

STUDENT CARDS
1-10

SHORT READS
DECODABLES™

Teacher's Guide

For review purposes only.



 **SCHOLASTIC**

This Bird

Informational Text Type:

Guidebook Pages

A guidebook is a text that gives useful information to guide readers to an understanding of a subject.

Summary: These pages from a guidebook show photos of birds and share facts about them.

Phonics Focus

- /d/ spelled *d*
- /r/ spelled *r*
- /i/ spelled *i*
- /h/ spelled *h*

Decodable Words with Targeted Sound-Spelling

- *dip, sip*
- *is*
- *it, sit*
- *rap*

Content Words

- *bird, dive*

Phonemic Awareness and Sound-Spelling Reviews

- /d/ spelled *d*
- /r/ spelled *r*
- /i/ spelled *i*
- /h/ spelled *h*

Ask children to listen for and say the first sound of each of these words. Read each word to the children.

- *did dot dim Dan den*
- *rip ran run rim red*
- *insect it if is it*
- *has hat had ham hand*

Then read each row again. Invite children to say the letter that corresponds to the first sound of each word.

Revisit Alphabet Knowledge

Connect Sound-Spelling: Review /d/ spelled *d*, /r/ spelled *r*, /i/ spelled *i*, /h/ spelled *h*

Remind children that they have looked at many letters and talked about the sounds that those letters make. Write the letters *d*, *r*, *i*, and *h* for children. Have children take turns naming a letter and saying the sound it makes—*d* makes the /d/ sound; *r* makes the /r/ sound; *i* makes the /i/ sound; and *h* makes the /h/ sound.

Before Reading

Model Blending Sounds to Make Words

- Model for children how to use letters and sounds they know to read words. Write the letters *h*, *i*, *d* for children. Remind children that the letter *i* makes the /i/ sound in *insect*. Run your finger under the letters as you slowly blend together all the sounds to read the word *hid*, /h/ /i/ /d/. Continue with *dip* and *sit*.

Practice Reading Decodable Words

For practice, write the following words for children to read:

rap hat did him pan mad it hid is had in tap ran

Ask children to name the word that begins and ends with the same sound.

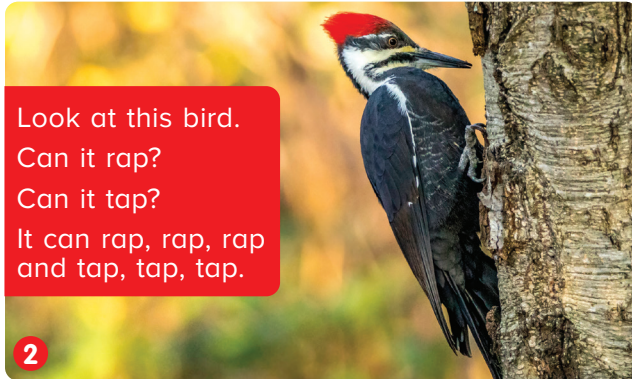
Then, ask children to name the word that is something to wear.

Finally, ask children to name a word that rhymes with *rap*.

First Reading

- Read the title and have children repeat it. Point to the word *Bird* in the title. Tell children they will be reading pages from a guidebook about birds.
- Introduce the content word *dive*. Write the word, read it, and have children repeat it. Talk about what it means to dive.
- Read aloud the text, modeling how it should be read, echo-read it, or have children whisper-read on their own.
- Invite children to take turns reading to a partner. Listen to children read, and give help as needed.

This Bird



Guide to Birds

SCHOLASTIC



TM & © Scholastic Inc. All rights reserved. Text copyright © 2013 by Scholastic Inc. Published by Scholastic Inc. Photos © 1 (top) Paul Yates/EyeEm/Getty Images; 1 (bottom) iStockphoto/Getty Images; 2 (bottom) iStockphoto/Getty Images; 3 (bottom) iStockphoto/Getty Images; 4 (bottom) iStockphoto/Getty Images

ISBN 978-1-338-00384-4
Pack ISBN 978-1-338-00384-4

Second Reading

- Ask a volunteer to read the title.
- Have children whisper-read on their own, this time with intonation.
- Invite children to take turns reading to a partner. Listen to children read, and give help as needed.

After Reading

Build Comprehension

After children read, talk about what the birds in the text are doing. Use the following questions to reinforce knowledge and vocabulary.

