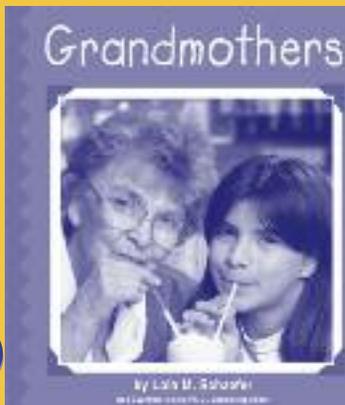
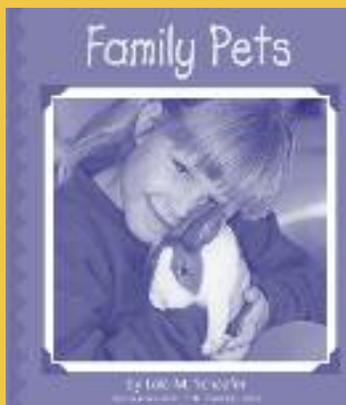
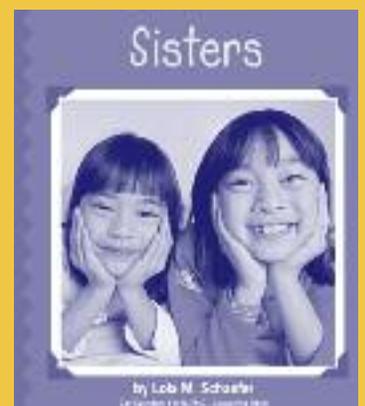
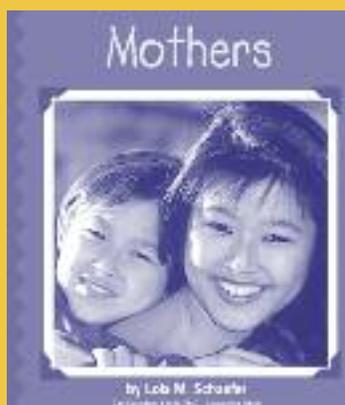
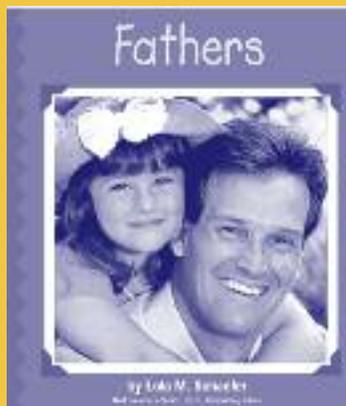
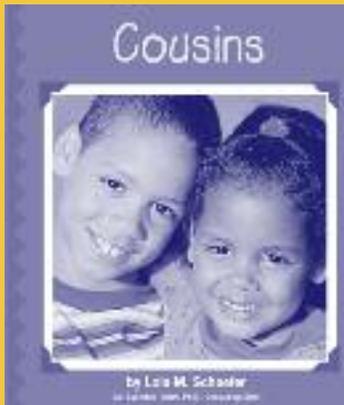
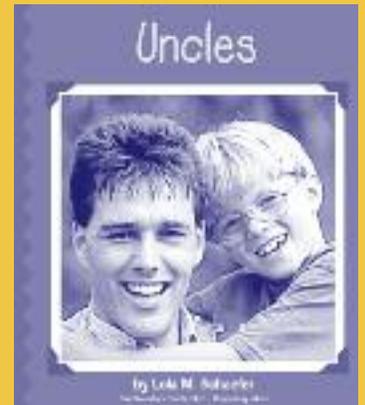
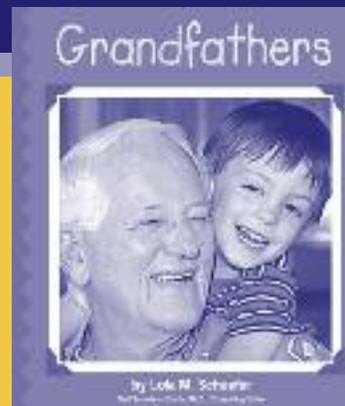
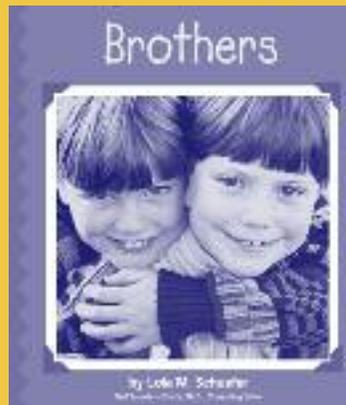
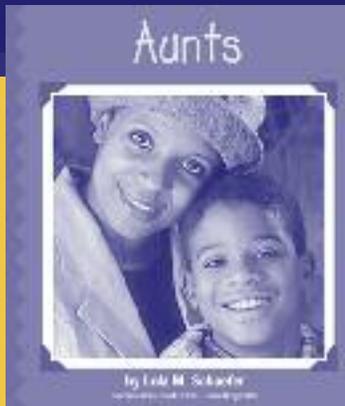
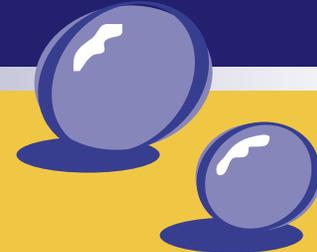


