

from **a b c**
to **mastery!**



Introducing
**PENGUIN
YOUNG
READERS**

A Brand-New Reader Program
Perfect for Educators, Parents, and Kids!

Reading is as easy as 1...2...3...4!



PENGUIN YOUNG READERS

LEVEL 1 **Emergent Reader**
Guided Reading Levels A, B, C, D

LEVEL 2 **Progressing Reader**
Guided Reading Levels E, F, G, H, I

LEVEL 3 **Transitional Reader**
Guided Reading Levels J, K, L, M

LEVEL 4 **Fluent Reader**
Guided Reading Levels N, O, P

Penguin Young Readers unite the best authors, illustrators, and brands from the Penguin Young Readers Group under one umbrella. Including a comprehensive mix of esteemed authors, favorite characters, nonfiction, and licensed properties, Penguin Young Readers feature a traditional numbered leveling system, as well as the Guided Reading leveling system, to ensure quick recognition for educators, parents, and kids.

GUIDED READING LEVELING SYSTEM

- Every Penguin Young Reader has been leveled by independent reviewers applying the standards developed by esteemed literacy experts Irene Fountas and Gay Su Pinnell

BOOKS AVAILABLE SEPTEMBER 2011

- 48 titles available in Fall 2011
- An additional 100+ titles available by the end of 2012

A UNIFIED LOOK

- Clear, consistent, and identifiable levels makes it easy to pick the right book for each reader

www.penguinyoungreaders.com

Penguin Young Readers are leveled by independent reviewers applying the standards developed by Irene Fountas and Gay Su Pinnell in *Matching Books to Readers: Using Leveled Books in Guided Reading*, Heinemann, 1999.

DESIGNED WITH EDUCATORS IN MIND . . .

- Penguin Young Readers apply the standards of Fountas and Pinnell's Guided Reading program in text layout, vocabulary, sentence structure, design, plot complexity, font size, genres, and themes
- Penguin Young Readers program levels are described in language that is commonly used in the classroom and firmly based on a proven leveling system
- Penguin Young Readers present a clear, uncluttered approach to a Guided Reading program
- Penguin Young Readers include award-winning series like Amanda Pig, critically-acclaimed classics like Black Beauty, and kid favorites like Young Cam Jansen
- High-interest full-color nonfiction titles will appeal to even the most reluctant readers



PENGUIN YOUNG READERS

BUT DON'T TAKE OUR WORD FOR IT . . .

“Finally a beginning reader series that has it all. The series is attractively designed and easily recognizable —just look for the Penguin!”

— Sue McCleaf Nespeca, M.Ed in Early Childhood, M.L.S.; Children's Literature Consultant, Kid Lit Plus Consulting, www.kidlitplus.com

“The Penguin Young Readers program will provide new readers with the guidance they need to achieve reading success. Congratulations on developing a fantastic new guided reading program.”

— Floyd C. Dickman, Co-Director of the Mazza Museum Children's Book Center

“Engaging, enriching, and exciting —the PENGUIN YOUNG READERS collection has it all!”

—Rose Brock, teacher, librarian, doctoral candidate, Texas Woman's University

“Books especially designed to help kids become competent readers are so important to library collections. It will be terrific to have these backlist gems available again along with the support of a guided level system.”

— Caroline Ward, Youth Services Coordinator of the Ferguson Library, Stamford, CT and Past Chair, Geisel Committee

“‘I can read it myself,’ will be the new slogan in primary classrooms thanks to the careful attention to reading development used to organize titles in the Penguin Young Readers collection.”

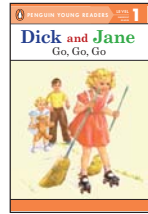
— Susannah Richards, Associate Professor of Education, Reading/Language Arts, and Children's Literature, Eastern Connecticut State University, Willimantic, CT

“The eternal question: What is the best book to buy for a child? Penguin Young Readers answer that question with classic children's literature at specific independent reading levels.”

