

Teach the World of

I Can Read!™

SHARED
My
First
READING

BEGINNING
1
READING

READING
2
WITH HELP



Teaching guide includes the following elements for 10 favorite I Can Read! titles!

- ✓ Story summaries
- ✓ Guided Reading Levels
- ✓ Objectives
- ✓ Pre-reading, During Reading, and After Reading activities



Aligns with Common Core State Standards for Grades K-3

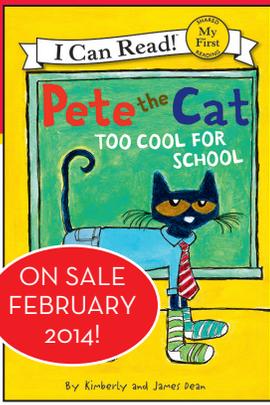
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Pete the Cat: Too Cool for School

By Kimberly and James Dean

GRL E

Summary: Pete the Cat can't decide what outfit he should wear to make him look cool at school. He has so many colorful choices in his closet to choose from, how will he decide on one? In this hilarious tale, Pete learns that it's not what you wear but how you wear it that makes you cool.

Objectives: Identify main idea, as well as change from the beginning to the end of the story. Identify adjectives.

PRE-READING

Activity 1

Read the title and authors' names. Discuss the job of the author/illustrator. Talk about the main character, Pete the Cat. Ask the group to name other Pete the Cat titles that they have read. Discuss Pete the Cat as a main character. Create a character web of some of his character traits, giving examples from stories. (For example: Pete the Cat is funny. Pete the Cat likes to sing, and he is positive. In many of his books he sings funny songs, and he says, "It's all good.") **CCSS ELA: RL.K-1.3, RL.K-1.9, RL.K.6, RL.K.10.**

Activity 2

Have the class look at the front cover. What is happening in the picture? Describe how Pete is dressed. Ask the class to predict what the story will be about based on what they know about Pete the Cat, the title, and the cover illustration. Tell the students that they will read to find out how Pete the Cat becomes cool for school. **CCSS ELA: RL.K-1.7.**

DURING READING

Activity 3

Take a picture walk through the book. Ask the students what is happening to Pete the Cat on each page (he is wearing something different). **CCSS ELA: RL.K-1.1, RL.K-1.7.**

Activity 4

As you read the story, have the students identify the different characters and notice the quotation marks used when the characters speak. Read the story again, assigning students different character parts (Pete, Mom, Marty, Bob, Teacher, Callie, Bus Driver, Grumpy Toad, Emma, Coach). **CCSS ELA: RF.1.4, RL.K-1.3, RL.K-1.6, RL.K.10, RF.1.4.**

AFTER READING

Activity 5

Let's think about and discuss:

- How Pete the Cat felt in the beginning of the story and how he felt at the end.
- Why he changed throughout the story.
- The lesson we can all learn from Pete the Cat. ("Just be you!")
- The one thing all of the characters said to Pete over and over again. ("It is my favorite.")
- The one thing Pete the Cat said over and over again. ("What should I wear?")
- What is really important? (The clothes need to be Pete's favorites.)

CCSS ELA: RL.K-1.1, RL.K-1.2, RL.K.4, RL.1.6, L.K.1d.

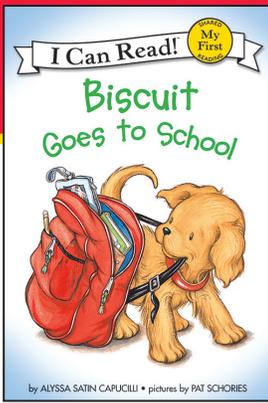
Activity 6

Go back to the book and discuss the characters in the story and what they said to Pete the Cat. Have the students recall the items of clothing suggested by each character. Write new vocabulary words on the board (cowboy boots, red shirt, tie with stripes, long pants, polka-dot socks, yellow shirt, baseball hat, shorts with fish).

Have the students find the description words. Explain that adjectives are words that describe a person, place, or thing. Give examples: funny cat, white ball, hard chair. Ask a student to come up to the board and circle an adjective from the story. **CCSS ELA: RL.K-1.1, RL.K-1.4, RL.1.6, L.K.5, L.1.1f.**

Activity 7

Ask students to write and draw about what makes them feel "cool for school." Ask them: What is your favorite thing to wear? **CCSS ELA: W.K-1.1.**



Biscuit Goes to School

By Alyssa Satin Capucilli, Illustrated by Pat Schories

GRL F

Summary: Just like his young fans, Biscuit can't wait to go to school! Even though no dogs are allowed, he is determined to see and do everything that takes place at school. But what will happen when the teacher discovers a puppy in his classroom?

