

Interest level: Grades PreK-1

Reading level: Grades K-1

## Titles in this series:

*Getting a Pet*

*Going Camping*

*Going on an Airplane*

*Having a Sleepover*

*Moving Day*

*Starting a Sport*

## Reading Standards

### Common Core State Standards

**CCSS.ELA-Literacy.RI.1.1:** Ask and answer questions about key details in a text.

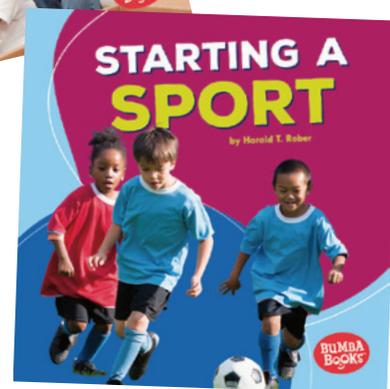
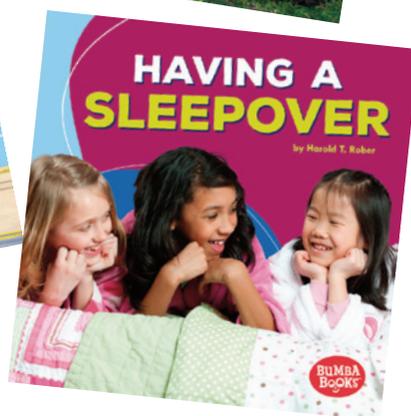
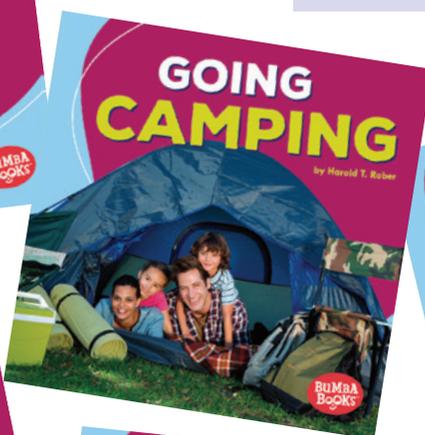
**CCSS.ELA-Literacy.RI.1.2:** Identify the main topic and retell key details of a text.

**CCSS.ELA-Literacy.RI.1.4:** Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

**CCSS.ELA-Literacy.RI.1.6:** Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

**CCSS ELA-Literacy.RI.1.7:** Use the illustrations and details in a text to describe its key ideas.

**CCSS ELA-Literacy.RI.1.10:** With prompting and support, read informational texts appropriately complex for grade 1.



LEARNER  SOURCE™

Reading level: Grades K–1

Subject: Social Studies

**Materials**

- a book for each student
- a chalkboard or dry-erase board
- magnetic letters
- pencils, crayons, or markers
- paper
- reproducible activity handout (p. 4 of this guide)
- sticky notes (optional)

**Before Reading****Build Background Knowledge**

- Introduce the book *Getting a Pet*. Ask students if they have pets. What kind? Have students share what they know about how to take care of a pet.
- Show students the front cover of the book and read the title. Ask them what they think the book will be about, and then have them think about why the author might have written this book. Have them think about the “who, what, when, where, why, and how” questions they may ask as they read. These are the questions they should be thinking about while they take a book walk. Review the title page, table of contents, picture glossary, and index. Talk about the information (title of the book, author’s name, vocabulary words, and definitions).
- During the book walk, introduce new vocabulary and model ways to figure out the words. Remind students that as they read, they need to use the pictures and the context clues to help them figure out tricky and unfamiliar words. The context clues, the words around the unknown word, help students figure out the word they don’t know. Students need to read before and after the unknown word. Sometimes they will need to read more than one sentence for clues. Model reading a page out loud for the students using this reading strategy. They may also need to ask questions and use prior knowledge to figure out these words. This helps students begin to use self-monitoring strategies when they are confused about something instead of continuing to read and lose meaning.

**Skill Introduction**

- Tell students that they will be determining what the main idea of *Getting a Pet* is, and they will be identifying key details to support the main idea.
- Explain that the main idea of the book is what the book is mostly about. Supporting details give us additional information about the topic.

