

FROM THE CREATORS OF **THE F&P TEXT LEVEL GRADIENT™**



Fountas & Pinnell  
**Classroom™**

AN INTRODUCTION TO  
THE **FUTURE** OF LITERACY EDUCATION

**GRADE 1**

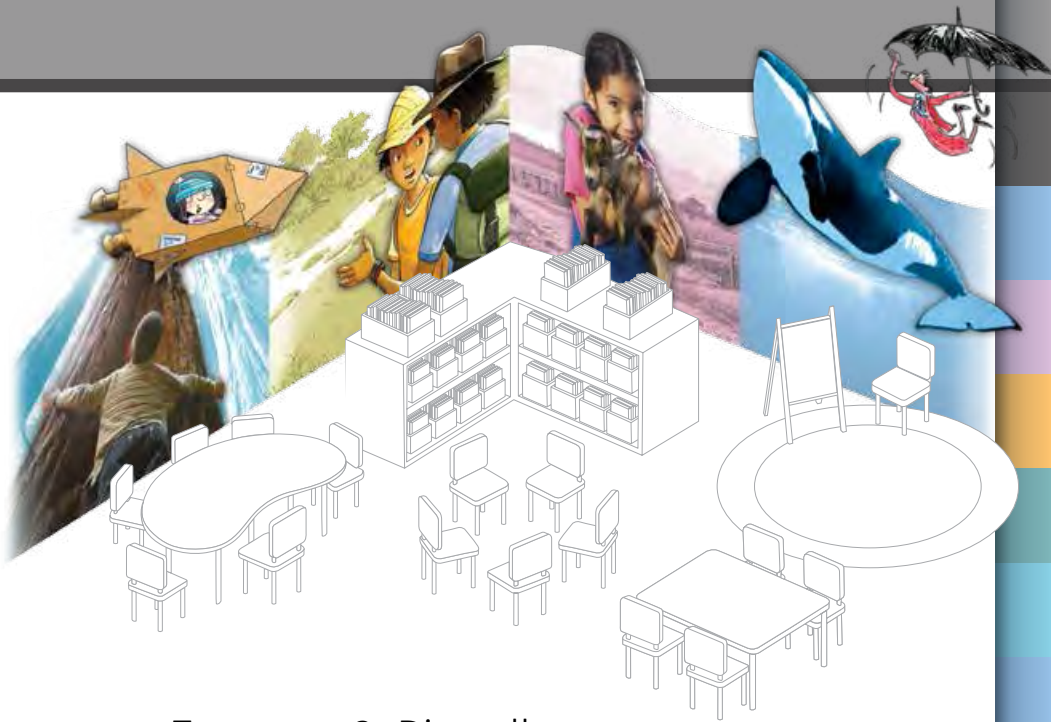
Reflect  
Reimagine  
Redefine

The future  
of literacy  
education  
is **here.**

Lift students'  
learning beyond  
the walls of the  
classroom with texts  
and a blueprint for  
teaching that create  
authentic experiences  
in reading, thinking,  
talking, writing, and  
reflecting to realize  
what it truly means to  
**live a literate life.**



*The stunning landscape illustrations featured throughout reflect a sample of the artwork from the hundreds of new, original books that are part of Fountas & Pinnell Classroom™.*



# Fountas & Pinnell Classroom™

YOUR CLASSROOM is a place where students learn how to read, write, and expand all of their language skills, but it is much more. It is a place where they learn how to be confident, self-determined, curious, kind, and literate members of a community.

**Fountas & Pinnell Classroom™** provides the opportunity for students to:

- see themselves reflected in the books they read and write about
- grow as thoughtful users of literacy
- engage in real reading, writing, and thinking

**and for teachers to:**

- work at the cutting edge of students' learning
- support independence and student agency
- understand the critical role of responsive teaching in leading literacy learning forward.

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DESIGNED TO  
CHANGE THE  
LANDSCAPE OF  
LITERACY  
EDUCATION

## A first-of-its-kind system for high-quality, classroom-based literacy instruction

Fountas & Pinnell Classroom™ (FPC) is a coherent literacy system for prekindergarten through grade 6 that honors responsive teaching using an inquiry-rich, multi-text approach.

Fountas & Pinnell Classroom™ stands apart from reading programs in its commitment to the following principles:



### 1 INSTRUCTIONAL COHERENCE

While the benefits of the whole are inherent in each of the parts, *Fountas & Pinnell Classroom™* is designed as a coherent system. Each instructional context in the system is reciprocally connected to the others, improving student outcomes and creating equitable literacy opportunities for all students.

### 2 RESPONSIVE TEACHING

The moment-to-moment instructional decisions that teachers make, based on their observations and analysis of student's learning behaviors, are honored and supported by *Fountas & Pinnell Classroom™*. In this system, you teach individual readers, not a program. Consider each lesson a blueprint for instruction to best support the learners in the classroom.

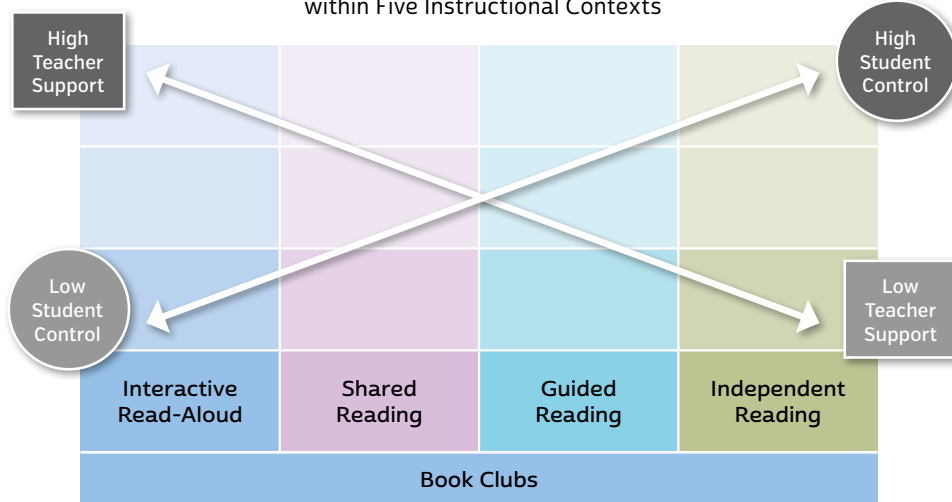
### 3 MULTI-TEXT APPROACH

Books, lots of authentic books, are at the heart of *Fountas & Pinnell Classroom™*: exciting books to stir imagination; challenging books to lift every reader; and diverse books to expand readers' knowledge of the world. Every title is carefully crafted or selected to support an instructional context. Every title has a purpose. *FPC* contains five text-based instructional contexts to engage students in reading, writing, thinking, and talking with varied levels of teacher support.

WHEN

HOW

Levels of Teacher Support for Reading within Five Instructional Contexts



Fountas & Pinnell  
**Classroom™**

**4 STUDENT INQUIRY**

Children are curious. *Fountas & Pinnell Classroom™* allows children's curiosity to propel authentic learning and discovery. As children think across texts, they pursue lines of inquiry that interest and engage them as learners, and build knowledge of different topics and themes across a range of disciplines.

**5 LANGUAGE-BASED**

When children talk, they communicate and refine their ideas, reveal their understandings and perspectives, and make meaning from texts and experiences. Reading is thinking grounded in text. Students talk reflects their thinking. *Fountas & Pinnell Classroom™* is rich with robust opportunities for varied talk structures within each instructional context.

**6 TEACHER EXPERTISE**

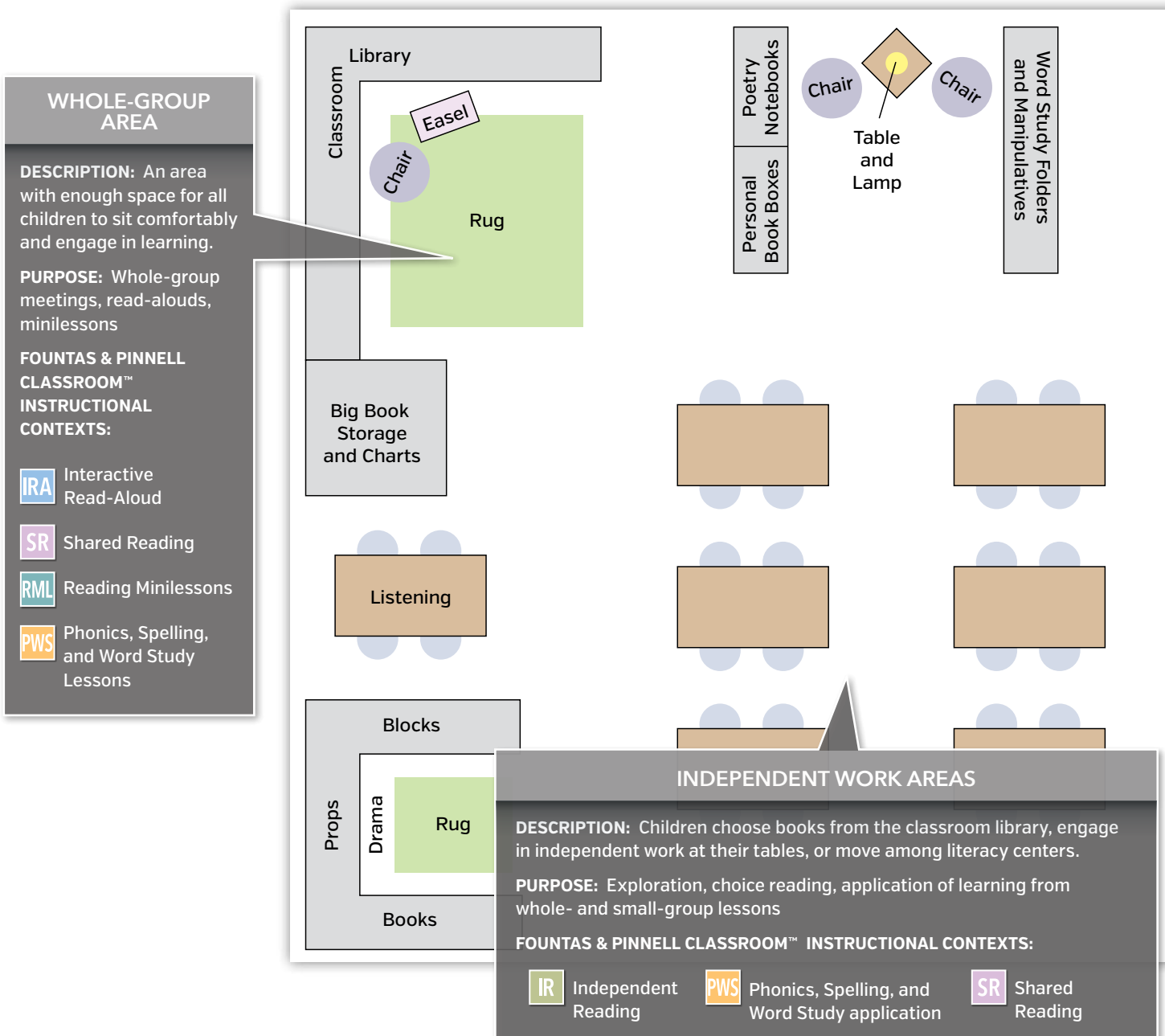
Whether you are a new teacher or one with years of experience, *Fountas & Pinnell Classroom™* both relies upon and contributes to your expertise as a teacher. Your knowledge of your students informs responsive teaching. The extensive professional learning tools woven into the system help educators to develop their craft, strengthen instructional decision-making, and deliver high-impact literacy instruction.



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## Organizing Your Fountas & Pinnell Classroom™

Learning deepens when students read, and think, talk, and write about authentic texts across different instructional contexts that take place within a whole-group, in small-groups, and independently. The classroom becomes a space where learning comes alive—a space where books propel children’s learning and high-impact teaching increases the efficiency and effectiveness of instruction.



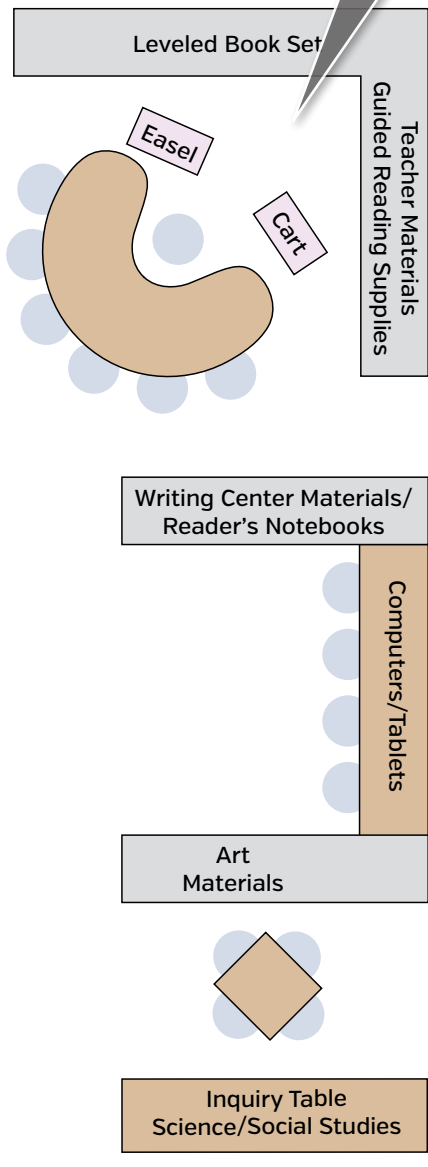
**SMALL-GROUP AREA**

**DESCRIPTION:** A quiet area of the classroom containing a round or horseshoe table situated for monitoring the rest of the class.

**PURPOSE:** Small-group reading instruction

**FOUNTAS & PINNELL CLASSROOM™ INSTRUCTIONAL CONTEXTS:**

**GR** Guided Reading    **BC** Book Clubs

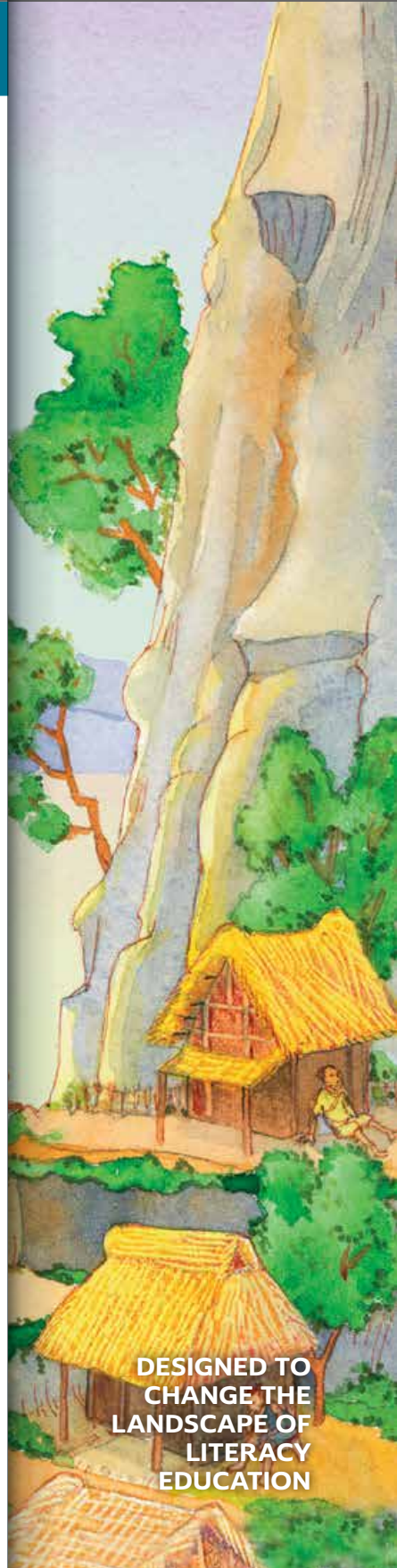


**BUILDING A CLASSROOM COMMUNITY**

The design of the classroom supports the building of community. Preparing your *Fountas & Pinnell Classroom™* means taking into account whole-group, small-group, and independent learning that, with high-impact teaching, enable students to:

- grow as thoughtful users of literacy
- see themselves reflected in the books they read and write about
- learn how to be confident, curious, kind, and literate members of a community.

The learning spaces in your classroom help transform learning—where the walls fade away to a world of opportunity beyond.



**DESIGNED TO CHANGE THE LANDSCAPE OF LITERACY EDUCATION**

## Instruction in Your Fountas & Pinnell Classroom™

*Comprehensive resources for a systematic approach to literacy learning*

Ignite learning with thousands of student texts, lessons, and resources within these major instructional contexts:

### WHOLE-GROUP TEACHING

1. Interactive Read-Aloud
2. Reading Minilessons
3. Shared Reading
4. Phonics, Spelling, and Word Study Lessons

### SMALL-GROUP TEACHING

5. Guided Reading
6. Book Clubs/Literature Discussion

### INDEPENDENT LEARNING

7. Independent Reading

### EACH GRADE LEVEL (K-6) WILL ALSO INCLUDE:

- Essential Questions and Inquiry-Based Learning Opportunities
- Professional Learning Tools
- Writing About Reading
- Interactive Writing
- Shared Writing
- Assessment
- Digital Resources

### INDEPENDENT READING

A carefully curated collection of authentic children's literature that provides the opportunity for students to develop tastes as readers and to read a large number of self-selected books independently. With accompanying conferring cards, you can make specific teaching points in brief conferences that lead the individual reader forward.

- 150 titles per grade K-2
- 200 titles per grade 3-6
- Conferring card per title

IR

GR

### GUIDED READING

The most powerful and engaging authentic, original texts to build each student's ability to process increasingly challenging books with fluency and comprehension. Build a rich guided reading collection over time with:

- 1,300 titles spanning grades K-6
- Lesson folder per title

BC

### BOOK CLUBS/ LITERATURE DISCUSSION

An authentic opportunity to bring students together for in-depth discussion of a captivating trade book they have read in order to extend thinking and learn about themselves as readers.

- 32 titles per grade K-3
- 48 titles per grade 4-6
- Facilitator card per title



## WHEN

## HOW

### READING MINILESSONS

*The Reading Minilessons Book* provides brief, focused and practical whole-class lessons on the topics of Management, Literary Analysis, Strategies and Skills, and Writing About Reading.

- 150 minilessons per grade K-6

RML

### INTERACTIVE READ-ALOUD

A collection of the very best age-appropriate, grade-appropriate trade books to promote the joy of reading, expand vocabulary, and nurture the ability to think, talk, and write about texts that fully engage students' interest.

- 120 titles per grade PreK-6
- Lesson folder per title

IRA

PWS

### PHONICS, SPELLING, AND WORD STUDY

Explicit lessons for whole-group instruction and small-group application that help students explore, attend to, learn about, and efficiently use sounds, letters, and words.

- 100 lessons per grade K-5

SR

### SHARED READING

An exquisite collection of original texts (enlarged and accompanying small versions) that nurture students' abilities to construct meaning in a supported context so they can enjoy reading and learn critical concepts of how texts work.


- 200 titles spanning grades PreK-3
- Lesson folder per title

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# The Fountas & Pinnell Classroom™ System

While the benefits of the whole are inherent in each of the parts, *Fountas & Pinnell Classroom™* is designed as a coherent system. Each context plays an essential role that contributes in different ways to every student's development as a reader, writer, and language user.

