author wanted you to learn from this story? *Possible response: Sometimes a problem is not as big and scary as you first think it is.* **Author's Purpose**

The Town Mouse and the Country Mouse

an Aesop fable

retold by Lorinda Bryan Cauley

Genre: Fable

Comprehension Strategy: Story Structure

Think-Aloud Copying Master number 6



Before Reading

Genre: Tell children that a fable is a short story that teaches a lesson. Explain that the characters in a fable are usually animals that talk.

Expand Vocabulary: Introduce the following words before reading this fable:

imagine: to make up a picture in your mind

curiosity: a strong feeling of wanting to know or learn

luxury: something that gives great comfort and pleasure

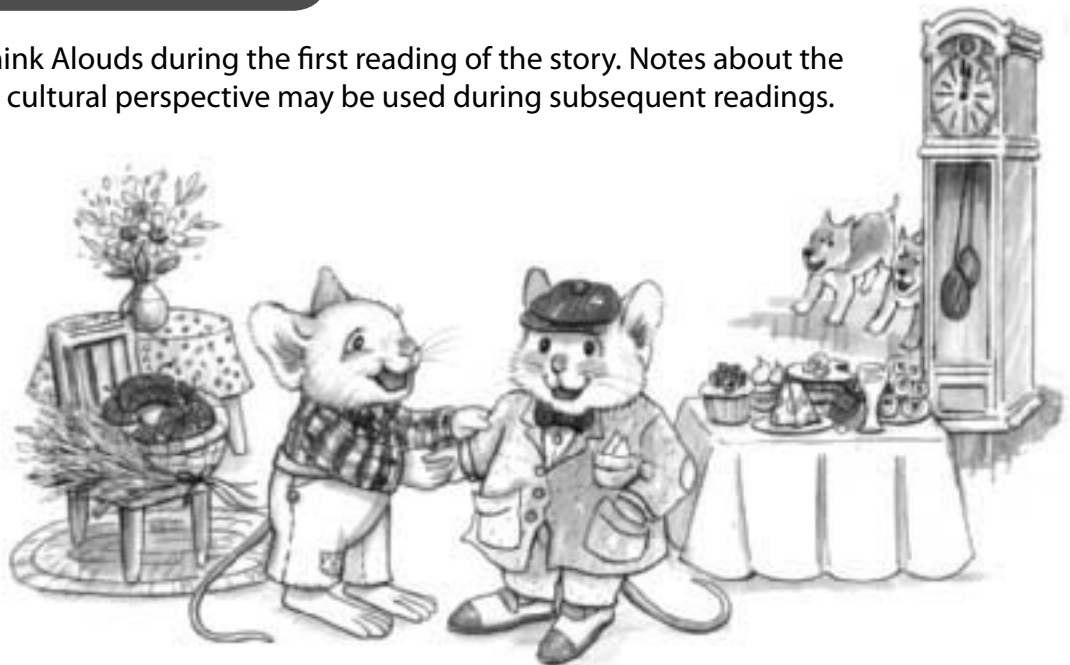
hectic: full of confusion or excitement

Set a Purpose for Reading: Have children listen to find out what happens when a country mouse visits a town mouse.



During Reading

Use the Think Alouds during the first reading of the story. Notes about the genre and cultural perspective may be used during subsequent readings.



The Town Mouse and the Country Mouse

an Aesop fable

retold by Lorinda Bryan Cauley

The Country Mouse lived by himself in a snug little hole in an old log in a field of wildflowers.

One day he decided to invite his cousin the Town Mouse for a visit, and he sent him a letter.

When his cousin arrived, the Country Mouse could hardly wait to show him around. They went for a walk, and on the way they gathered a basket of acorns.

They picked some wild wheat stalks.

They stopped by the river and sat on the bank, cooling their feet.

And on the way home for supper, they picked some wildflowers for the house.

The Country Mouse settled his cousin in an easy chair with a cup of fresh mint tea and then went about preparing the best country supper he had to offer.

He made a delicious soup of barley and corn.

He simmered a root stew seasoned with thyme.

Then he made a rich nutcake for dessert, which he would serve hot from the oven.

The Town Mouse watched in amazement. He had never seen anyone work so hard.

But when they sat down to eat, the Town Mouse only picked and nibbled at the food on his plate. Finally, turning up his long nose, he said, "I cannot understand, Cousin, how you can work so hard and put up with food such as this. Why, you live no better than the ants and work twice as hard."¹

"It may be simple food," said the Country Mouse, "but there is plenty of it. And there is nothing I enjoy more than gathering everything fresh from the fields and cooking a hot supper."

"I should die of boredom," the Town Mouse complained. "I never have to work for my supper, and in my life there is hardly ever a dull moment."

Genre Study

Fable: A fable is a short story that teaches a lesson. The characters are usually talking animals. For example, the Town Mouse and the Country Mouse behave like people. They talk to one another and have feelings and opinions. In this story, the Town Mouse and the Country Mouse have different opinions.



Think Aloud

¹ *The Town Mouse thinks his cousin works too hard for food. He does not like the food in the country either. I get the feeling the Town Mouse does not like the country.*



“I can’t imagine any other life,” answered the Country Mouse.

“In that case, dear Cousin, come back to town with me and see what you have been missing.”

So, out of curiosity, the Country Mouse agreed to go. Off they went, scampering across fields while avoiding the cows and down a dirt lane, edged with bright flowers, until at last they reached the cobblestones leading into town.

The streetlights flickered eerily, and with each horse and carriage that clip-clopped by, the Country Mouse trembled with fear.

At last they reached a row of elegant town houses, their windows glowing in lamplight. “This is where I live,” said the Town Mouse. The Country Mouse had to admit that it looked warm and inviting.

They went inside and crept past the tick-tock of the grandfather clock in the hall and into the living room. The Town Mouse led his cousin to a small entrance hole behind the wood basket next to the fireplace.

Once inside, the Town Mouse lit a candle and started a fire. The Country Mouse looked around the room. It was so much grander than his little hole in the old log. Why, his cousin’s bed was covered with a fine silk handkerchief as a bedspread.

They had been traveling all day, and the Country Mouse was tired and hungry. So he was surprised when his cousin started to go back through the entrance hole. “Could we have something to eat before you show me around?” he asked timidly.

“But of course,” said his cousin. “That is where we are going. To have a feast of a supper.”

They went through the living room and into the dining room and there on a large table was the remains of a fine supper. The Country Mouse’s eyes were wide with astonishment. He had never seen so much food all at once, nor so many kinds.

“Help yourself,” invited the Town Mouse. “Whatever you like is yours for the taking.”

The Country Mouse scampered across the starched white linen and stared at the dishes. Creamy puddings, cheeses, biscuits, and chocolate candies. Cakes, jellies, fresh fruit, and nuts!²

It all looked and smelled delicious. He hardly knew where to begin.

Think Aloud

²I thought the author’s description was important in this story because she did a good job of helping me picture how fancy the town house is and how much food there is to eat there.

He took a sip from a tall, sparkling glass and thought, "This is heaven. Maybe I have been wrong to have wasted my life in the country."

He had just started nibbling on a piece of strawberry cake when suddenly the dining room doors flew open and two servants came in to clear away the dishes.

The two mice scampered off the table and hid beneath it. When they heard the doors close again, the Town Mouse coaxed his cousin back onto the table to eat what was left.

But they had hardly taken two bites when the doors opened again and a small girl in her nightdress ran in to look for her doll, which had fallen under the table. This time the Town Mouse hid behind the jug of cream and the Country Mouse crouched in terror behind the butter dish. But she didn't see them.

As soon as the girl was gone, the Town Mouse began to eat again. But the Country Mouse stood listening. "Come on," said his cousin. "Relax and enjoy this delicious cheese."

But before the Country Mouse could even taste it, he heard barking and growling outside the door. "Wha-, what's that?" he stammered.³

"It is only the dogs of the house," answered the Town Mouse. "Don't worry. They're not allowed in the dining room." And with that, the doors burst open and in bounded two roaring dogs. This time the mice scampered down the side of the table, out of the room, and back to the hole in the living room just in the nick of time.

"Cousin, you may live in luxury here, but I'd rather eat my simple supper in the country than a feast like this in fear for my life. I'm going home right away," said the Country Mouse.

"Yes, I suppose that the hectic life of the town is not for everybody, but it's what makes me happy. If you ever need a little excitement in your life, you can come for another visit," replied his cousin.

"And any time you want a little peace and quiet and healthy food, come and visit me in the country," said the Country Mouse.

Then off he went to his snug little home in the fields, whistling a tune and looking forward to a good book by the fire and a mug of hot barley-corn soup.



Think Aloud

³At first I thought the Country Mouse was going to like living in the town, but after all these scary things happening to him, I think the Country Mouse doesn't like it at all.



After Reading

Retell the Story: Help children make simple finger puppets of the Country Mouse and the Town Mouse. Have them retell the story with a partner using their finger puppets.

Student Think Aloud

Use Copying Master number 6 to prompt children to share what parts of the story helped them understand the difference between Country Mouse and City Mouse's lives.

"I thought _____
was important
in this story
because . . ."

Cultural Perspective

Aesop's fables came from Greece more than two thousand years ago. No one is sure whether or not the author Aesop truly existed.

Think and Respond

1. Who are you more like—the Country Mouse or the Town Mouse? Why? *Responses will vary.* **Analytical**
2. Most fables have animals that act as people do. How are the animals in this fable like people? *Possible response: The mice speak and act as people do. They have feelings just as people do, too.* **Genre**
3. What does the author want you to learn from this fable? *Possible responses: There's no place like home. Different people like different things.* **Author's Purpose**



Just Watch

a poem

by Myra Cohn Livingston

Genre: Poetry

Poetic Element: Rhyming Words, Rhythm, Repetition

Comprehension Strategy: Visualize

Think-Aloud Copying Master number 1



Before Reading

Genre: Explain to children that a rhyming poem contains words that sound alike. Rhyming words may appear at the end of each line or, as in this poem, at the end of every other stanza, a group of sentences. This particular poem also contains words that are repeated. Writers repeat words to create a rhythm in the poem.

Expand Vocabulary: To help children understand the poem, introduce this word before reading:

watch: look

Set a Purpose for Reading: Have children listen for the poem's rhyming words and rhythm.



During Reading

Read through the poem the first time without interruptions. Then reread, drawing children's attention to the Think Aloud and the genre note.

Just Watch

by Myra Cohn Livingston

Genre Study

Poetry: Some poems have rhyming words. *Hop* and *stop* rhyme. *Jumping* and *skipping* do not rhyme, but they have the same word ending.

Think Aloud

¹I wonder if the poet really did some moving around when she wrote the poem. She uses lots of fun action words that give me a good picture of her jumping down the street.

Watch

how high
I'm jumping.

Watch

how far
I hop,

Watch

how long
I'm skipping,

Watch

how fast
I stop!¹





After Reading

Retell: Have children retell the poem by acting out the words.

Student Think Aloud

Use Copying Master number 1 to prompt children to share any questions they had about the poem.

“I wonder . . .”

Think and Respond

1. To whom do you think the person in this poem is speaking? Why? *Possible response: It might be a mother or father because I am always asking my parents to watch me do things.* **Critical**
2. What makes this poem fun to hear? *Possible response: The rhythm and rhyming words; the bouncy action words* **Genre**
3. What do you think is the poet’s purpose for writing this poem? *Possible response: She wanted to entertain the reader with words and actions that children say and do everyday.* **Author’s Purpose**

The Tortoise and the Hare

an Aesop fable
retold by Jane Yolen

Genre: Fable

Comprehension Strategy: Story Structure

Think-Aloud Copying Master number 3



Before Reading

Genre: Remind children that a fable is a short story that teaches a moral, or lesson. Ask children to retell the lesson they learned in the previous fable they heard, "The Town Mouse and the Country Mouse."

Expand Vocabulary: Introduce the following words before reading this fable:

hare: an animal that is related to a rabbit

boasted: bragged

tortoise: a land turtle

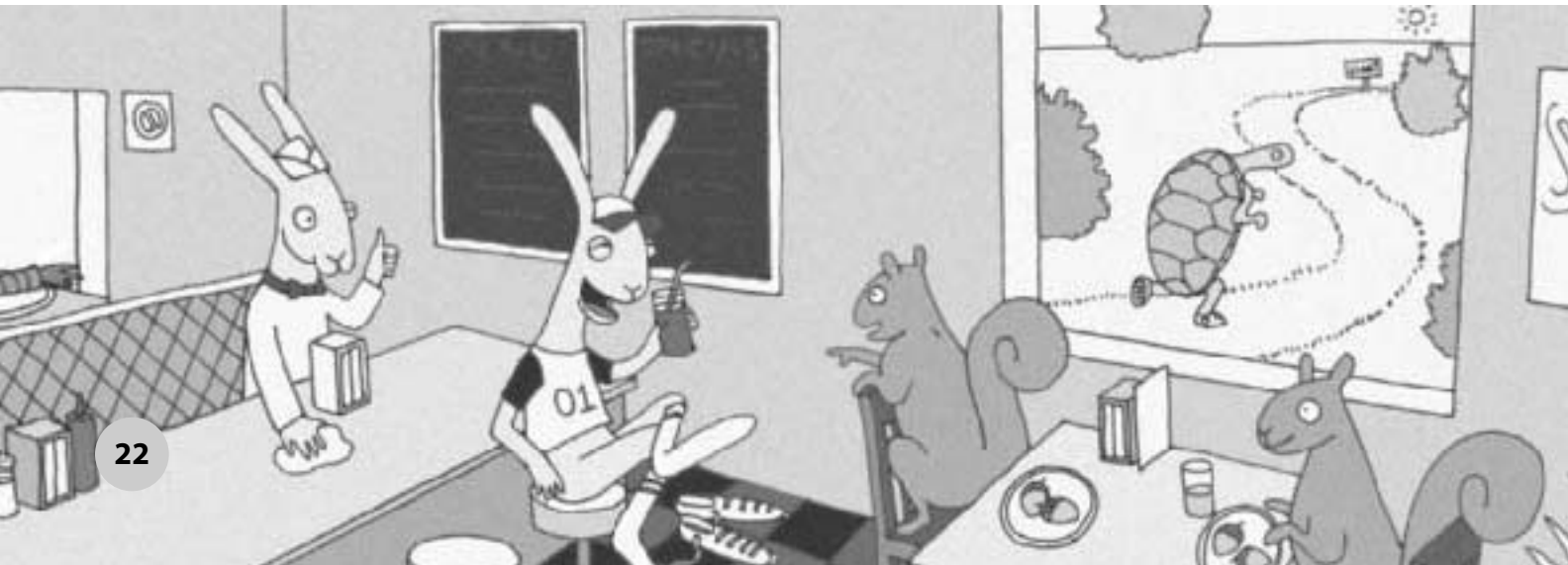
laggard: someone who moves very slowly

Set a Purpose for Reading: Have children listen to find out what lesson Hare learns from Tortoise.



During Reading

Use the Think Alouds during the first reading of the story. Notes about the genre and cultural perspective may be used during subsequent readings.



The Tortoise and the Hare

an Aesop Fable
retold by Jane Yolen

Once upon a time there was a hare who was proud of his speed. "I am the fastest runner in the land," he boasted to every creature he met.

In fact he boasted so much that the rest of the animals soon got tired of listening to him. But only one, the tortoise, decided to do anything about it.

"If you are so fast," Tortoise said, "prove it."

"What—against you?" Hare laughed. "You are the forest slowpoke. You are a laggard and a lugabout, a dawdler and a slug. I will have no problem beating you."¹

"Fast talk," retorted Tortoise, "is not fast walk."

"Name the place, lie-abed," Hare said.

So they fixed a time and place for a race and went their separate ways, Hare to his local diner where he laughed with his few friends, and Tortoise to practice running.

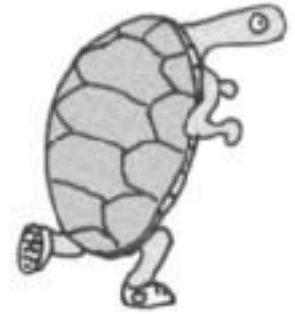
The day of the race was sunny. Frog had the starter gun and when it rang out, the race was begun.

Hare went galloping around the first bend, and when he saw that Tortoise had barely left the starting gate, he got a silly grin on his face.²

"Tortoise is such a plodder, I will have time for a nap and will still lap him." So Hare lay down for a bit and was soon fast asleep.

Tortoise was a plodder indeed. But he put one foot steadily in front of another. When he came around the bend and saw Hare asleep, he tiptoed past. "You sleep and I'll slip by," he whispered, and he did just that.

The sun and Tortoise kept pace, and just at dusk Hare awoke. He looked behind him. No Tortoise.



Think Aloud

¹The author has Hare use laggard, lugabout, dawdler, and slug to describe Tortoise. I think these words tell me that Tortoise is very slow.

Think Aloud

²I was able to picture in my mind Hare starting out very fast and galloping down the road. And I can imagine the look on his face when he saw Tortoise so far behind.

Think Aloud

³I wonder if Hare is fast enough to catch Tortoise now.

Genre Study

Fable: Many fables do not include the lesson in the fable. This fable is different. It states the lesson at the end of the story.

He looked ahead—Tortoise! Tortoise was just about to cross the finish line.³

Hare ran as fast as he could, which was very fast indeed. But he could not run fast enough. Tortoise crossed the finish line first and won the race.

“Slow and steady is the pace, slow and steady wins the race,” said Tortoise.

All the other forest animals picked up that line and sang it long into the night.

And Hare went home, never to boast of his speed again.





After Reading

Retell the Story: Have children draw three pictures to show the beginning, middle, and end of the story. Have them use their pictures to retell the story.

Student Think Aloud

Use Copying Master number 3 to prompt children to tell what they were able to visualize as they listened to the story.

“I was able to picture in my mind . . .”

Cultural Perspective

Many cultures around the world tell stories about tortoises and turtles. Some Native American cultures tell about a giant sea turtle that rose from the ocean and sprouted plants on its back. In these stories, the turtle’s shell becomes Earth.

Think and Respond

1. Were you surprised that Tortoise won the race? Why? *Possible response: Yes, because tortoises move so slowly and hares hop so fast.* **Critical**
2. What are some clues that tell you this story is a fable? *Possible responses: There are talking animals; the story teaches a lesson.* **Genre**
3. What lesson does the author want you to learn from the fable? Slow and steady wins the race. What do you think that means? *Possible response: Be patient and stay focused on your goal.* **Author’s Purpose**

Growing Old

a poem

by Rose Henderson

Genre: Poetry

Poetic Element: Rhyme

Comprehension Strategy: Summarize

Think-Aloud Copying Master number 3



Before Reading

Genre: This rhyming poem has words that rhyme at the end of each pair of lines. The poet also uses describing words to help readers form a picture as they read.

Expand Vocabulary: To help children understand the poem, introduce these words before reading:

cunning: pleasing, likable

piles: a lot of something thrown together

ripples: little waves

Set a Purpose for Reading: Have children listen for details that will help them imagine what Grandma Lee looks like.



During Reading

Read through the poem the first time without interruptions. Then reread, drawing children's attention to the Think Aloud and the genre note.



Growing Old

by Rose Henderson

When I grow old I hope to be
As beautiful as Grandma Lee.
Her hair is soft and fluffy white.
Her eyes are blue and candle bright.¹
And down her cheeks are cunning piles
Of little ripples when she smiles.

Think Aloud

¹I was able to picture in my mind how Grandma Lee's eyes looked.

Genre Study

Poem: The poet wants the reader to picture Grandma Lee's wrinkles as ripples, or small waves of water.



After Reading

Retell: Have children draw a picture of Grandma Lee. Have them describe their pictures.

Student Think Aloud

Use Copying Master number 3 to prompt children to share what the poem made them picture in their minds.

"I was able to picture in my mind . . ."

Think and Respond

1. What kind of a person do you think Grandma Lee is? Why? *Possible response: She is happy and kind because she smiles and her eyes are bright.* **Critical**
2. Reread the poem. Summarize how the poet describes Grandma Lee. *Possible response: She has bright eyes and she smiles a lot.* **Summarize**
3. How do you think the author feels about growing old? *Possible response: Growing old can be beautiful.* **Author's Purpose**

I'm Growing Up!



by Mariana Relos

Genre: Nonfiction/Expository

Comprehension Strategy: Text Structure

Think-Aloud Copying Master number 1



Before Reading

Genre: Explain to children that you will be reading a text about growing up. The story gives information about how their bodies grow.

Expand Vocabulary: To help children understand the informational text, introduce the following words and terms:

shrink: get smaller

muscles: parts of the body that help it move

variety: many different types of something

growth spurt: a period when the body grows quickly

Set a Purpose for Reading: Ask children to listen for healthy things they can do to help their bodies grow.



During Reading

Use the Think Alouds during the first reading of the text. The genre note may be used during subsequent readings.



I'm Growing Up!

by Mariana Relos

Laura could bet her whole allowance on it. Those pants fit her perfectly the last time she wore them. But now they're too short! How did the pants shrink? The truth is that Laura's pants did not shrink; she grew!

Laura has been *growing up* since she was inside her mother's womb. And she won't stop *growing* until she is about 15 years old. Her brother, George, will grow until he is about 17 years old.

During all those growing years, Laura's and George's bones will get longer, thicker, and harder. Their muscles will get bigger. From head to toe, their bodies will increase in size and weight. And so will all the organs inside their bodies.

Laura is surprised. How can all this growing up happen and she not be aware of it? Laura doesn't notice her body growing day by day because people grow very slowly. People grow slower than most other animals do. Laura realizes how slowly she grows when she compares her growth to that of her dog, Tex. Tex grew from being a puppy to an adult dog in just two years!¹

Sometimes Laura and George wonder if they will be taller than, shorter than, or the same height as their parents. As a rule, tall parents have tall children, and short parents tend to have short children. This is because parents pass on to their children genes that determine how much they will grow.

One of the other factors that affects Laura's growth is nutrition. Laura's body uses the proteins, carbohydrates, and fats in food to build new bone, muscle, and other body organs and tissues.

To grow as big as she can be, Laura needs to eat foods that have what her body needs to grow. But just one kind of food does not have everything that Laura's body needs. That's why Laura has to eat a balanced diet. Eating a balanced diet means eating a healthy combination of carbohydrates, proteins, and fats every day.²

Think Aloud

¹I notice the author asks a question about why Laura is not aware that she is growing. I wondered about that, too. I read on to find out that the author answers this question. She says that Laura grows very slowly every day.

Think Aloud

²I wonder what kinds of foods are considered carbohydrates, proteins, and fats. I will read ahead to find out. However, if I don't find the information in this text, I may have to look in another source to figure out what the author means.


Genre Study

Nonfiction/

Expository: Many nonfiction texts provide information. Here, the writer gives specific examples of foods that have the mineral calcium in them. These details are helpful.

Think Aloud

³I wonder how the doctor can tell whether a person's growth is normal or not. I will read on to find out.



Laura's body also needs minerals and vitamins. To build healthy new bone, her body uses large amounts of the mineral calcium. Three cups of milk a day will give Laura the calcium she needs. Other dairy products and some fruits and vegetables provide calcium too. Eating a variety of fruits and vegetables can give Laura the vitamins she needs for growth.

But eating a balanced diet is not enough. Another factor that affects Laura's growth is exercise. Laura knows that if she spends most of her free time doing her favorite exercises, like riding her bike or playing a sport, she will help her body grow strong bones. But if she sits down to watch TV or play computer games most of the time, her bones won't grow as strong.

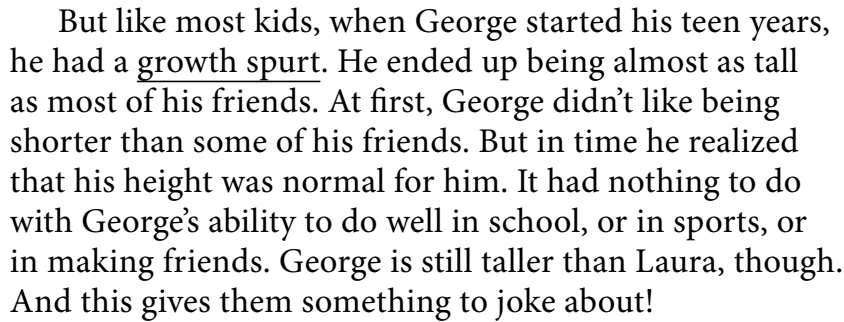
Some diseases may slow down Laura's growth. During some seasons, Laura has trouble breathing, especially when she exercises hard. The doctor said she has mild asthma and prescribed medication to control it.

The doctor explained that she must take her medication or her asthma may get worse. If asthma is severe for years without medication, it may make Laura very sick, and this could slow down her growth. But if Laura controls her asthma with medication, it won't affect her growth.