**Think-aloud:** *The title of this book helps me understand that the book will be about getting a pet, which I think will be the main idea. The information I learn about pets while I read will be the supporting details. Nonfiction books help give us clues about supporting details by breaking the book into sections and giving each section a heading. The heading lets us know what you will learn about while you read that section. Let’s look at the table of contents. Can anyone tell me what some of the sections in this book are? What do you think we will learn about in each of these sections?*

**Reading Standards**

- **CCSS.ELA-Literacy.RI.1.1:** Ask and answer questions about key details in a text.
- **CCSS.ELA-Literacy.RI.1.2:** Identify the main topic, and retell key details from a text.
- **CCSS.ELA-Literacy.RI.1.7:** Use the illustrations and details in a text to describe its key ideas.

**Targeted Reading Strategy**

Determine the main idea and identify supporting details.

**Academic vocabulary:** choose, different, animal, people, train, tricks, clean, shampooed, brush, hamsters, guinea pigs, cages, iguana

**High-frequency words:** will, fun, is, which, each, can, be, stay, some, play, long, need, have

## During Reading

### Check for Understanding

- Guide students as they read by asking them to read and stop on page 13 (tell them they may want to place a sticky note there). Fast finishers can reread until everyone is finished. Students should be reading silently or quietly to themselves so all the students can read at their own pace.
- Have students continue reading to the end of the book. Model the targeted skill with a think-aloud.

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**Think-aloud:** *I see that the section I am reading is called "Pets are Fun." One supporting detail I can identify about this section is on page 8 where the author talks about how people can train pets and how they can learn tricks. These ideas are key details.*

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- Have students continue reading to the end of the book. Remind them to think about the main idea and supporting details as they read. Remind them to use what they already know to help them understand what they read.
- Have students place a small sticky note next to any word they cannot read or understand. This can be discussed after the book is read.

## After Reading

### Response to Text

- Ask students if they discovered any new information about pets. Let students discuss orally what they learned. Monitor their comprehension based on their answers. Ask them to identify evidence from the text to support their answers.

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**Think-aloud:** *Since we have been discussing this book's main idea and supporting details, I see there are important features in a nonfiction book that help me understand how to find supporting details. For example, bold headings help me pick out main ideas and key details as I read. Can someone share another way to identify a supporting detail while reading a nonfiction book?*

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- After students have finished reading the book, hand out copies of the reproducible activity handout (page 4 of this guide) and have students complete the exercise.

### Word Work

- Have students practice their high-frequency words from the book (listed at the beginning of this lesson). Use magnetic letters (or other letters students can manipulate), and "say-spell-say" each high-frequency word.

### Extension Activity

- Have each student in the class name his or her favorite pet. Keep track of how many students name each kind of pet with tally marks on the board or on chart paper.
- Using the tally marks as your data, create a class bar graph showing how many students like each kind of pet the best. Have students copy the bar graph on their own sheets of paper.
- After the graph is complete, lead a discussion about the data. Ask questions such as, Which pet is liked the most? The least? How many students like dogs and cats?

- Using the tally marks as your data, create a class bar graph showing how many students like each kind of pet the best. Have students copy the bar graph on their own sheets of paper.
- After the graph is complete, lead a discussion about the data. Ask questions such as, Which pet is liked the most? The least? How many students like dogs and cats?

## Critical Thinking with Bumba Books

Foster higher-order thinking skills by embedding Bumba Books' critical thinking questions into your reading instruction. Use them to spark discussion, and encourage your emergent readers to be actively engaged in informational text!



Name: \_\_\_\_\_

## Getting a Pet Activity

Fill in the boxes below with the main idea and supporting details from *Getting a Pet*.

Main Idea		
Supporting Detail #1	Supporting Detail #2	Supporting Detail #3



**Reading level: Grades K–1**

**Subject: Social Studies**

**Materials**

- a book for each student
- a chalkboard or dry-erase board
- magnetic letters
- pencils, crayons, or markers
- paper
- reproducible activity handout (p. 4 of this guide)
- sticky notes (optional)

**Reading Standards**

- **CCSS ELA-Literacy RI.1.2:** Identify the main topic and retell key details from a text.
- **CCSS ELA-Literacy RI.1.7:** Use the illustrations in a text to describe its key ideas.

**Targeted Reading Strategy**

Sequencing.

