



Guided Reading Book Introductions

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What the book introduction should be and do?

- ▶ Conversational
- ▶ Concise
- ▶ Include anything that your students need to know how to do in relation to the text
- ▶ Provide scaffolds that will enable readers to access the full meaning, the language, and the print of the text

Things to Think About When Planning

- ▶ The Reading Process
- ▶ Demands of the Text
- ▶ Readers' Strengths and Needs
- ▶ What information do children already know (This would not be included.)

Level E

Sticks and Stones for Little Monster

- ▶ Sticks and Stones for Little Monster is a fantasy about an engaging and whimsical character that is part of a series. Little Monster repeatedly piles a series of unlikely things on a table in front of a cave. He keeps putting sticks, stones, worms, weeds, bugs, and mud on top of the table until, finally, he eats them!
- ▶ There is some repetitive language in the book (got some, put them, on the table, on top of, I need).
- ▶ The book has 4 to 6 lines of print on each page, with one character speaking.
- ▶ Important high frequency words are put, got, some, them, on, the, of, top.

Level E

Sticks and Stones for Little Monster

- ▶ Teacher: Not look at page 12. There you can see everything he gets. Little Monster says, "I need mud." And he put the mud on top of everything else he got-the stones, the sticks, the worms, the weeds, and the bugs. He's going to get one more thing-a fork.
- ▶ Now go back to page 2 and read the whole book. Be thinking about what Little Monster is going to be doing with all of those things. Be sure to use the pictures to help you.