- Look at page 1. This bird is a hummingbird. It wants to get nectar (food) from the flower. Can it dip? Can it sip?
Key Ideas and Details
- On page 2, you see a woodpecker. Which words tell what the woodpecker does to the tree in order to find insects (food) to eat? **Words and Phrases in Context**
- Look at page 3. Why do you think the duck will dip and dive into the water? **Make Inferences**
- On page 4, what did the owl do after it hid? **Words and Phrases in Context**

Extend the Discussion

Share and discuss these questions. Encourage children to support their thinking with ideas from the text.

- What is alike about all the birds you see here?
- In what ways are the hummingbird and duck different?
- Which bird did you most like reading about? Tell why.

Write From Dictation

Have children write this sentence. Children may illustrate the sentence as well. You may want to model the writing.

This bird hid.

Write About Reading

Have children choose one or both of the following options:

- Draw a picture of the four birds you read about.
(Informative/Explanatory)
- Draw a picture of your favorite bird. Write a sentence to tell about the bird. **(Opinion)**

What Can We Be?

Informational Text:

Question-and-Answer Book Pages

A question-and-answer book is a text that poses questions for readers and answers those questions.

Summary: These pages are from a question-and-answer book that focuses on a few children. It tells about their interests and what they do that might someday lead to a future career.

Phonics Focus

- Single-Syllable Words With Open Long Vowels

Decodable Words with Targeted Sound-Spelling

- *be, he, me, she, we*
- *Bo, go, I*

New High-Frequency Word

- *she*

Phonemic Awareness and Sound-Spelling Reviews

- /a/ spelled a
- /e/ spelled e
- /i/ spelled i
- /o/ spelled o
- /u/ spelled u

Ask children to listen for and say the short vowel sound in each of these words. Read each word to the children.

- *can Max back tap tan*
- *pet bed web ten deck*
- *big dig fit his is in*
- *dog lot not mom lock*
- *fun mud run sun nut*

Then read each row again. Invite children to say the letter that makes the short vowel sound in each word.

MLs Note: See page 7 for ways to leverage children's home language.

Before Reading

Connect Sound-Spelling: Single-Syllable Words With Open Long Vowels

Recall with children the sounds made by the short vowels *a*, *e*, *i*, *o*, and *u*. Point out that sometimes vowels say their names. So *a* can say /ā/; *e* can say /ē/; *i* can say /ī/; *o* can say /ō/; and *u* can say /ū/. When a vowel says its name, we call it a long vowel.

Write and read the word *we* for children and have a volunteer circle the letter *e*. Repeat the activity for the long vowel sounds *i* and *o* spelled with single letters. Use the words *hi* and *go*. Have a volunteer circle the letter that makes the long vowel sound in each word.

Write these sentences for children. Point out the two ways that the word *a* can be pronounced, as long *a* or as a *schwa* (/ə/) sound. Note that both pronunciations are fine.

I see a big frog. (long a /ā/) I see a big frog. (schwa /ə/)

Model Blending Sounds to Make Words

Model for children how to use the /ē/ sound to read new words. Write the letters *m*, *e* for children. Remind children that the letter *e* makes the /ē/ sound. Run your finger under the letters as you slowly blend together the sounds to read the word *me*, /m/ /ē/. Repeat with the words *he* and *go*.

Practice Reading Decodable Words

For practice, write the following words for children to read:

be so he go me we no a I Bo I'm Jo

- Ask children to say the four words with the long-e sound.
- Have children tell which words are names.
- Point to the word *I'm* and ask children to read this contraction that means *I am*.

Introduce the High-Frequency Word: *she*

Write the following sentence with the high-frequency word *she*.

She can pet the cat.

Read aloud the sentence.

- Ask children to find and circle the high-frequency word *she*.
- Write the word *she*. Explain that the letters *sh* make the /sh/ sound that begins the word. Ask children what sound the letter *e* makes. Elicit that the letter *e* makes the long-e vowel sound in *she*. Have children read and spell the word *she*.
- Help children write the word *she*.

First Reading

- Read the title and have children repeat it.
- Read aloud the text, modeling how it should be read, echo-read it, or have children whisper-read on their own.
- Invite children to take turns reading to a partner. Listen to children read and give help as needed.

What Can We Be?



What jobs can we do?
Bo looks at bugs.
It's fun to look at bugs!
What can he be?



Ben has pots and pans.
He can mix it up.
Yum! Yum! Yum!
What can he be?