Digital Components
<b>ONLINE RESOURCES</b> <ul style="list-style-type: none"> <li>Printable Lessons, Cards, Recording Forms, and other resources</li> </ul>
<b>AUDIO BOOKS</b> <ul style="list-style-type: none"> <li>Shared Reading titles</li> </ul>
<b>ASSESSMENT TOOLS</b> <ul style="list-style-type: none"> <li>Online Data Management System</li> <li>Reading Record App for iPad®</li> </ul>
<b>PROFESSIONAL LEARNING TOOLS</b> <ul style="list-style-type: none"> <li>Professional Development Video Library</li> <li>Fountas &amp; Pinnell Literacy™ Community</li> </ul>
<b>DIGITAL EDITIONS</b> <ul style="list-style-type: none"> <li>The Literacy Continuum</li> <li>Prompting Guides</li> <li>Literacy Beginnings</li> </ul>

	Pre-Kindergarten	Kindergarten
 <b>GUIDED READING</b> <b>GR</b>		<ul style="list-style-type: none"> <li>1 100 original titles: levels A–G (6 copies each)</li> <li>1 100 Lesson Folders</li> <li>2 100 original titles: levels A–H (6 copies each)</li> <li>2 100 Lesson Folders</li> </ul>
<b>INTERACTIVE READ-ALOUD</b> <b>IRA</b>	<ul style="list-style-type: none"> <li>2 120 trade titles</li> <li>2 120 Lesson Folders</li> </ul>	<ul style="list-style-type: none"> <li>1 120 trade titles</li> <li>1 120 Lesson Folders</li> </ul>
<b>READING MINILESSONS</b> <b>RML</b>		<ul style="list-style-type: none"> <li>2 The Reading Minilessons Book, Kindergarten [contains 150 reading minilessons]</li> </ul>
<b>SHARED READING</b> <b>SR</b>	<ul style="list-style-type: none"> <li>1 30 original titles [Big books and accompanying 6-copy small book sets]</li> <li>1 30 Lesson Folders</li> <li>2 Shared Poetry Charts, PreK</li> </ul>	<ul style="list-style-type: none"> <li>1 65 original titles [Big books and accompanying 6-copy small book sets]</li> <li>1 65 Lesson Folders</li> <li>2 Shared Poetry Charts, Kindergarten</li> </ul>
<b>PHONICS, SPELLING, WORD STUDY</b> <b>PWS</b>		<ul style="list-style-type: none"> <li>1 Fountas &amp; Pinnell Phonics, Spelling, and Word Study System, Kindergarten</li> </ul>
<b>INDEPENDENT READING</b> <b>IR</b>		<ul style="list-style-type: none"> <li>1 150 trade titles</li> <li>1 150 Conferring Cards</li> </ul>
<b>BOOK CLUBS</b> <b>BC</b>		<ul style="list-style-type: none"> <li>2 32 trade titles [6 copies each]</li> <li>2 32 Facilitator Cards</li> </ul>
<b>PROFESSIONAL LEARNING TOOLS</b> <b>PLT</b>	<ul style="list-style-type: none"> <li>The Literacy Continuum</li> <li>Literacy Beginnings</li> <li>2 FPC System Guide, PreK</li> </ul>	<ul style="list-style-type: none"> <li>The Literacy Continuum</li> <li>Guided Reading, 2nd Ed.</li> <li>Prompting Guides 1 &amp; 2</li> <li>Reader's Notebooks</li> <li>Benchmark Assessment System, 3rd Ed.</li> <li>1 FPC System Guide, Kindergarten</li> </ul>

● AVAILABLE    1 RELEASE • October 2017    2 RELEASE • October 2018

## WHEN IMPLEMENTATION TIMELINE

## HOW

	Grade 1	Grade 2
	<ul style="list-style-type: none"> <li>1 100 original titles: levels A–J (6 copies each)</li> <li>1 100 Lesson Folders</li> <li>2 100 original titles: levels D–M (6 copies each)</li> <li>2 100 Lesson Folders</li> </ul>	<ul style="list-style-type: none"> <li>1 100 original titles: levels E–N (6 copies each)</li> <li>1 100 Lesson Folders</li> <li>2 100 original titles: levels F–P (6 copies each)</li> <li>2 100 Lesson Folders</li> </ul>
	<ul style="list-style-type: none"> <li>1 120 trade titles</li> <li>1 120 Lesson Folders</li> </ul>	<ul style="list-style-type: none"> <li>1 120 trade titles</li> <li>1 120 Lesson Folders</li> </ul>
	<ul style="list-style-type: none"> <li>2 The Reading Minilessons Book, Grade 1 [contains 150 reading minilessons]</li> </ul>	<ul style="list-style-type: none"> <li>2 The Reading Minilessons Book, Grade 2 [contains 150 reading minilessons]</li> </ul>
	<ul style="list-style-type: none"> <li>1 65 original titles [Big books and accompanying 6-copy small book sets]</li> <li>1 65 Lesson Folders</li> <li>2 Shared Poetry Charts, Grade 1</li> </ul>	<ul style="list-style-type: none"> <li>1 30 original titles [Big books and accompanying 6-copy small book sets]</li> <li>1 30 Lesson Folders</li> <li>2 Shared Poetry Charts, Grade 2</li> </ul>
	<ul style="list-style-type: none"> <li>1 Fountas &amp; Pinnell Phonics, Spelling, and Word Study System, Grade 1</li> </ul>	<ul style="list-style-type: none"> <li>2 Fountas &amp; Pinnell Phonics, Spelling, and Word Study System, Grade 2</li> </ul>
	<ul style="list-style-type: none"> <li>1 150 trade titles</li> <li>1 150 Conferring Cards</li> </ul>	<ul style="list-style-type: none"> <li>1 150 trade titles</li> <li>1 150 Conferring Cards</li> </ul>
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Visit [www.pearson.com.au](http://www.pearson.com.au) for the grades 3-6 implementation timeline. Pre-publication data subject to change.

## Your Fountas & Pinnell Classroom™ Literacy Opportunities








In *Fountas & Pinnell Classroom™* learning is engaging and authentic; it empowers students with what they need to know how to do as successful users of literacy and as citizens of the world.

### CREATING COHERENCE

All of the instructional contexts of *FPC* fit together in a coherent way and offer students multiple opportunities to access complex, age-appropriate texts; and engage in powerful small-group, whole-group, and independent reading that propels their learning.

### FITTING IT ALL TOGETHER

*Start with this suggested framework, or design your own*

INSTRUCTIONAL CONTEXT	ACTIVITY OPTIONS	MINUTES EACH DAY
GROUP MEETING	<ul style="list-style-type: none"> <li>Bring the classroom community together to introduce/discuss the day and set goals.</li> </ul>	5
INTERACTIVE READ-ALOUD LESSON	 <ul style="list-style-type: none"> <li>Teacher reads aloud a book from a text set and students share their thinking. The text experience often leads to writing about reading in the <i>Reader's Notebook</i>.</li> </ul>	15
SHARED READING	 <ul style="list-style-type: none"> <li>Teacher engages students in shared reading using enlarged print books and shared poetry charts and often leads to shared/interactive writing.</li> </ul>	10
PHONICS, SPELLING, AND WORD STUDY LESSON	 <ul style="list-style-type: none"> <li>Teacher provides an explicit, inquiry-based lesson on a phonics principle that children can apply to reading and writing.</li> </ul>	10
BREAK		
READING MINISESSION	 <ul style="list-style-type: none"> <li>Teacher provides an explicit minilesson for children to apply to their independent reading and writing about reading/drawing.</li> </ul>	10
SMALL-GROUP INSTRUCTION	 <ul style="list-style-type: none"> <li>Teacher meets with 3 Guided Reading groups each day.</li> </ul>	60
INDEPENDENT LITERACY WORK	 <ul style="list-style-type: none"> <li>Teacher initiates Book Clubs as appropriate, and they meet about once per month.</li> </ul>  <ul style="list-style-type: none"> <li>Rotate through Literacy Centers <b>OR</b> engage in four tasks:               <ol style="list-style-type: none"> <li>Read a book</li> <li>Listen to a book</li> <li>Work on writing</li> <li>Work on letters/words (application from Phonics lesson)</li> </ol> </li> </ul>	
GROUP SHARE	<ul style="list-style-type: none"> <li>Gather students together to reflect on and share learning.</li> </ul>	10
BREAK		
WRITERS' WORKSHOP	<ul style="list-style-type: none"> <li>Teacher provides an explicit minilesson and then supports individual students as they work on their own writing or convenes a guided writing group.</li> </ul>	60
		<b>TOTAL: 3 HOURS</b>

Suggested time allotments shown are for utilizing the instructional contexts of *Fountas & Pinnell Classroom™* within your Grade 1 classroom.

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## BENEFITS OF INTERACTIVE READ-ALOUD

Through interactive read-aloud children can:

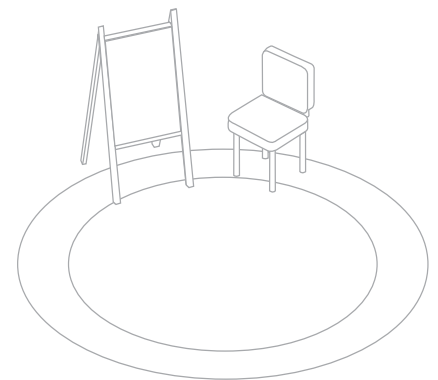
- Connect to the lives of others and their world.
- Build and develop ideas as a community.
- Engage in meaningful conversation.
- Deepen comprehension.
- Expand knowledge and vocabulary through listening and talking.
- Be exposed to complex language patterns.
- Make connections between texts.
- Study characteristics of different genres.

## Expand students' thinking across the year with books that spark discussion and inquiry

Interactive Read-Aloud promotes the joy of reading, expands children's vocabulary, and increases their ability to think, talk, and write about texts that fully engage their interest.

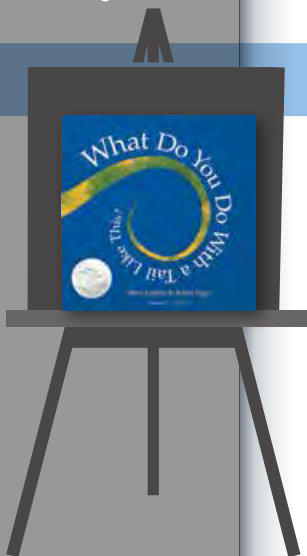
### Interactive Read-Aloud At A Glance

- Whole-group instruction
- During interactive read-aloud, teacher reads aloud a selected text to children, occasionally pausing for conversation
- Texts are organized into text sets for highly intentional teaching
- Texts are beyond the instructional reading level of most children
- Children are listening to the text and viewing the illustrations
- Text-based discussion helps children construct meaning
- Children make connections between books in the text set.



### Texts and Instruction for Interactive Read-Aloud

The *Fountas & Pinnell Classroom™ Interactive Read-Aloud* collection is the foundation for literacy instruction, and is organized into 25 text sets that reflect a global perspective with a diversity of characters, settings, and topics. Each text set contains four to six high-quality picture books with engaging illustrations that represent a variety of authors and illustrators, topics, genres, themes, and text structures. Each set of texts has been carefully curated around a connecting idea, central theme, or study of a particular author, illustrator, or genre.





# RESOURCES

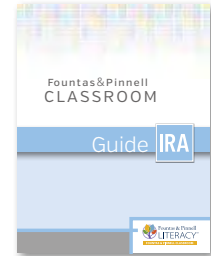
## Put Interactive Read-Aloud into Action

Books are in a recommended sequence based on typical instructional emphases and the likely needs of a classroom community throughout the school year; however, as you discover your students' needs and interests, you may wish to present the text sets in a different order.



### *Fountas & Pinnell Classroom™ Interactive Read-Aloud Collection Guide*

A brief guide that provides an overview of the components and implementation of the *FPC Interactive Read-Aloud* collection.



### *Interactive Read-Aloud Books*

**120 trade titles, 1 copy of each**

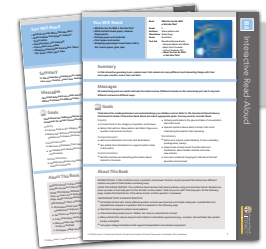
This carefully curated collection of the very best age- and grade-appropriate trade books is at the heart of literacy instruction in your classroom. Designed to nurture students' ability to construct meaning in an interactive, talk-rich context, the interactive read-aloud books are organized into text sets to help students make connections among ideas and notice parallels in the craft of writing across multiple texts.



Best trade book choices in curated text sets

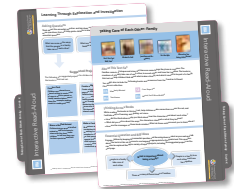
### *Interactive Read-Aloud Lesson Folders*

120 lesson folders to support teachers in providing high-quality, cutting-edge lessons that boost, engage, and extend students' reading, writing, and language skills.



### *Inquiry Overview Cards and Inquiry Projects*

25 Inquiry Overview Cards (1 per text set) that feature a brief overview of the text set, opportunities to think across books, an essential question and big ideas to guide thinking and discussion, as well as a menu of projects to encourage exploration and inquiry.



### *FPC Interactive Read-Aloud Online Resources*

The resources needed for each lesson, including:

- PDFs of each lesson
- Video Library



Guide	Books	Lessons	Access
<i>Fountas &amp; Pinnell Classroom™ Interactive Read-Aloud Collection Guide</i>	Carefully curated collection of exquisite trade titles • 120 titles	• 120 Lesson Folders • 25 Inquiry Overview Cards	Unlimited online access to lesson resources by title

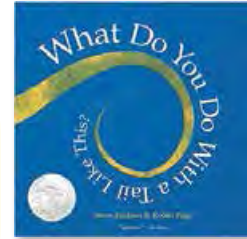
Familiarize yourself with the **at-a-glance information** on each book as well as the list of other texts in the **text set**.

Gather the **materials** needed to prepare for and present the lesson.

**You Will Need**

- *What Do You Do With a Tail Like This?*
- White bulletin board paper, markers, finger paints
- Drawing paper and materials
- Chart paper and marker
- Wrapping paper/paper towel tubes, fabric, felt, and/or paper, glue, tape

**Book** *What Do You Do With a Tail Like This?*  
**Grade** 1  
**Authors/ Illustrators** Steve Jenkins and Robin Page  
**Genre** Nonfiction  
**Text Set** Question/Answer Books  
 • *Animals Black and White*  
 • *Best Foot Forward*  
 • *A Cool Summer Tail*  
 • *What Do You Do With a Tail Like This?*



IRA

Interactive Read-Aloud

Convey the **main** or “**big**” ideas of the text.

**Summary**

In this interactive guessing book, readers learn that animals do many different and interesting things with their ears, eyes, mouths, noses, feet, and tails.

**Messages**

All animal body parts are useful and help the animal survive. Different animals use the same body part, but it may look different and work in different ways.

Choose or modify **Goals** (align to *The Literacy Continuum*) to match the learning needs of students.

**Goals**

Think about the reading behaviors and understandings your children control. Refer to *The Fountas & Pinnell Literacy Continuum* for Grade 1 Interactive Read-Aloud and select appropriate goals. You may want to consider these:

**Inquiry**

- Connect texts in the category of question and answer.
- Notice that authors Steve Jenkins and Robin Page use a question and answer structure.

- Actively participate in the give and take of conversation about the book.
- Express opinions about which animal is the most interesting and explain their reasoning.

**Comprehension**

- Gain new information from text and illustrations.
- Use details from illustrations to support points made in discussion.

**Vocabulary**

- Notice and acquire understanding of new vocabulary [*underground, pesky*].
- Acquire new content words from the book and illustrations, about familiar animals and some new animals.
- Use some academic language to talk about the text [*question and answer*].

**Communication**

- Identify and discuss interesting information about animals in the book.

Draw student’s attention to the book’s **genre, structure, and important characteristics** before or after reading using the About This Book section.

**About This Book**

**GENRE FOCUS** In this nonfiction book, a question-and-answer format is used to present facts about how different animals use parts of their bodies in amazing ways.

**HOW THE BOOK WORKS** This nonfiction book teaches facts about animals, using an interactive format. Readers see close-up views of one body part on five animals, and are asked “what do you do with” that body part. On the following page, readers find illustrations of the whole animal, and the question is answered.

**IMPORTANT TEXT CHARACTERISTICS**

- Informational text with clearly defined question-and-answer structure and simple categories. A predictable and repeated text sequence: A question that is answered on the following page
- Text that is arranged in playful visual patterns
- A few interesting words new to children, but easy to understand in context
- Many animals that may be beyond most children’s immediate experiences (e.g., *scorpion, horned lizard, blue-footed booby, archerfish*)
- Cut-paper collage illustrations that support interpretation and enhance enjoyment

# Interactive Read-Aloud LESSON FOLDER

Introduce the Text with these suggestions to pique children's interest and engage their thinking about the meaning of the text.

## Introduce the Text

Consider the strengths and needs of your children and the demands of the text as you introduce and read the book. Example questions are provided. Make the introduction and reading interactive, allowing time for children to respond between questions (indicated by ●).

- The last question-and-answer book in the set is *What Do You Do With a Tail Like This?*
- Open the book to display both the front and back covers. *Why do you think the illustrators made the title of the book curve like this?*
- This book asks questions about different animals. See if you can figure out the answers and learn interesting facts about animals, too.

## Read the Text

Stop a few times to invite thinking and a brief conversation. Children may turn and talk in pairs or threes. Some stopping points and quick comments are suggested, below.

- After pages 3–4: *Which animals do you think these noses belong to? ● What do you think they use their noses to do?*
- After pages 5–6: *Turn and talk to your partner about how these animals use their noses. Pause for a brief discussion. As you listen to the rest of the book, think about the new information that you are learning.*
- After page 16: *What do you use your eyes for? ● Let's find out if any of these animals use their eyes in the same way that people do.*
- After pages 25–26: *Turn and talk to your partner about which animal you think uses its mouth in the most interesting way. Pause for a brief discussion. Ask some volunteers to share their ideas. Why is that interesting to you?*

## Discuss the Text

Invite children to talk about the book. Some prompts to engage thinking are suggested below.

- Display pages 13–14. *What are some different ways that animals use their tails?*
- The authors first ask you "what do you do with" an animal body part, and then answer the question on the next page. *How does this question-and-answer pattern help you to know what you are going to find out next?*
- The authors teach facts about how some animal use parts of their bodies. *When a book tells you facts, or true information, is it fiction or nonfiction?*
- *What is the big idea the authors want you to understand?*

Guide children toward the key understandings of the text. Some key understandings children may express are:

### Numbering Book Pages

Begin numbering this book on the left-hand page with the illustration of the fish head and end with the right-hand page that begins with the words, "... causes water to bead up ..." for a total of 30 pages.

Stop at suggested points during the reading of the text to engage children's thinking with important aspects of the text.

- Model the correct pronunciation of the animals mentioned in the book.



**Prompting Guide, Part 2**  
Refer to pages 15, 27, and 35 as needed



**Prompting Guide, Part 2**  
Refer to pages 36 and 40 as needed

Refer to the Prompting Guides, Part 1 and Part 2 with these point-of-use references.

Extend student's thinking within, beyond, and about the text with discussion suggestions and prompts.

### Thinking **Within** the Text

- Some animals use their noses to dig, find a meal, breathe, or bathe.
- Some animals use their ears to keep cool or to hear far away sounds.
- Animals may use tails to hang or sting.
- Some animals use their eyes to see far away, or to look in different directions.
- Animals may use feet to eat or dance.
- Some animals use their mouths to scoop fish, swallow, or catch insects.

### Thinking **Beyond** the Text

- ◆ It is fun to guess which animals the authors are going to talk about by looking at the illustrations.
- ◆ This book gives a lot of information about differences in animals.
- ◆ Some animals use parts of their bodies, such as their ears, eyes, noses, and feet, as humans do, and some use them in different ways.

### Thinking **About** the Text

- Steve Jenkins and Robin Page are both the authors and illustrators of this book.
- The title on the cover is written in the shape of a tail.
- The authors write some sentences in shapes.
- The last pages of the book have more interesting facts about the animals.



Support **English learners** in processing the text and benefiting from the teaching with these suggestions for modifying or scaffolding instruction.

## Respond to the Text

Engage the children in additional experiences to enhance their appreciation and interpretation of the text.

**INTERACTIVE WRITING AND ART** Tape a large piece of white bulletin board paper to a wall, low enough so that children can reach it. At the top, write "What do you do with a hand like this?" Then, ask children to suggest the many different things they can do with their hands and write their suggestions around the paper, using curvy and other styles, as in the book. Help children with writing, as needed. Then, have each child use finger paint to add his or her handprints to the paper.



**BOOK MAKING** Have children share interesting facts they have learned from this book. Revisit the text and illustrations, as well as the note pages at the end, to help them recall other facts. Then, help children write one interesting fact and draw an illustration to match. When finished, children can share their illustrations, and talk about why they think this information is interesting. Assemble children's fact pages into a class book, grouping the facts by the animal body parts, as is done in the book. Have a few volunteers work together to make a cover. Display this book with *What Do You Do With a Tail Like This*.

**ROLE PLAY** Make a variety of animal tails from the story using cardboard wrapping paper tubes or paper towel tubes covered in fabric, felt, or paper. Attach the tails to children and have them pretend to be the different animals in the story, using their tails as in the book. Have children take turns playing the role of the different animals.

### Supporting English Learners

Support children as they complete the interactive writing activity.

- Review answers to the question, "What do you do with hands like these?"
- Provide a sentence frame so children can contribute, such as *I \_\_\_\_\_ with my hands.*

*What Do You Do With a Tail ...* Grade 1

Engage students in **responding to the text** (may include art activities, shared writing, drama, listening or investigative projects) to enhance their appreciation and interpretation of the text.

# Interactive Read-Aloud LESSON FOLDER

**Reread and Revisit the Text** in subsequent readings to deepen comprehension of the text's meaning, build and extend vocabulary, and notice additional aspects of the writer's craft.

Grade  
What Do You Do With a Tail . . .

### Supporting English Learners

Support children as they discuss the book and print features.

- Model using an oral sentence frame to comment on the authors' arrangement of text, such as *The words for the skunk/lizard are written this way to show \_\_\_\_\_.*



**Prompting Guide, Part 2**  
Refer to pages 40 and 52 as needed

**Connect to Other Books** in *Fountas & Pinnell Classroom™* with text suggestions that are related by topic or theme.

*because \_\_\_\_\_, I don't like question-and-answer books because \_\_\_\_\_.*



**Prompting Guide, Part 2**  
Refer to pages 27 and 36 as needed

**Assess and observe** student's learning during and after an interactive read-aloud using specific behaviors and understandings from *The Literacy Continuum*.

## Reread and Revisit the Text

You may want to revisit the whole or parts of the book on the same day, or on subsequent days, so that children can notice more about the text and illustrations.

### Comprehension and Language

- Reread page 2. *On this page the authors tell you their purpose, the reason they wrote this book. What do they want you to learn?*
- Reread pages 19–20. *What part of the animal are the authors asking about here? How do you know?* • Turn to pages 21–22. *What do you see on these pages?* • Help children focus on the feet of each animal in the illustrations on these pages. Look at the chimpanzee's foot, and then turn back to pages 19–20 and find that foot. Repeat this process with each animal.

### Vocabulary

- Display page 6 and reread the facts about the mole. *What does underground mean? • Why does a mole go underground? • Can you think of any other animals that live underground?*
- Display page 13 and reread the facts about the giraffe. *What does the word pesky mean? • When something is pesky, it is annoying or keeps bothering you. Have you ever had a fly or another insect buzz around you until you tried to shoo it away with your hand? This giraffe shoos away pesky flies with its tail instead. Would you like to have a tail to shoo away pesky insects?*

### Book and Print Features

- Display pages 13–14. *The authors write some of the facts in lines that are arranged in unusual ways. Point to and reread the fact about the skunk. Why do you think the authors write the skunk fact like this? • Point to and reread the fact about the lizard. Why might the authors write the lizard fact like this? • Isn't it fun that the authors decided to write the facts in different ways to match the words? Invite students to look through the book and point out other facts written in special ways.*
- Revisit pages 27–30. *The authors give extra information about each animal on these pages. Read one animal fact. Why do you think they give these extra facts at the end of the book?*

## Connect to Other Books (Text Sets)

If you have read other, similar books or other books in this text set, help children make connections between them.

