



How to use this guide:

This Teacher's Guide contains information and notes for the reading series titled *Bank Street Ready-to-Read*. This progressive reading skill development program was created by the Bank Street College of Education in New York City. The Level 2 series—*Reading Together*—contains books designed for children who are beginning to read by themselves but may need help. The discussions and activities that center around these books support students who can read books with slightly smaller type and longer sentences. This Teacher's Guide provides skill and strategy lessons for four of the titles in the context of modeled reading. An explanation of guided reading in the context of balanced literacy can be found on pages 1–3 of this guide. The last page is a bibliography of professional resources that may help you as you create a balanced literacy classroom.

Creating a Balanced Literacy Classroom

Read Aloud:

Reading aloud provides a model of fluency and builds listening comprehension. You read to the students, acting as both author and reader (Mooney, 1990). Students are released from the responsibility of concentrating on the mechanics of reading. Reading aloud may occur with the entire class, a small group, or an individual child.

Shared Reading:

Shared reading mirrors the bedtime story, when reader and child interact with the text (Holdaway, 1979). You read with the students as they interact with text they cannot read for themselves (Mooney, 1990). This allows active participation as you explicitly teach and model reading strategies. Students have visual access to the text in the form of big books, charts, overhead transparencies, etc. Shared reading usually occurs with the entire class.

Guided Reading:

Guided reading provides a small group of students the opportunity to talk, think, and question their way through text (Mooney, 1990). Each student holds a copy of the text. Reading is done by the individual students while the teacher coaches. The teacher determines supports and challenges to match the reader with the text.

Independent Reading:

Independent reading occurs at all stages of reading development. Students assume full responsibility and know where to go for help when their comprehension breaks down. The reading is done completely by the students, which offers them an opportunity for fluency building.

Modeled Writing:

Modeled writing is a time for students to watch and listen as you think, talk, and write about any topic. As you write, think aloud about strategies, conventions, ideas, and language. This places you in the role of an author. You hold the pen as you write about your ideas! Modeled writing usually occurs in front of the whole class.

Shared Writing:

Shared writing encourages you and the students to collaborate on a piece of writing together. Students share ideas and you record them. Together you negotiate ideas, language, and conventions about writing. You hold the pen and record contributions. Shared writing may occur with the entire class or a small group.

Guided Writing:

Guided writing follows modeled or shared writing. This is the time for students to try out the skills and strategies you have modeled. As students write, you provide support and guidance through individual or small group conferences.

Independent Writing:

Independent writing allows students to experiment, gain fluency, and write freely. Sources of support such as word lists, word walls, and/or dictionaries should be present for student use. Students should be explicitly taught when and how to use the resources in the room to assist them during this time.



What Is a Literacy Center?

A Literacy Center is a place or activity that:

- Invites students to practice and apply strategies that have been taught and modeled in shared and guided literacy lessons
- Promotes reading, writing, speaking, and viewing
- Allows students to manipulate language in both oral and written form
- Engages the learner through interaction
- Exposes students to a variety of text
- Provides open-ended activities for students
- Enables the teacher to assess and evaluate the students' use of literacy strategies

Possible Literacy Centers and Their Purpose:

Classroom Library - Provides students with a variety of print and genres to practice reading skills and strategies.

Listening Center - Increases speaking, reading, and writing vocabulary. Allows students to self-monitor fluency and progress in reading.

Literature Response Center - Gives students the opportunity to respond authentically to a text they have read or heard.

Poetry Center - Encourages students to read and perform various poems with fluency and expression. Exposes the struggling reader to rhyme, rhythm, and repetition.

Research Center - Integrates the study of science and social studies into the literacy hour. Provides students with time to interact with nonfiction text.

Spelling/Word Work Center - Allows students to manipulate letters and words that can be integrated into their reading and writing experiences.

Writing Center - Provides the opportunity for students to practice the writer's craft and target skills through self-selected topics and methods of presentation.

Some Questions to Help You Set Up a Balanced Literacy Classroom:

- ✓ What resources do I currently have to support my instruction?
- ✓ What resources will I need to acquire to be successful?
- ✓ What professional books and resources will help me implement balanced literacy?
- ✓ Will my room arrangement need to change to be successful?
- ✓ How will I schedule my day?
- ✓ What assessments and observations will I use to group my students?
- ✓ What centers do I currently use in my classroom?
- ✓ What centers do I want to add to my classroom?



Guided Reading Lesson Format

The lessons in this guide are designed to provide support for teachers planning guided reading. Teachers may also select all or a portion of each lesson, based on student needs and instructional focus. The following is an explanation of each component of the lesson plan.

Book Title and Information:

Here, you will find the book title, author, a summary, and leveling information. The levels included are: Guided Reading (**GR**), based on the work of Irene C. Fountas and Gay Su Pinnell; Developmental Reading Assessment (**DRA**), based on the assessment developed by Joetta Beaver; and Early Intervention (**EI**), based on the research done by Marie Clay and The Ohio State University. The section titled "Focus on the Text" includes various text features, such as vocabulary to discuss. The section titled "Focus on the Reader" lists possible challenges to the reader and Strategy Mini-lesson topics.