**Academic vocabulary:** adults, sleeping, tent, wild, animals, hiking, build, fire, roast, picnic, gathers, stories, marshmallows, campsite

**High-frequency words:** set, too, help, up, all, out, their, see, and, can, many, over, tell, look, very, time, going

**Before Reading**

**Build Background Knowledge**

- Ask students if any of them have ever been camping before. What do they know about camping? What supplies are needed for camping?
- Show students the front cover of the book and read the title. Ask them what they think the book will be about, and then have them think about why the author might have written this book. Have them think about the “who, what, when, where, why, and how” questions they may ask as they read. These are the questions they should be thinking about while they take a book walk. Review the title page, table of contents, picture glossary, and index. Talk about the information (title of the book, author’s name, vocabulary words, and definitions).
- During the book walk, introduce new vocabulary and model ways to figure out the words. Remind students that as they read, they need to use the pictures and the context clues to help them figure out tricky and unfamiliar words. The context clues, the words around the unknown word, help students figure out the word they don’t know. Students need to read before and after the unknown word. Sometimes they will need to read more than one sentence for clues. Model reading a page out loud for the students using this reading strategy. They may also need to ask questions and use prior knowledge to figure out these words. This helps students begin to use self-monitoring strategies when they are confused about something instead of continuing to read and lose meaning.

**Skill Introduction**

- Tell the students that authors organize informational books to make sure that the information isn’t confusing to the reader. Explain that authors often organize their information in steps from beginning to end. This is called sequencing information.
- Model sequencing for something familiar, such as the process for brushing your teeth. Go over describing words that can be used to put events in order (first, second, third, next, then, last, etc.).

**Think-aloud:** *When I do something, I often follow certain steps in a specific order. For example, when I brush my teeth, I first take out my toothbrush and toothpaste. Next, I wet my toothbrush with water. Then I take the cap off the toothpaste and squeeze some onto my toothbrush. Next, I put the toothbrush in my mouth and I brush my front teeth. Then I brush the side teeth, making sure I get the tops and bottoms of all of my teeth. When I am finished brushing all of my teeth, I rinse my mouth with water. Last, I wash off my toothbrush and dry my face. Since this book is about going camping, I will look at how camping is sequenced in the book. As I read, I will look for describing words and picture clues to help me better understand the order in which the events happen. for describing words and picture clues to help me better understand the order in which the events happen.*

## During Reading

### Check for Understanding

- Guide students as they read by asking them to read and stop on page 12 (tell them they may want to place a sticky note there). Fast finishers can reread until everyone is finished. Students should be reading silently or quietly to themselves so all the students can read at their own pace.
- Model the targeted skill with a think-aloud.

**Think-aloud:** *As I read this book, I noticed that the campers do things in a specific order. It is important to get the campsite ready before it gets late and before the fun begins. The first thing the campers did was set up the tent, and then they got their sleeping bags ready. After that, they were able to go on a hike. Why do you think it was important to set up the camp before going on a hike?*

- Have students continue reading to the end of the book. Remind them to use what they know to make connections as they continue to think about the order of events in the book. Have students place a small sticky note next to any word they cannot read or understand. This can be discussed after the book is read.

## After Reading

### Response to Text

- Discuss the sequence of events through the end of the book with the students. Ask questions about why it might be important to do these things in this order.

**Think-aloud:** *I noticed that as I read this book, the events seemed to take me through an entire day of camping. As I thought about this, I thought about why it was important to do these events in this order. For example, I would not want to hike when it was dark outside. This would not be smart as I could get lost and not find my way back to the campsite. I also know that I can't eat treats before I eat dinner. It is important to know that the campers first cooked hot dogs and then roasted marshmallows to make s'mores.*

- Remind students that when they think about the order of events or the order they do something in, they should think about what they already know and use that knowledge to help them better understand the story.

### Word Work

- The suffix -ing is added to a verb, or an action word, to show something is happening now, in the present. Remind students of these rules for adding -ing to a word.
  - If a word has a silent e at the end, drop the e and then add -ing.
  - If a word is one syllable and ends in a consonant-vowel-consonant, double the last letter and add -ing.
  - For most other words, including those that end in y, add -ing with no changes.

- Using magnetic letters, have students add -ing to the following words: spend, time, set, help, camp, hike, see, build, roast, eat, gather, near, sing, tell, get, make, out, look, sleep, rise, clean.

## **Extension Activity**

- Have students write a “how-to” book about something they are experts in. This can be anything from flying a kite, to making a peanut butter and jelly sandwich, to walking a dog, to washing their hands, to planting a flower, or putting on their shoes.
- Remind students they must use sequencing words, such as first, then, next, second, last, finally, as they write their book.
- Have students write a rough draft, meet with each one for editing, and then create a final copy.
- Have students illustrate each step for their book with a picture that matches the words on that page.
- Have students share their books.