SCHOLASTIC

Careers for Kids

Meg likes pets.
She helps dogs and cats.
What can she be?



Look at me.
I can do this!
What can I be?



What jobs can we do?
What can we be?

CARD 32

TM & © Scholastic Inc. All rights reserved. Text copyright © 2023 by Scholastic Inc. Published by Scholastic Inc. All photos © Shutterstock.com.

ISBN 9781532800732
Pack ISBN 9781532800734

Second Reading

- Ask a volunteer to read the title.
- Have children whisper-read on their own.
- Invite children to take turns reading to a partner. Listen to children read, and give help as needed.

After Reading

Build Comprehension

After children read, talk about the text. Use the following questions to reinforce knowledge and vocabulary.

- Look at the first picture. Which word tells what Bo looks at?
Words and Phrases in Context
- What do you think Bo might want to be when he grows up?
What do you think Ben might want to be? **Make Inferences**
- Why might being a veterinarian be a good job for Meg?
Connect Ideas
- In the fourth picture, what clues do you see that let you know what the boy might want to be? **Photos and Text**

Extend the Discussion

Share and discuss these questions. Encourage children to support their thinking with ideas from the text.

- Why do you think the author wrote about these kids?
- What jobs are the children dressed for in the group picture?
- What is a job that you think you would like to do someday? Tell why.

Write From Dictation

Have children write this sentence. Children may illustrate the sentence as well. You may want to model the writing.

I can be a vet.

Write About Reading

Have children choose one or both of the following options:

- Choose one of the jobs. Draw a picture that shows all the things someone needs in order to do that job. Label the things you drew. **(Informative/Explanatory)**
- Draw a picture of yourself working at a job you like. **(Opinion)**

Henny Penny

Genre: Folktale

A story that has been passed down orally through generations and has many retellings

Summary: When a nut falls on her head, Henny Penny believes the sky is falling. She decides to go and tell the King. Turkey Lurkey joins her, but Foxy Loxy has other plans for Henny Penny and Turkey Lurkey.

Phonics Focus

- Long e (y, ey)
- Long i (y)

Decodable Words with Targeted Sound-Spelling

- *Henny Penny, Foxy Loxy, sneaky*
- *my, fly, sky*

New High-Frequency Word

- *were*

Story Words

- *Turkey Lurkey, hungry, falling*

Phonemic Awareness and Sound-Spellings Reviews

- /ō/ spelled *oa, ow*

Ask children to listen for and say the vowel sound in each of these words. Read the words to the children.

- *boat cloak float toad*
- *below follow low row*
- *show throw road slow*

Then read each row again. Invite children to say the letters that spell the vowel sound in each word.

MLs Note: See page 7 for ways to leverage children's home language.

Before Reading

Connect Sound-Spelling: Long e (y, ey); Long i (y)

Remind children that sometimes two letters make one sound. Write the word *key* for children. Ask children which letters make the /ē/ sound in the *key*. Have a volunteer circle the letters *ey*.

Explain that the letter *y* can sometimes make the /ē/ sound found at the end of a word. Write the word *happy* for children. Have a volunteer circle the letter *y* that ends the word.

Next, write the word *sky* for children. Ask children which long vowel sound they hear at the end of the word *sky*. Point out that the letter *y* can also make the /ī/ sound at the end of some words. Then have a volunteer circle the letter *y*.

List other words that end with the letter *y* or the letters *ey*. Have children read each word, name the long vowel sound they hear at the end of the word, and circle the letter or letters that make that sound.

Model Blending Sounds to Make Words

Model for children how to use /ē/ spelled *y* or *ey* to read new words. Write the letters *f, u, n, n, y* for children. Run your finger under the letters as you slowly blend together all the sounds to read the word *funny*, /f/ /u/ /n/ /n/ /ē/. Next, model for children how to use /ī/ spelled *y* to read new words using the word *try*.

Practice Reading Decodable Words

For more practice, write the following words for children to read:

my sneaky why fly sunny Foxy Loxy happy Henny Penny try rainy

- Read the names of the two story characters and clap the syllables in each name.
- Ask children to name the sound the letter *y* makes in *Henny Penny* and in *Foxy Loxy*.
- Ask children to find all the words that rhyme with *fly*.

Introduce the High-Frequency Word: *were*

Write the high-frequency word *were* in a sentence.

We were at home.