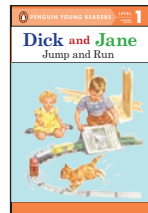
— Claudia Katz, Ed.D., Assistant Professor of Education, National-Louis University, Skokie, IL

INTRODUCING

LEVEL 1



**Dick and Jane:
Go, Go, Go**
978-0-448-43405-6
\$3.99 (\$4.99 CAN)



**Dick and Jane:
Jump and Run**
978-0-448-43402-5
\$3.99 (\$4.99 CAN)



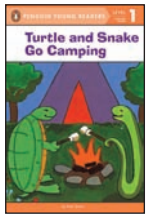
**Monkey See,
Monkey Do**
978-0-448-42299-2
by Dana Regan
\$3.99 (\$4.99 CAN)



**Tiny Goes to the
Library**
978-0-14-130488-5
by Cari Meister
illustrated by Rich Davis
\$3.99 (\$4.99 CAN)



Tiny the Snow Dog
978-0-14-056708-3
by Cari Meister
illustrated by Rich Davis
\$3.99 (\$4.99 CAN)



**Turtle and Snake
Go Camping**
978-0-14-130670-4
by Kate Spohn
\$3.99 (\$4.99 CAN)

LEVEL 2



Bad Hair Day
978-0-448-41996-1
by Susan Hood
illustrated by Joy Allen
\$3.99 (\$4.99 CAN)



**Busy Bugs:
A Book About Patterns**
978-0-448-43159-8
by Jayne Harvey
illustrated by
Bernard Adnet
\$3.99 (\$4.99 CAN)



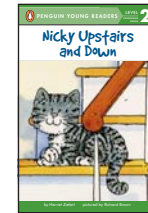
Cowboy Roy
978-0-448-41568-0
by Cathy East Dubowski
illustrated by
Mark Dubowski
\$3.99 (\$4.99 CAN)



Look! I Can Read!
978-0-448-41967-1
by Susan Hood
illustrated by
Amy Wummer
\$3.99 (\$4.99 CAN)



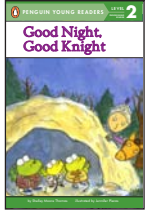
Pal and Sal
978-0-448-41716-5
by R. A. Herman
illustrated
by Betina Ogden
\$3.99 (\$4.99 CAN)



**Nicky Upstairs
and Down**
978-0-14-0-36852-9
by Harriet Ziefert
illustrated by
Richard Brown
\$3.99 (\$4.99 CAN)



**Max & Ruby:
Max's Checkup**
978-0-448-45376-7
\$3.99 (NCR)



**Good Night, Good
Knight**
978-0-14-230201-9
by Shelley Moore Thomas
illustrated by
Jennifer Plecas
\$3.99 (\$4.99 CAN)



Kit and Kat
978-0-448-40748-7
by Tomie dePaola
\$3.99 (\$4.99 CAN)



Frogs
978-0-448-41839-1
by Laura Driscoll
illustrated by
Judith Moffatt
\$3.99 (\$4.99 CAN)



Madeline and Her Dog
978-0-448-45438-2
by John Bemelmans
Marciano
\$3.99 (\$4.99 CAN)
Hardcover:
978-0-448-45734-5
\$13.99 (\$16.50 CAN)



Madeline's Tea Party
978-0-448-45439-9
by John Bemelmans
Marciano
\$3.99 (\$4.99 CAN)
Hardcover:
978-0-448-45735-2
\$13.99 (\$16.50 CAN)



Pal the Pony
978-0-448-41257-3
by R. A. Herman
illustrated by
Betina Ogden
\$3.99 (\$4.99 CAN)



Snug Bug
978-0-448-40849-1
by Cathy East Dubowski
illustrated by
Mark Dubowski
\$3.99 (\$4.99 CAN)



Spider's Lunch
978-0-448-40223-9
by Joanna Cole
illustrated by Ron Broda
\$3.99 (\$4.99 CAN)