## **Critical Thinking with Bumba Books**

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Name: \_\_\_\_\_

## Going Camping Activity

Using the boxes below, write the events you read about in *Going Camping* in the correct order. Then, draw a picture of each event in the boxes.




**Reading level: Grades K–1**

**Subject: Social Studies**

**Materials**

- a book for each student
- a chalkboard or dry-erase board
- magnetic letters
- pencils, crayons, or markers
- paper
- reproducible activity handout (p. 4 of this guide)
- sticky notes (optional)

**Reading Standards**

- **CCSS.ELA-Literacy.RI.1.1:** Ask and answer questions about key details in a text.
- **CCSS.ELA-Literacy.RI.1.2:** Identify the main topic and key details of a text.
- **CCSS.ELA-Literacy.RI.1.7:** Use the illustrations and details in a text to describe its key ideas.

**Targeted Reading Strategy**

Ask and answer questions to understand text.

**Academic vocabulary:** airport, people, travel, airplanes, machine, checks, special, fasten, safety, equipment, runway, flies, clouds, window, city, flight, attendants

**High-frequency words:** is, the, here, on, come, to, go, keeps, this, put, in, fast, off, takes, then, some, play, read

**Before Reading**

**Build Background Knowledge**

- Ask students if any of them has ever been on an airplane. If so, have them share their experiences. If not, have them connect what they know about airplanes from seeing them in the air or on television to talk about them.
- Draw a KWL chart on the board or on chart paper, and review with students what the chart means. The K column is for things we already know about the topic, the W column is for questions we have and things we want to know about the topic, and the L column is for things we learned after reading the book.
- Fill in the K column with the information that students tell you about what they know about airplanes. Give students a copy of the reproducible activity handout (page 4 of this guide) and have them write what they know in the K column on their worksheet.
- Show students the front cover of the book and read the title. Ask them what they think the book will be about, and then have them think about why the author might have written this book. Have them think about the “who, what, when, where, why, and how” questions they may ask as they read. These are the questions they should be thinking about while they take a book walk. Review the title page, table of contents, picture glossary and index. Talk about the information (title of the book, author’s name, vocabulary words, and definitions).
- During the book walk, introduce new vocabulary and model ways to figure out the words. Remind students that as they read, they need to use the pictures and the context clues to help them figure out tricky and unfamiliar words. The context clues, the words around the unknown word, help students figure out the word they don’t know. Students need to read before and after the unknown word. Sometimes they will need to read more than one sentence for clues. Model reading a page out loud for the students using this reading strategy. They may also need to ask questions and use prior knowledge to figure out these words. This helps students begin to use self-monitoring strategies when they are confused about something instead of continuing to read and lose meaning.

**Skill Introduction**

- Explain to students that good readers are those that are engaged and active in their reading. They ask questions about the topic of the book before and during reading, and then they look for answers in the book as they read.

**Think-aloud:** *This book is about going on an airplane for the first time. When I look at the pictures, I notice things like travelers getting to the airport and checking their bags. I noticed people going through the metal detectors so that people boarding the plane will be safe. I wonder what the machine shows the people in charge, and I wonder why people have to remove their shoes? I will put these questions in the W column.*

- Remind students that good readers ask questions to help them understand and remember what they read. Have students write down any other questions they may have before they read from looking at the pictures and using prior knowledge.

## During Reading

### Check for Understanding

- Guide students as they read by asking them to read and stop on page 14 (tell them they may want to place a sticky note there). Fast finishers can reread until everyone is finished. Students should be reading silently or quietly to themselves so all the students can read at their own pace.
- Model the targeted skill with a think-aloud. In the think-aloud, discuss what has happened in the book up to this point. Have any questions been answered? Write any answers you or the students have found in the L column.

**Think-aloud:** *I want to talk to you about an important feature of this book that can help you as you read to find answers to your questions. The books we read have wonderful pictures that are detailed and that provide information. When the author spoke of the special bins that travelers use to put their belongings in, the pictures helped me understand what he meant. I use the pictures to answer questions and sometimes to ask more questions. They help us visualize what the author wants to tell us.*

- Have students continue reading to the end of the book. Have them continue asking and answering questions, and have them use pictures to help them better understand the text. Have students place a small sticky note next to any word they cannot read or understand. This can be discussed after the book is read.

