

Printer Warning:

This packet is lengthy. Determine whether you want to print both sections, or only the teacher or student materials.

Level K Reading Strategy Lessons

Teacher Guide | Student Lessons

This Reading Strategy Lesson Packet for Grade K includes two parts, a Teacher Guide and Student Lessons. Children will need the support of an adult in order to complete these lessons, unless they can read independently. The Student Lessons ask students to respond to read-aloud passages that can be found in the Teacher Guide at the front of the packet.

Encourage your student to do the best they can with this content. The most important thing is that they continue to work on their reading!

STARS strategies to achieve reading success



Teacher Advisors

Joanne Marziani, Reading Specialist
John A. Crookshank Elementary School
St. Johns County School District
St. Augustine, Florida

Cheryl Moore, Instructional Coach
Panorama Middle School
Harrison District 2
Colorado Springs, Colorado

Acknowledgments

Editorial Project Managers

Deborah Adcock, Books K–B
Pamela Seastrand, Books C–E
Dale Lyle, Books F–H

Designers

Cover: Matt Pollock
Book: Susan Hawk, Pat Lucas

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PART ONE: Pictures and Stories



1. Listen. Circle the big idea.



(A)



B

2. Listen. Circle the big idea.



(A)



B



Finding the Big Idea

★ ★ ★ ★ GETTING STARTED

Introductory Activity: Direct the students to look around their classroom as you read the following story:

Our Classroom

Our classroom is a busy place. It has twenty children and a teacher. The room also has desks, tables, books, and play areas. Sometimes children sit at their desks and work. Other times they sit in a circle with the teacher. They meet on a rug in the front of the classroom. (Adjust the story to fit the exact features of your classroom.)

SAY: The big idea in the story is *Our classroom is a busy place*. The rest of the story tells more about the big idea. The big idea is also called the main idea.

SKILL DEVELOPMENT

- A picture has a big idea, or main idea.
- A story has a big idea, or main idea.
- The big idea is the most important idea in a picture or story.

AT A GLANCE

Students are introduced to the concept of main idea through pictures and short oral stories.

STEP BY STEP

Page 4

Discuss with student that, even though a picture or a story may contain several ideas, there is usually only one big idea. The big idea of a picture or story is also called the main idea.

SAY: Open your book to page 4. The lesson is called **Pictures and Stories**. (Pause to make sure all students are on page 4.) Put your finger on the number 1. The first direction says: Listen. The second direction says: Circle the big idea. Look at picture A and picture B. Now listen carefully as I read the following story:

The Rainbow

Pam saw the rainbow. It appeared just before the rain stopped. How beautiful the colors were! In time, the sun shone and the rainbow faded away. Pam wondered, "Where did the rainbow go?"

SAY: Circle the letter of the picture that shows the big idea. Is it picture A or picture B?

3. Listen. Circle the big idea.



A



B

4. Listen. Circle the big idea.



A



B

Finding the Big Idea



Pause as the students respond. The students should circle A. Discuss with the students why picture A is the correct answer.

SAY: Put your finger on the number 2. Follow along as I read the directions: Listen. Circle the big idea. Look at pictures A and B. Now listen carefully as I read the following story:

The Bath

Eric decided to give his dog Bo a bath. Bo was very big. He was also very dirty. Eric got a big tub and filled it with water from the hose. Then he placed Bo into the tub. Bo was not happy. He barked loudly. Was he saying, "Get me out of here"?

SAY: Circle the letter of the picture that shows the big idea. Is it picture A or picture B?

Pause while the students respond. The students should circle A. Discuss with the students why A is the correct answer.

SAY: Turn to page 5. Put your finger on the number 3 at the top of the page. Follow along as I read the directions: Listen. Circle the big idea. Look at pictures A and B. Now listen carefully as I read the following story:

Friends

Socks and Buttons are good friends. Socks is a brown puppy with four white paws. He appears to be wearing white socks. Buttons is a black kitten with round patches of white fur on her back. The patches look like small buttons.

SAY: Circle the letter of the picture that shows the big idea. Is it picture A or picture B?

Pause as the students respond. The students should circle B. Discuss with the students why picture B is the correct answer.

SAY: Put your finger on the number 4. Then follow along as I read the directions: Listen. Circle the big idea. Look at pictures A and B. Now listen carefully as I read the following story:

The Big Race

Every year Bob runs in the city race. He runs two miles every morning to get ready for the big day. This year, Bob hopes to win the race.

SAY: Circle the letter of the picture that shows the big idea. Is it picture A or picture B?

Pause as the students respond. The students should circle B. Discuss with the students why picture B is the correct answer. When the discussion is finished, ask the students to close their book.

SKILL DEVELOPMENT

- All stories have a big idea.
- Every part of a story has a big idea.

AT A GLANCE

Students are introduced to the concept of main idea through pictures and longer oral stories.

STEP BY STEP

Page 6

SAY: Open your book to page 6. The lesson is called **A Long Story**. (Pause to make sure all students are on page 6.) Put your finger on the number 1. The directions say: Listen. Circle the big idea. Look at the two pictures at the top of the page. Now listen carefully as I read the first part of the story:

The Adventures of Martin and Molly Mouse

First Story Part

Mother Mouse wondered where her children were. Martin and Molly were much too quiet! Mother called out to them. Were they in the kitchen? She looked in the kitchen, but they were not there. Mother checked the family room. They were not there. Next, she checked the garage. They were not there, either.

SAY: Circle the letter of the picture that shows the big idea. Is it picture A or picture B?

Pause as the students respond. The students should circle A. Discuss with the students why picture A is the correct answer.

SAY: Put your finger on the number 2. The directions say: Listen. Circle the big idea. Look at the two pictures at the bottom of the page. Now listen carefully as I read the second part of the story:

Second Story Part

Suddenly, Mother Mouse heard noises coming from Martin's bedroom. She hurried to his room to listen at the door. She heard Martin laughing. She also heard Molly say, "Hold your brush over the can. It's dripping all over the floor."

PART TWO: A Long Story

1. Listen. Circle the big idea.



(A)



B

2. Listen. Circle the big idea.



A



(B)



Finding the Big Idea

SAY: Circle the letter that shows the big idea. Is it picture A or picture B?

Pause as the students respond. The students should circle B. Discuss with the students why picture B is the correct answer.

UNDERSTANDING THE STRATEGY

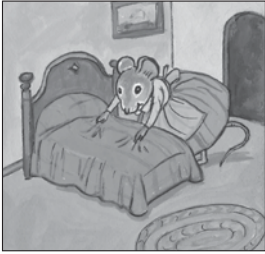
Finding the Big Idea

The big idea is the main idea. The main idea tells what a picture or story is mostly about. To find the main idea of a picture, ask yourself, "What does the picture show? What is the most important idea in the picture?" To find the main idea of a story, ask yourself, "What is the story telling me? What is the story mostly about?"

STEP BY STEP

Page 7

3. Listen. Circle the big idea.



A



B

4. Listen. Circle the big idea.



A



B

Finding the Big Idea



SAY: Turn to page 7. Put your finger on the number 3. The directions say: Listen. Circle the big idea. Look at the two pictures at the top of the page. Now listen carefully as I read the third part of the story:

Third Story Part

Mother Mouse entered the room and was surprised by what she saw! Martin was dripping red paint on the carpet. Molly was standing on a ladder painting the wall around the window. “What are you doing?” Mother asked sharply. Martin and Molly knew immediately that they were in trouble.

SAY: Circle the letter of the picture that shows the big idea. Is it picture A or picture B?

Pause as the students respond. The students should circle B. Discuss with the students why picture B is the correct answer.

SAY: Put your finger on the number 4. The directions say: Listen. Circle the big idea. Look at the two pictures at the bottom of the page. Now listen carefully as I read the fourth part of the story:

Fourth Story Part

The rest of the day was spent cleaning up the mess in Martin’s room. Mother Mouse watched as Molly finished the painting and Martin scrubbed the carpet. It was long, hard work. By early evening the room was very red. It was also very clean.

SAY: Circle the letter of the picture that shows the big idea. Is it picture A or picture B?

Pause as the students respond. The students should circle A. Discuss with the students why picture A is the correct answer. When the discussion is finished, ask the students to close their book.

SKILL DEVELOPMENT

- All pictures have a big idea.
- The big idea is the most important idea in a picture.

AT A GLANCE

Students are introduced to the concept of main idea with pictures.

STEP BY STEP

Page 8

SAY: Open your book to page 8. The lesson is called **What is the Big Idea?** (Pause to make sure all students are on page 8.) You will see two columns: a column of three pictures in the boxes and a column of three big ideas in the circles.

Put your finger on the number 1. The directions say: Look. Draw a line. Look carefully at the picture in the box. This picture is missing the big idea. The big idea can be found in one of the circles. Draw a line from the picture to the circle that shows the correct big idea.

Pause as the students draw the line. Then move on to number 2.



SAY: Put your finger on the number 2. The directions say: Look. Draw a line. Look carefully at the picture in the box. This picture is missing the big idea. The big idea can be found in one of the circles. Draw a line from the picture to the circle that shows the correct big idea.

Pause as the students draw the line. Then move on to number 3.

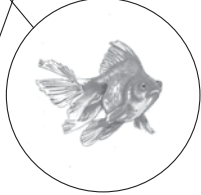

SAY: Put your finger on the number 3. The directions say: Look. Draw a line. Look carefully at the picture in the box. This picture is missing the big idea. The big idea can be found in one of the circles. Draw a line from the picture to the circle that shows the correct big idea.

PART THREE: What Is the Big Idea?

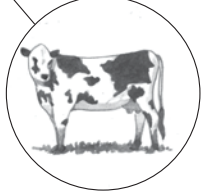

1. Look. Draw a line.



2. Look. Draw a line.



3. Look. Draw a line.



8 Finding the Big Idea

Pause as the students draw the line. Then move on to correct and discuss the three responses.

The line from picture 1 should be drawn to the goldfish. The goldfish is the big idea that belongs in the fishbowl. Explore with the students why this is so.

The line from picture 2 should be drawn to the cow. The cow is the big idea that belongs in the grassy field. Explore with the students why this is so.

The line from picture 3 should be drawn to the bird. The bird is the big idea that belongs in the nest. Explore with the students why this is so.

STEP BY STEP

Page 9

SAY: Turn to page 9. On this page, you are going to do the same thing that you did on page 8. Put your finger on number 4. The directions say: Look. Draw a line. Look carefully at the picture in the box. This picture is missing the big idea. Draw a line from the picture to the circle that shows the correct big idea.

Proceed in the same manner to complete numbers 5 and 6. Then move on to correct and discuss the three responses.

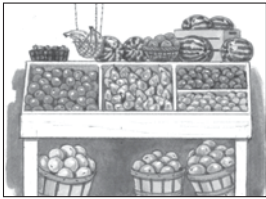
The line from picture 4 should be drawn to the basket of apples. The apples are the big idea that belong with the fruit display.

The line from picture 5 should be drawn to the carousel (merry-go-round). The carousel is the big idea that belongs with the other rides.

The line from picture 6 should be drawn to the boy and the suitcases. The boy and the suitcases are the big idea that belong with the airplane.

Explore with the students why each circle picture is a big idea belonging to one of the pictures in the box. When the discussion is finished, ask the students to close their book.

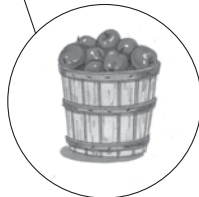
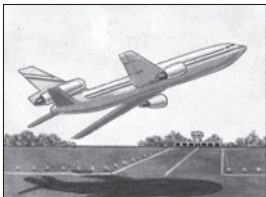
4. Look. Draw a line.



5. Look. Draw a line.



6. Look. Draw a line.



Finding the Big Idea



SKILL DEVELOPMENT

- Every part of a story has a big idea.
- The big idea is the most important idea in the story part.

AT A GLANCE

Students practice the concept of main idea with three story parts—the beginning, the middle, and the ending.

STEP BY STEP

Page 10

Review the meaning of main idea. The big idea or main idea is the most important idea in a picture or a story. If a story has three parts, there are most likely three main ideas. On the board, draw three horizontal guide lines (as they appear on page 10 of the student book). Then draw the number 1 within the guide lines. (Students will use this instruction to respond to student book pages 10 and 11, as well as other lessons that appear later in the student book.)

SAY: Open your book to page 10. The lesson is called **Three Big Ideas**. (Pause to make sure all students are on page 10.) You will see three pictures in boxes. The three pictures show the three main ideas that are in the story I am going to read aloud to you. Now listen carefully while I read the story. Then wait until I tell you what to do next.

The Circus

Last night at the circus, Tommy and Angel saw many animals do a lot of fun things. Ellie the elephant did three tricks. First, she stood up on her two back legs. Then using her trunk, she drank water from a bucket. Next, she sprayed water over the people in the crowd.

Sandy the seal was very funny. He made loud honking noises while he clapped his flippers. He even balanced a ball on his nose.

Donald the dog did amazing tricks. He counted by pounding his paws on the floor. He also did back flips and rode on a skateboard.

SAY: Put your finger on the number 1. Look at the picture. Now do the same for numbers 2 and 3. As you listened to the story, what was the first big idea that you heard? Write the number 1 in the space beside the picture that shows the *first* big idea.

PART FOUR: Three Big Ideas

Listen. Write the numbers 1, 2, and 3.

1.



3

2.



1

3.



2



Finding the Big Idea

Pause as the students respond. Next, ask the students to write the number 2 in the space beside the picture that shows the second big idea. Then ask the students to write the number 3 to identify the third big idea.

The correct order of the responses is 3 (in the top space), 1 (in the middle space), and 2 (in the bottom space). Correct and discuss the responses.

STEP BY STEP

Page 11

SAY: Turn to page 11. You will see three pictures. The three pictures show the three main ideas that are in the story I am going to read aloud to you. Now listen carefully while I read the story:

A Friendly Game

Rob and Sally were playing marbles in the back yard. Sally enjoyed playing marbles and often beat Rob at the game. Though Rob often lost, he did enjoy the game as much as his sister Sally did.

Soon a young puppy strolled by. The game looked like fun! The puppy decided to watch. The puppy barked every time the marbles clicked together. He was so noisy!

Then a squirrel climbed down from an oak tree. She wanted to play the game. The squirrel had no marbles. So, she started to push around acorns with her paws. Rob and Sally laughed as one of the marbles was bumped out of the circle by a fast-moving acorn.

SAY: Put your finger on the number 4. Look at the picture. Now do the same for numbers 5 and 6. As you listened to the story, what was the first big idea that you heard? Write the number 1 in the space beside the picture that shows the *first* big idea.

Pause as the students respond. Next, ask the students to write the number 2 in the space beside the picture that shows the second big idea. Then ask the students to write the number 3 to identify the third big idea.

The correct order of the responses is 2 (in the top space), 3 (in the middle space), and 1 (in the bottom space). Correct and discuss the responses. When the discussion is finished, ask the students to close their book.

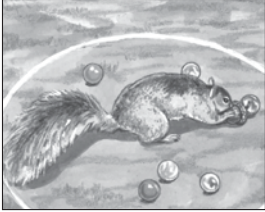
Listen. Write the numbers 1, 2, and 3.

4.



2

5.



3

6.



1

Finding the Big Idea



SKILL DEVELOPMENT

- Every story has a big idea.
- The big idea is the most important idea in the story.

AT A GLANCE

Students identify the main idea using detail clues.

STEP BY STEP

Page 12

In this activity, students listen to clues to determine the big idea or main idea that is being explored. After they listen to the clues, they identify what the object is. For example, ask the students to listen to the following clues. “I am found on your feet. I may have laces or buckles. I am a pair of _____.” Discuss the object that is being described by the clues. In this case, the response will most likely be shoes, or a similar pair of objects.

SAY: Open your book to page 12. (Pause to make sure all students are on page 12.) The lesson is called **Guess the Big Idea**. The directions say: **Listen. Draw the big idea.** Now put your finger on the number 1. Follow along carefully as I read aloud the clues for number 1:

I have pages.

I am filled with words.

Sometimes I have pictures.

I am a _____.

Think about the clues. Then think about the answer. In the box provided, use crayons to draw the big idea.

Pause as the students respond. Proceed in the same manner to complete numbers 2 and 3, allowing ample time for the students to draw each big idea.

Correct and discuss the three responses that the students drew.

For number 1, the students should draw a *book*.

For number 2, the students should draw the *moon*.

For number 3, the students should draw a *dog*.

PART FIVE: Guess the Big Idea

Listen. Draw the big idea.

1. I have pages.
I am filled with words.
Sometimes I have pictures.
I am a _____.

Students draw a book.

Listen. Draw the big idea.

2. I light up the sky.
You see me best at night.
There is only one of me.
I am the _____.

Students draw a moon.

Listen. Draw the big idea.

3. I have four legs and fur.
See me wag my tail.
I can run and bark.
I am a _____.

Students draw a dog.



Finding the Big Idea

STEP BY STEP

Page 13

SAY: Turn to page 13. On this page, you are going to do the same thing you did on page 12. Follow along with me as I read the directions: Listen. Draw the big idea. Now put your finger on the number 4. Follow along carefully as I read aloud the clues for number 4:

I have four legs.

I am made of wood.

People sit on me.

I am a _____.

Think about the clues. Then think about the answer. In the box provided, use crayons to draw the big idea.

Pause while the students respond. Proceed in the same manner to complete numbers 5 and 6, allowing ample time for the students to draw each big idea.

Correct and discuss the three responses that the students drew.

For number 4, the students should draw a *chair*.

For number 5, the students should draw a *bird*.

For number 6, the students should draw a *goldfish*.

When the discussion is finished, ask the students to close their book.

Listen. Draw the big idea.

4. I have four legs.
I am made of wood.
People sit on me.
I am a _____.

Students draw a chair.

Listen. Draw the big idea.

5. I have wings.
I live in a nest.
I like to sing.
I am a _____.

Students draw a bird.

Listen. Draw the big idea.

6. I live in the water.
I use my fins to swim.
My color is orange.
I am a _____.

Students draw a goldfish.

Finding the Big Idea



Connecting with Literature

Finding the Big Idea

Share several picture books with students with pages that have large, engaging illustrations. Show students pictures and, together, discuss the main idea of each picture. Point out that there may be many ideas in the picture, such as objects, people, or animals, but there is only one big idea or main idea. Guide students toward identifying the big idea of each picture.



GETTING STARTED

Introductory Activity: Direct the students to focus on the board as you draw a snowman. Include a scarf around its neck, a carrot for a nose, stones for eyes, two snowballs for ears, and a hat for the head. Explain that each of the items mentioned above is a detail of the picture. Details are the small ideas that tell more about the snowman (the main idea of the picture).

SKILL DEVELOPMENT

- Every story has a big idea.
- The big idea is the most important idea in the story.
- Every story has small ideas.
- Small ideas tell more about the big idea.

AT A GLANCE

Students are introduced to the concept of details through pictures and oral stories.

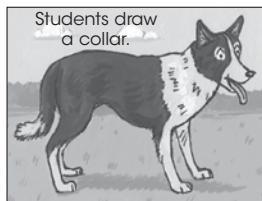
PART ONE: What Is Missing?



1.



Students draw a collar.



2.



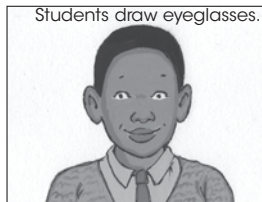
Students draw logs.



3.



Students draw eyeglasses.



Finding Details

STEP BY STEP

Page 14

Review with the students the concept of big idea, as practiced in the previous lesson. Explain that students are now going to work with small ideas. These ideas are ideas that tell more about the main idea. These small ideas are details about a picture or a story.

SAY: Open your book to page 14. The lesson is called **What Is Missing?** (Pause to make sure all students are on page 14.) Put your finger on the number 1. Look at the two pictures. The first picture shows a dog. The second picture shows the same dog, but this dog is missing a detail. Think carefully about what detail is missing. Then use a crayon to add the missing detail in the second picture.

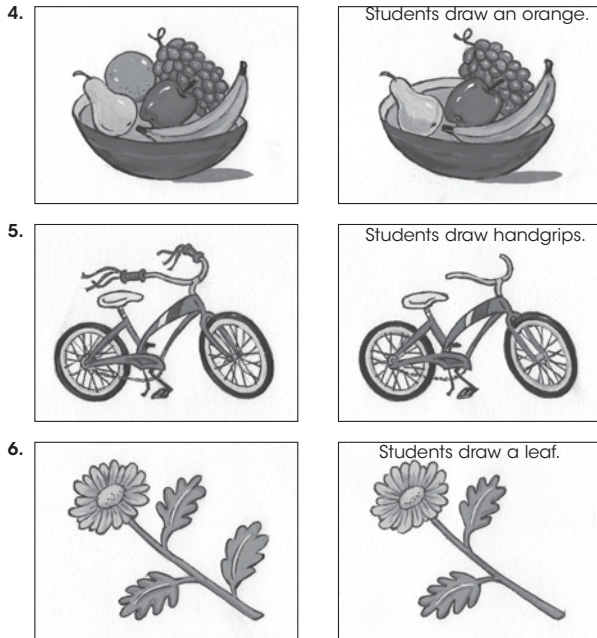
STEP BY STEP

Page 15

SAY: Turn to page 15. Now put your finger on the number 4. Look at the two pictures. The first picture shows a bowl of fruit. The second picture shows the same bowl of fruit, but the bowl is missing one detail. Use a crayon to add the missing detail in the second picture.

Pause as the students respond. The orange is the detail missing from the second picture. The students should draw the orange in the exact spot it appears in the fruit bowl. Discuss why the orange is the correct detail to draw. Provide the same directions for numbers 5 and 6.

The handgrips are the details missing from picture number 5. The students should draw the handgrips on the bicycle. A leaf is the detail missing from picture number 6. The students should draw the leaf on the stem. When the discussion is completed, ask the students to close their book.



Finding Details



Pause as the students respond. The collar is the detail missing in the second picture. The students should draw the missing collar around the dog's neck. Discuss why the collar is the correct detail to draw. Provide the same directions for numbers 2 and 3.

The logs is the detail missing from picture number 2. The students should draw the logs in the fireplace. A pair of eyeglasses is the detail missing from picture number 3. The students should draw the pair of eyeglasses on the boy's face.

SKILL DEVELOPMENT

- Small ideas tell more about the big idea.
- Small ideas are called details.
- Details tell more about the main idea.

AT A GLANCE

Students are introduced to details that tell more about the main idea.

STEP BY STEP

Page 16

Discuss the following question with the students: What is a detail? On the board, list the many ideas presented as the students respond to the question. Since most of the students are prereaders, read the completed list as they follow along. Next, describe one of the children in the classroom. Ask the students to raise their hand as soon as they recognize the child being described. You may wish to continue this activity by describing additional children. Emphasize the importance of details when describing someone or something.

SAY: Open your book to page 16. (Pause to make sure all students are on page 16.) The lesson is called **Add a Detail**. Put your finger on the number 1. Look at the picture in the box. It shows the main idea. Next, look at the details in the two circles. Which detail may be added to the picture in the box? Is it detail A or detail B? Circle the letter of the correct answer.

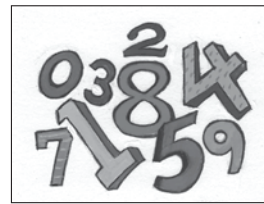
Pause as the students respond. The students should circle B. Discuss with the students why B is the correct answer. The main idea of the box is Numbers. The detail found in circle B is the number 6. This detail is a small idea that tells more about the main idea. Provide the same directions for numbers 2 and 3.

