

## Kindergarten Mentor Texts 2014-2015

Module	TITLE Author Genre	Ideas Connections to other texts & modules, Standards to consider Links to CCSS lessons online
		Reading/Social Studies/Science/Writing
Module 1	<b>The Art Lesson</b> dePaola, Tomie Fiction	<p><i>This story is Tomie dePaola's autobiography. He tells the story about how he developed his artistic skills and passion for drawing.</i></p> <p><b>Ideas for Using this Text:</b></p> <ul style="list-style-type: none"> <li>• Teach students how to draw to tell a story using detailed pictures.</li> <li>• Use a T-chart to capture notes from a class discussion about the author's role and the illustrators role.</li> </ul> <p><b>Standards:</b> K.RL.6, K.W.3</p>
	<b>Library Mouse</b> Kirk, Daniel Fiction	<p><i>Sam, the Library Mouse, loves to read. One day he decides to write a story about himself. This story tells how Sam became an author and shared his books. The theme of this book is that every child can be an author. We loved this book!</i></p> <p><b>Ideas for Using this Text:</b></p> <ul style="list-style-type: none"> <li>• Have students write about something they know about.</li> <li>• The illustrations and words do a great job of modeling character reaction. In K.W.3, the student must provide a reaction to what happened in the story he/she is writing.</li> <li>• It shows the thinking Sam does to brainstorm ideas for writing.</li> <li>• Make a Kleenex Box with a mirror in it.</li> </ul> <p><b>Standards:</b> K.W.3</p> <p><b>Connections:</b> GLAD Reader's/Writer's Unit (GLAD Storage J Drive)</p>
	<b>Taking a Bath with the Dog</b> Menchin, Scott Fiction	<p><i>This book is written in a question/answer format. Throughout the book Sweet Pea is seeking to discover what things make her happy. This could easily be a format used for a class book early in the year.</i></p> <p><b>Ideas for Using this Text:</b></p> <ul style="list-style-type: none"> <li>• Use the format to create a class book.</li> <li>• This book is a model for using punctuation (ellipsis, exclamation points, question marks)</li> <li>• Discuss the relationship between illustrations and the story. Look closely at the illustrations for meaning – the illustrator uses the skill of ZOOMING IN to make the reader infer.</li> <li>• Social Studies connection to PS 6, stating one's own viewpoint and listen to the viewpoints of others.</li> </ul> <p><b>Standards:</b> K.L.2, K.RL.6, K.RL. 7, K.W.3, SS PS 6</p>

	<p><b>This Quiet Lady</b> Zolotow, Charlotte Fiction</p>	<p><i>Throughout this book the young girl is learning about the history of her mother through photographs. The pictures allow the reader to experience the past and present simultaneously on opposite pages. This book uses some repetition, but is also written in complex sentences.</i></p> <p><b>Ideas for Using this Text:</b></p> <ul style="list-style-type: none"> <li>• There is a lot going on in the illustrations. A reader will need to look closely to see what the illustrator has done with the past and present pictures. Discussing the relationship between illustrations and the story will be important.</li> <li>• Use a similar format to tell a story all of your students have experience with (i.e., the first day of kindergarten).</li> <li>• Later in the year, connect this book to timelines and retelling personal history during social studies.</li> </ul> <p><b>Standards:</b> K.RL.7, K.W.3, SS PS 5, SS PS 8</p>
	<p><b>To Be a Kid</b> Ajmera, Maya Nonfiction</p>	<p><i>This is a nonfiction book about kids from around the world. It uses real photographs to capture children from all over the world engaged in activities related to being a kid.</i></p> <p><b>Ideas for Using this Text:</b></p> <ul style="list-style-type: none"> <li>• In K.W.2, students are asked to name what they are writing about and supply information about that topic (this book is a good example of this).</li> </ul> <p><b>Standards:</b> K.W.3</p>
	<p><b>Apples</b> Gibbons, Gail Nonfiction</p>	<p><i>This nonfiction book about apples is very complex text.</i></p> <p><b>Ideas for Using this Text:</b></p> <ul style="list-style-type: none"> <li>• Ask and answer questions about apples and how apples are used. (What is one thing you learned about apples?)</li> <li>• Vocabulary in this text is very rich. The possibilities for vocabulary work are numerous.</li> <li>• There are several different text features (cutaways, diagrams, labels) that could be explored and discussed.</li> <li>• This text, paired with another text about apples, could be used to identify basic similarities and differences about the same topic.</li> <li>• Connect this text to Science standard 10, Some objects occur in nature (apples), others have been designed and processed by people (the cider press).</li> <li>• Add additional texts to increase students' background knowledge. Ideas: Johnny Appleseed, Seasons</li> <li>• This book lends itself to taking short sections for a close read.</li> </ul> <p><b>Standards:</b> K.RI.1, K.RI.2, K.RI.4, K.RI.9</p>

