

Source	Strategy	Book Name	Author	Teaching Idea
Reading for Meaning	Questioning	Grandfather Twilight	Barbara Berger	Keeping track of questions before reading, during reading, and after reading. Then labeling when the questions were asked.
		Grandmother Winter	Barbara Berger	
Reading for Meaning	Questioning	The Lotus Seed  Phyllis Gethers Activity Time: 3 Days Concepts Taught: Pick a Page, Vocabulary, Inference	Sherry Garland	<p>This book is the anchor lesson in Debbie Miller's chapter on questioning. Pages 127-130</p> <p>Day 1 Intro. vocab. using Rivet with predictions about the story Do "Pick a page" split into 4 groups, assign each group 2 pages to read. The group needs to practice their fluency on those pages until everyone can read it with expression. The group then generates 2 important questions that can be answered by reading their 2 pages. Have each child write the questions in their reading journal and the correct answer. Day 2 Explain that today they will read their 2 pages with a new group, who is made from yesterday's groups so that they will get to hear the entire story. Remind them they will need to listen carefully because at the end of each pair of pages they will be asked the questions that were generated yesterday. Discuss answers as they go. Review answers to Rivet from day 1. Day 3 Do Rereading activity asking why Ba kept the Lotus seed at different times. Ask why she took the lotus seed the first time, why she took it when she left her country, why she kept it when she came to America and why her grandchildren kept it at the end of the story.</p>
Reading for Meaning	Questioning	How Many Days to America?	Eve Bunting	

Reading for Meaning	Questioning	All I See	Cynthia Rylant	Pages 130-131 in Reading With Meaning
Reading for Meaning	Questioning	An Angel for Solomon Singer	Cynthia Rylant	Pages 132-133 in Reading With Meaning
Reading for Meaning	Questioning	Amelia's Road	Linda Allman	Pages 133-134 in Reading With Meaning
Reading for Meaning	Questioning	The Wise Woman and Her Secret	Eve Merriam	Pages 134-135 in Reading With Meaning
Reading for Meaning	Questioning	Fly Away Home	Eve Bunting	
Reading for Meaning	Questioning	Monarch Butterfly	Gail Gibbons	Page 131, see chart on page 123
Reading for Meaning	Questioning	The Trumpet of the Swan	EB White	Deb Smith has a think-aloud posted on her website <a href="http://www.debfourblocks.com">www.debfourblocks.com</a> for Trumpet of the Swan
Reading for Meaning  Sharon / 1 / AL	Questioning	The Stranger	Chris Van Allsburg	The Stranger by Chris Van Allsburg is one of my personal favorites, but it requires me thinking through the text in order for them to "get" all the subtle clues throughout. Do you think it's just a little too mysterious for our first graders? I'm not sure that mine really understand the whole Jack Frost background either. My kids did love the questioning strategy though. I remember them questioning little things like "How are those patterns made in the desert sand?" when reading a book about deserts. I often asked them while reading, "What are you noticing? What are you wondering?" They loved making the question wheels where their question went in the middle and the "spokes" were their possible answers. Then they would go back when they found the answer and add it to the wheel along with coding the answer source. Keep experimenting with it and keep evaluating outcomes... it's how we grow!
MOT	Questioning	The Polar Express	Chris Van Allsburg	MOT page 41
Reading for Meaning	Questioning	Why is the Sky Blue?	Sally Grindley	
Reading for Meaning	Questioning	Yanni Rubbish	Shulamith	

			Levey Oppenheim	
Crystal / MS /3	Questioning	Anansi and the Moss Covered Moss	Retold by Eric A Kimmel	Questioning – What happened? Why did it happen? Cause and Effect
Crystal / MS /3	Questioning	Harvey the Foolish Pig	Retold by Dick Gackenbach	Questioning – What happened? Why did it happen? Cause and Effect
Strategies That Work  Deb Smith's presentation	Questioning	Charlie Anderson	Barbara Abercrombie	This text has questions in the text. The first half of the book, I pause after each page and have the students generate questions. Then the author begins to ask questions right in the text. Text to Text connection with the book <i>Six Dinner Sid</i>
	Questioning	Isla		
	Questioning	Angel Child, Dragon Child		
	Questioning	Caps for Sale		The kids wondered where the people were who would buy the caps.
	Questioning	True Story of the Three Little Pigs		
	Questioning	All of David Weisner's books	David Weisner	Wordless books lend themselves to questioning
Elise and Jami	Questioning	Wednesday's Surprise		What is the Wednesday's Surprise? After sharing the title we pose the question. The children create a I wonder chart by asking questions before, during, and after the story. They discussed their prediction with their partner. They were pleasantly surprised when they were on the right track. At the end, they went over each question posed to see if it was a unanswered in the book.
	Questioning	Best Christmas Pageant Ever	Barbara	Thin-Fat Questions

			Robinson	As questions were asked we all speculated as the characters to arrive at answers.
	Questioning	Applelemando's Dreams	Polacco	I wonder why the author wrote this book. Read aloud while students ask questions.