- Display all four of the Question-and-Answer text set books. Talk about which books use photographs and which use illustrations. *Do you like the photographs or the illustrations of the animals better? Why?*
- Turn and talk to your partner about how you like question-and-answer books. Pause briefly for discussion. Ask volunteers to share their thoughts.



## Assess the Learning

Observe children to find evidence that they can:

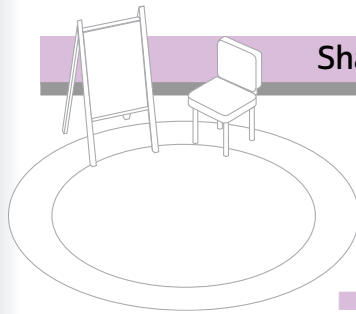
- connect texts in the category of question and answer.
- use details from illustrations to support points made in discussion.
- use some academic language to talk about question and answer books.
- express opinions about which animal is the most interesting and why.
- actively participate in the give and take of conversation.

### STEPS IN THE SHARED READING PROCESS

1. Select a text.
2. Introduce the text to the children.
3. Read the text aloud.
4. Talk about the text with the children.
5. Invite the children to read the text (or part of it) with you.
6. Repeat the shared reading of that text several times.
7. Children may read or listen to the text independently at other times during their day.

## Build a strong early reading foundation with books that engage and excite

Shared Reading is an enjoyable experience for your classroom community and an important opportunity for children to “step up together” into more challenging texts while also beginning to notice and acquire the processes they need to read texts independently.



### Shared Reading At A Glance

- Whole-group instruction
- During shared reading, teacher and children read aloud a large version of an engaging text that is beyond children's ability to read independently
- Texts provide early experiences with print and promote the development of reading processes
- Texts serve as mentor texts
- After the first reading, children take part in multiple, subsequent readings of the text
- Children discuss the text and the teacher selects teaching points based on children's needs.

### Texts and Instruction for Shared Reading

The *Fountas & Pinnell Classroom™ Shared Reading* texts are an exquisite collection of original big books, in a variety of genres, with accompanying lesson folders. Six copies of each book are also provided in a small size for children to revisit during independent reading. Some of the books have special features such as flaps, cutouts, and foldouts to engage and excite children.





# RESOURCES

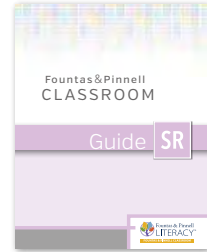
## Put Shared Reading into Action

There is a recommended sequence based on book series, genre, and/or connecting topics; however, the books can be introduced in any order that meets the needs of the children in your classroom.



### *Fountas & Pinnell Classroom™ Shared Reading Collection Guide*

A brief guide that provides an overview of the components and implementation of the *FPC* Shared Reading collection.



### *Shared Reading Books*

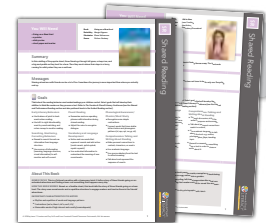
65 original titles, 1 copy of the Big Book and 6 copies of each accompanying small book

An exquisite collection of original titles that nurture students' ability to construct meaning in a supported context so they can enjoy reading and learn critical concepts of how print works.



### *Shared Reading Lesson Folders*

65 lesson folders to support teachers in providing high-quality, cutting-edge lessons that boost, engage, and extend students' reading, writing, and language skills.



### *FPC Shared Reading Online Resources*

The resources needed for each lesson, including:

- PDFs of each lesson
- Video Library
- Shared Reading audiobooks



Guide	Books	Lessons	Access
<i>Fountas &amp; Pinnell Classroom™ Shared Reading Collection Guide</i>	Striking, original titles exclusive to <i>Fountas &amp; Pinnell Classroom™</i> • 65 Big Books • 6 Small Book copies of each title	• 65 Lesson Folders	Unlimited online access to lesson resources by title

### *A place for everything*

Your *Fountas & Pinnell Classroom™* stays organized in functional, durable containers. Appealing books are on display for students to select and read independently.

#### COMPANION RESOURCE:

*Fountas & Pinnell Shared Poetry Charts, Grade 1*

A set of 100 poetry charts will be available in 2018 to expand your shared reading collection.

Gather the **materials** needed to prepare for and present the lesson.

**You Will Need**

- *Going on a Bear Hunt*
- a pointer
- sticky notes
- chart paper and marker

**Book** *Going on a Bear Hunt*  
**Retold by** Margie Sigman  
**Illustrator** Elena Selivanova  
**Genre** Fiction: Fantasy



VIEW THIS BOOK ONLINE

Convey the **main** or “**big**” ideas of the text.

**Summary**

In this retelling of the popular chant, three friends go through tall grass, a deep river, and a big mud puddle as they hunt for a bear. Then they must retrace their steps in a hurry, running for safety when they see a real bear.

**Messages**

Sharing adventures with friends can be a lot of fun. Sometimes the journey is more important than where you actually end up.

Choose or modify the lesson **Goals** (organized into areas of understanding from *The Literacy Continuum*) to match the learning needs of students.

**Goals**

Think about the reading behaviors and understandings your children control. Select goals that will develop their abilities to think like readers as they process a text. Refer to *The Fountas & Pinnell Literacy Continuum* (see the Shared and Performance Reading section and also pertinent levels in the Guided Reading section).

**Early Literacy Behaviors**

- Use features of print to track words when reading.
- Use left-to-right directionality, word-by-word matching, and return sweep to monitor reading.

**Fluent Reading**

- Remember and use repeating phrases with intonation during shared reading.
- Adjust the voice to recognize dialogue.

**Phonological Awareness/Phonics/Word Study**

- Recognize some simple contractions.
- Connect words that have similar letter clusters and phonogram patterns (*st, squ, spl, sw, gr, sh*).

**Searching, Monitoring, Correcting Behaviors**

- Reread to search for and use information from language structure.
- Use sources of information (meaning, language structure, visual information) to self-monitor and self-correct.

**Vocabulary and Language Development**

- Notice and use words that represent sounds and add action (*swish-swash, splish-splash, squish-squash*).
- Use contextual information to understand the meaning of new sound words.

**Comprehension: Talking and Writing About Reading**

- Make personal connections to content, characters, or events.
- Use academic language.
- Use new vocabulary from the text to reflect meaning.
- Talk about and represent the sequence of events.

Draw student's attention to the book's **genre, structure, and characteristics** before or after reading using the About this Book section.

**About This Book**

**GENRE FOCUS** This is a fictional narrative with a humorous twist. It tells a story of three friends going on an extended adventure and finding a bear—not something that happens every day.

**HOW THE BOOK WORKS** Based on a familiar chant, this book tells the story of three friends going on a bear hunt. The story uses sound words and a repetitive structure to engage readers and involve them in the friends' adventures.

**IMPORTANT CHARACTERISTICS TO NOTICE**

- Rhythm and repetition of words and language patterns
- Contractions (*we're, there's, let's, can't, it's*)
- Memorable words of high interest and novelty (onomatopoeia)

# Shared Reading LESSON FOLDER

**Introduce the Text** with suggestions that pique student's interest and engage their thinking about the meaning of the text.

**Support English learners** in processing the text and benefiting from the teaching with these suggestions for modifying or scaffolding instruction.

**Supporting English Learners**  
Support children's understanding of the concepts.

- Explain that the word *hunt* means to look for something. It can be something you have lost or need. It can mean looking for an animal.

Invite students to make predictions and to notice important details during the **First Reading** with these brief prompts.

Evoke discussion during the **Second Reading** with suggested stopping points and prompts.

tions and direction words.

- Read the phrases *under it*, *over it*, and *through it* several times. Discuss and pantomime each action as a group.



**Prompting Guide, Part 1**  
Refer to page 17 as needed



**Prompting Guide, Part 2**  
Refer to pages 12 and 13 as needed

## Introduce the Text

Your goal is to engage the children's thinking and interest in the text before you begin reading it. The following is an example of one way to briefly introduce the book. The introduction should be interactive and should allow time for children to respond (indicated by ●).

- Tell children that today you will be reading a book called *Going on a Bear Hunt* by Margie Sigman. Say the title as if you were going to recite the classic chant. Then ask children if they have heard that before. Invite them to share their experiences.
- *This version of the story has three characters. Let's look at the back of the book and see what the author says about it.* Read the text on the back cover and point out the characters, inviting children to repeat their names. Encourage children to recall the characters' names as they read.

## First Reading

Read **to** the children. Show delight as you read the text to the children, pointing crisply under each word with the pointer. If one-to-one correspondence is strongly controlled by all the readers, you can slide the pointer under each line of text. Take the opportunity to make a few brief comments that enable children to think about and enjoy the text. Welcome children's spontaneous responses as you read.

- Page 3: Before reading the words in the speech bubble, say: *Mike says...* (Point to the words in the speech bubble.)
- Page 7: Before reading the words in the speech bubble, say: *Amy says...*
- Page 11: Before reading the words in the speech bubble, say: *Jack says...* After reading, ask: *How does Jack know which way to go?* (The sign shows a picture of a bear)
- Page 13: [after reading] *What do you think they hear? When I turn the page, read it with me.*
- Page 14: *"It's a bear!"*
- Page 15: Read the text on this page quickly, providing a model for the change in rate. Children may join in as they wish.
- Page 16: [after reading] *What do you think of that? What do you notice about Amy?*

## Second Reading

Read **with** the children. Read the text a second time, but this time, invite children to read the sound words and the text in the speech bubbles along with you. Stop once or twice on this or subsequent readings, choosing from these suggestions. Your goal is for children to enjoy reading the text with minimal interruptions.

- Discuss the book briefly before reading it again. Ask what the story was mainly about.
- Show children hand motions they can make when they hear the words *over*, *under*, and *through*.
- Pages 4-5: [before reading] Invite children to read the sound words as you read the main text.
- Pages 6-7: [after reading] *What do you notice about Jack and Mike on these pages? What is the illustrator showing us?* (Getting through the grass was hard. They are relieved. It is hot.)
- Pages 8-9: [before reading] Invite children to repeat the sound words as you read the main text. [after reading] *Let's look more closely at these illustrations. What do you notice? What do the children have to do to cross through the water safely?*
- Page 12: [before reading] Invite children to repeat the sound words as you read the main text.
- Page 14: [after reading, before turning the page] *Get ready! We're going to read really fast!*
- Page 16: *What differences do you notice between the characters?*

Invite students to talk about the text with these discussion suggestions for **extending student's thinking** *within, beyond and about* the text.

## Discuss the Text

Invite children to talk about the book. Some questions and prompts are suggested.

### Within the Text

- *Talk about what happens in the story.* (Three children decide to go on a bear hunt. They go through tall grass, a deep river, and a big mud puddle. When they finally find the bear in his cave, they run all the way home.)
- *Let's look at the last page again. How do the kids feel at the end of the story? How can you tell?* (Mike and Jack look tired and maybe scared. Amy says she wants to go again.)

### Beyond the Text

- *How did the friends feel when they were hunting? Did that change? (While they were hunting they were having fun. They were scared when they saw the bear. They were tired and very glad to get home.)*
- *What type of person is Amy? What makes you think that?*
- *If you went on a bear hunt and found a bear, would you feel more like Amy or more like Mike and Jack? Why?*
- *Would you go on a bear hunt with Amy, Mike and Jack? Why or why not?*

### About the Text

- *What makes this story fun to read?* (Children may mention the story's rhythm and repetition or sound words.)
- *How do the illustrations help us understand the story?* (Details in the pictures provide additional information about the story and show how the characters are feeling.)

## Revisit the Text

Reread the whole text several times over a few days to increase participation and attention to text features. The goal is for the children to be able to read the text independently. The following are suggestions:

- Divide the class into two groups to read the left-hand pages and right-hand pages, making sure to focus on different aspects of fluency. Have groups change roles and read again.
- Read the entire book together as a chant with hand motions.

### Possible Teaching Opportunities (During/After Reading)

Each time you reread, choose one or more of the following teaching points as appropriate to the needs of your children. Be selective and be sure not to choose so many teaching points that it takes away from the enjoyment of the text.

- Point out the word *We're* on page 2. Explain that *we're* is a contraction, or one word made from two other words put together. Explain what two words make up the contraction *we're* [*we + are*]. Repeat with other contractions throughout the book.
- Pick out several of the sound words, emphasizing the initial consonant cluster. Make a list of other words that share the same beginning sound.
- Have children use the illustrations and initial sounds to support reading (*tall/tall gr-/tall grass, deep/deep r-/deep river, big/big m-/ big mud p-/big mud puddle*).
- Challenge children to use rimes to generate new words, e.g., words that end with *-ig, -eep, -ud*.
- Point out details in the illustrations that add meaning to the main text, such as the preparations the characters make to cross the river, their facial expressions, etc.
- Demonstrate different ways to read that change the meaning of the text. For example, read page 14 with fear and then with excitement.



Prompting Guide, Part 2  
Refer to pages 13, 23, 26, 35, 55, and 56 as needed

Going on a Bear Hunt



Prompting Guide, Part 1  
Refer to pages 11, 12, and 19 as needed



Prompting Guide, Part 2  
Refer to page 12 as needed

Refer to the *Prompting Guides, Part 1 and Part 2* with these point-of-use references.

Revisit the Text over subsequent days to make teaching points and support students in gaining independence.

Expand student's thinking about the reading with suggestions for **responding to the text** – may include art activities, drama, research, and shared or interactive writing.

Going on a Bear Hunt

punctuation and intonation as they read words such as *swish-swash, splish-splash, and squish-squash*.

- Provide additional modeling, having children repeat, as needed.

**Connect to Other Books** in *Fountas & Pinnell Classroom™* with text suggestions that are related by topic or theme.

**Assess and observe** student's learning during Shared Reading using specific goals, behaviors and understandings from *The Literacy Continuum*.

SR2050



## Respond to the Text

Engage the children in additional experiences to enhance their appreciation and interpretation of the text.

**Shared Writing** Talk with children about the book. *Let's turn this book into a play. Before we begin, let's make a list of some of the language that was important in this book. We can try to use that language in our play.* Make sure the list includes the sound words and prepositions important to the action of the book. Use shared writing to rewrite the story as a play with parts for Amy, Jack, Mike, and a narrator. This activity may take place over several days. Help children understand that there will have to be language that replaces the parts of the story told through illustrations. Several times throughout the process, use a pointer to reread the writing and check meaning.

Amy: We're going on a bear hunt!  
 Jack: Which way do we go?  
 Mike: The sign says we should go that way.  
 All three: Let's go!  
 Narrator: The three friends walk for a while.  
 Jack: Oh no! Look at this tall grass. Do you think we can go under it?

**Drama** Invite children to act out the story. Have them try to recall the repetitive parts of the text and decide on motions that fit. Use the book as needed.

**Interactive Writing** Have children innovate on the text by changing the setting or having the characters hunt for something other than a bear.

## Independent Reading

Give children the opportunity to read the text independently in the small book version.

Promote **independent reading** with suggestions for using the small versions.

- Have a group of children listen to the text at the listening center, following along in the small book version.
- Children can reread the big book with a partner using a chopstick pointer.
- Give a group of children the small book version and have them read it in unison.

## Connect to Other Books

You may want to take the opportunity to expand children's knowledge of the topic, form, or genre using these texts from the *Fountas & Pinnell Classroom* Shared Reading collection.

- Compare the friends' adventure in *Going on a Bear Hunt* to a snail's adventure in *Snail's Big Adventure*.
- After reading books about wild places like *Rain Forest Surprises* or *In the Outback*, encourage children to imagine what the friends' adventure would have been like in those locations.

## Assessment

Think about the goals of the lesson and the behavioral evidence you observed. Observe to find evidence that children can:

- read sound words with expression.
- adjust the voice to recognize dialogue.
- respond to the humor of the ending.
- make inferences about characters' actions and feelings.
- understand and use academic language to talk about a text (*author, illustrations, refrain*)



You Will Need

- *Old to New*
- a pointer
- highlighter tape
- chart paper and marker

Visit [resources.fountasandpinnell.com](http://resources.fountasandpinnell.com) to download digital resources to support this lesson, including:

- masking card

**Book** *Old to New*  
**Author** Jena Croxford  
**Genre** Nonfiction: Expository/Procedural



VIEW THIS BOOK ONLINE

Summary

This nonfiction book tells how old things can be made into new things instead of being thrown away. The book ends with directions readers can follow to make an old egg carton into a garden.

Messages

One person's trash may be another person's treasure. An object's original use does not have to be its only use. Recycling helps to protect our environment by reducing trash.

Goals

Think about the reading behaviors and understandings your children control. Select goals that will develop their abilities to think like readers as they process a text. Refer to *The Fountas & Pinnell Literacy Continuum* [see the Shared and Performance Reading section and also pertinent levels in the Guided Reading section].

Early Literacy Behaviors

- Demonstrate full control of early reading behaviors.

Searching, Monitoring, Correcting Behaviors

- With teacher support, use features of print to search for and use visual information.
- Search for information when processing simple sentences.

Fluent Reading

- Read some words quickly and automatically.
- Read with phrasing.

Vocabulary and Language Development

- Use contextual information to understand the meaning of new words (*dump, recycled, treasures, containers, hand-me-down*).
- Understand the meaning of simple plurals.

Phonological Awareness/Phonics/Word Study

- Recognize some simple plurals.
- Hear syllables in multisyllabic words.

Comprehension: Talking and Writing About Reading

- Through discussion, infer the writer's purpose and message.
- Talk about personal connections made to content.
- Use academic language to talk about the text: e.g., *author, photographer, flaps, heading, topic*.
- Reread to remember something from a text in order to draw or write about it.

About This Book

**GENRE FOCUS** This nonfiction text provides information about the trash people create, examples of trash being recycled into new things, and procedural instructions for how to turn an egg carton into a garden.

**HOW THE BOOK WORKS** After an introduction about trash and recycling, left-hand pages describe what can be recycled. Flaps on right-hand pages have questions about recycling that readers can lift to reveal the answers.

IMPORTANT CHARACTERISTICS TO NOTICE

- Content words related to concepts children can understand and supported by photographs with labels
- Flaps that can be lifted to reveal answers to questions
- Headings
- A simple chart

## Supporting English Learners

Support children's understanding of the vocabulary.

- Check for understanding of *dump*, *break down*, *treasure*, and other words or phrases children find challenging.
- Talk about the meaning of *break down* in recycling trash.



**Prompting Guide, Part 2**  
Refer to pages 9, 10, and 26 as needed

## Supporting English Learners

Support children's understanding of charts.

- While reading the chart, use repetition to review the information shown.
- Use oral sentence frames (e.g., *A \_\_\_ takes more than \_\_\_ to break down.*; *A \_\_\_ takes the longest/shortest time to break down.*).

## Introduce the Text

Your goal is to engage the children's thinking and interest in the text before you begin reading it. The following is an example of one way to briefly introduce the book. The introduction should be interactive and should allow time for children to respond (indicated by ●).

- *Today we are going to read a book titled Old to New by Jena Croxford. Look at the picture and think about the title. What could be old and what could be new in the picture? ● The girl has used an old egg carton for a new purpose. She has planted some little seeds in it. And look, they are growing. The old thing is the egg carton and the new thing is the planter she made out of it.*
- *When we recycle, we use something old to make something new. Who has a recycling bin at home? What kinds of things go into it?*
- *In this book, you are going to learn about recycling and the old things that can be reused for a new purpose. Let's read and find out more about recycling. This whole book is about turning trash into treasures.*

## First Reading

Read **to** the children. Read the text to the children, pointing crisply under each word with the pointer. If one-to-one correspondence is strongly controlled by all the readers, you can slide the pointer under each line of text. Take the opportunity to make a few brief comments that enable children to think about and enjoy the text. Welcome the children's spontaneous responses.

- Page 3: *This chart tells us how long it takes for certain items to break down and become part of the Earth. We will take a closer look at the chart when we read this book again.*
- Page 5: [before lifting the flap] *These recycling bins hold all kinds of things. The children are carrying some of the things that can be recycled. Read the caption: "What are some things that can be recycled?" Let's lift the flap and see! Read the labels as you point to them.*
- Page 10: [after reading] *What are hand-me-down clothes? Do you think getting them is fun?*
- Page 11: [before lifting flap] *What do you think was used to make these treasures? We just talked about hand-me-downs. Can you think about what these items are made of and make a prediction? ● Let's open the flap and see.*
- Page 15: [after reading] *What do you think "turning trash into treasure" means? How is making an egg carton garden turning trash into treasure?*
- Page 16: [after reading] *What did you learn?*

## Second Reading

Read **with** the children. Read the text a second time, but this time, invite children to read the words on the flaps along with you. Stop once or twice on this or subsequent readings, choosing from these suggestions. Your goal is for children to enjoy reading the text with minimal interruptions.

- *Now let's read Old to New together. This time, I'd like you to read the words on the flaps. As always you can join in on any other parts. Support children as needed, bringing attention to pictures and initial sounds and clusters.*
- Page 3: *Read the text in the chart. A chart like this can help you understand information. Which of these materials takes the longest to break down? ● The glass bottle takes more than a million years. That's why it's important to recycle glass. What breaks down the fastest? ● A plastic bag takes 10 to 20 years.*
- Page 5: [after reading] *Did you notice the symbol on the bins? It means "recycling." A container with that symbol on it is used to collect things for recycling.*
- Page 9: [after reading] *Have you ever made anything out of a milk jug or a plastic bottle?*
- Page 12: [after reading] *Do you know what shipping containers are? Look at the picture. Why do you think they are called that?*
- Page 16: [after reading] *Ending the book with the steps for turning an egg carton into a garden is a fun way to remind us what the book is about.*

## Discuss the Text

Invite children to talk about the book. Some questions or prompts are suggested.