Teaching Guide for the Pebble Books Families Set



ISBN 0-7368-8652-4

Family Pets



by Lisa M. Scheffer
Illustrations by P. K. Healy

Family Pets

Early-Intervention Level for Reading Recovery®-type Programs*: 4
Guided Reading Level***: C

Supports

- Repetitive sentence pattern
- No more than five words in a sentence

Challenges

- Concept vocabulary: *guinea pig, hard, pet, playful, pony, soft, wet*
- Interesting adjectives

Text Features

- High-frequency word: are
- Long *e*, spelled *ea* (*guinea*), *y* (*fluffy*)

The Families set supports the following standards:

Curriculum Standards for Social Studies (NCSS, 1994)

- Standard IVc

Benchmarks for Science Literacy:

Project 2061 (AAAS, 1995)

- Standards 6A and 6D, K-2

Lesson for Guided Reading

Family Pets

Pose this riddle to the class, “I am part of your family, but I am not a person. What am I?” When students guess, “pet,” invite them to talk about the animal on the cover. Encourage students to predict which family pets they might read about.

First Reading

- Ask students to open the book and turn to the title page. Let them talk about the pet they see.
- Turning to the table of contents, ask, “What else might we learn about pets? How can we find out?” Review students’ earlier predictions with the entries.
- Move on to pages 4 and 5. Point out that this animal has fur, as the table of contents suggested. Challenge students to identify the animal, then help them read the sentence.
- On pages 6 and 7, encourage students to identify the animal and come up with a word to describe it.
- Prepare for page 9 by pointing out the pattern of each sentence: “[A type of pet] are [describing word] pets.” Guide students through reading the sentence.
- For page 10, ask students to compare the size of this animal with the sizes of the other pets in the book.
- With pages 12 through 15, invite students to imagine how a cat’s fur or a turtle’s shell might feel.
- Looking at page 17, have students notice the word family *-et* in *wet* and *pets*.
- Continuing with pages 18 and 19, challenge students to tell you what many birds can do. Model sounding out the word *singing*, listening to each letter and its sound.
- On pages 20 and 21, help students sound out the word *good*. Challenge students to recall the sound made by the blend *fr* in *friends*.

Rereading

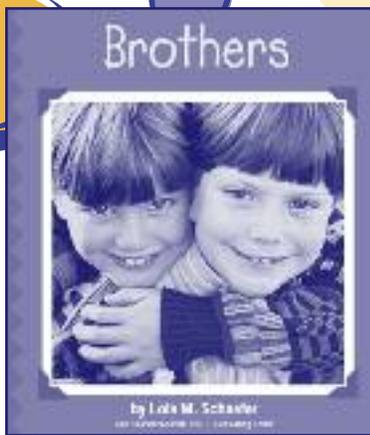
Let students reread the book with partners. Circulate among students, observing how they figure out new words. Do they look to the photograph for clues? Do they see word families?

Teaching Points

R-controlled vowels: *ar* (*are, hard*), *ir* (*birds*), *ur* (*fur, furry*)

Performance Assessment

Invite students to draw an animal they would like to have as a pet. Have students write a sentence that describes the pet, following the sentence pattern in the book.



Brothers

Early-Intervention Level: 5

Guided Reading Level: D

Supports

- Close photo/text match
- One to two lines of text on a page

Challenges

- Concept vocabulary: *brother, piano, sister, tree house, twins*
- Variation in sentence patterns

Text Features

- High-frequency words: *can, have*
- Long *e*, spelled *ea* (*eat, teach*)

Lesson for Guided Reading

Brothers

Invite students who have brothers to raise their hands. Elicit from students the things brothers and sisters can do together. Cover up the letters *Br* in the title and point out that students might recognize this word pattern.

First Reading

- On the title page, let students compare the boys in the photograph. Ask, “Are they brothers? How do you know?”
- Turning to the table of contents, remind students of its purpose. Ask, “What will we read about brothers?”
- On pages 4 through 7, help students recognize the three repeating words, “*Brothers can have . . .*” Encourage students to study the photographs for help completing the sentences.
- For pages 8 and 9, ask, “What do we call two siblings who were born at the same time?” When someone suggests, “twins,” encourage students to find the word in the text.
- With pages 10 through 15, have students discuss the photographs, supplying action words and direct objects. Prompt responses with questions such as, “What do the brothers feed? What do the brothers play?”
- Prepare for pages 16 and 17 by asking students where the brothers are. Remind students that they have read the first two words, “*Brothers play,*” previously in the book.
- With pages 18 and 19, encourage students to describe what the brothers are doing. Have students listen and count the *b* sounds as you say the words *brothers blow bubbles*.
- Close with page 21, instructing students to cover up the second line of text. Have them read the first line.

Rereading

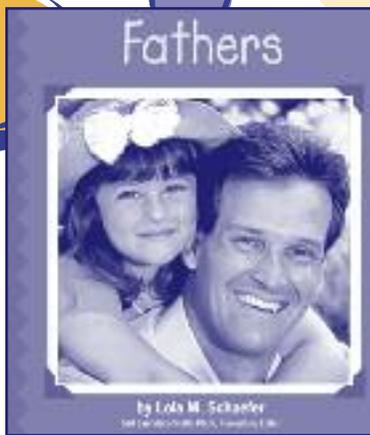
Invite students to work with partners to reread the book. Notice the strategies students apply to figure out new words. Point out these strategies to the class.