Objectives: Identify the main character, setting, and major events in the story. Summarize the text.

PRE-READING

Activity 1

Introduce the book *Biscuit Goes to School*. Read the title and author and illustrator names. Ask the students to explain the job of the author and illustrator. Discuss other Biscuit books the students have read. Ask the students to tell what they know about Biscuit. Explain that Biscuit is a mischievous puppy that likes adventure.

CCSS ELA: *RL.K.6, RL.K-1.9, RL.K.10.*

Activity 2

Look at the cover illustration. Ask the group to tell about the picture. Have them predict what the book will be about and give reasons for their predictions. (For example: "I think the book will be about a dog that goes to school. I know this because he is pulling a backpack on the cover, and the title is *Biscuit Goes to School*".)

Ask students to think of "school words." What are some things that you do or see in school? Create a "school web" by writing the word *school* in the middle of a circle and adding school words around the web (*teacher, snack, book, school bus, class, etc.*) **CCSS ELA:** *RL.K-1.1, RL. K-1.7, L.K-1.5c.*

Activity 3

Ask the group if they would see a dog in school and discuss the question as a class. Tell students that they will be reading *Biscuit Goes to School* to find the main character, setting, and major events.

Write *main character* on chart paper and tell the students that, while there will be many characters in a story, the main character is the most important in the story. Write *setting* on the chart paper and explain that the setting is where the story takes place. Write *major events* on the chart paper and tell the group that the major events are

what happens to the main character in the story.

CCSS ELA: *RL.K-1.3, SL.K-1.1.*

DURING READING

Activity 4

As you read the story for the first time, ask the group to pay close attention to the facial expressions and body language of the characters. Tell them that these elements will give clues to the way the characters feel.

- On page 7, ask the students how they think the girl feels and why.
- After reading pages 8 and 9, ask the students to predict what will happen next.
- Tell the students to keep reading to find out what happens in the story (major events).
- Look at the teacher's facial expression on page 23. Discuss what students think will happen to Biscuit.
- Read page 24 to check predictions

Re-read the story uninterrupted. **CCSS ELA:** *RF.1.4, RL.K-1.1, RL.K-1.2, RL.K-1.3, RL.K.10.*

AFTER READING

Activity 5

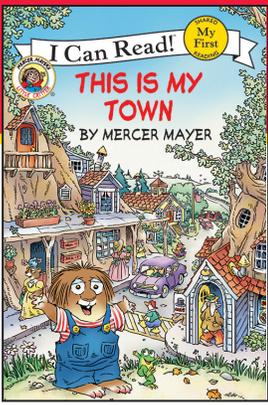
Have the students answer the following comprehension questions. Fill in the chart created in activity 3.

- Who is the main character in the story?
- Why is Biscuit the main character?
- What is the setting?
- What are the major events in the story?
- What is the problem? What is the solution?

CCSS ELA: *RL.K-1.2, RL.K-1.3.*

Activity 6

Go to your school or classroom library and find other Biscuit titles. Compare the adventures and experiences of Biscuit from different stories. **CCSS ELA:** *RL.K-1.9, W.K-1.8.*



Little Critter: This Is My Town

By Mercer Mayer

GRL G

Summary: Little Critter shares what he knows about his neighbors and the places to go in Critterville. Who delivers the mail? Where does Little Critter go to see a movie? Who keeps everyone safe? Come explore the town with Little Critter and discover where everyone works and plays!

Objectives: Identify the main idea and details. Compare and contrast.

PRE-READING

Activity 1

Introduce the book by looking at the cover illustration. Ask the students to identify the character in the picture (Little Critter) and discuss what is happening in the picture. Explain that the setting is where the story takes place. Have the students predict where *This Is My Town* takes place. Ask the students if they know who writes the Little Critter books (Mercer Mayer), and tell them that the same person is also the illustrator. Ask the class to talk about the job of the illustrator. **CCSS ELA: RL.K-1.3, RL.K.6, RL.K-1.7, RL.K.10.**

Activity 2

Ask the group to read the title of the story together as you point to the words. The title will tell us the main idea of the story or what the story is going to be about. Have the group discuss what they think the story will be about and explain their answers. (For example: "I think the story will be about Little Critter and his day in town. I think so because the title is *This Is My Town*, and the cover shows a picture of Little Critter on a busy street.")

CCSS ELA: RF.K.1, RL.K-1.3.