That Bad, Bad Cat!
978-0-448-42622-8
by Claire Masurel
illustrated by True Kelley
\$3.99 (\$4.99 CAN)



Water
978-0-448-42847-5
by Emily Neye
illustrated by
Cindy Revell
\$3.99 (\$4.99 CAN)



What a Hungry Puppy!
978-0-448-40536-0
by Gail Herman
illustrated by
Norman Gorbaty
\$3.99 (\$4.99 CAN)



The Pizza That We Made
978-0-14-230019-0
by Joan Holub
illustrated by Lynne
Cravath
\$3.99 (\$4.99 CAN)

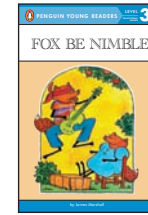


Who Stole the Cookies?
978-0-448-41127-9
by Judith Moffatt
\$3.99 (\$4.99 CAN)

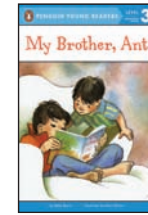
LEVEL 3



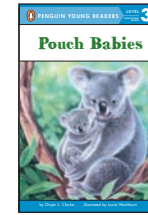
**A Is for Amber:
What a Trip,
Amber Brown**
978-0-698-11908-6
by Paula Danziger
illustrated by Tony Ross
\$3.99 (\$4.99 CAN)



Fox Be Nimble
978-0-14-036842-0
by James Marshall
\$3.99 (\$4.99 CAN)



My Brother, Ant
978-0-14-038345-4
by Betsy Byars
illustrated by
Marc Simont
\$3.99 (\$4.99 CAN)



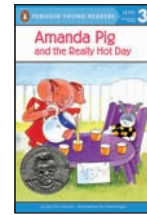
Pouch Babies
978-0-448-45107-7
by Ginjer L. Clarke
illustrated by
Lucia Washburn
\$3.99 (\$4.99 CAN)



**Volcanoes: Mountains
That Blow Their Tops**
978-0-448-41143-9
by Nicholas Nirgiotis
illustrated by
Michael Rodenich
\$3.99 (\$4.99 CAN)



**Young Cam Jansen
and the Lost Tooth**
978-0-14-130273-7
by David A. Adler
illustrated by
Susanna Natti
\$3.99 (\$4.99 CAN)



**Amanda Pig and
the Really Hot Day**
978-0-14-240775-2
by Jean Van Leeuwen
illustrated by
Ann Schweninger
\$3.99 (\$4.99 CAN)



**Frances Hodgson Burnett's
A Little Princess**
978-0-448-41327-3
adapted by
Deborah Hautzig
illustrated by
Natalie Carabetta
\$3.99 (\$4.99 CAN)



**Pearl and Wagner:
Two Good Friends**
978-0-448-45690-4
by Kate McMullan
illustrated by R. W. Alley
\$3.99 (\$4.99 CAN)



**Second Grade Rules,
Amber Brown**
978-0-14-240421-8
by Paula Danziger
illustrated by Tony Ross
\$3.99 (\$4.99 CAN)



Why Do Cats Meow?
978-0-14-056788-5
by Joan Holub
illustrated by
Anna DiVito and with
photographs
\$3.99 (\$4.99 CAN)



**Young Cam Jansen
and the Missing
Cookie**
978-0-14-038050-7
by David A. Adler
illustrated by
Susanna Natti
\$3.99 (\$4.99 CAN)



**Bug Out!:
The World's Creepiest,
Crawliest Critters**
978-0-448-44543-4
by Ginjer L. Clarke
illustrated by Pete Mueller
\$3.99 (\$4.99 CAN)



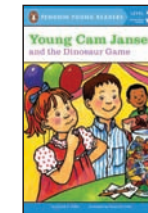
Mummies
978-0-448-41325-9
by Joyce Milton
illustrated by
Susan Swan and with
photographs
\$3.99 (\$4.99 CAN)