### Within the Text

- *What happens to trash that gets thrown away?* (It goes into garbage dumps, where it takes a long time to break down and become part of the earth.)
- *Talk about some of the examples in this book.* (parts from cars and bikes, plastics, paper and glass, clothes and shoes, shipping containers)

### Beyond the Text

- *What does the title Old to New mean?* (that old things can be reused or recycled into new things)
- *Why is recycling important?* (It reduces the amount of trash we make.)
- *Can you think of something you have that could go from trash to treasure?*

### About the Text

- *How do the photographs, labels, and captions help us?* (They add information and help us understand what is in the main text.)
- *Let's read the headings together. How do these headings help us?* (They tell us what each section is about.)

## Revisit the Text

Reread the whole text several times over a few days to increase participation and attention to text features. The goal is for the children to be able to read the text independently. The following are suggestions:

- Reread this challenging text until it is familiar and children are reading the whole text with you. Start by having children read the headings, then the captions and questions on flaps.
- Divide children into two groups. Have one group read the left-hand pages and one group read the text on and under the flaps on the right-hand pages. Have all children read the headings.

### Possible Teaching Opportunities (During/After Reading)

Each time you reread, choose one or more of the following teaching points as appropriate to the needs of your children. Be selective and be sure not to choose so many teaching points that it takes away from the enjoyment of the text.

- After reading the headings a couple of times, bring specific attention to them as *headings*. Explain that they are there to help organize the book and give readers an idea of what they are about to read. The heading gives readers the main idea about each section. Model thinking about a couple of headings and then let children practice identifying what a section is about.
- Bring attention to labeled photographs and captions throughout the book. Explain that labels and captions are important because they help to give examples and clarify information.
- Identify multisyllabic words and model clapping syllables.
- Use highlighter tape to identify simple plurals, such as *parts* and *belts* on page 5. Ask what the -s ending means in these words.
- Review the steps for creating an egg carton garden. *What's the first thing you need to do to create an egg carton garden? What do you do next? What is the last step? How does the writer help you understand the sequence? You might want to put numbered steps in a book you write.*



Prompting Guide, Part 2  
Refer to pages 9, 13, 29, 40, and 42 as needed

Old to New



Prompting Guide, Part 1  
Refer to pages 12 and 27 as needed



Prompting Guide, Part 2  
Refer to pages 9, 10, and 40 as needed

Old to New

**Supporting English Learners**  
Support children's small group reading.

- Monitor children's use of punctuation and intonation as they read.
- Provide additional modeling, having children repeat.



**Prompting Guide, Part 2**  
Refer to pages 9, 10, 13, 35, and 39 as needed

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## Respond to the Text

Engage the children in additional experiences to enhance their appreciation and interpretation of the text.

**Art** Provide a variety of objects that might otherwise be thrown away: magazines, cardboard cereal boxes, bottle caps, scraps of colored construction paper, pieces of cloth, toilet paper rolls, egg cartons, etc. Have children work independently or with a partner to create a trash-to-treasure piece of art. Invite children to share their art and explain it to the group.



**Independent Writing/Drawing** Following the model of the directions for the egg carton garden, have children write or draw the steps for turning a piece of trash into treasure. It could be the art they created in the activity described above or something they read in the book.

**Shared Writing** In the book *Old to New*, the author mentioned some things that can be recycled and made into new things. What are some of the things the author described? Let's make a list of things that can go from trash to treasure. Work with children to create a list of objects that can be recycled. Create a two-column list. In the left-hand column write things that can be recycled and in the right-hand column write what they can be made into. Children may suggest items from the book or use their imaginations to add to the list. Using a pointer, reread the writing with the children to check the meaning.

**Project** Start a classroom recycling project. Use a box or bin to gather objects for recycling. Put a piece of chart paper next to it and ask children to sign in their contributions. Decide which items can be repurposed and find out where others can be taken for recycling.

## Independent Reading

Give children the opportunity to read the text independently or with a partner using the big book or small book version.

- Have a group of children listen to the text at the listening center, following along in the small book version.
- Give a group of children the small book version and have them read it in unison.
- Have children read the small book to a partner, taking turns reading pages or the whole book.

## Connect to Other Books

You may want to take the opportunity to expand children's knowledge of the topic, form, or genre using these texts from the *Fountas & Pinnell Classroom Shared Reading* collection.

- Compare *Old to New* to the book *Inventions and Nature*. Compare how the authors use headings in both books.
- Nonfiction titles that might help children understand why we need to protect the Earth include *Rain Forest Surprises* and *Surprises on a Coral Reef*.



## Assessment

Think about the goals of the lesson and the behavioral evidence you observed. Observe to find evidence that children can:

- understand and discuss new information about recycling.
- search for and talk about information presented in sidebars and graphics.
- use new vocabulary in discussion (*dump, recycled, treasures, containers, and hand-me-down*).
- use details in the photos to understand new vocabulary and ideas in the text.
- understand and retell step-by-step directions for making an egg carton garden.

## LESSON STRUCTURE

Each Phonics, Spelling, and Word Study lesson follows a simple structure:

- **TEACH:** Provide a concise lesson based on a clear principle.
- **APPLY:** Engage students in an active, "hands-on" application activity.
- **SHARE:** Meet with students for reinforcement of the principle and assessment at the end of the activity.

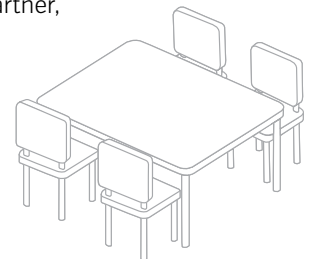
## Engage student's curiosity with systematic instruction in how oral and written language "works."

Explicit lessons for whole-group instruction and small-group application that help students attend to, learn about, and efficiently use sounds, letters, and words.

### Phonics, Spelling, and Word Study At A Glance











- Whole-group instruction and individual, partner, or small-group application
- 5–10 minutes of explicit instruction; 10–15 minutes of application
- Lessons based on nine areas of learning, ranging from Early Literacy Concepts to Word-Solving Actions



- **Interactive Read-Aloud** and **Shared Reading** books, and the **Fountas & Pinnell Shared Poetry Charts** serve as mentor texts and as examples for generalizing and applying a concept in reading and writing.

## Systematic Instruction for Phonics, Spelling, and Word Study

Phonics, spelling, and word study are taught explicitly in specific lessons and applied throughout the various instructional contexts of *Fountas & Pinnell Classroom™*:

Out-of-Text Teaching	Lesson Structure	In-Text Teaching
<b>TEACH</b>		
 <ul style="list-style-type: none"> <li>• Lesson (Generative Principle)</li> <li>• Inquiry-Based</li> </ul>	<ul style="list-style-type: none"> <li>• Whole Group</li> </ul>	 <ul style="list-style-type: none"> <li>• Interactive Read-Aloud</li> </ul>  <ul style="list-style-type: none"> <li>• Shared Reading</li> <li>• Modeled/Shared/Interactive Writing</li> </ul>
<b>APPLY</b>		
 <ul style="list-style-type: none"> <li>• Hands-on Practice</li> <li>• Constructive Experiences</li> </ul>	<ul style="list-style-type: none"> <li>• Small Group or Literacy Centers [K-1]</li> <li>• Partners</li> <li>• Individuals</li> </ul>	 <ul style="list-style-type: none"> <li>• Guided Reading</li> </ul>  <ul style="list-style-type: none"> <li>• Book Clubs</li> </ul>
<b>SHARE</b>		
 <ul style="list-style-type: none"> <li>• Assessment</li> <li>• Summary</li> <li>• Link to Reading &amp; Writing</li> </ul>	<ul style="list-style-type: none"> <li>• Whole Group</li> </ul>	 <ul style="list-style-type: none"> <li>• Independent Reading</li> <li>• Independent Writing</li> </ul>

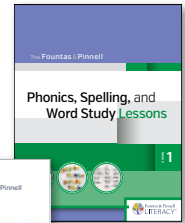
Put  
Phonics,  
Spelling,  
and  
Word  
Study  
into  
Action

Phonics instruction is most effective when used within a wide range of engaging literacy experiences accompanied by rigorous teaching.

**Fountas & Pinnell Phonics, Spelling, and Word Study System**

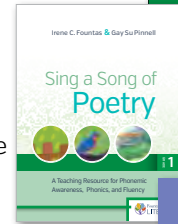
*Phonics, Spelling, and Word Study Lessons*

Lessons driven by the principles from the new *Fountas & Pinnell Comprehensive Phonics, Spelling, and Word Study Guide* and *The Fountas & Pinnell Literacy Continuum, Expanded Edition*.



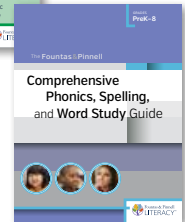
*Sing a Song of Poetry*

Poems that immerse students in rich, rhythmical language to expand their oral language capabilities, develop phonological awareness, and teach about the intricacies of print.



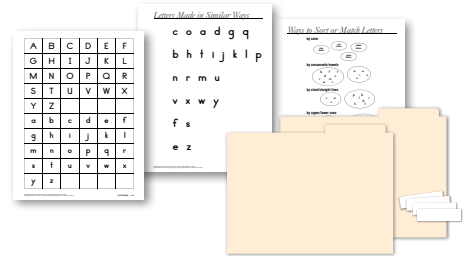
*Comprehensive Phonics, Spelling, and Word Study Guide*

A systematic exploration of letters, sounds, words, and learning how oral and written language “work.” This essential guide, presented in an easy-to-use chart form, is a critical companion to *The Literacy Continuum*.



*Ready Resources*

Preprinted and preassembled lesson materials enable teachers to spend less time prepping and more time teaching.



*Folders with labels*

Organize materials by content area, month, or both.

*Access to Fountas & Pinnell Online Resources*

Online Resources for complete and convenient access to teaching materials organized by lesson.



Guide	Lessons	Ready Resources	Access
<ul style="list-style-type: none"> <li><i>Comprehensive Phonics, Spelling, and Word Study Guide</i></li> </ul>	<ul style="list-style-type: none"> <li>100 Phonics, Spelling, and Word Study lessons and</li> <li><i>Sing a Song of Poetry</i></li> </ul>	Preprinted, preassembled teacher resources	Unlimited access to online resources

■ COMPANION RESOURCE:

*Fountas & Pinnell Shared Poetry Charts, Grade 1*

A set of 100 poetry charts will be available in 2018 to serve as additional mentor texts for generalizing a concept.

## Recognize and Use Consonant Letters that Represent Two or More Different Sounds

LETTER-SOUND RELATIONSHIPS 13

EARLY MIDDLE LATE

### Plan

#### Consider Your Children

This lesson extends children's knowledge of the sounds represented by consonants. Use this lesson after your children have developed a strong understanding of regular consonant letter-sound relationships and also understand that sometimes two or more sounds are connected to a particular letter. Use this lesson after these variations in letter-sound relationships have come up informally in shared reading and interactive writing.

#### Working with English Language Learners

Some children may just be beginning to make simple connections between letters and sounds, but they quickly need to realize that these relationships are complex. Their own languages may not have as much variation in letter-sound relationships as English does. This lesson will help these children look at the words in a more systematic and formal way so that they can develop categories for the way sounds and letters work in words.

Support **English learners** with these suggestions for modifying or adjusting instruction.

Teach with clarity and a well-defined purpose with the **"Understand the Principle"** that underpins each lesson.

#### UNDERSTAND THE PRINCIPLE

To become flexible readers and writers, children need to learn that letters and sounds do not necessarily have a one-to-one relationship. Some sounds are represented by several different letters, and some letters can stand for more than one sound. Knowing this principle will help children develop a broader understanding of letter-sound relationships and how they can be used to solve words. For example, they will be less likely to substitute *s* for *c* or *j* for *g* when writing.

#### YOU WILL NEED

##### Online Resources

- ▶ LSR 13 Action Tags
- ▶ LSR 13 Directions for Concentration
- ▶ LSR 13 Game Cards

##### Other Materials

- ▶ blank chart paper

Gather the **materials** needed to Teach, Apply and Assess the lesson. Lesson specific materials are provided as printable PDFs in Online Resources.

Guide lesson selection and tailor instruction to student's needs by considering, "What do your students already know, and what do they need to learn next?"

#### EXPLAIN THE PRINCIPLE

*Some consonants or consonant clusters stand for two or more sounds at the beginning of a word.*



Comprehensive Phonics, Spelling, and Word Study Guide

Refer to: page 28, row 12

Use a common language to **Explain the Principle** in a way that children can internalize and "own."

# Phonics, Spelling, and Word Study LESSON

Select appropriate lessons with easy-to-use **organizational headers** that define the area of learning, lesson number within the area, and approximate time of year to teach the lesson.

## 13 LETTER-SOUND RELATIONSHIPS

EARLY MIDDLE LATE

### ACTIVITY: COMPARE LETTER-SOUNDS

#### INSTRUCTIONAL PROCEDURE

SAY AND SORT

See page 31 for detailed descriptions of Instructional Procedures.

Engage children in a specific **activity** that can be used during whole-group instruction.

**Teach** the lesson using the step-by-step suggestions for effective instruction. Modify the steps to match the learning needs of children.

**Explain the Principle** during teaching with child-friendly language.

#### EXPLAIN THE PRINCIPLE

*Some consonants or consonant clusters stand for two or more different sounds at the beginning of a word.*



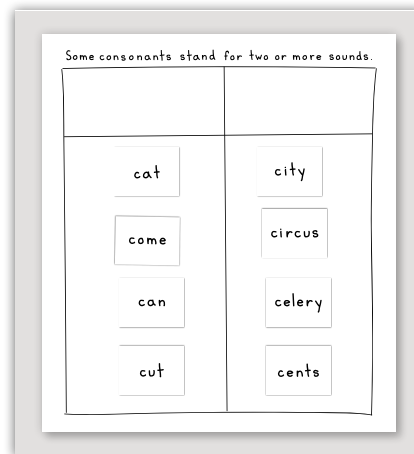
Comprehensive Phonics, Spelling, and Word Study Guide

Refer to: page 28, row 12

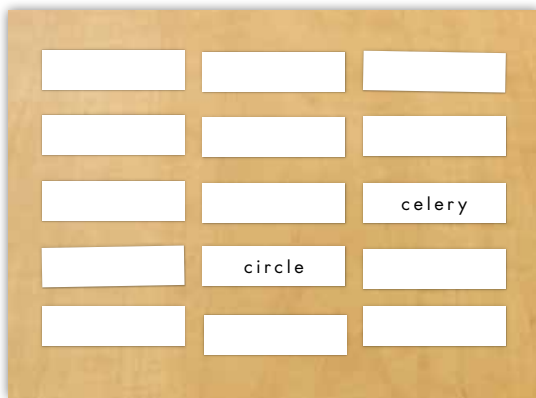
Refer to *The Fountas & Pinnell Comprehensive Phonics, Spelling, and Word Study Guide* to see how the principles align to other related concepts.

### Teach

1. Tell children you're going to help them notice something about letters and the sounds they stand for.
2. Place the following words on a pocket chart: *cat, come, city, cut, circus, celery, can, cents*. [At the end of the lesson, you will add the principle.]
3. Listen carefully to the beginning sound as I read the list of words. Read both lists of words. Invite children to tell how to sort the words in two columns. *What do you notice about all of the words?* [They all begin with c.] • *What do you notice about this column?* [These words begin with /k/.] • *What do you notice about this column?* [These words begin with /s/.]
4. Help students generalize that in one column, the c at the start of each word has the sound /k/. In the other column, the c at the start of each word has the sound /s/. Summarize that the letter c can stand for two different sounds.
5. Repeat the process with the following words that start with g: *go, gym, get, girl, giraffe, gate, giant*. One group of words will have the beginning sound /g/, and the other group of words will have the beginning sound /j/.
6. Then, if time allows, repeat the process with the the three sounds of ch using the words *chair, character, chef, chorus, chin, cheese, and Charlotte* and a three-column chart. The three columns will have words with the beginning sound /ch/, /k/, and /sh/.
7. Elicit responses from the group to arrive at the principle that some consonants stand for two or more sounds, providing guidance and suggesting specific language as needed. Write the principle at the top of the chart to summarize the learning. Children may generalize that c and g stand for two different sounds, while ch stands for three different sounds.
8. Invite children to suggest more words you can add to the list. They may suggest words that they cannot spell. They may also contribute words that begin with the letters s, j, k, or sh. If this happens, recognize that these words have the same sound as one of the sounds represented by c, g, or ch, and place them on the chart outside of the columns or write them on a separate chart. [Such examples mean that children are hearing the sounds and have categorized them; they are searching for subcategories.]
9. Tell children that they will be playing Concentration with words that begin with c, g, and ch.







### Apply

Have children play Concentration with a partner. Distribute a set of game cards to each pair of players. Have children mix up the cards and turn them face down in rows. Explain that each word on the cards begins with *c*, *g*, or *ch*. (You may wish to review all of the words or even place a small picture cue on certain cards, if necessary.) Players take turns turning over two cards and reading each word. To make a matching pair, the two words must have the same beginning sound. When all the cards have been matched, the game is over. The player with the most pairs wins.

### Share

- Ask children to share some matching pairs of words from the game.
- Talk about any patterns they may notice. For example, they may notice that when *c* is followed by *i*, the *c* sounds like *s*, or that *circus* has both sounds of *c* in it. The observations children make may not hold in every case. The important thing is for them to search for patterns.

### Assess

- Notice whether children are spelling words with *c*, *g*, and *ch* conventionally in their writing.
- Ask children to write three or four words that start with *c*, *g*, and *ch*.
- You may wish to use Letter-Sound Relationships Assessment B or D.

## LETTER-SOUND RELATIONSHIPS 13

EARLY MIDDLE LATE

### ACTIVITY: CONCENTRATION

#### INSTRUCTIONAL PROCEDURE

##### FIND AND MATCH

See page 31 for detailed descriptions of Instructional Procedures.

#### ACTION TAGS

turn

read

match

Develop children's knowledge of words and how they work with the Teach and Apply Activity built around one of ten **instructional procedures**.

Propel independent learning during application with **action tags** to post in a word study center or in a reference-friendly location in the classroom.

Reinforce the principle and encourage children to **Share** their learning.

**Assess and observe** children's learning informally during the lesson and/or formally using assessments in the Online Resources to inform instruction.

# Phonics, Spelling, and Word Study LESSON

## 13 LETTER-SOUND RELATIONSHIPS

EARLY MIDDLE LATE

**Connect Learning Across Contexts** with opportunities for children to generalize the principle to the texts they are reading and writing about using the *Fountas & Pinnell Classroom™* books as mentor texts.

**Extend Learning** by repeating the lesson format using the suggestions listed for variations, different examples, or more challenging activities.

**Make connections** between home and school with suggestions to support children's literacy learning.

### Connect Learning Across Contexts

**Interactive Read-Aloud** Draw attention to one or two words in which the same consonant represents two or more sounds.

**IRA** *Be My Neighbor* by Maya Ajmera & John D. Ivanko

**IRA** *The Giant Jam Sandwich* by John Vernon Lord

**Shared Reading** See "Alice, Where Are You Going?" in *The Fountas & Pinnell Poetry Chart Collection* (in press). If you don't have these poetry charts, enlarge the print of this poem or other poems such as "One, Two, How Do You Do?" in *Sing a Song of Poetry*, and have children use a masking card or highlighter tape to locate words that begin with or contain any sound represented by *c*, *g*, or *ch*. You may also wish to use the following Shared Reading title from *Fountas & Pinnell Classroom*.

**SR** *The Gingerbread Girl: A European Folktale* adapted by Jack Henry Paris

**Interactive Writing** When children are going to write a new word that starts with *c*, *g*, or *ch*, use prompts that help them consider the sounds. For example, when children are going to write the word *come*, you might say, "It begins like *Carol*." Or when children are going to write the word *city*, say, "It starts like *circle*."

**Independent Writing** When children are trying to write new words, encourage them to say the word slowly and help them remember that some letters, such as *c*, *g*, and *ch*, can stand for two or more sounds.

### Extend Learning

- Repeat the lesson with a greater variety of *c*, *g*, and *ch* words.

### Connect with Home

Invite family members and their children to draw a picture that contains as many objects as they can think of whose label has the different sounds of *c*, *g*, or *ch*. An example might be a scene with a *car*, *cow*, and *city*. The children can bring their pictures to class and ask other children to identify the *c*, *g*, or *ch* words.

## BENEFITS OF READING MINILESSONS

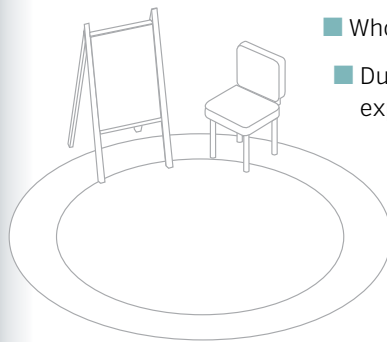
1. Foster community through the development of shared language.
2. Focus learning on a single idea or principle.
3. Make connections using mentor texts from interactive read-aloud.
4. Create relevance by linking to previous learning experiences.
5. Reinforce effective processing systems.
6. Nurture independence with application activities to extend learning.



## Develop students' deep knowledge of literacy concepts through 150 minilessons

Reading Minilessons are short, concise, purposeful lessons with a practical application in a specific area of literacy. Each minilesson engages children in inquiry that leads to the discovery and understanding of a general principle. Growing out of the interactive read-aloud experience and linked to independent reading, teachers use many of these texts as examples from which they generalize the understanding.

### Reading Minilessons At A Glance



- Whole-group instruction
- During reading minilessons, the teacher presents specific, explicit instruction to help children become independent readers for life
- Four types: Management; Literary Analysis; Strategies and Skills; and Writing About Reading
- Interactive Read-Aloud texts serve as mentor texts and as examples for generalizing the principle
- Children practice and apply the principle during independent reading.