Opening Conversation and Book Look:

Beginning talk in a guided reading group should be conversational as you help students think through the pictures and the text. In guided reading, the reader must work out difficult text by applying skills and strategies that have been previously taught and modeled. You are a coach or mentor in this process as you propel the students forward. You may wish to talk about any or all of the components of the Book Look in each lesson plan.

Independent Reading with Teacher Coaching:

When students are comfortable enough to construct meaning in the text, they read silently in the small group. You become a coach during this process as you observe students' reading behaviors. Students read silently until you sit or kneel next to them, at which time they read quietly to you. Listen and coach each student as he or she reads orally. Note how they utilize all the cueing systems:

Semantics – Accessing meaning using their schema (background knowledge)

Syntactics – Understanding the structure of the language and how it is organized

Graphophonics – Understanding the relationship between letters and sounds to make meaning of words

During the reading process, the reader uses these cues while continuing to sample new text, to make predictions based on personal experience and background knowledge, and then to check and confirm the text by thinking about whether the reading makes sense.

Strategy Mini-lesson:

This is a brief reminder and application of skills and strategies that might have been used during reading.

Vocabulary Focus:

This focus on words and their meanings can be used for a mini-lesson or follow-up guided reading session.

Another Look (Revisiting and Responding to Text):

Here, you encourage students to revisit the book as they build oral fluency and comprehension. This section helps you facilitate this process using authentic reading and writing experiences.

Practice and Apply Strategies (Literacy Center):

This section helps the reader revisit the text to practice and apply the skill or strategy learned in the context of a Literacy Center.

Assessment:

This section suggests opportunities to conduct both formal and informal assessments.



Animal Hide-and-Seek by Teddy Slater

Levels: GR: K; DRA: 20; EI: 19-20

Book Summary: Now you see them, now you don't. How do some creatures seem to just "disappear"? How does a cricket hide from hungry birds? Why does the arctic hare's fur turn white in winter? Discover how animals blend in with their backgrounds as you play hide-and-seek with them.

Focus on the Text:

- Consistent placement of text
- Enlarged print to support young readers
- Vocabulary to discuss: anemone, bittern, fawn, invisible, mantis, reeds

Focus on the Reader:

- Determining importance in text
- Understanding informational text
- Understanding facts about a topic
- Rereading to find out information

Opening Conversation and Book Look:

Call attention to the front and back covers of the book. Read the back cover blurb and the Introduction on page 4 telling about this book. Ask students to make a prediction about what they will read. After all the students share their predictions, let them browse through the book to confirm or revise their predictions. Then ask students to browse through the text one more time and identify the animals that are pictured. Remind students that this type of preview can help them prepare to read.

As you turn the pages of the book, you may want to talk about any or all of the following:

Pages 4 to 7. Have students look through these pages and identify any "tricky" words. Help them solve the difficult words using any of the following word-solving strategies: chunking the word into smaller parts, saying the first sound and seeing if it helps, looking at the picture, or skipping over the word and then reading the rest of the sentence to figure it out.

Pages 8 to 10. Say: *Let's look at the information on pages 8 and 9. I notice that there seems to be a sea horse in the seaweed. Let's read to see if we can figure out what the author wants us to learn.* Let students read pages 8 and 9 quietly to themselves. Ask them to guess what they will learn on the next page. Then leave page 10 for students to read on their own during independent reading.

Pages 11 to 14. Ask students to discuss the names of the animals that are hiding on these pages. Then ask them to make a prediction about why these animals might need to hide. Leave these pages for students to figure out on their own during independent reading.

Pages 15 to 19. Say: *I notice that there is a new heading on page 15. What do you think we will read in this section?* Scan the rest of the pages in this section, *Protecting the Young*, and ask students to predict briefly what they will learn on each page. As they browse, help them identify any difficult words they may find on these pages. Leave these pages for students to read during independent reading.

Pages 20 to 26. Read the title of the section that begins on page 20. Then let students quickly look through pages 20 to 22 and find some interesting facts about the animals hiding in flowers. Remind them that when they read for more details, they will be able to understand even more about this topic. On page 23, note the new section about *Dressing Up*. Invite students to locate important and interesting information on pages 23 to 26 by skimming and scanning.

Pages 27 to 31. Say: *The illustrations on these pages tell me that these animals change as they hide.* Ask students to skim the text on these pages and look for words or ideas that might be difficult for them to understand. Clarify any words or phrases for students.



Page 32. Ask: *What does the word "conclusion" mean?* After this question is answered, read this page together with the students and have them think about what they learned when they read this book.

Independent Reading with Teacher Coaching:

Ask students to read all or a portion of the book silently. Explain to them that when you sit or kneel next to them, they should read quietly to you. Listen and coach each student as he or she reads quietly. You may also want to record any reading behaviors you notice students using during this time.