Activity 3

Brainstorm with the class a list of places, people, and events that they would find in their town (school, grocery store, library, restaurants, street fair, police officer, etc.).

CCSS ELA: L.K.5, L.K.6.

DURING READING

Activity 4

Write *main idea* on the board and explain that the main idea tells us what the story is about. Write *details* on the board and explain that the details support the main idea. Tell the class, "We will read *This Is My Town* to identify the main idea and details in the story." Read the story uninterrupted. **CCSS ELA: RF.1.4, RL.K-1.1, RL.K.10.**

AFTER READING

Activity 5

Guide the students to create a "main idea web." Have the class write *Little Critter's Town* in the middle of a circle. In pairs, have the students go back to the story and fill in the details about Little Critter's town around the web (people, post office, fire station, police station, diner, town hall, parades, library, movie theater, store, school, park, bakery, newspaper office, etc.).

CCSS ELA: RL.K-1.1, RL.K-1.3.

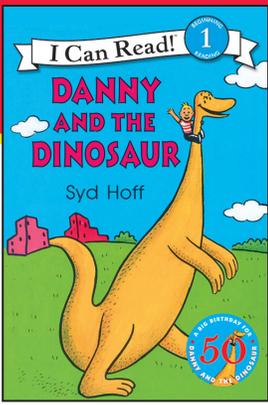
Activity 6

Compare and contrast Little Critter's town to the class responses in Activity 3. Create a Venn diagram on chart paper categorizing things in Little Critter's town, things in our town, and things found in both towns.

CCSS ELA: RL.K-1.9.

Activity 7

Have students write and draw about how Little Critter feels about his town using examples from the story. Remind students to look at the illustrations as well as the words in the story. **CCSS ELA: W.K-1.2.**



Danny and the Dinosaur

By Syd Hoff

GRL J

Summary: When a boy befriends a dinosaur, a trip to the museum turns into the excursion of a lifetime.

Objectives: Compare and contrast reality and fantasy. Learn new vocabulary. Develop sequencing skills.

PRE-READING

Activity 1

Show the cover. Note the title and the cover illustration. Discuss the picture. Who is the boy on the dinosaur? Ask the group whether this story will be real or make-believe. Give examples of other fictional stories you have read as a class and reasons why they could not really happen. Discuss Syd Hoff as the author and illustrator of this book and other books the class has read, including other Danny and the Dinosaur titles. **CCSS ELA: RL.K-1.5, RL.K-1.7.**

Activity 2

Write new vocabulary words on the board: *dinosaur, museum, Indians, Eskimos, swords*. Ask readers to tell what they know about these words. Put the word *museum* at the top of the list and underline it. Explain that displays on these subjects could be found in a museum. You might wish to mention that this book was written in 1958 and that now the term “Native American” is often used instead of “Indian.” **CCSS ELA: L.K-1.5c.**

Activity 3

Explain that the story begins realistically with Danny visiting a museum, but that unrealistic events happen as the story goes on. Tell the class to listen and read to find out what happens at the museum to change Danny’s day. **CCSS ELA: RL.K-1.3.**

DURING READING

Activity 4

Begin reading the story. As you come to the new vocabulary words on pages 5–8, have students point to pictures illustrating the new words. After reading page 10, ask the class if this could really happen. Then continue reading on page 11. Ask the students who they think is the voice on this page. Continue to read as Danny and the dinosaur have adventures, pointing out things that could not really happen. **CCSS ELA: RL.K.4, RL.K-1.7, RL.K.10, RF.1.4.**

AFTER READING

Activity 5

Discuss friendship and what friends do for each other. Talk about ways that Danny and the dinosaur are good friends. Go back to the story to find examples. **CCSS ELA: SL.K-1.1, RL.K-1.1, RL.K-1.3.**

Activity 6

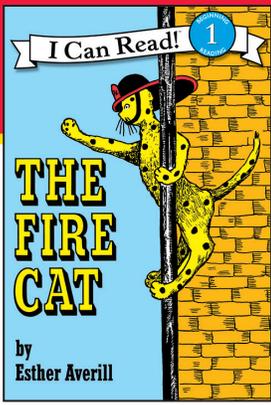
Have students respond to the story by writing what they would do if they had a real dinosaur for a friend. Share responses as a class. **CCSS ELA: W.K-1.2.**

Activity 7

Write the sentences below on the board in a mixed-up order. Ask the students to describe the sequence in which the events took place. What happened first, next, and last?

- *Danny went to the museum.*
- *The dinosaur talked for the first time.*
- *Danny and the dinosaur walked all over town.*
- *They both went home.*

CCSS ELA: RL.K-1.2.