Rob	Questioning	Chicken Sunday	Patricia Polacco	<p>Before using this text, we talked about thick and thin questions as I read several other books previously developing my unit on questioning. We also discussed how to code their questions.</p> <p>A – answered in text  BK – answered from someone’s background knowledge  I –inferred (discussed how a reader knows but isn’t explicitly told in the text)  D – discussion  RS – needed research  C – signals confusion</p> <p>Children read Chicken Sunday in a variety of ways depending on the level of support needed by the reader. While they read, they had paper to write questions before, during, and after. Next day, they got into small groups to discuss the questions and answer each others questions. Then I said I was the real expert on this book so they should ask me questions about the book and I would label the type of question and give the answer. For many of the questions I would give wrong answers and they would correct me and explain why I was wrong. The questions were ok, but many were superficial to the understanding of the book. Finally one student asked why Mr. Kodinski had numbers on his arm. All the sudden the energy level just changed. One said it is like Elisabeth where Hitler tried to kill Jewish people and they had to run away and the numbers were used to identify them. Another said Mr. Kodinski is so mean because he had such a hard life.</p>
-----	-------------	----------------	------------------	---

Peggy Buhr	Questioning	The Three Questions	Jon J. Muth	<p>A boy wants to be a good person but say he doesn't know the best way to do that. He asks his friends these three questions:</p> <p>When is the best time to do things?</p> <p>Who is the most important one?</p> <p>What is the right thing to do? His friends readily answer, but it is Nikolai's response to a stranger's cry that lead him to the answers he seeks.</p>

Source	Strategy	Book Name	Author	Teaching Idea
Reading for Meaning	Schema Text to Text Connections	Amazing Grace  Oliver Button Is A Sissy	Mary Hoffman  Tomie dePaola	Grace wants to be Peter Pan and the other kids tell her no cause she is a girl. Oliver is teased for loving art. Both children get to do what they want in the end of the texts.
Reading for Meaning	Schema Text to Text Connections	Now One Foot Now The Other Nana Upstairs, Nana Downstairs	Tomie dePaola	MOT pages 56-58
Reading for Meaning MOT	Schema Text to Text Connections	The Two of Them	Aliki	MOT pages 56-58
Reading for Meaning	Schema Text to Text Connections	Smokey Night	Eve Bunting	
Tammie Lewis	Schema Text to Self Connections	The Night Tree	Eve Bunting	We ride horses in the woods, the little girl and the little boy, seeing the elk, can relate to being in the woods.
Reading for Meaning	Schema Text to Self Connections	The Relatives Came	Cynthia Rylant	Children who have ever experienced a reunion with relatives will relate to this book. MOT pages 56-58
Reading for Meaning	Schema Text to Self Connections	Fireflies	Julie Brinkloe	Any child who has chased fireflies will connect to this book.





				<p>share this treat RIGHT NOW! My connection with this book is the CHOCOLATE, but also a children's bedtime story by Uncle Arthur. I don't remember the name of the story, but basically it's about a little girl who always wants the biggest and the best. One day her mom decides to teach her a lesson by making some chocolate buns and putting something nasty in the biggest one. Of course the little girl now learns to share.</p>
--	--	--	--	---

Reading for Meaning	Schema Text to Self Connections	Koala Lou	Mem Fox	Diane Mittler suggests this book for a text to world connection because of the Olympics in Australia is something the children experienced. MOT page 56-58
MOT Deb Smith	Connections	When I Was Young in the Mountains	By Cynthia Rylant	This is a wonderful book to model making= connections to your lives I read the book straight through first. Then I tell the students that I am going to read one page and we'll discuss the connections they are making to their lives. I read a page, then give a teacher example, then the students make connections. Page one –When I was young in the mountains, Grandfather came home in the evening Covered with the black dust of a coal mine. Only his lips were clean, and he used them to kiss the top of my head. I model making a connection (text to self). My dad was a volunteer fireman. When he came home from fighting a fire, he was covered in soot and ashes. He always had a kiss for the top of my head no matter how covered in ash he was. He would strip down to white underwear and go take a bath. The students then share their connections of how they greet their parents when they come home from work. I then read the next page. Share a connection and let the children share their connections to this second page. Continue with this pattern until the book as been fully shared. After completing the book, the children then write in a reading response journal. I use the following sentence starter to get them writing about the book: When I Was Young in the Mountains reminded me of... After 5-7 minutes of writing, the children sit in a circle and share their memories.

Reading for Meaning	Schema Text to Self Connections	Chrysanthemum	Kevin Henkes	<p>Cece wrote: I was always called by a nickname at home, “Sissy” and never realized that my name was Cecilia. When my first grade teacher called roll, I wondered who “Cecilia” was and it was me. Luckily my second grade teacher had pity on me, realized I hated my name and started calling me “Cece”. I always share this story as my anchor lesson to connections. They enjoy hearing about my first grade experience.</p> <p>Ginger wrote I use this book in a think aloud to teach text to self because I have an unusual name that kids used to tease me about. I had a friend who baked me ginger cookies to help me like my name. The kids usually can connect in some way to the story with stories of their own about THEIR names. If they like their names or not, etc.</p> <p>Diane Mittler wrote, “We talked about how Chrysanthemum must have felt when the other girls teased her about her name. It didn’t take long for one of the kids to make a text to self connection at which I point I referred to her connection as a text to self connection and explained what I meant, very briefly – it was their discussion. When the discussion was winding down, everyone wrote in their reading response journals about a time when someone made fun of them, making their own text to self connections.</p>
Reading for Meaning	Schema Text to Self Connections	The Snowy Day	Ezra Keats	