What is normal growth? Most kids grow normally. Even those who are taller or shorter than the majority of kids usually have a normal growth pattern. One year ago, George was the shortest in his class, but now he's as tall as most of his classmates.

This happens because kids of the same age grow at different rates. Some grow quickly; others catch up on their growth later. During the time when George was the shortest in his class, he went to the doctor to see if being the shortest was normal.³

The doctor compared George's height with a growth chart. George's height was normal for his age, just on the "small size" side of the chart.



But like most kids, when George started his teen years, he had a growth spurt. He ended up being almost as tall as most of his friends. At first, George didn't like being shorter than some of his friends. But in time he realized that his height was normal for him. It had nothing to do with George's ability to do well in school, or in sports, or in making friends. George is still taller than Laura, though. And this gives them something to joke about!



After Reading

Retell the Story: Ask children to retell facts that they learned about growing up in this text. List the facts on the board and have children help you number them in the order in which they are presented in the article.

Student Think Aloud

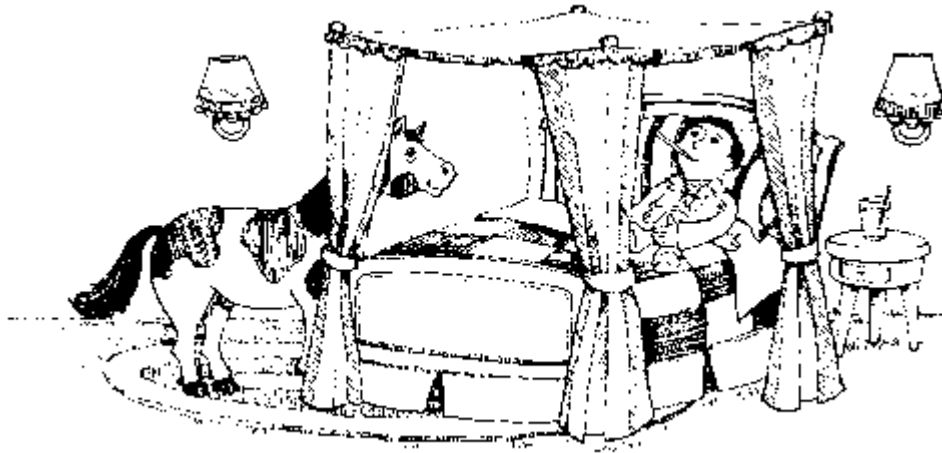
Use Copying Master number 1 to prompt children to share a question they have about how their bodies grow.

“I wonder . . .”

Think and Respond

1. What was the most important thing you learned about growing up? *Responses will vary.* **Analytical**
2. The story gives many examples of things that can affect a person's growth. Choose one and tell what effect it has on a person's growth. *Possible responses: Illness might slow a person's growth; exercising helps a person grow strong bones.*
Text Structure
3. Why do you think Mariana Relos wrote this story? *Possible response: She wanted people to learn about how their bodies grow.* **Author's Purpose**

ANIMAL HOUSE



by Gibbs Davis

Genre: Nonfiction/Expository

Comprehension Strategy: Text Structure

Think-Aloud Copying Master number 7



Before Reading

Genre: Explain to children that nonfiction books or expository text tell about things that are real. Authors often give details and examples to help us understand the topic.

Expand Vocabulary: Introduce the following words before reading to help children understand the text:

average: normal

exotic: wild

reptilian: like a reptile

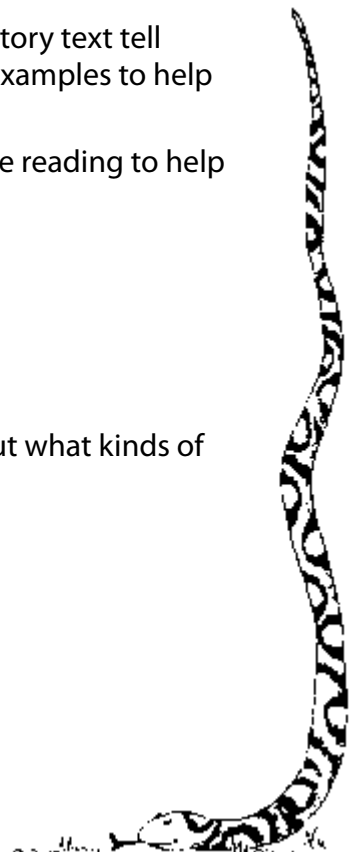
chaos: confusion

Set a Purpose for Reading: Have children listen to find out what kinds of pets have lived in the White House.



During Reading

Use the Think Alouds during the first reading of the text. Notes about the genre and cultural perspective may be used during subsequent readings.



ANIMAL HOUSE

by Gibbs Davis

For the average family, a pet means a dog or a cat. But the President of the United States and his family are hardly average. And neither are their pets. The President's pets get to live in the most famous house in the country. The White House has 132 rooms. That's some doghouse!

Sometimes the President receives exotic four-footed gifts from foreign officials. Zebras, lion cubs, and baby hippos are shipped to the nearest zoo. However, some equally wild pets, such as bears, raccoons, and even alligators, have remained in the White House to live with the First Family.

Theodore Roosevelt led our country during a time of great change (1901 to 1909). Inventions like the Model T car and the Wright Brothers' powered airplane were transforming American lives. Theodore Roosevelt was the first President to fly in an airplane, ride in a car, and submerge in a submarine. But this robust President never lost his love of nature. Roosevelt worked to conserve millions of acres of wilderness. The Teddy Bear was even named after him.

His daughter Alice was the most famous teenager in the country. Bright and high-spirited, Alice caught the nation's imagination—and she loved it. There were almost as many newspaper articles about young Alice as there were about her father!

A girl like Alice couldn't have just any ordinary pet. She decided on a pet garter snake. She named it Emily Spinach because it was as green as spinach and as thin as her Aunt Emily.

Alice was invited to many elegant parties. Emily Spinach was not. But Alice wouldn't consider excluding her reptilian friend. Alice dressed up for the party, dropped her slender pet into her purse, and snapped it shut.

At the party, Alice waited for a quiet moment and cracked open her purse. Emily slithered out. The President's daughter laughed as she watched the ladies race for the door, screaming.¹

Emily wasn't the only Roosevelt who liked snakes. Her brother Quentin bought four snakes from a local pet shop and brought them home to show his father. The President was in the Oval Office holding an important meeting when Quentin barged in with his bag of snakes.

When Quentin dropped them on a table so that he could hug his father, there was instant chaos in the room! The five-foot king



Genre Study

Nonfiction/ Expository: Nonfiction books give information about real things. The author uses facts to explain something which makes the topic more interesting.

Think Aloud

¹ I noticed the author used facts about real White House pets. These facts help me understand how exciting and often funny having a pet in the White House can be.

Think Aloud

²This story is mostly about animals that have lived at the White House.

snake attacked the grass snake, while the black snake did battle with the gold-banded snake. The senators scrambled for safety while the snakes fought and slithered off. Eventually, Roosevelt and his son tracked down the escaped reptiles and they were returned to the pet shop.

Nothing could separate the six Roosevelt children from their beloved pets. When Archie Roosevelt was sick in bed with the measles, his brothers knew just how to cheer him up. They sneaked his calico pony, Algonquin, into the White House elevator and took him upstairs to Archie's bedroom!²



After Reading

Retell: Invite children to draw a picture that shows what happened to one of the pets that lived in the White House. Have them tell about their pictures.

Student Think Aloud

Use Copying Master number 7 to prompt children to summarize their favorite part of the selection.

"This was mostly about..."

Cultural Perspective

Leaders of other countries often gave animals to the President as gifts. The King of Siam gave President James Buchanan a herd of elephants!

Think and Respond

1. Do you think snakes were good pets to have in the White House? Why or why not? *Possible response: No, because many people are afraid of snakes.* **Inferential**
2. What makes this nonfiction selection interesting to read? *Possible response: The author includes facts and funny true stories about White House pets.* **Genre**
3. Why do you think the author wrote this selection? *Possible response: The author wants us to know about some of the pets that have lived in the White House.*

Author's Purpose

Mary Had a Little Lamb

a nursery rhyme

by Sarah Josepha Hale



Genre: Nursery Rhyme

Poetic Element: Rhyming Words

Comprehension Strategy: Story Structure

Think-Aloud Copying Master number 3



Before Reading

Genre: Tell children that you are going to read a well-known poem that is called a nursery rhyme, a short, rhyming poem for children. It is a Mother Goose nursery rhyme that children may be familiar with. Ask children if they know other nursery rhymes, such as “Humpty Dumpty” or “Jack and Jill.”

Expand Vocabulary: The following words should be introduced before reading:

fleece: the coat of wool on a sheep

lingered: stayed

patiently: without complaining

Set a Purpose for Reading: Have children listen for rhyming words in this nursery rhyme.



During Reading

Read through the poem the first time without interruptions. Then reread, drawing children’s attention to the Think Aloud and the genre note.



Mary Had a Little Lamb

by Sarah Josepha Hale

Genre Study

Nursery Rhyme:

Nursery rhymes not only have rhyming words, but they also have a certain rhythm that makes the poem pleasing to hear.

Think Aloud

¹I was able to picture in my mind the children laughing when they saw the lamb follow Mary to school. I think that the children at our school would act the same way.

Mary had a little lamb,

Its fleece was white as snow;

And everywhere that Mary went,

The lamb was sure to go.

It followed her to school one day,

That was against the rule;

It made the children laugh and play

To see a lamb at school.¹

And so the teacher turned it out,

But still it lingered near,

And waited patiently about

Till Mary did appear.

“Why does the lamb love Mary so?”

The eager children cry.

“Why, Mary loves the lamb, you know,”

The teacher did reply.



After Reading

Retell: Have children draw a picture to show what happens in the poem. Encourage them to use rhyming words to describe their pictures.

Student Think Aloud

Use Copying Master number 3 to prompt children to tell what they were able to visualize as they listened to this poem.

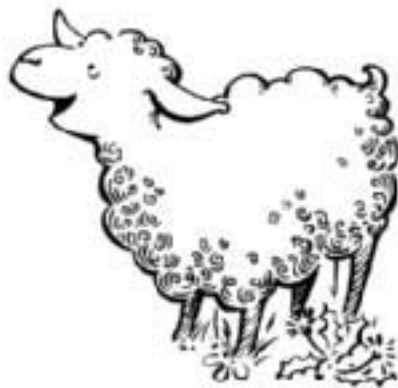
“I was able to picture in my mind . . .

Cultural Perspective

A sheep is usually sheared or shaved once a year. The wool fleece is cleaned and spun into yarn. Products such as sweaters, coats, and blankets are made from wool. The wool industry is important to many countries around the world, including Australia, Argentina, and the United States.

Think and Respond

1. What do you think the rule is about animals at Mary's school? *Possible response: There are no pets allowed at school.* **Inferential**
2. There are many pairs of rhyming words in this nursery rhyme. Name some. *Possible responses: snow, go; day, play; rule, school; out, about; near, appear; so, know; cry, reply* **Genre**
3. What do you think the author wants you to know about Mary and her lamb? *Possible response: They love each other and hate to be apart from each other.* **Author's Purpose**



The Three Billy Goats Gruff

a folktale

Genre: Folktale

Comprehension Strategy: Visualize

Think-Aloud Copying Master number 3



Before Reading

Genre: Tell children that “The Three Billy Goats Gruff” is a folktale. A folktale is a story that people have told over and over again. This story was first told in the country of Norway. Explain that “The Three Billy Goats Gruff” has been told so many times that no one is really sure who the author is.

Expand Vocabulary: To help children understand this folktale, introduce these words before reading:

braid: three strands of material woven together

troll: in fairy tales, a creature that lives in a cave or underground

evil: mean, bad

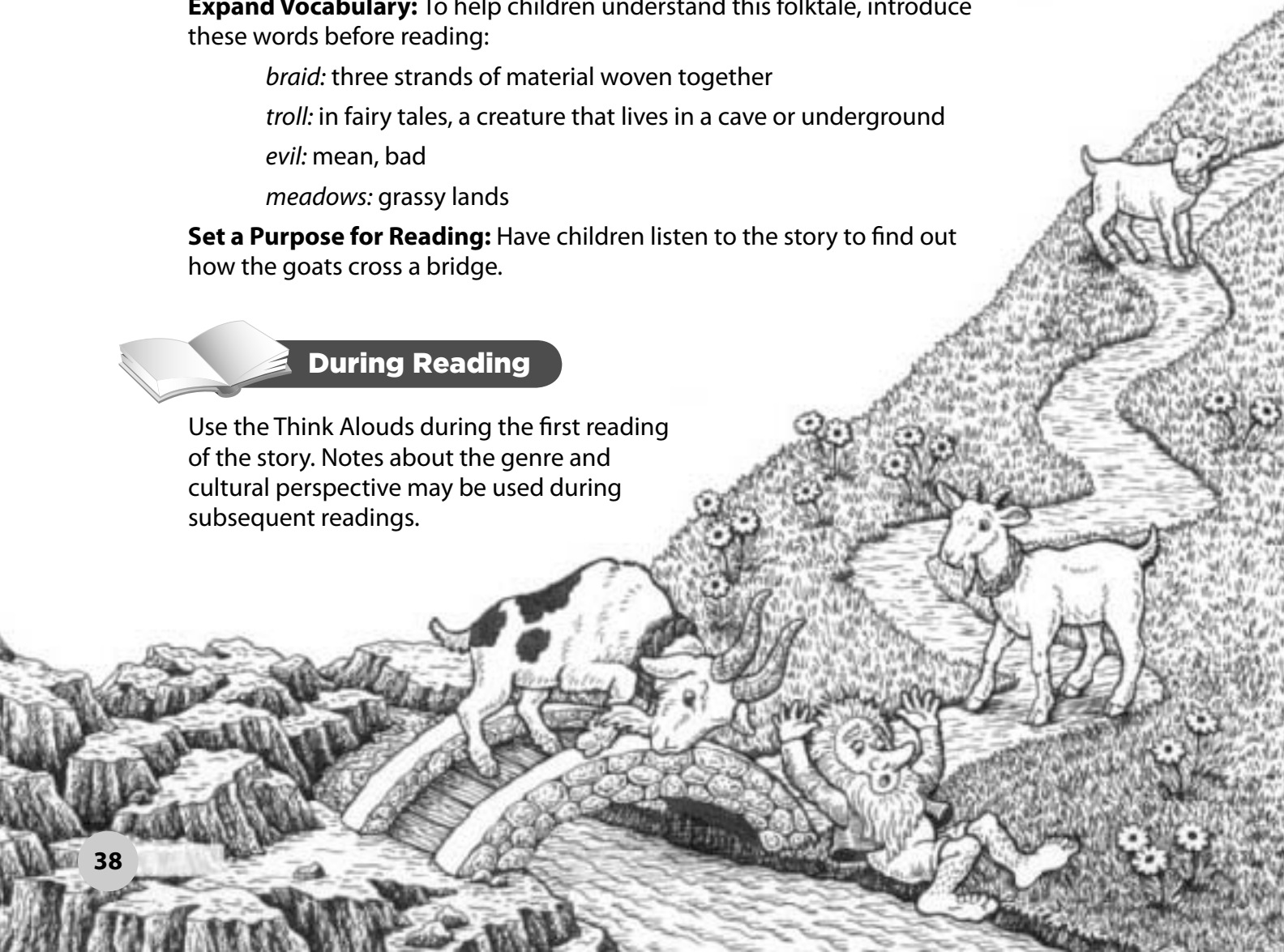
meadows: grassy lands

Set a Purpose for Reading: Have children listen to the story to find out how the goats cross a bridge.



During Reading

Use the Think Alouds during the first reading of the story. Notes about the genre and cultural perspective may be used during subsequent readings.



The Three Billy Goats Gruff

Once there were three Billy Goat brothers whose last name was Gruff. The three brothers each had a little beard and two sharp horns just as all billy goats do. The brothers also each wore a braid made out of rope as a collar.

The three Billy Goat brothers lived near a river. Across the river there was a hillside where the grass was sweet. But the goats had to cross a bridge to get there, and a mean troll lived under it. Now this troll was as scary and evil as most trolls are.

One day, the brothers decided to cross the bridge. The youngest, smallest Billy Goat Gruff went first.

Trip-trap, trip-trap, went his feet as he crossed the bridge. The troll could hear him cross even over the loud, rushing river.¹

“WHO IS GOING OVER MY BRIDGE?” roared the troll.

“It is only I, little Billy Goat Gruff,” said little Billy in a tiny voice.

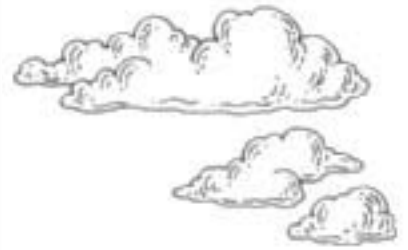
“I’m going to gobble you up!” said the troll.

“Please don’t do that!” pleaded little Billy. “I’m too little. But here comes my brother, and he is much bigger than I am.”

“Bigger, you say? Run along, then. I’ll wait for a bigger meal,” said the troll. So little Billy ran across the bridge.

The second Billy Goat Gruff started to cross the bridge. *Trip-trap, trip-trap,* went his feet.

“WHO IS GOING OVER MY BRIDGE?” roared the troll.



Think Aloud

¹ *When I am rushing, I am moving very fast. Knowing this helps me understand what a rushing river is. It is water that is moving very quickly. A rushing river would be hard to swim across.*

Genre Study

Folktale: The characters in folktales often include animals acting and speaking like people, just like the three goats in this story.



“It is only I, the second Billy Goat Gruff,” said middle Billy. His voice was louder than his little brother’s.

“I’m going to gobble you up!” said the troll.

“Please don’t do that!” pleaded middle Billy. “My brother is right behind me, and he is much bigger than I am.”

Now the troll was very hungry and was becoming impatient. But he said, “Very well, I’ll wait for a bigger meal.” And he let middle Billy cross the bridge and join his little brother.

Then the oldest and biggest Billy Goat Gruff went across the bridge.

TRIP-TRAP, TRIP-TRAP went his feet. The bridge creaked as he walked across because this Billy Goat was so big and heavy.

“WHO IS GOING OVER MY BRIDGE?” roared the troll.

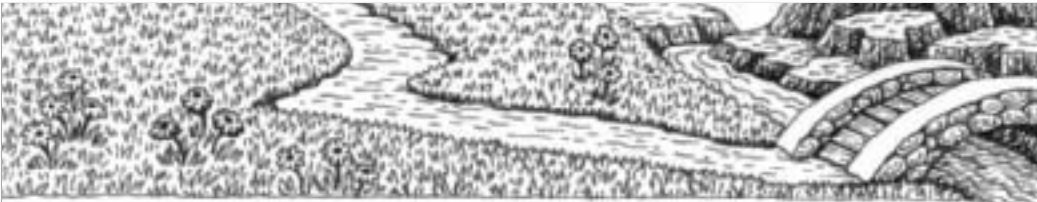
“IT IS I, BIG BILLY GOAT GRUFF!” said big Billy in a booming voice.

“I’m going to gobble you up!” said the troll.

Big Billy Goat said bravely, “That’s what you think!”

The troll climbed on the bridge. He was even scarier to look at than the three Billy Goats imagined. His hair stuck straight out from his head like flames and his long beard reached to his waist. He had red eyes that flashed and a nose turned up just like a banana. He raised his bushy eyebrows and stomped his bare feet.





But big Billy Goat Gruff was ready for him. He lowered his horns and butted the mean troll into the air!

“Take that, you mean troll!” cried the two smaller Billy Goats.

Then down, down, down, the troll fell into the river below, and he was gone.

“Well, that takes care of the troll,” said Big Billy, as he walked across the bridge to join his brothers.

The three Billy Goats Gruff spent the rest of their days on the other side of the river. The grass in the meadows was as sweet as it looked. They lived long lives happily munching away and were never concerned about the mean troll again!





After Reading

Retell the Story: Have children act out the story. Assign the roles of the three Billy Goats Gruff and the troll.

Student Think Aloud

Use Copying Master number 3 to prompt children to share pictures they remember from a scene in the folktale.


“I was able to picture in my mind . . .”

Cultural Perspective

Statues of trolls are popular souvenirs for tourists who visit Norway. One kind of troll, called a *Nisse*, is thought to bring good luck to the family who shows kindness to it.

Think and Respond

1. Which Billy Goat do you think was the bravest one? Why? *Responses will vary.*
Analytical
2. Folktales often have parts that repeat themselves. What activity is repeated in this folktale? *Possible response: A goat crosses a bridge and meets a troll three times.* **Genre**
3. What do you think the author wants to teach you with this story? *Possible response: Don't be afraid to use your imagination to solve a problem.* **Author's Purpose**



UP, UP, UP! IT'S APPLE-PICKING TIME

a story
by Jody Fickes Shapiro

Genre: Fiction

Comprehension Strategy: Story Structure

Think-Aloud Copying Master number 6



Before Reading

Genre: Remind children that a story tells about a series of events, called the plot. It has characters and a setting. Some stories, like this one about a family who goes apple picking, could be true.

Expand Vocabulary: The following words will help children understand the story's setting:

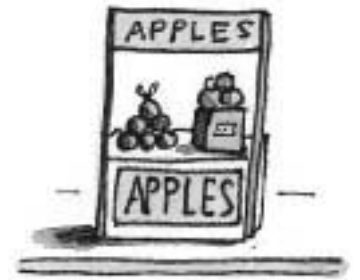
orchard: land with fruit trees on it

aroma: smell

cider: a drink made from apple juice

brim: the rim of a container

Set a Purpose for Reading: Have children listen to the story to find out what a child does during apple-picking time.



During Reading

Use the Think Alouds during the first reading of the story. Notes about the genre and cultural perspective may be used during subsequent readings.



UP, UP, UP! IT'S APPLE-PICKING TIME

by Jody Fickes Shapiro

"Up, up, up! It's apple-picking time." Mama's voice tickles my ear, whispers me awake.

On with my shirt, sweater, pants, warm socks, and shoes not tied. Outside it feels as if we're the only ones awake in the whole world. Dad says, "It's a long drive ahead."

Amber uses my shoulder for her pillow. But I don't mind. She's keeping me warm while we're driving, driving, driving to the apple ranch.

Two picnics later—one for breakfast, one for lunch—we're finally off the highway and onto the twisting, bumpy, narrow bridge (one car only) apple-tree-lined road.

There they are! Granny and Grandpa, standing at the gate, calling, "Hooray! We're so glad you're finally here. We could hardly wait."

"Neither could we," we say.

Then everyone is off to the orchard.

It's apple-picking time.

Apple smell is in the air—apple perfume everywhere.

There are so many trees and it looks like a million apples—red, green, yellow, and pink. "I don't know where to start," I tell Grandpa.

He pulls a yellow apple off a tree, puts it up to his nose, and breathes in like Mama does with a flower. "Ah, it's perfect apple aroma," says Grandpa, and we lean in close and smell it, too.

From his pocket he takes out his red-handled knife and cuts a slice out of the apple.

"Have a taste," he says.

The apple is cool and crunchy and sweet. Everyone has a slice, and we all stand together in the afternoon sunshine, wishing we could have more.¹

But it's apple-picking time.

Think Aloud

¹ I thought the descriptions were important in this story because they help me use my senses to help me pretend I am in the orchard. I can smell the perfume of the apples. I can see many different colors of apples! I can even taste them!



“Begin with this Golden Delicious, Myles,” Grandpa tells me. He points to the tree where we’re standing and hands me a small sack made from cloth.

I give the littlest tug and the yellow fruit almost falls into my hand. It’s as big as my softball.

The sack gets heavy fast. Every time it’s full, I empty it into a wooden field box.

We climb up ladders and disappear into the trees. I can see Dad’s legs. His voice is coming from the middle of a tree filled with red apples. He’s singing a made-up song about loving apple dumplings and eating apple pie.

The tree next to him has Mama’s laugh. That’s the only way I can tell she’s in it.

Amber and Granny are picking up fruit from the ground. Granny says these apples make the best cider.

The mention of cider makes me want some. It’s warm work, picking apples. I say that it already smells as if cider is hiding somewhere in the orchard.

“That’s apple-orchard perfume you’re smelling, Myles,” says Granny. Then she surprises us with cups of cool apple juice.

All afternoon we fill those apple sacks with Delicious—both red and golden—McIntosh, Pippin, Winter Banana (a funny name for an apple, if you ask me), and the last few stray Gravensteins.

The wagon cart is loaded with boxes filled to the brim.

Daylight runs out fast in that canyon, even in summer.

Granny’s Pippin pie makes a fine end to an apple-picking day. Early to bed. Have to be well rested for an apple-selling day.

“Up, up, up! It’s apple-selling time.” Grandpa’s whiskers scratch my cheek, and the smell of breakfast cooking pulls me out of bed.