In number 2, the students should circle A. The main idea of the box is Round Balls. The detail found in circle A is a soccer ball. This detail tells more about the main idea.

In number 3, the students should circle B. The main idea of the box is Eating Tools or utensils. The detail found in Circle B is a spoon. This detail tells more about the main idea.

PART TWO: Add a Detail

1.

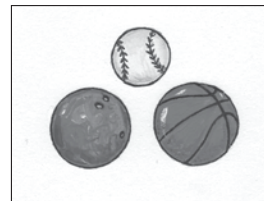


A



B

2.

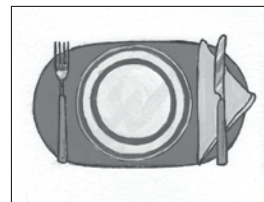


A



B

3.



A



B



Finding Details

UNDERSTANDING THE STRATEGY

Finding Details

Pictures and stories all have details. Details tell more about the big idea, or main idea. Details in pictures often show *who* or *what* the picture is about. They also sometimes show *what* is happening, and *where* something is happening. Details in stories often tell *who* the story is about, *what* is happening, and *where* the story takes place.

STEP BY STEP

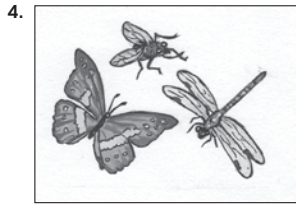
Page 17

SAY: Turn to page 17. Now put your finger on the number 4. Look at the picture in the box. It shows the main idea. Next, look at the detail in each circle. Which detail may be added to the picture? Is it detail A or detail B? Circle the letter of the correct answer.

Pause as the students respond. The students should circle B. Discuss with the students why circle B is the correct answer. The main idea of the box is Creatures with Wings. The detail found in circle B is a bee. This detail tells more about the main idea. Provide the same directions for numbers 5 and 6.

In number 5, the students should circle A. The main idea of the box is Things with Wheels. The detail found in circle A is a skateboard. This detail has wheels and tells more about the main idea.

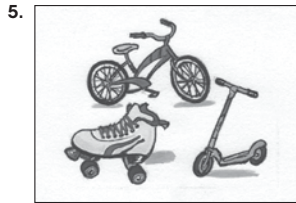
In number 6, the students should circle A. The main idea of the box is Things Worn on the Head. The detail found in circle A is a cap. This detail tells more about the main idea. When the discussion is completed, ask the students to close their book.



A



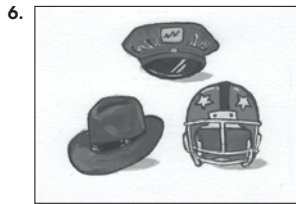
B



A



B



A



B

Finding Details



SKILL DEVELOPMENT

- Details tell more about the main idea.
- Details make pictures clearer.

AT A GLANCE

Students practice finding details that tell more about the main idea of pictures.

STEP BY STEP

Page 18

Explain to the students that details can help readers figure out what a picture or story is about. Ask the students to describe specific objects in the classroom. Some possibilities are a desk, a board, a map, a plant, etc. For example: "A tall plant sits in the sun near a window. The plant has pink flowers and dark green leaves." Discuss which words are the details. Tell the students to note how the details help to provide a clear and better picture of the plant.

SAY: Open your book to page 18. The lesson is called **Choosing Details**. (Pause to make sure all students are on page 18.) Put your finger on the number 1. The directions say: Look. Draw a line. Look carefully at the picture in the box. This picture could use one more detail. The detail can be found in one of the circles. Draw a line from the picture to the circle that shows the correct detail.

Pause as the students draw the line. Proceed in the same manner to complete numbers 2 and 3, allowing ample time for the students to draw the line from each picture to the circle that shows the correct detail.

Correct and discuss the three responses.

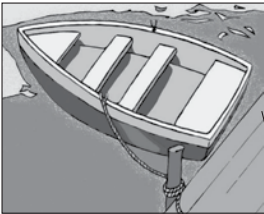
The line from picture 1 should be drawn to the pair of oars.

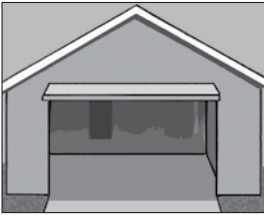
The line from picture 2 should be drawn to the car.

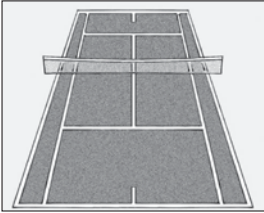
The line from picture 3 should be drawn to the tennis racket.


PART THREE: Choosing Details


Look. Draw a line.

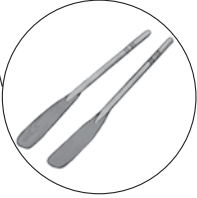
1. 

2. 

3. 







18 Finding Details

STEP BY STEP

Page 19

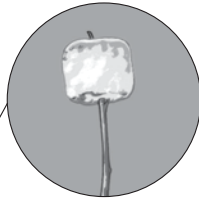
SAY: Turn to page 19. Your work on this page will be like the work you completed on page 18. Follow along as I read the directions: Look. Draw a line. Now put your finger on the number 4. Look carefully at the picture in the box. This picture could use one more detail. The detail can be found in one of the circles. Draw a line from the picture to the circle that shows the correct detail.

Pause as the students draw the line. Proceed in the same manner to complete numbers 5 and 6, allowing ample time for students to draw the line from each box to the circle that has the correct detail.

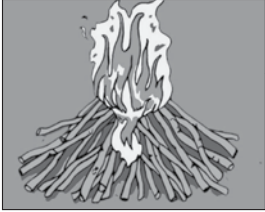
Correct and discuss the three responses. The line from picture 4 should be drawn to the saddle. The line from picture 5 should be drawn to the marshmallow on a stick. The line from picture 6 should be drawn to the vase. When the discussion is completed, ask the students to close their book.

Look. Draw a line.

4.



5.



6.



Finding Details



SKILL DEVELOPMENT

- Details tell more about the main idea.
- Details make pictures clearer.

AT A GLANCE

Students practice finding details that tell more about the main idea of pictures.

STEP BY STEP

Page 20





Review with students the purpose of details. Details help students to figure out what is going on in a picture or story. From a list of big ideas, ask students to provide some details. Two big ideas to address are *Trees* and *Bikes*. Ask the students to name two details about trees. Possible responses are *leaves* and *branches*. Then ask the students to name two details about bikes. Possible responses are *wheels* and *brakes*. Details provide more information about a main idea.





SAY: Open your book to page 20. The lesson is called **More Details**. (Pause to make sure all students are on page 20.) Put your finger on the number 1. Look carefully at the picture in the box. Think about the picture. It shows a big idea. Then look at the three circles. One of the circles contains a detail that also appears in the picture. Circle the letter of that detail.





Pause as the students respond. Proceed in the same manner to complete numbers 2 and 3. Allow ample time for students to circle the letter of the correct detail.

Correct and discuss the three responses. The detail that appears in picture 1 is B (dime). The detail that appears in picture 2 is C (3). The detail that appears in picture 3 is A (rabbit).

PART FOUR: More Details

1.    

2.    

3.    





STEP BY STEP





Page 21


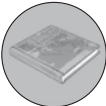


SAY: Turn to page 21. On this page, you are going to do the same thing you did on page 20. Now put your finger on the number 4. Look carefully at the picture in the box. Think about the picture. It shows a big idea. Then look at the three circles. One of the circles contains a detail that also appears in the picture. Circle the letter of that detail.

Pause as the students respond. Proceed in the same manner to complete numbers 5 and 6. Allow ample time for students to circle the letter of the correct details.

Correct and discuss the three responses. The detail that appears in picture 4 is B (pedal). The detail that appears in picture 5 is C (basketball). The detail that appears in picture 6 is B (lunchbox). When the discussion is completed, ask the students to close their book.

4.   A  B  C

5.   A  B  C

6.   A  B  C

SKILL DEVELOPMENT

- Details tell more about the main idea.
- Details make stories clearer.

AT A GLANCE

Students practice finding details that tell more about the main idea of stories.

STEP BY STEP

Page 22

State the following sentence to the class: "The dog jumped over the fence." Then direct the students to recognize that the sentence lacks details. Ask the students to add details to make the sentence more interesting. Use questions that will elicit details, such as "What kind of dog jumped?" (*big, spotted*) or "What did the fence look like?" (*white, broken*). State the new sentence. Discuss how the details help make the sentence more interesting.

SAY: Open your book to page 22. The lesson is called **Which Detail?** (Pause to make sure all students are on page 22.) Put your finger on the number 1. The directions say: **Listen. Circle the detail.** Look carefully at details A, B, and C. (Pause.) Now I will read the first part of the story *Night Adventure*. Listen carefully as I read the story aloud:

Night Adventure

First Story Part

One spring night, Bess and Abe went outdoors to look at the stars. The yard was very dark. It was hard to see anything around them. The sky overhead, however, was brighter. The moon was not out, but the stars were shining. Bess and Abe stayed close together as they walked to a grassy, open space.

Find the picture that shows a detail mentioned in the first part of the story. Circle the letter of the correct answer.

Pause as the students respond.

SAY: Put your finger on the number 2. Then look at details A, B, and C. Now listen carefully as I read the second part of the story aloud:

Second Story Part

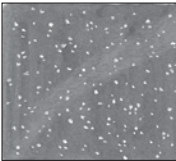
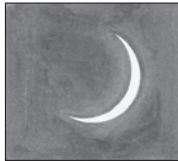

Bess and Abe stood quietly for a long while, looking up at the sky. "I see pictures up there," Abe said. "So do I!" Bess agreed, then added, "Over there I see a large cup with a long handle."


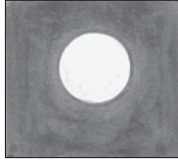
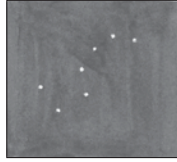
Find the picture that shows a detail mentioned in the second part of the story. Circle the letter of the correct answer.




☆☆☆

PART FIVE: Which Detail?


Listen. Circle the detail.

- 



(A)
B
C
- 



A
B
(C)
- 



(A)
B
C


Finding Details

Pause as the students respond.

SAY: Put your finger on the number 3. Then look at details A, B, and C. Now listen carefully as I read the last part of the story aloud:

Third Story Part

Suddenly the children heard a noise. Bess and Abe jumped. "There's something in the bushes!" Abe said. Soon they saw something move. Maybe it was a deer or an owl. Then Bess whispered, "Look! I see a white stripe!" "We have company and it's a skunk!" The children returned to the house, slowly, but carefully. Then they rushed inside. "Maybe the skunk wanted to look at the stars, too!" Bess said with a laugh.

SAY: Find the picture that shows a detail that appears in the third part of the story. Circle the letter of the correct answer.

Pause as the students respond.










Correct and discuss the three responses.

For number 1, the correct detail is A (the shining stars).

For number 2, the correct detail is C (the Big Dipper).

For number 3, the correct detail is A (the skunk).

Listen. Circle the detail.

4.   
 (A) B C
5.   
 A B (C)
6.   
 A (B) C

Finding Details



SAY: Put your finger on the number 5. Then look at details A, B, and C. Now listen carefully as I read aloud the second part of the story:

Second Story Part

Sammy Sheep was the next animal to try. He said, "I can jump higher than Rosie! I've been jumping since I was a lamb." Sammy leaped into the air. But his jump was no higher than the top of a large rock.

SAY: Find the picture that shows a detail about the jump mentioned in the second part of the story. Circle the letter of the correct answer.

Pause as the students respond.

SAY: Put your finger on the number 6. Then look at details A, B, and C. Now listen carefully as I read aloud the third part of the story:

Third Story Part

Cora Cow was the last animal to try. She said, "I've been jumping since I was a calf. I can do better than both Rosie and Sammy." Cora leaped into the air. Hooray for Cora! Her jump carried her up to the moon and back to earth. Everyone cheered. Cora was the winner, indeed! Her prize was a shiny bell for her neck.

SAY: Find the picture that shows a detail about the prize mentioned in the third part of the story. Circle the letter of the correct answer.

Pause as the students respond.

Correct and discuss the three responses.

For number 4, the correct detail is A (the chair).

For number 5, the correct detail is C (the rock).

For number 6, the correct detail is B (the bell).

When the discussion is completed, ask the students to close their book.

STEP BY STEP

Page 23

SAY: Turn to page 23. On this page, you are going to do the same thing you did on page 22. Now put your finger on the number 4. The directions say: Listen. Circle the detail. Then look carefully at details A, B, and C. (Pause.) Now listen as I read aloud the first part of the story *Jumping High*:

Jumping High

First Story Part

A rabbit, a sheep, and a cow had a contest. They wondered which animal could jump the highest. Rosie Rabbit was the first animal to say, "I can jump high! I've been jumping since I was a bunny!" Rosie leaped into the air. But her jump was only a few inches higher than a small child's chair.

SAY: Find the picture that shows a detail about the jump mentioned in the first part of the story. Circle the letter of the correct answer.

Pause as the students respond.

Connecting with Literature

Finding Details

Share several picture books with students that have full-page illustrations. Show students pictures and allow them time to study the picture. Now cover up one of the details in the picture with your hand or a piece of paper. Ask students to tell what detail is missing. Do this several times. When you have completed the activity with one picture, together talk about the small ideas (details) and the big idea (the main idea) of the picture.

STEP BY STEP

Page 24

SAY: Open your book to page 24. (Pause to make sure all students are on page 24.) On this page, you will review finding the big idea. There are three questions for you to answer. Put your finger on the number 1. Look at the three pictures across the page. (Pause.) Listen as I ask the first question: Do the three pictures show kinds of A. homes; B. foods; or C. colors? Circle the letter of the correct answer.

Pause as the students respond.

SAY: Put your finger on the number 2. Look at the three pictures across the page. Listen as I ask the second question: Do the three pictures show kinds of A. people; B. plants; or C. animals? Circle the letter of the correct answer.

Pause as the students respond.

SAY: Put your finger on the number 3. Look at the three pictures across the page. Listen as I ask the third question: Do the three pictures show things used by A. firefighters; B. farmers; or C. children? Circle the letter of the correct answer.

Pause as the students respond.

Correct and discuss the three responses.

For number 1, the correct answer is A (homes).

For number 2, the correct answer is C (animals).

For number 3, the correct answer is A (firefighters).



Finding the Big Idea

1.



- ☒ A homes
- ☐ B foods
- ☐ C colors

2.



- ☐ A people
- ☐ B plants
- ☒ C animals

3.



- ☒ A firefighters
- ☐ B farmers
- ☐ C children



Lessons 1-2 REVIEW

STEP BY STEP

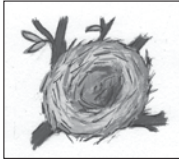
Page 25

Finding Details

4.



A



B



C

5.



A



B



C

6.



A



B



C

Lessons 1–2 REVIEW



SAY: Turn to page 25. On this page, you will review small ideas called details. There are three questions for you to answer. Now put your finger on the number 4. Look at the pictures across the page. (Pause.) Which of the three pictures shows a detail about birds? Circle the letter of the correct answer.

Pause as the students respond.

SAY: Put your finger on the number 5. Look at the pictures across the page. Which of the three pictures shows a detail about cutting tools? Circle the letter of the correct answer.

Pause as the students respond.

SAY: Put your finger on the number 6. Look at the pictures across the page. Which of the three pictures shows a detail about fishing? Circle the letter of the correct answer.

Pause as the students respond.

Correct and discuss the three responses.

For number 4, the correct answer is B (the nest).

For number 5, the correct answer is A (the saw).

For number 6, the correct answer is B (the fisherman).

When the discussion is completed, ask the students to close their book.



GETTING STARTED

Introductory Activity: Direct the students to work with a partner. Ask the partners to share responses to the following questions: What are three things you did this morning before going to school? Tell what you did *first*, *next*, and *last*. Allow ample time for the partners to develop their responses. Then ask willing students to share their responses with the class. Each response should include one of the following clue words: *first*, *next*, or *last*.

SKILL DEVELOPMENT

- Many things in a story are done or happen in order.
- Pictures often show the order in which things happen or are done.

AT A GLANCE

Students are introduced to the concept of sequencing using pictures.

PART ONE: Out of Order



1. Look. Choose.



A

B

C

2. Look. Choose.



A

B

C

3. Look. Choose.



A

B

C



Putting Things in Order

STEP BY STEP

Page 26

Write these words on the board. Say each word as you write it. Ask the students to repeat each word after you.

SAY: Open your book to page 26. The lesson is called **Out of Order**. (Pause to make sure all students are on page 26.) Put your finger on the number 1. The directions say: Look. Choose. Now look at the three pictures across the page. Which picture shows what happened last? Circle the letter of the picture that shows what happened last.

Pause as the students respond.

4. Look. Choose.



A

B

C

5. Look. Choose.



A

B

C

6. Look. Choose.



A

B

C

Putting Things in Order



SAY: Put your finger on the number 2. The directions say: Look. Choose. Now look at the three pictures across the page. Which picture shows what happened second? Circle the letter of the picture that shows what happened second.

Pause as the students respond.

SAY: Put your finger on the number 3. The directions say: Look. Choose. Now look at the three pictures across the page. Which picture shows what happened last? Circle the letter of the picture that shows what happened last.

Pause as the students respond.

Correct and discuss the three responses.

For number 1, the correct answer is C (cat eating food).
For number 2, the correct answer is A (watering the seeds).
For number 3, the correct answer is A (washing the dishes).

SAY: Turn to page 27. Put your finger on the number 4. The directions say: Look. Choose. Now look at the three pictures across the page. Which picture shows what happens second? Circle the letter of the picture that shows what happens second.

Pause as the students respond.

SAY: Put your finger on the number 5. The directions say: Look. Choose. Now look at the three pictures across the page. Which picture shows what happens first? Circle the letter of the picture that shows what happens first.

Pause as the students respond.

SAY: Put your finger on the number 6. The directions say: Look. Choose. Now look at the three pictures across the page. Which picture shows what happens last? Circle the letter of the picture that shows what happens last.

Pause as the students respond.

Correct and discuss the three responses.

For number 4, the correct answer is C (blowing up the balloon).

For number 5, the correct answer is B (the dog spies the cat).

For number 6, the correct answer is C (the girl jumping rope).

When the discussion is completed, ask the students to close their book.

SKILL DEVELOPMENT

- Clue words often tell about order.
- Details in a picture often show order.
- Details in a picture may help you figure out what happens *first*, *second*, and *last*.

AT A GLANCE

Students are introduced to clue words that tell more about sequencing.

STEP BY STEP

Page 28

There are several effective clue words that indicate the order in which things happen. Write the following words on the board. Say them aloud with the students: *first*, *second*, *next*, *then*, *last*, *before*, *after*, *today*, *yesterday*, and *tomorrow*.

SAY: Open your book to page 28. The lesson is called **Using Clue Words**. (Pause to make sure all students are on page 28.) **Look at this page carefully. How do you know which item on the page to complete last?** (The number 4 is the last number given. Numbers often tell what to do first, or second, and so on.) **The direction says: Circle the clue word. Put your finger on the number 1. Look at the picture. It shows Mary hurrying along. Now look at the sentence next to the picture. Follow along as I read the sentence aloud: Then the lamb followed Mary. Circle the clue word in the sentence that tells about the order.**

Pause as the students respond. Proceed in the same manner to complete numbers 2, 3, and 4, allowing ample time for the students to circle the clue word in each sentence.

Correct and discuss the four circled responses.

For sentence number 1, the clue word is *then*.

For sentence number 2, the clue word is *next*.

For sentence number 3, the clue word is *first*.

For sentence number 4, the clue word is *last*.

PART TWO: Using Clue Words

Circle the clue word.

1.  (Then) the lamb followed Mary.

2.  (Next) the eggs in the nest broke open.

3.  The dog must find the ball (first).

4.  The cat jumped (last).

28 Putting Things in Order

UNDERSTANDING THE STRATEGY

Putting Things in Order

Pictures often show the order in which things are done or happen. Details in a picture may help you figure out what happens *first*, *second*, and *last*. Also, many things in a story are done or happen in order. Clue words in a story often tell about order. Some clue words are *first*, *second*, and *last*. Other clue words are *before*, *after*, *then*, and *next*. Stories also have three parts—a beginning, a middle, and an ending. These story parts can tell about order.

STEP BY STEP

Page 29

SAY: Turn to page 29.

Proceed in the same manner as on page 28 to complete numbers 5, 6, 7, and 8. Allow ample time for the students to circle the clue word in each sentence.

Correct and discuss the four circled responses.

For sentence number 5, the clue word is *tomorrow*.

For sentence number 6, the clue word is *yesterday*.

For sentence number 7, the clue word is *today*.

For sentence number 8, the clue word is *first*.

When the discussion is completed, ask the students to close their book.

Circle the clue word.



I will mail the letter (tomorrow).



(Yesterday) I found a frog.



Will you clean the yard (today)?



(First) I must find out the time.

Putting Things in Order



SKILL DEVELOPMENT

- Clue words often tell about order.
- Details in a picture often show order.
- Details in a picture may help you figure out what happens first, second, and last.

AT A GLANCE

Students are introduced to additional clue words that tell more about sequencing.

STEP BY STEP

Page 30

On the board, write these four clue words in a vertical column. *First, Then, Next, Last.* What is another way that the order can be shown? The students may have several ideas, but what you are looking for is *First, Second, Third, Fourth.* Write this second set of clue words in a vertical column to the right of the original list. Compare the two lists. Discuss how the four clue words in each set indicate the same order.

SAY: Open your book to page 30. The lesson is called **Placing Pictures in Order.** (Pause to make sure all students are on page 30.) **The pictures on this page tell about Sam's Chores.** Put your finger on the letter A. Say the clue word. Then follow the arrow to the picture. Describe what Sam does first.

Pause as students share their descriptions aloud. Proceed in the same manner for the other clue words and pictures. Allow ample time for the students to study the clue words and the pictures.

SAY: Put your finger on the number 1. The direction above the question says Circle the letter. Follow along as I read the question aloud. What is the second thing Sam will do? Circle the letter that is the correct answer. (Pause.) Now put your finger on the number 2. Follow along as I read the question aloud. What is the third thing Sam will do? Circle the letter that is the correct answer.

Pause as the students respond.

☆☆☆

PART THREE: Placing Pictures in Order





Sam's Chores

A First →

B Then →

C Next →

D Last →

Circle the letter.

1. What is the second thing Sam will do?

A

B

C

D

2. What is the third thing Sam will do?

A

B

C

D

30 Putting Things in Order

Correct and discuss the two responses.

For number 1, the correct answer is B (take out the trash).

For number 2, the correct answer is C (eat breakfast).

STEP BY STEP

Page 31

Molly's Homework Plan

Look at the picture.



Place things in order from 1 to 4.

- ___ Then Molly opens her math book.
- ___ Last, Molly writes her answer.
- ___ First, Molly sits at the desk.
- ___ Molly adds two numbers next.

Circle the letter.