Strategy Mini-lesson:

Strategy: Rereading to Find Out Information

1. Think aloud: *Informational texts are designed to help the reader learn about a specific topic. In this book, the author ends with a question about identifying the "hidiers" and the "seekers."*
2. Ask students to reread the book and browse through the illustrations with a partner to identify the animals that might be considered hidiers and the animals that might be considered seekers.
3. Students can use copies of the form on page 6 of this guide to note which animals are hidiers, which ones are seekers, and which ones are both hidiers and seekers.
4. Remind students that some further research may need to be done to categorize each animal as a hider, a seeker, or both.
5. You may want to place this book along with other books about animals that hide-and-seek in your Research Center for further student inquiry.

Vocabulary Focus:

Write the following words and terms on the board: *blend in, cover-up, danger, disappears, hiding, invisible, match, sneaking.* Ask students to discuss why it is important to understand these words and terms when thinking about animals that hide-and-seek.

Another Look (Revisiting and Responding to Text):

Reading:

- Have students go back and read the text independently or with a partner. Students should practice reading with fluency and expression. Remind them to help each other with the strategies they have learned for word-solving and monitoring reading as they read. These strategies include chunking difficult words, looking at the pictures and the text to understand, skipping difficult words and then coming back to them after reading the rest of the sentence, and thinking about what makes sense.

Writing:

- Have students go back to the text and select an animal to write about. Students should write about a time when their selected animal had to hide from an enemy. Remind them to use details in their writing.

Practice and Apply Strategies (Literacy Center):

Research: True or False?

- Copy, cut apart, and laminate the sentence cards on page 7 of this guide. Place these cards in your Research Center along with a true/false T-chart and a copy of the book *Animal Hide-and-Seek*. Students should select a card and read the sentence. Then they can sort it into the true or false section of the T-chart. They can use the book to help them determine if each statement is true or false.

Assessment:

Use the form on page 7 of this guide for a more permanent assessment of whether students understand details and facts from the text. Copy a set of cards for each student in the group. Let each student create his or her own true/false T-chart and glue each statement in the appropriate column of the chart. Students can write a page number next to each sentence telling where in the book they confirmed their answer.

Name: _____ Date: _____

Comparing and Contrasting

Directions: Think about the animals in the book *Animal Hide-and-Seek*. If an animal is a hider, write its name in the "Hiders" column. If an animal is a seeker, write its name in the "Seekers" column. If an animal is both, write its name in the "Both" column.

Hiders	Seekers	Both

The bittern is sometimes called "the invisible bird."

The snow helps the arctic fox sneak up on animals.

The arctic hare is always white.

The tiger's stripes blend in with waving grass.

Baby animals are strong and do not need to hide.

The harp seal is born with spots.

The flower mantis eats butterflies.

The sea anemone traps and eats fish.

Crickets do not hunt during the day.

The flounder can change in many ways.



Beavers Beware! by Barbara Brenner

Levels: GR: J; DRA: 18; EI: 17-18

Book Summary: When beavers start building their lodge on a family's diving dock, they cut down trees and make a mess. Can the family get their dock back? See beavers at work and find out in this fact-based adventure!

Focus on the Text:

- Consistent placement of text
- Enlarged print to support young readers
- Vocabulary to discuss: branches, building, clever, dock, lodge, rights, sticks

Focus on the Reader:

- Using word-solving strategies
- Decoding words in context
- Locating informational facts in a fiction text

Opening Conversation and Book Look:

Call attention to the front and back covers of the book. Read the back cover blurb and ask students to share anything they know about beavers. You may need to browse through the pictures in the book to discuss beavers and their characteristics.

As you turn the pages of the book, you may want to talk about any or all of the following:

Pages 4 to 7. Think aloud: *When I look at these pages quickly, I notice that the girl and her family are looking at some sticks. I have to think about what I know about beavers and make a guess about what the people are doing.* Ask students to read the text quietly on their own and tell what they think these pages are about.

Pages 8 and 9. Ask students to skim the pictures and text on these two pages and ask: *What can we learn about beavers on these pages?* Help students solve any unknown words or difficult parts.

Pages 10 and 11. Say: *I notice there are more sticks on the dock. They are getting bigger.* Ask students to tell what they know so far. Then ask them to make a prediction about what will happen next.

Pages 12 and 13. Ask students to read the text on page 12 and tell what is happening. Students should use both the picture and the text to support their answers. Then each student should make a prediction about what will happen next.

Pages 14 to 17. Say: *I wonder what the girl's mother and father will do when they find out that beavers are making a home on the dock.* Ask students to predict what the family will do about this problem.

Pages 18 to 23. Have students browse through the words and illustrations on these pages and discuss what they think will happen. Remind them that many stories include a problem. Ask them to tell what the problems are in this story (the beavers are building a house on the dock and the people don't want them to do it, and the people keep clearing out the beavers' sticks).

Pages 24 to 32. Have students browse through the pages to the end of the book. Explain that browsing gives the reader the gist of the story. Then say: *Now I want you to go back and read the story from the beginning quietly. Remember to use the text and the pictures to help you when you don't know a word.* If students are not ready to read independently, continue to preview and talk about a few more pages of the book. Then let them read independently.

Independent Reading with Teacher Coaching:

Ask students to read the book silently from the beginning. Explain to them that when you sit or kneel next to them, they should read quietly to you. Listen and coach each student as he or she reads quietly. You may also want to record any reading behaviors you notice students using during this time.