	<p><b>How Rocket Learned to Read</b> Hills, Tad Fiction</p>	<p><i>The students will be able to connect to Rocket's experiences he has starting "school." This book gives an overview of everything we are going to do as kindergarten readers this year...and we will become readers too.</i></p> <p><b>Ideas for Using this Text:</b></p> <ul style="list-style-type: none"> <li>• Early Literacy Behaviors is the theme throughout this book. Knowing the letters, sounds and how letters put together create words.</li> <li>• Use this text to identify characters and setting.</li> </ul> <p><b>Standards:</b> K.RF.1, K.RL.3</p> <p><b>Connections:</b> GLAD Reader's/Writer's Unit (GLAD Storage J Drive)</p>
	<p><b>We're Going on a Book Hunt</b> Miller, Pat Fiction</p>	<p><i>This text encourages active participation through chant and patterns.</i></p> <p><b>Ideas for Using this Text:</b></p> <ul style="list-style-type: none"> <li>• How we handle books</li> <li>• Library behaviors</li> <li>• Choosing Just Right Text</li> <li>• Vocabulary – <i>considerate</i> – There is a lot of picture evidence that could help students to determine what it looks like to be considerate.</li> </ul> <p><b>Standards:</b> K.RL.4</p> <p><b>Connections:</b> GLAD Reader's/Writer's Unit(GLAD Storage J Drive)</p>
	<p><b>Confetti: Poems for Children</b> Mora, Pat Poetry</p>	<p><i>Spanish vocabulary is imbedded throughout this poetry book. This is a very complex text that would be a good resource for close reading lessons. There is some repetition in some of the poems and there is a glossary of Spanish terms included in the back of the book.</i></p> <p><b>Ideas for Using this Text:</b></p> <ul style="list-style-type: none"> <li>• Ask and answer questions about this text to determine the meaning of the poems.</li> <li>• There are lots of vocabulary possibilities.</li> <li>• Help students to see the difference between a poem, storybook or nonfiction text.</li> <li>• Discuss the illustrations and how they support the poems.</li> </ul> <p><b>Standards:</b> K.RL.1, K.RL.4, K.RL.5</p>

	<p><b>This Is the Way We Go to School</b> Falk, Laine Nonfiction</p>	<p><i>This book shows the many different ways that children, from around the world, travel to school. There is a map included in the back that shows where the kids from this book live.</i></p> <p><b>Ideas for Using this Text:</b></p> <ul style="list-style-type: none"> <li>• Rhyming Words</li> <li>• This format could be used to create a class book or individual book about how kids get to school. You could even incorporate current sight words into the pattern (i.e. I go ....)</li> </ul> <p><b>Standards:</b> K.RF.2, K.W.2</p> <p><b>Connections:</b> GLAD Citizenship unit (GLAD Storage J Drive)</p>
	<p><b>Then and Now: Life at School</b> Yates, Vicki Nonfiction</p>	<p><i>This book uses the “Then and Now” theme to show what life at school was like “then” and what it is like “now.” The company used real photographs to give readers a picture of school.</i></p> <p><b>Ideas for Using this Text:</b></p> <ul style="list-style-type: none"> <li>• There are sight words in this text that could be highlighted.</li> <li>• Since this is a nonfiction text, a focus good be placed on text features.</li> <li>• Discuss with students how the photographs support the words on the page.</li> <li>• Students could write a “Then and Now” book. (Module 3)</li> </ul> <p><b>Standards:</b> K.RF.3, K.RI.5, K.RI.7, K.W.2</p> <p><b>Connections:</b> GLAD Citizenship unit (GLAD Storage J Drive)</p>
<p><b>Module 2:</b></p>	<p><b>The Emporer's Egg</b> Jenkins, Martin Fiction</p>	<p><i>This fictional story, also gives lots of information about the male Emperor Penguin. There is even an index at the back of the book.</i></p> <p><b>Ideas for Using this Text:</b></p> <ul style="list-style-type: none"> <li>• Ask and answer questions about the text. Ask “I wonder” questions along the way.</li> <li>• Model retell with this story as it progresses through the penguins experiences.</li> <li>• Bring in other text to give students more information about Emperor Penguins.</li> </ul> <p><b>Standards:</b> K.RL. 1, K.RL.2</p>