The Fire Cat

By Esther Averill

GRL J

Summary: Pickles, a scrappy spotted cat, spends his days chasing other cats. When he gets a chance to be the firehouse cat, Pickles changes his ways and finds a place to belong.

Objectives: Study character development. Identify chapters. Use the table of contents. Predict outcomes.

PRE-READING

Activity 1

Explain to the reading group that *The Fire Cat* is a book that has chapters. Review the table of contents. Ask students to notice the numbers on the right. Explain that these numbers represent the page where each new chapter begins. Read the title of each chapter and go on a picture walk. Ask the students to look at the illustrations for clues about the cat Pickles while you read the story aloud. **CCSS ELA: RL.K-1.1, RL.K-1.7, RL.3.5.**

DURING READING

Activity 2

Read the first chapter. Do a character analysis of Pickles. Have students give character traits of Pickles and record them on a chart. Discuss why Pickles acts naughty.

Discuss Mrs. Goodkind. Ask students to think about her character and her name. List ways Mrs. Goodkind was “good” and “kind.” **CCSS ELA: RF.1.4, RL.K-1.3, RL.K.10.**

Activity 3

Explain how to find the names of the next two chapters in the table of contents. Show the class how to use the page numbers listed to find those chapters in the story. The chapters are called “The Fire Cat” and “The Old Tree.” Revisit the pictures. Have the students predict what will happen to Pickles. As you read aloud, point out the changes in Pickle’s life and his behavior. On page 40, for example, Pickles says he must learn to do what firemen do. Is he trying to do the right thing? **CCSS ELA: RL.K-1.1, RL.K-1.3.**

AFTER READING

Activity 4

Read the character analysis of Pickles from Activity 2. Discuss ways in which he changed throughout the story. Compare Pickles in the beginning to Pickles in the end. Why did Pickles change from being a bully to being a hard worker who did “big things”? **CCSS ELA: RL.K-1.2, RL.K-1.3.**

Activity 5

Have the students respond to the story by writing why they are proud of Pickles and drawing a picture of him. **CCSS ELA: W.K-1.2.**

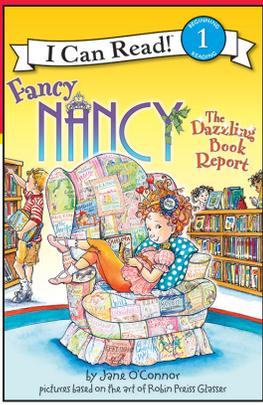
Activity 6

Explain to the students that compound words are two words put together to make a new word. Give examples such as *cupcake*, *doghouse*, and *sandbox*. Have the class brainstorm others and put the answers on a running chart.

There are many compound words in *The Fire Cat*. Here are some to get your list started:

- *fireman*
- *firehouse*
- *someday*
- *something*
- *upstairs*
- *everyone*

CCSS ELA: L.K-1.5, L.2.4d.



Fancy Nancy: The Dazzling Book Report

By Jane O'Connor, Illustrated by Robin Preiss Glasser

GRL J

Summary: Nancy's first book report is sure to be dazzling. After all, she is the second-best artist in her class. She is using beads, fringe, and a fancy border. And she is writing about Sacajawea, a true-life heroine. But Nancy spends a little too much time decorating the cover and not enough time writing the report itself, and she learns that you can't judge a book report by its cover!

Objectives: Identify problem, solution, and character traits. Identify new vocabulary words.

PRE-READING

Activity 1

Display Fancy Nancy books. Ask the students if they are familiar with the character Fancy Nancy. Why is she called Fancy Nancy? Get responses from the group and create a character web. (For example: She is fancy. She uses a lot of big words. She likes things that sparkle.)

Tell the students that you will be reading a Fancy Nancy book called *The Dazzling Book Report*. Write *book report* on the board. Have students tell what they know about book reports, and write the responses on the board. Tell the class that a book report can be about a real story that gives us information (nonfiction) or a story that is made up by the author (fiction). How can a book report be "dazzling"? Discuss the meaning of *dazzling*. (Fancy Nancy makes everything dazzling.)

Read the title. Look at the illustrations and the cover art. Ask the students to predict what the book will be about.

CCSS ELA: RL.1.1, RL.1.3, RL.1.5, RL.1.7.