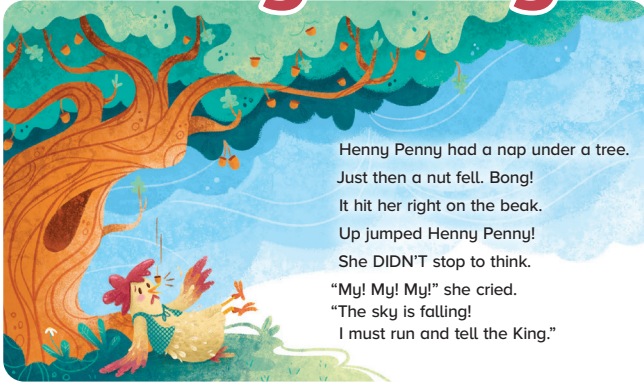
Read aloud the sentence.

- Ask children to find and circle the high-frequency word *were*. Elicit that *were* begins with the /w/ sound. Write the word. Then have children take turns reading, spelling, and tracing the word *were*.
- Help children write the word *were*.

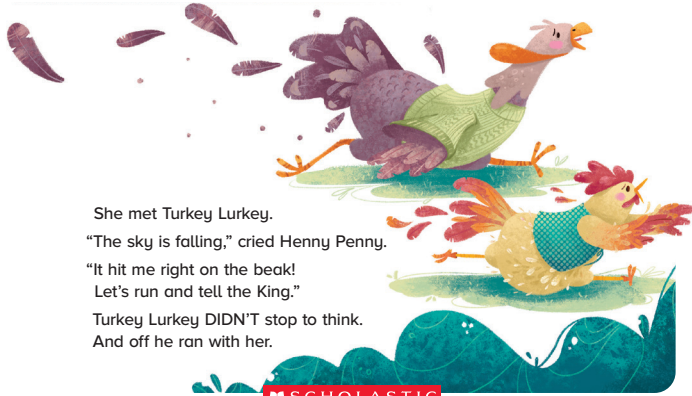
First Reading

- Read the title and have children repeat it.
- Write *Turkey Lurkey* for children and introduce him as a story character. Then introduce the story words *hungry* and *falling*. Write the words for children, read them, and have children repeat them after you read.
- Read aloud the story, modeling how it should be read, echo-read it, or have children whisper-read on their own.
- Invite children to take turns reading to a partner. Listen to children read and give help as needed.

Henny Penny



Henny Penny had a nap under a tree.
Just then a nut fell. Bong!
It hit her right on the beak.
Up jumped Henny Penny!
She DIDN'T stop to think.
"My! My! My!" she cried.
"The sky is falling!
I must run and tell the King."



She met Turkey Lurkey.
"The sky is falling," cried Henny Penny.
"It hit me right on the beak!
Let's run and tell the King."
Turkey Lurkey DIDN'T stop to think.
And off he ran with her.

By Emily Yapp

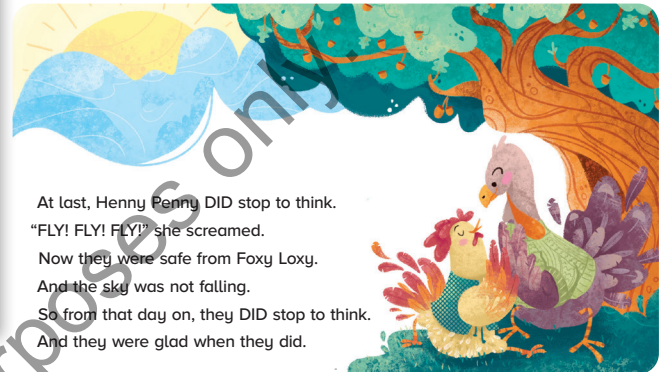
SCHOLASTIC

Illustrated by Monica Garofalo

Then they met Foxy Loxy.
"The sky is falling,"
cried Henny Penny.
"It hit me right on the beak!
Let's run and tell the King."
Now Foxy Loxy was hungry.
And he DID stop to think.



"Go this way," he said.
He led them right
inside his den.
Foxy Loxy lit a fire
under a huge pot.



At last, Henny Penny DID stop to think.
"FLY! FLY! FLY!" she screamed.
Now they were safe from Foxy Loxy.
And the sky was not falling.
So from that day on, they DID stop to think.
And they were glad when they did.

TM & © Scholastic Inc. All rights reserved. Text copyright © 2023 by Scholastic Inc. Illustrations
by Monica Garofalo copyright © 2023 by Scholastic Inc. Published by Scholastic Inc.