## Instructional Framework for Reading Minilessons

The *Reading Minilessons Book* for grade 1 will include 150 minilessons organized into four types:

- 1 **Management:** Teach routines that are essential to the smooth functioning of the other instructional contexts. [Most minilessons at the beginning of the school year will focus on management.]
- 2 **Literary Analysis:** Build students' awareness of the characteristics of various genres and of the elements of fiction and nonfiction texts. [The books read during interactive read-aloud serve as mentor texts when applying the principles of literary analysis.]
- 3 **Strategies and Skills:** Reinforce broad principles that every reader in the class needs to learn. [Most teaching related to processing texts will take place in guided reading.]
- 4 **Writing About Reading:** Introduce and help students use the *Reader's Notebook* to respond to what they read and promote independent literacy learning.



# RESOURCES

AVAILABLE IN 2018

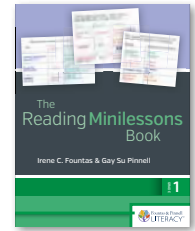
## Put Reading Minilessons into Action

The minilessons can be used in the recommended order, or may be selected as a specific need is observed within the classroom.

The type of minilesson you are teaching will determine *when* during the day you teach it. Minilessons are most powerful when taught in response to an observed authentic need. Present a minilesson as soon as possible after identifying a need.

### Structure And Features of Reading Minilessons

Each of the four types of reading minilessons is organized into broad categories, or “umbrellas.” An umbrella is a grouping of related minilessons. Presenting several lessons within one umbrella helps children develop a deeper understanding of concepts and their application. As lessons build on each other, teachers will often make an anchor chart, or visual representation, that can be referenced again and again as children encounter new texts and/or minilessons.



MINILESSON TYPE	UMBRELLAS GRADE 1 IN DEVELOPMENT KINDERGARTEN LIST SHOWN HERE
<p><b>1</b> <b>Management Minilessons</b></p>	<ul style="list-style-type: none"> <li>• Working Together in Our Classroom</li> <li>• Using the Classroom Library During Independent Reading</li> <li>• Learning Independent Literacy Work Activities</li> <li>• Adding Tasks to the Work Board</li> <li>• Talking about Books in Book Club</li> </ul>
<p><b>2</b> <b>Literary Analysis</b></p>	<ul style="list-style-type: none"> <li>• Thinking and Talking About Books</li> <li>• Understanding Characters in Stories</li> <li>• Telling Stories Using the Pictures</li> <li>• Studying Authors and Illustrators (Author Study)</li> <li>• Understanding How Stories Work</li> <li>• Understanding Fiction and Nonfiction (Genre Study)</li> <li>• Expressing Opinions About Characters</li> <li>• Exploring the Characteristics of Folktales</li> <li>• Understanding That Characters Can Change</li> <li>• Exploring Simple Factual Texts</li> <li>• Thinking About Where Stories Happen</li> <li>• Understanding How Different Books Work</li> <li>• Noticing the Big Ideas in Books</li> </ul>
<p><b>3</b> <b>Strategies and Skills</b></p>	<ul style="list-style-type: none"> <li>• Reading and Writing Words You Don't Know</li> <li>• Making Your Reading Sound Interesting</li> </ul>
<p><b>4</b> <b>Writing About Reading</b></p>	<ul style="list-style-type: none"> <li>• Introducing the <i>Reader's Notebook</i>, Primary</li> <li>• Developing Reading Interests: <i>Reader's Notebook</i>, Primary</li> <li>• Writing About Fiction and Nonfiction Books: <i>Reader's Notebook</i>, Primary</li> </ul>

■ The Reading Minilessons Book, Grade 1 will be available in 2018.

# UMBRELLA 2

Understanding Characters in Stories

# U2

A list of minilessons organized under the umbrella.

Prepare to present the minilessons under this umbrella with these **Before Teaching Minilessons** activities.

### ▶ Minilessons in This Umbrella

- RML 1** Notice the important characters in stories.
- RML 2** Notice how the animals in stories sometimes act like people.
- RML 3** Notice how the words and pictures help you understand how a character feels.
- RML 4** Think about how characters feel and if you have ever felt the same way.

### ▶ Before Teaching Minilessons

Read and discuss books that have simple plots with one or two important characters whose feelings can be easily inferred from the pictures and words. Use the following books from the *Fountas & Pinnell Classroom Interactive Read-Aloud* text sets or choose similar books from your own library.

#### School

*Look Out Kindergarten, Here I Come!* by Nancy Carlson

#### Friendship

- A Visitor for Bear* by Bonny Becker
- I Love You All Day Long* by Francesca Rusackas
- Yo! Yes?* by Chris Raschka
- Big Al and Shrimpy* by Andrew Clements

#### Family

*Elizabeth's Doll* by Stephanie Stuve-Bodeen

As you read aloud and enjoy these texts together, help your children

- notice and name important characters,
- notice when animals act like people,
- think about the meaning conveyed by the words and pictures,
- think about how the characters feel throughout the story, and
- think about a time they felt the way the characters feel.

#### School



#### Friendship



#### Family



Literary Analysis

5

# Reading Minilesson

GRADE 1 MINILESSON IN DEVELOPMENT, KINDERGARTEN MINILESSON SHOWN HERE

## RML 2

### MINILESSON PRINCIPLE

Notice how the animals in stories sometimes act like people.

The **Minilesson Principle**—a brief statement that describes the understanding children will need to learn and apply.

Activate children's prior knowledge and **Link to Previous Learning** with these suggestions.

The **Goal** of the minilesson is clearly identified, as well as a **Rationale** to help you understand why this particular minilesson may be important for the children in your classroom.

#### UMBRELLA

Understanding Characters in Stories

#### GOAL

Understand that animals in stories sometimes act like people.

#### RATIONALE

Children begin to explore the genre of animal fantasy as they consider how animals sometimes act like people in books. When children notice the similarities between animal characters and human characters, it helps them make authentic personal connections to the characters in animal fantasy.

#### ACADEMIC LANGUAGE

- important character

#### YOU WILL NEED

- three or four familiar books that have animal characters such as the following:
  - *Look Out Kindergarten, Here I Come!* by Nancy Carlson, from Text Set: School
  - *I Love You All Day Long* by Francesca Rusackas, from Text Set: School
  - *A Visitor for Bear* by Bonny Becker, from Text Set: Friendship
- chart paper and markers

#### ▶ Link to Previous Learning

Provide some context for this lesson based on your previous teaching and your children's experiences.

- *You have been noticing the important characters in stories. Today you are going to think about some of the animal characters in the books we have read and how they often act like people.*

#### ▶ Teach

To help children think about the minilesson principle, choose the mentor texts and examples that you think will be most meaningful to the children or use the following example.

- *What are some things you do in the morning to get ready for school?* • *Let's think about Look Out Kindergarten, Here I Come! by Nancy Carlson. Show and read page 3: "So Henry brushed his teeth the way his dentist had shown him and washed behind his ears." What do you notice about what the mouse does in this story? How does he act like a person?* • Write and draw children's responses on chart paper.
- Show and read pages 2 and 3 from *I Love You All Day Long* by Francesca Rusackas: "'Yes, you do have to go to school today,'" said Owen's mommy. 'But, Mommy,' whispered Owen, 'you won't be with me!'" *How is the little pig feeling and acting like a person in this part?* • Write and draw responses on the chart.
- *Can a pig really talk and go to school?* • *No, but in this story, Owen and his mom act just like people do.*

**Suggested language** to use when teaching the minilesson principle.

#### ▶ Have a Try

Invite the children to apply the new thinking with a partner.

- *Think about this part of A Visitor for Bear. Read aloud page 2 of A Visitor for Bear by Bonny Becker. Turn and talk to your partner about how Bear and Mouse act like people.*

Suggestions for children to **apply the new thinking** from the minilesson with a partner.

Create **anchor charts** as a useful reference tool and reinforcement of the principle for students during independent reading and writing.

SECTION	2
UMBRELLA	2
MINILESSON	2

A **summary** of the minilesson principle, to help teachers **guide** children to **apply** and **share** what they have learned to their independent reading.

### Summarize and Apply

Your goal is to remind the children to think about the minilesson principle as they read.

- Today you learned that animals in stories sometimes act like people. Write the principle at the top of the chart.
- When you read today, notice if the important character in your book is an animal that acts like a person. Bring your book to the group meeting when I call you back.

### Share

- Share in groups of three. Some of you read stories that have animals that act like people. Tell about a part of your book where an animal acts like a person.

### Assess Learning

Your goal is to listen when children talk about stories they have read. Notice if there is evidence of new learning based on the goal of this minilesson.

- Are children able to find examples of animals that act like people?

### Extend the Lesson (Optional)

After assessing children's understanding, you might decide to extend the learning.

- Add to the class chart when you encounter animal characters who act like people in other books.
- Help children think about how stories would be different if the characters were people or other animals.
- Encourage discussions about why the author chose to make the characters animals instead of people.
- **Drawing/Writing About Reading** Use interactive writing to draw an animal character from a familiar book and write a sentence telling how the animal behaves like a person.

Notice how the animals in stories sometimes act like people.

Title	Animal Characters	How Animal Character Acts Like a Person
Look Out Kindergarten, Here I Come! 	Henry 	He gets ready for kindergarten. He wears clothes and sneakers. He brushes his teeth. He washes behind his ear. 
I Love You All Day Long 	Owen 	He feels nervous. He talks. He plays with a toy. He eats breakfast on a plate. 
A Visitor for Bear 	Bear and Mouse 	They laugh and talk. They drink tea. They become friends. 

Specific behaviors and understandings to observe as you **assess** children's learning after presenting the minilesson.

Optional suggestions for **extending the learning** of the minilesson over time or in other contexts.

# Reading Minilesson UMBRELLA

GRADE 1 UMBRELLA IN DEVELOPMENT, KINDERGARTEN UMBRELLA SHOWN HERE

## U2

### UMBRELLA 2 Understanding Characters in Stories

Gain important information by **assessing** children as they apply and share their learning of a minilesson principle. Observe and then follow up with individuals or small groups who need more intensive support in learning a particular principle.

#### ► Assessment

After you have taught minilessons in this umbrella, observe your children talking and writing about their reading across instructional contexts: interactive read-aloud, independent reading and literacy work, guided reading, shared reading, and book club. Use the *The Fountas & Pinnell Literacy Continuum* to observe children's reading and writing behaviors across instructional contexts.

- *What evidence do you have of new understandings related to characters?*
  - *Can children identify the most important characters in a story?*
  - *Are children using the pictures and words in a story to understand the way the characters feel?*
  - *How are children making connections between their own feelings and the feelings of characters in a story?*
- *In what other ways, beyond the scope of this umbrella, are the children talking about characters?*
  - *Have they begun to express opinions about characters?*
  - *Do they talk about characters' motivations?*
  - *Can they identify character traits?*
  - *Do they notice problems that characters face?*

Use your observations to determine the next umbrella you will teach. You may also consult *Minilessons Across the Year* for guidance.

#### ► Link to Writing

After teaching this umbrella, help children link the new learning to their own writing or drawing about reading:

- Help children talk about the characters in their stories and how the characters feel. Have them draw facial expressions that show emotion and label their pictures with feeling words (e.g., *happy, sad, mad*).

Engage children in **response to reading** activities in order to link the new learning to their own writing or drawing.



### STEPS IN THE GUIDED READING PROCESS

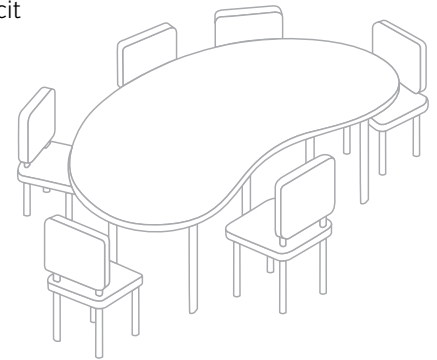
1. Know your readers and form groups.
2. Select and analyze texts to use.
3. Introduce the text.
4. Children read the text.
5. Children discuss the text.
6. Decide on one or two teaching points.
7. Children engage in letter/word work activity.
8. Extend understanding through writing.
9. Reflect on the lesson and plan the following lesson.

## Meet students where they are and lead them forward with intention and precision

Build a rich Guided Reading collection over time with the most powerful, engaging, original texts to advance each student's ability to process increasingly challenging books with fluency and comprehension.

### Guided Reading *At A Glance*

- Small-group instruction
- During guided reading, children read a teacher-selected text in a small group; the teacher provides explicit teaching and support for reading increasingly challenging texts
- Texts are at children's instructional reading level
- Children read the whole text
- Teaching is responsive to individual student strengths and needs.



### Texts and Instruction for Guided Reading

The *Fountas & Pinnell Classroom™ Guided Reading* collection for first grade includes 200 new, original titles [6 copies of each title] that span text levels A through M, with an accompanying lesson folder for each title. These guided reading books were created by a team of talented authors and illustrators under the direction of Fountas and Pinnell. Each book is carefully calibrated to match the text characteristics underlying the F&P Text Level Gradient™.

The first 100 titles will be available in August 2017 for early adopters. An additional 100 titles will follow in August 2018.





# RESOURCES

## Put Guided Reading into Action

Books are organized by text level. A complete, suggested sequence of titles at each level will be available at [fountasandpinnell.com](http://fountasandpinnell.com)

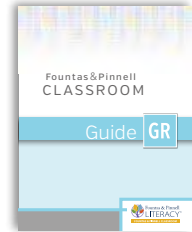
### USING TEXTS AMONG SEVERAL CLASSROOMS

You may be sharing your texts and the accompanying lessons with a team of fellow teachers. Consult the *Fountas & Pinnell Classroom™ System Guide* for tips and ideas to coordinate the use of the texts/lessons across multiple classrooms.



### *Fountas & Pinnell Classroom™ Guided Reading Collection Guide*

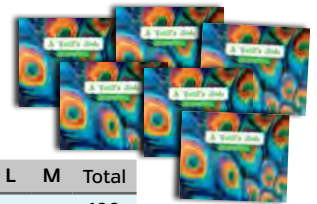
A brief guide that provides an overview of the components and implementation of the *FPC Guided Reading* collection.



### *Guided Reading Books*

100 original titles per release, 6 copies of each title

At the heart of *FPC* are the highest-quality leveled books that captivate and engage the hearts and minds of all students in the classroom.



100 titles per release	A	B	C	D	E	F	G	H	I	J	K	L	M	Total
<b>Early Adopters Release 1</b>	10	10	10	10	10	10	10	10	10	10	–	–	–	<b>100</b>
<b>Release 2</b>	–	–	–	10	10	10	10	10	10	10	10	10	10	<b>100</b>

### *Guided Reading Lesson Folders*

100 lesson folders per release to support teachers in providing high-quality, cutting-edge lessons that engage and extend students' reading, writing, and language skills.



### *FPC Guided Reading Online Resources*

The resources needed for each guided reading lesson can be found online, including:

- PDFs of each lesson and each Recording Form
- Video Library
- Online Data Management System trial



### *Other Digital Resources*

- *FPC Guided Reading Reading Record App* for iPads®



Available through Apple's App Store®

Guide	Books	Lessons	Access
<i>Fountas &amp; Pinnell Classroom™ Guided Reading Collection Guide</i>	Striking, original titles exclusive to <i>Fountas &amp; Pinnell Classroom™</i> • 200 titles • 6 copies of each title	• 200 Lesson Folders	Unlimited online access to lesson resources by title

### *A place for everything*

Your *Fountas & Pinnell Classroom™ Guided Reading* collection stays organized and shareable in functional, durable containers. Appealing books are on display, and each bear identifying icons to make reshelfing easy.

Familiarize yourself with the **at-a-glance information** on each title, which may include another guided reading title at the same level that is related by topic or theme.

Gather the **materials** needed to prepare for and present the lesson.

Choose or modify the lesson **Goals** (organized into three categories) to match the learning needs of students:

- 1) Reading
- 2) Phonics/Letter and Word Work
- 3) Writing about Reading

**Summary** of the book and detailed **analysis** of its characteristics.

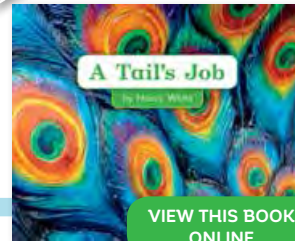
### You Will Need

- *A Tail's Job*, Level I
- whiteboards
- wipe-off markers

Visit [resources.fountasandpinnell.com](http://resources.fountasandpinnell.com) to download online resources to support this lesson, including:

- Recording Form

**Book Level** *A Tail's Job*  
I  
**Author** Nancy White  
**Genre** Nonfiction/Expository



VIEW THIS BOOK ONLINE

### Goals

Think about the readers and the behaviors and understandings to notice, teach for, and support at Level I in *The Fountas & Pinnell Literacy Continuum*. Select goals that match the needs of your students. The following may be appropriate.

#### Reading

- Take words apart while reading for meaning.
- Use multiple sources of information (meaning, language structure, visual information) to monitor and self-correct.
- Read with phrasing.
- Understand word meaning (*flyswatter*).

- Understand animal names (*fish, cat, beaver, monkey, horse, lizard, peacock*).
- Understand that a nonfiction text tells facts.
- Make predictions based on personal experiences, photographs, and text.

#### Phonics/Letter and Word Work

- Recognize homophones—words that have the same sound, different spellings, and different meanings.

#### Writing About Reading

- Identify information and details from the book.

### Analysis of Book Characteristics *A Tail's Job*, Level I

**How The Book Works** This nonfiction expository text requires making a prediction. The author provides a text clue and a photograph of an animal's tail on a right-hand page. Students predict the animal, turn the page, and read a heading and text about how that animal uses its tail.

#### Genre/Form

- Nonfiction
- Expository

#### Text Structure

- Underlying structural pattern (categorical, description, cause and effect, compare and contrast)

#### Content

- Familiar content (animals and their bodies)
- Content that goes beyond students' immediate experience (how animals' use their tails)

#### Themes and Ideas

- Concrete theme close to students' experience (nature)
- Clear, simple idea easy to identify (animals' tails)

#### Language and Literary Features

- Settings that are not typical of many children's experiences (beaver in lake, horse in a field)
- Some descriptive language

#### Sentence Complexity

- Some sentences with clauses or phrases (If an animal grabs a lizard by the tail, the lizard can get away.)
- Sentences with adjectives, adverbs, and prepositional phrases (The tail helps the fish move quickly.)
- Compound sentence joined by a conjunction (Animals have different tails, and they use them for different reasons.)

#### Vocabulary

- Most vocabulary words known by children through oral language, listening to stories, or reading
- Some content-specific words introduced, explained, and illustrated in the text (tail, peacock, feathers)
- Many adjectives describing things (tasty, pesky)
- Adverb describing action (quickly)

#### Words

- Mostly one-, two-, and three-syllable words with moderate picture support (animal, tails, beautiful)
- Simple plurals using -s or -es (tails, trees, flies)
- Variety of high-frequency words (look, away, that)
- Simple contractions (let's, doesn't)
- Simple possessives (tail's, lizard's)
- Compound word (flyswatter)

#### Illustrations

- Illustrations (photographs) of the important content and ideas in the text

#### Book and Print Features

- Print in clear font on pale background
- All sentences beginning on the left
- Print clearly separated from pictures
- Headings
- Periods and commas

# Guided Reading LESSON FOLDER

Provide just enough support and information to allow readers to engage successfully with the text with these suggestions for **Introducing the Text**.

Support **English learners** in processing the text and benefiting from the teaching with these suggestions for modifying or scaffolding instruction.

## Supporting English Learners

Support students' understanding of vocabulary.

- Check that students understand what *predict* means.
- Help students understand potentially challenging vocabulary, such as *swishes*, *balance*, *warns*, *pesky*, and *escape*.

Guide teaching and propel talk with children in a responsive manner during their reading using these suggested **prompts**.

## Introducing the Text

Consider the strengths and needs of your readers and the demands of the text as you craft the introduction. The following bulleted items provide an example of one way to introduce the book. The introduction should be interactive, and should allow time for students to respond (indicated by ●).

- *The title of this book is A Tail's Job. Turn to the title page of the book. You can see a tail. As you read this book, you will see different tails. When you see a tail, predict what animal it belongs to. After you have guessed the animal, turn the page to see if you are correct. What animal do you predict the tail in the photograph on this page belongs to?*
- *Turn to page 2 to see if you are correct. ● The tail belongs to a peacock! Were you right? ● Animal tails are different. The tails help the animals in many ways.*
- *Look at page 3. Predict the animal this tail belongs to, and think about how the tail helps the animal. ● Remember to check your prediction when you read page 4.*
- *Now, turn to page 6. The top of the page has a heading. The heading names the animal the page tells about. Look at page 7. This tail might be tricky to predict. What do you think? ● Turn the page and look at the picture. If students are unfamiliar with it, explain that the animal is a beaver.*
- *Turn to page 10. A monkey hangs by its tail to pick some tasty fruit. Say tasty. ● What letter would you expect to see at the beginning of the word tasty? ● Find the word tasty. ● Put your finger under it and say it.*
- *Turn to pages 12 and 13. On page 12, you learn that a horse's tail is like a flyswatter. It brushes away pesky flies. Clap the word flyswatter as you say it. ● Find the word flyswatter on page 12 and point under it. ● Cover the word part swatter with your finger and ask students what they see. Then, cover the first part of the word. Have students read the word swatter. If needed, explain that swat means "to hit something with your hand or a flat object." What do you think the word flyswatter means?*
- *Let's look at page 13. The writer says this tail helps an animal escape from danger. Say the word escape. ● Find the word escape and get a close look at it. ● Think about what animal this tail might belong to.*
- *Turn back to the beginning of the book. As you read, look at each tail and predict the animal it belongs to. You will learn how the tail helps each animal.*

Refer to the *Prompting Guides, Part 1 and Part 2* with these point-of-use references.



**Prompting Guide, Part 1**  
Refer to pages 13 and 20 as needed

## Supporting English Learners

Help students read with appropriate phrasing.

- If needed, give students several opportunities to "echo-read" sentences with tricky language structure. Help them to listen to themselves as they read with phrasing.

## Reading the Text

As the students read softly, notice what individuals do at difficulty or after an error, so you can demonstrate, prompt for, or reinforce effective strategic actions.