	<p><b>Summer Sun Risin'</b> W. Nikola-Lisa Fiction</p>	<p><i>A day in the life of a young African American boy living on a farm. The story describes sun-up to sun-down and will help students see that they too can tell the story of their own day from sun-up to sun-down.</i></p> <p><b>Ideas for Using this Text:</b></p> <ul style="list-style-type: none"> <li>• This text is good to use for the discussion of characters and setting.</li> <li>• This story is very poetic. Talk about the different types of text.</li> <li>• Rhyming words</li> </ul> <p><b>Standards:</b> K.RL.3, K.RL.5, K.RF.2</p>
	<p><b>Under One Rock</b> Anthony D. Fredericks</p>	<p><i>A day in the life of a young African American boy living on a farm. The story describes sun-up to sun-down and will help students see that they too can tell the story of their own day from sun-up to sun-down.</i></p> <p><b>Ideas for Using this Text:</b></p> <ul style="list-style-type: none"> <li>• Word Families and Rhyming</li> <li>• Beautiful illustrations relate directly to the words written.</li> <li>• There is some rich vocabulary (i.e. <i>a village of animals</i>)</li> <li>• The author chose to bold some of the words. Why did he do that?</li> </ul> <p><b>Standards:</b> K.RL.4, K.RL.7, K.RF.2</p> <p><b>Connections:</b> NGSS/GLAD Rainforest unit (GLAD Storage J Drive)</p>
	<p><b>I Broke My Trunk!</b> Willems, Mo Fiction</p>	<p><i>This is a funny story about how an elephant broke his trunk. This story leads nicely into making prediction.</i></p> <p><b>Ideas for Using this Text:</b></p> <ul style="list-style-type: none"> <li>• Have students make predictions/inferences about how the character feels and what might happen next. Draw attention to facial expressions and body language.</li> <li>• Ask and answer questions, focusing on character feelings and voice.</li> <li>• The author gives a good example of using speech bubbles and thinking bubbles.</li> <li>• Discuss the relationship between the illustrations and the words in the story.</li> </ul> <p><b>Standards:</b> K.RL.1, K.RL.2, K.RL.7, K.W.3</p>
	<p><b>When I Am Old With You</b> Johnson, Angela Fiction</p>	<p><i>This small child imagines a future when he will be old with his Granddaddy. This is a beautiful story to discuss with your class and talk about characters, setting and major events.</i></p> <p><b>Ideas for Using this Text:</b></p> <ul style="list-style-type: none"> <li>• Ask and answer questions about key details. What are three things he wants to do with her Granddaddy?</li> <li>• Identify characters, settings, and major events.</li> <li>• Point out the author and illustrator to the students and help the students to identify each of their roles.</li> </ul> <p><b>Standards:</b> K.RL.1, K.RL.3, K.RL.6, K.SL.2</p>

	<p><b>Wave</b> Lee, Suzy Fiction</p>	<p><i>This is a wordless book that uses black, gray, white and blue illustrations to tell a story of a girl at the beach. This book is a great example of how an author can write an entire story without words. This book even has some humor!</i></p> <p><b>Ideas for Using this Text:</b></p> <ul style="list-style-type: none"> <li>• Ask and answer questions</li> <li>• Retell the story as a class or individually, using the illustrations.</li> <li>• Have students write wordless books about small moments.</li> <li>• These illustrations are really a “quick sketch.” There is not a lot of color or detail which allows for students to see that illustrations do not have to be elaborate.</li> <li>• You could also ask the students how they would “finish” this book.</li> </ul> <p><b>Standards:</b> K.RL.1, K.RL.2, K.W.3</p>
	<p><b>Chalk Doll</b> Pomerantz, Charlotte Fiction</p>	<p><i>In this story, a little girl asks a question, her mom answers the question through a story and it leads the girl to ask another question.</i></p> <p><b>Ideas for Using this Text:</b></p> <ul style="list-style-type: none"> <li>• Show students how asking a question can lead to multiple exchanges in conversation.</li> <li>• Have students discuss familiar people or places and practice verbally what the author has modeled in this text.</li> <li>• Write to the prompt: “My keepsake is _____. Why is it special to you?”</li> </ul> <p><b>Standards:</b> K.W.3, K.W.5, K.SL.2, K.SL.4</p>
	<p><b>Dream Weaver</b> London, Johnathan Fiction</p>	<p><i>The author takes a close look at a boys experience with a spider and then moves into what the boy thinks it would be like to be a spider. This book gives an example of how you can look at ordinary things in the world around you and take a closer look and writing about it.</i></p> <p><b>Ideas for Using this Text:</b></p> <ul style="list-style-type: none"> <li>• Have students discuss how stories often come from personal experiences and observations.</li> </ul> <p><b>Standards:</b> K.W.3, K.W.5, K.SL.2, K.SL.4</p>
	<p><b>Hello Ocean</b> Ryan, Pam Munoz Poetry</p>	<p><i>In this book, the author writes about a special place. She uses the five senses and lyrical text to describe the ocean. Beautiful illustrations!!</i></p> <p><b>Ideas for Using this Text:</b></p> <ul style="list-style-type: none"> <li>• This is another example of a personal narrative. Students could use this as an example of writing a personal narrative and about a small moment/special place.</li> <li>• The beginning and ending of this story is a great example that students could replicate in writing.</li> <li>• Use a web (graphic organizer) to help students make a connection to their special place using all five senses. What does it smell, taste, touch, hear, and look like? Use this as a prewriting activity to help students collect ideas.</li> </ul> <p><b>Standards:</b> K.W.3</p>