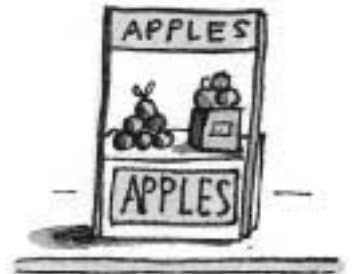
It’s Grandpa’s morning oatmeal with sweet applesauce. Then we’re out to the fruit stand through the dew-wet grass.

Grandpa turns over the carved wooden sign. Cars pull in.

Granny, wearing a big straw hat trimmed all around with shiny apples, greets old friends. “These are the grandkids come to help.” She almost sings the words.

Genre Study

Fiction: The setting of a story is where it takes place. The author describes the setting vividly to make the story interesting and help listeners imagine it.





Apples are tasted, admired, and bought.

We carry bags and boxes of apples to cars for the people who come and go all morning. Lunch is a picnic in the sunshine, but we can hardly sit still enough to eat.

It's apple-selling time.

And then before you can say "McIntosh-Granny Smith-Golden Delicious-Pippin pie," the sun has flown away, taking the warmth with it. The sign is turned to "Closed." It's time to call it a day.

Supper is fresh-baked apple dumplings, floating like islands in a sea of milk. Then there's talking about that apple-selling day.

Grandpa puts old jazz records on his phonograph and dances around with Amber. Even Mama and Dad dance, but I like lying on the rug in front of the fireplace, just watching everyone being happy, wishing we didn't have to go home tomorrow.

It's hard to say good-bye—hello hugs are so much nicer.²

Sackfuls of apples surround Amber and me. We're driving, driving, driving home. Their cidery smell helps me remember the happy days of apple-picking—apple-selling time.

Think Aloud

²I can understand why the author says hello hugs are nicer than saying good-bye. My grandparents lived far away, too, and I hated it when we had to say good-bye.





After Reading

Retell the Story: Have children draw a picture to show their favorite part of the story. Have them describe their pictures.

Student Think Aloud

Use the Copying Master number 6 to prompt children to tell something that they thought was important in the story and why.

“I thought _____
was important
in this story
because . . .”

Cultural Perspective

There are more than seven thousand different varieties of apples grown around the world. China is the world’s largest producer of apples.

Think and Respond

1. What do you think is the best job to have during apple-picking time? Why?
Responses will vary. **Analytical**
2. Why does this story seem like it could happen in real life? *Possible responses: The characters in the story are like family members I know; it seems like something my family might do.* **Genre**
3. Why do you think the author wrote this story? *Possible response: to tell readers what happens when apples are ready to be picked from trees in the fall* **Author’s Purpose**

Goldilocks and the Three Bears



a folktale

Genre: Folktale

Comprehension Strategy: Summarize

Think-Aloud Copying Master number 7



Before Reading

Genre: Tell children that *Goldilocks and the Three Bears* is a folktale. Remind them that a folktale is a story that has been told over and over again.

Expand Vocabulary: Introduce the following words before reading:

porridge: a hot cereal similar to oatmeal

wee: tiny

wink: a very short time

Set a Purpose for Reading: Invite children to listen to find out what happens when Goldilocks meets the three bears.



During Reading

Use the Think Alouds during the first reading of the story. Notes about the genre and cultural perspective may be used during subsequent readings.



Goldilocks and the Three Bears

Once a papa bear, a mama bear, and a baby bear lived together in a cottage in the middle of a forest. The papa bear was extremely large. The mama bear was medium-sized. The baby bear was quite tiny.

One morning, Mama Bear made some porridge. She put it on the table. Baby Bear took a spoonful from his wee little bowl.

“Ouch!” he cried. “This porridge is too hot to eat!”

“Oh, my poor baby!” said Mama Bear. “Let’s go out for a walk while it cools.”

Just as the three bears left, a little girl named Goldilocks came to their cottage.

“What a cute little house this is!” she said. And since no one was home, she decided to go right in.¹

She smelled Mama Bear’s porridge. “How hungry I am!” she said.

So Goldilocks sat down at the table. She tasted some porridge from Papa Bear’s great big bowl. But it was too hot. She tasted some porridge from Mama Bear’s medium-sized bowl. But it was too cold. Then she tasted some porridge from Baby Bear’s wee little bowl. And it was just right. So she ate it all up.

Next she went to the living room. “What a pleasant room this is!” she said. She decided to sit down a bit to enjoy it all. She sat in Papa Bear’s chair. But it was too hard. She sat in Mama Bear’s chair. But it was too soft. Then she sat in Baby Bear’s chair. And it was just right.



Genre Study

Folktale: Folktales are make-believe stories that often have talking animals who behave just as people do.

Think Aloud

¹ So far this story is mostly about a family of bears who decide to go for a walk in the woods while their hot porridge cools. A girl named Goldilocks decides to take a rest and lets herself into the bears’ home while they are away.



Goldilocks bounced and bounced in the chair until it broke. She fell right onto the floor! “Ouch!” she said. She decided it was time for a nap.

So she went to the bedroom. She got into Papa Bear’s bed. But it was too high. She got into Mama Bear’s bed. But it was too low. She got into Baby Bear’s bed. And it was just right.

“How exhausted I am!” said Goldilocks. And she fell fast asleep.

Just then the three bears came home.

“Someone has been eating my porridge!” shouted Papa Bear in his loud voice.

“Someone has been eating my porridge,” said Mama Bear in her medium-sized voice.

“Someone has been eating my porridge,” squeaked Baby Bear in his soft voice. “And they have eaten it all up!”

They went into the living room.

“Someone has been sitting in my chair,” shouted Papa Bear in his loud voice.

“Someone has been sitting in my chair,” said Mama Bear in her medium voice.





“Someone has been sitting in my chair,” squeaked the Baby Bear in his soft voice. “And they have broken it all to bits.”

Next they went into the bedroom.

“Someone has been sleeping in my bed,” shouted Papa Bear in his loud voice.

“Someone has been sleeping in my bed,” said Mama Bear in her medium voice.

“Someone has been sleeping in my bed,” squeaked Baby Bear in his soft voice. “And there she is now!”

Goldilocks woke up and was so startled by the three bears that she tumbled right out of bed. Then quick as a wink, she ran out the door. She ran out the door and all the way home. And she never went back to the forest again!





After Reading

Retell the Story: Invite one child to be the narrator and retell the important events of the story. Have other children play Goldilocks and the three bears and act out the story.

Student Think Aloud

Use Copying Master number 7 to prompt children to summarize the story.

“This story was mostly about . . .”

Cultural Perspective

An earlier version of this folktale comes from England and is entitled Scrapefoot. Scrapefoot is a fox who is curious about a family of bears who lives in the same woods as he does.

Think and Respond

1. How do you think Goldilocks felt when she woke up and saw the bears?
Possible responses: scared; embarrassed; confused **Inferential**
2. What parts of this folktale tell you that it is make-believe? *Possible response: The bears talk and act like people.* **Genre**
3. Why do you think the author wrote this story? *Possible response: to entertain readers* **Author's Purpose**

Make Way for Ducklings

a story

by Robert McCloskey

Genre: Fiction

Comprehension Strategy: Summarize

Think-Aloud Copying Master number 7



Before Reading

Genre: Remind children that a story that is made up is called *fiction*. Explain that *Make Way for Ducklings* takes place in a real city called Boston, in Massachusetts, but the author made up the characters and the events.

Expand Vocabulary: Introduce the following words before reading this story:

mallard: a type of duck

island: a piece of land surrounded by water

bank: land that is at the edge of a pond, river, or lake

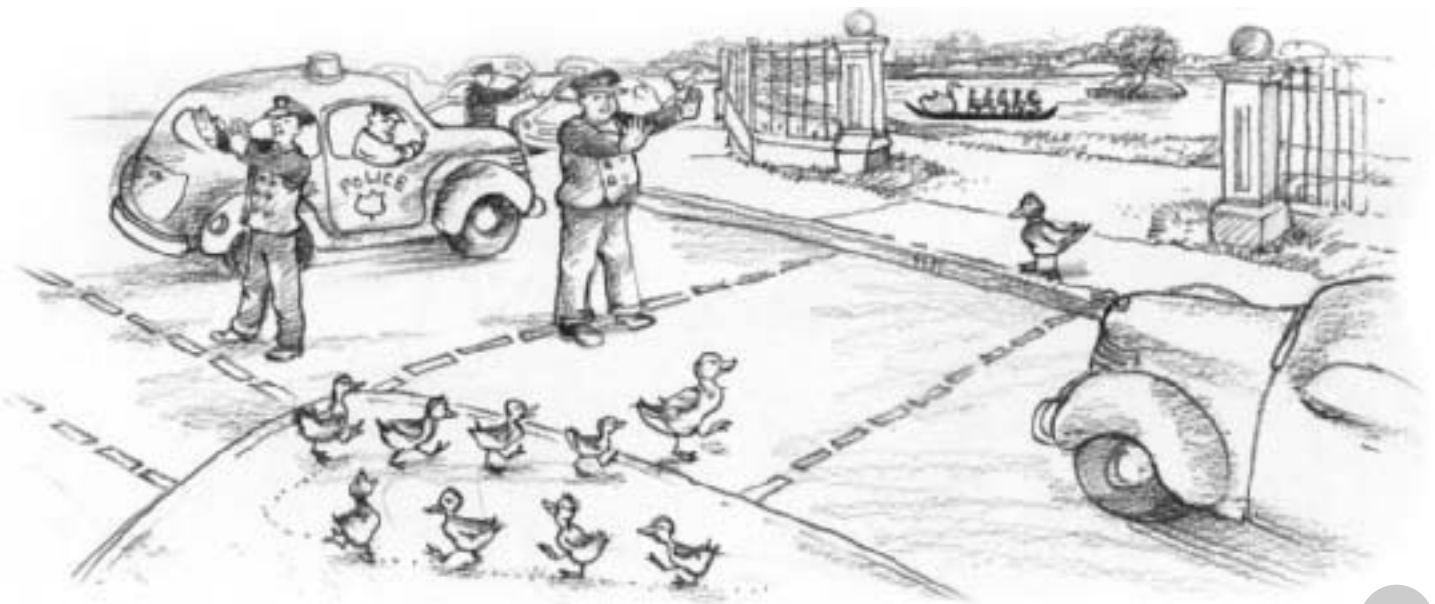
dither: confused

Set a Purpose for Reading: Invite children to listen to find out who needs to make way for the ducklings.



During Reading

Use the Think Alouds during the first reading of the story. Notes about the genre and cultural perspective may be used during subsequent readings.



Make Way for Ducklings

by Robert McCloskey

Mr. and Mrs. Mallard were looking for a place to live. But every time Mr. Mallard saw what looked like a nice place, Mrs. Mallard said it was no good. There were sure to be foxes in the woods or turtles in the water, and she was not going to raise a family where there might be foxes or turtles. So they flew on and on.

When they got to Boston, they felt too tired to fly any further. There was a nice pond in the Public Garden, with a little island on it. "The very place to spend the night," quacked Mr. Mallard. So down they flapped.

Next morning they fished for their breakfast in the mud at the bottom of the pond. But they didn't find much.

Just as they were getting ready to start on their way, a strange enormous bird came by. It was pushing a boat full of people, and there was a man sitting on its back. "Good morning," quacked Mr. Mallard, being polite. The big bird was too proud to answer. But the people on the boat threw peanuts into the water, so the Mallards followed them all round the pond and got another breakfast, better than the first.

"I like this place," said Mrs. Mallard as they climbed out on the bank and waddled along. "Why don't we build a nest and raise our ducklings right in this pond? There are no foxes and no turtles, and the people feed us peanuts. What could be better?"

"Good," said Mr. Mallard, delighted that at last Mrs. Mallard had found a place that suited her. But—

"Look out!" squawked Mrs. Mallard, all a dither. "You'll get run over!" And when she got her breath she added: "This is no place for babies, with all those horrid things rushing about. We'll have to look somewhere else."

So they flew over Beacon Hill and the State House, but there was no place there.

They looked in Louisburg Square, but there was no water to swim in.¹

Then they flew over the Charles River. "This is better," quacked Mr. Mallard. "That island looks like a nice quiet place, and it's only a little way from the Public Garden."

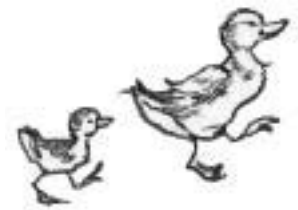


Think Aloud

¹This story was mostly about two ducks who are looking for a place to raise a family. They are looking for a safe place near a pond. Mrs. Mallard is not satisfied with the places she has seen. I wonder if the Mallards will find a safe place to raise their ducklings.

Genre Study

Fiction: Fiction is the opposite of nonfiction. Nonfiction stories are true stories about real people and events. Fiction stories are stories that are not true. Fiction stories have make-believe characters and events.



“Yes,” said Mrs. Mallard, remembering the peanuts. “That looks like just the right place to hatch ducklings.”

So they chose a cozy spot among the bushes near the water and settled down to build their nest. And only just in time, for now they were beginning to molt. All their old wing feathers started to drop out, and they would not be able to fly again until the new ones grew in.

But of course they could swim, and one day they swam over to the park on the river bank, and there they met a policeman called Michael. Michael fed them peanuts, and after that the Mallards called on Michael every day.

After Mrs. Mallard had laid eight eggs in the nest she couldn't go to visit Michael anymore, because she had to sit on the eggs to keep them warm. She moved off the nest only to get a drink of water, or to have her lunch, or to count the eggs and make sure they were all there.

One day the ducklings hatched out. First came Jack, then Kack, and then Lack, then Mack and Nack and Ouack and Pack and Quack. Mr. and Mrs. Mallard were bursting with pride. It was a great responsibility taking care of so many ducklings, and it kept them very busy.

One day Mr. Mallard decided he'd like to take a trip to see what the rest of the river was like, further on. So off he set. “I'll meet you in a week, in the Public Garden,” he quacked over his shoulder. “Take good care of the ducklings.”

“Don't you worry,” said Mrs. Mallard. “I know all about bringing up children.” And she did.

She taught them how to swim and dive.

She taught them to walk in a line, to come when they were called, and to keep a safe distance from bikes and scooters and other things with wheels.

When at last she felt perfectly satisfied with them, she said one morning: “Come along, children. Follow me.”²

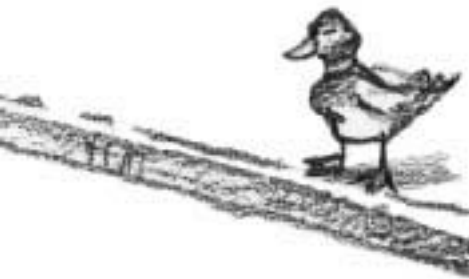
Before you could wink an eyelash Jack, Kack, Lack, Mack, Nack, Ouack, Pack and Quack fell into line, just as they had been taught. Mrs. Mallard led the way into the water and they swam behind her to the opposite bank.

There they waded ashore and waddled along till they came to the highway.

Mrs. Mallard stepped out to cross the road. “Honk, honk!” went the horns on the speeding cars. “Qua-a-ack!” went Mrs. Mallard as she tumbled back again. “Quack! Quack! Quack!

Think Aloud

² Mrs. Mallard and the ducklings are going to meet Mr. Mallard in the Public Garden. I wonder what will happen on their adventure to the Public Garden.



Quack!” went Jack, Kack, Lack, Mack, Nack, Ouack, Pack, and Quack, just as loud as their little quackers could quack. The cars kept speeding by and honking, and Mrs. Mallard and the ducklings kept right on quack-quack-quacking.

They made such a noise that Michael came running, waving his arms and blowing his whistle.

He planted himself in the center of the road, raised one hand to stop the traffic, and then beckoned with the other, the way policemen do, for Mrs. Mallard to cross over.

As soon as Mrs. Mallard and the ducklings were safe on the other side and on their way down Mount Vernon Street, Michael rushed back to his police booth.

He called Clancy at headquarters and said: “There’s a family of ducks walkin’ down the street!” Clancy said: “Family of *what?*” “*Ducks!*” yelled Michael. “Send a police car, quick!”

Meanwhile Mrs. Mallard had reached the Corner Book Shop and turned into Charles Street, with Jack, Kack, Lack, Mack, Nack, Ouack, Pack, and Quack all marching in line behind her.

Everyone stared. An old lady from Beacon Hill said: “Isn’t it amazing!” and the man who swept the streets said: “Well, now, ain’t that nice!” and when Mrs. Mallard heard them she was so proud she tipped her nose in the air and walked along with an extra swing in her waddle.

When they came to the corner of Beacon Street there was the police car with four policemen that Clancy had sent from headquarters. The policemen held back the traffic so Mrs. Mallard and the ducklings could march across the street, right on into the Public Garden.³

Inside the gate they all turned round to say thank you to the policemen. The policemen smiled and waved good-bye.

When they reached the pond and swam across to the little island, there was Mr. Mallard waiting for them, just as he had promised.

The ducklings liked the new island so much that they decided to live there. All day long they follow the swan boats and eat peanuts.

And when night falls they swim to their little island and go to sleep.

Think Aloud

³At first I thought that maybe the police officers would capture the ducklings. But then here I find out that they want to help the ducklings cross the street. I think the policemen are very nice to the ducks.



After Reading

Retell the Story: Use questions like these to help children retell the story: *What happens first? What happens next? Where does the Mallard family go next?*

Student Think Aloud

Use Copying Master number 7 to prompt children to summarize the story.

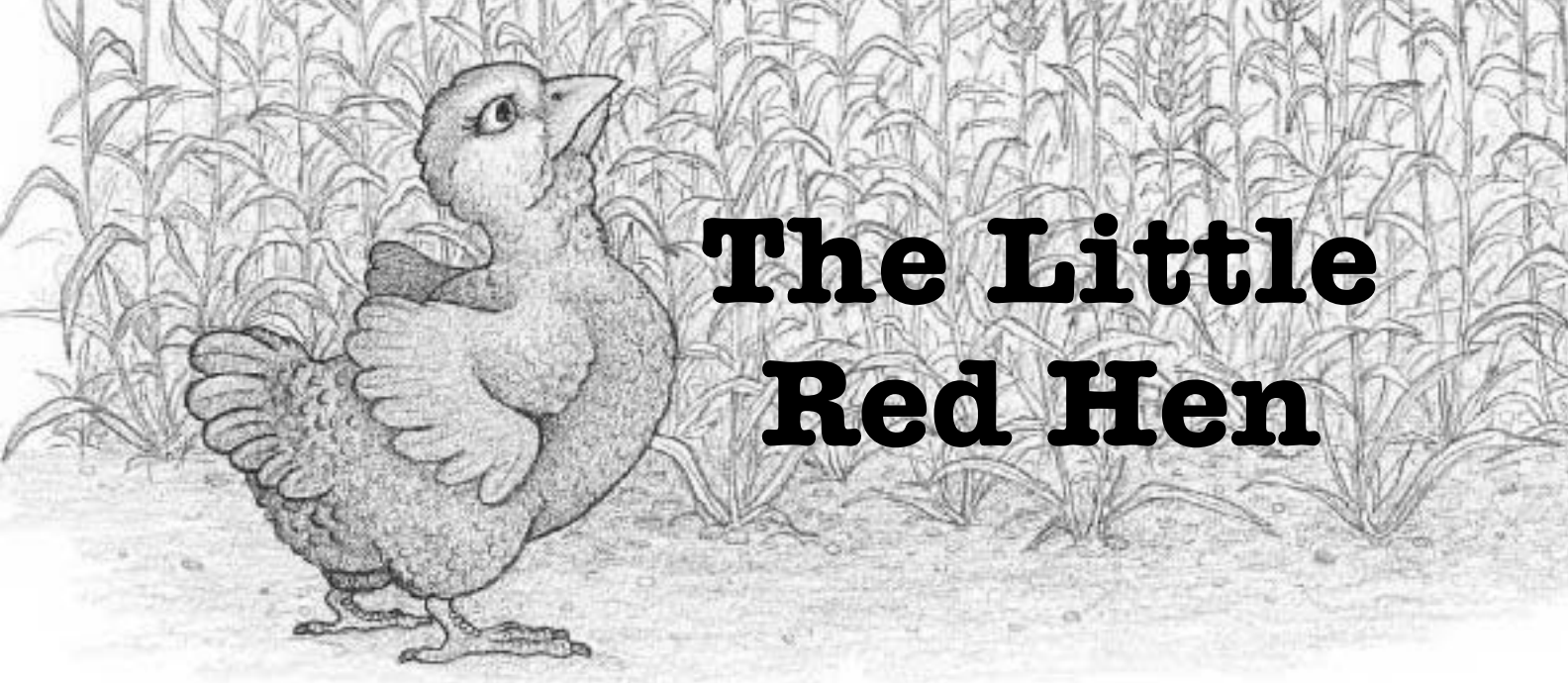
“This was mostly about . . .”

Cultural Perspective

People around the world describe the sound a duck makes in many different ways. In China, ducks say “gua gua”; in France, ducks say “coin coin”; and in Italy, ducks say “qua qua.”

Think and Respond

1. How do you think the people of Boston feel about Mrs. Mallard and her ducklings? *Possible response: The people of Boston want to protect Mrs. Mallard and her ducklings from getting hurt.* **Inferential**
2. How can you tell that this story is not real? *Possible response: The ducks are married and they talk.* **Genre**
3. Why do you think the author wrote this story? *Possible response: He probably likes ducks and wanted to tell an interesting story about them.* **Author’s Purpose**



The Little Red Hen

retold by Margaret H. Lippert

Genre: Folktale

Comprehension Strategy: Summarize

Think-Aloud Copying Master number 7



Before Reading

Genre: Remind children that a folktale is a story that has been told over and over again. Tell children that their main reading selection this week is another more contemporary version of the folktale. Have them compare the two versions.

Expand Vocabulary: Introduce the following words before reading the folktale:

ground: crushed, broken into a powder

mill: a flour-making factory where wheat is ground into flour

Set a Purpose for Reading: Have children listen to find out what happens when the little red hen asks for help.



During Reading

Use the Think Alouds during the first reading of the story. Notes about the genre and cultural perspective may be used during subsequent readings.



The Little Red Hen

Retold by Margaret H. Lippert

ONCE UPON A TIME a dog, a cat, a mouse, and a little red hen all lived together in a cozy little house. One day the little red hen found some grains of wheat in the yard.

“Who will plant this wheat?” asked the little red hen.

“Not I,” said the dog.

“Not I,” said the cat.

“Not I,” said the mouse.

“Then I will do it myself,” said the little red hen.

And she did. The wheat grew taller and taller. It turned from green to gold. At last it was time to cut the wheat.

“Who will cut this wheat?” asked the little red hen.

“Not I,” said the dog.

“Not I,” said the cat.

“Not I,” said the mouse.

“Then I will do it myself,” said the little red hen.

And she did. After the wheat was cut, it was ready to be ground into flour.

“Who will take this wheat to the mill?” asked the little red hen.¹

“Not I,” said the dog.

“Not I,” said the cat.

“Not I,” said the mouse.

“Then I will do it myself,” said the little red hen.

And she did.

The little red hen carried the flour back to her house.

“Who will make this flour into bread?” asked the little red hen.

“Not I,” said the dog.

“Not I,” said the cat.

“Not I,” said the mouse.

“Then I will do it myself,” said the little red hen.²



Genre Study

Folktales: Folktales were often told long ago whenever family members or other people spent time together. Some people were especially good at telling the folktales and they became known as storytellers.

Think Aloud

¹I don't think the hen will get any help from the other animals. They did not help her plant or cut the wheat.

Think Aloud

²This was mostly about a little red hen who grew some wheat and had it made into flour without getting any help from the other animals.



And she did.

When the bread was finished, the little red hen took it out of the oven. The cozy little house was filled with a delicious smell.

The dog and the cat and the mouse came running to the kitchen.

“Who will eat this bread?” asked the little red hen.

“I will!” said the dog.³

“I will!” said the cat.

“I will!” said the mouse.

“Oh no, you will not!” said the little red hen.

“You did not help me plant the wheat. You did not help me cut the wheat. You did not help me take the wheat to the mill. You did not help me bake the bread. And now you are not going to help me eat it. I am going to eat it all by myself.”

And she did.

Think Aloud

³I notice that the pattern in this story has changed. Instead of saying, “Not I,” the dog says, “I will!” I wonder if the hen will let the dog eat the bread.





After Reading

Retell the Story: Invite children to retell the story by acting it out. Assign the roles of the hen, dog, cat, and mouse.

Student Think Aloud

Use Copying Master number 7 to prompt children to summarize the story.

“This story was mostly about . . .”

Cultural Perspective

Bread comes from all around the world and in many shapes and sizes. In France, people eat flaky, crescent-shaped rolls called *croissants*. In Mexico, people eat flat, round corn tortillas. In England, people often eat triangle-shaped biscuits called *scones*. Americans enjoy all of these breads too.