Strategy Mini-lesson:

Strategy: Locating Informational Facts in a Fiction Text

1. Think aloud: *I know that this book is about beavers. I wonder if the author, Barbara Brenner, had to do some research to learn all about beavers before she wrote a story about them.* Ask students to share their thinking with the rest of the group.
2. Explain to students that good writers often use informational texts to find out about their topic before they write a story. This research helps them understand what they are writing about. They use this information to create their fiction stories.
3. Say: *Let's look through the book and see if we can find some information that is probably true about beavers.* Have students browse through the text and share any information that they think is true with the rest of the group. You may want them to mark the text with sticky notes.
4. Record students' responses on a chart or the board. Discuss how knowing about beavers helped the author write this book. Have students locate other fiction texts that might have required the author to have prior knowledge or do research about a topic.
5. Remind students that good writers write about what they know and understand.

Vocabulary Focus:

Discuss the following vocabulary from the text: *beavers, branches, building, clever, dock, lodge, rights, sticks*. Ask students to locate the words in the story. They should use sentences from the story and their prior knowledge to demonstrate understanding of each word. Connect this investigation to the Strategy Mini-lesson above. Ask students to notice that these words are ones that the author may have learned when she conducted her research before writing the book.

Another Look (Revisiting and Responding to Text):

Reading:

- Have students go back and read the text independently or with a partner. Students should practice reading with fluency and expression. Remind them to help each other use their word-solving strategies when necessary while reading the book. Such strategies include using picture clues, skipping difficult words and then coming back to them after reading the rest of the sentence, chunking the words into parts, reading for meaning, and pointing to the difficult words.

Writing:

- Remind students of the Strategy Mini-lesson above. Copy the forms on pages 10 and 11 of this guide for each student. Distribute the forms and ask students to select an animal and complete the research page (page 10) on their animal. Then they should use the planning page (page 11) to plan their story, using their animal as one of the characters, before they write it. Remind them that they need to use true facts in their story just like the author did in *Beavers Beware!*

Practice and Apply Strategies (Literacy Center):

Research: Learning About a Topic

- Place several copies of the form on page 10 of this guide along with several informational texts about animals in your Research Center. Ask students to complete the research form and place it in their writing notebook. Remind them that they may want to use these facts when they write a fiction story. Keep similar forms available in your Research Center to support future writing projects.

Assessment:

Let each student select a page or two from the book *Beavers Beware!* to read orally. As they read, note whether they are using word-solving strategies and prior knowledge to read fluently. Use the information you collect from this observation to prepare future mini-lessons.

Name: _____ **Date:** _____

Animal Research

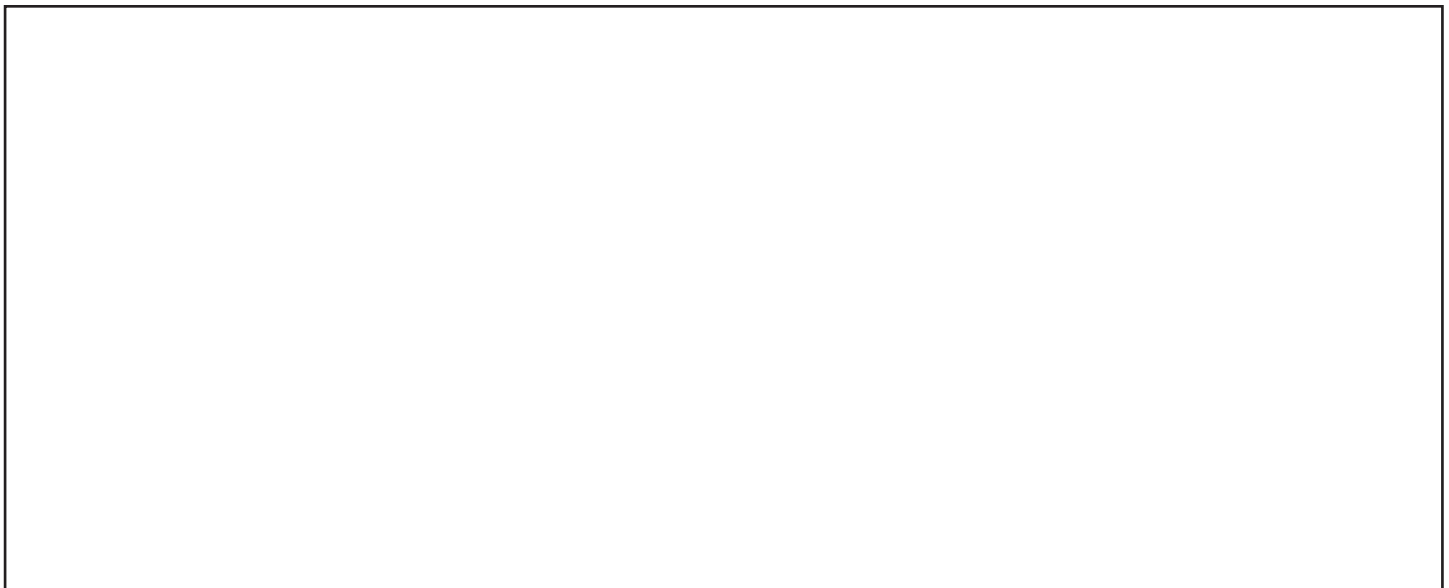
Directions: Choose an animal you would like to read about. Pick a nonfiction book about your animal. Fill out the information about your animal below.

