

# **I CAN READ BOOKS®**

## ***Classroom Activity Guide***

### **For Beginning Readers**

Dear Teacher,

HarperCollins Children's Books is proud to reintroduce the groundbreaking I Can Read series. With all new color-coded leveling, full-bleed art and a back cover design that directs readers to other books at the same level, it's just right for the next generation.

Begun in 1957 with Else Holmelund Minarik and Maurice Sendak's Little Bear, the I Can Read line includes more than 200 titles. Featuring award-winning authors and illustrators and a fabulous cast of characters—Amelia Bedelia, Biscuit, Frog and Toad, Danny & the Dinosaur, Little Bear, and many others—I Can Read books introduce children to the joy of reading.

In this guide you'll find activities to enhance language arts instruction, using 12 newly repackaged titles in the I Can Read series. The activities are designed for use with specific books but can be adapted to suit your needs.

To help select the appropriate book for your child's reading ability, follow the I Can Read Books new leveling system below. These levels are meant only as general guidelines—each child develops at his or her own pace.

Enjoy!

*HarperCollins Children's Books*

# A Guide to I Can Read Books

My First: Shared Reading	Ideal for sharing with your emergent reader
1: Beginning Reading	Simple sentences and familiar words for children eager to read on
2: Reading with Help	High interest stories and language play for developing readers
3: Reading Alone	More complex themes and plot for the independent reader
4: Advanced Reading	The perfect bridge to chapter books

## Below is a list of books referenced in this teacher's guide

Bargain for Frances  
ISBN: 0-06-444001-X

Biscuit  
ISBN: 0-06-444212-8

Danny and the Dinosaur  
ISBN: 0-06-444002-8

First Flight  
ISBN: 0-06-444215-2

Frog and Toad Are Friends  
ISBN: 0-06-444020-6

Go Away, Dog  
ISBN: 0-06-444231-4

Golly Sisters Go West  
ISBN: 0-06-444132-6

Harry and the Lady Next Door  
ISBN: 0-06-444008-7

High Rise Private Eyes #1: The Case of the Missing Monkey  
ISBN: 0-06-444306-X

Inspector Hopper  
ISBN: 0-06-444260-8

The Josefina Story Quilt  
ISBN: 0-06-444129-6

Little Bear  
ISBN: 0-06-444004-4

Biscuit Goes to School  
ISBN: 0-06-443616-0

Amelia Bedelia Goes Camping  
ISBN: 0-06-051106-0

Marvin One Too Many  
ISBN: 0-06-444279-9

Minnie and Moo and the Potato from Planet X  
ISBN: 0-06-444312-4

Prairie School  
ISBN: 0-06-051318-7

## **Go Away, Dog**

By Joan L. Nodset, illus. by Paul Meisel

*Model good reading habits by sharing this sweet story about a blossoming friendship between a boy and one very persistent dog. As you read aloud, keep the following tips in mind:*

- **Show the cover.** Ask: “What can you tell about the book from looking at the cover?” Answers may include the name of the author and illustrator, who the main characters are, what the story is about, etc.
- **Point out the particulars.** Familiarize students with the terms *title*, *author* and *illustrator*. Be sure to read the *dedication* page as well.
- **Show the pictures.** Illustrations provide important clues. Draw students’ attention to them. How do the illustrations add to the story? Can you tell what the characters might be thinking by their expressions?
- **Read with feeling.** Your voice brings the story to life. Expressive reading captivates your audience and generates interest.
- **Ask questions.** As you read encourage children to make predictions and infer meaning from the text by asking questions such as, “What do you think will happen next?” and “How do you know?”

## **Biscuit**

By Alyssa Satin Capucilli, illus. by Pat Schories

*Youngsters will recognize themselves in this engaging story about a pup who won’t go to bed. With repetitive text and a simple story children will want to read this book again and again. Build on their enthusiasm with the **writing activity** below.*

Have students write their own Biscuit book. Create book pages following the model shown here and give each child a copy. Tell them to imagine they have a puppy like Biscuit. What does the puppy want before bed? It may help students to think about their own bedtime routine. Explain to the students that they will be writing and illustrating their own page in the Biscuit book.