	<p><b>I Know a Lady</b> Zolotow, Charlotte Fiction</p>	<p><i>The girl in this story tells about someone special in her life, her neighbor.</i></p> <p><b>Ideas for Using this Text:</b></p> <ul style="list-style-type: none"> <li>• Shared writing/individual writing about someone who is special in life. Prior to any writing, have students discuss someone who is special. Create an anchor chart for students to refer to throughout the writing unit.</li> </ul> <p><b>Standards:</b> K.W.3, K.W.5, K.L.5, K.L.6</p>
	<p><b>Knuffle Bunny: A Cautionary Tale</b> Willems, Mo Fiction</p>	<p><i>Trixie, Daddy and Knuffle Bunny take a trip to the Laundromat. Things go horribly wrong when Knuffle Bunny gets left at the Laundromat. Trixie is trying to tell Daddy what is wrong, but Trixie can't speak!</i></p> <p><b>Ideas for Using this Text:</b></p> <ul style="list-style-type: none"> <li>• Students will be able to make real-life connections to this story. It will spark ideas for writing about a real life experience of their own.</li> <li>• As a teacher, you could use a real-life example of your own to model writing in front of your students.</li> <li>• If you still have students that are working on Early Literacy Skills, this book would be a great one to use with a small group.</li> </ul> <p><b>Standards:</b> K.RL.1, K.RL.2, K.RL.4, K.W.3, K.W.5, K.RF.1</p>
	<p><b>Let's Go Home: The Wonderful Things About a House</b> Rylant, Cynthia Fiction</p>	<p><i>This book is a great example of very descriptive text and detailed illustrations. The author uses words to make you visualize the setting and feel the environment.</i></p> <p><b>Ideas for Using this Text:</b></p> <ul style="list-style-type: none"> <li>• Read a couple pages of the story and have the students draw as you read. Let them create their own visual before you show them the picture the illustrator included.</li> <li>• This is a longer book, but you could easily divide it up or uses short sections for close reading.</li> <li>• There is a lot of options for vocabulary and word study.</li> </ul> <p><b>Standards:</b> K.RL.1, K.L.5, K.L.6</p>
	<p><b>Moon Was the Best, The</b> Zolotow, Charlotte Fiction</p>	<p><i>A mother visits Paris and brings back all the best memories to share with her daughter. The story has a pattern to it that students could replicate. The title tells you exactly what this book is going to be about.</i></p> <p><b>Ideas for Using this Text:</b></p> <ul style="list-style-type: none"> <li>• Take time to discuss the power of descriptive title.</li> <li>• Model using a big idea (traveling to Paris) and then finding the small moments within that big idea.</li> </ul> <p><b>Standards:</b> K.RL.1, K.W.3, K.W.5, K.W.7, K.SL.1, K.SL.2, K.SL.3, K.SL.4, K.SL.5, K.SL.6</p>