Activity 2

Tell the students that they will see many new words in this book because Fancy Nancy has a large vocabulary. She likes to use big words and tell what they mean in her own words. When she explains the meaning of words, she uses parentheses. Demonstrate this on the board. For example, you could write: *The book is hysterical. (That is a fancy word for funny.)*

Have the students take a book walk to find examples from the story. Create a list of new vocabulary words on the board (*Sacajawea, biography, bragging, dazzling, plume, desperate, heroine, crestfallen, etc.*).

Tell the group that they are going to read *Fancy Nancy: The Dazzling Book Report* to find out what kind of book report Fancy Nancy wrote and what went wrong. Explain that in many stories there is a problem and a solution. Have each student write *problem* and *solution* on a piece of paper.

CCSS ELA: L.1.4, RL.K-1.4.

DURING READING

Activity 3

Ask the students to read until they find Fancy Nancy's problem. When they have found it, ask them to write it down on their piece of paper, along with the page number. Ask the group to continue reading until they find the solution. Have them write the solution and page number on their piece of paper. Tell the students to go back to the book and find the sentence(s) that gave them the clues to the problem and solution. Share answers.

The problem in the story was that Fancy Nancy spent so much time creating a dazzling cover for her book report that she did not have enough time to write her report on Sacajawea.

The solution to the problem was that Fancy Nancy's teacher was understanding and let her tell the class about her book.

CCSS ELA: RL.1.3, RF.1.4, RL.K.10.

AFTER READING

Activity 4

Have the students go back to the book and discuss character traits of Fancy Nancy. Add them to the "character web."

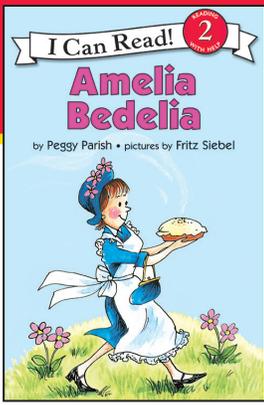
CCSS ELA: RL.1.3.

Activity 5

Answer the following comprehension questions, giving examples from the story:

1. Does Fancy Nancy enjoy reading? Give 3 examples from the book.
2. What kind of book does Fancy Nancy choose for her report? Is it fiction or nonfiction?
3. How do you know Fancy Nancy is spending too much time on the book report cover?
4. When in the story do you realize she is not going to have enough time to finish her report?
5. Why does Fancy Nancy call her teacher a "heroine"?

CCSS ELA: RL.1.1, RL.1.3, RL.1.4, RL.1.5.



Amelia Bedelia

By Peggy Parish, Pictures by Fritz Siebel

GRL L

Summary: It's Amelia Bedelia's first day working as a maid for the Rogers family. Mrs. Rogers leaves Amelia Bedelia with a long list of things to do. And Amelia Bedelia does exactly what is on the list. She "changes the towels" by cutting holes in them, and she "dresses the chicken" by putting clothes on it. This is the first story about the mixed-up housekeeper!

Objectives: Identify idioms. Identify problems and solutions.

PRE-READING

Activity 1

Introduce Amelia Bedelia to the students. Read the author's and illustrator's names aloud. Explain that Peggy Parish wrote many Amelia Bedelia books. Ask the group if they are familiar with any of these stories. Let them know that this is the first book of the series and that it will tell us a lot about the main character, Amelia Bedelia. Showcase the other titles in the room. **CCSS ELA: SL.1-3.1.**

Activity 2

Discuss the word *housekeeper*. Ask the following questions:

- What are housekeepers?
- What kinds of work do they do?
- Why would someone hire a housekeeper?

CCSS ELA: SL.1-3.3.

Activity 3

Look at the picture of Amelia Bedelia on the front cover. What is she wearing? Why do you think she is dressed this way? Discuss uniforms. Who wears a uniform and why? Ask the class what they think Amelia Bedelia will be doing in the story. Have them write down their predictions in a story journal. **CCSS ELA: RL.1-3.7, W.1-3.1.**

Activity 4

Write the word *idiom* on the board or chart paper. Write the following idioms below it:

- Barking up the wrong tree
- There's a frog in my throat
- Hold your horses
- Put on your thinking cap

Read the idioms with the students and explain that we know what they mean, but they usually don't mean *exactly* what they say. Tell the group they will be listening or reading to find out about idioms in the book *Amelia Bedelia*. **CCSS ELA: L.1-3.5, L.3.5a, RL.3.4.**

DURING READING

Activity 5

Read the story. Identify the idioms as they appear. **CCSS ELA: L.1-3.5, L.3.5a, RL.3.4, RF.1-3.4.**