Think and Respond

1. Do you think the little red hen was right not to share the bread? *Responses will vary. Possible responses: Yes, because the other animals did not help her make it. No, because we should always share with others. Critical*
2. How are the animals in this folktale like the animals in other stories you have heard? *Possible response: They talk and act just as people do. Genre*
3. What lesson does the author want you to learn from this folktale? *Possible responses: Always help others. If you do not help others, then they won't want to share with you. Author's Purpose*



JOHNNY APPLESEED

a biography
by Patricia Demuth

Genre: Biography

Comprehension Strategy: Summarize

Think-Aloud Copying Master number 7



Before Reading

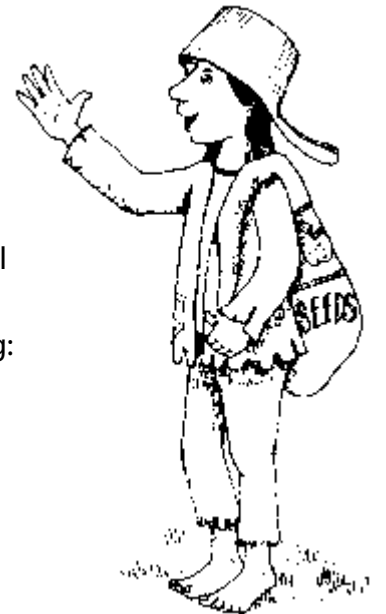
Genre: Tell children that they will listen to a biography. A biography is a true story about a real person's life, but it is written by another person. Johnny Appleseed is the nickname of a special man named John Chapman.

Expand Vocabulary: Introduce the following words before reading:

bloomed: produced flowers

ripe: ready to be picked or eaten

Set a Purpose for Reading: Have children listen to find out why Johnny Appleseed is famous.



During Reading

Use the Think Alouds during the first reading of the story. Notes about the genre and cultural perspective may be used during subsequent readings.



JOHNNY APPLESEED

by Patricia Demuth

Who was Johnny Appleseed? Was he just in stories? No. Johnny was a real person. His name was John Chapman. He planted apple trees—lots and lots of them. So people called him Johnny Appleseed.

Johnny was young when our country was young. Back then many people were moving West. There were no towns, no schools, not even many houses. And there were no apple trees. None at all.

Johnny was going West, too. He wanted to plant apple trees. He wanted to make the West a nicer place to live. So Johnny got a big, big bag. He filled it with apple seeds. Then he set out.

Johnny walked for days and weeks. On and on. Soon his clothes were rags. His feet were bare. And what kind of hat did he wear? A cooking pot! That way he didn't have to carry it.

Snow came. Did Johnny stop? No. He made snowshoes. Then he walked some more.

Spring came. Johnny was out West now. He stopped by a river. He dug a hole. Inside he put an apple seed. Then he covered it with dirt. Someday an apple tree would stand here. Johnny set out again. He had lots more seeds to plant.¹

Johnny walked by himself. But he was not alone. The animals were his friends.

Most people were afraid of wild animals. They had guns to shoot them. But not Johnny. One day a big, black bear saw Johnny go by. It did not hurt Johnny. Maybe the bear knew Johnny was a friend.

The Indians were Johnny's friends, too. They showed him how to find good food—berries and plants and roots.

Where did Johnny sleep?² Under the stars. Johnny liked to lie on his back and look up. The



Think Aloud

¹This story was mostly about how Johnny Appleseed went West all by himself and planted appleseeds so people would have a nice place to live.

Think Aloud

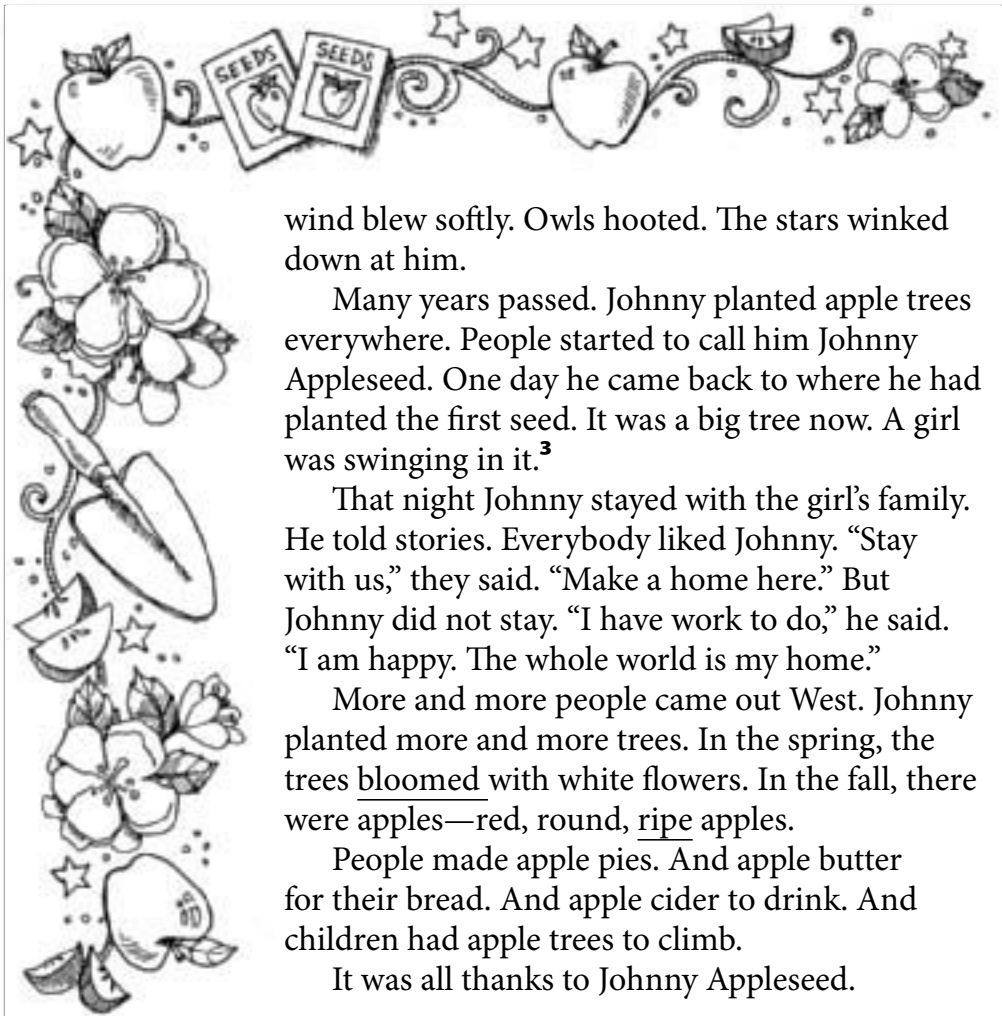
²The author asks me questions throughout the biography. It helps me know what I will be hearing about in the next few sentences. The questions give me a purpose for listening.

Genre Study

Biography: A biography may tell about a person's whole life or only part of it. This biography describes Johnny Appleseed as an adult.

Think Aloud

³I can understand why Johnny wanted to see the first tree he planted. I would want to see the results of something good I had done. I think he was pleased that the tree grew big enough for a girl to swing in it.



wind blew softly. Owls hooted. The stars winked down at him.

Many years passed. Johnny planted apple trees everywhere. People started to call him Johnny Appleseed. One day he came back to where he had planted the first seed. It was a big tree now. A girl was swinging in it.³

That night Johnny stayed with the girl's family. He told stories. Everybody liked Johnny. "Stay with us," they said. "Make a home here." But Johnny did not stay. "I have work to do," he said. "I am happy. The whole world is my home."

More and more people came out West. Johnny planted more and more trees. In the spring, the trees bloomed with white flowers. In the fall, there were apples—red, round, ripe apples.

People made apple pies. And apple butter for their bread. And apple cider to drink. And children had apple trees to climb.

It was all thanks to Johnny Appleseed.





After Reading

Retell: Have children write a fact that they learned about Johnny Appleseed. Then have children read their facts to the class.

Student Think Aloud

Use Copying Master number 7 to prompt children to summarize their favorite part of the biography.

“This story was mostly about . . .”

Cultural Perspective

People all over the world eat apples. The apple is the world’s most popular fruit. Early settlers brought apple trees and seeds to America from Europe. Apples were grown in New England just ten years after the Pilgrims arrived from England.

Think and Respond

1. What words would you use to describe Johnny Appleseed? *Possible responses: kind; thoughtful; friendly; hard-working* **Analyze**
2. How do you know this selection is a biography? *Possible response: It tells true facts about a real person.* **Genre**
3. Why do you think Patricia Demuth wrote this story? *Possible response: She wanted people to know more about Johnny Appleseed.* **Author’s Purpose**

We're Going on a BEAR HUNT

a story

by Michael Rosen



Genre: Fiction (Poem)

Comprehension Strategy: Summarize

Think-Aloud Copying Master number 4



Before Reading

Genre: Remind children that a *fiction* story tells about make-believe events. The story they will hear looks and sounds like a poem and is about searching for a bear. Also, the readers are characters.

Expand Vocabulary: Introduce the following words before reading:

oozy: squishy

stumble: to fall or trip

narrow: not wide

Set a Purpose for Reading: Ask children to pretend that they really are on a bear hunt. Also have them listen for the language patterns and chime in when they can.



During Reading

Use the Think Alouds during the first reading of the story. Notes about the genre and cultural perspective may be used during subsequent readings.



We're Going on a
BEAR HUNT

by Michael Rosen

We're going on a bear hunt.
We're going to catch a big one.
What a beautiful day!
We're not scared.

Oh-oh! Grass!
Long, wavy grass.
We can't go over it.
We can't go under it.

Oh, no!
We've got to go through it!

Swishy swashy!
Swishy swashy!
Swishy swashy!

We're going on a bear hunt.
We're going to catch a big one.
What a beautiful day!
We're not scared.

Oh-oh! A river!
A deep, cold river.
We can't go over it.
We can't go under it.

Oh, no!
We've got to go through it!

Splash splosh!
Splash splosh!
Splash splosh!¹



Think Aloud

¹The author uses words that match the sounds we would hear if we were really going through grass or a river. These sound words are fun to say.



We're going on a bear hunt.
 We're going to catch a big one.
 What a beautiful day!
 We're not scared.

Oh-oh! Mud!
 Thick, oozy mud.
 We can't go over it.
 We can't go under it.

Oh, no!
 We've got to go through it!

Squelch squerch!
 Squelch squerch!
 Squelch squerch!

We're going on a bear hunt.
 We're going to catch a big one.
 What a beautiful day!
 We're not scared.

Oh-oh! A forest!
 A big, dark forest.
 We can't go over it.
 We can't go under it.

Oh, no!
 We've got to go through it!

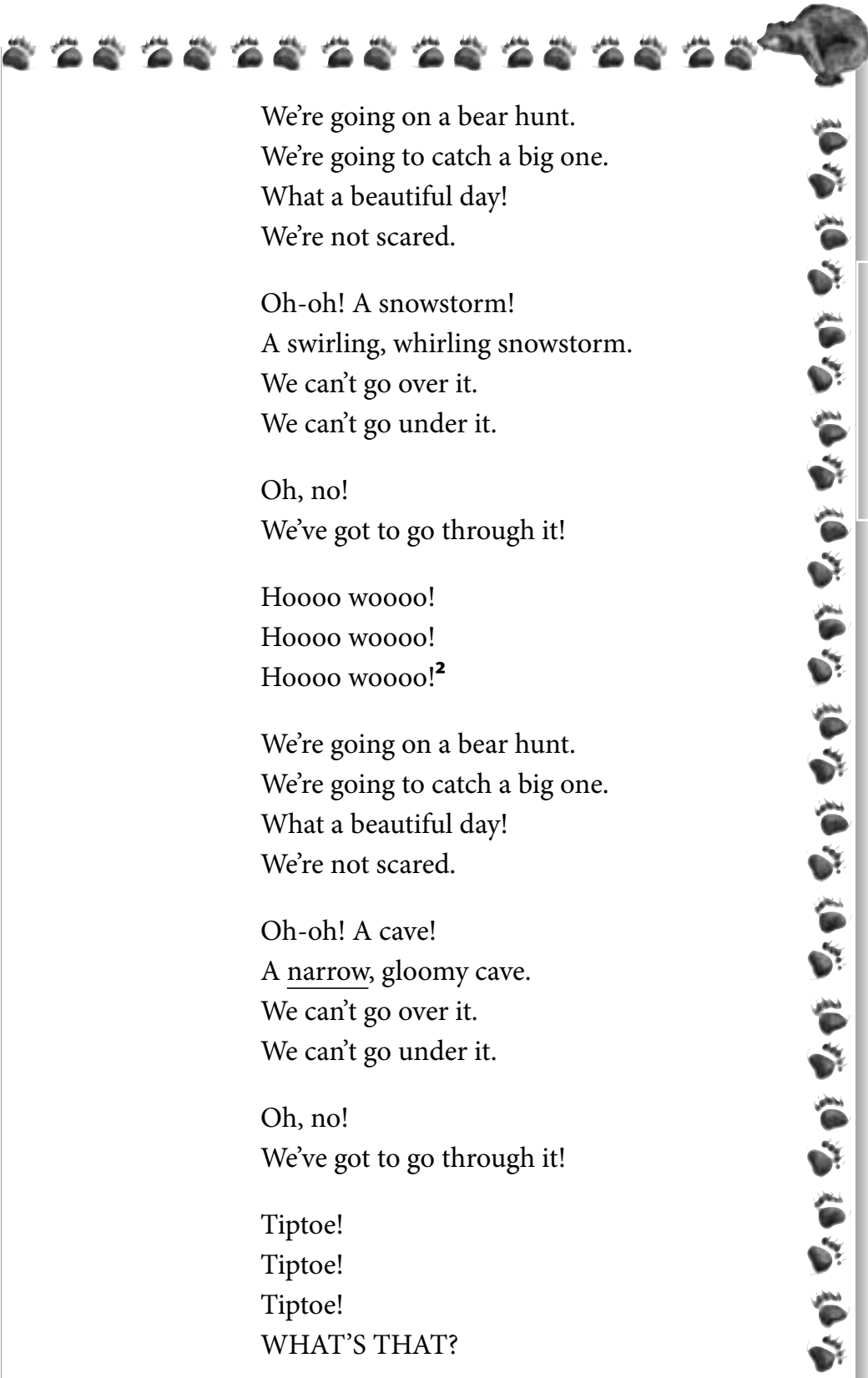
Stumble trip!
 Stumble trip!
 Stumble trip!



Genre Study

Fiction: This story has four lines that are repeated over and over again like the chorus of a song.





We're going on a bear hunt.
We're going to catch a big one.
What a beautiful day!
We're not scared.

Oh-oh! A snowstorm!
A swirling, whirling snowstorm.
We can't go over it.
We can't go under it.

Oh, no!
We've got to go through it!

Hoooo woooo!
Hoooo woooo!
Hoooo woooo!²

We're going on a bear hunt.
We're going to catch a big one.
What a beautiful day!
We're not scared.

Oh-oh! A cave!
A narrow, gloomy cave.
We can't go over it.
We can't go under it.

Oh, no!
We've got to go through it!

Tiptoe!
Tiptoe!
Tiptoe!
WHAT'S THAT?



Think Aloud

²*This story was mostly about a hunt for a bear that takes us through lots of outdoor places where there is grass, a river, mud, a forest and even a snowstorm. I wonder what we'll go through next.*





Think Aloud

³I figured out that the writer is taking us back the same way we came because he uses the word "back" and the order of places we visited is reversed. He also shows how fast we are traveling because of the scary bear!

One shiny wet nose!
Two big furry ears!
Two big goggly eyes!
IT'S A BEAR!!!!

Quick! Back through the cave! Tiptoe!
Tiptoe! Tiptoe!

Back through the snowstorm! Hoooo
woooo! Hoooo woooo!

Back through the forest! Stumble trip!
Stumble trip! Stumble trip!

Back through the mud! Squelch
squerch! Squelch squerch!

Back through the river! Splash splosh!
Splash splosh! Splash splosh!

Back through the grass! Swishy
swashy! Swishy swashy!³

Get to our front door.

Open the door.

Up the stairs.

Oh, no!

We forgot to shut the door.

Back downstairs.

Shut the door.

Back upstairs.

Into the bedroom.

Into bed.

Under the covers.

We're not going on a bear hunt again.



After Reading

Retell the Story: Invite children to retell the story by acting out the hunters on their search for the bear through grass, river, and other elements.

Student Think Aloud

Use Copying Master number 4 to prompt children to share something that they figured out from listening to the story.

“I figured
out _____
because . . .”

Cultural Perspective

Tell children that they can go on bear hunts on four continents: North America, South America, Europe, and Asia. They can look for eight different species or kinds of bears.

Think and Respond

1. How do you feel each time you hear the words “We’re not scared”? *Responses will vary.* **Analyze**
2. How is this story different from other stories you have listened to? *Possible response: It seems like the reader is actually part of this story.* **Genre**
3. Why do you think Michael Rosen wrote this story? *Possible response: He wanted to entertain readers.* **Author’s Purpose**



HABITATS: Where Animals Live

from *World Almanac for Kids*

Genre: Nonfiction/Expository

Comprehension Strategy: Summarize

Think-Aloud Copying Master number 5



Before Reading

Genre: Remind children that *nonfiction* books and articles give true facts about something. Explain that they will hear a nonfiction article about places where animals live.

Expand Vocabulary: To help children understand the descriptions of the animal habitats, explain the following words:

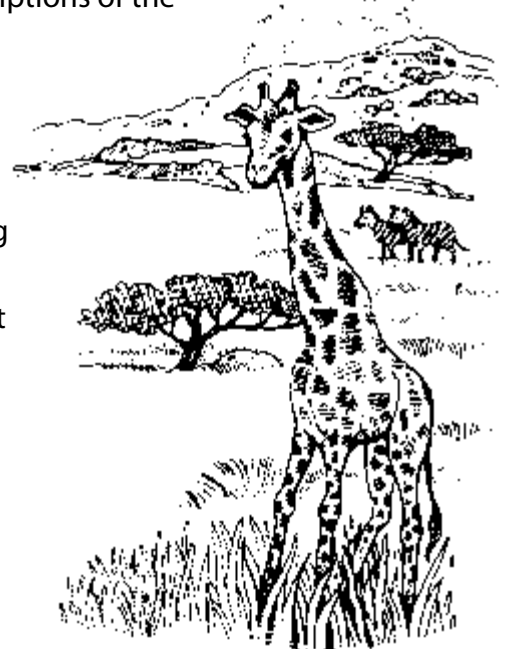
habitat: the place where an animal lives

regions: large areas of land

humid: damp or moist

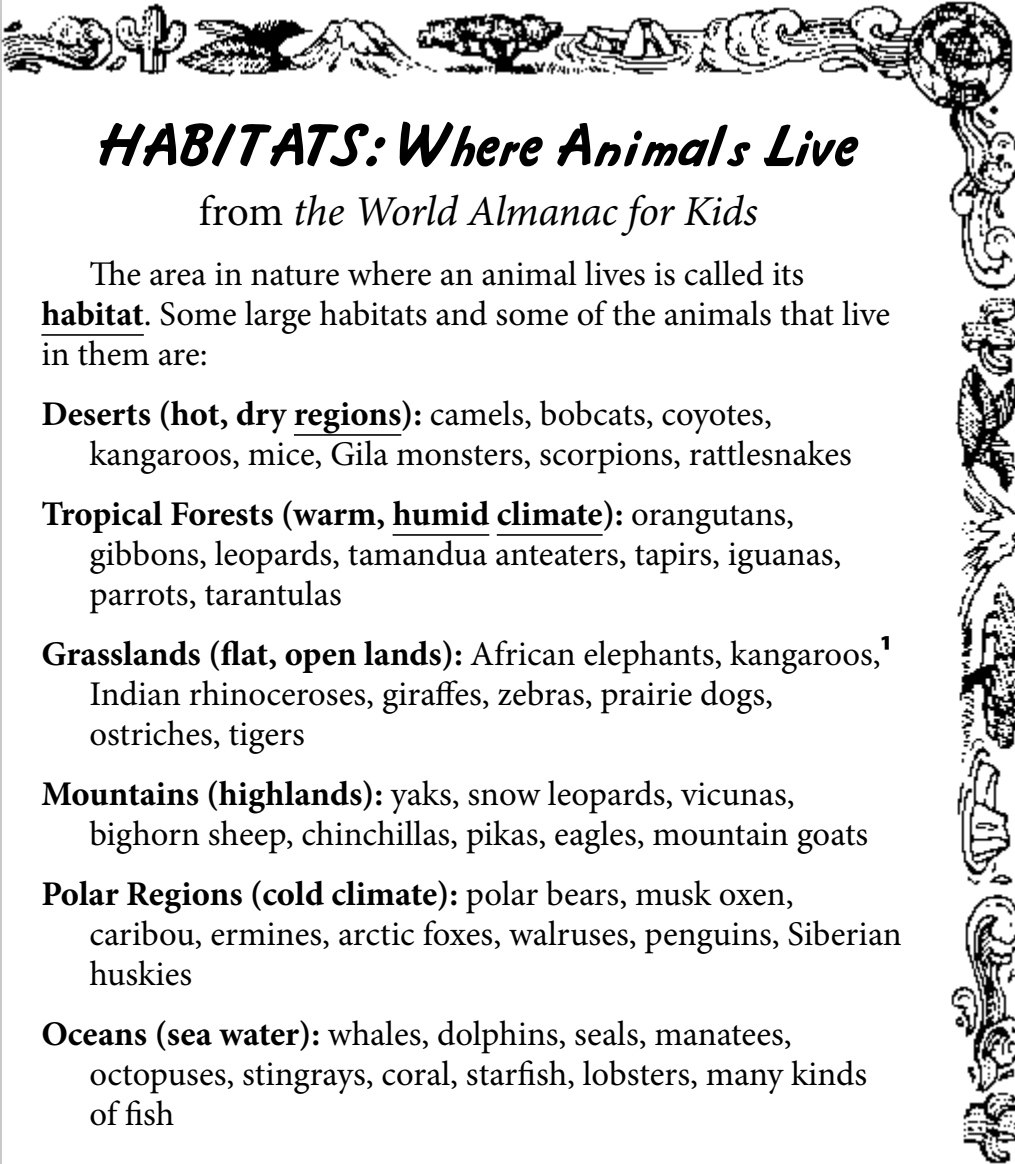
climate: the weather conditions of a place over a long period of time

Set a Purpose for Reading: Tell children to listen to find out what habitat their favorite wild animal lives in.



During Reading

Use the Think Alouds during the first reading of the selection. Notes about the genre and cultural perspective may be used during subsequent readings.



HABITATS: Where Animals Live

from *the World Almanac for Kids*

The area in nature where an animal lives is called its **habitat**. Some large habitats and some of the animals that live in them are:

Deserts (hot, dry regions): camels, bobcats, coyotes, kangaroos, mice, Gila monsters, scorpions, rattlesnakes

Tropical Forests (warm, humid climate): orangutans, gibbons, leopards, tamandua anteaters, tapirs, iguanas, parrots, tarantulas

Grasslands (flat, open lands): African elephants, kangaroos,¹ Indian rhinoceroses, giraffes, zebras, prairie dogs, ostriches, tigers

Mountains (highlands): yaks, snow leopards, vicunas, bighorn sheep, chinchillas, pikas, eagles, mountain goats

Polar Regions (cold climate): polar bears, musk oxen, caribou, ermines, arctic foxes, walruses, penguins, Siberian huskies

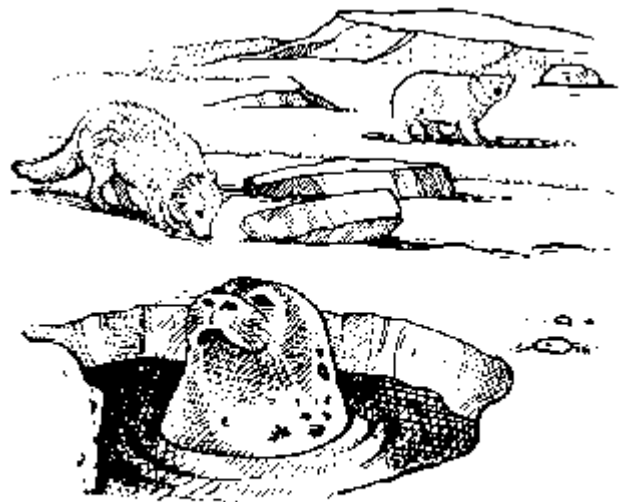
Oceans (sea water): whales, dolphins, seals, manatees, octopuses, stingrays, coral, starfish, lobsters, many kinds of fish

Genre Study

Nonfiction/ Expository: Many nonfiction books and articles list definitions that explain important words so that readers or listeners can better understand a topic.

Think Aloud

¹ I noticed that the author used a short description of each habitat after the habitat's name. The description is simple and easy to understand.