	<p><b>Roller Coaster</b> Frazee, Marla Fiction</p>	<p><i>A perfect book for teaching students how to write about a small moment. The illustrations are beautiful!</i></p> <p><b>Ideas for Using this Text:</b></p> <ul style="list-style-type: none"> <li>• The author uses onomatopoeia to help describe the roller coaster ride.</li> <li>• Use this book as an example of an author writing about a small moment.</li> <li>• The illustrations directly connect with the words on each page. They help to tell the story.</li> <li>• Have students verbally describe a small moment and give details.</li> </ul> <p><b>Standards:</b> K.RL.7, K.SL.4, K.W.3, K.SL.6</p>
	<p><b>Snow</b> Shulevitz, Uri Fiction</p>	<p><i>A young boy believes that the snow is coming. This beautiful story describes how the first snowfall of the year transforms the city.</i></p> <p><b>Ideas for Using this Text:</b></p> <ul style="list-style-type: none"> <li>• This is also an example of writing to describe a small moment. The author slows down time and focuses in on one moment.</li> <li>• Have students re-read a story they have written and find a spot to add more detail.</li> </ul> <p><b>Standards:</b> K.W.3, K.W.5, K.SL.1, K.SL.2, K.SL.3, K.SL.4, K.SL.5, K.L.1, K.L.2, K.L.4, K.L.5, K.L.6</p>
	<p><b>Watch Out for the Chicken Feet in Your Soup</b> dePaola, Tomie Fiction</p>	<p><i>This book is similar to I Know a Lady. It is also written about someone special in life.</i></p> <p><b>Ideas for Using this Text:</b></p> <ul style="list-style-type: none"> <li>• Shared writing/individual writing about someone who is special in life. Prior to any writing, have students discuss someone who is special. Create an anchor chart for students to refer to throughout the writing unit.</li> </ul> <p><b>Standards:</b> K.W.3, K.W.5, K.L.5, K.L.6</p>
<p><b>Module 3:</b></p>	<p><b>Healthy Habits</b> Weber, Rebecca Nonfiction</p>	<p><i>This is an informational text about healthy habits including eating and exercising.</i></p> <p><b>Ideas for Using this Text:</b></p> <ul style="list-style-type: none"> <li>• Ask and answer questions about key details in the text.</li> <li>• Identify the main topic and retell key details.</li> <li>• Identifying different text features (table of contents, bold words, index)</li> <li>• Identifying the reasons the author gives to support the text.</li> <li>• Review front cover, back cover, and title page (if needed)</li> </ul> <p><b>Standards:</b> K.RI.1, K.RI.2, K.RI.8, K.RF.1</p>



	<p><b>How Bees Make Honey</b> Spilsbury, Louise A. Nonfiction</p>	<p><i>How Bees Make Honey is a great nonfiction book all about honey bees. This text is loaded with text feature, and there is a "Further Reading" section that lists other books and resources about honey bees.</i></p> <p><b>Ideas for Using this Text:</b></p> <ul style="list-style-type: none"> <li>• Make a class chart listing all of the different text features in the book. What are they and how do they help us understand what the author is trying to teach us about?</li> <li>• Use the resources in back to choose another book about honey bees that you could use to identify similarities and differences between the two honey bee books.</li> <li>• Have students write stories about an animal or topic of choice that uses some of the features used in this text.</li> </ul> <p><b>Standards:</b> K.RI.1, K.RI.2, K.RI.4, K.RI. 9, K.W.2</p>
	<p><b>I See a Kookaburra!: Discovering Animal Habitats</b> Jenkins, Steve Nonfiction</p>	<p>Discovering animal habitats around the world. There are eight animals in each habitat so students will be able to look closely at the illustrations to find all of them.</p> <p><b>Ideas for Using this Test:</b></p> <ul style="list-style-type: none"> <li>• Ask questions that start with who, what, when, where, why, and how.</li> <li>• Use schema to help ask questions.</li> <li>• Take time to questions and wonder.</li> </ul> <p><b>Standards</b> K.RI.10, K.SL.1, K.SL.2, K.SI.3, K. SL.6, K.L.6</p> <p><b>Connections:</b> NGSS/GLAD Rainforest unit (GLAD Storage J Drive)</p>
	<p><b>My First Biography: Christopher Columbus</b> Bauer, Marion Dane Nonfiction</p>	<p><i>A biography about Christopher Columbus.</i></p> <p><b>Ideas for Using this Text:</b></p> <ul style="list-style-type: none"> <li>• Ask and answer questions about key details in the text. Who, What, When, Where....</li> <li>• Identify the main topic and retell key details.</li> <li>• Review front cover, back cover, and title page (if needed)</li> <li>• You could easily pair this text with another text about Christopher Columbus and identify basic similarities and differences between the two.</li> </ul> <p><b>Standards:</b> K.RI.1, K.RI.2, K.RI.4, K.RI.5, K.RI.6, K.RI.9</p>