- | | |
|--|--|
| <p>3. What is the second thing Molly does?</p> <p><input checked="" type="radio"/> A She opens her math book.</p> <p><input type="radio"/> B She adds two numbers.</p> | <p>4. What is the fourth thing Molly does?</p> <p><input type="radio"/> A She sits at the desk.</p> <p><input checked="" type="radio"/> B She writes her answer.</p> |
|--|--|

Putting Things in Order



SAY: Turn to page 31. The title of the picture is Molly's Homework Plan. Study the picture. Pay attention to the details. (Pause.) Put your finger on the direction beneath the picture. The direction says: Place things in order from 1 to 4. Below the direction you will see four things that Molly does. The four things are not in the correct order. Follow along as I read them aloud: Then Molly opens her math book. Last, Molly writes her answer. First, Molly sits at the desk. Molly adds two numbers next. Now write the numbers 1, 2, 3, and 4 in the correct spaces to arrange things in order.

Now put your finger on the number 3. The direction says: Circle the letter. The question that follows is What is the second thing Molly does? Follow along as I read the answer choices aloud: A. She opens her math book, and B. She adds two numbers. Circle the letter of the correct answer.

Pause as the students respond.

SAY: Now put your finger on the number 4. The question is What is the last thing Molly does? Follow along as I read the answer choices aloud: A. She sits at the desk, and B. She writes her answer. Circle the letter of the correct answer.

Pause as the students respond.

Correct and discuss the three responses. When placing things in order, the correct arrangement is 2, 4, 1, and 3.

For number 3, the correct answer is A (she opens her math book).

For number 4, the correct answer is B (she writes her answer).

When the discussion is completed, ask the students to close their book.

SKILL DEVELOPMENT

- Clue words often tell about order.
- Some clue words tell about time order.
- Numbers and letters often follow an order.

AT A GLANCE

Students practice sequencing using numbers, letters, and clues about time order.

STEP BY STEP

Page 32

Review the following clue words for order, such as *then*, *after*, *next*, *first*, *today*, and *before*. Then discuss with the students other ways to show order—by *months*, *numbers*, *days*, and *letters*. Write these four headings on the board. Then say them aloud to the students. Ask the students to provide, in order, three examples for each heading. Write the examples beneath the correct heading. Discuss the ways that these words show order. Now ask the students to look at the picture at the top of page 32. Discuss what things they see that have to do with order. (Response should indicate letters of the alphabet.)

SAY: The lesson on page 32 is called **Are Things in Order?** (Pause to make sure all students are on page 32.) The direction says: **Circle Yes or No.** Put your finger on the number 1. Inside the rectangle are two sets of numbers. Follow along as I read the first set aloud: 1, 2, 4, 3. Are these numbers in order? Circle Yes or No. (Pause.) Follow along as I read the second set of numbers: 6, 7, 8, 9. Are these numbers in order? Circle Yes or No. (Pause.)

Proceed in the same manner to complete number 2 (Months), 3 (Letters), and 4 (Days). Allow ample time for the students to circle the Yes or No responses.

Correct and discuss the responses.

For number 1, the answer to the first set of numbers is *No*. The answer to the second set of numbers is *Yes*.
For number 2, the answer to the first set of months is *Yes*. The answer to the second set of months is *No*.
For number 3, the answer to the first set of letters is *No*. The answer to the second set of letters is *Yes*.
For number 4, the answer to the first set of days is *No*. The answer for the second set of days is *Yes*.

PART FOUR: Are Things in Order?



Circle Yes or No.

- | | | |
|---------------------|---------------------------|--------------------------|
| Numbers: 1, 2, 4, 3 | Yes | <input type="radio"/> No |
| Numbers: 6, 7, 8, 9 | <input type="radio"/> Yes | No |
- | | | |
|---------------------------|---------------------------|--------------------------|
| Months: May, June, July | <input type="radio"/> Yes | No |
| Months: April, March, May | Yes | <input type="radio"/> No |
- | | | |
|---------------------|---------------------------|--------------------------|
| Letters: h, g, e, f | Yes | <input type="radio"/> No |
| Letters: b, c, d, e | <input type="radio"/> Yes | No |
- | | | |
|----------------------------------|---------------------------|--------------------------|
| Days: Tuesday, Thursday, Monday | Yes | <input type="radio"/> No |
| Days: Thursday, Friday, Saturday | <input type="radio"/> Yes | No |



Putting Things in Order

STEP BY STEP

Page 33

SAY: Turn to page 33. At the top of the page the title reads Early Times. The direction says: Circle the earlier time. Put your finger on the number 1. Look at the times of the two clocks across the page. Circle the letter of the clock that shows the earlier time.

Pause to allow time for the students to respond. Proceed in the same manner to complete numbers 2, 3, and 4. Allow ample time for the students to complete the appropriate responses.

Correct and discuss.

For number 1, the answer is B.

For number 2, the answer is A.

For number 3, the answer is B.

For number 4, the answer is A.

For number 5, read aloud the directions. The answer varies depending on the student's drawings.

When the discussion is completed, ask the students to close their book.

Early Times

Circle the earlier time.



A



(B)



(A)



B



A



(B)

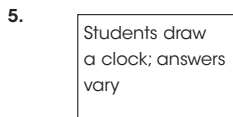


(A)

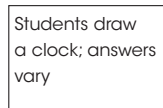


B

Draw two clocks. Write the times.
Circle the earlier time.



A



B

Putting Things in Order



SKILL DEVELOPMENT

- Stories are always told in order.
- Thinking about story details helps you find order.

AT A GLANCE

Students practice sequencing by listening to oral stories and arranging story parts in order.

STEP BY STEP

Page 34

Write the following nursery rhyme on the board. Read the nursery rhyme aloud as students follow along:

Jack and Jill went up the hill.
They fetched a pail of water;
Jack fell down and broke his crown,
And Jill came tumbling after.

Ask students the following questions: “What happened first? What happened second? What happened third? What happened last?” The students’ responses should indicate that they understand the order that events occurred.

SAY: Open your book to page 34. The direction says: Listen. Listen as I read aloud the nursery rhyme called Mary’s Lamb.

Mary had a little lamb.
Its fleece was white as snow,
And everywhere that Mary went
The lamb was sure to go.

It followed her to school one day
Which was against the rule;
It made the children laugh and play
To see a lamb in school.

Now look at the three pictures on the page. Which picture shows what happened first in the nursery rhyme? Write the number 1 on the lines next to this picture. The number should look like this: (On the board, demonstrate how the number should look.)

PART FIVE: Story Time

Listen.

Mary’s Lamb

Mary had a little lamb.
Its fleece was white as snow,
And everywhere that Mary went
The lamb was sure to go.
It followed her to school one day.
Which was against the rule;
It made the children laugh and play
To see a lamb in school.



1



3



2



Putting Things in Order

Pause to allow ample time for students to respond. Proceed in the same manner for pictures 2 and 3. Ask the students to write the appropriate number beside each picture.

Correct and discuss the responses. The order of the pictures is 1, 3, and 2.

STEP BY STEP

Page 35

Listen.

Teddy Bear, Teddy Bear

Teddy bear, teddy bear, turn around.
Teddy bear, teddy bear, touch the ground.
Teddy bear, teddy bear, tie your shoe.
Teddy bear, teddy bear, that will do.



3



1



2

Putting Things in Order



SAY: Turn to page 35. The direction says: Listen. On this page, you are going to do the same thing you did on page 34. Listen as I read aloud the poem Teddy Bear, Teddy Bear.

Teddy bear, teddy bear, turn around.
Teddy bear, teddy bear, touch the ground.
Teddy bear, teddy bear, tie your shoe.
Teddy bear, teddy bear, that will do.

Now look at the three pictures on the page. Which picture shows what happens first in the nursery rhyme? Write the number 1 on the lines next to this picture.

Pause to allow time for the students to respond. Proceed in the same manner for pictures 2 and 3. Ask the students to write the appropriate number beside each picture.

Correct and discuss the responses. The order of the pictures is 3, 1, and 2. When the discussion is completed, ask the students to close their book.

Connecting with Literature

Putting Things in Order

Share a picture book that tells a story that students are familiar with, preferably one that has already been read in class. Briefly discuss the beginning, the middle, and the ending of the story. Then show students three pictures that describe events from the story, out of order. Talk about what each picture shows. Have the students tell the correct order of the pictures—which comes first, which comes second, and which comes third. Guide students toward understanding the correct sequence of events shown in the pictures.

Lesson 4 UNDERSTANDING WHAT HAPPENS AND WHY

★ ★ ★ ★ GETTING STARTED

Introductory Activity: There is a reason for everything that happens. Ask students to answer the following question: “What happens after an acorn is planted?” Some possible answers are: *The acorn grows bigger; A tree grows up; A plant forms.* Accept all reasonable answers. Then ask students to answer this second question: “Why is the window broken?” Some possible answers are as follows: A baseball broke the window; A heavy wind broke the window; Someone threw a rock through the window. Accept all reasonable answers.

SKILL DEVELOPMENT

- There is a reason for everything that happens.
- Everything that happens has two parts: *what* happened and *why* it happened.

AT A GLANCE

Students are introduced to the concept of cause and effect through pictures.

Lesson 4 Understanding What Happens and Why

PART ONE: Things Happen

What?



1. What happened to Joy?

- A She went to sleep.
- ☒ B She woke up.

Why?



2. Why did this happen?

- ☒ A The dog barked.
- B The dog jumped.

What?



3. What happened to the boy?

- ☒ A He got wet.
- B He got sick.

Why?



4. Why did this happen?

- A He was out in the snow.
- ☒ B He was out in the rain.



Understanding What Happens and Why

STEP BY STEP

Page 36

There are four highly-used clue words that tell why something happens. The words are so, since, because, and if. Write the four clue words on the board. Ask the students to use each clue word in an oral sentence. Sample sentences are as follows:

1. I am hungry, *so* I must eat soon.
2. *Since* I felt sick, I went to bed early.
3. We ran to school *because* we were late.
4. *If* it snows, I will clean off the steps.

Ask the students to identify the *what* part and the *why* part of each sentence. Then ask the students to identify the clue word that appears in each sentence.

SAY: Open your book to page 36. The lesson is called **Things Happen**. (Pause to make sure all students are on page 36.) **At the top of the page are the headings What? and Why? Under the headings are two pictures. Put your finger on the number 1. Look at the picture. Then follow along as I read aloud the question and possible answers. Use the picture to help you choose the correct answer.**

SAY: Turn to page 37.

Proceed in the same manner to complete items 5, 6, 7, and 8 on this page. Pause as the students respond.

Correct and discuss the four responses.





For number 5, the correct answer is A (He slipped and fell.).


For number 6, the correct answer is B (A peel was on the sidewalk.).

For number 7, the correct answer is B (It flew out of the cage.).

For number 8, the correct answer is A (The cage door was left open.).

When the discussion is completed, ask the students to close their book.

<p>What?</p> 	<p>Why?</p> 
<p>5. What happened to the boy?</p> <p><input type="radio"/> A He slipped and fell.</p> <p><input type="radio"/> B He bumped into a door.</p>	<p>6. Why did this happen?</p> <p><input type="radio"/> A He did not see the door.</p> <p><input type="radio"/> B A peel was on the sidewalk.</p>
<p>What?</p> 	<p>Why?</p> 
<p>7. What happened to the bird?</p> <p><input type="radio"/> A It flew out the window.</p> <p><input type="radio"/> B It flew out of the cage.</p>	<p>8. Why did this happen?</p> <p><input type="radio"/> A The cage door was left open.</p> <p><input type="radio"/> B The window was left open.</p>

Understanding What Happens and Why 

Pause as the students respond. Proceed in the same manner to complete question 2.

SAY: Move to the headings **What?** and **Why?** in the middle of the page. Put your finger on the number 3. Follow along as I read aloud the question and the two responses. Use the picture to help you choose the correct answer.

Pause as the students respond. Proceed in the same manner to complete question 4.

Correct and discuss the four responses.

For number 1, the correct answer is B (She woke up.).

For number 2, the correct answer is A (The dog barked.).

For number 3, the correct answer is A (He got wet.).

For number 4, the correct answer is B (He was out in the rain.).

SKILL DEVELOPMENT

- There is a reason for everything that happens.
- Many clue words tell about cause and effect.
- Think about what happened and why to figure out cause and effect.

AT A GLANCE

Students are introduced to clue words that help them identify what happened and why.

STEP BY STEP

Page 38

SAY: Open your book to page 38. The lesson is called *Do You Hear What I Hear?* (Pause to make sure all students are on page 38.) The directions at the top of the page say: Listen. Circle the letter. Put your finger on number 1. Follow along as I read the three words across the page: since, so, and because. Now listen to this sentence: “I put a blanket on the bed, because I was cold.” Circle the letter of the clue word that was used in the sentence.

Proceed in the same manner as you ask the students to respond to sentences 2, 3, and 4. The sentences are as follows:

2. Since I lost the money, I could not buy lunch.
3. If it rains, you are sure to get wet.
4. We left early, so that more people could visit.

Pause as the students respond to each question.


Correct and discuss the four circled responses.

For number 1, the correct answer is C (because).

For number 2, the correct answer is B (since).

For number 3, the correct answer is B (if).


For number 4, the correct answer is A (so).



PART TWO: Do You Hear What I Hear?

Listen. Circle the letter.

1. <div>since A</div>	<div>so B</div>	<div>because C</div>
2. <div>if A</div>	<div>since B</div>	<div>so C</div>
3. <div>because A</div>	<div>if B</div>	<div>since C</div>
4. <div>so A</div>	<div>because B</div>	<div>if C</div>

 Understanding What Happens and Why

UNDERSTANDING THE STRATEGY

Understanding What Happens and Why

Everything that happens has two parts—*what* happens and *why* it happens. Pictures often show what is happening and why it is happening. To figure out what is going on in a picture, ask yourself, “What is happening?” To figure out why something happens in a picture, ask yourself, “Why does this happen?” Stories often have details that tell about what happens and why. Some clue words that tell about what happens and why are *because*, *if*, *so*, and *since*. You can also use what you already know to figure out what happens and why.

STEP BY STEP

Page 39

SAY: Turn to page 39.

Proceed in the same manner to complete items 5, 6, 7, and 8. The sentences are as follows:

5. You'll win, if you try hard.
6. I hurried because I was late.
7. Since the sun came out, the day became warm.
8. Mary sang because she was happy.

Allow ample time for students to circle the letter of the correct clue word.

Correct and discuss the four circled responses.

For number 5, the correct answer is A (if).

For number 6, the correct answer is C (because).

For number 7, the correct answer is B (since).

For number 8, the correct answer is A (because).

When the discussion is completed, ask the students to close their book.

Listen. Circle the letter.

- | | | | |
|----|-----------------------------------|---------------------------------|-----------------------------------|
| 5. | <div>if</div> <div>(A)</div> | <div>because</div> <div>B</div> | <div>so</div> <div>C</div> |
| 6. | <div>since</div> <div>A</div> | <div>if</div> <div>B</div> | <div>because</div> <div>(C)</div> |
| 7. | <div>so</div> <div>A</div> | <div>since</div> <div>(B)</div> | <div>if</div> <div>C</div> |
| 8. | <div>because</div> <div>(A)</div> | <div>so</div> <div>B</div> | <div>since</div> <div>C</div> |

SKILL DEVELOPMENT

- Clue words often tell about cause and effect.
- Details in a picture often show cause and effect.
- Details in a picture help you figure out what happened and why.

AT A GLANCE

Students use the details in pictures to figure out what happened and why.

STEP BY STEP

Page 40

Write the following clue words on the board for review: *because*, *so*, *if*, and *since*. Ask the students to use each clue word in an oral sentence. Then ask them to identify the *what* and *why* parts of each sentence.

SAY: Open your book to page 40. The lesson is called **Looking for a Reason**. (Pause to make sure all students are on page 40.) The directions at the top of the page say: **Look. Draw a line.** Below the directions you'll find the word **What?** Put your finger on number 1. Look at the picture in the box. It shows what is happening. Across the page you'll find two circles that tell **Why?** Draw a line from the picture to the circle that shows why the girl is wearing a winter coat.

Proceed in the same manner to complete number 2. Correct and discuss the responses. For number 1, the line should be drawn from the picture to circle b. For number 2, the line should be drawn from the picture to circle a.

SAY: Move to the bottom of the page. The directions say: **Finish the sentences. Circle the clue words.** Now follow along as I read the first part of sentence 1. **Eve wore a winter coat because _____.** (Elicit oral responses from students such as "it was cold outside.") **Eve wore a winter coat because it was cold outside. Now circle the clue word in the sentence.**


Proceed in the same manner to complete sentence 2. Elicit the following response from students: since the door was locked.

☆☆☆


PART THREE: Looking for a Reason

Look. Draw a line.


What?

1. 


Why?

a. 

What?

2. 


Why?

b. 

Finish the sentences. Circle the clue words.

Picture 1. Eve wore a winter coat because _____.

Picture 2. Jim rang the bell since _____.



Understanding What Happens and Why

Correct and discuss the clue words.

For sentence 1, students should circle *because*.

For sentence 2, students should circle *since*.

STEP BY STEP

Page 41

SAY: Turn to page 41.

Proceed in the same manner to complete numbers 3 and 4.

For number 3, the line should be drawn from the picture to circle a.

For number 4, the line should be drawn from the picture to circle b.

For sentences 3 and 4, why responses are:

3. her laces were untied. and 4. he swept up the pieces.

Correct and discuss clue words.

For sentence 1, students should circle because.

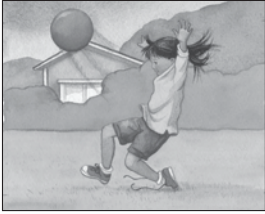
For sentence 2, students should circle so.

When the discussion is completed, ask the students to close their book.

Look. Draw a line.

What?

3.



Why?

a.



What?

4.



Why?

b.



Finish the sentences. Circle the clue words.

Picture 3. Meg tripped because her _____.

Picture 4. Tim broke a dish so he _____.

Understanding What Happens and Why



SKILL DEVELOPMENT

- Picture and stories tell about what happened and why.

AT A GLANCE

Students use picture and story clues to figure out what happened and why.

STEP BY STEP

Page 42

Stories and poems often tell about things that happen and why they happen. Explain that, as you hear or read a story or poem, you often think about things you have done that are similar to what is happening to the characters. Write the following nursery rhyme on the board. Say the rhyme aloud after you write it.

**A robin and a robin's son
Once went to town to buy a bun.
They could not decide on fruit or grain,
And so they went back home again.**

Ask the following questions to assess prior knowledge: Did you ever go to a store or to a bakery to buy some bread? What did you see at the store or bakery? (Pause.) What did you smell? (Pause.) What did you hear? (Pause.) Did you have trouble trying to decide what to buy? (Pause.) How were you like the robin and her son? (Pause.) In the rhyme, why did the robins go to town? (Pause.)

SAY: Open your book to page 42. The lesson is called Why Did It Happen? The directions say: Listen. Write the numbers 1, 2, and 3. Now look carefully at the three pictures. (Pause.) I will read three reasons to explain why something happened. Listen as I say the first reason: "This happened because someone fell off a bike." Write the number 1 in the space beside the correct picture.

Pause as students respond.

SAY: Listen as I say the second reason: "This happened because someone won a contest." Write the number 2 in the space beside the correct picture.

Pause as the students respond.

PART THREE: Why Did It Happen?

Listen. Write the numbers 1, 2, and 3.

1.



3

2.



1

3.



2



Understanding What Happens and Why

SAY: Listen as I say the third reason. "This happened because the wind was blowing too hard." Write the number 3 in the space beside the correct picture.

Pause as the students respond.

Correct and discuss why you numbered the pictures in the order that you did. The order of the pictures is 3, 1, and 2.

STEP BY STEP

Page 43

SAY: Turn to page 43.

Proceed in the same manner to complete page 43. Ask the students to listen as you present three more reasons why things happened. The first reason is: *This happened because the gas tank was empty.* Students write the number 1 beside the correct picture. The second reason is: *This happened because someone wanted to build a barn.* Students write the number 2 beside the correct picture. The third reason is: *This happened because someone wanted to plant a tree.* Students write the number 3 beside the correct picture. Correct and discuss the three responses. The order of the pictures is 2, 3, and 1. When the discussion is completed, ask the students to close their book.

Listen. Write the numbers 1, 2, and 3.

1.



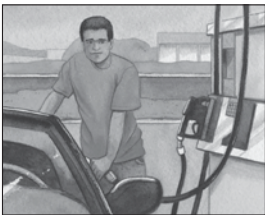
2

2.



3

3.



1

Understanding What Happens and Why



- Pictures are full of details.
- Details can be used to figure out what happened and why.

Students identify pictorials that help tell about what happened and why.

Page 44

A picture can help a student create images in the mind. A picture can also stir the senses. Sounds, smells, feelings, and sights can be aroused by a picture. Ask students to open their books to the big picture on page 44. Tell them the lesson is called Do You See Me? Ask them to comment on all the things they see in the picture. Responses will most likely include comments about the sounds, smells, feelings, and sights they see. Ask the students to provide information about things that are happening in the picture and why they are happening.

SAY: Carefully study the picture on page 44.
The direction says: Look at the picture.

Pause for several moments to allow students time to take in all the picture details.

Look at the picture.



Understanding What Happens and Why

STEP BY STEP

Page 45

SAY: Now turn to page 45. The direction says: Circle Yes or No. Put your finger on the number 1. Look carefully at the first picture. Does this picture appear in the big picture? Circle the correct answer.



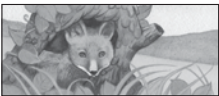



Proceed in the same manner for pictures 2–6. Students may look back at the picture on page 44 for help with each answer.

Correct and discuss responses to 1–6. The correct responses are as follows: 1. Yes, 2. No, 3. Yes, 4. Yes, 5. No, 6. Yes.

When the discussion is completed, ask the students to close their book.

What's in the Big Picture?

Circle Yes or No.

- | | | | |
|----|---|--------------------------------------|-------------------------------------|
| 1. |  | <input checked="" type="radio"/> Yes | No |
| 2. |  | Yes | <input checked="" type="radio"/> No |
| 3. |  | <input checked="" type="radio"/> Yes | No |
| 4. |  | <input checked="" type="radio"/> Yes | No |
| 5. |  | Yes | <input checked="" type="radio"/> No |
| 6. |  | <input checked="" type="radio"/> Yes | No |

Understanding What Happens and Why



Connecting with Literature

Understanding What Happens and Why

Share with students some familiar fables, fairy tales, and/or tall tales. These sorts of literature genres are full of examples of cause and effect. Read selected parts of each story, being sure that they contain an example of cause and effect. After you read each part, have students answer these questions: *What* happened? *Why* did it happen? Point out any areas where pictures help reinforce any of the examples of cause and effect.

STEP BY STEP

Page 46

SAY: Open your book to page 46. (Pause to make sure all students are on page 46.) **On this page you will review putting things in order.** There are three questions for you to answer. Put your finger on the number 1. The direction says: Circle the clue word. Look carefully at the sentence in the box. Listen carefully as I read the sentence aloud: First, Sam will feed the cat. Circle the clue word in the sentence that tells about order.

Pause as the students respond.

SAY: Put your finger on the number 2. The direction says: Circle the letter of the third month of the year. Listen carefully as I read the names of the months written in the three boxes: January, February, March. Circle the letter of the month that is the third month of the year.

Pause as the students respond.

SAY: Put your finger on the number 3. The direction says: Circle the letter of the earliest time. Look carefully at the three times. Circle the letter of the earliest time.

Pause as the students respond.

Correct and discuss the three responses.

For number 1, the answer is First.