## After Reading

### Response to Text

- Ask students what new information they learned while reading this book. Ask them if they were able to answer some of their questions from the W column. Have students share some of what they learned, and write it down on the class KWL chart. Have students copy and finish filling in their personal KWL worksheets.

**Think-aloud:** *Looking at the pictures and reading the text helped me answer my questions and better understand the text. I know that good readers ask and answer questions before and during their reading to help them stay focused and to help them better understand the topic.*

### Word Work

- Explain to students that the word airplane is a compound word. This means it is made up of two separate words that, when put together, form one new word. Each of the separate words are nouns (people, places, or things) and can stand alone.

- Inform students that they will be matching separate nouns together to make compound words. Split the words listed below into their two halves, and write them on two sides of the board or chart paper. Have students take turns drawing lines from the left column to the right column to make compound words.
  - butter/fly, pan/cakes, air/port, snow/ball, rain/bow, arm/chair, barn/yard, race/horse, pass/port, lady/bug, foot/ball, base/ball, year/book, salt/water, jelly/bean, grass/hopper, bath/tub, gold/fish, sun/flower, tooth/brush, cow/boy, bed/room, blue/berry, bull/frog, book/shelf, ear/ache, frost/bite, flower/pot

### **Extension Activity**

- Have students write a story about taking an airplane trip to a place they would like to visit. Students should use details they learned from the book to describe the experience. After all students have finished their writing, have them share their stories with the class.

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Name: \_\_\_\_\_

## Going on an Airplane Activity

What do you already KNOW?	What do you WANT to know?	What have you LEARNED?



**Reading level: Grades K–1**

**Subject: Social Studies**

### Materials

- a book for each student
- a chalkboard or dry-erase board
- magnetic letters
- pencils, crayons, or markers
- paper
- reproducible activity handout (p. 4 of this guide)
- sticky notes (optional)

### Reading Standards

- **CCSS.ELA-Literacy.RI.1.1:** Ask and answer questions about key details in a text.
- **CCSS.ELA-Literacy.RI.1.4:** Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
- **CCSS.ELA-Literacy.RI.1.6:** Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

### Targeted Reading Strategy

Make inferences and draw conclusions by using details from the text and from background knowledge.

**Academic vocabulary:** sleepovers, exciting, parents, night, popcorn, pretzels, fort, pajamas, brush, teeth, unroll, pillows, ready, movies, breakfast, morning

**High-frequency words:** fun, have, last, day, next, there, may, they, put, get, for, was, pick, soon, even, talk

## Before Reading

### Build Background Knowledge

- Ask students if they have ever been to a sleepover. Have them tell you what they did, what they brought, and who went with them. Have students share what games they played at the sleepover and if they had any snacks. Explain that at sleepovers, children get dropped off by their parents and get picked up the next day.
- Show students the front cover of the book and read the title. Ask them what they think the book will be about, and then have them think about why the author might have written this book. Have them think about the “who, what, when, where, why, and how” questions they may ask as they read. These are the questions they should be thinking about while they take a book walk. Review the title page, table of contents, picture glossary, and index. Talk about the information (title of the book, author’s name, vocabulary words, and definitions).
- During the book walk, introduce new vocabulary and model ways to figure out the words. Remind students that as they read, they need to use the pictures and the context clues to help them figure out tricky and unfamiliar words. The context clues, the words around the unknown word, help students figure out the word they don’t know. Students need to read before and after the unknown word. Sometimes they will need to read more than one sentence for clues. Model reading a page out loud for the students using this reading strategy. They may also need to ask questions and use prior knowledge to figure out these words. This helps students begin to use self-monitoring strategies when they are confused about something instead of continuing to read and lose meaning.

### Skill Introduction

- Explain to students that when authors write books, they do not always explain every detail. Explain that students will be using the skill of visualizing along with a new skill of making inferences and drawing conclusions about what the author is writing about. Readers will use the clues from the story and use what they already know as they make pictures in their minds to make a good guess about what is happening in the story. This is called making an inference.
- Read pages 4–7 aloud to the students, and model the targeted strategy with a think-aloud.