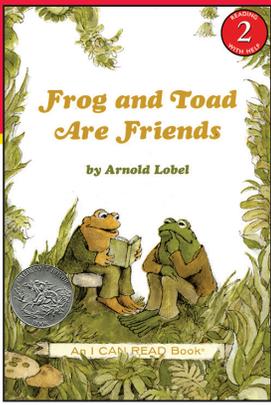
AFTER READING

Activity 6

Go back to the story. Find all of the idioms. Discuss what Mrs. Rogers really meant in each case. Have the group write the idioms on separate pieces of paper. Hang them on a clothesline in the classroom. Add more as you read other Amelia Bedelia titles. **CCSS ELA: L.1-3.5, L.3.5a, RL.3.4, RL.1-2.2, RL.1-3.3.**

Activity 7

Discuss the problem and solution in the story. Talk about the importance of the lemon-meringue pie. Check prior predictions from Activity 3 and complete the story journal. **CCSS ELA: RL.1-3.3, RL.1-3.7, W.1-3.1.**



Frog and Toad Are Friends

By Arnold Lobel

GRL K

Summary: From writing letters to going swimming, telling stories to finding lost buttons, Frog and Toad are always there for each other—just as best friends should be. This is the first of the four books about Frog and Toad. It won a Caldecott Honor in 1971.

Objectives: Study theme (friendship). Study character analysis. Practice summarizing.

PRE-READING

Activity 1

Pass the Frog and Toad books around the group. Have the students take a picture walk. Let each student look at all four books. Ask the students to tell what they notice about the collection. Make a list of all the observations. Prompt them to pay attention to characters, setting, and theme. **CCSS ELA: RL.1-3.7, RL.1.9, RL.3.9, SL.1-3.1.**

Activity 2

Tell the group you will be starting with the book *Frog and Toad Are Friends*. Discuss friendship. Write the word *friendship* in a large circle on the board. Have the students tell what friendship means to them, and write their words around the outside of the circle. Explain that you will listen to or read the stories to find out about the friendship between Frog and Toad. **CCSS ELA: L.1-3.5.**

DURING READING

Activity 3

Look at the table of contents with the group. Read the name of each story aloud and have students give the page number where each story begins. Have them predict what each story will be about. **CCSS ELA: RL.2.5, RL.3.5.**

Activity 4

Read “Spring” to the bottom of page 5. Ask the students to look at the illustration and tell what time of year it looks like. Read the rest of the story. Ask the group why Frog woke up Toad. What did he do to get him up?

CCSS ELA: RL.1-3.3, RL.3.5, RL.1-3.7, RF.1-3.4.

Activity 5

Read “The Story” to the bottom of page 17. Why does Toad tell Frog a story? Read the rest of the story to find out Toad’s problem, and then discuss how he solves it.

CCSS ELA: RL.3.5, RL.1-3.3, SL.1-3.1, RF.1-3.4.

Activity 6

Read “A Lost Button” to the bottom of page 29. What is Toad’s problem? Read on to find the solution.

CCSS ELA: RL.3.5, RL.1-3.3, RF.1-3.4.

Activity 7

Read “A Swim” to page 41 to learn how Frog and Toad are different. Read the rest of the story. Ask the students how Frog proved to be a good friend. **CCSS ELA: RL.3.5, RL.1-3.3, RL.2.6, SL.1-3.1, RF.1-3.4.**

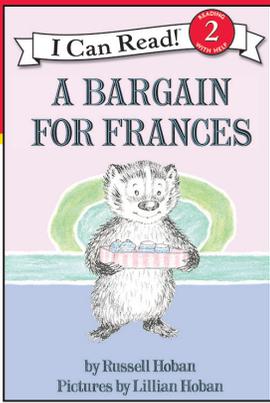
Activity 8

Read “The Letter” to the bottom of page 54 to learn why Toad is sad. Read the rest of the story to see if he gets a letter. Ask why it took so long. **CCSS ELA: RL.3.5, RL.1-3.3, RL.2.3, RF.1-3.4.**

AFTER READING

Activity 9

Have the students write a friendly letter to Frog and Toad, including the standard parts of a friendly letter: heading (return address and date), greeting (“Dear Frog,”), body, closing (“Sincerely,” “Love,” etc.), and signature. Have them include things that they learned about the characters from the story. **CCSS ELA: W.1-3.3, RL.1-3.3.**



A Bargain for Frances

By Russell Hoban, Pictures by Lillian Hoban

GRL K

Summary: Frances often gets the worst of it when she plays with her friend Thelma. When Thelma tricks Frances into buying her tea set, Frances is determined not to get taken advantage of another time. Frances finds a clever solution and shows Thelma what she expects in a friend.