Deb's presentation	Schema Text to Self Connections	Owl Moon	Jane Yolen	My dad spent one on one time with each child, just like the dad in this book spends time one on one with his daughter while they went owling.
Reading for Meaning	Schema Text to Self Connections	Hazel's Amazing Mother	Rosemary Wells	
Reading for Meaning	Schema Text to Self Connections	Ira Sleeps Over	Bernard Waber	Any child who has ever slept over at a friend's house will relate to this book. Also any child with a lovie (special blanket or teddy bear) will relate to this book.
	Schema Text to Text Connections	Arthur's Halloween Because of Winn Dixie		Both stories someone thinks the old woman is really a witch but turns out not to be
Elaine	Schema Text to Self Connections	Jamaica's Tag- Along	Havill	All children can relate to Jamaica who wanted to tag-along with an older brother and wasn't allowed and the next minute she did the same thing to another younger child she met on the playground.
Kate	Schema Text to Self Connections	Tornado	Byars	This is a warm heartwarming quick read chapter book which I read aloud to teach text to self connections. I model connections I make. The kids too are able to connect well to the book because it has many topics which children get excited about - dogs, cats, turtles, card tricks.
Ginger	Schema Text to World Connections	A Picnic In October	Eve Bunting	An illustration of NY World Trade Towers September 11
	Schema Text to Self Connections	My Rotten Red- Headed Brother	Polacco	Children with siblings, especially older siblings will appreciate this book

	Schema Text to Self Connections	Snippets	Charlotte Zolotow	This reminds me of... This book is full of snippets. The children then read and write little snippets that they personally can relate to.
Diane Mittler	Schema Text to Self Connections	Wemberly Worried	Kevin Henkes	I talked briefly about a couple times I have been really nervous about starting something new. Then we sat in a circle and all who wanted to shared a similar experience.
Diane Mittler	Schema Text to Text Connections	Wemberly Worried  Chysanthemum  Lily's Purple Purse  Chester's Way	Kevin Henkes	As I read Lily's Purple Purse I made text to text connections with the previous two Henkes books. I said things like, "Wow, that reminds me of Chrysanthemum etc. Then the students wrote something about the Lily book that reminded them of Chrysanthemum.  As I read Chester's Way the kids realized that Lily from Lily's Purple Purse is in this story too. Perfect for text to text connections. We then did a story map with all four books. Once the information was done, the students could easily see all the text to text connections.
Deb Smith	Schema Text to Text Connections	I Have a Weird Brother Who Digested A Fly  It's Disgusting And I Ate it	Joan Holub	Both these books are excellent for getting kids to read. They both share really gross things about the issue of eating. It's Disgusting and We Ate It is about all the ingredients of food! I Have a Weird Brother Who Digested a Fly is about the digestive system. If you teach the digestive system, this book is a MUST.
Sandy/PA/2	Connections	Any and All Rylant books	Cynthia Rylant	Just got back from the library where I checked out a ton of Cynthia Rylant books for the class Thea and I will be teaching on comprehension strategies. I just had to share this story: The librarian was thrilled to see me checking out all the Rylant books because her sister KNOWS Cynthia Rylant -- they are friends! She recommended on of Rylant's books to me -- Appalachia: The Voices of Sleeping Birds -- and said that her sister actually found what she considered an error in the book and pointed it out to Cynthia. The book talks about Appalachia from what I perceive to be the present tense -- it

				mentions how most of the houses have "running water inside the house with sinks in their kitchens, washing machines in their basements, and pretty blue bathrooms," but a few still don't have indoor plumbing. The librarian's sister objected to a part where Rylant talks about people going hunting and eating what they hunt or putting it in the freezer to eat later. Her sister said they didn't have freezers growing up in Appalachia, but I don't perceive that as an error, because it seems Rylant is trying to show how some of Appalachia is sort of "lost in time" while some of it is just as modern as anything. Anyway, I just thought it was funny that the librarian knew someone who knew Rylant well enough to critique her writing! I'll be sharing that story with my kiddos during writing block this year!
	Schema Text to Self Connections	The Pain and the Great One	Judy Blume	Children with siblings will appreciate this book
Sharon	Schema Text to Self	Let's Go Home	Cynthia Rylant	I'm trying to think of what my firsties as a group might have schema for, and I'm thinking they can all identify with houses/homes. Here's an exert so you'll get the feel of the book: "Attics are filled with the past. And, for most people, the past is everything. An attic will hold the small box of baby things a mother has saved for all these years: a lock of hair, a piece of blanket, a small bear with his nose kissed away." She describes a house room by room like this. But, oh that attic description! I can remember those special occasions when I got to climb into our attic, being extra careful to step on rafters so I wouldn't fall through the ceiling! Going through my mother's cedar chest... looking at my brother's or my hair from our first haircuts, pressed flowers (ok... so they were weeds) that I had lovingly given Mom as a toddler. Anyway... you get the idea.
Sharon	Schema Text to Text	The Big Orange Spot  Old Henry	Daniel Marius Pinkwater  Stephen Gammel	In this story, Mr. Plumbean's house just doesn't fit in with the neighborhood- just like Old Henry's house didn't fit in with his neighborhood. I might also model another connection I had with this book... the issue of conformity. I think my first graders can relate to the problem of fitting in with everyone else and not looking different (think about all those brand name clothes).
Sandy		Old McDonald had		Old McDonald kicks out all of his tenants one by one and begins to