- If a student has difficulty solving words when reading for meaning, point out that a word should make sense and look right, too. *That makes sense, but look at this part.* Prompt with *Where can you break that word?*
- If a student needs support reading with phrasing, prompt with *Put your words together so it sounds like talking.* Reinforce with *You made it sound like talking.*

Guide children to a deeper understanding of the text during **Discussing and Revisiting the Text** using these suggested prompts.

## Discussing and Revisiting the Text

Engage all group members in sharing their responses to the book. Encourage them to listen and respond to each other's thinking during the discussion.

- Invite students to share their thinking about *A Tail's Job*.
- To encourage discussion, you may want to select from the following questions/prompts or refer to *Prompting Guide, Part 2*:
  - Before reading this book, did you know how important an animal's tail can be? Are you thinking about tails in a different way now? Let's talk about that.
  - The writer tells about the important job an animal's tail does. Talk about the different animals in this book and how their tails help them survive and stay safe.
  - What are some new facts that you learned from reading this book?
  - How do the writer and photographer make the book interesting and fun?
  - In this book, the writer tells facts about animals and how they use their tails. Do you know what kind of book this is? How do you know? Explain that the book is nonfiction because it gives true information.
- Continue the discussion, guiding students toward the key understandings and the main message of the text. Some key understandings students may express:

### Thinking *Within* the Text

- Animal tails are different. They help animals in many ways.
- A fish's tail helps it swim.
- A cat's tail helps it balance.
- A beaver's tail makes a noise to warn other beavers of danger.
- A monkey's tail helps it hang from trees.
- A horse's tail helps it brush flies away.
- A lizard's tail can break off, allowing it to escape from an enemy.
- A male peacock's tail makes him beautiful.

### Thinking *Beyond* the Text

- ◆ Animal tails look different and have different purposes.
- ◆ Tails help animals survive and stay safe.
- ◆ Tails help animals move, communicate, stay safe from bugs and enemies, get nourishment, and attract a mate.

### Thinking *About* the Text

- The writer shows a photo of only a tail and provides a clue about the animal. The intent is for readers to predict the animal, then turn the page, check the prediction, and read facts about how the animal uses its tail.
- The writer chooses animals that are familiar to most readers.
- The writer provides facts, so it is nonfiction.

**MESSAGE** You can sometimes identify a living thing by one of its parts.

Convey the **main** or **"big"** idea of the text.

## Teaching Point

Select a teaching point that will be most helpful to your group of readers. If it's appropriate, use the suggestion below, which supports thinking within the text.

### Solving Words: Reading Words: Use Word Parts

- When you read, you sometimes find a tricky word. You can look for a part you know.
- Have students turn to page 4. Demonstrate reading the last sentence on the page. "*The tail helps the fish move...*" Watch how I take this word apart. Cover the word part *ly* with your finger, showing only *quick*. Say the first part.
- Next, cover *quick* and point to the word part *ly*. Say the last part. ● What is the whole word? ● Now, read the sentence.

Respond to individual children after the reading (based on observations during the reading of the text) with these powerful **Teaching Points**.



**Prompting Guide, Part 2**  
Refer to pages 13, 35, and 42 as needed

A Tail's Job Level 1

Strong reinforcement of the **Systems of Strategic Actions**—the cognitive actions readers employ while processing texts.



**Prompting Guide, Part 1**  
Refer to page 13 as needed



**Prompting Guide, Part 2**  
Refer to page 13 as needed

Help children develop flexible word-solving skills and automaticity in decoding and processing text with hands-on **Phonics/Letter and Word Work**.

A Tail's Job Level I

### Supporting English Learners

Help students in understanding homophones.

- Clarify what a *homophone* is.
- When introducing more homophone pairs, ensure that students understand each word's meaning.

### Supporting English Learners

Support students' language development through writing.

- Use an oral sentence frame: *A \_\_\_ uses its tail to \_\_\_.*
- Model using the frame to write a sentence.
- Have students use the frame to write their own sentences.

**Writing About Reading** (optional) suggestions include shared, interactive, or independent writing activities. Encourage children to record their thinking in the *Reader's Notebook* when a text evokes interest and conversation.

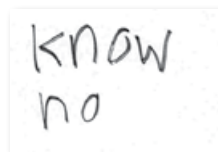
**Assess and observe** student's learning during Guided Reading using specific goals, behaviors and understandings from *The Literacy Continuum*.

## Phonics/Letter and Word Work

Help the readers become more flexible with homophones.

### Recognize and Use Homophones

- Write the words *no* and *know* on the whiteboard. Listen as I read these words. Point to each word as you read it aloud. *What do you notice?* • *The words sound alike, but they look different.* Talk about the meaning of the words *no* and *know*.
- Listen to this sentence and write the correct word, *no* or *know*, on your whiteboard: *I know how to add numbers.* • Discuss that the correct response is *know*.
- Now, listen to this sentence and write the correct word, *no* or *know*, on your whiteboard: *There are no cookies left in the jar.* • Discuss that the correct response is *no*.
- Repeat with other homophones as time allows. Use *hear/here* and *sea/see*.



## Writing About Reading (Optional)

If you choose to have the students write about what they have read, the following is an option.

### Independent Writing: Sentences

- Talk with students about different animals and how they use their tails.
- To help students remember details from the book, have them choose two animals and write about them in the *Reader's Notebook*.
- Have students clap longer words, listen to the syllables, and write the parts they hear. Have them say words slowly and listen to the sounds they hear to record letters and letter clusters. Students can use the book as a resource for tricky words.
- Tell students to illustrate and reread their sentences to monitor and confirm their writing.



## Assessment

Refer to the goals stated on page 1 of this lesson guide and make notes of behavioral evidence, demonstrating that these goals were achieved.

- Refer to Level I in *The Fountas & Pinnell Literacy Continuum* and note the behaviors and understandings the readers in the group control or need to control. Make notes about what the readers learned how to do and what they need to learn how to do next.
- Use the Recording Form to take a reading record and assess an individual's processing on yesterday's new book. You may want to select a student before or after the lesson, or at some other point in the day, to code the record. After coding the reading, select an immediate teaching point that will be helpful to the particular reader.

**You Will Need**

- *Chester's Sweater*, Level J
- whiteboards
- wipe-off markers

Visit [resources.fountasandpinnell.com](http://resources.fountasandpinnell.com) to download online resources to support this lesson, including:

- Recording Form

**Book** *Chester's Sweater*  
**Level** J  
**Author** Catherine Nichols  
**Illustrator** Hannah McCaffery  
**Genre** Fiction/Animal Fantasy  
**Series** Chester and Friends Series



VIEW THIS BOOK ONLINE



**Goals**

Think about the readers and the behaviors and understandings to notice, teach for, and support at Level J in *The Fountas & Pinnell Literacy Continuum*. Select goals that match the needs of your students. The following may be appropriate.

**Reading**

- Reread to search for and use information from language or meaning.
- Use word parts to problem solve new words.
- Notice periods, quotation marks, commas, exclamation marks, and question marks, and begin to reflect them with the voice through intonation and pausing.

- Understand the meanings of adjectives describing a sweater [soft, wool].
- Make connections among books in a series.
- Infer meaning of content from pictures that add meaning to the text.

**Phonics/Letter and Word Work**

- Take apart compound words and notice parts that appear in many compound words.

**Writing About Reading**

- Discuss a problem in a story and the solution.
- Express opinions about how a character acts.

**Analysis of Book Characteristics** *Chester's Sweater*, Level J

**How The Book Works** This animal fantasy is told in third-person narrative in chronological sequence over two days. The problem arises when the main character gets his new sweater caught on a nail as he goes out to see his friend. The sweater unravels completely, but he has no idea. His friend Dolly gives him a new one, but it snags on the same nail and unravels, too.

**Genre/Form**

- Fiction
- Animal fantasy
- Series book

**Text Structure**

- Narrative text with straightforward structure [beginning, series of episodes, and an ending]

**Content**

- Familiar content [friendship, presents]

**Themes and Ideas**

- Concrete themes close to students' experience [friendship, feelings]
- Ideas close to students' experience [giving gifts, surprising others, problem solving]

**Language and Literary Features**

- Descriptive language
- Plot that includes multiple episodes
- Clear evidence of character attributes
- Elements of fantasy [animals talking]

**Sentence Complexity**

- Some sentences beginning with subordinate clauses [When Dolly opened the door, Chester twirled around for her.]
- Sentences with simple common connectives

**Vocabulary**

- Most vocabulary words known by children through oral language, listening to stories, or reading

**Words**

- Many two- and three-syllable words [present, perfectly, another]
- One four-syllable word [anybody]
- Plurals [peas, friends]
- A variety of high-frequency words [said, from, down]
- Contractions and possessives [didn't, couldn't, Dolly's]
- Compound words [outside]

**Illustrations**

- Illustrations of the important content and ideas in the text
- Illustrations that enhance and extend meaning in the text

**Book and Print Features**

- Many lines of text on a page of print
- Italics for emphasis
- Embedded handwritten note
- Periods, commas, quotation marks, question marks, and exclamation marks

## Supporting English Learners

Support students' understanding of vocabulary.

- Clarify the meaning of potentially unfamiliar words, such as *wool*, *mushed*, *perfectly*, and *yarn*.
- As needed, clarify the meaning of the phrasal verbs *tore off*, *show off*, *put on*, and *take off*.



## Prompting Guide, Part 1

Refer to pages 9 and 12 as needed

## Introducing the Text

Consider the strengths and needs of your readers and the demands of the text as you craft the introduction. The following bulleted items provide an example of one way to introduce the book. The introduction should be interactive and should allow time for students to respond (indicated by ●).

- Introduce or revisit the Chester and Friends Series. *The title of this story is Chester's Sweater. Turn to the title page to see which friend is in this book with Chester.* If students have read other books in the series, have them talk about what they already know about these characters.
- Look at pages 2 and 3. *Chester found a surprise outside his door, and it wasn't even his birthday! Say even.* ● *What letter would you expect to see at the beginning of the word even?* ● *Find the word even and run your finger under it.* ● *Think about the title, Chester's Sweater. Can you predict what the present might be?* ● *Who do you think sent the sweater?* ● *Why do you think that?*
- Now, turn to pages 4 and 5. *Chester tore off the paper and opened the box. Inside the box was a soft wool sweater. It was the color of mushed peas. Say that—mushed peas.* ● *What color would that be?*
- Now, look at the note. ● *Whom was the gift from?* ● *"Chester didn't know anybody with that name. Still, it was a lovely sweater." Say still.* ● *What two letters would you expect to see at the beginning of the word still?* ● *Find the word still and run your finger under it.*
- *Who do you think gave Chester the sweater?* ● *Why do you think the gift giver signed the note "From Guess Who"?*
- Turn to pages 6 and 7. *Chester wanted to show off his new sweater. He rushed out to see if his friend Dolly was home. Something surprising happened to his sweater. Look closely at the illustrations. What happened?*
- Now, look at pages 8 and 9. *Where could Chester's new sweater be?* ● *Say where.* ● *What two letters would you expect to see at the beginning of the word where?* ● *Find where on page 9 and run your finger under it.*
- Turn back to the beginning. *Read to learn what Chester and Dolly did to find his sweater. Think about what they might have done about the problem.*

## Reading the Text

If the students are reading silently, you may want to sample the oral reading of a particular student or students.

- If needed, show a student how to reread the sentence to problem solve. *You can read that again and think what would make sense and look right.* As the student reads, prompt with *Try that again and think what would make sense and look right.*
- To help a student use known word parts to problem solve new words, prompt with *Look at this part.* Reinforce with *You used a part and it helped you.*



## Discussing and Revisiting the Text

Engage all group members in sharing their responses to the book. Encourage them to listen and respond to each other's thinking during the discussion.

- Invite students to share their thinking about *Chester's Sweater*.
- To encourage discussion, you may want to select from the following questions/prompts or refer to *Prompting Guide, Part 2*:
  - Look at pages 2 and 3. Tell what happened at the beginning of the story. Why does the illustrator show Dolly?
  - Reread the note on page 4. What did Chester misunderstand about the note? Do you think Chester should have been able to guess that Dolly gave him the sweater? Why?
  - When Chester got to Dolly's house, he was surprised to learn that his sweater was gone. What happened to it? How do you know?
  - Tell how Dolly helped Chester solve the problem.
  - How would you describe Chester as a character? Describe Dolly.
  - Chester and Dolly are animals that talk, dress, and act like humans. Is this story fiction or nonfiction? Tell how you know.
- Continue the discussion, guiding students toward the key understandings and the main messages of the text. Some key understandings students may express:



**Prompting Guide, Part 2**  
Refer to pages 23, 37, and 43 as needed

### Supporting English Learners

Support students' discussion of the text.

- Check that students understand the concept of giving and receiving an anonymous gift.
- Ask why someone might give a gift without a name [anonymous].

### Thinking *Within* the Text

- Chester got a present from "Guess Who." It was a soft wool sweater the color of mushed peas. Chester put it on and went to show Dolly. When he got to Dolly's house, the sweater was gone.
- Dolly found yarn from the sweater. They followed the yarn to Chester's. Dolly put the yarn in her pocket and went home.
- The next day, Chester found another present. It was a sweater exactly like the first one. He ran to show it to Dolly.

### Thinking *Beyond* the Text

- ◆ Dolly made a sweater for Chester and hid to watch him find the gift.
- ◆ Chester thought the sweater was from a person named Guess Who, but Dolly expected Chester to guess it was from her.
- ◆ Chester didn't notice the sweater unraveling as he ran to Dolly's house.
- ◆ Chester was sad when he realized what happened to his sweater. Dolly took the yarn home to make him a new sweater.
- ◆ Dolly saw the sweater unraveling again.

### Thinking *About* the Text

- The writer shows how much Dolly cared for Chester by having her make the sweater, help Chester retrace the yarn, and remake the sweater.
- The writer shows how much Chester cared for Dolly by having him run to show her his new sweater.
- The illustrator provides information to help readers understand the story. She shows Dolly watching Chester and the sweater unraveling.

**MESSAGES** A good friend knows just what you need. Being a good friend takes support, patience, and kindness.

## Teaching Point

Select a teaching point that will be most helpful to your group of readers. If it's appropriate, use the suggestion below, which supports thinking within the text.

### Maintaining Fluency: Notice Punctuation

- Readers use periods, commas, quotation marks, exclamation marks, and question marks to guide their reading. Turn to pages 8 and 9. Listen to me read the first two paragraphs on page 8. Listen for when I pause. Notice when my voice goes up. Read the first two paragraphs, modeling appropriate intonation and pausing.
- When did you hear me pause? • Pause briefly after a comma. Pause slightly longer after an end punctuation mark, such as a period or exclamation mark.
- When did you hear my voice rise? • Raise your voice when you read a question.
- Have the students read the text on page 13 to a partner, using the punctuation to guide their reading.



**Prompting Guide, Part 1**  
Refer to pages 17 and 18 as needed



**Prompting Guide, Part 2**  
Refer to pages 37 and 43 as needed

**Supporting English Learners**  
Support students' independent writing.

- Confirm that students understand what an *opinion* is.
- Provide oral sentence frames for students to use to share their opinions: *I think \_\_\_\_, In my opinion, \_\_\_\_.*



**Prompting Guide, Part 1**  
Refer to pages 9 and 12 as needed

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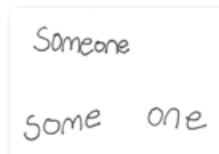


## Phonics/Letter and Word Work

Help the readers become more flexible with compound words.

### Take Apart Compound Words

- Write the word *someone* on the whiteboard. *What do you notice about this word?* • *It's a compound word, a word made up of two words. The first part is the word some. Now, write the word in two parts: some one.*
- Give the students whiteboards and wipe-off markers. *Write the word someone.* • *Now, write the word in its two parts, or words.* • *What words do you see?* • *Say the two words and then say the compound word.*
- Repeat the procedure with the words *something* and *somewhere*.
- If students do not notice, point out that all three compound words have the word *some*.



## Writing About Reading (Optional)

If you choose to have the students write about what they have read, the following is an option.

### Interactive Writing: Opinion

- Talk with students about Chester's problem in the story and how Dolly helped him solve it. Then, use interactive writing to help students express opinions about how the character acted. Begin by agreeing on two or three sentences to write.
- Have students clap longer words to hear and record known word parts. Be sure that students write words that not only sound right, but also look right. Have them think about what they know about known words to help write new words.
- Invite a student to illustrate the two characters. You may wish to make a copy of the writing for students to glue in the *Reader's Notebook*.



## Assessment

Refer to the goals stated on page 1 of this lesson guide and make notes of behavioral evidence, demonstrating that these goals were achieved.

- Refer to Level J in *The Fountas & Pinnell Literacy Continuum* and note the behaviors and understandings the readers in the group control or need to control. Make notes about what the readers learned how to do and what they need to learn how to do next.
- Use the Recording Form to take a reading record and assess an individual's processing on yesterday's new book. You may want to select a student before or after the lesson, or at some other point in the day, to code the record. After coding the reading, select an immediate teaching point that will be helpful to the particular reader.

### CHARACTERISTICS AND BENEFITS OF BOOK CLUBS

During book clubs children:

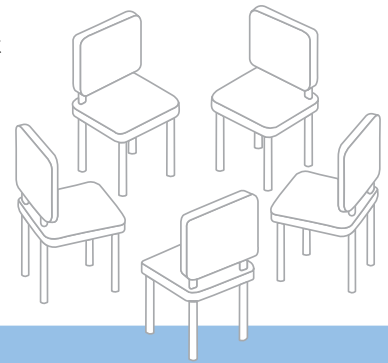
1. Sit in a circle on the floor or in chairs to discuss the text.
2. Learn to take turns and give their opinion.
3. Learn to listen to others and ask questions.
4. All turn to the page that is being discussed.
5. Learn to support their thinking by showing information in the book.
6. Look at the pictures.
7. Talk about how the book club went.

## Activate student agency and connect learning with books that stir captivating discussion

Book Clubs provide an authentic opportunity for children to apply many of the literacy behaviors and understandings that they have learned through other instructional contexts: thinking within, beyond, and about a text; listening and understanding; interacting socially; engaging in extended discussions; and more. As they bring together much of their learning in this one context, children find a sense of agency. The experience of exchanging ideas with their peers and co-constructing richer understandings of texts is genuinely rewarding.

### Book Clubs At A Glance

- Small-group instruction
- During book clubs, children discuss a book that they have all read or listened to
- Texts may be at or beyond children's independent reading level
- Children meet to talk about the text and share their thinking
- Instructional focus is on constructing meaning through language and print.



### Texts and Instruction for Book Clubs

The *Fountas & Pinnell Classroom™ Book Clubs* collection will include 32 titles organized into eight text sets, allowing teachers to conduct book clubs approximately once per month throughout the school year. The four books in each text set will be connected by genre, theme, topic, author, or illustrator. The books will also relate to titles in other instructional contexts, such as Interactive Read-Aloud, Shared Reading, and Independent Reading, allowing children to make connections among texts throughout *Fountas & Pinnell Classroom™*. A facilitator card is included for each Book Club title for teachers to support discussion with groups of readers.



# RESOURCES

AVAILABLE IN 2018

## Put Book Clubs into Action

Books are sometimes related to the text sets in Interactive Read-Aloud, focusing on genres, authors, themes, or topics that are common to both instructional contexts.

### USING TEXTS AMONG SEVERAL CLASSROOMS

You may be sharing your texts and the accompanying lessons with a team of fellow teachers. Consult the *FPC System Guide*, for tips and ideas to coordinate the use of the texts/lessons across multiple classrooms.

### *Fountas & Pinnell Classroom™ Book Clubs Collection Guide*

A brief guide that provides an overview of the components and implementation of the *FPC Book Clubs* collection.

### *Book Club Books*

32 trade titles (6 copies of each)

Book clubs provide an authentic opportunity to bring students together for in-depth discussion of captivating trade books they have self-selected and read. Book clubs help students extend thinking, learn more about themselves as readers, and grow as thoughtful users of literacy.

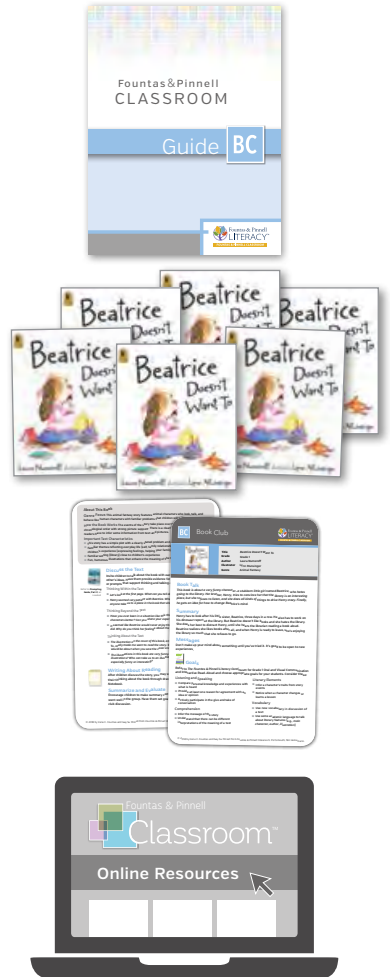
### *Book Club Facilitator Cards*

32 facilitator cards provide an overview of each book feature and instructional support to utilize as teachers support groups of readers during their discussion.