	<p><b>Soccer</b> Guillain, Charlotte Nonfiction</p>	<p><i>This is an informational text about soccer. The text is formatted in question and answer form. Each chapter begins with a question and the author answers it in the paragraph.</i></p> <p><b>Ideas for Using this Text:</b></p> <ul style="list-style-type: none"> <li>• Ask and answer questions about key details in the text.</li> <li>• Identify the main topic and retell key details.</li> <li>• Identifying different text features (table of contents, bold words, index)</li> <li>• We can gain a lot of information by paying close attention to the pictures. Students will discover how the details found in the pictures support the text.</li> <li>• Use as a mentor text for nonfiction writing. Students can write about a topic they know a lot about.</li> </ul> <p><b>Standards:</b> K.RI.1, K.RI.2, K.RI.8, K.W.2</p>
	<p><b>What We Wear: Dressing Up Around the World</b> Ajmera, Maya Nonfiction</p>	<p>This book takes us all around the world with photographs and reflects all the different ways children dress in a variety of cultures and locations around the world.</p> <p><b>Ideas for Using this Text:</b></p> <ul style="list-style-type: none"> <li>• Model how making connections and use our background knowledge helps us better understand the books we read</li> </ul> <p><b>Standards</b> K.RI.2, RI.10, K.SL.1, K.SL.2, K.SI.3, K.SL.6, K.L.6, K.W.8</p>
	<p><b>All You Need for A Snowman</b> Schertle, Alice Nonfiction</p>	<p><i>This book is a great mentor text for showing a different structure for a how to story. It is a simple story about everything it takes to build a snowman.</i></p> <p><b>Ideas for Using this Text:</b></p> <ul style="list-style-type: none"> <li>• Ask and answer questions about key details in the text.</li> <li>• A good book to talk about order of your “how to” paper. What would happen if you didn’t start with the first ball and added arms first? Many students have experience with building snowmen, so you could use this book as a shared writing experience with how to build a snowman.</li> </ul> <p><b>Standards:</b> K.RI.1, K.RI.2, K.W.2, K.W.5, K.W.8</p>
	<p><b>Building a House</b> Barton, Byron Fiction</p>	<p><i>In Building a House, the author uses simple sentences with illustrations to tell a story of how a family’s house is built from start to finish.</i></p> <p><b>Ideas for Using this Text:</b></p> <ul style="list-style-type: none"> <li>• Students can use the format of this book to write an informational book of their own.</li> </ul> <p><b>Standards:</b> K.W.2, K.W.5, K.W.8, K.SL.1, K.SL.4, K.SL.5, K.SL.6</p>

	<p><b>Growing Vegetable Soup</b> Ehlert, Lois Fiction</p>	<p><i>This book takes the reader through each step of planting seeds, growing vegetables, harvesting the vegetables and making soup. It is a great example of a how-to-book.</i></p> <p><b>Ideas for Using this Text:</b></p> <ul style="list-style-type: none"> <li>• Students could identify key details in the text and retell the stories step-by-step.</li> <li>• Explore unknown words and vocabulary. All the pictures are labeled, so that supports the learning of new vocabulary.</li> <li>• Have a discussion about how labeling each picture helps to give the reader more information. Students could write a new story, or go back to a piece they are working on, and add labels to their illustrations.</li> </ul> <p><b>Standards:</b> K.RI.1, K.RI.2, K.RI.4, K.W.2</p>
	<p><b>How To Be</b> Brown, Lisa Fiction</p>	<p>This book is about how to be a: bear, monkey, turtle, snake, spider, dog, and a person. It shows close up pictures on how to be...and list a few characteristics of each animal and then connects the characteristic of the animal to how to be a person.</p> <p><b>Ideas for Using this Text:</b></p> <ul style="list-style-type: none"> <li>• Shared writing/individual writing about How to be...</li> </ul> <p><b>Standards:</b> K.W.2, K.W.5, K.W.7, K.8, K.SL.1,K.SL.3, K.SI.3 K.L.5, K.L.6</p> <p><b>Connections:</b> NGSS/GLAD – Rainforest unit (GLAD Storage J Drive)</p>
	<p><b>How to Lose All Your Friends</b> Carlson, Nancy Nonfiction</p>	<p><i>If you don't want any friends, follow these simple instructions: 1. Never smile, 2. Never share, 3.Be a bully, 4.Be a pore sport, 5. Tattle, 6. Whine. The author takes a humorous look at all of the things you should not do to friends.</i></p> <p><b>Ideas for Using this Text:</b></p> <ul style="list-style-type: none"> <li>• This is a great story to use for building classroom community and talking about how we can be a good friend. Brainstorm a list of ways that we could be good friends to each other.</li> <li>• Use the format of this book and have students write and illustrate a book using the ideas of how to be a good friend. This could be individual or done as a class.</li> </ul> <p><b>Standards:</b> K.RI.1, K.RI.2, K.RI.4, K.RI.5, K.RI.7, K.W.2, K.SL.4, K.SL.5, K.SL6, K.L.1, K.L.2</p>
	<p><b>I Can Draw People</b> Gibson, Ray Nonfiction</p>	<p>This book has very clear step-by-step picture instructions for drawing pictures. The text demonstrates another way for students to show that they understand the genre of "how-to".</p> <p><b>Ideas for Using this Text:</b></p> <ul style="list-style-type: none"> <li>• Students may create a drawing book. This could be an individual book or even a class book. Students can show step by step how they draw their favorite things. A great example for students to follow.</li> <li>• Students can draw their how to picture and then when they are finished draw the setting around it.</li> </ul> <p><b>Standards:</b> K.W.2, K.RL.3</p>