For number 2, the answer is C (March).

For number 3, the answer is C (3:00).



Putting Things in Order

1. Circle the clue word.

(First) Sam will feed the cat.

2. Circle the letter of the third month of the year.

January			February			March		
Friday	Wednesday	Thursday	Friday	Wednesday	Thursday	day	Monday	Tuesday
1		2	3			1	2	3
8		9	10			8	9	10

A

B

C

3. Circle the letter of the earliest time.



A

B

C



Page 47

Understanding What Happens and Why



4. Why does the boat move fast?



(A)



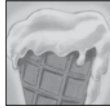
B



C



5. Why is the girl so sad?



(A)



B



C



6. Why is the girl blowing out the candles?

A It is her Mom's birthday.

B It is her Dad's birthday.

(C) It is her birthday.

Lessons 3-4 REVIEW



SAY: Turn to page 47. On this page you will review understanding what happens and why. There are three questions for you to answer. Look carefully at the first picture. (Pause.) Then put your finger on the number 4. Follow along as I read the question: Why does the boat move fast? Circle the letter of the correct answer.

Pause as the students respond. (Mention that picture A is a picture of the wind.)

SAY: Look carefully at the middle picture. (Pause.) Then put your finger on the number 5. Follow along as I read the question: Why is the girl so sad? Circle the letter of the correct answer.

Pause as the students respond.

SAY: Look carefully at the last picture. (Pause.) Then put your finger on the number 6. Follow along as I read the question and the possible answers: Why is the girl blowing out the candles? Circle the letter of the correct answer.

A It is her Mom's birthday.

B It is her Dad's birthday.

C It is her birthday.

Pause as the students respond.

Correct and discuss the three responses.

For number 4, the answer is A (the wind).

For number 5, the answer is A (the melting ice-cream cone).

For number 6, the answer is C (the 8 candles indicate it's her birthday).

When the discussion is completed, ask the students to close their book.

★★★★★ GETTING STARTED

Introductory Activity: Ask the students to make guesses based on the following questions:

1. What clues tell you that it is going to rain soon?
2. What clues tell you that your dog jumped into the pond?
3. What clues tell you that John ate a piece of blueberry pie?

On the board, list the clues that students suggest in response to each question. Some possible clues are:

- 1: dark clouds, raindrops, wet grass
- 2: wet fur, nearby pond, dripping dog
- 3: blue tongue and teeth, missing slice of pie

SKILL DEVELOPMENT

- Making a guess is a way of using what you know to figure out what might happen.
- Pictures and stories often contain clues to help you make a guess about what might happen.

AT A GLANCE

Students are introduced to the concept of making predictions.

What Is Happening?

What Happens Next?



Making a Guess

STEP BY STEP

Page 48

Often, clues are presented in a story to help the reader figure out what is going to happen next. The clues might be pictures, words, or sentences. For example, a swimmer's red face might indicate that she has been out in the sun too long. Or, the smell of baking bread might indicate that a bakery is nearby. Emphasize that readers should always look carefully for the clues in a story that will help them figure out what will happen next.

SAY: Turn to page 49.


Proceed in the same manner to complete items 4, 5, and 6, directing students to circle each response that shows what happens next.


Correct and discuss the responses.


For number 4, the answer is B (girl jumping rope).
For number 5, the answer is B (boy bagging leaves).
For number 6, the answer is A (girl using towel).

When the discussion is completed, ask the students to close their book.


What Is Happening?


4. 


5. 


6. 


What Happens Next?


A 


A 

A 

B 

B 

B 

Making a Guess 

SAY: Open your book to page 48. The lesson is called What Happens Next? (Pause to make sure all students are on page 48.) The two headings are What Is Happening? and What Happens Next? Put your finger on the number 1. Look at the large picture. It shows two boys at the starting line of a race. Two smaller pictures appear to the right of the large picture. Circle the letter of the smaller picture that shows what happens next.

Pause as the students respond. Proceed in the same manner to complete numbers 2 and 3, circling each response that shows what happens next.

Correct and discuss the responses.

For number 1, the answer is A (the boys running).
For number 2, the answer is B (the mother holding the baby).
For number 3, the answer is A (the girl eating).

SKILL DEVELOPMENT

- Many pictures give clues about what is happening.

AT A GLANCE

Students use pictures to help them make a guess about something.

STEP BY STEP

Page 50

Review the concept that effective readers make guesses as they read a story and study pictures. Authors provide clues in a story to help readers make good guesses about what will happen next. Readers are like detectives. They follow the clues that are written into a story. Then they put the clues together to predict what happens as the story develops.

SAY: Open your book to page 50. The lesson is called **What If?** (Pause to make sure all students are on page 50.) Put your finger on the number 1. The picture shows a boy laughing. Beside the picture is a sentence to complete. Follow along as I read aloud the sentence and the answer choices. If the boy laughs, he may have seen something A sad, B funny, C bad. Circle the letter of the correct answer.

Pause as the students respond. Proceed in the same manner to complete numbers 2 and 3. Read this sentence aloud for number 2: If the girl puts on a coat, she must be A cold, B warm, C hot. Read this sentence aloud for number 3: If the animal has wings, it may be a A frog, B pig, C duck.

Correct and discuss the responses.

For number 1, the answer is B (funny).

For number 2, the answer is A (cold).

For number 3, the answer is C (duck).

PART TWO: What If?

1.



If the boy laughs, he may have seen something

- A sad.
- ☒ B funny.
- C bad.

2.



If the girl puts on a coat, she must be

- ☒ A cold.
- B warm.
- C hot.

3.



If the animal has wings, it may be a

- A frog.
- B pig.
- ☒ C duck.



Making a Guess

UNDERSTANDING THE STRATEGY

Making a Guess

Making a guess is a way of using what you know to figure out what might happen. Pictures often contain clues to help you make a guess. Stories also often have clues to help you make a guess. Some clues are found in the title of the story. Other clues are found in the details of the story. Details about the things characters do or say help you figure out what they might do and say later in a story. You can use details and what you already know about something to help you make a guess.

STEP BY STEP

Page 51

SAY: Turn to page 51.

Proceed in the same manner to complete numbers 4, 5, and 6. Read this sentence aloud for number 4: If it is worn on the foot, it may be a A toy, B toe, C shoe. Read this sentence aloud for number 5: If the animal hops, it may be a A lion, B rabbit, C cow. Read this sentence aloud for number 6: If ice is left in the sun, it may turn to A water, B glass, C snow.

Correct and discuss the responses.

For number 4, the answer is C (shoe).

For number 5, the answer is B (rabbit).

For number 6, the answer is C (snow).

When the discussion is completed, ask the students to close their book.

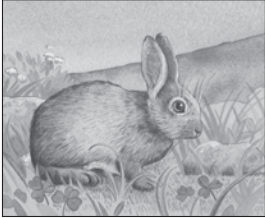
4.



If it is worn on the foot,
it may be a

- A toy.
- B toe.
- ☒ C shoe.

5.



If the animal hops,
it may be a

- A lion.
- ☒ B rabbit.
- C cow.

6.



If ice is left in the sun,
it may turn to

- ☒ A water.
- B glass.
- C snow.

Making a Guess



SKILL DEVELOPMENT

- Many pictures give clues about what is happening.
- Students work backward to determine a likely outcome.

AT A GLANCE

Students use pictures to help them make a guess about something.

STEP BY STEP

Page 52

In this activity, students look carefully at a picture. Then they decide what was most likely going on to produce the results shown in the picture. The activity requires students to work backward to figure out what prompted the pictured event.

SAY: Open your book to page 52. The lesson is called **What Was Going On?** (Pause to make sure all students are on page 52.) Put your finger on the number 1. The picture shows a sad boy carrying a broken kite. Beside the picture is a sentence to complete. Follow along as I read the sentence and the answer choices aloud: Abu was most likely flying a **A plane, B kite, C bird.** Circle the letter of the correct answer.

Pause as the students respond. Proceed in the same manner to complete numbers 2 and 3. Read this sentence aloud for number 2: Abu was most likely **A sleeping, B eating, C singing.** Read this sentence aloud for number 3: Abu is most likely writing a **A story, B book, C letter.**

Correct and discuss the responses.

For number 1, the answer is B (kite).

For number 2, the answer is A (sleeping).

For number 3, the answer is C (letter).

PART THREE: What Was Going On?

1.



Abu was most likely flying a

- A plane.
- ☒ B kite.
- C bird.

2.



Abu was most likely

- ☒ A sleeping.
- B eating.
- C singing.

3.



Abu is most likely

- A telling a story.
- B reading a book.
- ☒ C writing a letter.



Making a Guess

STEP BY STEP

Page 53

SAY: Turn to page 53.

Proceed in the same manner to complete numbers 4, 5, and 6, directing students to circle each response that shows what happens next.

Read this sentence aloud for number 4: Mom is most likely A washing, B, cooking, C sweeping.

Read this sentence aloud for number 5: The day outside is most likely A sunny, B cloudy, C rainy.

Read this sentence aloud for number 6: Dad is most likely A helping, B playing, C singing.

Correct and discuss the responses.

For number 4, the answer is B (cooking).

For number 5, the answer is C (rainy).

For number 6, the answer is A (helping).

When the discussion is completed, ask the students to close their book.

4.



Mom is most likely

- A washing.
- ☒ B cooking.
- C sweeping.

5.



The day outside is most likely

- A sunny.
- B cloudy.
- ☒ C rainy.

6.



Dad is most likely

- ☒ A helping.
- B playing.
- C singing.

Making a Guess



SKILL DEVELOPMENT

- Students use visual clues to help them make a guess.
- Students work backward to determine a likely outcome.

AT A GLANCE

Students use picture and story clues to make a guess about something.

STEP BY STEP

Page 54

SAY: Open your book to page 54. The lesson is called **Which of These?** (Pause to make sure all students are on page 54.) The directions say: **Look. Choose.** Put your finger on the number 1. Look carefully at picture A and picture B. Listen as I ask the question: Which picture shows a friendly dog? Circle A or B.

Pause as the students respond. Proceed in the same manner to complete numbers 2 and 3, directing students to choose the picture that best answers the question.

The question for number 2 is: Which picture shows a man who just came from the market?

The question for number 3 is: Which picture shows a man picking fruit?

Correct and discuss the three responses.

For number 1, the answer is B.



For number 2, the answer is A.

For number 3, the answer is A.



★ ★ ★ ★

PART **FOUR:** Which of These?



Look. Choose.

1.  

A B

2.  

A B

3.  

A B

★ 54 Making a Guess

STEP BY STEP

Page 55

SAY: Turn to page 55.

Proceed in the same manner to complete numbers 4, 5, and 6.

The question for number 4 is: Which picture shows a mail carrier? Circle A or B.

The question for number 5 is: Which picture shows a builder of homes? Circle A or B.

The question for number 6 is: Which picture shows an animal who swims under the water? Circle A or B.

Correct and discuss the three responses.

For number 4, the answer is A.

For number 5, the answer is B.

For number 6, the answer is A.

When the discussion is completed, ask the students to close their book.

Look. Choose.

4.



(A)



B

5.



A



(B)

6.



(A)



B

Making a Guess



SKILL DEVELOPMENT

- Pictures are full of details.
- Details can be used to make a guess about something.

AT A GLANCE

Students use written and visual clues to make a guess about something.

STEP BY STEP

Page 56

Two kinds of clues about what happens are featured in this activity. First, visual clues in the form of a picture are introduced about a particular topic. Second, written clues are presented to validate the visual clues. Students use both kinds of clues to predict what happens next when they read. These clues help students open their minds to stories that activate their sense of adventure. Like detectives, readers combine visual and written clues to understand and maintain interest in the stories they read.

SAY: Open your book to page 56. The lesson is called **One, Two, Three** (Pause to make sure all students are on page 56.) The directions say: **Listen. Look. Write.** Listen as I read aloud this story about Rover:

Rover is a large, furry dog that enjoys being outdoors. There is a lake near Rover's doghouse. On very warm days, Rover likes to cool off!

Look at the three pictures. Write the number 1 in the space beside the picture that shows how Rover cools off.

Pause as students respond.

SAY: Listen as I read aloud this story about Flower:

Mack has a pet pig named Flower. Mack tries hard to keep Flower clean. However, Flower has her own idea about how she should look!

Look at the three pictures. Write the number 2 in the space beside the picture that shows Flower's idea about how she should look.

Pause as students respond.

PART FIVE: One, Two, Three

Listen. Look. Write.

1.



3

2.



1

3.



2



Making a Guess

SAY: Listen as I read aloud this story about Shark:

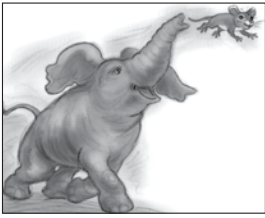
Bess has a pet goldfish named Shark. Sometimes Shark plays peek-a-boo games with Bess. Imagine a fish playing games with a little girl!

Look at the three pictures. Write the number 3 in the space beside the picture that shows Shark playing a game with Bess.

Pause as students respond. Correct and discuss the three responses. The order of the pictures is 3, 1, and 2.

Listen. Look. Write.

4.



2

5.



3

6.



1

Making a Guess



Look at the three pictures. Write the number 2 in the space beside the picture that shows Toby being shot out of Clara's trunk.

Pause as students respond.

SAY: Listen as I read aloud the story about Little Miss Muffet:

Little Miss Muffet is sitting on a log in the woods. Along comes a spider. Suddenly, Miss Muffet spies the spider and screams loudly. She is so frightened!

Look at the three pictures. Write the number 3 beside the picture that shows a frightened Miss Muffet.

Pause as students respond.

Correct and discuss the three responses. The order of the pictures is 2, 3, and 1.

When the discussion is completed, ask the students to close their book.

STEP BY STEP

Page 57

SAY: Turn to page 57. The directions say: Listen. Look. Write. Listen as I read aloud this story about Teddy:

Teddy is Cam's toy bear. Cam takes her bear everywhere. On Saturday mornings, Cam gives Teddy a bath. Then Teddy is clean for another week.

Look at the three pictures. Write the number 1 in the space beside the picture that shows Teddy after the bath.

Pause as students respond.

SAY: Listen as I read aloud this story about Clara and Toby:

Clara is a big elephant. Her best friend is a tiny mouse named Toby. Toby likes to hide in Clara's trunk. This makes Clara sneeze. The sneeze causes Clara to shoot Toby through the air into a bed of soft hay.

Connecting with Literature

Making a Guess

Share several picture books with students. Carefully select illustrations that help explain something that is happening or might happen. For example, you might show a picture of a sunny day. Ask students to guess what kinds of things people might do on a sunny day. Guide students to see that there are many possible guesses: People could play outside, ride a bike, or go on a picnic. Ask if it is likely that people would use an umbrella or wear a heavy coat on a sunny day and have students provide an explanation of their answer. Provide as many pictures and examples as you can.



GETTING STARTED

Introductory Activity: Ask the students to listen carefully as you read aloud a familiar story:

Goldilocks came upon the home of the Bear family. She called out, “Hello!” No one answered, so she opened the door and went inside. The table was set for breakfast. Goldilocks tasted the porridge in the big bowl. The porridge was too hot. Next she tasted the porridge in the medium-sized bowl. The porridge was too cold. Last, she tasted the porridge in the small bowl. It was just right!

Ask students what questions came to mind as they listened to the story. Allow time for the students to offer their contributions. Some possibilities are: *Why was Goldilocks near the home of the Bear family? Where were the bears? Why weren’t they home? Why did they leave their breakfast uneaten on the table? Should Goldilocks have gone inside the Bear house?* Discuss the answers to these and any other questions that arise. Emphasize that the questions raised by the listeners increase the listener’s interest in the story. The same is true of readers. The questions raised by readers increase the reader’s interest in a story.

SKILL DEVELOPMENT

- Authors do not always tell readers everything that is happening in a story.
- Authors give readers clues to help them figure out something that is not explained.

AT A GLANCE

Students are introduced to the concept of drawing conclusions.

PART ONE: What Is in the Box?



-
-



Figuring Things Out

STEP BY STEP

Page 58

SAY: Open your book to page 58. The lesson is called **What Is in the Box?** (Pause to make sure all students are on page 58.) **Look carefully at the large picture of a toy box at the top of the page. Study the details in the picture, such as the kinds of toys that are in the toy box.** (Pause.) **Now put your finger on the number 1 as I read the first question aloud: To whom does the toy box belong? Look at the three pictures across the page. Circle the letter of the picture that shows the correct answer.**

Pause as the students respond.

SAY: Put your finger on the number 2 as I read the next question aloud: “Which of these items would also be found in the toy box?” **Circle the letter of the picture that shows the correct answer.**

Pause as the students respond. Correct and discuss responses. For number 1, the answer is A (Fred). For number 2, the answer is A (toy cowboy hat).

Page 59

SAY: Turn to page 59.

Proceed in the same manner to complete page 59.
The questions are as follows:

3. Which letter is missing from the empty block in the picture on page 58?
4. Which animal could easily hide in the toy box?
5. Where is the toy box most likely located?
6. Which toy in the box spins around?

Correct and discuss the responses.

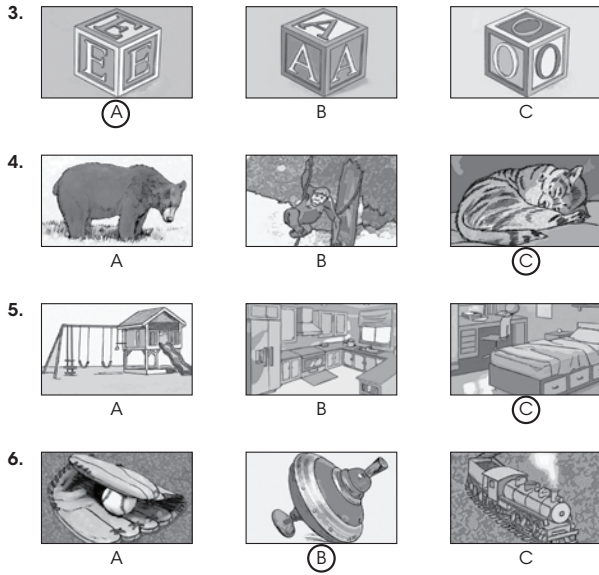
For number 3, the answer is A (E The four blocks spell the name of FRED).

For number 4, the answer is C (cat).

For number 5, the answer is C (bedroom).

For number 6, the answer is B (top).

When the discussion is completed, ask the students to close their book.



SKILL DEVELOPMENT

- Many pictures give clues that help readers figure out something that is not stated.
- Details often give clues that help readers figure out something that is not stated.

AT A GLANCE

Students use pictures to help them use prior knowledge and logic to draw a conclusion.

STEP BY STEP

Page 60

In this activity, students are asked to select the item that does not belong. Three items are presented in picture form. Two of the items are related. One of the items is out of place. Students circle the letter of the item that is out of place. Write the following words on the board: *dog*, *cat*, and *fork*. Ask the students to identify the item that does not belong. Their choice should be *fork*. Discuss why the *fork* does not belong. Proceed in the same manner with the following groups of items:

1. watch, ring, clock (things that tell time)
2. eye, nose, leg (things on a person's face)
3. pencil, pen, ruler (writing tools)

Ask the students to identify the one item that does not belong in each group of three items.

SAY: Open your book to page 60. The lesson is called **Out of Place**. (Pause to make sure all students are on page 60.) The directions say: **Look. Circle. Put your finger on the number 1. Look at the three pictures across the page. Two of the items belong together. One item is out of place. Circle the letter of the item that is out of place.**


Pause as the students respond. Proceed in the same manner to complete numbers 2, 3, and 4.


Correct and discuss the four responses. For number 1, the answer is B (maple leaf). For number 2, the answer is A (chipmunk). For number 3, the answer is C (snake). For number 4, the answer is B (shovel).



☆☆☆


PART TWO: Out of Place



Look. Circle.


- 
A




B



C
- 
A



B



C
- 
A


B


C
- 
A


B


C


Figuring Things Out

UNDERSTANDING THE STRATEGY

Figuring Things Out

Sometimes you have to figure things out as you look at a picture or read a story. Pictures often have clues to help you figure out what is happening in the picture. Sometimes pictures can help you figure out what is happening in a story as well. That's why authors often have pictures to go with their stories. You might read a story that says, "The moon is bright in the dark sky." The story does not say that it is nighttime. You can figure that out because the moon is out and the sky is dark. Readers often use such clues in the story to help figure things out.

STEP BY STEP

Page 61

SAY: Turn to page 61. The directions say: Look.
Circle.

Proceed in the same manner to complete numbers 5, 6, 7, and 8.

Correct and discuss the four responses.

For number 5, the answer is C (cup).

For number 6, the answer is B (milk).

For number 7, the answer is C (dollar bill).

For number 8, the answer is A (pail).

When the discussion is completed, ask the students to close their book.

Look. Circle.

5.



A



B



C

6.



A



B



C

7.



A

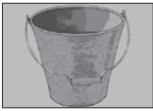


B



C

8.



A



B



C

Figuring Things Out



SKILL DEVELOPMENT

- Readers use what they know to figure out some things in a story.
- Details and prior knowledge can be used to draw a conclusion.

AT A GLANCE

Students use picture clues and what they already know to figure out information that is not fully explained.

STEP BY STEP

Page 62

Writers use clues in their stories to help readers figure things out. In the activity that follows, students use picture clues, as well as prior knowledge, to connect workers with the tools required in their work. For example, a farmer uses a milking machine to milk his or her cows. A carpenter uses a hammer and nails to build a wall. A tailor uses a needle and thread to sew pieces of cloth together. Tools provide clues to a worker's job. And words, ideas, and imagination are the tools that writers use to put together an effective story. Ask the students to think of other jobs where workers use particular tools to do their work.

SAY: Open your book to page 62. The lesson is called **Which Worker?** (Pause to make sure all students are on page 62.) The directions say: **Look. Draw a line. Put your finger on the number 1. Look carefully at the clues in the picture. Then study pictures a–d on the right side of the page. Use what you already know to match the tools in the picture to the person who uses them. Draw a line from picture 1 to the picture of the worker.**

Pause as the students respond. Proceed in the same manner to complete numbers 2, 3, and 4.

Correct and discuss the four responses.

For picture 1, the line is drawn to picture c (girl at dentist).

For picture 2, the line is drawn to picture a (girl painting).

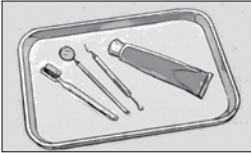
For picture 3, the line is drawn to picture d (barber).

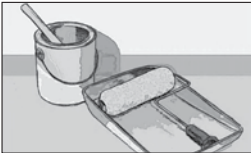
For picture 4, the line is drawn to picture b (gas station attendant).


☆☆☆☆

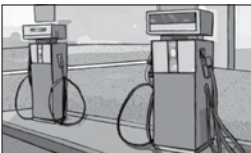
PART THREE: Which Worker?


Look. Draw a line.


1. 


2. 


3. 


4. 

a. 

b. 

c. 

d. 


Figuring Things Out

STEP BY STEP

Page 63

SAY: Turn to page 63. The directions say:
Look. Draw a line.

Proceed in the same manner to complete numbers 5–8.
Pause as the students respond.

Correct and discuss the four responses.

For picture 5, the line is drawn to picture b (teacher helping student).

For picture 6, the line is drawn to picture d (bus driver).

For picture 7, the line is drawn to picture a (boy working at desk).