Teaching Points

R-blends (*brothers, friends, tree*); word ending *-ers* (*brothers, sisters*)

Performance Assessment

On one side of an index card, instruct students to write a sentence starting with “*Brothers can . . .*” On the other side, have them illustrate the sentence. Pair students, asking them to read each other’s flash cards and then check the illustrations to confirm what they have read.



Fathers

Early-Intervention Level: 5

Guided Reading Level: D

Supports

- One line of text on a page
- No more than six words in a sentence

Challenges

- Concept vocabulary: *cookie, doctor, draw, male, parent, read, shop*
- Two-syllable words

Text Features

- High-frequency words: *a, go, is, the, to*
- Long *a*, spelled CVCe (*male*)

Lesson for Guided Reading

Fathers

Remind students that this set of books is about families. Ask, “Which family members do we see on the cover?” Have students say the word *fathers* as you exaggerate the initial *f* sound. Let students picture walk through the book.

First Reading

- Invite students to read the title page. Point out that the book title and author’s name here are the same as the book title and author’s name on the book cover.
- Stop at the table of contents. Mention that reading the table of contents prepares readers for what is in a book. Ask, “What will we find about fathers in this book?”
- Continue with pages 4 and 5. Invite students to read the first four words on page 5, “*A father is a . . .*” Model how to figure out the word *parent*.
- With pages 6 and 7, ask, “What are the father and children making?” Lead students to the word *cookies*.
- Explore page 8 by asking students to first identify the father and daughter, then to figure out who the other man on the page is. Help students notice the stethoscope.
- For pages 10 through 13, encourage students to describe what the father and son are doing together. Point out that each sentence has only two words—*fathers* and a verb.
- Continue with pages 14 through 19 in the same manner, letting students see the word *fathers* and asking them to suggest action words. Help students blend the consonants.
- Conclude with pages 20 and 21. Ask, “What are the father and son doing in this photograph?” Sound out *hug* together.

Rereading

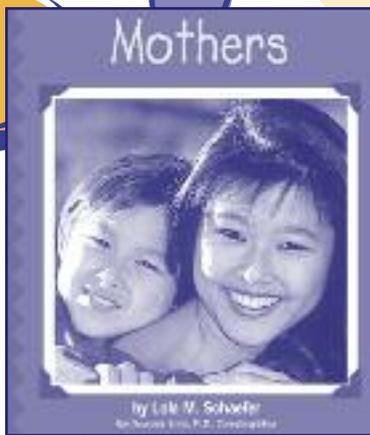
Let students read the book in small groups. Check that students understand basic concepts of print, such as left-to-right tracking, stopping at the end of a sentence, and turning the page to continue reading.

Teaching Points

Digraphs: *sh* (*shop*), *th* (*fathers, the*); short vowels: short *i* (*swim*), short *o* (*doctor, shop*), short *u* (*hug*)

Performance Assessment

Challenge students to build sentences. Write “*Fathers . . .*” for students to copy. Instruct them to write a sentence, modeled after the simple sentence pattern in the book. Let students illustrate their sentences.



Mothers

Early-Intervention Level: 5

Guided Reading Level: D

Supports

- Familiar concept
- No more than six words in a sentence

Challenges

- Concept vocabulary: *female, golf, laugh, love, skate, wash*
- Two lines on a page

Text Features

- High-frequency words: *a, is*
- Plural ending *-s* (*bikes, mothers*)

Lesson for Guided Reading

Mothers

Share with students that the books in this set are about families. Speculate with students which family members the two people on the cover of *Mothers* are. When a student says, “mother,” challenge students to find the word on the cover. Point out that adding the letter *-s* makes the word plural.

First Reading

- On the title page, ask, “Where do you see the word *mothers* again?” Let students identify the mother in the photograph.
- Pause at the table of contents. Explain that the table of contents tells us on which page we can find certain information. Ask reinforcing questions.
- Read the beginning of the sentence on page 5: “*A mother is a . . .*” Suggest that students complete the sentence and list their ideas. Guide students to the words *female* and *parent*, then read the sentence together.
- For pages 6 and 7, let students describe the action taking place in the photograph. Talk about the short vowel *i* in *fix* and the long vowel *i* in *bikes*.
- On pages 8 and 9, encourage students to talk about the action in the photograph. Suggest that they use the photograph for clues to decipher the text.
- For page 10, speculate with students where this mother and child might be.
- Continue with pages 12 through 15. Have students come up with verbs to describe each action.
- On pages 16 through 21, point out to students that each sentence has only two words. Let them talk about the photographs, speculating what the action words might be.

Rereading

Encourage students to reread the book to partners. Monitor the pairs, observing as students help each other figure out difficult words through photo clues and other strategies.

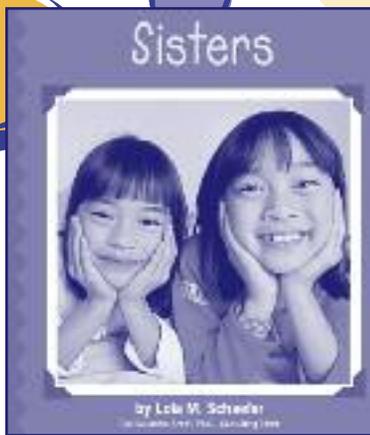
Teaching Points

Subject/action sentence patterns; blends: *bl* (*blow*), *pl* (*play*), *sch* (*school*), *sk* (*skate*)

Performance Assessment

Write the sentence beginning, “*A mother can . . .*” Invite students to copy and complete the sentence five times.