ISBN 978-1-338-30715-4
Pack ISBN 978-1-338-30715-4

Second Reading

- Ask a volunteer to read the title.
- Have children whisper-read on their own.
- Invite children to take turns reading to a partner.
Listen to children read, and give help as needed.

After Reading

Build Comprehension

After children read, talk about the story. Use the following questions to discuss and deepen understanding of the story.

- What problem does Henny Penny have at the beginning of the story? **Problem and Solution**
- What do you think Foxy Loxy plans to do in his den? **Make Inferences**
- What words would you use to describe Henny Penny? What words would you use to describe Turkey Lurkey? **Character**
- Retell the ending of the story. **Retell**

Extend the Discussion

Share and discuss these questions. Encourage children to support their thinking with ideas from the text.

- Folktales usually teach a lesson. What lesson do Henny Penny and Turkey Lurkey learn by the end of the story?
- Compare Henny Penny, Turkey Lurkey, and Foxy Loxy. In what ways are they the same? How are they different?
- What do you think Turkey Lurkey said when he went home and told the story of his day?

Write From Dictation

Have children write this sentence. Children may illustrate the sentence as well. You may want to model the writing.

The fox was sneaky.

Write About Reading

Have children choose one or both of the following options:

- Imagine it's the next day and a nut falls on Henny Penny's beak. Draw and write about what she will do. **(Narrative)**
- Draw a picture of the part of the story you liked best. **(Opinion)**

Storm Report

Genre: Realistic Fiction

A story with characters who could exist and events that could happen in real life

Summary: Emmy is writing a report about storms when a thunderstorm causes the lights to go out and her computer to go black. Her mother suggests she find another way to finish her report, and she does!

Phonics Focus

- *r*-Controlled Vowels: *ar, or, ore, er, ir, ur*

Decodable Words With Targeted Sound-Spelling

- *dark, stars*
- *storm, stormy, report, for, forms, her, thunder, turned, sister*

New High-Frequency Word

- *found*

Story Words

- *cooler, clouds, air*

Phonemic Awareness and Sound-Spellings Reviews

- Digraphs *sh, th, ch, tch*

Ask children to listen for and say the sound that ends each of these words. Read the words to the children.

- *ranch munch each peach*
- *patch catch rush dish*
- *path with bath math*

Write the words for the children. Invite children to underline the letters that spell the end sound in each word.

MLs Note: See page 7 for ways to leverage children's home language.

Before Reading

Connect Sound-Spelling: *r*-Controlled Vowels: *ar, or, ore, er, ir, ur*

Point out to children that when the letter *r* follows a vowel, it changes the vowel sound. Explain that the vowel sound is not short and it is not long. Tell children that the letters *ar* make the /är/ sound that is found in the word *dark*. Write the word *dark* for children. Then have a volunteer circle the letters *ar* in the word.

Introduce the letters *or* that make the /ôr/ sound that is found in the word *storm*. Write the word *storm* for children. Then have a volunteer circle the letters *or*. Note that the letters *ore* also make that same /ôr/ sound. Write the word *more* for children and have a volunteer circle the letters *ore*.

Then write the words *her, stir, and turn*. Tell children that the letters *er, ir, and ur* all make the same /ûr/ sound. Have children read the words *her, stir, and turn* and circle the letters that make the /ûr/ sound in each word.

Model Blending Sounds to Make Words

Model for children how to use the *r*-controlled vowel sound to read new words. Write the letters *f, o, r, m* for children. Run your finger under the letters as you slowly blend together all the sounds to read the word *form*, /f/ /ôr/ /m/. Continue with *stormy*.

Practice Reading Decodable Words

For more practice, write the following words for children to read:

herd hurt start smart sister her more verb first third

- Have children read all the words with the /ûr/ sound.
- Ask children to name the words that are used for counting people in a line.

Introduce the High-Frequency Word: *found*

Write the high-frequency word *found* in a sentence.

Emmy found her notes.

Read aloud the sentence.

- Ask children to find and circle the high-frequency word *found*. Point out that the *o* and *u* together in the word *found* make the /ou/ vowel sound. Help children segment the sounds in *found*, /f/ /ou/ /n/ /d/. Elicit the letter or letters to write for each sound. For /f/, write *f*; for /ou/, write *ou*; for /n/, write *n*; and for /d/ write *d*. Have children read and spell the word *found*.
- Help children write the word *found*.