For picture 8, the line is drawn to picture c (girl painter).

When the discussion is completed, ask the students to close their book.

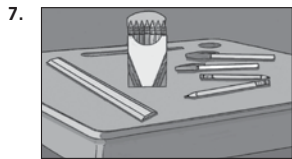
Look. Draw a line.



a.



b.



c.



d.



Figuring Things Out



SKILL DEVELOPMENT

- Students use visual clues to help them draw a conclusion.
- Students use what they know to help them draw a conclusion.

AT A GLANCE

Students practice using pictures and prior knowledge to draw conclusions.

STEP BY STEP

Page 64

In this activity, students use observation and prior knowledge to tie the two pictures together. Readers are expected to figure things out on their own when they look at pictures and read stories. Reading is the art of putting clues and ideas together to develop an understanding of the stories authors create.

SAY: Open your book to page 64. The lesson is called **Matching Pictures**. (Pause to make sure all students are on page 64.) The directions say: **Look. Circle.** Put your finger on the number 1. Look at the large picture. Then look carefully at the two small pictures across the page. Circle the letter of the small picture that belongs with the large picture.

Pause as the students respond.

SAY: Put your finger on the number 2. Look at the large picture and the two small pictures across the page. Circle the letter of the small picture that belongs with the large picture.

Pause as the students respond. Proceed in the same manner to complete number 3.

Correct and discuss the three responses.

For number 1, the answer is B (milk).

For number 2, the answer is A (pie).

For number 3 (woman knitting), the answer is A (boy wearing sweater. Students may not be familiar with knitting. Discuss.)

PART FOUR: Matching Pictures

Look. Circle.

1.

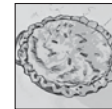


A



B

2.



A



B

3.



A



B



Figuring Things Out

STEP BY STEP

Page 65

SAY: Turn to page 65. The directions say: Look.
Circle.

Proceed in the same manner to complete numbers 4, 5, and 6.

Correct and discuss the three responses.

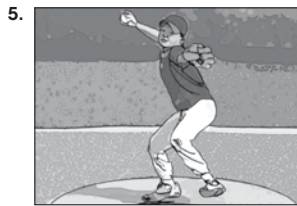
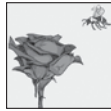
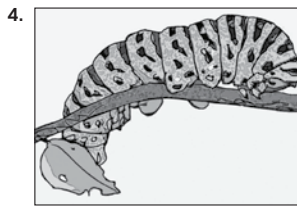
For number 4 (caterpillar), the answer is B (butterfly).

For number 5, the answer is A (batter).

For number 6, the answer is B (ten pins).

When the discussion is completed, ask the students to close their book.

Look. Circle.



Figuring Things Out



SKILL DEVELOPMENT

- Some things in a story are not clearly told to the reader.
- Readers often have to figure things out on their own as they read.

AT A GLANCE

Students use details from oral stories to draw conclusions.

STEP BY STEP

Page 66

SAY: Open your book to page 66. The lesson is called **Setting the Scene**. (Pause to make sure all students are on page 66.) The directions say: **Listen. Circle.** Put your finger on the number 1. Study pictures A and B. Now listen as I read a story aloud.

1. I looked carefully at the forest of trees. The once-green leaves had turned to bright yellow. I saw traces of red and orange in some of the leaves.

Look carefully at pictures A and B. Circle the letter of the picture that shows where the story takes place or happens.

Proceed in the same manner to complete numbers 2 and 3, allowing ample time for the students to circle the picture that shows where the story takes place or happens.

2. Every school morning I wait at the corner of my street. I listen carefully. Around 7:15 A.M., I hear the rumble of wheels in the distance. Then I know something big is coming.

Circle the letter of the picture that shows what is happening.

3. Maria sat down on a log and listened to the crackling of the burning wood. The smell of pine filled the air. She watched the roaring flames. She could feel the warm air circle around her shoulders.

Circle the letter of the picture that shows what is happening.

PART FIVE: Setting the Scene

Listen. Circle.

1.



A



B

2.



A



B

3.



A



B



Figuring Things Out

Pause as the students respond.

Correct and discuss the three responses. Explain what is happening in each circled picture.

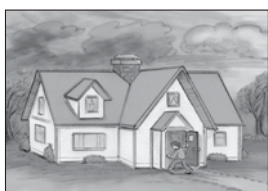
For number 1, the answer is B. The picture shows that fall (autumn) is coming soon.

For number 2, the answer is B. The picture shows a boy waiting at the corner for the school bus.

For number 3, the answer is A. The picture shows a girl sitting by a campfire.

Listen. Circle.

4.



(A)



B

5.



A



(B)

6.



A



(B)

Figuring Things Out



Correct and discuss the three responses. Explain what is happening in each circled picture.

For number 4, the answer is A. The picture shows that a storm is coming and a girl is rushing into a house.

For number 5, the answer is B. The picture shows a family picnic.

For number 6, the answer is B. The picture shows a dog burying a bone.

When the discussion is completed, ask the students to close their book.

STEP BY STEP

Page 67

SAY: Turn to page 67. The directions say:
Listen. Circle.

Proceed in the same manner to complete pictures 4, 5, and 6 allowing ample time for the students to circle the picture that shows the same scene described.

4. The white clouds suddenly grew thick and dark. The sun disappeared and the wind grew stronger. I rushed into the house. Then the skies shook with the sound of thunder.
5. At last we reached the river and chose a spot beside the water. I spread the blanket on the grass. Mom opened the basket and removed the sandwiches.
6. Rover grabbed the bone with his teeth. He ran toward the wooded area and started digging with his front paws. In no time Rover had dug a huge hole.

Connecting with Literature

Figuring Things Out

Share with students a variety of picture books, choosing three themes such as animals, fairy tales, and sports. Display two books from one theme and one book from another theme. Ask students which book does not belong with the others. Have students provide an explanation for their choices. You can also do this activity with pictures, for example showing a fairy, a queen, and a basketball and having students identify which picture does not belong.

STEP BY STEP

Page 68

SAY: Open your book to page 68. (Pause to make sure all students are on page 68.) **On this page** you will review information about making a guess when you read. There are three questions for you to answer. Put your finger on the number 1. The directions say: Look. Listen. Look carefully at the picture. (Pause.) Listen as I read aloud the sentence and answer choices next to the picture.

Carla is most likely

A feeding a fish.

B catching a fish.

C hiding a fish.

Circle the letter of the correct answer.

Pause as the students respond.

SAY: Put your finger on the number 2. The directions say: Look. Choose. Look carefully at the picture. (Pause.) Then look at the two pictures in the circles. Circle the letter of the picture that shows what happens next.

Pause as the students respond.

SAY: Put your finger on the number 3. The directions say: Look. Choose. Look carefully at the two pictures across the page. Circle the letter of the picture that shows the store clerk helping a customer.

Pause as the students respond.



Making a Guess

1. Look. Listen.



Carla is most likely

- (A) feeding a fish.
- B catching a fish.
- C hiding a fish.

2. Look. Choose.



A



(B)

3. Look. Choose.



(A)



B






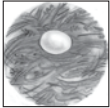





Lessons 5-6 REVIEW

STEP BY STEP

Page 69

Figuring Things Out

4.   
A B C
5.   
A B
6.   
A B

Lessons 5-6 REVIEW



SAY: Turn to page 69. On this page you will review how to figure things out. There are three questions for you to answer. Put your finger on the number 4. Look carefully at the three pictures across the page. One picture does not belong. Circle the letter of the picture that does not belong.

Pause as the students respond.

SAY: Put your finger on the number 5. Look carefully at the first picture. (Pause.) Then look carefully at the two smaller pictures. Circle the letter of the small picture that belongs with the large picture.

Pause as the students respond.

SAY: Put your finger on the number 6. Look carefully at the first picture. (Pause.) Then look carefully at the two smaller pictures. Circle the letter of the small picture that belongs with the large picture.

Pause as the students respond.

Correct and discuss the six responses.

For number 1, the answer is A.
For number 2, the answer is B.
For number 3, the answer is A.
For number 4, the answer is C.
For number 5, the answer is B.
For number 6, the answer is A.

When the discussion is completed, ask the students to close their book.

STEP BY STEP

Page 70

SAY: Open your book to page 70. (Pause to make sure all students are on page 70.) There are six questions for you to answer. The first question asks you to find the big idea. Put your finger on the number 1. The directions say: Listen. Circle the big idea. Listen carefully as I read aloud the following story:

One day Robbie Rabbit wandered into Farmer Smith's garden. Soon the rabbit was eating the farmer's carrots. Farmer Smith spotted Robbie and became upset. He ran to get a broom and chased Robbie away.

Study the two pictures. Circle the letter of the picture that shows the big idea of the story.

Pause as the students respond.

SAY: The second question asks you to find a missing detail. Put your finger on the number 2. The directions say: Look. Circle. Look carefully at the picture in the box. (Pause.) Now look carefully at the two pictures across the page. (Pause.) Circle the letter of the picture that is similar to the first picture, but is missing one important detail.

Pause as the students respond.

SAY: The third question asks about what happens first. Put your finger on the number 3. The directions say: Look. Circle. Look carefully at picture A and picture B. (Pause.) Circle the letter of the picture that shows what happened first.

Pause as the students respond.

Finding the Big Idea

1. Listen. Circle the big idea.



A



B

Finding Details

2. Look. Circle.



A

B

Putting Things in Order

3. Look. Circle.



A



B



Lessons 1-6 FINAL REVIEW

STEP BY STEP

Page 71

Understanding What Happens and Why

4. Look. Circle.

What?



Why?



Making a Guess

5.



If the animal has paws, it may be a

- A snake.
- ☒ B cat.
- C bird.

Figuring Things Out

6. Look. Circle.



Lessons 1–6 FINAL REVIEW



SAY: Turn to page 71. The fourth question shows what happened and asks why it happened. Put your finger on the number 4. The directions say: Look. Circle. Look carefully at the picture under the heading What? (Pause.) Then look carefully at the two pictures under the heading Why? (Pause.) Circle the letter of the picture that shows why the tug-of-war ended the way that it did.

Pause as the students respond.

SAY: The fifth question asks you to make a guess. Put your finger on the number 5. Study the picture (Pause.) Now listen as I read aloud the sentence and answer choices beside the picture:

If the animal has paws it may be a

A snake.

B cat.

C bird.

Circle the letter of the correct answer.

Pause as the students respond.

SAY: The sixth question asks you to figure things out. Put your finger on the number 6. The directions say: Look. Circle. Look carefully at the first picture. (Pause.) Then look carefully at the two pictures across the page. (Pause.) Circle the letter of the picture that belongs with the first picture.

Pause while the students respond.

Correct and discuss the six responses.

For number 1, the answer is B (rabbit eating carrots).

For number 2, the answer is A (girl with no crutch).

For number 3, the answer is B (girl carrying chair to the beach).

For number 4, the answer is B (pair of larger kids).

For number 5, the answer is B (cat).

For number 6, the answer is A (collection of books).

When the discussion is completed, ask the students to close their book.

STEP BY STEP

Page 72

SAY: Open your book to page 72. (Pause to make sure all students are on page 72.) There are six questions for you to answer. The first question asks you to find the big idea. Put your finger on the number 1. The directions say: Listen. Circle the big idea. Listen carefully as I read aloud the following story:

Today Kayla had her first ride on moving stairs. Kayla was with her Mom at the mall. She did not have to climb the stairs to the second floor. She just stood in place and the stairs moved her up. What a surprise! Kayla wondered, “How did that happen?”

Study the two pictures. Circle the letter of the picture that shows the big idea of the story.

Pause as the students respond.

SAY: The second question asks you to find a detail. Put your finger on the number 2. The directions say: Look. Circle. Look carefully at the first picture. (Pause.) Then look carefully at the two pictures across the page. (Pause.) Circle the letter of the picture that shows a detail found in the first picture.

Pause as the students respond.

SAY: The third question asks which group of numbers or letters is in order. Put your finger on the number 3. The directions say: Look. Circle. Look carefully at the three boxes (Pause.) Circle the letter of the box that shows numbers or letters that are in order.

Pause as the students respond.

FINAL REVIEW: PART TWO

Finding the Big Idea

1. Listen. Circle the big idea.



(A)



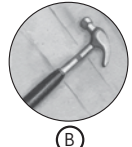
B

Finding Details

2. Look. Circle.



A



(B)

Putting Things in Order

3. Look. Circle.



A



B



(C)



Lessons 1–6 FINAL REVIEW

STEP BY STEP

Page 73

Understanding What Happens and Why

4. Look. Circle.

What?



Why?



A



B

Making a Guess

5.



A



B

Putting Things in Order

6. Look. Circle.



A



B



C

Lessons 1–6 FINAL REVIEW



SAY: Turn to page 73. The fourth question asks why something happened. Put your finger on the number 4. The directions say: Look. Circle. Look carefully at the picture under the heading What? (Pause.) Then look carefully at the two pictures under the heading Why? (Pause.) Circle the letter of the picture that shows why Mom is able to make tea.

Pause as the students respond.

SAY: The fifth question asks you to make a guess. Put your finger on the number 5. Study the first picture (Pause.) Then look carefully at the two pictures across the page. (Pause.) Circle the letter of the picture that shows what the elephant will most likely do next.

Pause as the students respond.

SAY: The sixth question asks you to figure something out. Put your finger on the number 6. The directions say: Look. Circle. Look carefully at the three pictures across the page. (Pause.) One picture does not belong with the other two. Circle the letter of the picture that does not belong.

Pause while the students respond.

Correct and discuss the six responses.

For number 1, the answer is A (escalator).

For number 2, the answer is B (hammer).

For number 3, the answer is C (b, c, d, e).

For number 4, the answer is B (tea kettle).

For number 5, the answer is B (spraying young elephant).

For number 6, the answer is B (frying pan).

When the discussion is completed, ask the students to close their book.

STEP BY STEP

Page 74

SAY: Open your book to page 74. (Pause to make sure all students are on page 74.) There are six questions for you to answer. The first question asks you to find the big idea. Put your finger on the number 1. The directions say: Listen. Circle the big idea. Listen carefully as I read aloud the following story:

Amy and Tom climbed into the back of the open wagon. The bottom of the wagon was covered with hay. Mr. Long made sure the children were safely strapped in. Then he led Bo to the front of the wagon. Bo was the horse chosen by Mr. Long to lead the children on the hayride.

Study the two pictures. Circle the letter of the picture that shows the big idea of the story.

Pause as the students respond.

SAY: The second question asks you to find a detail. Put your finger on the number 2. The directions say: Look. Circle. Look carefully at picture A. (Pause.) Then look carefully at picture B. (Pause.) One picture is missing a detail. Circle the letter of the picture that has a detail that is missing from the other picture.

Pause as the students respond.

SAY: The third question asks about putting things in order. Put your finger on the number 3. The directions say: Look. Circle. Look carefully at the two clocks. (Pause.) Circle the letter of the clock that shows the later time.

Pause as the students respond.

FINAL REVIEW: PART THREE

Finding the Big Idea

1. Listen. Circle the big idea.



A



B

Finding Details

2. Look. Circle.



A



B

Putting Things in Order

3. Look. Circle.



A



B



Lessons 1-6 FINAL REVIEW

STEP BY STEP

Page 75

Understanding What Happens and Why

4. Look. Circle.

What?



Why?



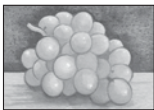
Making a Guess

5.



Figuring Things Out

6. Look. Circle.



Lessons 1–6 FINAL REVIEW



SAY: Turn to page 75. The fourth question asks you to tell why something happened. Put your finger on the number 4. The directions say: Look. Circle. Look carefully at the picture under the heading What? (Pause.) Then look carefully at the two pictures under the heading Why? (Pause.) Circle the letter of the picture that shows why the seesaw works.

Pause as the students respond.

SAY: The fifth question asks you to make a guess. Put your finger on the number 5. Look carefully at the picture. (Pause.) Then look carefully at the two pictures across the page. Circle the letter of the picture that shows what will most likely happen next.

Pause as the students respond.

SAY: The sixth question asks you to figure something out. Put your finger on the number 6. The directions say: Look. Circle. Look carefully at the three pictures across the page. One picture does not belong with the other two. Circle the letter of the picture that does not belong.

Pause while the students respond.

Correct and discuss the six responses.

For number 1, the answer is B (wagon).

For number 2, the answer is B (balloons).

For number 3, the answer is B (9:30 a.m.).

For number 4, the answer is B (boy and girl balance each other).

For number 5, the answer is B (broken window).

For number 6, the answer is C (pine tree).

When the discussion is completed, ask the students to close their book.

STEP BY STEP

Page 76

SAY: Open your book to page 76. (Pause to make sure all students are on page 76.) There are six questions for you to answer. The first question asks you to find the big idea. Put your finger on the number 1. The directions say: Listen. Circle the big idea. Listen carefully as I read aloud the following story:

The pirate dragged the large chest across the sand. He looked around to make sure no one was watching. Carefully, he chose the spot where he would dig a deep hole. Here he would bury the chest where no one would ever find it.

Study the two pictures. Circle the letter of the picture that shows the big idea of the story.

Pause as the students respond.

SAY: The second question asks you to find a detail. Put your finger on the number 2. The directions say: Look. Circle. Look carefully at the first picture. (Pause.) Then look carefully at the second picture. (Pause.) One picture is missing a detail. Circle the letter of the picture that shows one more detail than the other picture.

Pause as the students respond.

SAY: The third question asks about what happens last. Put your finger on the number 3. The directions say: Look. Circle. Look carefully at the three pictures across the page. (Pause.) Circle the letter of the picture that shows what happened last.

Pause as the students respond.

FINAL REVIEW: PART FOUR

Finding the Big Idea

1. Listen. Circle the big idea.



(A)



B

Finding Details

2. Look. Circle.



A



(B)

Putting Things in Order

3. Look. Circle.



(A)



B



C



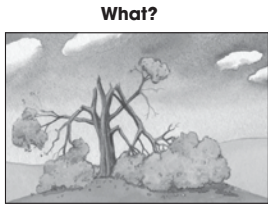
Lessons 1-6 FINAL REVIEW

STEP BY STEP

Page 77

Understanding What Happens and Why

4. Look. Circle.



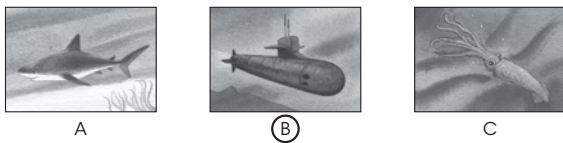
Making a Guess

5.



Figuring Things Out

6. Look. Circle.



Lessons 1–6 FINAL REVIEW



SAY: Turn to page 77. The fourth question asks why something happened. Put your finger on the number 4. The directions say: Look. Circle. Look carefully at the picture under the heading **What?** (Pause.) Then look carefully at the two pictures under the heading **Why?** (Pause.) Circle the letter of the picture that shows why the tree branches broke.

Pause as the students respond.

SAY: The fifth question asks you to make a guess. Put your finger on the number 5. Look carefully at the picture in the box. (Pause.) Then look carefully at the two pictures across the page. Circle the letter of the picture that shows what most likely happened next.

Pause as the students respond.

SAY: The sixth question asks you to figure something out. Put your finger on the number 6. The directions say: Look. Circle. Look carefully at the three pictures across the page. One picture does not belong with the other two. (Pause.) Circle the letter of the picture that does not belong.

Pause while the students respond.

Correct and discuss the six responses.

For number 1, the answer is A (pirate digging).

For number 2, the answer is B (tree branch).

For number 3, the answer is A (canoe on shore).

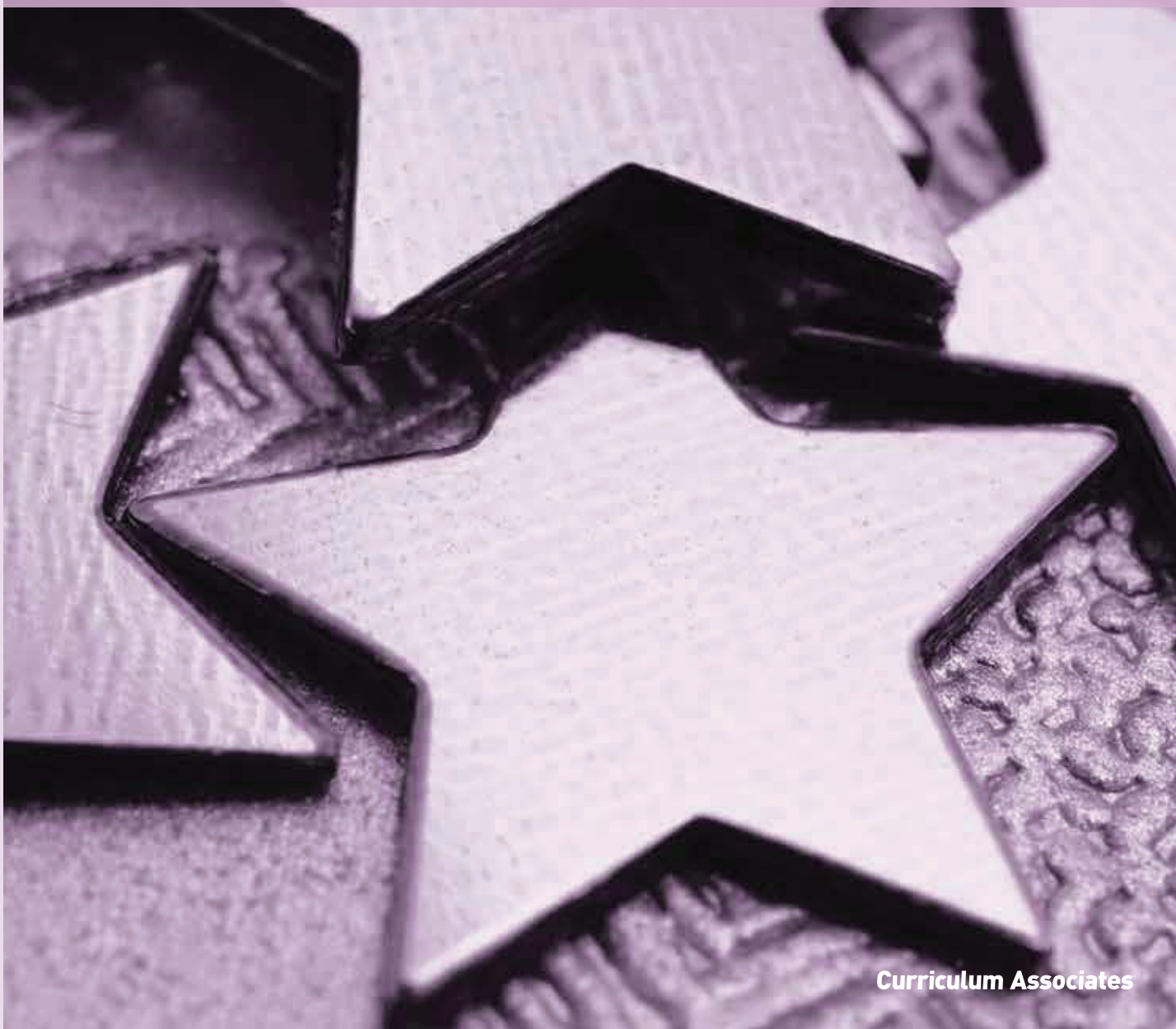
For number 4, the answer is B (tree bending in the wind).

For number 5, the answer is A (cup of lemonade).

For number 6, the answer is B (submarine).