		an Apartment House		take over the building with fruits and vegetables and farm animals! In the end, though, it becomes the hit of the neighborhood!
Crystal/MS/3	Connections  Text to Self  Text to Text	Miss Nelson is Missing  Miss Nelson is Back  Miss Nelson has a Field Day  The Black Lagoon books		Before they ever look at the story, I first have my students fold a piece of paper like a taco. One side they label GOOD TEACHER. The other side they label BAD TEACHER. This is a quick write. I give them 2 min. per column. Since this is the beginning, I model how to share with a partner. They share. Then we share as a class. It's interesting to hear what a BAD TEACHER does. After they read the story, I may have them fold another paper the same way. This time they do GOOD STUDENT, BAD STUDENT. I tie in a lot of classroom behavior, expectations, etc. I tell them I can be as sweet as Miss Nelson or as fierce as Miss Swamp. COMPARE / CONTRAST -- We make a construction paper doll so to speak. I don't know how to describe exactly. Anyway, on one side they dress up as Miss Nelson. We make the clothes for the body so that it has folding flaps. In the fold, they write characteristics of Miss Nelson. On the back they dress like Miss Swamp. In the fold they write characteristics of Miss Swamp. Students can write a version of the Black Lagoon books. They write: "What if Miss Swamp was your babysitter! What would happen?"
	Connections  Text to Text	From Far Away  Purple Green and Yellow  A Promise is a Promise	Robert Munsch	Making Connections  A Promise is a Promise for text connections to other legends.
	Connections  OWL	Stranger in the Woods	David	Observations -- Teacher has one copy of the book. Children are sitting on the floor in front of the teacher's feet. The teacher shows the pictures one at a time asking the children to make observations about the book. If the child says one word instead of a sentence, the child is reminded to say, "I see a deer" or "I notice that there is a deer." The teacher shows the pictures to the students until everyone has had a turn to notice something. I don't pass this book around since I don't want to spoil the ending. I only share the first several

				<p>pages. Several children share observations about each page. Then I close the book. Now I ask the students to think about what questions they have. I wonder about... If no one can think of a wonder question, then the teacher will model a few by opening up to the page and asking an I wonder question. I tell the students that I am going to pay attention to my thinking while I read. I am looking for links to my life. While I read I want the students to also link the story to their lives. Then I read the book to the class. After reading, I link the book to my life. Then the children sit in a circle and share their own links to the book and their lives.</p>
Linda	Connections	The Pinballs		<p>The Pinballs for connections (or any other strategy)? When I read it with my kids 2 years ago they kept saying things like "I know someone like that" and "That sounds just like ...." .</p>



Source	Strategy	Book Name	Author	Teaching Idea
Reading for Meaning	inferring	Creatures of the Earth, Sea and Sky	Georgia Heard	These poems are set up in the format of clues then the reader has to figure out what animal the author is referring to. Make sure you have the students use the text to explain how they figured out the animals. What was their thinking. Debbie Miller's book pages 111-114
Reading for Meaning	inferring	Fireflies	Julie Brinkloe	
Reading for Meaning	inferring	Fly Away Home	Eve Bunting	The dad and boy are homeless. The children use inferences to understand this book.
Reading for Meaning	inferring	For the Good of the Earth and Sun	Georgia Head	
Reading for Meaning	inferring	Grandfather Twilight	Barbara Berger	Used by Debbie Miller to record questions before reading, during reading and after reading then separating them into a chart of before, during, and after. Used to teach that using questions assists children in paying attention to what is happening and monitoring their thinking. Pages 125-127

<p>Reading for Meaning</p> <p>Sadie T on 6/18/02</p>	<p>inferring</p>	<p>How Many Days to America?</p>	<p>Eve Bunting</p>	<p>Debbie Miller's book pages 114-115</p> <p>One problem I have encountered with my ESL students is that often, cultural references that I may take for granted are completely unknown to my students, or their own cultural backgrounds lead them to understand text in ways I don't anticipate. The effect that MOT can have on this really hit me in the inference chapter. She is describing Christina's inferences for "How Many Days to America?" (page 160) and Christina infers that the people in the story "might have thought that the people there were going to hurt them or something, because of their own land." According to MOT, her inference was reasonable given her limited knowledge but incorrect ("Though she didn't have background knowledge about immigration to this country that would have altered her inference... [it was] for her, a very reasonable prediction.") So, I haven't read this story, but it sounds like Christina's inference was not the one the author intended and would have been considered "wrong" by many teachers. Taking that as an example, I know that <i>many</i> of my students would have made the same inference that Christina did, but done so based on their own experiences as immigrants. I have Latin American students who did escape wars like the family in the story, students who came here illegally whose fear of "people there going to hurt them" was probably very real, and students from remote villages who heard stories of Americans who eat children. So, Christina's inference, and <b>not</b> the rosy melting-pot land-of-the-free image the author seems to have intended, is the one that would make the most sense to many of my students. I was surprised that the MOT authors said Christina's inference was due to a <i>lack</i> of background knowledge, but so happy to see that they nevertheless accepted it as "reasonable". Anyway, (sorry this is getting long), my point is that the MOT strategies can help eliminate cultural bias by accepting different or poetry were "wrong" although I felt that I understood it and thought my interpretations were just as valid as the teacher's. (I do not remember any teachers ever asking us to come up with our own meanings; we were supposed to arrive at the standard, generally accepted interpretation. Somewhere I read while still in high school that Robert Frost had said "Stopping By the Woods" was widely misrepresented in high school English classes, and that just did it for</p>
--	------------------	----------------------------------	--------------------	--