**Think-aloud:** *As I read these pages and looked at the pictures, I noticed that the author explained that sleepovers are exciting and fun. He explained that parents bring their kids and pick them up the next day. I see from the pictures that the children are laughing and that they have backpacks packed. I can infer or guess that they packed clothes to sleep in and packed clothes for the next day. I can also infer that the children spend the night at one person's house and they spend it together without their parents. The parents who stay with them are the parents whose house it is.*

- Explain to the students that you were able to make inferences because the author gave clues and because of information you already knew about sleepovers.

## During Reading

### Check for Understanding

- Guide students as they read by asking them to read and stop on page 14 (tell them they may want to place a sticky note there). Fast finishers can reread until everyone is finished. Students should be reading silently or quietly to themselves so all the students can read at their own pace.
- Model the targeted skill again.

**Think-aloud:** *As I continued reading this book, I can see how much fun these children were having at their sleepover. Based on what the author wrote about and also what I saw in the pictures, I can infer that the children probably were very silly and laughed a lot. I bet they were a little noisy and probably stayed up late. This is all part of a sleepover.*

- Have students continue reading to the end of the book. Remind them to use what they know to make more inferences and to draw more conclusions. Have students place a small sticky note next to any word they cannot read or understand. This can be discussed after the book is read.

## After Reading

### Response to Text

- Have students share some of the inferences and conclusions they came up with as they finished reading the book. Ask them how they came to these conclusions. Ask them what clues helped them and what pieces of background knowledge they used.

**Think-aloud:** *When we draw conclusions, we figure out what the author is trying to tell us from the clues he or she gives us in the book and from what we already know. We use this information to make inferences, which are good guesses. This helps us better understand the topic we are reading about and keeps us focused.*

- Pass out copies of the reproducible activity handout. Have students write about three different parts of the book where they made inferences.

### Word Work

- When students see words ending in the digraph /ck/, they should know that it makes one sound. These two letters make the /k/ sound, as in pick.
- Have students generate a list of words with the /ck/ digraph at the end. Some examples are back, duck, kick, pack, tuck, tick, lick, rock, check, black, brick, truck, stuck, luck, lock, and sock.

- Have students make the words with magnetic letters on the whiteboard. They should make the word, read the word, and then write the word. They should do this with at least five to eight words of their choice.

### **Extension Activity**

- Students will become inferencing detectives. In centers throughout the classroom, place pictures that students can look at and analyze. After students look at the pictures, they should draw conclusions as to what they think is going on "under the surface" of the picture. They should write about their inferences at each center.

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Name: \_\_\_\_\_

## Having a Sleepover Activity

Use clues from the text and from what you already know to come to conclusions about events in the book. You can choose any three of the events that you made inferences about as you read. Record the clues you found in the text, the clues from what you already knew, and your conclusions in the boxes provided.

Clues from the Text	My Background Knowledge	My Inference

**Reading level: Grades K–1**

**Subject: Social Studies**

**Materials**

- a book for each student
- a chalkboard or dry-erase board
- magnetic letters
- pencils, crayons, or markers
- paper
- reproducible activity handout (p. 4 of this guide)
- sticky notes (optional)

**Reading Standards**

- **CCSS.ELA-Literacy.RI.1.6:** Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
- **CCSS.ELA-Literacy.RI.1.7:** Use the illustrations and details in a text to describe its key ideas.

**Targeted Reading Strategy**

Read and retell in detail.

**Academic vocabulary:** move, home, scary, people, good-bye, friends, bubble, wrap, break, everything, dolly, heavy, different, unpack, neighborhood, neighbors, school, carry

**High-frequency words:** it's, can, be, fun, to, also, say, make, feel, them, new, go, meet, find, into, old, goes

**Before Reading**

**Build Background Knowledge**

- Ask students if they have ever had to move to a new home or have ever seen a moving truck. Tell students that sometimes families move to new homes because they want to get a bigger house, sometimes they move because of a job, or sometimes they move to a new state to get a fresh start.
- Explain that moving can be a little scary, but it can be a lot of fun too because you get to meet new people and make new friends.
- Show students the front cover of the book and read the title. Ask them what they think the book will be about, and then have them think about why the author might have written this book. Have them think about the “who, what, when, where, why, and how” questions they may ask as they read. These are the questions they should be thinking about while they take a book walk. Review the title page, table of contents, picture glossary, and index. Talk about the information (title of the book, author’s name, vocabulary words, and definitions).
- During the book walk, introduce new vocabulary and model ways to figure out the words. Remind students that as they read, they need to use the pictures and the context clues to help them figure out tricky and unfamiliar words. The context clues, the words around the unknown word, help students figure out the word they don’t know. Students need to read before and after the unknown word. Sometimes they will need to read more than one sentence for clues. Model reading a page out loud for the students using this reading strategy. They may also need to ask questions and use prior knowledge to figure out these words. This helps students begin to use self-monitoring strategies when they are confused about something instead of continuing to read and lose meaning.