Pirate School
978-0-448-41132-3
by Cathy East Dubowski
illustrated by
Mark Dubowski
\$3.99 (\$4.99 CAN)

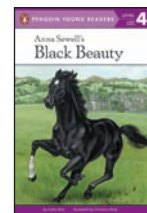


Sharks!
978-0-448-42490-3
by Ginjer Clarke
illustrated by
Steven James Petruccio
\$3.99 (\$4.99 CAN)



**Young Cam Jansen
and the Dinosaur Game**
978-0-14-037779-8
by David A. Adler
illustrated by
Susanna Natti
\$3.99 (\$4.99 CAN)

LEVEL 4



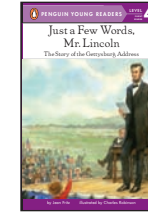
Anna Sewell's Black Beauty
978-0-448-45719-2
adapted by Cathy East
illustrated by
Christina Wald
\$3.99 (\$4.99 CAN)



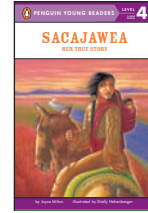
**Batman:
The Brave and the Bold:
Day of the Dark Knight!**
978-0-448-45719-2
by Jade Ashe
\$3.99 (\$4.99 CAN)



I Am Rosa Parks
978-0-14-130710-7
by Rosa Parks with Jim Haskins
illustrated by Wil Clay
\$3.99 (\$4.99 CAN)



**Just a Few Words,
Mr. Lincoln: The Story
of the Gettysburg Address**
978-0-448-40170-6
by Jean Fritz
illustrated by Charles Robinson
\$3.99 (\$4.99 CAN)



**Sacajawea:
Her True Story**
978-0-448-42539-9
by Joyce Milton
illustrated by
Shelly Hehenberger
\$3.99 (\$4.99 CAN)

EMERGENT READERS:

- know a few letters of the alphabet
- use some beginning and ending letter sounds
- may tell the story from memory
- may invent text
- understand the basic plot sequence of simple stories
- read in a left-to-right and top-to-bottom progression
- interpret picture clues to help tell the story
- begin to recognize high-frequency sight words

LEVEL 1 BOOKS OFFER:

- simple, easy-to-follow story line
- uncluttered illustrations
- picture clues to assist in comprehension
- one to four sentences per page
- space between words so emergent readers can point and read

IMPLEMENTING GUIDED READING WITH EMERGENT READERS:

BEFORE READING:

- Set a purpose for reading.
- Point to and read the title, author, and illustrator.
- Ask “What do you know about . . . ?” to determine prior knowledge.
- Conduct a picture walk through the book. Have children tell what they see, what may be happening in the illustrations, and their predictions of what the story is about.

DURING READING:

- Model pointing to each word as it is read.
- Pay attention to additional text that may occur in illustrations or on the cover.
- Discuss the story after a couple of pages to assess comprehension. Ask students what might happen next.

AFTER READING:

- Talk about what happened in the story.
- Ask children to identify their favorite part of the story. Reread those favorite parts.
- Identify interesting words such as “inside” and “outside.”
- Point out rhyming words such as “dog” and “frog.” Show how they are written with the same ending letters of “og.”
- Praise children and demonstrate that you are excited to read with them.

ACTIVE ENGAGEMENT

WORD WALL

A word wall is a list of sight words that children are encouraged to learn and that appear with frequency in Level 1 readers. Select two or three words from each book to post on the word wall such as the ones discussed after reading the story. Organize the words under letters of the alphabet so they are easier to locate. Before beginning a new book, revisit the word wall and have children read the words that have been placed there previously. Another strategy for reinforcing the learning of sight words on the word wall is to spell the words out loud. Start out with “Give me a/an . . .” For example, for the word “in” say, “Give me an “I” with the child chanting back, “I”. “Give me an “N”. “N” “What’s that spell?” “In!”