	<p><b>If You Decide to go to the Moon</b> McNulty, Faith Fiction</p>	<p><i>Take an imaginary journey and discover the stars, moon, and earth in a totally different way. The author tells a wonderful story while adding in lots of information about space and space travel.</i></p> <p><b>Ideas for Using this Text:</b></p> <ul style="list-style-type: none"> <li>• This story is text rich with beautiful pictures. After a complete read through you could even highlight certain sections and do a close reading activity with your students.</li> <li>• Ask and answer questions and identify the main topic and retell some key details.</li> <li>• There is a lot of content vocabulary as well as strong descriptive words that could be used for class vocabulary activities.</li> <li>• If you found another text about the same topic you could also identify basic similarities and differences between two texts on the same topic.</li> </ul> <p><b>Standards:</b> K.RI.1, K.RI.2, K.RI.4, K.RI.5, K.RI.6, K.RI.9</p>
	<p><b>Pizza That We Made, The</b> Holub, Joan Fiction</p>	<p><i>This is a Level 2 Young Reader. In poetic verse, the author repeats many sight words throughout the story as the children share how they make pizza. At the back of the book there is even a recipe for making your own pizza.</i></p> <p><b>Ideas for Using this Text:</b></p> <ul style="list-style-type: none"> <li>• Make note of repetitive sight words, rhyming words, and verbs</li> <li>• This is another good example of How-to writing. First, you have to think about everything you will need to complete your how-to.</li> </ul> <p><b>Standards:</b> K.RI.1, K.RI.2, K.RI.4, K.RI.5, K.RI.7, K.W.2, K.SL.4, K.SL.5, K.SL.6, K.L.1, K.L.2, K.RF.2, K.RF.3</p>
	<p><b>Road Builders</b> Hennessy, B.G. Nonfiction</p>	<p><i>Road Builders follows a crew as it uses a variety of trucks to build a road. High level interest for boys.</i></p> <p><b>Ideas for Using this Text:</b></p> <ul style="list-style-type: none"> <li>• <b>Using transition words to organize writing. First, next, last.</b></li> </ul> <p><b>Standards:</b> K.W.2</p>
	<p><b>Walk On</b> Frazee, Marla Fiction</p>	<p><i>A funny, how-to guide that gives step-by-step directions for a baby that is ready to start walking. This book is also a good book to use as we build a culture in our classroom where we all work hard, we don't give up and it's okay to make mistakes along the way.</i></p> <p><b>Ideas for Using this Text:</b></p> <ul style="list-style-type: none"> <li>• This is a fun example of how-to. You may have kids in your class that would like to try to add humor to their writing.</li> <li>• Have a class discussion about working hard, not giving up and that it is okay to make mistakes.</li> </ul> <p><b>Standards:</b> K.W.2, K.SL.1</p>

<p><b>Module 4:</b></p>	<p><b>Bunny Cakes</b> Wells, Rosemary Fiction</p>	<p><i>Max and Ruby are making a cake for Grandma. Ruby sends Max to the store multiple times to get different ingredients that she needs. Max carries a list from Ruby each time he makes his way back to the store. Every time Ruby gave Max a list, Max tried to add Hot Red Marshmallow Squirters to the list. He tries writing it several different ways, but the store owner cannot read it and does not know what to give him. Finally, he uses pictures and he is able to get what he needs.</i></p> <p><b>Ideas for Using this Text:</b></p> <ul style="list-style-type: none"> <li>• There are lots of reasons to create lists like Max and Ruby did. Can pictures be as helpful as words sometimes?</li> <li>• There is also a strong theme of perseverance that runs through this story. This could be a great discussion to have as a class.</li> </ul> <p><b>Standards:</b></p>
	<p><b>Click, Clack, Moo! Cows That Type</b> Cronin, Doreen Fiction</p>	<p><i>In this story the cows begin to type letters to Farmer Brown demanding electric blankets. Using typed letters, they are trying to persuade Farmer Brown to give them electric blankets.</i></p> <p><b>Ideas for Using this Text:</b></p> <ul style="list-style-type: none"> <li>• Great vocabulary: furious, demand</li> <li>• This text could be used to teach students how to revise and give better reasons.</li> <li>• List reasons for wanting something (example: a dog) Students can create a graphic organizer listing 3-4 reasons. Then, choose the most convincing reason to use in their writing.</li> </ul> <p><b>Standards:</b> K.RL.4, K.W.3, K.W.5, K.W.8, K.SL.6</p>
	<p><b>Dear Bear</b> Harrison, Joanna Fiction</p>	<p><i>Katie is afraid of the bear that lives under the stairs in her house, until they exchange letters and she finally gets to meet him.</i></p> <p><b>Ideas for Using this Text:</b></p> <ul style="list-style-type: none"> <li>• Use as an introduction to write letters.</li> <li>• Students will see that they can write a letter just like the young girl in the story.</li> </ul> <p><b>Standards:</b> K.W.3</p>
	<p><b>Dear Juno</b> Park, Soyung Fiction</p>	<p><i>This story is about a little boy who receives a letter from his grandma in Korea. The letter was written in Korean, so the boy could not read it. However, in the letter, the grandma had given different artifacts that allowed him to interpret the letter correctly. Then, the little boy draws a picture to tell his grandma a story.</i></p> <p><b>Ideas for Using this Text:</b></p> <ul style="list-style-type: none"> <li>• This is a good mentor text for the beginning of the year. This book shows that you can tell a story using details in your pictures.</li> <li>• Bring the book back later in the year, and use it as a mentor text for introducing pen pals. Use a fifth class in the building to become pen pals with your class.</li> </ul> <p><b>Standards:</b> K.W.3, K.W.5, K.SL.6</p>