Book Title: _____ **Author:** _____

Name of my animal: _____

Interesting facts about my animal: _____

A picture of my animal:



Name: _____

Date: _____

Story Planner

Characters

Think about the characters you would like in your story. Write one or more facts about them next to each name.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Setting

Think about where your story will take place. Draw or write about this place.

Problem

Think about what happens in your story. Write about the problem.

Solution

How does the problem get solved? Write about it.

Challenge: Now choose a piece of writing paper and write your story using this planner and your research paper.



Button Soup by Doris Orgel

Levels: GR: J; DRA: 18; EI: 17-18

Book Summary: One old button and a pot of boiling water? What kind of soup is that? With Rag-Tag Meg as cook and Mandy as her trusted helper, it's a tasty concoction as well as a valuable lesson. A brand-new twist on a well-loved old folk tale—perfect for reading together.

Focus on the Text:

- Consistent placement of text
- Enlarged print to support young readers
- Vocabulary to discuss: lonesome, scooped, strolling

Focus on the Reader:

- Sequencing a story
- Decoding words in context
- Making connections to the story

Opening Conversation and Book Look:

Call attention to the front and back covers of the book. Read the back cover blurb and ask students to make a prediction about what they will read. Discuss what the words “valuable lesson” mean.

As you turn the pages of the book, you may want to talk about any or all of the following:

Pages 4 and 5. Think aloud: *When I look at the pictures and the words on pages 4 and 5, I see that the girl and the man are talking to the woman. I wonder what she says to them. Skim and scan to find out exactly what the woman says.* Remind students that they can use the pictures and the words to help them find out.

Pages 6 and 7. Ask students to skim the pictures and text on these two pages and ask: *What do you think the girl and Rag-Tag Meg will do now?* Ask students to make a prediction based on the pictures and what they know already.

Pages 8 and 9. Students should skim and scan the pictures and text on these pages. Let them confirm or revise their predictions about what the girl and Rag-Tag Meg decide to do.

Pages 10 to 13. Ask students to scan the words and pictures on these pages. Ask them to predict what happens with the button and the pot. Students should use the pictures and the text to support their answers. Each student should make a prediction about what will happen next.

Pages 14 and 15. After reading the text on these pages, ask: *What are parsley and dill?* Ask students to predict how the girl will get some.

Pages 16 and 17. Ask students to skim and scan the text and predict what will happen next. In addition, ask students to find any words on these pages that may be difficult. Discuss these with the group.

Pages 18 to 32. Have students browse through the pages to the end of the book. Explain that browsing gives the reader the gist of the story. Ask each student to tell you what he or she thinks will happen when more and more people come to see the lady making soup. Then say: *Now I want you to go back and read the story from the beginning quietly to find out.*

Independent Reading with Teacher Coaching:

Ask students to read the book silently from the beginning. Remind them to use their word-solving strategies to help them with any new or difficult words. Explain to them that when you sit or kneel next to them, they should read quietly to you. Listen and coach each student as he or she reads quietly. You may also want to record any reading behaviors you notice students using during this time. Use this information to help you plan future Strategy Mini-lessons for the group.

Strategy Mini-lesson:

Strategy: Making Connections to the Story

- 1.** Think aloud: *Sometimes when I read a story, it reminds me of something that I have done before. When I read the book *Button Soup*, I think about the times that I have been asked by others for help.* (Note: You may want to share a specific connection with the group.)
- 2.** Open the book to pages 4 and 5 and read them aloud. Say: *I have seen people who were hungry and wanted to help them, but I couldn't. This is what happens to the girl on these pages. This is called a text-to-self connection. It happens when something in the book reminds us of something that we know about or have done. Almost all books that are "just right" to read cause readers to make a personal connection.*
- 3.** Explain that making connections helps the reader understand the book better. Say: *I know exactly how the little girl feels when she says, "I felt bad—we had all this stuff and she had nothing."*
- 4.** Explain that readers will make different connections because they have had different experiences. Remind students to try to make a connection when they read.
- 5.** Ask each student to look through the book and see if he or she can make a connection with another part of the story.
- 6.** Students can use copies of the form on page 14 of this guide to record their connection.

Vocabulary Focus:

Discuss the following vocabulary words and phrases from the text: *lonesome, loud as bells, scooped, strolling*. Have students locate each word or phrase in the story, then write each on a chart or the board. Ask students to tell how each word or phrase is important to the story and to explain its meaning.

Another Look (Revisiting and Responding to Text):

Reading:

- Have students go back and read the text independently or with a partner. Students should discuss the lesson of the story. Have them share their thinking with the rest of the group.