DECORATED WORDS

A variation on the word wall is to have children decorate words found in the Level 1 readers that are longer or harder. For example, after reading *Tiny Goes to the Library*, write the word “library” on a large piece of paper. Have one child or a small group of children decorate the word with glitter, yarn, or markers. Post the word on the word wall, or if it is a word that relates to something in the classroom such as a door, wall, or a flag, place the word next to or on that object.

DRAMATIC PLAY

After reading *Turtle and Snake Go Camping* return to the text and make a list of the different items that Turtle and Snake are taking on their camping trip. Also list the different experiences that they encounter such as going around the tree or crossing the pond. Go through the list and have the children determine what action they might use to demonstrate what Turtle and Snake are doing. Use the chant from the traditional song, “We’re Going on a Bear Hunt” and retell the story of *Turtle and Snake Go Camping* by reading the chart and performing the actions.



LEVEL 2

Progressing Reader
Guided Reading Levels E, F, G, H, I

Guided Reading Levels

E F G H I

PROGRESSING READERS:

- are able to read without pointing at each word
- have acquired a small collection of high-frequency sight words that they can read and write
- can read books with several lines of print
- retain the story meaning as they progress through the book
- use simple sound-letter relationships to determine new words

LEVEL 2 BOOKS OFFER:

- three to eight lines of text per page
- longer sentences and a smaller font
- content that may not be directly within children's experiences
- specialized and more unusual vocabulary
- punctuation that supports phrasing and meaning
- both fiction and nonfiction stories

IMPLEMENTING GUIDED READING WITH PROGRESSING READERS:

BEFORE READING:

- Ask, "What do successful readers do before they start to read?" to assist children in thinking about reading strategies before they begin the book.
- Identify the title, author, and illustrator.
- Engage in a picture walk to discuss the illustrations and possible story meaning.
- Connect to students' prior knowledge by asking "What do you know about . . . ?"
- Discuss with children that nonfiction means that the story is about something that is real and contains fact about it.
- Guide students to make a prediction by asking, "How do you think this story will end?"

DURING READING:

Utilize strategies that will assist children in being able to decode words and comprehend text.

Some of these strategies include:

- Look at how the word begins
- Read all the way to the end of the sentence
- Skip the word if you still cannot figure it out
- Does that word make sense?
- Does that word sound right?
- Go back and reread the whole sentence

AFTER READING:

- Reflect on the strategies that children used as they were reading. Ask, "Did anyone come to a word you didn't know? What did you do?"
- Ask students to retell what happened in the story.
- Talk about different facts that were learned from nonfiction books. Write these facts down on a chart to refer to and add to in the future.
- Practice sequencing the events in the story by having children retell what happened in the beginning, middle, and end of the story.

ACTIVE ENGAGEMENT

THINK ALOUD

The Think Aloud strategy allows teachers to model how a good reader thinks about the text as he or she is reading. This strategy will also support Progressing Readers as they share what successful readers do. To model this strategy, the teacher reads aloud from an appropriate book. It might be a book from Level 2 that is going to be read that day, or it might be a previous story. The teacher stops periodically to make predictions, clarify meaning, decode words, make personal connections, raise a question, or summarize what has been read. For example, after reading the sentence from *Water*, "Water is a puddle on the ground," the teacher might say, "I remember I loved to jump into puddles when I was a little girl."

RETELLING

In order to support students in acquiring the skill of sequencing, have them retell one of the stories in Level 2 such as *Who Stole the Cookies?* by Judith Moffatt. This story is based on the children's chant, "Who stole the cookies from the cookie jar?" Have each student in the small group draw a picture of one of the animals from the story on a card such as the cat, puppy, or mouse. Discuss what happened first; what happened next; and what happened last. Be sure to reinforce the retelling vocabulary of first, next, then, last, or finally, so that it becomes part of the children's retelling experience. Have the small group of children stand in order with their card of when their character appeared. Ask one child to retell the story using the visual clues. This strategy also works well with nonfiction such as having children recount the different facts that they learned about water from the story, *Water*.