Time for bed, Biscuit!

Woof, woof!

Biscuit wants \_\_\_\_\_

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## Little Bear

By Else Holmelund Minarik, illus. by Maurice Sendak

*No matter where Little Bear goes or what he does Mother Bear is always there for him. Use this classic story to help emergent readers develop **sight word vocabulary**. Read the first story aloud in a small group setting; have students follow along with individual copies.*

Ask students if they noticed repeated words. For example, on the first page “cold” and “snow” are repeated. Explain that you are going to read the story again. This time students should listen for frequently used words. Stop periodically so children can report. List responses on chart paper then have students take turns reading the words. Your list might look something like this:

cold	the	play	something	I
snow	put	here	see	am
bear	coat	pants	little	hat

Then play “**Word Bingo**.” Create Bingo cards with words from the class-generated list. As you call out each word (e.g. “B snow”) students cover the words on their card. Use small manipulatives as markers. The first student to fill in a row or column of words calls “Bingo” then reads the words back to the class.

Example:

<b>B</b>	<b>I</b>	<b>N</b>	<b>G</b>	<b>O</b>
coat	the	pants	I	something
snow	bear	am	see	here
put	cold	play	little	hat

## **Harry and the Lady Next Door**

By Gene Zion, illus. by Margaret Bloy Graham

*Harry doesn't like his neighbor's singing voice and he is determined to do something about it. Use this beginning chapter book to **build sequencing skills**.*

Use a pocket chart with sentence strips to organize ideas. Before the lesson write the words and sentences below on sentence strips. Place the strips out of order on the chart. Have students put the sentences in order, along with the corresponding sequencing words (i.e., first, next, finally.) Students should check their response against the book. Do they agree that the order is correct? You can use additional examples from the book to extend this lesson.

First,

Next,

Finally,

Harry has cows moo outside the lady's window.

Harry has a band play outside the lady's window.

Harry has the lady go on a trip far away.

## ***Spotlight on Friendship***

### **Danny and the Dinosaur**

Written and illustrated Syd Hoff

*When a boy befriends a dinosaur, a trip to the museum turns into the excursion of a lifetime. Assess students' **comprehension** as you begin a discussion about the classroom community.*

How does the dinosaur help people? Brainstorm a list of examples with the class. On page 24, for instance, he makes himself into a bridge so people can cross the street. Ask students to think

of ways—big and small—that they help each other at school. Children should draw pictures to illustrate these examples and write a caption to explain what the picture shows. Display children’s work on a bulletin board. Be sure to include a sign that explains the assignment.

## **Frog and Toad are Friends**

Written and illustrated by Arnold Lobel

*Introduce adjectives and teach the basics of **letter writing** with this collection of stories about best friends Frog and Toad.*

- **What makes a good friend? Brainstorm a list of words that describe a good friend.** Record responses on chart paper. Examples may include: nice, funny, honest. Explain that these words are called adjectives because they describe something. Challenge students to use adjectives to describe other things such as the shoes they are wearing or an ice cream sundae.
- **After students read “The Letter” (pages 53–64) have them write their own letter to a friend or family member.** Introduce the structure of a friendly letter (greeting, body, salutation, etc.) using Frog’s letter to Toad as an example. Explain that they’ll be learning to address an envelope and mailing their letter the next day so they should come prepared with the address of the person to whom they’ve written. Take a walking trip to your local post office to mail the letters. If this is not feasible, then offer to mail the letters for the students. Extend the activity by tracking how long it takes for the letters to get to their final destination.

## **A Bargain for Frances**

By Russell Hoban, illus. by Lillian Hoban.