Writing:

- Have students think about what happens first, next, and last in this story. Use copies of the form on page 15 of this guide for students to sequence the story. They can draw a picture and write one or two sentences in each box. Students can share their writing with the rest of the group.

Practice and Apply Strategies (Literacy Center):

Classroom Library: Make a Connection

- Write the following stem on a sentence strip or small chart: "This book reminds me of _____." Place copies of the form on page 14 of this guide and pencils in your classroom library along with the sentence stem. Encourage students to make a connection after they read a book. Remind them to put the book's title and author on their connection form. Display these forms on a bulletin board titled "Connections Help Us Understand."

Assessment:

Let each student select a page from the book *Button Soup* to read orally. Complete the oral fluency rubric below for each student:

- 1** - The student's reading is word by word. Choppy. No flow.
- 2** - The student reads in short meaningful phrases.
- 3** - The student's reading is fluent with very few stops.

After each student reads, ask him or her to retell what was in the story. Ask the student to tell as much as he or she can remember. If necessary, you may prompt the retelling. Note if students are able to retell the story with or without prompts from you.

Name: _____

Date: _____

Making Connections When I Read

Directions: Think about the book you read. What does it remind you of? Write and draw about your connection below.

Book title: _____

Book author: _____

This book reminds me of:

Draw a picture of your connection here:

This connection helped me because:

Name: _____

Date: _____

Sequencing a Story

Directions: Use the boxes below to write about what happened in the beginning, middle, and end of the story you read. Draw a picture of each part.

Title: _____

1.	2.
3.	4.
5.	6.



Too Many Mice by Barbara Brenner

Levels: GR: I; DRA: 16; EI: 15-16

Book Summary: How do you get rid of the elephant that scared off the alligators that chased away the dogs that frightened the cats that got rid of the mice? There's only one thing that will scare an elephant! Playful and fast-paced, this comical caper is perfect for reading together.

Focus on the Text:

- Concise presentation of information
- Enlarged print to support young readers
- Vocabulary to discuss: alligator, bedroom, crooked, elephant, kitchen, scare, sighed

Focus on the Reader:

- Understanding story elements
- Decoding words in context
- Retelling a story
- Understanding story structure

Opening Conversation and Book Look:

Call attention to the front and back covers of the book. Read the back cover blurb and ask students to make a prediction about what they will read. Preview the pictures and the text briefly and ask students to identify the animals in the story and make a prediction about what will happen. Remind students that each reader's prediction may be different depending on what each person knows and understands.

As you turn the pages of the book, you may want to talk about any or all of the following:

Pages 4 and 5. Read page 5 together and then ask: *Use the information that you gathered during the preview and think about your prediction. You may want to revise or change it, or you may find that it is more confirmed or sure now.* Discuss with students how the information on page 5 either confirms or revises their predictions.

Pages 6 and 7. Ask students to skim the text and pictures on these two pages and ask: *What do you know about the mice now? How do you think Nita and her mother will solve the problem?*

Pages 8 and 9. Say: *I notice from the picture on page 9 that the girl seems to be looking for cats. I think she is trying to get all the cats to come chase the mice away.* Ask students what else they notice about the words and illustrations on these pages.

Pages 10 and 11. Ask students to share what they notice as they look at the picture and words on these two pages. Encourage students to read the pages silently on their own.

Pages 12 and 13. Ask students to tell what happens to the mice on these pages. Stop looking at the book and have them predict what will happen next.

Pages 14 and 15. Say: *I notice that the mother is ready to sit down, and a cat is in her chair. What is the problem in the story now?*

Pages 16 and 17. Ask: *What do you think the girl will do now?* Ask students to discuss if getting dogs will solve the problem.

Pages 18 to 21. Have students skim the words and pictures on these pages to see what happens next.

Pages 22 to 25. Ask students to browse through these pages. As they browse, ask them to look for words that may be difficult to read.

Pages 26 to 32. Say: *Now I want you to go back and read the story from the beginning. First look through the rest of the pages and see if you want to confirm or revise your original prediction about this story.*



Independent Reading with Teacher Coaching:

Ask students to read the book silently from the beginning. Explain to them that when you sit or kneel next to them, they should read quietly to you. Listen and coach each student as he or she reads quietly. You may also want to record any reading behaviors you notice students using during this time.

Strategy Mini-lesson:

Strategy: Understanding Story Structure

1. Think aloud: *This is a fiction story. Most stories have a beginning, a middle, and an end. This story has a beginning, a middle, and an end, but it is special.*
2. Continue to say: *Let's talk about what happens at the beginning of the story.* Ask students to identify the problem (there are too many mice).
3. Have students turn to the last pages and discuss what happens at the end of the story. Ask: *How are the beginning and the ending similar?*
4. If students do not notice on their own, help them see that the ending goes right back to the beginning. Explain that this is called a "circle story." Show students how this story stops right where it started.
5. Have students use the form on page 18 of this guide to illustrate and write independently about each step of the story.
6. Find other examples of circle stories for students to visit during independent reading and center time.