Encourage students not only to use words from the book, but also their own words.



Sisters

Early-Intervention Level: 5

Guided Reading Level: D

Supports

- One line of text per page
- Close photo/text match

Challenges

- Concept vocabulary: *brother, dress up, sister, snowmen, teach, watermelon*
- Little repetition

Text Features

- High-frequency words: *can, have*
- Long *e*, spelled *ea* (*eat, teach*)

Lesson for Guided Reading

Sisters

Speculate with students how they can sometimes tell if two girls are sisters. Ask if they think the girls on the cover could be sisters and elicit reasons why. Then discuss the things sisters and brothers can do together.

First Reading

- Starting with the title page, challenge students to find the book title and author's name.
- Moving on to the table of contents, encourage students to recognize the word *sisters* in each line. Recall with students that the numbers represent page numbers in the book.
- Continuing with pages 4 through 7, point out to students that they should be familiar with each word on the page. Challenge them to read the sentences on their own.
- On pages 8 and 9, invite students to explain what the two sisters might be doing. When someone suggests, “dressing up,” model how to read the word *dress*.
- With pages 10 through 13, let students describe what the sister and brother are doing. Help students sound out the word *teach*, reviewing the *ea* spelling pattern for long *e*.
- Preview pages 14 and 15 by explaining that students will read another word with long *e*, spelled *ea*. Help students see the two words in *watermelon*.
- Discuss pages 16 through 19, encouraging students to describe the actions and listening for the words they say to discover the words in the text.
- On page 20, have students finger trace the girls’ mouths, describing their expressions as smiles.

Rereading

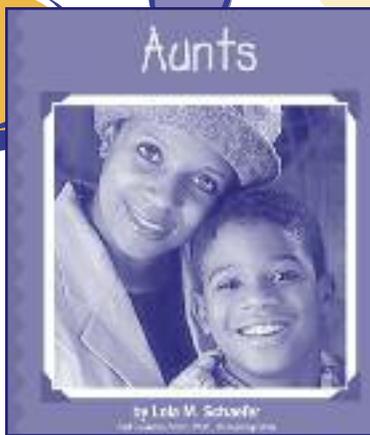
Encourage students to reread the book with a partner. Monitor the partners for fluency and self-correction.

Teaching Points

Compound words (*snowmen, watermelon*); short *i*, spelled *ui* (*build*)

Performance Assessment

Divide the class into groups and give each group a large sheet of poster paper or mural paper. Divide the paper into four equal sections. Instruct students to write *spring, summer, fall, and winter*, each in a section. Have students go through the book and draw a sister scene that could be done in each season. Tell them to write a sentence about the picture.



Aunts

Early-Intervention Level: 6

Guided Reading Level: D

Supports

- One to two lines of text on a page
- Close photo/text match

Challenges

- Concept vocabulary: *airplane, aunt, father, hockey, letter, mother, nearby, sister*
- Variation in sentence beginnings

Text Features

- High-frequency words: *an, are, by, can, of, on, or, the, this, to*

Lesson for Guided Reading

Aunts

Cover the book title with a self-stick note. Speculate what the relationship between the boy and woman on the book cover might be. When someone suggests *aunt*, remove the note to reveal the title. Help students read the word *Aunts*.

First Reading

- Stop at the title page and let students read the book title and talk about the photograph.
- At the table of contents, encourage students to preview the book by reading the entries.
- On pages 4 and 5, help students recognize the words from previous readings (*sisters, mothers, fathers*). Invite students to study the labeled photograph.
- For pages 6 and 7, help students read familiar words, referring them to the map for comprehension guidance.
- Preview pages 8 through 13 by recalling from the table of contents that students are going to learn about aunts who live far away. Ask, “How might aunts communicate with their nieces and nephews?”
- For page 15, point out to students that they have already seen some words. Help them read the compound word *nearby* by covering up the parts to read separately.
- With pages 16 through 19, have students notice the repetitive phrase: “*This aunt comes to . . .*” Then discuss each photograph, reminding students that photographs can provide clues to the text.
- On page 21, tell students that these words are probably familiar to them. Prompt students to read the sentence on their own.

Rereading

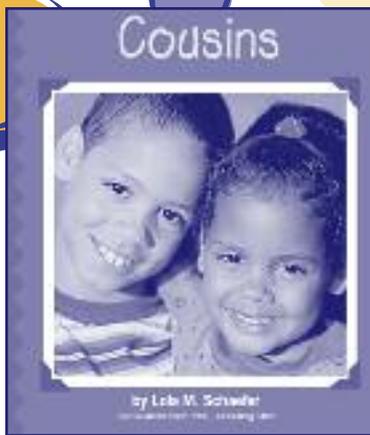
As students reread the book, circulate among the groups. After a student has finished a page, ask the reader to stop and explain what she or he has just read.

Teaching Points

Article *an*; compound words (*airplane, birthday, nearby*)

Performance Assessment

Write the sentence starter, “*Aunts can come to . . .*” Ask students to think about the events or places they would like an aunt to come to, then to complete the sentence. Let students use words from the book or words of their own. Invite students to illustrate their sentences.