When the discussion is completed, ask the students to close their book.

STARS Strategies to achieve reading success



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Editor

Deborah Adcock

Design

Cover Designer: Matt Pollock

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Linda Pierce: pages 4–7, 14–17, 24, 25

Lane Gregory: pages 8–11, 22, 23, 32–35

Frank Mayo: pages 18–21, 46, 47, 52–55, 58–65

Janice Skivington: pages 26–31, 56, 57, 66–71

Laura Nikiel: pages 36, 37, 40–45, 48–51, 72–77

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PART ONE: Pictures and Stories



1. Listen. Circle the big idea.



A



B

2. Listen. Circle the big idea.



A



B

3. Listen. Circle the big idea.



A



B

4. Listen. Circle the big idea.



A



B



1. Listen. Circle the big idea.



A



B

2. Listen. Circle the big idea.



A



B

3. Listen. Circle the big idea.



A



B

4. Listen. Circle the big idea.



A



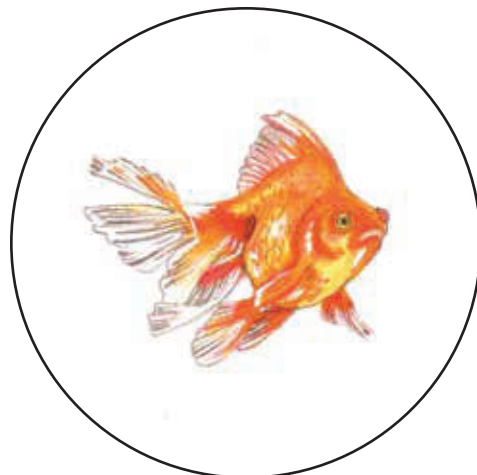
B



1. Look. Draw a line.



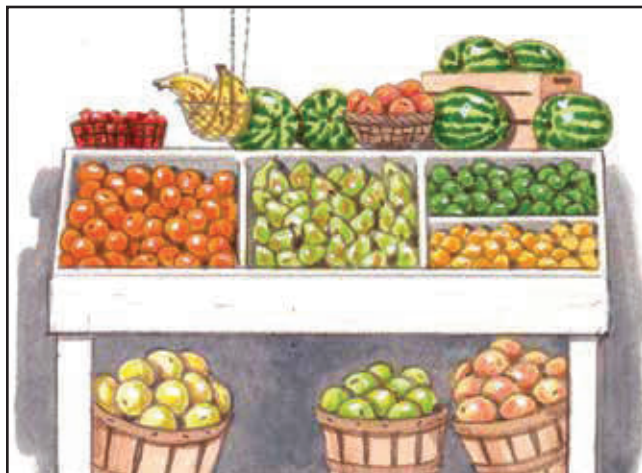
2. Look. Draw a line.



3. Look. Draw a line.



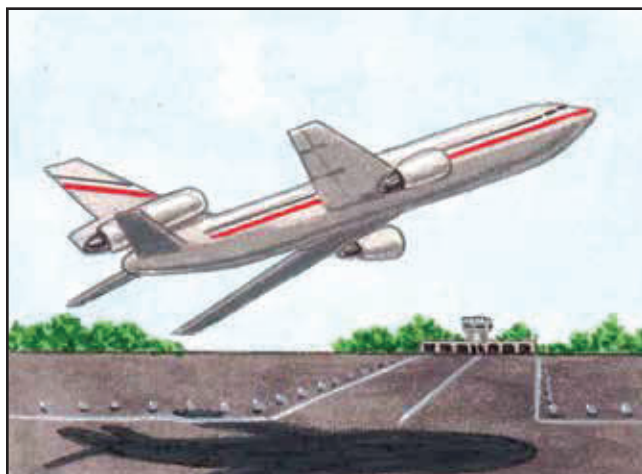
4. Look. Draw a line.



5. Look. Draw a line.



6. Look. Draw a line.



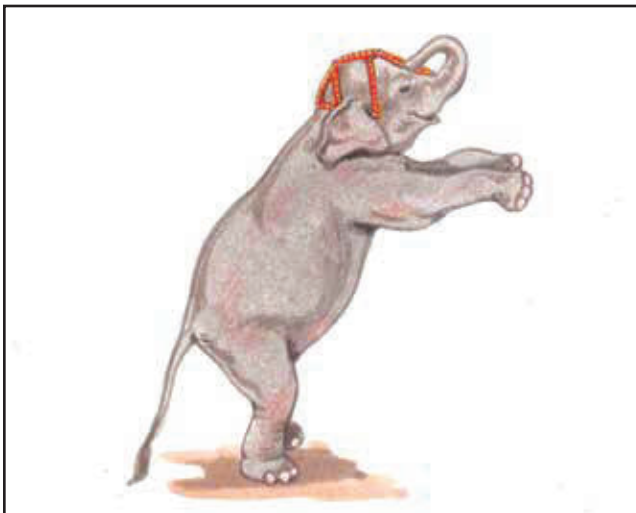


Listen. Write the numbers 1, 2, and 3.

1.



2.



3.



Listen. Write the numbers 1, 2, and 3.

4.



5.



6.

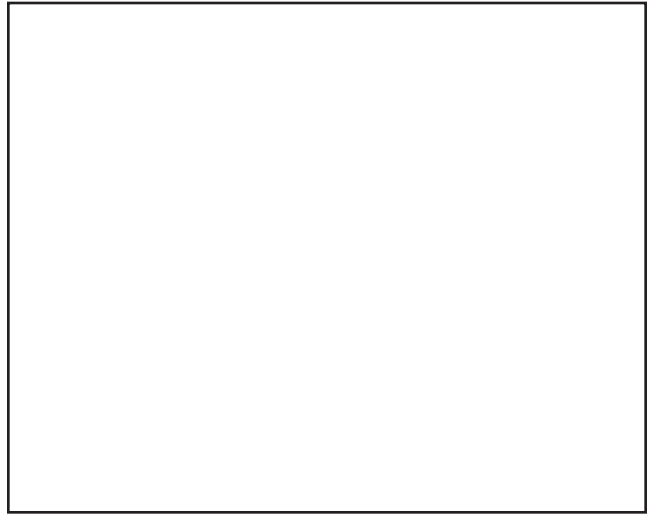






Listen. Draw the big idea.

1. I have pages.
I am filled with words.
Sometimes I have pictures.
I am a _____.



Listen. Draw the big idea.

2. I light up the sky.
You see me best at night.
There is only one of me.
I am the _____.



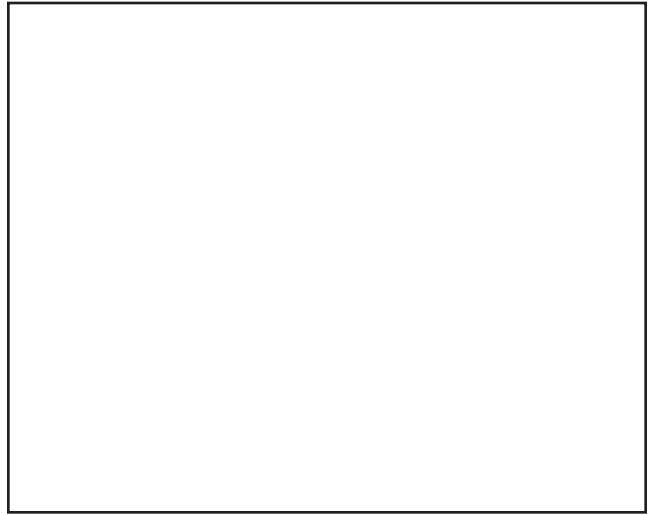
Listen. Draw the big idea.

3. I have four legs and fur.
See me wag my tail.
I can run and bark.
I am a _____.



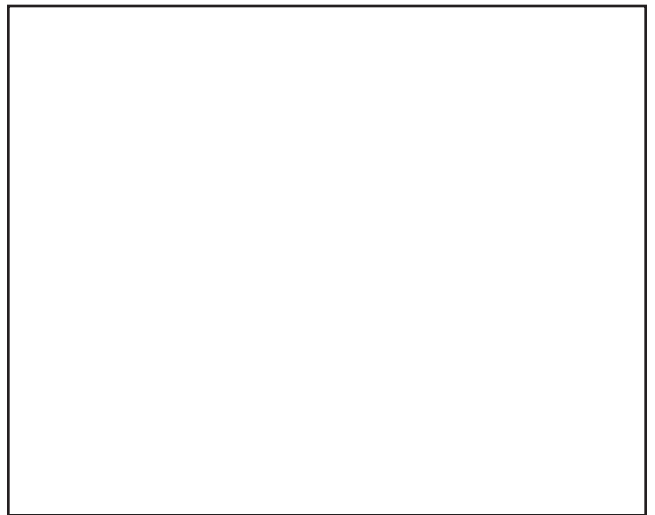
Listen. Draw the big idea.

4. I have four legs.
I am made of wood.
People sit on me.
I am a _____.



Listen. Draw the big idea.

5. I have wings.
I live in a nest.
I like to sing.
I am a _____.



Listen. Draw the big idea.

6. I live in the water.
I use my fins to swim.
My color is orange.
I am a _____.



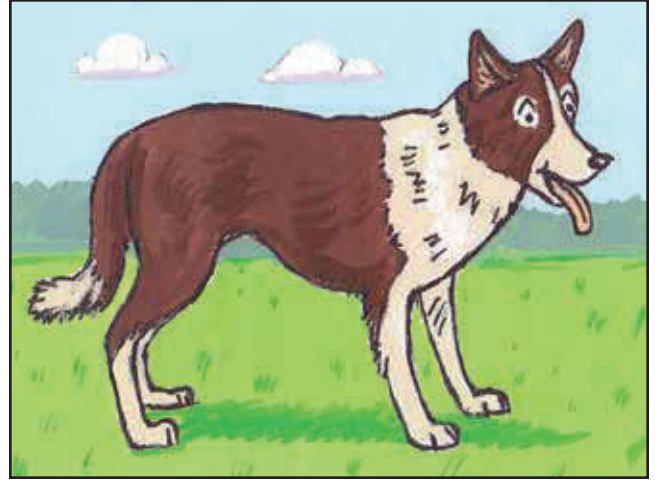
Lesson 2

Finding Details

PART ONE: What Is Missing?



1.



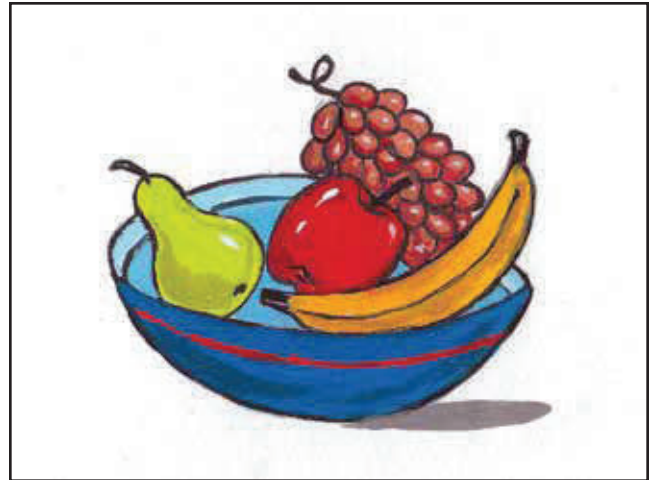
2.



3.



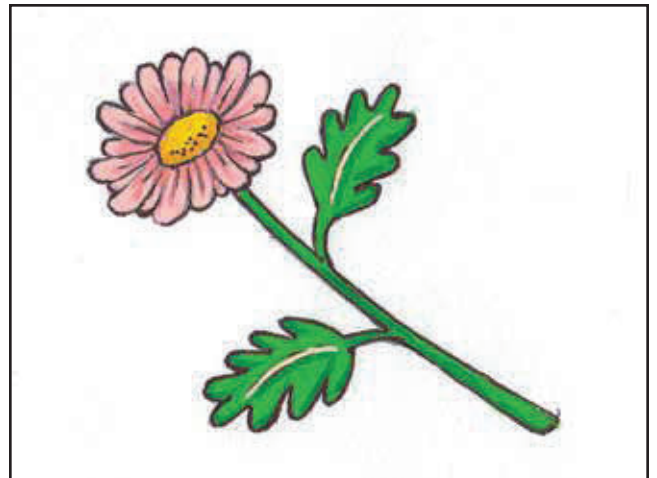
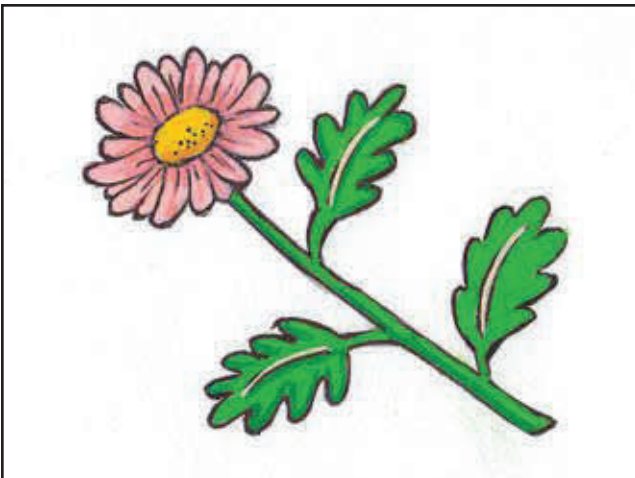
4.



5.



6.





1.



A



B

2.

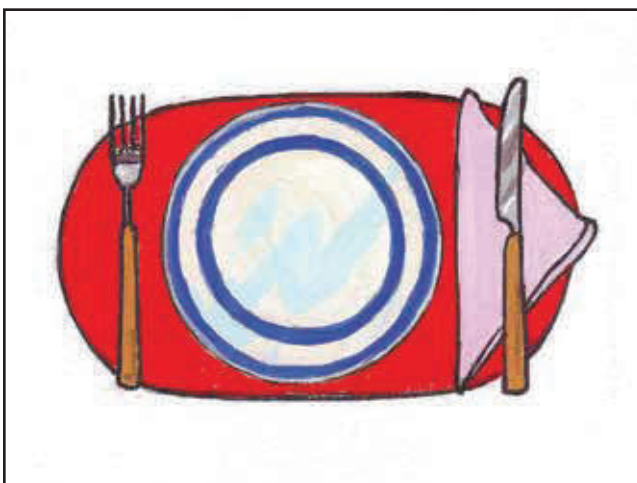


A



B

3.



A



B

4.



A



B

5.

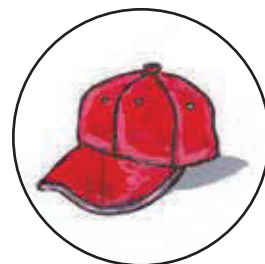


A



B

6.



A

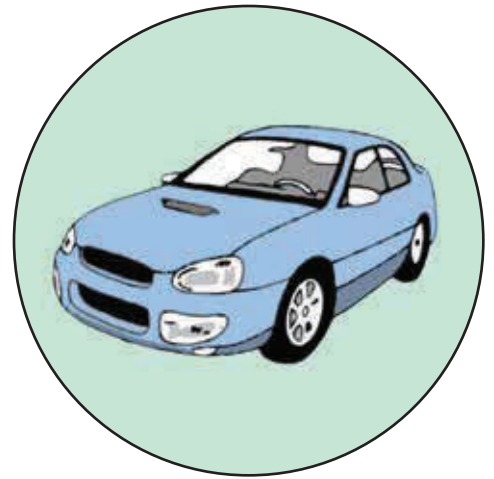
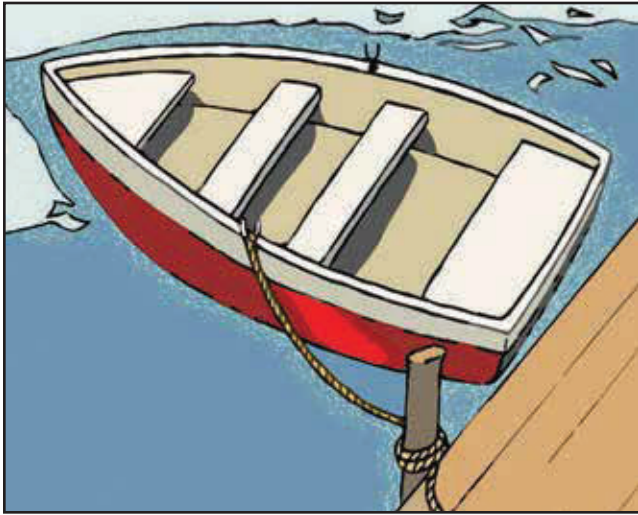


B

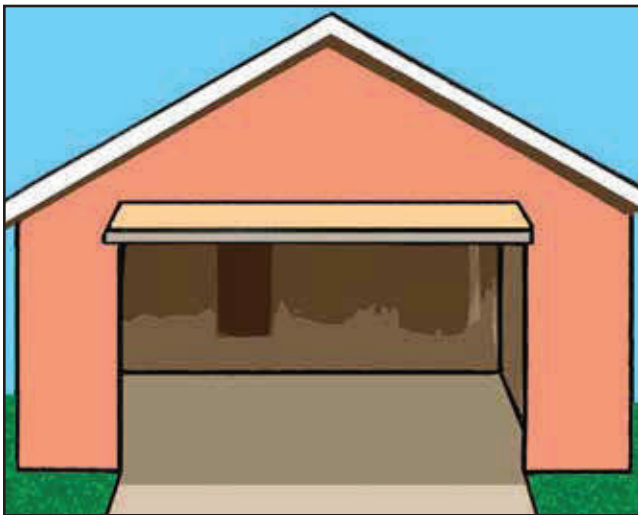


Look. Draw a line.

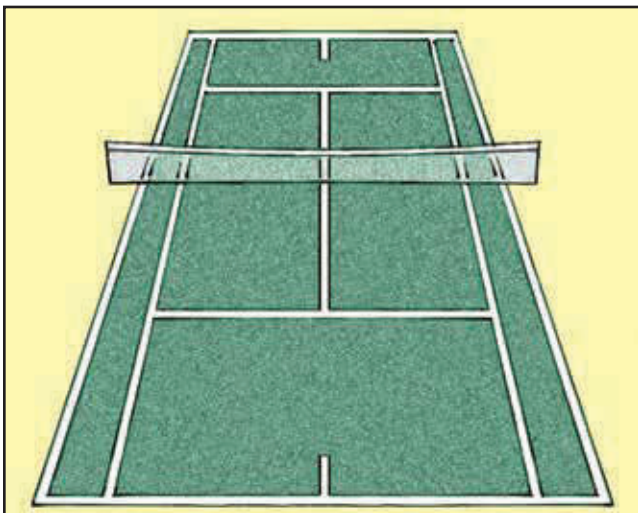
1.



2.



3.

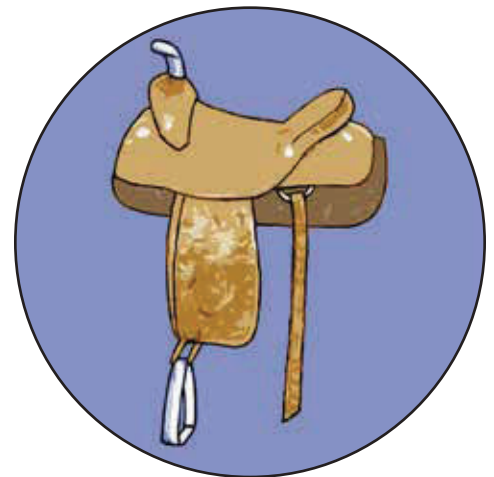
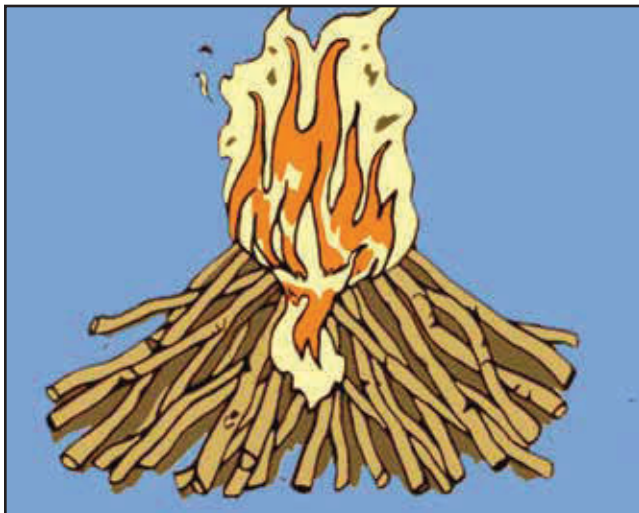


Look. Draw a line.

4.



5.



6.





1.



A



B



C

2.



A



B



C

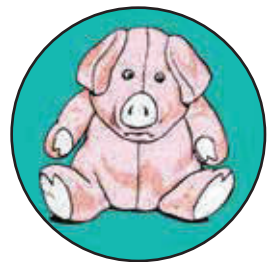
3.



A



B

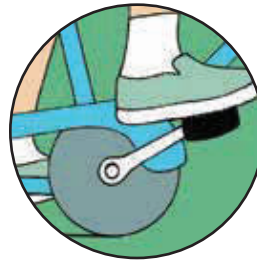


C

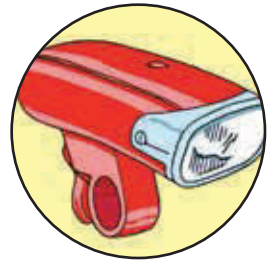
4.



A



B

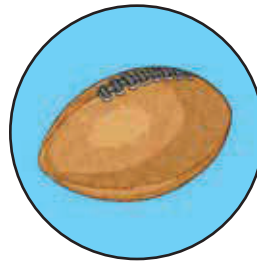


C

5.



A

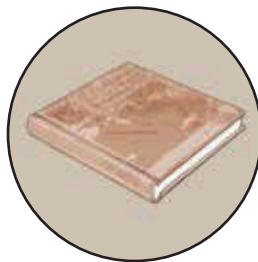


B



C

6.



A



B

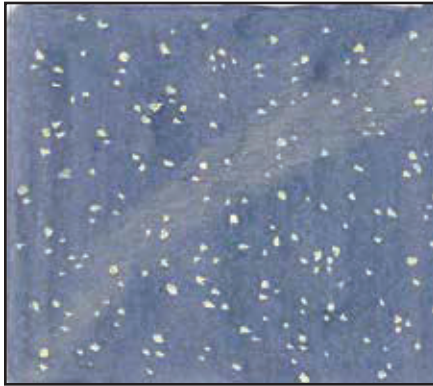


C



Listen. Circle the detail.

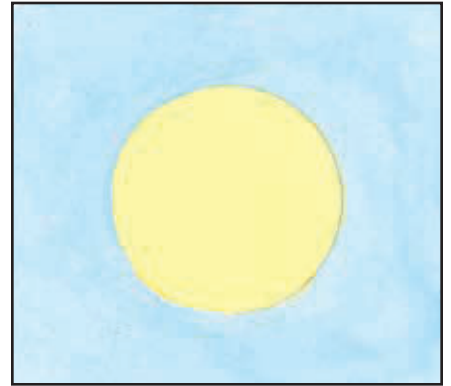
1.



A



B



C

2.



A



B



C

3.



A



B



C

Listen. Circle the detail.

4.