After Reading

Retell: Have children list one or two facts they learned about habitats while listening to the selection.

Student Think Aloud

Use the Copying Master number 5 to prompt children to share something they noticed the author did.

“I noticed the author . . .”

Cultural Perspective

The wild Bactrian, or two-humped camel, is facing extinction in the Gobi Desert of Mongolia. People use these camels for transportation, food, shelter, and clothing.

Think and Respond

1. Which habitat would you like to live in? What animal would you like to be? Why? *Possible response: I would like to be a parrot in a tropical forest because they are colorful and can fly.* **Analyze**
2. How is this selection different from the biography about Johnny Appleseed? *Possible response: It is organized as a list and not about a person's life.* **Genre**
3. Why might the author have presented the information as a list? *Possible response: to make the information easier to understand* **Author's Purpose**



The Hokey Pokey

a song

by Roland Lawrence LaPrise



Genre: Song

Comprehension Strategy: Text Structure

Think-Aloud Copying Master number 3



Before Reading

Genre: Tell children that the selection, “The Hokey Pokey,” is actually a song and a dance. Invite children to tell when or where they might have heard the song before.

Expand Vocabulary: Introduce these words to children before you begin reading:

chorus: a part of a song that is repeated over and over

backside: the back of the body

Set a Purpose for Reading: Ask children to picture themselves dancing the “Hokey Pokey.”



During Reading

Use the Think Alouds during the first reading of the song. Notes about the genre and cultural perspective may be used during subsequent readings.



Genre Study

Song: The chorus is a group of lines that are repeated after each verse. Because these lines are repeated several times, it saves room on the page to just write the word *chorus*.

Think Aloud

¹I like this song because it helped me learn my right side from my left side when I was little.

Think Aloud

²I was able to visualize moving different parts of my body in and out of a circle.

The Hokey Pokey

You put your right hand in,
You put your right hand out,
You put your right hand in,
And you shake it all about.
You do the hokey pokey
And you turn yourself around.
That's what it's all about.
Hey!

You put your left hand in, etc.¹
Chorus

You put your right foot in, etc.
Chorus

You put your left foot in, etc.
Chorus

You put your big head in, etc.²
Chorus

You put your backside in, etc.
Chorus





After Reading

Retell: Invite children to take turns saying (or singing) the verses of the song as other children perform the dance. If possible, play the song and have children sing and dance along.

Student Think Aloud

Use Copying Master number 3 to prompt children to share something they visualized while listening to the song.

“I was able
to picture in
my mind . . .”

Cultural Perspective

In England, Hokey-Pokey is a traditional name for ice cream. It was called this because the Italian vendors selling ice cream would call out, “Ecco un poco,” which means “Here is a little” in Italian.

Think and Respond

1. Pretend you are the author of this song. What is another verse that you could add to the song? *Possible response: You put your right knee (or elbow) in.* **Critical**
2. How is this song like a poem? *Possible responses: Parts of it are repeated over and over again; it has rhyming words.* **Genre**
3. Why do you think the author wrote the song? *Possible response: It is a fun song that gets everyone up and moving around.* **Author’s Purpose**

Dance at Grandpa's



a story
from *Little House in the Big Woods*
by Laura Ingalls Wilder

Genre: Historical Fiction
Comprehension Strategy: Visualize
Think-Aloud Copying Master number 3



Before Reading

Genre: Historical fiction is a story about something that happened in the past. The author uses her imagination to make up the characters and what they say, but some of the events in the story may have really happened.

Expand Vocabulary: Introduce the following words or terms before reading:

snug: comfortable, cozy

feather bed: a mattress stuffed with feathers

hickory: a type of tree

on foot: walking

Set a Purpose for Reading: Have children listen to find out how people had fun together long ago.



During Reading

Use the Think Alouds during the first reading of the story. The genre note may be used during subsequent readings.



Dance at Grandpa's

from *Little House in the Big Woods*
by Laura Ingalls Wilder

Once upon a time, a little girl named Laura lived in the Big Woods of Wisconsin in a little house made of logs. She lived there with her Pa, her Ma, her big sister Mary, her baby sister Carrie, and their good old bulldog Jack.

One winter morning everyone got up early, for there was going to be a big party at Grandpa's house. While Laura and Mary ate their breakfast, Pa packed his fiddle carefully in its box and put it in the big sled waiting by the gate.

The air was frosty cold, but Laura, Mary, Carrie, and Ma were tucked in snug and warm under robes in the sled. The horses pranced, the sleigh bells rang merrily, and they went off through the Big Woods to Grandpa's house.¹

It did not seem long before they were sweeping into the clearing at Grandpa's house. Grandma stood at the door smiling and calling them to come in.

Laura loved Grandma's big house. It was fun to run from the fireplace at one end of the big room all the way to Grandma's soft feather bed on the other side.

The whole house smelled good. There were sweet and spicy smells coming from the kitchen, and the smell of hickory logs burning with bright, clear flames in the fireplace.

Before long it was time to get ready for the party. Laura watched while Ma and the aunts made themselves pretty. They combed their long hair and put on their best dresses. Laura thought Ma was the most beautiful of all in her green ruffled dress.

Soon people began to come to the party. They came on foot through the woods with their lanterns, and they came in sleds and wagons. Sleigh bells were jingling all the time.

The big room was filled with tall boots and swishing skirts, and there were ever so many babies lying in rows on Grandma's feather bed. Laura thought Baby Carrie was the prettiest.

Then Pa took out his fiddle and began to play. All the skirts began to swirl and the boots began to stamp. "Swing your partners!" Pa called.²



Genre Study

Historical Fiction:

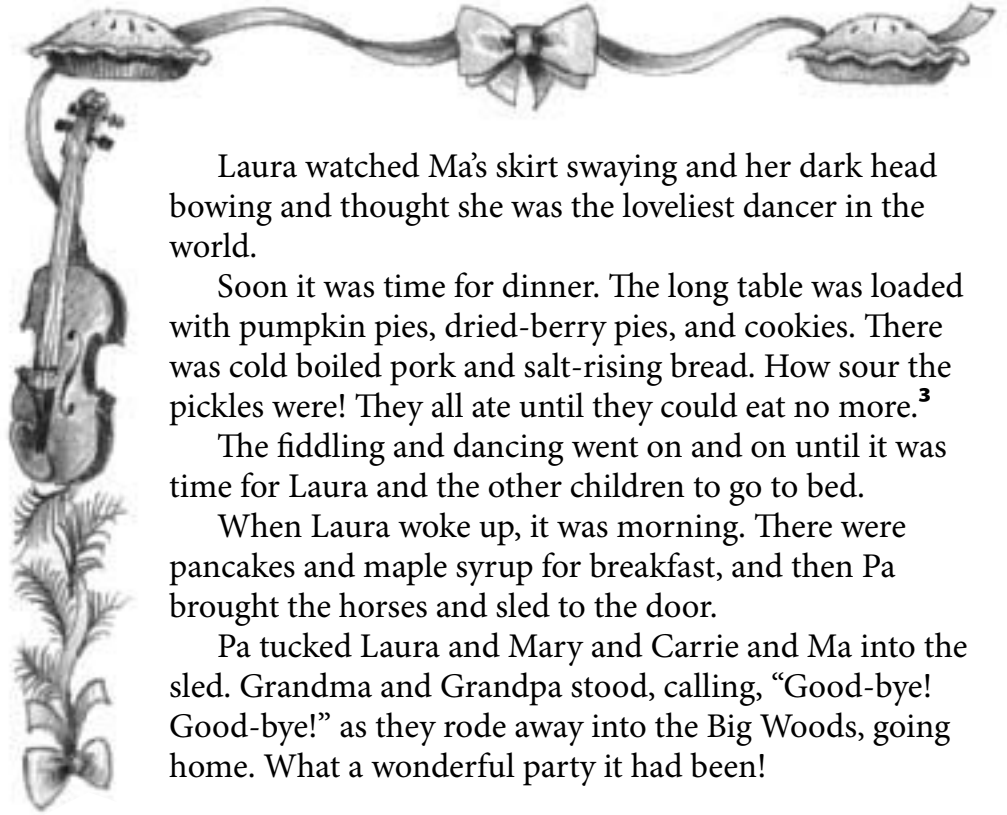
Authors who write about the past do careful research to make sure that their facts are correct. The author of this story wrote stories based on her own childhood.

Think Aloud

¹ *There must be snow on the ground since the author says it is "frosty cold" and they are traveling in a sled. I wonder what it would be like to travel somewhere in a sled pulled by a horse. I think it would be fun!*

Think Aloud

² *I can picture in my mind the men in tall boots and the women in their swishing skirts. I can also picture the babies lying on the bed. Their parents must be dancing.*



Think Aloud

³I notice the author tells how different foods look, taste, and smell. I think she does this so I can understand what it really felt like to be at the party.

Laura watched Ma's skirt swaying and her dark head bowing and thought she was the loveliest dancer in the world.

Soon it was time for dinner. The long table was loaded with pumpkin pies, dried-berry pies, and cookies. There was cold boiled pork and salt-rising bread. How sour the pickles were! They all ate until they could eat no more.³

The fiddling and dancing went on and on until it was time for Laura and the other children to go to bed.

When Laura woke up, it was morning. There were pancakes and maple syrup for breakfast, and then Pa brought the horses and sled to the door.

Pa tucked Laura and Mary and Carrie and Ma into the sled. Grandma and Grandpa stood, calling, "Good-bye! Good-bye!" as they rode away into the Big Woods, going home. What a wonderful party it had been!





After Reading

Retell the Story: Ask children to draw a picture of their favorite scene from the story. Then have them use their pictures to retell the story.

Student Think Aloud

Use Copying Master number 3 to prompt children to share what they were able to visualize while they listened to the story.

“I was able to picture in my mind . . .”

Think and Respond

1. How is the party in this story the same or different from a party people might attend today? *Possible response: A party today might have different music and people might not wear ruffled dresses.* **Analyze**
2. What is the setting of this historical story? How does the author make it seem real? *Possible responses: The setting is a pioneer house in Wisconsin where Laura’s grandparents live. The author makes it seem like a real place by telling how things look and smell, and even taste.* **Genre**
3. Why do you think someone would want to write stories about his or her own childhood? *Possible responses: to share memories, to show people what life was like during that time* **Author’s Purpose**

One Monkey Too Many

a story

by Jackie French Koller

Genre: Rhyming Story

Poetic Element: Rhyme and Rhythm

Comprehension Strategy: Story Structure

Think-Aloud Copying Master number 3



Before Reading

Genre: Explain to children that this rhyming story is like a long poem. The rhyming words create a rhythm that makes the story fun to read.

Expand Vocabulary: Introduce the following words before reading the story:

pike: a road

jammed: pushed hard on the brakes

smugly: acting too pleased with oneself

bellman: a person who handles luggage at a hotel

Set a Purpose for Reading: Have children listen to find out what kinds of trouble monkeys can get into when there is “one monkey too many.” In addition have them listen for the pattern and repetition and chime in when they can.



During Reading

Use the Think Alouds during the first reading of the story. The genre note may be used during subsequent readings. Read the story in an expressive tone to emphasize the rhyme and rhythm of certain words.

One Monkey Too Many

by Jackie French Koller

“One,” said the bikeman.
“This bike is for one.
One monkey can ride it,
and one can have fun.”

But as soon as the bikeman
went back to his shop . . .

One monkey too many
jumped on the bike.
One monkey too many
wheeled off down the pike.

“Hooray!” the two shouted.
“We’re having such fun.
This bike is far better for two
than for one!”

Then, bingo! The bike
hit a bump in the road . . .

It started to wobble.
It started to pitch.
One monkey too many
crashed into the ditch!

“Two,” said the golfer.
“This cart is for two.
If you’re looking for fun,
this is perfect for you.”

But as soon as those rascals
climbed into their seats . . .

One monkey too many
hopped up in between.
One monkey too many
rolled off ’cross the green.

“Yippee!” They all wiggled
and giggled with glee.
“This car made for two
is fun-tastic for three!”¹

Think Aloud

¹The characters in this rhyming story are the three silly monkeys. I was able to picture in my mind those three silly monkeys by the things they say and do when they climb into the golf cart.

Genre Study

Rhyming Story: The author uses words in the title that have an easy rhythm and are fun to say. Then she repeats the title over and over again in the poem.

Think Aloud

²I hear lots of rhyming words in this story, like *four and more*. The words make the story fun to listen to.

They zoomed up a hill
and they started back down.
Then . . .

“Oh no!” they exclaimed,
as they jammed on the brake!
One monkey too many
splashed into the lake.

“Three,” said the boatman.
“This canoe is for three.
There’s a seat on each end
plus one more, don’t you see?”

But just as the boatman
was pushing them off . . .

One monkey too many
swung into the boat,
one monkey too many
aboard and afloat.

They paddled quite nicely
away from the shore.
“See,” they said smugly,
“it’s just fine with four.”

But soon up ahead
came the roar of the falls . . .

“Yikes!” they all screeched,
and they tried hard to stop.
But one monkey too many
had quite a long drop.

“Four,” said the waiter.
“This table’s for four.
You’ll be far too crowded
if you try to fit more.”²

But, of course, while the waiter
was getting their drinks . . .

One monkey too many
squeezed into a seat.
One monkey too many
demanded to eat.

“See here,” they declared,
at the waiter’s return,

“five fit just fine.
Please do not be concerned.”

Then out came the dinners
and forks started flying . . .

Drinks spilled and plates tumbled,
and monkeys got rude.
One monkey too many
got covered with food.

“Five,” said the bellman.
“This bed is for five.
I cannot allow
any more to arrive.”³

But the minute the bellman
unloaded their bags . . .

One monkey too many
poked out his small head.
One monkey too many
crept into the bed.

“See,” they agreed,
with a stretch and a yawn,
“we all fit quite nicely.
The bellman was wrong.”

But as soon as they started
to toss and to turn . . .
. . . to kick and to twist
and to sputter and snore,
one monkey too many
ended up in a war.

“Six,” said the author.
“This book is for six.
The pages are full,
so no more of your tricks.”

But that noon when the author
went out for some lunch . . .

One monkey too many came sneaking
and . . .
. . . LOOK!

One monkey too many
got into this book.⁴

Think Aloud

³Uh oh! I think I know what is going to happen next because of what has happened before. I think another monkey is going to show up and try to squeeze into the bed.

Think Aloud

⁴I notice that the author makes herself a character in this story. That is a funny way to end it.



After Reading

Retell the Story: Have children draw a picture of their favorite part of the story. Have them use the pictures to retell the story event.

Student Think Aloud

Use Copying Master number 3 to prompt children to share something they visualized during the story.

“I was able to picture in my mind . . .”

Think and Respond

1. How would you describe the monkey characters in this story? Why? *Possible response: They are very naughty because they cause trouble wherever they go.*
Critical
2. How is the story similar to a poem? *Possible response: story rhymes and has a certain rhythm.* **Poetic Element**
3. Why do you think the author includes herself in the story? *Possible responses: It makes the story seem as if it is real; she wants to show that the monkeys don't listen to anybody!* **Author's Purpose**



Aiken Drum

a traditional song

Genre: Song

Poetic Element: Repetition and Rhythm

Comprehension Strategy: Generate Questions

Think-Aloud Copying Master number 1



Before Reading

Genre: Tell children that songs are words set to music. Explain to children that the song “Aiken Drum” has been sung for more than one hundred years. The song has a repeating chorus that creates a rhythm.

Expand Vocabulary: Introduce these terms before reading the song lyrics:

ladle: a large spoon

penny loaves: small loaves of bread

waistcoat: a vest

Set a Purpose for Reading: Have children listen to find out what kinds of food Aiken Drum’s clothing is made out of.



During Reading

Use the Think Alouds during the first reading of the story. Notes about the genre and cultural perspective may be used during subsequent readings. Emphasize the steady rhythm of the song by tapping a foot or swaying and nodding to the beat while reading.



Aiken Drum

There was a man lived in the moon, lived in the moon,
lived in the moon,

There was a man lived in the moon,

And his name was Aiken Drum;

And he played upon a ladle, a ladle, a ladle,

And he played upon a ladle,

And his name was Aiken Drum.

And his hat was made of good cream cheese, . . .

And his name was Aiken Drum;

And he played . . .¹

And his buttons were made of penny loaves, . . .

And his name was Aiken Drum;

And he played . . .

And his coat was made of good roast beef, . . .

And his name was Aiken Drum;

And he played . . .

And his waistcoat was made of crusts of pies, . . .²

And his name was Aiken Drum;

And he played . . .

Genre Study

Rhythm: The chorus repeats at the end of each stanza. This repetition creates a rhythm that is easy to remember and follow.

Think Aloud

¹The repeating words make this song fun to hear. The sounds of the words make me feel like moving along to the music.

Think Aloud

²I wonder how Aiken Drum played on the ladle. I can picture in my mind what he might look like by the way the author describes him. He must look very silly.





After Reading

Retell: Ask children to picture Aiken Drum in their minds as they retell what types of food make up his clothing. Then have them draw a picture of the character as they imagine him.

Student Think Aloud

Use Copying Master number 1 to prompt children to share what they think about Aiken Drum.

“I wonder . . .”

Cultural Perspective

Tell children that this song was first published as an English nursery rhyme in 1841, more than 150 years ago. However, it may have been sung even earlier than that in Scotland. Help children recognize the cultural aspects of the piece.

Think and Respond

1. Aiken Drum wears clothing made out of food. What kind of food do you think his shoes might be made of? *Possible response: I think his shoes might be made of chocolate cake.* **Critical**
2. How is this song the same as other songs you know, such as “The Hokey Pokey”? *Possible response: It is a silly song that has repetition and rhythm.* **Genre**
3. Why do you think the author wants to teach you this song? *Possible responses: The author wants to introduce the readers to a song that has been around for a long time; the author wants people to have fun picturing a funny character.* **Author’s Purpose**

Anansi Saves Antelope

an African fable
retold by Susan Kantor

Genre: Fable

Comprehension Strategy: Generate Questions

Think-Aloud Copying Master number 1



Before Reading

Genre: Remind children that a fable is a story that teaches a lesson about life. Invite children to recall fables they have heard or read, such as “The Tortoise and the Hare.”

Expand Vocabulary: Introduce these words before you begin reading:

savanna: flat open land without trees

panicked: became filled with fear

defenseless: helpless

thicket: a place where shrubs or small trees grow close together

Set a Purpose for Reading: Invite children to listen to find out the lesson the two characters learn about helping others. Have children listen for the tone of voice and content that signal friendly communication in your reading of the fable.



During Reading

Use the Think Alouds during the first reading of the story. Notes about the genre and cultural perspective may be used during later readings.

Anansi Saves Antelope

an African fable
retold by Susan Kantor

Doing a favor for a tiny creature eventually pays a big reward.

A bolt of lightning had started a fire. As it raged across the dry savanna, the animals panicked. Some were already surrounded by flames with no way to escape and others were running around frantically looking for a way to safety. While an antelope was looking for a way to escape she heard a tiny voice: "Please let me sit in your ear so you can carry me out of here."¹

It was Anansi the Spider, and without waiting for an invitation, he jumped down from a branch and settled into the antelope's ear. There seemed to be fire everywhere, and the antelope had no idea of which way to go to avoid it. But the spider knew the way out, and he directed the antelope calmly and confidently: "Go to the left, now straight, now to the right . . ." until the antelope's swift legs had carried them both to safety across streams and brooks.

When the fire was far behind them, the spider ran down to the ground along the antelope's leg. "Thank you very much," he said. "I am sure we will meet again."

Sometime later, the antelope gave birth to a little baby. Like all baby antelopes, it was defenseless and spent most of its first few weeks hidden in the shrubs. Later, it could be seen grazing beside its mother. One day, two hunters spotted the mother antelope. While the little one crouched down under the shrubs, the mother leaped up to catch the hunters' attention, and then ran off, staying just out of range of their arrows.² After an hour the hunters gave up the chase, and went back to look for the baby antelope. Though they were sure they were searching in the right place, they eventually left the forest empty handed.

Much later, the mother came back. She, too, searched for the baby but could not find it. Then she heard a familiar voice calling her. It was the spider. Anansi led her to a thicket surrounded by a dense spider web. While the hunters had been chasing the mother, Anansi had been very busy weaving webs that had kept the baby invisible—and safe—from the hunters.³



Genre Study

Fable: In this fable, the lesson to be learned is clearly stated in the first sentence.

Think Aloud

¹I wonder who is talking to the antelope. It must be something very small because it has a tiny voice and can fit inside the Antelope's ear.

Think Aloud

²In the beginning the antelope helped Anansi escape the fire, then hunters came and chased the antelope. I wonder what will happen in the end.

Think Aloud

³Anansi wove a thick web around the area where the baby antelope was. The baby could not be seen. That must be what the word invisible means.



After Reading

Retell the Story: Have partners work together and role-play Anansi and the antelope to retell the story. Invite volunteers to share their retelling with the class.

Student Think Aloud

Use Copying Master number 1 to prompt children to share a question they have about the fable.

“I wonder . . .”

Cultural Perspective

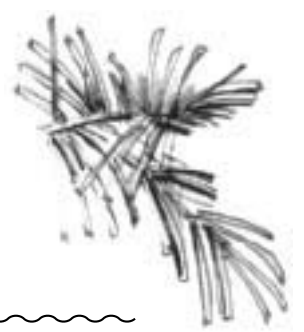
Anansi the Spider is a character often found in African fables. Anansi is known to play tricks to get what he wants.

Think and Respond

1. Why do you think Anansi helped the baby antelope? *Possible response: Anansi helped the baby because its mother helped Anansi.* **Inferential**
2. How is this fable like other fables you have read or heard? *Possible response: It has animal characters, and it teaches a lesson.* **Genre**
3. Why do you think the author wrote this story? *Possible responses: to teach us to always be ready and willing to help others; to show how helping others brings good things back to us.* **Author's Purpose**



Close Friends



a story
by Sally Lucas

Genre: Fantasy

Comprehension Strategy: Story Structure

Think-Aloud Copying Master number 6



Before Reading

Genre: Remind children that a fantasy story blends things that could be true with things that are make-believe. Animal characters often do things that humans can do. Remind children of another fantasy they have heard, "Beverly Billingsly Borrows a Book."

Expand Vocabulary: Introduce the following words before you begin reading the story:

close: near, familiar

chirped: made a short, shrill sound

grin: a smile

Set a Purpose for Reading: Have children listen to discover what two close friends do together. Guide children to recognize the tone of voice and content that signal friendly communication in your reading of the story.



During Reading

Use the Think Alouds during the first reading of the story. The genre note may be used during subsequent readings.



Genre Study

Fantasy: In a fantasy, not only do the animals talk, but they have human feelings. This helps the reader understand their actions.

Think Aloud

¹I know that if I didn't feel good, a song and a present would cheer me up! I think the snowman will smile now.

Think Aloud

²In the beginning Squirrel and Bird couldn't make Snowman smile, then they called the children to help. I wonder what the children will do.

Think Aloud

³I thought the things the animals said were important in this story because they helped me understand how they felt and what they did. And hearing animals talk was fun. I could almost believe they were real!

Close Friends

Squirrel and Bird were close friends. They went everywhere together. One day they saw a snowman standing alone in front of a house.

"Look at the sad snowman," said Squirrel. "Do you think we could cheer him up?"

"Of course," said Bird. "I'll sing to him. Music may make him feel better."

"I'll give him a present," said Squirrel. "That may cheer him up."¹

Squirrel dug up some nuts he had been saving and laid them in a pile in front of the snowman. Bird sang her favorite songs. Still, the snowman didn't smile.

"We can't cheer him up," whispered Squirrel. "Maybe someone else can make him happy. Can you call the children in the house out to play? Maybe they will know what to do."²

Bird flew to the window and chirped as loudly as he could.

"Listen," cried a boy inside. "A bird is singing to tell us that it's a nice day. Let's go out and play."

Tom and his sister, Amelia, put on their jackets, boots, and mittens. They ran out to play in the snow.

They saw the nuts lying on the ground. "We can use these to give our snowman a bigger mouth," cried Tom. "He needs a smile on his face."

"And there will still be nuts left over," said Amelia. "Let's make another snowman. He can have a big grin, too."

Squirrel and Bird watched the children from a nearby tree.

"Look," said Squirrel to Bird. "You were right. The children knew what to do. The snowman is smiling."

"And they are making another snowman," chirped Bird.

"That's good," sighed Squirrel. "Everyone needs a close friend."³





After Reading

Retell the Story: Have children retell the story by acting it out. Assign roles of the squirrel, bird, snowman, and boy and girl.

Student Think Aloud

Use Copying Master number 6 to prompt children to share important details that helped them understand the fantasy.

“I thought _____
was important
in this story
because . . .”