	<p><b>Fancy Nancy</b> O'Connor, Jane Fiction</p>	<p><i>Fancy Nancy is a wonderful example of writing with voice. How could students add voice to their own writing? She also uses some wonderful words that she then defines in the next sentence.</i></p> <p><b>Ideas for Using this Text:</b></p> <ul style="list-style-type: none"> <li>• Have a conversation with students about voice and how this author uses a lot of voice in the story.</li> <li>• Determine the meaning of new words using context.</li> </ul> <p><b>Standards:</b> K.W.3, K.W.5, K.L.4</p>
	<p><b>I Wanna Iguana</b> Orloff, Karen Kaufman Fiction</p>	<p><i>In this story, Alex is trying to convince his mom he wants an iguana. Hilarious notes go back and forth and he tries to negotiate a pet iguana with his mothers.</i></p> <p><b>Ideas for Using this Text:</b></p> <ul style="list-style-type: none"> <li>• Have students write a letter to their parents asking for something they really want.</li> <li>• Have students write a letter to their teacher/principal for something they really want.</li> </ul> <p><b>Standards:</b> K.W.2, K.W.5, K.W.8, K.SL.6</p>
	<p><b>Jolly Postman</b> Ahlberg, Allan Fiction</p>	<p><i>Students will explain the purposes for communicating in writing for communicating in writing via letters. In this story, familiar characters (the 3 bears, big bad wolf, etc.) are given letters. These letters are humorous parts of their original story.</i></p> <p><b>Ideas for Using this Text:</b></p> <ul style="list-style-type: none"> <li>• Set up a post office in your classroom. Bring in envelopes a fold paper for cards. Bring in/make a mail box.</li> <li>• This book refers to known characters in fairy tales, have students recall and gather information to remember past characters.</li> </ul> <p><b>Standards:</b> K.W.1, K.W.2, K.W.5, K.W.7, K.W.8,</p>
	<p><b>My New York: New Anniversary Edition</b> Jakobsen, Kathy Fiction</p>	<p><i>A young girl takes readers on a pictorial tour of her favorite places in New York. Amazing illustrations and flip-up pages that increase the picture size.</i></p> <p><b>Ideas for Using this Text:</b></p> <ul style="list-style-type: none"> <li>• This book could even be chunked and you could highlight one location in New York. Students could illustrations with lots of detail to show a special place they like to go. They could even include flip-ups like they did in the book. Add a description of the illustration to include writing.</li> </ul> <p><b>Standards:</b> K.W.3, K.W.5</p>

	<p><b>We Are Best Friends</b> Aliki Fiction</p>	<p><i>When his best friend Peter moves away, Robert has not one to play with, and his is not having any fun. Then he meets Will, and after a bit of time learns to be friends with Will while he continues to write letters to Peter.</i></p> <p><b>Ideas for Using this Text:</b></p> <ul style="list-style-type: none"> <li>• Lots of personal connections for students in this story. Good conversation about being a friend and making new friends.</li> <li>• Robert writes letters to his friend Peter. Use these examples to teach students how they could write letters to others.</li> </ul> <p><b>Standards:</b> K.W.3</p>
	<p><b>With Love Little Red Hen</b> Ada, Alma Flor Fiction</p>	<p><i>This book is a series of long letters to and from familiar fairy tale characters.</i></p> <p><b>Ideas for Using this Text:</b></p> <ul style="list-style-type: none"> <li>• Close read</li> <li>• Letter structure</li> <li>• Teaching different ways to end a letter</li> </ul> <p><b>Standards:</b> K.W.3</p>