Objectives: Identify problem and solution. Identify the main idea.

PRE-READING

Activity 1

Read the book's title and the author's and illustrator's names. Ask the group what a "bargain" is. Explain that getting a bargain is getting something for a good price. Ask the group to think of something they got for a bargain. Why was it a bargain? *CCSS ELA: L.1-3.4, SL.1-3.1.*

Activity 2

Look at the cover illustration. What is happening? Have students predict what the story will be about. Tell the group that they will listen or read to find out what kind of bargain Frances gets. Remind students that the title is the main idea of the story. *CCSS ELA: RL.1-3.7, RF.1-3.4.*

DURING READING

Activity 3

Read to the bottom of page 12. Why does Mother tell Frances to be careful? Ask the group if they have any friends like Thelma. Read to the bottom of page 39. Ask the class how the play date turned out. Did Frances get the worst of it, as her mother warned? What is Frances's problem? Read the rest of the story to see how Frances handles Thelma's actions. *CCSS ELA: RL.1-3.3, RF.1-3.4.*

AFTER READING

Activity 4

Discuss why the story is called *A Bargain for Frances*. Ask for examples, such as Frances thought the tea set would cost \$2.17, but it only cost her \$2.07, so there was 10¢ left over for candy. In a larger sense, Frances got everything she wanted—a china tea set and a friend. *CCSS ELA: RL.1-3.1 RL.3.4.*

Activity 5

Ask students to write a summary about how Frances got tricked in the beginning of the story and how she played a trick in the end. Point out that Frances had a problem and she solved it. *CCSS ELA: RL.1.2, RL.1-3.3.*

Activity 6

Ask students to answer the following comprehension questions:

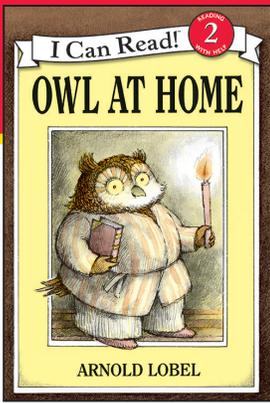
- *Why does Frances have to be careful of Thelma?*
- *How do you think Thelma will treat Frances after the tea set problem?*
- *What does Frances do in the end to show she is a good friend and sister?*
- *What would you have done if you were in Frances's place?*
- *What lesson does Frances teach Thelma?*

CCSS ELA: RL.1-3.1, RL.1-3.3, SL.1-3.4.

Activity 7

Frances likes to talk in rhyme. Have students find the rhymes in the story and read them aloud. Let the group analyze them and explain why Frances made them up. In groups of two, have students create short, silly rhymes about things in the classroom or school activities.

CCSS ELA: RL.1.4, RL.2.4, SL.1-3.1.



Owl at Home

By Arnold Lobel

GRL J

Summary: Owl lives alone in a cozy little house and has a series of gentle adventures. He invites Winter into his home and regrets it, he gets scared by bumps in his bed, he makes “tear-water tea,” he tries to be in two places at once, and he makes friends with the moon.

Objectives: Study theme (friendship). Study character analysis. Practice summarizing.

PRE-READING

Activity 1

Read the book’s title and the author’s name aloud. Ask the group to name other titles by this author. Ask the students to tell something about these books. Point out that this book, like other Arnold Lobel books, has chapters that are individual stories. Open to the contents and read the story titles aloud. *CCSS ELA: RL.K.6, RL.2.5.*

DURING READING

Activity 2

Point out that the first chapter is called “The Guest” and have the class predict who the guest will be. Read to the bottom of page 8. When Owl says “The poor old winter is knocking at my door,” what does this saying really mean? Ask the group if winter can literally knock at the door. Explain that this is an idiom. Read the rest of the story. Ask the group if Owl enjoyed Winter’s visit. *CCSS ELA: RL.1-2.6, L.1-3.5, L.3.5a, RL.3.4.*

Activity 3

Read “Strange Bumps” to the bottom of page 19. Ask the group what the strange bumps appear to be. Continue reading the story. Ask the students why this story is funny. What would they tell Owl? *CCSS ELA: RL.K-1.1, SL.K-2.3.*

Activity 4

Ask the group how tears taste. Read “Tear-Water Tea” to find out how Owl makes the tea. Owl felt happy at the end of the story. Discuss with the students how the story made them feel. *CCSS ELA: RL.K-1.1, SL.K-2.1.*