Vocabulary Focus:

Discuss the following vocabulary words and phrases from the text: *alligator, bedroom, crooked, elephant, everywhere, kitchen, scare, sighed, too many.* Ask students to locate the words and phrases in the story. They should use sentences from the story and their prior knowledge to demonstrate understanding of each word or phrase.

Another Look (Revisiting and Responding to Text):

Reading:

- Have students go back and read the book *Too Many Mice* independently or with a partner. Copy, cut apart, and laminate the picture cards on page 19 of this guide. Ask students to use the cards to retell the story with a partner.

Writing:

- Remind students that this is a circle story. Invite them to use the form on page 18 of this guide to make up their own circle story. Students can share their circle stories with the rest of the group.

Practice and Apply Strategies (Literacy Center):

Word Work: Making Words

- Write the words "elephant" and "alligator" on index cards. Post the cards in your Word Work Center. Students should use magnetic letters or letter cards to spell these words. Then ask them to make as many little words as they can from one of the big words. Students can write their words on a chart labeled "two-letter words," "three-letter words," and "four-or-more-letter words." Students can compare their lists with those of other members of the group.

Assessment:

Let each child select a page from the book *Too Many Mice* to read orally. Remind students to use expression as they read aloud. Note any reading behaviors they exhibit as they read. Complete the oral fluency rubric below for each student:

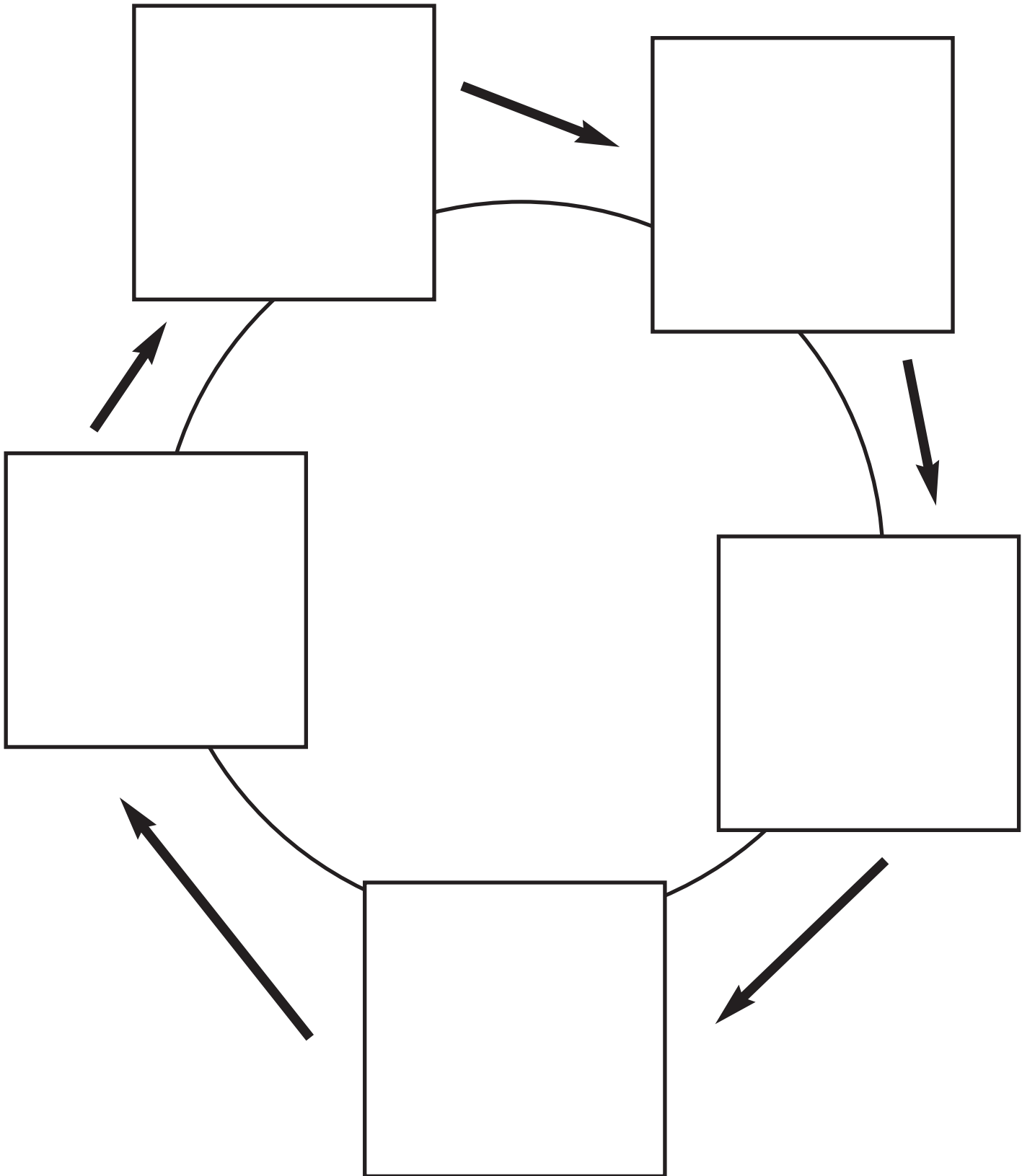
- 1 - The student's reading is word by word. Choppy. No flow.
- 2 - The student reads in short meaningful phrases.
- 3 - The student's reading is fluent with very few stops.