				me. I began to wonder if the authors of all those stories and poems could even figure out themselves what answers my teacher's points of view as valid. I think a lot of the frustration students feel with literature is that even when they understand the words, they don't always connect with the content, and certainly not in the way the author and/or teacher intends them to. I can remember being very frustrated myself as a student in high school when I was told very interpretations of literature wanted. I completely lost all faith in my teachers' interpretations!) Really, I feel that a reader's own personal interpretation can have much more value than whether or not they can correctly figure out what the lantern symbolizes in The Great Gatsby. The MOT strategies allow for multiple ways of interpreting meaning of text, and if used with that in mind, I think it could be extremely enlightening for the teachers and students alike!
Reading for Meaning	inferring	If you Listen	Charlotte Zolotow	Debbie Miller's book page 116
Reading for Meaning	inferring	Miss Maggie	Cynthia Rylant	Debbie Miller's book page 116
Reading for Meaning	inferring	Mother Earth, Father Sky	Jane Yolen	
Nan	Inferring questioning	Masai and I		It is about a little black girl learning about Africa and comparing her life to what it would be like if she was Masai.
Reading for Meaning	inferring	Oliver Button is a Sissy	Tomie dePaola	Debbie Miller's book page 116
Reading for Meaning	inferring	The Royal Bee	Frances Park & Ginger Park	Reading With Meaning pages 109-111
Reading for Meaning	inferring	Something Beautiful	Sharron Dennis Wyeth	Debbie Miller's book page 1165
Reading for Meaning	inferring	Where are you going, Manyoni?	Catherine Stock	There are lots of words that are unknown to the reader. The reader has to figure the words out based on the context of the story. Debbie Miller's anchor lesson pages 107-109

Heather Wall	inferring	Shortcut	David Macaulay	<p>Some of the clues are somewhat obscure in the book. But some kids will realize this and when they share, they can then share the inference with the rest of the class. What can you infer by looking at Sybil in this picture? (It shows her hunched over the wheel of the car, bird poop on the windshield, birds tumbling in the air behind her) They infer she is a crazy driver.</p> <p>There are not many words, but the pictures include many details which are important not to miss. Basically it tells one story from 4-5 points of view and never really comes out and tells how everything happens. IE) the children have to infer that the hot air balloon gets loose because the man untied it in the previous chapter, and that the bats that end up in the train wreck at the end of the book came from the tunnel the train went through several chapters earlier. This is a terrific book for inferencing. I think its best in a small group rather than as a read aloud, just because of the pictures and the aha moments and flipping back to justify their inferences.</p>
Reading for Meaning	inferring	Winter Fox	Catherine Stock	
Deb's Presentation	inferring	The Stranger	Chris Van Allsburg	The children have to use inference to figure out that the stranger is really Jack Frost. It never states that in the book. It alludes to it only.
Melanie Perkins	Inferring	No, David	David Shannon	Most of the inference happens in the pictures, as there is very little text. It's not an issue of predicting what happens next, it's more inferring what and why for David in each of the pictures. Both books were written by David the author when he was a little guy. His mom sent him his books. He changed the illustrations, but kept the original text. Very cool and extremely useful for scaffolding inference.
Melanie Perkins	Inferring	David Goes to	David	Most of the inference happens in the pictures, as there is

		School	Shannon	very little text. It's not an issue of predicting what happens next, it's more inferring what and why for David in each of the pictures. Both books were written by David the author when he was a little guy. His mom sent him his books, he changed the illustrations, but kept the original text. Very cool and extremely useful for scaffolding inference.
	Inferring	Shortcut	Donald Crews	The children learn a lesson about NOT walking on the tracks. The students have to use inference to figure out what isn't stated in the text. The pictures allude to the danger that is coming. There are wonderful opportunities in this book for discussion. I discuss the issue, when should we be good? When a grown up is watching? When should we follow the rules? When a grown up is watching?
Erin	Inferring	Hoops	Rober Burleigh	Great word choice and imagery, "The rough roundness. The ball like a piece of the thin long reach of your body. The way it answers wenevr you call. the never-stop back and forth flow, like tides going in, going out."
laneerg@iwon.com	Inferring	Having a Picnic	Sarah Garland	It also has very simple language and few words. Mainly you have to infer much of the story from the pictures. It starts out with a mom, a five or six year old child, a one to two year old child, and a dog walking down a sidewalk. Then as they are going into the park the picture shows the dog sniffing another dog outside of the park. Then they go up a steep hill, and back down to the pond where they feed the ducks who eventually take the bread rolls. At the very end of the book this group is shown arriving home looking totally exhausted.

<p>Laura Kump</p>	<p>Author Study</p> <p>Inference Questioning Empathy</p> <p>Questioning Author's Message</p> <p>Inference Questioning Author's Message</p> <p>Inference Questioning Author's Purpose</p>	<p>The Sweetest Fig</p> <p>Jumanjii</p> <p>Just A Dream</p> <p>Two Bad Ants</p>	<p>Chris Van Allsburg</p>	<p>Author's Purpose:</p> <ol style="list-style-type: none"> <li>1. To make us read his books.</li> <li>2. To teach the reader lessons</li> <li>3. To tell us to treat others the way we want to be treated.</li> </ol> <p>Author's Style:</p> <ol style="list-style-type: none"> <li>1. Books that have some magic</li> <li>2. Books that have dreams that come true.</li> <li>3. Books that are a little strange</li> </ol>
-------------------	--	---	---------------------------	--

Laura Kump	<p>Author Study</p> <p>Inferences</p> <p>Inferences Questioning</p> <p>Inference Questioning</p> <p>Questioning</p> <p>Inferences Questioning</p>	<p>Free Fall (wordless)</p> <p>Hurricane</p> <p>The Three Pigs</p> <p>June 29</p> <p>Tuesday (wordless)</p>	David Weisner	<p>Author's purpose: To show us to use our imaginations</p> <p>Author's style:</p> <ol style="list-style-type: none"> <li>1. Beautiful illustrations</li> <li>2. Illustrations with a lot of detail</li> <li>3. Some kind of flying in all his books</li> </ol>
	Inferring	I'll Love You Forever	Robert Munsch	I'll Love You Forever would be good for inferring. Whether through the pictures or the words