### *Book Club Online Resources*

The resources needed for each book club, including:

- PDF of each facilitator card
- Video Library



Guide	Books	Facilitator Cards	Access
<i>Fountas &amp; Pinnell Classroom™ Book Clubs Collection Guide</i>	Carefully curated collection of exquisite trade titles • 32 titles • 6 copies of each title	• 32 Facilitator Cards	Unlimited online access to lesson resources by title

**Fountas & Pinnell Classroom™ Book Clubs will be available in 2018.**

GRADE 1



Book Club



**Title** *Beatrice Doesn't Want To*  
**Grade** Grade 1  
**Author** Laura Numeroff  
**Illustrator** Lynn Munsinger  
**Genre** Animal Fantasy

**Book Talk**

*This book is about a very funny character—a stubborn little girl named Beatrice, who hates going to the library. Her brother, Henry, tries to convince her that the library is an interesting place, but she refuses to listen, and she does all kinds of things to drive Henry crazy. Finally, he gets an idea for how to change Beatrice's mind.*

**Summary**

Henry has to look after his little sister, Beatrice, three days in a row. He also has to work on his dinosaur report at the library. But Beatrice doesn't like books and she hates the library. She does her best to distract Henry, until she hears the librarian reading a book aloud. Beatrice realizes she likes books after all, and when Henry is ready to leave, she's enjoying the library so much that she refuses to go.

**Messages**

Don't make up your mind about something until you've tried it. It's good to be open to new experiences.



**Goals**

Refer to *The Fountas & Pinnell Literacy Continuum* for Grade 1 Oral and Visual Communication and Interactive Read-Aloud and choose appropriate goals for your students. Consider these:

**Listening and Speaking**

- Compare personal knowledge and experiences with what is heard
- Provide at least one reason for agreement with an idea or opinion
- Actively participate in the give and take of conversation

**Comprehension**

- Infer the message of the story
- Understand that there can be different interpretations of the meaning of a text

**Literary Elements**

- Infer a character's traits from story events
- Notice when a character changes or learns a lesson

**Vocabulary**

- Use new vocabulary in discussion of a text
- Use some academic language to talk about literary features (e.g., *main character, author, illustration*)

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Spark children's interest and help readers decide which text they want to read with the **Book Talk** –a brief introduction (teaser of sorts) to the book.

Enhance facilitation and meaningful conversation by reading the **Summary** which provides a quick refresher of the book's plot or critical information.

Familiarize yourself with the at-a-glance information on each title as well as the **Message(s)** to reinforce or convey the main/big ideas of the text.

Choose or modify the teaching **Goals** (align to *The Literacy Continuum*) to match the learning needs of students.

# Book Clubs FACILITATOR CARD

Draw children's attention to the book's **genre, structure, and characteristics** during the discussion.

Guide group conversation with prompts to support and extend students thinking and **discussion**. Each prompt is open-ended to promote higher-level thinking, encourage students to share varying interpretations and develop content knowledge from informational texts rather than simply replying with right-or-wrong responses.

Propel student agency by encouraging groups to **Summarize and Evaluate** their discussion and brainstorm enhancements to future book clubs.

## About This Book

**Genre Focus** This animal fantasy story features animal characters who look, talk, and behave like human characters with familiar problems that children will relate to.

**How the Book Works** The events of the story take place over three days, in clear, chronological order with strong picture support. There is a clearly stated problem, but readers have to infer some information from text and pictures.

### Important Text Characteristics

- This story has a simple plot with a clearly stated problem and a satisfying resolution.
- Familiar themes reflecting everyday life (self, family relationships), and ideas close to children's experience (expressing feelings, helping your family)
- Familiar setting (library) close to children's experience
- Fun, humorous illustrations that enhance the meaning of the text



Refer to **Prompting Guide, Part 2**, as needed.

## Discuss the Text

Invite children to talk about the book with each other, and build on each other's ideas. Have them provide evidence for their thinking. Some questions or prompts that support thinking and talking are suggested below.

### Thinking Within the Text

- *Let's look at the first page. What can you tell about the main character, Beatrice?*
- *Henry seemed very patient with Beatrice. What did you think about Henry? Can anyone take us to a place in the book that shows or tells what Henry is like?*

### Thinking Beyond the Text

- *Have you ever been in a situation like this that helps you understand the characters better? Can you share your experience?*
- *It seemed like Beatrice would never enjoy the library, no matter what Henry did. Why do you think her feelings about the library changed?*

### Thinking About the Text

- *The illustration on the cover of this book, and the title, Beatrice Doesn't Want To, really made me want to read the story. What did you think this story would be about when you saw the cover and the title?*
- *The illustrations in this book are very funny. What did you learn from the illustrations? Who can take us to an illustration that they thought was especially funny or interesting?*



## Writing About Reading

After children discuss the story, you may want to engage them in sharing their thinking about the book through drawing or writing in the *Reader's Notebook*.

## Summarize and Evaluate

Encourage children to make summary comments and briefly evaluate what went well in the group. Have them set goals for improving the next book club discussion.

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## BENEFITS OF INDEPENDENT READING

Through independent reading children can:

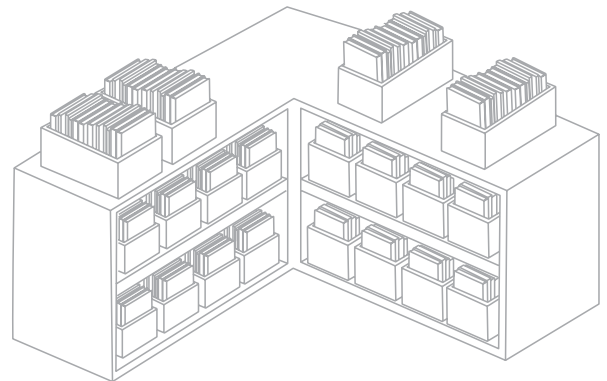
- Learn to exercise choice in selecting texts.
- Learn about themselves as readers.
- Gain “mileage” as readers.
- Engage in fluent reading daily.
- Develop the habit of spending time reading.
- Develop their own preferences for books, genres, and authors.
- Connect to the lives of others and their world.
- Engage in meaningful conversation.
- Become part of a community of readers.

## Promote lifelong reading habits with books that are worthy of student CHOICE

Independent Reading offers children the chance to read, enjoy, and interact with texts that they choose in order to gain “mileage” as readers. These collections were curated to provide high-quality trade books that help students explore their interests, flourish as readers, and develop the ability to independently read increasingly challenging texts.

### Independent Reading At A Glance

- Independent learning
- During independent reading, children read books of their choosing. Minilessons, brief conferences, and opportunities to share ideas support children’s learning
- Texts are generally at a child’s independent reading level
- Children share their thinking through discussion and writing
- Teaching occurs in brief conferences that support children’s thinking.



### Texts and Instruction for Independent Reading

The *Fountas & Pinnell Classroom™ Independent Reading* collection includes 150 trade titles that can be used to begin, or augment, your classroom library. Each book has been carefully selected to ensure that the collection is appropriate and engaging for first graders, and represents a diverse range of experiences and cultures. The collection includes a conferring card for each independent reading book. Through individual conferring conferences, teachers can observe and extend children’s understanding of the text as well as support their thinking.



# Put Independent Reading into Action

There is no sequence of books for Independent Reading, as students select books based on CHOICE and individual interests.

Titles are organized into readability categories (with corresponding text level ranges,) author, genre, and subgenre lists so teachers can recommend titles as needed.

### *Fountas & Pinnell Classroom™ Independent Reading Collection Guide*

A brief guide that provides an overview of the components and implementation of the *FPC Independent Reading* collection.

### *Independent Reading Books*

150 trade titles (1 copy of each)

A carefully curated collection of authentic children's literature that provide the opportunity for students to develop tastes as readers and to read a large number of self-selected books independently.

### *Independent Reading Conferring Cards*

150 conferring cards to make specific teaching points in brief conversations that lead individual readers forward.

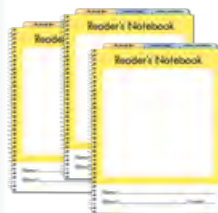
### *FPC Independent Reading Online Resources*

The resources needed for each independent reading conference, including:

- PDFs of each conferring card
- Video Library



Guide	Books	Conferring Cards	Access
<i>Fountas &amp; Pinnell Classroom™ Independent Reading Collection Guide</i>	Carefully curated collection of exquisite trade titles • 150 titles	• 150 Conferring Cards	Unlimited online access to resources by title



■ **COMPANION RESOURCES ALSO AVAILABLE**

The *Reader's Notebook* is a tool for reflection and a way for students to share and explain personal reactions, questions, and interpretations of the books they read. *See page 61 for more detail.*



GRADE 1

IR

Independent Reading



**Title** *Monkey Colors*  
**Grade** 1  
**Author** Darrin Lunde  
**Illustrator** Patricia J. Wynne  
**Genre** Nonfiction/Expository  
**Message(s)** Members of a species share defining characteristics but also have differences. An animal's coloring can help it survive or interact with other animals.

Familiarize yourself with the at-a-glance information on each title as well as the **message(s)** to reinforce or convey the main or "big" ideas of the text.

**Book Talk**

*There are so many kinds of monkeys! Did you know that monkeys can be many different colors? Some monkeys are named after their color, like the red howler monkey. Others are born one color and change color when they get older. Some monkeys are one color if they are girls, and another color if they are boys. If you like reading and learning about animals, especially monkeys, you'll like this book.*

Showcase the books in the classroom library with the **Book Talk** that provides a brief introduction—a teaser of sorts—to the book.

**Summary**

Although monkeys share defining characteristics, they are different in many ways. This book shows the variety of coloring seen in monkeys. The facts in this book start out simple ("Some monkeys are yellow, and some are red") and become increasingly complex ("This monkey has a blue and red nose, and this monkey has pink lips"; "Other monkeys are gold if girls and black if boys"). In a somewhat surprising ending, the opening illustration is shown again from a slightly different perspective, revealing that it is a museum display. Back matter includes additional information about how the monkeys' colors help them survive and interact with others, as well as a world map indicating where each monkey lives.

Enhance conferring conferences by reading the **Summary** which provides a quick refresher of the book's plot or critical information.

**Focus on Book and Print Features**

Because the text features of *Monkey Colors* are subtle, you might need to point them out to children. For example, the small, handwritten label below each monkey illustration looks like part of the picture. However, children will probably be able to distinguish between the main text and the back matter. Have them point out features that help them understand the text, such as boldface text that highlights the animals' names on pages 25–28, map labels and illustrations on pages 29–30, and the author's note on page 31.

**Focus on a key characteristic** of the text as you discuss the book with a reader.

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# Independent Reading CONFERRING CARD

Guide your conversation with readers with **Conferring Prompts** to support and extend the child's thinking.

## Conferring Prompts

Have a brief conversation to check in on the child's enjoyment and understanding of the book, and to answer any questions. Some of the following prompts may be helpful depending on where the child is in reading the book. Sample and support the child's oral reading and discuss writing in the *Reader's Notebook* if appropriate.

### Book Choice and Engagement

- Why did you choose this book? Show a page that you really liked.
- How is this book like other animal books you have read? How is it different?

### Thinking *Within* the Text

- Talk about what you learned about monkeys from this book.
- Which monkeys change color when they get old?

### Thinking *Beyond* the Text

- How did your thinking about monkeys change as you read this book? Show pages that helped your new thinking.
- Talk about what's the same about all the monkeys in this book.

### Thinking *About* the Text

- The author, Darrin Lunde, is a scientist who studies animals. Does knowing that help you trust the information in the book? Talk about that.
- How do you think the author feels about monkeys? How do you know?

## Writing About Reading Prompts

You may want to select from the following prompts to engage children in sharing their thinking about the book through drawing or writing in the *Reader's Notebook*.

### Thinking *Within* the Text

- Draw your favorite monkey. Be sure to use the right colors! Then write the monkey's name and some facts about it.

### Thinking *Beyond* the Text

- Choose two monkeys. Write how they are the same and how they are different.

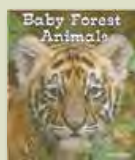
### Thinking *About* the Text

- Write a note to your teacher. Tell what makes this a good book.

Encourage children to expand their thinking about the book through writing or drawing. Choose or modify a **Writing About Reading Prompt** that would best support and extend a child's understanding of the text.

Point children to similar books in the classroom library and encourage **more independent reading**.

If children liked this book, they might enjoy these books featuring monkeys found in the Independent Reading library:



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# Professional Learning Tools

## BENEFITS OF PROFESSIONAL LEARNING:

1. Energize your CLASSROOM
2. Learn in context with colleagues
3. Invoke a culture of collegiality
4. Build upon your teaching strengths
5. Introduce new expertise that will transform literacy learning
6. Reflect, recharge, and reimagine your craft.



## Strengthen instructional decisions with resources designed to elevate literacy expertise

Transformative professional learning underpins *Fountas & Pinnell Classroom™*—essential instructional tools, practical professional books, motivational professional development, and insightful assessment—for high-impact literacy teaching.

### Professional Learning Tools At A Glance

#### INSTRUCTIONAL TOOLS:

- *The Fountas & Pinnell Literacy Continuum*, EXPANDED EDITION
- *Prompting Guide Part 1 for Oral Reading and Early Writing*
- *Prompting Guide Part 2 for Comprehension: Thinking, Talking, Writing*

#### PROFESSIONAL LEARNING:

- *Guided Reading: Responsive Teaching Across the Grades*, SECOND EDITION
- Professional Development opportunities

#### ASSESSMENT TOOLS:

- *Benchmark Assessment System*, THIRD EDITION
- Embedded observation and assessment in each instructional context

#### STUDENT LEARNING TOOL:

- *Reader's Notebooks*

### A Literacy System Grounded in Professional Learning

The single most important factor in students' literacy success is skillful, informed teaching. Fountas and Pinnell are committed to elevating teacher expertise through meaningful, scalable, and sustainable professional learning. Their collective work to date establishes a cohesive and coherent set of professional tools to make teaching efficient and transformative: a systematic instructional approach for getting all teachers and school leaders on the same page, with the same understandings, the same language, and the same goals. Now, *Fountas & Pinnell Classroom™* brings together decades of research to help teachers work in highly effective ways with students, learn more about literacy teaching, and engage in continuous professional growth.



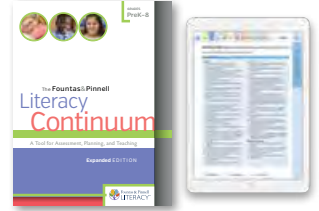
# RESOURCES

## Put Professional Learning Tools into Action

*Fountas & Pinnell Classroom™* is designed to create a sense of community among teachers who are concerned not only about what students learn but also about how and why they learn. A spirit of inquiry and intellectual curiosity permeates *Fountas & Pinnell Classroom™*, and the educators in the school offer a model of collaboration and continual learning.

### *The Fountas & Pinnell Literacy Continuum*, EXPANDED EDITION

This essential tool names and categorizes literacy behaviors, understandings, and goals, and provides a way to look for specific evidence of learning from PreK through grade eight across eight instructional contexts (continua).



Available in print and digital formats

### *Guided Reading: Responsive Teaching Across the Grades*, SECOND EDITION

*Fountas & Pinnell Classroom™* operationalizes the WHAT and HOW of this critically important professional text to transform literacy teaching and learning.



### *Prompting Guide, Part 1 for Oral Reading and Early Writing* *Prompting Guide, Part 2 for Comprehension: Thinking, Talking, Writing*

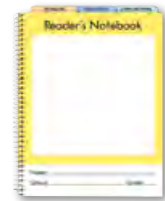
These in-the-hand teaching tools contain precise language to use when teaching, prompting for, and reinforcing effective strategic actions in reading and writing.



Available in print and digital formats

### *Reader's Notebooks*

Designed to encourage reflection, inquiry, critical thinking, and dialogue about reading, the *Reader's Notebook* helps students account for what they read through writing and drawing as they explore and convey their understanding.



### *Benchmark Assessment System*, THIRD EDITION

The most accurate and insightful tool to identify the instructional and independent reading levels of all students and document their progress through one-on-one formative and summative assessments.



### *Professional Development*

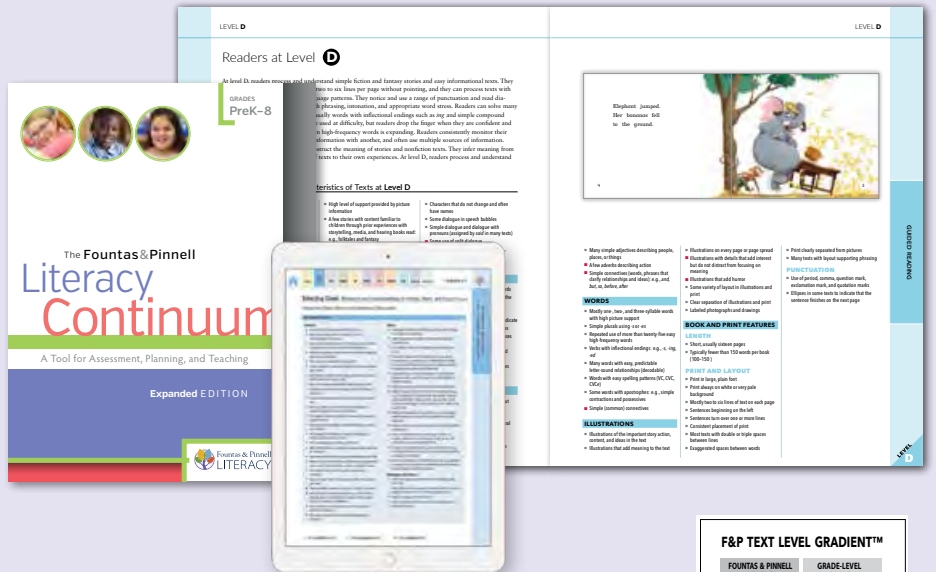
With both embedded and extended opportunities for sustained, scalable professional growth of teachers, professional learning informs and inhabits *Fountas & Pinnell Classroom™*.

# A CLOSER LOOK

# The Literacy Continuum EXPANDED EDITION

## A FIRM FOUNDATION

The Fountas & Pinnell Literacy Continuum and the F&P Text Level Gradient™ are the foundations of Fountas & Pinnell Classroom™. The specific text demands, competencies, and behaviors to teach for, assess, and reinforce [at each grade and text level] inform and inhabit Fountas & Pinnell Classroom™.



## THE ROADMAP FOR LITERACY ACQUISITION IN CHILDREN OVER TIME

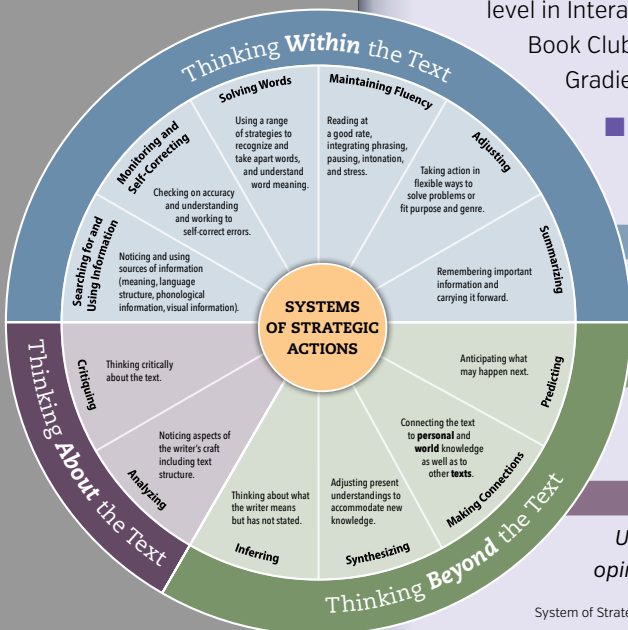
Proficient readers and writers display recognizable behaviors at every phase of literacy learning. When teachers notice, teach, and support these behaviors, they link assessment to responsive teaching. This indispensable literacy tool identifies:

- The text characteristics of books best suited for high-impact teaching in each instructional context. [By grade level in Interactive Read-Aloud, Shared Reading, and Book Clubs; and by text level on the F&P Text Level Gradient™ in Guided Reading.]

F&P TEXT LEVEL GRADIENT™	
FOUNTAS & PINNELL LEVELS	GRADE/LEVEL GOALS
A	Kindergarten
B	
C	
D	
E	Grade One
F	
G	
H	
I	Grade Two
J	
K	
L	
M	Grade Three
N	
O	
P	
Q	Grade Four
R	
S	
T	
U	Grade Five
V	
W	
X	
Y	Grade Six
Z	
Z+	Grade Seven–Eight High School/Adult

The grade level goals on the F&P Text Level Gradient™ are intended to provide general guidelines, which should be adjusted based on individualized requirements and professional teacher judgement.  
© 2012 Irene C. Fountas and Gay Su Pinnell

- The behaviors that demonstrate thinking and understanding within, beyond, and about a text.



### THINKING WITHIN THE TEXT

Understanding the literal meaning by processing words and stated ideas

### THINKING BEYOND THE TEXT

Understanding implied meanings, synthesizing information, making connections, and determining deeper meanings

### THINKING ABOUT THE TEXT

Understanding author's craft and articulating opinions about craft

System of Strategic Actions diagram © 2015 by Irene C. Fountas and Gay Su Pinnell, Portsmouth, NH: Heinemann.

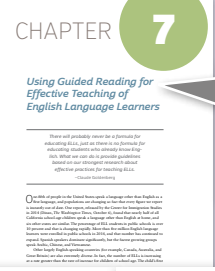


# A CLOSER LOOK

# Guided Reading SECOND EDITION

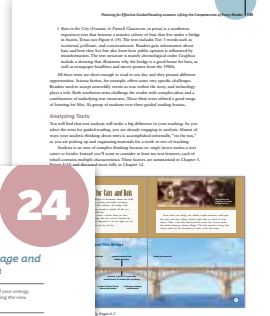
## REDEFINE YOUR LITERACY INSTRUCTION

This foundational resource examines guided reading's critical value within a systematic, multi-text approach to literacy learning, and the reflective, responsive teaching required to maximize its full potential within your classroom. Through guided reading, students learn how to engage in every facet of the reading process and apply their reading power to all literacy contexts in Fountas & Pinnell Classroom™.



Support for teaching in a diverse classroom.