*Despite her mother’s warning, Frances falls prey to Thelma’s not-so-nice trick. But her clever comeback proves she’s no pushover. Use the following questions to assess students’ **comprehension** and develop **critical thinking** skills.*

- Why does Frances’s mother warn her about playing with Thelma? Give examples from the story.
- Is Thelma a good friend to Frances? Why?
- How does Frances respond to Thelma’s trick?
- How would you have handled the situation?

## *Spotlight on Mysteries*

### **Case of the Missing Monkey and Inspector Hopper**

*Bunny Brown and Jack Jones are on the case—Who stole Mac’s glass monkey off the counter of the Grill Next Door?—in Cynthia Rylant’s **The High-Rise Private Eyes #1: The Case of the Missing Monkey**, illus. by G. Brian Karas. **Inspector Hopper** by Doug Cushman follows the gumshoe grasshopper’s super sleuthing. Use a Venn diagram to compare and contrast these beginning chapter books, then examine **story structure** with the following questions. Later, have students write their own detective mystery.*

After reading each book ask:

- What is the problem or mystery the detectives are trying to solve?
- What clues do they come up with?
- What is the solution to the mystery?
- Use the “I can’t find my \_\_\_\_\_!!!” lesson, below, as a prewriting activity.

“I Can’t Find My \_\_\_\_\_!!!” You name it, at least one kid in your class has lost it. Get students’ creative juices flowing by modeling a real life mystery based on their own experience. Ask students to name items they’ve lost (and subsequently found). Possible responses might include a lost animal or a favorite toy. Where did it turn up? What steps did you take to track it down?

## *Spotlight on Historical Fiction*

*Study historical fiction with the books below. Discuss what makes historical fiction a unique genre. How is it different from nonfiction? Extend student’s experience with the activities that follow.*

### **The Josefina Story Quilt**

By Eleanor Coerr, illus. by Bruce Degan

*When her family travels west by covered wagon, Faith brings her pet chicken Josefina along for the ride.*

If you were moving far away and could only bring one thing, what would it be? Why? On a 5" x 5" square of white construction paper, have children draw a picture of the thing they've chosen. Use crayons or Cray-pas for vibrant color. Put the squares together in a class quilt. Draw a grid on butcher paper, making sure to leave a border that will frame the students' designs. Use glue stick to attach the squares.

## **First Flight: The Story of Tom Tate and the Wright Brothers**

By George Shea, illus. by Don Bolognese

*A boy becomes a part of aviation history when Wilbur and Orville Wright come to Kitty Hawk, North Carolina.*

Create a timeline of events. Direct students to use the chapter headings in *First Flight* (1900, 1901, 1902 and 1903) as a guide. They should list one or two things that happened each year, making sure to note when the Wright brothers met Tom Tate in Kitty Hawk and the year of their first successful flight.

## ***Spotlight on Story Setting***

### **The Golly Sisters Go West**

By Betsy Byars, illus. by Sue Truesdale

*Two intrepid sisters head west for a wacky adventure on the wagon trail. Explore the artistic process by carefully examining the illustrations.*

When and where does the story take place? How do you know? How do you think the illustrator knew what life was like during this time period? Have children brainstorm a list of resources they could consult to learn what life was like during this time period. Examples include old newspapers, the Internet, etc. Record responses on chart paper. Use these resources to find images from this period. Based on your observations, did the illustrator do a good job? Why or why not?

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# Frog and Toad Word Find

Find these words from the *Frog and Toad* books:

frog  
toad  
friends  
cookies  
bathing suit

garden  
dragons  
giants  
dream  
swim

letter  
button

R	E	B	N	S	P	I	M	A	P	F	B
A	M	G	I	A	N	T	S	C	O	R	U
L	B	A	T	H	I	N	G	S	U	I	T
E	F	R	D	E	G	J	O	W	N	E	T
T	A	D	U	K	B	T	P	I	C	N	O
T	U	E	Q	F	R	O	G	M	L	D	N
E	R	N	M	D	R	A	G	O	N	S	H
R	E	I	M	G	Q	D	R	E	A	M	H
O	C	O	O	K	I	E	S	K	X	C	V

## Learn New Words with Arthur

*Arthur's Loose Tooth* is a funny story about a chimpanzee who is scared to lose his tooth. His sister and babysitter help show him how to be brave.