First Reading

- Read the title and have children repeat it.
- Introduce the story words *cooler, clouds, and air*. Help children find the words in the story and read the sentences in which they appear.
- Read aloud the story, modeling how it should be read, echo-read it, or have children whisper-read on their own.
- Invite children to take turns reading to a partner. Listen to children read and give help as needed.

STORM REPORT

It was a dark and stormy night.
Emmy had to work on a report
about storms for class.
Emmy worked on her computer.
She found lots of facts online.

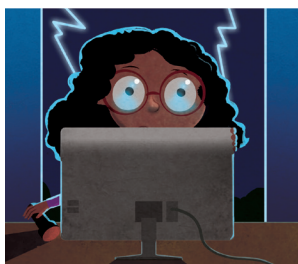


Emmy found out that hot air can rise
and get cooler.
She found out that when that happens,
rain forms and drops.
She found out that lightning forms.
Then it heats that cooler air.
And when that air expands, we hear thunder.



Crash!

Emmy jumped when
the thunder crashed.
Emmy liked to hear the rain.
But she didn't like to hear thunder.
Suddenly, Emmy's computer
screen turned black.
"No! No!" Emmy cried.
"All the lights went out!"
Emmy quickly grabbed a flashlight.

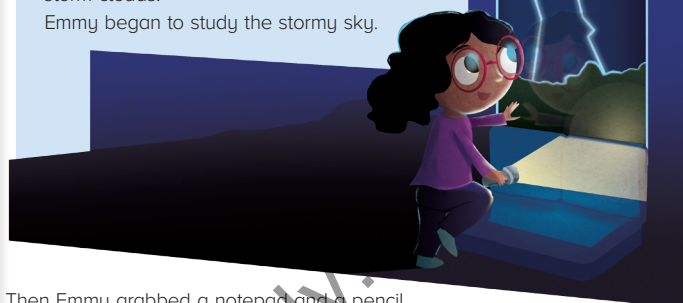


By Janelle Taveroni

SCHOLASTIC

Illustrated by Michael Emerson

Emmy's mom came in to see her.
"I can't finish my report," Emmy cried.
"Think about what you can do," her mom said.
Then she left to check on Emmy's sister.
Emmy sat in the dark.
She tried thinking of ways to fix her problem.
Emmy peered out the window.
The stars were hidden by dark, gray
storm clouds.
Emmy began to study the stormy sky.



Then Emmy grabbed a notepad and a pencil.
She jotted down what she spotted in the sky.
She sketched flashes of light in a dark sky.
She added notes.
"Now I know how
to finish my
storm report!"
Emmy said.
And she did!



Second Reading

- Ask a volunteer to read the title.
- Have children whisper-read on their own, this time with intonation.
- Invite children to take turns reading to a partner.
Listen to children read and give help as needed.

After Reading

Build Comprehension

After children read, talk about the story. Use the following questions to discuss and deepen understanding of the story.

- What is Emmy writing about for her school report?
Words and Phrases in Context
- What are some of the facts that Emmy learns when she does her research online? **Key Ideas and Details**
- What causes Emmy's computer screen to turn black?
Make Inferences
- What problem does Emmy have? How does she solve her problem? **Problem and Solution**

Extend the Discussion

Share and discuss these questions. Encourage children to support their thinking with ideas from the text.

- Why does Emmy's mom suggest she think about what to do? Why is thinking about a problem helpful when trying to solve the problem?
- What do you think Emmy's teacher will say about her report?
- Why do you think thunderstorms frighten people and pets?

Write From Dictation

Have children write this sentence. Children may illustrate the sentence as well. You may want to model the writing.

She sees a dark stormy sky.

Write About Reading

Have children choose one or both of the following options:

- Make a list of other kinds of weather Emmy might research and write about. **(Narrative)**
- Draw a picture and write a sentence about what you usually do during a thunderstorm. **(Opinion)**



READ TO KNOW™
TEXT SETS

Teacher's Guide

For review purposes only.



 SCHOLASTIC



At a Glance:

Observing the Sun

Phonics Practice

Target Elements Children will be ready to read the three texts in this set in conjunction with systematic, explicit instruction for these elements. The two informational books are **Read Together** books intended to be read with an adult and a child in dialogue. The adult reader reads sections that provide information and asks a question that a child can answer by reading the simple decodable text.