Name: _____

Date: _____

A Circle-Story Map

Directions: Draw and write about a part of the story in each box below. Show how the story is a circle story.



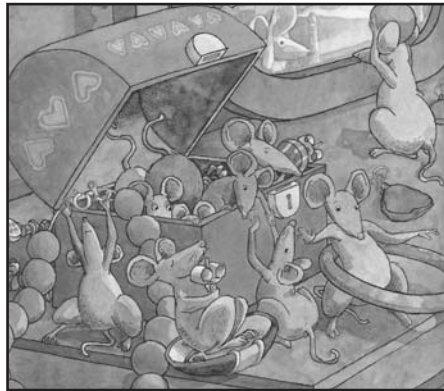
Mama



Nita



Mice



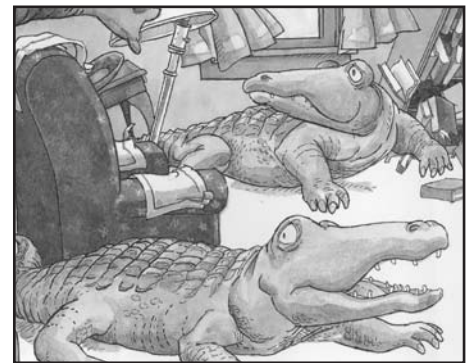
Cats



Dogs



Alligators



Elephant



The House





Professional Resources for the Balanced Literacy Classroom

Here is a list of professional resources that may be helpful as you implement and refine your literacy practice with an emphasis on guided reading.

- Cambourne, Brian. 1988. *The Whole Story: Natural Learning and the Acquisition of Literacy in the Classroom*. New York: Ashton Scholastic.
- Clay, Marie. 1993. *An Observation Survey of Early Literacy Achievement*. Portsmouth, NH: Heinemann.
- Cooper, J. D. 2000. *Literacy: Helping Children Construct Meaning*, 4th ed. Boston: Houghton Mifflin.
- Fisher, Bobbi. 1995. *Thinking and Learning Together. Curriculum and Community in a Primary Classroom*. Portsmouth, NH: Heinemann.
- Fletcher, R. 1998. *Craft Lessons: Teaching Writing K-8*. York, ME: Stenhouse.
- Fountas, Irene C., and Gay Su Pinnell. 1996. *Guided Reading: Good First Teaching for All Children*. Portsmouth, NH: Heinemann.
- Freeman, Marcia S. 1998. *Teaching the Youngest Writers: A Practical Guide*. Gainesville, FL: Maupin House.
- _____. 1995. *Building a Writing Community: A Practical Guide*. Gainesville, FL: Maupin House.
- Gentry, J. Richard. 2000. *The Literacy Map*. Greenvale, NY: Mondo Publishing.
- Harwayne, Shelley. 2000. *Lifetime Guarantees: Toward Ambitious Literacy Teaching*. Portsmouth, NH: Heinemann.
- Holdaway, Don. 1979. *The Foundations of Literacy*. Sydney, Australia: Ashton Scholastic, distributed by Heinemann, Portsmouth, NH.
- Johnson, Bea. 1999. *Never Too Early to Write: Adventures in the K-1 Writing Workshop*. Gainesville, FL: Maupin House.
- Keene, Ellin L., and Susan Zimmerman. 1997. *Mosaic of Thought: Teaching Comprehension in a Reader's Workshop*. Portsmouth, NH: Heinemann.
- McCarrier, A., Gay Su Pinnell, and Irene C. Fountas. 2000. *Interactive Writing: How Language & Literacy Come Together, K-2*. Portsmouth, NH: Heinemann.
- Miller, Debbie. 2003. *Reading with Meaning: Teaching Comprehension in the Primary Grades*. York, ME: Stenhouse.
- Mooney, M. 1990. *Reading to, with, and by Children*. Katonah, NY: Richard C. Owen.
- Nations, Susan, and Mellissa Alonso. 2001. *Primary Literacy Centers: Making Reading and Writing STICK!* Gainesville, FL: Maupin House.
- Nations, Susan, and Suzi Boyett. 2002. *So Much Stuff, So Little Space! Creating and Managing the Learner-Centered Classroom*. Gainesville, FL: Maupin House.
- Parkes, B. 2000. *Read It Again! Revisiting Shared Reading*. York, ME: Stenhouse.
- Routman, Regie. 2003. *Reading Essentials: The Specifics You Need to Teach Reading Well*. Portsmouth, NH: Heinemann.
- _____. 2000. *Conversations: Strategies for Teaching, Learning and Evaluating*. Portsmouth, NH: Heinemann.
- _____. 1994. *Invitations: Changing as Teachers and Learners K-12*. Portsmouth, NH: Heinemann.

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Guided Reading leveling consultants: Mellissa Alonso, author and literacy consultant; Suzi Boyett, author and literacy consultant; and Kristin Boerger, author and literacy consultant.

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