Create a learning environment within which literacy and language can flourish.



about and learn from every experience you have. Luckily, opportunities to learn are much more available now even for teachers in wide-apart, rural communities. You can find virtual learning communities. We created the Fountas & Pinnell Literacy™ community ([www.fountasandpinnell.com](http://www.fountasandpinnell.com)) to offer an Internet “home” for teachers, literacy leaders, and district administrators who have similar values and beliefs and are engaged in the kinds of practices we discuss here. It is a way to connect and converse with others and to select resources that elevate your expertise. Make [www.fountasandpinnell.com](http://www.fountasandpinnell.com) your daily literacy retreat to reflect, recharge, research, and redefine your literacy instruction. We invite you to join the conversation and become a member today.

### A Comprehensive Design

A comprehensive design offers opportunities for language and literacy learning with an underlying coherent theory of the reading and writing process. Instructional routines are built on understandings about learning and how students develop as readers, writers, and language users.

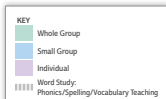


FIGURE 24-1 Key for Different Settings in a Coherent Literacy Design

Each setting is described in different parts of this book and in our other professional books. We will define them briefly here as a kind of summary. Notice the key that applies to the different settings. (See Figure 24-1)

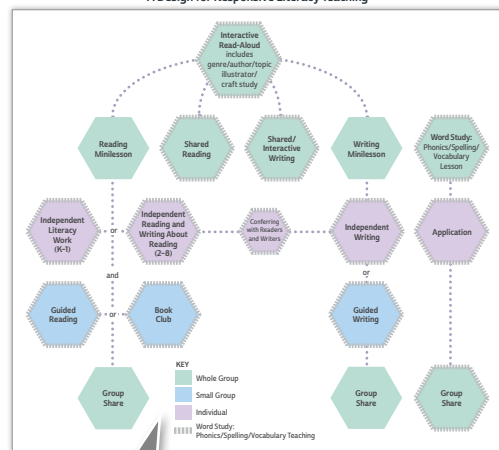
In Figure 24-2, you see a layout of a basic coherent literacy design. This broad approach can be adapted to meet local needs. And, you will want to select where you start and collaboratively decide where you go next. There are some variations for primary and intermediate students of course, and time periods will vary (see sample schedules in Chapter 21). The middle school plan with departmentalization may incorporate a limited number of the elements. But, in general a group of teachers across the grades can share the design for instruction and students benefit from the predictability and consistency they experience.

### Whole-Group Teaching

Whole-group instructional contexts are signaled by the color green. It is highly efficient in terms of your instructional time to do some things with the entire class at once. It is also helpful in building community to have several times a day when the whole group meets together to share learning. They are:

- 1 **Interactive Read-Aloud.** You select a text (usually a group of texts that are connected in some way) and read-aloud to the class. Students are invited to discuss the text. Interactive read aloud includes specialized studies that focus on genre, authors, illustrators, or the craft of writing.
- 2 **Shared/Interactive Writing.** You invite students to collaboratively compose a message, story, or informational text and then act as their scribe. In interactive writing you “share the pen.” Students take ownership for the

### A Design for Responsive Literacy Teaching



© 2011 by Irene C. Fountas and Gay Su Pinnell from Guided Reading, Second Edition. Portsmouth, NH: Heinemann.

In-depth exploration of responsive teaching.

## A CLOSER LOOK

# Prompting Guides AND Reader's Notebook

### THE LANGUAGE OF TEACHING

These handy flip-chart tools include precise language for teaching readers how to focus or expand their thinking through talk and writing before, during, and after reading in several instructional contexts.

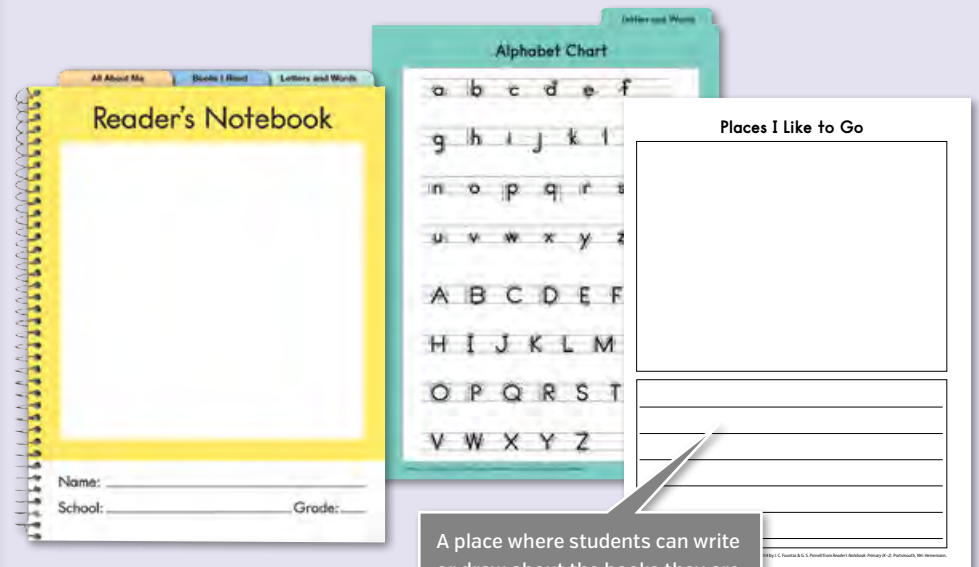


Select language that best prompts students as they build their literacy processing systems.

### A POWERFUL TOOL TO SUPPORT READING ALL YEAR LONG

Reader's Notebooks enable students to:

- Reflect on texts.
- Record books read.
- Reference tabbed pages to guide reflection.
- Identify reading interests.
- Engage in written dialogue with the teacher.
- Record their thinking.



A place where students can write or draw about the books they are reading independently or hearing read aloud.

**CONTEXTS FOR ASSESSMENT AND OBSERVATION IN FOUNTAS & PINNELL CLASSROOM™**

Observation and assessment are essential parts of the teaching process and are integral to *Fountas & Pinnell Classroom™*.

## Assessment to Inform Instruction

Assessment is pervasive in every instructional context of *Fountas & Pinnell Classroom™*. Through systematic observations and record-keeping, teachers will have a continuous flow of reliable information about children’s literacy progress. The decisions teachers make based on this data is the heartbeat of responsive teaching.

### Assessment At A Glance

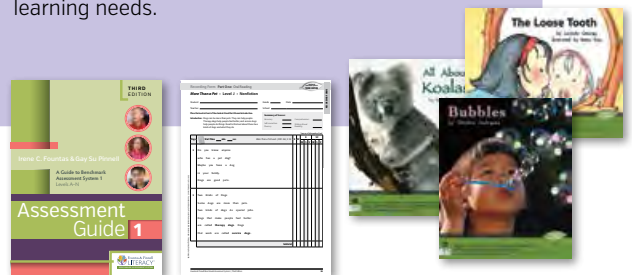
Assessment makes evidence-based, student-centered teaching possible. This information will help teachers to:

- Determine what each child can do, both independently and with teacher support
- Inform teaching decisions on an ongoing basis
- Monitor progress
- Document each child’s progress over time
- Obtain information for reporting progress.

### CONTINUOUS AND INTERVAL ASSESSMENT




Two types of standardized assessment are essential for documenting student progress, analyzing achievement patterns over time, and to inform effective teaching in *Fountas & Pinnell Classroom™*.

Type	Frequency	Assessment Tool
CONTINUOUS	<ul style="list-style-type: none"> <li>• Administer at regular intervals</li> </ul>	<ul style="list-style-type: none"> <li>• Use a reading record to code, analyze, and score a child’s reading of the previous day’s new text during Guided Reading.</li> </ul>
INTERVAL	<ul style="list-style-type: none"> <li>• Assess to inform instruction</li> <li>• Document progress 2-3 times per year</li> </ul>	<ul style="list-style-type: none"> <li>• Use <i>Fountas &amp; Pinnell Benchmark Assessment System (BAS)</i> to determine text levels that will be used for instruction</li> <li>• Use <i>BAS Optional Assessments</i> to pinpoint specific learning needs.</li> </ul>

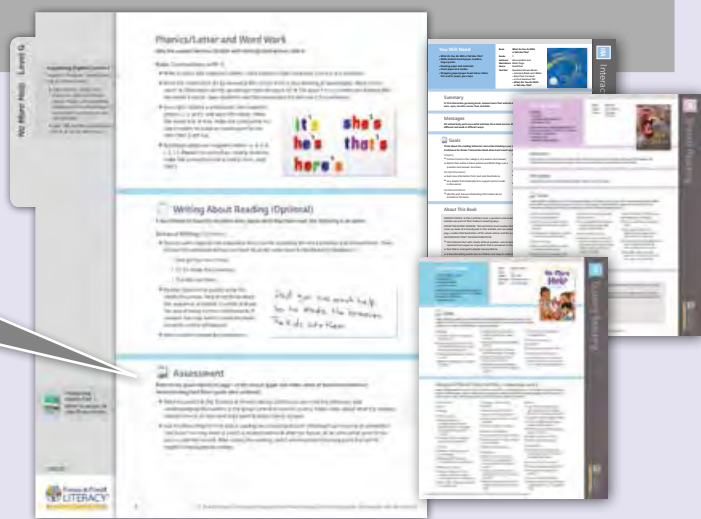




*Fountas & Pinnell Classroom™* provides a seamless cycle from assessment to instruction that promotes responsive teaching of every individual child in the classroom. Three contexts are highly productive for continuously observing/gathering information about literacy learning: oral reading, children’s talk, and writing about reading:

	WHEN TO OBSERVE	HOW TO OBSERVE	WHAT TO OBSERVE
<b>ORAL READING</b> 	<b>OBSERVE DURING:</b> <ul style="list-style-type: none"> <li>Guided Reading</li> <li>Independent Reading</li> </ul>	<ul style="list-style-type: none"> <li>Running/Reading Record</li> </ul>	<ul style="list-style-type: none"> <li>Significant behaviors such as pauses, repetitions, errors, and self-corrections</li> <li>Fluency</li> <li>Accurate reading</li> </ul>
<b>CHILDREN’S TALK</b> 	<b>OBSERVE DURING:</b> <ul style="list-style-type: none"> <li>Interactive Read-Aloud</li> <li>Shared Reading</li> <li>Guided Reading</li> <li>Independent Reading</li> <li>Book Clubs</li> </ul>	<ul style="list-style-type: none"> <li>Observational notes</li> </ul>	<ul style="list-style-type: none"> <li>Student’s understanding of the text—beyond simply retelling</li> <li>Student’s understanding of the “bigger” ideas of the text</li> <li>Student’s ability to: summarize, infer, synthesize new information, notice aspects of writer’s craft, think critically about a text, etc.</li> </ul>
<b>WRITING ABOUT READING</b> 	<b>OBSERVE DURING:</b> <ul style="list-style-type: none"> <li>Guided Reading</li> <li>Independent Literacy Activities</li> </ul> <b>OBSERVE AFTER:</b> <ul style="list-style-type: none"> <li>Interactive Read-Aloud</li> <li>Shared Reading</li> <li>Book Clubs</li> </ul>	<ul style="list-style-type: none"> <li>Reader’s Notebook entries</li> <li>Writing samples</li> </ul>	<ul style="list-style-type: none"> <li>Student’s ability to: articulate understandings through writing/drawing, summarize, infer, synthesize new information, notice aspects of writer’s craft, think critically about a text, etc.</li> </ul>

Each instructional context in *Fountas & Pinnell Classroom™* is an opportunity to **observe and record evidence** of specific learning behaviors and understandings. The Interactive Read-Aloud, Shared Reading, Guided Reading, and Phonics lessons each include an assessment of the lesson goal(s). Assessments include observation, student writing, running records, and use of *The Literacy Continuum* to observe specific behaviors.



## A CLOSER LOOK

# Professional Learning Tools **RESOURCES**

### RESOURCES AND OPPORTUNITIES THAT ELEVATE EXPERTISE

*Fountas and Pinnell believe that teacher expertise is at the heart of student achievement—Fountas & Pinnell Classroom™ is deeply rooted in continuous professional learning.*



### MEMBERSHIP IS FREE!

*Insightful blog posts, active discussion boards, downloadable resources, and daily teaching tips make every visit worthwhile.*

To join, visit [www.fountasandpinnell.com](http://www.fountasandpinnell.com).

The following professional learning opportunities are available to further develop the teaching craft and foster a climate of collegiality and community.

RESOURCES AND OPPORTUNITIES		
	EMBEDDED	• Resources inherently rooted in <i>FPC</i> to elevate expertise
 THROUGH PEARSON ACADEMY	PRIVATE	• Expert comes to your school
	PUBLIC	• You come to the experts
	ONLINE	• Interact digitally with experts
	COMMUNITY	• Daily retreat to reflect, research and redefine literacy instruction [free]

## The Fountas & Pinnell Literacy™ Community

The process of achieving and extending expertise begins with having a vision for what literacy classrooms can be like. To get started realizing that vision, become part of a learning community that actively pursues the same goal: to nurture the growth of individuals who not only use literacy in a highly proficient way but use literacy to create a high quality of life.

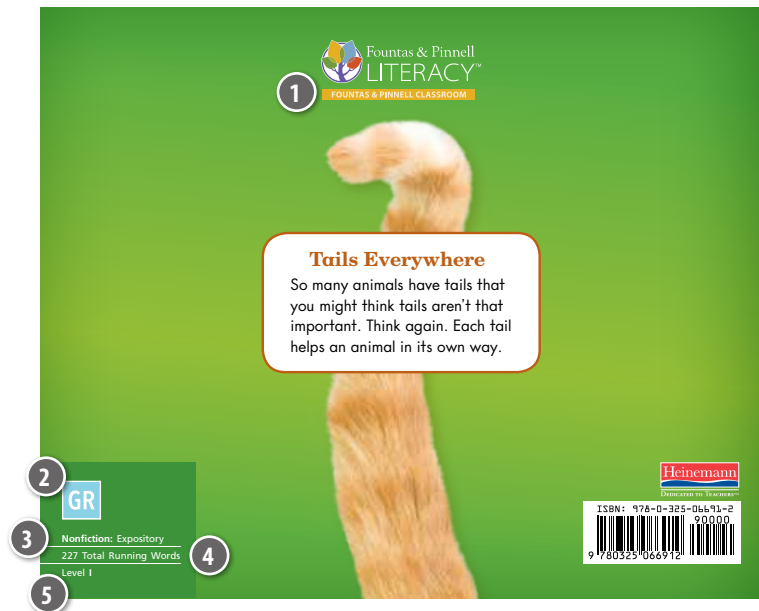
Members receive exclusive access to content and events, such as:

- **Exclusive, members-only Webinars** hosted by Irene C. Fountas and Gay Su Pinnell
- **Daily Lit Bits** to sharpen your practice and spark professional conversations
- **Consultant-led Discussion Board** to build community through in-depth reflection and discussion
- **Instructional tools** from the **Resource Library** to extend your expertise
- **Study Guides** designed for deep exploration and understanding of Fountas and Pinnell professional books.



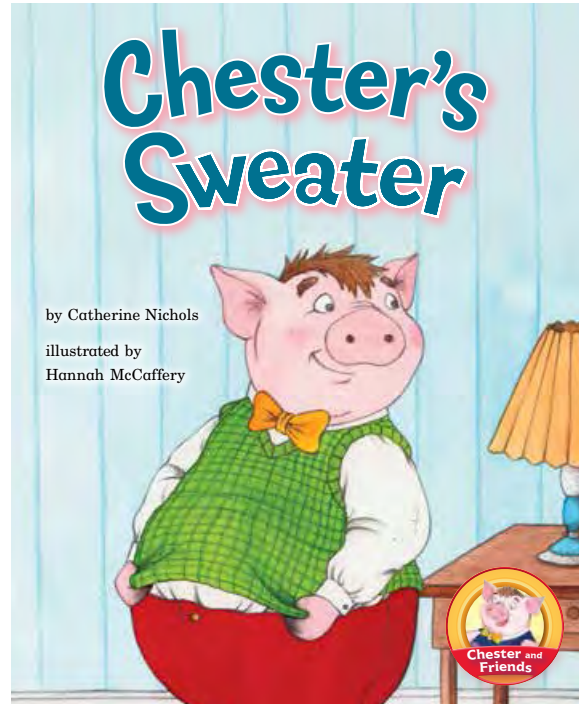
Each book cover is clearly labeled with:

- 1 Fountas & Pinnell Literacy™ product identifier
- 2 Fountas & Pinnell Classroom™ Instructional Context
- 3 Genre: Fiction or Nonfiction
- 4 Running Words for oral reading record
- 5 Fountas & Pinnell Text Level



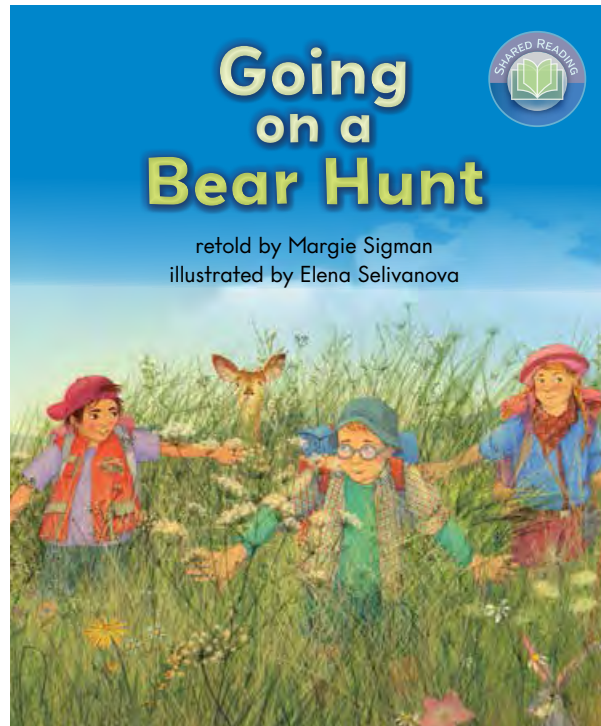
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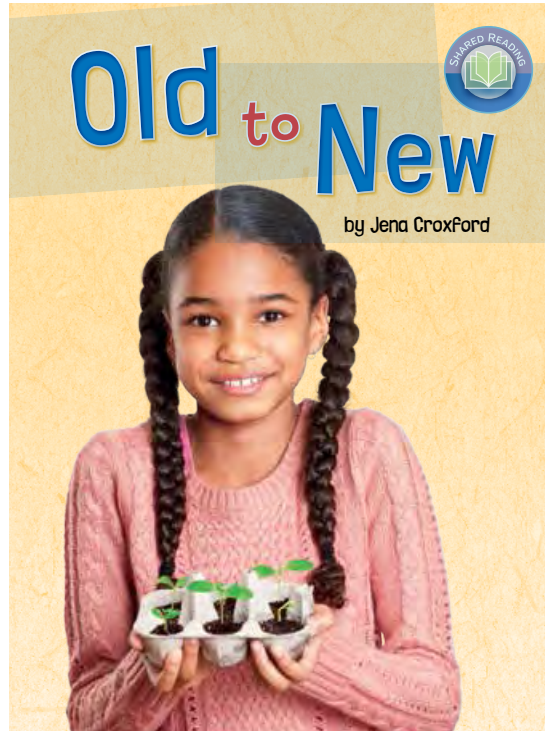
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- 4 Running Words for oral reading record





THE SCHOOLS WE ENVISION recognize every child's right to grow up literate as a member of a dynamic learning community that values the richness of linguistic, ethnic, and cultural diversity. Members of the school community are treated and treat others with empathy, kindness, and respect. Students are motivated to investigate new ideas that fuel intellectual curiosity and act as powerful agents in their own learning. Because students are fully engaged and feel a sense of joy in their own learning, they achieve a higher level of literacy. Through dynamic literacy education that exemplifies the beliefs and core values described below, students come to understand their physical, social, and emotional world and their roles as informed global citizens—hallmarks of the literate lives they can lead.

### CORE VALUES

WITH MORE THAN  
25 YEARS OF  
LITERACY LEADERSHIP,  
the extensive work of  
Irene Fountas and Gay Su  
Pinnell has coalesced  
into Fountas & Pinnell  
Literacy™—a cohesive,  
systematic approach to  
high-quality literacy  
instruction centered on a  
powerful principle:  
*what we teach, we value;  
and what we value,  
we teach.*

To that end, Fountas & Pinnell Literacy™ is built on a set of Foundational Beliefs and Core Values that together reflect a transformative vision of what literacy education can be: a shared commitment to meaningful, effective, responsive teaching that ensures the right of every student to lead a LITERATE LIFE.

#### Schools are places where *students*:

- 1 Act as members of a **cohesive learning community** that sustains their **literacy growth** and **success**.
- 2 Engage in **authentic inquiry** within and beyond the classroom walls to ignite their **intellectual curiosity** and expand their knowledge of the world and of others.
- 3 **Believe in themselves** and their own ability to acquire and use language and literacy for learning and enjoyment.
- 4 **Read, and think, talk, and write** every day about **relevant content** that engages their hearts and minds.
- 5 Read, and think, talk, and write about texts that are **culturally sensitive, reflect the diversity** in our world, and **vary in genre, content, and perspective**.

#### Schools are places where *literacy educators*:

- 6 Implement a **coherent set of evidence-based instructional practices** in whole-class, small-group, and individual contexts.
- 7 Make expert **instructional decisions** based on evidence gained from **systematic observation** and ongoing **assessment** data.
- 8 Work as a **team** to take **collective responsibility** for the high achievement of each student in a widely diverse population.
- 9 Act as members of a community with a **common vision, common goals, common language**, and a strong belief that their work can **transform children's lives through literacy**.
- 10 Demonstrate an **unwavering commitment** to their own **professional learning** and to supporting the learning of their colleagues and team members.



For current pricing and order information:  
Phone 1800 656 685 • Fax 1800 642 270 • Email [schools@pearson.com.au](mailto:schools@pearson.com.au)