Cousins

Early-Intervention Level: 6

Guided Reading Level: D

Supports

- Repetitive phrase: “*Some cousins*”
- One to two lines on most pages

Challenges

- Concept vocabulary: *aunt, cousin, holiday, uncle, vacation, visit*
- Some unusual spelling patterns

Text Features

- High-frequency words: *are, go, of, on, or*
- Short *i* (*cousin, visit*), long *i* (*ride, bikes*)

Lesson for Guided Reading

Cousins

Discuss with students the concept of cousins. For students who have cousins, encourage them to explain how cousins are related to them. Let students talk about the people in the photograph and how they might be cousins. Help students sound out the book title.

First Reading

- Let students read the title page and discuss the photograph.
- Pause at the table of contents and briefly preview the book by discussing the entries.
- Turn to pages 4 and 5. Encourage students to read the sentence, recalling the words *cousins, aunts, and uncles*. Direct their attention to the photograph, labels, and arrows. Let students trace along the arrows to see how each person is related.
- Continuing with pages 6 through 9, have students identify each group of children as all girls and all boys.
- With pages 10 through 13, point out the repeating phrase: “*Some cousins visit on*” Challenge students to complete each sentence after referring to the photograph for clues.
- On page 15, make sure students recognize the long vowel spelling pattern CVCe (*ride, bike*).
- Similarly, on page 17, help students realize that the long *e* sound in *eat* and *treats* is spelled *ea*.
- For page 19, invite students to describe the action taking place to complete the phrase, “*Some cousins*”
- Wrapping up with page 20, ask students if the scene in the photograph looks familiar. Allow students to share similar experiences they have had with cousins.

Rereading

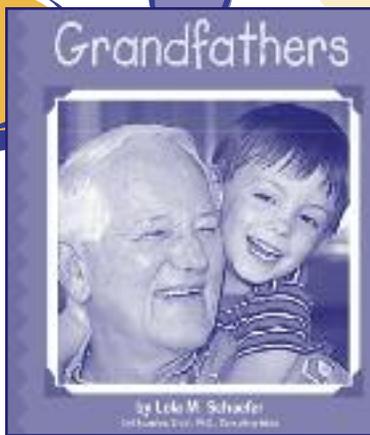
While students reread the books, circulate among partners or small groups to listen to their readings. Make sure students are not skipping ahead or missing words as they read.

Teaching Points

Doubling final consonants to add *-ing* (*sledding*); blends: *sl* (*sledding, sleep*), *tr* (*treats*)

Performance Assessment

Suggest that students write short letters to imaginary cousins, explaining what they like to do. Write sentence starters for students to copy: “*Dear cousins,*” “*I like to*” “*Cousins can visit*” “*Can you . . . ?*”



Grandfathers

Early-Intervention Level: 6

Guided Reading Level: D

Supports

- Repetitive phrase: “*Some grandfathers . . .*”
- One sentence per page

Challenges

- Concept vocabulary: *baseball, father, garden, grandchild, grandfather, mother, plant, shovel*
- Two lines of text on each page

Text Features

- High-frequency words: *are, for, go, of, or, some*
- Vowel-sound comparisons (*plant gardens, shovel snow*)

Lesson for Guided Reading

Grandfathers

Speculate how the two people on the cover might be related. Help students read the word *Grandfathers*. Help students divide the word into two words and read them together.

First Reading

- Challenge students to read the title on the title page.
- Review the purpose of a table of contents. Ask, “On which page will I see grandfathers outside? How do you know?”
- Spend time on pages 4 and 5. Suggest that students cover up the second line of text to focus on mastering the first line. Continue reading, instructing students to reveal and read one word at a time, then to read the entire sentence. Turning attention to the photograph, let students finger trace the arrows as they read the words in the labels.
- Preview pages 6 through 11 by mentioning that collecting content clues in the photographs often helps us prepare for reading.
- On pages 12 and 13, have students identify the object the grandson and grandfather are working on. Help students find the word *boats* in the sentence.
- With pages 14 and 15, let students describe what the people are doing, then read the sentence to confirm their ideas.
- Again on pages 16 and 17, ask students to describe the action. Lead them to the word *book* in the text.
- On pages 18 and 19, have students identify the object in the man’s hand, then find the word in the sentence.
- Point out on page 21 that this sentence begins differently than the others.

Rereading

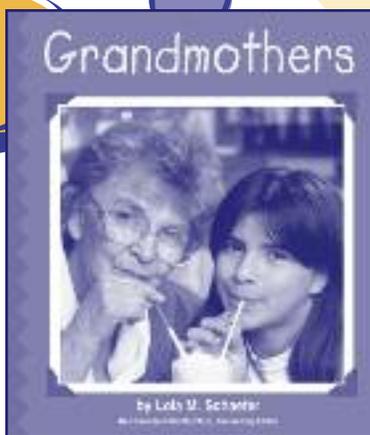
Invite students to work with partners to reread the book. Encourage partners to help each other as they read, and to suggest their own strategies for figuring out difficult words.

Teaching Points

Short *u*, spelled *o_e* (*love, shovel, some*); long *i* (*pies*)

Performance Assessment

Demonstrate how to fold a paper in half to resemble a card. Tell students to write the beginning phrase, “*Some grandfathers . . .*” on the front of the card. On the inside, encourage them to complete the sentence and illustrate the action. Ideas may come from the book or students’ lives.