RHYME ROUND

Rhyming words are often found in Level 2 texts such as *Who Stole the Cookies?* or *The Pizza That We Made*. Ask the children to sit in a circle. Roll a beach ball to a student and say a rhyming word. This can be a word from one of the books or another word that children can rhyme. When the child catches the ball, she or he says a word that rhymes with the one you said. Then that child says a different word and rolls the ball to one of the other children sitting in the circle for their turn to say a rhyming word.



TRANSITIONAL READERS:

- have larger sight vocabulary
- read text with more independence
- rely less on illustrations as part of the meaning making process
- use a variety of strategies to determine unfamiliar words
- detect and correct errors during silent and oral reading
- read with expression
- synthesize and interpret what is read
- revisit text to support ideas and opinions

LEVEL 3 TRANSITIONAL READERS OFFER:

- longer and more complex texts
- decreased print size
- greater variation in sentence patterns
- expanded dialogue
- more sophisticated plots
- variety in format and genres including fiction, fantasy, and nonfiction text
- richer vocabulary and more descriptive language

IMPLEMENTING GUIDED READING WITH TRANSITIONAL READERS:

BEFORE READING

- Determine the genre of the book by reading the title and conducting a picture walk.
In Level 3 Readers, there may be several chapters. Explain the concept of chapters to the class.
- Point out aspects of each page such as a heading, text that continues onto another line, and punctuation. Remind students that the punctuation will give them a clue as to how to read the sentence with expression.
- Discuss the placement of the illustrations in that sometimes they are located at the top or bottom of the page while at other times the illustration appears in the middle of the page, breaking up the text.
- Reinforce the use of a balanced cueing system that includes the way words look, the sounds letter make, the syntax of the sentence, and the meaning of the text.
- Remind them to "Try a different sound" the letter might make while sounding out words.



DURING READING:

- Require reader to generate more meaning from the reading.
- Praise students for attempting to self-correct errors.
- Encourage children to slow down as they read and to pay attention to punctuation.
- Engage in echo reading if students are having difficulty reading with expression.
- Point out new vocabulary and mark it with a sticky note to come back later to add to their word lists.
- Ask questions after a few pages to assess students' comprehension of the story.

AFTER READING:

- Share strategies that were used to determine the pronunciation and meaning of new words.
- Discuss the events in the story and what happened in the beginning, middle, and end.
- If the book you read had chapters, explore how each chapter related to the others in the book.

ACTIVE ENGAGEMENT

ECHO READING

Echo reading is a strategy for modeling oral reading. It allows children the opportunity to read with accuracy, gain fluency, and read with expression. For echo reading, the teacher reads a sentence, modeling appropriate phrasing and intonation. The student then reads the same line, modeling the teacher's example. Teacher and student read in echo fashion for the entire passage or page, increasing the amount of text when the student can successfully imitate the model.

CONCEPT SORT

A concept sort is a vocabulary and comprehension strategy used to familiarize students with the words in a new book. Provide students with a list of terms or concepts from the book or use those they have identified during reading. Write each word on a card. Children place the word cards into different categories based on each word's meaning. Categories can be defined by the teacher or by the students. Select approximately 10 words from the book. Working in small groups or pairs, students sort the cards into meaningful groups. Have children explain why cards were placed within certain categories. For transitional chapter books like *Amanda Pig and the Really Hot Day*, this strategy works well to include words from all four chapters so that students can recognize concepts that were presented throughout the book.

STORY MAP

The story map is a strategy that uses a graphic organizer to help students focus on key elements of a book or story. Story maps improve students' comprehension, provide a framework for identifying elements of a story, and assist in organizing information and ideas efficiently. There are many types of story maps but the basic focus is on exploring the beginning, middle, and end of the story. More advanced story maps can focus on the plot and character traits. After reading one of the books in Level 3 such as *Amanda Pig and the Really Hot Day* or *My Brother, Ant* have students complete a story map with the categories of beginning, middle and end, or setting (time and place), characters, problem, and resolution.