Think and Respond

1. Why does the author say Squirrel and Bird were close friends? *Possible responses: They go many places together. They help each other and work together.* **Analyze**
2. How do you know this story is not real? *Possible responses: The animals talk. The animals try to help the snowman.* **Genre**
3. What does the author want you to know about friends? *Possible response: It is important to have a friend that you can talk to and do things with.* **Author's Purpose**



TOOTH TALES From Around the World

by Margaret Tsubakiyama

Genre: Nonfiction/Expository

Comprehension Strategy: Text Structure

Think-Aloud Copying Master number 5



Before Reading

Genre: Explain to children that nonfiction selections tell true facts about people, places, and things. Nonfiction authors often use examples to help explain their topics. Remind children of the nonfiction story “Habitats: Where Animals Live,” which they have heard.

Expand Vocabulary: Before reading, introduce these terms:

countries: areas of land with boundaries and a shared government

bury: to hide something in the ground

exchanges: gives in return for something else

Set a Purpose for Reading: Invite children to listen to compare what they do when they lose a tooth to what other children around the world do.



During Reading

Use the Think Alouds during the first reading of the story. Notes about the genre and the cultural perspective may be used during subsequent readings.

TOOTH TALES

From Around the World

by Margaret Tsubakiyama

When you lose a tooth, you probably put it under your pillow and wait for the tooth fairy. Do you know what children in other countries do?

1. When a child in Japan loses a top tooth, he throws it on the ground. According to custom, this will cause the new tooth to grow in pointing down. If he loses a bottom tooth, he throws it on top of the roof. Now the new tooth will come in pointing up!¹
2. In Sri Lanka, children throw their teeth on the roof and ask the squirrels to take them away and bring them teeth as strong and sharp as the squirrel's teeth.
3. In Indonesia, children bury their teeth so their new teeth will "grow."
4. In Egypt, the water buffalo is an important animal known for its strong teeth. So when a child loses a tooth, he throws it into the sun and sings, "Take this ugly donkey's tooth you see, and bring a beautiful water buffalo's tooth for me!"²
5. In Germany, children save their teeth in a special "tooth box."
6. When a child in Holland loses a tooth, she invites her grandfather over. She stands with her back to him and throws him the tooth. Then the tooth "magically" turns into a coin and flies back to her!
7. In Africa, a child puts his tooth in a shoe, under his bed. While he sleeps, the "tooth mouse" comes and exchanges the tooth for money.³
8. In Denmark, children give their teeth to their parents. Their parents then set the teeth in gold or silver to make rings, necklaces, or pins.

Genre Study

Nonfiction/ Expository: The writer uses examples from many countries to give the reader information about the meaning of losing a tooth.

Think Aloud

¹*That tooth tale is really different from what I used to do when I lost a tooth. It sounds like a fun thing to do. I wonder what they do in other countries.*

Think Aloud

²*I noticed the author used lots of examples from different countries to make this article interesting. She even included a part of a song about teeth.*

Think Aloud

³*This sounds the most like what I did with my tooth as a child. I like the idea of a mouse coming to take the tooth. I wonder what a mouse would do with all the teeth.*



After Reading

Retell: Ask children to list a fact they learned about what children in other countries do when they lose a tooth.

Student Think Aloud

Use Copying Master number 5 to prompt children to share something they noticed about how the story was written.

“I noticed
the author
used . . .”

Cultural Perspective

Long ago in England and Australia, children would place their first baby tooth into a mouse hole. They believed that this would keep them from ever having a toothache.

Think and Respond

1. Which tooth tale did you find to be the most interesting? Why? *Responses will vary. Possible response: I liked the tale from Egypt because the rhyme made me laugh.* **Analyze**
2. What makes this selection nonfiction? *Possible responses: It is about something true; the author uses true facts and examples.* **Genre**
3. Why do you think the author wrote this story? *Possible response: She wrote it to share information about losing teeth.* **Author's Purpose**

THE TRIP BACK HOME

a story
by Janet S. Wong

Genre: Fiction

Comprehension Strategy: Reread

Think-Aloud Copying Master number 7



Before Reading

Genre: Remind children that a story tells about something that is fiction, or made up. Some stories, like this one, tell about things that could really happen.

Expand Vocabulary: Introduce these words before you read the story:

charcoal: a black material that is used as pencils for drawing and as fuel for heat

smoldering: burning and smoking without a flame

stalls: booths used for displaying and selling things

persimmons: orange-red fruits that grow on trees

Set a Purpose for Reading: As children listen to the story, ask them to think about what the author sees, hears, tastes, smells, and feels during her visit to Korea.



During Reading

Use the Think Alouds during the first reading of the story. Notes about the genre and the cultural perspective may be used during subsequent readings.

THE TRIP BACK HOME

by Janet S. Wong

The week we went on the trip back home
to visit the village where Mother grew up,
we shopped for gifts for our family,
things we thought they would need.

Then, in our brand-new traveling clothes,
we flew a day and a night and a day,
wiping our faces awake with hot towels
when we arrived in Korea.

We gave grandfather, my *haraboji*,
a pair of leather work gloves,
tough and tanned
like his thick-skinned farmer's hands.

We gave my grandmother, my *halmoni*,
an apron, ruffled at the edge,
with two large pockets
in the shape of flowers.

We gave my aunt, my *imo*,
a picture book with simple words
to teach her English.

They gave us hugs.¹

Every morning
before the birds began to sing,
Haraboji woke me up
so I could watch him
push a fresh block of charcoal
into a tunnel near the house.
The charcoal sat smoldering on stones,
warming the air under the floor
while Mother slept late
those cold autumn mornings.

And always, every morning,
Haraboji let me wear his new leather gloves,
good for grabbing the charcoal
he made from stumps of trees.

Every day
before shopping with Halmoni,

Think Aloud

¹My grandparents like to give me hugs, too. I guess grandparents are alike all over the world — they like it when grandkids come to visit!

I fed the hungry pigs
scraps of carrot and onion and egg
I rolled with rice.
I threw the sticky balls
as hard and as fast and as far as I could
so the running pigs would not
knock me down.²

Then Halmoni and I walked
up the rough dirt road to the outdoor market.
We searched through rows of tiny stalls
filled with clouds of rice cakes
and rivers of small soup fish
and hills of hot chili peppers,
searching for something crispy, fresh,
and cheap enough for five.

Back at the house
Halmoni made a fire in the stove
with pine branches I gathered.
Into a heavy iron pot
she measured the rice with a silver bowl
and I washed the rice
while she floated black sheets of seaweed
back and forth over an open flame
until the black turned to green.

Mother pulled spicy *kim chi* cabbage
from a cool clay jar
and set soup on the stove
to simmer.
Imo mixed mung bean sprouts
with sesame oil and sesame seeds
and garlic she had smashed
with a stone.³

After we ate
Halmoni and Mother and Imo and I
would sit in the afternoon sun,
sewing warm clothes for winter,
while Haraboji crouched on the roof,
sandwiching persimmons in straw,
where they would be stored all autumn.

And always, every day,
Halmoni let me wear her new ruffled apron,

Think Aloud

²I'm not sure why the author threw the sticky balls. I will reread this section. Now I understand, the pigs were hungry. The author threw the sticky balls so the pigs would run after the food and not her!

Think Aloud

³This was mostly about all the different foods the family prepared. The author gives a lot of details, so I can almost taste and smell everything.

Genre Study

Korean Words: The author includes the Korean words that name her family, foods, and games that she played during her visit. This helps the reader know that the Korean people speak a different language than English.

Think Aloud

⁴*This reminds me of what happened at the beginning of the story. I will go back and reread to understand why the author ended the story this way.*

good for holding spools of thread
and even better for hiding persimmons.

Every evening
before we unfolded our soft cotton beds,
we sat in a circle
on the smooth, warm *changpan*,
the oiled paper floor.

Sometimes we listened to Haraboji's stories,
with Mother laughing hard,
clutching her sides,
and me laughing hard, too,
to see her so happy.

Sometimes we played *hato*,
a game of cards
with pictures of flowers and deer
and hills and the moon.
Mother would slap the cards down,
shouting when she won.

And always, every evening,
Imo would find some quiet
and we would sit close,
reading her book together,
until we went to sleep.

This was how they passed the time
with us

and this was how we passed the time
with them

until the day came
to make our trip back home—

and Haraboji gave us
a charcoal drawing
of the hills behind the house,

and Halmoni gave us
dried persimmons strung together
in a necklace,

and Imo gave us
a poem in Korean,
folded small—

and we gave them hugs.⁴



After Reading

Retell the Story: Have children draw a picture to show something the author did on her visit to Korea. Have them tell about their drawings.

Student Think Aloud

Use Copying Master number 7 to prompt children to tell what a section of the story was mostly about.

“This story
was mostly
about . . .”

Cultural Perspective

Research with children some traditional Korean games and play them. Compare them to games that children are familiar with. Discuss with children how the author’s background and cultural traditions influenced her writing. Help children recognize that the values, beliefs, and interests of an author are reflected in his or her literature. Encourage children to respect the ages, genders, and cultural traditions of the various authors they study.

Think and Respond

1. How are the events in this story the same as when you visit your grandparents or another relative? *Responses will vary. Possible responses: They also hug me when I visit them. I cook with them and help them with chores.* **Critical**
2. How is the story different from a fantasy? *Possible response: This story could really happen; a fantasy is about something make-believe.* **Genre**
3. Why do you think Janet Wong wrote this story? *Possible response: She wanted to share her experiences with her family in a different country.* **Author’s Purpose**

Hide-and-Seek Shadow



a poem
by Margaret Hillert

Genre: Poem

Poetic Elements: Rhythm, Repetition

Comprehension Strategy: Reread

Think-Aloud Copying Master number 3



Before Reading

Genre: Tell children that the words in a poem are often read with a certain rhythm or beat. The author repeats words to make the rhythm of the poem easier to hear. Remind children of other poems they have heard, such as “Growing Old” or “Just Watch.”

Expand Vocabulary: Introduce these words before you begin reading the poem:

shadow: dark shape cast on a wall or floor by something blocking light

cloud: tiny water drops that form a large shape and float in the air above Earth

Set a Purpose for Reading: Have children listen for the rhythm of the poem, and imagine themselves moving in the ways the poet describes.



During Reading

Read through the poem the first time without interruptions. Notes about the Think Alouds, genre, and the cultural perspective may be used during subsequent readings.

Hide-and-Seek Shadow

by Margaret Hillert

I walked with my shadow,
I ran with my shadow,
I danced with my shadow,
I did.¹
Then a cloud came over
And the sun went under
And my shadow stopped playing
And hid.

Genre Study

Rhythm: The author keeps the same rhythm in the first three lines and suddenly ends the fourth line. She repeats this same rhythm pattern in the next four lines of the poem.

Think Aloud

¹When I reread the last four lines I understand that the shadow disappeared because the cloud covered up the sun.





After Reading

Retell: Have children act out the poem, moving to its rhythm as you reread it. Assign pairs to play the child and the shadow.

Student Think Aloud

Use Copying Master number 3 to prompt children to describe something that they can picture from listening to this poem.

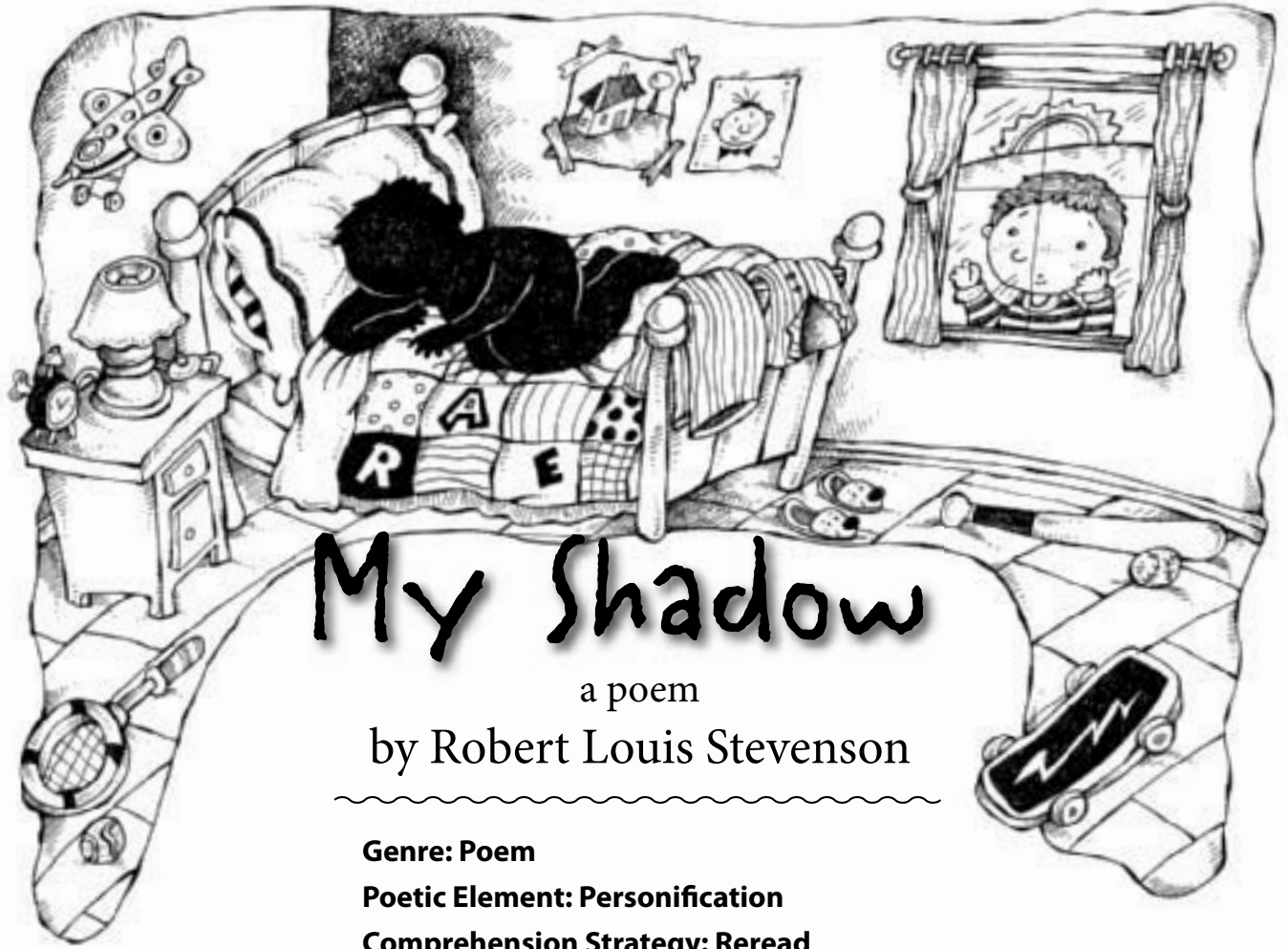
“I was able to picture in my mind . . .”

Cultural Perspective

Long ago, people used shadows to tell time. The morning shadow would disappear around noon and then grow longer during the afternoon.

Think and Respond

1. What might cause the shadow to stop hiding and come back? *Possible response: When the sun comes back out the shadow will reappear.* **Inferential**
2. What words do you hear repeated over and over in the poem? *Possible response: with my shadow* **Genre**
3. Why do you think the author chose the title “Hide-and-Seek Shadow”? *Possible response: When the shadow appears and disappears, it seems as if you are playing a game of hide-and-peek with the shadow.* **Author’s Purpose**



My Shadow

a poem

by Robert Louis Stevenson

Genre: Poem

Poetic Element: Personification

Comprehension Strategy: Reread

Think-Aloud Copying Master number 3



Before Reading

Genre: Point out that some poems describe something by making it seem human. This is called *personification*. Explain to children that they will hear a poem that describes a shadow this way.

Expand Vocabulary: Introduce the following words before reading this poem:

heels: the back part of the feet

notion: an idea

coward: a person who is easily frightened

nursie: a nanny; someone who takes care of a child

arrant: behaving badly

Set a Purpose for Reading: Have children listen for examples of how the author personifies the shadow, or makes it seem human.



During Reading

Read through the poem the first time without interruptions. Then reread, pausing to draw students' attention to the Think Alouds.



Genre Study

Personification: The author writes about the shadow as if it were a real boy. It makes the shadow seem alive.

Think Aloud

¹I was able to picture in my mind that the shadow is a little child because the author has it doing things a real child might. I can imagine him walking close behind the real child.

Think Aloud

²I am not sure how the shadow could be sleeping in bed. I will reread the last four lines. Now I understand. The shadow isn't with him because the sun isn't up yet. You need the sun to be shining outside to have a shadow.

My Shadow

by Robert Louis Stevenson

I have a little shadow that goes in and out with me,
And what can be the use of him is more than I can see.
He is very, very like me from the heels up to the head;
And I see him jump before me, when I jump into my bed.
The funniest thing about him is the way he likes to grow—
Not at all like proper children, which is always very slow;
For he sometimes shoots up taller like an India-rubber ball,
And he sometimes gets so little that there's none of him at all.

He hasn't got a notion of how children ought to play,
And can only make a fool of me in every sort of way.
He stays so close beside me, he's a coward you can see;
I'd think shame to stick to nursie as that shadow sticks to me!¹

One morning, very early, before the sun was up,
I rose and found the shining dew on every buttercup;
But my lazy little shadow, like an arrant sleepy-head,
Had stayed at home behind me and was fast asleep in bed.²





After Reading

Retell: Have children draw a picture of something the shadow did to make it seem like a person. Have them describe their pictures.

Student Think Aloud

Use Copying Master number 3 to prompt children to share something they visualized while listening to the poem.

“I was able
to picture in
my mind . . .”

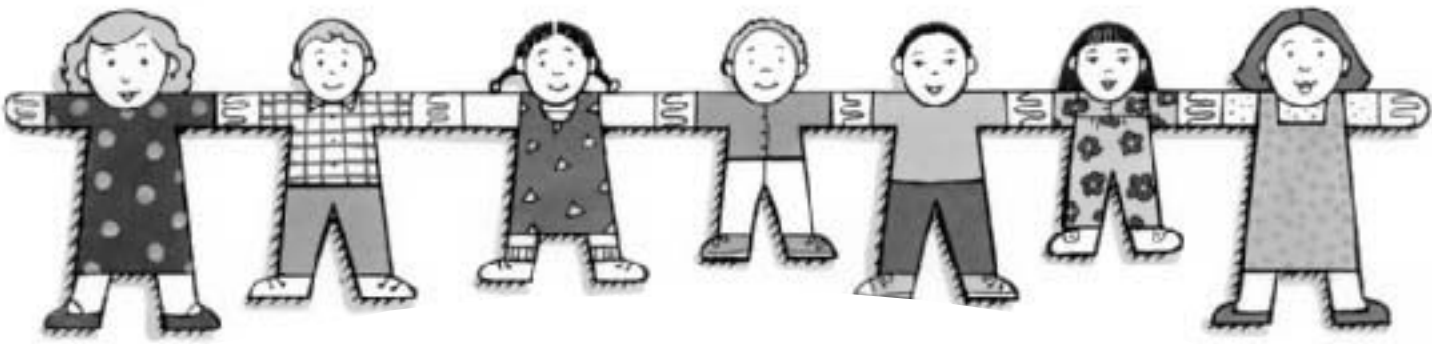
Cultural Perspective

Robert Louis Stevenson grew up in Scotland. He was born in Edinburgh in 1850. Stevenson was a sickly child and spent much of his time with a nurse who loved to tell him stories and read books aloud.

Help children recognize the cultural and historical aspects of the poem. Point out to them where Scotland is on a map. Then have them discuss how Stevenson’s background influenced his writing.

Think and Respond

1. What did you learn about the author’s shadow? *Possible responses: It is just like the author. It grows and then gets smaller. It is a coward.* **Analytical**
2. What did the author personify, or make seem like a person? How did he do this? *Possible response: He made his shadow seem like a person by making it jump and follow the child around just as another child might.* **Genre**
3. What is the poet’s purpose for writing this poem? *Possible response: He wanted to entertain readers by making them think about how their shadows can seem real.* **Author’s Purpose**



All Kinds of Families

by Norma Simon



Genre: Nonfiction/Expository

Comprehension Strategy: Text Structure

Think-Aloud Copying Master number 5



Before Reading

Genre: Tell children that nonfiction gives information about real people and events. Invite children to recall another nonfiction selection they have heard, "Tooth Tales from Around the World."

Expand Vocabulary: Introduce these terms before reading:

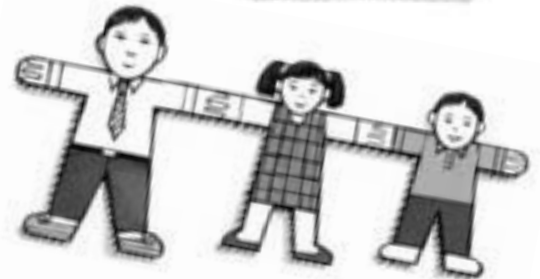
niece: the daughter of your brother or sister

nephew: the son of your brother or sister

relatives: family members

relations: family members

Set a Purpose for Reading: Invite children to listen for information that reminds each of them about his or her family.



During Reading

Use the Think Alouds during the first reading of the story. Notes about the genre and the cultural perspective may be used during subsequent readings.



All Kinds of Families

by Norma Simon

A family is YOU. And the people who live with you, and love you, and take care of you. There are all kinds of families, but your own is the one you know best.

Families come in all sizes, BIG FAMILIES, MIDDLE-SIZED FAMILIES, LITTLE FAMILIES.

Families come in all ages, too. Young families with young children. Middle-aged families with teen-aged children. Old families with grown-up children and grandchildren.

Families come with all kinds of people, different sizes, different ages. They make all kinds of families.

A family is people who belong together. Like husbands and wives and their children. Like mothers and children . . . like fathers and children. Like grandparents and grandchildren.

People who live together, love together, fight together and make up, work and play with each other, laugh and cry and live under one roof together . . . They are a family.

What's *special* about a family? It's the feeling you have about each other from living in the same place, sharing good times and bad times . . . growing together.

A family can be a mother, a father, and children who are growing up. A family can be a mother and her children, living, loving, working, and sharing. A family can be a father and his children, living, loving, working, and sharing.¹

A big sister or a big brother taking care of other children . . . can be a family. And a father and a mother together, their children grown-up and away . . . can be a family.

Children who live far away send letters. They write, "I'll be home soon. Can hardly wait to see everybody."

They telephone, too. "Hi, Mom! Hi, Dad! How are you? I'll be home for the holidays."

Families like to come together, for holidays, birthdays, a wedding, for sad times, and for happy times.

When families get together, they talk a lot, they eat a lot, they laugh a lot.

When everyone has said good-bye, the home feels empty.

Family people have family names. Like mother, father, sister, brother, son, and daughter. Like cousin, aunt, uncle, niece, nephew, grandmother, and grandfather.

Genre Study

Nonfiction/ Expository: Nonfiction selections contain many details about their subject. This author tells readers about all kinds of families so they understand that there is not just one meaning for the word *family*.



Think Aloud

¹The author describes different types of families. These details help me understand that families come in different sizes.



Think Aloud

²I noticed the author used questions about my own family. I think she wants me to picture my family when I am reading this.



All your relatives and relations have these family names. When families go visiting, you hear many family names. Names like Aunt Susan and Uncle Ed. Names for different grandparents, like Grandma Hall and Granny Baker.

Some children have many relatives and relations. Almost too many to remember. Some children have only a few, and it's easy to name every one.

Can you name your aunts? Uncles? Grandparents?

Do you know their first names?²

You are part of your family, of the caring . . . and the sharing and the loving.

From the time when you're a tiny baby, when you're growing up . . . all grown up. All your life, wherever you live, YOU are a part of a family.

A family is YOU and the people who live with you. That's one part of your family.

Some people in your family may live in different places. They are still your family.

Part of your family lives far away, in another city . . . in another part of town, or nearby . . . in a different house.

You visit them. They visit you. And you know that they are family people: Aunts, uncles, cousins, grandparents.

You are all part of one big family.

A mother or a father may live in a different place, a place not with their children. No matter how near or how far, you are still part of the same family.

Some families live in the same home for a long time. Other families move from place to place.

But in a family home, there are things people like to keep around them: family pictures, a special chair, books . . . pets . . . toys. They take these things from one home to another.

When you are grown up, you may begin your own family, a new family . . . a young family. When a mother and a father have a child or adopt a child, a new family begins.

And the *new* family becomes a part of all the old ones: Part of the mother's family. Part of the father's family.

People in old and new families like to tell each other where they are, what they are doing. They send letters, postcards, birthday cards.

A letter for you has YOUR last name on it. Lots of persons in a family share the same last name. But, maybe, not all of them. And some people who aren't even in the same family have the same last name. That happens!

Families last a long . . . long . . . time. New babies are born or are adopted. Some people die. There are husbands, new wives . . . comings together, and goings apart. There are changes, but families go on.

Families share special stories that family people like to tell and family people like to hear.