Activity 5

Read “Upstairs Downstairs” to the bottom of page 42. Discuss Owl’s problem. Continue to the end of the story. What does Owl realize in the end? How does he solve his problem? *CCSS ELA: RF.1-2.4, RL.K.10, SL.K-2.3, RL.K-1.1.*

Activity 6

Read “Owl and the Moon” to the bottom of page 54. Discuss the moon. Read the rest of the story uninterrupted. Ask the group why Owl thought the moon was following him. What other stories in this book show Owl as being naïve or innocent? *CCSS ELA: RF.1-2.4, RL.K.10, SL.K-2.3, RL.K-1.1.*

AFTER READING

Activity 7

The title and main idea of the story is *Owl at Home*. Have the students go back to the story and tell how each chapter showed Owl at home, giving only important details of “who,” “what,” “where,” “when,” “why,” and “how.” *CCSS ELA: RL.K-1.1, RL.2.1, RL.K-1.2.*

Activity 8

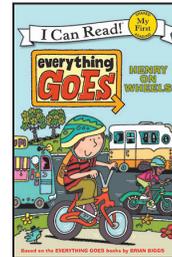
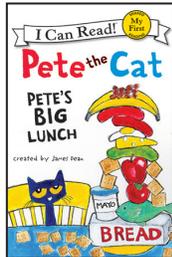
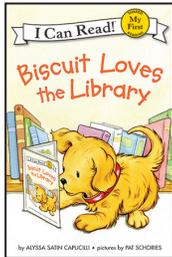
Have the students pretend that they are going to make tear-water tea. Ask for suggestions of things to think about that would make readers cry. List the answers on chart paper or the board. Remember to fill a whole pot! *CCSS ELA: L.K-2.5.*

Read Every Day with

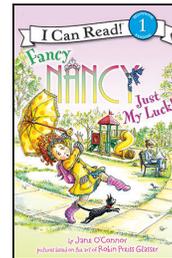
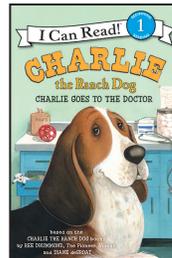
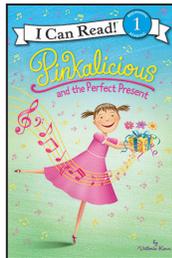
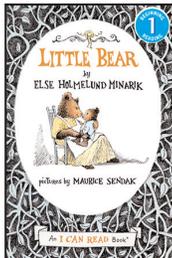
I Can Read!™

Here are some more great books to share with your class:

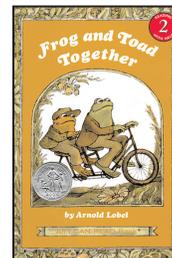
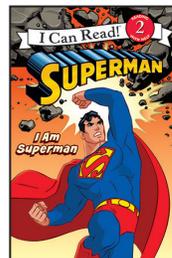
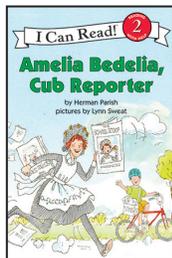
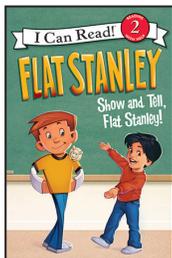
SHARED
My
First
READING



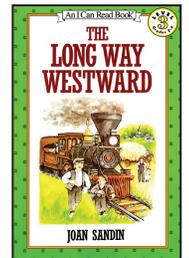
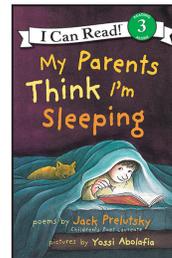
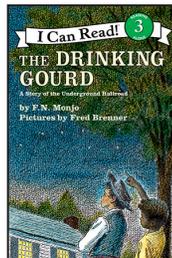
BEGINNING
1
READING



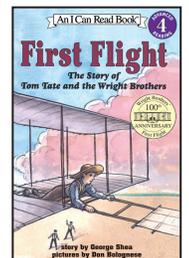
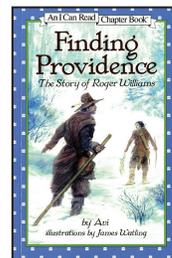
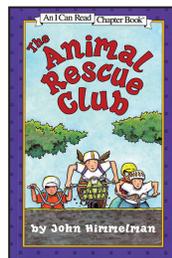
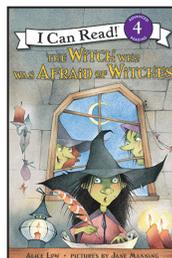
READING
2
WITH HELP



READING
3
ALONE



ADVANCED
4
READING



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