LEVEL 4

Fluent Readers

Guided Reading Levels N, O, P

Guided Reading Levels

N O P

FLUENT READERS:

- read accurately and quickly
- are able to read for meaning with less attention to decoding
- strengthen their ability to read aloud expressively and with understanding
- connect writing to reading

LEVEL 4 READERS OFFER:

- variety of genres
- challenging high frequency words
- increased amount of dialogue
- longer and more developed paragraphs
- illustrations in nonfiction that include photos, diagrams, and graphs
- complex vocabulary and figurative language
- interactive characters

IMPLEMENTING GUIDED READING WITH FLUENT READERS:

BEFORE READING

- Encourage children to become strategic readers by asking “What can you do to help yourself when you find a word that you do not know?” Generate a list of strategies that students can refer to. Suggest that they look at the word and try to find the root word, notice prefixes and suffixes, blend sounds and word parts, or try a different pronunciation. Ask questions such as: Does it sound right? Does it look right? Does it make sense? Remind children that they can use other resources such as the dictionary, a classmate, the teacher or a parent.
- Ask children what comprehension strategies good readers use. Have them share what they know about the topic as they preview the leveled text by conducting a picture walk that includes looking at illustrations, captions, diagrams, and other text features. Discuss what type of text structure is presented in the book such as poetry, expository text, or narrative.
- Conduct a KWLW strategy with children to determine what facts they KNOW about a topic and what they WANT to learn from reading the book. Once they have completed reading the text, list what children have LEARNED about the topic, and finally what they still WONDER about it. The “wonder” questions can be used for further reading or as a way to introduce basic research strategies to children.

DURING READING:

- As children engage in oral reading, encourage them to attempt one or more of the strategies that they have just discussed. Ask them what they are thinking as they read or what strategies they are using to determine new words.
- Create a web of ideas and information being generated from the story as it is read. Since Level 4 readers do not always have chapters, a web is a good way to record information while assessing students’ comprehension of the story.
- Discuss illustrations that are paintings and those that may be photographs or created in another manner.

AFTER READING:

- Ask students to retell what they read.
- Create a list of “big ideas” learned from the fiction or nonfiction story.
- Generate questions that will require students to support their opinions and responses to the text.
- Guide students to make connections between events in the story and their own lives or other stories.
- Reread any confusing portions of the text. Seek out additional factual information if reading a nonfiction text.
- Inquire what strategies the students used while reading, what worked, what didn’t work, and what else could they do?

ACTIVE ENGAGEMENT

READERS’ THEATER

Readers’ theater is one of the best ways to promote fluent reading because it involves an oral performance. Level 4 readers written as narrative often contain extensive dialogue which lends itself to adaption as a readers’ theater script. Select a chapter or section from a book such as Anna Sewell’s *Black Beauty* that contains dialogue. Develop a readers’ theater script and have children from that guided reading group practice and then perform it for the rest of the class. For books that primarily contain narrative like *Just a Few Words, Mr. Lincoln*, students can first identify important events in the story. The teacher then takes those passages and creates a script by listing the events chronologically for each student performing in the readers’ theater.

FIVE W’S CHART GRAPHIC ORGANIZER

Create a worksheet that lists the following five questions and have students respond to each based on one of the books they read for Level 4.

- What happened?
- Who was there?
- When did it happen?
- Where did it happen?
- Why did it happen?

TEN INTERESTING OR POWERFUL WORDS

Just a Few Words, Mr. Lincoln by Jean Fritz focuses on the Gettysburg Address as well as Lincoln’s responsibilities as president and his relationship with his son. While reading the book, have students post a sticky note next to words that are interesting or what they would consider powerful. Following the reading, have each student write down their 10 words and then compare their lists with others in the group. Next, have students discuss what made those particular words interesting or powerful. Finally, have students write a one sentence summary of the book by using some of the words from their list.





PENGUIN YOUNG READERS

LEVEL 1

LEVEL 2

LEVEL 3

LEVEL 4

Learn to read
with all
your favorite
friends