The stories make everyone part of the big family.

Are there stories told in your family? Maybe there are stories about you, something you did or said? Maybe you hear the same stories over and over. Some day . . . you'll tell them, too.³

Some uncles tell stories, funny stories, silly stories. Stories about mischief they did. Stories about adventures they had. Stories about people you know. And aunts tell you more stories, ones they know.

Families like to tell stories many times. The old stories are new to the youngest children. They listen and want to hear them again. Funny stories, sad stories, part of growing up in a family.

Sometimes members of a family don't see each other for a long time. Maybe it's because they live too far away. Or because families have fights and don't agree. Maybe people are working, and there is no time to be together.

But when a family *does* come together after a long time, they say things like: "Oh, how the children have grown!" "Your hair is still so curly . . ." "It's good to be together again." "I'd know your girl anywhere. I remember when you looked like that." And the family feeling is all around them like a strong, invisible circle.

When *you* need help, your family helps you. When your family needs help, *you* help them. People in a family help each other and try to take care of each other.

Yes, families are for caring . . . loving . . . sharing, far or near, big or little . . . all kinds of families.

All kinds of families—and yours is one of them. Your family is always part of you. You are always part of it.

A family is a special part of your life.



Think Aloud

³The author is using questions again. I wonder if I really will tell stories to younger family members someday. When I am older, I'd like to share my stories.





After Reading

Retell: Invite children to draw a picture of their family. As they share their picture, have them tell how their family is like the ones mentioned in the story.

Student Think Aloud

Use Copying Master number 5 to prompt children to share what they noticed about how the author explains families.

“I noticed the author . . .”

Cultural Perspective

In China, many grandparents live in the same house with their grandchildren. Aunts and uncles may also live in the same house and share food and money.

Think and Respond

1. Why does the author say that families are a special part of your life? *Possible responses: Families love and care for you; family members share, work together, play together.* **Inferential**
2. How does the author present information about families? *Possible responses: She gives facts and examples; she asks questions.* **Genre**
3. What does Norma Simon want you to know about families? *Possible responses: Families come in all sizes. They keep in touch with each other. They help each other.* **Author's Purpose**

Aunt Minnie and the Twister

a story

by Mary Skillings Prigger

Genre: Realistic Fiction

Comprehension Strategy: Generate Questions

Think-Aloud Copying Master number 1



Before Reading

Genre: Tell children that “Aunt Minnie and the Twister” is a realistic fiction story about events that could really happen. Explain that the author makes up the characters and their names, but everything that happens to them could happen in real life.

Expand Vocabulary: Introduce these words before reading the story:

root cellar: a room dug into the ground used to store vegetables

chores: jobs, tasks

twister: a tornado

johnny house: an outdoor bathroom

Set a Purpose for Reading: Ask children to listen to find out how the twister affects the lives of Aunt Minnie and the children who live with her. Encourage children to listen carefully so that they can tell how the story is different from a play or poem.



During Reading

Use the Think Alouds during the first reading of the story. Notes about the genre and the cultural perspective may be used during subsequent readings.



Aunt Minnie and the Twister

by Mary Skillings Prigger

Minnie McGranahan lived in a little house on a little farm in Kansas.

She had nine orphaned nieces and nephews, and they all lived with her. They called her “Aunt Minnie.”

As Aunt Minnie’s kids grew, the little house became more and more crowded. Sometimes the kids were cross, and sometimes they complained. Minnie said, “Well, we don’t have much room—but we have each other.”¹

When Minnie wanted her kids’ attention, she stood on the front porch and rang an old school bell. CLANG, CLANG, CLANG went the bell. Aunt Minnie’s kids came running.

The bell called them for supper. It said, “Don’t be late.”

It summoned them when there was trouble. “Come quick, the cows are out!” Aunt Minnie shouted.

The bell rang when there was company. “Wash up. Preacher Bill is here to call. Let’s look like proper folks,” Aunt Minnie said.

Come spring, Minnie and her kids planted and hoed the garden. They made a scarecrow and put Aunt Minnie’s old dress and hat on it to frighten the birds away. “Can’t have those birds harvesting our crops before we do,” laughed Minnie.

In the summer, they picked corn, beans, tomatoes, and peas and canned them for the winter. “This will be good eating when it’s cold outside,” Aunt Minnie told her kids.

In the fall, when the leaves began to turn, Minnie and her kids picked apples. She showed the children how to make apple butter, applesauce, and apple cider.

They put turnips, potatoes, and carrots in barrels and stored them in the root cellar in the hill beside the house.

The younger kids resisted going into the root cellar. Little snakes and toads liked to hide in the cool places. The snakes slithered into cracks and corners. Toads jumped out when a hand reached inside the barrel.

But Aunt Minnie wasn’t afraid. She would scoop up the critters in her apron and shake them outside.

When winter came and snow covered the ground, Minnie and the kids gathered the food they had stored in the root cellar. “Yum,” they said when they spread apple butter on their bread. “It tastes just like summertime.”

Think Aloud

¹Wow! Nine children living in a little house would be very crowded! I can tell Aunt Minnie is a very loving person because she doesn’t mind the crowded house.

Genre Study

Realistic Fiction:

Some realistic stories take place in the past. This story takes place at a time in the past when root cellars were used to store vegetables because they were dark and cool. The vegetables would not spoil, or go bad.

One spring day, storm clouds rolled across the sky. Aunt Minnie told her kids, “We need to do our chores, but listen for the bell. If it looks like it’s fixin’ to storm bad, I’ll ring the bell. You come running home.”

The clouds got blacker and blacker. Lightning flashed. Minnie rushed to the front porch and rang the bell. CLANG, CLANG, CLANG. “Come quick!” it said. Minnie’s kids came running from the hen house, from the barn, and from the garden.

Minnie pointed at the sky where a large funnel-shaped cloud was forming. “Twister!” she shouted. “Hold on to each other and run for the root cellar!”

The oldest kids grabbed the youngest. The ones in the middle grabbed each other. They all held on to Aunt Minnie as they pushed against the wind.

They tugged and pulled the cellar doors open, and fell in a heap on the root cellar floor. BANG! Aunt Minnie slammed the doors behind them.

SMACK! CRACK! went the hailstones against the doors. WHOOOSH roared the wind. The doors strained and groaned. Aunt Minnie and her kids huddled together in the dark. They were safe inside the root cellar.

No one said a word about snakes or toads.

Suddenly it was quiet. “Shhh,” said Aunt Minnie. “Listen!” *Croak, croak. Croak, croak.* “It’s the toads!” said one of the boys. “They’re telling us the storm is over.” “We made it!” the children cheered. “And we still have each other!” said Aunt Minnie. “Now, let’s see what mischief the twister did.”

They pushed open the cellar doors and spilled outside. They couldn’t believe what they saw. “LAND SAKES!” exclaimed Aunt Minnie. “LAND SAKES!” exclaimed the kids.²

“I don’t believe it,” Aunt Minnie sighed. The twister had cut a path through the fields. Aunt Minnie’s Model T Ford was on its side. The hen house and the scarecrow were gone. The chickens were scattered all over the farm. The cows were in the front yard.

Most amazing of all was Aunt Minnie’s house. It was still standing. But it had been turned around! The front was facing the johnny house, and the back was in the front!

Aunt Minnie didn’t say a word. She took the two littlest children by the hand and led her kids in a parade around the house.

First they walked one way. Then the other. They checked up and down and all around.

Think Aloud

²*I wonder what they saw. “LAND SAKES” sounds like a big surprise. I think it has something to do with the big twister.*

Finally Aunt Minnie announced, “Well, this will never do! We can’t have a topsy-turvy house. We can’t have the front door facing the johnny house.

“And we can’t very well turn the house back around. So we will just have to make a new front. We can build another room onto the back. Our family is getting too big for this little house anyway.” “Hurrah!” shouted the children.

So they sold two calves, a brood of chicks, and the next crop of corn to buy building supplies. Minnie hired a carpenter from town. He worked and worked, and Aunt Millie and all the kids pitched in. They all worked together to build the new room.

When the work was done, they had a picnic to celebrate the new room on the back of the old front of the little house. And Aunt Minnie’s kids knew they had a home for as long as they wanted.³

And, most important, they had each other.

Think Aloud

³*This is mostly about how a strong family can stay strong even when a twister changes their home.*





After Reading

Retell the Story: Separate children into three groups. Have children in the first group draw scenes from the beginning of the story; have the second group draw scenes from the middle; and have the third group draw ending scenes. Reread sections of the story as necessary. Have children hold up their pictures in the order that the events happened in the story. Starting with the first group, ask each child to say one sentence about their picture.

Student Think Aloud

Use Copying Master number 1 to prompt children to share any questions they have about the story.

“I wonder . . .”

Cultural Perspective

While most tornadoes occur in the United States, they have been reported in Great Britain, India, Argentina, and other countries.

Think and Respond

1. Would you like to live with Aunt Minnie? Why or why not? *Responses will vary.*
Critical
2. Even though the characters are from the author’s imagination, why does this story seem real? *Possible response: A family could actually have to escape to a safe place like a root cellar to get away from a twister.* **Genre**
3. Why do you think the author wrote this story? *Possible responses: to show that family members can help each other through bad times; to show readers what life was like in the past.* **Author’s Purpose**

Daddy Played Music for the Cows

a story
by Maryann Weidt

Genre: Realistic Fiction

Comprehension Strategy: Generate Questions

Think-Aloud Copying Master number 6



Before Reading

Genre: Explain to children that realistic fiction is a story that could happen in real life. The characters in the story are just like real people we might know. Invite children to recall other realistic fiction stories they have heard, such as "Aunt Minnie and the Twister."

Expand Vocabulary: Introduce the following words before reading the story:

rafters: sloping beams used to hold up a roof

crooned: sang softly

yodel: to sing so the voice changes back and forth from a low to a high note

silo: a tower used to store food for cattle

haymow: a hayloft

Set a Purpose for Reading: Encourage children to listen for the different types of music that Daddy liked to play for the animals in the barn.



During Reading

Use the Think Alouds during the first reading of the story. The genre note may be used during subsequent readings.



Daddy Played Music for the Cows

by Maryann Weidt

Mama always said I was born in the barn while Daddy played music for the cows. A bright red can full of seed corn was my rattle. It sang *kitch-ka-shoo, kitch-ka-shoo* when I shook it, while the cowboys sang on the radio and Daddy hummed along.

Mama set my playpen in the middle of the barn so I could listen to Daddy play music for the cows. When they strolled inside in slow motion, he picked me up and waltzed me down the aisle between them, patting their wide brown rumps and calling them by name—“Hey, Pearl Bailey, that’s my girl Come on, Queenie Hello, Dolly”—as he nudged them into place.

The barn cats chased a sunbeam, and the kittens pushed their noses through my playpen bars. I shoved my nose out to meet them, and Daddy squirted warm milk at us while the radio sang “*yo-del-lay-hee-hoo*.”¹

One day the playpen went to the attic, but Daddy still played music for the cows. The chickens danced a two-step in the corner of the barn. I squatted down to see where the eggs came from, and as I watched, out one popped. I caught it with both hands. The shell was soft and brown and warm. When I gave it to Mama, she tucked it into her apron pocket while she sang “Golden Rings” along with the radio.

Sometimes when Daddy played music for the cows, trumpet sounds filled every crack in the barn. Sleeping pigeons looked up from under the eaves. The mourning doves sang *coo-oooh, coo, coo-coo* as they flew down from the rafters, picked bits of corn off the floor, and flew away. I chased after them, laughing, but never caught more than the feathers they dropped.

While Daddy scooped manure from behind each cow, Mama spread hay beneath them. “It’s all right, Dolly,” she crooned. Dolly nodded and swayed, her hot breath coming in time to the music, as someone on the radio sang about the moon.

When Daddy came in for dinner, he washed his hands and face and neck at the kitchen sink and combed his wavy black hair. “Horsie ride!” I said, and Daddy got down on all fours. I climbed onto his back and hung on to the straps of his overalls with both hands. “Giddyap, horsie!” I shouted. The cowboy on the radio sang, “*Happy trails to you*,” and Daddy threw back his head and whinnied.



Think Aloud

¹The author includes made-up words that stand for the sounds that are heard in the barn. These words are fun to say and help me imagine what is happening in the story.



Genre Study

Realistic Fiction: The characters in realistic fiction stories are involved in events that could really happen.

Think Aloud

²I wonder what the cows did when they heard all that yodeling. Since the father always played music for the cows, they probably liked the sound of the girl yodeling.



On my first day of first grade, I heard the cowgirls singing as I climbed off the bus and ran up the driveway. I changed my clothes as fast as I could, then raced for the barn. “Daddy!” I shouted. “I can read! Now I have to learn to yodel!”

All that year I listened to the cowgirls and tried to yodel just like them. I yodeled on the school bus. I yodeled when I fetched the cows from the pasture. I whirled and twirled and sang and yodeled and danced the chicken two-step down the center of the barn. “*Yo-del-lay-hee, yo-del-lay-heeee-hoooo.*”²

In second grade, I worked on my daring circus act. While Mama and Daddy milked the cows, I climbed inside the silo and hung by my knees from the ladder till the smell of silage made me dizzy. Then, holding my nose with one hand, I waved my other to the crowd. Applause bounced up and down the tall, cool walls. A single sunbeam held me in its spotlight while Daddy turned the radio to “*Toe-ray-a-doe-ra!*”

Mama always told me, “Don’t play in the haymow,” but when Jackie Bonniwell dared me, I climbed to the top, grabbed the rope, and swung like Tarzan across the whole length of the barn. When I let go, I fell screaming into a feather bed of hay. I felt like I was tumbling along with the tumbling tumbleweeds.

For my eighth birthday party, my friends and I dressed up as cowgirls. In the barn, the radio played “*Git along, little dogies*” while we played hide-and-seek behind the cows. “It’s okay, Queenie,” I said. “It’s my birthday.”

When Mama called, “Cake and ice cream!” we joined arms, kicked our boots in the air, and danced across the yard, singing “*Whoopee ti-yi-yo.*”

When I was as tall as Daddy’s armpit, I climbed onto the tractor and he showed me which levers to push and which to pull. Then I drove the tractor while Daddy and Mr. Bonniwell and Jackie put up hay. We worked all day and into the night to get the hay up before the rain. The music in my head sang one song after another: *Toe-ray-a-doe-ra...Happy trails to you...Yo-del-lay-hee-hoooooo.*

“Run and get the cows,” said Daddy when the last load of hay was in the barn. I slid down the path to where Dolly and Pearl and Queenie were waiting with the others. I patted their soft warm bellies. Then, as they followed me to the barn, I lifted my chin and sang to the raindrops.

Daddy hugged me and laughed. “You look like a wet little muskrat,” he said, “just like the day you were born.” The air

smelled of wet cows and steaming manure. "Listen," said Daddy as he turned up the radio. A cowgirl was singing our favorite song. Daddy hummed along, his voice flat and happy, and I yodeled like I never had before, while Daddy played music for the cows.³

Think Aloud

³I thought music was important in this story because the girl tells me all about the music she hears during different times in her life.



After Reading

Retell the Story: Ask children to think about being an animal that lives in the barn and retell the story from how they see it. Ask the "animals" questions like "What do you hear?" or "What are the people doing?"

Student Think Aloud

Use Copying Master number 6 to prompt children to share something they thought was important in the story.

"I thought _____ was important because..."

Think and Respond

1. Why do you think Daddy liked to play music all the time? *Possible response: It made him and everyone else happy.* **Inferential**
2. How is this story different from a story like "Dance at Grandpa's"? *Possible responses: This story takes place in modern times. "Dance at Grandpa's" takes place long ago.* **Genre**
3. Why do you think the author chose the title "Daddy Played Music for the Cows"? *Possible response: It seems like a funny thing to do so you want to read the story to find out why he did it.* **Author's Purpose**



Cinderella

a classic fairy tale

Genre: Fairy Tale

Comprehension Strategy: Visualize

Think-Aloud Copying Master number 3



Before Reading

Genre: Remind children that a fairy tale is a story from long ago that has been told in many ways. Fairy tales often feature fairies or other enchanted creatures such as elves or giants. Fairy tales may also tell about royal people. Many fairy tales have a message of good triumphing over bad.

Expand Vocabulary: Before reading, introduce these words:

dutiful: doing what you are supposed to happily

unfortunate: unlucky; someone who has had bad things happen

weep: to cry uncontrollably

vanished: disappear suddenly

Set a Purpose for Reading: Ask children to listen to the story to find out what happens to poor Cinderella.



During Reading

Use the Think Alouds during the first reading of the story. The genre note may be used during subsequent readings.

Cinderella

a classic fairy tale

Once upon a time there was a young girl named Ella. Before Ella was old enough to make her own way in the world, her mother grew very ill. “Always be a kind and dutiful girl, my little Ella,” her mother told her. “And you will come to no great harm when I am gone.”

After Ella’s mother died, her father married again, and his new wife became Ella’s stepmother. This new wife was proud and cruel and she had two daughters who were exactly like her. Almost as soon as the wedding took place, Ella’s new stepmother and stepsisters began to make her life a misery.

“What is this unfortunate creature doing in our good rooms?” her stepmother said. “Away to the kitchen with her! If she wants to eat, then she must work for her food. She will be our servant.” Ella’s stepsisters took her few dresses away from her and gave her rags to wear. “A servant doesn’t need pretty things!” they said.

Then they put her to work. Poor Ella got up every day before sunrise, carried water, made the fire, cooked, served, and washed. She only had a few leftovers to eat. She had no bed to sleep in so she slept near the fireplace to keep warm. Because of this she was often covered in ashes—or cinders—so everyone started to call her Cinderella.¹

Even in her ragged clothing with ashes on her face, however, Cinderella was more beautiful than her stepsisters. And she was as good and kind as she was beautiful.

One day, news arrived that the king was going to have a ball. At this ball his son, the prince, would choose a bride. The two proud stepsisters were invited. Immediately, they started to prepare for it. It was Cinderella’s job to help.

“I think the prince will like me in this the best,” said the older stepsister, trying on a red gown.

“This necklace is exactly the color of my eyes,” said the younger one.

“Don’t you wish you could go to the ball, Cinderella?” they teased. Then they laughed. For everyone knew that Cinderella, covered in rags and ashes, would never be invited to the king’s ball.

Genre Study

Fairy Tale: Fairy tales often begin with the words “Once upon a time.” This tells us two things: that the story happened long ago and also that it happened in a make-believe world that is different in many ways from our world. Such phrases at the beginning of a story let us know what kind of story we will be reading.

Think Aloud

¹I can picture in my mind the way that Cinderella looks sitting by the fire. She is wearing rags and is covered in ashes. It makes me feel sad for her.



Think Aloud

²In the beginning of the story Cinderella has many bad things happen to her. Yet she is still a good and kind person. She is the nicest person in the story so far. Because she has such a hard life and because she is still so kind, I care what happens to her very much. I hope her life gets better in the rest of the story.

Think Aloud

³I can picture the way Cinderella enters the ballroom in her beautiful gown. The way the writer uses the word "hush" lets me know how lovely she is and how different from all of the other people at the ball. The people in the ballroom are so surprised by her that they have stopped what they are doing. This tells me how special Cinderella is.

At last the evening of the ball came and Cinderella watched her stepsisters leave in their coach. When she lost sight of them, she began to weep.²

Her godmother, who was a fairy, appeared just then. "What is wrong, child?" she asked.

"I wish I could. I wish I could." Cinderella was crying so much that she could not finish.

"I know, my dear," said the fairy godmother. "You wish you could go to the ball."

Cinderella nodded.

"Well, then you shall," said the godmother. "First, go to the pumpkin patch and fetch me the best pumpkin you can find."

Cinderella soon returned with a pumpkin. The fairy godmother touched it with her magic wand and it turned into a beautiful coach. Next her godmother called softly into a mouse hole and six little mice came out. As she tapped them one by one with her wand, they turned into stately gray horses to draw the coach. Then a stray cat came by. The fairy godmother quickly tapped it with her wand. Before Cinderella's eyes, the cat became a coachman with a long beard, to drive the coach.

"I hope your coach pleases you, my dear," said the godmother.

"Oh yes!" answered Cinderella. "But how can I go to the ball wearing these rags?"

The godmother simply touched Cinderella with her wand and at once her clothes were turned into a gown of gold and silver. Then she gave Cinderella the most beautiful glass slippers.

Just as Cinderella was about to leave, the fairy godmother said, "Be sure to be back by midnight, my dear. If you stay even a minute longer, then your coach will turn back into a pumpkin, your horses will be mice, and your coachman will be a cat. And your gown will once again be rags."

Cinderella promised. Then she was off. The magic coach flew through the air to the palace. The prince had been told that a great princess would soon arrive, and he ran out to receive Cinderella himself. He led her into the hall. A hush came over the guests as they entered.³

“How lovely she is!” everyone whispered.

The prince led her across the floor and they danced together again and again. A fine meal was served but the young prince only gazed at Cinderella, and could not eat a bite. After the meal, they danced some more and as they danced they spoke of everything. Cinderella was so happy that she forgot to watch the clock and suddenly it struck twelve midnight.

At once she dashed away. Though the prince rushed after her, he could not catch her. In her haste, she left behind one of the glass slippers, which he picked up and carried with him.⁴

Think Aloud

⁴*Cinderella left behind a glass slipper. I don't think the writer would have mentioned this if somehow it weren't going to be important to the story later on. As I read on, I will look out for the glass slipper.*



Cinderella's coach had vanished and she had to run home in the dark. Her fine clothes were gone, too. All that remained was the other glass slipper.

When her stepsisters came home, they talked and talked about the mysterious princess from the ball. "Of course, one so low as you, Cinderella, could barely imagine her loveliness," they said.

A few days later, the king announced that his son would marry the young woman who had left her glass slipper at the ball. The prince was determined to find the mysterious princess, and he knew that only she could fit her foot perfectly into the glass slipper. The prince's men went from house to house, trying the slipper on every young woman in the land.

Time went by, but nowhere could they find a young woman whose foot fit into the slipper. At last it was brought to the two stepsisters. They pushed and pushed, each trying to squeeze a foot inside. But they could not.

Cinderella said, "Let me try it on."

Her sisters began to laugh and tease her. But the prince's men looked at Cinderella and saw her kindness and beauty. They offered her the slipper, and it went on her foot at once. Then, while her stepsisters watched in astonishment, Cinderella drew from her pocket the other glass slipper and put it on too.

Now the stepsisters knew: Cinderella had been the unknown princess they had admired at the ball! They threw themselves at her feet to beg her forgiveness. Cinderella hugged them and said that she forgave them with all her heart.

Then Cinderella was taken to the prince. He was overwhelmed with love for her. Soon they were married and lived happily ever after from that day on.



After Reading

Retell the Story: Have children take turns retelling the beginning, middle, and end of the story.

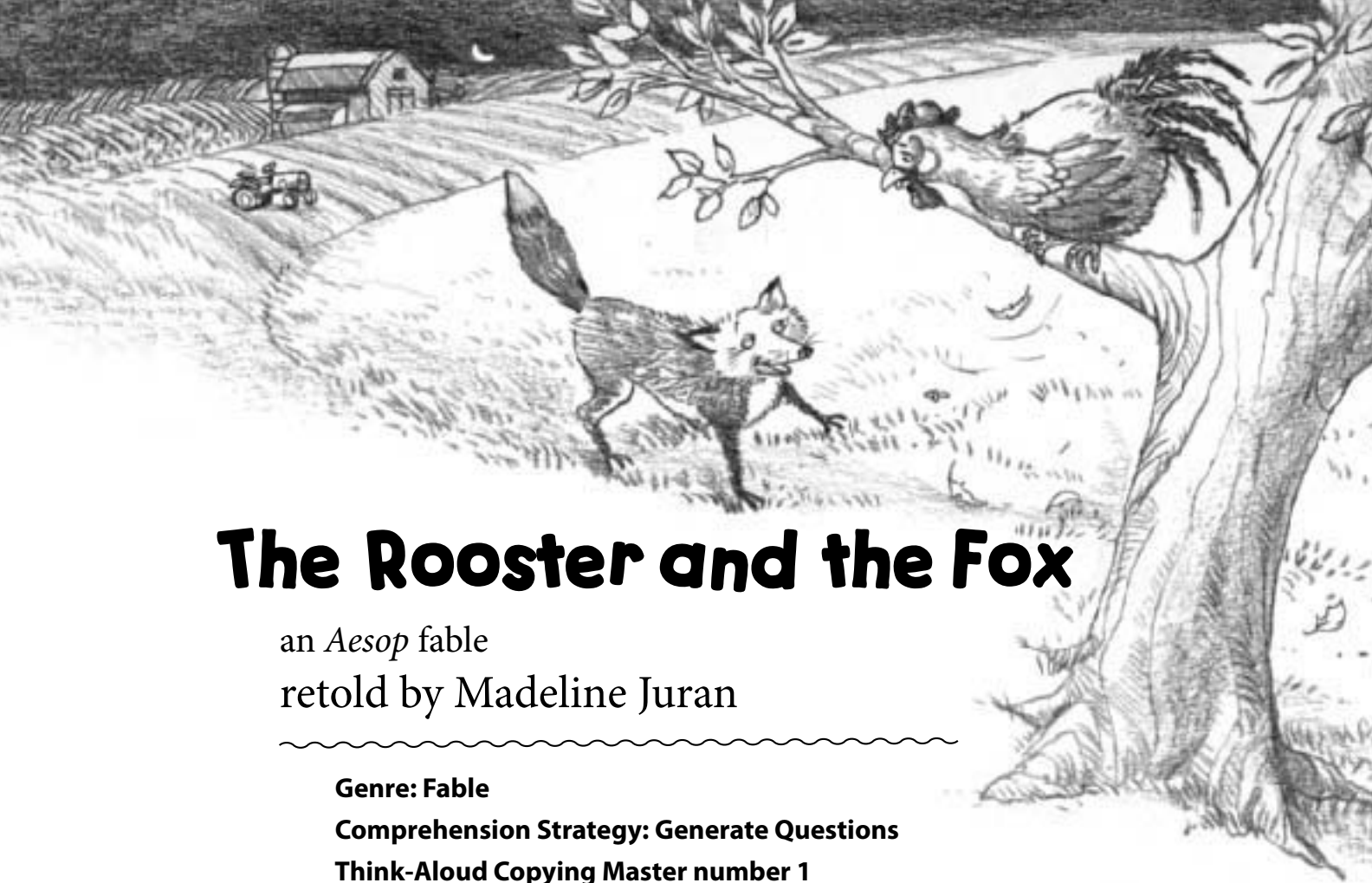
Student Think Aloud

Use Copying Master number 3 to prompt children to pick a favorite part of the story and share how they visualize it.