Grandmothers

Early-Intervention Level: 6

Guided Reading Level: D

Supports

- Repetitive phrase: “*This grandmother . . .*”
- Close photo/text match

Challenges

- Concept vocabulary: *basketball, grandchild, grandmother, library, visit*

Text Features

- High-frequency words: *a, are, at, of, or, this, to*
- R-controlled vowels: *ar (are, garden, park), er (her), or (or, store)*

Lesson for Guided Reading

Grandmothers

Invite students to share the names they have for their parents’ mothers. Write the names. Write the word *grandmothers*, sounding it out as you write each letter. Challenge students to find the word *Grandmothers* on the cover.

First Reading

- Pause at the title page. Encourage students to read the title, then talk about the photograph.
- Point out the table of contents. Ask, “What will we learn about grandmothers in this book? How do you know?”
- Discuss pages 4 and 5. Help students divide the sentence into chunks. Draw attention to the photograph and challenge students to identify each person, referring to the photo labels to confirm their ideas.
- On pages 6 and 7, encourage students to describe the photograph to find clues to unfamiliar words in the text.
- For pages 8 and 9, speculate with students where these people might be. When someone says, “library,” help students sound out the word on the page.
- Preview pages 10 through 15 by letting students talk about each photograph. Elicit from them the action, as well as where the action takes place.
- With pages 16 and 17, have students look at the photograph for a moment, then read the sentence, decoding *paints*.
- Continuing with pages 18 and 19, let students attempt the new words, looking to the photograph for clues.
- Concluding with pages 20 and 21, recall with students the strategy of reading long sentences in chunks.

Rereading

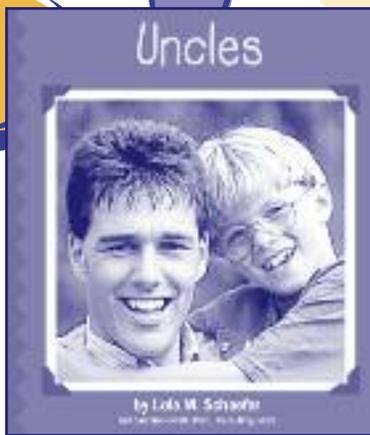
As students reread the books with partners or in groups, observe the groups to make sure students follow basic concepts of print, such as left-to-right tracking and wrapping.

Teaching Points

Long *a* spelling patterns: *ai (paints), ay (plays), CVCe (game)*; digraphs: *ch (cheers), sh (shoes), th (grandmothers, this)*

Performance Assessment

Pass out paper plates. Explain to students that the paper plate represents a face. Tell students to draw a grandmother’s face on the plate. On the other side of the plate, ask students to write a sentence about a grandmother.



Uncles

Early-Intervention Level: 6

Guided Reading Level: D

Supports

- Close photo/text match
- One to two lines of text per page

Challenges

- Concept vocabulary: *brother, guitar, hike, jog, listen, nephew, niece, uncle*
- Variation in sentence beginnings

Text Features

- High-frequency words: *are, can, have, of, or, put, some, the*
- Short *u* (*puzzles, uncles*)

Lesson for Guided Reading

Uncles

Invite students who have uncles to raise their hands. Challenge students to explain how an uncle is related to them. Confirm that an uncle is the brother of one of their parents. Engage students in a discussion about uncles.

First Reading

- On the title page, ask students if they recognize the book title and author's name.
- Help students read the table of contents. Ask, "What will we learn about uncles in this book?"
- Preview pages 4 and 5 by assuring students that they know most of the words in this sentence. Suggest that they cover up words to read one at a time. Let students study the photograph, calling attention to the labels and arrows.
- For pages 6 through 9, challenge students to first recall how they are related to uncles, eliciting the words *niece* and *nephew*. Ask students to point to the niece or nephew.
- On pages 10 and 11, ask, "What is this instrument called?" Model how to recognize the word *guitar*.
- On page 13, help students recognize the word family *-ike*, as in *like*, replacing the first letter with *h*.
- Moving on to pages 14 and 15, let students describe the scene in the photograph. Say the words *uncles* and *puzzles*, clearly enunciating the short *u* sound and *-le* word ending.
- Start pages 16 through 19 by having students notice that each sentence has the same pattern: "Some uncles . . .," followed by an action. Invite students to explain what the uncles are doing, then to place those words in the sentence.
- With page 21, ask students to find the silent letter in *listen* (*t*).

Rereading

Encourage students to reread the books with partners. Observe as students read, checking that students recognize previous concept words, such as *mother* and *father*.

Teaching Points

/f/, spelled *ph* (*nephews*); */z/* (*puzzles*)

Performance Assessment

Let students practice writing the word *uncle* with other short *u* words. Elicit from students nouns that have the short *u* sound, such as *pup* or *umbrella*. Have them pair the words with *uncle* in a sentence: "Some uncles have a pup."

Extending the Lesson

The following activities incorporate concept knowledge gained from the Families set.

Objectives

The student will:

- Identify the many people who can be part of a family.
- Appreciate how individual family members are unique and special, and how they contribute to the family.

Entry Point—Engaging the Learners

- Review with students the various family members they met through reading. Encourage students who have such family members to talk about them. Since family issues can be personal, keep the discussion light and fun.
- Ask students if they have ever had big parties or events in which many family members attended. Invite students to share amusing anecdotes and experiences about families.
- Speculate with students why pets could be considered family members. Let students who have family pets describe their pets and share their pets' names, as well as explain the things they and their pets can do together.