Below are vocabulary words from the book. Can you think of a word that means the same (a synonym) and a word that means the opposite (an antonym)? Write them in the spaces provided below.

	Synonym	Antonym
1. evening	_____	_____
2. scared	_____	_____
3. quick	_____	_____
4. big	_____	_____
5. pull	_____	_____
6. hard	_____	_____
7. good	_____	_____

## Get the Story Straight

*Minnie and Moo and the Potato from Planet X is about the hilarious misadventures of two best friends and their quest to save our planet. In the story, a spaceship falls at Minnie and Moo's feet and they meet a potato-shaped alien named Spud.*

*Below are five sentences describing the story. Can you put them in the correct order? Number them from 1 to 5 in the blank spaces.*

- \_\_\_ After the strange object crashes in the tall grass, a door slides open and a potato with one eye steps out.
- \_\_\_ Minnie and Moo are sunbathing in the tall grass looking up at the sky.
- \_\_\_ The potato with one eye introduces himself to Minnie and Moo and says, "My name is Spud. I am from planet X."
- \_\_\_ After Spud introduces himself, he explains they only have thirty minutes to save the planet.
- \_\_\_ Moo notices a strange object in the sky heading straight towards them in the tall grass.

*How can Minnie and Moo and Spud possibly save the planet? Can you come up with your own sentence to describe what you think should happen next...*

# Create Your Own Story

## Step 1

*Make a list of words that are different parts of speech. Use the box below. Here's a quick review of the basics:*

- A **noun** is the name of a person, place or thing. Examples include ***umbrella, telephone and policeman.***
- A **plural noun** is more than one person, place or thing. Examples include ***umbrellas, telephones, and policemen.***
- An **adjective** describes someone or something. Examples include ***red, silly and short.***
- A **verb** is an action word. Examples include ***run, jump, swim and fly.***

<b><u>Noun</u></b>	<b><u>Plural Noun</u></b>	<b><u>Adjective</u></b>	<b><u>Verb</u></b>
1.	1.	1.	1.
2.	2.	2.	2.
3.	3.	3.	3.
4.	4.	4.	4.

## Step 2

*As you read the stories below from the book **The Golly Sisters Go West**, fill in the words you selected above into the corresponding blanks labeled noun, plural noun, adjective, or verb. You'll see that what you've written may end up being fantastic, funny, shocking, silly, or just plain crazy. It all depends upon the words you've chosen and how they "fit" into the story!*

## The Golly Sisters Give a Show

It was the Golly sister's \_\_\_\_\_ (NOUN) show. They \_\_\_\_\_ (VERB) around the curtain. Men and women were there. Children were there. Even \_\_\_\_\_ (PLURAL NOUN) were there.

“Oh, am I ready!” said May-May. “You \_\_\_\_\_ (VERB) the curtain, and I will go first.”

“I want to go first,” said Rose.

“You got to wear the \_\_\_\_\_ (ADJECTIVE) dress, so I get to go first,” said May-May.

“I got to wear the \_\_\_\_\_ (ADJECTIVE) dress because you look funny in blue,” said Rose.

“Who says I look funny in blue?” asked May-May.

“Everybody!” said Rose.

## The Golly Sisters Are Scared

It was a \_\_\_\_\_ (ADJECTIVE) night. There was no moon.

“I (VERB) something,” May-May said. “Something is outside our \_\_\_\_\_ (NOUN).”

“What will we do?” asked Rose.

“One of us will have to \_\_\_\_\_ (VERB) outside,” said May-May. “I heard the noise, so you go.”

“Why should I go? It's your \_\_\_\_\_ (NOUN),” said Rose.

“Do I have to do everything?” asked May-May.