Source	Strategy	Book Name	Author	Teaching Idea
Reading for Meaning	Prediction	The Royal Bee	Frances and Ginger Park	
Deb Smith	Prediction	Suddenly!		This is an excellent book for teaching what is prediction allowing students to notice when their predictions change due to the clues the author gives.
Deb Smith	Prediction	Possum Magic	Mem Fox	I use this book to teach making predictions, adjusting the prediction and then confirming the prediction with text, pictures, title, story elements, how stories work. I use a prediction log.
Heather Wall	Prediction and Questioning	The Wednesday Surprise		The main big question of this book is "What is the Wednesday Surprise?", so I read this story aloud and tell the kids to watch for clues as to what the surprise might be. Then I stop on the page right before they reveal the surprise (page 23) and give the kids a piece of plain paper. I have them write their prediction of the surprise on one side, then switch with a partner and tell whether they agree or disagree with that person's prediction and why. We share our predictions and then continue reading to the end.
Heather Wall	Inference			I've realized as I started teaching inferences how many times I automatically infer without realizing I am doing it. In <i>The Wednesday's Surprise</i> , the girl's grandmother gets out of the taxi outside and the girl shouts aloud to see if she can go outside to greet her. That simple sentence lets you know that the brother is older than her.





Deb	Prediction	Amos and Boris	William Steig	<p>Before reading – Setting the purpose – Today we are going to read Amos and Boris. I want you to think about:</p> <ul style="list-style-type: none"> <li>• Who is Amos?</li> <li>• Who is Boris?</li> <li>• How do they help each other?</li> </ul> <p>Pay attention to your predictions. What do you think is going to happen? How do your predictions change as you read more pages?</p> <p>During reading – Read the story aloud to the students</p> <p>Stop on pages</p> <p style="padding-left: 40px;">7</p> <p style="padding-left: 40px;">9</p> <p style="padding-left: 40px;">11 ... loomed over him</p> <p style="padding-left: 40px;">18 ... how willing he was</p> <p style="padding-left: 40px;">21 ... thrown ashore by a tidal wave –</p> <p style="padding-left: 40px;">23 ... suddenly he was gone.</p> <p>After reading – Discuss before reading questions. Discuss where the thinking changed.</p>
Nan	Prediction	The Van Gogh Café 0-590-90717-4	Cynthia Rylant	<p>I love this book. It is a chapter book with a clue at the end of each chapter to set the scene for the next chapter. I especially like that this book will work for the upper elementary level students.</p>
	Prediction	Jack in the Beanstalk mystery		<p>On day 1, when students arrive, there is an empty milk carton (cow to trade) on their desk. Each day after, a new "clue" is inside. Day 2 - a bean seed (magic bean), Day 3 - a green paper leaf (bean stalk), Day 4 - a cotton ball (cloud), Day 5 - Picture of a castle, Day 6 - the word "BIG" on a piece of paper (giant) - I cut the letters out of a magazine and run the copies so it looks like a ransom note, Day 7 - a penny, Day 8 - plastic egg, Day 9 - picture of harp or musical note, Day - 10 - I have a large paper vine coming down from the ceiling with a cotton cloud and a boot (I've used a real boot or a large paper cut-out. We have a guest reader come in and read Jack and the Beanstalk. My students love this mystery. They start to catch on usually by day 4 and then have fun predicting what might be in their milk carton the next day. After hearing the story on the 10th day, we record what each clue represented in the story. I have done this with 2nd and 3rd graders. I think 1st graders would enjoy it as well. Mari</p>



Source	Strategy	Book Name	Author	Teaching Idea
Reading for Meaning	Synthesis	Oliver Button is a Sissy	Tomie dePaola	See Debbie Miller's book pages 158-159
Reading for Meaning	Synthesis	Tea with Milk	Allen Say	Debbie Miller's book Page 159
Reading for Meaning	Synthesis	Smokey Night	Eve Bunting	Debbie Miller's book See chart on page 160
Reading for Meaning	Synthesis	A Color of His Own	Leo Lionni	Debbie Miller's book Pages 160-161
Reading for Meaning	Synthesis	The Alphabet Tree	Leo Lionni	
Reading for Meaning	Synthesis	The Library	Sarah Stewart	Debbie Miller's book Pages 162-163
Reading for Meaning	Synthesis	The Table Where the Rich People Sat	Byrd Baylor	Debbie Miller's book Pages 167
Reading for Meaning	Synthesis	The Story of the Jumping Mouse	John Steptoe	Debbie Miller's book Page 164-168
Reading for Meaning	Synthesis	The Rag Coat	Lauren Mills	This story is about a little girl who can't go to school because she is too poor for a coat. The father dies. The Appalachian women gather together to quilt a rag coat for her. She wears the stories to school. The other children tease her until she shares their stories with them about each rag piece.
Reading for Meaning	Synthesis	Charlie Anderson	Barbara Ambercrombie	Since the last page changes the way the reader thinks about and reflects on the book, it is a perfect book for synthesis. During the first reading record the questions and pay attention to the questions raised by the author. But on the second reading, synthesis occurs by reflecting on the two houses the little girls