Preparation

- A great way for students to explore their own family members is to construct a family tree. For this activity, supply your art center with paper plates, yarn, and cardboard or poster board. Also make sure your art center is stocked with construction paper and other art materials, such as lace, fabric, and stickers.

Activities

- Invite students to share their immediate family members by drawing family portraits to include in a class “Family Album.” Instruct students to

draw their families. Make sure students write each family member's name, too.

- Encourage students to look at the members of their families more closely. Instruct students to draw one family member on each paper plate. Their family members should include grandparents, aunts, uncles, and cousins. Have students arrange the plates on poster board to show how each family member is related. You might refer students to the pages in the Families books that have labels and arrows. Let students glue their plates to the poster board, then connect the plates with yarn to show the relationships. Challenge students to label each plate with the family member's name and relationship. Examples: *Aunt Lucy*, *Cousin John*.
- Ask students to recall something special that a family member has done for them, such as help them with homework, take them to the park, baby-sit, or teach them something special. Encourage students to write a thank-you card to that family member. Fold construction paper to resemble a card. Write “TO:” on the chalkboard for students to copy. Tell them to write the family member's name beneath it. On the inside, instruct students to draw a picture that shows the special thing the family member did. Let students write sentences inside the card that describe the action. Remind students to sign their cards. Encourage students to present the cards to their family members.

Challenging and Checking

Encourage students to recall the 10 family members they learned about by reading the books. Reveal each book to confirm answers until all the family members are named.

Reflecting

Assess what questions students can answer about how family members are related and how they contribute to a family.

Curriculum Connections



The following activities can be used to expand your families studies into other subject areas.

Writing

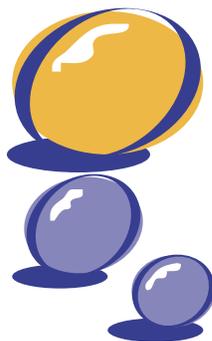
- Encourage students to create *My Family* booklets. Together, brainstorm headings for each page, such as “People in My Family,” “Family Pets,” “What We Do Together, Family Celebrations,” and so on. Have students write and draw to complete the pages. Provide construction paper for students to use to create front and back covers. Then staple the covers and pages together in booklet form.
- Have students write their last names vertically on a sheet of paper, with one letter per line. Then explain how to write an acrostic poem about their families by starting each line of the poem with a letter of their name. Explain that the poems do not have to rhyme.

Role-Playing

- Invite students to meet in small groups to discuss common family events such as birthday parties, picnics, and so on. Have each group create a short skit and dramatize a family event for the class.

Art

- Discuss the ways in which animals can be part of a family. Encourage children to think about the benefits and responsibilities of pet ownership. Then ask them to draw a family pet they have or would like to have. Have them label their drawings with the pet’s name and a sentence that tells about what they do or would like to do together.
- Arrange students into three groups and provide them with old magazines. Explain that they are



going to create collages that show families working, playing, and celebrating together. Assign one topic to each group and have students find and cut out appropriate pictures for their collages. You may want to have group members add descriptive text or captions to the collages.

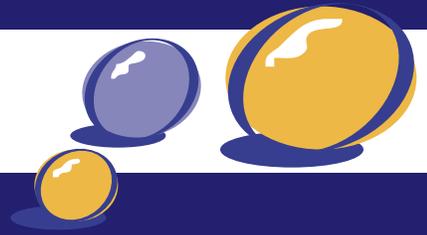
Science

- Provide reference materials and help students investigate animal families. Then create a chart with four columns. In the first column, record the names of common animals such as *elephant*, *horse*, and so on. Label the remaining columns *mother*, *father*, and *baby*. Record any terms students know or have learned for each animal family member, such as *cow*, *bull*, and *calf*. Encourage them to continue to use the reference materials to add other animal family names to the chart.

Math

- Arrange students in pairs and provide them with old magazines. Have them cut out pictures of families and glue each picture to a separate sheet of paper. Then work with pairs to record a word problem for each picture, such as “5 people are sitting. 3 people are standing. How many people are there in all?” Collate the pages to create a Family Math Book for students to read and solve the problems.
- Divide the class in groups. Ask students to each write down the number of people in their immediate families, including themselves. Have group members add the numbers to discover how many family members they have all together. Then meet as a class to create a bar graph based on the same information. Ask questions that can be answered by studying the graph, such as “How many students have five people in their family?”

Family Tree



Name _____

Date _____

Write your name on the line in the tree trunk. Then write the names of your family members on the lines in the tree branches. Include in the name how each family member is related to you. For example, you might write "Sister Karen" or "Uncle Paul." See how many family members you can remember!

Family Tree

Draw and Write About It



Name _____

Date _____

Family Member _____

On the line above, write the name of a family member. In the box, draw this person. On the lines below, write sentences to tell about your family member.

From School to Home



The following activities encourage students to share what they have learned with family and friends at home.

Schoolwork to Bring Home

- Invite students to bring home any writing assignments that you choose not to keep for assessment purposes. Encourage students to describe the books they read and how their writing reflects what they learned.
- Invite students to take home their family autograph books for family members to sign. Explain that they can keep the book on display and ask visiting relatives to sign as well.
- Suggest that students share with family members the family trees and the *My Family* booklets they created.
- Let students take turns taking home the *Family Math Book* they made to share with their families.