**Skill Introduction**

- Tell students that good readers are able to think about what they have read and put the author’s ideas into their own words. This is called retelling, and it helps readers organize their thoughts to better understand what they are reading. Explain that it is a good idea to think about what it is that they have read every couple of pages and to retell those pages in their minds to check for comprehension.

**Think-aloud:** *When I am reading, especially when I read nonfiction books, I pay close attention to what the author is trying to tell me. I read a couple of pages, and then I stop and think about what I have just read. In my mind, I retell the details from the book, but I make sure I do it in my own words, just as I would if I were talking. This helps me understand what I have just read.*

- Tell students that as they read, you want them to stop every few pages and think about what they read and to retell the most important parts in their minds.

## During Reading

### Check for Understanding

- Guide students as they read by asking them to read and stop on page 14 (tell them they may want to place a sticky note there). Fast finishers can reread until everyone is finished. Students should be reading silently or quietly to themselves so everyone can read at their own pace.
- Model the targeted skill with a think-aloud.

**Think-aloud:** *As I read these pages, I can tell that the author is saying that moving can be both fun and scary at the same time. It is fun to meet new friends and go to a new school, but it can be scary to do that too. It can also be sad to say good-bye to your old friends and school and home. I learned that when you move, you have to pack things carefully so they don't break. The boxes go on big trucks, and the movers use a dolly to help them move heavy things. When the family gets to their new home, the movers take the boxes off the truck and bring them into the new home.*

- Explain to students how retelling this information helped you understand the author's ideas. If students are unsure of something, they can look back into the section they just read.
- Have students continue reading to the end of the book. Remind them to stop and think about what they read after every couple of pages and to retell the information in their minds. Have students place a small sticky note next to any word they cannot read or understand. This can be discussed after the book is read.

## After Reading

### Response to Text

- Ask students to share what they learned. Ask them if retelling helped them understand the story better. Ask them why they feel it helped them and how it helped them stay focused.

**Think-aloud:** *Retelling is a great strategy to help readers check for comprehension and to stay focused on the reading. It helps readers find the important information the author wants the reader to know.*

- Pass out copies of the reproducible activity handout (page 4 of this handout), and have students complete the exercise.

## Word Work

- Sometimes writers take two words and put them together to make one word. When this is done, they have to take out some letters and replace them with an asterisk. Show these examples to the class, and discuss how two words have been combined in each example.
  - can not = can't
  - I have = I've
  - I am = I'm
  - we have = we've
  - are not = aren't
- Have students generate more contractions to add to the list. After the list is generated, students should practice writing these contractions on their own sheets of paper.

## Extension Activity

- Have students respond to this writing prompt:
  - Pretend you are moving to another country. You do not know the language, you do not have any other family or friends, and you have never been to the schools before. It is your first day in your new classroom. Write about how you are feeling and how you think you will communicate with your new classmates. How do you think you will be able to make friends? Do you think you will be scared, nervous, or sad? Write about your feelings and about your adventures.

## Critical Thinking with Bumba Books

Foster higher-order thinking skills by embedding Bumba Books' critical thinking questions into your reading instruction. Use them to spark discussion, and encourage your emergent readers to be actively engaged in informational text!

Name: \_\_\_\_\_

## Moving Day Activity

Use the book to answer the questions as you retell the main events in your own words.

What was this book mostly about?

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What are two specific facts you remember about the book?

1. \_\_\_\_\_

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2. \_\_\_\_\_

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Draw a picture of something from each section of the book using the boxes below:

Beginning	Middle	End

**Reading level: Grades K–1**

**Subject: Social Studies**

**Materials**

- a book for each student
- a chalkboard or dry-erase board
- magnetic letters
- pencils, crayons, or markers
- paper
- reproducible activity handout (p. 3 of this guide)
- sticky notes (optional)

**Reading Standards**

- **CCSS.ELA-Literacy.RI.1.2:** Identify the main topic and retell key details of a text.
- **CCSS ELA-Literacy.RI.1.7:** Use the illustrations and details in a text to describe its key ideas.
- **CCSS ELA-Literacy.RI.1.10:** With prompting and support, read informational texts appropriately complex for grade 1.