				live in and the two house the cat lives in.
Peggy Buhr	Questioning	The Three Questions	Jon J. Muth	A boy wants to be a good person but say he doesn't know the best way to do that. He asks his friends these three questions: When is the best time to do things? Who is the most important one? What is the right thing to do? His friends readily answer, but it is Nikolai's response to a stranger's cry that lead him to the answers he seeks.
Deb Smith	Synthesis			After reading this text and realizing that my thinking changed and the child in the story's thinking changed, I think this is a great book for synthesis.
Strategies That Work	Synthesis	An Angel for Solomon Singer	Cynthia Rylant	Pages 151-152. Have the students take notes of their thinking while you read the text. List the strategies as headings: prediction, inference, questioning, important ideas, visual images on a piece of paper. Then have the students record their thinking while teacher reads.
STW	Synthesis	Biographies		Two Column Notes. Headings are: What lessons can we learn from their lives? What's important to remember about them?
	Pages 153-156	A Boy Called Slow	Joseph Bruchac	The children need to notice how their thinking changes as they read. Two

		A Picture Book of Anne Frank	David Adler	<p>column notes labeled: Facts from text and Response might help with this attempt.</p> <p>Some teachers use a chart like this to help the children keep track of information about the person they are reading.</p> <p>Topic: _____</p> <table border="1" data-bbox="1381 532 1990 686"> <thead> <tr> <th data-bbox="1381 532 1583 573">Subtopics</th> <th data-bbox="1583 532 1785 573">Details</th> <th data-bbox="1785 532 1990 573">Details</th> </tr> </thead> <tbody> <tr> <td data-bbox="1381 573 1583 613"></td> <td data-bbox="1583 573 1785 613"></td> <td data-bbox="1785 573 1990 613"></td> </tr> <tr> <td data-bbox="1381 613 1583 654"></td> <td data-bbox="1583 613 1785 654"></td> <td data-bbox="1785 613 1990 654"></td> </tr> <tr> <td data-bbox="1381 654 1583 686"></td> <td data-bbox="1583 654 1785 686"></td> <td data-bbox="1785 654 1990 686"></td> </tr> </tbody> </table>	Subtopics	Details	Details									
Subtopics	Details	Details														

Source	Strategy	Book Name	Author	Teaching Idea
	Visualization	Night Tree	Eve Bunting	
	Visualization	Winter at Long Pond	William T George	
	Visualization	Fireflies	Julie Brinckloe	
	Visualization	Thundercake	Patricia Pollaco	
	Visualization	Old Black Fly	Jim Aylesworth	
	Visualization	North Country Night	Daniel San Souci	
	Visualization	The Girl Who Hated to Read		
Ginger	Visualization	Smokey Night	Eve Bunting	The illustrator in that book used particular mediums for the backgrounds which directly correlate with the story. She will have them just close eyes and visualize after each page. Then do a pair share with a partner about their mental pictures. Then she will reread the story showing the text and discussing each medium (one page talks about the looting of a dry cleaners and the background is actual plastic covering the clothes on hangers) and why the illustrator might have decided to use that medium. Comparing their pictures to the text pictures. Always discussing

				how the pictures in our mind as we read help us to better understand the story.
Jean	Visualization	Henry and Mudge and the Happy Cat	Cynthia Rylant	A line appeared in the book that stated, "the cat drank the milk 3 bowls in a row." I had the students close their eyes as I read the passage a couple of times. I then asked them to describe what was going on in their minds. Most saw the bowl being refilled 3x. One boy saw three bowls all lined up on the floor filled with milk.
Laura Kump	Visualization	A Chair for Mother		This book has a wonderful description of the chair they would like to purchase. Read the description aloud. Have them sketch the chair. I don't focus on picture in my mind when I teach this. I focus on the words that help me know what the author is describing.
Laura Kump	Visualization	Here We All Are	Tomie dePaola	This book has a wonderful description. Read the description aloud. I don't focus on picture in my mind when I teach this. I focus on the words that help me know what the author is describing.



Laura Kump	Visualization	A Bad Case of Stripes	David Shannon	<p>This book has a wonderful description. Read the description aloud. I don't focus on picture in my mind when I teach this. I focus on the words that help me know what the author is describing. Visualizing doesn't have to be about seeing a real movie in the mind, or a picture. It can be about the language in a book that helps you see what the author is describing. If the author has done a good job of describing you should be able to sketch what he or she wanted you to see.</p>
Kathy Hurd				<p>This book is good for when kids seem too worried about how they look. It is a good first day of school book for older kids. It helps them see what's inside is what counts.</p>
Donna Baker	Visualization	Knots on A Counting Rope	Bill Martin Jr. And John Archambault	<p>This book has lots of great description in it. Can also be used to teach about partner reading.</p>

Sharon/1/AL	Visualization	Henry and Mudge in Puddle Trouble, chapter two, "The Snow Glory"	Cynthia Rylant	<p>Henry really wants to pick this beautiful blue flower, but his mom says to let it grow. Mudge (the dog) finally eats the flower. But here's what I love (from memory... don't have the book), Henry was about to say, "Bad dog!", but he looked at Mudge with soft brown eyes and a flower in his belly, and he stopped. Maybe it's because I love dogs so much, but I can just see Henry completely melted by that look that only a loving, faithful, trusting dog can give you.</p> <p>I love the part where Mudge eats the snow glory and Henry says, "No, I NEED the snow glory, not EAT the snow glory!" (or something to that effect). And I, too, understand the way Henry can excuse Mudge because of that look in the eye.</p>
Sandy/PA/2				
Judy Muzar	Visualization	Fishing in the Air	Sharon Creech	I read the kids the picture book Fishing in the Air by Sharon Creech (another wonderful Sharon) and we discuss the imagery. Maybe we chart it. We all think of one thing and tell how it smells, feels, sounds, looks, tastes. Maybe we turn this into poetry.
Tammie Lewis	Visualization	Cloudy with a Chance of Meatballs	Judy Barrett	Starts out they are making pancakes, Gpa tells about Chew and Swallow because food is the weather... severe food weather strikes. They move to the new land... but is the snow hill really mashed potatoes with butter on the top...or is it rays on the hill.
Tammie Lewis	Visualization	An Octopus is Amazing		Nonfiction, factual book, describes how an octopus does stuff. Might be good to have them sketch as you read.