Show What You Know

- Have students each write a riddle about a member of their extended family. Explain that the riddles should include a clue that shows what they know about family relationships. For example, a riddle about a baby cousin might be “He is very little. His father is my uncle. Who is he?” Ask students to take the riddles home for members of the immediate family to solve.
- Review the terms *male* and *female*. Then display the titles in the Families set. Ask students to sort the title terms into categories of male, female, or both. Have students create charts that list male and female members of their own families. Remind them to use titles to identify each person, such as *Grandmother Sanchez* or *Uncle Lee*.

Activities to Do at Home

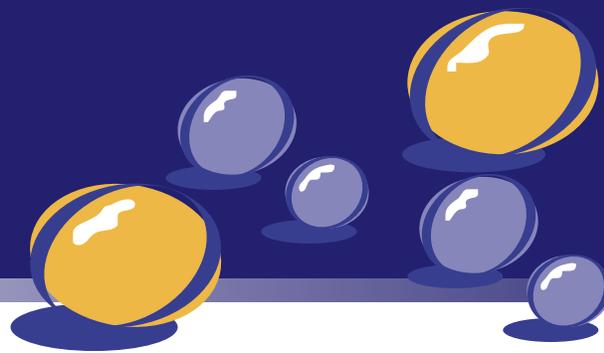
- Have students discuss with their families celebrations and other special events the family enjoys together. Ask students to draw pictures that tell about a celebration or event.
- Encourage students to work with family members to create a *Responsibility Chart* that lists tasks each person is responsible for, such as putting away dishes, feeding a pet, and so on. Have them post the chart where family members can use it as a reminder.
- Ask students to work with family members to plan a special family dinner. Suggest that they create something for the dinner, such as a written menu, place cards with each person’s name, decorated placemats, or a centerpiece to mark the occasion. If possible, have students ask a family member to photograph the event.
- Have students ask their families to show them family photographs or videos and talk about how each person is related. Invite interested students to bring in a photograph of a family member to share with the class.

Back in Class

- Have students share with their classmates the pictures they drew of family celebrations or special events. Display the pictures on a bulletin board for all to enjoy.
- Let students who bring family photographs to class use their best manners to “introduce” a family member to their classmates.



Assessment



The following pages include assessment tools that can be used to assess student knowledge, behaviors, skills, and strategies.

Included with this Pebble Teaching Guide are three assessment instruments for use with this Pebble Books set. Teachers may use these tools to assess a student's skills, behaviors, and strategies in reading; to encourage effective prereading and postreading thinking skills; and to test each student's informational literacy skills. Following is a brief explanation of how each assessment tool provided here can be used.

Reading Skills, Behaviors, and Strategies Chart

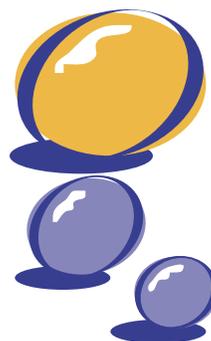
Use this checklist to assess a student's fundamental literacy abilities. Enter the title of a book on the left-hand side of the chart. Then record a student's demonstrated abilities in the appropriate box on the chart. The abilities highlighted at the top of the chart range from fundamental to somewhat more advanced. Overall they emphasize basic reading and print literacy skills, behaviors, and strategies. Complete this student performance assessment chart by adding formal and informal observations in the open column on the far right. Additional lines on the chart may be used to record a student's abilities as demonstrated by reading books outside those included in this Pebble Books set or the unit to which it belongs.

Think About It Chart

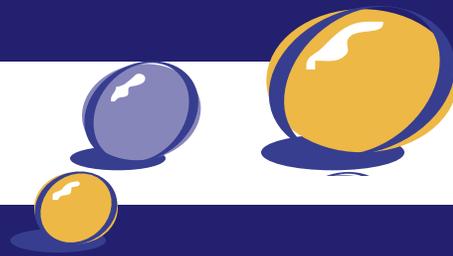
This chart, to be completed by the student, is modeled after the familiar K-W-L chart. The *Think About It* chart asks students to identify through writing what they already know about one of the subjects in this Pebble Books set; what they would like to learn about that subject; and then (to be completed during or after reading) what they actually learned from reading that Pebble Book. By its nature, this pre- and postreading activity encourages students to set and check purposes for reading.

Informational Literacy Behavior and Strategies

To be completed by the teacher and conducted as a student interview, this assessment tests a student's ability to use informational, and primarily nonfiction, texts. Teaching students to find information rather than simply to memorize it was ranked highest in importance in a recent survey by the Association for Supervision and Curriculum Development. Teachers can use this assessment tool to check whether students are developing these informational literacy skills. Teachers also may want to develop their own similar assessment to test students' facility with other informational literacy skills that are emphasized in the Pebble guided reading lessons.



Think About It



Name _____

Date _____

What I know about _____



What I want to know about _____



What I learned about _____

Informational Literacy Behaviors and Strategies



Name _____

Date _____

Have students briefly answer the following questions. Students may dictate answers for you to record. You may also record your observations.

1. Can you find the title page? What is the author's name?

2. Where is the table of contents? What does it tell you about this book?

3. How did the photographs (diagrams, graphs) help you read this book?

4. Where is the glossary? What do you use a glossary for?

5. Find the index. What does the index tell you? Show how to use the index.

6. Find the page with Internet sites about this topic. What are Internet sites?