Phonics Focus	Word and/or Syllable Type
Consonants and Short Vowels <i>a, e, i, o, u</i>	Possessives With 's

High-Frequency Words Each text in this set features these words.

I like see to

Cumulative Review In Text Set 2, the decodable books cumulatively review targeted elements, high-frequency words, word types, and inflectional endings from Text Set 1. See the **Scope and Sequence and Aligned Texts**, page 150, for a complete list of elements in each set.

Knowledge-Building

Each text in this set relates to a video that builds background and vocabulary.

Science: Earth & Space: Cycle and patterns of the sun



Watch & Learn Video

"Observing the Sun"

The sun rises and sets every day. What are other patterns of the sun?

Available in English and Spanish

The Sun

Informational: Retelling In the morning, the sun begins to rise in the sky. But where is the sun in the evening? Find out where we see the sun at different times and in different seasons.

Summer Sun, Winter Sun

Informational: Expand Knowledge In the summer, it is hot outside! You might wear shorts and go swimming to cool off. But that changes in the winter. Let's find out why.

Fun in the Sun!

Humorous Fiction What are some ways to have fun in the sun? Let's see what Liz and her brother, Del, do.



Whole- and Small-Group Instruction Options

The following steps offer specific instruction you may use if you are guiding children through this text set in whole- or small-group instruction.

Get Ready to Read

Phonemic Awareness Let children know that as they read each text in this set, they will use what they've learned about finding all the sounds in words.

Play "Take Apart" Play a game in which children segment sounds and then blend and say words.

- **Model:** Explain that you will say a word and then ask children to identify each sound in the word. Say: *Listen: hat. What's the beginning sound? (/h/) What's the middle sound? (/a/) What's the ending sound? (/t/)* Pause for children's responses between each request. Then write or have children write the words after each turn.
- **Play:** Use these words: *tap, tip, net, hot, sun*

Check Readiness of Target Skills You may use the Text Set 2 Readiness Check to identify children's readiness for the targeted elements in this text set. Remind children to pay attention to each letter in a word. Also remind them that an apostrophe shows ownership and that when they blend a word with an apostrophe, it doesn't make a sound.

Text Set 2 Readiness Check

Consonants and Short Vowels *a, e, i, o, u*

CVC and VC Words With Consonants and Short Vowels <i>a, e, i, o, u</i>	bag fun get up sip is mug yet jam bun wet did bit not can
Possessives with 's	kid's dog's Dad's Pat's

Use observations from this activity to determine needs for additional support and to inform grouping.

Introduce/Review High-Frequency Words Each text in this set uses the following four words. Use the steps to teach or review the words.

- Display the word. Say it aloud and have children repeat.
- Use the word in a sentence. Discuss the word and its meaning or usage with children.
- Identify known and unknown parts of the word. (See specifics below.)

HFW Specifics

	Use it in a sentence.	Identify known and unknown parts.
I	I have a cat.	• The letter I can also be a word. The letter I says the /ī/ sound when it is a word.
like	I like to play with my friend.	• Find the 3 sounds in <i>like</i>: /l/ /ī/ /k/. • Identify the beginning and ending sound-spellings children have learned: /l/ l, /k/ k. • Identify the other regular sound-spelling: Letter i says the /ī/ sound in this word. The last letter e is silent.
see	Do you see the sun?	• Find the 2 sounds in <i>see</i>: /s/ /ē/. • Identify the beginning sound-spelling children have learned: /s/ s. • Identify the other regular sound-spelling: Letters e-e say /ē/ in this word.
to	We go to bed.	• Find the 2 sounds in <i>to</i>: /t/ /ō/. • Identify the beginning sound-spelling children have learned: /t/ t. • Identify the other regular sound-spelling: The letter o says /ō/ in this word.

Build Knowledge & Vocabulary

View the Watch & Learn Video Each of the texts in this set builds on ideas from the video “Observing the Sun.” Watch the video together to activate background knowledge to prepare children for reading the texts.

Before Viewing: Use these guiding questions to engage children in thinking about the topic and sharing ideas.

- *What do you know about the sun?*
- *When have you seen sunsets?*
- *What do you like to do on sunny days?*

After Viewing: Revisit the Before Viewing questions. Invite children to share what they learned.

Build Content-Area Vocabulary The following terms from the video are used in each text in this set. Before reading, you may wish to guide children to understand their meanings and build familiarity with their spellings. Use the following steps to explore these words.