Strategies That Work, pages 97-98	Visualization	Good Dog Carl	Alexandra Day	<p>Drawing what you visualize</p> <p>Using wordless picture books. We take the clues revealed in the illustrations and combine them with the missing pictures we create in our mind to create meaning.</p> <p>Show the students the picture of the baby getting ready to go down the laundry chute and have them draw, write and talk about what they think will happen next.</p> <p>Then show the picture from the book.</p>
Strategies That Work, pages 100-101	Visualization	Charlotte's Web Chapter 3, first paragraph	EB White	<p>Read the passage aloud to the students. Have them close their eyes and visualize what they see. Sketch a picture. Discuss what they saw 1-2-3 knee-to-knee. Tell me about your barn. After about ten minutes of discussing their images of the barn, have them sketch a new picture of the barn.</p> <p>"Taking the words of the text and mixing them with the reader's preconceived ideas to create pictures in the mind."</p>
Strategies That Work, pages 102-104	Visualization	Creating images with compelling nonfiction		
Tammie Lewis	Visualization	Nature Spy	Shelley Rotner and Ken Kreisler	First the kids look at a REALLY close up part then the whole animal is revealed.
Tammie Lewis	Visualization	Where the Trail Leads	Burton Albert	Good Descriptive Words
Tammie Lewis	Visualization	What Lives in a Shell?	Kathleen Weidner Zoehfeld	Wonderful description

Judy Muzar		Valerie Worth's All the small poems and 14 more	Valerie Worth	We read poems from Valerie Worth's All the small poems and 14 more and look at one simple thing, together and then individually. I copy some other poems from this book, the kids partner up and sit back-to-back...one kid reads and the other draws what she "sees."
Sharon/1/AL	Sensory Images	Let's Go Home	Cynthia Rylant	Consider these excerpts: "It is evening and the crickets are singing..." "They have shiny red canisters full of rich dark coffee that smells like heaven, and tidy white boxes of bread waiting for butter, and cheerful bowls of sugar that makes everything taste better." "And the smell of cookies makes every person as nice as he can be." "Lavender soap or cinnamon oil or lotion that smells like oranges. Almond cream and peppermint rinse and hot pink polish for toes. Vanilla perfume and spice cologne and yellow banana for hair." Of course these are just taken from different pages of the book. But it works, huh?
Linda	Sensory images	Hoops	Robert Burleigh	I think the kids will love it and it certainly will work well for sensory images

Heather Wall	Visualization	Elbert's Bad Wood	Audrey Wood	<p>Pictures in our head are actually places we have been before or composites of places we've been, not that we actually CREATE the images from scratch. Make a table with five columns labeled with the 5 senses. For example, the kids visualize the elegant garden party. They draw what they think and then we list what we'd probably see, hear, smell, taste, and smell. The kids got pretty creative with the sounds of quiet music, feel of smooth cut grass, smell of fancy flowers, etc. When we get to the part about Chives the Butler balancing and then spilling 2 trays of deviled eggs on one of the party goers, we stop to describe this and even act it out. Talking about what we see in our heads with this specific character's actions really seems to help those kids who have problems visualizing. After the book is read, they draw the bad word which was described as a small storm cloud with bristly hairs all over it. I don't show them the pictures while we read.</p>
--------------	---------------	-------------------	-------------	--

Suzanne	Visualization	If You Listen_	Charlotte Zolotow	It is about a little girl whose daddy has been gone for a while. Her mother tells her that when she is lonely for her father, she has to stop and listen. "Listen the way you do when you can't see the church steeple, but suddenly the sound of bells comes through the air to you. If you listen hard enough you almost hear the song they play." and "Or, said her mother, it's like lying in bed at night and all you see is the darkness of your bedroom "around you, but you feel the night outside too, reaching away into the distance, and you hear the sound of a foghorn from a river miles away or a dog barking somewhere in the hills."
---------	---------------	----------------	-------------------	--

Source	Strategy	Book Name	Author	Teaching Idea
	Sensory Images	Where the River Begins	Thomas Locker	
	Sensory Images	Smokey Night	Eve Bunting	
	Sensory Images	Someday a Tree	Eve Bunting	Teacher reads the book. Don't show the pictures. Have the students discuss what they see with the child sitting next to them. 123 knee to knee... work together to share their pictures, then share large group.
		The Red Hourglass-Lives of the Predators Gordon Grice ISBN 0-385-31887-1	Gordon Grice	The Red Hourglass has vivid descriptions of various predators but focuses primarily on Black Widow Spiders. "...I used to lift the iron lids that guarded underground water meters, and there in the darkness of the meter wells I would often see something round as a flensed human skull, glinting liked chipped obsidian scarred with a pair of crimson triangles that touched each other to form an hourglass; the widow as she looks in shadow."