A



B

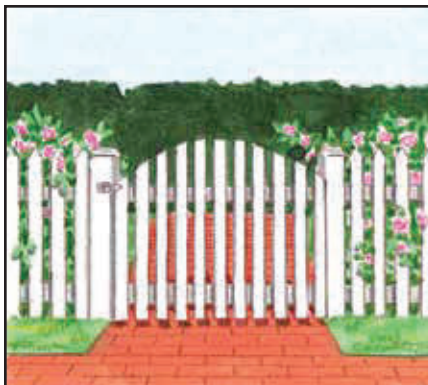


C

5.



A



B



C

6.



A



B



C



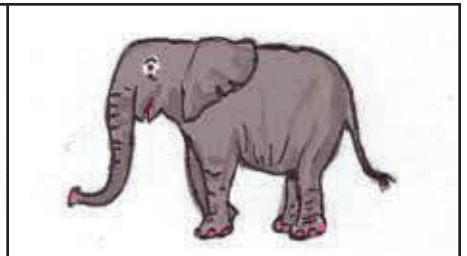
Finding the Big Idea

1.



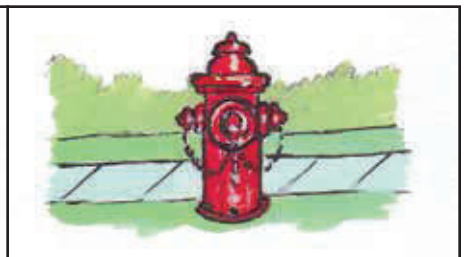
- A homes
- B foods
- C colors

2.



- A people
- B plants
- C animals

3.



- A firefighters
- B farmers
- C children

Finding Details

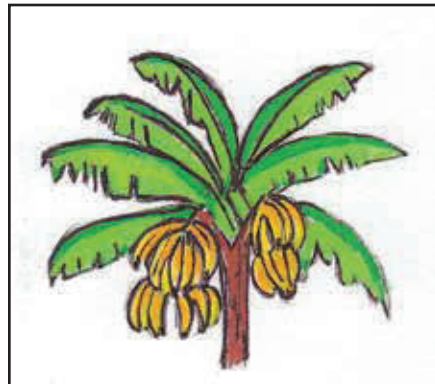
4.



A



B



C

5.



A



B



C

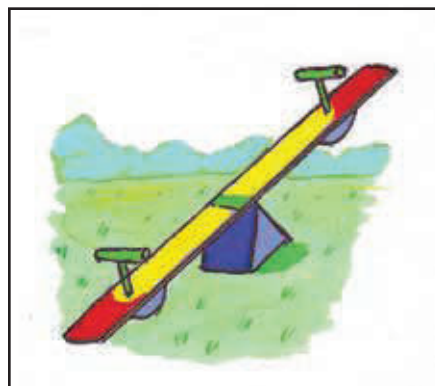
6.



A



B



C

Lesson 3

Putting Things in Order

PART ONE: Out of Order



1. Look. Choose.



A



B



C

2. Look. Choose.



A



B



C

3. Look. Choose.



A



B



C

4. Look. Choose.



A



B



C

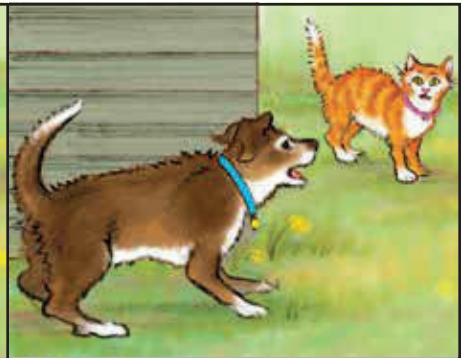
5. Look. Choose.



A



B



C

6. Look. Choose.



A



B



C



Circle the clue word.

1.



Then the lamb followed Mary.

2.



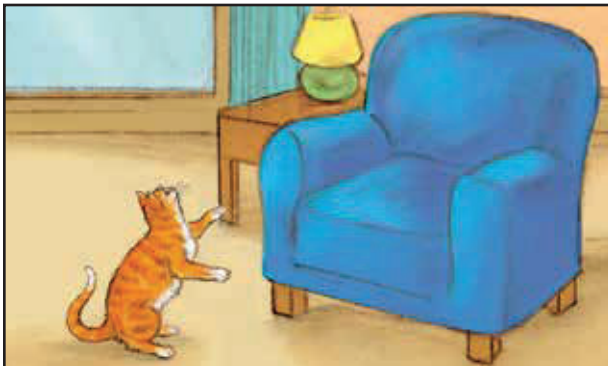
Next, the eggs in the nest broke open.

3.



The dog must find the ball first.

4.



The cat jumped last.

Circle the clue word.

5.



I will mail the letter tomorrow.

6.



Yesterday I found a frog.

7.



Will you clean the yard today?

8.



First I must find out the time.



Sam's Chores

A First



B Then



C Next



D Last



Circle the letter.

1. What is the second thing Sam will do?

- | | |
|---|---|
| A | C |
| B | D |

2. What is the third thing Sam will do?

- | | |
|---|---|
| A | C |
| B | D |

Molly's Homework Plan

Look at the picture.



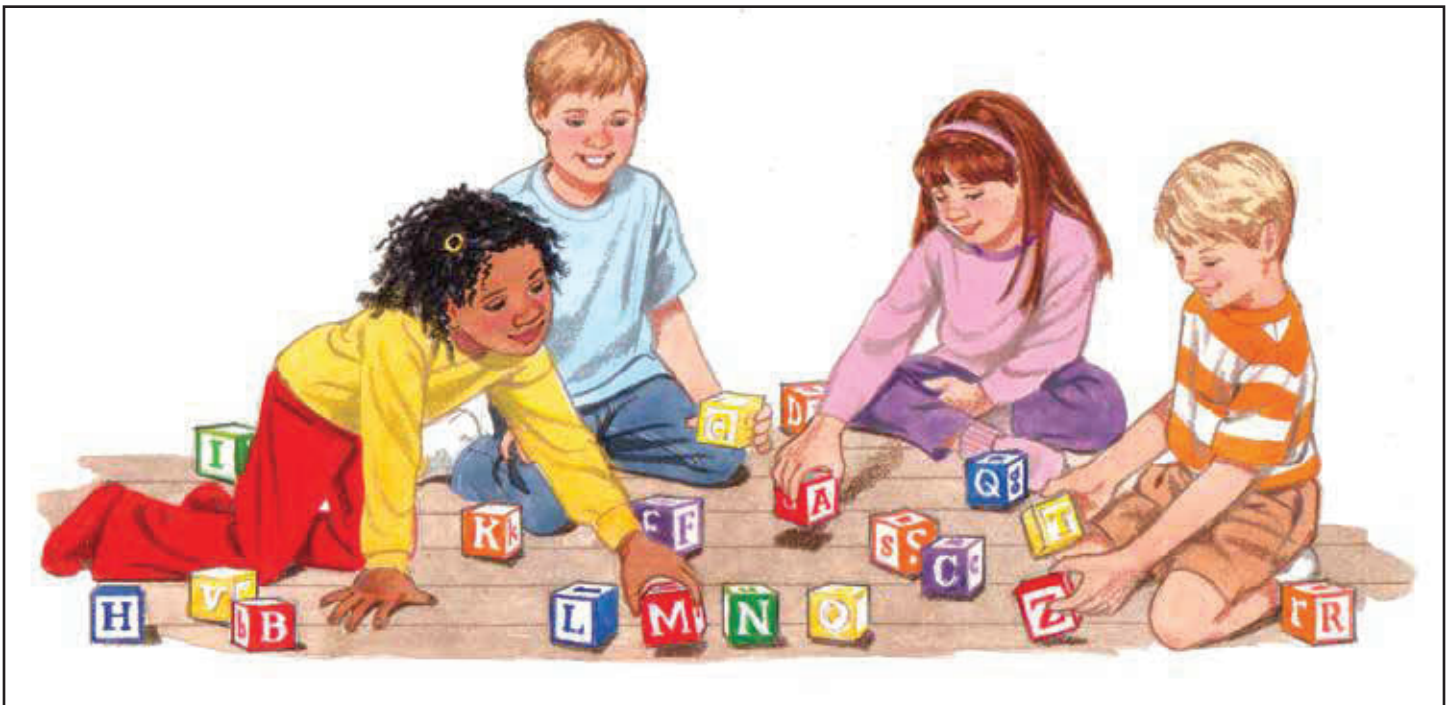
Place things in order from 1 to 4.

- _____ Then Molly opens her math book.
- _____ Last, Molly writes her answer.
- _____ First, Molly sits at the desk.
- _____ Molly adds two numbers next.

Circle the letter.

- 3.** What is the second thing Molly does?
- A She opens her math book.
 - B She adds two numbers.

- 4.** What is the fourth thing Molly does?
- A She sits at the desk.
 - B She writes her answer.



Circle Yes or No.

1.	Numbers: 1, 2, 4, 3	Yes	No
	Numbers: 6, 7, 8, 9	Yes	No
2.	Months: May, June, July	Yes	No
	Months: April, March, May	Yes	No
3.	Letters: h, g, e, f	Yes	No
	Letters: b, c, d, e	Yes	No
4.	Days: Tuesday, Thursday, Monday	Yes	No
	Days: Thursday, Friday, Saturday	Yes	No

Early Times

Circle the earlier time.

1.

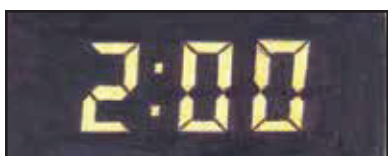


A

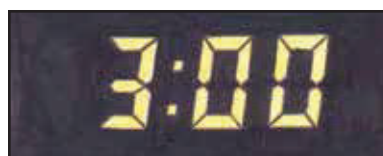


B

2.



A

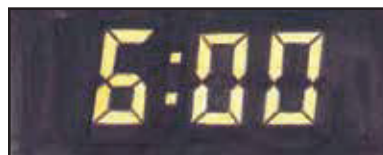


B

3.



A



B

4.



A

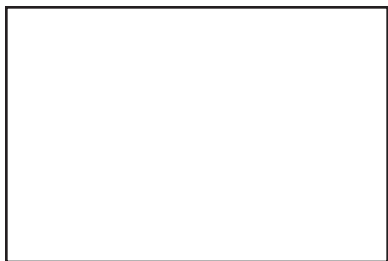


B

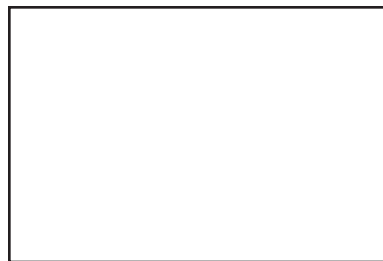
Draw two clocks. Write the times.

Circle the earlier time.

5.



A



B



Listen.

Mary's Lamb

Mary had a little lamb.

Its fleece was white as snow,
And everywhere that Mary went
The lamb was sure to go.

It followed her to school one day.
Which was against the rule;
It made the children laugh and play
To see a lamb in school.







Listen.

Teddy Bear, Teddy Bear

Teddy bear, teddy bear, turn around.

Teddy bear, teddy bear, touch the ground.

Teddy bear, teddy bear, tie your shoe.

Teddy bear, teddy bear, that will do.







Lesson 4

Understanding What Happens and Why

PART ONE: Things Happen



What?



1. What happened to Joy?

- A She went to sleep.
- B She woke up.

Why?



2. Why did this happen?

- A The dog barked.
- B The dog jumped.

What?



3. What happened to the boy?

- A He got wet.
- B He got sick.

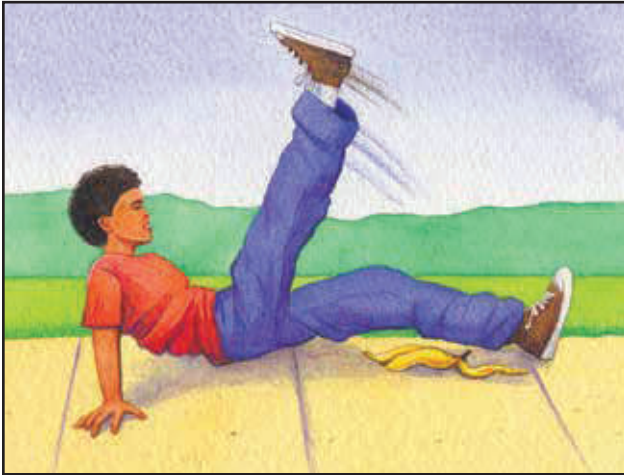
Why?



4. Why did this happen?

- A He was out in the snow.
- B He was out in the rain.

What?



5. What happened to the boy?

- A He slipped and fell.
- B He bumped into a door.

Why?



6. Why did this happen?

- A He did not see the door.
- B A peel was on the sidewalk.

What?



7. What happened to the bird?

- A It flew out the window.
- B It flew out of the cage.

Why?



8. Why did this happen?

- A The cage door was left open.
- B The window was left open.



Listen. Circle the letter.

1.

since

A

so

B

because

C

2.

if

A

since

B

so

C

3.

because

A

if

B

since

C

4.

so

A

because

B

if

C

Listen. Circle the letter.

5.

if

A

because

B

so

C

6.

since

A

if

B

because

C

7.

so

A

since

B

if

C

8.

because

A

so

B

since

C



Look. Draw a line.

What?

Why?

1.



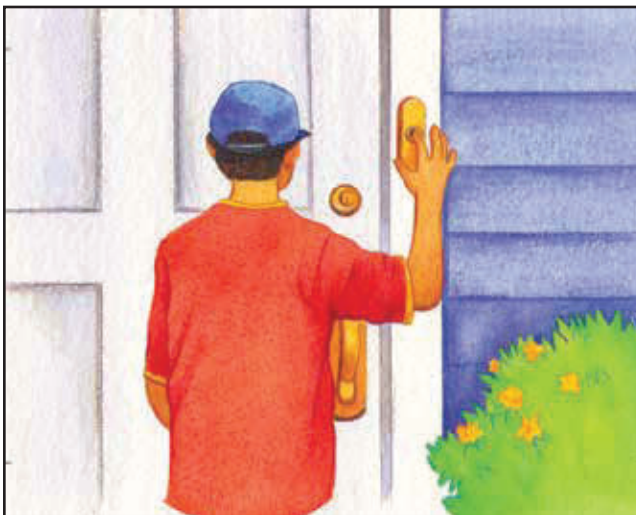
a.



What?

Why?

2.



b.



Finish the sentences. Circle the clue words.

Picture 1. Eve wore a winter coat because _____.

Picture 2. Jim rang the bell since _____.

Look. Draw a line.

What?

3.



Why?

a.



What?

4.



Why?

b.



Finish the sentences. Circle the clue words.

Picture 3. Meg tripped because her _____.

Picture 4. Tim broke a dish so he _____.



Listen. Write the numbers 1, 2, and 3.

1.



2.

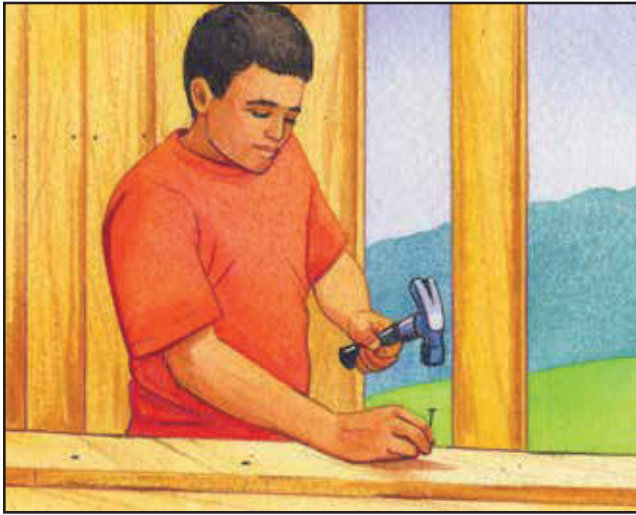


3.



Listen. Write the numbers 1, 2, and 3.

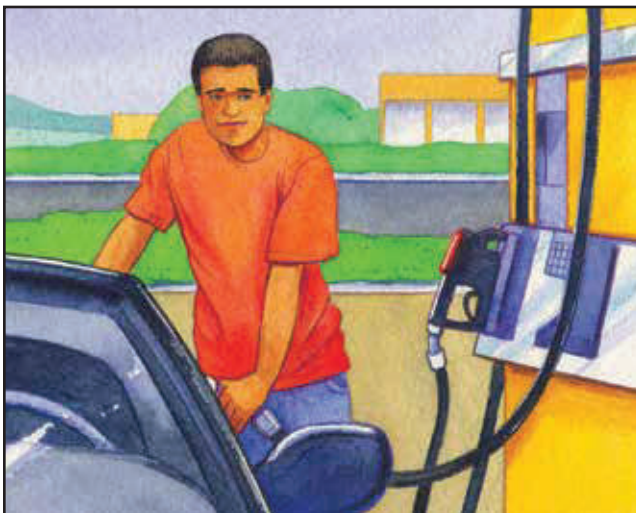
1.



2.



3.





Look at the picture.



What's in the Big Picture?

Circle Yes or No.

1.		Yes	No
----	---	-----	----

2.		Yes	No
----	---	-----	----

3.		Yes	No
----	--	-----	----

4.		Yes	No
----	---	-----	----

5.		Yes	No
----	---	-----	----

6.		Yes	No
----	---	-----	----



Putting Things in Order

1. Circle the clue word.

First, Sam will feed the cat.

2. Circle the letter of the third month of the year.

January		
esday	Wednesday	Thursday
1	2	3
8	9	10

A

February		
esday	Wednesday	Thursday
1	2	3
8	9	10

B

March		
day	Monday	Tuesday
1	2	3
8	9	10

C

3. Circle the letter of the earliest time.



A



B



C

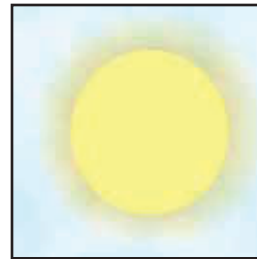
Understanding What Happens and Why



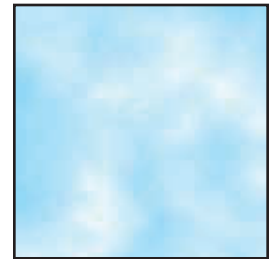
4. Why does the boat move fast?



A



B



C



5. Why is the girl so sad?



A



B



C



6. Why is the girl blowing out the candles?

- A It is her Mom's birthday.
- B It is her Dad's birthday.
- C It is her birthday.

Lesson 5

Making a Guess

PART ONE: What Happens Next?



What Is Happening?

What Happens Next?

1.



A



B

2.

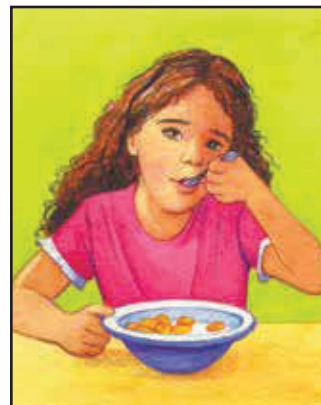


A



B

3.



A



B

What Is Happening?

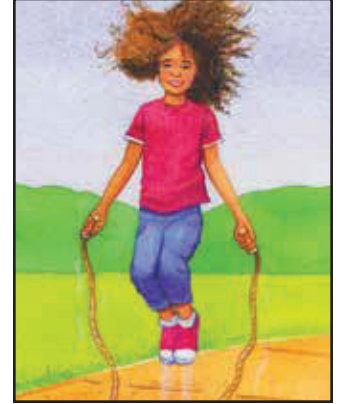
4.



What Happens Next?

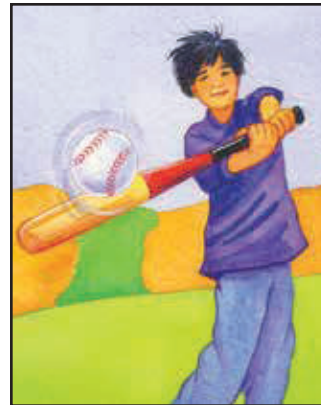


A



B

5.



A

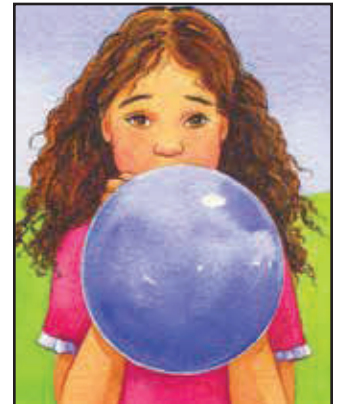


B

6.



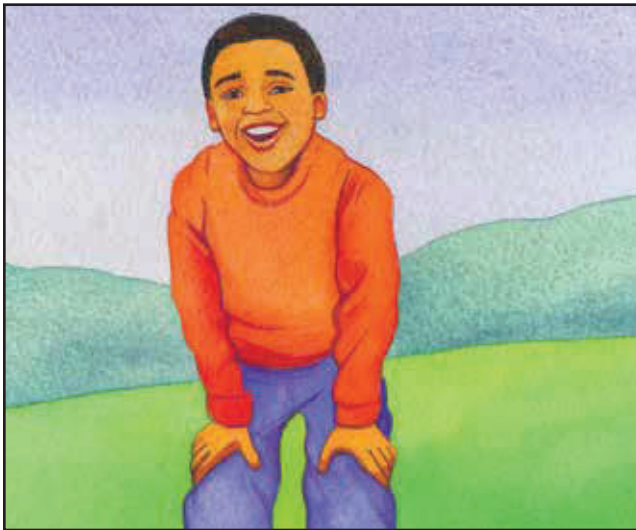
A



B



1.



If the boy laughs, he may have seen something

- A sad.
- B funny.
- C bad.

2.



If the girl puts on a coat, she must be

- A cold.
- B warm.
- C hot.

3.



If the animal has wings, it may be a

- A frog.
- B pig.
- C duck.

4.



**If it is worn on the foot,
it may be a**

- A toy.
- B toe.
- C shoe.

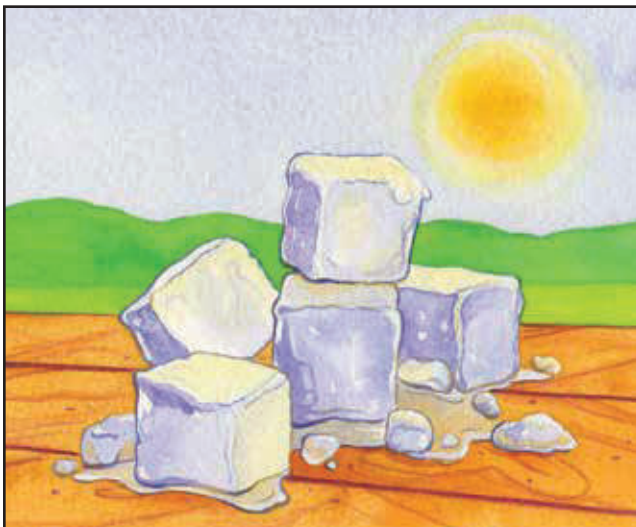
5.



**If the animal hops,
it may be a**

- A lion.
- B rabbit.
- C cow.

6.



**If ice is left in the sun,
it may turn to**

- A water.
- B glass.
- C snow.



1.



Abu was most likely flying a

- A plane.
- B kite.
- C bird.

2.



Abu was most likely

- A sleeping.
- B eating.
- C singing.