- Display the word. Say it aloud and have children repeat.
- Provide a definition. Discuss the word and its meaning with children.
- Provide tips for reading and recognizing the word. (See specifics below.)
- Refer to images from the video that relate to the word.

Word	Definition	Tips for Reading and Recognizing Terms	Video Image or Reference
sky	the area of space that is above Earth	• <i>The word is sky. Now you say it: sky.</i> • Identify the beginning sound-spellings: <i>Letter s says /s/. Letter k says /k/.</i> • Point to the word and have children echo-read it.	0:30
summer	the season after spring, when the days are long and the weather is hot	• <i>This word is summer. Now you say it: summer.</i> • Clap out the syllables together: <i>sum•mer.</i> • Point to the word and have children echo-read it.	1:47
winter	the season after fall, when the days are short and the weather is cold	• <i>This word is winter. Now you say it: winter.</i> • Clap out the syllables together: <i>win•ter.</i> • Point to the word and have children echo-read it.	1:56

Knowledge Connection In Text Set 1, children read about big cats living in their habitats. Relate children’s knowledge to the “Observing the Sun” video. Point out that the sun shines on these habitats, too. Guide a discussion to connect the topics.

- Ask children to share what they remember about where lions and tigers live in “Two BIG Cats” (Lions live in hot, dry places. Tigers can live in the jungle or in the snow.) Talk about what the temperature is like in these places. Discuss how it can be sunny when it’s hot and when it’s cold. **Science**

Read Book 1



The Sun

In the morning, the sun begins to rise in the sky. But where is the sun in the evening? Find out where we see the sun at different times and in different seasons.

GENRE: Informational: Retelling—This text retells key ideas from the video “Observing the Sun” as a Read Together book that is intended to be read with an adult and a child in dialogue. The adult reads the text marked with an apple, and the child reads the text marked with a star.

Phonics Focus and Other Targets

- **Consonants and Short Vowels**
a, e, i, o, u: at, can, fun, gets, has, hot, in, is, it, not, red, set, sets, sun, up, yes, yet

Content-Area Vocabulary

sky, summer, winter

New High-Frequency Words

I, like, see, to

Challenge Word

go

Language Support

Read the second sentence on page 4, emphasizing the phrase “pretty early.” Explain that the word *pretty* usually means nice-looking. In this sentence, the word *pretty* means “very.” “Pretty early” means it’s very early in the morning. Ask children to think about what time that might be for them. Have them complete the sentence: *For me, pretty early is ___ o’clock.*

On page 8, reread the third sentence: “That’s where the sky meets the land.” Point out that in this sentence, the word *meets* means “to touch or connect with.” Point to the place on the photo where the sky meets the land. Notice that in this photo, the part of “the land,” or Earth, shown is actually a body of water.

Discuss the meaning of the verb “to set” in places where sunsets are described. Use motions to show how *to set* can mean “to go down.”

Review the Video

Have children view (or review) the video to build background knowledge and vocabulary before reading. You may wish to guide viewing using the following steps. **Available in English and Spanish**

- **Set Purpose:** *Let’s watch and pay close attention to what happens with the sun at different times and in different seasons.*
- **View:** Pause from time to time to guide thinking and discussion.
- **After Viewing:** Restate the Set Purpose task and invite responses.
- **Review Content-Area Vocabulary:** Review the content words from the video listed at left. Let children know they will find these three words in the book *The Sun*.

First Reading

- Read aloud the title and have children repeat it.
- Read aloud the text; have children echo-read it or whisper-read on their own.
- Invite children to take turns reading to a partner. Listen to children read and give help as needed.
- Have children share their reactions to the text.

Second Reading

- Ask a volunteer to read the title.
- Have children whisper-read on their own.
- Invite children to take turns reading to a partner. Listen to children read and give help as needed.

After Reading

Build Comprehension Use the following questions to monitor comprehension and reinforce knowledge and vocabulary.

- *How does the sun’s place change between morning and noon?* **Compare and Contrast**
- *Why is it dark at 7 o’clock in the winter?* **Key Ideas and Details**
- *What happens when the sun shines down for a long time every day in the summer?* **Connect Ideas**

Respond and Write Invite children to draw a picture of the sun in the morning (sunrise) and the sun in the evening (sunset). Help them write a sentence or phrase that tells about each picture. **Informative/Explanatory**
Then ask them to complete the additional activity.