“I was able
to picture in
my mind . . .”

Think and Respond

1. What words would you use to describe Cinderella? *Possible responses: kind, sweet, sad, beautiful, dutiful, good, thoughtful, respectful* **Critical**
2. How is *Cinderella* like other fairy tales you have read or know about, such as *Jack and the Beanstalk*? *Possible responses: It is about a young person who is having a hard time. Something magical happens to the young person. In Cinderella's case, her fairy godmother helps her get to the ball. Cinderella goes through more hard times but she is rewarded for her goodness and lives happily ever after with the prince.* **Genre**
3. What lesson can you learn from the way Cinderella acts? *Possible responses: It is good to be kind even when others are not kind to you. Good things might happen to us even when we think they won't.* **Author's Purpose**



The Rooster and the Fox

an *Aesop* fable
retold by Madeline Juran

Genre: Fable

Comprehension Strategy: Generate Questions

Think-Aloud Copying Master number 1



Before Reading

Genre: Tell children that you will be reading aloud a fable about two animals who are not normally friends. Remind children that fables are stories that teach a lesson. Ask children to explain the differences between a fable and a fairy tale.

Expand Vocabulary: Introduce these words before you begin reading the fable:

spotted: saw

pleasant: nice

errands: short trips to do something

glance: a quick look

Set a Purpose for Reading: Have children listen to find out if the Rooster and the Fox can become friends.



During Reading

Use the Think Alouds during the first reading of the story.



The Rooster and the Fox

an *Aesop* fable
retold by Madeline Juran

One evening Rooster flew up into a tree to sleep. He fluffed his feathers and flapped his wings three times.

But just before he tucked his head under his wing, Rooster spotted a flash of red. It was moving behind the barn. He looked again and saw Fox standing beneath the tree.

“Good evening, Rooster,” said Fox. “Have you heard the good news?”

Rooster was afraid of Fox, but he tried not to show it. “News?” he asked calmly. “What news?”

“Why, all the animals have agreed to love one another,” said Fox.

“Oh, really?” said Rooster, trying to sound pleasant.

“That’s right,” said Fox. “From now on, we are all going to be friends. No more fighting, no more need to be afraid. We can all live together happily. Isn’t that wonderful?”

“Hmmm. That is great news, Fox.”

“Yes, so why don’t you come down from that tree so I can give you a great big hug?”

But Rooster did not come down.¹ Instead, he stretched up on his tiptoes. He seemed to be looking at something far away.

“What are you looking at, Rooster?” asked Fox.

“I see the farmer’s two dogs coming this way in a hurry,” said Rooster. “Maybe they want to tell us—”

“Did you say dogs?” cried Fox. “So long, Rooster. I forgot—I have some important errands to take care of.” And he turned to run away.²

“Wait!” cried Rooster. “Where are you going? The dogs are our friends now. Don’t you want to give them a big hug, too?”

“No, thanks,” Fox called back. “Maybe they haven’t heard the good news yet.” And off he ran across the pasture without a glance behind him.

Rooster chuckled. “A big hug indeed!” he said to himself. “I wouldn’t trust Fox as far as I could throw the farmer’s tractor.”³ Then he tucked his head under his wing and went to sleep.

Genre Study

Fable: Animals often act like humans in fables. In this fable, the two animals talk and react to each other just like two people would.

Think Aloud

¹ I wonder why Rooster did not come down from the tree? I know that a fox will eat a rooster and that Rooster did not believe that Fox would be a friend.

Think Aloud

² Why did Fox run away when the dogs were coming? I know that dogs chase foxes. So if Fox ran away, he was not telling the truth about animals agreeing to be friends.

Think Aloud

³ I was right! Rooster did not trust Fox all along. He was just playing along with Fox because he was scared of him. Smart Rooster!



After Reading

Retell the Story: Invite children to retell this fable with a partner.

Student Think Aloud

Use Copying Master number 1 to prompt children to share questions they asked while listening to the fable.

“I wonder . . .”

Think and Respond

1. Who do you think is smarter: Rooster or Fox? Why? *Possible response: Rooster is smarter because he told Fox that two dogs were coming. He knew Fox was lying if Fox didn't want to meet the dogs.* **Critical**
2. How is this fable like other ones you have heard? *Possible responses: The fable has animal characters that behave as people do; it teaches a lesson.* **Genre**
3. What lesson do you think the author wants you to learn from this fable? *Possible responses: Be careful trusting someone who has always been mean to you. Don't always believe what you hear.* **Author's Purpose**

Trapped By Ice

by Ruth Musgrave

Genre: Nonfiction/Expository

Comprehension Strategy: Visualize

Think-Aloud Copying Master number 3



Before Reading

Genre: Explain to children that the story you will be reading aloud is a true story about penguins that live in a very cold place called Antarctica. This story gives facts about the lives of the penguins and tells how they live in their cold environment. Remind children that they have heard other nonfiction selections such as “Tooth Tales From Around the World” and “Habitats: Where Animals Live.”

Expand Vocabulary: Introduce the following words before reading the story:

iceberg: a big, floating piece of ice broken from a glacier

chick: a baby bird

hunt: to search for

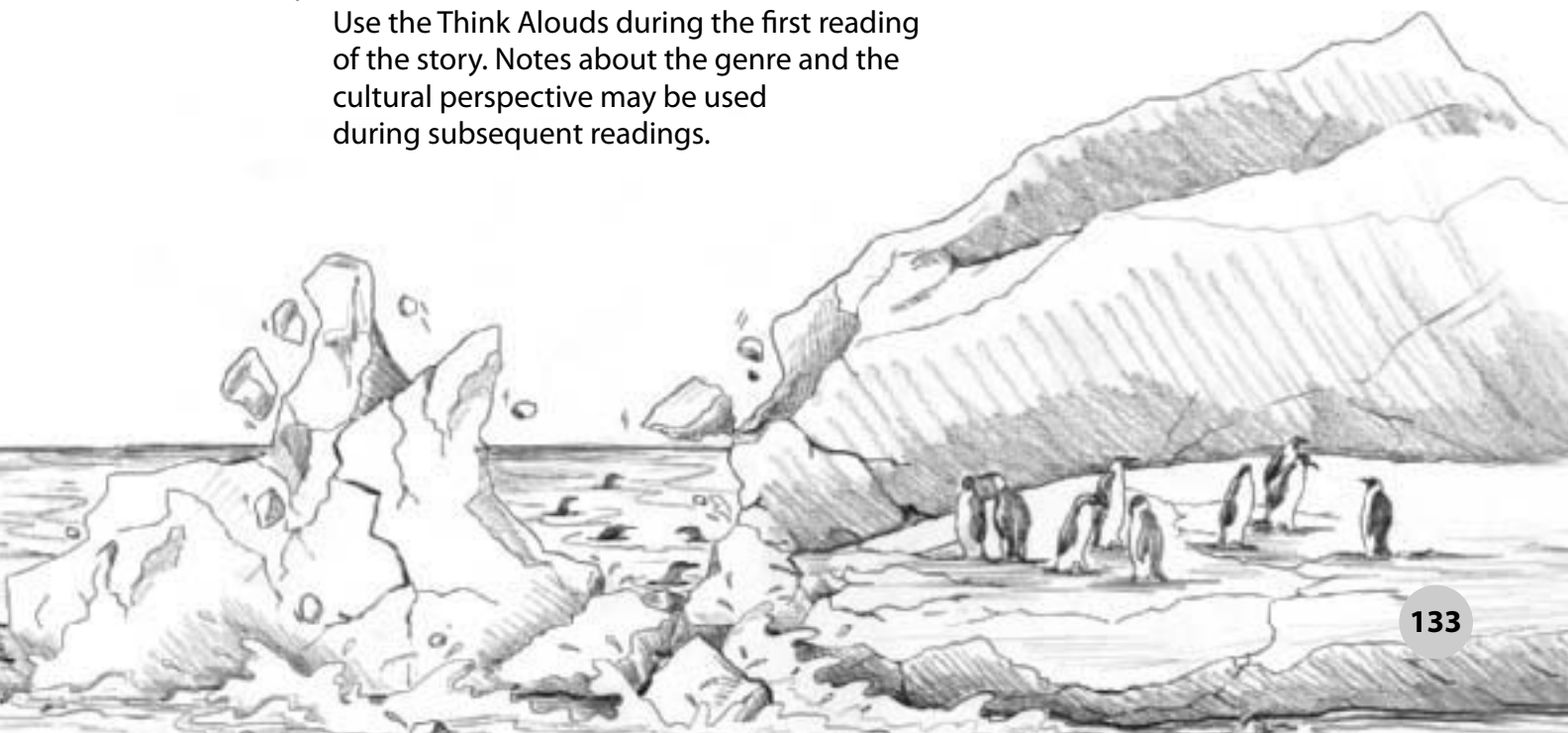
hatch: to emerge from an egg

Set a Purpose for Reading: Ask children to listen to the story to find out something about penguins that they didn't know before.



During Reading

Use the Think Alouds during the first reading of the story. Notes about the genre and the cultural perspective may be used during subsequent readings.



Genre Study

Nonfiction/

Expository: Authors often use numbers to help the reader picture what he or she is describing. Numbers can make the information easier to understand and more interesting.

Think Aloud

¹I can picture in my mind the piece of iceberg crashing into the island. All the eggs must have been crushed.

Think Aloud

²I thought the female penguin calling out to the male penguin was important because it tells me how she finds her mate. He must sound different to her than the other male penguins. This helps the penguins find each other in a big crowd. It also helps the female penguin get back to the nest in time for her chick to hatch.

Trapped By Ice

by Ruth Musgrave

It all started in March 2000 when a huge iceberg broke off in Antarctica. In July 2001 a large piece of the iceberg crashed into an island where 1,200 male penguins were keeping their eggs warm. The female penguins were away looking for food at sea.

The iceberg crushed the flat ice of the penguins' home. The cracked ice made it hard for the females to return to their nests. No eggs or chicks survived.¹

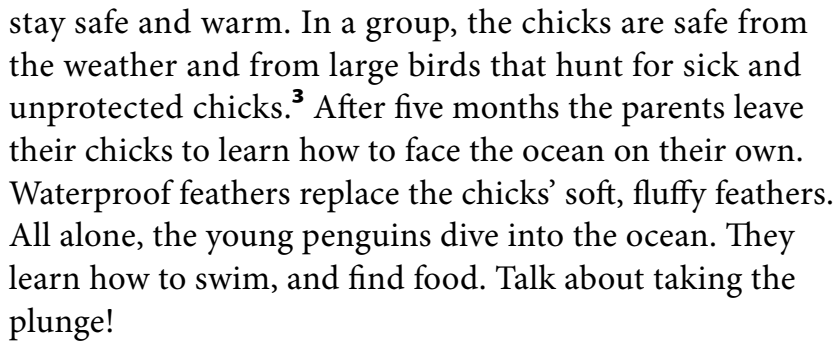
Gerald Kooyman, a penguin biologist watching what was happening in Antarctica, flew over nests in August 2002. "I was happy to see some adult penguins," he says. Still, he was afraid they would not make it through the winter. His next trip, in October (spring in Antarctica), made him feel better. He saw some parents and chicks and they were alive!

Every year as winter grows closer, almost 400,000 penguins leave the ocean and travel to places where they lay eggs and raise their chicks. Once there, each female lays one egg, gives it to the male penguin, and returns to sea to hunt for more food. It is now the male penguin's job to stand over the egg protecting it with his warm skin until it's ready to hatch.

The female penguin returns just before the chick hatches. To find her mate among the thousands of penguins that look alike, the female calls and he responds.²

Breaking away at its shell, the chick can take three days to hatch. As soon as the penguin hatches, the mom is there to feed it. The chick stays with the parent, until it is big enough to stay warm on its own.

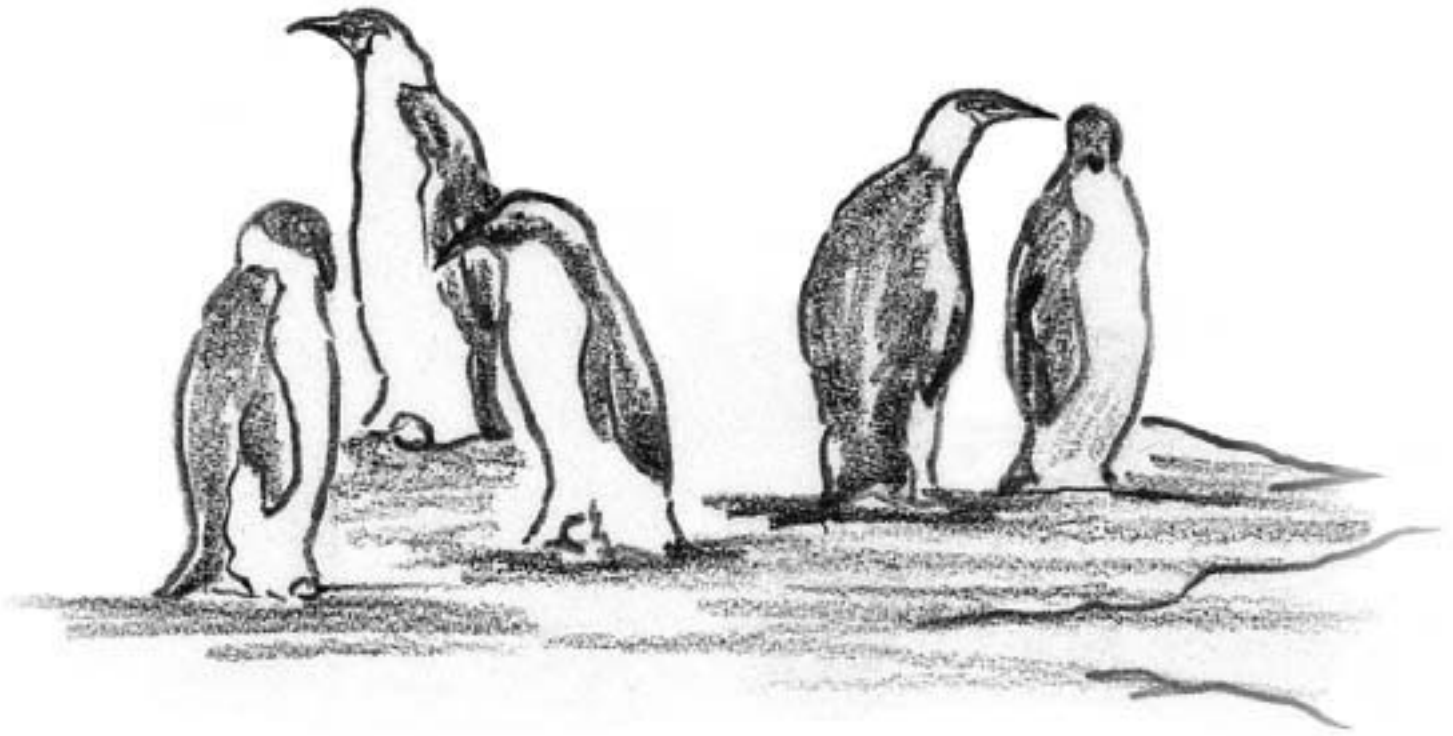
Parents feed the baby chick food they get from the sea. At first, they take turns hunting and bringing food to the chick. Then both parents hunt, leaving the chick on its own for a while. The baby bird joins other chicks so that it can



stay safe and warm. In a group, the chicks are safe from the weather and from large birds that hunt for sick and unprotected chicks.³ After five months the parents leave their chicks to learn how to face the ocean on their own. Waterproof feathers replace the chicks' soft, fluffy feathers. All alone, the young penguins dive into the ocean. They learn how to swim, and find food. Talk about taking the plunge!

Think Aloud

³*I can picture in my mind the baby chicks all grouped together. They must stay close together to protect themselves.*





After Reading

Retell the Story: Write the heading “Penguins” at the top of a sheet of chart paper. Then have children tell facts about penguins that they learned from this story. Record their facts and read them aloud together when you are finished.

Student Think Aloud

Use Copying Master number 3 to prompt children to share something they found to be important in this story.

“I was able to picture in my mind . . .”

Cultural Perspective

There are seventeen different kinds of penguins in the world. People from around the world work together to make sure that the penguins’ homes are safe places for them to live.

Think and Respond

1. What is the most surprising or interesting thing you’ve learned about penguins? Why? *Responses will vary.* **Critical**
2. How do you know that this is not a make-believe story? *Possible response: There are many facts in the story that give real information about the lives of the penguins.* **Genre**
3. Why do you think the author wrote this story? *Possible response: She wanted to inform people about the lives of penguins and the dangers that they face.* **Author’s Purpose**



What Is Made from Recycled Materials?

from *World Almanac for Kids*

Genre: Expository/Reference

Comprehension Strategy: Generate Questions

Think-Aloud Copying Master number 1



Before Reading

Genre: Tell children that a reference book has information that is arranged in an easy-to-understand way so we can get the facts we need. Reference books include dictionaries and encyclopedias.

Expand Vocabulary: Before reading, introduce these terms:

recycled: put something through a special process so it is able to be used again

insulation: material that keeps houses warm

steel: a hard, strong metal

rubber: a strong, stretchy material

speed bump: raised bump on a road to prevent drivers from speeding

Set a Purpose for Reading: Tell children to think about things that they recycle at home and at school. Then tell them to listen to find out what kinds of items are made from these recycled materials.



During Reading

Use the Think Alouds during the first reading of the selection. Notes about the genre and the cultural perspective may be used during subsequent readings.

Genre Study

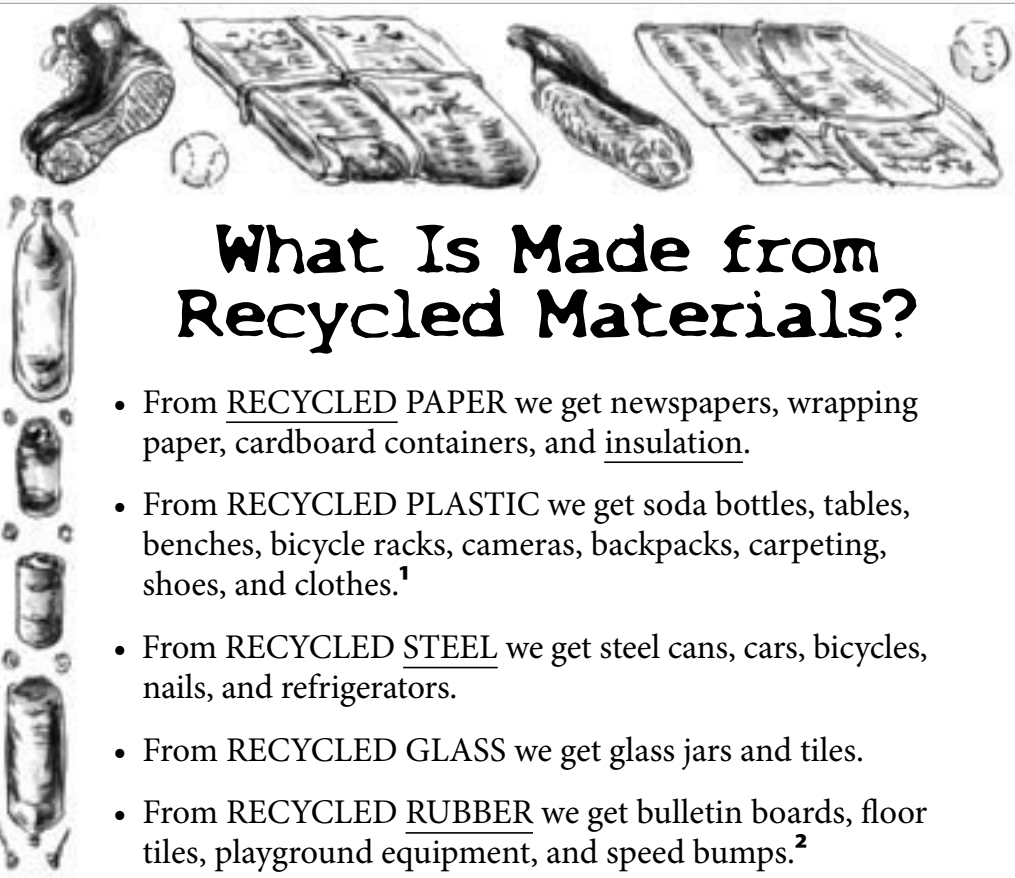
Reference: The text is organized like a list. A list makes it easy to read and find information.

Think Aloud

¹I wonder how the plastic milk carton that I recycle gets turned into something like a camera!

Think Aloud

²The author tells me information about recycling without a lot of extra sentences. This helps me quickly get just the facts I need.



The top illustration shows various items: a shoe, a newspaper, a bicycle, a camera, and a speed bump. Below the title, there are four vertical columns of small illustrations: a glass jar, a plastic bottle, a metal can, and a steel can.

What Is Made from Recycled Materials?

- From RECYCLED PAPER we get newspapers, wrapping paper, cardboard containers, and insulation.
- From RECYCLED PLASTIC we get soda bottles, tables, benches, bicycle racks, cameras, backpacks, carpeting, shoes, and clothes.¹
- From RECYCLED STEEL we get steel cans, cars, bicycles, nails, and refrigerators.
- From RECYCLED GLASS we get glass jars and tiles.
- From RECYCLED RUBBER we get bulletin boards, floor tiles, playground equipment, and speed bumps.²





After Reading

Retell: Have children list one or two facts that they learned about recycling while listening to the selection. Then have children think of ways they can recycle at home.

Student Think Aloud

Use Copying Master number 1 to prompt children to share a question they have about this article.

“I wonder . . .”

Cultural Perspective

Earth Day is celebrated around the world on April 22 every year. The purpose of Earth Day is to remind people to take care of their home, Earth. Recycling things like paper, cans, and bottles is one easy way for everyone to help. Explain and discuss how recycling helps the Earth.

Think and Respond

1. Do you think it is important to recycle materials? Why or why not? *Possible response: Yes, it is important to recycle because we are helping our planet by reusing things.* **Critical**
2. How is this selection different from a story? *Possible responses: This selection is not make-believe. It gives information.* **Genre**
3. Why do you think the author wrote this selection? *Possible response: to make us aware of how important it is to recycle.* **Author’s Purpose**



Joseph Had a Little Overcoat

a story
by Simms Taback

Genre: Fiction

Comprehension Strategy: Reread

Think-Aloud Copying Master number 3



Before Reading

Genre: Remind children that a fiction story tells about something make-believe, or made up. Some stories, like the one you are about to read, are about things that could really happen. Help children remember other fiction stories they have heard, such as "We're Going on a Bear Hunt" or "Make Way for Ducklings."

Expand Vocabulary: Introduce these words before you read the story:

overcoat: a heavy outer coat or jacket

handkerchief: a small, square piece of cloth

suspenders: a pair of elastic straps used to hold up pants

Set a Purpose for Reading: Have children listen to find out different ways that the main character, Joseph, reuses his overcoat.



During Reading

Use the Think Alouds during the first reading of the story. Notes about the genre and the cultural perspective may be used during subsequent readings.