**Targeted Reading Strategy**

Connect to prior knowledge.

**Academic vocabulary: players, equipment, basketball, swimmers, goggles, safety, soccer, guards, helmets, baseball, practice, gymnasts, golfers, tumble, against, uniform, exercise, healthy**

**High-frequency words: from, many, are, need, fun, keep, some, team, by, each, soon, for, two, play, show, has, who, way, stay**

**Before Reading**

**Build Background Knowledge**

- Take a poll of how many students in the class play sports. Make a tally chart, and then count which sports are played. Ask students if they are on a team sport or an individual sport. Ask them if they practice and why they practice.
- Show students the front cover of the book and read the title. Ask them what they think the book will be about, and then have them think about why the author might have written this book. Have them think about the “who, what, when, where, why, and how” questions they may ask as they read. These are the questions they should be thinking about while they take a book walk. Review the title page, table of contents, picture glossary, and index. Talk about the information (title of the book, author’s name, vocabulary words, and definitions).
- During the book walk, introduce new vocabulary and model ways to figure out the words. Remind students that as they read, they need to use the pictures and the context clues to help them figure out tricky and unfamiliar words. The context clues, the words around the unknown word, help students figure out the word they don’t know. Students need to read before and after the unknown word. Sometimes they will need to read more than one sentence for clues. Model reading a page out loud for the students using this reading strategy. They may also need to ask questions and use prior knowledge to figure out these words. This helps students begin to use self-monitoring strategies when they are confused about something instead of continuing to read and lose meaning.

**Skill Introduction**

- Explain to students that good readers make connections between what they already know and the new information that they learn from the reading. Tell students that today as they read the book about sports, they will already know a lot of information they can connect with. Tell students that they should think about their experiences and connect it with the reading to really understand the text.

**Think-aloud:** *When I take a book walk and think about the different kinds of sports I see in this book, I think about what I know about each one. I am excited to read this book because I know a lot about this topic and it is interesting to me.*

- Remind students to think about what they know about sports as they read the book. Making connections is a great strategy to better understand the text.

## During Reading

### Check for Understanding

- Guide students as they read by asking them to read and stop on page 10 (tell them they may want to place a sticky note there). Fast finishers can reread until everyone is finished. Students should be reading silently or quietly to themselves so all the students can read at their own pace.
- Ask students if they were able to make connections to the text in this section. Discuss these connections with the class.
- Have students continue reading to the end of the book. Remind them to use what they know to make more connections. Have students place a small sticky note next to any word they cannot read or understand. This can be discussed after the book is read.

## After Reading

### Response to Text

- After all students have finished reading the book, ask the class to share the connections they made with the book. Ask them if this helped them better understand the text. Have students share their experiences, and have them share how it helped them comprehend the reading.

**Think-aloud:** *When we make connections with the reading, we stay actively engaged and we don't let our minds wander. We also comprehend what the author is telling us, and we remember the ideas better. Good readers make connections whenever they read.*

- Pass out copies of the reproducible activity handout (p. 3 of this guide). Tell students they will be writing about a text-to-self connection they made while reading. This is when students connect their personal experiences with something in the book. They will write about this connection and draw a picture to accompany it.

### Word Work

- As a group, generate a list of words that have the long /e/ sound in the medial position made with either the /ee/ or the /ea/ spelling. Then create a t-chart, and have the students sort the words with the /ee/ spelling on one side and words with the /ea/ spelling on the other.
- Here are some examples of words to include: teach, each, team, seen, lean, free, bee, keep, heap, seep, cheap, creep, leap, mean, meat, seat, beat, heat, cheat, feet, deet, meet, breach, leach, reach, heal, seal, seem, beam, cream, dream.

## Extension Activity

- Make a bar graph of the favorite sports played by students in the classroom using the tally chart you created at the beginning of the lesson. Have students fill in the bar graph using the tally information.
- Ask students questions based on the information in the bar graph. How many students like baseball the best? How many students like basketball the best? What is the most popular sport? What sport is liked the least?

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Name: \_\_\_\_\_

## Starting a Sport Activity

Write about a text-to-self connection you made while reading the book. How did your experience help you understand what the author wrote about in the book? Draw a picture illustrating your connection.

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