3.



Abu is most likely

- A telling a story.
- B reading a book.
- C writing a letter.

4.



Mom is most likely

- A washing.
- B cooking.
- C sweeping.

5.



The day outside is most likely

- A sunny.
- B cloudy.
- C rainy.

6.



Dad is most likely

- A helping.
- B playing.
- C singing.



Look. Choose.

1.



A



B

2.



A



B

3.



A



B

Look. Choose.

4.



A



B

5.

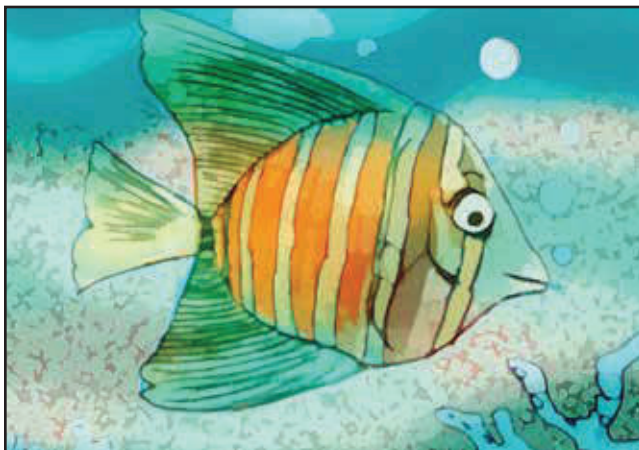


A

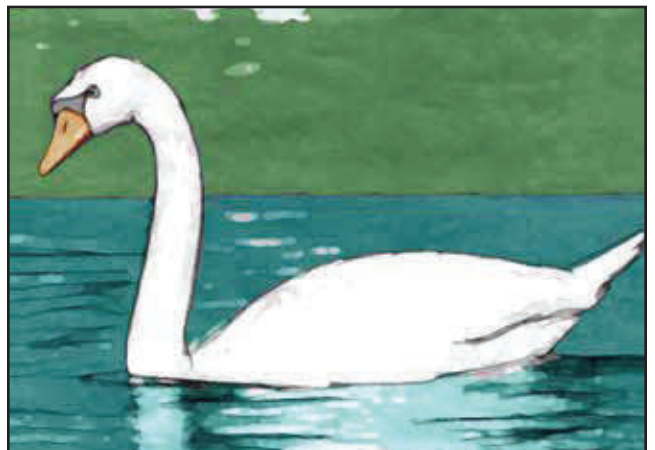


B

6.



A

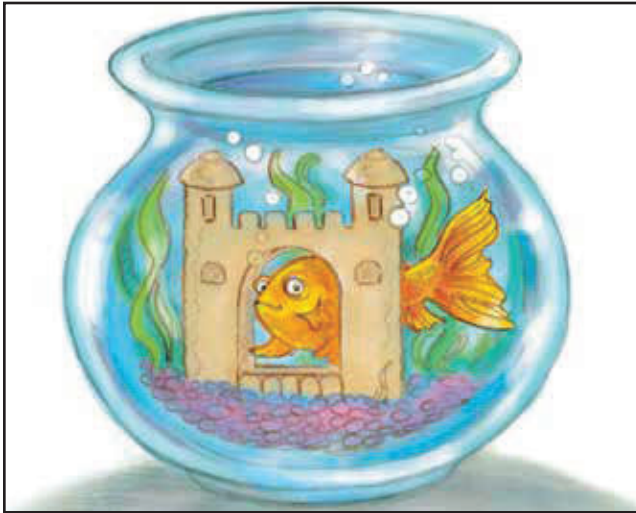


B



Listen. Look. Write.

1.



2.

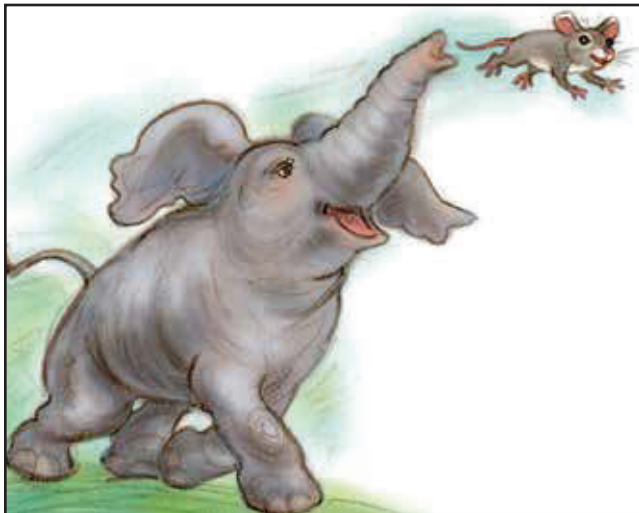


3.



Listen. Look. Write.

4.



5.



6.



Lesson 6

Figuring Things Out

PART ONE: What Is in the Box?



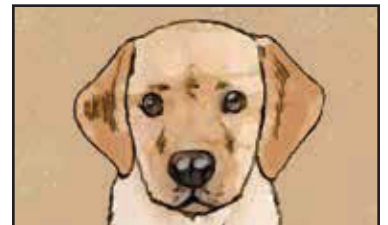
1.



A



B



C

2.



A



B

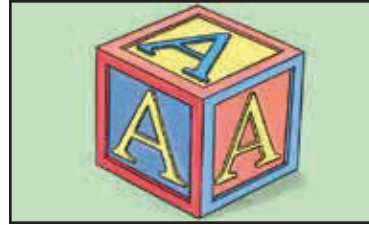


C

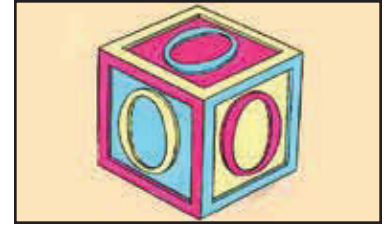
3.



A

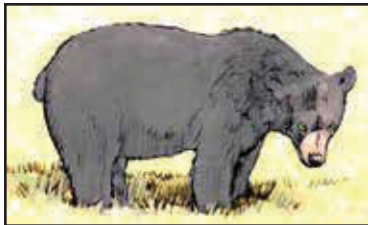


B



C

4.



A

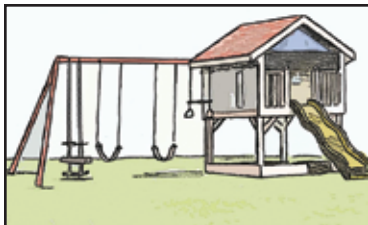


B



C

5.



A



B



C

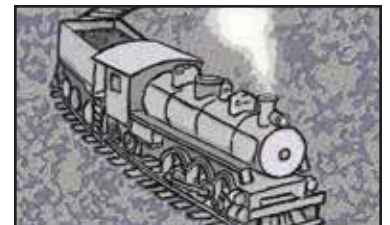
6.



A



B

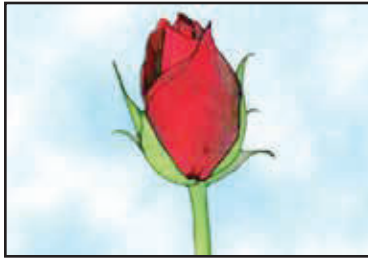


C



Look. Circle.

1.



A



B



C

2.



A



B



C

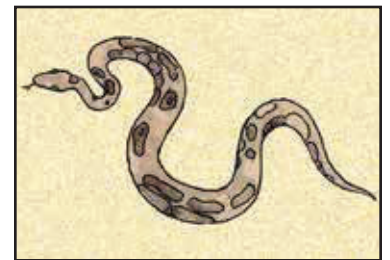
3.



A



B



C

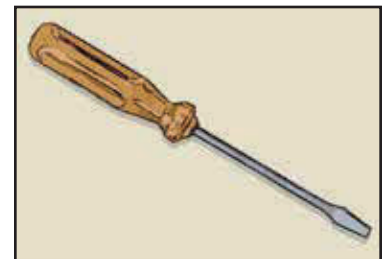
4.



A



B



C

Look. Circle.

5.



A

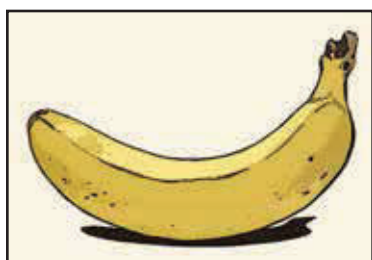


B



C

6.



A



B



C

7.



A



B



C

8.



A



B



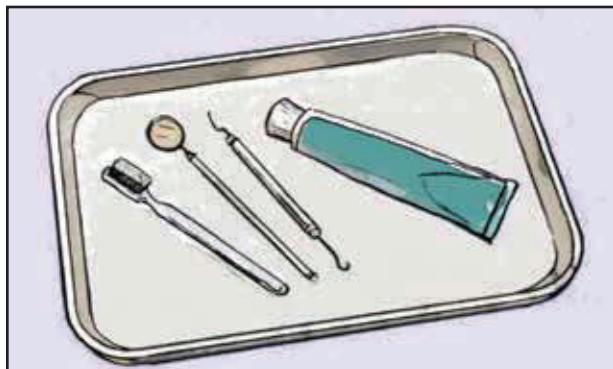
C

PART THREE: Which Worker?



Look. Draw a line.

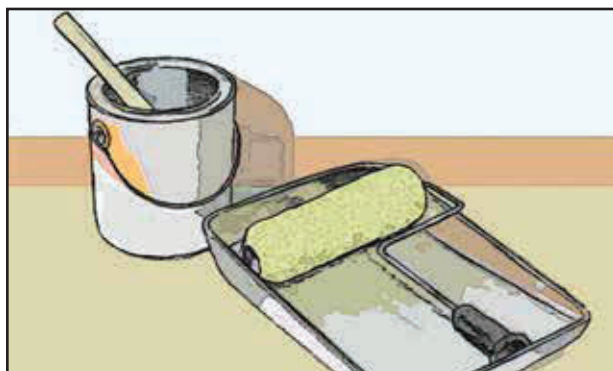
1.



a.



2.



b.



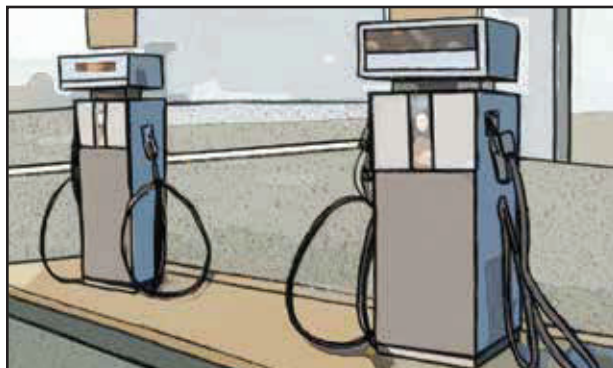
3.



c.



4.



d.

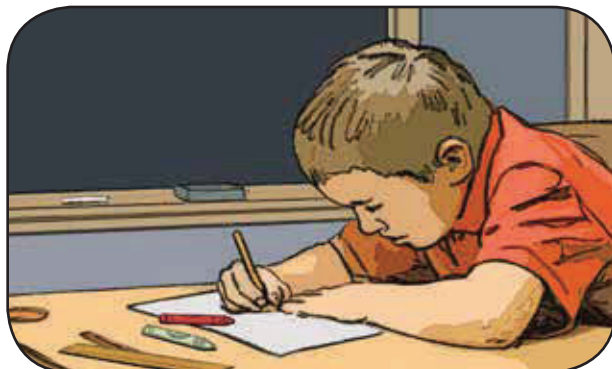


Look. Draw a line.

5.



a.



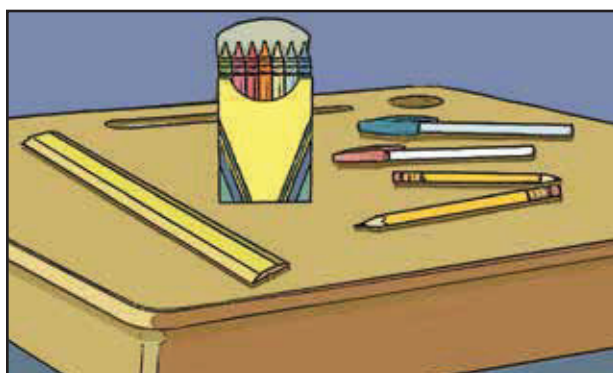
6.



b.



7.



c.



8.



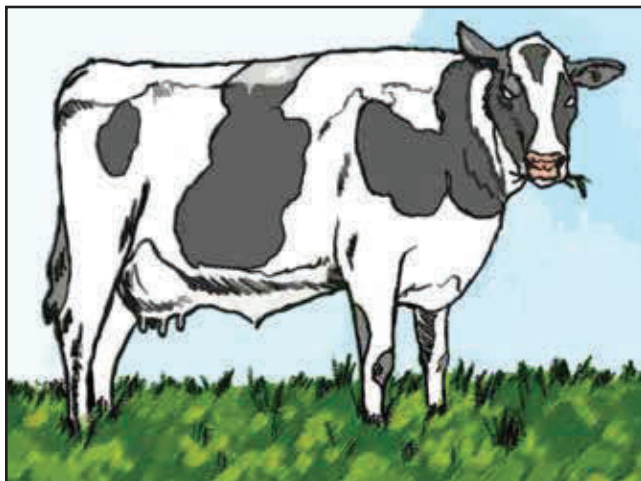
d.



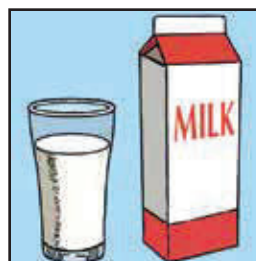


Look. Circle.

1.



A



B

2.



A



B

3.



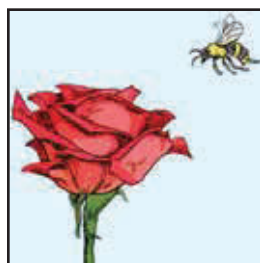
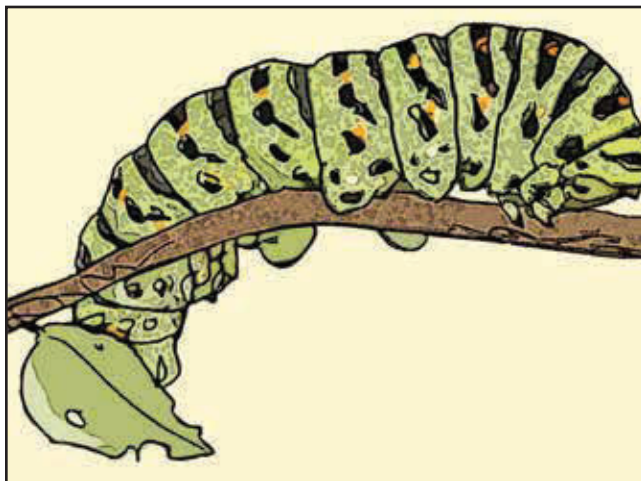
A



B

Look. Circle.

4.

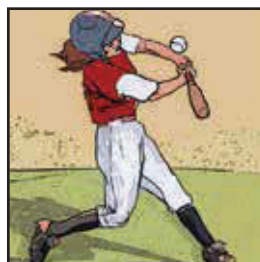
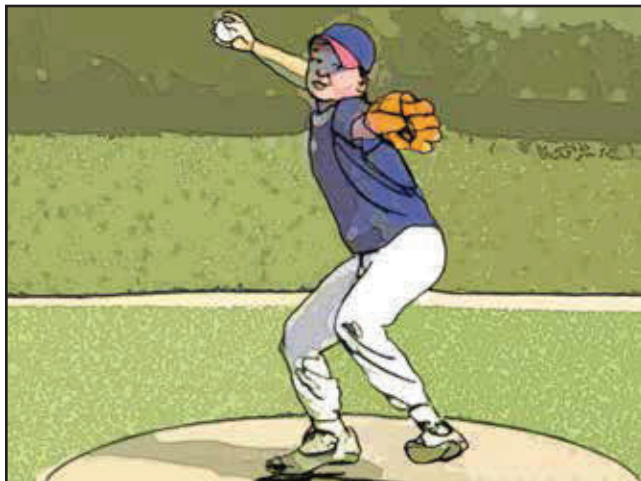


A

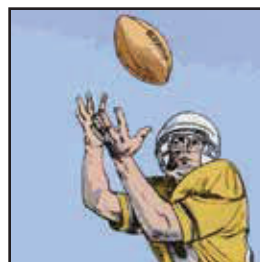


B

5.

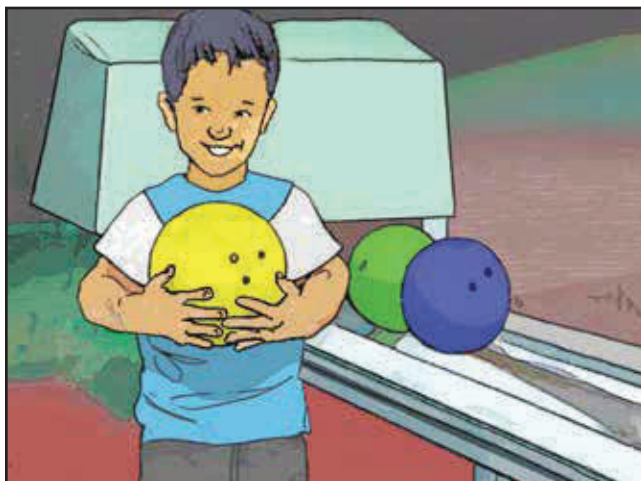


A



B

6.



A



B



Listen. Circle.

1.



A



B

2.



A



B

3.



A



B

Listen. Circle.

4.



A



B

5.



A

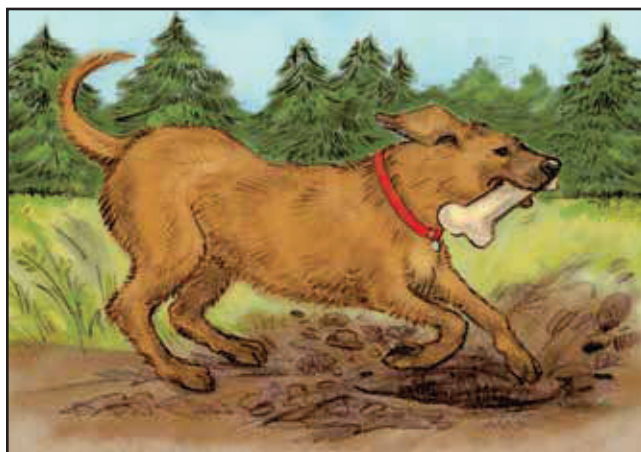


B

6.



A



B



Making a Guess

1. Look. Listen.



Carla is most likely

- A feeding a fish.
- B catching a fish.
- C hiding a fish.

2. Look. Choose.



A



B

3. Look. Choose.



A



B

Figuring Things Out

4.



A

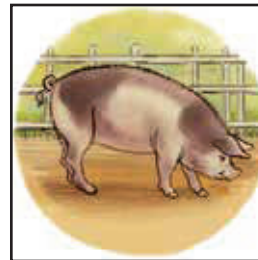
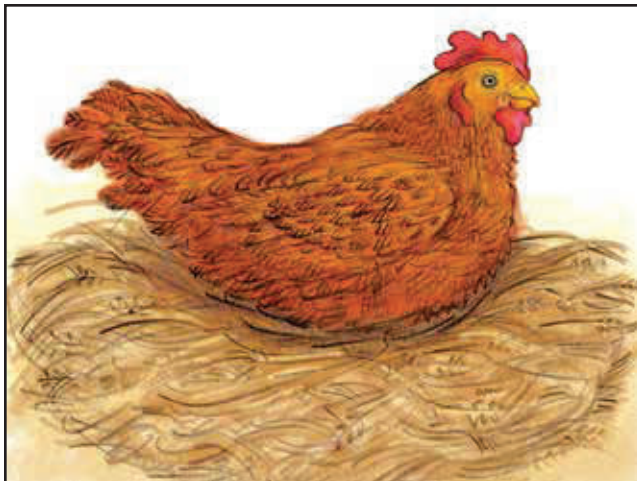


B



C

5.



A



B

6.



A



B



Finding the Big Idea

1. Listen. Circle the big idea.



A



B

Finding Details

2. Look. Circle.



A



B

Putting Things in Order

3. Look. Circle.



A



B

Understanding What Happens and Why

4. Look. Circle.

What?



Why?



A



B

Making a Guess

5.



**If the animal has paws,
it may be a**

A snake.

B cat.

C bird.

Figuring Things Out

6. Look. Circle.



A



B



Finding the Big Idea

1. Listen. Circle the big idea.



A



B

Finding Details

2. Look. Circle.



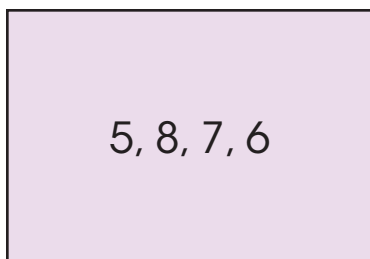
A



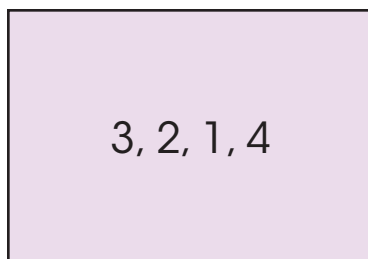
B

Putting Things in Order

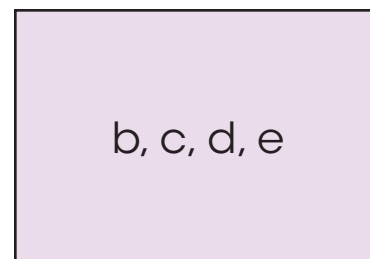
3. Look. Circle.



A



B



C

Understanding What Happens and Why

4. Look. Circle.

What?



Why?



A



B

Making a Guess

5.



A



B

Putting Things in Order

6. Look. Circle.



A



B



C



Finding the Big Idea

1. Listen. Circle the big idea.



A



B

Finding Details

2. Look. Circle.



A



B

Putting Things in Order

3. Look. Circle.



A



B

Understanding What Happens and Why

4. Look. Circle.

What?



Why?



A



B

Making a Guess

5.



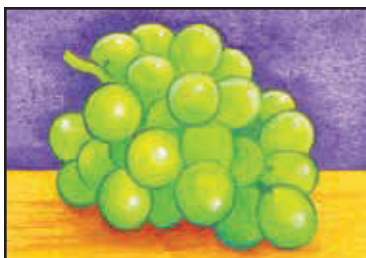
A



B

Figuring Things Out

6. Look. Circle.



A



B



C



Finding the Big Idea

1. Listen. Circle the big idea.



A



B

Finding Details

2. Look. Circle.



A



B

Putting Things in Order

3. Look. Circle.



A



B



C

Understanding What Happens and Why

4. Look. Circle.

What?



Why?



A



B

Making a Guess

5.



A



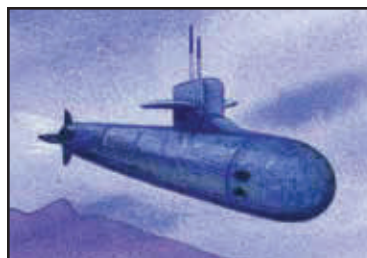
B

Figuring Things Out

6. Look. Circle.



A



B



C